

Latin 3

Scripted Lesson Plans



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INTRODUCTION

Although there are many very good reasons to include Latin in a child's education, pragmatic reasons like enriching vocabulary and deepening the understanding of English grammar among them, the best reason for introducing this language to a young mind is that it is intrinsically interesting. It is a language with familiar words from an ambitious society, but it is quite different from our language in structure. English depends primarily on word order, with endings or inflections taking a second place, for communicating thought. Latin communicates thoughts by adding endings to words, so the word order in a sentence is less important.

There are quite a few word endings to learn, too. If you take a look at the back of a Wheelock's Latin text, you will discover that a noun has 10 different endings and that there are five families of nouns—50 different endings. There are four families of verbs and nearly 240 different endings for each family ($240 \times 4 = 960$). Yet children are mastering this material regularly. Yours will be no different.

The study of this particular language with all its inflections trains a child's brain to observe, to compare, and then to generalize. It teaches them to pay attention to the details of a sentence to gain understanding.

A fifth grade student of mine had read the fable of the crow and the urn in a Latin reader. A few weeks later he brought a large K'NEX sculpture to school and informed me that it was like Latin. The long and shapely pieces are the words and the tiny connecting pieces are the endings that hold the shape together. In the end, he had made a sculpture of a crow in flight. The work was intricate and careful, and it took him a long time to complete. He was rewarded with the likeness of a crow, but he communicated to me that he understood that all the endings and vocabulary also brought the reward of understanding a culture, and a way of thinking different from our own.

The course we present with Latin for Children and then the Wheelock's and Cambridge Latin Course are systematic and child friendly (very parent friendly, too). The work is interesting and the stories are compelling. It is important that you keep up with your child's mastery. Many of the assignments will ask you to work together. Keep in mind that mastering this language is difficult, but not impossible. If you find that the pace is too fast, slow down. Some children learn quickly and have a knack for language; some don't, but if you believe that it is the correct course for your child's education, persevere. The rewards are astonishing.

GRADE BY GRADE

Below is the grade-by-grade breakdown for Latin.

<u>Grade</u>	<u>Curriculum</u>
3 rd	Latin for Children A
4 th	Latin for Children B
5 th	Latin for Children C and Cambridge Latin Course Unit 1
6 th	Cambridge Latin Unit 2 and Wheelock's Latin

BEFORE YOU BEGIN

1. For Latin for Children
 - a. Read the introductions in the student texts and the answer keys. There is some good advice in them particularly regarding the reading of Latin.
 - b. Refer to the Veritas Press Scholars Lesson Plans for Books and Materials that will be needed to begin.
 - c. You are ready to begin.

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2. For the Cambridge texts
 - a. Read the introduction pgs. 7–8 of the Cambridge Latin Unit 1 Teacher's Manual. Pages 9–18 have been incorporated into the lesson plans.
 - b. Become familiar with the Teacher's Manual. Use Post-it flags to mark the different sections of the book.
 - c. Refer to the Veritas Press Scholars Lesson Plans for Books and Materials that will be needed to begin.
 - d. You are ready to begin.

 3. For the Wheelock's text
 - a. Read the Introduction.
 - b. Refer to the Veritas Press Scholars Lesson Plans for Books and Materials that will be needed to begin.
 - c. You are ready to begin.

Endings, Endings, Endings

Chapter 1

BOOKS

Latin for Children Primer A
Latin for Children Primer A Activity Book
Latin for Children, Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

Simple 3 dimensional puzzle or Lego kit
3 x 5 cards

OBJECTIVE

To introduce the children to a very old foreign language and its vocabulary

TEACHING

Note: Here is some information to give you some background before you begin teaching the Latin language.

“Salvete, liberi!”

“You are safe, children!”

What a unique way to greet your family, friends, and even perfect strangers—to let them know that they are “safe” with you! The Roman greeting is a doorway into a society which existed long ago, a warrior race who built roads to last 80–100 years. These roads along with other buildings and artwork have become lasting memorials of the Romans’ brilliant engineering, usefully surviving not 80–100 years, but 2000 years!

Let’s meet the Romans through their language. Although Latin is not spoken as a national tongue, it has been carefully preserved and studied for more than 2000 years.

In the study of Latin you will not only learn *what* the Romans thought, but you will also learn *how* they thought. If you are persistent and diligent (learning any foreign language at times can be demanding, but press on), you could “meet” Caesar as he reported on his conquests. Cicero may persuade you in an argument. You could be entertained and deeply moved by the poetry of Virgil. Perhaps even Augustine himself will challenge and deepen your faith.

“Valete.”

Be strong. Be well. Prevail!

HOOK: Allow the children to deconstruct either the puzzle or kit, paying attention to each piece. Comment on its shape, color, and where it had been originally placed. Then have them carefully reconstruct the puzzle. Explain that learning Latin is a lot like this. Say to the children: “Learning Latin

will be a lot like working a puzzle. You will look carefully at words, examine each part of them, and then you will rebuild a thought with the words in sentences, paragraphs and stories."

2. Watch the Intro on Primer A DVD 1, and then watch Chapter 1.

ALERT: At first it may be easier to watch the DVD for the pronunciation of the vocabulary, since you can see a person actually saying the sounds. Have the children be as precise as possible when saying a word, because they will then "feel" the word as well as see it and hear it, using three senses to "get it into their brains." The teacher's pace on the DVD and CD may seem fast. However, it is a good thing to learn right away to keep moving with the pronunciation in both chants and vocabulary.

3. Have the children read along in the *Latin for Children Primer A*, Chapter 1 page 1 as they watch the DVD. This will take about 40 minutes.

Note: *Salvete, pueri* (poo-**air**-ee), if you are working with boys. *Salvete, liberi* (**lee**-bair-ee), if you are working with both boys and girls.

ASSIGNMENT

Have the children make flashcards for the Chapter 1 Vocabulary.

Endings, Endings, Endings

Chapter 1

BOOKS

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MATERIALS

Simple 3-dimensional puzzle or Lego kit
3 x 5 cards

OBJECTIVE

To introduce the children to a very old foreign language and its vocabulary

TEACHING

HOOK: Have the children rework the same puzzle or Lego kit. Ask them if it is easier the second time.

1. Watch Chapter 1 on the DVD, or listen to Chapter 1 on the CD. The grammar chants are only on the DVD.
2. Have the children read the Chapter 1 Grammar Pages out loud. Allow them to underline or highlight key sentences. See page 5 of the *Answer Key* to direct them.
3. Have the children do parts A. TRANSLATION and B. CHANT on the Chapter 1 Worksheet; then allow them to work on page 5 in the *Activity Book*.

ASSIGNMENT

None

Endings, Endings, Endings

Chapter 1

BOOKS

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Latin for Children Primer A Activity Book
Latin for Children, Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

Simple 3-dimensional puzzle or Lego kit
3 x 5 cards
Advanced or collegiate dictionary

OBJECTIVE

To introduce the children to a very old foreign language and its vocabulary

TEACHING

HOOK: Once again have the children rework the same puzzle or Lego kit. How fast can they work the puzzle today?

1. Have the children review the vocabulary and chants with the DVD or CD and then try them on their own.
2. Review the answers on page 4 in *Latin for Children Primer A*, A. TRANSLATION. Say to the children, "When we translate a Latin verb, we say it from left to right, 1. *a-mo*, but we read it from **right** to left." Next point to the *-o* and say, "I", then to the *am-* and say, "love." Have the children do the same thing with the other verbs: 2 *intro*, **I** enter; 3. *do*, **I** give; 4. *laboro*, **I** work; and 9. *narro*, **I** tell. Check the spelling in B. CHANT. Say, "Spelling counts when learning any foreign language!"

ALERT: Since Latin is a language that is read and interpreted with the endings on its words, the children must learn to recognize the ending first. At the moment, they will learn to see the -o, which is why we translate the first principle part, "amo, I love." An -o on a noun means something else. Nouns will be covered in subsequent chapters. For now, just learn the meaning of the nouns.

3. Have the children review the highlighted concepts on the Chapter 1 GRAMMAR pages. Then have them do C. GRAMMAR and D. DERIVATIVES together. Assist them if they are confused by what they have read.
4. Have the children learn the names of a verb's principle parts on page 3 of *Primer A*. Then read and complete the Chapter 1 DERIVATIVE WORKSHEET together.

ASSIGNMENT

Have the children continue to work in the *Activity Book*, Chapter 1.

Endings, Endings, Endings

Chapter 1

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Latin for Children, Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

Simple 3-dimensional puzzle or Lego kit
3 x 5 cards

OBJECTIVE

To introduce the children to a very old foreign language and its vocabulary

TEACHING

1. Have the children review the vocabulary and chants with the DVD or CD. Then have them quiz each other like a spelling bee.
2. Read the answers again for Part A. TRANSLATION, pointing to the *-o* first and saying, "I" and the meaning of the verb stem second.
3. Have the children continue working on Chapter 1 in the *Activity Book*.

ASSIGNMENT

None

Endings, Endings, Endings

Chapter 1

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MATERIALS

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OBJECTIVE

To introduce the children to a very old foreign language and its vocabulary

TEACHING

1. Have the children review the vocabulary and chants with the DVD or CD.
2. Review and correct the "I Love" chant chart with the children in the *Activity Book*, page 5.
3. Have the children complete the CHAPTER 1: QUIZ in the *Primer A* from memory. Then correct their work immediately. Help them understand any errors by pointing to the ending *-o* on a verb first and saying, "I" . . .

ASSIGNMENT

None

Conjugating a Verb Basics

Chapter 2

BOOKS

Latin for Children Primer A
Latin for Children Primer A Activity Book
Latin for Children Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

3 x 5 cards

OBJECTIVE

To introduce the mechanics of conjugating verbs

TEACHING

REVIEW

Orally review the vocabulary from Lesson 1.

INSTRUCTION

1. Watch Chapter 2 on the DVD.
2. Practice the new "Present Tense Verb Ending" chant.

ASSIGNMENT

Make vocabulary flashcards

COMPLETED GRADED

Have the children make flashcards for the Chapter 2 vocabulary.

Conjugating a Verb Basics

Chapter 2

BOOKS

Latin for Children Primer A
Latin for Children Primer A Activity Book
Latin for Children Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

3 x 5 cards

OBJECTIVE

To introduce the mechanics of conjugating a verb

TEACHING

1. Have the children review the vocabulary and chants with the DVD or CD.
2. Read the grammar pages out loud with the children. Use the *Primer A Answer Key* for the key sentences used in the worksheet and quiz. Say to the children, "Don't let pages 11 and 12 frighten you. Remember the puzzle from last week? By finding the verb stem in the second principle part, you have taken a piece of the puzzle out. When you put the endings on it, you are putting the puzzle back together. Remember how easily you worked the puzzle on the third day? Now look back at the verbs you had in Chapter 1. Can you find their stems? Let's highlight them."

Answer Key for above exercise:

amo, **amare**, amavi, amatum
do, **dare**, dedi, datum
intro, **intrare**, intravi, intratum
laboro, **laborare**, laboravi, laboratum
narro, **narrare**, narravi, narratum

3. Now say to the children, "Think of the principle parts in Chapter 1 as Legos or puzzle pieces with which we build Latin words and thoughts. It is good to remember all the new grammar terms. Sometimes this can be like learning a foreign language, too!"

"So far we have seen:"

Conjugate: to list all the forms of a verb (put endings on a stem)

Conjugation: the listing together of a verb's forms with the endings

Principle Parts: the four different forms of a Latin verb

Present: the name of the first principle part

Infinitive: the name of the second principle part

Perfect: the name of the third principle part

Passive Participle or Supine: the name of the fourth principle part

Number: singular or plural

Person: first – I/we; second – you/you(all); third – he/she/it/they (These are the subject pronouns of the English *personal* pronouns.)

Stem: the beginning of a verb, to which the present tense endings are added

ALERT: It is easier to see the principle parts in the chart in Chapter 1 (page 4) and memorize them that way.

ASSIGNMENT

Primer A worksheet

COMPLETED GRADED

Have the children do the Chapter 2 WORKSHEET of *Primer A*.

Conjugating a Verb Basics

Chapter 2

BOOKS

Latin for Children Primer A
Latin for Children Activity Book Primer A
Latin for Children Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

3 x 5 cards
Conjugation Practice Sheet provided below

OBJECTIVE

To introduce the mechanics of conjugating a verb

TEACHING

1. Have the children review the vocabulary and chant for Chapter 2 with the DVD or CD; then say them without the helps.
2. Carefully correct the Chapter 2 WORKSHEET with the children. Once again, point to the verb ending and translate it first: 1. am-**o**, **I** love; 7. ama-**tis**, **you (all)** love; 8. intra-**nt**, **they** enter; 9. narra-**s**, **you** tell; 10. labora-**mus**, **we** work; 11. da-**t**, **he/she/it** gives
3. Have the children try conjugating the verbs from Chapter 1 on the additional worksheet provided below. Do I. together, and then allow the children to work on the rest of the tables. This will help them become familiar with the different forms they will be reading in the future. Correct the tables together. Once the mechanics are completed, randomly pick a form from each table, and have the children translate it orally, remembering to translate the ending of the verb also.

Example: narramus: tell **we, we** tell
 dant: give **they, they** give

ASSIGNMENT

Have the children work in the *Activity Book*. If they have not done the "Mix & Match" Activity on page 8, have them do it.

Conjugation Practice: Chapter 2
Scholars: verb conjugation tables

I. Verb: narro, **narrare**, narravi, narratum

Stem: _____

singular

plural

1st person _____

2nd person _____

3rd person _____

II. Verb: do, **dare**, dedi, datum

Stem: _____

singular

plural

1st person _____

2nd person _____

3rd person _____

III. Verb: laboro, laborare, laboravi, laboratum

(The stem is not highlighted. Can you find it yourself?)

Stem: _____

singular

plural

1st person _____

2nd person _____

3rd person _____

I. Verb: narro, **narrare**, narravi, narratum

Stem: **narra**

singular

plural

1st person narro

 narramus

2nd person narras

 narratis

3rd person narrat

 narrant

II. Verb: do, **dare**, dedi, datum

Stem: **da**

singular

plural

1st person do

 damus

2nd person das

 datis

3rd person dat

 dant

III. Verb: laboro, laborare, laboravi, laboratum

(The stem is not highlighted. Can you find it yourself?)

Stem: **labora**

singular

plural

1st person laboro

 laboramus

2nd person laboras

 laboratis

3rd person laborat

 laborant

Conjugating a Verb Basics

Chapter 2

BOOKS

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Latin for Children Primer A Answer Key
Latin for Children Primer A DVD and Chant CD

MATERIALS

3 x 5 cards
Advanced or collegiate dictionary

OBJECTIVE

To introduce the mechanics of conjugating a verb

TEACHING

1. Have the children review the vocabulary and chant for Chapter 2 with the DVD or CD, or try them on their own. Have them quiz each other orally on both the vocabulary words and some of the grammatical terms. (For an added challenge, include words from last week's list.)
2. Have the children look over the highlighted or underlined concepts in the Grammar section of Chapter 2.
3. Have the children take out the conjugation paper from yesterday. Say, "Which one is your favorite verb today?" Once they choose, have the children chant it out loud and translate each form.
4. Have the children work on the Chapter 2 DERIVATIVE WORKSHEET. Assist them if they need help.

ALERT: The Activity Book has quite a few exercises that are interesting to a child. It is important to check their work in it as well, but not as carefully as in the workbook. For instance, on the mazes, simply check to see that the answers at the bottom of the maze are correct. Always check Latin spelling, and point out errors for correction.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the children work in the *Activity Book* on Chapter 2.