Reading Fiction

The Curious Incident of the Dog in the Night-Time by Mark Haddon

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Teacher: Henrika Florén

ENGENG06
Reading Fiction

Outline

Start
Borrow *A Curious Incident of the Dog in the Night-Time*
Start reading the book.
Read and listen:

Homework 1: Preparation
As preparation for next lesson read 1/3 of the book, chapters 2-107.

Part 1
Article about savants - general discussion in class.
Each student has read **1/3 of the book**:

**Group activity** (class activity) - In groups of 3-5 students discuss and compare two head characters. *Note!* Give specific examples, quotations from the book. Record your discussion. Either take notes or make a sound record.

**Homework 2: writing** After reading the first 1/3 of the book and discussing it in class, **write a text** (300-400 words) where you introduce the principal characters of the book. *Note!* The receiver of your text knows nothing about the book at all.

**Homework 3: Preparation** - Read 2/3 of the book chapters 109-190 for next lesson.
Part 2

Each student has read **2/3 of the book**:

**Group activity** - relate five instances where the head characters’ singular personality shows itself, and comment in detail on it: Why this example? What themes can you see in your book?

**Homework 4: Writing** - write a text (300-400 words) where you:

- Tell your reader of the **most important thing** that has happened so far in the story and your **impression** of the main characters.

- Pick out **one part of the text** which you find especially interesting.

- What happens during this sequence, and why do you think this event is important in the story for Christopher?

**Homework 5: Preparation** - Finish reading the book chapters 191-233 for next lesson. Think about themes in the book. Also prepare 3-5 examples from the text to discuss next lesson.

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Part 3

Each student has **finished the book**.

**Group activity** - Discuss in groups of 3-5 students. (Your teacher will construct the groups)

- Tell the others what your book is about and what passages are most important.

- What are the books themes?

- Give 3-5 examples from the text and comment on them. (You should have picked out these parts of the text in advance)

**Homework 6: Writing - final text** - Write an essay (500-700 words) where you focus on a major theme in the book. In your text you should discuss various possibilities, and finish by stating your own opinion, fully supported by examples from the book.
Lesson plan for students & teachers

Please note! The lesson plan is constructed for lessons which are 90-120 minutes long. For shorter lessons the planned content needs to be spread out over two or more lessons.

Lesson 1

I. Introduction to the work unit: written instructions are given out, explanations: requirements and time frame etc. (See Outline above)

II. The teachers gives a brief outline of the book, story, characters and setting,


IV. Borrow The Curious Incident of the Dog… or use the text in digital format.

The book is available in digital format from BITS both as text and audio. There are two different listening speeds. http://esl-bits.net/ESL.English.Learning.Audiobooks/curious.incident.of.the.dog/preview.html

V. Watch Different Ways of Knowing_ TEDtalk https://www.ted.com/talks/daniel_tammet_different_ways_of_knowing.

VI. After watching the film, together in class discuss different ways of being and thinking

VII. Then introduce ‘how to discuss literature’ (in speech and writing):

Keynote presentation Discussing literature YouTube: https://youtu.be/YNh8j8zn9m4

Homework for next lesson:

Homework 1: As preparation for next lesson read 1/3 of The Curious Incident of the Dog...
(See instructions Outline for students above)
Lesson 2

I. The teacher starts the lesson with asking students about their impressions so far of the text.


III. The teacher goes through difficult vocabulary and helps students understand the text. Then discuss/follow up in class.

IV. Watch Temple Grandin: The world needs all kinds of minds [https://youtu.be/fn_9f5x0f1Q](https://youtu.be/fn_9f5x0f1Q) What parallels are there to Different Ways of Knowing_ TEDtalk watched the previous lesson?

V. Continue with a group activity. As preparation each student has read 1/3 of the book.

"Group activity (in class) - In groups of 3-5 students discuss and compare two head characters. Note! Give specific examples, quotations from the book. Record your discussion. Either take notes or make a sound record."

**Hand in:** Either take notes or make a recording of your discussion and hand in **before the end of the lesson**.

VI. As preparation for the first writing task (Homework 2). Discuss shortly the main characters: Who are they? What is your impression of them?

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**Homework for next lesson:**

**Homework 2:** After reading the first 1/3 of the book and discussing it in class, **write a text** (300-400 words) where you introduce the main characters of the book. *Note!* The receiver of your text knows nothing about the book at all.

All writing tasks should be handed in **before** the next lesson giving the teacher enough time to prepare feedback on students’ writing. Feedback should focus on form and content. *(See General writing outline)*
Lesson 3

I. Start with a short recapitulation about the main characters. Who are they? What is your impression of them?

II. **Characters:** How characters are depicted in text. The teacher shows examples of character descriptions using extracts from the text, and then the links below for more examples.

*Never trust anyone who doesn’t believe in the power of the imagination.*
(William Shakespeare)


*Character Matters* [http://www.ttms.org/say_about_a_book/character_matters.htm](http://www.ttms.org/say_about_a_book/character_matters.htm)

*Character Descriptions – Learn from the Pros!* “Show, don’t tell.” [http://writershelpingwriters.net/2013/12/character-descriptions-learn-pros/](http://writershelpingwriters.net/2013/12/character-descriptions-learn-pros/)

III. Then discuss - what does the expression someone’s *singular personality* mean, and how do you look for examples of this in the text?

IV. Teacher feedback on the first writing task (**Homework 2**).

V. Students read in class while individual feedback is given.

VI. The teacher then introduces ‘how to discuss literature’ (in speech and writing):

Presentation *Discussing literature* also available as pdf (see page ??) or watch YouTube: [https://youtu.be/YNh8j8zjIn4](https://youtu.be/YNh8j8zjIn4)

**Homework for next lesson:**

**Homework 3:** As preparation for next lesson read 2/3 of the book chapters 109-190.
Lesson 4

I. Start with a short recapitulation about the main characters. Who are they? What is your impression of them?


II. **Group activity** - As preparation each student has read 2/3 of the book. Relate five instances where the head characters’ singular personality shows itself, and comment in detail on it: Why this example?

**Hand in:** Either take notes or make a recording of your discussion and hand in **before the end of the lesson.**

III. **The story:** Show the presentation *Key passages in a story. Recount key events using illustrations* [https://learnzillion.com/lesson_plans/5604-recount-key-events-using-illustrations#fndtn-lesson](https://learnzillion.com/lesson_plans/5604-recount-key-events-using-illustrations#fndtn-lesson)


V. Five Key Elements of Story Telling Read more: [http://www.ehow.com/info_8188811_five-key-elements-story-telling.html](http://www.ehow.com/info_8188811_five-key-elements-story-telling.html)

VI. **Conflict: The Key to a Good Story** [http://avajae.blogspot.se/2012/11/conflict-key-to-good-story.html](http://avajae.blogspot.se/2012/11/conflict-key-to-good-story.html)

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**Homework for next lesson:**

**Homework 4:** Write a text (400-500 words) where you:
- Tell your reader of the most important thing happening so far in the story.
- Your impression of the main characters.

Chose one part of the text which you find especially interesting.
- Quote the passage (giving page no after the quotation)
- Motivate why you chose this part from the text
- What is happening during this sequence,
- Why is this event important in the story or for Christopher?

**All writing tasks should be handed in before the next lesson giving the teacher enough time to prepare feedback on students’ writing. Feedback should focus on form and content. See General writing outline.**
Lesson 5

I. **Themes:** What are themes? and how do I find them?

   Theme in Literature  [https://youtu.be/QkuxT2kBYY4](https://youtu.be/QkuxT2kBYY4)

   *Finding a Theme of a Book* [http://homeworktips.about.com/od/writingabookreport/a/theme.htm](http://homeworktips.about.com/od/writingabookreport/a/theme.htm)

   *Literary Devices: Theme and examples of themes* [http://literarydevices.net/theme/](http://literarydevices.net/theme/)


II. The teacher gives examples of themes in well known stories, for example Lord of The Rings, Snow White etc... And ask students to give examples of stories, films, books... with common themes for example love, good and evil.

III. Teacher feedback on the second writing task (Homework 4).

IV. Students read in class while individual feedback is given.

### Homework for next lesson:

**Homework 5:** Finish reading the book chapters 191-233 for next lesson. Think about themes in the book. Also prepare 3-5 examples from the text to discuss next lesson.
Lesson 6

I. Themes:

101 Common Book Themes [http://homeworktips.about.com/od/writingabookreport/a/themelist.htm]

II. The teacher asks students to explain what a theme is. It is essential for writing about themes that you understand the concept.

III. Identifying the Theme in Literature (youtube) [https://youtu.be/H3_Bb9wGObY]

IV. Group activity - Discuss in groups of 3-5 students. (The teacher will construct the groups). As preparation each student has finished reading the book.

- What themes can you see in your book?
- Give 3-5 examples from the text to support the themes you have found in the text.

Hand in: Either take notes or make a recording of your discussion and hand in before the end of the lesson.


V. How to construct a logical text. Using the instruction How to Write a Book report.

VI. Students start writing the final text in class, where the teacher can give immediate feedback and help with clarifying instructions.

Homework Final Text

Homework 6: Write a book report (600-800 words) using the instruction How to Write a Book report. In your text you should also discuss themes (support your discussion with examples from the text) and finish by stating your own opinion. This text will be graded (A-F).
General Writing Outline

Good planning always lies behind a well-written text.

- Welcome any ideas on the topic at hand.
- Write them down as they appear. (Brainstorming).
- Read them through. Which are relevant? Who is the receiver of the text? What is the object of the text? Should it amuse, inform, argue? Erase what is unsuitable.
- Decide in which order the relevant ideas are to be used.
- How to best start and conclude the text?
- Write a draft first, then read it, revise it and make a fair copy.

Introduction: The 1st paragraph. Here you catch the reader’s interest, and explain the topic of the text. One way of beginning is to make a bold and controversial statement or with an open question.

Main Part: usually of 2-4 paragraphs long. Be explicit and easy to follow. Deal with one thing at a time. Use links between your thoughts and arguments. This makes the text easier to read.

Conclusion: The final paragraph. Here you put together the message of your text. Be explicit and clear to make the reader remember your text and its message. Strive to connect the introduction with the conclusion. If the text started with an unanswered question, give the answer in the conclusion.

Useful linking expressions: to begin with, secondly, furthermore, in addition, on the other hand, however, contrary to, in spite of, although, even though, finally, in conclusion.
How to Write a Book Report

Book reports and book reviews are similar (alike). Book reports are more descriptive (What is this book about?). Book reviews are usually more persuasive* (Why a reader should or shouldn't read this book). In both you have a combination of summary and commentary. Follow the steps below when you write.

*persuasive= övertalande

1. Introduction
Provide basic information about the book. You should include:
- Title (in italics) & author
- Genre (what kind of book it is)
- A short (1-2 sentences) introduction to the book and the report/review.

2. Body
A good start is to explain the author's purpose and/or the main themes of the book. Then you can summarize. Provide brief descriptions of
- the setting (when and where)
- the point of view (who tells the story),
- the main characters.
- A plot summary. If you are writing a review, be careful not to give away important plot details or the ending.

3. Analysis and Evaluation
In this section you analyze or critique the book. You can write about your own opinions; just be sure that you explain and support them with examples:
- Is the writing effective, powerful, difficult, beautiful?
- What are the strengths and weaknesses of the book?

4. Conclusion
Briefly conclude by pulling your thoughts together. You may want to say what impression the book left you with, or emphasize what you want your reader to know about it.
List of links used in the lesson plan:

The book

The Curious Incident of the Dog... (full text and audio)... http://esl-bits.net/ESL.English.Learning.Audiobooks/curious.incident.of.the.dog/preview.html


Being different


Temple Grandin: The world needs all kinds of minds https://youtu.be/fn_9f5x0f1Q

Talking & Writing about Literature

Discussing literature, Keynote presentation YouTube: https://youtu.be/YNh8j8zjln4

Characters:


Character Matters http://www.ttms.org/say_about_a_book/character_matters.htm

Character Descriptions – Learn from the Pros! “Show, don’t tell.” http://writershelpingwriters.net/2013/12/character-descriptions-learn-pros/

Types of characters in literature http://www.buzzle.com/articles/types-of-characters-in-literature.html
Story and structure:

Key passages in a story. Recount key events using illustrations [https://learnzillion.com/lesson_plans/5604-recount-key-events-using-illustrations#fndtn-lesson](https://learnzillion.com/lesson_plans/5604-recount-key-events-using-illustrations#fndtn-lesson)


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Conflict: The Key to a Good Story [http://avajae.blogspot.se/2012/11/conflict-key-to-good-story.html](http://avajae.blogspot.se/2012/11/conflict-key-to-good-story.html)

Themes:

Finding a Theme of a Book [http://homeworktips.about.com/od/writingabookreport/a/theme.htm](http://homeworktips.about.com/od/writingabookreport/a/theme.htm)

Literary Devices: Theme and examples of themes [http://literarydevices.net/theme/](http://literarydevices.net/theme/)


101 Common Book Themes [http://homeworktips.about.com/od/writingabookreport/a/themelist.htm](http://homeworktips.about.com/od/writingabookreport/a/themelist.htm)


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The End of the work unit Reading Fiction_The Curious Incident...