

**Subject: Latin**

**Minimus Chapter 3; Work, work, work**

	Learning Objectives	Language	Activities	Resources	Support /Extension
	<p>To know the role of slaves in Roman times.</p> <p>To know how verbs are used in Latin.</p> <p>To know how the ending of a verb changes depending upon who is doing the action.</p>	<p><b>scribo</b> I write  <b>scribit</b> He writes  <b>coquo</b> I cook  <b>spectat</b> He watches  <b>specto</b> I watch  <b>purgo</b> I clean  <b>lego</b> I read  <b>vero</b> I am sweeping  <b>ancilla</b> slave girl  <b>intro</b> I enter  <b>laboro</b> I work  <b>rideo</b> I smile  <b>sedeo</b> I sit  <b>novus/nova</b> new  <b>nunc</b> now</p>	<p>When reading the comic strip ask the children to use the pictures to guess the meaning of the words &amp; to explain what is going on. Use the audio CD to help with pronunciation. Ask comprehension questions based on the first comic strip. Find the verbs in the comic strip and add to words of the week.</p> <p>Words of the week on wall in classroom.</p> <p>Pictures of the characters from family on display with their names so children become familiar with these. Include Pandora.</p> <p>Look at the derivatives of words :  <b>scribo</b> to scribe, prescription, subscription  <b>specto</b> spectate, spectacles, inspect  <b>ancilla</b> ancillary  <b>intro</b> introduction  <b>nova</b> novelty, novel  <b>laboro</b> labour, laboratory  <b>validus</b> valid, invalid  <b>sedeo</b> sedentary</p> <p>Recap the masculine ending <b>us</b> on nouns and the feminine <b>a</b> endings.  The ending of the noun matches the ending of the adjective.  Introduce the endings to the root words:  If <b>He/she</b> is doing the action, then verb ends in <b>t</b>  <b>i.e He writes - scribit</b>  If <b>I</b> am doing the action the verb ends in <b>o</b>  <b>i.e I write - scribo</b>  If <b>they</b> are doing the action the verb ends in <b>nt</b>  <b>i.e They are writing - scribunt</b></p> <p>Use the animal cards from chapter 2 to reinforce what the animals could be doing &amp; construct short sentences.  Create pictures of animals doing some activities &amp; ask children to make up sentences.  Children draw a picture to go with provided sentence to check verb knowledge.</p> <p>Research the various roles slaves had.</p>	<p>Chapter 3</p> <p>Vindolanda website</p> <p>Audio CD</p> <p>I Book</p> <p>Minimus website – The family – Corinthus &amp; Candidus have their own pages.</p> <p>Minimus website – children’s section has a sentence generator.</p> <p>Minimus website – teachers resources – powerpoints with sets of verbs to make sentences from.</p> <p>Pictures of animals. Noun &amp; adjective word cards</p> <p>Teachers book sheets VII, IX</p>	<p>Recap nouns</p> <p>Give children words to translate – look at the ending.</p> <p>Make cards to match ending with I/She/They etc.</p> <p>Slavery was an accepted part of Roman life.  Some slaves had a good life working for a family, others working in mines would not.</p> <p>Corinthus &amp; Candidus came from different backgrounds. This is evident in what they are wearing.</p>

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				<p><u>Read Pandora's Box</u> - read other versions &amp; compare how they are written, the detail included etc.</p> <p>Reinforce the noun endings – add these to the working wall. Refer to these out of Latin session.</p>	<p>Minimus website – support sheets</p> <p>Access to internet</p> <p>Other versions of Pandora's Box.</p>	

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<p>Opportunities for reinforcement / cross-curricular work:</p> <p><b>ART /PSHE-</b> children create their own Pandora’s Box. Explain what they would include and why.</p> <p><b>ENGLISH</b> – debate the idea of slavery.</p> <p>Write a diary day for each slave. How are they different?</p> <p><b>I.T</b> – Minimus games section of Minimus website; Roman Britain Jigsaw, snap game, munching Minimus. Children’s section has a sentence generator.</p>						