

INTEGERS & ORDER OF OPERATIONS

Scavenger Hunt

-31

$13 + (-12)$

-12

$7 + 4 \cdot 2^3$

-28

$18 - 3 \cdot 5 + 6 - 4^0 + (-2 - 4^2)$

-40

$(-8)(3)(-2) \div (-4)$

Name: _____

Scavenger Hunt...Integers and Order of Operations

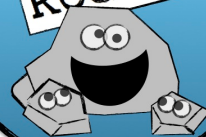
Period: _____

Previous Solution:

Copy Problem and Show Your Work

Solution

**MATH CLASS
ROCKS!**



Scavenger Hunts are a perfect way for students to practice specific math concepts. My students love these fun, engaging, activities and I use them often! They especially enjoy being able to instantly check their answers as they work through the problems. This encourages them to self-assess and motivates them to go back and find their own mistakes...how great is that??

Option #1

1. Print and cut out the 12 problems in the set. (You may want to print on colored paper and/or laminate for future use.)
2. Shuffle the problems so they are not in order.
3. Provide a set of problems and an answer sheet to each group of students. You can certainly use this if students are seated individually, but I find it works best when they are in groups or with a partner.
4. Students may start with any problem*. The answer sheet will help them to organize their work as they move through the problem set. They should write the “answer” (in the bubble) in the first column and then show their work for the new problem in the second column. The solution (written in the third column) will lead them to the next problem. The 12th problem should lead them back to their first “answer”.
5. At the end of class, I collect their answer sheets and save the cards for my other classes. I count this activity as either classwork or a quiz grade (more motivation!). One 40-minute period is usually more than enough time to complete all 12 problems.

Option#2

Rather than providing a set of problems to each group of students, print the large set of task cards, tape them around the classroom. Using the record sheets described above, have the students each start with a different problem and then walk around the room to “hunt” for the next one. This will get them out of their seats and moving around!

(An answer key is attached, but the order of student answers will vary.)

**Throughout the set, problems become increasingly difficult, so you may choose to provide selected students with their first card ~ a simpler problem ~ to start the activity. This way, they can solve the easier problems first and build confidence before moving onto the more difficult problems. This is a great way to meet their individual needs.*

-31

$$13 + (-12)$$

-12

$$7 + 4 \cdot 2^3$$

-28

$$18 - 3 \cdot 5 + 6 - 4^0 + (-2 - 4^2)$$

-40

$$(-8)(3)(-2) \div (-4)$$

-10

$$2 - 7(3^2 - 3 + 4 \cdot 3)$$

39

$$\frac{3 \cdot 5 - 4 \div 4}{9 - (3^2 - 2)}$$

-124

$$3 + 3^2 - (3 + 2 \cdot 4) \cdot 2 + 20 \div 2$$

10

-6 - 13

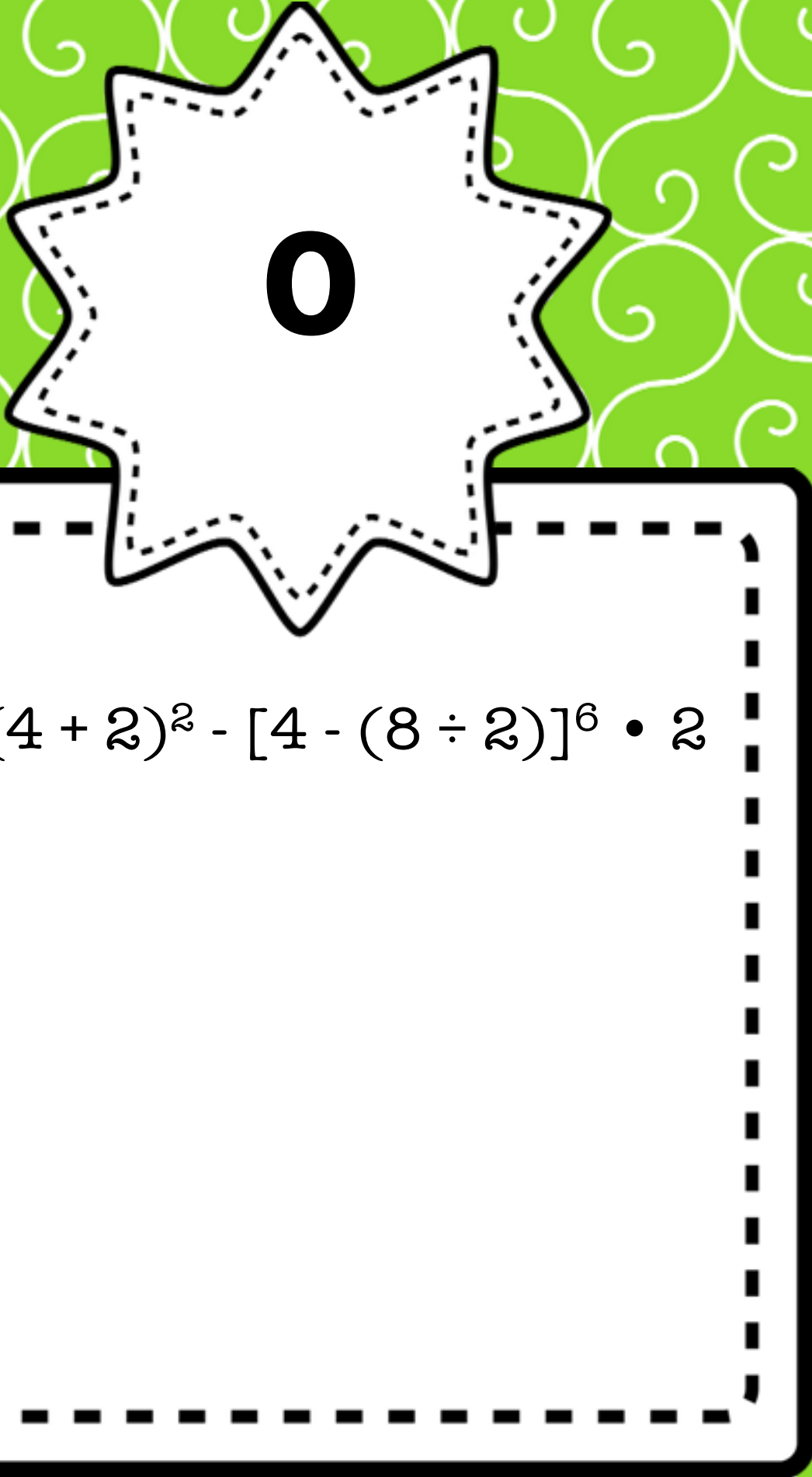
7

$$13 - 4^2 \div 2 - 3 \cdot 11$$



1

$$-9 - (-19)$$



0

$$5 - (4 + 2)^2 - [4 - (8 \div 2)]^6 \cdot 2$$

-19

4(-2)(5)

-31

$$13 + (-12)$$

-12

$$7 + 4 \cdot 2^3$$

-28

$$18 - 3 \cdot 5 + 6 - 4^0 + (-2 - 4^2)$$

-40

$$(-8)(3)(-2) \div (-4)$$

-10

$$2 - 7(3^2 - 3 + 4 \cdot 3)$$

39

$$\frac{3 \cdot 5 - 4 \div 4}{9 - (3^2 - 2)}$$

-124

$$3 + 3^2 - (3 + 2 \cdot 4) \cdot 2 + 20 \div 2$$

10

$$-6 - 13$$

7

$$13 - 4^2 \div 2 - 3 \cdot 11$$

1

$$-9 - (-19)$$

0

$$5 - (4 + 2)^2 - [4 - (8 \div 2)]^6 \cdot 2$$


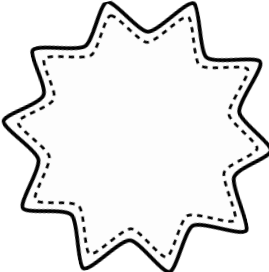
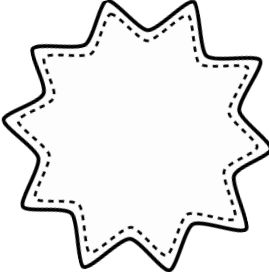
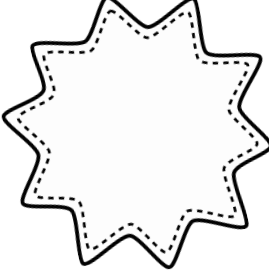
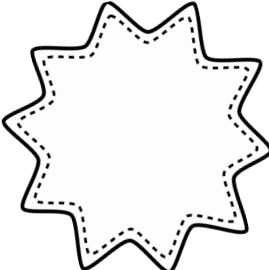
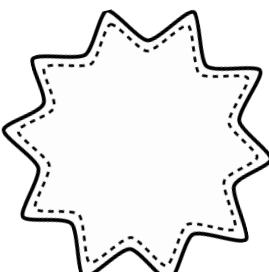
-19

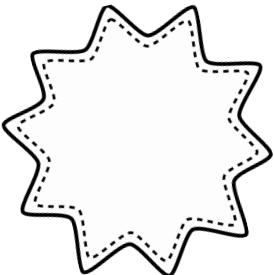
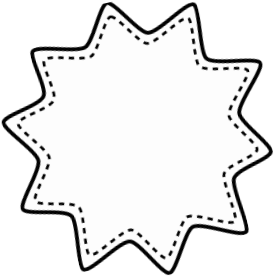
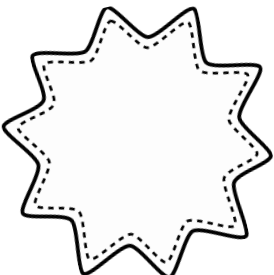
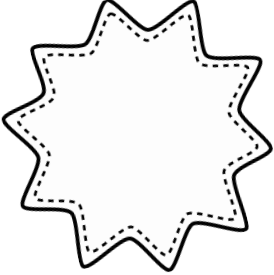
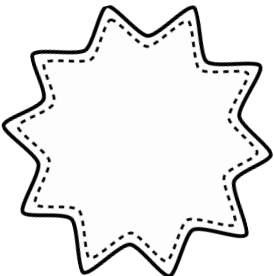
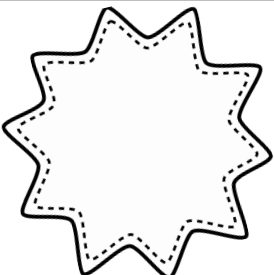
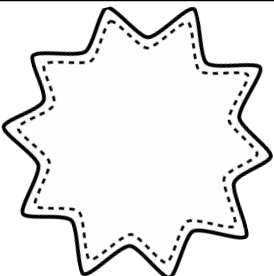
$$4(-2)(5)$$

Name: _____

Period: _____

Scavenger Hunt...Integers and Order of Operations

|  Previous Solution | Copy Problem and Show Your Work | Solution |
|---|---------------------------------|----------|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

| | | |
|---|--|--|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

This should be the
you started with!

Answers

| Card # (Previous Solution) | Solution |
|----------------------------|----------|
| -31 | 1 |
| 1 | 10 |
| 10 | -19 |
| -19 | -40 |
| -40 | -12 |
| -12 | 39 |
| 39 | 7 |
| 7 | -28 |
| -28 | -10 |
| -10 | -124 |
| -124 | 0 |
| 0 | -31 |

Thank You

so much for your purchase!!

Please let me know how your students
enjoyed the activity!

For more fun resources and activities,
please visit my store at
[https://www.teacherspayteachers.com/
Store/Acing-Algebra](https://www.teacherspayteachers.com/Store/Acing-Algebra)

Digital Frames provided by Jena Hudson



[https://www.teacherspayteachers.com/Store/
Jena-Hudson-At-Sew-Much-Music](https://www.teacherspayteachers.com/Store/Jena-Hudson-At-Sew-Much-Music)

Digital Frames provided by Creative Clips



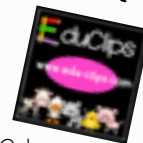
[https://www.teacherspayteachers.com/Store/
Krista-Wallden](https://www.teacherspayteachers.com/Store/Krista-Wallden)

Swirl Paper by
Bubbly Cute



[https://
www.teacherspayte
achers.com/Store/
Bubbly-Cute](https://www.teacherspayteachers.com/Store/Bubbly-Cute)

Faces
provided by
EduClips



www.edu-clips.com