

MARA HEARS IN STYLE

EDUCATOR'S GUIDE



Mara takes on the world with her flashy purple hearing aids and sassy, hot pink earmolds.

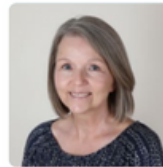


Mara Hears in Style

Written by Terri Clemmons · Illustrated by Lucy Rogers

Mara's first day at her new school is filled with ups and downs surrounding her hearing aids: her teacher doesn't remember to turn on her microphone, the lunchroom is too chaotic for communicating, and she keeps reading the same question over and over on her classmates' lips: "What's in her ears?" After a morning spent navigating these challenges, Mara makes a connection on the playground and finds that her hearing-aid and sign-language superpowers are perfect for making new friends.

Accessible and engaging, *Mara Hears in Style* will encourage readers to respect hearing differences and inspire kids who worry about making new friends. The book is filled with American Sign Language depictions—including a full alphabet spread—so readers can sign alongside Mara as they discover new ways to bridge communication gaps in their own communities.



Terri Clemmons writes picture books and middle-grade novels, and wants every child to see themselves in stories, especially children who wear hearing aids as she and her children do. She previously taught elementary school for twenty-five years. Clemmons lives with her family in Illinois.



Lucy Rogers is an award-winning illustrator based in England. Prior to graduating with a BA Honors degree in illustration at Falmouth University, she was shortlisted for the Penguin Student Design Award of 2019. Lucy, who is deaf, has led a series of illustration workshops for young deaf people at the National Deaf Children's Society and at the Deaf Academy.

Mara Hears in Style

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Common Core State Standards Alignment

Standards-Based Reading Guide for MARA HEARS IN STYLE Common Core State Standards Alignment

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.5.D

Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3 Use knowledge of language when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.

National Core Arts Standards

Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work

VA: Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Social Emotional Learning Standards

Friendship

Self-Awareness- Knowing who I am

Building Empathy and Understanding

Learning a new language

SEL Themes

Building Empathy for Others

Problem-solving

Healthy Relationships

Building Friendships

Self-acceptance



Discussion Guide

Before Reading:

What do you notice about the cover?

How does the cover illustration and the title go together?

What do you think the story might be about?

During Reading or After Reading:

What is Mara's concern about going to school?

Why do you think Mara answers Raven about her hearing aids but freezes when Bianca asks?

Why didn't Mara clean up her math center when all the other students did?

Why didn't Mara eat her lunch?

Mara's smile returns when she goes to sign language class. Why do you think she likes it?

Bianca dashes over to see Mara and Raven on the playground. How is dashing different from walking? How is walking different from strolling?

Bianca's grandma wears hearing aids. Do you know anyone who wears hearing aids?

What does Mara say helps her understand someone who is talking to her?

What does it mean to "read lips"?

Try to figure out which number (0-10) I am silently "saying" by reading my lips.

Sign along with Mara as she teaches Raven and Bianca.

American Sign Language isn't a "secret language". Why does Raven say the girls can form a secret language club?

Beyond Reading

Draw a picture of Mara, Raven, and Bianca starting a "secret language" club.

Practice signing the ASL alphabet with a partner. Take turns signing words to each other.

Learn more sign language on a website like handspeak.com.



Design

Color a new design for Mara's hearing aid.





Readers' Theater Script

Narrator 1
Narrator 2
Narrator 3
Mara

Raven
Bianca
Chorus
Mrs. Lovell

Jake
Teacher
Classmates

Narrator 1: Mara's purple hearing aids were flashy

Narrator 2: and her hot pink earmolds sassy.

Narrator 3: She loved them! But . . .

Mara: *Maybe I should have picked a plain color. Maybe my new classmates will think my hearing aids are weird.*

Narrator 1: When Mara stepped inside her new school, the jumbled voices of all the students whooshed by.

Chorus: WHOOSH! ROAR! WHOOSHHHHHHH!

Narrator 2: Mara didn't understand a word.

Narrator 3: But she saw the usual question on their lips,

Chorus: What's in her ears?

Narrator 1: When she got to her classroom, Mara saw that the teacher, Mrs. Lovell, was wearing a microphone.

Narrator 2: Her voice streamed into Mara's hearing aids like music through earbuds.

Mrs. Lovell: Find your seats, students!

Raven: What's in your ears? I like the colors!

Mara: They're hearing aids. They help me hear like your glasses help you see.

Narrator 3: Then Bianca marched over.

Bianca: What's in your ears?

Mara: Um

Narrator 1: Bianca shrugged and walked away.

Narrator 2: Mara lost track of time while sorting shapes at the math center.

Narrator 3: When she turned around, everyone else had already put their things away and was lining up for lunch.

Jake: You're in big trouble!

Narrator 1: Mara's eyes stung.

Mrs. Lovell: I'm so sorry, Mara. I forgot to turn the mic back on.

Mara: It's okay. You're new at this.

Raven: I'll help Mara clean up. And then we can walk to the cafeteria together.

Narrator 2: Mara tried to listen and read lips at her lunch table,

Narrator 3: but the cafeteria sounded like a roaring waterfall of sounds.

Chorus: WHOOSH! ROAR! WHOOSHHHHHHH!

Mara: What? What?

Chorus: WHOOSH! ROAR! WHOOSHHHHHHH!

Classmates: Never mind.

Narrator 2: And they looked away.

Narrator 3: Mara stared at her food. But she didn't eat.

Chorus: Not one bite.

Narrator 1: After lunch, Mara went to speech and sign language classes.

Teacher: This is the sign for 3. [Sign 3]

Narrator 2: At afternoon recess, Mara and Raven headed straight to the swings.



Readers' Theater Script

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Narrator 3: Bianca dashed over.

Bianca: Those are hearing aids, aren't they? My grandma wears them, but hers are different from yours.

Mara: I wear them all the time. Well, except in water or when I'm sleeping.

Bianca: So, how come you couldn't hear me at lunch?

Mara: When a lot of people are talking around me, I can't understand the words. I just hear all the noise. But if you're close and facing me, I can also read your lips.

Raven: How can you read lips?

Mara: I look at how your mouth moves when you say a word. It helps me figure out what you're saying. That's reading lips.

Bianca: Wow!

Mara: I'm also learning sign language. Signing is talking with your hands.

Raven: Cool!

Mara: I can teach you.

Mara: That's how you spell your name, Raven.
[Sign R-A-V-E-N]

Bianca: How about me?

Mara: [sign B-I-A-N-C-A]

Raven: You have some serious skills, Mara. You could be a secret agent!

Mara: I can show you the whole alphabet. Come on!

Narrator 1: Mara taught them A to Z.

ALL: [Sign the ASL Alphabet]

Raven: Do you have to spell everything?

Mara: No. That would take forever. I can teach you some words too.

Mara: No. Yes. Hello. Goodbye. [Sign words after saying]

Bianca: How do you sign butterfly? Tree? Flower?

[Girls sign butterfly, tree, flower]

Raven: How about our favorite colors? Mine's blue.
[Sign blue]

Bianca: I like red. [Sign red]

Mara: I have two favorites. Like my hearing aids. [Sign purple and pink]

Narrator 3: When the whistle blew, they raced to their class's line.

Chorus: Tweeeet!

Raven: We tied!

Bianca: Can you teach us more signs tomorrow?

Mara: [sign yes]

Raven: We can start a secret language club!

Chorus: [Claps hands]

Bianca: [Signs butterfly]

Mara, Bianca, Raven: [laugh]

Teacher: Shhhhh! You're too loud.

Narrator 3: But it was a kind of loud Mara heard

Chorus: and understood.



American Sign Language

Fingerspell words.



Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



Zz



Word Gradient Puzzle

Rewrite the words in the boxes in order from the mildest form of the word to the greatest form of the word. There can be more than one right way to order the words, but you need to be able to explain your choice.

Example:

trot
run
stroll
sprint
walk
jog
dash

stroll
walk
trot
jog
run
dash
sprint

big
huge
enormous
giant
tiny
little
small

checked
peeked
looked
watched
glanced
stared
explored

*Challenge: Brainstorm a list of adjectives or verbs on the back of this sheet. Choose one to look up in the thesaurus. Create a word gradient from the mildest form of the word to the greatest form of the word.