

GENERIC TWO (THREE)-DAY LESSON PLAN FOR WHEELOCK'S LATIN

[This is simply a generic plan, suggesting in the barest outline the sorts of activities that might be employed in teaching from *Wheelock's Latin* and *Scribblers, Scvlptors, and Scribes*; rev. 9/7/10]

Day 1 Plan

[Put assignment on board the day before, and E-mail the class the night before, with a reminder of the assignment and a request for volunteers for OPUS IN TABULA, "boardwork," e.g., to have volunteers decline/conjugate etc. new forms using new Vocab., and write the assigned English-to-Latin sentences, on board; ARRIVE EARLY to make sure volunteers are doing this.]

SALVETE etc.: brief conversational activities; quotation or other tidbit of the day (I call this LATINA IN VERO MUNDO); call roll IN LATIN (students respond with HIC, ADSUM, etc.); remind them of what's on TODAY'S agenda and quiz

NEXT ASSIGNMENT/QUIZ: briefly preview next assignment (including comments on content/context of reading passage and things to look for/think about while reading) & content of next quiz (following what syllabus says about Day 2 quizzes: new forms, syntax, declining, conjugating + questions on the assigned passage); reminder to use online audio

NEW GRAMMAR: explain and ask questions about any new concepts, forms, syntax (referencing OPUS IN TABULA items)

DRILL: have students find/identify examples of new forms/usages in assigned readings ("Practice and Review" sentences and *Sententiae Antiquae*) and translate just those words; drill new declensions/conjugations etc. aloud, chorally/then serially; practice with a few pre-selected Self-Tutorial Exercises (from the back of Wheelock); go over items that student volunteers have written on board: ask students who wrote them to pronounce, then ask class to identify any errors, and comment (with LOTS of positive reinforcement)

VOCABULARY: go through entire list, calling on individual students to pronounce the full Latin entry, then commenting on peculiarities, derivatives, etc., asking questions (what is the base? what is the stem? what does this derivative literally mean? etc.), etc., and practicing a few declensions/conjugations, especially for new forms

QUIZ: administer quiz (Vocabulary + questions on one or two of the assigned Practice and Review sentences[P&R] and *Sententiae Antiquae*[SA])

TRANSLATION: call on individual students to read aloud and translate assigned P&R/SA; comment on context/significance of SA, and for all sentences make sure you end up with an sensible, fluid, idiomatic rendering (consult online Teachers Guide) and not just a syntactically "correct" but stilted, Latinate translation; ask students to paraphrase and explain the meaning of any sentence which may seem unclear; have volunteers do one or two of the easier English-to-Latin P&R on board (preferably before class begins: I E-mail my students the evening before, asking for volunteers), then have the rest of the class check for errors, contribute alternative possibilities, and try some "transformation" exercises, like changing the number (singular vs. plural) of all verbs, nouns, and adjectives. *Students should not have their written translations open.*

BRIEF REMINDER OF NEXT ASSIGNMENT/QUIZ AND VALETE

Day 2 Plan

[E-mail the class the night before, with a reminder of the assignment and a request for volunteers for OPUS IN TABULA, “boardwork,” e.g., to have volunteers decline/conjugate etc. new forms using new Vocab., and write a couple of the assigned English-to-Latin sentences, on board; ARRIVE EARLY to make sure volunteers are doing this.]

SALVETE etc.: brief conversational activities; quotation or other tidbit of the day (I call this LATINA IN VERO MUNDO); call roll IN LATIN (students respond with HIC, ADSUM, etc.); remind them of what’s on TODAY’S agenda and quiz

NEXT ASSIGNMENT/QUIZ: briefly preview next assignment (including comments on content/context of reading passage and things to look for/think about while reading) & content of next quiz (following what syllabus says about Day 2 quizzes: new forms, syntax, declining, conjugating + questions on the assigned passage); reminder to use online audio

REVIEW NEW GRAMMAR: review, not by “re-teaching,” but by asking specific, targeted questions, based on yesterday’s presentation, about any new concepts, forms, syntax

DRILL NEW FORMS: find examples in assigned reading passage(s), i.e. *Scribblers* and/or Wheelock; drill new declensions/conjugations etc. aloud, chorally/then serially; go over items that student volunteers have written on board: ask students who wrote them to pronounce, then ask class to identify any errors, and comment (with LOTS of positive reinforcement)

QUIZ: administer quiz (new forms/syntax/declining/conjugating + comprehension and/or translation questions on the assigned reading passage)

TRANSLATION: introduce passage, provide context, read aloud, ask comprehension questions, and only then translate; make sure you end up with a fluid, idiomatic rendering; show slides if available, comment on illustrations in book, and/or bring in Power-Point or other audio-visuals; close with final comments on content/context; ask grammar questions, especially on new material, ONLY after concluding this thorough examination/discussion of content. See “The Story’s the Thing . . .” lesson plan suggestions. *Students should not have their written translations open.*

REMINDER OF NEXT ASSIGNMENT/QUIZ AND VALETE: briefly repeat above

Day 3 Plan: essentially repeats Day 2, with different reading passage(s)/quiz; assignment for the next Day 1 should carefully PREVIEW the new grammar, drawing attention to important points to look for and think about.