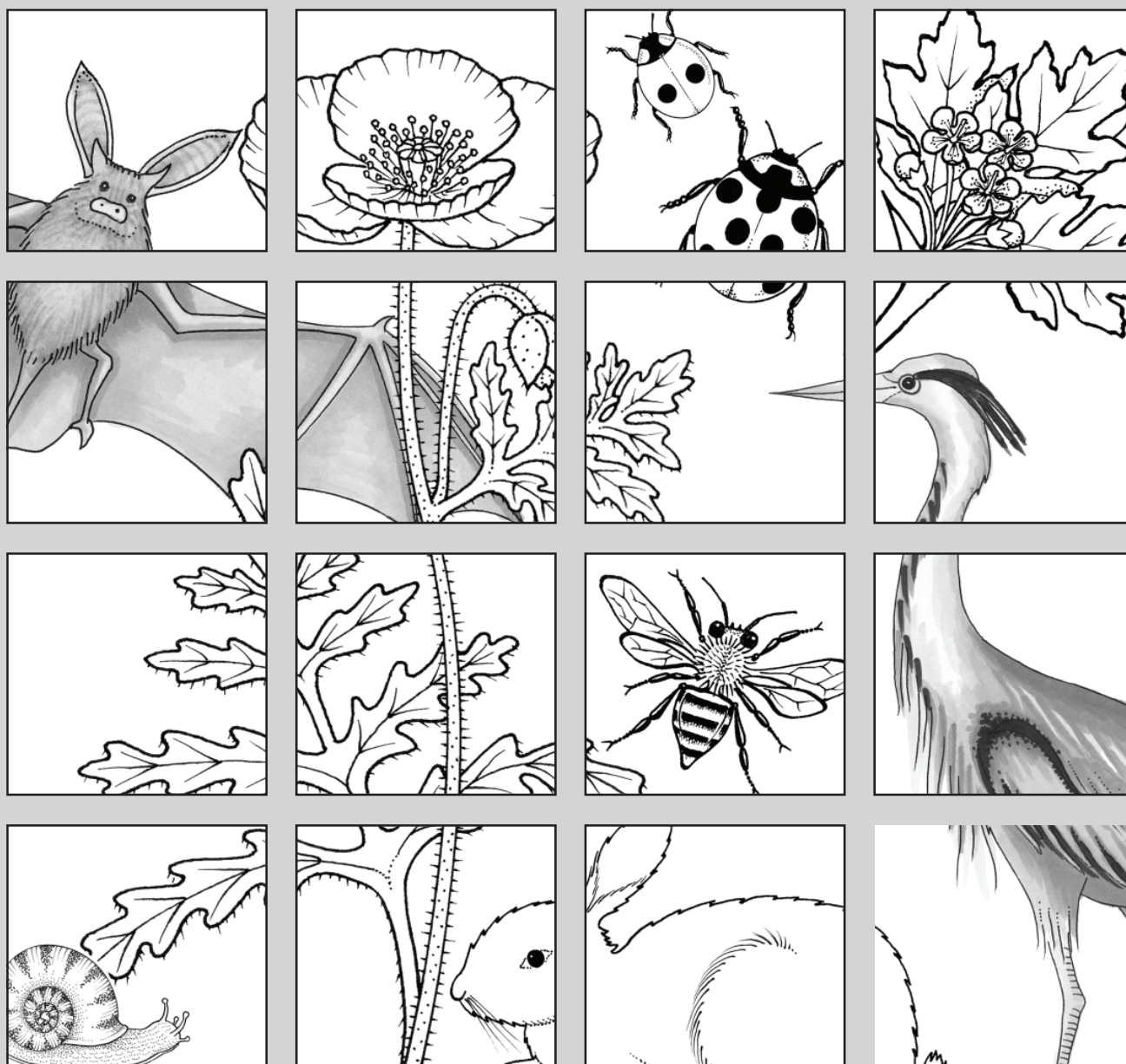


Nithe Fiáine ar Scoil

Bileoga oibre do dhaltaí bunscoile



le

Éanna Ní Lamhna

Léaráidí le Christine Warner



Nithe Fiáine ar Scoil

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



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Introduction to 3rd Class Worksheets

Garbhlus **Robin-run-the-hedge**

Neantóg **Nettle**

Sceach gheal **Hawthorn**

Frog **Frog**

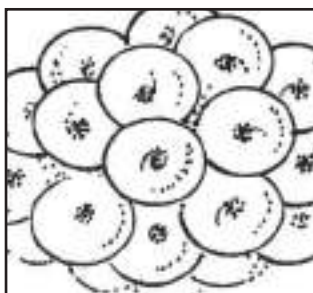
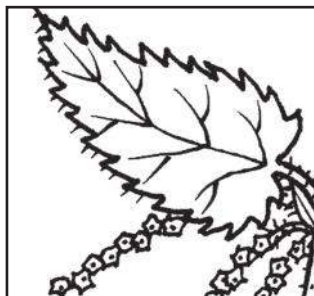
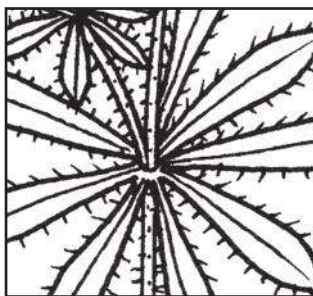
Fáinleog **Swallow**

Seilide garraí **Snail**

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 children 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 first on each topic first and then shown the pictures for each species provided.

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 third class, the pupils will have already learned about a considerable number of plants and animals so these worksheets refer to species learned earlier and so act as a form of revision. The worksheets are designed to be photocopied and handed out to the pupils.



3rd Class Teacher Notes

Robin-run-the-hedge 1

Worksheet in two sections

Introduction to plant: Pupils colour in the robin-run-the-hedge plant and leaves. Show the pictures of the plant to the pupils first so that they know what colour it is. The flowers are tiny so they must look at the drawing very carefully to ascertain that it has 4 petals

Word Search: The English, Irish and Latin words for robin-run-the-hedge are hidden in the word search. As well as horizontal and vertical, words are also presented backwards in diagonal, horizontal and vertical fashions. All the words in the word search are given in the word bank.

Robin-run-the-hedge 2

Fieldtrip (Do this in late May or June)

This plant grows in hedges so you must bring the pupils there to look for it. They must collect a specimen each and examine it for flowers or seeds. Back in class, they should examine the plant with a magnifying glass or the lid of a bug box so that they can see the hooks on the leaves. Seeds can be planted in pots of compost to see when germination occurs. Is this a continuously growing plant or does it just germinate and grow once a year with the seeds set waiting until the next year to grow again?

Nettles 1

Worksheet in two sections

Introduction to the plant: Show the class the picture and do a lesson from the book. The flowers are wind pollinated and so have no petals, as they do not need to be seen by insects.

Cooking Skills: Consider making nettle soup in class, in early May when the nettles are young. You can make a full green nettle soup using nettles, onions and a stock cube or add potatoes to thicken it up and make it less green.

Nettles 2

Fieldtrip to see nettles

Nettles grow in ditches and neglected places so finding them should be easy. If you grasp a nettle firmly, it won't sting – it really does work but only the teacher should try this!

Hunting for insects: Teacher – wearing gloves – should run a sweep net through the nettles and then empty the contents into a bucket or dish. They can be gathered up by the pupils using pooters and put into bug jars with magnification lids. Caterpillars, greenflies and spiders all frequent nettles.

Hawthorn 1

Worksheet in three sections

Introduction to the tree: Show the class the picture and tell them about it, following the account in the book. Pupils then name the parts of the tree and colour in the leaves and haws. There is no word bank at this stage for third class but they should know leaf, flower, thorn, haws or berries.

Finding out the meaning of the names:

Discuss this with the class so that they can work it out. Hawthorn – it has thorns and the berries are haws. Whitethorn is called that because the flowers are white. The May Bush gets its name because it blooms in May and sceach geal is, of course, bright bush, referring again to the white flowers.

Making words: Lots of words can be made from this – check in a dictionary if there are disputes.

Hawthorn 2

Fieldtrip

Time of Fieldtrip: In September, there will be haws on the tree and lots of creepy-crawlies on the leaves. In May, there will be leaves and flowers. There may also be ivy, moss or lichen on the bark.

Finding wildlife: Quiet observation may yield bird and flying insect sightings. They must watch for at least 5 minutes counted on a watch. Shake the branches into an open umbrella and observe the greenflies, ladybirds, spiders, caterpillars and shield bugs which drop in. Green things will be herbivores; ladybirds and spiders are carnivores; and birds such as robins, thrushes and blackbirds are omnivores.

Frog 1

Worksheet in two sections

Learning: Frogs are amphibians, which means that they can breathe on land through their lungs and in the water through their skin. Frogs do not have gills. They hibernate for the winter.

Food Chains: Frogs are carnivores and eat flies and in turn are eaten by herons.

Frog 2

Practical Work

It is well worth collecting frog spawn and observing the life cycle in class. It will take several weeks to fill out this sheet – a large version of it could be posted on the classroom wall and filled in as the results become apparent. It is not illegal for teachers to collect frog spawn for educational purposes in class. The National Parks and Wildlife Service automatically issues a licence each year to schools for this purpose so there is no need to apply.

An empty fish tank is good for keeping the frog spawn in and they should be fed with the daphnia-type of fish food, not the flakes. The tank must be cleaned weekly once the tadpoles are swimming around. Put some of the tank water into a bucket. Scoop up the tadpoles with a net and put into the bucket, then empty and clean the tank. If you use detergent be sure and rinse it very well as any soap residue will kill the tadpoles. Use rain water, ideally, to replenish the tank then scoop the tadpoles back in from the bucket. If you only have tap water, you should leave it stand for two days in a bucket or bowl so that the chlorine which is added to tap water can evaporate off. When the frogs have all their four legs, let them off in the school field, or if the holidays come before this stage, they must go back to the pond as they are yet not independent of water.

Swallow 1

Worksheet in two sections

Crossword skills: Following a lesson on the swallow, pupils should be able to fill in this crossword. Note that swallows always nest inside a building – it is house martins that nest outside under the eaves.

Observation skills: Recording the first swallow seen is a sign that Spring is here. This usually happens after St Patrick's Day. The nearest swallow's nest will be inside a barn – pupils may report that swallows nest in their barn every year.

Swallow 2

Worksheet in two sections

Learning about food chains: Swallows are aerial carnivores. They never come to land and eat worms. They only feed on flying insects, so have to return to Africa in winter as they cannot eat berries or ground-dwelling creepy-crawlies.

Dangers to Swallows: A class discussion here about a swallow's life and the problems faced, such as bad weather and not enough insects; no access to sheds as farmers repair old buildings; dangers on the journey to Africa e.g. adverse winds, running out of fat reserves, being hunted by hobbies (birds of prey in warmer countries that chase swallows).

Snail 1

Worksheet in three sections

Parts of the snail: Pupils can fill these in following class lesson

Fieldtrip: School grounds after Easter will be a good habitat for snails. They like to hide during the day so look behind and below sheltered places.

Creating snail traps: Putting out shelter for snails will make them easier to find. Give each class group of four pupils a piece of carpet, an old mat, a piece of lino etc., to place it where it might provide shelter.

Snail 2

Snail experiment

This is to see how many snails are in the school grounds. The lower the percentage of marked snails found the second time, the more snails are in the area. Let's suppose you mark 40 snails the first time and then the second time you find 40 snails and only four of them are marked. Four is 10% of 40. So the first group you marked was only 10% of the whole population which in this case is 400 snails. But you needn't trouble 3rd class with such higher maths!

Dathaigh an pictiúr agus ainmnigh:

1. na duilleoga

2. na bláthanna (**breathnaigh go géar**)

Tá _____ peiteal ar na bláthanna.

CUARDACH FOCAL

Tá ainmn an phlanda seo ar fáil sa Chuardach Focal thíos i mBéarla (3) i nGaeilge (2) agus i Laidin (1). Téigh trasna, síos, ar fiar agus siar agus tú á gcuartú.

A	É	S	U	L	H	B	R	A	G
O	C	T	U	U	E	A	A	O	C
S	L	I	R	R	S	K	O	O	R
B	E	C	G	R	A	S	S	U	L
G	A	K	É	O	E	I	G	A	U
A	V	Y	G	G	A	L	I	U	M
G	E	B	R	O	R	G	S	G	L
C	R	A	K	E	A	A	G	H	G
A	S	C	E	S	A	Y	É	S	G
S	U	K	G	S	A	G	B	F	A

CNUASACH FOCAL

CLEAVERS

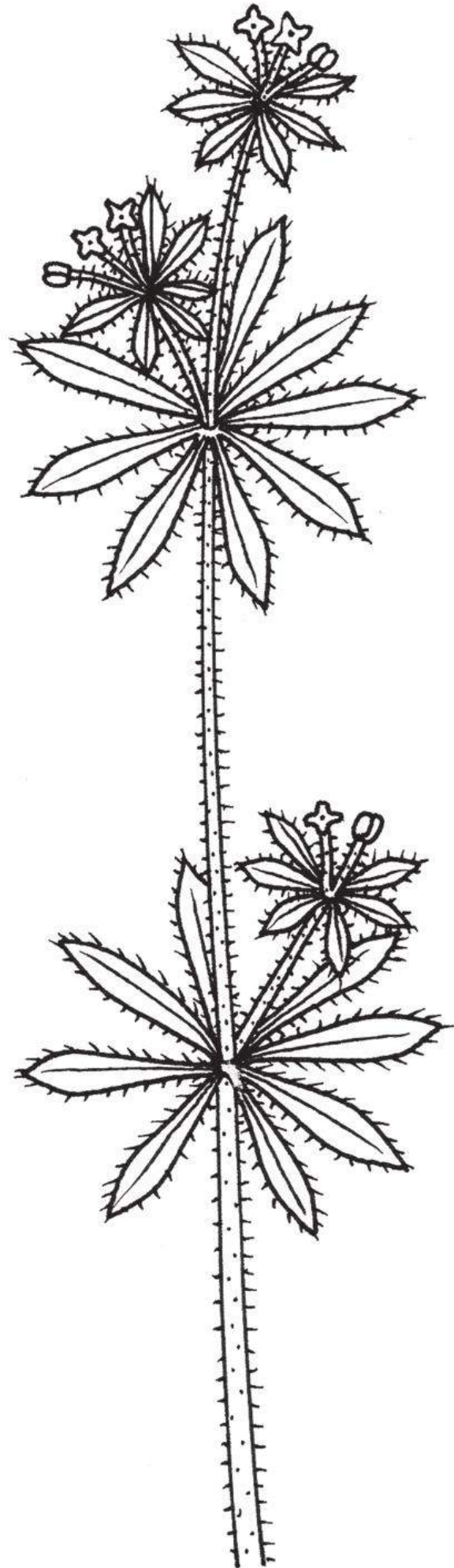
GARBHLUS

STICKY BACK

FÉAR GÉ

GOOSE GRASS

GALIUM



Turas allamuigh

Téigh in éineacht le do mhúinteoir chun an garbhlus a chuartú.

Fuair muid an garbhlus _____

Tá duilleoga an phlanda seo clúdaithe le crúcaí greamaitheacha.

Cén fáth? _____

An bhfuil bláthanna ar do phlanda? _____

An bhfuil síolta ag do phlanda? _____

Beir planda agus síolta leat ar ais go dtí an rang.

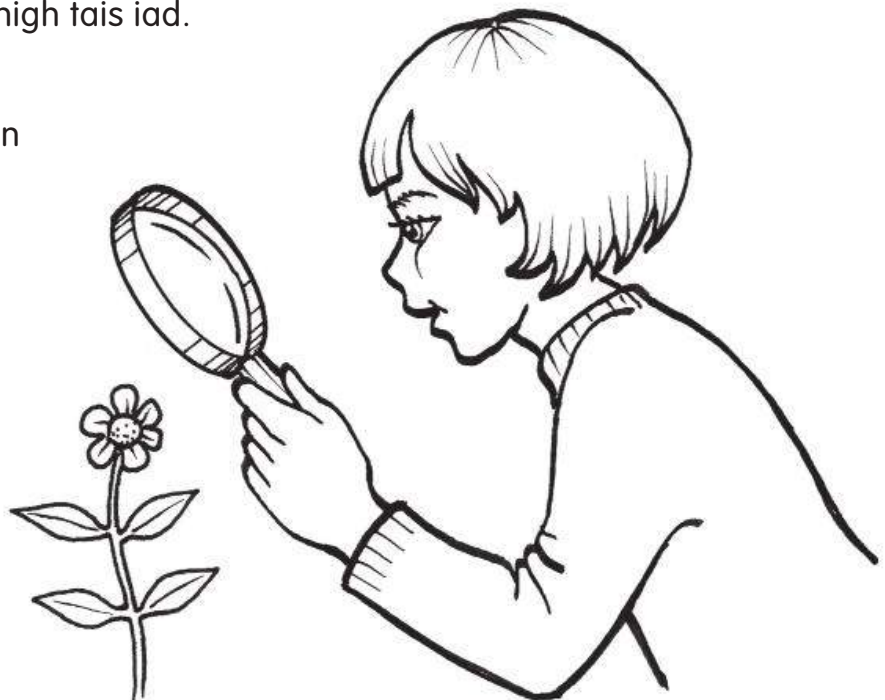
Scrúdaigh do phlandaí agus do shíolta le gloine formhéadúcháin.

Chonaic muid _____

tríd an ngloine formhéadúcháin.

Bailigh na síolta agus cur iad i gcré i bpota a raibh íogart ann cheana. Cuir na potaí san fhuinneog agus coinnigh tais iad.

Cé mhéad ama a thógann sé ar na síolta le fás?



Is plandaí iad neantóga a fhásann ar an bhfuaraíocht.

Ainmnigh:

1. na duilleoga
2. an gas
3. na bláthanna

Cén fáth nach mbíonn peitil ar bhláthanna na neantóige?

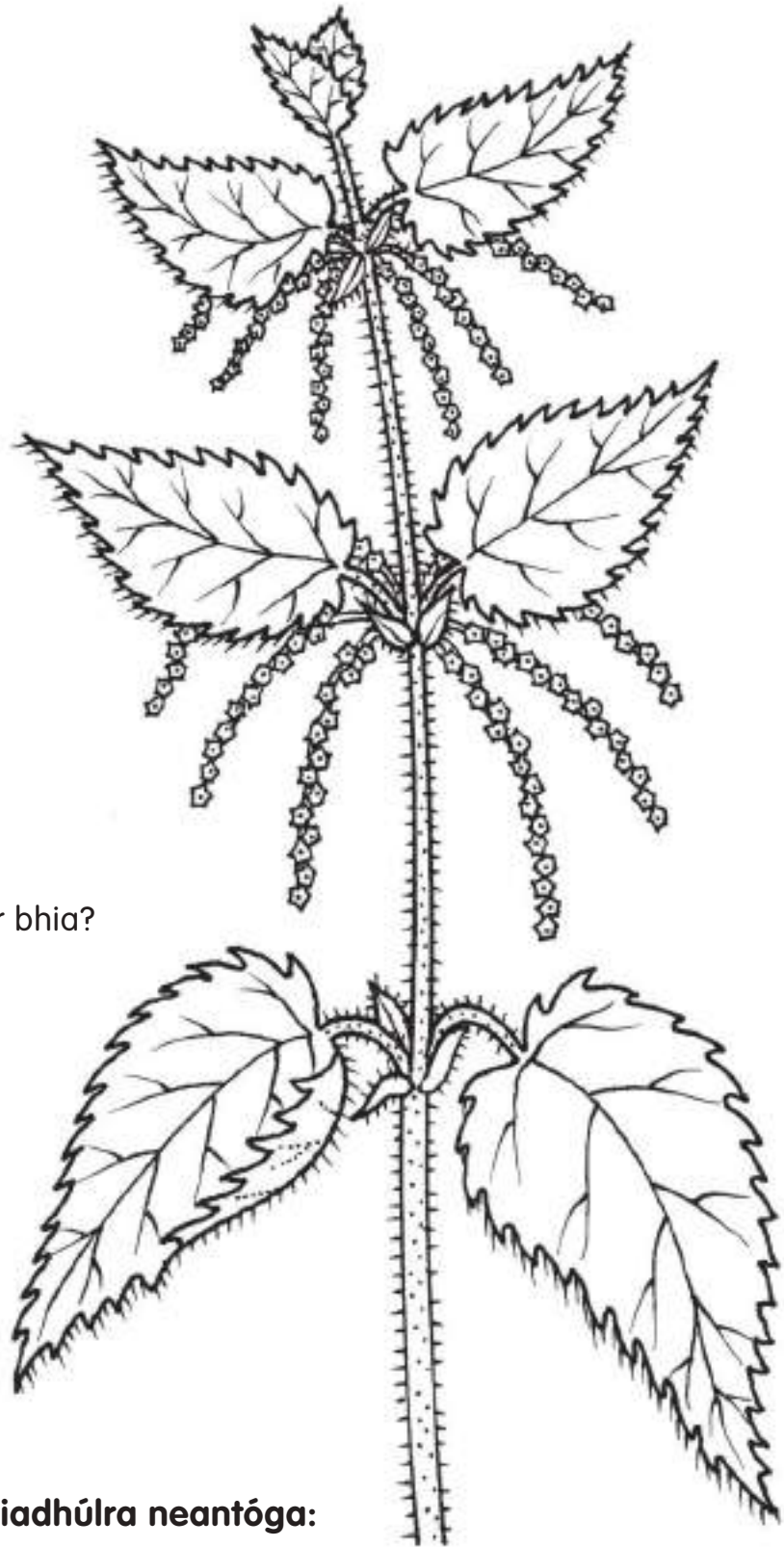
Fadó, fadó, d'úsáidí neantóga mar bhia.

FAIGH AN TEOLAS:

Cén bealach a d'úsáidí iad mar bhia?

Rinneadh _____

as neantóga.



Itheann chuid mhaith den fhiadhúlra neantóga:

Itheann _____ neantóga

Itheann _____ neantóga.

Turas allamuigh

Fásann neantóga ina ngrúpaí agus i bhfoirm toim.

Bíonn cealg ar na duilleoga, mar sin **BÍ CÚRAMACH.**

Fuair muid neantóga _____

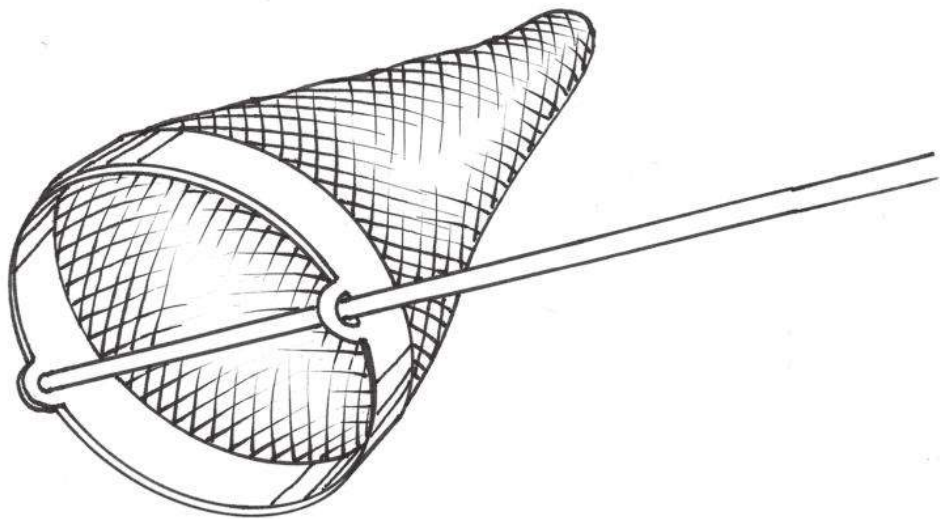
An bhfaca tú aon chréatúr ar na neantóga díreach nuair a d'fhéach tú orthu?

Scuabfaidh Múinteoir na neantóga le líontán scaobtha chun breith ar na creatúir atá ar na duilleoga.

Folmhaigh an líontán isteach i mbuicéad nó síos ar thrádaire.

Fuair muid _____

ar ár neantóga.



Cad atá go maith chun dealg neantóige a leigheas, dar le cuid daoine?

Cén fáth? _____

An oibríonn sé? _____

Ainmnigh codanna na sceiche gile agus dathaigh iad.



Seo na hainmneacha go léir a thugtar ar an gcrann seo.

An féidir leat iad a mhíniú?

Tugtar "hawthorn" air mar _____

Tugtar "whitethorn" air mar _____

Tugtar crann Bealtaine air mar _____

Tugtar sceach geal air mar _____

Cé mhéad focal is féidir leat a dhéanamh as na litreacha: AN SCEACH GHEAL?

(Ní mór duit ceithre focal le dhá litir, cúig cinn le trí fhocal, ceithre cinn le ceithre focal, ceann amháin le cúig cinn agus ceann amháin eile le seacht gcinn a aimsiú).

An Turas Allamuigh

Seo turas allamuigh a dhéanfar chun sceach gheal a aimsiú. Beidh na nithe seo de dhíth ar an múinteoir: scáth fearthainne agus prócaí Pooter le clúideacha.

Dáta an turais _____

An turas samhraidh nó turas fómhair é an turas allamuigh seo? _____



Féach go cúramach ar an sceach gheal.

Tá _____ ar mo sceach gheal.

Tá _____ ag fás ar choirt mo chrainn.

CNUASACH FOCAL: duilleoga, bláthanna, dealga, bachlóga, seachóidí

Fiadhúlra a thug cuairt ar mo chrann



Bhreathnaigh muid go ciúin ar feadh cúig nóiméad agus chonaic muid _____ ag tabhairt cuairt ar ár sceach gheal.

Tháinig siad chuig ár gcrann ag cuardach

Chrith ár múinteoir an crann agus thit na duilleoga isteach sa scáth fearthainne



Fuair muid _____ sa scáth fearthainne.

Maidir leis na créatúir atá istigh sa scáth fearthainne cé acu atá ina

Luibhiteoirí? _____

Ina bhFeoiliteoirí? _____

Ina nUiliteoirí? _____

Is ionann frog agus:

Éan

Iasc

Amfaibiach

Is féidir le froganna aer agus uisce a análú isteach.

Fíor

Bréagach

Codlaíonn froganna sa gheimhreadh.

Fíor

Bréagach

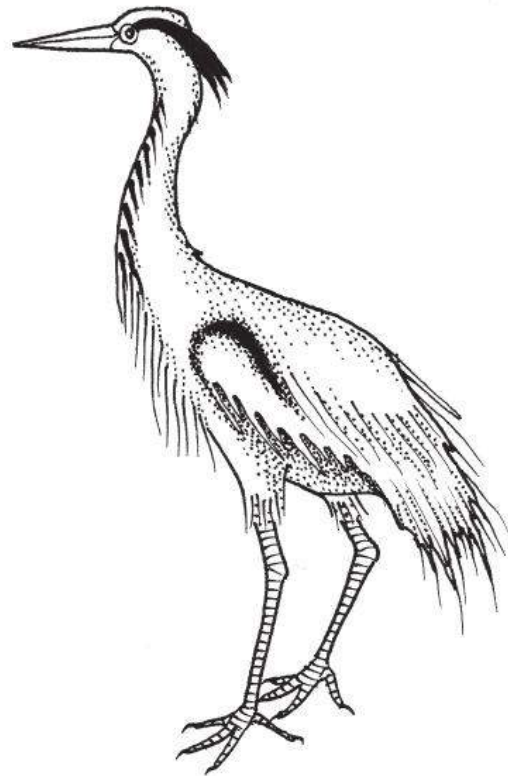
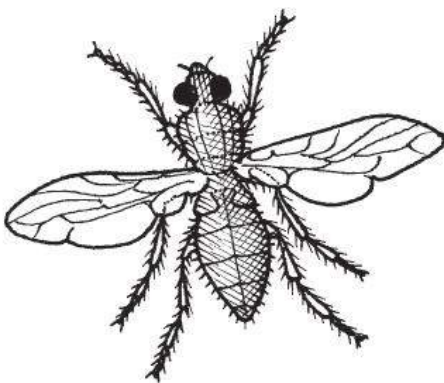
Análaíonn froganna san aer lena gcuid _____.

Análaíonn froganna san uisce trína gcuid _____.

Roghnaigh an focal ceart ón gcnuasach focal.

CNUASACH FOCAL: GEOLBHAIGH, CRAICEANN, SCAMHÓGA

Ainmnigh na nithe i slabhra bia an fhoig.



Frog

Saolré an fhroig

I mí Feabhra, dúisíonn froganna tar éis chodladh an gheimhridh. Téann said go dtí an lochán is gaire dóibh chun glóthach froig a bhreith.

Le Déanamh:

1. Téigh amach agus faigh glóthach froig. Cá háit a bhfaca tú an ghlóthach froig?

Dáta ar a bhfuair tú an ghlóthach froig _____

2. Beir glóthach froig ar ais leat go dtí lochán na scoile nó go dtí umar éisc sa seomra ranga.

Breathnaigh ar na torbáin agus iad ag teacht amach.

Thainig ár gcuid turbán amach ar _____ (dáta)

3. Cothaigh na torbáin le bia éisc agus glan an t-uisce amach gach seachtain.

NÁ BAIN ÚSÁID AS UISCE ÓN SCONNA.

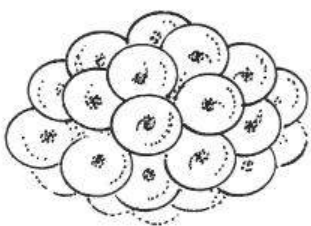
4. Is i bpéireanna de réir a chéile a fhásann cosa na dtorbán.

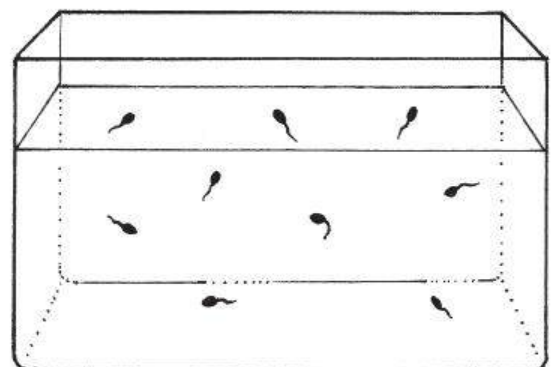
D'fhás cosa _____ ár dtorbán don chéad uair ar _____ (dáta)

5. D'fhás dhá chos eile ár dtorbán ar _____ (dáta)

6. Scaoil muid ár dtorbáin/ár bhfroganna roimh laethanta saoire an tsamhraidh ar

_____ (dáta)





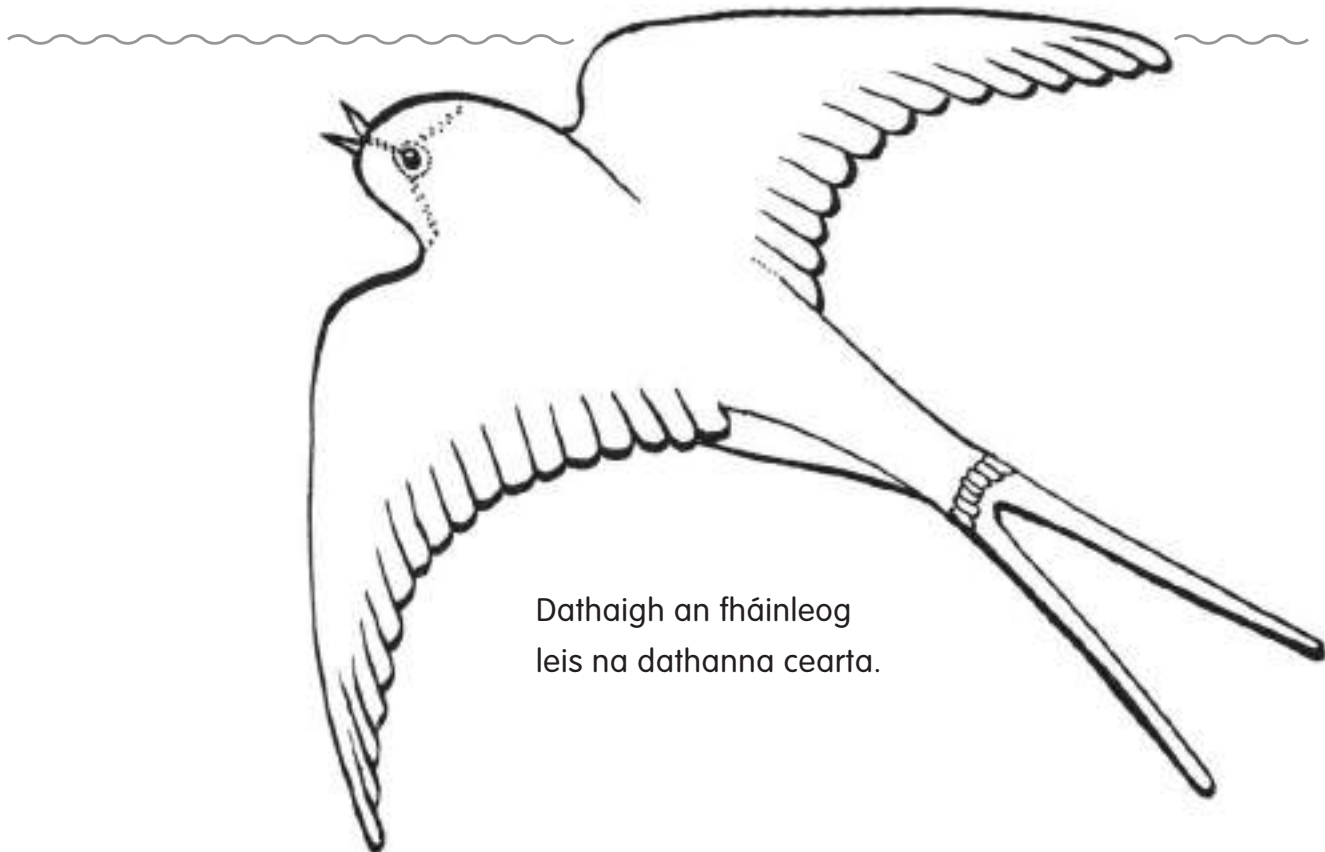
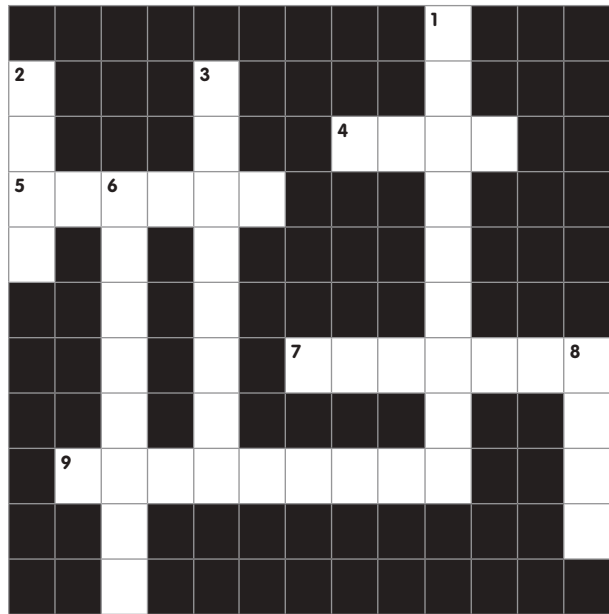
Crosfhocal

Trasna

4. Mise agus Tusa
5. Téann na fáinleoga go dtí an áit seo cun an geimhreadh a chur isteach
7. Is minic a thógann an fháinleog a nead laistigh de cheann acu seo
9. Beireann na fáinleoga cúig cinn acu seo

Síos

1. Filleann siad ón Aifric i mí an Mhárta
2. Áit chónaithe na fáinleoige, agus déantar as láib í
3. Tógann na fáinleoga a neadacha _____ d'fhoirgneamh I gCÓNA
6. Is iad na rudaí seo amháin itheann siad
8. Bailíonn siad seo ina ngoba le nead a thógáil



Dathaigh an fháinleog leis na dathanna cearta.

Cathain a bhfaca tú an chéad fháinleog i mbliana? _____

Cá bhfuil an nead fáinleoige is gaire duit? _____

Cén dath a bhíonn ar aghaidh fáinleoige? _____

FAIGH AN TEOLAS:

Cad é an Béarla ar an bhfocal 'fáinleog'? _____

Ainmnigh na creatuir

Is feoiliteoir í an fháinleog agus feithidí san aer amháin a itheann sí. Ainmnigh na créatúir seo a leanas agus tarraing líne idir an fháinleog agus na créatúir a itheann sí.

















CNUASACH
FOCAL

Féileacán Snáthaid Mhór Fáinleog Corrmhíol
Damhán Alla Cláirseach Péist Talún Damhán Cosfhada Tí

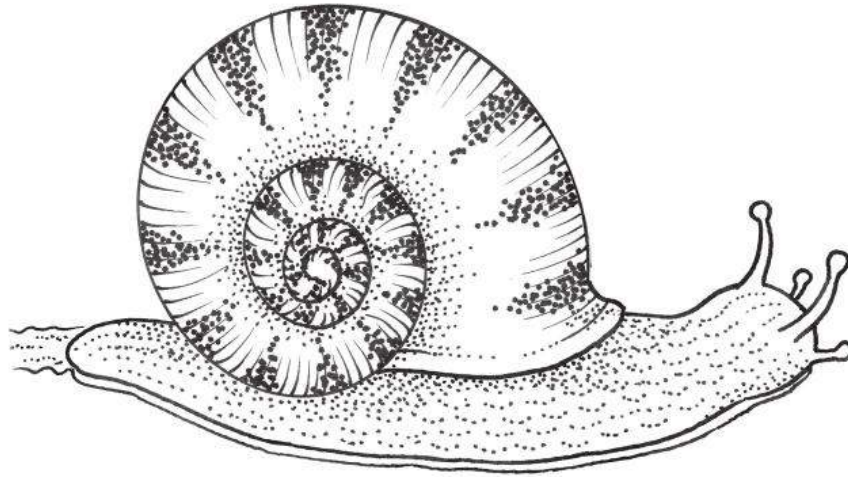
Líon isteach an dá shlabhra bia thíos.

FÁINLEOG

FÁINLEOG

Cad iad na contúirtí a bhíonn os comhair na bhfáinleog i rith a saoil?

Ainmnigh codanna an tseilide.



CNUASACH FOCAL

SÚILE

COS

RONNA

SLOGÁN

BAILL BHOLUITHE

Turas allamuigh chun áit chónaithe na seilidí a fheiceáil

Saghas aimsire ar lá an turais _____

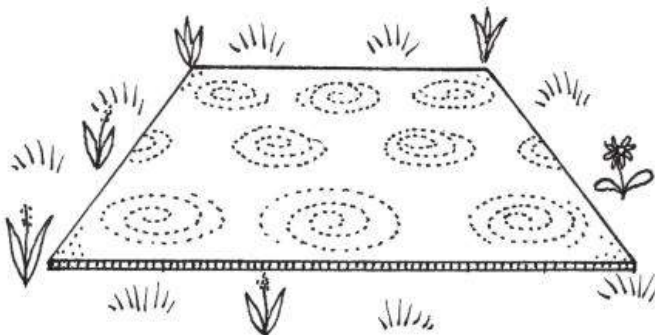
Cá háit a bhfuair tú an méid is mó seilidí? _____

Arbh seilidí garraí iad go léir? _____

Déan cur síos ar aon cheann eile a d'aimsigh tú _____

Dídean a dhéanamh do na seilidí

Beidh go leor seilidí de dhíth ort chun an turgnamh atá ar bhileog oibre 2 a dhéanamh, mar sin ní mór duit áiteanna a dhéanamh ionas go mbeidh sé ar chumas na seilidí dul i bhfolach iontu.



Na rudaí a bheidh de dhíth ort - seanmhata, nó píosa beag de bhrat urláir, nó píosa de líonóil, nó mála mór plaisteach – ceann do gach grúpa de cheathrar sa rang, más féidir.

Le Déanamh:

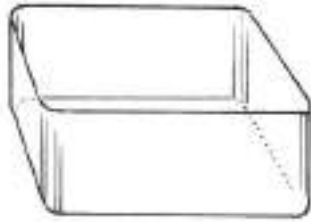
Leag síos ar an talamh iad gar don chlaí nó don bhalla sa dóigh is nach gcuirfear isteach orthu, nach siúlfar orthu agus nach dtógfar ar shiúl iad. Fág ansin iad ar feadh seachtaine ar a laghad. Ansin thig leat dul ar aghaidh go dtí bileog oibre do sheilidí, uimhir 2.

Turgnamh

Turgnamh éiceolaíoch le haghaidh staidéar a dhéanamh ar líon na seilidí atá i gclós na scoile.

Seachtain 1: Oibríonn an rang ina ghrúpai de cheathrar

Beidh na nithe seo de dhíth ort le haghaidh gach grúpa:



Bosca mór plaisteach



Buidéal de vearnais ingne dhaite

Le Déanamh:

Bailíonn gach grúpa an oiread seilidí agus is féidir, ní mór dóibh cuimhneamh ar an áit ina bhfuarthas iad. Ba cheart go mbeadh go leor acu faoi na gaiscí a rinneadh as brat urláir.



Comhair na seilidí. Líon na seilidí a bailíodh

Déan marc ar bharr gach seilide trí spota beag den vearnais ingne a chur ar bharr an phoigheacháin.

Scaoil amach na seilidí sna háiteanna ina bhfuair tú iad agus cuir na gaiscí a rinneadh as brat urláir ar ais ar an talamh.

Seachtain 2: Amach libh arís i bhur ngrúpaí agus bailígí gach seilide is féidir. Cuir isteach sa bhosca plaisteach iad agus comhair iad.

Líon iomlán na seilidí a fuair sibh: _____

Líon na seilidí a bhfuil marcanna vearnaise ingne orthu: _____

Líon na seilidí nach bhfuil marcanna vearnaise ingne orthu: _____

Seo líon na seilidí nua atá i gclós na scoile an tseachtain seo.

Ar aimsigh tú na seilidí uilig ar mharcáil tú le vearnais ingne an tseachtain seo caite? _____

Cén fáth a bhfuil cuid acu ar iarraidh, meas tú? _____

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
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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

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