

Latin 4

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.

Verb Review and "Decoding"

Chapter 1

BOOKS

Latin for Children Primer B
Latin for Children Primer B Answer Key
Latin for Children Activity Book Primer B
Libellus de Historia Primer B
Latin for Children DVD Set Primer B

MATERIALS

3 x 5 cards
Vocabulary flashcards from *Primer A*
Red pencil
Highlighters

OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Helpful hints for Latin mastery in Level 2:
 - a. Learn all four principal parts of verbs when they are given.
 - b. Use the chants when reading the Latin stories.
 - c. Have a little fun with the language. Some words just sound funny. A good way to remember some words' meanings is to remember that they strike a funny bone. Of course, not every word is that way. Many are or will be very familiar, but some are funny to hear. My students chuckle when they hear the words for *today – hodie, tomorrow – cras, and yesterday – heri* (pronounced *hairi*). They also like to memorize this little word of advice: *Semper ubi sub ubi*. Keep in mind that the Romans were masters of slapstick comedy and mime. They were excellent copycats and considered being so an art form. It was appropriate to laugh when something was funny if you were Roman.
2. Watch Chapter 1 on the DVD, and repeat the vocabulary and chants with it. Then have children read the words in *Primer B* on their own.
3. Have children make vocabulary cards for the new words in Chapter 1. If the children still have the vocabulary flashcards they made when studying *Latin for Children Primer A*, these are very helpful to keep handy, as many of these words will appear again.

ALERT: *The mastery of any foreign language will require more than just class time. As with any course in the second year, the pace will quicken some, and the requirements for mastery will build on the previous year's work. The assignments in the Activity Book: Primer B will help with retention of vocabulary, but 10-15 minutes of review at another time in the day will also help retain words and grammar. Use the accompanying CD to help with the vocabulary.*

ASSIGNMENT

Activity

COMPLETED GRADED

Have children begin working on Chapter 1 in the *Latin for Children Activity Book Primer B*.

Verb Review and "Decoding"

Chapter 1

BOOKS

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MATERIALS

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Red pencil
Highlighters

OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Watch Chapter 1 on the DVD, and repeat the vocabulary and chants with it. Then have children read the words in *Primer B* out loud on their own.
2. Ask, "Do you remember the name of the second principal part of a verb?"
The infinitive
3. "Do you remember what the *-ae* is on the nouns?"
The genitive singular
4. "Why are these two forms important?"
They tell which conjugation a verb is in and which declension a noun is in.
5. "In which conjugation are these verbs?"
They are in 1st conjugation.
6. "How can you tell?"
The stem vowel is -a-.
7. "In which declension are nouns with an *-ae*?"
They are in 1st declension.
8. Read the Grammar Page of Chapter 1 in *Primer B* aloud with the children. Then have them work on the Chapter 1 Worksheet (pg. 3).

ASSIGNMENT

Activity

COMPLETED GRADED

Have children continue working on Chapter 1 in the *Latin for Children Activity Book Primer B*.

Verb Review and "Decoding"

Chapter 1

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OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Have children practice the Present System Tense Endings Chant and the vocabulary from *Primer B* (pg. 1) aloud on their own.
2. Have children open the *Libellus de Historia, Latin History Reader B* to pg. 9, Caput I, "Augustinus." Ask them to survey the text a few minutes and look for familiar vocabulary, word endings, and sentence structure.
3. Have them then look at the glossary on pg. 10. Allow the children to recite the new words. For each noun, ask children to notice its declension and gender. For each verb, ask them to notice its conjugation.

ALERT: Here iare some reminders about reading Latin successfully.

1. *Read the entire sentence aloud. Students may repeat after the teacher or try the Latin on their own.*
 2. *Notice the endings on the words; then think about their definitions or meanings.*
 3. *Attach possible meanings; then narrow them 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, e.g., the -ba- for the imperfect tense and -bi- for the future tense.*
4. "Now let's read this story." There are additional notes and helps on the Answer Key for this story.

ALERT: The Answer Key is annotated specifically for the first three units of Primer B. This is to help new instructors see what kind of process a reader/translator might make. After Chapter 13, the annotation will gradually diminish until only the endings and possible translation are included.

ASSIGNMENT

Activity

COMPLETED GRADED

Have children continue working on Chapter 1 in the *Latin for Children Activity Book Primer B*.

Verb Review and "Decoding"

Chapter 1

BOOKS

Latin for Children Primer B
Latin for Children Primer B Answer Key
Latin for Children Activity Book Primer B
Libellus de Historia Primer B
Latin for Children DVD Set Primer B

MATERIALS

3 x 5 cards
Vocabulary flashcards from *Primer A*
Red pencil
Highlighters

OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Have children practice their chant and vocabulary for Chapter 1 of *Primer B*.
2. Read pg. 4 with the children. Then do the exercise at the bottom of the page.
3. Work on pg. 5 aloud with the children.
4. If you did not finish the reading from *Libellus de Historia Primer and*, there is extra time, complete the reading now. If not, save it for after the quiz in Lesson 5.

ASSIGNMENT

Activity

COMPLETED GRADED

Have children continue working on Chapter 1 in the *Latin for Children Activity Book Primer B*.

Verb Review and "Decoding"

Chapter 1

BOOKS

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MATERIALS

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Red pencil
Highlighters

OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Have children quiz each other on Chapter 1 vocabulary, and review the chant in *Primer B*.
2. Have them take the Chapter 1 Quiz in *Primer B*.
3. Correct the quiz with the children.

ASSIGNMENT

Activity

COMPLETED GRADED

Have children continue working on Chapter 1 in the *Latin for Children Activity Book Primer B*.

Verb Review of Principal Parts

Chapter 2

BOOKS

Latin for Children Primer B
Latin for Children Primer B Answer Key
Latin for Children Activity Book Primer B
Libellus de Historia Primer B
Latin for Children DVD Set Primer B

MATERIALS

3 x 5 cards
Vocabulary flashcards from *Primer A*
Red pencil
Highlighters

OBJECTIVE

To review reading and parsing verbs in the present, imperfect, and future tenses

TEACHING

1. Watch Chapter 2 on the DVD, and repeat the vocabulary and chants with it. Then have the children read the words in *Primer B* on their own.
2. Have the children make vocabulary cards for the new words in Chapter 2.
3. The reading this week in *Libellus de Historia Primer B* is longer than previous readings. Have the children open the reader to pgs. 14–15; have them read the words in the glossary aloud. Have them make vocabulary cards for some of the adverbs which will be frequently used: *deinde*: then, and then; *denique*: finally, at last; and *diu*: for a long time, for a while.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the children begin working on Chapter 2 in the *Latin for Children Activity Book Primer B*.

Verb Review of Principal Parts

Chapter 2

BOOKS

Latin for Children Primer B
Latin for Children Primer B Answer Key
Latin for Children Activity Book Primer B
Libellus de Historia Primer B
Latin for Children DVD Se: Primer B

MATERIALS

3 x 5 cards
Vocabulary flashcards from *Primer A*
Red pencil
Highlighters

OBJECTIVE

To review the names of the principal parts of verbs

TEACHING

1. Watch Chapter 1 on the DVD and repeat the vocabulary and chants with it. Then have the children read the words in *Primer B* aloud on their own.
2. Read the grammar pages of Chapter 2 out loud with the children.

*ALERT: When a verb's fourth principal part is used as an adjective, it is called a participle, and it has the endings of 1st and 2nd declensions (-us, -a, -um). Supines are rare and generally demonstrate a purpose. They also have only two endings in common use, -um and -u. They are **not** translated as we have been translating the fourth principal part (amo, I love; amare, to love; amavi, I loved; **amatum, loved**). To keep consistency with the vocabulary exercises, **refer to the fourth principal parts as participles, not supines.** (See Wheelock's Latin or Allen and Greenough's New Latin Grammar for further explanation.)*

3. Have children work on pgs. 10 and 11 in *Primer B*.

ASSIGNMENT

Activity _____ COMPLETED GRADED

Have children continue working on Chapter 2 in the *Latin for Children Activity Book Primer B*.

Verb Review of Principal Parts

Chapter 2

BOOKS

Latin for Children Primer B
Latin for Children Primer B Answer Key
Latin for Children Activity Book Primer B
Libellus de Historia Primer B
Latin for Children DVD Set Primer B

MATERIALS

3 x 5 cards
Vocabulary flashcards from *Primer A*
Red pencil
Highlighters

OBJECTIVE

To review the names and translations of a verb's four principal parts

TEACHING

1. Watch Chapter 2 on the DVD, and repeat the vocabulary and chants with it. Then have children quiz each other on the words in Chapter 2 of *Primer B* on their own.
2. Have the children open *Libellus de Historia Primer B* to pgs. 12–16, Caput II, "Barbari." Ask them to survey the text a few minutes and look for familiar vocabulary, word endings, and sentence structure.
3. Have them look at the glossary on pgs. 14 and 15. Allow the children to recite the new words. For each noun, ask them to notice its declension and gender. For each verb, ask them to notice its conjugation. Notice, too, that there are notes in the glossary to help read and translate the text.
4. Have the children work on translating the story. Other notes and helps are included in the answer key. This story is longer than the others, so set a reasonable amount of time to work on it. Complete it in Lesson 9 if the reading seems too long for the time allotted.

ASSIGNMENT

Activity

COMPLETED GRADED

Have the children continue working on Chapter 2 in the *Latin for Children Activity Book Primer B*.

Caput II, Barbari

Chapter 2

BOOKS

Libellus de Historia: Primer B

OBJECTIVE

to practice reading verbs in the 1st and 2nd conjugations

TEACHING

Barbari

*Adv/time	CSN	C	CSN	Adj	DO	Vt	CDO
Medio Aevo	Barbari	et	Northmanni	magnum	imperium	habent.	Imperium
Abl/S/N	Nom/P**		Nom/.P**		Acc/S/N	3/P**/Pres	Acc/S**
Middle Age(in),	barbarians and		Vikings		great power	have(they).	Empire

In the Middle Age barbarians and Vikings have great power. They overcome the Empire of the Romans

*The ablative case is often used to answer the questions, "How? Where? Or When?" These are adverbial questions. Many times to answer these questions the ablative is used without a preposition. In English we must supply the preposition. *Latin for Children* recommends using the prepositions: "by and with"--answer "How?" "In" answers "When?" and "in and from" answer "Where?"

**Notice that the number of the SN and the number of the verb agree (are the same). This is a good way to check to see if a translation is correct.

PNA	C	Adj	CDO	Vt	SN	PrA	C	PrA	LV	DO	Adj	Vt(SP)
Romanorum	et	alias	gentes	superant.	Viri	saevi	et	bellicosi	sunt.	Capillos	flavos	habent.
Gen/P		Acc/P/F	3/P**/Pres		Nom/P/M			3/P/Pres		Acc/P/M		3/P/Pres
Romans(of)	and	other nations	overcome(they).		Men	savage and warlike		are(they).		Hair yellow		have(they).

and other nations. The men are savage and warlike. They have yellow hair.

Adj DO CVt C CVt
Multas terras spoliant et vastant.
 Acc/P/F 3/P/Pres 3/P/Pres
 Many lands plunder(they) and destroy(they).

They plunder and destroy many lands.

SN DO Vt Adv SN DO Vt Adv
Germani Galliam superant. Deinde Vandali Hispaniam superant. Deinde
 Nom/P Acc/S 3/P/Pres Nom/P Acc/S 3/P/Pres
 Germans Gaul overcome(they) Then Vandals Spain overcome(they) Then

The Germans overcome Gaul. Then the Vandals overcome Spain.

SN DO Vt Adv SN DO Vt Adv CSN C
Visigothi Romam superant. Deinde Saxones Britanniam superant. Denique Romani et
 Nom/P Acc/S 3/P/Pres Nom/P Acc/S 3/P/Pres Nom/P
 Visigoths Rome overcome(they). Then Saxons Britain overcome(they). Then Romans and

Then the Visigoths overcome Rome. Then the Saxons overcome Britain. Then the Romans and

CSN DO App* Adj P OP Vt
socii Attilam Hunnum, barbarum saevum, (in Galliā) superant.
 Nom/P Acc/S/M Abl/S 3/P/Pres
 allies Attila the Hun, barbarian savage, in Gaul overcome(they)

(their) allies overcome Attila the Hun, a savage barbarian in Gaul.

* An appositive is a noun that clarifies or specifies another noun. See lesson 3 notes in answer key.

Adv SN DO P OP PNA Vt SN P OP
Diu Northmanni oppida (in litore Europae) spoliant. Piratae (per orbem
 Nom/P Acc/P Abl/S Gen/S 3/S/Pres Nom/P Acc/S
 For a long time Vikings towns on coast Europe(of) plunder(they). Pirates through globe

For a long time the Vikings plunder the coast of Europe. Pirates sail through the globe of lands

PNA CV C Adj DO CVt
terrarum) navigant et multas gentes superant.
 Gen/P 3/P/Pres Acc/P/F 3/P/Pres
 lands(of) sail(they) and many nations overcome(they).

(or, the whole world) and overcome many nations.