

# STORYBOOK LATIN

**YEAR THREE: ROMAN MYTHS**

*Teacher Edition*

*Heather Fluhart & Brian Marr*

*with illustrations by Forrest Dickison*



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# INTRODUCTION

## TO THE TEACHER EDITION

### WELCOME

*Storybook Latin 3: Roman Myths* is designed to follow *Storybook Latin 1: Phaedrus Fables* and *Storybook Latin 2: Bible Stories*. If you have already completed Years 1 and 2 you will notice that many of the same grammar concepts are taught. This is on purpose, and even if it looks repetitive at first, it is done at a faster pace each year, so as not to be dull.

Remember, in learning a language you are building a tower. The bricks are vocab, and the grammar is the mortar. Elementary Latin is the base of the tower; it is simple. We are introducing many new vocab words this year, but much of the grammar is review. However, each book does add a few new concepts while the review sections steadily advance in complexity, or are done at a faster rate. Also, since this curriculum is centered on story and vocabulary, the repetition of grammar is mainly there to help students read and understand the stories.

*Storybook Latin* is a four-book program intended for elementary students Grades 3-6 in schools and homeschools, but can be used with older first-time students as well.

- The teaching notes pages (like this one) have a T before each page number. Each Teaching Notes section begins with a vertical orange bar.
- The student pages in the Teacher Manual have normal numbering and are identical to those in the student text except that all exercises and assignments have the answers in gray for easy comparison and grading. The student sections each begin with a vertical blue bar.

### How to Use *Storybook Latin*

This teacher edition includes two types of pages:

#### DAILY SCHEDULE

The teaching notes and schedule are designed to complete *Storybook Latin 3: Roman Myths* in one academic year. The schedule can be adapted and

## LESSON 2: APOLLO ET DAPHNES

### STUDENT GOALS

- Learn the rest of the Latin words for the myth of Apollo and Daphne
- Learn/review the **present tense being/linking verb**

### SCHEDULE

<b>Day 1</b>	<input type="checkbox"/> Learn Lesson 2 vocab <input type="checkbox"/> Go over derivatives
<b>Day 2</b>	<input type="checkbox"/> Teach present tense being/ linking verb <input type="checkbox"/> Start Lesson 2 Pensum <input type="checkbox"/> Review vocab <input type="checkbox"/> Start reading story
<b>Day 3</b>	<input type="checkbox"/> Case Certamen 2 <input type="checkbox"/> Review present tense being/linking verb <input type="checkbox"/> Finish Lesson 2 Pensum <input type="checkbox"/> Finish reading story <input type="checkbox"/> Start pensum de fabula
<b>Day 4</b>	<input type="checkbox"/> Case certamen corrections due <input type="checkbox"/> Lesson 2 Pensum due <input type="checkbox"/> Finish the Pensum de Fabula <input type="checkbox"/> Play Review Game to prepare for the quiz
<b>Day 5</b>	<input type="checkbox"/> Take Quiz 2 <input type="checkbox"/> Students can illustrate fabula <input type="checkbox"/> Pensum de fabula due <input type="checkbox"/> Assign parts and act out story or... <input type="checkbox"/> Start the next vocab list.

# TEACHING NOTES

## Day 1

- Introduce the Latin vocabulary for **Apollo et Daphne**:
  - Open to Lesson 2.
  - Read each new Latin vocabulary word aloud in Latin with genitive and gender, and have your students repeat it aloud. Have your students guess from the picture what the Latin word means in English. If there is more than one way of translating the Latin word, discuss as many as you can come up with.
  - Go through the derivatives section.
- Have your students read through the Latin vocab and see if any of the Latin words remind them of English words.
  - Record any derivatives that you find on your derivatives list.

## Day 2

- Teach the present tense being/linking verb:
  - Work through the present tense being/linking verb lesson.
  - Have students fill in blanks.
  - Answer questions about the lesson.
- Start Lesson 2 Pensum:
  - Race, time, or just work through pensum.
  - Check over pensum together.
  - Make corrections.
  - Turn in now (or due tomorrow).

- Review vocab (see review options from Lesson 1 Teaching Notes):
  - Start reading story.
  - Have students read aloud.
  - You can ask them simple questions as you read through it. See *Pensum de Fabula* for the questions to ask. You will complete this later with them so don't let them write down the answers yet: just answer orally from the story.
  - Have students label anything that the *Exercitium (exercise)* says to label in the story.
  - Students may illustrate the story as you work through it, as long as they are tracking and answering questions.

## Day 3

- Case Certamen:
  - Review present tense being/linking verb chant orally using hand motions.
- Finish Lesson 2 Pensum.
- Finish reading story:
  - Work on illustrating it.
  - Start on the *Pensum de Fabula*. Again, your student does not need to know all the grammar that they are using or to know each answer from memory: if there is a question on the pensum that they don't completely understand, that's not a problem as long as they copy the answer from the story correctly.
- Story discussion notes:

Prior to this story, Apollo has just killed the monstrous Python with his bow and arrow and is vaunting in his success when he spots Cupid with a bow and arrow as well, which is why he then mocks him for having such manly weapons when he is just a boy. Also, once Daphne is turned into a laurel tree by her father (who happens to be a river god as are the fathers of most nymphs), Apollo uses the laurel leaves to make himself a crown or laurel wreath. This story is the origin of the laurel wreath in the Roman athletic games as the victor's prize.

- Assign character parts and act out the story.
- Start next vocab list.

#### Day 4

- Case certamen corrections due.
- Lesson 2 Pensum due.
- Finish the Pensum de Fabula.
- Play a review game to prepare for the quiz tomorrow.
  - See the Thesaurus Ludorum (The Game Treasury) in Appendix G (p. T-71).
  - The quiz will be from picture to Latin and will include the present tense being/linking verb.

#### Day 5

- Take Quiz 2.
- You can grade the quiz together and have them correct their answers in pen afterward.
- After the quiz... (see options below):
  - Finish illustrating the story.



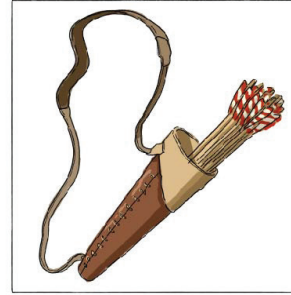
# VOCABULARY



1. sagittarius, -ī, m.  
**archer**



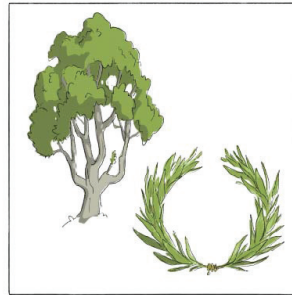
2. sagitta, -ae, f.  
**arrow**



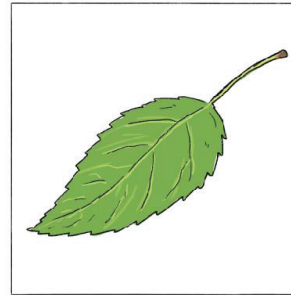
3. pharetra, -ae, f.  
**quiver**



4. nympa, -ae, f.  
**nymph**



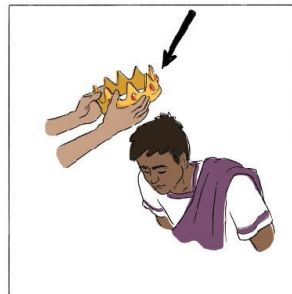
5. laurea, -ae, f.  
**laurel**



6. folium, -ī, n.  
**leaf**



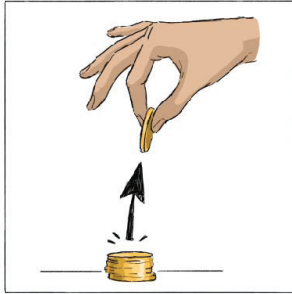
7. arcus, -ūs, m.  
**bow**



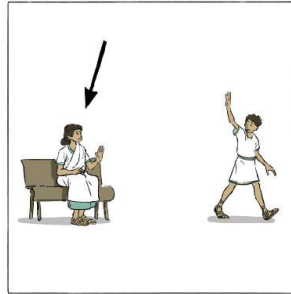
8. corona, -ae, f.  
**crown**



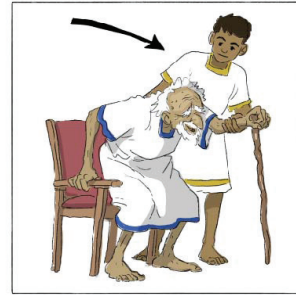
9. superbus, -a, -um  
**proud, pompous**



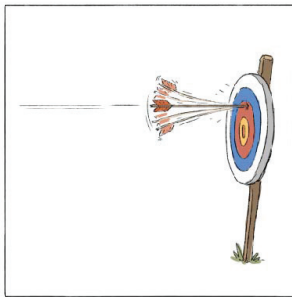
10. *sumit*  
she picks up



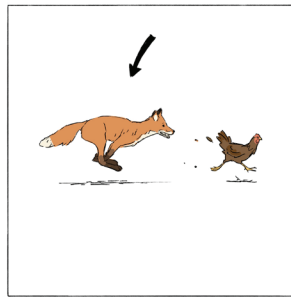
11. *manet*  
she remains



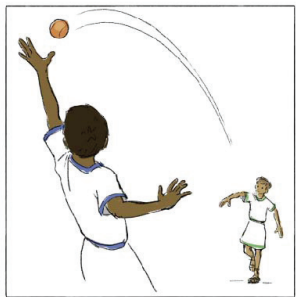
12. *iuvat*  
he helps



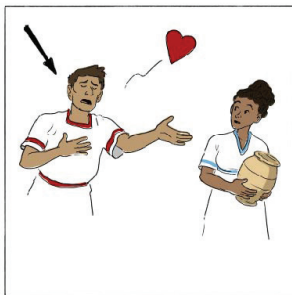
13. *figit*  
it sticks into



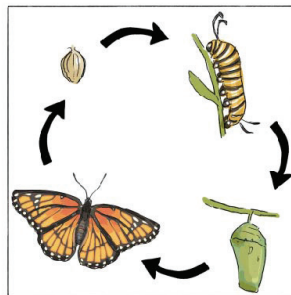
14. *petit*  
it seeks



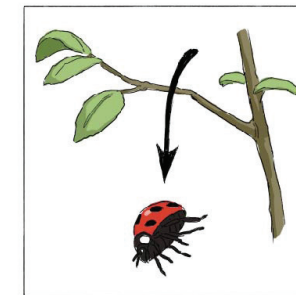
15. *capit*  
he catches



16. *amat*  
he loves



17. *mutat*  
it changes



18. *de + abl.*  
down from

# DERIVATIVES

Copy the vocabulary list below, and see how many derivatives you can find. As practice, write down the genitive and gender for all nouns.

1. sagittarius, -ī, m      Sagittarius – the archer constellation
2. sagitta, -ae, f      \_\_\_\_\_
3. pharetra, -ae, f      \_\_\_\_\_
4. nympha, -ae, f      nymph
5. laurea, -ae, f      laurel
6. folium, -ī, n      foil, foliage
7. arcus, -ūs, m      arc, arch
8. corona, -ae, f      coronation, corona (the beer and the virus)
9. superbus, -a, -um      superb
10. sumit      presume, assume
11. manet      remain
12. iuvat      \_\_\_\_\_
13. figit      fix, prefix, suffix, fixture
14. petit      petition, appetite, competition
15. capit      capture, captive, captivate
16. amat      amateur, amiable
17. mutat      mutate, commute, mutant
18. de + abl.      decapitate, words that begin with de-

# PRESENT TENSE BEING OR LINKING VERB

Last week we learned the nominative pronouns. This week we are learning a verb that these pronouns can go with—the being/linking verb. An example of this kind of verb in English is the word “is,” though there are many other forms. One way to find those other forms is to pair them with the nominative pronoun that we covered last week. What is the being verb that goes with each of these nominative pronouns?

## Exemplum

He is \_\_\_\_\_

1. I am \_\_\_\_\_

2. You are \_\_\_\_\_

3. She is \_\_\_\_\_

4. It is \_\_\_\_\_

5. We are \_\_\_\_\_

6. You all are \_\_\_\_\_

7. They are \_\_\_\_\_

What are the three different forms of the present tense being/linking verb that you wrote down?

am, is, and are \_\_\_\_\_

## Nota Bene

In this lesson we are only looking at the present tense, so make sure you don't put down any past tense (*was, were*) or future tense (*will be*). We will be covering those later this year.

Here are the being/linking verbs in Latin with the English translations for each.

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	sum—(I) am	sumus—(we) are
<b>2nd Person</b>	es—(you) are	estis—(you all) are
<b>3rd Person</b>	est—(he, she, it) is	sunt—(they) are

Notice that the nominative pronoun is in parentheses. This is because the word *sum* does not just mean *am*: it means *I am*. But you learned the Latin word for *I* last week. Do you remember what it was?

ego \_\_\_\_\_

This means that you do not *need* the word *ego* to say “I am”, though you can use it. Both *sum* and *ego sum* mean “I am.”



NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## LESSON 2 PENSUM

1. Write out the being/linking verb in Latin:

	Singular	Plural
1st Person	sum	sumus
2nd Person	es	estis
3rd Person	est	sunt

Translate into Latin

2. They are sunt \_\_\_\_\_ You all are estis \_\_\_\_\_

3. I am sum \_\_\_\_\_ He is est \_\_\_\_\_

4. Translate into English

5. sumus we are \_\_\_\_\_ est he, she, or it is \_\_\_\_\_

6. es you are \_\_\_\_\_ sunt they are \_\_\_\_\_

Add the being verb that goes with each pronoun (see Lesson 1 if you need to review the nominative pronouns).

7. ego sum \_\_\_\_\_ iī sunt \_\_\_\_\_

8. tu es \_\_\_\_\_ vos estis \_\_\_\_\_

9. is est \_\_\_\_\_ ea est \_\_\_\_\_

10. nos sumus \_\_\_\_\_ id est \_\_\_\_\_

### Nota Bene

You need to know the present tense being/linking verb for the quiz this week.





# APOLLO ET DAPHNES

## Exercitium

- Label any example of the present tense being/linking verb (LV) and nominative pronouns (P).

<b>Exempla</b>	(LV)	(P)
	est	tu

- Pingite fabulam!

<p style="text-align: right;">(LV) Apollo deus sagittarius est.</p>	<p style="text-align: right;">Apollo Cupidinem, filium Veneris, videt.</p>
<p style="text-align: right;">(P) (LV) Apollo superbe dicit, "O puer, cur habēs arcum et sagittās? Ego sagittarius sum, sed tu puer es!"</p>	<p style="text-align: right;">(P) (LV) Cupido: "Tu valde superbus es." Et Cupido duās sagittās de pharetrā sumit.</p>

Apollo says pompously, "O boy, why do you have a bow and arrows? I am an archer, but you are a boy!"

Cupid: "You are very pompous." And Cupid takes two arrows from his quiver.

<p>Deinde Cupido sagittam primam in Apollinem figit et sagittam secundam in nympham, nomine Daphnes, figit.</p>	<p>Statim Apollo nympham amat, sed ea fugit.</p>
<p>Then Cupid sticks the first arrow into Apollo and the second arrow into a nymph named Daphne.</p> <p>Apollo Daphnem petit et dicit: “O nymph, quaeso, manē!<sup>1</sup> Ego deus Apollo sum!”</p>	<p>Immediately Apollo loves the nymph, but she runs away.</p> <p>Sed Daphnes non manet.</p>
<p>Apollo pursues Daphne and says: “O nymph, please stay! I am the god Apollo!”</p> <p>Iam Apollo paene<sup>2</sup> Daphnem capit, sed <b>(P)</b> ea patrem suum videt.</p>	<p>But Daphne does not stay.</p> <p>Daphnes: “O pater, iuvā<sup>1</sup> me!”</p>

Now Apollo almost catches Daphne, but she sees her father.

Daphne: “O father, help me!”

<p>Et subito Daphnes in arborem mutat.  Arbor laurea est.</p>	<p>Ergo Apollo coronam de foliīs laureae habet.</p>
---	---

Therefore Apollo has a crown from the laurel leaves. And suddenly Daphne is turned into a tree. The tree is a laurel tree.

### Footnotes

1. *Manē*—“stay!” and *iuvā*—“help!” are both singular imperatives, commands to one person. We will be reviewing this in Lesson 31. However, you will be seeing them throughout the stories till we get there, so keep an eye out for them.
2. You should recognize most of the words in this story, but if you see a word that is not in the word list, like *paene*, flip to *Appendix F: Thesaurus Vocabulorum* on p. 407 to find out that word’s meaning.

### Nomina

**Apollo, Apollonis, m:** Apollo—god of the sun and music (lyre)

**Daphnes, -is, f:** Daphne—a nymph that is turned into a laurel tree

**Cupido, Cupidinis, m:** Cupid—god of love, son of Venus

**Venus, Veneris, f:** Venus—goddess of love



NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## PENSUM DE FABULA

### Apollo et Daphnes

Answer using a complete Latin sentence.

1. Quis est Apollo?

Apollo deus sagittarius est.

2. Quid Cupido de pharetra sumit?

Cupido duas sagittās de pharetrā sumit.

3. Quam amat Apollo?

Apollo nympham/Daphnem amat.

4. In quam mutat Daphnes?

Daphnes in arborem mutat.

5. Quid est arbor?

Arbor laurea est.

### Question Key

**Quis?** Who?

**Quid?** What?

**Quam?** Whom?

**In quam?** Into what?

NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## CERTAMEN CELERE 2

Put each word in the correct case. Watch out for singular (sg.) and plural (pl.).

1. sagitta (dat. pl.) sagittīs \_\_\_\_\_

2. nymp̄ha (acc. sg.) nymp̄ham \_\_\_\_\_

3. folium (nom. pl.) folia \_\_\_\_\_

4. pharetra (dat. sg.) pharetrae \_\_\_\_\_

5. corona (abl. sg.) coronā \_\_\_\_\_

6. arcus (nom. sg.) arcus \_\_\_\_\_

7. sagitta (gen. pl.) sagittārum \_\_\_\_\_

8. laurea (acc. pl.) laureās \_\_\_\_\_

9. pharetra (abl. pl.) pharetrīs \_\_\_\_\_

10. sagittarius (gen. sg.) sagittariī \_\_\_\_\_

NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## LESSON 2 PERICULUM

Answer questions 1–18 in Latin.



1. Quid est?

nympha, -ae, f.



2. Quid est?

pharetra, -ae, f.



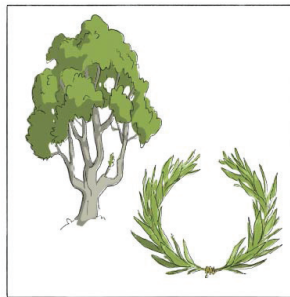
3. Quid est?

sagittarius, -ī, m.



4. Quid est?

sagitta, -ae, f.



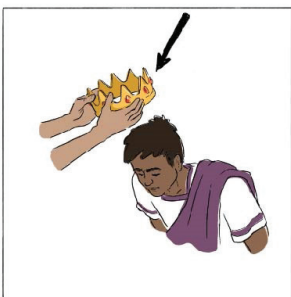
5. Quid est?

laurea, -ae, f.



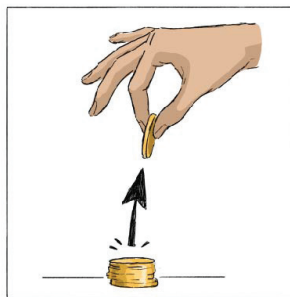
6. Quid est?

arcus, -us, m..



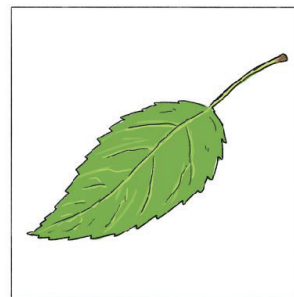
7. Quid est?

corona, -ae, f.



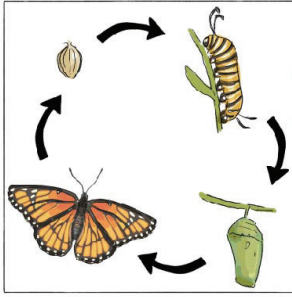
8. Quid agit?

sumit



9. Quid est?

folium, -ī, n.



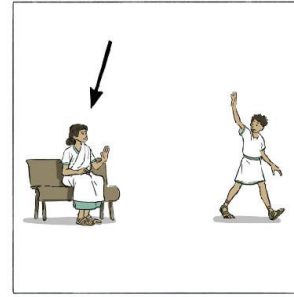
10. Quid agit?

**mutat**



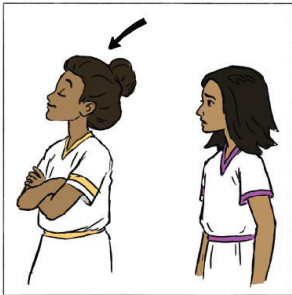
11. Quid agit?

**iuvat**



12. Quid est?

**manet**



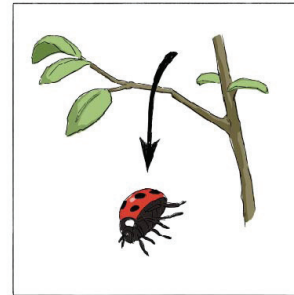
13. Qualis est?

**superbus, -a, -um**



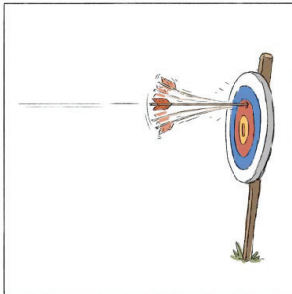
14. Quid agit?

**amat**



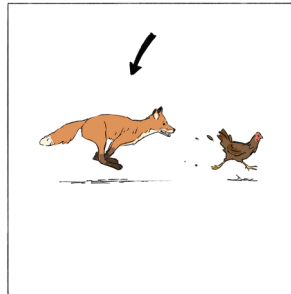
15. Unde cadit?

**de + abl.**



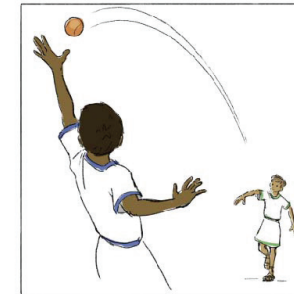
16. Quid agit?

**figit**



17. Quid agit?

**petit**



18. Quid agit?

**capit**

19. Conjugate the Present Tense Being/Linking Verb and translate into English:

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	sum – I am	sumus – we are
<b>2nd Person</b>	es – you are	estis – you all are
<b>3rd Person</b>	est – he is	sunt – they are