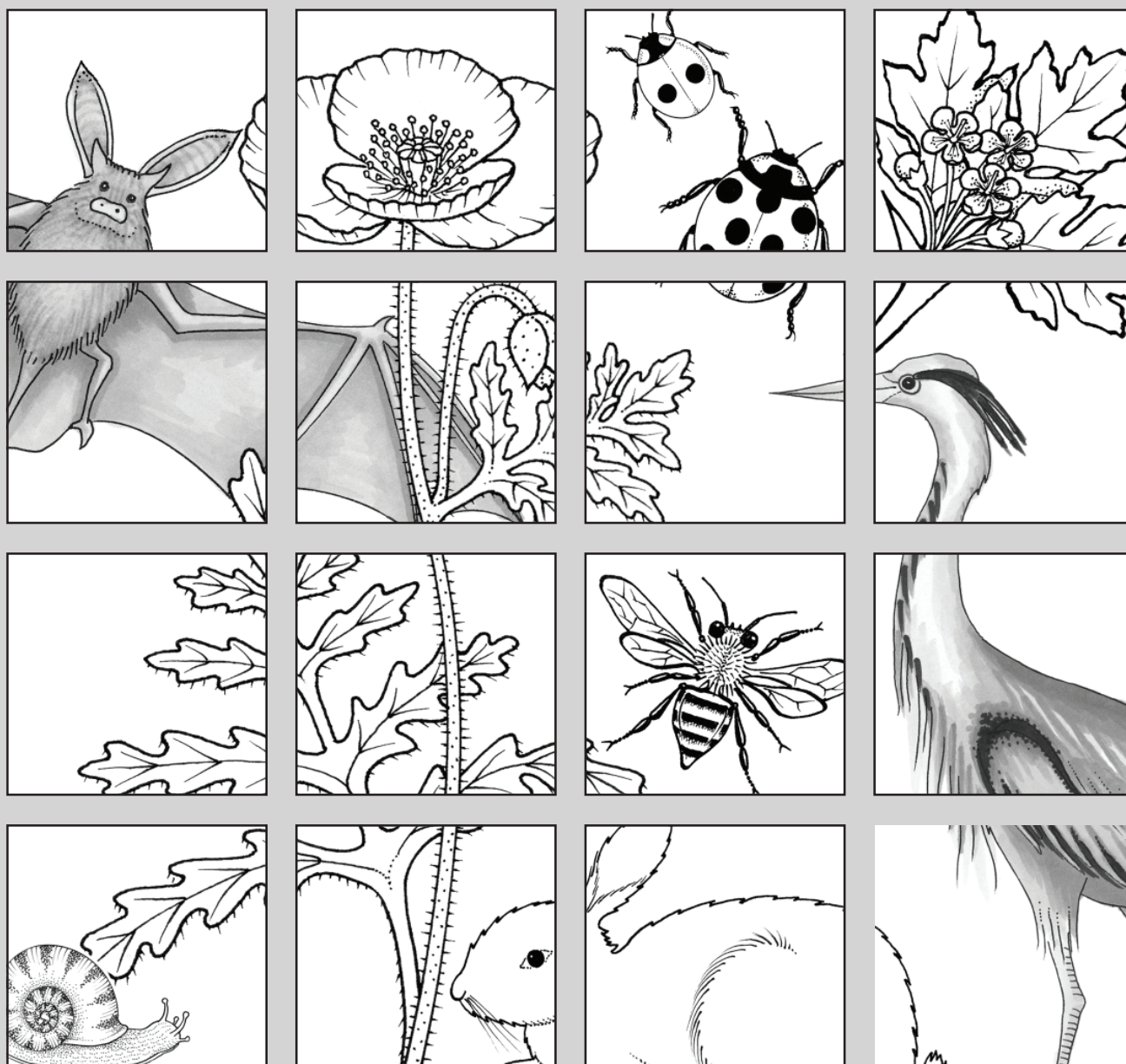


# Nithe Fiáine ar Scoil

Bileoga oibre do dhaltaí bunscoile



le

Éanna Ní Lamhna

Léaráidí le Christine Warner



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Bileoga oibre

*le*

Éanna Ní Lamhna

Léaráidí *le* Christine Warner



Dearach grafach ag Bogfire

Foilsithe ag An Oifig Oidhreachta  
Comhairle Chontae Mhuineacháin, Muineachán  
I gcomhar le  
Chomhairle Chontae Laoise agus Chomhairle Chontae na Mí



ISBN 978-0-9563289-2-2

# Introduction to 4th Class Worksheets

**Cluas chaoin**      **Lords and Ladies**

**Peasair capaill**      **Vetch**

**Trom**      **Elder**

**Broc**      **Badger**

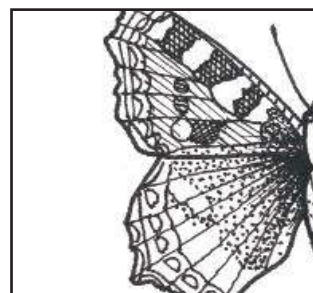
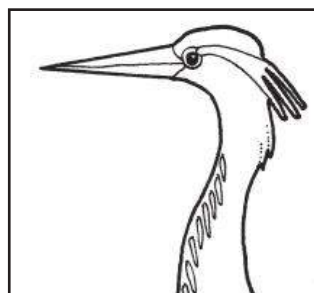
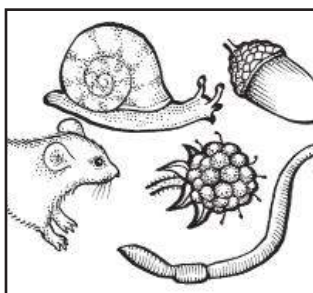
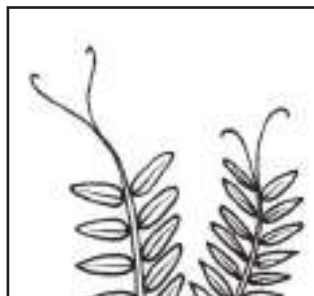
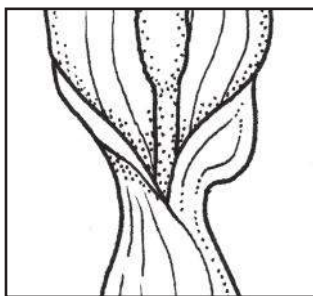
**Corr réisc**      **Heron**

**Féileacán**      **Butterfly**

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 and 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 fourth class, the pupils will have already learned about a considerable number of plants and animals so these worksheets refer to species learned earlier and act as a form of revision. This is particularly evident in the worksheets on plants and trees. The worksheets are designed to be photocopied and handed out to the pupils.



# 4th Class Teacher Notes

## Lords and Ladies 1

### Worksheet in three sections

**Introduction to plant:** Pupils colour in the Lords and Ladies plant in both summer and autumn form. Show the pictures of the plant to the pupils first so that they know what colour it is.

**Revision:** Four flowers that live in hedges and have already been learned by the pupils are shown here – primrose, bluebell, robin-run-the-hedge and nettle. They should recognise each one.

**Working things out:** Why should these plants flower in spring? What do plants need to grow? – light. When the leaves come on the trees in the hedge, these small plants do not get enough light to flower. So they have adapted to where they live by flowering early.

## Lords and Ladies 2

**Fieldtrip** (Do this in April or early May – after Easter)

**Ability to find plants:** The plant has been described to them in class. Now they should be able to find it in a hedge or wooded part of park but do not let them pull them all up.

**Genetic ability to smell the particular smell of the stalk of Lords and Ladies:** Teacher pulls a plant and crushes the stalk. Choose a plant that is ripe and has insects at the bottom of the flower. Ask each pupil in turn to describe the smell. Note who can and who can't detect the smell. Do the majority smell it or not?

## Vetch 1

### Worksheet in two sections

**Noticing features of the plant:** Knowing how the plant grows towards the light, pupils identify the relevant parts of the plant.

**Word search:** Pupils find all the words that have to do with vetch. Horizontal, diagonal, vertical and backwards are all used to find the words in the word bank.

## Vetch 2

### Fieldtrip

**Revision:** The visit to the hedge to look for flowers is not just for vetches, but for all the other hedge plants they have learned. They prove their knowledge by collecting a leaf from each one and sticking it to a page in class with the correct name. They can use several pages to stick down the leaves if necessary. (Sellotape is good for this).

## Elder 1

### Worksheet

**Revision:** The five trees they should know by now, together with the new one – elder – are revised here. They should be able to recognise the leaf of each one and associate the seed/ berry/nut with each one.

## Elder 2

### Fieldtrip

**Revision:** This fieldtrip is to revise the trees they know. They should be able to recognise all the main trees in a normal Irish hedgerow by now. Collecting a leaf specimen adds to their record in class.

**Finding creepy-crawlies:** Shaking a branch of each tree in turn gives a haul of creepy-crawlies in the upturned umbrella. Best results are found on warm sunny days in June and September. Holly trees will have fewer creepy-crawlies than oak, hawthorn or elder as the hard spiny leaves are more difficult to eat.

## Badger 1

### Worksheet in two sections

**Names:** Badgers live in setts, foxes in dens or in an earth, otters in holts, rats in holes and rabbits in burrows. Tunnels are not homes for any animal.

**Accurate Drawing:** Show the picture of the badger to the pupils and ask them to make a scientifically accurate of it.

## Badger 2

### Worksheet in two sections

**Food:** This worksheet focuses on what badgers eat and scientific deduction. Frog spawn is only around in Spring so Latrine 2 therefore must have been investigated in Spring. Similarly, blackberries and acorns are autumn fruits. Wheat grows in cultivated fields and leather jacket grubs are pests of wheat roots and are dug up by badgers. Hamburgers and dog food are provided by humans so Latrine 4 must be near town.

**Food Chains:** Badgers are omnivores and consume a wide variety of food, as can be seen from the first part of the exercise, so there is great scope in drawing up food chains. Badgers are not eaten by anything.

## Heron 1

### Worksheet in three sections

**Introduction to the bird:** Show the picture of the bird to the pupils so they can colour in the drawing accurately.

**Unscamble the words:** An English exercise that improves their wildlife knowledge – the words are FROG, EEL, RAT, MOUSE, FISH and BEETLE.

**Foodchain:** Pupils now have lots of scope for a foodchain with the heron on the top but make sure they put in what the prey eats too, i.e., HERON – FROG – FLY – PLANT SAP

## Heron 2

### Worksheet

**Revision:** Pupils are asked to recognise the six birds they now know from the outline drawings. The answers to all the questions are in the teachers' handbook so it is revision for the teacher too.

## Butterfly 1

### Worksheet in two sections

**Introduction to an insect:** Insects have three parts to their bodies – a head, a thorax or middle bit to which the legs and wings are attached and an abdomen. They have 2 eyes, 2 antennae and a long tongue. Pupils should learn these component parts from the first exercise.

**Revision:** Some of the other creepy-crawlies the pupils have learned are not insects. So, spiders have only 2 parts to their bodies and carry all eight legs on their heads; woodlice have 14 legs; and bumble bees (which are insects) have 4 wings.

## Butterfly 2

### Fieldtrip

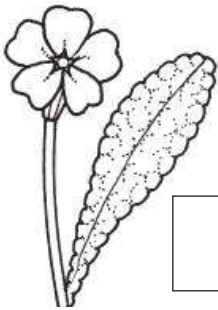
**Looking for butterflies:** If the school has very few butterfly nets, much can still be learned by observation. Encourage this very important scientific skill.

**Caterpillar Game:** This game is to illustrate how difficult it is to see green things on green grass. Pupils will easily find the red and white pasta – just as birds would easily find red or white caterpillars. It is much harder to find the green pasta and it takes longer so the pupils at the end of the lines will have fewer pasta pieces because only green ones are left. So being green is good for survival.

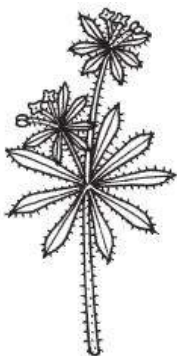
## Dathaigh

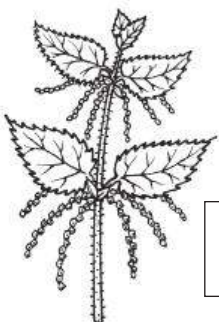
Bíonn an planda seo faoi bhláth san Earrach agus bíonn caora dearga air san Fhómhar. Dathaigh an dá phictiúr.

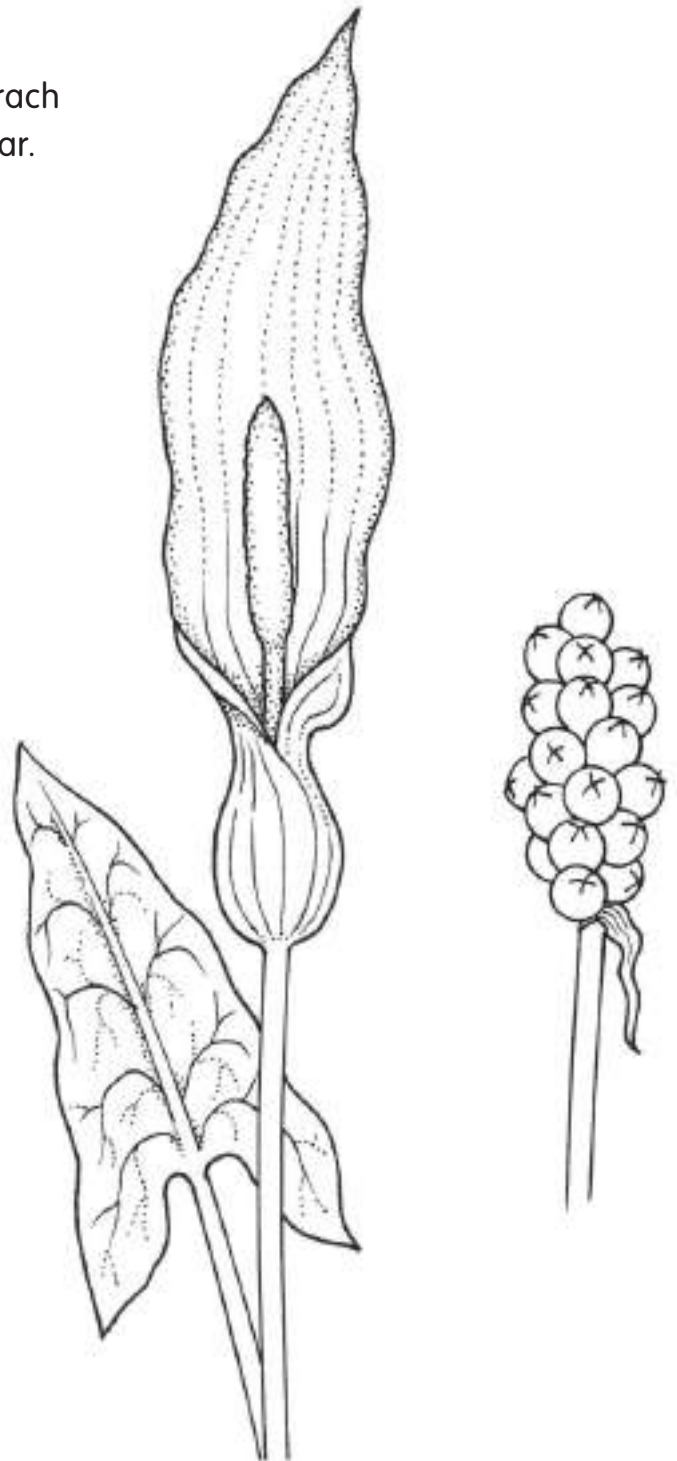
Fásann an Chluas Chaoin sa chlaí agus sa choill san Earrach. Bíonn sí faoi bhláth i mí Aibreáin nó go luath i mí na Bealtaine. Fásann na bláthanna seo a leanas san fhál freisin agus bíonn siad faoi bhláth ag an am céanna. An féidir leat gach ceann a ainmniú?











Cén fáth a mbíonn na bláthanna seo go léir le feiceáil san Earrach roimh theacht na nduilleog ar na crainn?

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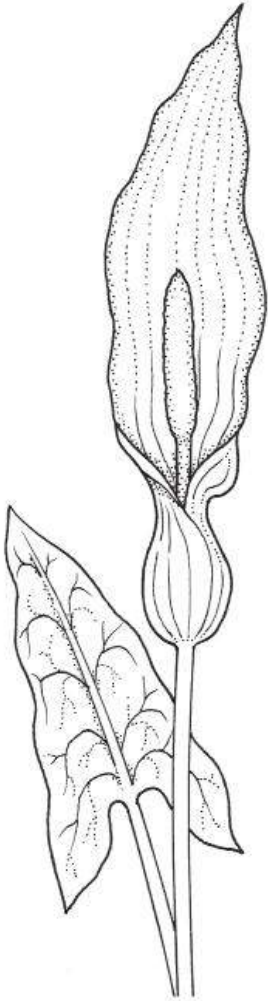


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## Turas Allamuigh



Beidh sé i gceist le turas allamuigh mhí Aibreáin an planda faoi bhláth a aimsiú.

Mealann an planda seo cuileoga toisc go síleann siad gur boladh feola lofa é an boladh a thagann amach as an ngas. Ní féidir le gach daoine áfach an boladh seo a bhraith.

Brúigh gas an bhlátha idir do mhéara agus faigh an boladh.

An mbraitheann tú boladh feola lofa ón ngas?  Sea  Ní

Cé mhéad dalta atá i do rang? \_\_\_\_\_

Cé mhéad acu a bhraitheann boladh feola lofa? \_\_\_\_\_

Is féidir leis na cuileoga é a bhraith agus téann siad isteach sa bhláth ag lorg an bhia atá ann, dar leo. Oscail an bláth agus féach an bhfuil aon chuileoga istigh ann.

An dáta a d'oscail tú an bláth: \_\_\_\_\_

An raibh aon chuileoga i láthair?  Bhí  Ní raibh



I mí Mheán Fómhair, bíonn gas le caora ar a bharr ar na plandaí seo.

Itheann na héin na caora agus fásann plandaí nua as síolta na gcaor a bhíonn i bhfearadh na n-éan.

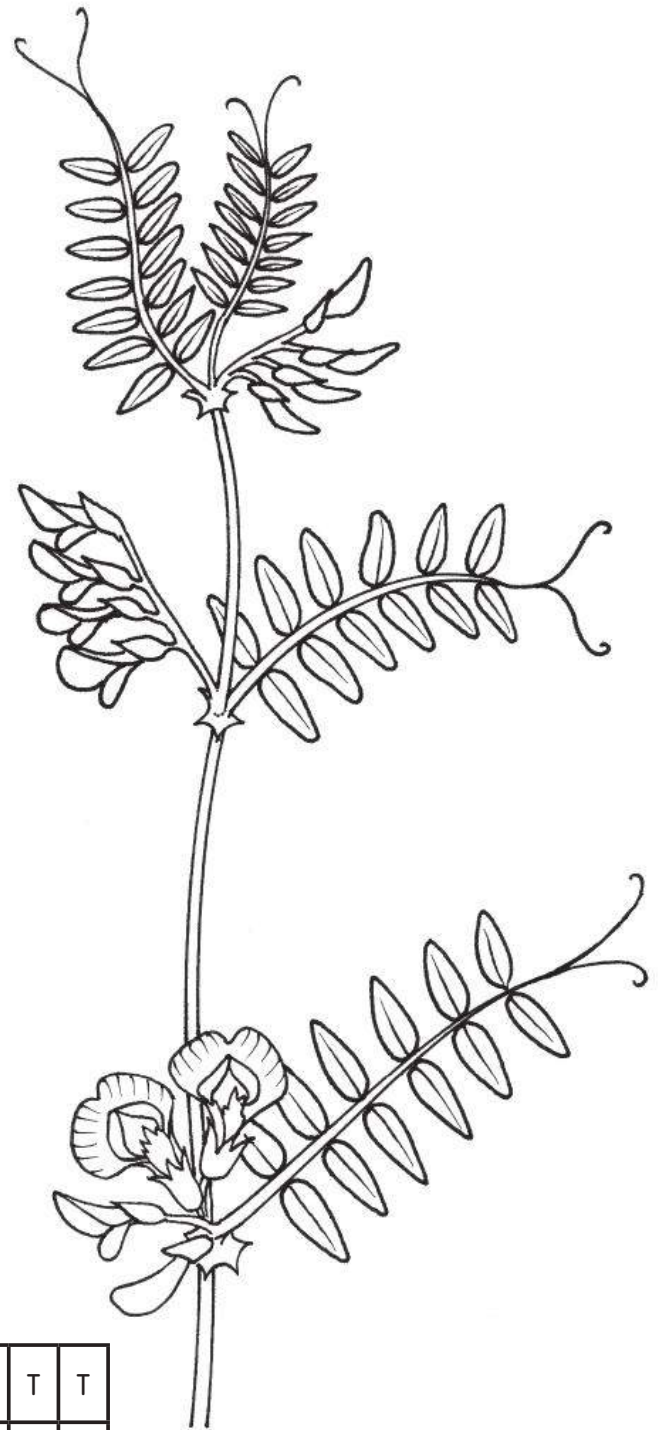
### TÁ NA CAORA SEO NIMHIÚIL DO DHAOINE.

Chonaic muid caora na Cluaise Caoine nuair a bhí muid ar ár dturas allamuigh an \_\_\_\_\_ (dáta).

## Dathaigh an pictiúr agus marcáil na codanna

Fásann an Pheasair Chapaille sna fáilte. Ní bhíonn dóthain solais ag bun an fháil le gur féidir leis na plandaí fás i gceart, mar sin fásann siad aníos i dtreo an tsolais agus is leis na teannóga a bhíonn ag bun na nduilleog a ngreamaíonn siad iad féin de phlandaí eile.

Scrúdaigh an léaráid. Marcáil na bláthanna, na duilleoga agus na teannóga. Leis na dathanna cearta, dathaigh an planda.



Is ball d'fhine na bpiseanna í an Pheasair Chapaille. Aimsigh na focail go léir seo a leanas sa chuardach focal thíos. Is féidir leo bheith cothrománach, ceartingearach, trasnánach nó ag dul siar in aon cheann de na treonna sin.

G	C	L	R	O	I	D	I	H	N	N	S	N	T	T
L	L	I	A	P	A	H	C	R	I	A	S	A	E	P
R	I	I	F	A	I	G	H	N	E	O	G	Ó	A	G
Í	P	R	A	R	C	S	D	U	I	L	L	Í	N	S
L	G	F	L	C	S	A	H	U	Á	S	O	I	N	T
S	A	U	A	R	G	R	I	F	O	E	L	L	Ó	L
Á	A	Ó	A	O	C	A	N	Ó	I	I	N	G	G	A
H	E	P	E	C	E	G	T	N	L	D	R	A	A	O

### CNUASACH FOCAL

PEASAIR CHAPAILL	FAIGHNEOG
PIS	CORCRA
TEANNÓG	FÁL
DUILLÍN	



## Turas Allamuigh

Turas allamuigh i mí na Bealtaine/i mí an Mheithimh chun bláthanna san fhál a aimsiú.

Ba cheart go bhfaighidh tú bláthanna san fhál atá ar eolas agat cheana féin. Bailigh duilleog agus bláth amháin ó gach cineál blátha agus greamaigh iad sna spásanna atá in aice leis na hainmneacha:

PEASAIR CHAPAILL

CLOIGÍN GORM

CLUAS CHAOIN

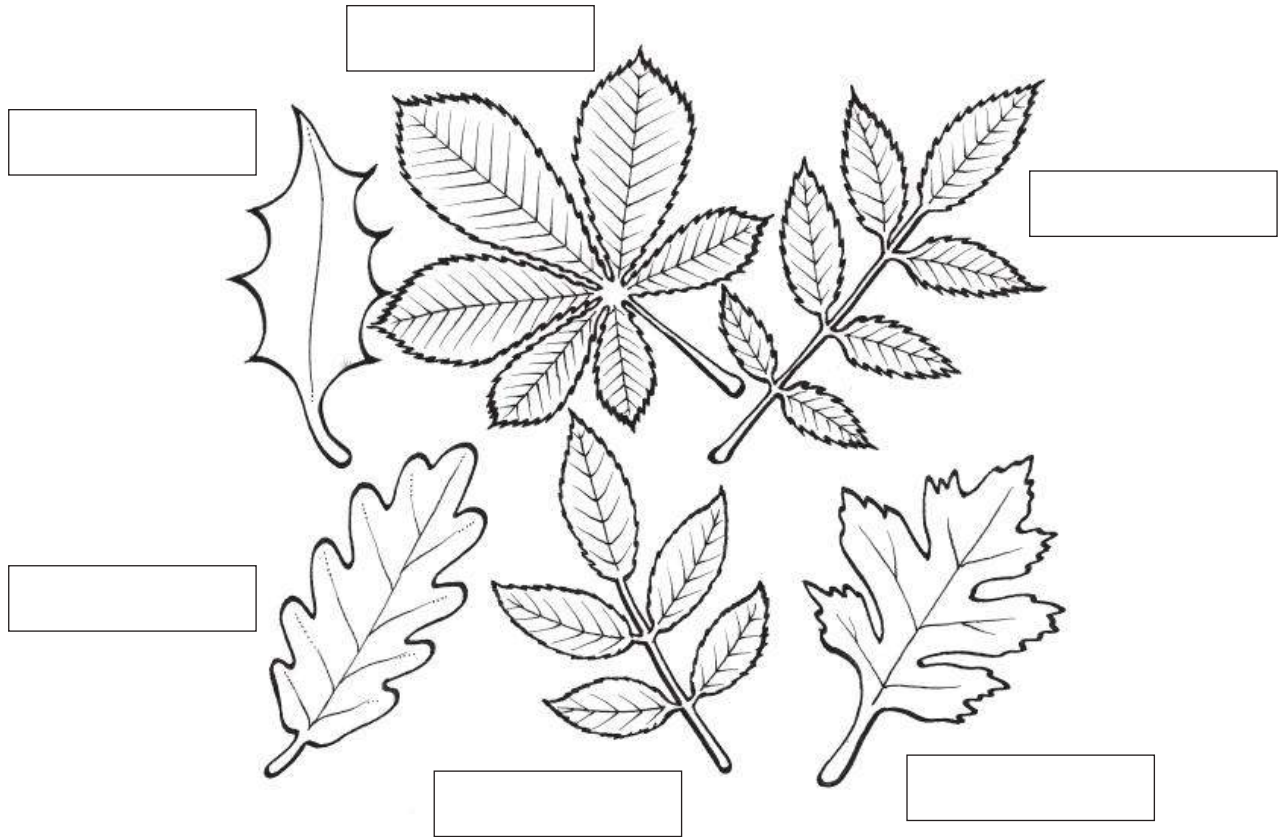
GARBHLUS

SABHAIRCÍN

NEANTÓG

## Déan Sainaitint Ar

Tá an trom coitianta go maith sna fála. Is féidir leat é a shainaitint trí na duilleoga a scagadh. Ní bhíonn ach 5 dhuillín ar gach duilleog. Féach ar na duilleoga seo a leanas. Tá siad ar eolas agat cheana féin. Ainmnigh gach ceann acu.

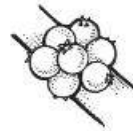


Crainn nua as na síolta – uaireanta ciallaíonn ‘síol’ cnó ar bith nó croí caora. Ainmnigh iad seo a leanas agus abair cén crann a fhásann astu.



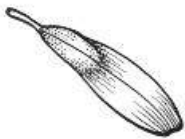
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



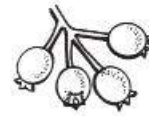
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_



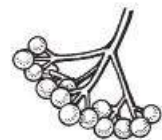
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_

\_\_\_\_\_ Is caora iad.

\_\_\_\_\_ Is cnónna iad.

\_\_\_\_\_ síolta gaothshéidte iad.

### AN RAIBH A FHIOS AGAT?

ltheann na héin caora agus tagann na síolta crua a bhíonn istigh sna caora sin amach i salachar na n-éan. Fásann crainn nua as na síolta seo.

## Turas Allamuigh chuig fáil

Tá an fáil is gaire don seomra ranga i gceist leis an turas allamuigh seo le haghaidh staidéar a dhéanamh ar na crainn san fháil.

Beidh scáth fearthainne, pútar agus roinnt prócaí de dhíth ar gach grúpa.

Agus tú ag an bhfáil, aimsigh na crainn atá ar aithne agat agus bailigh duilleog ó gach ceann acu. Beir ar ais go dtí an seomra ranga iad agus ainmnigh gach ceann acu.

---

Is ar an \_\_\_\_\_ a bhí an chuid is mó feithidí lámhacáin.

### An raibh na feithidí céanna ar gach crann?

Bhí \_\_\_\_\_ ar gach crann.

Ní raibh \_\_\_\_\_ ach ar \_\_\_\_\_ chrann/ar chrann amháin.

## Cuardach Focal

Is i bpoll faoin talamh a bhfuil ainm ar leith aige a dhéanann an Broc a áit chónaithe. Tá go leor focal sa chuardach focal a gcuirtear poill faoin talamh in iúl leo. Aimsigh iad go léir agus aibhsigh an focal a chiallaíonn áit chónaithe an bhroic.

C	A	B	N	L	S	B
Á	C	R	L	L	P	Á
A	T	O	L	L	Á	N
P	P	C	U	A	L	A
S	I	A	H	C	A	U
T	I	C	L	R	I	I
S	I	H	L	É	A	L

### CNUASACH FOCAL

POLL                      TOLLÁN

UACHAIS                PLUAIS

CRÉ                        BROCACH

Féach ar phictiúr an bhroic. Tarraing pictiúr cruinn de bhroc anseo.

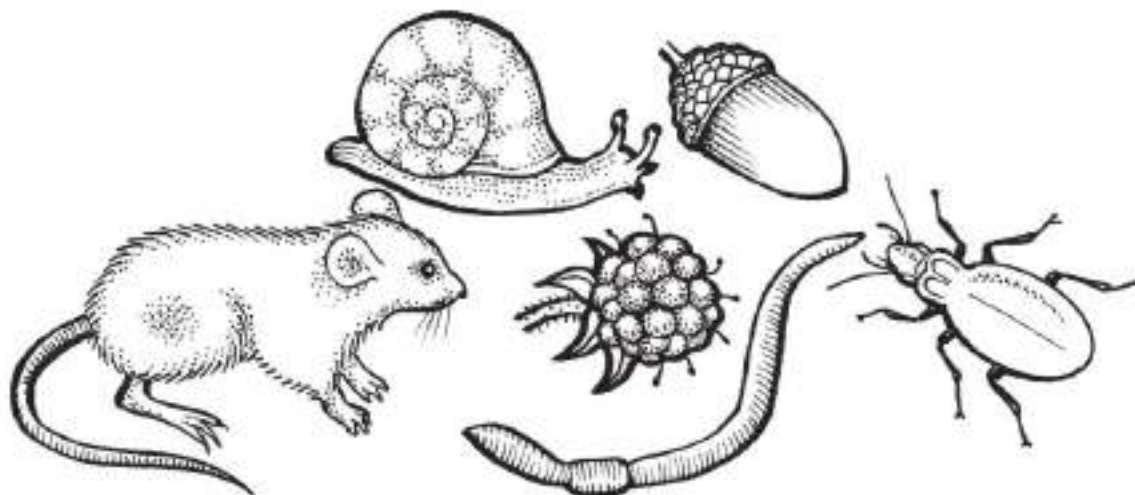
## Cá bhfios dúinn cad é an bia a itheann an broc?

AN RAIBH A FHIOS AGAT?

Scrúdaíonn eolaithe salachar an bhroic le fáil amach cén bia a itheann sé. Tá sé éasca é seo a dhéanamh mar úsáideann na broic go léir an áit speisialta chéanna, gar don mbrocach, mar leithreas. Losán na mbroc a thugtar ar an áit seo.

Uair amháin rinne Zó-eolaithe, sé sin eolaithe ainmhithe scrúdú ar an salachar as ceithre lósán difriúla ag tráthanna difriúla den bhliain agus seo a gcuid torthaí:

Losán 1	Losán 2	Losán 3	Losán 4
Gruaig ó phéisteanna talún	Cnámha droime gráinneog	Síolta sméara dubha	Fionnadh Coinín
Gráinní cruithneachta	Cnámha francach	Sliogáin seilide	Ribíní gruaige de phéisteanna talún
Craiceannn casóg leathair	Glóthach as glóthach froig	Blaoscanna Dearcán	Cnámha luchóg
Fungais	Fuílleach drúchtíní	Dromanna ciaróg	Bia do mhadraí as cannaí agus Burgar mairteola



**Scrúdaigh na torthaí seo go mion agus freagair na ceisteanna seo a leanas:**

Cén losán a scrúdaíodh san Fhómhar? \_\_\_\_\_

Cén losán a bhí gar do bhaile mór? \_\_\_\_\_

Cén losán a scrúdaíodh san Earrach? \_\_\_\_\_

Cén ceann a bhí gar do ghort treafa a raibh barraí ag fás ann? \_\_\_\_\_

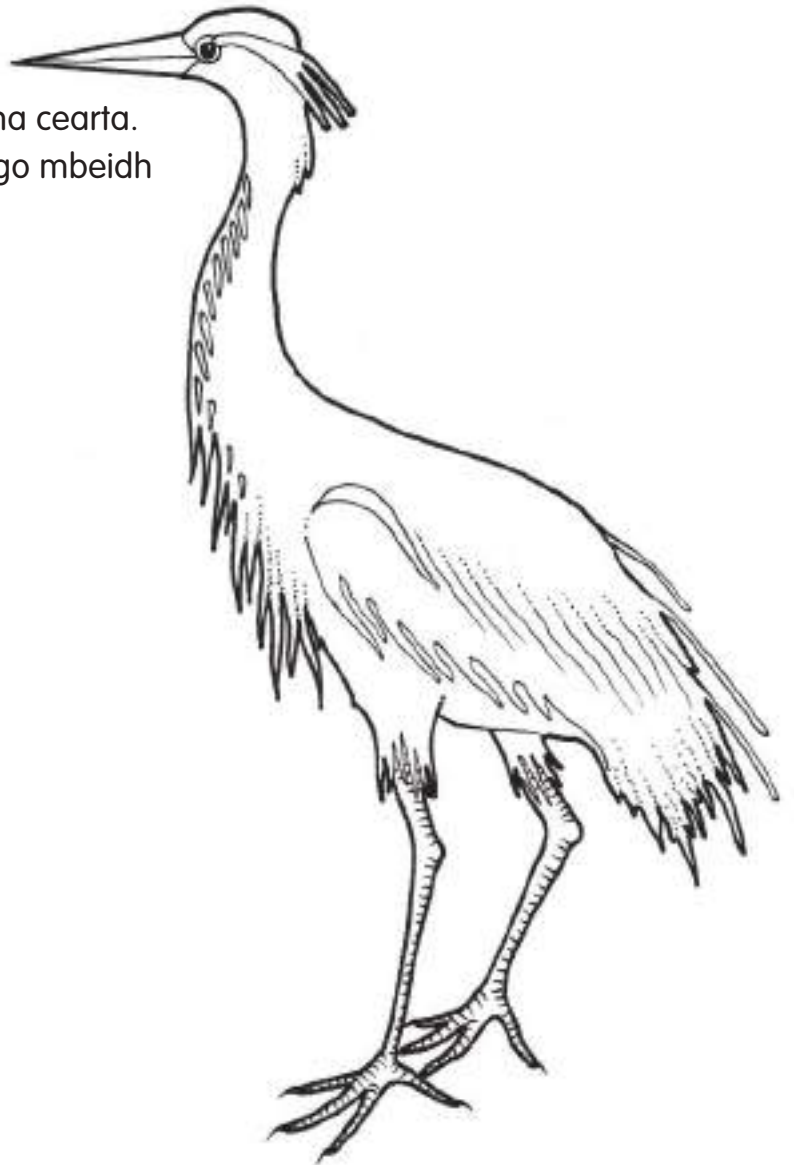
Cén bia a bhí ann cúpla uair? \_\_\_\_\_

I bhur gcóipleabhair, tarraing trí chineál slabhra bia do na broic.

## Dathaigh

Is lapaire mór d'éan é an Corr Réisc agus caitheann sé cuid mhaith ama ar bhruach na habhann, ar bhruach an locháin agus ar bhruach an locha.

Dathaigh an pictiúr leis na dathanna cearta. Féach ar phictiúr an chorr réisc le go mbeidh na dathanna cearta agat.



Is feoilteoir é an corr réisc. Seo liosta de na bianna difriúla a itheann sé – tá an litriú bun os cionn. An féidir leat an leagan ceart a scríobh maidir le gach ceann?

GRFO \_\_\_\_\_

SICA \_\_\_\_\_

GHLÓCU \_\_\_\_\_

CRAHFNAC \_\_\_\_\_

CASENAN \_\_\_\_\_

RICAÓG \_\_\_\_\_

Déan slabhra bia don chorr réisc.



# Ag dul siar ar na héin



Is iad seo na héin a bhfuair tú an eolas fúthu cheana féin.  
**Ainmnigh gach éan.**

Cén dá cheann acu a mhaireann ar an uisce nó gar dó?

---

Níl ach dhá uiliteoir ina measc. Cé hiad?

---

Tá dhá luibhiteoir ann (a itheann plandaí amháin). Cé hiad?

---

Tá dhá cheann ina measc nach dtógann nead i gcrann riamh. Cé acu?

---

Ainmnigh an t-éan nach bhfuil an ceann fireann agus an ceann baineann daite mar an gcéanna? \_\_\_\_\_

Cé acu a théann ar imirce don gheimhreadh? \_\_\_\_\_

Cé acu ar a bhfuil an t-ainm Máire Fhada i nGaeilge? \_\_\_\_\_

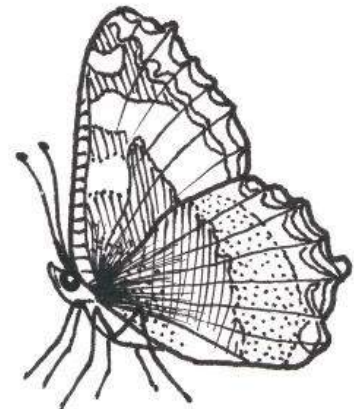
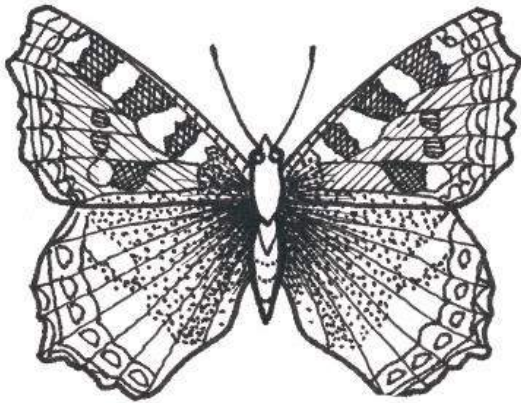
Cad chuige a bhfuil an t-ainm sin ar an éan, meas tú? \_\_\_\_\_

Cén ceann is fearr leat? \_\_\_\_\_

Cad chuige? \_\_\_\_\_

## Líon isteach na bearnaí

Is feithid é an fhéileacán a bhfuil gnáth-chorp feithide aige. Féach ar an trí learáid den fhéileacán thíos agus freagair na ceisteanna seo a leanas. Tá na focail le haghaidh na bhfreagraí sa chuardach focal.



Ainmnigh 3 rud a bhíonn ar cheann an fhéileacáin.

\_\_\_\_\_

Cé mhéad cos a bhíonn ag féileacán? \_\_\_\_\_

Cé mhéad sciathán a bhíonn aige? \_\_\_\_\_

Bíonn corp an fhéileacáin ina \_\_\_\_\_ chuid/ chodanna.

Ainmnigh gach cuid den chorp \_\_\_\_\_

\_\_\_\_\_

### CNUASACH FOCAL

CEANN	TRÍ	SÉ	CEITHRE	TÓRACS
BOLG	AERÓG	SÚILE	TEANGA	

### AG DUL SIAR

Cé mhéad cos a bhíonn ag damhán alla?

\_\_\_\_\_

Cé mhéad cos a bhíonn ag cláirseach?

\_\_\_\_\_

Cé mhéad codanna a bhíonn i gcorp an damháin alla?

\_\_\_\_\_

Cé mhéad sciathán a bhíonn ag bumbóg?

\_\_\_\_\_

Bíonn a chosa go léir ar

\_\_\_\_\_ an damháin alla.



## Turas Allamuigh

Is ar laethanta ciúna, tirime grianmhara gan gaoth ar bith is fearr a eitlíonn an féileacáin. Roghnaigh lá mar sin i mí na Bealtaine, i mí an Mheithimh nó i mí Mheán Fómhair chun féileacáin a chuardach. Beidh eangaí agus próca de dhíth ort.

### Tugann na féileacáin cuairt ar na bláthanna.

Chonaic muid \_\_\_\_\_ féileacáin ag tabhairt cuairte ar bhláthanna.

Cad iad na bláthanna ar a thug siad cuairt? \_\_\_\_\_

### Eitlíonn féileacáin san aer.

Chonaic muid \_\_\_\_\_ féileacáin san aer. Rug muid ar \_\_\_\_\_ féileacáin.

### CÉN FÁTH A MBÍONN DATH GLAS AR BHOILB? SEO CLUICHE a imrítear lasmuigh.

Beidh trí mhála de chruthanna pasta de dhíth ort – ceann le pasta dearg, ceann le pasta glas agus ceann le pasta bán.

Roinn an rang ina dhá fhoireann.

Scaip a bhfuil sa trí mhála in áit fhéarach. Is iad an rang na héin agus is iad na píosaí pasta na boilb.

Tá sé éasca an pasta bán agus an pasta dearg a fheiceáil ar an bhféar glas agus tá sé éasca breith orthu.

Nuair a deirtear ‘gabh ar aghaidh’, ritheann dalta amháin as gach foireann ar luas lasrach chun an oiread pasta agus is féidir a bhailiú fad is a chomhaireann an chuid eile den rang suas go dtí a deich. Coinnítear an méid a bhailítear. Déanann an chéad bheirt eile amhlaidh le linn comhairimh go dtí a deich agus mar sin de go dtí go mbíonn a bhabhta faighte ag gach duine. Comhaireann gach dalta an méid de gach dath a bhailíonn sé.

Imreoir	PASTA BÁN		PASTA GLAS		PASTA DEARG	
	Foireann 1	Foireann 2	Foireann 1	Foireann 2	Foireann 1	Foireann 2
1ú						
2ú						
3ú						
4ú, srl						
<b>IOMLÁN</b>						

Cén dalta a bhailigh an chuid is mó agus cén dalta a bhailigh an chuid is lú? Cad chuige? Ar aimsíodh na píosaí glasa go léir? Tar éis dúinn seo é a dhéanamh cad is féidir linn a rá faoi bhoilb agus faoi dhuaithníocht?

# 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. Proinsias 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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