



Latin for Children, Primer A

A SUGGESTED SCHEDULE

This is a basic weekly schedule, taking approximately 30 minutes per day to be modified as necessary by a school or home-school teacher.

Day One: Vocabulary

Introduce chapter maxim, new vocabulary, and grammar paradigm (chart) to the student(s). Take time to practice reciting each new word and its meaning aloud. Use this time to introduce English derivatives as well. Discussing derivatives not only builds English vocabulary, but often helps students remember the proper meaning of their Latin words as well. Watch the DVD during this first day of introduction.

Sample grammar paradigm (chart):

	singular	plural
1st person	amō	amāmus
2nd person	amās	amātis
3rd person	amat	amant

Day Two: Grammar

Begin class by first reciting or chanting the week's grammar paradigm (the grammar chart). Practice the week's vocabulary by chanting along with the chant-CD included with the DVD set. Next, begin the grammar lesson by having the students read the grammar page out loud, stopping often to ask comprehension questions about what they have just read: "What is a conjugation? What does it mean to conjugate a verb?" As they read, have them also circle or under-

line key sentences that will prove helpful for the memory worksheet. Finally, allow students to work through the memory worksheet in the primer. When students have completed this worksheet allow them time to review their vocabulary by completing a page from the Activity Book.

Day Three: Application

Begin class by once again chanting the grammar paradigm (chart) and vocabulary list (chant-CD). Next, review the memory worksheet assigned the day before. Make certain that students understand their errors and carefully correct them. Review the grammar lesson from day two and then provide an assignment that allows students to apply the new grammar. The instructor may choose one of the downloadable assignments provided gratis on the Classical Academic Press website. Primers B and C provide additional worksheets within the primers. You may also wish to take this time to work through one of the Latin stories provided in the History Readers. (NOTA BENE: We recommend using the History Reader for Primer A about half-way through the program, beginning with chapter eighteen.) Have the students complete another puzzle in the Activity Book.

Day Four: Review

Once again it is important to begin class by reviewing the new grammar paradigm (chart) and vocabulary list. Some students may need additional time to complete the worksheet and/or Activity Book puzzle from the previous day. Once finished, take time to review and correct the assignment. The remainder of the class should be spent reviewing the weekly lesson and preparing for the next day's quiz. You may choose to review the grammar lesson by viewing the DVD, or by completing another activity from the corresponding Activity Book. You may also choose to play a game that will review the chapter's grammar lesson and vocabulary words (*Latin on the High Seas*[™]—found in the back of the Activity Book). Some students may find it helpful to take a practice quiz (see the free assortment of quizzes, exercises and tests available

on the LFC Intro Page found at www.ClassicalAcademicPress.com). Doing so may help them hone in on those areas where they are still weak and need some additional review.

Day Five: Assessment

Practice chanting the new paradigm and vocabulary words one more time before handing out the assessments (i.e. quizzes, tests, etc.). Take care to make sure students understand all the directions before they begin. Oftentimes assessments, particularly short quizzes, do not take the entire class period. This time can be spent playing a Latin game or reading a story. These activities provide a nice diversion to end a week of diligent work. For classes that cannot meet five days per week, you can move right into a new round of vocabulary for the next chapter. Carefully combining days one and five as presented here will neatly fit you into a four day cycle.