

Curriculum topics:

- Counting
- One-to-one Correspondence
- Problem Solving

Subject:

Mathematics

Grade range:

Pre-K – 1

Who we are:

Resource Area for Teaching (RAFT) helps educators transform the learning experience through affordable “hands-on” activities that engage students and inspire the joy and discovery of learning.

For more ideas and to see RAFT Locations

www.raft.net/visit-raft-locations

In collaboration with:

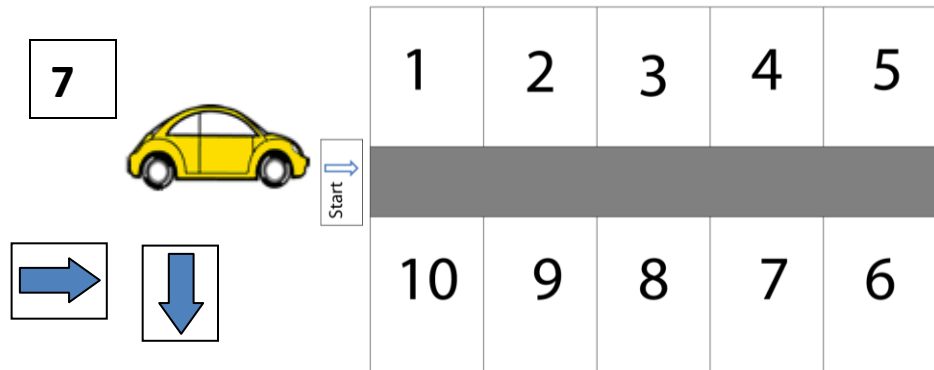


**JUNIOR LEAGUE
OF SAN JOSE**

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Parking Lot

Drive to the right, drive to the left, now Park!



Parking lots and cars are a good way to get students motivated to use direction – an important precursor to primary math. In a parking lot cars can go left, right, forward, and back. In this activity, students figure out directions to park a car in a numbered space.

Materials required

For each activity station (for 2 students):

- **Parking Lot** Sheets, 2
- **Parking Lot** cards or blank cards
- Toy cars or objects that can be used to symbolize cars

[Patterns for the **Parking Lot** sheet and cards can be downloaded at <http://www.raft.net/raft-idea?isid=750>.]



WARNING:

**CHOKING HAZARD—Small parts
Not for children under 3 yrs.**

Preparation before the activity

- 1 Parking Lot** (One per student): Print out 2 **Parking Lot** Sheets. Alternately, use masking tape to make 2 parking lot spaces on a flat surface. Add numbers in the parking spaces. See **Parking Lot** Sheet.
- 2 Parking Lot cards:** Print **Parking Lot** cards and cut apart. Alternately, write numbers 1-10 on cards and make 10 cards with arrows.

Curriculum Standards:

Taking Turns & Cooperative play (Early Education: Desired Results Dev. Profile (DRDP-R 2010), Self-Social Development, 5 & 8)

Gross Motor & Fine Motor Skills (Early Education: Desired Results Dev. Profile (DRDP-R 2010), Physical Development, 38 & 40)

Counting (Common Core Math Standards: Counting and Cardinality, Grade K, 5)

To do and notice (for 2 students)

1 Each student receives and examines one parking lot and 5 arrow cards. Each student selects a car or an object to symbolize a car.

2 Mix the numbers cards and place face down in the middle.

3 Each student:

- Draws a card and places it face up next to their parking lot.
- Determines the path of the car from the “start” space to the parking space that matches the number on the card.
- Selects arrow cards to guide the car to the correct space – rotate the arrows as needed.
- Moves the car according to the selected direction arrows.

See example at the top of page 1.

4 Taking turns, repeat step 3, navigating from the car’s current location. Continue until all the cards are used.

The content behind the activity

Body movement helps younger learners develop spatial sense. Moving a familiar or favored object helps reinforce spatial awareness. Using movement in activities encourage students to use spatial words such as left, right, forward, back, up or down. Parking lot experiences give students a realistic opportunity to use spatial words. This early spatial exploration can prepare students for reading, building, math operations, and geometry.

Learn more

- Add patterns, colors, or words, to the cards and/or parking lot.
- Add words to the direction cards.
- Explore using addition or subtraction word problems to guide the car.
- Make a large parking lot. Have students act out the movement of cars.

Related activities: See RAFT Idea Sheets:

Count it Out - [http://www.raft.net/ideas/Count it Out.pdf](http://www.raft.net/ideas/Count%20it%20Out.pdf)

Laundry Math - [http://www.raft.net/ideas/Laundry Math.pdf](http://www.raft.net/ideas/Laundry%20Math.pdf)

Resources

Visit www.raft.net/raft-idea?isid=750 for “how-to” video demos & more ideas! See these websites for more information on the following topics:

- **California Preschool Curriculum Framework** – Positions in Space, Vol. 1, pg 286-289 - <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

Acknowledgements:

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