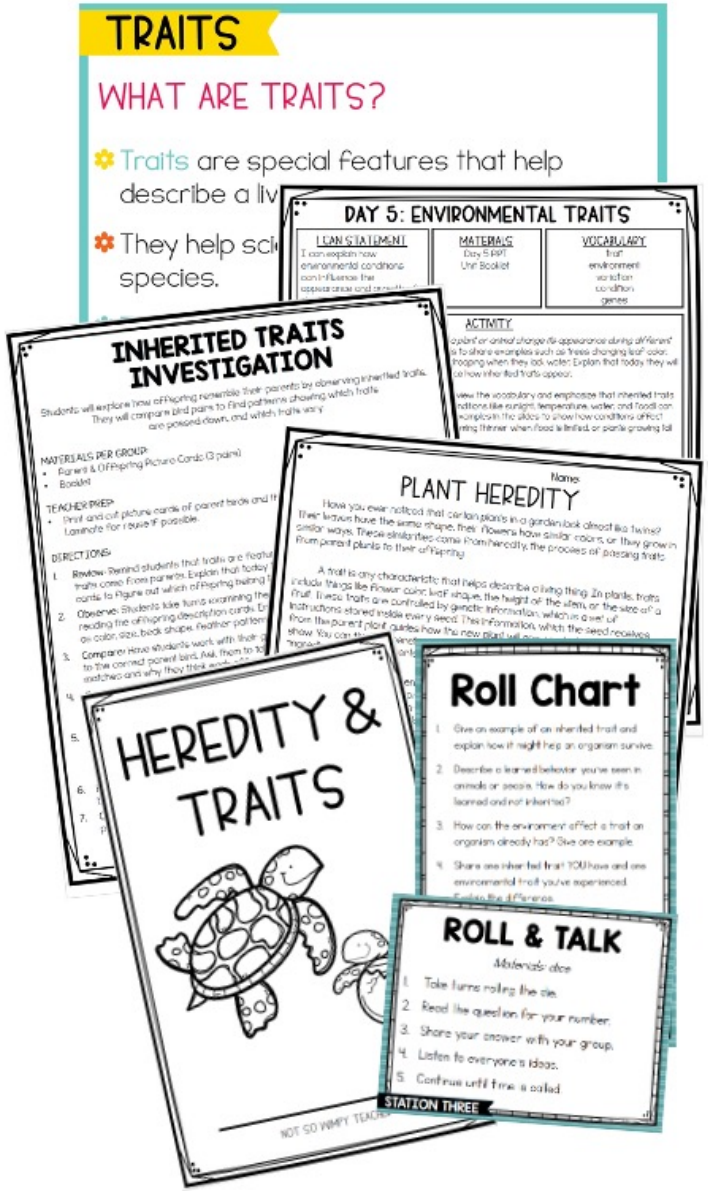
What's Included

- ✓ 4 instructional PowerPoints
- ✓ Reading passage
- ✓ 11 vocabulary cards
- ✓ 20 task cards
- ✓ Booklet with an activity for each day
- ✓ Heredity stations with trait sort cards, matching, and roll & talk activity.
- ✓ Inherited traits modeling activity
- ✓ Inherited traits investigation
- ✓ Assessment



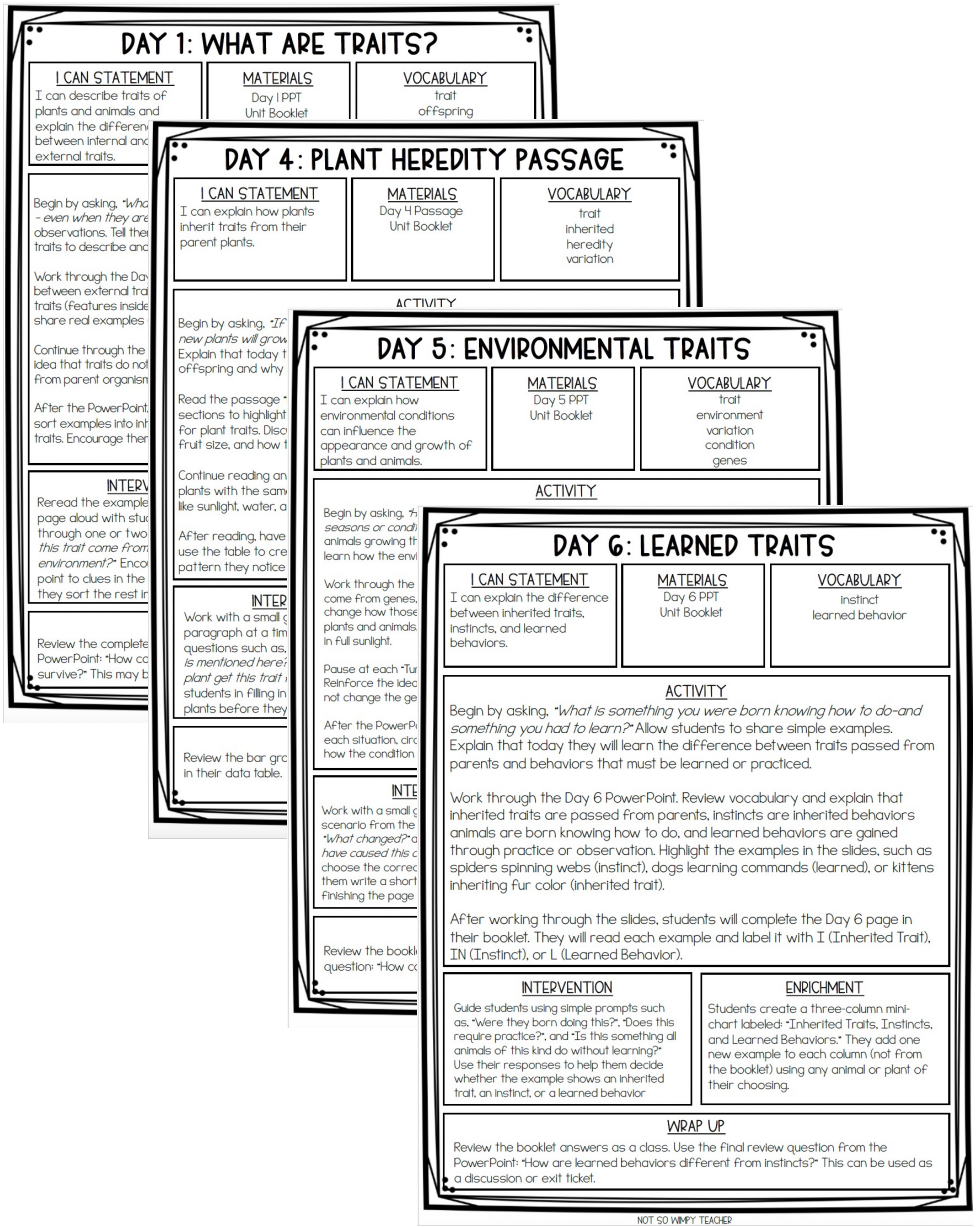
10 Days of Activities

This unit includes four instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a reading passage, heredity & traits stations, and task cards.

Vocabulary cards for student reference.

Included unit assessment.



DAY 1: WHAT ARE TRAITS?

I CAN STATEMENT
I can describe traits of plants and animals and explain the differen between internal and external traits.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
trait
offspring

DAY 4: PLANT HEREDITY PASSAGE

I CAN STATEMENT
I can explain how plants inherit traits from their parent plants.

MATERIALS
Day 4 Passage
Unit Booklet

VOCABULARY
trait
inherited
heredity
variation

DAY 5: ENVIRONMENTAL TRAITS

I CAN STATEMENT
I can explain how environmental conditions can influence the appearance and growth of plants and animals.

MATERIALS
Day 5 PPT
Unit Booklet

VOCABULARY
trait
environment
variation
condition
genes

ACTIVITY

DAY 6: LEARNED TRAITS

I CAN STATEMENT
I can explain the difference between inherited traits, instincts, and learned behaviors.

MATERIALS
Day 6 PPT
Unit Booklet

VOCABULARY
instinct
learned behavior

ACTIVITY

Begin by asking, *"What is something you were born knowing how to do-and something you had to learn?"* Allow students to share simple examples. Explain that today they will learn the difference between traits passed from parents and behaviors that must be learned or practiced.

Work through the Day 6 PowerPoint. Review vocabulary and explain that inherited traits are passed from parents, instincts are inherited behaviors animals are born knowing how to do, and learned behaviors are gained through practice or observation. Highlight the examples in the slides, such as spiders spinning webs (instinct), dogs learning commands (learned), or kittens inheriting fur color (inherited trait).

After working through the slides, students will complete the Day 6 page in their booklet. They will read each example and label it with I (Inherited Trait), IN (Instinct), or L (Learned Behavior).

INTERVENTION

Guide students using simple prompts such as, "Were they born doing this?", "Does this require practice?", and "Is this something all animals of this kind do without learning?" Use their responses to help them decide whether the example shows an inherited trait, an instinct, or a learned behavior.

ENRICHMENT

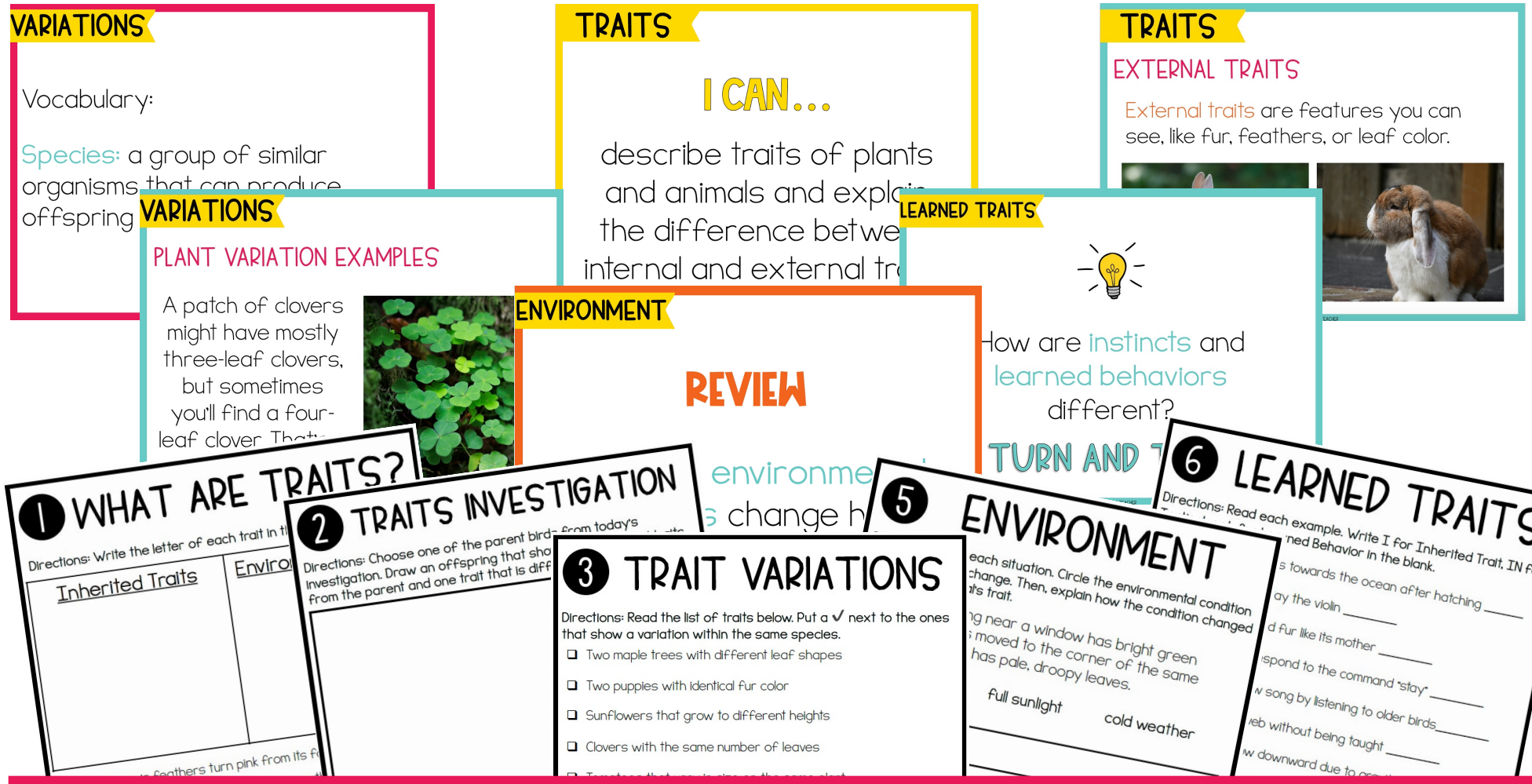
Students create a three-column mini-chart labeled "Inherited Traits, Instincts, and Learned Behaviors." They add one new example to each column (not from the booklet) using any animal or plant of their choosing.

WRAP UP

Review the booklet answers as a class. Use the final review question from the PowerPoint: "How are learned behaviors different from instincts?" This can be used as a discussion or exit ticket.

NOT SO WIMPY TEACHER

PowerPoint Lessons



Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Reading Passage & Traits Investigation

Name:

PLANT HEREDITY

Have you ever noticed that certain plants in a garden look almost like twins? Their leaves have the same shape, their flowers have similar colors, or they similar ways. These similarities come from heredity, the process of passing from parent plants to their offspring.

A trait is any characteristic that helps describe a living thing. In plant include things like flower color, leaf shape, the height of the stem, or the fruit. These traits are controlled by genetic information, which is a set of instructions stored inside every seed. This information, which the seed r from the parent plant, guides how the new plant will grow and what trait show. You can think of genetic information as a recipe. Each plant uses "ingredients" from its parents to grow certain features.

For example, if a parent tomato plant produces smooth, round, b tomatoes, many of its offspring will grow tomatoes with similar traits maple tree that turns golden-yellow in the Fall will often produce new that show that same leaf color in autumn. Farmers and gardeners u their advantage. By planting seeds from plants with desirable traits, fruits or larger flowers, they can grow new generations that share

But heredity does not create perfect copies. Even when plan same parent, small variations naturally appear. One sunflower may another. Two bean plants might produce slightly different numbers variations make each plant unique.

The environment also affects how traits appear. Condition water, temperature, soil quality, and nutrients can change the w look. For example, a plant with the genetic information to grow it doesn't receive enough sunlight. A flower that usually produc look lighter during a drought. These changes are caused by the heredity.

Name:

PLANT OFFSPRING DATA

Plant	Flower Color	Height (cm)	Leaf Size (cm)
1	Yellow	42	9
2	Yellow	38	9
3	Orange	45	7
4	Yellow	40	6
5	Orange	36	7
6	Yellow	44	9
7	Yellow	39	8
8	Orange	41	7

Directions: Use the data table to make a bar graph of leaf size.

1. Look at the **leaf size (cm)** for each plant in the chart.
2. Label the **x-axis** with Plant Numbers 1-8

INHERITED TRAITS INVESTIGATION

Students will explore how offspring resemble their parents by observing inherited traits. They will compare bird pairs to find patterns showing which traits are passed down, and which traits vary.

ER GROUP:
ffspring Picture Cards (3 pairs)

t picture cards of parent birds and the des
r reuse if possible.

ind students that traits are features of li
rom parents. Explain that today they will
re out which offspring belong to which p
dents take turns examining the three par
ffspring description cards. Encourage t
beak shape, feather patterns, or w
e students work with th
parent bird. As
why th

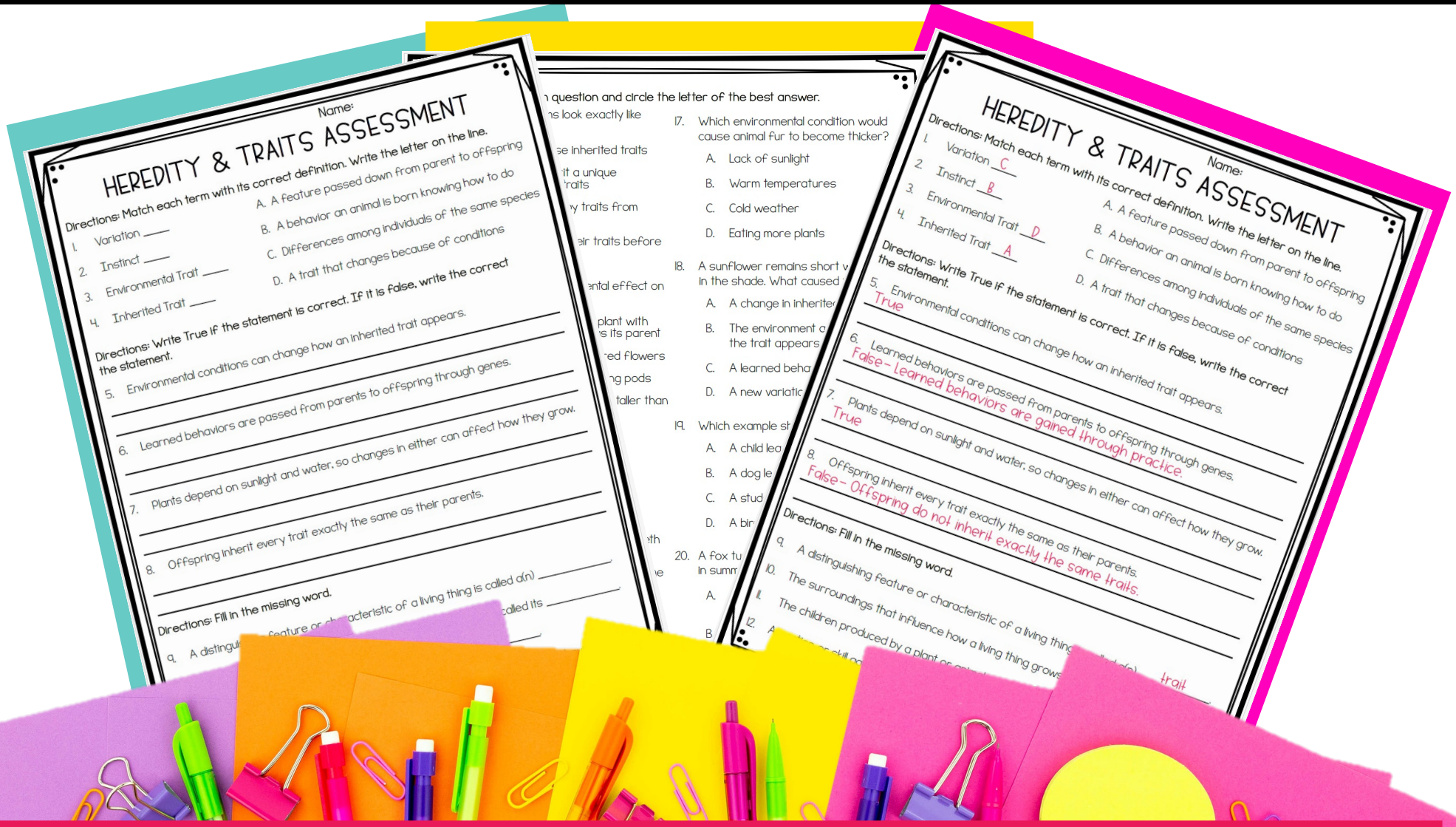
Parent: American Goldfinch



This offspring has bright feathers mixed with lighter patches. Its wings are black with wide white bars, and the beak is short and cone-shaped. A dark marking appears on the head but isn't as sharply shaped as in some

A reading passage and trait investigation activity allow students to take a closer look at the concept and practice reading comprehension skills.

Assessment



A standards-aligned unit assessment is provided to evaluate students' understanding.