

# STORY I, LATIN I

## PUELLA PARVA ET LIBER MAGNUS

### *The Little Girl and the Big Book*



First Days Objectives:

- 1) To get kids up and moving, to impress on them that this is not passive learning. It is not a “sit & get” class.
- 2) To get them to realize that they can understand Latin and prove that they can by acting out Latin words and phrases when they hear them. Students will show that they understand Latin words and short phrases by doing actions. This technique is known as Total Physical Response (TPR). The emphasis will be on verbs because then we can begin to tell stories instead of just making lists of words.

Verbs will be presented in these forms:

- **Indicative Mood** The indicative mood will be used rather than the imperative (command) at first because students are more likely to hear the indicative in stories and read it in novellas. We are sayin, in essence, “Show me you understand the=is word by doing the corresponding action. We are not giving the command, “Stand up!” Why? Because we want students to be able to read in Latin and explain what they have read as soon as possible. Some Latin authors are adept at writing materials with a very low unique word count.
- **3<sup>rd</sup> Person (& later in 1<sup>st</sup> person)** Verbs will be presented and used in the 3<sup>rd</sup> person and 1<sup>st</sup> person because narration and dialogues often use those two persons.
- **Present Tense** Verbs will be presented in the present tense because that is the tense students are most likely to read and hear in beginning stories and novellas.
- **Word Frequency numbers** (yellow highlighting) are from the *Dickinson College Core Latin Vocabulary List*, by Christopher Francese, with double-checking in *Essential Latin Vocabulary*, by Mark A.E. Williams, and *501 Latin Verbs*, 2<sup>nd</sup> edition, by Richard E. Prior and Joseph Wohlberg.

[Here](#) is a list of important verbs for language learners that has worked for me.

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## LESSON #1: BEGINNING CLASSROOM VERBS

The “Classroom Verbs” are not high frequency in general, but they are helpful in a classroom. The verbs in this lesson serve multiple purposes right away:

- 1) **They get kids up and moving**, showing that this is not a legacy style humdrum sit-and-get class.
- 2) **They can be used to direct activities** in the classroom in Latin. Might as well use Latin to give instructions and guide activities whenever possible.
- 3) **They are useful in stories** that we will invent or read.
- 4) **They set a pattern** that we will use all year long in Latin class—new verbs will be introduced with actions. This is known as Total Physical Response (TPR). This pre-teaching of verbs helps students to recognize these words when they are used aloud in class and in reading. TPR implants words in short-term memory so that we can begin to use them in context where students will acquire them at a deeper level.
- 5) **They get kids convinced that they can understand Latin** right from the start. This is the most powerful reason to begin with words like these. We want students to sense in their bones that they can understand

Latin. We want them to feel like they are good at Latin. Because they are. Everyone has an innate ability to acquire language... if it is taught right.

**Nota Bene:** All new words in Latin are written on the board: **Latin in one color, English in another**, which helps students to distinguish between the languages effortlessly and intuitively. This same pattern of colors will continue all year long in all classes. On the white board I write Latin in black marker and English in another color, usually blue.

## Ostendite mihi...

(Show me...) imperative plural form

### • surgit

stands up

Action: Stand up.

**celeriter** quickly

**lentē** slowly

**valde** very

celeriter surgit

lentē surgit

valde lentē surgit

valde celeriter surgit

### • consedit

sits down

Action: sit down

celeriter consedit

lentē consedit

valde lentē consedit

valde celeriter consedit

lentē surgit et lentē consedit

lentē surgit et celeriter consedit

valde lentē surgit et valde celeriter consedit

consedit in sellam

consedit in solo

### • ambulat

walks

Action: Walk.

surgit et ambulat

lentē ambulat

in **circulo** lentē ambulat

in **circulo** celeriter ambulat

celeriter surgit et ambulat

ambulat in solo

Bible verse with forms of these words: John 5:8

Dicit ei Iesus surge tolle grabattum tuum et ambula  
Jesus said to him, rise, take up your bed, and walk.

### • ostendit

points at

Action: Point at something.

ostendit circulum

ostendit magistrum

ostendit libros. ostendit unum librum.

**liber** book

libri books

**puer,** puerum boy  
(subject) (object)

**puella,** puellam girl  
(subject) (object)

**pueri,** pueros boys  
(subject) (object)

**puellae,** puellas girls  
(subject) (object)

**discipuli** students

**discipulus** male student  
discipuli male students

**discipula** female student  
discipulae female students

**omnes** all, everyone

Ostendit omnes pueri  
Ostendit omnes puellae  
Ostendit omnes discipulos.

Ostendit unum puerum.  
Ostendit duos pueros.  
Ostendit nam puellam  
Ostendit duas puellas.

Takeaways from this ↑ section:

- 1) I can understand Latin!
- 2) There are different forms of words in Latin (nouns, in this case)

**Intellegitisne?** Do you all understand?

**Intelligisne?** Do you (one person) understand?



**ita** yes

**minime** no

**Optime!** Excellent!

## LESSON #2:

### BEGINNING STORY WITH HIGH FREQUENCY VERBS

These are the new words and many of the questions that can be asked in class.

• **habet** has (#7 verb) Action: Put hands together as if you have something held there

• **est** is, there is (#1 verb) Action: No real action for "is" The meaning is usually inferred from context..

• **Est puella.** • = indicates a line is the story we will create. With each new piece of information students are to react with "Oooo!", melodramatic style. This helps make the class more interactive, alive, and fun.

**-ne** shows it is a yes/no question, sort of like "do" or "does" at the beginning of a yes/no question in English.

*(Pointing to students in the class, objects and yourself)*

Estne puella?

Estne puer?

**Quid** *What?*

Quid est?

*Keep asking questions until students begin to react fluently—that is, quickly and with confidence.*

**an** *or*

Est puella an puer?

### • Puella habet librum.

*Train students to respond with "Oooo!" melodramatic style.*

Habetne puella librum?

Habetne puella duos libros?

Habetne puella tres libros?

Quid habet puella?

Ea librum habet. **ea** *she*

Habetne ea librum?

Habet ea librum an sella?

Eta, puella habet librum.

**parvus**, parvum, parva

*small*

**bonus**, bonum

*good*

**magnus**, magnum

*big*

**malus**, malum

*bad*

Est liber magnus an parvus?

Est liber bonus an malus?

Liber magnus est.

Estne liber magnus?

Estne liber parvus?

Est liber magnus an parvus?

Estne liber bonus?

Estne liber malus?

Quid est nōmen tibi?

Quid est nōmen puella?

Nomen puella est \_\_\_\_\_

or

\_\_\_\_\_ vocatur.

### • **placet** *likes, like*

*Action: Make an action with one hand as if pulling on your heart strings*

**sed** *but*

### • Puella habet librum, sed liber puellae non placet.

*(Students: Oh no! Oh no!)*

Placetne puellae liber?

• **Puellae non placet liber quia liber magnus est...**

• **...Et puella parva est.**

**Quia** *because*

**Cur?** *Why?*

**Nescio** *I don't know*

Cur puellae liber non placet?

Quia liber magnus est.

• **videt** *sees, looks at* (#4 verb) *Action: Make a V with two fingers of one hand. Point at your eyes and then extend to what you are looking at.*

**LATIN TEACHERS: Videre can mean "to look at" or "to see" depending on the context. Another word for "looks at" is aspicit, but videt will do for now. Videre is a very high frequency verb and extremely useful for beginners.**

• **Puella puerum videt.**

Videtne puella? videtne puella puerum? Quid videt puella?

videtne puella magistrum?

• **Puer librum habet.**

Habetne puer librum? Quid habet puer?

• **Liber parvus est!**

Estne liber magnus?

Estne liber parvus?

Est liber parvus an valde parvus?

*Here's the story so far:*

**Est puella. Puella parva est.**

**Puella habet librum. Puella habet librum, sed problema est. Liber puellae non placet. Puellae non placet liber quia liber magnus est, et puella parva est.**

## Puella puerum videt. Puer librum habet. Liber parvus est! Puer librum parvum habet.

**Nota Bene:** No macrons (Special marks in Latin over vowels: ā, ē, ī, ō, ū) are needed in the story so far.

### Assignment:

**1) Vocabulary.** Copy the bolded Latin words above in the dictionary section of your composition book. You do not need to copy the story sentences. You may want to write the English translations of the vocabulary.

**2) Draw the story.** Draw the story so far. Draw it like a comic book, with different boxes. This could be from 2 – 6 drawings, depending on how you think about the story. Use simple stick figures. Do not write a lot of Latin on the drawings. If you think your drawings are not clear, a couple of words would be fine like **puer**, **puella** and **liber**. We will use the drawings to practice re-telling the story (not reading it).

You will add more drawings when we complete the story in our next class.

**3) Subjects and Objects.** Review in a Language Arts book or with your parents what a subject and object are in a sentence. Come to the next class with at least three original sentences (in English) and be ready to point out the subject and object in each sentence.

### LOOKING AHEAD

If you want to look ahead, the goal of this lesson is to read a similar story [like this one](#) and take a quiz on it to show you understand the vocabulary written in a different story. The questions will be similar to the ones that I am asking in class.

If you have not had Latin, or need a boost, below is the next lesson. You might want to study these.

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### LESSON #3:

#### CONTINUING THE STORY WITH THREE MORE USEFUL VERBS

• **vult** wants (#10 verb)

*Action: extend hand bent at elbow and bring them in to your body, closing your fingers as you do.*

Later we'll add: nōn vult doesn't want,

vōlo I want,

nōlo I don't want

Habetne puella librum?

Vultne puella librum?

Quid puella vult?

Vultne puella librum magnum?

Vultne puella librum parvum?

Vult puella librum magnum an librum parvum?

• **Puella vult librum parvum.**

• **capit** *seizes, grabs* (#23 verb) Action: Make a grabbing motion with both hands

**consilium** *a plan*

**consilium capit** *has a plan (This phrase shows up a lot in the books we will be reading.)*

**tuam manum** *your hand*

Capit librum.    Capit sellam.    Capit tuam manum.

• **Puella consilium capit.** *The girl has a plan.*

Capitne consilium puella?

Consilium est bonum an malum?

Eta, est consilium bonum.                      Or                      Minime, est consilium malum.

**subridet** *smiles* (Not a high frequency verb, but fun and useful in stories)

Subridet ad

• **Puella subridet et surgit. Puella librum magnum capit et ad puerum ambulat.**

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**LESSON #4:**

*FINISHING THE STORY WITH TWO MORE VERBS*

• **dat** *gives* (#3 verb) Super high frequency verb.

Datne puella puerum librum?    Datne puer puellae librum?    Quid puella puerō dat?    Vultne puer librum?

• **Puella ad puerum subridet. Puella librum puerō dat.**

• **Sed puer puellam non videt. Puer librum videt.**

Datne puella puerō sellam?    Datne puella puerō librum?    Vultne puer librum?    Quid puer vult?    Quid puella vult?

**Quid?** *What?*

**ad** *to, toward, near, at*  
**an** *or*

**Quid hoc est?** *What's this?*

**-ne** *indicates a yes/no question*  
**ex** *out of, from, away from*

**puer** *boy (subject),*    **puerum** (Accusative, direct object), **puerō** ( Dative, indirect object, to or for)

**puella**      *girl* (subject),      **puellam** (Accusative, direct object), **puellae** ( Dative, indirect object, to or for)

• **tangit**      *touches*      “Touches” is not a high frequency verb, but it is useful in a novice language classroom. It lets students show they understand words for classroom objects by touching them. It is in addition to and more active than **ostendit**.



## PUELLA PARVA ET LIBER MAGNUS

*Differentiated Version 90 total words*

*This version is for the younger and newer students that have not had Latin before. The complete version (244 total words) may move a bit fast for them due to the amount of new words after just 4-5 class meetings. The complete version also uses standard Latin word order, which seems mixed up to English speakers. The different word order can effect understanding with beginners.*

*This version is the same story, but it is shorter and uses fewer vocabulary words than the original. The word order in this version has also been adjusted to be more like English word order. This is OK for now because even though Latin has a standard word order, its flexibility allows for variation. The meaning remains the same because the case endings indicate the roles of the words. We want students to begin to recognize the case endings and understand different forms of words, but bridge readings like this will help the absolute beginners to understand. We want them to feel like they get it, and we want them to be able to participate in the class.*



**Est puella. Puella est parva.**

**Puella habet magnum librum. Puella nōn vult magnum librum.**



**Puer habet librum. Liber est parvus!**



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**Puella vult librum parvum.**

**Puella surgit. Puella ambulat ad puerum.**

**Sed puer nōn videt puellam! Puer videt magistrum!**



**Puella habet ursum. Ursus est parvus.**

**Puella dat puero parvum ursum.**

**Sed puer non vult parvum ursum!**



**Puella habet gladiatorem. Gladiator est parvus.**

**Puella dat puero parvum gladiatorem.**

**Puer vult parvum gladiatorem!**



**Puer dat puellae parvum librum. Puella habet parvum librum!**

**Puella subridet. Puer subridet. Et parvus gladiator subridet.**

**Finis**



## PUELLA PARVA ET LIBER MAGNUS

Complete Version 244 total words



Est puella. Puella parva est. Iulia vocatur.

Iulia habet librum. Puella habet librum, sed problema est. Liber puellae non placet. Puellae non placet liber quia liber magnus est, et puella parva est. Iulia consedit in libro quia parva est et non videt magistrum.



Puella puerum videt. Puer librum habet. Liber parvus est! Puer librum parvum habet. Optime!



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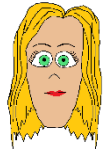
Iulia librum vult. Librum magnum nōn vult. Librum parvum vult. Iulia consilium capit. Consilium bonum est. Iulia subridet.

Iulia surgit et librum magnum capit. Ambulat ad puerum. Iulia puerum videt et subridet. Sed puer puellam nōn videt! Quid? Quid hoc est? Puer magistrum videt! Puer est discipulum bonum et magistrum videt. Iulia non subridet.



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Puella puerum tangit. Puer puellam videt. Puella ostendit librum magnum, et ostendit librum parvum. Puella subridet et puero librum magnum dat. Sed puerō liber magnus non placet! Puer non vult librum magnum! Puer magistrum videt.



Iulia non subridet, sed consilium capit. Puella ursum habet. Ursus parvus est. Puella puerum tangit. Puer puellam videt. Puella puero ursum parvum dat. Sed puer non vult ursum parvum! Puerō ursus parvus nōn placet! Puer magistrum videt.

Puella non subridet, sed consilium capit. Puella gladiatorem habet. Id est gladiator parvus! Puella puerum tangit. Puer puellam videt. Puer gladiatorem parvum ostendit. Puella puero gladiatorem parvum dat. Puerō gladiator parvus placet!



Puer puellae librum parvum dat, et puer capit gladiatorem parvum. Iulia capit librum parvum. Iulia habet librum parvum! Iulia subridet. Puer subridet.

Et gladiator parvus subridet.



Finis

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*Quiz: Story #1*

**PUELLA PARVA ET LIBER MAGNUS**

I.	est	_____	XII.	dat	_____
II.	habet	_____	XIII.	surgit	_____
III.	placet	_____	XIV.	ambulat	_____
IV.	non placet	_____	XV.	et	_____
V.	consedit	_____	XVI.	sed	_____
VI.	videt	_____	XVII.	parvus	_____
VII.	capit	_____	XVIII.	magnus	_____
VIII.	consilium capit	_____	XIX.	puella	_____
IX.	vult	_____	XX.	puer	_____
X.	ostendit	_____	XXI.	magister	_____
XI.	subridet	_____	XXII.	liber	_____

What are some features about Latin that are different from English? Give 2 examples of each from the story.

About word order?

XXIII.

XXIV.

About word endings?

XXV.

XXVI.

Other features of Latin?

XXVII.

Could you still understand even when some words looked a bit different in different settings? Give 2 examples.

XXVIII.

XXIX.

What were 3 Latin forms of the word for "book" in the story?

XXX. \_\_\_\_\_

**PUELLA PARVA ET LIBER MAGNUS**

***The Little Girl and the Big Book***

*Differentiated Version 90 total words*

**ENGLISH TRANSLATION**



***There is a girl. The girl is little.***

***The girl has a big book. The girl does not want the big book.***



***A boy has a book. The book is little!***




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***The girl wants the little book.***

***The girl stands up. The girl walks to the boy.***

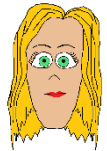
***But the boy doesn't look at the girl! The boy looks at the teacher!***



***The girl has a bear. The bear is little.***

***The girl gives the boy the little bear.***

***But the boy does not want the little bear!***



***The girl has a gladiator. The gladiator is little.***

***The girl gives the boy the little gladiator.***

***The boy wants the little gladiator!***



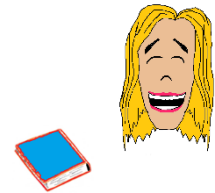
***The boy gives the girl the little book.***

***The girl has the little book!***

***The girl smiles.***

***The boy smiles.***

***And the little gladiator smiles.***



***The end***

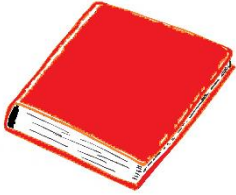
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## PUELLA PARVA ET LIBER MAGNUS

### *The Little Girl and the Big Book*

Complete Version 244 total words

### ENGLISH TRANSLATION



*There is a girl. The girl is little. She is called Julia.*

*Julia has a book. The girl has a book, but there is a problem. The girl doesn't like the book. The girl doesn't like the book because the book is big, and the girl is small. Julia sits on the book because she is little, and she doesn't see the teacher*



*The girl sees a boy. The boy has a book. It is a little book! The boy has a little book. Excellent!*



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*Julia wants the book. She doesn't want the big book. She wants the little book. Julia comes up with a plan. It is a good plan. Julia smiles.*

*Julia stands up and grabs the big book. She walks to the boy. Julia looks at the boy and smiles. But the boy doesn't look at the girl. What? What is this? The boy looks at the teacher! The boy is a good student and looks at the teacher. Julia does not smile.*



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*The girl touches the boy. The boy looks at the girl. The girl points at the big book, and points at the small book. The girl smiles and gives the boy the big book. But the boy doesn't like the big book! The boy doesn't want the big book! The boy looks at the teacher.*



*Julia does not smile, but she has a plan. The girl has a bear. It is a little bear. The girl touches the boy. The boy looks at the girl. The girl gives the boy the bear. But the boy doesn't want the little bear! The boy doesn't like the little bear. The boy looks at the teacher.*

*The girl doesn't smile, but she has a plan. The girl has a gladiator. It is the little gladiator! The girl touches the boy. The boy looks at the girl. The girl gives the little gladiator to the boy. The boy likes the little gladiator!*



*The boy gives the little book to the girl, and the boy grabs the little gladiator. Julia grabs the little book. Julia has the little book! Julia smiles. The boy smiles.*

*The little gladiator smiles.*



**The end**

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*Quiz: Story #1*

**PUELLA PARVA ET LIBER MAGNUS**

***ANSWER KEY***

I.	est	<b><i>is, there is</i></b>	XII.	dat	<b><i>gives</i></b>
II.	habet	<b><i>has</i></b>	XIII.	surgit	<b><i>stands up</i></b>
III.	placet	<b><i>likes, is pleasing to</i></b>	XIV.	ambulat	<b><i>walks</i></b>
IV.	non placet	<b><i>doesn't like, is not pleasing to</i></b>	XV.	et	<b><i>and</i></b>
V.	consedit	<b><i>sits down</i></b>	XVI.	sed	<b><i>but</i></b>
VI.	videt	<b><i>sees, looks at</i></b>	XVII.	parvus	<b><i>little</i></b>
VII.	capit	<b><i>grabs</i></b>	XVIII.	magnus	<b><i>big</i></b>
VIII.	consilium capit	<b><i>comes up with/has a plan</i></b>	XIX.	puella	<b><i>girl</i></b>
IX.	vult	<b><i>wants</i></b>	XX.	puer	<b><i>boy</i></b>
X.	ostendit	<b><i>points at</i></b>	XXI.	magister	<b><i>teacher</i></b>
XI.	subridet	<b><i>smiles</i></b>	XXII.	liber	<b><i>book</i></b>

What are some features about Latin that are different from English? Give 2 examples of each from the story.

About word order?

XXIII. ***Answers will vary.***

XXIV.

About word endings?

XXV. ***Answers will vary.***

XXVI.

Other features of Latin?

XXVII. ***Answers will vary.***

Could you still understand even when some words looked a bit different in different settings? Give 2 examples.

XXVIII. ***Answers will vary.***

XXIX.

What were 3 Latin forms of the word for "book" in the story?

XXX. ***liber, librō, librum***

NOTES FOR TEACHERS AND PARENTS:

The girl sitting on the book was added because the actress in one class did just that. She was tired of holding the big book, so she put it on her chair and sat on it. Great idea! That made an excellent addition to the story.

The line **sed problema est** (*but there is a problem*) was added because **problema** is comprehensible and a good introduction to cognates. It is also a classic line in TPRS stories. Every story has to have a problem to make it interesting.

The offerings from the girl to the boy in exchange for the little book were special for this particular class. The idea is to offer things that are interesting or valuable to your students—things that would delight them. Each class will be different.

In this case, a little wooden bear figurine was offered first because some students were studying astronomy in their science class. The teacher asked if I had talked about Latin names in astronomy. I wanted to talk a bit about constellations with Latin names and I started off the conversation with **Ursa Major** (the Great Bear, or the Big Dipper) and **Ursa Minor** (the Lesser Bear, or the Little Dipper).

The little gladiator was a plastic figurine that we had used with a counting game last year. The students thought it had been lost because they hadn't seen it yet this year. I knew they would be pleased to see **gladiator parvus** again, so I secretly gave it to the student actress playing the **puella parva** before class. The students liked seeing him again and instantly asked if we could play the game!