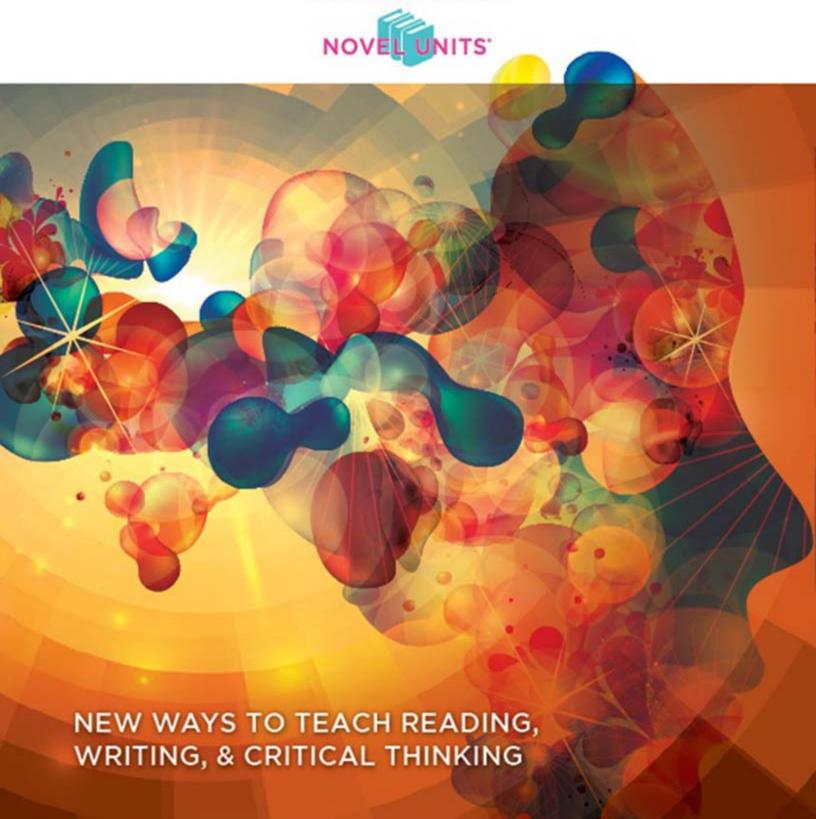
The Curious Incident of the Dog in the Night-Time

Mark Haddon





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THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

by Mark Haddon

Teacher Guide

Written by Jackie Crnkovich

Note

The 2004 Vintage Contemporaries edition of the novel, © 2003 by Mark Haddon, was used to prepare this guide. Page references may differ in other editions. Novel ISBN 978-1-4000-3271-6

Please note: Parts of this novel deal with sensitive, mature issues and include some profanity. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-370-0

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Publisher Information
For a complete catalog, contact—
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Skills and Strategies

Critical Thinking

Analysis, compare/contrast, research, critical thinking, evaluation

Comprehension

Cause/effect, predicting, inference, thematic development, plot development

Vocabulary

Target words, definitions, applications

Listening/Speaking

Discussion, reports, debate

Writing

Poetry, essays, prose, descriptions, letters

Literary Elements

Simile, metaphor, language usage, foreshadowing, characterization, setting, theme, genre, point of view, mood

Across the Curriculum

Math—computation, formulas; Psychology—savantism, autism; Art—design, advertising; Music—soundtrack, ballad; Drama—movie making, role play; Current Events—magazine, newspaper, and Web articles; Philosophy—Occam's razor

The narrator, Christopher Boone, describes discovering Mrs. Shears' dog, killed with a garden fork, in her yard. Mrs. Shears, suspicious that Christopher killed the dog, calls the police. While being questioned, Christopher strikes the policeman and is consequently taken into the police station, where his father comes to claim him. Christopher decides he is going to solve the mystery of who killed the dog, although his father objects. Through this narrative, the reader is introduced to some of the idiosyncrasies of Christopher's mind, as well as a statis about his school and his mother's death.

Vocabulary

dementia
slander
apocryphal
snooker
digressic
ar 'SI

E bo. m
re be ing
singularity

Discussion Juc tic

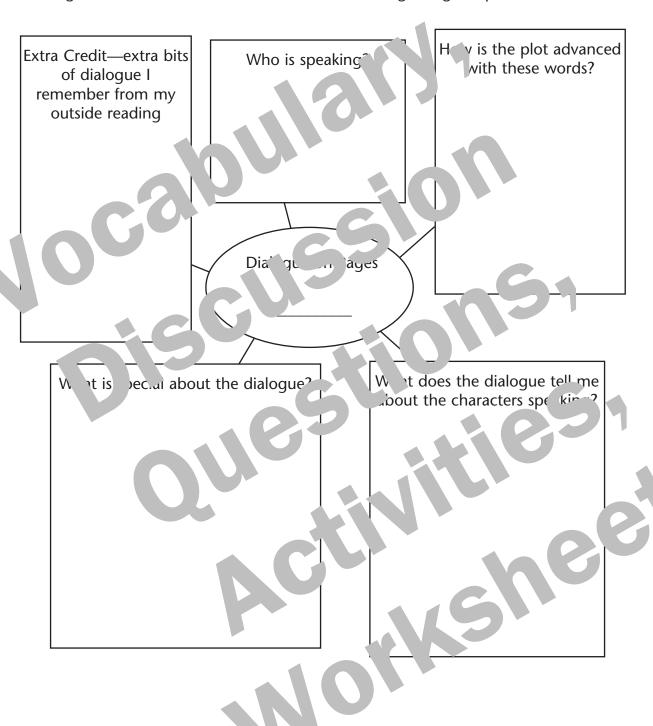
- 1. List the nonifortations of Christopher's condition. How might he could his interaction with others? (inability to read hum no rotions, dislikes being touch a, pesn't like to look people the face when talking, dislikes she ingo loud noises, difficulty apathizing, inability approves a real quanity of information/stimuli at once, doesn't understant jobs, etaphors, or inexact directions, cannot tell lies; A swers who have, but it may be difficult to interact with Christophar and he had a summising people's unspoken meanings and into tions of adents can probably relat examples from e-mail or income in the people of the same and the had a be affectionate to Christophar income dislikes being to ched.)
- 2. Christ sa this vill not be a funny bok" of the book is often quite hun, ous. The is the source of humor in the book of the book is often quite hun, ous. The is the source of humor in the book of the book is often quite hun, ous think the reader is laughing at Ch. toplar? (Christopher doesn't interact of the book of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hun, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hund, out think the reader is laughing at Christopher doesn't interact of the policy of the book is often quite hund, out think the reader is laughing at Christopher doesn't interact of the policy of
- 3. Discuss some of 'e w'/s Christopher strives to k 'p' 'de' n his life. Why is order so important to him. The my reads books w' 'le' me. 'gs; ne is attracted to people l' et 'ce officers with uniforms and clear purposes: h' 'ps' cise ame, and above all he' 'log to' to make sense of the world around him ouriste 'nor says that order helps him fet so. Because his mind processes the world ''ffere 'v, i'd because he can't easily i'm by 'v autions, he is frequently confused and 'igh' 'ea. countering too many new 'him ov 'oads his mind. He fights against confusion by the control his life as much a ho 'n.
- 4. What characteristics or qualities equip Christopher to e roo'r arrator? Which of Christopher's qualities might hinder his storytell of the christopher's penchant for exact detail, his narration is accurate in reporting every Finder the length of lying. On the other hand, because he has a hard time indial penals ability to discern emotions beyond happy and sad], he often misses rhetorical of the same as a sam, and he may not always be proficient at analyzing or interpreting events.

- 5. Discuss your initial impressions of Christopher's father. What insights do you get from the incident at the police station and later when Father brings Christopher home? (Answers will vary. Christopher's father appears gruff. He shouts a good deal, both at the police station and when he's telling Christopher to stay out of trouble and mind his own business. At the same time, his first action at the police station is to lovingly touch Christopher's hand [their version of a hug], and he advocates for his son. His concern for Christopher's safety and comfort is obvious.)
- 6. How does Christopher relate the details of his moth 's eath' Does it strike you as unusual in any way? (Christopher seems very dispassionate en iling ier death. He completely accepts the fact that he can't visit her in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the motion and burial, Christother that note about the cremation process than about any feelings he experienced at the time. It does thank about her though, imagining her ashes raining down in various places in the completely accepts the eath' Does it strike you as unusual in any way? It has been not eath in the completely accepts the fact that he can't visit her in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the hospital fact, when no father comes to tell him she has died, he focuses on the clinical details and another in the hospital fact, when no father comes to tell him she has died, he focused him the completely accepts and another in the hospital fact, when no father comes to tell him she has died, he focused him the completely accepts and another in the hospital fact.
- 7. Given what you know ou Christopher, do you find it or ig at he doesn't believe in heaven? (An ver 'ill Christopher maneuvers' the 'orli ising logic. He knows only what he sees an confirment only what is literal. A bottof in 'ieu. " at odds with his view of the world. Be use 'eu. I is not a place that can be logically or explained scientifically, the id to, 'eu s an alternate state defier suristopher sense of logic, leading to his disbelief in he ven existence.)
- Prediction: Do you think Christoph was solve the mystery of We 1'. 'eath?

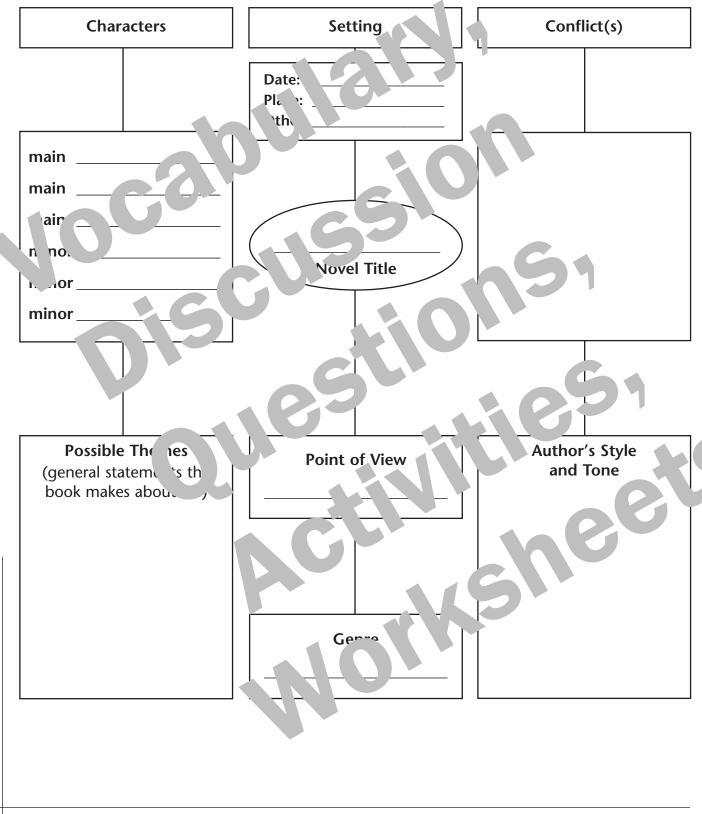
Supplementary p ti

- 1. The ann 'io." can efer to language spection by ici ar people, community, district, or classification of the Whole to British and Americans becompease English, they each use particular phrase For example, Christopher refers to "m." "while the American English word is "math." Is you read, keep a list of it... to ome you notice and write the example wording that would be used in the anglish. (Examples: "sarde for an [m.] compared to "pitchfork," "maths" [n.] compared to "math," "had a for a memory compared to "hit me"; "lose by the formula of the formul
- 2. Christopher doe. O' o'erstand metaphors had have use of similes. Christopher' coral interpretation of language makes the metaphor had been, ke lies. His mind doesn't process figurative language. Begin a list of sir "183 you no be throughout your reading. What each simile as a metaphor, and shad as a classification what effect the different world live on Christopher. (Examples: Single of estions) were stacking up of the large loaves in [a] factory" [p. 7]. Metapho of questions were loaves of the different world so with your in a factory"; Simile—"It looked as if ther were two very small note had live on the line of statistics. Substrils" [p. 17]. Metaphor—"Two small mice were hiding in his nost. Substrils" [p. 17].

Directions: Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.



Directions: Complete the story map below.



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