

Wild Things at School

Worksheets for Primary School Students



by

Éanna Ní Lamhna

Illustrations by Christine Warner



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Introduction to 1st Class Worksheets

Primrose

Bluebell

Oak

Fox

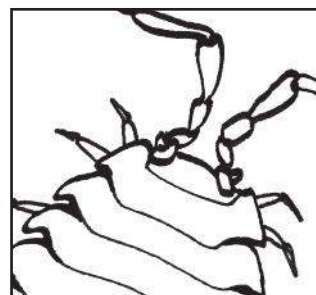
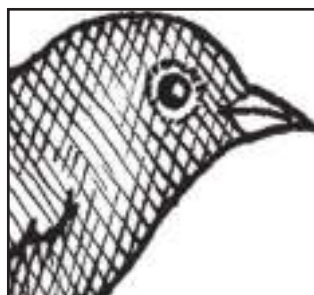
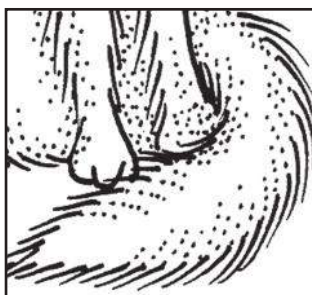
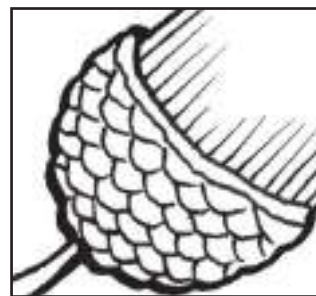
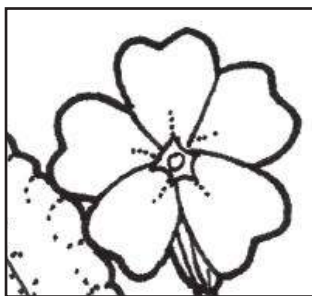
Blackbird

Woodlouse

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

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

There is also an emphasis on food chains and how animals live in the wild so that completing the worksheets adds to the children's knowledge. Plants and animals they have learned in the infant classes may appear again so that the knowledge they had is revised and built upon. The worksheets are designed to be photocopied and handed out to the pupils.



1st Class Teacher Notes

Primrose 1

Worksheet in three sections

Writing practice:

Pupils practise writing the word **primrose**

Classification:

Pupils identify the primroses from a group of flowers. They should be able to name the rest as they have learned them while in Infants.

Making words:

How many words can they make from the letters **primrose**?

Primrose 2

Worksheet in two sections

(Do this when primroses are in flower)

Fieldwork outdoors and manual dexterity:

Pupils find primroses growing outside in a hedge. Each child collects one flower and one leaf and sticks it into the space provided. (Sellotape can be used here).

Accurate drawing:

Pupils should be encouraged to do an accurate drawing of a primrose and a leaf with the correct number of petals.

Bluebell 1

Worksheet in four sections

Writing practice:

Pupils practise writing the word **bluebell**

Fieldwork outdoors and manual dexterity:

Pupils find bluebells growing outside in the hedge. Each child collects one flower and one leaf and sticks it into the space provided. (Sellotape can be used here).

Accurate drawing:

Pupils should be encouraged to do an accurate drawing of a bluebell and a leaf. The drawing has been started for them – they can colour it in with the correct colours.

Test of observational skills:

Where do bluebells grow? They can pick more than one answer from the word bank

Bluebell 2

Worksheet in two sections

Classification and revision:

Matching the flower to the leaf – primrose and bluebell from this year and clover from last year.

Art and manual dexterity:

Pupils make a picture that can be stuck on to a Spring greeting card. The bluebells are coloured and cut out. Then they are stuck into the slot on the plant pot and all are coloured in to form part of a greeting card.

Oak 1

Worksheet in two sections

Classification and recognition:

Pupils fill in the names of the parts of the tree in the boxes provided. They choose from a selection of words in the word bank.

Classification and revision:

Pupils match the seeds to the leaves – they can name them too.

Oak 2

Worksheet in two sections

Learning about food chains:

With a pencil line, the pupils join the acorn to whatever eats it – (squirrel, rook and mouse)

Word recognition:

Word search – pupils find all the words that are listed in the word bank. They are either horizontal or vertical in the word search.

Fox 1

Worksheet in three sections

Drawing and colouring skills:

Pupils join up the dots to complete the fox and then colour it in carefully

Logic skills:

Pupils find the way through the maze for the fox to reach his den.

Writing and learning:

A fox lives in a _____. Don't tell them the word—it was written for them in the maze exercise.

Fox 2

Worksheet in two sections

Ecological knowledge:

A fox food chain—pupils have to join the dots in each picture to find out that a fox eats apples, chickens, rabbits and mice.

Applying knowledge:

Pupils then apply this knowledge to filling in the food chains. There are three levels in each, with the fox in the highest level in each case. The words they need are in the word bank provided.

Blackbird 1

Worksheet in two sections

Writing practice:

Pupils practise writing the word **blackbird**

Observational skills:

Pupils have to look closely at the picture to detect the hidden blackbirds. They can colour them in as they find them.

Blackbird 2

Worksheet in two sections

Demonstration of knowledge of a blackbird's life cycle:

Pupils do this by putting the pictures in the right order – blackbird singing to attract a mate, building a nest, eggs in nest, eggs hatching, big birds in nest and, finally all three blackbirds in flight. They should number the pictures in the right order.

Word search:

The word search is all based on things blackbirds eat. The words are either horizontal or vertical and are all given in the word bank.

Woodlouse 1

Worksheet in three sections

Writing practice:

Pupils practise writing the word woodlouse

Observation and counting:

Pupils observe the picture provided and write the numbers of legs (14), antennae (2) and tails (4) in the boxes provided.

Writing and knowledge of a how a woodlouse lives:

The words needed for the answers are given in the word bank.

Woodlouse 2

Worksheet in three sections

Field work:

Pupils go outside and find woodlice. These live in the woodpile, in dead leaf litter, under flower pots, under big stones, etc. Use a "bug" viewer with a magnifying lid to see the creatures better.

Drawing:

On return to class, pupils can complete the drawing and colour in the woodlouse correctly.

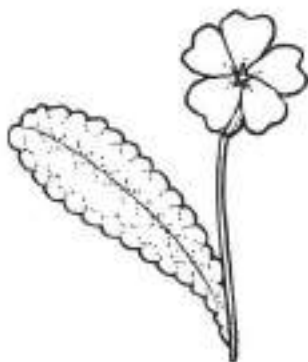
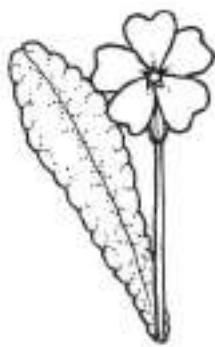
Food chain:

The animals that eat woodlice are drawn and their names are in the word bank.

Write 'primrose'.

primrose _____

Find the primroses.



Name the others.

primrose	dandelion	daisy
clover	buttercup	

How many words can you make from primrose?

_____	_____	_____
_____	_____	_____
_____	_____	_____

Find a primrose flower and a primrose leaf and stick them to the page.



flower

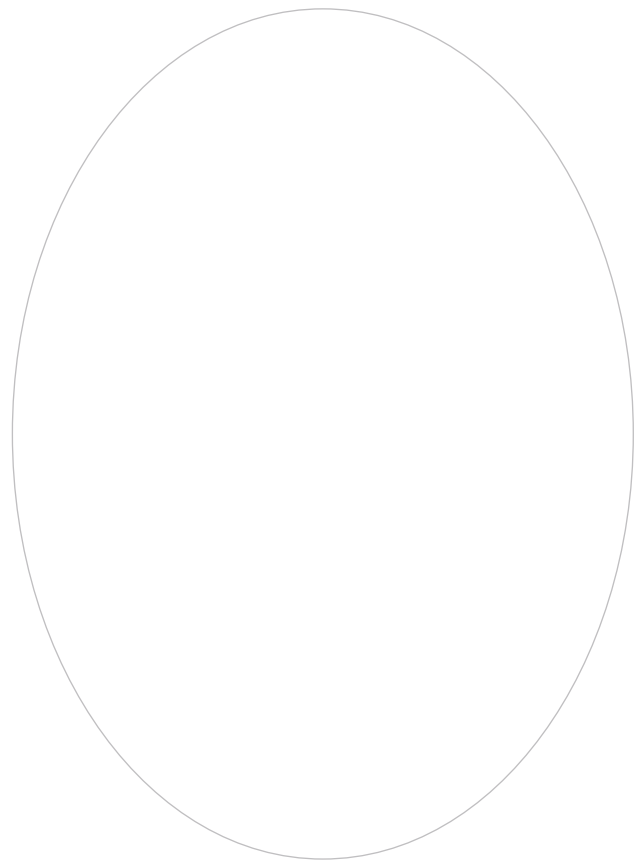


leaf

Draw and colour in a primrose flower and a leaf.



flower

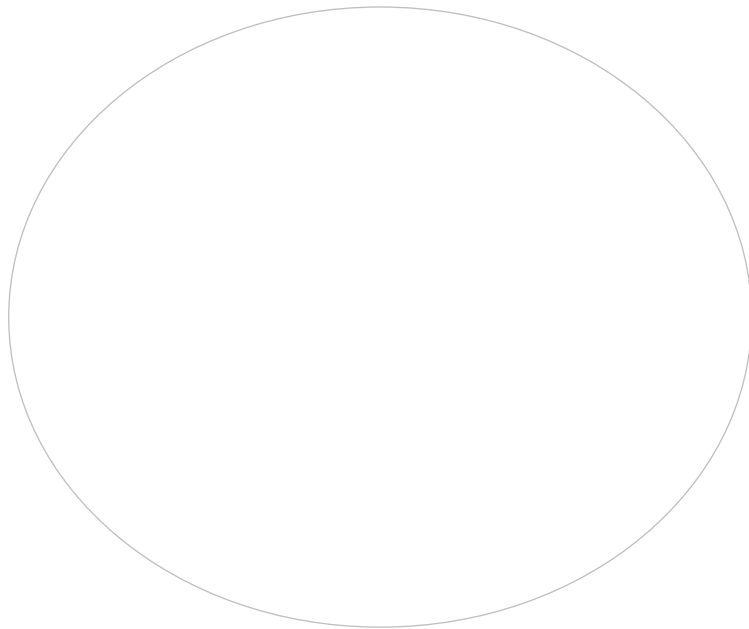


leaf

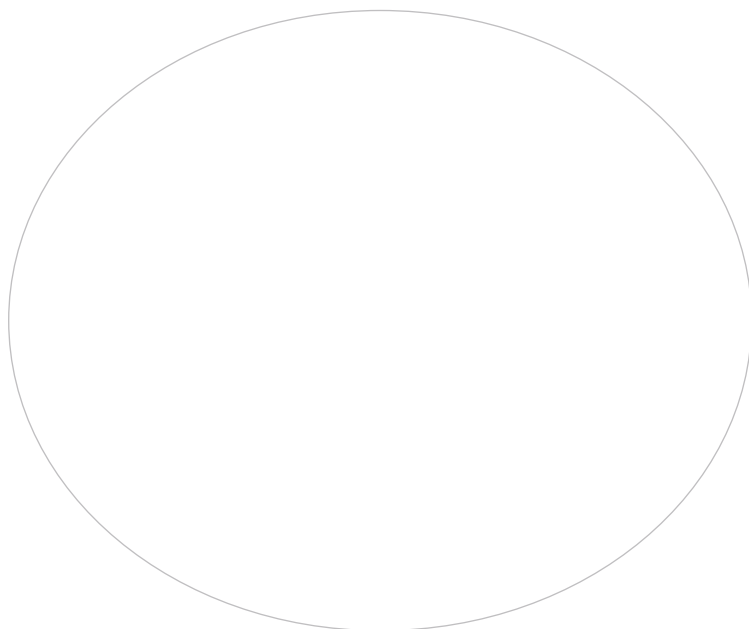
Write 'bluebell'.

bluebell _____

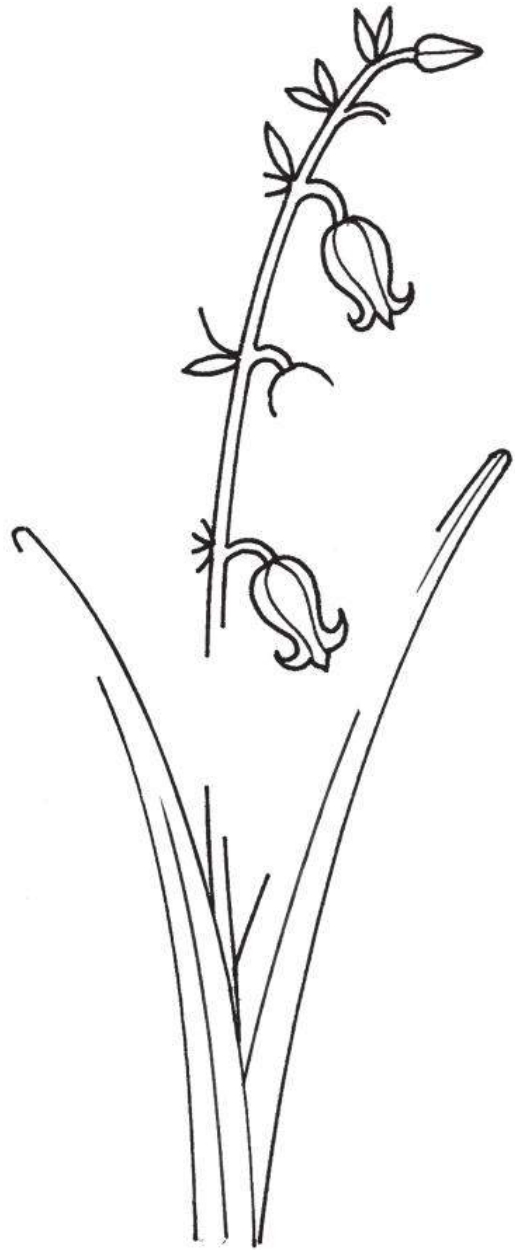
Go out and find a bluebell flower and a bluebell leaf and stick them to the page.



flower



leaf



Finish the drawing and colour it in.

My bluebell came from a _____.

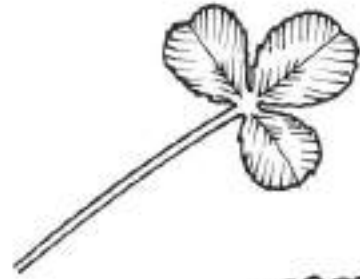
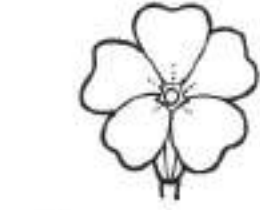
lake

park

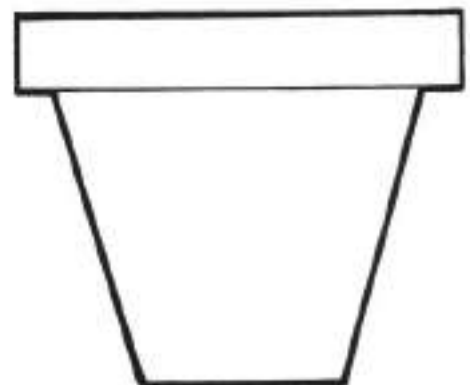
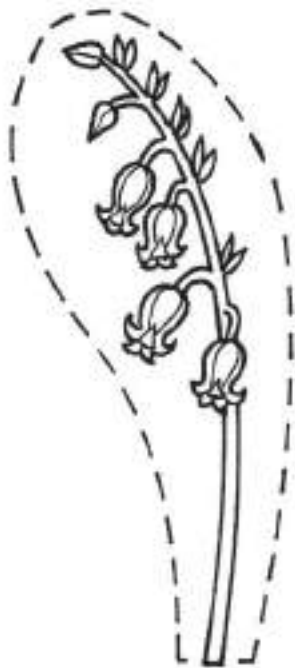
garden

wood

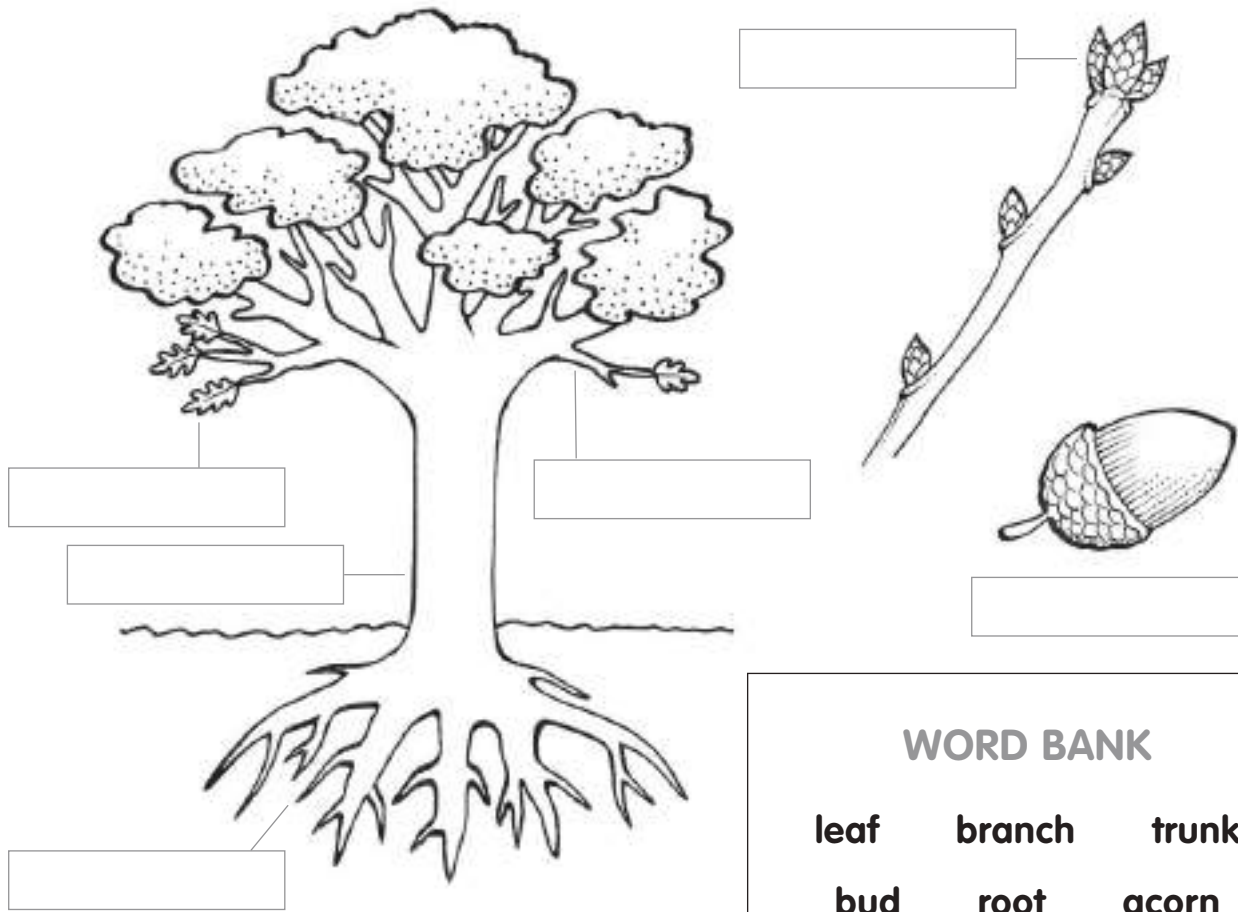
Match the flower to the leaf.



Colour in and cut out the flowers and flower pot.
Use these to make your own card for spring.



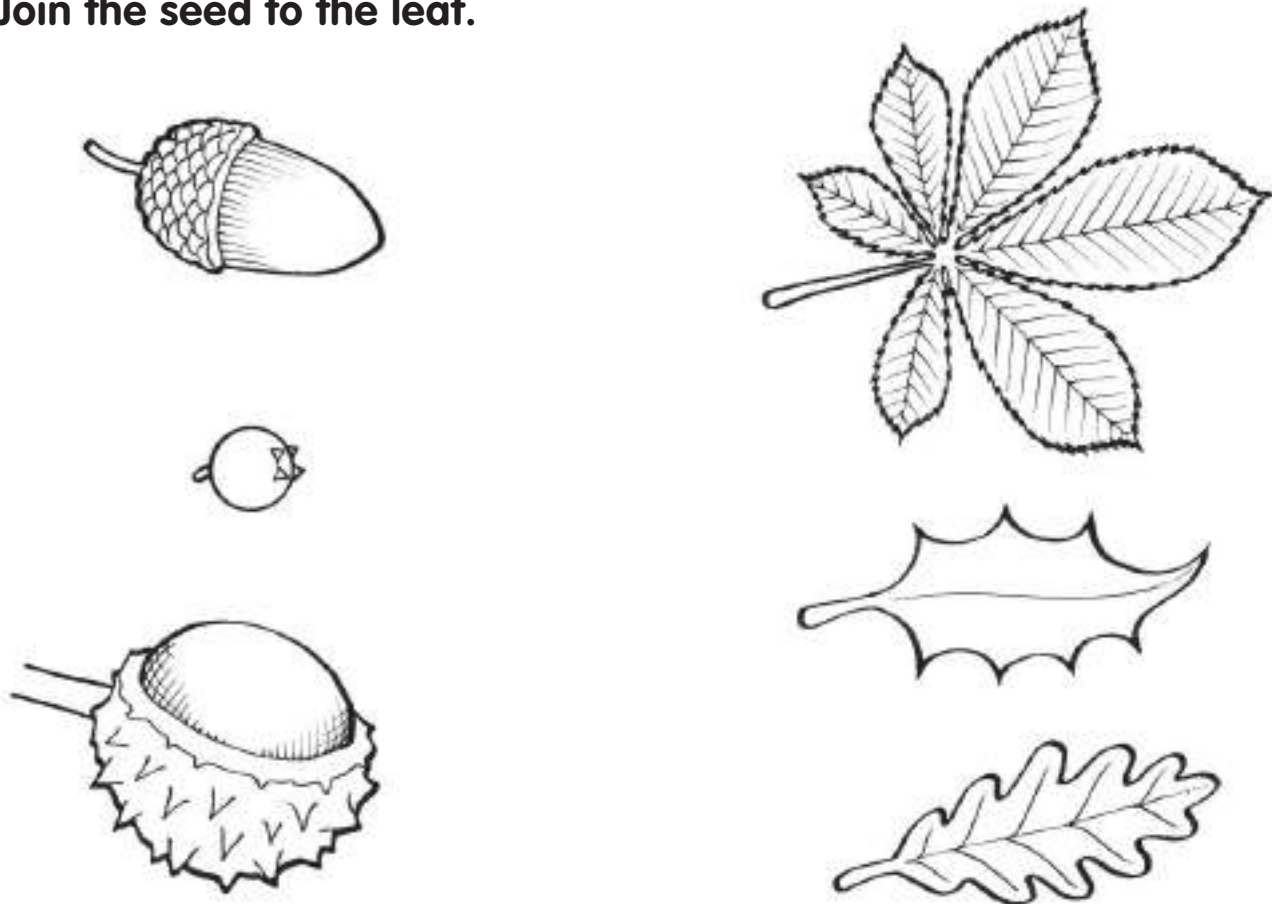
Name the parts of the tree.



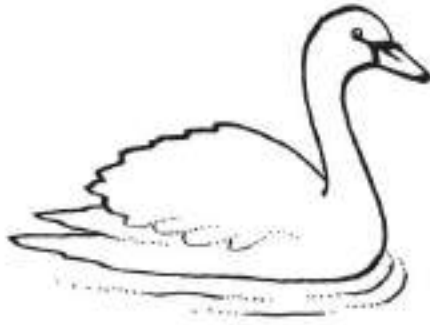
WORD BANK

leaf branch trunk
bud root acorn

Join the seed to the leaf.



What eats acorns?



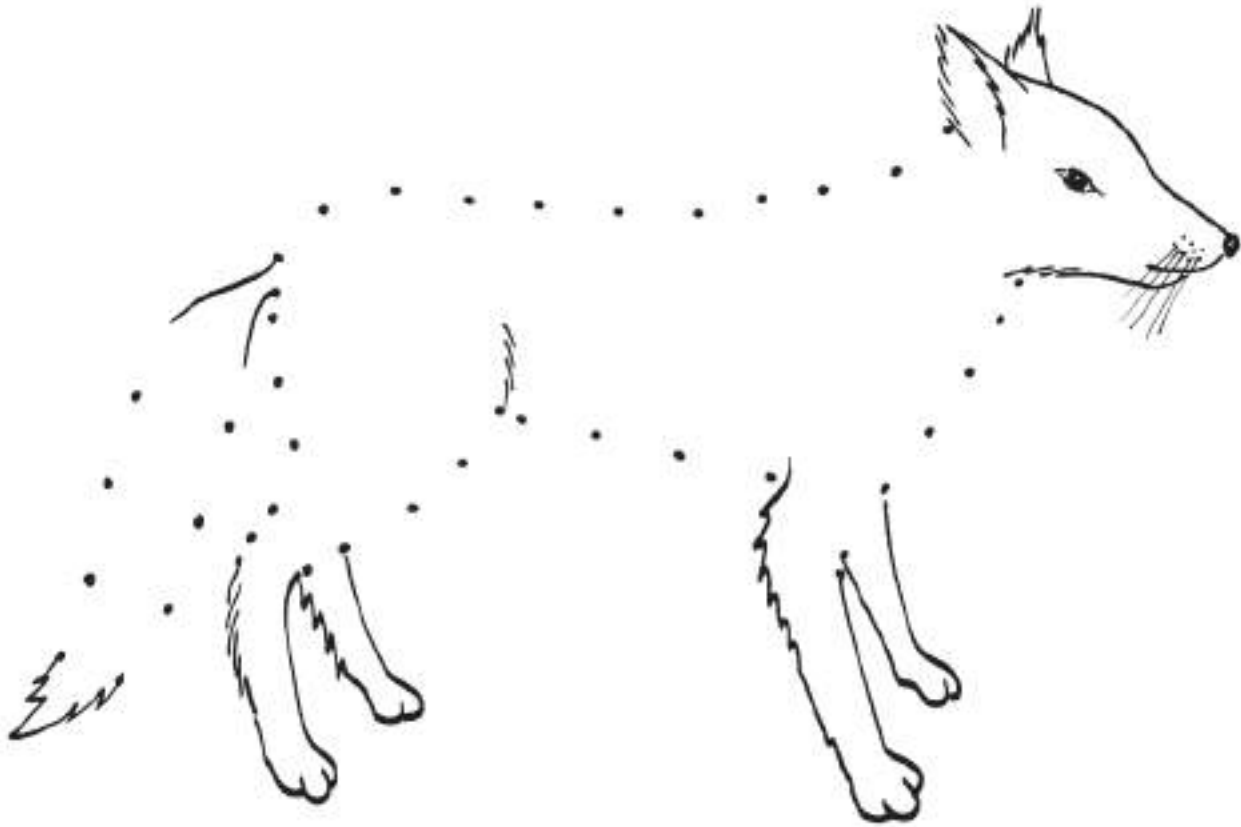
Wordsearch.

l	e	a	f	r	o	o	t	o
b	u	d	a	a	o	r	t	a
r	e	a	c	o	r	n	r	k
t	r	u	n	k	c	e	e	n
l	b	r	a	n	c	h	e	b

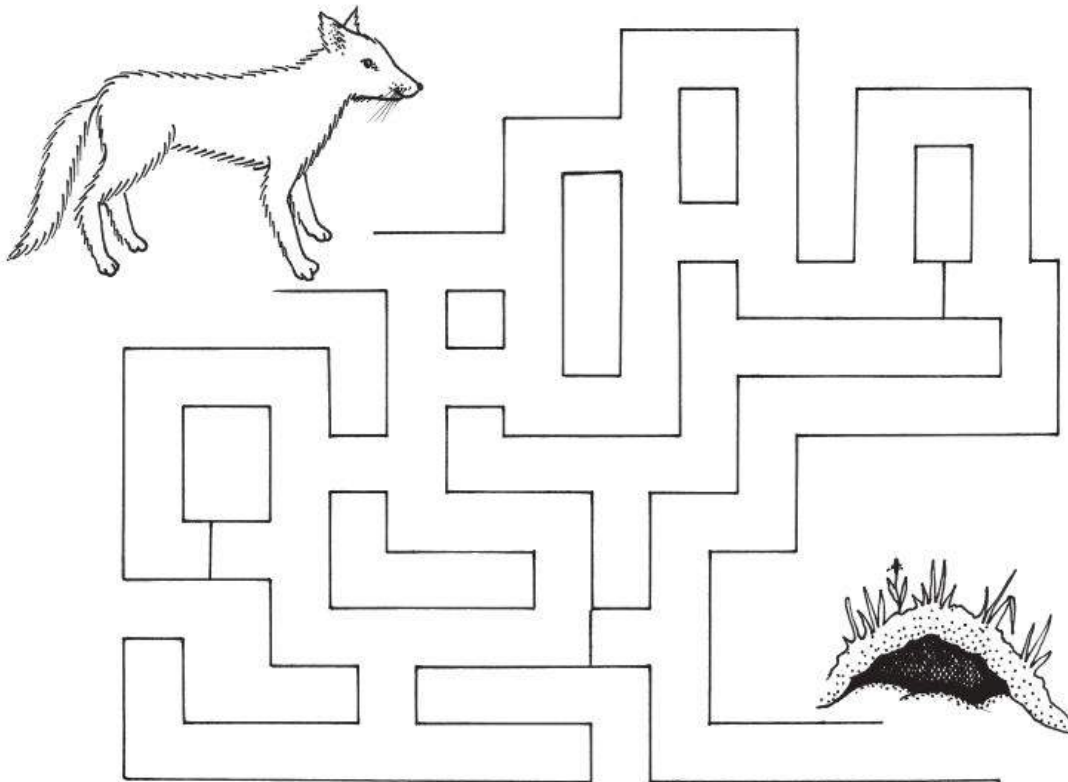
WORD BANK

oak	branch
tree	root
acorn	bud
leaf	trunk

Join the dots to finish this picture of a fox.



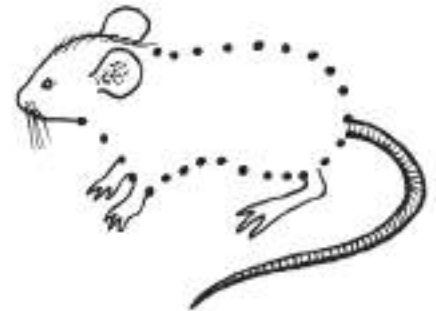
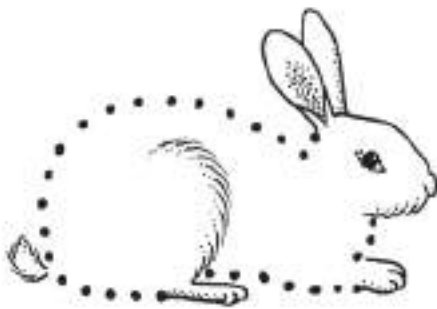
Guide the fox to his den.



Fill in the blank.

A fox lives in a _____.

What a fox eats.



Fill in the food chains.



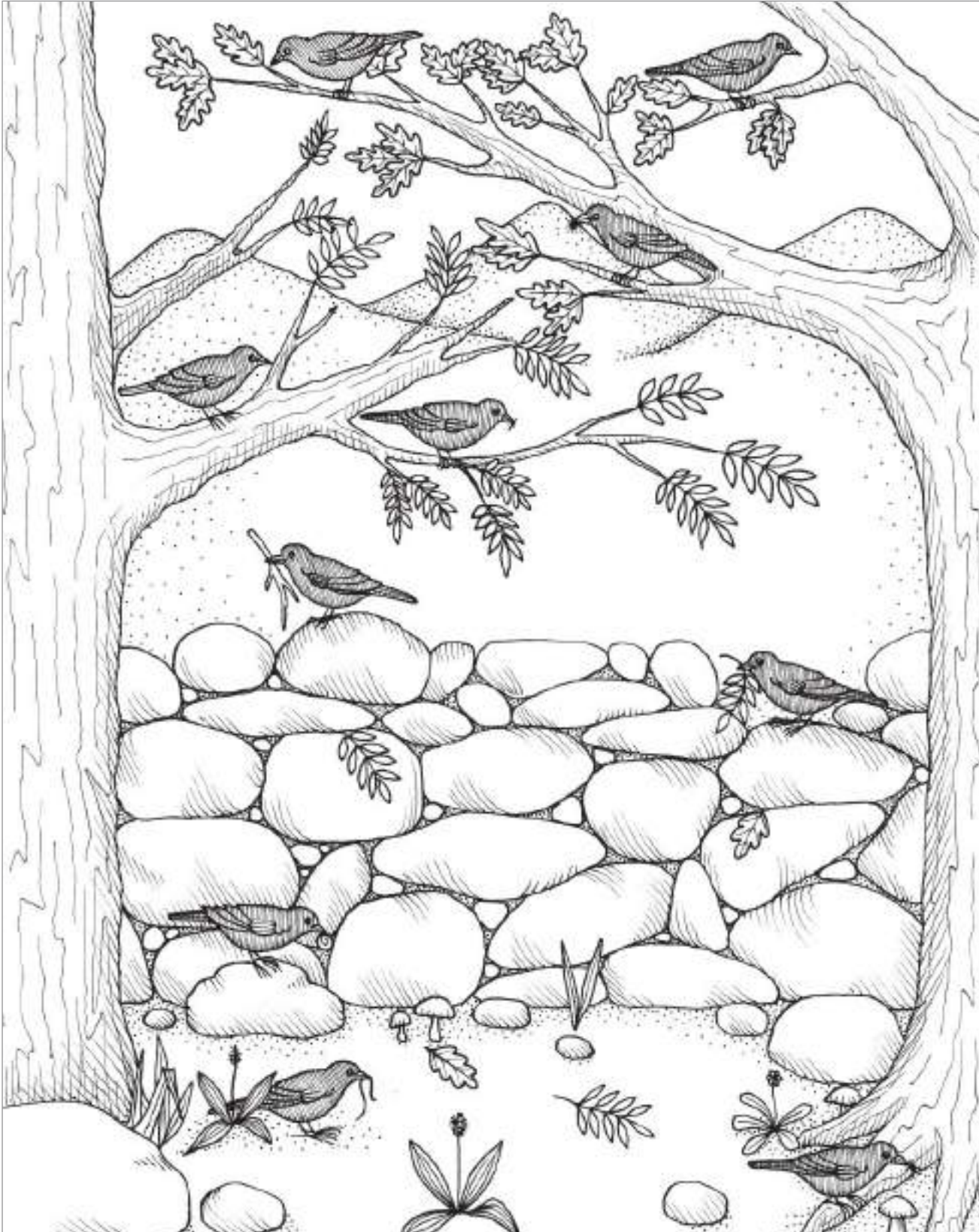
WORD BANK

mouse chicken rabbit fox acorn grain

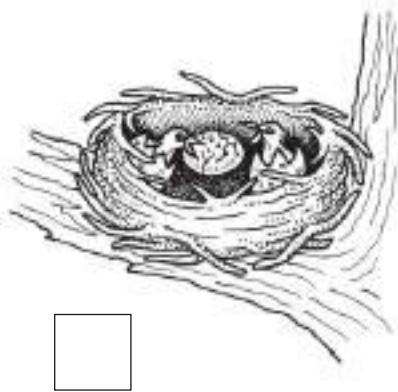
Write 'blackbird'.

blackbird _____

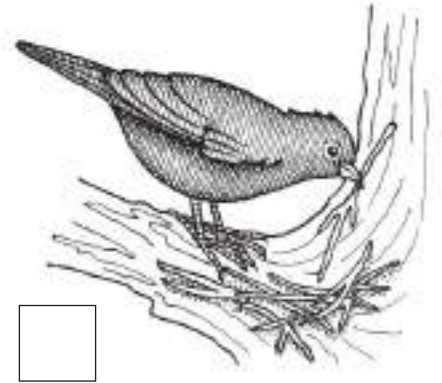
How many blackbirds can you find in the picture?

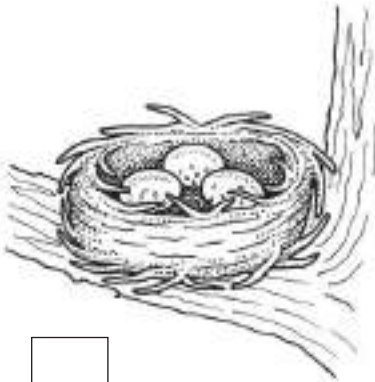


Put the pictures in the right order by numbering the boxes 1-6.

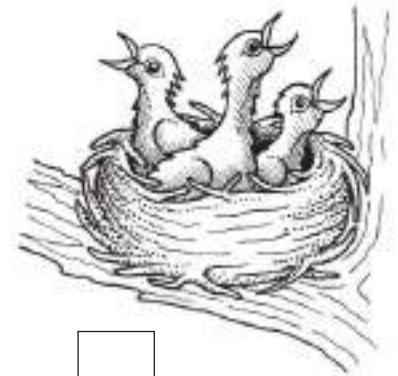












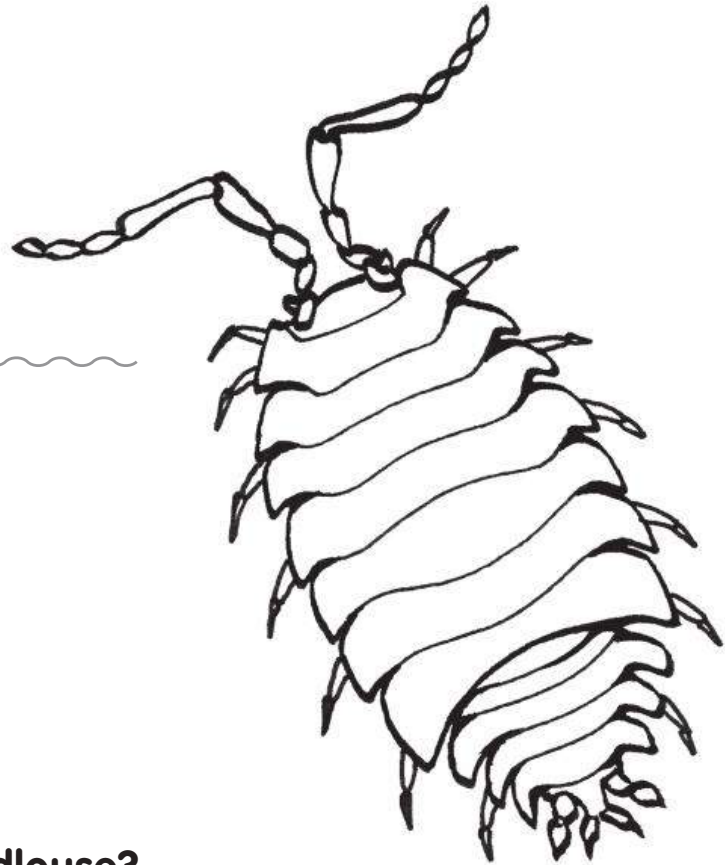
Wordsearch. What do blackbirds eat?

s	n	a	i	l	h	b
e	x	p	e	d	r	e
e	s	p	i	d	e	r
d	l	l	a	c	z	r
y	u	e	b	x	n	y
r	g	n	w	o	r	m

WORD BANK

seed	berry
spider	slug
snail	worm
	apple

woodlouse



How many legs

tails

antennae

has a woodlouse?

Fill in the blanks.

A woodlouse lives under _____ and _____.

A woodlouse eats dead _____ and _____.

WORD BANK

plants

stones

flowerpots

wood

Go outside and find a woodlouse.

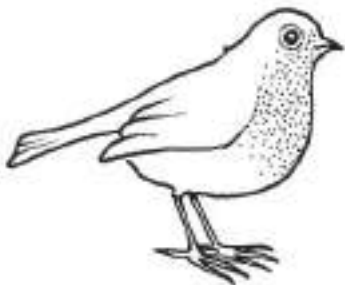
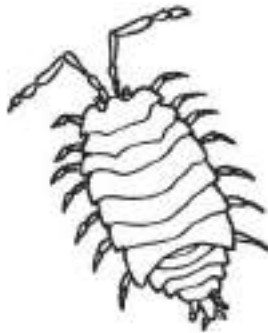
Finish the picture.

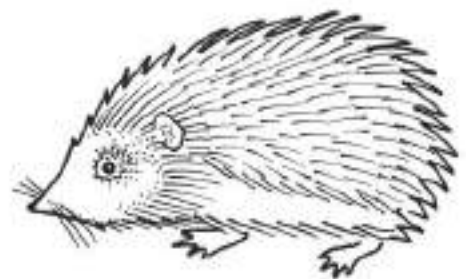


Name the animals that eat woodlice.









WORD BANK

blackbird

spider

hedgehog

robin

Acknowledgements

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

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

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

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

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

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

Shirley Clerkin
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Monaghan County Council
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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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