

# Sorting and Sifting the Fossil Data

The words and phrases in the following cards have been taken from the selected text in the activity. Similar activities could be used with the students literacy pieces in the Teacher Resource Book.

Before reading:

1. Cut the cards on the page apart into rectangles that can easily be moved or shifted.
2. Have partners decide which words or phrases seem to go together. Write a sentence that makes a statement and uses the target vocabulary.
3. As students do activities, they gain greater understanding and can group words and phrases into threes and again make statements.
4. Students are now ready to read the informational text. While they read, they should be looking for the words and phrases they used for the vocabulary activity. Have them try to match up the words or phrases they have with those in the text. Pay attention to how they are used in the writing. Did the student created sentences match or are they similar to the passage?

Words sorted together: Sentences:

*Bones or shells can make impressions in soil.*

*Trilobites are a kind of fossil.*

## Fossil Word Sort

<b>impression</b>	<b>track fossil</b>	<b>hard parts of an organism</b>	<b>preserved organism</b>
<b>mineral replacement fossil</b>	<b>sedimentary rocks</b>	<b>infer</b>	<b>water dissolves</b>
<b>bones or shells</b>	<b>fossilized resin from ancient trees and plants</b>	<b>minerals harden into stone</b>	<b>footprint</b>
<b>amber</b>	<b>trilobite</b>	<b>dead plant or animal</b>	<b>imprint in the mud</b>