

Fossilization Activity #1

First Grade

Focus:

Prepositions: in, on, under

Examples of error:

He is **in** the table.



The kid is **on** the house.



The kid is **on** the table.



Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about prepositions. This activity will focus on the prepositions *in*, *on* and *under*. 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 a person or thing is.
2. Show videos: <https://www.youtube.com/watch?v=8F0NYBBKczM>, <https://www.youtube.com/watch?v=Jz6Hhf9dRDM>
3. After video tell students we will be talking the words IN, ON and UNDER. 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. Then write the word UNDER on the board, draw a circle and draw a heart UNDER the circle. Say, the heart is UNDER the circle. Have students repeat.
4. Next, place a closed box on a table in front of the students. Grab a fun object such as a ball, puppet, etc. 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. Place the puppet under the box and say the puppet is UNDER the box, UNDER UNDER UNDER. Have 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, in the box or under 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, it is ON the box or it is UNDER the box. You can provide a sentence frame on the board to help them form a complete sentence. Repeat with as many students as you'd like.
6. Partner practice: Students sit with a partner and take turns putting an object in, on or under the desk while the other student says the correct preposition for the object's location. Model before activity.
7. Explain the worksheet to the students. Students will need to look at each picture and WRITE on, in or under on the blank line in the sentence.

Name _____

Directions: Write the correct preposition on the line to complete the sentence.

in



on



under



1. The boy is _____ the table.



2. The kid is _____ the house.



3. The boy is _____ the umbrella.



4. The hat is _____ the girl.



5. Her feet are _____ the table..



The kid is **on** the table.



The kid is **in** the house.



The kid is **under** the table.



Fossilization Activity #2

First Grade

Focus:

Possessive adjectives: my, your, his, her

Examples of error:

It is **his** birthday.



It is **you** birthday.



It is **me** birthday.



It is **her** birthday.



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*, *her*, *my* and *your*. This activity aims to introduce and reinforce the correct use of *his*, *her*, *my* and *your* in oral practice and written practice. Often times, students may use the pronoun instead of the possessive pronoun.

Instructions:

- 1) Review activity
- 2) Warm-up activity
- 3) Show video: <https://www.youtube.com/watch?v=EoAi1TegqOc>
- 4) Class activity (hand out sentence frame sheet to each student.)
- 5) Handout worksheet for students to complete independently

Review Activity

Directions:

- 1) T- Grab something from your desk that belongs to YOU.
- 2) T- Show the class and ask them what it is. S- "It is a _____.
- 3) T- "Yes, it is MY _____." (hold it close to your body)
- 4) T-Repeat with another object that belongs to you, the teacher
- 5) T- Walk up to a student's desk, grab their object and as class, "What is it?
- 6) S- " It is a _____."
- 7) T- Look at student and point- "Yes, it is YOUR pencil." "It is not ____'s pencil, it is not my pencil, it is YOUR pencil."
- 8) Repeat this steps to practice HIS and HER

Continue with this oral demonstration/interaction as long as needed.

Warm-up Activity

- 1) Point to yourself and ask, "What is MY name?" Make sure to emphasize MY. Guide the students in responding, "Ms/Mr. ____." T- "Yes, MY name is ____."
- 2) Point to a student, look straight at them and ask, what is YOUR name? - student should respond with their name. Ask this questions a couple times and guide students to respond with a complete sentence and hand gesture to themselves. MY name is _____. - Provide sentence frames to guide answers.
- 3) Then point to a boy and ask the class, What is HIS name? The class responds. Explain that when something belongs to a boy we say HIS. That name belongs to _____.
- 4) Repeat step 1 with a girl. "What is HER name." "HER name is _____. Explain that when something belongs to a girl with say HER.
- 5) Write HIS, HER, MY and YOUR in large print on the board. Draw a little picture of a boy and girl under his/her. Point to the words and have students repeat.
- 6) Continue the name activity as long as you see fit.

Class Activity

1. Have each student take off a shoe and put them in a pile in the front of the classroom.
2. Hand out the sentence frame sheet and read over with the students.
3. Have students grab two shoes that do not belong to them. Once each child has 2 shoes, they can start walking around and asking each other, “Is this YOUR shoe?” Students should answer, “yes, it is MY shoe or No, I think it is HER/HIS shoe. (as they point to the student the think it belongs to).
4. Let students mingle and ask questions until everyone has their shoes back.

my your his her

Q- Is this your shoe?

Yes, it is _____ shoe.



No, I think it is _____ shoe.



Name _____

Directions: Write the correct possessive adjective on the blank line.

1. This is me.

This is _____ book.



2. This is Kate.

This is _____ dog.



3. This is Ben .

This is _____ ball..



4. This is you.

This is _____ cupcake.



your

my

his

her

It is **my** book.



me

It is **your** birthday.



you

It is **his** cupcake.



he

It is **her** ball.



she

Fossilization Activity #3

First Grade

Focus:

The verb **to be** and **to have**

Examples of error:

I **have** six years old.

I **have** hungry.

I **have** hot.

Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about the verbs TO BE and TO HAVE. In Spanish, when expressing age, you say, Tengo ____ anos, which translates to I have ____ years. In English we say, "I am ____ years old. Many students incorrectly express their age in English by saying, I have ____ years. The following activities will help students practice the correct use of the verbs TO HAVE and TO BE.

In Spanish, "Tengo hambre" translates to 'I have hunger.' In English we use the verb to be to express hunger. "I am hungry." is the correct sentence.

Instructions:

- 1) Explain to students that today they will be practicing the verbs TO HAVE and TO BE.
- 2) Show video about expressing age in English: https://www.youtube.com/watch?v=gEKEjB_pLqQ
- 3) After video explain that when we are expressing how old we are in English we say, I AM or I'M ____ years old. Write the questions, "How old are you?" on the board. Have students repeat each word of the questions. Then write, "I'm ____ years old" on the board and have students repeat each word. Ask students to raise their hands if they want to answer the questions, How old are you? Make sure students use the sentence frame on the board to answer in a complete sentence when you call on them.
- 4) Show video about expressing age in Spanish: <https://www.youtube.com/watch?v=JfpFDOS34yU>
- 5) After video, explain that in Spanish, we use the verb TENER (yo tengo) to tell our age but that in English a different verb. Explain that many students who are learning English accidentally express their age by saying I HAVE ____ YEARS. Explain to the students that this is not correct. In English we say, "I'M ____ YEARS OLD.
- 6) THE VERB TO BE is used to describe who we are and how we are. Examples: I am tall, I am ____ years old, I am from Texas, I am happy, I am funny. I am hungry. I am sleepy.
- 7) THE VERB TO HAVE is used to describe what we are holding, different physical characteristics on our body, what things we own. Examples: I have brown hair, I have a brother, I have a dog, I have a pencil, I have a bike, I have blue eyes.
- 8) Review verb: To be- I am, you are, he/she/it is, they are, we are
- 9) Review verb: To have, I have, you have, he/she/it has, they have, we have
- 10) Play the STAND UP IF game.

Videos:

To be: <https://www.youtube.com/watch?v=RRY4sUOgHV8>, https://www.youtube.com/watch?v=3-ov_g5QAZ4,

To have: https://www.youtube.com/watch?v=Qu54_RB7J4s, <https://www.youtube.com/watch?v=cx8g9yrEy3g>,

- 11) For the worksheet, teacher reads each sentence out loud, students follow along with finger and read along. Students write the correct verb on the blank line.

ACTIVITY: Stand up IF

In this activity the teacher will say, stand up if you ARE _____. Stand up if you HAVE _____.

1. Stand up if:

YOU **HAVE** A DOG

YOU **ARE** 5 YEARS OLD

YOU **ARE** IN 1ST GRADE

YOU **HAVE** A SISTER

YOU **HAVE** A BED

YOU **ARE** HUNGRY

YOU **ARE** IN LOUISIANA

YOU **HAVE** A CAT

YOU **ARE** 6 YEARS OLD

YOU **ARE** HOT.

YOU **HAVE** BROWN EYES

YOU **ARE** SLEEPY

YOU **HAVE** LONG HAIR

YOU **HAVE** BROWN HAIR

YOU **ARE** FROM _____

Name _____

Directions: Write the correct verb on the line.

1. I _____ blocks.



2. I _____ six years old.



6

3. I _____ happy.



4. I _____ friends.



5. I _____ a calendar.



6. I _____ sleepy.



7. I _____ brown eyes.

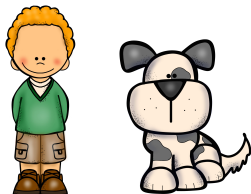


have

am

TO HAVE

I **have** a dog.



I **have** a ball.



I **have** brown hair.



I **have** a cupcake.



TO BE

I **am** happy.



I **am** six years old.

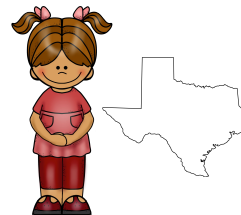


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I **am** sleepy.



I **am** from Texas.



Fossilization Activity #4

First Grade

Focus:

The third person s

Examples of error:

The boy **run**.

The cats **sits**.

My sister **play**.

The girls **runs**.

He like the **cupcake**.

Fossilization Activity

Teacher Notes:

Another common fossilized error for Spanish speaking students learning English is confusion about the the third person “s.” Students are confused by the rule that the verb following a singular noun has to have an s on it. They are taught that just one noun has no s and that more than one noun has an s so they get confused that a verb following a singular noun needs to have an s.

Instructions:

1. Explain to students that when you are talking or writing about a NOUN (person, animal or thing) that is doing something, we have to write the verb or action that they are doing. Also, explain that if it is more than one noun (boys, cats, sisters) that the verb has no S on the end. If a noun is singular (ONE) then the verb DOES have an S on the end.

For example:

Write the following on the board and ask the students...

The boy _____. T- “What is something a boy can do? - write students answer on the line.

The boyS _____. T- “What is something boyS can do? - write students answer on the line.

The girl _____. T- “What is something a girl can do? - write students answer on the line.

The girlS _____. T- “What is something girlS can do? - write students answer on the line.

The cat _____. T- “What is something a cat can do? - write students answer on the line.

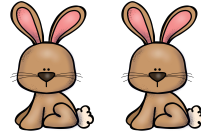
The catS _____. T- “What is something catS can do? - write students answer on the line.

2. Draw students attention to the verbs. Make sure all of the singular noun verbs have an S on the end and that the plural noun verbs have no S. If not, read it out loud to the students and ask them if something doesn’t sound quite right. Fix it and circle the s on each verb.
3. Draw students attention to each verb. Ask, “What is different about these two verb.” S- “One has an S on the end.” YES, very good. When a noun is plural (2 or more) the verb has NO S and when a noun is singular (one) then the verb needs to have an s on the end.

MEMORY GAME



The kids hop.



hits.



The boy



The kids

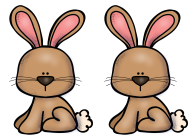
sits.



The dog cook.



jump.



The rabbits



The girl

sleeps.



Name _____

Third Person S Worksheet

Directions: Circle the correct verb.

1) The boys read/reads.



2) The kid run/runs.



3) The kids learn/learns.



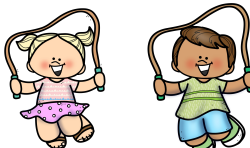
4) The brothers eats/eats.



5) The rabbit hop/hops.



6) The kids jump/jumps.



Singular noun (1) + verb + S

The boy runs.



The rabbit hops.



The girl reads.

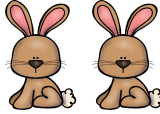


Plural noun (2 or more) + S + verb

The boys run.



The rabbits hop.



The girls read.



