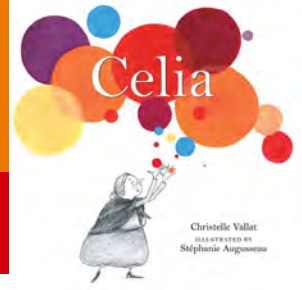


Celia

by Christelle Vallat • illustrated by Stéphanie Augousseau



Common Core Teaching Guide

ABOUT THE BOOK



Celia is the town listener. She listens to people's little problems, big problems, and all the in-between problems. Once they have shared their troubles with her and let them go—giving her their seeds of sorrow—they feel lighter and happier. Celia has the wonderful ability to take these seeds and turn them into magical balloons, twinkling stars, and blooming flowers—literally painting the world with color. When a young boy named Julian feels sad, he waits in line to see Celia. But before he gets to the front of the line, he realizes that he has lost his seed and will be unable to give it to Celia. Oh no! Now how will he find a way to be happy again?

Celia is a quietly compelling tale about the value of kindness and friendship, and how sharing one's troubles lightens the heart—like magic.

INTRODUCTION

Your young students are sure to enjoy Celia's magical abilities and the magical events of her story. Told in simple prose, this allegorical story emphasizes the importance of friendship, kindness, and the individual's contributions to the community, making it a perfect addition to your Social Studies curriculum. As you discuss Celia's generous nature, you'll also have many opportunities to meet Common Core Reading Literature and Writing standards.

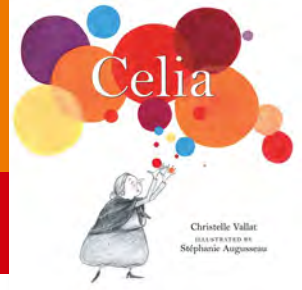
In addition, you can use it as a springboard for a visual art activity. Plan time for many learning opportunities based on this new book!



This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. www.tonibuzzeo.com

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READING LITERATURE STANDARDS

Reading Literature Standard 3

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

SEEDS OF THE STORY

After reading *Celia* aloud, ask students:

- *Who is the main character in the story?* (Expect some disagreement about this and encourage meaningful discussion. Ask children to support their response by citing the text or illustrations of the story.)
- *Who is the other (secondary) character in the story? Are there still other secondary characters in the story? Make a list of them. Do they matter as much as Celia and Julian? Why or why not?*

- *Where does the story take place? What is the setting?* (See also: **In My Town** activity below.)

- *What are the four most important events of the story?*

Additionally, for Grade Two students, ask them to think about how the main character responds to the major events of the story. *Does he/she act consistently from beginning to end or does he/she grow and change?*

IN MY TOWN: A “MY COMMUNITY” ACTIVITY FOR PRIMARY GRADES

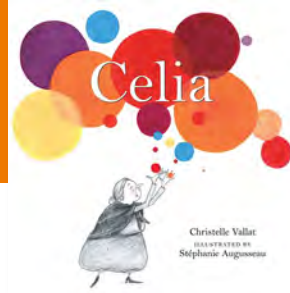
The events of *Celia* seem to take place in a small rural village with lots of open space and a vast sky. Begin by asking students: *How do you know that the story does not take place in a big city or a medium-sized town?* Next, list the seven scene locations in the story. (Listen for Celia’s yard, town square, baker’s shop, the countryside, the garden at the top of the hill, the sky, outside of Celia’s cottage).

After re-reading the book, invite students to imagine that this story takes place in their own village, town, or city

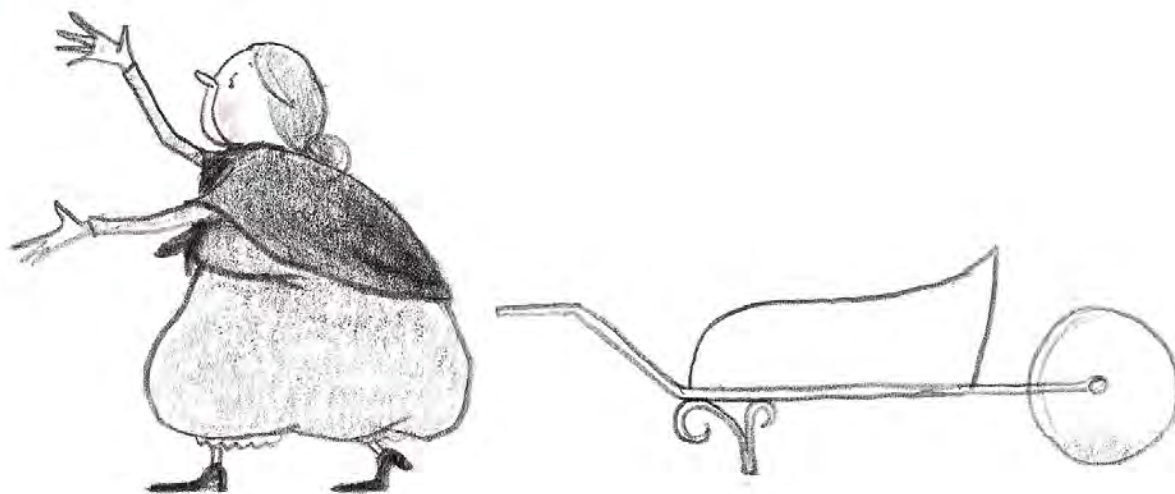
neighborhood. Provide each child with a piece of paper of the same size. Ask each child to choose one of the seven scene settings and re-illustrate it as though the story were set in your own location. If you would like to increase the specificity of this activity, provide students with photographs, on paper or projected on your electronic white board, of various local settings. Then, pair the text of *Celia* with the illustrations the children have drawn. If desired, rather than children drawing the characters, you may photocopy the various characters in the story from the **In My Town** sheets on the following pages to add to the students’ scenes.

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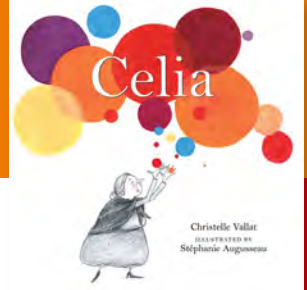


IN MY TOWN: CHARACTERS FOR REPRODUCTION



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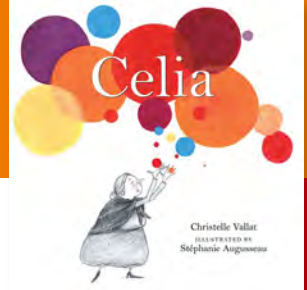


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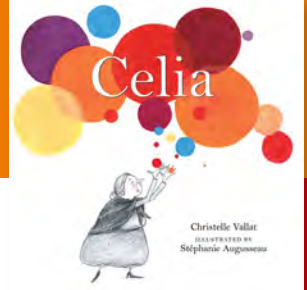


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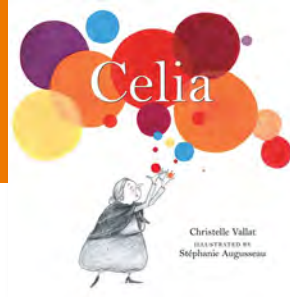


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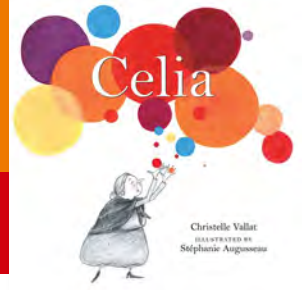


IN MY TOWN: CHARACTERS FOR REPRODUCTION



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Reading Literature Standard 5

RL K.5 Recognize common types of texts, e.g. storybooks, poems).

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ALL KINDS OF BOOKS

Kindergarten and Grade One: After reading *Celia*, share one or more informational books from the library about friendship or communities depending on your current Social Studies focus:

Friendship

- *All Kinds of Friends* by Norma Simon
- *Family and Friends* by Louise Spilsbury
- *Friendliness* by Cynthia Fitterer Klingel
- *Generosity* by Cynthia Fitterer Klingel

Community

- *Be My Neighbor* by Maya Ajmera
- *My Community* by Jean J. Robertson
- *People in My Neighborhood* by Shelly Lyons
- *Places in My Neighborhood* by Shelly Lyons

Then discuss the major differences between books like *Celia* that tell a story and informational books that provide information. Record the traits that only apply to stories (literature) on the left side of the **All Kinds of Books** Venn diagram activity sheet on the following page and the traits that only apply to informational texts on the right side. If there are traits that apply to both, record them in the intersection of the two circles. For each type of book, challenge students to think of another book of that type without regard to topic. List these under the appropriate header on the activity sheet.

THE SHAPE OF A STORY

Grade Two: After reading *Celia*, ask students to think about the beginning and ending of the book. Discuss the work of the first three double-page spreads and the last three double-page spreads. *In what ways are the two sets of illustrations and text similar? How are they different?*

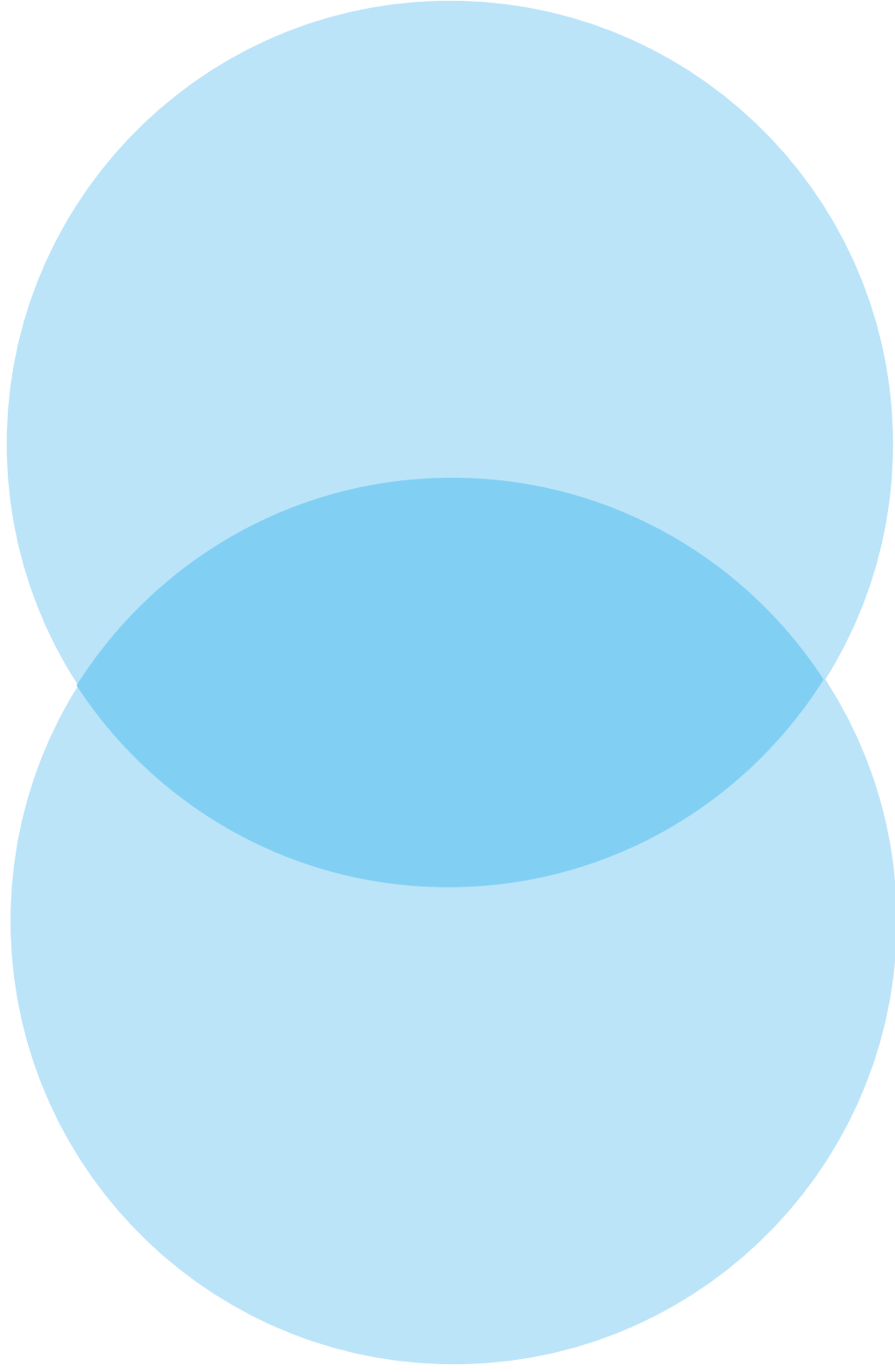
Talk with students about what they think the author's message is in *Celia* based on the beginning and ending of the story. Then invite students to complete **The Shape of a Story** activity sheet on the following pages.

All Kinds of Books

Literature (Stories)

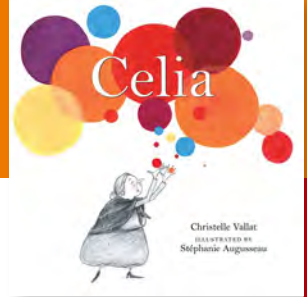
Informational Texts

Celia



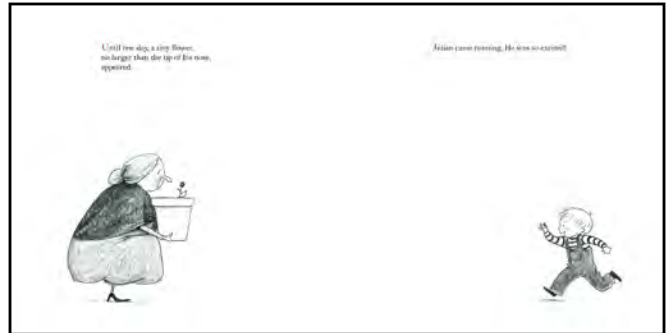
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THE SHAPE OF A STORY

The Ending



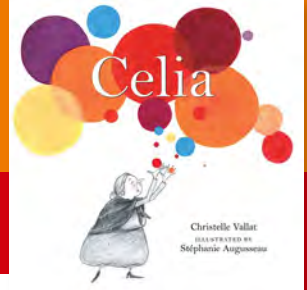
What work do the last three double-page spreads do? Is the focus more on setting or is the focus more on character?

The Author's Message

What is the message of the story?

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Reading Literature Standard 7

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

WHICH SCENE WOULD YOU CHOOSE?

Begin your exploration of *Celia* by taking a picture walk through the story. Ask students to speculate about the events of the story by reading the illustrations alone. Next, read the text aloud while sharing the illustrations.

Kindergarten: Ask students why the illustrator drew the precise scenes she chose to illustrate. As you examine each illustration and read the accompanying text, ask them: *Might illustrator Stéphanie Augousseau have chosen a different scene for the same text? If so, what might it be?*

Grades One and Two: Ask students to describe each of these in turn: characters, settings, and story events. For each response, ask whether they received this information from the illustrations, the text, or both. Invite them to cite specific details in the illustrations or text that informed their understanding. Then, ask: *What further illustration suggestions do you have that might have increased your understanding of the story?*

Reading Literature Standard 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

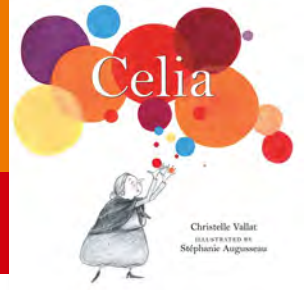
BEWITCHING WOMEN

Kindergarten and Grade One: After reading and discussing *Celia*, read *Strega Nona* by Tomie dePaola aloud. Begin by comparing and contrasting characters. Ask students to compare *Celia* to *Strega Nona*. *How are they alike? How are they different?* Next, compare Julian to Big Anthony.

How are they alike? How are they different? Finally, compare the adventures and experiences of Julian and Big Anthony. *How are they alike? How are they different?*

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WRITING STANDARDS

Writing Standard 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SWITCHING THE MAIN CHARACTER

Kindergarten and Grade One: After completing the **Bewitching Women** Reading Literature activity on the previous page, invite students, as a group, to help you to write a version of *Celia* in which Big Anthony, instead of Julian, is the main character in the story. Begin by asking:

• Since you already know that Big Anthony behaves very differently from Julian, how would the events of the story have to change to accommodate and reflect Big Anthony's character?
• Scribe student's ideas as they retell the story with the replacement character.

Writing Standard 3

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

WHOSE POINT OF VIEW?

Grade Two: Introduce or review point of view in narrative fiction, noting that *Celia* is told in third person point of view. Invite students, individually or in small groups, to rewrite the story in first person point of view with Celia narrating

• her own story. Ask students to be sure to use temporal words that indicate the order of events such as *first*, *next*, *in the morning*, etc.

ART EXTENSION ACTIVITY

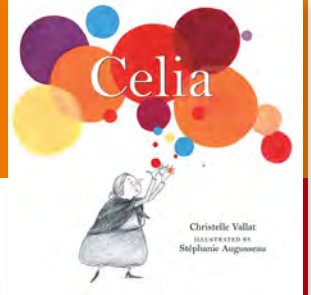
Sowing Seeds of Love

Invite students to pretend that they are Celia with a wheelbarrow full of seeds. Ask them to think about where they would sow the seeds and what the seeds would turn into that would brighten the lives of others in their communities.

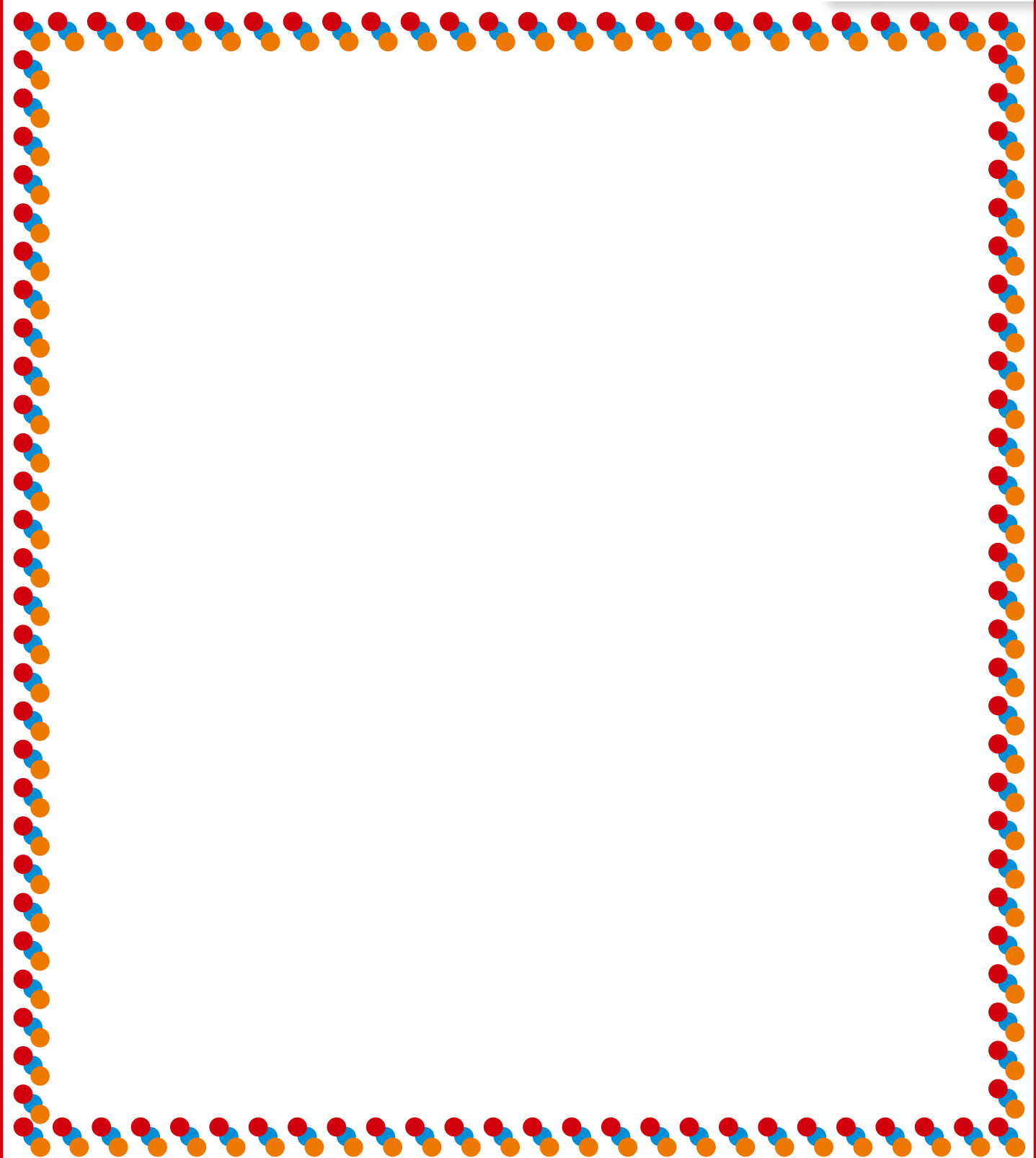
• Now give them materials such as markers, colored pencils, or paint to render those ideas artistically on paper. If desired, provide the **Sowing Seeds of Love** framed sheet on the following page for their art or trim and glue their creations into the frame.

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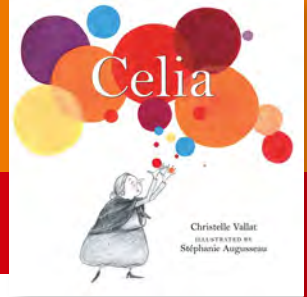
SOWING SEEDS OF LOVE



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ABOUT THE AUTHOR AND ILLUSTRATOR

Christelle Vallat has written many books while working in her dream job—teaching! One of her biggest satisfactions comes from inspiring her young students. She loves spending hours in libraries and bookstores, knee-deep in books. She lives in Saint-Jean-en-Royans, France.

Stéphanie Augusseau's love for art history inspired her to study graphic design and visual communication at LISAA in Paris. She primarily works with traditional techniques, such as acrylic, gouache, watercolor, and ink. She lives with her family in Toulon, France.

www.peterpauper.com

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