

In-Class Game

Geometry Scavenger Hunt

● **Get Ready!** _____

Separate the class into four teams.

- Geometry Scavenger Hunt master, p. 36

● **Get Set!** _____

Make a copy of the Geometry Scavenger Hunt master on page 36 for each student in the class.

● **Go!** _____

- Students try to collect as many of the items on the list as possible.
- The number of points they receive for each item is listed next to the item on the Geometry Scavenger Hunt master.
- Give students a specified amount of time to collect the items. A suggested time is 1–2 weeks. Require students to bring the items to class at the end of the time period. You may wish to ask students to explain and/or justify their findings.
- The team with the most points wins.

In-Class Game

Geometry Scavenger Hunt

- Find and bring in as many items on this list as you can. Be prepared to identify or explain your findings.
- The points you will receive for each item are listed next to the item.
- You have until _____ to bring in the items.
- The team with the most points wins.

Recall that if you can fold a figure exactly in half, it is said to have **line symmetry**. If a figure can be turned less than 360° about its center and it looks like the original, then the figure has **rotational symmetry**.

1. Items from school

- a) an object from the physical education department that has rotational symmetry but not line symmetry (10)
- b) a tool or device from the science department that uses geometry (15)
- c) a photo of a tessellation (10) or reflection (15) at school
- d) a signed statement from a nonmathematics teacher saying that he or she has used geometry during the past week (20)

2. Items from home

- a) an abacus (10) or slide rule (20)
- b) an object that has rotational symmetry but not line symmetry (10)
- c) a measuring tool that has metric units (10)
- d) a symmetrical object from another culture (15)

3. Items from newspapers, magazines, books, or the Internet

- a) a photo that includes at least four geometric shapes (15)
- b) an article about how someone uses geometry in his or her job (15)
- c) a nonmathematics book that uses geometry to explain a concept (15)
- d) a cartoon about geometry (10)
- e) a printed page from a web site that discusses geometry, including the address (10)

4. Items from the community

- a) an object from nature that has rotational but not line symmetry (10)
- b) a photo you have taken that includes three geometric items (15)
- c) a sketch or photo of a public building whose design includes at least two of these items: a cylinder, a cone, and a prism (10)
- d) an adult willing to visit your class to describe how he or she uses geometry in his or her job (25)