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. * Recognize and correctly use present tense verbs when discussing daily activities. | | | | |
| **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 also learn how to use present tense verbs to describe daily habits related to technology.” | | | | | |
| **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.” Introduce Grammar Focus: Highlight the importance of using present tense verbs to describe daily routines and habits. Write examples on the board (e.g., “I use my phone to text my friends every day.”). * 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). Grammar Example: Underline present tense verbs in the passage and explain their use (e.g., “help,” “make”). | | | | | |
| **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: Grammar Focus (7 minutes): Distribute a short worksheet with sentences from the passage where students fill in missing present tense verbs (e.g., “Technology \_\_\_ (help) us stay connected."). In pairs, students discuss their answers and check with the teacher. Teacher circulates, ensuring correct verb usage and giving feedback. | | | | | |
| **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 and incorporating correct present tense verbs. 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), and correct use of present tense verbs. Basic conventions (spelling, punctuation) will also be checked. 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…” | | | | | |