

## DRAGON GENETICS

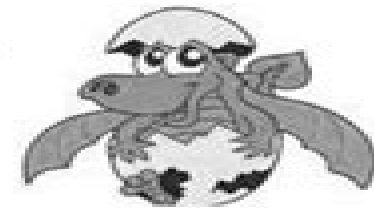
In this activity, you will use genetic information to create a dragon. You will use your knowledge of genetics to determine the genotype and phenotype for each of the 16 traits in your baby dragon from the chromosomes of the dragon egg you receive. You will also construct a picture of your baby dragon.

### Materials Needed:

- 1 dragon egg containing the chromosomes for both parents
- Dragon black line drawing
- Colored pencils

### Procedure:

1. Obtain a dragon egg, which contains the chromosomes from the parents of your dragon.
2. Remove all the chromosomes from your egg. Chromosomes from the mother are pink and from the father are blue. Line up the matching chromosomes. The chromosome number is located at the bottom center of each chromosome. The number of the egg is at the top center; record this number on your data sheet. The X chromosomes are rectangular and the Y chromosomes are triangular.
3. Using the key to dragon traits, determine your baby's genotype and phenotype for all of the traits listed on the chromosomes. Record this information in the proper spaces on the data table.
4. Refer to the phenotypes you listed on the data table. For each phenotype listed, trace the corresponding dragon body part found on the black line drawing. Be sure to color your baby dragon's features with the appropriate colors, according to the phenotypes you have listed.
5. Answer the questions on the back of your data table.
6. Staple your baby dragon to your data table and turn it in. Be sure to turn in your dragon egg by the end of the period.



Dragon Key:		<div><div><div>□</div><div>□</div></div><div><div>□</div><div>△</div></div></div> <div>= Female = Male</div>
Upper case letters represent dominant alleles Lower case letters represent recessive alleles		
N = Long neck n = short neck	E = Red eye e = white eye	
H = Horn present h = horn absent	X <sup>F</sup> = Fire Breathing X <sup>f</sup> = not fire breathing	
G = Green body g = gray body	L = Long tail l = short tail	
S= Spikes <u>on end of tail</u> s = no spikes on end of tail	R = Red wings lining r = yellow wings lining	
T= Three toes t = four toes	D = Green edge to wing d = red edge to wing	
B <sup>b</sup> B <sup>b</sup> = blue tail spikes B <sup>r</sup> B <sup>r</sup> = red tail spikes B <sup>b</sup> B <sup>r</sup> = purple tail spikes	W = Yellow body w = white body M = Green body spikes m = yellow body spikes	
X <sup>P</sup> = Black horn X <sup>p</sup> = white horn	K = Freckles k = no freckles	
XX= No ear frills	XY <sup>A</sup> = Ear Frills, XY <sup>a</sup> = no ear frills	

# Dragon Genetics Lab Teachers Guide

**Christian G. Meyer**



## **Dragon Genetics Lab Teachers Guide:**

**Tools, Techniques, and Strategies for Teaching in a Real-World Context With Microbiology** Davida Smyth, Nichole A. Broderick, Laura Bowater, Carlos C. Goller, 2021-12-02      **International Conference of the Learning Sciences** Barry J. Fishman, Samuel F. O'Connor-Divelbiss, 2013-04-15 The field of the learning sciences is concerned with educational research from the dual perspectives of human cognition and computing technologies and the application of this research in three integrated areas Design Design of learning and teaching environments tools or media including innovative curricula multimedia artificial intelligence telecommunications technologies visualization modeling and design theories and activity structures for supporting learning and teaching Cognition Models of the structures and processes of learning and teaching by which knowledge skills and understanding are developed including the psychological foundations of the field learning in content areas professional learning and the study of learning enabled by tools or social structures Social Context The social organizational and cultural dynamics of learning and teaching across the range of formal and informal settings including schools museums homes families and professional settings Investigations in the learning sciences approach these issues from an interdisciplinary stance combining the traditional disciplines of computer science cognitive science and education This book documents the proceedings of the Fourth International Conference on the Learning Sciences ICLS 2000 which brought together experts from academia industry and education to discuss the application of theoretical and empirical knowledge from learning sciences research to practice in K 12 or higher education corporate training and learning in the home or other informal settings      *Video Rating Guide for Libraries* ,1993      **The Publishers' Trade List Annual** ,1992      *TV Guide* ,1980      *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1964 Includes Part 1 Number 1 Books and Pamphlets Including Serials and Contributions to Periodicals January June      **The American Biology Teacher** ,2004      **Graphics for Learning** Ruth C. Clark, Chopeta Lyons, 2004-05-31 Graphics for Learning teaches you how to design effective graphics for print or online and computer generated materials multimedia texts working aids and slides that will maximize learning understanding and reasoning Based on solid research on how people learn this crucial resource contains best practices and shows you how to go beyond the visible features of graphics to plan visuals that are based on their communication and psychological functions Written by instructional design experts Ruth Colvin Clark and Chopeta Lyons Graphics for Learning includes a graphic design model that guides you through the visual planning process from needs assessment through production No matter how much or little expertise you have working with graphics this book will help you boost your return on investment by giving you the information you need to design and implement the most effective visuals Graphics for Learning shows how to Select the graphics that can improve learning and workplace performance Plan the most appropriate visual for computer or paper instructional materials Design the best graphics for instructional content Tailor visuals for individual learners Avoid using the wrong visuals for motivational purposes Understand the characteristics

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