



# IDENTITY WEB ACTIVITIES

# WEBS IN MATHEMATICS

## Concept

Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.

## Objective

By the end of the lesson, students will be able to solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol. Through a collaborative activity of creating a shopping list and working in pairs to solve real-world problems, students will develop their skills in applying mathematical concepts related to currency and develop problem-solving strategies for practical situations involving money.

## Materials

- Blank identity web for each student
- Writing utensils
- Images, scissors, glue (optional)
- My Shopping List for each student

## Directions

- 1.** Fill out the identity web.
- 2.** Find a partner. Share 3 facts from your web with your partner.
- 3.** Using your web and your partner's web, fill in the blanks on My Shopping List.
- 4.** Solve the problems on My Shopping List.

# Modifications

## Level Down

- ↓ **Use choice boards:** Offer [animal](#), [food](#), book, movie, holiday, and [sport](#) choice boards for students to use when completing their webs.
- ↓ **Use manipulatives:** Incorporate hands-on manipulatives such as play money or coins to support students in solving the problems. This concrete representation can make solving the problems more tangible.
- ↓ **Guided problem-solving:** Work on the shopping list together as a class, or provide step-by-step guidance to help students solve the problems within their pairs. Break down each problem into smaller steps and provide examples for students to follow. This can help to build confidence and understanding as students work through the problems.

## Level Up

- ↑ **Multi-step real-world problems:** Introduce multi-step scenarios that involve calculations with different amounts or denominations of money (ex. calculate the total cost of multiple items on the shopping list, determine the change to be received, compare the costs of different combinations of items).
- ↑ **Extension activities:** Introduce more advanced money concepts (ex. find the most efficient way to make a given amount using different coin combinations, explore the concept of sales tax, apply discounts).
- ↑ **Real-life applications:** Invite guest speakers (ex. local store owner, banker) to share insights about handling money or to talk about the importance of budgeting and making wise financial decisions. This helps students see the relevance and practicality of the concepts they are learning.

# Reflection

Did you encounter any challenges while solving the problems on your shopping list? How did you overcome those challenges?

\_\_\_\_\_

Book I Like

\_\_\_\_\_

Favorite Holiday

\_\_\_\_\_

Favorite Movie

\_\_\_\_\_

**MY NAME**

\_\_\_\_\_

Sport I Like

\_\_\_\_\_

Animal I Think is Cool

\_\_\_\_\_

Favorite Lunch

# MY SHOPPING LIST

At the bookstore, I found a copy of:		
MY BOOK		\$3.00
PARTNER'S BOOK		\$4.00
What is the cost to buy both books?		\$ ____

I am buying tickets to watch both of these games.		
MY SPORT		\$9.75
PARTNER'S SPORT		\$ ____
This is the total for both tickets. How much was my partner's ticket?		\$19.75

At the petstore, I am buying food for these animals.		
MY ANIMAL		3 quarters
PARTNER'S ANIMAL		8 dimes
How much does it cost to buy food for both animals?		¢ ____

I have \$9.00 to buy holiday gifts.		
MY FAVORITE HOLIDAY		\$3.00
PARTNER'S HOLIDAY		\$_____
How much money can I spend on my partner's gift?		I have \$9.

I am buying movie tickets from the movie theater.		
MY MOVIE		\$4.25
PARTNER'S MOVE		\$4.25
How much money do you need to buy both tickets?		\$_____

I am buying lunch for a picnic with my friend.		
MY LUNCH		4 dollars 5 nickles
PARTNER'S LUNCH		5 dollars 2 pennies
What is the cost to buy lunch for both people?		\$_____