

Wild Things at School

Worksheets for Primary School Students



by

Éanna Ní Lamhna

Illustrations by Christine Warner



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Graphic design *by* Bogfire

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Introduction to 2nd Class Worksheets

Self-heal

Ribwort

Ash

Squirrel

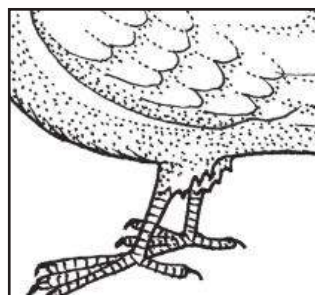
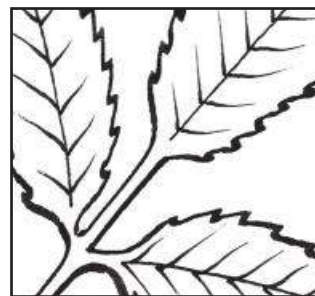
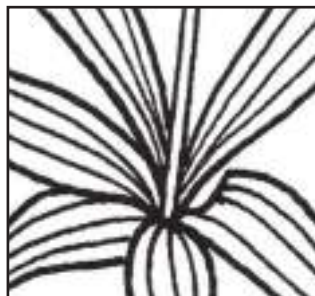
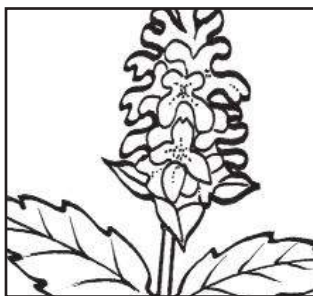
Pigeon

Bee

In the Teachers' Book, the lessons on each topic contain suggestions for practical work to be carried out by the teacher with the pupils. The following worksheets are in addition to this and are designed to be used by the pupils themselves after each of the eight species in the teachers' handbook has been taught. They should be given to the pupils to work on and instructions about what to do on each one should be given by the teacher. The pupils should be taught the lessons on each topic first and then shown the pictures provided for each species.

There is much emphasis in these worksheets on field work. It is important to bring pupils out to the school grounds on a regular basis to do tasks so that they become familiar with wildlife outdoors. Make sure the item to be seen or collected is around at the time, so pick the time of year accordingly. Return any animals collected to the wild. The worksheets need not necessarily be done in the order in which they are given.

There is also emphasis on food chains and how animals live in the wild, so that completing the worksheets adds to the children's knowledge. By second class, the pupils will have already learned about a considerable number of plants and animals so these work sheets refer to species learned about earlier and act as a form of revision. The worksheets are designed to be photocopied and handed out to the pupils.



2nd Class Teacher Notes

Self-heal 1

Worksheet in two sections

Introduction to plant:

Pupils colour in the self-heal plant and leaves. Show the pictures of the plant to the pupils first so that they know what colour it is.

Making words:

How many words can the pupils make from the letters self heal?

Self-heal 2

Fieldtrip (Do this when self-heal is in flower)

Fieldwork outdoors and manual dexterity:

This is an official fieldtrip to carry out an experiment. Pupils read all the instructions indoors first. They then collect the equipment needed, go outdoors and follow the instructions. They count the different species in the study area and enter the results in the table. Then they decide which species is the most common.

The quadrant should be in an area of the school grounds – i.e. lawn or playing field – where self-heal grows. Teacher should check this out first.

Research:

Why is it called self-heal? Teacher should discuss this with class and get suggestions from them.

Ribwort 1

Worksheet in three sections

Absorbing information provided:

Pupils note what a ribwort looks like and where it grows.

Classification, identification and revision:

Pupils name the flowers in the drawing, colour each one in and write in the table where each one grows in the wild.

Ribwort 2

Fieldtrip

Recognising and finding ribwort:

Ribwort grows in lawns and school fields. Pupils collect a leaf and a flower of ribwort and stick the leaf on to the worksheet in class with sellotape.

Accurate description:

Pupils should give an accurate description – size, shape, parallel longitudinal veins.

Accurate drawing:

Pupils do an accurate drawing of the ribwort flower they have collected

Find out:

Why do they have no petals? They are wind-pollinated so they don't need to attract pollinators.

Ash Tree 1

Worksheet in two sections

Revision:

Pupils name the parts of the tree drawn – the answers are all in the word bank.

Tree life cycle:

Pupils match the months to the descriptions of what is happening to the tree.

Ash Tree 2

Fieldtrip

Fieldtrip:

Go on this fieldtrip in June or September when the leaves on the local ash tree are fully opened.

Counting leaflets:

Not all ash leaves have the same number of leaflets so see what variation there is in the leaves collected.

Accurate drawing and observation skills:

Pupils should be encouraged to do an accurate drawing of the leaf they have collected. On an ash bark, there could be moss, lichen and ivy.

Looking for creepy-crawlies:

Pupils shake the ash leaves into an upturned umbrella and see what falls in. Pooters to suck up delicate creatures can be used to transfer any insects into bug boxes for viewing.

Squirrel 1

Worksheet in two sections

Writing practice:

Pupils practise writing the words **red squirrel**
grey squirrel

Observational skills:

Pupils should be able to detect 3 differences between red and grey squirrels from the black and white drawings. Colour is an extra difference.

Revision of knowledge about squirrels:

The answers to the questions are in the word bank

Squirrel 2

Worksheet in two sections

Ecological information:

Pupils fill out food chains – simple ones first, just the squirrel and his food and then, after seeing the drawing of the pine marten, the whole food chain.

Find out:

Where is the nearest place to the school that squirrels live.

Pigeon 1

Worksheet in two sections

Observation and comparison:

Pupils describe the differences in the drawing between the named parts of the wood pigeon and the feral pigeon. They then have to find out about their colour and their call.

Word search:

Two of the words are diagonal. The rest are vertical or horizontal. Answers are in the word bank.

Pigeon 2

Fieldtrip to see pigeons

Pigeons are very common birds—feral pigeons in towns and wood pigeons in rural areas. Show the pupils the photographs before going out.

Identification and observational skills:

What pigeons did they see and what were they like? What were they doing? How many were seen?

Food Chain:

Pupils identify and name the drawings in the food chains illustrated.

Bee 1

Worksheet in three sections

Writing practice:

Pupils practise writing the words **bumble bee**
honey bee

Observational skills:

Pupils spot the differences between the drawn honey bee and bumble bee.

Information about bees:

Pupils fill in the sentences using the words in the word bank.

Bee 2

Fieldtrip to see bees

Observational skills:

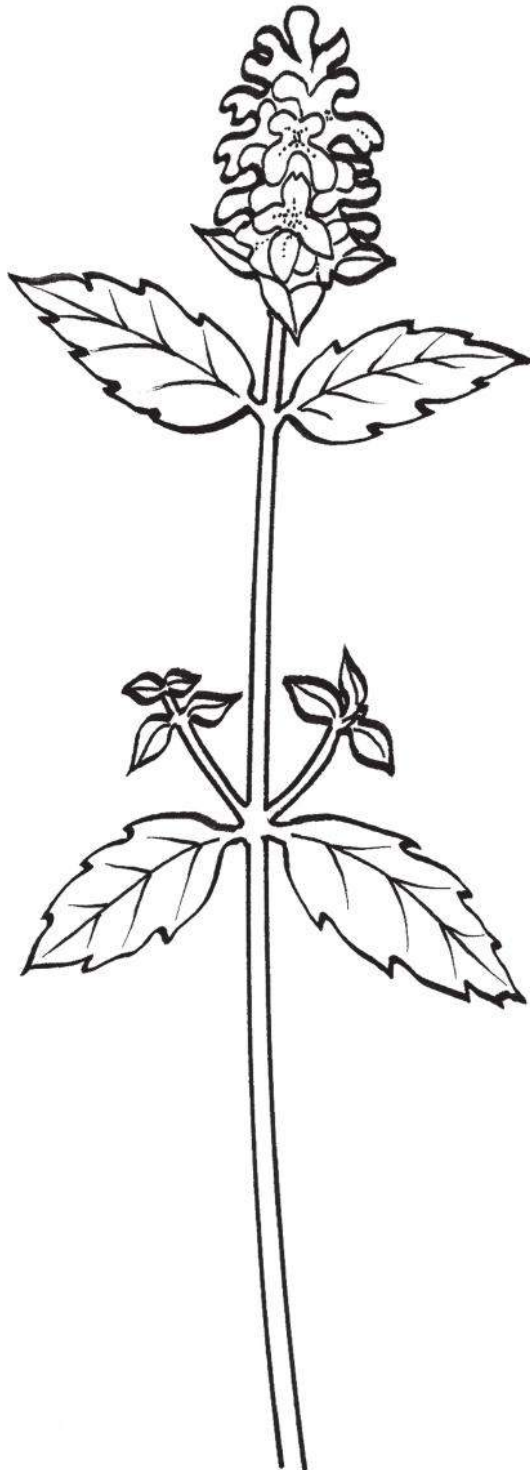
Bees visit flowers on dry sunny days so make sure there are flowers to visit and that it is a dry day. Both honey bees and bumble bees may come. Encourage the children to stay quiet and observe the bees who will be busy visiting the flowers.

Bees collecting pollen will have yellow pollen baskets on their back legs. Bees collecting nectar stick their heads well into the flower as the nectar is hidden deep in the flower. Encourage the children to stay quiet, be patient and observe.

Improving the environment for bees:

Planting more nectar-bearing flowers. Bees love herbs such as sage and rosemary as well as flowering shrubs such as pyrocantha and hawthorn.

Colour the picture correctly. It has purple flowers and leaves.

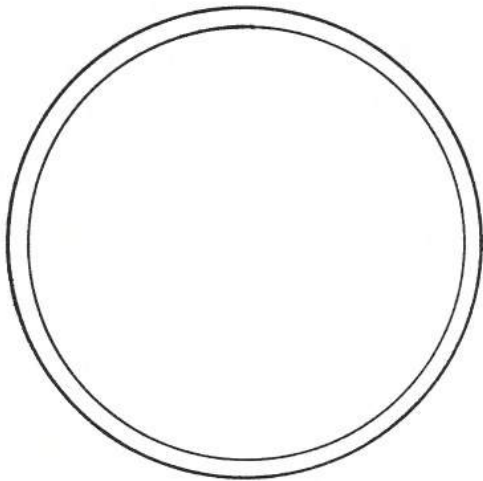


Why is it called 'self-heal'?

How many words can you make from 'self-heal'?

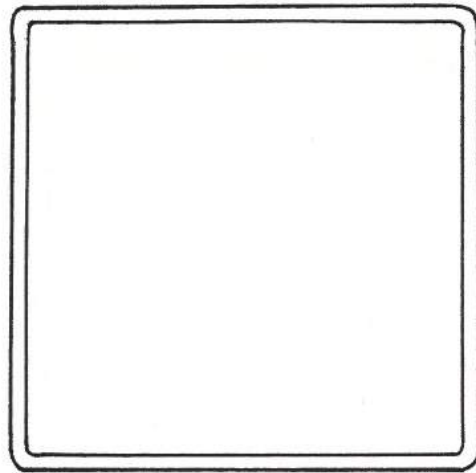
_____	_____	_____
_____	_____	_____
_____	_____	_____

Self-heal field trip. You will need:



hoop

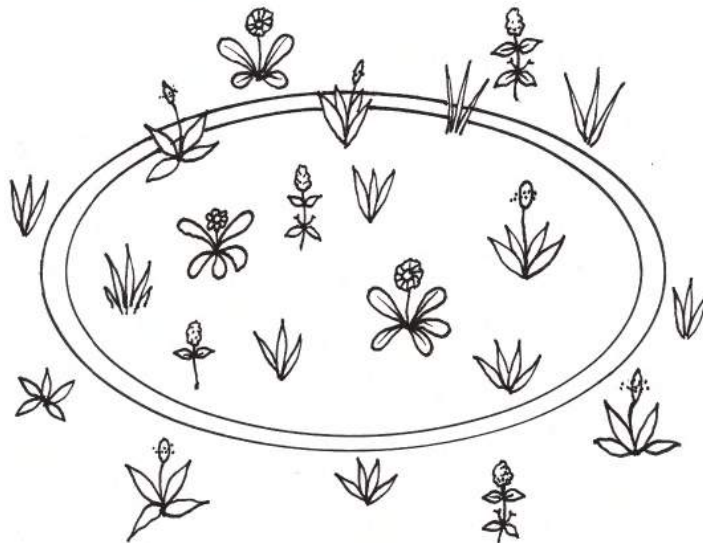
or



quadrat

Go outside and put the hoop or quadrat on a grassy area. List the plants in the hoop that you know.

Plants	Number



Which plant is the most common? _____

Which plant is the least common? _____

Ribwort grows in grassy places.



Name the following flowers. Colour in the pictures.















Where do they grow?

Field	Hedge

Ribwort field trip. Go out and find ribwort.

We found ribwort in _____.

Collect a ribwort leaf and stick it here.

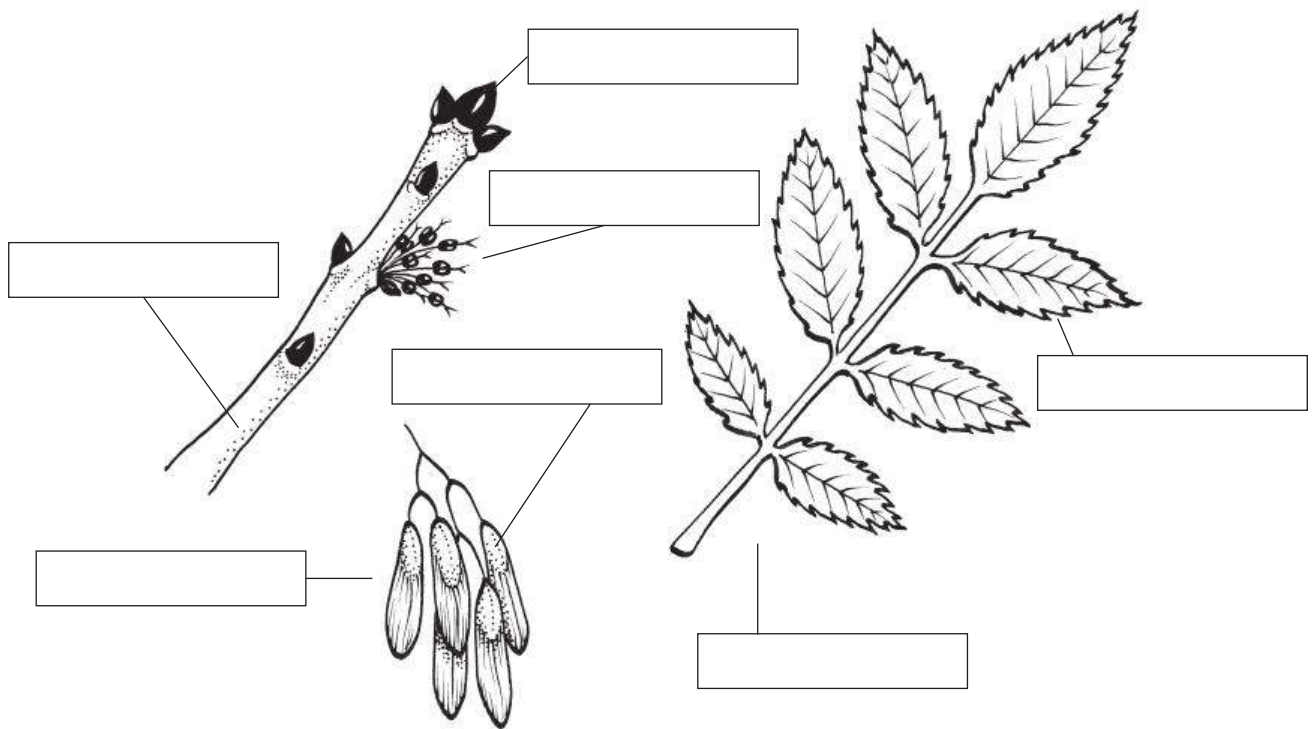
~~~~~  
**Describe the leaf.**

**The ribwort leaf is \_\_\_\_\_**  
\_\_\_\_\_

~~~~~  
Draw the ribwort flower.

~~~~~  
**Why has it no petals? \_\_\_\_\_**

Name the parts of the ash tree.



**WORD BANK**

leaf    leaflet    bud    twig    seed    flowers    keys

Join the month to the event.

|           |                      |
|-----------|----------------------|
| January   | full leaf cover      |
| April     | flowers on twigs     |
| May       | leaf fall            |
| June      | buds burst into leaf |
| August    | seeds form           |
| September | leaves turn golden   |
| October   | bare buds            |

**Go on a field trip to see an ash tree.**

**Our ash tree grows in \_\_\_\_\_ .**

**My ash leaf has \_\_\_\_\_ leaflets.**



**Draw your ash leaf here.**



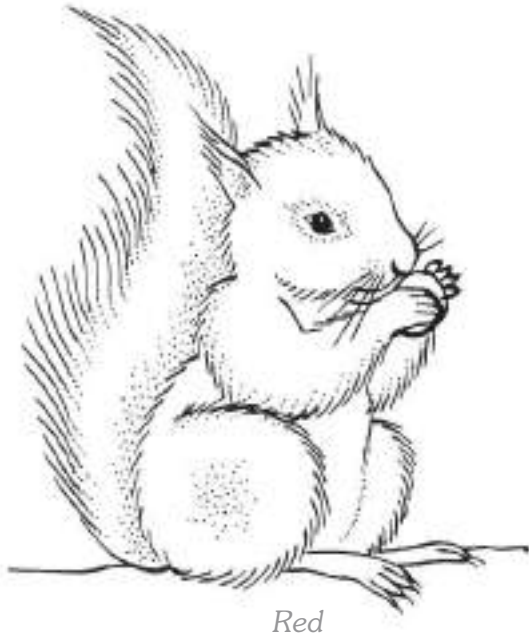
\_\_\_\_\_ **was growing on the bark of our ash tree.**

**We found \_\_\_\_\_ on the leaves.**

**Write:**

**Red squirrel** \_\_\_\_\_

**Grey squirrel** \_\_\_\_\_



*Red*



*Grey*

**Write three differences between red and grey squirrels.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Finish the sentences.**

**A squirrel lives in a** \_\_\_\_\_.

**All squirrels eat** \_\_\_\_\_.

**Squirrels do not** \_\_\_\_\_.

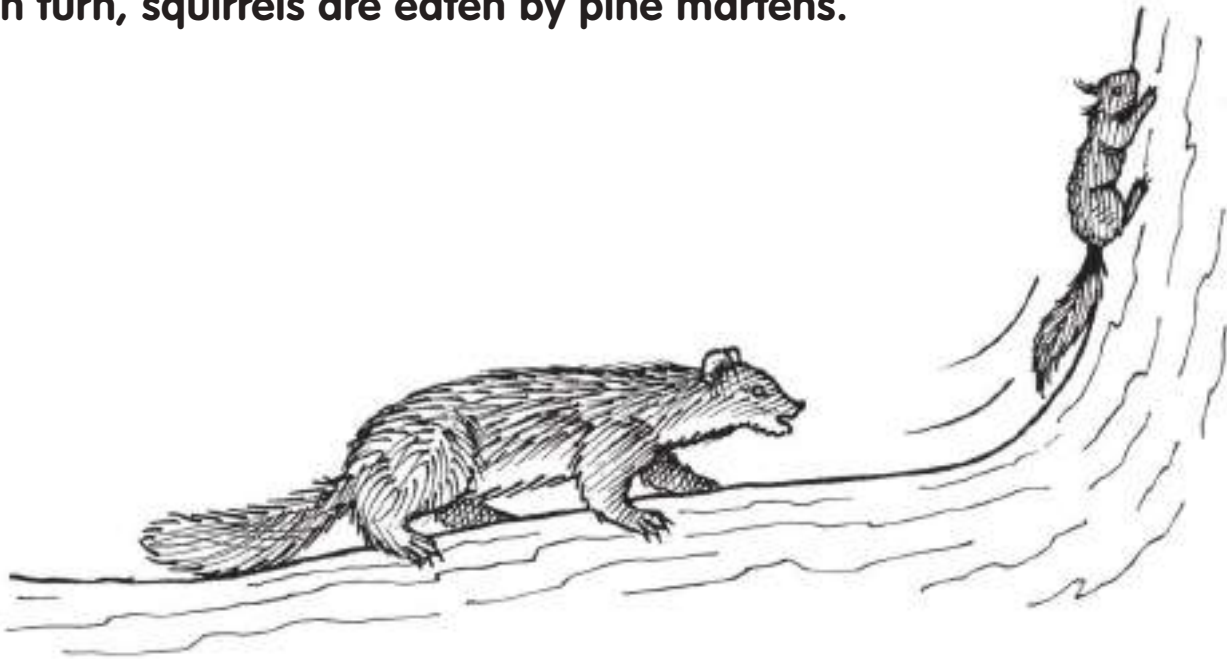
**WORD BANK**

**acorns    drey    hibernate**

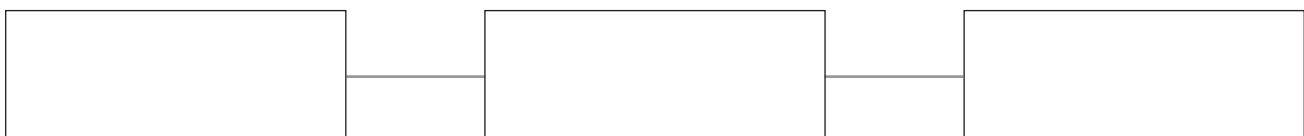
All squirrels are herbivores. Fill in the food chains.



In turn, squirrels are eaten by pine martens.



Fill in a full food chain.



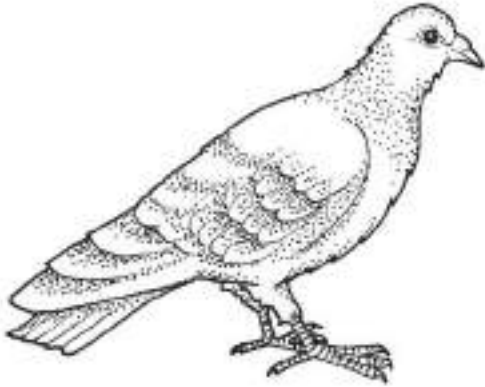
The nearest squirrels to our school live \_\_\_\_\_.

**Write:**

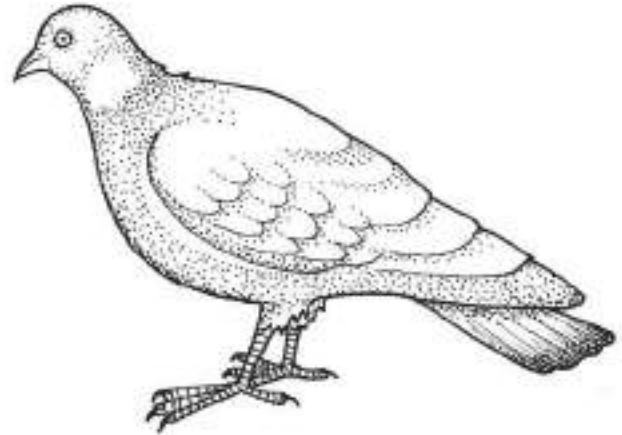
**Pigeon** \_\_\_\_\_

**Wood pigeon** \_\_\_\_\_

**Write the differences between a wood pigeon and a feral pigeon.**



*Feral Pigeon*



*Wood Pigeon*

**Size**

**smaller**

**bigger**

**Beak**

**Colour**

**Call**

**Wordsearch**

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| T | J | N | D | H | A | L | F | O | X |
| P | I | G | E | O | N | G | L | O | C |
| C | P | M | G | S | V | B | O | L | A |
| O | R | Z | G | M | T | E | C | Q | B |
| O | Q | B | E | R | U | A | K | W | B |
| C | A | R | R | E | S | K | J | S | A |
| O | Z | E | P | Z | B | V | E | X | G |
| O | X | A | O | U | R | F | D | F | E |
| E | L | D | E | R | B | E | R | R | Y |

**WORD BANK**

FOX

CABBAGE

PIGEON

DOVE

NEST

BEAK

FLOCK

COOCCO

BREAD

ELDERBERRY

EGG



**Fieldtrip. Go out with your teacher to look for pigeons.**

**What type of pigeon did you see?** \_\_\_\_\_

**What do pigeons eat?** \_\_\_\_\_

**How many pigeons did you see?** \_\_\_\_\_

**What were they doing?** \_\_\_\_\_



**Write the names of the items in the pigeon's food chain.**



**WORD BANK**

**cabbage**

**peregrine falcon**

**pigeon**

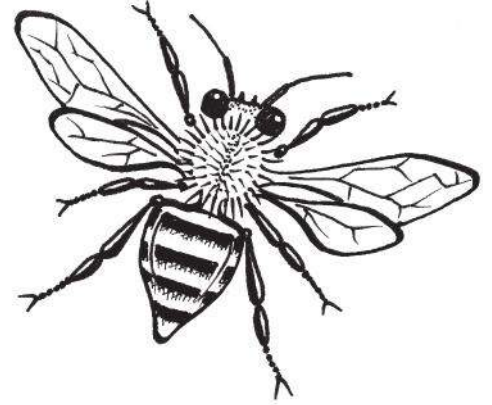
**seeds**

**fox**

Write:

Bumble bee \_\_\_\_\_

Honey bee \_\_\_\_\_



Write the differences between bumble bee and honey bee.

Which is bigger

smaller

Hairy all over

not hairy all over

Small stripes on body

stripes all over

Narrow waist

wide all over

Finish the sentences.

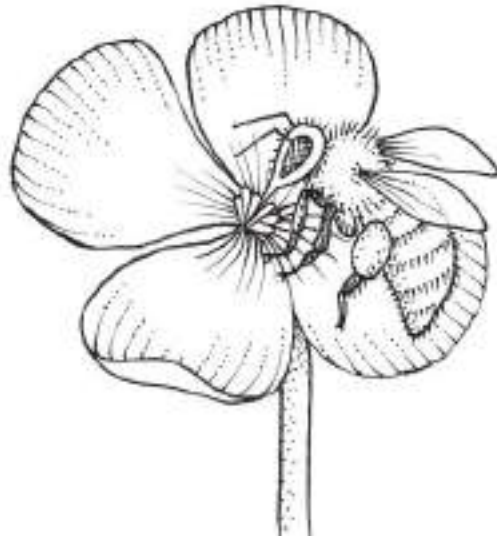
All bees gather \_\_\_\_\_ and \_\_\_\_\_.

All bees make \_\_\_\_\_.

**WORD BANK**

nectar    honey    pollen

**Field trip. Go outside to look for bees.**



**Where did you see bees?** \_\_\_\_\_

**What was the weather like?** \_\_\_\_\_

**How long were you looking?** \_\_\_\_\_

**What types of bees did you see?** \_\_\_\_\_

**What were the bees collecting?** \_\_\_\_\_

**How do you know?** \_\_\_\_\_

**How can you make the school grounds better for bees?** \_\_\_\_\_

\_\_\_\_\_



**Your bee drawings.**

# Acknowledgements

The *Wild Things at School* series has been developed to help engage primary school children and teachers with nature. The original publication, *Wild Things at School*, a book for primary school teachers has been positively received by teachers all over Ireland and has proved to be a valuable teaching resource. This new publication of *Wild Things Worksheets* is designed to accompany the teacher's book providing material for use in the classroom. Exercises are divided into class groups, from the simplest counting for junior infants to stimulating debates and field studies for the older children.

The exercises have been created and developed by wildlife expert Éanna Ní Lamhna, who has many years experience visiting schools all over Ireland. Christine Warner's beautiful illustrations were specially commissioned to enhance the learning experience on every page. Photographs of all the wild things are included on a DVD along with the worksheets and original teacher's book. The worksheets are available in Irish and are also on the DVD.

This publication is funded by the Heritage Council Heritage Plan fund, Monaghan County Council Heritage Office and Meath County Council Heritage Office.

The publication design is by Connie Scanlon and James Fraher at Bogfire. Proof reading was undertaken by Graham Smith of Wordsmith. Irish translation of the worksheets is by Máire Mhic Thaidhg. Pronsias Ó Donnghaile proofread the Irish version. Photographs are mainly from Eric Dempsey and Shirley Clerkin.

I hope that the production of these worksheets will assist teachers to deliver the *Wild Things* programme. Enormous thanks goes to those who have been involved with this project, particularly Eanna and Christine whose creative partnership has resulted in a fantastic teaching resource. It has been a labour of love for us all; a love for nature that we genuinely wish to pass on to its future custodians.

We wish you luck with the *Wild Things* programme.

Shirley Clerkin  
Heritage Officer  
Monaghan County Council  
heritage@monaghancoco.ie



## About the Author



### Éanna Ní Lamhna

Éanna Ní Lamhna is best known for her environmental expertise as a broadcaster on the radio programme *Mooney Goes Wild*. Her Co. Louth accent gives her one of the most instantly recognisable voices on radio. Her ability to bring her subject to life is legendary and her no-nonsense approach to romantic views about wildlife is well known.

She is first and foremost a botanist with degrees in both botany and ecology from University College Dublin. Her interest in the environment has expanded with her work over the years, to include birds, mammals and in particular creepy-crawlies whose doings hold a particular fascination for her. Her ability to awaken enthusiasm for these creatures in her listeners is exemplified by the remark made to her lately, "Whenever I see a spider I always think of you and put it outside instead of stamping on it."

She began work in 1974 in the Biological Records Centre — in its first incarnation in An Foras Forbartha. She quickly realised that if she was to receive any biological records from the Irish public she would first have to go and teach them about Irish wildlife. So began a career of teachers' courses, radio programmes, lecturing at third level, field trips with Secondary School pupils and most significantly of all, visits to Primary Schools to teach the pupils and indeed the teachers there, about the wildlife around them.

Her publications include *Talking Wild*, *Wild and Wonderful*, *Straight Talking Wild* and *Wild Dublin*. She has just completed a five-year term of office as President of An Taisce and is currently the Vice-President of the Tree Council of Ireland.

## About the Illustrator



### Christine Warner

Christine Warner is an illustrator and calligrapher working mostly in the field of education. She provides full colour illustrations, line diagrams and cartoons for textbooks, workbooks and posters. She has worked for many educational publishers and also for Dúchas, Forfás and Trócaire.

While she illustrates material on a wide variety of subjects, she specialises in science, having science degrees from University College Dublin and Trinity College Dublin. She particularly enjoys producing wildlife illustrations and cartoons. She has been an environmental activist for many years. Christine may be contacted via email at [cwarner1@gmail.com](mailto:cwarner1@gmail.com)

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