Fishtank Plus
Feature Sample

Enhanced Lesson Plan

Kindergarten English Language Arts
Unit 4 - Falling in Love with Authors and Illustrators
Lesson 13

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LESSON 13
Kindergarten English Language Arts
Unit 4: Falling in Love with Authors and Illustrators

OBJECTIVE
Describe why Pelé is famous.

READINGS AND MATERIALS
- Book: *Pelé, King of Soccer* by Monica Brown

TARGET TASK
DISCUSSION & WRITING PROMPT
Who is Pelé? Why is Pelé famous?

Sample Response
Pelé is a famous soccer player. He is the king of soccer. He helped his team win by shooting lots of goals. He persevere and worked hard to become famous. He had a famous bicycle kick to trick the other team. He helped his team to win World Cup. Many people admire him because he is a hard worker and a champion. He scored 1,000 goals.

KEY QUESTIONS
KEY QUESTION
- The author says, “Pelé runs across the field like a cheetah, dribbling like a dancer...” What does this mean?
- How do the illustrations help the reader better understand Pelé?
- What was Pelé’s childhood like? How did he learn to play soccer?
  
  What challenges did he face?
- Pelé is famous for his bicycle kick. What is a bicycle kick? How do the illustrations help the reader understand what a bicycle kick is?
- What happened when Pelé played in his first World Cup Final? Why was this important?
- What was Pelé’s final dream?

ENHANCED LESSON PLAN
BUILDING BACKGROUND AND ENGAGEMENT
7 minutes
Launch by having students share what they have learned about Monica Brown so far. Also, have students share what they learned about Tito Puente and Celia Cruz. Ask students: Why did Monica Brown want to teach readers about both of them?

Book Introduction: Say: “Today, we are going to read another biography by Monica Brown titled *Pelé, King of Soccer*. Pelé was a famous soccer, or fútbol, player from Brazil. As we read, we are going to think about what details Monica Brown includes about Pelé and how he became famous.”
**Additional Supports**

- To help students visualize Pelé, show them the following video of different clips of Pelé playing soccer: "Pelé • He did it 50 years ago • 1" (YouTube).

**Building Background and Accessing Prior Knowledge**

- Connect to student's prior knowledge by asking students to share what they know about soccer or fútbol. If needed, pre-teach students the following soccer vocabulary: "goal," "dribble," "trap," "shoot," "net," "World Cup," "penalty," "kick."

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**ENGAGING WITH THE TEXT**

25 minutes

Read aloud the text to students to model fluent reading. While reading, stop to ask students the Key Questions below. Have students answer the questions individually, with a partner in a Turn and Talk, as a class discussion, or as a Stop and Jot. Use the supports provided to help students who may need additional support answering a particular question.

- The author says, “Pelé runs across the field like a cheetah, dribbling like a dancer...” What does this mean? (p. 2)

  *This means that Pelé runs really fast. It also means that he can move quickly and gracefully.*

- How do the illustrations help the reader better understand Pelé? (p. 4)

  *The illustrations show the ball flying into the goal! The illustrator also wrote the word “GOAL” in the pattern of the ball. The illustrations show the players on the other team trying to stop Pelé, but they cannot. The illustrations show the faces of the people in the crowd. All of this helps the reader understand how good of a player Pelé was.*

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• What was Pelé’s childhood like? How did he learn to play soccer?

What challenges did he face?

(p. 14)

Pelé lived in Brazil. His family was very poor and did not have a lot of money.

Pelé and his father played soccer in the streets, even if they were tired.

When Brazil lost the World Cup, Pelé promised his dad that one day he would win a World Cup for him.

Pelé also played soccer with his friends. If they did not have a ball, they would make one! They even started a team even though lots of players did not have shoes.

Additional Supports
- If needed, reread pages 5 through 14 and prompt students to think about the challenges Pelé faced and how he learned to play soccer. Push students to think about the details they learn from the text and the illustrations.

Language Supports
- Teach the word “persevere.” Ask students: How did Pelé persevere? Or, how did Pelé show perseverance?

• Pelé is famous for his bicycle kick. What is a bicycle kick? How do the illustrations help the reader understand what a bicycle kick is? (p. 18)

A bicycle kick is when Pelé’s legs and knees whirl backwards connecting with the ball.

• What happened when Pelé played in his first World Cup Final? Why was this important? (p. 22)

Pelé remembered that he had promised his father that he would win him a game. During the game, he passed the ball to his teammate, Vaca, who scored a goal!

The Brazilians were the world champions for the first time. This made Pelé, his father, and all of Brazil proud.

Additional Supports
- Ask students: How do the illustrations help the reader understand what happened during the World Cup game?

• What was Pelé’s final dream? (p. 28)

Pelé wanted to score 1,000 goals. He had scored 999. On a penalty kick, he scored his 1,000th goal!

BUILDING DEEPER MEANING
28 minutes

In partners, have students discuss who Pelé was and why he was famous. After students have discussed in partners, lead the class in a discussion.
Next, lead the class in a discussion of why Monica Brown would have written a book about Pelé. Ask students: What did she want her readers to learn? Read the author’s note to students so students can learn more about Pelé. Key points to emphasize include:

- He scored 1,281 goals during his soccer career.
- He won three World Cups for Brazil in 1958, 1962, and 1970.
- He also played in the United States for a few years.
- When he retired, he spent his time teaching kids to play soccer and encouraging kids to chase their dreams.

Have students return to their seats to either write about Pelé and why he was famous or to write about what they can learn from Pelé.

Language Supports

- Provide students with the following sentence frames:
  - Pelé was ______________.
  - Pelé was famous because ______________.

COMMON CORE STANDARDS

CORE STANDARDS

- **RI.1.K.2** — With prompting and support, identify the main topic and retell key details of a text.
- **RI.1.K.6** — Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.1.K.7** — With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RL.1.K.3** — With prompting and support, identify characters, settings, and major events in a story.
- **SL.1.K.1** — Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SUPPORTING STANDARDS

**RI.1**  **RI.10**