


Microbe Splatter Art

ACTIVITY: Students create microbe art

GRADE LEVEL(S): K to 6th



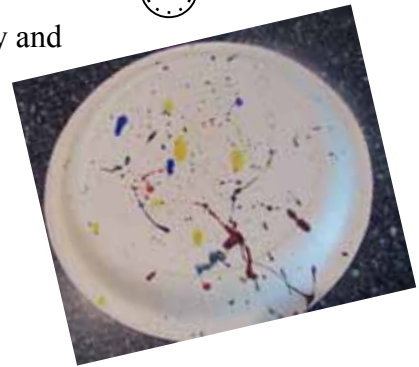
 30-35 minutes.

OVERVIEW: Students create paint splatter microbe art, then identify and describe them.

DISCIPLINES: Science, visual art

OBJECTIVES: Students will be able to:

- describe microbes
- list various roles microbes play in the world
- discuss where scientists find microbes
- recognize challenges of studying microbes
- recognize importance of microbes



MATERIALS:

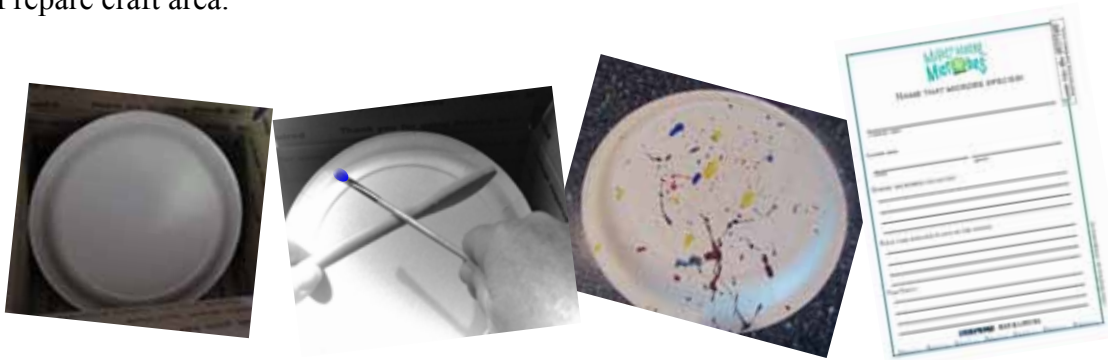
- paint brushes, 1/4 inch wide or unused inexpensive tooth brushes
- tempera or fingerpaint, non-toxic/child safe (slightly watered down)
- paper plates
- empty cardboard boxes with flaps
- wooden spoons
- pencils (optional)
- paper (optional)
- photocopies of *Name that Microbe!* handout
- copies of *Mighty Marine Microbe Mini-posters*
- A copy of *Mighty Microbes* background information for teacher review.

Preparation

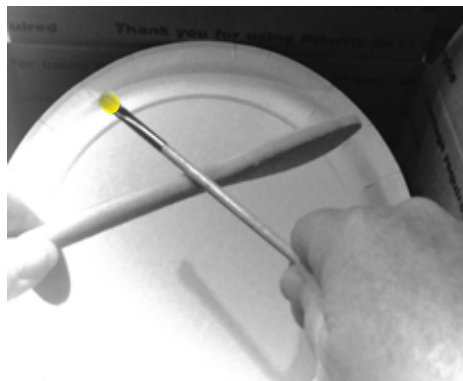
1. Review *Mighty Microbes* background information.
2. If using them, photocopy *Name that Microbe!* handout. One for each student.

Day of:

3. Prepare paint by adding a small amount of water to thin just a little. Test the paint to be sure it splatters easily, isn't so thick it will take too long to dry or so thin it drips or runs off the paintbrush.
4. Prepare craft area.



Step 1: Place paper plate face down inside of a cardboard box. It can be flat or angled depending on the size of the box.



Step 2: Dip the paintbrush into paint.

Step 3: Hold paint brush over paper plate. Hold wooden spoon beneath the paintbrush. Strongly tap the wooden spoon with the paintbrush causing the paint to splatter on to the paper plate. Repeat as many times as desired to splatter the color. Repeat with different paint colors if desired.

Note: If you do not want to use the wooden spoon, you can use a quick flicking motion to cause the paint to splatter. It might need to be watered down a bit more so it's easier for younger kids. Or, you can dip a toothbrush in the paint and run an index card along the bristles flick the paint on to the paper plate.

Step 4: Allow paint to dry. (You do not have to wait for this to move to Step 5.)

Step 5: Explain that the splatters represent marine (ocean) microbes that have been magnified many times in order to see them. Explain what a microbe is and where they live. Show them examples of the *Mighty Marine Microbes*.

Explain that an important part of the DEEPEND research is locating, identifying, analyzing, and often naming the microbes collected from the deep sea in the Gulf of Mexico.

Step 6: Tell students, they are now microbe experts and will need to locating, identifying, analyzing, and naming their microbe sample.



Have student give a common and/or scientific name to the microbes they discovered. Have them determine where the microbes were collected, the role of the microbes, and whatever else they'd like to share. If you've introduce the groups, older students can determine which group their belong to: bacteria, fungi, protazoa, or viruses. Students can write down their analysis on the *Name That Microbe!* handout and/or share with the rest of the Science Team show-and-tell style.



NAME THAT MICROBE!

Common name

Scientific name

Genus

species

WHERE MICROBES COLLECTED (Share any details you'd like, such as location, depth, temperature, time, was it free-floating or found on animal...etc.)

GROUP IT BELONGS TO: bacteria fungi protozoa viruses

ROLE THIS SPECIES PLAYS IN THE OCEAN

FUN FACTS:

Creep into the DEEPEND™
WhaleTimes Virtual Team Member Activity

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