



## Essential Latin with Karen Moore

### Lesson 14: Using a Question and Answer Flow to Teach Reading

#### Outline:

##### Best Practices in Training Students to Reading Latin

- Making the Ascent: Learning to Read
  - Phonics and whole world
  - Basic grammar and sentence diagrams
  - Read for basic comprehension
  - Learn syntax and style

##### Latin Question & Answer Flow

- **What is the main verb (V)?**
  - What kind of verb is it? Action verb (V) or a linking verb (LV)?
  - What is the ending? Underline it.
  - **Parse it:** tense, person, number
  - What kind of subject must it have? (singular or plural)
- **What is the subject (S)?**
  - What is the ending? Underline it.
  - **Parse it:** case, number, gender
  - Does it agree with the verb?
- **Are there any adjectives (Adj)? YES or NO, if so...**
  - What is the ending? Underline it.
  - Parse it: case, number, gender
  - Which noun does it modify/describe?
  - Do they agree? Agreement Check: case, number, gender
  - Draw an arrow from the adjective to the noun it modifies.
- **What follows the verb? Predicate Nominative or Direct Object?**
  - Predicate Nominative (PrN)
    - Is it a predicated adjective (PrA) or a predicate nominative (PrN)?
    - What is the ending? Underline it.
    - **Parse it:** case, number gender
    - Does it refer to the subject? – YES
  - Direct Object (D.O.)
    - What is the ending? Underline it.
    - **Parse it:** case, number, gender
    - Does it refer to the subject: - NO
    - Does it receive the action of the verb? – YES



- **Are there any prepositions (P)?**
  - What case does it take? Accusative or Ablative?
  - Find the object of the preposition (OP).
  - Parse it: case, number, gender
- **Translate into proper English.**
  - Does it make sense?
  - If not, check the Q&A flow again to see what was missed.

Train students to read by helping them think through all of these elements.

- The more you talk through things together, the more it will be training good habits and an understanding of what to expect when they are reading in the Latin language.
- We are training students to be good interpreters.
- **Example Sentences:**
  - Amamus.
  - Discipula amat.
  - Discipulam amat.
  - Discipula est bona.
  - Puer erit vir.
  - Boni discipuli ad ludum ambulant.
  - Bonus discipulus in mensa non sedebit.

*Libellus de Historia*, Latin History Reader with Latin for Children Primer A

- Caput II, pages 13-14
  - Have students take turns reading the glossary page.
  - Read the sentences to the students twice.
  - Have a student read the sentence.
  - Ask the students to think through what the sentence means.
    - Give the students questions to think about.
  - Go through the question and answer flow methodically to show the students how a Latin sentence comes together.
- Caput II, page 14, Responde Latine
  - The answers to these can be easily chosen from the sentences.

*Libellus de Historia*, Latin History Reader with Latin for Children Primer B

- Simple sentences are combined into paragraphs.

*Libellus de Historia*, Latin History Reader with Latin for Children Primer C

- In this reader, the Latin sentences follow Latin word order more closely.
- Read the glossary page with the students. Some words are Latinized.
- There is a full glossary in the back of the book.
- Lead the student to understanding through questions.
- Walk the students through constructions that they students will see frequently.



- Caput XIX
  - The Midnight Ride of Paul Revere
  - This chapter includes rhetorical devices.
    - Point out to students that we are inheriting rhetorical devices from the Romans.
  - Footnotes are your friends. Look at them. Love them.
  - For a larger sentence with commas and conjunctions, break this up for the students. Do we always have to have a verb in every phrase? (No)
  - Lead the students to the answer as opposed to just giving a correction.
  - Prepositions and adverbs look very similar. A preposition will always have an object, adverbs do not have an object.
  - Ask the students: “Who have we been talking about?” and “Have we changed the subject?” This will help them to translate the sentence to include the subject.
  - At the end of story, ask the students with the questions in order to have them engage deeply with the story.