

Shapes Treasure Hunt

Purpose

Students will go on a walk inside and outside school to find and identify geometric shapes.

Materials

For the students: pencils, paper

Activity

A. Pre-Activity Preparation

1. Choose a route inside your school and/or outdoors that you will walk with your students.
2. Walk the route to become aware of geometric shapes in the environment.

B. Introduction

1. Explain to students that they are going on a treasure hunt to find as many shapes as they can inside and outside the school.
2. Tell students to look for the following shapes: circle, triangle, square, rectangle, cube, prism.
3. Tell students to record the shape and location by drawing it on their recording sheets.

C. Treasure Hunt

1. Lead students around your chosen route, having them look for as many shapes as they can find (make sure they record the shape and location on their recording sheets).
2. Point out at least one example of the above shapes along the route, and discuss the discoveries the students are making.
3. Encourage students to find objects different from their classmates' objects.
4. Have students count how many of each shape they find and compare numbers of shapes.

D. Discussion

Discuss the shapes the students found, emphasizing the basic features of each shape.

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across the
curriculum**



Social Studies

Display or draw a picture of a railroad crossing sign (circle), a yield sign (triangle), and a speed limit sign (rectangle). Help students identify the shape of each sign. Then have small groups make their own signs from these shapes with rules for the classroom.

**EXTENDING
THE
ACTIVITY**




Take pictures of the students' objects with a digital camera and print out photos from a computer. Have students outline the geometric shapes on the computer printouts. Combine the collection of pictures to publish a "Real Life Shapes" book.


**Standards Links
1.4.1, 1.4.2, 1.4.4**


Questions for Review

Basic Concepts and Processes

After the activity, ask students the following questions:

 Show me an object in the classroom that includes the shape of a *[insert shape]*.

 How do you know it is a *[insert shape]*?

 What are some characteristics of a *[insert shape]*?
