





**1. Warm-up Activity:** Play the video:

<http://app.discoveryeducation.com/search?Ntt=genes+genetics+and+dna>

After the students finish watching the segment, ask them to demonstrate two traits from the videos and share one thing that surprised them from the video with a peer.

**2.** Distribute the Scavenger Hunt. Explain to students they will have 15 minutes to go on a scavenger hunt to explore the diversity of their classmates. In each box they will write the name of a student that represents the trait in the box.

Teachers at this level may need to read through the options and explain examples that may be unfamiliar to students. Images can be added to the scavenger hunt to help illustrate the traits if needed.

**3.** Share with students the definitions of inherited and environmental traits. Inherited traits are passed from parents to offspring from genetic information. Environmental traits are characteristics acquired from the environment they are raised in and live in.

Ask students to put a check mark on boxes that are traits inherited from parents. Students will shade the boxes that are environmental traits. Students at this level might need to go over a couple examples before starting.

**4.** Guide students to consider additional traits using the Characteristic Cards. Refer students to the Characteristic Cards provided. Explain to students that they will work in pairs and read each card. They will then determine if it is an example of an inherited trait or a learned behavior. Students will sort their cards into two columns using the Characteristic T-Chart.

Teachers at this level may need to read through the options and explain examples that may be unfamiliar to students. Images can be added to the cards to help illustrate the traits if needed.

5. Explain to students that you will walk around to check their completed chart. Students that finish early can brainstorm additional characteristics and add them to their lists.
6. **Warm-up:** Ask students to summarize the difference between inherited and environmental traits by reflecting on their own characteristics.

Students should be able to list three environmental traits and three inherited traits. Then, student will compose a one-paragraph note to their teacher explaining what they learned about traits. Students can also inform the teacher about what they liked/disliked about the lesson or are still unclear about.

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## Extension Activity

Students can play charades for other students to identify the trait that is being acted on and categorize it as inherited or learned. For example, acting out a squirrel burying their acorns. After identifying the behavior students would classify it as a learned trait.

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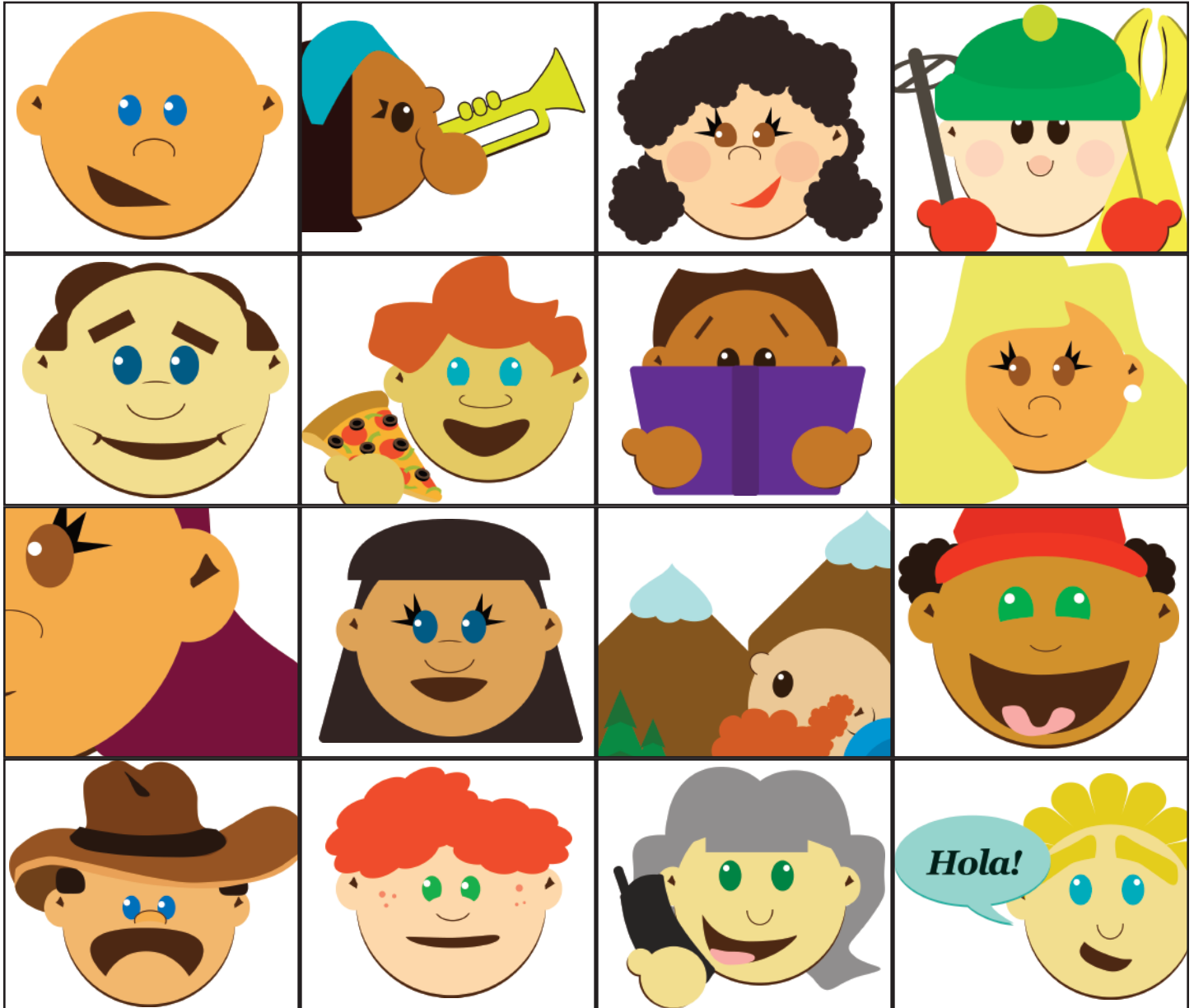
## Sources

<http://app.discoveryeducation.com/search?Ntt=genes+genetics+and+dna>

# MIX-N-MATCH TRAITS

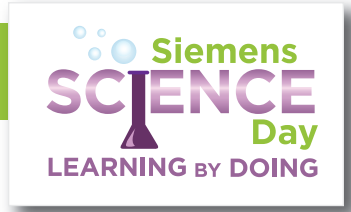
STUDENT HANDOUT

## Scavenger Hunt

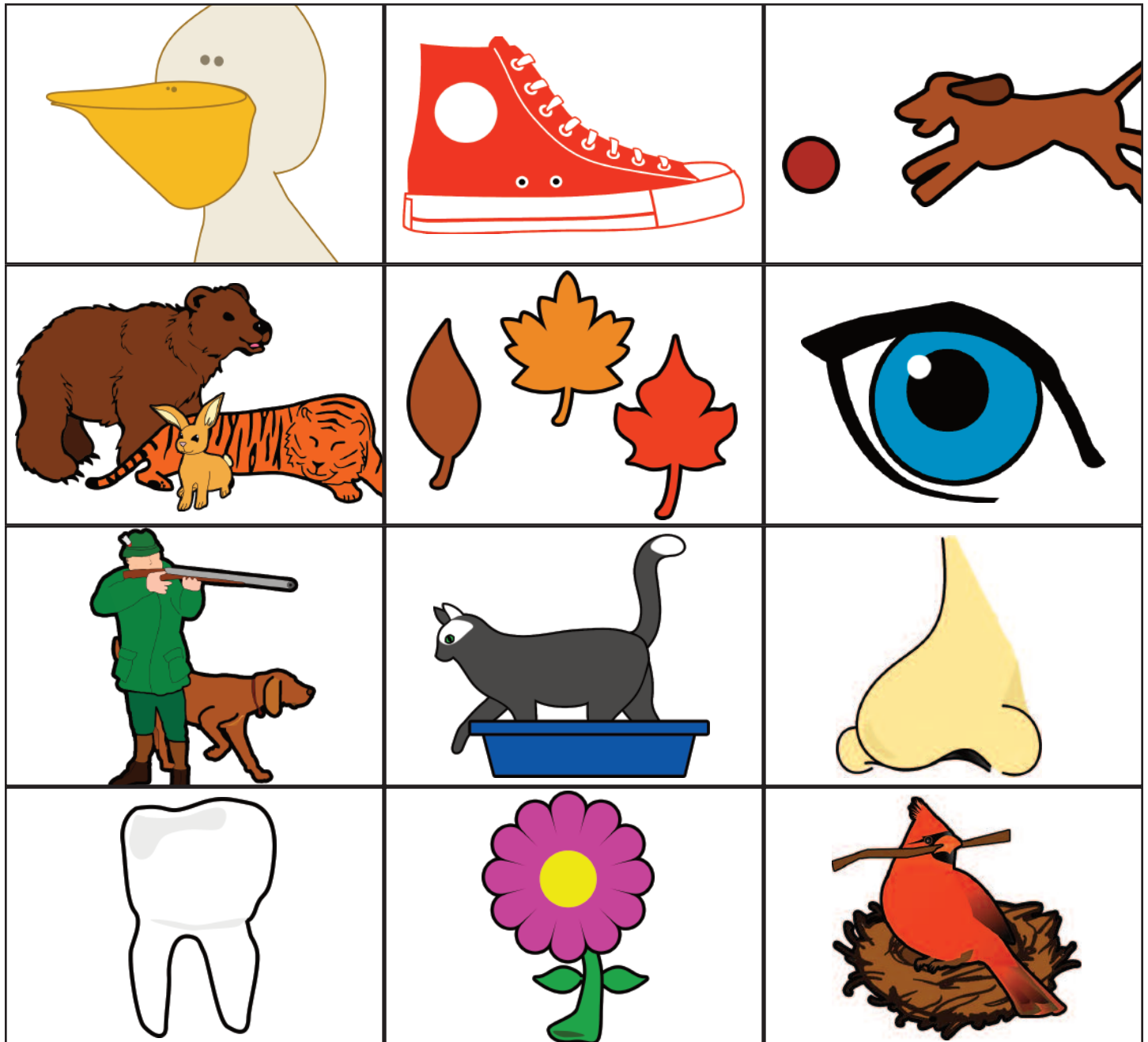


# MIX-N-MATCH TRAITS

STUDENT HANDOUT



## Characteristic Cards



## Characteristic T-Chart

Inherited Traits	Environmental Traits

# MIX-N-MATCH TRAITS

STUDENT HANDOUT

## The Most Important Thing about Traits

The important thing about

\_\_\_\_\_ Traits \_\_\_\_\_

is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

But, the most important thing about

\_\_\_\_\_

is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.