**LESSON 11 TEACHER’S GUIDE**

**Pay Attention!**

by Elizabeth Dana Jaffe

Fountas-Pinnell Level K

Humorous Fiction

**Selection Summary**

When the Smith's pets feel neglected, they hatch a plan. Day after day, they take turns demanding more and more outrageous gifts, which the busy but baffled Smiths keep getting for them. Finally the owners catch on and figure out what the problem is. At last, the Smiths give their pets the attention they crave and deserve.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Characteristics of the Text</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Humorous fiction</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Third person narrative told in chronological order</td>
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<tr>
<td></td>
<td>Repeated patterns: Animals' requests and Smiths' responses</td>
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<tr>
<td><strong>Content</strong></td>
<td>Animals kept as pets (dog, cat, bird, fish, hamster)</td>
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<tr>
<td></td>
<td>Pets' needs (food, play/exercise, attention)</td>
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<tr>
<td><strong>Themes and Ideas</strong></td>
<td>Pets need love and attention as much as they need food and exercise.</td>
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<td></td>
<td>Busy owners may not be giving their pets the care they need.</td>
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<td></td>
<td>Creative group problem-solving can get results.</td>
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<tr>
<td><strong>Language and Literary Features</strong></td>
<td>The animals have human behaviors: talk, plan, have human feelings/reactions.</td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
<td>A mix of short and complex sentences—with sentences, questions, and exclamations</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Pet types should be familiar, except perhaps hamster.</td>
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<td></td>
<td>Possibly unfamiliar words: wheelies, furious, Paris, request, grumbled, mumbled, deserved, demand</td>
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<tr>
<td><strong>Words</strong></td>
<td>Many multisyllable words with one 4-syllable word: impossible</td>
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<td></td>
<td>Contractions (didn't, I'd, we'd); words with -s, -es, -ed, and -ing endings (pets, wheelies, noticed, playing swimming); prefixed words (unhappy, impatient)</td>
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<tr>
<td><strong>Book and Print Features</strong></td>
<td>All nine pages are a combination of text and art.</td>
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<td></td>
<td>Some art includes text: sound words (p. 3) and words on a sign (p. 10).</td>
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Build Background
Use children’s knowledge of pets to build interest, using a question such as the following: What kinds of things do pets need to keep them healthy and happy? Discuss the title, making sure that children understand what the command means and talk about the cover. Ask children to point out details on the cover that suggest this story is humorous fiction.

Introduce the Text
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Explain that this story is about family pets who feel neglected by their busy owners. Identify the main characters and their problem.
Suggested language: Can you identify the pets in the pictures on page 2? The owners did not pay attention to the pets. Why might pets be angry at their owners?

Page 3: Look at the picture. The pets gathered in a huddle and made a plan. How do you think the pets are planning to solve their problem?

Pages 4–5: Point out the Smiths in the picture. These people are the pets’ owners, Sam and Carol Smith. They are always impatient when they deal with their pets. Where do you think they are going in such a hurry?

Now turn back to the beginning of the story and read to find out how the pets figured out a solution to their problem.

Target Vocabulary
believe – to think something is true, p. 10
demand – to ask in a firm way, p. 3
furious – feeling very angry, p. 3
gathered – came together as a group, p. 3
impossible – cannot be done, p. 8
impatient – not able to wait calmly, p. 4
problem – a situation that needs solving, p. 10
understand – know what something means, p. 5
Read
Have children read Pay Attention! silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind students to use the Infer/Predict Strategy, using clues to figure out more about story parts.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.
Suggested language: Which of the things the animals asked for did you think was the funniest? Why?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tbody>
<tr>
<td>• The pets want their owners to pay attention to them so they come up with a plan.</td>
<td>• Pets need love as much as they need food and toys.</td>
<td>• The author's purpose is to make a serious statement in a humorous way.</td>
</tr>
<tr>
<td>• So every day, as the Smiths leave for work, one pet makes a demand for something.</td>
<td>• If people get a pet, they need to find time to take care of it and spend time with it.</td>
<td>• The way the Smiths keep saying, “fine”, no matter what the animals want, adds to the humor.</td>
</tr>
<tr>
<td>• When the demands get really odd, the Smiths figure out that what the pets really want is attention.</td>
<td>• Working together can solve problems.</td>
<td>• The reader is in on the joke as the animals keep asking for sillier and sillier things.</td>
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Choices for Further Support

• **Fluency** Invite children to pick an extended passage from pp. 3–10 to do as a Readers’ Theater, with different children saying the words of the pets; two children speaking together as the Smiths; and another acting as narrator for the non-dialogue text. Remind them that this story is humorous, so they should make their voices sound funny.

• **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Review CVCe long-vowel spellings, with these words as column heads: cake, hide, rope, mule. Have children circle the long vowel they hear and cross out the silent e. Use these words from the text, and help children sort them by their long-vowel sound/spelling: bone, cute, time, made, fine, bike, spoke, plane, gave, and home.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 11.8.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions
Remind children that they can use story details and what they know to figure out more about story characters and what is happening in a story. Model, using a “Think Aloud” like the one below:

Think Aloud
I want to get to know the pets in this story. On the first page, I see and read that they are all playing happily together. On the next page, I see and read about them gathering together to come up with a plan. I know that dogs and cats can fight and cats like to hunt birds and fish. I’m drawing the conclusion that the pets in this funny story aren’t like real pets because they get along together so well.

Practice the Skill
Have children draw conclusions about how attentive the Smiths will be to their pets from now on.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• Why are the pets furious and unhappy at the beginning of the story?
• What words on page 8 help you understand the meaning of the word impossible?
English Language Development

Reading Support After reading aloud, help children react to the pets' requests, clarifying gift items as needed and asking children to tell or act out how the pet could, or could not, use each requested gift.

Idioms/Expressions Explain any idioms or unusual expressions that may confuse English learners, such as wheelies, as usual, get a thank-you, in a rush, fine (said impatiently), gave them time and attention, no longer, Home Sweet Home (in p. 10 art).

Oral Language Development

Check children's comprehension, using a dialogue that best matches their English proficiency. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: Which pet swims in water?</td>
<td>Speaker 1: Why are the pets upset with the Smiths as the story begins?</td>
<td>Speaker 1: What plan do the pets come up with to get the Smiths to pay attention to them?</td>
</tr>
<tr>
<td>Speaker 2: the fish</td>
<td>Speaker 2: The Smiths aren't paying attention to them.</td>
<td>Speaker 2: Every day, one of the pets asks for something. The things they ask for get stranger each day. Finally, the Smiths figure out that something is wrong.</td>
</tr>
<tr>
<td>Speaker 1: What do the Smiths keep saying when a pet demands something?</td>
<td>Speaker 1: The fish asks for flip-flops. Why is this an impossible gift for a fish?</td>
<td>Speaker 2: The fish asks for flip-flops. Why is this an impossible gift for a fish?</td>
</tr>
<tr>
<td>Speaker 2: fine</td>
<td>Speaker 2: A fish can't wear flip-flops. It doesn't have feet.</td>
<td></td>
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<tr>
<td>Speaker 1: Tell how the pets feel at the end of the story.</td>
<td>Speaker 2:</td>
<td>Speaker 2:</td>
</tr>
<tr>
<td>Speaker 2: happy</td>
<td>Speaker 2: happy</td>
<td>Speaker 2: happy</td>
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Responding

Text to Text: What other stories have you read about animals or pets? Pretend you are one of the pets in a story. Write a persuasive letter asking for something from another character in the story.

Think About It

Read and answer the questions.

1. Which pet asks for a carton of cupcakes?
   - The hamster asks for a carton of cupcakes.

2. Why do the pets ask for things they don’t need?
   - They ask for things they don’t need so they can get the Smiths to pay attention to them.

3. Do you think making demands is a good way to get what you want? Explain your answer.
   - Answers will vary.

Making Connections: The pets in the story ask the Smiths for many things. How do pets actually communicate with their owners? What are some ways a pet might tell you what it needs?

Write your answer in your Reader’s Notebook.
What other plan could the pets have come up with to get the Smiths to pay attention to them? Use details from the story to support your answer.
Think About It

Read and answer the questions.

1. Which pet asks for a carton of cupcakes?

2. Why do the pets ask for things they don’t need?

3. Do you think making demands is a good way to get what you want? Explain your answer.

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## Selection Text

<table>
<thead>
<tr>
<th>Page</th>
<th>Selection Text</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>It was morning in the Smith house. The dog was chewing on his bone. The cat was playing with yarn. The fish was swimming. The bird was singing a song. The hamster was doing wheelies. But Sam and Carol Smith didn’t notice the pets. As usual, they rushed out the door without even saying good-bye.</td>
</tr>
<tr>
<td>3</td>
<td>The animals had a meeting. The dog was furious. He said, “I looked cute and wagged my tail this morning. The Smiths didn’t even pat my head.”</td>
</tr>
</tbody>
</table>

## Errors and Self-Corrections

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>@ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>ã cat</td>
<td>1</td>
</tr>
</tbody>
</table>

## Comments:

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{83} \times 100 \right) \%
\]

**Self-Correction Rate**

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right) \%
\]

1: