



# Not My Habitat

## Introduction

In the book *On One Flower: Butterflies, Ticks and a Few More Icks*, author Anthony Fredericks goes on a "field trip between covers" and discovers the "community" of animals that live there. To introduce the idea that creatures are adapted to particular habitats in a fun way, this activity mixes up the creatures from three of Anthony Fredericks' mini-habitat books.

## Materials Needed

- ◆ *On One Flower: Butterflies, Ticks and a Few More Icks* - by Anthony Fredericks
- ◆ *Under One Rock: Bugs, Slugs and other Ughs* - by Anthony Fredericks
- ◆ *Around One Log: Chipmunks, Spiders and Creepy Insiders* - by Anthony Fredericks

## Procedure

1. Read each book as a class to show how habitats can be quite small, yet be host to a variety of animals, especially insects.
2. Make a list of all the insects mentioned in the three books. If you wish, add other insects that the students are familiar with, such as the housefly, dragonfly (or damselfly), beetle, mosquito, grasshopper, praying mantis, and moth.
3. Ask for ideas on what insects are least likely to be found in the various habitats (e.g. earthworms on a goldenrod plant, or butterflies under a rock). Have fun with this -- there are many impossible or unlikely combinations!
4. Why are some of those combinations so unlikely? What does each creature need that it couldn't get there?
5. Note that animals are well adapted to survive with the features (such as wetness or dryness, light or dark, closeness or spaciousness) of a particular habitat and not other habitats.

## Key Concepts

- ◆ All organisms have different needs.
- ◆ The environment must supply the needs of organisms.
- ◆ Each organism has different structures for different functions.

For standards correlation please see our website.

## Nature Connections

◆ Invite students to check out the web site of the Young Entomologist's Society ([www.members.aol.com/yesbugs](http://www.members.aol.com/yesbugs)). Encourage students to obtain information about one or more of the critters profiled in this book for an informational brochure. What information does this site have that would be useful to young explorers?

◆ This book begins with a letter from the stinkbug. After students have read this letter, invite them to create alternate "beginning letters" as might be penned by some of the other critters profiled in the book. For example, what might the tick say?

## Additional Resources

### Fun Bug Websites for Kids to Explore:

#### Insectopedia

<http://www.pedagonet.com/other/insct.html>

#### Bugscope

<http://bugscope.beckman.uiuc.edu/>

#### Bug Bios

<http://www.insects.org/>

#### Wonderful World of Insects

<http://earthlife.net/insects/>

