

Classical Subjects Creatively Taught

SONGSCHOOL LATIN Book 2

Teacher's Edition



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with Dr. Christopher A. Perrin

Song School Latin, Book 2: Teacher's Edition

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Introduction

to the Teacher's Edition

Welcome to *Song School Latin, Book 2!*

In addition to this introduction, we also encourage you to read the introduction to the student edition of *Song School Latin, Book 2*, which is also included in this book.

This teacher's edition (TE) has been designed to help you easily and effectively use *Song School Latin, Book 2 (SSL2)* to teach young students Latin. The TE contains the complete text of the student edition (SE) along with several other important elements, including:

- **Answer Key:** The answer key provides answers to all questions, exercises, puzzles, and activities on the same pages as the SE for easy and quick assessment.
- **Teaching Tips:** Suggestions, guidance, and ideas for how to use the text with students are provided throughout the text.
- **Additional Activities and Practice:** This TE contains over forty pages of additional activities and exercises corresponding to each chapter in the SE. These extra activities can be assigned as supplemental work for older or advanced students, or for enthusiastic learners who simply want more Latin study. See pages 153–199 to review the activities and page 200 and following for the key to the activities. The activities may also be photocopied for use in a class or family.

Target Grade Range of *Song School Latin, Book 2*

Song School Latin, Book 2 has been designed for use by students in grades 2–4 and assumes students have completed *Song School Latin, Book 1 (SSL1)* or another introductory Latin book. This book has also been designed to lead naturally and seamlessly into *Latin for Children, Primer A (LFCA)*. In fact, students who have completed *SSL2* will have already learned sixty Latin words from *LFCA* and the first unit's worth of grammar.

The Teaching Method of *Song School Latin*

Classical Academic Press has designed our *Song School* line of curricula to take advantage of the natural capacity of young children to learn and master language by song as well as by reading, writing, listening, and speaking. The audio CD of songs and chants included with the SE, therefore, is a key means to teaching the course. The songs and chants should be played and sung frequently. *Song School Latin, Book 2* contains at least one song/chant per chapter that teaches Latin vocabulary and some basic grammar in a way that children will enjoy and mimic. For a language to be learned well, it is best to study it regularly in shorter segments of time rather than occasionally in longer segments. We encourage you, therefore, to have students review Latin vocabulary and phrases frequently and to have them play the audio CD around

the house and while traveling in the car. Students will soon be singing these catchy songs throughout the day—even when you might want them to stop!

Additional Resources

Classical Academic Press will be making available several resources that supplement the *SSL2* SE and TE. Please review and consider using the following:

- **HeadventureLand.com:** This is a free student-support website designed to help students review their Latin in fun ways. For instance, on the site, students can practice their Latin vocabulary using an online game called Latin FlashDash. The game provides a chapter-by-chapter review of *SSL2* vocabulary, and students can compete for monthly high scores with other students from around the world. We highly recommend this site as another means of mastering Latin vocabulary.
- **Latin Monkey Match Vocabulary Cards:** These cards, which contain all of the vocabulary from *SSL2*, play like the Memory Game, in which students seek to match one Latin card with its English twin. The cards can also be used as typical vocabulary flash cards. You may see a sample of these cards on the product page for *Song School Latin, Book 2* at ClassicalAcademicPress.com.
- **Latin Pronunciation Files:** While the *SSL2* audio CD teaches Latin pronunciation well, it is also helpful for students (and teachers) to hear each word pronounced. To download mp3 files of all of the vocabulary being pronounced, visit the *Song School Latin, Book 2* product page at ClassicalAcademicPress.com. You may download a file that features either the classical or ecclesiastical pronunciation.
- **Ask the Magister:** Parents and teachers may ask questions about this text and seek guidance from other Latin teachers by clicking on the “Ask the Magister” link at ClassicalAcademicPress.com.

Other Song School Products from Classical Academic Press

If your students enjoy *Song School Latin, Book 2*, we encourage you also to review our other Song School curricula, including *Song School Latin, Book 1*, *Song School Greek*, and *Song School Spanish*.

A Suggested Schedule for Teaching *Song School Latin, Book 2*

Song School Latin, Book 2 was designed to be flexible and easy to teach in various settings. It can be taught once a week in a gathered class (for about forty-five to sixty minutes) with students doing some workbook activities at home (with parental guidance) and listening to the audio CD songs/chants until the next class period. However, our suggested method consists of more frequent study in shorter time segments. Therefore, we generally recommend a three- to four-day rhythm with the student doing some of the workbook exercises and singing/chanting along with the audio CD during each session. Each of these sessions should take only ten to twenty minutes. We also recom-



mend that students play the audio CD around the home, in the classroom, and in the car, which will aid them in learning much even without the workbook.

What follows is generic, three-day (or three-session) schedule that teachers and parents should be able to easily adapt to other rhythms and patterns.

Day One: Have students study the first page and read out loud all the new Latin words/phrases for the week. For proper pronunciation, students should listen to the audio file of the Latin words/phrases being spoken, in either the classical or ecclesiastical pronunciation. These files can be downloaded from the *Song School Latin, Book 2* page of ClassicalAcademicPress.com. Then students should listen to the chapter song(s)/chant(s) on the audio CD. The songs/chants will help them to remember the words and pronounce them correctly.

Day Two: Have students review the chapter's Latin words/phrases once more and practice speaking them, both by reading them out loud and by speaking them from memory. Have students practice speaking the words to another student or to you or a parent. Next, students should sing/chant along with the CD and also see if they can sing/chant from memory. Students should then read the chapter lesson in the book and do any exercises that follow it, being sure to stop when they reach the Show What You Know section—they'll do that section during the third lesson. End the lesson by having students recite from memory all the Latin words/phrases in the chapter and having them sing/chant the song(s)/chant(s) from memory, too.

Day Three: Have the students, from memory, say out loud all of the chapter's Latin words/phrases. Next they should sing/chant the song(s)/chant(s) from memory and then sing/chant along with the audio CD a couple of times. It is also a good idea to have them review the songs/chants from past chapters, an activity students should find enjoyable. Finally, have students do the Show What You Know section and finish the chapter.

More About *Song School Latin, Book 2*

Scores of customers using *Song School Latin, Book 1* have asked us to produce this book for two main reasons: 1) many students who completed the first book were younger students not yet ready for a Latin grammar (such as our *Latin for Children, Primer A*); 2) students, parents, and teachers simply loved *SSL1* and wanted more.

We have created *SSL2*, therefore, to continue the *Song School Latin* adventure and to fully prepare students for the study of reading and translating Latin. For students up to the third or fourth grade level it is an ideal preparation for the Latin for Children series.

In addition to preparing students for reading and translating Latin, *SSL2* has the following central goals:

- to impart a love and taste for the Latin language that will inspire students to future study
- to impart a mastery of over 150 high-frequency Latin words
- to gently introduce basic grammatical concepts



Using the Audio CD with the Book

As you know by now, the Song School books are more than just books—they are a uniquely integrated approach to learning that combines text with music to create an engaging learning experience for young students. The songs help impart mastery of vocabulary and some grammar, as well as making the learning process delightful to students who naturally love to sing and sing again. The audio CD should be used generously, even outside of class. Each content chapter features at least one song/chant that will help students master their Latin vocabulary. To facilitate the students' learning and memorization of the songs/chants, the audio CD should be played in conjunction with the chapter-by-chapter study through the book. The songs can be played before or after (or both) study to engage the chapter lesson. The audio CD can also be used to further impart vocabulary mastery outside of the class by playing it in the car, around the house, or on an mp3 player.

The Scope of Learning in *Song School Latin, Book 2*

Song School Latin, Book 2 picks up where *SSL1* left off. Much of the *SSL1* vocabulary is reviewed in *SSL2*, but then 175 new vocabulary words are introduced and students also learn a few new forms and a bit of grammar.

The grammar covered in *SSL2* includes:

- **Three Verb Tenses:** Students learn about the present, imperfect (past), and future tenses. The tense endings are taught and simple Latin sentences using verbs are studied.
- **Two Noun Declensions:** Students are introduced to the first and second declension noun endings.
- **Introduction to the Idea of Cases and Noun Jobs:** We present all five case endings for memorization, but only gently introduce the function or job performed by the nominative and accusative cases.
- **Subject-Verb Agreement:** We show students by means of chapter lessons and sample sentences how singular subject nouns require singular forms of the verb and how plural subject nouns require plural forms of the verb.
- **Adjective-Noun Agreement:** We introduce the concept that adjectives must “match” the nouns they describe in number and case. We also let students know that nouns and adjectives have gender, but leave the study of this for later learning.
- **Use of Linking Verbs:** By means of chapter lessons and sample sentences we teach students the forms of the being/linking verb **sum** in the imperfect, present, and future tenses and show students how linking verbs function in simple Latin sentences.

Conventions/Methods

Song School Latin, Book 2 makes use of an engaging pedagogy blending singing, chanting, regular review and repetition, weekly exercises and assessment, and a grammatical approach that seeks to show, study, and replicate. Note the following key pedagogical tools:

- **Songs, Chants, and Memorization:** Committing forms and vocabulary to deep memory is accomplished by means of singing, chanting, and regular review.
- **General Use of the Nominative Case:** In this book, the sample sentences and diglot weaves (stories in Latin and English) will almost always feature the nominative forms of nouns. Exceptions to this will be a few sample sentences in which we list a noun functioning as a direct object in the accusative case. In these instances we note the new noun ending and alert students that these endings will be explained later in their Latin study. This means that in the diglot stories you will sometimes see some Latin nouns recorded in the nominative case, even when you would expect them in the accusative case. We have done this to avoid confusing students with different case endings before they have learned how they function, and because the main purpose of the Latin in the stories is to teach vocabulary, not case function.
- **Diglot Weaves:** We present a few diglot weaves in the book to reinforce Latin vocabulary learning and to create some delightful learning activities. As noted above, the nominative case for nouns will be featured in these stories.
- **Sample Sentences:** Throughout the book we present sample sentences in Latin with their English translations. We think it is important to begin to show students how Latin works without at first also requiring them to translate the Latin. By showing students a variety of Latin sentences in translation, Latin sentence patterns will become familiar and then translation skills will follow more easily.
- **Light Translation:** After studying sample sentences, students will gradually be asked to do some of their own translation, modeled after the sentences they have studied. These translation exercises will be gentle and light, appropriate for new Latin learners. Translation exercises increase slowly throughout the book, but translation as a skill will pick up significantly in a more advanced book such as *Latin for Children, Primer A*.
- **Using Vocabulary from *Song School Latin, Book 1*:** As noted previously, much of the vocabulary from *SSL1* will be reviewed and used in this book. This will help students retain and master vocabulary from previous study and prepare them well for future study in the *Latin for Children* curriculum. All of the vocabulary for both books is included in the alphabetical glossary at the end of the book.
- **Various Exercises:** Each chapter will feature various exercises that reinforce the learning of vocabulary, forms, and basic grammar in the book. These exercises are varied to maintain student interest and engagement.



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CD Track Information

Track Number & Name	Chapter	Page	Time	Track Number & Name	Chapter	Page	Time
1 When You Wake Up in the Mornin'	1	7	1:28	31 When You Wake Up in the Mornin'	1	7	1:28
2 Days of the Week Song	2	11	1:26	32 Days of the Week Song	2	11	1:26
3 Months of the Year, Part I	3	15	1:06	33 Months of the Year, Part I	3	15	1:06
4 Months of the Year, Parts I & II	4	21	1:34	34 Months of the Year, Parts I & II	4	21	1:34
5 O-S-T Song, Parts I & II	3, 4	16, 22	1:16	35 O-S-T Song, Parts I & II	3, 4	16, 22	1:16
6 Numbers Chant, Part I	5	28	2:02	36 Numbers Chant, Part I	5	28	2:02
7 Numbers Chant, Parts I & II	6	36	2:09	37 Numbers Chant, Parts I & II	6	36	2:09
8 Decem Little Romans	6	37	0:51	38 Decem Little Romans	6	37	0:51
9 The Working Song	8	54	1:51	39 The Working Song	8	54	1:51
10 Speaking and Writing Song	9	61	1:14	40 Speaking and Writing Song	9	61	1:14
11 Walk and Ride Song	10	68	2:00	41 Walk and Ride Song	10	68	2:00
12 The Subjects Song	11	74	2:09	42 The Subjects Song	11	74	2:09
13 Celebratio Song	12	81	1:42	43 Celebratio Song	12	81	1:42
14 Rex and Regina Song	14	101	1:00	44 Rex and Regina Song	14	101	1:00
15 The Mighty Miles Song	15	106	0:54	45 The Mighty Miles Song	15	106	0:54
16 Porto-Amo Song	16	111	1:25	46 Porto-Amo Song	16	111	1:25
17 Bonus Chant: Being Chant	16	112	0:49	47 Bonus Chant: Being Chant	16	112	0:49
18 Cito-Lente Song	17	117	1:08	48 Cito-Lente Song	17	117	1:08
19 Forte Song	18	122	1:08	49 Forte Song	18	122	1:08
20 The Negotium Song, Part I	20	138	0:59	50 The Negotium Song, Part I	20	138	0:59
21 The Negotium Song, Part II	21	146	0:59	51 The Negotium Song, Part II	21	146	0:59
22 The Shoe Song	22	152	1:14	52 The Shoe Song	22	152	1:14
23 Visiting Song	23	159	1:14	53 Visiting Song	23	159	1:14
24 Grow My Virtus	24	166	1:15	54 Grow My Virtus	24	166	1:15
25 Bonus Chant: First Declension Endings Chant	24	167	0:49	55 Bonus Chant: First Declension Endings Chant	24	167	0:49
26 Bedtime Song	26	189	2:08	56 Bedtime Song	26	189	2:08
27 Grand Old Father Time	27	196	1:49	57 Grand Old Father Time	27	196	1:49
28 The Colores Song	28	204	2:05	58 The Colores Song	28	204	2:05
29 Mr. King Folium	29	210	1:41	59 Mr. King Folium	29	210	1:41
30 Adjectives Chant	30	218	0:54	60 Adjectives Chant	30	218	0:54

Pronunciation Guide

There are twenty-four letters in the Latin alphabet—there is no *j* or *w*. Although the letters *k*, *y*, and *z* are included in the Latin alphabet, they are used very rarely. Latin vowels are the same as English vowels: *a*, *e*, *i*, *o*, and *u*. Letters in Latin are never silent.

Classical or Ecclesiastical Pronunciation?

There are two systems of pronunciation in Latin—classical and ecclesiastical. Both “dialects” are really quite similar, so ultimately the decision is not a significant one. The classical dialect attempts to follow the way the Romans spoke Latin (an older dialect) while the ecclesiastical dialect follows the way Latin pronunciation evolved within the Christian Church during the Middle Ages, particularly within the Roman Catholic Church.

The main difference between the two dialects is the way **c/ch** and **v** are pronounced. The classical dialect pronounces **c/ch** as an English *k*, whereas the ecclesiastical pronounces it (Italian style) as an English *ch* (as in *check*). The ecclesiastical pronounces **v** as the English *v* (as in *victory*) whereas the classical pronounces it as an English *w*. In the ecclesiastical dialect a **j** occasionally appears in place of an **i** and the **t** has a special pronunciation (when followed by an *i* and another vowel), like **ts** as in *cats*.

So, take your pick and stick with it! Either choice is a good one. Our audio CDs and DVDs contain both pronunciations.

Classical Pronunciation

Latin Consonants: In the classical pronunciation, consonants are pronounced the same as they are in English with the following exceptions.

Letter	Pronunciation	Example	Sound
b	before s or t like English <i>p</i>	urbs: city	<i>urps</i>
c/ch	always hard like English <i>k</i>	cantō: I sing	<i>kahn-tōb</i>
g	always hard like English <i>goat</i>	gaudium: joy	<i>gow-diyum</i>
gn	in the middle of the word like English <i>ngn</i> in <i>hangnail</i>	magnus: big	<i>mang-nus</i>
i	before a vowel it is a consonant like the English <i>y</i>	iaceō: I lie down	<i>yah-keh-ob</i>
r	should be rolled as in Spanish or Italian	rēgina: queen	<i>ray-geen-ab</i>
s	always like the <i>s</i> in the English <i>sing</i>	servus: servant	<i>ser-vus</i>
v	always as an English <i>w</i>	vallum: wall	<i>wa-luhm</i>

Diphthongs: Diphthongs are two vowels with a single sound.

ae	au	ei	oe	ui
as in <i>eye</i>	as in <i>out</i>	as in <i>stray</i>	as in <i>coil</i>	not a diphthong; pronounced <i>oo-ee</i>

1

Latin Short and Long Vowels: Vowels can be short or long in Latin. When they are long, they have a little dash called a macron placed over them. Long vowels take about twice as long to say as short ones. In this book we don't display macrons, but they are often displayed in Latin grammar textbooks.

Short Vowels			Long Vowels		
LETTER	EXAMPLE	SOUND	LETTER	EXAMPLE	SOUND
a in <i>Dinah</i>	casa: house	<i>ka-sa</i>	ā in <i>father</i>	stāre: to stand	<i>stab-reh</i>
e in <i>pet</i>	deus: god	<i>deb-us</i>	ē in <i>they</i>	vidēre: to see	<i>wi-dey-reh</i>
i in <i>pit</i>	silva: forest	<i>sil-wah</i>	ī in <i>machine</i>	īre: to go	<i>ee-reh</i>
o in <i>pot</i>	bonus: good	<i>bab-nus</i>	ō in <i>hose</i>	errō: I wander	<i>e-rob</i>
u in <i>put</i>	cum: with	<i>kum</i>	ū in <i>rude</i>	lūdus: school	<i>loo-dubs</i>

Ecclesiastical Pronunciation

There is no *w* in the ecclesiastical pronunciation of Latin. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent.

Latin Consonants: In the ecclesiastical pronunciation, consonants are pronounced the same as they are in English with the following exceptions. The pronunciations specific to the ecclesiastical pronunciation have been shaded.

Letter	Pronunciation	Example	Sound
b	before s or t like English <i>p</i>	urbs: city	<i>urps</i>
c	before e , i , ae , oe , and y always like English <i>ch</i>	cēna: food	<i>chey-nah</i>
c	before other letters, hard <i>c</i> like English <i>cap</i>	cantō: I sing	<i>kahn-tōb</i>
g	soft before e , i , ae , and oe like English <i>germ</i>	magistra: teacher	<i>mah-jee-stra</i>
g	before other letters, hard like English <i>goat</i>	gaudium: joy	<i>gow-diyum</i>
gn	in the middle of the word like English <i>ngn</i> in <i>hangnail</i>	magnus: big	<i>mang-nus</i>
j	like the English <i>y</i> in <i>yes</i>	jaceō: I lie down	<i>yah-keh-ob</i>
r	should be rolled as in Spanish or Italian	rēgina: queen	<i>ray-geen-ab</i>
s	always like the <i>s</i> in the English <i>sing</i>	servus: servant	<i>ser-vus</i>
t	when followed by i and a vowel, like <i>tsee</i>	silentium: silence	<i>see-len-tsee-um</i>
v	always as an English <i>v</i>	vallum: wall	<i>va-luhm</i>

Diphthongs: Diphthongs are pronounced the same in both classical and ecclesiastical pronunciations. See the chart on the previous page for the pronunciations.

Latin Short and Long Vowels: The ecclesiastical short and long vowels are pronounced the same way as in the classical pronunciation. See the table on the preceding page for the pronunciations.

Introduction

Welcome to “Song School,” a place for you and your students to enjoy acquiring Latin vocabulary and start learning the basics of Latin grammar. This book is designed to lay the foundation of a strong vocabulary in Latin, taking advantage of young children’s incredible capacity for memorization and the fun they can have singing and chanting. Through songs and chants, games, and simple workbook activities, students will learn 175 new vocabulary words as well as some basic Latin grammar.

Song School Latin, Book 2 (SSL2) has been designed for use by students in grades 2–4 and assumes students have completed *Song School Latin, Book 1 (SSL1)* or another introductory Latin book. This book has also been designed to lead naturally and seamlessly into *Latin for Children, Primer A (LFCA)*. In fact, students who have completed *SSL2* will have already learned seventy-five Latin words from *LFCA* and the first unit’s worth of grammar.

Schedule and Pacing

Song School Latin, Book 2 is designed for your class to cover one chapter a week, completing thirty-two chapters during a September-to-May school year. Most chapters contain a small review of words from *SSL1*. Review chapters are built in every few weeks to help students master the content before moving on. Memorizing the songs/chants works well as part of a daily classroom routine, and students should be encouraged to listen to the CD in the car and at home. The workbook pages can be completed in one class period (for Latin teachers who see their classes once a week for a full school period) or with ten to fifteen minutes per day, spread over the school week.

Chapter Lessons and Grammar

A secondary goal of this text is to open children’s eyes gently to the process of language learning. The chapter lessons address some of the frustrations students have when they first begin studying a language—for example, dismay at encountering a phrase in Latin that has fewer words than its English translation. Many students are surprised to find that foreign languages have different rules than English does—some are even surprised to find that language has rules at all. Our hope is that your students will find these new rules exotic and intriguing, rather than an obstacle to surmount.

To create this level of comfort and interest in studying grammar, the few “rules” that we teach are presented gently and with examples and frequent review. We’ve chosen to focus on three verb tenses, noun-verb agreement, and noun-adjective agreement. We introduce and teach the nominative case (singular and plural), and briefly touch on the accusative case and noun genders. Students will also learn how being (linking) verbs function in Latin. Students will memorize case and verb endings, some of which will be used later in their next year of Latin study.

3

A Note About Code Switching

Code switching is the linguistic term for changing languages mid-speech. In recent years, code switching has been discouraged in the language classroom, where teachers aim for a “full immersion” situation, and ask their students not to speak their native language. At Classical Academic Press, we believe in using a child’s native language as a scaffold to facilitate a more rapid acquisition of grammar concepts and vocabulary.

There is a significant amount of research on the phenomenon of code switching, establishing it as a common, and “natural,” occurrence in bilingual communities. In the songs/chants and exercises in this book, we have attempted to respect the patterns of native Latin in the code switching as much as possible.

We hope you and your students have a great experience with *Song School Latin, Book 2*. Feel free to contact us at info@ClassicalAcademicPress.com with any questions about the text or the audio CD.

Additional Resources

Classical Academic Press has designed several resources that supplement the student edition (SE) of this book. The teacher’s edition (TE) provides all the answers to exercises as well as teaching tips and more than forty pages of additional activities and exercises corresponding to each chapter in the SE. These activities are ideal for advanced students or enthusiastic learners who simply want more Latin study. In addition, we will be making available the following:

- **HeadventureLand.com:** This is a free student-support website designed to help students review their Latin in fun ways. For instance, on the site, students can practice their Latin vocabulary using an online game called Latin FlashDash. The game provides a chapter-by-chapter review of *SSL2* vocabulary, and students can compete for monthly high scores with other students from around the world. We highly recommend this site as another means of mastering Latin vocabulary.
- **Latin Monkey Match Vocabulary Cards:** These cards, which contain all of the vocabulary from *SSL2*, play like the Memory Game, in which students seek to match one Latin card with its English twin. The cards can also be used as typical vocabulary flash cards. You may see a sample of these cards on the product page for *Song School Latin, Book 2* at ClassicalAcademicPress.com.
- **Latin Pronunciation Files:** While the *SSL2* audio CD teaches Latin pronunciation well, it is also helpful for students (and teachers) to hear each word pronounced. To download mp3 files of all of the vocabulary being pronounced (in either the classical or ecclesiastical pronunciation), visit the *Song School Latin, Book 2* product page at ClassicalAcademicPress.com.
- **Ask the Magister:** Parents and teachers may ask questions about this text and seek guidance from other Latin teachers by clicking on the “Ask the Magister” link at ClassicalAcademicPress.com.

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Introduction

Other Song School Products from Classical Academic Press

If your students enjoy *Song School Latin, Book 2*, we encourage you also to review our other Song School curricula, including *Song School Latin, Book 1*; *Song School Greek*; and *Song School Spanish*.

A Suggested Schedule for Teaching *Song School Latin, Book 2*

Song School Latin, Book 2 was designed to be flexible and easy to teach in various settings. It can be taught once a week in a gathered class (for about forty-five to sixty minutes) with students doing some workbook activities at home (with parental guidance) and listening to the audio CD songs/chants until the next class period. However, our suggested method consists of more frequent study in shorter time segments. Therefore, we generally recommend a three- to four-day rhythm with the student doing some of the workbook exercises and singing/chanting along with the audio CD during each session. Each of these sessions should take only ten to twenty minutes. We also recommend that students play the audio CD around the home, in the classroom, and in the car, which will aid them in learning much even without the workbook.

What follows is a generic, three-day (or three-session) schedule that teachers and parents should be able to easily adapt to other rhythms and patterns.

Day One: Have students study the first page and read out loud all the new Latin words/phrases for the week. For proper pronunciation, students should listen to the audio file of the Latin words/phrases being spoken (in either the classical or ecclesiastical pronunciation). These files can be downloaded from the *Song School Latin, Book 2* page of ClassicalAcademicPress.com. Then students should listen to the chapter song(s)/chant(s) on the audio CD. The songs/chants will help them to remember the words and pronounce them correctly.

Day Two: Have students review the chapter's Latin words/phrases once more and practice speaking them, both by reading them out loud and by speaking them from memory. Have students practice speaking the words to another student or to you or a parent. Next, students should sing/chant along with the CD and also see if they can sing/chant from memory. Students should then read the chapter lesson in the book and do any exercises that follow it, being sure to stop when they reach the Show What You Know section—they'll do that section during the third lesson. End the lesson by having students recite from memory all the Latin words/phrases in the chapter and having them sing/chant the song(s)/chant(s) from memory, too.

Day Three: Have the students, from memory, say out loud all of the chapter's Latin words/phrases. Next they should sing/chant the song(s)/chant(s) from memory and then sing/chant along with the audio CD a couple of times. It is also a good idea to have them review the songs/chants from past chapters, an activity students should find enjoyable. Finally, have students do the Show What You Know section and finish the chapter.

Introduction

Phrases to Learn

1. **Qui dies est?** What day is it?
2. **Hodie est _____.** Today is _____.

Review Words

1. **salve** hello
2. **vale** good-bye
3. **discipuli** students
4. **magister** male teacher
- magistra** female teacher

Chapter Song

When You Wake Up in the Mornin' [Track 1(C)/31(E)]

When you wake up in the mornin'
and you don't know the day,
Qui dies est? is the way to say:
What's the day?
What's the day?

When you wake up in the mornin'
and you're in the know,
Hodie est is the way to show:
It's today,
It's today,
It's today!



Famous Saying

Acta non verba = Actions, not words!

Sometimes we need to stop talking and just do our work! Words are important too, though, and in this chapter we are looking at words *and* actions.

Chapter Lesson

Jumping, eating, talking, running, splashing, yelling, washing, breathing . . . how are all these words alike? These are all things you can *do*; they are action words. Do you remember the name for words that show action? They are called *verbs*. There is a verb to name any action that you can do. What verbs can you think of? Don't get confused by other types of words, such as nouns. (Remember, a noun usually names a person, place, or thing.) If you want to know if a word is an action verb, try to picture someone "doing" that word. Can you picture a person toe-ing? No! Can you picture a person singing? Yes. Think of as many action words as you can and test them out by trying to picture a person doing them.

Grow Your English

The Latin word **dies** gives us many English words relating to days. What do you call a little book in which you might write down what happens each *day*? A *diary*! Something that happens every day is a *diurnal* event. You would also say that an animal that sleeps at night and is active in the daytime is diurnal. This is the opposite of nocturnal, which means happening, or being active, at night. Are you a diurnal or nocturnal creature?

Practice Your Latin

I. Practice writing your new Latin phrases by tracing the dots.

Qui dies est?
Hodie est _____



Enjoy fun, free practice at
www.HeadventureLand.com!

II. **Time to Talk!** Practice asking people what day it is in Latin and giving the answer starting with the correct Latin phrase. Be sure to use the greetings in the Review Words section of this chapter as well as your new Latin phrases. Soon you will learn the days of the week in Latin, too, so you will be able to give the answer completely in Latin.

III. Simeon is confused. Help him figure out the best way to get from **Qui dies est?** to **Hodie est.** When he gets out of the maze, write a message telling him what day of the week it is, starting with the correct Latin phrase and ending with the day of the week in English.

Qui dies est?

Hodie est ...

Answers will vary, but should begin with "Hodie est."

IV. Circle the best answer.

- Which phrase means "What day is it?"
 a. **Qui hodie?** b. **Hodie est?** c. **Qui dies est?** d. Carpe diem?
- Which phrase means "today is?"
 a. qui est dies b. **hodie est** c. hodie qui d. hodie dies

Show What You Know

I. Write "What day is it?" in Latin. Qui dies est?

II. Write "today is" in Latin. hodie est

III. What is the name for an action word? verb

IV. Circle the action words in this list (remember to try to picture someone doing each word).

- | | | |
|----------------------|---------------------------|------------------------|
| 1. book [◊] | 8. write | 15. peanut butter |
| 2. sit | 9. sleep | 16. tickle |
| 3. car | 10. shoot | 17. drive |
| 4. bird | 11. table | 18. teddy bear |
| 5. hold | 12. whistle ^{◊◊} | 19. cake [◊] |
| 6. sing | 13. marshmallow | 20. jump ^{◊◊} |
| 7. computer | 14. sandal | |

◊ Students will likely gravitate toward the noun meanings of the words marked with ◊, but in case there's confusion, you may need to point out that the indicated words can be both nouns and verbs.

◊◊ These words can also be nouns as well as verbs.

Words/Phrases to Learn

- 1. **Dies Solis** Sunday
- 2. **Dies Lunae** Monday
- 3. **Dies Martis** Tuesday
- 4. **Dies Mercurii** Wednesday
- 5. **Dies Iovis** Thursday
- 6. **Dies Veneris** Friday
- 7. **Dies Saturni** Saturday

Review Phrases

- 1. **Quid est tuum praenomen?** What is your name?
- 2. **Meum praenomen est . . .** My name is . . .

Chapter Song

Days of the Week Song [Track 2(C)/32(E)]

- Sunday **Solis**
- Monday **Lunae**
- Tuesday **Martis**
- Wednesday **Mercurii**
- Thursday **Iovis**
- Friday **Veneris**
- Saturday **Saturni**



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◊ You may enjoy incorporating **carpe diem** as a common phrase in your classroom to remind students that they should be working hard and making the most of their time, whether it is by listening, studying, doing extracurricular activities, or interacting with their peers. You may open a discussion by asking students to think about the opportunities that come across their paths daily to learn, do good things for others, and enjoy life. Build on their responses if you would like to take the discussion further or remind them at later times to **carpe diem** in their own unique worlds.

Famous Saying

Carpe diem = Seize the day!

This is a very famous quote by Horace, a Roman poet. We think that he was saying to take the opportunities that come and make the most of each day. You might often hear this saying changed, with another word after **carpe**, telling people to seize something else. For example, **Carpe noctem!** which means “Seize the night!” Here are some other fun variations: **Carpe crustulum!** (Seize the cookie!) or **Carpe canem!** (Seize the dog!) How can you **Carpe diem!** today?◊

Chapter Lesson

Do you remember the name for action words? Yes, action words are called verbs! Latin verbs have all kinds of special endings that are kind of like codes. The endings give us more information about the action, such as who is doing it and when it is being done. In this chapter, you will start learning some of these verb endings, and in the next chapter you will learn what they mean. These endings are fun to chant. Here they are: ◊◊

O-S-T Chant	
-o	-mus
-s	-tis
-t	-nt

◊◊ The o-s-t chant is fun to chant with two quick claps between the singular (-o, -s, -t) and plural (-mus, -tis, -nt) endings. (Think “Mexican Hat Dance.”)

Grow Your English

If you listen carefully, you can hear one of the English weekday names in one of the Latin weekday names. Can you figure out which one? Saturday sounds almost like “saturday” or **dies saturni**. Do you remember what **sol** and **luna** mean? Sun and moon! So, the week starts with the Day of the Sun (**dies solis**) and is followed by the Day of the Moon (**dies lunae**)—Sunday and Moonday (Monday).

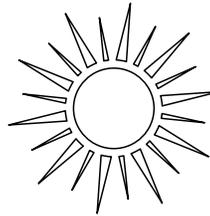
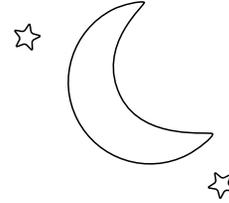
Practice Your Latin

I. Practice writing the days of the week by tracing the dots.

Dies Solis Dies Lunae
 Dies Martis Dies Mercurii
 Dies Iovis Dies Veneris
 Dies Saturni

II. Circle the best answer.

- Which day is right in the middle of the week?
 a. **Dies Saturni** b. **Dies Lunae** c. **Dies Mercurii**
- What day starts your school week?
 a. **Dies Lunae** b. **Dies Iovis** c. **Dies Veneris**
- On which of these days do you not go to school?
 a. **Dies Mercurii** b. **Dies Saturni** c. **Dies Martis**
- What is the very first day of the week?
 a. **Dies Solis** b. **Dies Iovis** c. **Dies Veneris**
- Which day comes next after **Dies Iovis**?
 a. **Dies Saturni** b. **Dies Solis** c. **Dies Veneris**



Chapter 2: Days of the Week

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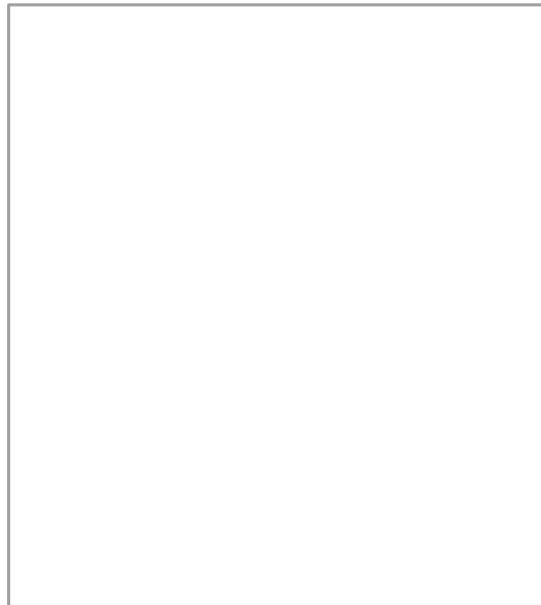
III. What is your favorite day of the week? **Dies** _____ **Answers will vary.**

IV. In the box provided, draw a picture showing what you like best about your favorite day of the week!

Show What You Know

Draw lines connecting the days of the week in Latin to the English days of the week.

- | | | |
|--------------|-------|----------------------|
| 1. Sunday | _____ | Dies Mercurii |
| 2. Monday | _____ | Dies Saturni |
| 3. Tuesday | _____ | Dies Martis |
| 4. Wednesday | _____ | Dies Veneris |
| 5. Thursday | _____ | Dies Solis |
| 6. Friday | _____ | Dies Lunae |
| 7. Saturday | _____ | Dies Iovis |



Words/Phrases to Learn

- | | |
|--------------------------------|---------------------|
| 1. Qui mensis est? | What month is it? |
| 2. Hic mensis est . . . | This month is . . . |
| 3. Ianuarius | January |
| 4. Februarius | February |
| 5. Martius | March |
| 6. Aprilis | April |

Review Words

- | | |
|--------------------|--------|
| 1. hiems | winter |
| 2. ver | spring |
| 3. autumnus | fall |
| 4. aestas | summer |

Chapter Song

Months of the Year, Part I [Track 3(C)/33(E)]

Ianuarius comes first in the year,
Februarius brings us coats to wear.
Martius marches into town,
Aprilis brings the showers down. (x2)*
 The first four months of the year!

*That number at the end of the verse is there to tell you how many times you should sing the verse.



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Famous Saying

Per mensem = monthly, every month, or by the month

Someday, when you have a job, you may be paid **per mensem**, but more likely you will be paid by the week or every two weeks. You might get a **per mensem** allowance right now, and you might turn your calendar page **per mensem**. If **per mensem** means “monthly,” what do you think **per diem** means?◊

◊ **Per diem** means “per day.” Sometimes it refers to a set expense allowance per day or to the way a contract is set up, but essentially it means “per day.”

Chapter Lesson

It’s time to learn the meanings of the verb endings you learned last week! In this chapter, you will learn the meanings of the first three of the endings. These are the singular endings. You’ll learn the plural endings in the next chapter. (Do you remember what singular and plural mean? Singular means “only one.” Plural means “more than one.”) These verb endings tell you *who* is doing the action. To the right is the first half of the **o-s-t** chant with the meanings:

To help you remember these meanings, you can chant them like this:

- o means *I*
- s means *you*
- t means *he/she/it*

Or you can *sing* them, like this!

O-S-T Song, Part I [Track 5(C)/35(E)]

- O, -o, -o means *I*
 - S means only *you*
 - T means *he, she, or it*
- Three more and then we’re through.

O-S-T Chant: Singular

First Person ◊◊	-o	I
Second Person	-s	you
Third Person	-t	he/she/it

◊◊ Students will learn about person later in this book, but it’s a good idea to get them used to the terminology as they’re learning the chant.

Grow Your English

In many schools and most colleges, the year is divided up into two *semesters*. Can you see the Latin word for “month” in that word? The word “semester” actually comes from two Latin words: the word for *month* (**mensis**) and the word for the number six (**sex**). Most semesters aren’t actually six months long any more, but that is the original meaning of the word (“six months”).

Practice Your Latin

I. Trace the dots to practice writing the months of the year and the questions that go with them.

Qui mensis est?
 Hic mensis est...
 Ianuarius Februarius
 Martius Aprilis

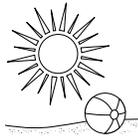
II. Circle the best answer.

- What is the third month of the year?
 a. Februarius b. Aprilis **c. Martius** d. Ianuarius
- In what month is Valentine's Day?
 a. Martius **b. Februarius** c. Ianuarius d. Aprilis
- What is the first month of the year?
 a. Aprilis **b. Ianuarius** c. Martius d. Februarius
- Which of these months do you think would be the warmest? ◊◊◊
 a. Ianuarius b. Martius c. Februarius **d. Aprilis**

◊◊◊ Answers to the indicated exercises may vary depending on your local climate. Give guidance, feedback, and/or instructions appropriate to your local climate.

III. Circle the best picture for each month and then color it. ◊◊◊◊

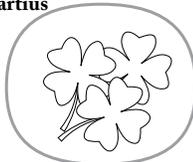
1. Ianuarius



2. Februarius



3. Martius



4. Aprilis



◊◊◊◊ Answers to the indicated exercises may vary depending on your local climate. Give guidance, feedback, and/or instructions appropriate to your local climate.

IV. **Time to talk!** Take turns with your classmates asking and answering the month questions. In the next chapter, you'll learn the remaining month names, but until then, you may have to pretend it's January, February, March, or April. After the next chapter you will be able to answer correctly anytime!

Show What You Know

I. Draw lines to match the Latin month name to the correct English month name.

- | | |
|-------------|------------|
| 1. January | Aprilis |
| 2. February | Martius |
| 3. March | Ianuarius |
| 4. April | Februarius |

II. Circle the best answer.

1. Which Latin phrase means "What month is it?"

a. **Qui mensis est?**

b. Hic mensis est?

c. Hic mensis qui?

2. Which Latin phrase means "This month is"?

a. Qui mensis est

b. **Hic mensis est**

c. Hic mensis qui

3. Draw lines to match the endings in the **o-s-t** chant to their meanings.

- | | |
|-------|-----------|
| a. -o | you |
| b. -s | he/she/it |
| c. -t | I |

Chapter 4

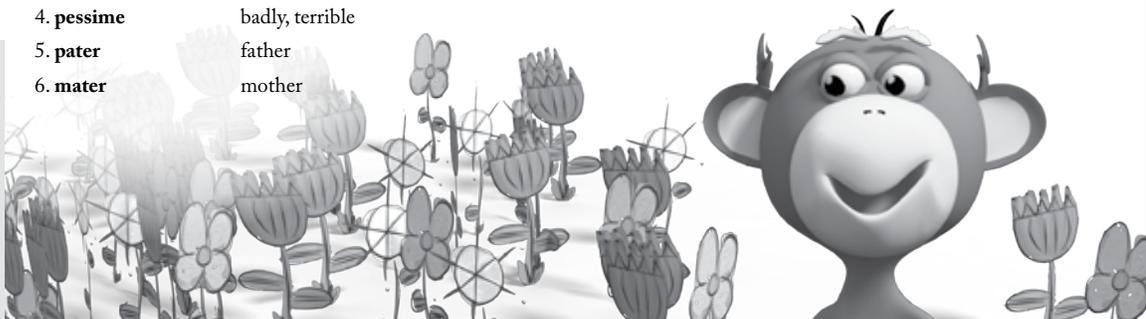
More Months of the Year

Words to Learn

- | | |
|---------------------|-----------|
| 1. Maius | May |
| 2. Iunius | June |
| 3. Iulius | July |
| 4. Augustus | August |
| 5. September | September |
| 6. October | October |
| 7. November | November |
| 8. December | December |

Review Words/Phrases

- | | |
|----------------------|-----------------|
| 1. Quid agis? | How are you? |
| 2. bene | well, fine |
| 3. optime | best |
| 4. pessime | badly, terrible |
| 5. pater | father |
| 6. mater | mother |



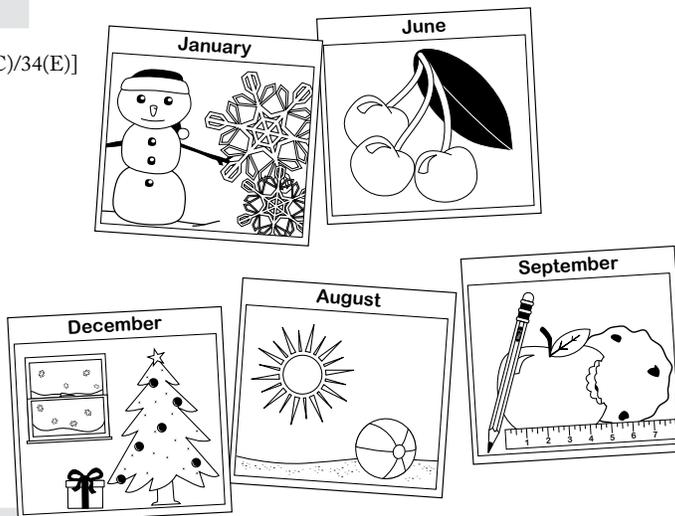
Chapter Song

Months of the Year, Parts I & II [Track 4(C)/34(E)]

Ianuarius comes first in the year,
Februarius brings us coats to wear.
Martius marches into town,
Aprilis brings the showers down.
 The first four months of the year!

Maius blooms in flowers and berries,
Iunius loves the bright red cherries,
Iulius starts with a bang and a flash,
Augustus—off to the beach we dash.
 The next four months of the year.

September—lots of cookies to bake,
October scatters leaves to rake,
November—off to Grandma's we go,
December shovels white, white snow.
 The last four months of the year.



Famous Saying

Ad idem = of the same mind

What do you think it means to be “of the same mind”? Being “of the same mind” generally means thinking the same thing as someone else. You may agree on a specific topic, such as your feelings about chocolate ice cream. If you’re of the same mind with someone who dislikes chocolate ice cream, that means that you also dislike it. In other words, being “of the same mind” means that you agree with one another. Sometimes when someone says they are “of the same mind” with someone else, they mean it in a bigger, broader way than just one specific topic. They are saying that they have similar views on many or most things. So, can you think of someone with whom you are “of the same mind”?

Chapter Lesson

It's time to learn the rest of the meanings of the **o-s-t** chant! Last week you learned the singular endings and their meanings and now you will learn the plural endings and their meanings.

O-S-T Chant				
PERSON	SINGULAR		PLURAL	
First Person	-o	I	-mus	we
Second Person	-s	you	-tis	you all [◊]
Third Person	-t	he/she/it	-nt	they

Chant the endings like this . . .

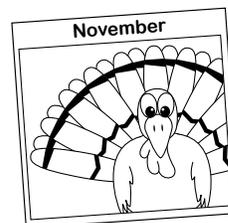
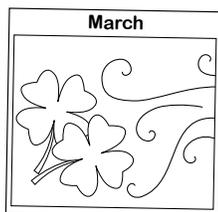
- o means *I*
- s means *you*
- t means *he/she/it*
- mus means *we*
- tis means *you*
- and -nt means *they* all day.

. . . and sing them like this!

O-S-T Song, Parts I & II [Track 5(C)/35(E)]

- O, -o, -o means *I*
- S means only *you*
- T means *he, she, or it*
- Three more and then we're through.
- Mus, -mus, -mus means *we*
- Tis means *you* and *you*
- Nt means *they*, -nt means *they*
- Six endings, now we're through.

◊ “You (plural)” is often given for this ending as well. “You all” is used throughout this book because it is simpler for younger students to understand and remember.



Example

Do you remember the word **laudo** from *SSLT*? **Laudo** means “I praise.” If we add all the present tense endings (-o, -s, -t, -mus, -tis, -nt) to **laudo**, here is what we get:

Laudo with Endings	
laudo	<i>I</i> praise
laudas	<i>you</i> praise
laudat	<i>he/she/it</i> praises
laudamus	<i>we</i> praise
laudatis	<i>you all</i> praise
laudent	<i>they</i> praise

You might notice that, except for the first-person singular, we add an **a** to **laud** before we put on the endings. We call that a our *connecting vowel*. Next week, we will study this chart some more.

Grow Your English

If you ever wondered how we got our English month names, just look at the Latin month names! You can see that the English and Latin are very much alike. In fact, some are spelled identically! Do you see which ones are spelled the same? Of course, the names would have sounded different when a Roman said them because of pronunciation and accent differences. However, the month names remind us how much of the English language came from Latin!

Practice Your Latin

I. Practice your new and review vocabulary by tracing the dots.

Qui mensis est? Quid agis?
Maius Junius Julius
Augustus September
October November
December



II. Draw lines from the month name to the picture that best matches it.

◊◊ If necessary, help students find pictures appropriate for each month according to your local climate.

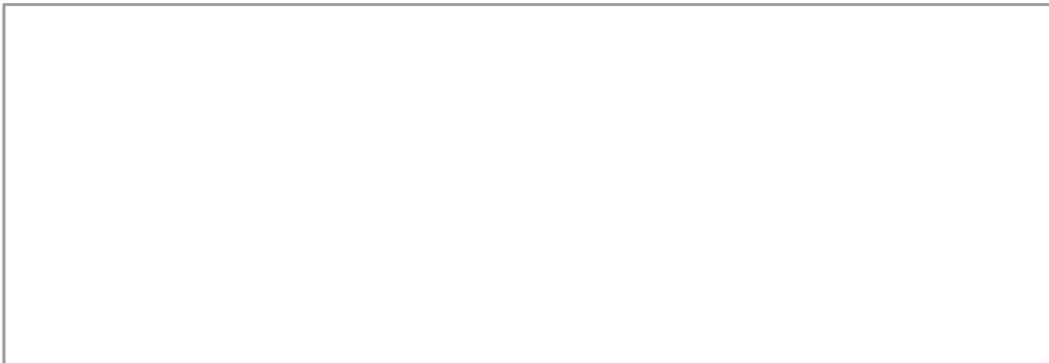
Ianuarius
 Februarius
 Martius
 Aprilis
 Maius
 Iunius
 Iulius
 Augustus
 September
 October
 November
 December ◊◊◊

◊◊◊ As additional memory practice, have students make flash cards with the Latin month name on one side and a picture on the other. These can be used for matching, drill, and memory games, as well as personal review.

III. On the lines provided, write the best answer in Latin.

1. What month is it right now? Answers will vary.
2. In which month is your birthday? Answers will vary.
3. In which month is your teacher's birthday? Answers will vary.
4. What is the hottest month of the year where you live? Answers will vary.
5. In which month is your dad's birthday? Answers will vary.
6. In which month is Thanksgiving? November
7. In which month does spring start? Martius
8. In which month is Valentine's Day? Februarius

IV. Pick your favorite month and draw a picture of Simeon doing something in that month.



V. With your classmates, take turns asking what month it is and giving the answer to the question.

Show What You Know

I. Draw lines to match the Latin month name to the English month name.

- | | |
|---------------|-----------|
| 1. Ianuarius | October |
| 2. Februarius | May |
| 3. Martius | January |
| 4. Aprilis | December |
| 5. Maius | March |
| 6. Iunius | November |
| 7. Iulius | September |
| 8. Augustus | February |
| 9. September | April |
| 10. October | June |
| 11. November | July |
| 12. December | August |

II. Draw lines to match the endings to their meanings.

- | | |
|---------|-----------|
| 1. -o | they |
| 2. -s | he/she/it |
| 3. -t | we |
| 4. -mus | you all |
| 5. -tis | I |
| 6. -nt | you |

Chapter 4: More Months of the Year

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Chapter 5

Numbers

Words to Learn

- | | |
|-------------|-------|
| 1. unus | one |
| 2. duo | two |
| 3. tres | three |
| 4. quattuor | four |
| 5. quinque | five |

Review Words

- | | |
|-----------|---------|
| 1. soror | sister |
| 2. frater | brother |
| 3. puella | girl |
| 4. puer | boy |
| 5. vir | man |
| 6. femina | woman |

Chapter Song

Numbers Chant, Part I [Track 6(C)/36(E)]

One, two, three, four!
Unus, duo, tres, quattuor! (x2)

Give me one and give me two
Unus! Duo! One and two! (x2)

Three and four I adore
Tres and then comes **quattuor!** (x2)

And now **quinque** does arrive
 That very special number five. (x2)

Unus-quinque, one to five
 Chant again and look alive! (x2)



Famous Saying

Auxilio ab alto = by help from on high

Discuss as a class what you think “help from on high” means. Think about trying to accomplish your hardest challenges “by help from on high”!

◊ Guide this discussion in a manner suited for your setting and your students.

Chapter Lesson

Practice! Review the **o-s-t** chant and the meanings.

O-S-T Chant				
PERSON	SINGULAR		PLURAL	
First Person	-o	I	-mus	we
Second Person	-s	you	-tis	you all
Third Person	-t	he/she/it	-nt	they

Sing the **o-s-t** song.

O-S-T Song [Track 5(C)/35(E)]

-O, -o, -o means *I*

-S means only *you*

-T means *he, she, or it*

Three more and then we're through.

-Mus, -mus, -mus means *we*

-Tis means *you and you*

-Nt means *they, -nt means they*

Six endings, now we're through.

A Conjugation Chart

Do you remember this chart from last week? It shows the verb **laudo** with all the endings you have learned (-o, -s, -t, -mus, -tis, -nt). This chart is called a *conjugation chart*. The word “conjugation” comes from the Latin word **conjugo**, which means “I join together.” In a conjugation chart, we join together the verb and all its endings so that you can see how Latin verbs are made. Learning conjugation charts will come in handy in your later study of Latin.

Laudo with Endings	
laudo	<i>I</i> praise
laudas	<i>you</i> praise
laudat	<i>he/she/it</i> praises
laudamus	<i>we</i> praise
laudatis	<i>you all</i> praise
laudant	<i>they</i> praise

Now let's make a conjugation chart using another verb—the verb **do**. In *SSL1* you learned that the Latin verb **do** means “I give.”

Do with Endings	
do	<i>I</i> give
das	<i>you</i> give
dat	<i>he/she/it</i> gives
damus	<i>we</i> give
datis	<i>you all</i> give
dant	<i>they</i> give

Notice that the connecting vowel **a** is used for **do** just as it is for **laudo**.

Grow Your English

The Latin number **unus** is the root of many of our English words. To *unify* means to join together as *one*. A *uniform* is *one* outfit for everyone. How many wheels does a *unicycle* have? Say the number in Latin! There is only *one universe*. What other words can you think of that contain part of the word **unus**? ◊◊

The Latin word **duo** gives us words such as *duel*, *dual*, and *duplicate*. Do you know what these words mean? ◊◊◊

What does the word **quattuor** remind you of? If you thought of *quarter*, you are thinking like a word scholar! What English derivative of **quattuor** refers to four people singing together?

A quartet is four people singing together.

Practice Your Latin

I. Trace the dots to practice writing the Latin numbers one to five. Then, write their English meanings on the blanks next to them.

unus

one

◊◊ Other derivatives of **unus** include *unity*, *unite*, *reunite*, *onion* (all parts form one), *unit*, *unicorn*, *unanimous*, *unique*, *union*, and *unison*.

duo

two

◊◊◊ The following is a quick reference for informal definitions of the words mentioned here: A *duel* is a fight between two people, sometimes to the death—it can be a real physical fight, a duel with words, or a duel of checkers, for example. *Dual* means “double, two of them”—dual wheels, dual engines on planes, dual rings on pipes, etc.—anything that comes in pairs can be called “dual.” To duplicate something is to make an exact second copy so now there are *two* of the thing that was copied.

tres

three

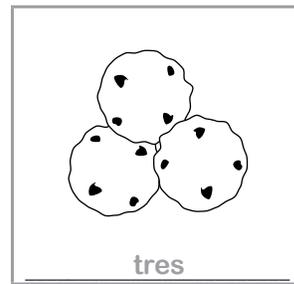
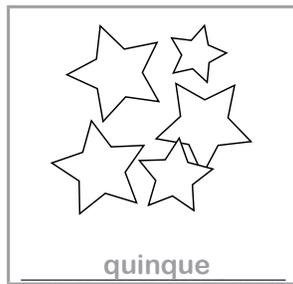
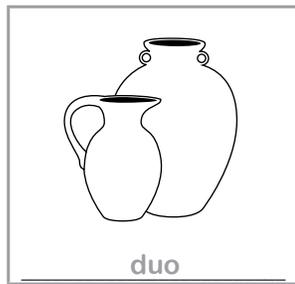
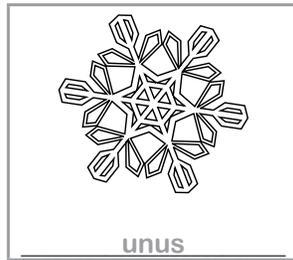
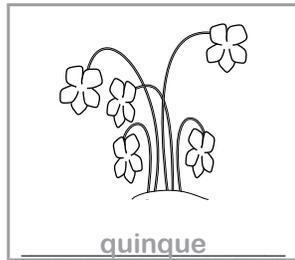
quattuor

four

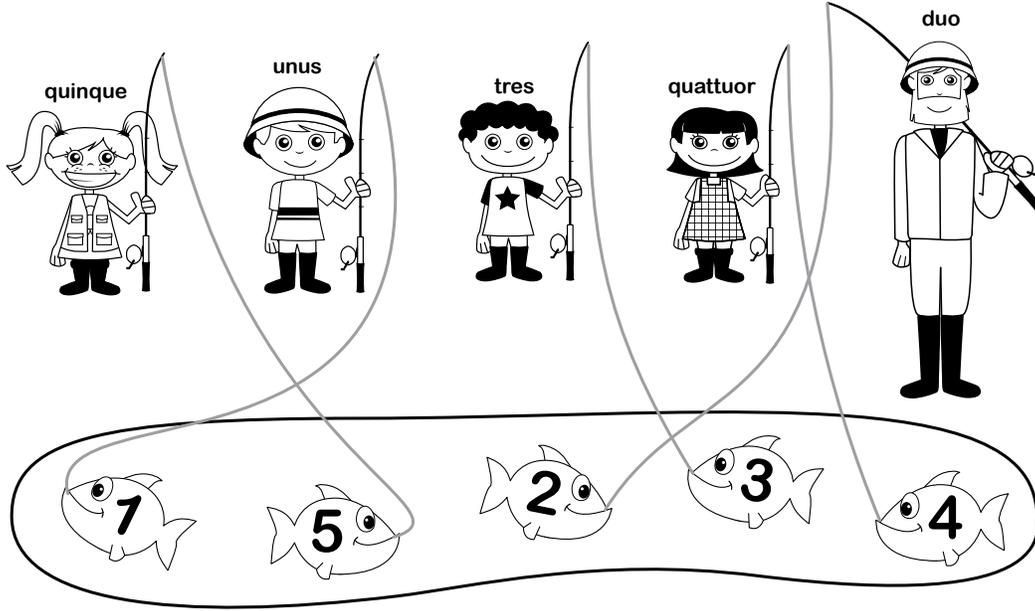
quinque

five

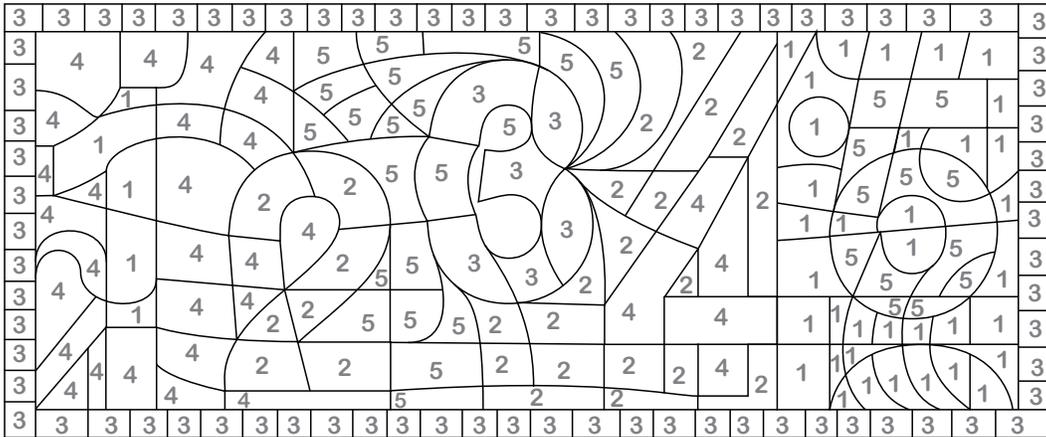
II. How many are there? Count the number of the items in the pictures and write the answer in Latin.



III. Help each fisherman catch his fish by drawing a line from his fishing rod to the fish that matches his number.



IV. Color all the **unus** shapes blue, the **duo** shapes green, the **tres** shapes red, the **quattuor** shapes yellow, and the **quinque** shapes orange.



Show What You Know

I. Draw lines to match the Latin numbers to the English numbers.

- | | | |
|----------|---|----------|
| 1. one | — | quattuor |
| 2. two | — | unus |
| 3. three | — | quinque |
| 4. four | — | duo |
| 5. five | — | tres |

II. Fill in just the endings of the **o-s-t** chant (don't include the meanings of the endings).

O-S-T Chant		
PERSON	SINGULAR	PLURAL
First Person	<u>-o</u>	<u>-mus</u>
Second Person	<u>-s</u>	<u>-tis</u>
Third Person	<u>-t</u>	<u>-nt</u>

III. Write the answers in Latin.

- How many fingers do you have on each hand? quinque
- How many arms do you have? duo
- How many noses do you have? unus
- How many wheels does a tricycle have? tres
- How many seasons are in a year? quattuor



Chapter 5: Numbers

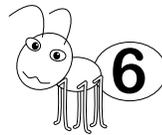
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Chapter 6

More Numbers

Words to Learn

- | | |
|------------------|-------|
| 1. sex | six |
| 2. septem | seven |
| 3. octo | eight |
| 4. novem | nine |
| 5. decem | ten |



Review Words

- | | |
|------------------|--------|
| 1. mensa | table |
| 2. sella | chair |
| 3. stylus | pencil |
| 4. liber | book |



Chapter Songs

Numbers Chant, Parts I & II [Track 7(C)/37(E)]

One, two, three, four!

Unus, duo, tres, quattuor! (x2)

Give me one and give me two

Unus! Duo! One and two! (x2)

Three and four I adore

Tres and then comes **quattuor!** (x2)

And now **quinque** does arrive,
That very special number five. (x2)

Six, seven! Eight, nine, ten!

Five more numbers up to ten. (x4)

Sex, septem! Six and seven,

Two more numbers we've been given. (x2)

Octo, novem, eight and nine,
Right up to the borderline. (x2)

Now there's **decem,** number ten,
The first ten numbers in Latin. (x2)

Unus-decem, one to ten,
Take a breath and count again! (x2)



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Looking for more practice?

Look no further! Pages 153–199 contain activities for each chapter in *Song School Latin, Book 2*. These are great resources for students who need more practice, have extra time, learn better through games and activities, or simply enjoy Latin. There is one activity page for each chapter, three pages for the review chapters, and a six-page end-of-book review. You can find the answers to each activity in the answer section that starts on page 200.

If you'd like more practice for your students, make sure you check out Classical Academic Press's online activities at www.HeadventureLand.com!



Permission to photocopy the *Song School Latin, Book 2* activities (pages 153–199) is granted as long as copies are not used for resale, for use with more than one classroom of students, or for reworking into another game.

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Chapter 1: What Day Is It?

A	H	O	D	I	E	M	Q	B	F
D	Q	U	P	L	I	A	U	S	D
H	U	F	M	S	D	G	I	K	I
E	O	V	A	A	O	I	D	C	S
M	A	D	G	L	D	S	I	J	C
V	B	H	I	V	A	T	E	R	I
R	A	U	S	E	L	R	S	A	P
C	P	L	T	I	E	A	E	G	U
O	E	M	E	C	N	S	S	S	L
L	S	T	R	T	B	U	T	D	I

Translate the English words below into Latin and then find the Latin words in the word search!

- What day is it? _____
- Today is _____. _____
- hello _____
- good-bye _____

Double Points if you can find the Latin word for students, male teacher, and female teacher!



Chapter 2: Days of the Week

1. The days of the week were erased from the calendar! Translate the English days of the week below into Latin. Then draw a line to the question mark where the day should go on the calendar.

Sunday

Thursday

Tuesday

Friday

?	?	?	?	?	?	?
		1	2	3	4	5
6	7	8	Wednesday			12
Monday			Saturday			

2. Do you remember how to say the following phrases in Latin? Write the the Latin translation on the line and then say them to your teacher in Latin!

a. What is your name? _____

b. My name is ... _____

3. What does *carpe diem* mean? Write the translation below, then write how you plan to do what it says today.



Chapter 3: Months of the Year

1. Do you know *qui mensis est*? Below, translate the name of the month, and then draw a picture of what you like to do during that month.

Hic mensis est
_____.
(January)

Hic mensis est
_____.
(February)

Hic mensis est
_____.
(March)

Hic mensis est
_____.
(April)

2. January and February are both part of what season? (Write the season in Latin.)



Chapter 4: More Months of the Year

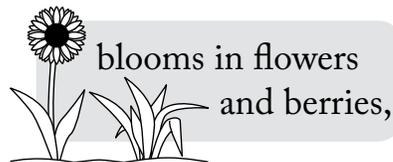
On the left, translate each month into Latin. Then sing the “Months of the Year, Parts I & II” song and draw lines to match each activity (on the right) to the correct month!

_____ (January)

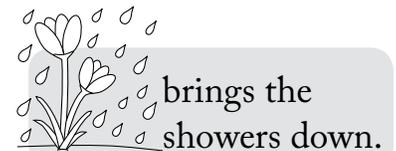


_____ (February)

_____ (March)

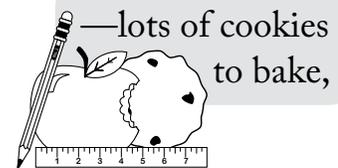


_____ (April)



_____ (June)

_____ (July)



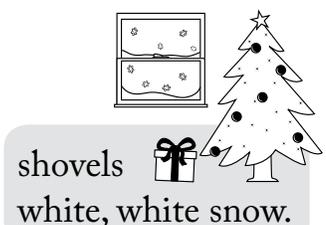
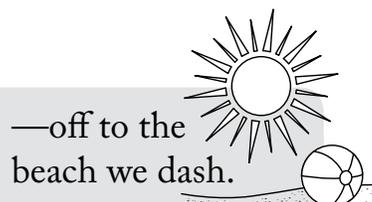
_____ (August)

_____ (September)



_____ (October)

_____ (November)

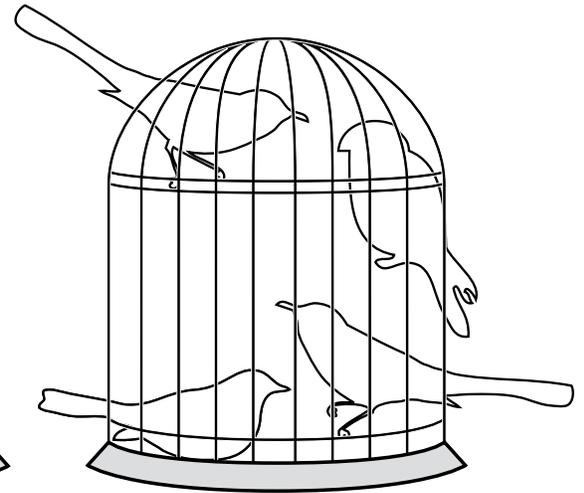
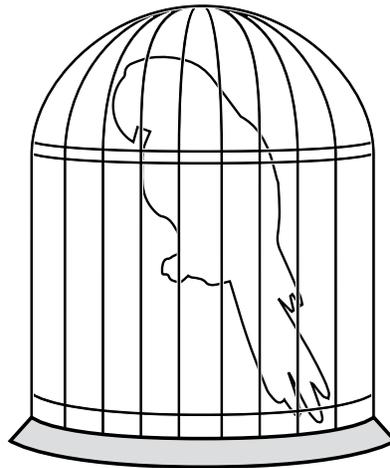
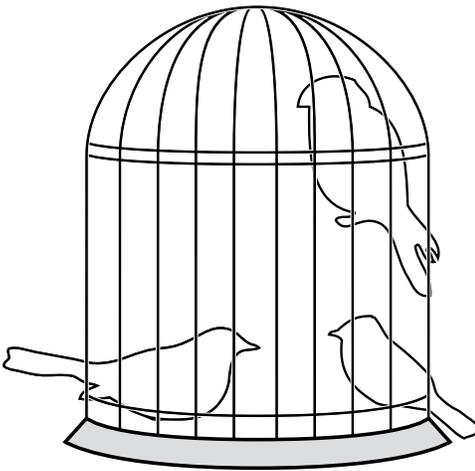
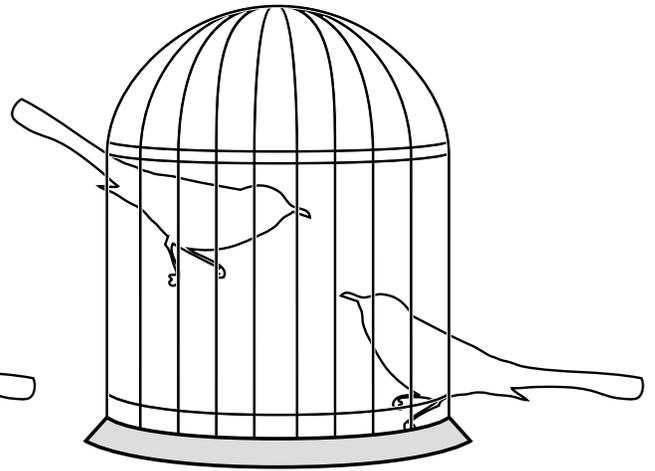
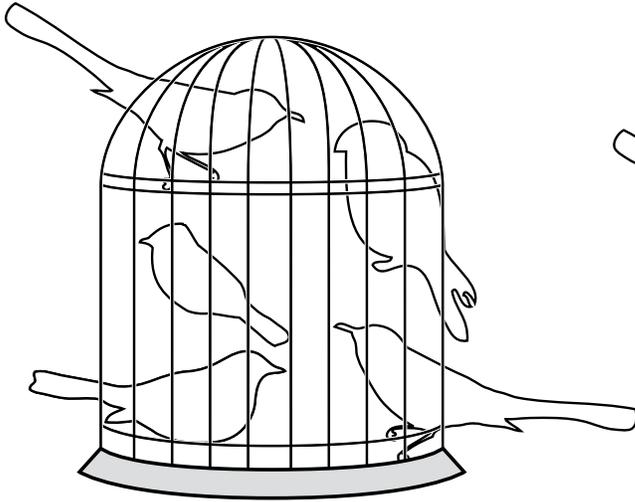


_____ (December)



Chapter 5: Numbers

1. Using your Latin, count out loud the number of birds in each cage and then write that number, in Latin, on the line provided. Finally, color the birds.



2. What does *auxilio ab alto* mean? _____

3. From what Latin word is “unify” derived? _____

4. From what Latin word is “dual” derived? _____

5. From what Latin word is “quarter” derived? _____

