

Ludi Kordasienses

by

Linda Kordas

Concord High School, Concord, NH

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Linda M. Kordas
Concord High School
Concord, NH 03301
LKord@csd.k12.nh.us
Lindoula@aol.com

I. Meae Columnae

- Set up 3 or 4 columns of Latin words (that can make up a sentence) on the board or overhead. Grammar items that you want to review or reinforce. For example:

A	B	C
Marcus	in horto	sedet/sedent
Puer	ex horto	ambulat/ambulant
ancillae	sub arbore	currit/currunt
puellae	ad agros	dormit/ dormiunt

- Have 1 student make up sentence in Latin, and another student translate that sentence.
- OR, you make up the English version and chose a student to put it into Latin.
- I usually throw a stuffed animal at the students and tell them that it will help them because it knows all. This throwing also keeps them on their toes because they don't know to whom I will throw it, do they?
- You can make this as easy or as hard as you want. I have used it for tense of verbs, participles, ablative uses, passive voice, prepositions, etc...

II. Pictura latina

- Divide class into 3 teams and give each group a noise maker. Be sure that they are distinctly different sounds so that you can tell who "rings" first. I have a bell, a dog's squeaky toy, and a tambourine.
- Have 1 person from each team up at the board, show them or very quietly tell them the Latin word and its meaning. Tell them no numbers, no letters, no symbols. Give them a second or two to think, and get out of the way of the board.
- Shout "Begin" or "Go" or "Incipe" or whatever and they should begin to draw.
- Listen carefully for the first team to sound in. Say, "Team 2" and begin to count 5 seconds on your hand. The representative for team 2 should give you the Latin word for the picture. If not, say no.
- Team 1 or 3?? If a team rings in and gives the correct answer, that team gets the point. If no one gets the point after a few tries, give them the answer and get 3 new people.
- I usually tell them what part of speech it is, verb, adverb, noun, etc...

III. Slap-n-grab (sorry no Latin name I could think of)

- Put students in groups of 4 and give them 20 (or so) small pieces of paper, 3" x 4" is ok. Not too big because they will all have to fit on four desks pushed together. Not too small because the students have to read them. They write Latin on one side and the meaning on the other. Have them divide up the words amongst themselves for efficiency.
- The words on spread out on the 4 desks . Make sure that the desks are touching so the papers don't fall through the cracks. Put them Latin side up.

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- Teacher reminds the students not to hover over the words with their hands, and to only slap once per word.
- Teacher calls out meaning and hears, “slap, slap, slap, slap...”. when all the slapping is done, teacher calls out Latin word to check. Or even ask the students what the word is.
- If there is a dispute, two students slapping the same word at the same time, have them use rock-paper-scissors .
- Each time a student slaps the word and it is correct, he/she keeps that piece of paper as his/her points.
- Keep going until there are only 4 words left, then have student count their points, and start a new round.
- In the second round, I call the words faster. At the end of the second round, the students count their points up from round 1 and 2. AND, they are the winners of their group.
- I usually give a free homework, 2 points on a quiz, or even candy. It’s up to the student.
- Sometimes, we have a “Slap-Off”, where the winners from each groups compete against each other. It’s intense and fun, too.

IV. Sit-Down “Consedite”

- Divide the class into 3 teams (usually 2 rows of kids per team)
- First student in each team goes up to the board and gets a marker that works.
- Teacher calls out English meaning of Latin word.
- The first student who write the Latin word and sits down, gets the point for their team.
- If there is a spelling error, I yell “team 2, spelling!”. SO, whoever spells correctly and sits first gets the point for their team.
- Vocabulary is a 1 pointer, unless it’s a difficult to spell word, like proficiscor. I tell them that this is a two pointer and give them principal parts, subjunctive forms, participles, any tense of a verb, etc...
- I have used *this* in ALL levels (Latin I – V) as a good review or rein forcer for vocabulary as well as grammar.

Notes:

- Any of these games can go for over 2 - 3 class periods, 10 minutes at the end, middle or beginning of the class.
- We use block scheduling at Concord High School, so 90 minutes give you plenty of time to teach an idea and then practice it.
- Sometimes, I put a timer on, so that we only play 10 minutes or so.
- I’ve acquired the noise makers from yard sales, second-hand stores (look in the children’s’ toys area), or even the students have brought things in.
- Keep the points for the teams in your grade book, so no one can ADD points. I usually date the paper and write the class period down, in case it falls out of my book, or in my haste to clean up, I put it in the wrong place.
- Try to be as fair as possible. Remind them that you don’t have instant replay, as much as you wanted the school board to buy it for you.
- I do give points when the games are over to the team that wins, either 1-2 points on the quiz, or a homework check. This motivates and stimulates the team to work together to win.
- I base my classroom around the cooperative learning group. They work in their groups about 40% of the time. SO, as I move them around into different groups throughout the year, they get to know and work with everyone. In this way, I have VERY few discipline problems, because the students are uncomfortable to be there. There’s method to my madness...