



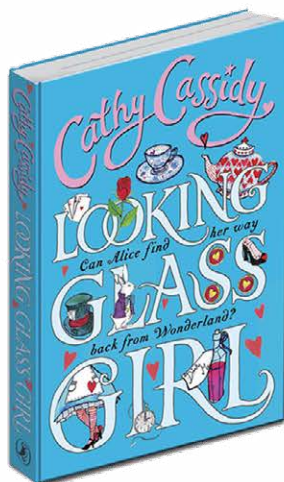
Teacher Resources for **Looking-Glass Girl**

Cathy Cassidy



re-imagines

Alice in Wonderland



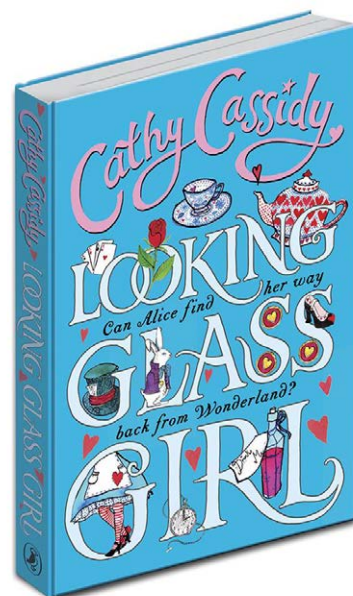
Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

Looking-Glass Girl Resource Pack

This resource pack provides material for seven hours of lessons based on the themes, characters and events in Cathy Cassidy's *Looking-Glass Girl*. The lessons are split into two or three individual activities, and can be taught in sequence as complete lessons, or as stand-alone activities, making them easy to tailor to the needs of your class.



Cross-curricular Links

This resource pack is aimed at a core age range of 9–13 and the resources touch upon many areas of the national curriculum.

The main objectives of the pack include:

WRITING: COMPOSITION – PLAN, DRAFT, EVALUATE

- To choose form and content to suit a particular purpose or audience
- To use features of layout, presentation and organisation effectively
- To write creatively using a stimulus

READING AND COMPREHENSION

- To interpret an author's language and style
- To develop an appreciation and love of reading
- To draw inferences such as characters' feelings, thoughts and motives
- To predict what might happen from details stated and implied

DRAMA AND SPEAKING AND LISTENING

- To speak with confidence in a range of contexts, including group work
- To take part in drama activities, including acting in role as different characters
- To participate in debates and structured discussions

DESIGN TECHNOLOGY AND ART

- To imagine and draw one of the settings of the text
- To design and create an invitation



Schools

Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

Contents

- p1** Introduction to *Looking-Glass Girl*
- p2** Extract from *Looking-Glass Girl*
- p6** About the Author
- p7** LESSON ONE: Predictions
- p8** LESSON TWO: Bullying
- p9** LESSON THREE: Falling Down the Rabbit Hole
- p11** LESSON FOUR: Friendship
- p12** LESSON FIVE: In the News
- p13** LESSON SIX: A Mad Hatter's Tea Party
- p14** LESSON SEVEN: Forgiveness
- p15** My Drawing Space
- p16** Which *Alice in Wonderland* Character Are You?
Quiz and Answer Cards
- p18** Conclusion and Further
Lesson/Activity Ideas



Schools

Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

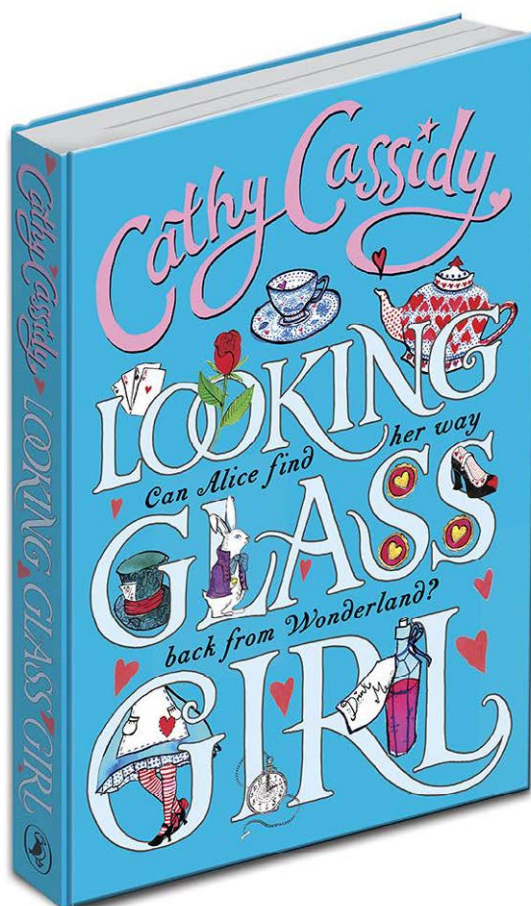
About *Looking Glass Girl*

To celebrate the 150th anniversary of *Alice's Adventures in Wonderland*, here is a compelling modern-day re-imagining of Alice's story by favourite author, Cathy Cassidy.

Alice is thrilled when Savannah invites her to a Wonderland-themed sleepover; she's wanted to join this circle of friends for so long. Finally, she's fitting in. But an accident suddenly changes everything and Alice is rushed to hospital.

As her friends and family rally round, a mystery begins to unravel. Was Alice pushed, and why – who would want to hurt her? Can her loved ones – and the faithful boy who doesn't want to leave her side - help Alice survive?

Looking-Glass Girl is the stunning new book from Cathy Cassidy, an unforgettable tale of friendship and love from one of the UK's best-loved authors.



 **Schools**
Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

ENJOY reading this extract from the book

‘Emergency, which service?’
‘We need an ambulance! Please, quickly!’
‘I am transferring you now . . .’
‘Hello, you are through to the ambulance service. How can I help you?’
‘We need an ambulance, like, now! My friend has fallen and she’s not moving and I think she might . . . look, we just need an ambulance, OK?’
‘Where are you? Can you give me the address?’
‘No! Oh, please, don’t tell her, Yaz! I’m going to be in so much trouble!’
‘We’re all going to be in so much trouble. That doesn’t matter right now. I have to tell her, Savvy – how else is the ambulance going to get here?’
‘The address?’
‘Hello? Sorry. We need an ambulance at 118 Laburnum Drive, Ardenley. You have to hurry! She’s fallen and she’s not moving . . .’
‘She’s not moving at all? Where did she fall from?’
‘She fell down the stairs. It was an accident!’ ‘Have you moved her?’
‘No, we’re scared to – she’s lying all funny. She’s not moving at all. And there’s all this broken glass and blood . . .’
‘An ambulance is on its way to you now.’
‘How long will it take? I’m so scared . . .’
‘I need you to stay on the line. We’ll be with you as soon as we possibly can.’
‘It was an accident!’
What is your friend’s name?’
‘Alice. Alice Beech . . .’

Alice

‘Can you hear me, Alice? My name is Martin; I’m a paramedic. Hang on, Alice.’

Everything is dark; the kind of thick, soft darkness that wraps around you like a blanket of sleep. I can hear someone talking to me, but I don’t understand what he’s saying – it’s like some kind of secret code. It makes no sense at all.

‘I’m calling in to report a head trauma victim, female, age thirteen; we’re blue lighting her.’
Head trauma victim?

A shrill siren wail starts to screech, scratching its fingernails against my skin, filling up my senses. It makes everything hurt, but I can’t seem to find the words to tell them to shut it up.

And suddenly I find myself falling backwards, down the rabbit hole, dropping like a stone, my screams swallowed up by the soft blanket of darkness.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

Year Six

I wasn't always a victim. Not so long ago, I was just a normal girl; a happy girl. I didn't get top grades in class and I wasn't the most popular kid in the school, but I had amazing friends and a happy family. I worried about all the usual things; test results, playground tiffs, whether I'd ever find a hobby I could be good at – something where I'd shine . . . but those worries never stopped me having fun.

And then, in Year Six, I was picked to play the lead role in our class production of Alice in Wonderland. I was so anxious that first night I didn't think I could do it, but my best friend Elaine squeezed my hand and told me I'd be brilliant, and somehow I found the courage to step out on to the stage. It was only a school play in a draughty gym hall, but the audience whooped and whistled and stamped their feet, and I swished my sticky-out blue skirt and dropped into a curtsy, smiling so hard it made my face ache. I don't think I'd ever been so happy.

Elaine and Yazmina, my other best friend, only had small, non-speaking parts as two of the playing-card soldiers, but they were really pleased for me all the same.

'You were brilliant,' Yaz said. 'I could never have remembered all those lines!'

'And you got to do all those rehearsals with Luke Miller,' Elaine sighed. 'Lucky you! He's so cute!'

I laughed, but I wasn't crushing on Luke Miller like Elaine was. I'd known him since Reception class and I saw him as a friend – annoying sometimes but good fun as well. It had been fun working on the play with him, but Luke was going to Ardenley Academy after the holidays, so I knew I wouldn't see him again. Elaine, Yaz and I were all going to St Elizabeth's, a strict, all-girls school that was supposed to get great results.

I actually wished the whole lot of us were going to Ardenley Academy. Instead we'd been to look at St Elizabeth's, and I'd hated the gloomy, dark panelled wood, the polished floors, the framed photographs of hockey and netball teams from years gone by that lined the corridor walls. I couldn't imagine spending the next seven years of my life in a place like that, wearing a braid-trimmed blazer and a grey pleated skirt and knee length white socks. I mean, socks? Really? Not good. But Elaine and Yaz were both going there, so I buried my misgivings and signed up for it, and my parents were as proud as if I'd just passed half a dozen A levels with A* grades.

We finished Year Six on a high. Elaine, Yaz and I had mapped out our summer, planning sleepovers, picnics in the park, days out in town, backyard sunbathing sessions, but on the last day of term Miss Harper had turned all that upside down. She handed me a flyer about a drama club that was running a summer school, and that changed everything.

'It's two days a week throughout the holidays,' she told me. 'A mix of kids, aged 11–16, all with a talent for acting. I thought that you and Luke would be perfect for it!'

I was so thrilled at being chosen, I didn't even notice the flickers of disapproval on the faces of my friends. I didn't notice anything until two weeks later, when I was at Elaine's house for a sleepover. I'd been talking about an improvisation exercise I'd done that day with Luke when Yaz had interrupted me.



Schools

Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com



'Alice?' she'd said. 'No offence, but we're sick of hearing about your stupid drama club the whole time. And about Luke and what great mates you are these days. It's all you ever talk about, and it's getting boring.'

Elaine had frowned. 'I know you don't mean it,' she said. 'But it's like you're rubbing our noses in it.' I'd blinked. Had I been talking too much about drama club? About Luke? Did it sound like showing off? Maybe.

'Sorry,' I'd said. 'I suppose I do get carried away, sometimes. It's just that it's so much fun, and I know you'd absolutely love it, and ...'

Yaz and Elaine had exchanged an exasperated glance, and my words had trailed away to nothing. 'It was just a fluke that they gave you that part,' Yaz had said. 'I bet Miss Harper just thought of you because your name was Alice, and decided to give you a chance.'

'Anyone can act,' Elaine had agreed. 'If we went to special lessons, we'd be good, too. But who wants all that stuff, anyway? Dressing up and playing games of "let's pretend". I really didn't think Luke would go for that sort of thing. It's so babyish!'

After that, I'd been careful not to mention the drama summer school, or Luke. I'd kept my mouth closed and tried hard to be interested when they'd talked about boys and make-up and music, but it had knocked my confidence. Yaz and Elaine had never told me I was boring or babyish before; I'd thought they were happy I'd finally found something I was good at.

Instead of finding something cool to talk about when we were together, I became silent, anxious about saying the wrong thing. Yaz and Elaine had begun mentioning days out in town without me, a trip to the ice rink, a train ride to the seaside. I'd tried not to mind. I was going to drama club without them for two days a week, so I could hardly complain if they did things without me, but for the first time ever I'd begun to feel like they were deliberately leaving me out.

The summer turned sour. Sometimes, when I rang Yaz or Elaine, they didn't reply; if I tried their landlines, I'd be told they were out: at the cinema, or down at the park, or just 'out'. Often, they forgot to ring me back. Maybe we'd been drifting apart, just a little, over the last year. Yaz and Elaine had sometimes rolled their eyes when I'd failed to summon up much interest in boy bands and crushes and turquoise nail varnish, but I hadn't thought those differences were fatal. I'd assumed we could find our way through them, like we always had before when one of us hadn't shared the others' passion for ballet or ponies or Harry Potter. I'd thought it would all blow over, but when Yaz had a sleepover the last weekend of the holidays and didn't invite me, it didn't feel that way.

We were supposed to start at St Elizabeth's together, the three of us against the world. Instead I pulled on my new uniform, complete with socks and braided blazer, and walked to school alone because they hadn't answered my texts. Without my friends, I was lost in a sea of uniformed strangers; adrift, lost.

I wanted to cry and yell and run away home, but you don't do those things when you're eleven. You tilt your chin and bite your lip and pretend you don't care.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

St Elizabeth's did its best to keep groups of friends together, and I was put in the same form room as Yaz and Elaine. My face lit up when I saw them that first day, and they smiled too, and for a moment I thought everything could still be OK for us.

'Hey, Alice,' Yaz said. 'How are you? We haven't seen you for weeks! How was your summer? How was that amazing drama summer school of yours?'

'It was great,' I said.

'I bet you made some cool new friends,' Elaine said.

I thought of how I'd got to know Luke better, how he was turning out to be a real friend and not just some boy from primary school; maybe even something more. I didn't think Yaz and Elaine would want to hear about that, though.

'Well, I've made a few friends,' I bluffed. 'They're all different ages, though, and I'm not sure any of them are at St Elizabeth's ...'

'That's good, though,' Yaz told me. 'Meeting new people. Because we just haven't been on the same wavelength for a while now, have we?'

I bit my lip. 'Are you saying we're not friends any more?' I dared to ask.

'Of course we're friends,' Elaine said. 'Obviously, we are! But that doesn't mean we have to be in each other's pockets all the time, does it? We should make new mates, see other people. We're growing up, moving in different directions. Maybe we just need some space?'

Space? I'd heard that line before, back when Elaine's mum left her dad. 'She just needs some space,' Elaine had said. 'They'll probably get back together. Maybe. Most marriages need that, just to stay healthy. Your parents should probably do it too; they might just be staying together for you and Nathan.'

'I don't think so,' I said, and Elaine's face had twisted up, making her look bitter and angry. I knew how sad she was feeling inside, so I didn't go on about Mum and Dad being happy; I didn't want to make her feel worse than she already did.

Elaine's parents never did get back together. Elaine's mum found herself someone new; a boyfriend called Kevin with no job and an attitude problem. He made Elaine's life a misery, and when Yaz and I went round for sleepovers he was so rude and grumpy Elaine had to stop asking us at all.

And now she wanted some space herself – from me.

'We're still friends,' Yaz clarified. 'But things are different, now, Alice. Let's enjoy secondary school. New starts, new challenges, new friends. Best of luck!'

They walked away and left me alone.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

About Cathy Cassidy

Cathy Cassidy is Puffin's top-selling author for girls. She was an art teacher, a magazine editor and an agony aunt before becoming a full-time writer. She has worked at *Shout* magazine and previously at *Jackie*, the magazine named after Jacqueline Wilson. Cathy tours extensively around the UK meeting over 10,000 young readers each year. She has twice won the prestigious 'Queen of Teen' award. Cathy lives in Merseyside with her husband, two teenage children, two dogs, two cats and a rabbit. For more about this popular author go to www.cathycassidy.com or follow @cathycassidyxx on twitter.



www.teachitprimary.co.uk

 **Schools**
Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

LESSON ONE: predictions

- **OBJECTIVE:** to make informed predictions about plot using clues from the text.
- **OUTCOME:** a piece of creative writing.

'Emergency, which service?'

'We need an ambulance! Please, quickly!'

'I am transferring you now ...'

'Hello, you are through to the ambulance service. How can I help you?'

'We need an ambulance, like, now! My friend has fallen and she's not moving and I think she might ... look, we just need an ambulance, OK?'

'Where are you? Can you give me the address?'

'No! Oh, please, don't tell her, Yaz! I'm going to be in so much trouble!'

'We're all going to be in so much trouble. That doesn't matter right now. I have to tell her, Savvy – how else is the ambulance going to get here?'

'The address?'

'Hello? Sorry. We need an ambulance at Laburnum Drive, Ardenley. You have to hurry! She's fallen and she's not moving ...'

'She's not moving at all? Where did she fall from?'

LEAD IN QUESTIONS:

1. What do you think has happened in this extract?
2. How many different characters can you spot?
3. Which words or phrases show you that something dramatic has happened? How does punctuation add to this drama?

• ACTIVITY ONE:

Students should make a brainstorm of all the possible things that might have happened in the run-up to this phone call.

• ACTIVITY TWO:

Choose **one** of these ideas and write a short story that ends just before this call. Be creative – think about **WHERE** they were, **WHAT** they were doing and **HOW** they would have reacted. Bonus points for writing in the style of Cathy Cassidy!



Schools

Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

LESSON TWO: bullying

- **OBJECTIVE:** to explore the theme of bullying.
- **OUTCOME:** a piece of improvisation drama.

LEAD IN QUESTIONS:

1. What different types of bullying can you think of?
2. Have you ever experienced bullying/bullied someone else?
3. Why do you think bullying happens?

It began slowly. It was subtle, clever, the kind of thing you probably wouldn't even notice if you weren't the target. My shoe went missing from the changing rooms after a PE lesson and turned up in a flower bed outside. The following week, my school tie vanished and I was given a detention. Random stuff kept turning up in my school bag, too. We had assembly two or three times a week, and had to leave our bags at the back of the hall, so I knew the sabotage was happening then. Once it was a can of Coke with the ring pull removed so that it leaked and made dark, sticky stains all over everything, once a smooshed up fish paste sandwich which wrecked all my books and made everything stink; once it was an actual raw egg.

• ACTIVITY ONE:

Organise your class into groups of three. One student should act as Alice, and the others should act as the two bullies. Students should create dramatic freeze frames showing:

1. The girls playing a trick on Alice and Alice's reaction.
2. Alice finding out and standing up for herself.

Remember to use your facial expressions, body language and levels to show how each character is feeling. (Would Alice be strong and standing tall? Or weak and kneeling on the ground?)

• ACTIVITY TWO:

Students should write a short monologue in the voice of the character they played. They should think about what they did and how it felt. Once finished they can read their monologues to the other characters in their group.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

LESSON THREE: falling down the rabbit hole

- **OBJECTIVE:** to explore the original characters in *Alice's Adventures in Wonderland*.
- **OUTCOME:** a descriptive letter from Alice to her parents.

LEAD IN:

When Alice falls down the stairs, she enters into a strange and magical world full of characters from the original story of *Alice's Adventures in Wonderland*. Some of the characters we meet are:

THE WHITE QUEEN

THE CATERPILLAR

THE WHITE RABBIT

THE DUCHESS

THE LORRY

THE FAWN

TWEEDLEDUM

TWEEDLEDEE

THE MAD HATTER

• ACTIVITY ONE:

Students should work with a partner and choose three of these fantastical characters to complete the worksheet overleaf.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com



• **ACTIVITY ONE (continued):**

Character	Write down one thing they say or do	Draw what you think they would look like	Research online find one fact about your character
1.			
2.			
3.			

• **ACTIVITY TWO:**

Alice is desperately trying to leave this surreal world and get back to her family. Students should write a letter from Alice to her parents, describing the weird and wonderful characters she meets, and explaining why she wants to return home.

• **ACTIVITY THREE:**

Students should draw a picture of this world to go with their letter home. What colours might you see? What would the scenery look like? How many original *Alice in Wonderland* characters will you include?

LESSON FOUR: friendship

- **OBJECTIVE:** to understand the relationship between the main characters in the novel.
- **OUTCOME:** hot seating and a diary entry in the voice of a character.

LEAD IN QUESTIONS:

1. What makes a good friend?
2. What reasons can you think of for friendships going wrong?

• ACTIVITY ONE:

Organise your class in groups of **FOUR**, with each student labelling themselves: Alice, Lainey, Yaz or Savannah. Students should talk **IN ROLE** as their character, discussing the question: what went wrong in your friendship with Alice?

EXTENSION: use quotes from the book to back up your points!

• ACTIVITY TWO:

When the groups come back together as a class, one volunteer playing each character should come to the front of the class and sit in the hot seat. Remember – change your voice and body language to **BE** this character! The rest of the class should ask questions to try to find out as much as possible about these characters and their friendship with Alice.

• ACTIVITY THREE:

Write a short diary entry in the voice of the character you played. Describe how you feel about the other girls and what your hopes for the future are.



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com



LESSON FIVE: in the news

- **OBJECTIVE:** to understand how to write to inform.
- **OUTCOME:** a newspaper article.

LEAD IN QUESTIONS:

Students should use a thesaurus to create a bank of synonyms for the words:

- Accident
- Upset
- Disaster

• ACTIVITY ONE:

Alice's fall down the stairs and resulting coma send shock waves through her school. Write a newspaper article describing this terrible event. You need to include details about **WHAT** happened, **WHO** was involved, **WHEN** and **WHERE** it happened. Include pictures, headlines and an attention-grabbing opening! Make sure you use your word bank for some really juicy adjectives.

• ACTIVITY TWO:

Students should use their best news reading voices and read their articles to the rest of the class. Take a vote – whose article **INFORMED** the most successfully?



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

LESSON SIX: a mad hatter's tea party

- **OBJECTIVE:** to understand how the setting links with *Alice in Wonderland*.
- **OUTCOME:** to create an invitation for a **Mad Hatter's Tea Party**.

LEAD IN QUESTIONS:

Why are parties important? What important events do we celebrate with a party?

The dining room was decorated with balloons and bunting. I could see Savvy arranging the jam tarts I'd brought on a fancy cake stand; all along the table there were plates heaped with beautifully decorated cupcakes, plates of quiche and triangular sandwiches with the crusts cut off. A big red teapot with white polka dots sat in the middle of the table, a label saying 'drink me' tied to the handle, and mismatched side plates and cups and saucers were set out in front of every chair. Playing cards were scattered across the tablecloth, along with red and white roses that must have cost a fortune.

• **ACTIVITY ONE:**

In chapter 20, Savannah has transformed her dining room into her very own Wonderland, full of tasty treats. Read the extract above and pick out all the details that make her room just like an *Alice in Wonderland* adventure.

• **ACTIVITY TWO:**

Make a list of all the things you would need to transform YOUR sitting room into a perfect Mad Hatter's Tea Party!

• **ACTIVITY THREE:**

Use all your artistic skills to create an invitation that you could send to your friends, inviting them to your very own Mad Hatter's Tea Party. Remember to include details about **WHERE** and **WHEN** and try to write in a formal style!



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

LESSON SEVEN: forgiveness

- **OBJECTIVE:** to explore the theme of forgiveness.
- **OUTCOME:** to write a dialogue between Alice and Lainey.

LEAD IN QUESTIONS:

Everyone stopped blaming everyone else; we let go of the past and moved on, and in a funny way the crisis seemed to have brought us together.

1. What is forgiveness?
2. Why do you think it is good to forgive people?

• ACTIVITY ONE:

At the end of chapter 45, Alice forgives Lainey and invites her over for lunch:

Lainey sits down and the five of us chat a little in a halting, awkward kind of a way. It's not just lunch, not really; it's a kind of forgiveness.

Do you think it was right for Alice to forgive Lainey? Why do you think she invited her over for lunch after everything that happened between them?

• ACTIVITY TWO:

Students should work with a partner and write the conversation Alice and Lainey have when they sit down together. Make sure the conversation is focused around the idea of forgiveness. Would Lainey say sorry? Would Alice and Lainey describe how they have been feeling? Be creative! Use interesting adjectives and a range of punctuation to help describe your ideas in detail.



Inspiring you to share stories

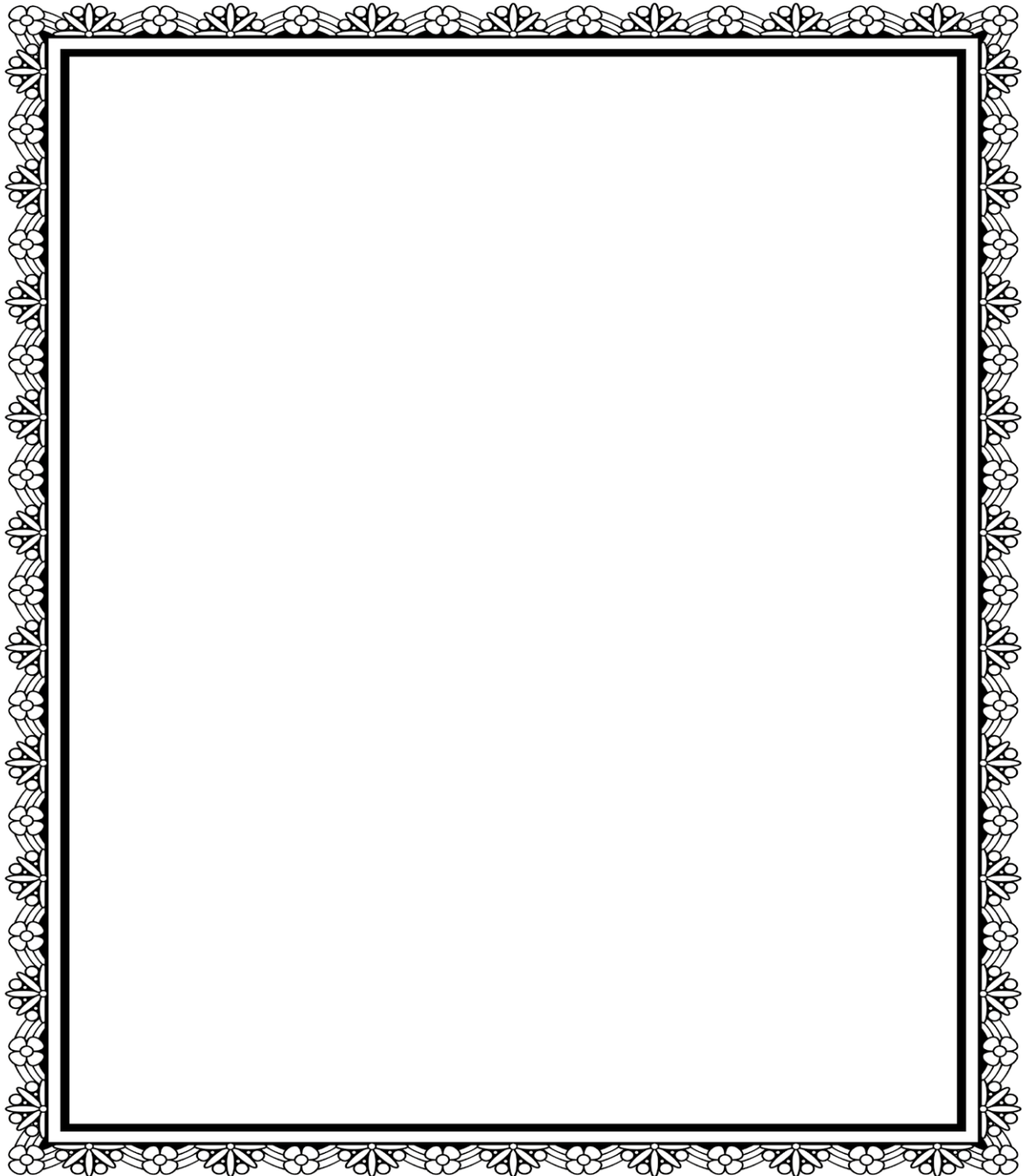
Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com



My Drawing Space!

Use this page to draw your favourite scene from *Looking Glass Girl* or your favourite *Alice in Wonderland* character!



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY**
talking about *Looking Glass Girl*. **On Demand**
now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

QUIZ: Which *Alice in Wonderland* character are you?

1. WHAT'S YOUR FAVOURITE SUBJECT AT SCHOOL?

- A I couldn't choose. They all merge into one when I'm daydreaming anyway...
- B The final subject of the day – then there's nothing else to be late to!
- C Home economics, especially baking
- D P.E. – somersaulting over and over and over!

2. HOW WOULD YOUR FRIENDS DESCRIBE YOU?

- A Dreamy, inquisitive, always on the lookout for an adventure
- B Punctual and polite
- C A chatterbox (in a good way!)



3. DURING YOUR FREE TIME, YOU'RE MOST LIKELY TO BE FOUND ...

- A With your nose in a book, escaping to another world
- B Everywhere! You're always dashing from event to event
- C Hosting a tea party for your friends
- D Playing pranks on your friends and family

4. WHAT'S YOUR FANCY-DRESS COSTUME OF CHOICE?

- A A pretty dress with some funky accessories
- B A full vintage outfit, complete with pocket watch
- C Anything that comes with a statement hat!
- D A furry onesie might be fun ...

5. YOU'RE MOST LIKELY TO SAY ...

- A 'Have I gone mad?'
- B 'I'm late!'
- C 'It's always teatime.'
- D 'I'm not crazy—my reality is just different to yours ...'



MOSTLY As: *Alice herself*

Daydreamy, artistic and kind you can sometimes be quite shy, but you love making new friends and are always up for adventure.



MOSTLY Bs: *The White Rabbit*

Forever in a rush you can never seem to sit still for longer than a few minutes. You love all things vintage and your friends depend on you to be the life and soul of any party.



MOSTLY Cs: *The Mad Hatter*

A baking wizard, you're happiest cooking up a storm in the kitchen, then inviting all your friends around to sample your creations. You love to chat, socialise and can be a little bit mad – but everyone loves you for it!



MOSTLY Ds: *The Cheshire Cat*

Full of energy and fun, you're happiest surrounded by a big group of friends, especially if you're the focus of their attention. You love to play jokes, dress up in zany costumes and play the occasional prank too ...



Inspiring you to share stories

Watch a free author event of **CATHY CASSIDY** talking about *Looking Glass Girl*. **On Demand** now at www.puffinvirtuallylive.co.uk

www.cathycassidy.com

Conclusion

We hope you enjoyed using these resources for *Looking-Glass Girl*. You may also wish to visit www.puffinvirtuallylive.co.uk to watch a free 30 minute video of **CATHY CASSIDY** talking about her books and especially how she re-imagined the classic *Alice in Wonderland* story.

ALSO AVAILABLE:

- Mad Hatter's Tea Party Activity Pack and Recipe Cards



- *Alice's Adventures in Wonderland* teacher resources from Penguin Schools
— search code 22108 at www.teachitprimary.co.uk

