

GRADE 4 LATIN

First edition

5 units

10 lessons • one quarter

A video for every lesson

FIRST EDITION

COURSE GUIDE

This short course is a fourth grader's first real set of Latin tools: not just words to recognize, but endings that work. Each lesson is built around a real thing from the Roman world: the painted garden room of the empress Livia, where one rosebush blooms beside many painted birds; the tortoise of shields carved on Trajan's Column; a husband and wife carved in stone so their names would be remembered; the mosaic ship advertisements at Rome's harbor; race day at the Circus Maximus; the Pont du Gard striding across a French river; a lady with her lyre from a villa near Pompeii; a soldier's family's dice found near Hadrian's Wall; Noah Webster's dictionary; and at last the Lord's Prayer in the Latin words Christian children have prayed for over a thousand years.

Every lesson follows the same path. First comes **the story**. Then **how Latin works**: this year, the two great flips that turn one into many (*rosa* to *rosae*, *amicus* to *amici*, *donum* to *dona*) and the six endings of the present tense that let one Latin word say I love, you love or they love. Then **say it out loud**, because Latin is learned by chanting, reciting and reading aloud. Last, **try it**: the student makes ending-flip cards, builds a tortoise of baking-sheet shields, letters a Roman name-plate, lays a paper mosaic, raises a standing arch, builds sentences from colored card strips, hosts a Roman game afternoon, and finishes the quarter by teaching the family the first line of the Pater Noster.

By the end of the quarter the student can flip first-declension and second-declension nouns between one and many (nominative only; the other cases wait for Grade 5), chant all six present-tense forms of *amo* and run any first-conjugation verb on the same rails, sort nouns by gender as an idea (the -a words lean feminine, -us masculine, -um neuter), and read and build real two-word Latin sentences, matching the subject to its verb: *puella cantat*, *puellae cantant*. Latin built the church's prayers, the scientist's names and half of English's long words; the old saying on our crest,

Fabricando fit faber, "by making, one becomes a maker," is Latin too. This is the year the words start to move.

Most videos come from trusted teaching channels: latintutorial (a Latin teacher's animated grammar lessons), Magister Craft (short stories spoken in clear, slow Latin with English subtitles, filmed in Minecraft), TED-Ed, Khan Academy, Bedtime History, and a handful of smaller channels for Roman toys, ancient lyre music and the sung Pater Noster. Every video was previewed for accuracy and content. A few are made for a slightly older audience; the lesson notes say so. You may hear small differences in pronunciation between channels (classical and church pronunciation); both are correct. This course teaches the classical sounds, and the sung prayer in Lesson 5.2 uses the church sounds it has been sung with for centuries. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for students in grade 4 (about ages 9–10) who read comfortably. A student coming from Grade 3 Latin arrives knowing the letter sounds and about 45 words by sight; week 1 re-chants the sounds, and the old friends come back as flashcards. A student starting fresh can begin here: every sound is taught again and every word is new to the deck. A parent or teacher reads along, joins the chants and checks the practice. Nothing needs to be bought: every activity uses paper, index cards, pencil, crayons and household things.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 30–40 minutes. Session 1 is the warm-up, the video, the teaching and the picture study. Session 2 is the activity and the Latin notebook. Session 3 is the worked examples, the practice and a recitation: the student chants the week's endings and reads the week's Latin out loud to the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.

2. **Where a Grade 3 student stands.** Grade 3 taught the sounds of Latin, about 45 words to recognize and the Roman numerals. This year the words start to work: they flip from one to many, and the verbs carry their own I, you and he. Lesson 1.1 re-chants the sounds, and favorite Grade 3 words like *stella*, *via*, *aqua* and *silva* come back as real flashcards. The other noun cases and the verb *to be* wait for Grade 5; nothing here will need them.
3. **Chant it every day.** Latin endings are learned the way multiplication tables are: out loud, in rhythm, a few minutes a day. From Unit 1 on, open every session by flipping cards out loud (*rosa*, *rosae*; *amicus*, *amici*; *donum*, *dona*), and from Unit 3 add the verb column (*amo*, *amas*, *amat*, *amamus*, *amatis*, *amant*). Five minutes of cheerful chanting beats an hour of silent staring.
4. **Story, then grammar, then doing.** The core ideas are written to be read aloud or read by the student. The paragraph marked *The story* tells what happened; *How Latin works* explains the endings; *Say it out loud* gives the sounds and chants; *Try it* explains the activity. After each paragraph, ask the student to tell it back in his or her own words.
5. **Flashcards and flip cards.** Every lesson adds new Latin words. Make a flashcard for each one (Latin on the front, English on the back) and keep the growing deck in a box or on a ring. The nouns also get this course's special invention, the ending-flip card, with a flap that turns one into many. Review the whole deck at the start of Session 2 and Session 3: a word the student gets right three times in a row can move to a weekly pile.
6. **The word list.** The whole course teaches 35 words, in this order. Unit 1, one and many: *rosa*, *puella*, *regina*, *epistula*, *mensa*, *porta*, with four Grade 3 friends made new again: *stella*, *via*, *aqua*, *silva*; then the -us and -um words *amicus*, *servus*, *dominus*, *equus*, *scutum*, *donum*. Unit 2, people words: *filius*, *filia*, *femina*; then *nauta*, *agricola*, *poeta*, *taberna*, *pecunia*. Unit 3, verbs: *amo*, *specto*, *canto*, *laboro*, *porto*; then *ambulo*, *voco*, *laudo*. Unit 4: *puer*, the boy-word. Unit 5, prayer words: *pater* and *caelum*. A few sight words ride along without cards of their own: *vir* (man), *nomen* (name) and the running verb *currunt*. This list is the flashcard deck; a student who owns these 35 cards has the course's vocabulary.
7. **The Latin notebook.** Use any notebook for the whole quarter. It holds the vocabulary lists, the one-and-many charts, the first verb chart, the sentence strips copied out, the game scores in Roman numerals and the *Pater Noster* page. Date

every page. Neat charts matter: a student who can find his own chart from week 3 in week 9 has learned how to study.

8. **Translation is a two-way street.** From Unit 3 on, the practice has both directions: Latin into English and English into Latin. The sentences stay small on purpose, a subject and its verb, because that is the whole year's grammar; getting the ending right is the whole game. Let the student use the notebook charts freely. The answer is right when the endings are right, not just the words.
9. **Practice on the web.** Our companion site, [Latin Launchpad](#), is free and has matching games, flashcards and quizzes sorted by grade; its grade 3–4 word packs cover most of this course's word list, and its games drill the same endings. It makes a good Session 2 finisher or a rainy-Saturday review. It is optional: the course is complete with cards and paper.
10. **Unit review and unit challenge.** Each unit ends with a short review (30 points), which may be done orally, and a unit challenge: a one-and-many card museum, a Roman name-plate with a family name chart, an arch build with the full amo chant, a Roman game afternoon, and at last the Family Latin Evening. Keep the challenge work in a folder.
11. **The Family Latin Evening.** In the last week, the student hosts a short family evening: he or she teaches the family the first line of the Pater Noster, performs three sentence-strip sentences, shows the mosaic and the arch photograph, runs one round of the Roman dice game, and closes with the Lord's Prayer in English together.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–2

One and Many

The painted garden room of the empress Livia opens the first great flip: -a nouns turn to -ae when one becomes many (rosa, rosae), practiced with this course's invention, the ending-flip card; then the tortoise of shields on Trajan's Column opens the second family, -us to -i (amicus, amici) and -um to -a (scutum, scuta), with a family testudo built from baking sheets.

1.1 One Rose, Many Roses

1.2 One Soldier, a Whole Legion

UNIT 3 • WEEKS 5–6

Action Words

Race day at the Circus Maximus opens the singular of the present tense, -o I, -s you, -t he or she (amo, amas, amat), with verb charades; then the Pont du Gard opens the plural half, -mus, -tis, -nt, the full six-form amo chant, and the agreement rule that nautae laborant needs a plural ending, sealed with a standing arch the student builds and captions LABORAMUS.

3.1 Amo, Amas, Amat

3.2 We Build, You Build, They Build

UNIT 2 • WEEKS 3–4

Who's Who in Rome

A husband and wife carved in stone open the three Roman names and the idea of gender: every Latin noun is masculine, feminine or neuter, and the student designs a Roman-style name-plate; then the mosaic ships of Ostia introduce the three famous -a men, nauta, agricola and poeta, masculine jobs wearing a feminine-looking ending, with a paper mosaic to lay.

2.1 A Roman Name

2.2 The Sailor, the Farmer and the Poet

UNIT 4 • WEEKS 7–8

Little Sentences

A fresco of a Roman lady with her cithara opens the two-word sentence, subject plus verb, each wearing its ending: puella cantat, and the student builds and sings sentences from colored card strips; then the Roman toybox, dice and knucklebones from Corbridge, brings the boy-word puer and six mini-sentences to read, celebrated with a Roman game afternoon scored in numerals.

4.1 Puella Cantat

4.2 Pueri Currunt: The Children Play

UNIT 5 • WEEKS 9–10

English Wears Latin

Noah Webster's 26-year dictionary opens the root method, and the student mines this year's own words for English treasure (specto to spectator, porto to transport, ambulo to ambulance) and binds a first Latin dictionary; then the course ends with the Pater Noster, the Lord's Prayer in Latin, learned by heart line by line and taught to the family at the Family Latin Evening.

5.1 The Dictionary Men

5.2 Pater Noster

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 One Rose, Many Roses: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (the first ending-flip cards) and Latin notebook • Session 3: Worked examples, practice, and the first recitation out loud <i>Three short sessions a week is the usual rhythm: one to learn, one to make, one to practice and recite. Add a few minutes of card flips on the other days if you like.</i>
2	• Session 1: Lesson 1.2 One Soldier, a Whole Legion: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (the family testudo and new flip cards) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 1 review and unit challenge (the one-and-many museum)
3	• Session 1: Lesson 2.1 A Roman Name: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (the Roman name-plate) and Latin notebook • Session 3: Worked examples, practice and recitation
4	• Session 1: Lesson 2.2 The Sailor, the Farmer and the Poet: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (the paper mosaic) and Latin notebook • Session 3: Worked examples, practice and recitation

WEEK	PLAN
	Session 3 (end of unit): Unit 2 review and unit challenge (the name-plate and family tria nomina chart)
5	- Session 1: Lesson 3.1 Amo, Amas, Amat: warm-up, video, teaching and picture study - Session 2: Lesson 3.1 activity (verb charades and the first verb chart) and Latin notebook - Session 3: Worked examples, practice and recitation
6	- Session 1: Lesson 3.2 We Build, You Build, They Build: warm-up, video, teaching and picture study - Session 2: Lesson 3.2 activity (the arch experiment) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 3 review and unit challenge (the arch photograph and the full amo chant)
7	- Session 1: Lesson 4.1 Puella Cantat: warm-up, video, teaching and picture study - Session 2: Lesson 4.1 activity (sentence strips) and Latin notebook - Session 3: Worked examples, practice and recitation
8	- Session 1: Lesson 4.2 Pueri Currunt: warm-up, video, teaching and picture study - Session 2: Lesson 4.2 activity (the Roman games) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 4 review and unit challenge (the Roman game afternoon)
9	- Session 1: Lesson 5.1 The Dictionary Men: warm-up, video, teaching and picture study - Session 2: Lesson 5.1 activity (My First Latin Dictionary) and Latin notebook - Session 3: Worked examples, practice and recitation
10	- Session 1: Lesson 5.2 Pater Noster: warm-up, video, teaching and picture study - Session 2: Lesson 5.2 activity (rehearsing the Family Latin Evening) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 5 review and unit challenge (the Family Latin Evening) <i>Last week. Host the Family Latin Evening: the student teaches the family the first line of the Pater Noster, performs three sentence-strip sentences, shows the mosaic and the arch photograph, runs one round of the Roman dice game, and closes with the Lord's Prayer in English together.</i>

MATERIALS

Latin notebook (any notebook)

One for the quarter: vocabulary lists, one-and-many charts, the verb chart, copied sentences, game scores in Roman numerals and the Pater Noster page.

Index cards or paper cut into card-sized pieces, with scissors and tape, and a box, bag or binder ring

For the flashcard deck, the ending-flip cards with their folding flaps, and the sentence strips in Unit 4.

Pencil, colored pencils or crayons, and a fine-tip marker

For charts, the name-plate, the mosaic, the LABORAMUS banner and the dictionary pages.

Baking sheets, cookie-sheet lids or sturdy cardboard rectangles

For the family testudo in Unit 1: they are the scuta, the shields. Nothing gets bent; the tortoise only stands still.

Colored paper cut into small squares, and glue

For the Ostia-style paper mosaic in Unit 2. Old magazines work; so do crayon-colored squares.

Wooden blocks or sturdy books for the arch, and a bag of mixed nuts in the shell with two dice

Blocks or books build the Unit 3 arch; nuts and dice run the Roman games in Unit 4. Any small counters can stand in for nuts.

GRADING

Grades come mostly from the daily work: the recitations, the flashcard and flip-card reviews, the notebook and the practice, because a language is learned by steady, honest repetition. A student who chants faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

PART	%
Recitation and flashcards (daily chanting, card flips, vocabulary reviews, reading aloud)	30
Latin notebook (dated pages, charts, copied sentences, reflections)	25
Practice (both directions from Unit 3 on, corrected with the answer key)	15

PART	%
Unit reviews	15
Unit challenges	15

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60: repeat the chants and practice with help.

- An ending counts, a guess does not: a practice answer is right when the ending is right. Let the student use the notebook charts for every exercise; the charts come to live in the head by being used, not by being hidden.
- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.
- Pronunciation is graded on courage and consistency, not perfection. Any student who says Latin out loud every day is doing it right.

A NOTE TO PARENTS

You do not need to know Latin to teach this course. Every chart has its chant written out, every Latin sentence has its translation in the answer, and every video does the explaining a specialist would. Learn alongside your child: flip cards in the car, chant amo at the table, and let your child catch your mistakes. A parent who is cheerfully learning teaches more than any speech about why Latin matters.

This year keeps the grammar small on purpose: nouns flip between one and many, verbs learn their six present-tense endings, and sentences stay two or three words long. The other noun endings and the verb to be belong to Grade 5, so do not worry when the videos mention cases or extra verb families; the lesson notes say exactly which rows to keep. A child who ends this quarter flipping nouns and chanting amo without help is exactly on schedule.

The stories are all cheerful or noble: a painted garden, a wall of shields, a harbor full of ships, a race, an aqueduct, a toybox, a dictionary and a prayer. The backup video for Lesson 2.2 (the flooded Colosseum) and the main video for Lesson 2.1 were made for a slightly older audience, and the two small-channel videos in Lesson 4.2 are worth a quick preview; the lesson notes say so in each place. The sung Pater Noster

videos in Lesson 5.2 use the church pronunciation, which the notes explain; hearing both ways is part of a Latin education.

PRINTABLE WORD LIST

VOCABULARY FOR THE COURSE

Classical Latin (restored). Restored classical Latin, the sounds of Caesar's day, which is what this course teaches from grade 3 on. The five long vowels are the grade 3 chant: a ah, e ay, i ee, o oh, u oo. An unmarked e says eh, an unmarked o says o, and an unmarked u says u; i and ī both say ee. The capital letters are the stressed syllable.

Every week's list is printed again inside that lesson. Say the capital letters loudest.

1.1 ONE ROSE, MANY ROSES

puella

pu-EL-lah

noun · puella, puellae — one, many

a girl

rēgīna

ray-GEE-nah

noun · rēgīna, rēgīnae — one, many

a queen

epistula

eh-PEES-tu-lah

noun · epistula, epistulae — one, many

a letter

ENGLISH epistle

toga

TO-gah

noun · toga, togae — one, many

a toga, the Roman citizen's robe

tunica

TU-nee-kah

noun · tunica, tunicae — one, many

a tunic

pictūra

peek-TOO-rah

noun · pictūra, pictūrae — one, many

a painting

ENGLISH picture

statua

STAH-tu-ah

noun · statua, statuae — one, many

a statue

ENGLISH statue

fenestra

feh-NEST-rah

noun · fenestra, fenestrae — one, many

a window

herba

HER-bah

noun · herba, herbae — one, many

grass; a herb

ENGLISH herb

columba

ko-LUM-bah

noun · columba, columbae — one, many

a dove

umbra

UMB-rah

noun · umbra, umbrae — one, many

a shadow

ENGLISH umbrella

1.2 ONE SOLDIER, A WHOLE LEGION

amīcus

ah-MEE-kus

noun · amīcus, amīcī · masculine

a friend

ENGLISH amicable

servus

SER-wus

noun · servus, servī · masculine

a servant, an enslaved man

ENGLISH serve

dominus

DO-mee-nus

noun · dominus, dominī · masculine

a master, the lord of a house

ENGLISH dominate

scūtum

SKOO-tum

noun · scūtum, scūta · neuter

a shield

dōnum

DOH-num

noun · dōnum, dōna · neuter

a gift

ENGLISH donate

bellum

BEL-lum

noun · bellum, bella · neuter

a war

ENGLISH belligerent

gladius

GLAH-dee-us

noun · gladius, gladii · masculine

a sword

ENGLISH gladiator

mūrus

MOO-rus

noun · mūrus, mūrī · masculine

a wall

ENGLISH mural

lēgātus

lay-GAH-tus

noun · lēgātus, lēgātī · masculine

an envoy; a legion's officer

ENGLISH legate

socius

SO-kee-us

noun · socius, socii · masculine

a companion, an ally

ENGLISH social

pīlum

PEE-lum

noun · pīlum, pīla · neuter

a soldier's javelin

2.1 A ROMAN NAME

fēmina

FAY-mee-nah

noun · fēmina, fēminae · feminine

a woman

ENGLISH feminine

vir

WEER

noun · vir · masculine

a man

ENGLISH virile

nōmen

NOH-men

noun · nōmen, nōmina · neuter

a name

ENGLISH nominate

praenōmen

prye-NOH-men

noun · praenōmen, praenōmina · neuter

a Roman's first name

ENGLISH praenomen

cognōmen

kog-NOH-men

noun · cognōmen, cognōmina · neuter

a Roman's third name, the branch name

ENGLISH cognomen

avus

AH-wus

noun · avus, avī · masculine

a grandfather

avia

AH-wee-ah

noun · avia, aviae · feminine

a grandmother

marītus

mah-REE-tus

noun · marītus, marītī · masculine

a husband

uxor

U-ksor

noun · uxor, uxōrēs · feminine

a wife

līberī

LEE-beh-ree

noun · līberī, līberōrum · masculine plural

children

gēns

GAYNS

noun · gēns, gentēs · feminine

a clan, a people

ENGLISH gentile

2.2 THE SAILOR, THE FARMER AND THE POET

nauta

NOW-tah

noun · nauta, nautae · masculine

a sailor

ENGLISH nautical

agricola

ah-GREE-ko-lah

noun · agricola, agricolae · masculine

a farmer

ENGLISH agriculture

poēta

po-AY-tah

noun · poēta, poētae · masculine

a poet

ENGLISH poet

taberna

tah-BER-nah

noun · taberna, tabernae · feminine

a shop or stall

ENGLISH tavern

pecūnia

peh-KOO-nee-ah

noun · pecūnia, pecūniae · feminine

money

ENGLISH pecuniary

horreum

HOR-rewm

noun · horreum, horrea · neuter

a granary, a warehouse

frūmentum

froo-MEN-tum

noun · frūmentum, frūmenta · neuter

grain

vīnum

WEE-num

noun · vīnum, vīna · neuter

wine

ENGLISH vine

oleum

O-lewm

noun · oleum, olea · neuter

olive oil

ENGLISH oil

mercātor

mer-KAH-tor

noun · mercātor, mercātōrēs · masculine

a merchant

ENGLISH merchant

portus

POR-tus

noun · portus, portūs · masculine

a harbor

ENGLISH port

3.1 AMO, AMAS, AMAT

amō

AH-moh

verb · amō, amās, amat, amāmus, amātis, amant

I love

ENGLISH amorous

spectō

SPEK-toh

verb · spectō, spectās, spectat, spectāmus, spectātis, spectant

I watch

ENGLISH spectator

cantō

KAHN-toh

verb · cantō, cantās, cantat, cantāmus, cantātis, cantant

I sing

ENGLISH cantata

labōrō

lah-BOH-roh

verb · labōrō, labōrās, labōrat, labōrāmus, labōrātis, labōrant

I work

ENGLISH labor

portō

POR-toh

verb · portō, portās, portat, portāmus, portātis, portant

I carry

ENGLISH portable

habitō

HAH-bee-toh

verb · habitō, habitās, habitat, habitāmus, habitātis, habitant

I live, I dwell

ENGLISH habitat

nāvigō

NAH-wee-goh

verb · nāvigō, nāvigās, nāvigat, nāvigāmus, nāvigātis, nāvigant

I sail

ENGLISH navigate

pugnō

PUG-noh

verb · pugnō, pugnās, pugnat, pugnāmus, pugnātis, pugnant

I fight

ENGLISH pugnacious

parō

PAH-roh

verb · parō, parās, parat, parāmus, parātis, parant

I prepare

ENGLISH prepare

rogō

RO-goh

verb · rogō, rogās, rogat, rogāmus, rogātis, rogant

I ask

ENGLISH interrogate

clāmō

KLAH-moh

verb · clāmō, clāmās, clāmat, clāmāmus, clāmātis, clāmant

I shout

ENGLISH clamor

3.2 WE BUILD, YOU BUILD, THEY BUILD

ambulō

AHM-bu-loh

verb · ambulō, ambulās, ambulat, ambulāmus, ambulātis, ambulant

I walk

ENGLISH ambulance

vocō

WO-koh

verb · vocō, vocās, vocat, vocāmus, vocātis, vocant

I call

ENGLISH vocation

laudō

LOW-doh

verb · laudō, laudās, laudat, laudāmus, laudātis, laudant

I praise

ENGLISH laud

aedificō

eye-DEE-fee-koh

verb · aedificō, aedificās, aedificat, aedificāmus, aedificātis, aedificant

I build

ENGLISH edifice

arcus

AHR-kus

noun · arcus, arcūs · masculine

an arch

ENGLISH arc

fōns

FOHNS

noun · fōns, fontēs · masculine

a spring of water

ENGLISH font

saxum

SAH-ksum

noun · saxum, saxa · neuter

a rock

clāvis

KLAH-wees

noun · clāvis, clavēs · feminine

a key

ENGLISH clavicle

rīvus

REE-wus

noun · rīvus, rīvī · masculine

a stream

aquaeductus

ah-kwye-DUK-tus

noun · aquaeductus, aquaeductūs · masculine

an aqueduct

ENGLISH aqueduct

canālis

kah-NAH-lees

noun · canālis, canālēs · masculine

a channel

ENGLISH canal

4.1 PUELLA CANTAT

tibia

TEE-bee-ah

noun · tibia, tibiae · feminine

the double pipe

ENGLISH tibia

cithara

KEET-hah-rah

noun · cithara, citharae · feminine

the concert lyre

ENGLISH guitar

cornū

KOR-noo

noun · cornū, cornua · neuter

a horn

ENGLISH cornet

tuba

TU-bah

noun · tuba, tubae · feminine

a trumpet

ENGLISH tuba

saltō

SAHL-toh

verb · saltō, saltās, saltat, saltāmus, saltātis, saltant

I dance

pulsō

PUL-soh

verb · pulsō, pulsās, pulsat, pulsāmus, pulsātis, pulsant

I beat, I strike

ENGLISH pulse

tympanum

TYMPAH-num

noun · tympanum, tympana · neuter

a drum

ENGLISH timpani

cantor

KAHN-tor

noun · cantor, cantōrēs · masculine

a singer

ENGLISH cantor

modus

MO-dus

noun · modus, modī · masculine

a measure; a way

ENGLISH mode

sonus

SO-nus

noun · sonus, sonī · masculine

a sound

ENGLISH sound

chorus

KHO-rus

noun · chorus, chorī · masculine

a chorus, a choir

ENGLISH chorus

4.2 PUERI CURRUNT: THE CHILDREN PLAY

puer

PU-er

noun · puer, puerī · masculine

a boy

ENGLISH puerile

currō

KUR-roh

verb · currō (sight verb)

I run

ENGLISH current

talus

TAH-lus

noun · talus, talī · masculine

a knucklebone, used as a toy

nux

NUKS

noun · nux, nucēs · feminine

a nut

ENGLISH nucleus

pila

PEE-lah

noun · pila, pilae · feminine

a ball

trochus

TROK-hus

noun · trochus, trochī · masculine

a hoop

pupa

PU-pah

noun · pupa, pupae · feminine

a doll

ENGLISH pupa

iocus

YO-kus

noun · iocus, iocī · masculine

a joke

ENGLISH joke

digitus

DEE-gee-tus

noun · digitus, digitī · masculine

a finger

ENGLISH digit

calculus

KAHL-ku-lus

noun · calculus, calculī · masculine

a pebble used for counting

ENGLISH calculate

fūnis

FOO-nees

noun · fūnis, fūnēs · masculine

a rope

5.1 THE DICTIONARY MEN

lingua

LEEN-gu-ah

noun · lingua, linguae · feminine

a tongue; a language

ENGLISH language

rādīx

RAH-deeks

noun · rādīx, rādīcēs · feminine

a root

ENGLISH radical

folium

FO-lee-um

noun · folium, folia · neuter

a leaf

ENGLISH foliage

scrībō

SKREE-boh

verb · scrībō (sight verb)

I write

ENGLISH scribe

dīcō

DEE-koh

verb · dīcō (sight verb)

I say

ENGLISH dictate

charta

KHAHR-tah

noun · charta, chartae · feminine

a sheet of papyrus; paper

ENGLISH chart

titulus

TEE-tu-lus

noun · titulus, titulī · masculine

a title, a label

ENGLISH title

index

EEN-deks

noun · index, indicēs · masculine

a pointer; a list

ENGLISH index

pāgina

PAH-gee-nah

noun · pāgina, pāginae · feminine

a page

ENGLISH page

littera

LEET-teh-rah

noun · littera, litterae · feminine

a letter of the alphabet

ENGLISH letter

vocābulum

wo-KAH-bu-lum

noun · vocābulum, vocābula · neuter

a word, a vocabulary word

ENGLISH vocabulary

5.2 PATER NOSTER

rēgnum

RAYG-num

noun · rēgnum, rēgna · neuter

a kingdom

ENGLISH reign

voluntās

wo-LUN-tahs

noun · voluntās, voluntātēs · feminine

will, what one wants

ENGLISH voluntary

dēbitum

DAY-bee-tum

noun · dēbitum, dēbita · neuter

a debt

ENGLISH debit

dēbitor

DAY-bee-tor

noun · dēbitor, dēbitōrēs · masculine

a debtor

ENGLISH debtor

tentātiō

ten-TAH-tee-oh

noun · tentātiō, tentātiōnēs · feminine

a trial, a temptation

ENGLISH temptation

malus

MAH-lus

adjective · malus, mala, malum

evil, bad

ENGLISH malice

hodiē

HO-dee-ay

adverb

today

quotīdiānus

kwo-tee-dee-AH-nus

adjective · quotīdiānus, quotīdiāna, quotīdiānum

daily

ENGLISH quotidian

līberō

LEE-beh-roh

verb · līberō, līberās, līberat, līberāmus, līberātis, līberant

I set free

ENGLISH liberate

dīmīttō

dee-MEET-toh

verb · dīmīttō (sight verb)

I send away; I forgive

ENGLISH dismiss

fīō

FEE-oh

verb · fīō (sight verb)

I become; I am made

UNIT 1

ONE AND MANY

Under a hill north of Rome, workers in 1863 broke into a buried room and found themselves standing inside a garden that had been blooming in the dark for almost two thousand years. It was the cool underground dining room of the empress Livia, wife of Augustus, and every wall was painted floor to ceiling as a garden in flower: pines and pomegranates, roses and poppies, and dozens of painted birds. Nothing in that room comes one at a time, and neither do words. English turns one rose into many roses by gluing on an s; Latin does something cleverer: it flips the word's ending. One rosa, many rosae. One puella (girl), many puellae. In this unit you learn the flip for the -a family, the first declension, and you invent the tool you will use all year: the ending-flip card, a flashcard with a flap that turns one into many.

Then the soldiers march in. On Trajan's Column in Rome, a marble ribbon of carvings shows the Roman army at work, and in one famous scene the soldiers lock their shields over their heads until the whole squad becomes a walking shell: the testudo, the tortoise. One friend beside you is amicus; a wall of them around you is amici. One shield is scutum; the tortoise's whole roof is scuta. That is the second family of nouns, the -us words that flip to -i and the -um words that flip to -a, and by the end of the unit you can flip sixteen Latin nouns between one and many without peeking, which is exactly what the unit challenge, your one-and-many museum, will ask you to prove.

PREREQUISITES

- Reads comfortably and can copy a short chart neatly
- Knows the Latin letter sounds from Grade 3 (every letter sounded, c always hard, v like w); Lesson 1.1's warm-up re-chants them for anyone starting fresh
- No other Latin is needed; every word in this course gets its own flashcard

MASTERY CHECKLIST

- ☐ I can tell the story of Livia's painted garden room: what it was, and where it is now.
- ☐ I can flip any -a word on my list from one to many and back: rosa, rosae; puella, puellae.
- ☐ I can flip the -us words to -i (amicus, amici) and the -um words to -a (scutum, scuta).
- ☐ I can say the flipped endings the Roman way: -ae like eye, -i like ee, with c and g always hard.
- ☐ I can sort my sixteen nouns into their two families and say which flip each one takes.
- ☐ I have made an ending-flip card for every noun and added every word to my flashcard deck.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Latin Launchpad:** Free. Our companion practice site: flashcards, matching games and quizzes sorted by grade; its grade 3–4 word packs cover most of this course's word list. A good Session 2 finisher.
- **Song School Latin Book 2, by Amy Rehn (Classical Academic Press):** A cheerful songbook course for this age, with chants and games. Its songs make a happy sidecar for Units 1–3; the words overlap ours often enough to feel like meeting friends.
- **Minimus: Starting out in Latin, by Barbara Bell:** A comic-strip Latin course about a real family (and their mouse) who lived at Vindolanda fort in Britain. A gentle read-together that uses the same little subject-and-verb sentences this course builds toward.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 One Rose, Many Roses

3 sessions of 30–40 minutes

1.2 One Soldier, a Whole Legion

3 sessions of 30–40 minutes

UNIT 1 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Tell the story of Livia's garden room: what was it, why was it painted as a garden, and where can you see it today?

2. **5 pts**

How does Latin turn one into many? Show the rule with *rosa* and with *amicus*, and say what English does instead.

3. 5 pts

Flip each word to 'many' and translate both forms: porta, stella, dominus, scutum.

4. 5 pts

Flip each word to 'one' and translate both forms: aquae, equi, dona.

5. 5 pts

Pronounce rosae and amici the Roman way, and state the sound rule each one uses.

6. 5 pts

What was the testudo, and which of this unit's Latin words does it act out? Use both the 'one' and the 'many' forms in your answer.

ANSWER KEY

1. It was the underground summer dining room of the empress Livia, wife of Augustus, painted around 30 B.C. with a floor-to-ceiling garden of trees, flowers and birds so guests would dine inside an unfading garden. It was found again in 1863 and now stands rebuilt in the Palazzo Massimo museum in Rome.
2. Latin keeps the word's body and flips the ending: rosa becomes rosae, amicus becomes amici. English glues an s on the end instead: rose, roses.
3. Porta/portae, gate/gates; stella/stellae, star/stars; dominus/domini, master/masters; scutum/scuta, shield/shields.
4. Aquae/aqua, waters/water; equi/equus, horses/horse; dona/donum, gifts/gift.
5. Rosae is ROH-sigh: the ending -ae sounds like the eye in pie. Amici is ah-MEE-kee: c is always hard like k, and -i says ee.
6. The testudo (tortoise) was the Roman formation in which soldiers locked their shields over their heads into one shell. It acts out scutum and scuta, one shield and many shields, and amicus and amici, one friend standing among many: many acting as one.

UNIT CHALLENGE: THE ONE-AND-MANY MUSEUM

Your sixteen ending-flip cards are the exhibits; you are the curator. Lay all sixteen out on the table, grouped by family: the -a words, the -us words, the -um words. Then give your family the tour without peeking at any card's back: for each card, say the word, flip the flap, and give both English meanings, *rosa*, *rose*; *rosae*, *roses*. Visitors are allowed to heckle kindly: anyone may call out 'one!' or 'many!' or ask what family a word belongs to. End the tour by telling the two family rules from memory: -a flips to -ae; -us flips to -i and -um flips to -a. If one card stumps you, reopen the museum tomorrow; curators are allowed to study after hours.

LOOK FOR	WHAT IT MEANS
Complete collection	All sixteen flip cards are built, flaps working, sorted correctly into their three groups.
Flips without peeking	The student gives both forms and both meanings for every card without reading the backs.
Roman sounds	The plurals use the real sounds: -ae like eye, -i like ee, c and g always hard.
The rules told aloud	The student states the family rules from memory and answers one surprise 'which family?' question correctly.

UNIT 1 • ONE AND MANY • LESSON 1.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

1.1 ONE ROSE, MANY ROSES

OBJECTIVES

- Tell the story of Livia's garden room: a buried dining room painted as an eternal garden.
- Explain how Latin turns one into many by flipping the ending instead of adding s.
- Flip the -a family nouns between singular and plural: *rosa*, *rosae*; *puella*, *puellae*.
- Pronounce the plural ending -ae correctly (like the eye in pie).
- Build the first ending-flip cards and add ten words to the flashcard deck.

Warm-up. First, wake up your Roman mouth from Grade 3: chant the five vowels with their long sounds, ah, ay, ee, oh, oo, then the three big rules: c is always hard like k, g is always hard as in go, v sounds like our w. Now say these out loud: stella, via, aqua, silva. Star, road, water, forest, old friends from last year. Today you will learn the trick that makes each of them double: one star, many stars, with a flip of the tail.

WATCH

Basics of Declension

latintutorial · 4:23

<https://www.youtube.com/watch?v=8QhpM9hG-TI>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the big idea: Latin nouns change their endings, and the ending tells you the word's job and its number.

Note: The narrator is a Latin teacher, and he names the whole system of cases that older students learn. You only need the big idea, endings change, plus the first row: -a for one, -ae for many. The rest of the chart belongs to Grade 5; let it wash past you.

BACKUP VIDEO

First Declension Song - Learn Latin

Agora Academy · 2:19

<https://www.youtube.com/watch?v=j03ysSqyC9s>

Any time this week, as a treat after chanting. It sings the whole first-declension ending ladder, which you will climb in Grade 5; this year just enjoy the tune and listen for -a and -ae at the top.

KEY TERMS

noun

A word that names a person, place or thing: rosa (rose), puella (girl), porta (gate).

singular

The form of a noun that means just one: rosa, one rose.

plural

The form that means more than one:
rosae, roses.

ending

The last letters of a Latin word, where the word does its work. Flip -a to -ae and one becomes many.

first declension

The family of nouns that end in -a, like rosa, puella and stella. Family members all flip the same way: -a to -ae.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

puella

pu-EL-lah

noun · puella, puellae — one, many

a girl

rēgīna

ray-GEE-nah

noun · rēgīna, rēgīnae — one, many

a queen

epistula

eh-PEES-tu-lah

noun · epistula, epistulae — one, many

a letter

ENGLISH epistle

toga

TO-gah

noun · toga, togae — one, many

a toga, the Roman citizen's robe

tunica

TU-nee-kah

noun · tunica, tunicae — one, many

a tunic

pictūra

peek-TOO-rah

noun · pictūra, pictūrae — one, many

a painting

ENGLISH picture

statua

STAH-tu-ah

noun · statua, statuae — one, many

a statue

ENGLISH statue

fenestra

feh-NEST-rah

noun · fenestra, fenestrae — one, many

a window

herba

HER-bah

noun · herba, herbae — one, many

grass; a herb

ENGLISH herb

columba

ko-LUM-bah

noun · columba, columbae — one, many

a dove

umbra

UMB-rah

noun · umbra, umbrae — one, many

a shadow

ENGLISH umbrella

CORE IDEAS

The story. The empress Livia, wife of Augustus, the first Roman emperor, had a country villa north of Rome. For the hottest days her household kept a secret: a dining room built underground, where the summer could not follow. And so that dinner guests would not feel buried, painters covered every wall, floor to ceiling, with a garden that could never wilt: pine and oak and pomegranate trees, roses and poppies and daisies, and everywhere birds, perched, pecking and in flight. There are no people in the painting and no walls behind the trees; the little room pretends to be the whole green world. It was painted around 30 B.C., buried and forgotten when the villa fell, and found again in 1863. Today the whole painted room stands rebuilt inside the Palazzo Massimo museum in Rome, still in bloom.

One rose is never enough. Look at any wall of that room and try to find something that comes one at a time. One rosebush carries many roses; one branch holds many birds; the painters knew that a garden is a crowd. Language has to handle crowds too. Say it in English: one rose, two roses. One girl, three girls. English makes many out of one by gluing an s on the end. The Romans heard many the same way we do, but their language had a different trick for it, a neater one, and once you see it you will see it everywhere in Latin.

How Latin works: flip the ending, not glue an s. A Latin noun keeps its body and changes its tail. *Rosa* is one rose; flip the final -a to -ae and *rosae* is roses. *Puella* is one girl; *puellae* is girls. Every noun that ends in -a belongs to the same family, the first declension, and every member flips the same way: *regina/reginae* (queen), *epistula/epistulae* (letter), *mensa/mensae* (table), *porta/portae* (gate), and your Grade 3 friends *stella/stellae* (star), *via/viae* (road), *aqua/aquae* (water), *silva/silvae* (forest). Ten words, one flip. Notice what never changes: the body of the word. Ros- stays ros-; only the tail swings.

Say it out loud. The plural ending -ae is the sound ae from Grade 3: it sounds like the eye in pie. So *rosa* is ROH-sah and *rosae* is ROH-sigh; *puella* is poo-EL-lah and *puellae*

is poo-EL-lie; viae sounds like WEE-eye. Now chant the pairs in rhythm, slapping the table on the plural: rosa, ROSAE. puella, PUELLAE. regina, REGINAE. stella, STELLAE. via, VIAE. aqua, AQUAE. Go down the whole list twice. If anyone asks what you are doing, tell them: I am turning one into many.

Try it. Today you invent the ending-flip card: a flashcard with a little folding flap taped over the ending, -a on the outside, -ae hiding underneath, so one flick of your finger turns one rose into a gardenful. You will make ten of them, drill them until the flip is automatic, and start this year's flashcard deck. Keep the cards: your unit challenge is a one-and-many museum, and these are the first exhibits.

PICTURE STUDY



Garden Fresco from the Villa of Livia, Unknown Roman painter, About 30 B.C. · Fresco (paint on plaster) · Palazzo Massimo alle Terme, Rome
Image: [Wikimedia Commons](#), CC0

This is one wall of Livia's underground dining room, painted about 30 B.C. The painters broke the rules of a real garden on purpose: here everything blooms and bears fruit at once, spring flowers beside autumn pomegranates, so that the room would be a garden in every season. Guests ate their dinner in cool darkness surrounded by this, by lamplight, while the real summer blazed overhead.

Look closely

- Count the roses, then try to count the birds. Did the painters ever paint just one of anything?
- Find the low wall and fence the painters put at the bottom. It makes you feel you could step over it into the trees.
- Look for fruit and flowers that could never bloom in the same month. This garden ignores the calendar on purpose.
- Notice there are no people anywhere on the walls. The room itself was full of people; the painting gave them the garden.

Talk about it

1. Why would an underground room want walls painted like an endless garden?
2. The room was buried and forgotten for centuries, and the garden was still blooming when it was found. How is that like what happened to the Latin

language?

3. If you painted one wall of your room as a garden that never wilts, what would you put in it, one of what, and many of what?

ACTIVITY

The first ending-flip cards

A flashcard tells you what a word means. An ending-flip card does more: it flips the word from one to many under your finger. You are the first grade in this course to build them; make them well, because Grade 5 students use the same trick on harder endings.

You will need

- 10 index cards, plus 10 small strips of paper or card about the size of your thumb
- Scissors and tape
- Pencil and crayons or colored pencils
- Your Latin notebook

Steps

1. Take the first card and write the body of the word big, leaving a finger's width of space at the end: ROS followed by a gap. Write -a in the gap.
2. Make the flap: on a thumb-sized strip, write -ae. Tape the strip by its left edge just before the ending, so it can swing like a little door: closed, the card reads ROSA; swung open over the -a, it reads ROSAE.
3. On the back, write the meanings both ways: rose / roses. Add a tiny drawing if you like: one rose on the front corner, a bunch on the back.
4. Build the other nine the same way: puella, regina, epistula, mensa, porta, stella, via, aqua, silva. Say each word aloud, one and many, as you finish it.
5. Drill: a parent or sibling holds up cards in any order and says 'one!' or 'many!'; you read the card the right way, flipping the flap to match: 'many!' PORTAE, gates.
6. Finish with the chant: go down all ten pairs in rhythm, rosa-rosae, puella-puellae, slapping the table on every -ae.

Tips

- Say the plural like the Romans: -ae is eye. ROH-sigh, never ROH-say.
- Keep the word's body in one color and the endings in another; the flip is easier to see when the tail glows.

- If a flap tears, that card has been loved. Retape it and keep drilling.

Check your work

- ☐ All ten flip cards are built and the flaps swing cleanly.
- ☐ I can flip any card to 'one' or 'many' on command without reading the back.
- ☐ I said every plural with the eye sound: rosae, viae, aquae.
- ☐ My ten words are in the flashcard deck and my notebook has today's dated page.

LATIN NOTEBOOK

1. Start this year's Latin notebook: write your name, the date, and the title *Unus et Multi* (one and many).
2. Make a two-column chart headed ONE and MANY, and fill in all ten pairs: *rosa / rosae* down to *silva / silvae*.
3. Write the rule in your own words: how does Latin turn one into many, and what does English do instead?
4. Draw one corner of Livia's garden room: one tree, many birds. Label the drawing with two Latin words, one singular, one plural.

From history. Scientists who study Livia's garden room have identified more than twenty kinds of plants on its walls, including pine, oak, pomegranate, quince, oleander and roses, and birds from nightingales to partridges, all painted true enough to name. The painters also quietly cheated the seasons: everything flowers and fruits at once, which no real garden does. It was a garden made to outlast every winter, and so far it has outlasted nineteen centuries of them.

Practice habit. From today, open every Latin session with two minutes of card flips: pull five flip cards, and for each one say the pair out loud with meanings, *rosa, rose; rosae, roses*. When the verb chant arrives in Unit 3 it will join this warm-up. Small and daily beats big and sometimes.

WORKED EXAMPLES

Example 1. Turn *rosa* (rose) into 'roses.'

▼ **Show solution**

1. Find the body and the ending: ros- plus -a.
 2. Keep the body; flip the ending -a to -ae.
 3. Say it the Roman way: -ae sounds like eye.
-

Answer: Rosae (ROH-sigh), roses. The body never changes; only the tail flips.

Example 2. Translate *stellae* into English.

▼ **Show solution**

1. Look at the ending: -ae is the 'many' ending of the -a family.
 2. Recall the word: stella means star.
 3. Put number and meaning together.
-

Answer: Stars, more than one. One star would be stella.

Example 3. Translate into Latin: letters (more than one).

▼ **Show solution**

1. Find the Latin word for letter: epistula.
 2. More than one means the plural ending: flip -a to -ae.
 3. Check: the body epistul- stays the same.
-

Answer: Epistulae. (It is where English got the word epistle.)

PRACTICE

1. **Easy** Give the English meanings: rosa, porta, mensa, epistula.

▼ **Show answer**

Rose, gate, table, letter.

2. **Easy** Flip these to 'many': puella, stella, via.

▼ **Show answer**

Puellae (girls), stellae (stars), viae (roads). Flip the -a to -ae.

3. **Easy** One or many? *rosae*, *aqua*, *silvae*.

▼ **Show answer**

Rosae: many (roses). *Aqua*: one (water). *Silvae*: many (forests). The -ae tail means more than one.

4. **Medium** Translate into English: *reginae*, *portae*, *mensa*.

▼ **Show answer**

Queens, gates, table (just one, because it still wears -a).

5. **Medium** Translate into Latin: roads (many), one queen, forests (many).

▼ **Show answer**

Viae; *regina*; *silvae*. The ending carries the 'how many.'

6. **Medium** Say *rosae* and *viae* out loud the Roman way. What sound does -ae make, and where did you learn it?

▼ **Show answer**

ROH-sigh and WEE-eye: -ae sounds like the eye in pie, the same ae rule as *caelum* from the Grade 3 sound rules. Never 'ay' and never 'ah-eh.'

7. **Hard** Sort into two columns, ONE and MANY, and translate each: *aquae*, *porta*, *epistulae*, *silva*, *stellae*, *regina*.

▼ **Show answer**

ONE: *porta* (gate), *silva* (forest), *regina* (queen). MANY: *aquae* (waters), *epistulae* (letters), *stellae* (stars).

8. **Challenge** English borrowed some Latin words with their flips still attached: one antenna, two antennae; one larva, many larvae; algae in the pond. What do those words tell you about how scientists make plurals, and why can you now read them?

▼ **Show answer**

They are first-declension Latin words, and science kept the Latin flip: -a for one, -ae for many. You know the family rule, so you can tell one antenna from many antennae at a glance.

COMMON MISTAKES

- Gluing on an English s: *rosas* is not this year's Latin plural. Flip the ending instead: *rosae*.

- Keeping the old tail and adding the new one: rosaae. The -ae replaces the -a; the body stays, the tail swaps.
- Saying -ae as 'ay' (ROH-say) or as two sounds (ah-eh). It is one sound: eye. ROH-sigh.
- Flipping every noun in sight to -ae. Only the -a family flips this way; next lesson's words have flips of their own.

Make it a game · Flip the Ending. Write ten first-declension nouns on cards, like rosa, puella and mensa, with the plural on the back. Show the front and say the plural before the parent counts to five. Score a point for each flip. Then the parent says a plural and you say the singular. Imagine Livia's garden room as you play: one rose, then many roses.

Scripture. “And why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin: And yet I say unto you, That even Solomon in all his glory was not arrayed like one of these.” (Matthew 6:28–29, KJV)

The Lord points at the flowers, one lily, a whole field of lilies, and says that His Father dresses every one of them more gloriously than a king. Livia's painters filled a room with flowers that cannot fade; God fills the real fields every spring.

UNIT 1 · ONE AND MANY · LESSON 1.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

1.2 ONE SOLDIER, A WHOLE LEGION

OBJECTIVES

- Tell what a testudo was and how Trajan's Column shows the Roman army at work.
- Flip the -us family nouns between one and many: amicus, amici.
- Flip the -um family nouns between one and many: scutum, scuta.
- Pronounce the plural endings the Roman way: -i like ee, with c always hard (amici = ah-MEE-kee).
- Sort all sixteen Unit 1 nouns into their families and flip any of them on command.

Warm-up. Flip five cards from last week, out loud with meanings: one, many; rosa, rosae. Then try this with your family: everyone holds a book or a cookie sheet flat over their heads and stands shoulder to shoulder. Feel how the separate lids become one roof? Hold that thought. The Romans turned that idea into a war machine, and its name is an animal.

WATCH

The Second Declension

latintutorial · 5:51

<https://www.youtube.com/watch?v=X41UMTwE3fY>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the -us words and the -um words and how each makes its plural.

Note: Like last week's video, this one shows older students the whole chart of case endings. You only need the top row of each: -us flips to -i, and -um flips to -a. The rest waits for Grade 5; smile and wave as it goes by.

BACKUP VIDEO

Roman Camp - Latin - Minecraft

Magister Craft · 5:10

<https://www.youtube.com/watch?v=IoV4IY1OYQU>

Any time this week. A tour of a Roman army camp spoken in clear, slow Latin with English subtitles, filmed in Minecraft. Listen for words you know, and for how the speaker sounds every letter.

KEY TERMS

second declension

The second family of nouns: the -us words like amicus (friend) and the -um words like scutum (shield).

testudo

Latin for tortoise: the Roman army formation in which soldiers locked their shields over their heads and sides until the squad became one armored shell.

neuter

The -um branch of the family, like scutum and donum. Its plural flips to -a: scuta, dona. (Neuter is Latin for 'neither'; you will meet the idea properly next unit.)

legion

A large unit of the Roman army, thousands of soldiers strong, made of many smaller squads working as one.

relief

A picture carved so it stands out from a flat stone background, like the carvings that spiral up Trajan's Column.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

amīcus

ah-MEE-kus

noun · amīcus, amīcī · masculine

a friend

ENGLISH amicable

servus

SER-wus

noun · servus, servī · masculine

a servant, an enslaved man

ENGLISH serve

dominus

DO-mee-nus

noun · dominus, dominī · masculine

a master, the lord of a house

ENGLISH dominate

scūtum

SKOO-tum

noun · scūtum, scūta · neuter

a shield

dōnum

DOH-num

noun · dōnum, dōna · neuter

a gift

ENGLISH donate

bellum

BEL-lum

noun · bellum, bella · neuter

a war

ENGLISH belligerent

gladius

GLAH-dee-us

noun · gladius, gladii · masculine

a sword

ENGLISH gladiator

mūrus

MOO-rus

noun · mūrus, mūrī · masculine

a wall

ENGLISH mural

lēgātus

lay-GAH-tus

noun · lēgātus, lēgātī · masculine

an envoy; a legion's officer

ENGLISH legate

socius

SO-kee-us

noun · socius, socii · masculine

a companion, an ally

ENGLISH social

pīlum

PEE-lum

noun · pīlum, pīla · neuter

a soldier's javelin

CORE IDEAS

The story. In the middle of Rome stands a stone column one hundred Roman feet tall, raised in A.D. 113 for the emperor Trajan. Around it, from the ground to the top, winds a carved stone ribbon as long as two football fields, crowded with more than two thousand little figures: the Roman army building, marching, bridging rivers and standing guard. And in one famous scene, the soldiers have vanished, or seem to have: in their place crawls a huge tortoise made of shields. The soldiers underneath have locked their big rectangular shields over their heads and sides, each shield overlapping the next like roof tiles, so that stones and arrows rattle off and roll away. The Romans named the trick exactly what it looks like: *testudo*, the tortoise. One soldier cannot make it. It only exists when many act as one.

One friend, many friends. Think of a soldier inside the tortoise. At his shoulder stands one *amicus*, one friend. All around him stand his *amici*, his friends, and over every head is a *scutum*, a shield; the roof of the tortoise is all the *scuta* locked together. The *testudo* is the -us and -um families acting out their own grammar: one of you is strong, many of you, flipped together, are a fortress.

How Latin works: two new flips. Last week's family ended in -a. This week's family, the second declension, has two branches. The **-us branch** flips to **-i**: *amicus/amici* (friend/friends), *servus/servi* (servant/servants), *dominus/domini* (master/masters), *equus/equi* (horse/horses). The **-um branch** flips to **-a**: *scutum/scuta* (shield/shields), *donum/dona* (gift/gifts), and one more you will meet in stories, *bellum/bella* (war/wars). The same law as last week holds: the body stays, the tail flips. *Amic-* never changes; only -us becomes -i. And watch for one small trap: a plural like *scuta* ends in -a, which looks like a singular *rosa*. The word's family tells you which is which, and your flip cards will keep the families straight.

Say it out loud. The plural -i says ee, and the hard-c rule from Grade 3 matters here: *amici* is ah-MEE-kee, never ah-MEE-chee or ah-MEE-see. *Servi* is SER-wee, with the v saying w. *Equi* is EH-kwee. Now chant the new pairs with a slap on the plural: *amicus*, AMICI. *servus*, SERVI. *dominus*, DOMINI. *equus*, EQUI. *scutum*, SCUTA. *donum*, DONA. Then run the whole museum so far: all sixteen pairs, the -a family first, then the new recruits.

Try it. This week the family builds a real *testudo*: cookie sheets and cardboard become *scuta*, the household becomes a legion, and the student stands safe under the shell while someone takes the photograph for the notebook. Then six new flip cards

join the collection, and the whole sixteen-card museum drills for the unit challenge: every card flipped, one and many, without peeking at the backs.

PICTURE STUDY



The Testudo on Trajan's Column, Unknown Roman sculptors, A.D. 113 · Marble relief · Trajan's Column, Rome

Photo via [Wikimedia Commons](#), CC BY-SA 3.0

This scene is carved partway up the great spiral ribbon of Trajan's Column. The sculptors had to show something tricky: soldiers you mostly cannot see, because the whole point of the testudo is that the men disappear under their own shields. Look how they solved it: a sloping roof of overlapping rectangles, climbing like roof tiles, with helmeted heads and careful feet showing at the edges.

Look closely

- Count the shields you can see. Each rectangle is one scutum; the roof they make together is the scuta.
- Find the soldiers' feet below the shell. The tortoise is walking; the whole formation moved as one creature.
- Look at how each shield overlaps its neighbor, like shingles on a roof. A stone that hits one shield slides onto the next and rolls off.
- Find the soldiers at the edges holding their shields sideways, making the walls of the tortoise. The roof alone was not enough; the shell wrapped around.

Talk about it

1. Why is testudo, tortoise, exactly the right name for this formation?
2. One shield protects one man. What do many shields, locked together, protect? What did each soldier have to trust?

3. The column was carved so Romans who could not read could still 'read' the army's story in pictures. What story does this one scene tell about how Romans won?

ACTIVITY

The family testudo, and six new flip cards

First the legion assembles: your household becomes a Roman squad and builds a real tortoise with you inside it. Then, while the triumph is fresh, you build the six flip cards for the new word families.

You will need

- Cookie sheets, baking pans, box lids or sturdy cardboard rectangles, one per family member: these are the scuta
- A camera or phone for the official legion photograph
- 6 index cards, 6 thumb-sized strips, scissors and tape
- Pencil, crayons and your Latin notebook

Steps

1. Hand out the scuta and teach the family their one Latin word for the day: scutum, shield; scuta, shields. Make everyone say both.
2. Form the testudo: the student kneels or crouches in the middle; the family stands around and over, holding their scuta flat overhead, edges overlapping like roof tiles. Shout the inspection: UNUM SCUTUM? (one shield?) No: SCUTA! Many!
3. Take the photograph from the side so the shell shows. March three slow steps together if the kitchen allows. Then applaud the legion and dismiss it.
4. Build the six new flip cards: amicus, servus, dominus, equus with flaps that flip -us to -i; scutum and donum with flaps that flip -um to -a. Meanings on the back, both ways.
5. Drill the new six, then shuffle them into the ten old cards and drill the whole sixteen: 'one!' or 'many!', flip and read.
6. Print the photograph (or sketch the scene) for your notebook, captioned with today's proudest plural: SCUTA.

Tips

- Hard c, always: amici is ah-MEE-kee. If the tortoise hears a soft c, it collapses (house rule).

- Flat and overlapping beats high and tidy: real scuta touched edges. The shell works when no gaps show.
- If the family is small, two people and a table can make a fine two-man tortoise; Rome started small too.

Check your work

- ☐ We built the testudo, said scutum and scuta, and took the photograph.
- ☐ My six new flip cards are built: four -us to -i, two -um to -a.
- ☐ I can flip all sixteen cards on command, saying each pair with its meaning.
- ☐ The photograph or sketch is in my notebook with a Latin caption.

LATIN NOTEBOOK

1. Add the new pairs to your ONE and MANY chart: amicus/amici, servus/servi, dominus/domini, equus/equi, scutum/scuta, donum/dona.
2. Write the two family rules in your own words: what the -us words do, and what the -um words do, to become many.
3. Paste in or sketch the testudo photograph, captioned SCUTA, and write one sentence about what it felt like inside the shell.
4. Write the warning note to yourself: a plural like scuta ends in -a but is MANY; which family a word belongs to tells you how to read its tail.

From history. Trajan's Column still stands almost perfectly after nineteen centuries. Its carved ribbon would stretch about 200 yards if unrolled, with some 2,500 figures, and a spiral staircase of 185 steps climbs the inside to the top. The emperor Trajan's ashes were placed in its base, and the carvings remain one of our best picture-books of how Roman soldiers dressed, built and marched.

WORKED EXAMPLES

Example 1. Turn *amicus* (friend) into 'friends,' and say it the Roman way.

▼ **Show solution**

1. Find the family: *amicus* ends in -us, so its plural flips to -i.
2. Keep the body amic-, swap the tail: amici.
3. Apply the sound rules: c is always hard, i says ee.

Answer: Amici, ah-MEE-kee: friends. The c stays hard no matter what follows it.

Example 2. Translate *scuta* into English.

▼ **Show solution**

1. Careful: the -a tail here is not a rosa-style singular.
2. *Scuta* comes from *scutum*, an -um word, and -um words flip to -a for many.
3. So *scuta* is the plural of *scutum*.

Answer: Shields, more than one. One shield is *scutum*; the family tells you how to read the tail.

Example 3. Translate into Latin: gifts (more than one).

▼ **Show solution**

1. Find the word: *donum*, gift, an -um word.
2. The -um family flips to -a for many.
3. Keep the body don-, swap the tail.

Answer: *Dona*. (Christmas carols still use the Latin: *dona nobis pacem*, 'give us peace,' uses a cousin of this word.)

PRACTICE

1. Easy Give the English meanings: *amicus*, *servus*, *equus*, *donum*.

▼ **Show answer**

Friend, servant, horse, gift.

2. **Easy** Flip these to 'many': dominus, scutum, amicus.

▼ **Show answer**

Domini (masters), scuta (shields), amici (friends). -us flips to -i; -um flips to -a.

3. **Easy** One or many? equi, donum, servi.

▼ **Show answer**

Equi: many (horses). Donum: one (gift). Servi: many (servants).

4. **Medium** Translate into English: servi, scuta, equus.

▼ **Show answer**

Servants, shields, horse (just one; it still wears -us).

5. **Medium** Translate into Latin: friends (many), one shield, masters (many).

▼ **Show answer**

Amici; scutum; domini.

6. **Medium** Which family does each belong to, and what is its 'many' form? rosa, dominus, scutum.

▼ **Show answer**

Rosa: the -a family, plural rosae. Dominus: the -us family, plural domini.

Scutum: the -um family, plural scuta.

7. **Hard** Flip each one the other way (one to many, or many to one) and translate: via, amici, dona, portae.

▼ **Show answer**

Via becomes viae (roads); amici becomes amicus (one friend); dona becomes donum (one gift); portae becomes porta (one gate).

8. **Challenge** English borrowed the -us flip too: one fungus in the yard, two fungi; a cactus, many cacti; a school's alumnus and all its alumni. Using your family rules, explain what each pair means and why English kept the Latin tails.

▼ **Show answer**

They are second-declension -us words, so Latin flips them to -i for many: fungus/fungi (one mushroom-plant, many), cactus/cacti, alumnus/alumni (one graduate, many). Scholars borrowed the words from Latin books with their plurals still attached, and you can now read the tails on sight.

COMMON MISTAKES

- Gluing English s on the new words: amicuses, scutums. Flip the tails instead: amici, scuta.
- Softening the c in amici. Classical c is always hard: ah-MEE-kee.
- Giving -um words the -i flip: scuti is not a word in this course. The -um branch flips to -a: scuta.
- Reading a plural like scuta or dona as a singular because it ends in -a. First ask which family the word comes from; the family sets the meaning of the tail.

Make it a game • Testudo Sort. Make a testudo from paper shields on the floor. Write second-declension words like amicus and amici on cards, one singular and one plural. Place a card on a shield only if you can flip it correctly and say its meaning. Complete the tortoise before the parent finishes counting from one to thirty. Reset and try again with new nouns.

Scripture. “Two are better than one; because they have a good reward for their labour. And if one prevail against him, two shall withstand him; and a threefold cord is not quickly broken.” (Ecclesiastes 4:9, 12, KJV)

The testudo is this verse carved in marble: one shield can be knocked aside, but shields locked together are not quickly broken. God made people to stand stronger side by side, in families, in friendships and in the church, than any of us stands alone.

UNIT 2

WHO'S WHO IN ROME

Every Roman carried his history in his name. A boy called Gaius Julius Caesar wore three names at once: his own first name, his famous family's name, and a branch name that set his household apart. A daughter often wore the family name made feminine, so Julius's daughter was Julia and Cornelius's was Cornelia; and when a servant was set free, he took his old master's family name and wore it proudly for the rest of his life. In the Vatican Museums stands a stone carving of exactly such a man: Marcus Gratidius Libanus, hand in hand with his wife Gratidia, carved so that their names and faces would be remembered together. Their stone opens this unit's big idea: Latin sorts every noun, not just every person, into masculine, feminine or neuter, and the word's ending usually tips you off. You will finish the lesson by

building a Roman-style name of your own, virtue name included, and lettering it on a name-plate.

Then you will sail to Ostia, the harbor town at the Tiber's mouth, where Rome's food came ashore. Around its main square, shipping offices advertised right on their floors, in black-and-white mosaic: ships, lighthouses, dolphins, sacks of grain. Rome ate because *nautae* sailed, *agricolae* farmed and merchants counted their *pecunia*, and those first two words hide a famous surprise: *nauta* (sailor), *agricola* (farmer) and *poeta* (poet) all wear the feminine-looking -a ending, yet all three are masculine, because the sailors, farmers and poets were men. The ending leans; the person decides. By the end of the unit you can flip every noun you own, sort it by family and by gender, and lay a small paper mosaic of your own with a one-word Latin label.

PREREQUISITES

- Can flip the Unit 1 nouns between one and many: -a to -ae, -us to -i, -um to -a
- Knows the Unit 1 vocabulary by flashcard (sixteen words)
- Can say the plural endings the Roman way: -ae like eye, -i like ee, c always hard

MASTERY CHECKLIST

- ☐ I can explain the three Roman names (*tria nomina*) and give Gaius Julius Caesar as an example.
- ☐ I can say what gender means in Latin: every noun is masculine, feminine or neuter, as an idea that sorts words, not just people.
- ☐ I know the lean of the endings: -a leans feminine, -us leans masculine, -um is neuter, and people-words follow the person.
- ☐ I can explain why *nauta*, *agricola* and *poeta* are masculine even though they end in -a.
- ☐ I can flip and translate the new words: *filius*, *filia*, *femina*, *nauta*, *agricola*, *poeta*, *taberna*, *pecunia*.
- ☐ I have built my Roman name-plate and can introduce myself with my three names and tell what my virtue name means.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Song School Latin Book 2*, by Amy Rehn (Classical Academic Press):** The songbook sidecar continues: its chants about people and places pair happily with this unit's name-building and job words.
- ***Minimus: Starting out in Latin*, by Barbara Bell:** The mouse-sized Latin comic is set in a real Roman family at Vindolanda, complete with Roman names like Flavius and Lepidina; perfect company for the name-plate week.
- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland (1904):** Free online (the old editions are on archive.org). Short hero stories told for children; begin with Romulus and read one aloud a week. Listen for the tria nomina as the great names roll past.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 A Roman Name

3 sessions of 30–40 minutes

2.2 The Sailor, the Farmer and the Poet

3 sessions of 30–40 minutes

UNIT 2 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Name the three parts of a Roman citizen's name, give the job of each part, and point to the parts in Gaius Julius Caesar.

2. **5 pts**

Who were Marcus Gratidius Libanus and Gratidia, and why does their carving matter to the story of Roman names?

3. (5 pts)

What does gender mean in Latin? Give the lean of the three endings and the rule for people-words.

4. (5 pts)

Why are nauta, agricola and poeta masculine even though they end in -a? Flip each one to 'many.'

5. (5 pts)

Translate both ways: (a) filiae, tabernae, vir (sight word). (b) one woman, sons (many), one shop.

6. (5 pts)

Tell what the Square of the Corporations at Ostia was, and how its offices advertised.

ANSWER KEY

1. The praenomen (first name, for family and friends): Gaius. The nomen (the family or clan name): Julius. The cognomen (the branch name or nickname): Caesar.
2. A husband and wife carved in marble, now in the Vatican Museums, shown clasping right hands. He was a freed servant who took his old master's first and family names when he became a citizen, and she wears the same family name made feminine; the stone shows how names told a Roman's whole story and were carved to be remembered.
3. Every Latin noun is sorted into one of three boxes: masculine, feminine or neuter. The -a ending leans feminine, -us leans masculine, and -um is neuter; but people-words follow the person first.
4. Because the person decides: sailors, farmers and poets in Rome were men, so the words are masculine in their -a jackets. The flips are regular: nautae, agricolae, poetae.
5. (a) Daughters, shops, man. (b) Femina, filii, taberna.
6. The square at Rome's harbor town where shipping firms from all over the Mediterranean kept offices; each office advertised with a black-and-white mosaic on its floor, showing ships, lighthouses, dolphins or grain, so merchants could read each firm's business at a glance.

UNIT CHALLENGE: THE NAME-PLATE AND THE FAMILY TRIA NOMINA CHART

Finish and display your Roman name-plate, then turn the whole household Roman. Make a family chart on a full sheet: one row per person, three columns, praenomen, nomen, cognomen. Latin-dress each person's first and last names, then interview every family member and help them choose a virtue cognomen of their own: Fidelis, Felix, Constans, Clemens, Verus or Vera, Pius or Pia, or another virtue you letter for them. Letter the finished chart in ruled Roman capitals, decorate it with a handclasp or laurel border, and present it at the table: introduce each person by their full tria nomina and explain the virtue name they chose. Hang the chart where guests will ask about it; every question is a chance to teach the three names.

LOOK FOR	WHAT IT MEANS
Complete chart	Every family member has all three names, with the pieces in the right order and jobs.
Thoughtful cognomina	Each virtue name was chosen with its meaning explained, not just for the sound.
Craftsmanship	The name-plate and chart are lettered on ruled lines in Roman capitals, readable across a room.
Presentation	The student introduced the family in Latin-dressed names, pronouncing them the classical way, and explained how daughters and freedmen got their names.

UNIT 2 • WHO'S WHO IN ROME • LESSON 2.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

2.1 A ROMAN NAME

OBJECTIVES

- Explain the three Roman names, first name, family name and branch name, with Gaius Julius Caesar as the example.
- Tell how daughters and freed servants received their names, like Gratidia and Marcus Gratidius Libanus on the carving.
- Say what gender means in Latin and give the lean of the endings: -a feminine, -us masculine, -um neuter.
- Learn the new words filius (son), filia (daughter) and femina (woman), with the sight words vir (man) and nomen (name).
- Build and letter a Roman-style name of your own with a virtue name at the end.

Warm-up. Flip five cards with meanings, then answer fast: how many names do you have? Say your full name out loud, every piece. Now meet a Roman boy with a famous one: Gaius, Julius, Caesar, one, two, three. Each piece did a job. Today you find out what the pieces meant, and you build a three-piece Roman name for yourself.

WATCH

Roman Names

[latintutorial](#) · 7:40

<https://www.youtube.com/watch?v=5zrfAzTtGdc>

WHEN TO WATCH

After the story paragraph. Listen for the three parts of a Roman man's name and for how few first names the Romans used over and over.

Note: Made for slightly older students, and it tours the whole naming system, including corners this lesson skips. Keep the big idea, three names, each with a job, and let the fine print drift by.

BACKUP VIDEO

How Long Can the Name of a Roman Man Be?

[latintutorial](#) · 1:31

<https://www.youtube.com/watch?v=sgpxE6yw2tk>

A ninety-second treat for Session 2: a real Roman whose name grew to a whole sentence long. Count the pieces as they stack up.

KEY TERMS

tria nomina

Latin for 'three names': the first name, family name and branch name a Roman citizen wore, like Gaius Julius Caesar.

masculine

The 'he' box. The -us words lean masculine: dominus, equus, filius.

gender

Latin's way of sorting every noun into one of three boxes: masculine, feminine or neuter. Every noun lives in exactly one box.

feminine

The 'she' box. The -a words lean feminine: puella, regina, filia.

neuter

The 'neither' box (neuter is Latin for neither). The -um words are neuter: scutum, donum.

cognomen

The third name, the branch or nickname: Caesar, Cicero, or a virtue name like Fidelis (faithful) or Felix (blessed, happy).

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

fēmina

FAY-mee-nah

noun · fēmina, fēminae · feminine

a woman

ENGLISH feminine

vir

WEER

noun · vir · masculine

a man

ENGLISH virile

nōmen

NOH-men

noun · nōmen, nōmina · neuter

a name

ENGLISH nominate

praenōmen

prye-NOH-men

noun · praenōmen, praenōmina · neuter

a Roman's first name

ENGLISH praenomen

cognōmen

kog-NOH-men

noun · cognōmen, cognōmina · neuter

a Roman's third name, the branch name

ENGLISH cognomen

avus

AH-wus

noun · avus, avī · masculine

a grandfather

avia

AH-wee-ah

noun · avia, aviae · feminine

a grandmother

marītus

mah-REE-tus

noun · marītus, marītī · masculine

a husband

uxor

U-ksor

noun · uxor, uxōrēs · feminine

a wife

līberī

LEE-beh-ree

noun · līberī, līberōrum · masculine plural

children

gēns

GAYNS

noun · gēns, gentēs · feminine

a clan, a people

ENGLISH gentile

CORE IDEAS

The story. A Roman citizen introduced himself in three movements: Gaius, Julius, Caesar. The first name, the praenomen, was for family and close friends, and Romans used surprisingly few of them, Gaius, Marcus, Lucius, Titus, over and over. The second, the nomen, was the great one: the family name, shared by fathers, sons, cousins and ancestors back into legend; Julius meant the clan of the Julii. The third, the cognomen, marked your branch of the clan or stuck to you as a nickname: Caesar was one branch of the Julii. Daughters usually wore the family name made feminine, so the daughter of a Julius was Julia and the daughter of a Gratidius was Gratidia. And here is the most Roman twist of all: when a master freed a servant, the freedman took his old master's first and family names and added his own, so one carving in the Vatican shows a man proudly labeled Marcus Gratidius Libanus, a freed servant made a Roman with a Roman's name, hand in hand with his wife Gratidia. They paid for that stone so the world would keep reading their names, and here you are, reading them.

Carved to be remembered. Look at what the couple chose to show: not riches, not a feast, just the two of them, close as one stone, clasping right hands. That handclasp was the Roman sign of marriage and of trust, a promise you could see; and above it went the names. Romans believed a good name was a treasure you built your whole life and left behind you, which is why they cut names so deep into stone. Scripture says it straight: a good name is rather to be chosen than great riches.

How Latin works: every noun gets a gender. Latin sorts every noun, people, animals, things, even ideas, into three boxes: **masculine** (the he-box), **feminine** (the she-box) and **neuter** (the neither-box; neuter is Latin for neither). For people-words, the box follows the person: *filius*, son, is masculine; *filia*, daughter, is feminine; *femina*, woman, is feminine; and the sight word *vir*, man, is masculine. For thing-words, the ending gives the lean: **-a words lean feminine** (*rosa*, *mensa*, *porta*, *via*), **-us words lean masculine** (*dominus*, *equus*), and **-um words are neuter** (*scutum*, *donum*). A box is not about whether a gate is somehow girlish; it is simply Latin's filing system, and next year's grammar will use the labels. For now, learn the lean, and remember that people-words always follow the person.

Say it out loud. Chant the new pairs with their flips: *filius*, FILII; *filia*, FILIAE; *femina*, FEMINAE. Then play the sorting chant with the whole deck: hold up a card and call its box: *puella*, feminine! *dominus*, masculine! *donum*, neuter! Two sight words ride

along without cards: *vir* (WEER), man, and *nomen* (NOH-men), name, the word inside praenomen and cognomen, and inside English words like nominate.

Try it. Today you build your own Roman-style name. First name: your own, worn lightly Roman (boys often add -us: Jacobus, Henricus; girls often fit already: Clara, Anna, or add -a). Family name: your last name, Latin-dressed. And the cognomen you choose yourself: a virtue name, Fidelis (faithful), Felix (blessed), Constans (steadfast), Clemens (kind), Verus or Vera (true), Pius or Pia (devoted). Then you letter the whole name on a name-plate card for your door, Roman capitals, deep and proud.

PICTURE STUDY



Funerary Relief of Marcus Gratidius Libanus and Gratidia, Unknown Roman sculptor, About 1st century B.C. · Marble relief · Vatican Museums, Rome

Photo: MumblerJamie, via [Wikimedia Commons](#), CC BY-SA 2.0

A husband and wife, carved from one block of marble about two thousand years ago. He was once a servant; freed, he took his master's family name and became Marcus Gratidius Libanus, and his wife bears the same proud family name: Gratidia. They had this stone carved for their tomb so that anyone passing would see their faces, read their names, and know they belonged to each other and to Rome.

Look closely

- Find their clasped right hands at the center of the carving. That handclasp, the *dextrarum iunctio*, was the Roman sign of marriage: a promise made visible.
- Look at their faces. These are not idealized statues of gods but portraits of two real people, wrinkles, set mouths and all. They wanted to be remembered as themselves.
- Compare their clothing: his toga, the citizen's dress he earned with his freedom, and her cloak drawn modestly about her.
- Imagine the names carved near such a stone. Why did Romans put names where every passerby would read them aloud?

Talk about it

1. This man began life as a servus and ended it as a citizen whose name is still read two thousand years later. What did his new name mean to him?
2. Why do you think the couple chose to be carved clasping hands rather than showing off wealth?
3. What do you want people to remember when they hear your name? What would you have carved?

ACTIVITY

Your Roman name-plate

Three names, each with a job: your own name worn Roman, your family's name to carry, and a virtue name you choose and must live up to. Today you build the name and letter it like an inscription.

You will need

- An index card or half-sheet of sturdy paper for the name-plate
- Pencil, ruler, and a fine-tip marker or dark crayon
- 3 index cards for the new flashcards (filius, filia, femina)
- Your Latin notebook

Steps

1. Build piece one, the first name: dress your own name in Latin. Boys usually add -us (Jacob becomes Jacobus, Henry becomes Henricus); girls add or keep -a (Clara, Anna, Emma fit already; Rose becomes Rosa).
2. Build piece two, the family name: dress your last name the same way, gently; a name like Miller can become Millerus or Millera. (Real Romans would approve: freedmen Latin-dressed their old names too.)
3. Choose piece three, the cognomen, from the virtue list: Fidelis (faithful), Felix (blessed), Constans (steadfast), Clemens (kind), Verus/Vera (true), Pius/Pia (devoted). Pick the one you most want to be true of you, not just the best-sounding.
4. Rule two light pencil lines on the name-plate and letter your tria nomina in Roman capitals, big enough to read across a room. Go over the letters in marker; add a border of laurel leaves or a handclasp if you like.
5. Introduce yourself to the family in full: 'Salve! I am Jacobus Millerus Fidelis,' and explain what each of the three names does and what your virtue name means.
6. Make the three new flashcards (filius, filia, femina) and add them to the deck; run the whole deck once, calling each noun's gender box as you go.

Tips

- Deep, straight capitals beat fancy curls: Roman letter-cutters used simple strokes that have lasted two thousand years.
- The virtue name is a quiet promise. Choose one you are willing to be teased with until you earn it.
- If two family members pick the same virtue name, wonderful: Romans shared cognomina down whole branches of the family.

Check your work

- ☐ My tria nomina are built: first name, family name, virtue name.
- ☐ The name-plate is lettered in ruled Roman capitals and displayed on my door or desk.
- ☐ I introduced myself in full and explained all three pieces.
- ☐ The three new flashcards are in the deck, and I can give the gender box for any card I draw.

LATIN NOTEBOOK

1. Write your full Roman name at the top of a fresh dated page, with one line under each name telling its job: first name, family name, virtue name.
2. Make the three-box gender chart, masculine, feminine, neuter, and sort ten of your nouns into it: write each word under its box.
3. Write the lean rule in your own words: which ending leans to which box, and what people-words do instead.
4. Copy the new words with meanings and flips: filius/filii, filia/filiae, femina/feminae, and the sight words vir (man) and nomen (name).

From history. The cognomen often started as a plain nickname and stuck to a whole family branch. Cicero means chickpea, probably from an ancestor with a bumpy nose, and the great orator kept it proudly when friends told him to change it; Caesar's own branch name may go back to a word for a fine head of hair. Romans wore even funny names with a straight face, because an honest old name outranked a pretty new one.

WORKED EXAMPLES

Example 1. Which gender box does each word live in: filia, dominus, donum?

▼ **Show solution**

1. Filia means daughter: a people-word, so it follows the person. A daughter is a she.
2. Dominus ends in -us, the masculine lean, and a master is a he: masculine twice over.
3. Donum ends in -um, the neuter branch: the neither-box.

Answer: Filia is feminine, dominus is masculine, donum is neuter.

Example 2. The daughter of a Roman named Gratidius: what is her name, and why?

▼ **Show solution**

1. Daughters usually wore the family name made feminine.
2. Take the family name Gratidius and flip the masculine -us to feminine -a.
3. Check against the carving: the wife of Marcus Gratidius Libanus is Gratidia.

Answer: Gratidia. The family name stays; only the ending changes to show she is a daughter of the Gratidii.

Example 3. Translate into Latin: sons (more than one), one woman.

▼ **Show solution**

1. Son is filius, an -us word; flip to -i for many: filii.
2. Woman is femina, an -a word; one woman keeps the -a.

Answer: Filii; femina.

PRACTICE

1. **Easy** Give the English meanings: filius, filia, femina, nomen (sight word).

▼ **Show answer**

Son, daughter, woman, name.

2. **Easy** Name the three pieces of Gaius Julius Caesar's name and what each piece did.

▼ **Show answer**

Gaius is the praenomen, the first name for family and friends; Julius is the nomen, the family (clan) name; Caesar is the cognomen, the branch name.

3. **Easy** Which gender box? puella, equus, scutum.

▼ **Show answer**

Puella: feminine. Equus: masculine. Scutum: neuter.

4. **Medium** Flip and translate both forms: filia, filius, femina.

▼ **Show answer**

Filia/filiae, daughter/daughters; filius/filii, son/sons; femina/feminae, woman/women.

5. **Medium** Translate into Latin: daughters (many), one son, women (many).

▼ **Show answer**

Filiae; filius; feminae.

6. **Medium** A freed servant of Marcus Gratidius becomes a citizen. What two pieces of his new name come from his old master, and why was that a proud thing?

▼ **Show answer**

He takes the master's first name and family name (Marcus Gratidius) and adds his own third name. It was proud because the name announced he was free and belonged to a Roman family line; it was carved in stone to be read forever.

7. **Hard** True or false, and fix what is false: (a) Every Latin noun lives in exactly one gender box. (b) The -a ending always means a word is feminine. (c) People-words follow the person.

▼ **Show answer**

(a) True. (b) False: -a only leans feminine; people-words follow the person, and next lesson brings famous masculine -a words like nauta. (c) True: filius is masculine because a son is a boy.

8. **Challenge** The sight word *nomen* (name) hides inside English words. What do nominate and praenomen share with it, and what did the Latin motto-makers mean by 'nomen est omen,' a name is a sign?

▼ **Show answer**

Nominate means to name someone for a job or an honor; praenomen is the before-name, the Roman first name. 'Nomen est omen' plays on the idea that a name can point to what a person or thing will be, which is why Romans chose virtue names and why your cognomen is a quiet promise.

COMMON MISTAKES

- Thinking gender means a thing is boyish or girlish. A porta is not a girl; the boxes are Latin's filing system for words, nothing more.
- Letting the ending outvote the person. People-words follow the person first; the ending only leans.
- Mixing up the pieces: the nomen is the family name in the middle, not the first name. Julius, not Gaius, is what all the Julii shared.
- Lettering the name-plate before ruling lines. Roman capitals stand straight because the cutter ruled first; so should you.

Make it a game · Three-Name Stage. Pretend to be a Roman at a feast. Write your first name, family name and branch name on a card in Roman style, for example Marcus Julius Faber. Introduce yourself aloud to the parent, who must repeat all three names back. Then explain what each name means. Swap and let the parent invent a name for you to introduce.

Scripture. “A good name is rather to be chosen than great riches, and loving favour rather than silver and gold.” (Proverbs 22:1, KJV)

Marcus Gratidius Libanus spent money on no treasure but this: his name and his wife's, carved in honest stone. Scripture agrees with him about what is worth keeping, and your virtue name is a small start on a good one.

UNIT 2 · WHO'S WHO IN ROME · LESSON 2.2 OF 10 · 3 SESSIONS OF 30-40 MINUTES

2.2 THE SAILOR, THE FARMER AND THE POET

OBJECTIVES

- Tell how Ostia fed Rome: grain ships, shipping offices and mosaic advertisements on the office floors.
- Learn the three famous masculine -a words: nauta (sailor), agricola (farmer), poeta (poet), and why they break the lean.
- Flip and translate the new words: nauta/nautae, agricola/agricolae, poeta/poetae, taberna/tabernae, pecunia.
- Review all three flips (-a/-ae, -us/-i, -um/-a) across the whole deck.
- Lay a small paper mosaic of a ship or wheat sheaf with a one-word Latin label.

Warm-up. Flip five cards, then the gender game: puella? Feminine! Donum? Neuter! Now a riddle: a Roman sailor is as tough as they come, salt, rope and weather. His word in Latin is nauta. Say it. Which box does it look like it belongs in, and which box do you suppose it really lives in? Hold your answer; today the exception becomes famous.

WATCH

Roman Ships and Sailing - Latin

Magister Craft · 9:07

<https://www.youtube.com/watch?v=0NwYQZZ1uBI>

WHEN TO WATCH

After the story paragraph. The whole video is spoken in clear, slow Latin with English subtitles; our longest video this quarter, so settle in. Listen for *navis* (ship) and *nauta* sailing past among the words you know.

Note: Hearing real Latin spoken for nine minutes is the point; nobody expects you to catch every word. Count the words you do recognize and compare with a parent's count.

BACKUP VIDEO

The Romans flooded the Colosseum for sea battles - Janelle Peters

TED-Ed · 4:20

<https://www.youtube.com/watch?v=TB5weRIYhjQ>

For Session 2, if you want more Roman ships: the amazing true story of the Colosseum filled with water for staged sea-fights.

KEY TERMS

Ostia

Rome's harbor town at the mouth of the Tiber river, where the grain ships landed and the shipping companies kept their offices.

grain fleet

The ships that carried wheat from Egypt and North Africa to feed Rome; the city could not feed itself without them.

mosaic

A picture made of many small squares of stone or glass set in mortar. Ostia's offices advertised with black-and-white mosaics on their floors.

exception

A word that breaks the usual rule. *Nauta*, *agricola* and *poeta* wear the -a ending but are masculine, because the person decides.

taberna

A Roman shop or stall; one of this lesson's new nouns, and the ancestor of the English word tavern.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

nauta

NOW-tah

noun · nauta, nautae · masculine

a sailor

ENGLISH nautical

agricola

ah-GREE-ko-lah

noun · agricola, agricolae · masculine

a farmer

ENGLISH agriculture

poēta

po-AY-tah

noun · poēta, poētae · masculine

a poet

ENGLISH poet

taberna

tah-BER-nah

noun · taberna, tabernae · feminine

a shop or stall

ENGLISH tavern

pecūnia

peh-KOO-nee-ah

noun · pecūnia, pecūniae · feminine

money

ENGLISH pecuniary

horreum

HOR-rewm

noun · horreum, horrea · neuter

a granary, a warehouse

frūmentum

froo-MEN-tum

noun · frūmentum, frūmenta · neuter

grain

vīnum

WEE-num

noun · vīnum, vīna · neuter

wine

ENGLISH vine

oleum

O-lewm

noun · oleum, olea · neuter

olive oil

ENGLISH oil

mercātor

mer-KAH-tor

noun · mercātor, mercātōrēs · masculine

a merchant

ENGLISH merchant

portus

POR-tus

noun · portus, portūs · masculine

a harbor

ENGLISH port

CORE IDEAS

The story. Rome grew too big to feed itself: a city of a million mouths, eating bread. The wheat came by sea, from Egypt and North Africa, in fat-bellied grain ships, and it came ashore at Ostia, the harbor town at the Tiber's mouth. Ostia was all business: warehouses, counting rooms, ships' masters shouting, sacks on shoulders. Around the main square behind the theater, the shipping companies of the whole Mediterranean kept little offices, and since every port's merchants wanted to be found, they advertised on their floors: each office laid a black-and-white mosaic at its door, ships, lighthouses, dolphins, sheaves of wheat, saying in pictures what the firm did and where it sailed from. Historians call the square the Piazzale delle Corporazioni, the Square of the Corporations, and you can still walk it today, reading two-thousand-year-old advertisements under your feet.

Jobs with an -a. Rome ate because of three kinds of workers. The *nauta* sailed the grain across open sea; the *agricola* grew it in the first place; and the *poeta*, well, Rome insisted, a city lives on bread and on words, and the poets sang about both: Virgil wrote a whole poem about farming. Sailor, farmer, poet: *nauta*, *agricola*, *poeta*. Now look closely at those three words. Every one ends in -a.

How Latin works: the ending leans, the person decides. Last lesson's rule had a lean in it on purpose: -a words *lean* feminine. *Nauta*, *agricola* and *poeta* are the famous exceptions that prove the person decides: Roman sailors, farmers and poets were men, so the words are **masculine**, even in their -a jackets. Everything else about them is perfectly regular first-declension behavior: *nauta/nautae*, *agricola/agricolae*, *poeta/poetae*, the same flip as *rosa*. Two more regular -a words join the harbor scene: *taberna* (shop, stall; *tabernae*, shops) and *pecunia* (money, which Romans counted but rarely pluralized; one card, no flap needed). Remember the order of the rules: people-words follow the person; thing-words follow the lean.

Say it out loud. Chant the dockside pairs with a slap on the plural: *nauta*, NAUTAE. *agricola*, AGRICOLAE. *poeta*, POETAE. *taberna*, TABERNAE. *Nautae* sounds like NOW-

tie, agricolae like ah-GRIH-ko-lie. Then run the harbor inspection on your whole deck: draw a card, give the flip, the meaning and the gender box: equus, equi, horse, masculine! Filia, filiae, daughter, feminine! If the house asks why you keep shouting, say the Square of the Corporations was never quiet either.

Try it. This week you lay a mosaic the Ostia way: small paper squares, set one by one, building a ship or a wheat sheaf, with a one-word Latin label worked into the design: NAUTAE for the sailors, or AGRICOLA for the farm. Patience is the whole craft; the mosaic-layers of Ostia set their little stones one at a time too, and theirs have outlasted the ships by nineteen centuries.

PICTURE STUDY



Ship Mosaic from the Square of the Corporations, Unknown Roman mosaicists, About 2nd century A.D. · Black-and-white floor mosaic · Piazzale delle Corporazioni, Ostia Antica, Italy

Photo: Carole Raddato, via [Wikimedia Commons](#), CC BY-SA 2.0

This mosaic is a two-thousand-year-old advertisement. It lies at the door of office number 25 on the Square of the Corporations at Ostia, and it shows the firm's work exactly: two ships side by side, a crewman passing a heavy jar from one deck to the other, and a dolphin, the sailor's good-luck companion, in the water below. Any merchant crossing the square could read the floor at a glance: we move cargo, ship to ship.

Look closely

- Find the two ships and compare them: one is a big seagoing freighter, the other a smaller boat. Why would cargo move from the big one to the small one?
- Find the man in the middle with the jar (an amphora, the clay shipping container of the ancient world). That jar is the whole business, caught mid-move.
- Find the dolphin under the hulls. Mosaic ads loved dolphins: a sign of the sea, of speed and of good luck.
- Look at how the picture is built from small black squares on white, no colors at all. Count the different things the artist managed to say with two colors.

Talk about it

1. Why would a shipping office put its advertisement on the floor instead of a sign on the wall?
2. Rome's bread depended on nautae the city never met. Who does work today that feeds you without your ever seeing them, and who remembers to be thankful for them?
3. If your family laid a mosaic at the front door showing its work, what two or three pictures would be on it?

ACTIVITY

The Ostia paper mosaic

One small square says nothing; a thousand of them say NAUTAE. Today you advertise like an Ostia shipping firm: a paper mosaic of a ship or a wheat sheaf, laid square by patient square, with a Latin word worked in.

You will need

- A half-sheet of card or sturdy paper for the base
- Colored paper (or magazine pages, or paper you crayon yourself) cut into small squares, about fingernail size; black and white alone make it truly Ostian
- Glue stick or white glue, and a pencil
- 5 index cards for the new flashcards, plus 4 thumb-strips for flaps

Steps

1. Choose your advertisement: a ship under sail (for a nauta), a wheat sheaf or a plow (for an agricola), or, if your house is full of words, a scroll (for a poeta).
2. Sketch the shape lightly in pencil on the base, big and simple: mosaics love bold outlines and hate fiddly detail.
3. Choose your one-word label and sketch its letters along the top or bottom: NAUTA, NAUTAE, AGRICOLA or POETA. (Decide: is your ad about one worker or many? Pick the ending that says so.)
4. Lay the squares: outline first, one square at a time with a little gap between squares, then fill the inside, then the background. Letters are laid from squares too, or inked boldly if your squares run low.
5. While the glue dries, make the five new flashcards: nauta, agricola, poeta, taberna (all four with -ae flaps) and pecunia (money; no flap, and tell your family why: Romans counted money but did not usually pluralize the word).
6. Hang the mosaic and give the thirty-second sales pitch: what the picture shows, what the label means, and whether it says one or many.

Tips

- Gaps between squares are not mistakes; they are what makes it read as mosaic instead of a painting.

- Two colors done patiently beat six colors done fast. The Ostia masters used black and white for a reason.
- Keep spare squares in an envelope in your notebook; mosaics, like flashcard decks, can always grow.

Check your work

- ☐ My mosaic shows one bold picture with a Latin label, and I chose the ending (one or many) on purpose.
- ☐ I laid the outline first and filled in with patient, gapped squares.
- ☐ The five new flashcards are in the deck, and I can explain the nauta exception.
- ☐ I gave the sales pitch and answered one question about my label's ending.

LATIN NOTEBOOK

1. Write the three famous exceptions with flips and meanings: nauta/nautae, agricola/agricolae, poeta/poetae, and the rule that explains them: the ending leans, the person decides.
2. Add taberna/tabernae and pecunia to your word lists, with one English child each: tavern and pecuniary (a fancy word for money-related).
3. Draw a small map of the grain's journey: a farm in Egypt, the sea, Ostia's square, a Roman table, labeled with agricola, nauta, taberna.
4. Update your gender chart: write nauta, agricola and poeta in the masculine box, with a note in your own words about why they live there.

From history. Ostia's harbor eventually silted up, so the emperor Claudius built a grand new harbor basin nearby, called simply Portus, 'the harbor.' For its lighthouse foundation his engineers sank the largest ship in the world: the monster barge that had carried an Egyptian obelisk to Rome was filled with concrete and sunk in place, and the lighthouse rose on top of it. Sailors steering for Rome took their bearings from a tower standing on a ship that could never sail again.

WORKED EXAMPLES

Example 1. Which gender box does *nauta* live in, and why, when it ends in -a?

▼ **Show solution**

1. Apply the rules in order: people-words follow the person first.
2. A nauta is a sailor, and Roman sailors were men.
3. The -a ending only leans; the person outvotes the lean.

Answer: Masculine. The ending wears an -a jacket, but the sailor inside is a man, and the person decides.

Example 2. Flip *agricola* to 'many' and translate both forms.

▼ **Show solution**

1. Agricola behaves like a regular -a word for its flips.
2. Keep the body agricol-, flip -a to -ae.
3. Say it the Roman way: -ae like eye.

Answer: Agricola, farmer; agricolae (ah-GRIH-ko-lie), farmers. Masculine both times.

Example 3. Translate into Latin: shops (many), one poet, sailors (many).

▼ **Show solution**

1. Shop is taberna; flip to tabernae for many.
2. Poet is poeta; one poet keeps the -a.
3. Sailor is nauta; flip to nautae for many.

Answer: Tabernae; poeta; nautae.

PRACTICE

1. **Easy** Give the English meanings: nauta, agricola, poeta, taberna, pecunia.

▼ **Show answer**

Sailor, farmer, poet, shop (stall), money.

2. **Easy** Flip these to 'many': nauta, taberna, poeta.

▼ **Show answer**

Nautae (sailors), tabernae (shops), poetae (poets).

3. **Easy** Why did Rome need Ostia?

▼ **Show answer**

Rome was too big to feed itself; its wheat came by sea from Egypt and North Africa, and Ostia was the harbor town at the Tiber's mouth where the grain ships landed.

4. **Medium** Translate into English: agricolae, nauta, tabernae.

▼ **Show answer**

Farmers, sailor (one), shops.

5. **Medium** Translate into Latin: farmers (many), one sailor, poets (many).

▼ **Show answer**

Agricolae; nauta; poetae.

6. **Medium** Give the gender box for each, and say which rule you used: poeta, femina, scutum.

▼ **Show answer**

Poeta: masculine, because the person decides (poets were men) even though the ending leans feminine. Femina: feminine, person rule again. Scutum: neuter, by the -um ending rule.

7. **Hard** Sort and translate, watching both number and gender: nautae, filia, domini, dona, agricola.

▼ **Show answer**

Nautae: sailors, many, masculine. Filia: daughter, one, feminine. Domini: masters, many, masculine. Dona: gifts, many, neuter. Agricola: farmer, one, masculine.

8. **Challenge** English kept these harbor words: tavern from taberna, and pecuniary from pecunia. Pecunia itself comes from pecus, the Latin for cattle. What does that family history tell you about how the earliest Romans counted their wealth?

▼ **Show answer**

Tavern is a taberna with a French coat on, and pecuniary means money-related. Since pecunia grew out of pecus, cattle, the oldest Roman wealth was counted in animals before coins: a rich farmer was rich in herds, and the word for money never forgot it.

COMMON MISTAKES

- Calling nauta feminine because of the -a. The person decides: nauta, agricola and poeta are masculine.
- Over-correcting and calling every -a word masculine now. The exceptions are a famous handful of job words; rosa, taberna and mensa lean feminine as before.
- Flipping pecunia to pecuniae on your card. Leave money unflapped this year; Romans counted it in the singular, and so will we.
- Laying mosaic squares edge-to-edge with no gaps. The little channels between squares are what make a mosaic read like a mosaic.

Make it a game · Sailor, Farmer, Poet. Act out nauta, agricola and poeta for the parent with no words: sail a ship, plant seeds, write a poem. The parent guesses the Latin. Then say the surprise: these nouns look feminine but are masculine. The parent says a sentence with a hidden wrong gender and you spot the error. Score a bean for each catch.

Scripture. “They that go down to the sea in ships, that do business in great waters; These see the works of the LORD, and his wonders in the deep.” (Psalm 107:23–24, KJV)
The psalm is about nautae: men whose daily work showed them storms, stars and deliverances landsmen never see. Rome's bread rode on their courage, and the psalm reminds us whose sea they crossed.

UNIT 3

ACTION WORDS

So far your Latin words have stood still: roses, shields, sailors, shops. This unit they start to move. The setting is the loudest place in the ancient world: race day at the Circus Maximus, where a hundred and fifty thousand Romans roared for their colors as the four-horse chariots came around the turning posts. A boy in that crowd could tell you what he was doing in one word: *specto*! I'm watching! That is the great secret of Latin verbs: the ending is the pronoun. An -o on the end means I, an -s means you, a -t means he or she, so *amo* is a complete sentence, I love, with nobody needing to say I at all. You will learn the singular half of the chant, *amo, amas, amat*, and run five verbs on it: *amo, specto, canto, laboro, porto*.

Then you will learn the plural half from the biggest builders in history. Rome drank a river every day, and the water walked there: aqueducts carried it downhill for miles on stone arches, so gently that gravity did all the work. The Pont du Gard in southern France still stands three tiers high, its upper arches set stone on stone without mortar, held by nothing but their own leaning weight. The men who built it could have said it in one word: *laboramus*! we work! You will learn -mus (we), -tis (you all) and -nt (they), chant all six forms of *amo* as the unit's summit, meet the agreement rule that makes *nautae laborant* fit together, and build a little arch of your own that stands up by leaning, captioned *LABORAMUS*.

PREREQUISITES

- Can flip all the Unit 1 and Unit 2 nouns between one and many, with meanings
- Knows the gender boxes and the nauta exception (the ending leans, the person decides)
- Opens sessions with the two-minute card-flip habit from Unit 1

MASTERY CHECKLIST

- ☐ I can tell what race day at the Circus Maximus was like: the teams, the laps and the crowd.
- ☐ I can say the three singular person endings with meanings: -o I, -s you, -t he or she.
- ☐ I can say the three plural person endings with meanings: -mus we, -tis you all, -nt they.
- ☐ I can chant all six forms of amo with meanings, and run spectro, canto, laboro, porto, ambulo, voco and laudo on the same rails.
- ☐ I can use the agreement rule: a singular doer takes -t, a plural doer takes -nt (nauta laborat, nautae laborant).
- ☐ I built an arch that stands by leaning, and my notebook has the first verb chart, singular and plural.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Getting Started with Latin***, by William E. Linney: A gentle one-new-thing-per-lesson paperback made for homeschool families with no Latin background. Its early lessons drill exactly this unit's skill, little subject-and-verb sentences, one step at a time.
- ***Famous Men of Rome***, by John H. Haaren and A. B. Poland (1904): Free online (the old editions are on archive.org). Keep the weekly read-aloud going; the early kings and heroes make fine company for a unit about Romans at work.
- ***Song School Latin Book 2***, by Amy Rehn (Classical Academic Press): Its verb songs set this unit's endings to tunes; a singing child drills without noticing.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

3.1 Amo, Amas, Amat

3 sessions of 30–40 minutes

3.2 We Build, You Build, They Build

3 sessions of 30–40 minutes

UNIT 3 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Write (or chant) all six person endings with their meanings.

2. **5 pts**

Write the full present of *amo* with meanings, then conjugate *porto* the same way.

3. **5 pts**

Translate into English: *specto*, *cantamus*, *laudant*, *ambulatis*.

4. **5 pts**

Translate into Latin: she calls; we work; they carry.

5. **5 pts**

State the agreement rule and fix these, translating each repair: *Puellae cantat*.
Nauta laborant.

6. **5 pts**

Tell how an aqueduct worked and why the Pont du Gard still stands, using the words *arch* and *keystone*.

ANSWER KEY

1. -o I, -s you, -t he or she, -mus we, -tis you all, -nt they.
2. Amo I love, amas you love, amat he/she loves, amamus we love, amatis you all love, amant they love. Porto, portas, portat, portamus, portatis, portant: I carry, you carry, he/she carries, we carry, you all carry, they carry.
3. I watch, we sing, they praise, you all walk.
4. Vocat; laboramus; portant.
5. The doer and verb must match in number: singular takes -t, plural takes -nt.
Puellae cantant (the girls sing) or Puella cantat (the girl sings); Nauta laborat (the sailor works) or Nautae laborant (the sailors work).
6. An aqueduct carried spring water downhill the whole way, sloped so gently that gravity moved it, and rode on stone arches across valleys. The Pont du Gard still stands because its arches lock themselves: each stone leans on its neighbors and the keystone at the top center seals the curve, so pressing down tightens the arch; its upper tiers hold without mortar.

UNIT CHALLENGE: THE ARCH, THE BANNER AND THE SUMMIT CHANT

Finish the builder's challenge in three parts. First, the build: your arch stands alone, keystone in place, no tape or glue, with the LABORAMUS banner above it; if the first build was wobbly, rebuild it better, as real crews did. Second, the record: the photograph (or a careful drawing) goes in your notebook with a caption in your best Roman capitals, LABORAMUS, and one sentence in English about what the keystone does. Third, the recitation: standing by the arch, recite the full present of amo with all six meanings, then run one more verb of the family's choosing up the same rails (they pick from specto, canto, laboro, porto, ambulo, voco, laudo), and finish by fixing one broken-agreement sentence a parent reads to you, such as Equi ambulat. The challenge is passed when the arch stands, the chant flows and the handshake rule is yours.

LOOK FOR	WHAT IT MEANS
The arch stands	The arch held with no hands and no fasteners, keystone set last, and the student can say why leaning makes it strong.
The record	Photograph or drawing is in the notebook with a neat LABORAMUS caption and a sentence about the keystone.
The summit chant	All six forms of amo recited with meanings, plus one more verb run correctly on the same pattern.
The handshake	The student corrected a broken-agreement sentence both ways and translated both repairs.

UNIT 3 • ACTION WORDS • LESSON 3.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

3.1 AMO, AMAS, AMAT

OBJECTIVES

- Tell what race day at the Circus Maximus was like: four colors, seven laps, the biggest crowd in the ancient world.
- Explain the great secret of Latin verbs: the ending is the pronoun.
- Say the three singular person endings with meanings: -o I, -s you, -t he or she.
- Chant the singular of amo (amo, amas, amat) and run specto, canto, laboro and porto on the same rails.
- Act and guess verbs in Latin charades, and start the verb chart in the notebook.

Warm-up. Flip five cards with meanings. Now count words: say 'I am watching' in English. Four words! The Romans at the races said the whole thing in one: specto. One word that carries the watcher and the watching. Today you get the three magic endings that let one Latin word do the work of an English sentence.

WATCH

The Singular of the Present Tense

[latintutorial](#) · 6:08

<https://www.youtube.com/watch?v=88MBAmVNQMM>

WHEN TO WATCH

After the How Latin works paragraph. It walks through exactly your three endings, -o, -s, -t, at an easy pace; chant the amo column along with it.

Note: The narrator mentions that verbs come in families (conjugations). Ours is the first conjugation, the -a family, like amo and specto; any other family he names can wait for a later grade.

BACKUP VIDEO

The Present Tense

[latintutorial](#) · 5:53

<https://www.youtube.com/watch?v=VTl7H0WFwbE>

If you are hungry for more: this one shows all six persons at once, the plural half arrives in your next lesson.

KEY TERMS

verb

The action word of a sentence: watches, sings, works, carries, loves.

person ending

The verb's last letters, which name the doer. This lesson's three: -o I, -s you, -t he or she.

person

Who is doing the verb: first person is I (or we), second is you, third is he, she or it (or they).

stem

The part of the verb that carries its meaning, before the ending: ama- in amas, specta- in spectas.

first conjugation

The family of verbs that run on the amo rails, with a as their favorite vowel:
amo, specto, canto, laboro, porto.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

amō

AH-moh

verb · amō, amās, amat, amāmus, amātis, amant

I love

ENGLISH amorous

spectō

SPEK-toh

verb · spectō, spectās, spectat, spectāmus, spectātis, spectant

I watch

ENGLISH spectator

cantō

KAHN-toh

verb · cantō, cantās, cantat, cantāmus, cantātis, cantant

I sing

ENGLISH cantata

labōrō

lah-BOH-roh

verb · labōrō, labōrās, labōrat, labōrāmus, labōrātis, labōrant

I work

ENGLISH labor

portō

POR-toh

verb · portō, portās, portat, portāmus, portātis, portant

I carry

ENGLISH portable

habitō

HAH-bee-toh

verb · habitō, habitās, habitat, habitāmus, habitātis, habitant

I live, I dwell

ENGLISH habitat

nāvigō

NAH-wee-goh

verb · nāvigō, nāvigās, nāvigat, nāvigāmus, nāvigātis, nāvigant

I sail

ENGLISH navigate

pugnō

PUG-noh

verb · pugnō, pugnās, pugnat, pugnāmus, pugnātis, pugnant

I fight

ENGLISH pugnacious

parō

PAH-roh

verb · parō, parās, parat, parāmus, parātis, parant

I prepare

ENGLISH prepare

rogō

RO-goh

verb · rogō, rogās, rogat, rogāmus, rogātis, rogant

I ask

ENGLISH interrogate

clāmō

KLAH-moh

verb · clāmō, clāmās, clāmat, clāmāmus, clāmātis, clāmant

I shout

ENGLISH clamor

CORE IDEAS

The story. The biggest building in Rome was not the Colosseum. The Circus Maximus, the great chariot-racing stadium in the valley between two of Rome's hills, held around a hundred and fifty thousand people, and on race day it held them all at once: senators and shopkeepers, soldiers on leave, grandmothers with picnics, boys wedged shoulder to shoulder. Four teams raced, and everyone was born into a color the way you inherit a family: the Reds, the Whites, the Blues and the Greens. Twelve starting gates crashed open, four-horse chariots exploded down the sand, and for seven laps, nearly five miles of thunder, the crowd lived and died with every turn. Officials flipped a bronze dolphin nose-down to count each lap. In all that roar, picture one boy who cannot look away, and give him his word: *specto*. I'm watching. One word, and it says everything: what is happening, and who is doing it.

One word says it all. English needs help to say who acts: I watch, you watch, he watches, the pronoun does the pointing. Latin builds the pointer into the verb itself. The last letter or two of a Latin verb is a little name-tag for the doer. Change the tag, change the doer; no pronoun needed. That is why a one-word Latin sentence is perfectly normal, and why the boy in the stands needed only *specto*.

How Latin works: -o, -s, -t. Three tags cover everyone in this lesson. **-o means I:** *amo*, I love; *specto*, I watch. **-s means you:** *amas*, you love; *spectas*, you watch. **-t means he or she:** *amat*, he or she loves; *spectat*, she watches. Your five verbs all run on the same rails, the first conjugation: *amo* I love, *specto* I watch, *canto* I sing, *laboro* I work, *porto* I carry. Swap the stem, keep the tags: *canto*, *cantas*, *cantat*; *laboro*, *laboras*, *laborat*; *porto*, *portas*, *portat*. Fifteen verb forms, one pattern. (One tidy footnote: the stem's a hides when -o arrives, so it is *amo*, never *amao*.)

Say it out loud. Chant the column with meanings, clapping the stress: AH-mo, I love; AH-mas, you love; AH-mat, he loves. Then race it like the Circus: a parent calls a verb and a person, and you drive the form around the turn: 'canto... you!' CANTAS, you sing! 'laboro... she!' LABORAT, she works! Seven laps, like the real races: seven rounds

of three, and flip a spoon nose-down on the table to count each lap, the way the officials flipped the bronze dolphins.

Try it. This week is verb charades: you act, the family guesses in Latin; they act, you call the form, spectas! you're watching! cantat! she's singing! Then the notebook gets this course's second great chart, the verb chart, singular column first: three endings, five verbs, every form with its meaning. The plural column waits, blank and inviting, for next lesson.

PICTURE STUDY



The Chariot Race, Alexander von Wagner, About 1882 · Oil on canvas · Manchester Art Gallery, England

Image: [Wikimedia Commons](#), public domain

The painter Alexander von Wagner never saw a Roman race, no one has for fifteen hundred years, but he studied the ruins and the old descriptions and then did something bold: he put you on the track. The leading team is coming straight at you at full gallop, eight hooves off the ground, the driver leaning into the turn, and the Circus Maximus roaring behind. Every Roman in those painted stands could have told you their one-word sentence: *spectamus* has to wait a week, but each of them alone would say *specto*.

Look closely

- Stand where the painter put you: on the track. Where will the lead chariot be in two more seconds? Painters of this age loved making your eye flinch.
- Count the horses on the lead team. Four abreast was the classic race rig, the quadriga, and the driver steered them with the reins wrapped around his body.
- Find the spine of the stadium on the right, the long barrier the chariots circled. Officials counted the seven laps from there.
- Look at the crowd, tier on tier into the haze. A hundred and fifty thousand people: what single Latin word was each of them doing?

Talk about it

1. The painter chose the most dangerous viewpoint in the stadium. Why does the picture feel louder from here than it would from a seat in the stands?

2. Race fans were born into their colors, Reds, Whites, Blues, Greens, and cheered them for life. What do people in your town inherit and cheer for the same way?
3. If you could ask the boy in the front row one question about race day, what would it be?

ACTIVITY

Verb charades and the first verb chart

A verb is an action, so today you learn verbs the honest way: by doing the actions. Then the notebook gets its second great chart, the singular verb column you will chant for the rest of the course.

You will need

- 5 index cards for the new verb flashcards
- Slips of paper for the charades bowl
- Your Latin notebook, pencil and a ruler
- A spoon (to flip, dolphin-style, for lap counting)

Steps

1. Make the five verb flashcards: amo (I love), specto (I watch), canto (I sing), laboro (I work), porto (I carry). The dictionary form goes on the front, the meaning on the back. Add them to the deck.
2. Load the charades bowl: write each verb on two slips, so the bowl holds ten. Fold them up.
3. Round one, you act: draw a slip, act the verb silently (haul an invisible box for porto, scrub for laboro), and the family guesses in Latin. The guess must wear the right tag: portas! you're carrying!
4. Round two, you call: a family member acts, and you call the form with -t: cantat! she's singing! spectat! he's watching! Then tell them what YOU were doing each time you guessed: spectabam is for a later year, so say it this year's way: specto, I'm watching.
5. Rule the verb chart in your notebook: three rows for -o, -s, -t with their meanings, then the five verbs' singular forms, each with its English. Leave a wide blank column headed WE, YOU ALL, THEY, to be filled next lesson.
6. Run seven chant laps of amo, amas, amat with meanings, flipping the spoon nose-down each lap.

Tips

- Always say the meaning with the form: cantas, you sing. A tag without a meaning is an empty name-tag.

- Act big. The sillier the acting, the deeper the verb sticks.
- Keep the stress steady: AH-mo, AH-mas, AH-mat; SPEC-to, SPEC-tas, SPEC-tat.

Check your work

- ☐ My five verb cards are in the deck.
- ☐ I can give the singular of any of the five verbs with meanings, no peeking.
- ☐ I called at least three family actions correctly with the -t form.
- ☐ The verb chart is ruled and filled, singular column complete, plural column waiting.

LATIN NOTEBOOK

1. Write the three singular person endings with meanings, dated: -o I, -s you, -t he or she.
2. Write the singular of amo and specto with English beside each form.
3. Choose one more verb (canto, laboro or porto) and write its singular from memory, then check it against the chart.
4. Write two one-word Latin sentences about your own day and translate them:
Canto. Laboro.

From history. The best charioteers were the sports stars of the empire, and the greatest of all, Gaius Appuleius Diocles, retired after 24 years and 1,462 wins with prize money that some historians reckon made him the best-paid athlete in history. Fans wore their color, bet on their color and wept for their color; the four teams were the first team jerseys the world ever knew.

WORKED EXAMPLES

Example 1. Translate *spectas* into English.

▼ Show solution

1. Split the word: stem specta- (watch) plus tag -s.
2. The -s tag means you.
3. Put doer and action together.

Answer: You watch (or you are watching); Latin's one form covers both.

Example 2. Translate into Latin: she sings.

▼ **Show solution**

1. Find the verb: canto, I sing; the stem is canta-.
 2. The doer is she, so the tag is -t.
 3. Assemble: canta- + -t.
-

Answer: Cantat. The -t carries the 'she'; no extra word is needed.

Example 3. Write the singular of *porto* (I carry) with meanings.

▼ **Show solution**

1. Take the stem porta-.
 2. Attach the three tags in order: -o (the a hides before it), -s, -t.
 3. Say each form with its meaning.
-

Answer: Porto, I carry; portas, you carry; portat, he or she carries.

PRACTICE

1. **Easy** What doer does each tag name? -o, -s, -t.

▼ **Show answer**

-o is I; -s is you; -t is he or she.

2. **Easy** Give the meanings: specto, laboro, porto, canto.

▼ **Show answer**

I watch, I work, I carry, I sing.

3. **Easy** Translate: amas, laborat, canto.

▼ **Show answer**

You love, he or she works, I sing.

4. **Medium** Translate into Latin: I watch; you carry; she loves.

▼ **Show answer**

Specto; portas; amat.

5. **Medium** Why is *Specto* a complete Latin sentence when 'Watching' is not a complete English one?

▼ **Show answer**

The -o tag contains the subject: *specto* means I watch, doer included. English has to add a pronoun before it becomes a sentence.

6. **Medium** Write the singular of *laboro* with meanings.

▼ **Show answer**

Laboro, I work; *laboras*, you work; *laborat*, he or she works.

7. **Hard** Something is wrong with each form; fix it and translate: *amao*, *cantot*.

▼ **Show answer**

Amao should be *amo* (the stem's a hides before -o): I love. *Cantot* should be *cantat* (the stem is *canta-*, and the tag is just -t): he or she sings.

8. **Challenge** A Roman boy at the races says three one-word sentences as the chariots pass: *Specto*. *Canto*. *Laboro*? One of them is probably a joke. Translate all three and explain the joke.

▼ **Show answer**

I'm watching. I'm singing. I'm working? The joke is *laboro*: nobody at the Circus on race day is working, least of all a boy in the stands, so calling his cheering 'work' is the fun of it.

COMMON MISTAKES

- Adding pronouns out of habit, writing *ego amo* for I love. It is not wrong, but Latin saves *ego* for emphasis; *amo* already says I.
- Writing *amao* or *spectao*. The stem's a hides when -o arrives: *amo*, *specto*.
- Saying forms without meanings. Always *amas*, you love, never just *amas*; an empty chant teaches nothing.
- Confusing the noun flips with the verb tags. *Portae* is gates (a noun flip); *portas* here is you carry (a verb tag). The chart you are reading from tells you which game you are playing.

Make it a game · Verb Charades. Write amo, amas and amat on cards, along with other first-conjugation verbs you know. Draw one, act out the verb, and the parent guesses the Latin and its person ending. Then try to name the pronoun hiding in the ending: I, you or he. Play six rounds, then race the clock to chant the whole verb from memory.

Scripture. “And whatsoever ye do, do it heartily, as to the Lord, and not unto men;” (Colossians 3:23, KJV)

This verse is built on doing-words, and so is your new chant. Whatever the verb, laboro, canto, porto, Scripture says to put your whole heart into it, because the one watching is not the crowd but the Lord.

UNIT 3 · ACTION WORDS · LESSON 3.2 OF 10 · 3 SESSIONS OF 30-40 MINUTES

3.2 WE BUILD, YOU BUILD, THEY BUILD

OBJECTIVES

- Tell how aqueducts carried Rome's water downhill for miles on stone arches, and why the Pont du Gard still stands.
- Say the three plural person endings with meanings: -mus we, -tis you all, -nt they.
- Chant all six forms of amo with meanings, the unit's summit chant, and run the other verbs on the same rails.
- Use the agreement rule: singular doer takes -t, plural doer takes -nt (nauta laborat, nautae laborant).
- Learn three new verbs: ambulo (I walk), voco (I call), laudo (I praise), and build an arch that stands by leaning.

Warm-up. Chant the singular column of amo with meanings, then try to say 'we work' in Latin. Stuck? You only own half the chant so far. The Romans who built the water-bridges needed the other half every working day: nobody raises an arch alone. Today you get -mus, -tis and -nt, and the chant becomes whole.

WATCH

Roman Aqueducts | Ancient Engineering Made Easy

Bedtime History · 4:45

<https://www.youtube.com/watch?v=tj-4WeOXKco>

WHEN TO WATCH

After the story paragraph. Watch for how the water flows by gravity alone, downhill the whole way, and for the arches that carried it across valleys.

Note: A calm, kid-sized engineering story. When it shows the channel at the top of the arches, that is where the water walked.

BACKUP VIDEO

The Engineering of Roman Aqueducts (in 2 minutes)

Learn History Simply · 2:08

<https://www.youtube.com/watch?v=bF66fGcG2zk>

A two-minute refresher for Session 3, right before the arch build: the whole idea at a glance.

KEY TERMS

aqueduct

A water-leader (aqua, water, plus a word for leading): the channel that carried water from the hills into a Roman city, riding on arches where the ground dipped.

keystone

The top-center stone of an arch, fitted last. When it slides in, the arch stops needing any support.

plural endings

The three tags for more than one doer: -mus we, -tis you all, -nt they.

arch

A curve of stones that holds itself up: each stone leans on the next, and the weight presses the whole curve tighter together.

agreement

The handshake between a subject and its verb: a singular doer takes -t, a plural doer takes -nt. Nauta laborat; nautae laborant.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

ambulō

AHM-bu-loh

verb · ambulō, ambulās, ambulat, ambulāmus, ambulātis, ambulant

I walk

ENGLISH ambulance

vocō

WO-koh

verb · vocō, vocās, vocat, vocāmus, vocātis, vocant

I call

ENGLISH vocation

laudō

LOW-doh

verb · laudō, laudās, laudat, laudāmus, laudātis, laudant

I praise

ENGLISH laud

aedificō

eye-DEE-fee-koh

verb · aedificō, aedificās, aedificat, aedificāmus, aedificātis, aedificant

I build

ENGLISH edifice

arcus

AHR-kus

noun · arcus, arcūs · masculine

an arch

ENGLISH arc

fōns

FOHNS

noun · fōns, fontēs · masculine

a spring of water

ENGLISH font

saxum

SAH-ksum

noun · saxum, saxa · neuter

a rock

clāvis

KLAH-wees

noun · clāvis, clavēs · feminine

a key

ENGLISH clavicle

rīvus

REE-wus

noun · rīvus, rīvī · masculine

a stream

aquaeductus

ah-kwye-DUK-tus

noun · aquaeductus, aquaeductūs · masculine

an aqueduct

ENGLISH aqueduct

canālis

kah-NAH-lees

noun · canālis, canālēs · masculine

a channel

ENGLISH canal

CORE IDEAS

The story. Rome drank like a giant: fountains on every corner, public baths the size of palaces, and a million thirsty people. The water came from springs in the hills,

sometimes more than forty miles away, and it made the whole trip downhill, because the Romans had no pumps, only patience and mathematics. Engineers sloped the channel so gently, a few feet of drop for every mile, that the water walked rather than ran; and when a valley cut across the route, they did not go around. They built the water a bridge. The Pont du Gard, in southern France, carried a channel across a river gorge on three tiers of arches, the top one a hundred and sixty feet above the water, on its way to the fountains of the city of Nîmes. Here is the astonishing part: in its upper tiers the builders used no mortar at all. The stones, some weighing as much as a car, were cut so exactly that they simply lean on one another, and they have leaned there, through floods and wars and nineteen centuries, to this day. If you could ask the builders how, they could answer in one word: *laboramus*. We work.

No one builds an arch alone. An arch is teamwork in stone: every block leans on its neighbors, and the harder you press down on it, the tighter it locks. One stone alone falls over; stones together, leaning, hold up a river of water. The builders lived the same way: one man cannot lift a keystone, so the worksite rang with *we* and *you* all and *they*, *laboramus!* *portatis!* *laudant!* The plural half of the verb is the half that builds.

How Latin works: -mus, -tis, -nt. Three more tags finish the set. **-mus means we:** *laboramus*, we work; *amamus*, we love. **-tis means you all:** *laboratis*, you all work; *cantatis*, you all sing. **-nt means they:** *laborant*, they work; *spectant*, they watch. Put the halves together and you own the whole present tense of the first conjugation: **amo, amas, amat, amamus, amatis, amant:** I love, you love, he or she loves, we love, you all love, they love. Three new verbs join the crew: *ambulo*, I walk; *voco*, I call; *laudo*, I praise. And now the handshake called **agreement:** the doer and the verb must match in number. One sailor: *nauta laborat*. A crew of them: *nautae laborant*. Flip the noun and the verb flips with it, -t to -nt, like two stones leaning together.

Say it out loud. This is the summit chant of the whole course; climb it with claps on the stress: AH-mo, AH-mas, AH-mat, a-MA-mus, a-MA-tis, AH-mant, each form with its meaning. Then run a new verb up the same slope: *ambulo*, *ambulas*, *ambulat*, *ambulamus*, *ambulatis*, *ambulant*. Then play echo agreement with a parent: they say a doer, you answer with the matching verb: 'nauta?' *laborat!* 'nautae?' *laborant!* 'agricolae?' *ambulant!* 'regina?' *cantat!*

Try it. This week you build an arch with no glue and no tape: wooden blocks or sturdy books, leaned into a curve over two stacks, with the last block slid in as the keystone.

When it stands by itself, letter the banner to hang over it: LABORAMUS, we work, and recite the full amo chant beside it for the family. The photograph of arch, banner and builder goes in the notebook and counts toward the unit challenge.

PICTURE STUDY



The Pont du Gard, Roman engineers and builders, About A.D. 40–60 · Limestone aqueduct bridge · Across the Gardon River, near Nîmes, France

Photo: Marc Ryckaert, via [Wikimedia Commons](#), CC BY 2.5

This is the Pont du Gard, the tallest aqueduct bridge the Romans ever built: three tiers of arches stacked a hundred and sixty feet above the river, carrying a water channel you cannot even see from below, a stone trough running along the very top. The water crossed here on its long gentle walk to the fountains of Nîmes, dropping only about forty feet over the whole thirty-mile journey. The upper tiers hold together without mortar: cut stone leaning on cut stone, nineteen centuries and counting.

Look closely

- Count the arches in each tier: a few huge ones at the bottom, more in the middle, a long row of small ones on top. Why build lighter as you go higher?
- Find the stones that stick out from the faces of the arches. The builders left them on purpose: they held the wooden scaffolding, and repair crews have used them ever since.
- Follow the very top line of the bridge: that covered trough is where the water walked. No pump pushed it; the whole bridge exists to keep a gentle downhill slope across a gorge.
- Look at the river the bridge steps over. Floods have torn through this valley for centuries and carried away newer bridges; the Roman one stands.

Talk about it

1. The builders could have run the channel miles around the valley instead.
What does building a bridge this grand for mere water tell you about how Romans thought about their work?
2. The upper arches hold with no mortar: every stone leans on its neighbors.
Where else in this unit have you met strength made of leaning together?
3. If the building crew could hear your new chant, which form would they claim as their own word, and what does it mean?

ACTIVITY

The arch that stands by leaning

No glue, no tape, no tricks: today you build an arch the Roman way, out of parts that hold each other up, and you caption it with the builders' own word.

You will need

- Wooden blocks, or a set of sturdy books of similar thickness
- Two stacks of books or boxes to serve as the arch's two feet (the piers)
- A strip of paper and a marker for the LABORAMUS banner
- 3 index cards for the new verbs, a camera for the official photograph, and your Latin notebook

Steps

1. Build the two piers a hand-span apart: solid stacks, even heights. Arches push sideways, so the feet must not skid; set them on a rug or against bookends.
2. Bridge the gap in a shallow curve: lean a block inward from each pier, then another pair resting on those, working toward the middle. A helper's hands may hold the halves up, that is what Roman wooden scaffolding did.
3. Set the keystone: slide the last block snugly into the top-center gap. Then, gently, take all hands away. If it stands, the household must cheer; if it slumps, re-lean and try again; real builders did.
4. Test it like a Roman: press down lightly on the keystone. Feel how pushing down locks the curve tighter instead of breaking it?
5. Letter the banner, LABORAMUS, we work, and prop it over the arch. Take the photograph of arch, banner and builder for the notebook and the unit challenge.
6. Make the three new verb cards (ambulo, voco, laudo), add them to the deck, then stand by your arch and recite the full summit chant, amo through amant, with meanings.

Tips

- Shallow and wide fails; aim for a real curve. The more the blocks lean, the better they lock.

- If the blocks skid, the piers are too far apart or the floor too slick. Roman piers were massive for exactly this reason.
- Recruit the family: one person per block, placed on command, portas! portatis! It is more Roman with a crew, and the plural endings get their exercise.

Check your work

- ☐ My arch stood with no hands, no tape and no glue, keystone in place.
- ☐ I can explain in one sentence why pressing down makes an arch stronger.
- ☐ The LABORAMUS photograph is taken and saved for the notebook and unit challenge.
- ☐ The three new verb cards are in the deck, and I recited all six forms of amo with meanings beside the arch.

LATIN NOTEBOOK

1. Complete the verb chart: fill the plural column with -mus we, -tis you all, -nt they, and write the full six forms of amo with meanings.
2. Write the full present of one more verb you choose (ambulo, voco or laudo), all six forms with meanings.
3. Paste in or sketch the arch photograph, captioned LABORAMUS, and label the keystone.
4. Write the agreement rule in your own words, with your own example pair like nauta laborat / nautae laborant.

From history. Rome's water commissioner Frontinus, who ran the aqueducts around A.D. 97, wrote a whole book about them and could not resist boasting: set our aqueducts, so many and so necessary, beside the idle pyramids or the famous but useless works of the Greeks, he said. He knew every arch by heart, and his pride was a workman's pride: laboramus was the boast, we work, and the water still ran.

Practice habit. From today, the warm-up doubles: two minutes of card flips, then the full amo column out loud with meanings, every session to the end of the course. Flip and chant: nouns in one hand, verbs in the other; this pair is the skeleton key of this year's Latin.

WORKED EXAMPLES

Example 1. Translate *ambulamus* into English.

▼ **Show solution**

1. Split the word: stem ambula- (walk) plus tag -mus.
 2. -mus means we.
 3. Put doer and action together.
-

Answer: We walk (or we are walking).

Example 2. Translate into Latin: The farmers work.

▼ **Show solution**

1. The doer: farmers, more than one: agricolae.
 2. The verb: work, with the they-tag to agree: labora- + -nt.
 3. Check the handshake: plural noun (-ae), plural verb (-nt).
-

Answer: Agricolae laborant.

Example 3. Fix the agreement and translate: *Nautae laborat*.

▼ **Show solution**

1. Nautae is plural (sailors), but laborat wears the singular -t.
 2. Either make the doer singular or the verb plural.
 3. Both repairs are correct; say what each means.
-

Answer: Nauta laborat (the sailor works) or Nautae laborant (the sailors work).
The doer and the verb must match in number.

PRACTICE

1. **Easy** What doer does each tag name? -mus, -nt, -tis.

▼ **Show answer**

-mus is we; -nt is they; -tis is you all.

2. **Easy** Give the meanings: ambulo, voco, laudo.

▼ **Show answer**

I walk, I call, I praise.

3. **Easy** Translate: laboramus, cantant, vocatis.

▼ **Show answer**

We work, they sing, you all call.

4. **Medium** Write the full present of *amo* with meanings, all six forms.

▼ **Show answer**

Amo I love, amas you love, amat he or she loves, amamus we love, amatis you all love, amant they love.

5. **Medium** Translate into Latin: we praise; they walk; you all watch.

▼ **Show answer**

Laudamus; ambulant; spectatis.

6. **Medium** Choose the verb that shakes hands with the doer, and translate: Regina (cantat / cantant). Servi (portat / portant).

▼ **Show answer**

Regina cantat, the queen sings (one doer, -t). Servi portant, the servants carry (plural doer, -nt).

7. **Hard** Fix the agreement both ways and translate each repair: Agricolae ambulat.

▼ **Show answer**

Agricola ambulat (the farmer walks) or Agricolae ambulant (the farmers walk). Either the noun or the verb may change, but the two must match.

8. **Challenge** For centuries, churches have sung a hymn that begins *Te Deum laudamus*, 'Thee, God, we praise.' Find the verb, name its tag and doer, and explain how you could tell 'we' is singing even before reading the translation.

▼ **Show answer**

The verb is laudamus, from laudo, I praise; the -mus tag means we. The ending alone announces the doer: a whole congregation is built into the last three letters.

COMMON MISTAKES

- Forgetting the handshake: nautae laborat mixes a plural doer with a singular tag. Plural doer, plural verb: nautae laborant.
- Reading -nt as 'we.' The n belongs to they (-nt); we is -mus. Chant the column in order until the tags sort themselves.

- Stressing the plural forms like the singular: it is a-MA-mus and a-MA-tis, with the stress stepping forward.
- Building the arch steep stacks instead of a leaning curve. Stones standing straight up hold nothing; it is the lean that locks, in arches and in Latin crews.

Make it a game • Arch Builders. Cut six paper arch stones. On each, write a plural ending: -mus, -tis or -nt, twice. Build a standing arch from the stones, saying the ending's meaning as you place each one: we, you all, they. If you miss one, the stone gets removed. Place the keystone last and chant a verb all the way through.

Scripture. “Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain.” (Psalm 127:1, KJV)

The psalm uses the builders' own words, labour and build, and tells them the truth that outlasts even Roman stone: work is a gift and a calling, but it stands only when the Lord is the master builder. Laboramus, and He builds.

UNIT 4

LITTLE SENTENCES

You own nouns that flip and verbs that carry their own doers. This unit you put them together, and real Latin sentences happen. The door into them is music: a fresco from a country villa near Pompeii shows a Roman lady seated with her cithara, the big concert lyre, caught mid-note for two thousand years. Her sentence is two words long: puella cantat, the girl sings. That is the whole grammar of this unit: a subject wearing its noun ending, a verb wearing its person tag, and the handshake of agreement between them. You will build sentences from colored card strips, subjects in one color, verbs in another, read them aloud, translate them both ways, and set three of them to a tune, because Romans learned their songs at home, the same place you are learning yours.

Then the children come out to play. The Roman toybox is one of archaeology's friendliest finds: nuts used as marbles, knucklebones tossed like jacks, hoops rolled with sticks, rag and wax dolls, and game boards scratched into pavement stones wherever children had to wait. At a fort near Hadrian's Wall, a soldier's family left behind a gaming board, bone dice and the tall shaker cup that kept everyone honest. Here you meet the boy-word, puer, the proud exception that drops nothing (puer,

pueri), and you read six mini-sentences about the whole Roman street at play: pueri currunt, puellae cantant, equi ambulant. The unit ends the only fitting way: a Roman game afternoon, hosted by you, scored in Roman numerals.

PREREQUISITES

- Can chant all six forms of amo with meanings, and run the other first-conjugation verbs on the same rails
- Can flip every noun in the deck and use the agreement rule: singular doer takes -t, plural takes -nt
- Opens every session with the double habit: card flips, then the amo column

MASTERY CHECKLIST

- ☐ I can explain what a Latin sentence needs: a subject wearing its noun ending and a verb wearing its person tag, matched in number.
- ☐ I can read and translate two-word sentences at sight: Puella cantat. Nautae laborant.
- ☐ I can build Latin sentences from English: the queen walks becomes Regina ambulat.
- ☐ I know the boy-word's special pair, puer and pueri, and the sight verb currunt (they run).
- ☐ I can read all six of the street sentences and say which words shake hands and how.
- ☐ I hosted the Roman game afternoon and kept score in Roman numerals.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Minimus: Starting out in Latin*, by Barbara Bell:** The mouse comic's speech bubbles are exactly this unit's grammar: little subject-and-verb sentences. Read a chapter aloud and let the student translate the bubbles that use words we know.
- ***Getting Started with Latin*, by William E. Linney:** Its one-new-thing lessons are at their best right here: page after page of tiny sentences to read both ways, perfect extra practice for sentence-strip week.
- **A bag of mixed nuts in the shell, two dice and a cup:** Not a product, just the pantry: nuts were the Roman child's marbles and game pieces, and a cup makes an honest Roman dice shaker. Walnuts roll best; hazelnuts make good targets.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 Puella Cantat

3 sessions of 30–40 minutes

4.2 Pueri Currunt: The Children Play

3 sessions of 30–40 minutes

UNIT 4 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

What two things does every Latin sentence this year need, and what is the handshake between them?

2. **5 pts**

Translate into English: Regina ambulat. Nautae laborant. Puer spectat.

3. **5 pts**

Translate into Latin: the girls sing; the farmer works; the friends watch.

4. 5 pts

Give the boy-word's special pair, explain what makes it special, and use the plural in a street sentence with the sight verb.

5. 5 pts

Fix each handshake both ways and translate the repairs: Equi ambulat. Puella cantant.

6. 5 pts

Describe a Roman child's toybox (name at least three things in it), and tell what the Corbridge find and the saying about 'giving up the nuts' show us.

ANSWER KEY

1. A subject (the doer, in its plain form) and a verb (with its person tag). The handshake is agreement in number: a singular doer takes -t, a plural doer takes -nt.
2. The queen walks. The sailors work. The boy watches.
3. Puellae cantant; agricola laborat; amici spectant.
4. Puer, pueri: it belongs to the -us family but never wore the -us, so the singular drops nothing and the plural flips to -i. Street sentence: Pueri currunt, the boys run.
5. Equus ambulat (the horse walks) or Equi ambulant (the horses walk); Puella cantat (the girl sings) or Puellae cantant (the girls sing).
6. Nuts used as marbles and game stakes, knucklebones (tali), hoops rolled with sticks, rag and wax dolls, and board games with dice and counters, some scratched right into pavements. The Corbridge set, a board, bone dice, counters and a shaker cup, shows a soldier's family playing at the empire's cold edge; 'giving up the nuts' was the Roman way of saying a child had grown up and handed the toybox on.

UNIT CHALLENGE: THE ROMAN GAME AFTERNOON

Host the games for family, and friends if you can gather them. The host's duties: set up all three stations (nuts-as-marbles, the jar toss, the dice race), explain every rule before the first throw, referee fairly with the shaker-cup rule (every throw seen by all), and keep the whole score sheet in Roman numerals, champions recorded by their tria nomina from Unit 2. At halftime, perform the street chant with your sentence strips: all six sentences, read in Latin and translated, with the handshake named for one sentence a guest chooses. Afterward, record the afternoon in your notebook: the games played, the final scores in numerals, and one sentence about what Roman children would have recognized at your party. A host who taught, refereed, scored and performed has passed; winning your own games is permitted but not required.

LOOK FOR	WHAT IT MEANS
The host's games	All three games set up and explained by the student before play, with fair refereeing throughout.
Numerals and names	The score sheet is kept entirely in Roman numerals, with champions recorded by tria nomina.
The street chant	All six sentences performed in Latin with translations, and the handshake explained for a guest's chosen sentence.
The record	The notebook page records the games, scores and one thoughtful sentence connecting the party to its Roman originals.

UNIT 4 • LITTLE SENTENCES • LESSON 4.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

4.1 PUELLA CANTAT

OBJECTIVES

- Tell what Roman music sounded like and name the two home instruments: the cithara and the tibia.
- Explain what a Latin sentence needs: a subject and a verb, each wearing its ending, matched in number.
- Read and translate two-word sentences at sight: Puella cantat. Agricola laborant.
- Build sentences the other way, English into Latin, choosing the right noun flip and verb tag.
- Build the sentence-strip kit and set three Latin sentences to a tune.

Warm-up. The double habit: flip five cards, then the amo column with meanings. Now listen to the shortest story ever told: Puella cantat. Two words. Who is in the story? What is she doing? You just understood a real Latin sentence; today you learn why it works and how to build a hundred more.

WATCH

Ancient Roman Lyre Music

Michael Levy · 3:14

<https://www.youtube.com/watch?v=COpe-Nq6QaY>

WHEN TO WATCH

During or just after the picture study. This one is listening, not a lesson: a modern musician playing the kind of lyre the lady in the fresco holds. Close your eyes for one minute and hear what a Roman child heard at home.

Note: Michael Levy composes and records on replica ancient lyres. Nothing to memorize; just the sound of the world your sentences live in.

BACKUP VIDEO

Ancient Lyre - ROME (2021) by Lina Palera

SEIKILO Ancient World Music · 3:09

<https://www.youtube.com/watch?v=AmCT0eMI8aU>

A second lyre piece for Session 2, good quiet music to build sentence strips by.

KEY TERMS

sentence

A complete thought in words. Latin can do it in two: Puella cantat, the girl sings.

cithara

The big concert lyre of the Roman world, held upright and plucked; the grandest instrument a Roman home could show off.

subject

The doer of the sentence: the noun wearing its plain nominative ending, like puella or nautae.

tibia

The Roman double pipe, two reedy flutes played at once; the sound of feasts and festivals.

swap drill

This unit's game: change the subject,
then fix the verb to match; change the
verb, keep the handshake. Puella
cantat; puellae cantant; puellae
ambulant.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

tibia

TEE-bee-ah

noun · tibia, tibiae · feminine

the double pipe

ENGLISH tibia

cithara

KEET-hah-rah

noun · cithara, citharae · feminine

the concert lyre

ENGLISH guitar

cornū

KOR-noo

noun · cornū, cornua · neuter

a horn

ENGLISH cornet

tuba

TU-bah

noun · tuba, tubae · feminine

a trumpet

ENGLISH tuba

saltō

SAHL-toh

verb · saltō, saltās, saltat, saltāmus, saltātis, saltant

I dance

pulsō

PUL-soh

verb · pulsō, pulsās, pulsat, pulsāmus, pulsātis, pulsant

I beat, I strike

ENGLISH pulse

tympanum

TYMPAH-num

noun · tympanum, tympana · neuter

a drum

ENGLISH timpani

cantor

KAHN-tor

noun · cantor, cantōrēs · masculine

a singer

ENGLISH cantor

modus

MO-dus

noun · modus, modī · masculine

a measure; a way

ENGLISH mode

sonus

SO-nus

noun · sonus, sonī · masculine

a sound

ENGLISH sound

chorus

KHO-rus

noun · chorus, chorī · masculine

a chorus, a choir

ENGLISH chorus

CORE IDEAS

The story. Roman music filled the day. Shepherds piped, soldiers marched to horns, feasts hired pipers and everyone sang: lullabies, work songs, harvest songs, hymns. The two instruments a Roman child knew best were the *tibia*, the double pipe with its two reedy voices at once, and the *cithara*, the big wooden lyre, the grand piano of the ancient world, held upright against the body while the fingers of both hands worked the strings. Children learned their songs at home, from mothers and nurses, long before any school taught them letters. In a country villa at Boscoreale, near Pompeii, a painter set a lady in a fine chair with her cithara, head turned as if someone just called her name, a child peeking from behind the chair. The eruption of Vesuvius buried the villa and, by burying it, saved her: she has been about to pluck the next note for two thousand years. Her whole scene fits in two Latin words: *puella cantat*.

Two words, one thought. A sentence is a complete thought, and a complete thought needs just two things: someone, and what they do. English usually spends three or four words on it: the girl is singing. Latin, as always, pays with endings instead of extra words. The noun wears its subject ending; the verb wears its person tag; and the thought stands complete: *Puella cantat*.

How Latin works: the subject and its verb shake hands. Build any sentence in two moves. **Move one: choose the subject**, the doer, in its plain dictionary form, one or many: *puella* or *puellae*, *nauta* or *nautae*, *equus* or *equi*. **Move two: choose the verb and match it:** a singular doer takes -t, a plural doer takes -nt. So: *Puella cantat*, the girl sings. *Regina ambulat*, the queen walks. *Agricolae laborant*, the farmers work. *Poeta cantat*, the poet sings. Now the swap drill, the engine of this whole unit: keep the verb, swap the subject, and watch the handshake: *puella cantat*, *puellae cantant*, *poeta cantat*, *poetae cantant*. Then keep the subject and swap the verb: *puella cantat*, *puella ambulat*, *puella spectat*. Two moves, and you can build dozens of true Latin sentences tonight.

Say it out loud. Latin sentences are for the ear. Read each one aloud with the rhythm landing on the endings: pu-EL-la CAN-tat. NAU-tae la-BO-rant. Then do what Roman households did: sing them. Take any tune you know well, Row, Row, Row Your Boat works beautifully, and fit a sentence to it: Pu-el-la can-tat, pu-el-lae can-tant. A sentence you have sung three times is yours for life.

Try it. This week you build the sentence-strip kit: subject cards in one color, verb cards in another, and a table where they meet. Deal, build, read aloud, translate, swap, sing. Keep the kit safe when you finish: the game afternoon next lesson and the Family Latin Evening in Unit 5 both call for a performance of your three best sentences.

PICTURE STUDY



Woman Playing the Cithara, Unknown Roman painter, About 40–30 B.C. · Fresco (paint on plaster) · Metropolitan Museum of Art, New York; from a villa at Boscoreale, near Pompeii

Image: [Wikimedia Commons](#), public domain

This wall once stood in a grand villa at Boscoreale, a mile or two from Pompeii. The lady sits in a chair of honor with her gilded cithara, the concert lyre, and turns her head as if someone across the room just spoke to her; behind her chair a smaller figure, perhaps her little sister or daughter, peeks out at us. Vesuvius buried the villa in A.D. 79, and the burial preserved the painting; today she sits, still mid-note, in New York's Metropolitan Museum of Art.

Look closely

- Find the cithara's strings and both of the lady's hands: one hand plucks from the front, the other works behind the strings. Playing it took both.
- Look at her head, turned away from the instrument. Painters loved this trick: something outside the picture has her attention. Who might have called her name?
- Find the child peeking from behind the chair. Someone small is learning music the Roman way: by being in the room where it happens.
- Notice the reds and golds, still rich after two thousand years. This was paint on a wall, meant to make one room feel like a palace.

Talk about it

1. The painting's whole story fits in two Latin words. What are they, and which word is doing which job?
2. Children learned songs at home before they learned letters at school. What songs did you know by heart before you could read, and who taught them to you?
3. If the painter froze your family mid-note, what would the picture show, and what two-word Latin sentence would caption it?

ACTIVITY

Sentence strips: build it, read it, sing it

Today you build a machine for making Latin sentences: a stack of subjects, a stack of verbs, and the table where they shake hands. Then you do what Romans did with words they loved: you set them to music.

You will need

- Index cards or paper strips in two colors (or white cards edged with two colors of crayon)
- A marker and your Latin notebook
- Your flashcard deck, for checking meanings
- A familiar tune in your head (Row, Row, Row Your Boat does fine)

Steps

1. Make the subject strips (color one), writing each word big: puella, puellae, regina, nauta, nautae, agricola, agricolae, poeta, equus, equi, servi, amici, femina.
2. Make the verb strips (color two), one per form you want on the table: cantat, cantant, ambulat, ambulant, laborat, laborant, spectat, spectant, portat, portant, vocat, vocant, laudat, laudant.
3. Build five sentences: lay a subject, then a verb that shakes its hand (singular with -t, plural with -nt). Read each aloud, then translate it. Start with the fresco's own: Puella cantat.
4. Play the swap drill: a parent swaps your subject (puella becomes puellae) and you must fix the verb before counting three; then trade jobs and you do the swapping.
5. English to Latin: the family calls out little sentences, the sailors work! the horse walks!, and you build them from strips: Nautae laborant. Equus ambulat.
6. Choose your three favorite sentences, fit them to your tune, and sing the set twice. Copy the three, with translations, into your notebook: they are your performance pieces for the Family Latin Evening.

Tips

- If a sentence sounds wrong out loud, check the handshake first: -ae with -nt, single -a or -us with -t.
- Keep the strips in an envelope taped into the back of your notebook; this kit performs twice more this quarter.
- Silly sentences stick better: Equi cantant, the horses sing, is terrible zoology and excellent Latin.

Check your work

- ☐ My strip kit has at least a dozen subjects and a dozen verb forms in two colors.
- ☐ I built, read aloud and translated five sentences, and fixed every handshake the swap drill broke.
- ☐ I built two sentences from English without peeking at the chart.
- ☐ My three performance sentences are sung, copied into the notebook, and ready for the Family Latin Evening.

LATIN NOTEBOOK

1. Write the sentence recipe in your own words: subject in its plain form, verb with the matching tag, and what 'shaking hands' means.
2. Copy your three performance sentences with translations, dated, in your best writing.
3. Draw the lady with her cithara (simple shapes are fine) and caption her Puella cantat.
4. Write one swap-drill chain, showing the handshake holding through every swap: Puella cantat, puellae cantant, puellae ambulant, puella ambulat.

From history. Rome also had a keyboard: the hydraulis, a pipe organ whose air was pressed steady by water, invented by a Greek engineer in Egypt and a sensation at Roman games and feasts. Nero was proud of his own playing, and a well-off household might keep a small one the way homes today keep a piano. When you hear a church organ, you are hearing the great-great-grandchild of a Roman machine.

WORKED EXAMPLES

Example 1. Translate: *Regina ambulat.*

▼ **Show solution**

1. Find the subject: regina, the queen, one doer.
 2. Find the verb: ambulat, walk with the -t tag, he or she.
 3. Check the handshake: singular doer, singular tag. It holds.
-

Answer: The queen walks (or the queen is walking).

Example 2. Translate into Latin: The friends watch.

▼ **Show solution**

1. The doer: friends, more than one: amici.
 2. The verb: watch, with the they-tag: specta- + -nt.
 3. Assemble and check the handshake: plural with plural.
-

Answer: Amici spectant.

Example 3. The swap drill changes *Poeta cantat* to a plural subject. Rebuild the sentence.

▼ **Show solution**

1. Flip the subject: poeta becomes poetae.
 2. The handshake broke: cantat wears the singular -t.
 3. Fix the verb to match: canta- + -nt.
-

Answer: Poetae cantant, the poets sing. Flip the noun and the verb flips with it.

PRACTICE

1. **Easy** Translate: Puella cantat. Nauta laborat.

▼ **Show answer**

The girl sings. The sailor works.

2. **Easy** Which verb shakes hands? Equi (ambulat / ambulant).

▼ **Show answer**

Equi ambulant, the horses walk: plural doer, plural -nt.

3. **Easy** What are the two jobs in every Latin sentence this year, and which endings do the handshake?

▼ **Show answer**

A subject (the doer, in its plain form) and a verb (with its person tag). Singular doers take -t; plural doers take -nt.

4. **Medium** Translate into English: *Agricolae laborant. Femina vocat. Servi portant.*

▼ **Show answer**

The farmers work. The woman calls. The servants carry.

5. **Medium** Translate into Latin: the poet sings; the queens walk; the friend watches.

▼ **Show answer**

Poeta cantat; reginae ambulant; amicus spectat.

6. **Medium** Run the swap drill in writing: start with *Nauta spectat*, flip the subject to plural, then swap the verb for a 'work' verb.

▼ **Show answer**

Nauta spectat (the sailor watches); *nautae spectant* (the sailors watch); *nautae laborant* (the sailors work). The handshake holds at every step.

7. **Hard** Two of these three sentences have broken handshakes. Find them, fix them each way you can, and translate: *Reginae cantat. Equus ambulat. Amici spectat.*

▼ **Show answer**

Equus ambulat is sound: the horse walks. *Reginae cantat* breaks: either *Regina cantat* (the queen sings) or *Reginae cantant* (the queens sing). *Amici spectat* breaks: either *Amicus spectat* (the friend watches) or *Amici spectant* (the friends watch).

8. **Challenge** A Roman could say *Cantat* all by itself and be understood. English 'Sings' alone is not a sentence. Explain the difference, and say what extra help the subject noun gives when Latin does add one.

▼ **Show answer**

Cantat already contains its doer, the -t tag says he or she sings, so the verb alone is a complete thought. English verbs carry no doer, so they need a pronoun. Adding a subject noun like *puella* tells you exactly who the he-or-she is: the tag gives the sentence its skeleton, the noun gives it a face.

COMMON MISTAKES

- Adding an extra word for 'is': there is no second word in 'the girl is singing.' Cantat covers sings and is singing both; this year's sentences never need a helper verb.
- Breaking the handshake in translation: 'the girls sings' or puellae cantat. Match number on both ends, in both languages.
- Translating word-for-word backwards, 'sings the girl.' Latin often puts the verb last; English wants the subject first. Translate the thought, not the order.
- Leaving the strips unlabeled by color. Keep subjects one color and verbs another; mixed-up piles build sentences like equi cantat, half right, all wrong.

Make it a game • Sentence Strips. Cut paper into strips and write subjects like puella and puellae on some, and verbs like cantat and cantant on others. Mix and match to build a sentence that agrees in number. The parent reads each strip aloud and claps if it matches, stomps if it does not. Make six sentences, then sing one aloud.

Scripture. “Make a joyful noise unto the LORD, all ye lands. Serve the LORD with gladness: come before his presence with singing.” (Psalm 100:1–2, KJV)

The psalm is a string of commands built on doing-words: make, serve, come, sing. Your littlest Latin sentences, puella cantat, familia cantat, describe what God's people have always done: bring Him the voice He gave them.

UNIT 4 • LITTLE SENTENCES • LESSON 4.2 OF 10 • 3 SESSIONS OF 30–40 MINUTES

4.2 PUERI CURRUNT: THE CHILDREN PLAY

OBJECTIVES

- Tell what filled a Roman child's toybox: nuts, knucklebones, hoops, dolls and board games.
- Learn the boy-word's special pair: puer, pueri, the -us family member that drops nothing.
- Read the six street sentences at sight, including the sight verb currunt (they run).
- Translate little sentences both ways and keep every handshake.
- Host a Roman game afternoon with nuts and dice, scored in Roman numerals.

Warm-up. The double habit: flips, then the amo column. Now empty your pockets, in your imagination, onto a Roman street: what would a Roman kid trade you for a marble? Answer: a walnut. Nuts were the marbles of Rome. Today the children of the empire teach you your last noun of the year, and you read a whole streetful of sentences.

WATCH

What Did Roman Children Play With

Tales of Old · 3:37

<https://www.youtube.com/watch?v=tDfIALCRSwc>

WHEN TO WATCH

After the story paragraph. Watch for the toys you are about to play with yourself: nuts, knucklebones, hoops and dolls.

Note: A small history channel; previewed for this course, and worth a parent's own quick preview as always with smaller channels. Short and friendly.

BACKUP VIDEO

What Did Kids Play With Thousands of Years Ago?

Synthesis · 6:11

<https://www.youtube.com/watch?v=atCsSsDj3qU>

For Session 2: a wider look at ancient toys beyond Rome. Also a small channel; preview first, and enjoy spotting which toys Rome shared with everyone else.

KEY TERMS

puer

Boy. The proud exception of the -us family: it drops nothing, so the pair is puer, pueri (boy, boys).

tali

Knucklebones: the ankle bones of sheep, tossed and caught like jacks, or rolled like dice with each side worth different points.

nuces

Nuts, the all-purpose Roman toy:
marbles, game pieces and stakes.
'Giving up the nuts' was the Roman way
of saying a child had grown up.

sight verb

A verb you read and understand
without owning its whole family yet.
This lesson's is currunt: they run.

Roman numerals

Rome's number letters, I, V, X and
friends, which you chanted in Grade 3
and will use today to keep score.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

puer

PU-er

noun · puer, puerī · masculine

a boy

ENGLISH puerile

currō

KUR-roh

verb · currō (sight verb)

I run

ENGLISH current

talus

TAH-lus

noun · talus, talī · masculine

a knucklebone, used as a toy

nux

NUKS

noun · nux, nucēs · feminine

a nut

ENGLISH nucleus

pila

PEE-lah

noun · pila, pilae · feminine

a ball

trochus

TROK-hus

noun · trochus, trochī · masculine

a hoop

pupa

PU-pah

noun · pupa, pupae · feminine

a doll

ENGLISH pupa

iocus

YO-kus

noun · iocus, iocī · masculine

a joke

ENGLISH joke

digitus

DEE-gee-tus

noun · digitus, digitī · masculine

a finger

ENGLISH digit

calculus

KAHL-ku-lus

noun · calculus, calculī · masculine

a pebble used for counting

ENGLISH calculate

fūnis

FOO-nees

noun · fūnis, fūnēs · masculine

a rope

CORE IDEAS

The story. Roman children played hard, and we know it because their toys keep turning up. Nuts served as marbles: roll a walnut to knock the others, or toss nuts into the narrow neck of a jar, and when a Roman grew up, the saying went that he 'gave up his nuts,' handed the toybox on. Knucklebones, the little ankle bones of sheep called *tali*, were tossed and caught off the back of the hand like jacks, or rolled like dice. Hoops from old barrels were driven down the street with a stick. Girls kept dolls of rag, bone and wax, some with jointed arms, and game boards were scratched straight into the pavement stones of porches and forums, where some are still visible today, worn smooth by small fingers that had to wait for their parents to finish talking. Far north, at the fort town of Corbridge near Hadrian's Wall, a soldier's family left a finer set: a gaming board, bone dice, counters and the tall shaker cup that made every throw honest. The empire's edge was cold and the postings were long, but the sound from that house was the oldest sound in the world: children playing.

The boy-word drops nothing. You know the word for the girls on that street: *puellae*. The boys are *pueri*, and their word has a surprise in it. *Puer* belongs to the -us family, but it is the proud exception that never wore the -us at all: in the singular it is just *puer*, nothing dropped, nothing added. The plural behaves like every other family member: flip to -i. So the lesson's special pair is **puer, pueri**: boy, boys. Say it like a street game: PU-er, PU-eh-ree.

How Latin works: reading a whole street. You have built sentences one at a time; now read six at once, a whole Roman street on a summer evening. *Pueri currunt*. The boys run; *currunt* is a sight verb, gloss it and go: they run. *Puellae cantant*. The girls sing. *Nautae laborant*. The sailors work (somebody always has to). *Equi ambulant*. The horses walk. *Servi portant*. The servants carry. *Amici spectant*. The friends watch. Every sentence is the same honest machine: plural subject in -ae or -i, plural verb in -nt, handshake sound. Read all six aloud, translate them, then shuffle the strips and read them in a new order; the street changes, the grammar holds.

Say it out loud. Chant the special pair until it bounces: puer, pueri; puer, pueri. Then the street chant, one sentence per breath, with a clap on each -nt: pueri CURRUNT, puellae CANTANT, nautae LABORANT, equi AMBULANT, servi PORTANT, amici SPECTANT. Do it once slow and once at street speed. If the family asks what is happening, tell them: the whole neighborhood is busy, and every verb ends in they.

Try it. This week you host the Roman game afternoon: nuts-as-marbles, the jar toss, and a dice race scored in Roman numerals from your Grade 3 chant. Rules explained by you, score kept by you, and one round of the street chant performed at halftime. It is also the unit challenge, so invite generously and lose graciously: even emperors lost at dice, and one of them wrote a book about it.

PICTURE STUDY



A Roman Gaming Board and Dice, Unknown Roman makers, About A.D. 100–400 · Stone gaming board, bone dice, counters and shaker · Corbridge Roman Town Museum, near Hadrian's Wall, England

Photo: Michael Garlick, via [Wikimedia Commons](#), CC BY-SA 2.0

These are the real pieces of a Roman family's game shelf, found at Corbridge, a garrison town near Hadrian's Wall at the cold top of the empire. The square board is scored with a grid for a strategy game; the round counters are the playing pieces; the dice are cut from bone, spotted like ours; and the tall cup is a fritillus, the dice shaker that made every throw fair. Nineteen centuries before your game afternoon, a family at the edge of the world was having one too.

Look closely

- Look closely at the dice. Count the pips if you can: Roman dice were numbered one to six, arranged just like the dice in your cupboard.
- Find the shaker cup. Dice went in, got rattled, and tumbled out where everyone could see; even Romans knew that fingers can cheat but a cup cannot.
- Study the board's scratched lines. Games like this were also scratched into pavement stones all over the empire, free boards for anyone with counters and a friend.
- Notice what the counters are made of and how worn the pieces look. These were used, often, by hands of every size.

Talk about it

1. This set was found at a fort town where soldiers' families lived far from home. Why do games travel so well, and what do they give a family in a strange place?
2. Roman children played with nuts, bones and scratched stones; almost nothing in their toybox was bought. What could you play tonight with what your house already holds?
3. The shaker cup existed because players wanted throws to be fair. What does it tell you that fairness needed protecting even in a children's game, and how do your games protect it?

ACTIVITY

The Roman game afternoon

Today the toybox of the empire opens for your family: nuts for marbles, a jar to toss them into, dice in an honest cup, and a score sheet in Roman numerals. You are the host, the referee and the Latin teacher, all three.

You will need

- A bag of mixed nuts in the shell (or marbles, pebbles or wadded-paper balls)
- A wide-mouthed jar or cup, two dice and a cup to shake them in
- Paper and marker for the score sheet, plus your sentence strips from Lesson 4.1
- 1 index card for the puer flashcard, and your Latin notebook

Steps

1. Make the puer card first (front: puer; back: boy, with the pair puer / pueri noted) and add it to the deck: the last noun card of the year.
2. Set up game one, nuts-as-marbles: each player sets three nuts in a cluster; take turns rolling a shooter walnut to knock nuts out of the cluster. Knocked nuts are kept. Teach everyone the cry for the winner's run: currit! (he runs!, your sight verb's singular cousin, glossed free of charge).
3. Set up game two, the jar toss: five throws each from across the rug, one point per nut in the jar.
4. Set up game three, the dice race: each player's counter walks a line of ten squares; shake two dice in the cup (the honest Roman way), walk your counter that many squares. First to the end wins.
5. Keep every score in Roman numerals: a jar toss of 4 is IIII or IV (Romans wrote both), a dice-race finish is marked with the player's tria nomina from Unit 2 and their total: Jacobus Millerus Fidelis, XVII.
6. At halftime, perform the street chant with your sentence strips, all six sentences with translations, and take a bow. Record the afternoon's champions in the notebook, in numerals.

Tips

- The host explains every rule before the first throw; a referee who teaches first argues less later.
- Shaker-cup rule from Rome: every throw everyone can see. It keeps the afternoon cheerful and the little ones trusting.
- Rome's children bet their nuts and ate their losses; your snack-bowl economy may do the same if the host allows.

Check your work

- ☐ The puer card is made, and I can give the special pair with meanings: puer, pueri.
- ☐ We played all three games, and I taught the rules myself.
- ☐ The score sheet is kept entirely in Roman numerals, with tria nomina for the champions.
- ☐ I performed the street chant at halftime, all six sentences translated.

LATIN NOTEBOOK

1. Write the special pair big, with its note: puer / pueri, the -us family member that drops nothing.
2. Copy the six street sentences with translations, and circle every handshake: the -ae or -i on the subject, the -nt on the verb.
3. Paste in or copy the game afternoon's score sheet, all in Roman numerals, with the champions' tria nomina.
4. Write two sentences of your own about the afternoon in English, and turn one of them into a two-word Latin sentence if it will fit (Pueri currunt? Amici spectant?).

From history. Grown Romans never really gave up their games. The emperor Claudius was such a dice enthusiast that he wrote a book on the game and had his carriage fitted so he could play while traveling; and the poet Martial teased that some men's dice cups worked harder than their plows. The children's version was sweeter: when a Roman boy came of age, he solemnly 'gave up the nuts,' nuces relinquere, handing his toybox to the younger children, the Roman way of saying one chapter had ended and another begun.

WORKED EXAMPLES

Example 1. Translate: *Pueri currunt*.

▼ **Show solution**

1. The subject: *pueri*, the plural of the special pair *puer*: boys.
2. The verb: *currunt* is this lesson's sight verb, glossed: they run.
3. Check the handshake: plural subject, -nt verb. It holds.

Answer: The boys run (or the boys are running).

Example 2. Translate into Latin: the boy watches.

▼ **Show solution**

1. The doer: boy, just one: *puer* (nothing dropped, nothing added).
2. The verb: watch with the singular tag: *specta-* + *-t*.
3. Assemble with the handshake: singular with singular.

Answer: *Puer spectat*.

Example 3. A friend writes *puerus* on a flashcard. Fix the card and explain.

▼ **Show solution**

1. Recall the special pair: the boy-word never wore -us.
2. Singular is plain *puer*; only the plural takes the family flip to -i.
3. Correct the card both ways.

Answer: Front: *puer* (not *puerus*); the pair is *puer*, *pueri*: boy, boys. It is the -us family's proud exception: it drops nothing.

PRACTICE

1. **Easy** Give the special pair for 'boy, boys,' and say what makes it special.

▼ **Show answer**

Puer, *pueri*. It belongs to the -us family but never wore the -us: the singular is just *puer*; the plural flips to -i like its relatives.

2. **Easy** Translate: Puellae cantant. Equi ambulant.

▼ **Show answer**

The girls sing. The horses walk.

3. **Easy** What does the sight verb *currunt* mean, and in which street sentence does it live?

▼ **Show answer**

They run. It lives in Pueri currunt, the boys run.

4. **Medium** Translate into English: Servi portant. Amici spectant. Puer ambulat.

▼ **Show answer**

The servants carry. The friends watch. The boy walks.

5. **Medium** Translate into Latin: the boys sing; the girl watches; the sailors walk.

▼ **Show answer**

Pueri cantant; puella spectat; nautae ambulant.

6. **Medium** Write these scores in Roman numerals: 4, 9, 17.

▼ **Show answer**

IV (Romans also wrote IIII), IX, XVII.

7. **Hard** One word in each sentence is wrong; fix it and translate: Pueri spectat. Puerus currit joke aside, Puella cantant.

▼ **Show answer**

Pueri spectant, the boys watch (plural subject needs -nt). Puella cantat, the girl sings (singular subject needs -t), or Puellae cantant, the girls sing, if the subject was meant to be plural. And puerus is never a word: the boy-word is plain puer.

8. **Challenge** A Roman proverb says life's truest pictures are small ones: a street of running boys told Zechariah's readers that God's city would be safe and glad. Read the six street sentences again and choose the one that best describes your own house this week; defend your choice in English, then recite the Latin.

▼ **Show answer**

Any sentence defended honestly is correct: for example, Amici spectant for a week of hosting, Servi portant for moving day (with a smile), or Pueri currunt for a loud and happy house. The point is that six tiny Latin sentences can already tell true stories about a real home.

COMMON MISTAKES

- Writing puerus. The boy-word drops nothing: puer, and the plural is pueri.
- Treating currunt like a first-conjugation verb and building currat or curro forms. This year it is a sight verb: read pueri currunt, gloss 'they run,' and leave its family for a later grade.
- Letting the handshake slip in the excitement: pueri spectat. Street sentences are loud, plural and -nt.
- Scoring the games in ordinary numbers. The numerals are half the fun and all of the review: XVII, not 17.

Make it a game • Roman Toybox Quiz. Draw nuts, knucklebones, hoops and dolls on cards. Hold up a card and say its Latin word if you know it, like nuces or tali. Then flip puer and pueri on a card pair and call out which means one boy and which means many. Play a short knucklebone-style game with a handful of pebbles. Score a bean per right word.

Scripture. “And the streets of the city shall be full of boys and girls playing in the streets thereof.” (Zechariah 8:5, KJV)

When God promises to restore His city, He gives this as the proof: streets safe enough and glad enough to be full of playing children. Pueri currunt, puellae cantant is not just your Latin; it is what a blessed city sounds like.

UNIT 5

ENGLISH WEARS LATIN

Your Latin has been working harder than you knew: it has been teaching you English on the side. This unit begins with a schoolmaster from Connecticut named Noah Webster, who spent twenty-six years writing the great American dictionary of 1828, seventy thousand words, each one traced back to its roots, and no language unlocked more of them than Latin. His portrait was painted by Samuel Morse, who later invented the telegraph and the dot-dash code that carries his name: a two-invention friendship. With Webster's method in hand you will mine your own word list for English treasure: specto hiding in spectator and inspect, porto in transport, voco in vocal, laudo in applaud, ambulo in ambulance, and you will write and bind a first Latin dictionary of your own ten best words.

Then the course ends at the oldest school lesson in Christendom. For well over a thousand years, children across Europe, whatever language they spoke at home, learned the Lord's Prayer in the same Latin words: Pater noster, qui es in caelis. You already own pater's meaning from your word list and caelis is your word caelum in its Sunday clothes, so the prayer is not a stranger; it is your own vocabulary kneeling. You will learn the first two lines by heart, word by glossed word, pronounce them beautifully, and then host the Family Latin Evening: the prayer taught to the family, your three sentence-strip sentences performed, the mosaic and the arch photograph shown, one round of the dice game played, and the Lord's Prayer prayed together in English to close the quarter.

PREREQUISITES

- Can read and build two-word sentences with sound handshakes, both directions
- Knows the whole flashcard deck: the 33 words of Units 1–4
- Keeps the double habit: card flips, then the full amo column, every session

MASTERY CHECKLIST

- ☐ I can say what a derivative is and trace an English word back to its Latin root.
- ☐ I can give at least one English derivative each for specto, porto, voco, laudo, ambulo and amicus.
- ☐ I can tell the story of Noah Webster's dictionary and why Latin unlocked so many of its words.
- ☐ I can say the first two lines of the Pater Noster from memory and give the meaning of every word.
- ☐ I know my last two flashcards, pater (father) and caelum (sky, heaven), bringing my deck to 35 words.
- ☐ I hosted the Family Latin Evening and taught my family the prayer's first line.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Latin Launchpad:** Free. The companion site's grade 3–4 packs cover most of this course's word list; its matching games make a fine final review week, and the quizzes are a painless dress rehearsal for the unit review.
- ***Getting Started with Latin*, by William E. Linney:** The natural next step after this course: it continues in exactly this spirit, one small thing at a time, and a student finishing Grade 4 can begin it over the summer.
- ***Famous Men of Rome*, by John H. Haaren and A. B. Poland (1904):** Free online (the old editions are on archive.org). Save one favorite hero story to retell at the Family Latin Evening; a quarter that ends with a story ends well.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 The Dictionary Men

3 sessions of 30–40 minutes

5.2 Pater Noster

3 sessions of 30–40 minutes

UNIT 5 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Who was Noah Webster, what did he make, and why did Latin matter so much to the work?

2. **5 pts**

What is a derivative? Give one, with its meaning, for *specto*, *porto* and *ambulo*.

3. **5 pts**

How do you test whether a word is a true derivative or an impostor? Show the test on one true and one false example.

4. 5 pts

Write or recite the first two lines of the Pater Noster, and give the English of each line.

5. 5 pts

Gloss these words from the prayer and say where this course met each before: caelis, nomen. Then give the meanings of your two final flashcards.

6. 5 pts

Why do the sung recordings pronounce caelis differently from your chant? Name both pronunciations and say each one's version of the word.

ANSWER KEY

1. A Connecticut schoolmaster who spent twenty-six years writing the American Dictionary of the English Language (1828), about seventy thousand words, each traced to its roots. Latin mattered because more than half of English's longer words are built on Latin roots, so Latin unlocked more entries than any other language.
2. An English word built from a Latin root. Examples: spectator (one who watches) from specto; transport (carry across) or porter from porto; ambulance (the 'walking hospital' that comes to you) from ambulo.
3. The meaning must travel with the letters: the English word's meaning must connect to the Latin root's meaning. True: portal is a gateway, from porta, gate. Impostor: carpet is not about pets (and portrait is not about carrying); letters match, meanings do not.
4. Pater noster, qui es in caelis: Our Father, who art in the heavens. Sanctificetur nomen tuum: hallowed be thy name.
5. Caelis, 'in the heavens,' is caelum, the new Unit 5 word, in its prayer form; nomen, name, was the Unit 2 sight word inside praenomen and cognomen. The final flashcards: pater, father, and caelum, sky or heaven.
6. Latin has two accents: the classical pronunciation of Caesar's day, which this course chants, with c always hard: KYE-lees; and the church pronunciation the prayer has been sung with for centuries, where c softens before e and i: CHAY-lees. Both are correct; they are two voices of one language.

UNIT CHALLENGE: THE FAMILY LATIN EVENING

The quarter's crown: host the evening and carry all five acts. Act one, the lesson: teach the family the first line of the Pater Noster by the sandwich method, whole, word by glossed word, whole again, until they can say it with you, and recite both lines alone from memory. Act two, the performance: your three sentence-strip sentences, read in Latin and translated, handshakes intact. Act three, the gallery: show the mosaic, the arch photograph and My First Latin Dictionary, with one good sentence about each. Act four, the game: one round of the Roman dice race, scored in Roman numerals, champions recorded by tria nomina. Act five, the close: the Lord's Prayer prayed together in English. Letter a program card for the evening, keep it with the notebook afterward, and write the quarter's final entry: the date, the guests, and the evening's best moment. A host who taught, performed, toured, scored and prayed has finished Grade 4 Latin in full.

LOOK FOR	WHAT IT MEANS
The prayer taught and known	The family can say the first line together, and the student recites both lines alone from memory with correct, confident pronunciation.
The performance	Three sentences performed and translated, with sound subject-verb handshakes, and one explained on request.
The gallery and game	Mosaic, arch photograph and dictionary presented with a sentence each; the dice round run fairly and scored in Roman numerals.
The record	A lettered program card and a final notebook entry with the date, guests and best moment of the evening.

UNIT 5 • ENGLISH WEARS LATIN • LESSON 5.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

5.1 THE DICTIONARY MEN

OBJECTIVES

- Tell the story of Noah Webster's 1828 dictionary: twenty-six years, seventy thousand words, roots traced through many languages.
- Say what a derivative is and what a root is, and use the root method on this year's own words.

- Give English derivatives for specto, porto, voco, laudo, ambulo, amicus and the aqua family.
- Test look-alike words honestly: a true derivative keeps the root's meaning.
- Write and bind a first Latin dictionary of ten entries.

Warm-up. The double habit: flips, then the amo column. Now answer in English: what do you call someone who watches a game? What drives a sick person to the hospital? Spectator. Ambulance. Say specto and ambulo out loud and listen hard. You have been speaking this course's Latin since before you could spell it; today you learn to catch English words wearing your Latin.

WATCH

Latin and Greek roots and affixes | Reading | Khan Academy

Khan Academy · 6:23

<https://www.youtube.com/watch?v=fiaPqgwJFo4>

WHEN TO WATCH

After the How Latin works paragraph. Watch how a long English word comes apart into root and add-ons, then try the same tool on spectator and transport.

Note: A calm teaching video about word surgery. It uses a few roots this course has not taught; let them pass and keep the method.

BACKUP VIDEO

Root Word SPEC: Look, Watch, See | Latin Root Words for Kids

Innovative Literacy · 2:29

<https://www.youtube.com/watch?v=tTSQ9r-2w9Q>

For Session 2: two minutes entirely on your own verb specto's root, with a parade of English children: inspect, spectator, spectacles.

KEY TERMS

derivative

An English word built from a Latin root, the way spectator is built from specto, I watch.

root

The Latin word (or piece of one) that carries the main meaning inside a longer English word: port- in transport.

dictionary

A book of words with their meanings, and in Webster's kind, their family history: where each word came from.

entry

One word's paragraph in a dictionary: the word, its meaning, and its story. Your own dictionary will have ten.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

lingua

LEEN-gu-ah

noun · lingua, linguae · feminine

a tongue; a language

ENGLISH language

rādīx

RAH-deeks

noun · rādīx, rādīcēs · feminine

a root

ENGLISH radical

folium

FO-lee-um

noun · folium, folia · neuter

a leaf

ENGLISH foliage

scrībō

SKREE-boh

verb · scrībō (sight verb)

I write

ENGLISH scribe

dīcō

DEE-koh

verb · dīcō (sight verb)

I say

ENGLISH dictate

charta

KHAHR-tah

noun · charta, chartae · feminine

a sheet of papyrus; paper

ENGLISH chart

titulus

TEE-tu-lus

noun · titulus, titulī · masculine

a title, a label

ENGLISH title

index

EEN-deks

noun · index, indicēs · masculine

a pointer; a list

ENGLISH index

pāgina

PAH-gee-nah

noun · pāgina, pāginae · feminine

a page

ENGLISH page

littera

LEET-teh-rah

noun · littera, litterae · feminine

a letter of the alphabet

ENGLISH letter

vocābulum

wo-KAH-bu-lum

noun · vocābulum, vocābula · neuter

a word, a vocabulary word

ENGLISH vocabulary

CORE IDEAS

The story. Noah Webster was a Connecticut schoolmaster born in 1758, in the days when America was deciding what kind of country it would be, and he decided it needed its own dictionary. He set himself a rule that would frighten most scholars: do not just define every word, trace it, back through French and Latin and beyond, until you can say where it came from. To keep that rule he taught himself more than twenty languages. The work swallowed twenty-six years. In 1828, when he was seventy, the American Dictionary of the English Language appeared in two fat volumes: seventy thousand entries, each word run to its roots, and no language opened more doors than Latin, because more than half of English's longer words have Latin inside them. Webster was a devout man who saw language as one of God's gifts to be kept in good order; definitions in his dictionary quote Scripture again and again. His name became so tied to the work that to this day many Americans call any dictionary 'a Webster's.'

The painter with a second invention. The portrait in this lesson's picture study was painted by Samuel F. B. Morse, a fine artist who earned his living by faces. Years later, Morse turned inventor and gave the world the telegraph and the dot-dash alphabet that bears his name: Morse code. Keep that in mind as you look at the painting: the man in the chair organized America's words, and the man at the easel would one day send words crackling down a wire. Between them they handled the same treasure, language, with a craftsman's care.

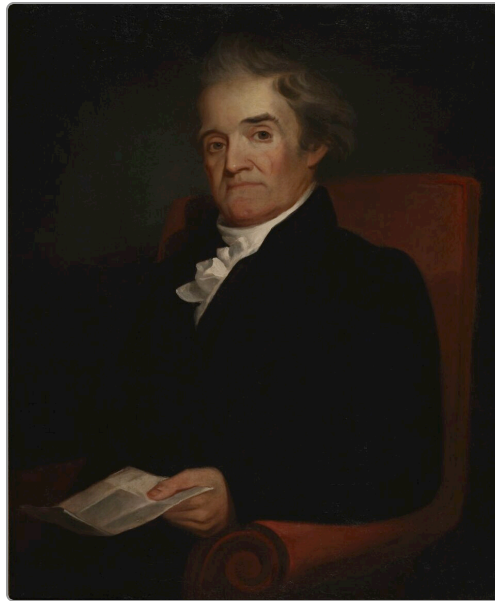
How Latin works: the root method. A derivative is an English word built on a Latin root, and the method is plain: find the root, know its meaning, and the big word opens. Run it on your own verbs. *Specto*, I watch: a **spectator** is a watcher, to **inspect** is to look into, and **spectacles** help you watch. *Porto*, I carry: **transport** is to carry across, a **porter** carries bags. *Voco*, I call: your **vocal** cords do the calling, and a **vocation** is a calling to a kind of work. *Laudo*, I praise: to **applaud** is to praise with your hands. *Ambulo*, I walk: an **ambulance** began as a walking hospital that moved with the army. Nouns play too: *amicus* gives **amicable**, friendly; *aqua* gives **aquarium**; *stella* gives **constellation**; *porta*, the gate, gives **portal**. One warning keeps you honest: the

meaning must travel with the letters. Carpet is not from an animal pet, and 'portrait' is not from porto; when the meanings do not match, the lookalike is an impostor.

Say it out loud. Chant the root pairs like a call-and-answer: specto! spectator! porto! transport! voco! vocal! laudo! applaud! ambulo! ambulance! amicus! amicable! Then play dictionary-man at the dinner table: someone names one of your Latin words, and you answer with an English child of it and the family connection, the way Webster's entries did: 'spectator, one who watches, from the Latin specto.'

Try it. This week you become the dictionary man or woman of your own house: choose your ten best words from the whole course, and write each one a real entry: the Latin word, its meaning, its flip or its chant line, and its English children. Fold and bind the pages, letter the cover, MY FIRST LATIN DICTIONARY, with your tria nomina as the author, and shelve it where real books live. Webster took twenty-six years; you have a week, so choose your ten with care.

PICTURE STUDY



Portrait of Noah Webster, Samuel F. B. Morse, About 1823 · Oil on canvas · Beinecke Rare Book and Manuscript Library, Yale University
Image: [Wikimedia Commons](#), public domain

This is Webster in his sixties, painted by Samuel Morse while the great dictionary was still unfinished on the desk at home. Morse painted presidents and inventors, then became one of the inventors himself: the telegraph and Morse code were still ahead of him when he painted this steady, stubborn face. Webster gave his portraitist little to flatter: what you see is a man who has kept one promise to himself for decades and intends to finish.

Look closely

- Look at the eyes and the set of the mouth. Does this look like a man halfway through a twenty-six-year project? Painters choose what a face says.
- Notice the plain dark coat and the bright white collar, the dress of a schoolmaster and scholar, not a showman.
- The background is nearly empty: no books, no props. Why might the painter leave nothing in the picture but the man?
- Remember the painter while you look: the same careful hands that made these brushstrokes would later tap out the first famous telegraph message.

Talk about it

1. Webster traced every word to its roots and taught himself twenty languages to do it honestly. What work would you be willing to do for twenty-six years?

2. Why does a dictionary-writer need to know where words came from, and not just what they mean today?
3. Morse organized words into dots and dashes; Webster organized them into entries. What do a code and a dictionary have in common?

ACTIVITY

My First Latin Dictionary

Ten words, ten honest entries, one bound book with your name on it. Webster would approve of everything but the speed.

You will need

- 3 sheets of paper folded in half to make a 12-page booklet (or more sheets for the ambitious), and a stapler or needle and thread for the spine
- Pencil, fine-tip marker and colored pencils
- Your flashcard deck and Latin notebook, open for reference

Steps

1. Choose your ten: page through the deck and pick the ten words you would save from a shipwreck. Rule of a good list: at least three verbs, at least three nouns from different families, and at least one exception you can brag about (nauta? puer?).
2. Design the entry format on scrap first, Webster planned before he wrote: the Latin word big, its meaning, its flip (for nouns: rosa / rosae) or its chant line (for verbs: porto, portas, portat...), and its English children with one-line explanations.
3. Write the ten entries, one per page, best handwriting, alphabetical order like a real dictionary. Example: AMICUS, friend. Flip: amicus / amici. English children: amicable (friendly), amigo (Spanish cousin). A small picture per page earns its place.
4. Letter the cover: MY FIRST LATIN DICTIONARY, your tria nomina as author, and the year. Bind the spine with staples or stitches.
5. Add the dictionary-man's page at the back: one sentence about Noah Webster and what he did, so every reader knows whose trade you have joined.
6. Present the book at the table: read two favorite entries aloud, and take one request, a family member names any word from your deck, and you answer like an entry: meaning, flip or chant, English child if it has one.

Tips

- An entry is honest when the meanings connect: if you cannot explain how the English child got its meaning from the Latin parent, choose a different child.
- Alphabetical order is part of the craft: sort your ten cards before you write a single page.
- Leave two blank pages at the back. A dictionary that cannot grow is finished; yours is just beginning.

Check your work

- ☐ My ten entries are complete: word, meaning, flip or chant line, and English children.
- ☐ The entries are in alphabetical order and the cover carries my tria nomina.
- ☐ The back page tells who Noah Webster was.
- ☐ I presented two entries aloud and answered one request from the audience.

LATIN NOTEBOOK

1. Write the root method in your own words: what a derivative is, and the one-warning rule about impostors.
2. Make the call-and-answer chart: specto/spectator, porto/transport, voco/vocal, laudo/applaud, ambulo/ambulance, amicus/amicable, with meanings.
3. List your dictionary's ten words with one line each on why it made the cut.
4. Copy this and finish it honestly: 'The English word I was most surprised to find Latin inside was _____, because...'

From history. Before the dictionary, Webster had already taught the whole country to spell: his little blue-backed American Spelling Book sold by the millions and drilled generations of schoolchildren, some of whom grew up to win spelling bees held on its lists. One book to teach the spelling, one to keep the meanings: between them, the schoolmaster from Connecticut did as much as any man to give Americans their common tongue.

Example 1. Build the derivative family of *specto* (I watch): what do spectator, inspect and spectacles each mean?

▼ **Show solution**

1. Find the root: spect-, watching or looking, sits inside all three.
2. Spectator ends in -or, one who: one who watches.
3. Inspect begins with in-, into: to look into something carefully.
4. Spectacles are the tools on your nose that help the looking.

Answer: A watcher at a game; to look closely into; eyeglasses. One Latin verb, three English doors.

Example 2. A moving company paints TRANSPORT on its trucks. Use the root method on the word.

▼ **Show solution**

1. Spot the root: port-, from porto, I carry.
2. Trans- is Latin for across.
3. Put them together: carry across.

Answer: Transport means to carry across, from town to town, exactly what the truck does. The company is speaking your Latin.

Example 3. True derivative or impostor? *Portrait*, tested against *porto* (I carry).

▼ **Show solution**

1. The letters look promising: port- sits right there.
2. Now test the meaning: a portrait is a picture of a person; porto is about carrying.
3. The meanings do not connect (portrait actually grew from a different Latin word about drawing forth).

Answer: Impostor, by this course's honest test: the meaning did not travel with the letters. A true derivative keeps its parent's meaning, like porter, one who carries.

PRACTICE

1. **Easy** What is a derivative? Give the example built from *specto*.

▼ **Show answer**

An English word built from a Latin root; *spectator*, one who watches, is built from *specto*, I watch.

2. **Easy** Which of your Latin verbs hides in each: *applaud*, *vocal*, *ambulance*?

▼ **Show answer**

Laudo (I praise), *voco* (I call), *ambulo* (I walk).

3. **Easy** Who was Noah Webster, and how long did his dictionary take?

▼ **Show answer**

A Connecticut schoolmaster who wrote the *American Dictionary of the English Language*, published in 1828 with about seventy thousand words; the work took twenty-six years.

4. **Medium** Give one English child each, with its meaning, for: *porto*, *amicus*, *aqua*.

▼ **Show answer**

Examples: *porto*: transport (carry across) or porter (one who carries); *amicus*: amicable (friendly); *aqua*: aquarium (a water-house for fish) or aquatic (living in water).

5. **Medium** Why did Webster teach himself more than twenty languages to write an English dictionary?

▼ **Show answer**

Because he traced every word to its roots, and English words came through many languages, French, Latin and more; he could not tell a word's true story without reading the languages it traveled through.

6. **Medium** Use the root method on *vocation*, and explain why people call a life's work by that word.

▼ **Show answer**

The root is *voco*, I call: a vocation is a calling. People use it for a life's work they feel called to do, teaching, medicine, ministry, as if the work itself had called their name.

7. **Hard** True derivative or impostor? Test each against its would-be parent and explain: (a) spectacles / specto, (b) carpet / carpo-sounding 'car', (c) portal / porta.

▼ **Show answer**

(a) True: spectacles help you watch. (b) Impostor: carpet has nothing to do with cars or carrying; the letters agree, the meanings do not. (c) True: a portal is a gateway, straight from porta, gate.

8. **Challenge** An ambulance does not walk, yet ambulo, I walk, is inside it. Dig up the buried story: what was the first 'walking hospital,' and why does the name still fit?

▼ **Show answer**

The first ambulances were traveling field hospitals that moved, 'walked', with the army to reach the wounded, called walking hospitals. The vehicles kept the name, and it still fits: the hospital's help walks (now drives) to you when you cannot come to it.

COMMON MISTAKES

- Matching letters instead of meanings. Carpet is not from a pet and portrait is not from porto; a true derivative keeps the root's meaning.
- Forgetting that roots may wear add-ons: in-spect, trans-port, ap-plaud. Strip the prefix to find your word.
- Writing dictionary entries from memory alone. Real dictionary men check: keep the deck and notebook open while you write.
- Thinking a dictionary is just meanings. Webster's entries told each word's story; yours should name the Latin parent every time.

Make it a game • Dictionary Race. Make a mini dictionary on a folded page. The parent says a Latin word from this year and you write it, its meaning and an English derivative within a minute. Then switch: you give a derivative and the parent names the Latin root. Think of Noah Webster working twenty-six years. Add three entries each round.

Scripture. “A man hath joy by the answer of his mouth: and a word spoken in due season, how good is it!” (Proverbs 15:23, KJV)

Webster loved words because words rightly used are a gift: the right one, at the right time, does good like medicine. A student who learns where words come from is learning to spend them well.

UNIT 5 • ENGLISH WEARS LATIN • LESSON 5.2 OF 10 • 3 SESSIONS OF 30-40 MINUTES

5.2 PATER NOSTER

OBJECTIVES

- Tell how Christian children across Europe learned the Lord's Prayer in the same Latin words for over a thousand years.
- Learn the last two flashcards: pater (father) and caelum (sky, heaven), completing the 35-word deck.
- Say the first two lines of the Pater Noster from memory, with the meaning of every word: Pater noster, qui es in caelis, sanctificetur nomen tuum.
- Pronounce the prayer beautifully, and tell the difference between the classical sounds and the church sounds it is sung with.
- Host the Family Latin Evening: the quarter's grand finale.

Warm-up. The double habit one last time as a lesson opener: flips, then the full amo column, loud and proud. Now think of the oldest words you know by heart. Where did you learn them, and who taught you? Today you learn the words that more children have known by heart, in more countries and centuries, than any others ever spoken, and they are in your language: Latin.

WATCH

Pater Noster | The Lord's Prayer (Latin + English)

Master of Chants · 4:29

<https://www.youtube.com/watch?v=-lIn5g1JGiU>

WHEN TO WATCH

After the How Latin works paragraph, with the glossed lines in front of you. The Latin and English appear on screen; follow your two lines with your finger each time they come around, then hum along.

Note: Sung in the church pronunciation, the way the prayer has been chanted for centuries: you will hear caelis begin like 'ch' in cello rather than the hard k you chant in class. Both ways are correct; the note in Say it out loud explains.

BACKUP VIDEO

Chant of the Mystics: Pater Noster - Our Father - Divine Gregorian Chant - Lord's Prayer - Latin

Patrick Lenk · 4:45

<https://www.youtube.com/watch?v=WQhZOX8bQfs>

For a quiet moment in Session 2 or 3: the same prayer in Gregorian chant, the melody line monks and schoolchildren sang for a thousand years. Listen for your two lines surfacing from the longer prayer.

KEY TERMS

Pater Noster

'Our Father': the first two words of the Lord's Prayer in Latin, and the name the whole prayer goes by.

church pronunciation

The later way of sounding Latin used in church singing, where c before e or i softens (caelis sounds like chay-lees). Your classical chant keeps c hard; both are correct, and this lesson you will hear both.

gloss

A tiny translation hung under a word: Pater (Father) noster (our). This lesson learns the prayer gloss by gloss, no grammar machinery needed.

Gregorian chant

The old unaccompanied church melody, named for Gregory the Great; the tune the Pater Noster has worn for over a thousand years.

by heart

Learned so well the words live in you,
available in the dark, which is where
the best words are kept.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

rēgnum

RAYG-num

noun · rēgnum, rēgna · neuter

a kingdom

ENGLISH reign

voluntās

wo-LUN-tahs

noun · voluntās, voluntātēs · feminine

will, what one wants

ENGLISH voluntary

dēbitum

DAY-bee-tum

noun · dēbitum, dēbita · neuter

a debt

ENGLISH debit

dēbitor

DAY-bee-tor

noun · dēbitor, dēbitōrēs · masculine

a debtor

ENGLISH debtor

tentātiō

ten-TAH-tee-oh

noun · tentātiō, tentātiōnēs · feminine

a trial, a temptation

ENGLISH temptation

malus

MAH-lus

adjective · malus, mala, malum

evil, bad

ENGLISH malice

hodiē

HO-dee-ay

adverb

today

quotīdiānus

kwo-tee-dee-AH-nus

adjective · quotīdiānus, quotīdiāna, quotīdiānum

daily

ENGLISH quotidian

līberō

LEE-beh-roh

verb · līberō, līberās, līberat, līberāmus, līberātis, līberant

I set free

ENGLISH liberate

dīmīttō

dee-MEET-toh

verb · dīmīttō (sight verb)

I send away; I forgive

ENGLISH dismiss

fīō

FEE-oh

verb · fīō (sight verb)

I become; I am made

CORE IDEAS

The story. When the Roman empire faded, the Latin language kept one appointment faithfully, every day, everywhere: prayer. For well over a thousand years, in England and Poland and Spain and Germany, children who spoke different languages at home all learned the Lord's Prayer in the same Latin words, the Pater Noster. A fisherman's son in Norway and a stonemason's daughter in Italy could not have chatted together, but they could pray together, word for word. The prayer was so well known that it gave English a word: a 'patter' originally meant talk rattled off quickly, from children speeding through their pater-noster. Monks timed recipes by it; farmers measured field rows by how many Pater Nosters a task took. It was the first Latin most children ever learned, and this week it will be the crown of yours.

You already own these words. Lay the first line out and look at it with this course's eyes: *Pater noster, qui es in caelis*. Pater, father, is your new flashcard, and English has been borrowing it for centuries: paternal, patriot, patron. Noster, our, you have met in this very lesson's title. And caelis is your other new word, *caelum*, sky, heaven, in its Sunday clothes: 'in the heavens.' Even nomen, in the second line, is your Unit 2 sight word: name. The oldest prayer in your deck's language turns out to be full of your deck.

How Latin works: the prayer, gloss by gloss. This lesson asks for no grammar machinery, only meanings hung under words like little lanterns. Line one: **Pater** (Father) **noster** (our), **qui** (who) **es** (art, are) **in caelis** (in the heavens). Notice the Latin order: Father our, the beloved word first, which is why the prayer is called the Pater Noster and not the Noster Pater. Line two: **sanctificetur** (may it be kept holy, hallowed be) **nomen** (name) **tuum** (thy, your): hallowed be thy name. Sanctificetur is the longest word you have ever said in Latin; take it in syllables, sanc-ti-fi-CE-tur, and notice sanctus, holy, standing at the front of it, the root English keeps in saint and sanctuary.

Say it out loud. In your classical chant the lines sound like this: PAH-ter NOS-ter, kwee ES in KYE-lees, sahnk-ti-fi-KAY-toor NOH-men TOO-um, with caelis keeping its hard k

(KYE-lees) just like caelum. But the prayer has been sung for a thousand years in the church pronunciation, where c softens before e and i: you will hear CHAY-lees and sahnk-ti-fi-CHEH-toor in the videos. Neither is a mistake; they are two accents of one language, like a word said in London and in Texas. Learn to say the lines your classical way, then sing along with the chant its way, and you will own both of Latin's voices.

Try it: the Family Latin Evening. The course ends the way Roman holidays did: with the household gathered. You are the host, and the program is yours: teach the family the first line of the Pater Noster, gloss by gloss, until they can say it with you; perform your three sentence-strip sentences; show the mosaic, the arch photograph and your dictionary; play one round of the Roman dice game, score in numerals; and close by praying the Lord's Prayer together in English, which now has a floor of Latin under it. Every chant, craft and card of the quarter reports for duty in one evening.

PICTURE STUDY



Praying Hands, Albrecht Dürer, 1508 · Brush drawing in gray and white ink on blue paper · Albertina Museum, Vienna

Image: [Wikimedia Commons](#), public domain

Albrecht Dürer drew these hands in 1508 as a study, a careful rehearsal, for the figure of an apostle in a great altarpiece he was painting. The altarpiece was later destroyed by fire; the rehearsal survived and became one of the most beloved drawings in the world. They are working hands, drawn from life, folded the way yours will fold this week over the Pater Noster: five hundred years of believers have recognized their own prayers in them.

Look closely

- Look at the knuckles and the slight roughness of the skin. These are a working man's hands, drawn honestly, not smoothed into marble.
- Find the light. Dürer drew with gray and white on blue paper, so the white is light added: see where it lands on the fingers.
- Notice the sleeves stopping at the wrist, with everything else left out. Why might the artist show nothing but the hands?
- Press your own hands together the same way. Which muscles hold the position? The drawing understands them all.

Talk about it

1. This was a practice study for a bigger painting, yet it outlived the painting and became famous on its own. What makes careful practice-work worth

treasuring?

2. Hands can build arches, lay mosaics, flip cards and fold in prayer. What have your hands made this quarter, and what will they say at the Family Latin Evening?
3. The prayer you are learning begins by naming whose we are: Pater noster. Why is 'our Father' a different beginning than 'my Father'?

ACTIVITY

The Family Latin Evening

One evening, one host, one whole quarter of Latin on display. Rehearse in Session 2, perform in Session 3 or on the weekend, and let the family leave knowing one line of the oldest school lesson in Christendom.

You will need

- Your sentence strips, mosaic, arch photograph, dictionary, flashcard deck and score sheet materials
- A lettered program card listing the evening's five acts
- 2 index cards for the final flashcards: pater and caelum
- The Pater Noster page in your notebook, glossed and lettered

Steps

1. Make the last two flashcards, pater (father) and caelum (sky, heaven), and shuffle them into the deck: 35 words, deck complete. Run the whole deck once in their honor.
2. Letter the prayer page in your notebook: the two Latin lines in your best Roman capitals, the gloss under each word, and the English of Matthew 6:9 beneath. This page is your teaching text for the evening.
3. Rehearse the teaching: practice saying line one three ways, whole, then word by word with glosses, then whole again. That sandwich is how you will teach it.
4. Write the program card: I. The Pater Noster lesson. II. Three sentences performed (strips). III. The gallery: mosaic, arch photograph, dictionary. IV. One round of the dice race, scored in numerals. V. The Lord's Prayer together, in English.
5. Host the evening: teach the line with the sandwich method until the family can say Pater noster, qui es in caelis with you; perform and translate your three sentences; tour the gallery with one sentence about each piece; run the game; close with the prayer in English.
6. Afterward, write the quarter's last notebook entry: the date, the guests (tria nomina welcome), and one sentence in English about the best moment of the evening.

Tips

- Teach slowly and expect wrong first tries; cheer them. You are the only Latin teacher most of your audience will ever have.
- Let little siblings own one word each (a two-year-old can shout Pater!); a line divided is a line remembered.
- Keep the evening short and warm: five acts, no intermission, dessert after the amen.

Check your work

- ☐ The deck is complete at 35 words, and pater and caelum are in it.
- ☐ My prayer page is lettered with every word glossed.
- ☐ The family can say the first line with me, and I can say both lines alone from memory.
- ☐ All five acts of the program happened, and the quarter's last notebook entry is written.

LATIN NOTEBOOK

1. Letter the prayer page: Pater noster, qui es in caelis, / sanctificetur nomen tuum, with the gloss under each word and the English of Matthew 6:9 beneath.
2. Write the two new words with meanings and one English child each: pater (paternal), caelum (celestial, since caelestis is heavenly).
3. Write the two-pronunciations note in your own words: what the classical chant does with caelis, and what the church singing does.
4. Write the quarter's final reflection: three things your hands made this term, and the Latin word you expect to remember longest, with why.

From history. Dürer's Praying Hands was a study for the Heller Altarpiece, a grand painting finished in 1509 for a church in Frankfurt. In 1729 the altarpiece was destroyed by fire, and the world would have lost the hands with it, except that Dürer's practice drawings had been kept. The finished masterpiece is gone; the homework survives. Let every student who letters a careful notebook page take the hint: good practice-work can outlive palaces.

Example 1. Gloss the first line word by word: *Pater noster, qui es in caelis.*

▼ **Show solution**

1. Pater: father, your new flashcard.
2. Noster: our. Notice the order: Latin says Father our.
3. Qui: who. Es: art (are). In caelis: in the heavens, your word caelum in its Sunday clothes.

Answer: Our Father, who art in the heavens. Word by word: Father / our / who / art / in the heavens.

Example 2. Find the familiar words from this course hiding in the second line: *sanctificetur nomen tuum.*

▼ **Show solution**

1. Nomen is the Unit 2 sight word: name.
2. Sanctificetur carries sanctus, holy, at its front, the root of saint and sanctuary.
3. Tuum means thy, your.

Answer: Nomen (name) you have known since Unit 2, and the long word opens with sanctus, holy: 'may thy name be kept holy,' hallowed be thy name.

Example 3. Say *caelis* both ways and name each pronunciation.

▼ **Show solution**

1. Classical: c is always hard and ae says eye: KYE-lees.
2. Church: c softens before e or i to a ch sound: CHAY-lees.
3. Both are correct; this course chants classically and sings along with the church recordings.

Answer: KYE-lees is the classical pronunciation; CHAY-lees is the church pronunciation heard in the sung videos. Two accents, one language.

PRACTICE

1. **Easy** Give the meanings: pater, caelum, nomen (sight word).

▼ **Show answer**

Father; sky, heaven; name.

2. **Easy** What do the first two words of the prayer mean, and why is the beloved word first?

▼ **Show answer**

Pater noster means 'our Father,' in the order Father-our: Latin often puts the most important word first, so the prayer opens with Father.

3. **Easy** Say the first line from memory and give its English.

▼ **Show answer**

Pater noster, qui es in caelis: Our Father, who art in the heavens.

4. **Medium** Say the second line from memory, give its English, and point out the Latin root for 'holy' inside its long word.

▼ **Show answer**

Sanctificetur nomen tuum: hallowed be thy name (may thy name be kept holy).
The long word opens with sanctus, holy, the root English keeps in saint and sanctuary.

5. **Medium** Give one English child each for pater and caelum, with meanings.

▼ **Show answer**

Pater: paternal (fatherly), or patron, patriot. Caelum: celestial (heavenly), from Latin's caelestis.

6. **Medium** How could a child in Norway and a child in Italy, with no shared home language, pray together in the Middle Ages?

▼ **Show answer**

Both learned the Lord's Prayer in the same Latin words, the Pater Noster; Latin was the church's shared language across all those lands, so the prayer matched word for word.

7. **Hard** You hear a recording sing sahnk-ti-fi-CHEH-toor and your chant says sahnk-ti-fi-KAY-toor. Explain to a younger sibling why both are right, using the word caelis as your second example.

▼ **Show answer**

Latin has two accents: the classical sounds of Caesar's day, where c is always hard (KAY, and caelis is KYE-lees), and the church sounds it was sung with for centuries, where c softens before e and i (CHEH, and caelis is CHAY-lees). They are like two regions pronouncing one language; the words and meanings are identical.

8. **Challenge** The whole quarter hides inside the prayer page. Find one thing on it you learned in each unit: a first-declension look, a gender fact, a verb idea, a sentence idea, and a derivative.

▼ **Show answer**

Examples: Unit 1: caelum is an -um word (its heavens, caeli, even flip irregularly, a story for a later grade). Unit 2: pater is masculine because the person decides, and nomen is the Unit 2 sight word. Unit 3: es carries its doer in its ending, 'you/thou art,' the way amas carries you. Unit 4: Pater noster has the beloved-word-first order, just as your sentences often ended with the verb. Unit 5: sanctus gives English saint and sanctuary, the root method at prayer.

COMMON MISTAKES

- Analyzing the prayer's grammar. This lesson is gloss-and-memory only: sanctificetur is learned as 'hallowed be,' whole, like a gem swallowed uncut. Its machinery belongs to a much later grade.
- Mixing the two accents mid-line, KYE-lees in one breath and CHEH-toor in the next. Chant a line all classical, or sing along all church; pick a lane per performance.
- Teaching the family too fast. One line, sandwich method, many repetitions; the goal is a household that can pray it, not a lecture survived.
- Finishing the deck and shelving it. Thirty-five cards is a treasure; a two-minute flip each week over the summer keeps every one of them warm for Grade 5.

Make it a game · Pater Noster Memory. Write the words of Pater Noster in sections on separate strips. Mix them up, then put them in order. Learn the meaning of pater and caelum and say them in a sentence. Next, recite as many words as you can from memory while the parent follows along with the strips. Try once more and see how much you gain.

Scripture. “After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name.” (Matthew 6:9, KJV)

In the Latin your family will learn from you: Pater noster, qui es in caelis, sanctificetur nomen tuum. The Lord Himself gave these words when His disciples asked how to pray; you are joining the longest class in history, and now you can say its first lesson in the language a thousand years of children said it in.