



## Geometry Scavenger Hunt

Great activity for kids from 4<sup>th</sup> grade on up!

### Procedure:

Have students go on a Geometry Scavenger Hunt. It's a fun way to get students to make connections between geometry in school and geometry in real life.

### Your will need:

At least 5 cache boxes  
5 Geometry Definitions  
5 GPS devices  
Set of clue sheets for students  
Marker (pen or pencil)

This is best done if you divide your students into groups of 5 (no more than 5 students per group) Students will each share at least one device per group, (but if you have more, use them!). Give each group a clue sheet hand out.

### **Teachers will need to:**

1. Create a set of geometry definitions
2. Place answers in cache boxes (one answer per box)
3. Create a Worksheet for students (see example)

### Directions:

Hand each group a set of questions. Have each group begin at a different question.

Group 1 will begin with question 1

Group 2 will begin with question 2

Group 3 will begin with question 3 and so on...

(It's a good idea to have one more question than there are groups. Have group 5 begin with question 6 instead of 5 so that there is a lag between groups.)

## Geometry Questions:

### Question #1

I am a quadrilateral that has one pair of opposite sides that are parallel.

**Proceed to:**

**Coordinate A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

### Question #2

I am a polygon with 6 sides

**Proceed to:**

**Coordinate A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

### Question #3

I am an angle that measures less than  $90^\circ$

**Proceed to:**

**Coordinate A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

### Question #4

I am a closed three-dimensional figure. All of the faces are made up of polygons.

**Proceed to:**

**A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

### Question #5

I am a special kind of square with four (4) congruent sides. My diagonals are perpendicular.

**Coordinate A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

### Question #6

I am a geometric figure with no indentations. Formally, a geometric figure is convex if every line segment connecting interior points is entirely contained within the figure's interior.

**Coordinate A** if the answer is Rhombus

**Coordinate B** if the answer is Trapezoid

**Coordinate C** if the answer is Hexigon

**Coordinate D** if the answer is Polyhedron

**Coordinate E** if the answer is an Acute Angle

**Coordinate F** if the answer is Convex

**Inside Each Cache box, you must have five (5) pictures of the correct answer. Each group will need to use their marker to write on the back of the picture which question they are answering. Each group will need to take only ONE picture from the box.**

**No 2 groups should be at a box at the same time. They will need to stand off to the side to allow the other team to finish.**

**When you return to the classroom, have the groups share out their answers and review the questions with their answers.**

**Have a great time!!**