





Name \_\_\_\_\_

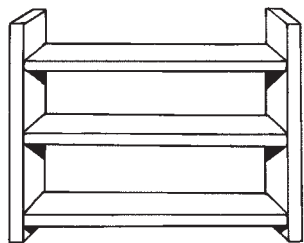
Picture + What I Know = What I Infer / Conclude

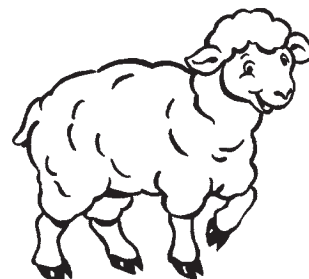
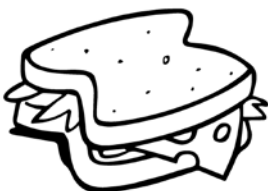
**Instructions:** Have students use the details from the pictures and what they already know to make inferences and draw conclusions about the different fossils.

Name \_\_\_\_\_

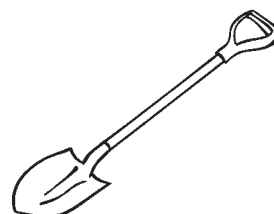
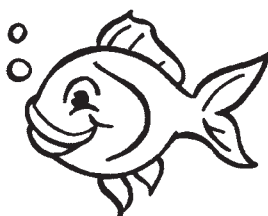
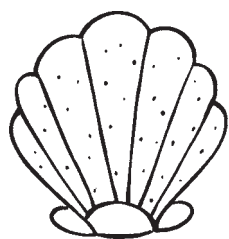
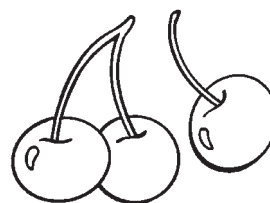
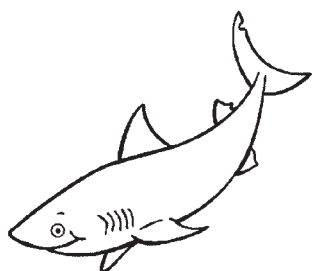
sh-



sh



A Look at Fossils • Level F • 2



Skill: Initial Consonant sh- Blend

**Instructions:** Have students identify each picture. Then, have them write *sh* under the pictures that begin with the *sh*- blend.

Name \_\_\_\_\_

- 1 Fossils can form when living things die and are covered quickly\_\_\_\_\_
- 2 Do fossils give clues about the past\_\_\_\_\_
- 3 Fossils give people clues about living things from long ago\_\_\_\_\_
- 4 What details do you see\_\_\_\_\_
- 5 This fossil shows bones\_\_\_\_\_
- 6 What clues can you find\_\_\_\_\_
- 7 What do fossils show\_\_\_\_\_



**My Sentence:**

*Skill: Question Marks*

**Instructions:** Read each sentence with students. Have students place either a period or a question mark at the end of each sentence. Then, have students read the sentences to a partner using the punctuation they chose. Encourage them to write an original sentence using a question mark on the lines provided.