Scientific Drawing

Summary / Description:

Students make close observations to create a scientific drawing using found objects (seeds, sticks, leaves, rocks, critters, etc.)

Grade Range (suggested): 3-5

Materials:

- Found objects (natural objects, household objects, anything!)
- Drawing tool (pencil, pen, marker, etc.)
- Paper

ENGAGE

1. Ask students to think of a time they saw something really interesting (perhaps directing the conversation towards things found in nature). If they weren't able to take a picture of what they saw, how could they share their exciting discovery with others? What if they wanted to show someone what it looks like?

PREPARE TO EXPLORE

2. Introduce the term scientific drawing, and discuss how a scientific drawing is based on careful observations. Mention that a good scientific drawing has words (labels) and pictures, and that it doesn't matter if someone is a good "artist" – just if the drawing reflects their real observations.

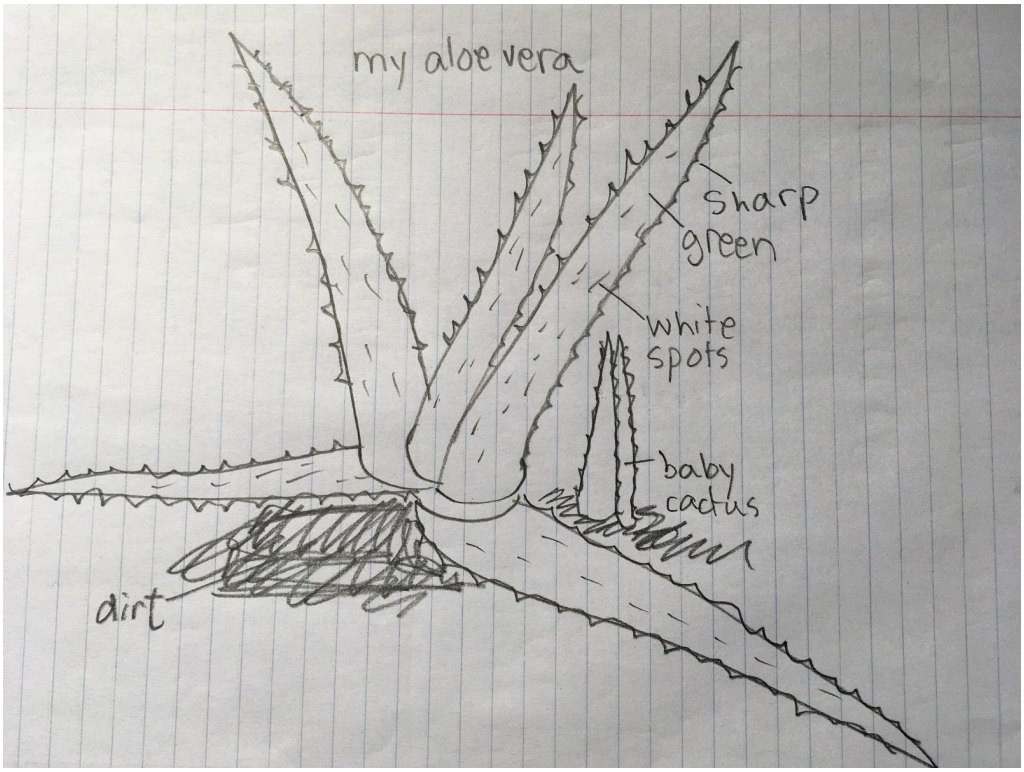
EXPLORE

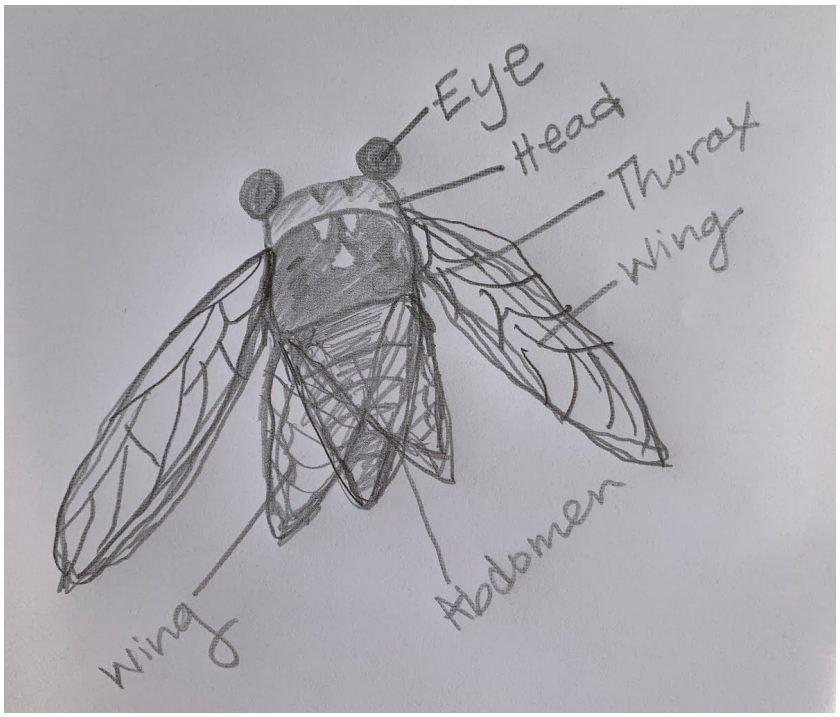
3. Share the Nature Museum's Scientific Drawing video with students (if accessible/applicable).
4. Ask students to select an object for their scientific drawing. Assure students that it can be a household object or an object from outside (if a grown up tells them that's okay).
5. Allow time for students to make close observations of their object. What colors, patterns, shapes, textures, etc. do they observe? What is unique or interesting about their object?
6. Tell students that scientific drawings communicate information so it's important to include lots of details.
7. Remind students that, as they draw, they should draw what they actually see rather than what they imagine. *It can be helpful to remind students that imaginative drawings are important and fun, but when scientists do scientific drawings, they draw only what they observe.*
8. Remind students to add labels so that when others look at their scientific drawing, they are able to understand all the parts. A label can share extra information - a color you don't have in your box, or a texture that's hard to draw, for example.
9. If a student says they are done, challenge them to find another detail and add it to their drawing--they might need to look even more closely!

REFLECT and SHARE

10. Ask students how they felt while they were creating their scientific drawings. Was it relaxing? Were there parts that were more difficult than others? Did they feel focused?
11. If desired, allow time for students to share their scientific drawings with one another.

EXAMPLES:





For more nature and science teaching and learning, visit:

Nature Museum Wonder at Home newsletter - *Facebook videos* - *Google Arts and Culture*

Scientific Drawing

Add details and labels to your scientific drawing! Draw what you actually see.

La Ilustración Científica

¡Incluye detalles y etiquetas en tu ilustración científica! Dibuja lo que realmente puedes ver.