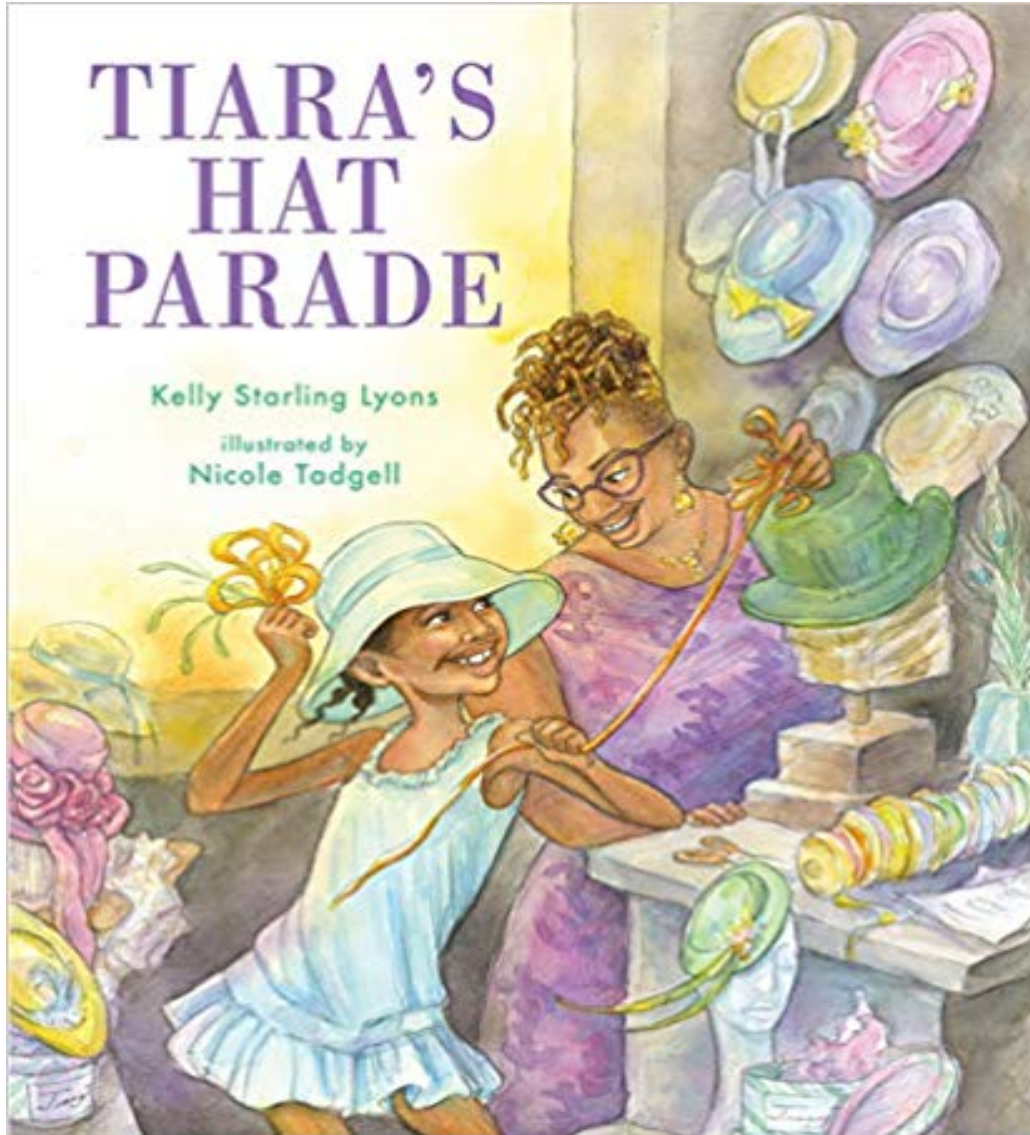


# TEACHER'S GUIDE

Includes Common Core Standards Correlations



## TIARA'S HAT PARADE

WRITTEN BY KELLY STARLING LYONS

ILLUSTRATED BY NICOLE TADGELL

HC: 978-0807579459

Age: 4-8 | Fiction

## Grades: 2-3

### ABOUT THIS BOOK

Tiara's Momma has the magic touch when it comes to making hats. Ladies come from all over the city to sit in her studio and try on her fancy creations. But when Momma is forced to close down her business and pack away her dreams, Tiara can see how sad she is. Can Tiara help Momma rediscover her love for creating and bring back the magic?

### THEMES

- Family Traditions
- Storytelling
- Mothers and Daughters
- Entrepreneurship
- Community
- Creativity

### SKILLS

- Listening
- Summarizing
- Vocabulary
- Theme
- Story Elements
- Research

### BEFORE YOU READ

- Show the students the front cover of the book and tell them the title.
- Describe the actions taking place on the front and back. What are the two characters doing? What objects appear on the covers along with the characters?
- Ask the students to predict what the story may be about. Tell students to give reasons to support their predictions based on their observations.
- Ask students to identify the book's genre. What type of story do they think it is?
- Conduct a picture walk with the students. Ask them to describe the action taking place on each page.
- Explain to students that the story has many strong themes.

### AS YOU READ

- Have students identify the problem in the story and predict how Tiara will solve it.

## AFTER YOU READ

- Ask students to identify the author's purpose. Why do they think she wrote the story? What themes have they noticed in the story?

## LANGUAGE ARTS

- Name the main character. Give three words that describe this character.
- Tiara has a knack for storytelling. What do you have a knack for? Write a few sentences describing this skill or talent. Younger students can draw a picture of themselves doing something that they have a knack for.
- How does Tiara help Momma in the hat studio? Do you help your family? If so, what do you do?
- Identify the story's setting, the story problem, and the solution. Then walk students through completing a story map such as this one: <http://www.classroomdoodles.com/uploads/2/6/1/6/26162462/gostorymap2.pdf>
- Why is Momma so sad? Have you ever felt very sad before? Why?
- Why do you think the millinery shop is so important to Momma? To Tiara? To the whole family? Tiara's Momma is an entrepreneur. What does this mean?
- When Momma closes her shop she says, "We can't eat dreams." What do you think she means? Have you ever had to give up doing something that you loved? How did giving that thing up make you feel?
- In what ways does Tiara try to help Momma feel better? Do any of these attempts succeed? Why or why not?
- Momma ends the story by saying, "I think you're right, Tiara. Better days are coming." What does she mean by this?
- Hats have a very special meaning in this story. How do the supporting characters express how Momma's hats make them feel? Do you have a special possession that tells an important story about you?
- What is point of view? From whose point of view is the story told? How does point of view affect how a story is told?
- Do a picture walk. Describe how the art and text work together to set the mood of the story.

## VOCABULARY

- As a class discuss, write, or draw pictures to define the following words:
  - tiara
  - millinery
  - strut
  - knack
  - sashay
  - dazzle
  - studio
  - milliner

## WRITING

- Ask students to summarize the story, making sure to include the beginning, middle, and end using at least three vocabulary words. Younger children can dictate or draw the story's events. For support, students can use a graphic organizer: <https://www.classroomdoodles.com/uploads/2/6/1/6/26162462/gostorymap1.pdf>
- Ask students to write one - two paragraphs about their favorite activity to do with a family member or guardian. Younger students may draw a picture of their favorite family activity and write a few words of sentences to describe their picture.
- Momma ends the story by saying, "I think you're right, Tiara. Better days are coming." Ask students to write what they believe happens next in the story. Does Momma reopen her millinery studio? How does Tiara help Momma?
- Have students research the history of hats or millinery and then write a brief summary of what they learned.
  - Older Students: <https://hataalk.com/millinery-history/#:~:text=The%20Origins%20of%20Millinery,comes%20from%20the%20word%20Milan>
  - Younger Students: <https://kids.kiddle.co/Hat>
- Write a letter to the author or illustrator of the book. Include questions that you may have about the story and what you think about the book.

## SOCIAL STUDIES

- Black women's hat tradition began in 1800's in black churches throughout the South and in northern cities with strong Black American populations. Invite older students to research the history of hat wearing in Black churches. Why did this become a cultural tradition in the Black community? <https://bglh-marketplace.com/2015/08/3-historical-reasons-why-black-women-wear-elaborate-church-hats/>
- Ask older students to research how women's hat styles have changed over the last century. Have them write a short report over their findings. Students can use books or internet websites such as this helpful link: <https://youtu.be/dgoS29-E1Yc>
- Milliners often showcase their work at hat shows that take place across the country. These hat shows continue to play an important role in African American culture. Show

and discuss with students footage from the Great American Hat Show by African American milliner Harriet Rosebud: <https://youtu.be/GIGIYkXz3NM?t=49>

- Research Black milliners like Mae Reeves, Mildred Blount, Vanilla Beane, and Grace Bustill Douglass. Write a short biography about each milliner. How was their work important to American culture?
  - <https://www.youtube.com/watch?v=7tVFllxBoPc&feature=share> - Mildred Blount
  - <https://nmaahc.si.edu/blog-post/hats-mae-reeves> - Mae Reeves
  - <https://nmaahc.si.edu/mae-philadelphia>
  - <https://coloredconventions.org/women-economic-power/dressmakers-milliners/grace-bustill-douglass/>
  - <https://www.wusa9.com/article/features/producers-picks/dchatlady/65-012a3d54-117c-4caa-a78d-5091b650a140> - Vanilla Beane

## ART

- Using art supplies and a template, have students design and create their own hats. Inspire students to be creative by showing them the different styles of hats they can create based on the supplies available.
  - Paper Templates: <https://www.firstpalette.com/printable/paper-hats.html>
  - Older Students: <https://youtu.be/Dh5MzDoVlp0>
- Many milliners and hat lovers believe that a good hat tells a story about the person who wears it. Ask students to write a story about the hats they created. What inspired them to design their hat using the colors and materials that they chose? What does this hat say about them? What do they like about their hat?
- After creating their own hats, invite students to plan a hat parade or a hat show. Example: Hat Parade: [https://youtu.be/t\\_NBaWSFEPA](https://youtu.be/t_NBaWSFEPA)  
Hat Show: <https://youtu.be/GIGIYkXz3NM?t=49>

## MUSIC

- The music at a hat show or parade helps to set the mood for the audience. Invite students to choose music for their hat parade or hat show and to practice walking to the beat as they rehearse for the big event.
- Show students two clips from The Great American Hat Show. Ask them to compare and contrast the music used in each segment. How do the hat models perform based on the beat and tempo of the music? Which segment do the students like better? Why?
  - Clip 1: <https://youtu.be/GIGIYkXz3NM?t=49>
  - Clip 2: <https://youtu.be/oFqmD76DGXo?t=49>
  - Clip 3: <https://youtu.be/oFqmD76DGXo?t=49>

## ABOUT THE AUTHOR

Kelly Starling Lyons is the award-winning author of many books for children including *Ellen's Broom*, a Coretta Scott King illustrator award book, *Going Down Home with Daddy*, a Caldecott

Honor book, *Sing a Song: How Lift Every Voice and Sing Inspired Generations* and *One More Dino on the Floor*. She lives in North Carolina. Find out more at [www.kellystarlinglyons.com](http://www.kellystarlinglyons.com).

## ABOUT THE ILLUSTRATOR

Nicole Tadgell is the award-winning illustrator of many books for children including *Lucky Beans*, *A Fist for Joe Louis and Me*, *Astronaut Annie* and *In the Garden with Dr. Carver*. She lives in Massachusetts. Find out more at [www.nicoletadgell.art](http://www.nicoletadgell.art).

## REVIEWS

“With this touching story of tradition and can-do spirit, Lyons interweaves an important element of the African American experience into a well-told story . . . A cheerful story about a spirited girl who saves the day. What could be better than that?”

**Kirkus Reviews**

“Endearing . . . The language is inviting and warm, and the characters reminiscent of people you might know from your neighborhood or family. Tadgell’s joyous, expressive watercolors bestow a fun and light-hearted quality to the story and bring Tiara’s world realistically to life.”

**Booklist**

## HONORS

**BCALA Best of the Best 2020 Booklist –**

[https://www.bcala.org/wp-content/uploads/2020/12/BCALA\\_2020\\_Best\\_of\\_the\\_Best.pdf](https://www.bcala.org/wp-content/uploads/2020/12/BCALA_2020_Best_of_the_Best.pdf)

**Penn GSE's Best Books for Young Readers of 2020 –**

<https://www.gse.upenn.edu/news/educators-playbook/best-books-young-readers-2020>

**Read Across America's Picture Book of the Month for March 2021 –**

<https://www.readacrossamerica.org/2020-2021-read-across-america-calendar/cultivate-compassion/>

## COMMON CORE STANDARDS

English Language Arts: Reading

CCSS.ELA-LITERACY.RL. 1.1

CCSS.ELA-LITERACY.RL. 1.2

CCSS.ELA-LITERACY.RL. 1.3

CCSS.ELA-LITERACY.RL. 1.7

CCSS.ELA-LITERACY.RL. 2.1

CCSS.ELA-LITERACY.RL. 2.2

CCSS.ELA-LITERACY.RL. 2.3

CCSS.ELA-LITERACY.RL. 2.5

CCSS.ELA-LITERACY.RL. 2.7

CCSS.ELA-LITERACY.RL. 3.1

CCSS.ELA-LITERACY.RL. 3.2

CCSS.ELA-LITERACY.RL. 3.3

CCSS.ELA-LITERACY.RL. 3.4

CCSS.ELA-LITERACY.RL. 3.7

English Language Arts – Writing

CCSS.ELA-Literacy.W.1.2

CCSS.ELA-Literacy.W.1.8

CCSS.ELA-Literacy.W.2.2

CCSS.ELA-Literacy.W.2.8  
CCSS.ELA-Literacy.W.3.2

English Language Arts – Speaking &  
Listening

CCSS.ELA-Literacy.SL.1.1  
CCSS.ELA-Literacy.SL.1.2  
CCSS.ELA-Literacy.SL.1.4  
CCSS.ELA-Literacy.SL.1.5

CCSS.ELA-Literacy.SL.1.6  
CCSS.ELA-Literacy.SL.2.1  
CCSS.ELA-Literacy.SL.2.2  
CCSS.ELA-Literacy.SL.2.6  
CCSS.ELA-Literacy.SL.3.1  
CCSS.ELA-Literacy.SL.3.2  
CCSS.ELA-Literacy.SL.3.4  
CCSS.ELA-Literacy.SL.3.6

***Teacher's Guide for TIARA'S HAT PARADE prepared by Kesha Grant***