Phenotyping

1. Verb - Past Tense _____
2. Adjective _____
3. Verb - Base Form _____
4. Noun _____
5. Noun _____
6. Noun _____
7. Noun _____
8. Verb - Base Form _____
9. Verb - Base Form _____
10. Verb - Present Ends In Ing _____
11. Noun _____
12. Noun _____
13. Verb - Past Tense _____
14. Noun _____
15. Verb - Past Tense _____
16. Verb - Present Ends In Ing _____
17. Verb - Present Ends In Ing _____
18. Verb - Base Form _____
19. Adjective _____
20. Noun _____
21. Verb - Base Form _____

Phenotyping

Phenotypes can be many things, and can be _____Verb - Past Tense_____ at many different levels

of _____Adjective_____ organization. Today's lab is designed to _____Verb - Base Form_____ you with plant

morphology so that you don't make the _____Noun_____ of saying that your _____Noun_____ has "no

obvious _____Noun_____" , when it actually does. Genetic analysis is like _____Noun_____. Art teachers

will tell you that you can only _____Verb - Base Form_____ what you can see, and you can only _____Verb - Base Form_____

well if

you understand what you are _____Verb - Present ends in ING_____. This is also true for genetic _____Noun_____. One

scientist's "screwed up _____Noun_____" is another scientist's Cell paper. Important genes and

processes have often been _____Verb - Past Tense_____ not because they have obviously interesting

mutant phenotypes, but because the _____Noun_____ who _____Verb - Past Tense_____ these mutants

understood what they were seeing. In many cases, _____Verb - Present ends in ING_____ precedes seeing.

In other words, the key to a good mutant screen is _____Verb - Present ends in ING_____ what to _____Verb - Base Form_____

for. This

requires a hypothesis, and usually also demands some _____Adjective_____ thinking, and a bit of

_____Noun_____. Today you will learn a few ways to _____Verb - Base Form_____ at plants.