PEOPLE LIKE US

IDENTITY WEB ACTIVITIES

WEBS IN MATHEMATICS

Concept

Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Objective

By the end of the lesson, students will be able to identify and classify triangles, quadrilaterals, and hexagons. Students will recognize and draw shapes with specified attributes, such as a given number of sides. This will be achieved by engaging students in research, filling out an identity web, and completing a visual art piece that pulls the elements together.

Materials

- o Blank identity web for each student
- o Pencil, crayons, markers
- o Shape Art Worksheet

Directions

1. Fill out the shape web.
2. Find a partner. Share three things from your web.
3. Using your web, complete the Shape Art Worksheet.
4. Share your final drawing with the class.

Modifications

Level Down

↓ **Simplify shape identification**: Focus on one specific shape rather than multiple shapes. This reduces the complexity and allows students to focus on recognizing and naming a single shape.

↓ **Offer choice boards:** Offer visual choice boards for Mood, Color, Triangles, Quadrilaterals, and Hexagons. Allow students to cut and tape ideas from these choice boards onto their webs.

↓ **Use manipulatives**: Incorporate hands-on manipulatives, such as shape blocks or cut-out shapes, for students to explore and manipulate. These physical objects can enhance their under-standing of shape attributes and make the activity more interactive and concrete.

Level Up

↑ **Remove the worksheet**: Without providing the Shape Art Worksheet, ask students to create a visual art piece that incorporates all of the elements from their web.

↑ **Problem-solving with shapes**: Incorporate problem-solving tasks that require students to apply their knowledge of shapes in real-world scenarios (ex. present students with a design challenge where they need to use specific shapes to create a structure or solve a problem). This fosters creativity, critical thinking, and application of geometric concepts in practical situations.

↑ **Vocabulary expansion**: Introduce additional shapes (ex. polygons, trapezoids, rhombuses, prisms). Encourage students to identify, classify, and describe these shapes based on their attributes.

Reflection

What categorizes a shape as a triangle? As a quadrilateral? As a hexagon?

Draw a Shape with 3 Sides

(ex. triangle)

Draw a Shape with 4 Sides

(ex. quadrilateral)

My Mood

(ex. happy, tired)

MY NAME

My Height

(ex. tall, short)

Draw a Shape with 6 Sides
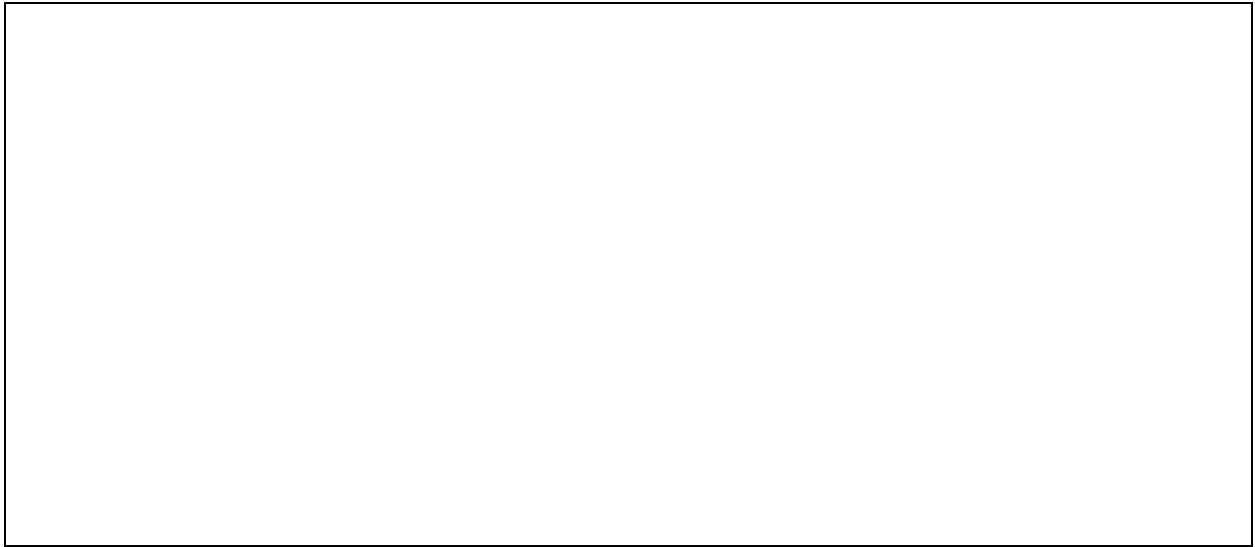
(ex. hexagon)

My Favorite Color

(ex. blue, orange, pink, black)

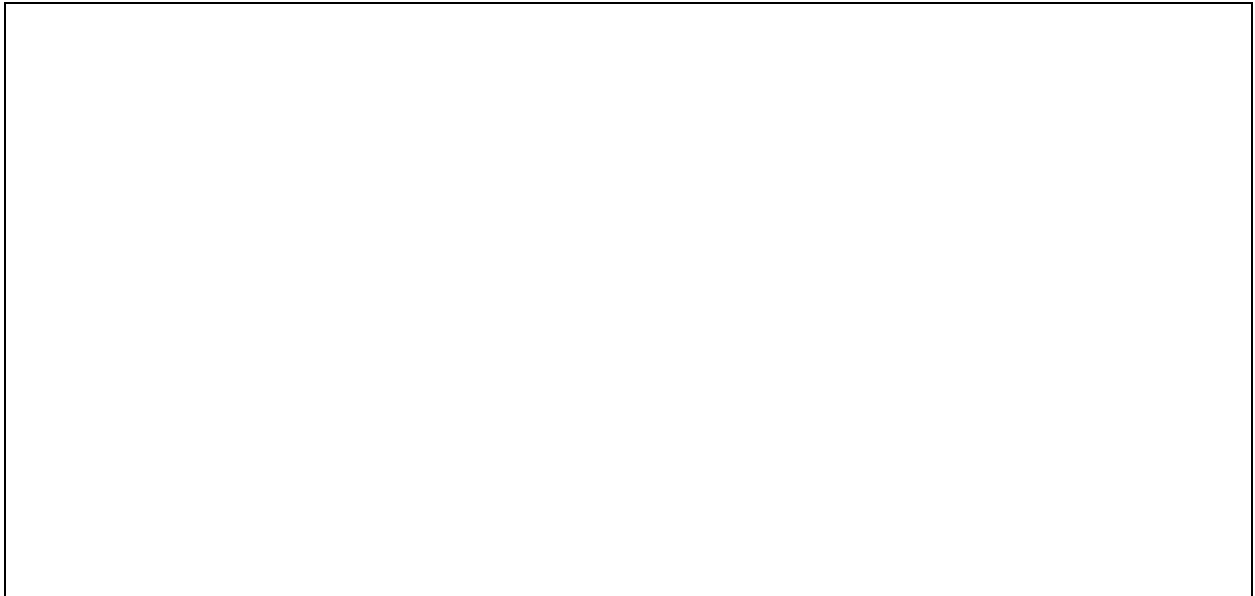# SHAPE ART WORKSHEET

MY HEIGHT   SHAPE WITH 3 SIDES

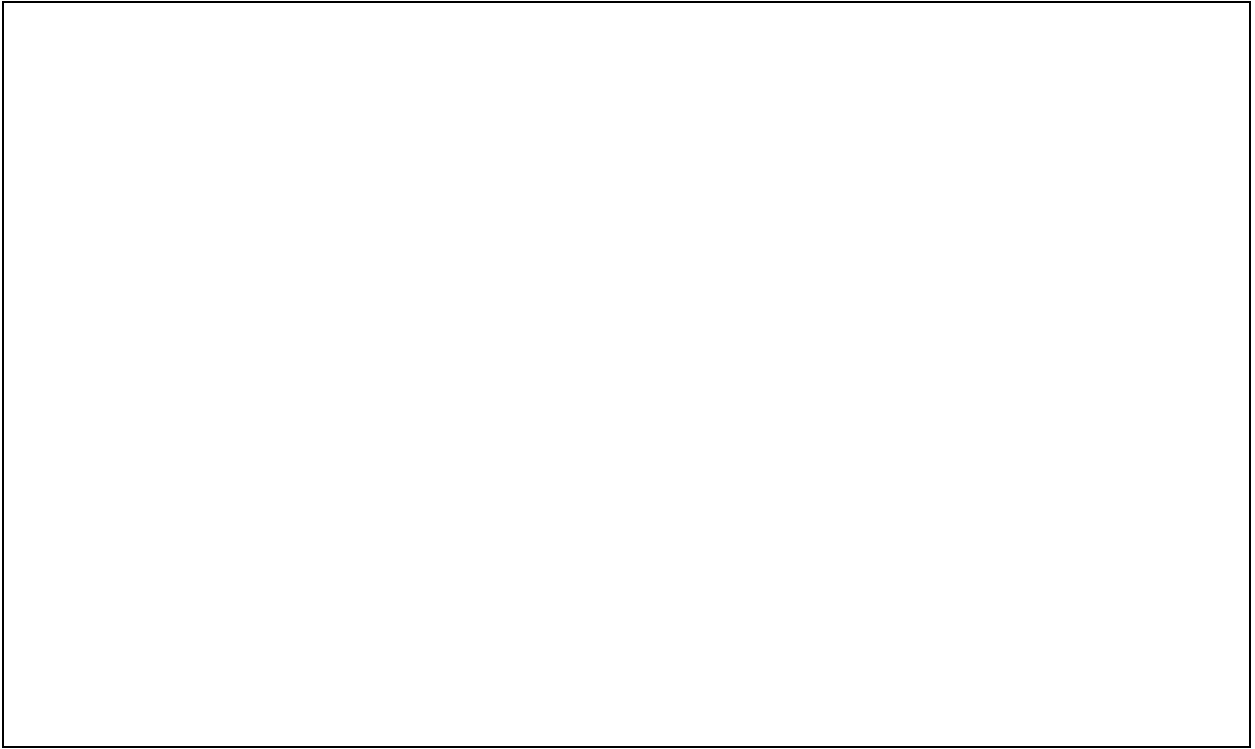Use a pencil to draw a _____ triangle _____ :

MY MOOD   SHAPE WITH 4 SIDES

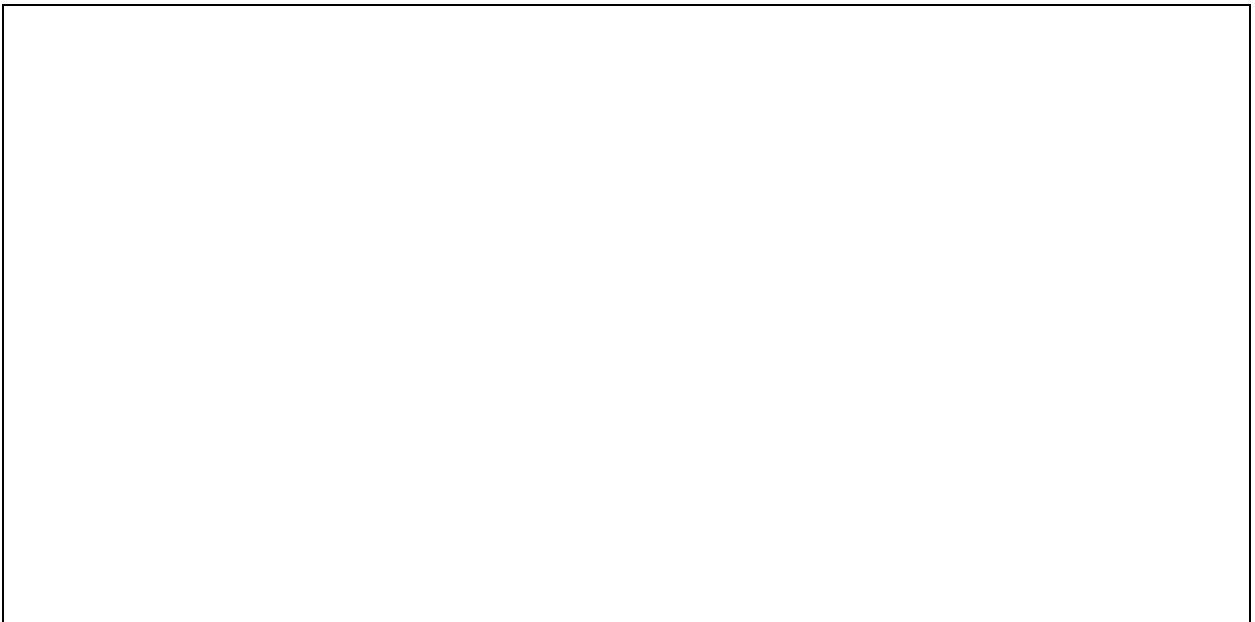Use crayons to draw a _____ quadrilateral _____ :

Use a marker to draw a ⎯⎯⎯⎯⎯⎯⎯⎯⎯ hexagon ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ :

Find a partner. Draw a ⎯⎯⎯⎯⎯⎯⎯⎯⎯ triangle ⎯⎯⎯⎯⎯⎯⎯⎯⎯ :

Create a drawing that uses all four of the images above: