

Shape Hunt

PLAY

To help students practice shape recognition, focus, and independence by searching for hidden shape cutouts around the room. This activity encourages active learning and reinforces geometric concepts in a fun, interactive way.



Learning Intentions

I can practice shape recognition by identifying different shapes, such as circles, squares, and triangles:

This helps students develop an understanding of basic geometric shapes and their properties.

I can focus and stay engaged by searching for hidden shapes around the room:

This encourages concentration and attention to detail while searching for the shapes.

I can work independently by finding and identifying shapes on my own:

This promotes independence and encourages students to take initiative in the activity.



Success Criteria

I can identify and name different shapes, including circle, square, and triangle, when I find them:

This ensures that students are actively participating in the shape hunt and practising shape recognition.

I can search the room for the hidden shapes, staying focused and engaged in the task:

This encourages students to stay attentive and follow the instructions to complete the activity.

I can share with the group the shapes I found and tell their names:

This allows students to practice verbal communication and reinforce their learning by sharing their discoveries.



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Objective:

To help students practice shape recognition, focus, and independence by searching for hidden shape cutouts around the room. This activity encourages active learning and reinforces geometric concepts in a fun, interactive way.

Players: Ideal for 4-20 students, either individually or in pairs.

Materials:

- Various shape cutouts (e.g., circle, square, triangle) made from paper, cardboard, or foam.
- Optional: Coloured shapes to make the activity more engaging.

Time Required: 10-15 minutes.

Setup:

Before the game, hide various shapes around the room or outdoor space, making sure they are easy enough to find but not immediately visible. Each shape should be placed in a different location, and you can add multiple copies of each shape to make the hunt more challenging.

Gameplay:

1. Introduce the Game:

Explain to students that they will be going on a shape hunt. The goal is to search around the room to find different shapes (circle, square, triangle) that have been hidden by the teacher.

2. Start the Shape Hunt:

Give the students a starting signal, and they begin searching the room for the hidden shapes. As they find each shape, they should identify it (e.g., "This is a circle!").

3. Encourage Focus and Independence:

Encourage students to look carefully and work independently to find as many shapes as they can. If they are working in pairs, they can help each other identify the shapes.

4. Reinforce Shape Recognition:

Once a student finds a shape, ask them to call out its name and hold it up for the class to see. This reinforces learning and allows everyone to share in the discovery.

5. Finish the Hunt:

After a set amount of time, gather the students together and review the shapes they found. You can ask them to group the shapes by type (e.g., "How many circles did we find?").

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Winning the Game:

There is no winner in this game. The goal is for students to practice shape recognition and focus while having fun searching for shapes. Success is measured by their engagement, focus, and ability to identify the shapes.

Family or Classroom Variation:

In a family or classroom setting, students can take turns hiding the shapes and guiding others to find them. This allows students to practice leadership and communication while reinforcing shape recognition in a playful way.

Additional Notes:

"Shape Hunt" is a great way to incorporate physical activity into learning while reinforcing basic geometric concepts. It promotes focus, independence, and critical thinking as students work to identify and collect the shapes. This game can be adapted to include additional shapes or colour recognition, making it versatile and engaging for young learners.

