

# **On One Flower: Butterflies, Ticks and a Few More Icks**

*Activities, Projects  
and Lots of  
Awesome Ideas*



ANTHONY D. FREDERICKS  
afredericks60@comcast.net

# **On One Flower: Butterflies, Ticks and a Few More Icks**

Anthony D. Fredericks  
(Nevada City, CA: Dawn Publications, 2006)

## **Selected Citations:**

- “Tony Fredericks once again works his magic to make learning about the wonders of nature an exciting and enjoyable experience.” - *Teri Puryear, Media Specialist*
- “The story is told in fast moving, clever rhyming verse that immediately catches the interest of the reader.” – *Children’s Literature*
- “Detailed and realistic-looking illustrations, accompanied by an informative narrative full of satisfying-gross bug facts make this story perfect for the aspiring insect expert.” – *Connecticut Country Kids*
- “The light-hearted way that the story is told makes this an excellent read-aloud and fosters a desire for young children to learn more about insects. Recommended.” – *Library Media Connection*

## **Summary:**

Two boys, filled with wide-eyed curiosity, observe a goldenrod flower on a late summer day. They sit on the ground and discover an amazing and dynamic array of creatures who inhabit this busy spot. Their observations reveal a stinkbug (“A smell-smelly critter if you get too close”), a long-legged spider, a butterfly with wings edged in black, and a buzz-buzzing bee among others. With delightful and imaginative illustrations this book will help children appreciate the enormous variety of creatures and critters they, too, can discover in their own backyard or just around the corner.

**Suggested Grade Levels:** 1-4

## **Lesson Objectives:**

### Science Standards

- Content Standard A: Science as Inquiry
  - Abilities necessary to do science inquiry (K-4, 5-8)
  - Understandings about science inquiry (K-4, 5-8)
- Content Standard C: Life Science
  - The characteristics of organisms (K-4)
  - Organisms and environments (K-4)
  - Populations and ecosystems (5-8)
  - Diversity and adaptations of organisms (5-8)
- Content Standard F: Science in Personal and Social Perspectives
  - Characteristics and changes in populations (K-4)
- Content Standard G: History and Nature of Science
  - Science as a human endeavor (K-4, 5-8)

**Critical Thinking Questions:**

1. Which of the creatures was most amazing?
2. How did the illustrations contribute to your enjoyment of this book?
3. Which of the animals would you like to learn more about?
4. How are so many animals able to live together in one place?
5. What other animals do you think could be found on a single flower?
6. If you could tell the author one thing, what would you like to say?

<b>Comprehension Lesson</b> (Picture Perfect)
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**Setting the Stage:**

Invite students to briefly discuss some of the things they would discover if they visited a field of flowers. What types of plants would be growing there? What types of animals would be living there?

**Before Reading:**

Use several pieces of paper to cover over the words on the cover of the book. Then, create a transparency of the cover illustration. Project the transparency for the entire class. Then, divide the class into several groups. Invite members of each group to generate three to five questions about the illustration (see the accompanying activity sheet). Afterwards, ask each group to exchange its list of questions with another group. Now, invite each group to write a story that has answers to the other group's questions embedded in the story (one member of each group records the story that is contributed by all the other members of the group). After sufficient time, invite the groups to share their completed stories with each other.

**During Reading:**

Invite students to read the book (or listen to the book read aloud). Ask them to pay attention to the details, facts, and information that is shared throughout the story as well as the date presented in the "Field Notes" at the end of the book.

**After Reading:**

Invite each of the groups to return to their original "Picture Perfect" stories and to edit them in light of the information they gathered from the book. What changes will they need to make in a second or third draft?

## Literature Extensions

1. 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 youngsters to obtain information about one or more of the critters profiled in this book. What information does this site have that would be useful to young explorers? Encourage them to put together an informational brochure.
2. After reading the book invite students to participate in a "mini-field trip" to a flower somewhere on the school grounds. Ask them to spend some time carefully observing the flower (quietly and without moving). What types of creatures visit the flower? What types of creatures live near the flower? Are any of the creatures illustrated in the book visitors to their flower?
3. Ask an entomologist from a local high school or college to visit your classroom. Invite the person to share some additional information about each of the creatures in the book with your students. Afterwards, ask students to create posters or some other type of visual display informing people about the special characteristics or features of the selected animals.
4. After reading the book to your students, invite students to each write a letter to one of the boys in the story. What would they like to say? What would they like to ask? What else would they like to know about these two individuals (Hint: The boys illustrated in the book are actually the two sons of the illustrator – Jennifer DiRubbio).
5. Invite students to create a brief PowerPoint® presentation about the book or about one of the animals featured in the book. They may wish to share their presentations with students in another class or grade level. Your students may wish to arrange for a special presentation in the school library or some other suitable venue.
6. After students have read the "Field Notes" section of this book, invite them to assemble their own lists of "Fantastic Facts" about the insects and other creatures featured in these pages. Small groups of students may each wish to work with a single critter and gather as many facts as possible about that specific animal. Plan opportunities for students to share their information (via posters, brochures, newspaper, or some other form of visual display).
7. Invite students to read some of the "insect poetry" listed in the "How to Learn More" section of the book. After reading some of that poetry, invite them to create and assemble their own book of poetry about the insects that live in and around their own neighborhoods. They may wish to give a poetry reading to share their work.

8. After students have read the book plan to visit a nearby toy store or hobby store and obtain plastic models of the creatures featured. Ask students to use these models to create 3-dimensional dioramas of various scenes (using old shoeboxes, construction paper, pipe cleaners, and other props). Be sure these are prominently displayed throughout the classroom.
9. After students have read this and other books about insects, invite them to create their own "Insect Newspaper." The paper can present interesting facts about various insects – habitats, diets, predators, prey, etc. – for the general public. Students may wish to create their own Web Quest about insects and the information they have learned.
10. The 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? How would the butterfly start off this book? What "words of wisdom" would the ambush bug offer?
11. After students have read this book invite them to discuss some of the similarities and/or differences between the community of animals on the flower and the community in which they live. Students may be interested in creating a large poster which illustrates those differences/similarities.
12. Students may want to learn more about butterflies after reading this book. Invite them to log on to the website of "Friends of the Monarchs" (<http://www.pgmonarchs.org/fomu.html>) which is the site of a nationwide volunteer group dedicated to preserving the declining populations of monarch butterflies. Students may wish to publicize the efforts of this group, create an informational display, or contact them for additional information and resources.
13. After reading the book, ask students to survey other youngsters in the school about their favorite insects. Which ones are the most "popular?" Which one are the least "popular?" Ask students to assemble their findings into various charts and graphs. What is the most "popular" insect of all? Is it one of the insects in this book?





## Like and Unlike

What are the similarities when you compare a flower with other places where insects live? For each box below, write three similarities (you may need to check other books or some Internet Web sites).

### **Flower + Tree**

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### **Flower + Grass**

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### **Flower + Bushes**

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### **Flower + Under a Rock**

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## Flower Poem

You may wish to create your own poem about life on a flower. Use the diagram below to help you create your "flower poem." Write one word on each blank line. The first line has five blanks, the second line has four blanks, and so on.

You may wish to re-read *On One Flower: Butterflies, Ticks and a Few More Icks* to help you get some ideas. Remember, your poem doesn't have to rhyme – it can include thoughts, feelings, words, and any ideas you care to use. There is no right or wrong way to build your "flower poem."

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