

Title: Handicap Parking Spaces (Perimeter and Area)
Content Area: Math
NC SCOS or Common Core Objective(s): 5.MD.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
Rationale/Relationship to Text: The students have now experienced and identified with Jason. If Jason comes to school on a bus, how will he get off and on the bus? What kind of special ways are buses adapted for wheelchairs? If Jason comes in a car what is necessary for him to be safely let out of the car? (Elicit: He needs a handicapped parking place.) Why do we have a law that one must have a sticker or an ID to park in a handicapped place? What is the penalty for parking in a handicapped space if you are not a person with a disability? Is this fair? Why are some handicapped spaces different sizes from regular spaces?
Instructions/Procedures: <ol style="list-style-type: none">1. Have students in groups of two measure the lengths and widths of a regular parking space, a handicapped parking space, and a van accessible handicapped parking space at your school. One student can measure while the other records the measurements.2. Have the students figure out the area and perimeter for each parking space individually.3. Have students convert measurements of the total widths and lengths. (e.g., cm to m)
Materials: Rulers, meter sticks, tape measures, or any measuring device and the two data sheets provided
References: <i>RULES</i> by Cynthia Lord

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Parking Space Measurements in Centimeters

Parking Space	Length (cm)	Width (cm)	Perimeter (2L+2W)	Area (LxW)
Regular				
Handicapped				
Van Accessible				

Parking Space Measurement Converted to Meters

Parking Space	Length (M)	Width (M)	Perimeter (2L+2W)	Area (LxW)
Regular				
Handicapped				
Van Accessible				