

# Fossilization Activity #1

## 4th Grade

### **Focus:**

Dropping the subject

### **Examples of error:**

Is beautiful outside today.

Is one o'clock right now.

Want to go to the park?

Didn't do homework today.

# Fossilization Activity

## Teacher Notes:

Students who are learning English sometimes drop the subject even though it is required. They make this mistake because in Spanish, the verb conjugation often implies who or what the subject is. The verb ending can make using the subject repetitive, so the subject is often dropped. For example, “Es muy linda hoy” translates to “is very pretty today.” “Es” is a verb that is referring to this little girl. In English, it is required to state the subject, “she.” “She is very pretty today.



## Instructions:

1. Explain to students that in English, the subject needs to be stated. Such as, “The sun is out today. It is beautiful outside.” In Spanish, you could say, “El sol ha salido hoy. Es hermoso afuera.” In Spanish, sometimes the subject doesn’t have to be stated because the conjugated verb represents the subject. In this case, “Es” is all that is needed to complete the sentence. In English you can’t say, “The sun is out today. Is beautiful outside.”
2. Next, show students the poster to help them visualize and understand the concept.
3. Hand the partners a dialogue to practice together. Have them read the dialogue as a pair and make corrections as needed. The majority of the errors will be the subject missing or being dropped.
4. Give students 5 minutes to read the dialogue together and make the necessary corrections.
5. Choose a partner group to read the dialogue in front of the class with the corrections. Go over corrections as a class.
6. Have students complete the worksheet independently

**Directions:** Read the dialogue with your partner. One partner is A and one partner is B. After reading the dialogue straight through, read it again and make corrections with your pencil as you read.

A. Hello my friend. How are you today?

B. I am good thank you. Is so sunny outside today. Want to go to the park?

A. Yes, let's go to the park.

B. What should we do at the park?

A. Play soccer and have lunch.

B. Ok, that sounds really fun.

A. What time is right now?

B. Is 1:00.

B. Can Jose come with us?

A. Is at his dad's house in Texas this weekend.

B. Ok. Maybe Abby can play with us.

A. Is at the beach with her family.

B. Ok, am excited to play with you.

A. Me too. Will see you at the park soon.

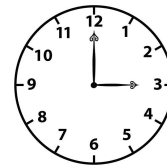
Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Correct the sentence by adding the missing subject. Then, rewrite the sentence correctly. Refer to the picture.

1. Is 3:00 in the afternoon.

\_\_\_\_\_



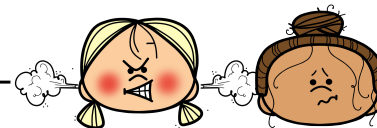
2. Ella likes to draw. Is an artist.

\_\_\_\_\_



3. Is bad to be a bully.

\_\_\_\_\_



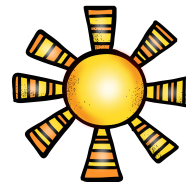
4. Ben and Luna are friends. Like to play at recess together.

\_\_\_\_\_



5. Is so sunny outside. Can play at the park all day.

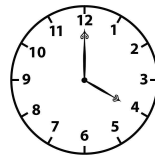
\_\_\_\_\_



# Stating the SUBJECT

IN ENGLISH YOU MUST STATE THE SUBJECT IN A SENTENCE.

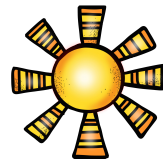
Ex: **It** is 4:00 in the afternoon.



Ex: **We** can play outside all day.



Ex: **It** is very sunny outside today.



Ex. **Ella** likes to sing. **She** is a singer.



# Fossilization Activity #2

## 4th Grade

### Focus:

lose/miss

lost/missed

### Examples of error:

I was late and **lost** the bus today.

We were going to take the train but we **lost** it.

Where is your homework? I **missed** it.

# Fossilization Activity

## Teacher Notes:

In Spanish, the verb **perder** translates to both to lose and to miss. This causes confusion for Spanish speaking students who are learning English. The following activities will help reinforce the correct use of the verbs to lose and to miss.

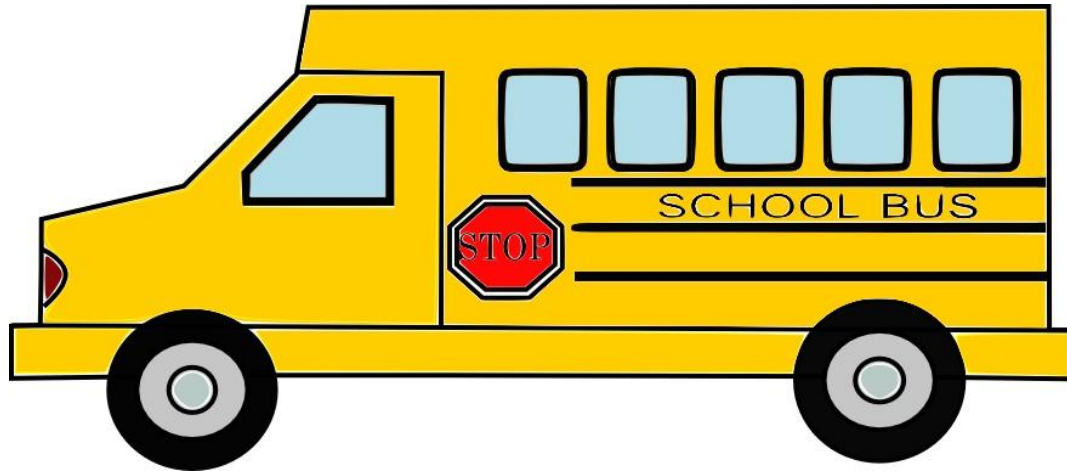
Ex: Perdí el bus hoy. I **missed** the bus today. Perdiste el sombrero. You **lost** the hat.

## Instructions:

1. Start by showing the students the poster about PERDER/To lose/To miss.
2. Explain that in Spanish, perder is used in TWO different ways but in English we have two different words, to lose and to miss. This can cause confusion for English language learners.
3. Show the slide with the sentences. Have students raise their hands to fill in the missing word.
4. Next, give partners a paragraph to read. In the paragraph, there will be errors with the verbs to lose and to miss. Sometimes, those verbs will be used correctly in the paragraph. Review the corrections as a class.
5. Students will then complete the worksheet independently.

We were late and we \_\_\_\_\_ the bus.

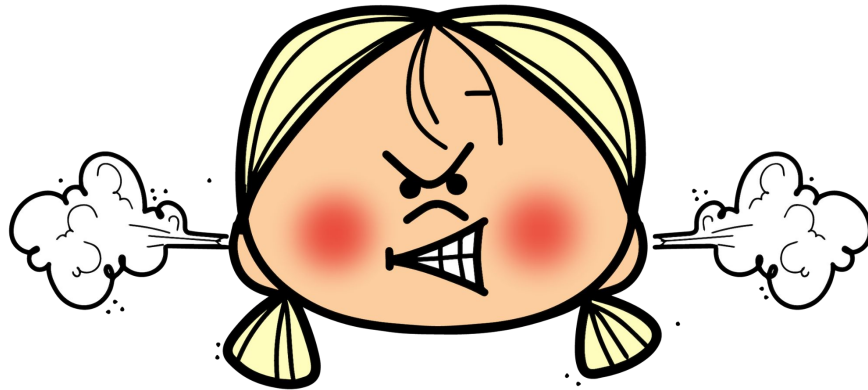
(lost, missed)





My teacher was unhappy because I \_\_\_\_\_ my homework.

(lost, missed)



### Fossilization Paragraph- Correct the errors (lose, lost, miss, missed)

One beautiful Saturday afternoon, Luis and Ally decided to catch the bus and go to the mall together. They wanted to have a fun day shopping, eating and walking around the mall. They hadn't seen each other in awhile so they really missed each other. The bus was going to leave the bus stop at 2:00 in the afternoon. They left their house at 1:30, so that they had plenty of time to catch the bus. But, on the way to the bus stop they bumped into Mr. Joe. He talked and talked and talked. Before they knew it, it was 1:55. They ran as fast as they could to the bus stop but sadly, they had lost the bus. It had already left. Ally and Luis decided to wait for the next bus. They waited and waited. Finally, the bus came. They reached into their pockets for their bus tickets but Ally couldn't find her ticket. She missed it. Thankfully, the bus driver let her buy another ticket. They got on the bus and went to the mall. At the mall, they saw a little train and thought it would be very fun to ride it. They got in line. They were next in line with the train captain announced that the train ride had closed. Once again, they lost the train. They lost the chance to ride the fun train. They were very sad. Then they decided to go to the food court and find some food to eat for lunch. Luis reached into his pocket for his money but it wasn't there. It was lost! Thankfully, Ally had enough for both of them to each get a hot dog. While they were eating, Ally got a phone call from her dad. He had lost the airplane from Houston to Lafayette. He would have to catch a flight the next day. She was very disappointed but Luis gave her some her candy and it made her feel better. They went back to the bus stop to take the bus home. They got home and were happy and tired. They were grateful for their friendship. They had really missed each other. They learned that they need to be early to the bus stop and to the train ride at the mall so that they never lose it again.

Name\_\_\_\_\_

Date\_\_\_\_\_

Directions: Write a complete sentence with the given words.

1. (miss) \_\_\_\_\_

2. (lose) \_\_\_\_\_

3. (lost) \_\_\_\_\_

4. (missed) \_\_\_\_\_

# To lose

We use the verb to lose with:

## 1) Objects

- I lost my homework. I can't find it.

## 2) When someone is gone from your life.

- I lost my friend after we had a big fight.

## 3) Sports games

- We lost the soccer game 2-12 in the finals.

# To miss

We use the verb to miss with:

## 1) Transportation (bus, train, flight)

- We were running late so we missed the bus.

## 2) To talk about feeling sad when we don't see someone

- I really miss my mom. She has been on a work trip for a month.

## 3) Opportunities and events

- You missed a great math lesson today.

# Fossilization Activity #3

## 4th Grade

### **Focus:**

Subject/Verb Agreement, irregular plural noun “people” and collective nouns.

### **Examples of the error:**

The members of the band **is** tuning their instruments.

I want to go to the park to see the children that **is** playing soccer.

The people **is** happy.

The kids in the class **is** singing songs.

The class **is** writing their own stories.

## Fossilization Activity

### Teacher Notes:

A collective nouns is a name for a group of people or things. Collective nouns usually take a singular verb, because they appear singular in form, but they sometimes take a plural verb.

- Another word this is confusing for Spanish speakers learning English is the word “people.” In Spanish, la gente is singular. In English, people is plural. Errors can be frequent with this word. It is an irregular plural noun. It does not have an s on the end, which makes students think it’s singular, but the word people represents more than one person. The word people is always followed by a plural verb.

**Examples of collective nouns:** family, class, pack, bouquet, pair, flock, board, choir, class, group, swarm, bunch, pack, set, team, audience

Many time, students make a collective noun singular when it needs to be plural. The verb after the collective noun needs to be plural if all the people or things in the group are doing something independently of the other.

Sometimes students incorrectly use a plural verb when the collective noun is meant to be singular. For example, they think that because a team is made up of many players that it should always be followed by a plural verb.

Ex: The cast have been practicing their parts for the play. - Each cast member is practicing their own part.

When the people or things in the group are working as a unit, or being referred to as a unit, then the collective noun is followed by a singular verb.

Ex: The cast has celebrated the play. The cast is large.

### Instructions:

1. Explain to students that today they will be learning about collective nouns. Share with them the definition of a collective noun and draw their attention to the poster. (use the notes above to help you prepare a definition and explanation of collective nouns.
2. Show the students the collective noun video- [https://www.youtube.com/watch?v=c\\_HgpgPfNBA](https://www.youtube.com/watch?v=c_HgpgPfNBA), <https://www.youtube.com/watch?v=zijGflzT5S>
3. Show the slides with the sentence on them. Have students raise their hand and explain the error in the sentence and how to correct it.
4. Hand out the worksheet for students to complete independently.

## Collective Noun Practice

Directions: Raise your hand to identify, explain and correct the error. Some sentences will be correct.

1. The people is happy to be at the party.
2. The band is tuning their own instruments.
3. I want to go to the park to see the team who is playing.
4. The team are going to the state conference.
5. The herd is running away.
6. We went to the farm and saw that the herd were eating hay.
7. The class are listening to the teacher.
8. The cast has been practicing their lines by themselves.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Choose and write the correct form of the verb on the blank line to complete the sentence.

1. The flock \_\_\_\_\_ in every direction. (fly/flies)
2. I went to the store and the people \_\_\_\_\_ waiting in line. (was/were)
3. The team \_\_\_\_\_ practicing their drills independently. (is/are)
4. The flock \_\_\_\_\_ flying South. (is/are)
5. The wolf pack \_\_\_\_\_ as a group. (hunt/hunts)
6. The team got on the bus and \_\_\_\_\_ driving to Texas.
7. In the field, the pack \_\_\_\_\_ themselves. (clean, cleans)
8. The high school orchestra often \_\_\_\_\_ at the football game. (play, plays).
9. The high school orchestra often \_\_\_\_\_ their parts at their homes. (play, plays)
10. You can tell that the choir \_\_\_\_\_ singing their favorite song. (is/are)



# COLLECTIVE NOUNS

**A collective noun is a name for group of people or things**

- Examples: Team (of players), choir (of singers), pack (of wolves), flock (of geese)

**Collective nouns USUALLY take a singular verb**

- The team is winning the game. The choir is practicing for the concert. The pack is chasing its prey.  
The flock flies South for the winter.

**\*Sometimes a collective noun will take a plural verb IF each person/animal in the group is acting independently of the others.**

- The orchestra are practicing their individual parts.

# Fossilization Activity #4

## 4th Grade

### Focus:

Verbs- To make/To do

### Examples of error:

I have to do my bed.

The students need to make their homework.

I want to go to my mom's house and do a cake.

Do you want to make house work with me today? I need help.

I will do dinner for you at my house.

# Fossilization Activity

## Teacher Notes:

Spanish speaking students learning English often present errors with the verbs TO DO and TO MAKE. This happens because the verb “hacer” translates into two different verbs in English. The one word “hacer” can be translated to two verbs in English, “to do” and “to make.”

This is hard for language learners because they confuse when to correctly use “make” and when to use the verb “do.”

In general, do is used for actions you must do and jobs or work, or activities you repeat often. The verb make is used when you create or produce something.

Ex. I *made* a cake. I *did* the dishes after dinner.

## Instructions:

1. Write the verb TO MAKE on the board. Ask students to provide you with a sentence using the word make. Write the sentence on the board. Then write the verb TO DO on the board. Ask students to provide you with a sentence using the word do. Then, translate those two sentences into Spanish with the help of the students. Circle the verbs in all four sentences. Draw students attention to the fact that the verbs in the Spanish sentence are the same and the verbs in the English sentences are different. Show students a few examples of one of the verbs (to do/to make) being used incorrectly. Ex: Billy, did you do the bed yet? I want to make my homework with my friend. How do you make your hair?
2. Show students the poster and explain that in English we use two words, to do and to make and in Spanish there is just one word, hacer. Review the conjugations of each verb.
3. Activity: show each sentence on the whiteboard. Leave the space for the verb blank. Have students read the sentence and write the correct verb and conjugation on their whiteboards and hold up their whiteboards. Review each answer and have students explain why they chose the verb they did.
4. Hand out the worksheet and have students complete it independently.

# made or did

Rafael \_\_\_\_\_ is homework right  
after school.

# does or makes

My mom \_\_\_\_\_ the best  
cake for my birthday every year.

# do or make

Will you \_\_\_\_\_ my hair  
for me please?

# do or make

When I go to my friends house we  
\_\_\_\_\_ music together.

**doing or making**

What is your dad

\_\_\_\_\_ for dinner?



What are you going to \_\_\_\_\_ at  
the amusement park?

I don't want to but I have to  
\_\_\_\_\_ my chores before  
we can go to the park.

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Write the correct verb on the line. The verb will either be to do or to make. Make sure you conjugate the verb correctly to complete the sentence.

1. I wish we \_\_\_\_\_ our homework yesterday instead of waiting until today.

2. Did you finish \_\_\_\_\_ the dishes?

3. I \_\_\_\_\_ a cake for my mom's birthday.

4. Would you like to \_\_\_\_\_ a sand castle with me?

5. When we go the cabin we always \_\_\_\_\_ a mess!

6. I have to \_\_\_\_\_ my homework before 8:00.

7. The clown \_\_\_\_\_ a balloon animal!

# TO DO

We use the verb to do for:

- Actions you must do like jobs, work, chores  
ex) *I have **to do** my chores today.*
- General activities you repeat often  
ex) *We **do** our homework right after school.*

# TO MAKE

We use the verb to make when:

- We create something  
ex) *I **made** a painting at school today.*
- We produce something  
ex) *We **made** a cake with mom last night.*

