

RUSH HOUR

OBJECTIVES

- Logic problem solving* •Observation and manipulation* •Logical thinking •Spatial visualization •Follow directions

*Indicates STEM and/or Common Core objectives

GRADES

3-5

ESTIMATED TIME

20 minutes (longer if writing or working in pairs)



MATERIALS NEEDED

- [Rush Hour Game & Challenge Cards](#)
- Paper and writing utensil

SETTING THE STAGE

Discuss the following as a class (choose what is most relevant based on the task you are asking them to complete):

- What is a sequence/progression? *Specific events that happen in a specific order.*
 - What words indicate a progression? *First, next, last, etc.*
- Imagine a process without actually completing the task. *Ex: Making a peanut butter and jelly sandwich. Explain how it is done without actually doing it.*

PROCEDURE

Have students take a Challenge Card and set up their board as shown in the picture.

Students must get the RED car to exit. All other vehicles may move on their tracks—sliding forward and backward.

Pieces may not be lifted or turned.

RUSH HOUR

PROCEDURE

Challenge your students more:

- Set a time limit to completing the puzzle.
 - A time limit will challenge students to think under pressure and stay focused.
- Work in pairs. One partner is allowed to give verbal instructions and the other must follow their partner's instructions and not give any input.
 - This will challenge students to verbally express themselves in a precise and accurate manner.
 - Students will need to follow specific verbal directions.
 - Have students write out the solution to a puzzle.
 - Students will practice technical and sequential writing.

FOLLOW UP

- What strategies did you use? Did you visualize first or start moving pieces?
 - Was it difficult to give directions without touching the pieces?
 - What types of directions were easy to follow? Which were difficult?
- How many moves in advance could you imagine without actually moving any parts?



