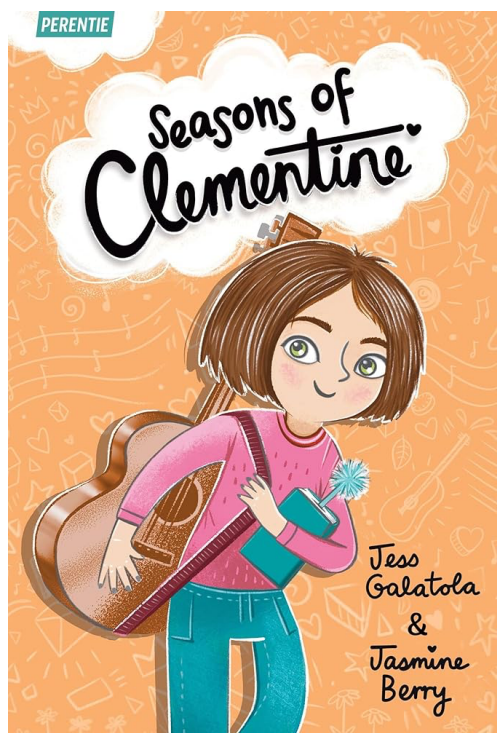




SEASONS OF CLEMENTINE



PEEK
INSIDE

Written by [Jess Galatola](#)

Illustrated by [Jasmine Berry](#)

ISBN: 9781923543102

Reading age: 8-12

ABOUT THE BOOK

Clementine is a dreamer with her head in the clouds. But right now her life, once filled with music and joy, feels heavy like rain clouds.

Clem's grandmother is sick, her parents don't live together anymore, and her big sister is no longer just a room away. When the school talent show is announced, Clem can't find the inspiration to write a new *cloud song*. Will the arrival of a new student (and potential new friend) make everything light again?

KEY THEMES

- Friendship and belonging
- Coping with change and separation
- Expressing emotions through music
- Nature and imagination
- Feelings and wellbeing

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AUTHOR'S NOTE



Clementine is a gentle, imaginative dreamer with her head in the clouds, a bit like I was as a kid! She has a deep love for her family, music, and her best friend and sister, Florence. This story explores the changing seasons of Clementine's life and the ways she navigates family dynamics, friendships, and personal growth through creativity and reflection.

Music, art, cloud-gazing, and journaling play an important role in helping Clementine make sense of her world. Through her *cloud journal*, she reflects on change, expresses her emotions, creates poetry, and writes *cloud songs*. These creative practices model healthy ways for young readers to process emotions and to understand their own lives.

I wrote *Seasons of Clementine* as a celebration of childhood, hope, and connection. I hope Clem's story encourages reflection on friendship, family relationships, emotional literacy, and the experience of growing up.

Jess Galatola

**Hi, I am the illustrator of
Seasons of Clementine,
Jasmine Berry!**



HOW TO USE THESE TEACHING & LEARNING NOTES

These notes are designed to accompany *SEASONS OF CLEMENTINE* in Years 3-6 Australian classrooms.

They provide:

- key inquiry questions based on themes.
- suggested learning activities which link the book to English curriculum strands of language, literature and literacy.
- cross-curriculum links to The Arts and Science as well as opportunities for use in pastoral care or health contexts.
- printable worksheets.



DISCUSSION QUESTIONS

Understanding the Story

- What is going on in Clementine's life at the beginning of the story and how does she feel?
- Why do you think Clementine spends so much time daydreaming and writing in her journal?
- Find a moment where Clementine feels overwhelmed or disappointed. What helps her cope with these feelings? Which character/s help her cope with these feelings?
- Find a moment where Clementine feels joyful. How does she use words, songs or poetry to describe her feelings?
- How has Clementine changed as a character by the end of the book?

Friendship and Belonging

- Why are friendships important during hard times?
- Find an instance where Clementine was a friend to someone. Find an instance where someone was a friend to Clementine. What do you think it means to be a friend?
- Do you think it is important to have friends who share common interests or beliefs? Why, or why not?
- What are some of the difficult things in life that get in the way of friendships?
- Lucie and Florence help Clementine deal with big feelings. What are some things you could do to be a good friend to someone going through a hard time?

Coping with Change and Separation

- Find three instances where something in Clementine's life changes. What strategies does Clementine use to help her deal with these changes?
- Why is Clementine so upset that Florence is moving away? Would you feel the same way if your sibling moved to another country?
- What does Clementine's Gran mean to her and how can we see this in the story?
- What might be some challenges or positive things for Clementine, having to live in two homes?
- Consider Luna the cat and Winnifred the guinea pig. What important role do you think family pets play for families dealing with change?



DISCUSSION QUESTIONS

Expressing Emotions through Music

- How does music help Clementine express feelings she finds hard to say out loud?
- Clementine is a song writer. Have you ever used songs, poetry or music as inspiration, or to cope with big feelings?
- If you could create a life playlist right now, what kinds of songs would you put on your playlist and why?
- Clementine uses her *cloud journal* and her *cloud songs* to express her feelings. Can you find an example of this that you enjoyed or can relate to in some way?

Nature and Imagination

- Find five instances where Clementine compares something or someone to a cloud and describe how she has used clouds to symbolise them.
- Which of the seasons is Clementine's favourite? Explain your answer.
- Can you find other examples in literature or art where seasons, the sky or the weather have been used to symbolise a feeling?
- Look up the term, *pareidolia*. What does it mean? Now go outside and see if you can experience pareidolia in the sky.

Feelings and Wellbeing

- What are some healthy ways Clementine expresses or reflects on her thoughts and ideas? Do you do some of the same things?
- Clementine finds lots of things to be grateful for. Can you list them?
- Set a five minute timer and write down some of the things you are grateful for in your own life. Share your reasons with a friend.
- Can you suggest some new strategies Clementine could use to express her feelings?
- Clementine turns to her family for support, by talking to her sister, Mum or Dad about her feelings. How do you think these conversations help her understand or work through her feelings?



DISCUSSION QUESTIONS

Visual Literacy (Graphic Novel Focus)

- Find a panel where you can tell how a character feels without reading the words. How does the artwork show emotion? Consider elements and principles of design in your answer.
- What does the size and placement of a panel communicate to the reader?
 - compare a small panel or image to a large one
 - compare the first and last panel on a page
- Some spreads contain no panels—just a full-spread artwork. Why has the illustrator made this choice?
- Which page is your favourite? Why?
- How do pictures help you understand the story better than words alone?

Reflection and Personal Connection

- Think about how you are feeling right now. Which environmental season best matches your emotional state?
- What strategies do you use to express your feelings when they feel overwhelming, or when you can't find the right words?
- What does 'emotional regulation' mean? Why is it an important skill?
- Everyone says Clementine's sister Florence is *made of music*. What are you made of?

LEARNING ACTIVITIES

Cloud Finder

Focus: Mindfulness, nature, storytelling, creativity, imagination

Activity: Design and create your own Cloud Finder (paper viewfinder) for this activity or use the template.

Lie on your back on a blanket outside. Watch the clouds and imagine them as animals, faces, or objects. Listen to gentle music and document what you can see, using pictures or words (or both).

Discussion prompts:

- What is that cloud doing?
- Describe the relationship between those two clouds.
- What is the story about that cloud?
- How do you think that cloud is feeling?

Use your observations and exploratory conversations to plot a short story.

Reflection: How can clouds tell a story and what can they say?



LEARNING ACTIVITIES

Unsent Letter

Focus: Mindfulness, reflection, resilience, coping with grief, processing feelings, creative writing

Activity: Think about what Florence and Gran mean to Clementine. There are many things Clem said to these two key characters, and many things she didn't get to say. Make a list of *unsaid things*.

As a class, discuss different types of letters, the structure of a letter, and the things people might include in a letter. Choose a character (any character from the text) for Clementine to write to and brainstorm the things she would like to express to this character, especially if she knew she would never send the letter.

Write a letter, exploring Clementine's thoughts and feelings about your chosen character. Use lined paper or the template provided.

Reflection: How can an 'unsent letter' help process thoughts and feelings?

Mini Graphic Story

Focus: Imagination, elements and principles of design, narrative, friendship

Activity: Explore how elements and principles of design can emphasise moments or scenes in a graphic novel.

Create a 4-6 panel mini graphic story about a friendship moment from *Seasons of Clementine*. Design a new scene that could fit into the story (what happens next?). You could also use this activity to explore a friendship moment from your own life. Explain your design choices in a brief statement about your project.

Reflection: What techniques are used in visual storytelling to focus the reader's attention on an important moment or scene?

Seasons of Clementine – Character Analysis

Focus: Empathy, understanding differences, understanding emotions, character elements, story elements, shaping meaning

Activity: Choose a spread from *Seasons of Clementine* and address the following:

- What do the colour and tone suggest about the particular season accompanying this stage of Clementine's story?
- Compare the images within each panel of the spread to examine the way the mood develops or changes over the spread.
- What imagery, symbols or repeated motifs are used to demonstrate emotion and/or change for the character?
- Comment on the use of facial expressions and body language and how these are used to support or reinforce the text/dialogue.
- Discuss the size and placement of characters in the spread. What does this say about what is happening within this particular moment?



- Consider making a change to this spread for the purpose of altering the emotion and intended meaning of the text. What would you change and why?

Reflection: What factors help you interpret the intended meaning, mood or emotion within a panel or spread? What changes to artwork or text can manipulate or change meaning or mood?

Visual Literacy

Focus: Design thinking, visual storytelling, symbolism, elements and principles of design

Activity: Design four artworks, each depicting one of the four seasons. In each artwork, reflect on how the season makes you feel, think and act to make choices about colour, imagery and symbolism.

Alternatively, make four artworks depicting mood landscapes, exploring different emotions through colours, tone, shapes, line, motifs etc.

Reflection: How is each artwork different? How do the elements and principles of design help to communicate meaning?

Cloud Journal

Focus: Social-emotional learning, mindfulness, reflection

Activity: Find an example from Clementine's *cloud journal* that examines a moment in her life. As a class, discuss how Clementine has expressed herself in this journal entry.

Create your own *cloud journal* entry, focusing on an important memory or moment from your life, or an event from your day. Play with the same narrative elements and stylistic devices, such as drawings, free verse, poetry, metaphors, colour, etc.

Reflection: Which format feels most natural for you? Explain why.

Extension: Turn your journal entry into a poem.

Cloud Song

Focus: Confidence, performance, composition, creative writing

Activity: Write a free verse poem inspired by a season of your choice. Use your poem to compose lyrics for a *cloud song* or choose one poem and write a *cloud song* as a class. Discuss the ways you can layer in musical elements that align with the mood or season you have explore. How could you integrate musical tools such as the use of percussion, choral elements, harmonies, and instruments, combined with the elements of music to layer an extra atmosphere over the song lyrics? Perform together as a class or for a school assembly

Extension: How do rhythm and repetition create mood?



LEARNING ACTIVITIES

Raincloud Experiment

Focus: Science, weather, meteorology, the water cycle, states of matter, gravity, absorption

You will need:

- a jar or clear vase, full of water
- shaving cream
- eyedropper, syringe, droppers
- liquid food-colouring
- an extra bowl to mix the coloured rainwater

Explanation: Clouds are made of tiny droplets of water, floating in the air. These droplets form when water from lakes, rivers, and oceans is heated by the sun and turns into water vapour. As the water vapour rises into cooler air, it changes back into tiny drops of water that gather to form clouds.

In this experiment, shaving cream will represent a cloud and coloured water represents water droplets in a cloud. As more water collects inside a cloud, the droplets grow larger and heavier. Eventually, the cloud becomes so full of water that it can no longer hold the droplets, and they fall to the ground as rain. As the shaving cream fills with coloured water, it becomes saturated and begins to drip. This helps demonstrate how clouds retain moisture until they can no longer hold it, leading to rainfall.

Steps:

1. Squirt a fluffy shaving cream raincloud on top of the water in your vase or jar. Have fun making this a big raincloud!
2. Mix up a separate bowl of water and add blue drops of food-colouring. You may need a heavy blue tint to see the raincloud in action. Have fun playing with and choosing different colours for your rain.
3. Use the eyedropper to squeeze the coloured water onto the shaving cream cloud. Try a few drops at a time.
4. Record your observations in your book and add the following fun facts about clouds:
 - a. clouds are made of billions of tiny water droplets or ice crystals
 - b. the tallest clouds can stretch up to 18km into the sky – they are higher in tropical regions than in polar regions
 - c. not all clouds produce rain. Some are too thin or too high up in the sky.

Extension:

- Conduct a *Water Cycle in a Bag* experiment to visualises how water moves through the environment. Students can see how evaporation, condensation, and precipitation work together as part of the water cycle.



- Learn about cloud formation using a cloud viewer activity. Use this experiment to start a conversation about different types of clouds. Why do some clouds look fluffy while others are flat or dark?
- Measure real rainfall using a DIY rain gauge. Take weather science outside by building a simple rain gauge. Students can measure how much rain falls during a storm and track weather patterns over time.
- Discover types of precipitation with a *Winter Water Cycle* activity. Rain isn't the only type of precipitation that falls from clouds. Talk about how snow, sleet, and hail form, and when we see them in different seasons.

Cloud Observations

Focus: Science, observations, clouds

Activity: Complete the table on the next page by listing features (e.g. about composition, appearance or behaviour) and sketching the ten basic types of cloud.



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Cloud Observations		
Cloud type	Features	Sketch
<i>High-level clouds</i>		
Cirrus (Ci)		
Cirrocumulus (Cc)		
Cirrostratus (Cs)		
<i>Mid-level clouds</i>		
Alto cumulus (Ac)		
Altostratus (As)		
Nimbostratus (Ns)		

Cloud type	Features	Sketch
<i>Low-level clouds</i>		
Cumulus (Cu)		
Stratocumulus (Sc)		
Stratus (St)		
Cumulonimbus (Cb)		
<i>In the space below, record an observation of the clouds currently seen in the sky.</i>		
Cloud type	Features	Sketch

CLOUD FINDER



A large, white, rounded rectangular area with a dashed blue border, intended for drawing or writing. It is framed by a thick blue border and is the central focus of the worksheet.

UNSENT LETTER

