

Robber Flies (Family Asilidae)

Crossword Puzzle Information

BIOLOGY



Robber flies are predators. They spend their hours **perched**, waiting for flying insects to pass by, which they **assail** on the wing. Robber Flies take **aerial predation** to the next level and may **tackle** prey larger than themselves, tumbling to the ground while trying to **subdue** it. Larvae are predaceous on soft-bodied insects in the soil, and damp or decaying wood, where they live.

DESCRIPTION

Robber Flies are easily recognized. They have a bearded face over a well-developed and highly sclerotized

proboscis. At the top of the head, between their eyes is a **longitudinal** excavation. 3 ocelli are present and the third antennal segment is typically **elongate**, with a short terminal style



The body is often densely hairy, but may be nearly bare. The thorax is characteristically large and humpbacked in **lateral** view.



Abdomens are somewhat slender and **tapered** posteriorly. Though, in some bee mimicking forms they may be more **robust**.

Legs are relatively long and large and are sometimes covered with long bristly hairs.



There are about 400 species in California. They range in size from 5-30 mm.

BIBLIOGRAPHY

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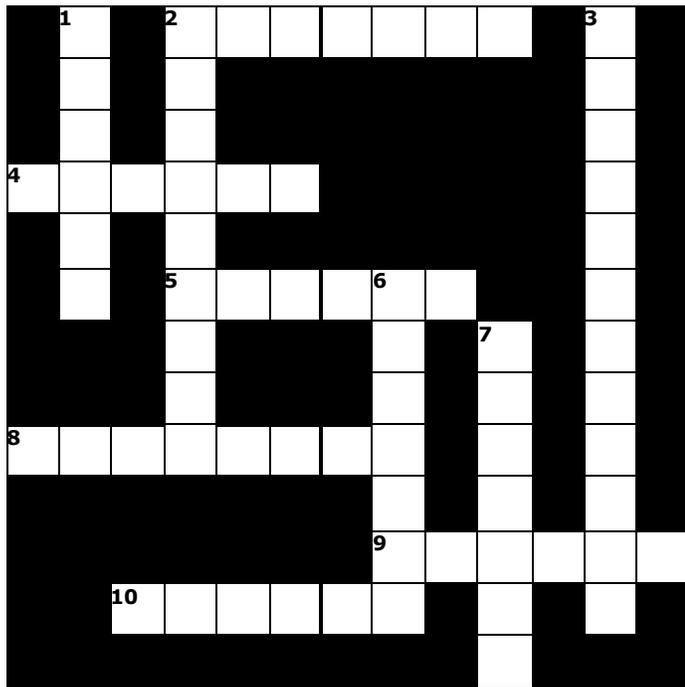


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Robber Flies (Family Asilidae)

Crossword Puzzle



Down

1. Another word for "stout". (robust)
2. Describes the act or habit of one animal eating another animal. (predation)
3. Describes something that is vertical. (longitudinal)
6. Going from left to right, or right to left. (lateral)
7. Describes an object that slowly goes from being big on end to small on the other end. (tapered)

Across

2. Describes how Robber Flies spend their hours. (perched)
4. Another word for "defeat". (subdue)
5. Describes how Robber Flies assault larger prey. (tackle)
8. Another word for "lengthened". (elongate)
9. Means in or of the air. (aerial)
10. Describes how Robber Flies respond to passing prey. (assail)

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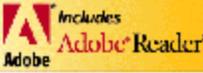






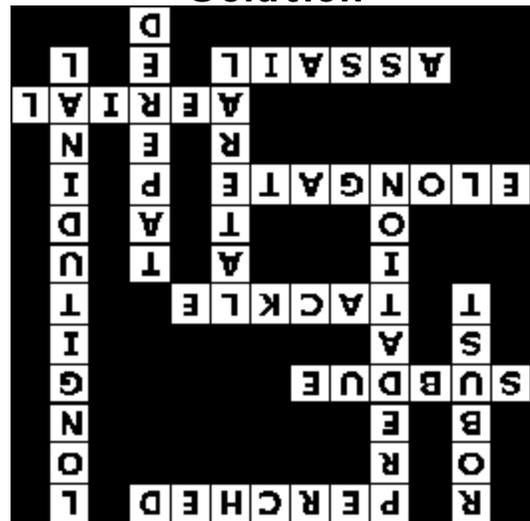


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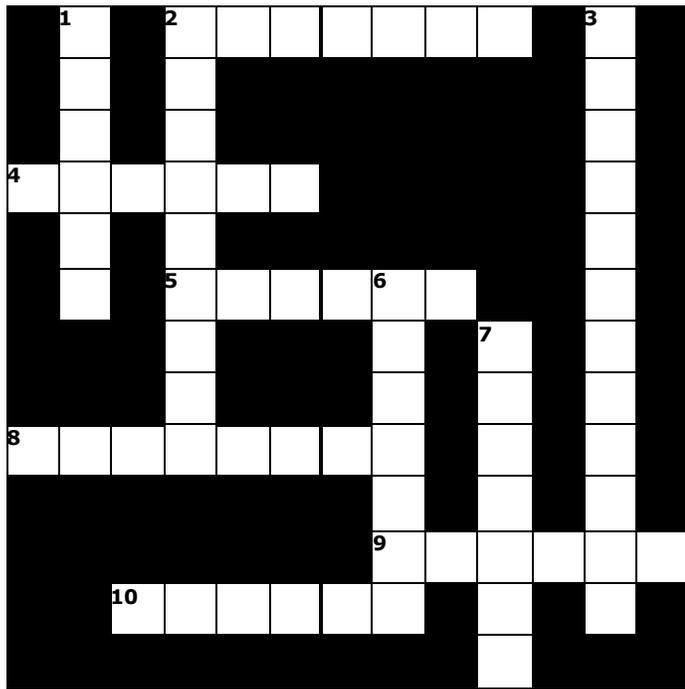


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Comments & Grade

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Robber Fly Crossword Puzzle

Curriculum Matrix

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