



How to Teach *Latin for Children*

A SUGGESTED SCHEDULE

This is a basic weekly schedule, taking approximately thirty minutes per day, to be modified as necessary by the teacher.

Day One: Present the paradigm (grammar chant) and vocabulary, and introduce the grammar from the grammar page. The students should chant through the paradigm and vocabulary two to three times. Watch the DVD video.

Day Two: Review the paradigm (grammar chant) and vocabulary and have students chant through them again two to three times. Spend time explaining the grammar page, paying special attention to the examples. You may want to have students read the grammar page out loud and then ask them which sentences appear to be “key.” Have the students circle those key sentences (with a colored pencil, if possible) for future reference. After this, work on the worksheet can be commenced or assigned as homework. The students should also begin *Activity Book!* exercises (to impart mastery of the vocabulary and paradigm).

Day Three: Once again, the day should start with some quick chanting of the paradigm and vocabulary. The worksheet should be either started or completed. Check students’ work and have them make any necessary corrections. Grammar should be reviewed and re-taught as necessary. One means of reviewing grammar can be to view the DVD grammar video again to ensure students understand the key grammatical concepts for that chapter. Continue with *Activity Book!* assignments (this could be done as homework or as part of the students’ seat work).

Day Four: Have students do a quick chanting of the paradigm and vocabulary. Next have them complete the puzzles from the *Activity Book!* chapter. Review the DVD video as necessary. Begin the *History Reader* after students have completed the worksheet (**Note:** we suggest starting the *LFC A History Reader* roughly halfway through the *LFC Primer A* textbook).

Day Five: Students should take the quiz. Finish/complete the *History Reader* chapter.

Latin for Children: Primer A • ANSWER KEY

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A. TRANSLATION:

- 1. amō **I love**
- 2. intrō **I enter**
- 3. dō **I give**
- 4. labōrō **I work**
- 5. fābula **story**
- 6. In prīncipiō erat Verbum **In the beginning was the Word.**
- 7. aqua **water**
- 8. porta **gate**
- 9. nārrō **I tell**
- 10. silva **forest**
- 11. terra **earth**

B. CHANT: Conjugate the verb *amō*.

See if you can remember how to fill in the boxes.

	Singular	Plural
1st person	amō	amāmus
2nd person	amās	amātis
3rd person	amat	amant

C. GRAMMAR:

- 1. In Latin, both **verbs** and **nouns** have endings.
- 2. Latin is a language of fewer **words** but many **endings**.
- 3. What kind of word names the action or state of being in a sentence? **A verb**
- 4. To **conjugate** a verb is to **list** all of its **forms**.

D. DERIVATIVES:

- 1. Aesop is famous for his **fables**. (*fābula*)
- 2. Reward will follow hard **labor**. (*labōrō*)



Thousands of English words come from Latin. We call these English words **derivatives** because they are derived—taken—from an original Latin word called the Latin **root**. For instance, from the Latin root *amō* we get the English derivative “amity,” which means “friendship” and “peaceful harmony.”

The word “derivative” is itself a derivative, which comes from the Latin words *de* (down from) and *rivus* (river, stream). This means that a derivative is a word that flows down or off a river of . . . words!

A. STUDY

Study the following English derivatives that come from the Latin words you have learned this week:

LATIN	ENGLISH
amō	amity, amorous, enamor, amateur
dō	donate, donation
intrō	entrance, introduce, introduction
labōrō	labor, laboratory
narrō	narrate, narration, narrative
aqua	aquatic
fābula	fable, fabulous
porta	portable, port
silva	Pennsylvania
terra	extraterrestrial, terrain, terrarium

B. DEFINE

In a dictionary, look up one of the English derivatives from the list above and write its definition in the space below:

C. APPLY

1. The Latin phrase *terra firma* is still used by English speakers today. Here is an example of its use: “After being on a plane for six hours, it sure felt good to walk on *terra firma*.” What do you think the phrase *terra firma* might mean? Write your answer below:

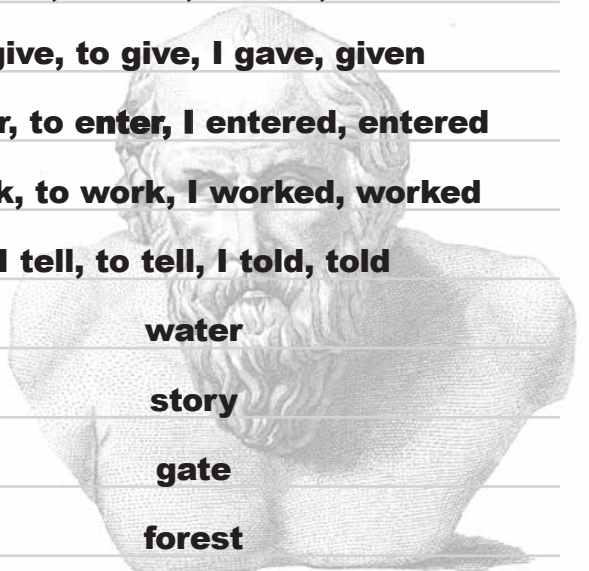
Terra firma means “firm ground.”

2. The word “Pennsylvania” is another Latin derivative. *Pennsylvania* was one of the original thirteen colonies that formed the United States. It was founded by William Penn. What do you think the word “Pennsylvania” might mean? Circle your answer below:

- a. The land of big pencils b. The land of Penn c. Penn’s Woods

A. VOCABULARY:

<u>LATIN</u>	<u>ENGLISH</u>
amō, amāre, amāvī, amātum	I love, to love, I loved, loved
dō, dare, dedī, datum	I give, to give, I gave, given
intrō, intrāre, intrāvī, intrātum	I enter, to enter, I entered, entered
labōrō, labōrāre, labōrāvī, labōrātum	I work, to work, I worked, worked
nārrō, nārrāre, nārrāvī, nārrātum	I tell, to tell, I told, told
aqua, aquae	water
fābula, fābulae	story
porta, portae	gate
silva, silvae	forest
terra, terrae	earth



B. CHANT: Conjugate the verb *amō*.

See if you can remember how to fill in the boxes.

	Singular	Plural
1st person	amō	amāmus
2nd person	amās	amātis
3rd person	amat	amant



C. GRAMMAR: Define the following words.

1. Conjugation: **The listing of all of a verb's forms or endings.**
2. Verb: **A word that shows action.**
3. List the four principal parts: **Present, Infinitive, Perfect, and Passive Participle or Supine**

