

Name _____

Main Idea	Details

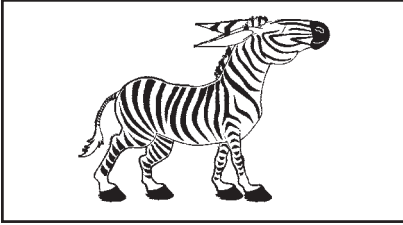
EXTREME INSECTS • LEVEL 1 • 1

Summary

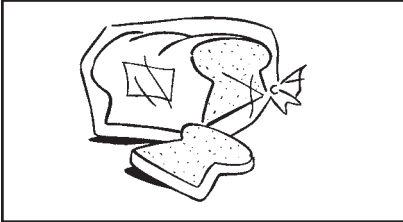
SKILL: MAIN IDEA AND DETAILS/SUMMARY

Instructions: Have students write the main idea and supporting details for the section titled "Extreme Weapons." Then have them write a summary for the section using the main idea and details you've already gathered.

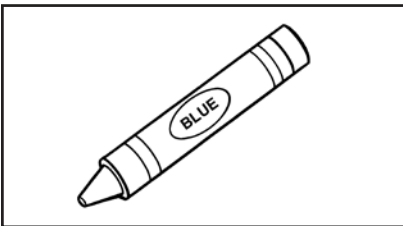
Name _____



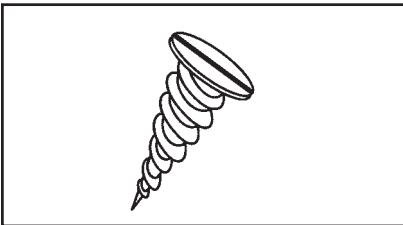
crayon



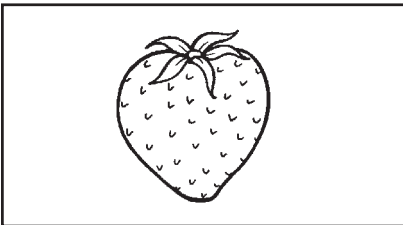
strawberry



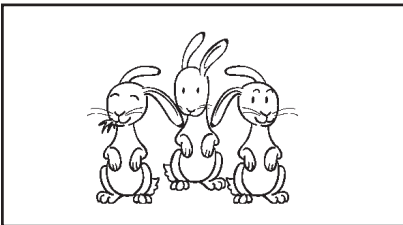
three



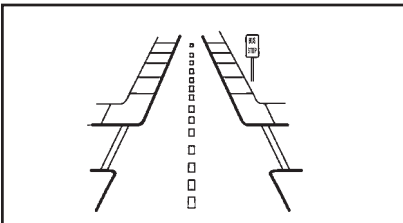
street



zebra



bread



screw

Instructions: Read the words in the box. Then have students draw a line to match the picture with the word that describe it.

Name _____

1. The tarantula tarantula hawk and robber fly are shown on pages 3 and 4.
2. Extreme Size Extreme Look-Alikes and Extreme Weapons are names of sections in this book.
3. Traits that help insects stay alive are size looks and weapons.
4. Some insects look like leaves flowers stems or even thorns.
5. The trash bug katydid and ambush bug are all examples of extreme insects.
6. They grab onto food with their large sharp strong jaws.
7. Some vocabulary words from the glossary were: extreme poison protect and traits.



Courtesy of Paul Gerlier/USFWS

Instructions: Have students place commas between all the listed items in the sentences below.

Name _____

big

squirt

extreme

catch

insect

frighten

scare

hole

trap

burning

jump

tremendous

spray

bug

pit

large

sharp

jagged

hot

leap

Instructions: Read the words together as a group. Have students draw lines to connect the synonyms.