

Different not more:

A How to Guide for Elementary Teachers

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What is Differentiation?

- A process used to **maximize student learning** by **improving the match** between a student's individual needs and the curriculum.
- A general term used to describe the **range of strategies**, which are used to ensure children's needs are met.
- A broad term referring to the need to tailor teaching environments and practices to create appropriately **different learning experiences for different students**.
- Adapting the curriculum to meet the unique needs of learners by making **modifications in complexity, depth, and pacing**.

Differentiation...

Allows each student to work in his or her zone of proximal development (state of moderate challenge)

ZPD

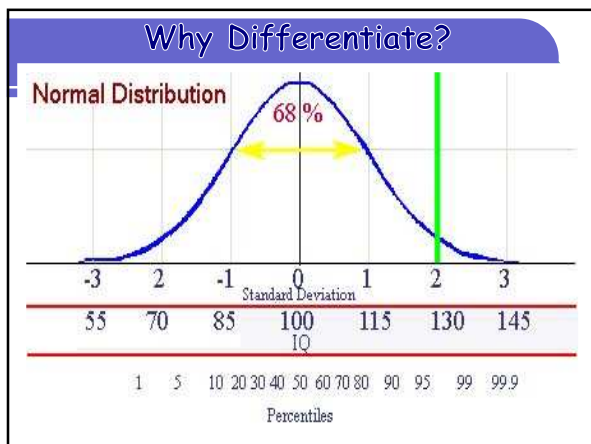


- **Too Easy**
 - Already knows
 - Gets it quickly
 - No effort needed

- **Moderate Challenge**
 - Know something
 - Have to think
 - Must persist
 - Effort leads to success
- **Too Hard**
 - Don't know where to start
 - Missing skills
 - Can't solve
 - Makes no sense

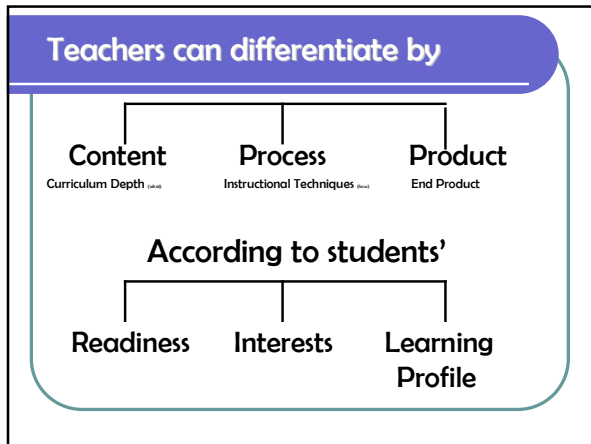


Based on C. Tomlinson, 2004




Why Differentiate?

- **Pressure to standardize learning**
- **Students differ in abilities, interests, and learning styles**
- **Learning more enjoyable when choices are available**
- **Enjoyment and engagement contribute to higher achievement**
- **And, of course, the state says you must!**



- ### Differentiation Strategies
- Curriculum Compacting
 - Independent Projects
 - Tiered Assignments
 - Flexible Grouping
 - Learning or Interest Centers
 - Varying Questions
 - Mentorships
 - Learning Contracts

- ### To differentiate you must...
- Know your learning goals
 - Know the ability range of your students
- 

- ### The Value of Assessment or ...
- You can't figure out what to teach 'em if you don't know 'em!
- Interest Inventories
 - Me, Myself, and I
 - Interest-a-lyzer
 - Learning Profile Inventories
 - Preassessment Options - Ensure the Mastery of Basic Skills!

Why Preassess?

78 to 88% of 5th and 6th grade average readers could pass pretests on basal comprehension skills before these were covered in the basal.

Barbara M. Taylor & Barbara J. Frye, The Reading Teacher, November, 1988

Ensure the Mastery of Basic Skills:

<u>Mastery</u>	<u>Not Mastery</u>
Recognition of situation requiring repeated addition, uses multiplication to shorten solution process	Can automatically recite multiplication facts
Uses variety of basketball passes depending on best strategy for the moment	Primarily uses the bounce pass in basketball regardless of its potential effectiveness
Explain role of any word in sentence & explain how role changes based on placement	Can match parts of speech to its definition

Wornell, 2006

Preassessment Options

- › Textbook Pretest
- › Student/Teacher Conference - as short as a 5 minute talk
- › K-N-W Chart - What do I Know, Need to know & Want to know
- › Journal - Write what you know about...
- › List - If I say ...
 - What does it make you think of?
- › Product - Draw a bar graph...
 - Use the graphing calculator to plot...
- › Concept Map...
- › Five Hardest

I've mapped out the concepts I've already grasped to save you time.

Questions to ask as you plan...

Will what I have planned...

- Enable students to learn material well?
- Meet all of the student's needs?
- Be necessary for all students?
- Meet the needs of students who learn quickly?

How will I know that students have mastered material?

Speaking of Questions... Why do people ask questions?

- People in general...
- Teachers...
- Children...

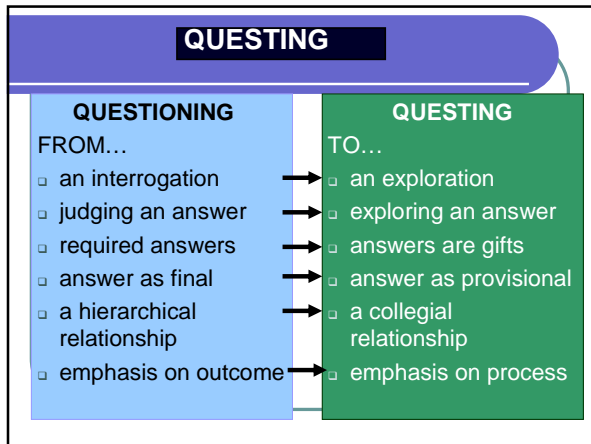
● How do these differ?

Why do teachers ask questions?

- Focus attention
- Arouse interest, stimulate curiosity
- Stimulate thinking
- Find out what children know, probe understanding
- Review, revise or recall learning
- Diagnose difficulties and misunderstandings
- Get children to explain, predict or give reasons

Questioning in the Classroom

Haynes	1935	70% recall	17% fostered thinking
Gall	1970	60% recall	20% fostered thinking
Kroll	1980	29 % recall 47% routine	23% fostered thinking
Kerry	1989	54% routine 42% recall	4% fostered thinking
Wragg	1993	57% routine 35% recall	8% fostered thinking



Open Ended Questions:

- Have no “right” answer
- Can be discussed and debated
- Provoke and sustain student inquiry
- Raise other important questions
- Address the conceptual or philosophical foundations of a discipline
- Stimulate vital, ongoing reflection of big ideas and assumptions

Questions that Differentiate?

- By their very nature open-ended questions differentiate.
- All students must think.
- Questions targeted toward readiness levels as students pull from prior knowledge and information gained from the classroom activity.
- Allows answer at level of understanding.
- Detailed explanation of photosynthesis vs. plants need sun and water to survive.
- All can contribute and all contributions are respected.

Wait Time

- Provide time for reflection
- Students may be resistant to “having to think”
- Wait Time
 - Averages one second or less.
 - Students whom teachers perceive as slow or poor learners are given less wait-time than those teachers view as more capable.
 - Increase in wait-time over three seconds has a positive effect on the number of higher cognitive questions asked by teachers.

Teaching Children to Ask Questions

- Students who ask questions are active learners.
- Students learn to ask questions by asking questions.
- Students learn to ask good questions by asking questions and then receiving feedback on them.
- Students learn to become scholars by learning to ask good questions.

Fat and Skinny Questions

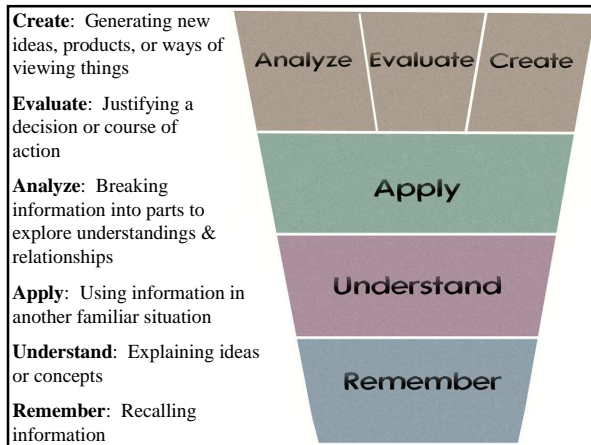
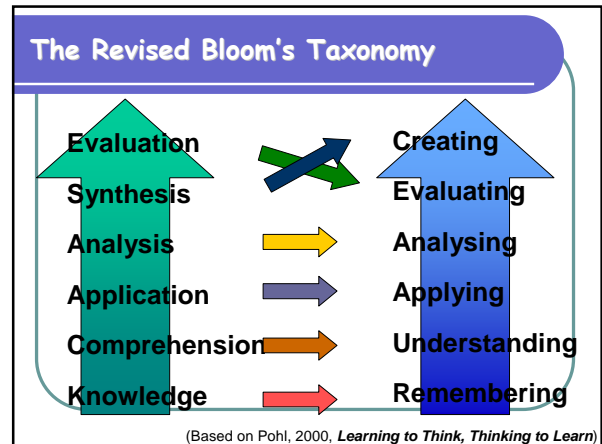
How do these 2 questions differ?

- How many legs to you have?
- How would your life be different if you had 3 legs?

“I think the 3 legs question is fat because it takes up a lot of space in your brain to think of an answer. The 2 legs one is skinny because it hardly takes up any thinking space.”

Mackenzie, 2nd grade

<i>Fat Question Starters</i>	<i>Skinny Question Starters</i>
How might...?	How many...?
Who should...?	Who was...?
When might...?	When did...?
Predict...?	What is...?
Why do you think...?	Can...?
Where might...?	Where did...?
In what ways...?	Did...?
What do you think about...?	Will...?
Why do you agree/disagree with...?	Do you agree/disagree with...?
What advice would you give...?	How did...?
What else could...?	What did...?



- ### So...what do you do with it?
- **Develop higher order thinking activities.**
 - **Formulate questions.**
 - **Help students to develop “question asking skills”.**

Curriculum Compacting

Used to modify and/or **streamline** the regular curriculum to **eliminate** repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for enrichment and/or acceleration activities.

- ### Compacting Steps
1. **What do you want them to know?**
 2. **What do they know?**
 3. **Offer enrichment or acceleration activities to those who already know it.**
 4. **Keep records for accountability.**
- <http://www.gifted.uconn.edu/siegle/CurriculumCompacting/INDEX.HTM>
-

Five Hardest

- Teacher or student selects the 5 (or other number) most difficult problems on the page
- Do with 80% accuracy and...
- NEATLY!
- Buy self out of the remainder of the problems on the page

Independent Study/Mentorship

- Individual or small group investigations
- Student(s) identifies area of interest
 - Latrell and Jasmine – Clocks
 - Kyle – Civil War
 - 7th graders - wetlands
- Identify audience
 - Custodian
 - 8th Graders
 - Town Council
- Teacher helps student narrow focus
- High School students as mentors
- Community members as mentors








Learning and Interest Centers

- Learning Centers
 - Tied to the curriculum
 - Different work for different students
 - Open ended activities
- Interest centers
 - Based on student interest
 - Collection of materials related to topic

Think-Tac-Toe






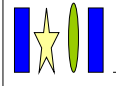

•A simple way to give students choices.

•Activities should be structured so that students must grapple with the key ideas and use the keys skills central to the topic or area of study

	Free Choice	
		
	Free Choice	

Kindergarten – Patterns

Complete the pattern by drawing 3 more shapes

	Make your own ABC pattern	
		
Make your own pattern that uses more than 3 shapes		

Oceanview School Primary Plant Think-Tac-Toe

1. Draw and label the 4 parts of a plant. Use seeds to make your own plant picture.	2. What would it be like to be a seed growing into a flower? Write about this in your journal.	3. Learn about what plants need to grow. Present your information to the class.
4. Sort the seeds at the plant center. Make a pattern with the seeds. Count the seeds.	5. READ Eric Carle's book "The Seed". Draw what you learned about how seeds travel.	6. Read the poem, "The Seed". Act out how a seed grows into a flower.
7. Using the materials at the science center, plant a seed and watch it grow. Draw and write about what you see.	8. Make a list of words that have to do with plants, seeds and gardening.	9. Using music, show how seeds move.

Ancient Civilizations – Grade 6		
GEOGRAPHY As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
PEOPLE You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
CONTRIBUTIONS Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.


Fleming, KY – Weather – 1 st Grade		
Create a wind detector.	Chart the weather for one week.	Compile a list of weather words.
Write a story about your favorite weather and/or season.	Draw a picture of your favorite weather.	Demonstrate appropriate dress for various kinds of weather (fashion show).
Perform a weather related song.	Create an oral report on weather safety.	Compare inside and outside temperatures at two different times a day for one week.

Fleming, KY - Civil War		
Dramatize (act out) an important event during the time period.	Create a timeline of the major events of the Civil War.	Write a story from the point of view of an escaping slave.
Create a PowerPoint presentation about an important event during the Civil War.	Compile a song book depicting the feelings of the time period. Include illustrations.	Read a picture book about the Civil War and create a collage depicting what you learned.
Develop a board game dealing with the Civil War.	Research a significant individual and present findings to the class using an informational poster.	Make an ABC book using terms from the unit to share with 2 nd

Tiered Activities

Tiered Instruction features:

- ✓ Whole group introduction and initial instruction
- ✓ Identification of developmental differences
- ✓ Increase or Decrease the:
 - ✓ Abstraction
 - ✓ Extent of Support
 - ✓ Sophistication
 - ✓ Complexity of goals, resources, activities & products




What constitutes a tiered activity?

- A focus on a key concept – parallel tasks
- Adjust to students’ achievement levels
- Adjust number of steps to the students’ productivity levels
- Students working with appropriately challenging tasks
- Result = Respectable work for everyone
- Students understand why they are all not doing the same thing.

Kindergarten - Classification

- **Tier I**
 - Classify leaves by shape and color
- **Tier 2**
 - Classify leaves by shape and one other property
- **Tier 3**
 - Find 3 ways your leaves could be classified



Natural Resources

Prompt 1: Our school custodians have a problem. Each day they throw out a large amount of paper. They would like to save as many trees as possible and would like to come up with a plan to recycle the paper used in the classrooms. Your job is to come up with a plan for the custodians.

Step 1: With a partner, talk to the custodians to find out what they do with the paper now. Ask them if they have any ideas about how to solve the problem.

Step 2: With your group, brainstorm ideas for solving the paper problem.

Step 3: Use the PMI (Plus, Minus, Interesting) strategy to sort your ideas

Step 4: Write up 2 different plans using your "Plus" ideas.

Prompt 2: Every day our custodians throw out a tremendous amount of trash. What can we do at our school to reduce the amount of trash we throw out each day?

Think about these different types of trash:

- Paper
- Food
- Plastic
- Cans and other metals

Come up with a plan that you can present to the principal that explains your solution to our trash problem.

Prompt 3: Every day our custodians throw out a tremendous amount of trash. What can we do at our school to reduce the amount of trash we throw out each day? Come up with a plan that you can present to the principal that explains your solution to our trash problem

Tiered Activity: Biographies

Level	Prompt
Tier 1: These students benefit from structure and direct instruction.	Write a biography of your famous person. Use the timeline you created to help you organize your ideas. Remember to answer the following questions as you write. <ul style="list-style-type: none"> •When and where was your famous person born? •Where did your person live while growing up? •What was his or her childhood like? •What did he or she do when he or she became an adult? •Why is your person famous?
Tier 2: These students can organize ideas without too much prompting.	Write a biography of your famous person. Use your timeline to help you organize your ideas. Remember to emphasize why your person is famous.
Tier 3: These students thrive on high levels of challenge.	Tell the reader about your famous person's life through a series of letters written over his or her lifespan from that person to a friend.

Vacation Time!

Calculate approximate cost of gas

Prompt One Given the cost of gas and mpg of car	Prompt Two Given mpg of car	Prompt Three Asked to approximate cost and justify answer
How long will it take to get to their destination? How many nights? Cost of hotel is about \$80 per night – calculate hotel cost for trip to destination.	How long will it take? How many nights will they need to spend in hotels? Calculate hotel cost for trip to destination.	How long? How many nights? Find hotels that include breakfast. Calculate hotel costs for each stay.

Family plans to average 50 miles per hour and travel 6 hours per day stopping twice to eat for an hour each time.

Persuasive Essay

Students will...

		Basic	Intermediate	Advanced
Outcome Assessment	Outcome	Write a cohesive paragraph with a main idea and supporting details.	State a point of view and cite multiple reasons to defend that viewpoint.	Expand the quality of their essay by adding multiple, credible sources of support.
	Assessment	Describe their opinion about a topic by writing 5-6 detailed sentences explaining their opinion – to be assessed using the NYS independent writing rubric.	Use the Learning Activity as a rough draft to develop a multi-paragraph persuasive essay – to be assessed using the NYS independent writing rubric.	Write a persuasive essay using multiple reasons, logical explanations and credible sources to support their point of view – to be assessed using the NYS independent writing rubric.

Differentiation Quiz...

1. Should every student do it?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Would every student want to do it?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Could every student do it?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Remember:

Start small

Make friends and share

Your mantra:

“Different, not more”



Question Generation Cubes

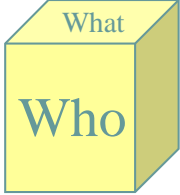
You need two wooden cubes or blank dice and a thin permanent marker.

#1 - on each side of the cube write:

Questioning Cubes

On one cube:

- Who**
- What**
- Where/When**
- How**
- Why**
- Which**

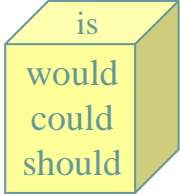


#2 - on each side of the cube write:

Can
Is
Might
Will
Did
Would/Could/Should

On the other cube:

- **Is**
- **Might**
- **Did**
- **Will**
- **Would/could/should**
- **Can**



Great place to purchase cubes - www.barclaywoods.com - select Craft cubes and they are around \$0.08 each

Planning the Ultimate Vacation

Purpose

The purpose of this task is to assess the student's ability to effectively plan and budget for a vacation within given confines.

Knowledge, Skills, and Dispositions to Assess

Students will demonstrate their ability to...

- read and interpret maps
- organize information about geography by preparing maps, charts, and other graphic displays
- acquire, analyze and synthesize information about geography, which has been obtained from a variety of sources such as maps, texts and other reference sources
- prepare a budget

Related Standards of Learning

Students will ...

- apply critical reading and reasoning skills
- select the best sources for a given purpose
- use a variety of planning strategies to generate and organize ideas
- solve problems that include addition, subtraction, multiplication and division
- solve multi-step consumer application problems involving decimals
- present data and conclusions in paragraphs, tables, or graphs

Prerequisite Skills

- Familiarity with reading and interpreting maps
- Basic reading skills
- Basic writing skills
- Basic math skills

Required Materials

- Access to computers with Internet capability
- Travel brochures, restaurant guides, maps, etc.
- Calculators

Context, Form, Rater

This task is designed to be completed in 3-4 class periods and to be rated by the teacher. Students may work alone, or in groups. (See teacher notes.) Portions of the task may be suitable for homework, although most parts require access to maps, travel brochures, and other geographic materials that may not be equally available to all students in their home setting.

Prompts

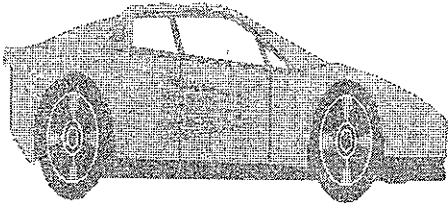
There are three prompts. Prompt One is for students functioning below grade level in English, geography, and math skills and/or who need help with organizational skills. It includes more specific parameters and an extensive graphic organizer to help with the budget portion of the task. Prompt Two is for students functioning at grade level in English, geography, and math. It includes a moderate degree of help with defining task parameters. Prompt Three is for students working above grade level in English, geography, and math and who can function with a greater degree of ambiguity. Although the tasks differ, the rubric remains the same for each prompt.

Additional Notes to Teacher

Teachers may wish to fill out the planning sheet attached to Prompt One before assigning destinations and budget amounts to individual students. (A trip of about 1000 miles, as presented in Prompt One, will cost approximately \$2000.)

Teachers may wish to provide intermediate deadlines for tasks for those students who struggle with organizational and planning issues.

If this task is adapted to group work, teachers may wish to add a group-work component to the rubric. In this case, teachers should make be sure to provide for individual accountability for outcomes.



The Ultimate Vacation

Prompt One

The AAA Travel Agency in your town is extremely shorthanded and needs additional staff to help travelers plan their vacations for next summer. A list of destinations has been created. Your task will be to plan a *road trip* for a family of four (2 adults, 2 children under 12) who want to visit an interesting destination for their vacation next summer. You will be told the maximum distance they wish to travel and how much money the family has budgeted for the trip. You will have access to resources such as maps, tour guides, brochures, the Internet, etc. Use the attached graphic organizer to help you do the following:

1. Calculate the mileage on available routes from your town. Identify the most direct route (the shortest distance in miles to the destination). This is the route the family prefers to travel so that they spend the most time possible at their destination.
2. Calculate the approximate cost of gas for the trip. (Assume their car gets 30 miles to the gallon and gas costs an average of \$1.12/gallon.)
3. The family plans to average 50 miles per hour while driving and travel 6 hours a day. How long will it take them to get to their destination?
4. How many nights will they need to spend in hotels on the way to and from their destination? If they stay 4 nights at their destination what will their total cost be for hotels? (Assume that a hotel room costs an average of \$75 per night and that the family will stay in one room.)
5. The family will eat three meals a day. Budget \$75 per day. Calculate total meal cost for the complete trip.
6. Once at the destination, the family will need recommendations on what to do. The family's entertainment budget is approximately \$100/day. Make recommendations on the best way to spend this money. Be sure you balance the entertainment and activity needs of both the adults and children of the family!

7. Total the cost of travel to the destination, the 4-day stay at the destination, and the cost of the trip back to your town. (If you wish, you may plan an alternative route for their return trip.) Assume the family will average the same amount of driving time per day on the return trip as on the trip to their destination.
8. Are you within the budget? If not, make whatever changes and/or recommendations you need to be within budget.

Now design a detailed itinerary for the family that explains their options for travel and your best recommendations for their trip. Be sure your itinerary is easy to read and understand, since it will be mailed to the family. Include budget information and recommendations, as appropriate. Create a map (drawn to scale and including all important map elements) and a set of written directions that tells the family what routes to take, when to turn onto a new route, when and where to stop for the night, etc. from initial departure to safe return home.

BONUS: Include with your itinerary both an itemized estimate and a detailed explanation of additional expenses that the family may incur on this vacation in order to help them plan more completely and accurately.

You will be evaluated on your ability to advise the family appropriately, the quality of the maps and itinerary you prepare, and the accuracy of your budget. See the attached rubric for more complete information.

The Ultimate Vacation

Planning Sheet

Prompt One

DESTINATION: _____

BUDGET: _____

1. Mileage: (Star the *most direct route.*)

Route 1 _____

Route 2 _____

Route 3 _____

2. Cost of Gas:

One way = _____ miles

X 2 (roundtrip) = _____ miles

+ 30 mpg = _____ gallons

X \$1.12/gallon =

(Total cost of gas for trip)

3. Total miles one way = _____ miles

+ 50 mph = _____ hours

+ 6 hours/day = _____ days

(Total days to destination)

4. Cost of hotel

Days of travel = _____ days

X \$75/night = _____

X 2 (roundtrip) = _____

+ \$300 (4 days at destination @ \$75/night) = Total hotel

5. Cost of meals

Total days away from home = _____ days

X \$75 (cost per day) = Total meals

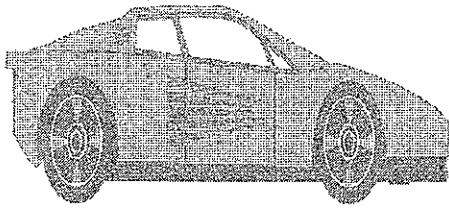
6. Entertainment

Total days at destination = 4 days

X \$100/day = Total ent.

Add up shaded amounts:

GRAND TOTAL COST OF TRIP: _____



The Ultimate Vacation

Prompt Two

The AAA Travel Agency in your town is extremely shorthanded and needs additional staff to help travelers plan their vacations for next summer. A list of destinations has been created. Your task will be to plan a *road trip* for a family of four (2 adults, 2 children under 12) who want to visit an interesting destination for their vacation next summer. You will be told the maximum distance they wish to travel and how much money the family has budgeted for the trip. You will have access to resources such as maps, tour guides, brochures, the Internet, etc.

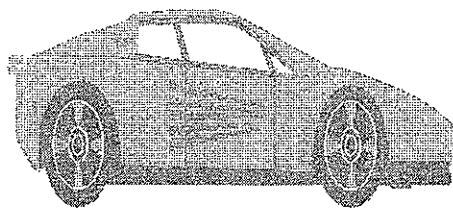
1. Calculate the mileage on available routes from your town. Identify the most direct route (the shortest distance in miles to the destination). This is the route the family prefers to travel so that they spend the most time possible at their destination.
2. At current prices, calculate the approximate cost of gas for the trip. (Assume their car gets 30 miles to the gallon.)
3. The family plans to average 50 miles per hour while driving, travel 6 hours a day, stopping twice to eat for an hour each time, how long will it take them to get to their destination? How many nights will they need to spend in hotels on the way? (The family will stay in one room.)
4. The family will eat three meals a day. Make a recommendation about how much, on average, to budget for each meal. Justify your decision. Calculate the approximate total meal cost for the trip.
5. The family will stay 4 nights at their destination. Calculate hotel and meal costs for a 4-night stay.
6. Once at the destination, the family will need recommendations on what to do. The family's entertainment budget is approximately \$100/day. Make recommendations on the best way to spend this money. Be sure you balance the entertainment and activity needs of both the adults and children of the family!

7. Total the cost of travel to the destination, the 4-day stay at the destination, and the cost of the trip back to your town. (Please plan an alternative route for their return trip.)
8. Are you within the budget? If not, make whatever changes and/or recommendations you need to be within budget.

You will also need to design a detailed itinerary for the family that explains their options for travel and your best recommendations for their trip. Be sure your itinerary is easy to read and understand, since it will be mailed to the family. Include budget information and recommendations, as appropriate. Create a map (drawn to scale and including all important map elements) and a set of written directions that tells the family what routes to take, when to turn onto a new route, when and where to stop for the night, etc. from initial departure to safe return home.

BONUS: Include with your itinerary both an itemized estimate and a detailed explanation of additional expenses that the family may incur on this vacation in order to help them plan more completely and accurately.

You will be evaluated on your ability to advise the family appropriately, the quality of the maps and itinerary you prepare, and the accuracy of your budget. See the attached rubric for more complete information.



The Ultimate Vacation

Prompt Three

The AAA Travel Agency in your town is extremely shorthanded and needs additional staff to help travelers plan their vacations for next summer. A list of destinations has been created. You will be assigned a favorite client of the agency, a family of four (2 adults, 2 children under 12). The family has just purchased a brand new mini-van that they plan to take on vacation this summer. Your task will be to suggest an interesting road trip for them to take during this vacation. You will be told how much money the family has budgeted for their trip. You are eager to present them with an interesting and highly appealing trip. You will have access to resources such as maps, tour guides, and brochures, the Internet, etc.

Your task is to do the following:

1. Choose a destination within a reasonable driving distance from your town. Calculate the mileage on available routes. Identify the most direct route. This is the route the family usually prefers to travel so that they spend the most time possible at their destination.
2. Calculate the approximate cost of gas for the trip. Justify your estimate.
3. The family prefers to average 50 miles per hour while driving, travel 6 hours a day stopping twice to eat for an hour each time. How long will it take them to get to the destination? How many nights will they need to spend in hotels on the way? Check guidebooks for a hotel that has at least a 2-diamond rating. They prefer hotels that include breakfast. The family usually stays in one room when they travel. Compute hotel costs for each stopover.
4. The family eats three meals a day. Calculate average total meal costs for each trip. Suggest a specific restaurant (or type of restaurant, such as Shoney's, etc.) for each meal. The family generally eats at fast food or family-style restaurants, but they like to splurge on one fancy dinner per trip. You will need to make a recommendation for when and where to enjoy this dinner.

5. The family prefers to stay at least 4 nights at their destination. Calculate hotel and meal costs for a 4-night stay.
6. Once at the destination, the family will need recommendations on what to do. The family's entertainment budget is approximately \$100/day. How can they best spend this money? Be sure you balance the entertainment and activity needs of both the adults and children of the family!
7. Suggest at least 1 day-trip. (They must be able to drive to the site, see what they want to see, and return to the hotel in the evening.) Plan a trip that is likely to be interesting to both adults and children.
8. The family prefers to take a different route home from their trip.
9. Total the cost of travel to the destination, the 4-day stay at the destination, and the cost of the trip back to your town. Are you within the budget you were given? If not, make whatever changes and/or recommendations needed in order to be within budget.

Now design a detailed itinerary for the family that explains their options for travel and your best recommendations for their trip. Be sure your itinerary is easy to read and understand, since it will be mailed to the family. Include budget information and recommendations, as appropriate. Create a map (drawn to scale and including all important map elements) and a set of written directions that tells the family what routes to take, when to turn onto a new route, when and where to stop for the night, etc. from initial departure to safe return home.

BONUS: Include with your itinerary both an itemized estimate and a detailed explanation of additional expenses that the family may incur on this vacation in order to help them plan more completely and accurately.

You will be evaluated on your ability to advise the family appropriately, the quality of the maps and itinerary you prepare, and the accuracy of your budget. See the attached rubric for more complete information.

The Ultimate Vacation Rubric

	STILL IN TRAINING	TRAVEL AGENT	WORLD CLASS PLANNER
BUDGET	<p>Little or no evidence of logic is applied to the analysis and development of your budget. Mathematical calculations and/or estimations are incorrect, making your budget plan unusable.</p>	<p>You use logic to analyze and solve budget problems. Appropriate mathematical strategies are chosen, resulting in accurate calculations and/or estimations.</p>	<p>Budget problems are analyzed and solved using logic. Appropriate mathematical strategies are chosen which enable you to accurately calculate or estimate needed figures. The travel budget is not only consistent; it allows room for unexpected or emergency needs.</p>
PLANNING	<p>Your planning contains little or no structure. The travel plans fails to follow a logical sequence. You do not consider important aspects of the trip in your plan. Your recommendations for sightseeing and/or other activities are not appropriate for a family vacation. This trip will be a disappointment to both adults and children.</p>	<p>Your planning is structured. The travel plans follow a logical sequence. You provide sound advice for major aspects of the trip. Recommendations are appropriate, although they tend to favor either the adult OR child perspective. Overall, this trip will be a success.</p>	<p>Your planning is well structured and easy to follow. The travel plans are complete and logical. Your advice to the family is unique and inspired. Recommendations are highly appropriate for all family members, offering a good balance between activities that are likely to please adults and /or children. This trip will be the vacation of a lifetime!</p>
DOCUMENTS	<p>Overall presentation is messy and hard to understand. Your map is not drawn to scale and does not include important elements. Travel routes are not clearly labeled and mileage is missing. Accompanying materials such as charts and/or graphs are illegible or not clearly related to itinerary.</p>	<p>Overall presentation is neat and easy to understand. Your map is drawn to scale and includes major elements. Travel routes are labeled, but hard to locate. Mileage is indicated, but in an inconsistent manner. Accompanying materials such as charts and/or graphs are easy to read and relate to the itinerary.</p>	<p>Overall presentation is neat and exciting. Your map is drawn to scale, and includes all appropriate elements. Travel routes are clearly labeled and mileage is indicated. Accompanying materials such as charts and/or graphs are professional looking and greatly enhance and/or explain the itinerary.</p>

	STILL IN TRAINING	TRAVEL AGENT	WORLD CLASS PLANNER
MECHANICS	Information is haphazardly organized. Sentences are not supported by details. Word usage is repetitive, rather than varied. Errors in spelling, punctuation and grammar make itinerary difficult to read.	Information is organized. Sentences are supported by details and use a variety of words and phrases. Minor errors in spelling, punctuation and grammar do not interfere with the message.	Information is clearly and succinctly organized. Each sentence is supported by rich and coherent relevant details. Sentences are highly descriptive and make use of a wide variety of words and phrases. Spelling, punctuation and grammar are correct.

BONUS (optional)	N/A	You include with your itinerary an itemized estimate of additional costs that the family might incur on this vacation.	You include with your itinerary both an itemized estimate and a detailed explanation of additional costs that the family might incur on this vacation.
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