

Fossilization Activity #1

3rd Grade

Focus:

Very, a lot, a lot of

Example of the error:

I like a lot apples. (I like apples a lot.)

The apples are a lot of good. (The apples are very good.)

You have a lot books. (You have a lot of books.)

Fossilization Activity

Teacher Notes:

Do not use very to modify nouns.

Use very with adjectives. (The apple is very big.)

Use a lot of before nouns (There are a lot of apples in the basket.)

Use a lot after nouns. (I like the apple a lot.)

Instructions:

1. Introduce the words *very*, *a lot* and *a lot of* to students. Ask them to tell you sentences where they use these words. Write the sentences that they share on the board and discuss and correct any mistakes.
2. Explain the general rules and show some examples.
3. Put the sentence cards on the board and ask the students to analyze them using the poster of *a lot of*, *very* and *a lot*. Have students raise their hands and share which word/words are needed to complete the sentence. Use the color code to identify the parts of the sentence (Nouns- orange, adjectives- purple, verbs-green)
4. Give students the activity sheet to complete independently.

I have _____ strawberries.

It is raining _____.

The bird is _____ beautiful.

The tree is _____ colorful.

I see _____ horses.

The dog is running _____.

The giraffe is _____ tall.

I have to work _____.

You have _____ books.

Name _____

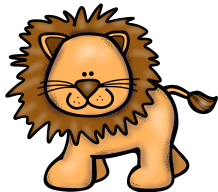
Date _____

Directions: Write *a lot*, *a lot of* or *very* on the correct lines to complete the sentences.

1. The baby is _____ cute.
2. There are _____ apples on the table.
3. I like to sleep _____.
4. Lucy is _____ smart.
5. My dog swims in the pool _____.
6. You have _____ toys.
7. The cats are _____ soft.
8. I like to eat _____ candy.

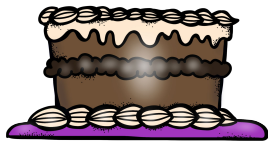
VERY comes before an adjective.

Ex: The lion is **very** big.



A LOT comes after a noun.

Ex: I like to eat cake **a lot**.



A LOT OF comes before a noun.

Ex: You have **a lot of** friends.



Fossilization Activity #2

3rd Grade

Focus:

I agree, I disagree/ I don't agree

Example of the error:

Blue is the best color. I am agree or I am agreeing.

Pink is the best color. I no agree or I am no agreeing.

Teacher Notes:

It is common for students who are learning Spanish and English to directly translate from one language to another. In this case, a student learning Spanish may say, “I am agree” instead of “I agree” because they are directly translating from “Estoy de acuerdo.” Estoy translates to I am, so students often say, I am agree.

Instructions:

1. Introduce the sentences, I agree and I disagree. Explain that these phrases are used to respond to an opinion. Write the sentences on the board.
2. Tell students that you are going to say an opinion and that students who agree with your opinion should put a thumbs up in the air and and shout, “I agree.” Students who disagree put a thumbs down in the air and shout, “I disagree/I don’t agree.”
3. Explain that when you agree or disagree with someone it is important to also state your reason. For example, if someone says, We should get rid of homework.” I would respond, “I disagree BECAUSE homework is a good way to practice and reinforce what we learned in the classroom.”
4. Put students with their partner. Hand out three statements to each student. Partners will take turns reading the statements and responding with their opinion using the sentence starters, I agree, I disagree or I don’t agree.
5. Hand out worksheet for students to complete independently.

Dogs are the best pet.

P.E. is the most important class at school.

Summer is the best time of the year.

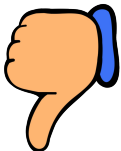
Broccoli is better than spinach.

Watching TV is more fun than playing outside.

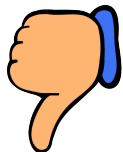
Pizza is the most delicious food.



I agree because _____.



I disagree because _____.



I don't agree because _____.

Name_____

Date_____

Instructions: Respond to each statement with a complete sentence starting with **I agree because, I disagree because** or **I don't agree because**.

1. Rabbits are the best pets.

2. Math is more important than English.

3. Hot dogs are better than hamburgers.

4. Rainy days are boring.

5. Summer is the best season of all.

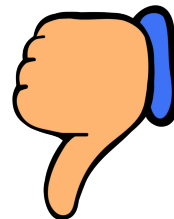
DO YOU AGREE OR DISAGREE?

Opinion: Pizza is the best food.



I agree because _____

Opinion: Pizza is the best food.



I disagree because _____

I don't agree because _____

Fossilization Activity #3

3rd Grade

Focus:

Possessive Nouns- ('s)

Example of the error:

That is the car of my mom.

I want to go to the house of Luis.

I like the shirt of Ella.

Fossilization Activity

Teacher Notes:

Spanish speaking students who are learning English often make errors when expressing possession. Students tend to directly translate from Spanish to English. For example, in Spanish you say, “la cama de mi mama” which directly translates to “the bed of my mother.” Explicitly teaching students the correct way to express possession is important.

Error: I want to play at the house of Luis.

Correction: I want to play at Luis’s house.

Instructions:

- 1) Explain to students that learning objective for the activities is to express possession, when something belongs to a person or an animal.
- 2) Point to a students’ desk and ask the students, “Whose desk is this?” Have the student’s shout out their answers. Then, write “It is _____’s desk.” on the board. Circle the ‘s and explain that when we are expressing that something belongs to a singular person or an animal then we add an ‘s to the end of their name. If something belongs to a plural noun you just add the ‘.
- 3) Show this youtube video to the students: <https://www.youtube.com/watch?v=h8Ms5zj4AOk>
- 4) After the video, show the large images to the class and ask the students questions about the pictures. Make sure that their answers are in the correct format.
- 5) Hand of the worksheet and have students complete it independently

Whose dog is it?



Lucy

It is _____ dog.

Where should we go after school?



Luna

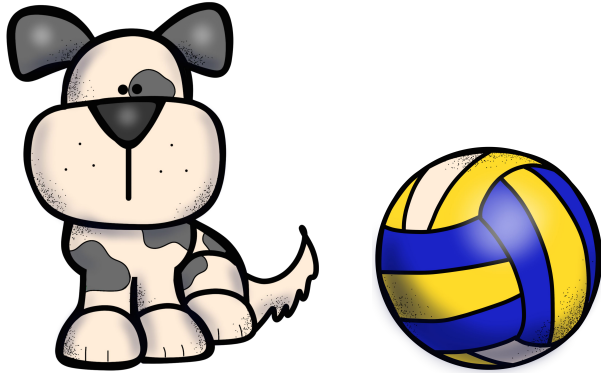
We should go to _____ house.

Whose book is that?



Jack

Whose ball is it?



Whose toys are those?



Kids

Name _____

Date _____

Answer the question according to the picture. Use complete sentences.

1. Whose dog is that?



Juan

2. Whose birthday is it?



Jill

3. Whose house is it?



Luna

4. Whose ball is it?



Sara

5. Whose toys are those?



Adam

Showing Possession by adding an 's



This is Luna's house.



That is Timmy's computer.



Those are the kids' toys.

Fossilization Activity #4

3rd Grade

Focus:

The or no the

Example of the error:

I love *the* chocolate.

I got my mom a present for *the* Mother's Day.

We are going to *the* Walmart today.

I like to learn *the* math.

I don't like to eat *the* lunch.

Fossilization Activity

Teacher Notes:

Knowing when to use the article *the* and when not to use it is a hard concept for many English language learners. *The* is not used when referring to general ideas and things. If something is more specific, then the article *the* may be used. For examples: Life is beautiful. *The* life you built with your partner is beautiful. I want to feel joy. I want to feel *the* joy I felt the first time we met. Often times, Spanish speaking students who are learning English add *the* when it is not necessary or is incorrect. In Spanish, *el* and *la* are used before nouns most of the time, so students think *the* needs to be used more than it needs to be.

Teachers: watch this video to help you understand when to use *the* or not *the*- <https://www.youtube.com/watch?v=McQnOYChcGs>.

THE comes before singular and plural nouns that are particular or specific.

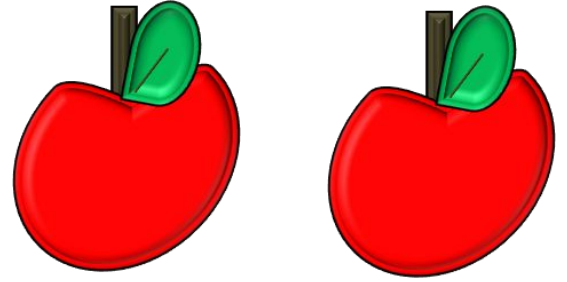
Do not need *the* with: something general, non count nouns (music, lunch, chocolate), proper nouns, companies, holidays, etc. languages, some places, locations, streets, countries, states, cities, towns, continents, single lakes, or single mountains, sports

Instructions:

1. Explain to students that today they will begin learning about when to use the article *THE* and when not to use the article *THE*. Write the word *THE* on the board.
2. Write these two sentences on the board; I like to eat lunch. I like to eat the lunch. Ask students which sentence is correct. I like to eat lunch is the correct sentence because lunch a non count noun that is NOT specific. You would use *the* if the sentence was as follows. I like to eat the lunches that my mom makes me. You can use *the* here because the lunch is more specific. It is the lunch the mom made.
3. Draw students attention to the poster. Explain that the article *the* is used to modify nouns and to make the nouns more specific. *THE* comes before singular and plural nouns that are particular or specific.
4. Show the students when not to use the article *the*. Use the poster to assist with the explanation.
5. Show the slide with two sentences. Have the students decide which sentence is correct. Explain why each sentence is correct. Show how to add the word *the* with a triangle shaped insert in the space where the word *the* should go. Students will need to do this on the worksheet.
6. Handout the worksheet and have students complete it independently.

Which sentence is correct?

Apples are a type of fruit.



The apples are a type of fruit.

Which sentence is correct?

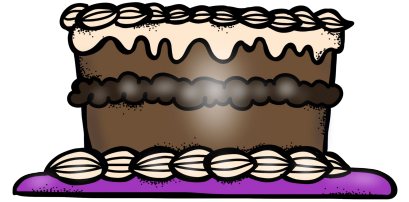
I want to eat lunch my mom made for me.



I want to eat the lunch my mom made for me.

Which sentence is correct?

I like to eat chocolate after dinner.



I like to eat the chocolate after dinner.

Name _____

Date _____

Directions: Correct the sentence by either adding the article ***the*** or crossing out the article ***the***.

1. My mom and I are going to the Walmart today.

2. Meet me at park after school.

3. I like to listen to the music.

4. Laughter of children is magical.

5. We need to go to store today to get milk.

6. Tomorrow we will visit the Lake Martin.

Write two sentences. Write one sentence with *the* article the and one without the article *the*. Look at the poster for help.

THE

- Before nouns that are particular or specific

Ex: I want to visit *the* church by the lake.

Ex: We enjoy listening to *the* music my mom makes.

Ex: Let's take *the* red car to the park.

NO THE

- With something general (school, church, breakfast)
- Non count nouns (music, lunch)
- Proper nouns (Louisiana, Spanish, Lake Martin, America)
- Sports (Soccer, basketball)

Ex: We go to church every Sunday.

Ex: I like to listen to music.

Ex: My dad loves to play soccer.

