**e-RPH SCIENCE FORM 2**

|  |
| --- |
| **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 PdPc, students can:1. Explain the meaning of biodiversity
2. List the four importance of biodiversity.
 |
| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students and teachers answer questions to test the level of students' existing knowledge.
2. Students pay attention to the teacher's explanation about biodiversity.
 |
| **Activity:**1. Students carry out activities in groups.
2. The teacher gives each group a manila card-sized worksheet containing a Circle Map. The title of the Circle Map is "Importance of Biodiversity".
3. The teacher displays the completed worksheet in front of the class.
 |
| **Closing:**Students answer questions 1 and 2 in the Target PBD Sains Tingkatan 2 pages 1 and 2. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further training and teacher 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** | 1.0 Biodiversity | **DAY** |  |
| **TITLE** | Effective Biodiversity Management | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. State three methods of preservation and conservation of biodiversity.
2. Give two examples of animals and two examples of endemic plants in Malaysia.
 |
| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the methods of preserving and conserving biodiversity.
2. Students and teachers answer questions to test the level of students' existing knowledge.
 |
| **Activity:**1. The teacher assigns the students individually to write an oration entitled 'Reforestation, Effects and the Requirements for Effective Biodiversity Management’.
2. Students find information and present it in the oration text.
3. The teacher chooses some students to present an oration in class.
 |
| **Closing:**Students answer question 3 in the Target PBD Sains Tingkatan 2 page 2 and 3. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further training and teacher 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** | 1.0 Biodiversity | **DAY** |  |
| **TITLE** | Classification of Organisms | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. State the meaning of vertebrate and invertebrate animals.
2. Give five classifications of vertebrate animals.
3. Give five examples of invertebrate animals.
4. State two examples of animals in each classification of vertebrate animals.
5. State five common characteristics of each classification of vertebrate animals.
 |
| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the classification of organisms.
2. Students and teachers answer questions to test the level of students' existing knowledge.
 |
| **Activity:**1. The teacher gives pictures of different types of animals.
2. The teacher asks the students to identify and describe the characteristics of each given animal.
3. In pairs, students take turns responding to the given task.
4. Students make classifications based on the characteristics listed.
 |
| **Closing:**Students answer questions 1 - 5 in the Kuasai PBD Sains Tingkatan 2 page 4 - 7. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further training and teacher 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** | 1.0 Biodiversity | **DAY** |  |
| **TITLE** | Dichotomous Key | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Construct dichotomous keys.
 |
| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students listen to the teacher's explanation about the dichotomy key.
2. Students see an example of how to construct a dichotomous key.
 |
| **Activity:**1. The teacher asks the students to work in pairs.
2. Students are asked to list the plants found in the laboratory environment.
3. From the list of the plants, the teacher asked the students to construct a dichotomy key and classify the plants based on common characteristics.
4. The results of the discussion are written on tear paper and presented in class.
 |
| **Closing:**Students answer question 6 in the Target PBD Sains Tingkatan 2 page 7. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ students can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further training and teacher guidance.Note: Teaching and learning cannot be carried out today and will continue in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |