



Bigger or Smaller Shapes

Purpose & SOL

K.MG.2 The student will identify, describe, name, compare, and construct plane figures (circles, triangles, squares, and rectangles).

e) Compare and contrast two plane figures using characteristics to describe similarities and differences.

Materials

- [Bigger or Smaller PPT](#)
 - **Slide Theme & Images:** [Slide Carnival](#); **Font:** [Amy Groesbeck](#); **Clipart:** [Whimsy Clips](#)

Length

15 minutes

Introduction

Students will review the terms big and small. When discussing bigger, have students do a few squats to warm-up a bigger muscle in their legs. For smaller, have the students do bicep curls to warm-up a smaller muscle.

Implementation

Exercise the Answer

Directions([Fit4Kids](#))

1. Instruct students to stand up and push in their chairs.
2. Show the students a question from the powerpoint.
3. When students know their answer, have them tap their temple.
4. When enough students are tapping their temple, say **GO!** Students will show their answers by exercising. After a few seconds, say **FREEZE.**
5. Call on a student to explain their answer.
6. Continue until content is covered or time expires.

Cooldown

5 finger breath: Hold up one hand. With the other hand trace each finger while breathing in on the way up and out on the way down. Trace all 5 fingers. Repeat if needed.

Modifications

Instead of exercising the answer, this could be done as a freeze dance. Students would dance until music stops. Then, they could answer the question by raising their hand.