

Student Packet

Grades 9–12

The Curious Incident of the Dog in the Night-Time

Mark Haddon

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

by
Mark Haddon

Student Packet

Written by
Jackie Crnkovich

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 3 Literary Analysis Activities
- 4 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

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 978-1-60538-371-7

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Note to the Teacher

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Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Questions and Answers

amnesia
invigilator

marzipan
anemic

cutlery
tartan

precedent
intuition

Directions: Christopher typically converses with others through questions and answers. In the blocks on the left, ask a question using at least one vocabulary word. Answer the question in the blocks to the right, using at least one other vocabulary word. Your questions and answers must make sense in relation to one another.

Questions

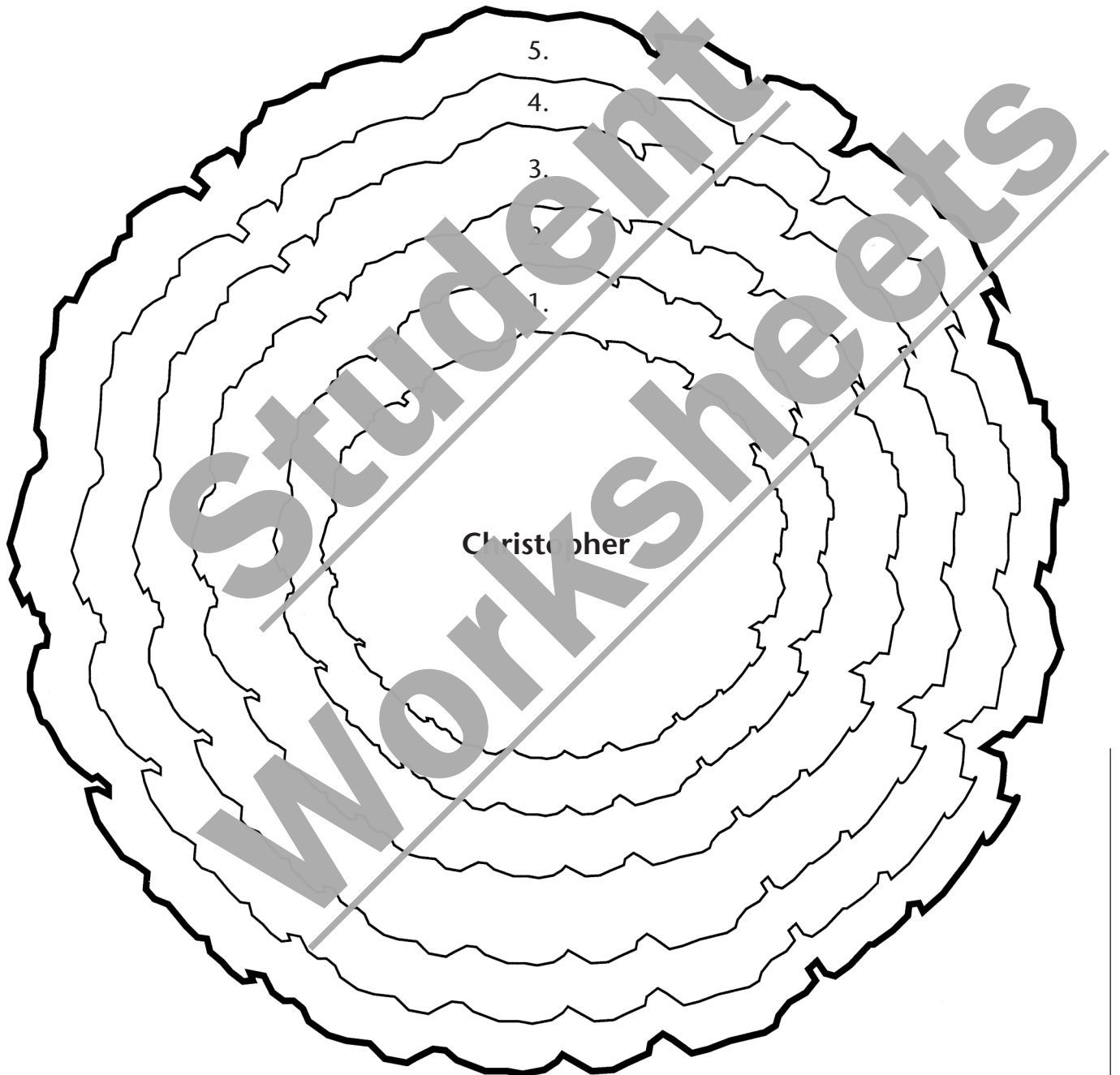
Answers

Student
Worksheets

Name _____

Character Growth

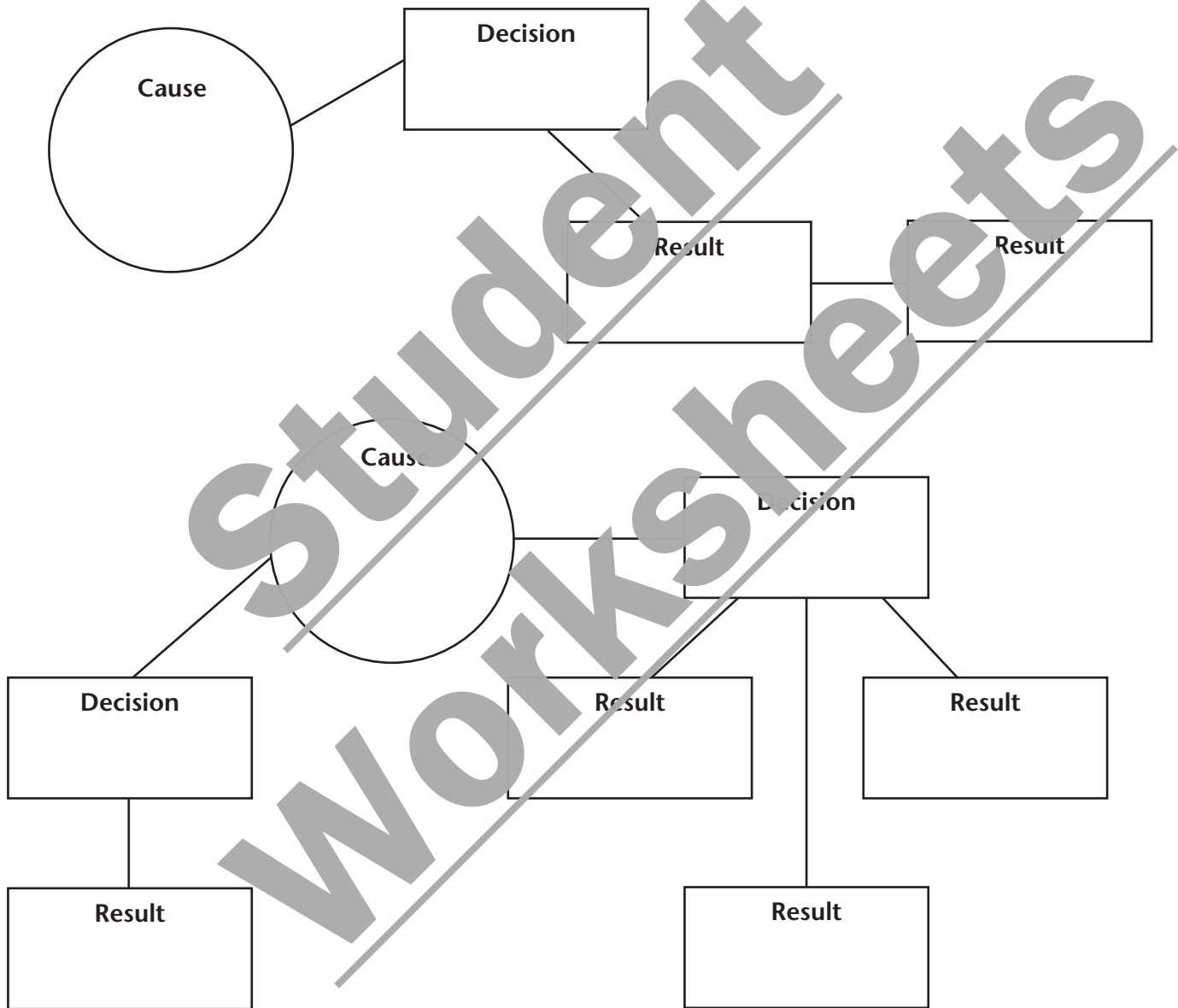
Directions: In his effort to solve the mystery and later get to London, Christopher pushes himself to do things he normally would not do. Use the “tree rings” below to describe five events in the order that they occur in the story, and explain how they reflect Christopher’s growth.



Name _____

Cause/Effect Chart

Directions: Make a flow chart to show decisions Christopher made, the decisions he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)



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