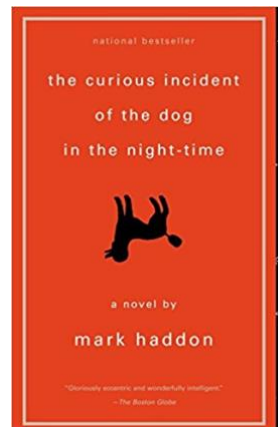


The Curious Incident of the Dog in the Night-Time



ISBN-13	978-1-4000-3271-6
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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

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 1



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.”

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 2



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."

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 3



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.”

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 4



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.”

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 5



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.”

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 6



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.”

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.

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 7



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.”

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?

Character-Based Literacy Program Writing Prompts

The Curious Incident of the Dog in the Night-Time, Day 8



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.”

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.