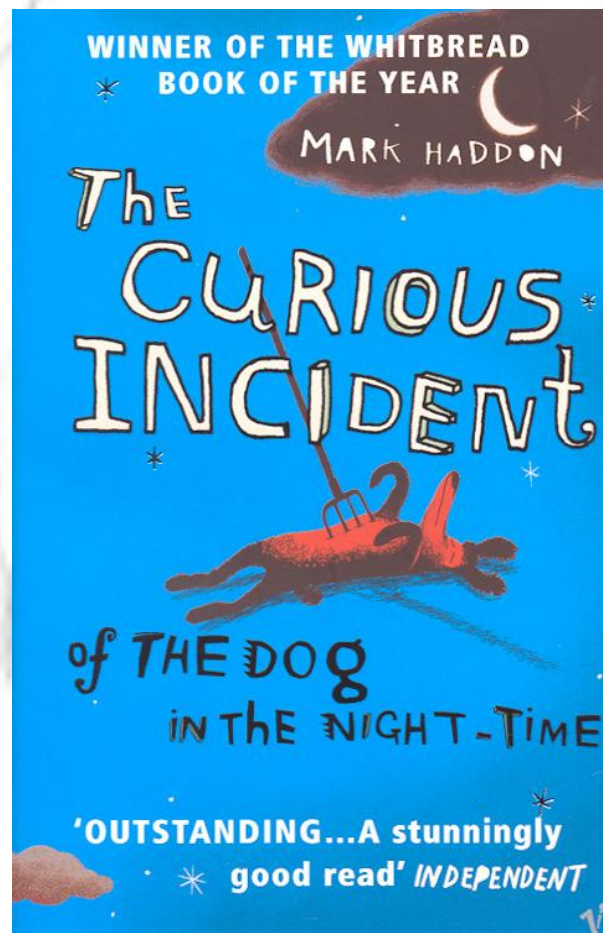


OF THE DOG IN THE NIGHT-TIME

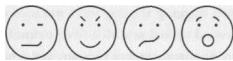
By Mark Haddon



Student Workbook

With online game
(2/3 H-V)



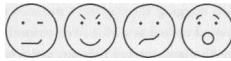


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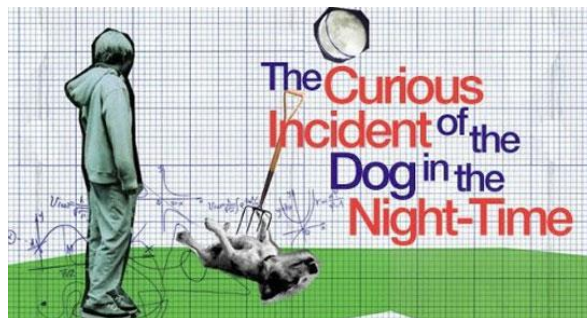
Introduction

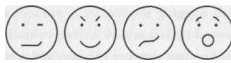
The Curious Incident of the Dog in the Night-Time is a funny, curious and original novel. The attached materials will help you to read, understand and learn about the underlying themes of the book.

Your teacher has chosen the package which includes an online game. A short manual introducing you to the game is also attached at the end of this pack.

You will be guided through the handouts in this pack by your teacher.

The activities that follow are based on the Vintage paperback version of The Curious Incident of the Dog in the Night-Time, ISBN: 0099450259. Page numbers refer to this edition.



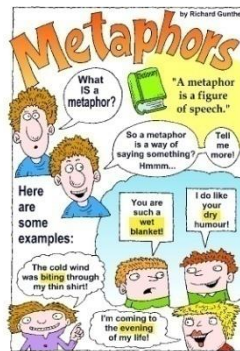


What will I learn?

You will learn about the themes discussed in the book. You will also learn reading strategies (ways of reading) to help you read for a specific purpose and to get the most out of the book.

■ You will be introduced to communication and language techniques

- Metaphors and similes
- Jokes
- Instructions
- Interviews
- Lists
- Emblems and Gestures
- Pictograms

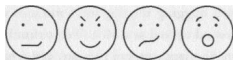


■ You will be encouraged to learn through self-discovery using computer-aided activities and home-based reading activities. To become the ultimate 'sleuth' (detective) and to achieve all the levels of the game, you will need to read the whole book.



■ You will also build up your vocabulary around the themes of the book.





Lesson Workbook

Lesson 1

Introduction to the book

Introduction to the online game

Information about the lesson schedule and the workbook

Activity 1: Match the words with the pictures below:

Victim - Puzzle - Evidence - Jail - Weapons -

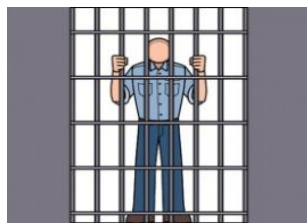
Detective - Police line - Suspects - Crime scene











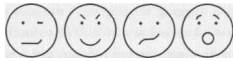






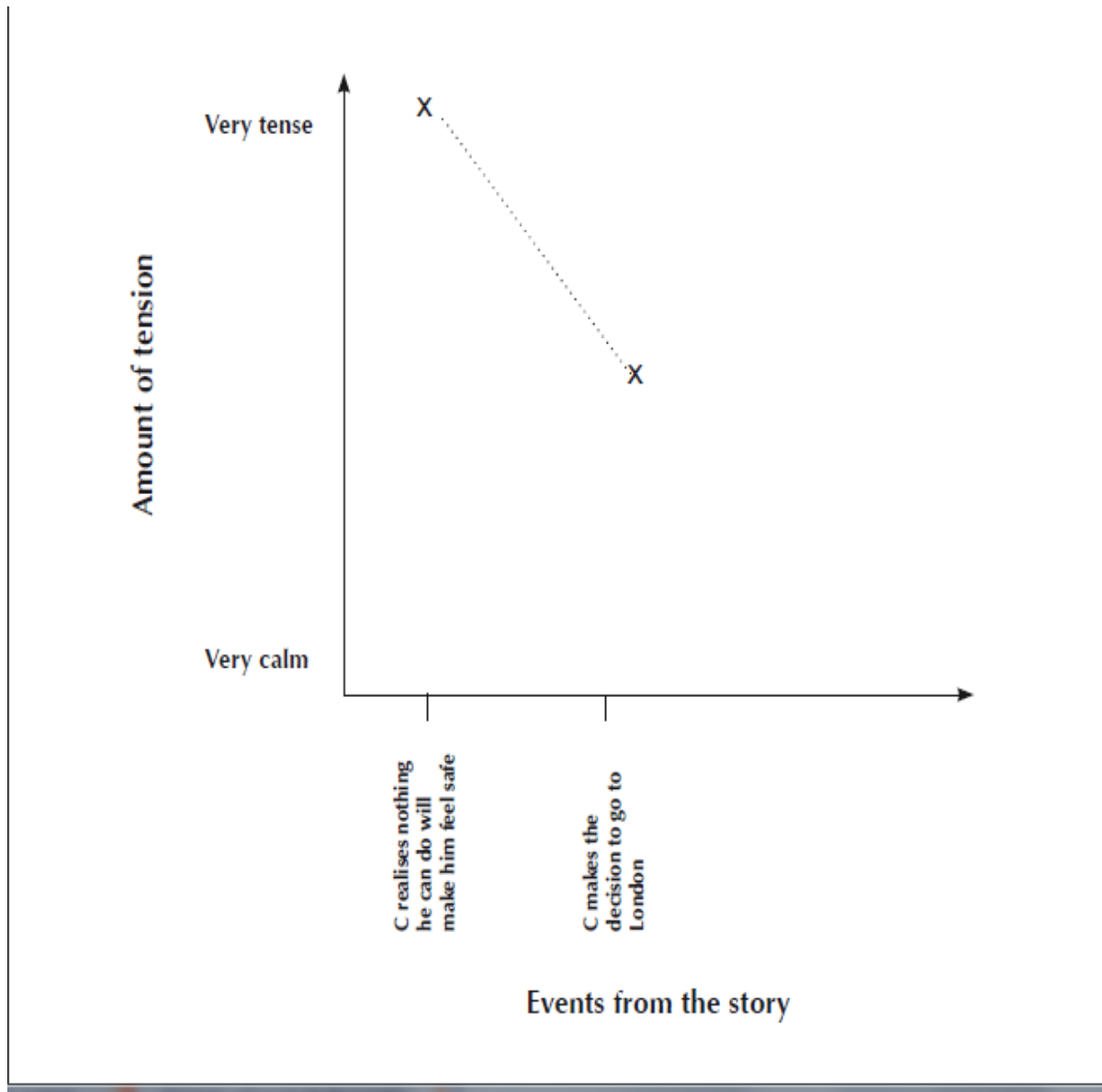


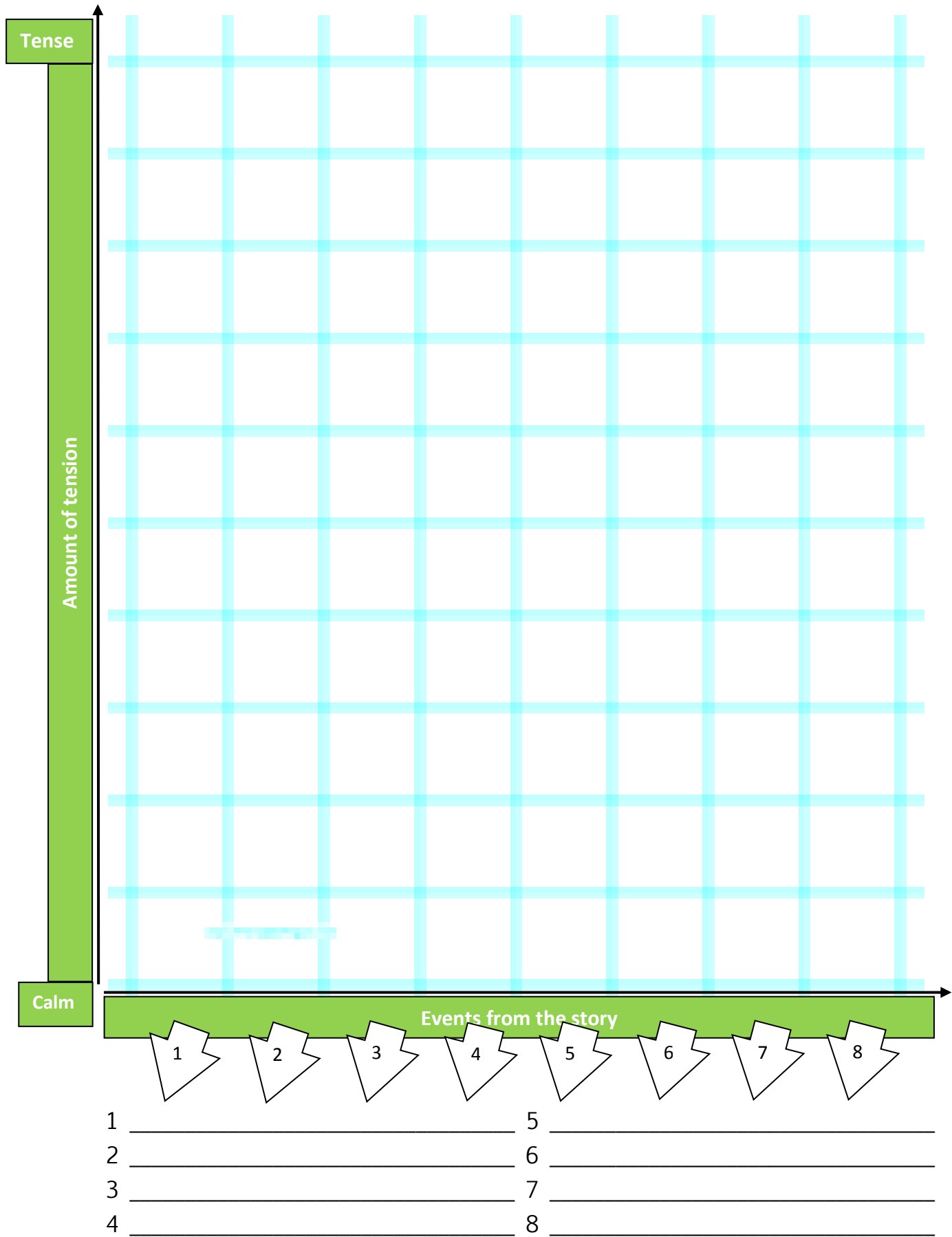
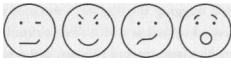


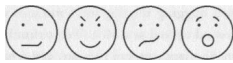


Activity 2: “Moments of Tension”

“Moments of tension” – while reading the book, make a note of your reactions (when you feel very upset or angry, or when you feel good). For particularly interesting moments in the book (up to 8 events), place an ‘x’ in the grid, and write the event down on the horizontal axis. An example of how to fill it in is given below.







Lesson 2

Non-verbal Communication Descriptive writing skills

Activity 1: Look at your last *Whats app* message on your mobile. Do you have a smiley on your last message?



Activity 2: Now see whether you can explain the following facial expressions.

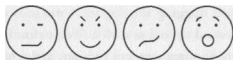
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Activity 3:



Silent reading of pages 2 and 3. During reading, think about the smileys. Do you know what they mean?





Activity 4:

Q: Discuss why do you think Christopher finds these smiley faces so difficult to understand?

Activity 5: Write in the box below what a metaphor is and what a simile is. Then give an example of each.

Metaphor	Simile
Example of a metaphor	Example of a simile

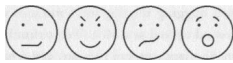
Activity 6:

Read pages 19 and 20 of chapter 29. While you are reading, think about why Christopher finds this kind of language so difficult.

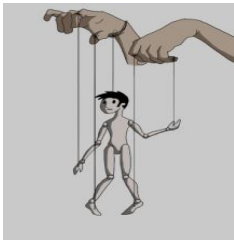
Activity7:

Metaphor	Meaning
I laughed my socks off	
He was the apple of her eye	
They had a skeleton in the cupboard	
We had a real pig of a day	
The dog was stone dead	





Activity 8: Guess what the following metaphors mean: the first one is done for you.



Literal meaning: Puppet on a string

Meaning: *you are controlled by someone else or by another company*



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____



Literal meaning: _____

Meaning: _____



Literal meaning: _____

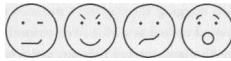
Meaning: _____



Literal meaning: _____

Meaning: _____





Lesson 3

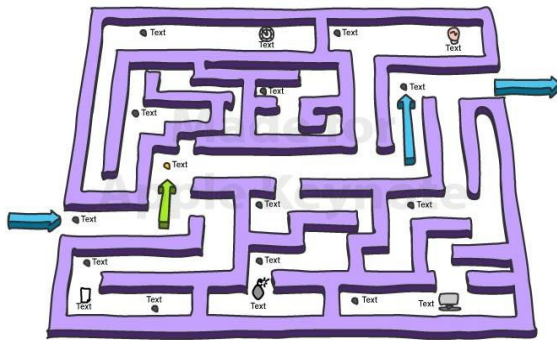
Clear instruction

Descriptive writing and observations

Activity 1:

Make a maze out of any materials to hand. This can be outside (with permission) in the school grounds, or like the following, drawn on paper or made out of cardboard.

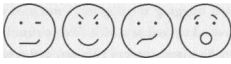
Hand-drawn 3D Maze



Work in pairs. One must tell the other half of the pair (Christopher) how to navigate the maze, using detailed instructions like turn left at the yellow bedroom, or where the trees thin out, or through the oval doorway.

If the student imagines Christopher as a computer, he/she will need to give the number of paces, which way to turn, how far to turn (Eg. 45 degrees) exactly when to move, and so on.





Activity 2:



Read pages 38, 39, 40 and 41 (chapter 59)

“Keep off the grass”.

Also pages 170, 171, 172 and 173 (chapter 179 – from the paragraph starting: *And then she said, “Where do you want to get to?”*)

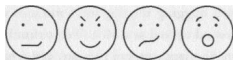
Now look at the **“No parking”** sign.

Instructions for students

What do you think this Signpost means?

How do you think you would need to explain this to Christopher? Write a short paragraph giving your precise instructions (ie. No parking on this road, between this and that house, on the side of the road, which has 4 lamp-posts, between the hours of and including the weekend, etc).





Activity 3:

Underline words in the following 3 sentences which you think add to the picture you learn about his neighbours. (for example: Army / 5 / silver-coloured / jangling).

Read the extracts below in which Christopher gives us descriptions of people on his street.

1. She was wearing boots which looked like army boots and there were 5 bracelets made out of a silver-coloured metal on her wrist and they made a jangling noise.
2. He smelled of body odour and old biscuits and off-popcorn which is what you smell of if you haven't washed for a very long time.
3. Mrs Alexander was wearing jeans and training shoes which old people don't normally wear. And there was mud on the jeans. And the trainers were New Balance trainers. And the laces were red.

Activity 4: Now read the next extract which is taken from the Sherlock Holmes story *The Red-Headed League*. Holmes is explaining here how he managed to guess that the person had been to China just by looking at them.

"The fish that you have tattooed above your right wrist could only have been done in China. I have made a small study of tattoo marks, and have even contributed to the literature on the subject. That trick of staining the fishes' scales a delicate pink is quite peculiar to China. When, in addition, I see a Chinese coin hanging from your watch chain, the matter becomes even more simple."

The Red-Headed League

How are Sherlock Holmes and Christopher similar in their manner of observation? Discuss in class.



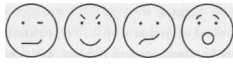
Homework – descriptive writing

Then I listened to the sounds in the garden and I could hear a bird singing and I could hear traffic noise which was like the surf on a beach and I could hear someone playing music somewhere and children shouting. And in between these noises, if I listened very carefully and stood completely still, I could hear a tiny whining noise inside my ears and the air going in and out of my nose.

Read the extract below in which Christopher describes the noises in his garden.

Now describe your own garden or house. Try using similes, metaphors and rich descriptive language.



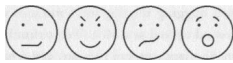


My garden / house



A large yellow circle containing a faint background illustration of a bird and ten horizontal lines for writing.



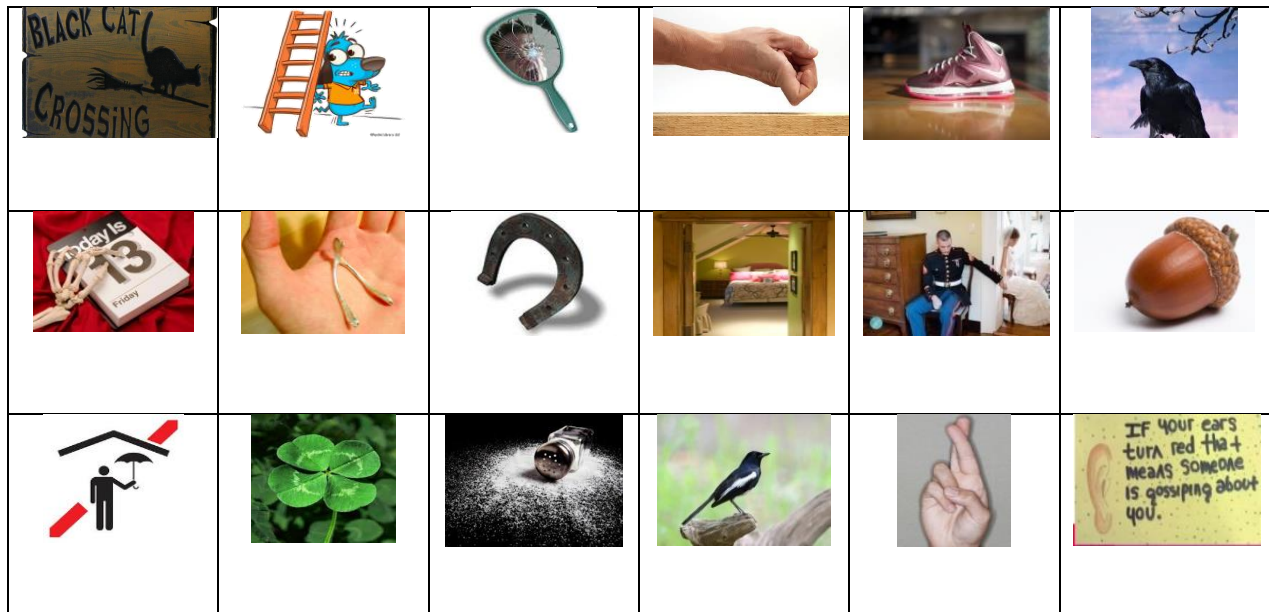


Lesson 4

Types of behaviour Superstition

Activity 1: Quiz

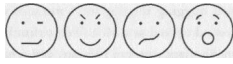
How superstitious are you? Place an 'x' by the pictures if you are superstitious of them.



If you answered between

- 0-3 You are not very superstitious and can't really understand why others get so worried about things that are supposed to bring bad luck. There are houses with the number 13 especially for you!! You probably even go out of your way to fly on Friday, 13th.
- 4- 8 You probably wouldn't say you're superstitious but you are a little. "Just in case" is your attitude. You are more likely to walk round things out of habit, than out of actual fear.
- 9-18 You're really superstitious and you don't care who knows it. It's surprising that you even get out of bed, except that most accidents normally occur in the home! You'd rather be late for an important date than walk under a ladder.





Activity 2:

Read pages 31 and 32 (chapter 47) and page 35 (chapter 53).

3 red cars: Quite Good Day

4 red cars: Good Day

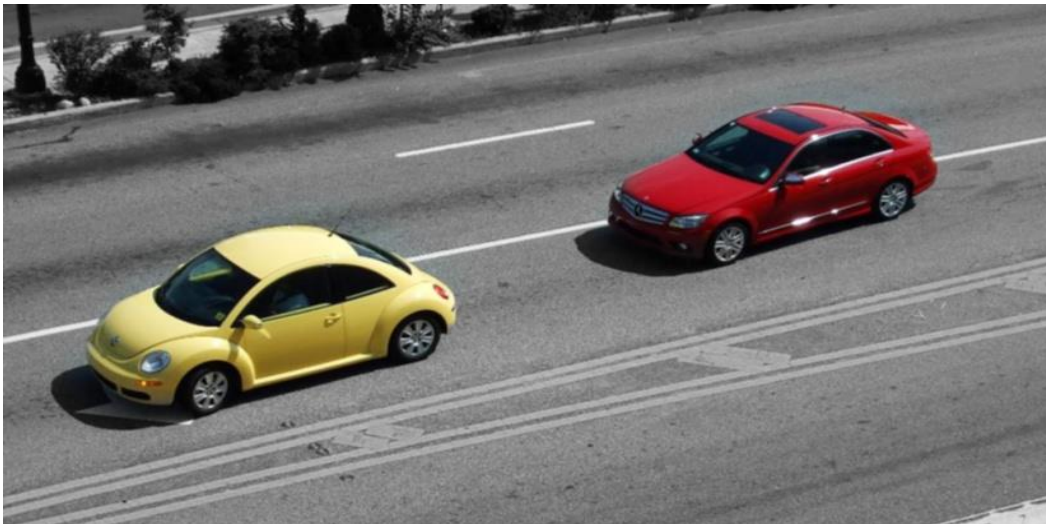
5 red cars: Super Good Day

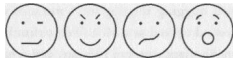
9 red cars (on the Get well card):
Super Super Good Day

4 yellow cars: Black Day

While reading, consider whether Christopher's behaviour is logical or not.

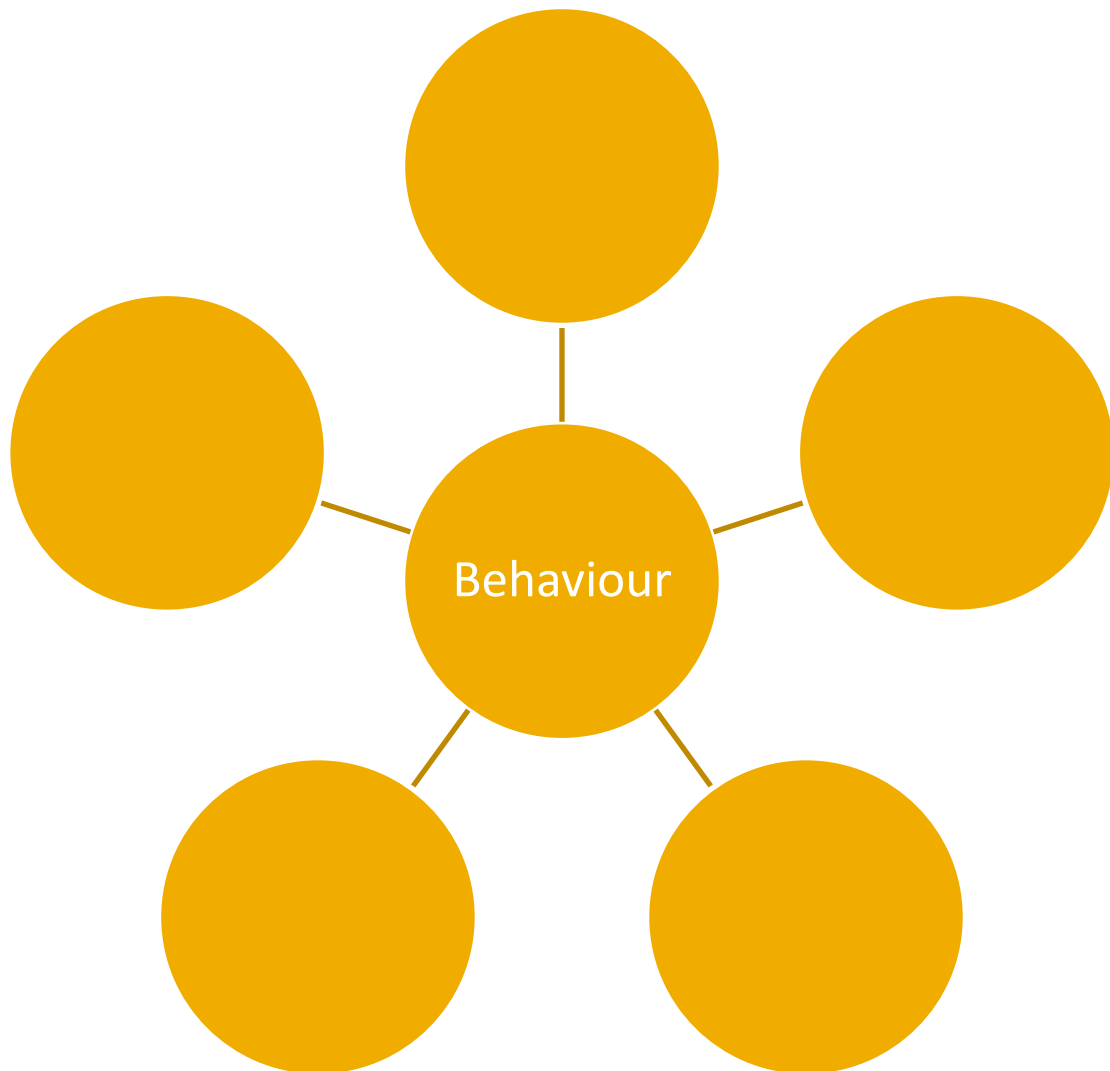
Using this text, the class should explore together Christopher's logical and emotional responses to seeing different coloured cars. Can you identify with this type of behaviour?

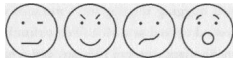




Activity3

Think of 5 *descriptive* words which describe behaviour (for example: irrational)



**Lesson 5***Reactions*

The goal of this lesson is to learn about Christopher's REACTIONS and to see how they compare to your reactions. Christopher's trip to London shows his struggles and coping mechanisms. Using prescribed passages, we will explore the book in more detail, encouraging greater understanding of the written text whilst also developing selective reading skill strategies.

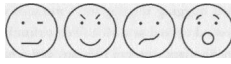
A grid can be found on the following page.

Activity 1

Working in groups of 2 or 3, read Chapter 211. You will be allocated one of Christopher's actions and you should fill in the grid with information from the text that you have just read.

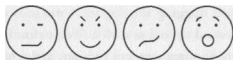
Be ready to discuss your answer in class.





What Christopher does	I think he does this because	A stranger might think	Christopher's explanation
Covers his ears			
Makes groaning noises			
Makes his hand into a tube and looks through it			
Laughs at the escalator			
Goes into a photobooth (but doesn't have a photo taken)			
Stands opposite the ticket machines			





Activity 2

Read the prescribed pages below and then write 3 lines about each of his reactions and whether you feel this is usual or not, and why. Continue as homework if necessary.

Reactions

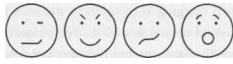
- to the news that Christopher's Mother is dead.
"What kind of heart attack?" because I was surprised.I said it was probably an aneurism." Page 36

- to the knowledge that his Father has lied to him about his Mother.
 Pages 141 – 155 (fear)

- to the news that he won't be able to do his Maths exam, from page 254 (panic)

$$\begin{aligned}
 \left(\frac{\partial}{\partial t} + \frac{1}{m} \mathbf{p} \cdot \nabla_{\mathbf{x}} \right) W(\mathbf{x}, \mathbf{p}, \alpha, \beta) &= \frac{2q}{\hbar} V(\mathbf{x}) \sin \left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) W(\mathbf{x}, \mathbf{p}, \alpha, \beta) \\
 &+ \frac{q}{m} \left[\mathbf{A}(\mathbf{x}) \cdot \vec{\nabla}_{\mathbf{x}} \cos \left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) - \frac{2}{\hbar} \mathbf{p} \cdot \mathbf{A}(\mathbf{x}) \sin \left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) \right. \\
 &\left. + \frac{q}{\hbar} A^2(\mathbf{x}) \sin \left(\frac{\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) \right] W(\mathbf{x}, \mathbf{p}, \alpha, \beta) \\
 &+ \frac{i\mu}{\hbar} \sum_{\gamma=1}^2 \mathbf{B}(\mathbf{x}) \cdot \left[\sigma(\alpha, \gamma) \exp \left(\frac{i\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) W(\mathbf{x}, \mathbf{p}, \gamma, \beta) \right. \\
 &\left. - \sigma^*(\beta, \gamma) \exp \left(-\frac{i\hbar}{2} \vec{\nabla}_{\mathbf{x}} \cdot \vec{\nabla}_{\mathbf{p}} \right) W(\mathbf{x}, \mathbf{p}, \alpha, \gamma) \right],
 \end{aligned}$$

(37)



Lesson 6

What have we learnt about Christopher?

Have we solved all of Christopher's puzzles?



1. Murder of the dog
2. The whereabouts of his Mother
3. How to get to London (and survive)
4. Why Sherlock Holmes films are his favourite.
5. Why logic is so important in his life.

Activity 1

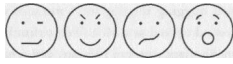
Complete the Summary box on the next page.

Are there any clues in the novel that could have helped you earlier to guess who killed Wellington?

You will need to look back through the novel, and 'skim' or 'scan' the text for information. This is a strategy for finding selective information and will help you to improve your reading and comprehension skills.

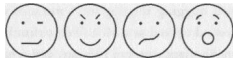
Discuss your answers together in class.





"Crime"	What did we find out?
1. What did we learn about Christopher's Mother in various parts of the book?	
2. What were his Mother's crimes?	
3. What were his Father's three crimes?	
4. Who has killed Wellington and why?	
5. What does Christopher find in London?	
6. Why do you think that Christopher likes: <ul style="list-style-type: none"> a. Puzzles b. Sherlock Holmes c. Maths d. Logic e. Rats f. maps 	
7. Why do you think that Christopher doesn't like: <ul style="list-style-type: none"> a. People b. Uncertainty c. Unknown places d. Communication 	





Activity 2

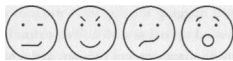
Now is the time to find out what moments you found important – refer to your “Moments of Tension” grid at the beginning of your workbook. How did your reactions contrast with those of Christopher?

Activity 3

What are your conclusions about

- a. The book?
- b. Christopher?
- c. Christopher’s future?



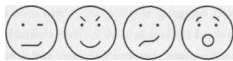


Final activity

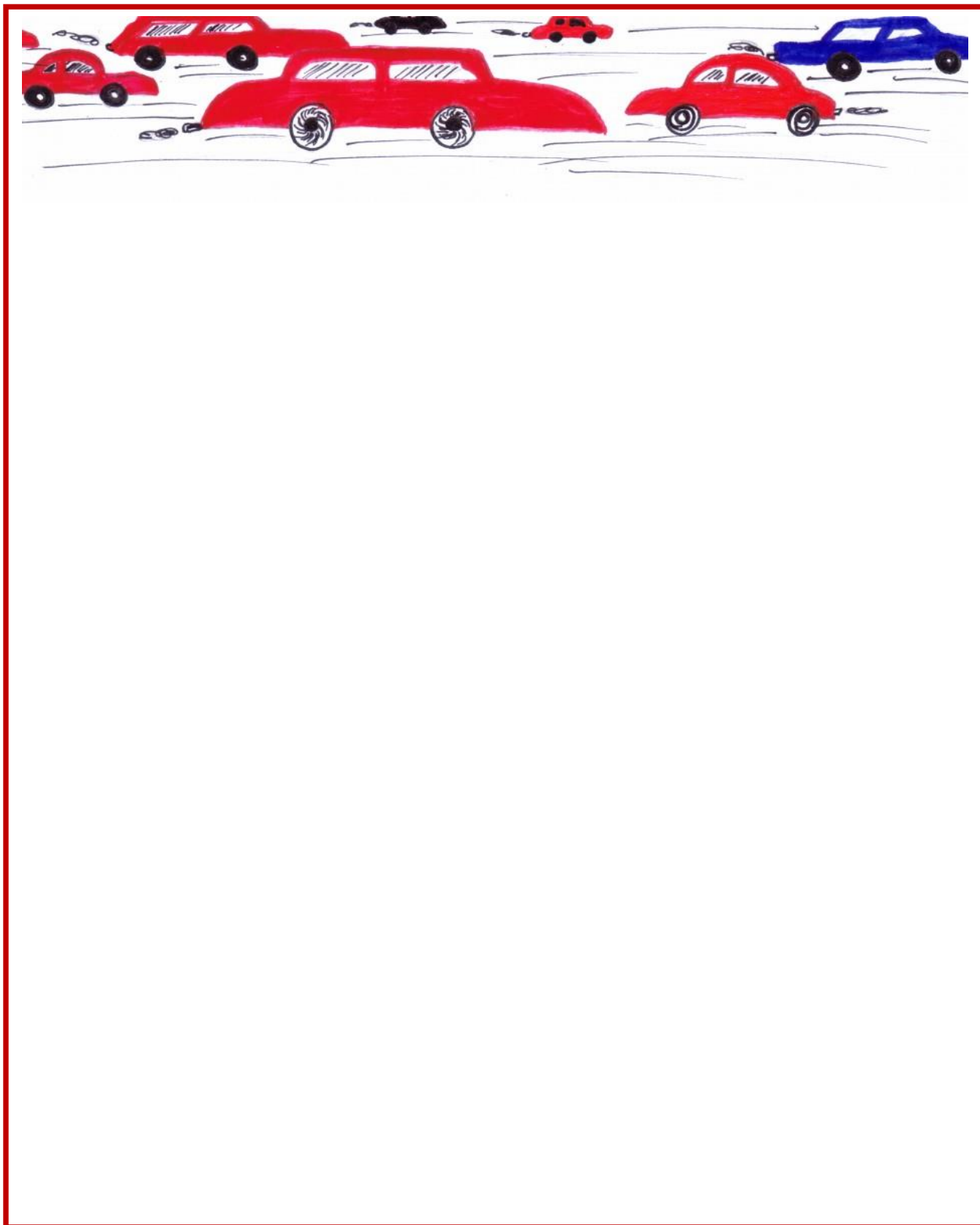
Make a collage using situations, items, people and ideas that you found interesting in some way. You can draw it or make it on the computer.

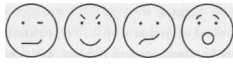
Example made by another student:





Add descriptive words, pictures and interesting quotes from the book.





The Curious Incident of the Dog in the Night-time

Detective Game



For Mac / PC /
Tablet / iPhone

Make sure your internet browser is compatible. Use Internet Explorer version 10 or higher. Firefox, Chrome and Safari version 7 or higher.

Url Link:

<http://mariarutgers.wix.com/the-curious-incident>

To test your detective skills, you should

- Read the book in full
- Go to the website, click on Detective Game
- Click on “Start the Game”
- Download (where it says “here”) a police report card and save it to your computer. This will be your evidence report, which should be submitted to your teacher at the end of the game.
- The student manual for your lessons can also be found on this website.

The book will provide you with the evidence you need, so make sure you read it carefully for clues! You will need an eye for detail when you make your report.

Good luck!

