

	<b>MONDAY (A)</b> IN PERSON 1:20 - 2:55	<b>TUESDAY (B)</b> IN PERSON 3:00 - 4:35	<b>WEDNESDAY (A)</b> IN PERSON 1:20 - 2:55	<b>THURSDAY (B)</b> IN PERSON 3:00 - 4:35	<b>FRIDAY (B)</b> IN PERSON 3:00 - 4:35
	<b>Objective(s): SWBAT</b> <b>*TEST</b>	<b>Objective(s): SWBAT</b> <b>*TEST</b>	<b>Objective(s): SWBAT</b> Swbat describe the difference between -a dominant and recessive trait -homozygous and heterozygous -phenotype and genotype  Swbat deduce the phenotype of a trait from the letter conformation	<b>Objective(s): SWBAT</b> Swbat describe the difference between -a dominant and recessive trait -homozygous and heterozygous -phenotype and genotype  Swbat deduce the phenotype of a trait from the letter conformation	<b>Objective(s): SWBAT</b> Swbat to complete punnett squares for monohybrid crosses
<b>P</b>			Quizizz Warm-up (10 min)  Students will read a passage about Mendel's Laws and answer 10 questions correctly on CK-12 (20 min)	Quizizz Warm-up (10 min)  Students will read a passage about Mendel's Laws and answer 10 questions correctly on CK-12 (20 min)	Quizizz Warm-up (10 min) –  Students will read a passage about punnett squares and answer 10 questions correctly on CK-12 (20 min)
<b>L</b>  <b>A</b>			<b>Engage/Explore:</b> Students will complete this worksheet. They will determine their traits and then come together with their group to discuss how many have a specific trait. (10 min) <a href="#">Genes-and-traits-print.pdf</a>  <b>Explain:</b> Students will watch an instructional video while filling out a foldable with essential definitions. (12 min)  Vocab Foldable  <b>Elaborate:</b> Students will complete this genotype/phenotype activity in pairs. (35 min) <a href="#">4 Make a Baby Activity.pdf</a>	<b>Engage/Explore:</b> Students will complete this worksheet. They will determine their traits and then come together with their group to discuss how many have a specific trait. (10 min) <a href="#">Genes-and-traits-print.pdf</a>  <b>Explain:</b> Students will watch an instructional video while filling out a foldable with essential definitions. (12 min)  Vocab Foldable  <b>Elaborate:</b> Students will complete this genotype/phenotype activity in pairs. (35 min) <a href="#">4 Make a Baby Activity.pdf</a>	<b>Engage/Explore:</b>  <b>Explain:</b> Students will write notes about solving punnett squares in their journals.  <b>Elaborate:</b> Students will complete this punnett square activity (20 min)   <b>Sponge Bob Genetics</b>

<b>N</b>			<p><b>Evaluate and Summary:</b> Students will answer the question below on a sticky note.</p> <p>If H+ is the dominant trait and H the recessive trait, then what would be the phenotype of the individual who is H+H? Dominant or recessive?</p> <p>(only do this if there is time – otherwise, I assess them as I walk around while they are doing the elaborate)</p>	<p><b>Evaluate and Summary:</b> Students will answer the question below on a sticky note.</p> <p>If H+ is the dominant trait and H the recessive trait, then what would be the phenotype of the individual who is H+H? Dominant or recessive?</p> <p>(only do this if there is time – otherwise, I assess them as I walk around while they are doing the elaborate)</p>	<p><b>Evaluate and Summary:</b></p>
<b>Resources:</b>			<p>Quizizz, CK-12, Slides:  <input type="checkbox"/> AGENDA (2/8-2/9)</p>	<p>Quizizz, CK-12, Slides:  <input type="checkbox"/> AGENDA (2/8-2/9)</p>	<p>Quizizz, CK-12</p>