

Teacher's Notes

- 1. Evidence for evolution:** Describe the evidence for the theory of evolution. Explain how each evidence segment of the Big Bang contributes to the evidence for evolution. “Evidence and Ideas from the Big Bang” is a short article with “Big Bang” and “evidence for evolution” as the main concepts. The following are some key points of the article: “Evidence for evolution”

The Abbotts were always a good
go-to place to meet,
but the place is changing.
People are moving in and out.

Jog through a dream!
where eye sees only one place now,
and mind comes up a dozen.

- Ask for volunteers to cover the video to map the distribution of the birds.
 - Continue on the bird properties by asking questions using "What's" and "where". For example, ask, What other features do you notice about a hawk? or, What are the colors that after they get healthy again? If you need more examples, there are a few listed at [https://www.allaboutbirds.org](#).
 - Ask for the students to answer a few of these questions themselves. For each question, the teacher asks the question and the student answers it. The teacher can also have the student draw the bird of their choice. This will help them to remember the different bird characteristics and encourage them to engage in the activity.
 - Ask the students to record their answers in the provided [Google Sheets](#). The last column of the document is for the teacher to grade the responses.

- This is not a language in itself
- It is a collection of rules
- It is a writing standard, not a language
- It is not a language - it is used in one
- There is no grammar, there are no rules

- ④ If the students have any questions about the reading, tell them that they can ask you whenever you feel like it. Encourage them to ask questions about the text and the words. "Remember? If you don't understand something, you can ask me!"

- easier another one block
- good life thing to do
- give you an instant boost of energy
- avoid the risk of skin damage
- prevent acne breakouts
- reduce wrinkles
- reduce fine lines

- ④ Follow Up Activity: Participants can “read” a poem. Divide the class into two teams. Have the students in one group read the poem while the other group tries to guess what the poem is about. After hearing each group’s guess, allow the group to read, making sure to listen for any errors and provide feedback if necessary.

- Q** Suppose the “target” in the code “`if (target >= 0) ...`” is marked