



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH LITERATURE
Class/ Section	YEAR 8
Week	3
Work sent to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	PROSE: A SCANDAL IN BOHEMIA (Lessons 1 & 2) THE RED – HEADED LEAGUE (Lessons 3 & 4)
Key Vocabulary	LESSONS 1 & 2: A SCANDAL IN BOHEMIA scandal Bohemia blackmailing photograph threatens drunken-looking groom ill-kempt side-whiskered disguise groom ostler clergyman chagrin

	<p>LESSONS 3 & 4 THE RED – HEADED LEAGUE</p> <p>florid-faced humdrum embellish proposition singular advertisement dissolved</p>
<p>Lesson 1 A Scandal in Bohemia</p> <p>-----</p> <p>Tasks Assessment Criteria/ Essential questions</p> <p>Resources</p> <p>SOFT COPY OF THE TEXT IS PROVIDED.</p>	<p><u>Specific Learning objectives</u></p> <p>To retrieve key and relevant textual details To interpret characters / plot / themes Prepare a PPT which includes relevant points and textual references with specific focus on the given topic.</p> <p><u>Success Criteria</u></p> <p>Make valuable contributions to discussions Organise information in the form of a PPT</p> <p><u>Specific Intended Learning Outcomes</u></p> <p>Develop necessary strategies for successful independent learning. Collaborate as a team to fulfil the given task.</p> <p>BREAK OUT SESSION: GROUP WORK</p> <p>Discuss and prepare a PPT.</p> <p>GROUP 1: Characterisation in the story ‘A Scandal in Bohemia’.</p> <p>GROUP 2: Plot in the story ‘A Scandal in Bohemia’ and how it is developed in an engaging way.</p> <p>GROUP 3: Major themes in the story ‘A Scandal in Bohemia’.</p>
<p>Lesson 2 A Scandal in Bohemia</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> • Demonstrate presentation skills in a formal setting • Listen and respond appropriately to spoken language, including to questions and feedback on presentations • Use spoken Standard English effectively in presentations.

<p>Tasks</p> <p>Assessment Criteria for Homework</p> <p>A01</p> <ul style="list-style-type: none"> • Read, understand and respond to texts. • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations, to support and illustrate interpretations. <p>Resource: Soft copy of text provided.</p>	<p><u>Success Criteria</u></p> <p>Speak confidently about the content of the PPT Respond to queries regarding the content</p> <p><u>Specific Intended Learning Outcomes</u></p> <p>To have a better understanding of the story To develop skills of critical study of the different components of the story</p> <p>Each group presents its PPT. Feedback provided by the teacher. Informal Peer Assessment is also encouraged.</p> <p>HOMEWORK:</p> <p><i>1. a) ‘Holmes had sat upon the couch, and I saw him motion like a man who is in want of air. A maid rushed across and threw open the window. At the same instant I saw him raise his hand, and at the signal I tossed my rocket into the room with a cry of ‘Fire’.</i></p> <p>Q.1a): Explore how the incident is important in the story A Scandal in Bohemia. In your response you should consider:</p> <ul style="list-style-type: none"> • the characters involved in the incident • reasons for their involvement • how the incident affects the characters. <p>Total for question 1 = 20 marks (includes 5 marks for the range of appropriate vocabulary and sentences structures, and accurate use of spelling and punctuation.)</p>
<p>Lessons 3 & 4</p> <p>The Red – Headed League</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> ➤ Identify the main event ➤ Close reading of the text to understand interaction between Sherlock Holmes and Dr. Watson ➤ Explore characterisation of Sherlock Holmes as an investigator ➤ Explore the text to understand the difference between Holmes’ and Dr Watson’s skills at deduction ➤ Understand plot development through events and characters ➤ <p><u>Success Criteria</u></p>

- infer and deduce information about Mr. Wilson
- express understanding of interaction between Sherlock Holmes and Dr. Watson

Specific Intended Learning Outcomes

- *Have a clear understanding of the story opening which focuses on introduction to Mr. Wilson, Sherlock Holmes and Dr Watson, the narrator*
- *Deduce information about key events, characters' behaviour and interaction*
- *Express my feelings and views about the key characters: Holmes, Wilson and Dr. Watson*

LOUD READING:

Students take turns to read the text form pages 1 – 6

A brief whole class discussion of key points.

BREAK OUT ROOMS: Students make notes. (INCLUDE TEXTUAL REFERENCES AND QUOTATIONS)

GROUP 1: Key events

GROUP 2: Key characters and their roles

GROUP 3: Problem / conflict presented in the story; characters invloved

Each group presents its notes and class gives feedback.

Teacher summarises events and points.

HOMEWORK:

Read the rest of the story.

Tasks

**Assessment Criteria/
Essential questions**

Resources

Soft copy of Text provided.