

# LITERATURE 3

## The Voice by Shel Silverstein

## The Blanket by Floyd Dell

The students read the short story, *The Blanket*, by Floyd Dell.

The chart below shows the global and operative can-do statements for Literature 2.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can follow a story that includes dialogue and narrative	<p>WRITTEN RECEPTION:</p> <p><b>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</b></p> <p><i>Reading as a leisure activity</i></p> <p>Can follow creative text that includes dialogue and narrative.</p>	Exercises D (pages 192-194) and F (pages 195-196)
<p>Can express a personal response to a poem</p> <p>Can personally respond to a creative text</p>	<p>MEDIATING A TEXT:</p> <p><b>Can recognize when difficulties occur and indicate in simple language the nature of the problem</b></p> <p><b>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</b></p> <p><i>Expressing a personal response to creative texts (including literature)</i></p> <p>Can express reactions to a work, reporting feelings and ideas in simple language</p>	<p>Exercises B and C page 192</p> <p>Think About It! pages 194 and 197</p>
<p>Can write a diary entry describing feelings and events before the story begins</p> <p>Can express a personal response to the story</p>	<p>MEDIATING A TEXT:</p> <p><b>Can recognize when difficulties occur and indicate in simple language the nature of the problem</b></p> <p><b>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</b></p> <p><i>Expressing a personal response to creative texts (including literature)</i></p> <p>Can describe a character's feelings and explain the reasons for these feelings</p>	Task page 197
Can write a continuation of the story in the form of a letter from the point of view of a character	<p>WRITTEN PRODUCTION:</p> <p><b>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</b></p> <p><i>Creative writing</i></p> <p>Can write an introduction to a story or continue a story</p> <p>MEDIATING A TEXT:</p> <p><b>Can recognize when difficulties occur and indicate in simple language the nature of the problem</b></p> <p><b>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</b></p> <p><i>Expressing a personal response to creative texts (including literature)</i></p> <p>Can describe a character's feelings and explain the reasons for these feelings</p>	Task page 197

Can understand symbolism in the story and identify the theme in the story	<b>MEDIATING A TEXT:</b> <b>Can recognize when difficulties occur and indicate in simple language the nature of the problem</b> <b>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</b> <i>Analysis of creative texts (including literature) (adapted)</i> Can identify, compare and briefly describe the key themes and characters in short, simple narratives involving familiar situations	Exercises H and I page 197
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## NEW WORDS

adjustment	drawer	hug	poor	the dishes	valley
bear (v)	facilities	in a way	presence	too bad	wool
blanket	few	marry	quality	track	
care (n)	gentle	pick up	scissors	tune	

### Pages 192-194

The students read a poem, *The Voice* by Shel Silverstein and the short story, *The Blanket* by Floyd Dell.

### Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of a flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 182 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- A** The students are introduced to the new words in the poem and the story. They focus on which of them they can use to talk about relationships.

### POSSIBLE ANSWERS

adjustment, care, gentle, hug, in a way, marry, quality, the dishes, too bad

- B** The poem introduces one of the themes that will be found in the story, *The Blanket*. The students read the poem and think about its message. Discuss their answers in class.

### POSSIBLE ANSWERS

We must listen to the voice that speaks inside of us. / We must do what we think is right. / We must think for ourselves. / We mustn't be persuaded to do something we don't think is right.

- C** The students relate to the message in the poem by giving examples from their own experiences.

You may wish to share some of the following background information about the authors of the poem and the story with the class.

**Sheldon Allan Silverstein** (1930-1999) was an American writer, poet, cartoonist, songwriter, and playwright. Born and raised in Chicago, Illinois, Silverstein briefly attended university before being drafted into the United States Army.

**Floyd Dell** (1887-1969) was a liberal American writer who promoted feminism, socialism and progressive education. As a child he had experienced poverty when his father struggled to support his family. This would later have an effect on his writing and editing. In 1906, Dell began writing articles and reports for a socialist magazine. Seven years later he became the editor of a radical magazine called *The Masses*, where he expressed his political and social opinions through essays, book reviews and short stories. He then went on to publish his first novel, *Moon-Calf* in 1920, which was followed by 10 more novels.

- D** Read or play the recording of the first part of the story, *The Blanket* and ask the students to find the reason why Petey feels sad.

**ANSWER**

Petey feels sad because his father is sending his grandfather away.

- E** These questions allow the students to demonstrate a basic understanding of the events in the story so far. Tell the students to write their answers to the questions in their notebooks.

**ANSWERS**

1. Petey finds it hard to believe that his father would send his grandfather away.
2. Petey's father has bought Granddad a blanket as a present because he is going away.
3. We can understand that it is a place where old people live and have the facilities they need.
4. Petey's father wants to get married and move to a new house with his new wife.
5. a
6. b

**Think About It!**

These questions encourage the students to analyze the story in more detail.

**POSSIBLE ANSWERS**

1. Petey wants to tell his grandfather that he doesn't want him to leave.
2. Granddad wants to remind Petey of the tunes he used to play to him / of better times.
3. Granddad doesn't really believe the reasons that he gives for going to the government home, but he doesn't want Petey to be angry with his father. Granddad wants Petey to feel better about the situation so he tells him good things about the government home.

**Pages 195-197**

- F** Read or play the recording of the second part of the story and have the students predict and discuss if they think the grandfather will leave home.

Accept all logical answers.

- G** These questions allow the students to demonstrate a basic understanding of the events in Part 2 of the story. Tell the students to write their answers to the questions in their notebooks.

**ANSWERS**

1. d
2. a
3. to cut the blanket into two
4. c
5. Possible answers  
The three characters cry for different reasons:  
Father feels guilty for sending Granddad away.  
Granddad is sad to be leaving / relieved he won't be sent away.  
Petey is sad that Granddad is leaving. / He is emotional to see his father and his grandfather hugging.

- H** In this exercise, the students discuss the concept of Symbolism. Tell the students to write their answers in their notebooks. Then have them share them with the class.

**POSSIBLE ANSWERS**

A blanket symbolizes comfort and warmth. Petey's dad chose it as a gift to try and compensate for sending Granddad away. For Petey, the blanket symbolizes the opposite of comfort and warmth. It symbolizes Granddad leaving for the home and his father's coldness towards Granddad. For father's girlfriend the blanket is an expensive gift which she thinks father shouldn't give Granddad.

- 1** In this exercise the students discuss the concept of Theme. Tell the students to write their answers in their notebooks. Then have them share them with the class.

**POSSIBLE ANSWER**

The main theme in this story is concerned with the behavior or conduct children show their parents and the elderly. The story examines the attitudes of people when parents don't want to have the elderly living with them because they are old and need care. The author makes us aware of the fact that we will all get old and we should treat the elderly as we, ourselves, would like to be treated.

- 2** The students now compare the message in the poem *The Voice* and in the story *The Blanket*.

**POSSIBLE ANSWER**

The message of the poem and the story is similar. We should listen to "the voice inside". Whereas the poem emphasizes that each person should "listen to the voice that speaks inside", the story shows us that this may not always be possible. There are often obstacles and practical considerations that make it difficult to follow our conscience.

**Think About It!**

These questions encourage the students to analyze the story in more detail.

**POSSIBLE ANSWERS**

1. Granddad felt embarrassed that his son was sending him away and that he gave him an expensive going away present.
2. She is criticizing Petey's father for spending so much money on a double blanket for Granddad. She wants him to spend the money on her.
3. Petey's father didn't mean to hurt his Granddad. Granddad forgives his son and understands his son was under a lot of pressure from his girlfriend.
4. Petey listens to "the voice that speaks inside". He tries to do what he thinks is right and stop his father from sending Granddad away.

**WORKBOOK** page 183

Refer the students to the Workbook, page 183 for extra practice.

Refer the students to the Vocabulary Tracker on page 246 of the Workbook.

**TASKS**

The students choose one of the two tasks. Tell them to use the new words when writing their tasks.

In the first task, the students write the diary entry that Petey wrote the night before the story begins. Tell the students to relate to information about the characters in the story when writing their entry.

In the second task, the students write what they think happens at the end of the story. You may wish to have the students present their tasks to the class.

The students can use the photocopiable guidelines and checklists for the tasks on page 228 of the Workbook.

The assessment chart for the teacher appears on page 221 of this Teacher's Guide.

**Suggestion:** Play the song "Cat's in the Cradle" by Harry Chapin. It deals with the relationship between a father and his son.