

Fossilization Activity #1

Kindergarten

Focus:

I am _____ years old.

Examples of error:

I **have** six years old.

I **have** five years.

Fossilization Activity

Teacher Notes:

A common error that Spanish speaking students make when learning English is that they say, “I have five years old.” They say this because in Spanish you say, “Tengo cinco anos,” which translates to “ I have five years.” This activity will focus on trying to reinforce that in English, when expressing age, you say, ‘ I am ____.’

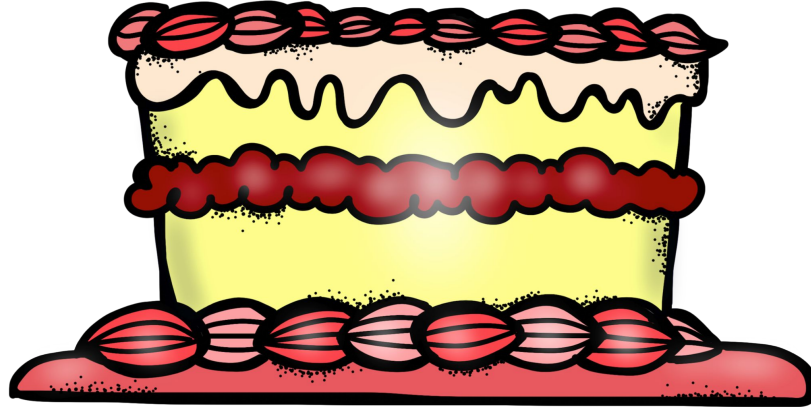
Instructions:

- 1) Show images of people who are different ages- explain that each person is a different age. Point and say, “ He is 6 years old,” and hold up the large number card. Continue with the different people and different ages. *
- 2) Show a balloon, birthday hat and large number cards. Explain that each year we have a birthday and we turn a year older. Tell students your age and write sentence frame on board (I am ____ years old).
- 3) Then, show this video - <https://www.youtube.com/watch?v=-2to7NkYMPk>
- 4) Next, give each child a coloring sheet with a large number that matches their age. Give the students time to color their number. Walk around room and ask students what number is on their paper. Practice with each student as needed.
- 5) Teach the whole class the question, “ How old are you?” You say, they repeat.
- 6) As a class, ask each student, “ How old are you?” Each student will stand up, show their number that they colored and with guidance will say, “ I am ____ years old.” Have students say, “**I AM**” with a stronger and louder voice when they say the whole sentence.
- 7) Pass out the worksheet. Explain the worksheet.

Name: _____

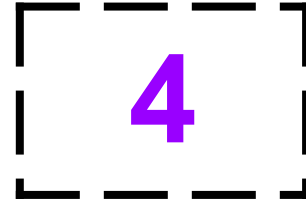
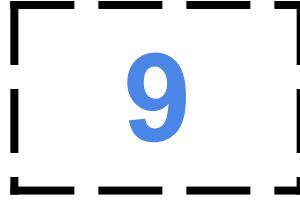
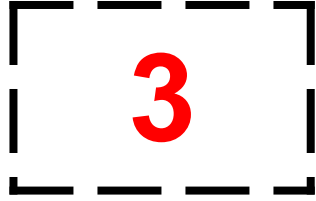
How old are you?

Directions: Draw the number of candles that represent how old you are.



I am _____ years old.

Instructions: cut out the number that represents how old you are and glue it on the line.





How old are you?



I am five years old.



5

I am _____ years old.



Fossilization Activity #2

Kindergarten

Focus:

Possessive adjectives: my, your

Examples of error:

This is **me** book.

That is **you** pencil.

Is **me** notebook.

Book, **me**.

Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about possessive pronouns. This activity will only focus on the possessive pronouns *my* and *your*. This activity aims to introduce and reinforce the correct use of *my* and *your* in oral practice.

Instructions:

- 1) Grab something from your desk that belongs to YOU. Show the class and ask them what it is. Say "It is a _____. "Yes, it is MY _____." (hold it close to your body). Repeat with another object that belongs to you, the teacher. Walk up to a student's desk, grab their object and ask class, "What is it? " It is a _____." Look at student and point- "Yes, it is YOUR pencil." "It is not _____'s pencil, it is not my pencil, it is YOUR pencil." Repeat.
- 2) After the demonstration, show the video, <https://www.youtube.com/watch?v=EoAi1TegqOc>
- 3) Partner activity
- 4) Hand out the worksheet for students to complete.

Partner Activity

Instructions:

1. On the whiteboard write the word MY in large print. Point and have students repeat. Next to it write the word YOUR in large print and have students repeat.
2. Pair students and have them push their desks together facing each other. Have them each grab 3 items that belong to them to put in front of them on their desks.
3. Hand out 2 large cards to each student. One on card it will say **My** and on the other card it will say **Your**. Say m-m- My and have students hold up the My card. Then say, y-y- your and have students hold up the your card.
4. Explain that students will take turn sorting the objects and placing them under the your and my cards.
5. Demonstrate this is front of the students with a student help
6. Have the students put their 3 different things in the middle of the table and mix them up. Then one student will go first. They will set their things under the MY card and their partner's things under the YOUR card.
7. Once their things are sorted they will say, "This is YOUR _____. This is YOUR _____. This is YOUR _____. This is MY _____. This is MY _____, etc. If they cannot say the whole sentence (make sure sentence frame is on the board in large print_), then they can just say, My _____, Your _____.
8. Once one student finishes, it's the next students turn

My

Your

My

Your

My

Your

My

Your


Name _____

Draw pictures of your partner objects under YOUR and draw pictures of your objects under MY.

My



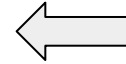
Your



It is my ball.



It is your ball.



Fossilization Activity #3

Kindergarten

Focus:

Possessive adjectives: his, her

Examples of error:

That is **her** ball.



It is book **his**.



His name is Sara.



Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about possessive adjectives. This activity will only focus on the possessive adjectives *his* and *her*. This activity aims to introduce and reinforce the correct use of *his* and *her* in oral practice.

Instructions:

- 1) Do the warm-up activity
- 2) Show video: <https://www.youtube.com/watch?v=pv0ZWoeYIT4>
- 3) Do activity 1
- 4) Handout the worksheet, read aloud the two options and instruct students to circle the correct possessive pronoun.

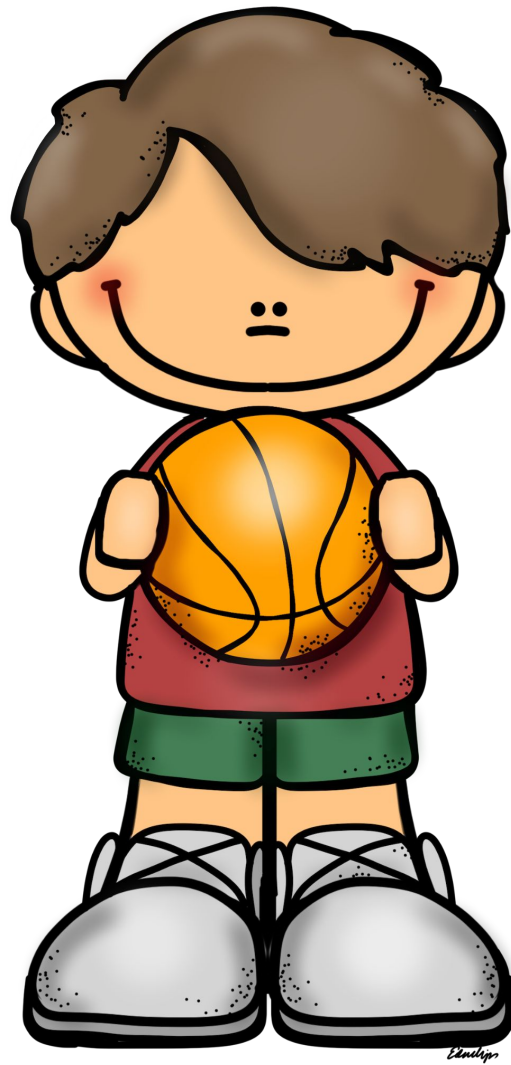
Warm-up Activity

- 1) Point to a student in your class and ask, “What is HIS name?” Make sure to emphasize HIS. Guide the students in responding, “HIS name is _____. Explain that when something belongs to a boy we say HIS. That name belongs to him.
- 2) Repeat step 1 with a girl. “What is HER name.” “HER name is _____. Explain that when something belongs to a girl with say HER.
- 3) Write HIS and HER in large print on the board. Draw a little picture of a boy and girl under each word. Point to the words and have students repeat.
- 4) Continue the name activity as long as long as you see fit.

Activity 1

1. Explain to students that when an object belongs to a girl, we say it belongs to HER and if an object belongs to a boy we say it belongs to HIM. Draw a picture of a little girl on the board with a ball next to her and label the ball HER BALL. Then draw a picture of a little boy on the board and write HIS BALL. Students can refer to the board during the activity.
2. Show the following pictures of different children with objects.
3. For each image, point to the object and ask, “Is this my ____?” - point to yourself. “Is this Luna’s ball?” Point to a student in class and use their name. Point to the little girl in the picture, “Is it HER ball? Yes, it is HER ball.” “Whose ball is it? It is HER ball.” Continue with this exercise with the other images.













Name _____

Directions: Circle the possessive pronoun that matches the picture.

1.



HIS BALL

HER BALL

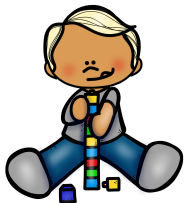
2.



HIS BOOK

HER BOOK

3.



HIS BLOCKS

HER BLOCKS

4.



HIS COMPUTER

HER COMPUTER

It is **his** book.



It is **her** book.



Fossilization Activity #4

Kindergarten

Focus:

Prepositions: in, on

Examples of error:

The boy is **on** the house.



The boy is **in** the table.



Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about prepositions. This activity will only focus on the prepositions *in* and *on*. The Spanish word *en* can translate to both *in* and *on*, so it can cause confusion for language learners.

Ex: It is *in* my desk.- Está *en* mi escritorio.

It is *on* my desk. - Está *en* mi escritorio.

Instructions:

- 1) Tell students that today they will learn about how to describe where an object is.
1. Show video: <https://www.youtube.com/watch?v=8F0NYBBKczM>
2. Write **in** on the board in large letters. Draw a circle. Inside the circle draw a heart. Say, the heart is **IN** the circle. Then, write the word **ON** in large letters. Draw a circle with a heart on top of the circle. Say, the heart is **ON** the circle. Point to the heart in the circle, say in and have students repeat. Point to the heart on the circle, say on and have the students repeat.
3. Next, place a closed box on a table in front of the students. Grab a fun object such as a ball, puppet, etc.
4. Place the puppet in the box. Say, the puppet is **IN** the box, **IN IN IN**. Have students repeat. Then place the puppet on top of the box and say, the puppet is **ON** the box, **ON ON ON**. Have the students repeat.
5. Next, tell students they can pick an object from their desk and volunteer to come up to the front of the room and put their object on the box or in the box. When stands place their object in or on the box, ask them, where is the _____?" They need to respond with it is **IN** the box or it is **ON** the box. Repeat with as many students as you'd like.
6. **For the worksheet**, tell students to cut out the 4 pictures on the dotted lines. For each number, pick an object and have them hold up the cut out object. Then tell them that on number one, glue the ball **IN** the box. Number two, glue the cat **ON** the box, number three glue the sun **ON** the box, number four, glue the pencil **IN** the box.

Name _____

Instructions: Cut on the dotted line. Then cut out each picture on the dotted lines. Listen to your teacher and place the picture **IN** or **ON** the box.

1.



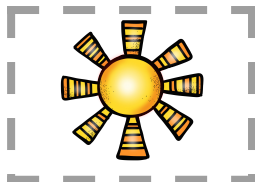
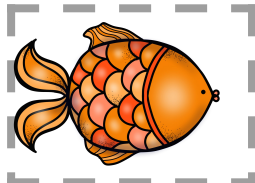
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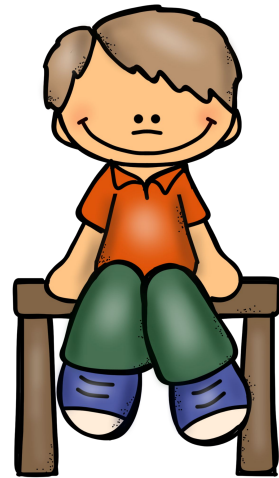
3.



4.



The kid is **on** the table.



The kid is **in** the house.



