

Lesson Plan Latin 1 – F block

Stage 6.1F

Date of Class 10/16/06 1:36 -2:10 (G period)

Preparation: Make WS packet (stick figure from green bk; 6.6 from red bk); make copies of comp. questions; make stack of name cards for all Latin 1 students; ask TJ if he can help out during group work;

Before Class Starts:

Distribute graded work, write HW assignment on board

Objectives for this class meeting:

1. Help students deduce rules for the formation of: 3rd pers sing + pl imperfect 1st conj; 3rd pers sing + pl perf. “vi” formation 1st conj
2. Introduce 3rd pers sing + pl of sum (erat/erant)
3. Provide students with reading practice; introduce –ēba- as impf suffix for 3rd conj

Homework to review:

Collect WS

Activities for class:

I. INTRODUCTION

1. Tell story about snowblower; be sure to emphasize imperfect/situational aspects at beginning (e.g. when I was about your age....; so anyway, one day the snow was really thick and something unusual happened while I was snowblowing the driveway)
2. Point out to students that when we tell stories we tend to change the tenses to indicate how events unfolded in a situation that happened in the past
 - To demonstrate ask the following questions: When did this story take place? [WAS] What happened? [-ED]
3. Today we will be reading about something that happened the day before in the lives of Grumio, Clemēns and Quīntus; Lets see if Latin does anything similar to what English does.

II. CAPTIONS

1. Immersion part I: Use cards or dice to choose students
 - Cap. 1 – 2: Who are the people involved in this story? What were they doing as the story opens? What happened next?
 - Cap. 3 – 4: Cap 3 What does the verb look like it means? How did Grumio feel about the dog? What did he say?
 - Cap. 5 -6: Was Clemēns a coward in the situation? What happened to him?
2. Deduction part I: Use cards or dice to choose students
 - Cap. 1 – 2: How do the verbs differ in their spelling? (-ba-/-vi-) What does each spelling tell you?
 - Cap. 3 – 4: Cap 3 How do the spellings differ here? What about when you compare it to 1-2?
 - Cap. 5 -6: What could the word “erat” mean here?
3. Immersion part II:
 - Cap. 7 – 8: What was Quīntus doing while this was taking place? What happened while he was doing this?
 - Cap. 9 – 10: What was the dog doing when Quīntus arrived? What did Quīntus then do?
 - Cap. 11 – 12: How did the slaves feel once the dog left? What did they do next?
4. Deduction part II:
 - Ask where they see differences in spelling. Note audīvit and how it is unusual (cap. 8).
 - Ask: what does “erant” mean here?

III. RULE FORMATION

1. If we were to make a general rule about –ba- what would we say?
 - It means “was/were ___ing” in English;
 - It is attached where the “-t” normally goes and moves the “-t” to its’ end
 - We call this the IMPERFECT
2. If we were to make a general rule about –v- what would we say?
 - It means “he/she/it___ed” in English

- It is attached where the “-t” normally goes and moves it to its’ end
- In the plural it has the ending “-erunt”
- We call this the PERFECT

IV. READING PRACTICE

1. Divide students into groups; you (TJ?) work with Zach and Rich; Others who are struggling, put them with students on other side of room
2. Distribute WS packets and have students write down HW assignment
3. Students complete Comprehension questions; you circle around the room to make sure students are understanding material

V. EXTRA TIME

1. Allow students to do HW

Homework assigned:

Complete WS Packet

Things to do before next meeting:

Reflections:

Stage 6

Pugna!

INTERROGATIONES RESPONDENDAE

- What is Clemēns doing as the story opens?
- What are each of these people doing: servī, ancillae, pistōrēs, poēta?
- Why is the mercātor Graecus angry?
- How does the Agricola respond to his anger?
- How do the Pompeianī respond to this encounter?
- How did clemēns respond to the what was going on between the Agricola and mercātor?
- Who wins the fight? What two verbs tell you this?
- Are the Pompeianī happy about this? What words tell you so?

Stage 6

Pugna!

INTERROGATIONES RESPONDENDAE

- What is Clemēns doing as the story opens?
- What are each of these people doing: servī, ancillae, pistōrēs, poēta?
- Why is the mercātor Graecus angry?
- How does the Agricola respond to his anger?
- How do the Pompeianī respond to this encounter?
- How did clemēns respond to the what was going on between the Agricola and mercātor?
- Who wins the fight? What two verbs tell you this?
- Are the Pompeianī happy about this? What words tell you so?