Argentine Ant (Linepithema humile)

Crossword Puzzle Information

**CLASSIFICATION**

Argentine Ant do not “build” nests. They are nomadic and move their colonies from place to place. They are in search of a perfect combination of heat, water and food. Sometimes this means they move into potted plants indoors. Ants usually are not a problem until they come inside.

**BIOLOGY**

Outside they are attracted to plants by a sweet substance called "honeydew". Honeydew is produced when some insects feed on plants. Ants tend Aphids which may cause problems on plants. Argentine Ants may be controlled by using soap and water.

**DISTRIBUTION**

The Argentine Ant came to the United States from Brazil, a country in South America. Brazil is a tropical country and this ant still craves the high humidity of its original home.

*Photo by: Alan Ball, Oakland, CA*

*Photo by: Eddie Dunbar, Exploring California Insects, Quality Nature Displays.*

**BIBLIOGRAPHY**


[Find out how to complete this crossword puzzle online at www.bugpeople.org/curriculum/curriculum.htm]
Argentine Ant (Linepithema humile)
Crossword Puzzle

Down
1. Ant colonies may move into potted ________.
3. ________ are tended by ants and often cause problems on plants.
4. The Argentine Ant came to the United States from ________.
5. This is an ant craves high ________.

Across
2. Argentine ants may be controlled using _____ and water.
6. These ants are ________ and may move their colonies at any time.
7. Ants are not usually a problem until they come ________.
8. Ants are attracted to plants by a ________.

Solution


LAKE MERRITT
AND GREATER OAKLAND INSECTS
An ebook by Eddie Dunbar [v2.0]

Quality Nature Displays
www.bugpeople.org

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[Find out how to complete the Dragonflies & Damselflies Crossword Puzzle online at www.bugpeople.org/curriculum/curriculum.htm]
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### Argentine Ant Crossword Puzzle Curriculum Matrix

<table>
<thead>
<tr>
<th></th>
<th>CONCEPT</th>
<th>PROCESS / PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>Living things can be described and distinguished from each other.</td>
<td>Students will observe, compare, and describe animals.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Living things have basic needs that must be met in order to sustain life.</td>
<td>Students begin to observe a variety of ways that living things have their needs met.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Life cycles include birth, growth, reproduction, and death.</td>
<td>Students observe, describe, and record changes in an organism’s development.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Living things have systems to sustain life such as the skeletal, circulatory, and respiratory systems.</td>
<td>Students will understand that an animal has systems that sustain life.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>The behavior of living things is related to their environment.</td>
<td>Students will observe, record, and describe interactions of living things with other living things.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Living things depend on their environment.</td>
<td>Students will observe and describe the habitats of living organisms.</td>
</tr>
</tbody>
</table>

Adapted from Oakland Unified School District K-5 Standards
November 3, 1999