



Latin Alive! Book 2

SUGGESTED WEEKLY SCHEDULE

This is a basic weekly schedule, based on 7–8 days per chapter and approximately 50–55 minutes per day. To complete *Latin Alive! Book 2* in a school year, students will need to study Latin 5 days a week.

Step 1: Vocabulary (1/2 day)

- Discuss the chapter motto.
- Orally review the new chapter vocabulary and discuss derivatives.
- Complete exercise 1, practicing accent and syllabication in order to reinforce pronunciation. (Note: In chapter 1, complete exercises 1 and 2.) This exercise replaces vocabulary flash cards as an activity to review and reinforce the new vocabulary and all essential grammatical components. Exercise 1 also serves as preparation for students who may later study poetry. At that time, the skills of accent and syllabication become essential for understanding scansion and meter in poetry. However, you may wish to forgo this exercise on occasion and devise other review exercises to reinforce retention of vocabulary. For example, have students play games such as charades or Pictionary or write short sentences using both new and review vocabulary (sentences can be silly or serious, but must be grammatically correct). You can find more ideas and examples at <http://LatinAliveOnline.com/Category/Latin-Games>.

Step 2: Grammar (2–3 days)

Read 1–2 sections of the grammar lesson per day and complete the corresponding exercises. The number of sections completed each day will depend on the length and level of difficulty. Students will move through some chapters and sections more quickly than others. Some chapters may require 3 days to complete the grammar lessons.

Step 3: Sentence Translation (2 days)

Exercises devoted to sentence translation appear toward the end of each chapter. These sentences review the grammar lessons introduced in the chapter and often help prepare students for the chapter reading. Always review these sentences with students after they have completed their translations. This is a critical juncture in the chapter, as these sentences provide an opportunity to make sure students understand how to apply the lessons.

Step 4: Chapter Reading (2 days)

Following are a few suggestions for how to utilize these chapter reading exercises. Varying the approach from time to time will help increase students' reading proficiency.

Prepared Translation/Reading

1. Have students write a rough draft of their English translation. When they are finished, have them set the English translation aside.
2. Read through the passage first in Latin, then in English.
3. Use reading comprehension questions to discuss the passage. (You might also choose to intersperse these questions throughout the reading to ensure basic comprehension.)
4. Allow students to rewrite a final copy of their translation.

Sight Reading/Translation

1. Have students read the passage aloud twice in Latin.
2. Use reading comprehension questions to discuss the passage. (You might also choose to intersperse these questions throughout the reading to ensure basic comprehension.)
3. Read through the passage again, this time in English.
4. Have students write a translation in English.

Note: This approach may feel slow and awkward at first, but students will improve with practice.

Tips for Oral Reading and Discussion

When reading passages in Latin, consider employing several different strategies in order to address a variety of learning styles and strengthen various skills.

- Read the passage aloud together as a class (have students take turns reading sentences). As they read, work on correct pronunciation.
- Stop periodically to ask basic comprehension questions. This may be done in English, but we encourage you to also do this in Latin using the *Respondē Latinē* section or basic *quī, quid, ubī* (who, what, where/when) questions.
- In some cases, you may wish to read aloud to students, having them follow along with their eyes and ears. This gives students the opportunity to hear one fluid voice while they read silently. Again, we recommend stopping periodically to ask comprehension questions.
- On some occasions, it may be more suitable to have students read and work on the passage silently. However, if time permits, it is always advisable to spend some time reading aloud together after students have completed their translation.

Step 5: Quiz or Test (1/2 day)

Have students take an oral or written quiz (guidelines are provided in the teacher's edition) or a chapter test. The quiz should primarily assess students' knowledge of the vocabulary and grammar taught in the chapter. The *Latin Alive! Book 2 Test Packet* (a supplemental PDF available for purchase at www.ClassicalAcademicPress.com) offers a set of comprehensive, standardized tests designed to supplement *Latin Alive! Book 2*. Consider using these chapter tests in place of a quiz or assigning them as homework.

Step 6: Repeat!

Following the quiz or test, at your discretion you can either assign supplemental activities or direct students to move on to the next chapter.

Supplemental Activities

Latin Alive! provides a wealth of supplemental activities designed to enrich students' understanding of and appreciation for the Latin language, and there are a variety of ways to implement them. Keep in mind that in a classroom setting, some students will often finish an exercise or quiz faster than other students, so these supplemental activities may also be used to help them pass this valuable classtime wisely.

- The **Culture Corner** section teaches students about the lives, history, and traditions of the Romans.
- The *Colloquāmur* (**Let's Talk**) exercises may be used as conversational tools to orally review the grammar exercises provided in each section.
- The **For Discussion** boxes often complement the chapter reading and greatly add to a time of discussion after reading the passage.
- Any of the activities that accompany the **Derivative Detective** or **Latin in Science** segments may be useful as extra credit assignments.

Unit Review (3-4 days)

- Have students read the English introduction either together as a class or independently.
- Have students translate the Latin reading, following the chapter reading guidelines outlined in step 4.
- Have students complete the multiple-choice reading comprehension questions, either together as a class or independently. (Note: If students complete this exercise independently, be sure to discuss the questions and answers together afterward.)
- After the students have finished their final translation of the passage, they may take the unit test (found in the teacher's edition).