Latin 6

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 x 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 Song School Latin, 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.

Grade	Curriculum
2nd	Song School Latin Book 1
3rd	Latin for Children A
4th	Latin for Children B
5th	Latin for Children C and Cambridge Latin Course Unit 1
6th	Cambridge Latin Unit 2 and Wheelock's Latin

BEFORE YOU BEGIN

1. For Song School Latin
    a. Read about classical and ecclesiastical pronunciations on pages 5 and 6 of the teacher's edition and decide which one you will use throughout the course.
    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.

2. 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.

3. For the Cambridge texts
   a. Become familiar with the contents of the text book. Chapters in this text are called "Stages."
   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.

4. 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.

Verbs; First & Second Conjugations; Adverbs; Reading & Translating

BOOKS
Wheelock's Latin

MATERIALS
Pencil
Highlighter

OBJECTIVE
To understand first and second conjugation verbs in the present tense and the imperative mood.

TEACHING

REVIEW
Communication in any language is possible only when words have meaning. Since the meaning of words is so important when studying language, each chapter's first lesson will focus on Latin vocabulary words, their meanings, and English derivatives. Each chapter's final lesson will consist of a vocabulary quiz or exam.

INSTRUCTION
1. Have the child look over Ch. 1 vocabulary on pp. 5–6 of *Wheelock's Latin*. The Latin vocabulary words are presented in bold type, followed by the part of speech and definition.

2. Direct the child to notice that some vocabulary entries are quite short (ex. *me* or *quid*) while other entries consist of four words (ex. *amo, amare, amavi, amatum*). The goal is to memorize all the text in bold as well as the definitions (the most commonly-used definitions are listed first).

3. Verbs usually consist of four words, or principal parts. Note that the first principal part is the present first-person form, the second is the infinitive, the third is the perfect first-person form, and the fourth is the perfect passive participle. We will learn more about these principle parts as we go. For now, notice that some infinitive forms end in –are (ex. *amo,* ***amare****, amavi, amatum*). All verbs which have –are in the infinitive are called first conjugation verbs. All verbs which have –Ere (ex. *debeo,* ***debere****, debui, debitum*) are called second conjugations. While it is not necessary to memorize the long marks, or macrons, as found on the vocabulary entries, it is important to remember that second conjugation verbs have a long mark over the E in the –Ere ending.

4. Have the child read aloud each Latin vocabulary word, using the pronunciation rules on pp. xxxix–xliv as a guide. In the beginning, pronunciation may seem awkward, but with practice, the student will improve. Visit www.wheelockslatin.com for free downloadable recordings of all vocabulary lists.

5. Direct the child to note the English derivatives which are listed in parentheses after each vocabulary word. Explain to the child, "A derivative is an English word which has its origin in the Latin language. For example, the English word *donation* comes from the Latin *do, dare, dedi, datum.* We can see the Latin word *do* quite clearly in the beginning of *donation*, and we understand that both the English and the Latin words involve *giving*."

6. "We will learn more about these words in our next lesson. For now, let's read the list several times and make flashcards so that we can begin to memorize all of the definitions."

7. Using index cards (you may cut them in half, if you wish), write the entire Latin word on one side and the English definition on the other. Review flashcards every day until the student has mastered all of the words.

8. Have the student complete the derivative worksheet below.

ASSIGNMENT

Make vocabulary cards and complete the derivative worksheet. ☐COMPLETED ☐ GRADED

Chapter 1 Derivative Worksheet

1. An *amateur* photographer takes photographs because
   a. he loves his hobby.
   b. photography pays well.
   c. he thinks it is a good idea.
   d. he receives praise for his skill.

2. *Amateur* is derived from the Latin word _____.

3. In the phrase *To err is human*, what does *to err* mean?
   a. To owe
   b. To give
   c. To make a mistake
   d. To be well

4. *Err* is derived from the Latin word _____.

5. Martin Luther taught that a *vocation* is a special _____ from God.
   a. Warning
   b. Observation
   c. Greeting
   d. Calling

6. *Vocation* is derived from the Latin word _____.

7. A video is something one
   a. hears
   b. feels
   c. sees
   d. smells

8. *Video* is derived from the Latin word _____.

9. A valedictory address
   a. gives encouragement.
   b. guards against error.
   c. praises accomplishments.
   d. says farewell.

10. *Valedictory* is derived from the Latin word _____.

Chapter 1 Derivative Worksheet Answer Key

1. An *amateur* photographer takes photographs because
   - **a. he loves his hobby.**
   - b. photography pays well.
   - c. he thinks it is a good idea.
   - d. he receives praise for his skill.

2. *Amateur* is derived from the Latin word ***amo, amare, amavi, amatum***.

3. In the phrase *To err is human*, what does *to err* mean?
   - a. To owe
   - b. To give
   - **c. To make a mistake**
   - d. To be well

4. *Err* is derived from the Latin word ***erro, errare, erravi, erratum***.

5. Martin Luther taught that a *vocation* is a special _____ from God.
   - a. Warning
   - b. Observation
   - c. Greeting
   - **d. Calling**

6. *Vocation* is derived from the Latin word ***voco, vocare, vocavi, vocatum***.

7. A video is something one
   - a. hears
   - b. feels
   - **c. sees**
   - d. smells

8. *Video* is derived from the Latin word ***video, videre, vidi, visum***.

9. A valedictory address
   - a. gives encouragement.
   - b. guards against error.
   - c. praises accomplishments.
   - **d. says farewell.**

10. *Valedictory* is derived from the Latin word ***valeo, valere, valui, valiturum***.

Verbs; First & Second Conjugations; Adverbs; Reading & Translating

BOOKS
Wheelock's Latin

MATERIALS
Pencil
Highlighter

OBJECTIVE
To understand first and second conjugation verbs in the present tense and the imperative mood.

TEACHING

REVIEW

1. Have the child practice the Ch. 1 vocabulary flashcards, reading Latin to English and also English to Latin.

2. Have the child think of a few derivatives which will help him remember the meanings of his Latin vocabulary words.

INSTRUCTION

1. Read *Wheelock's Latin* Ch. 1, pp. 1–5.

2. "Every Latin verb has five characteristics: person, number, tense, mood, and voice. We will learn about all five characteristics eventually, but today we will focus on person, number, and tense."

3. "By *person*, I mean, who is the subject of the verb? If *I or we* are the subject, we call it first person. If *you* is the subject, we call it second person. If *he, she, it, they, or some subject noun* is the subject, we call it third person."

4. "Let's practice using those terms. I'll read an English sentence, and you tell me the *person*.

5. | | |
   |---|---|
   | "I praise." | *First person* |
   | "You praise." | *Second person* |
   | "He praises." | *Third person* |
   | "The king praises." | *Third person* |
   | "We praise." | *First person* |
   | "The child praises." | *Third person* |
   | "The children praise." | *Third person* |

6. "Notice that the person doing the verb can be either singular or plural. In the excersize we just did, both child and children were the subjects of third person verbs. This brings us to our next characteristic: number. By *number*, I mean, is the subject of the verb singular or plural? Here is a chart to help us."

	SINGULAR	PLURAL
FIRST PERSON	I	WE
SECOND PERSON	YOU	YOU (YOU ALL)
THIRD PERSON	HE, SHE, IT or SUBJECT NOUN	THEY or PLURAL SUBJECT NOUN

7. "Let's do the same exercise as before, but this time, tell me the person and number for each verb. "

"I praise." *First person, singular*
"You praise." *Second person, singular or plural* (Note that "you" can be singular or plural in English, but it has different verb endings in Latin.)
"He praises." *Third person, singular*
"The king praises." *Third person, singular*
"We praise." *First person, plural*
"The child praises." *Third person, singular*
"The children praise." *Third person, plural*

8. "By *tense*, I mean, when is the verb taking place? In the present, or future, or past? We will learn about all these tenses eventually, but today, let's focus on the present tense. The present tense refers to verbs happening now, like *I praise, I am praising, or I do praise.*"

9. "Now we will take everything we have learned about person, number, and tense and apply it to Latin verbs. Before we do, I have to tell you something very important. This is the key to unlocking the mysteries of Latin grammar: The *endings* of Latin words change. The *endings* of words show you how to translate the word. Look at this chart to see what I mean."

Amo	Amamus
Amas	Amatis
Amat	Amant

10. "Looking at this chart, you can guess that those words have something to do with our vocabulary word *love*. The endings change from o, to s, to t, etc. Those endings, technically called personal endings, tell us the person, number, and tense of the verb."

11. "Whenever you see an "o" at the end of a verb, you will translate that verb with the subject "I". Whenever you see an "s" at the end of a verb, you will translate that verb with the subject "you (singular)". Look at this chart to see how we find the subject of our verbs by looking at the endings:

o = I	mus = we
s = you (singular)	tis = you (plural)
t = he, she, it, or a subject noun	nt = they or a plural subject noun

12. "Therefore, *amo* is translated as *I love*; *amas* is translated as *you(singular) love.* How would we translate the following verbs:

"Amat"	*He, she, or it loves*
"Amamus"	*We love*
"Amatis"	*You (plural) love*
"Amant"	*They love*

13. "We can apply this pattern to all the verbs on our list. How would we translate the following verbs:

"Do"	I give
"Servas"	You (singular) preserve
"Vident"	They see
"Vocamus"	We call

14. "We will practice this some more on today's worksheet. Next, let's learn how to add these endings to our verbs so that we can see all the present forms of a verb on one chart. This is called *conjugating* a verb."

15. "The first step is to memorize these charts or paradigms. That way we have a model to follow as we move on to other verbs from our vocabulary list. We will be learning new charts or paradigms each chapter, so be sure to practice them regularly so that you don't forget them."

o	mus
s	tis
t	nt

Amo	Amamus
Amas	Amatis
Amat	Amant

16. "Notice how the first block on our amo chart corresponds with the first principal part for that vocabulary entry (ex. ***amo,*** *amare, amavi, amatum).* The first word for any verb on our lists is always going to be first person, singular, present. If we are conjugating *voco, vocare, vocavi, vocatum*, we would automatically put *voco* into the first block of our chart like this:

voco	

17. "To fill in the rest of the chart, you must first of all find the verb stem by removing the –re from the second principal part of your vocabulary word (ex. *voco,* ***vocare****, vocavi, vocatum*). If you remove the –re from *vocare*, you are left with *voca*, and that is the stem. Before we go on, let's practice finding the stems of other verbs from our list:"

"videre"	*vide*
"cogitare"	*cogita*
"errare"	*erra*

18. "Add your personal endings (o, s, t, mus, tis, nt) to your stem, and you have just conjugated your verb in the present tense!"

voco	vocamus
vocas	vocatis
vocat	vocant

19. "The stem is also handy for forming imperative verbs. An imperative verb is used to give a command. Examples in English are: *Stop! Love your neighbor. Listen carefully.* The verb stem, all by itself, with no endings added, is the singular imperative form (used to give a command to one person). If you add a –te to the stem, it is a plural imperative.

    Ama = Love!
    Amate = (All of you) Love!

ASSIGNMENT

Verb conjugation worksheet; vocabulary and paradigm review ☐COMPLETED ☐ GRADED

Chapter 1 Grammar Worksheet

Translate the following:

1. laudo
2. laudamus
3. laudant
4. laudas
5. laudatis
6. video
7. videmus
8. videt
9. vide
10. videte

Find the verb stem:

1. amare
2. cogitare
3. debere
4. dare
5. errare
6. laudare
7. monere
8. terrere
9. valere
10. videre

Conjugate the following verb in the present tense:

Voco, vocare, vocavi, vocatum

Chapter 1 Grammar Worksheet ANSWER KEY

Translate the following:

11. laudo *I praise*
12. laudamus *we praise*
13. laudant *they praise*
14. laudas *you (singular) praise*
15. laudatis *you (plural) praise*
16. video *I see*
17. videmus *we see*
18. videt *he sees*
19. vide *See!*
20. videte *(All of you) See!*

Find the verb stem:

11. amare *ama*
12. cogitare *cogita*
13. debere *debe*
14. dare *da*
15. errare *erra*
16. laudare *lauda*
17. monere *mone*
18. terrere *terre*
19. valere *vale*
20. videre *vide*

Conjugate the following verb in the present tense:

Voco, vocare, vocavi, vocatum

voco	*vocamus*
vocas	*vocatis*
vocat	*vocant*

Verbs; First & Second Conjugations; Adverbs; Reading & Translating

BOOKS
Wheelock's Latin

MATERIALS
Pencil
Highlighter

OBJECTIVE
To understand first and second conjugation verbs in the present tense and the imperative mood.

TEACHING

REVIEW
Have the child practice the Chapter 1 vocabulary and then recite the given paradigms from memory:

o	mus
s	tis
t	nt

Amo	Amamus
Amas	Amatis
Amat	Amant

INSTRUCTION
1. Open *Wheelock's Latin* to pp. 6–7. Work with your child as you translate these sentences together.

2. When translating, first be sure that you know what all the words mean. If you have not yet memorized a word, look it up in the glossary provided on p. 470. Latin word order is quite different from English word order, so be aware that you will not simply read the words from left to right. Instead, you may find the Latin verb at the end of the sentence even though it is one of the first words you will use in your translation.

3. Next, focus on the verb. The verb ending will give you the person and tense necessary for accurate translation.

See the answer key for detailed grammatical analysis.

ASSIGNMENT
None

Chapter 1 Sententiae

Translate the following:

1. Labor me vocat.

2. Mone me, abavo te, si erro.

3. Festina lente.

4. Laudas me; culpant me.

5. Saepe peccamus.

6. Quid debemus cogitare?

7. Conservate me!

8. Rumor volat.

9. Me non amat.

10. Nihil me terret.

11. Apollo me saepe servat.

12. Salvete! Quid videtis? Nihil videmus.

Chapter 1 Sententiae ANSWER KEY

Translate the following:

1. Labor me vocat.
Work calls me.

Note that vocat ends in a –t, telling us that he, she, it or a subject noun is the subject of the verb. Labor is the subject of vocat. We will learn more about nouns in the next chapter.

2. Mone me, si erro-amabo te!
Warn me, please, if I make a mistake.

Note that mone *is a singular imperative form, used to give a command.* Amabo te *is an idiom for* please.

3. Festina lente.
Make haste slowly.

Note that festina *is a singular imperative form, used to give a command.*

4. Laudas me; culpant me.
You praise me; they blame me.

5. Saepe peccamus.
We sin often.

6. Quid debemus cogitare?
What ought we to think?

Note that cogitare *in the second principal part, or infinitive form. Infinitives are translated to + verb, in this case, to think.*

7. Conservate me!
Save me!

*Perhaps this is how you and your child might be feeling about Latin. Be of good cheer! You can do it! Also, note the –*te *ending is a plural imperative form, used to give a command to more than one person.*

8. Rumor volat.

Rumor flies.

9. Me non amat.
He does not love me.

Note that he, she, or it *can be the subject of amat. Unless the context suggests otherwise, we will use* he *for translations.*

10. Nihil me terret.
Nothing terrifies me.

Not even Latin? Good attitude!

11. Apollo me saepe servat.
Apollo often guards me.

We will learn about Roman mythology throughout our studies.

12. Salvete! Quid videtis? Nihil videmus.
Hello! What do you see? We see nothing.

Note that the plural imperative form salvete *is used as a plural greeting. If you greet one person, use* salve!

Verbs; First & Second Conjugations; Adverbs; Reading & Translating

BOOKS

Wheelock's Latin

MATERIALS

Pencil
Highlighter

OBJECTIVE

To understand first and second conjugation verbs in the present tense and the imperative mood.

TEACHING

REVIEW

Have the child practice the Chapter 1 vocabulary and then recite the given paradigms from memory.

o	mus
s	tis
t	nt

Amo	Amamus
Amas	Amatis
Amat	Amant

INSTRUCTION

1. Review how to conjugate Latin verbs. Using the pattern of the *amo* paradigme, conjugate the following verbs:

   Laudo, laudare, laudavi, laudatum

laudo	*laudamus*
laudas	*laudatis*
laudat	*laudant*

   Moneo, monere, monui, monitum

moneo	*monemus*
mones	*monetis*
monet	*monent*

2. Open your *Wheelock's Latin* to p. 7. Translate the Horace paragraph with your child. Read the sentences aloud, one at a time. First, make sure that your child understands what all the words mean. Second, pay close attention to the verb endings. Third, remember that you cannot simply translate the words from left to right. Your English word order will be different from the Latin word order.

Maecenas et Vergilius me hodie vocant.

Maecenas and Vergil call me today.

Quid cogitare debeo?

What ought I to think? (What should I think?)

Quid debeo respondere?

What ought I to respond? (What should I respond?)

Si erro, me saepe monent et culpant; si non erro, me laudant.

If I make a mistake, they often warn and blame me; if I do not make a mistake, they praise me.

Quid hodie cogitare debeo?

What ought I to think today? (What should I think today?)

ASSIGNMENT

Prepare for vocabulary quiz on Chapter 1. ☐ COMPLETED ☐ GRADED

Verbs; First & Second Conjugations; Adverbs; Reading & Translating

BOOKS

Wheelock's Latin

MATERIALS

Pencil
Highlighter

OBJECTIVE

To understand first and second conjugation verbs in the present tense and the imperative mood.

TEACHING

REVIEW

Have the child practice Chapter 1 vocabulary and then recite the given paradigms from memory.

o	mus
s	tis
t	nt

Amo	Amamus
Amas	Amatis
Amat	Amant

INSTRUCTION

Have the child complete the Chapter 1 vocabulary quiz.

ASSIGNMENT

None

Chapter 1 Vocabulary Quiz

1. me _____
2. nihil _____
3. si _____
4. cogito, cogitare, cogitavi, cogitatum _____
5. servo, servare, servavi, servatum _____
6. to call, summon _____
7. to see, observe _____
8. to be strong _____
9. to praise _____
10. not _____

o	

amo	

Chapter 1 Vocabulary Quiz ANSWER KEY

1. me	me
2. nihil	nothing
3. si	if
4. cogito, cogitare, cogitavi, cogitatum	to think
5. servo, servare, servavi, servatum	to preserve, save
6. to call, summon	voco, vocare, vocavi, vocatum
7. to see, observe	video, videre, vidi, visum
8. to be strong	valeo, valere, valui, valiturum
9. to praise	laudo, laudare, laudavi, laudatum
10. not	non

o	mus
s	tis
t	nt

amo	amamus
amas	amatis
amat	amant

Note: the child should strive to remember as many English definitions as possible, but only one is required to earn full credit on a vocabulary quiz (ex. salveo, salvere: to be well *is full credit, but* salveo, salvere: to be well, be in good health *is ideal). The child is required to spell all words correctly, and all principal parts of the verb are required for full credit. A half point is deducted for misspellings or incomplete answers (ex.* amo *instead of the full answer* amo, amare, amavi, amatum*). Long marks, or macrons, are not required on the quiz, although it is beneficial for the student to observe them.*

First Declension Nouns & Adjectives; Prepositions, Conjunctions, Interjections

BOOKS
Wheelock's Latin

MATERIALS
Pencil
Highlighter

OBJECTIVE
To understand First Declension Nouns and Adjectives

TEACHING

REVIEW
Have the child practice the Chapter 1 vocabulary and then recite the paradigms from memory.

INSTRUCTION
1. Have the child look over Ch. 2 vocabulary on pp. 13–14 of *Wheelock's Latin.* The Latin vocabulary words are presented in bold type, followed by the part of speech and definition.

2. Direct the child to notice that some vocabulary entries now include the genders *masculine, feminine, neuter* (abbreviated m., f., and n.). The goal is to memorize all the text in bold as well as gender for each noun.

3. Have the child read aloud each Latin vocabulary word, using the pronunciation rules on pp. xxxix–xliv as a guide. In the beginning, pronunciation may seem awkward, but with practice, the student will improve. Visit www.wheelockslatin.com for free downloadable recordings of all vocabulary lists.

4. Direct the child to note the English derivatives which are listed in parentheses after each vocabulary word.

5. "We will learn more about these words in our next lesson. For now, let's read the list several times and make flashcards so that we can begin to memorize all of the definitions."

6. Using index cards (you may cut them in half, if you wish), write the entire Latin word on one side and the English definition on the other. Review flashcards every day until the student has mastered all of the words.

7. Have the student complete the derivative worksheet below.

ASSIGNMENT
Make vocabulary cards and complete the derivative worksheet. ☐COMPLETED ☐ GRADED

Derivative Worksheet

1. Someone who is unfortunate could be said to have bad
    a. habits
    b. memory
    c. luck
    d. teeth

2. *Irate* comes from the Latin word _____.

3. Someone who is *patriotic* is proud of his
    a. country
    b. mother
    c. accomplishments
    d. car

4. A vital organ is one necessary for _____.

5. *Antique* comes from the Latin word _____.

6. A sentence is used to express a
    a. feeling
    b. thought
    c. opinion
    d. all of the above

7. A rosette is shaped like a _____.

8. A magnifying glass makes an object appear _____.

9. *Portal* comes from the Latin word _____.

10. A philosopher loves _____.

Derivative Worksheet ANSWER KEY

1. Someone who is unfortunate could be said to have bad
   a. habits
   b. memory
   c. luck
   d. teeth

2. *Irate* comes from the Latin word *ira, irae F.*

3. Someone who is *patriotic* is proud of his
   a. country
   b. mother
   c. accomplishments
   d. car

4. A vital organ is one necessary for life.

5. *Antique* comes from the Latin word *antiqua –ae.*

6. A sentence is used to express a
   a. feeling
   b. thought
   c. opinion
   d. all of the above

7. A rosette is shaped like a rose.

8. A magnifying glass makes an object appear large.

9. *Portal* comes from the Latin word *porta, portae F.*

10. A philosopher loves wisdom.

First Declension Nouns & Adjectives; Prepositions, Conjunctions, Interjections

BOOKS

Wheelock's Latin

MATERIALS

Pencil
Highlighter

OBJECTIVE

To understand First Declension Nouns and Adjectives

TEACHING

REVIEW

Have the child practice the Chapter 1–2 vocabulary and then recite the paradigms from memory.

INSTRUCTION

1. Read *Wheelock's Latin* Ch. 2, pp. 9–13.

2. "We have already learned that the endings of verbs change. In this chapter, we will learn that the endings of nouns change. The ending of a noun will tell us if that noun in the subject, possessive noun (ex. girl's), indirect object, direct object, or object of a preposition."

3. "First, a few facts about Latin nouns. Latin nouns have been broken into categories called masculine, feminine, and neuter. Nouns have been assigned these genders not because the nouns have anything to do with men or women, but so that we can recognize that all the nouns in each category are similar. Although the idea of nouns with genders is quite foreign in English, many other languages (French, Spanish, Greek, etc.) use genders to describe nouns, and it is important to memorize the gender of each noun on your vocabulary list. Latin nouns have also been divided into five categories, or declensions, which we will study throughout this book."

4. "Latin nouns can be singular or plural, just as in English. Latin nouns can also take on different endings in order to become the subject noun of the sentence, or the direct object of the sentence. To learn the terms for all the forms, or cases, of a noun, see the chart below:"

Case	
Nominative	Subject Nouns, or Predicate Nominatives
Genitive	Shows possession (girl's/girls')
Dative	Indirect Object (to/for)
Accusative	Direct Object, some objects of the preposition
Ablative	Objects of the Preposition
Vocative	Direct Address

"As we become familiar with this terminology, we will refer to the subject nouns in our sentences as *Nominatives*, and possessive nouns as *Genitives*, etc."

5. "Let's practice using these terms with English sentences. In the following sentences, which case would each noun be?"

Hamilcar's son Hannibal was a famous general.

Hamilcar's	*Genitive*
son	*Nominative*
Hannibal	*Nominative*
general	*Nominative*

Hannibal gave his soldiers orders to fight with elephants.

Hannibal	*Nominative*
soldiers	*Dative*
orders	*Accusative*
elephants	*Ablative*

6. If the child is rusty at classifying sentences, or if he is not yet able to identify subject nouns, direct objects, etc., it will be helpful to review these concepts in an English grammar book.

7. "I mentioned before that Latin nouns have been divided into five categories, or declensions. We will learn about the first declension now. The first declension is made up of all the nouns which have an *–ae* in the genitive singular form, also listed as the second principal part on your vocabulary list. For example, *fama, famae F.* and *forma, formae F.* belong to the first declension because both of the second principal parts end in *–ae*. Note that all first declension nouns are feminine, except for a very few, including *sailor, pirate, poet, farmer, inhabitant,* and *charioteer* (ex.*nauta, nautae* ***M.***)*.*

8. "Just as we conjugate a verb in order to see all its forms, we decline a noun to see all its forms. Here is an example using *porta, portae F.* Memorize these paradigmes so that we can use them as patterns to decline other first declension nouns."

	singular	plural
Nominative	porta	portae
Genitive	portae	portarum
Dative	portae	portis
Accusative	portam	portas
Ablative	porta	portis
Vocative	porta	portae

	singular	plural
Nominative	a	ae
Genitive	ae	arum
Dative	ae	is
Accusative	am	as
Ablative	a	is
Vocative	a	ae

9. "To decline a noun, you must first find the noun stem by removing the genitive singular ending.

   Ex. portae ➔ port
   famae ➔ fam

   You might be tempted to think the noun stem is the same as the nominative singular form without the -a. While this may be the case sometimes, it is not always the case, especially as we move into other declensions. Begin the good habit now of forming the noun stem by removing the genitive singular ending."

10. "Add the endings in the chart given above to your noun stem, and you have declined a first declension noun. Let's practice:"

    forma, formae F.

forma	formae
formae	formarum
formae	formis
formam	formas
forma	formis
forma	formae

10. "Note that the vocative case ending is the same as the nominative case ending. This is always true except in the second declension masculine, when –e is the vocative ending instead of –us. We will learn more about that later."

11. "In order for an adjective to modify a noun in Latin, it must agree with that noun in case, number, and gender. In other words, if the noun is nominative, singular, feminine, the adjective must also be nominative, singular, feminine. By looking at the endings, we will be able to recognize when an adjective is modifying a noun.

    Ex. the great gate

	singular	plural
Nominative	porta magna	portae magnae
Genitive	portae magnae	portarum magnarum
Dative	portae magnae	portis magnis
Accusative	portam magnam	portas magnas
Ablative	porta magna	portis magnis
Vocative	porta magna	portae magnae

ASSIGNMENT

Complete the grammar worksheet. ☐COMPLETE ☐ GRADED

Grammar Worksheet

Decline the following nouns:

porta, portae F. stem: _____

ira, irae F. stem: _____

rosa, rosae F. stem: _____

Answer the questions based on the following sentence:

Poeta puellae magnas rosas dat.

1. Which word is the verb? _____

2. Which word is the subject noun? _____

3. Which word is the direct object? _____

4. Which word modifies the direct object? _____

5. Which word is the indirect object? _____