I'M OUT OF HERE

OUTCOMES	**STUDENT GOALS**	MATERIALS *Travel TripTik* Instructions Sample Travel Budget *Travel Budget Allowance* Sheet *Trip Planning* Worksheet *Calculating Miles Per Gallon* Handout Internet, Travel Resources, Maps **NRS EFL 4-6** TIME FRAME 1-2 hours
Students will use a variety of resources to decide on a vacation destination. They will locate three points of interest, a hotel, and two restaurants. They will also obtain driving directions for their trip, set up a trip budget, and calculate the cost of each trip expense in categories.	Students have been working on developing household budgets and would like to plan a vacation for their family this summer. They know they must plan ahead and begin to discuss what would be needed to cover their expenses.	

STANDARD ***Use Math to Solve Problems and Communicate***	LEARNER PRIOR KNOWLEDGE Talk about going on vacation. Have students briefly share some of the vacations they have taken, including destination, transportation, favorite hotels, tourist attractions, and how they determined a vacation budget. Introduce the Travel TripTik to the group. Computer literacy necessary for finding online directions.		
COPS	**ACTIVITY ADDRESSES COPS**	**BENCHMARKS**	**ACTIVITIES [REAL-LIFE APPLICATIONS]**
Understand, interpret, and work with pictures, numbers, and symbolic information.	Students will extract discrete information from simple graphs and use simple formulas to calculate miles per gallon (mpg).	1.5.1, 1.6.1 1.4.3, 1.5.3, 1.6.3 1.4.4. 1.5.4, 1.6.4 1.4.9, 1.5.10, 1.6.8 1.4.10, 1.5.11, 1.6.9 1.4.14, 1.5.14, 1.6.12	Step 1 – Pass out the *Sample Travel Budget* included as a handout with this lesson. Introduce the students to the pie chart and to the information this type of graph shows. Ask questions, such as "What trip budget category is the largest? The smallest?"
Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.	By creating a travel budget, students will calculate cost of each trip expense and use cost cutting when necessary to meet their budget.	1.4.16. 1.5.16, 1.6.14 1.4.17, 1.5.17, 1.6.15 1.4.18, 1.5.18, 1.6.16	Then direct the group to also look at the table of expenses and talk about how the expenses are broken down into days. Discuss the major categories of a vacation budget. Was it easier to read the table or the pie chart to find out the largest expense category for the sample trip budget?
Define and select data to be used in solving the problem.	Identify information and organize data from a variety of sources such as travel resource materials.	1.4.19, 1.5.19, 1.6.17	Decide where you want to go on a driving vacation. To help you decide, you need to have a vacation budget. Write your total trip budget on the *Travel Budget Allowance* Sheet. You will also need resource materials to help you make your decision. Visit the library travel section or check out the Internet for information.
Determine the degree of precision required by the situation.	Rounding will be used as students evaluate their travel distance.	1.4.20, 1.5.20, 1.6.18	
Solve problem using appropriate quantitative procedures and verify that the results are reasonable.	Students will estimate and check for reasonableness of costs throughout this activity. They will use a	1.4.21, 1.5.21, 1.6.19 1.4.22, 1.5.22, 1.6.20	Step 2 - Pass out the *Trip Planning* Worksheet. Use the Internet to find out about the city that you want to visit. Students may choose to work individually or in pairs or triads to complete this activity. Work through these