

## LESSON 12: LUPUS ET AGNUS

### STUDENT GOALS

- Learn Latin words for the fable **Lupus et Agnus** (The Wolf and the Lamb).
- Learn how to conjugate **A-stem verbs**.
- Learn how the **nominative subject** works.
- Read, comprehend, and answer questions in Latin from the story.
- Review noun endings.

<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn Lesson 12 vocabulary</li> <li><input type="checkbox"/> Go over derivatives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finish going over derivatives</li> <li><input type="checkbox"/> Review vocabulary</li> <li><input type="checkbox"/> Learn A-stem Verbs</li> <li><input type="checkbox"/> Recite Verb Grammatica</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review A-stem verbs chant</li> <li><input type="checkbox"/> Lesson 12 Pensum</li> <li><input type="checkbox"/> Review vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson 12 Pensum due</li> <li><input type="checkbox"/> Play review game to prepare for the quiz</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take Lesson 12 Periculum A</li> <li><input type="checkbox"/> Recite Noun Grammatica</li> <li><input type="checkbox"/> Learn the Nominative Subject</li> </ul>
<i>Day 6</i>	<i>Day 7</i>	<i>Day 8</i>	<i>Day 9</i>	<i>Day 10</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Noun Grammatica and nominative subject</li> <li><input type="checkbox"/> Read Fabula</li> <li><input type="checkbox"/> Label Fabula</li> <li><input type="checkbox"/> Ask Pensum de fabula questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reread Fabula</li> <li><input type="checkbox"/> Draw pictures for the first half of the Fabula</li> <li><input type="checkbox"/> Start Pensum de fabula</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw pictures for the second half of the Fabula</li> <li><input type="checkbox"/> Finish Pensum de fabula</li> <li><input type="checkbox"/> Discuss Fabula</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Play review game with nominative subject and nominative endings for quiz</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take Lesson 12 Periculum B</li> <li><input type="checkbox"/> Optional: Do fun activity or start next week's vocabulary</li> </ul>

# TEACHING NOTES

For the rest of *Storybook Latin 1*, we will be spending ten days on every lesson, with the exception of a couple of catch up weeks. For the first five days, we will go through vocab and grammar, and then for another five days will focus on reading a simple Latin story, without translating it into English. The goal is to start reading Latin naturally.

## Day 1

- Introduce Latin vocab for Lupus et Agnus:
  - Read each new Latin word, and have the student repeat it and guess what it means. Note that *ēst* has a macron over the *e*. This distinguishes it from the Being/Linking verb.
- If you have time this day, start the Derivatives section.

## Day 2

- Finish discussing any derivatives that you missed.
- Review all noun endings covered so far.
  - Review case endings alone first. Then take the new nouns from your list and practice declining them. You can do this orally or in writing.
- Complete the A-stem Verbs sections together.
  - Turn to Appendix B: Verb Grammatica Latina. You should treat this the same way as your Noun Grammatica. If you have multiple students, assign each part to different students, but do the chants together. For this week, only assign parts and recite the Grammatica up through the A-stem verbs. Remember to chant all the verb chants with hand motions.
  - After you work through the A-stem Verbs section of your Grammatica, finish reading the lesson, and help your student fill in the blanks in the lesson.
  - Discuss and answer questions about the lesson.
  - Create or purchase flashcards.

### Day 3

- Review A-stem verbs. Practice conjugating different A-stem verbs from older lists.
- Have your student work through the Lesson 12 Pensum on their own.
  - You can make this a race if you have multiple students.
  - Work through the Pensum together.
  - Have the student turn in their Pensum for a grade.
  - Have the student correct their own mistakes, circling the answers that are incorrect.
- Review vocab: Use flashcards, draw pictures on the board, or give your student the English word. Have them answer with the Latin word orally or have them write it on a whiteboard or paper.

### Day 4

- Play a vocab review game to prepare for the quiz tomorrow.
  - Make up your own game or see the Thesaurus Ludōrum.
  - Students will also have to conjugate any given A-stem verb on the quiz.

### Day 5

- Take Lesson 12 A Periculum.
- Grade the quiz together and mark answers.
- Start the Nominative Subject section together.
  - Turn to Appendix A: Noun Grammatica Latina.
  - Assign the rest of the parts for the Grammatica. Recite through the entire thing.
  - Turn back to the lesson and work through the nominative subject section, and help your student fill in the blanks in the lesson.
  - Discuss and answer questions about the lesson.

## Day 6

- Review the definition of a nominative subject (from your Noun Grammatica).
- Read the story aloud, and have your student label as many nominatives as they can find. Note that the word key contains unfamiliar words in order of appearance.
  - Note that in the teacher edition, we've used circles, underlines, etc., throughout the stories to indicate the various things the student needs to label.
- Have your student read the story aloud. There are some words in this story that are not on your vocab list: you should find out what they are from the word key afterwards.
- Ask your student the *Pensum de fabula* questions, and have your student answer orally. There are some grammar and endings in this story that your student will not understand, but they should still be able to understand the story and answer the questions.

## Day 7

- Have your student read the story at their desk, and have them draw pictures of what happens in the first half of the story.
- Next, the student should work through half of the *Pensum de fabula* questions on their own. Note that the answer is always in the story, so your student may copy the correct answer directly. Then ask them the questions aloud and let them give their answers orally. See if they made any mistakes.

## Day 8

- Have your student finish drawing pictures for the second half of the story.
- Finish the *Pensum de fabula*, and go through the second half of the *Pensum de fabula* together, asking the questions aloud and having your student read aloud the answers that they wrote down from the story.
- Have your student turn in the *Pensum de fabula*.

- **Morals:** Most fables have a moral, but some aren't what we would expect. Ask your student what they think the point of the story is. The gist of the story of the Wolf and the Sheep is that tyrants will always find an excuse or reason to justify their evil deeds. You can also ask your student if they can think of any story in which the innocent are falsely accused and executed in this same way. Biblical examples include King Ahab and Naboth's vineyard and the Crucifixion of Jesus.

## Day 9

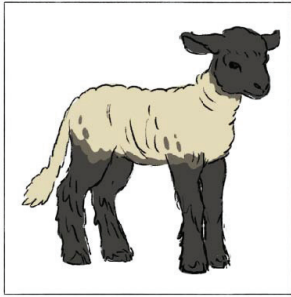
- Review the nominative endings so that your student is prepared for a quiz tomorrow. They will have to fill in the nominative endings in the case ending chart and on nouns that are the subject of the sentence. (Remember the nominative singular is just the form in which you learn the noun.)
- There will also be an extra credit opportunity to compose a sentence in Latin and translate it into English. If your student does this correctly, give them an extra credit point or maybe a piece of candy!

## Day 10

- Take Lesson 12 Periculum B on the nominative subject.
- **Optional:** Do a fun Latin activity. You might act out the story. Assign parts for the narrator, the wolf, and the lamb.



## VOCABULARY



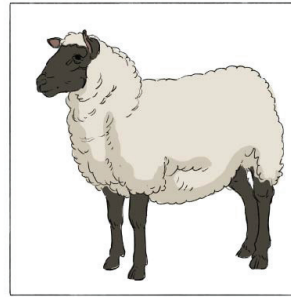
1. agnus, -ī, m.

lamb



2. lupus, -ī, m.

wolf



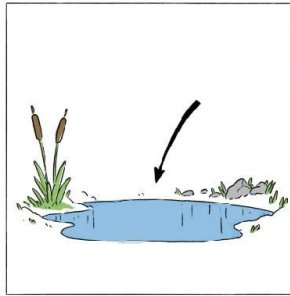
3. ovis, ovis, f.

sheep



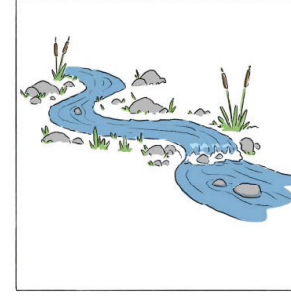
4. pater, patris, m.

father



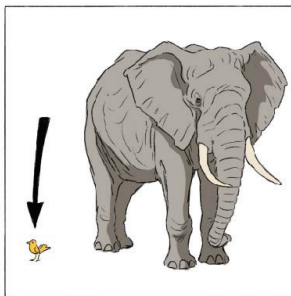
5. aqua, -ae, f.

water



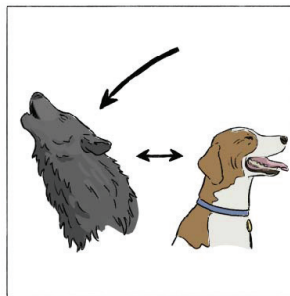
6. rivus, -ī, m.

stream, creek



7. parvus, -a, -um

small



8. ferus, -a, -um

wild



9. malus, -a, -um

bad, evil



10. sordidus, -a, -um

**dirty**

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11. venit

**he comes**

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12. bibit

**she drinks**

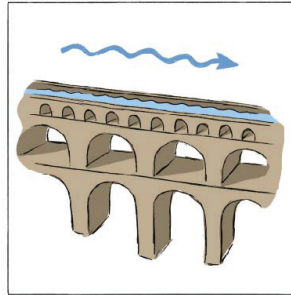
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13. facit

**he makes**

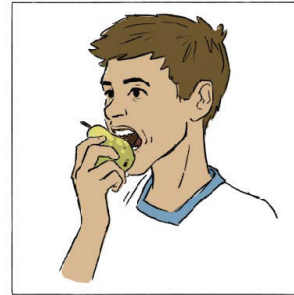
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14. fluit

**it flows**

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15. ēst

**he eats**

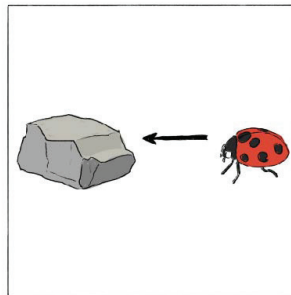
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16. videt

**she sees**

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17. ad + accusative

**to, toward**

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Notice the endings that come after adjectives: *parvus*, *-a*, *-um*. The endings *-a*, *-um* indicate that an adjective can match a noun of any gender.

## DERIVATIVES

Copy the vocabulary list below, and see how many derivatives you can find.

1. agnus, -ī, m. \_\_\_\_\_
2. lupus, -ī, m. lupine \_\_\_\_\_
3. ovis, ovis, f. ovine \_\_\_\_\_
4. pater, patris, m. (review word) \_\_\_\_\_
5. aqua, -ae, f. aquarium, aquatic \_\_\_\_\_
6. rivus, -ī, m. river, derive, rival, rivulet \_\_\_\_\_
7. parvus, -a, -um \_\_\_\_\_
8. ferus, -a, -um feral, ferocious, fierce \_\_\_\_\_
9. malus, -a, -um malice, malevolent, malignant \_\_\_\_\_
10. sordidus, -a, -um sordid \_\_\_\_\_
11. venit \_\_\_\_\_ advent, venture, adventure, venue,  
invention \_\_\_\_\_
12. bibit \_\_\_\_\_ imbibe, winebibber, beverage, bib \_\_\_\_\_
13. facit \_\_\_\_\_ fact, faculty, factor, factory \_\_\_\_\_
14. ēst \_\_\_\_\_ edible, obese \_\_\_\_\_
15. fluit \_\_\_\_\_ fluent, fluid, influence, flux \_\_\_\_\_
16. videt \_\_\_\_\_ (review word) \_\_\_\_\_
17. ad + accusative \_\_\_\_\_ words with the prefix ad- \_\_\_\_\_

# VERB CONJUGATIONS

Turn to the Verb Grammatica on page 239, and use it to answer the following questions.

What is a verb? A verb is an action word or a being/linking word.

What is every verb in? a conjugation

What is a conjugation? A conjugation is a verb family.

In Latin, all verbs belong to a certain conjugation. A **conjugation** is a family of verbs with similar stems. We call it a verb *family* since the verbs look similar to one another, just like people in the same family look similar to one another. Conjugations are the same for verbs as declensions are for nouns.

We classify verbs by their stem. But what is a verb stem? Just like the stem of a plant, a verb stem is the first part of the verb—the part that comes before the ending.

You can figure out which conjugation a verb is in by finding the last letter of the verb stem, the letter that comes before the ending. Remember that the *i* is usually part of the ending *-(i)t*.

Rewrite the stem of each of these verbs:

videt     vide

gerit     ger

ambulat ambula

sedet     sede

stat     sta

ponit     pon

# A-STEM VERBS

A-stem verbs or A-conjugation verbs are verbs whose stem ends in the letter *a*. This is also called 1st conjugation.

Draw a line between the stem and the ending, and circle the *a* that comes before the ending.

a m b u l a | t

This shows us that *ambulat* is classified as an **A-stem verb**, or an **A-conjugation verb**.

Remember your present tense verb endings?

(Check your verb Grammatica if you need to.)

	Singular	Plural
1st Person	-ō	-(i)mus
2nd Person	-(i)s	-(i)tis
3rd Person	-(i)t	-(u)nt

Now we are going to put them onto *ambulat*—this is called *conjugating* a verb.

	Singular	Plural
1st Person	a m b u l   ō	a m b u l ā   m u s
2nd Person	a m b u l ā   s	a m b u l ā   t i s
3rd Person	a m b u l a   t	a m b u l a   n t

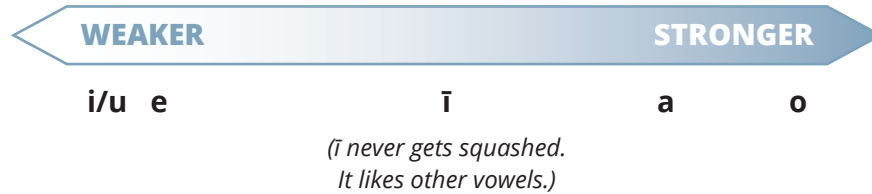
Draw a line between the stem and endings on all the different forms of *ambulat*. Is the stem the same in every form? **No** \_\_\_\_\_

What happened to the *a* in the form *ambulō*? **It disappeared.** \_\_\_\_\_

What happened to the *i* in the form *ambulat*? **It got squashed out.** \_\_\_\_\_

We like to call any vowel in parentheses a *squashable vowel*. That means that if there is a stronger vowel, then the squashable vowel, in this case the *i* disappears from the verb.

Here is a graph to help you remember which vowels are strongest and which are weakest:



Now you can conjugate *numerat*:

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	numerō	numerāmus
<b>2nd Person</b>	numerās	numerātis
<b>3rd Person</b>	numerat	numerant

Translate your conjugation of *numerat* (see Lesson 5 if you forgot how to do this):

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	I count	we count
<b>2nd Person</b>	you count	you all count
<b>3rd Person</b>	he/she/it counts	they count

### Nota Bene

Be able to conjugate any A-stem verb for the quiz this week.

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

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

## LESSON 12 PENSUM

1. Conjugate the verb *habitat*:

	Singular	Plural
1st Person	habitō	habitāmus
2nd Person	habitās	habitātis
3rd Person	habitat	habitant

2. Draw a line between the **stem** and the **ending** on each of these verbs. Take off the ending and write the stem of each verb in the blank:

a m b u l a | t     ambula \_\_\_\_\_

s p e c t a | t     specta \_\_\_\_\_

l a u d a | t     lauda \_\_\_\_\_

c o a x a | t     coaxa \_\_\_\_\_

l a t r a | t     latra \_\_\_\_\_

3. Give three different examples of A-Conjugation verbs:

stat (answers will vary) \_\_\_\_\_

ambulat \_\_\_\_\_

numerat \_\_\_\_\_

4. Choose one of the verbs above and conjugate it:

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	Answers will vary.	
<b>2nd Person</b>		
<b>3rd Person</b>		

5. Translate these verbs into English:

stāmus      we stand

ambulātis      you all walk

numerō      I count

stās      you stand

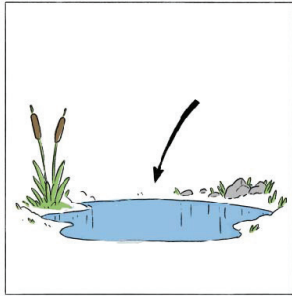
ambulant      they walk

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

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

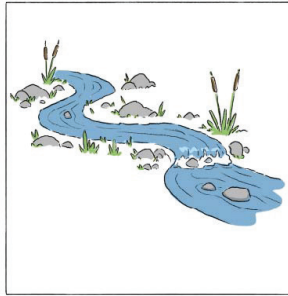
## LESSON 12 PERICULUM A

Answer questions 1–15 in Latin and be sure to include adjective endings.



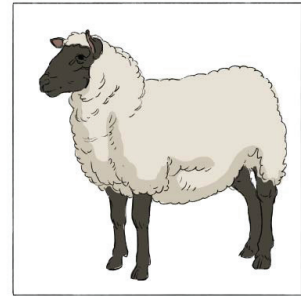
1. Quid est?

aqua, -ae, f.



2. Quid est?

rivus, -ī, m.



3. Quid est?

ovis, ovis, f.



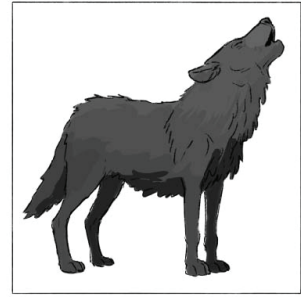
4. Quid est?

agnus, -ī, m.



5. Qualis est puer?

sordidus, -a, -um



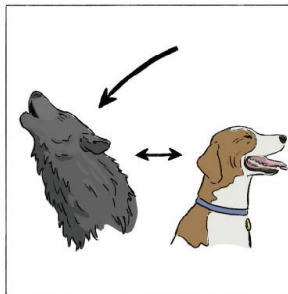
6. Quid est?

lupus, -ī, m.



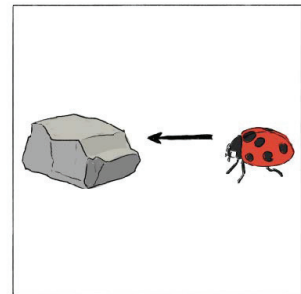
7. Qualis est vir?

malus, -a, -um



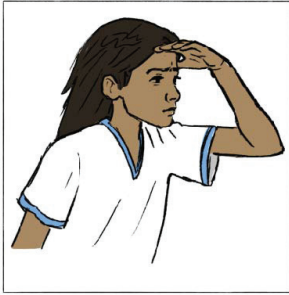
8. Qualis est?

ferus, -a, -um



9. Quo it?

ad + accusative



10. Quid agit femina?

**videt**



11. Quid agit vir?

**facit**



12. Quid agit puer?

**venit**



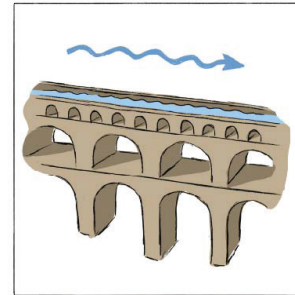
13. Quid agit vir?

**ēst**



14. Quid agit puella?

**bibit**



15. Quid agit aqua?

**fluit**

16. Finish conjugating the verb *ambulat*:

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	ambulō	ambulāmus
<b>2nd Person</b>	ambulās	ambulātis
<b>3rd Person</b>	ambulat	ambulant

### **Praemium Deliciarum (Candy Credit)**

What is an English derivative from the Latin word *aqua*? You must spell it correctly to get the candy!

aquatic, aquarium



# NOMINATIVE SUBJECT

Review your Noun Grammatica on page 237.

Now answer these review questions:

What is a noun? A noun is a person, place, thing, or idea.

All Latin nouns are divided into different declensions.

What are the five noun cases? (You may abbreviate.)

nominative (nom.), genitive (gen.), dative (dat.), accusative (acc.),  
ablative (abl.)

How can you tell what case a noun is in? the ending

This week we are focusing on the very first case, the **nominative case**.

What is the first function of the nominative case? the subject

## Case Practice

Fill in the nominative singular and plural endings for the following declensions:

1st Declension		2nd Declension				3rd Declension	
Feminine		Masculine		Neuter		Masculine/ Feminine	
Sg	Pl	Sg	Pl	Sg	Pl	Sg	Pl
-a	-ae	-us	-ī	-um	-a	X	-ēs

Now put these Latin words into the nominative case in both the singular and plural. Make sure you are looking at the correct declension endings.

	<b>Singular</b>	<b>Plural</b>
lupus	<u>lupus</u>	<u>lupī</u>
agnus	<u>agnus</u>	<u>agnī</u>
aqua	<u>aqua</u>	<u>aquae</u>
pater (base = patr)	<u>pater</u>	<u>patrēs</u>
ovis	<u>ovis</u>	<u>ovēs</u>

What is surprising about putting a word in the nominative singular?

You don't have to change the ending at all.

### **What is the *subject* of a sentence?**

The **subject** is the noun in the sentence that does the main action. If “the students sit,” then *students* is the subject since they are the ones doing the verb (though they are not doing much). In Latin we always keep the subject in the nominative case.

Translate the following phrases into Latin.

**Exemplum:** The wolf sees.     *Lupus videt.*

The lamb drinks.     Agnus bibit.

The sheep comes.     Ovis venit.

The father eats.     Pater ēst.

The stream flows.     Rivus fluit.

### **Nota Bene**

There is no word for *the* in Latin, just ignore it!

## Extra

The word *nominative* comes from what Latin word?

The word *nomen* which means “name.”

In what case are all nouns when you learn them?

nominative (i.e., the naming case)



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

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

## LUPUS ET AGNUS

- Read the story (fabula) aloud and circle any nominative subjects you can find.
- Extra:** Pingite fabulam! (Draw the story!)
- See the Word Key for Latin vocab that was not on this lesson's word list.

<p>Ecce agnus! <u>Agnus</u> ovis parvus est.</p> <p>Look, a lamb! A lamb is a small sheep.</p>	<p><u>Agnus</u> ad rivum venit et aquam bibit.</p> <p>The lamb comes to a stream and drinks the water.</p>
<p>Ecce lupus! <u>Lupus</u> ferus et malus est.</p> <p>Look, a wolf! The wolf is fierce and bad!</p>	<p><u>Lupus</u> quoque ad rivum venit et aquam bibit.</p> <p>The wolf also comes to the stream and drinks the water.</p>

<p>Agnus lupum non videt, sed lupus agnum videt.</p> <p>The lamb does not see the wolf, but the wolf sees the lamb.</p>	<p>Deinde lupus ad agnum venit.</p> <p>Then the wolf comes up to the lamb.</p>
<p>Lupus: "Agnus malus est." Agnus: "Non sum malus!"</p> <p>Wolf: "Lamb is bad!" Lamb: "I'm not bad!"</p>	<p>Lupus: "Agnus aquam sordidam facit!"</p> <p>Wolf: "Lamb makes the water dirty!"</p>
<p>Sed agnus non aquam sordidam facit.</p> <p>But the lamb is not making the water dirty.</p>	<p>Rivus non ad lupum sed ad agnum fluit!</p> <p>The stream is not flowing toward the wolf, but toward the lamb.</p>

<p>Lupus: “Sed <u>pater</u> tuus malus est!”</p> <p>Wolf: “But your father is bad!”</p>	<p>Deinde <u>lupus</u> agnum ēst!</p> <p>Then the wolf eats the lamb.</p>
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### Word Key

**ecce:** look!

**et:** and

**quoque:** also

**sed:** but

**deinde:** then

**non:** not

**tuus:** your

