

UNIT 6

Numbers and Word Comparisons

14 Days

Lesson 1 - Roman Numerals, Singular and Plural - 2 Days

Lesson 2 - Latin Numbers and Memorization - 2 Days

Lesson 3 - Linguistic Sound Groups - 2 Days

Lesson 4 - Linguistic Comparison of Numbers - 3 Days

Lesson 5 - Language in Math - 5 Days

Terms	Vocab
Singular	Discipulus
Plural	Discipula
Guttural	Rana
Dental	
Labial	
Labio-dental	
Linguistic	

Unit 6 - Numbers and Word Comparisons

Lesson 1 - Roman Numerals, Singular and Plural

Day 1

Activity

Introduce the plural forms of nouns in Latin by pointing at various students individually and in groups and saying one of the following words:

discipulus = masculine singular student

discipuli = masculine plural students

discipula = feminine singular student

discipulae = feminine plural students

Repeat until they figure out the differences.

Refer to yourself as **magistra** or **magister**.

Discuss

- Write the new words and different endings on the board.
- Help them figure out the pronunciation. Note that it is different in English i.e. alumni / alumnae.
- Add these words to the vocabulary section.
- Talk about the difference between a definition and a translation.
- We usually use definition to mean the meaning or explanation of a word in the same language and translation for what a word is in another language, although the translation of a word could also be considered its definition.

Activity

Choose a student to be the magister to teach Roman numerals to the class. (Students usually know Roman numerals by this age from math class, but check with the math teacher.) The student-magister can call on a discipula or discipulus to answer questions and write numbers on the board.

Now ask the student-magister to hold up a single finger. Put that finger over the Roman numeral I on the board. Do the same with II and III. Now ask the student to hold up five fingers (four fingers together and thumb spread apart to form a V) and put this hand symbol over the Roman numeral V on the board. Hold the other hand of five upside down beneath the first five to make the Roman numeral X.

Activity

Make flash cards with Roman numerals. Choose a student to stand in front of you. As you flash a card, the student says the Latin number. Give a few students a turn.

Discuss

- The Latin word for finger is **digitus manus**, hence the English word *digit* for finger.
- Some Roman numerals were made from finger symbols, hence the mathematical term *digit* for numeral.

Homework

pages 32-33

Terms

singular

Plural

Vocabulary

discipulus

discipula

rana

Day 2

Review homework pages

Play

You could spend a day in the computer lab playing Roman numeral games from the website links or project them in class.

Homework

Play Roman numeral games

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Lesson 2 - Latin Numbers and Memorization

Day 1

Activity

Put up the words for 1 - 10, 100, 1000 in Latin on the board from p.34, ask for derivatives using each number. Students should make a chart of the Roman numeral, the Latin word, and English derivatives in their notebooks although they will be redoing this information in their workbooks for homework. This is a good way to reinforce taking good notes. The brainstorming of derivatives could be done in groups and then shared back with the whole class.

Activity

Sing the following song to the tune of Ten Little Indians.

Ten Little Frogs

Una, duo, tres ranae
Quattuor, quinque, sex ranae
Septem, octo, novem ranae
Decem parvae ranae

Have the students repeat the song many times. Line up ten students sitting on the floor. Have one student pop up for each number until all decem are standing for the last line.

Discuss

- Most people can remember lyrics to songs better than poems.
- Most people can remember poems better than prose.
- Saying words in meter or rhyme or to music can help us remember them, because we create something to which we can connect the words.

Homework

Make number poster

Day 2

Students present number posters to class.

Activity

Divide students into groups and give them 10 minutes to practice a way to present the 10 Little Ranae song. They can sing it and dance, act it out, or make up a new song. You could make this part of the previous night's homework.

Finish class with presentations of song.

Homework

Page 34

Memorize number song

Unit 6 - Numbers and Word Comparisons

Lesson 3 - Linguistic Sound Groups

Day 1

Activity

Teach about the sound groups (from the chart on p.35) into which some consonants fall by making the different sounds in a very pronounced manner and asking the students to repeat the sounds over and over. They should be aware of:

- where the sound is being made in their mouths
- how that is connected to the name of the sound group
- whether they are using their voices or simply expelling air when making the sound.

They can feel the air on their hands from their mouths. They can feel the guttural sounds with their hands on their throats.

Discuss

- In Classical Latin pronunciation, all g's and c's are guttural.
- In many other languages, g's and c's that are followed by e's and i's are soft, not guttural.
e.g. giraffe, gem vs. guitar, gate; cinder, celery vs. cottage, carrot
(Sesame Street has a great song to demonstrate this with Grover using guttural g words and George using soft g words.)

Activity

Divide students into groups of four. Have each group take a piece of paper and write the four sound groups on it. They should think of 10 words for each group, words that have those sounds in them; a variety of voiced and unvoiced; not all starting with the sound. These words will be used for a game tomorrow.

Homework

Read page 35

Terms

guttural

dental

labial

labio-dental

Day 2

Activity

- Make four signs: Guttural, Dental, Labial, and Labio-Dentals
- The groups from yesterday will become teams with these names.
- Put four desks side by side facing the front of the room. Put the team names on the desks. One member of each team sits at a desk while the rest of the players wait behind them in a straight line for their turn. The desk should also have on it a blank piece of paper for scoring points and a pen.
- Collect the sheets of words that teams made yesterday. Call out a word that has a sound in it from one or more of the sound groups.
- Each contestant must quickly figure out if their sound group is represented in the word. If so they will hold up their sign.
+1 for each contestant who did the right thing, holding up their sign or not holding it up.
-1 for each contestant who did the wrong thing, holding up their sign or not holding it up.
Team member scores points in plus or minus column on their desk.
n.b. some words may have more than one sound group
- continue with a few words until seated contestants move to the back of the line and the next contestants take a seat.

Discuss

Before class ends, introduce the Number Wall from the website in Unit 6. Tell students that they will be learning how to count to 10 in other languages. They can begin to explore this at home.

Unit 6 - Numbers and Word Comparisons

Lesson 4 - Linguistic Comparison of Numbers

Day 1

Discuss

- Linguistics is the study of language.
- You are going to look at the numbers 1 - 10, 100, and 1000 in many languages. These can be found on p.36 and on the Number Wall on the website.
- You will compare the words linguistically, looking at the sound groups that are used, to see if there are any similarities across languages.

Activity

Project the Number Wall. Read through the numbers or click the numbers to hear what they sound like. Discuss the similarities found as listed below under discussion topics. It may take a few days to go through, copy down, and compare the twelve numbers in every language.

Discuss

- Take note especially of words that look very different but are really connected because they use a word from the same sound group. e.g. vier and four, duo and two and zwei (which can make a tsv sound,) septem and sieben
- Look for words that have roughly the same root.
- Take note of which languages are similar.
- Look for derivatives of any of the words.
- Note the languages that have masculine and feminine forms of the number one.
- The Romance languages will usually be like Latin, but note when English is similar to the Latin and when it is similar to German.
- Discuss the German influence on English as well as the Roman influence on English and refer to the Julius Caesar story of how conquering affected languages.
- Discuss the Greeks' influence on the Romans, the Roman conquering of Greece and use of Greek slaves for pedagogues.
- Write the Greek in the Greek alphabet if you can and also transliterate it. Discuss the difference between transliteration and translation.
- All of these languages are connected historically to Indo-European, and so even these languages that look and sound very different have similarities.
- Perhaps even languages that are not connected historically to another root language have similarities in the way they work as languages. This is what we will look for in our study of the way languages work.

Homework

Read pages 36-37

Terms

linguistic

Day 2

Activity

Each student will memorize the numbers 1 - 10 in at least three languages. Give them about a week to learn how to recite and write the numbers. Everyone will learn Latin, but they may choose the other two languages individually. If they want to do a language that you have not provided, then just have them bring in a written copy of this language for you. Call each student up for a private conference about which two languages he or she is choosing. Encourage them to learn ones they do not already know. Discuss strategies for memorizing. You can test them orally and in writing and ask them to do a linguistic comparison of the numbers in their three languages.

Play

Play **Number Pop** to practice numbers in different languages.

Homework

Play Number Pop
Memorize numbers

Day 3

Activity

discipulus - discipuli - discipula - discipuli

Review pronunciation of numbers.

Activity

Divide students into groups of three to make their own Number Review board games or card games or computer games which the rest of the class will get to play to review the chapter.

Homework

Page 38

Memorize numbers

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Lesson 5 - Language in Math

Day 1

Activity

Review p.38

Numbers in math This could be planned with the math teacher and held in the math room. Take every opportunity to be interdisciplinary. See if they can figure out that Greek prefixes are used to multiply and Latin prefixes to divide a unit of measurement.

Activity

Groups continue to create their Number Review Games.

Homework

Put finishing touches on games

Days 2-5

Activity

Spend a day dividing into groups and playing each other's games.

Next day, take students into hall to test orally on numbers while students continue to play review games.

Play

Spend a day playing Number PowerPoint Review Game in the same way as the Name Review Game in Unit 5.

Next day, Number Test