



Name: **Megh**

Date: **3/17-3/18**

Student Exploration: Building DNA

Directions: Follow the instructions to go through the simulation. Respond to the questions and prompts in the orange boxes.

Vocabulary: double helix, DNA, enzyme, mutation, nitrogenous base, nucleoside, nucleotide, replication

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)

DNA is an incredible molecule that forms the basis of life on Earth. DNA molecules contain instructions for building every living organism on Earth, from the tiniest bacterium to a massive blue whale. DNA also has the ability to **replicate**, or make copies of itself. This allows living things to grow and reproduce.

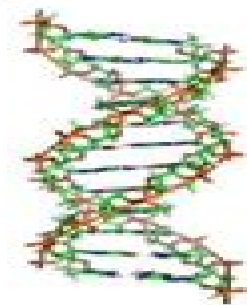
1. Look at the DNA molecule shown at right. What does it look like?

A double helix strand, and a spiral staircase. This shape is called a double helix.

This shape is called a **double helix**.

2. Based on this picture, how do you think a DNA molecule makes a copy of itself? (Hint: Look at the bottom two "rungs" of the ladder.)

The DNA strands separated the enzyme called DNA polymerase which copies each strand using the base-pairing rule.



Gizmo Warm-up

The *Building DNA* Gizmo allows you to construct a DNA molecule and go through the process of DNA replication. Examine the components that make up a DNA molecule.

1. What are the two DNA components shown in the Gizmo?

Nucleosides and Phosphates

2. A **nucleoside** has two parts: a pentagonal sugar (deoxyribose) and a **nitrogenous base** (in color). When a nucleoside is joined to a phosphate, it is called a **nucleotide**.

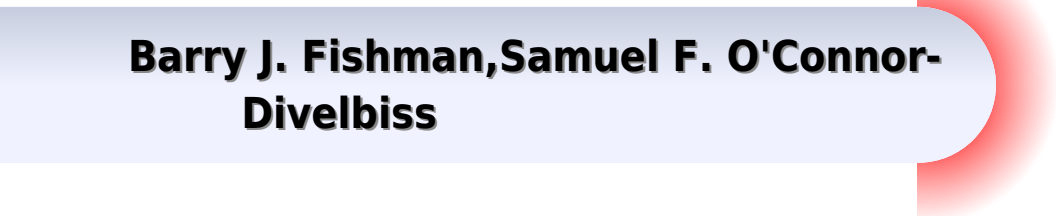


How many different nitrogenous bases do you see?

Four different nitrogenous bases

Answer Key For Student Exploration Building Dna

**Barry J. Fishman, Samuel F. O'Connor-
Divelbiss**



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O'Connor-Divelbiss, 2013-04-15 The field of the learning sciences is concerned with educational research from the dual perspectives of human cognition and computing technologies and the application of this research in three integrated areas: Design, Design of learning and teaching environments, tools or media including innovative curricula, multimedia, artificial intelligence, telecommunications technologies, visualization, modeling and design theories, and activity structures for supporting learning and teaching. Cognition: Models of the structures and processes of learning and teaching by which knowledge, skills, and understanding are developed, including the psychological foundations of the field. Learning in content areas: professional learning and the study of learning enabled by tools or social structures. Social Context: The social, organizational, and cultural dynamics of learning and teaching across the range of formal and informal settings, including schools, museums, homes, families, and professional settings. Investigations in the learning sciences approach these issues from an interdisciplinary stance, combining the traditional disciplines of computer science, cognitive science, and education. This book documents the proceedings of the Fourth International Conference on the Learning Sciences (ICLS 2000) which brought together experts from academia, industry, and education to discuss the application of theoretical and empirical knowledge from learning sciences research to practice in K-12 or higher education, corporate training, and learning in the home or other informal settings. **The Language of Science Education** William F. McComas, 2013-12-30 The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning is written expressly for science education professionals and students of science education to provide the foundation for a shared vocabulary of the field of science teaching and learning. Science education is a part of education studies but has developed a unique vocabulary that is occasionally at odds with the ways some terms are commonly used both in the field of education and in general conversation. Therefore, understanding the specific way that terms are used within science education is vital for those who wish to understand the existing literature or make contributions to it. The Language of Science Education provides definitions for 100 unique terms, but when considering the related terms that are also defined as they relate to the targeted words, almost 150 words are represented in the book. For instance, laboratory instruction is accompanied by definitions for openness, wet lab, dry lab, virtual lab, and cookbook lab. Each key term is defined both with a short entry designed to provide immediate access, followed by a more extensive discussion with extensive references and examples where appropriate. Experienced

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