

Name \_\_\_\_\_

**Instructions:** Reread the four sections of the book listed on these pages. Record the main idea and details for each one in the boxes below. Discuss the main idea of the book with a partner and write it on the following lines.

## Eyes for the Night



**Main Idea**

**Details**

Owls Overhead • Level L • 1a

## Even Better Ears



**Main Idea**

**Details**

Skill: Main Idea and Details

Name \_\_\_\_\_

**Instructions:** Reread the four sections of the book listed on these pages. Record the main idea and details for each one in the boxes below. Discuss the main idea of the book with a partner and write it on the following lines.

### Silent Hunters

Main Idea

Details

Owls Overhead • Level L • 1b

### Where Owls Live

Main Idea

Details



Main Idea of the Book:

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Skill: Main Idea and Details

Name \_\_\_\_\_

**Instructions:** Circle the subject and underline the predicate in the first five sentences. Finish the last three sentences to create complete sentences.



- ① Owls fly at night.
- ② Some owls live in barns.
- ③ Mice hide from attacking owls.
- ④ A barn owl may eat 11,000 mice!
- ⑤ Great horned owls can catch other birds.
- ⑥ A spotted owl \_\_\_\_\_.
- ⑦ \_\_\_\_\_ don't see owls very often.
- ⑧ Most owls \_\_\_\_\_.

Name \_\_\_\_\_

**Instructions:** Write one or two sentences for each pair of homophones. Both homophones must be used, and each sentence must contain at least one homophone, used correctly. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

**Example:** (raise/rays) I *raise* my hand in class. My lamp sends *rays* of light across the floor.

① (bear/bare) \_\_\_\_\_

\_\_\_\_\_

② (tail/tale) \_\_\_\_\_

\_\_\_\_\_

③ (cent/scent) \_\_\_\_\_

\_\_\_\_\_

④ (sale/sail) \_\_\_\_\_

\_\_\_\_\_

⑤ (peace/piece) \_\_\_\_\_

\_\_\_\_\_

⑥ (its/it's) \_\_\_\_\_

\_\_\_\_\_

⑦ (hear/here) \_\_\_\_\_

\_\_\_\_\_

⑧ (there/their) \_\_\_\_\_

\_\_\_\_\_