**e-RPH FORM 4 CHEMISTRY**

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| **DAILY LESSON PLAN** | | | |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Importance of Chemistry | **DATE** |  |
| **CHAPTER** | 1.0 Introduction to Chemistry | **DAY** |  |
| **TITLE** | 1.1 Development of the Field of Chemistry and Its Importance in Life | **TIME** |  |
| **LEARNING OBJECTIVE** | | | |
| In the end the activity, student can:  1. State the meaning of chemistry.  2. Give examples of the common chemicals used in daily life.  3. Generate ideas about the development of the field of chemistry and its contribution to humans.  4. Give examples of careers related to the field of chemistry. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**  1. The teacher and students engage in a question-and-answer session to assess the students' existing knowledge.  2. The teacher provides instructions before the students engage in the Three Stray, One Stay activity in the classroom. | | | |
| **Activity:**  1. Students are divided into groups consisting of four members.  2. Students search for information on websites, discuss, and write on paper about:  • Chemicals used in daily life  • The development of the field of chemistry and its contributions  • Examples of careers  3. Three group members go to see the results or discuss with other groups. One stays to explain the results of their group's work to members from other groups.  4. After that, Student 2 stays to explain the results of their group's work.  5. Then, Student 3 stays and so on. | | | |
| **Closing:**  Student answers questions 1 – 4 on page 1. | | | |
| **REFLECTION** | | | |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the practices given.  \_\_\_\_\_\_ / \_\_\_\_\_\_ students need further practices and teacher’s guidance.  Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

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| **CLASS** |  | **WEEK** |  |
| **THEME** | Importance of Chemistry | **DATE** |  |
| **CHAPTER** | 1.0 Introduction to Chemistry | **DAY** |  |
| **TITLE** | 1.2 Scientific Investigation in Chemistry | **TIME** |  |
| **LEARNING OBJECTIVE** | | | |
| In the end of the activity, student can:  1. Design experiments to test hypotheses.  2. Experiment with the effect of temperature on the solubility of salt in water using the scientific method. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**  1. The teacher explains the steps of the scientific method.  2. The teacher provides an explanation of Experiment 1.1 on page 10 of the textbook.  3. The teacher provides materials and equipment to each group and instructs the students to carry out the experiment. | | | |
| **Activity:**  1. Students are divided into several groups.  2. In pairs, students conduct experiments and prepare reports.  3. All group members share their opinions to complete the task. | | | |
| **Closing:**  Students answer questions 1 – 2 on pages 2 – 3. | | | |
| **REFLECTION** | | | |
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| **CLASS** |  | **WEEK** |  |
| **THEME** | Importance of Chemistry | **DATE** |  |
| **CHAPTER** | 1.0 Introduction to Chemistry | **DAY** |  |
| **TITLE** | 1.3 Use, Management, and Handling of Equipment and Chemical Substances | **TIME** |  |
| **LEARNING OBJECTIVE** | | | |
| In the end of the activity, student can:  1. Explain the types and functions of personal protective equipment and safety in the laboratory.  2. Demonstrate the methods of managing and handling equipment and chemical substances.  3. Discuss the steps for managing accidents in the laboratory. | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | |
| **Introduction:**  1. The teacher introduces personal protective equipment and safety equipment in the laboratory.  2. The teacher provides instructions before the students engage in the Showdown activity in the laboratory. | | | |
| **Activity:**  1. Students are divided into several groups.  2. Students are given time to research and write down the answers to the following information on a piece of paper:   * Personal protective equipment and safety equipment in the laboratory * Methods of managing and handling equipment and chemical substances * Steps for managing accidents in the laboratory   3. At the designated time, all students simultaneously show their answers.  4. Each member strengthens and corrects their peers' answers.  5. Students prepare a PowerPoint slide for the presentation of their task. | | | |
| **Closing:**  Students answer questions 1 – 6 on pages 4 – 6. | | | |
| **REFLECTION** | | | |
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