

LESSON

1

OBJECTIVES

- Be introduced to the theme “Discovering Our Talents”
- Learn about talents
- Identify the main idea
- Recognize synonyms

STATE STANDARDS / BENCHMARKS

110.16.22.B 110.16.1
110.16.11.A
110.16.20.A
110.18.10.A
110.18.27
110.18.2.A

TOOLS

- Student / Teacher Guides
- CD Player
- Rocket Learning Audio CD
- Pencils
- Student Readers
- Dictionary/Thesaurus
- MAGIC (star pencils)



Our Adventure Begins: Discovering Our Talents

Materials: Teacher Guide, Student Guides, CD Player, Rocket Learning Audio CD

- Welcome the students and introduce yourself. Announce that our Rocket Learning theme is *Discovering Our Talents*.

Say: “I’d like you to tell us about yourself and your talents. Please say your name and one or two things that make you talented, special or unique.”

- Give students time to respond one at a time then get the CD ready to play.

Next, say: “I have a great song about discovering talents that I want you to hear. Try to follow along with the lyrics in your Student Guide on page 1.”

**DISCOVER YOUR TALENTS**

Written by: Justin Henderson and Jason Berry

Intro:

D-I-S-C-O-V-E-R-T-A-L-E-N-T-S

Verse 1: Find something that interests you
Something you love to do
Something you’re passionate about and
can’t live without
It can be anything
Don’t be afraid to dream
If you believe it you can do it
Then you will achieve

Pre Chorus:

Everyone has talents
Every boy and girl
It’s a crime not to use them
And better the world

Chorus:

Discover your talents
Make it happen
Find your passion
Use your abilities
Discover your talents
Make it happen
Find your passion
Be who you want to be

Verse 2:

The world is yours to win
So don’t be negative
Stay optimistic and surround yourself with
positive
People that help you grow
Nothing is impossible
Don’t ever cater to the haters and you’ll
reach your goals

(Pre Chorus)

(Chorus)

Bridge:

D-I-S-C-O-V-E-R-T-A-L-E-N-T-S-D-I-S-
C-O-V-E-R-T-A-L-E-N-T-S

(Pre Chorus)

(Chorus)

Vamp:

D-I-S-C-O-V-E-R-T-A-L-E-N-T-S

Prepare for Liftoff



10 minutes approximately

Are We the Same?

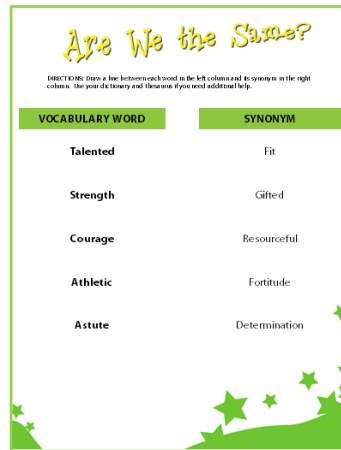
Materials: Teacher Guide, Student Guides, Pencils, Dictionary/Thesaurus (optional)

Say: “Turn to page 2 in your Student Guide. In the left column there are words related to talents. Draw a line between each word on the left column and its synonym on the right column. Remember, synonyms are words that have the same meaning.”

- Students may use a dictionary and thesaurus if they need help.

Answers:

- TALENTED = Gifted**
- STRENGTH = Fortitude**
- COURAGE = Determination**
- ATHLETIC = Fit**
- ASTUTE = Resourceful**



BEGINNER

Partner beginner students with more advanced students. Let the students know that it is acceptable to ask and answer questions about the material. Check on each pair to encourage appropriate dialogue.

ADVANCED

Partner more advanced students with beginner students. Let the students know that it is acceptable to ask and answer questions about the material. Check on each pair to encourage appropriate dialogue.

QUOTE/STRATEGY

If certain students seem to be hesitant to answer questions in front of the class, be sure to call on them and give lots of verbal praise as positive reinforcement.

Takeoff Reading



30 minutes approximately

Reading Comprehension – Before, During, After

Materials: Teacher Guide, Student Guides, Student Reader, Pencils

Before

Say: “Please take out your Student Readers and your books titled Varick’s Quest. Open your books and write your name inside, by the dedication in the front of the book. Flip through the book and read the chapter titles and look at the pictures. What do you think this story might be about?”

- Give the students time to look through the book before they answer.

During

- Have the students turn to the first chapter. Read the first paragraph aloud then ask volunteers to read the next paragraph. Everyone should take a turn.

After

Say: “Now that we’ve finished the chapter, go back and circle the vocabulary words and underline any important details.”

- Give students 5 minutes to complete the activity.

Say: “Who can act out some of the vocabulary words you circled?”

- Give several students a chance to answer and give them praise/feedback.

Say: “Now, who can tell us some important details that they underlined?”

- Give several students a chance to answer and give them praise/feedback.

Lesson 1: The Journey Begins

Refueling

10 minutes approximately

Test Prep

Materials: Teacher Guide, Student Guides, Pencils, MAGIC (star pencils found in your materials box)

Say: “During this lesson you’ve learned a bit about talents, explored new vocabulary, read the first chapter of our book and identified the main idea and details. Now I’d like you to answer a few questions on page 3 of your Student Guides.”

- Give students time to answer then ask for volunteers to share their answers with the class. Make corrections as needed and give students time to change their answers.

1. A person’s talent(s) can be:

- A. Singing, writing, skating
- B. Complaining, running, listening
- C. Sports, art, dancing
- D. All of the above
- E. A and C**
- F. B and C

2. A synonym for the word *cheerful* is:

- A. Contented
- B. Delighted**
- C. Angry
- D. Fruitful

3. Choose the best definition for *conformed* in the following sentence from Chapter 1:

I was used to wearing a synthetic material that conformed perfectly to my body and regulated my skin temperature.

- A. To be in harmony
- B. To be or become similar in form, nature or character**
- C. To be different
- D. To want to do something

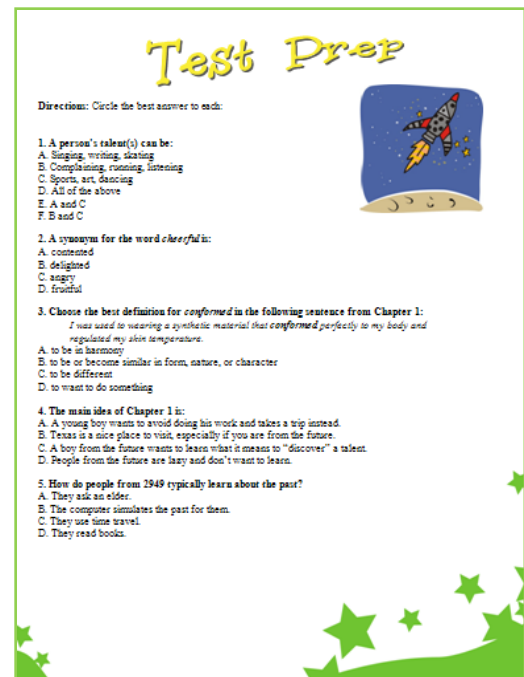
4. The main idea of Chapter 1 is:

- A. A young boy wants to avoid doing his work and takes a trip instead.
- B. Texas is a nice place to visit, especially if you are from the future.
- C. A boy from the future wants to learn what it means to “discover” a talent.**
- D. People from the future are lazy and don’t want to learn.

5. How do people from 2949 typically learn about the past?

- A. They ask an elder.
- B. The computer simulates the past for them.**
- C. They use time travel.
- D. They read books.

- Pass out the MAGIC to each student. Get excited!!! Star pencils represent each student being a star because of their unique gifts and talents.



Lesson Notes of Student Progress

After each session, take some time to make a few notes about each student's academic success. This will help in preparing monthly reports, progress reports and aid in monitoring student academic progress. There is a place for each student's name and an overall label for simple evaluation.

(NI – Needs Improvement, S – Satisfactory, EE - Exceeds Expectations)

Name: NI S EE	Name: NI S EE
N Name: NI S EE	Name: NI S EE
Name: NI S EE	Name: NI S EE
Name: NI S EE	Name: NI S EE
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General Class Comments: _____
