



## **Caching In**

Kristin Butcher

Reading level: 2.9

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AR Quiz # 158210

### **Book Summary**

Eric and Chris are avid geocachers who stumble into a very strange search for a series of geocaches. At first they are merely curious, but as the stakes rise and the challenges become more trying, the boys get truly hooked. Convinced they are on the trail of treasure, they become consumed with the search, and though their quest tests their strength, intelligence, courage and even their friendship, they don't give up.

### **Author Biography**

**Kristin Butcher** taught a variety of different subjects from primary school to high school before becoming an author. She credits her experience in the classroom with helping her understand children and teens better, and making her a whiz at Trivial Pursuit. Kristin has always had a wild imagination and can't imagine that she'll ever run out of ideas for stories. Kristin lives in Campbell River, British Columbia and is the author of two other novels in the Orca Currents series: *Chat Room* and *Cheat*.

## Connecting to the Text

### *Character and Novel Study*

1. The following skit activity can be used for students working in groups of three or more. Encourage each group to present their skits, and invite students to ask questions.

Imagine you are a famous movie producer. Kristin Butcher, the author of *Caching In*, has a meeting with you and a famous movie director to “pitch” her idea to make a blockbuster movie from her novel. In your small group, prepare a skit in which Kristin explains the plot of the novel and what would make it a great movie to the producer and director.

**Prompts:** Spirit of adventure, fast pace, lure of a hidden treasure, a secret follower in a red convertible, a fast-approaching deadline, the promise of a big payoff.

- ◆ Decide who will play the roles of Kristin Butcher, the movie producer and the movie director. Assume that the producer and director have not read the novel, and that their motivations are as follows: Kristin wants to pitch her novel for a movie; the producer needs to be convinced the movie will be marketable; and the director needs to get a sense of how the movie will look and feel, and who the characters are.
  - ◆ As a group, prepare notes on index cards for Kristin, the movie producer, and the movie director. Kristin needs to explain the novel and characters; the producer needs to ask questions about the novel; and the director needs to understand the characters. Your skit should cover the general plot of the novel, describe the characters, and highlight interesting characteristics for each.
  - ◆ At the end of your skit, have your producer choose to make the movie or not make the movie, and explain why.
2. Working in pairs, invite students to choose actors who would best play the roles of the three main characters in *Caching In*. Students should incorporate evidence from the novel in their responses, including quotes for each character. A fun activity could include a “report out” by the pairs. Who would you like to see play the parts, and why?

Character	Actor Choices	Description of the Character
Eric		
Chris		
Jane Carlisle		

If students are stuck, you may wish to suggest these popular teen actors (in alphabetical order):

- ◆ Eric or Chris: Jake T. Austin, Roshon Fegan, Tom Felton, Josh Hutcherson, Logan Lerman, Rico Rodriguez, Jaden Smith, Bobb'e J. Thompson.
- ◆ Jane Carlisle: Selena Gomez, Victoria Justice, Jennifer Lawrence, Demi Lovato, Naya Rivera, Emma Stone, Raven-Symoné.

3. As students read the novel, ask them to highlight three quotations that affectively describe the personality of Chris. Would you like to have Chris as a friend? What are some qualities about him that you like, and what are some qualities he could work on? Why do you think Eric hangs out with Chris? Examples:

ch. 1 *Finally, he gets the message. But Chris is not what you'd call patient.*

ch. 1 *Chris starts tromping through the flowers, using his foot to search between the plants.*

ch. 1: *If someone were to beat us to that cache, it would eat [Chris] alive.*

ch. 3: *[Chris] hates it when somebody else comes up with an idea.*

### ***Vocabulary Enrichment***

The following words/terms are used in *Caching In* in the context of Eric and Chris deciphering the clues found inside each cache.

challenge	decipher	hidden	search
clues	deduction	hunting	sleuth/sleuthing
conclusion	figure it out	puzzles	twists

Invite students to use the vocabulary words above to answer these questions:

- Describe the approach Eric and Chris used to find the hidden caches. What surprised them about the first cache?
- Do you think they enjoyed their experience deciphering each cache's clues? Would you enjoy this activity as well?

### ***Language Arts***

In chapter 6, Eric describes how to unravel a difficult clue: "It's a play on words—like in the letter. Whoever wrote those clues likes double meanings. You know—to get us thinking one thing when we should be thinking something else." To illustrate the use of this figure of speech, have students read the clue provided in chapter 4: "*Follow the marathon man. Hurry northwest before flying south...*" Which words have double meanings in this clue?

As a fun activity, challenge students to each hide a cache somewhere in the school, and write a mysterious clue using double meanings (double entendre). Have students number off in pairs, exchange their clues, and see which pair can decipher their clues first. In your class, whose clue was most challenging to decipher?

### ***Further Novel Study***

Students who are interested in geocaching may enjoy *Stuff We All Get*, also in the Orca Currents series, by K.L. Denman. In this novel, 15-year-old Zack and his mom take up geocaching. Zack finds a unique cache: a CD with beautiful music and the word "famous" written on it. He becomes obsessed with the singer and tries to find her.

## Connecting to the Curriculum

### Geography

1. Eric and Chris started geocaching after Eric read an article about it: "It was something different to do, and all we needed was a GPS" (ch. 1). Ask students to research geocaching, demonstrating their understanding of the following terms from *Caching In*:

cache	degrees	geocache rules	longitude
clues	destination	logbook	in plain sight
coordinates	directions	latitude	

2. In chapter 2, Eric says, "Forty-eight is the first part of every latitude coordinate around Victoria." He also discovers the location of the second cache using the clue found in the first cache: "Forty-eight degrees 30 minutes 414 seconds North, and 123 degrees 24 minutes 705 seconds West." Using a hand-held or online GPS, invite students to find their school's location, and the location of Eric and Chris's second cache. (Typing "free online GPS" into a search engine should produce a number of free online resources.)
3. *Caching In* takes place in and around Victoria, British Columbia. Invite students to chart the course of Eric and Chris's adventure, beginning at the location of the second cache: The Royal Jubilee Hospital. Search engines like Google Maps can provide street level images if students would like to see the places Eric and Chris visited. Can you find the places Eric mentions in the novel?  
**Prompts:** Bastion Square, Beacon Hill Park, Broadmead Shopping Center, Douglas Street, Galloping Goose Trail, Inner Harbor, Leechtown, Quadra Street, Royal Jubilee Hospital, Sooke Potholes.
4. Invite students to participate in geocaching, either in person or virtually. To get students started, ask them to identify three locations in their community that would make interesting places to hide a cache, and then note their coordinates. Ask fellow students to find the various locations the class has identified. What would you hide as a cache in your three locations?

### Web Resources

[www.geocaching.com](http://www.geocaching.com)  
[www.geocaching.com/about/glossary.aspx](http://www.geocaching.com/about/glossary.aspx)