

# Fossilization Activity #1

## Second Grade

### Focus:

The verbs **to have** and **to be**

### Examples of error:

She **has** hungry.

We **have** sleepy.

They **have** hot.

I **have** six years old.

# 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, the sentence, "Tengo hambre," translate to "I have hungry." In English, it is, "I AM hungry."

## 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](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.
- 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

## Videos:

To be: <https://www.youtube.com/watch?v=RRY4sUOgHVs>, [https://www.youtube.com/watch?v=3-ov\\_g5QAZ4](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=Qu54_RB7J4s), <https://www.youtube.com/watch?v=cx8g9yrEy3g>,

- 10) For the worksheet, students read the sentence and write the correct verb on the line. They should complete the worksheet independently.

## 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** 6 YEARS OLD

YOU **ARE** IN 2ND GRADE

YOU **HAVE** A SISTER

YOU **HAVE** A BED

YOU **ARE** HAPPY

YOU **ARE** IN LOUISIANA

YOU **HAVE** A CAT

YOU **ARE** 6 YEARS OLD

YOU **HAVE** A BIKE

YOU **HAVE** BROWN EYES

YOU **ARE** SLEEPY

YOU **HAVE** HUNGRY

YOU **HAVE** BROWN HAIR

YOU **ARE** FROM \_\_\_\_\_

Name \_\_\_\_\_

Directions: Write the correct verb on the line.

1. I \_\_\_\_\_ a red and white hat.



2. I \_\_\_\_\_ seven years old.



7

3. They \_\_\_\_\_ sad.



4. You \_\_\_\_\_ two sisters.



5. She \_\_\_\_\_ a dog. =.



6. She \_\_\_\_\_ sleepy.



7. He \_\_\_\_\_ brown eyes.



have  
has  
are  
is  
am

# TO HAVE

We **have** a dog.



She **has** two balls.



They **have** brown hair.



I **have** a cupcake.



# TO BE

She **is** happy.



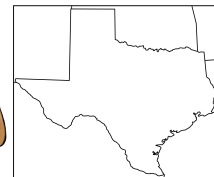
I **am** six years old.



They **are** sleepy.



I **am** from Texas.



# Fossilization Activity #2

## Second Grade

### Focus:

This, that, these, those

### Examples of error:

Look at **these** animals!



I want **that** cupcake.



Do you like this dog?



# Fossilization Activity

## Teacher Notes:

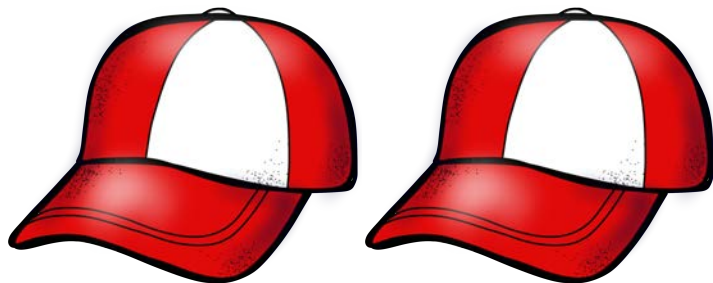
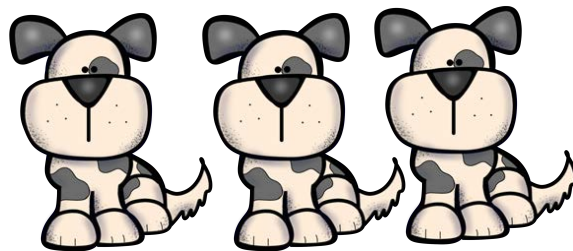
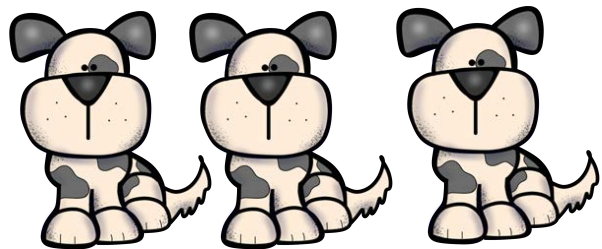
Another common fossilized error for Spanish speaking students learning English is confusion about demonstrative pronouns. These words are challenging for all learners to use correctly. The following activity and worksheet will help students practice the use of *this*, *that*, *these* and *those*.

## Instructions:

- 1) Explain to students that today they will learn about and practice words that are used to point something out. The words that will be practiced are *this*, *that*, *these*, *those*. Write these words on the board and have the students repeat.
- 2) Introduce the topic with the following videos: <https://www.youtube.com/watch?v=qBVXUsEVCH8>, [https://www.youtube.com/watch?v=4KriRML8\\_ps](https://www.youtube.com/watch?v=4KriRML8_ps)
- 3) **Activity:** Hand out two picture cards to each student. Half of the cards will be plural nouns and the other half will be singular nouns. Make sure each student gets one card with a singular noun and one card with a plural noun. Once each student has a card, ask the students who have a card with \_\_\_\_\_ on it to hold up their card. Each student will have to use these sentence frames to explain what they are holding and what the other student is holding. For example, if a child has a card with 3 apples on it, he/she will say, "THESE are apples." Then the student will put to the other student's card and say, "THOSE are apples." Continue until all students have been called on and had a chance to speak.

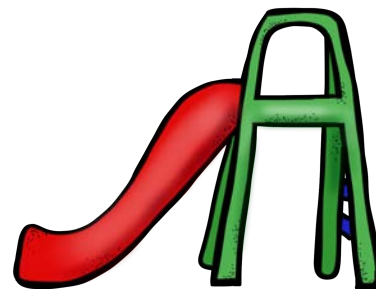
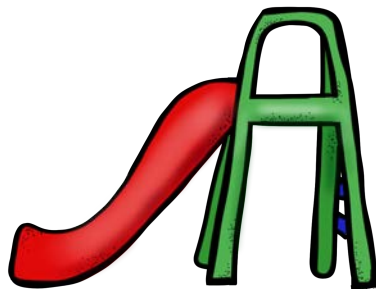


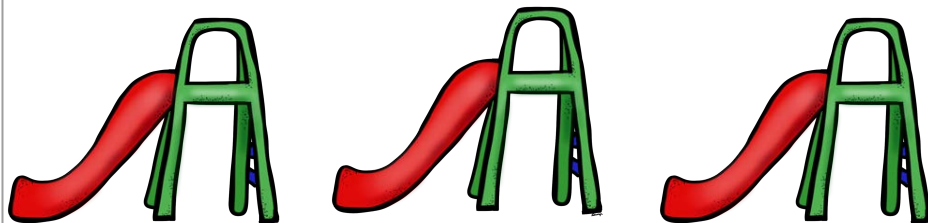
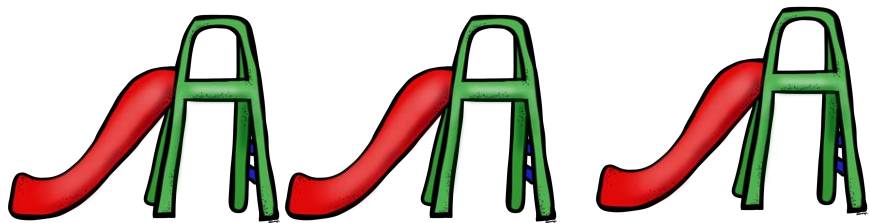












Name \_\_\_\_\_

**Directions:** Draw a line to match the sentence to the correct picture.

1. **That** cat is fluffy.



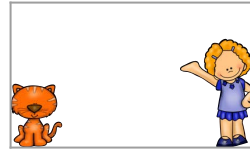
2. I want to eat all of **those** cupcakes.



3. **This** is my ball.



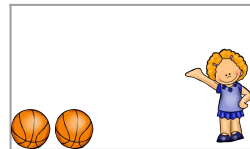
4. **This** cat is very big.



5. **Those** are my balls.



6. I am going to eat **these** cupcakes.



**This** is a cat.



**That** is a cat.



**These** are cats.



**Those** are cats.



# Fossilization Activity #3

## Second Grade

### Focus:

Subject and verb agreement with irregular plural nouns

### Examples of error:

Ex. El gato juega.

The cat plays.

The people plays with the ball. X

The people play with the ball. 😞

My teeth hurts.



# Fossilization Activity

## Teacher notes:

Another common fossilized error for Spanish speaking students learning English is confusion with subject and verb agreement. In English, when the subject is a singular noun, the verb needs to have an “s” on the end of it. If the subject is plural, the verb does not have an “s” at the end. In Spanish, this does not occur. Students often think that because the noun is singular there should be no s at the end. The addition of the third person s often cause confusion for English language learners. Things get even more confusing with irregular plural nouns. Students assume that since a noun such as “people” doesn’t have an s on the end that the verb then needs the s added. They follow the rules that they learned about the third person s.

## Instructions:

1) Explain to students that today they will be reviewing subject/verb agreement with a focus irregular plural nouns.

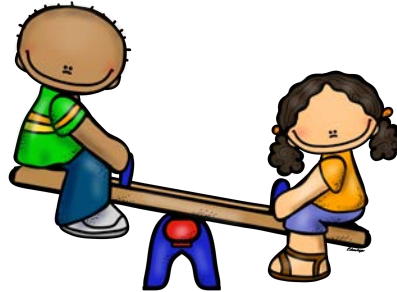
2) Show the following videos: <https://www.youtube.com/watch?v=kSmEWsFktTA>

<https://www.youtube.com/watch?v=bYJdIJN4fA>

3) Ask students to raise their hands to fill in the correct verb in the sentences on the following slides.

4) Give each student a card with a word and image. Have them stand up to find the person who has the singular or plural of the noun on their card. Once they have found their match they should line up in front of the room. Once everyone has lined up have them each say a sentence using the noun on their card. As they say their word and sentence, write down the nouns and the verbs on the board. Review with students after everyone has participated.

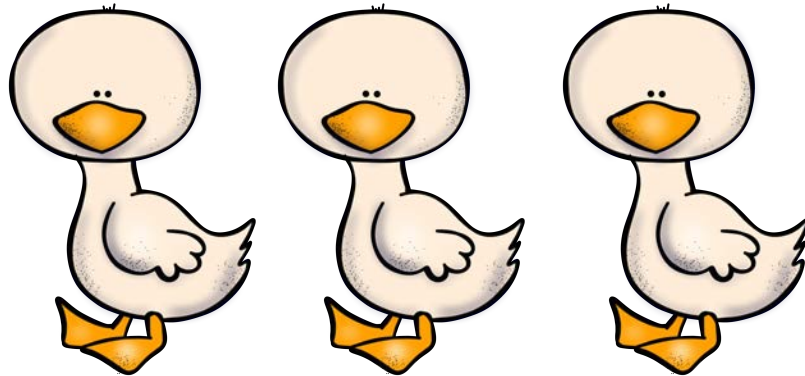
The children \_\_\_\_\_ at the park. (play, plays)



At the school, the children \_\_\_\_\_ learning. (is, are)



The geese in the pond \_\_\_\_\_ loudly. (honk/honks)



Woman



Women



Mouse



Mice



Person



People



Goose



Geese



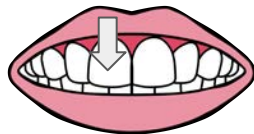
Child



Children



Tooth



Teeth



Man



Men



Fish



Fish



Name \_\_\_\_\_

Directions: Write the correct verb on the blank line to complete the sentence.

1. The people \_\_\_\_\_ in line at the store. (wait, waits)



2. At the library, the women \_\_\_\_\_ for different kinds of books. (look, looks)



3. At the park, the child \_\_\_\_\_ after the soccer ball. (run, runs)



4. The men \_\_\_\_\_ about the weather. (talk, talks)



5. The goose \_\_\_\_\_ at the people walking by. (honk, honks)



6. My teeth \_\_\_\_\_ very white and pretty. (is, are)



7. The mice \_\_\_\_\_ the cheese next to the table. (eat, eats)



## Irregular Plural Nouns



Make sure your **verb** corresponds with the **noun**.

The **mice** **are** very hungry.



The **men** **talk** to each other.



**People** **like** to watch sports.



**Children** **learn** a lot at school.





# Fossilization Activity #4

## Second Grade

### Focus:

Adjective placement

### Examples of error:

The boy little plays with the ball big.- INCORRECT

El niño pequeño juega con la pelota grande.

The little boy plays with the big ball. - CORRECT

## Fossilization Activity

### Teacher Notes:

Another common fossilized error is the placement of adjectives in a sentence. Many Spanish speaking students who are learning English often confuse where to place the adjective. In Spanish, the adjective is usually placed after the noun and in English, the adjective is usually placed before the noun.

### Instructions:

- 1) Do a quick adjective review with students. Write the word ADJECTIVE on the board and ask students what an adjective does (it describes a noun). Then have students shout out adjectives and write them around the word ADJECTIVE.
- 2) Show them the following video about adjectives: <https://www.youtube.com/watch?v=4f3H12YNlXo>
- 3) Then, explicitly explain that in English the adjectives are often placed before the noun and in Spanish the adjectives are often placed after the noun.

Provide example sentences:

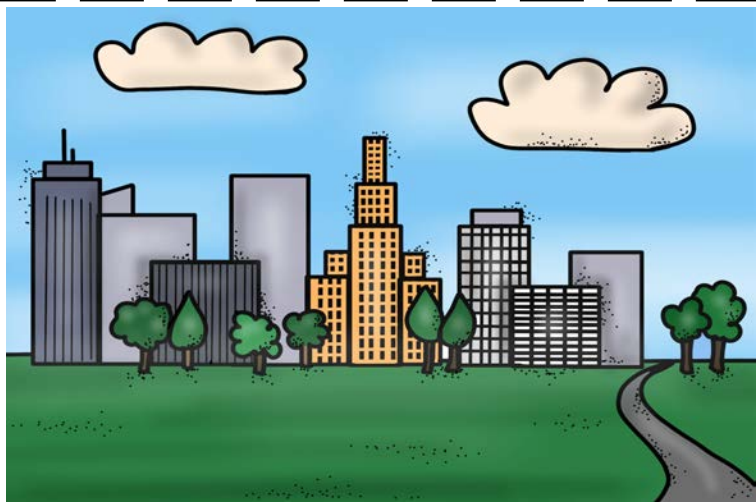
The fat cat sleeps.

El gato gordo duerme.

- 4) Explain the partner activity and monitor students as they work with their partners.
- 5) Hand out worksheet 1 to the students and have them complete it independently. Have volunteers share a sentence with the class.
- 6) Hand out worksheet 2 to the students and have them complete it independently.

## **Partner Activity**

- 1) Hand out an image card and a blank piece of white paper to each student. Have students take out a pencil and crayons. Make sure that the students do NOT show their partner the card. Students will take turns describing their image to their partner. Their partner will draw what is being described. Then they will switch roles. It is important that the students use many adjectives so that their partner can make an accurate drawing. Teacher can demonstrate by showing the class an image and demonstrating how they could describe it.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Fill in the blanks with an adjective and a noun to complete the sentence. Use the pictures to help you.

1. The \_\_\_\_\_ is sleeping in the bed.



2. My mom is eating a \_\_\_\_\_ in the kitchen.



3. The girl is reading \_\_\_\_\_ at school.



4. I want to play with the \_\_\_\_\_.



Name \_\_\_\_\_

Date \_\_\_\_\_

Instructions: Look at the picture and write two or more sentence describing what you see. Make sure to use at least one adjective in each sentence.



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# ADJECTIVES

In English the adjective comes BEFORE the noun.

The smart girl reads her green book.



The tall boy holds a delicious cupcake.



The happy kids cook together.



