

# Literacy Strategy for Genetic Basis of Mimicry

## Overview

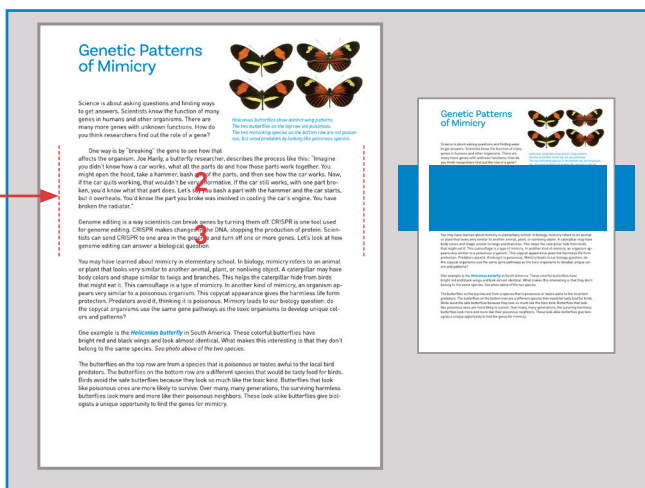
This worksheet based literacy strategy invites students to respond to prompts about key portions of the article before reading. Sections of the article are hidden using paper slips, which students can remove to continue reading.

## Preparation

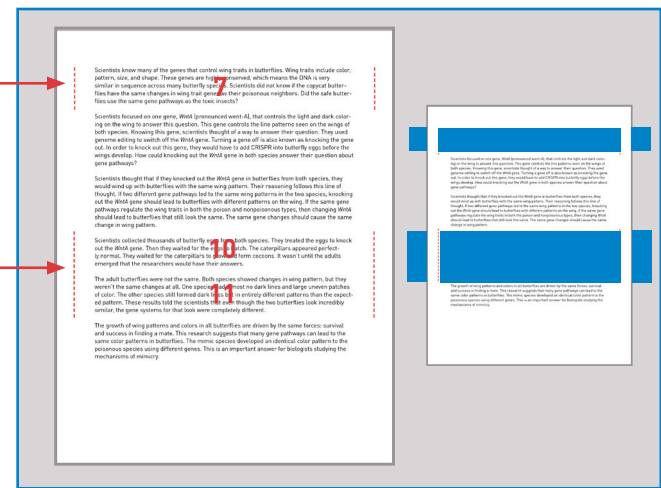
Print single sided copies of the **Genetic Patterns of Mimicry** article found on the flash drive distributed at the MS GPS session for each student or group of students.

Use scissors or an X-Acto® knife to cut slits on either side of the text to be masked.

Cut a piece of construction paper the same size as each slit and insert through the slits as shown.



Mask the following paragraphs: Paragraph 2, 3 and 7



Mask the following paragraphs: Paragraph 10 and 11

## Instructor Protocol

1. Distribute a student worksheet to each student, or group of students, prior to providing the article. Students are prompted to review a list of article terms **prior** to receiving the article text.
2. Direct students to respond to questions #1 and #2 on the worksheet.
3. After students have responded, distribute the prepared *Genetic Patterns of Mimicry* article. Direct students to NOT remove paper flags until directed to do so.
4. Direct students to read the opening paragraph and respond to question #3. After they have responded, tell them to remove the paper flag covering the next paragraph and continue reading.
5. Prompt students to respond to questions #4, #5 and #6 before removing the second paper flag covering the 3rd paragraph and continue reading until they get to the third paper flag covering the 7th paragraph.
6. Prompt students to respond to question #7, before removing the third paper flag covering the 7th paragraph and continue reading paragraphs 8 and 9.
7. Students will respond to question 8 after completing the article. The instructor may allow students to revise previous responses.
8. Direct students to reset the article by replacing the three paper flags so that the article will be ready for the next class.

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## Student Worksheet

### 1. Possibly Unfamiliar Terms

This article contains scientific terms that may be unfamiliar to you. Look at the list below and circle any terms you haven't seen before, or are unsure of what they mean.

Mimicry

Camouflage

Poisonous

Genome editing

Copycat

Conserved

*Science is the search for answers. Genetic researchers use evidence from DNA experiments to answer biological questions. This article is a story of how scientists are using genetic data to answer questions about the way organisms look.*

2. Imagine you are a scientist, what is a question that you have that could be answered using evidence from genetic research?

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3. How do you think researchers could figure out the role or function of a gene?

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4. What does it mean when scientists say they've 'knocked out' a gene?

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5. What do you think 'gene pathway' means?

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6. How could knocking out a single gene in both species answer the researcher's question about gene pathways?

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7. What do you think the adult butterflies will look like? Do you think the poisonous ones and the nonpoisonous ones will have the same wing pattern? Do you think they will have different wing patterns? Why or why not?

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8. After finishing the text, did the researchers' results match your prediction?

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