**e-RPH SCIENCE FORM 3**

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| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | Human Nervous System | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Describe the structures and three functions of human nervous system through drawings.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. Students and the teacher engage in a question-and-answer session to assess the students' level of understanding.
2. The teacher shows the structure and function of the human nervous system in the textbook pages 4 and 5.
3. Students pay attention to the teacher’s explanation about the structure and function of the human nervous system.
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| **Activities:**1. Students are given an assignment by the teacher to find information about the human nervous system and its importance at home.
2. Students search information, discuss and the results of the discussion are presented in the form of Microsoft PowerPoint in class.
3. Students also watch a video about the human nervous system downloaded from the Internet.
 |
| **Closing:** Students answer the questions in the Target PBD Sains Tingkatan 3 book page 1. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ student can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercise and teacher guidance.Note: Teaching and learning cannot be carried out today and will be aggravated in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **DAILY LESSON PLAN** |
| **CLASS** |  | **WEEK** |  |
| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | Stimuli and Responses in Humans | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Draw the structures of two sensory organs and explain two functions and sensitivities towards stimuli.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. The teacher shows the structure of the five sensory organs (eyes, ears, nose, tongue and skin) in the textbook pages 11, 12, 13, 14, 15 and 16.
2. Students pay attention to the teacher about the structure and function of the five sensory organs.
3. The teacher scans the QR code of Video about How Your Ear Works? and the QR code of Tutorial about Mechanisms of Human Hearings (Target PBD Sains Tingkatan 3 book page 5 and 7) and shows it to the students.
4. Students pay attention to the video shown by the teacher.
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| **Activities:**1. Students are divided into several groups (1 group, 5 people).
2. Students are asked by the teacher to discuss and sketch the structure and function of sensory organs.
3. In groups, students discuss and collect information about the assignment given. Information is presented on Mahjong paper.
4. After finishing the discussion, a student moves to another group to get information on the assignment given.
5. After 10 minutes, all students return to their respective groups and share the information obtained with other group members.
6. The results of the discussion are pasted in class.
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| **Closing:** Students answer the questions in the Target PBD Sains TIngkatan 3 book pages 4, 5,6 and 7. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ student can achieve the set learning objectives.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercise and teacher guidance.Note: Teaching and learning cannot be carried out today and will be aggravated in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | Stimuli and Responses in Humans | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Relate the two human sensory organs to the sensitivity towards various combinations of stimuli.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. The teacher explains the different areas of the tongue that are more sensitive to specific taste in the textbook page 22 and the limitation of senses in the textbook page 24.
2. Students pay attention to the teacher’s explanation about the different areas of the tongue that are more sensitive to specific taste.
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| **Activities:**1. Students pay attention to the teacher’s explanation about the procedure of the activity to study the sensitivity of the skin on parts of the body with different numbers of receptors to stimulation.
2. Students are divided into pairs. Students carry out the activity by using one or two toothpicks on several parts of the body. The activity was carried out three times.
3. Students record observation, discuss and state the relationship between the sensitivity of the skin and the number of receptors.
4. Students conclude the activity carried out.
5. Students make an i-Think map to show the path of the impulse starting with the stimulus until the result of the response.
 |
| **Closing:** Students answer the questions in the Target PBD Sains Tingkatan 3 book pages 8, 9 and 10. |
| **REFLECTION** |
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| **DAILY LESSON PLAN** |
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| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | Stimuli and Responses in Plants | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Describe two parts of a plant that are sensitive towards stimuli.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. The teacher explains the responses of parts of plants to stimuli in the textbook pages 33 and 34.
2. Students pay attention to the teacher’s explanation about the responses of plants to stimuli.
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| **Activities:**1. Students are divided into several groups with a number of 4 members. Students in groups are labelled with numbers 1 to 4.
2. Students are grouped according to their respective numbers.
3. Each group choose one plant response to the stimulus:
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| * Phototropism
* Hydrotropism
 | * Geotropism
* Thigmotropism and nastic movement
 |
| 1. Each group is asked to discuss:
* How plants respond to stimuli
* Its importance to growth
1. In groups, students need to find, understand and information related to the assignment.
2. After discussing, students return to the main group to share the information obtained.
3. Students make an i-Think map to show the relationship between stimulation and tropism response.
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| **Closing:** Students answer the questions in the Target PBD Sains Tingkatan 3 book pages 11, 12, 13 and 14. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ student can achieve the set learning objective.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete the exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercise and teacher guidance.Note: Teaching and learning cannot be carried out today and will be aggravated in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **DAILY LESSON PLAN** |
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| **THEME** | Maintenance and Continuity of Life | **DATE** |  |
| **CHAPTER** | 1.0 Stimuli and Responses | **DAY** |  |
| **TITLE** | Importance of Responses to Stimuli in Animals | **TIME** |  |
| **LEARNING OBJECTIVE** |
| At the end of PdPc, students can:1. Explain with examples of two types of sight and hearing in animals.
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| **TEACHING AND LEARNING ACTIVITIES** |
| **Introduction:**1. The teacher scans the QR code of Video Tutorial about Animal Vision (Target PBD Sains Tingkatan 3 book page 15) and shows it to the students.
2. Students pay attention to the video shown by the teacher about animal vision.
3. The teacher explains about stereophonic hearing in the textbook page 37.
4. Students pay attention to the teacher’s explanation about stereophonic hearing.
 |
| **Activities:**1. Students are given assignment by the teacher to make multimedia presentation with different titles to the groups, namely:
* Describe stereoscopic vision and its importance to animals
* Describe monocular vision and its importance to animals
* Describe stereophonic hearing and its importance to animals
1. Students discuss, find information and present it in class. Students can use various methods and materials to make a presentation.
2. By using the i-Think map, students make:
* Comparison between stereoscopic vision and monocular vision
* Characterise stereophonic hearing
 |
| **Closing:** Students answer the questions in the Target PBD Sains Tingkatan 3 book pages 15, 16 and 17. |
| **REFLECTION** |
| \_\_\_\_\_\_ / \_\_\_\_\_\_ student can achieve the set learning objective.\_\_\_\_\_\_ / \_\_\_\_\_\_ students can complete exercises given.\_\_\_\_\_\_ / \_\_\_\_\_\_ students need further exercise and teacher guidance.Note: Teaching and learning cannot be carried out today and will be aggravated in the next learning session because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |