

LATIN THROUGH STORIES

LEVEL 3: FĀBULAE DĒ BĒSTIĪS ET HOMINIBUS FABLES OF ANIMALS AND PEOPLE

THEME I: AMĪCITIA & CĀRITĀS



A Roman Relief

A CURRICULUM FROM THE UNIVERSITY OF DALLAS

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THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24) LESSON I (MŪS ET LEŌ)

Lesson Overview

- I. **Settling into Latin** (7 min)
 - A. Prayer/Bible verse: Psalm 23: 1, Psalm 42: 1
 - B. Hymn: A sōlis ortū
 - C. Non-religious proverb: Ut amēris, amābilis estō
 - D. Optional introductory drill: classroom commands
- II. **Songs** (3 min)
 - A. Brother John
 - B. Ad Laetandum
- III. **Picture study:** *Mūs et Leō* (5-7 min)
- IV. **Gouin series:** *Mūs et Leō* (10 min)
- V. **Review Game:** Hot Potato (5-7 min)

Choose two or three of these warm-up elements from #1; don't try to do them all! Let students get up for some or all of them!

Materials needed

- Teacher Resource Book Level 2
- Pictures:
 - https://commons.wikimedia.org/wiki/File:Leo_et_mus.jpg
 - https://commons.wikimedia.org/wiki/File:The_Lion_and_the_Mouse_-_Project_Gutenberg_etext_19994.jpg
- **Optional props for Gouin series:** mouse and lion toy animals (or use the last picture); bring a rope or net if possible .g. a net that onions or avocados come in!
- One or several bean bags or other soft objects for game

I. Settling into Latin (7 min)

A. Review Bible Verses

Psalm 23:1: Dominus pascit mē, nihil mihi dēerit.

(The Lord is my Shepherd, there is nothing I shall want)

Psalm 42:1: Sicut cervus dēsīderat ad fontēs aquārium, 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.)*

B. Review Hymn: Ā Sōlis Ortū (TRB Level 2, p. 7)

C. Non-religious proverb: Ut amēris, amābilis estō (Ovid). *(To be loved, be lovable)*

do *ask students what one needs to do to be loved by others. After they have given a few answers, say:*
say **An ancient Roman poet once said: If you wish to be loved, be lovable. But when he said this in Latin he said: Ut amēris, amābilis estō! Let's try saying that together! (Repeat 2x)**

Linguistic Note: estō is the 2nd person sg. future imperative form of the verb “to be” and amēris is a passive subjunctive form of the verb “to love.”

D. Optional Short Warm-up Drill (all grades)

note: *forms in square brackets are commands to one child*

What you say & do	translation
Discipulī, surgite! <i>(gesture and model getting up)</i> [Discipule/a, surge!]	get up!
Discipulī, cōnsīdite! <i>(gesture/ model sitting down)</i> [Discipule/a, cōnsīde!]	sit down!
Discipulī, scribite! <i>(gesture and model writing in the air)</i> [Discipule/a, scribe!]	write!
Discipulī, legite! <i>(use both hands to gesture reading)</i> [Discipule/a, lege!]	read!
Discipulī, surgite! [Discipule/a, surge!]	get up!
Discipulī, scribite! [Discipule/a, scribe!]	write!
Discipulī, audīte! <i>(put hands to ears to gesture listening)</i> [Discipule/a, audī!]	listen!
Discipulī, cōnsīdite! [Discipule/a, cōnsīde!]	sit down!
Discipulī, audīte! [Discipule/a, audī!]	listen!
Discipulī, legite! [Discipule/a, lege!]	read!
Discipulī, dēsistite! ([Discipule/a, dēsiste] <i>gesture “stop” with one hand</i>)	stop!

II. Songs (3 min)

A. Brother John (TRB Level 2 p. 13)

B. Ad Laetandum (TRB Level 2 p. 12)

III. Picture Study: The Mouse and the Lion (5-8 min)

During the picture discussion, please do not translate what you say. Use gestures and point to the pictures and trust in children's amazing ability to figure things out from context! We are introducing new words here that will be further practiced in the Gouin series and the fable readings of subsequent lessons. The purpose here is simply to introduce these words, to expose students to them, but not for them to memorize them.

For the new word **adiuvat** (*helps*) you might consider making the following ASL sign, as this often helps children remember this rather abstract word:

<https://www.lifeprint.com/asl101/pages-signs/h/help.htm>

Picture 1: https://commons.wikimedia.org/wiki/File:Leo_et_mus.jpg

What you say/ask	translation	response
Quae bēstia in herbā iacet?	What animal is lying in the grass?	leō
Ita, leō in herbā iacet. Quid agit leō? (<i>gesture sleeping</i>) Ita, leō in prātō ante arborem dōrmit.	Yes, the lion is lying in the grass. What is the lion doing? Yes, the lion is sleeping in the meadow in front of the tree.	dormit
Quae aliae bēstiae in pictūrā sunt? Ita, mūrēs in pictūrā sunt. Quattuor mūrēs ante et super leōnem sunt.	What other animals are in the picture? Yes, there are mice in the picture. Four mice are in front of (<i>point to it</i>) and on top of the lion! (<i>point to them</i>)	mūrēs
Quid putātis [putās]: Mūrēs leōnem timent, an nōn? Mūrēs nōn timent: laetī et fēlicēs sunt!	What do you all [you, sg.] think: do the mice fear the lion or not? No, the mice are not afraid: they are cheerful and happy (<i>make same smiley face gesture for both</i>)	minimē / nōn timent
Quid putātis [putās]: Leō mūrēs capere vult, an nōn vult? (<i>gesture catching by grabbing air with one hand</i>)	What do you all [you, sg.] think: Does the lion want to catch the mice, or not?	ita/minimē (vult / nōn vult)

Picture 2: https://commons.wikimedia.org/wiki/File:The_Lion_and_the_Mouse_-_Project_Gutenberg_etext_19994.jpg

What you say/ask	translation	response
<p>Ecce altera pictūra cum leōne et mūre. Leō in rēte captus est! Mūs quoque in rēte captus est? Mīnimē, mūs nōn in rēte captus est, sed leō in rēte captus est.</p>	<p>Here is another picture with a lion and a mouse. The lion is caught in a net (<i>point</i>)! Is the mouse also caught in a net? (<i>point to mouse, shake head no</i>) No, the mouse is not caught in a net, but the lion is caught in a net.</p>	<p>minimē!</p>
<p>Quae bēstia in rēte captus est?</p>	<p>What animal is caught in a net?</p>	<p>leō</p>
<p>Quid est?</p>	<p>What is it (<i>point to net</i>)</p>	<p>rēte</p>
<p>Quid putātis: estne leō laetus an nōn? Mīnimē, nōn est laetus et est infēlix. Nōn est fēlix quia in rēte captus est!</p>	<p>What do you all think: is the lion happy or not? No, he is not happy and he is unlucky. He is unlucky because he is caught in a net!</p>	<p>minimē/ nōn est laetus</p>
<p>Sed mūs leōnem adiuvat! Mūs venit et rēte mordet. Quae bēstia rēte mordet? Ita, mūs rēte mordet. Show me “mūs mordet.”</p>	<p>But the mouse is helping the lion! The mouse comes and chews the net (<i>demonstrate chewing</i>). What animal is chewing the net? Yes, the mouse is chewing the net.</p>	<p>mūs <i>[chewing motions]</i></p>
<p>Mūs dentēs acūtōs habet et rēte mordet. Discipulī, vōs dentēs habētis? Ita, nōs hominēs dentēs habēmus!</p>	<p>The mouse has sharp teeth (<i>point to your teeth</i>) and chews (<i>demonstrate</i>) the net. Students, do you all have teeth? (<i>point to yours</i>). Yes, we human beings have teeth.</p>	<p>Ita (habēmus)</p>
<p>Num nōs rētia mordēre possumus? Mīnimē, rētia mordēre nōn possumus, quia dentēs nostrī nōn sunt acūtī. Dentēs mūris acūtī sunt et mūs rete mordēre potest! What do you think “dentēs mūris acūtī sunt” means?</p>	<p>We cannot chew nets, can we? (<i>gesture chewing, point to net in picture, shake head no</i>)? No, we cannot chew nets, because our teeth (<i>point</i>) are not sharp. The teeth of a mouse (<i>point to mouse</i>) are sharp and he can chew a net!</p>	<p>minimē! (nōn possumus)</p>

IV. Gouin Series: The Mouse and the Lion (10 min)

Magnus leō parvum mūrem capit.	A big lion catches a little mouse.
Mūs dicit, “Dīmitte mē, quaesō!”	The mouse says, “Please let me go!”
Benignus leō mūrem dīmittit.	The kind lion lets the mouse go.
Leō firmō rēte captus est*.	The lion is caught in a strong net.
Īnfēlix leō magnā vōce fremit.	The unhappy lion roars loudly.
Benignus mūs cito venit.	The kind mouse comes quickly.
Mūs per rēte rōdit et leōnem adiuvat.	The mouse gnaws through the net and helps the lion.
Fēlix leō tandem fugere potest.	The happy lion can finally flee/escape.
Magnus leō grātiās agit parvō mūrī.	The big lion thanks the little mouse.

***Captus est**: we’re using this instead of the passive *capitur* because the lion is not in the process of being caught here, but in a state of being caught.

optional props: mouse and lion toy animals (or keep up the last picture from Pt. III);
bring a rope or net if possible (e.g. a net that onions or avocados come in)!

useful ASL signs: [ASL help sign](#) [ASL thank you sign](#)

say We will tell the story of the lion and the mouse together now! Watch me and try to make the gestures along with me!

do Say the entire series in Latin, speaking slowly and clearly while acting out every sentence. Use props or picture to help demonstrate the meaning! Encourage students to make some of the gestures with you

say I will say each sentence in Latin and then we’ll say it together in English while we act it out.

do Act out the series sentence by sentence, have students say the sentences in English while acting them out along with you.

say Now let’s focus on the main action in each sentence. Please make the gestures with me and join me in speaking whenever you are ready!

do Say the phrases below in sequence with the appropriate gestures and props or pictures to help demonstrate meaning. Do not use English. Repeat 3-5 times.

1. **Leō capit** (grab the [toy or imaginary] mouse).
2. **Mūs: “Dīmitte mē!”** (mouse tries to wiggle free).
3. **Leō dīmittit** (open hands to let go).
4. **Leō captus est** (gesture capturing something with both hands; use rope or net if available).
5. **Leō fremit** (roar loudly!).
6. **Mūs venit** (toy mouse or fingers walk to lion).
7. **Mūs mordet et adiuvat** (chewing motion; [ASL help sign](#)).
8. **Leō fugere potest** (gesture fleeing).
9. **Leō grātiās agit** ([ASL thank you sign](#)).

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.*

V. Game: Hot Potato (5-7 min)

Version A (for smaller group): Students sit in a circle. The teacher will play music (Level 1 or 2 Latin songs!) and students pass a soft object or bean bag around the circle as the “hot potato.” Whenever the teacher pauses the music, the teacher gives whomever has the “hot potato” a command to act out. (Use singular commands, the first form given in the lists below)

Version B (for larger groups): Played similarly, but split students into several groups (e.g. four). If possible, have them stand in circles around their desks. Bring one soft object or bean bag per group to pass around. When the music stops, the student from each group who has the object will stand and act out the command. (Use the plural command given second).

Homeschoolers with one child: pass the object back and forth between you and your child and set a timer for a random number of seconds (between 7 and 15), then put it out of sight while quickly passing the object back and forth. When the timer goes off, the one who has the object gives a command to the other (if your child isn’t a fluent reader, just have them point to random command and help them read it, or read it along with them, then carry it out!)

singular command	plural command	translation
Freme sicut leō!	Fremite sicut leō!	<i>Roar like a lion</i>
Curre sicut canis!	Currite sicut canis!	<i>Run like a dog</i>
Ambulā sicut anas!	Ambulāte sicut anas!	<i>Walk like a duck</i>
Tange caput tuum!	Tangite capita vestra!	<i>Touch your head(s)</i>
Ede sicut porcus!	Edite sicut porcus!	<i>Eat like a pig (piglet)</i>
Spectā magistrā/um!	Spectāte magistrā/um!	<i>Look at the teacher</i>
Cane sicut avis!	Canite sicut avis!	<i>Sing like a bird</i>
Capte calamum!	Capite calamum!	<i>Take/grab a pen</i>
Manūs tuās movē!	Manūs vestrās movēte!	<i>Move your hands.</i>
Volā sicut avis!	Volāte sicut avis!	<i>Fly like a bird</i>
Natā sicut piscis!	Natāte sicut piscis!	<i>Swim like a fish</i>
Capte pīlam!	Capite pīlam!	<i>Catch the ball (an imaginary one)</i>
Salī sicut rāna!	Salīte sicut rāna!	<i>Jump like a frog</i>
Digitōs tuōs movē!	Digitōs vestrōs movēte!	<i>Move your fingers</i>
Mordē sicut canis!	Mordēte sicut canis!	<i>Bite like a dog</i>

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 3 (MŪS ET LEŌ)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. Bible verses: Genesis 1:1, Phil 4:13
 - B. Hymn: *He's Got the Whole World*
 - C. Non-religious proverb: Ut amēris, amābilis estō (Ovid)
 - D. Short grammar drill for 4th/5th: 1st conjugation verbs: *spectō; volō*
- II. **Songs** (3 min):
 - A. She'll be Coming Round the Mountain
 - B. Canāmus amīcī
- III. **Gouin series:** Mūs et Leō (5 min)
- IV. **Fable reading:** Introductory Version (8-10 min)
- V. **Review Game:** Magister/Magistra dīcit (classroom commands) (5-7 min)

Remember to choose only two or three of these warm-up elements from #1!

Materials needed

- **Teacher Resource Books Level 1 & Level 2**
For the optional grammar drill (part 1.D): a stuffed animal, e.g. a cat
- **optional props for Gouin series:** mouse and lion toy animals (or use illustrations); bring a rope or net if possible!
- **Lesson 3 PowerPoint**

I. Settling into Latin (7 min)

A. Review Bible Verses

Genesis 1:1: In p̄ncipiō creāvit Deus caelum et terram.

(In the beginning God created the heavens and the earth.)

Phil 4:13: Omnia possum in eō quī mē cōnfortat.

(I can do all things in Him who comforts me.)

B. Hymn: He's Got the Whole World (TRB Level 1 p. 8)

C. Non-religious proverb: Ut amēris, amābilis estō (Ovid) *(To be loved, be lovable)*

Say the proverb in Latin and have students gesture with you. Ask if they remember what it means. Then have them speak and gesture along with you. ([ASL sign for love](#))

D. Optional quick grammar drill: 1st conjugation verbs: volō & spectō

Have students **get up and imitate you** while you do the following:

Point to yourself, act out flying, say:

ego volō

Point to a student opposite you, act out flying, say:

tū volās

Point to a girl, act out flying, say:

illa volat

Point to a boy, act out flying, say:

ille volat

Gesture around the room, act out flying, say:

nōs volāmus

Point to & look at two students, act out flying, say:

vōs volātis

Point to two students, don't look at them, act out flying, say:

illī/illae volant

Student book practice:

ego spectō

tū spectās

is/ea* spectat

nōs spectāmus

vōs spectātis

eī/ae* spectant

Challenge students to do one round without you with the phrase “**in caelō volō**” (*I fly in the sky*) You might have one row or side say the conjugated phrase and the next row/other side say the English translation. Then, if you wish, have students quickly complete the verb chart for **spectō** (*I see*) (which follows the same pattern) in the student book, p. 3.

***Note:** The 3rd person **is/ea/id** can be used both as a personal pronoun (*he, she, it*) and as a “weakened” demonstrative. As weakened demonstratives they cannot point to persons or things in one's environment, but they can refer back to someone or something mentioned previously, e.g. **ea** - that woman (I just mentioned). The words **ille/illa** and **illī/illae** are used when you directly point to someone: “that [person]” or “those [people]”

II. Songs (3 min)

A. She'll be Coming Round the Mountain (TRB Level 2, p. 22)

B. Canāmus amīcī (TRB Level 2, p. 17)

III. Gouin Series: The Mouse and the Lion (5 min)

Magnus leō parvum mūrem capit. Mūs dīcit, "Dīmitte mē, quaesō!" Benignus leō mūrem dīmittit. Leō firmō rēte captus est. Īnfēlix leō magnā vōce fremit. Benignus mūs cito venit. Mūs per rēte rōdit et leōnem adiuvat.	A big lion catches a little mouse. The mouse says, "Please let me go!" The kind lion lets the mouse go. The lion is caught in a strong net. The unhappy lion roars loudly. The kind mouse comes quickly. The mouse gnaws through the net and helps the lion.
Fēlix leō tandem fugere potest. Magnus leō gratiās agit parvō mūrī.	The happy lion can finally flee/escape. The big lion thanks the little mouse.

optional props: mouse and lion toy animals (or illustration); bring a rope or net if possible!

useful ASL signs: [ASL help sign](#) [ASL thank you sign](#)

do *Have students make the gestures along with you while you say the entire series in Latin, using props or printed pictures to help demonstrate the meaning. Repeat, this time ask students to try speaking along with you.*

say **We will now act out the entire series together!**

do *Choose 2 students to come to the front and act out the series. Help the class say and gesture the sequence while the students act their part. Repeat with two other pairs of students. (Alternatively, simply say the entire sequence with gestures 3 or 4 times.)*

With students in 3rd grade and up
you might start out or end by having students read chorally along in their student books or have one row each read a line while the others act it out.

IV. Fable Reading: Introductory Version (8-10 min)

Teaching Notes:

- A note on the versions provided:
 - A **teacher’s version with translation and notes**, meant to aid in your preparation
 - The version that is on the **PowerPoint**, which has the Latin text along with questions to ask during the interactive reading phase
 - The **student book** (in Lesson 4) includes the text with some reading help. However, it is important that students first hear and experience the story interactively before they are asked to read it themselves. Please leave the student reading for next class!
- All our fables in this level are in the past tense. Help students understand all new verb tenses by acting out the verbs. It is not necessary at this point to explain perfect and imperfect verb tenses. Allow students to focus on comprehending the story through the pictures on the PowerPoint and through your dramatic reading!
- New words: **experrectus** (*woke up*), **rīsīt** (*laughed*), **necesse est** (*it is necessary*), **proximō** (*next*), **subitō** (*suddenly*), **verus** (*true*), **dentēs** (*teeth*), **acutī** (*sharp*), **rūpīt** (*broke*). This is simply fyi; new words are not expected to be memorized or learned at this point. Follow the instructions below to help students understand these words in the context of the story.

Teacher Version with Translation and Notes

Parvus Mūs per silvam ambulābat¹.
Magnum leōnem dormientem² nōn vīdit.
Subitō magnus leō experrectus est et parvum
mūrem cēpīt. Mūs est territus!

“Ō leō magne,” inquit, “dīmītte mē, quaesō.
Amīcī esse possumus!” Leō rīsīt et respondit:
“Tū es mūs parvus, ego leō magnus sum!
Nōn necesse est mihi³ habēre parvōs
amīcōs.” Sed leō benignus erat et mūrem
dīmīsīt. “Benignus es, ō leō magne!” inquit
mūs. “Grātiās tibi agō!”

Proximō diē, leō in silvā ambulābat. Subitō
leō firmō rēte captus est! Territus est!
Īnfēlix leō magnā vōce fremuit. Parvus mūs
leōnem audīvit. Vērus amīcus esse volēbat.
Benignus mūs cito ad leōnem vēnit.
Adiuvāre volēbat! Dentēs eius erant parvī

A little mouse was walking through the forest.
He did not see a big lion sleeping. The lion
suddenly woke up and grabbed the little
mouse. The mouse was scared!

He said: “O great lion, please release me. We
can be friends!” The lion laughed and
responded: “You are a little mouse, and I am a
great lion! I don’t need little friends.”
However, the lion was friendly and let the
mouse go. “You are kind, o great lion!” said
the mouse. “Thank you!”

The next day, the lion was walking through the
forest. Suddenly, the lion was caught in a big
net. He was terrified! The unlucky lion roared
loudly. The little mouse heard the lion. He
wanted to be a true friend. The kind mouse
quickly ran to the lion. He wanted to help! His
teeth were small but sharp. He chewed and

sed acūti. Rēte dentibus momordit et rōsit.
Tandem rēte rūpit!

Fēlix leō tandem fugere potuit. Leō mūrī
benignō grātiās ēgit: “Grātiās tibi agō, amīce
parve!” Mūs erat parvus, sed leōnem
magnum adiuvāre potuit.

gnawed the net with his teeth. Finally, the net
broke!

The happy lion was finally able to escape. The
lion thanked the kind mouse: “Thank you,
little friend!” The mouse was small, but it was
able to help the big lion.

Linguistic notes for the teacher:

1 ambulābat: this is the imperfect tense. It is not necessary at this point to explain the difference between the perfect and imperfect!

2 dormientem: this is a present participle. This is a very frequent form that we will be using more throughout this level.

3 nōn necesse est mihi: literal translation: “it is not necessary for me to...”. Takes the dative (*mihi*).

PowerPoint Version with “Circling” Questions

- “Circling Questions” are questions that circle around the same sentence(s). Their purpose is a) to provide a lot of contextualized repetition of key vocabulary and structures and b) to help students process and understand the utterance. Please note: “Failing to incorporate voice inflection, pauses, body language and facial expressions into your circling practice lulls students into a disengaged state of shallow attention and rote responses.” ([Carol Gaab](#))
- Remember to give students a dramatic reading *and* also act out/demonstrate as best you can all questions you ask and invite students to act some of the verbs/sentences out with you! Please also emphasize that you expect everyone to respond together.

#	Text on Slide	Questions (on slide)
1	Parvus mūs per silvam ambulābat.	Quis per silvam ambulābat? [Who was walking through the forest?] (mūs) Ubi ambulābat mūs? [Where was the mouse walking?] (per silvam)
2	Magnum leōnem dormientem nōn vīdit.	Quis dormit, leō an mūs? [Who is sleeping, the lion or the mouse?] (leō) Num mūs leōnem vīdit? [The mouse didn't see the lion, did he? <i>shake head no after asking</i>] (minimē)
3	Subitō magnus leō experrectus est et parvum mūrem cēpit. Mūs est territus!	Quis experrectus est? [Who woke up?] (leō) Quid ēgit leō? [What did the lion do?] (mūrem cēpit) Quis est territus? [Who is terrified?] (mūs)
4	“O leō magne,” inquit, “dīmitte mē, quaeō. Amīcī esse possumus!”	Quis vult amīcus leōnis esse? [Who wants to be friends?] (mūs)

5	Leō rīsīt et respondit: “haha! Tū es mūs parvus, ego leō magnus sum! Nōn necesse est mihi habēre parvōs amīcōs.”	Num leō vult amīcus mūrīs esse? [The lion doesn't want to be the mouse's friend, does he?] (mīnimē/nōn vult) Num leō vult amīcōs parvōs habēre? [The lion doesn't want to have small friends, does he?] (mīnimē/nōn vult)
6	Sed leō benignus erat et mūrem dīmīsīt. “Benignus es, ō leō magne!” inquit mūs. “Grātiās tibi agō!”	Estne leō benignus an īrātus? [Is the lion kind or angry?] (benignus) Estne mūs nunc laetus an trīstis? [Is the mouse happy or sad?] (laetus) Cūr mūs laetus est? [Why is the mouse happy?] (leō mūrem dīmītīt) [<i>help students by pointing to the word “dīmītīt” on the slide, ask: Quid ēgīt leō?</i>]
7	Proximō diē, leō in silvā ambulābat. Subitō leō firmō rēte captus est! Territus fuit!	Quis nunc in silvā ambulābat? [Who was walking in the forest now?] (leō) Quis nunc captus est? [Who is captured now?] (leō) Estne leō laetus? [Is the lion happy?] (mīnimē, territus)
8	Īnfēlīx leō magnā vōce fremuit. Parvus mūs leōnem audīvit.	Quid ēgīt leō? [What did the lion do?] (fremuit) Quis audīvit leōnem? [Who heard the lion?] (mūs)
9	Vērus amīcus esse voluit. Benignus mūs cito ad leōnem vēnit. Adiuvāre voluit!	Quis voluit amīcus esse, mūs an leō? [Who wanted to be a friend, the mouse or the lion?] (mūs) Cūr mūs vēnit ad leōnem? [Why did the mouse come to the lion?] (adiuvāre vult) Quis vult adiuvāre, mūs an leō? [Who wants to help, the mouse or the lion?] (mūs)
10	Dentēs eius erant parvī sed acūtī. Rēte dentibus momordit et rōsit. Tandem rēte rūpit!	Suntne dentēs mūrīs magnī an parvī? [Are the mouse's teeth big or small?] (parvī) Suntne dentēs mūrīs bonī an malī? [Are the mouse's teeth good or bad?] (bonī: acūtī sunt) Cui sunt dentēs acūtī: mūrī an nōbīs? [Who has sharp teeth: the mouse or we?] (mūrī) Quid ēgīt mūs? [What did the mouse do?] (momordit rēte) Mūs rēte rūpit an nōn rūpit? [Did the mouse break the net or not?] (īta, rūpit)
11	Fēlīx leō tandem fugere potuit. Leō mūrī benignō grātiās ēgīt: “Grātiās tibi ago, amīce parve!”	Estne leō nunc laetus an īrātus? [Is the lion happy now or angry?] (laetus) Cūr leō laetus et fēlīx est? [Why is the lion happy and fortunate?] (quīa fugere potest)
12	Mūs erat parvus, sed leōnem magnum adiuvāre potuit.	Quis potuit leōnem magnum adiuvāre? [Who could help the big lion?] (parvus mūs) Quem potuit parvus mūs adiuvāre, leōnem an equum? [Whom could the small mouse help, the lion or the horse?] (leōnem) Estne mūs vērus amīcus an nōn? [Is the mouse a true friend or not?] (īta, est)

V. Review Game: Magister/Magistra dīcit (5–10 min)

For this version of “Simon says” you will say **magister/magistra dīcit**, and then give a command from the box below. Instruct students to only perform the action when you add **quaesō** (*please*), otherwise they should not move.

Examples:

- **Magistra dīcit: mēnsam tangite quaesō!** (*you touch your desk, students touch theirs*)
- **Magistra dīcit: bracchia tollite!** (*you raise both arms, students do not [since you didn’t say “quaesō”]*)

Suggested commands to a group:

- | | |
|--|--|
| • mēnsam tangite! (<i>touch the/a table</i>) | • calamum tangite (<i>touch a pen</i>) |
| • bracchia tollite! (<i>raise your arms</i>) | • caput tangite! (<i>touch your head</i>) |
| • bracchium tangite! (<i>touch an arm</i>) | • umerum tangite! (<i>touch a shoulder</i>) |
| • genua tangite! (<i>touch your knees</i>) | • pedēs tangite! (<i>touch your feet</i>) |
| • crūs tangite! (<i>touch a leg</i>) | • crura tangite! (<i>touch your legs</i>) |
| • oculōs tangite! (<i>touch your eyes</i>) | • nāsūm tangite! (<i>touch your nose</i>) |
| • aurēs tangite! (<i>touch your ears</i>) | • capillum tangite! (<i>touch your hair</i>) |
| • ōs tangite! (<i>touch your mouth</i>) | • ōs aperīte! (<i>open your mouth</i>) |
| | • ōs claudite! (<i>close your mouth</i>) |

Suggested commands to one child:

- | | |
|--|--|
| • mēnsam tange! (<i>touch the/a table</i>) | • calamum tange (<i>touch a pen</i>) |
| • bracchia tolle! (<i>raise your arms</i>) | • caput tange! (<i>touch your head</i>) |
| • bracchium tange! (<i>touch an arm</i>) | • umerum tange! (<i>touch a shoulder</i>) |
| • genua tange! (<i>touch your knees</i>) | • pedēs tange! (<i>touch your feet</i>) |
| • crūs tange! (<i>touch a leg</i>) | • crura tange! (<i>touch your legs</i>) |
| • oculōs tange! (<i>touch your eyes</i>) | • nāsūm tange! (<i>touch your nose</i>) |
| • aurēs tange! (<i>touch your ears</i>) | • capillum tange! (<i>touch your hair</i>) |
| • ōs tange! (<i>touch your mouth</i>) | • ōs aperī! (<i>open your mouth</i>) |
| | • ōs claude! (<i>close your mouth</i>) |

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 5 (MŪS ET LEŌ)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. Prayer: Glory Be
 - B. Hymn: Venī creātor spīritus
 - C. Non-religious proverb (new): Ex amīcitiā pāx
 - D. Short grammar drill for 4th/5th: 2nd conjugation verbs: *fleō*; *rīdeō*
- II. **Songs** (3 min): Mulberry Bush OR teacher's choice from Level 1
- III. **Gouin series:** Mūs et Leō (5 min)
- IV. **Fable Reading:** Dialog Version and Comprehension Game (15 min)

Choose two or three of these!

Materials needed

- **Teacher Resource Book Level 1 & Level 2**
- **Optional props for Gouin series:** mouse and lion toy animals (or use the last picture); bring a rope or net if possible!
- **Lesson 5 PowerPoint** (expanded dialog version of fable and comprehension/review game)

I. Settling into Latin (7 min)

A. Review Prayer: Glory Be

Glōria Patrī, et Filiō, et Spīrituī Sānctō, Sicut erat in p̄ncipiō, et nunc, et semper, et in saecula saeculōrum. Āmēn.

B. Hymn

Venī creātor spīritus (TRB Level 2 p. 5)

C. Non-religious proverb (new): Ex amīcitiā pāx (*Peace from friendship/ from friendship comes peace*)

Say the Latin once, slowly, ideally with these ASL signs: [ASL for friendship](#); [ASL for peace](#). Ask students what they think amīcitiā and pāx mean. If they are familiar with *Dōnā nobīs pācem*, point out that pācem is (the accusative) form of pāx.

D. Optional quick grammar drill: 2nd conjugation verbs: fleō & rīdeō

Have students **get up and imitate you** while you do the following:

Point to yourself, act out crying, say:

ego fleō

ego rīdeō

Point to a student opposite you, act out crying, say:

tū flēs

tū rīdēs

Point to a girl, act out crying, say:

illa flet

illa rīdet

Point to a boy, act out crying, say:

ille flet

ille rīdet

Gesture around the room, act out crying, say:

nōs flēmus

nōs rīdēmus

Point to & look at two students, act out crying, say:

vōs flētis

vōs rīdētis

Point to two students, don't look at them, act out crying, say:

illī/illae flent

illī/illae rīdent

say **Now I will go through the conjugation of rīdeō (I laugh) and you will respond with the same conjugation of fleō. So if I say “I laugh” you say “I cry” and if I say you laugh” you say “you cry). Let’s try it!**

do *go through the conjugation of rīdeō in the box above (also act it out); students always say the corresponding conjugation of fleō (and act it out). You could then switch: you go through fleō (etc.) and they respond with rīdeō (etc.)*

Note: 4th and 5th graders could then quickly complete the verb chart in the **student book**, p. 9; for younger students, this short oral drill is sufficient!

II. Song (3 min)

Here We Go Round the Mulberry Bush (TRB Level 2, p. 23)

OR teacher's choice of a song from Level 1

II. Gouin Series: The Mouse and the Lion (5 min)

Magnus leō parvum mūrem capit. Mūs inquit, "Dīmitte mē, quaesō!" Benignus leō mūrem dīmittit. Leō firmō rēte captus est. Īnfēlix leō magnā vōce fremit. Benignus mūs cito venit. Mūs per rēte rōdit et leōnem adiuvat.	A big lion catches a little mouse. The little mouse says, "Please let me go!" The kind lion lets the mouse go. The lion is caught in a strong net. The unhappy lion roars loudly. The kind mouse comes quickly. The mouse gnaws through the net and helps the lion.
Fēlix leō tandem fugere potest. Magnus leō gratiās agit parvō mūrī.	The happy lion can finally flee/escape. The big lion thanks the little mouse.

optional props: mouse and lion toy animals (or illustration); bring a rope or net if possible!

useful ASL signs: [ASL help sign](#) [ASL thank you sign](#)

do Say and gesture the series two or three times or let groups of students act it out a few times. With 3rd grade and up, you might have them do it once in present and once in past tense.

*Alternatively, you could have them start a **story booklet** for this Gouin series: fold a regular sheet of paper, cut in half, and fold each half, then insert one into the other. Staple top and bottom. This gives you 8 pages, so students will need to put two sentences from the Mouse and Lion story on the same page (e.g. 1 and 2, or 4 and 5 or 6 and 7 or 8 and 9).*

III. Fable Reading: Dialog Version and Game (15 min)

Part I: Chorally or with partner: re-read first part of dialog version (5 min)

Have students turn to p. 7 of their student books to re-read the first part of the expanded dialog version. Either have the whole class read chorally (e.g. boys read the lion's lines, girls read the mouse's lines), or have them read with their partner (left partner reads lion, right partner reads mouse).

Part II: Continue the expanded dialog version on PPT (5 min)

Present the **second half** of the story on the **PowerPoint** and act it out while you read. With older students, you might have half the class read the lion's lines along with you, and the other half the mouse's lines. Model reading expressively!

Proximō diē

Leō: “Sōl lūcet, avēs cantant. Quam pulchra est silva! Quem cantum ille mūs cantābat? (*sings*) ‘Per silvam, per sil—’”

Subitō leō rēte magnō captus est.

Leō: “Ēheu! Captus sum! Quid faciam? Mē movēre in hōc rēte nōn possum. Fugere nōn possum! Quis mē adiuvāre potest? Adiuvā mē! Adiuuvāāāā mēēēē!”

Mūs: “Salvē, leō magne!”

Leō: “Mūs! Gaudeō tē vidēre! Mē adiuvāre potes? Fugere ex rēte nōn possum!”

Mūs: “Certē, gaudeō tē adiuvāre. Tē adiuvāre possum quia heri mē dīmīsisit! Dentibus acūtīs meis rēte rōdere et rumpere possum.”

Leō: “Hahaha, liberātus sum! Grātiās maximās tibi! Mūs parvus es, sed amīcus magnus.”

The next day

Lion: “The sun is shining, the birds are singing. How beautiful is the forest. What was the song that mouse was singing? (*cantat*) ‘Per silvam, per sil—’”

Suddenly the lion is caught by a large net.

Lion: “Oh dear! I’ve been caught/captured! What shall I do? I can’t move in this net. I can’t flee! Who can help me? Help me! Heeeeelp meeeee!”

Mouse: “Hello, big lion!”

Lion: “Mouse! I am happy to see you! Can you help me? I cannot flee from this net!”

Mouse: “Of course, I am happy to help you. I can help you, because yesterday you let me go! With my sharp teeth I can gnaw and break the net.”

Lion: “Hahaha, I am free! Many thanks! You are a small mouse, but a great friend!”

The following is the same Latin text with suggestions for making it interactive for students: Phrases in bold are suggestions for what to say to students. When you ask them “show me X” have them make the gestures and ask them to repeat that phrase along with you.

Leō: “Sōl lūcet, avēs cantant. Quam pulchra est silva! Quem cantum ille mūs cantābat? (*sings*) ‘Per silvam, per sil—’”

Subitō leō rēte magnō captus est.

Leō: “Ēheu! Captus sum! Quid faciam? Me movēre in hōc rēte nōn possum. Fugere nōn

point to sun and birds in picture; translate his question as needed; make up tune for song (have students sing along)

gesture “captured”; have students act it out too

Questioning gesture; wiggle around for “me movēre”; fingers run for “fugere”

possum! Quis mē adiuvāre potest? Adiuvā mē! Adiuuuvaaaa meeee!”

Mūs: “Salvē, leō magne!”

Leō: “Mūs! Gaudeō tē vidēre! Mē adiuvāre potes? Fugere ex rēte nōn possum!”

Mūs: “Certē, gaudeō tē adiuvāre. tē adiuvāre possum quia heri me dīmīstī!”

Dentibus acūtīs meīs rēte rōdere et rumpere possum.”

Leō: “Hahahae, liberātus sum! Grātiās maximās tibi! Mūs parvus es, sed amīcus magnus.”

Questioning gesture & ASL sign for “help”; show me “Adiuvā mē!”

wave hand in greeting

speak in happy, hopeful voice; gesture smiley face for “gaudeō”; ASL for “help”; fingers run for “fugere”

smiley face for “gaudeō”; ASL for “help”; show me “gaudeō tē adiuvāre”; for “heri” gesture backward

point to teeth, gesture gnawing; gesture breaking for “rumpere”

stretch out for “liberātus”; ASL for thank you; gesture small and big

Part III: Story comprehension class game: Mūs an Leō? (5 min)

Put students into several small groups (ideally give each group a small whiteboard to write on). Read aloud a statement from the box on the following page. Students then have 5-10 seconds to decide whether this is something the mouse said, or the lion said. (You might read each twice.)

With small whiteboard/paper

After deciding, they write “mūs” or “leō” on their whiteboard/piece of paper and hold it up when you tell them to. Each group with a correct response gets a point.

Without a small whiteboard/paper

Call on one group per turn, and then give them ~5 seconds to answer. If they don’t get it right, another group can only get a point if they can explain the context in which this statement was made (when and why was this said?).

Read sentences in the order listed. You don’t need to get through all of them; and if any seem difficult, act them out while saying them, and you might just do the first ten, but do each more than once.

Teaching Note: These sentences are also in the student book on p. 11; after playing this game, you might assign a few of them for homework.

- | | |
|---|-------|
| 1. Mihi sunt dentēs acūtī. | (mūs) |
| 2. Fugere nōn possum. | (leō) |
| 3. Rete rōdere et rumpere possum. | (mūs) |
| 4. Nōlī mē dēvorāre! | (mūs) |
| 5. Nunc nōn ēsuriō. | (leō) |
| 6. Fortasse amīcī esse possumus. | (mūs) |
| 7. Cantus tuus mihi nōn placuit! | (leō) |
| 8. Quam pulchra silva mea est! | (mūs) |
| 9. Gaudeō tē vidēre! | (leō) |
| 10. Cantus tuus mē excitāvit. | (leō) |
| 11. Gaudeō tē adiuvāre. | (mūs) |
| 12. Tū parvus es, sed magnus amīcus! | (leō) |
| 13. Fortasse tē dēvorābō! | (leō) |
| 14. Ignōsce mihi! Tē nōn vīdī! | (mūs) |
| 15. Nōlī iterum mē ē somnō excitāre! | (leō) |
| 16. Sī hodiē mē dēvorābis, crās tē adiuvāre nōn poterō. | (mūs) |
| 17. Videō eum venīre sed mē nōn videt. | (leō) |

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 8 (VULPĒS ET CICŌNIA)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. Prayer: Angele Deī
 - B. Hymn: Oh When the Saints Go Marching
 - C. Non-religious proverb (new): *Iniūria solvit amōrem*
 - D. Optional short grammar drill for 4th/5th: 1st declension noun *gallīna*
- II. **New Song** (3 min): Cucūlus et Asinus
- III. **Gouin series** (10 min)
 - A. review: **The Mouse and the Lion**
 - B. new: **The Fox and the Stork**
- IV. **Little Socratic Talk:** Present vs. preterite (10 min)

Choose two or three of these!

Materials needed

- Teacher Resource Books Level 2 & Level 3
- PPT for Little Socratic Talk
- **Optional props for Gouin series:** shallow dish and narrow glass (or one of the illustrations from Lesson 7)

I. Settling into Latin (7 min)

A. Review Prayer: Angele Deī

Angele Deī, quī cūstōs es meī, mē tibi commissum pietāte supernā;
Hodiē illūminā, cūstōdī, rege, et gubernā. Āmēn.

B. Hymn:

Oh When the Saints Go Marching (TRB Level 2, p. 6)

C. Non-religious proverb (new): Iniūria solvit amōrem (*Injury destroys/loosens love*)

Possible gestures: iniūria (*thumbs down*) solvit (*two hands separate*) amōrem ([ASL for love](#))

Say and gesture in Latin only, then ask students what they think this might mean. Have them gesture along with you while you say it again.

D. Optional quick grammar drill: 1st declension noun: gallīna

Have students turn to p. 17 of their student book. Have them read the sentences with you and translate orally; after each sentence have them circle the noun ending.

Then have them **get up and imitate you** while you do the following: (first round: students just imitate the gestures; second round, speak with you).

Nominative:	gallīna est (<i>make ASL sign for chicken using big gesture</i>) (<i>it is a hen</i>)
Genitive:	gallīnae pullī (<i>crouch down, make same ASL sign, smaller gesture</i>) (<i>the chicks of the hen</i>)
Dative:	gallīnae frūmentum dō (<i>ASL sign, then hold out hand as if feeding</i>) (<i>I give grain to the hen</i>)
Accusative:	gallīnam habeō (<i>ASL sign, then hands to your chest, "having/holding"</i>) (<i>I have a hen</i>)
Ablative:	pullus in gallīnā sedet (<i>one hand rides on the other</i>) (<i>the chick is sitting on the hen</i>)



I. New Song: Cucūlus et Asinus (5 min)

TRB Level 3, p. 18

ask **Quae bēstiae sunt in carmine nostrō?** [“What animals are in our song?”; *you might remind students of the line “vallibus mandat carmina” from the song Silent vesperī omnia*]

students: Cucūlus et asinus (sunt in carmine nostrō).

optional: **Who remembers what the scientific name *cucūlus canōrus* means? (*melodious cuckoo*)**

do *Have students join you in singing and gesturing the first stanza as much as they can.*

ask **The song begins with “cum cucūlō cantōre certāvit asinus.” Who is competing with whom?** (the donkey is competing with the cuckoo; *with older students you might discuss that “asinus” is in the nominative, while the preposition “cum” is followed by the noun in the ablative, so the subject here is the donkey not the cuckoo.*)

say **We continue with “Quis hōrum est duōrum, duōrum cantātōrum, cantātor optimus.” Here we are saying “Who of these two, of these two singers, is the best singer.” Let’s start with “Quis hōrum duōrum”: “Who of these two.” Let’s try that together! (*say and gesture together once*) What does “Quis hōrum duōrum” mean? **Right, “who of these two” and then we ask what? (Who is the best singer). Right, try it with me: Quis hōrum est duōrum, duōrum cantātōrum, cantātor optimus** (*have students try to speak and gesture along once or twice; if you wish, break it up in three parts and have them repeat the translation too.*)**

do *Sing the entire first stanza once more with all gestures.*

Latin text (1 st stanza)	suggested gestures	translation
Cum cucūlō cantōre certāvit asinus: Quis hōrum est duōrum, duōrum cantātōrum, cantātor optimus, cantātor optimus.	cucūlō: <i>bird sign</i> ; cantōre / cantātor: ASL sign ; certāvit: ASL for compete ; asinus: <i>gesture long ears</i> ; quis hōrum: <i>point back and forth between two people</i> ; duōrum: <i>show 2 fingers</i> ; optimus: <i>thumbs up</i>	With the cuckoo-singer the donkey competed: Who of these two, of these two singers, is the best singer, is the best singer.

II. Gouin Series: The Fox and the Stork (10 min)

A. Review: The Mouse and the Lion. Say and gesture once; if you wish have the class say and gesture while 2 student actors act it out in front of the class.

B. New: The Fox and the Stork

Vulpēs Cicōniam ad cēnam invitat.	A fox invites a stork to dinner.
Vulpēs iūs in patinā lātā appōnit.	The fox serves soup in a wide dish.
Cicōnia cibum sūmere nōn potest.	The stork cannot eat the food.
Cicōnia ēsuriēns abit.	The stork goes away hungry.
Proximō diē, callida Cicōnia vulpem ad cēnam invitat.	The next day, the cunning stork invites the fox to dinner.
Cicōnia vulpī piscem in vāse angustō appōnit.	The stork gives the fox fish in a narrow vase.
Vulpēs ēsuriēns cibum edere nōn potest.	The hungry fox cannot eat the food.
Longō rōstrō Cicōnia omnem cibum comedit.	With her long beak, the stork eats up all the food.
Vulpēs ēsuriēns et irāta abit.	The fox goes away hungry and angry.

optional props: if possible, bring a plate and a narrow glass.

say Please make the gestures along with me while I say our new series in Latin! (Use props to help demonstrate the meaning.)

say Now let's do the main action together in Latin. Join me when you're ready!

do Say the shortened version below with the suggested gestures. Repeat 3 times. Invite students to speak along with you the last time if they haven't already joined in.

1. **Vulpēs invitat.** (The fox invites: *gesture welcoming someone, showing them to the table*)
2. **Vulpēs appōnit.** (The fox serves/sets on the table: *act out putting plate on table*)
3. **Cicōnia sūmere nōn potest.** (The stork cannot eat: *gesture eating while shaking head no*)
4. **Cicōnia abit.** (The stork goes away: *act out leaving, turning away from table*)
5. **Cicōnia invitat.** (The stork invites: *gesture welcoming someone, showing them to the table*)
6. **Cicōnia appōnit.** (The stork serves/sets on the table: *act out putting glass on table*)
7. **Vulpēs edere nōn potest.** (The fox cannot eat: *gesture eating while shaking head no*)
8. **Cicōnia comedit.** (The stork eats: *gesture eating happily*)
9. **Vulpēs abit.** (The fox goes away: *act out leaving, turning away from table*)

say Can you make the gestures without me? I will say the words and you make the gestures without help!

do Say the verbs as above. For extra challenge for a strong class, you could do a second round in which you mix up the order of the words.

say Let's try the complete story together once and then we'll act it out together!

do Go through the complete series; students gesture and say the verbs only. If you wish, this time translate each sentence or clarify a few of the words like *callida* and *proximō diē*.

say We will now act out the entire series together. Two students will get to help today!

do Choose 2 students to come to the front and act out the parts of the fox and stork. Help the class say and gesture the sequence while the students act their part. Repeat twice with other students.

III. Little Socratic Talk: Present and Past (10 min)

Use the PowerPoint to introduce new words that students will need to read a longer version of the Fox and the Stork fable in the next lesson. In this lesson we review the present vs. preterit past tense forms from the previous story and introduce four new pairs. This time, students will respond with **hodiē** (today) or **heri** (yesterday) to say whether someone *is doing* or *did* these actions.

New word pairs: **it/iit** (*he, she goes/went*) **appōnit/apposuit** (*he, she puts/put*); **salūtat/ salūtāvit** (*he, she is hungry/was hungry*) and **habet/habuit** (*he, she has/had*).

Make gestures for these new words, and invite students to gesture them with you!

Optional: you might start again by reviewing weekdays and the words *hodiē/ heri*:

say **Hodiē est diēs [Lūnae / Mārtis / Mercuriū / Iovis / Veneris / Sāturnī / Sōlis]**

ask **Quī diēs est hodiē?** (Hodiē est diēs...)

say **Heri erat diēs [Lūnae / Mārtis / Mercuriū / Iovī / Veneris / Sāturnī / Sōlis]**

ask **Quī diēs erat heri?** (Heri erat diēs...)

say **We will now talk about whether someone is doing an action today, *hodiē*, or whether he or she did it yesterday, *heri*.**

What you say/ask	Translation/Comments	Responses
Quandō fremuit leō, hodiē an heri? Ita, leō heri fremuit . Hodiē nōn fremit!	When did the lion roar, today or yesterday? Yes, the lion roared yesterday. Today it isn't roaring!	Heri
Quandō fremit ursus, hodiē an heri? Ita, ursus hodiē fremit . Heri nōn fremuit!	When is the bear roaring, today or yesterday? Yes, the lion is roaring today. Yesterday he didn't roar!	Hodiē
Quandō capit nauta parvum piscem, hodiē an heri? Ita, hodiē nauta parvum piscem capit .	When does the sailor/seaman catch a small fish, today or yesterday? Yes, today the sailor catches a small fish.	Hodiē
Quandō cēpit nauta magnum piscem, hodiē an heri? Ita, heri nauta magnum piscem cēpit . Hodiē, tantum parvum piscem capit.	When did the sailor catch a big fish, today or yesterday? Yes, yesterday the sailor caught a big fish. Today he only catches a small fish. [make gestures for small and big]	Heri
Quandō cēpit arānea muscam, hodiē an heri?	When did the spider catch a fly, today or yesterday? Yes, yesterday the spider caught	Heri

Ita, heri arānea muscam in tēlā cēpit . Hodiē muscam nōn capit et ēsurit!	a fly in her web. Today she doesn't catch a fly and is hungry!	
Quandō expergīscitur avia, hodiē an heri? Ita, avia hodiē expergīscitur quia dormīre nōn potest . Heri nōn experrectus est, heri bene dormīvit!	When does the grandma wake up, today or yesterday? Yes, the grandma is waking up today because she can't sleep! Yesterday she didn't wake up, yesterday she slept well!	Hodiē
Quandō experrēctus est avus, hodiē an heri? Ita, avus heri experrēctus est quia dormīre nōn potuit . Sed hodiē dormīre potest.	When did the grandpa wake up, today or yesterday? Yes, the grandpa woke up yesterday because he wasn't able to sleep! But today he can sleep.	Heri
Quandō it puer ad lūdum, hodiē an heri? Ita, puer hodiē ad lūdum it . Heri nōn iit, quia heri diēs Sōlis erat!	When does the boy go [<i>gesture walking</i>] to school, today or yesterday? Yes, the boy goes to school today. Yesterday he didn't go because yesterday was Sunday!	Hodiē
Quandō iit puella per silvam, hodiē an heri? Ita, puella heri per silvam ad domum aviae iit! Hodiē nōn per silvam it, quia nunc lupum timet!	When did the girl go [<i>gesture walking</i>] through the forest, today or yesterday? Yes, yesterday the girl went through the forest to her grandma's. Today she doesn't go through the forest because now she is afraid of the wolf!	Heri
Quandō iit māter trāns pontem, hodiē an heri? Ita, māter heri trāns pontem iit. Hodiē nōn trāns pontem sed trāns viam it.	When did the mother go [<i>gesture walking</i>] across the bridge, today or yesterday? Yes, the mother went across the bridge yesterday. Today she doesn't go across the bridge but across the street.	Heri
Quandō appōnit pater pōcula in mēnsam, hodiē an heri? Ita, pater hodiē pōcula in mēnsam appōnit . Heri pōcula in mēnsam nōn apposuit quia fessus erat!	When does the father put cups on the table [<i>gesture placing things</i>], today or yesterday? Yes, the father is putting cups on the table today. Yesterday he didn't put cups on the table because he was tired!	Hodiē
Quandō apposuit māter iūs in mēnsam, hodiē an heri? Ita, heri māter iūs in mēnsam apposuit . Hodiē nōn iūs sed acētāria in mēnsam appōnit.	When did the mother put soup [<i>gesture placing</i>] on the table, today or yesterday? Yes, yesterday the mother put soup on the table. Today she isn't putting soup but a salad on the table.	Heri
Hodiē est diēs Lūnae. Quandō discipula magistrum salūtāt , hodiē an heri? Ita, discipula magistrum hodiē salūtāt . Cur heri magistram nōn salūtāvit? Quī diēs fuit?	Today is Monday. When does the student greet the teacher, today or yesterday? Yes, the student greets the teacher today. Why didn't she greet her teacher yesterday? What day was it? [Sunday]	Hodiē Diēs Sōlis

<p>Hodiē est diēs Sāturnī. Quandō discipulus magristram salūtāvit, hodiē an heri?</p> <p>Ita, discipulus heri magristram salūtāvit. Cur hodiē magristram non salūtat?</p>	<p>Today is Saturday. When did the student greet the teacher, today or yesterday?</p> <p>Yes, the student greeted the teacher yesterday. Why isn't he greeting his teacher today? [it's Saturday!]</p>	<p>heri</p> <p>est diēs Sāturnī</p>
<p>Quandō habet puella pilam, hodiē an heri?</p> <p>Ita, puella hodiē pilam habet. Heri pilam nōn habuit, ergō flēvit!</p>	<p>When does the girl have the ball [<i>gesture holding ball</i>], today or yesterday? Yes, the girl has the ball today. Yesterday she didn't have the ball, so she cried!</p>	<p>hodiē</p>
<p>Quandō habuit vir rēte, hodiē an heri?</p> <p>Ita, vir heri rēte habuit et piscem magnum rēte cēpit!</p>	<p>When did the man have a net [<i>gesture holding sth in hand</i>], today or yesterday? Yes, the man had a net yesterday and caught a big fish with the net.</p>	<p>Heri</p>
<p>Quandō iit familia ad ecclēsiam, hodiē an heri?</p> <p>Ita, familia heri ad ecclēsiam iit, et hodiē familia domī cibum coquit.</p>	<p>When did the family go to church [<i>gesture walking</i>], yesterday or today? Yes the family went to church yesterday, and today the family cooks food at home [<i>domi</i>=locative form]</p>	<p>heri</p>
<p>Quandō Petrus Cunīculus calceōs et carōtās habuit, hodiē an heri?</p> <p>Ita, heri Petrus Cunīculus calceōs habuit et nōn flēvit, sed nunc calceōs nōn habet, et valdē flet!</p>	<p>When did Peter Rabbit have shoes and carrots, today or yesterday? Yes yesterday Peter Rabbit had shoes and didn't cry but now he doesn't have shoes and cries a lot!</p>	<p>Heri</p>

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 9 (VULPĒS ET CICŌNIA)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. Prayer: *Ōrātiō ante mēnsam*
 - B. Hymn: *Salvē Rēgīna* (new)
 - C. Non-religious proverbs: *Iniūria solvit amōrem*
 - D. Optional short grammar drill for 4th/5th: 1st declension: *nauta*, *agricola*
- II. **New Song** (3 min): *Cucūlus et Asinus*
- III. **Gouin series:** The Fox and the Stork (5 min)
- IV. **Fable reading:** Introductory Version (10 min)
- V. **Review game:** Magister/Magistra dīcit (5 min)

Choose two or three of these!

Materials needed

- Teacher Resource Book Level 3
- *Salvē Rēgīna* youtube videō:
<https://www.youtube.com/watch?v=CAmydVsNMqM>
- **Optional props for Gouin series:** shallow dish and narrow glass (or one of the illustrations from Lesson 7)
- **PPT for introductory fable reading**

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 10 (VULPĒS ET CICŌNIA)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. New Bible verse: 1 Cor 13:4 &6
 - B. Hymn: Salvē Rēgīna (new cont'd)
 - C. Non-religious proverbs: *Ex amīcitiā pāx; Iniūria solvit amōrem*
 - D. Optional short grammar drill for 4th/5th: 2nd declension noun *ursus*
- II. **New Song** (3 min): Cucūlus et Asinus
- III. **Gouin series:** The Mouse and the Lion; The Fox and the Stork (5-8 min)
 - A. **Optional grammar extension:** Past tense version
- IV. **Fable reading:** Story Activity (10-12 min)
 - A. **Optional grammar extension:** Subject and direct object review

Choose two or three of these!

Materials needed

- **Teacher Resource Book Level 3**
- **Optional props for Gouin series:** shallow dish and narrow glass (or one of the illustrations from Lesson 7)

I. Settling into Latin (7 min)

A. New Bible Verse: 1 Cor 13: 4 & 6

Cāritās patiēns est, benigna est [..]. Nōn gaudet super inīquitāte, congauget autem vērītātī. (*Love is patient, love is kind. [..] Love does not delight in evil [injustice] but rejoices with the truth.*): Say the first part in English and Latin, have students repeat with you 2x.

B. Hymn (new): Salvē Rēgīna (TRB Level 3, p. 7)

If you wish, play the [youtube video](#) again, or, if students are not familiar with the English, you might provide them with a handout of the text and chorally read the English translation, or alternate reading one line in English and Latin.

C. Non-religious proverbs: Ex amīcitiā pāx; Iniūria solvit amōrem

- ask What is “From friendship (comes) peace” in Latin? (Ex amīcitiā pāx)
 ask What does *Iniūria solvit amōrem* mean? (Injury destroys or dissolves love)
 do Have them speak and gesture along with you once or twice.

D. Optional quick grammar drill: 2nd declension noun: ursus

Have students turn to p. 20 of their student book. **Ask them what a noun case shows us?** (It shows what grammatical role each noun is playing in a sentence.) Have them read the sentences with you and translate orally; after each sentence have them circle the noun ending. Then have them **get up and imitate you** while you do the following: (first round: students just imitate the gestures; second round, speak with you).

- Nominative:** **ursus est** (*make [ASL sign for bear](#); point to mother bear in image*)
(it is a bear)
- Genitive:** **catulus ursī est** (*crouch down, make same ASL sign, point to cub in picture*)
(it is the cub of a bear)
- Dative:** **ursō mel dō** (*ASL sign, then hold out hand as if feeding*)
(I give honey to the bear)
- Accusative:** **ursum habeō** (*ASL sign, then hands to your chest, “having/holding”*) *(I have a bear)*
- Ablative:** **catulus in ursō sedet** (*one hand rides on the other*)
(the cub is sitting on the bear)



II. New Song: Cucūlus et Asinus (3 min)

TRB Level 3, p. 18

- ask** **Quae bēstiae sunt in carmine nostrō?** (Cucūlus et asinus sunt in carmine nostrō.)
- do** *Sing the entire first stanza with all gestures. If you wish, ask students what they are arguing about.*
- say** **Now let’s move on to the second stanza. Please make the gestures along with me while I sing it.**
- do** *Sing the entire second stanza slowly and with all gestures, and have students gesture along.*
- ask** **When the cuckoo says “ego cantō optimē” what do you think he’s saying?** (*note: optimē can mean excellently and very well*). **And when we say that he “clāmāvit”** (*gesture shouting; speak a little louder*), **what are we saying?** (he shouted, yelled)
- say** **Let’s try these lines together!** (*sing & gesture just the first two lines, twice*)

Latin 2 nd stanza	suggested gestures	Translation
Cucūlus: “Ego cantō,” Clāmāvit, “optimē!” Cui asinus respondit, Cui asinus respondit: “Ego sum melior tē! Ego sum melior tē!”	<i>cucūlus: bird sign; cantō: ASL singing sign; clāmāvit: gesture shouting; optimē: thumbs up; asinus: gesture long ears; ego: point to self; melior: thumbs up; te: point to s.o. else</i>	The cuckoo: “I sing,” he shouted, “excellently!” To whom the donkey replied (2x) “I am better than you! I am better than you!”

III. Gouin Series: The Fox and the Stork (5-7 min)

A. Review: The Mouse and the Lion:

If you did the past tense version in Lesson 4, have students turn to that lesson and chorally read and act out the past tense version. You might have 2 students come to the front to act it out while everyone recites it.

B. The Fox and The Stork

Vulpēs Cicōniam ad cēnam invitat.	A fox invites a stork to dinner.
Vulpēs iūs in patinā lātā appōnit.	The fox serves soup in a wide dish.
Cicōnia cibum sūmere nōn potest.	The stork cannot eat the food.
Cicōnia ēsuriēns abit.	The stork goes away hungry.
Proximō diē, callida Cicōnia vulpem ad cēnam invitat.	The next day, the cunning stork invites the fox to dinner.
Cicōnia vulpī piscem in vāse angustō appōnit.	The stork gives the fox fish in a narrow vase.
Vulpēs ēsuriēns cibum edere nōn potest.	The hungry fox cannot eat the food.
Longō rōstrō Cicōnia omnem cibum comedit.	With her long beak, the stork eats up all the food.
Vulpēs ēsuriēns et irāta abit.	The fox goes away hungry and angry.

optional props: if possible, bring a plate and a narrow glass.

do *Have students make the gestures along with you while you say the entire series in Latin, using the props or printed pictures to help demonstrate the meaning. Check comprehension of callida and proximō diē. Repeat, this time ask students to try speaking along with you.*

ask **Who wants to come to the front to demonstrate our series?**

do *Have two students come to the front and act out the series with the help of your props or pictures. Help the class say and gesture the sequence. Repeat with 2 other students. (Alternatively, simply say the entire sequence with gestures 3 or 4 times.)*

With students in 3rd grade and up
you might just do one dramatization, then go straight to the grammar extension below.

Optional Grammar Extension: Past Tense Version

Have students turn to p. 21 of their student books.

Insert the 3rd person perfect tense verbs into the story of the Fox and the Stork. You can look back at the verbs in the present tense version you have in the previous lesson to help you decide which verb might fit best.

comēdit apposuit (2x) invītāvit (2x) abiit (2x) potuit (2x)	
Vulpēs Cicōniam ad cēnam invītāvit Vulpēs iūs in patinā lātā apposuit .	A fox invited a stork to dinner. The fox served soup on a wide dish.

Cicōnia cibum sūmere nōn potuit .	The stork could not eat the food.
Cicōnia ēsuriēns abiit .	The stork went away hungry.
Proximō diē, callida Cicōnia vulpem ad cēnam invītāvit .	The next day, the cunning stork invited the fox to dinner.
Cicōnia vulpī piscem in vāse angustō apposuit .	The stork served the fox fish in a tall glass.
Vulpēs ēsuriēns cibum edere nōn potuit .	The hungry fox could not eat the food.
Longō rōstrō Cicōnia omnem cibum comēdit .*	With her beak, the stork ate up everything.
Vulpēs ēsuriēns et irāta abiit .	The fox went home hungry and angry.

*Notice that the macron on the *ē* is the only difference between the perfect and the present tense form of this verb.

IV. Fable Reading: Story Activity (10-12 min)

Have students turn to p. 23 in their student book. Older students could do this with a partner, but please instruct them to read each sentence out loud before deciding which word(s) don't belong. With younger students, the teacher should read each sentence, asking students to read along silently, then ask the class what parts don't belong. In your version below, the extra words are already crossed out.

Oh dear! *Callida Vulpēs* played a trick on us and added words to mess up the story! Can you fix the text by crossing out all words that don't belong? There are one or two in every sentence and twice she even added a whole sentence!

1. Vulpēs semper Cicōniam ~~dēvorābat~~ et dērīdēbat.
2. “Quam rīdīcula est illa Cicōnia!” “Spectāte ~~erūm~~ et rōstrum longum et inūtile! Hahahae!”
3. Quōdam diē, callida, ~~pulchra~~ et ~~vēlōx~~ Vulpēs Cicōniam ad cēnam invītāvit:
4. “Cicōnia, vīsne mēcum cēnāre et ~~lūdere~~ vespere?”
5. Cicōnia respondit: “Laetē ~~heri~~ tēcum cēnābō, Vulpēs! Grātiās!”
6. Vespere, Cicōnia, valdē ēsuriēns, advēnit domum et ~~hortum~~ Vulpis.
7. Vulpēs ~~foedam~~ Cicōniam salūtāvit et ~~dēvorāvit~~.
8. “Salvē! Ego sum ~~melior tē!~~” dixit et iūs in patinā lātā apposuit.
9. Cicōnia autem iūs longō rōstrō et ~~nāsō~~ suō sūmere nōn potuit. Vulpēs rogāvit: “Cicōnia, nōnne hoc iūs tibi placet? Cūr nōn edis?”
10. Deinde Vulpēs tōtam cēnam comēdit. Cicōnia ēsuriēns et ~~lacta~~ abiit.
11. Proximō diē, Cicōnia vīdit ~~pulchram~~ Vulpem in viā ~~prope urbem~~.
12. “Salvē, Vulpēs! Venī domum meam vespere et mēcum cēnā et ~~ludē!~~”
13. Vespere ~~bene mēcum~~, Vulpēs, valdē ēsuriēns, domum Cicōniae iit.
14. ~~Foeda~~ et callida Cicōnia Vulpī piscem in vāse angustō apposuit.

15. Vulpēs ēsuriens edere nōn potuit quia rōstrum longum ~~et foedum~~ nōn habuit!
16. Cicōnia autem longō rōstrō omnem cibum comēdit. Tum Vulpēs, valdē ēsuriēns et īrāta, “Ego” inquit “edere nōn possum ex vāse tam angustō!” Cicōnia respondit: “Sicut ego heri edere nōn potuī ex patinā lātā!” ~~Callida pulchraque Vulpēs tum foedam Cicōniam dēvorāvit!~~

Optional Grammar Extension: Subject and Direct Object Review

Have students turn to p. 24 of their student books. You might go through one set of sentences together, then have them work on the other two sentence pairs on their own or with a partner.

In the following sentences, circle the subject and underline the direct object (the noun with the accusative ending). Then, for each sentence pair, select the one that is correct or more likely than the other, and translate it. Be ready to explain your choice!

- | | |
|--|---|
| 1a) <u>Leōnem</u> mūs cēpit. | <i>The mouse caught the lion.</i> |
| 1b) <u>Mūrem</u> Leō cēpit. | <i>The lion caught the mouse.</i> |
| 2a) <u>Cicōniam</u> Vulpēs dēvorāre vult. | <i>The fox wants to devour the stork.</i> |
| 2b) <u>Vulpem</u> Cicōnia dēvorāre vult. | <i>The stork wants to devour the fox.</i> |
| 3a) <u>Mūrem</u> Leō adiūvit. | <i>The lion helped the mouse.</i> |
| 3b) <u>Leōnem</u> mūs adiūvit. | <i>The mouse helped the lion.</i> |

THEME I: AMĪCITIA ET CĀRITĀS (LESSONS 1-24)
LESSON 11 (VŪLPĒS ET CICŌNIA)

Lesson Overview

- I. **Settling into Latin:** (7 min)
 - A. Bible verse: 1 Cor 13:4 &6
 - B. Hymn: Salvē Rēgīna (new cont'd)
 - C. Non-religious proverbs: *Ut amēris, amābilis estō*; new: *Victōria concordiā crēscit*
 - D. Optional short grammar drill for 4th/5th: 2nd declension: *puer, magister*
- II. **New Song** (3 min): Cucūlus et Asinus
- III. **Gouin series:** The Fox and the Stork (5 min)
 - A. Optional Grammar Extension: Sentence Analysis
- IV. **Fable reading:** Dialog Version and Activities (15 min)

Choose two or three of these!

Materials needed

- **Teacher Resource Book Level 3**
- **Optional props for Gouin series:** shallow dish and narrow glass (or one of the illustrations from Lesson 7)
- **Lesson 11 PPT (dialog version of Fox & Stork)**