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# SONG SCHOOL LATIN

Teacher's Edition



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vocab words.

AMY REHA

*Song School Latin, Teacher's Edition*

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Version 1.2

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*Song School Latin* Music Credits:

Alec Nauck-Heisey: Guitarist & Vocals

Carolyn Baddorf: Violin & Vocals

Book cover and 3D illustrations by  
Rob Baddorf

Book design and illustrations by  
David Gustafson



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## for Teacher's Edition

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## Classical Pronunciation

There are 24 letters in the Latin alphabet—there is no *j* or *w*. The letters *k*, *y* and *z* were used very rarely. Letters in Latin are never silent. There are two systems of pronunciation in Latin—classical and ecclesiastical.

**Latin Consonants:** Consonants are pronounced the same as in English with these exceptions.

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

**Diphthongs:** Diphthongs are two vowels with a single sound.

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

**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.

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

### Classical or Ecclesiastical Pronunciation?

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, like *ts* as in cats. See the chart below with the ecclesiastical pronunciation shaded.

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

### Ecclesiastical Pronunciation

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

**Latin Consonants:** Consonants are pronounced the same as in English with these exceptions.

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

**Diphthongs:** Same for classical and ecclesiastical pronunciation. See chart on previous page.

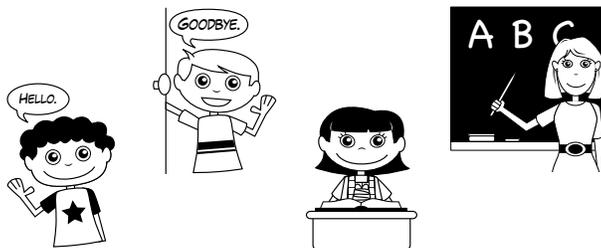
**Latin Short and Long Vowels:** Vowels can be short or long in Latin. When they are long, they have a little dash called a macron placed over them. Long vowels take about twice as long to say as short ones. The ecclesiastical short and long vowels are pronounced in the same way as in the classical pronunciation. See the table on the preceding page.

## Greeting Words

## Chapter 1

### Words to Learn

- |                     |                |
|---------------------|----------------|
| 1. <b>salve</b>     | hello          |
| 2. <b>vale</b>      | good-bye       |
| 3. <b>discipuli</b> | students       |
| 4. <b>magister</b>  | male teacher   |
| <b>magistra</b>     | female teacher |



### Chapter Songs

**Salve/Vale Song** [Track 1(C)/31(E)]

Here comes **magistra**,

**Salve, salve!**

Teach the **discipuli!**

Students, students!

Away goes **magistra**,

**Vale, vale!**

Good-bye, **discipuli!**

Good-bye, students!

**Latin Alphabet Song** [Track 2(C)/32(E)]

A B C D E F G (clap), H I J\* K L M N O P (clap),

Q R S T U and V (clap), X Y Z (clap-clap).

**Vale Song** [Track 3(C)/33(E)]

**Vale! Vale!**

Time to go, time to go, **vale**.

It's the end of the day,

And time to say,

**Vale, vale**, time to go.



\*The J is not in the alphabet used with the classical pronunciation, but is in the alphabet used with the ecclesiastical pronunciation.

## Chapter Lesson

\* The Latin alphabet is just like our English alphabet except that it is missing one letter—**W**! This means it has twenty-five letters instead of the twenty-six we have. The letter **J** is used by those using the ecclesiastical pronunciation of Latin, but is not used by those using the classical pronunciation of Latin. Those using the classical pronunciation will just use an **I** in place of the **J**! You can hear how the Latin letters are pronounced by studying the pronunciation guide and by listening to your teacher or the audio CD included with this book.

## Practice Your Latin

1. Practice writing **salve** and **vale** by tracing the dots.

Salve Vale

2. Practice writing letters A through H by tracing the dots.

A B C D E F G H

3. Draw a picture of your **magistra** or **magister** in the box to the right.

4. Practice saying “hello” and “good-bye” to each other and to your teacher in Latin.

## Grow Your English

The word “disciple” in English means “a follower.” It was made out of a Latin word that you know! Which one of your new Latin words looks like the English word “disciple?” Circle one:

Vale   **Discipuli**   Magister   Salve

### Teacher's Notes

\*As anyone can see, the Roman alphabet has been adopted by the English alphabet. It is virtually the same, with the exception of a missing **W**. The original Roman alphabet had no **J**—this was added later and incorporated into the alphabet by the Roman Catholic Church. Thus, the “ecclesiastical” pronunciation of Latin includes a **J** that replaces **I**, usually at the beginning of words. It is pronounced just like the Roman **I** with a “y” sound.

Teachers should choose either the classical or ecclesiastical style of pronunciation and spelling, while giving students an initial exposure to both. The differences are minimal (hinging mainly on the pronunciation of **C** and **V** and the addition of the letter **J** in the ecclesiastical system) and should not cause great frustration in students as long as the teacher chooses one system with which to teach. The companion audio CD features both systems of pronunciation—just choose “classical” or “ecclesiastical” when playing the CD. The text will include both spellings of a word that can begin with either an **I** (classical) or a **J** (ecclesiastical). Both a classical and an ecclesiastical pronunciation guide are included at the beginning of the book.

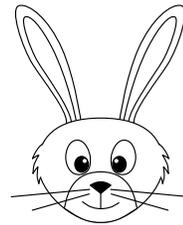
Chapter 1: Greeting Words

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## Chapter Story

Listen to your teacher read the story and fill in the blanks with either **salve** or **vale**.

This is Hare. Salve, Hare! He is fast and likes to run races. One day he challenged big, slow Tortoise to a race. This is Tortoise. Salve, Tortoise! As they began, Hare ran far away into the distance. Vale, Hare! After running so hard, Hare got tired and took a nap. While he slept, slow Tortoise caught up to him. Salve, Tortoise! When Hare awoke, he ran after Tortoise, but it was too late. All of the animals watched Tortoise come toward the finish line and shouted, “Salve, Tortoise!” Hare was very sad that he lost and scurried down into his hole to hide. Vale, Hare!



## Show What You Know

1. How do you say “hello” in Latin? salve
2. How do you say “good-bye” in Latin? vale
3. What is the word for “teacher” in Latin? magister/magistra
4. What is the one letter English missing from the Latin alphabet? W

Chapter 1: Greeting Words

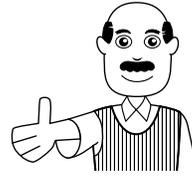
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# Chapter 2

## Making Friends

### Words to Learn

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



### Chapter Songs

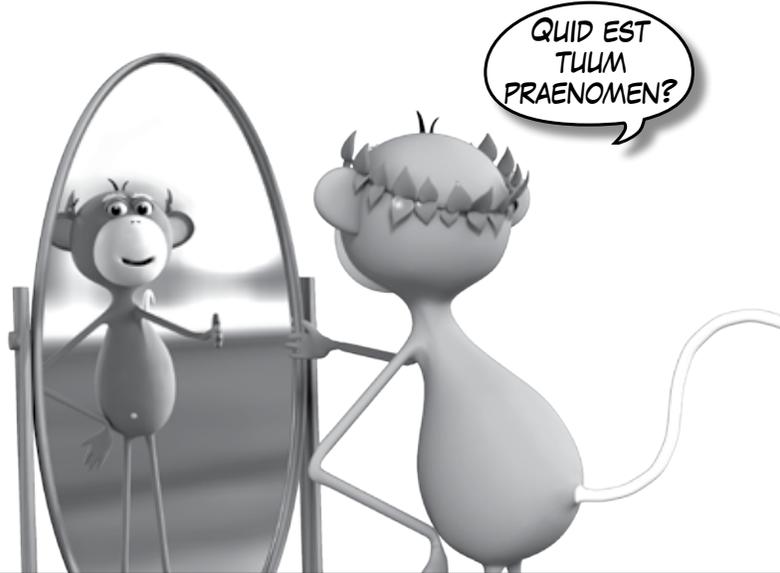
**Nomen Song** [Track 4(C)/34(E)]

**Quid est tuum praenomen?**  
**Quid est tuum praenomen?**  
**Quid est tuum praenomen?**  
 Tell me what your name is.

**Meum praenomen est,**  
**Meum praenomen est,**  
**Meum praenomen est,**  
 My name is \_\_\_\_\_.

**Latin Vowels Song** [Track 5(C)/35(E)]

**A** says **ah** and sometimes **uh**.  
**E** says **ay** and sometimes **eh**.  
**I** says **ee** and also **ih**.  
**O** says **oh** and sometimes **ah**.  
**U** says **oo** and also **uh**.  
 This is our Latin vowel song.



### Chapter Lesson

There are five vowels in the Latin alphabet, just as in the English alphabet. The letter **Y** is never counted as a vowel in Latin. The Latin vowels work in the same way that English vowels work, and they even look the same. They make different sounds, though. You will have to work hard to remember the sounds they make! The more you sing the vowels song and listen to the audio CD, the easier it will be. You can also chant through the sounds listed below to help you remember them.

**A** says **ah**, as in **water** and also **uh** as in **Dinah**.  
**E** says **ay**, as in **they** and also **eh** as in **pet**.  
**I** says **ee**, as in **machine** and also **ih** as in **pin**.  
**O** says **oh**, as in **clover** and also **ah** as in **pot**.  
**U** says **oo**, as in **rude** and also **uh** as in **put**.

### Practice Your Latin

1. Practice writing your new words by tracing the dots.

Quid est tuum praenomen?  
 Meum praenomen est

2. Practice writing the Latin alphabet I through Q by tracing the dots.

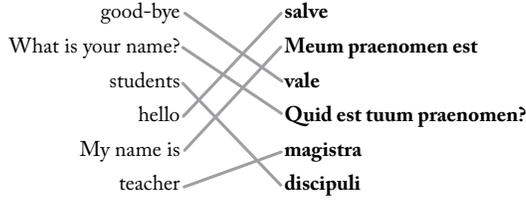
I J K L M N O P Q

3. Write the Latin vowels for each sound.

ay      ee      oo      oh      ah

    E    I    U    O    A    or    O

4. Match the English words to the Latin words.



5. Speaking Latin, ask three people what their names are.

### Show What You Know

For questions 1 to 4 below, circle A or B.

1. How do you say "What is your name?" in Latin?

A. **Quid est tuum praenomen** B. Meum praenomen est

2. How do you say "My name is..." in Latin?

A. **Quid est tuum praenomen** B. Meum praenomen est

3. When you leave you say:

A. salve B. **vale**

4. When you come back you say:

A. **salve** B. vale

5. The Latin alphabet is missing which letter? W

\* 6. Circle the correct Latin vowel for each sound.

a. ee A / **I**      b. oh **O** / A      c. ah U / **A**      d. ay **E** / O

#### Teacher's Notes

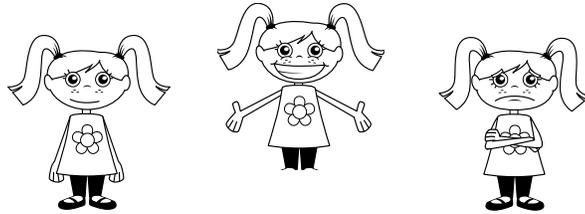
\*Say the sounds aloud for the students as they choose the answers. Have the students repeat the sound back to you.

### How Are You?

## Chapter 3

### Words to Learn

- |                      |              |
|----------------------|--------------|
| 1. <b>Quid agis?</b> | How are you? |
| 2. <b>sum</b>        | I am         |
| 3. <b>bene</b>       | well/fine    |
| 4. <b>optime</b>     | great        |
| 5. <b>pessime</b>    | terrible     |



### Chapter Songs

\* **Quid Agis Chant** [Track 6(C)/36(E)]

Hey, HEY! **Quid agis?**  
Tell me how you are, friend.  
**Sum, sum! Sum bene!**  
I am doing fine, fine!

Hey, HEY! **Quid agis?**  
Tell me how you are, friend.  
**Sum, sum! Optime!**  
I am doing great, great!

Hey, HEY! **Quid agis?**  
Tell me how you are, friend.  
**Sum, sum! Pessime!**  
I am doing terrible!

QUID AGIS?

#### Teacher's Notes

\*Optional: Clap on the second and fourth beat.  
Split students into two groups and have them alternate the questions/responses.



## Chapter Lesson

Did you notice that sometimes it takes fewer words to say something in Latin than in English? That is because of the special endings on many Latin words. These endings can mean “I” and “you” and many other things. The “s” at the end of the phrase “**Quid agis**” is the part that means “you.” Endings on Latin words are like secret codes. You have to crack the code to find the word’s real meaning.

**Discipuli** is a word that you learned in lesson one. I’m sure you remember that it means “students.” What if you want to talk about only *one* student at a time, though? You have to change the sound at the end of the word. If you are talking about a girl student, the word is **discipula**. The vowel **a** sounds like **uh**. A boy student is a **discipulus**. Say the ending so that it rhymes with “fuss!” **Discipula** = girl student. **Discipulus** = boy student. Are you a **discipula** or a **discipulus**?

## Grow Your English

An “optimist” is someone who always expects the best to happen. Circle the Latin word that sounds the most like “optimist.”

Pessime    Salve    Bene    **Optime**

## Practice Your Latin

1. Practice writing vocabulary by tracing the dots.



2. Practice writing the Latin alphabet R through Z by tracing the dots.



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Chapter 3: How Are You?

3. Write the Latin word that describes how each person feels.



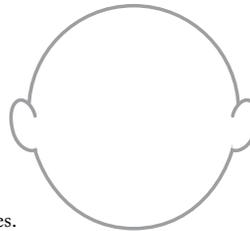
She looks like she feels optime.



She looks like she feels pessime.

4. Draw a picture of your face and complete the sentence.

Sum bene, optime, pessime  
(Answers will vary.)



5. Ask three people how they are in Latin and then circle their responses.

Person 1:    **bene**        **optime**        **pessime**

Person 2:    **bene**        **optime**        **pessime**

Person 3:    **bene**        **optime**        **pessime**

6. Fill in the Latin word that fits best.

How do you feel when you get an ice cream cone? optime

How do you feel when you fall down and scrape your knee? pessime

How do you feel when you are well? bene

Chapter 3: How Are You?

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## Show What You Know

For exercises 1 to 4, circle the correct English word or phrase.

1. **Quid agis** means: I am fine      How are you?      My name is
2. **Pessime** means: terrible      great      well/fine
3. **Bene** means: terrible      great      well/fine
4. **Optime** means: terrible      great      well/fine
5. What does **sum** mean? I am

## Review

Circle the correct Latin word.

1. When you leave, you say: salve / vale.
2. When you arrive, you say: salve / vale.
3. The person who teaches you is a: magister / discipulus.

## Review

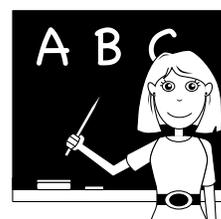
## Chapter 4

### Master Your Words

Well, **discipuli**, you have learned about ten Latin words and three Latin phrases! Now it is time to take a week and make sure you have truly mastered your words. Can you give the correct English word for every Latin word below?

### Chapter 1 Words

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

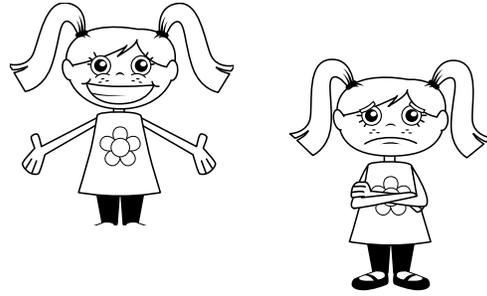


### Chapter 2 Phrases

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

## Chapter 3 Words/Phrases

1. **Quid agis?** How \_\_\_\_\_ are you \_\_\_\_\_?
2. **sum** \_\_\_\_\_ I am \_\_\_\_\_
3. **bene** \_\_\_\_\_ well/fine \_\_\_\_\_
4. **optime** \_\_\_\_\_ great \_\_\_\_\_
5. **peissime** \_\_\_\_\_ terrible \_\_\_\_\_



## Master Your Songs

**Salve/Vale Song** [Track 1(C)/31(E)]

Here comes **magistra**,  
Salve, salve!

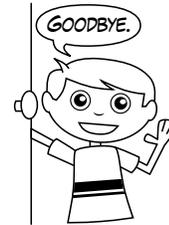
Teach the **discipuli**!  
Students, students!

Away goes **magistra**,  
Vale, vale!

Good-bye, **discipuli**!  
Good-bye, students!

**Latin Alphabet Song** [Track 2(C)/32(E)]

A B C D E F G (clap),  
H I J K L M N O P (clap),  
Q R S T U and V (clap),  
X Y Z (clap-clap).



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Chapter 4: Review

**Vale Song** [Track 3(C)/33(E)]

**Vale! Vale!**  
Time to go, time to go, **vale**.  
It's the end of the day,  
And time to say,  
**Vale, vale**, time to go.

**Nomen Song** [Track 4(C)/34(E)]

**Quid est tuum praenomen?**  
**Quid est tuum praenomen?**  
**Quid est tuum praenomen?**  
Tell me what your name is.

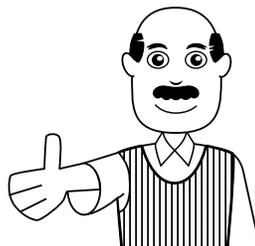
**Meum praenomen est,**  
**Meum praenomen est,**  
**Meum praenomen est,**  
My name is \_\_\_\_\_.

**Latin Vowels Song** [Track 5(C)/35(E)]

A says **ah** and sometimes **uh**.  
E says **ay** and sometimes **eh**.  
I says **ee** and also **ih**.  
O says **oh** and sometimes **ah**.  
U says **oo** and also **uh**.  
This is our Latin vowel song.

**Quid Agis Chant** (See if you remember all the verses.) [Track 6(C)/36(E)]

Hey, HEY! **Quid agis?**  
Tell me how you are, friend.  
**Sum, sum! Sum bene!**  
I am doing fine, fine!



Chapter 4: Review

17

### Quid Agis Song [Track 7(C)/37(E)]

**Quid agis** means how are you?  
How are you? How are you?  
**Quid agis** means how are you?  
**Su-um bene.**

(The CD contains additional verses with these final lines.)

**Su-um tristis.** ("I am sad.")

**Su-um iratus.** ("I am angry.")

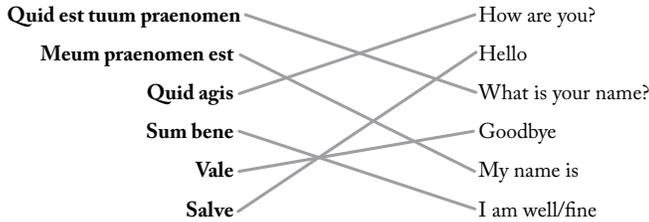
**Su-um optime.** ("I am great.")

#### Teacher's Notes

**Additional Activity:** Provide cutouts or an outline of three children. Have students use pipe cleaners, clay, or some other material to make faces for the cutouts, with each one representing a different feeling: optime, pessime, or bene.

## Activities

1. Match the Latin words to the English words.



2. Circle the Latin word that fits. (Answers will vary.)

- a. My teacher is a **discipulus** / **magister** / **magistra** / **vale**.
- b. My teacher teaches the **salve** / **magistra** / **discipuli**.
- c. The **discipuli** / **magister** should listen to the **discipuli** / **magister**.

## Chapter Story

### The Three Little Pigs

Listen for the Latin words and circle them as your *magistra* or *magister* reads the story.

Once upon a time, there were three little pigs. When they grew up, they left home to build their own houses. **Valete**\* little pigs! The first little pig met a man who was carrying a bundle of straw. "**Salve!**" said the little pig. "**Quid est tuum praenomen?**" The man answered, "**Meum praenomen est Bob.**"

The little pig said, "Would you please give me some straw to build a house?" So Bob gave him straw and the little pig started building his house. When he was finished, he heard a knock at the door. "**Quid est tuum praenomen?**" he asked.

"**Meum praenomen est wolf,**" said the wolf. "**Quid agis?**"

"**Sum optime!**" said the little pig.

"May I come in?" asked the wolf. But the little pig knew the wolf was bad, so he said, "Not by the hair of my chinny-chin-chin!"

"Then I will huff and puff and blow your house in!" said the wolf. And he did.

The second little pig met a man who was carrying a load of sticks. "**Salve!**" he said. "**Quid agis?**"

"**Sum bene,**" the man replied.

"I would like to have some sticks to build a house," said the little pig. So the man gave him the sticks. When the little pig finished building the house, guess who knocked on his door? The big bad wolf!

"**Quid est tuum praenomen?**" asked the second little pig.

"**Meum praenomen est wolf.**"

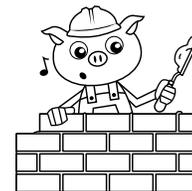
"You can't come in!" said the little pig. "Not by the hair of my chinny-chin-chin!" "Then I will huff and puff and blow your house in!" the wolf said. And he did!

The third little pig wanted a strong house. So, when he met a man who was carrying a load of bricks, he said "**Salve! Quid agis?**" "**Sum pessime!**" said the man. "These bricks are too heavy for me! Would you like to have some of them?" So the third little pig built his house out of bricks.

Then the big bad wolf came along and knocked on his door. "Let me come in, little pig!" he said. "Not by the hair of my chinny-chin-chin!" said the little pig.

"Then I will huff and puff and blow your house in!" said the wolf. And he huffed and he puffed and he huffed and he puffed, but he could not blow that house in. He went away, and the little pig was safe in his house. **Vale,** wolf!

\***Valete** is the way we say "good-bye" to two or more people.



### Looking for more practice?

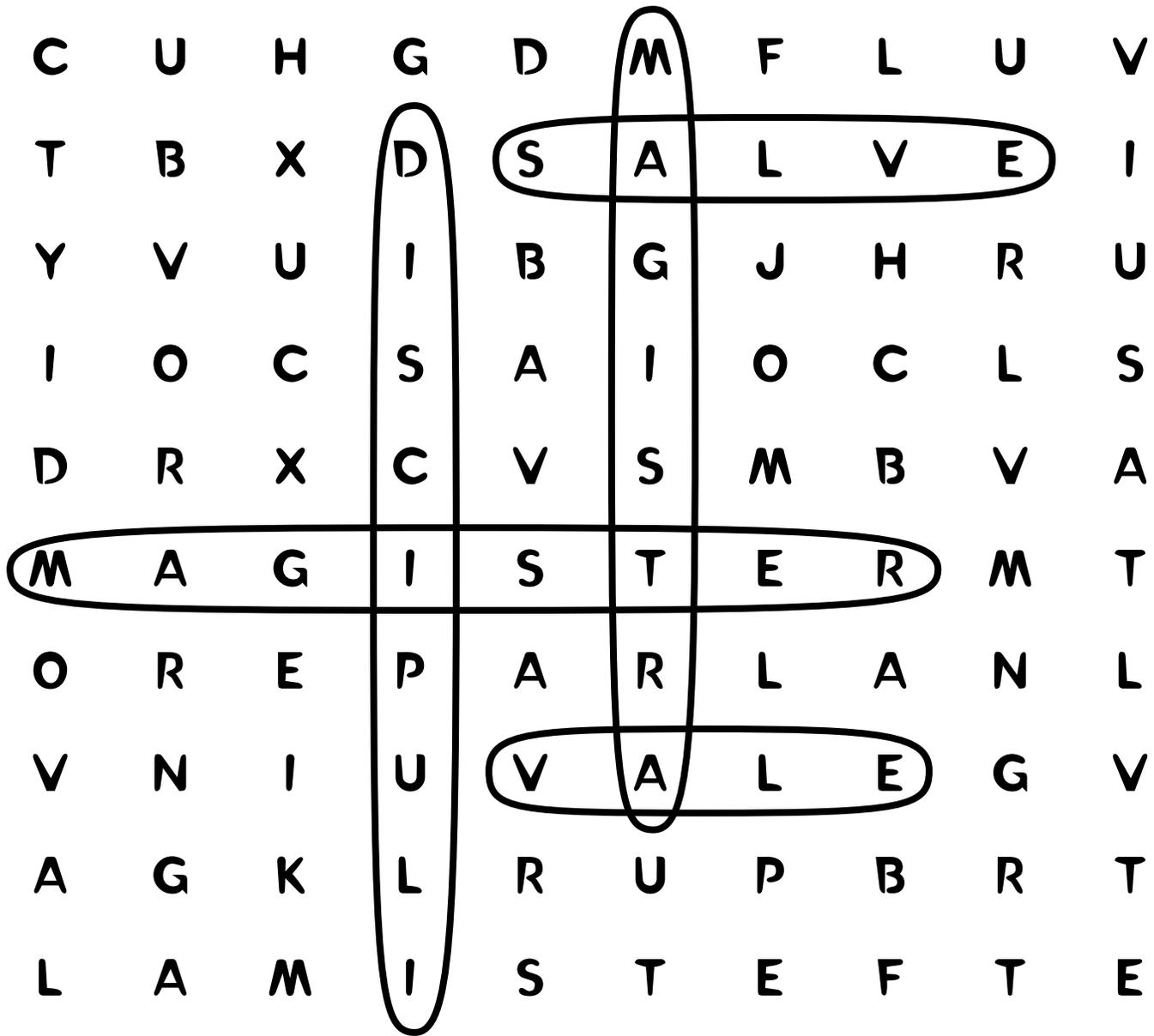
Look no further! Pages 69–110 contain activities for each chapter in *Song School Latin*. These are great resources for students who need more practice, have extra time, learn better through games and activities, or simply enjoy Latin. There is one activity page for each chapter, two pages for the review chapters, and a four-page end-of-book review. You can find the answers to each activity in the answer section that starts on page 111.

If you'd like more, make sure you check out Classical Academic Press's online activities at [www.HeadventureLand.com](http://www.HeadventureLand.com)!



Permission to photocopy the *Song School Latin* activities (pages 69–110) is granted as long as it isn't for resale, for use with more than one classroom of students, or used for reworking into another game.

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

a. hello salve

b. good-bye vale

c. student discipuli

d. teacher magister/magistra

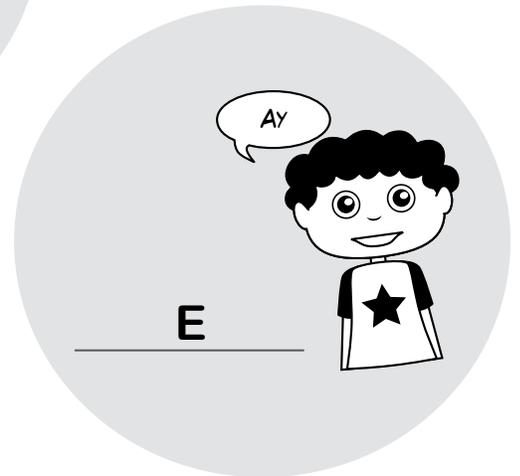
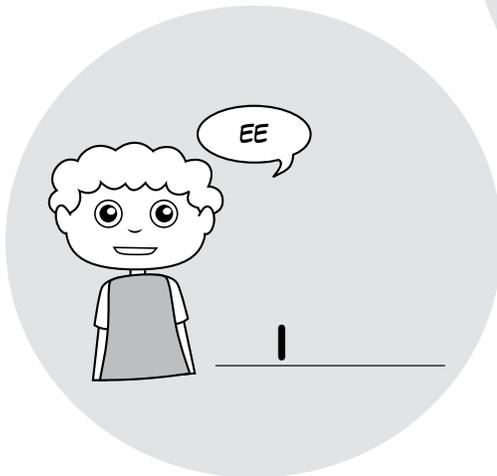
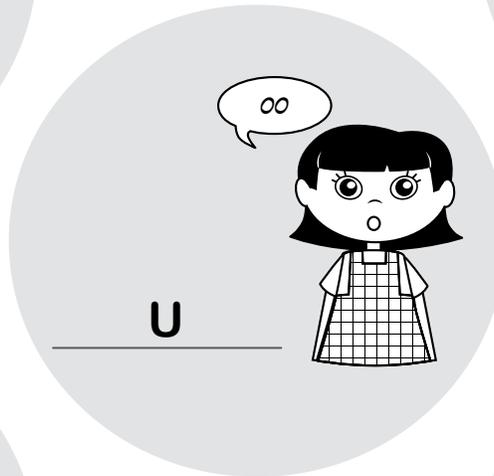
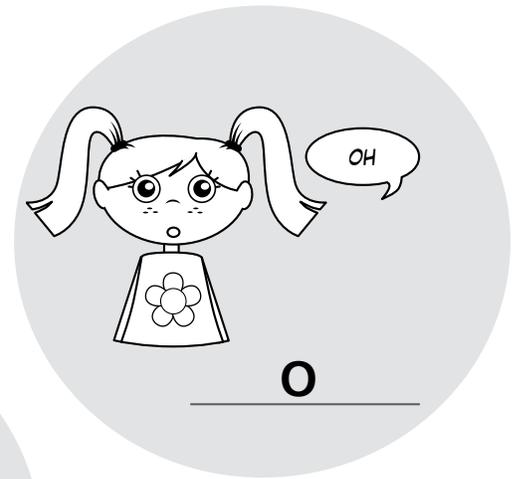
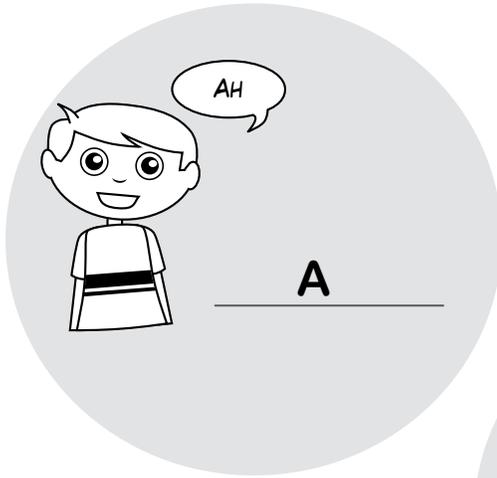
*Double Points* if you can find both words for teacher!

2. What is the one English letter that does not exist in the Latin alphabet? W



## CHAPTER 2: Making Friends

1. Each *discipuli* is saying a Latin vowel sound! In the blank, write the letter that the *discipuli* is saying.



2. In Latin, ask the monkey what his name is:

**Quid est tuum praenomen?** \_\_\_\_\_

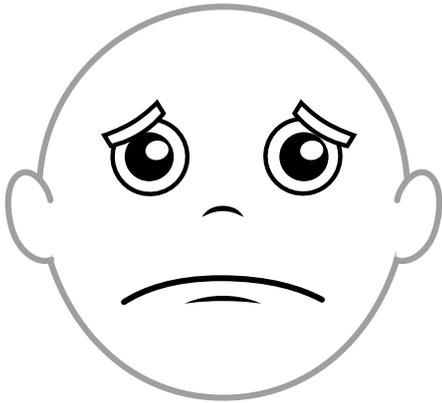
3. Now, tell the monkey your name!

**Meum praenomen est . . .** \_\_\_\_\_



## CHAPTER 3: How Are You?

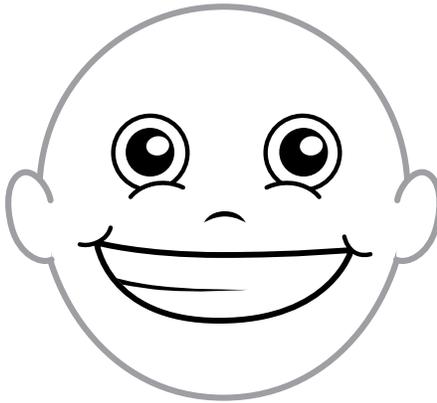
1. Draw a face that shows how each person feels.



**Sum pessime!**

Now translate:

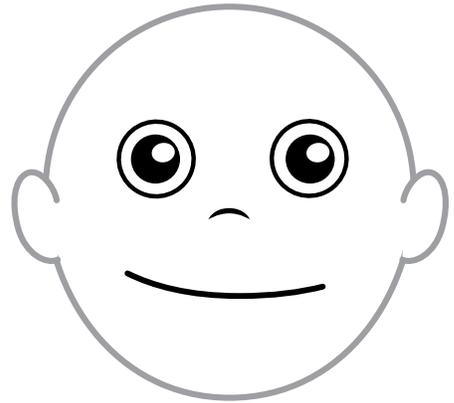
**I am terrible!**



**Sum optime!**

Now translate:

**I am great!**



**Sum bene!**

Now translate:

**I am well/fine!**

2. Draw a line from the Latin word or phrase to the correct English word or phrase.

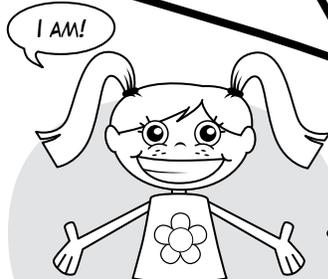
discipuli

sum

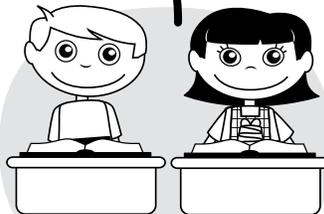
discipula

Quid agis?

discipulus



I am



students



a boy student



a girl student

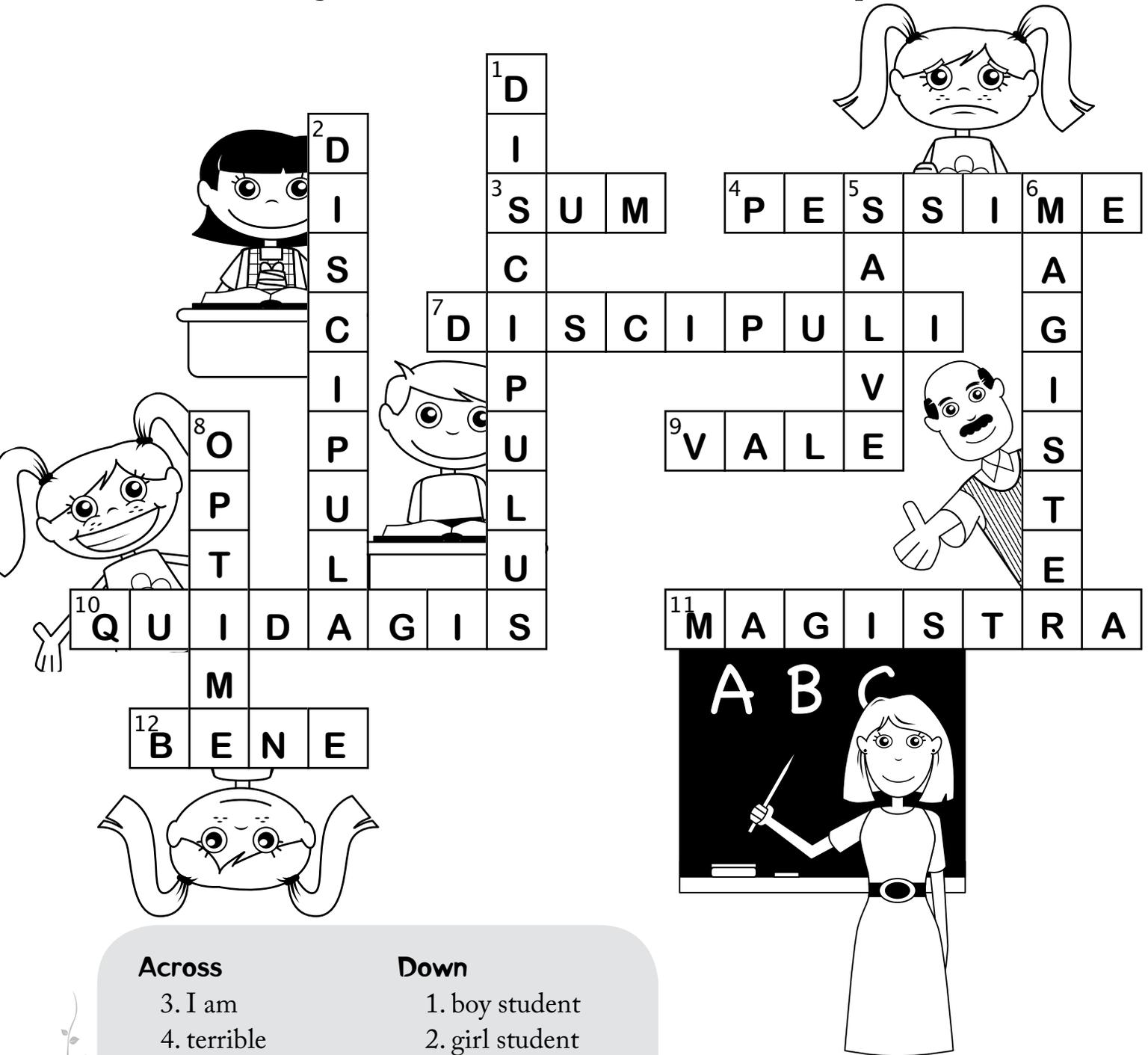


How are you?



## CHAPTER 4: Review

1. Translate the English words into Latin and fill in the crossword puzzle!



### Across

3. I am
4. terrible
7. students
9. good-bye
10. How are you?
11. female teacher
12. well/fine

### Down

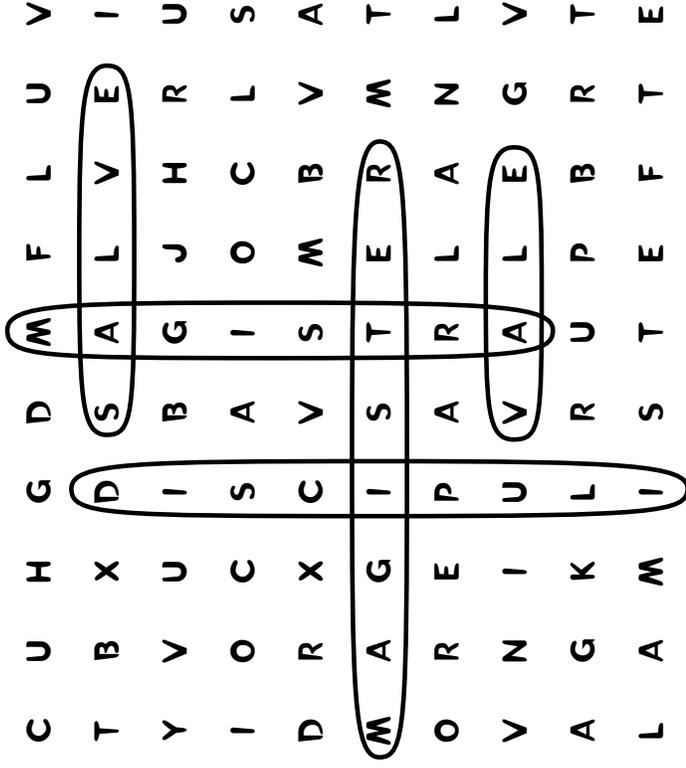
1. boy student
2. girl student
5. hello
6. male teacher
8. great

## Song School Latin Activity Answers

Pages 111-132 contain the answers for the previous activities. These are most easily viewed if you turn the book 90 degrees clockwise (as if it were a calendar.)



### CHAPTER 1: Greeting Words



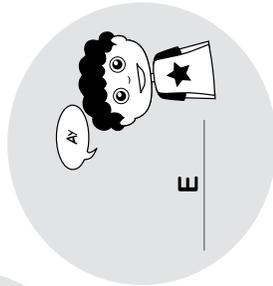
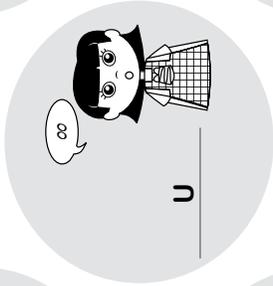
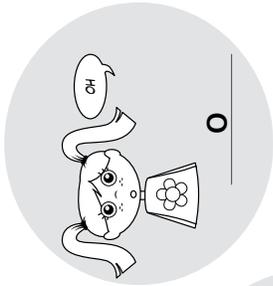
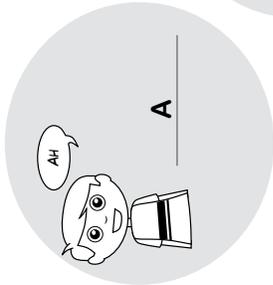
1. Translate the English words below into Latin and then find the Latin words in the word search!

- a. hello     **salve** \_\_\_\_\_
  - b. good-bye     **vale** \_\_\_\_\_
  - c. student     **discipuli** \_\_\_\_\_
  - d. teacher     **magister/magistra** \_\_\_\_\_
- Double Points if you can find both words for teacher!

2. What is the one English letter that does not exist in the Latin alphabet?     **W** \_\_\_\_\_

CHAPTER 2: Making Friends

1. Each *discipuli* is saying a Latin vowel sound! In the blank, write the letter that the *discipuli* is saying.



2. In Latin, ask the monkey what his name is:

**Quid est tuum praenomen?**

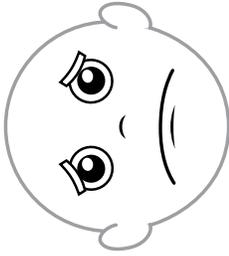
3. Now, tell the monkey your name!

**Meum praenomen est . . .**



CHAPTER 3: How Are You?

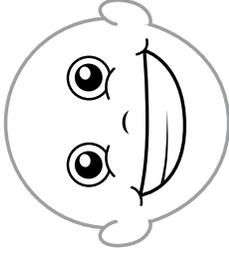
1. Draw a face that shows how each person feels.



**Sum pessime!**

Now translate:

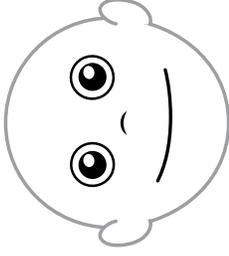
**I am terrible!**



**Sum optime!**

Now translate:

**I am great!**



**Sum bene!**

Now translate:

**I am well/fine!**

2. Draw a line from the Latin word or phrase to the correct English word or phrase.

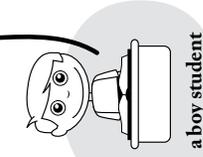
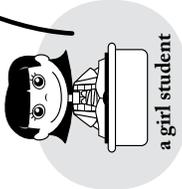
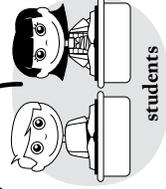
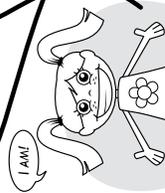
discipuli

sum

discipula

Quid agis?

discipulus



**CHAPTER 4: Review**

1. Translate the English words into Latin and fill in the crossword puzzle!

- Across**
- I am
  - terrible
  - students
  - good-bye
  - How are you?
  - female teacher
  - well/fine
- Down**
- boy student
  - girl student
  - hello
  - male teacher
  - great

(Continued on next page!)

**CHAPTER 4: Review**

2. The chapter two phrases got mixed up! See if you can put them back together by using the word bank below.

**Quid** \_\_\_\_\_ **est** \_\_\_\_\_ **praenomen** \_\_\_\_\_  
 (What) (is) (your) (name)

**Meum** \_\_\_\_\_ **praenomen** \_\_\_\_\_ **est** \_\_\_\_\_  
 (My) (name) (is)

