

Meeting 05 • 13 April 2010 • Tuesday

Version:
4/13/10

People: Fischer; Ireton; Konrad; Moore

Today

(X') = anticipated time in minutes
(0001) etc.=item in document collection on CD-ROM

Key to notes added AFTER the class meets:

- √ = topic / activity that was adequately dealt with during the class
- + = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out - will be taken up later

~~Struck through text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~

Italic green text like this = comments after the meeting

*debate: Why CBI?
vs. No CBI!*

Week 3: Thinking through the first CBI project; more possibilities; where to get help (standards, lesson plans); the "Humboldt Project"

materials:
ACTFL Proficiency Guidelines (speaking 0012; writing 0013)
Standards for Foreign Language Learning: Preparing for the 21st Century (0001, "5 C's")
Subject-area standards for exiting high-schoolers in the state of Oregon (0691 Second Languages; 0693 Visual & Performing Arts; 0694 English; 0695 Mathematics; 0696 Science; 0697 Social Science)
public domain lesson plans (see schedule, listing before Week 3)
Humboldt Project website; recent Oregonian article about the Humboldt squid (HP0058, not on CBI disk); New Yorker article about Humboldt squid as candidate for food industry (HP0059, not on CBI disk); ethnomathematics poster (HP0057, not on CBI disk)
(20') We need a review discussion to make sure the course is on track: 1) how the links to the reading work (location of links and of files). 2) What we're doing in the "pure CBI" part of the course (projects, some but not all related to SpeakEasy). 3) The "SpeakEasy maintenance" part. Reminder: Turn in your initial reflections; what categories should the scoring guide include? Weighting?
(30') The "Humboldt Project" and its possible role in this course; possibilities beyond this course
(30') Project 1 as group effort (subject: mathematics, sub-areas might be: a) geometry (basic shapes, equality, inequality - the pizza project); b) ethnomathematics; c) statistics. An early step will be a closer look at math standards.
(20') Upcoming "SpeakEasy maintenance": next Thursday's activities; relation to CBI projects; setting up meetings outside class

**CALIFORNIA POSTCARD
SQUIDDING**



I'm Schmitty. This is Poke, a.k.a. Squidmaster, a.k.a. Mr. Bates."

Poke: "Schmitty here we call Shipwreck."

Poke, a commercial lobsterman from Long Beach, wearing camouflage overalls and rubber boots, was squatting in a pool of lamplight outside Davcy's Locker Sportfishing, in Newport Beach, one recent night, fiddling with his tackle: a forty-to-sixty-pound-cast rod and a twelve-ounce, twenty-five-dollar, glow-in-the-dark, medievally barbed lure, heavy enough to drop three hundred feet to where the jumbo squid were feeding. "You got to fight the monsters with the monsters," Poke said. Not that they are wily prey. "They're dumb," he said. "Like a blonde or a doorknob."

Last month, as freakish and familiar as wildfires, mudslides, or earthquake light, a "squid invasion" began on the coast of Southern California. As they periodically will do, thousands of the slippery, suckery, tentacled deep-sea hoovers known as Humboldt squid were making their way north from Mexico, devouring everything in their path. That night, Poke and some seventy other fishermen—warriors with Budweisers—set out on a boat called the Western Pride to try to beat them back.

Hooking a squid is easy. Reeling one in is hard. Humboldts can weigh up to a hundred pounds. "They don't fight like a fish," one barrel-shaped fisherman said. "It's like a sack of potatoes." Another likened the strain to "pulling up a bucket of concrete." At the stern, two sisters, Millie Brown and Evelyn Morley, outfitted their rods with hot-pink jigs. It was their first time squidding. "We heard about it on the news," Brown said. Morley elaborated. "Basically, we wanted to cook it," she said.

Three hours in, two miles out, and not a squid in sight—just the mesmeric sight of other squid boats with lamps turned down toward the sea and the sound of beer cans cracking open. Then, suddenly, the cries went up:

"Fresh one!"

"Deckhand!"

"Gaffer!"

A man hustled over with a large hook, pierced the cone of the first-caught squid, and pulled it aboard. It hit the deck, a tangle of extremities spitting ink and water, the angry white of a banged thumb before the blood flows back into it. Next it turned a livid rust-red. "Hot tamale," its captor

Upcoming class meeting(s): #6 & #7 (15 & 20 April)

- 1) Project 1, with work samples from previous groups.
- 2) Continue Stryker /Leaver (or Kasper)
- 3) Starting to think about projects 2 & 3

- 4) On-line lesson plan resources (see "Schedule", week 2)
- 5) Lesson plans with foreign/second-language components (0434, 0435, 436)
- 6) Close look at an entire CBI course: 300-level German & hydraulic engineering (0712)
- 7) Since next Tuesday's meeting is on Hitler's birthday, we may spend 20 minutes relating that to CBI. Link to WBF presentation.

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.

CBI Project 1: An instructional module for a single classroom meeting (but WAIT until the assignment is officially activated).

Announcements

••

Misc.

••



said, parading it—thirty pounds, the size of a toddler—down the length of the boat, before stashing it in a burlap sack pinned to the rim of the bait tank. "I got one!" Morley called out, and the gaffer swung it over the railing, where it changed from green to black, breathing rhythmically, as its ink dribbled out. It flashed red and went into the bag. Victus, a Filipino squidder who said he had fished jumbos in Cuba and in the Bermuda Triangle, got his, a sloppy, shiny squighter, and dragged it across the deck by one tentacle, as if it were a stubborn cavewoman. All around the boat, lines were tight, and crossed. The deckhands tossed bait (frozen calamari) like confetti, and grown men hugged their squid, careless of ink (acidic) or suckers (raspy) or the dreaded beak ("big as a full-grown parrot's").

Onshore, the gastronomic possibilities of the new catch went largely unexplored. "We get our calamari from Taiwan," the hostess at the Rusty Pelican in Newport Beach said curtly. The manager of the Bear Flag Fish Company was more direct. "I don't want any of that stuff in our restaurant," he said. "It tastes awful and it's terrible for the digestive system. It's like eating the pure gristle off a piece of steak." Only Billy's at the Beach appeared to have



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embraced the phenomenon. The previous afternoon, a regular had come in with five pounds of fresh jumbo Humboldt squid and asked the chef, Lupe Diaz, to cook it up. Diaz soaked it overnight in milk, then battered it with flour, salt, and beer. The bar patrons loved it.

"Before, calamari was shit food," Pike said, on the deck of the Western Pride. "Now it's a delicacy. Just like oysters—they used to give 'em away at the supermarket." He had it in mind to make squid lasagna. Morley and Brown said they were going to fry their squid with Cajun spices and slap it on a sandwich like a po'boy, and feed the seventeen members of their families. The captain suggested making patties, and breading them, like crab cakes. Victus planned to cook an atoleño.

Gary Hill, a burly novice with a long gray beard, had his own recipe. As the boat chugged back toward shore, well past midnight, laden with four hundred and twenty-one vanquished squid, he outlined a minimalist's approach. "Get two boards and a hammer," he said. "Pound it." Hill, from La Mirada, a landlocked suburb of Los Angeles, had brought a friend along. In what might have been an acknowledgment that euphoric hype is an inescapable feature of local life, he jerked his thumb toward his companion and added, "He lives four doors down from the Octomom."

—Darin Godwin



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OREGON ENVIRONMENTAL NEWS

Going green, green living, eco friendly tips and articles

Oregon environmental headlines

- Green survey reveals Oregonians practice sustainability, but in different shades of green 3:55 a.m. PT
- Pacific Fishery council moves to open Oregon Coast, California to chinook fishing 8:23 p.m. PT
- Oregon land use board rejects Bradwood Landing LNG terminal approval for second time 6:47 p.m. PT

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Squid invasion hitting Oregon coast and scientists are concerned, but could there be a silver lining?

By Lori Tobias, The Oregonian
April 09, 2010, 7:40PM



View full size Al Pazar

Fisherman Mike Sicklich, who lives in the Newport area, hauls a Humboldt squid on to the deck of Al Pazar's fishing boat off the Oregon coast. Pazar said the animals can be "creepy."

NEWPORT -- Last year when fish surveyors went out to count whiting -- Oregon's largest fishery by volume -- they found plenty to count all right, but it wasn't what they expected.

Instead, they found themselves looking at so many Humboldt squid, they couldn't see the whiting -- also known as hake -- to get an accurate count, said Selina Heppell, an associate professor in fisheries at Oregon State University.

"People are really worried about this," Heppell said. "Because we have evidence of squid having a negative impact on whiting in Chile, the concern is that they could be affecting whiting here."

Humboldt squid typically were found in Southern California, Mexico and the waters off Chile and Peru, but in recent years the jumbo squid have been found in increasingly large numbers in northern waters off California, Oregon and Washington - even Alaska.

Now researchers and fisherman are



View full size

oregonforests.org

DIG IN WITH KYM

Dig In

- "The Parking Strip Saga." Chapter 1: "New Muscles, New Humility and Old Friends" 2:53 p.m. PT
- Converting my front parking strip: Will it be worth it? 8:00 a.m. PT
- Stone cairns gave me a good excuse not to shovel gravel ... at least for a day 4:55 p.m. PT
- Plant beans when time is right, which is not right now 10:47 a.m. PT
- Gardenpalooza is one big plant party 7:00 a.m. PT



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Select a date

GREEN TIPS

A guide to a more efficient and sustainable life.

- [Sustainability center plants seeds for local food for non profits in Oregon](#) 5:03 a.m. PT
- [How green are you? Take our survey](#) 10:18 a.m. PT
- [Oregon Zoo hopes to educate public about plight of polar bears and how to help save habitat](#) 2:53 a.m. PT

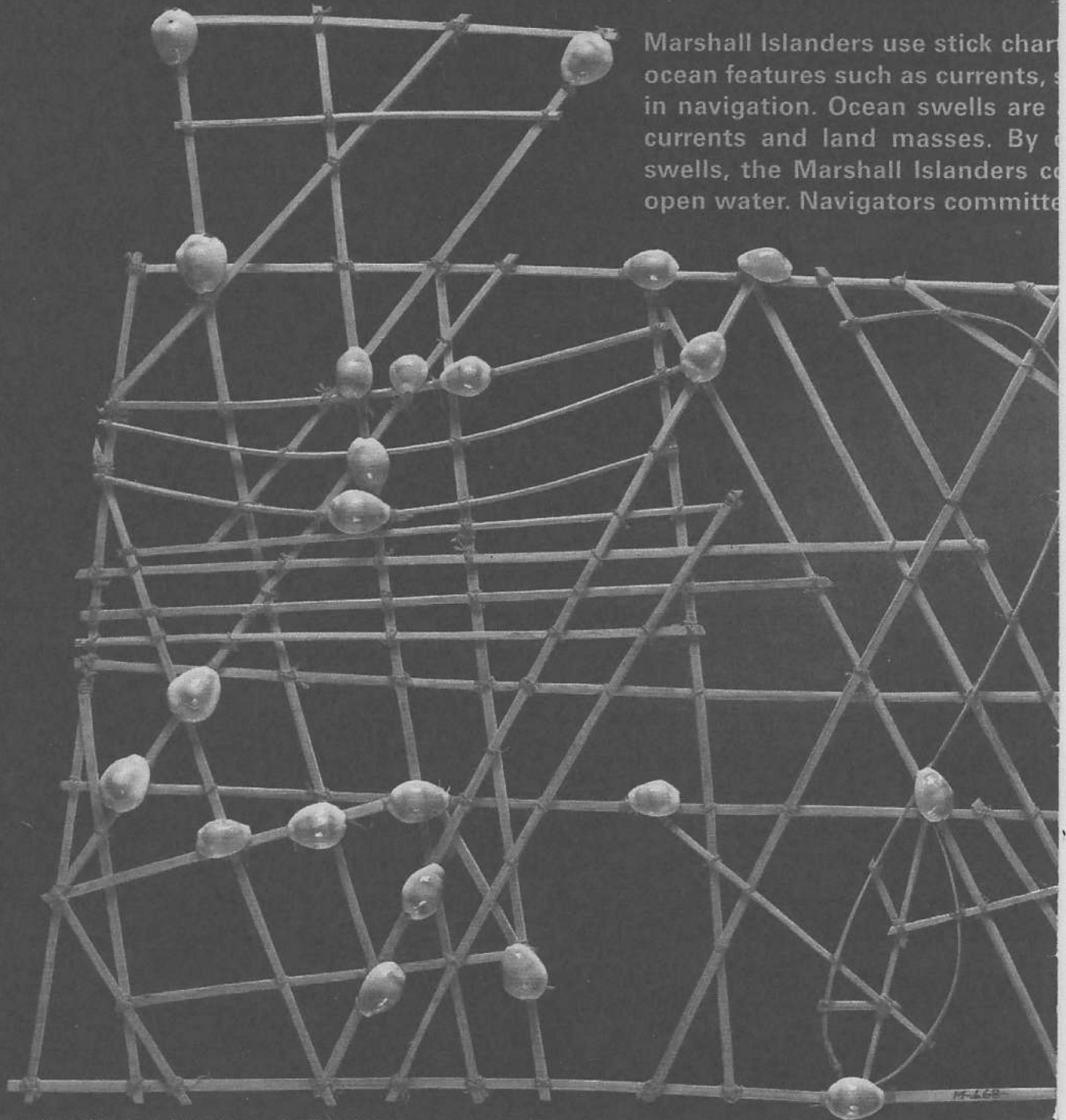
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ETHNOMAT

EXPLORING THE ROLE OF MATHEMATICAL THOUGHT

NAVIGATING THE OPEN SEAS



Marshall Islanders use stick charts to represent ocean features such as currents, swells, and land masses. Ocean swells are used in navigation. Ocean swells are used to identify currents and land masses. By observing the patterns of swells, the Marshall Islanders can navigate the open water. Navigators committed to their traditional knowledge.

M-468

Summary Chart of PASS Standards and Criteria for Mathematics

Standard What students must be able to do:	Criteria What students should demonstrate:
<p>A: Solve Mathematical Problems Apply mathematical problem-solving strategies to problems from within and outside mathematics; devise, implement, and evaluate processes and solutions; select and use appropriate models, operations, and technologies.</p>	<p>A1: Formulation and Understanding: Understand and formulate problems; select or provide relevant information; use mathematical concepts, models, and representations.</p> <p>A2: Processes and Strategies: Consider and choose among various strategies, algorithms, models, and concepts to devise and carry out solutions.</p> <p>A3: Verification: Evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations.</p> <p>A4: Communication: Represent and communicate reasoning processes, solutions, ideas, and conclusions; use correct mathematical terminology, symbols, and notation.</p>
<p>B: Perform Algebraic Operations Use numeric and algebraic operations and mathematical expressions to solve equations and inequalities.</p>	<p>B1: Solving Equations and Inequalities: Solve equations and inequalities numerically, graphically, and/or algebraically.</p> <p>B2: Estimate and Compute: Use computation, estimation, and mathematical properties to solve problems; use estimation to check the reasonableness of results, including those obtained by technology.</p> <p>B3: Use of Matrices: Use matrices to organize and analyze information and to solve problems.</p>
<p>C: Use Geometric Concepts and Models Represent and solve problems with two- and three-dimensional geometric models, properties of figures, analytic geometry, and right-triangle trigonometry.</p>	<p>C1: Recognition and Analysis of Geometric Figures: Represent, interpret, and analyze a wide variety of geometric figures and their properties using drawings, models, and the Cartesian coordinate system.</p> <p>C2: Direct and Indirect Measurement: Use geometry and right-triangle trigonometry to determine measurements.</p> <p>C3: Use of Geometric Models: Use geometric relationships, spatial reasoning, and models to solve problems.</p>

Standard	Criteria
What students must be able to do:	What students should demonstrate:
<p>D: Use Probability and Statistics to Collect and Study Data Use probability and statistics in the study of various disciplines, situations, and problems; understand and apply valid statistical methods and measures of central tendency, variability, and correlation in the collection, organization, analysis, and interpretation of data.</p>	<p>D1: Use of Probability: Understand and apply concepts of probability.</p> <p>D2: Organization and Display of Data: Create charts, tables, and graphs to display data; use displays to draw inferences, make predictions, and solve problems.</p> <p>D3: Use, Analyze, and Interpret Data: Develop and evaluate inferences and predictions that are based on data.</p> <p>D4: Statistical Investigation: Design, conduct, and critique statistical experiments, simulations, or surveys; collect data.</p>
<p>E: Use Functions to Understand Mathematical Relationships Use patterns and functions to represent relationships between variables and to solve problems; interpret and understand the connections among symbolic, graphic, and tabular representations of linear, quadratic, and exponential functions.</p>	<p>E1: Representation and Recognition of Functions: Represent functions using and translating among words, tables, graphs, and symbols; recognize and distinguish a variety of classes of functions.</p> <p>E2: Analysis of Functions: Understand and analyze features of a function and limitations on the domain of a function.</p> <p>E3: Use of Functions as Models: Model situations and solve problems using a variety of functions.</p>
<p>F: Represent, Analyze, and Use Advanced Functions Analyze the nature and behavior of more-advanced functions, including trigonometric, logarithmic, general polynomial, and rational, and use such functions to model mathematical relationships.</p>	<p>F1: Manipulation and Solution of Advanced Functions: Simplify expressions and solve equations involving advanced functions.</p> <p>F2: Representation and Recognition of Advanced Functions: Represent advanced functions using and translating among words, tables, graphs, and symbols; recognize and distinguish classes of advanced functions.</p> <p>F3: Analysis of Advanced Functions: Understand and analyze the behavior of advanced functions.</p> <p>F4: Use of Advanced Functions as Models: Model situations and solve problems using a variety of advanced functions.</p>

A

SCORING GUIDE FOR PASS STANDARD A

Solve Mathematical Problems

Apply mathematical problem-solving strategies to problems from within and outside mathematics; devise, implement, and evaluate processes and solutions; select and use appropriate models, operations, and technologies.

Criteria

A1: Formulation and Understanding

Understand and formulate problems; select or provide relevant information; use mathematical concepts, models, and representations.

A2: Processes and Strategies

Consider and choose among various strategies, algorithms, models, and concepts to devise and carry out solutions.

A3: Verification

Evaluate processes, strategies, calculations, and solutions to verify reasonableness; explore alternative approaches, extensions, and generalizations.

A4: Communication

Represent and communicate reasoning processes, solutions, ideas, and conclusions; use correct mathematical terminology, symbols, and notation.

Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- clearly and appropriately frames and clarifies a mathematical problem:
 - given a problem, demonstrates an understanding of the context, variables and constraints involved; or
 - given a context from within or outside mathematics, poses a problem, providing appropriate information, variables, and constraints
- uses all relevant information from the problem; identifies and obtains any additional information or resources necessary for solving the problem
- selects, develops, and completes thorough, detailed, efficient, and reasonable processes and strategies
- uses clear and mathematically correct pictures, diagrams, models, and/or symbols to develop the solution
- selects and correctly uses appropriate computational tools and methods
- demonstrates proficient performance in algebra, geometry, and/or probability and statistics, as appropriate to the problem (see Standards B, C, or D)
- reviews and checks strategies and calculations, using an alternative approach when possible to verify reasonableness of results
- reflects on the problem-solving process and uses mathematical knowledge to evaluate how effective it was
- reflects on the solution and uses mathematical knowledge to evaluate how reasonable and appropriate it was
- considers extensions and generalizations of the problem, process, or solution
- clearly represents the reasoning, processes and calculations used to arrive at a solution or develop an idea
- sequences and connects the presentation so that the reader can follow the mathematical thinking from start to finish
- uses mathematical notation, symbols, graphics, and terminology precisely and correctly
- minimizes mechanical errors (spelling, punctuation, paragraphing, etc.) so as not to interfere with clarity of communication

* **Note:** Criteria A1 – A4 align with traits in the State Analytical Trait Scoring Guide. Meeting or exceeding CIM requirements from the State Common Assessment and classroom work samples may be used to meet the requirements of PASS Standard A.

C

SCORING GUIDE FOR PASS STANDARD C

Use Geometric Concepts and Models

Represent and solve problems with two- and three-dimensional geometric models, properties of figures, analytic geometry, and right-triangle trigonometry.

Criteria

C1: Recognition and Analysis of Geometric Figures

Represent, interpret, and analyze a wide variety of geometric figures and their properties using drawings, models, and the Cartesian coordinate system.

C2: Direct and Indirect Measurement

Use geometry and right-triangle trigonometry to determine measurements.

C3: Use of Geometric Models

Use geometric relationships, spatial reasoning, and models to solve problems.

Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- recognizes a wide variety of geometric shapes, figures, properties, and relationships in a variety of environments in both two and three dimensions
- analyzes a wide variety of geometric figures in terms of their properties (e.g., parallel lines with transversal, polygons, circles, and triangle congruence/similarity)
- uses coordinate geometry to analyze properties of lines, circles, and figures
- uses coordinate and analytic geometry to understand relationships between lines (parallel, perpendicular, intersecting) and figures
- recognizes and represents geometric transformations (i.e., size and scale changes, dilations, translations, reflections, and rotations)
- formulates and tests conjectures and conclusions
- selects and uses appropriate methods, systems, units, measuring instruments and technology to determine accurate measurements
- determines measurements indirectly, using:
 - accurate scaled drawings
 - similarity, proportion, and congruence
 - right-triangle relationships (Pythagorean theorem, sine, cosine, tangent)
 - properties of geometric figures
- applies appropriate computations to determine:
 - the perimeter and area of basic plane figures (e.g., circles, triangles, quadrilaterals)
 - the volume and surface area of basic solids (e.g., spheres, cones, cylinders, prisms)
- develops clear and accurate geometric models to communicate concepts and relationships
- applies geometry and right-triangle trigonometry to understand and model real-world problems

◆ Why Does Money Have Value?

◆ Overview ◆ Procedures for Teachers ◆ Organizers

The lesson plan will teach middle school students why money has value, as well as how money is used as a medium of exchange. The lesson will also include an emphasis on the psychology of why money has value. Students will also consider how different currencies are valued. As an extension activity, they can research different countries' currencies and exports.

Grade Level:

Grades 6-8

Time Allotment:

3 classes at 45 minutes per class

Subject Matter:

Math, Finance, Economics

◆ Learning Objectives

Students will:

- ◆ Discuss how money has evolved
- ◆ Analyze different means of exchange
- ◆ Learn why money has value
- ◆ Discuss how to value goods in different currencies
- ◆ Learn the basics of markets
- ◆ Analyze the need for a structure and means for exchanging goods

◆ Standards

1. National Council of Teachers of Mathematics Principles and Standards for School Mathematics

Number and Operations

- ◆ Understand numbers, ways of representing numbers, relationships among numbers, and number systems;
- ◆ Understand meanings of operations and how they relate to one another;
- ◆ Compute fluently and make reasonable estimates.

Problem Solving

- ◆ Build new mathematical knowledge through problem solving;
- ◆ Solve problems that arise in mathematics and in other contexts;
- ◆ Apply and adapt a variety of appropriate strategies to solve problems;
- ◆ Monitor and reflect on the process of mathematical problem solving.

Communication

- ◆ Organize and consolidate their mathematical thinking through communication;
- ◆ Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- ◆ Analyze and evaluate the mathematical thinking and strategies of others;
- ◆ Use the language of mathematics to express mathematical ideas precisely.

Representation

◆ Could You Start a Business?

◆ Overview ◆ Procedures for Teachers ◆ Organizers

This lesson plan will teach high school students the importance of financial management for a small business. It will help students learn the concepts of business costs, positive cash flow, credit, and proper financial management in running a business. Students will learn the tools for basic financial analysis, and will investigate why the business in the video segments was not successful. As an extension activity, they can brainstorm ideas for a model new business, given what they have learned about the financial needs of a new business.

Grade Level:

Grades 7-12

Time Allotment:

3 classes at 45 minutes per class

Subject Matter:

Math, Finance, Economics

◆ Learning Objectives

Students will:

- ◆ Understand the components of a budget
- ◆ Learn financial management
- ◆ Learn the nature of opportunity costs in financial decisions
- ◆ Understand the challenges of entrepreneurship
- ◆ Have an introduction to the use of credit
- ◆ Learn cost-benefit analysis
- ◆ Learn the meaning of revenue, expenses, profit

◆ Standards

1. National Council of Teachers of Mathematics Principles and Standards for School Mathematics

Number and Operations

- ◆ Understand numbers, ways of representing numbers, relationships among numbers, and number systems;
- ◆ Understand meanings of operations and how they relate to one another;
- ◆ Compute fluently and make reasonable estimates.

Problem Solving

- ◆ Build new mathematical knowledge through problem solving;
- ◆ Solve problems that arise in mathematics and in other contexts;
- ◆ Apply and adapt a variety of appropriate strategies to solve problems;
- ◆ Monitor and reflect on the process of mathematical problem solving.

Connections

- ◆ Recognize and use connections among mathematical ideas;
- ◆ Understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- ◆ Recognize and apply mathematics in contexts outside of mathematics.

Lesson Plans

ED ONLINE LESSON PLANS

search

GO

◆ Could You Start a Business?

- ◆ [Overview](#)
- ◆ [Procedures for Teachers](#)
- ◆ [Organizers](#)

Procedures for Teachers is divided into two sections:

- ◆ [Prep](#) — Preparing for the lesson
- ◆ [Steps](#) — Conducting the lesson

◆ Prep

Media Components

◆ Video:

◆ WIDE ANGLE "Pickles, Inc."

In "Pickles, Inc.," Palestinian widows start their own pickling business in an attempt to achieve financial independence, and then struggle with business and financial management. Eight widows decide to challenge convention by starting up a business venture — the Azka Pickle Cooperative — seeking financial independence for themselves and their children. They establish a tiny factory for pickling vegetables and develop a market for their product in local stores. With little formal education or work experience outside the home, the women face numerous hurdles as the business struggles to expand to stores throughout Israel.

◆ Segments:

◆ Pickles, Inc. 1 (1:20)

This segment explains why the widows make pickles (lack of other options), and provides a description of the business. There are also comments about the women's education level. It also foreshadows the challenges the women will face in running their company.

◆ **Pickles, Inc. 2 (2:50)**

The director would like the women to work 3-4 more hours per day and make 400 jars per day.

◆ **Pickles, Inc. 3 (:37; 1:27)**

These segments explain the profit margin for pickle production, detailing how it costs \$2 to produce a jar of pickles, which then sells for \$3. It mentions that the factory is producing 500 jars per week, and also mentions that the factory has a credit line of \$2000. At this point, the women's profit is only enough to cover the cost of supplies, and the repayment including interest payments of the credit line. It also discusses the need of additional start-up costs.

◆ **Pickles, Inc. 4 (1:25)**

At this point, the pickle business has not found a partner. The business checking account is constantly overdrawn. The women have expanded their line of credit to \$4000, but have over \$20,000 in debt. They are working without wages, and it looks like the company might fail.

◆ **Pickles, Inc. 5 (1:24)**

The entrepreneur has decided not to invest in the company because he doesn't think that pickle production is a competitive business. The widows ultimately close the pickle business, still owing money to suppliers.

◆ **Web sites:**

Career and Education:

- ◆ SBA Small Business Planner
<http://www.sba.gov/smallbusinessplanner/index.html>
 -- Click on "Finance Start-Up"
 -- Then click on "StartUp Costs"
 -- Then click on "Business Know-How StartUp Calculator"
- ◆ Citibank Small Business Guide Series
<http://financialeducation.citigroup.com>
 -- Click on "Becoming an Entrepreneur"
- ◆ Citi Use Credit Wisely For Business
<http://financialeducation.citigroup.com>
 -- Click on "Use Credit Wisely"
 -- Click on "Resource Center"

◆ **Materials:**

Teachers will need the following supplies:

- ◆ Computer with connection to a screen or television on which to project the Web-based video clips, or computer stations where students can watch the clips
- ◆ Board and/or chart paper
- ◆ "Business Costs" Teacher Organizer
- ◆ "Business Budget Terms" Teacher Organizer

Students will need the following supplies:

- ◆ Computers with Internet access (for individuals or groups)
- ◆ Notebook or journal
- ◆ Pens/pencils
- ◆ Calculator
- ◆ "Start a Business" Student Organizer
- ◆ "Pickle Profits" Student Organizer

◆ **PREP FOR TEACHERS:**

Unterrichtsmaterial/Mathematik/Auswahl

Suchen

Arbeitsblätter und Unterrichtsmaterial für Lehrer und Schüler an Grund-, Haupt- oder Sonderschulen:

Mathematik:

Vorlagen für Aufgaben auf kariertem Lineatur in Word:

Mehrere Arbeitsblätter zu jedem Karoformat mit Aufgaben:

- [10 x 10 mm Karo](#)
- [9 mm x 9 mm Karo](#)
- [6,9 mm x 6,9 mm Karo](#)



Leere Blattvorlagen, Schriftl. Addition, Schriftl. Subtraktion,

- [6 mm x 6 mm Karo](#)
- [6 x 6 mm Karofelder](#)

Schriftl. Multiplikation, Rechenfelder zum Kopieren

[Einführung der Division](#)



schriftl. Division/m. Probe. auf kariertem Blatt.

- [5 mm x 5 mm Karo](#)
- [und Karofelder](#)

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Aufgaben mit guten Grafiken teilweise direkt in Word zu bearbeiten.

- [Addition bis 20, Rechnen mit Zehnerübergang](#)



Rechenaufgaben schreiben in Klasse 1

- [Subtraktion bis 20 ohne und mit Zehnerübergang](#)

Minus-Aufgaben schreiben und rechnen für Klasse 1

- [Zahlen Verdoppeln Rechengeschichten bis 20](#)

Interaktive Arbeitsblätter; direkt am PC bearbeiten!

- ["Schiffe versenken"](#)
- ["Zimmer vermieten"](#)



Lernspiele mit Spielanleitung und Spielplan

- [Würfelspiel zum 1 x 1](#)

Spielpläne zum 1x1, eine Würfelspiel-Vorlage und Grundaufgaben der Addition

- [Würfelspiel zum 1 + 1](#)

- [Euroscheine/Rechengeld](#)

Zum Drucken mit Anleitung

- [Geldbeträge erkennen](#)



Erstes Rechnen mit Geld

- [Würfelspiel zum Euro](#)

Ein Spiel zum Euro sammeln.

- [Rechnen mit Euro](#)

Aufgaben zum Eurorechnen

- [Geld herausgeben mit Euro](#)

Bezahlen mit Euro

- [Längen schätzen und messen mit dem Lineal](#)



2 Arbeitsblätter ab Klasse 2 zum Messen mit Zentimeter.

- [Schriftl. Addition/Subtraktion](#)

Aufgabenkärtchen zum Thema Einkaufen.

- [Text-/Sachaufgaben:](#)

Umfangreichere Aufgaben zu Größen: Geld, Zeit, Weg.

- [Besuch im Zoo](#)

- Bereich Multiplikation

Alle Downloads sind kostenlos.

Sie sind als Word-Dateien angeboten.

Dieses Programm ist sehr verbreitet und damit können Sie die Materialien Ihren Bedürfnissen anpassen.

Klicken Sie auf "Download" in den orange farbigen Kästchen rechts neben jedem Arbeitsblatt!

Amazon-Buchtipps:

55 Fünf-Minuten-Matheübungen
Ideen und Übungen zum kurz Wiederholen. Grundausrüstung eines jeden Grundschullehrers/-lehrerin (Klasse 1 - 4)

Mathe komplett
Alle Regeln und Gesetze, Beispielaufgaben, Rezepte für den Lernstoff von Klasse 5 - 8. Dabei: CD mit vielen Übungen und Tests.

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Mathe: Kein Problem
Bessere Mathe-Noten: schnell, einfach und

Unser TIPP:



Aufsatz 3. Klasse

Geschichten erzählen
Sachtexte schreiben
Übungsprogramm mit Lösungen

Unterrichtsmaterial/Mathematik/Textaufgaben

Unterrichtsmaterial

Deutsch

Mathematik

Englisch

Geschichte

Erdkunde

Chemie

Physik

Biologie

Kochen

Berufskunde

Klassenarbeiten

Online-Trainer

Lernstunde

Links

Impressum

Suchen

Sachaufgaben zum schriftlichen Rechnen +, -, *, :

Textaufgabe: Die höchsten Türme und Wolkenkratzer.

- Berechnen der Höhe anhand verschiedener Textangaben.
- Texte genau lesen und verstehen können.
- Textangaben in Rechenoperationen umsetzen

(Kopieren Sie die Zeichnungen in Word in einen neuen Zeichenbereich. Lösen sie, nach Klicken mit der rechten Maustaste auf die Zeichnung, die "Gruppierung" auf. Dann können Sie die einzelnen Bilder für eigene Aufgaben neu anordnen.)

Die höchsten Türme und Wolkenkratzer:

Die höchsten Türme und Wolkenkratzer

Der höchste Wolkenkratzer der Erde steht in Taiwan. Es ist der „Taipei 101“.

Der höchste Wolkenkratzer Deutschlands ist der Commerzbank-Tower in Frankfurt.

Wäre der Taipei 101 gerade mal 10 Meter höher gebaut, wäre er doppelt so hoch wie der Commerzbank-Tower.

Der höchste Turm Deutschlands ist der Berliner Fernsehturm. Er ist 109 Meter höher als der Commerzbank-Tower.

Könnte man die Hälfte des Berliner Fernsehturms oben auf den Eiffelturm dazu bauen, dann hätte man genau die Höhe des „Taipei 101“ erreicht.

Der Canadian National Tower, abgekürzt „CN-Tower“ in Toronto ist der zurzeit höchste Turm der Welt. Er ist 229 Meter höher als der Eiffelturm.

Aufgabe: Berechne die Höhe der abgebildeten Gebäude. Ordne die Bauwerke der Größe nach in die Tabelle und schreibe dazu, wo die Gebäude stehen.

	Gebäude	Höhe	Land	Stadt
1.				
2.				
3.				
4.				
5.				

Sachaufgaben zum schriftlichen Rechnen

Thema:

- Preisvergleich beim Einkaufen.
- Selbst Fragen für Sachaufgaben finden.
- Kreatives Sachrechnen.

2 Lebensmittelgeschäfte mit gleichen Waren und Gewichtsangaben, aber verschiedenen Preisen.

Aufgabe ist es, geeignete Fragestellungen zu finden und diese anhand von Rechnungen zu beantworten.

(Kopieren Sie die Zeichnungen in Word in einen neuen Zeichenbereich. Lösen sie, nach Klicken mit der rechten Maustaste auf die Zeichnung, die "Gruppierung" auf. Dann können Sie die einzelnen Bilder für eigene Aufgaben neu anordnen.)

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Türme
Word-Datei:
71 kb

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Türme
Lösungsblatt
Word-Datei:
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Amazon-Buchtipp:



Die Grundschul-Fundgrube Sachrechnen

Unterrichtsideen, Beispiele und methodische

Anregungen für das 1. - 4. Schuljahr. Äußerst kindgerecht und kopierfreundlich gestaltet



Mathe zum Schmunzeln

3. Klasse, Praktische Freiarbeitskartei zum Üben. Mit witzigen

Textaufgaben - gibt es auch für andere Klassenstufen.

Versandkostenfrei!

Unser TIPP:



Der kleine Herr Jakob
Bildergeschichten
ab Klasse 2

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Kinder Lernen Besser
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Mathe: Kein Problem
Bessere Mathe-