



Teachers' Notes for *Caddy's World* By Hilary McKay

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- Predictions
- Plot development – summarising each chapter
- Character studies – deduction and making inferences and refining opinions as the story progresses
- Author techniques – language, imagery, foreshadowing, themes, viewpoint.
- Vocabulary – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

Chapter 1

Charmed Circle

Reflect and discuss

(Deduction, inference, forming opinions)

- Page 2: Re-read the paragraph: 'Alison lived ... involved.'
 - What do you think Alison and Caddy's mothers are like?
- Which of the four main characters do you think you'd like best as a friend and which would you like least as a friend? Give reasons for your answers.
- What qualities do you value in a friend?

Vocabulary

- Find out the meaning of the following word and use it in a new sentence.
 - *conceded* - page 3.

Drama

Writing activities

- *Role on the wall*: draw around 4 people to create outlines of the 4 main characters and write what you know about each character within the outline. You can include known facts such as physical appearance, age, gender, as well as subjective ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.
- Choose names for four different characters and write short interesting descriptions for each one.
- *First Day Memories*
 - Think back to your first day at school – where you sat; what you did; what the teacher was like; what you saw and heard; how you felt.

Chapter 2

Lost property

Reflect and discuss

- Do you think the name, Lost Property, is a good name for the baby bird? Explain why/why not.
- What do you think is meant by the sentence on page 26:
 - *'Eve promised Heaven as the logical conclusion.'*
- What else have you found out about the characters of the four girls? Refer to the text to support what you are saying.
- Voice your opinion of Saffron and Indigo.

Vocabulary

Find out what the following word means and use it in a sentence of your own.

- *resolutely* – page 19

Author technique

- Re-read the descriptions of the baby bird. Pick out any metaphors, verbs and adjectives that you think are particularly effective.
- Re-read the paragraph on page 26 that describes Caddy's mood. How does the author convey her character?

(Extended firework simile)

Writing activities

The girls have obviously had dealings with the fire brigade before.

Either write :

- about what you imagined might have happened on one of the previous occasions

or:

- a letter from the fire brigade to Caddy relating to the frog incident.

Chapter 3

The Spinning World

Reflect and discuss

(Literal comprehension, deduction, inference, analysis)

- What have you found out about Ruby's grandparents and what is your opinion of them?
- State in your own words what the paragraph on page 31 indicates about Alison: *'That was true... from school.'*
- Why does Ruby really feel as if *'she might be swept away'* (page 32) when she looks at the picture.
- Why do you think Caddy and Alison are so different and want different things?
- What is your opinion of Juliet? Do you believe her explanation for her bad behaviour?

Author technique

(Prediction)

- Read the last sentence in the chapter. This is known as foreshadowing. What do you predict might happen?

Drama

(Making connections and inferences, empathising)

- *Image theatre*: in groups of four, chose who will represent each of the four characters as shown in the photograph taken by Ruby's grandparents. Pose together as a still image. When selected, each character describes how they were feeling at the time the photo was taken.
- *Hot seating*:
 - Prepare your questions beforehand and think of any answers you would give if you were chosen to be a particular character.
Try hot seating in pairs, then as a class.
Concentrate on personal feelings and textual observations.
Choose one of the following characters:
 - Eve
 - Saffron
 - Ruby

Vocabulary

Find out what the following word means and use it in a sentence of your own.

- *alien* - page 29

Writing task

Create a class book

- Unusual games played by you and/or someone in your family.

Chapter 4

Absolutely nothing to worry about

Reflect and discuss

(Deduction, inference, prediction, forming an opinion)

- Why do you think Saffron asks her mother '*When're you going to die?*' every night? What do you think of Eve's reply?
- Explain the author's meaning on page 41 when she writes: Caddy '*became an absence in the room.*'
- '*That was how the night began.*' Is an example of foreshadowing. What do you think might happen?

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- What do you think the blue light '*pulsating on the bedroom ceiling*' indicated?
- What are your first impressions of Bill? Refer to the text to support your opinion.
- What is your opinion of the way in which Eve handled the situation when she broke the news of the baby to the children, page 47 – 48?

Readers' Theatre

(Deduction, inference, empathy)

- In groups of five: Bill, Saffy, Indigo, Caddy and Narrator – rehearse and prepare a reading of the following section: page 44 from "*Good grief...*" to page 47 "*Caddy darling, you've known since June,*' said Bill.'
- Think about and make performance notes on:
 - Who will read each section
 - What the dialogue should sound like
 - What the punctuation is telling you about how to read the extract
- Concentrate on fluency, timing, expression, intonation and phrasing so that you clearly convey the characters' qualities.

Author technique

- Look at the simile at the bottom of page 49: '*like a man falling into sunlight,*' and discuss its effectiveness.

Writing task

Either:

- Write about how you felt when you were in a situation when you knew something was wrong but you were not quite sure what.

Or:

- Write about when you knew something you didn't want to happen, was going to happen.

Chapter 5

Treacle and Beth

Reflect and discuss

(Deduction, inference, forming and supporting opinions, analysis, making connections)

- What is your opinion of Juliet? Support your ideas by referring to the text.
- Do you think you would react to Juliet in the same way as Beth? Give reasons for your answer.
- Pick out some of the details that make the characters more vivid.

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- What sort of things irritate you about your brother or sister, or someone else near your own age? Why do you think they have this effect?

Quick Research

- Find out the approximate cost of keeping a horse.
Suggested website: http://www.equine-world.co.uk/buying_horses/cost_horse.asp

Writing task

(Description)

- Read the brief character sketch of Juliet on page 51. Write a character sketch of a funny or irritating person in 50 words or less, using the 'magic 3' build up of detail (e.g. a bit of ...a bit of ... and more than a bit...')

Chapter 6

The Road to School

Reflect and discuss

(Deduction, inference, making connections, prediction, forming and supporting opinions)

- Do you behave differently according to whom you are with?
- How do you feel about school? Remember to give reasons for how you feel.
- What do you think Ruby has set her mind to do and do you think she will be successful?
- Update your character profiles with any extra information you have gleaned about the girls.

Writing task

(Instructions)

- Design a humorous leaflet entitled *Preparing for Your Working Day*, with step-by-step diagram instructions on *How to Tie Your Tie* and *Six New Ways to Learn and Have Fun*.

Chapter 7

Dingbat

Reflect and discuss

(Deduction, inference, forming and supporting opinions)

- What is your initial reaction to Dingbat on the first page of the chapter? How does your opinion develop as the chapter progresses?
- Can you find an example of foreshadowing on page 67?
'So that was that: Caddy and Dingbat, sorted Almost.'
Predict what you think might happen, giving reasons for your opinion.
- Do you think it is wise to show your feelings to people when you don't know anything about them?
- Is the unattainable always what people want most?

Writing task
(Description)

- Add a brief character description of Dingbat to your reading journal.

Chapter 8

Awful Day

Reflect and discuss

(Deduction, inference, forming and supporting opinions, analysis, summarising)

- What is your opinion of Dingbat at this point?
- Page 74: *'ruthless complacency'* – What do you think the author means by this?
- Partner work: choose 2 characters each and summarise why it was an awful day for them. See if there are any extra points that you could add to your partner's summary.

Writing task
(Letter writing)

- Write a list of possible problems that someone of your age might have.
- Select one and add extra detail.
- Write a letter to an agony aunt or uncle.
- Swap letters and write a response in the role of agony aunt or uncle dispensing sensible advice.

Chapter 9

The Firework Baby

Reflect and discuss

(Deduction, inference, evaluation, forming and supporting opinions, making connections, prediction)

- How would you describe the different emotions shown by the characters in this chapter?
- How did you react to the chapter? Did you identify with all of the characters, or some more than others? Refer to the text to support your opinion.
- Bill upsets Indigo when he asks what his picture is. Can you think of more tactful ways of finding out what a young child has drawn?
- What do you think of the different ways in which the three children responded to the firework baby?
- Select parts of the text that you find humorous and explain why they are amusing, even though the subject is serious.
- Re-read the see-saw conversation between Caddy and her mother about the baby/fledgling on pages 87-89. What parallels can you find between the baby and the fledgling? Predict what you think might happen and give reasons for your opinion.
- Re-read the middle paragraph on page 89. Discuss the types of 'bargain' you make in your head when you really want something.
- What can you add to your character profiles?

Vocabulary

- Find the meaning of the following words and compose different sentences in which you use them:
 - *alternately* – page 79
 - *seething* – page 80
 - *residence* – page 85
 - *teleported* – page 87
 - *calamity* – page 87
 - *inevitable* – page 88

Writing task

(Playscript)

- Create a short playscript for the passage on page 80 which describes Bill's problems in controlling the children.
- Do not forget to put in stage directions.
- Act it out.

Chapter 10

The News

Reflect and discuss

(Deduction, inference, forming and supporting opinions)

- What do you think of the different ways in which neighbours have responded to the news of the baby's birth?
- What do you think the final sentence of this chapter means?

Author technique

(Analysis)

- Why do you think the author has used brackets twice in one sentence on page 92?
- Try to compose a balance sentence in which you use brackets twice.

Chapter 11

What the Normans Ate

Reflect and discuss

(Making connections, prediction)

- Think back on your time in school and discuss which topics you remember best and why.
- How effective do you think Beth's solution to her problem will be?

Quick research

- Find out about eating disorders on the Childline website.

Drama

(Scriptwriting)

- In pairs, improvise a short dialogue between you and a sister/brother who wants something from you. Think about the different methods of persuasion that might be used!

Chapter 12

Tha Casson House

Reflect and discuss

(Deduction, inference, making connections, forming and supporting opinions, analysis)

- What makes a house a home?
- What type of house would you like and why: cluttered or minimalist?
- Should parents keep some information from children?
- Page 108: What do you think is meant by the following comment about Bill? *'He was never mean with his apologies; in fact no one did them better.'*
- Re-read the last page of the chapter and consider the following:
 - Do things change?
 - Should they change?
 - Which characters are actually trying to change?

Vocabulary

- Find the meaning of the following adverbs and compose different sentences in which you use them:
 - *sceptically* – page 105
 - *inscrutably* – page 106
 - *relentlessly* – page 109

Author technique

(Analysis)

- Page 105: *'Saffron and Indigo looked...telephone calls.'*
Select all the powerful words: adjective, verbs and adverbs. Why do you think the author chose these particular words?

Writing task

- Create two different shopping lists: one made by Eve and one made by Bill.

Chapter 13

Somewhere to Go that isn't Home

Reflect and discuss

(Deduction, inference, making connections, forming and supporting opinions)

- Why do you think the teachers are behaving in such an unexpected way when Ruby refuses to do any work?
- Make a list of all the clubs that you like, or would like to run in your school.
- Do people need somewhere to go that isn't home?

Vocabulary

Find out what the following word means and use it in a sentence of your own.

- *complacence* – page 118

Drama

(Evaluation, empathy)

- **Conscience Alley:** Explore Ruby's dilemma. Form two lines facing each other. One person takes the role of the Ruby and walks between the lines as each member of the group speaks their advice – whether to try for the scholarship or not. It can be organised so that those on one side give opposing advice to those on the other. When the protagonist reaches the end of the alley, she makes her decision.

Author technique

(Analysis)

- **Page 113: 'Long ago ... world again.'**
Pick out the simile, metaphor and personification. Why do you think the author uses these at this particular point in the text.

Chapter 14

Managing

Reflect and discuss

(Deduction, inference, making connections, forming and supporting opinions, analysis)

- What do you think of Eve's drawings of the baby and the way in which Indigo and Saffy react?
- Who do you think Bill's 'London lady' is?
- Think of other instances of infant humour you have experienced which are similar to Indigo and Saffy's.
- What do you think of Bill's response to Caddy's helpfulness? Do you think he has a sound philosophy when he says: '*we should each of us stick to the things we do best.*'
- Pick out all the clues from the text which affect your view of Bill's character and explain how they make you feel.
- What sort of things do you think trigger off bad behaviour?
- When do you think children should be allowed to stay off school?
- Re-read pages 132 -133.
 - Pick out some of the details that make this episode easy to visualise.
 - Why do you think Indigo is '*(snoring happily)*'?
 - What does the author mean by 'Indigo's medicine'?

Vocabulary

Find out what the following word means and use it in a sentence of your own.

- *prostrated* – p 125
- *enlighten* - p 125
- *exhumation* – p 132

Writing task

(Description/personal recount)

Either:

- Describe an occasion when you have had the giggles.

Or:

- Write a scene of mayhem when young children, unsupervised, are left to their own devices.
- Create a menu using normal ingredients in an unusual way.

Chapter 15

Important Tuesday

(Making connections, deduction, inference, forming and supporting opinions)

Reflect and discuss

- *'infectious worries'* : how do you know when someone is worried about something and how does it make you feel?
- How well do you think Beth has understood the *'Norman diet'*?
- Re-read pages 139-10.
 - What do you think you learn about the way Alison and her mother behave?
 - Why do you think Alison's mother is always referred to as *'Alison's mother'*, rather than using her name?
- Page 144: Why do you think Bill ignores Eve's emotion and Saffy's bad language?

Author technique

(Analysis, visualisation)

- Re-read pages 141-142. How does the author make the exchange between Indigo and Saffy humorous?
(Attitude of the children to their father – a mixture of pity and disdain; the way they collude; details regarding the food, e.g. adjectives used, 'It tastes like bubble bath. '; the allusion to 'medicine;' their independence and determination).
- Find the simile on page 143. What do you see in your mind's eye? Act this out.
- Page 144: what does the word *'starfished'* mean? What adverb is used to make this more effective?

Writing task

(Description, poetry)

- Using a paint colour chart, select a name and describe the type of character it suggests.
- Choose words from the chart that appeal to you, close your eyes and see what images they bring to mind. Create a poem using them.

Chapter 16

At Treacle's

Read and reflect

(Deduction, inference, making connections)

- Page 142: What do you think of Julie's reaction to the discovery of the Mars wrappers in Beth's pockets and, later in the chapter, her lack of tact when talking to Caddy about the baby?
- Ruby obviously finds the prospect of a new school frightening. Should we be prepared to do things which we find frightening?
- What do you think the words on page 151: '*Caddy's ability to enter so freely into other people's worlds.*' mean? Why do you think she is able to do this?
- Page 154: What do we learn about Alison's parents from the reported exchange?
- Why do you think Alison wants to flout the school rules?

Readers' Theatre

(Inference, making connections, empathy)

- In groups of four: Caddy, Juliet, Beth's Mum and the Narrator – rehearse and prepare a reading of the following section: page 158 -160: "*Is it true....Definitely.*"
- Think about and make performance notes on:
 - Who will read each section
 - What the dialogue should sound like
 - What the punctuation is telling you about how to read the extract
- Concentrate on fluency, timing, expression, intonation and phrasing so that you clearly convey the characters' qualities

Writing task

(Instructions, poetry)

- Design a den
 - Give instructions for its construction
 - Give details of its furnishings.
- Either:
 - Re-read pages 148-9: '*Speculating on ... colour things reflect.*'
 - Create a question poem by devising a list of questions about random things that interest you. Leave a couple of lines between each question.
 - Swap questions and provide the answers, making them as imaginative as possible.

- Working in pairs, select your favourite lines, perhaps swapping the answers according to what you think works most effectively, and create a poem.
- Or:
 - Re-read page 155. Collect all the sayings adults use and create a performance poem.
 - Perform to the others in your class.

Chapter 17

Bill on the Doorstep

Read and reflect

(Prediction, deduction, inference, analysis, forming and supporting opinions)

- After reading only the first paragraph of this chapter, predict what will happen.
- What clues are there in the text to suggest what Bill is like?
(Calmness in dealing with Alison's mother; his courtesy; his self-orientation/humour; his liking for luxury; his charm; his quick thinking; his cultured tastes; his lack of blame; his ability to read the situation; his unexpected complicity with Caddy).
- Discuss the humour in the passage about Alison and her parents.
- What do you think is meant by the last line of the chapter? How does it make you feel about Alison?

Chapter 18

Starry Eggs and Moon Tomatoes

Read and reflect

(Deduction, inference, forming and supporting opinions)

- What do the opening pages of this chapter tell you about the type of relationship Eve has with her children?
- Why do you think Indigo is insistent that his mother chant '*getbettergetbettergetbetter*' in a certain way?

Author technique

(Analysis)

- Find the extended simile on page 172. Why is it effective?
(‘..an illusion like a bubble of sunlight... not to shatter it.’ It shows Caddy's constant state of anxiety and the worries that have been troubling all of them. It is extended to Page 174).

- Look at the rhythm of the writing when the author recounts '*Indigo's recent haircut.*' Find another example on page 175.
(*"'I'll help you and help you'...Hugging and hugging.*")

Chapter 19

Caddy on the Doorstep

Read and reflect

((Deduction, inference, forming and supporting opinions))

- What do you think of Dingbat's method telling the girls that it's over?
- How do you feel towards the paperboy?
- What is your opinion of Bill's reaction to the news? Remember to give reasons by referring to the text.
- Why do you think the author says the advice Bill gives is 'revealing'?

Writing task

(Personal recount)

- Write about an occasion (imaginary or real) when you have been told something unpleasant by a third party. Try to convey exactly how you felt.

Chapter 20

Bravest of the Brave

Read and reflect

((Deduction, inference, making connections, forming and supporting opinions))

- Is life fair? How should we react when we feel it is unfair?
- Have you ever experienced something which has made time warp so that all sorts of things pass through your mind?
- What do you think the author means when she says: '*by the sheer power of expecting their co-operation, sent them on their way.*' Can you think of people you know who are like this?
- How realistic do you think Ruby's moods are?

Vocabulary

- Find out what the following word means and use it in a sentence of your own:
 - *Perfidy* – page 184

Chapter 21

Beth and Mars Bars

Reflect and discuss

(Deduction, inference)

- People have different perspectives of the same situation. Discuss Beth's and Juliet's attitudes to themselves and each other within their family.

Drama

(Making connections, empathy)

- **Conscience Alley.** Explore Caddy's dilemma. Form two lines facing each other. One person takes the role of the Caddy and walks between the lines as each member of the group speaks their advice – whether to tell the truth to Beth, or not. It can be organised so that those on one side give opposing advice to those on the other. When Caddy reaches the end of the alley, she makes her decision.

Vocabulary

- Find out what the following words means and use it in a sentence of your own:
 - *Phenomenal persistence* – page 195

Author technique

(Analysis)

- Why do you think the author inserts the paragraph on page 192, beginning: "I can't believe it ... believe it."

Chapter 22

Pink Hair at School

Reflect and discuss

(Deduction, inference, prediction, making connections, forming and supporting opinions)

- Read the first 2 pages of this chapter.
 - Why do you think Alison behaves in this way?
 - What do you think the Head is thinking and what do you think Alison will do?
- Think of different misdemeanours.
 - Decide on appropriate sanctions.
- Page 205: why do you think the author describes Alison's reaction as: '*Alison, fell out of love in one blissful releasing moment, and turned her thoughts entirely to revenge?*'
- Does Alison remind you of any other characters in books or films?

Quick research

(Information report)

- Find out about colour and reflection and write it up as an information report.

Chapter 23

Saffron and Indigo on the Doorstep

Reflect and discuss

(Making connections, predicting, forming and supporting opinions)

- What sort of things help or comfort you when you've had a bad day?
- Why do you think Indigo and Saffy are digging in the garden again?
- Do you think it is a good thing for children to be independent?
- What do you think will happen tomorrow?

Vocabulary

- Find out what the following words means and use it in a sentence of your own:
 - *prudently* – page 215

Writing task

(Recount)

- Write a newspaper report for the local paper on the incident involving Ruby and Caddy.
Remember to include:

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- time, place, people involved and the nature of the incident
- quotes from bystanders

Chapter 24

Tomorrow, All Things Being Well

Read and reflect

(Deduction, making connections)

- What does Bill mean when he says: *'The insight of the illiterate'*?
- Talk about your own experience of when someone has wanted to be the centre of attention, like Saffy.

Vocabulary

- Find out what the following words means and use it in a sentence of your own:
 - *telepathic understanding*– page 222
 - *gleaning* – page 225
- Find synonyms for: *mad*

Author technique

(Analysis)

- Page 224: *'In the shadowy pre-dawn greyness the new hole looked shocking. A rectangle of darkness. Still. Quiet. But waiting.'*
 - What do you notice about the author's style of writing in this paragraph? Why do you think she does this?
- Page 227: *'Caddy's father ... go crazy.'*
 - Why do you think the author puts these comments in at this particular point in the text?
- Page 232: *As she looked ...a baby.'*
 - How has the author arranged the text. Why do you think she has done this?

Writing task

(Description)

- Re-read page 225: *The town woke up ... hatched lines.*
 - Create your own short description of a journey remembering to add observational details so that the reader will be able to visualise it.

Chapter 25

A Beginning

Read and reflect

(Deduction, inference, analysis, forming and supporting opinions)

- What does: *'It took part of Caddy with it.'* and the following paragraph mean? What lesson has Caddy learned about life?
- In what ways does the author show her understanding of the way young children behave? *(their ability to find out more than their parents expect; Saffron's opportunistic manipulations of her father when out shopping; Indigo's purposeful focus on the baby; the alliances children make).*
- How has Alison's character developed over the course of the story?
- Are secrets good or bad?
- Are endings beginnings?

Vocabulary

- Find out what the following words means and use it in a sentence of your own:
 - *merriment; suppressed* – page 235
 - *sauntering* – page 237

Author technique

(Analysis)

- How did the author use the element of surprise in the last chapter and tie it in to what had happened before?
(The expectation that the hole was a grave for the baby; by calling Rose the firework baby, and Indigo only saying 'firework' to Caddy before he fell asleep on the previous night; Saffy referring to her father's locked wardrobe earlier when she said there were no sparklers but had obviously found the firework which is why Bill had let them dig the hole, but insisted on it being kept a secret).

Writing task
(Creating)

- Draw up a party plan to celebrate a special occasion;
 - Design invitations with all the relevant information
 - Make a menu
 - State what other special arrangements you will make

Six Years Later

Caddy and Rose

Read and reflect

(Analysis, forming and supporting opinions, summarising)

- Why do you think the author added this chapter? Do you think the book needs it or not? Give reasons for your opinion.
- Is Rose as you would have imagined her six years later?
- Summarise what you have learned about life in the Casson family. Would you like to belong to this sort of family?