

Latin 5

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.

Chapter 1

1st and 2nd Declension Nouns Review**BOOKS**

Latin for Children: Primer C
Latin for Children: Primer C Answer Key
Latin for Children Activity Book: Primer C
Latin for Children DVD Set: Primer C
Cambridge Latin Course: Unit 1
Cambridge Latin Course: Unit 1 Teacher's Manual

MATERIALS

3 x 5 note cards
 Vocabulary flashcards from *Primers A & B*
 Highlighters
 Post-It Flags

OBJECTIVE

To review noun endings and their functions

TEACHING

ALERT: Before you begin, take a little time to become acquainted with the Cambridge Latin Teacher's Manual. It is not merely an answer key. Use the Post-It Flags to mark the different sections of this manual.

- Place the 1st flag on pg. 22. This is the beginning of the commentaries on the different illustrations in the student text. It also has an overview of grammatical particulars covered in each stage. They are in a gray box under the title.
- Place the 2nd flag on pg. 92. These are additional diagnostic reading tests. We will use them as additional readings instead of testing.
- Place the 3rd flag on pg. 95. This is an additional list of derivatives that includes English, French and Spanish words.
- Place the 4th flag on pg. 120. This is the answer key to the student readings and exercises. They are listed by title and page.

1. Have the child watch Chap. 1 on the DVD and chant the vocabulary and the noun endings with the DVD.

ALERT: There is an error on the DVD and in the text of *Primer C*. The Latin adjective for "free" is *liber*, *libera*, *liberum*. Have the child correct it in the text.

2. Have the child look carefully at the vocabulary on page 1 of *Primer C*. Ask the child, "Do you remember how to tell a verb's conjugation?"
by the stem vowel.
3. "Where is the stem vowel on these verbs?"
in the 2nd principal part before the -re.
4. "Do you remember the name of the 2nd principal part?"
infinitive

5. "Looking at the stem vowels of these words, in which conjugation do they belong?"
bibo, bibere...3rd; curo, curare...1st; convoco, convocare...1st; festino, festinare...1st; porto, portare...1st; saluto, salutare...1st

6. Now direct the child to the nouns on this list. Ask the child to identify the declensions of these nouns.
colonus, -i, m. 2nd; toga, -ae, f. 1st

7. Now have the child look at the additional vocabulary list on pg.18 of *Cambridge Latin Course: Unit 1*. These words are listed differently, in alphabetical order and without principal parts. Have the child memorize this vocabulary with principal parts, provided on pg. 3 of this guide. This list should be studied for two weeks. If you have been using the *Latin for Children Primers*, you will find that nine of these words are review.

8. Have the child make vocabulary cards and find or make new cards for the review words.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child begin working on Chap. 1 in the *Latin for Children Activity Book: Primer C*.

ALERT: The Hint Me! On page 5 should read: "Need some help? Look on the bottom of page 7."

ALERT: The mastery of any language will take more time than a class period. This is a reminder to set aside about 10–15 minutes to review vocabulary and endings each day outside of class time.

Cambridge Latin Course: Unit 1–Stage 1 Vocabulary List

Stage 1 “Caecilius” Vocabulary (pg.18)

atrium, atrii, n.: *atrium, reception hall*

canis, canis, c.: *dog*

coquus, -i, m.: *(a) cook*

cubiculum, i, n.: *bedroom*

culina, -ae, f.: *kitchen*

*sum, esse, fui, futurus: *to be*

*filius, filii, m.: *son*

*hortus, -i, m.: *garden*

*in (+abl.): *in, on*

*laboro, laborare, laboravi, laboratus: *to work, labor*

*mater, matris, f.: *mother*

*pater, patris, m.: *father*

*sedeo, sedēre, sedi, sessus: *to sit*

tablinum, -i, n.: *(a) study, home office*

triclinium, triclinii, n.: *dining room*

*via, -ae, f.: *road, street, way*

*Indicates that these words were studied in *Latin for Children: Primers A and B*.

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Post-It Flags

OBJECTIVE

To review noun endings and their functions

TEACHING

1. Have the child watch Chap. 1 on the DVD and chant the vocabulary and the noun endings with the DVD.
2. Read pgs. 3–4 in *Primer C* out loud with the child.
Things to note: Gender—masculine, feminine, neuter
Number—singular, plural
Case—nominative, genitive, dative, accusative, ablative
Noun Job Abbreviations
3. Translate the sentences on pg. 7 with the child.

ALERT: *The Primer C Answer Key does not match these sentences. Sentence 1 in Primer C is Sentence 3 on pg. 7 in the Primer C Answer Key. Sentences 1 and 2 in the Primer C Answer Key are not in the text of Primer C. Terra firma—firm ground; Vox populi—voice of the people.*

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child continue to work on Chap. 1 in the *Latin for Children Activity Book: Primer C*.

Chapter 1

1st and 2nd Declension Nouns Review**BOOKS**

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MATERIALS

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OBJECTIVE

To review noun endings and their functions

TEACHING

1. Have the child recite the vocabulary and the noun endings independently.
2. Have the child open *Cambridge Latin* to pgs. 2–6. These sentences will seem very easy for the child, and they are. Remind the child that this book is a kind of primer for more difficult Latin and each step must be mastered from the very beginning. Have the child read the Latin out loud and then translate the sentences orally. After sentences 1–6, ask the child, "Do you recognize this sentence pattern?"
SN-LV-PrN
3. Now have the child read sentences 7–12. Ask the child to observe the sentence pattern and say, "What word order is happening in these sentences?"
SN-LV
4. "What is happening after the LV?"
a prepositional phrase. (P-OP)
5. Now direct the child to the sentences in 13 on pg. 5. Point out that in this text of Latin stories only proper nouns are capitalized, and it is very important to pay attention to punctuation. (Latin was written without upper and lower case letters and without punctuation, sometimes without spacing between words. This device in the text is to prepare students for something they may encounter when reading a Roman author in the future.) Say to the child, "It is important to remember the simple rules of an English sentence when you are writing down your translations. What are they?"
The child may recite the Shurley grammar jingle or come to these five conclusions: 1. It has a subject (SN or SP); 2. It has a verb (V, Vt, LV); 3. It makes sense; 4. It has a capital letter; and 5. It has an end mark
6. Have the child read the Latin out loud. Ask the child to notice the verbs in both sentences. Ask, "Where are the verbs: in the beginning, middle, or end of the sentences?"
middle and end.

7. Now translate the rest of the sentences 14–18.

ALERT: Here is a reminder about successful reading of Latin:

1. Read the entire sentence out loud. The child may repeat after the teacher or try the Latin independently.
2. Notice the endings on the words, then think about the definitions or meanings.
3. Attach possible meanings, then narrow it down to the probable meaning.
4. Very often the verb is the last word in a Latin sentence, and if there is a SN, it will probably be the first word—check the ENDINGS and pay attention to tense signs, like the -ba- for the imperfect tense and -bi- for the future tense.

8. Because the linking verb (LV-*est*) is in the middle of the first sentences, the child will be tempted to translate the second set of sentences with the helping verb in the middle, like this:

13. pater est in tablino. *Father **is** in the study.*
pater in tablino scribit. *Father **is** in the study **writing**.*

Redirect the child to the better translation: *Father **is writing** in the study.* Remind the child not to separate the helping verb (HV-*is*) from the verb (V-*writing*) in the English translation. It is a little thing, but a good habit to develop, because it will prevent confusion on longer, more difficult sentences in the future.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child continue to work on Chap. 1 in the *Latin for Children Activity Book: Primer C*.

Translate

COMPLETED GRADED

Have the child reread/translate pgs. 2–6 in *Cambridge Latin* quickly.

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MATERIALS

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 Highlighters

OBJECTIVE

To review noun endings and their functions

TEACHING

1. Have the child recite the vocabulary and the noun endings independently .
2. Review the main points of the grammar pages (pgs.3–4) in *Primer C* with the child.
 - A. Three characteristics of nouns: gender (m., f., n.); number (singular or plural); and case (nominative, genitive, dative, accusative, ablative)
 - B. The ending on a noun in a sentence identifies these characteristics.
 - C. Adjectives agree with the nouns they modify in gender, case and number.
 - D. Abbreviations for "noun jobs" (functions in a sentence)
 - SN = **S**ubject **N**oun
 - PN (PrN*) = **P**redicate **N**oun or **N**ominative
 - PA* (PrA) = **P**redicate **A**djective
 - PNA = **P**ossessive **N**oun **A**djective
 - DO = **D**irect **O**bject, object of the verb
 - OP = **O**bject of the **P**reposition
 - E. The three characteristics of verbs (so far!): person (1st, 2nd, 3rd); number (singular or plural); tense (present, imperfect, future...)
3. Have the child work on the Memory Worksheet on pgs. 5–6 of *Primer C*.

*These are the abbreviations in the *Shurley English* texts.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child complete Chap. 1 in the *Latin for Children Activity Book: Primer C*.

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Highlighters

OBJECTIVE

To review noun endings and their functions

TEACHING

1. Have the child recite the vocabulary and the noun endings independently.
2. Have the child take the quiz on pgs. 9–10 in *Primer C*.
3. Correct it with the child.
4. The child may work on the crossword puzzle on pg.8.

ASSIGNMENT

None

Chapter 2

3rd Declension Noun Review

BOOKS

Latin for Children: Primer C
Latin for Children: Primer C Answer Key
Latin for Children Activity Book: Primer C
Latin for Children DVD Set: Primer C
Cambridge Latin Course: Unit 1
Cambridge Latin Course: Unit 1 Teacher's Manual

MATERIALS

3 x 5 note cards
 Vocabulary flashcards from *Primers A & B*
 Highlighters

OBJECTIVE

To review 3rd declension noun endings and introduce some uses of the dative case

TEACHING**REVIEW**

Have the child continue to chant the 1st and 2nd declension endings from pg. 1 of *Primer C*.

INSTRUCTION

1. Have the child watch Chap. 2 on the DVD with *Primer C* opened to pgs. 11–12. Have the child chant the 3rd declension endings and the vocabulary with the DVD. Remind the child to observe the words carefully, to notice the stem vowels on the verbs and the genitive singular endings on the nouns.
2. Direct the child's attention to the new verbs on pg. 11. Ask the child to give the conjugation for each verb and explain why.
 lego, legere...3rd (e); disco, discere...3rd (e); doceo, docere...2nd (e); studeo, studere...2nd (e); cognosco, cognoscere...3rd (e).
3. Ask the child to identify the declensions of the nouns, including the review words.
 schola, -ae...1st; liber, libri...2nd; rex, regis...3rd; uxor, uxoris...3rd; iter, itineris...3rd; finis, finis...3rd; mare, maris...3rd
4. Have the child make vocabulary cards for the new vocabulary in Chap. 2.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child begin to work on Chap. 2 in the *Latin for Children Activity Book: Primer C*

Chapter 2

3rd Declension Noun Review

BOOKS

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OBJECTIVE

To review 3rd declension noun endings and introduce some uses of the dative case

TEACHING

REVIEW

Have the child continue to chant the 1st and 2nd declension endings from pg. 1 of *Primer C*.

INSTRUCTION

1. Have the child watch Chap. 2 on the DVD and chant the 3rd declension endings and the vocabulary with the DVD.
2. Have the child also review the stage 1 vocabulary in *Cambridge Latin*.
3. Read the grammar sections, pgs. 12–14 in *Primer C* out loud with the child.

Things to note: • There are some verbs, like *impero* and *studeo*, that are transitive (can take a DO) in English, but are intransitive in Latin. These verbs usually take a noun in the dative case that *can* translate like a DO.

Caesar militibus imperat.

Caesar gives orders to the soldiers. *

or

Caesar orders the soldiers.

*This is a better way to translate *impero* with a dative for children. It may seem awkward, but it keeps the translation literal and will help the child comprehend the sense of the dative case in the long run.

FYI: *Impero* is not used with an infinitive to show either command or purpose in classical Latin. The verb *iubeo* will take an objective clause [SAcc - Inf/DO] as its DO (we have seen this construction in the readings of *Reader B* and *Primer B*).

- The neuter rule: Neuter nouns always have the same endings in the accusative that they have in the nominative, and the nominative and accusative plural always end in short a.
- Pg. 13: Ways to identify i-stem nouns of the 3rd declension.
- Pg. 14: The primary purpose of the dative case is for an indirect object (IO). But when seeing a dative, remind the child that the key words for translating it are "to" and "for".

4. Work on pg. 17 in *Primer C* with the child. Have the child underline or circle the nouns in the dative case. Then translate the sentences.

- answer key:
1. In schola, magister discipulis libros dat.
 2. Magister etiam discipulis tabulas dat.
 3. Discipuli dicunt, "Gratias tibi agimus."
 4. Rex epistulam parvam uxori mittit. Servus uxori dat. Haec verba sunt in epistula:
 5. Regina epistulam scribit et regi eam mittit.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child continue working on Chap. 2 in the *Latin for Children Activity Book: Primer C*

Chapter 2

3rd Declension Noun Review

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OBJECTIVE

To review 3rd declension noun endings and introduce some uses of the dative case

TEACHING

REVIEW

Have the child continue to chant the 1st and 2nd declension endings from pg. 1 of *Primer C*.

INSTRUCTION

1. Have the child chant the 3rd declension endings and the vocabulary independently.
2. Have the child also review the stage 1 vocabulary in *Cambridge Latin*.
3. Read pgs. 13–16 with the child about the houses in Pompeii. There are further descriptions of the pictures on pgs. 23–24 in the *Cambridge Latin Teacher's Manual*.
4. Have the child look over pg. 2 to review the story's characters. Then have the child turn to pg. 7 and read the story, *Cerberus*. (See *Cambridge Latin Teacher's Manual*, pg. 120 for a translation.)
5. Now have the child read pg. 8, About the Language. Ask the child what the word order (sentence pattern) is in section B. Then ask, "How is it different from English? How is it the same?"
sentence pattern is SN-V. The prepositional phrase is before of the verb in Latin and after the verb in English. The sentence pattern is the same as English.
6. The Practicing the Language section on pg. 9, is an optional exercise.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the child continue working on Chap. 2 in the *Latin for Children Activity Book: Primer C*.