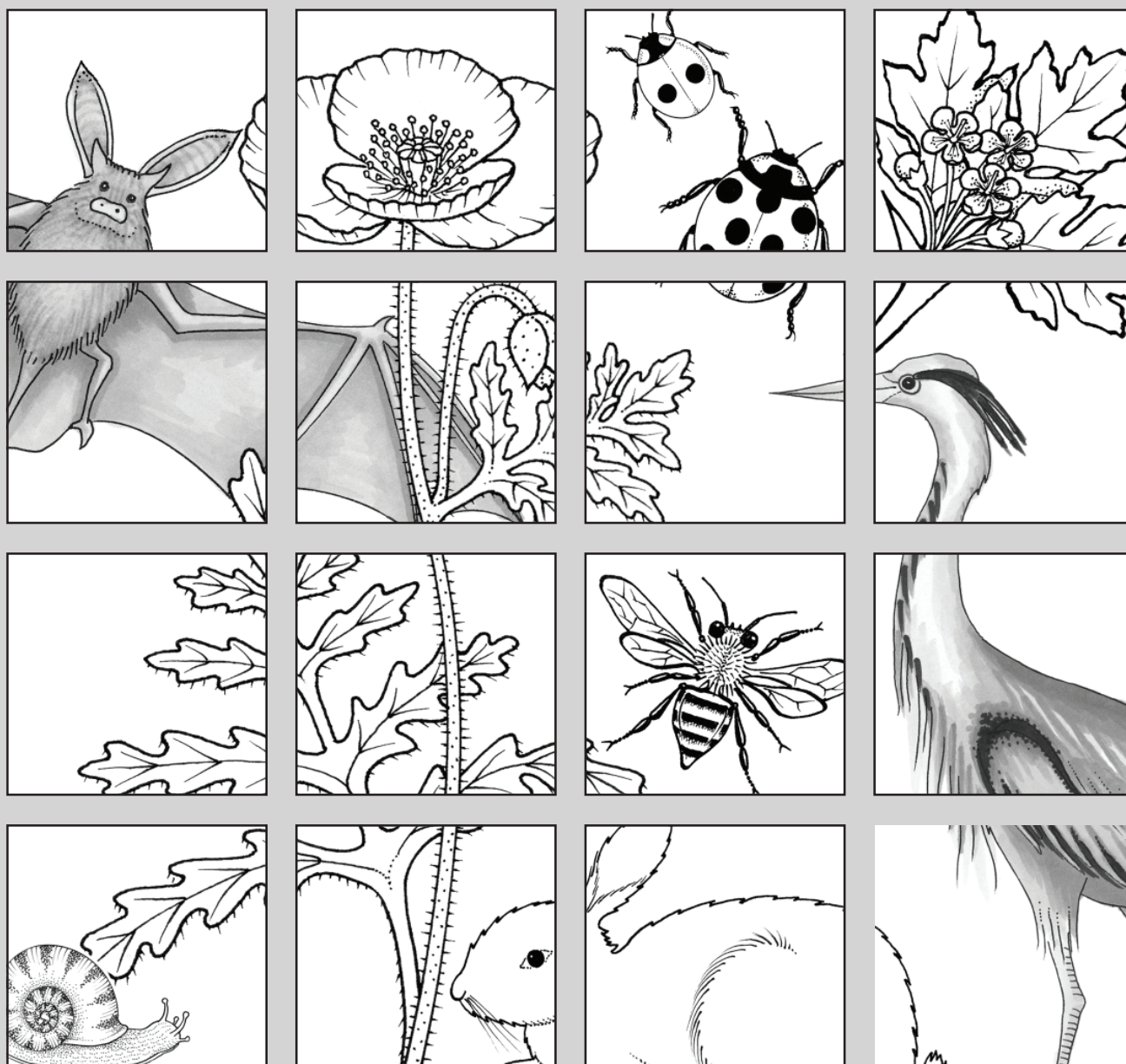


# Nithe Fiáine ar Scoil

Bileoga oibre do dhaltaí bunscoile

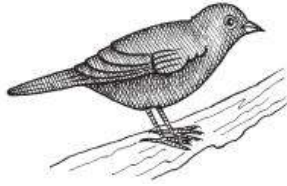


le

Éanna Ní Lamhna

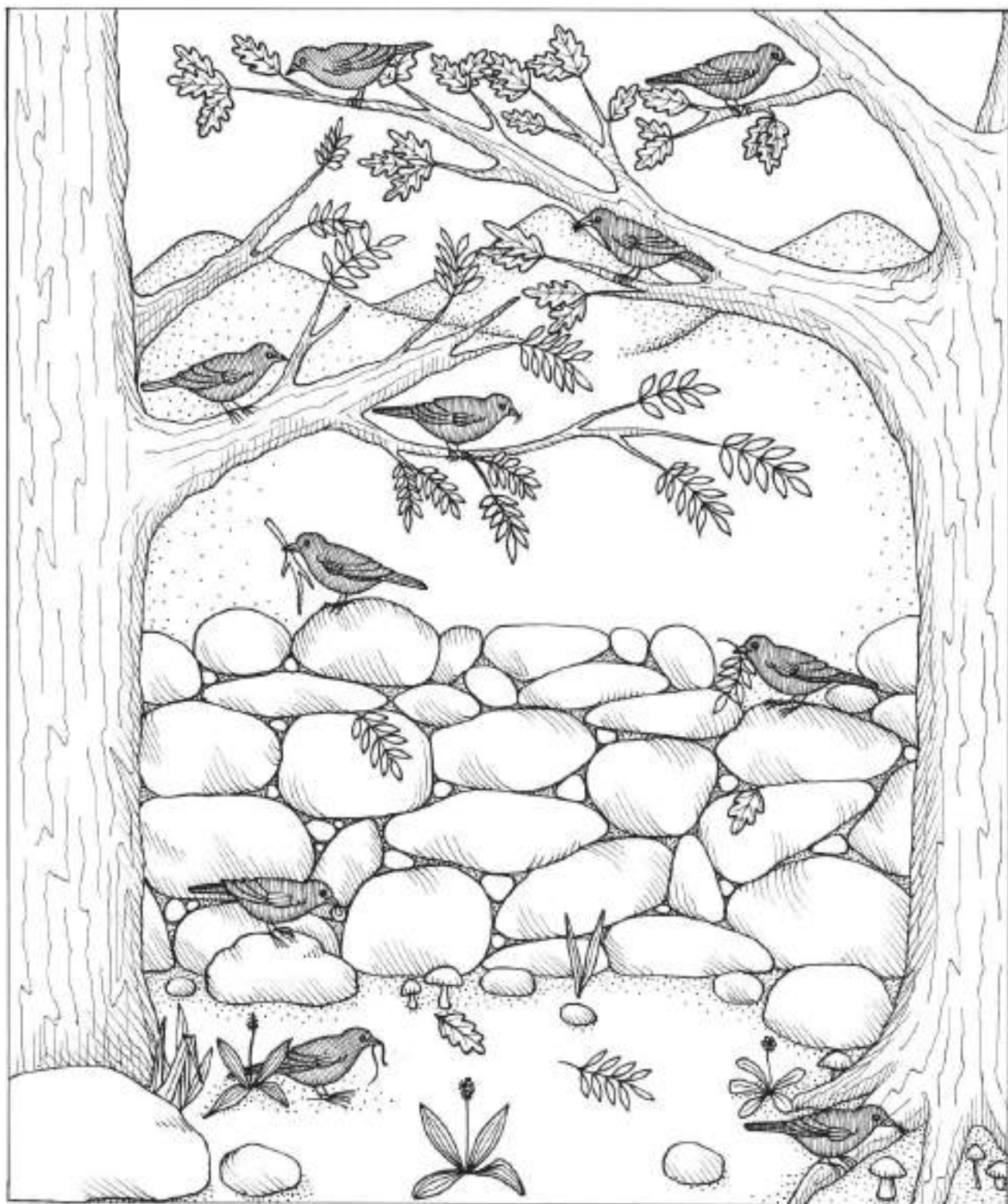
Léaráidí le Christine Warner

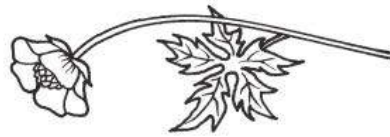




Nithe Fiáine ar Scoil

*Bileoga oibre*





# Nithe Fiáine ar Scoil

Bileoga oibre

*le*

Éanna Ní Lamhna

Léaráidí *le* Christine Warner

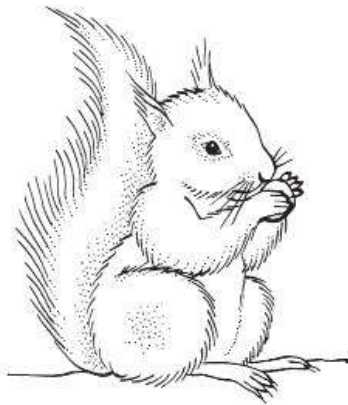


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Foilsithe ag An Oifig Oidhreachta  
Comhairle Chontae Mhuineacháin, Muineachán  
I gcomhar le  
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An Chomhairle Oidhreachta  
The Heritage Council



# 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



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# Introduction to Junior Infants Worksheets

**Nóinín**

**Daisy**

**Caisearbhán**

**Dandelion**

**Crann Cnó Capaill**

**Horse Chestnut**

**An Gráinneog**

**Hedgehog**

**An Spideog**

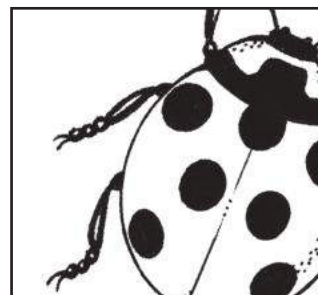
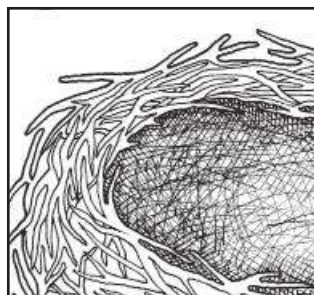
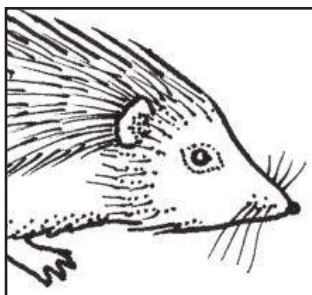
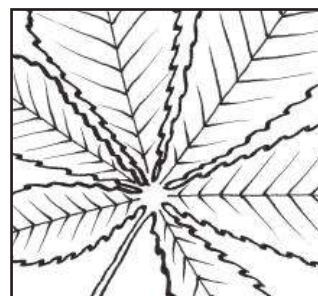
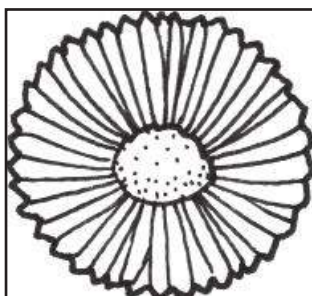
**Robin**

**Bóinn Dé**

**Ladybird**

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 who should also show the pictures of each species provided.

Worksheets are given in the same order as the species in the handbook, although this is not necessarily the order in which they should be taught. Flowers can be found in September and more easily in May and June, for instance, while the horse chestnut has leaves in September and conkers and then the branches are bare until late March. These things need to be taken into consideration. There are two worksheets for each topic – twelve in all – and they are designed to be photocopied and handed out to the pupils.



# Junior Infants Teacher Notes

## Daisy 1

### Worksheet in three sections

#### Writing practice:

Pupils practise writing the letter 'd'.

d d d d d d d

#### Counting practice:

Pupils count the number of daisies and write the total in the boxes.

#### Classification:

Pupils identify the daisies from a group of flowers and colour them in.

## Daisy 2

### Worksheet in three sections

(Do this when daisies are in flower.)

#### Identification and counting:

Pupils identify and count the daisies in a picture which also contains dandelions. The picture can then be coloured in.

#### Fieldwork outdoors and manual dexterity:

Pupils find daisies growing outside on school lawn. Each child collects two and sticks them in to the spaces provided.

#### Writing practice:

Write the word **daisy** over the letters in pale grey **daisy**.

## Dandelion 1

### Worksheet in three sections

#### Counting and recognising letters:

How many letters **d** in **dandelion**

How many letters **n** in **dandelion**

#### Counting and following instructions:

Pupils colour two dandelions (out of a line-up of 4 dandelions).

#### Recognising images:

Pupils find the dandelion in a line-up of flowers.

## Dandelion 2

### Worksheet in three sections

#### Fieldwork outdoors and manual dexterity:

Pupils find a dandelion leaf outdoors and stick it in the designated space.

#### Counting and classifying:

Pupils identify and count the dandelions in a picture which also contains daisies.

#### Observation skills:

Pupils find the odd one out in a line-up of dandelions where one is slightly different.

## Horse Chestnut 1

### Worksheet in three sections

#### Recognition and colouring:

Pupils colour in the chestnut leaf and the conker in its prickly shell.

#### Manual dexterity, make-and-do:

Pupils colour in the drawn leaf and then cut it out. Teacher can make a "tree" in class and stick on the leaves. If this is done in autumn some of the leaves can be coloured brown.

## Horse Chestnut 2

### Worksheet in three sections

#### Recognition:

Pupils find and colour in the chestnut leaf (from an array of three different leaves drawn).

#### Fieldwork and dexterity:

Find a chestnut leaf and stick it to the page in the section allocated for this. Note that chestnut leaves are large compound leaves with seven leaflets. What is required here is that just one of the leaflets is stuck to the page—a whole leaf with seven leaflets would be too large.

#### Fieldwork:

Pupils make a bark rubbing of a chestnut trunk. They put the page against a chestnut tree and rub a crayon over the bark box—an image of the tree texture will appear in the box.

## Hedgehog 1

### Worksheet in three sections

#### Counting:

How many hedgehogs—from a line-up of four hedgehogs?

#### Counting, Colouring and following instructions:

Pupils colour two hedgehogs only, in a line-up of five hedgehogs.

#### Visual and manual skills and elementary food chain:

Pupils draw the line the hedgehog must take through the maze to get to its food.

## Hedgehog 2

### Worksheet in three sections

#### Drawing skills:

Pupils finish the drawing of a hedgehog that has been presented as an incomplete drawing. They must then add the spines themselves.

#### Classification and association skills:

Lead the hedgehogs to the snails. Pupils should draw lines to join one hedgehog to one snail in a picture that has a group of hedgehogs and snails.

#### Writing skills:

Pupils write out the word **hedgehog** over the faint grey outline.

## Robin 1

### Make-and-do worksheet

#### Manual Dexterity:

This worksheet has a drawing of a robin, eggs and a nest. Pupils are asked to colour in the robin (brown back with red breast), the eggs (white with brown spots) and the nest made from twigs and moss. They then cut out the robin and the eggs, cut a slit at the top of the nest and insert the robin so that it is sitting on the nest. The eggs can be stuck underneath.

## Robin 2

### Make-and-do worksheet

#### Manual Dexterity, colouring and writing:

This worksheet, when folded in four, forms a Christmas card. Pupils colour it in and write on the four sections, as indicated. They can colour in the border on each page, too.

## Ladybird 1

### Worksheet in three sections

#### Counting and classification:

Pupils match the ladybirds. There are six in the drawing—three with two spots and three with seven spots. They can colour these ladybirds in red with black spots.

#### Counting and manual dexterity:

Pupils complete the drawing of a ladybird by joining the dots. They colour it red. Then they cut out the spots and stick them to the picture in the correct places.

#### Writing:

Pupils write the word **ladybird** over the pale grey outline of the word. **ladybird**

## Ladybird 2

### Worksheet in two sections with extra third option

#### Recognition and classification:

Pupils find the ladybirds in a picture that also contains flowers, hedgehogs etc.

#### Counting and following directions:

Pupils colour only the two-spot ladybirds in a group of ladybirds that contain a selection of species.

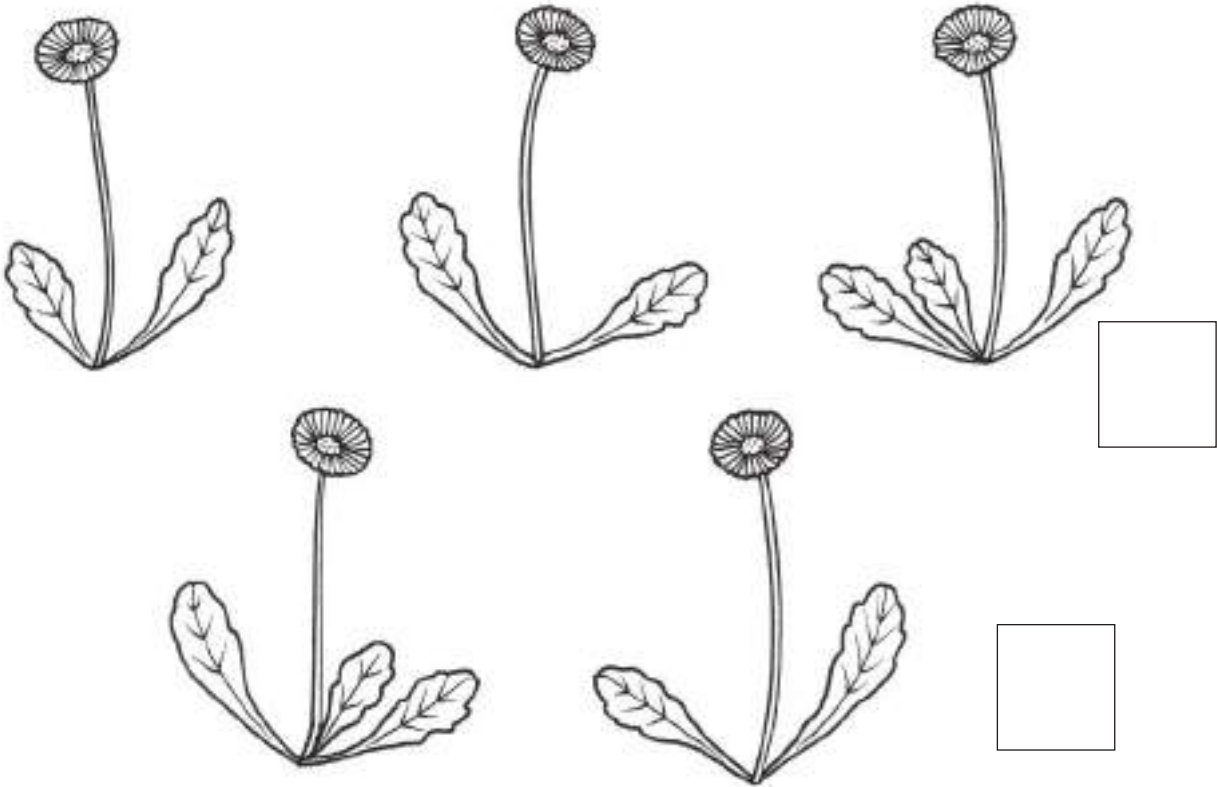
#### EXTRA OPTION

**Accurate Drawing** (on a separate blank page supplied by the teacher):

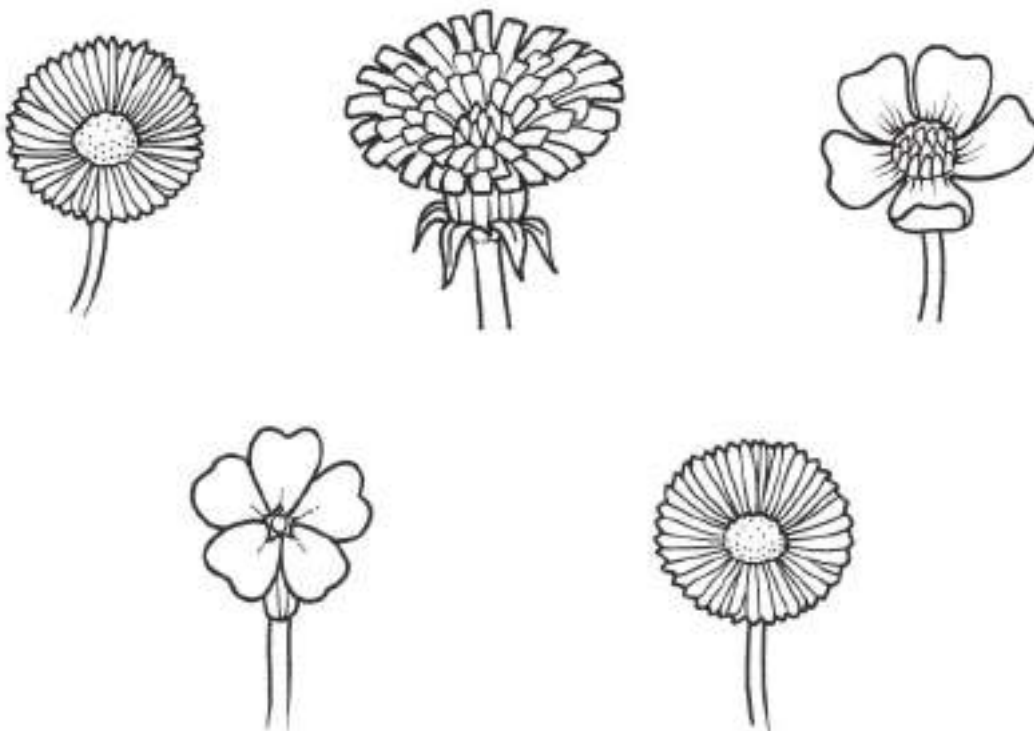
Pupils draw a picture of a ladybird in the box on the page provided – it should be an accurate 2- or 7-spot one. No ladybirds exist with 3, 4, 5, 6, 8, or 9 spots so make sure they do it scientifically correct. This is not a cartoon but a proper drawing of a ladybird to the best of their ability.

n n n

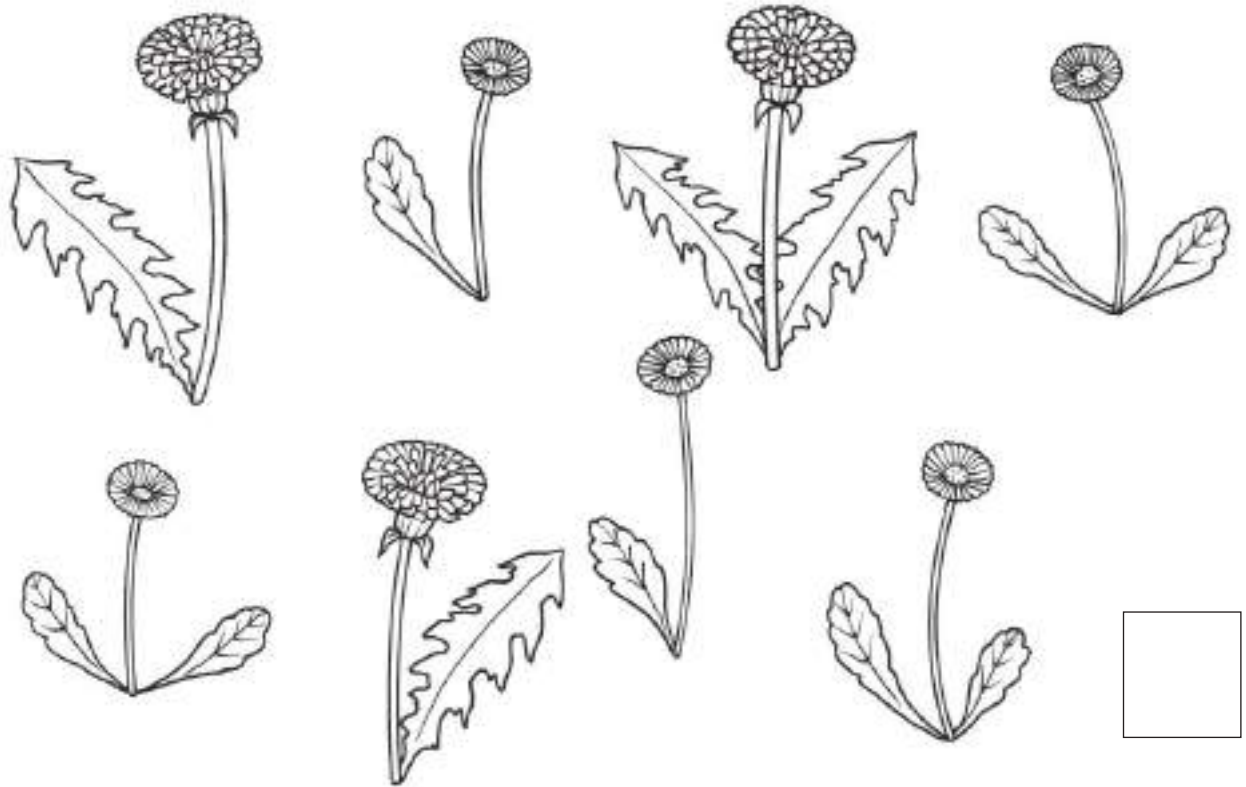
Cé mhéad nóinín?



Dathaigh na nóiníní go léir.



## Cé mhéad nóinín?



Téigh amach agus faigh dhá nóinín agus greamaigh den leathanach iad.

Líon isteach an focal 'nóinín'.

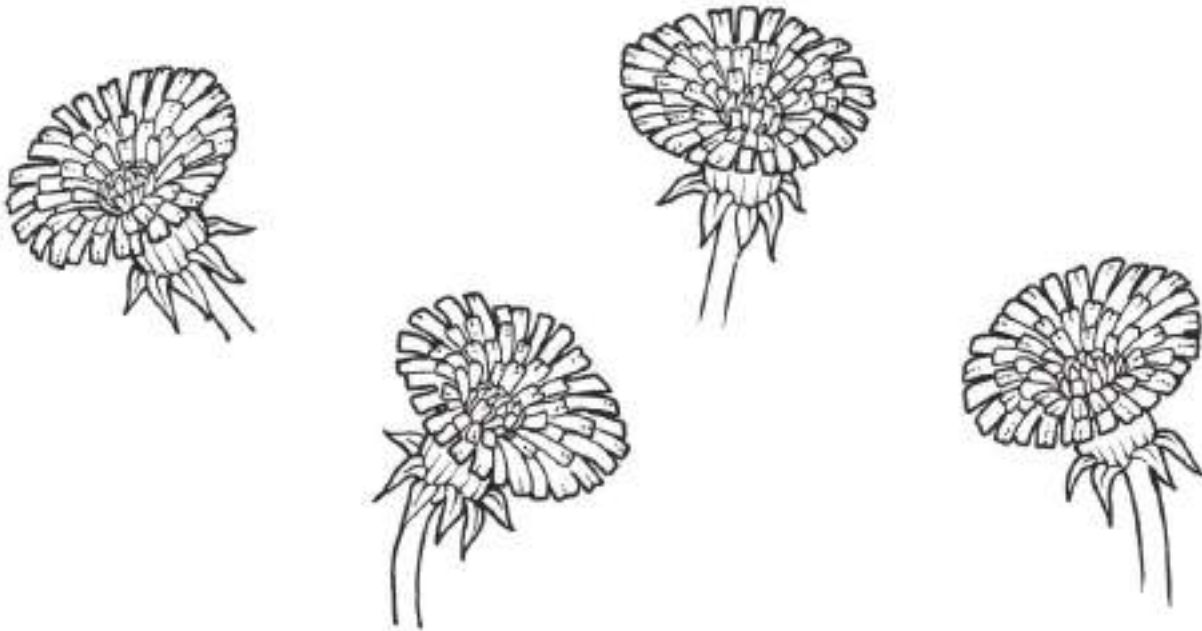
nóinín

# Caisearbhán

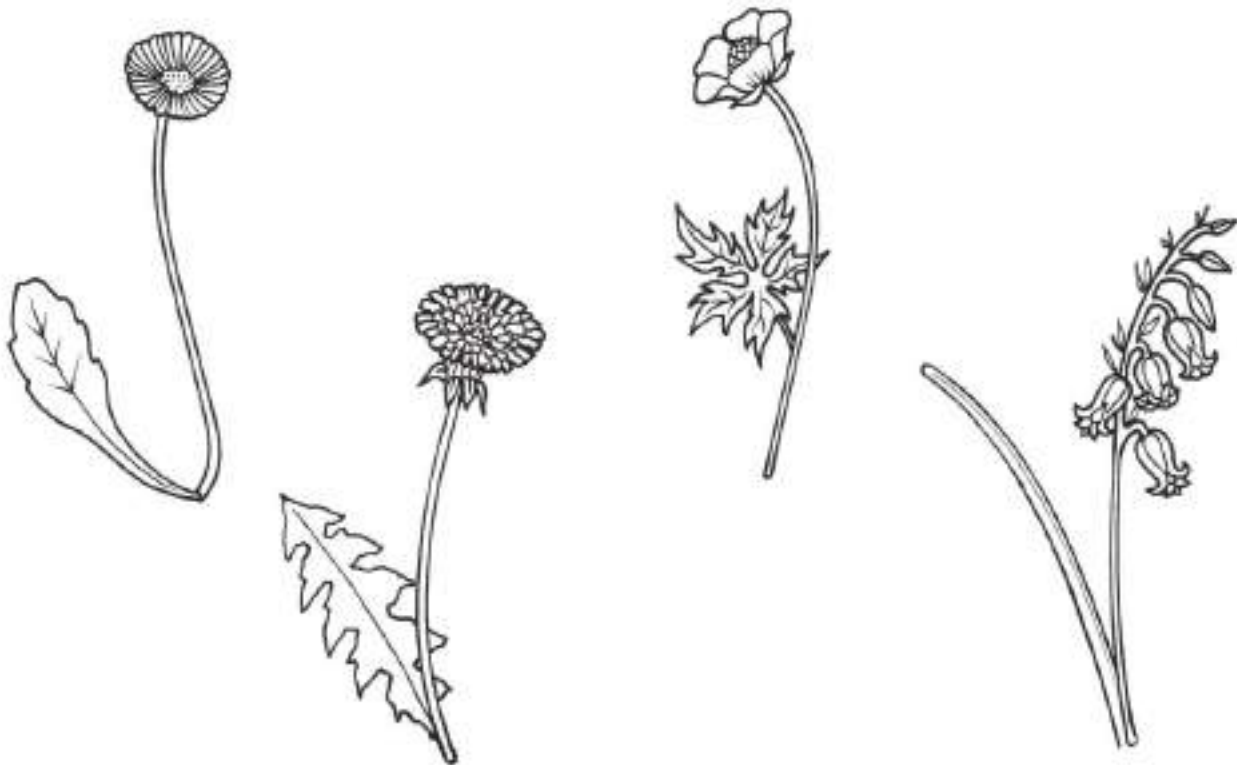
Cé mhéad c?

Cé mhéad a?

Dathaigh dhá chaisearbhán.

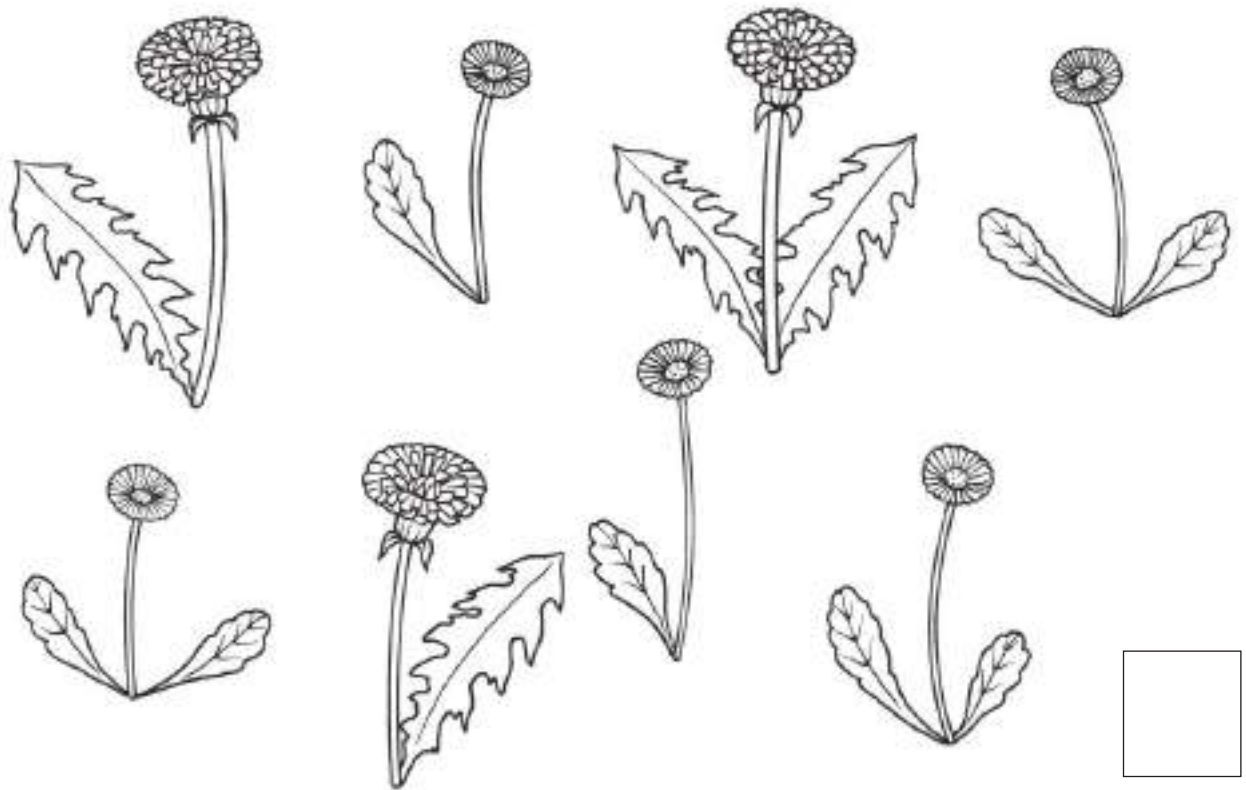


Aimsigh an caisearbhán.

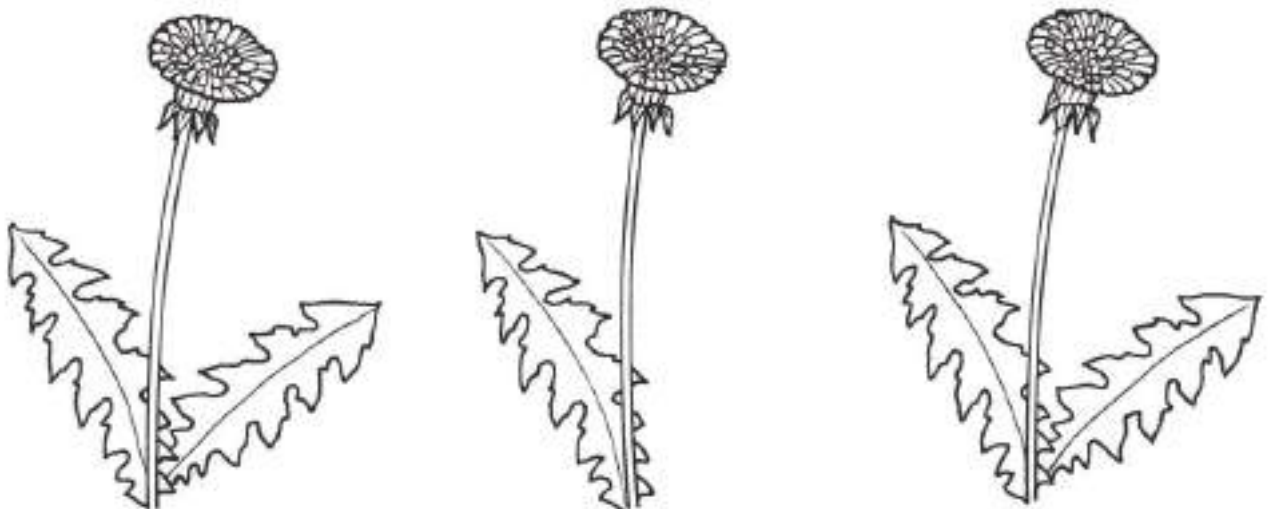


Faigh duilleog de chuid caisearbháin agus greamaigh den leathanach í.

Cé mhéad caisearbhán?

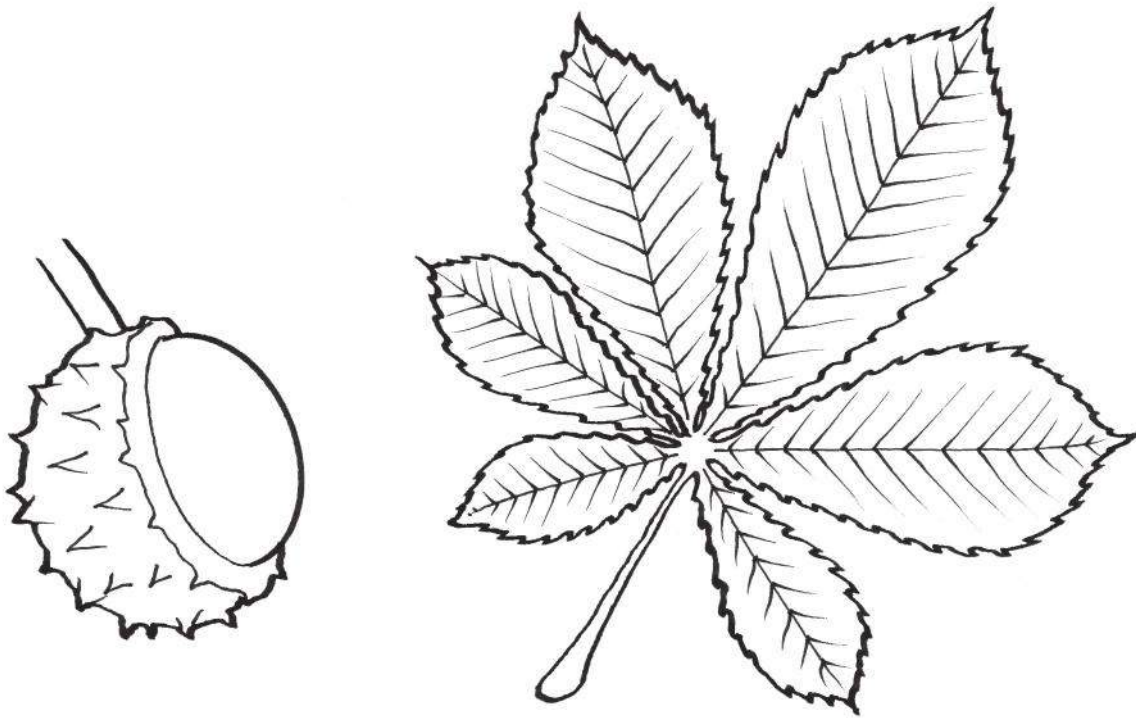


Aimsigh an ceann corr.



**Dathaigh an duilleog ón gcrann cnó capaill.**

**Dathaigh an cnó capaill.**

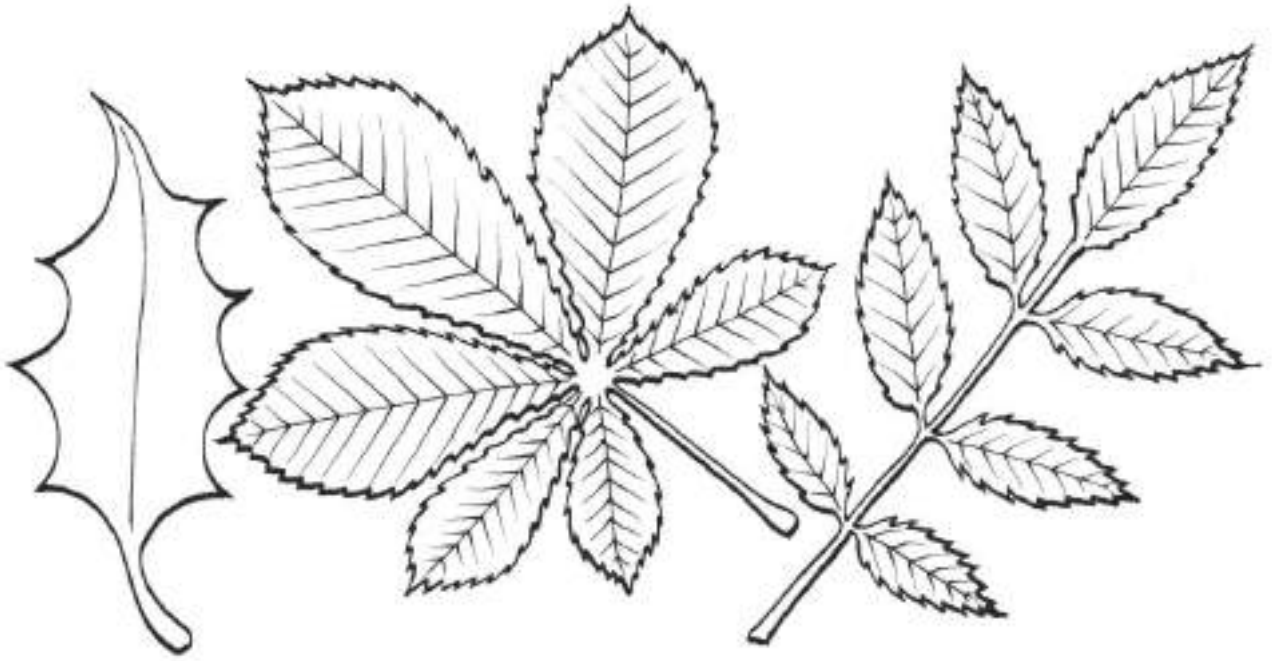


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**Tarraing duilleog, dathaigh í agus gearr amach í.**



**Aimsigh an duilleog ón gcrann cnó capaill.**



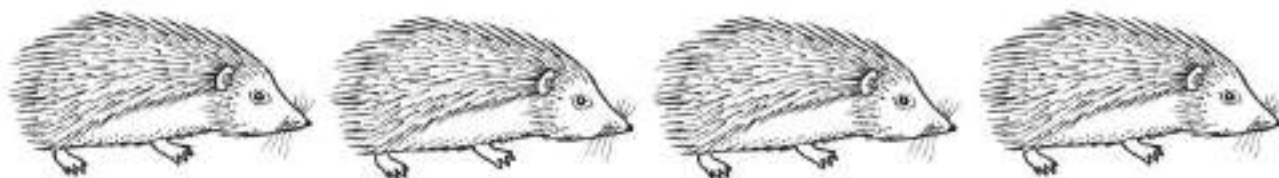
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**Aimsigh duilleog agus greamaigh anseo í.**

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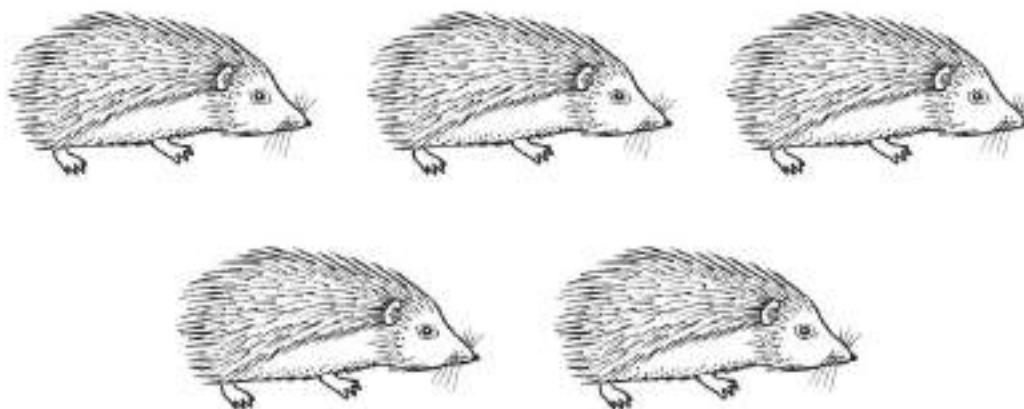
**Déan cuimilteán le coirt ón gcrann cnó capaill.**

### Cé mhéad gráinneog?



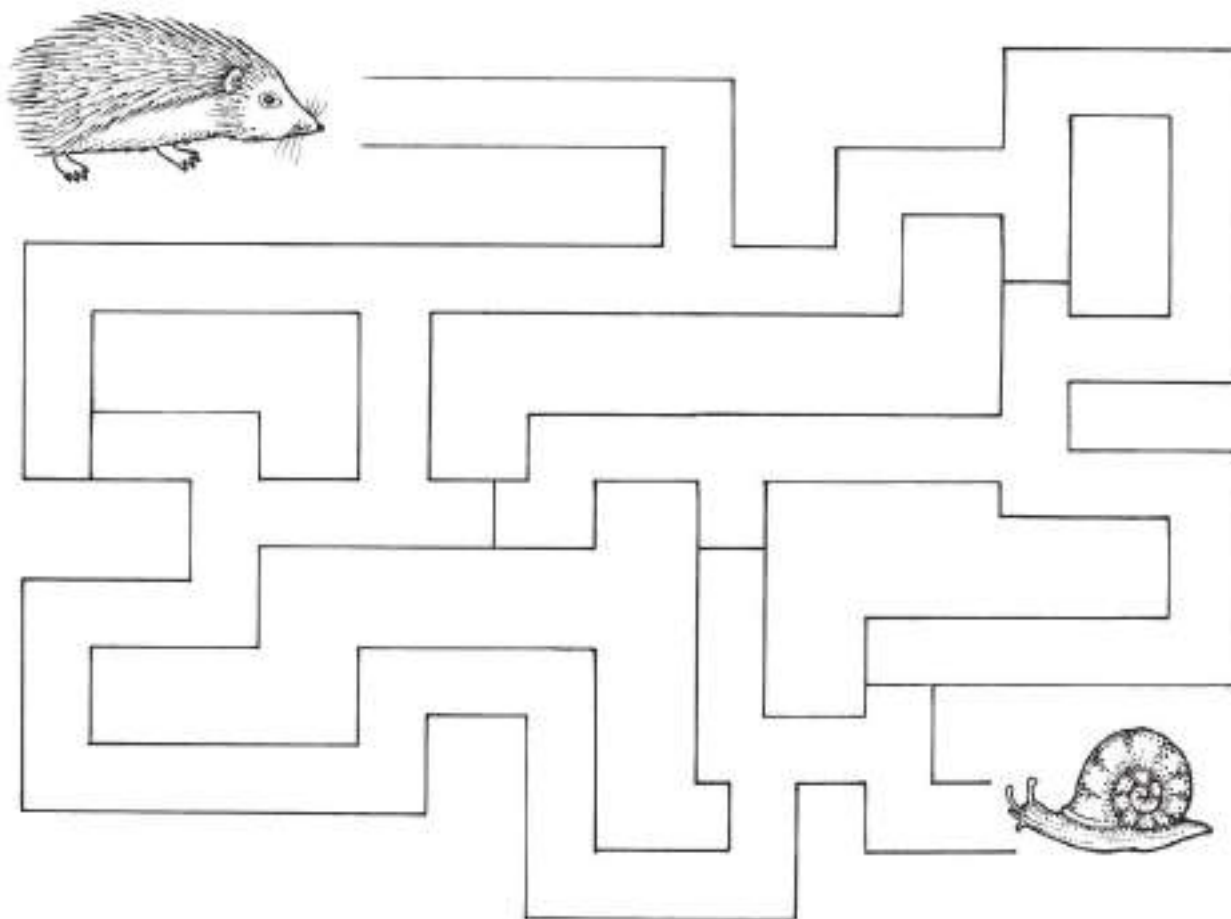
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### Dathaigh dhá ghráinneog.



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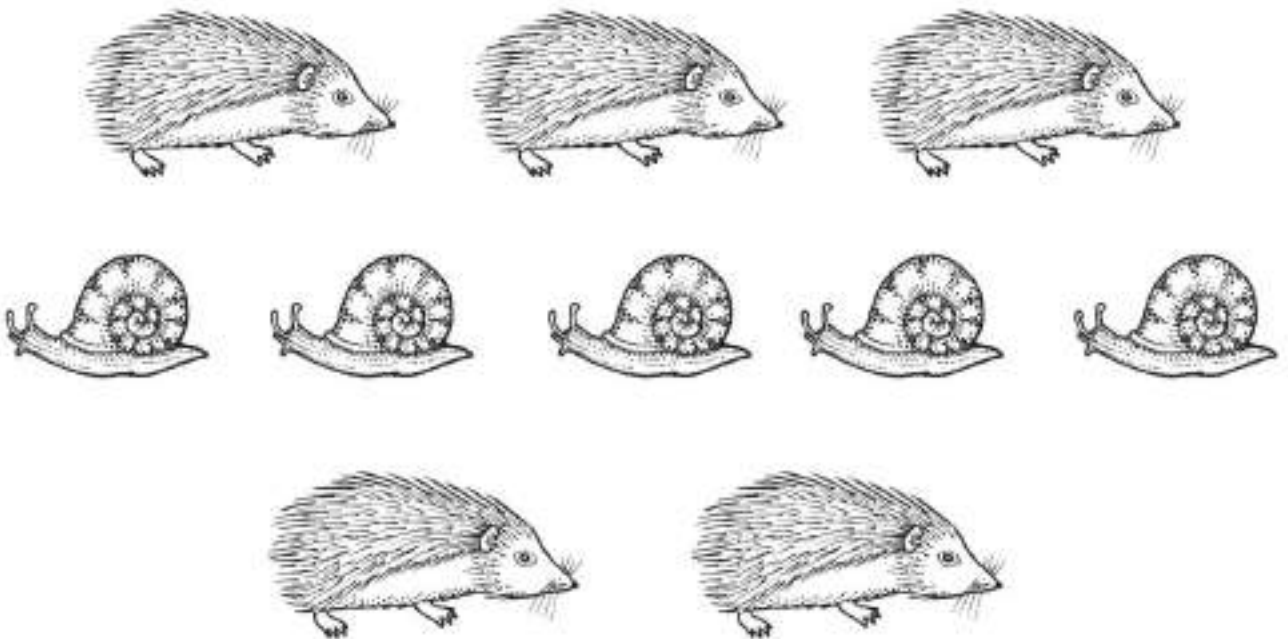
### Cabhraigh leis an ngráinneog ar a bealach chuig an seilide.



Críochnaigh an léaráid seo den ghráinneog.



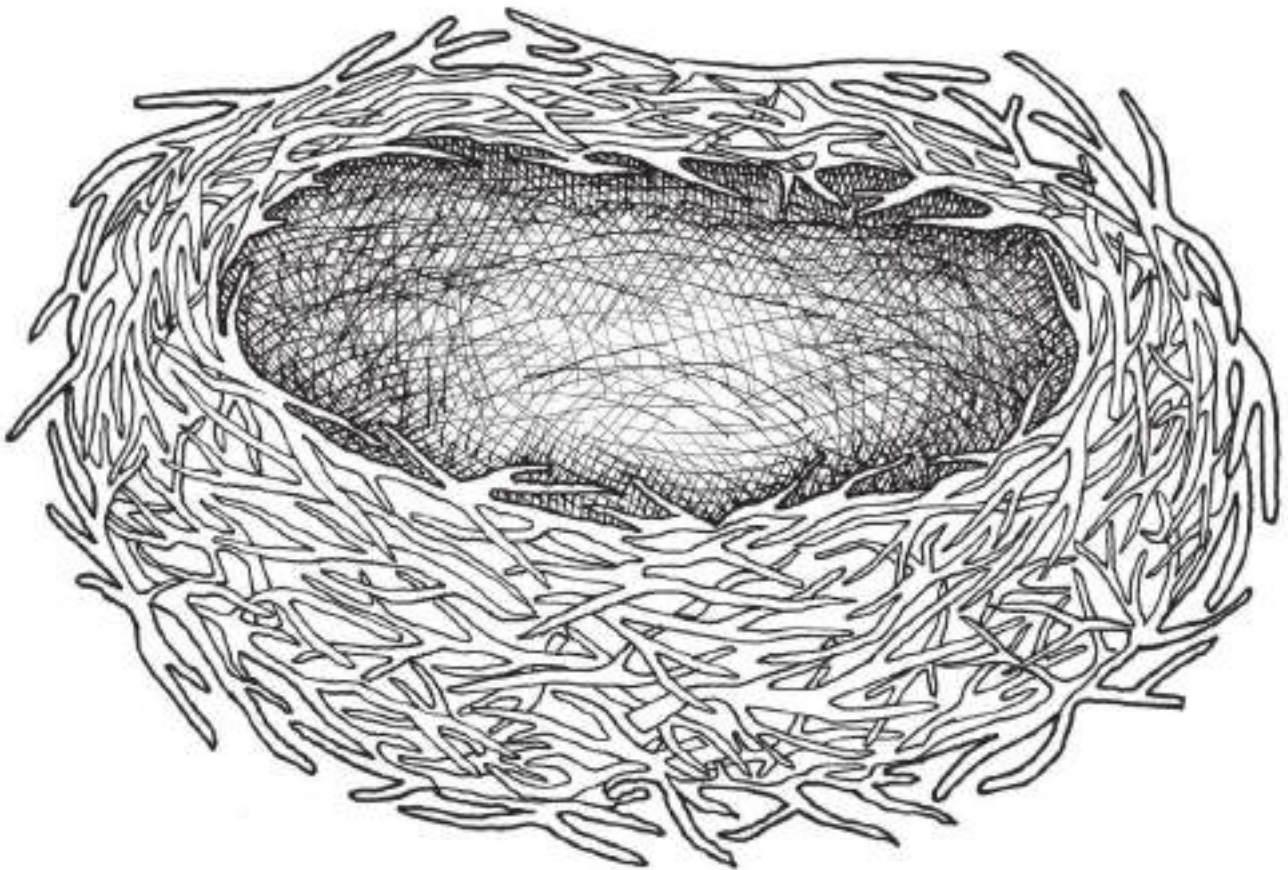
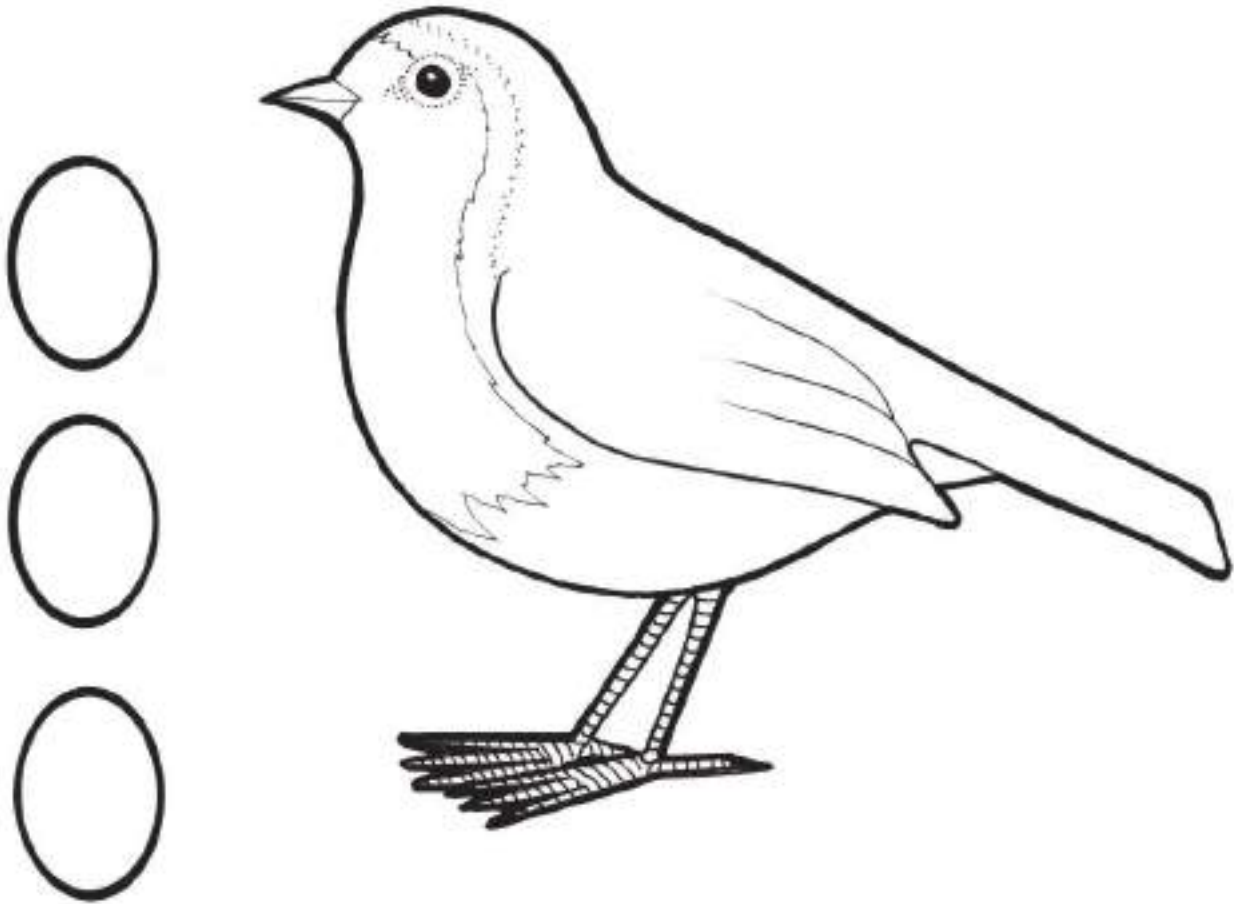
Treoraigh gach gráinneog chuig a cuid bia trí líne a tharraingt.




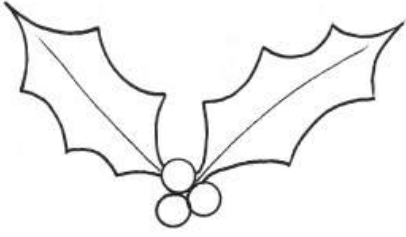
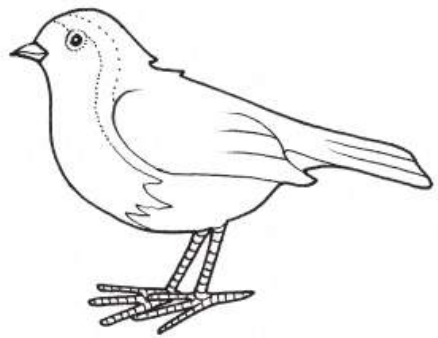
Scríobh an focal 'gráinneog'.

gráinneog

**Gearr amach an spideog agus an ubh agus greamaigh isteach sa nead iad. Dathaigh an pictiúr.**

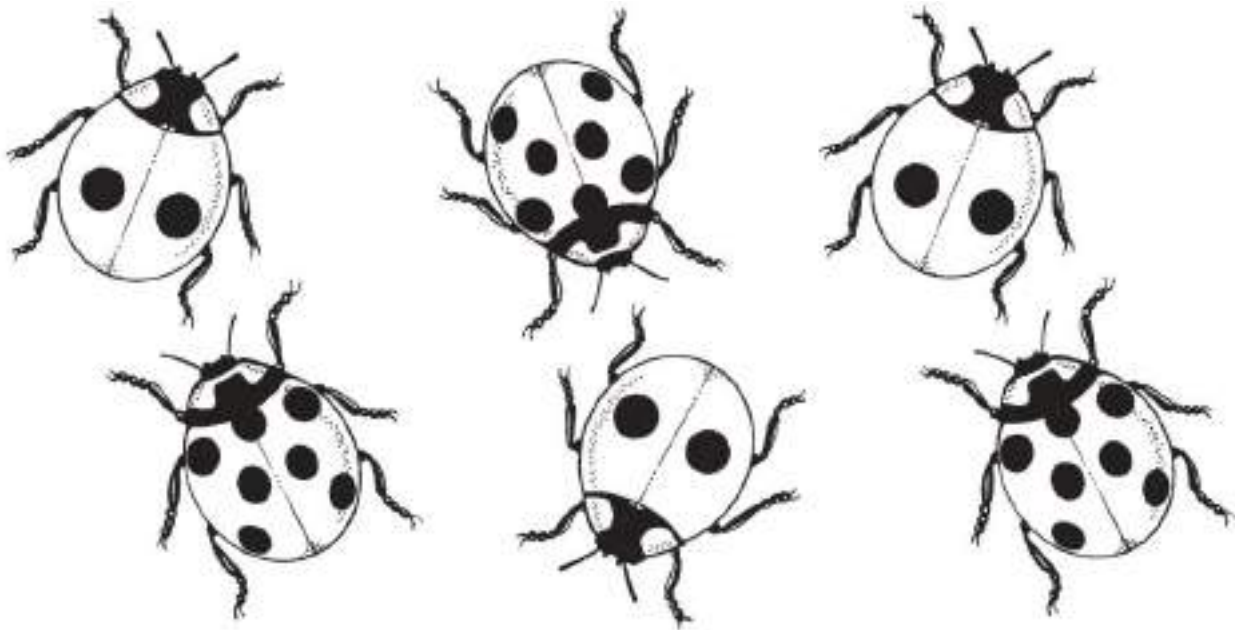


**Déan cárta Nollag. Scríobh 'Nollaig Shona'os cionn na spideoige.  
Ceangail na poncanna chun an fear sneachta a chríochnú.  
Dathaigh an cárta agus fill é.**

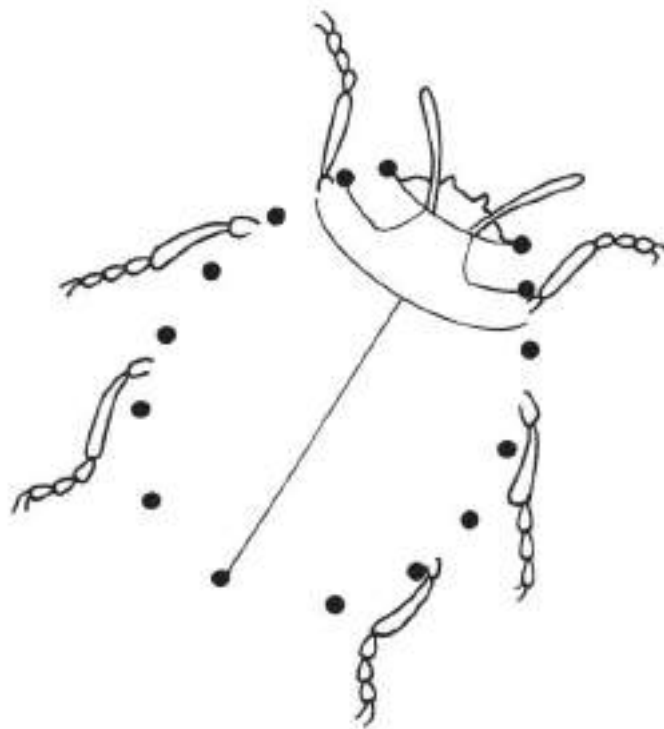
<p>_____ 9</p> <p>_____ 0</p>	
	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Nollaig Shona</p>  </div>

Déan gach bóin Dé a mheaitseáil le ceann eile.

Cuir ciorcal timpeall ar cheann ar bith a bhfuil 7 spota uirthi.



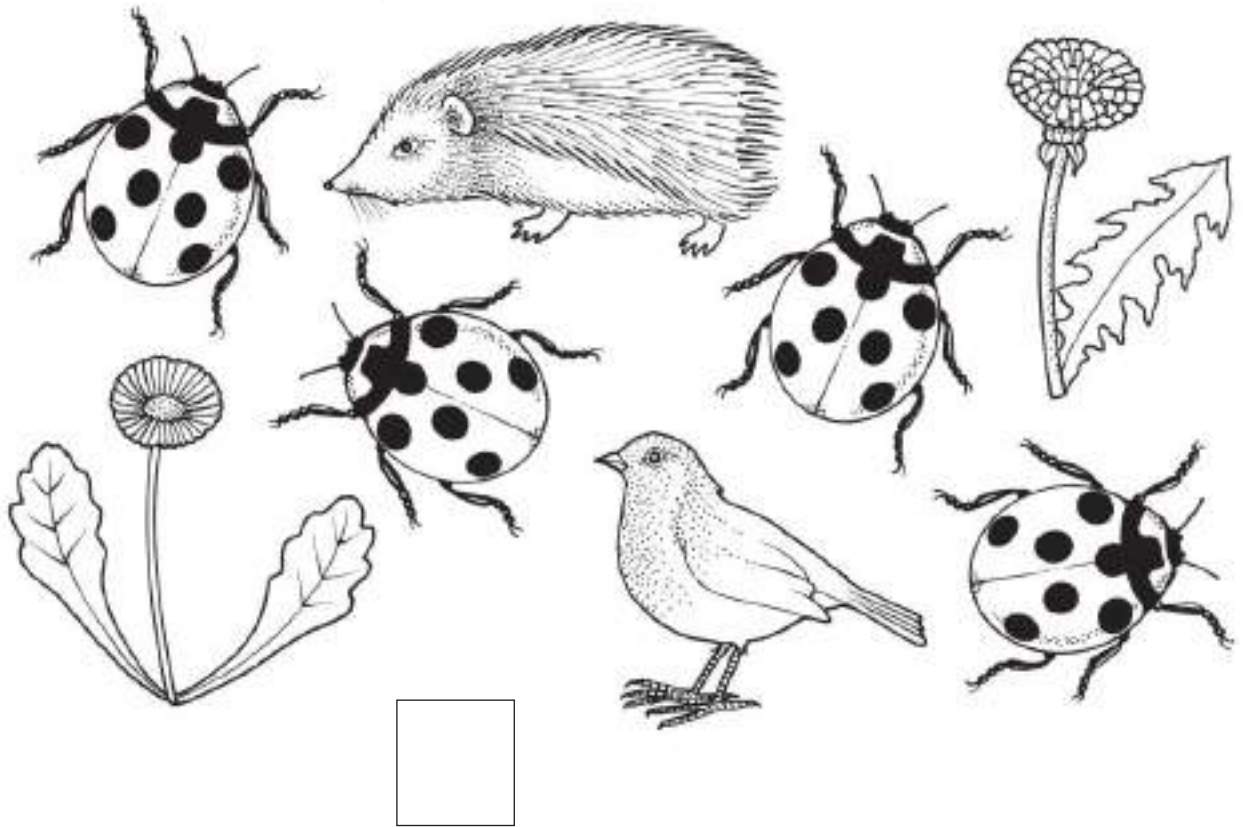
Ceangail na poncanna chun an léaráid seo den bhóin Dé a chríochnú.  
Ansin gearr amach na spotaí agus ceangail de dhroim na bóin Dé iad.



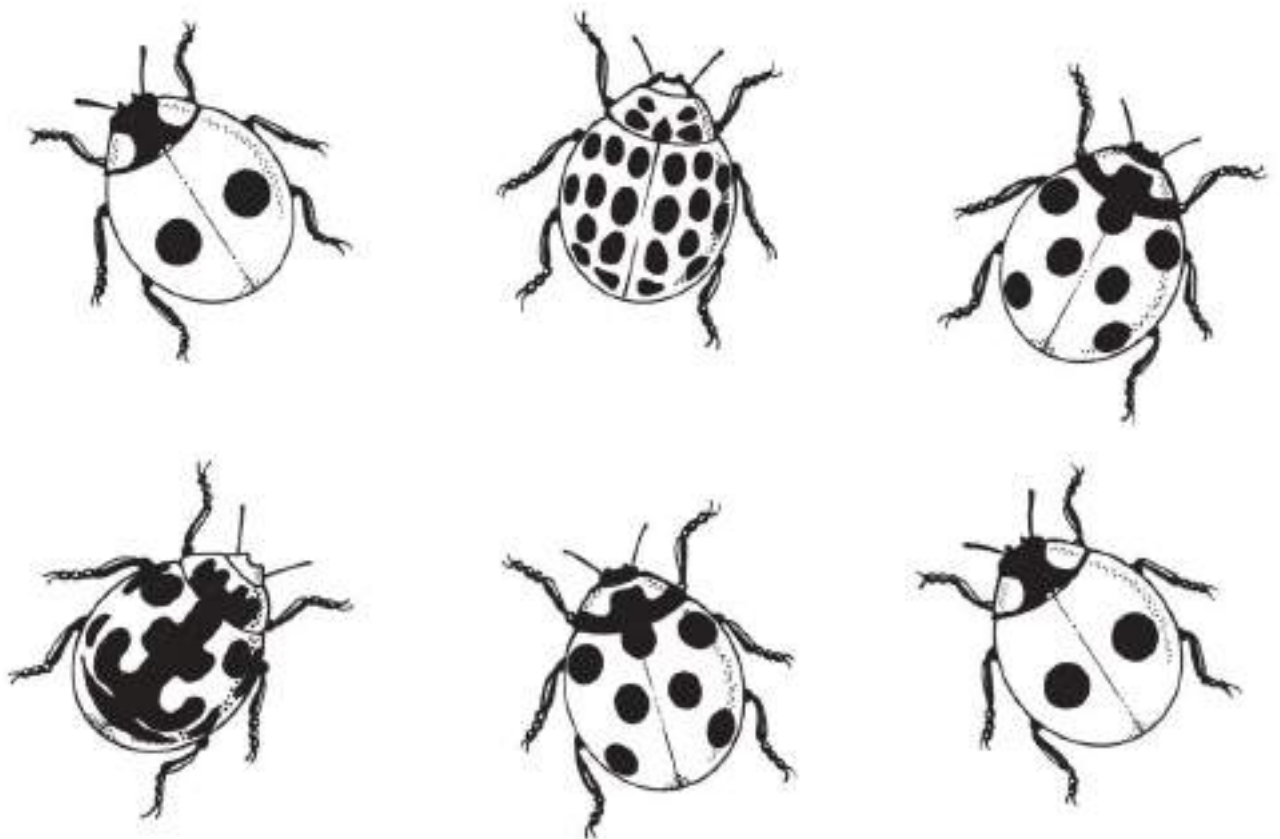
Scríobh 'bóin Dé'.

bóin Dé

# Cé mhéad bóin Dé?



Dathaigh aon bhóin Dé a bhfuil dhá spota uirthi.



# Introduction to Senior Infants Worksheets

**Fearbán**

**Buttercup**

**Seamair bán**

**White Clover**

**Cuilleann**

**Holly**

**Coinín**

**Rabbit**

**Eala**

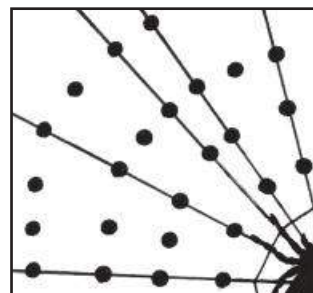
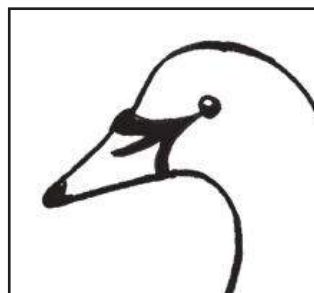
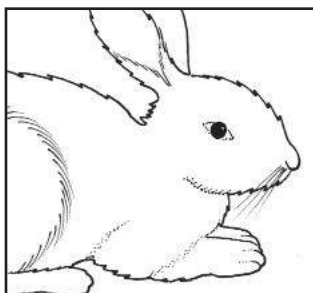
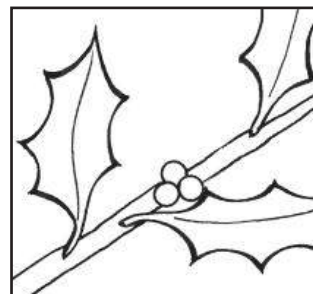
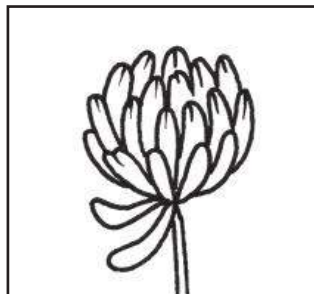
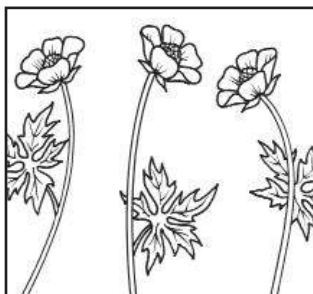
**Swan**

**Damhán alla**

**Spider**

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 who should also show the pupils the pictures provided of each species.

Worksheets are given in the same order as the species in the handbook, although this is not necessarily the order in which they should be taught. Buttercups and clover can be found in September and more easily in May and June. Holly has leaves all the year round and berries in winter. Spiders are most easily seen in September. These things need to be taken into consideration. It is very important that the pupils be brought out into the school grounds to look for the plants and trees. It is not the same if the teacher brings in the plants. **N.B. Clover and buttercups grow and flower in un-mown sections of grass so get the caretaker to leave a section un-mown.** There are two worksheets for each topic – twelve in all – and the worksheets are designed to be photocopied and handed out to the pupils.





# Senior Infants Teacher Notes

## Buttercup 1

### Worksheet in three sections

#### Writing practice:

Pupils practise writing the word **buttercup**

#### Counting practice and letter recognition:

Pupils count the number of different letters in the word

#### Following instructions:

Pupils colour in only 4 of the 6 buttercups drawn.

#### Classification:

Pupils identify the buttercups from a group of flowers and colour them in.

## Buttercup 2

### Worksheet in three sections

(Do this when buttercups are in flower)

#### Writing and letter recognition:

Pupils fill in the missing letters **buttercup**

#### Fieldwork outdoors and manual dexterity:

Pupils find buttercups growing outside in an un-mown area of school field. Each child collects one and sticks it in to the space provided. A buttercup should have 5 petals.

#### Accurate drawing:

Pupils should be encouraged to do an accurate drawing, with the correct number of petals.

## Clover 1

### Worksheet in three sections

#### Practising writing: **white clover**

**Counting and recognising letters:** How many letters in the two words – **white clover** ?

#### Observational skills:

Pupils connect each bee to each clover with a line.

#### Accurate drawing:

Pupils complete the drawing of the clover as accurately as they can. They then colour it in.

## Clover 2:

### Worksheet in three sections

#### Species recognition:

Pupils recognise the clover leaves among the other leaves drawn. They will already have been drawing the plant on the Clover 1 worksheet.

#### Counting practice:

Pupils are asked to count the leaflets – 3 to a leaf – not the number of leaves.

#### Fieldwork:

Clover plants should be found in an un-mown section.

## Holly 1

### Worksheet in three sections

#### Writing practice:

Write the word holly twice.

#### Counting practice:

How many berries?

#### Colouring accurately:

Pupils colour in the holly and berries.

#### EXTRA OPTION

**Field work, if possible** (using a blank sheet provided by the teacher):

Pupils find a holly tree and do a bark rubbing with pencil

## Holly 2:

### Worksheet in three sections

#### Observational skills:

Lead the birds to the berries – draw lines from bird to berry.

#### Counting and observational skills:

Pupils count the number of prickles in each holly leaf and write each total below each leaf.

#### Knowledge and remembering lesson on holly taught by teacher:

Birds are thrush, blackbird, robin, swallow and heron. Only thrush and blackbird eat berries (robins, herons and swallows don't).

## Rabbit 1

### Worksheet in three sections

**Knowledge test:**

Rabbits live in a burrow (not in a nest or a web)

**Logic skills:**

Pupils find the right string that leads the rabbit to its burrow.

**Manual dexterity:**

Pupils practise colouring.

## Rabbit 2:

### Make-and-do worksheet

**Manual dexterity, colouring and writing:**

This worksheet, when folded in four, forms an Easter card. Pupils colour it in and write on the four sections, as indicated. They can colour in the border on each page too.

## Swan 1

### Worksheet in three sections

**Writing practice:**

Pupils practise writing the word swan

**Observational skills:**

Spot the difference – three mute swans with s-shaped necks and one whooper swan with a straight neck and black-tipped bill.

**Drawing skills:**

Pupils finish drawing the swan, then colour it in.

## Swan 2

### Worksheet in three sections

**Scientific knowledge:**

Basic food chain—a swan only eats weeds in water and bread. It does not eat fish or ducks as it is a herbivore.

**Manual dexterity:**

Pupils cut out the swans and stick them in the picture provided—one in the air and one on the water.

## Spider 1

### Worksheet in three sections

**Writing practice:**

Pupils practise writing the word spider

**Logic skills:**

Find a way through the maze to the centre.

**Drawing skills:**

Pupils carefully and accurately finish drawing the spider. (N.B. all legs are attached to head section).

## Spider 2

### Worksheet in three sections

**Observational skills:**

Pupils join, with lines, the matching sets of spiders

**Drawing skills:**

Pupils join the dots and complete the spider's web.

**Manual dexterity:**

Pupils cut out and paste flies into drawn web.

Scríobh an focal 'cam an ime'.

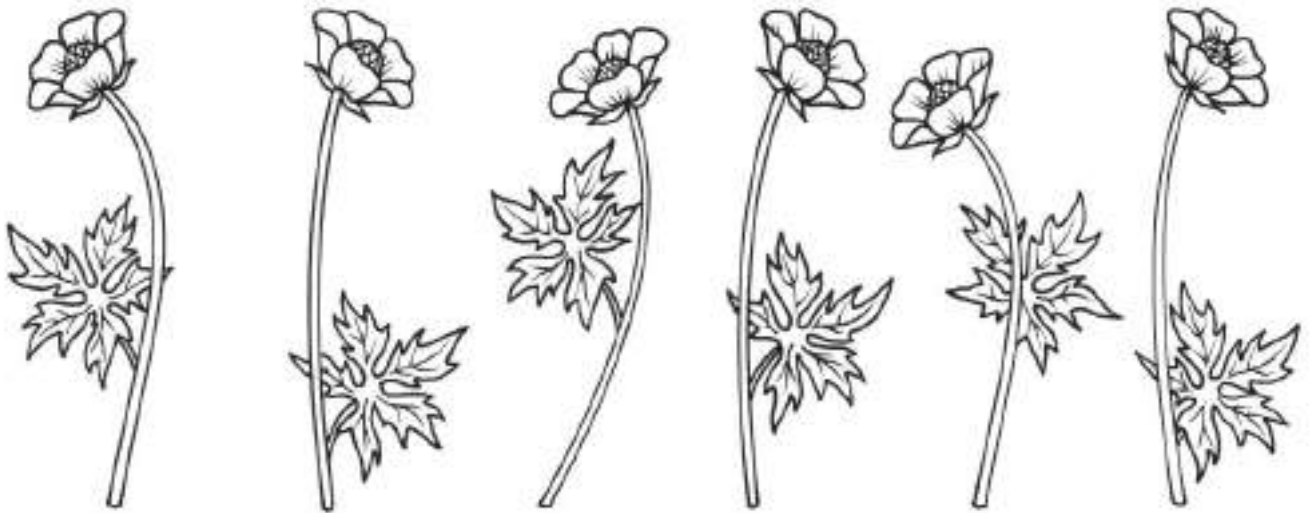
cam an ime

Cé mhéad a?

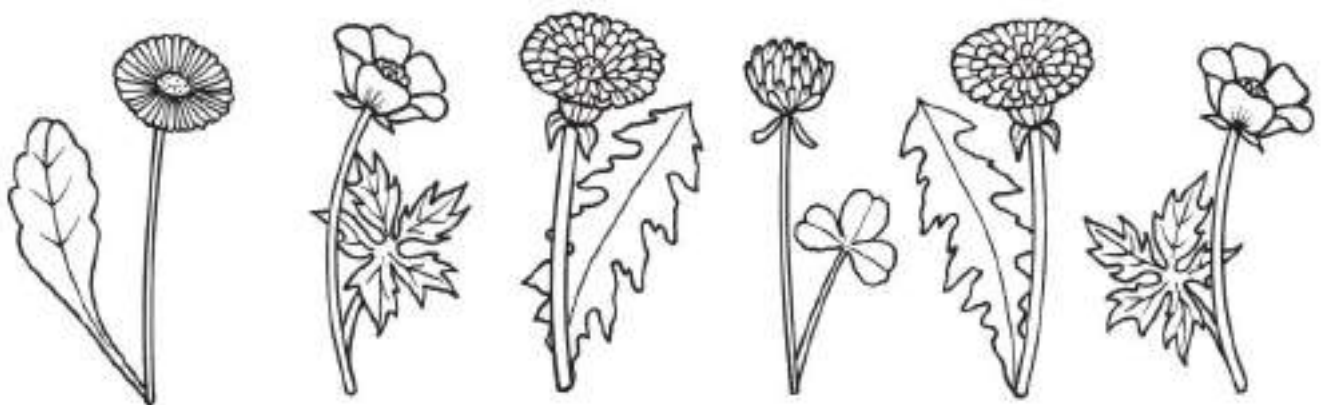
Cé mhéad m?

Cé mhéad e?

Dathaigh ceithre cinn de na bláthanna.



Cuir ciorcal timpeall ar gach aon cham an ime.



Líon isteach na litreacha atá ar iarraidh.

**c a m a n i m e**

**c \_ m a \_ i \_ e**

Faigh cam an ime agus beir leat ar scoil é.

Cé mhéad peiteal?

Greamaigh cam an ime anseo.

Críochnaigh an léaráid seo de cham an ime.



Scríobh 'an tseamair bhán'.

# an tseamair bhán

1. Cé mhéad litir atá i 'bhán'?



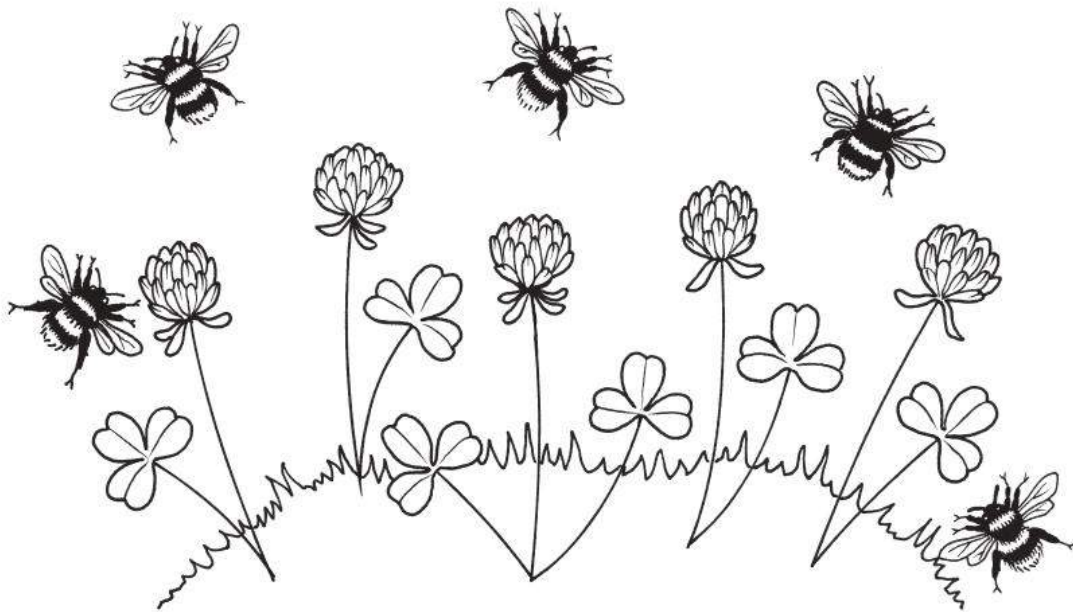

2. Cé mhéad litir atá i 'tseamair'?

1.

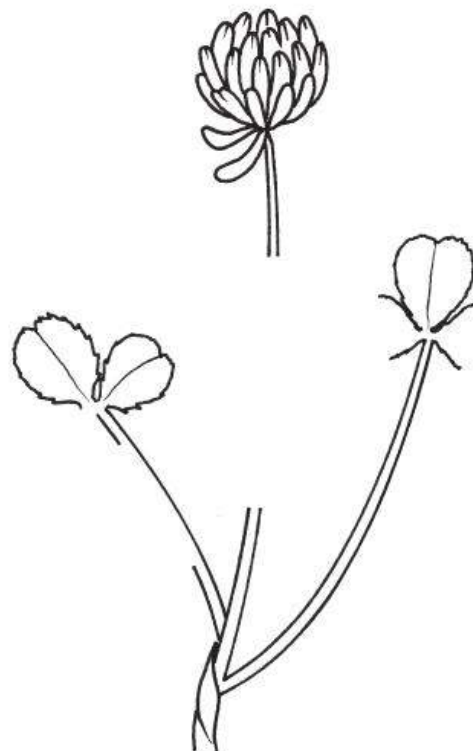
2.

3.

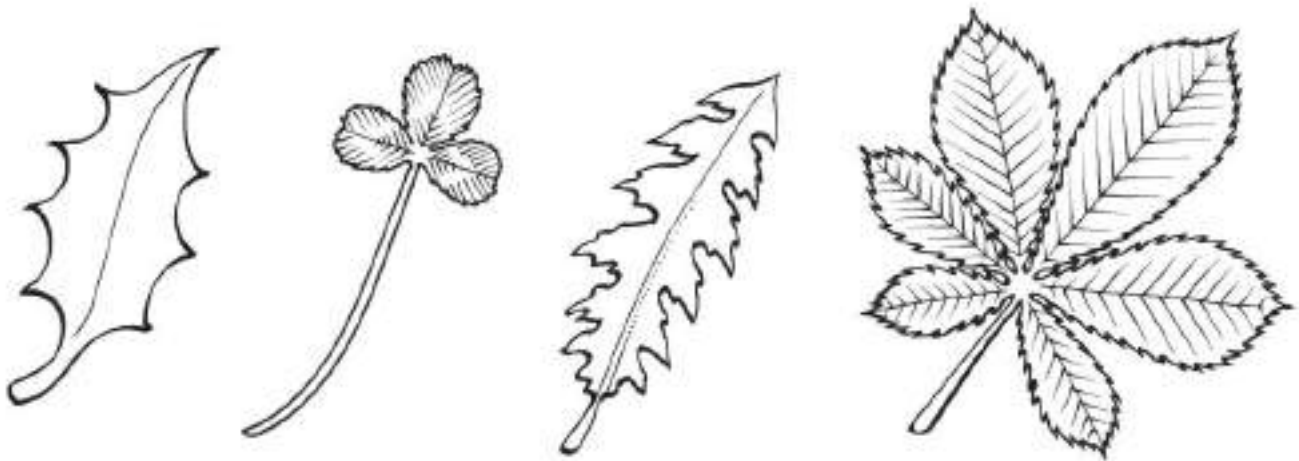
Treoraigh na beacha chuig an tseamair.



Críochnaigh léaráid na seimre.

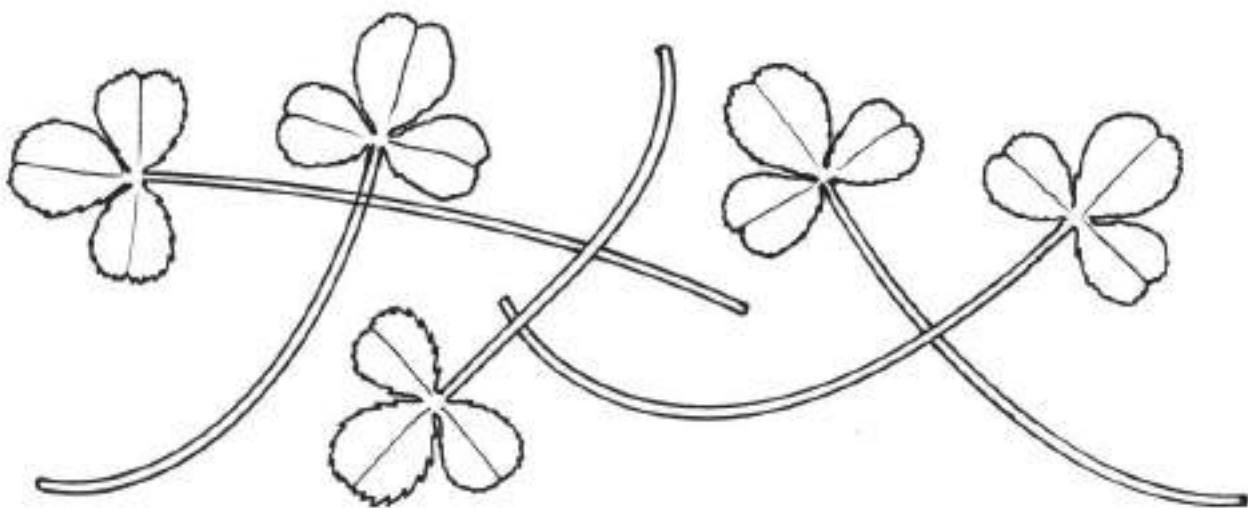


## Ciorclaigh duilleog na seimre.



---

## Comhair duillíní na seimre.



---

Aimsigh bláth seimre a bhfuil duilleog air agus greamaigh den leathanach é.

Scríobh an focal 'cuileann'.

cuileann

Cé mhéad caor chuilinn atá anseo? →



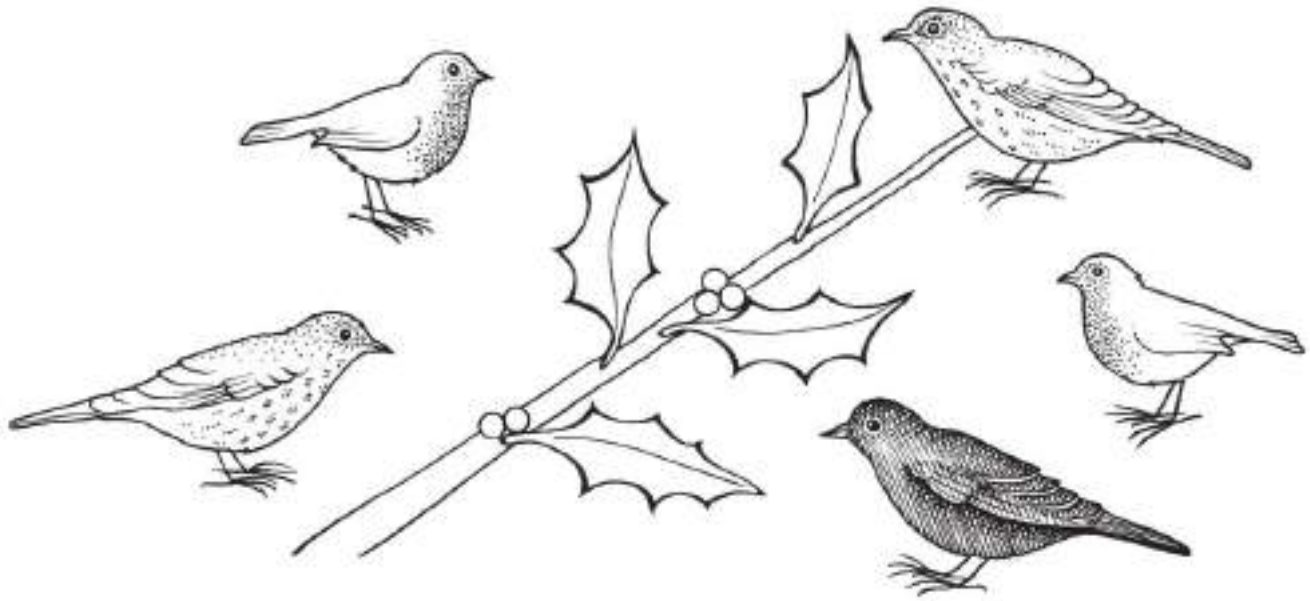
Cé mhéad caor chuilinn atá anseo? →



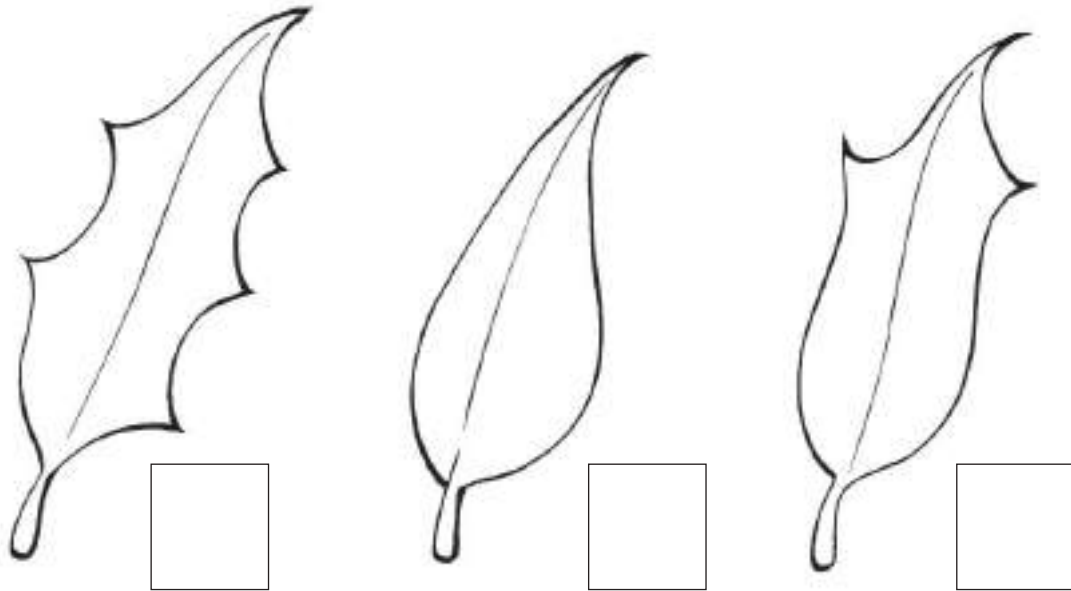
Dathaigh craobhóg an chuilinn agus a chaora.



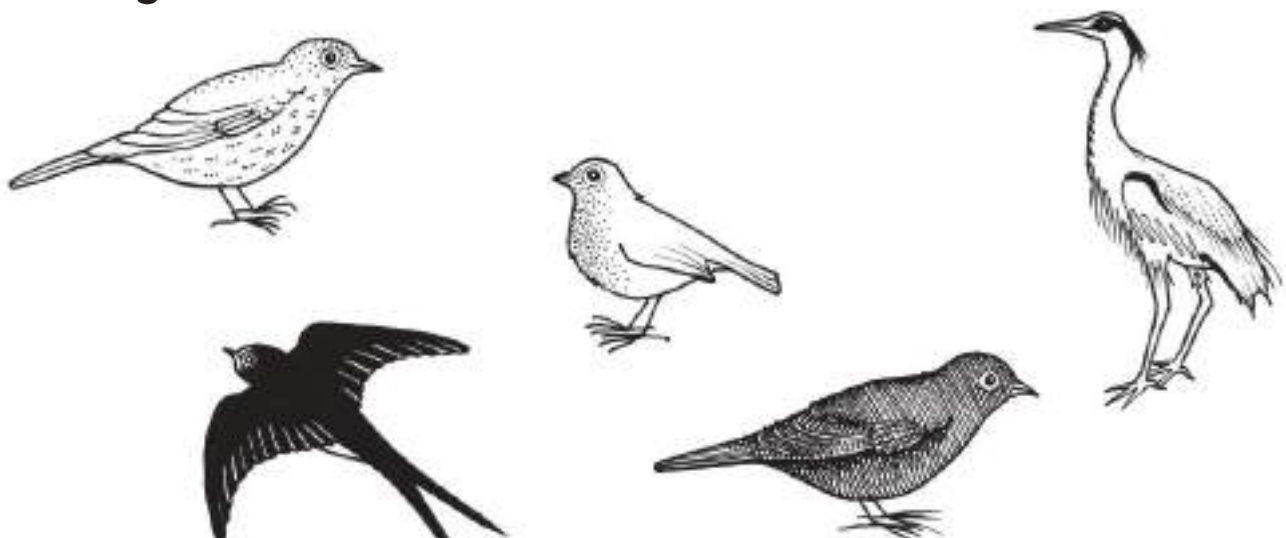
### Treoraigh na héin chuig na caora.



Comhair na codanna deilgneacha ar dhuilleoga an chuilinn.

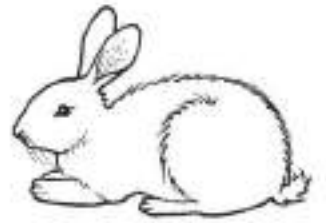
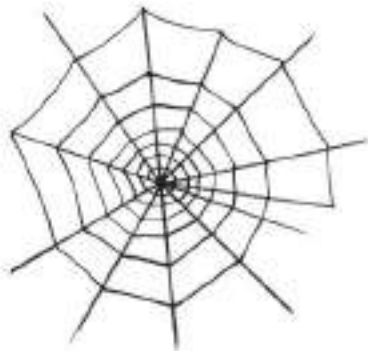


Ciorclaigh na h-éin nach n-itheann caora.

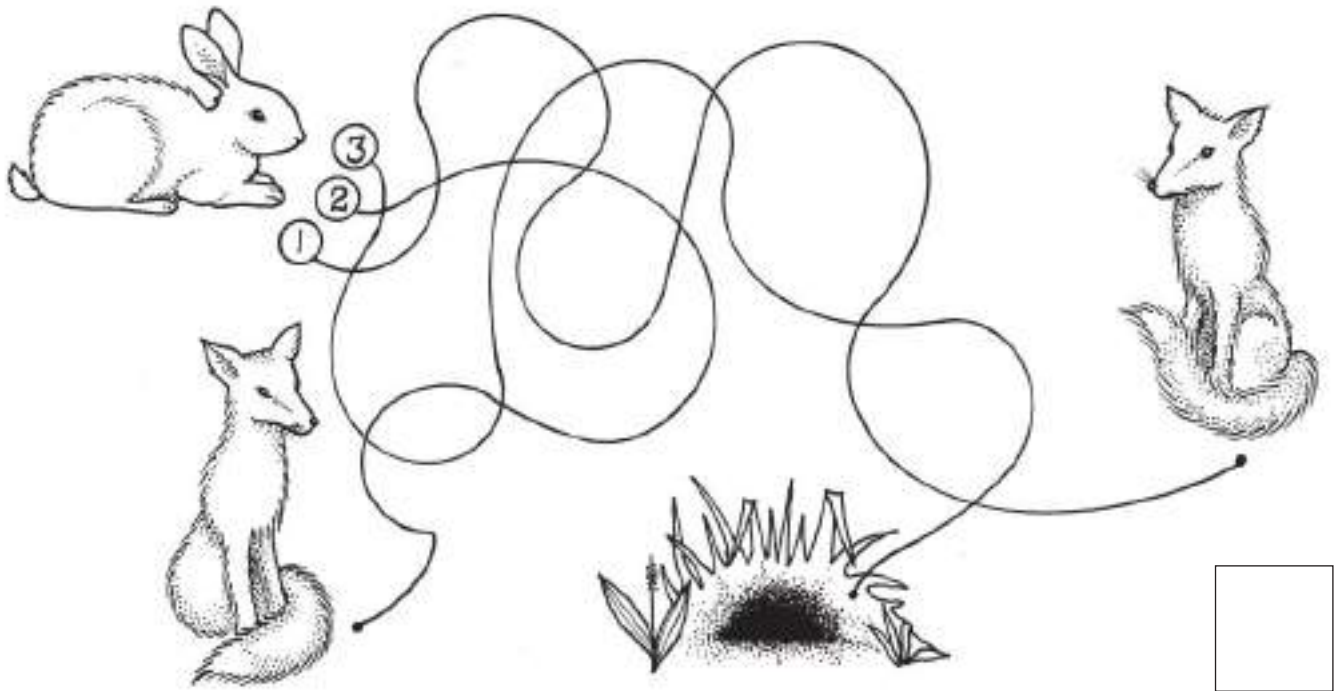




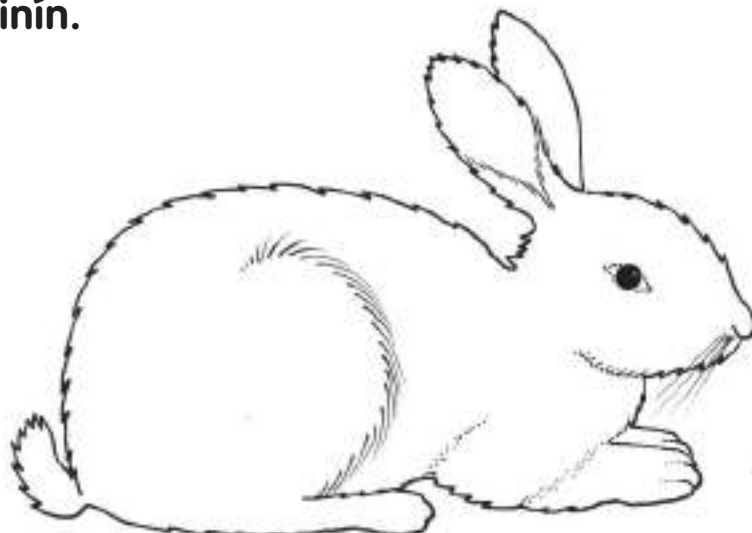
Treoraigh an coinín go dtí an baile s’aige trí líne a tharraingt.



Cén tsreang a rachaidh ón gcoinín go dtí an baile s’aige?  
Cuir an uimhir sa bhosca.

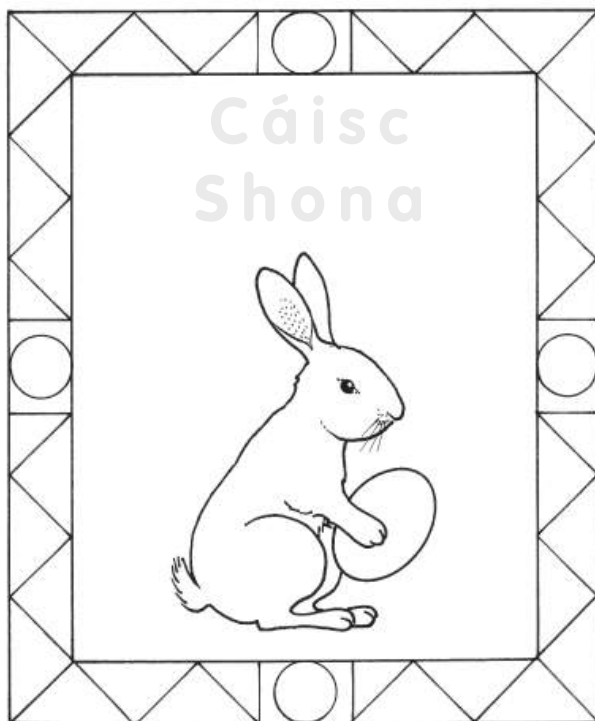
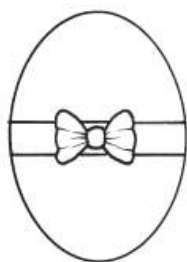
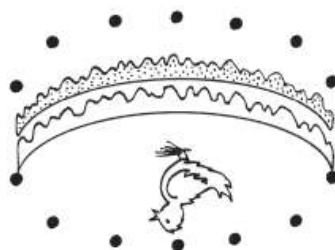


Dathaigh an coinín.



Déan cárta Cásca. 'Cáisc Shona' os cionn an choinín. Ceangail na poncanna chun léaráid chiste na Cásca a chríochnú. Dathaigh an cárta agus fill é.

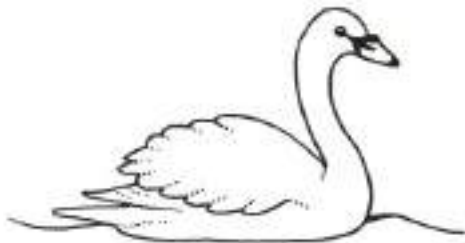
\_\_\_\_\_ 0  
\_\_\_\_\_ Do



Scríobh an focal 'eala'.

e a l a e a l a

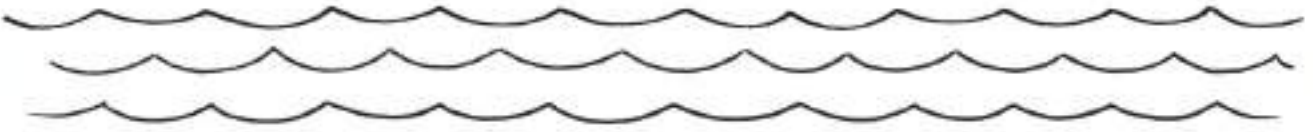
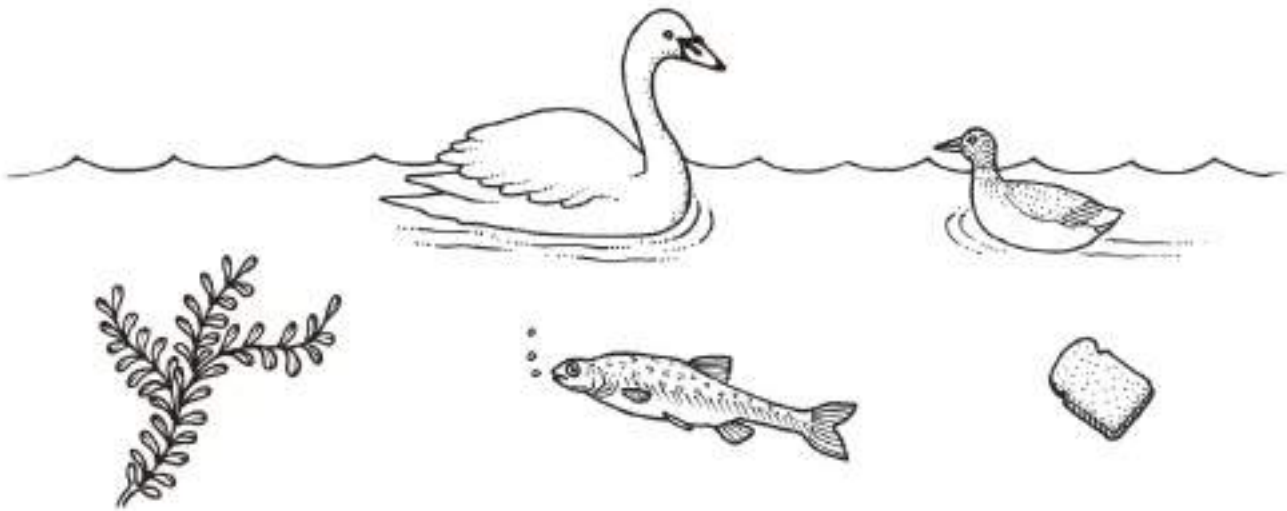
Ciorclaigh an eala chorr.



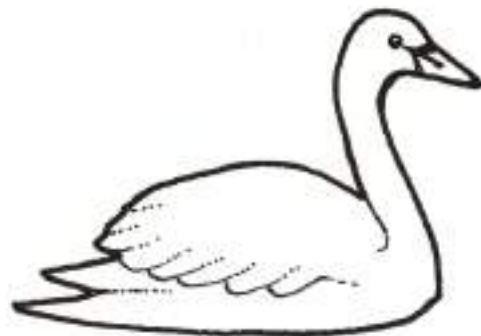
Críochnaigh léaráid na heala agus ansin dathaigh isteach í.



Tarraing líne ón eala go dtí a cuid bia.



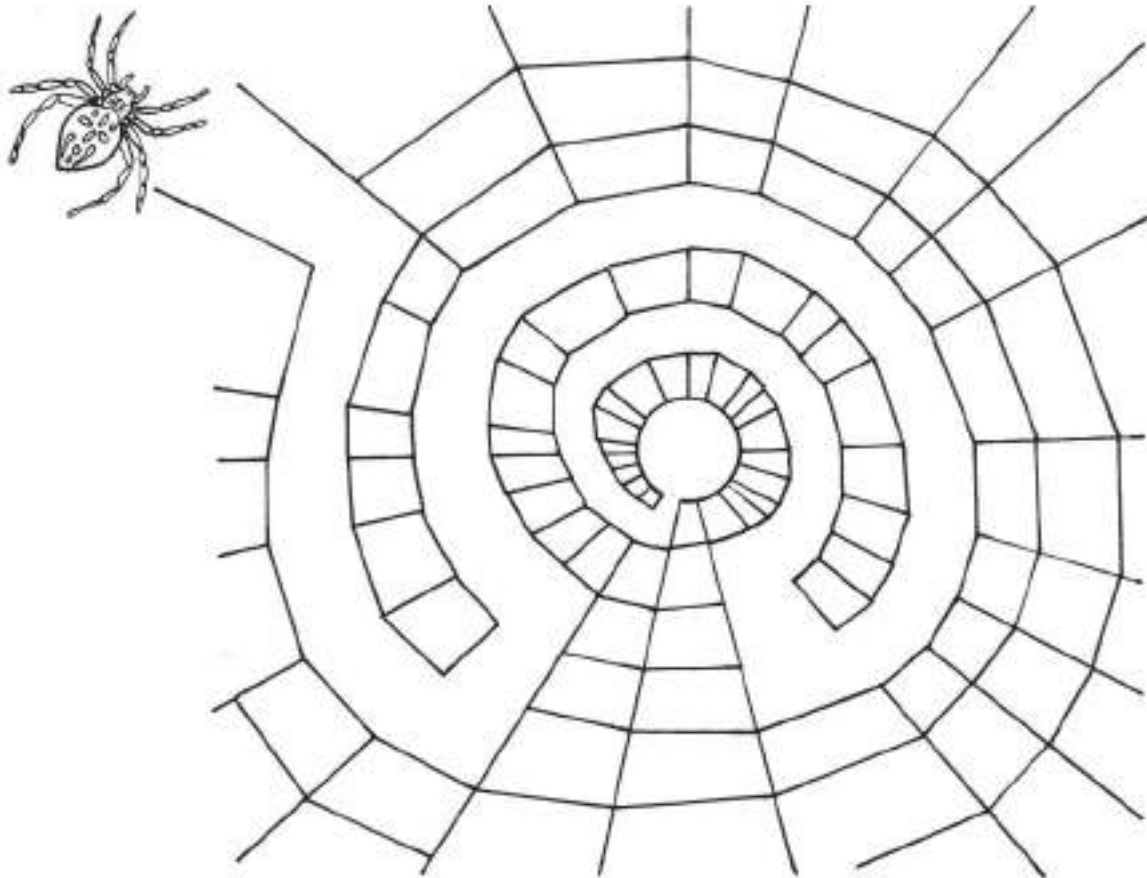
Gearr amach na healaí seo agus greamaigh den phictiúr thuas iad.



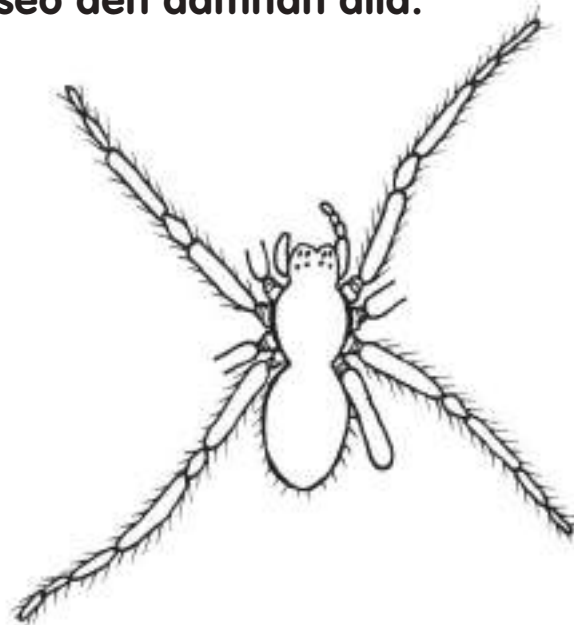
Scríobh an focal 'damhán alla'.

# damhán alla

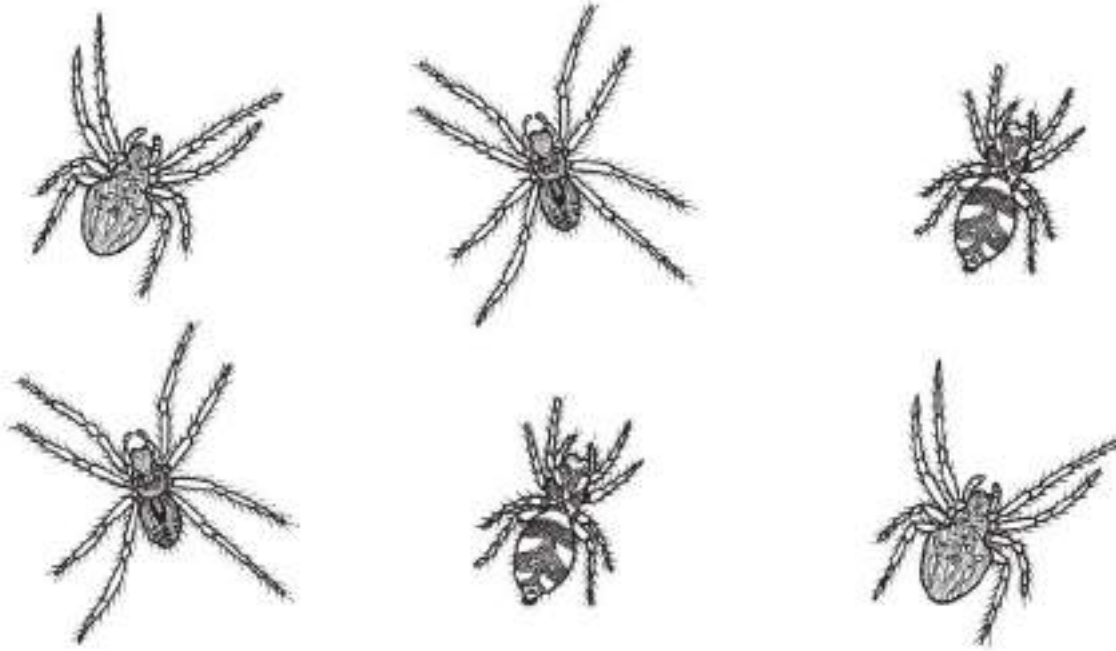
Cabhraigh leis an damhán alla chun a bhealach a dhéanamh abhaile.



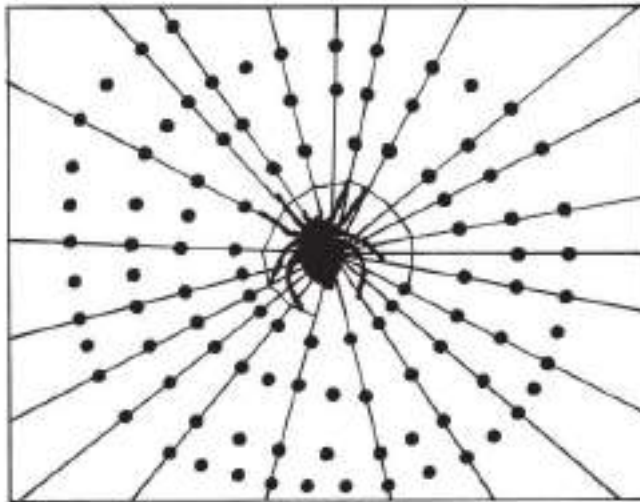
Críochnaigh an léaráid seo den damhán alla.



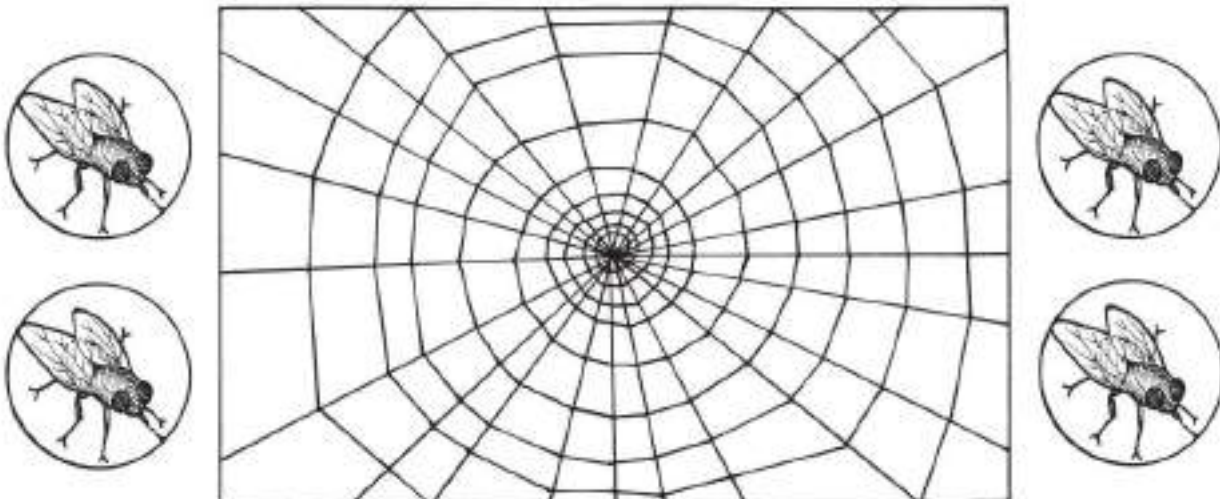
Déan na damháin alla seo a mheaitseáil trí líne a tharraingt idir na cinn atá mar an gcéanna.



Cabhraigh leis an damhán alla críoch a chur lena shnáth trí na poncanna a cheangal.



Gearr amach na cuileoga agus greamaigh den snáth iad.



# Introduction to 1st Class Worksheets

**An Sabhaircín**

**Primrose**

**Cloigín gorm**

**Bluebell**

**Dair**

**Oak**

**Madra rua**

**Fox**

**Lon dubh**

**Blackbird**

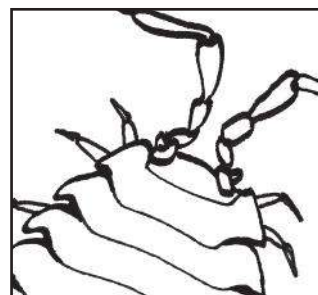
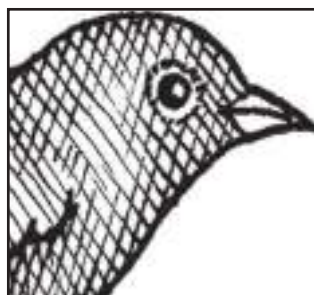
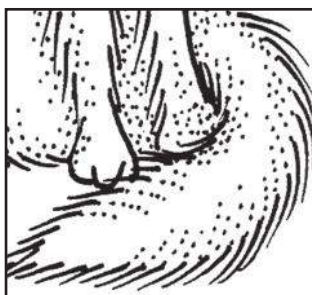
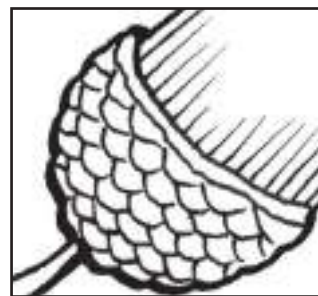
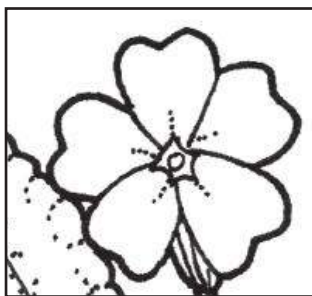
**Cláirseach**

**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.

Scríobh an focal 'sabhaircín'.

**sabhaircín** \_\_\_\_\_

Aimsigh na sabhaircíní.



Ainmnigh na bláthanna eile.

sabhaircín

caisearbhán

nóinín

seamair

cam an ime

Cé mhéad focal is féidir leat a dhéanamh as an bhfocal sabhaircín?

_____	_____	_____
_____	_____	_____
_____	_____	_____

**Aimsigh sabhaircín agus duilleog dá chuid agus greamaigh den leathanach iad.**



*bláth*



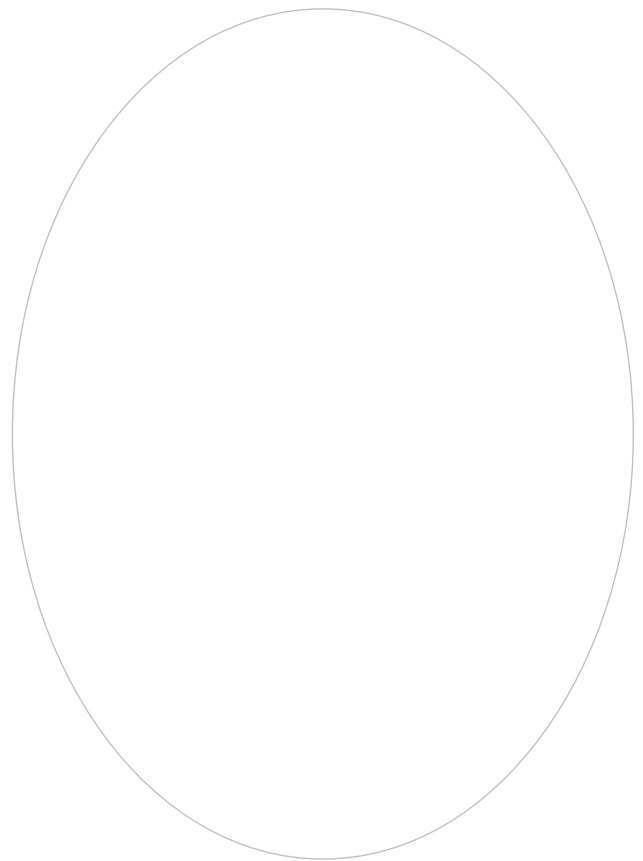
*duilleog*

---

**Tarraing sabhaircín agus a dhuilleog agus dathaigh iad.**



*bláth*

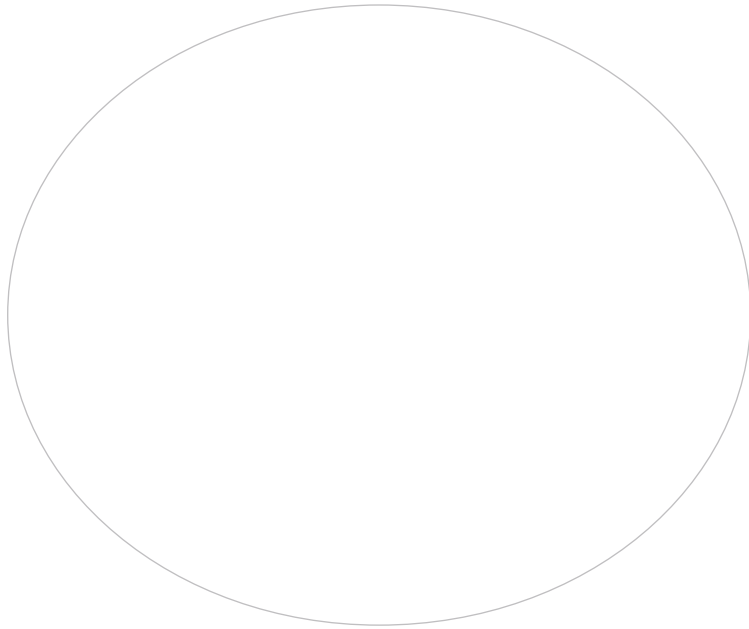


*duilleog*

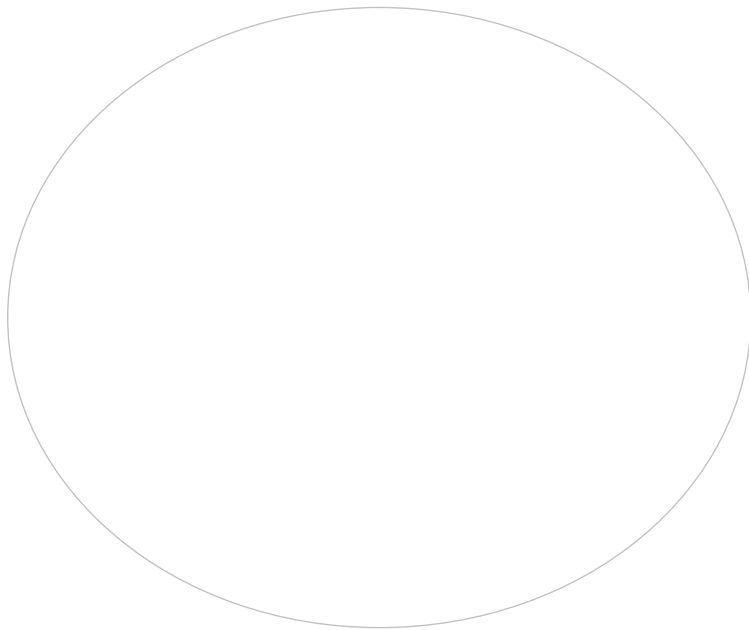
Scríobh an focal 'cloigín gorm'.

## Cloigín gorm \_\_\_\_\_

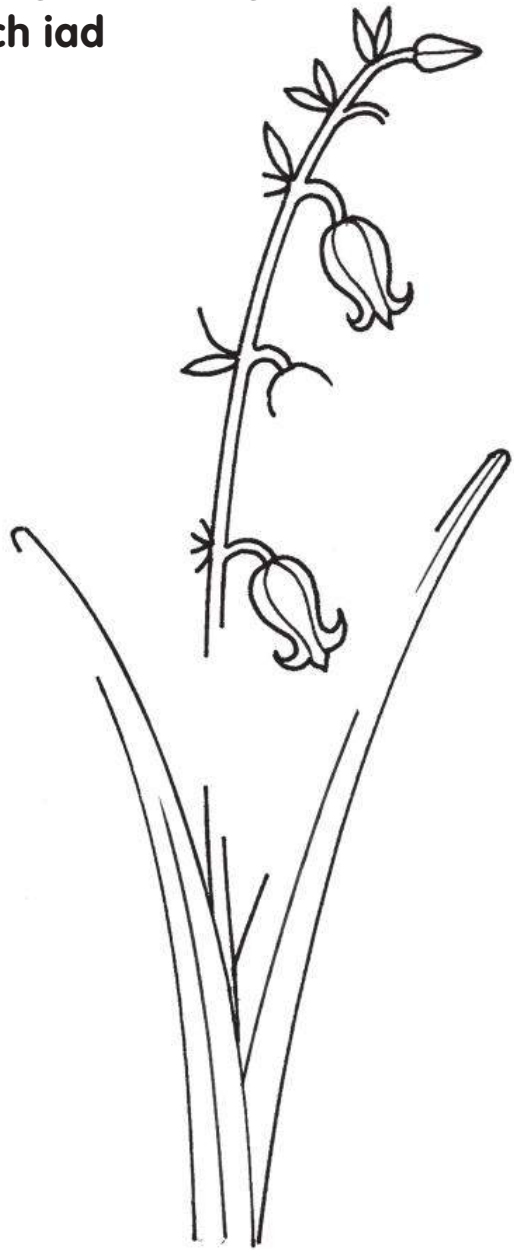
Téigh amach agus aimsigh cloigín gorm agus duilleog dá chuid agus greamaigh den leathanach iad



*bláth*



*duilleog*



Críochnaigh an léaráid agus dathaigh í.

Is sa \_\_\_\_\_ a fuarthas mo chloigín gorm.

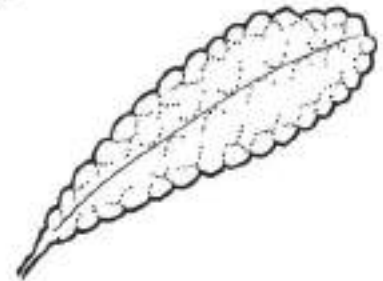
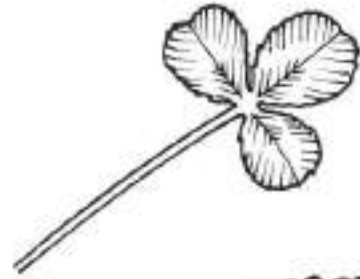
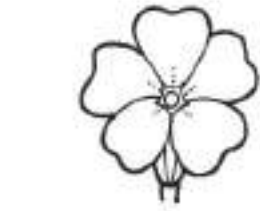
loch

pháirc phoiblí

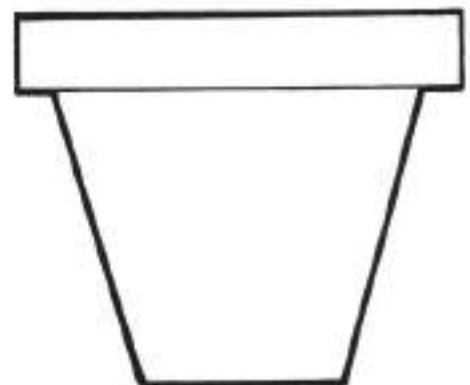
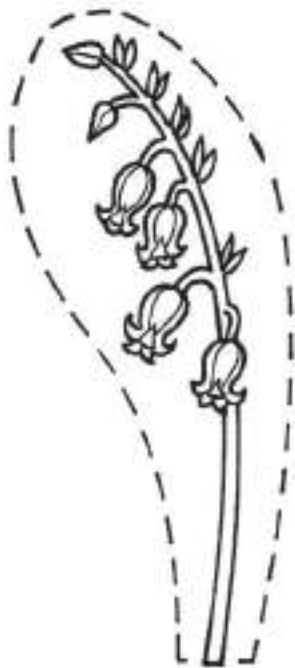
ghairdín

choill

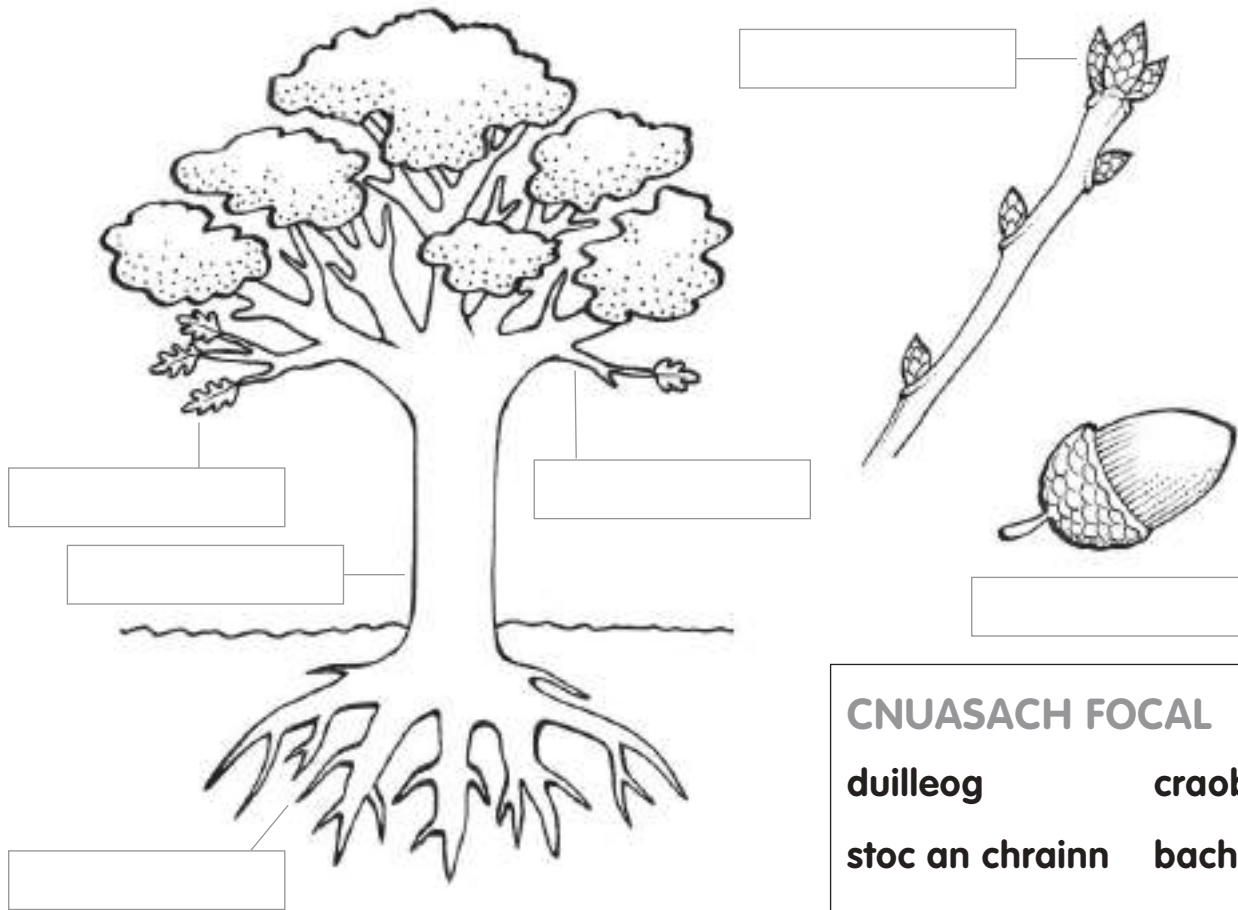
Déan an bláth a mheaitseáil leis an duilleog.



Dathaigh agus gearr amach na bláthanna agus an pota bláthanna.  
Bain feidhm astu chun do chárta earraigh féin a dhéanamh.



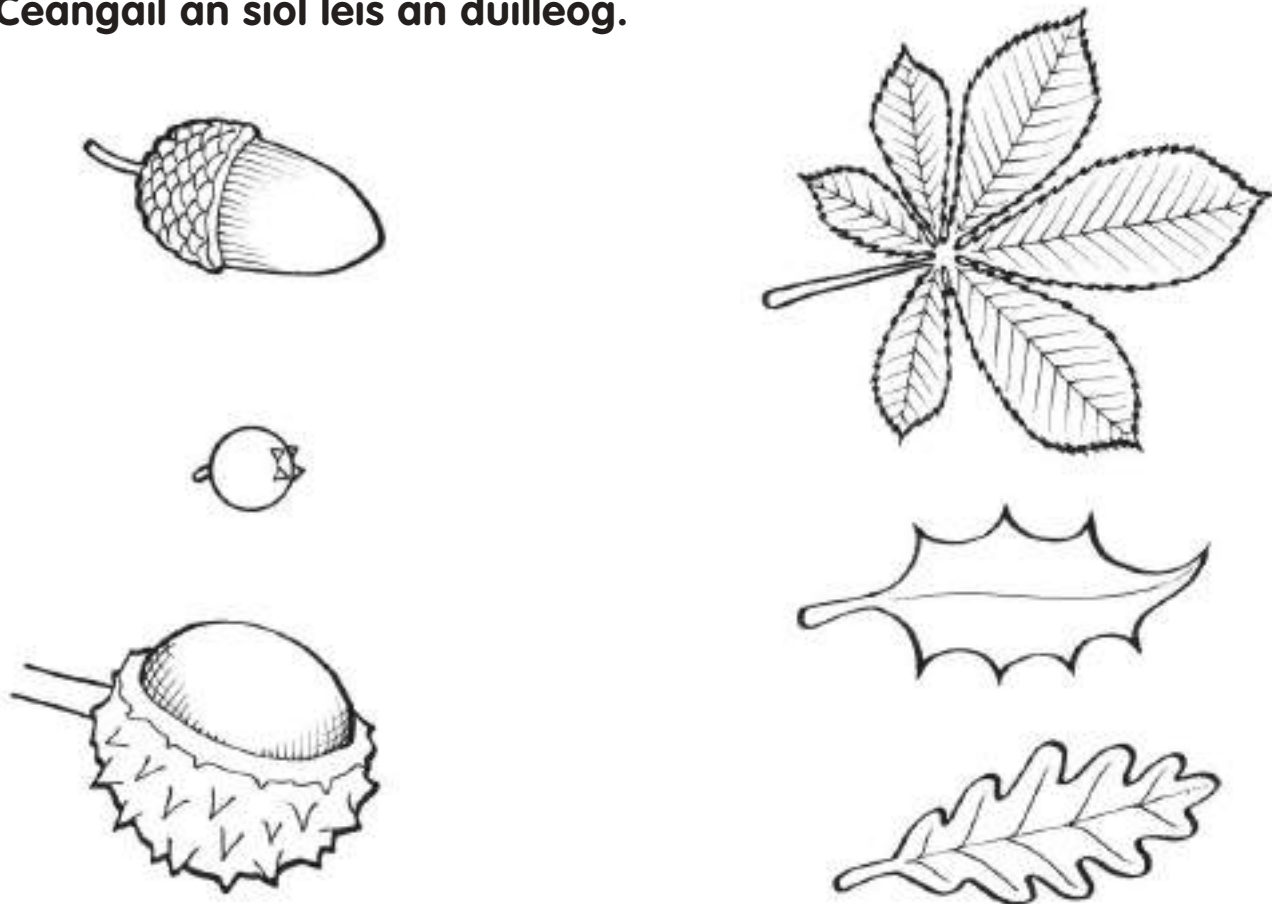
# Ainmnigh codanna an chrainn.



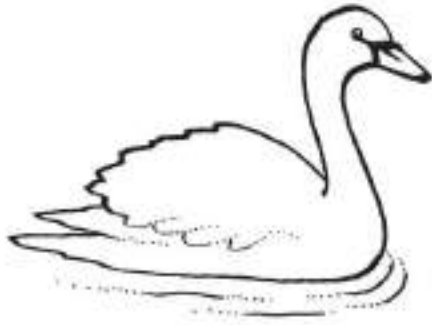
**CNUASACH FOCAL**

duilleog	craobh
stoc an chrainn	bachlóg
fréamh	dearcán

## Ceangail an síol leis an duilleog.



Cé acu a mbíonn dearcáin mar bhia acu?



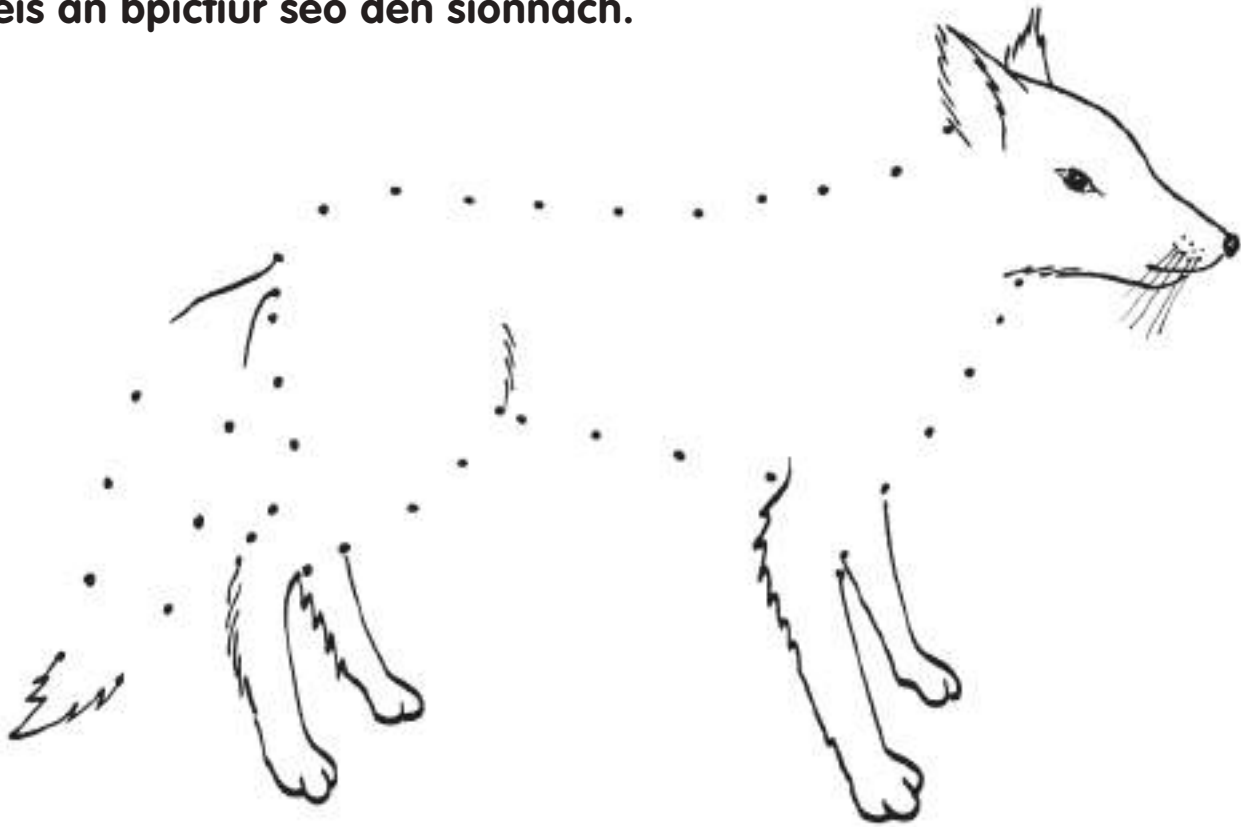
### Lúbra focal

l	r	a	r	c	r	a	o	b	h	d
d	u	i	l	l	e	o	g	a	c	l
b	a	c	h	l	ó	g	a	c	i	n
f	r	é	a	m	h	c	a	n	r	b
s	t	o	c	c	r	a	n	n	r	c
d	e	a	r	c	á	n	d	a	i	r

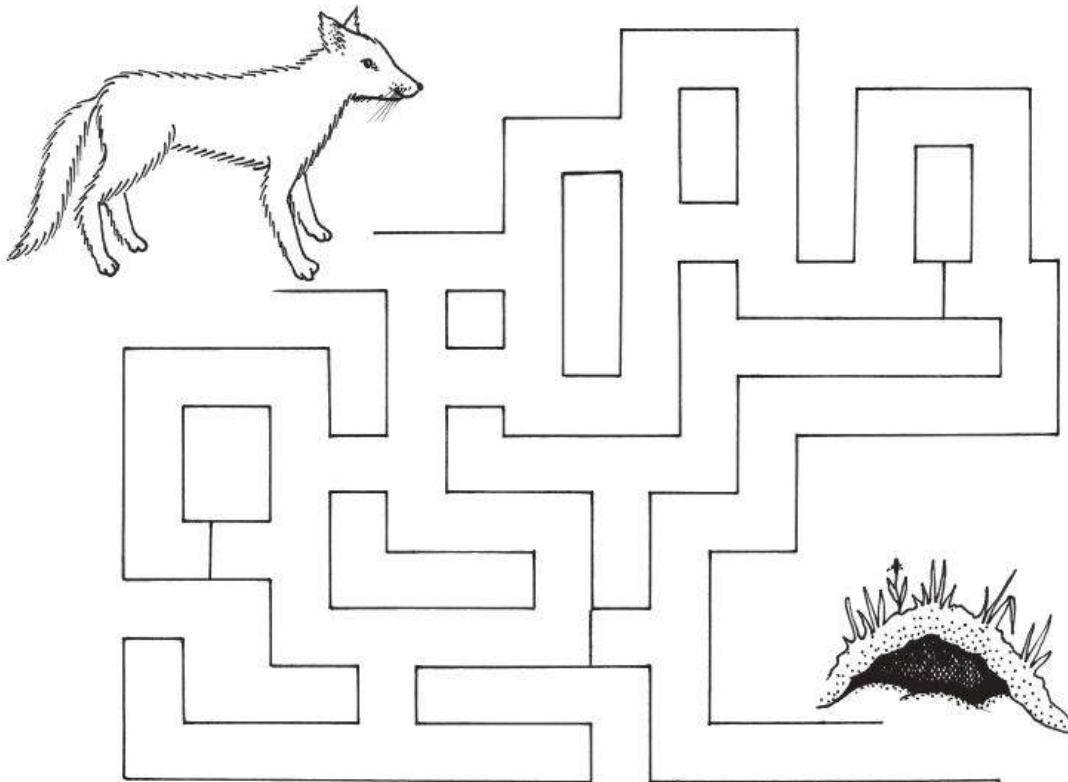
### CNUASACH FOCAL

dair	dearcán
craobh	fréamh
crann	bachlóg
duilleog	stoc

Ceangail na poncanna chun críoch a chur leis an bpictiúr seo den sionnach.



Treoraigh an sionnach chuig a phluais.

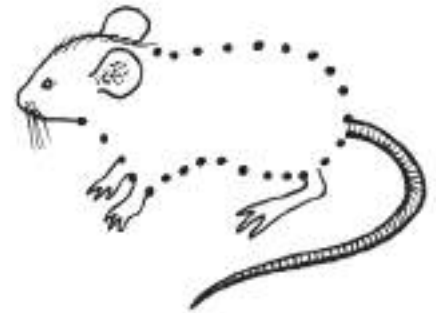


Líon isteach na bearna.

Cónaíonn sionnach i \_\_\_\_\_ .



Na nithe a bhíonn mar bhia ag an sionnach.



Líon isteach na slabhraí bia.

féar	coinín	
	luchóg	sionnach
	sicín	

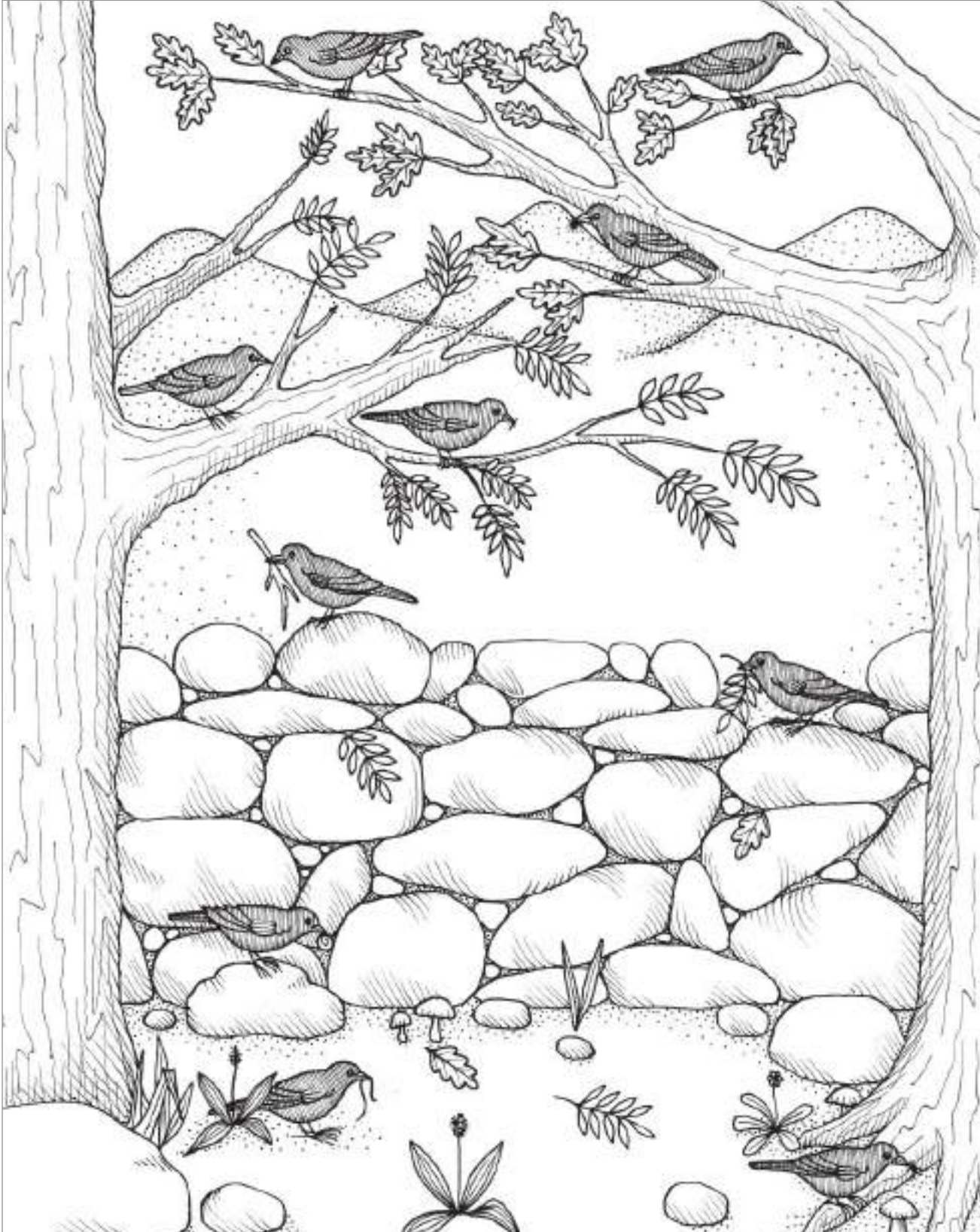
CNUASACH FOCAL

luchóg    sicín    coinín    sionnach    dearcán    gráinne

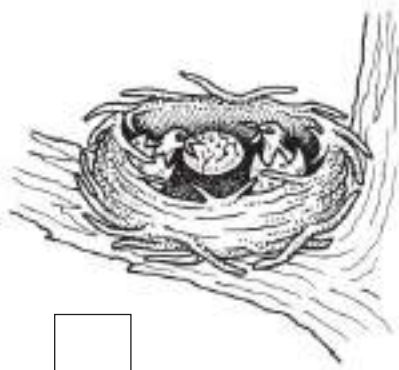
Scríobh an focal 'lon dubh'.

lon dubh \_\_\_\_\_

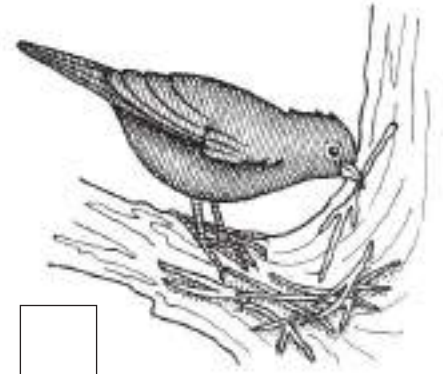
Cé mhéad lon dubh is féidir leat a aimsiú sa phictiúr?

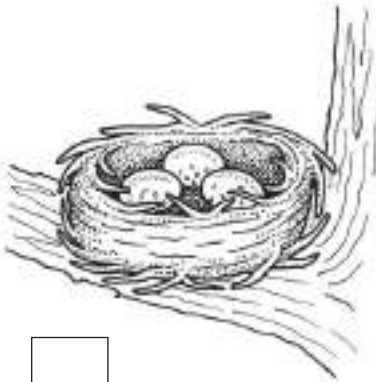


Cuir na pictiúir san ord ceart trí na huimhreacha a chur sna boscaí 1-6.

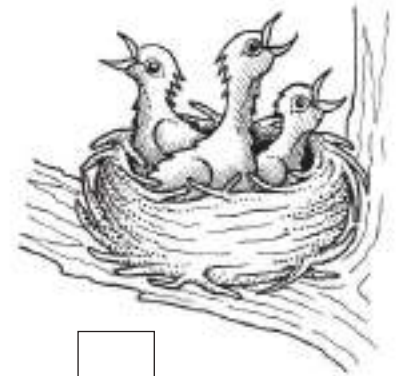












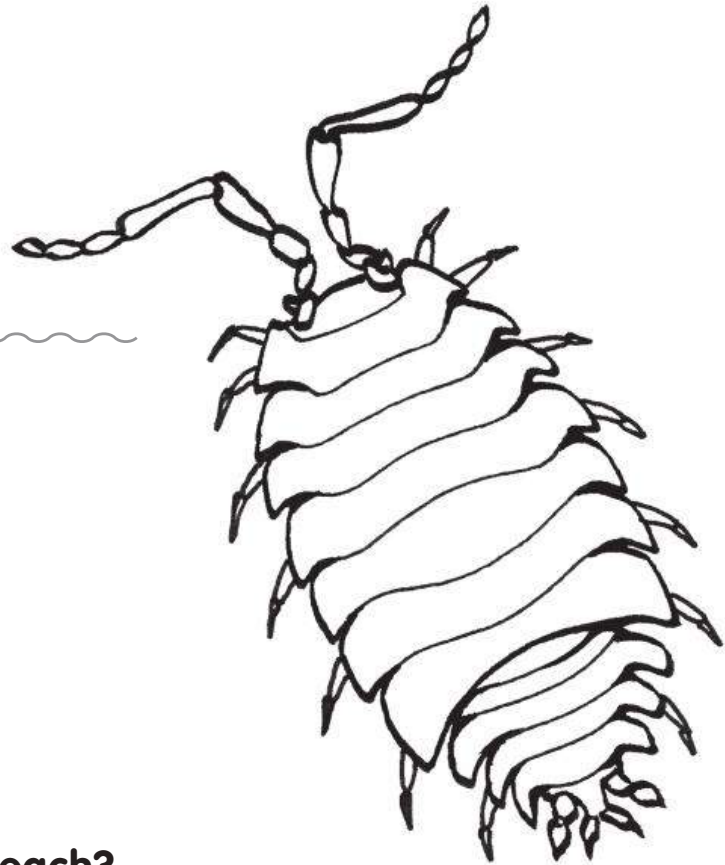

**Cuardach Focal. Cad é an bia a itheann an lon dubh?**

d	a	m	h	á	n	a	l	l	a
p	é	i	s	t	t	a	l	ú	n
e	d	r	ú	c	h	t	í	n	l
ú	l	l	s	e	i	l	i	d	e
s	í	o	l	c	a	o	r	d	á

### CNUASACH FOCAL

síol  
damhán alla  
seilide  
caor  
drúchtín  
péist talún  
úll

# cláirseach



Cé mhéad cos

eireaball

aeróg

atá ag cláirseach?

Líon isteach na bearnaí.

Cónaíonn an cláirseach faoi bhun \_\_\_\_\_ agus \_\_\_\_\_.

Itheann an cláirseach \_\_\_\_\_ marbha agus \_\_\_\_\_.

## CNUASACH FOCAL

plandaí

clocha

potaí do bhláthanna

adhmad

Téigh amach agus aimsigh cláirseach.

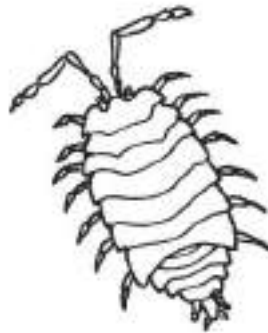
Críochnaigh an pictiúr.

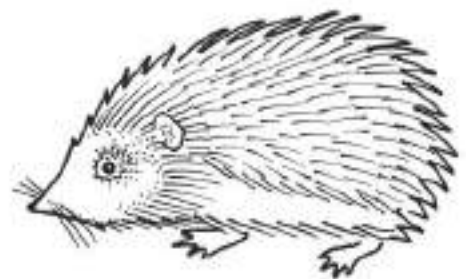


Ainmnigh na hainmhithe a mbíonn an cláirseach mar bhia acu.










CNUASACH FOCAL

lon dubh

damhán alla

gráinneog

spideog

# Introduction to 2nd Class Worksheets

**Duán Ceannchosach**      **Self-heal**

**Slánlus**      **Ribwort**

**Fuinseog**      **Ash**

**Iora rua, Iora glas**      **Squirrel**

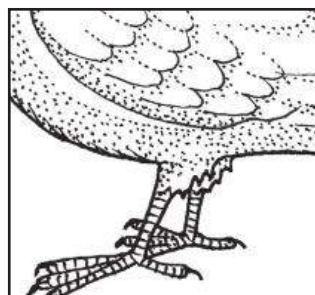
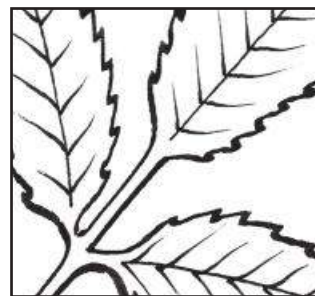
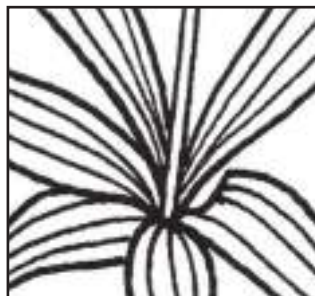
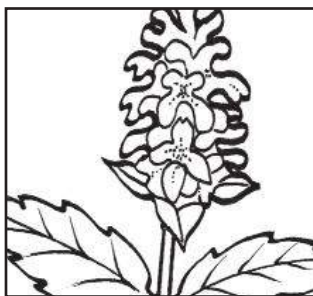
**Colm coille**      **Pigeon**

**Beach mheala, Bumbóg**      **Bee**

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



# 2nd Class Teacher Notes

## Self-heal 1

### Worksheet in two sections

#### Introduction to plant:

Pupils colour in the self-heal plant and leaves. Show the pictures of the plant to the pupils first so that they know what colour it is.

#### Making words:

How many words can the pupils make from the letters self heal?

## Self-heal 2

### Fieldtrip (Do this when self-heal is in flower)

#### Fieldwork outdoors and manual dexterity:

This is an official fieldtrip to carry out an experiment. Pupils read all the instructions indoors first. They then collect the equipment needed, go outdoors and follow the instructions. They count the different species in the study area and enter the results in the table. Then they decide which species is the most common.

The quadrant should be in an area of the school grounds—i.e. lawn or playing field—where self-heal grows. Teacher should check this out first.

#### Research:

Why is it called self-heal? Teacher should discuss this with class and get suggestions from them.

## Ribwort 1

### Worksheet in three sections

#### Absorbing information provided:

Pupils note what a ribwort looks like and where it grows.

#### Classification, identification and revision:

Pupils name the flowers in the drawing, colour each one in and write in the table where each one grows in the wild.

## Ribwort 2

### Fieldtrip

#### Recognising and finding ribwort:

Ribwort grows in lawns and school fields. Pupils collect a leaf and a flower of ribwort and stick the leaf on to the worksheet in class with sellotape.

#### Accurate description:

Pupils should give an accurate description—size, shape, parallel longitudinal veins.

#### Accurate drawing:

Pupils do an accurate drawing of the ribwort flower they have collected

#### Find out:

Why do they have no petals? They are wind-pollinated so they don't need to attract pollinators.

## Ash Tree 1

### Worksheet in two sections

#### Revision:

Pupils name the parts of the tree drawn – the answers are all in the word bank.

#### Tree life cycle:

Pupils match the months to the descriptions of what is happening to the tree.

## Ash Tree 2

### Fieldtrip

#### Fieldtrip:

Go on this fieldtrip in June or September when the leaves on the local ash tree are fully opened.

#### Counting leaflets:

Not all ash leaves have the same number of leaflets so see what variation there is in the leaves collected.

#### Accurate drawing and observation skills:

Pupils should be encouraged to do an accurate drawing of the leaf they have collected. On an ash bark, there could be moss, lichen and ivy.

#### Looking for creepy-crawlies:

Pupils shake the ash leaves into an upturned umbrella and see what falls in. Pooters to suck up delicate creatures can be used to transfer any insects into bug boxes for viewing.

## Squirrel 1

### Worksheet in two sections

#### Writing practice:

Pupils practise writing the words **red squirrel**  
**grey squirrel**

#### Observational skills:

Pupils should be able to detect 3 differences between red and grey squirrels from the black and white drawings. Colour is an extra difference.

#### Revision of knowledge about squirrels:

The answers to the questions are in the word bank

## Squirrel 2

### Worksheet in two sections

#### Ecological information:

Pupils fill out food chains – simple ones first, just the squirrel and his food and then, after seeing the drawing of the pine marten, the whole food chain.

#### Find out:

Where is the nearest place to the school that squirrels live.

## Pigeon 1

### Worksheet in two sections

#### Observation and comparison:

Pupils describe the differences in the drawing between the named parts of the wood pigeon and the feral pigeon. They then have to find out about their colour and their call.

#### Word search:

Two of the words are diagonal. The rest are vertical or horizontal. Answers are in the word bank.

## Pigeon 2

### Fieldtrip to see pigeons

Pigeons are very common birds—feral pigeons in towns and wood pigeons in rural areas. Show the pupils the photographs before going out.

#### Identification and observational skills:

What pigeons did they see and what were they like? What were they doing? How many were seen?

#### Food Chain:

Pupils identify and name the drawings in the food chains illustrated.

## Bee 1

### Worksheet in three sections

#### Writing practice:

Pupils practise writing the words **bumble bee**  
**honey bee**

#### Observational skills:

Pupils spot the differences between the drawn honey bee and bumble bee.

#### Information about bees:

Pupils fill in the sentences using the words in the word bank.

## Bee 2

### Fieldtrip to see bees

#### Observational skills:

Bees visit flowers on dry sunny days so make sure there are flowers to visit and that it is a dry day. Both honey bees and bumble bees may come. Encourage the children to stay quiet and observe the bees who will be busy visiting the flowers.

Bees collecting pollen will have yellow pollen baskets on their back legs. Bees collecting nectar stick their heads well into the flower as the nectar is hidden deep in the flower. Encourage the children to stay quiet, be patient and observe.

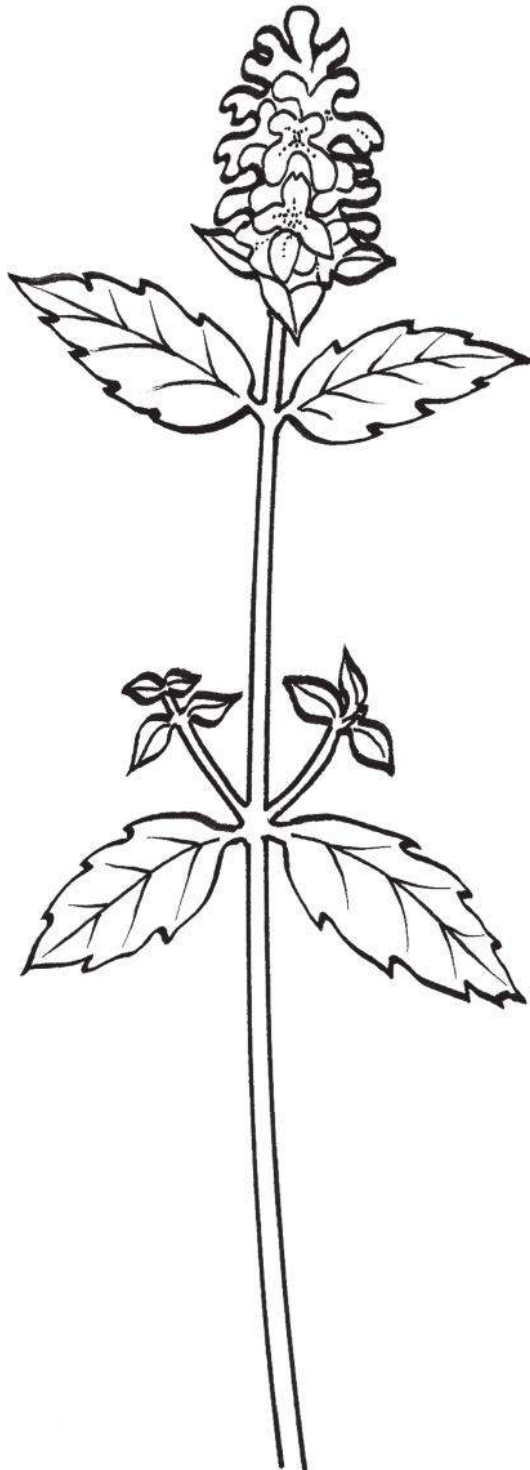
#### Improving the environment for bees:

Planting more nectar-bearing flowers. Bees love herbs such as sage and rosemary as well as flowering shrubs such as pyrocantha and hawthorn.



Dathaigh an pictiúr i gceart.

Tá dath corcra ar na bláthanna agus ar na duilleoga.

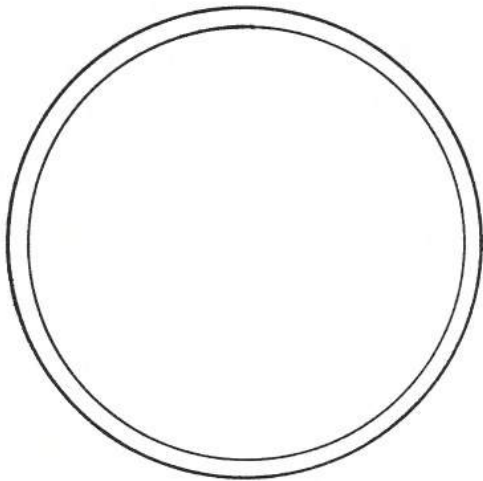


Cén fáth a bhfuil an t-ainm  
'duán ceannchosach' air?

Cé mhéad focal is féidir leat a dhéanamh as 'duán ceannchosach'?

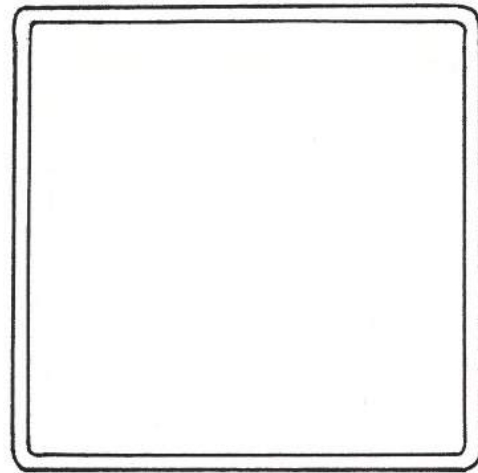
_____	_____	_____
_____	_____	_____
_____	_____	_____

Turas allamuigh: duán ceannchosach. Beidh na nithe seo de dhíth ort:



Fonsa

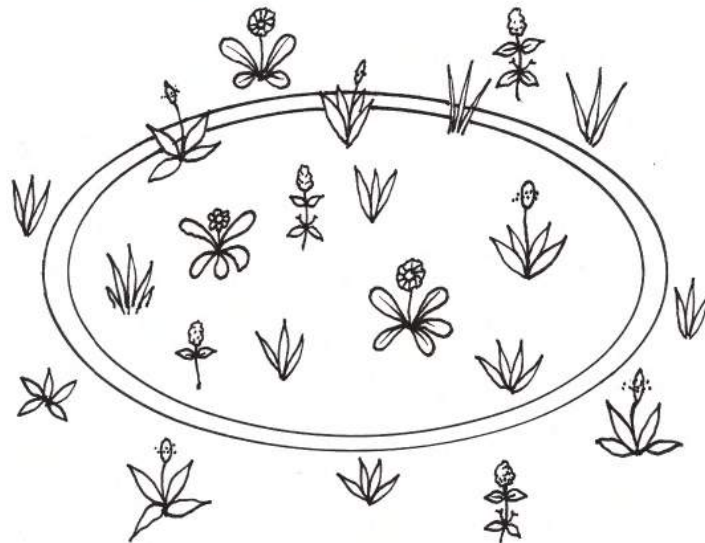
nó



Cuadraí

Téigh amach agus cuir an fonsa nó an cuadraí síos ar thalamh a bhfuil féar ag fás air. Déan liosta de na plandaí san fhonsa atá ar eolas agat.

Plandaí	Líon



An planda is coitianta atá ann? \_\_\_\_\_

An planda is neamhchoitianta atá ann? \_\_\_\_\_

Fásann an slánlus ar thalamh féaraigh.



Ainmnigh na bláthanna seo a leanas. Dathaigh na pictiúir.
















Cá háit a mbíonn siad ag fás?

Páirc	Fál

**Turas allamuigh: an slánlus. Téigh amach agus aimsigh slánlus.**

**D'aimsigh muid slánlus anseo: \_\_\_\_\_.**

**Bailigh duilleog ón slánlus agus greamaigh anseo í.**

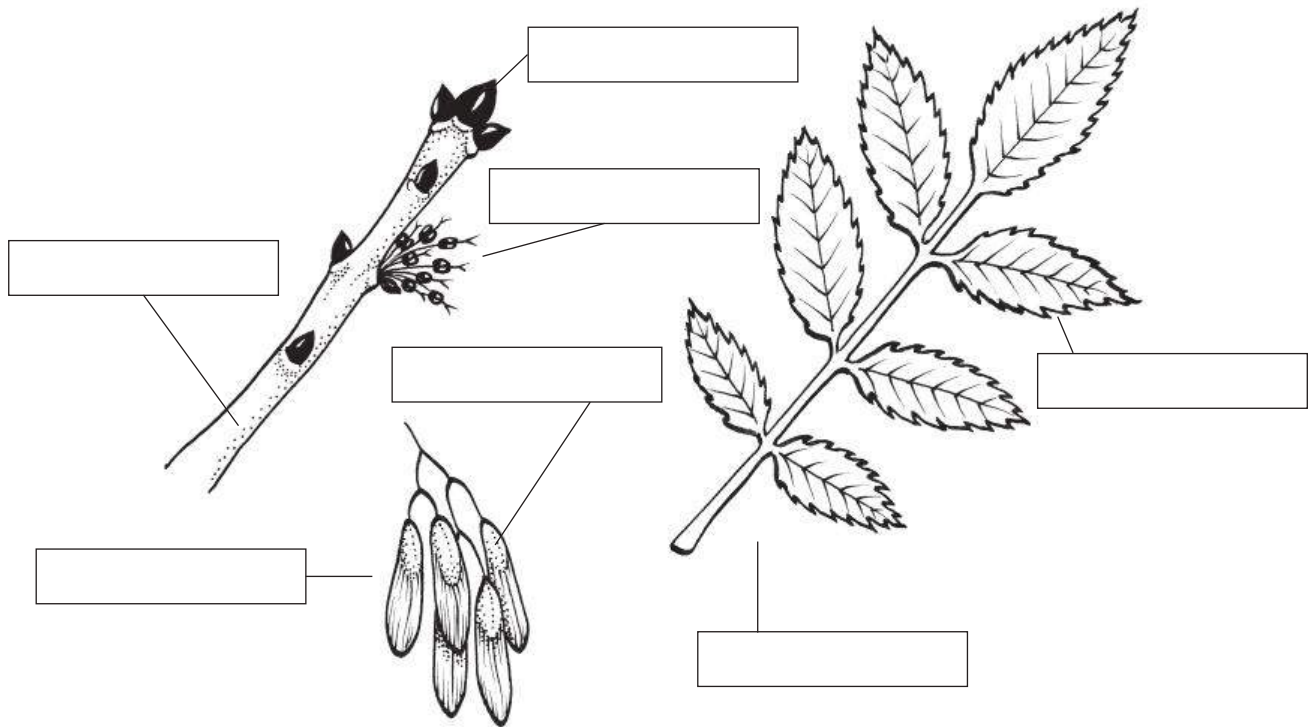
~~~~~  
**Déan cur síos ar an duilleog.**

**Tá duilleog an tslánlusa \_\_\_\_\_**  
\_\_\_\_\_

~~~~~  
**Tarraing pictiúr de bhláth an tslánlusa.**

~~~~~  
**Cén fáth nach bhfuil peitil air? \_\_\_\_\_**

## Ainmnigh codanna na fuinseoige.



## CNUASACH FOCAL

duilleog duillín bachlóg craobhóg síol bláthanna eochróga

Ceangail an mhí leis an rud a tharlaíonn.

|                  |                                           |
|------------------|-------------------------------------------|
| Eanáir           | Bíonn an crann clúdaithe le duilleoga     |
| Aibreán          | Bíonn bláthanna ar na craobhóga           |
| Bealtaine        | Titeann na duilleoga                      |
| Meitheamh        | Briseann na bachlóga amach ina nduilleoga |
| Lúnasa           | Déantar na síolta                         |
| Meán Fómhair     | Tagann dath órga ar na duilleoga          |
| Deireadh Fómhair | Bíonn na bachlóga lom                     |

**Téigh ar thuras allamuigh chun fuinseog a fheiceáil.**

**Fásann ár bhfuinseog i \_\_\_\_\_ .**

**Tá \_\_\_\_\_ duillín ar dhuilleog m'fhuinseoige.**

~~~~~  
**Tarraing do dhuilleog fuinseoige anseo.**

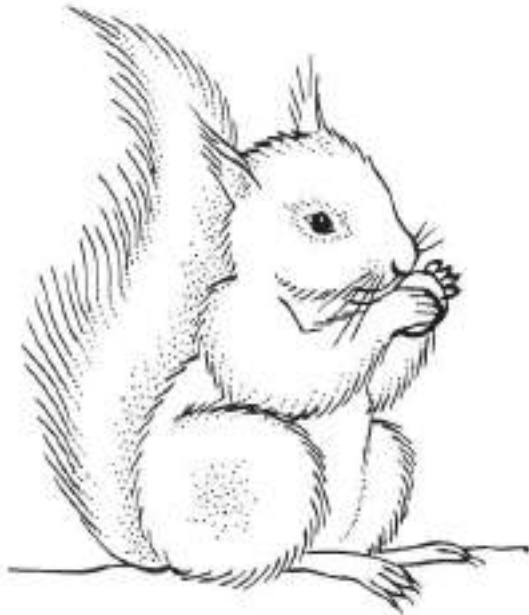
~~~~~  
**Bhí \_\_\_\_\_ ag fás ar choirt ár bhfuinseoige.**

**Fuair muid \_\_\_\_\_ ar na duilleoga.**

**Scríobh:**

**Iora rua** \_\_\_\_\_

**Iora glas** \_\_\_\_\_



*Rua*



*Glas*

**Maidir leis an iora rua agus an iora glas, scríobh síos trí dhifríochtaí.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Críochnaigh na habairtí.**

**Cónaíonn iora i** \_\_\_\_\_.

**Itheann na hioraí uilig** \_\_\_\_\_.

**Ní** \_\_\_\_\_ **ioraí.**

**CNUASACH FOCAL**

dearcáin

nead iora

gheimhríonn

Tá na hioraí uilig ina luibhiteoirí. Líon isteach na slabhraí bia.

|                 |      |
|-----------------|------|
|                 | lora |
| Buaircíní péine |      |
| Bachlóga crainn |      |

Itheann na cait chrainn na hioraí.



Líon isteach slabhra bia iomlán.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Is i \_\_\_\_\_ a gcónaíonn na hioraí is gaire d'ár scoil.

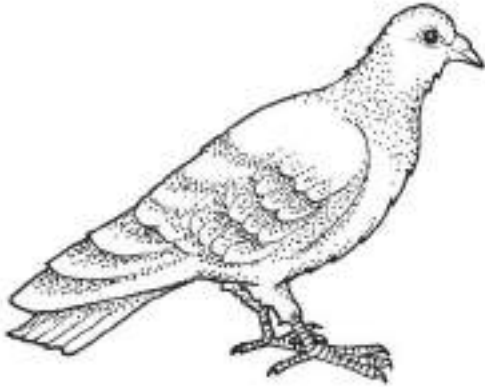


**Scríobh:**

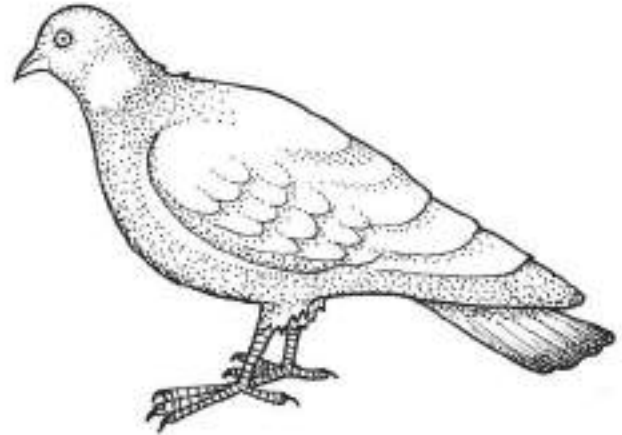
**Colúr** \_\_\_\_\_

**Colm Coille** \_\_\_\_\_

**Maidir le colm coille agus fiacholm, scríobh síos na difríochtaí.**



*Fiacholm*



*Colm Coille*

**Toise**

**níos lú**

**níos mó**

**Gob**

**Dath**

**Gair**

**Cuardach focal**

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| E | A | L | T | A | R | Á | N | C | A | C |
| C | A | O | R | T | H | R | O | I | M | O |
| C | A | B | Á | I | S | T | E | N | C | L |
| G | O | B | C | U | A | C | H | E | O | Ú |
| U | B | H | S | U | C | L | E | A | L | R |
| S | I | O | N | N | A | C | H | D | M | H |

**CNUASACH FOCAL**

SIONNACH CABÁISTE

COLÚR COLM

NEAD GOB

EALTA CUACH

ARÁN CAOR THROIM

UBH

**Turas Allamuigh. Téigh amach le do mhúinteoir chun colúir a lorg.**

**Cén cineál colúir atá feicthe agat?** \_\_\_\_\_

**Cad é an bia a itheann na colúir?** \_\_\_\_\_

**Cé mhéad colúr atá feicthe agat?** \_\_\_\_\_

**Cad a bhí ar siúl acu?** \_\_\_\_\_

**Scríobh síos ainmneacha na nithe atá i mbia slabhra an cholúir.**



**CNUASACH FOCAL**

**cabáiste**

**fabhchún gorm**

**colúr**

**síolta**

**sionnach**

Scríobh:

Bumbóg \_\_\_\_\_

Beach Mheala \_\_\_\_\_



Maidir le bumbóg agus beach mheala, scríobh síos na difríochtaí.

Cé acu is mó

Is lú

Atá go hiomlán  
clúmhach

Nach bhfuil go  
hiomlán clúmhach

A bhfuil stríocaí  
beaga ar a corp

Atá go hiomlán  
stríocach

A bhfuil coim  
chaol uirthi

Atá go hiomlán  
leathan

Críochnaigh na habairtí.

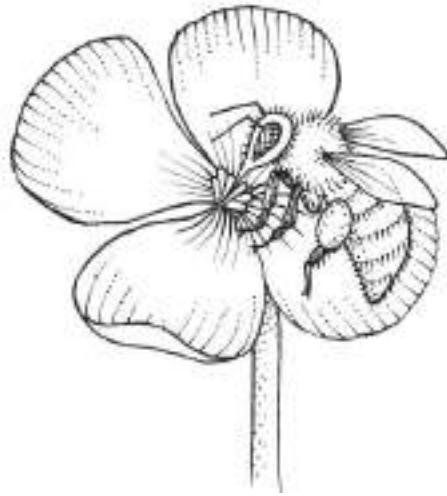
Bailíonna beacha uilig \_\_\_\_\_ agus \_\_\_\_\_.

Déanann na beacha uilig \_\_\_\_\_.

CNUASACH FOCAL

neachtar    mil    pailín

**Turas allamuigh. Téigh amach chun beacha a lorg.**



**Cá háit a bhfaca tú beacha? \_\_\_\_\_**

**Cén cineál aimsire a bhí ann? \_\_\_\_\_**

**Cé mhéad ama a chaith tú ag lorg beach? \_\_\_\_\_**

**Cad iad na cineálacha beach atá feicthe agat? \_\_\_\_\_**

**Cad a bhí á bhailiú ag na beacha? \_\_\_\_\_**

**Cá bhfios duit? \_\_\_\_\_**

**Conas is féidir leat clós na scoile a dhéanamh níos fearr do na beacha? \_\_\_\_\_**

**Na pictiúir de bheacha a tharraing tú.**

# Introduction to 3rd Class Worksheets

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

**Neantóg**      **Nettle**

**Sceach gheal**      **Hawthorn**

**Frog**      **Frog**

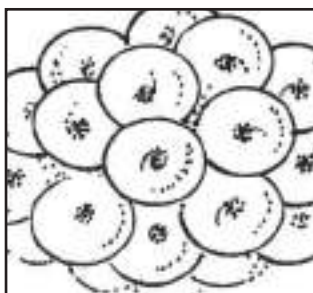
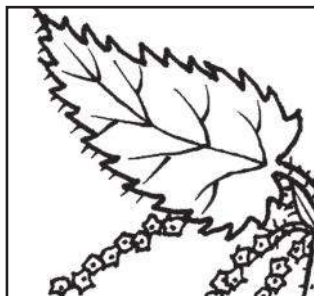
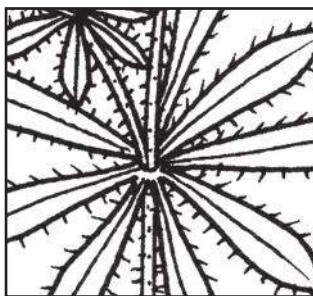
**Fáinleog**      **Swallow**

**Seilide garraí**      **Snail**

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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 sceaich 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

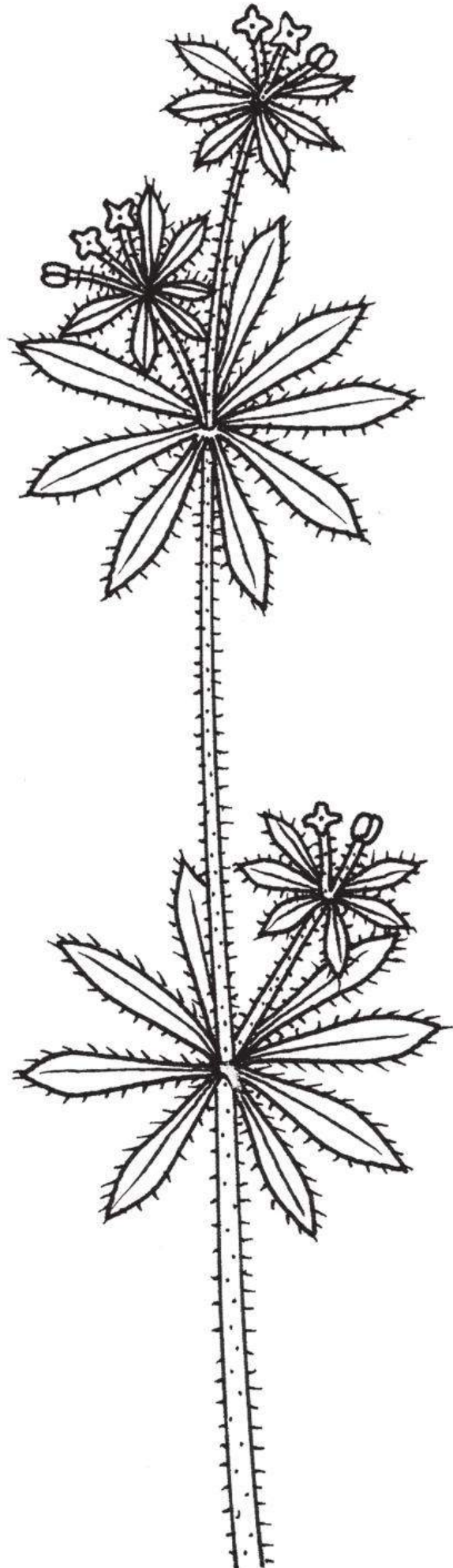
GARBHLUS

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.

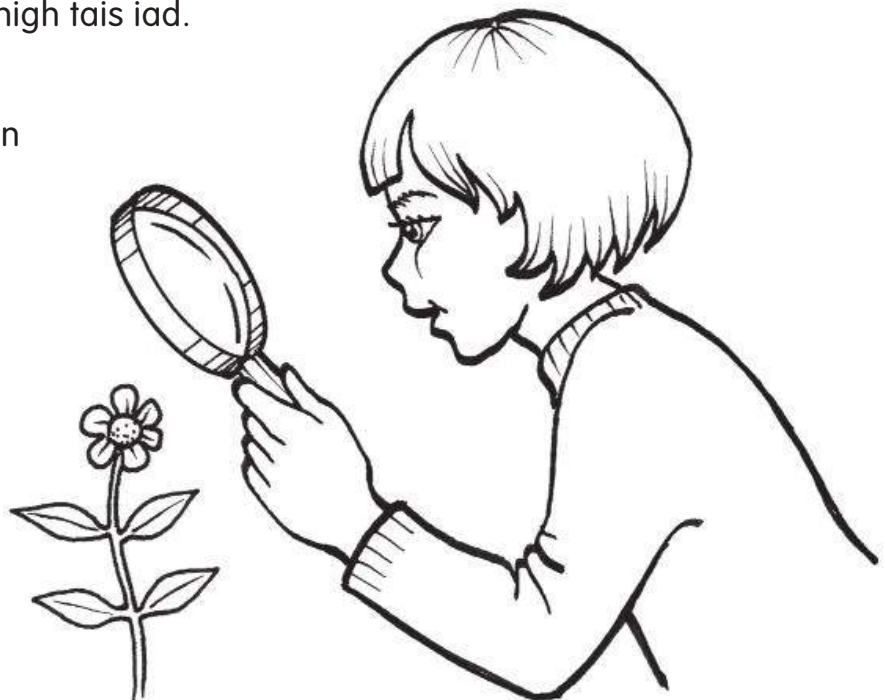
Scrúdaigh do phlandaí agus do shíolta le gloine formhéadúcháin.

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?

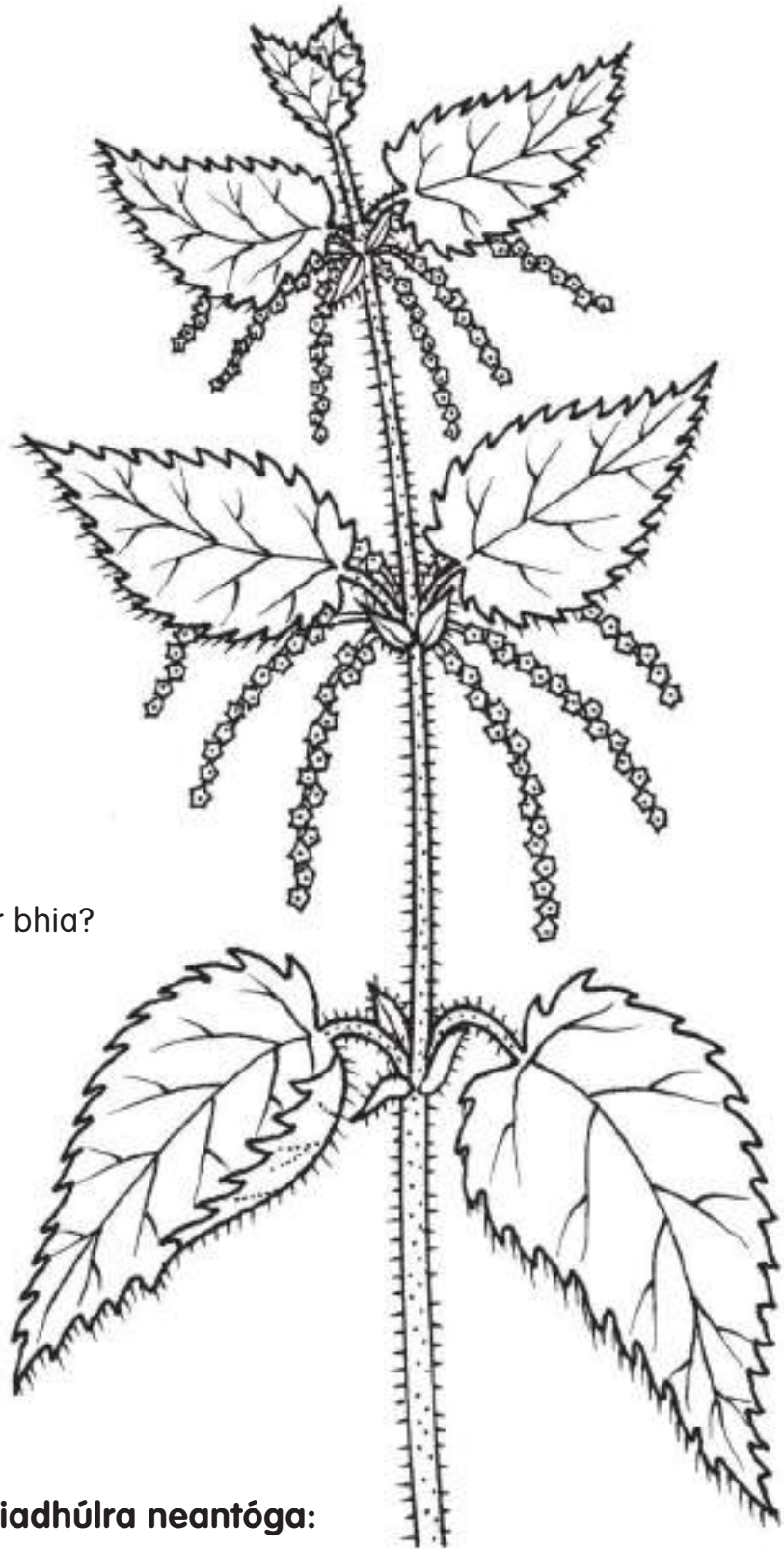
Rinneadh \_\_\_\_\_

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?

\_\_\_\_\_

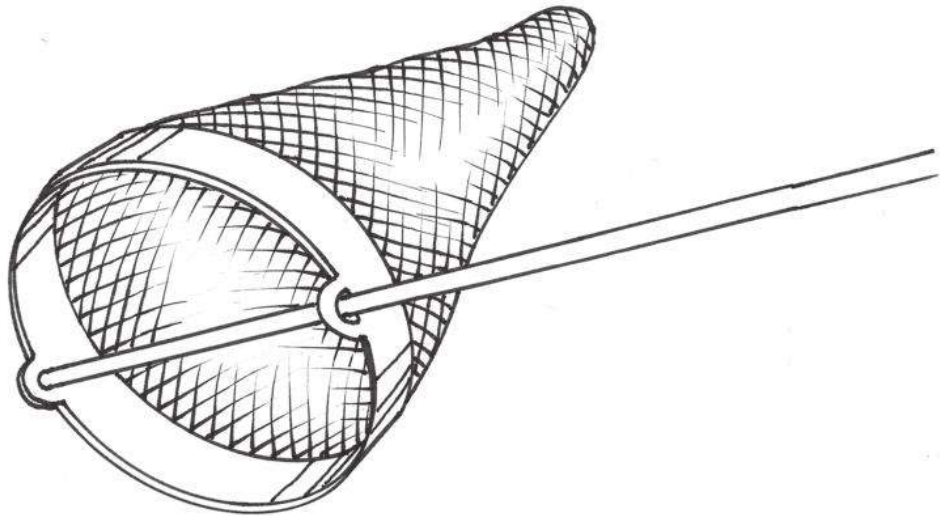
Scuabfaidh Múinteoir na neantóga le líontán scaobtha chun breith ar na creatúir atá ar na duilleoga.

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).

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## 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

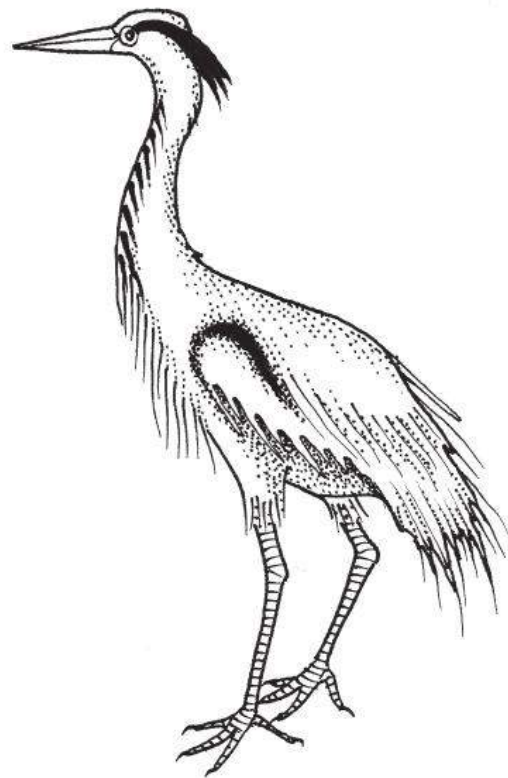
Análaíonn froganna san aer lena gcuid \_\_\_\_\_.

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.

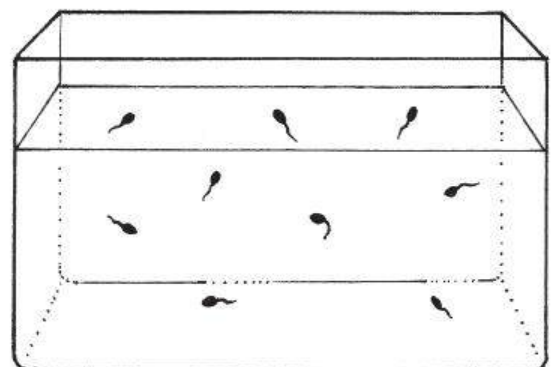
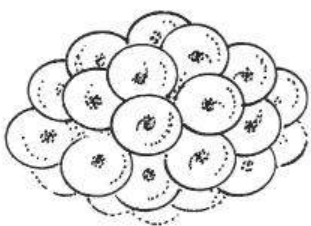
4. Is i bpéireanna de réir a chéile a fhásann cosa na dtorbán.

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)



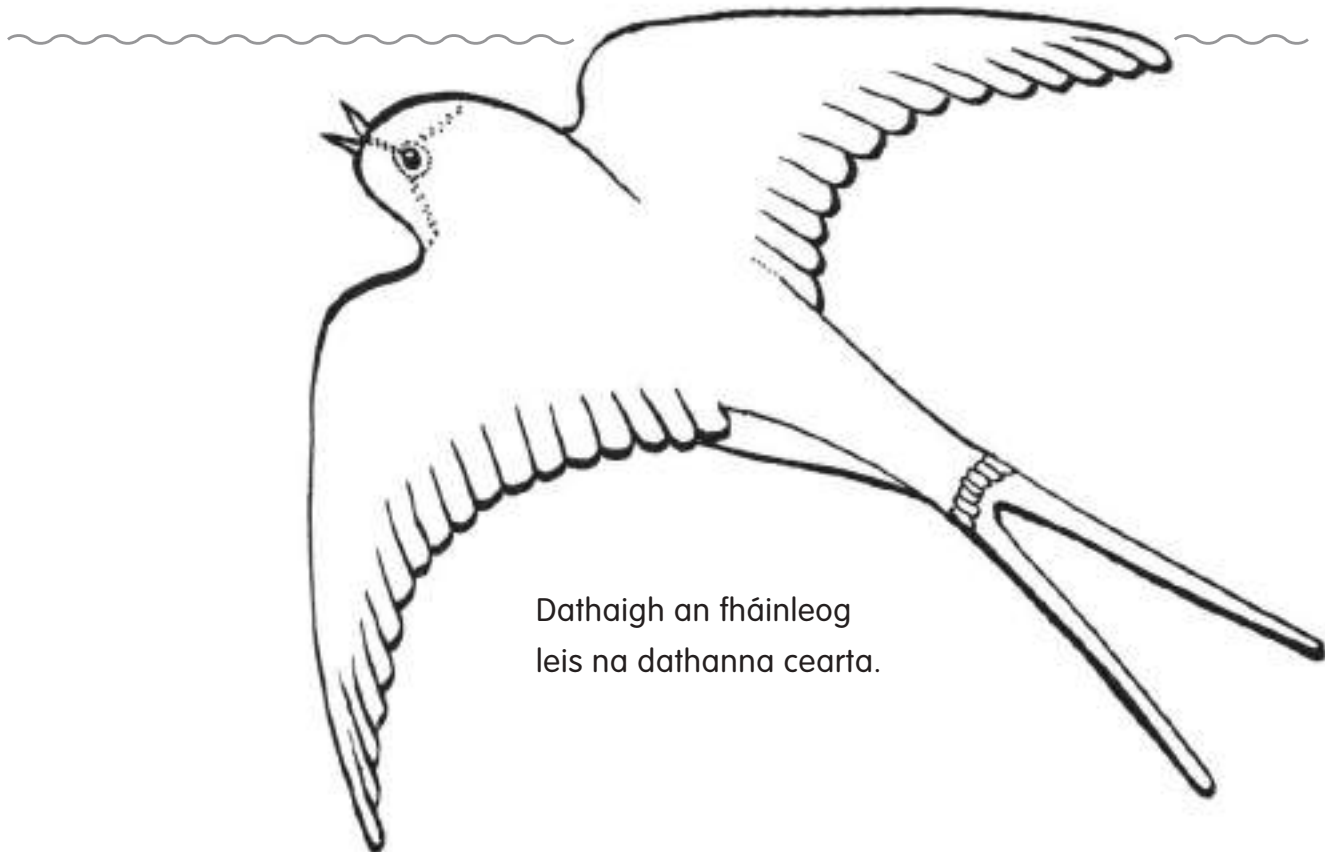
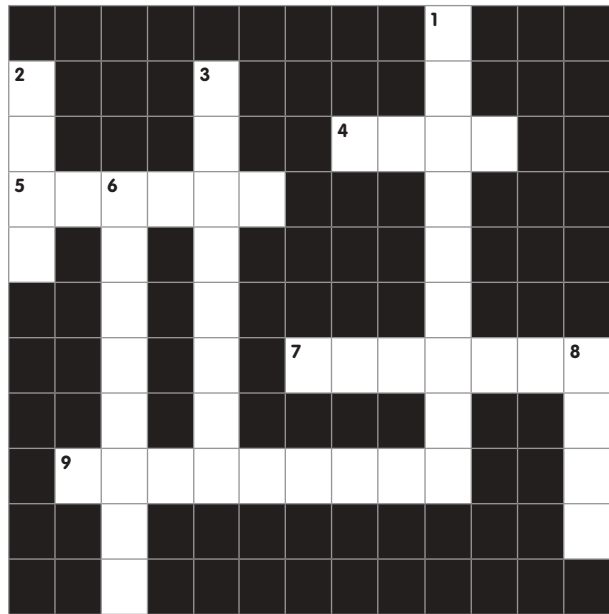
# Crosfhocal

## 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



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 creatúir

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.



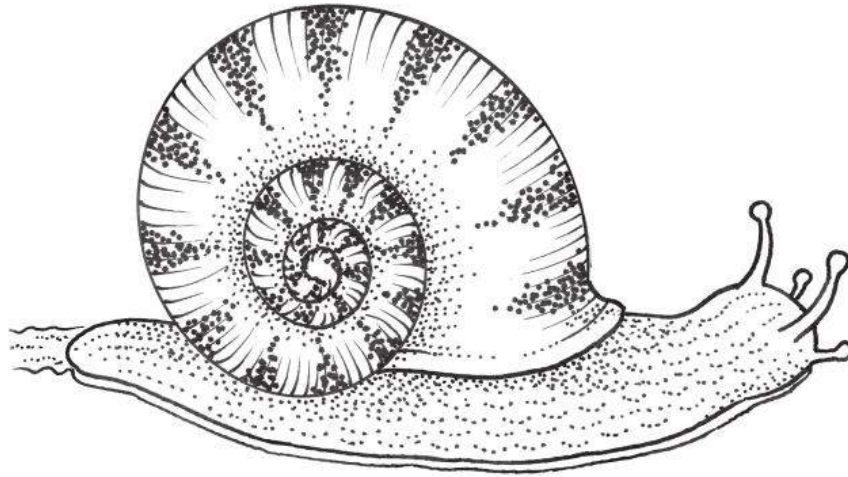
**FÁINLEOG**



**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 \_\_\_\_\_

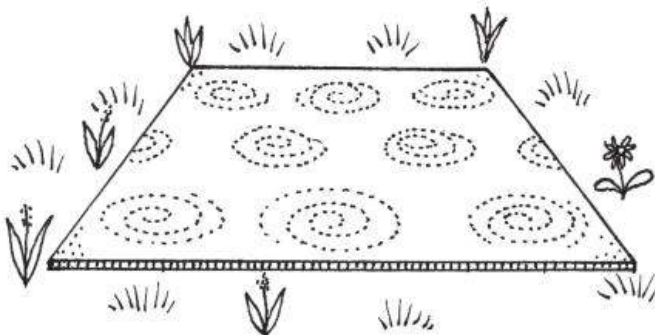
Cá háit a bhfuair tú an méid is mó seilidí? \_\_\_\_\_

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:

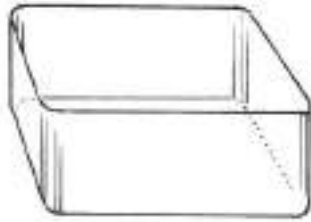
Leag síos ar an talamh iad gar don chlaí nó don bhalla sa dóigh is nach gcuirfear isteach orthu, nach siúlfar orthu agus nach dtógfar ar shiúl iad. Fág ansin iad ar feadh seachtaine ar a laghad. Ansin thig leat dul ar aghaidh go dtí bileog oibre do sheilidí, uimhir 2.

## 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? \_\_\_\_\_

# Introduction to 4th Class Worksheets

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

**Peasair capaill**      **Vetch**

**Trom**      **Elder**

**Broc**      **Badger**

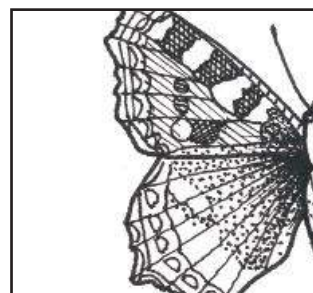
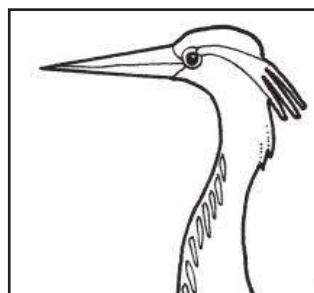
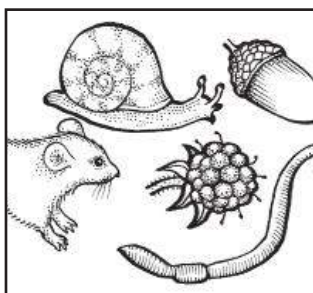
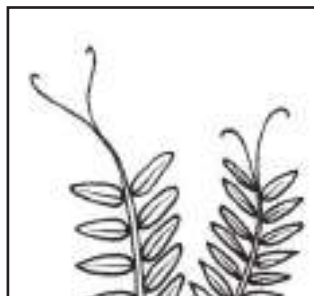
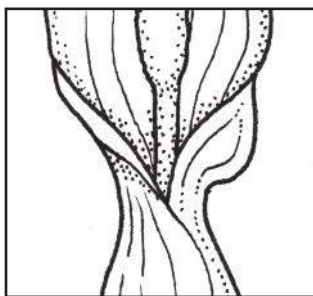
**Corr réisc**      **Heron**

**Féileacán**      **Butterfly**

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

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

There is also emphasis on food chains and how animals live in the wild so that completing the worksheets adds to the children's knowledge. By fourth class, the pupils will have already learned about a considerable number of plants and animals so these worksheets refer to species learned earlier and act as a form of revision. This is particularly evident in the worksheets on plants and trees. The worksheets are designed to be photocopied and handed out to the pupils.



# 4th Class Teacher Notes

## Lords and Ladies 1

### Worksheet in three sections

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

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

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

## Lords and Ladies 2

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

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

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

## Vetch 1

### Worksheet in two sections

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

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

## Vetch 2

### Fieldtrip

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

## Elder 1

### Worksheet

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

## Elder 2

### Fieldtrip

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

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

## Badger 1

### Worksheet in two sections

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

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

## Badger 2

### Worksheet in two sections

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

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

## Heron 1

### Worksheet in three sections

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

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

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

## Heron 2

### Worksheet

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

## Butterfly 1

### Worksheet in two sections

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

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

## Butterfly 2

### Fieldtrip

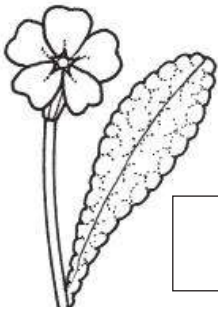
**Looking for butterflies:** If the school has very few butterfly nets, much can still be learned by observation. Encourage this very important scientific skill.

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

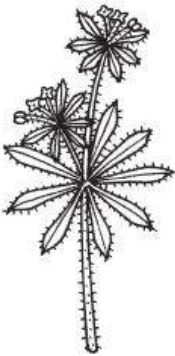
## Dathaigh

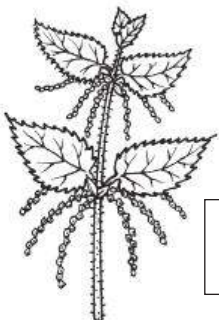
Bíonn an planda seo faoi bhláth san Earrach agus bíonn caora dearga air san Fhómhar. Dathaigh an dá phictiúr.

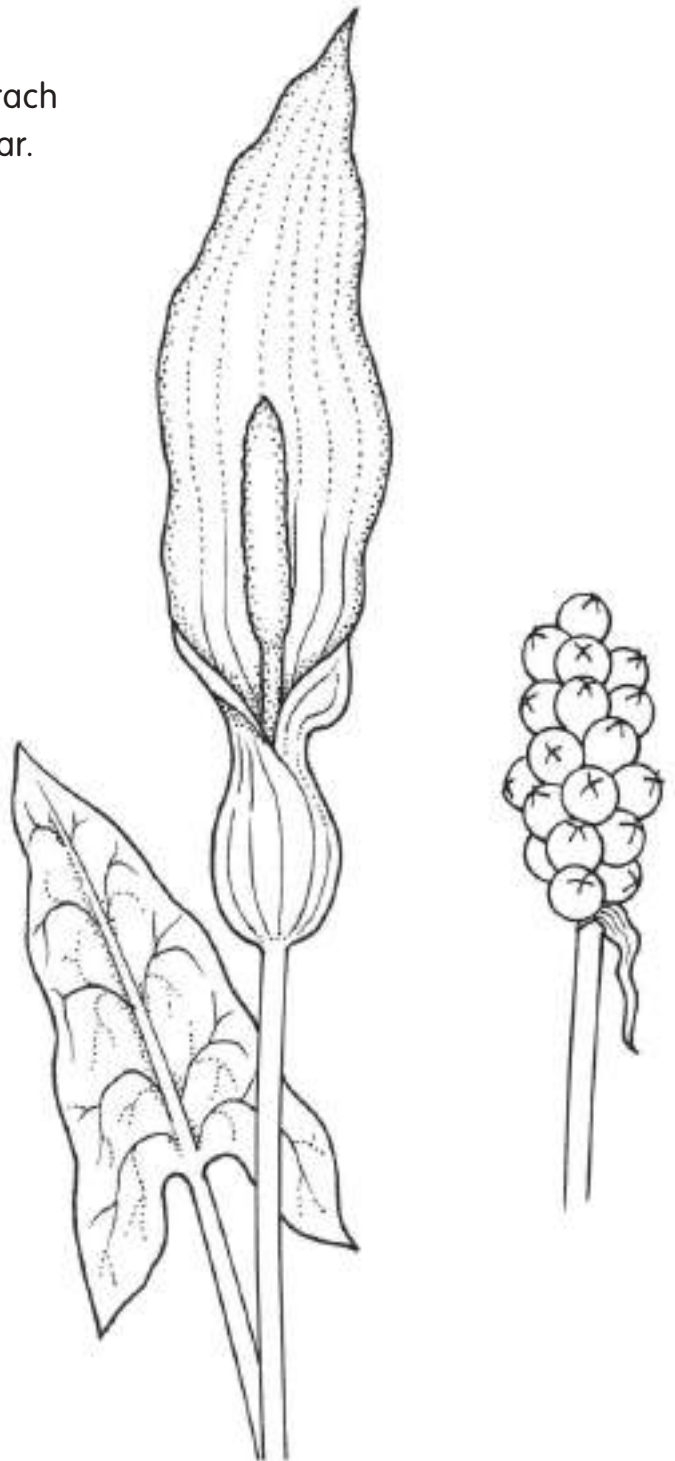
Fásann an Chluas Chaoin sa chlaí agus sa choill san Earrach. Bíonn sí faoi bhláth i mí Aibreáin nó go luath i mí na Bealtaine. Fásann na bláthanna seo a leanas san fhál freisin agus bíonn siad faoi bhláth ag an am céanna. An féidir leat gach ceann a ainmniú?











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

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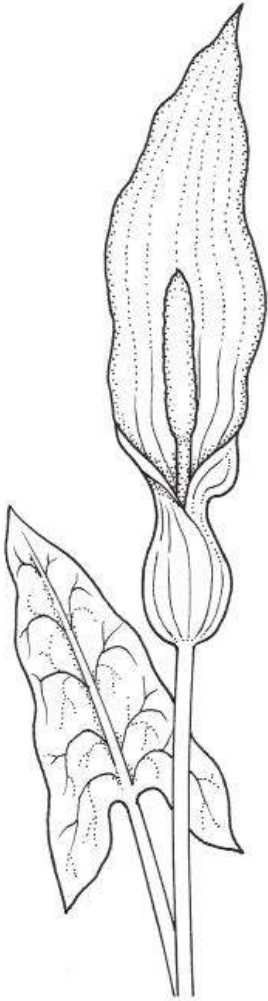


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## Turas Allamuigh



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

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

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

An mbraitheann tú boladh feola lofa ón ngas?  Sea  Ní

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

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

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

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

An raibh aon chuileoga i láthair?  Bhí  Ní raibh



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

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

### TÁ NA CAORA SEO NIMHIÚIL DO DHAOINE.

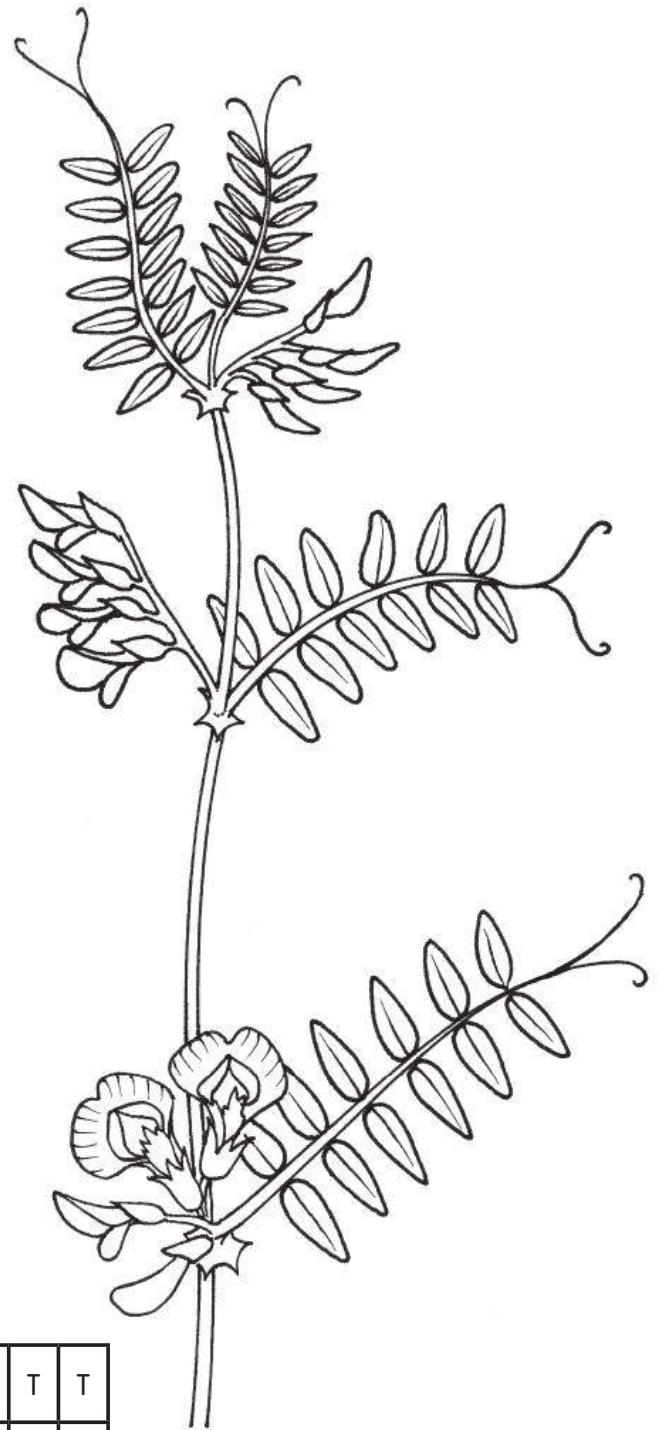
Chonaic muid caora na Cluaise Caoine nuair a bhí muid ar ár dturas allamuigh an \_\_\_\_\_ (dáta).



## Dathaigh an pictiúr agus marcáil na codanna

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

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



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

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

### CNUASACH FOCAL

|                  |           |
|------------------|-----------|
| PEASAIR CHAPAILL | FAIGHNEOG |
| PIS              | CORCRA    |
| TEANNÓG          | FÁL       |
| DUILLÍN          |           |

## Turas Allamuigh

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

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

PEASAIR CHAPAILL

CLOIGÍN GORM

CLUAS CHAOIN

GARBHLUS

SABHAIRCÍN

NEANTÓG

## Déan Sainaitint Ar

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

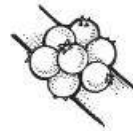


Crainn nua as na síolta – uaireanta ciallaíonn ‘síol’ cnó ar bith nó croí caora. Ainmnigh iad seo a leanas agus abair cén crann a fhásann astu.



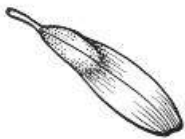
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



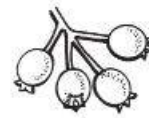
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_



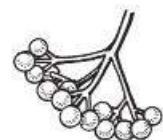
Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_



Ainm \_\_\_\_\_

Crann \_\_\_\_\_

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

\_\_\_\_\_ Is cnónna iad.

\_\_\_\_\_ síolta gaothshéidte iad.

### AN RAIBH A FHIOS AGAT?

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

## Turas Allamuigh chuig fáil

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

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

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

---

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

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

Bhí \_\_\_\_\_ ar gach crann.

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

## Cuardach Focal

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

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

### CNUASACH FOCAL

POLL                      TOLLÁN

UACHAIS                PLUAIS

CRÉ                        BROCACH

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

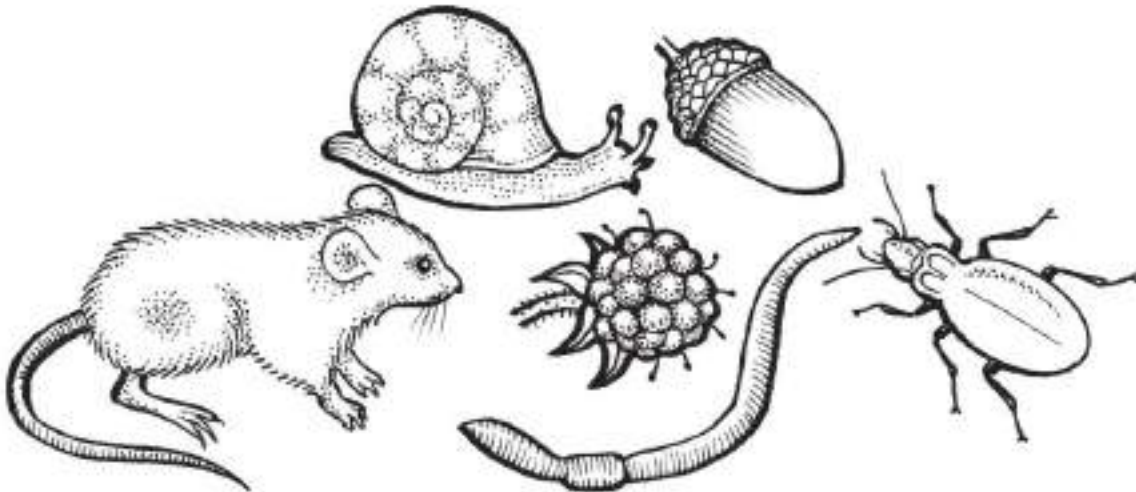
## Cá bhfios dúinn cad é an bia a itheann an broc?

AN RAIBH A FHIOS AGAT?

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

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

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



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

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

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

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

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

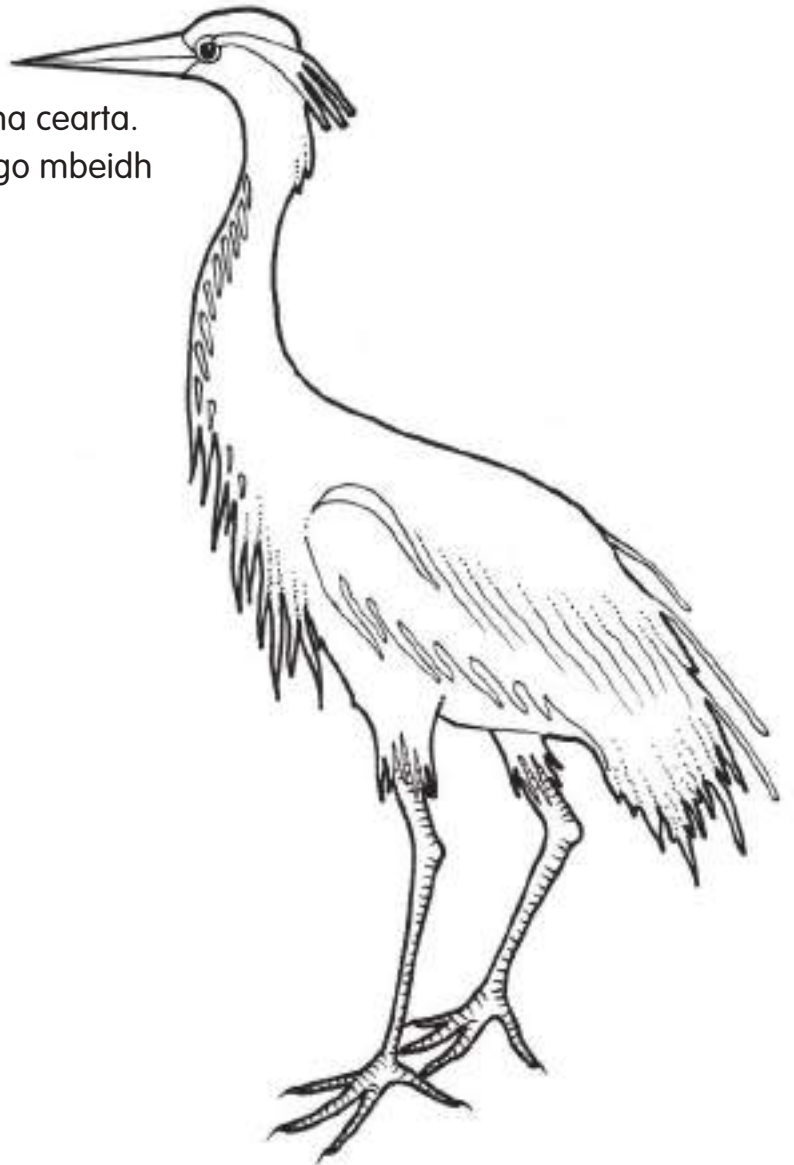
Cén bia a bhí ann cúpla uair? \_\_\_\_\_

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

## Dathaigh

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

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



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

GRFO \_\_\_\_\_

SICA \_\_\_\_\_

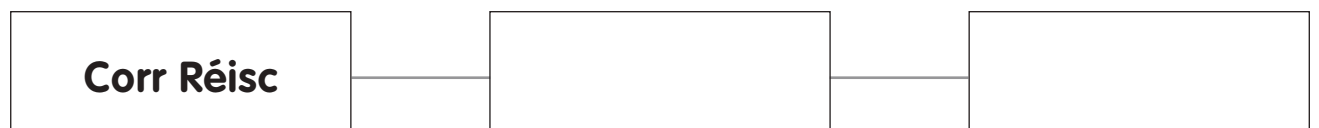
GHLÓCU \_\_\_\_\_

CRAHFNAC \_\_\_\_\_

CASENAN \_\_\_\_\_

RICAÓG \_\_\_\_\_

Déan slabhra bia don chorr réisc.



# Ag dul siar ar na héin



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

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

---

Níl ach dhá uiliteoir ina measc. Cé hiad?

---

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

---

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

---

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

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

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

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

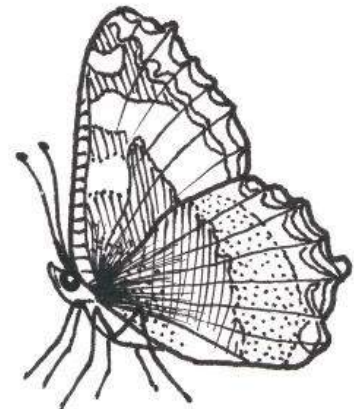
Cén ceann is fearr leat? \_\_\_\_\_

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



## Líon isteach na bearnaí

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



Ainmnigh 3 rud a bhíonn ar cheann an fhéileacáin.

\_\_\_\_\_

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

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

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

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

\_\_\_\_\_

### CNUASACH FOCAL

|       |       |       |         |        |
|-------|-------|-------|---------|--------|
| CEANN | TRÍ   | SÉ    | CEITHRE | TÓRACS |
| BOLG  | AERÓG | SÚILE | TEANGA  |        |

### AG DUL SIAR

Cé mhéad cos a bhíonn ag damhán alla?

\_\_\_\_\_

Cé mhéad cos a bhíonn ag cláirseach?

\_\_\_\_\_

Cé mhéad codanna a bhíonn i gcorp an damháin alla?

\_\_\_\_\_

Cé mhéad sciathán a bhíonn ag bumbóg?

\_\_\_\_\_

Bíonn a chosa go léir ar

\_\_\_\_\_ an damháin alla.

## Turas Allamuigh

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

### Tugann na féileacáin cuairt ar na bláthanna.

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

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

### Eitlíonn féileacáin san aer.

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

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

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

Roinn an rang ina dhá fhoireann.

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

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

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

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

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

# Introduction to 5th Class Worksheets

**Caithleach dearg**      **Poppy**

**Lus cré**      **Speedwell**

**Coll**      **Hazel**

**Ialtóg**      **Bat**

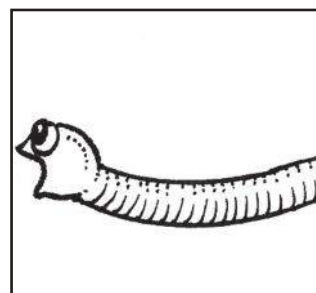
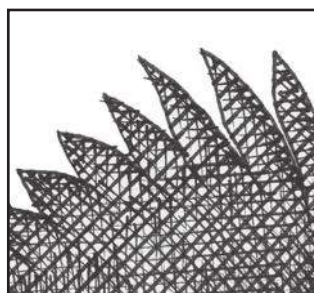
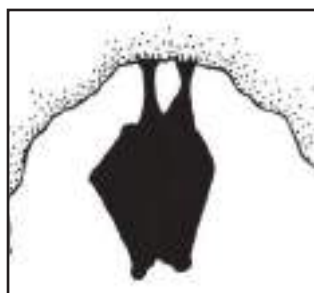
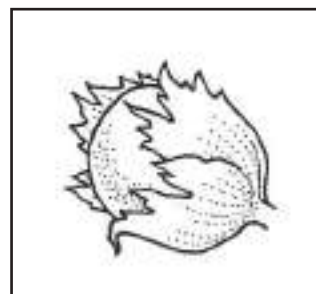
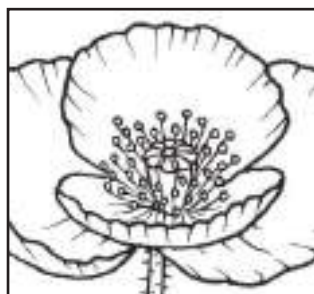
**Pocaire gaoithe**      **Kestrel**

**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:

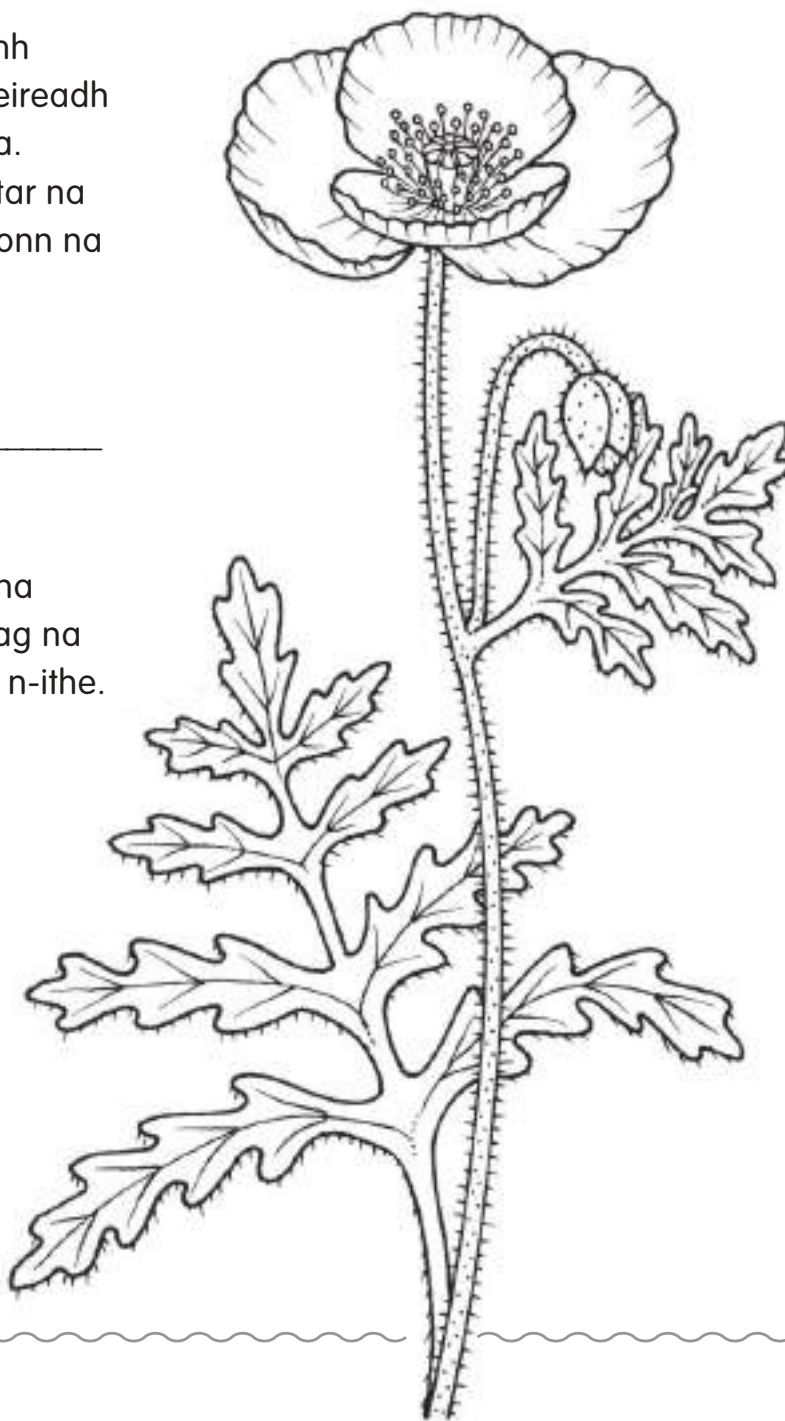
*"In Flanders fields the poppies grow / Between the crosses row on row"*

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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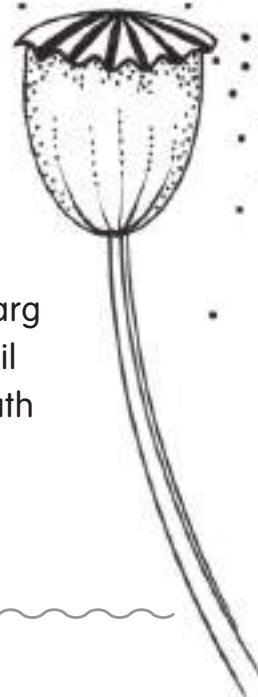


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Is i gcochail atá cosúil le ceanastar a iompraítear síolta na gcaithleach dearg dearg ar an bplanda. Is féidir an cochall a fheiceáil tar éis thitim na bpeiteal. Nuair a bhíonn dath dubh ar na síolta bíonn siad aibí.



### 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.

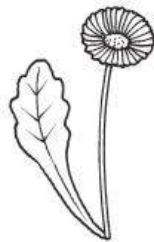
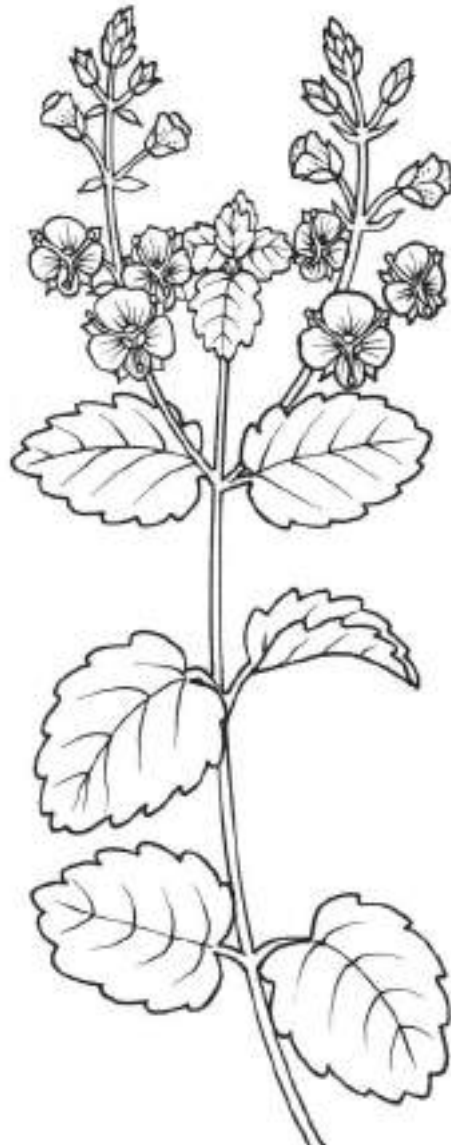
Ce mhéad peiteal a bhíonn ag Lus cré amháin? \_\_\_\_\_

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 \_\_\_\_\_.

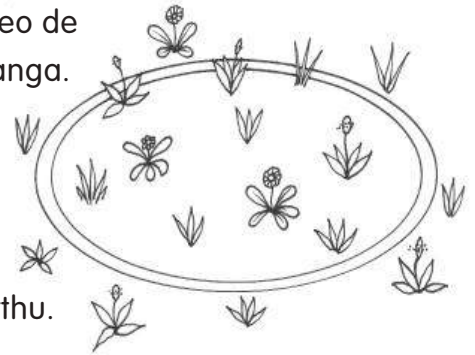
Ní bhíonn aon pheitil ag an \_\_\_\_\_; pailnítear é/í ar an ngaoth.

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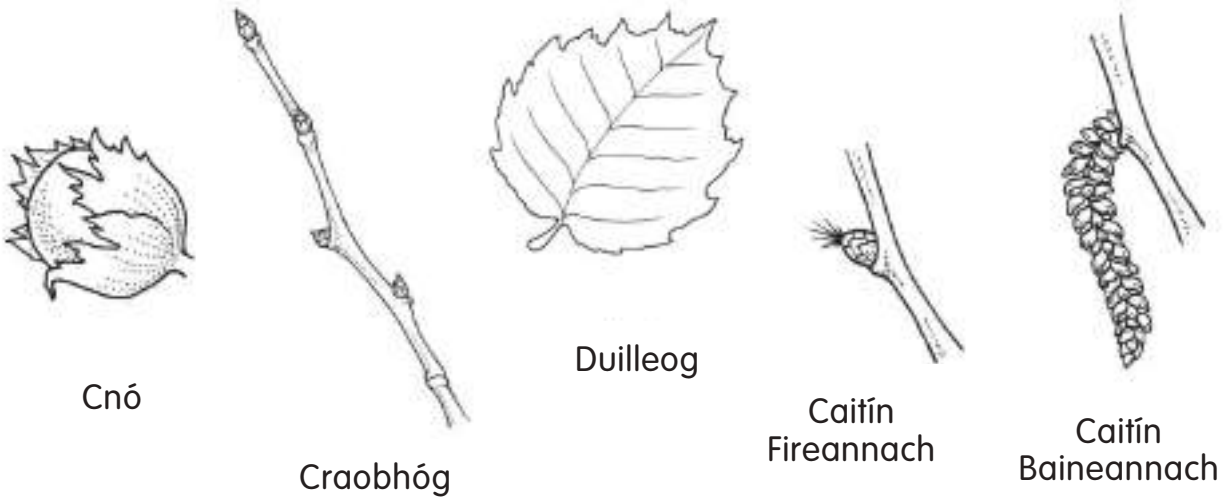
Cad a chuireann toradh do chuid oibre in iúl duit? \_\_\_\_\_

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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.

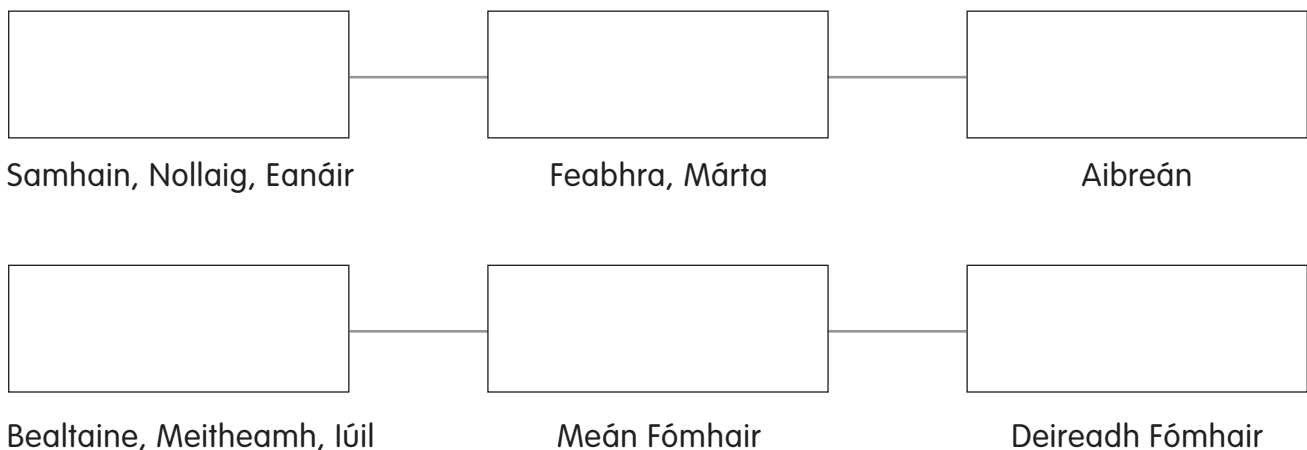
Cuireann na \_\_\_\_\_ i bhfolach iad le go mbeidh siad acu mar stóras bia a íosfar le linn an \_\_\_\_\_.

\_\_\_\_\_ 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 \_\_\_\_\_

\_\_\_\_\_

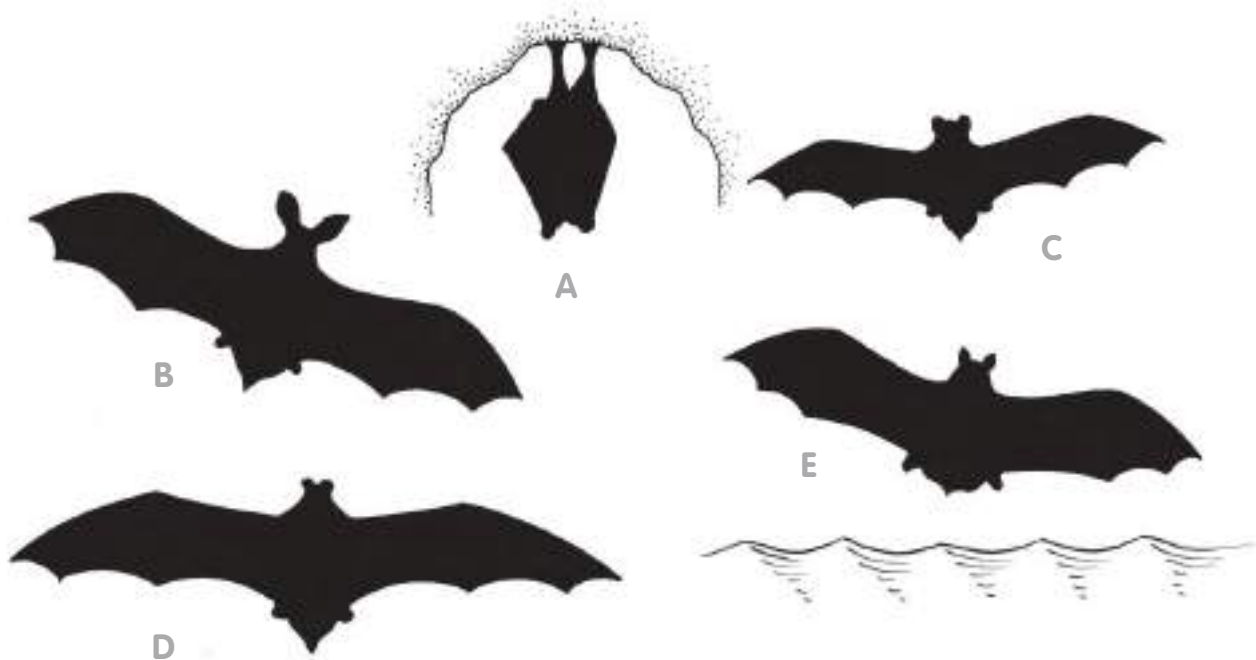
\_\_\_\_\_ i sraith na talún.

## 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 imchruthanna 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

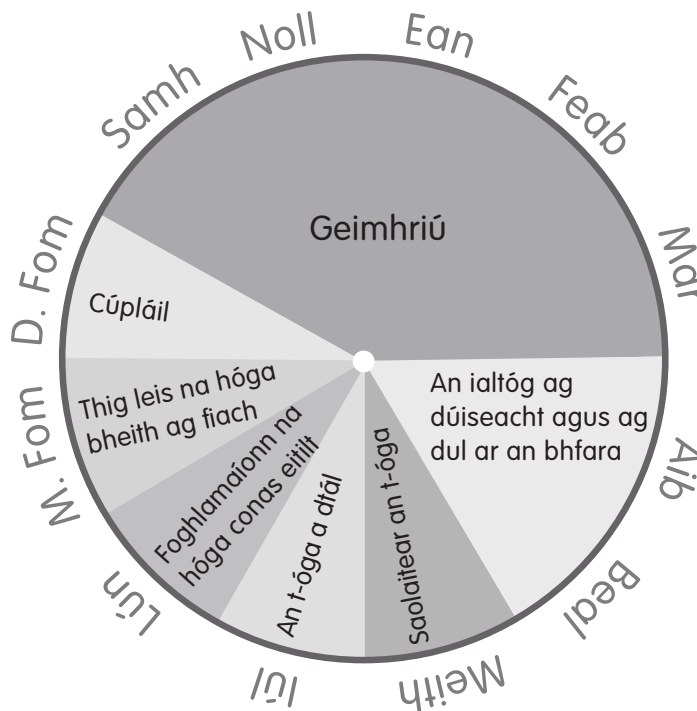
Drúchtíní

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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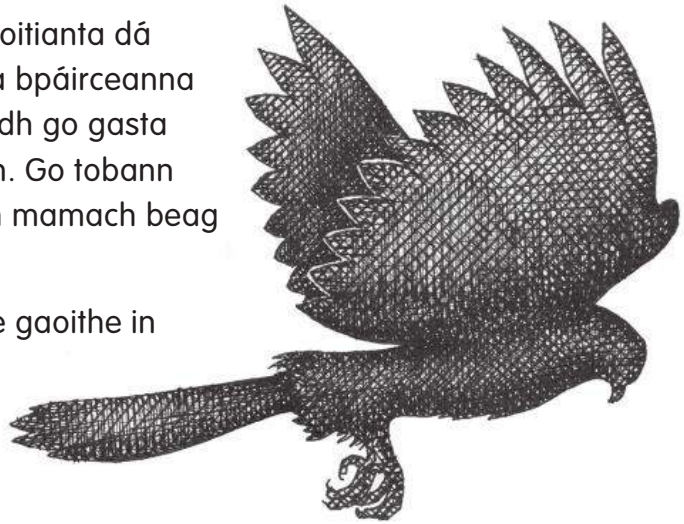


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## Déan taighde

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.

\_\_\_\_\_

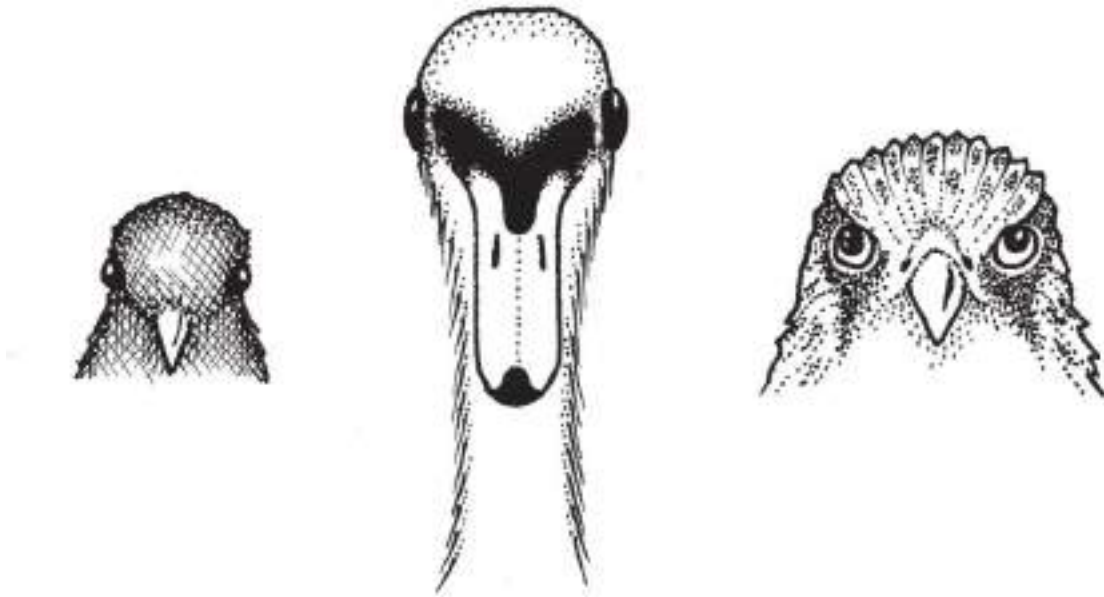
Cén fáth gur smaoineamh maith é iad a thógáil isteach an athuir? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 shuil 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

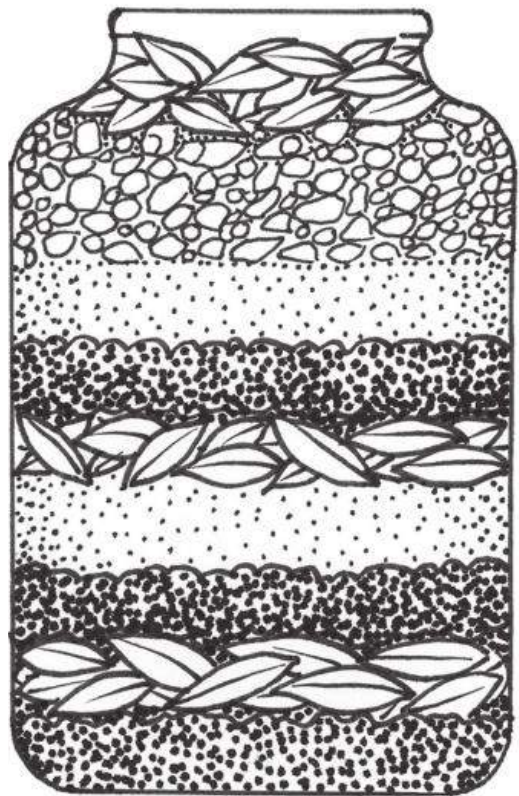
Is dianscaoilteoir í an Phéist Talún. Cothaíonn sí í féin le hábhar plandaí marbh agus briseann sí síos é ina chothaitheacha a dtiocfadh le plandaí eile a úsáid le haghaidh fáis. Faightear na péisteanna talún de ghnáth sa chré.

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.

Bí gí 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

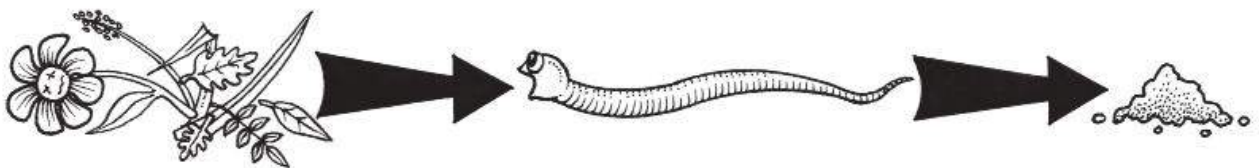
Itheann péisteanna ábhar plandaí marbh agus déanann siad cothaitheacha cré de. Oibríonn siad go han-mhaith in araidí múirín.

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.

# Introduction to 6th Class Worksheets

**Ruitheal Rí**

**Herb Robert**

**Peirsil Bhó**

**Cow Parsley**

**Beith gheal**

**Birch**

**Fia rua**

**Deer**

**Préachán**

**Crows**

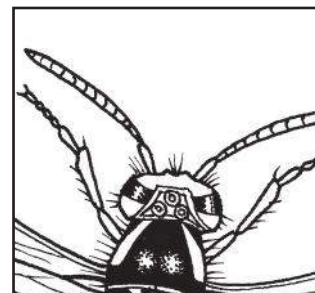
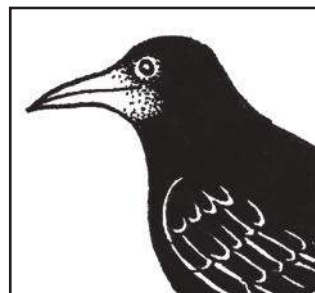
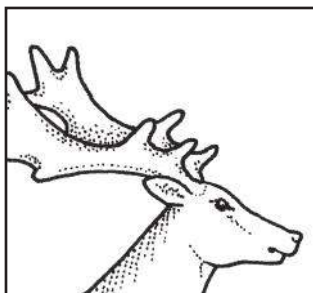
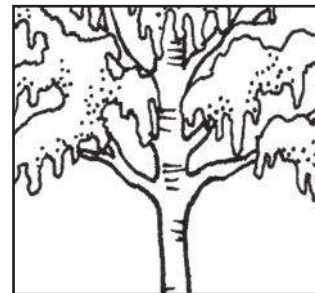
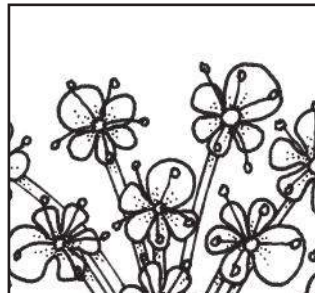
**Foiche**

**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

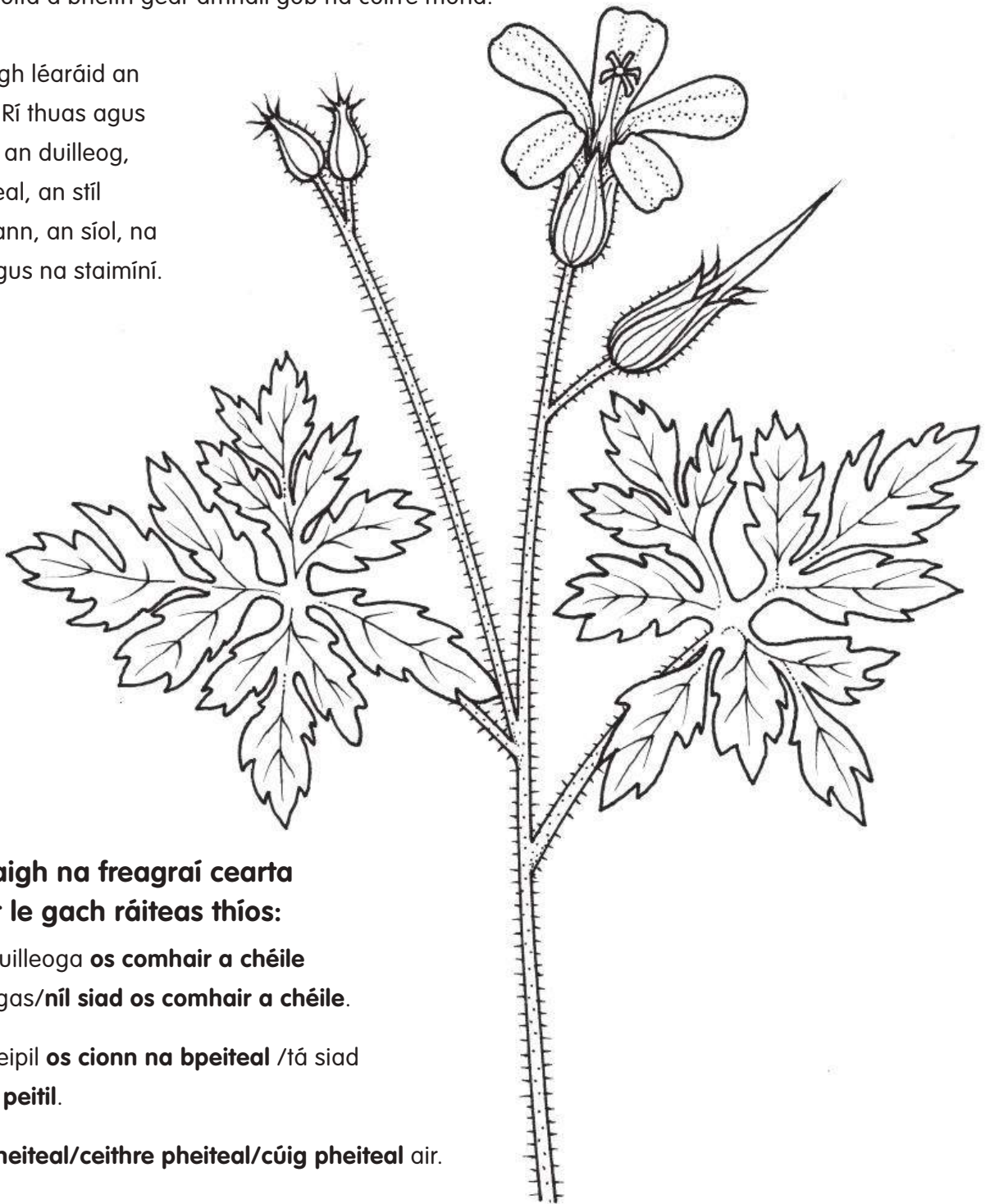
#### Debate

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? \_\_\_\_\_

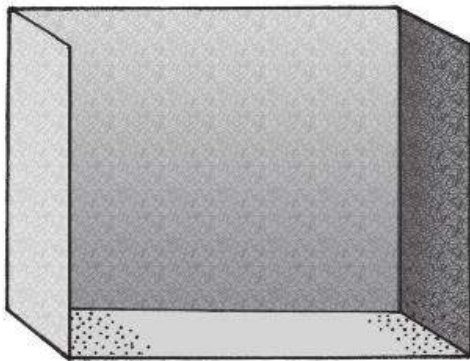
## Conas fál a dhéanamh

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.

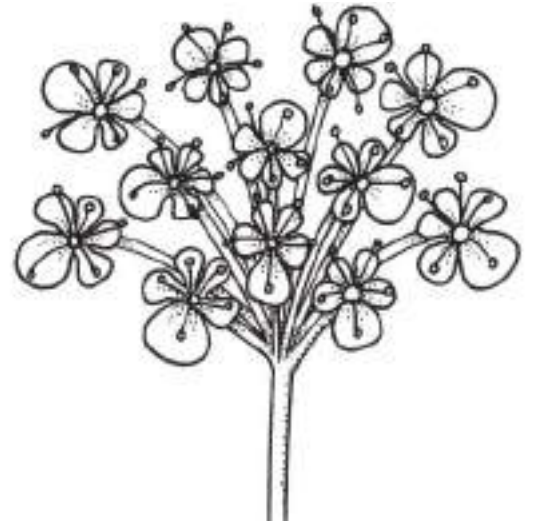
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### TURAS ALLAMUIGH

Téigh amach agus faigh sampla den Pheirsil Bhó. Beir leat ar ais go dtí 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?

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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.

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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.

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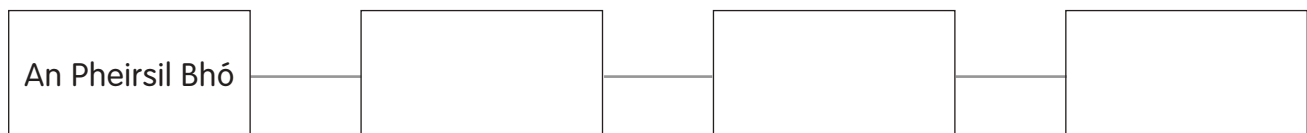
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3. Féach sna gais fheoite sa gheimhreadh le go n-aimseoidh tú gailseacha ag geimhriú.

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

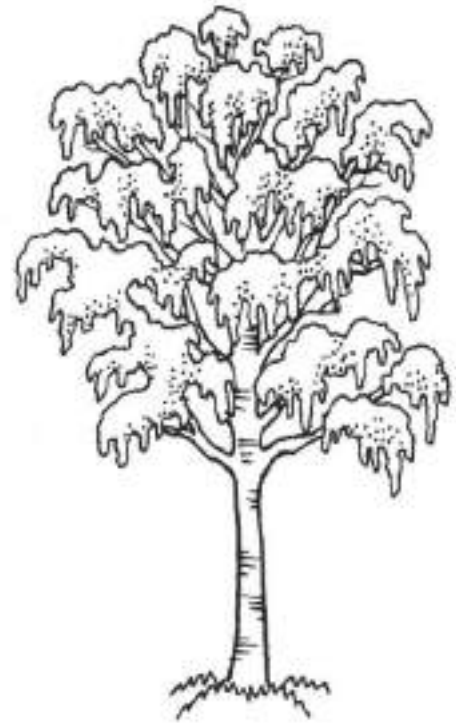
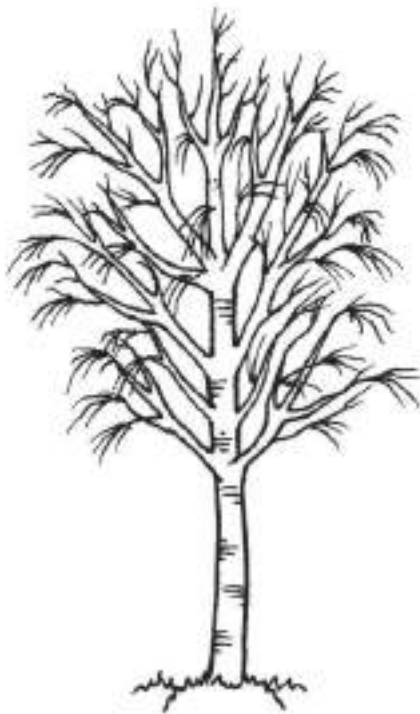




## Staidéar Chrann

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<br>Coicís 1     |      |                    |                          |
| Meán Fómhair<br>Coicís 2     |      |                    |                          |
| Deireadh Fómhair<br>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.

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Ainmnigh gach duilleog. Déan eochair den ocht nduilleog.

**Leideanna chun cuidiú leat:** duilleoga comhdhúileacha, duilleoga simplí, líon na nduilleogíní, imeall na nduilleog (deilgneach, corrach, fiacloch, 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

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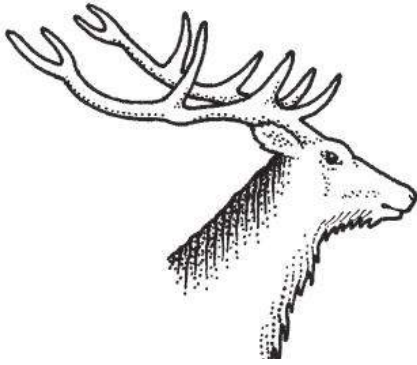


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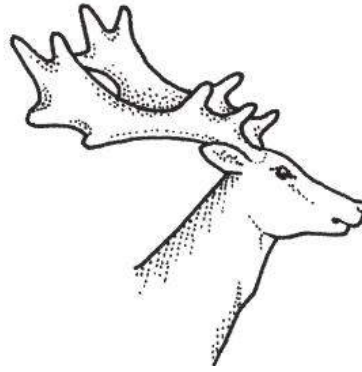


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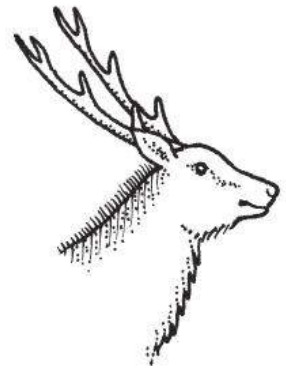
Is luibhiteoir é an fia agus itheann sé fêar, duilleoga, crainn óga agus coirt na gcrann aibí. Faightear trí speiceas den fhia in Éirinn.



An Fia Rua



An Fia buí



An Fia Seapánach

### Déan dhá shlabhra bia a mbeidh an fia iontu.



Cad iad na feoiliteoirí 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 chheadaítear 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 Sainaitint 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? \_\_\_\_\_

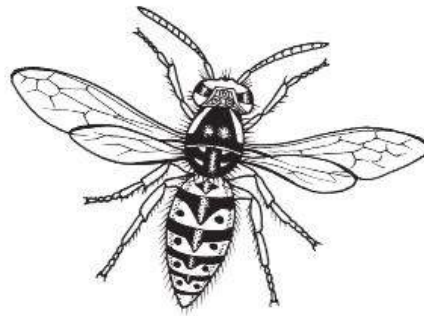
Cén t-éan a neadaíonn ina aonar? \_\_\_\_\_

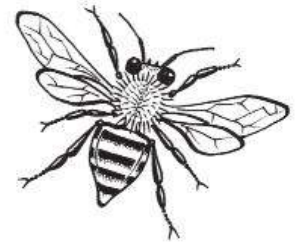
Cad iad na buntáistí a bhaineann leis seo? \_\_\_\_\_

## 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.

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### 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



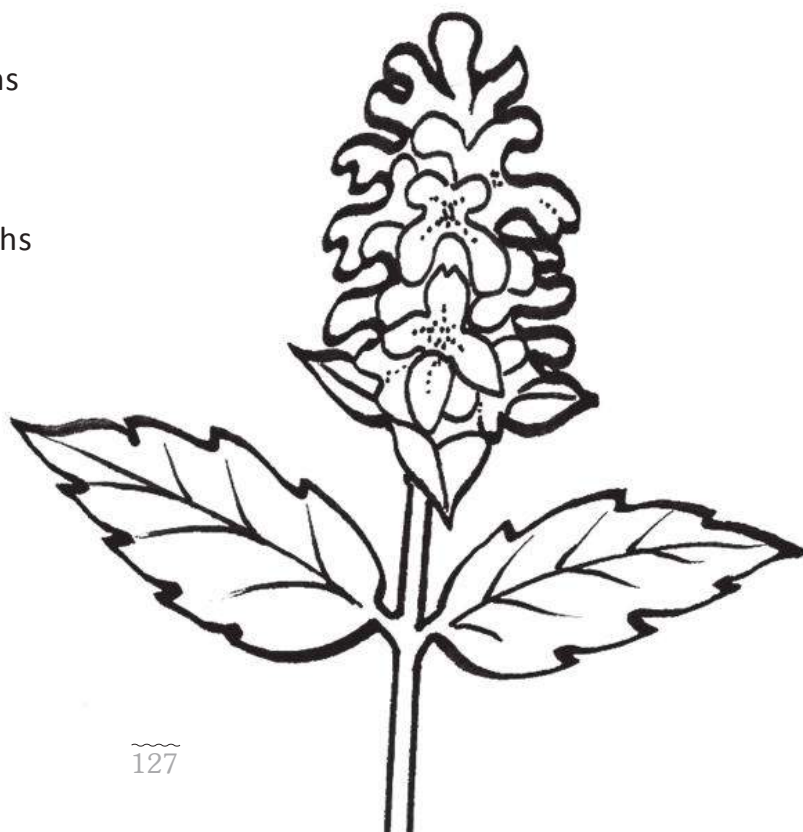
Irish version - *Nithe Fiáine ar Scoil*



*Wild Things* illustrations



*Wild Things* photographs



## Photography credits for images on DVD

### Junior Infants

Daisy 1-2  
Dandelion clocks  
Dandelion 1-3  
Hedgehog  
Horse Chestnut  
Horse Chestnut  
& conkers 1&2  
Horse Chestnut leaves  
Ladybird  
Ladybird x 2  
Robin & Robin 2

### Photograph credit

Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Terry Flanagan  
Eric Dempsey  
Shirley Clerkin  
Shirley Clerkin  
Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Eric Dempsey

### Senior Infants

Buttercup & Daisy  
Buttercup\_1  
Clover  
Clover \_2  
Clover\_3  
Holly  
Holly Tree  
Holly Tree2  
Mute Swan  
Mute swan ad-cygnets  
Rabbit  
Red Clover  
Spider 1,2,2A,3A  
Web with frost

### Photograph credit

Shirley Clerkin  
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Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Eric Dempsey  
Shirley Clerkin  
Eric Dempsey

### First Class

Blackbird Female  
Blackbird garden  
Bluebells 1 - 4  
Bluebell 5  
Fox  
Oak  
Oak leaves  
Oak leaves looking up from  
ground  
Oak leaves in Autumn  
Oak with acorn  
Primrose 1-3  
Wood louse 3,4,5

### Photograph credit

Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Monaghan Tourism  
Terry Flanagan  
Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Eric Dempsey

### Second Class

Ash  
Ash leaves  
Grey squirrel 12  
Honeybee 1-3  
Red squirrel  
Red squirrel 0001  
Ribwort leaves  
Ribwort 1 & 2  
Self Heal 1 & 2  
Wood pigeon

### Photograph credit

Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Mike Brown  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Eric Dempsey

### Third Class

Frog 1 & Frog 2  
Haws on Hawthorn in  
Autumn  
Hawthorn  
Hawthorn or Whitethorn  
Nettle\_1  
Nettle\_2  
Robin run the hedge\_2&3  
Snail 1,2,3  
Snail 4  
Swallow in sand  
Swallow on a wire  
Young swallows

### Photograph credit

Terry Flanagan  
Shirley Clerkin  
Eric Dempsey  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Shirley Clerkin  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey

### Fourth Class

Badger  
Grey Heron  
Butterfly 3  
Elder  
Elder Berries  
Elder Berries & Leaves  
Elder leaves & blossom  
Elder Tree Clontarf  
Lords & ladies 1-4  
Peacock Butterfly  
Red Admiral Butterfly  
Vetch & Bee  
Vetch 1 -4

### Photograph credit

NPWS  
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Shirley Clerkin  
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Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Eric Dempsey  
Eric Dempsey  
Shirley Clerkin  
Eric Dempsey  
Shirley Clerkin  
Shirley Clerkin

### Fifth Class

Bat\_daubentons  
Earthworm 1  
Earthworm 2  
Hazel Catkins 1  
Hazel Catkins 2  
Hazel Leaves  
Hazel Nuts  
Kestral 1  
Kestral 2  
Poppy 1  
Poppy 2  
Speedwell-2

### Photograph credit

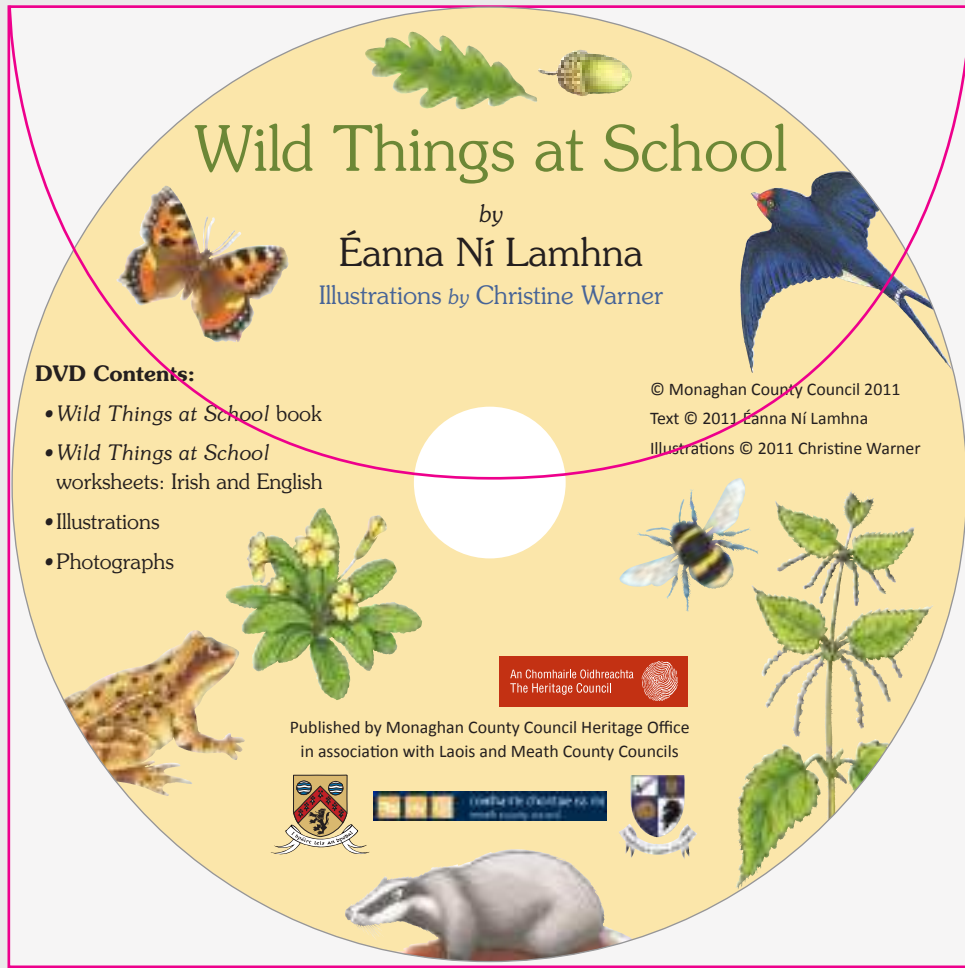
NPWS  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Eric Dempsey  
Shirley Clerkin

### Sixth Class

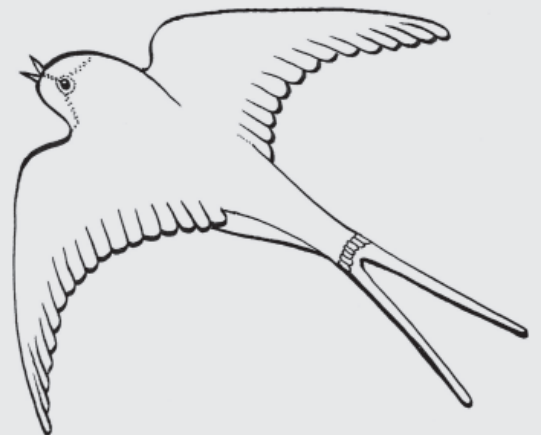
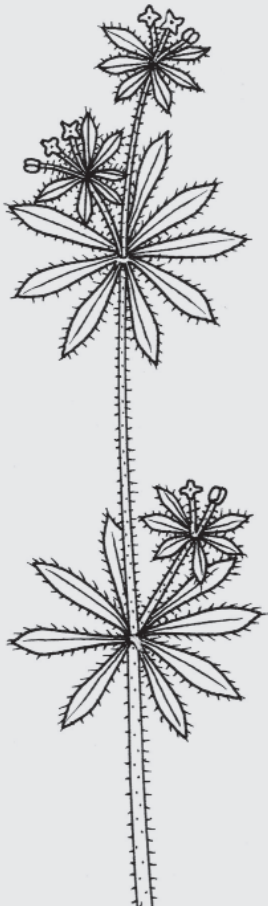
Birch  
Birch in winter  
Cow parsley 1,2,3 & 4  
Fallow deer stag  
Herb robert\_1  
Jackdaw 1 & 2  
Magpie  
Red Deer  
Rook  
Sitka deer  
Wasp 1  
Wasp 2

### Photograph credit

Eric Dempsey  
Shirley Clerkin  
Shirley Clerkin  
NPWS  
Shirley Clerkin  
Eric Dempsey  
Eric Dempsey  
NPWS  
Eric Dempsey  
NPWS  
Eric Dempsey  
Eric Dempsey



*Wild Things at School* DVD



## 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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An Chomhairle Oidhreachta  
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