

LATIN THROUGH STORIES

LEVEL I: BĒSTIAE UBĪQUE

ANIMALS EVERYWHERE

TEACHER GUIDE

THEME I: ANIMALS AT HOME AND IN THE BACKYARD



Cat with Ladybird, by Arthur Heyer (1872-1931)

THEME 1: ANIMALS AT HOME AND IN THE BACKYARD (LESSONS 1-18)

LESSON 1

Materials needed:

- Laptop with videos and pictures ready
 - Religious Option: *Dōnā nōbīs pācem* (links to optional videos below)
 - Alternative song: The Biglin Brothers Racing, by Thomas Eakins: https://commons.wikimedia.org/wiki/File:Thomas_Eakins_-_The_Biglin_Brothers_Racing.jpg
 - Titian: *Boy with Dogs in a Landscape*: <https://k12classical.udallas.edu/wp-content/uploads/2022/05/Titan-Boy-with-Dogs-in-Landscape.jpg>
- Props: toy dog, cat, and mouse (OR the PPT for Lesson 1)
- *Teacher Resource Book* (listed next to each song as **TRB**), Book: *Do you see My Dog?/Vidēsne Canem Meum?*

Part 1 - Settling into Latin

1. Introduction and Prayer (optional) [5 min]: *Signum crucis*

Start class by briefly introducing yourself. Be sure to tell your students why you love Latin and why you hope they will love it too!

Ask students to join you in making the gestures of the sign of the cross while you say, very slowly and enunciating very clearly,

In nōmine Patris, et Filii, et Spīritūs Sānctī. Āmēn. (For teacher: [The Sign of the Cross in Latin – YouTube](#)). Repeat three times, children only make the gestures and listen.

2. Song [5 min]

A) Religious option: *Dōnā nōbīs pācem* (Teacher Resource Book [TRB] p.5)

Optional video: <https://www.youtube.com/watch?v=xCr14uaE2qI> or <https://www.youtube.com/watch?v=9fhJ6XrZ4jg> (sung more slowly; start at 0:15, if using this in class only play about 1 min)

ASL for “peace”: <https://www.handspeak.com/word/search/index.php?id=1609>

do *Play the music (link above; you don't need to show the video).*
ask *children if they have heard this before and if they know what it means.*
say *(if necessary) “Dōnā nōbīs pācem” means “give us peace.” “Dōnā” is “give,” (gesture giving) “nōbīs” is “us, or to us” (gesture around), and “pācem” is “peace” (ASL sign for peace).*

do have students make the gestures you agreed on while you say the words slowly once or twice.

B) Alternative: *Dūc, dūc, rēmōs dūc* (Row, row, row your boat) (TRB p.9)

display *The Biglin Brothers Racing*, by Thomas Eakins:

https://commons.wikimedia.org/wiki/File:Thomas_Eakins_-_The_Biglin_Brothers_Racing.jpg

ask Can you guess from this picture what song we are going to learn? (If you aren't sure if all children know the song in English, have the class sing it once in English)

say Let's try it in Latin! The words in Latin are a little bit different than the words in English. We will sing "*Dūc, dūc, rēmōs dūc*" (sing this line with gestures) and what that actually means is "pull, pull, pull the oars". Which of the words in this line do you think is oars? I will say/sing it one more time (point to oar in picture as you sing the word, and/or use the "oar" gesture suggested below).

say when we say the word "*rēmōs*", we hold up our imaginary oars. Can you do it with me please? (repeat 2-3x)

say It is often easier to remember new words when we act them out by using gestures. I will sing the whole song now and I would like you to watch me attentively and make the movements along with me.

do sing the whole song, using gestures as suggested below, once or twice (At this point, do not explain/translate the rest of the song. Children will gradually explore it in future lessons)

ask Who remembers what we are saying when we sing "*Dūc, dūc, rēmōs dūc*? (gesture this)
Who remembers what the word "*rēmōs*" means? (gesture while saying it)

Latin	Suggested gestures	literal English translation
<i>Dūc, dūc, rēmōs dūc</i> <i>lentē in aquā</i> <i>hilarē, hilarē, hilarē, hilarē</i> <i>Somnium est vīta.</i>	<i>dūc</i> : rowing gestures; <i>rēmōs</i> : lift up both hands as if raising up your oars <i>lente</i> : gesture "slowly"; <i>aqua</i> : make wave with hand; <i>hilarē</i> : gesture smiley face/big smile; <i>somnium</i> : ASL sign for "dream": http://www.lifeprint.com/asl101/images-signs/dreamsmall.gif	pull, pull, pull the oars slowly in the water cheerfully/joyfully... A dream is life

Linguistic notes for the teacher only:

l.1: *dūcere* = lead, guide, draw, pull; *rēmōs* = accusative plural of *rēmus* = oar

l. 2: *in aquā*: ablative of location where

Part 2 – Picture Study: Titian’s Boy with Dogs in a Landscape [7 min]

say this year we will learn to talk about a lot of animals in Latin. Our first topic will be animals at home and in the backyard!

display Titian: *Boy with Dogs in a Landscape* <https://k12classical.udallas.edu/wp-content/uploads/2022/05/Titan-Boy-with-Dogs-in-Landscape.jpg>

ask *students what animals they see.*

say In Latin, dog is *canis*. Can you please say “canis” with me? Now, let’s count how many canēs there are. I will count in Latin and I want you to help me by counting on your fingers. *ūnus, duo, trēs, quattuor*. Let’s do it again, and if you want to you can try to join me with the Latin words.

say So we say *canis* when there is only one, but *canēs* when there are several. Can you hear the difference? Listen very attentively one more time. If I say “canis” hold up one arm. If I say “canēs” hold up both.

do *Alternate saying canis and canēs a few times.*

say Let’s count the dogs again: *ūnus canis, duo canēs, trēs canēs, quattuor canēs*. (*Enunciate the endings carefully!*)

ask/do (*in Latin*) **Quot canēs in pictūrā sunt?** [How many dogs are in the picture?] *while making an asking gesture. Point to the picture and hold up 4 fingers to help them say with you quattuor canēs.*

say/do *While pointing and gesturing for each word, say:*

Puer (*point to boy and make ASL sign for boy*) **quattuor** (*hold up 4 fingers*) **canēs** (*point to dogs*) **habet** (*make a gesture to indicate “have”*).

ask **What do you think I just said?** (*Repeat sentence if necessary*).

do *have students do the gestures along with you while you say the sentence again. If you wish, instead of pointing to the boy, you can teach students the ASL sign for boy (see picture)*



ASL for “boy”

Tip: Do not call on individual students to answer in Latin, always allow group answers in Latin.

Part 3 - Little Socratic Talk: *Animals and what they do* [5 min]

Tell the students: **Now we will have a little conversation all in Latin. I will ask you questions, and you will all answer together in chorus. When you want to say yes, say *Ita!* Can you try with me? *Ita!* (Nod your head while demonstrating *ita*). When you want to say no, say *minimē!* (Shake your head while saying *minimē*). Let's try it!**

You can use the conversation below along with toy or stuffed animals, or the PowerPoint slideshow (with *K* and *1st*, physical objects are best!)

STEP 1: Introducing *canis, fēlēs, mūs*

1) yes/no answers (repeat as needed)

what you say	translation/comments	student responses
Ecce canis et ecce fēlēs.	Here is a dog and here is a cat. [<i>hold up picture or toy animals</i>]	
Estne canis?	Is it a dog? [<i>hold up dog, nod your head</i>]	<i>Ita!</i>
Estne fēlēs?	Is it a cat? [<i>continue holding up dog, shake head</i>]	<i>Minimē!</i>
Estne canis?	Is it a dog? [<i>hold up the cat. Shake head</i>]	<i>Minimē!</i>
Estne fēlēs?	Is it a cat? [<i>continue holding up cat, nod head</i>]	<i>Ita!</i>
<i>Ita, est fēlēs.</i>	Yes, it is a cat.	

Tip: Always ask for class choral responses in Latin in order to engage all students and to minimize anxiety about the language.

Tip: The translation in italics is exclusively for the teacher's benefit. Do not translate any sentences for the students. Help them understand through your gestures.

2) one-word answers (repeat as needed)

what you say	translation/comments	student responses
Quid est, canis an fēlēs?	What is this, a dog or a cat? [<i>hold up the dog</i>]	<i>canis</i>
Quid est, canis an fēlēs?	What is this, a dog or a cat? [<i>hold up the cat</i>]	<i>fēlēs</i>
<i>Ita! bene! est fēlēs.</i>	Yes! Very good! This is a cat.	

3) new animal with yes/no and one-word answers (repeat as needed)

what you say	translation/comments	student responses
Et ecce mūs. Nōn est canis, nōn est fēlēs, est mūs. Estne canis?	And here is a mouse. It is not a dog, it is not a cat, it is a mouse. Is it a dog? [<i>hold up mouse toy or picture, shake head "no"</i>]	minimē
Estne fēlēs?	Is it a cat? [<i>shake head "no"</i>]	minimē
Estne mūs?	Is it a mouse? [<i>nod head "yes"</i>]	ita
Ita, est mūs.	Yes, it is a mouse.	
Estne mūs?	Is this a mouse? [<i>hold up cat. Shake head "no"</i>]	minimē
Nōn est mūs. Quid est?	No, it is not a mouse. What is this? [<i>question gesture</i>]	fēlēs
Estne mūs?	Is this a mouse? [<i>hold up dog. Shake head "no"</i>]	minimē
Estne mūs?	Is this a mouse? [<i>hold up mouse. Shake head "yes"</i>]	ita
Quid est?	What is this? [<i>question gesture</i>]	mūs

Tip: You may wish to repeat the questions in each step before moving on to the next if you feel that students are not ready to move on. Only move on if they answer confidently. Only move on to the next section below if students are ready and eager, otherwise leave this for next class.

STEP 2: Introducing *currit*, *dormit*, and *edit*

Throughout the next part, always make an accompanying gesture for the three verbs every time you say one of them and invite students to gesture along with you. Continue to use the three toy animals or pictures, and to nod/shake head for *ita* and *minimē* and answer along with students if necessary.

1) Yes/no answers

what you say	translation/comments	student responses
Canis currit. Show me "currit".	The dog runs. Show me "runs". [<i>take the dog and make running motion</i>]	<i>students make running motion</i>

Fēlēs currit?	Does the cat run? [<i>shake head "no", show dog running</i>]	Minimē
Minimē, fēlēs nōn currit. Canis currit?	No, the cat does not run. Does the dog run? [<i>make running motions</i>]	Ita
Ita, canis currit. Canis currit, et fēlēs dormit.	Right, the dog runs. The dog runs and the cat sleeps. [<i>make sleeping gesture; show cat sleeping</i>]	
Fēlēs dormit. Show me "dormit". Canis dormit?	The cat sleeps. Show me "sleeps". Does the dog sleep? [<i>shake head to indicate "no"</i>]	Minimē
Minimē, canis nōn dormit. Fēlēs dormit?	No, the dog doesn't sleep. Does the cat sleep? [<i>show cat sleeping / sleeping gesture</i>]	Ita
Ita, fēlēs dormit. Fēlēs dormit et mūs edit. Mūs edit, show me "edit".	Yes, the cat sleeps. The cat sleeps and the mouse eats. The mouse eats, show me "eats". [<i>make eating gesture</i>]	<i>students make eating gesture</i>
Canis edit?	Does the dog eat? [<i>shake head no</i>]	Minimē
Minimē, canis nōn edit, mūs edit. Fēlēs edit?	No, the dog does not eat, the mouse eats. Does the cat eat? [<i>shake head no</i>]	Minimē
Minimē, fēlēs nōn edit. Mūs edit?	No, the cat does not eat. Does the mouse eat? [<i>show mouse eating/make eating gesture</i>]	Ita
Ita, mūs edit.	Yes, the mouse eats.	

Repeat as necessary or move on if time allows.

2) either-or answers with animal (repeat as necessary and time allows)

what you say	translation/comments	responses
Quis dormit, fēlēs dormit, an canis dormit?	Who sleeps? Does the cat sleep or does the dog sleep? [<i>show cat sleeping</i>]	fēlēs

Ita, fēlēs dormit. Quis currit, mūs currit, an canis currit?	Yes, the cat sleeps. Who runs, does the mouse run or does the dog run? <i>[show dog running]</i>	canis
Ita, canis currit. Quis edit, fēlēs edit, an mūs edit?	Yes, the dog runs. Who eats? Does the cat eat or does the mouse eat? <i>[show mouse eating]</i>	mūs
Ita, mūs edit.	Yes, the mouse eats.	

3) either-or answers with verb (repeat as necessary and time allows)

what you say	translation/comments	responses
Quid agit canis, canis currit an edit?	What does the dog do? Does the dog run or eat? <i>[show dog running]</i>	currit
Ita, canis currit. Quid agit fēlēs, fēlēs currit an dormit?	Yes, the dog runs. What does the cat do? Does the cat run or sleep? <i>[show cat sleeping]</i>	dormit
Ita, fēlēs dormit. Quid agit mūs, mūs edit an dormit?	Yes, the cat sleeps. What does the mouse do? Does the mouse eat or sleep? <i>[show mouse eating]</i>	edit
Ita, mūs edit.	Yes, the mouse eats.	

Part 4 – Little Socratic Reading: *Vidēsne Canem Meum?* [8 min]

do *show the book cover*

ask **This book is called *Vidēsne Canem Meum: Do You See My ...?*** (*have students say: Dog*)

do/say **The title of this book in Latin is: Vidēsne** (*two fingers away from eyes*) **canem** ([ASL sign for dog](#)) **meum** (*arms to chest*).

ask **What do you think this story will be about?** (*allow children to make a few guesses*)

Start reading. Below is some guidance on reading while staying in Latin as much as possible.

What you read	What you say/do	translation of what you say
p. 1	<i>point to dog, ask: Estne canis an puella?</i> <i>point to girl, ask: Estne canis an puella?</i>	Is this a dog or a girl?
p. 1 Canem habeō.	<i>as you read the words, point to dog, then girl. Ask: Who is speaking here, canis an puella? (puella) Right, she is speaking to us, and what is she telling us?</i>	
p. 2	<i>point to mother, ask: Estne canis an mater?</i>	Is this the dog or the mother?
p. 2 Vidēsne canem meum?	Do you remember what the question means? Which of the two characters do you think asks this question? Puella an māter? (Point to each) Do you think her mother has seen the dog?	
p. 3 Hic canis meus nōn est! Hic est frāter! Vidēsne canem meum?	<i>point to boy, shake head no: Estne puer canis an frāter?</i> Puer nōn est canis! Puer est frāter. What do you think frāter means? <i>Have students gesture the question along with you!</i> Whom is she asking? Do you think her frater has seen her dog?	Is the boy a dog or a (her) brother? The boy is not a dog. The boy is a brother.
p. 4 Hic canis meus nōn est! Hic est pater! Vidēsne canem meum?"	<i>point to man, ask: Quis est, estne canis an pater?</i> <i>Have students gesture the question along with you!</i> Whom is she asking now? Do you think her pater has seen her dog?	Who is this, is this her dog or her father?
p. 5 Hic canis meus nōn est! Haec est soror! Vidēsne canem meum?	<i>point to girl, ask: Quis est, estne canis an soror?</i> Ita, puella soror est, nōn est canis. What do you think soror means? <i>Have students gesture the question along with you!</i> Do you think her soror has seen her dog?	Who is this, the dog or her sister? Yes the girl is her sister, she's not a/her dog.
p. 6 Hic canis meus nōn est! Haec est fēlēs! Vidēsne canem meum?	<i>point to cat; pause after you read "Haec est..." to have students supply "fēlēs"</i> <i>Have students gesture the question along with you! If you wish, invite them to try speaking along too.</i>	
p. 7 Hic canis meus nōn est! Haec sunt folia! Vidētisne canem meum?	<i>point to leaves, ask: Quid sunt, suntne canis an folia? Ita, folia sunt. Unum folium, dua folia, tria folia... Avēs in foliīs sunt. (point to the birds)</i> Whom is she asking now? The folia or the avēs? (avēs) Did you notice that this question is	What are they, her dog or leaves? ... One leaf, two leaves, tree leaves....Birds are in the leaves.

	slightly different now? Listen again and tell me what you hear! (<i>say slowly, vi-de-tis-ne</i>)	
p. 8 Canis meus nōn est hīc! Ubi est canis meus?	<i>point to dog-house, ask: Estne canis hoc?</i> Minime, canis nōn est hoc, he isn't here. <i>make asking gesture</i>	Is the dog here?
p. 9 Hic est canis meus!	<i>point to dog, ask: Quid est?</i> Ita, hic est canis!	
p. 10 Ego canem meum amō. Canis meus mē amat.	<i>As you speak, point to girl, dog, and make ASL sign for love.</i>	

You might close class by teaching students to say **Grātiās magistra/magister, bene valē** (thank you, teacher, goodbye). For yourself you might say **Nunc valēte** (Goodbye for now).

LATIN THROUGH STORIES

LEVEL I: BĒSTIAE UBĪQUE ANIMALS EVERYWHERE

TEACHER GUIDE

THEME 2: ANIMALS ON THE FARM



Horses, Pigs and Chickens in a Farmyard, by John Frederick Herring

THEME 2: ANIMALS ON THE FARM (LESSONS 19-42)

LESSON 37

Materials needed:

- optional: Christmas Song Lessons (separate document)
- The Good Shepherd mosaic:
https://commons.wikimedia.org/wiki/File:Mausoleum_der_Galla_Placidia_Ravenna_Italien.JPG
- [Illustration of Little Bo Peep](#) from Teacher Resource website
- *The Good Shepherd*, by Esteban Murillo: https://en.wikipedia.org/wiki/File:El_Buen_Pastor.jpg
- Props for Gouin series: cat, mouse; picture of dog with a flock of sheep and picture of wolf OR picture of flock of sheep and toy dog and wolf
- Books: *Teacher Resource Book*

Part 1 - Settling into Latin

1. **Prayer (optional) [3 min]: *Signum Crucis; Psalm 23:1***
 - A) ***Signum Crucis***: *In nōmine Patris, et Filiī, et Spīritūs Sānctī. Āmēn.*
 - B) ***Psalm 23: 1***: *Dominus pāscit mē, nihil mihi dēerit* (*The Lord is my shepherd, there is nothing I shall want*; literal translation: *The Lord tends me as a shepherd and nothing for me will be lacking*)
 - You might display *The Good Shepherd* mosaic that students saw a few lessons ago and point to it while saying the verses in English and Latin:
https://commons.wikimedia.org/wiki/File:Mausoleum_der_Galla_Placidia_Ravenna_Italien.JPG
 - Say the verses in English (invite students to join you if they know it)
 - Say them in Latin. You might consider some gestures, e.g. for “Dominus” point to heaven, for “nihil” gesture “nothing”, for “mihi” point to yourself.

2. **Songs [3 min]**
 - A) religious option: *Christmas Songs*

 - B) Alternative: *Itsy Bitsy Spider*: once or twice with gestures.

3. ***New Song: Old MacDonald Had a Farm (stanzas 1-6) [3 min]*** (*TRB* p.12)
Sing stanzas 1-6 together. Make gestures for hīc, illīc, and ubīque. After singing, ask: **Quis est Senex MacDonaldus?** Have students say: **Senex MacDonaldus est agricola.**

4. Gouin Series Review: *Cat Hunts Mouse* [1 min]

Say sequence with gestures once or twice.

5. New Nursery Rhyme: *Little Bo Peep* [5 min] (TRB p.16)

display the illustration

do invite students to say the whole rhyme with you with gestures

ask What are the two words in this rhyme that both mean “flock or herd”?

ask What are we telling the little girl when we say “Nōlī dolēre”?

ask When we say “grēx redībit” which of these words means that they will come back? So what does “grēx redībit” mean?

together say and act out this line again.

<i>De garrula parvula</i>	gestures	literal English translation
Pecus amissum garrula puella perquisiuit. Nōlī dolēre, parvula; titubāns grēx redībit. <i>alternative for last line:</i> caudās movēns grēx redībit	<i>pecus</i> : point to herd; <i>āmissum</i> : shrug shoulders, look around <i>perquisiuit</i> : gesture searching <i>nōlī</i> : shake head “no”; <i>dolēre</i> : look sad; gesture weeping; <i>parvula</i> : show “little” <i>titubāns</i> : shake upper body; <i>grēx</i> : point to sheep in picture; <i>redībit</i> : gesture returning to girl; <i>alternative line</i> : wag your hand behind your back	The chattering girl diligently searched the/her lost flock. Don’t grieve/lament, little girl, the tottering herd will come back. <i>alternative</i> : wagging their tails, the herd will come back

From: Minkova & Tunberg: *Māter Anserina: Poems in Latin for Children*, p. 23. Reprinted with permission.

OPTIONAL GRAMMAR EXTENSION: NŌLĪ + infinitive

Have students turn to **page 71** in their student books and read along with them the following lesson.

In the nursery rhyme “Little Bo Peep” we have the following line:

Nōlī dolēre, parvula, titubāns grēx redībit.

Nōlī introduces a negative command in the second person singular (given to one person, not a group) and is generally followed by the **infinitive form** of the verb: *nōlī dolēre* – don’t grieve/lament. The **infinitive** is the base, unconjugated form of a verb: *to see, to have, to do*.

Here is a list of some of the verbs we have learned so far, given here in the first person and the infinitive.

- Create some “Nōlī” commands and then practice giving them to each other. For example, one student stands up and acts out one of the verbs, and says, for example “edō”, and the class, or another student partner, tells him/her for example “nōlī edere!”

Note to teacher: Ask one student to stand up and act out one of the verbs, and say, for example “edō”, and the class, or their partner, tells him/her for example “nōlī edere!”

1 st person	edō	bibō	dormiō	saliō	lātrō	ambulō	volō	mūgiō	bālō
infinitive	edere	bibere	dormīre	salīre	lātrāre	ambulāre	volāre	mugīre	bālāre

Examples of what students might say:

Nōlī bibere <i>Don't drink!</i>	Nōlī dormīre <i>Don't sleep!</i>	Nōlī salīre <i>Don't jump!</i>	Nōlī lātrāre <i>Don't bark!</i>
Nōlī ambulāre <i>Don't walk!</i>	Nōlī volāre <i>Don't fly!</i>	Nōlī mugīre <i>Don't moo!</i>	Nōlī bālāre <i>Don't bleat!</i>

Note to teacher: You might also mention the phrase *Nōlī mē tangere*, said by Jesus to Mary Magdalene when she recognizes him after his resurrection (John 20:17). There are many famous artistic representations of this scene. Some links you might explore with your students are below.

- https://en.wikipedia.org/wiki/Noli_me_tangere#/media/File:Noli_me_tangere_fresco_by_Fra_Angelico.jpg
- https://en.wikipedia.org/wiki/Noli_me_tangere#/media/File:Correggio_Noli_Me_Tangere.jpg
- https://en.wikipedia.org/wiki/Noli_me_tangere#/media/File:Titian_-_Christus_und_Maria_Magdalena_Noli_me_tangere.jpg

Part 2 – Picture Study: *The Good Shepherd* [5 min]

Note to teachers in secular school: feel free to say *pastor* and *puer* instead of *Iēsūs*.

- display** *The Good Shepherd*, by Esteban Murillo (1660)
https://en.wikipedia.org/wiki/File:El_Buen_Pastor.jpg
- ask** **What do you think is the title of this painting?** (Be sure to ask for reasons why) **How is it similar or different from the one about the Good Shepherd that we just saw?**
- point** *to Jesus saying:* **Puer Iēsūs est. Quis est puer?**
- together** **puer Iēsūs est.**
- say** **Iēsūs est pāstor et pecus habet. Repeat with me please.**
- point** *to the sheep next to him asking:* **Puer ūnam ovem habet an multās?** (*Show one finger, then gesture “many” and point to rest of herd in background*)

<i>students</i>	multās
<i>together</i>	Puer multās ovēs habet.
<i>say</i>	Ita, Puer multās ovēs habet. Puer pecus habet.
<i>ask</i>	Estne pecus in stabulō an in prātō?
<i>students</i>	In prātō.
<i>say</i>	Ita, pecus in prātō est. Quid agit pecus in prātō? (Dormit an edit?)
<i>together</i>	Pecus in prātō edit.
<i>ask</i>	Ubi sunt pāstor et ūna ovis? Suntne pāstor et ovis quoque in prātō? (Shake head no)
<i>students</i>	Minimē.
<i>say/ask</i>	Pāstor et ovis nōn sunt in prātō. In saxīs sunt (<i>point to rocks</i>). Ubi sunt pāstor et ovis?
<i>students</i>	In saxīs.
<i>say</i>	Ita, pāstor et ovis in saxīs sunt. Quid agit pāstor in saxīs, sedet an stat?
<i>students</i>	(pāstor) sedet
<i>say</i>	Ita, pāstor in saxīs sedet. Quid agit ovis in saxīs, sedet an stat?
<i>students</i>	(ovis) stat.
<i>say</i>	Let's put this together: <i>Pāstor in saxīs sedet et ovis in saxīs stat.</i> (<i>have students repeat</i>)
<i>together</i>	Puer ovem mulcet. (<i>make petting/stroking gesture</i>). Quid agit puer?
<i>say</i>	Pāstor ovem mulcet quia ovem amat, diligit. [The shepherd pets his sheep because he loves it] (<i>gesture love</i>) Cūr (<i>asking questure</i>) pāstor ovem mulcet? Quia...
<i>students</i>	ovem amat. (<i>make gestures while saying this</i>)
<i>say</i>	Pāstor ovem amat. Amatne pāstor ūnam ovem an omnēs ovēs? (<i>point to the herd</i>) [Does the shepherd love one sheep or all (his) sheep?]
<i>students</i>	Omnēs ovēs amat.

Tip: Do not use "grex" here, as the accusative form "gregem" is so different from the nominative

OPTIONAL GRAMMAR/WRITING EXTENSION: DESCRIBING MURILLO'S PAINTING

Have students turn to p. 72 in the student book and read the following instructions with them:

Using the wordbank, write some sentences next to the painting and draw an arrow from each sentence to the part of the painting it describes.

Word bank				
	puer		pastor	
	ovis / ovem / ovēs (grēx, pecus)			
	in saxīs	in prātō		est/sunt
mulcet	amat/diligit	sedet	stat/stant	edit/edunt



Teaching note: *before starting, briefly discuss that students should use ovis when the one sheep is the subject (or part of the subject) of the sentences, and ovem when it is receiving the action (e.g of petting or loving), and ovēs to talk about all the other sheep in the plural. If they use grēx or pecus, those are collective nouns and will use the verb in the singular (like you would in English if you talk about a herd or a flock).*

Some possible sentences: *Puer est pāstor. Pāstor et ovis in saxīs sunt. Pāstor in saxīs sedet. Ūna ovis in saxīs stat. Ovēs in prātō sunt/edunt/stant. Grēx/Pecus in prātō est/edit/stat. Puer/pāstor ovem mulcet. Pāstor ovēs amat/diligit.*

Part 3 - New Gouin Series: Dog Protects Sheep from Wolf [8-10 min]

The sheep are [OR: the herd is] in the pasture.
A wolf approaches.
The wolf wants to eat the sheep.
The sheep are afraid.
The dog sees the wolf.
The dog barks.
The dog chases the wolf away.
All the sheep are safe and happy.

ovēs in prātō sunt. [OR: pecus/grēx in prātō est.]
lupus appropinquat.
lupus ovēs edere vult.
ovēs timent.
canis lupum videt.
canis lātrat.
canis lupum agitat.
omnēs ovēs salvae et laetae sunt.

Display or bring printed pictures that show a dog with a flock of sheep and one with a wolf, for example:



or



and



say I will act out a new little story for you today. Pay close attention to what I am doing and afterwards tell me what you observed and what you think the story was about.

say *the entire series, speaking in Latin slowly and clearly while acting out every sentence. Use animal pictures (or toy animals if you have) to help demonstrate the meaning.*

ask *students what they observed and what they think you said. For any incorrect guesses, simply say that was almost what I said, does anyone have anything else to add?*

say We will act out the whole story together in sequence and say the sentences in English while we act it out.

- do** *Act out the series sentence by sentence and have the students act it out along with you, saying the sentences in English*
- say** **Now let's focus on the action words in each sentence. Please make the gestures with me, and join me in speaking whenever you are ready!**
- do** *Say the verb phrases below in sequence with the appropriate gestures. Students only make the gestures. Do not use English at this point. Repeat 3-5 times.*
- | | |
|--------------------------------|--|
| 1) (ovēs) in prātō sunt | <i>point to or hold up picture of sheep in pasture</i> |
| 2) (lupus) appropinquat | <i>hold picture of wolf, show him to be approaching the sheep</i> |
| 3) (lupus) edere vult | <i>show eating, for vult use ASL sign:
https://www.lifeprint.com/asl101/pages-signs/w/want.htm</i> |
| 4) (ovēs) timent | <i>point to sheep, shake with fear</i> |
| 5) (canis) videt | <i>point to dog, gesture seeing</i> |
| 6) (canis) lātrat | <i>point to dog, bark</i> |
| 7) (canis) agitat | <i>point to dog, gesture chasing away</i> |
| 8) (ovēs) salvae sunt | <i>point to sheep, gesture being relieved</i> |
| 9) (ovēs) laetae sunt | <i>point to sheep, show happy face</i> |
- do** *End by saying the entire series again and have students gesture along with you*

LATIN THROUGH STORIES

LEVEL I: BĒSTIAE UBĪQUE

ANIMALS EVERYWHERE

TEACHER GUIDE

THEME 3: ANIMALS IN THE FOREST



Morning in a Pine Forest, by Ivan Shishkin (1832-1898)

THEME 3: ANIMALS IN THE FOREST (LESSONS 43-66)

LESSON 54

Materials needed:

- *Squirrels Gathering Chestnuts*, by Kawanabe Kyōsai (circa 1887)
https://upload.wikimedia.org/wikipedia/commons/8/82/Kawanabe_Ky%C5%8Dsai_-_Squirrels_Gathering_Chestnuts_-_14.76.61.27_-_Metropolitan_Museum_of_Art.jpg
- Props for Gouin series: hen, egg; bird, nest; a few nuts (ideally large, like walnuts or pecans; acorns could be used if necessary)
- Books: *Teacher Resource Book*; *The Gingerbread Man*/*Vir Zingipānis*

Part 1 - Settling into Latin

- I. **Prayer (optional) [2 min]: *Signum Crucis*; *Psalm 23:1 (John 10:11 & John 10:27)***
 - A) ***Signum crucis***: *In nōmine Patris, et Filīi, et Spīritūs Sāncī. Āmēn.*
 - B) ***Psalm 23:1***: *Dominus pascit mē, nihil mihi dēerit.*
 - C) **Optional: *John 10: 11***: *Ego sum pāstor bonus. *John 10:27*: *Ovēs meae vōcem meam audiunt et ego cognōscō eās et sequuntur mē.*
Say in Latin only, with gestures. Review who “ego cognōscō” and “sequuntur” refer to, then ask: when Jesus says “cognōscō eas” whom does he mean? (*the sheep*). When he says “sequuntur me” whom does he mean, whom are the sheep following?*

 2. **Songs [2 min]**
 - A) **religious option: *This little Light & Ubi caritas***
 - B) **Alternative: *Micā, micā, parva stēlla & Carmen Porcī*** (TRB p.20)
Ask students if they remember what “Carmen porcī” means and who is speaking. Invite them to sing and gesture the first stanza and chorus with you 1-2x. Sing and act out the 2nd stanza and chorus (negating gesture for “nihil”, shake with fear for “timeō”) and ask students what they think “nihil timeō” means. Have them gesture along while you sing this part again.

 3. **Song: *Flēvit Lepus Parvulus (The Little Hare Wept)* [4 min]** (TRB p.17)
- do ask students to join you in gesturing and signing the song up to and including the 5th stanza. Remember to sing the chorus between each stanza!

- say In the next stanza the little hare tells us about how people chase him. Listen and tell me what two actions you hear and see:
- do *sing or say* “*Quandō servī vident mē, ‘lepus! lepus!’ vocant mē*” (*gesture seeing and calling*)
- ask What are the two actions you heard and saw me do?
- say Let’s do those together. Say and show me “*vident*” – they see. Now say and show me “*vocant*” – they call.
- say But who is seeing and calling the little hare? “*Servī*” means servants. This is a very old song (from Europe, from the Middle Ages) when there were a lot of kings and dukes, and they would send out their servants to chase the hares out of their hiding places so that they could hunt them. That is why our little hare weeps and cries in this song.
- say we’ll sing this stanza together two more times. Please make the gestures and join me in singing when you feel ready.

4. New Song: *Silent Vesperī Omnia (All is quiet in the evening)* [4 min] (TRB p.19)

- say do you remember what bird we talked about in the last class? (a nightingale) Does anyone remember the Latin name? (*luscinia*). The song we will start learning is about a very quiet evening where only the nightingale is sitting by the river and sending her song through the valleys. We heard last time how loud the *luscinia* can sing, remember?

- do *sing or say the entire song in Latin with all gestures*
Then go through the song line by line, saying and gesturing the Latin. Always ask children first what they think it means before giving them the literal translation.

Don’t worry if you haven’t memorized the song yet! Just sing what you can!

- say Let’s learn the first line! Please make the gestures with me (*say or sing the first line 2x with students only gesturing along with you, then have them speak or sing along 2x*).

Latin	Gestures	Literal Translation
Silent vesperī omnia sed ad rīvum luscinia flēbilis cantat vallibus mandat carmina	<i>silent</i> : finger to mouth for quiet; <i>omnia</i> : gesture wide around; <i>ad rīvum</i> : hand makes winding river; <i>luscinia</i> : ASL sign for bird; <i>flēbilis</i> : sad face/crying; <i>cantat</i> : act out singing; <i>vallibus</i> : hands show valley; <i>carmina</i> : same as cantat	All things are quiet/silent in the evening, but at the brook the nightingale sings lamentingly/dolefully, sends through the valleys (her) songs

Latin text from: Roland Kadan: *Cantare necesse est*. 2nd edition. Vienna: Braumüller, 2011, p. 124

5. Gouin Series Review: *Hen lays Egg & Bird Builds Nest* [2-3 min]

- Say both sequences once with gestures.

Part 2 – Picture Study: Kyōsai’s Squirrels Gathering Chestnuts [5 min]

display *Squirrels Gathering Chestnuts*, by Kawanabe Kyōsai (circa 1887)

https://upload.wikimedia.org/wikipedia/commons/8/82/Kawanabe_Ky%C5%8Dsai_-_Squirrels_Gathering_Chestnuts_-_14.76.61.27_-_Metropolitan_Museum_of_Art.jpg

ask **Quid sunt, suntne luscinae an sciūrī?** (*point to squirrels*) (sciūrī)

ask **Quot sciūrōs vidēmus in pictūrā?** (*questioning geture, then gesture looking, then point to squirrels*)
What do you think I’m asking when I say Quot sciūrōs vidēmus in pictūrā? (*How many squirrels do we see in the painting?*)

say **Numerēmus!** *together:* **Ūnus sciūrus, duo sciūrī! Duo sciūrī in pictūrā sunt.**

ask **Ubi sedet hic sciūrus** (*point to squirrel on the ground*) (in terrā/in prātō). **Ita, sciūrus in terrā / in prātō sedet.** Let’s say that together.

say We can also say “in herbā sedet” – he’s sitting in the grass (as opposed to “in prātō” – in the meadow). Let’s try that together – sciūrus in herbā sedet.

ask **Et ubi est hic sciūrus?** (*point to squirrel on the branch*) (in rāmō). **Ita, sciūrus in rāmō est.** Let’s say that together.

point *to squirrel on the ground and say:* **Hic sciūrus nucem edit.** (*point to the nut*).

point *to the squirrel on the branch and ask:* **Hic sciūrus quoque nucem edit?** (Minimē). **Minimē, hic sciūrus nōn edit nucem. Ūnus sciūrus in herbā sedet et nucem edit, sed alter sciūrus in rāmō sedet et nucem nōn edit.** [one squirrel is sitting in the grass and eating a nut, but the other squirrel is sitting on a branch and is not eating a nut] (*point to each squirrel and location, the nut, gesture nut with one finger and the thumb, and gesture eating/not eating*). **What do you think I just said?** (*repeat with gestures if necessary*)

Keep this picture up during the next part!

Part 3 - New Gouin Series: *The Squirrel and the Nuts* [5 min]

A squirrel is sitting in the grass.	Sciūrus in herbā sedet.
The squirrel sees a nut.	Sciūrus nucem videt.
The squirrel eats the nut.	Sciūrus nucem edit.
The squirrel sees more nuts.	Sciūrus plūrēs nucēs videt.
The squirrel takes the nuts.	Sciūrus nucēs capit.
The squirrel brings the nuts to his home.	Sciūrus nucēs ad domum suam fert.

If you can, bring a few nuts or acorns as props!

- say I will act out a new little story for you all, about a squirrel! Pay close attention to what I am doing and afterwards tell me what you think the story was about.
- do Go through the entire series, speaking in Latin slowly and clearly (be sure to pronounce the noun and verb endings particularly carefully) while acting out every sentence. Use the picture as well as the nut/acorn props to help demonstrate the meaning.
- ask what did you observe? What do you think I said? (For any incorrect guesses, simply say that was almost what I said, does anyone have anything else to add?)
- say we will act out the whole story together in sequence (in the right order) and say the sentences in English while we act it out.
- do Act out the series sentence by sentence and have the students act it out along with you, saying the sentences in English
- say Now let's focus on the action words in each sentence. Please make the gestures with me, and join me in speaking whenever you are ready!
- do Say the verbs below in sequence with the appropriate gestures and the toy animals or pictures to help demonstrate meaning. Do not use English. Repeat twice, then have them speak along the third time.
1. Sciūrus sedet.
 2. Sciūrus videt.
 3. Sciūrus edit.
 4. Sciūrus videt.
 5. Sciūrus capit.
 6. Sciūrus fert.
- do end by saying the entire series once more and have students gesture along with you and invite them to speak along for the action words.

Tip: continue to use your nut props while acting out these verbs

Part 4 - Little Socratic Reading: Vir Zingipānis [5 min]

Finish reading the longer version, picking up on the page before you left off (reread the last page you read).

Option A: read with students speaking along for all repeated phrases

- have students try to say all of the repeated phrases with you:
 - **Quō curris?** (*Where are you going/running?*)
 - **Ā vōbīs quoque fugere possum!** (*I can run away from you too*)
 - **Potesne? Vidēbimus!** (*can you? We'll see!*)
 - *invite students to say the increasingly longer list of people and animals he has run away from; make sure to pronounce those ablative endings clearly; if necessary draw students' attention to the endings*

Option B: read while asking some questions in Latin

Read everything on each page, then stop to ask a few questions. You don't need to ask all of the questions suggested here! *Starred questions are more difficult and should only be asked with older students.

page	What you ask	translation (GBM=gingerbread man)	response
13	Ubi currēbat Vir Zingipānis?	Where was the GBM running?	per silvam
14	Quī eum secūtī sunt? Potestne Vir zingipānis fugere ab ursīs? *Currēbantne ursī celerius quam lupī?	Who followed him? (<i>point to them</i>) Can the GBM flee from the bears? Were the bears running faster than the wolves? (<i>this is an opinion question; you could ask several individual students what they think</i>)	duo ursī ita, potest! ursī currēbant celerius/lupī currēbant celerius
15	Quō advēnit Vir Zingipānis?	Where did the GBM arrive?	ad lacum
16	Currēbantne rānae celerius quam Vir Zingipānis? *Currēbantne rānae celerius quam ursī?	Were the frogs running faster than the GBM? Were the frogs running faster than the bears?	minimē minimē (ursī currēbant celerius quam rānae)
17	Quō advēnit Vir Zingipānis? Quis sedēbat prope flūmen?	Where did the GBM arrive? Who was sitting near the river?	Ad flūmen vulpēs

	*Sedebatne vulpēs in flūmine an in rīpā?	Was the fox sitting in the river or on the riverbank? (<i>this is a preview of a word students will learn in Theme 4. Point to river, then riverbank to demonstrate</i>)	in rīpā
18	Ubi sedet Vir Zingipānis, in caudā an in tergō vulpis?	Where is he GBM sitting, on the tail or the back of the fox?	in tergō ¹ (vulpis)
19	Quis natat (Vir Zingipānis an vulpēs)? Quid est in aquā?	Who is swimming (the GBM or the fox)? What is in the water? (<i>point to the GBM's feet</i>)	vulpēs pedēs
20	Ubi sedet vir Zingipānis nunc, in capite vulpis an in tergō vulpis?	Where is he GBM sitting now, on the fox's head or on the fox's back?	in capite ¹ (vulpis)
21	Ubi sedet Vir Zingipānis nunc, in nāsō vulpis an in oculō vulpis?	Where is he GBM sitting now, on the fox's nose or on the fox's eye?	in nāsō ¹ (vulpis)
22	Quid aperuit Vulpēs? Potuitne fugere Vir Zingipānis?	What did the fox open? Was the GBM able to flee?	ōs minimē

¹ Note that the questions are all asking where he is sitting (using the ablative), whereas the text tells us where he is jumping to (using the accusative). If you give the options in the ablative, as suggested in the questions, students should have no trouble with the correct response. If you wish, after students' response you might add, for additional input:

- In *tergum* saluit et nunc in *tergō* sedet.
- In *caput* saluit et nunc in *capite* sedet.
- In *nāsum* saluit et nunc in *nāsō* sedet.

LATIN THROUGH STORIES

LEVEL I: BĒSTIAE UBĪQUE

ANIMALS EVERYWHERE

TEACHER GUIDE

THEME 4: ANIMALS IN THE WATER



Mandarin Ducks, by Charles Tunnicliffe (1901-1979)

THEME 4: ANIMALS IN THE WATER (LESSONS 67-87)

LESSON 81

Materials needed:

- optional: *Carmen Octāvī* (mp3 and songsheet from “I am Singing Latin Songs” download)
- Props for Gouin series: cat, mouse; frog life cycle print-outs; turtle, baby turtles
- Lesson 81 PowerPoint
- Video 1: Salmon Migration <https://www.youtube.com/watch?v=F9kU5rT86P4> (muted)
- Video 2: Life Cycle of the Salmon <https://www.youtube.com/watch?v=nlSoUXfJEeQ> (muted)
- Books: *Teacher Resource Book*

Part I - Settling into Latin

1. **Prayer (optional) [1 min]: *Signum Crucis; Psalm 42:1***
 - A) **Signum crucis:** *In nōmine Patris, et Filī, et Spīritūs Sanctī. Āmēn.*
 - B) **Psalm 42:1:** *Sicut cervus dēsīderat ad fontēs aquārum, ita dēsīderat anima mea ad tē, Deus (As the deer [stag] longs for streams [springs] of water, so my soul longs for you, my God)*

2. **Songs [1-4 min]**
 - A) **religious option:** *Dōna nōbīs pācem*
 - B) **Alternative:** *Itsy Bitsy Spider*
 - C) **optional new alternative:** *Carmen Octāvī*

do *Have students gesture and sing with you the 1st stanza and whatever they can for the 2nd*
ask **What does Ocatvus say in the first stanza? What does his mother respond in the second?**
(Why do Octopī not have socks?)
do *go through the second stanza line by line, have students listen and gesture, then repeat it after you and tell you the translation.*
do *Sing the entire second stanza again; have students sing along as much as they can.*

3. **Song: *Anatēs sunt meae* [1 min]**
Sing once or twice with gestures.

7. **New Song: *Avēs omnēs adsunt iam* [5 min]** TRB (p.22)

Tip: stress the different noun endings of “Octopī” (nominative) vs. “in Octopīs” (ablative plural). With 3rd grade and up review these endings.

- do** Sing the entire song while students gesture and sing along as much as they can.
- do** Have students sing, gesture, and translate the first two lines again.
Have them sing or say, gesture and translate the 3rd and 4th lines (*cantant* - they sing; *sibilant* - they whistle; *clangunt* - they clang; *strepunt* - they rattle; *pīpīant* - they chirp)
- say** **in the last two lines, we say that the birds make all these noises, so as to receive with their song the spring which is about to begin. What do they receive with their song? (spring). Let's say these two lines together a few times.**
- do** say or sing lines 5-6 slowly, with gestures
- do** Sing the entire song once more. Have students try to sing along as much as they can.

Tip: the syntax of last two lines is complicated. Children do not need to be able to translate this exactly! They should simply have an idea that the birds' song makes spring begin (initiates spring – a cognate you might point out!)

Avēs omnēs adsunt iam omnī parte rūrum O quam cantant, sibilant, clangunt, strepunt, pīpīant, cantū ut excipiant vēr nunc initūrum.	<i>avēs</i> : gesture beak; <i>adsunt</i> : point to ground; <i>omnī parte</i> : gesture around; <i>cantant</i> : ASL sign for sing; <i>sibilant</i> : gesture whistling; <i>clangunt, strepunt</i> : gesture shouting or rattle something; <i>pīpīant</i> : gesture beak chirping; <i>cantū</i> : gesture song/singing; <i>excipiant</i> : sign getting, receiving; <i>vēr nunc initūrum</i> : ASL sign for spring: https://www.lifeprint.com/asl101/pages-signs/s/spring.htm
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Latin text from: Roland Kadan: *Cantare necesse est*. 2nd edition. Vienna: Hölder-Pichler-Tempsky, 2012, p. 116

4. **Gouin Series Review: Cat Hunts Mouse; Frog Series; Turtles Hatch [3-5 min]**
Say all three series once with all gestures. Bring props or pictures to spice up your review!
(Check out other ideas for changing up your reviews on the Gouin series overview handout!)

OPTIONAL GRAMMAR EXTENSION: IDENTIFYING DIRECT OBJECTS AND PREPOSITIONAL PHRASES

Have students turn to p. 162 in their student books and follow along with them:

In the Turtle mini story, review and practice identifying **direct objects** (*accusative*). Watch out, the word order is different this time!

- Read aloud each sentence
- quickly review what is the **subject and verb** (mark these if you wish)
- Bracket off any **prepositional phrases**
- Try to figure out if the sentence has a **direct object** or not by asking the *whom or what* question. **Mark direct objects with a blue box or circle.**

Teaching Note: Some sample guiding questions are below.

(Ad lītus) rēpit māter testūdō.

- How do we find the subject? (*Who* is crawling? -> the mother turtle)
- What else does this sentence tell us? (the direction to where she is crawling: *ad lītus*). Is this a direct object or not? (No – it’s a prepositional phrase)

Māter testūdō nīdum (in harēnā) fodit. *The mother turtle is digging whom or what?*

- How do we ask for the subject? (*Who* is digging? -> the mother turtle)
- Where is she digging? (in the sand – in harēnā)
- What is she digging? (a nest)
- Which of these is the direct object – “a nest” or “in the sand” (a nest: it tells us who or what is she digging; “in harēnā” is a prepositional phrase that tells us where she is digging)

Ōva māter testūdō parit.

- How do we ask for the subject? (*Who* is laying eggs? -> the mother turtle)
- What could we ask to find the direct object? (*Who* or *what* is the turtle laying? -> eggs)

(In harēnā) ōva iacent.

- How do we ask for the subject? (*who* or *what* is lying in the sand? -> the eggs)
- What else can we ask about this sentence? (where are the eggs lying -> in the sand)
- Does this sentence have a direct object? (no; “in harēnā” is again a prepositional phrase)

Franguntur ōva et nāscuntur pulli testūdinis

(Ad mare) rēpunt pulli testūdinis

(Ad mare) adveniunt pulli testūdinis et (in mare) sē mergunt.

Part 2 - Little Socratic Talk: Reviewing Water Locations [5 min]

Use the PowerPoint to review previously learned animals, actions, and locations. No new words are introduced at this point.

Younger children can simply respond with the action verb instead of the complete sentence, or with the animal and action. Be sure to make, and have students make, gestures for all verbs!

What you ask	Translations	Student or joint responses
Quid agit ērūca in foliō?	What is the caterpillar doing on the leaf?	Ērūca in foliō rēpit.
Quid agunt ērūcae in foliō?	What are the caterpillars doing on the leaf?	Ērūcae in foliō rēpunt.
Quid agit capra in monte?	What is the goat doing on the mountain?	Capra in monte stat.
Quid agunt caprae in monte?	What are the goats doing on the mountain?	Caprae in monte stant.
Quid agit aquila in arbore?	What is the eagle doing in the tree?	Aquila in arbore sedet.
Quid agunt aquilae in nīdō?	What are the eagles doing in the nest?	Aquilae in nīdō sedent.
Quid agit asinus in stabulō?	What is the donkey doing in the stable?	Asinus in stabulō stat.
Quid agunt asinī in prātō?	What are the donkeys doing in the meadow?	Asinī in prātō stant.
Quid agit sciūrus in rāmō?	What is the squirrel doing on the branch?	Sciūrus in rāmō edit.
Quid agunt sciūrī in terrā?	What are the squirrels doing on the ground?	Sciūrī in terrā edunt.
Quid agit apīs in āere?	What is the bee doing in the air?	Apīs in āere volat.
Quid agunt apēs in āere?	What are the bees doing in the air?	Apēs in āere volant.
Quid agit vulpēs in prātō?	What is the fox doing in the meadow?	Vulpēs in prātō sedet.
Quid agunt vulpēs in prātō?	What are the foxes doing in the meadow?	Vulpēs in prātō sedent.
Quid agit būbō in rāmō?	What is the owl doing on the branch?	Būbō in rāmō dormit.
Quid agunt būbōnēs in arbore?	What are the owls doing in the tree?	Būbōnēs in arbore dormiunt.
Quid agit pāpiliō in hortō?	What is the butterfly doing in the garden?	Pāpiliō in hortō volat.
Quid agunt pāpiliōnēs in foliō?	What are the butterflies doing on the leaf?	Pāpiliōnēs in foliō sedent.
Quid agit lepus in prātō?	What is the hare doing in the meadow?	Lepus in prātō currit.

Quid agunt leporēs in prātō?	What are the hares doing in the meadow?	Leporēs in prātō currunt.
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Part 3 – Video Talk: Salmon Migration & Salmon Life Cycle [5 min]

- Video 1: Salmon Migration <https://www.youtube.com/watch?v=F9kU5rT86P4> (muted)
- Video 2: Life Cycle of the Salmon <https://www.youtube.com/watch?v=nlSoUXfJEeQ> (muted)

The Video “Salmon Migration | Amazing Animals (Documentary Series) | Catch” was selected because it is short and contains footage of most of the major points in our Gouin series, including bears and eagles catching the salmon. Unfortunately, this video ends with the salmon parents dying rather than new life coming forth (it also doesn’t mention how beneficial the decaying bodies of the salmon parents are to the ecosystem). Therefore, please add the beginning of minute of “Life Cycle of the Salmon” (by Oregon Sea Grant), which starts with the spawning and hatching of the young.

As before, there are more sentences in this “video talk” than you will memorize. When there is sufficient time between one sentence and the next, you might want to repeat the same sentence several times so students are constantly exposed to Latin during this activity. For younger children say all sentences in English first, then in Latin, or allow them to watch the video with sound once.

VIDEO 1: “Salmon Migration Amazing Animals (Documentary Series) Catch”		
time	what you say (the bold text is that of the new Gouin Series)	student responses
0:00-0:35	Salmōnēs in marī natant. [Salmon swim in the ocean.] Quid agunt salmōnēs in marī? Quae bēstiae in marī natant? Suntne salmōnēs an ballaenae?	natant salmōnēs
0:50-1:20	Salmōnēs adversō flūmine natant. [the Salmon swim up the river.] Ubi natant salmōnēs? Ita, in flūmine natant. Adversō flūmine natant.	in flūmine
1:20-1:50	Salmōnēs sūrsum in cataractam exsiliunt. [the salmon jump up a waterfall.] Salmōnēs exsiliunt. Show me “exsiliunt”. In cataractam exsiliunt.	exsiliunt (<i>upright lower arm of one hand is waterfall, other hand “jumps up”</i>)
1:55-3:00	Ursī aliquot salmōnēs capiunt. [Bears catch some salmon] Quae bēstiae salmōnēs capiunt? Quid agunt ursī?	ursī salmōnēs capiunt
3:00-3:20	Aliī natant. [Other salmon swim (on)]. Quid agunt aliī salmōnēs?	natant
3:20-3:35	Aquilae aliquōs salmōnēs capiunt. [Eagles catch some salmon] Quid agunt aquilae?	salmōnēs capiunt

	Quae bēstiae salmōnēs capiunt? Suntne aquilae an luscinae?	aquilae
3:35-4:00	Aliī natant. [Other salmon swim (on)]. Quid agunt aliī salmōnēs?	natant
4:05-4:20	Apud finem flūminis salmōnēs ōva in saxīs/in glāreā* pariunt. [Near the end of the river the salmon lay eggs on the rocks/in the gravel] Salmōnēs ōva in saxīs/in glāreā* pariunt. Quid agunt salmōnēs? Ita, salmōnēs ōva in saxīs/in glāreā* pariunt.	ōva pariunt.
4:20-4:25	Salmōnēs moriuntur. [The salmon die] Quae bēstiae moriuntur? Ita, salmōnēs moriuntur. Quid agunt salmōnēs?	salmōnēs moriuntur
VIDEO 2: Life Cycle of the Salmon (by Oregon Sea Grant)		
0:45-0:55	Pullī salmōnum nāscuntur. [The baby salmon hatch.] Quid agunt pullī salmōnum? Quae bēstiae nāscuntur?	nascuntur pullī salmōnum
0:55-1:20	Pullī salmōnum ad mare natant. [The baby salmon swim to the ocean] Quid agunt pullī salmōnum? Quae bēstiae ad mare natant?	natant / ad mare natant pullī salmōnum

*With younger students use the already familiar “in saxīs”; with older ones you might wish to introduce the more accurate “in glāreā” (gravel, small rocks).

Part 4 - New Gouin Series: *Salmon Migration* [5 min]

- say** we will act out the whole story together in sequence (in the right order) and say the sentences in English while we act it out.
- do** Act out the series sentence by sentence (on following page) and have the students act it out along with you, saying the sentences in English
- say** Now let’s focus on the action words in each sentence. Please make the gestures with me, and join me in speaking whenever you are ready!
- do** Say the verbs below in sequence with the appropriate gestures. Repeat 3-5 times.

1. Salmōnēs natant.
2. Salmōnēs exsiliunt.
3. Ursī et aquilae capiunt.
4. Salmōnēs natant
5. Salmōnēs ōva pariunt.
6. Pullī salmōnum nāscuntur.
7. Pullī salmōnum natant.

optional: If time allows, do a round where you challenge the students to make the gestures on their own while you say the Latin words without gesturing (prompt only if necessary)
do *end by saying the entire series again and have students gesture along with you*

Salmon swim in the ocean. the Salmon swim up the river. the salmon jump up a waterfall. [Bears and eagles catch some salmon. Other salmon swim (on).] [At/near the end of the river] the salmon lay eggs on the rocks/in the gravel The baby salmon hatch. The baby salmon swim to the ocean.	Salmōnēs in marī natant. Salmōnēs adversō flūmine natant. Salmōnēs sūrsum in cataractam exsiliunt. [Ursī et aquilae aliquōs salmōnēs capiunt. Aliī natant.]* [Apud finem flūminis] salmōnēs ōva in saxīs/in glāreā** pariunt. Pullī salmōnum nāscuntur. Pullī salmōnum ad mare natant.
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**sentences and parts in brackets can be left out to shorten and simplify this series.*

*** With younger students use the already familiar “in saxīs”; with older students you might wish to introduce the more accurate “in glāreā” (gravel, small rocks).*