

“Tale of the Rat Marvin”

Winter > Stories > Language Arts (0708.w.stories.ratmarvintale)

Season & Location:

Winter; story to be told in the most appropriate storytelling locale possible. Somewhere with a nice fire would be ideal, of course, but a classroom will do in a pinch.

Partnerships/Community Connections:

Standards* Focus:

Speaking and Listening - The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**“Second Language” standards are addressed by default – consult state scoring guide.*

Additional Standards:

Knowledge of Language:

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Cultural Knowledge:

Fun
Communication

Vocabulary:

Rat	ch'aa-mee-ne'
Rat Marvin ("dead rat inside")	ch'aa-mee-ne' duu-day-sli~'
Jar (clear container)	jaa
Captain (Game leader)	xvsh-hay-yu'
Players/competitors	na'-xwvtlh-ye'-ne
Rough (as in, brutal / difficult)	lhtin'- na'-xwvtlh-ye'
Song/chant	shvn
Winner/Winning team (won)	xay-ghin-la
Dead	duu-day-sli~'

"Articles" and "Determiners" Vocabulary:

The	ghii
A/An	lha'
Some	lhtaa
None	duu-day
This	dii
That	ghii
Those	shu'
Each	lha'
Every	mee-wi
Neither	duu-lha'
Much	lhan
Enough	lhan
Which	day-yi
What	day

Phrases:

It is a winter day.	Xii-dvn srii-nis
I am by a field.	Tuu-me' xint-dvn nvs-li~
I see a team of men.	Dis-ne lhan ghvsh-'i~'
They are chanting.	yaa-dee-yvn
Their faces are painted.	xuu-nin' dghvt-ts'ilh
They are dressed black.	Lhshvn me' xee-yee-nan-dvt-dghvsh
One man leads them onto the field.	Lha' dis-ne k'wvt tuu-me' tes-ya
His name is Jamie.	Jamie waa 'vm-nvsh-shii
He is carrying a jar.	Ch'aa nay-xa
The jar is full of water.	Tvl-xvt me' ch'aa
The jar has a rat inside.	ch'aa-mee-ne' me' ch'aa
It is called the Rat Marvin	Ch'aa-mee-ne' duu-day-sli~' waa 'vm-nvsh-shii
They go to the center of the field.	Tuu-me' lhinlh-ts'a'-dvn telh-xat
Jamie puts down the jar.	Ch'aa Jamie se'-nee-t'a' nuii-'vsh
The team goes silent.	Xwii-t'i duu-cha-k'wer'sh
The other team watches.	Maa-ne xee-nelh-'i~'
They are scared.	Nee-ghalh-ch'vt
The game starts.	Ghii na'-xwvtlh-ye' xaylh-sri
The Rat Marvin scared them.	Ghii ch'aa-mee-ne' duu-day-sli~' 'ii-lay hii-ne
They play badly.	Duu-wa naa-ghar'sh-xwvtlh-ye'
They lose.	Naa-ghar'sh-xwvtlh-ye' xee-k'wilh-k'vs
They believe the Rat Marvin has power.	Ch'aa-mee-ne' duu-day-sli~' srii-ghvt-'alh waa- xee-yvlh-'an'.

Grammar & Language Concepts:

Oral Dee Ni; pronunciation, word order, and use of articles specifically – understanding that articles are not a necessary element in the Dee Ni language.

Prior/Concurrent Lesson Plan Materials:

Storytelling lessons from elementary grades (found on DVD set with associated lesson plans – see grades K-2),
“Postpositions”,
“Exclamations”

Lesson Objectives – After completion, students/instructors will be able to:

Better appreciate the value of the “oral tradition”, and recognize some of the characteristics of a well-told story.

Understand the idea of “embellishment”,

Understand how Dee Ni can be integrated into a story to enhance it,

Use elements of the Dee Ni language to enhance an already awesome story,

Use their imagination to “fill in the blanks” where a story is incomplete,

User personal experience to add details to a story and “own” it,

Use assessment tools to reflect on their work and the work of classmates,

Collaborate with classmates to make an oral and acted presentation

Lesson Procedures:

Instructor explains the role of “embellishment” in the telling of a good tale. (This information will later be important in the teaching of the “Tall Tale” lesson.)

Mr. Scott (or another teacher) tells the story of the Rat Marvin. This will be accomplished primarily in English, but will be interspersed with elements of Dee Ni, which will be translated for the listener as the story goes along.

Students listen carefully to the tale, and use a Dee Ni Plot Map to note characters, setting, time, place, rising action, climax, etc.

Students are asked to retell the story in their own words, recalling as much Dee Ni language as possible.

Students are asked to identify elements that have been embellished.

Students are asked to add their own embellishments to the story, making it “their own”, and adding details as necessary,

Students share their tales with classmates, re-enacting elements when appropriate. Students may use their classmates to make this happen, if necessary.

Assessment:

Dee Ni Project Scoring Guide

Comprehension quiz, “fill in the blank” , “matching”, and “multiple choice”.

Materials & Supplies:

Printed Lesson plan materials, a portable CD/DVD player, TV or computer.

“Rat Marvin” story – either recorded, or in person.

Model of the Rat Marvin (NOT a real one!!!)

“Stories” DVD from much earlier Dee Ni lessons,

Writing materials

Dee Ni Plot Map template

Dee NI dictionary – print, on line