**e-RPH FORM 2 SCIENCE**

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| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Biodiversity | **DAY** |  |
| **TITLE** | Importance of Biodiversity | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. Define biodiversity.
2. List the four importance of biodiversity.
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| **TEACHING & LEARNING ACTIVITIES** |
| **Introduction:**1. The teacher questions students to test the level of their existing knowledge.
2. Students pay attention to the teacher's explanation about the definition of biodiversity and its importance.
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| 1. The teacher conducts a Round Table activity:
2. In groups, the teacher asks students to write on their own paper in the form of a Bubble Map:
* Definition of biodiversity
* How biodiversity exists
* Importance of biodiversity
1. Then, the students circulate their notes clockwise to allow other groups members to review and correct the answers.
2. The results of the activity are displayed in the classroom.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 29. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises 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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| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | Biodiversity | **DAY** |  |
| **TITLE** | Needs for Effective Biodiversity | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. State the three requirements of effective biodiversity.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the need for effective biodiversity management.
2. The teacher questions students to test the level of their existing knowledge.
 |
| **Activity:**1. The teacher assigns individual tasks to the students to write a speech titled 'Deforestation, Impacts, and the Need for Effective Biodiversity Management'.
2. Students gather information and present it in their speech.
3. The teacher selects several students to deliver their speeches in the classroom.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 30. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises and teacher’s guidance.Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | Biodiversity | **DAY** |  |
| **TITLE** | Classification of Animals | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. Classify animals based on common characteristics.
2. Differentiate between invertebrates and vertebrates.
3. List the five groups of vertebrates.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the classification of animals based on common and different characteristics.
2. The teacher questions students to test the level of their existing knowledge.
 |
| **Activity:**1. The teacher gives some pictures of animals to each group that represent:

(a) Invertebrates (b) Vertebrates1. The teacher asks the students to identify the characteristics of the animals and classify them according to the main taxonomic groups, namely:

(a) Invertebrates: legged, legless, segmented body, non-segmented body(b) Vertebrates: fish, amphibians, reptiles, birds and mammals1. The results of the discussion are written on mahjong paper and displayed in the class.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 31. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises and teacher’s guidance.Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | Biodiversity | **DAY** |  |
| **TITLE** | Classification of Plants | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. Classify plants based on common characteristics.
2. Differentiate between monocotyledonous and dicotyledonous plants.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about plant classification based on common and different characteristics.
2. The teacher questions students to test the level of their existing knowledge.
 |
| **Activity:**1. Each group is given some photos of plants that represent:

• Non-flowering plants• Flowering plants1. The teacher asks the students to classify the plants based on their main taxonomic group and identify the characteristics.
2. Students record the results of the discussion on a mahjong paper and display it in front of the class.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 32. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises 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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| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | Biodiversity | **DAY** |  |
| **TITLE** | Classification of Animals with a Dichotomous Key | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. Classify animals using dichotomous keys.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the dichotomy key.
2. The teacher questions students to test the level of their existing knowledge.
 |
| **Activity:**1. The teacher asks the students to work in pairs.
2. Students are asked to list the vertebrates found in the school environment.
3. From the list of animals, the teacher asks the students to construct a dichotomy key and classify the animals based on common characteristics.
4. The results of the discussion are written on the mahjong paper and presented in class.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 33. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises and teacher’s guidance.Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | Biodiversity | **DAY** |  |
| **TITLE** | Classification of Plants with a Dichotomous Key | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of the activity, students can:1. Classify plants using dichotomous keys.
 |
| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the dichotomy key.
2. The teacher questions students to test the level of their existing knowledge.
 |
| **Activity:**1. The teacher asks the students to work in pairs.
2. Students are asked to list the plants found in the school environment.
3. From the list of plants, the teacher asks the students to construct a dichotomy key and classify the plants based on common characteristics.
4. The results of the discussion are written on the mahjong paper and presented in class.
 |
| **Closing:**Students answer the questions in the Amali Sains Tingkatan 2 page 34. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercises and teacher’s guidance.Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |