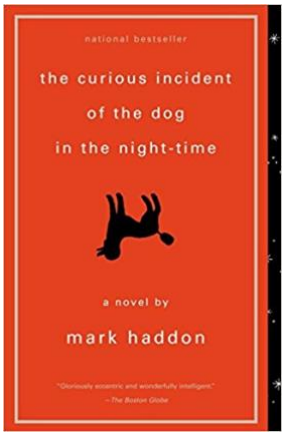
The Curious Incident of the Dog in the Night-Time



ISBN-13	978-1-4000-3271-6
ISBN-10	1-4000-3271-7
Author	Mark Haddon
Publisher	Doubleday
Copyright	2003
Edition	2004
Lexile	1090L
Genre	Fiction
Synopsis	Fifteen-year-old Christopher is a mathematically gifted, autistic boy, who likes detective stories. When he investigates the murder of a beloved neighbor's dog, he unravels secrets about his mother.
Themes	Autism; family relationships

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OUTCOMES FOR THIS UNIT

Reading Outcomes

CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.9-10.2; CCSS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.9-10.4 ; CCSS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-Literacy.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing Outcomes

CCSS.ELA-Literacy.WHST.9-10.1a—e; CCSS.ELA-Literacy.WHST.11-12.1 a—e

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims. Create cohesion and clarify the relationships between claim(s) and reasons. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-Literacy.WHST.9-10.5; CCSS.ELA-Literacy.WHST.11-12.5;

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 1

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What is Autism?

Autism Spectrum Disorder (ASD) is diagnosed by professionals when a child had persistent deficits in social communication and social interaction across multiple contexts and restricted, repetitive patterns of behavior, interests, or activities. These deficits stand in the way of learning and having social relationships with others. These deficits cannot be explained by intellectual disability or other types of developmental delays. At the lowest level of severity, children may seem odd, inflexible, and unsuccessful in their social interactions and will require assistance from adults. At the moderate level of severity, children have marked deficits in their ability to communicate with others and require substantial support. At the highest level of severity, children need a very substantial level of support because of extreme levels of inability to function and communicate intelligibly with others.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inverted (5)	blockage (7)	assaulting (9)	cardinal (11)	slander (14)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read pages 1–18

Setting	Characters	Pages
The lawn in front of Mrs. Shears' house	Christopher, Wellington, Mrs. Shears, policeman	1–12
Police station	Christopher, police officers, Father	12–18

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher finds out that the neighbor's dog has been murdered and decides to investigate.
- A policeman arrests Christopher for violent behavior.
- Christopher's father releases him from the police station.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

b) In the middle box, write on the left side what the rule aims to achieve (e.g., "The person will understand what you want."). Write on the right side what the rule aims to avoid (e.g., "The person will not think you are violent.").

c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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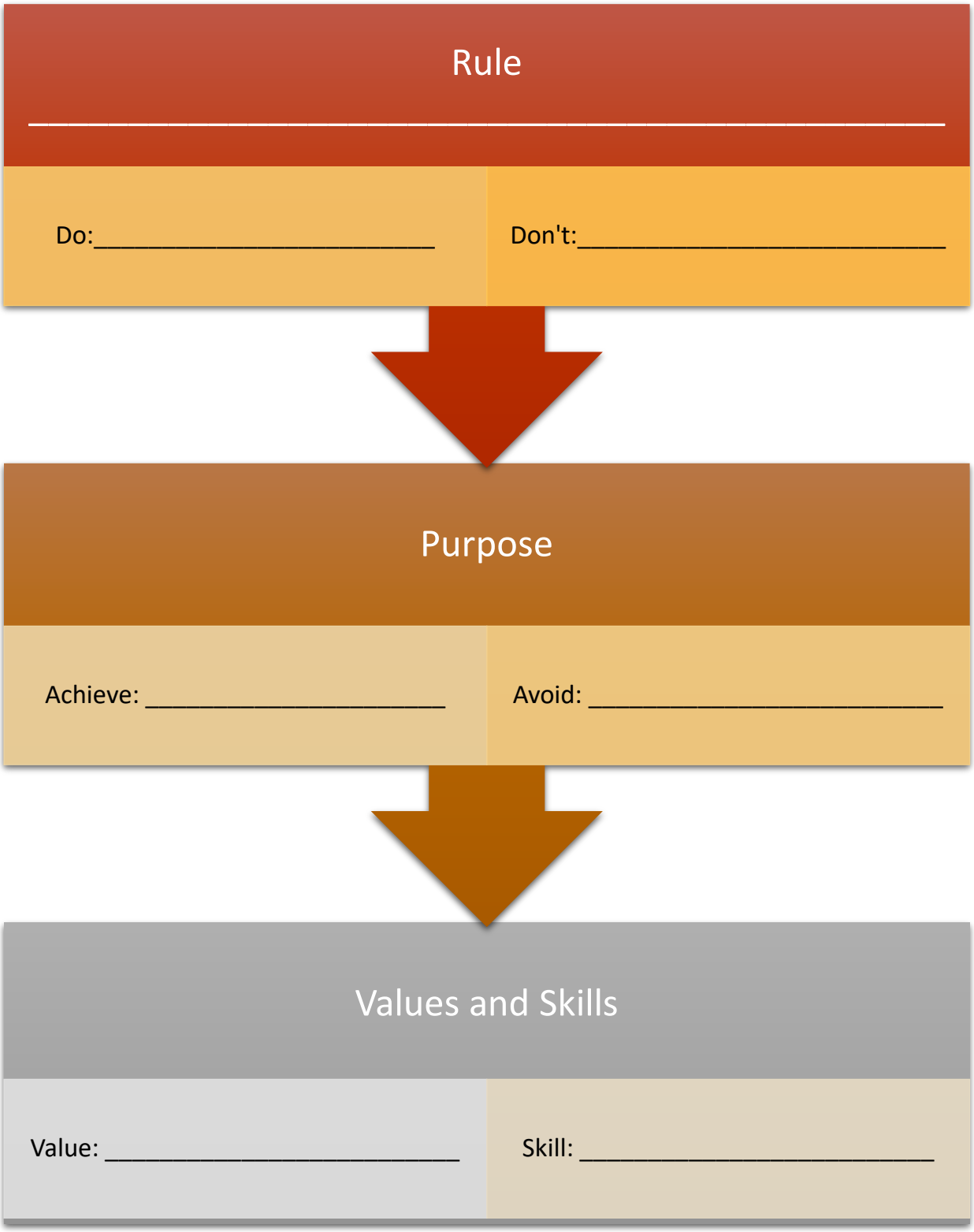
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why does Christopher provide the information about scientific facts while telling his story?
2. Why does Christopher find people confusing?

Analyze the key paragraph.

Key Paragraph, p. 16
"I stepped outside. Father was standing in the corridor. He held up his right hand and spread his fingers out in a fan. I held up my left hand and spread my fingers out in a fan, and we made our fingers and thumbs touch each other. We do this because sometimes Father wants to give me a hug, but I do not like hugging people so we do this instead, and it means that he loves me."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

There are types of situations that require special accommodations for Christopher, such as touching fingers instead of hugging. Is it essential to teach professionals (e.g., teachers, police officers) how to find out about these special needs and how to best respond to these needs? Write 1–2 paragraphs providing your argument and supporting details.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 2

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the benefits of Routines?

Christopher likes routines. Psychologists suggest that while some people like routines more than others, routines are beneficial to children and teens because they provide predictable organizational structure thereby reducing stress, confusion, and disorientation. Practicing routines can foster values and skills such as personal responsibility and time management. Mealtimes, study time, and bedtimes are associated with better outcomes (e.g., better sleep, better school grades) when they follow schedules and routines.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ordinary (23)	digression (26)	red herring (31)	amnesia (39)	burrow (40)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 19–43

Setting	Characters	Pages
Father's car	Christopher, Father	19–21
Christopher's home (flashback)	Christopher, Father	22–23
Christopher's school	Christopher, Mr. Jeavons, Siobhan	24–26
Christopher's house (flashback)	Christopher, Father, Mrs. Shears	27–28
Mrs. Shears house	Christopher, Mrs. Shears	29–32
Christopher's school (flashback)	Christopher, Mrs. Forbes, Reverend Peters	32–34

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Setting	Characters	Pages
Randolph street	Christopher, Mr. Thompson, Lady at number 44, Mr. Wise, Mrs. Alexander	34–43

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher investigates the murder of the dog by visiting the Shears house and interviewing neighbors.
- Christopher decides that Mr. Shears is the prime suspect.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

b) In the middle box, write on the left side what the rule aims to achieve (e.g., "The person will understand what you want."). Write on the right side what the rule aims to avoid (e.g., "The person will not think you are violent.").

c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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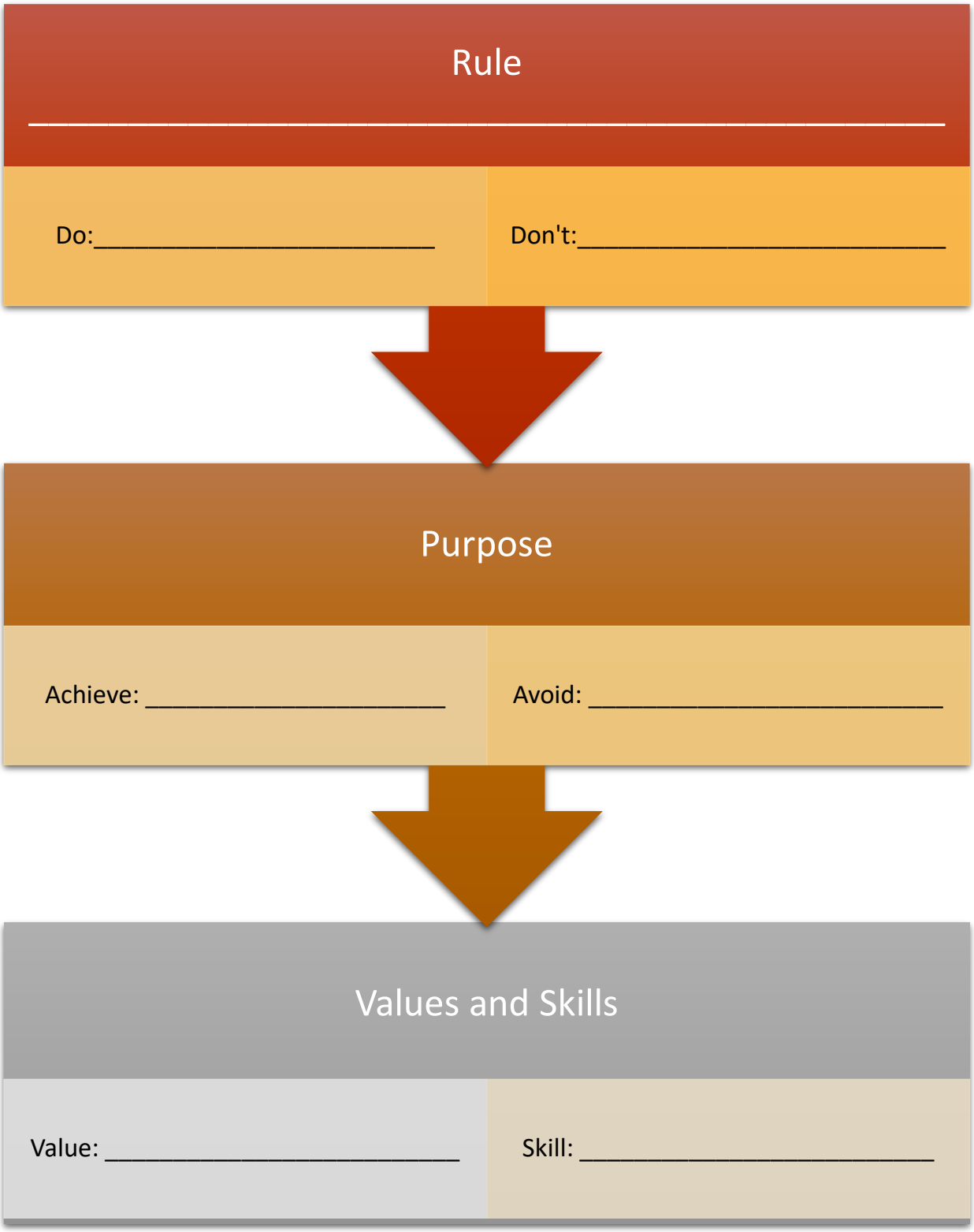
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Was the information that Christopher gathered from neighbors helpful to his investigation?
2. Why is Mr. Shears the prime suspect?

Analyze the key paragraph.

Key Paragraph, p. 31
"I thought that Mrs. Shears probably didn't kill Wellington. But whoever had killed him had probably killed him with Mrs. Shears' fork. And the shed was locked. This meant that it was someone who had the key to Mrs. Shears' shed, or that she had left it unlocked, or that she had left her fork lying around in the garden."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Christopher wanted to know what happened to Wellington. It is a natural human tendency to want to understand how the world works and what had caused dramatic events. Write 1 – 2 paragraphs about the extent to which people value truth finding through data collection and reporting activities such as criminal investigations, scientific research, and reliable news reporting.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 3

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Are Different Methods of Non-disclosure Equally Unethical?

Research shows that various methods of nondisclosure of the truth, including avoiding talking about issues, telling parents only when asked, omitting important details and lying can be potentially harmful. There are risks in avoiding truth-telling. One risk is misinforming others. Another risk is ignoring one's needs. Psychologists warn against avoiding speaking openly and honestly about one's needs. Sooner or later, individuals engage in other types of immoral behavior, such as stealing, or unhealthy behavior, such as smoking, in an attempt to fulfill unsatisfied needs.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

precedent (44)	invigilator (45)	trespassing (50)	propagating (63)	intuition (65)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 43–74

Setting	Characters	Pages
Christopher's school	Christopher, Father, Mrs. Gascoyne	43–45
Christopher's home	Christopher, Father	46–51
Christopher's school	Christopher, Siobhan	52–53
Shop at the end of Randolph Street; the park	Christopher, Mrs. Alexander	54–65
Christopher's home	Christopher, Father	65–74

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher promises his father not to investigate the murder any longer.
- Mrs. Alexander tells Christopher that his mother had an affair with Mr. Shears.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

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c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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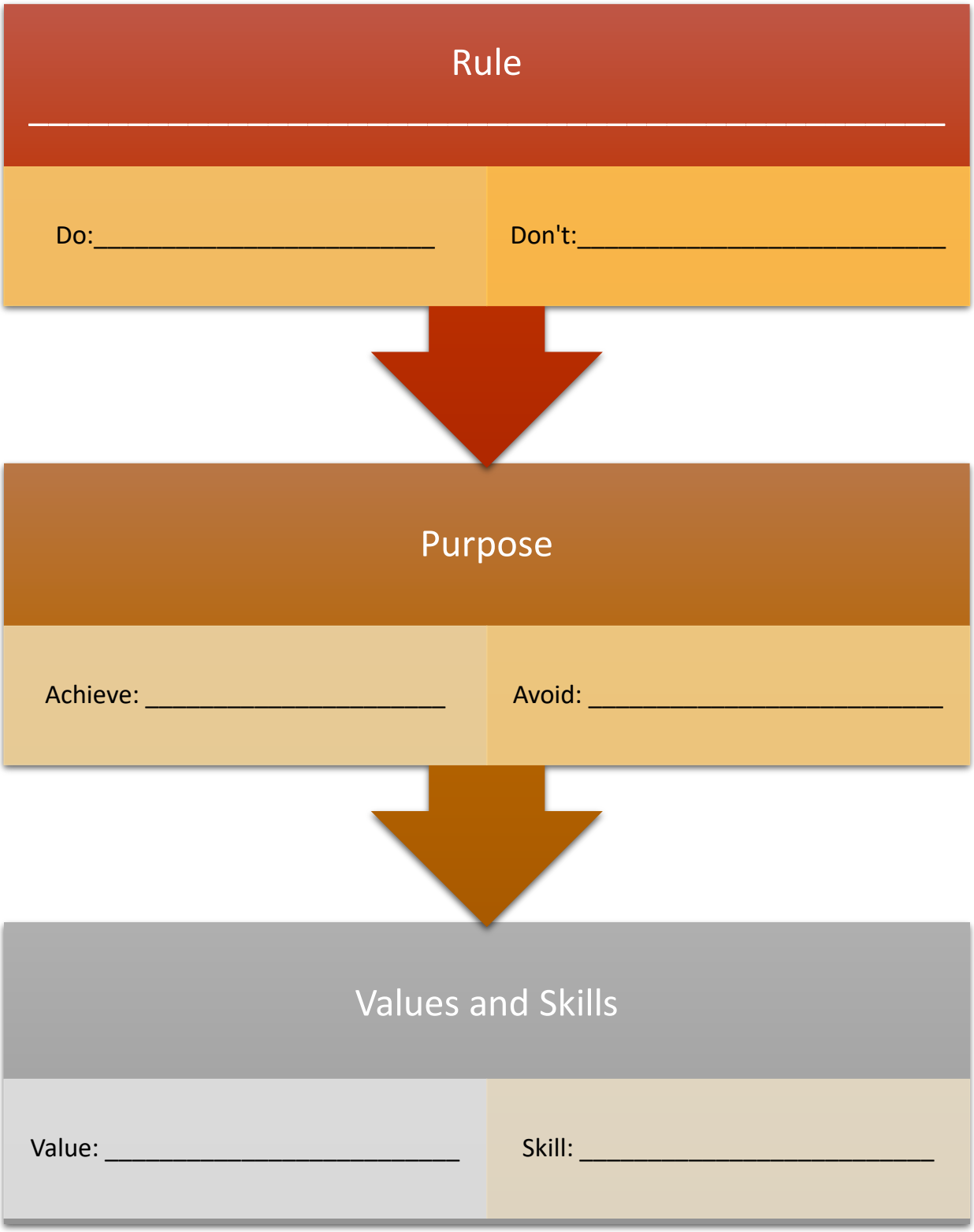
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How did Christopher hope to get information from Mrs. Alexander without breaking his promise to his father?
2. What did Rhodri mean when he said to Christopher "*God, you do get the third degree, don't you?*" (p. 66)

Analyze the key paragraph.

Key Paragraph, p. 73
"Sherlock Holmes had, in a very remarkable degree, the power of detaching his mind at will.

And this is like me, too, because if I get really interested in something, like practicing math, or reading a book about the Apollo missions or great white sharks, I don't notice anything else and Father can be calling me to come and eat my supper and I won't hear him."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Mrs. Alexander had two options – she could tell Christopher about his mother's affair with Mr. Shears, or she could stay silent. She chose the first option. Did she make the right decision? Write 1–2 paragraphs expressing your argument.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 4

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How Does Autism Spectrum Disorder of a Child Affect the Parents?

Parents of children diagnosed with Autism Spectrum Disorder need to carry many more responsibilities than parents of healthy children. Their hard work can lead to chronic feelings of stress, anxiety, and isolation. Parents who do not receive sufficient help from others and who do not cope successfully with their stress can behave in ways that hurt their children. Although they often know the strategies they should use at home to help their children grow and thrive – such as being patient and forgiving – their high levels of stress prevent them from using these strategies.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vapor (69)	profane (70)	silhouette (73)	hypothetical (101)	giddy (112)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 74–115

Setting	Characters	Pages
Christopher's school	Christopher, Siobhan	74–79
Christopher's home	Christopher, Father	79–88
Twycross Zoo	Christopher, Father	85–90
Christopher's school	Christopher, Siobhan	90–91
Christopher's home	Christopher, Father, Mother (in the letters)	91–115

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher's father takes away the book that Christopher is writing.
- Christopher's father hits Christopher. To reconcile, her takes Christopher on a fun day at the zoo.
- Christopher searches the house for his book and finds letters addressed to him.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

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c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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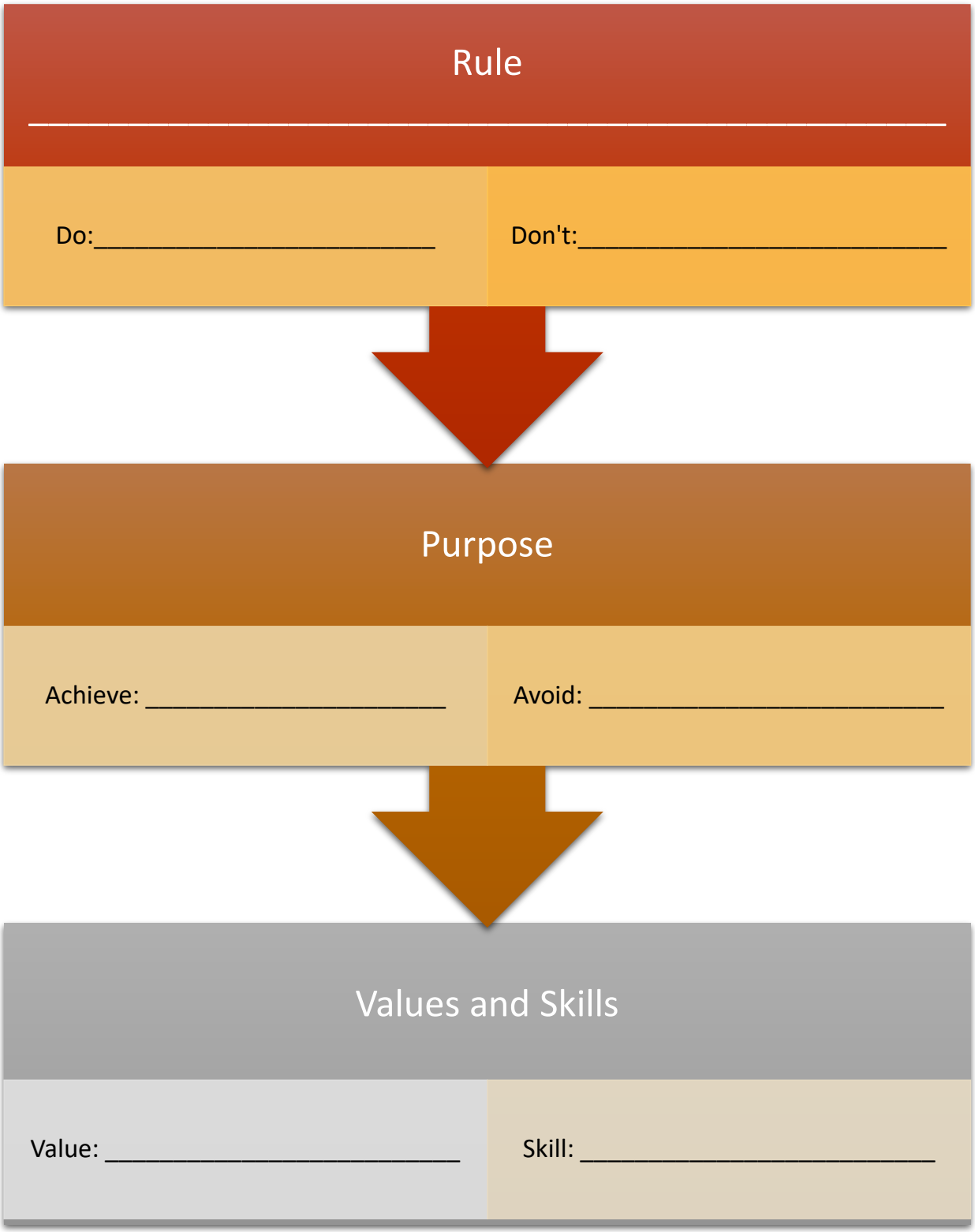
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How did Christopher feel when he found out his mother is alive?
2. How did Christopher's father feel when he saw that Christopher had found the letters?

Analyze the key paragraph.

Key Paragraph, p. 100
"Lots of things are mysteries. But that doesn't mean there isn't an answer to them. It's just that scientists haven't found the answer yet."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

One of the central themes in the book, The Curious Incident of the Dog in the Night-Time, is honesty. Write 2–3 paragraphs about the virtue of honesty and its importance. Use examples from the text.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 5

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are Effective Self-Management Strategies?

Self-management is the ability to regulate one's emotions, thoughts, and behavior. It includes coping with stress and motivating oneself to work towards one's goals. Christopher manages his thoughts by solving difficult problems, such as math problems. His teacher taught him counting and breathing strategies. Other effective strategies include understanding why we are angry or stressed. By telling ourselves that the effects of an emotion-arousing event on us are not significant, we can reduce the intensity of our emotional reaction.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

luminous (126)	negligible (127)	formulated (132)	inverse (136)	trance (148)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 115–155

Setting	Characters	Pages
Christopher's school	Christopher, Julie	115–119
Christopher's home	Christopher, Father	119–132
Mrs Alexander's home	Christopher, Mrs. Alexander	133–134
Christopher's home	Christopher	135–136
Christopher's town	Christopher	136–144
Train station	Christopher, policeman	144–155

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Father admits that he killed Wellington.
- Christopher decides he cannot trust his father and should live with his mother.
- Christopher brings his rat with him after Mrs. Alexander refuses to take care of it.
- A policeman helps Christopher find his way at the train station.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

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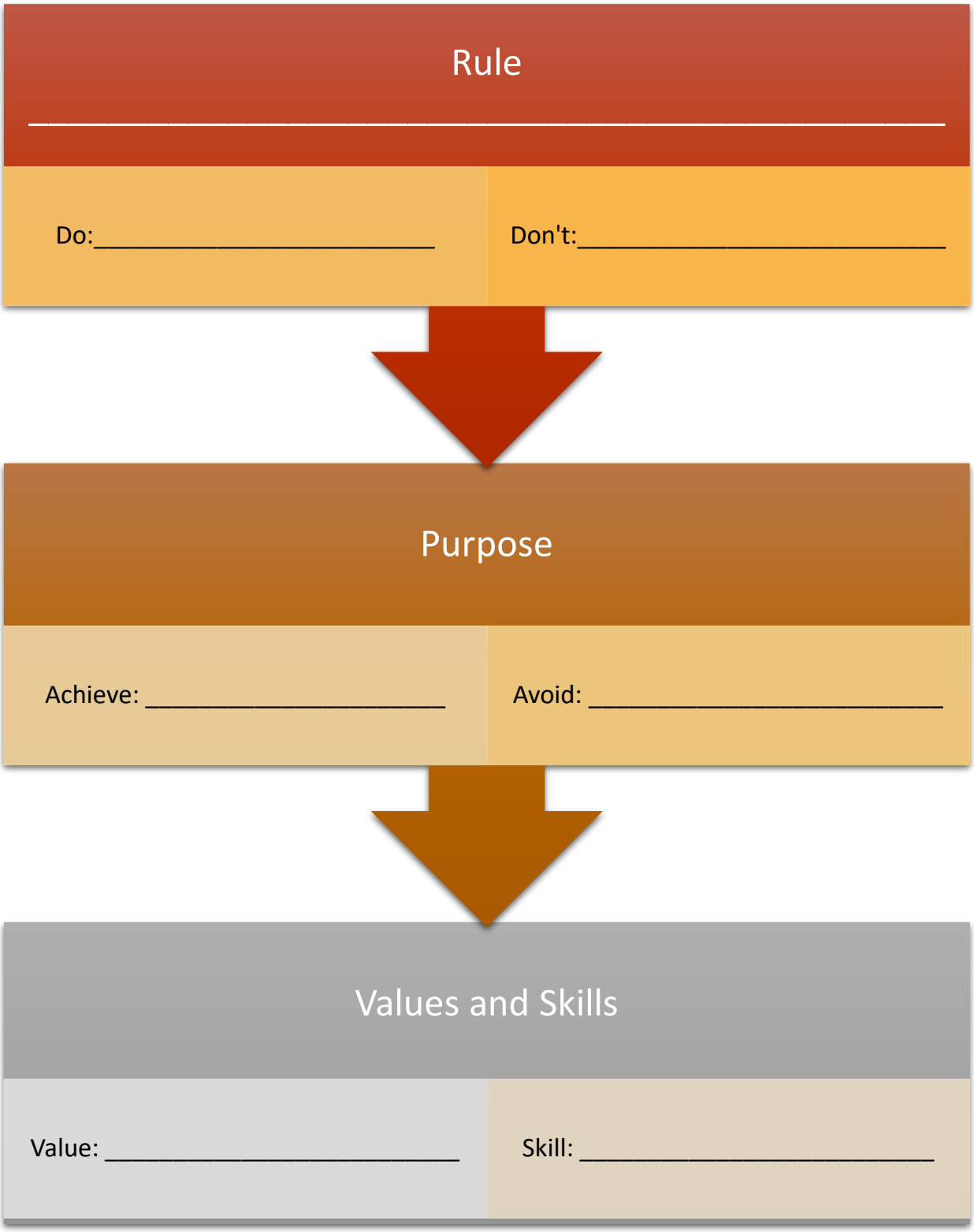
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What aspects of the train station make it a difficult place for a person with autism?
2. What figures of speech are difficult for Christopher to understand? Provide examples including the meaning of the phrases.

Analyze the key paragraph.

Key Paragraph, p. 136
"Normally I would have got more and more frightened if I was walking to school, because I had never done it before. But I was frightened in two different ways. And one way was being frightened of being far away from a place I was used to, and the other was being frightened of being near where Father lived, and they were *in inverse proportion to one another*, so that the total fear remained a constant as I got further away from home and further away from Father."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Children and teens with Autism Spectrum Disorder have difficulty both with deception and trust. One reason for this difficulty is the inability to process the social cues that enable them to selectively trust and mistrust the same people. Write 1–2 paragraphs about how this fact should inform the interactions of parents, teachers, and peers with children with autism.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 6

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What are the Sensory Problems of People with Autism?

People with autism are commonly hypersensitive to noise. Low levels of noise that people usually tune out can be distressing to people with autism. Also, they often do not distinguish between objects and their environment rather they see a scene as a collection of many details. When a scene is defined by all its components and their location, a change in the location of one object triggers a need to process the scene as a new one. This is often associated with stress or anxiety.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

representation (156)	overexcited (159)	rucksack (163)	truncheon (163)	replication (165)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 155–177

Setting	Characters	Pages
Train	Christopher, a policeman	155–168
Train station, London	Christopher	169–174
Bakerloo Line Train	Christopher	175–177

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The policeman rides the train with Christopher but loses sight of him.
- Christopher finds the train to Willesden Junction but is overwhelmed by the sight and noise of the station and the train.

Map Add to ongoing class activities like a KWL chart or map.

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b) In the middle box, write on the left side what the rule aims to achieve (e.g., "The person will understand what you want."). Write on the right side what the rule aims to avoid (e.g., "The person will not think you are violent.").

c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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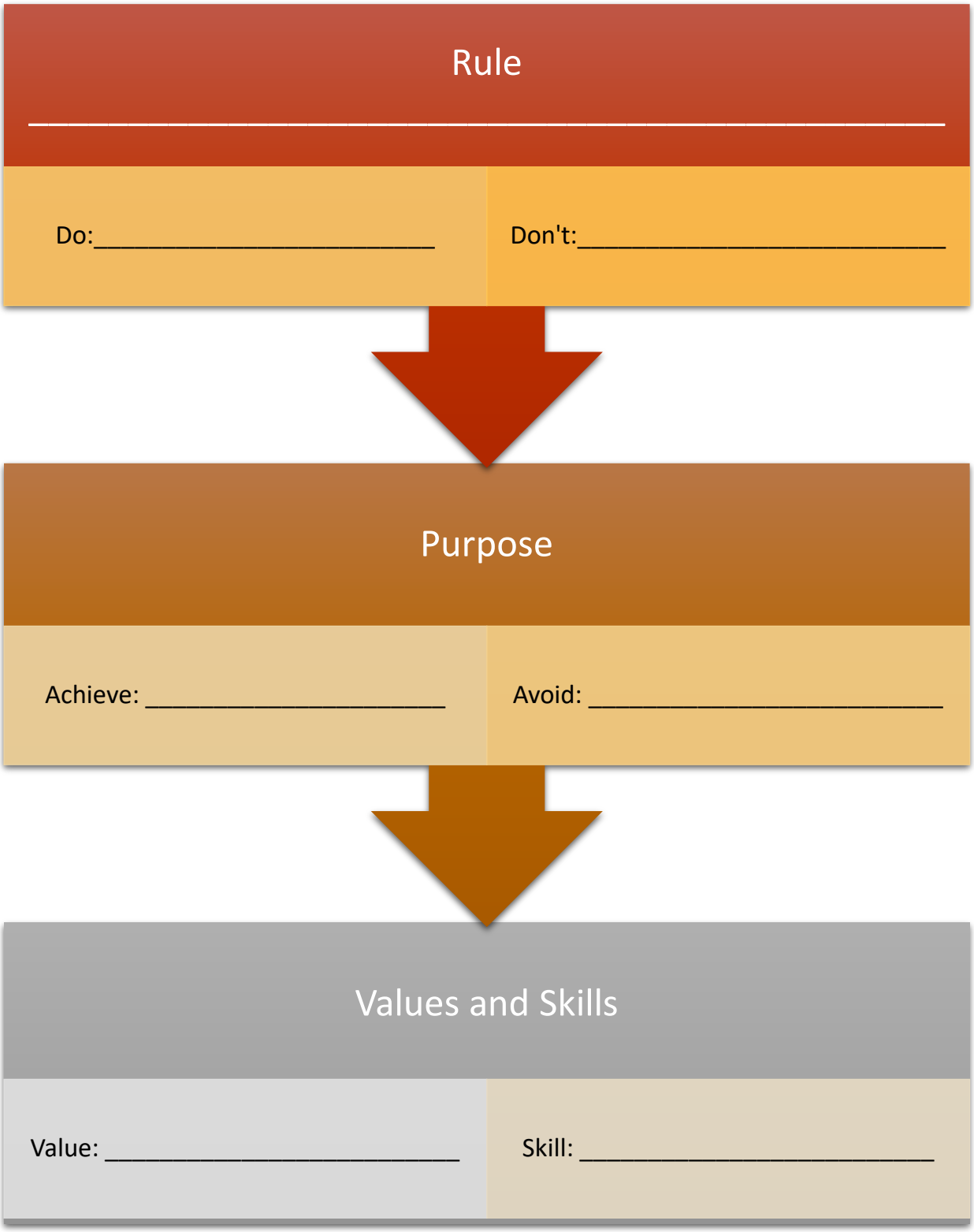
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How did Christopher find his way to his mother's neighborhood?
2. How did Christopher teach himself how to navigate the train station?

Analyze the key paragraph.

Key Paragraph, p. 173
"And I watched 47 people do this and I memorized what to do. Then I imagined a red line on the floor and I walked over to the wall where there was a poster which was a list of places to go and it was alphabetical and I saw Willesden Green and it said £2:20 and then I went to one of the machines and there as a little screen which said PRESS TICKET TYPE and I pressed the button that most people had pressed."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

With millions of people diagnosed with Autism Spectrum Disorder, there is an increasing awareness of the need for public spaces that are accessible to people with autism. Accessible public spaces take into account as part of their design the specific challenges that some people have in communications, social interaction, and sensory perception (sight, sound, smell, taste, touch, and balance). Write 1–2 paragraphs about transportation authorities' ethical responsibilities to take into account the needs of people with autism. Use examples from the book.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 7

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How do People with Autism Understand Metaphoric Language?

Figurative language includes metaphors, idioms, cliché's, proverbs, irony, and jokes. To understand metaphoric language people must process the expressions beyond the literal interpretation of individual words. Individuals like Christopher who have High Functioning Autism often have normal or above average intelligence levels and demonstrate advantages in certain cognitive areas, such as mathematics. However, they do not understand the meaning of figurative language because of its ambiguity and the required interpretation within a social context. When speaking with individuals with autism one should provide a concrete context and phrases with literal meaning to successfully communicate.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intersect (178)	penalty (185)	valid (185)	wobbled (185)	scarpering (187)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 177–198

Setting	Characters	Pages
Bakerloo Line Train	Christopher, a man with the diamond patterns on his socks	177–184
Train	Christopher	184–186
Train Station, Willesden Junction	Christopher, the man in the little shop	186–188
451c Chapter Road, London	Christopher, Mother, Mr. Shears, policeman, Father	189–198

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher almost gets killed when he looks for his pet rat on the train tracks.
- Christopher finds his mother's apartment and tells his mother he wants to stay with her.
- Christopher is afraid of his father and refuses to talk to him.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

b) In the middle box, write on the left side what the rule aims to achieve (e.g., "The person will understand what you want."). Write on the right side what the rule aims to avoid (e.g., "The person will not think you are violent.").

c) In the bottom box, write on the left side the value supported by this rule (e.g., courage). On the right side, write the skill exhibited by this behavior (e.g., self-control).

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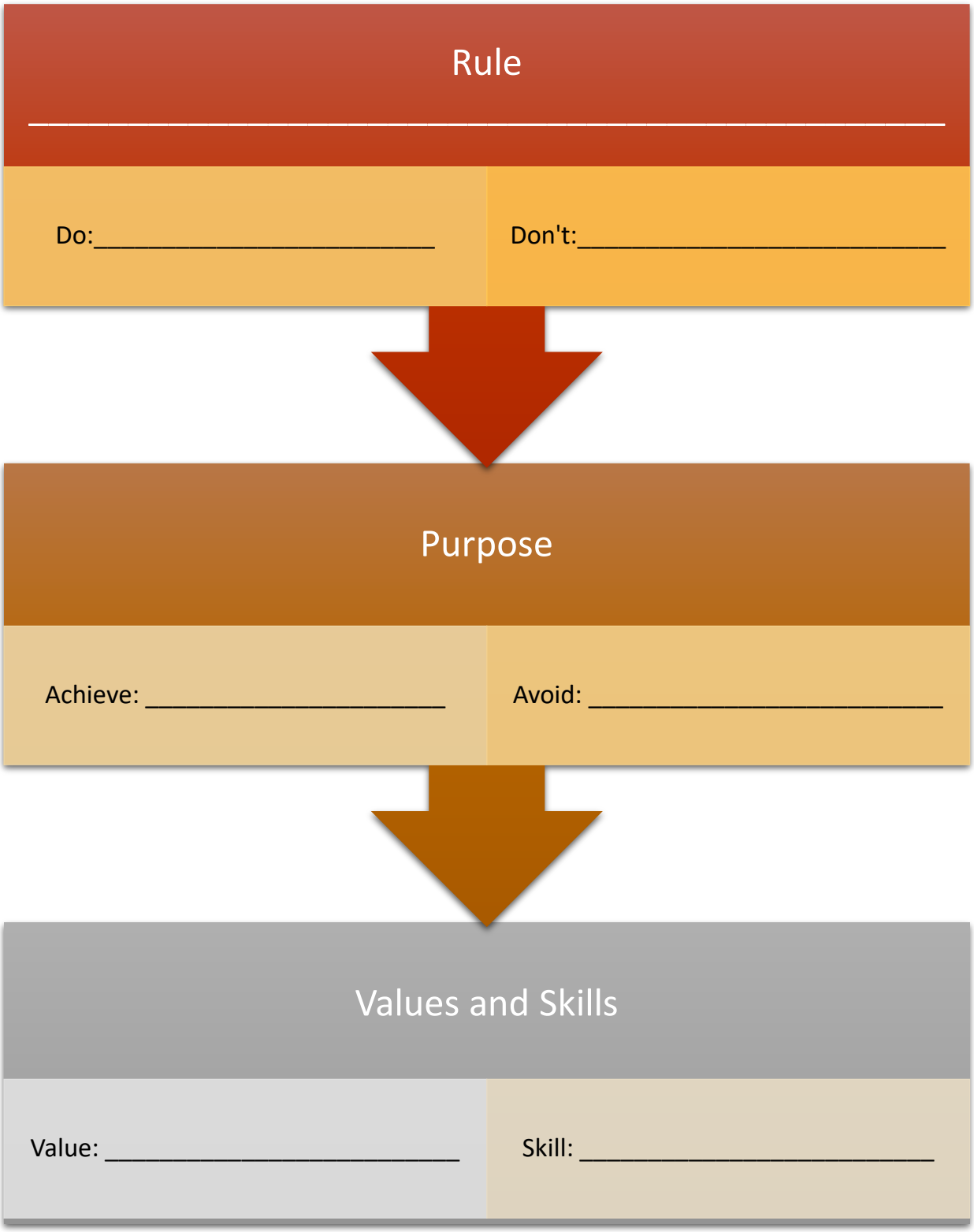
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. Why didn't Christopher thank the man with the diamond patterns on his sock for saving his life?
2. What didn't Christopher understand when the man in the little shop handed him the little book and said "Two ninety-five?"
3. Why was Christopher frightened when he heard his Father's voice at his mom's apartment?

Analyze the key paragraph.

Key Paragraph, pp. 179-180
"And normally I don't imagine things that aren't happening because it is a lie and it makes me feel scared, but it was better than watching the trains coming in and out of the station because that made me feel even more scared."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

People with autism may have intense reactions to stressful situations. They will seem like they are having meltdowns. However, they are trying to protect themselves from people or actions that they believe are dangerous. Write 1–2 paragraphs about the value of responding with empathy to people with autism who are scared. What knowledge, skills, and values would enable bystanders to appropriately respond to a person with autism who is scared?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Curious Incident of the Dog in the Nigh-Time, Day 8

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Can People with Autism Have Flourishing Careers?

There are many famous people with successful careers despite being diagnosed with Autism Spectrum Disorder. The list includes the famous writers, Hans Christian Andersen and Lewis Carroll, the animal scientist, Temple Grandin, and the Founder of Microsoft, Bill Gates. These people and many others have proved that there are many ways to be successful and to find purpose in life.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

underground (205)	contribution (206)	perspective (211)	approximate (212)	converse (214)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 198–221

Setting	Characters	Pages
451c Chapter Road, London	Christopher, Mother, Mr. Shears	198–203
Chapter Road, London	Christopher, Mother	203–204
451c Chapter Road, London	Christopher, Mother, Mr. Shears	205–208
Christopher's house, Swindon	Christopher, Mother, Father	209–210
Christopher's school	Christopher, Siobhan, Reverend Peters	211–214
Mother's new residence; Father's house	Christopher, Mother, Father	214–221

RESPOND

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Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Christopher takes the A-Level math test and gets an A grade.
- Christopher starts spending time with his father again.
- Christopher's mother finds a room and a job.
- Christopher finishes writing his book about the mystery of Who Killed Wellington, and he feels good about himself and his future.

Map Add to ongoing class activities like a KWL chart or map.

Social behavior maps are tools commonly used with students such as Christopher, to explicitly connect behavior norms, feelings, and consequences. Imagine that you are assigned to tutor a child with Autism. Each day, you will create one Behavior Norm Map using the following steps:

a) In the top box, write the name of the rule (e.g., How to Speak Up). In the second level of this box, write on the left side what to do (e.g., Say "It stresses me out when you touch me"). On the right side, write what not to do (e.g., "Do not kick or hit anyone").

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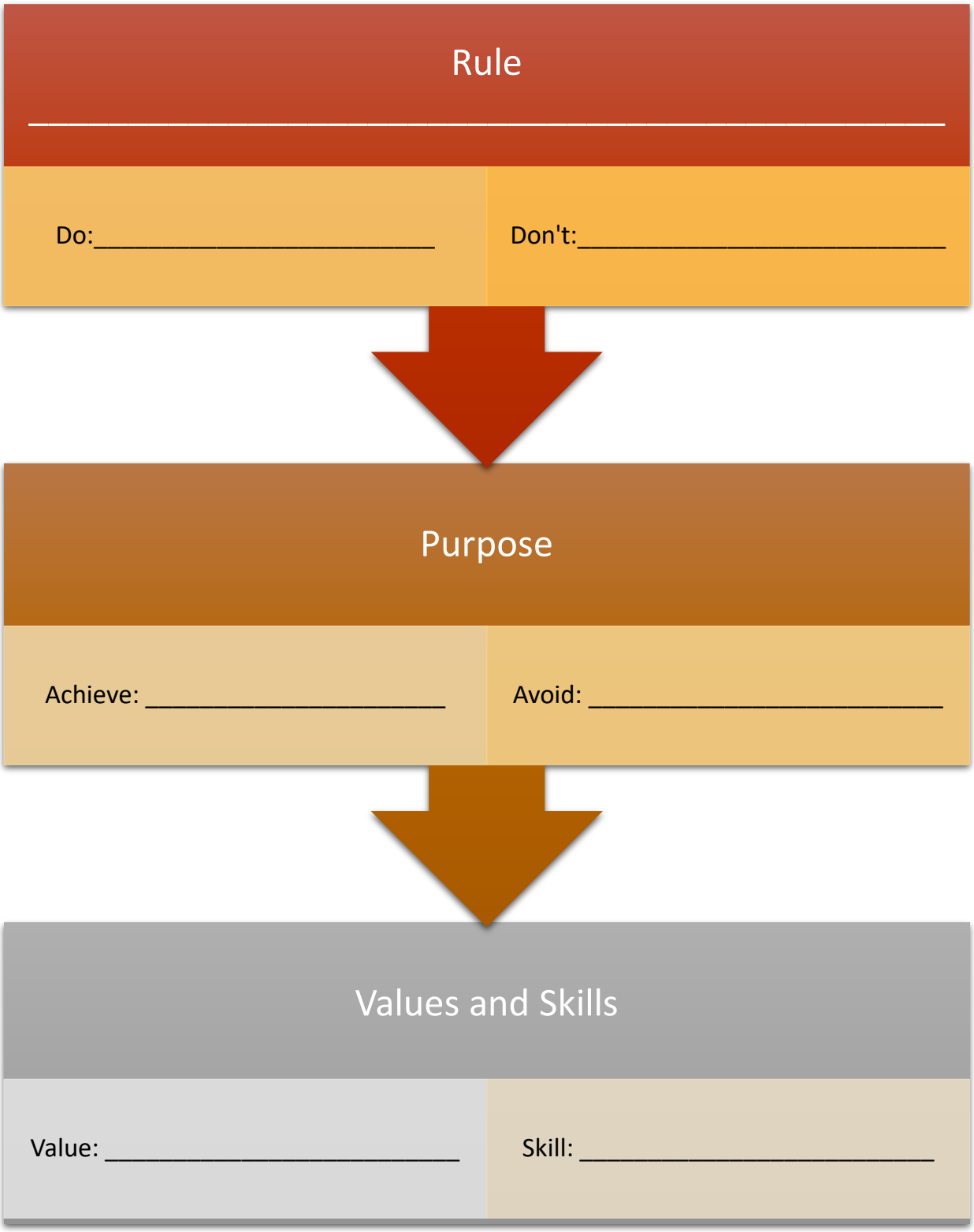
Behavior Norms Map



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. How did Christopher's father regain Christopher's trust?
2. What made Christopher feel hopeful about his future?

Analyze the key paragraph.

Key Paragraph, p. 216
"And I didn't like waiting to find out about my math A level. And whenever I thought about the future I couldn't see anything clearly in my head and that made a panic start. So Siobhan said I shouldn't think about the future. She said "Just think about today. Think about things that have happened. Especially about good things that have happened."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Your final writing assignment should be about empathy towards people with autism. In this unit, you have learned about the thoughts and feelings of Christopher – a bright teenager who encounters many challenges communicating with and understanding people. Write how learning about the point of view of people with autism can help society better integrate them and foster their well-being. Connect the paragraphs you have created throughout the unit. Add an introduction and a conclusion paragraph.

Close by extending today's lesson to life and the world.

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