



Flying WILD

Fly Through the Guide



This is an opportunity for you to investigate the *Flying WILD* Guide to learn about the contents and how it can be used. Answer the questions and list the page number where the answer was found. Enjoy and have a great FLIGHT!

1. Name two of the national sponsors/program partners of Flying WILD.

Page 3 – American Birding Association; American Zoo and Aquarium Association; Cornell Laboratory of Ornithology; National Wildlife Federation; Partners in Flight; Smithsonian Migratory Bird Center and U.S. Fish and Wildlife Service

2. What is the purpose of the Zoom In, Zoom Out section?

Page 11 or 17 – Lists activity extensions and variations. May include suggestions for making the activity simpler or ways to add extra challenges for students. Also may list additional sources of information to investigate.

3. Flying WILD was designed not only for the teacher to use as classroom activities but for festivals and service learning projects. Who else will find activities designed for them?

Page 18, 24 or 30 – After-school programs; non-formal educators; scouts; nature centers, etc.

4. Activities are divided into three types of categories. What are they? Which type of activity is Avian Antics?

*Page 14 & 15 – teacher led, volunteer led and student led
Page 6 (Table of Contents) – Avian Antics is a student-led activity*

5. What does IMBD stand for? When is it celebrated? Which two agencies take an active role in celebrating IMBD?

Page 12 – International Migratory Bird Day is celebrated the second Saturday in May. The National Wildlife Federation and U.S. Fish and Wildlife Service take an active role in celebrating this day.

6. Name two activities that incorporate math in the lessons.

Page 325 – Bird Olympics; Count Your Birds; Create Your Own Food Web; Food Chain Tag; Hidden Hazards; Home Is Where the Forest Is; Home Sweet Home; and Migratory Mapping

7. Your administrator wants to know how Flying WILD will help meet science standards. What page/s would you copy?

Page 11 and 20

8. Which activities can help you teach your students about adaptation?

Page 353 – Adaptation Artistry; Avian Acoustics: Sound Off!; Bird Behavior Scavenger Hunt; Bird Bingo; Bird Olympics; City Slickers; Eye See You; Fill the Bill; The Fine Art of Nesting; Grizzly Gizzards; Habitat Match; Jeop-Birdy

9. Where would you find instructions to teach your students the proper way to use binoculars?

Page 318 – Under the About Birds and Birding section

10. What are three things you should consider for hosting a bird festival at school?

Page 25 – Determining Your Festival’s Audience and Scope

Audience; Location; Timing and Scope

11. The official bird symbol of the United States is the bald eagle. What is the official bird symbol of Honduras?

Page 319 – Under the About Birds and Birding section – Scarlet Macaw

12. You know so little about identifying birds. Where in the guide could you find help on the basics of identifying birds? What are some of the key features that will help you to identify a species?

Pages 309-312 – Under the Service Learning Projects section – Students in Service: Count Your Birds

Silhouette/shape; field marks/color; posture; size; sound and vocalizations; and habitat

13. How would you use Flying WILD to fit with your curriculum or lesson plans? List one SSS that could be supported by Flying WILD?