

Incomplete Dominance And Codominance Practice Problems Answer Key

Name _____ Date _____ Pd _____
Incomplete Dominance and Co-Dominance Practice Problems



Incomplete Dominance

1. Coat color in mice is incompletely dominant. Yellow and white-colored mice are homozygous, while cream-colored mice are heterozygous. If two cream-colored mice mate, what phenotypic ratio can we expect of their offspring? Show the Punnett Square.

	Y	W
Y	YY	YW
W	YW	WW

1:2:1

2. In radishes, red and white are pure-breeding colors, while hybrids are purple. If a red radish is crossed with a white radish, what will be the phenotype of the F_2 generation (assuming the F_1 generation self-pollinates)? Show the Punnett Square.

	R	R
W	RW	RW
W	RW	RW

25% Red

50% Purple

25% White

3. In snapdragons, flower color is controlled by incomplete dominance. The two alleles are red (R) and white (W). The heterozygous genotype is expressed as pink.
 a) What is the phenotype of a plant with the genotype RR? Red
 b) What is the phenotype of a plant with the genotype WW? White
 c) What is the phenotype of a plant with the genotype RW? Pink

4. A pink-flowered plant is crossed with a white-flowered plant. Show the Punnett Square. What is the probability of producing a pink-flowered plant? 50 %

	R	W
W	RW	WW
W	RW	WW

5. What cross will produce the most pink-flowered plants? Show a Punnett square to support your answer.

RR * WW
100% are RW (pink flowered)

	R	R
W	RW	RW
W	RW	RW

6. In Andalusian fowls, black individuals (B) and white individuals (W) are homozygous. A homozygous black bird is crossed with a homozygous white bird. The offspring are all bluish-gray. Show the cross as well as the genotypes and phenotypes of the parents and offspring.

	B	B
W	BW	BW
W	BW	BW

Parents: BB (black) * WW (white)

Offspring: BW (gray)

7. What are the genotypic and phenotypic ratios if a black individual is crossed with a bluish-gray individual? Show the Punnett Square.

	B	B
B	BB	BB
W	BW	BW

Genotype: 2:2:0

Phenotype: 2:2:0

Incomplete Dominance and Codominance Practice Problems: Answer Key & Deep Dive

Are you struggling to grasp the nuances of incomplete dominance and codominance? Do Mendelian genetics feel a bit...incomplete? You're not alone! Many students find these inheritance patterns challenging. This comprehensive guide provides a series of practice problems on incomplete dominance and codominance, complete with detailed answer keys. We'll break down the concepts, walk through the solutions step-by-step, and equip you with the tools to master these genetic

concepts. Get ready to conquer incomplete dominance and codominance!

What are Incomplete Dominance and Codominance?

Before diving into the practice problems, let's quickly review the definitions:

Incomplete Dominance: In incomplete dominance, neither allele is completely dominant over the other. The heterozygote displays an intermediate phenotype—a blend of the two homozygous phenotypes. Think of a red flower (RR) crossed with a white flower (WW), resulting in pink flowers (RW). The pink color is a blend of red and white.

Codominance: In codominance, both alleles are fully expressed in the heterozygote. Neither allele masks the other; instead, both contribute to the phenotype. A classic example is human blood type AB, where both A and B antigens are present on the red blood cells.

Practice Problems: Incomplete Dominance

Problem 1: In snapdragons, red flower color (R) is incompletely dominant over white flower color (W). A homozygous red snapdragon is crossed with a homozygous white snapdragon.

- a) What is the phenotype of the F₁ generation?
- b) What are the genotypes and phenotypes of the F₂ generation resulting from self-pollination of the F₁ plants?

Answer Key:

a) F₁ Generation: All F₁ offspring will be heterozygous (RW) and exhibit a pink phenotype (an intermediate between red and white).

b) F₂ Generation: A cross of RW x RW yields the following genotypes and phenotypes:

RR: 25% (Red)

RW: 50% (Pink)

WW: 25% (White)

Problem 2: In certain plants, curly leaves (C) show incomplete dominance over straight leaves (S). A plant with curly leaves is crossed with a plant with straight leaves. The offspring all have wavy leaves. What are the genotypes of the parent plants?

Answer Key: The parent plant with curly leaves must be heterozygous (CS) because if it were homozygous (CC), all offspring would have curly leaves. The parent plant with straight leaves is homozygous recessive (SS).

Practice Problems: Codominance

Problem 3: In cattle, the allele for red coat color (R) and the allele for white coat color (W) are codominant. A red bull is crossed with a white cow.

- a) What is the phenotype of the F1 generation?
- b) What are the genotypes and phenotypes of the F2 generation resulting from breeding two F1 individuals?

Answer Key:

a) F1 Generation: All F1 offspring will be heterozygous (RW) and exhibit a roan coat (a mixture of red and white hairs).

b) F2 Generation: A cross of RW x RW yields the following genotypes and phenotypes:

RR: 25% (Red)

RW: 50% (Roan)

WW: 25% (White)

Problem 4: A man with blood type AB marries a woman with blood type O. What are the possible blood types of their children?

Answer Key: The man's genotype is AB, and the woman's genotype is OO. The possible genotypes of their children are AO and BO, resulting in blood types A and B.

Understanding Punnett Squares and Probability

These problems highlight the importance of Punnett squares in predicting offspring genotypes and phenotypes. Remember, Punnett squares visually represent the possible combinations of alleles from each parent. The resulting ratios reflect the probabilities of each genotype and phenotype appearing in the offspring.

Beyond the Basics: More Complex Scenarios

While these examples demonstrate fundamental principles, incomplete dominance and codominance can interact with other genetic factors in more complex scenarios, leading to diverse and fascinating phenotypic outcomes. Understanding these basic problems builds a strong foundation for tackling more advanced genetic concepts.

Conclusion

Mastering incomplete dominance and codominance requires practice and a solid understanding of basic genetics. By working through these practice problems and their detailed answers, you've gained valuable insight into these inheritance patterns. Remember to carefully analyze the phenotypes, determine the genotypes, and utilize Punnett squares to predict the probabilities of different genotypes and phenotypes in offspring. Continue practicing, and you'll confidently navigate the complexities of non-Mendelian inheritance.

FAQs

1. Can incomplete dominance and codominance occur in the same gene? While rare, it's theoretically possible for different alleles within the same gene to exhibit both incomplete dominance and codominance under different circumstances or depending on the specific phenotypic trait being measured.
2. How can I differentiate between incomplete dominance and codominance? The key difference lies in the heterozygote's phenotype. In incomplete dominance, it's a blend; in codominance, both alleles are fully expressed.
3. Are there any real-world examples beyond those mentioned? Many flower colors, animal coat patterns, and certain human blood group systems exhibit incomplete dominance and codominance. Further research into specific species can uncover more examples.
4. Can environmental factors influence the expression of incomplete dominance and codominance? Yes, environmental factors such as temperature, nutrition, and light exposure can modify gene expression and, therefore, influence the phenotypic expression of incomplete dominance and codominance.
5. What resources are available for further learning? Numerous online resources, textbooks, and educational videos provide further explanations and practice problems on incomplete dominance and codominance. Searching for "genetics tutorials" or "Mendelian genetics practice problems" will yield helpful results.

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and includes three full-length practice exams.

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Terence A. Brown, 2007 The VitalBook e-book version of Genomes 3 is only available in the US and Canada at the present time. To purchase or rent please visit

<http://store.vitalsource.com/show/9780815341383> Covering molecular genetics from the basics through to genome expression and molecular phylogenetics, Genomes 3 is the latest edition of this pioneering textbook. Updated to incorporate the recent major advances, Genomes 3 is an invaluable companion for any undergraduate throughout their studies in molecular genetics. Genomes 3 builds on the achievements of the previous two editions by putting genomes, rather than genes, at the centre of molecular genetics teaching. Recognizing that molecular biology research was being driven more by genome sequencing and functional analysis than by research into genes, this approach has gathered momentum in recent years.

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Or, an Analysis of Ancient Mythology Jacob Bryant, 1773

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K-12 Science Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on a Conceptual Framework for New K-12 Science Education Standards, 2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

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Beth Alison Schultz Shook, Katie Nelson, 2023

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management of old growth, and more. This thoughtful treatise broadly communicates important new discoveries to scientists, land managers, and students and breathes fresh life into the hope for sensible, effective management of old-growth stands in eastern forests.

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interactions. New findings discussed include: host and non-host resistance, specific and nonspecific elicitors, elicitors and suppressors, and plant and animal immunity. This book enables the reader to understand how to promote or prevent disease development, and allows them to systematize their own ideas of plant-pathogen interactions.* Offers a more extensive scope of the problem as compared to other books in the market* Presents data to allow consideration of host-parasite relationships in dynamics and reveals interrelations between pathogenicity and resistance factors* Discusses beneficial plant-microbe interactions and practical aspects of molecular investigations of plant-parasite relationships* Compares historical study of common and specific features of plant immunity with animal immunity

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Life Science CPO Science (Firm), Delta Education (Firm), 2007

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The meaning of INCOMPLETE is not complete : unfinished. How to use incomplete in a sentence.

INCOMPLETE | English meaning - Cambridge Dictionary

The decision was based on incomplete or inaccurate information. The building is still incomplete.

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Incomplete typically refers to something that is missing parts or details, while uncompleted suggests that the task or project has not been fully carried out or achieved.

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