The Impact of Technology on Daily Life

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

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| **Business/Materials** | **Lesson Objectives** | | | | |
| * Reading passage (250-300 words) on "The Impact of Technology on Daily Life" (e.g., smartphones, social media, productivity tools). * Whiteboard/markers or digital board. * Handouts: Vocabulary list, mind map template, writing prompt sheet. * Devices (optional) for reading or note-taking. * Timer to track activity durations. | * Identify key ideas in a reading passage about technology’s impact (intensive reading). * Summarize the passage in their own words (extensive reading). * Write a short paragraph about technology’s role in their lives using brainstorming and outlining strategies. | | | | |
| **Warm-up and Objective Discussion (5-7 minutes (Extensive))** | | | | | |
| * Warm-up (5 minutes) Pair students and ask, “What’s one way technology helps you every day?” (e.g., texting, studying). Pairs share one answer with the class. * Purpose: Activates prior knowledge and engages students with the topic. * Objective Discussion (2 minutes): * Teacher explains: “Today, we’ll read about how technology changes our lives, find the main ideas, and write about technology’s role in your life using new writing strategies.” * Write objectives on the board and clarify terms like “summarize” and “main ideas.” * Connect to students’ lives: “You’ll think about how technology affects you personally.” | | | | | |
| **Instruct and Model (10 minutes)** | | **** R | **** W | **** L | **** S |
| Instruct (5 minutes)  Explain intensive reading: “We’ll read closely to find specific details, like examples of technology’s impact.”   * Explain extensive reading: “Then, we’ll read for the big picture to summarize the passage.” * Introduce writing strategies:   Brainstorming: “Write down all ideas without judging them to get started.”   * Outlining: “Organize ideas into a plan before writing, like a map for your paragraph.”   Model (5 minutes):   * Read a short section of the passage aloud, underlining key details (e.g., “Smartphones help us communicate”). * Summarize orally: “This part says technology makes life faster and connected.” * Demonstrate brainstorming on the board: Jot down ideas (e.g., “phones, apps, work easier”). * Show outlining: Create a simple outline (e.g., Intro: Technology’s role; Point 1: Communication; Point 2: Work; Conclusion: My opinion). | | | | | |
| **Guided Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| Activity 1: Reading (8 minutes):   * Students read the passage individually (intensive). Teacher prompts: “Highlight two ways technology impacts daily life.” * In pairs, students share highlights and agree on one main idea (extensive).   Activity 2: Mind Mapping (7 minutes):   * Distribute mind map templates. * Students write “Technology in My Life” in the center, adding branches for ideas (e.g., school, fun, family) based on the passage and personal experience. * Teacher circulates, asking, “What’s one branch you added?” to check understanding. | | | | | |
| **Independent Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| * Activity: Students write a 5-7 sentence paragraph answering, “How does technology impact your daily life?” * Step 1: Brainstorm for 2 minutes (write all ideas about technology’s role). * Step 2: Create an outline for 3 minutes (e.g., Intro, 2-3 points, Conclusion). * Step 3: Write the paragraph (10 minutes), using their outline. * Support: Teacher provides sentence starters (e.g., “Technology helps me by…”). | | | | | |
| **Assessment (10 minutes)** | | **** R | **** W | **** L | **** S |
| * Formative: Collect paragraphs and check for: * Clear main idea (reading comprehension). * Use of brainstorming and outlining (e.g., outline attached to paragraph). * Basic conventions (spelling, punctuation). * Feedback: During class, teacher reviews mind maps and outlines, giving verbal feedback (e.g., “Add one more detail here”). * Exit Ticket: Students write one sentence: “One thing I learned about writing today is…” | | | | | |