**Envision’s Math Scavenger Hunt for Elementary School**

Math may seem like an abstract concept to some students, but it actually exists all around us in the physical world. A Math Scavenger Hunt will help your students tie mathematical concepts to their reality, while making math class fun, different and hands-on.

**Activity Instructions:**

The scavenger hunt concept is simple: challenge your students to see who can find the most items from a list. In this case the list contains mathematical concepts such as counting, shapes, or fractions, and asks the students to find illustrations of these concepts in the real world. We’ve provided a sample list as a student hand-out on the following pages.

While examples of each math concept are provided within the hand-out, the students’ assignment is to use their imaginations and their grasp of the math concepts to find their *own* unique examples from nature or manmade objects. They can either describe each object or “find” in writing, or they can take a picture of it. Alternate ideas include collecting photos from magazines or the Internet.

**Taking It to the Next Level**

Your scavenger hunt can end once the students have completed their lists, or you can expand the exercise by asking the students to explain *how* the math concepts were illustrated in their finds, either in a written report or an oral presentation to the class.

If you’d like to add an element of competition to the activity, you can award a prize to the student who finds the most examples for each math concept, or you can have the class vote on which of their classmates’ oral presentations made math the most interesting.

**Math Scavenger Hunt Student Hand-Out**

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| **Math Principle** | **Student Section** – Describe the items you found, and answer the related questions for each math principle |
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| **Counting**  Examples: Find multiple numbers of the same object, such as: eggs in a carton, roses in a garden, or windows in a building. How many do you see? |  |
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| **Addition**  Examples: Mom adds her money to Dad’s, two teams meet on a playing field, or the total number of windows in a building when builders add a new floor. How can you represent your find as an addition problem? |  |
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| **Subtraction**  Examples: A sale sign says $5 off, trees are chopped down in a forest, or someone removes eggs from the carton. How can you represent your find as a subtraction problem? |  |
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| **Fractions or Division**  Examples: A sale sign says 10% off, 3 eggs are gone from the carton, half of an apple, or a section of an orange. Represent your find as a division problem, a fraction, a percent, or all of the above. |  |
| **Math Principle** | **Student Section** – Describe the items you found here, and answer the related questions for each math principle |
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| **Shapes and Geometry**  Examples: Windows, signs, or bricks (rectangles), a ball (sphere), a plate (circle), lines in the cross-section of a log (concentric circles) or a pool table ball rack (triangle). How many shapes can you find, and what are the definitions of those shapes? |  |