

LESSON 20

act

Latin Root

Objective

Students will identify the Latin root “act” within the words *reaction*, *actions*, and *proactive*. Students will state the meaning of the root, read with the root, and employ the root in a writing activity.

TEACHER: We are going to do three activities. All three activities are connected by a simple, everyday word. At the end of the activities, I want you to tell me what that word is. (*Do*)

20.1 Reaction

MATERIALS World globe, pencils or pens, and lined paper

TEACHER: Tell the students to take turns spinning the globe while lightly touching it with their pointer finger. When the globe stops spinning, tell the students to write the name of the spot where their finger lands. After everyone’s spin, ask the students what they would do if everyone’s finger landed on the same spot. **Take turns spinning this globe with your pointer finger lightly touching it. When the globe stops spinning, write down the spot where your finger lands.** (Give the students time to spin and write their spots down, and then say the following.) **Everyone share the spot where they landed. What would you do if everyone had landed on the same spot? There is one word that we can use to replace the common words ‘what you would do.’ It is a less common word, *react*. How would you react if all our globe destinations were exactly the same?**

20.2 Actions

MATERIALS None

TEACHER: Tell the students to watch what you do closely. Tap your pencil on the desk or table three times, clap your hands once, and slap your knees two times. Repeat the sequence and remind the students to watch what you do. Ask the students to imitate the set of things they just saw you do. **Watch what I**

am about to do closely. (Tap your pencil on the desk three times, clap your hands once, and slap your knees two times. Repeat the sequence; remind the students to watch what you do.) **Now, everyone do the same set of things I did.** (Give the students time to complete the sequence, and then say the following.) **You just tried to do a set of things you saw me do. There is a word that we can use to replace the common words ‘do a set of things.’ It is a less common word, *actions*. You were asked to imitate my three actions exactly.**

20.3 Proactive

MATERIALS Two plastic serving trays, four cups, and four plastic plates

TEACHER: Show the students the trays and the dishes. Ask some student volunteers to place two plates and two cups on each tray as if they have food on them and are ready to be served in a restaurant. Have two other volunteers stand at opposite sides of the room while holding the trays. At your signal, have them walk toward each other and purposefully bump into one another, causing the trays to drop. Ask two more volunteers to repeat the tray walk but to do something right before the crash to keep the trays from falling. **I need two volunteers to prepare the trays and dishes.** (Select two volunteers, and then say the following.) **On each tray, arrange two cups and two plates upright, as if they are full of food and about to be served in a restaurant. I need two more volunteers.** (Select two additional students, and then say the following.) **Stand with the trays on opposite sides of the room while holding the trays as if you’re about to serve them. Walk quickly toward each other and purposefully bump into each other, causing the trays to crash.** (Allow the two additional students to complete the activity, and then say the following.) **I need two students to repeat this activity but do one thing differently. Just before you would bump into each other with the trays, do something to keep from bumping and dropping the trays.** (Allow the students to redo the activity with the revision, and then say the following.) **You had to do something before something else happened, like another tray collision. There is one word that we can use to replace the common words ‘do something before something else happens.’ It is the word *proactive*. The last group was proactive with their food trays so another crash would not happen.**

Discovery of “Act”

TEACHER: What you would do, things to do, and do something before: What was the simple, everyday word for our three activities?

STUDENTS: Do.

TEACHER: Write the words *reaction*, *actions*, and *proactive* on the whiteboard and ask, **What do you see that is the same in the three fancy words: *reaction*, *actions*, and *proactive*?**

STUDENTS: A-c-t.

TEACHER: **Now, connect the doing theme of our three activities to the fancy words and tell me a simple, everyday word for act?**

STUDENTS: "Act" means to do.

TEACHER: **Good, "act" means to do. Our everyday words like *do* are some of our oldest words; they are called Old English words. Our fancy English words often come from Latin or Greek. "Act" is a word and a word element that comes from Latin. Word elements from Latin have the letter cluster *ct*.**

Defining the Discovery Words

TEACHER: **Remembering the word *do* helped us to define our three fancy words. The word *reaction* means what you would _____ if something else happened.** Pause to prompt the students to complete this basic definition by saying "do."

STUDENTS: Do.

TEACHER: **Yes, *reaction* means to do something if something else happens, as in a reaction to another person's rude remark, a reaction to dropping your keys (picking them up), and a reaction to losing your cell phone (looking for it). The word *actions* means things you have _____.** Pause to prompt the students to complete this basic definition by saying "done."

STUDENTS: Done.

TEACHER: **Yes, *actions* means the things you have done, as in your actions to get ready for school, actions to make a sandwich, or actions to throw a basketball through the net. The word *proactive* means to _____ something before something else can happen.** Pause to prompt the students to complete this basic definition by saying "do."

STUDENTS: Do.

TEACHER: **Yes, the word *proactive* means to do something before something else happens, as in being proactive to prevent a forest fire, being proactive to prevent having a car wreck, or being proactive to avoid tripping over the dog.**

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Read Words

Make flash cards from the following words. Practice with one or more classmates reading and using each word correctly in context.

action	actuarial	playacting
actionable	counteract	proactive
activate	enact	react
activation	enactment	reaction
activator	inactive	reactionary
activity	inactivity	reactive
actor	interact	reenact
acts	overact	reenactment
actuary	overreact	

Read and Write Phrases

Read the following phrases. Write a new phrase using each underlined word.

1. a math activity

2. overreact to the problem

3. reenact a past event

4. acts of kindness

5. a TV actor

6. to activate the phone

Read and Write Sentences

Read the following sentences. Write a new sentence using each underlined word.

1. She was proactive to prevent a flu outbreak in her home.

2. The school play was a reenactment of the Gettysburg Address.

3. We spent our day off in almost complete inactivity.

4. He did not react well when he saw that his dog had dug a hole and escaped the yard.

Complete the Sentences

Copy and complete the following sentence stems.

1. If you *activate* your phone, this means _____

2. If you *enact* a new rule, this means _____

3. If you spend 2 hours in complete *inactivity*, this means that _____

4. Someone might say that locking your car is *proactive* because _____

5. If you decide to take *action* against a bully, you might _____

6. If you are a TV *actor*, you would _____

7. If a snake was in your room, you might *overreact* by _____

8. If you're just *playacting* like a bully, this means _____
