The Impact of Technology on Daily Life

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| * A 500-word article: “The Impact of Technology on Daily Life” (printed or digital copies) * Whiteboard/markers or digital board * Handout with comprehension questions (intensive reading) * Graphic organizer (e.g., a table to compare pros and cons of technology) * Handout for a close passage activity (short excerpt with blanks and a word bank) * Reading log template (for tracking reading progress) * Timer for activities * Access to a dictionary (physical or digital) * Visuals or descriptions of a cozy reading zone (e.g., a slide with images of libraries, comfortable chairs) | * Identify the main idea and key details of the article (intensive reading). * Summarize the article in their own words (extensive reading). * Discuss the pros and cons of technology in daily life, using vocabulary from the article. * Break down at least one word into its morphemes and identify parts of speech in a sentence (intensive reading). | | | | |
| **Warm-up and Objective Discussion (5-7 minutes (Extensive))** | | | | | |
| * Warm-up (5 minutes) – Reading Zone Simulation (Coach Hare): Start by showing a slide or describing a cozy reading zone: “Imagine you’re in a library corner with colorful posters, comfy chairs, and books all around. Let’s create that vibe today!” Then, ask students: “How does technology affect your daily life? Give one example of something you love and something you don’t like.” Students share in pairs for 2 minutes, then 2-3 pairs share with the class (newspaper corner technique). * Objective Discussion (2 minutes): Write the lesson objectives on the board and explain: “Today, we’ll read an article about technology’s impact on daily life. We’ll focus on understanding details, summarizing, analyzing language, and discussing your thoughts.” | | | | | |
| **Instruct and Model (10 minutes)** | | **** R | **** W | **** L | **** S |
| * R (Reading): Students skim the article silently for 3 minutes to get the gist (extensive reading). * W (Writing): I model how to identify the main idea by reading the first paragraph aloud and writing a one-sentence summary on the board: “Technology has both positive and negative effects on daily life.” * L (Listening): I explain how to look for key details while reading closely (intensive reading).   Parts of Speech (Coach Tortoise): I take a sentence from the article (e.g., “Technology rapidly changes our lives.”) and break it down on the board: “Technology (noun), rapidly (adverb), changes (verb), our (possessive adjective), lives (noun).”   * S (Speaking): I ask a student to share one detail they noticed while skimming, prompting a brief class discussion. | | | | | |
| **Guided Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| Jigsaw Activity (Coach Tortoise):   * R (Reading): Divide the article into 4 sections (e.g., intro, benefits, drawbacks, conclusion). Assign each group one section to read closely and analyze (intensive reading). They identify the main point of their section and 1-2 key details (5 minutes). * W (Writing): Each group completes a graphic organizer for their section, listing 1 pro or con of technology (if applicable to their section). * L (Listening): Groups “jigsaw” by sharing their findings with the class, while others listen and take notes to understand the whole article collectively. * S (Speaking): Each group reports their section’s main point and a pro/con, using sentences like, “Our section says technology helps us stay connected, but it can be distracting.” | | | | | |
| **Independent Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| * R (Reading): Students reread a specific paragraph and underline 2-3 new vocabulary words (intensive reading). Morphology (Coach Tortoise): Students pick one underlined word (e.g., “convenient”) and break it down into morphemes: “con-” (together), “venire” (come), “-ent” (adjective suffix). They discuss its meaning in pairs. * W (Writing): Students write a 3-4 sentence summary of the entire article in their own words (extensive reading). * L (Listening): Students exchange summaries with a partner and listen as their partner reads theirs aloud, noting any differences. * S (Speaking): Students use the new vocabulary in a short discussion: “Do you agree with the article about technology’s negative effects? Why or why not?” | | | | | |
| **Assessment (10 minutes)** | | **** R | **** W | **** L | **** S |
| * R (Reading): Students complete a short quiz with 3 questions: 1 multiple-choice (main idea), 1 short-answer (key detail), and 1 open-ended (personal opinion on technology). * W (Writing): Students write one sentence using a new vocabulary word and identify its part of speech (e.g., “Technology (noun) is convenient (adjective).”). Reading Log (Coach Hare): Students fill out a reading log entry: title of the article, a 1-sentence summary, and a goal (e.g., “Next time, I’ll read an article about AI.”). * L (Listening) – Close Passage (Coach Tortoise): I read a short follow-up passage aloud (e.g., a 50-word excerpt about technology use), with some words omitted. Students fill in the blanks using a word bank (e.g., “Technology \_\_\_ our communication, but it can also \_\_\_ us.”). * S (Speaking): Students share their opinion sentence with the class, e.g., “I think technology is convenient because…” | | | | | |