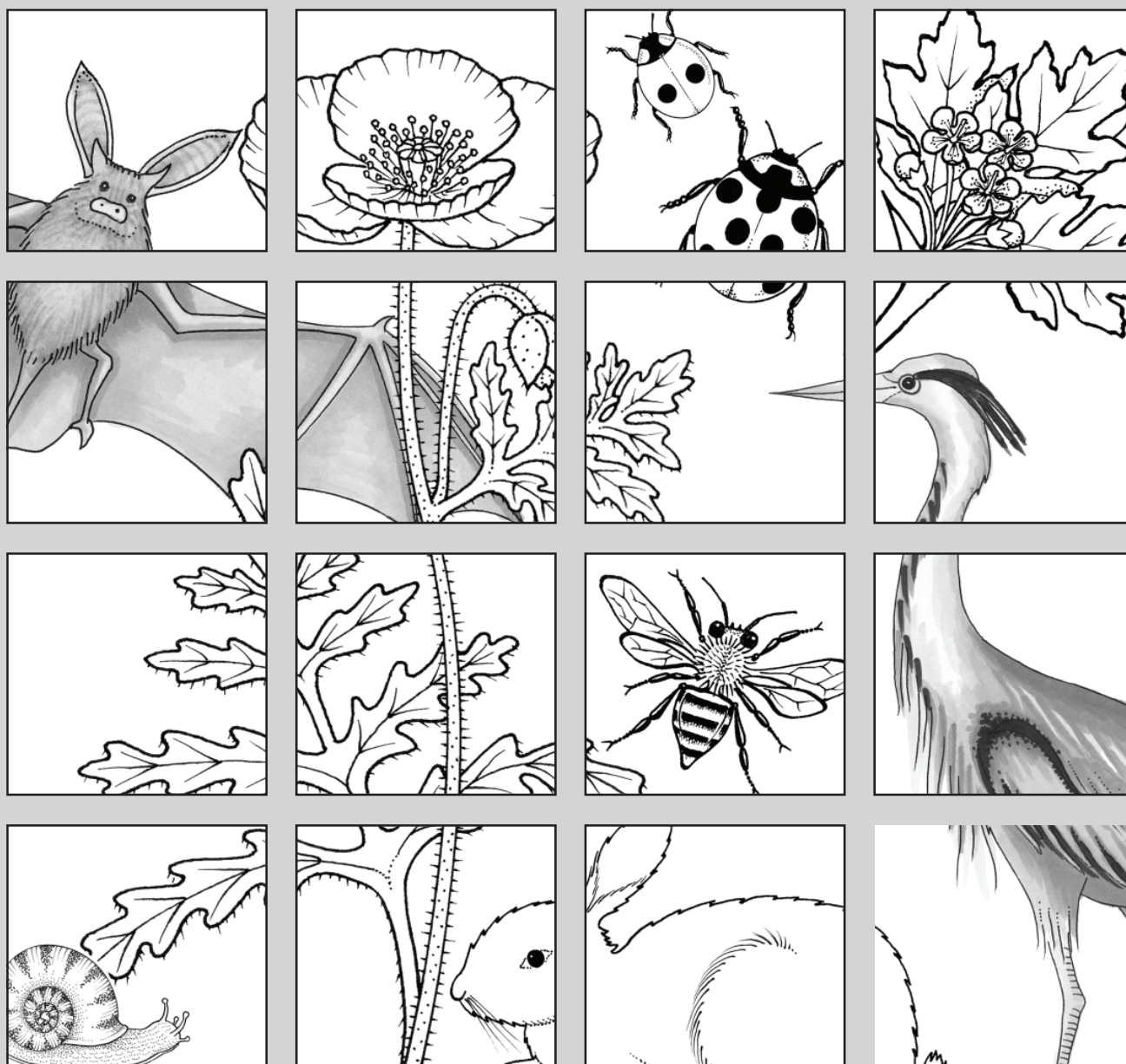


# Nithe Fiáine ar Scoil

Bileoga oibre do dhaltaí bunscoile



*le*

Éanna Ní Lamhna

Léaráidí *le* Christine Warner



# Nithe Fiáine ar Scoil

Bileoga oibre

*le*

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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



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# Introduction to 5th Class Worksheets

**Caithleach dearg**      **Poppy**

**Lus cré**      **Speedwell**

**Coll**      **Hazel**

**Ialtóg**      **Bat**

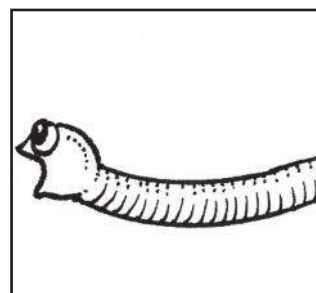
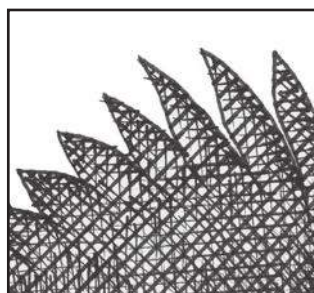
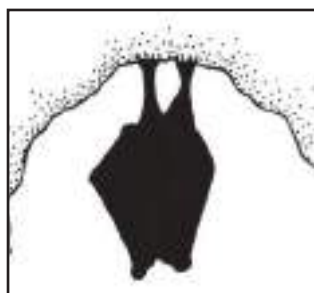
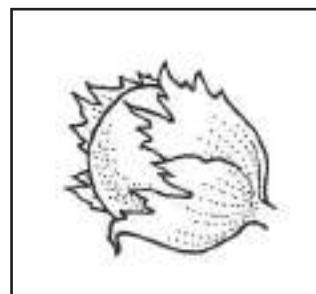
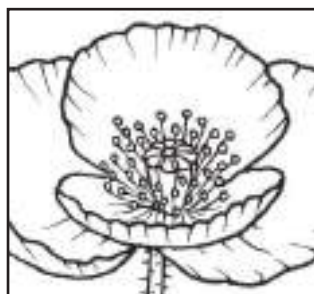
**Pocaire gaoithe**      **Kestrel**

**Péist talún**      **Earthworm**

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. The worksheets, which need not necessarily be done in the order in which they are given, are designed to be photocopied and handed out to the pupils.

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.

There is also an emphasis on pupils finding information out for themselves by use of books and by using the internet. By fifth class, pupils should be encouraged to do some researching for themselves and using the information found to answer the questions posed.



# 5th Class Teacher Notes

## Poppy 1

### Worksheet in two sections

#### Introduction to plant:

Pupils colour in the poppy drawn, having seen the picture provided with this pack.

#### Research:

Red flowers such as roses and tulips are deliberately bred in this colour by gardeners – they are not naturally occurring red flowers. The scarlet pimpernel is probably the only other truly red wild Irish flower. Ladybirds, soldier beetles and cinnabar, burnet and garden tiger moths are all red insects. The poem 'In Flanders Fields' by John McCrae is another research opportunity for the pupils.

## Poppy 2

### Fieldtrip (Do this in May or early June)

#### Ability to find plants:

The poppy plant grows on disturbed soil. This is because it doesn't compete well with grass and will only grow on bare soil before other plants become established.

#### Establishing an area for poppies:

This involves making an area of bare soil and indeed impoverishing the soil by adding sand or gravel. A fifth class which cannot find poppies can start the process of making bare soil but the poppies may not appear until the following year. So planting a wild flower mix containing poppies is also worthy of consideration.

#### Medicinal use:

Extraction of narcotics from poppies. More opportunity for theoretical (but not practical) research by pupils.

## Speedwell 1

### Worksheet in three sections

#### Introduction to flower:

Via drawing and the supplied picture

#### Observational skills:

Careful observation of the plant makes it easier to find them later, when on the fieldtrip.

#### Revision:

This is a revision of six other grassland plants pupils have learned in school.

## Speedwell 2

### Fieldtrip

#### Qualitative study:

Here the pupils are carrying out a comparative qualitative study of the effects of two particular types of grassland management on flowers. Choose an un-mown piece of lawn or field and a mown piece. The un-mown piece should have more speedwell and buttercup, whereas the rosette plants such as daisy, dandelion and ribwort will survive being mown as their growing point is buried in the rosette of leaves. Grass, of course, grows well in both.

#### Accurate drawing:

The drawing they make from the speedwell they collect should be scientifically correct – right number of petals, shape and position of leaves on flower stem.

## Hazel Tree 1

### Worksheet

#### Life cycle study:

This sheet can be given to pupils in September. Catkins in February, leaves in April and nuts in September are food for squirrels, mice, jays and rooks, NONE of which hibernate but eat their stores all winter long. New trees germinate from uneaten nuts; the leaves fall off in October and only buds are to be seen in December and January.

## Hazel Tree 2

### Fieldtrip

**First fieldtrip in September** should establish if hazel trees grow in the vicinity of the school. If not, a hazel tree should be planted on tree day in October. The Parks Department of the Local Authority may be in a position to provide a tree but they are not expensive to buy either. If a growing tree is found near to the school, all the stages of the lifecycle shown on the last worksheet can be checked out. In subsequent years, this will be possible with the newly planted tree. It is important to bring the pupils to see catkins in February – these are wind-pollinated flowers.

**Hedge layers:**

This is an opportunity to examine the structure of a hedge. This needs to be done in September and again in April. Even if the names of the plants present are not known, it will be possible to demonstrate the layers and show the difference in Spring. The Teacher should keep the September worksheets for comparison with the Spring ones. Hand out the same worksheet again in April.

**Bat 1****Worksheet in two sections****Research:**

Another opportunity for the pupils to go on the website given and find out about the bat species.

**Identification:**

The five bats outlined are described in the questions below so it is an exercise in observation and deduction; similarly with filling in the details of the long-eared bat.

**Bat 2****Worksheet in two sections****Bat food:**

If they only eat flying insects, then choosing those on the list which can fly at night gives the answer, *i.e.*, mayflies, midges, moths, mosquitoes and daddy longlegs. Bats don't eat bees.

**Interpretation of scientific information:**

A bat lifecycle is succinctly given in the table. This is an exercise in accurate scientific writing, not a short story!

**Kestrel 1****Worksheet in two sections****Mammal research:**

Pupils find out about each small mammal on the list. The National Parks and Wildlife Service [www.NPWS.ie](http://www.NPWS.ie) is a good site to start with. Mice, rats and pygmy shrews are common and widespread, bank voles and white-toothed shrews are confined to particular counties. There are no other species of small mammals in Ireland – no dormice or moles or water voles. Mice and rats are pests.

**Other birds of prey:**

Sparrow Hawk, Peregrine Falcon, Merlin, Hen Harrier, Marsh Harrier, Buzzard. The Golden Eagle, the white-tailed Sea Eagle and the Kite have all been recently re-introduced.

**Kestrel 2****Worksheet****Binocular vision:**

This worksheet gets the pupils to experiment with using their eyes separately and together. Lining up an outstretched finger with a line on the board can only be done with one eye at a time. Using both eyes together means focusing on the finger or the line but not both together. Swans and other birds who use both eyes independently have a much wider field of vision to look out for predators.

**Earthworm 1****Worksheet in two sections****Setting up a wormery:**

A large clear container is essential to see what the worms are doing. Darkness is essential or the worms move to the centre and can't be seen, so do not leave the wormery uncovered for long.

**Finding worms:**

If all fruit fails, the worms can be cajoled to the surface by pouring soapy water over the area, although this is disliked by worms and leaves their habitat unusable for some time. The method described on the worksheet mimics the effect of heavy rain – altogether a more natural way of collecting worms.

**Earthworm 2****Worksheet****Identifying common worms:**

This worksheet encourages pupils to look for Tiger Worms and Angler Worms. Compost bins are a good place to look for Tiger Worms while Angler Worms may be found under dead plant material.

## Dathaigh

Fásann an Caithleach Dearg ar thalamh a corraíodh nó ar thalamh tocailte. Bíonn sí faoi bhláth ó dheireadh mhí na Bealtaine go dtí mí Lúnasa. Breathnaigh thart timpeall cheantar na scoile le fáil amach cá háit a mbíonn na caithleacha dearga ag fás.

Fásann caithleacha dearga

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Dathaigh an Caithleach Dearg.

Bíonn dath dearg ar na caithleacha dearga ionas go mbeidh a fhios ag na creachadóirí nár mhaith an rud a n-ithe.

Ar an ábhar céanna bíonn dath dearg ar bhláthanna fiáine eile agus ar chuid feithidí.

Ainmnigh bláth fiáin eile a bhfuil an dath dearg air:

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Ainmnigh feithid dhearg:

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### FAIGH AN TEOLAS:

Aimsigh an dán a thosaíonn le:

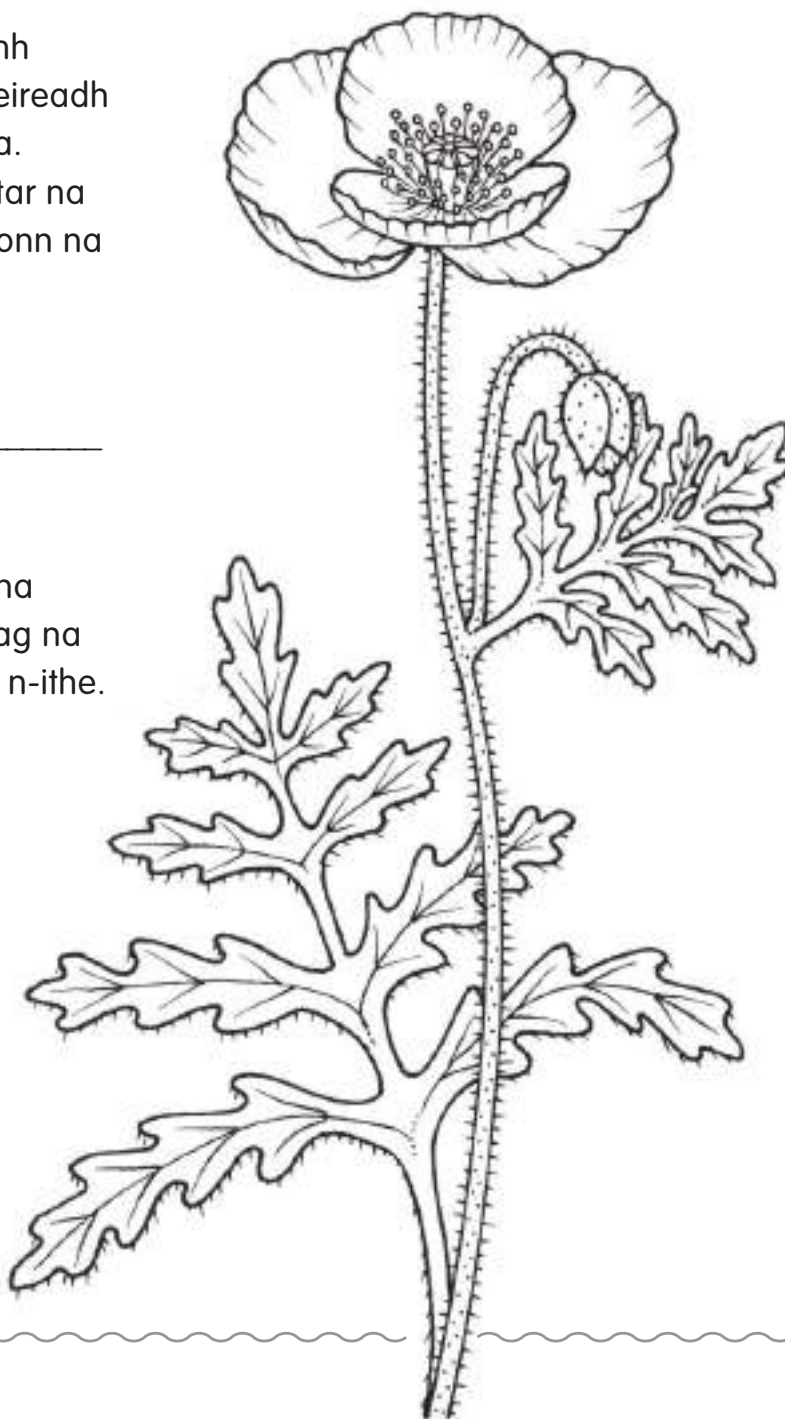
*"In Flanders fields the poppies grow / Between the crosses row on row"*

Cad a tharla ar bhánta Flanders? \_\_\_\_\_

Cad is cúis leis na crosa atá ansin? \_\_\_\_\_

Cén fáth a d'fhás na caithleacha dearga ansin? \_\_\_\_\_

Caitheann daoine caithleacha dearga sa lá atá inniu ann chun rud a tharla fadó a chomóradh. Cad a tharla? \_\_\_\_\_



## Turas Allamuigh

Bíonn caithleacha dearga i gceantair inar corraíodh an chré.

An bhfuil caithleacha dearga ag fás mar fhailí i ngairdín na scoile? \_\_\_\_\_

An bhfuil caithleacha dearga in aon áit cois bóthair ar corraíodh an chré inti? \_\_\_\_\_

Nach bhfuil caithleach dearg ar bith gar do do scoilse? \_\_\_\_\_

### LE DÉANAMH:

Déan suíomh ar thailte na scoile le go bhféadfaidh caithleacha dearga fás ansin.

Cruthaigh plean don suíomh. (*Leid duit: Is féidir le síolta na caithlí deirge maireachtáil ar feadh daichead bliain i gcré nach gcorraítear lena linn.*)

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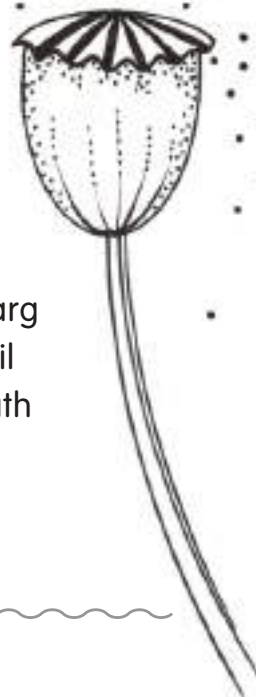


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Is i gcochail atá cosúil le ceanastar a iompraítear síolta na gcaithleach dearg dearg ar an bplanda. Is féidir an cochall a fheiceáil tar éis thitim na bpeiteal. Nuair a bhíonn dath dubh ar na síolta bíonn siad aibí.



### FAIGH AN TEOLAS:

D'úsáidítí caithleacha dearga mar leigheas fadó fadó.

Aimsigh cén fáth a d'úsáidítí iad.

## Dathaigh an pictiúr agus lion isteach na bearnaí

Fásann an Lus cré i dtalamh féaraigh nár baineadh. Féach ar an bpictiúr a thaispeáin do mhúinteoir duit agus dathaigh an bláth thíos.

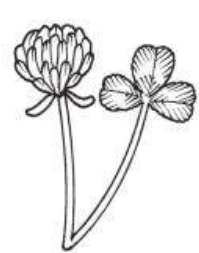
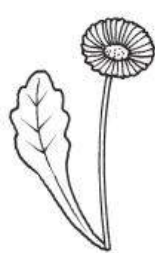
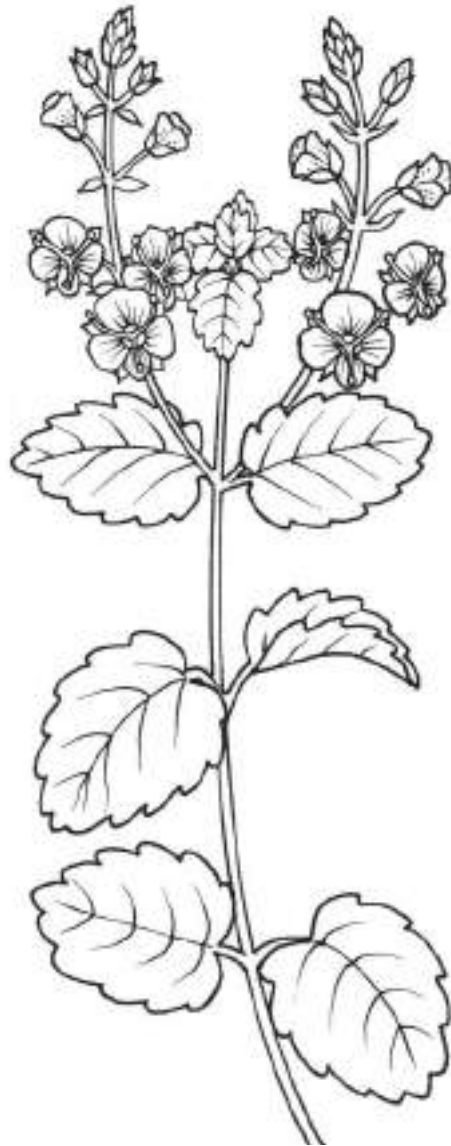
Ce mhéad peiteal a bhíonn ag Lus cré amháin? \_\_\_\_\_

An bhfuil an tomhas céanna acu go léir? \_\_\_\_\_

Cad é suíomh na duilleog ar an ngas? \_\_\_\_\_

An osclaíonn na bláthanna ar dtús ag barr nó ag bun an phlanda? \_\_\_\_\_

Is bláth é an Lus cré a bhíonn ag fás ar thalamh féaraigh. Tá na bláthanna go léir thíos mar an gcéanna. Ainmnigh gach ceann acu.









### AG DUL SIAR

Bíonn peitil bhuí ag \_\_\_\_\_ agus ag \_\_\_\_\_.

Bíonn peitil bhána ag \_\_\_\_\_ agus ag \_\_\_\_\_.

Bíonn peitil chorcra ag an \_\_\_\_\_.

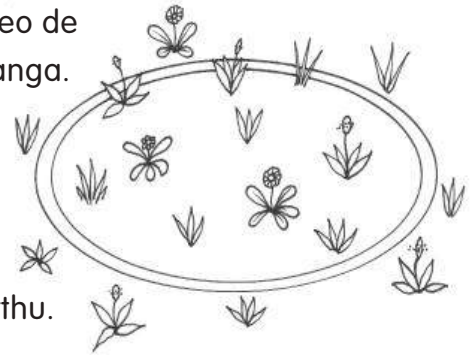
Ní bhíonn aon pheitil ag an \_\_\_\_\_; pailnítear é/í ar an ngaoth.

Bíonn dath \_\_\_\_\_ ar pheitil an Luis cré.



## An Turas Allamuigh

Téigh amach go dtí clós na scoile chun lus cré a lorg. Bíonn sí faoi bhláth i mí na Bealtaine agus i mí an Mheithimh. Beidh na rudaí seo de dhíth ort: fonsa nó ceathramhán le haghaidh gach grúpa ranga.



### LE DÉANAMH:

Aimsigh píosa de thalamh féaraigh nár baineadh. Cuir an fonsa ar an talamh agus déan liosta de na bláthanna go léir atá taobh istigh den fhonsa agus a bhfuil eolas agat orthu.

Liosta na mbláthanna a bhí san fhonsa ar leagadh síos ar fhéar nár baineadh:

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Anois aimsigh talamh féaraigh a baineadh go rialta. Leag an fonsa ar an talamh anseo. Déan liosta de na bláthanna go léir atá taobh istigh den fhonsa a bhfuil eolas agat orthu.

Liosta na mbláthanna a bhí san fhonsa ar leagadh ar fhéar a baineadh:

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Cad iad na plandaí a fuarthas sa dá ghrúpa? \_\_\_\_\_

Cad iad na plandaí a bhí san fhéar a baineadh agus san fhéar sin amháin?

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Cad iad na plandaí a bhí san fhéar nár baineadh agus san fhéar sin amháin?

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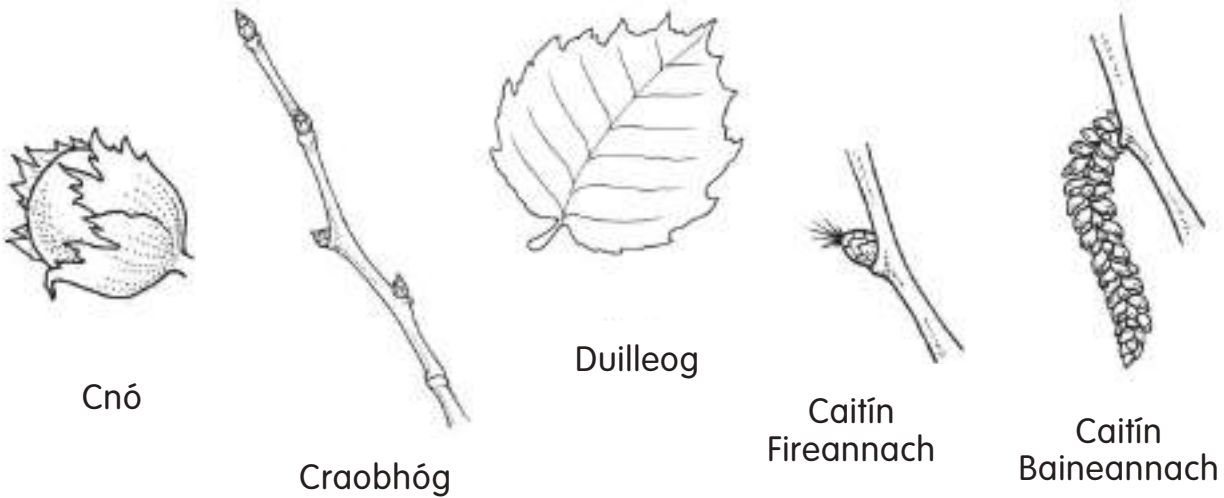
Cad a chuireann toradh do chuid oibre in iúl duit? \_\_\_\_\_

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Beir roinnt luis cré ar ais go dtí an seomra ranga agus tarraing cóip bheacht díobh.

## Líon isteach na bearnaí

Féach ar an bpictiúr den chrann coill atá anseo agus féach ar an léaráid.



I mí Feabhra agus i mí an Mhárta osclaíonn \_\_\_\_\_ ar an gcrann coill.

Is í an ghaoth a phailníonn iad.

I mí Aibreáin, osclaíonn na \_\_\_\_\_ ar an gcrann coill.

Bíonn na \_\_\_\_\_ lán-aibí go luath i mí Mheán Fómhair.

Is bia do \_\_\_\_\_ agus do \_\_\_\_\_ iad.

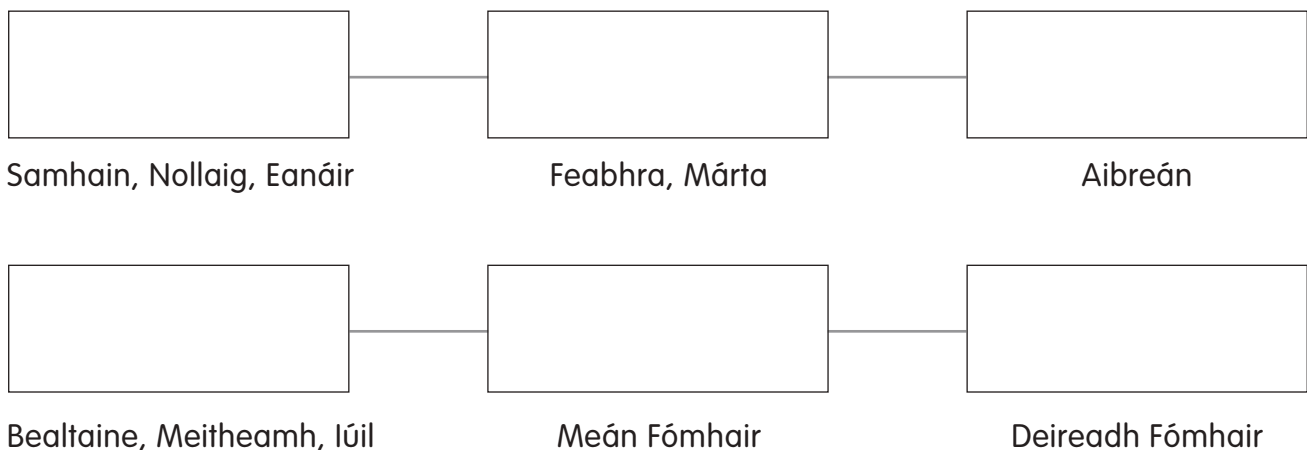
Cuireann na \_\_\_\_\_ i bhfolach iad le go mbeidh siad acu mar stóras bia a íosfar le linn an \_\_\_\_\_.

\_\_\_\_\_ crainn nua as na cinn nach n-itear.

I mí Dheireadh Fómhair, titeann na \_\_\_\_\_ den chrann.

I mí na Nollag agus i mí Eanáir, ní bhíonn le feiceáil ar dheireadh na gcipíní ach \_\_\_\_\_.

### SAOLRÉ



## Turas Allamuigh

Tá an crann coill ar cheann de na crainn a fhásann san fhál. Téigh go dtí an fál is gaire duit chun sin a dheimhniú.

An bhfuil aon chrainn choill i do fhál-sa – nó i gclós do scoil-se? \_\_\_\_\_

Muna bhfuil – cuir crann coill! Féadfaidh tú cnó coill a bhailiú agus crann óg a chur ag fás i gclós na scoile le linn Lá na gCrann i mí Dheireadh Fómhair.

Is gnáthóga maithe do phlandaí agus d'ainmhithe iad na fála.

Tá ceithre leibhéal de bheathra plandaí agus ainmhithe san fhál. Líon isteach sonraí na gceithre leibhéal atá i do fhál-sa.

## CEANNBHRAT

Is iad na crainn is airde a fhaigheann an chuid is mó solais ar a gcuid duilleoga.

Is iad na crainn cheannbhrait atá inár bhfál

## SRAITH na dTOR

Is é comhdhéanamh na sraithe seo crainn atá níos lú agus toir agus dreapairí atá

níos ísle ná na príomhchrainn Tá \_\_\_\_\_

\_\_\_\_\_ i sraith na dtor inár bhfál.

## SRAITH na TALÚN

Seo an áit san fhál ina bhfásann na bláthanna. Ní fhaigheann siad mórán solais

nuair a bhíonn na duilleoga go léir ar an gcrannbhrat agus ar shraith na dtor. I mí

Mheán Fómhair, chonaiceamar \_\_\_\_\_

i sraith na talún. I mí Aibreáin/ i mí na Bealtaine chonaiceamar \_\_\_\_\_

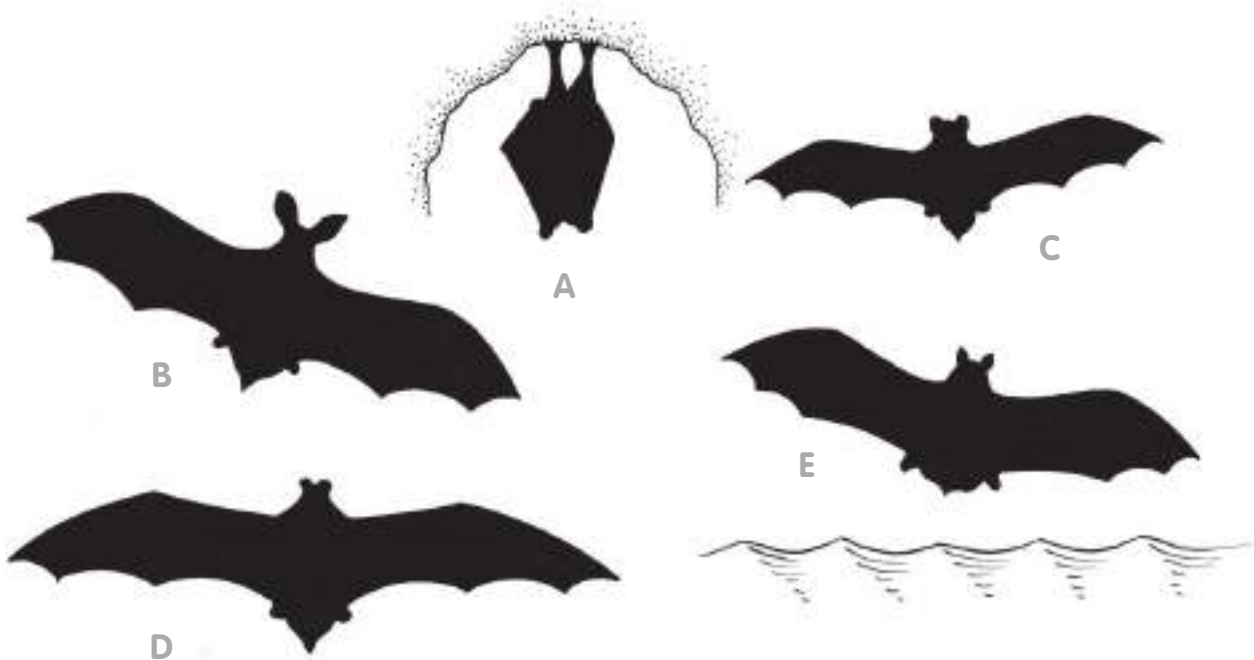
\_\_\_\_\_ i sraith na talún.

## FUÍLLEACH na nDUILLEOG

Séard is brí leis seo ná na duilleoga feoite go léir atá briste síos ina muirín ag na feithidí lámhacáin

## Líon isteach na bearnaí

Is mamach í an ialtóg agus bíonn sí ag eitilt san oíche. Tá deich speiceas difriúil di in Éirinn. An féidir leat iad go léir a ainmniú? Is féidir leat an fhaisnéis a aimsiú ar shuíomh gréasáin Bat Conservation Ireland ag [www.batconservationireland.org](http://www.batconservationireland.org).



Taispeántar thuas imchruithanna dár n-ialtóga coiteanna. Scrúdaigh iad go cúramach agus ansin freagair na ceisteanna seo:

Cé acu an ialtóg Daubenton, ar a ghairmtear an ialtóg uisce freisin? \_\_\_\_\_

Cé acu an ialtóg chluasach? \_\_\_\_\_

Cé acu an speiceas a mhaireann i bpluais – an chrú-ialtóg? \_\_\_\_\_

Is í an ialtóg Leisler a bhfuil an uimhir \_\_\_\_\_ uirthi an ialtóg is mó sa tír seo.

Is iad na hialtóga feasracha na cinn is lú sa tír seo (a bhfuil trí cinn acu againn) — cé acu des na cinn a léirítear thuas is ea an ialtóg fheasrach? \_\_\_\_\_

### LE DÉANAMH:

Agus an imlíne throm in úsáid agat mar mhúnla, déan an ialtóg chluasach a ath-tharraingt. Cuir lipéid ar na cluasa, ar an eireaball, ar na cosa agus ar na sciatháin.

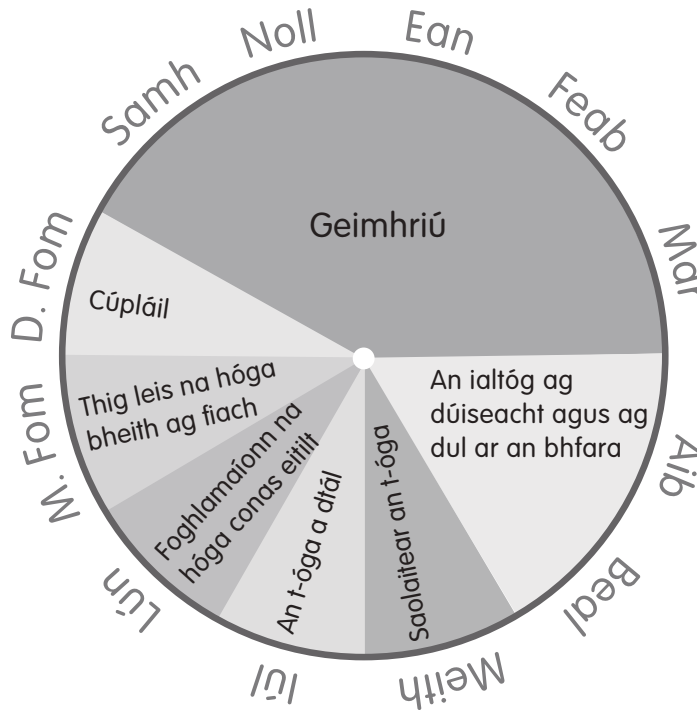
# Bia agus Saolré

Is feoilteoirí iad na hialtóga. Sa samhradh eitlíonn siad i rith na hoíche agus cothaíonn said iad féin le feithidí a bhíonn ag eitilt san aer. Cuir tic leis na cinn seo a leanas a bhíonn á n-ithe ag ialtóga:

- Cláirsigh
- Corrmhíolta
- Péisteanna
- Féileacháin Oíche
- Míoltóg
- Beacha
- Drúchtíní
- Cuileanna Bealtaine
- Luchóga
- Galáin



Seo léaráid de shaolré ialtóige.



## LE DÉANAMH:

Scríobh alt faoi bhliain i saol ialtóige, ag baint úsáide as an léaráid seo lena chinntiú go bhfuil do chuid pointí go beacht.

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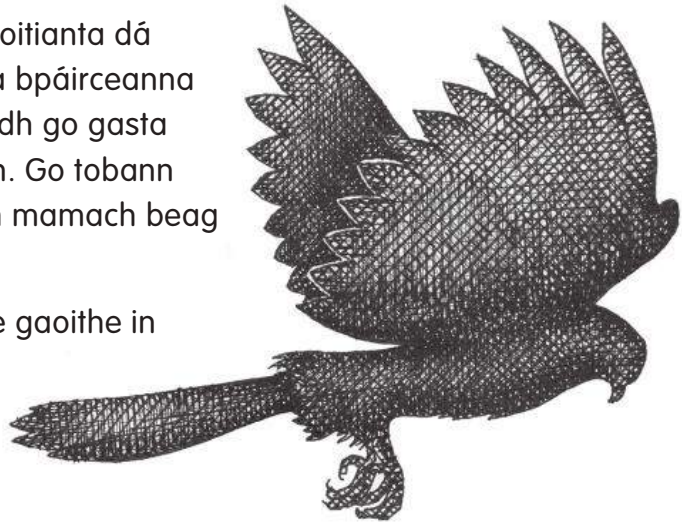
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## Déan taighde

Is é an Pocaire Gaoithe an t-éan creiche is coitianta dá bhfuil againn. Bíonn sé ag ainliú os cionn na bpáirceanna agus na bhfálta, a chuid sciathán á mbualadh go gasta aige le go bhfanfaidh sé san aon áit amháin. Go tobann ansin, tuirlingíonn sé anuas ar a chreich, sin mamach beag a bhíonn ar an talamh, de ghnáth.

Táthar ar an eolas go ndéanfadh an pocaire gaoithe in Éirinn creach ar na mamaigh bheaga seo a leanas: An luch fhéir, an luch thí, an francach, an dallóg fhraoigh, an dallóg bhánfhiachlach agus an vól bruaigh.



Fiosraigh gach ceann acu siúd agus faigh amach cé chomh coitianta agus cé chomh fairsing is atá siad go léir.

An Luch Fhéir \_\_\_\_\_

An Luch Thí \_\_\_\_\_

An Francach \_\_\_\_\_

An Dallóg Fhraoigh \_\_\_\_\_

An Dallóg Bhánfhiachlach \_\_\_\_\_

An Vól Bruaigh \_\_\_\_\_

Cé acu thuas atá díobhálach, dar le daoine? \_\_\_\_\_

An ábhar tairbhe do dhaoine é an Pocaire Gaoithe? \_\_\_\_\_

### Ainmnigh cúig éin chreiche eile in Éirinn.

\_\_\_\_\_

\_\_\_\_\_

**FAIGH AMACH** cad iad na trí speiceas eile d'éin chreiche a bhí ina n-éin dhúchasa anseo fadó agus a tógadh isteach sa tír an athuir taobh istigh de na deich mbliana a chuaigh thart.

\_\_\_\_\_

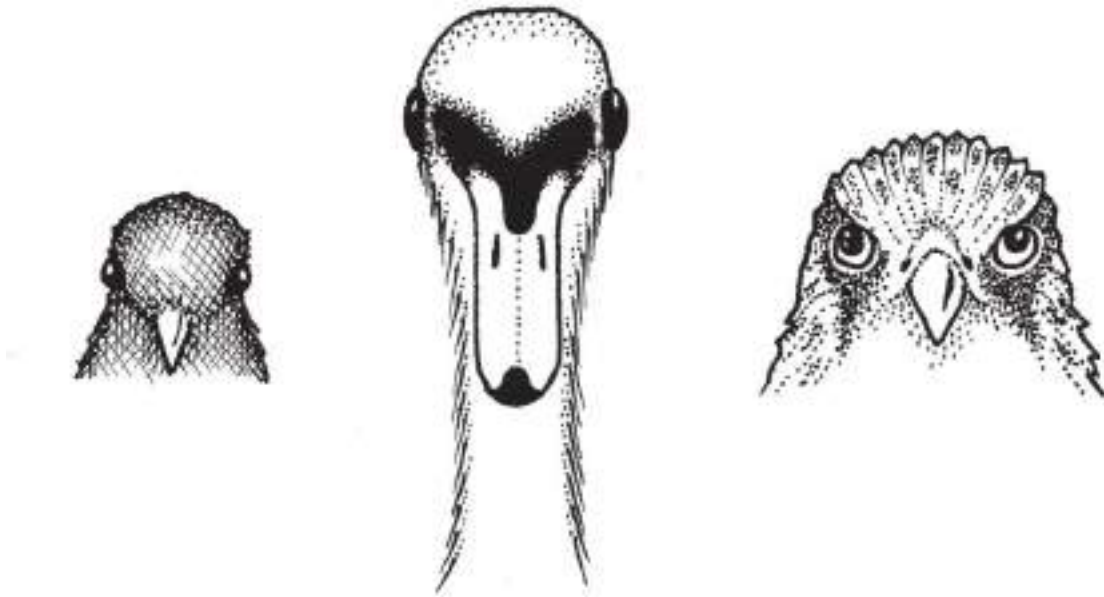
Cén fáth gur smaoineamh maith é iad a thógáil isteach an athuir? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Turgnamh

Cad is cúis leis an radharc maith a bhíonn ag an pocaire gaoithe? Níl sé cosúil leis an eala ná leis an lon dubh toisc go bhfuil **radharc déshúileach** aige.



Bíonn radharc difriúil as an dá shúil ag éin amhail an eala agus an lon dubh. Is féidir leat sin a thástail trí mhéar amháin a ardú agus féachaint uirthi le súil amháin ag am amháin. Tá seo go breá i gcás formhór rudaí, ach nuair is gá duit léim ar rud agus breith air caithfidh tú bheith díreach ar an eolas faoi cá bhfuil an rud. Ní mór duit mar sin díriú air le do dhá shúil le chéile – rud a chiallaíonn go n-úsáideann tú radharc dhéshúileach.

Cuir do mhéar ar an líne le líne a tharraingeoidh do mhúinteoir ar an gclár dubh. Ní féidir leat sin a dhéanamh ach le súil amháin ag an am. Agus do dhá shuíl á n-úsaid le chéile agat is féidir leat díriú ar do mhéar nó ar an líne ar an gclár dubh – ní féidir leat díriú ar an dá rud le chéile ag an am céanna.

Amhail gach éan creiche agus na hullchabháin, úsáideann an pocaire gaoithe a dhá shúil le chéile agus tá sé an-mhaith chun breith ar chreach a bhíonn ag bogadh go gasta.

Úsáideann an eala a dhá shúil neamhspleách ar a chéile ag an am céanna. Tugann sé seo buntáiste di atá fíor-thábhachtach. An féidir leat an buntáiste sin a oibriú amach?

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## Turgnamh

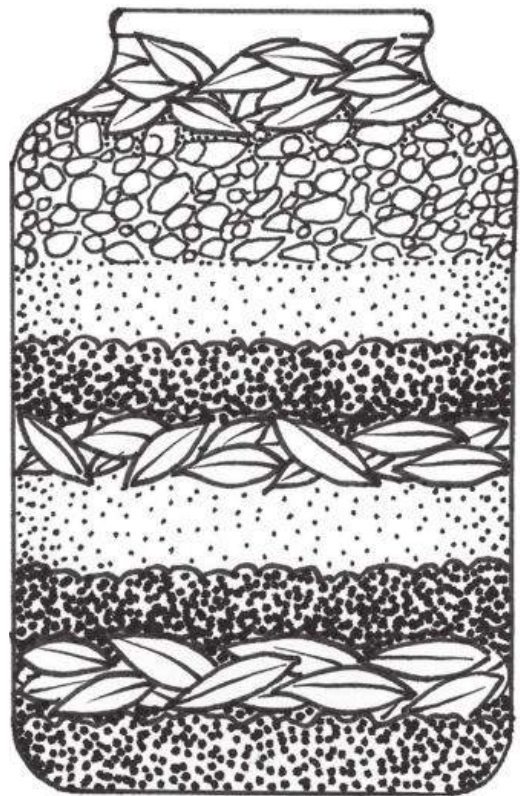
Is dianscaoilteoir í an Phéist Talún. Cothaíonn sí í féin le hábhar plandaí marbh agus briseann sí síos é ina chothaitheacha a dtiocfadh le plandaí eile a úsáid le haghaidh fáis. Faightear na péisteanna talún de ghnáth sa chré.

Is féidir leat fáil amach conas a bhriseann siad síos duilleoga agus conas a dhéanann siad tolláin trí bhreathnú ar phiastlann.

### Na rudaí a bheidh da dhith ort

1. Próca mór gloine no plaistigh amhail ceann ina mbíonn milseáin
2. Sraitheanna duilleog, cré, gaineamh agus cailc.

Má chuireann tú péisteanna talún isteach i bpróca agus má chlúdaíonn tú an próca le mála dubh plaisteach, leanfaidh na péisteanna ar aghaidh ag obair leo sa dorchadas ag meascadh na sraitheanna agus ag ithe na nduilleog. Coinnigh an chré beagán tais agus oscail an mala dubh gach re lá le go bhfeicfidh tú cad é atá ar siúl. Má fhágann tú an mála ar lár ní fheicfidh tú aon rud mar coinníonn na péisteanna talún amuigh ón solas.



### Conas breith ar péisteanna talún le hiad a chur sa phróca

Caithfidh tú na péisteanna talún a mhealladh chun teacht go dtí dromchla na cré.

Bígi ag obair i ngrúpaí de cheathrar. Beidh buidéal uisce 5 l (nó dhá bhuidéal níos lú ná sin) agus bosca folamh de dhíth ort chun na péisteanna talún a chur ann.

Téigh amach agus roghnaigh píosa de thalamh féaraigh den tomhas méadar faoi mhéadar.

Déan é a uisciú go maith leis an uisce ar fad. Ansin tosaigh leat ag greadadh cosa – go cúramach – ar an talamh a rinne tú a uisciú. Ceapfaidh na péisteanna talún thíos faoi bhun go bhfuil sé ag cur fearthainne agus tosóidh siad ag teacht aníos chuig an dromchla. Seans go dtógfaidh sé cúig nóiméad nó mar sin orthu sin a dhéanamh, ach coinnigh ort.

Beir na péisteanna ar ais go dtí an phiastlann agus cuir isteach ansin iad.



## Déan Sainaitint

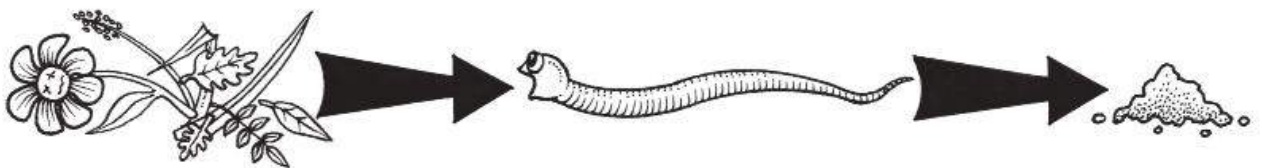
Itheann péisteanna ábhar plandaí marbh agus déanann siad cothaitheacha cré de. Oibríonn siad go han-mhaith in araidí múirín.

Cad is brí le haraid muirín? \_\_\_\_\_

An bhfuil ceann acu ag do scoil-se? \_\_\_\_\_

An bhfuil ceann agat sa bhaile? \_\_\_\_\_

Cad a chuirtear isteach san araid muirín? \_\_\_\_\_



Téigh amach agus féach isteach san araid muirín. Bailigh cuid de na péisteanna a fheiceann tú san araid agus beir leat ar ais go dtí an rang iad.

### Scrúdaigh iad go cúramach.

An bhfuil siad go léir mar an gcéanna? \_\_\_\_\_

An bhfuil siad cosúil leis na péisteanna talún sa chré? \_\_\_\_\_

An bhfuil siad níos raimhre ná níos tanaí ná péisteanna talún? \_\_\_\_\_

An bhfuil dath dearg orthu i ngach áit agus an lúbann siad go tréan i do lámh? \_\_\_\_\_

Más ea, is PÉISTEANNA RUA LÁIMHÍNEACHA iad.

An bhfuil siad stríocach – le stríocáí ciorclacha dearga agus bándearga orthu? \_\_\_\_\_

Más ea, is PÉISTEANNA TIOGAIR nó BRANDLING iad atá an-choitianta in araidí muirín.

### AN RAIBH A FHIOS AGAT?

Ní chuireann solas dearg isteach ar phéisteanna san oíche, mar sin, má chuireann tú páipéar dearg ceallafáin ar thóirse aimseoidh tú mórán péisteanna sa ghairdín i rith na hoíche.

# 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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