

## Lesson Plan Latin I

### Stage 1.2

Period 2,4,6 & 7 Date of Class 09/12/07 + 09/13/07

#### Preparation:

Get three pieces of candy as incentive for game; 60 copies of quiz; write Marilyn and tell her to order more overheads; get apron, rubber chicken and chef's hat; prepare signs; review cultural material on pp. 30 – 32; make notecards for stage 2

#### Objectives for this class meeting:

1. Students prepare for vocabulary quiz
2. Students introduced nominative vs. accusative case
3. Get through most of stage 2; Next class: HW review, in tablīnō, review for test

#### Activities for class:

##### I. DISTRIBUTE TEXTBOOKS

##### II. REVIEW ANSWERS TO WS

##### III. REVIEW RULES FROM YESTERDAY

##### IV. VOCAB DRILL pt. I

1. Review vocab meanings with students
2. Students

##### V. CONSPIRATORIAL VOCAB PRACTICE

1. Follow instructions on half sheet
2. Continue with this until students seem comfortable – don't let it last too long

##### VI. VOCAB DRILL pt. 2 ELIMINATION

1. Get ball, introduce rules. Set loose
2. Distler style for increased difficulty

##### VII. CAPTIONS

1. Words they have not encountered: amīcus, salūtāt, spectat, parātus, gustat, anxius, laudat, vocat.; use derivatives and pictures to help students arrive at meaning
2. Introduce students to idea of being detective/puzzle solver – what is new and what does it seem to be doing?

Today's topic: **nouns**

- a. Page 20: cf. spellings in boxes 1 – 2. Why would the word change? who is doing what.
- b. Page 21: 5 – 6, 7 - 8 = what seems to happen to words that end in –us when something is being done to them?; 9 – 10 how is the spelling for this word different from others?
- c. Page 22: What is a culīna? what is Metella doing to the culīna?

3. Rule deduction: What does the noun look like when something is being done to it? -um, -am, -em ACCUSATIVE  
The other type of spelling [point to examples] where the noun is doing the action is called NOMINATIVE
4. Grammar points to cover: noun, nominative case “-us”/ “-a”, accusative case = “um/am/em”,

##### VIII. ADDITIONAL VOCAB PRACTICE

##### IX. MERCĀTOR

1. Divide into groups of three [count to 10], distribute comp questions
2. Lines 1 – 4
  - a. Oral for vocab; EXPLAIN PROCEDURE CLEARLY => instructor read slow, class read, read inflection, take questions
  - b. Instructor read, choral read (lines 1- 4 only)
  - c. Comp questions in groups; re-gather as class for reinforcement after each 5 lines or so
3. Lines 5 – 8
  - a. Oral for vocab
  - b. Instructor read, choral read (lines 5 – 8 only)
  - c. Comp questions in groups; re-gather as class for reinforcement
4. Lines 9 – 12
  - a. Oral for vocab
  - b. Instructor read, choral read (lines 9 – 12 only)
  - c. Comp. questions in groups; re-gather as class for reinforcement

##### X. FABŪLA

1. Ask for two volunteers, pick two others (more shy) – they carry signs with character names; explain procedure
2. Write out culīna, tablīnum, triclīnium on board
3. Narrator reads for at least one sentence and then passes it on, people with signs act out what narrator reads

XI. REVIEW GRAMMAR RULES, p. 26

1. Walk students through ABOUT THE LANGUAGE explanations on p. 26
2. fad

XII. SEAT WORK

1. Students do ex. C # 1 – 6 individually
2. Instructor circulates for help as needed

XIII. EXTRA TIME

1. Talk about Roman meals and eating customs
2. adfs

**Homework assigned:**

Prepare for vocabulary quiz on stage 1 vocabulary for next class

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**Reflections:**

## INTERROGATIONĒS RESPONDENDAE: Mercātor, p. 24

**Instructions:** Once prompted by Magister, discuss with your group what the best response would be to the question for the designated lines. If you think it will help you when you are studying for a test you can take notes on this sheet or another sheet and file it in your binder for future reference.

### Lines 1 – 4:

1. Who is visiting Caecilius in this passage and what does he do for work?
2. Whom does he first see when he performs the action *vīllam intrat* in line 2?
3. Where is Caecilius and what is he doing when the visitor comes?
4. Which do you think is closest to the meaning of *amīcus mercātōrem salūtat*? Explain why you think so.
  - a. The *tablīna* enters the friend
  - b. The friend enters the *tablīna*

### Lines 5 – 8:

1. Who is greeting whom in line 5?
2. Where do the two go next and what do they do there?
3. Who is the *argentārius* in line 8?

### Lines 9 – 12:

1. What is Grumiō doing *in culīna*?
  2. How would you describe his personality? What words in the beginning of the paragraph tell you this?
  3. Who hears Grumiō while this is happening *in culīna*?
  4. Is the person who hears Grumiō happy about this? Why or why not?
  5. What does the person who hears Grumiō do at the end of the passage?
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PRINT 5 COPIES OF THIS SHEET

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**AMĪCUS / MERCĀTOR**

**CAECILIUS / ARGENTĀRIUS**

**NARRATOR**

**CLEMĒNS**