

# LATIN THROUGH STORIES

LEVEL 2: PER ANNUM LATINE  
THROUGH THE YEAR IN LATIN

## TEACHER GUIDE

### THEME I: SUMMER & FALL



*Snap the Whip*, by Winslow Homer (1872)

A CURRICULUM FROM THE UNIVERSITY OF DALLAS

## THEME 1: SUMMER AND FALL (LESSONS 1-30)

### LESSON 10

#### Materials needed:

- Teacher Resource Book Level 1 pp. 5, 6, 9, 10; Teacher Resource Book Level 2 p. 12
- optional: props for Gouin series “Swimming in a lake”; for new one: blanket (can be small), water, fruit, cheese, and cookies (or printed pictures of these items)
- *Mental Arithmetic*, by Nikolay Bogdanov-Belsky [https://commons.wikimedia.org/wiki/File:Bogdanov-Belsky\\_Ustny\\_Schet\\_\(Tretyakov\).jpg](https://commons.wikimedia.org/wiki/File:Bogdanov-Belsky_Ustny_Schet_(Tretyakov).jpg)

#### Part I - Settling into Latin

#### optional religious: [2 min]

- Prayer: *signum crucis, Psalm 23:1 & John 10:11 and John 10:27*
- Song: *Christus vincit; This little light of mine* (TRB L1 pp. 5, 6)

#### 1. Review songs/nursery rhymes [4 min.]

##### A. Itsy bitsy spider (TRB L1 p. 10)

Invite students to join you in gesturing and singing the entire song. Ask for a few translations if you wish. With 2<sup>nd</sup> grade and up you could discuss the use of *pluvia* vs. *pluviam*, e.g.: **How are the lines “Venit rursus sōl, et terra sicca fit” different from our English version?** (In the English version the sun dries up the rain, in the Latin we say that the earth becomes dry; *with older students you might have them notice that earth here is the subject, not a direct object, because it doesn't have an accusative ending*)

##### B. Mary had a little lamb (TRB L1 p. 11)

Bring an illustration or a plush white lamb if you have one. Ask children to join you in gesturing and singing the entire song. Sing without stopping or stop after each stanza to briefly have a student paraphrase what happened.

#### 2. New Song: Ad laetandum [4 min]

**say** We will learn a new song today! This song is about being joyful.

**do** *If you wish, have a short discussion about being joyful and the relationship between joyfulness and possessions. Ask any of the questions below. With older children you could also ask what the difference is between being happy and being joyful.*

**ask** **What does it mean to be joyful? What do we need in order to be joyful?**

**Do you know anyone from real life, or history, or stories you have read, who was happy even though they didn't have many things?**

*Maybe your students will think of Jesus. If they can't think of anyone else, consider briefly retelling the anecdote about Alexander and Diogenes, perhaps along with the [painting by Nicolas-André Monsiau](#) (or ask the classroom teacher to read them the story as retold in James Baldwin's Fifty Famous Stories Retold before or after this class).*

**say** In our new song, we are saying that you don't need much to be joyful, and those who are joyful are kings! Why is a joyful person like a king?

**say** Listen and watch carefully so you can make the gestures with me.

**do** Sing the song slowly with all suggested gestures.

*Then say each line slowly, with gestures, giving students the literal translation, and asking them to repeat and gesture with you. Then sing it one more time and have students gesture along.*

Ad laetandum	Suggested Gestures	Literal Translation
Ad laetandum paulō egēs, et sunt, quī laetantur, rēgēs.	<b>laetandum:</b> gesture happy face; <b>paulō:</b> fingers show "little"; <b>laetantur:</b> gesture happy; <b>rēgēs:</b> hands show crown on head	In order to be joyful, you need little, and those who are joyful are kings.

From: Roland Kadan: *Cantāre necesse est*. 2<sup>nd</sup> edition. Vienna: Braumüller, 2011, p. 128

### 3. Gouin Review: Swimming in a lake [2 min]

#### Part 2 - New Gouin Series: Going to a Park [5 min]

We go to a park.	Ad hortulum īmus.
At the park we run and play.	In hortulō currimus et lūdīmus.
Then we want to eat.	Tum edere volumus.
We put a blanket on the ground.	Lōdīcem humī dēpōnīmus.
We take out water and fruit and cheese.	Aquam et pōma et cāseum excīpīmus.
Then we eat some cookies.	Deinde aliquot crustula edīmus.
Then we play again.	Deinde lūdīmus iterum.
In the evening we go home.	Vesperī domum redīmus.
What a beautiful day!	Quam pulcher ille diēs!

**props:** if possible, bring a blanket (can be a small one), water, fruit, cheese and cookies (or printed pictures of these items)

Tell students you will again act out the “Going to a park” story together. Choose two or three students to come to the front. Help the class say and gesture the sequence and help the students to act their part. Repeat with one other group of student. (Alternatively, simply say the entire sequence with gestures 2-3 times, handing the props to a different student each time, but without having them come to the front.)

### Part 3 - Picture Study: Children at School [5 min]

**display** *Mental Arithmetic*, by Nikolay Bogdanov-Belsky

[https://commons.wikimedia.org/wiki/File:Bogdanov-Belsky\\_Ustny\\_Schet\\_\(Tretyakov\).jpg](https://commons.wikimedia.org/wiki/File:Bogdanov-Belsky_Ustny_Schet_(Tretyakov).jpg)

- ASL for school: <https://www.lifeprint.com/asl101/pages-signs/s/school.htm>
- for *discipulus/discipulī* (student/s) you could let students point to a person next to them

**ask** We’ve been talking about summer activities, but what happens at the end of the summer? Yes, we go back to school!

What you say	translation/notes	responses
Ecce lūdus. Ecce lūdus cum multīs discipulīs. Puerī discipulī sunt. Numerēmus! Ūnus discipulus, duo discipulī, trēs discipulī, quattuor discipulī, quīnque discipulī, sex discipulī, septem discipulī, octō discipulī, novem discipulī, decem discipulī, ūndecim discipulī. Quot discipulī in hōc lūdō sunt? Dīcāmus simul: Ūndecim discipulī in lūdō sunt.	Here is a school [ <i>make sign for school</i> ]. Here is a school with many students. The boys are students. Let’s count! One student, two students ... [ <i>have students use fingers and say the numbers along</i> ]  How many students are in this school?	[ <i>count along, show fingers</i> ]  ūndecim discipulī
Discipulī in lūdō sunt. Show me “lūdus”	[ <i>ASL sign for school. If you wish, ask: what do you think does lūdus mean? What does discipulī mean?</i> ]	
Ubi sunt discipulī? Suntne in lītore an in lūdō? Ita, in lūdō sunt. Lūdus est. Discipulī sunt.	Where are the students, are they on the beach or in school? [ <i>ASL sign; point to students in picture</i> ]	in lūdō
Et ecce magister. Quid facit magister, sedet an stat?	[ <i>gesture sitting and standing</i> ]	sedet
Ita, magister sedet. Et quid faciunt discipulī, sedent an stant?	[ <i>gesture sitting and standing</i> ]	stant



Ita, magister in lūdō sedet et discipulī in lūdō stant.	[ <i>have students make the gestures with you</i> ]	[ <i>gestures</i> ]
Discipulī ante tabulam ātram stant. Ecce tabula ātra. In nostrō lūdō tabula nōn ātra est. In nostrō lūdō tabula alba est.	The student are standing in front of the blackboard [ <i>point</i> ] In our school [ <i>gesture around your room</i> ] the board is not black [ <i>point to picture</i> ]. In our school it is white [ <i>point</i> ].	
Estne tabula ātra an tabula alba?	[ <i>ask question several times, pointing alternately to the blackboard in the picture and your white board; have students point as well</i> ]	tabula ātra / tabula alba
Quid faciunt discipulī in hōc lūdō, discipulī legunt?	[ <i>gesture reading, shake head no</i> ]	minimē
Quid faciunt discipulī in hōc lūdō, discipulī scribunt?	[ <i>gesture writing, shake head no</i> ]	minimē
Quid faciunt discipulī in hōc lūdō, discipulī cōgitant? Ita, discipulī cōgitant! Discipulī cōgitant dē numerīs in tabulā ātrā. Ecce numerī in tabulā ātrā.	[ <i>gesture thinking, nod head yes</i> ] The students are thinking about the numbers on the blackboard. [ <i>enlarge picture to show numbers</i> ]	ita
Ubi sunt numerī?	[ <i>point to blackboard in picture</i> ]	in tabulā ātrā
Ita, numerī in tabulā ātrā sunt. Et ubi est tabula ātra, estne in lūdō an in hortō?	[ <i>point to numbers on board; gesture school; point outside</i> ]	in lūdō
Ita, in lūdō est. Et ubi sunt discipulī?	[ <i>point to students in picture</i> ]	in lūdō
Ita, in lūdō sunt. Et quid faciunt discipulī, legunt an cōgitant?	[ <i>gesture reading and thinking</i> ]	cōgitant
Ita, discipulī in lūdō ante tabulam ātram stant et de numerīs cōgitant. Quam bonī discipulī!	Yes, the students in the school are standing in front of the black board and are thinking about the numbers. What good students! [ <i>thumbs up</i> ]	[ <i>gesture along with you and/ or repeat after you</i> ]

### Part 4 - Little Socratic Talk: School Items and Actions [7-8 min]

For this lesson, please use your own classroom. No PowerPoint is provided to make the lesson more interactive! Do not translate anything but act out or point to everything you say and always have students make all gestures with you (for acting out “book,” “reading” and “writing” they only need to make the gestures, not actually do these actions.) You will use the imperative (command) forms of the verbs (see below).

**School items:** magister/magistra (*teacher*), discipulus/discipula (*student*), liber (*book*), calamus (*pen*), mēnsa (*table*), sella (*chair*)

**Classroom commands:** mōnstrā/mōnstrāte (*point to*); lege/legite (*read*) scrībe/scrībite (*write*); surge/surgite (*get up*); cōnsīde/cōnsīdite (*sit down*); cape/capite (*take*); quaesō (*please*)

*Notā bene:* In the first part of this introductory lesson, students are not required to speak; even when the question is “ubi est” students are asked simply to point. With older students, include the second part where students are asked to respond, with younger students, feel free to leave that out.

*Homeschoolers* with only one child: verbs in the singular are in square brackets, and instead of the plural **discipulī** please use **discipule** for a boy and **discipula** for a girl

#### PART I: STUDENTS MAKE GESTURES AND ACT OUT WORDS

What you say	translation/notes
discipulī [discipule, discipula], surgite [surge], quaesō!	Students, stand up please
Bene! Nunc cōnsīdite [cōnsīde], quaesō.	Good, now sit down please
Optimē. Nunc scrībite [scrībe]!	Excellent, now write
Euge! Nunc surgite [surge]!	Well done, now stand up
Bene! Nunc scrībite [scrībe], quaesō!	Good, now write
Optimē! Nunc cōnsīdite [cōnsīde], quaesō!	Excellent, now sit down please.
Liber est. Librum habeō. Librum legō. Discipulī [discipule, discipula], librum legite [lege], quaesō!	This is a book [ <i>bold up a real book</i> ]. I have a book. I read a book [ <i>gesture</i> ]. Students, read a book please! [ <i>have them gesture only</i> ]
Optimē legitis [legis]! Discipulī, ubi est tabula alba? Mōnstrāte [mōnstrā] tabulam albam, quaesō!	You all read very well! Students, where is the whiteboard? Point to the whiteboard please.
Euge! Ecce mēnsa. Discipulī, mōnstrāte [mōnstrā] mēnsam!	Here is a table. Point to the table.
Discipulī, mōnstrāte [mōnstrā] librum. Ubi est liber?	[ <i>have students point only</i> ]
Discipulī, mōnstrāte [mōnstrā] sellam. Ubi est sella?	[ <i>have students point only</i> ]
Discipulī, legite [lege] librum.	[ <i>have students gesture reading</i> ]
Euge! Nunc scrībite [scrībe].	[ <i>have students gesture writing</i> ]
Bene scrībitis [scrībis]! Ecce calamus. Calamō scrībimus. Mōnstrāte [mōnstrā] calamum!	You all write well! Here is a pen. We write with a pen. Point to the pen!
Optimē. Nunc calamō scrībite [scrībe], quaesō!	Very good, now write with the pen please
Euge! Nunc surgite [surge]!	
Optimē, nunc mēnsam mōnstrāte [mōnstrā]!	
Euge, nunc tabulam albam mōnstrāte [mōnstrā]!	
Optimē, nunc magistrum/am mōnstrāte [mōnstrā]!	[ <i>choose male/female; students point to you</i> ]

Bene, nunc sellam mōnstrāte [mōnstrā]!	
Euge, nunc in sellam cōnsīdite [cōnsīde], quaesō.	
Optimē, nunc capite [cape] calamum et calamō scribite [scribe], quaesō!	Now take a pen and write with the pen please.

With younger students, repeat this section for more practice; with older students move on if desired. You might give them the following Bible verse to copy: *Surgite et nōlite timere* (from Matt. 17:7)

PART II (OPTIONAL): STUDENTS RESPOND WITH WORDS OR PHRASES.

What you say	translation/notes	responses
Discipulī, audīte [audī] dīliger: Ecce discipulus. [student's name] discipulus est. Estne [name] discipulus an magister?	Students, listen carefully: Here is a (male) student. [Name] is a student. Is [name] a student or teacher?	discipulus
Ita, [name] discipulus est. Et ecce discipula. [student's name] discipula est. Estne [name] discipula an magistra?	[be sure to emphasize the "a" ending]	discipula
Ita, [name] discipula est. Quid est [name]	Ask about several students in class to practice discipulus vs. discipula; do not choose shy students for this!	discipulus/ discipula
Mōnstrāte [mōnstrā] librum. Ecce liber. Quid est?	[have them show/point and answer]	liber
Ita, liber est. Librum legō. Legite [lege] librum et repetite [repete]: librum legō.	Yes it's a book. I read a book. Read a book and repeat: I read a book. [have students gesture and repeat]	librum legō
Mōnstrāte [mōnstrā] calamum. Ecce calamus. Quid est?	[pronounce the different endings carefully!]	calamus
Ita, calamus est. Calamō scribō. Scribite [scribe] calamō, quaesō, et repetite [repete]: calamō scribō.	Yes, it's a pen. I write with a pen. Write with a pen, please, and repeat: I write with a pen. [speak along!]	calamō scribō
Mōnstrāte [mōnstrā] mēnsam. Ecce mēnsa. Quid est?		mēnsa
Ita, mēnsa est. Mōnstrāte [mōnstrā] sellam. Ecce sella. Quid est?		sella
Ecce [student name]! Quid est [name]?	[point to female student]	discipula
Ecce [student name]! Quid est [name]?	[point to male student]	discipulus
Et ego, quid sum? Sumne magister an magistra?	And what am I? Am I a male or female teacher?	magister / magistra

OPTIONAL GRAMMAR EXTENSION: VERB CONJUGATIONS & NOMINATIVE REVIEW

*Teaching Note:* For this lesson, since the majority of the work is orally guided by the teacher, only the final portion, Step 3, appears in the Student Book. Please don't skip steps 1 and 2!

### Step 1: Verb conjugation review

- do** take the book again and say: **librum legō** (point to self).
- do** point to a student, give her the open book and ask: **quis librum legit?** (Have them give the complete sentence: [Name] librum legit.)
- ask** Do you remember our verb conjugations? Let's try to act them out: when we say "legō/I read" everyone points to him or herself. When we say "legis/you read", look at and point to your partner. When we say "legit/he or she reads" you all point to me, when we say "legimus/we read" gesture around the room to show all of us. When we say "legitis/you all read" look at and point with both hands to everyone on the other side of the room. When we say "legunt/they read" point to the other side but without looking at them (because you are not talking to them now but about them).
- do** you might display the conjugation chart and practice this orally with two or more of the following verbs (they are all third conjugation verbs except for the irregular "sum")

1 <sup>st</sup> pers (I)	<b>legō</b>	<b>scribō</b>	<b>surgō</b>	<b>cōnsidō</b>	<b>sum</b>
2 <sup>nd</sup> pers (you)	legis	scribis	surgis	cōnsidis	es
3 <sup>rd</sup> pers (he/she)	legit	scribit	surgit	cōnsidit	est
1 <sup>st</sup> pers. pl (we)	legimus	scribimus	surgimus	cōnsidimus	sumus
2 <sup>nd</sup> pers. pl (you all)	legitis	scribitis	surgitis	cōnsiditis	estis
3 <sup>rd</sup> pers. pl (they)	legunt	scribunt	surgunt	cōnsidunt	sunt

### Step 2: Sum and the Nominative

In the following conversation, emphasize the verbs. You might even point to the chart every time you use one. (Note that you will also use pronouns here. You don't need to explain them at this point, let students just focus on the verbs.)

- say** **Ego magistra/magister sum.** (point to self).
- do** point to a student and ask: **[name], tū magistra es?** (have him or her answer: minimē!)
- say** to the class: **Is/Ea magister/magistra nōn est. Quid est?** (discipulus/discipula)  
**Ita, is/ea discipulus/discipula est.** [repeat a few times]



ask **vōs estis discipulī?** (*point to whole class*) (ita!)

So you can say “**nōs sumus discipulī**” (*have them say it together*)

ask *one student, while gesturing to the rest of the class:* **eī sunt discipulī?** (ita) [*repeat*]

### Step 3: Writing

*Additionally, you might ask students to turn to page 30 in their student book and guide them through the following lesson.*

Using the charts below, compose sentences similar to those that you just worked on with your teacher. Remember that all the nouns in the middle chart are in the nominative because they are predicate nominatives (a noun or pronoun that follows a linking verb such as “to be”). The first is done for you as an example.

Egō			
Tū			
Amīcus meus	<b>masc sing.</b>	<b>masc pl</b>	sum
Amīca mea	discipulus	discipulī	es
[Friend’s name]	magister	magistrī	est
[Teacher’s name]	<b>fem. sing.</b>	<b>fem. pl.</b>	sumus
Nōs	discipula	discipulae	estis
Amīcī et egō	magistra	magistrae	sunt
Vōs			
[Friends’ names]			
[Teachers’ names]			

*Some possible sentences:*

Amīcus meus discipulus est.

Mr. Smith et Mr. Jones magistrī sunt.

Māter magistra est. / Māter et pater magistrī sunt.

Elena et Marīa discipulae sunt.

# LATIN THROUGH STORIES

## LEVEL 2: PER ANNUM LATĪNĒ

THROUGH THE YEAR IN LATIN

### TEACHER GUIDE

## THEME 2: WINTER



*The Hunters in the Snow*, by Pieter Bruegel the Elder (1565)

A CURRICULUM FROM THE UNIVERSITY OF DALLAS

## THEME 2: WINTER (LESSONS 31-61)

### LESSON 41

#### Materials needed:

- Teacher Resource Book Level 1; Teacher Resource Book Level 2,
- “hunter” image from Document “Images for Meae vestēs,” optional prop: green T-shirt
- optional props for Gouin series (same as previous lesson)
- *Hunters in the Snow* [https://commons.wikimedia.org/wiki/File:Pieter\\_Bruegel\\_the\\_Elder\\_-\\_Hunters\\_in\\_the\\_Snow\\_\(Winter\)\\_-\\_Google\\_Art\\_Project.jpg](https://commons.wikimedia.org/wiki/File:Pieter_Bruegel_the_Elder_-_Hunters_in_the_Snow_(Winter)_-_Google_Art_Project.jpg)
- Story book: *Parva Gallina Rubra/The Little Red Hen*: Recommended: an image of [real wheat](#)

#### Part I - Settling into Latin

optional religious: [3-5 min]

A. prayer: *signum crucis; signum crucis*; John 10:11 & 27; Genesis 1:1

B. Hymns: Christmas songs (see Teacher Resource Books)

#### 1. Review songs/nursery rhymes [5 min]

A. *Avēs omnēs* (TRB L1 p. 22)

Sing entire song with all gestures without stopping. (Ask about a few words or phrases afterwards if you wish).

B. *Hey! Ho! Nobody home* (TRB L2 p. 15)

Sing together with gestures. If you wish, sing it as a round. You might review a few words and phrases like “cibum,” “pōtus” and “tamen fēlix erō”

C. *Canāmus amīcī* (TRB L2 p. 17)

Sing together with gestures. You might ask what each stanza is about, and/or ask what the three words are in the 2<sup>nd</sup> stanza that all have to do with beginning (i.e. *coepit, initium, ordiamur*)

#### 2. New Song: *Meae Vestēs* [5 min] (TRB L2 p. 19)

do display the image “hunter” and hold up or put on a green t-shirt (or give it to a volunteer)  
say **Ecce vēnātor. Hic vir vēnātor est. Quis est hic vir?** (vēnātor)

- ask **What do you think “vĕnātor” means?** (hunter)
- say **Vestĕs vĕnātōris viridĕs sunt. Quō colōre sunt vestĕs vĕnātōris?** (viridĕs)
- say **We are going to learn a new song today that is about clothes and colors and jobs. I will sing the first stanza. Audĭte [audĭ] et observāte [observā] bene!**
- do *slowly sing with all gestures, then ask students what they understood.*  
*Go through the stanza line by line, saying it in Latin with gestures first, inviting students to gesture along with you. Then ask students what they think it means. Tell them the translation if necessary.*
- say **Let’s practice the first line together: Please make the gestures with me: “Meae vestĕs viridĕs sunt omnĕs”** (*gesture as you speak; repeat several times until students gesture and speak along comfortably*).

Meae vestĕs viridĕs sunt omnĕs	suggested gestures	Literal Translation
Meae vestĕs viridĕs sunt omnĕs, mihi solum viridĕs sunt rĕs. Ideō, quidquid viride est, amō; nam vĕnātor pater meus est.	<b>meae/mihi/meus:</b> point to self; <b>vestĕs:</b> point to your clothes; <b>viridĕs:</b> point to clothes of hunter in picture; <b>quidquid viride:</b> if possible point to other green things in room; <b>amō:</b> cross arms over chest as if hugging; <b>vĕnātor:</b> point to picture and/or gesture shooting	All my clothes are green, I only have green things [to me only green things belong] And so/thus, whatever is green, I love; for a hunter is my father.

From: Roland Kadan: *Cantāre necesse est*. 2<sup>nd</sup> edition. Vienna: Braumüller, 2011, pp. 16-17

### 3. Gouin Review: Giving a Present/Jesus’ birth [1 min]

Say once with all gestures or have a small group act it out in front of the class.

Let students say review Series in funny voices and/or with props to keep their attention!

#### Part 2 - New Gouin Series: Making Soup [5 min]

Prĭmum, holera secō. Deinde holera in ōllam impōnō. Deinde carnem/farcĭmen secō. Carnem/farcĭmen in ōllam impōnō. Aquam addō. Condĭmenta addō. Iūs meum misceō. Iūs meum iūcundē olet! [Iūcundum] iūs meum parātum est ad edendum!	First I cut some vegetables. Then I put the vegetables in the pot. Then I cut some meat/sausage. I put the meat in the pot. I add water. I add spices. I stir my soup. My soup smells delicious! My (delicious) soup is ready to eat!
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- Props:** pictures of (or real items): a cooking pot; veggies such as carrots & onions; sausage; spices
- do say and gesture the series two or three times or let groups of students act it out again.



### OPTIONAL WRITING: GOUIN SERIES

With students in 3<sup>rd</sup> grade and up, you might act out or recite the series only once, and then write it: 3<sup>rd</sup> graders copy their favorite 2 or 3 sentences; students in 4<sup>th</sup> or 5<sup>th</sup> grade could copy all or most the series. Other ideas for writing:

- ❖ Students copy the series into a story booklet that they illustrate (and take home to read to parents and siblings)
- ❖ In small groups (2-4 students), have students try to reconstruct and write the series as best they can in 5 minutes, then review and correct together as a class
- ❖ Play sentence-pictionary: in small groups (3-4 students), each student draws a quick illustration for one of the sentences. After 1 minute, they take turns showing the others their illustration to guess which sentence it is (they have to say the complete sentence). The first one who guesses the correct sentence must write it down – winner is the student who has thus “collected” the most sentences at the end. (Of course, you can leave out the writing component here to make it more fast-paced!)

### Part 3 - Picture Study: Pieter Bruegel: Hunters in the Snow [5 min]

display: *Hunters in the Snow* (1565), by Pieter Bruegel the Elder

[https://commons.wikimedia.org/wiki/File:Pieter\\_Bruegel\\_the\\_Elder\\_-\\_Hunters\\_in\\_the\\_Snow\\_\(Winter\)\\_-Google\\_Art\\_Project.jpg](https://commons.wikimedia.org/wiki/File:Pieter_Bruegel_the_Elder_-_Hunters_in_the_Snow_(Winter)_-Google_Art_Project.jpg)

What you say	translation	responses
In hāc pictūrā estne vēr an aestās an autumnus an hiems?	In this picture is it spring or summer or fall or winter?	Hiems
Ita, hiems est et nix tōtam terram tegit. Nix montēs et vallēs tegit, ita an minimē? Nix casās quoque et tēctōs tegit? Nix arborēs quoque et campōs tegit? Nix pontem quoque tegit?	It is winter and snow is covering everything. Is snow covering mountains and valleys? Is snow also covering houses and roofs? Is snow also covering trees and fields? Is snow also covering the bridge? <i>(point to each item in picture as you ask)</i>	Ita Ita Ita Ita
Quid nix tegit? Dīcāmus simul: Nix montēs, vallēs, tēctōs, arborēs, campōs, pontem tegit.	What is the snow covering? Let's say this together: The snow is covering mountains, valleys, roofs, trees, fields and a/the bridge.	Nix montēs, vallēs, tēctōs, arborēs, campōs, pontem tegit.
Estne caelum serēnum an nūbilōsum?	Is the sky clear or cloudy?	Nūbilōsum
In parte sinistrā, vēnātorēs sunt. Quot vēnātōrēs in pictūrā sunt?	On the left side are hunters. How many hunters are in the picture?	Ūnus, duo, trēs. Trēs vēnātorēs

Numerēmus simul: ūnus, duo, trēs. Quot vēnātorēs in parte sinistrā sunt?	Let's count together.	(in parte sinistrā sunt).
Suntne vēnātorēs in monte an in valle? Ita, vēnātorēs in monte sunt.	Are the hunters on a mountain or in the valley?	In monte
Quot canēs in parte sinistrā sunt? Numerēmus simul: ūnus, duo, trēs, quattuor, quīnque, sex, septem, octō, novem, decem, ūndecim, duodecim, tredecim, quattuordecim! Vēnātorēs quattuordecim canēs habent!	How many dogs are on the left side? Let's count together. ( <i>point as you count</i> ) ( <i>The dogs behind the tree are very hard to count; you may want to zoom in to count more easily!</i> )	[count along]
Trēs vēnātorēs cum quattuordecim canibus in nive ambulant. Ubi ambulant vēnātorēs cum canibus?	Three hunters with 14 dogs are walking in the snow.	In nive (ambulant).
Quot avēs in parte sinistrā sunt? Numerēmus simul: ūna, duae, trēs, quattuor, quīnque, sex, septem. Septem avēs in parte sinistrā sunt. Quot avēs in āere volat? Ita ūna avis in āere volat. Quot avēs in arbore sedent? Ita, sex avēs in arbore sedent et ūna avis in āere volat.	How many birds are on the left side? Let's count together. ( <i>point as you count</i> ) Seven birds are on the left. ( <i>There are a few more on the ice in the lower right corner, but they are hard to see without zooming in</i> )  Six birds are sitting in the tree and one bird is flying in the air.	[count along]  Ūna (avis)  Sex (avēs)
Duo lacūs quoque in pictūrā sunt. Ecce duo lacūs. Ūnus lacus, duo lacūs. Quī sunt?	Two lakes are also in the picture. Here are the two lakes. One lake, two lakes. What are they?	Duo lacūs
Ecce rīvus. Rīvus ad lacum dūcit. Rīvus sub pontem ad lacum dūcit. Quid est? Quō dūcit rīvus? Ad lacum an ad montem? Ita, rīvus sub pontem ad lacum dūcit.	Here is a brook. The brook is leading to the lake. The brook is going under the bridge to the lake. What is it? Where is the brook going to, to the lake or the mountain? ( <i>point to each</i> )	Rīvus  Ad lacum
Glaciēs in rīvō et in lacū est. Glaciēs rīvum et lacum tegit. Quid est in rīvō et in lacū?	Ice is on the brook and on the lake. Ice is covering the brook and the lake. What is on the brook and lake?	Glaciēs
Multī virī et multae fēminae et multī liberī in glaciē lūdunt. Show me “in glaciē lūdunt.”	Many men and women and children are playing ( <i>ASL sign for play</i> ) on the ice. ( <i>You may want to zoom in to the lake scene</i> )	ASL sign for “play”
[ <i>optional</i> ] Virī et fēminae et liberī per glaciem patinant. Quid faciunt?]	<i>optional</i> men, women, and children are skating on the ice. What are they doing? ( <i>gesture skating</i> )	<i>optional</i> Per glaciem patinant

Aliquis pilā lūdit. Quō instrūmentō lūdit?	Someone is playing with a ball. What is he playing with? ( <i>point to one of the balls, perhaps repeat for the other</i> )	Pilā (lūdit).
Aliquis in glaciem cadit et nunc in glaciē iacet! Quid facit hic vir? ( <i>gesture falling down</i> ) Ita, in glaciem cadit et nunc in glaciē iacet! Ubi iacet?	Someone is falling onto the ice and is now laying on the ice.  ( <i>emphasize the different endings for “ice” and speak along with students</i> )	In glaciem cadit.  In glaciē iacet.
Aliquis in trahā sedet et aliquis traham trahit. Show me “in trahā sedet”. Show me “traham trahit”.	Someone is sitting on a sleigh and someone is dragging the sleigh.  ( <i>have students gesture sitting on and dragging a sleigh</i> )	(gestures)

**Tip.** If possible, you might want to have this picture printed a little larger and display it for a while to let students explore this rich image beyond such a brief discussion.

### Part 4 - Little Socratic Reading: Parva Gallīna Rubra [5-7 min]

Use the initial simplified version (Version A) in this lesson!

**do** *show the book cover*

**ask** **Quae bēstia est?** (gallīna)

**say** **Ita, parva gallīna rubra est!**

**say** **ecce triticum** (*point to the wheat around her*). **Triticum in agrō crescit** (*act out growing*). **Quid est?** (triticum) **Does anyone know what this is in English?** (*You may wish to show an image of [real wheat](#)*)

**do** *start reading, acting out as much as possible. If you wish you might have students paraphrase/retell in English every couple of pages.*

#### Notes

- If necessary, translate a few specific sentences and phrases for them, for example, the “who will...” questions that the little hen asks (draw students’ attention to the fact that this is asking who *will do* or *is going to do* something, not who *is doing* something).
- Make sure students understand what she finds (p. 3): **frumenta** (*grains*) **trīticī** (*of wheat*)
- Then ask the hen’s question again and have students gesture each question along with you:
  - **Quis hoc trīticum seret?** (*gesture spreading seeds by hand*)
  - **Quis hoc trīticum secābit?** (*gesture cutting from side to side*)

- **Quis hoc trīticum ad molam feret?** (*gesture carrying something, e.g. a sack on your back or in your hands*)
  - **Ask students why she would need to bring the wheat to the mill!**
- **Quis ex farīnā albā placentam faciet?** (*gesture stirring an imaginary cake*)
- **Quis hunc pānem edet?** (*gesture eating*)
- Have students speak along for all the “**nōn ego**” responses of the other animals
- Read as much as you can finishing the story in this lesson.



# LATIN THROUGH STORIES

LEVEL 2: PER ANNUM LATINE  
THROUGH THE YEAR IN LATIN

## TEACHER GUIDE

### THEME 3: SPRING & SUMMER



*La Primavera*, by Sandro Botticelli (c. 1480)

A CURRICULUM FROM THE UNIVERSITY OF DALLAS

## THEME 3: SPRING AND SUMMER (LESSONS 62-92)

### LESSON 91

#### Materials needed:

- Teacher Resource Book Level 2
- optional props for new Gouin series: Document “Images for Baby Animals are Born/Hatch”
- book: *A Year at Maple Hill Farm*

#### Part 1 - Settling into Latin

#### optional religious: [3-5 min]

**A. prayer: 1 John 4:19 & 4:21 & Phil 4:13** and/or optional new Sāncta Maria verse: **Sāncta Mariā, Spēs nostra, Ancilla Domini, Ōrā prō nōbīs!** (Holy Mary, our hope, handmaid of the Lord, pray for us) [Hope: gesture crossing fingers]  
Say in English and Latin once; ask: what does “spēs nostra” mean? (our hope); ask what do you think “ancilla domini” means? (handmaid of the lord). Say complete line once more in Latin only.

**B. Hymn: *Ā sōlis ōrtū*** (TRB L2 p. 7)

#### 1. Review songs/nursery rhymes [3 min]

**A. This little piggy** (TRB L2 p. 21)

If you wish, review: Quid facit p̄imus porcus? Quid facit secundus porcus? Quid facit tertius porcus? Quid facit quartus porcus? Quid facit quintus porcus?

**B. Canāmus amīcī** (TRB L2 p. 17)

#### 2. Gouin Review: Going to a Park & Baking a Cake [5 min]

With older children, you might try to say both series in the 2<sup>nd</sup> person singular and plural (you and you all forms).

#### Going to a Park second person singular:

You go to a park.	Ad hortulum <b>īs</b> .
At the park you run and play.	In hortulō <b>currīs</b> et <b>lūdīs</b> .
Then you want to eat.	Tum edere <b>vis</b> .
You put a blanket on the ground.	Lōdicem humī <b>dēpōnis</b> .
You take out water and fruit and cheese.	Aquam et pōma et cāseum <b>excipīs</b> .

Then you eat some cookies. Then you play again. In the evening you go home. What a beautiful day!	Deinde aliquot crustula <b>edis</b> . Deinde lūd <b>is</b> iterum. Vesperī domum red <b>is</b> . Quam pulcher ille diēs!
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### Going to a Park second person plural:

You all go to a park. At the park you all run and play. Then you all want to eat. You all put a blanket on the ground. You all take out water and fruit and cheese. Then you all eat some cookies. Then you all play again. In the evening you all go home. What a beautiful day!	Ad hortulum <b>itis</b> . In hortulō curr <b>itis</b> et lūd <b>itis</b> . Tum edere <b>vultis</b> . Lōdīcem humī dēpōn <b>itis</b> . Aquam et pōma et cāseum excip <b>itis</b> . Deinde aliquot crustula edit <b>is</b> . Deinde lūd <b>itis</b> iterum. Vesperī domum red <b>itis</b> . Quam pulcher ille dies!
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### Baking a Cake second person singular:

Prīmum, farīnam in catīllum impōn <b>is</b> . Deinde, lac in catīllum infund <b>is</b> . Deinde, tria ōva add <b>is</b> . Deinde, bŭtŷrum add <b>is</b> . Deinde, saccharum/mel add <b>is</b> . Misc <b>ēs</b> et misc <b>ēs</b> . Deinde massam in furnum impōn <b>is</b> . Placenta <b>tua</b> iūcundē olet! Dēnique, placentam <b>tuam</b> ex furnō excip <b>is</b> . Placenta iūcunda omnibus placet. <i>additions for birthday cake (insert before last sentence):</i> Candēlās in placentam <b>tuam</b> impōn <b>is</b> . Canis “fēlicem nātālem*”!	First, you put flour in a bowl. Then you pour milk in the bowl. Then you add three eggs. Then you add some butter. Then you add some sugar/honey. You stir and stir. Then you put the dough into the oven. Your cake smells delicious! Finally, you take your cake out of the oven. Everyone likes/enjoys the delicious cake! <i>additions for birthday cake (insert before last sentence):</i> You put candles on your cake. You sing “happy Birthday”!
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### Baking a Cake second person plural:

Prīmum, farīnam in catīllum impōn <b>itis</b> . Deinde, lac in catīllum infund <b>itis</b> . Deinde, tria ōva add <b>itis</b> . Deinde, bŭtŷrum add <b>itis</b> . Deinde, saccharum/mel add <b>itis</b> . Misc <b>ētis</b> et misc <b>ētis</b> . Deinde massam in furnum impōn <b>itis</b> . Placenta <b>vestra</b> iūcundē olet! Dēnique, placentam <b>vestram</b> ex furnō excip <b>itis</b> . Placenta iūcunda omnibus placet. <i>additions for birthday cake (insert before last sentence):</i> Candēlās in placentam <b>vestram</b> impōn <b>itis</b> . Can <b>itis</b> “fēlicem nātālem*”!	First, you all put flour in a bowl. Then you all pour milk in the bowl. Then you all add three eggs. Then you all add some butter. Then you all add some sugar/honey. You all stir and stir. Then you all put the dough into the oven. Your cake smells delicious! Finally, you all take your cake out of the oven. Everyone likes/enjoys the delicious cake! <i>additions for birthday cake (insert before last sentence):</i> You all put candles on your cake. You all sing “happy Birthday”!
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Part 2 - Little Socratic Reading: *A Year at Maple Hill Farm*: Review [10 min]

In this lesson, you will review all seasons by focusing on what the horses are doing throughout the year. If you wish, have students fill in the blanks in their workbook while you read/talk about the pages, or have them review and fill in these sentences afterwards.

Please have students make gestures for all actions that you read or they say!

What you say/ask	translation/notes	responses
<p style="text-align: center;"><b>January Page</b></p> <p>Quid est Iānuārius? Dicāmus simul: Iānuārius mēnsis hiemis est. Quid agunt equī hieme in nive?</p> <p>Ita, currunt et saliant. Et ūnus equus faenum edere vult. Cūr faenum edere vult?</p> <p>Ita, ēsurit quia nix in herbā est et herbam edere nōn potest.</p>	<p>What is January? Let's say together: January is a winter month. What do the horses do in winter in the snow? <i>(gesture running, jumping)</i></p> <p>Yes, they run and jump, and one horse wants to eat hay. Why does it want to eat hay? <i>(gesture being hungry)</i></p> <p>Yes, he is hungry because snow is on the grass, and he cannot eat the grass.</p>	<p>Iānuārius mēnsis hiemis est. Currunt et saliant.</p> <p>Equus famēlicus est / ēsurit.</p>
<p style="text-align: center;"><b>March Page</b></p> <p>Quid est Mārtius? Dicāmus simul: Mārtius prīmus mēnsis vērīs est. Quis nāscitur? Quid agunt hī equī in prātō? Quid agit hic equus? Quid agit hic equus?</p> <p>Ita, ūnus equus in prātō stat et ūnus equus in prātō iacet. Herbam edunt, sed perpauca herba in prātō est.</p>	<p>What is March? Let's say together: March ist he first month of spring. Who is born? <i>(point to foal)</i></p> <p>What are these horses doing in the meadow? What is this horse doing? <i>(point to brown one)</i></p> <p>What is this horse doing? <i>(point to white one)</i></p> <p>One horse is standing and one is lying on the meadow. They are eating grass, but very little grass is on the meadow.</p>	<p>Mārtius prīmus mēnsis vērīs est.</p> <p>Pullus nāscitur.</p> <p>In prātō stat. In prātō iacet.</p>
<p style="text-align: center;"><b>First June Page</b></p> <p>Quid est Iūnius? Dicāmus simul: Iūnius prīmus mēnsis aestātis est. Estne nunc multa herba an perpauca herba in prātō?</p> <p>Equī in prātō sunt et laetī sunt quia multam herbam novam inveniunt. Equī laetī herbam novam edunt. Suntne equī laetī an trīstēs? Cūr equī laetī sunt? Quid inveniunt?</p>	<p>What is June? Let's say together: June is the first month of summer. Is there now a lot of grass or little grass in the meadow?</p> <p>The horses are in the meadow and they are happy because they find a lot of new grass <i>(gesture searching for)</i>. The happy horses eat the new grass. Are the horses happy or sad? Why are they happy? What are they finding <i>(gesture; point to grass in picture)</i>?</p>	<p>Iūnius prīmus mēnsis aestātis est.</p> <p>Multa herba (in prātō est).</p> <p>Equī laetī sunt.</p> <p>Novam herbam inveniunt.</p>



<p><b>Second June Page</b> Sed Iūniō mēse etiam multa īnsecta adsunt. Placentne equīs īnsecta annōn?</p>	<p>But in June there are also a lot of insects. Do the horses like the insects or not? (<i>thumbs up/ down</i>)</p>	<p>Nōn placent (īnsecta equīs nōn placent).</p>
<p><b>September Page</b> Quid est September? Dicāmus simul: September p̄m̄us mēnsis autumnī est. Ventus flat. Quid agunt equī? Placetne equō fuscō pluvia annōn? M̄nimē, eī nōn placet pluvia. Laetus nōn est!</p>	<p>What is September? Let's say together: September is the first month of fall. Wind blows. What are the horses doing? (<i>gesture running and jumping</i>) Does the brown horse like rain or not? (<i>shake head no</i>) No, he doesn't like rain. He is not happy! (<i>thumbs down</i>)</p>	<p>September p̄m̄us mēnsis autumnī est. Equī currunt et saliant. Nōn placet (pluvia equō fuscō nōn placet).</p>
<p><b>November Page</b> Quid est November? Dicāmus simul: November tertius mēnsis autumnī est. Quid agunt equī? Ita, per agrōs et silvās currunt et saliant. Placetne equīs currere et salire per agrōs et silvās? Placet eīs annōn?</p>	<p>What is November? Let's say together: November is the third (<i>bold up 3 fingers</i>) month of fall. What are the horses doing? Yes, they are running and jumping through the fields and forests. Do the horses like running and jumping through fields and forests?</p>	<p>November tertius mēnsis autumnī est. Currunt et saliant.  Ita, placet.</p>
<p><b>December Page</b> Quid est December? Dicāmus simul: December p̄m̄us mēnsis hiemis est. Ubi stant equī nunc? (In stabulō an in prātō)? In stabulō stant et faenum edere volunt. Cūr herbam nunc edere nōn possunt? Ita, herbam edere nōn possunt quia nix tōtam terram tegit, et herbam quoque tegit. Hieme, multae bēstiae faenum edunt.</p>	<p>What is December? Let's say together: December is the first month of winter. Where are the horses now standing? (In the stable or in the meadow?) They are standing in the stable and want to eat hay. Why can they not eat grass now? Yes, they cannot eat the grass because snow is covering the ground, and also the grass. In winter, many animals eat hay.</p>	<p>December p̄m̄us mēnsis hiemis est.  In stabulō  e.g. Quia nix in terrā est/nix in herbā est.</p>

If you wish, have students complete one of the Student Book fill in the blank versions with a partner or on their own (**Student book pp. 233-34**; Version A is easier, version B is harder)

### Version A (easy)

Word bank:					
currunt	Pullus	edunt	Ventus	saliunt	iacet
equus	prātō	pluvia	īnsecta	stabulō	

Iānuārius mēnsis hiemis est. Equī in nive currunt et saliant. Ūnus equus faenum edere vult quia valdē ēsurit.

Mārtius p̄rimus mēnsis vēris est. Pullus nāscitur. Ūnus equus in prātō stat et ūnus equus in prātō iacet. Herbam edunt, sed pauca herba in prātō est.

Iūnius p̄rimus mēnsis aestātis est. Equī in prātō sunt et laetī sunt quia multam herbam novam inveniunt. Equī laetī herbam novam edunt.

Sed Iūnio mēnse etiam multa īnsecta adsunt. Equīs īnsecta nōn placent!

September p̄rimus mēnsis autumnī est. Ventus flat et equī currunt et saliant. Equō fuscō pluvia nōn placet!

November tertius mēnsis autumnī est. Equī per agrōs et silvās currunt et saliunt.

December p̄rimus mēnsis hiemis est. Equī in stabilō stant. Faenum edere volunt.

### Version B (harder)

#### Word bank:

currunt	Pullus	flat	saliunt	iacet	Mārtius
equus	Equō	īnsecta	stabilō	vult	volunt
Iānuārius	herba	herbam	placet	placent	prātō
aestātis	autumnī	hiemis	silvās	tertius	

Iānuārius mēnsis hiemis est. Equī in nive currunt et saliunt. Ūnus equus faenum edere vult quia valdē ēsurit.

Mārtius p̄rimus mēnsis vēris est. Pullus nāscitur. Ūnus equus in prātō stat et ūnus equus in prātō iacet. Herbam edunt, sed pauca herba in prātō est.

Iūnius p̄rimus mēnsis aestātis est. Equī in prātō sunt et laetī sunt quia multam herbam novam inveniunt. Equī laetī herbam novam edunt.

Sed Iūnio mēnse etiam multa īnsecta adsunt. Equīs īnsecta nōn placent!

September p̄rimus mēnsis autumnī est. Ventus flat et equī currunt et saliant. Equō fuscō pluvia nōn placet!

November tertius mēnsis autumnī est. Equī per agrōs et silvās currunt et saliant.

December p̄rimus mēnsis hiemis est. Equī in stabilō stant. Faenum edere volunt.

### Part 3 - Little Socratic Talk: What We Can Do All Year [7-8 min]

The Little Socratic Talks in this and the last lesson are meant to give you and your students an opportunity to have an authentic interaction in Latin. On the first of each pair of slides, you will ask students what they want to do in a given weather condition, and on the next slide various response options are given (in the form of further questions of what they want to do)

- You might at first ask each option (“Vultisne...”, “Do you all want to...”) of the whole class and students can, simultaneously, simply respond with *ita* or *minimē*
- You might then ask a few individual students (“[Name], *vīsne*...”), and have them respond with “*ita, volō*” or “*minimē, nōlō*” and older students could be required to respond in a complete sentence (e.g. “*ita, volō virum nivis facere*” / “*minimē, nōlō iūs edere*”)
- If you wish, you can then ask the whole class to tell you what this student said. Write (**nōn**) **vult** (he/she wants to/doesn’t want to) on the board and ask (“Discipulī, quid vult [Name] facere?”) and they should respond with “[Name] virum nivis facere vult” or “[Name] iūs edere nōn vult”]

Note: on the Powerpoint, as below, the plural **vultis** (you all want) is only given in the first question. If you address the whole class in the other questions, remember to change the 2<sup>nd</sup> person singular **vīsne** to the 2<sup>nd</sup> person plural **vultisne**

What you ask	Translation
<b>Cum ningit et nix terram tegit, quid vultis [vīs] facere?</b>	When it snows and snow covers the ground, what do you want to do?
<b>Cum ningit, vīsne tum...</b> ... virum nivis facere? ... pilās nivis conicere? ... in nive ad lūdum ambulāre? ... in ātriō sedēre et fābulās audīre? ... iūs coquere?	When it snows, do you want to ... make a snowman? ... throw snowballs? ... to walk to school in the snow? Do you want to sit in the living room and hear stories? Do you want to cook soup?
<b>Cum glaciēs in lacū est et tempus frigidum est, quid vultis [vīs] facere?</b>	When ice is on the lake and it is cold, what do you want to do?
Cum glaciēs in lacū est, tum ... Vīsne per glaciem patināre? Vīsne domī lūdere? Vīsne ante focum sedēre et fābulās audīre? Vīsne soleās an caligās gerere? Vīsne crustula an placentam torrēre?	When there is ice on the lake, ... Do you want to ice skate? Do you want to play at home? Do you sit in front of the fire and hear stories? Do you want to wear sandals or boots? Do you want to bake cookies or a cake?

<b>Cum ventus flat et caelum nūbilōsum est, quid vultis [vīs] facere?</b>	When it is windy and the sky is cloudy, what do you want to do?
Cum ventus flat et caelum nūbilōsum est, tum... Vīsne forās īre? Vīsne domī manēre? Vīsne forīs lūdere an domī lūdere? Vīsne soleās an calceōs gerere? Vīsne prandium in prātō sūmere?	When it is windy and the sky is cloudy, ... Do you want to go outside? Do you want to stay home? Do you want to play outside or at home? Do you want to wear sandals or shoes? Do you want to have lunch on a meadow?
<b>Cum caelum serēnum est et ventum nōn flat, quid vultis [vīs] facere?</b>	When the sky is clear and it is not windy, what do you want to do?
Cum caelum serēnum est et ventus nōn flat, tum ... Vīsne sēmīna in humō pōnere? Vīsne flōrēs et holera irrigāre et cūrāre? Vīsne forīs pilā lūdere? Vīsne arborem ascendere? Vīsne in montibus et vallibus ambulāre? Vīsne prandium in prātō sūmere?	When the sky is clear and it is not windy, ... Do you want to put seeds in the ground? Do you want to water and take care of flowers and vegetables? Do you want to play ball outside? Do you want to climb a tree? Do you want to walk in the mountains and valleys? Do you want to have lunch on a meadow?
<b>Cum pluit et tempus frīgidulum est, quid vultis (vīs) facere?</b>	When it rains and it is cool, what do you want to do?
Cum pluit et frīgidulum est, tum... Vīsne forīs in pluvīā lūdere? Vīsne domī lūdere? Vīsne cum nāvīculīs in aquā lūdere? Vīsne soleās an caligās gerere? Vīsne castellum harēnae facere?	When it rains and it's cool, ... Do you want to play outside in the rain? Do you want to play at home? Do you want to play with little ships in the water? Do you want to wear sandals or boots? Do you want to make a sandcastle?
<b>Cum sōl lūcet et tempus calidum est, quid vultis (vīs) facere?</b>	When the sun shines and it is warm, what do you want to do?
Cum sōl lūcet et calidum est, tum ... Vīsne forās īre? Vīsne soleās an caligās gerere? Vīsne in lacū natāre? Vīsne cortās brācās an longās brācās gerere? Vīsne ante focum sedēre? Vīsne ad lītus īre et in marī natāre?	When the sun shines and it is warm, ... Do you want to go outside? Do you want to wear sandals or boots? Do you want to swim in a lake? Do you want to wear short pants or long pants?  Do you want to sit in front of the fire? Do you want to go to the beach and swim in the sea?

**OPTIONAL WRITING EXTENSION: WHAT WE DO ALL YEAR**

Have students turn to p. 235 in their student books and read the following instructions with them. For the mini booklet, if you give them 2 blank pages each and instruct them to make a cover page, the last season would only get one side instead of a double page spread (they could work with that, or staple another half page to the final page)

**Create a mini booklet** about the four seasons and different weather conditions and what you can do in each. For example, each double page spread could be about one season. The left side could have a picture to illustrate the season and a typical weather condition and describe it in one sentence. The right side could have one sentence stating what you can do in that season/weather, accompanied by an appropriate picture. (Older students could use another double page spread for the same season, and write and draw about three things to do in each season, or two different weather conditions and two things to do).

Remember that the **verbs** need to be conjugated in the **first person** and that **seasons** need to be used in the **ablative form** (given below in brackets). If you create a **title page**, you might use the following possible title: *Quid faciō in quattuor temporibus annī* (What I do in the four seasons)

Seasons	Weather condition	Things I Do
vēr (vēre)	<ul style="list-style-type: none"> <li>sōl lūcet</li> </ul>	<ul style="list-style-type: none"> <li>in pluvīā/nive/harēnā/domī lūdere</li> <li>situlā et pālā lūdere / pilā lūdere</li> <li>in lītore currere</li> </ul>
aestās (aestāte)	<ul style="list-style-type: none"> <li>pluvia cadit / imber cadit / pluit</li> <li>caelum serēnum/nūbilōsum est</li> <li>nūbēs ātrae in caelō sunt</li> </ul>	<ul style="list-style-type: none"> <li>arborem conscendere</li> <li>in marī natāre / mē mergere</li> <li>castellum harēnae facere</li> </ul>
autumnus (autumnō)	<ul style="list-style-type: none"> <li>ventus flat</li> <li>nix dē nūbibus cadit / ningit</li> <li>nix tōtam terram tegit</li> </ul>	<ul style="list-style-type: none"> <li>in piscīnā/lacū natāre</li> <li>virum nivis facere</li> <li>per glaciem patināre (<i>skate on the ice</i>)</li> </ul>
hiems (hieme)	<ul style="list-style-type: none"> <li>arcus in caelō est</li> <li>tempestās est</li> </ul>	<ul style="list-style-type: none"> <li>pilās nivis conicere</li> <li>soleās / cortās bracās / petasum gerere</li> <li>in ātriō sedēre et fābulās audīre</li> <li>crustula facere</li> <li>iūs coquere</li> <li>sēmina in humō pōnere</li> <li>flōrēs irrigāre</li> </ul>

**Example:** Vēre pluvia cadit. In pluvīā lūdō.