



The Hunt for 3D Shapes

Loretta Peer, WVPT

Overview

Topic: 3D Shapes, Geometry. This lesson on geometric shapes is the third part of a thematic unit on geometry. The students need to know the following to understand this lesson fully. In the first part of this unit, the students will have learned about points, lines, line segments, angles and rays. In the second part of this unit, they will have learned about two-dimensional shapes. “The Hunt for 3D Shapes” would come next in the unit. As a part of this lesson, students will engage in learning activities using the interactive whiteboard, Internet, videostreamed clips, computer, digital cameras, voice recorder and document camera. They will also be involved in a hands-on activity in which they create shapes with gum drops and toothpicks. Students will engage in a scavenger hunt with the digital camera, where they look for everyday objects that resemble the shapes they are learning about. Then the students get to place their pictures into a PowerPoint presentation to share with the class.

Time Allotment

Three to four 45-minute periods and follow-up student presentations

Learning Objectives

On completion of this lesson students will be able to:

- identify the names of three dimensional geometric shapes (cube, rectangular solid, square pyramid, sphere, cone and cylinder).
- identify the number of sides, corners or square corners, and the faces of each three dimensional shape (as listed above).
- find similar three dimensional geometric objects in everyday life, document and describe them.

(This lesson addresses Va. SOL Math 2.22, 3.18, 4.17, 5.16)

Media Components

- *Mathica’s Mathshop: Help Wanted*. TV Ontario (1995). Retrieved December 7, 2006. Unitedstreaming.
www.wvpt.unitedstreaming.com/index.cfm
- Computer with Internet, PowerPoint access and speakers
- SmartBoard (or other interactive whiteboard)
- LCD projector (or other projection device)
- Digital cameras (one for each group of students)
- ELMO (or other document camera)
- Voice recorder
- Laptop or desktop computers for student use (at least one per group) with PowerPoint capabilities
- Internet: Classroom exchange via classroom email or bulletin board postings on school website.

Materials

For Introductory Activity

- Gum Drops, Toothpicks and Clay Chart (GDT & CC (attached sample)
- toothpicks – at least 32 per student



The Hunt for 3D Shapes

- gum drops about the size of a grape (color does not matter) – 21 per student
- clay or play dough
- small lunch baggies to place gum drops and toothpicks in before you pass them out to the students – 1 per student
- plastic knives – 1 per group

For Learning Activities

- Riddle, Riddle, Riddle Me This worksheets – 1 per person (attached)

For Culminating Activity

- Scavenger Hunt Assignment sheet (attached)
- Scavenger Hunt checklist (attached)
- Two rubrics for assessing culminating activity (attached)
- Digital camera disks – 1 disk per group/camera
- one CD for burning all final projects

Teacher Preparations

- Place 12 gum drops, 14 whole toothpicks, and 8 half toothpicks into the lunch baggies. Make as many as needed for your students. Provide a few extras in case some are short. This process does take some time.
- Bookmark websites or file onto www.portaportal.com or another bookmark website, for students to access.
- Photocopy all student worksheets and handouts – 1 per student
- Sign out laptop computers for use in the classroom and make sure they are fully charged.
- Sign out extra digital cameras and make sure they are fully charged.
- Set up all equipment for technology within lesson.
- Preview video and note all start and end points for the clips using videostreaming, download clip to a hard drive, global network, or CD.
- Invite parent/guardians/administrators to come in and assist with gum drop and toothpick activity, and with the Culminating activity (scavenger hunt).
- Ask another teacher to work cooperatively for classroom exchange (preferably at another school). Test communications using email or the Internet between the classes.

Introductory Activity

1. Focus: SAY: Today we are going to move from two-dimensional shapes to three-dimensional shapes. But let's review from the past week. Can someone name any of the shapes we have learned so far? (circle, square, rectangle, triangle, quadrilateral) Who can give me the definition of a quadrilateral? (a shape that has four straight sides and four corners) Can anyone show me an example of a quadrilateral in the classroom? (accept various students answers) Who can list the properties that make up a triangle? (it has three straight sides and three corners) Would the circle be considered a quadrilateral? Please support your answer. (a circle is a curved geometric shape, a quadrilateral has to have four sides and corners) Then, can someone point out a quadrilateral? (square, rectangle) How can a square and a rectangle both be a quadrilateral? They are two different shapes. Can you explain your answer? (they both have four sides and corners, even though a square have four equal sides and corners and a rectangle has two pairs of congruent sides and four equal corners)

Now when we create our three-dimensional shapes today I want you to see if any of these shapes that we just talked about help to create the shapes that we are about to create.

Preparation for the Activity: Place students in 3-4 groups. If available, assign one adult to each group to assist the students in their groups and help keep each group on task/on time. This activity will take about 20-30 minutes. Pass out one of the pre-made bags of gum drops and toothpicks to each student. Also, pass out the GDT & CC handout. Tell students that this handout has each geometric shape labeled in each box. So, after each shape is created students will place their shape onto this sheet. Explain that you will be using the Data Projector with the SmartBoard to demonstrate how to create each shape. First, model on the data projector how to create the square. This is the most basic shape and a good foundation for the rest of the shapes.

Activity:

2. Focus: SAY: Let's create our first shape and see if anyone can guess what shape it is and what shapes make it up.

Activity: Using the ELMO, guide students in making a cube. Do not tell them what they are making. Ask the students to get out four gum drops and twelve whole toothpicks. **GUIDE:** First, make two square shapes connecting the gum drops with the toothpicks. Now there are two separate squares. Place the remaining four toothpicks, one in each gum drop pointing straight up toward the ceiling. Last, take the remaining square and connect it to the top of the toothpicks that are pointing straight up.

Follow-up: **ASK:** Can anyone name this shape? (cube) What shapes make up the cube? (squares) How many sides does the cube have? Use the cube and count the sides. (6) How many corners does the cube have? Use the cube and count the corners. (8) How many edges does the cube have? Use the cube to count the edges. (12) Can anyone give any real world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary) Place your cube on your GDT & CC handout.

3. Focus: **SAY:** Let's create our second shape and see if anyone can guess what shape it is and what shapes make it up.

Activity: Using the ELMO, guide students in making a rectangular prism. Do not tell them what they are making. Ask the students to get out four gum drops, six whole and six half toothpicks. **GUIDE:** First, make the two square shapes using the half toothpicks connecting the gum drops with the toothpicks. Now there are two separate squares. Now place the remaining four toothpicks, one in each gum drop pointing straight up toward the ceiling. Last, you will take the remaining square and connect it to the top of the toothpicks that are pointing straight up.

Follow-up: Can anyone name this shape? (rectangular prism) What shapes make up the cube? (squares and rectangles) What are some differences between the square and the rectangular prism? What are some similarities between the square and the rectangular prism? How many sides does the rectangular prism have? Use the rectangular prism and count the sides. (6) How many corners does the rectangular prism have? Use the rectangular prism and count the corners. (8) How many edges does the rectangular prism have? Use the rectangular prism to count the edges. (12) Can anyone give any real

world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary) Place your rectangular prism on your GDT & CC handout.

4. Focus: **SAY:** Let's create our third shape and see if anyone can guess what shape it is going to be and what shapes make it up?

Activity: Using the ELMO, guide students in making a pyramid. Do not tell them what they are making. Ask the students to get out five gum drops and eight whole toothpicks. **GUIDE:** First, make one square shape connecting the gum drops with the toothpicks. Now, there are one separate square, four toothpicks and a gum drop remaining. Place your remaining four toothpicks, one in each gum drop pointing straight up toward the ceiling. Last, pull the toothpicks to the center and place the toothpicks into the bottom of the last gum drop.

Follow-up: Can anyone name this shape? (pyramid) What shapes make up the pyramid? (square and triangles) What are some differences between pyramid and the square? ...the pyramid and rectangular prism? What are some similarities between pyramid and square? ...the pyramid and rectangular prism? How many sides does the pyramid have? Use the pyramid to count the sides. (5) How many corners does the pyramid have? Use the pyramid to count the corners. (5) How many edges does the pyramid have? Use the pyramid to count the edges. (8) Can anyone give any real world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary) Place your prism on your GDT & CC handout.

5. Focus: **SAY:** Let's make our fourth shape, which is like a circle in 3D. Do you think we can make this shape out of gum drops and toothpicks? (answers will vary) So, what could we use to make a 3D circle? We are going to use clay.

Activity: Using the ELMO, guide students in making the sphere, but do not name it yet. Give each student a small piece of clay. Each student then rolls a small piece of clay in their hands to form a small ball. When they are done, they are to place it on GDT & CC handout.

The Hunt for 3D Shapes

Follow-up: ASK: Can anyone name this shape? (sphere) What shapes make up the sphere? (none; it is a curved surface) How many sides does the sphere have? Use the sphere to count the sides. (0) How many corners does the sphere have? Use the sphere to count the corners. (0) How many edges does the sphere have? Use the sphere to count the edges. (0) If you cut it in half what shape would you see on the flat side? (circle) Can anyone give any real world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary)

6. Focus: SAY: We are going to make our fifth shape, which is shaped like a Tootsie Roll. Do you think we can make this shape out of gum drops and toothpicks? (answers will vary) So, for this shape we are going to use clay again.

Activity: Using the ELMO, guide students in making the cylinder. Do not tell them what shape they are making. Give each student a small piece of clay. Have them roll the small piece of clay in their hands to form a snake like object, then cut the ends off, using a plastic knife, in about a one-inch section. When they are done, they are to place it on GDT & CC handout.

Follow-up: ASK: Now can anyone name this shape? (cylinder) What shapes make up the cylinder? (the ends are circles and the sides are curved surfaces) How many sides does the cylinder have? Use the cylinder to count the sides. (2) How many corners does the cylinder have? Use the cylinder to count the corners. (0) How many edges does the cylinder have? Use the cylinder to count the edges. (0) If you cut it in half lengthwise what shape would you see on the flat side? (rectangle) Can anyone give any real world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary)

7. Focus: SAY: We are now going to make our sixth and final shape; it has something to do with eating ice cream. Do you think we can make this shape out of gum drops and toothpicks? (answers will vary) We are going to use clay to make this shape, also.

Activity: Using the ELMO, guide students in making the cone, but do not name it yet. Each student

will receive a small piece of clay. Have them roll the small piece of clay in their hands to form a cone at one end of the clay and form a flat bottom at the other end. When they are done, they are to place it on the GDT & CC handout.

Follow-up: Can anyone name this shape? (cone) What shapes make up the cone? (the one end is a circle and the side is a curved surface) How many sides does the cone have? Use the cone to count the sides. (1) How many corners does the cone have? Use the cone to count the corners. (0 – some students may say 1, but in order for there to be a corner three sides must come together to form it, which is not the case with a cone) Test it: How many edges does the corner have? Use the corner to count the edges. (0) If you cut it in half lengthwise what shape would you see on the flat side? (triangle) Can anyone give any real world examples, starting with the classroom? (examples will vary) Now can anyone give examples from outside the classroom? (examples will vary)

Follow-up to Entire Introductory Activity: Now we have seen how to create six different 3D shapes. We will use our GDT & CC handouts with the shapes on them when we resume this lesson tomorrow. When you are out in the world today, see if you can find other objects that are like the shapes we have discovered today. Your observations will come in handy later in the lesson.

Learning Activities

DAY TWO

Overall Focus for Learning Activities

(Before beginning the day's activities pass out the GDT & CC handout with all of the students' shapes on it.) SAY: We are now going to write riddles about three-dimensional shapes. Then we are going to have a classroom exchange through the Internet and the other class will try and guess which three-dimensional shape the riddle is about. Before we begin let's review our three-dimensional shapes from yesterday's activities. Who can name one of the three-dimensional shapes? (cube, rectangular prism, pyramid, cylinder, sphere, cone)

Videostreaming

In order to use videostreaming interactively with students, teachers should use pre-segmented clips provided by the videostreaming company. If you wish to conduct a discussion before the clip is over and then resume after the discussion, use PAUSE, as this will cause the media player to remain at the current location in the stream. If the remainder of the video clip will not be used and the teacher wants to return to the beginning of the video clip, then use STOP so that the media player will revert to the beginning of the stream.

Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as “minutes:seconds;” for example, 3:15 means three minutes and fifteen seconds.

Video Activity:

1. Focus: Now, let’s watch this unitedstreaming video. The first time we watch the video we are going to focus on finding the answer for the riddle and why that is the answer for the riddle. The second time we watch the video we will focus on how they wrote the riddles and how we will write our riddles the same way. Now let’s put on our thinking caps, listen and watch carefully. Remember: What is the answer for each riddle? And why is that the answer?

Play the unitedstreaming video, *Mathica’s Math-shop: Help Wanted*, starting at 0:16.

Video Cue: the open scroll “A square you see”

Audio Cue: “...a square you see”

Pause: at 0:22.

Audio Cue: witch goes, “uhm..,” then silence.

Video Cue: elf and witch roll up scroll and put it to side.

Follow-up: What three-dimensional shape do you think that riddle was about? Hold up one of the shapes that we created on your handout. (The students should hold up the cube; choose one student to place his/hers on the document camera.)

2. Focus: Let’s see if we were correct with our answer.

Resume: at 0:22. **Pause:** at 0:30.

Audio Cue: “...a cube, out of my way”

Video Cue: blue cube with word “cube” under it.

Follow-up: Were we correct? (yes) Besides the obvious clue, how do we know this is a cube? (six sides or faces, etc.)

3. Focus: Let’s watch and see if the cube they find has any similarities or differences to the one we made?

Resume: at 0:30. **Pause:** 0:53.

Audio Cue: star sprinkle noise; “...one end is pointed” Video Cue: small stars twinkling and next scroll appears.

Follow-up: How is the cube that they found similar to the cube that we made? (six sides or faces, eight corners, twelve edges) What differences are there between the cube they found and the cube we made? (color, how it was made; answers may vary)

4. Focus: We did a great job with the first riddle. Now let’s try our luck with the second riddle. So, let’s put on our thinking cap, open our ears and watch carefully to find out, what shape are they talking about?

Resume: 0:53.

Pause: 1:06.

Audio Cue: “...tricky, true.”

Video Cue: witch (left) and elf (right) place scroll under table

Follow-up: What three-dimensional shape do you think the second riddle was about? Hold up one of the shapes that we created on the handout. (The students should hold up the cone; select a student to place his/her cone on the document camera.)

5. Focus: Let’s see if we were correct with our answer.

Resume: 1:06.

Pause: 1:24.

Audio Cue: “...a cone, a cone.”

Video Cue: witch (left) and elf (right) stand by table

Follow-up: Were we correct? (yes) How do you know? (one side or face, zero corners, zero edges)

6. Focus: Let’s watch and see if the cone they find has any similarities or differences to the one we made?

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Resume: 1:24.

Pause: 1:43.

Audio Cue: “Well I’ll be a goblin’s auntie; it does roll in a circle.”

Video Cue: witch’s purple hat on table

Follow-up: How is the cone that they found similar to the cone that we made? (one side or face, zero corners, zero edges) Are there any differences in the cone that they found and the cone that we made? (color, how it was made; answers may vary)

7. Focus: This time when we watch the video we will turn the sound off so we can focus on how they wrote the riddles and how we will write our riddles. Let’s look at the first riddle about the cube.

Play: from 0:16

Video Cue: open scroll shows the riddle, “A square you see”

Freeze Frame (Pause): immediately (0:17).

Follow-up: Let’s look at the first two lines of the riddle: “A square you see on all six sides”. What does this part of the riddle talk about? (the physical features of the shape) Look at your cube: does it have six sides? Now the last two lines, “Give it a push and it can slide.” What does this part of the riddle talk about? (how the shape moves) If you push your cube does it slide?

8. Focus: Now let’s look at the second riddle about the cone.

Fast Forward: to 0:57. Video Cue: the open scroll with another riddle, “One end is pointed” **Play.**

Freeze Frame (Pause): Immediately (0:58)/

Follow-up: SAY: Let’s look at the first two lines of the riddle, “One end is pointed, one end is flat.” What does this part of the riddle talk about? (the physical features of the shape) Look at your cone: does it have one end that is pointed and one end that is flat? Now the last two lines, “Rolls in a circle, well, fancy that!” What does this part of the riddle talk about? (how the shape moves) Does your cone roll in a circle?

So what can we say about the first two lines and the last two lines in each riddle? (in both riddles, the first two tell about the physical features of the shape, the second two tell about how the shape moves) Do you notice anything else about the two riddles? (rhyming) Every other line rhymes in the riddles.

DAY THREE

Overall Follow-up for Learning Activities:

Internet Activity

9. Focus: Now it is the students’ turn to write a riddle about one of the three-dimensional shapes. Each student is to select a shape and write a four-line riddle about it. The first two lines will be about the shape’s physical features and the last two lines will be about how it moves. They may choose the cube and the cone, but they may not use any of the riddle parts from the video. Provide one class period for students to work on this activity.

SAY: After you are done brainstorming your riddle you will meet with me and then I will give you the go ahead to write your final draft. Your final draft will be put up online for another class to view in a classroom exchange project. You will be graded on writing your riddles and completing it on time. You will also receive a bonus point if they can guess the shape.

Activity: Each student is to select a shape and write a four line riddle on one of the three-dimensional shapes that we have been working on in class. The first two lines must talk about the physical features and the last two lines describe how the shape moves. The students are to meet with the teacher with their rough draft to make sure that they meet all of the requirements before the write their final drafts.

Follow-up: After they write their final drafts they will exchange their riddles with another class to see if the class can guess the answers to the students’ riddles. Use an e-mail program or other electronic method to send riddles to the class that has agreed to read and try and guess the answers to your class’s riddles. If possible, have the other class do the same activity and trade riddles. Students will have fun stumping the other class, and guessing the riddles that come to them via email.

Culminating Activities

Focus: This will be our culminating activity to end our geometry unit in math. Now that you all are experts on three-dimensional geometric shapes, you will share that information with the rest of us by going on a “Geometric Scavenger Hunt” around the school. You are going to show us how three-dimensional shapes are a part of our everyday lives. I am

going to place you into groups, each with six members. Each group will be given a digital camera and the “Geometric Scavenger Hunt” sheet to fill out as you work through your project. Each group member will be responsible for finding and getting their picture taken with two out of all six 3D shapes that we have studied (cube, rectangular prism, prism, cone, cylinder and sphere), so in the end, you’ll have twelve pictures, with two pictures of each shape. Pass out the “Geometric Scavenger Hunt” sheet and grading rubrics; explain the activity procedure and the rubrics to the students.

Activity: The students will be placed into two to three groups of six, each with an adult volunteer to accompany them on their hunt. During class time each group will go around the school and take pictures of real world objects of the six 3D geometric shapes. Each group member will be responsible for two geometric shapes, and each group will take a total of twelve pictures so that all six shapes are represented twice. When a member finds an object that reminds them of their three-dimensional shape they have a teammate take a picture of them with their shape (so the students do not forget which shapes they selected). Each group member is responsible for two pictures and one to two sentences telling why the two everyday objects they have found remind them of their three-dimensional shapes.

Follow-up: Now that everyone has taken all of their pictures of their three-dimensional shapes it is time to put them into a group slide show. Each group member will be responsible for creating two slides using the pictures that you took with the digital camera and adding the one to two sentences about each object. You will work on your slides during computer lab time. You will pull up your geometry template and add your picture, name, and your one to two sentences writing about the object. You will create two slides, one for each picture you took. We will combine all the slides to make one complete class slide show. You will be graded by me and by your peers. I will use the rubric to complete and each member of your group will have the student rubric to fill out on each member of your group. Are there any questions? (questions will vary, answers will vary)

Assessment

- Student PowerPoint presentations for the whole class to watch. Each student has a copy of the grading rubric to complete after each presentation. Student grades are assigned based upon teacher responses on the rubric. (Sample rubric is attached.) Each student will also receive a copy of a grading rubric to complete on group participation. (Sample rubric is attached.)
- Monitor student progress throughout the Learning Activities.
- Classroom exchange on the three dimensional riddles. (attached)

Community Connections

- Show student videos at a PTA or similar meeting.
- Invite a local architect in and have him/her explain how geometry plays an important role in their designs.
- Have a local artist come in and explain how they paint with geometric shapes. Also, have the artist show how they differentiate from a two-dimensional to a three-dimensional shape on their canvas.

Cross-Curricular Extensions

Math, Art, and Writing: The students create a three-dimensional figure using at least ten geometric shapes (Shapes may be able to be repeated, but students must use the six basic three-dimensional shapes that were discussed in class.). They are to use everyday objects from school, around the house, parent’s place of work, etc. (Examples: buttons, Styrofoam balls, cereal boxes, empty film cases, or empty paper towel rolls)

Art: Create crayon/water color washes of geometric shapes. Follow-up the visit from a local artist by painting using 2D and 3D shapes.

Adaptations (optional)

- Students with special needs or limited English proficiency can be placed in groups with students who will be able to help with the hands-on activity and the culminating activity.
- Students with special needs or limited English proficiency can look through newspapers and various magazines and cut out any three-dimensional shapes, then sort them into the correct three-dimensional shapes, then check their own work. Or one student can sort and another can check.
- Have the advanced students in the classroom select a room in the building, making sure that it will be accessible during math class. The students will make a floor plan on grid paper keeping in mind their geometric shapes. Then the students will transfer that floor plan onto poster board using construction paper three-dimensional shapes. The students will take their two-dimensional drawing and transfer it to a three-dimensional model. (The students will have access to the various three-dimensional shapes to cut out, fold, and tape together for their model.)

About the Author

Loretta Peer

Loretta Peer teaches 3rd grade at W.W. Robinson Elementary School in Woodstock, Virginia. This is her ninth year teaching. She has formerly instructed grades 5, 7 and 8. In addition to teaching she has also coached the Girls' Junior Varsity Softball team at Stonewall Jackson High School in Mt. Jackson for the past three years. She has been married for two years to a wonderful husband, Randy and has a terrific stepson, Corey, who is in eighth grade this year. She lives in Cedar Creek with her husband, stepson, ten hunting dogs, and her cat, Princess. She enjoys the beach, spending time with her family, swimming in her pool, playing softball and scrapbooking.

March 2007

cube

**rectangular
prism**

pyramid

cone

cylinder

sphere

Gum Drops, Toothpicks and Clay Chart

Geometric Scavenger Hunt

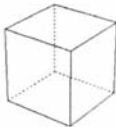

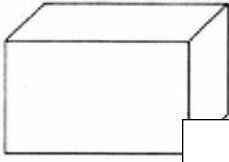

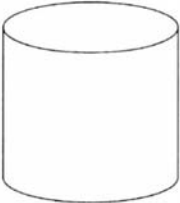
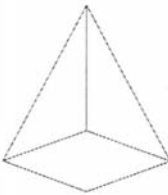
Your Assignment....

Each Student Will:

1. Select two of the following geometric shapes: cube, rectangular prism, pyramid, sphere, cone and cylinder.
2. Locate an example of each of the two geometric shapes selected and have a teammate take a picture of you and each shape with the digital camera.
3. For each picture, use the checklist handout to describe how the object looks like the geometric shape.
4. Insert your digital pictures and description into the PowerPoint template onto the computer. Each student is responsible for his or her own slides and shapes.
5. Each group will be responsible for creating their own title page with their group name and group members' names on it. Your team should have a total of two slides for each of the six shapes (12 slides total).

Geometric Scavenger Hunt

Check each shape as you find it. Your group should find two examples of each shape.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Name of your group: _____

Members of your group: _____

Describe what everyday object your geometric shape resembles. (Remember each member of the group is responsible for finding an everyday object that resembles each of their shapes, being in the picture with each object/shape, and taking a picture of another group member and their object/shape.)

Shape #1 _____ Shape #4 _____

Example 1: _____ Example 1: _____

Example 2: _____ Example 2: _____

Shape #2 _____ Shape #5 _____

Example 1: _____ Example 1: _____

Example 2: _____ Example 2: _____

Shape #3 _____ Shape #6 _____

Example 1: _____ Example 1: _____

Example 2: _____ Example 2: _____

Riddle , Riddle, Riddle Me This

Name _____

Examples:

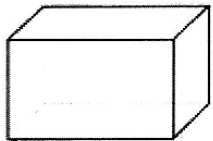
<p>A square you see On all six sides; Give it a push and It can slide.</p>	<p>One end is pointed, One end is flat; Rolls in a circle, well, Fancy that!</p>
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Shape: _____

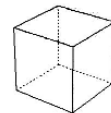
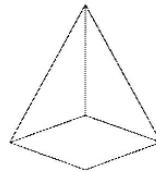
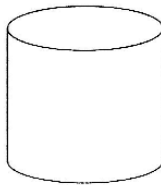
Rough Draft

Riddle , Riddle, Riddle Me This

Name _____



I am a _____



Geometric Scavenger Hunt Student Rubric

Your Name (person filling out this form): _____

Group Members: _____

Rubric Instructions: Write the number on the line next to the descriptors:

	Criteria				Points
	4	3	2	1	
Group Participation	All members of the group knew what they were to do and worked together well	All group members knew something they were to do	The group didn't work together well, but everyone did something	At least one member did nothing	
Information Presented	The group presented a lot of good information about their geometric shapes	The information wasn't very detailed	The group didn't write much about their geometric shape	The group really didn't know much about their geometric shapes	
Slide Presentation	Slide, was creative, well-organized, and interesting	Slide was pretty good	Slide wasn't very good	Slide quality was poor.	
Overall Impressions	The group worked well together, they collected all the information needed, and put together their slides correctly	The group worked ok together, they collected most of the material, and had material on their slides	The group didn't work well together, not all of the material was collected, and the slides were not completed	Not all the group members contributed to the overall project.	
				Total ->	

What do you remember most about this activity:

What did you learn about geometric shapes:

1. _____
2. _____
3. _____

Geometric Scavenger Hunt Teacher Rubric

Name: _____

	Criteria				Points
	4	3	2	1	
Examples (Digital Pictures)	Two clear examples of the geometric shape.	One clear example of the geometric shape.	Inappropriate or unclear examples of geometric shapes.	No examples of geometric shapes.	_____
Explanation	A complete response with a detailed explanation.	Good solid response with clear explanation.	Explanation is unclear.	Misses key points.	_____
Slide Presentation (Power Point)	Goes beyond the requirements of the slide.	Meets the requirements of the slide.	Hardly meets the requirements of the slide.	Does not meet the requirements of the slide.	_____
Demonstrated Knowledge	Shows complete understanding of geometric shapes.	Shows substantial understanding of geometric shapes.	Shows some understanding of geometric shapes.	Shows a complete lack of understanding of geometric shapes.	_____
Requirements	Goes beyond the requirements of the project.	Meets the requirements of the project.	Hardly meets the requirements of the project.	Does not meet the requirements of the project.	_____
				Total ->	

Teacher Comments:
