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## Punnett's Squares

These show the 2 alleles of each parent plant crossed with each other and the resulting 4 possible offspring with T = tall, t = short.

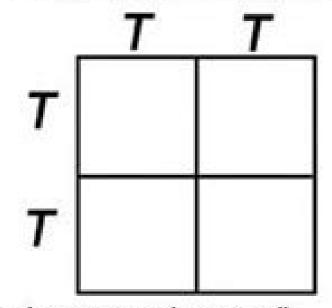
TT = dominant tall, tt = recessive short, Tt = mixed hybrid

TT = dominant tall (genotype tall, phenotype tall)

Tt = mixed hybrid (genotype hybrid, phenotype tall)

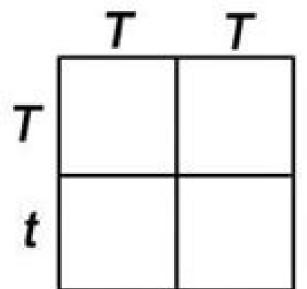
tt = recessive short (genotype short, phenotype short)

Using the Punnett's Squares below, name the offspring of all possible parent combinations.



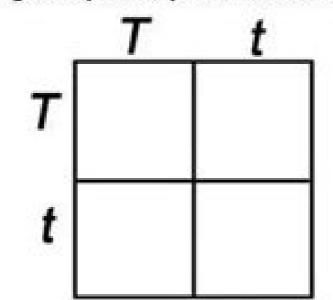
Both parents are dominant tall, name the 4 possible offspring.



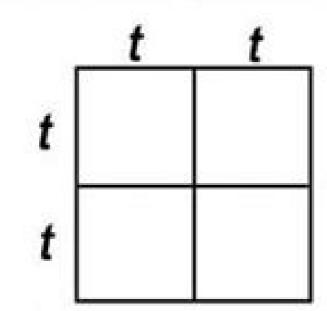


One parents is dominant tall, one is mixed hybrid, name the 4 possible offspring.

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Both parents are mixed hybrids, name the 4 possible offspring and the expected ratio.



Both parents are recessive short, name the 4 possible offspring.

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- Part 2: Sample Problem (Just read this over, it is a practice problem)
- - 1. How does dropping the stick on the table and writing down the letters on the sides facing up follow Mendel's Law of Segregation? [First state the law].

Mendel's law of Segregation states that members of a pair of homologous chromosomes separate during the formation of gametes and are distributed to different gametes so that every gamete receives only one member of the pair. In this case, two of the sticks each representing genes from mother and father, hence, dropping the stick has represented this by bringing a circumstances that lets chance decide which alleles are passed on to the baby dragon.

2. Explain how randomising the green, yellow, orange, and purple autosome illustrates Mendel's Law of Independent Assortment? [First state the law].

Mendel's Law of Independent Assortment states that the separation of genes for separate traits which are passed independently of one another from parents to offspring. All of the traits on green, yellow, orange, and purple chromosomes were unlinked, hence they assorted independently. This is because they were no indications of the traits being linked in the genotypic key provided.

3. The gene for fangs is recessive, yet most of the dragons have fangs. How can this happen? [Hint: The gene that causes dwarfism (achondroplasia) in humans is dominant].

A gene which is dominant does not mean that it is more prevalent in the population. It means that when combine with a recessive gene, the dominant trait will show. Fangs can be recessive and a trait that is seen very often if the gene pool provides mostly recessive alleles as a heterozygote would provide the no fangs trait. Dragon with fangs is at an evolutionary advantage. They are more able to obtain and eat prey as well as ward off predators. As a result, they are able to successfully mate and reproduce, thus further projecting the recessive allele in future generations. On the other hand, the dragons without fangs are unable to catch and consume prey and have little to ward off predators. As a result they starve and die before reproductive age, or are two malnourished to have offspring.

4. What is the sex of your baby dragon?

Which traits are sex-linked? [First define "sex-linked".]

Sex-linked genes are genes that are located on the sex chromosome, resulting in a distinctive pattern of inheritance. The sex linked traits on dragons are thigh shape, toes number, presence of tail-spike, presence of chest plate, arm length and the ability to breathe fire.

6. Which traits are more likely to be found in males? [Consider sex-linked, sex influenced and sex-limited traits.] Comb, elbow spike, chest plate, tail spike and short arms.



a	orks GCSE Science: Biology	
	Name: Date:	
	Genetics Worksheet	
	This worksheet accompanies Inheritance.ppt and Altering Genes.ppt	
	The gene for normal ears in rabbits (E) is dominant over the gene for large floppy 'lo ears' (e). Represent the following genotypes using letters:	
	a) homozygous dominant	
	b) homozygous recessive	
	c) heterozygous	
2.	Ben has a pet rabbit with normal ears.	
	a) What possible genotypes could his rabbit have for the gene relating to ears?	
	<ul> <li>b) Describe how Ben could establish the genotype of his rabbit by breeding it with other rabbits.</li> </ul>	
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	c) A homozygous lop eared rabbit was crossed with a heterozygous normal eared rabbit. Over two years, they produced 12 offspring. How many of the offspring would you expect to have lop ears? Show your working.	
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Chapter 12 patterns of heredity and human genetics worksheet answers. Genetics and heredity vocabulary worksheet answers. Genetics the science of heredity the cell and inheritance worksheet answers.

Below is a suggested sequence for implementing the activities contained in the unit. Consult each individual activity for implementation instructions, suggestions for adaptations and extensions, and applicable rules. DayActivities Notes Day 1 (40 min.) An Inventory of My Traits Students take an inventory of their easily observable genetic traits and compare these inventories with other students in groups. Observable Human Characteristics This web page shows many of the traits included in An Inventory A Tree of Genetic Traits Students find the most and least common combination of traits in the class by marking their traits for tongue lamination, ear lobe attachment, and PTC tasting on f paper. Students the arrange the leaves on a large "tree of traits". Family Traits Trivia (homework) Students use playing cards to inventory traits in their family. (Note: individuals in families do not need to be connected to participate in this activity.) Day 2 (40 minutes.) Generations of strokesStudents follow and record the passage of the colored "pom-pom strokes" through three generations of gingerbread people. Traits BingoIn this review activity, students delete or color bingo squares in response to questions about their traits.) Students distinguish between inherited and learned traits by creating a "trait family tree" using handprints. (Note: Individuals in families do not need to be connected to participate in this activity.) Day 3 (40 minutes.) A recipe for traitsStudents learn that differences in DNA lead to different traits: 1) by randomly choosing streets and traditions (working at home) Students and their families Play a game combination with cards to identify inherited traits. Working in small groups, Great in the traits and traditions in small groups, Great in the cards to identify inherited traits. Working in small groups, Great in the traits and traditions in a data table that the families are the contractions of the traits with the traits with the property of their easily and their easily and the property of their easily and their easily a the most and less common traits of the group. Objectives The traits are observable characteristics that are transmitted from parent to child. An individual makes them unique. Some sections are more common in a population than others. pdf) Teacher Guide (pdf) Students mark their traits for language lamination, PTC tasting (a harmless and bitter chemical) and the attachment of the earlobe on tree leaves. Then put the leaves on a large tree whose branches represent a different combination of traits. Once completed, the tree forms a visual representation of the frequency of stroke combinations within the class. Objectives The traits are observable characteristics that are transmitted from parent to child. An individual makes them unique. Some sections are more common in a population than others. The 2004 Investigating Safety publication: A Guide for High School Te Texley et al. teachers raised an alarm in the teaching community about the utility and safety of PTC taste tests. This has led to the ban of PTC from many schools and districts - we believe unnecessarily. Yeah, PTC is toxic. In rats, the most sensitive animals tested, the oral PTC DL50 (the amount that killed 50% of the tested animals) is 3 mg/kg. However, the PTC is so intensely bitter that the taster can detect it in very small quantities. A single Carolina Biological Supply essay contains only 0.007 mg of PTC. And the amount that is licked by paper by an experimental subject islower than this. In addition, no toxicity report has been reported from the PTC test, which has been performed over tens of millions of in the world. To perspective PTC toxicity, we propose this quote (from Merritt et al., Am. Biol. Teacher Online 70: 4): There is no doubt that the PTC is toxicity in the man at 500-1000 mg / kg). The problem is how much PTC is on a tasty card. Texley et al. They indicate that «A single strip contains about 0.3 mg», but the two suppliers we checked indicate that a tasty card contains 0.007 mg (Carolina Biological Supply Company) or 0.005 â € "0.007 mg (sciencestuff). By assuming a linear curve of the dose response, we calculate that the 230 mg of NACL contained in a bag of fries of a vending machine are about 100 times more toxic than the 0.007 mg of PTC contained in a tasting paper. We do not believe that there is no reason for teachers to worry about the toxicity of Taste PTC. Complete (PDF) Choose an English version ... Then download the leaves page and one of the following tree files ... leaveskin (big shape ) Tree (overhead) Tree (puzzle) or bilingual versions English / Spanish ... then Download the leaves page and one of the following tree files ... leaveskin (big shape) Tree (above the head) Tree (puzzle) Bring home Game using the image cards that identify the traits. A family or group can use this activity to see which traits have in common. Family Traits Trivia (PDF) - English and Spanish in this practical activity The students follow and record the passage of the colored "Pompom" traits through three generations of gingerbread people. In this way, students learn that the traits are transmitted by parents to their children and that the brothers can receive or not the same tracts from their parents. Training tractives are observable characteristics that are transmitted by parent to child. An individual will have Tratti in common with others, and even more with brothers and parents. The overall combination of stretches of an individual makes them unique. of traits are they are from every parent. Student pages (pdf fillacable) -in English and Spanish Teacher Guide (pdf)Students cross or color bingo boxes in response to questions about their traits. This activity is designed to be used as a review following an Inventory of My Feelings, Generations of Paths and A Tree of Genetic Traits. Learning Student Objects will record their inherited traits. Students will compare traits to determine which are more and less common in the class. Track Bingo (pdf) in English and Spanish activity to catalogue the traits of a family on a tree made of stacked hand prints. Handy Family Tree (pdf) -in English and Spanish students create and decode a "DNA recipe" for man's best friend to observe how variations in DNA lead to the inheritance of different characteristics. Paper striations (representing DNA) are randomly selected and used to assemble a DNA molecule. Students read the DNA recipe to create a drawing of their pet, and compare it with others in the class to notice similarities and differences. Learn objects Each body inherits a unique combination of traits. DNA is a set of instructions that specify the traits of an organism. Variations in DNA lead to inheritance of different traits. Student Pages (pdf) 226; English and Spanish Teacher Guide (pdf) Digital White Card Materials (ZIP file)A memory game where participants must discern the difference between an inheritance of different traits. learned/environmental. Family paths and traditions (pdf) in English, Spanish and Tongan Tongan

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