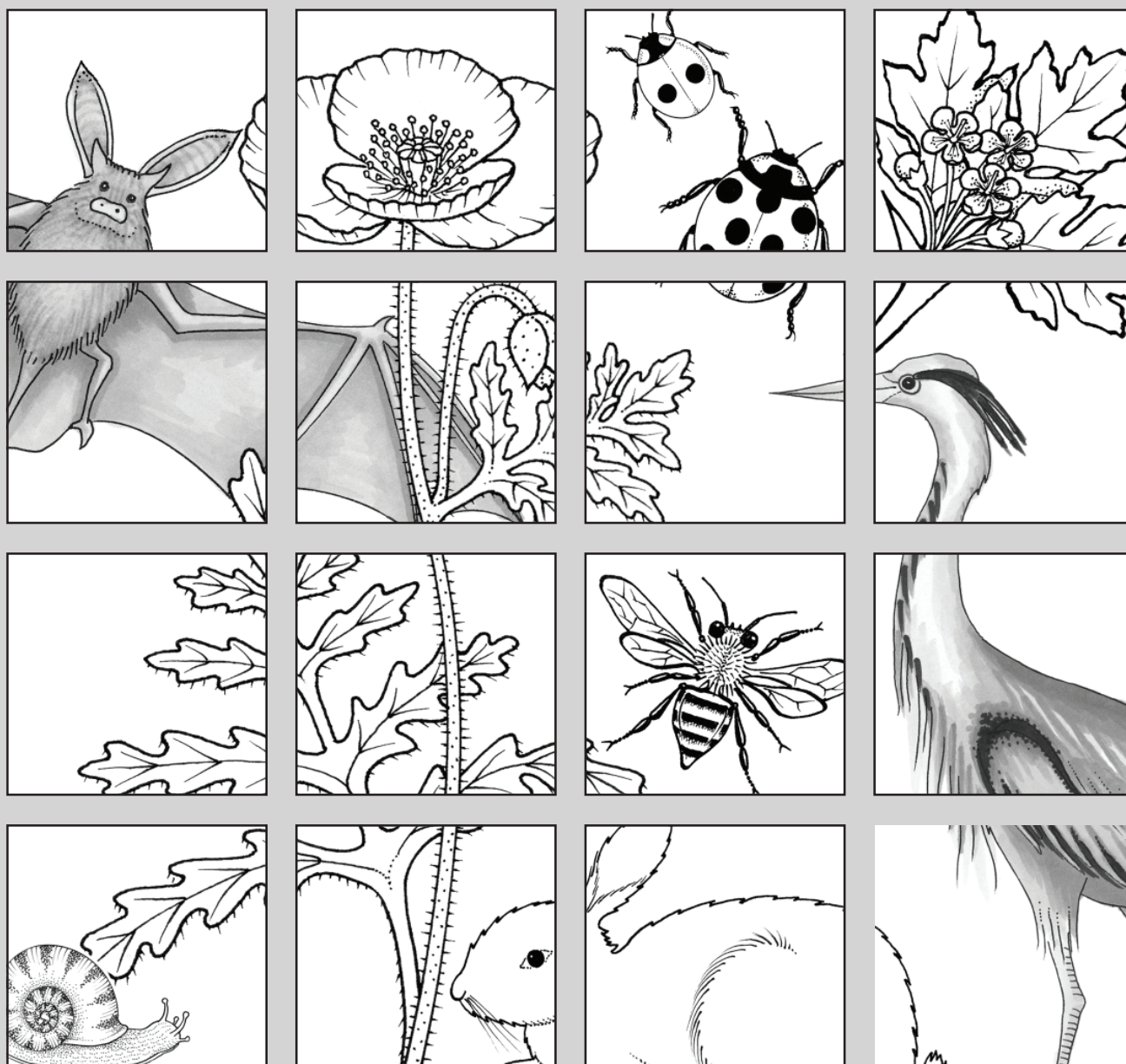


Nithe Fiáine ar Scoil

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



ISBN 978-0-9563289-2-2

Introduction to 6th Class Worksheets

Ruitheal Rí

Herb Robert

Peirsil Bhó

Cow Parsley

Beith gheal

Birch

Fia rua

Deer

Préachán

Crows

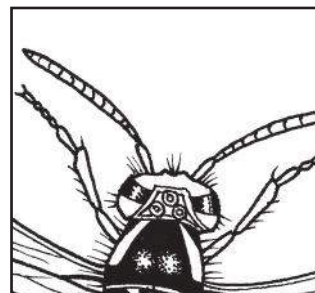
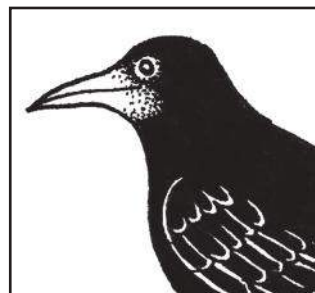
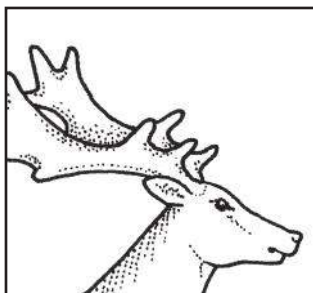
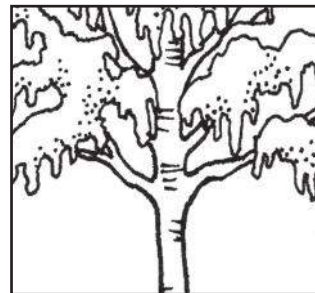
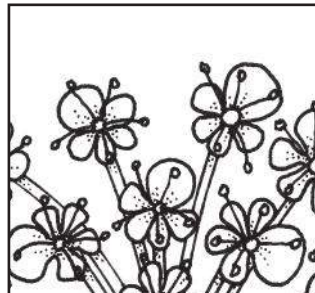
Foiche

Wasp

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 children finding information out for themselves by use of books and by using the internet. By sixth class, pupils should be encouraged to do research and to use the results to take points of view on environmental issues.



6th Class Teacher Notes

Herb Robert 1

Worksheet

Introduction to plant

This sections requires that the pupils examine the drawing in detail and understand the vocabulary used on the worksheet. They should understand petal, sepal, alternate, opposite, seed and canopy.

Herb Robert 2

Fieldtrip (do this in May)

Ability to find plants

The plant grows in a hedge or woodland edge and flowers in May.

Making a model hedge

This involves making a miniature hedge with the four layers in a box, in class. This can be done by several groups in the class. Each of the four layers of the hedge are collected and placed in the box in the right position.

Cow Parsley 1

(Flowers are in bloom in late May/June)

Worksheet

Introduction to plant

Examination of the drawing and being shown the picture will introduce the pupils to cow parsley. Finding it in a nearby hedge and bringing it back to attempt an accurate drawing increases the familiarity with the plant.

Cow Parsley 2

Fieldtrip

Hunt for insects

Associated with the nectar-filled flowers, this exercise is conducted by using a strong net to sweep a stand of flowers. This should dislodge any insects which can then be examined closely. A warm sunny day is best for this exercise.

Birch 1

Worksheet

Study of tree

Because birch trees are so commonly planted, it should be relatively easy to visit one on a regular basis to find invertebrates. Leaves, bark and around the base of the tree should all be examined.

Birch 2

Worksheet

Key construction

This involves a series of questions to distinguish the individual leaves. It could begin:

1. Leaves compound: go to 2
Leaves simple: go to 4
2. Leaflets attached radially to stem:
Horsechestnut

Leaflets in opposite pairs with one terminal leaflet: go to 3

And so on. There is no right way – the fewer the steps, the more elegant the solution but as long as the key works it is fine.

Deer 1

Worksheet

Food chains

It will soon be apparent in discussion with the class that deer have no natural predators in Ireland.

Importance of top carnivores

Teacher should instigate a debate on the importance of top carnivores and how populations with no top carnivores increase in numbers as long as there is food available. This may mean destroying young forests by eating young germinating trees, or destroying crops on farmland or becoming a nuisance to traffic in parks.

Control of hunting

Hunting deer with guns for sport means removing the very best specimens for trophies whereas natural hunting by wolves would remove the weakest, most easily caught specimens. So culling by controlled removal must mean the removal of the weakest animals to keep the health of the herd up.

Introduced species

This can upset the ecological balance. Muntjac deer, for instance, which have no natural predators in Ireland, will further damage the woodlands where they have been introduced.

Food Chain Game

Revision worksheet in two sections

Revision

This is a revision exercise of the species learned in Primary School. Pupils must know enough about these species to understand their requirements for growth and nutrition.

Food web

By using a ball of string to link each “species” to its food and its prey, a food web can be created. It is then easy to demonstrate the effect on a food web of the loss of even one species. Decide on one species to eliminate and that person lets go all the strings they are holding. See how quickly the web unravels.

Crows 1

Worksheet in two sections

Observation skills

This worksheet requires pupils to look closely at the crows in the school grounds and to realise that there are two different species – a rook and a jackdaw – so this exercise sharpens their observational skills.

Nests

Magpies have solitary nests of sticks high in trees in suburban areas. Rooks nest in colonies on the tops of adjoining trees. Jackdaws nest in chimneys, church steeples and old castles.

Crows 2

Worksheet in three sections

Research skills

Pupils should be able to find out about Ravens, Hooded Crows, Jays and Choughs.

Food

Crows eat a wide variety of food and these lead to the abundance of the species.

Scientific survey

Draw a map of the area surveyed and mark in the positions of the Rook and the Magpie nests. Rookeries will be separate from each other but there may be individual Magpie nests relatively close in areas where there is good feeding available. It is the availability of food and nesting sites that controls the populations of Rooks and Magpies.

Wasps 1

Worksheet in two sections

Identification

Wasps and honey bees are of a similar size but honey bees are hairy with indefinite stripes while wasps are shiny and very definitely striped. Bumble bees are much bigger and hairier.

Mimicry

There are several other non-stinging insects which carry the black and yellow warning colours of bees and wasps. This mimicry has meant that they have evaded being eaten so those that look most like bees most successfully evade capture by birds and leave most offspring. They evolve, therefore, to look more closely like bees and wasps.

Wasps 2

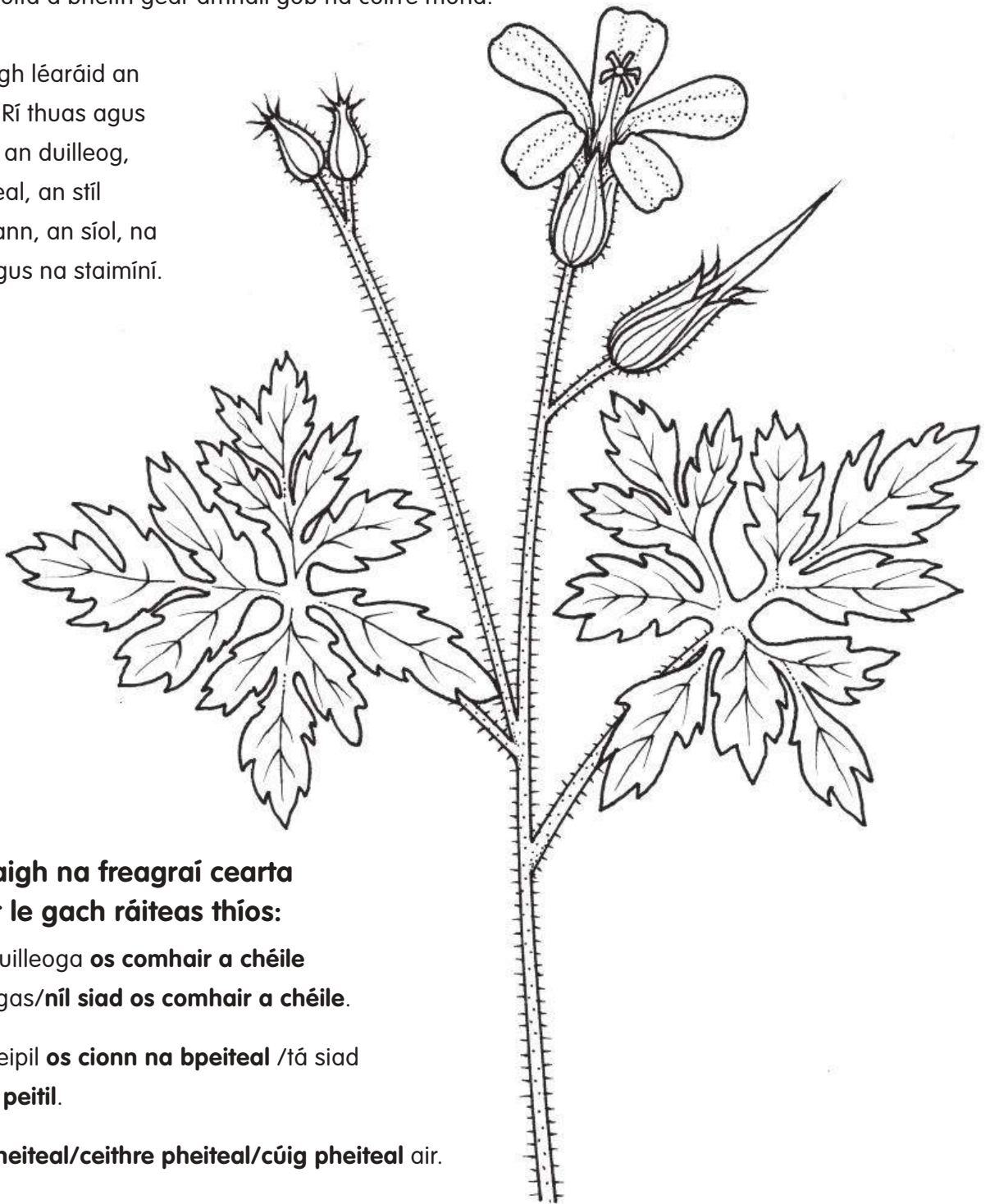
Debate

There is a learned response among children that wasps are hateful, nasty things which are out to sting us. This exercise in looking at how wasps live and should make them realise the important role played by wasps in keeping down crop pests such as aphids and greenflies. Neither bees nor wasps are “better” than one another – they are both very important parts of biodiversity.

An Ruithéal Rí 1

Is planda a fhásann sa choill agus san fhál é an Ruithéal Rí agus bíonn sé faoi bhláth san earrach. Is ball d'fhine an chroibh dheirg é agus tugtar an t-ainm sin ar an bhfine sin mar gheall ar chruth a gcuid síolta a bheith géar amhail gob na coirre móna.

Scrúdaigh léaráid an Ruithéil Rí thuas agus marcáil an duilleog, an peiteal, an síl bhaineann, an síol, na seipil agus na staimíní.



Ciorclaigh na freagraí cearta maidir le gach ráiteas thíos:

Tá na duilleoga **os comhair a chéile** ar an ngas/níl siad **os comhair a chéile**.

Tá na seipil **os cionn na bpeiteal** /tá siad **faoi na peitil**.

Tá **trí pheiteal/ceithre pheiteal/cúig pheiteal** air.

Tá **trí sheipeal/ceithre sheipeal/cúig sheipeal** air.

Titeann na seipil/fanann siad nuair a dhéantar na síolta.

San fhál bíonn an Ruithéal Rí mar chuid den **tsraith thalún/de shraith na dtor** /den **tsraith chrannbhrait**.

FAIGH AN TEOLAS:

Cén dath atá ar pheitil an Ruithéil Rí? _____

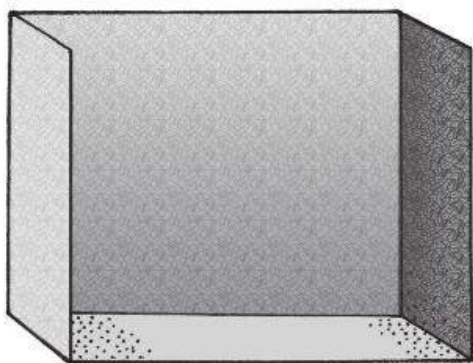
Conas fál a dhéanamh

Is planda é an Ruithéal Rí a fhásann san fhál/sa choill agus a bhíonn faoi bhláth i mí Aibreáin

Aimsigh ceann atá ag fás i bhfál gar do do scoil.

Bolaigh an bláth – tagann boladh géar uaidh amhail boladh an tsionnaigh. Tá blas bréan air chomh maith agus ní itheann drúchtíní, cláirseacha ná seilidí riamh é.

Tar éis duit turas allamuigh a dhéanamh chuig fál i mbliana, féadfaidh tú fál bréagach a thógail sa seomra ranga, fál a mbeidh ceithre shraith ann.



Beidh na nithe seo de dhíth ort: bosca mór ar aon chruth agus ar aon tomhas le bosca mór do chalóga arbhair. Gearr amach aon taobh mór amháin in éineacht leis an mbun. Cuir ina sheasamh go ceartingearach é ar a bharr, de réir mar a leirítear anseo.

Seo an áit ina dtógfaidh tú an fál. B'fhéidir gur mhaith leat an bosca a chlúdach agus an dath glas a chur air le péint. Beidh sraith na dramhaíola i mbun an bhosca. Is anseo a bheidh an caonach agus na duilleoga feoite.

Anuas uirthi seo beidh sraith na talún, áit a mbeidh na bláthanna ag fás. Don tsraith seo bailigh roinnt Ruithéal Rí agus roinnt bláthanna eile ón bhfál.

Nuair a bheidh sraith na dtor agus sraith chrannbhrat na gcrann ard déanta agat beidh d'fhál bréagach críochnaithe.

Féadfaidh tú na hábhair a bhailiú ar an turas allamuigh seo agus an fál bréagach iomlán a chur le chéile sa seomra ranga.

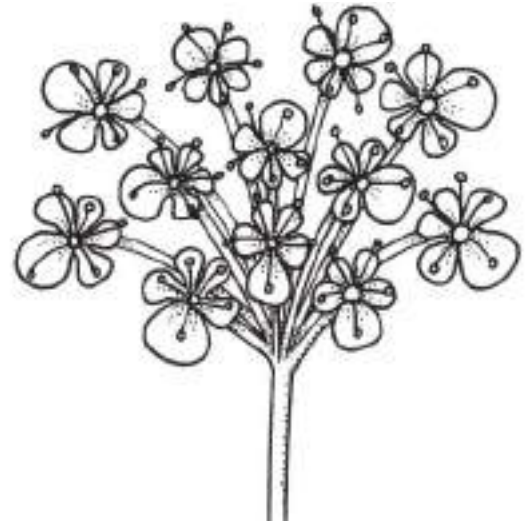
TURAS ALLAMUIGH

Faightear an Pheirsil Bhó go coitianta i mí na Bealtaine agus i mí an Mheithimh. Fásann sí ar na fáлта cois bóthair agus ar na fáлта sna páirceanna. Is leis an bhfine blátha a ngairtear *umbelliferae* uirthi í toisc go mbíonn barr an bhlátha cosúil le scáth fearthainne.

Scrúdaigh an léaraid.

Cé mhéad peiteal atá ar gach bláth? _____

An ionann tomhas peitil amháin agus tomhas peitil eile?
Déan cur síos orthu anseo.



TURAS ALLAMUIGH

Téigh amach agus faigh sampla den Pheirsil Bhó. Beir leat ar ais go d'fí an seomra ranga é agus tarraing do léaraid féin anseo. Breac imlíne duilleoige iomláin ar an leathanach seo.

Déan cur síos ar bholadh na mbláthanna. _____

Féach ar an ngas agus déan cur síos air. An bhfuil sé cuasach nó an bhfuil sé soladach?

Cuir an bláth sa tsraith talún den fhál atá á dhéanamh agat sa bhosca.

Turas allamuigh le haghaidh breathnaithe ar an bhfiadhdhúlra

Faightear an Pheirsil Bhó go coitianta sna fáлта agus mealann sí an fiadhdhúlra toisc go mbíonn go leor neachtair i ngach aon bhláth aonair.

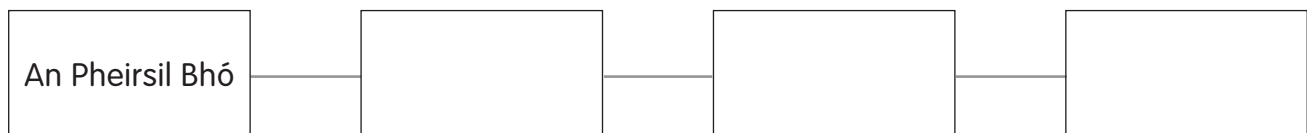
Faigh seastán de Pheirsil Bhó.

1. Bí ag breathnú ar an seastán de Pheirsil Bhó agus tabhair faoi deara na feithidí a eitlíonn isteach ann ag lorg neachtair.

2. Scuab na bláthanna le heangach agus ansin dean í a fholmhú isteach i scáth fearthainne oscailte ionas go bhfeicfidh tú cad a bhí san eangach.

3. Féach sna gais fheoite sa gheimhreadh le go n-aimseoidh tú gailseacha ag geimhriú.

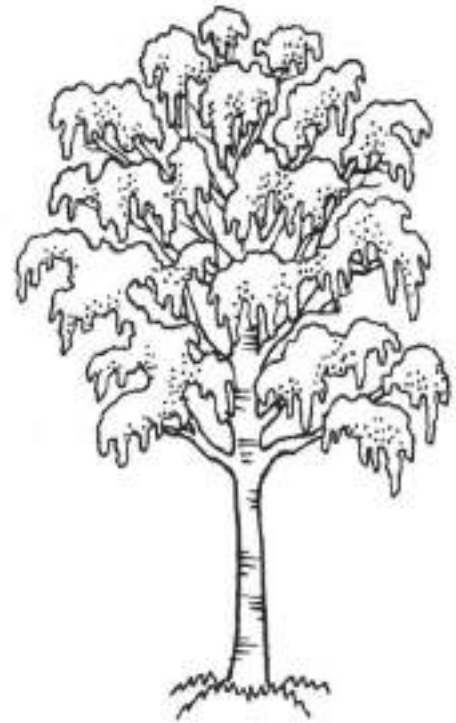
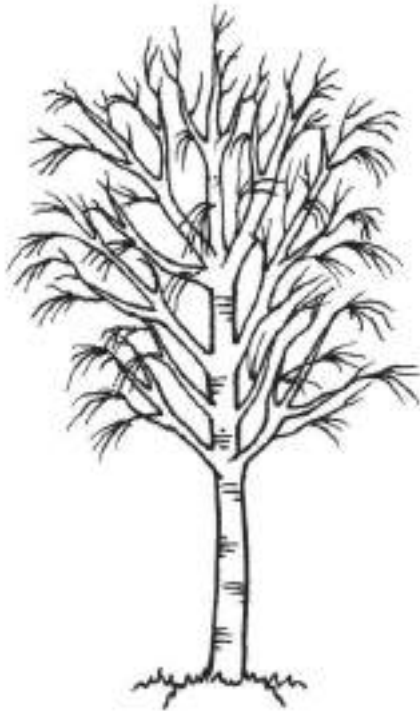
4. Bain úsáid as do chuid torthaí chun slabhraí bia a dhéanamh agus bíodh an Pheirsil Bhó ag an mbun.



Staidéar Chrann

Cuirtear an Bheith Gheal go fairsing i mbailte móra, i bpáirceanna poiblí agus in áitribh scoile.

Cá bhfuil an ceann is gaire do do scoilse? _____



Faigh an crann beithe is gaire duit agus déan staidéar air le linn na scoilbhliana, ag tosú i mí Mheán Fómhair. Is breá leis an fhiadhúlra an crann beithe go háirithe agus bíonn baint ag 229 speiceas d'fheithidí leis an gcrann seo.

Tabhair cuairt ar do chrann gach coicís agus coinnigh dialann ar pé fiadhúlra a aimsíonn tú. Croith na duilleoga, breathnaigh ar na scoilteanna sa choirt agus cuardaigh bun an chrainn. Bí ag breathnú amach fá choinne feithidí ag eitilt.

Dialann ar an scrúdú a rinne tú ar an an gcrann Beithe

	Dáta	Staid na nduilleog	Feithidí srl. a fuarthas
Meán Fómhair Coicís 1			
Meán Fómhair Coicís 2			
Deireadh Fómhair Coicís 1			

Agus mar sin de go dtí mí an Mheithimh.

Tabhair faoi deara na hathruithe sna duilleoga: i staid na coirte, sna bachlóga, sna caitíní, sna síolta srl. Coinnigh cuntas ar líon agus ar chineál na feithidí a aimsíodh.

Eochair plandaí

Faoin am seo beidh eolas faighte agat ar scoil ar thart ar ocht gcineál crann.

Seo léaráidí de na duilleoga difriúla go léir a chuirfidh na crainn i gcuimhne duit.

--	--	--	--



--	--	--	--

Ainmnigh gach duilleog. Déan eochair den ocht nduilleog.

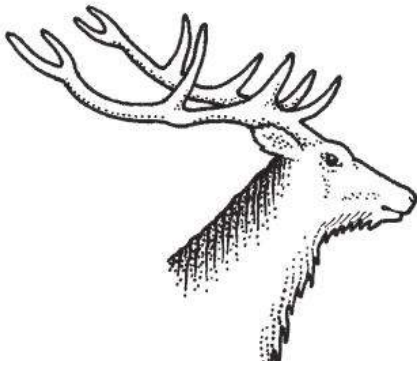
Leideanna chun cuidiú leat: duilleoga comhdhúileacha, duilleoga simplí, líon na nduilleogíní, imeall na nduilleog (deilgneach, corrach, fiachlach, gearrtha go domhain) agus cruth na nduilleog (biorach, comhchruinn).

Féadfar an rang a roinnt ina ghrúpaí de cheathrar nó de chúigear agus déanfaidh gach grúpa a eochair féin. Ní gá go mbeidh gach eochair mar an gcéanna a fhad is a n-oibríonn siad go léir. Féadfaidh tú d'eochair féin a thástáil ar ghrúpa eile.

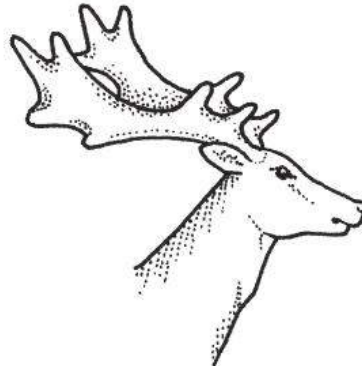
Is iad na heochracha is fearr na cinn lena n-aithnítear na duilleoga le líon beag céimeanna. Bheadh 6 cheim i gceist le gnáth-eochair.

M'Eochair Phlanda

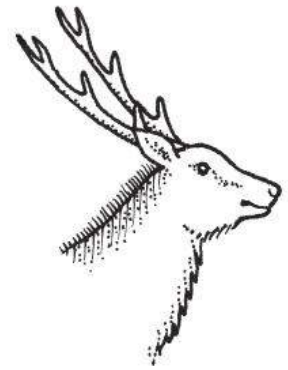
Is luibhiteoir é an fia agus itheann sé féar, duilleoga, crainn óga agus coirt na gcrann aibí. Faightear trí speiceas den fhia in Éirinn.



An Fia Rua



An Fia buí



An Fia Seapánach

Déan dhá shlabhra bia a mbeidh an fia iontu.



Cad iad na feoilteoirí a itheann fianna in Éirinn mar bhia? _____

Is iteoir fia é an mac tíre ach ón ochtú haois déag ar aghaidh chuaigh an mac tíre in éag.

Cad a tharla toisc nach raibh ainmhithe creiche nádúrtha ann chun an fia a ithe?

Cad a choinníonn smacht ar an daonra fianna in Éirinn? _____

Cén tionchar ar na comhshaoil seo a leanas a bhíonn ag easpa smachta ar líon na bhfianna:

Coillte darach dúchasacha? _____

Talamh ard feirmeoireachta atá gar do thailte an fhia? _____

Fialanna? _____

Díospóireacht

Is gá mar sin an fia a bhainistiú in Éirinn. Ach conas?

An bhfuil fiach go maith chun smacht a choinneáil ar líon na bhfianna? _____

Cad iad na beartais eile a bheadh níos éifeachtaí agus níos coimeádaí ná fiach chun smacht a choinneáil orthu? _____

Tuairiscíodh le déanaí gur tugadh an ceathrú speiceas d'fhia – an Fia Muntjac – isteach to hÉirinn . An bhfuil sin go maith nó go holc? _____ Cén fáth? _____

Cluiche Bia Slabhra

Roghnaíonn gach dalta sa rang ceann amháin de na speicis seo a leanas agus scríobhann sé nó sí a ainm (a hainm) i litreacha móra ar pháipéir. Glacann sibh babhtaí chun na speicis a roghnú agus déanann sibh cinnte de go roghnaítear cuid as gach grúpa.

PLANDAÍ	LUIBHTEOIRÍ	FEOLITEOIRÍ	UILITEOIRÍ	DIANSCAOILTEOIRÍ
Cam an lme	Fia	Bóin Dé	Spideog	Péist Talún
Neantóg	Colm Coille	Gráinneog	Sionnach	Cláirseach
Sceach Gheal	Beach	Foiche	Broc	
Dair	Coinín	Pocaire Gaoithe	Lon dubh	
Coll	Eala	Frog	Cág	
Sabhaircín	Iora Rua	Corr Réisc	Snag Breac	
Peirsil Bhó	Seilide	Damhán Alla		
Trom	Féileachán	Ialtóg		

Greamaítear ainm amháin ar dhroim gach aon dalta sa tslí nach bhfeicfidh sé nó sí an t-ainm.

Roinntear an rang ina mbeirteanna. Is féidir le gach éinne de na beirteanna sin pé ainm atá ar an duine eile a fheiceáil ach ní fheiceann siad a n-ainmneacha féin.

Chun fáil amach cad atá ar a dhroim/ar a droim féin, féadfaidh gach dalta ceist a chur ar a pháirtí faoi. Ní cheadaítear ach ceisteanna a mbeidh 'Is ea' / 'Ní hea' 'Tá / Níl' mar fhreagra orthu. Leantar ar aghaidh leis na ceisteanna go dtí go bhfaightear 'Ní hea / Níl' mar fhreagra ar cheann acu agus is ansin a thosaíonn babhta an duine eile.

Sampla

Cuireann an duine (atá ag caitheamh an ainm 'Bóin Dé') an cheist seo:

An ainmhí é? Is ea. An feoiliteoir é? Is ea. An bhfuil sciatháin air? Tá. An éan é? Ní éan é/Ní hea.

Cuireann an duine eile (atá ag caitheamh an ainm 'Neantóga') an cheist seo:

An planda é? Is planda é/Is ea. An bhfuil bláthanna air? Tá. An bhfuil dath buí ar na bláthanna? Níl.

Babhta an chéad duine arís.

Féadfaidh sibh go léir seasamh i slabhraí bia nuair a bheidh a fhios ag gach duine agaibh cad atá ar dhroim gach duine eile.

Déan Sainathint Ar

Fine d'éin a bhfuil seacht speiceas díobh in Éirinn is ea na préacháin. Is iad na speicis is coitianta an Rúcach (An Préachán Dubh), an Cág agus an Snag Breac.



Snag Breac



Cág



Rúcach (Préachán Dubh)

Féach go cúramach ar na learáidí thuas.

Cé acu a bhfuil an t-eireaball is faide air? _____

Cé acu a bhfuil an gob is tiubhe air? _____

Cé acu an t-éan is lú? _____

Cé acu a bhfuil na dathanna dubh agus bán air? _____

Cé acu a bhíonn i gclós na scoile? _____

Turas Allamuigh chun na hÉin seo a fheiceáil. (Déan an turas seo i mí Mheán Fómhair agus arís i mí na Bealtaine).

Caith cúig nóiméad déag i gclós na scoile ag lorg na n-éan.

Cén speiceas is fusa a fheiceáil? _____

Cé acu an ceann is coitianta? _____

Cén speiceas a a bhí ag siúl i bpáirc na scoile? _____

An raibh siad in éineacht lena gcineál féin nó an raibh grúpaí measctha ann?

Cé acu de na speicis a ndeachaigh le chéile? _____

Cé mhéad de gach ceann a bhí ann? _____

FAIGH AN t-EOLAS:

Cá háit a neadaíonn an Sneag Breac? _____

Cá háit a neadaíonn an Cág? _____

Préachán Dubh? _____

Faigh an tEolas

Tá seacht speiceas difriúil den phréachán in Éirinn. Tá trí cinn ar eolas agat cheana féin. Faigh amach cad iad na ceithre cinn eile:

1. _____ 2. _____ 3. _____ 4. _____

Is uiliteoir é an préachán.

Mar luibhiteoir itheann sé _____ .

Mar fheoiliteoir maraíonn sé agus itheann sé _____ .

Is glantóir é chomh maith agus itheann sé rudaí a bhíonn marbh cheana féin: _____

Mar gheall ar na bealaí cothaithe difriúla seo a bheith aige bíonn sé ar chumas an phréacháin rud éigin le hithe a fháil i gcónaí agus mar sin éiríonn go geal leis an éan seo.

Ag iarraidh teacht ar neadacha

San earrach déanann dhá chineál préacháin, an Préachán Dubh agus an Snag Breac, neadacha feiceálacha dóibh féin.

Déan suirbhéireacht i do cheantar i mí an Mhárta, roimh theacht na nduilleog ar na crainn agus déan comhaireamh ar líon na neadacha a aimsíonn tú.

Nead an Phréacháin Dhuibh _____

Nead an Snaga Bhric _____

Suirbhé

Cén cineál éin den dá chineál thuas a bhfuil an líon is mó neadacha tógtha aige?

Cén speiceas a neadaíonn i gcóilíneacht neadacha? _____

Cad iad na buntáistí a bhaineann leis an gcóras seo? _____

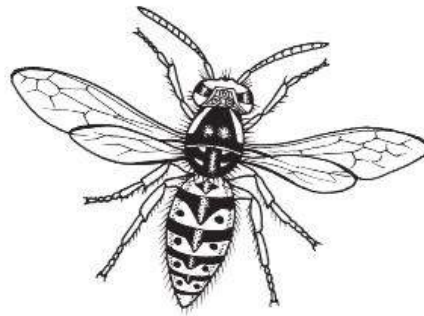
Cén t-éan a neadaíonn ina aonar? _____

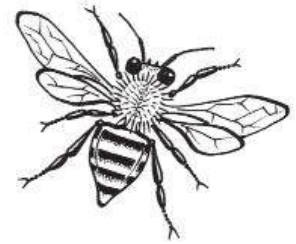
Cad iad na buntáistí a bhaineann leis seo? _____

Déan Sainaitint Ar

Caitheann an fhoiche an samhradh ar fad ag bailiú an trí chineál cuileoige seo a leanas chun na foichí óga a chothú:- an chuileog ghlas, an chuileog dhubh agus an chuileog bhán.







Tá léaráidí den fhoiche, den bhumbóg agus den bheach mheala thuas.

An féidir leat iad a ainmniú?

Tá an corp is ramhra ag an _____.

Tá _____ sciathán ar gach ceann acu. (Cé mhéad?)

Níl básta ar bith ag an _____.

Tá an dath buí agus an dath dubh ar shúile an _____.

Tá an dá chineál _____ giobach.

Tá corp lonrach ag an _____.

Tá stríoc chothrománach ar thórac (an chuid lárnach dá chorp) an _____.

Tá stríoca móra suas-síos ar chorp an _____.

Cuir lipéad ar gach ceann den trí lipéad thuas.

AITHRISOIREACHT

Ní itheann na héin feithidí a bhfuil stríoca buí agus dubha orthu. Tarlaíonn sin toisc go gceapann na héin go mbíonn cealg ag gach feithid ach i ndáiríre is ag an bhfoiche agus ag an mbeach a bhíonn cealga agus acu siúd amháin. Bíonn cuma na foiche ar fheithidí eile agus is ar an ábhar sin nach n-itear iad. Aithriseoireacht a thugtar air seo.

Faigh pictiúir de na feithidí seo a leanas: An Bheach Ghabhair, An Sábhchuil, An Conach Beach.

Cé acu an t-aithriseoir is fearr? _____

Díospóireacht

Tá foichí agus beacha an-tábhachtach. Ní fhéadfadh an saol seo ar domhain leanúint ar aghaidh gan iad a bheith ann.

Beidh díospóireacht ag do rangsa faoi cé chomh tábhachtach is atá beacha agus foichí. Roinnfear é ina dhá ghrúpa – ceann amháin le haghaidh beach agus ceann eile le haghaidh foichí. Beidh trí urlabhraí ann do gach taobh den díospóireacht. Cuideoidh an dá leath lena gcuid urlabhraithe féin tríd an fhaisnéis a aimsiú dóibh chun go mbeidh an t-eolas acu le labhairt faoin mbeach agus faoin bhfoiche. Ag déanamh taighde a thugtar air seo. Roinnfear an obair ionas go bhfaighidh gach duine eolas nua.

Beacha	Foichí
Cé mhéid beach a bhíonn i gcóilíneacht?	Cé mhéid foichí a bhíonn i gcóilíneacht?
Cad é an bia a itheann beacha?	Cad é an bia a itheann foichí?
Cén cothú a thugtar do na beacha óga?	Cén cothú a thugtar do na foichí óga?
Cad a tharlaíonn mar thoradh ar na beacha a bheith ag lorg bia ar na bláthanna?	Cad a tharlaíonn mar thoradh ar na foichí a bheith ag bailiú bia ó na plandaí sa gháirdín?
Cad iad na barraí a bhíonn ag brath ar bheacha?	Cad iad ba barraí a bhaineann tairbhe as beacha ag bailiú bia?
Cén fáth a mbíonn cealga ag beacha?	Cén fáth a mbíonn cealga ag foichí?
An mbíonn cealg ag gach beach?	An mbíonn cealg ag gach foiche?
Cén fáth a ndéanann beacha saithe?	Cén fáth nach ndéanann foichí saithe?
Cén saghas domhain a bheadh ann gan aon bheacha ann?	Cén saghas domhain a bheadh ann gan aon fhoichí ann?

Glacfaidh na cainteoirí babhtaí chun rudaí maithe a rá faoi bheacha agus faoi fhoichí agus déanfaidh siad iarracht a chruthú cé acu díobh is tábhachtaí, na beacha ná na foichí. Is féidir cuireadh a thabhairt do rang eile teacht chun éisteacht leis an díospóireacht.

Wild Things at School DVD

The DVD at the back of this book contains resources that you can use when teaching the *Wild Things at School* programme. Irish and English versions of the *Wild Things at School* worksheets are on the DVD. The two *Wild Things* books by Eanna Ní Lamhna are provided so that you can use them in many different ways. You can, for example, print out worksheets for students and project them onto the wall or whitescreen. All of the original drawings by Christine Warner are on the DVD together with actual photographs of all the wild things to enhance the learning experience.

Disk contents



Wild Things at School: A book for Primary School Teachers
by Eanna Ní Lamhna



Wild Things at School: Worksheets for Primary School Students
by Eanna Ní Lamhna



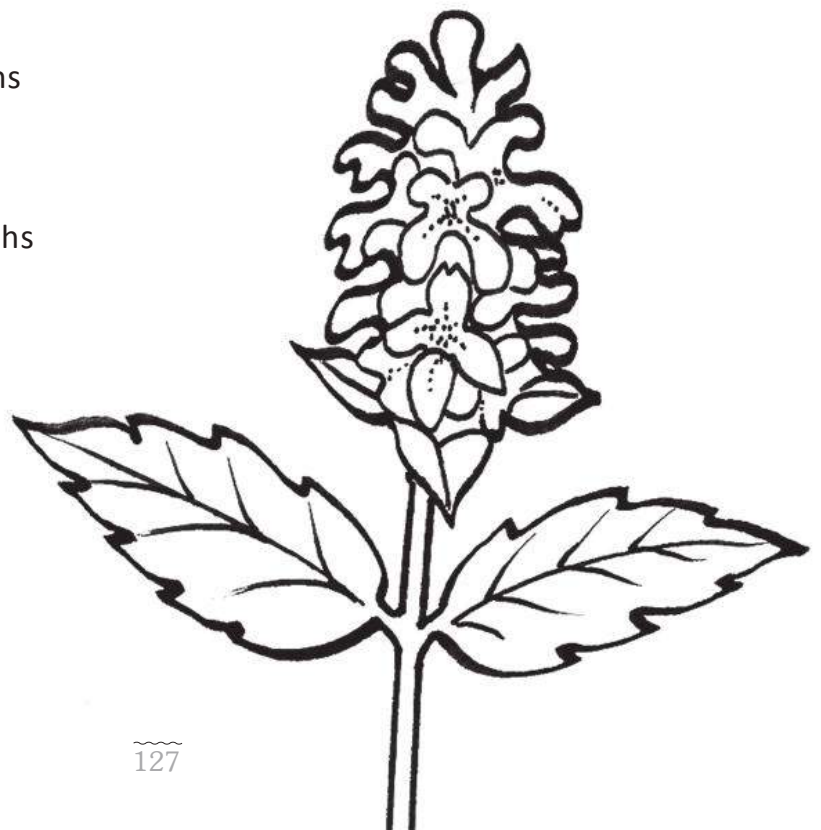
Irish version - *Nithe Fiáine ar Scoil*



Wild Things illustrations



Wild Things photographs



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

Published by Monaghan County Council Heritage Office
in association with Laois and Meath County Councils

An Chomhairle Oidhreachta
The Heritage Council



This project was supported by
the Heritage Council through
the County Heritage Plan fund.



9 780956 328922 >

ISBN 978-0-9563289-2-2