LESSON PLAN I

FIRST CONJUGATION

1 Opening

Begin each class with the dialogue below, followed by the prayer, and music (optional).

Teacher:  
Salvete, amici Latinae  
(Hello, friends of Latin)

Students:  
Salve, magister / magistra  
(Hello, teacher)

Teacher:  
Súrgite  
(Stand up)

Teacher:  
Oremus  
(Let us pray)

All:  
Table Blessing

Music:  
Christus Vincit

2 Latin Saying

Write saying on board, pronounce, and have students repeat after you. Explain significance of saying using the notes below.

Ora et Labora.  
Pray and work.

St. Benedict has been called one of the founders of Western Civilization, and even the Father of Europe. In 530 A.D., while the barbarians were fighting over Rome, St. Benedict and a small band of monks established a monastery at Monte Cassino, eighty-five miles southeast of Rome. The monasteries preserved the Christian faith and civilization during the dark ages. St. Benedict’s famous Rule for the life of monks spread across Europe in the following centuries. Ora et labora is a summary of the Rule of St. Benedict and is a good rule for our lives too.

NOTE: Students may ask why Ora and Labora end in a instead of o. They are the singular imperatives of the verbs oro and laboro, a concept beyond the scope of an introductory course. Like English sayings, many Latin sayings won’t perfectly match the common rules of grammar because of their unique nature.

5 Grammar

Write grammar forms on board. Tell students this is the 1st Conjugation and they will learn what it means next week. Pronounce each word in the first column and then in the second column. Have students repeat after you several times. The conjugation is rhythmical and easy to learn. Teach by the Disappearing Word Technique. Erase amo and recite the complete conjugation with students. Point to where amo was written and ask students what was there. Erase amas and again recite complete conjugation with students from beginning. Point to where amo and amas were and ask students what was there. Continue erasing one word at a time, reciting complete conjugation each time with students, until the whole conjugation has been erased. Repeat several times. Ask for a volunteer to stand and recite conjugation from memory. Continue until every student has recited.

N.B. In all written work, students do not need to include accent marks. Those marks are provided as an aid to correct pronunciation only.
3 Word Study

Write the five vocabulary words and meanings on the board. Pronounce each word and have students repeat after you. Ask the questions below. Help students if intended student responses are not forthcoming.

Teacher: What is similar about the words in today’s lesson?

Student: They all end in the letter o, and they are all verbs.

Teacher: What is a verb?

Student: A verb is a word that shows action.

Teacher: What letter in these verbs do you think stands for the pronoun I?

Student: The letter o.

Teacher: In every Latin verb, a pronoun is included in the word!

Word Choice: There are two or more meanings for many vocabulary words. All choices are correct unless there are specific restrictions about certain meanings. The answer key doesn’t always give each alternative meaning.

4 Derivatives

Teacher: Many English words come from Latin words. Look at laboro. Does it remind you of any English words?

Continue to go through the vocabulary and write one derivative next to each Latin word on the board. Teach only words that are age-appropriate for your students. Be sure to include the words that are used in Part C of the exercises. A complete listing of derivatives and definitions is available in the back of this manual. Students should record derivatives either in their book next to the vocabulary word or in a notebook.

amateur
amorous
laboratory
laud
laudable

orator
oratory
vocal
vocation

STOP: If you have not read the Grammar Overview and Teaching Guidelines at the beginning of this manual, read them closely before teaching this course.
1 Opening

Teacher: *Salvete, amici Latinae* (Hello, friends of Latin)

Students: *Salve, magister / magistra* (Hello, teacher)

Teacher: *Súrgite* (Stand up)

Teacher: *Oremus* (Let us pray)

All: *Table Blessing*

Music: *Christus Vincit*

2 Recitation - cue words

*amo*

3 Latin Saying

*Mater Itáliae — Roma*

*The mother of Italy — Rome*

This saying is from the Roman historian Florus. The ideals and language of Rome became the source of unity for the diverse peoples of the Italian peninsula, and eventually the whole Mediterranean world.

**NOTE:** *Itáliae* is the genitive singular (possessive) of the noun *Itália*. The first declension will be introduced in Lesson 3.

4 Grammar

**NOTE:** You will notice that the student text used *amo* last lesson and is using *voco* this lesson. Students began with *amo* because it is the traditional model verb of the 1st conjugation, with the phrase "*amo, amas, amat*" being a Latin saying in its own right. However, *voco* is a superior model verb because it lacks an *a* in the stem, allowing students to distinguish more clearly between the stem and ending (e.g., *amamus* vs. *vocamus*).

**Personal Endings:** Last week we saw that Latin verbs include a pronoun. What are some more pronouns besides *I*? (*You, he/she/it, we, they*) What is the difference between these? (To whom the speaker is directing his speech.) What is the definition of a *pronoun*? (A pronoun is a word that stands for a noun.) What is the difference between the *singular* and *plural* pronoun? (In the singular, the pronoun refers to only one person, and in the plural, it refers to more than one person.)

Write the grammar forms from Lessons 1 and 2 on the board and ask students if they see similarities. Circle the similar endings (*o, s, t, mus, tis, nt*). Ask, "If *o* stands for the pronoun *I*, what do you think the other endings represent?" Write the meanings after the forms of *voco* as given in the student text. Also write a separate chart of Latin personal endings and their corresponding English pronouns (found on opposite page).

**Illustrating Grammatical Person:** To illustrate the difference between persons, have three students come to the front and demonstrate the concepts of 1st, 2nd, and 3rd person by saying something like *I like Latin, You like Latin, and He likes Latin*. Switch students around to show that the persons are always in reference to who is doing the speaking. Add a fourth student to demonstrate the plural forms *we, you (all), and they*. 
**Conjugating Verbs:** Conjugate is a big word for writing the verb in its different forms. Write the verb to be conjugated, *paro*, on the board, and underneath write *paro* again. Erase the *o* at the end and put the stem vowel *a* in its place, giving the stem *para-*.

Now add the rest of the endings to the stem *para-*.

The stem is the part of the word that doesn’t change. (The stem vowel *a* is missing from the first form.) Making these six forms would be considered conjugating the verb in the present tense. In addition to conjugating, the students should translate the forms like *voco* is translated in their texts. Students should conjugate additional verbs on the board or in their notebooks. (See "Drill/practice" below.)

### Personal Endings

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>1st (person speaking)</em></td>
<td>-o</td>
<td>-mus</td>
<td><em>I</em></td>
<td><em>we</em></td>
</tr>
<tr>
<td><em>2nd (person spoken to)</em></td>
<td>-s</td>
<td>-tis</td>
<td><em>you</em></td>
<td><em>you all</em></td>
</tr>
<tr>
<td><em>3rd (person spoken about)</em></td>
<td>-t</td>
<td>-nt</td>
<td>he/she/it</td>
<td><em>they</em></td>
</tr>
</tbody>
</table>

### Drill/practice:

Have the students conjugate these 1st conjugation verbs:

*laudo* (laudo, laudas, laudat, laudamus, laudatis, laudant)  
*оро* (оро, oras, orat, oramus, oratis, orant)  
*specto* (specto, spectas, spectat, spectamus, spectatis, spectant)