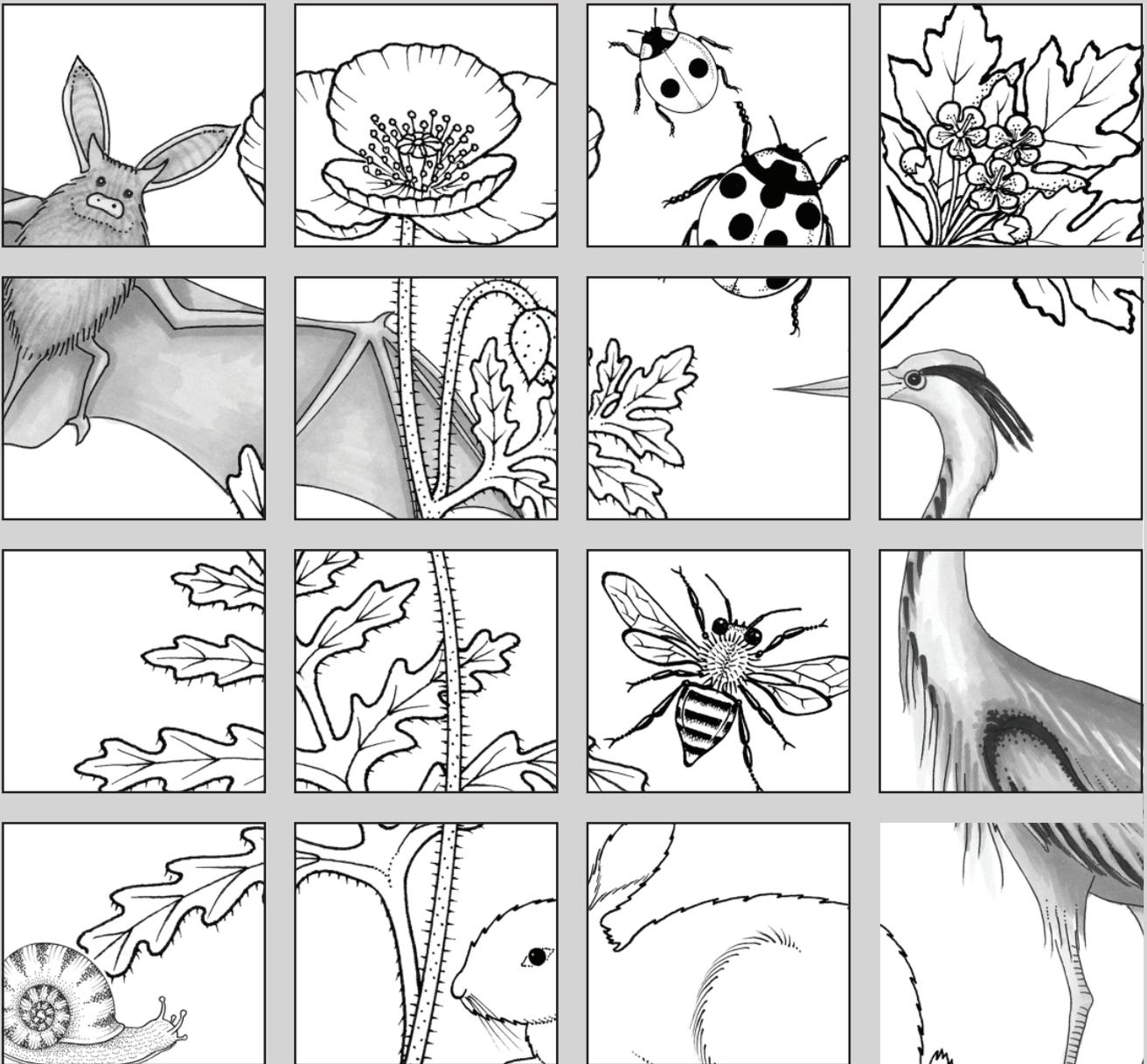


Wild Things at School

Worksheets for Primary School Students



by

Éanna Ní Lamhna

Illustrations by Christine Warner



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Graphic design *by* Bogfire

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Introduction to Senior Infants Worksheets

Buttercup

White Clover

Holly

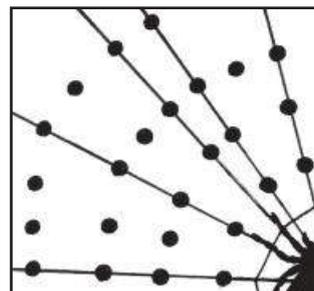
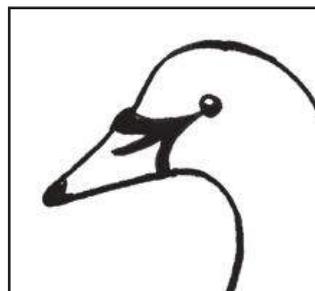
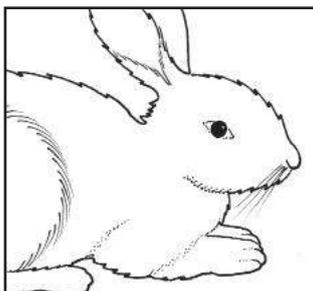
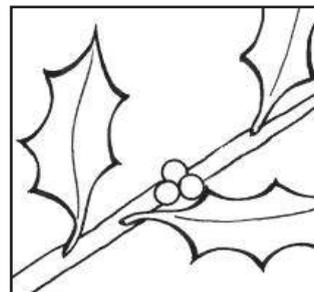
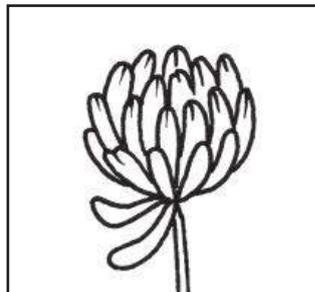
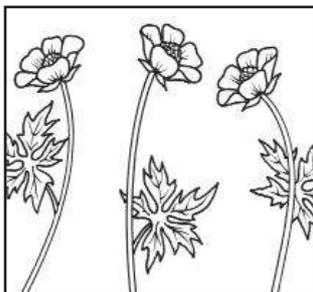
Rabbit

Swan

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.

Write 'buttercup'.

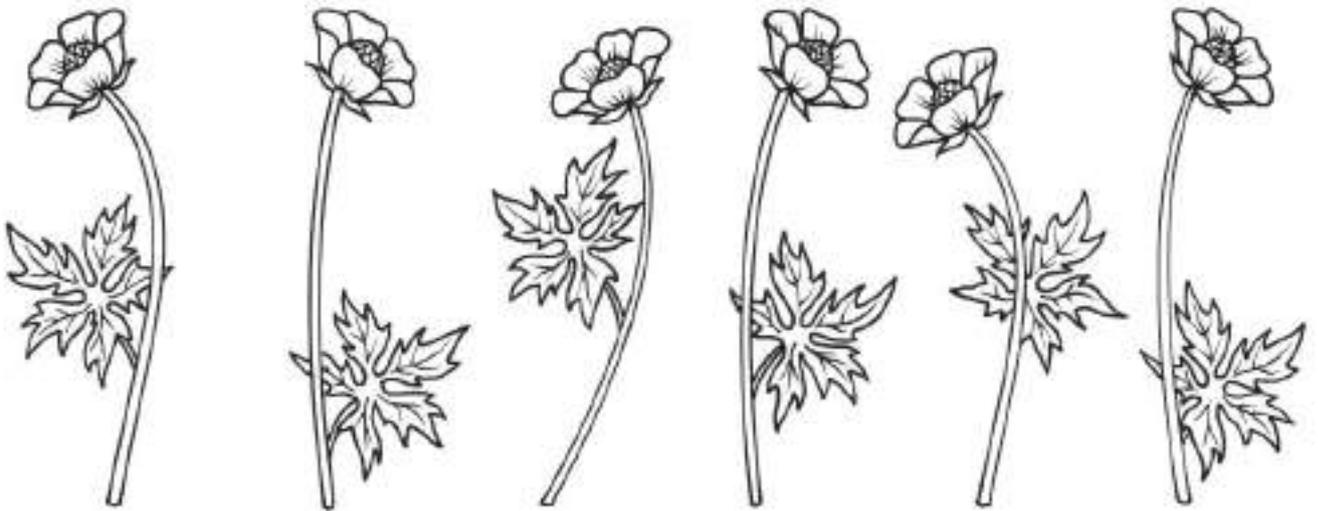
buttercup

How many 'U's?

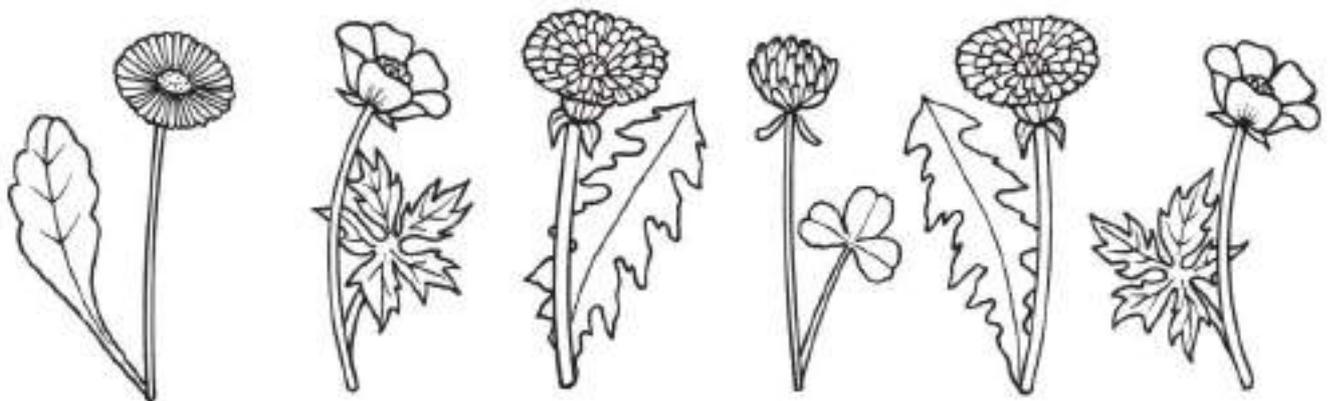
How many 't's?

How many 'b's?

Colour 4 of the buttercups.



Circle the buttercups.



Fill in the missing letters.

b u t t e r c u p

b _ t _ e r _ u p

Bring in a buttercup.

How many petals?

Stick on the buttercup.

Finish the buttercup drawing.



Write 'white clover'.

white clover

1. How many letters in 'white'?

2. How many letters in 'clover'?

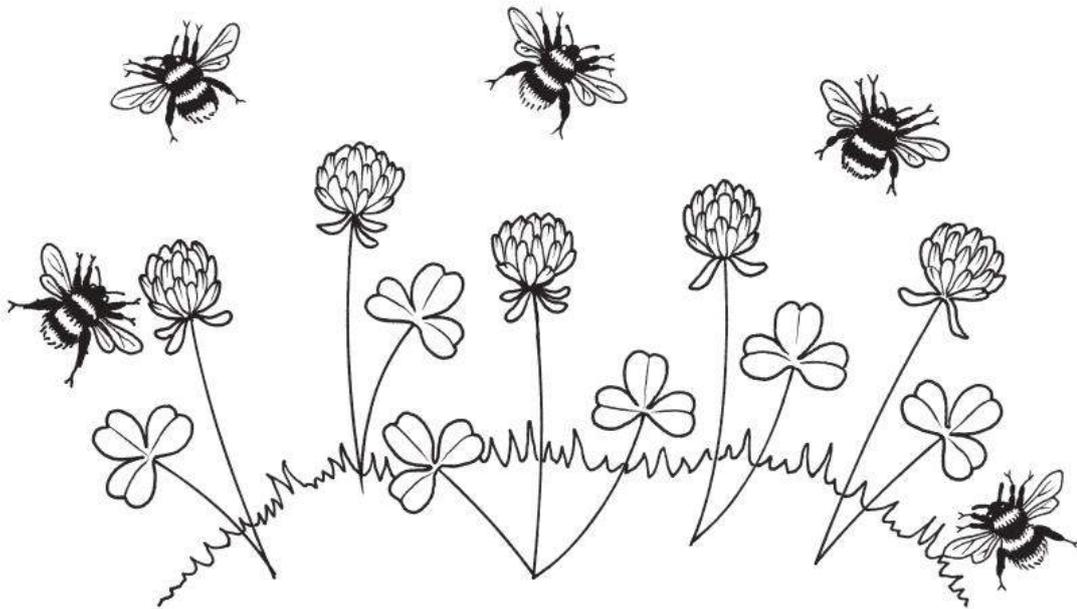
3. How many letters altogether?

1.

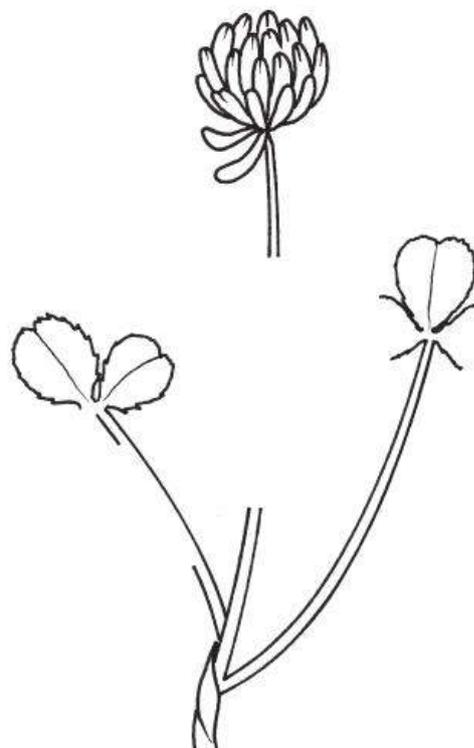
2.

3.

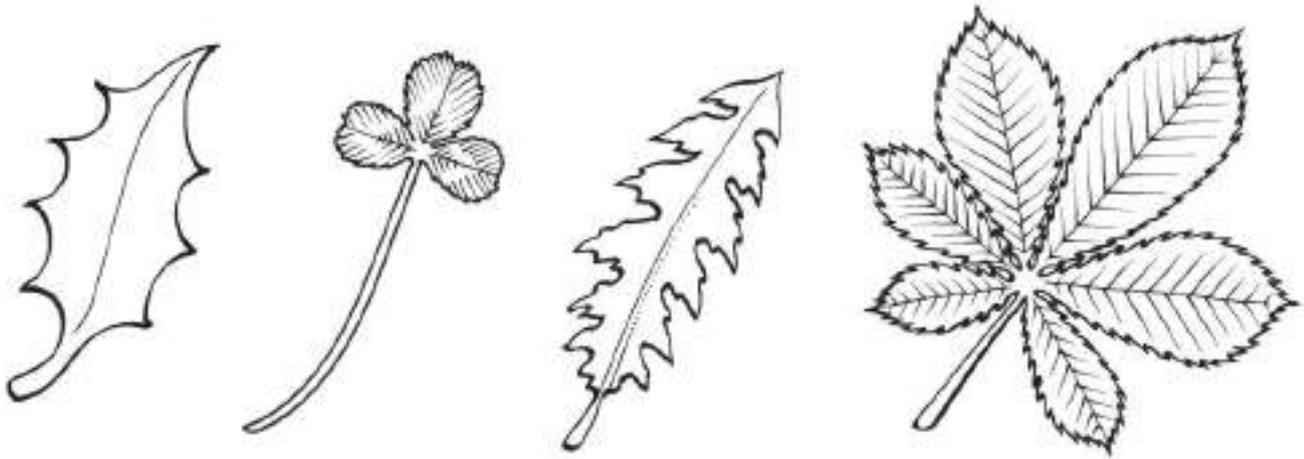
Lead the bees to the clover.



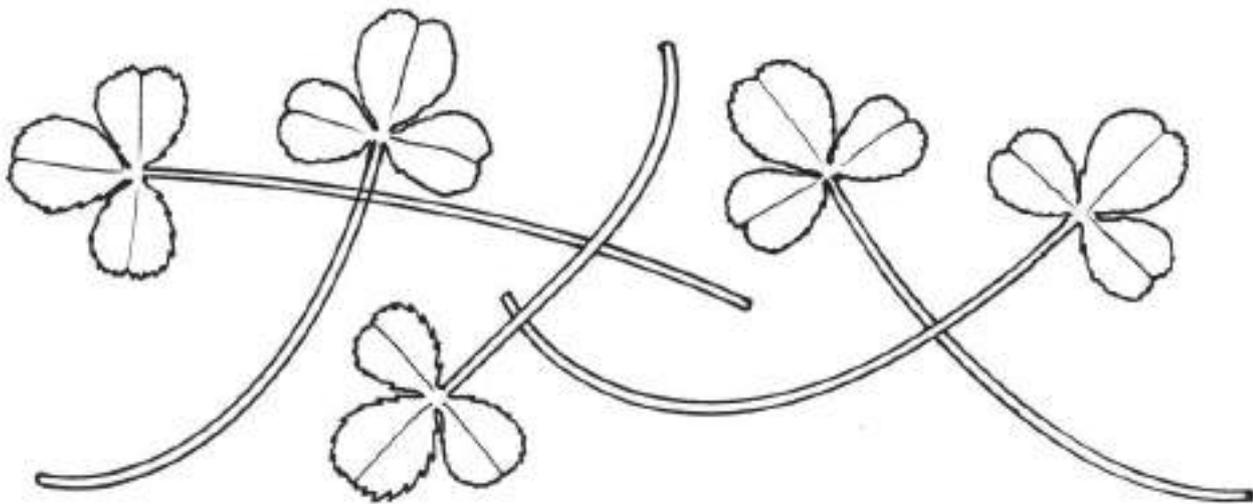
Finish the clover drawing.



Circle the clover leaf.



Count the clover leaflets.



Find a clover flower with a leaf and stick it to the page.

Write 'holly'.

holly holly

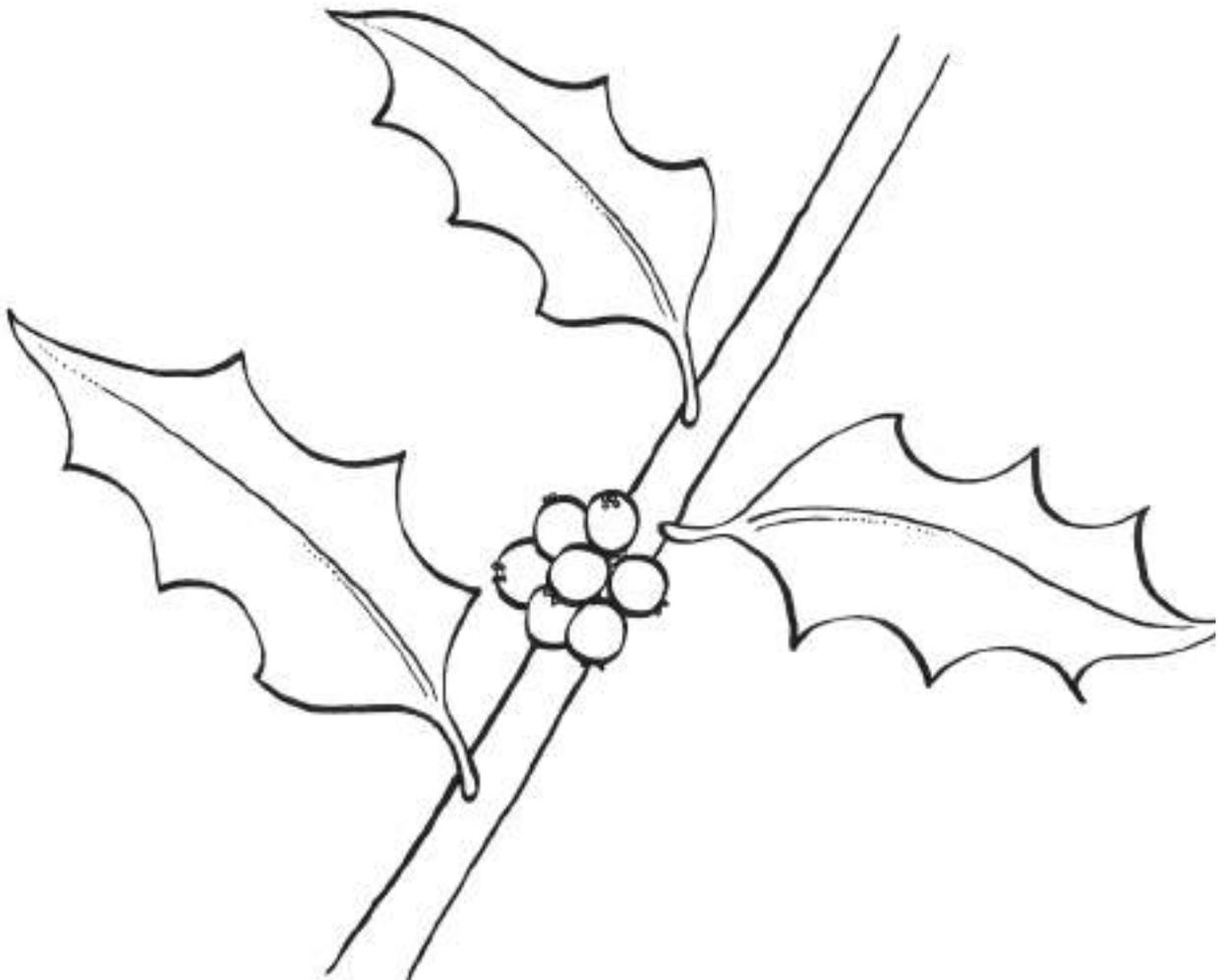
How many holly berries? _____ →



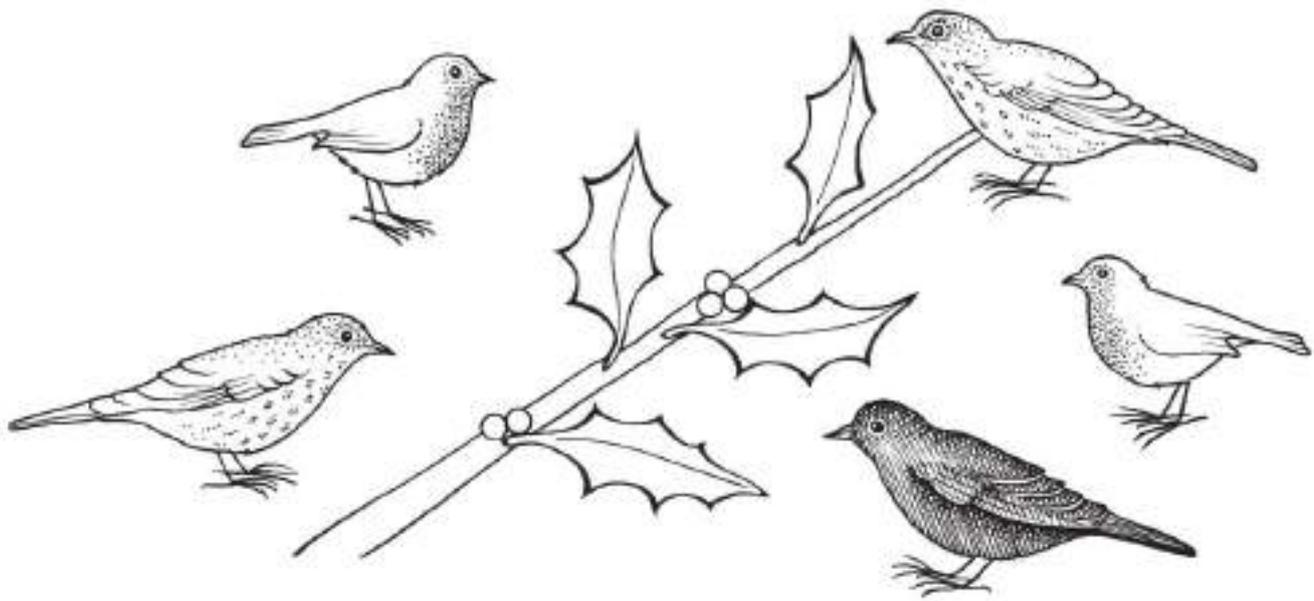
How many holly berries? _____ →



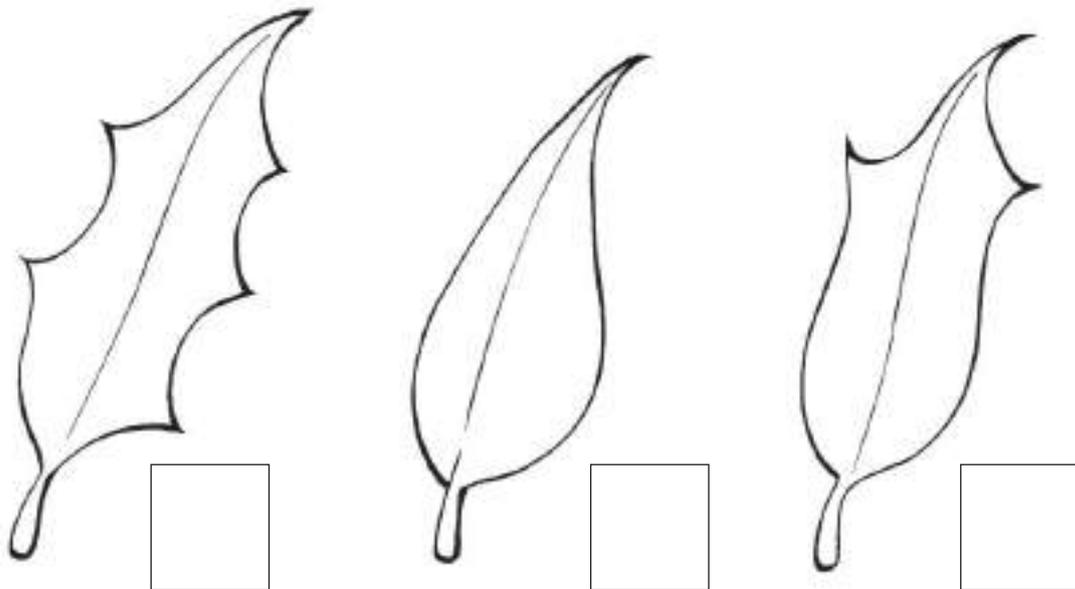
Colour the holly twig and berries.



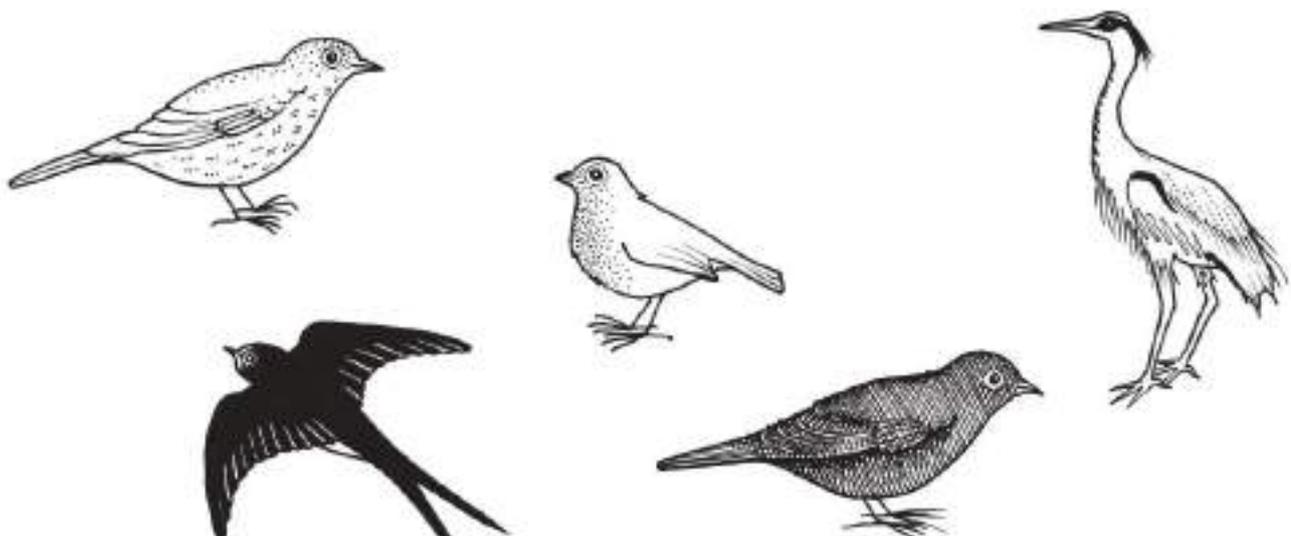
Lead the birds to the berries.



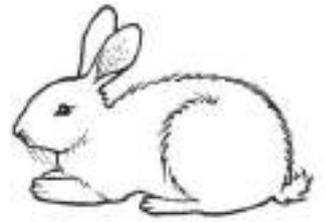
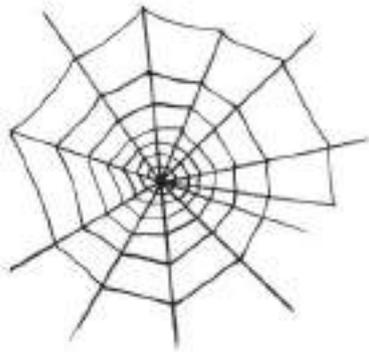
Count the prickles on the holly leaves.



Circle the birds that don't eat berries.

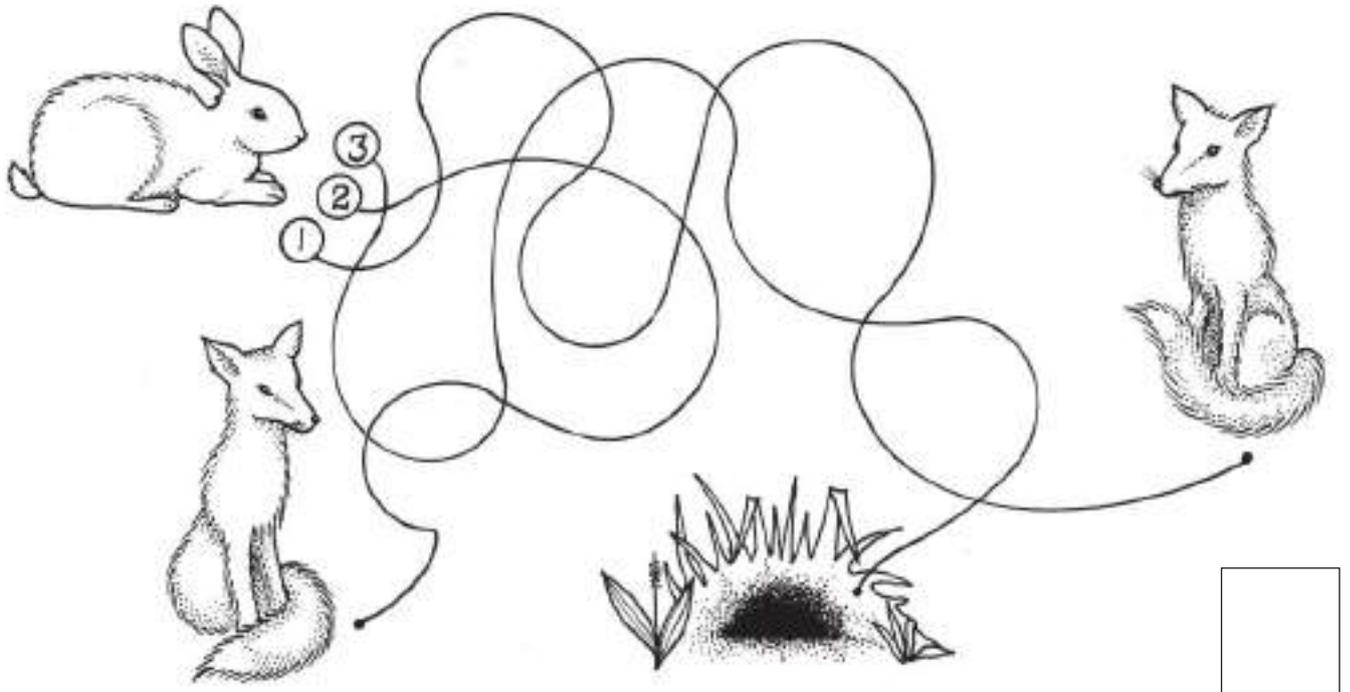


Lead the rabbit to its home by drawing a line.

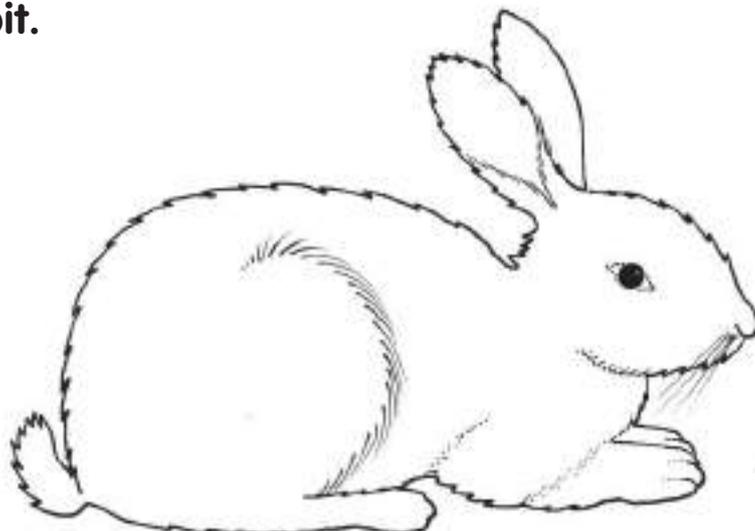


Which string will lead the rabbit home?

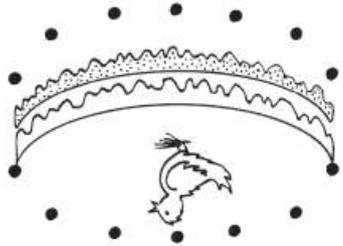
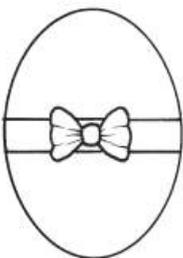
Put the number in the box.



Colour the rabbit.



Make an Easter card. Write 'Happy Easter' on the front. Join the dots to finish drawing the Easter cake. Colour the card and fold it.

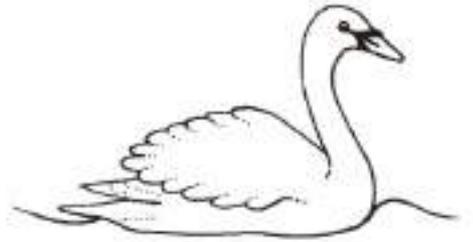
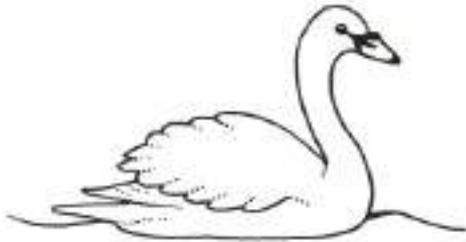
<p>_____ From _____</p> <p>_____ To _____</p>	
	

Write 'swan'.

swan

swan

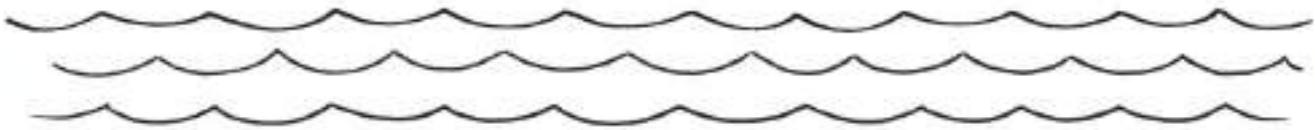
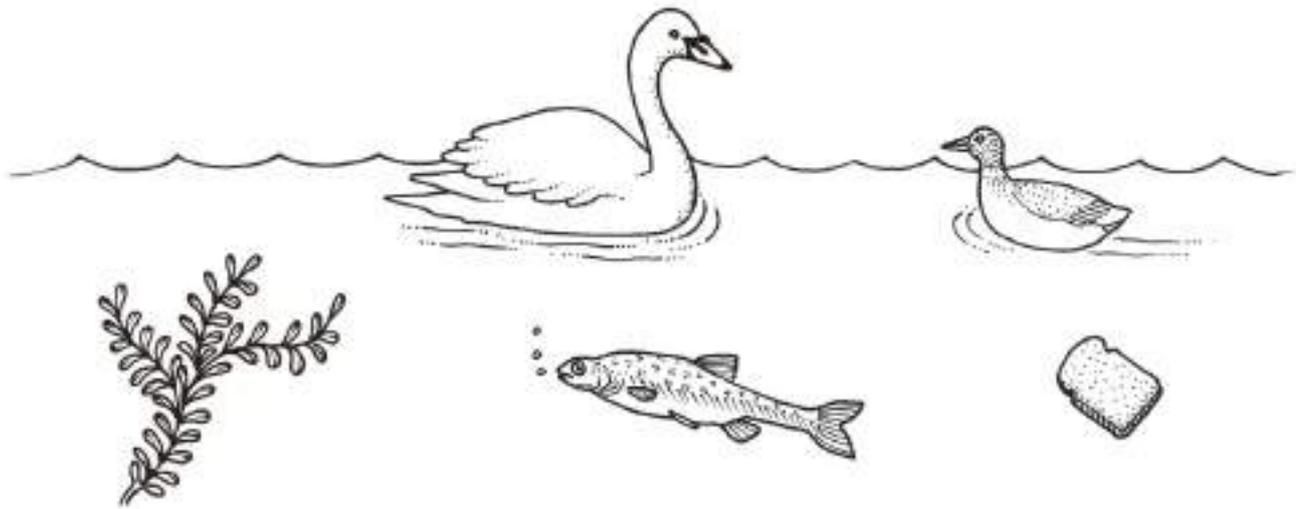
Circle the odd one out.



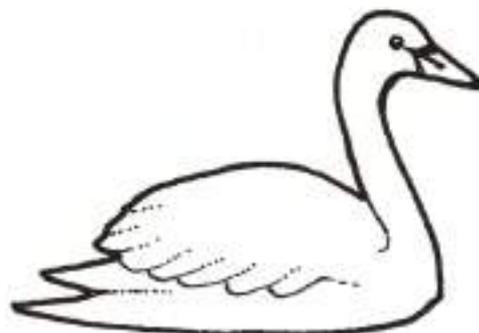
Finish drawing the swan and then colour it in.



Draw a line from the swan to its food.



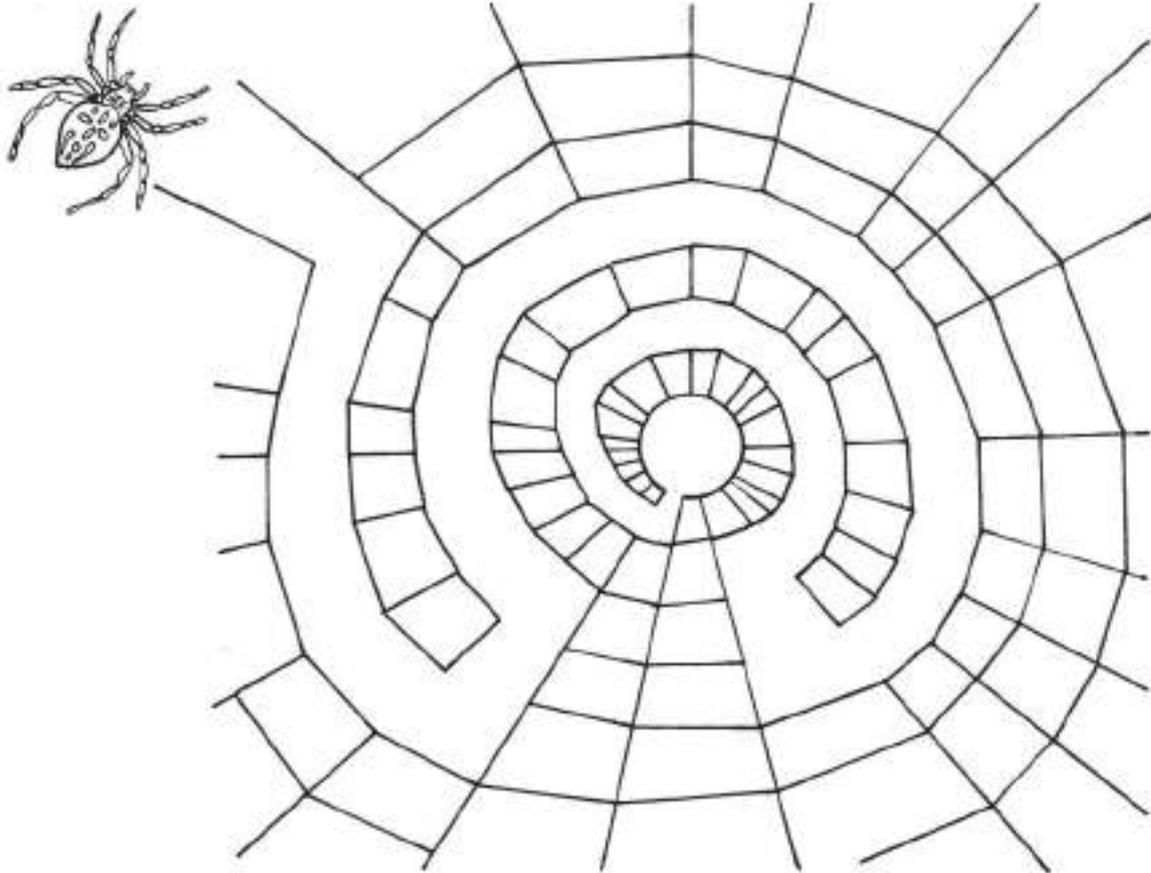
Cut out these swans and stick them on to the picture above.



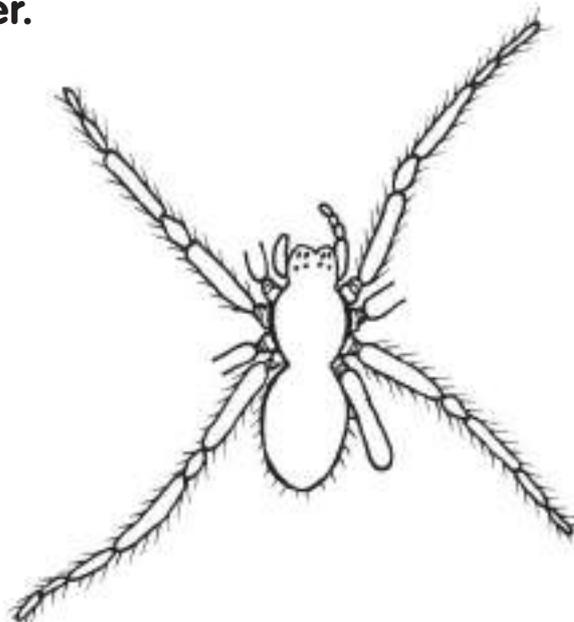
Write 'spider'.

spider

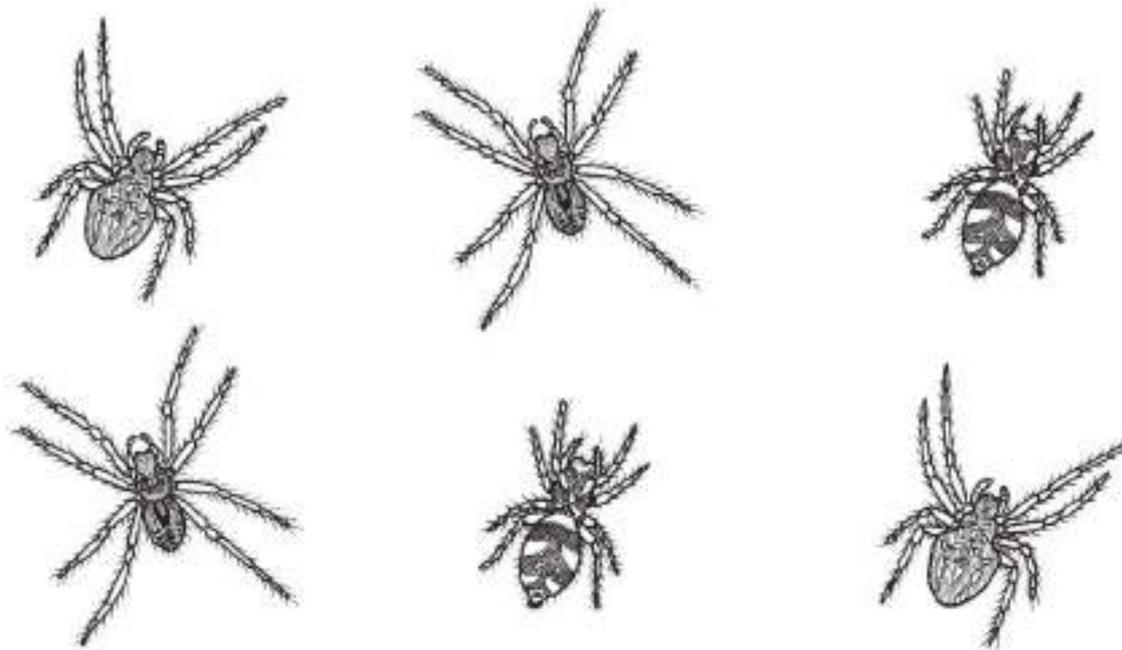
Help the spider find its way home.



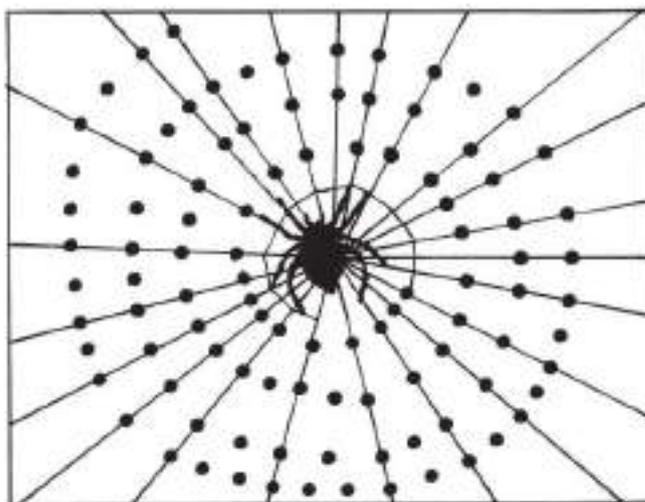
Finish drawing the spider.



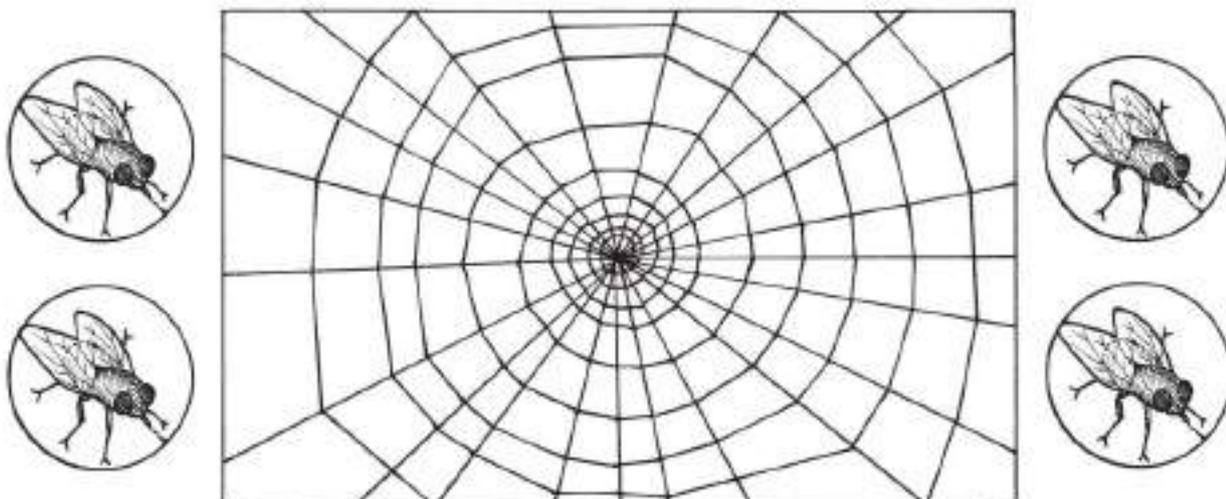
Match these spiders by drawing a line between similar ones.



Help the spider finish its web by joining the dots.



Cut out the flies and stick them to the web.



Acknowledgements

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

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

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

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

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

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

Shirley Clerkin
Heritage Officer
Monaghan County Council
heritage@monaghancoco.ie



About the Author



Éanna Ní Lamhna

Éanna Ní Lamhna is best known for her environmental expertise as a broadcaster on the radio programme *Mooney Goes Wild*. Her Co. Louth accent gives her one of the most instantly recognisable voices on radio. Her ability to bring her subject to life is legendary and her no-nonsense approach to romantic views about wildlife is well known.

She is first and foremost a botanist with degrees in both botany and ecology from University College Dublin. Her interest in the environment has expanded with her work over the years, to include birds, mammals and in particular creepy-crawlies whose doings hold a particular fascination for her. Her ability to awaken enthusiasm for these creatures in her listeners is exemplified by the remark made to her lately, "Whenever I see a spider I always think of you and put it outside instead of stamping on it."

She began work in 1974 in the Biological Records Centre — in its first incarnation in An Foras Forbartha. She quickly realised that if she was to receive any biological records from the Irish public she would first have to go and teach them about Irish wildlife. So began a career of teachers' courses, radio programmes, lecturing at third level, field trips with Secondary School pupils and most significantly of all, visits to Primary Schools to teach the pupils and indeed the teachers there, about the wildlife around them.

Her publications include *Talking Wild*, *Wild and Wonderful*, *Straight Talking Wild* and *Wild Dublin*. She has just completed a five-year term of office as President of An Taisce and is currently the Vice-President of the Tree Council of Ireland.

About the Illustrator



Christine Warner

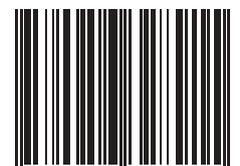
Christine Warner is an illustrator and calligrapher working mostly in the field of education. She provides full colour illustrations, line diagrams and cartoons for textbooks, workbooks and posters. She has worked for many educational publishers and also for Dúchas, Forfás and Trócaire.

While she illustrates material on a wide variety of subjects, she specialises in science, having science degrees from University College Dublin and Trinity College Dublin. She particularly enjoys producing wildlife illustrations and cartoons. She has been an environmental activist for many years. Christine may be contacted via email at cwarner1@gmail.com

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