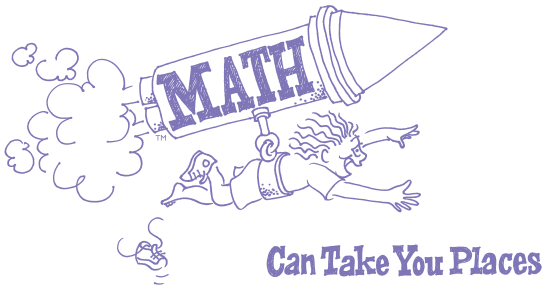


Fully Loaded

4th - 5th Grade



FOCUS AREA

Reasonableness

ACTIVITY TYPE

Budgeting/Creative Expression

MATH GOAL

To use math skills to practice budgeting

RECOMMENDED NUMBER OF STUDENTS

Individuals or pairs; with no more than 20 children total.

TIME NEEDED

45 minutes

OBJECTIVE

To calculate the maximum and minimum amount of money a person would need to build the vehicle of his or her dreams.

MATERIALS

- Markers or crayons with multiple colors for each participant
- Pencils - one for each participant
- Calculators to share
- Drawing paper - one sheet for each person
- Notebook paper for each person

From *Math Can Take You Places After-School Kit*

- Budget Worksheet - one for each person
- Access to the Internet (see below) or preprinted copies of car part catalogs or Internet sites with prices

BEFORE YOU START

- This activity requires the students to have access to the Internet. You can either let the students find their own Web sites to use or you can look them up beforehand and offer them a list to choose from. If computers are limited (or unavailable), the facilitator can print and make copies of Web sites for the students or you can pre-print handouts with prices or collect car accessory catalogs from dealers. Make sure they have prices listed.
- Students should have basic Internet knowledge. Circulate during the activity to monitor their computer use and provide any technical assistance needed.

HOW TO START

Tell class, “I’m sure many of you have seen recent TV shows where people take their old broken down cars and turn them into beautiful show pieces. Well, today you are going to find the range of cost to build your fantasy car.”

STEPS

Step 1

Give each student a copy of the Budget Worksheet. Students can do their research in pairs, especially if computer access is limited. However, the actual design of the vehicle should be done individually.

Step 2

Tell students they will have 25 minutes to shop for electronic accessories online, such as DVD players and monitors, global positioning systems, stereo equipment or maybe even gaming equipment. Their imagination is their only limitation. They will also be shopping for custom wheels or rims. The goal is to see who can spend the least amount of money and the most amount of money.

Step 3

After students decide what to put in their vehicles, they will draw a creative picture of their new fantasy car.

Step 4

The student who is able to find the cheapest and the most expensive accessories for his/her “Fully Loaded” will be the winner. There may be two different winners (cheapest and most expensive). If there is a tie for the cheapest or most expensive, let their drawings break the tie. The drawing that is most creative, as voted by the class, wins.

Optional set-up: If computers are limited, half the children can start designing the car on paper while the other half is researching costs and then switch.

WRAP UP

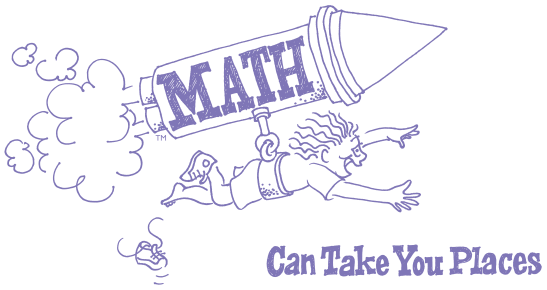
Hand out notebook paper and have students write a journal entry about what a day driving around in their new car would be like.

OPTIONAL ACTIVITIES

- Working in groups of four, have students write a commercial for their new rides. Encourage them to be funny and creative. Then let them act out their commercial.
- Take a field trip to a local auto customization shop. Students should be prepared to discuss the range and average cost of customizing a car.

SUGGESTED *MATH CAN TAKE YOU PLACES* CONNECTIONS

From the *Math Can Take You Places After-School Kit*, activity “Away We Go” (Reasonableness)



Activity Cue Card

- Each pair should receive a Budget Worksheet and have computer access (see “Before You Start” for other options). This is an individual activity, but students may do their research in pairs. The goal of the activity is to find the lowest and highest cost for electronic accessories and wheels.
- After their worksheets are completed, students will draw creative pictures of their new “Fully Loaded.”
- The student who finds the cheapest and the most expensive customizations wins.
- The creative drawing can be used as a tie-breaker.

