

# Teacher Notes- “Diluting Your DNA”

Question: What's everyone's favorite subject? Answer: Themselves! In this lesson students watch their DNA travel through their descendants. Oh, and they learn a little something about DNA too.

## Materials per student:

1-Student Handout

1-Penny

## Additionally:

PowerPoint- “Diluting Your DNA”

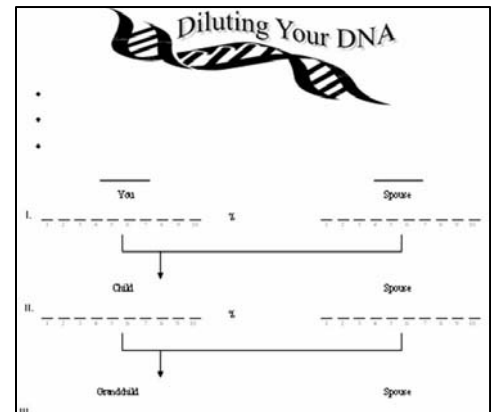
Ball of yarn or string (optional)- to help students understand the difference between a chromosome, DNA, and a gene

## Beforehand:

1. Go through the lesson on your own before you teach it, so you're comfortable and know what to expect. It will also help you communicate it better.
2. Pick out a section of your book to read from, if you so choose. Read just a page or two at the most. Choose something that hits one of your particular standards. Insert the page number on the first PowerPoint slide.
3. Stick a few extra pennies in your pocket. A few will get dropped/lost throughout the day.
4. Remember to use good “social manners” as you speak about moms and dads, because you know that some home situations for kids are not good. While it's true that every student has a biological mom and dad, still keep things professional.

Also, in this activity when it's time to parent a child and pass along DNA, notice they join with a “Spouse”. We all realize that there are many ways of becoming a parent, but this is a lesson is about genetics, not values.

5. This lesson does oversimplify many genetic concepts (like how many traits there are, and dominant and recessive genes), but you could use that to your advantage by pointing these out during the lesson. Use this occasion to mention how there really aren't any perfect models and illustrations in science. The lesson was intentionally kept simple and compact so it could focus on and teach just one concept- the “diluting of DNA”. It also gives you room to add where you want.




**Procedure:**

1. Have the PowerPoint with the “Diluting Your DNA” banner running as students enter. (If you don’t have a multimedia projector, print the first 2 PowerPoint slides and put them on an overhead transparency).
2. Introduce the activity:

“Students, this lesson is about your DNA- where it came from, and where it’s going. We all know that children get their DNA from their parents. But when your children have children, what happens to your DNA as more people enter the picture?”

3. Reveal and have students copy the 3 bulleted statements at the top. These set the tone and give you an opportunity to touch back on anything you’ve done with genetics recently.
4. At the bottom of the first PowerPoint slide a prompt will direct students to a page in their books for a class reading.\*<sup>1</sup>
5. Move into the activity, students first need to choose a letter of the alphabet to represent them. It can be any letter, but it usually ends up being their first initial. Have them write that letter 10 times on each of the 10 blanks next to the Roman numeral I. Click through the beginning of slide #2 as you talk:



**Diluting Your DNA**

- a child inherits its genes from both parents
- typically, half of the genes come from each parent
- this activity will focus on how genetic differences accumulate over generations

“Those 10 letters you just wrote represents your DNA, or more specifically, 10 of your traits. In reality, you have more than 10.\*<sup>2</sup> But 10 is all we need to make our point today.

At the end of the line is a little percent symbol. What that’s asking is how much of the DNA on that line is yours. Well, how much does your DNA have in common with itself? (*it’s the same*). Right! You are 100%, pure, *YOU*, aren’t you? Put down ‘100’ in front of the percent.”\*<sup>3</sup>

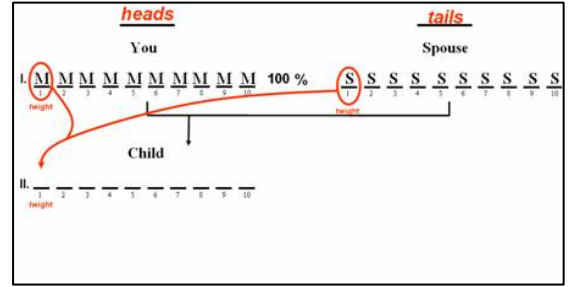
6. Now move onto their future spouse. Have them assign a different letter to their spouse, and write it 10 times, just like they did for theirs.

You										Spouse									
1.	M	M	M	M	M	M	M	M	M	100 %	S	S	S	S	S	S	S	S	S

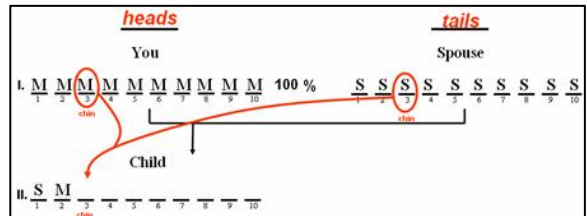
7. First comes love. Then comes marriage. Then comes along a screaming kid. And whether students realize it or not, their ability to choose is now over. Since most students used their first initial to represent their DNA, all they ever chose was their spouse’s DNA. Little observances like this you’ll want to take pause and notice as you go through this activity. These comments will slow down the activity and give extra time for things to soak in. Time is no issue, you’ll get the activity done, even with lots of discussion and questions. So have students think about this “child” they are about to have. Where will it’s DNA come from?

Whose eyes will it have? How many of my genes *should* it get? Compare that later with how many it *did* get.

8. Trait #1 in the child is for height. You and your spouse both have that gene, you're both different heights, and the kid can't be both at once, so all we need now is a method to determine which one it will be. In this activity the penny will do that for us. Have students write "heads" just above where it says "You", and "tails" above "Spouse".



9. Have students flip their coin once\*<sup>4</sup>. If it lands "heads", the child gets their (the students') letter. If it lands "tails", then the child gets their spouse's letter. Have them write the "winning" letter down on the child's trait 1 line, and then ask what happened to the #1 gene from the parent that "lost". (it's gone, out for good; you could, though, bring up the fact that it's there but "hiding" as a recessive gene).
10. Move onto trait #2 for the child- its nose. The second flip will decide whose trait #2 gets passed on. Make sure you and your students catch that we're now only comparing trait #2 from both parents (the red ovals and lines indicate this), and the coin toss will decide which of those two "wins". After flipping the coin, record the letter for trait 2 of the child. Again, the losing trait it out of the game for good.\*<sup>5</sup>




11. And the same for trait #3 (chin)- the third flip will decide whose trait #3 gets passed on.

(end of Teacher Notes preview)

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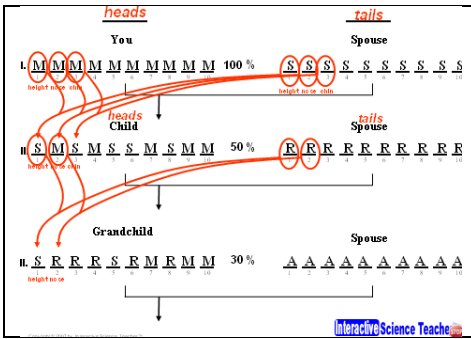


**Diluting Your DNA**

- a child inherits its genes from both parents
- typically, half of the genes come from each parent
- this activity shows how genetic differences accumulate over generations

*Let's read, starting on p.*





**QUESTIONS- DILUTING YOUR DNA**

1. Record the percent of your DNA present in each generation.
  - I. \_\_\_\_\_ % (You)
  - II. \_\_\_\_\_ % (Child)
  - III. \_\_\_\_\_ % (Grandchild)
  - IV. \_\_\_\_\_ % (Great-Grandchild)
  - V. \_\_\_\_\_ % (Great-Great-Grandchild)
2. Compare the DNA of your child with half of your grandchild.
 

Child: \_\_\_\_\_

Grandchild: \_\_\_\_\_

Conclusion: \_\_\_\_\_
3. Beginning with your spouse's grandchild and working backwards, if you know any field to copy, including parents, grandparents, cousins, and aunts to the great-uncle. Complete the chart below. Use arrows and a number of people (circle) to "guide" one of them.
 

Great-Great-Grandchild

↑                      ↓


Spouse                      Spouse

↑                      ↓


Child                      Child

↑                      ↓

Spouse                      Spouse

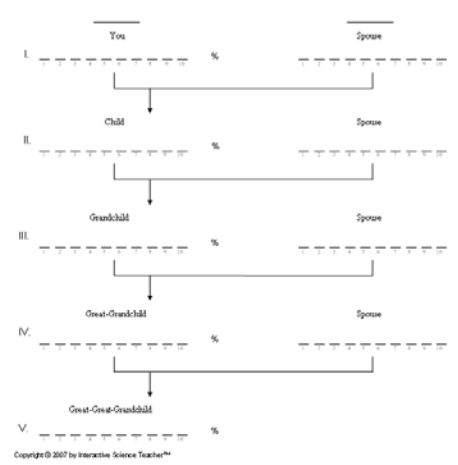


**◆ Student Handout**



**Diluting Your DNA**

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**◆ Quick Notes**


**Teacher Quick Notes- "Diluting Your DNA"**

**Materials per student:**  
 1-Handout- "Student Handout-Diluting Your DNA"  
 1-Penny


**Additionally:**  
 PowerPoint- "Diluting Your DNA"  
 Ball of yarn or string- to help students understand the difference between a chromosome, DNA, and a gene.




**Procedure:**

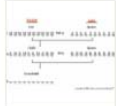
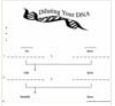

1. Introduce the lesson.
2. Have students copy the 3 bulleted statements at the top.
3. At the bottom of the first PowerPoint slide a prompt will direct students to a page in their books for a class reading.
4. Have students choose a letter of the alphabet to represent them and write it on each of the 10 blanks, and put "100" next to the percent.
5. Now assign a different letter to their spouse and write it 10 times.
6. Then a child comes along. Have students flip their coin. If it lands "heads", the child gets their letter. If it lands "tails", then the child gets their spouse's letter.
7. Do the same for trait #2 for the child (the nose).
8. And for trait #3 (chin), then 7 more to finish the "child".
9. Fill in the percent of your child (remember, it's asking how much of your original DNA is present).
10. The child grows (as figurative time passes), finds a spouse (assign them a new letter), then has your grandchild. Flip 10 times for those 10 traits.
11. Record the percent of their DNA that made it in.
12. The cycle repeats. The grandchild gets a spouse (assign new letter). Flip 10 times for your great-grandchild. Calculate percent of your original DNA still hanging on.
13. Then one last time for the great-great-grandchild.
14. Assign homework questions.


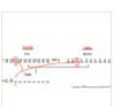


**◆ Drawings & Pictures**



              
 Pic-3 Statements      Pic-Chalkboard-Grandchild's DNA      Pic-DNA-You And Spouse

              
 Pic-Grandchild's DNA      Pic-Handout      Pic-Questions

        
 Pic-Trait 1 In Child-Height      Pic-Trait 3 Of Child