

Subject: Latin

Minimus Chapter 11; A sad day

		Learning Objectives	Language	Activities	Resources	Support /Extension
		<p>To become familiar with how death and burials are dealt with in Roman life.</p> <p>To understand the concept of subject & object in Latin sentences.</p>	<p>epistulam letter accipit she receives tristissimus very sad mortua dead curat she looks after equum horse plaustrum cart parat he prepares coronam wreath lucernam lamp titulum inscription on a gravestone sculpit he carves ollam pot deponunt they put down sepulcrum tomb ponit places</p>	<p>When reading the comic strip ask the children to use the pictures to guess the meaning of the words & to explain what is going on. Use the audio CD to help with pronunciation. Ask comprehension questions based on the first comic strip. Words of the week on wall in classroom.</p> <p>Pictures of the characters from family on display with their names so children become familiar with these.</p> <p>Look at the derivative of words : accipit accept epistulam epistles of saints in the Bible are letters mortua mortuary, mortal, immortal equum equine sculpit a sculptor carves stone</p> <p>Recap that adjectives have different endings because they must match the noun they are describing; vespa parva est , cuniculus improbus est , The wasp is small The rabbit is naughty</p> <p>Recap verbs have different endings depending on who is doing the action; If He/she is doing the action, then verb ends in t i.e He writes - scribit If I am doing the action the verb ends in o i.e I write - scribo If they are doing the action the verb ends in nt i.e They are writing - scribunt</p>	<p>Chapter 11</p> <p>Vindolanda museum –</p> <p>Audio CD</p> <p>I Book</p> <p>Access to internet.</p> <p>Minimus website – teachers resources – powerpoints with sets of verbs to make sentences from.</p> <p>Minimus website – support sheets 24 – Crossword on Gods</p> <p>Latin dictionaries</p>	

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				<p>This chapter concentrates on the fact nouns change their endings, depending upon their role in the sentence, whether they are the subject – the person or thing doing the action or whether they are the object - the person or thing having the action done to them.</p> <p>candidus scribit epistulam CANDIDUS WRITES A LETTER Subject verb object</p> <p>Nouns which are objects change their endings. The word for letter (epistula) becomes epistulam because it is the object of the sentence.</p> <p>Corinthus equum et plastrum parat. Corinthus gets the horse and cart ready</p> <p>In this sentence the horse (equum) is the object as it is having the action done to it.</p> <p><u>Goodbye to Regina pg 67</u></p> <p>When reading the comic strip ask the children to use the pictures to guess the meaning of the words & to explain what is going on. Use the audio CD to help with pronunciation. Ask comprehension questions. Look at the sentences in the picture story. Write down who is doing the action (subject) & the thing which is having the action done to it.</p> <p><u>Roman Report pg 68</u> This discusses what happened to the dead. Children could research this further, especially the idea of putting the coin on the dead person's tongue.</p> <p>Look at Regina's tomb on page 70. Discuss this with the children. Refer to teacher's handbook page 33 for a transcription of the inscription.</p>	<p>Page 66 children's book - underline the verb, then put either an s or an o over the subject and the object in each sentence.</p> <p>Activity sheet XXXIII Reading Roman Tombstones</p> <p>Pyrrha website – shows examples of Roman mosaics & tombstones.</p>	<p>Lots of practice (in English and Latin) needed with this to understand which words are the subjects and which are the objects in various sentences as it is a tricky concept to grasp.</p> <p>Nouns change their endings depending upon the job they do in a sentence.</p> <p>Barates was introduced in chapter 6 as a friend of Candidus'. Information we have about Barates & his wife Regina is from their tombstones.</p> <p>STIP – short for STIPENDIA. This is written before Roman Numerals. This refers to the number of years a soldier spent in the Roman army.</p> <p>Children can use their knowledge of Roman Numerals to decipher tombstones</p> <p>Visit a local museum which has Roman tombstones</p> <p>Regina dies aged 30. Why did she die so young?</p>

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<p>Opportunities for reinforcement / cross-curricular work:</p> <p>HISTORY/ENGLISH – look at gravestones in a cemetery. Can they compare these to Roman tombstones? Are there any similarities?</p> <p>ART – wax rubbings of examples of inscriptions, Roman numerals etc. Drawings/sketches of tombstones Design new tomb carvings.</p> <p>NUMERACY – look for the use of Roman numerals in everyday life. Can they read them?</p>						