



Klick!

1

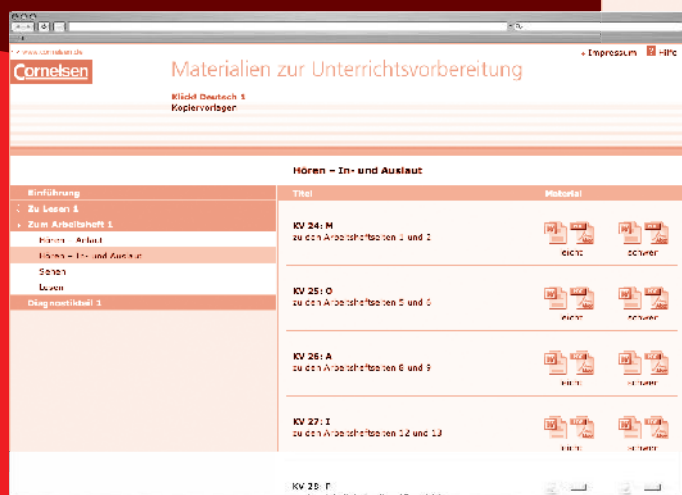
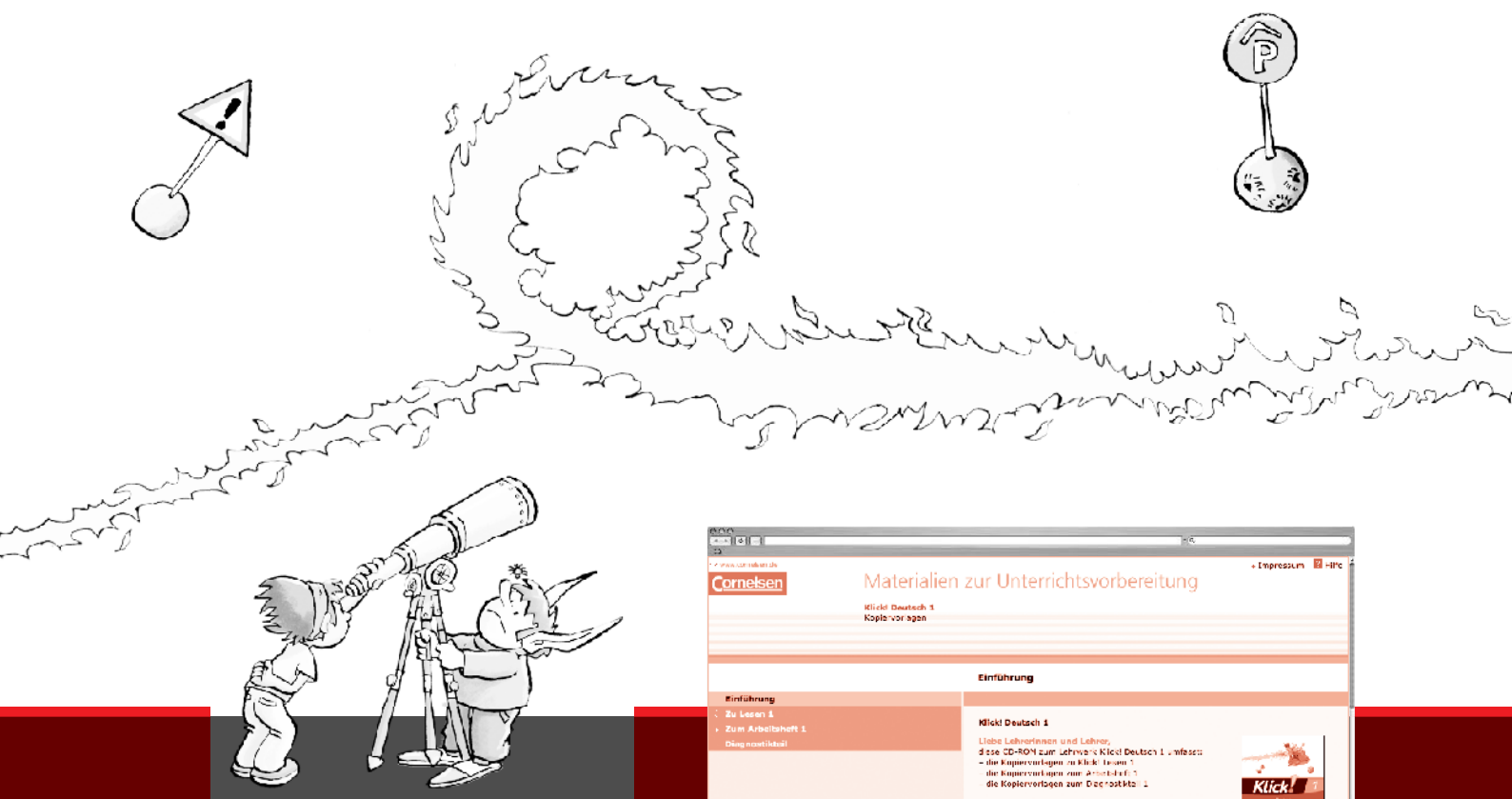
Deutsch
Kopiervorlagen

Cornelsen



mit CD-ROM

editierbare
Word®-Kopiervorlagen



Aufbau der CD-ROM „Klick! Deutsch 1“

In der „Einführung“ erhalten Sie Erläuterungen zum Inhalt und zum Umgang mit der CD-ROM.

Wie gelangen Sie zu den Kopiervorlagen?

Wählen Sie im Auswahlfenster links das gewünschte Unterrichtsmaterial aus, zu dem Sie eine Kopiervorlage suchen. Klicken Sie auf den Übungsschwerpunkt.

Die zugehörigen Kopiervorlagen werden rechts im Auswahlfenster angezeigt. Per Klick auf das Dateisymbol öffnen Sie die Datei. Drucken Sie die Kopiervorlage als PDF-Datei aus oder bearbeiten Sie die Datei in der WORD-Version.

Cornelsen

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Deutsch 1

Kopiervorlagen

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Dies gilt auch für Intranets von Schulen und sonstigen Bildungseinrichtungen.

Die Kopiervorlagen dürfen für den eigenen Unterrichtsgebrauch in der jeweils benötigten Anzahl vervielfältigt werden.

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Liebe Lehrerinnen und Lehrer,

die Kopiervorlagen zu **Klick! Deutsch 1** bestehen aus ausgedruckten Kopiervorlagen und einer beigelegten CD-ROM.

Die Arbeitsblätter sind auf zwei Niveaustufen angelegt.

leicht  schwer 

Die Niveaustufen ermöglichen qualitative und quantitative Differenzierungen.

So können Sie Ihre Schülerinnen und Schüler individuell fördern.

Die beigelegte CD-ROM enthält die Kopiervorlagen als Dateien.

Die Dateien liegen im Format WORD (zum Verändern und Ausdrucken) und PDF (schnelles unverändertes Ausdrucken) vor.

Wir wünschen Ihnen einen erfolgreichen Unterricht mit diesem Material!

Ihre Redaktion Förderschule

Systemvoraussetzungen:

Pentium II, 200 Mhz

Arbeitsspeicher: 32 MB

(empfohlen 64 MB)

Win XP und aufwärts

Word-Version ab Word 2000

Adobe Acrobat Reader 5

empfohlen: Internet Explorer 5.0

Farbtiefe: 16 bit,

Auflösung: 1024 x 768

CD-ROM-Laufwerk

Start:

Die CD-ROM startet automatisch nach Einlegen in das Laufwerk.

Sollte das nicht der Fall sein, doppelklicken Sie im CD-ROM-Verzeichnis die Datei „Start“ bzw. „Start.exe“.

Sie trägt ein rotes Symbol mit dem Buchstaben C.

Bitte beachten Sie, dass Sie im Startverlauf eine Schrift installieren.

Folgen Sie den Hinweisen am Bildschirm.



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Zu Lesen 1

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KV	2	Differenzierungstext „E, e“ *
KV	3	Differenzierungstext „N, n“ *
KV	4	Differenzierungstext „-en“ *
KV	5	Differenzierungstext „T, t“ *
KV	6	Differenzierungstext „R, r“ *
KV	7	Differenzierungstext „-el“ *
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KV	18	L, l
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KV	21	N, n
KV	22	T, t
KV	23	R, r

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1
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21
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Hören – In- und Auslaut

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KV	26	A, a
KV	27	I, i
KV	28	P, p
KV	29	L, l
KV	30	S, s
KV	31	E, e
KV	32	N, n
KV	33	T, t
KV	34	R, r

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5–6
8–9
12–13
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* Diese Kopiervorlagen können Sie auf der CD-ROM **nicht** verändern.

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KV 66	Informationsentnahme aus Bildern
KV 67	Analyse – Synthese – Fähigkeit
KV 68	Qualität der Wörter
KV 69	Lesefähigkeit
KV 70	Buchstaben/Laute
KV 71	Wortschatz/sprechen
KV 72	Wortschatz/verstehen
KV 73	Buchstaben/Laute
KV 74	Silben lesen
KV 75	Wörter lesen
KV 76	Sinnentnahme beim Lesen

Name:

Klasse:

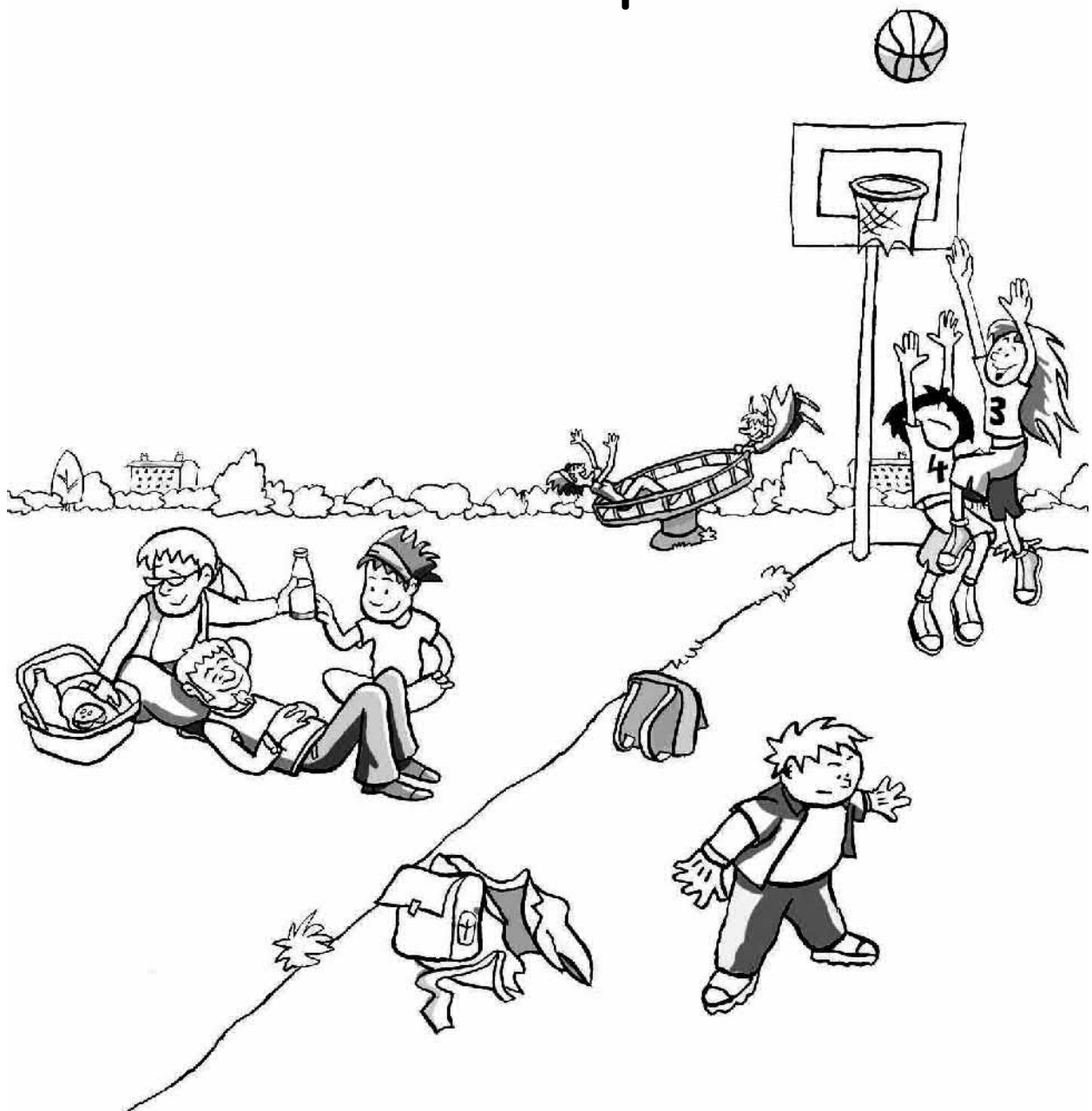
Datum:

und

Ma ma und Mo



O ma und O pa



Name:

Klasse:

Datum:

und

Mo mo und Pa pa .

Ist Mo mo im  ?

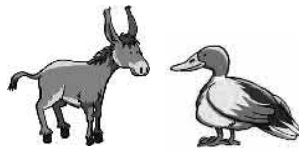


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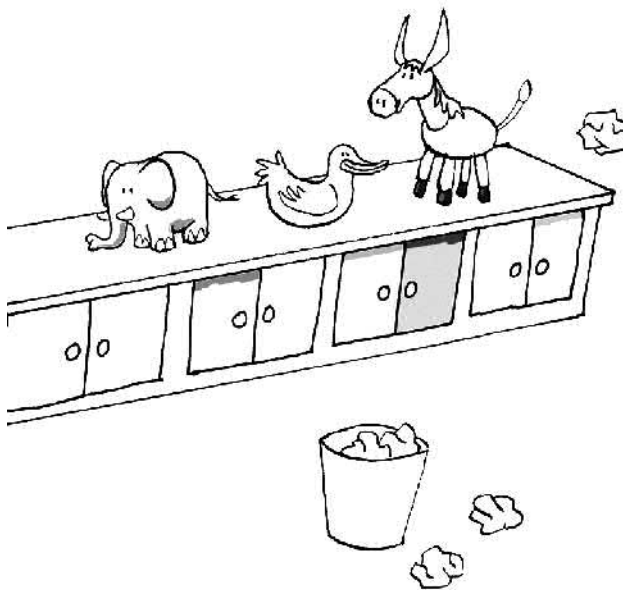
E e



E la: Mo mo, ma le Pe pe.

Pe pe: E la, ma le Mo mo.

Mo mo: O le, ma le Mo.

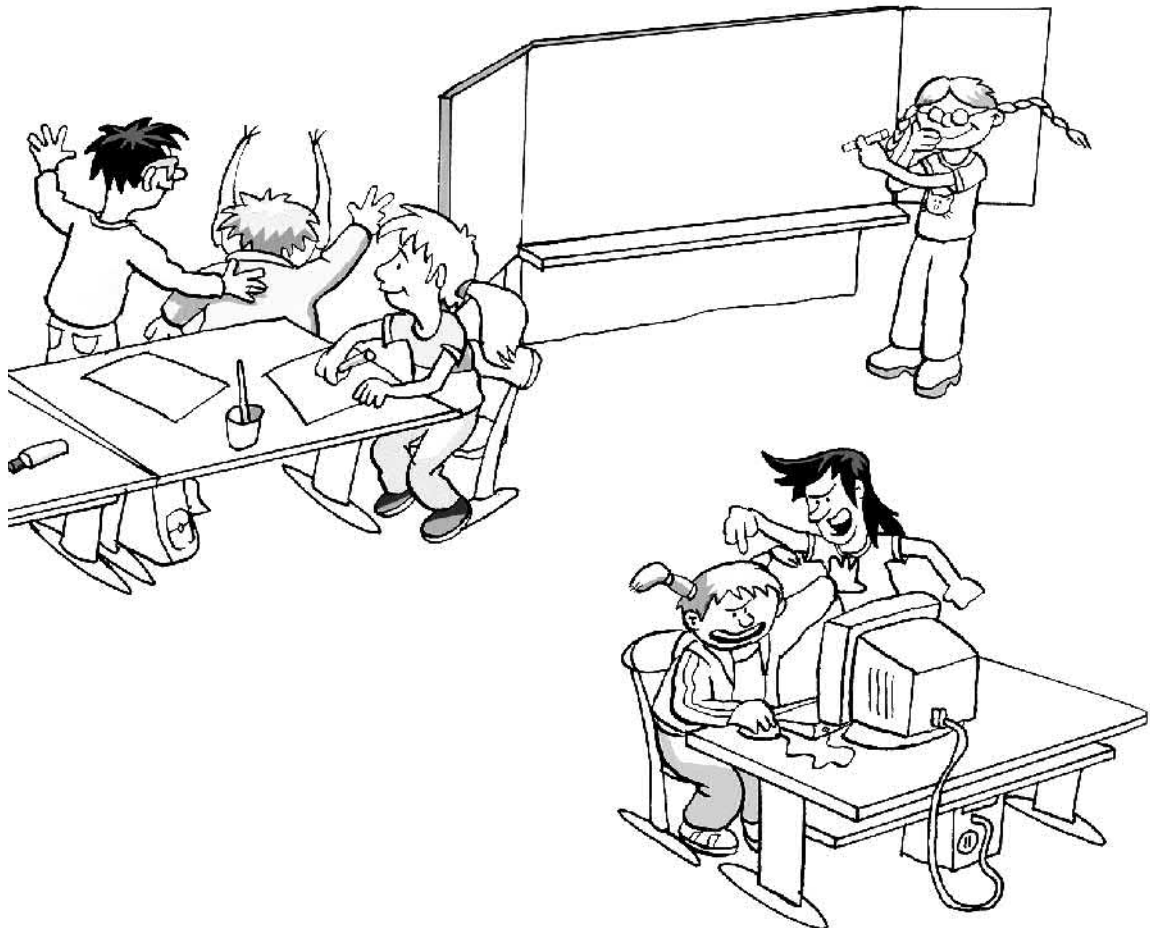
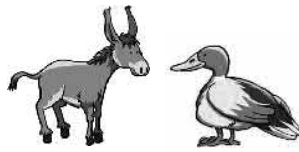


Name:

Klasse:

Datum:

E e



Li sa ist am .

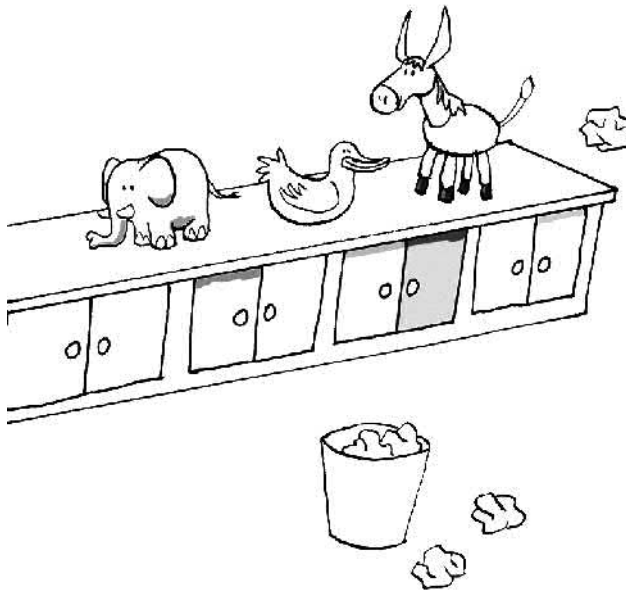
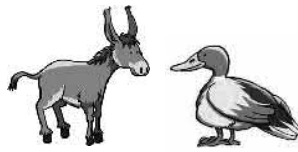
A li ist am .

Name:

Klasse:

Datum:

E e



Ela: Momo, male Pepe.

Pepe: Ela, male Momo.

Momo: Ole, male Mo im .

Mo: Momo, male Ole am .

Ole: Li, male Lola und Mimi.

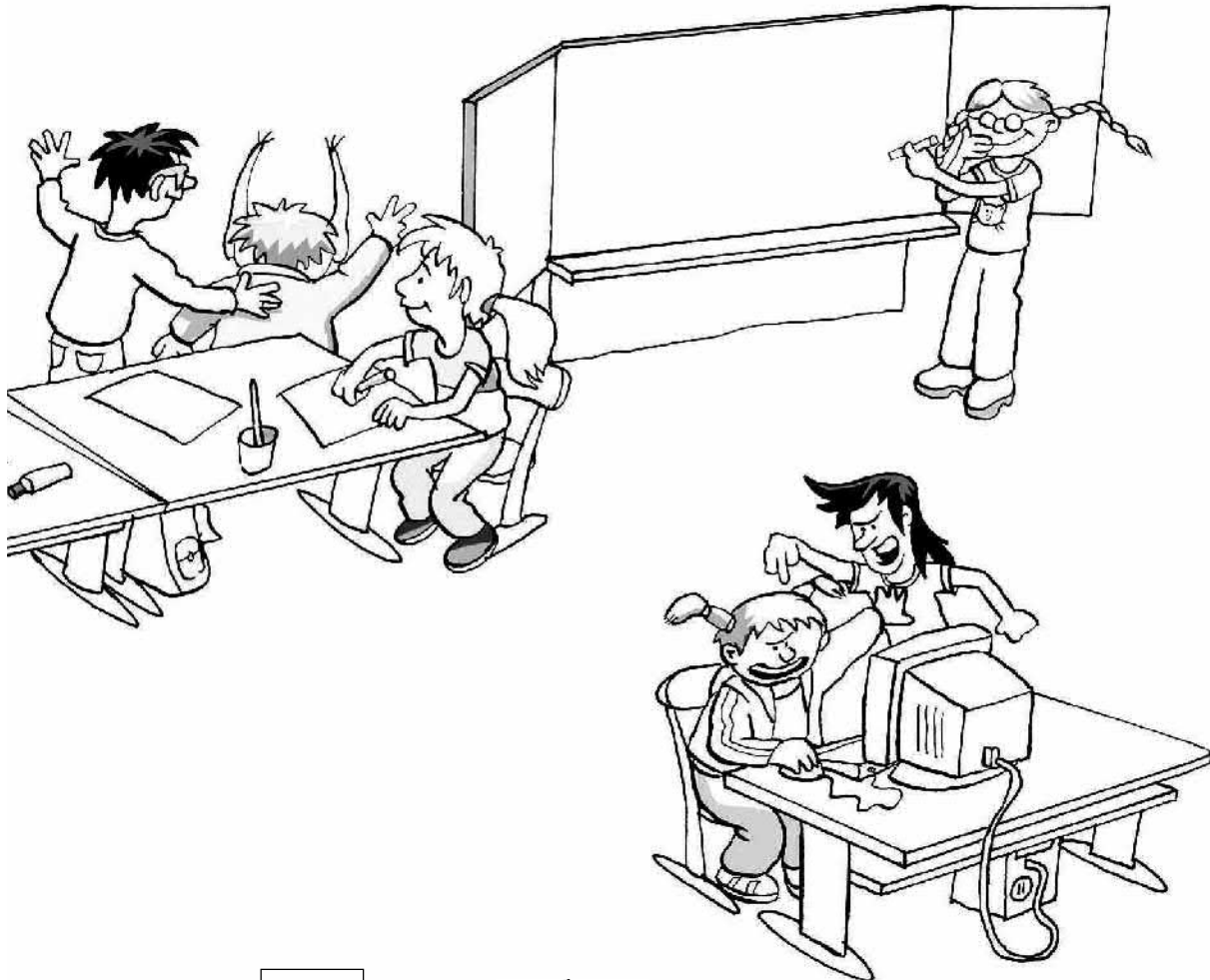
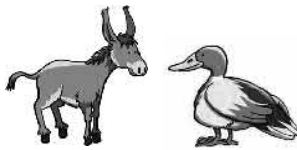
Mimi: Lola, male Li und ...

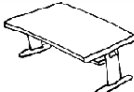
Name:

Klasse:

Datum:

E e



Lisa ist am .

Ali ist am .

Sami: Lisa, male Lama und Palme.
Ali, male Salami und Lampe.

Name:

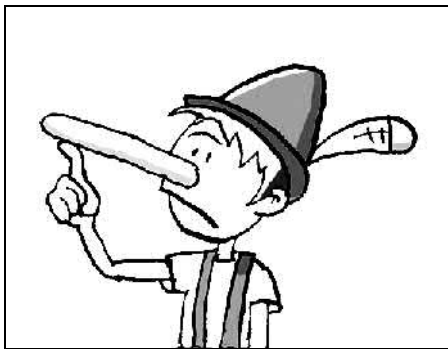
Klasse:

Datum:

N n



Pi no



Pi nos Na se



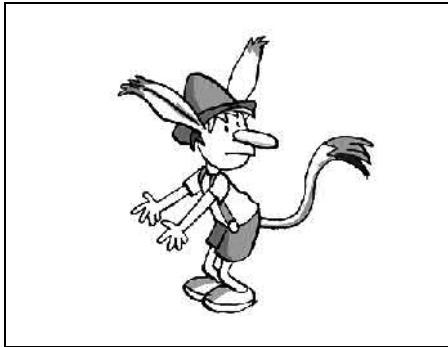
Pi no  Me lo ne.

Name:

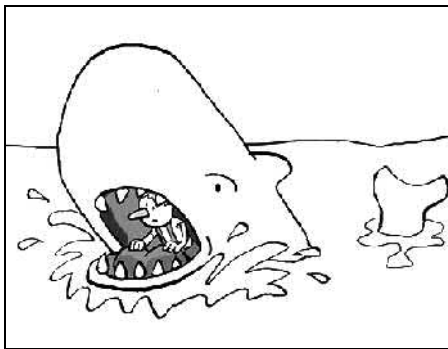
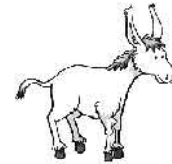
Klasse:

Datum:

N n



Pi no als



Pi no ist im



Pi no ist in Pi sa.

Name:

Klasse:

Datum:

N n



So **ist** Pino.

Papa, male Pino lila



So **ist** Pinos Nase.

Pinos Nase **ist** ...



Pino Melone.

Pino Ananas.



Papa **ist**

Los, Pino, los.

Name:

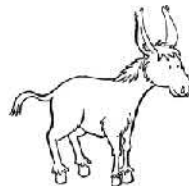
Klasse:

Datum:

N n



Pino als



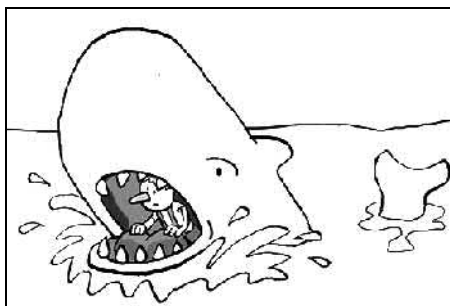
Pino ist



Pino ist im



Pino ist



Pino ist im



Pino ist



Pino und Papa in Pisa.

Papa ist



Pino ist



Name:

Klasse:

Datum:

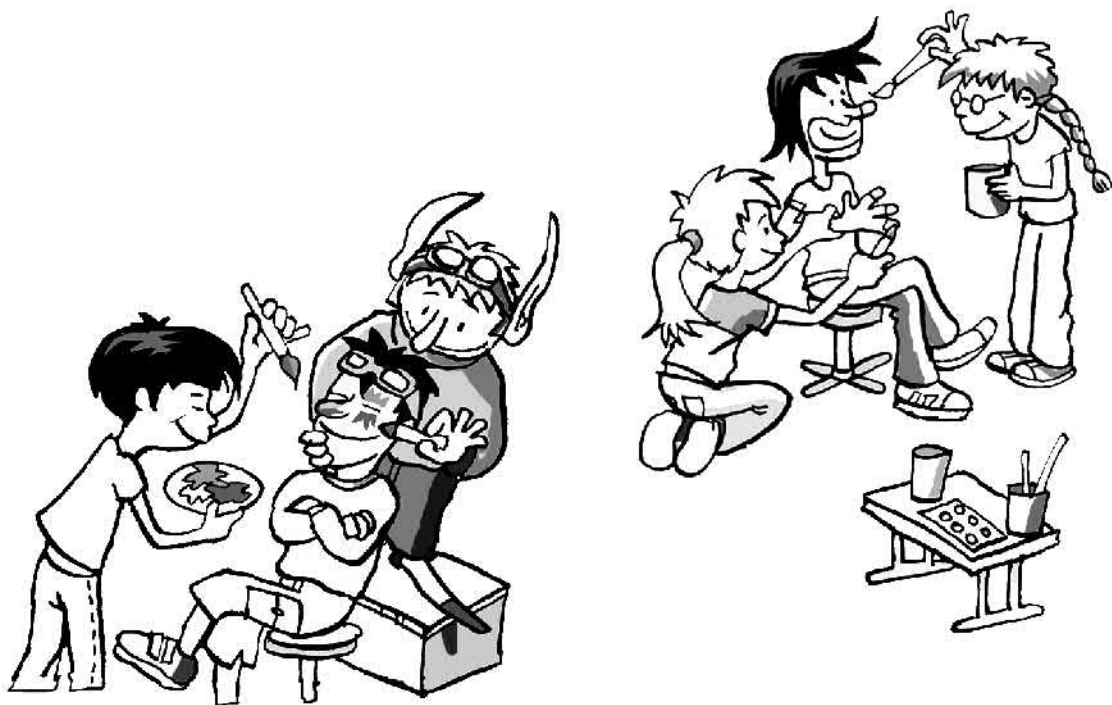
-en

Mo und Li ma len
Pe pe an.

E la und Mo mo
ma len Lo la an.



Mo und Li sa lo sen.



Name:

Klasse:

Datum:

-en



Li sa und Mo le sen.

Mo und Pa pa le sen.

Le sen O ma und O pa?

Name:

Klasse:

Datum:

T t



Mo  Sa lat.

Li sa  To ma ten.

O le  Sa la mi.

Name:

Klasse:

Datum:

T t



Li  A na nas.

Sa mi  Me lo ne.

M, A na nas und Me lo ne.

Name:

Klasse:

Datum:

R r



Li sa als Pi rat

Sa mi als O pa



Mo als Pi rat

E la als Ma ma

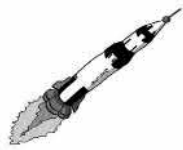


Name:

Klasse:

Datum:

R r



Rate, rate!



Rate:
Ist Lisa Oma?
Ist Lisa Mimi?



Rate:
Ist Lisa Papa?
Ist Lisa Opa?



Rate:
Ist Lisa Opa?
Ist Lisa Pepe?



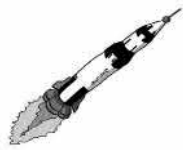
Lisa ist Pirat!

Name:

Klasse:

Datum:

R r



Lisa mit tollen,
roten Perlen als Pirat

Sami als Opa Sami



Mo im roten Moto
als Pirat

Ela mit rosa Rose
und Perlen als Mama



Name:

Klasse:

Datum:

-el

Li sa und A li ra sen los.

Li sa!

A li!

Ro te Am pel!



Name:

Klasse:

Datum:

-el

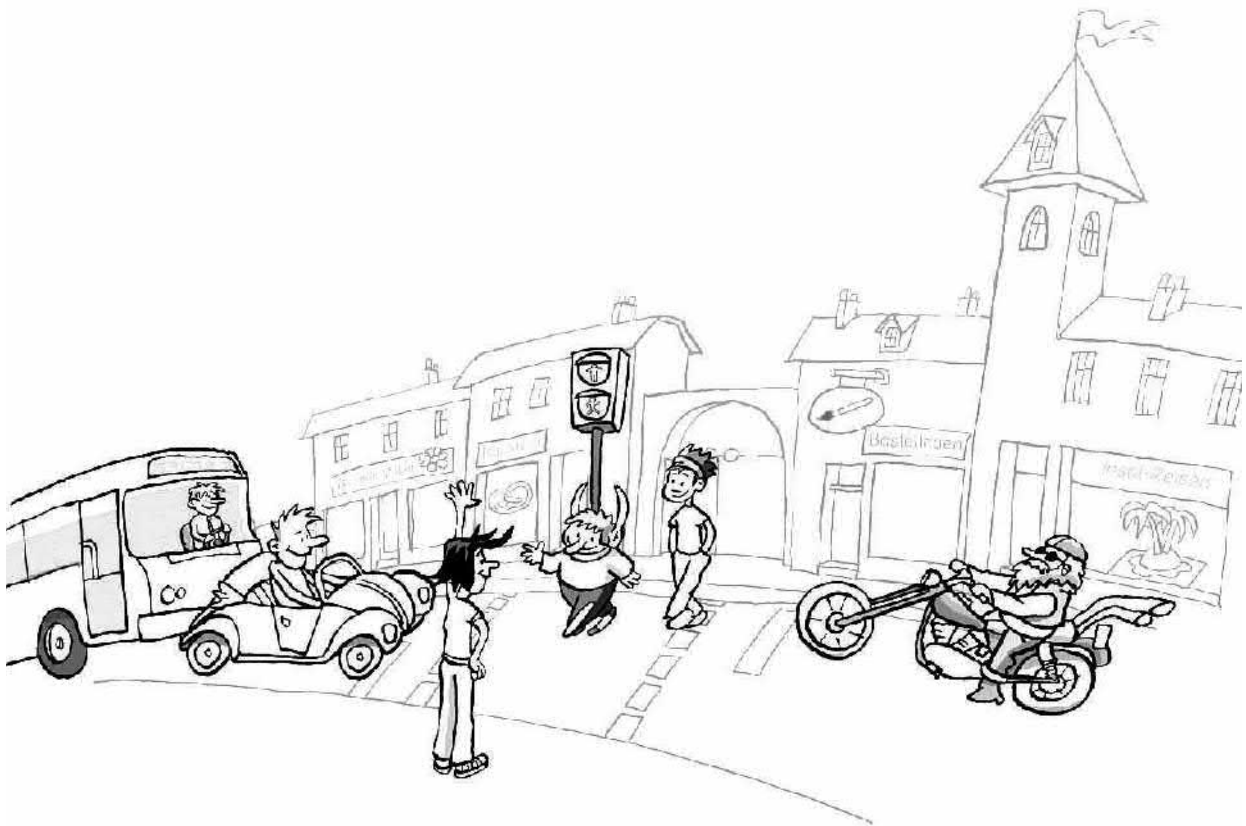


Am pel

Los, Li sa!

Los, Mo!

Mo und Li sa  los.



Name:

Klasse:

Datum:

-el

Am Tor ist Nina im rosa Mantel.

Lisa ist mit Ali am .

Nina: Lisa, Ali!

Lisa und Ali: Nina!

Lisa und Ali rasen los.

Nina: Lisa! Ali! Rote Ampel!

Ali: O ... Mist!



Name:


Klasse:

Datum:

-el

Lola ist am  .

Mo ist mit Lisa am  .

Mo: Toll! –  Ampel!

Lola: Los, Mo!

Los, Lisa!

Mo  und Lisa  los.



Name:

Klasse:

Datum:

A a  

Ali

am

Ampel

Ananas

E e  

Ela

I i  


im

in

Insel

ist

ist

L l 

Lama

Lampe

lesen

lila

Limo

Lisa

Lola

losen

M m 

malen

Mama

Mami

Mantel

Melone

Mimi

Mo

Momo

Moto

Name:

Klasse:

Datum:

N n



Nase

O o



Ole

Oma

Omi

Opä

Opi

P p



Palme

Papa

Papi

Pepe

Perle

Pilot

Pino

Pinsel

Pirat

R r



raten

rosa

Rose

rot

S s



Salat

Salami

Sami

so

T t



Tomate

Name:

Klasse:

Datum:



Nase

Name

Pino

Mo

Momo

Limo

Lama

ist

in

als

Name:

Klasse:

Datum:



pa	ma	mo
Pa	La	Li
se	me	no
Na	Na	Pi

Name:

Klasse:

Datum:



N a s e N a m e

P i n o M e l o n e

L i m o L a m a

M o m o M o

l i l a M a m a

Name:

Klasse:

Datum:



N
Na
Nas
Nase

N
Na
Nam
Name

P
Pi
Pin
Pino

L
Li
Lim
Limo

M
Mo

M
Mo
Mom
Momo

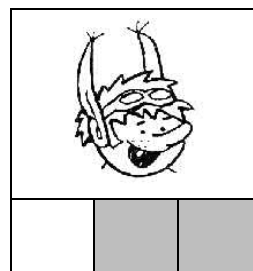
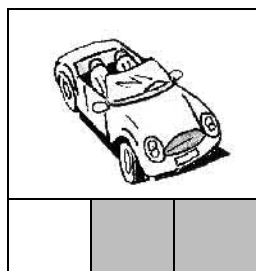
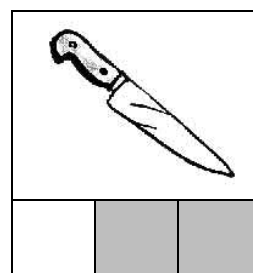
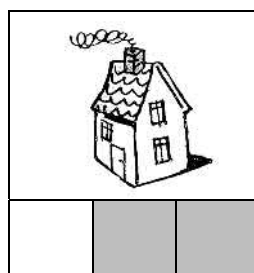
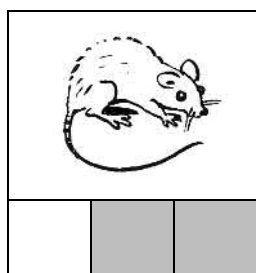
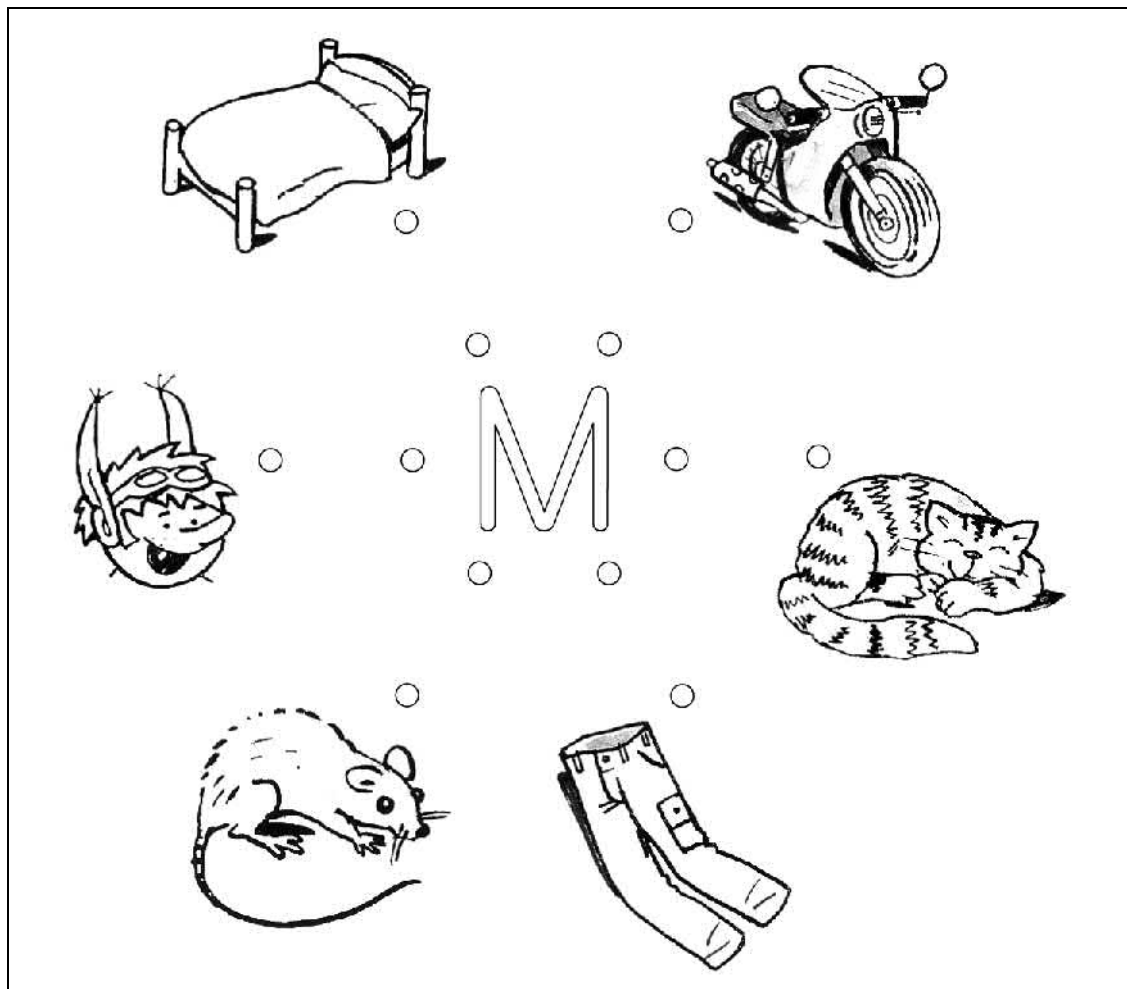
A
An
Ana
Anan
Anana
Ananas

M
Me
Mel
Melo
Melon
Melone

Name:

Klasse:

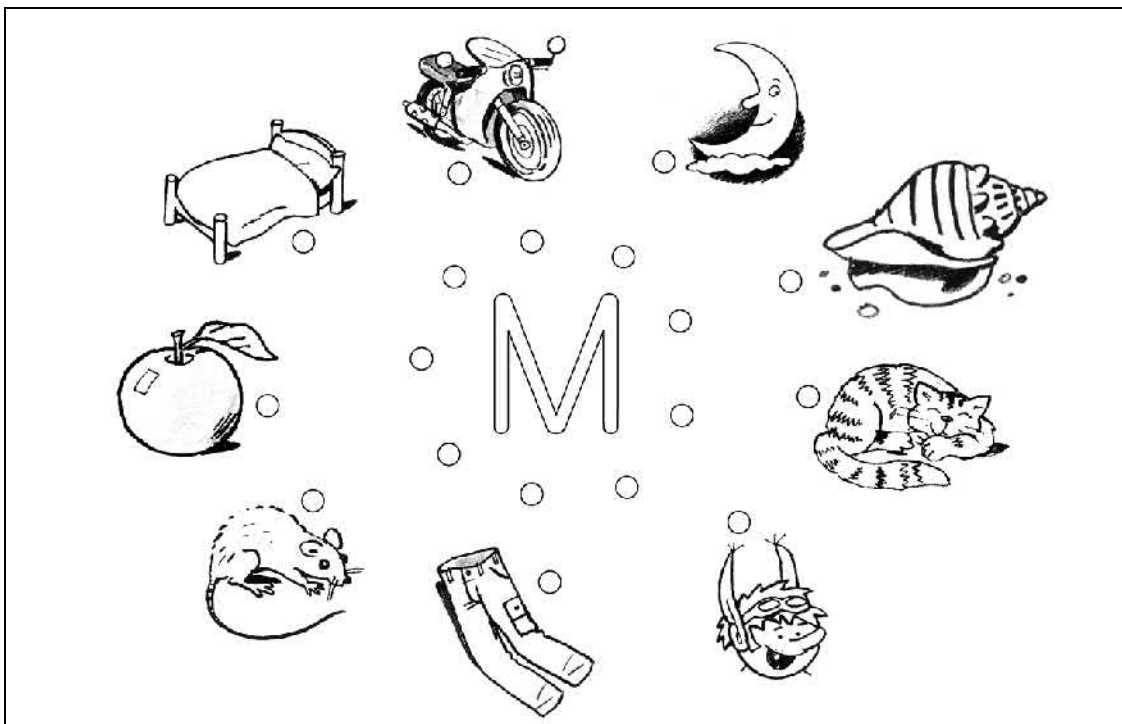
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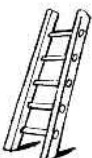




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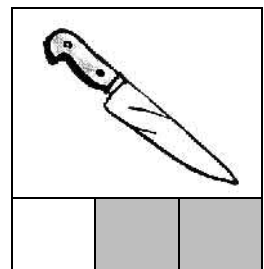
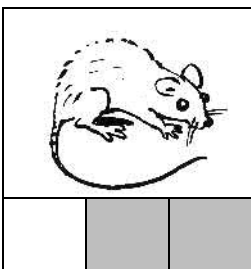
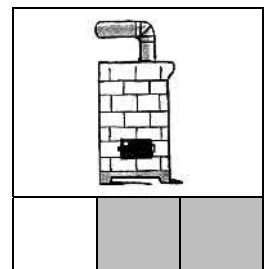
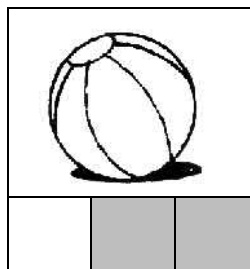
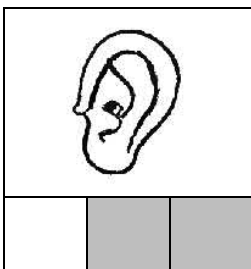
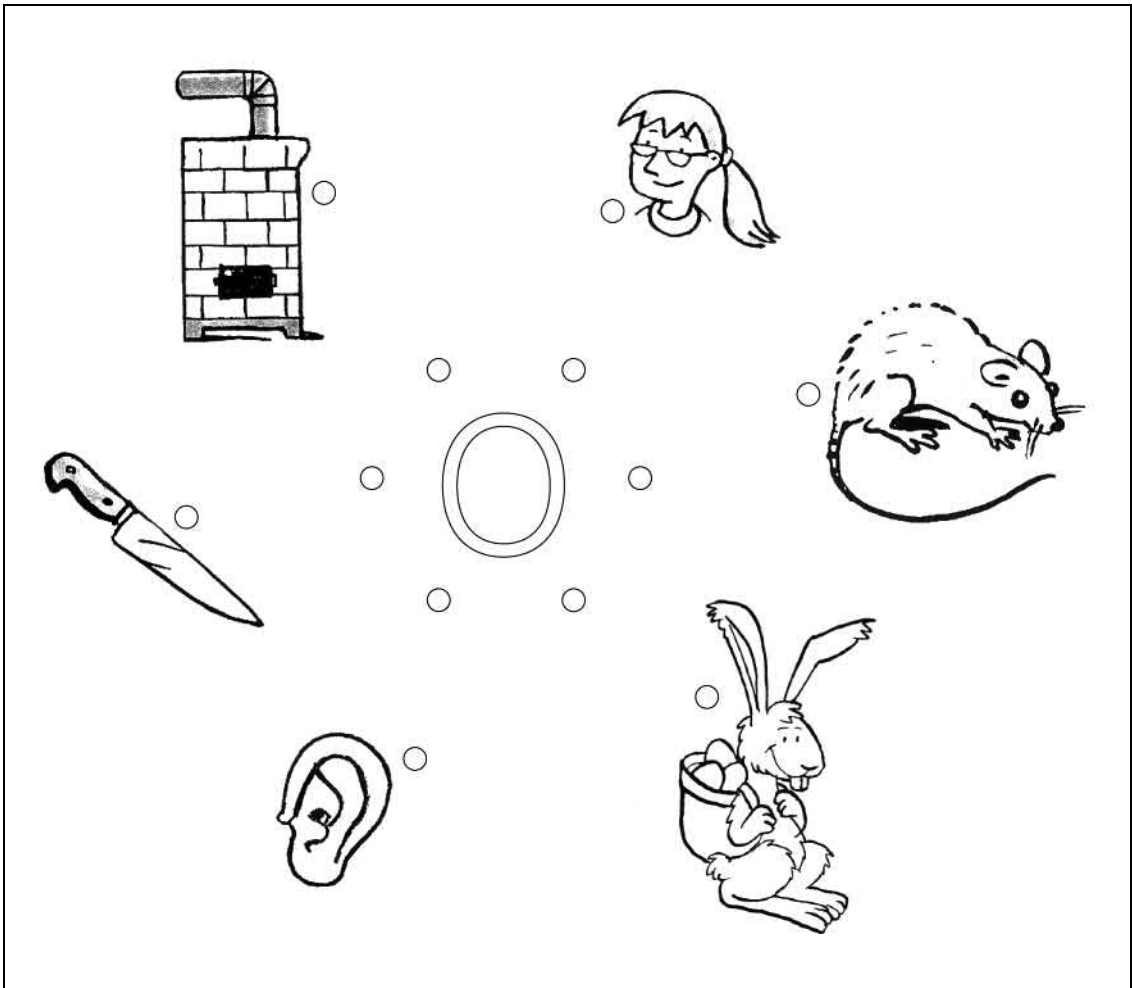


			
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Name:

Klasse:

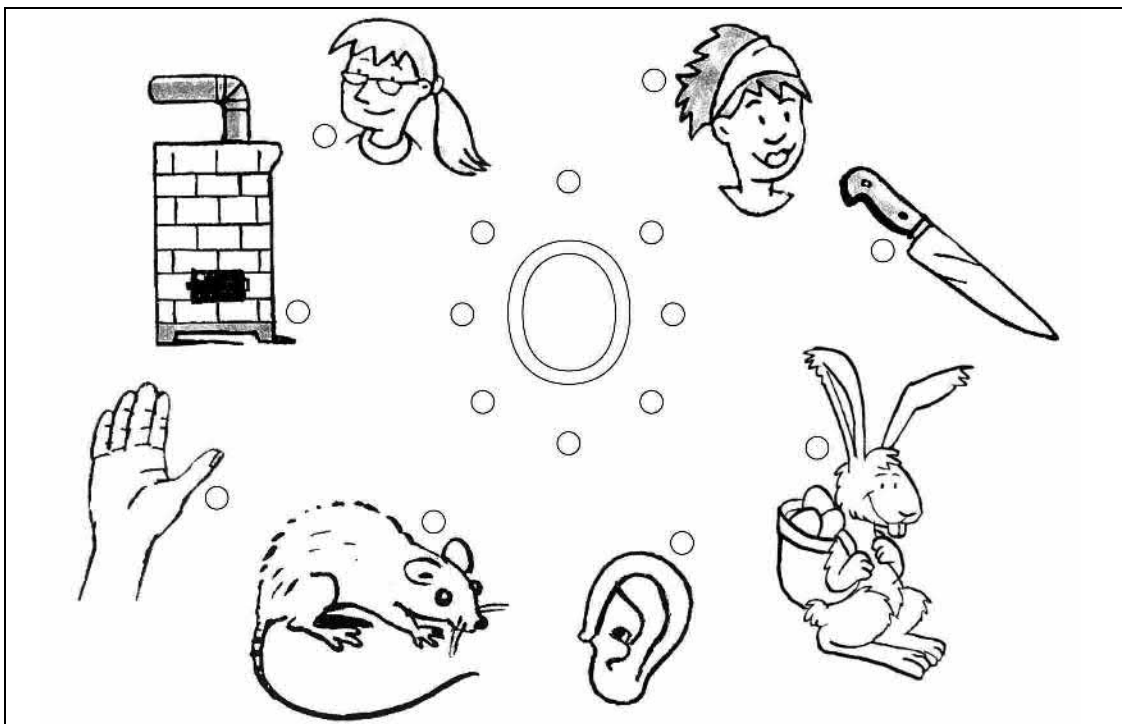
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Name:

Klasse:

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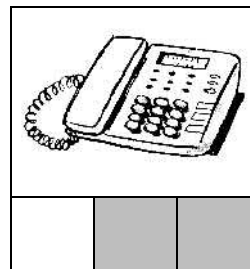
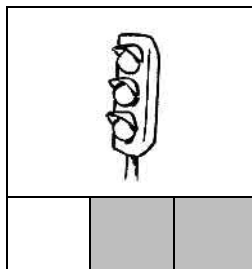
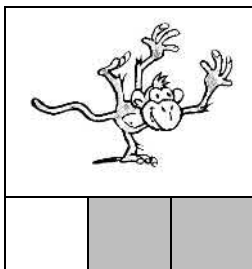
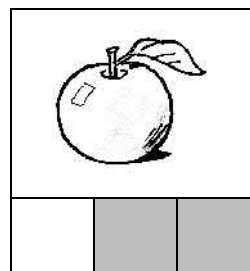
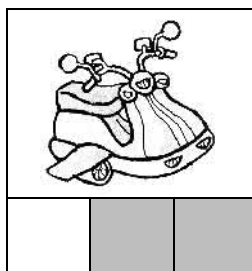
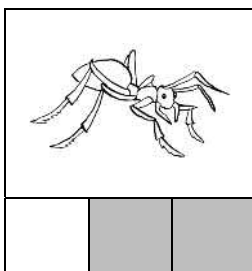
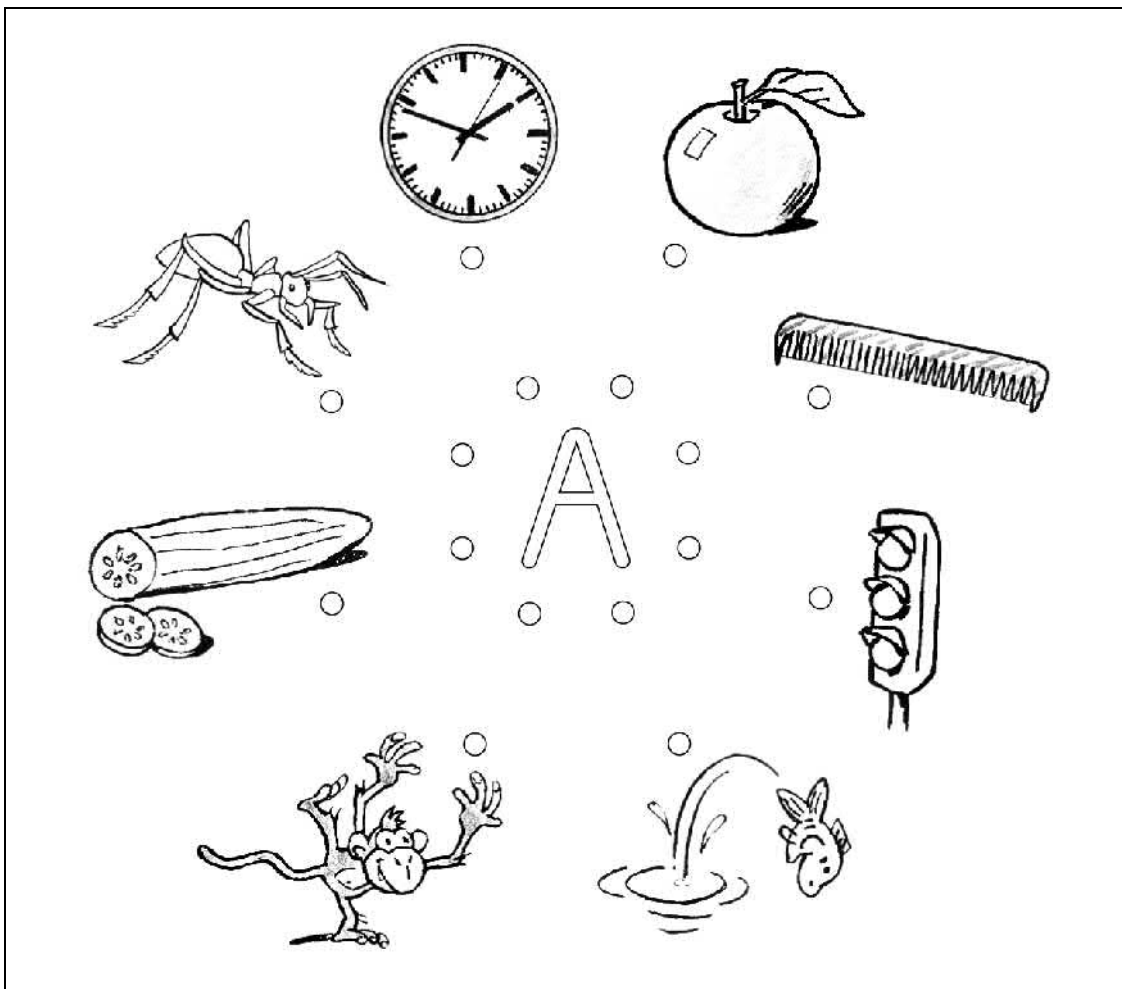


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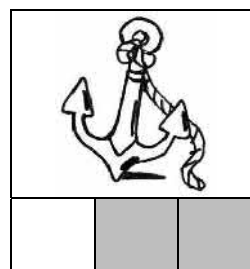
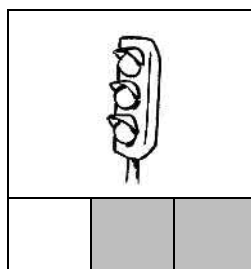
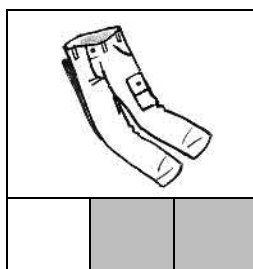
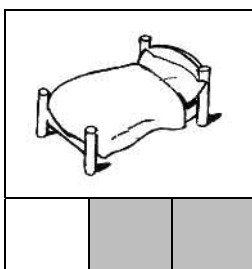
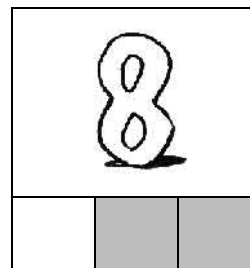
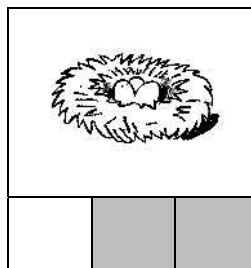
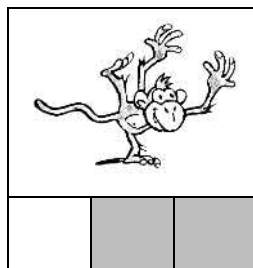
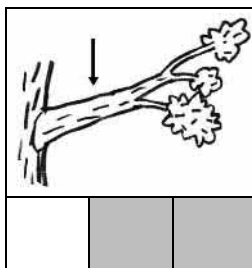
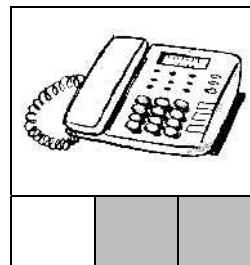
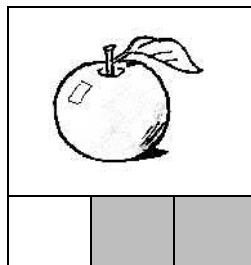
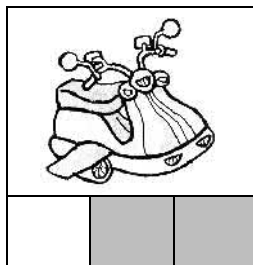
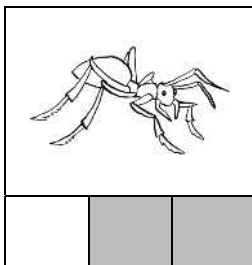
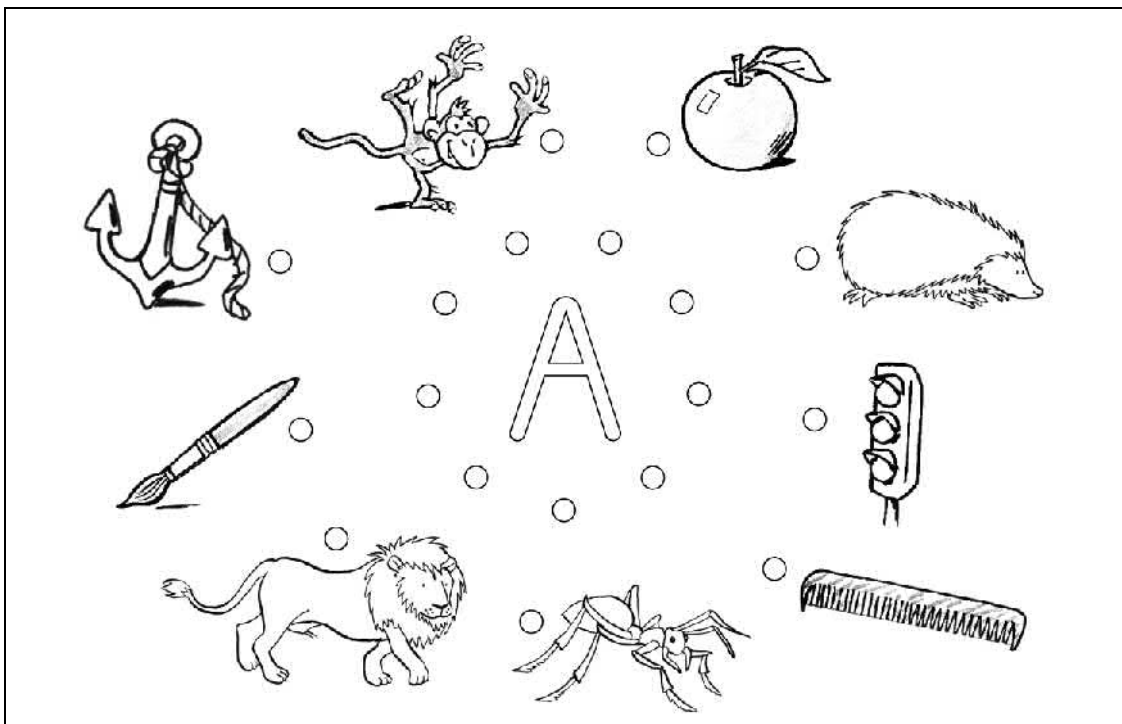
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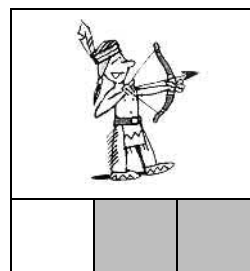
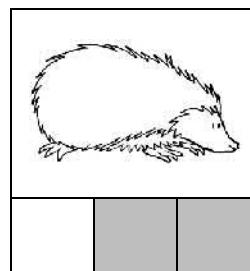
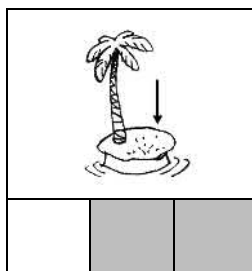
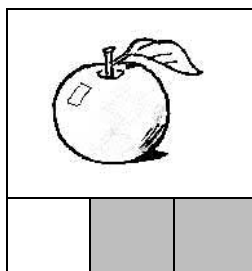
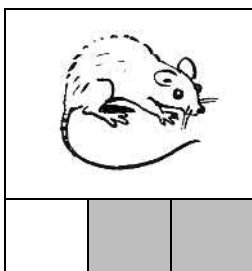
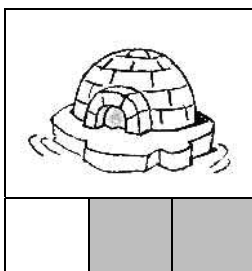
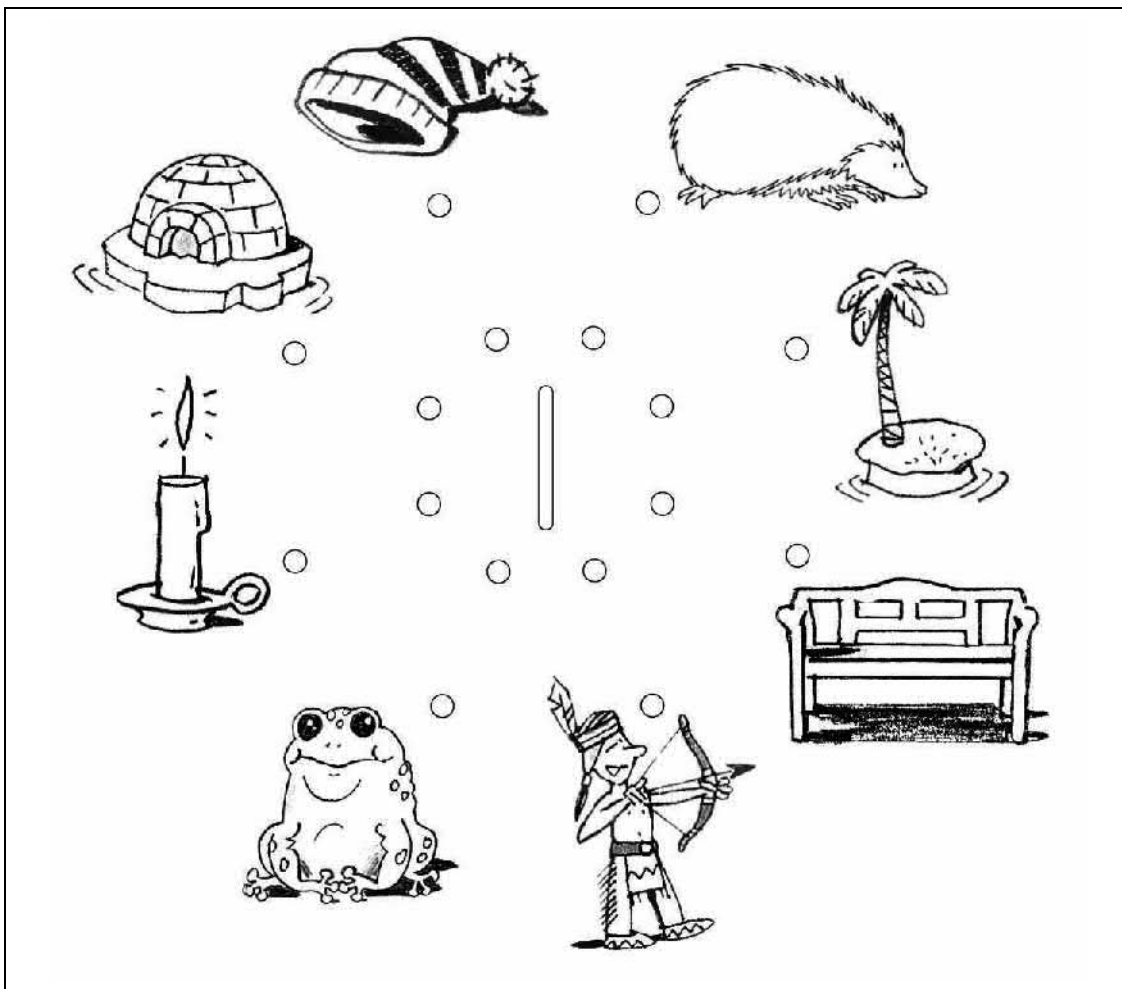
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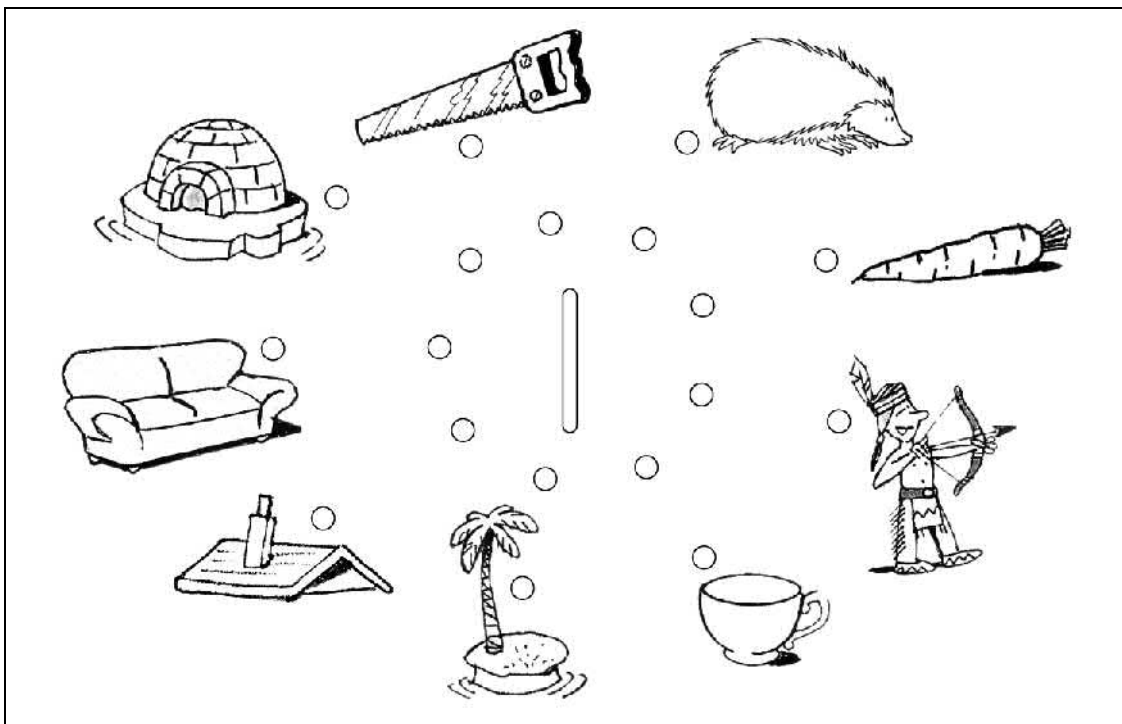
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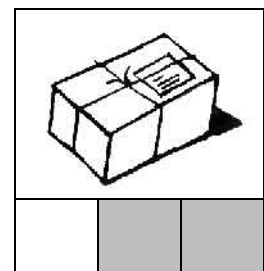
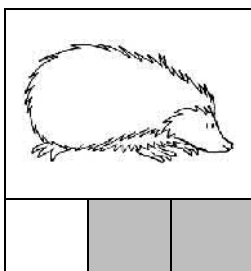
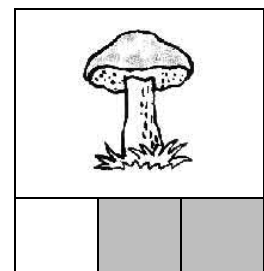
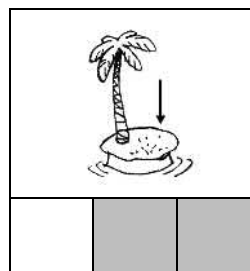
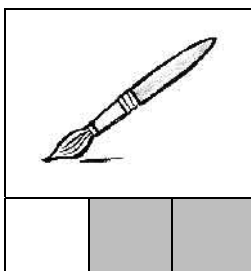
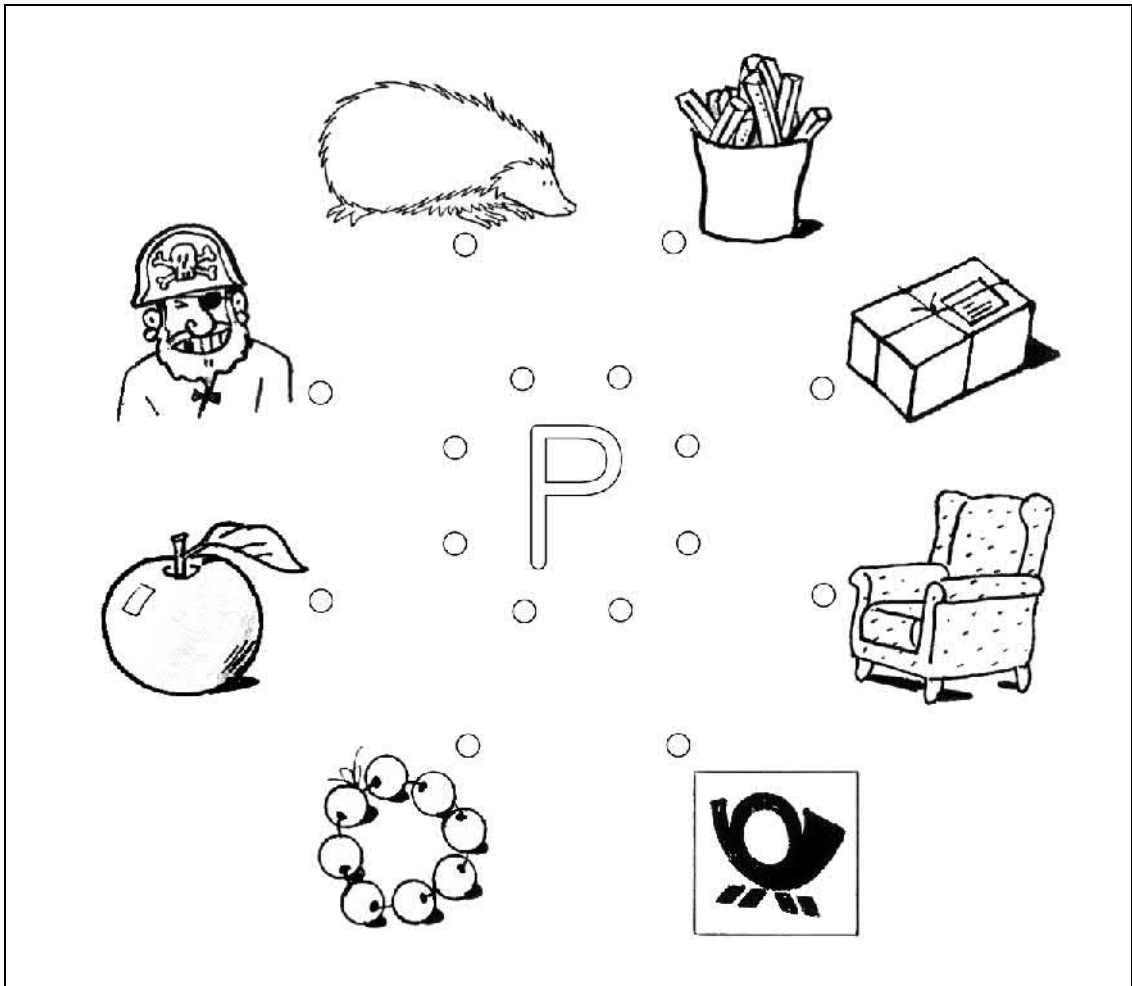


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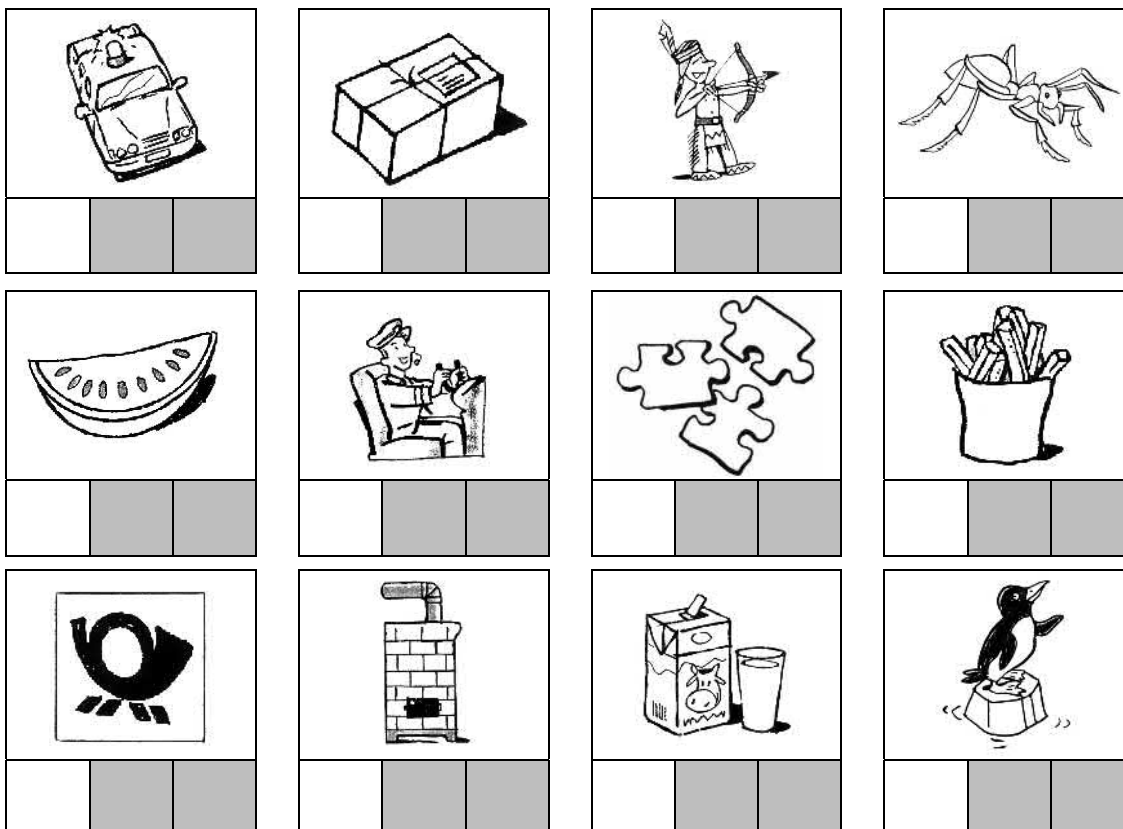
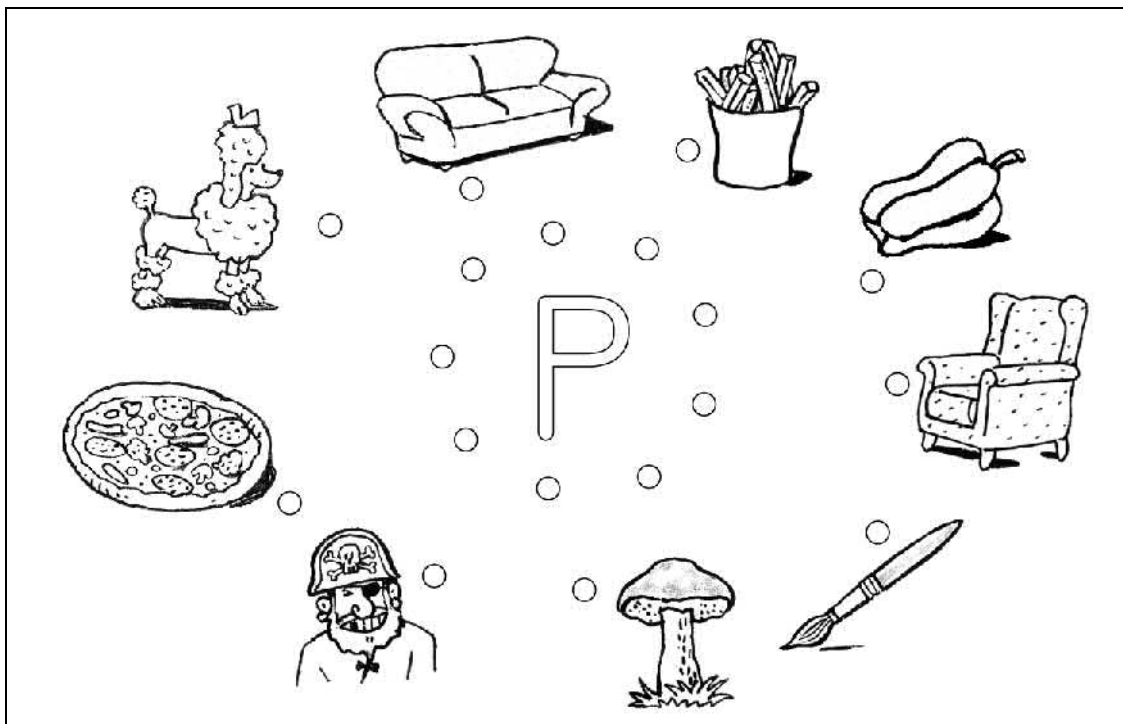
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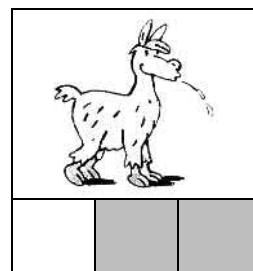
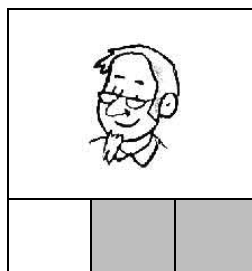
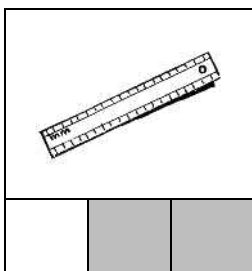
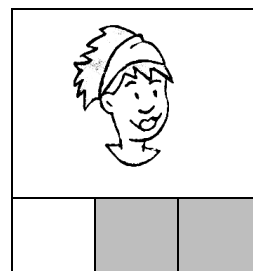
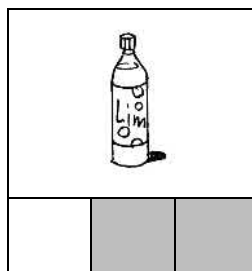
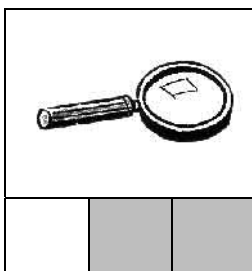
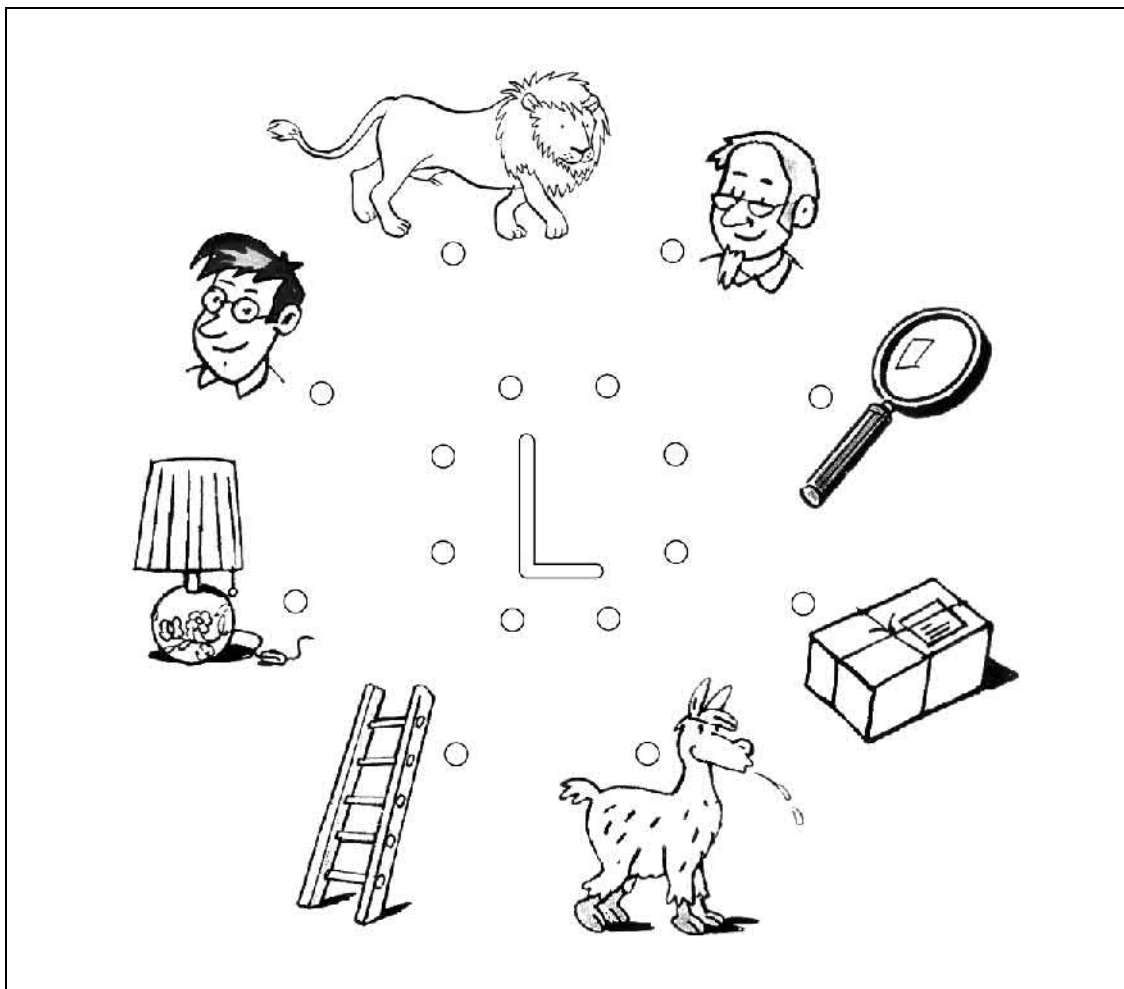
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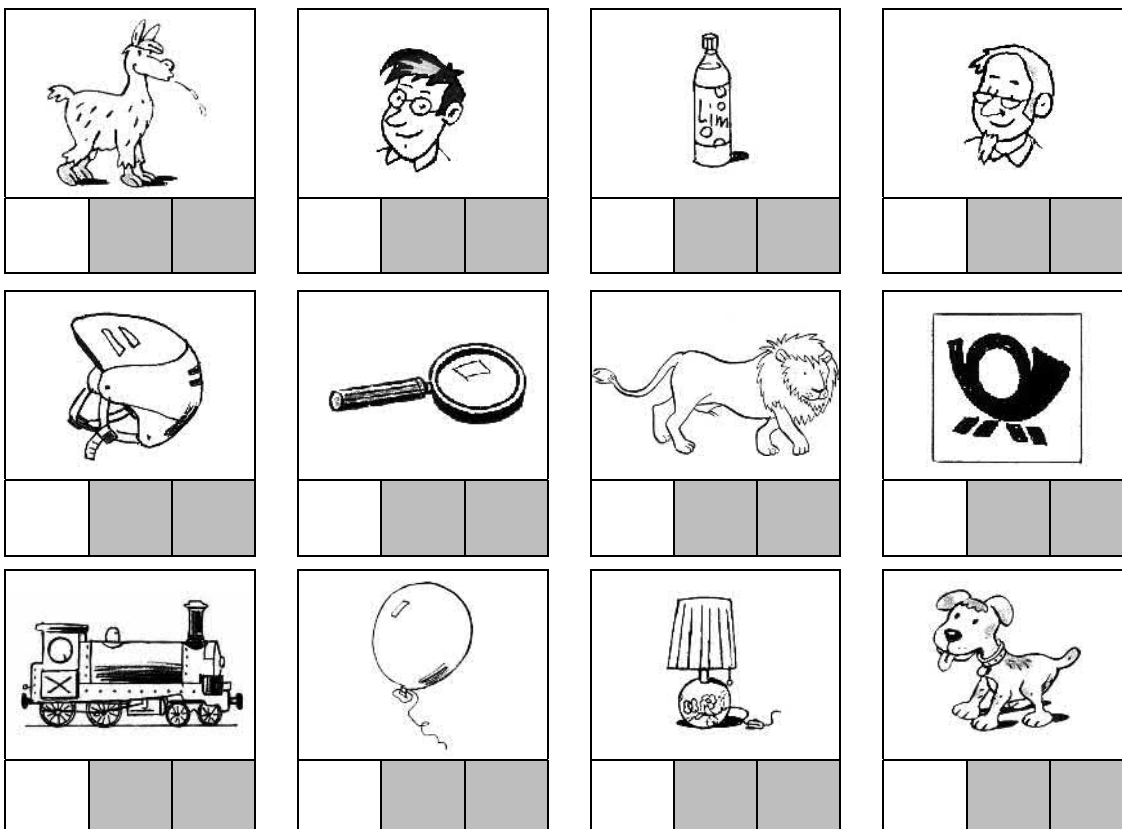
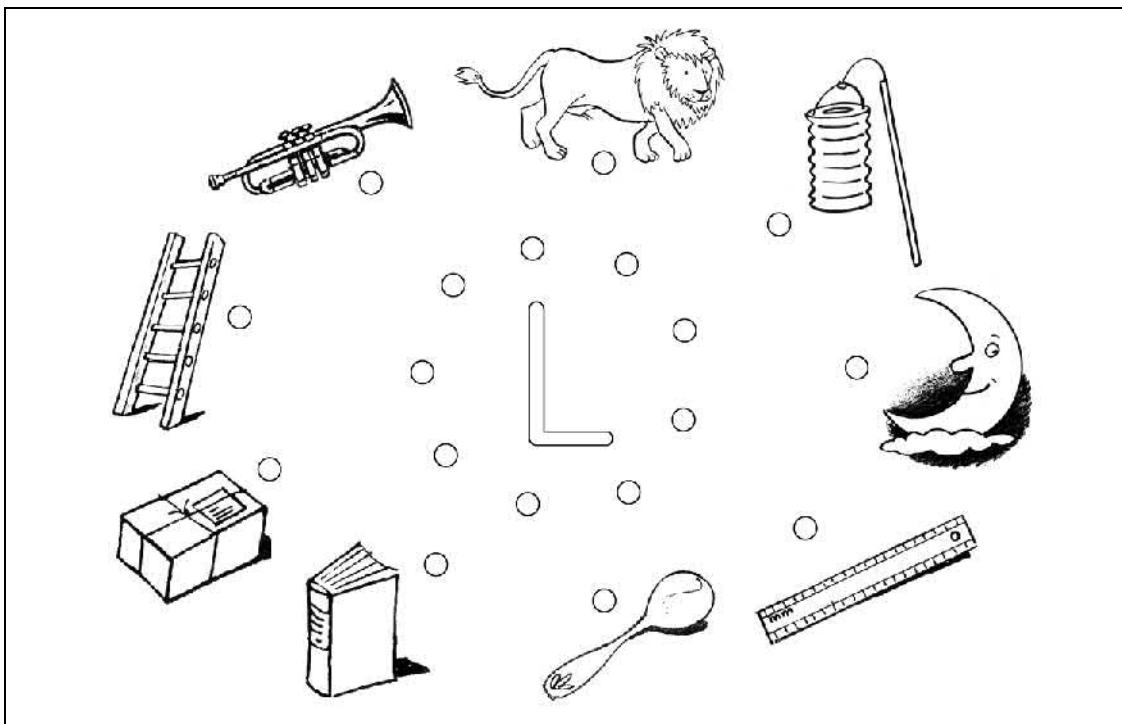
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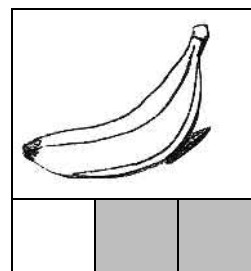
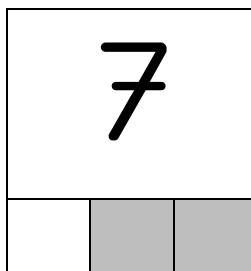
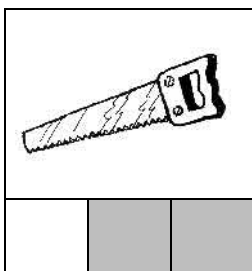
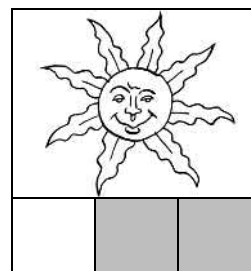
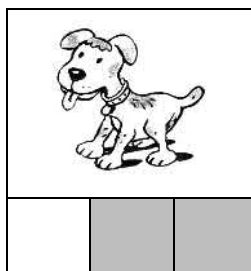
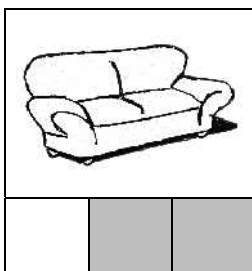
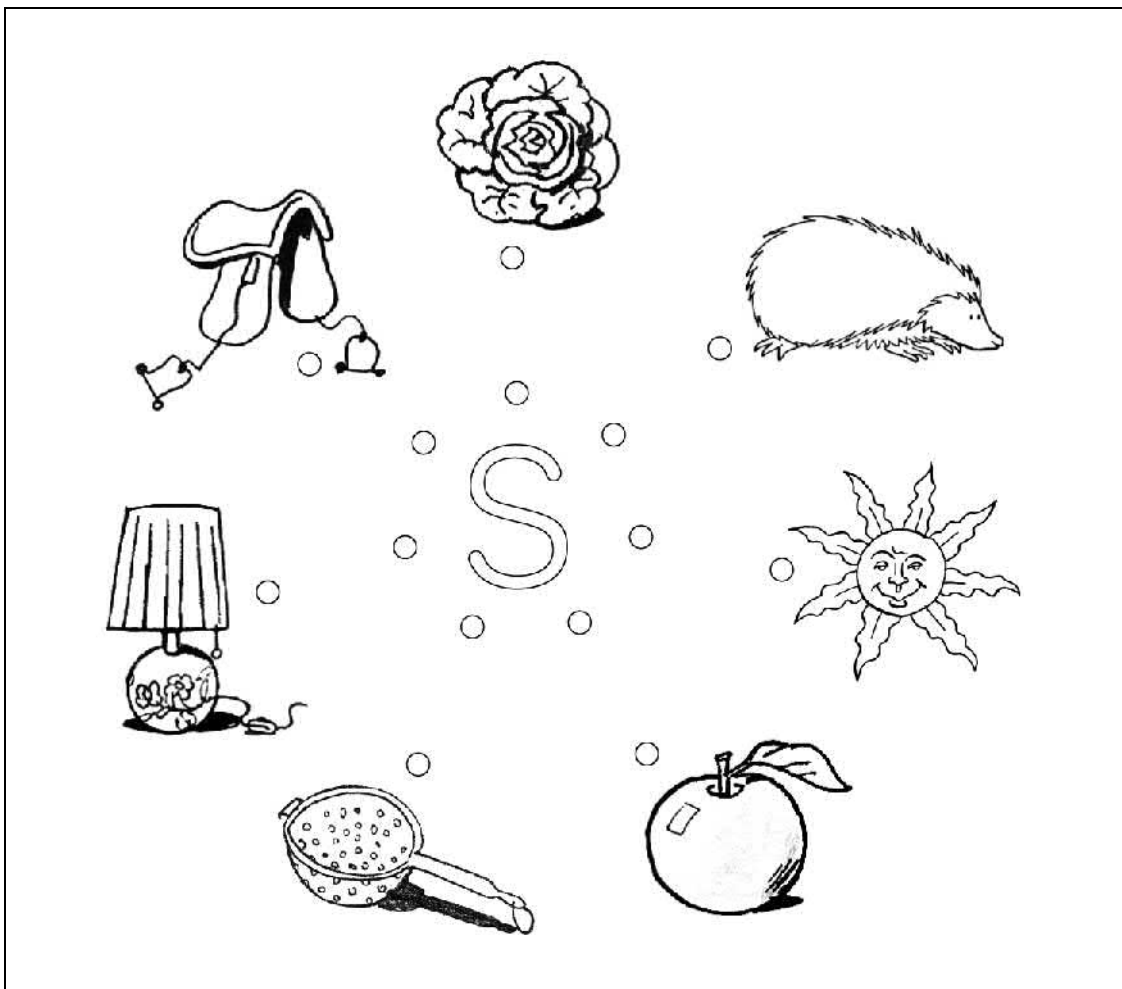
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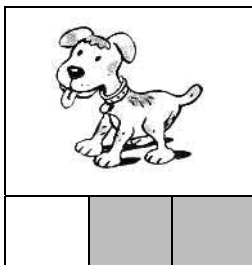
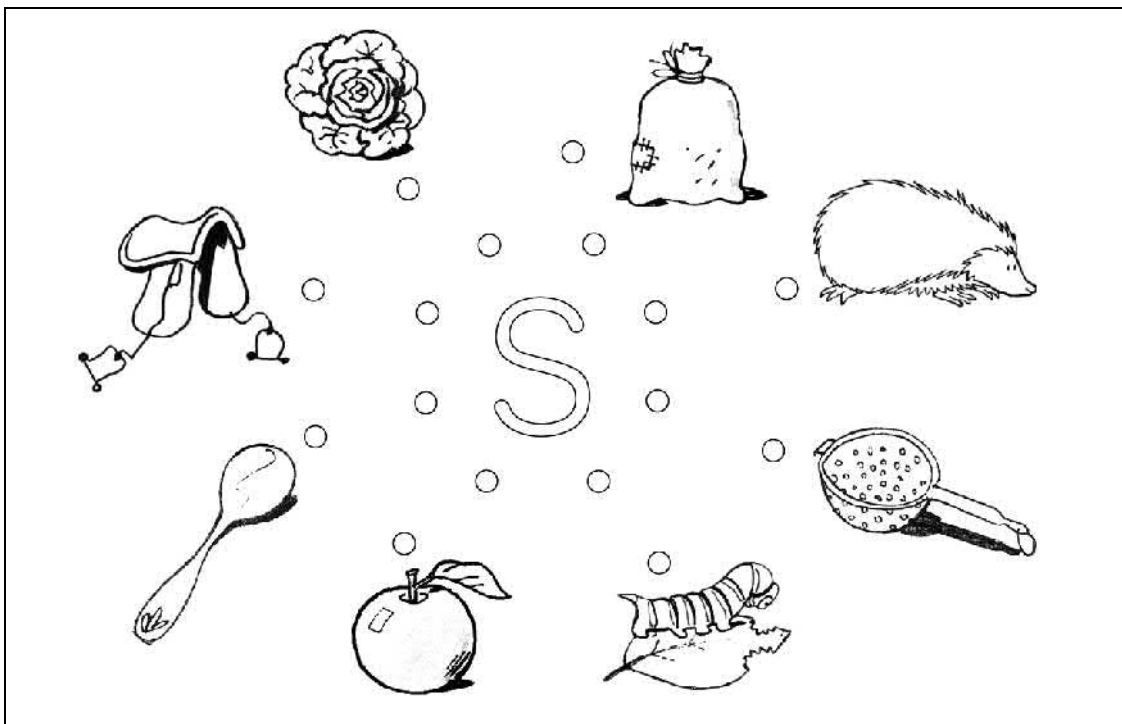
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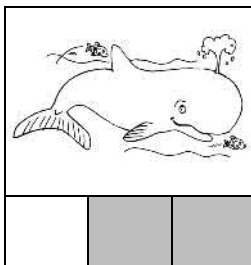
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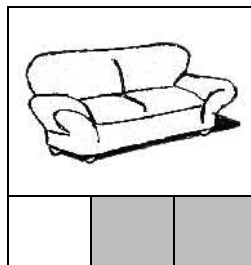
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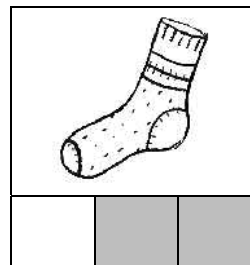
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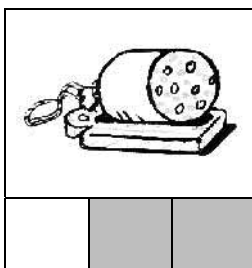
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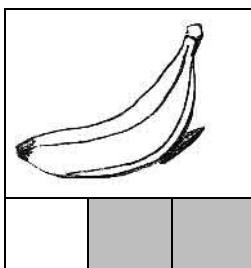
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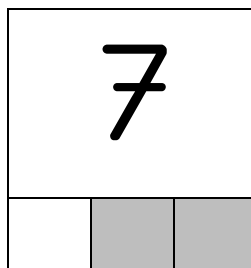
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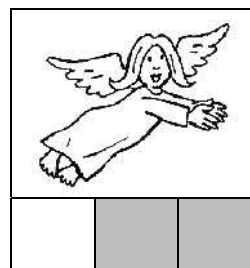
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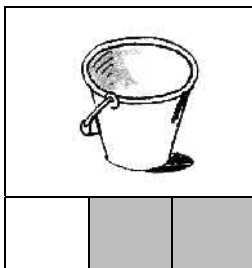
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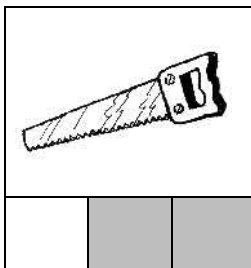
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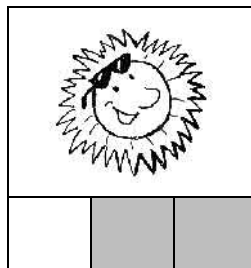
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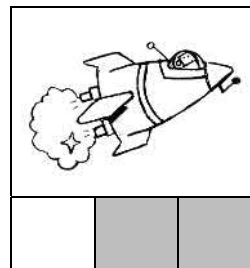
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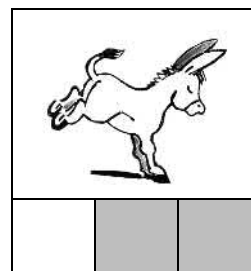
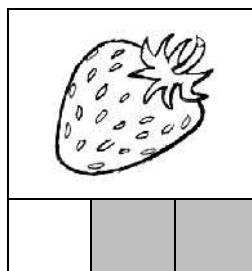
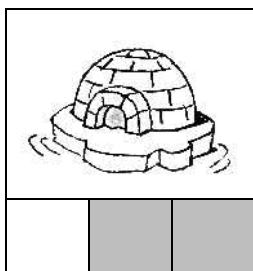
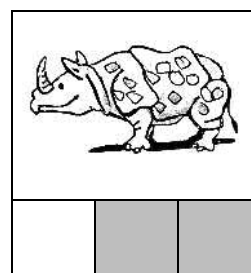
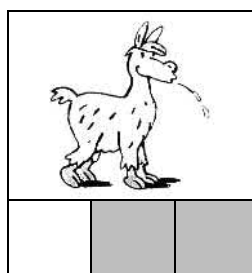
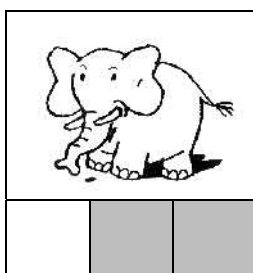
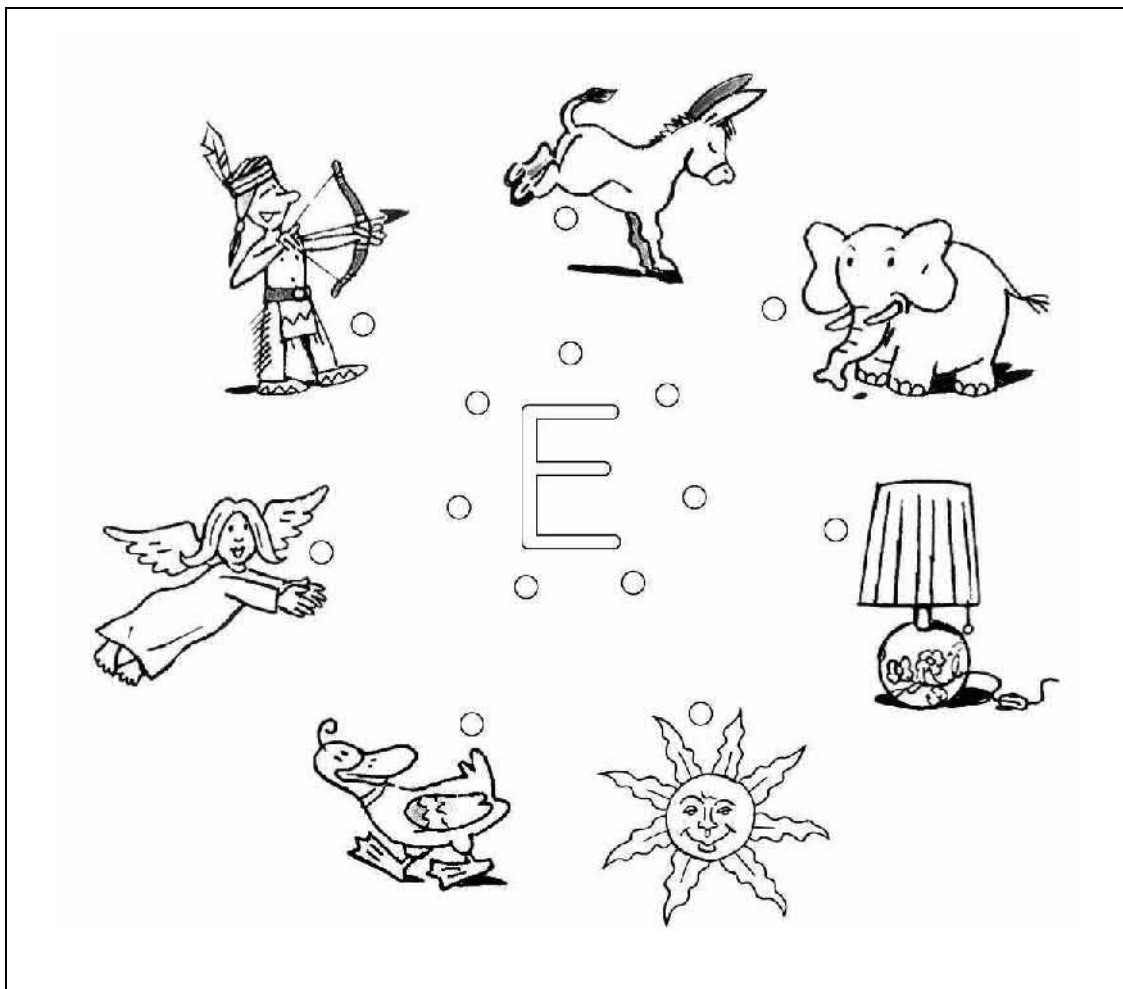
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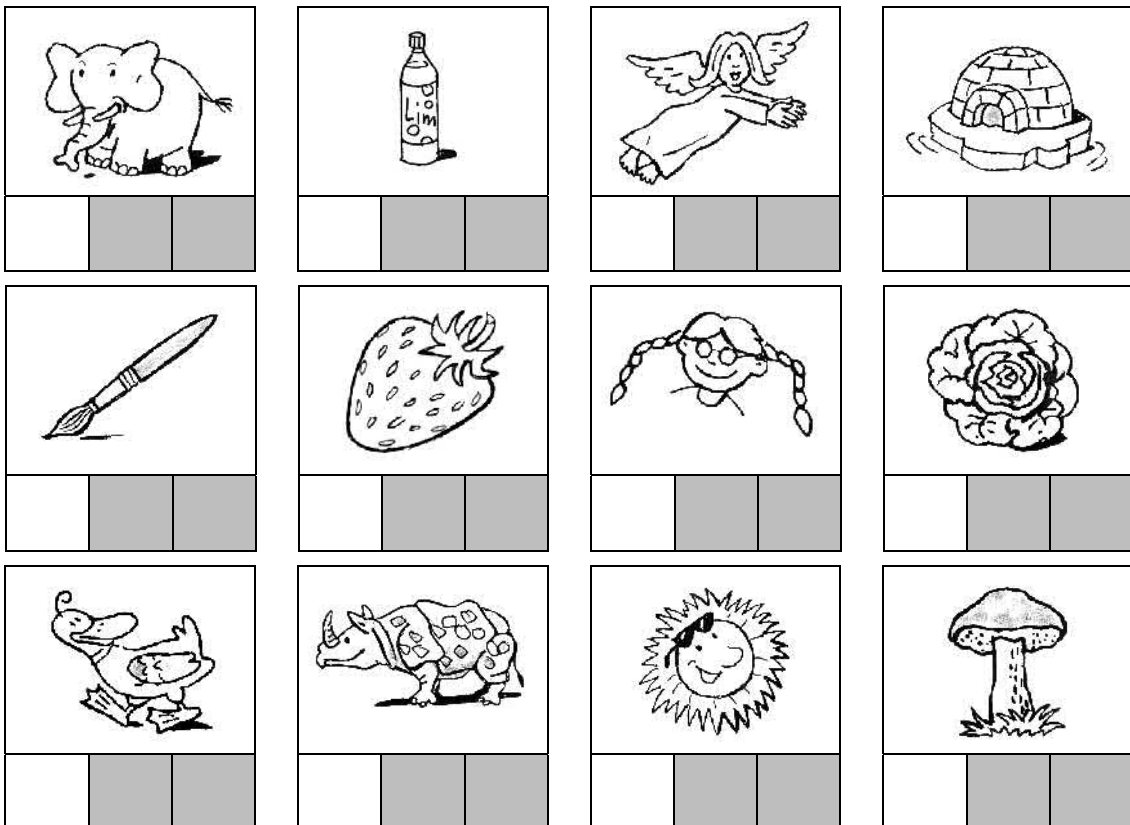
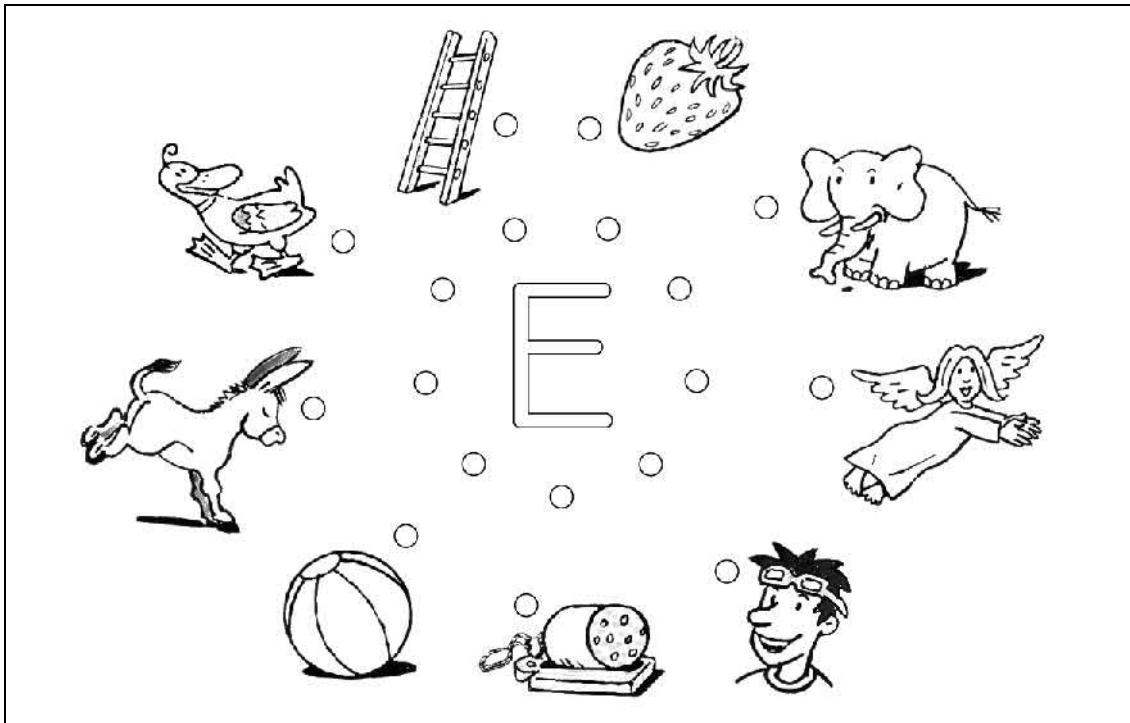
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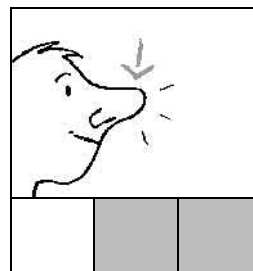
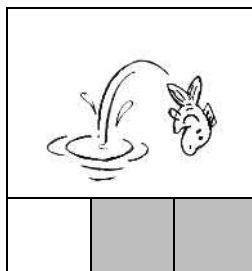
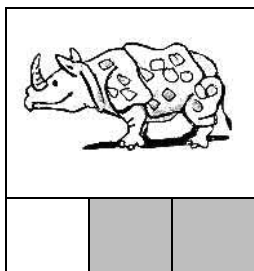
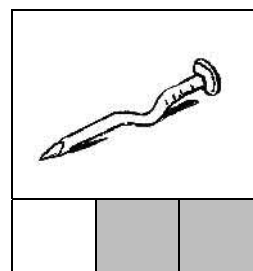
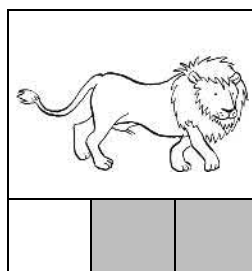
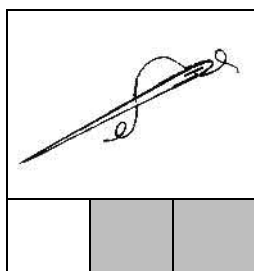
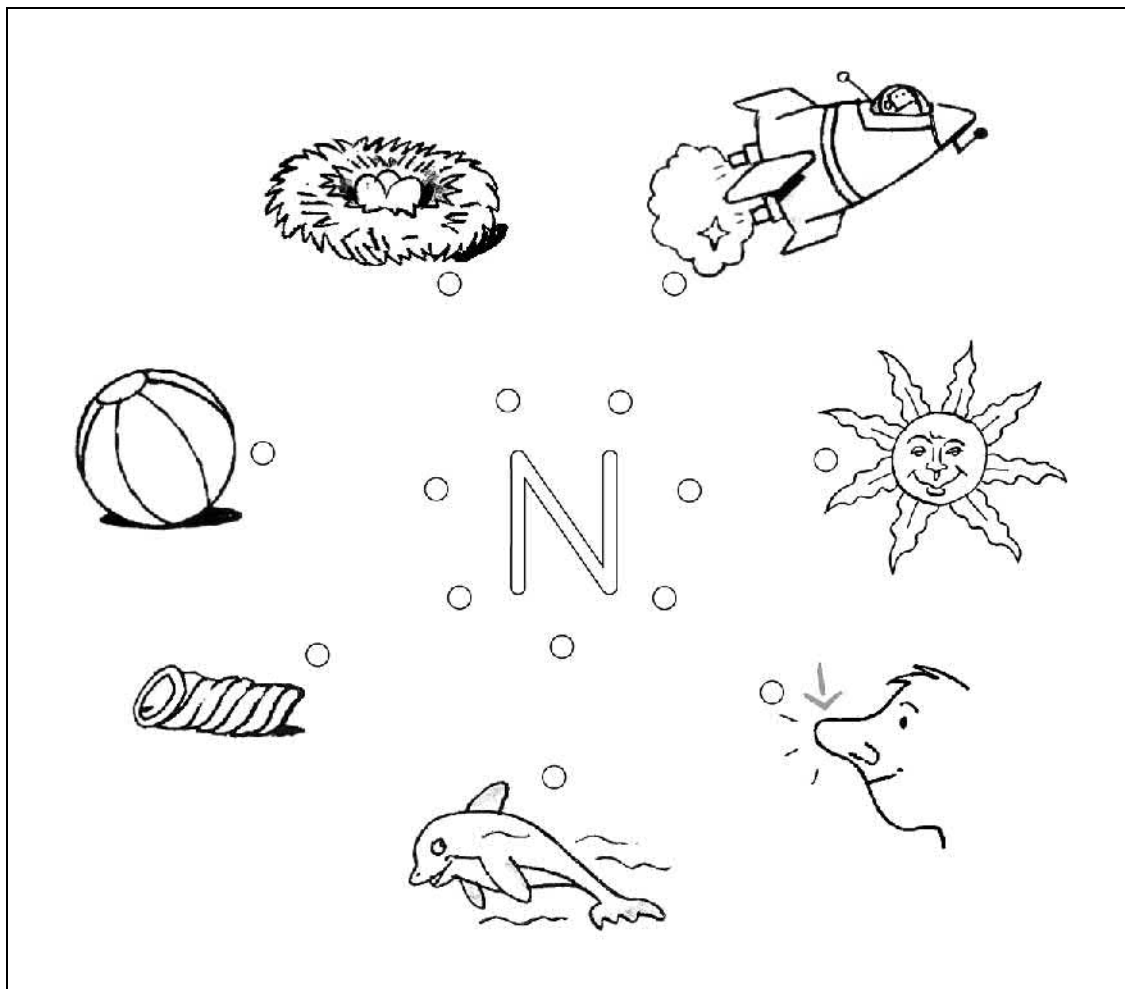
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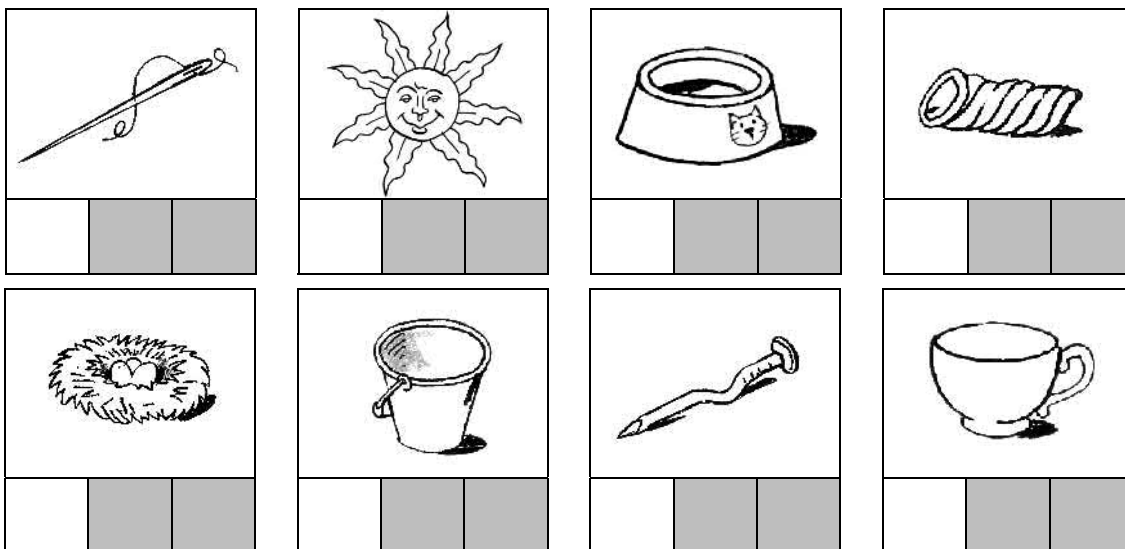
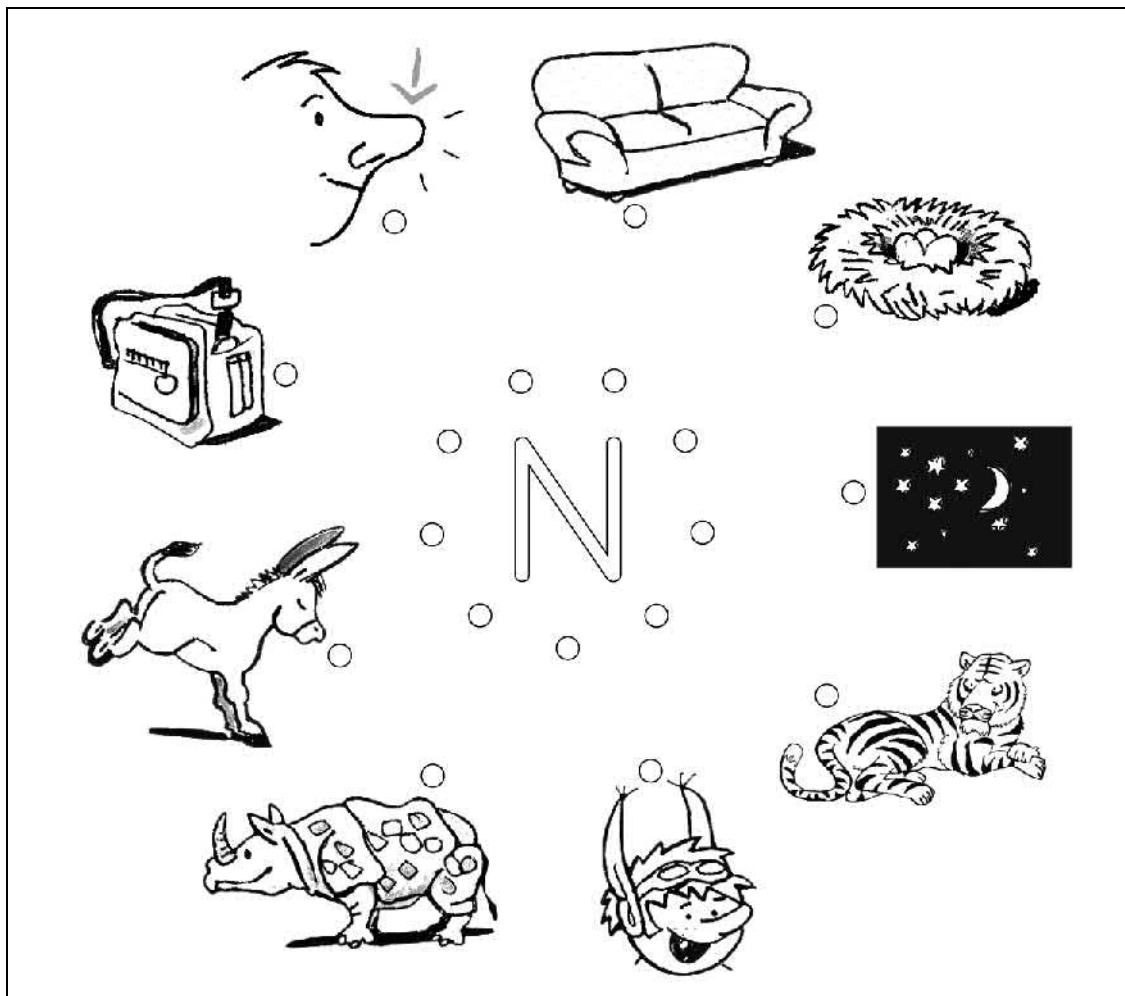
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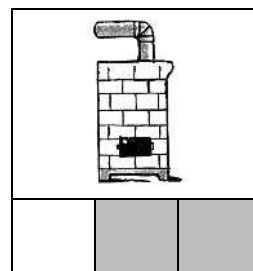
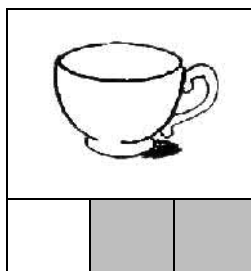
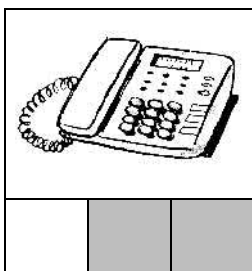
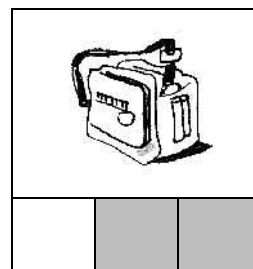
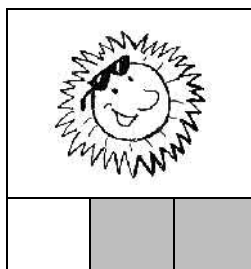
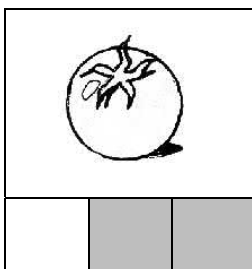
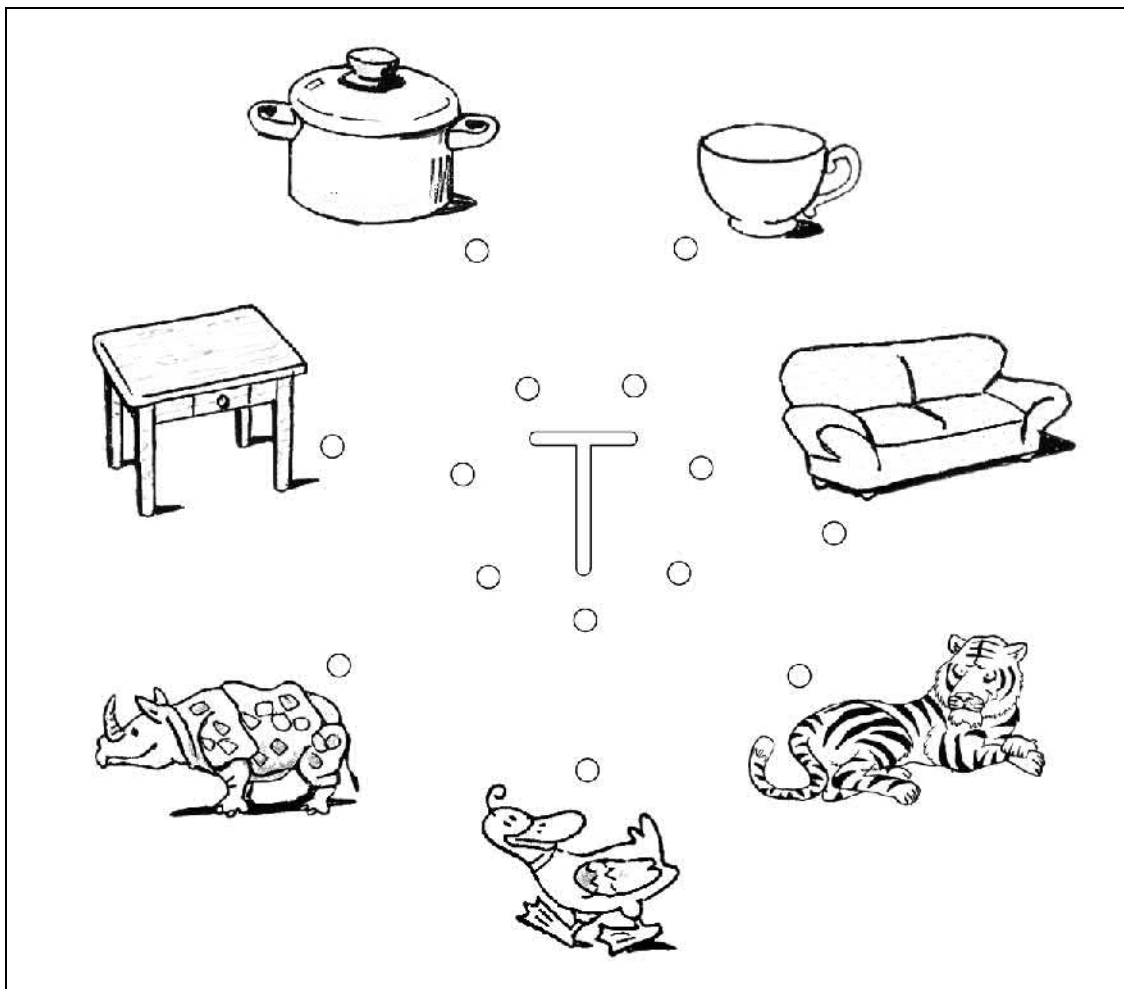
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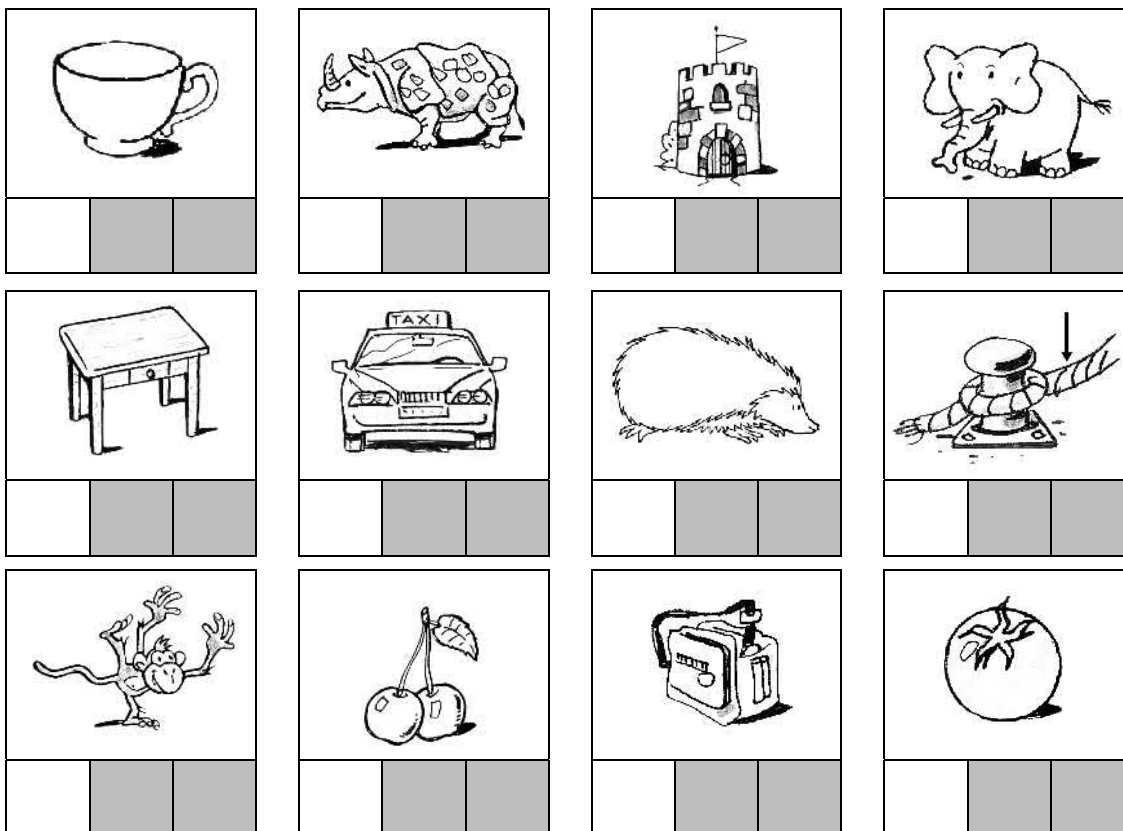
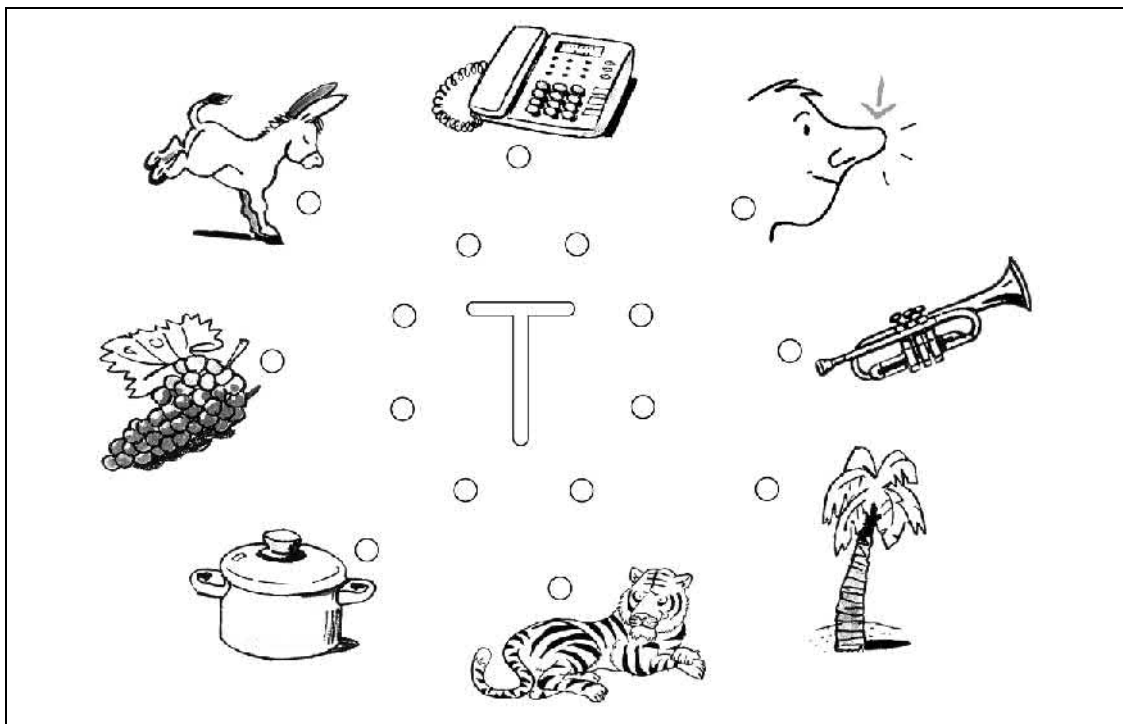
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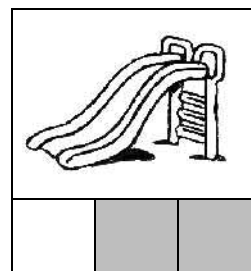
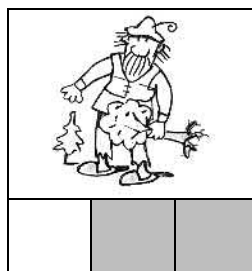
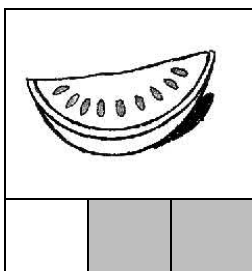
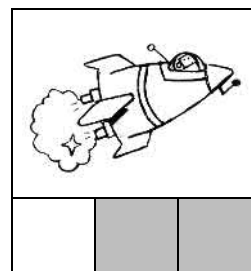
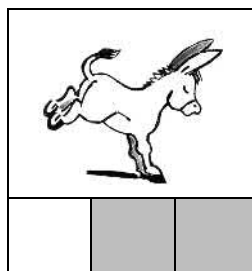
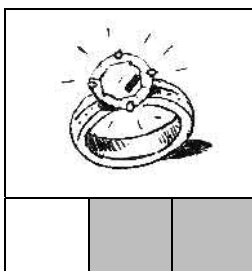
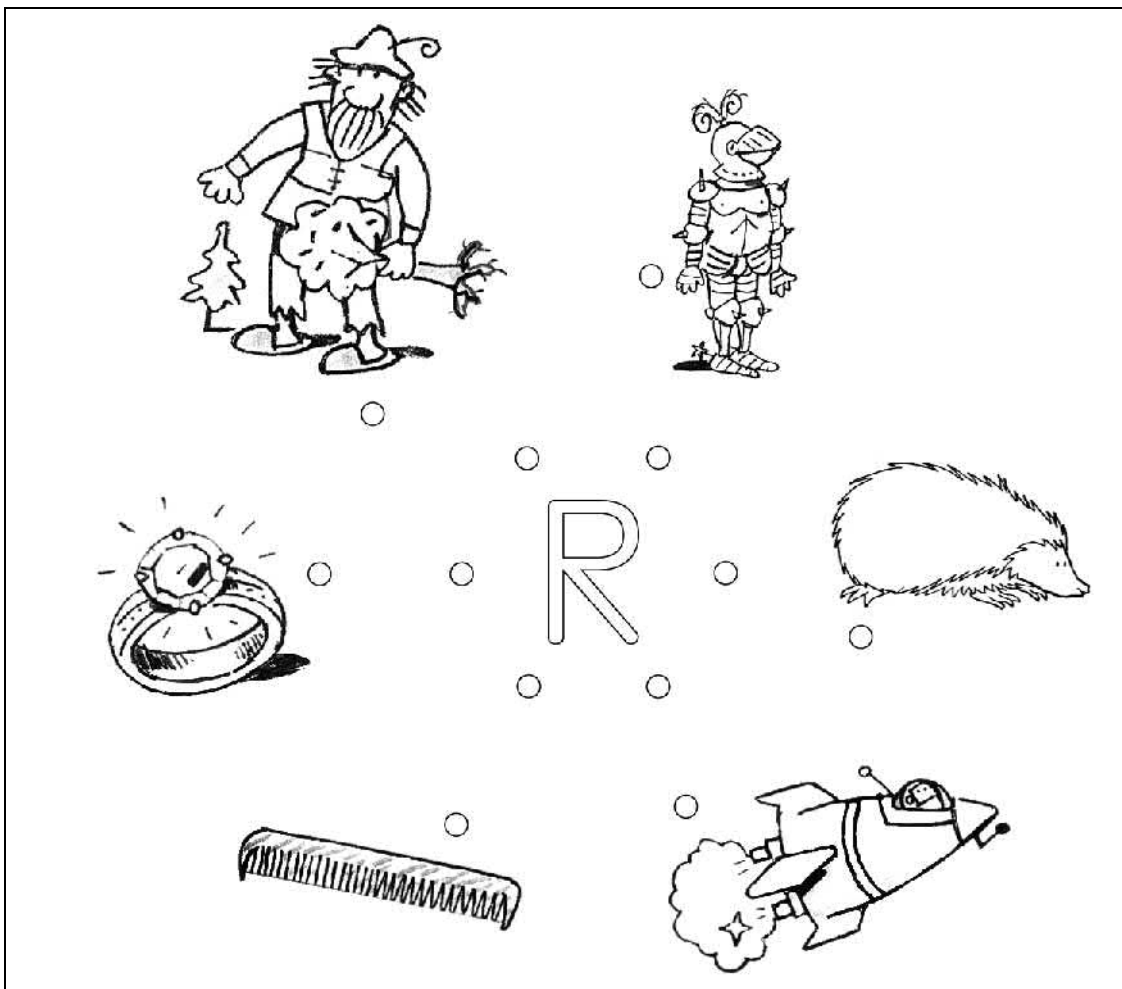
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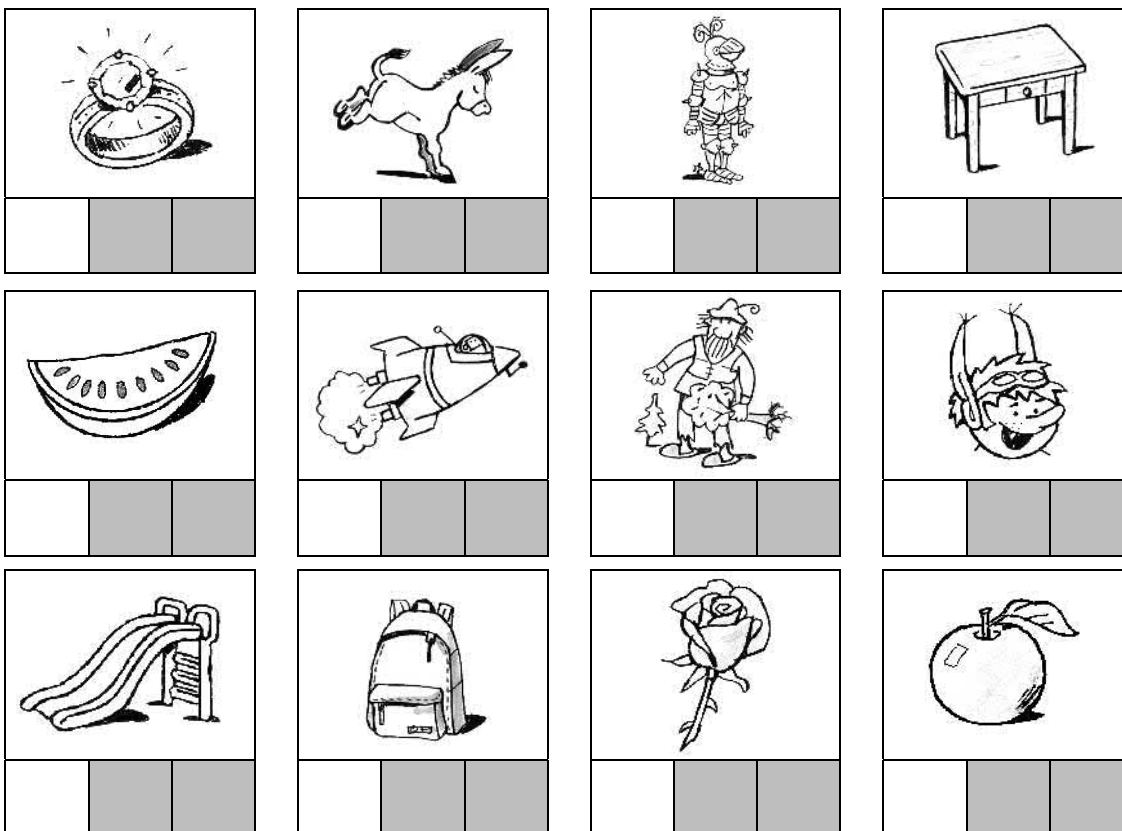
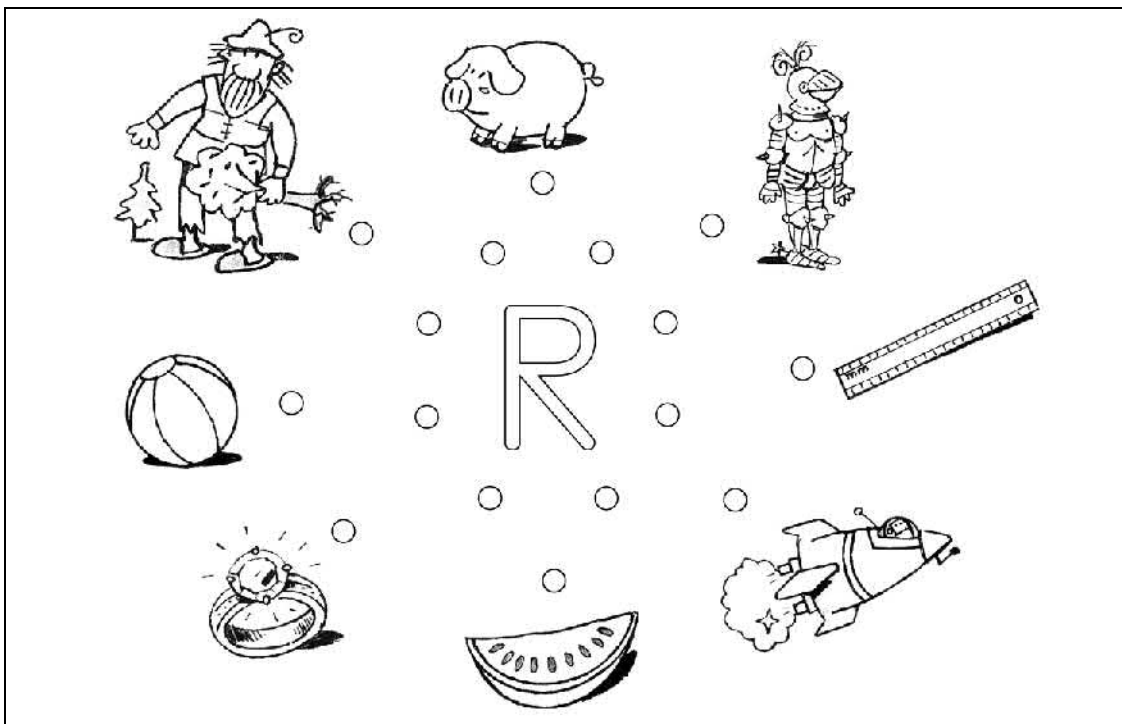
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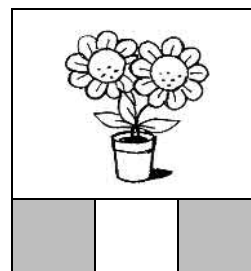
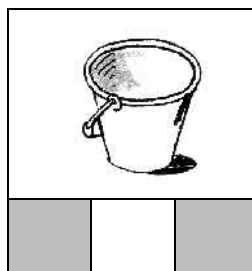
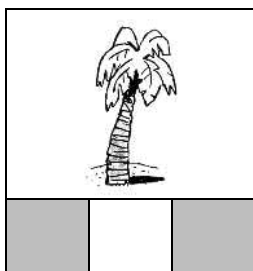
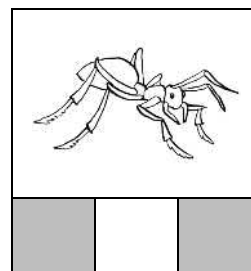
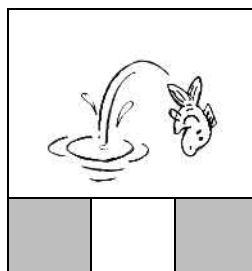
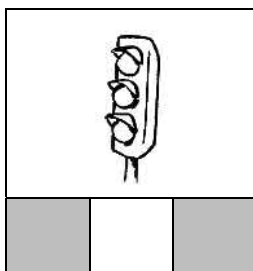
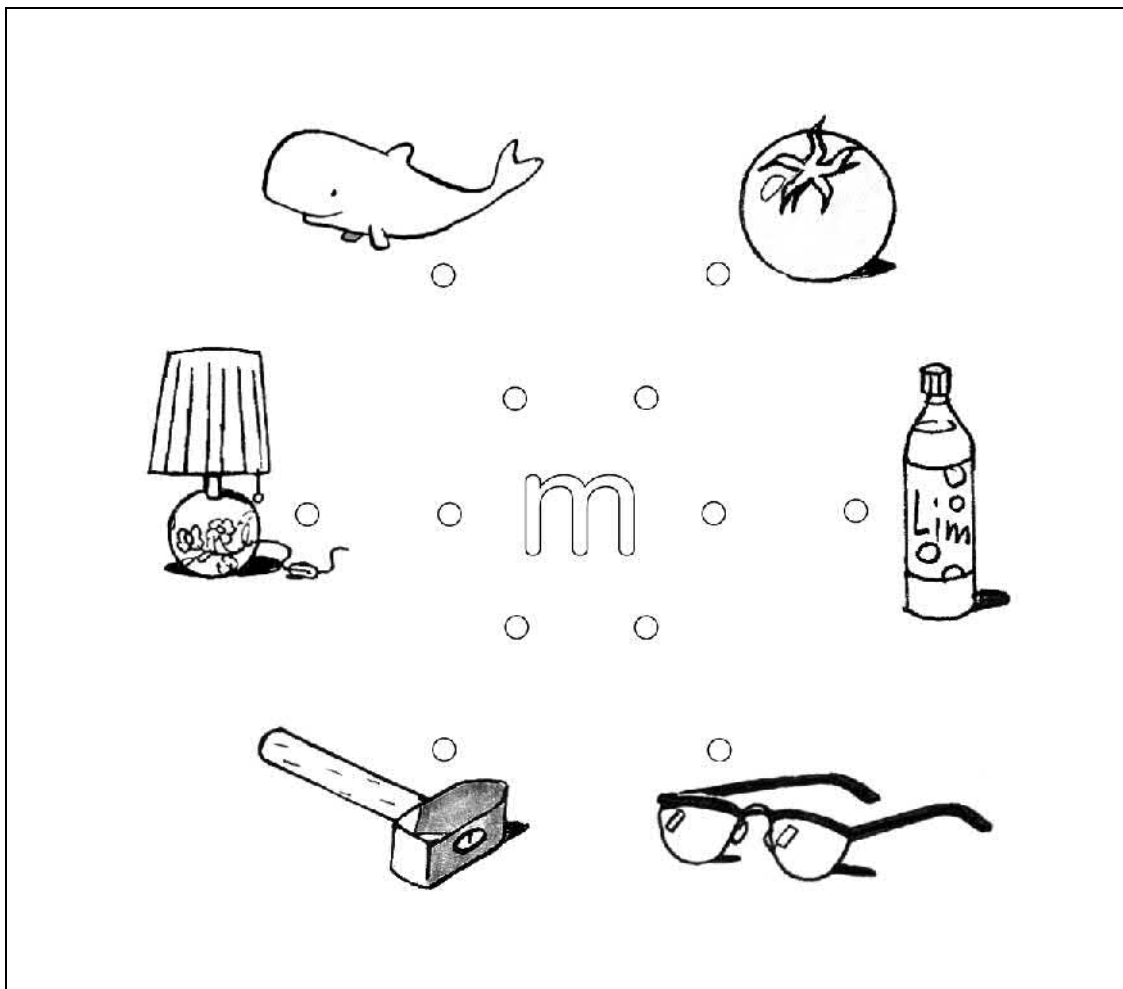
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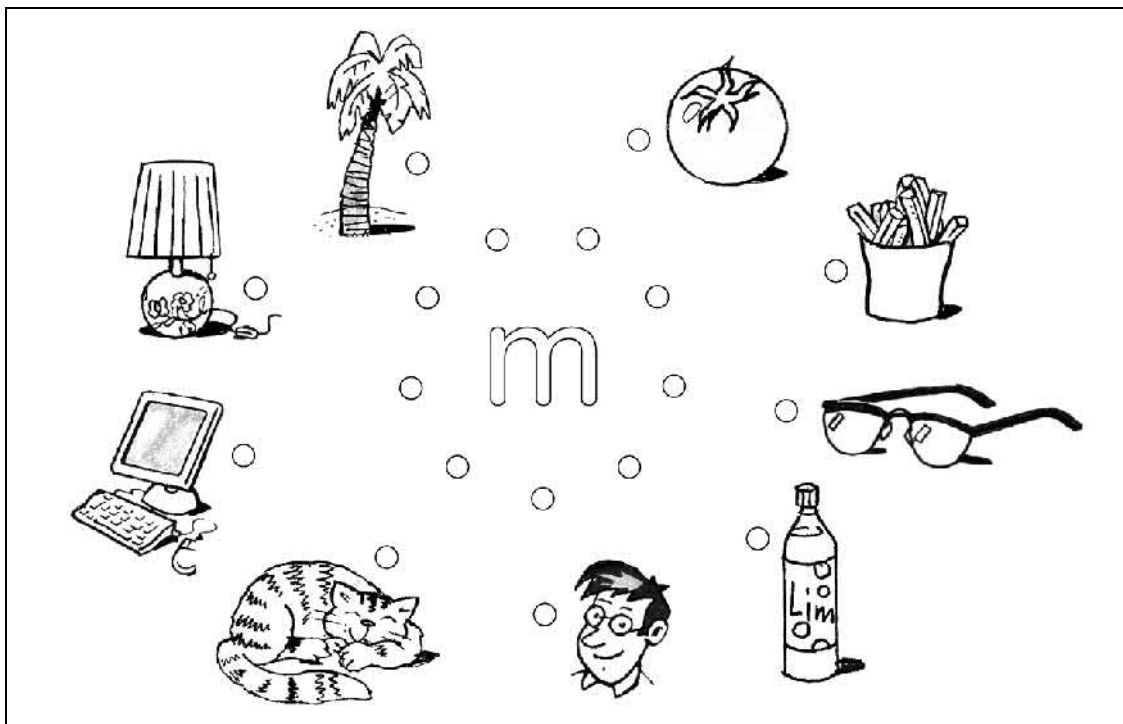
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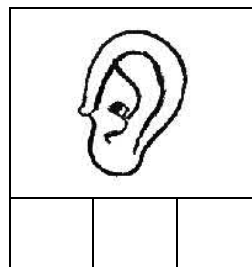
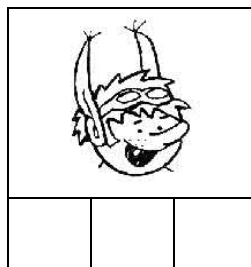
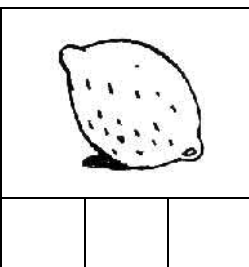
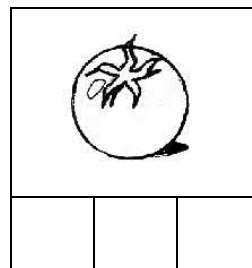
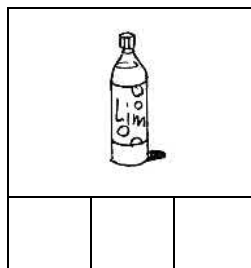
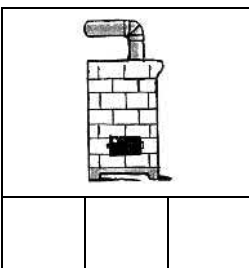
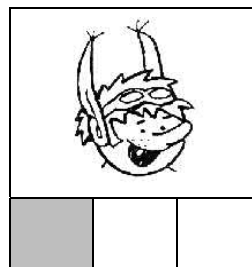
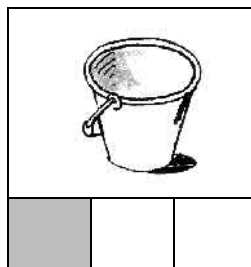
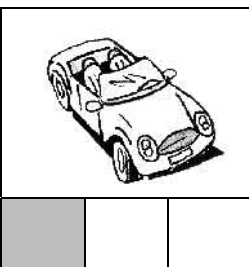
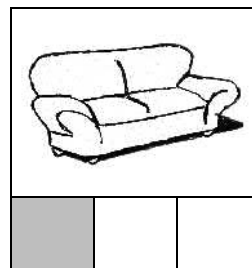
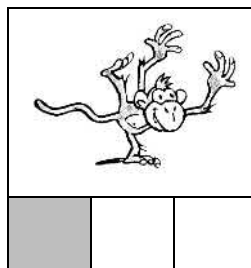
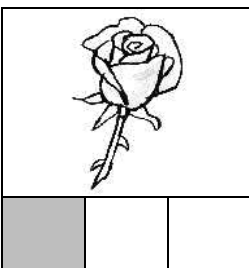
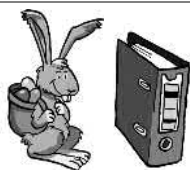
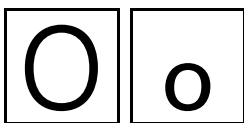


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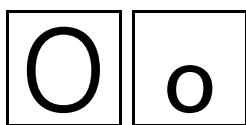
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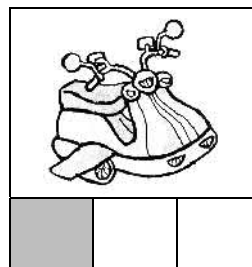
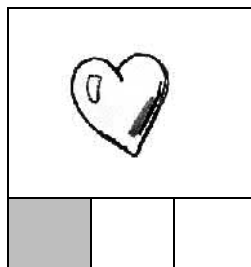
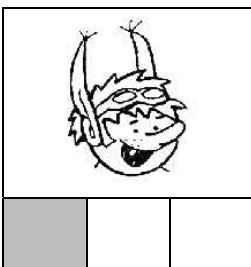
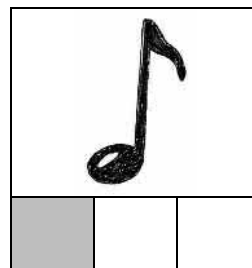
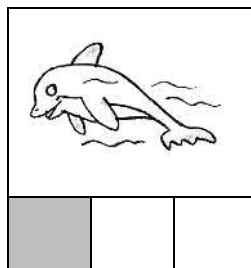
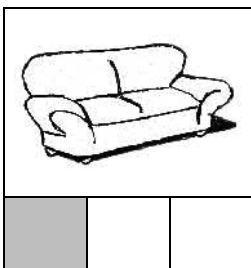
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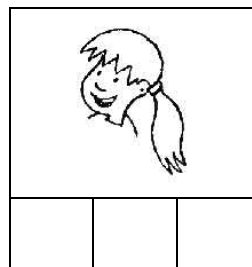
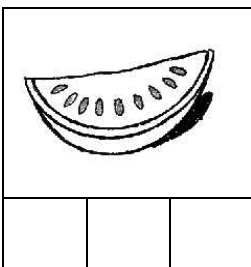
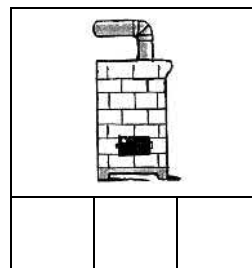
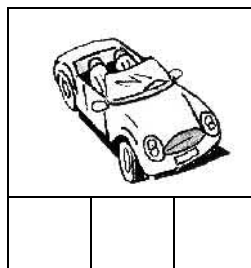
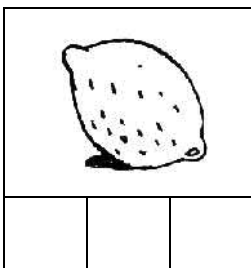
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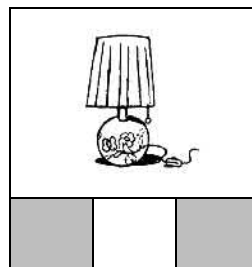
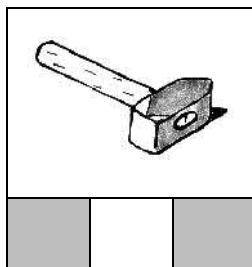
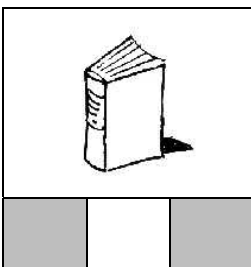
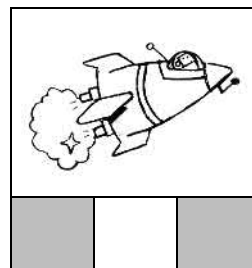
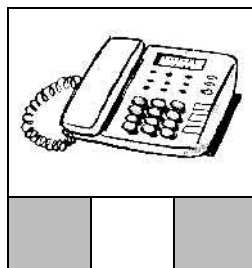
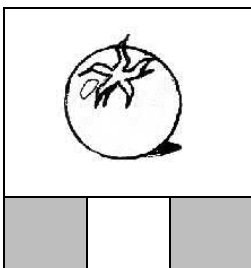
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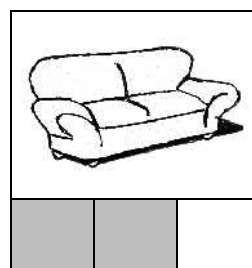
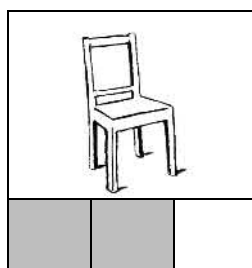
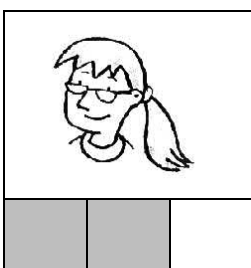
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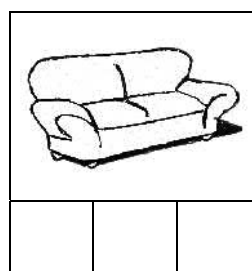
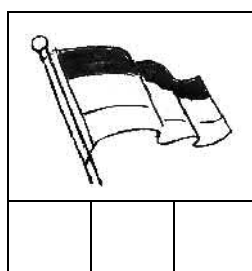
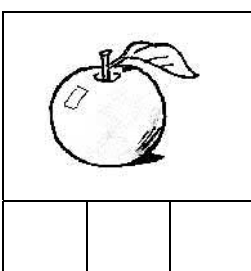
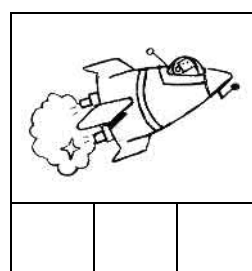
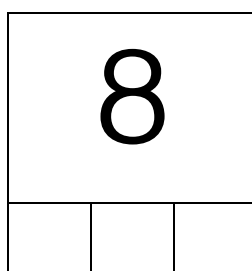
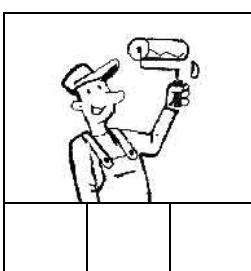
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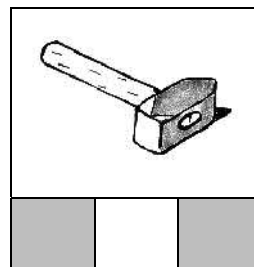
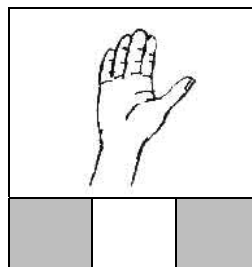
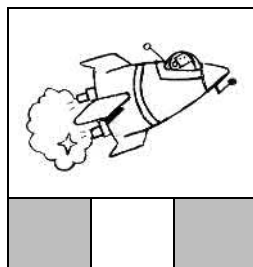
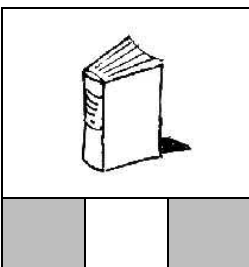
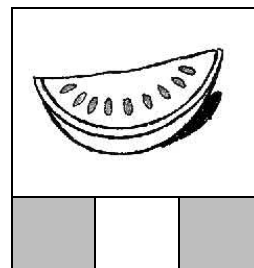
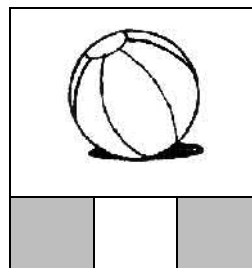
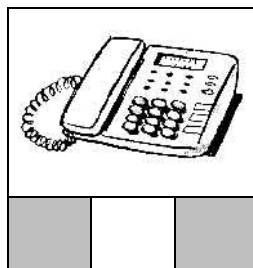
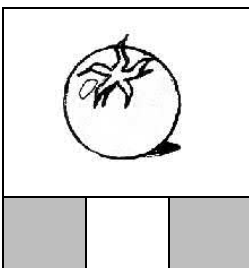
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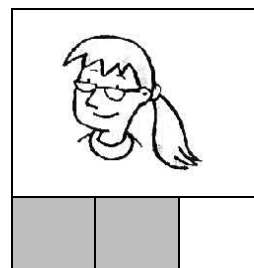
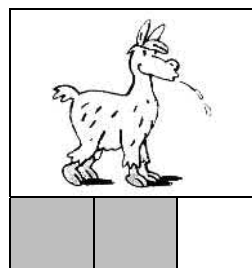
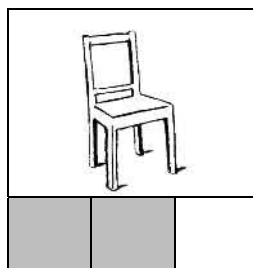
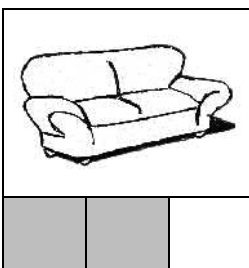
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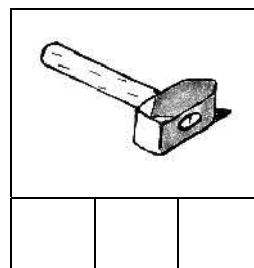
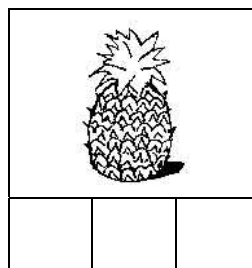
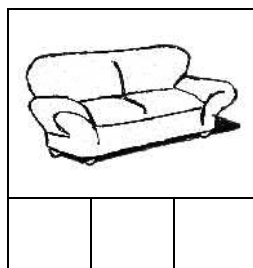
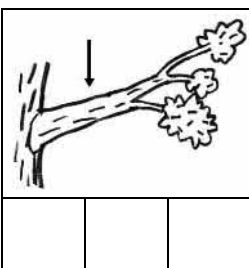
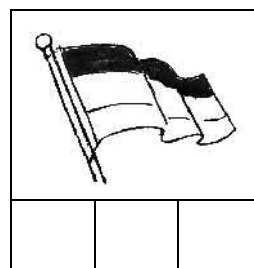
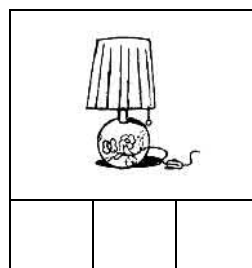
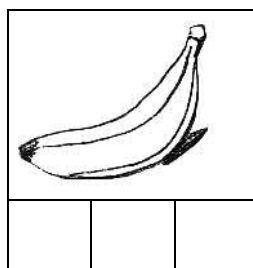
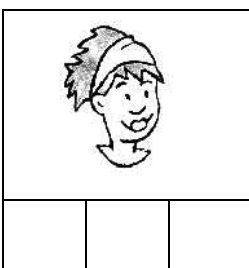
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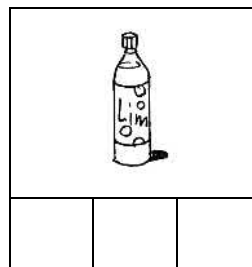
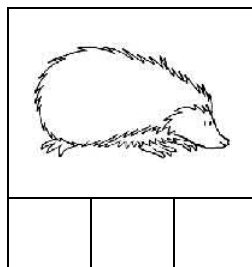
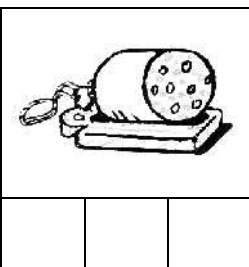
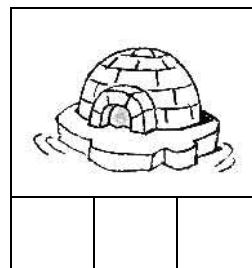
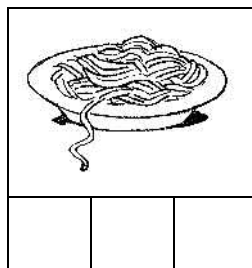
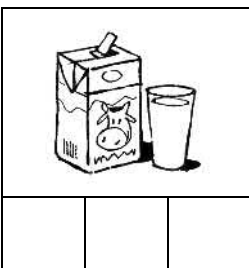
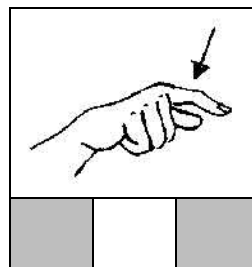
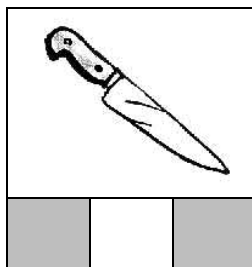
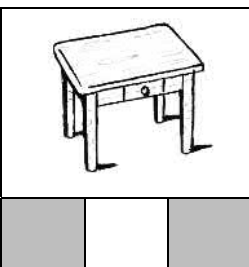
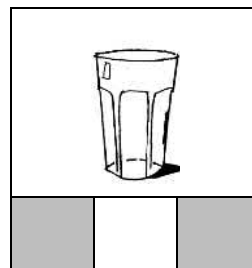
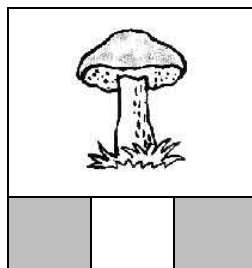
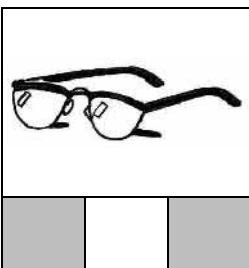
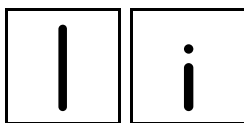
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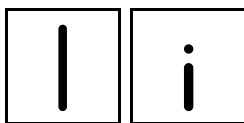
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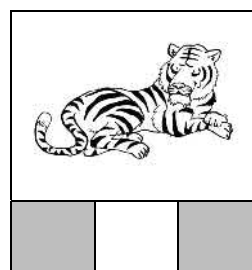
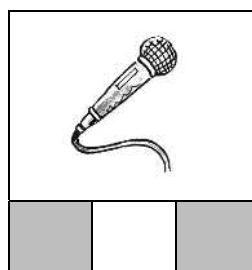
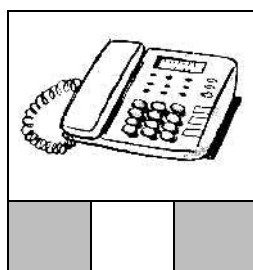
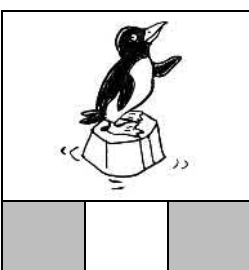
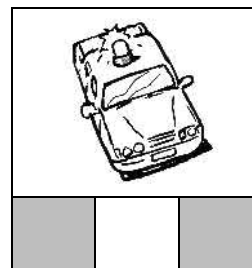
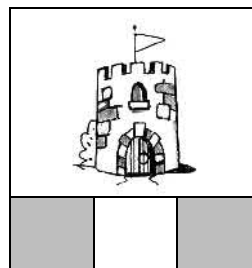
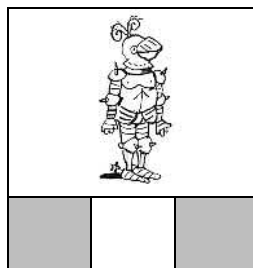
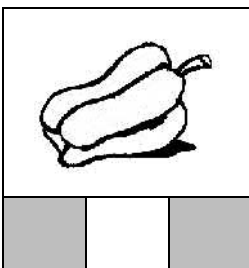
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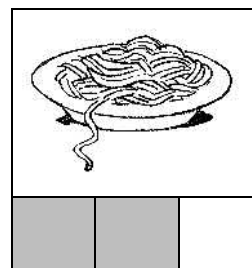
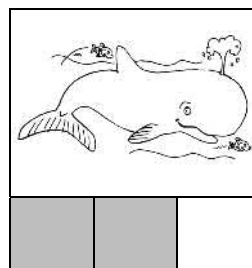
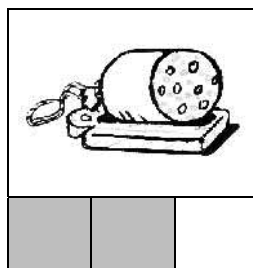
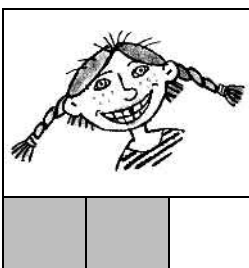
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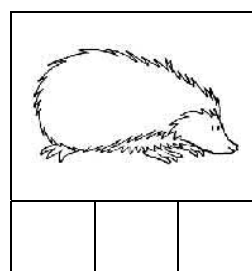
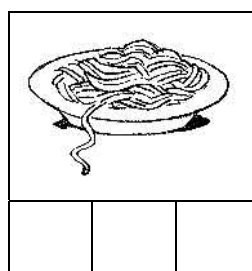
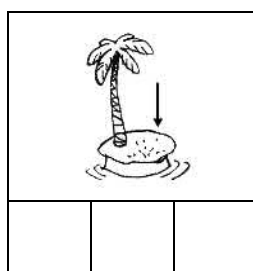
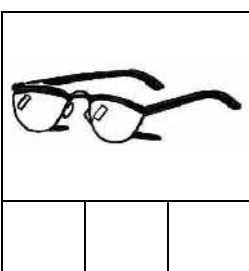
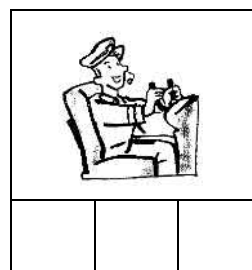
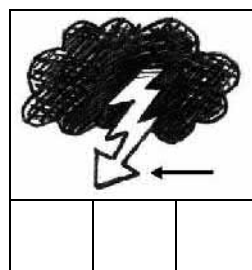
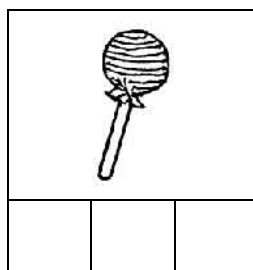
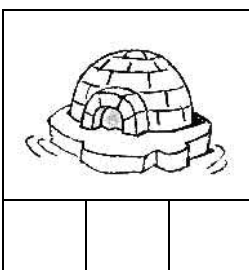
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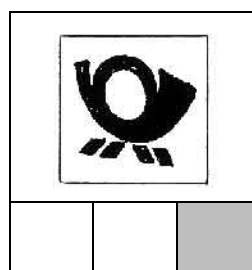
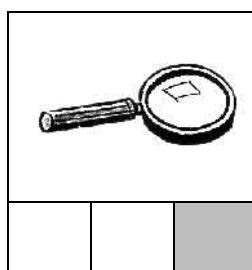
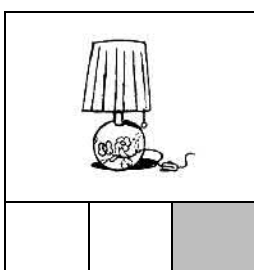
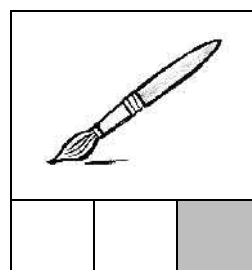
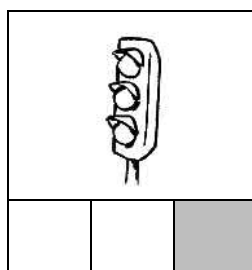
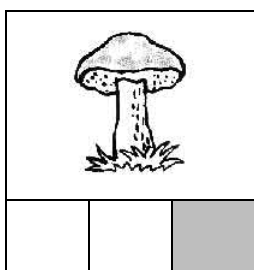
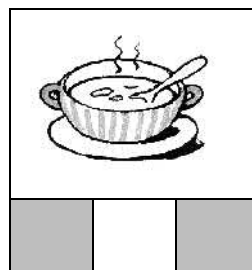
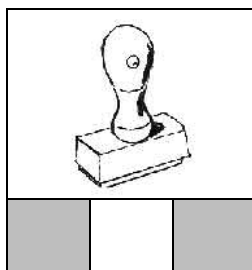
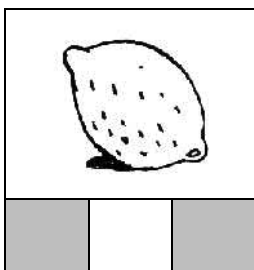
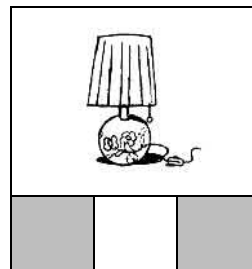
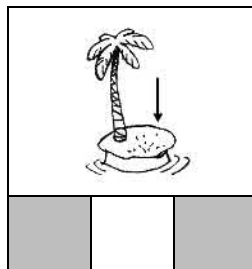
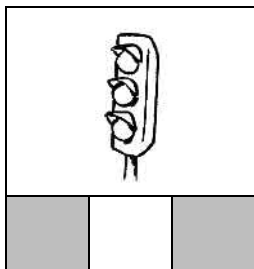
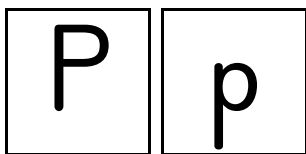
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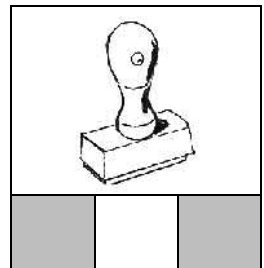
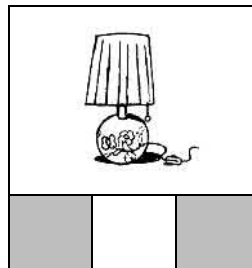
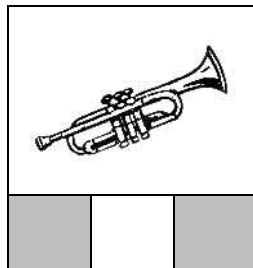
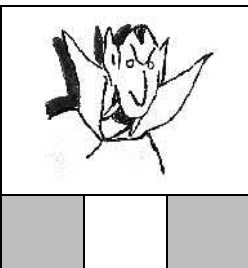
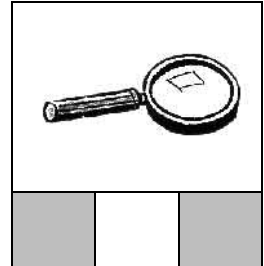
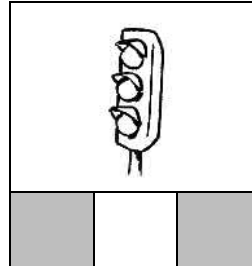
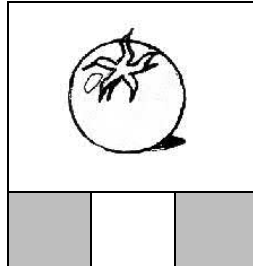
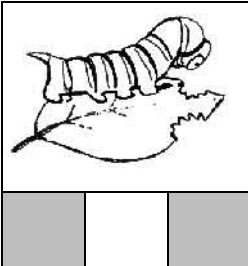
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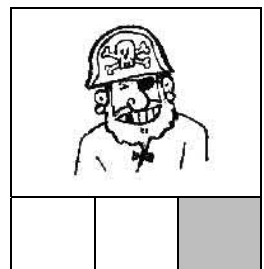
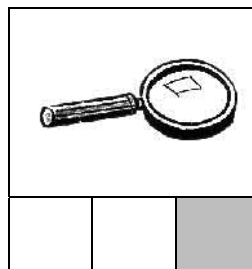
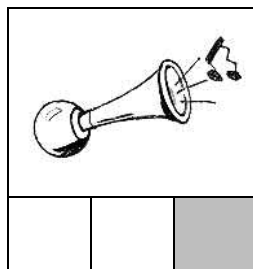
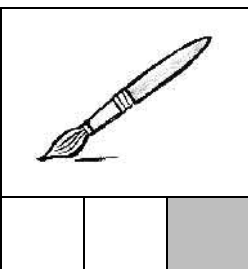
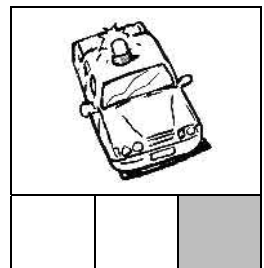
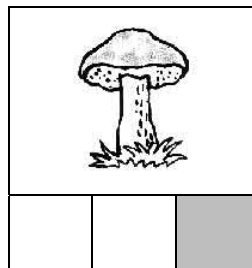
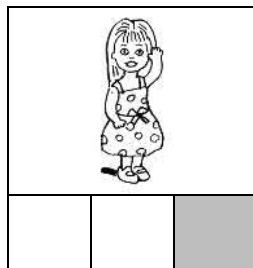
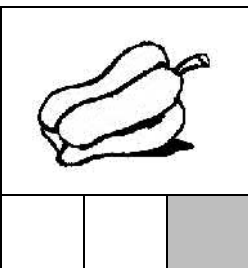
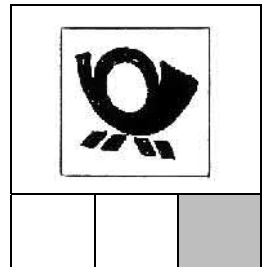
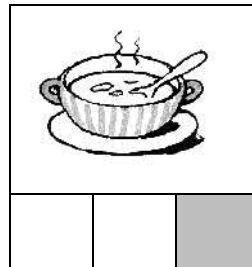
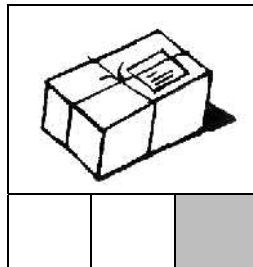
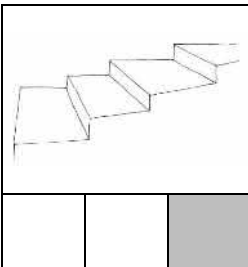
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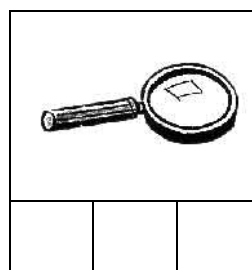
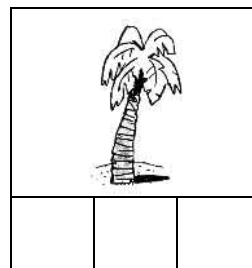
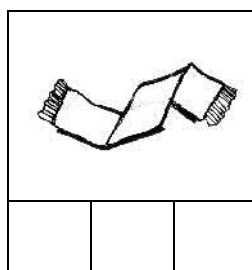
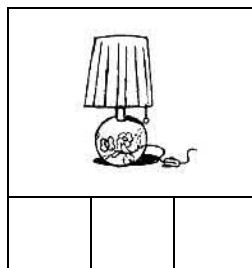
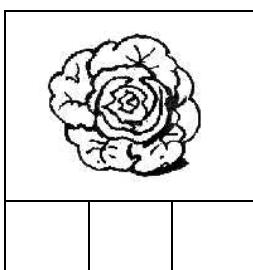
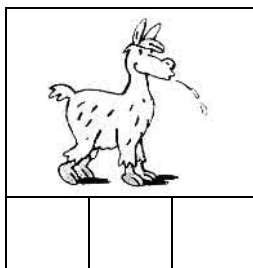
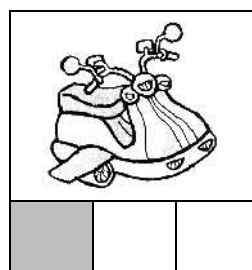
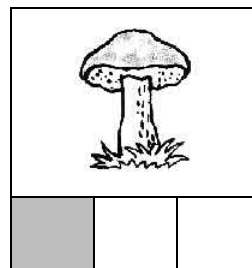
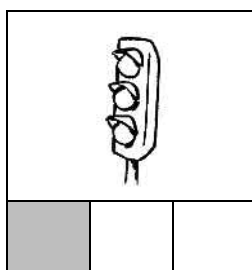
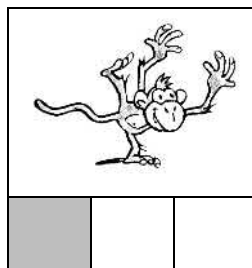
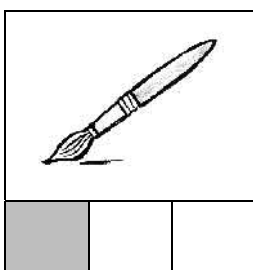
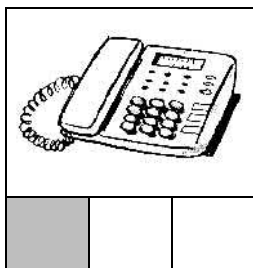
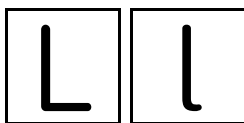
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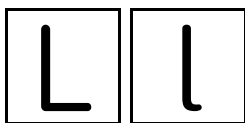
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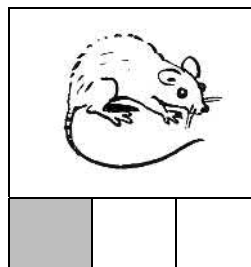
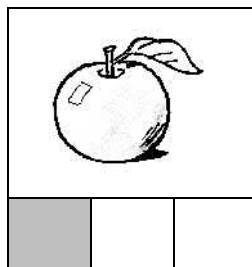
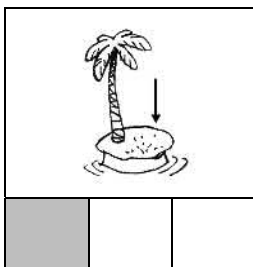
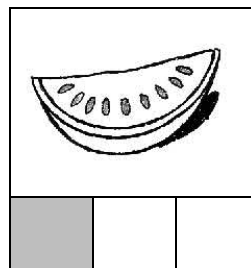
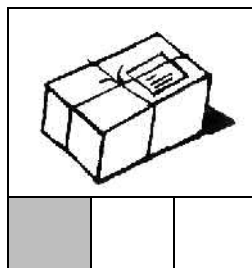
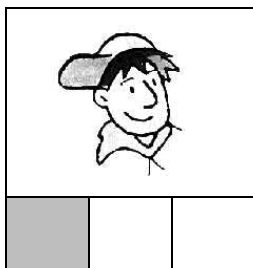
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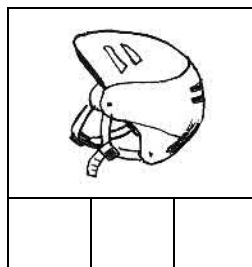
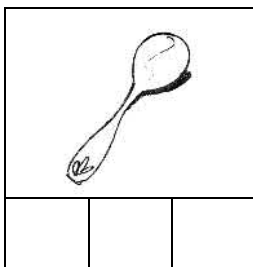
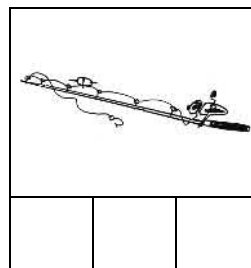
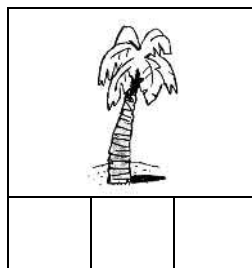
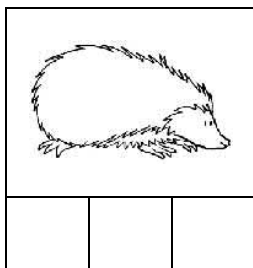
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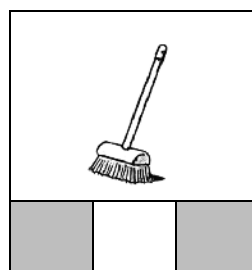
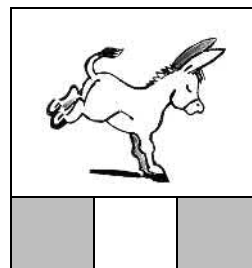
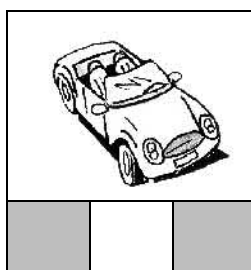
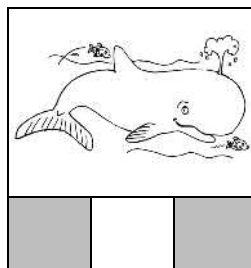
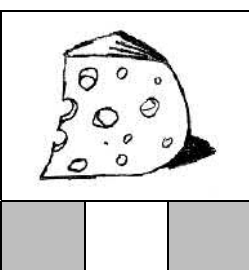
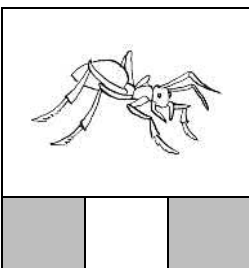
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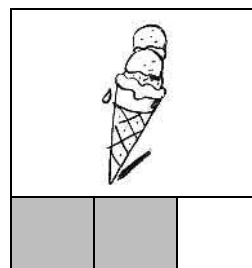
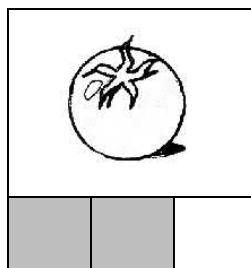
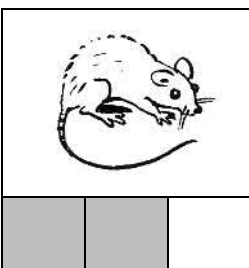
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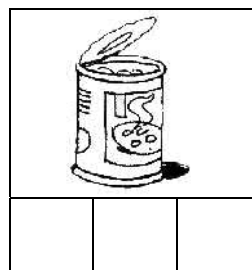
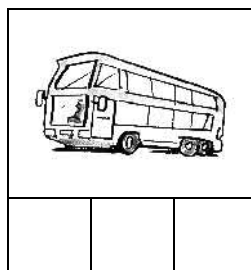
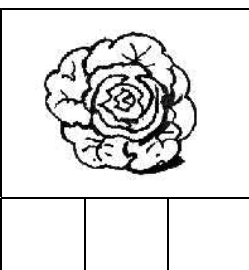
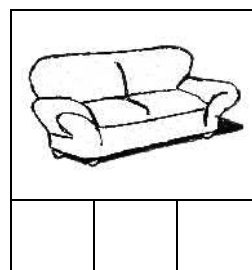
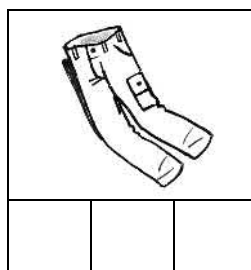
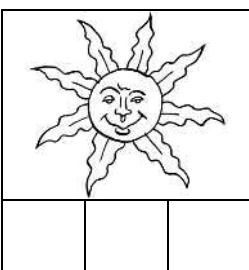
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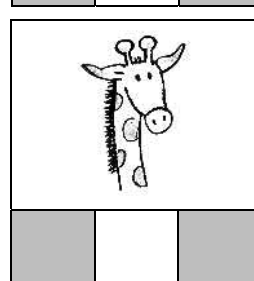
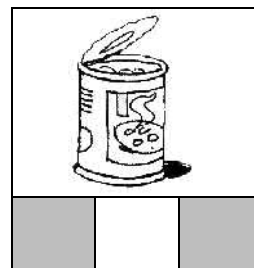
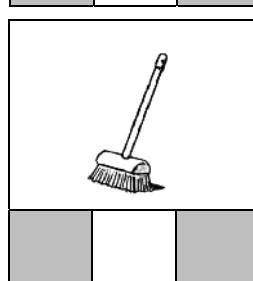
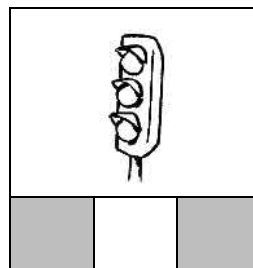
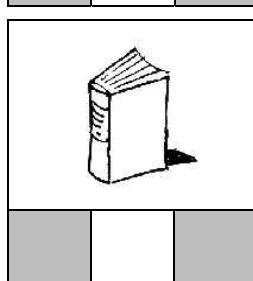
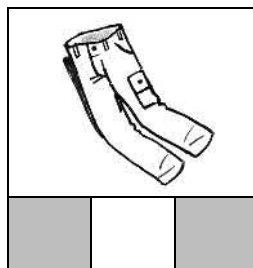
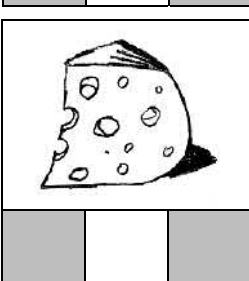
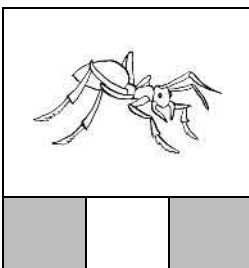
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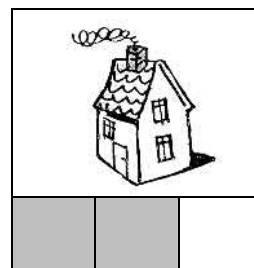
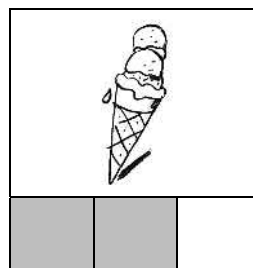
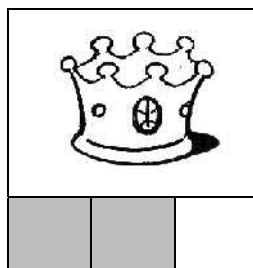
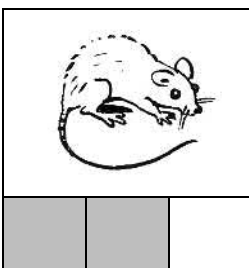
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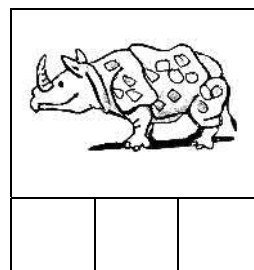
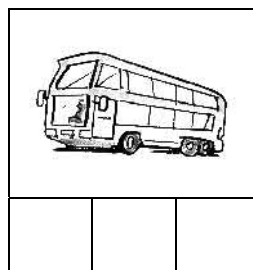
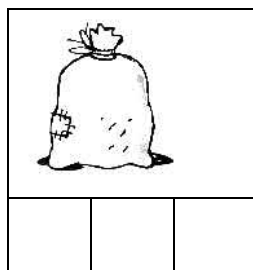
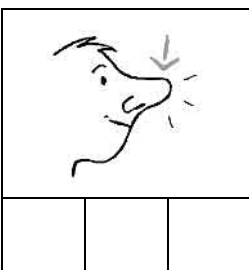
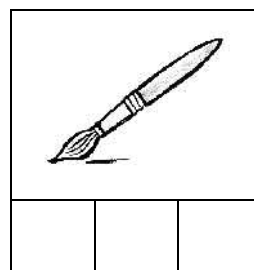
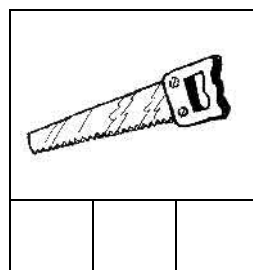
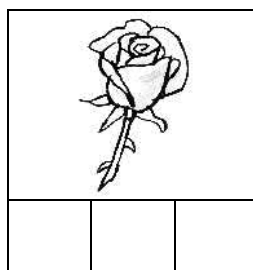
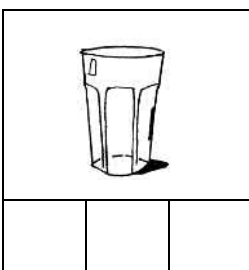
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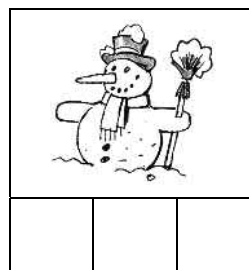
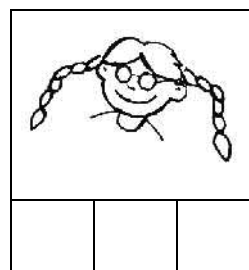
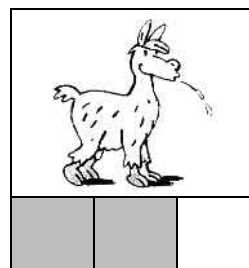
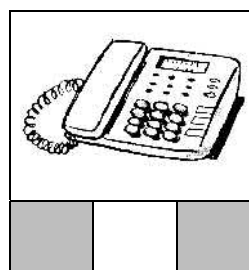
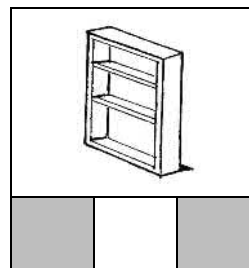
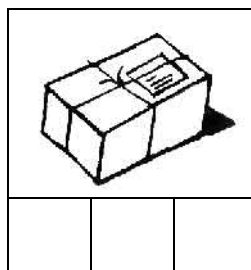
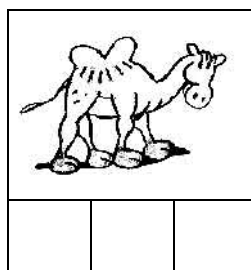
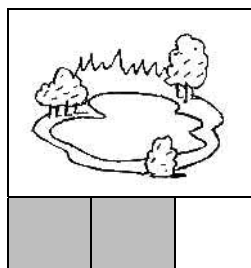
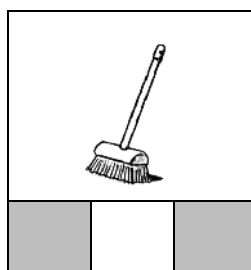
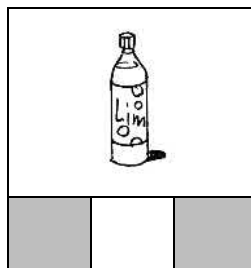
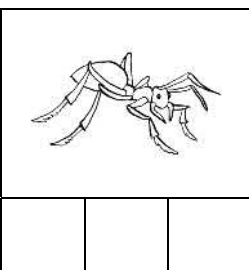
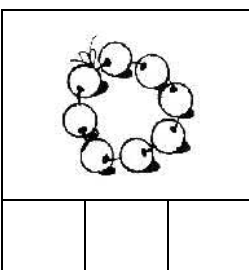
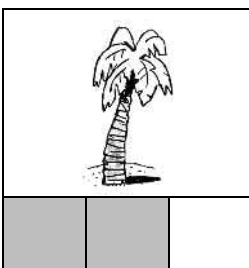
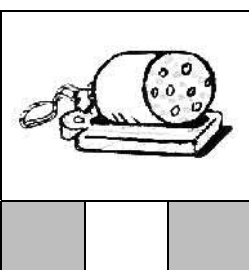
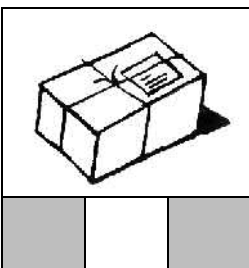
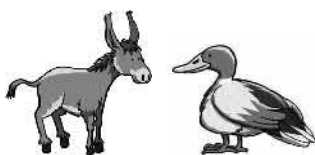


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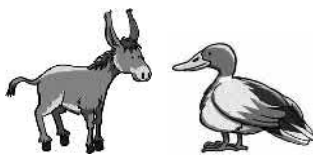


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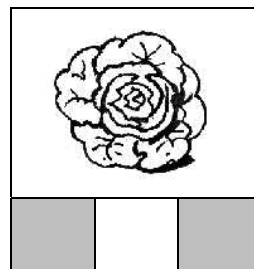
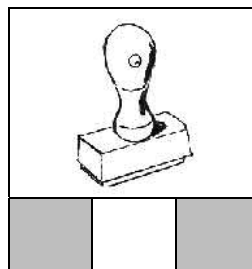
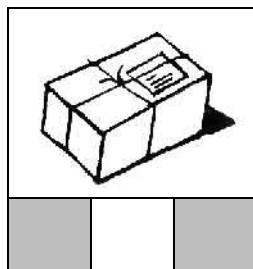
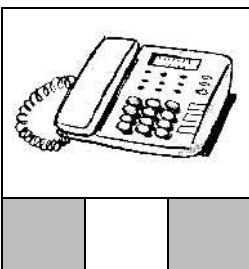
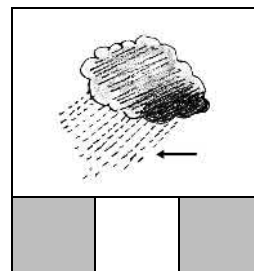
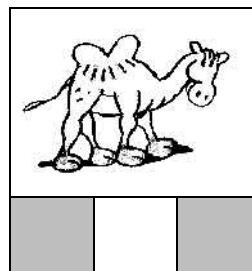
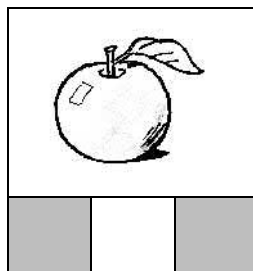
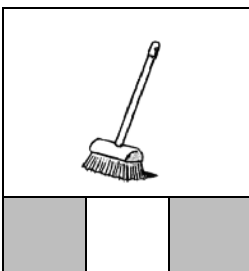
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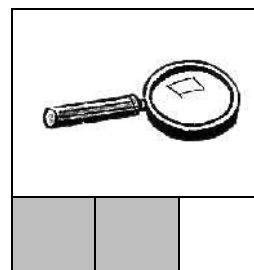
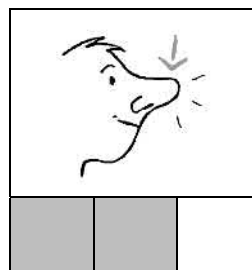
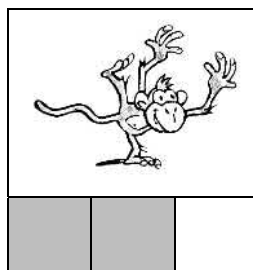
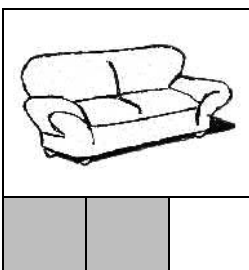
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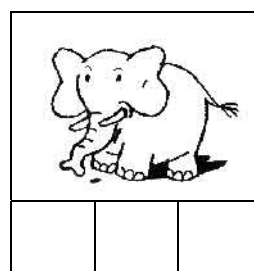
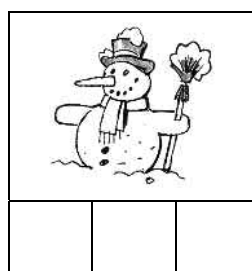
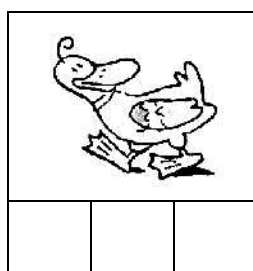
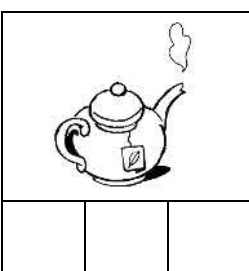
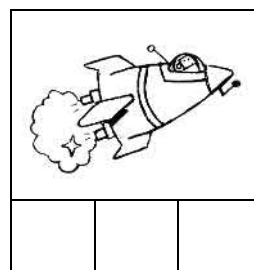
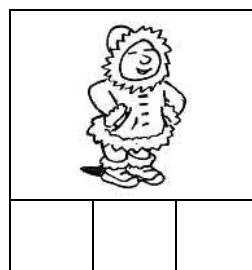
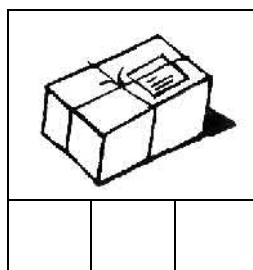
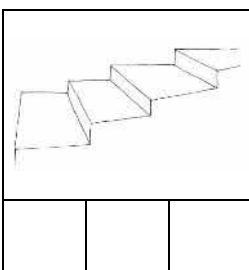
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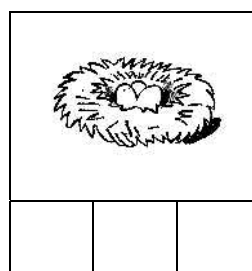
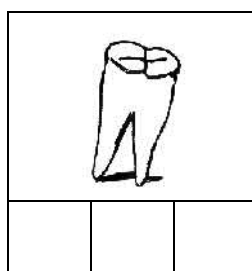
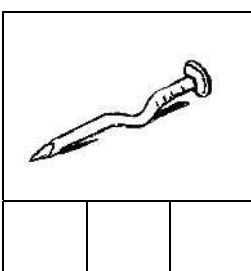
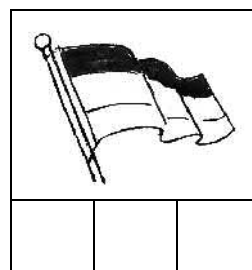
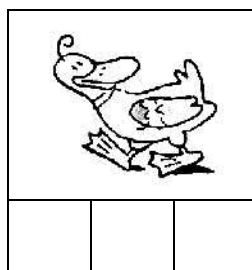
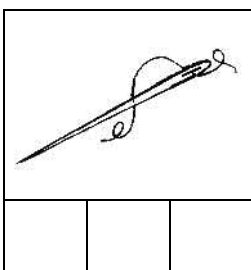
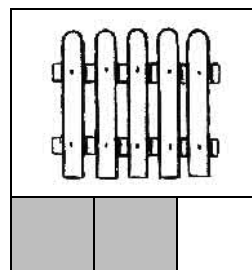
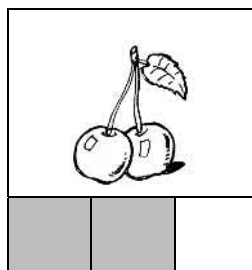
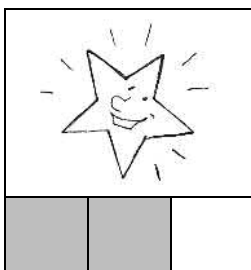
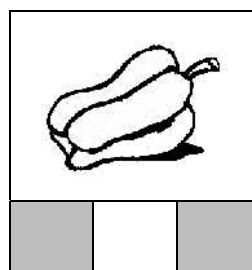
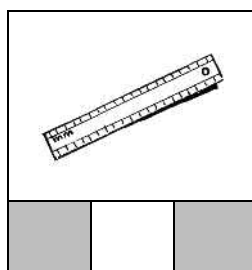
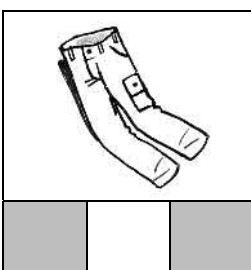
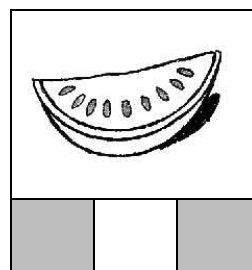
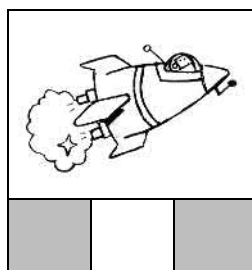
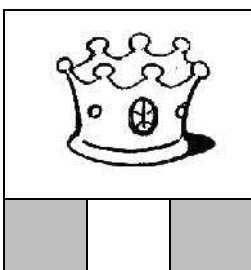


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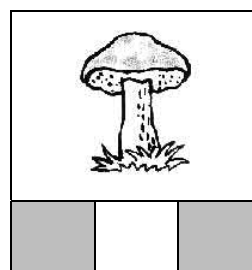
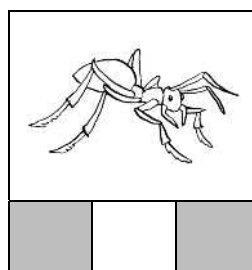
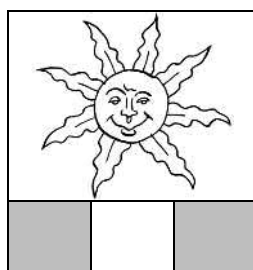
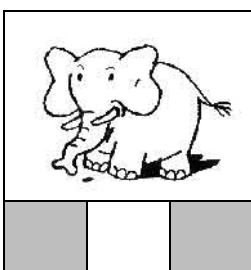
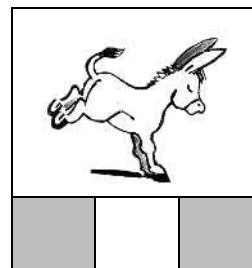
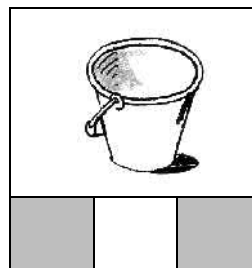
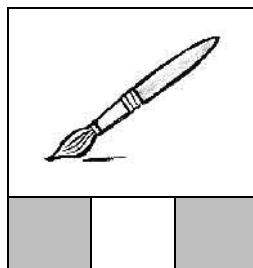
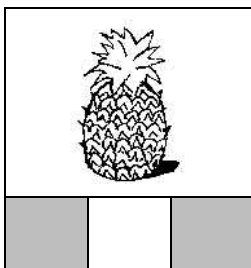
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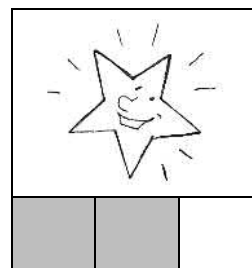
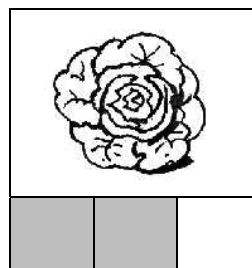
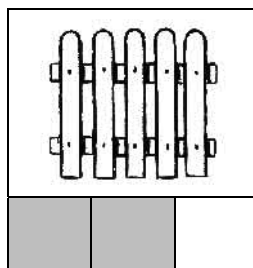
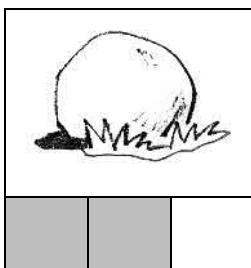
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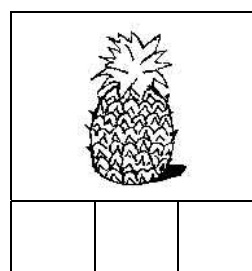
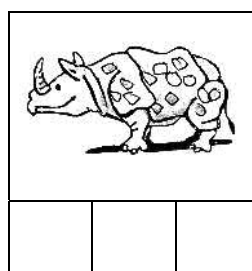
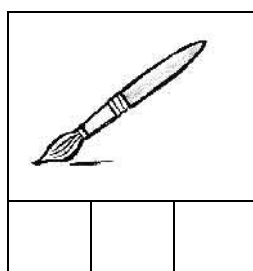
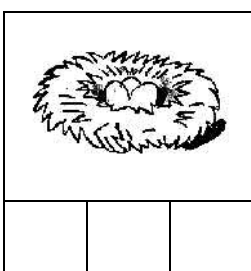
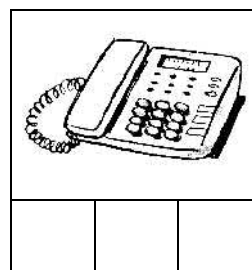
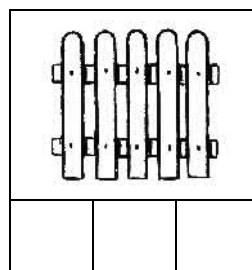
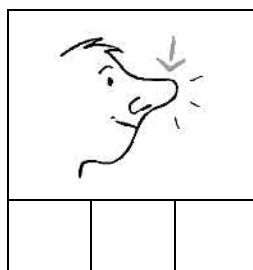
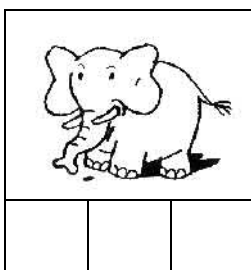
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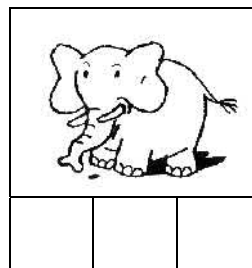
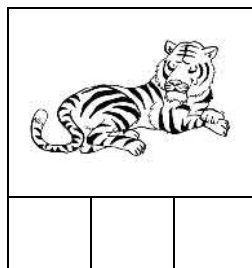
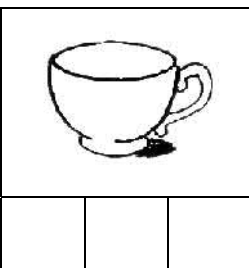
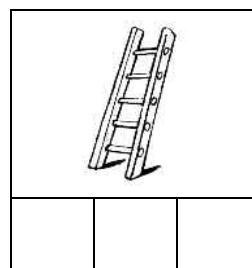
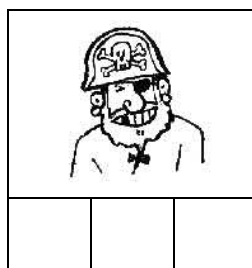
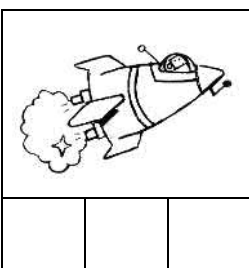
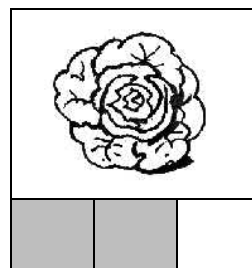
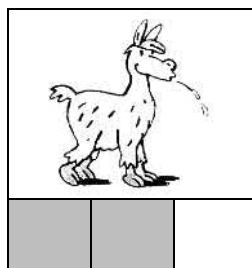
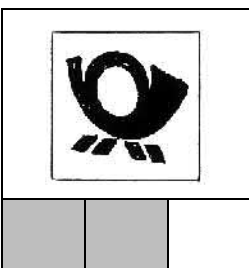
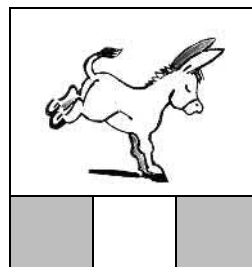
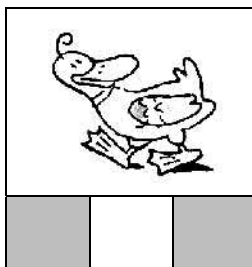
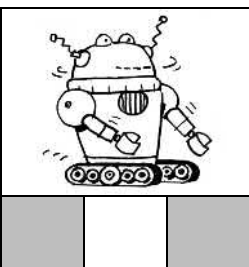
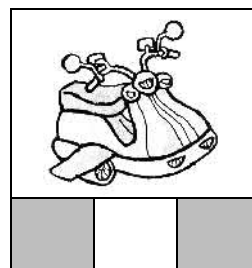
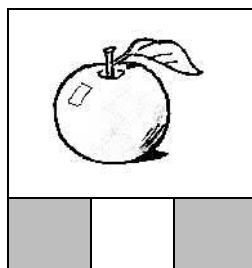
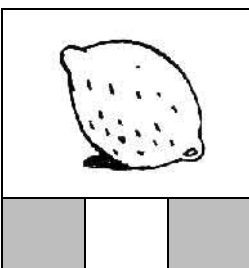


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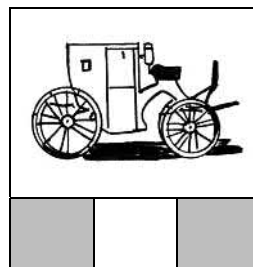
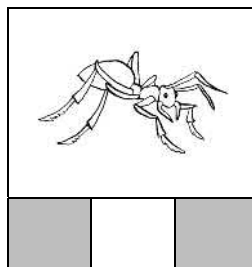
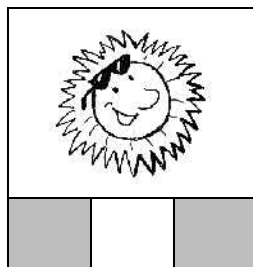
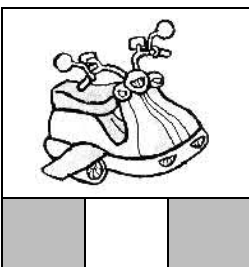
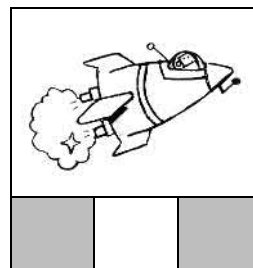
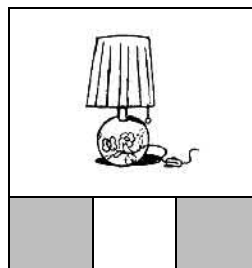
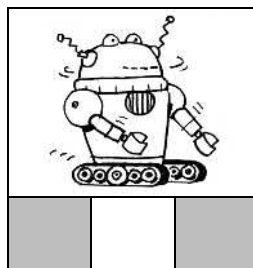
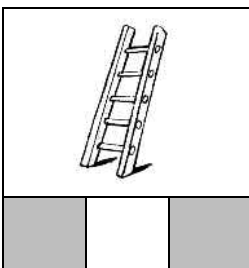
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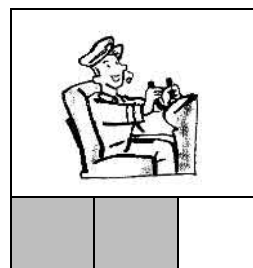
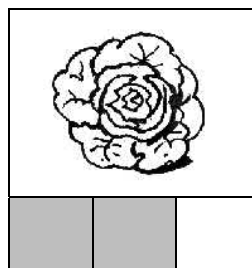
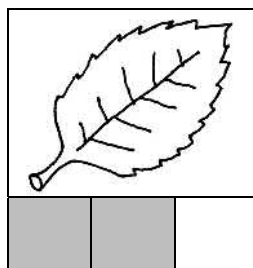
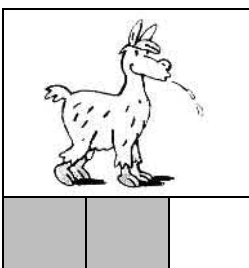
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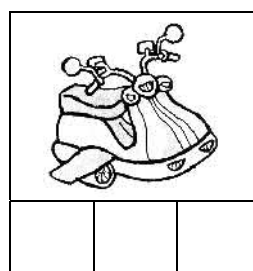
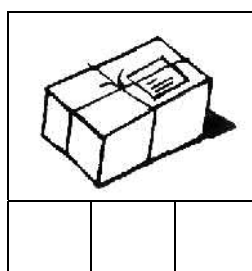
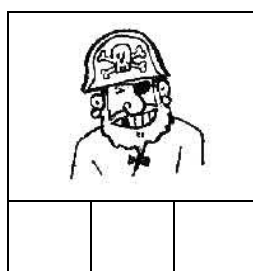
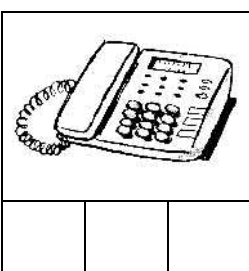
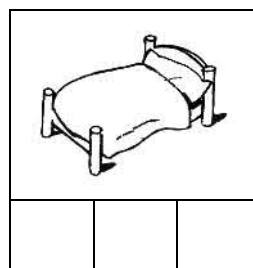
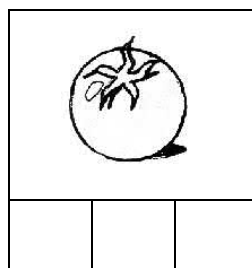
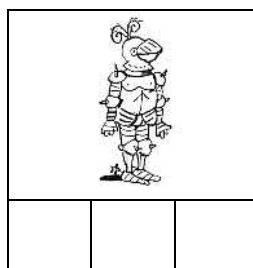
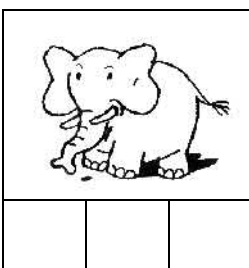
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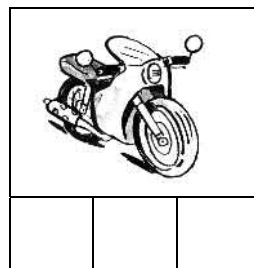
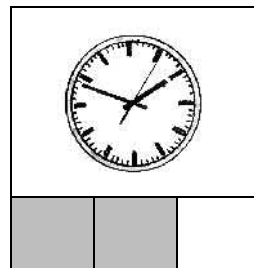
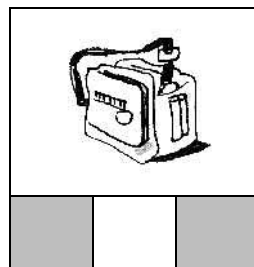
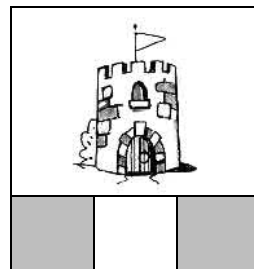
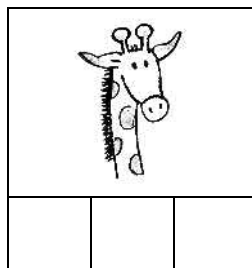
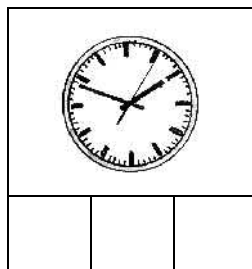
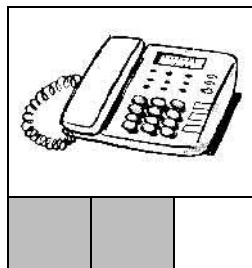
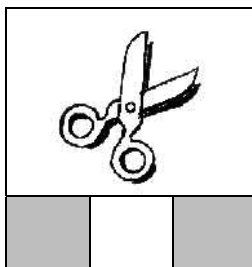
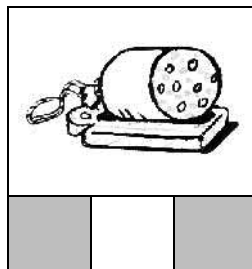
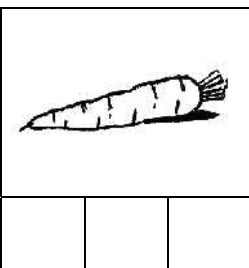
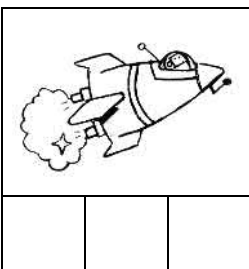
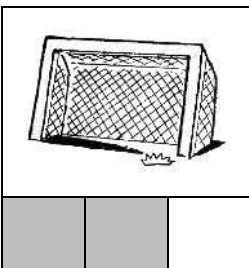
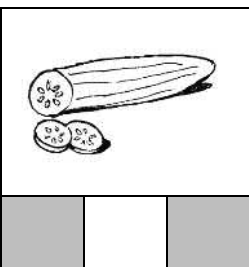
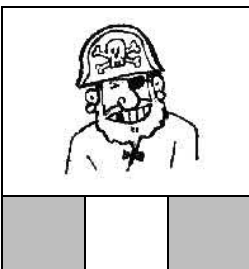
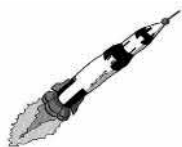


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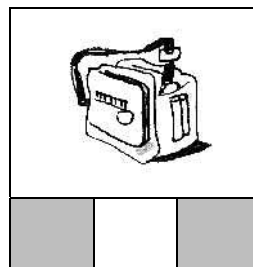
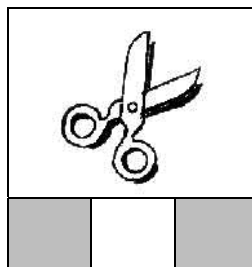
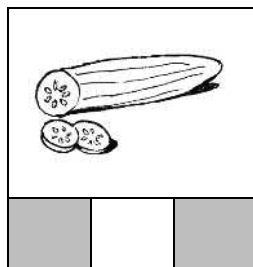
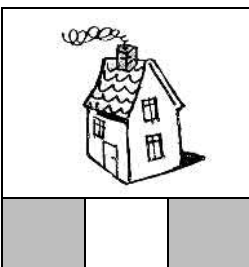
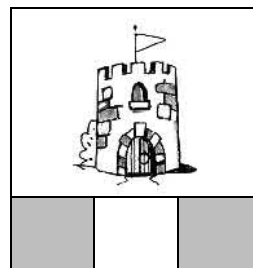
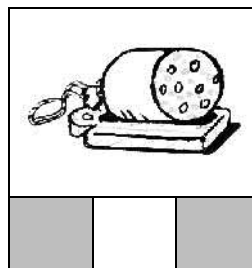
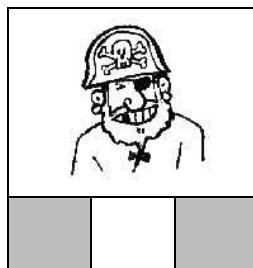
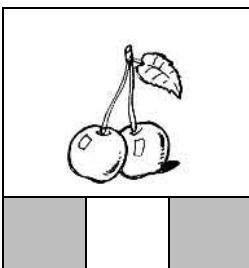
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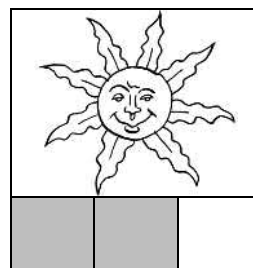
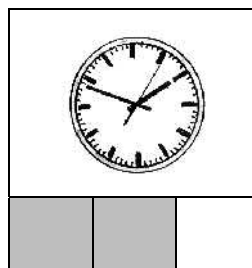
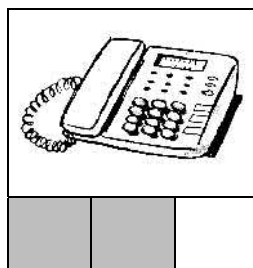
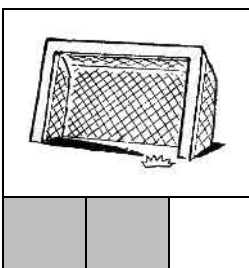
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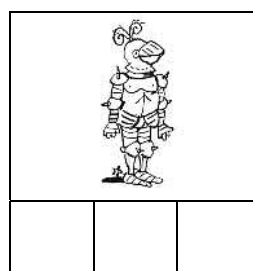
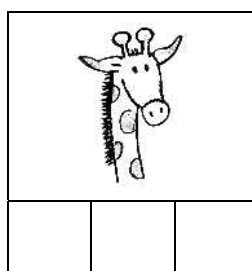
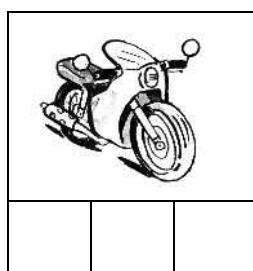
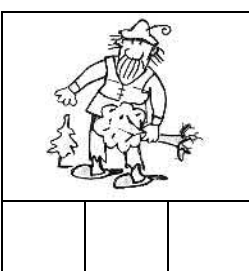
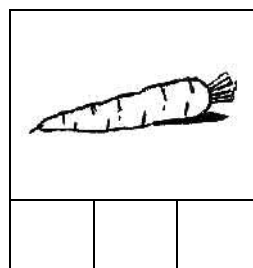
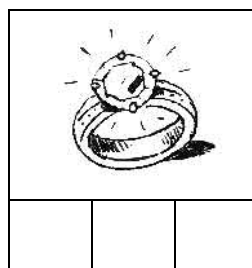
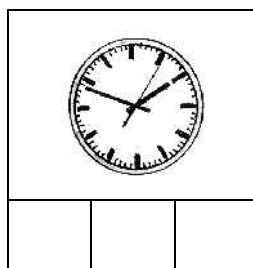
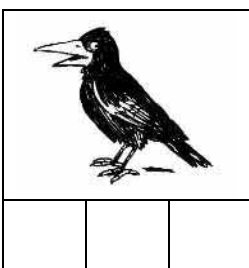
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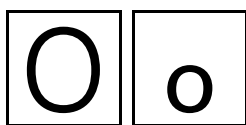
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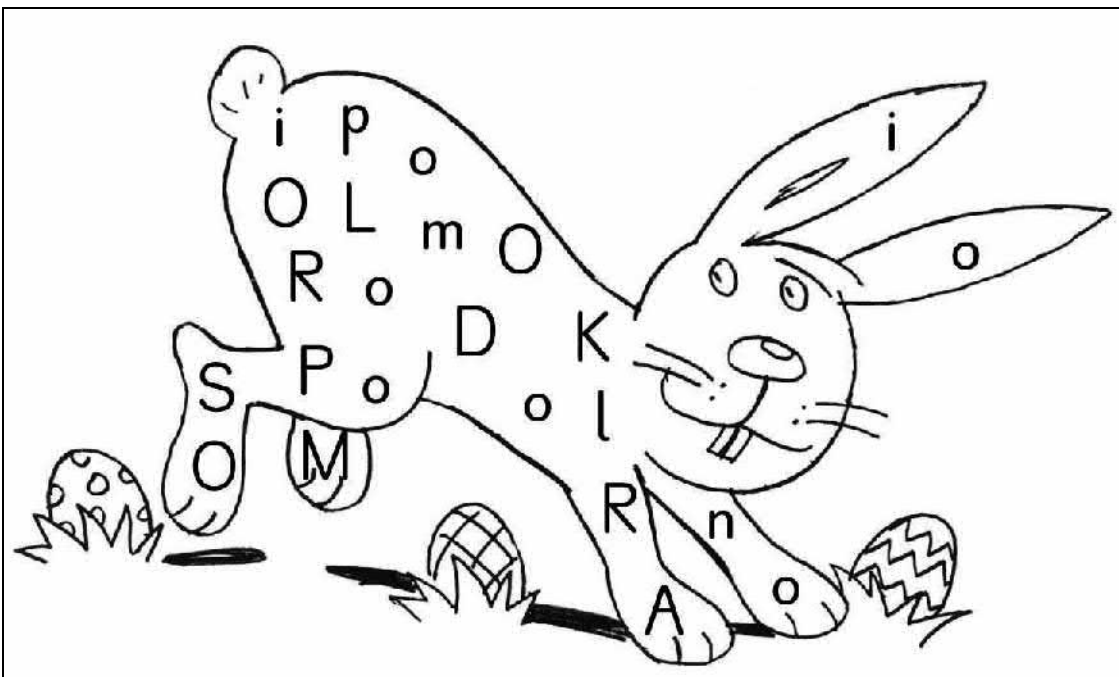
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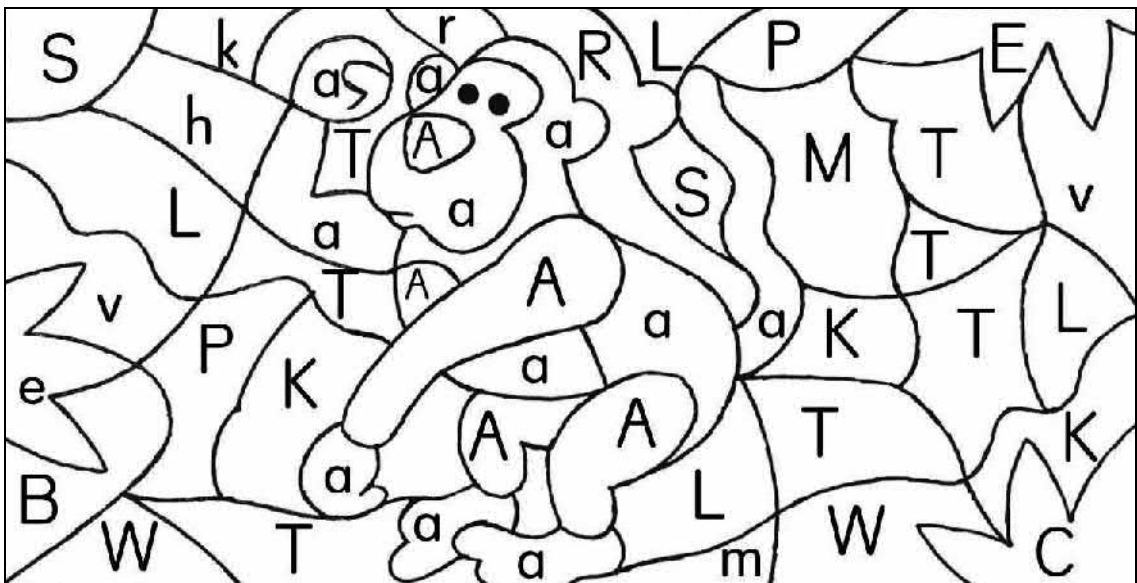
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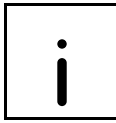
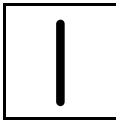
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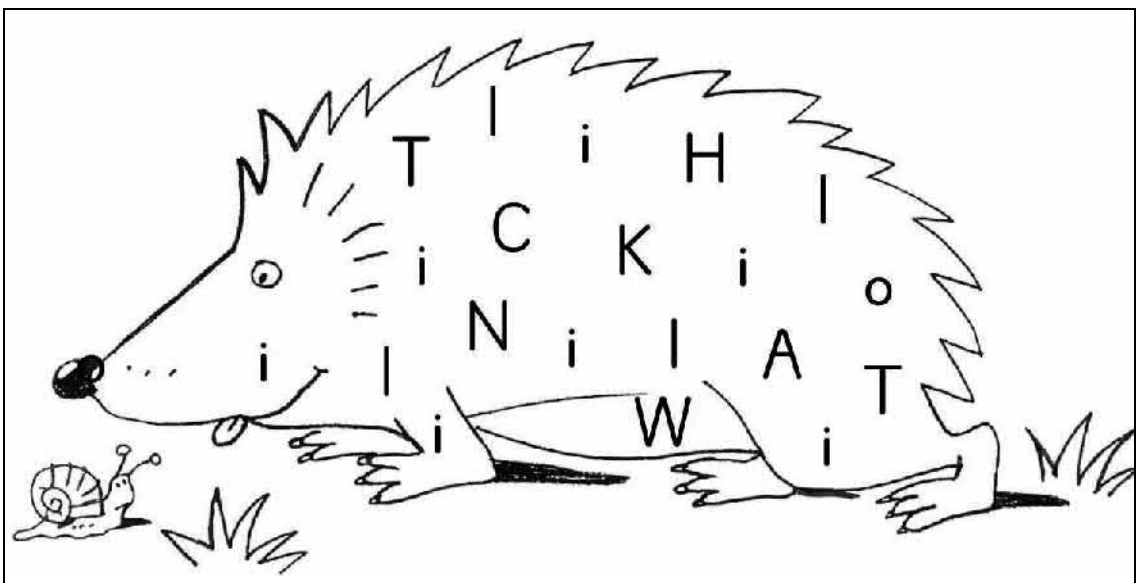
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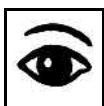


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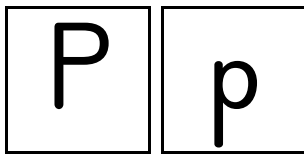
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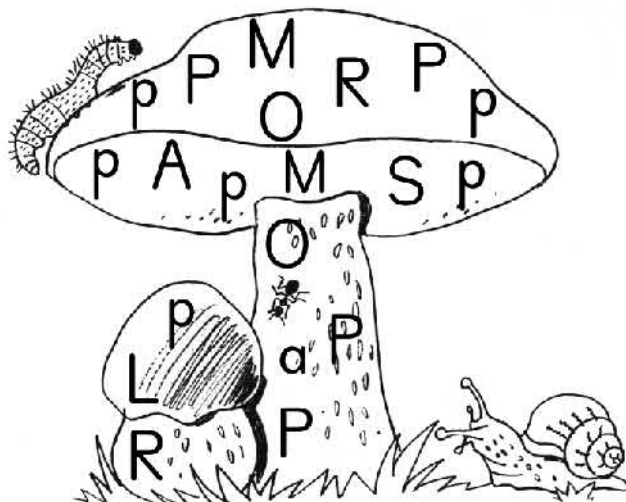
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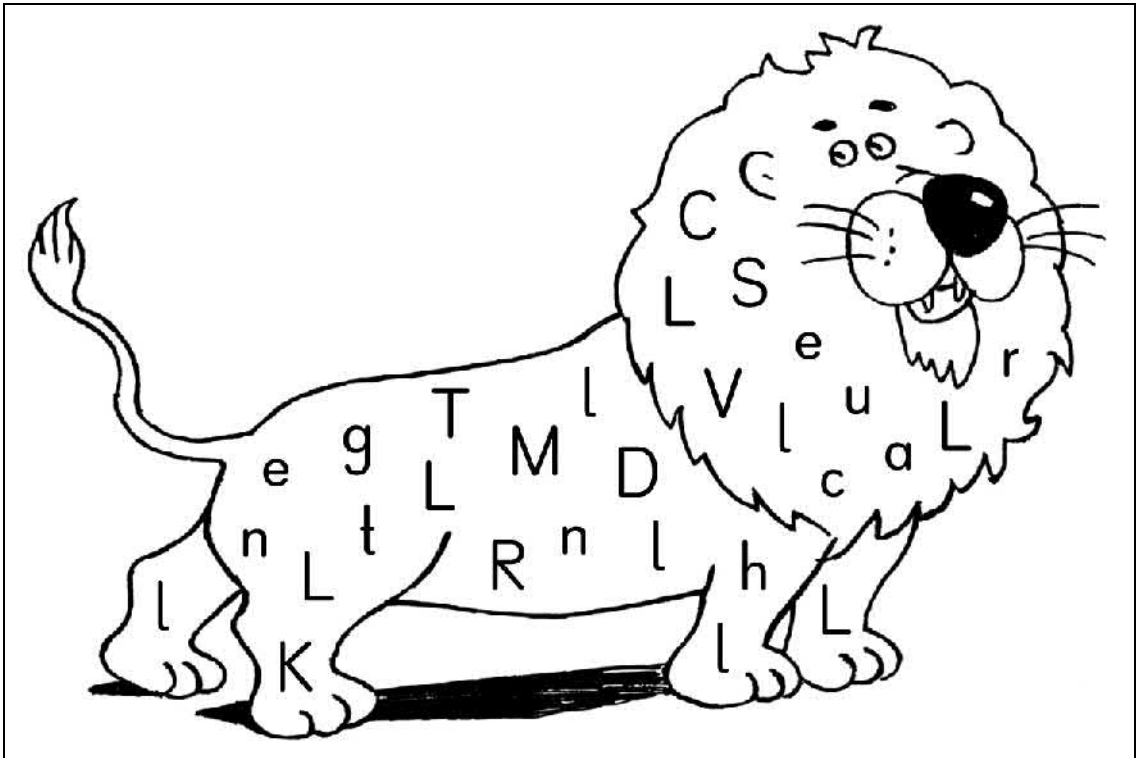
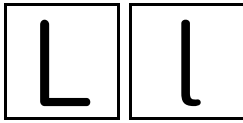
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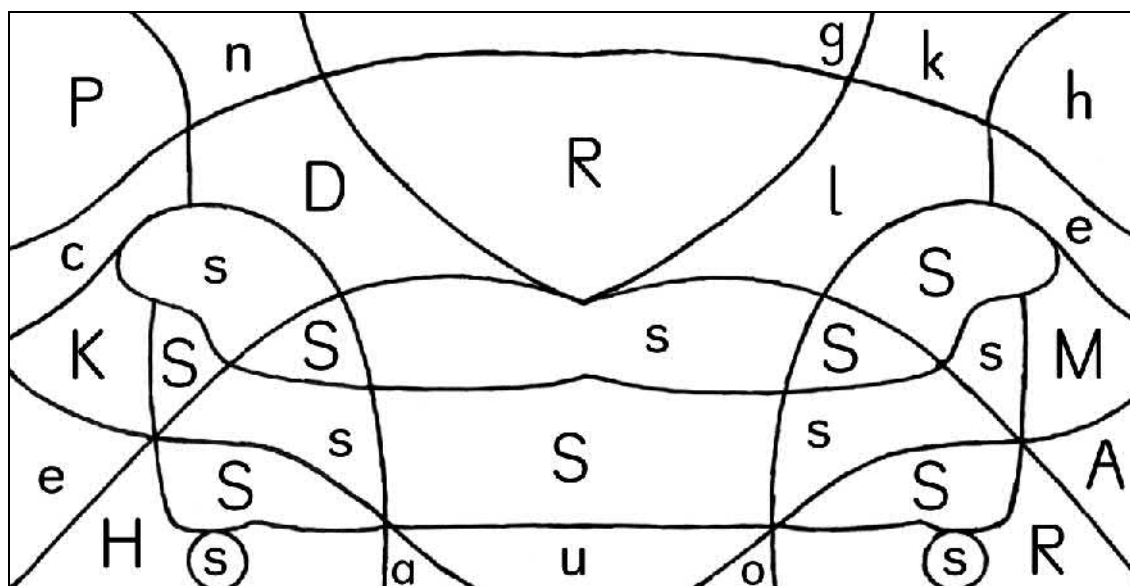
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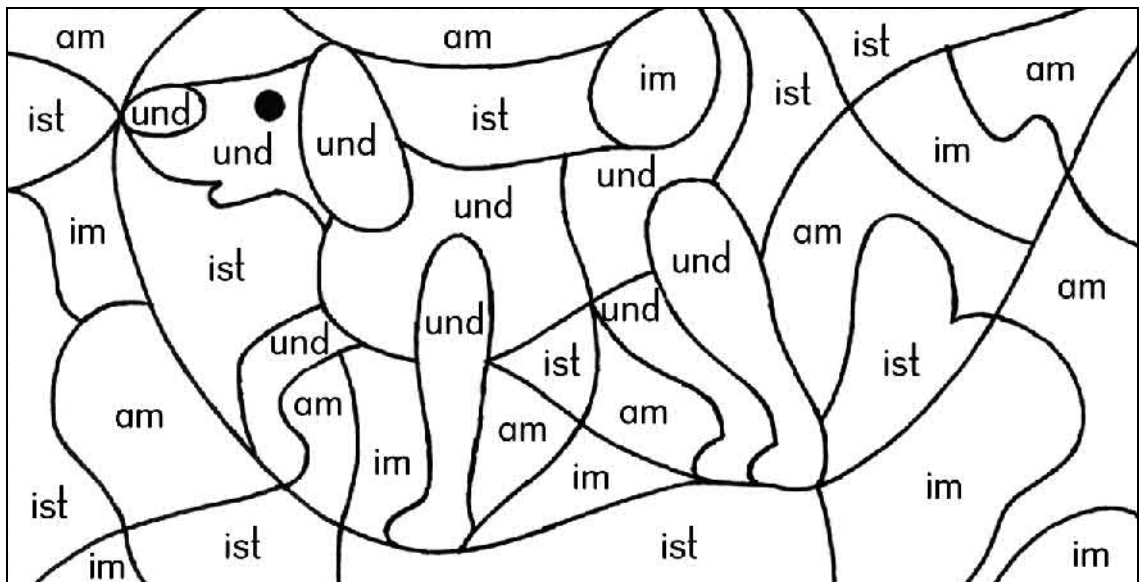
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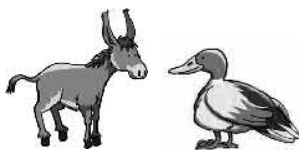


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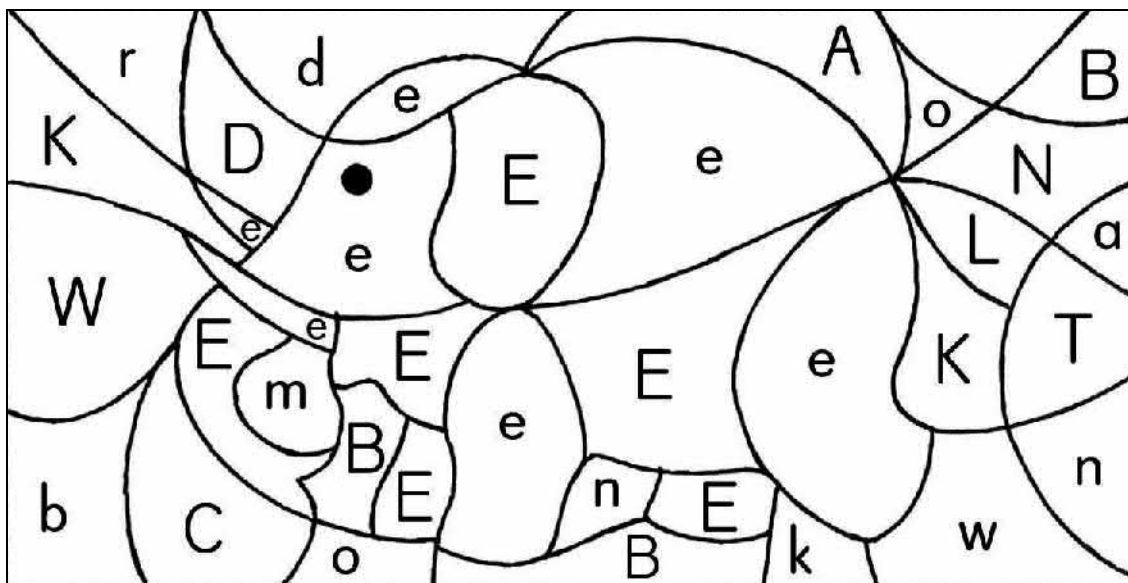
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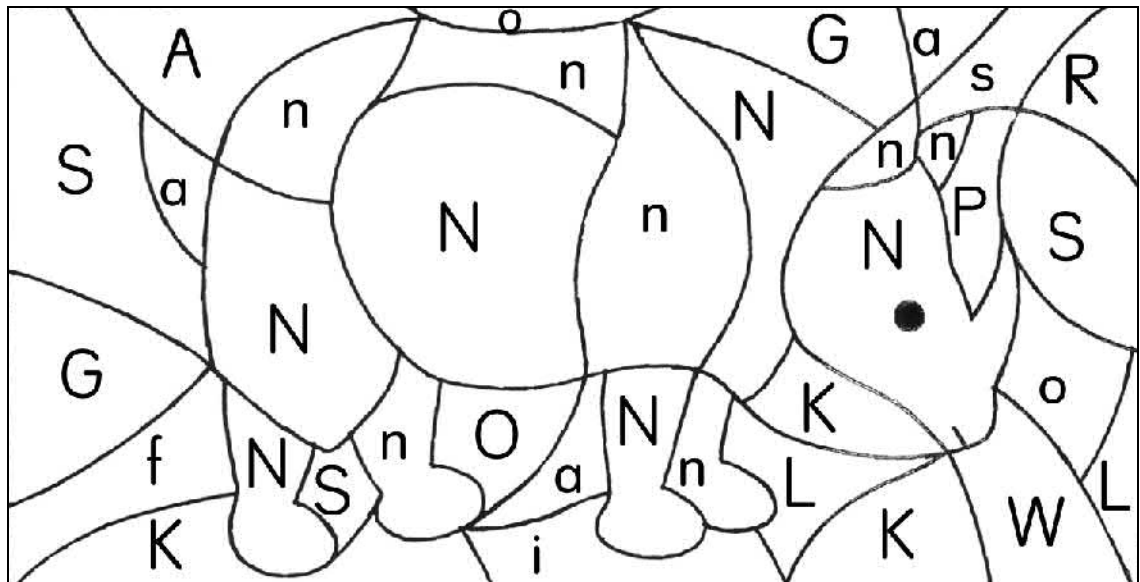
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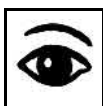
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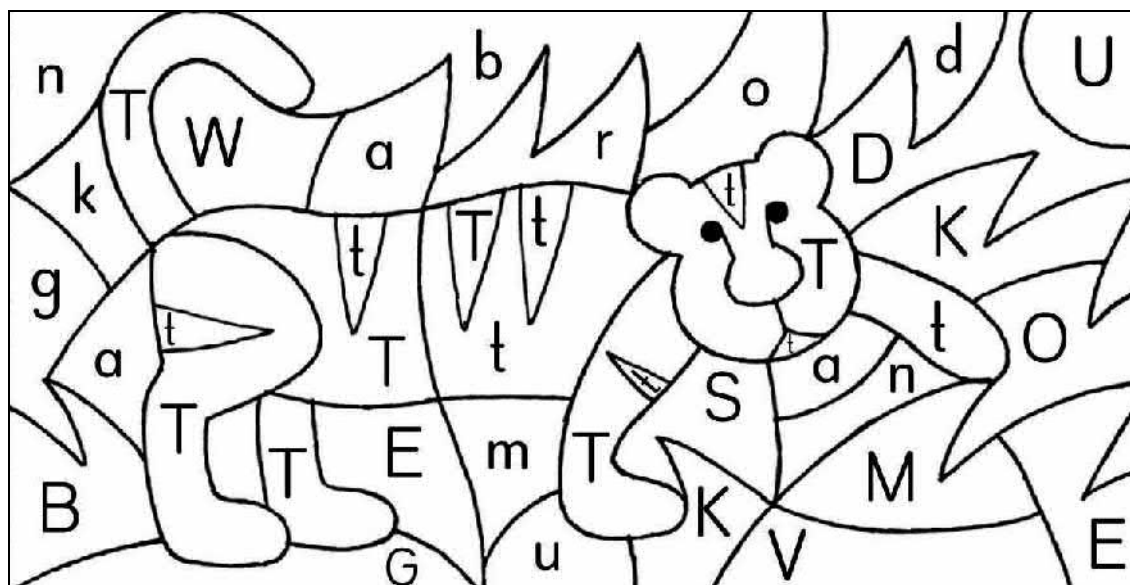
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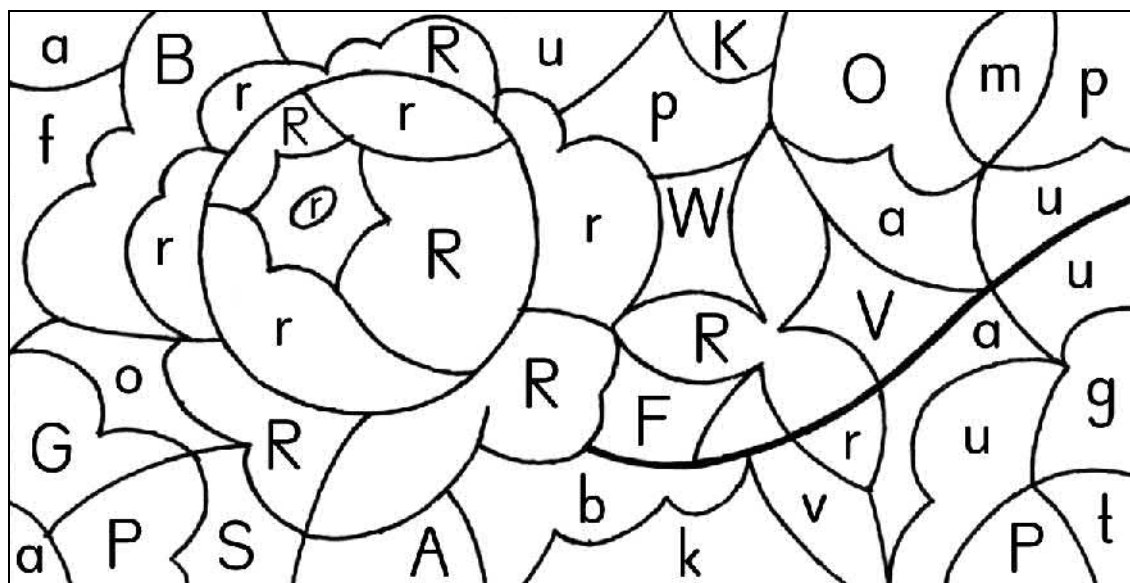
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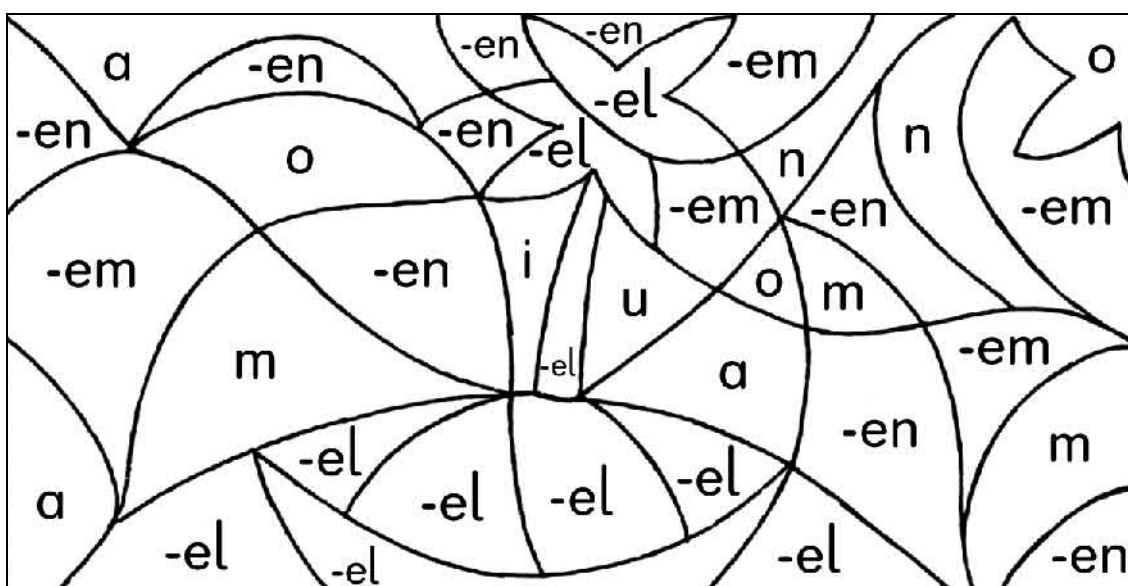
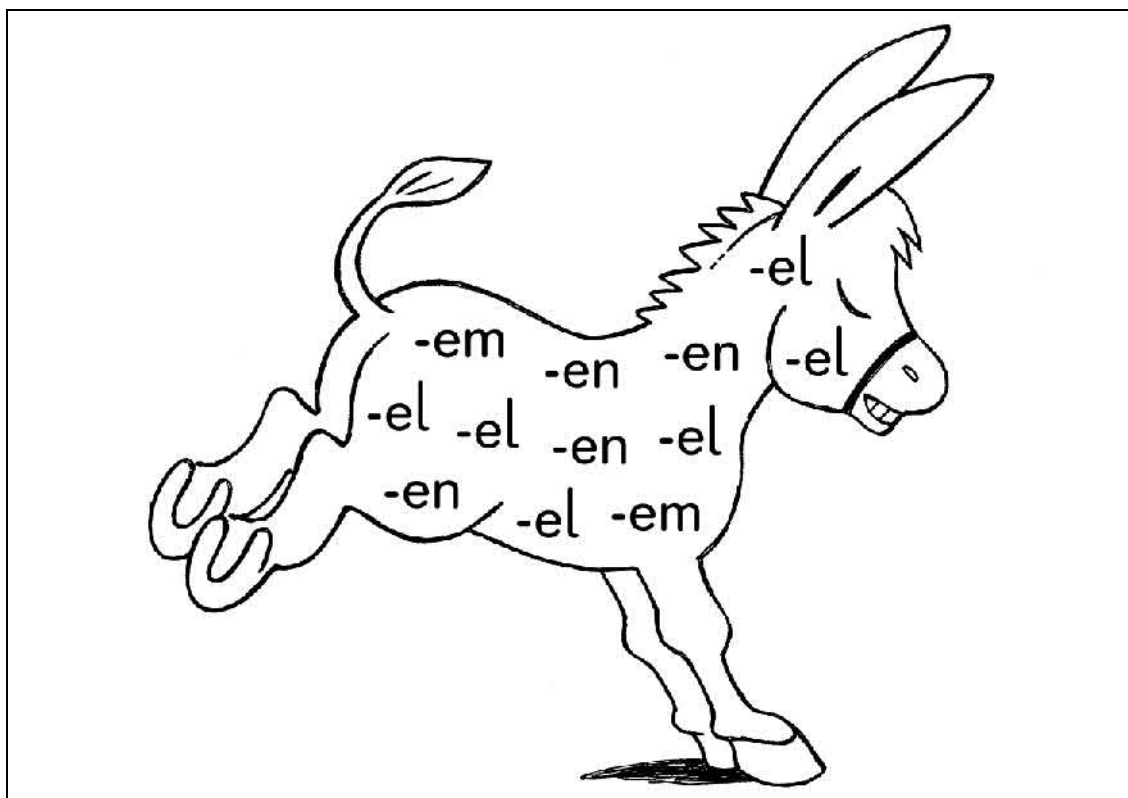


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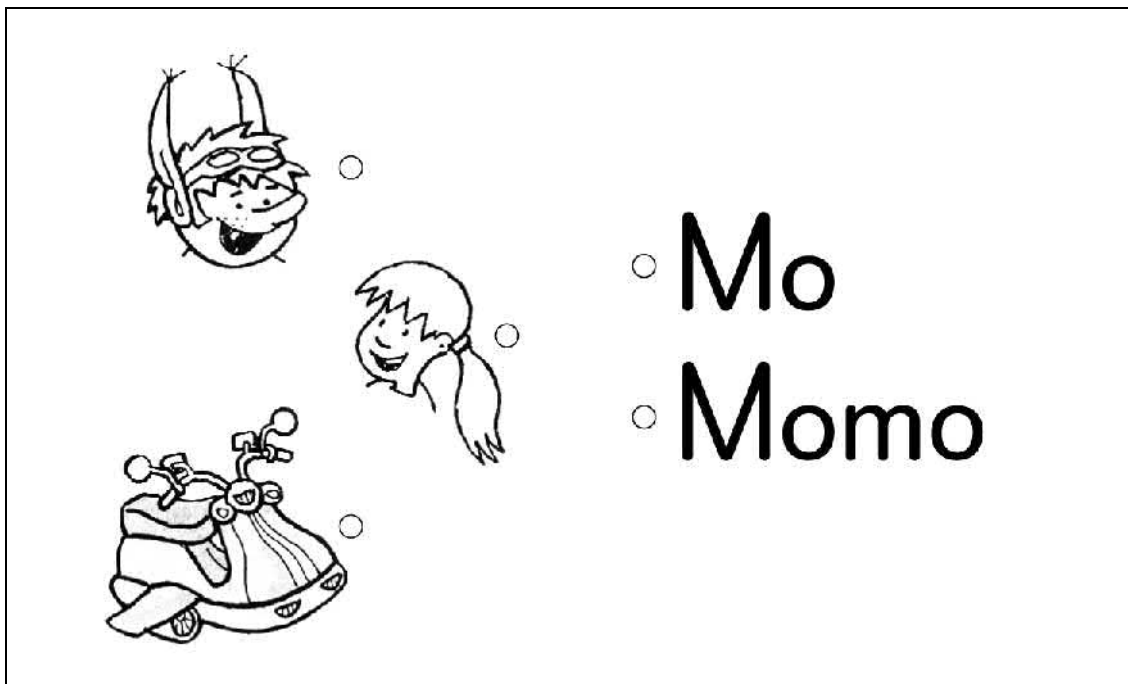
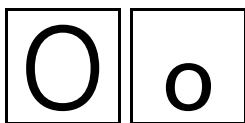
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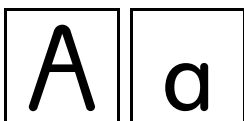
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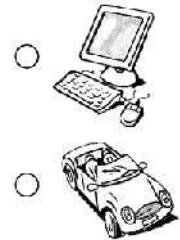
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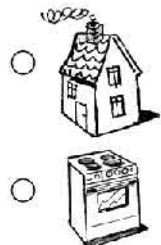
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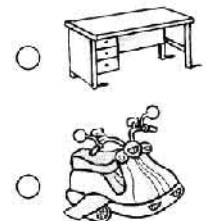


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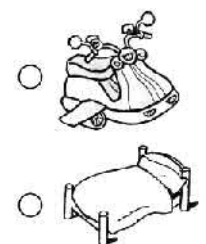
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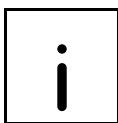
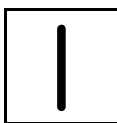
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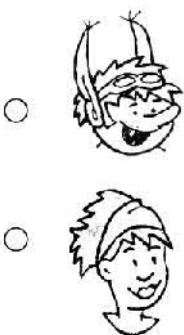


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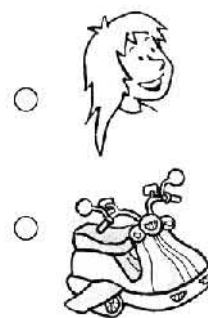
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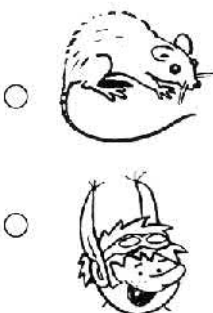
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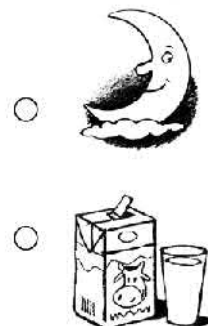
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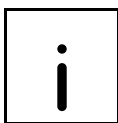
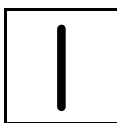
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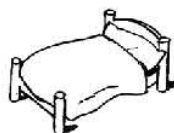
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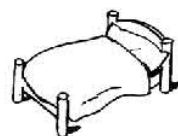
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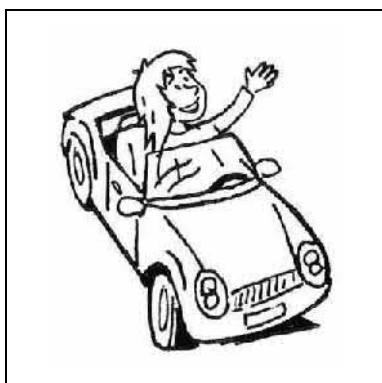
Mo im


☐


Omi im


☐

Omi im


☐


Mimi im


☐

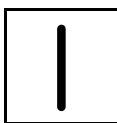
Mimi im


☐


Name:

Klasse:

Datum:



M

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O

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m

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Ma



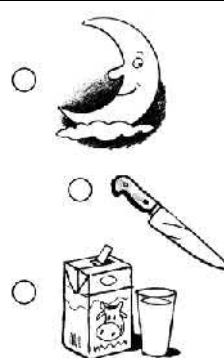
Mi



Mo



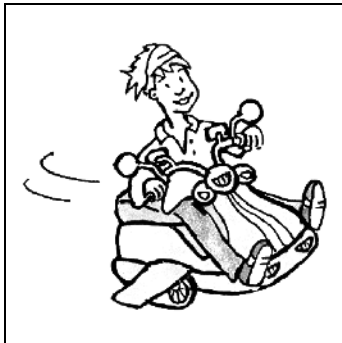
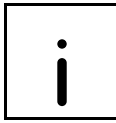
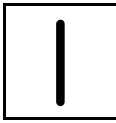
Mi



Name:

Klasse:

Datum:



Mami am


☐

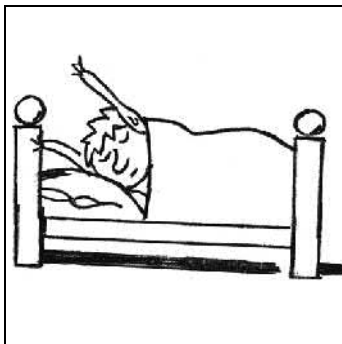
Mami im


☐

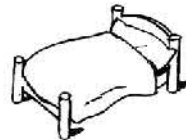

Mimi am


☐

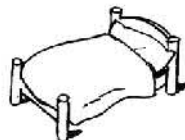
Mimi im


☐


Mo am


☐

Mo im


☐


Omi am


☐

Omi im






☐


Name:



Klasse:




Datum:

ist

- Mo
- Oma
- Momo
- Mama


- Mo ist im .
- Omi ist im .
- Mama ist im .

Name:

Klasse:

Datum:

ist



1



Oma



2



3



Momo ist am  .



Mama ist am  .

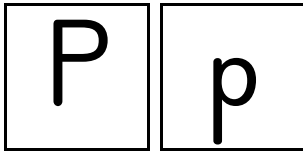




Oma ist am  .

Name:







Klasse:

Datum:



 Papa Pa pa	 Opa O pa
Papa Papa Mami Oma Papa Papa Mama Papa Papa	Oma Opa Opa Opa Momo Opa Oma Opa Papa





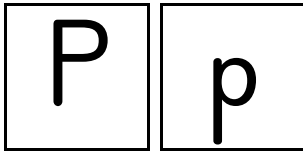
Mama	Opa	Mo	Oma	Papa	Momo
------	-----	----	-----	------	------



Name:





Klasse:









Datum:











Pa Mi Ma O ma pa mi ma





			
	Ist Papa am  ?		
	Ist Oma im  ?		
	Ist Opa im  ?		

Name:

Klasse:

Datum:



1



Ist Papa am ?

Papa ist am .



Ist Papa im ?

?



Ist Oma am ?

?



Ist Opa im ?

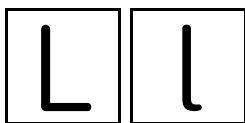
?



Name: _____

Klasse: _____

Datum: _____

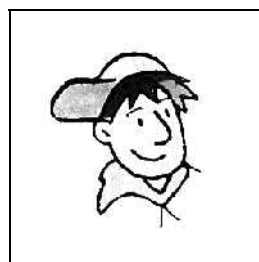
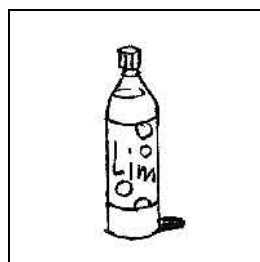
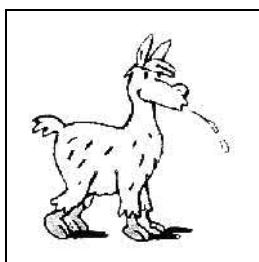


Lo la

La ma

Li mo

A li

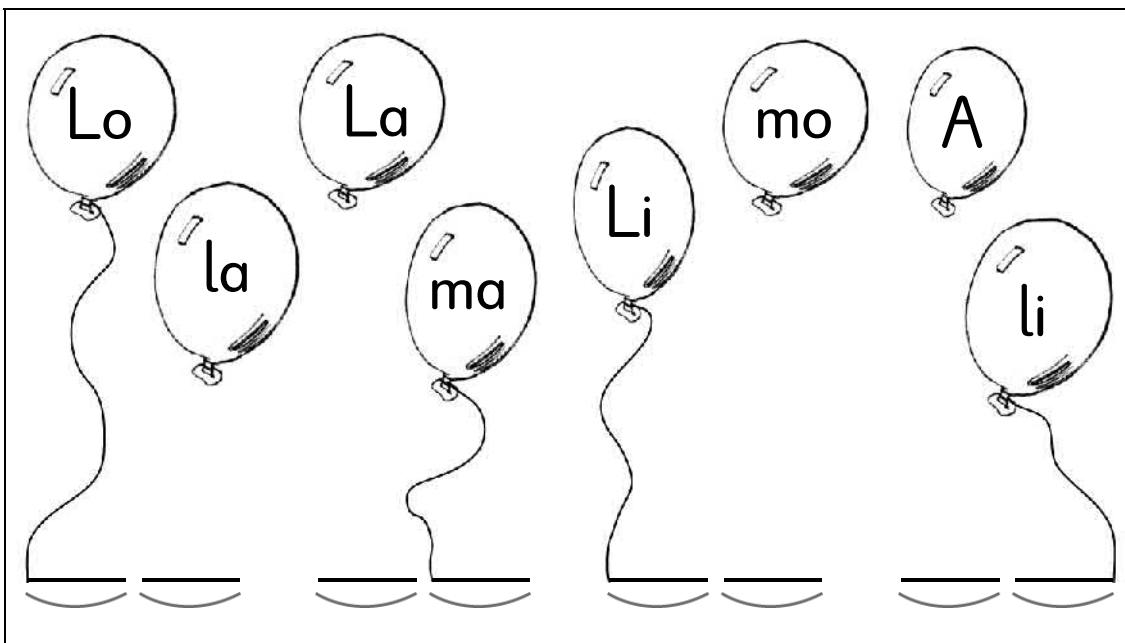


Lo ____

La ____

Li ____

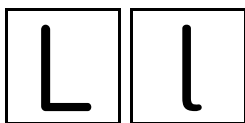
A ____



Name:

Klasse:

Datum:

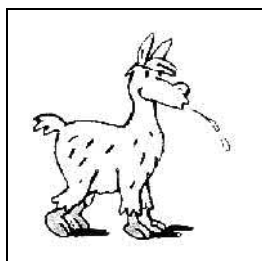


Ali

Lama

Limo

Lola



Lo ____

La ____

Li ____

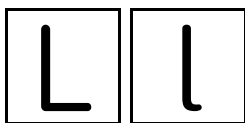
A ____




Name:

Klasse:

Datum:

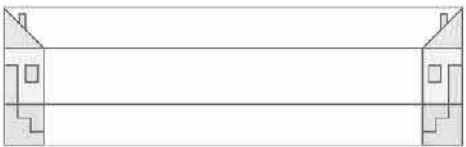



1



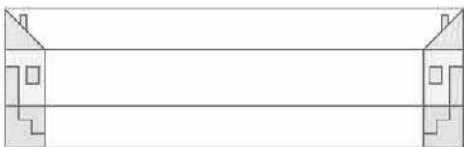

La ○

- mi
- mo
- ma



A ○

- lo
- li
- la



Li ○

- ma
- mo
- mi

Lo ○



- ma
- pa
- la

Ma ○

Po ○ ○ mo


Li ○

Lo ○

La ○ ○ sa

Li ○

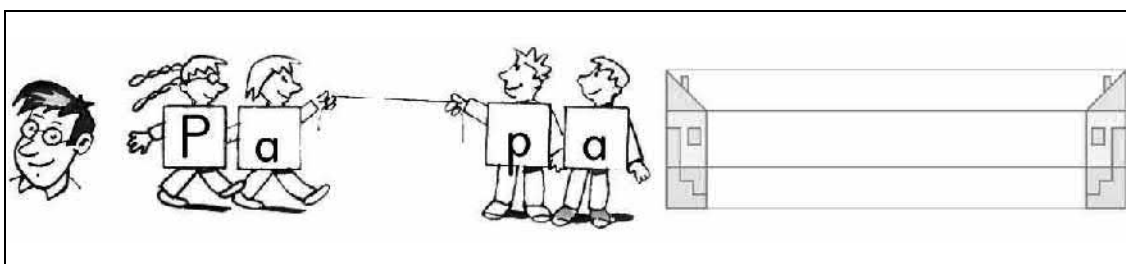
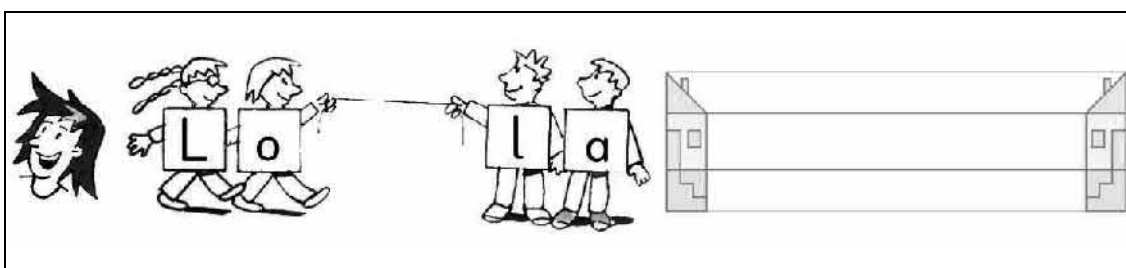
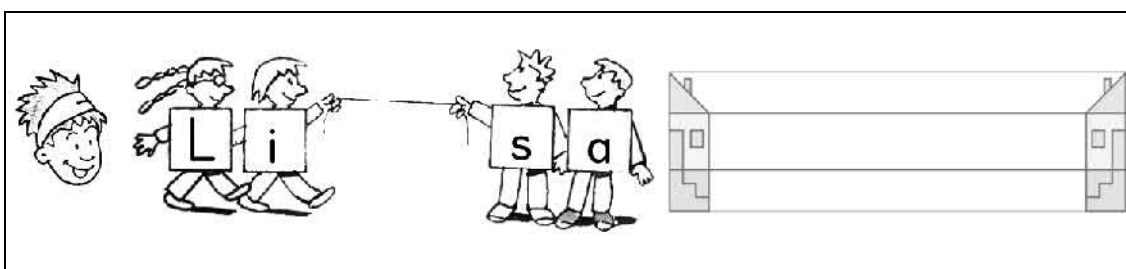
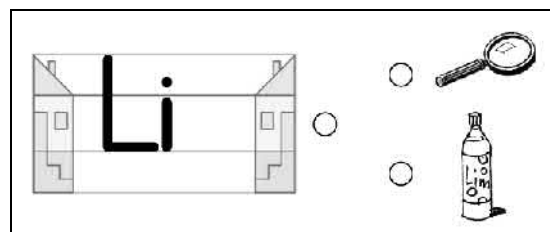
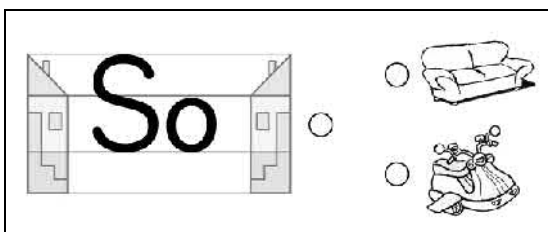
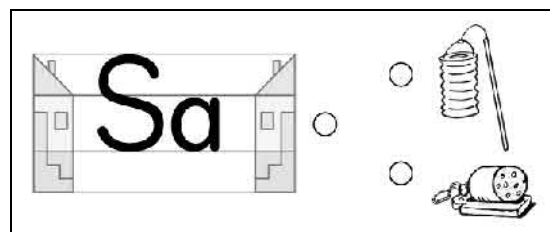
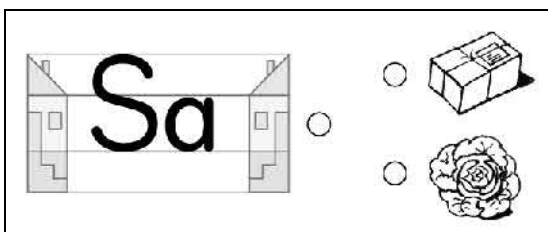


Name:

Klasse:

Datum:

S s




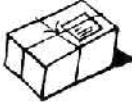



Name:






Klasse:

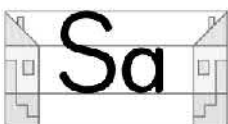




Datum:

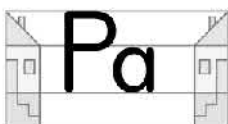



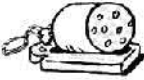
S s



 Sa <input type="radio"/>	<input type="radio"/> 
 So <input type="radio"/>	<input type="radio"/> 
	<input type="radio"/> 


 Li <input type="radio"/>	<input type="radio"/> 
 Lo <input type="radio"/>	<input type="radio"/> 
	<input type="radio"/> 


 Sa <input type="radio"/>	<input type="radio"/> 
 Pa <input type="radio"/>	<input type="radio"/> 
	<input type="radio"/> 


 Pa <input type="radio"/>	<input type="radio"/> 
 Sa <input type="radio"/>	<input type="radio"/> 
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 Sa <input type="radio"/>	<input type="radio"/> la
	<input type="radio"/> mi
	<input type="radio"/> li

 Li <input type="radio"/>	<input type="radio"/> ma
	<input type="radio"/> pa
	<input type="radio"/> sa

 O <input type="radio"/>	<input type="radio"/> la
	<input type="radio"/> ma
	<input type="radio"/> pa

 Pa <input type="radio"/>	<input type="radio"/> la
	<input type="radio"/> po
	<input type="radio"/> pa



Name:

Klasse:

Datum:

S s



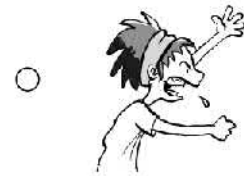
So ist Sami. ○



So ist Ali. ○



So ist Opa. ○



So ist Lisa. ○



Male Mo.

Empty box for drawing or writing.

Name:

Klasse:

Datum:

und

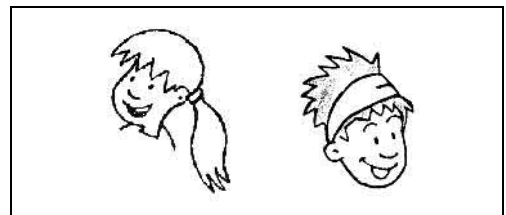
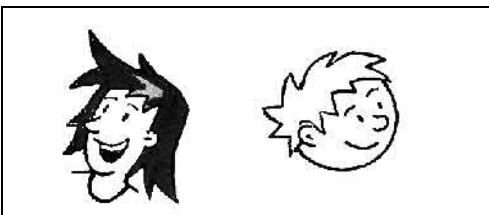
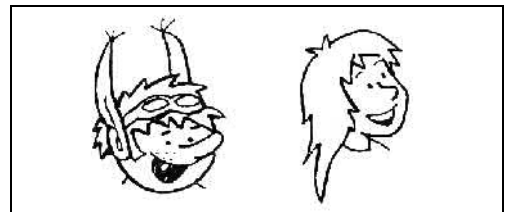


Mo und Mimi

Lola und Sami

Momo und Lisa

Ali und Mama



Name:

Klasse:

Datum:

und



Mimi

Ali

und

Lisa

Sami



Oma

Lola

und

Mo

Opa

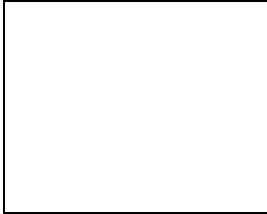


Name:

Klasse:

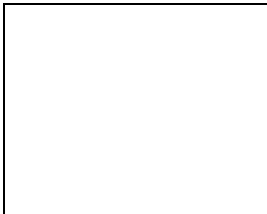
Datum:

und

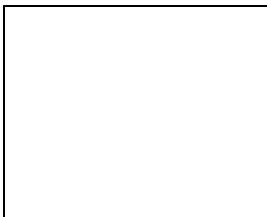


Oma und Opa

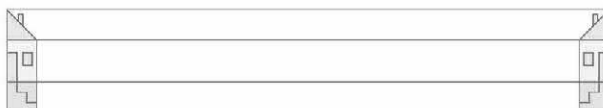
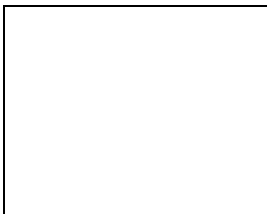
im



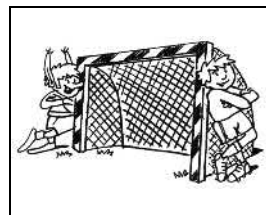
am



im



am



Name:

Klasse:

Datum:

und



Mimi

Ali

Lisa

Sami

Oma

Lola

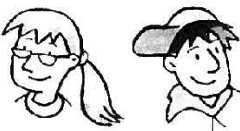
Mo

Opa

und









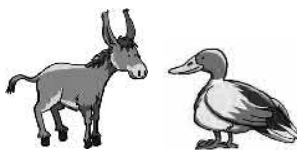


Name:

Klasse:

Datum:

E e



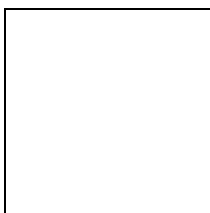
E • • le



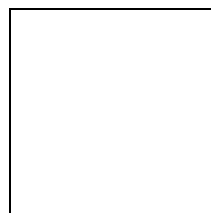
O • • pe



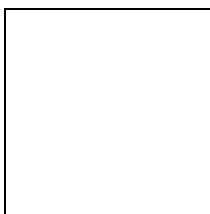
Pe • • la



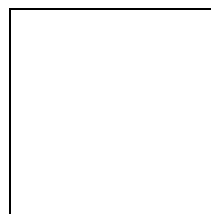
Pepe



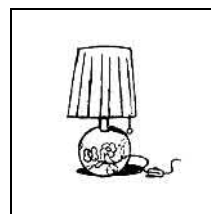
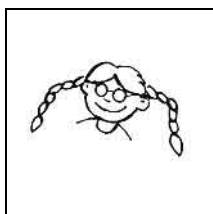
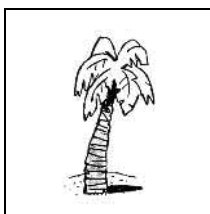
Ela



Palme



Lampe

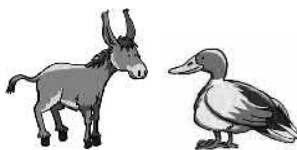


Name:

Klasse:

Datum:

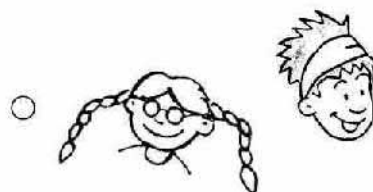
E e



Ela und Lisa ○



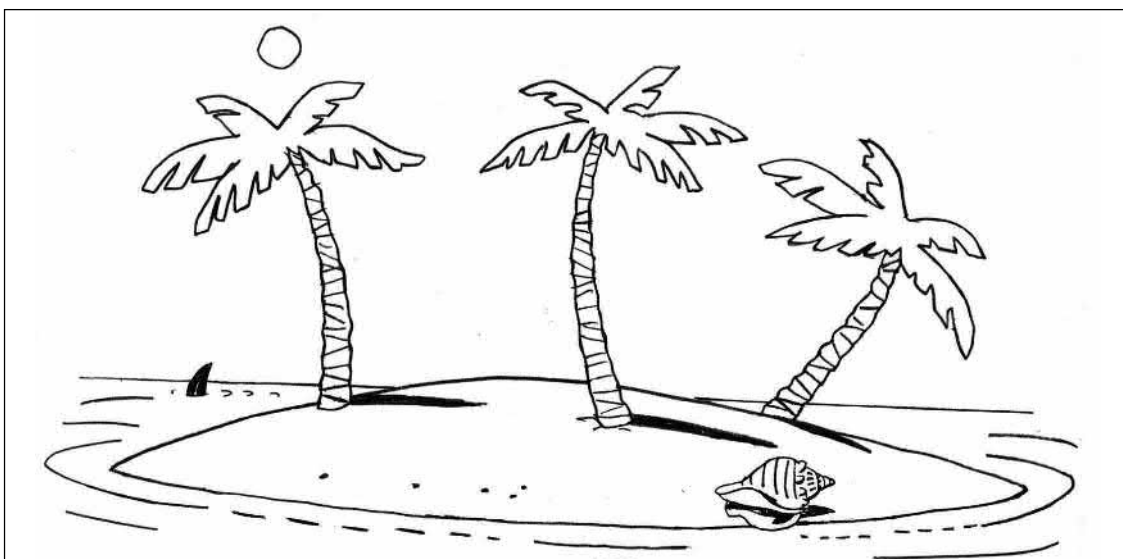
Pepe und Ali ○



Ole und Ela ○



2 Male Pepe.

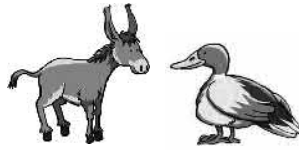


Name:

Klasse:

Datum:

E e



Pal Pe lo Me pe ne me



1			



Momo
Ole
Pepe
Palme
Lampe



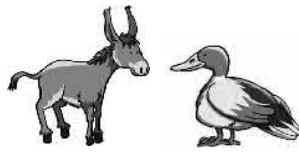
Name:

Klasse:

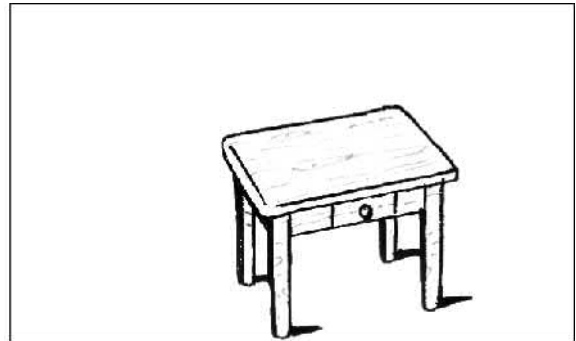
Datum:

E

e



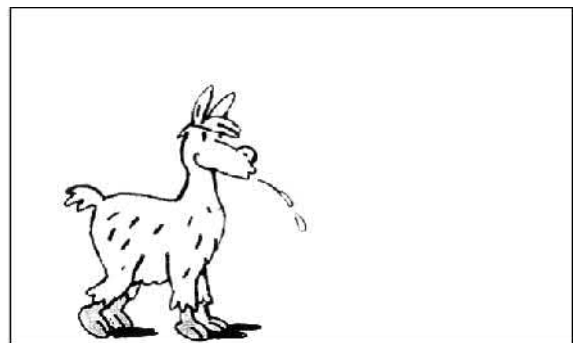
Male Pepe am Tisch.



Male Salami und Limo.



Male Ela am Lama.



Male Lampe und Palme.



Name:

Klasse:

Datum:

N

n



Na ○

Ni ○

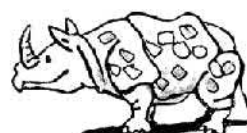
No ○



Nis ○

Nos ○

Nas ○



Ni ○

No ○

Na ○



Pa ○

Pi ○

Po ○



La ma

Na se

Pa pa

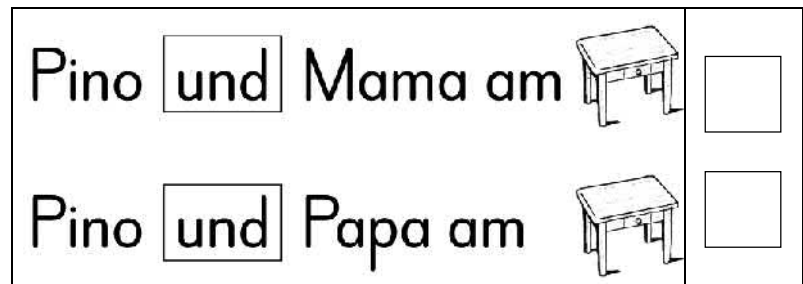
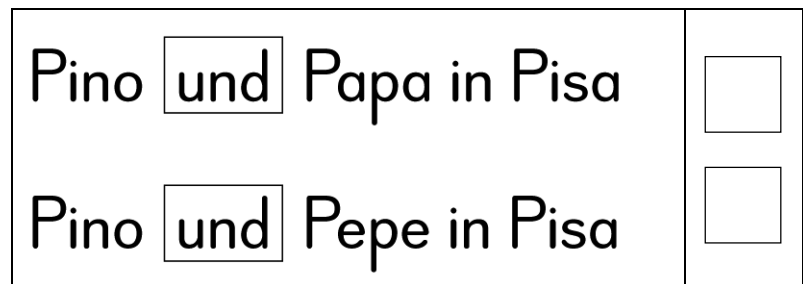
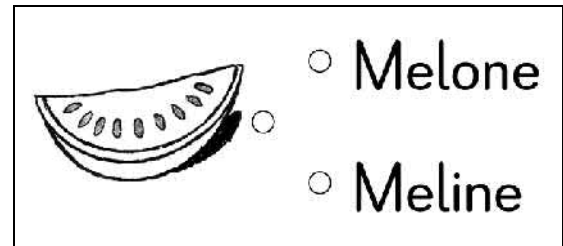
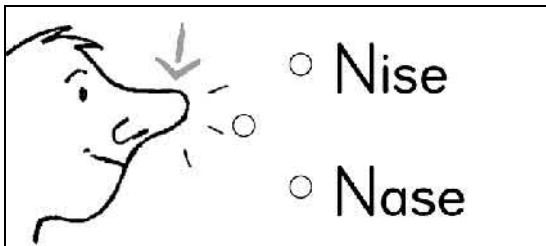
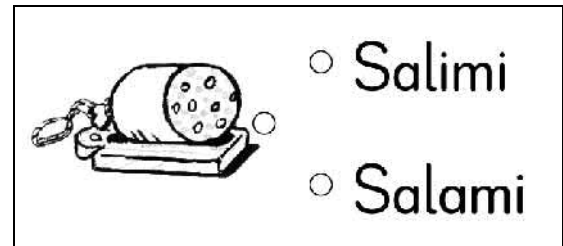
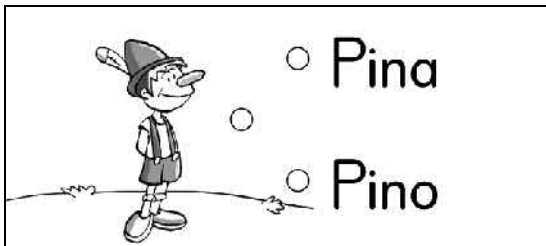
Sa la mi

Name:

Klasse:

Datum:

N n



Name:

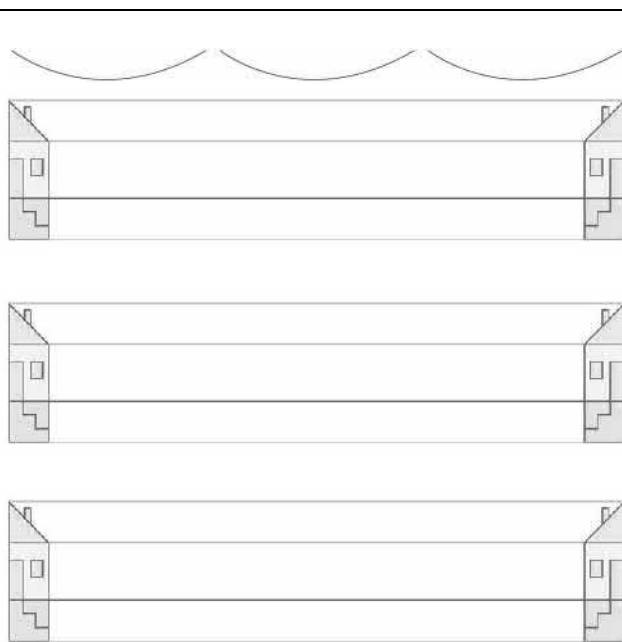
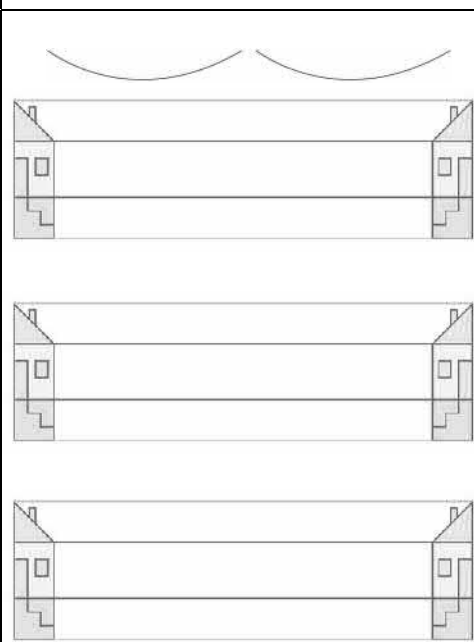
Klasse:


Datum:

N n





Nase • Ananas • Pino • Lama •
Melone • Salami






P o
i n





N e
a s



Name:

Klasse:

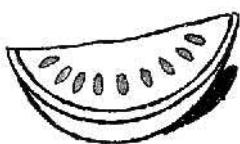
Datum:

N n



1 

Melone



M n
l o
e e



Ananas



A n a
n a s

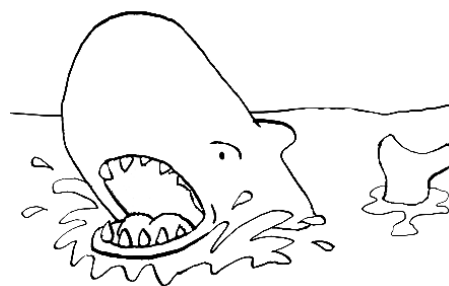


2 

Male Pinos Nase.



Male Pino im 



Male Pino und

Papa am 



Name:

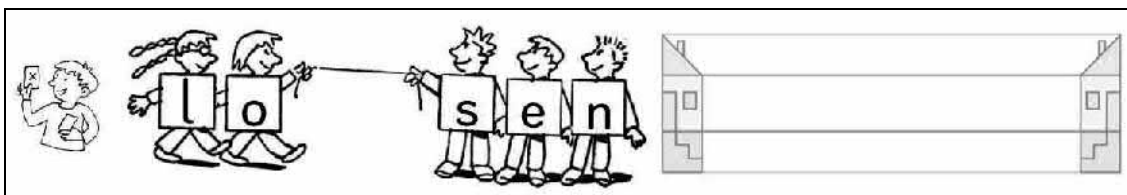
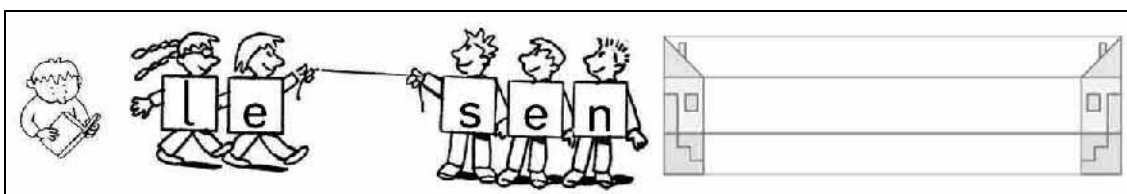
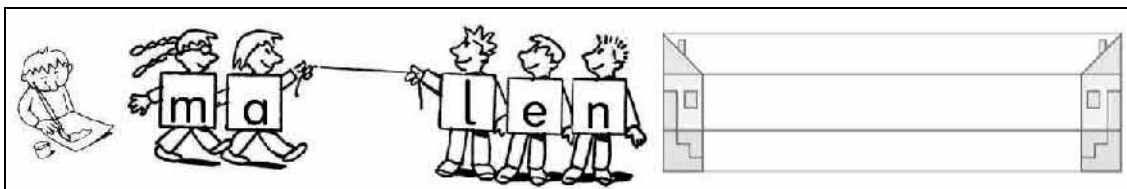
Klasse:

Datum:

-en



1



2



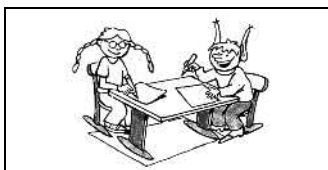
Lola und Papa lesen.



Oma und Lisa losen.



Ela und Mo malen.

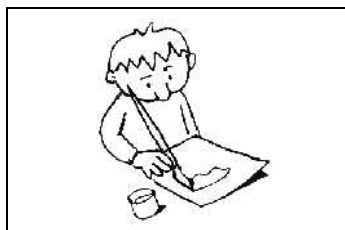


Name:

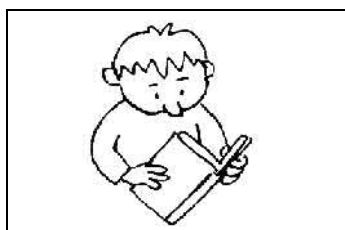
Klasse:

Datum:

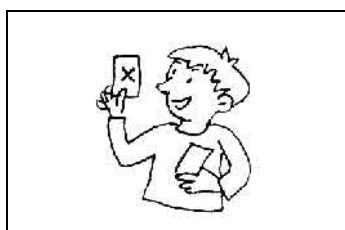
-en



ma ☐ sen
☐ len
☐ nen



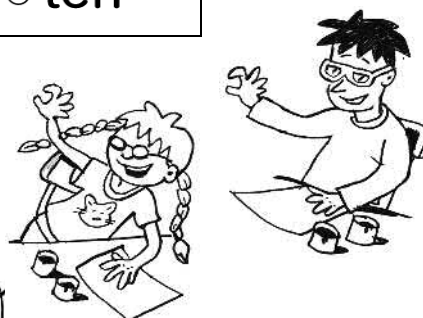
le ☐ len
☐ nen
☐ sen



lo ☐ nen
☐ sen
☐ len



Ela und Pepe malen.



Papa und Mama
 lesen mit Mo.



Momo und Li
 malen Sami an.



Name:

Klasse:

Datum:

T t



Salat
Sa lat



Tomate
To ma te

Salat

Salat

Sami

Salami

Salat

Salat

Sami

Salat

Salat

Melone

Tomate

Tomate

Tomate

Momo

Tomate

Oma

Tomate

Melone



Sa ○

○ lot

○ lat



Na ○

○ to

○ se



Toma ○

○ se

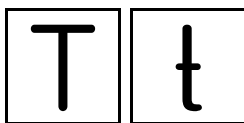
○ te



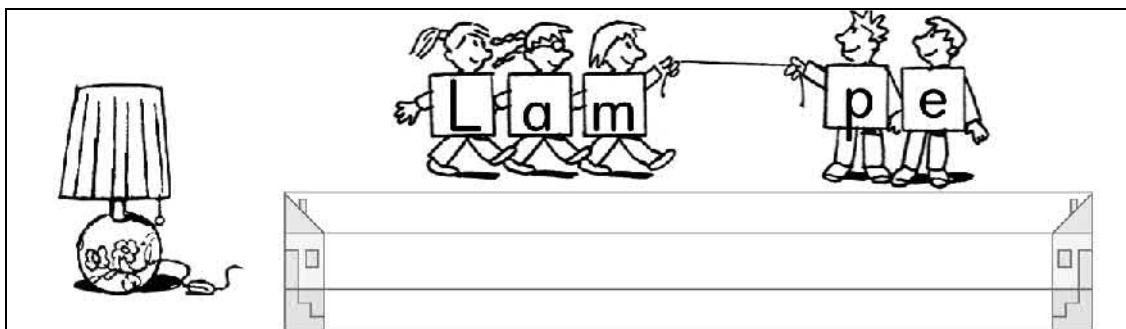
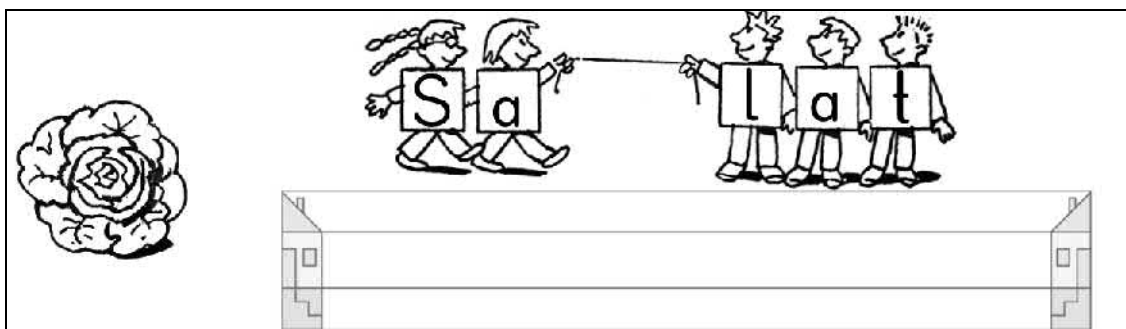
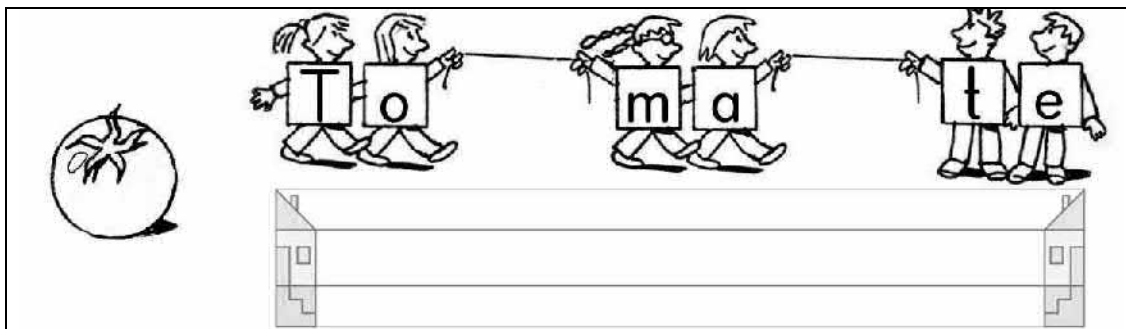
Name:

Klasse:

Datum:



1



2

		<input type="radio"/>	Salat mit Tomate
		<input type="radio"/>	Salat mit Salami
		<input type="radio"/>	Salat mit Melone

Name:

Klasse:

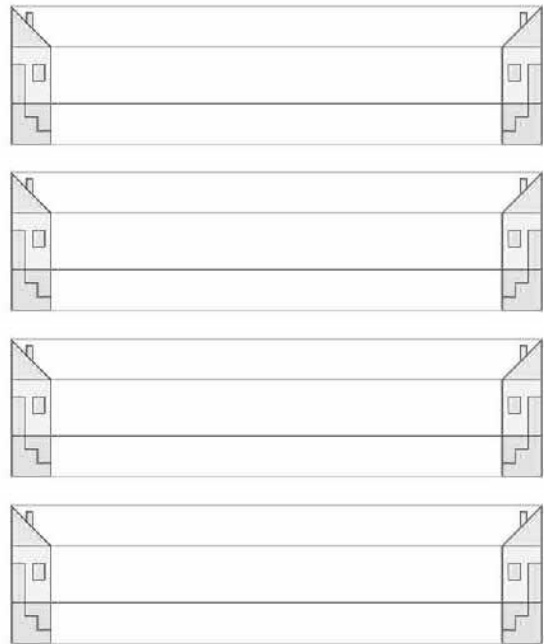
Datum:

T t



Sa	to	lat	En	Mo	To
te	ma	te			





	To	te	ma
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	Me	lo	ne
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Name:

Klasse:

Datum:

T t



Sa mi
la



A na
nas



Lisa malt Salat.



Mo malt Palmen.



Ela malt Melonen.



Sami malt Tomaten.



Name:

Klasse:

Datum:

R r



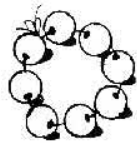
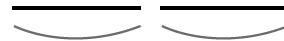
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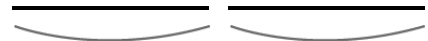

P i r a t



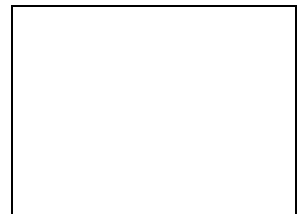
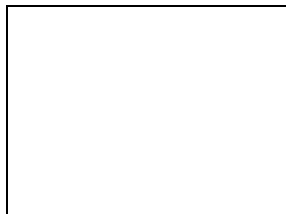
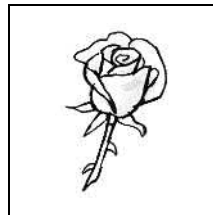
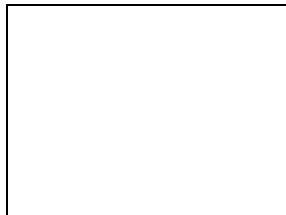
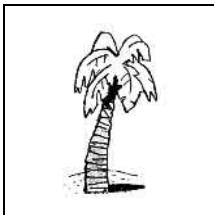
R o s e



P e r l e n



2

Pirat

Rose

Pilot

Palme



Name:

Klasse:

Datum:

R r



Lisa mit ○

- Lama
- Perlen



Mo mit ○

- Limo
- Moto



Ela mit ○

- Hose
- Rose



2 Male Mo mit rosa Rose.

Name:

Klasse:

Datum:

R r

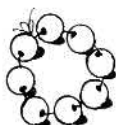


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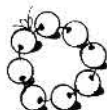



Pirat

Pi rat



2

Rose

Pirat

Perlen

Pilot

Salat

Palme

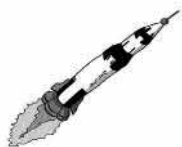


Name:

Klasse:

Datum:

R r



Lisa mit

- ☐ Perlen
- ☐ Rosen



Mo im Moto

- ☐ als Pirat
- ☐ als Pilot



Ela mit Rose

- ☐ als Oma
- ☐ als Mama



Lisa mit Perlen

- ☐ als Oma
- ☐ als Pirat



Name:

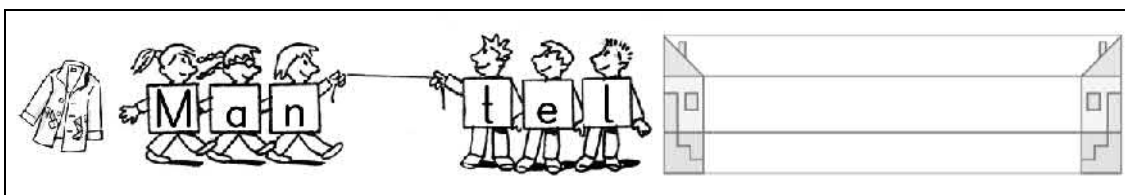
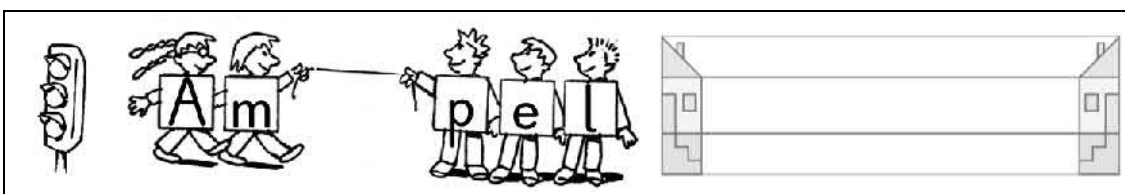
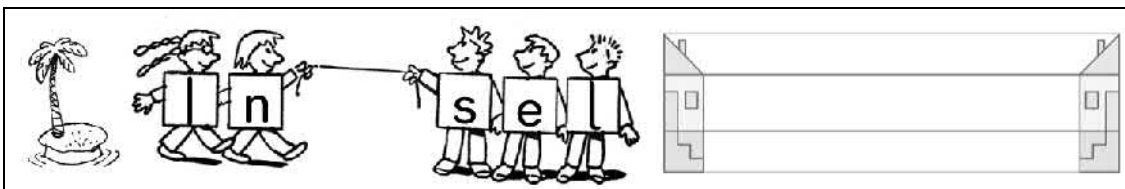
Klasse:

Datum:

-el



1



2



Rosen



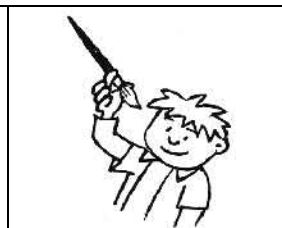
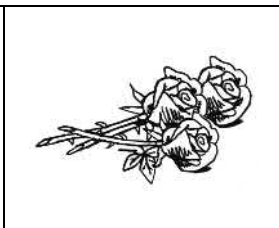
Sami mit
Pinzel



Lisa
im roten
Mantel



Mo, Lisa
und Sami
malen



Name:

Klasse:

Datum:

-el



In ○

- ☐ sel
- ☐ pel
- ☐ rel



Am ○

- ☐ tel
- ☐ pel
- ☐ sel



Man ○

- ☐ pel
- ☐ tel
- ☐ sel



E ○

- ☐ tel
- ☐ pel
- ☐ sel



Name:

Klasse:

Datum:

-el



		😊	☹
	rote Rosen	<input type="checkbox"/>	<input type="checkbox"/>
	rote Esel	<input type="checkbox"/>	<input type="checkbox"/>
	Sami mit Mantel	<input type="checkbox"/>	<input type="checkbox"/>
	Sami mit Pinsel	<input type="checkbox"/>	<input type="checkbox"/>
	Lisa im roten Mantel	<input type="checkbox"/>	<input type="checkbox"/>
	Mo im roten Mantel	<input type="checkbox"/>	<input type="checkbox"/>
	Mo, Lisa und Sami lesen.	<input type="checkbox"/>	<input type="checkbox"/>
	Mo, Lisa und Sami malen.	<input type="checkbox"/>	<input type="checkbox"/>



Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Individuelle Lernausgangslage			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Motorik <ul style="list-style-type: none"> • allgemeine Geschicklichkeit • Grobmotorik • Feinmotorik • Hand- und Finger-Geschicklichkeit • visuomotorische Koordination • feinmotorische Koordination 			
Handlungsvollzug <ul style="list-style-type: none"> • Körperschema • Raumlage • bilaterale Koordination <ul style="list-style-type: none"> – Seitigkeitsprüfung – bevorzugte Hand – bevorzugtes Auge – bevorzugtes Ohr – bevorzugtes Bein 			
Wahrnehmung <ul style="list-style-type: none"> • visuelle Wahrnehmung <ul style="list-style-type: none"> – visuelle Differenzierung – Farbumterscheidung – Figur-Grund-Wahrnehmung – Raumlage – visuelles Gedächtnis • auditive Wahrnehmung <ul style="list-style-type: none"> – auditives Gedächtnis – Richtungshören – auditive Differenzierung • taktil-kinästhetische Wahrnehmung <ul style="list-style-type: none"> – Berührungsempfinden – taktile Differenzierung – Körperempfinden • amnestische Funktionen <ul style="list-style-type: none"> – Aufmerksamkeitsdauer – Aufmerksamkeit und Konzentration <ul style="list-style-type: none"> ◦ beim Spiel ◦ beim Zuhören ◦ im Gespräch 			

Sprache <ul style="list-style-type: none"> • Sprechen <ul style="list-style-type: none"> – Sprechfreude – Zuhören • Aufgabenverständnis <ul style="list-style-type: none"> – Anweisungen erledigen – mehrteilige Anweisungen erledigen • Sprache <ul style="list-style-type: none"> – Artikulation – Lautbildung – Wortschatz – Sprechtempo – Grammatik • Sprachgedächtnis <ul style="list-style-type: none"> – Wortreihen – Verse – Aufträge • 			
Kognition <ul style="list-style-type: none"> • Gedächtnis <ul style="list-style-type: none"> – Kurzzeitgedächtnis – Langzeitgedächtnis • Denken <ul style="list-style-type: none"> – Zuordnen – kausales Denken – Analogien – Symbole erkennen • • 			
Emotional-soziales Verhalten <ul style="list-style-type: none"> • Selbstsicherheit <ul style="list-style-type: none"> – Reaktion auf Misserfolg – Neugierde • Sozialverhalten <ul style="list-style-type: none"> – Kontaktfähigkeit – Hilfsbereitschaft • Kooperationsverhalten <ul style="list-style-type: none"> – Kooperation mit Partner – Kooperation mit Gruppe – Rücksichtnahme – Gemeinschaftsgefühl • Konfliktverhalten • Lernverhalten <ul style="list-style-type: none"> – Lerninteresse – Mitarbeit – Neugierde • Arbeitsverhalten <ul style="list-style-type: none"> – Arbeitstempo – Arbeitseinstellung – Ordnung – Selbstständigkeit • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Laut – Buchstaben – Zuordnung			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Artikulationsfähigkeit <ul style="list-style-type: none"> • • • • • 			
Bestimmen der Lautqualität <ul style="list-style-type: none"> • • • • • 			
Lautlokalisation <ul style="list-style-type: none"> • • • • • 			
Graphemkenntnis <ul style="list-style-type: none"> • Form • Zuordnung Groß- und Kleinbuchstabe • Wiedererkennen von gleichen Formen • Wahrnehmen von Formveränderungen • 			
Analysefähigkeit <ul style="list-style-type: none"> • Wiedererkennen von Buchstaben in Wörtern • Wiedererkennen vorgegebener Laute in gesprochenen Wörtern • Laut-Buchstabe-Zuordnung • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Orientierung im Zeilenprinzip			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Verinnerlichung Reihenbildungsprinzip <ul style="list-style-type: none"> • horizontal • vertikal einfach • vertikal doppelt • 			
Rechts-Links-Orientierung als Leserichtung <ul style="list-style-type: none"> • • • • • 			
Orientierung im einzeiligen System <ul style="list-style-type: none"> • • • • 			
Orientierung im Zeilenumbruch <ul style="list-style-type: none"> • • • • 			
Orientierung im Flattersatz <ul style="list-style-type: none"> • • • • 			
Orientierung im Text <ul style="list-style-type: none"> • • • • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Informationsentnahme aus Bildern			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Unterscheidung von Graphemen und anderen Zeichen <ul style="list-style-type: none"> • • • • • • • 			
Situationslesen in der linearen Abfolge der Handlungen <ul style="list-style-type: none"> • • • • • • 			
Bilderlesen <ul style="list-style-type: none"> • Erkennen und Deuten von gegenständlichen Zeichen • Erkennen von Handlungen auf Einzelbildern • Erkennen von Handlungsabläufen • Erkennen von Handlungsabläufen auf Bildfolgen • • • • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Analyse – Synthese – Fähigkeit			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Phonologische Bewusstheit im engen und weiten Sinne <ul style="list-style-type: none"> • silbische Unterteilung • Unterteilung in subsilbische Einheit • phonemische Segmentierung • • 			
Qualität der Syntheseleistung <ul style="list-style-type: none"> • Bewusstheit darüber, dass Änderungen von Silben/Buchstaben eine neue Wortbedeutung ergibt • Zusammensetzung bekannter Wörter ohne Vorlage aus Einzelsilben/ Einzelbuchstaben • 			
Erfassen unbekannter Wörter mit Silbenkennzeichnung <ul style="list-style-type: none"> • mit akustischer Hilfe • mit motorischer Hilfe • mit Silbenbögen • • 			
Analyse-Synthese neuer Wörter <ul style="list-style-type: none"> • Erfassen von Morphemen • Transferleistungen • Anwenden von Strategien • • • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Qualität der Wörter			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Verinnerlichungsgrad des bekannten Wortschatzes <ul style="list-style-type: none"> • lesetechnisch • schreibtechnisch • textunabhängiges Verständnis • im aktiven Wortschatz • im passiven Wortschatz • • • • • 			
Wortmerkmale (Laute) <ul style="list-style-type: none"> • Dauerkonsonanten • Diphthonge • Vokale • Umlaute • Verschlusslaute • Lautkombinationen • • • • • 			
Wortmerkmale nach der Folge der Buchstaben <ul style="list-style-type: none"> • Silbenstruktur • Lauttreue • Konsonantenfolge • Stellung der Vokale • • • • • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Lesefähigkeit			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Wiedererkennung von Ganzwörtern <ul style="list-style-type: none"> • Unterscheidung unterschiedlicher Wortbilder • Wiedererkennen gleicher Wortbilder • Zuordnung von Wortbildern <ul style="list-style-type: none"> – zu Sachbildern – zum gesprochenen Wort – • • • 			
Qualität der Analyse-Synthesefähigkeit <ul style="list-style-type: none"> • einsilbige Wörter <ul style="list-style-type: none"> – bekannt – unbekannt • zweisilbige Wörter <ul style="list-style-type: none"> – bekannt – unbekannt • mehrsilbige Wörter <ul style="list-style-type: none"> – bekannt – unbekannt • • • 			
Erfassen von Sinneinheiten <ul style="list-style-type: none"> • mit Symbolen • mit Vignetten • wortweise • wortgruppenweise • Textebene • • • • 			

individueller Analysebogen Lesen 1

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Buchstaben/Laute					
Zeit	Großbuchstabe	Reaktionen		Kleinbuchstabe	Reaktionen
	M			m	
	O			o	
	A			a	
	I			i	
	P			p	
	L			l	
	S			s	
	E			e	
	N			n	
	T			t	
	R			r	

Lautverbindungen		
Zeit		Reaktionen
	-en	
	-el	

Ganzwörter		
Zeit		Reaktionen
	ist	
	und	

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Wortschatz/sprechen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
rudimentärer Wortschatz • • • • • •			
elementarer Wortschatz • • • • • •			
erweiterter Wortschatz • • • • • •			
einfache Sätze • • • • • •			
Inhalt mehrerer Sätze • • • • • •			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Wortschatz/verstehen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
rudimentärer Grundwortschatz • • • • •			
elementarer Grundwortschatz • • • • •			
erweiterter Grundwortschatz • • • • • •			
einfache Sätze • • • • • •			
Inhalt mehrerer Sätze • • • • • •			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Buchstaben/Laute			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
hören • • • • • •			
sprechen • • • • • •			
erkennen • • • • • •			
zuordnen • • • • • •			
schreiben • • • • • •			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Silben lesen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
KV • • • • •			
VKV • • • • •			
KVK • • • • •			
KKV • • • • •			
KKVK • • • • •			
KKKVK • • • • •			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Wörter lesen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Ganzwörter <ul style="list-style-type: none"> • ist • und 			
Wörter mit 2 Silben geübt <ul style="list-style-type: none"> • • • • 			
Wörter mit 2 Silben ungeübt <ul style="list-style-type: none"> • • • • 			
Wörter mit 3 Silben geübt <ul style="list-style-type: none"> • • • • 			
Wörter mit 3 Silben ungeübt <ul style="list-style-type: none"> • • • • 			
Wörter mit mehr als 3 Silben geübt <ul style="list-style-type: none"> • • • • 			
Wörter mit mehr als 3 Silben ungeübt <ul style="list-style-type: none"> • • • • 			

Bestimmungsraster von Lernvoraussetzungen

Persönliche Angaben zum Kind		
Name:	Vorname:	Geburtsdatum/Alter:
Klasse:	Schulbesuchsjahr:	Zeitraum der Förderung:

Sinnentnahme beim Lesen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Bild einfach <ul style="list-style-type: none"> • ist • und 			
Bild komplex <ul style="list-style-type: none"> • • • • 			
Anlaut – Bild <ul style="list-style-type: none"> • • • • 			
Anfangssilbe – Bild <ul style="list-style-type: none"> • • • • 			
Wort – Bild geübt <ul style="list-style-type: none"> • • • • 			
Wort – Bild ungeübt <ul style="list-style-type: none"> • • • 			
Satz geübt <ul style="list-style-type: none"> • • • 			
Satz ungeübt <ul style="list-style-type: none"> • • • 			