



Klick!

1

Deutsch

Kopiervorlagen

Cornelsen





**Klick! Deutsch 1
Kopivorlagen**

Hören – In- und Auslaut

Titel	Material
KV 24: H zu den Arbeitsblättern 2 und 3	
KV 25: O zu den Arbeitsblättern 2 und 3	
KV 26: A zu den Arbeitsblättern 6 und 9	
KV 27: I zu den Arbeitsblättern 12 und 13	
KV 28: F	

**Klick! Deutsch 1
Kopivorlagen**

Einführung

- Zu Lesen 1
- Zum Arbeitsheft 1
- Diagnosetest 1

Klick! Deutsch 1

Liebe Lehrerinnen und Lehrer,
diese CD-ROM zum Lehrwerk Klick! Deutsch 1 umfasst
– die Arbeitsblätter mit Kopiervorlagen für alle
die Kopiervorlagen für alle
die Kopiervorlagen zum Diagnosetest 1

Die Arbeitsblätter sind auf zwei Niveauschritten angelegt:
mit einfacheren Übungen für die schwächeren
Schülerinnen.
Sie können Sie Ihre Schülerinnen und Schüler individuell
fordern.

Die Kopiervorlagen eignen sich am Wohlsten für die
Kopierverarbeitung unter Radikal:

Wie gelangen Sie zu den Kopiervorlagen?

Er den Kopiervorlagen, klicken Sie oben rechts auf das Ziffernfeld. Klicken Sie zu den gewünschten Arbeitsblättern im Auswahlfenster, damit diese erscheinen. Klicken Sie auf die entsprechende Datei, um sie zu öffnen. Drucken Sie die Datei aus oder bearbeiten Sie sie in der WORD-Version.

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 Auswahlmenü 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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Zu Klick! Deutsch 1 gehören:

Lesebuch 1	ISBN 978-3-06-080670-6
Arbeitsheft 1.....	ISBN 978-3-06-080671-3
Schreiblehrgang Druckschrift 1	ISBN 978-3-06-080672-0
Handreichung für den Unterricht 1	ISBN 978-3-06-081504-3
Anlauttabelle	ISBN 978-3-06-080688-1
Anlautbilderblock.....	ISBN 978-3-06-080689-8

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ohne eine solche Einwilligung eingesannt und in ein Netzwerk eingestellt
oder sonst öffentlich zugänglich gemacht werden.

Dies gilt auch für Intranets von Schulen und sonstigen Bildungseinrichtungen.

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

Druck: H. Heenemann, Berlin

ISBN 978-3-06-081505-0



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Liebe Lehrerinnen und Lehrer,

die Kopiervorlagen zu **Klick! Deutsch 1** bestehen aus ausgedruckten Kopiervorlagen und einer beigefügten 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 beigegebte 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: 1024x768

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.



Inhaltsverzeichnis

Zu Lesen 1

KV 1	Differenzierungstext „und“ *	22–23
KV 2	Differenzierungstext „E, e“ *	24–25
KV 3	Differenzierungstext „N, n“ *	26–27
KV 4	Differenzierungstext „-en“ *	28–29
KV 5	Differenzierungstext „T, t“ *	30–31
KV 6	Differenzierungstext „R, r“ *	32–33
KV 7	Differenzierungstext „-el“ *	34–35
KV 8	Wörterliste Teil 1	
KV 9	Wortkarten 1	
KV 10	Silbenkarten	
KV 11	Wörterpuzzle	
KV 12	Wortpyramiden	

zu den Arbeitsbuchseiten

Zum Arbeitsheft 1

Hören – Anlaut

KV 13	M, m	1
KV 14	O, o	5
KV 15	A, a	8
KV 16	I, i	12
KV 17	P, p	17
KV 18	L, l	21
KV 19	S, s	25
KV 20	E, e	30
KV 21	N, n	34
KV 22	T, t	39
KV 23	R, r	43

zu den Arbeitsheftseiten

Hören – In- und Auslaut

KV 24	M, m	1–2
KV 25	O, o	5–6
KV 26	A, a	8–9
KV 27	I, i	12–13
KV 28	P, p	17–18
KV 29	L, l	21–22
KV 30	S, s	25–26
KV 31	E, e	30–31
KV 32	N, n	34–35
KV 33	T, t	39–40
KV 34	R, r	43–44

* Diese Kopiervorlagen können Sie auf der CD-ROM **nicht** verändern.

Zum Arbeitsheft 1**zu den Arbeitsheftseiten****Sehen**

KV 35	O, o	6
KV 36	A, a	9
KV 37	I, i	13
KV 38	ist	16
KV 39	P, p	18
KV 40	L, l	22
KV 41	S, s	26
KV 42	und	29
KV 43	E, e	31
KV 44	N, n	35
KV 45	-en	38
KV 46	T, t	40
KV 47	R, r	44
KV 48	-el	47

Lesen**zu den Arbeitsheftseiten**

KV 49	O, o	7
KV 50	A, a	10–11
KV 51	I, i	14–15
KV 52	ist	16
KV 53	P, p	19–20
KV 54	L, l	23–24
KV 55	S, s	27–28
KV 56	und	29
KV 57	E, e	32–33
KV 58	N, n	36–37
KV 59	-en	38
KV 60	T, t	41–42
KV 61	R, r	45–46
KV 62	-el	48

Diagnostikteil 1

- KV 63 Individuelle Lernausgangslage
- KV 64 Laut – Buchstaben – Zuordnung
- KV 65 Orientierung im Zeilenprinzip
- 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

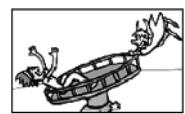
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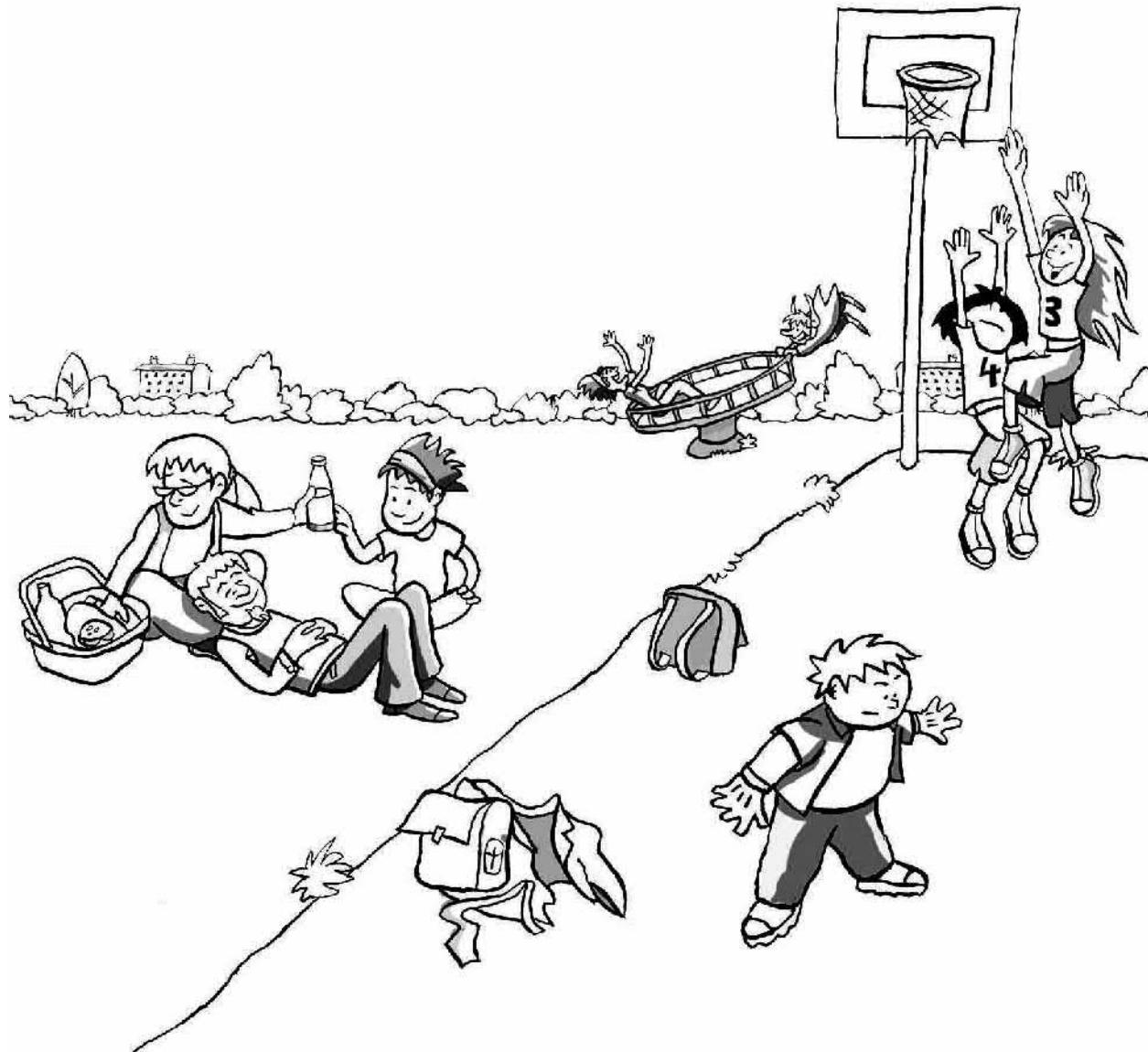
Datum:

und

Ma ma und Mo.



Oma und Opa.



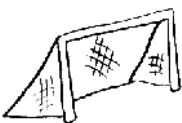
Name:

Klasse:

Datum:

und

Mo mo und Pa pa .

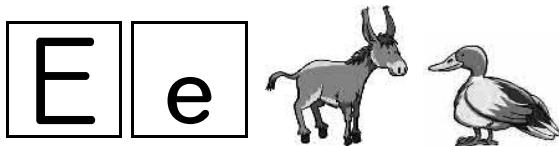
Ist Mo mo im  ?



Name:

Klasse:

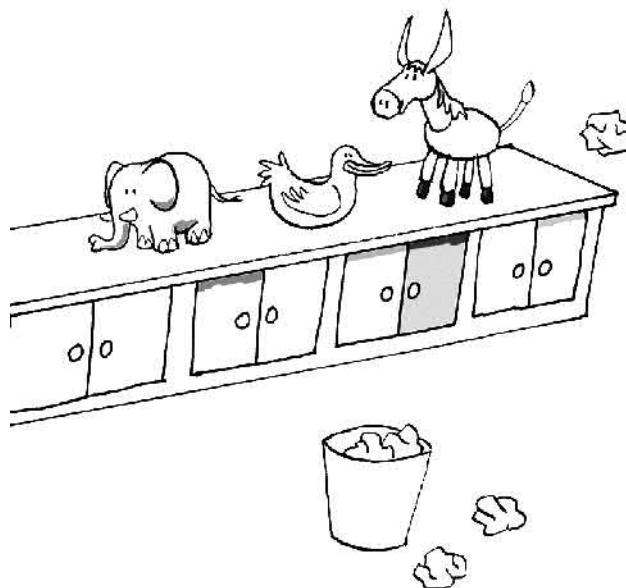
Datum:



E la: Mo mo, ma le Pe pe.

Pe pe: E la, ma le Mo mo.

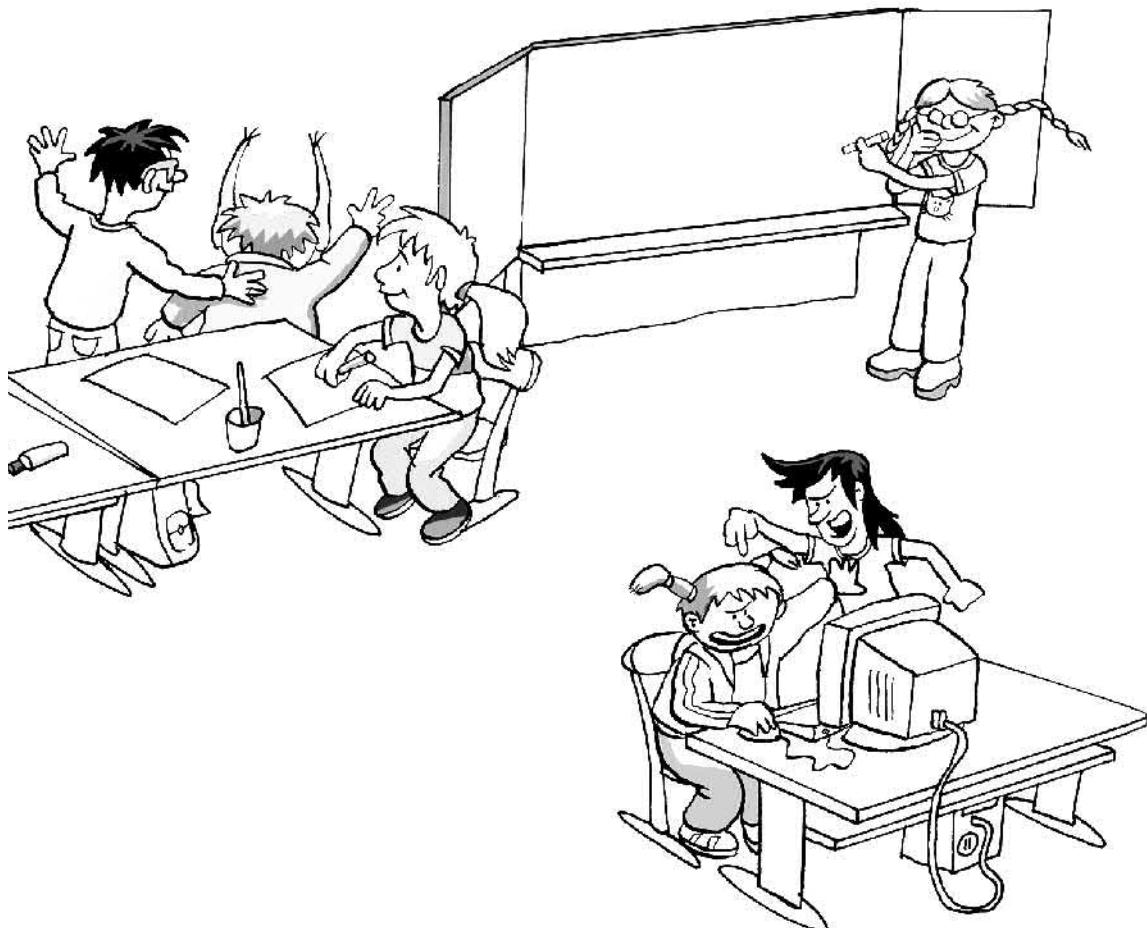
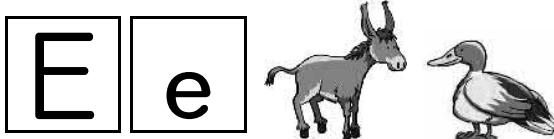
Mo mo: O le, ma le Mo.



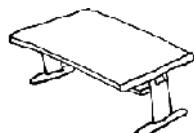
Name:

Klasse:

Datum:



Li sa **ist** am .



A li **ist** am .



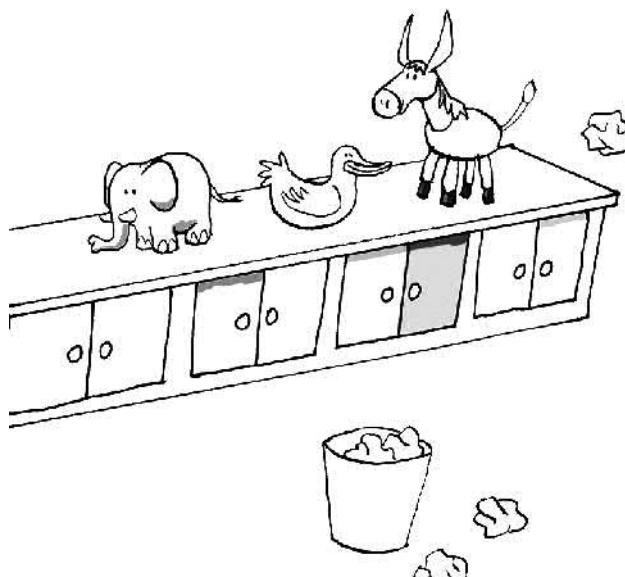
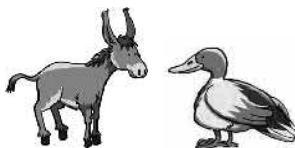
Name:

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.

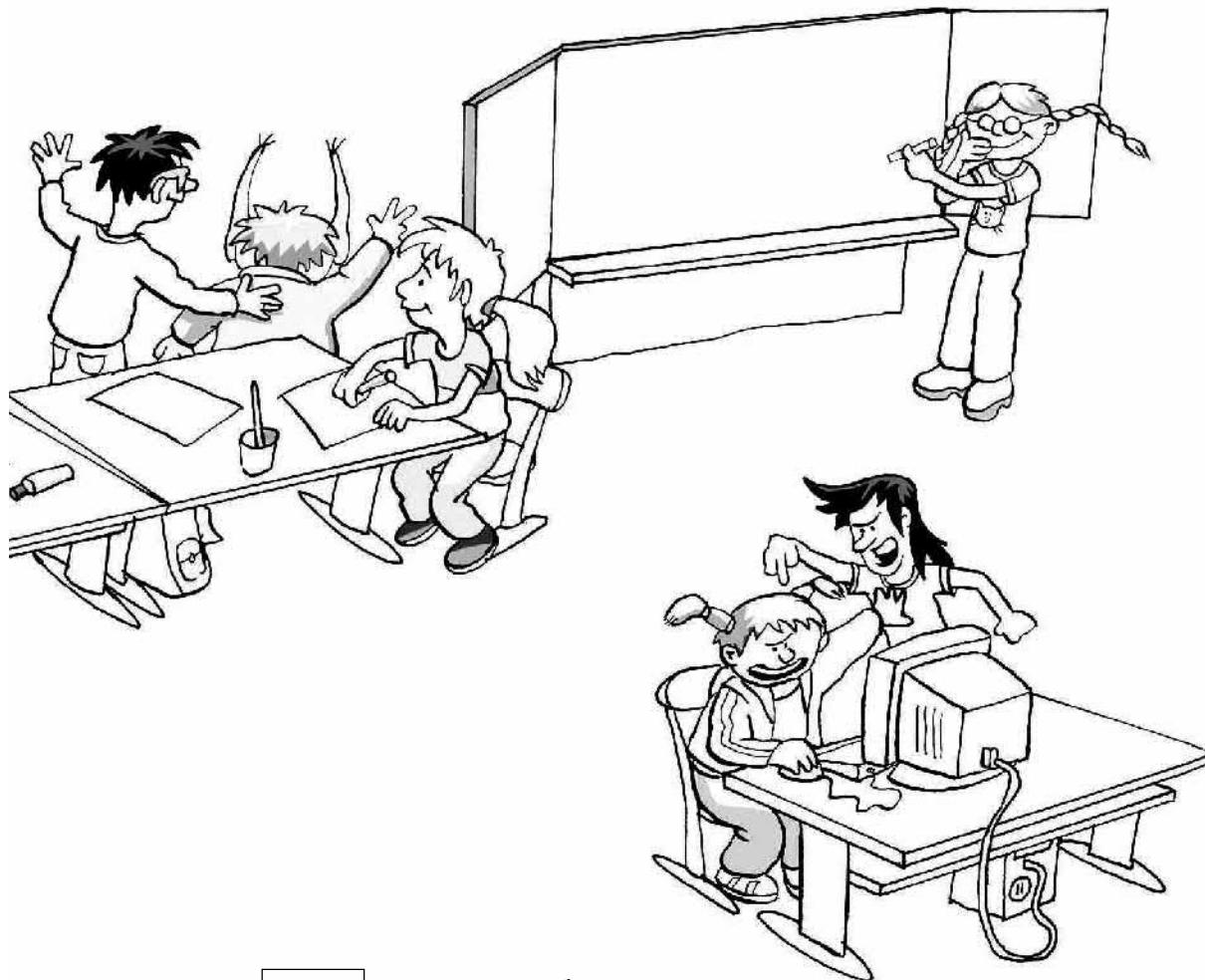
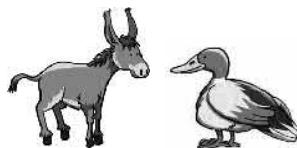
Mimi: Lola, male Li ...

Name:

Klasse:

Datum:

E e



Lisa ist am .

Ali ist am .

Sami: Lisa, male Lama und Palme.

Ali, male Salami und Lampe.

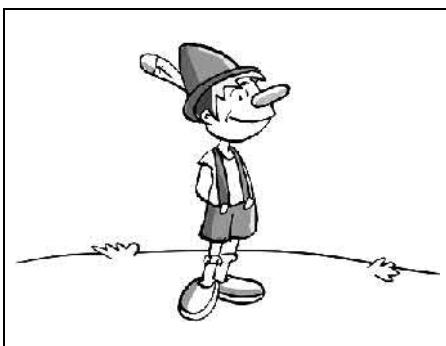
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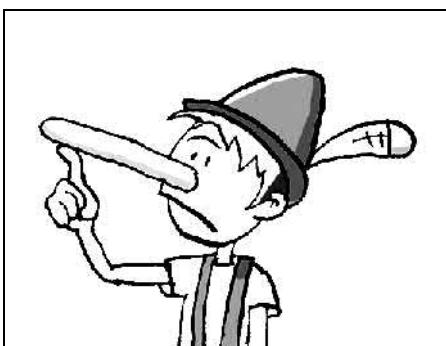
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N

n



Pi no



Pi nos Na se



Pi no Me lo ne.

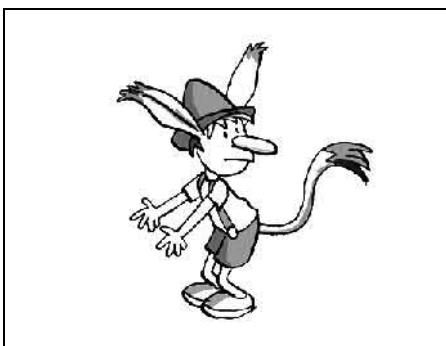
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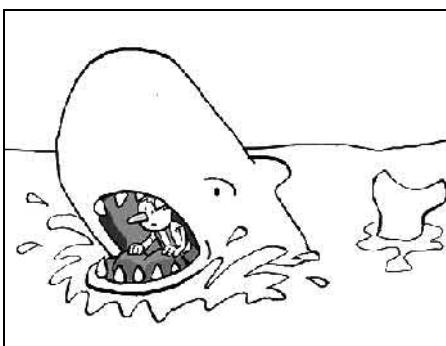
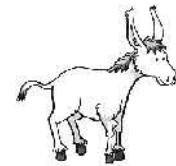
Datum:

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.

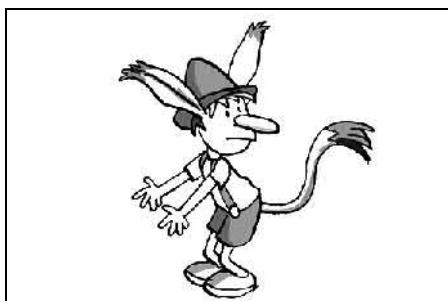
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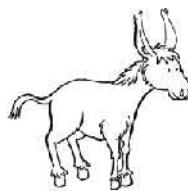
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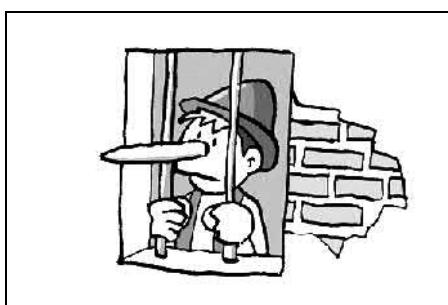
n



Pino als



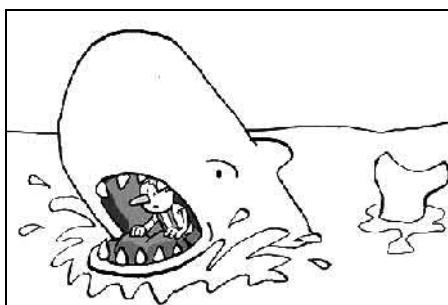
Pino ist



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

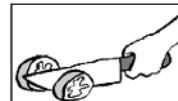


Mo



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

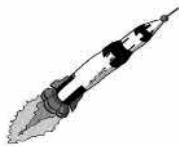
E la als Ma ma



Name:

Klasse:

Datum:



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:



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:

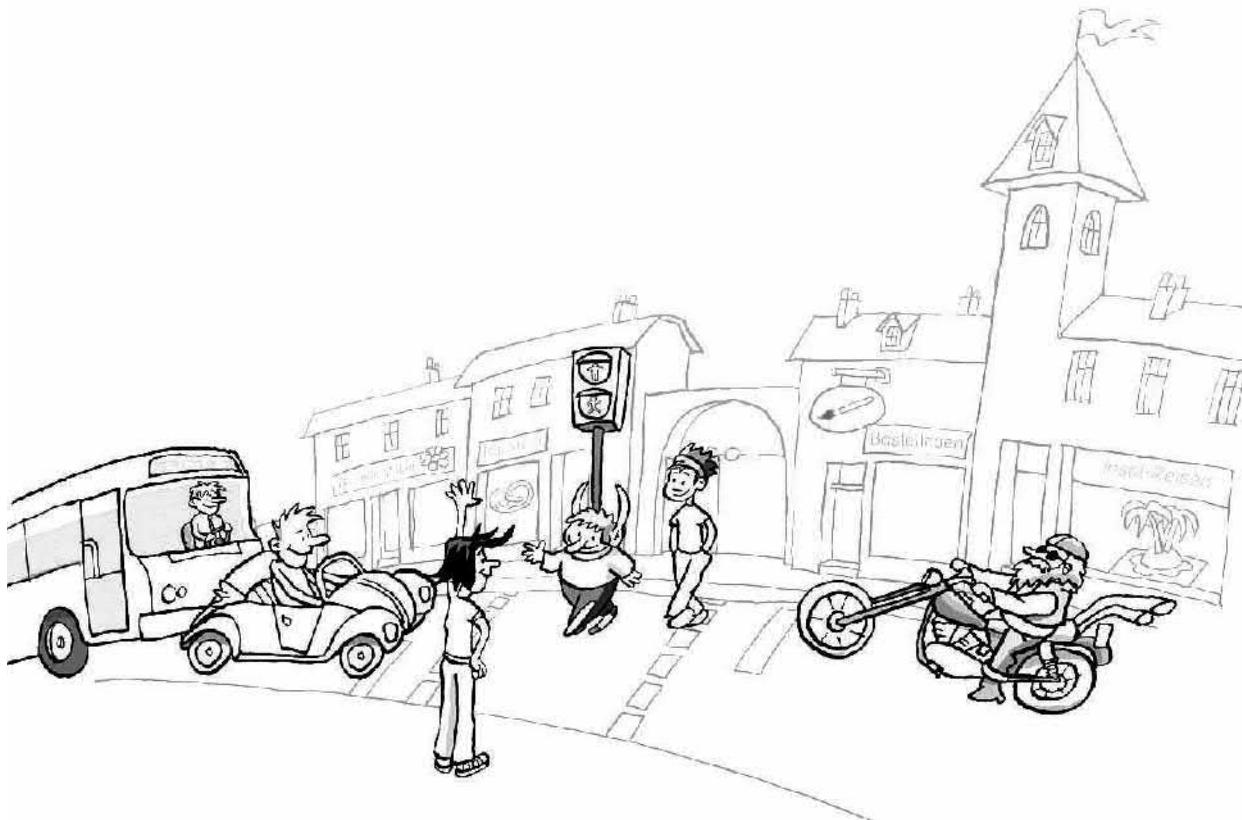
Klasse:

Datum:

-el

Am pel
Los, Li sa!
Los, Mo!

Mo **und** Li sa  los.



Name:

Klasse:

Datum:



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!

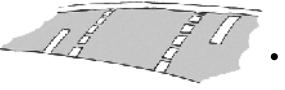


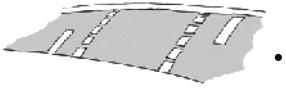
Name:

Klasse:

Datum:

-el

Lola ist am .

Mo ist mit Lisa am .

Mo: Toll! –  Ampel!

Lola: Los, Mo!

Los, Lisa!

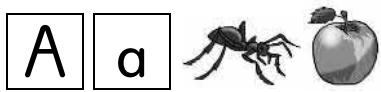
Mo  und Lisa  los.



Name:

Klasse:

Datum:



Lampe

Ali

lesen

am

lila

Ampel

Limo

Ananas

Lisa



Lola

losen

Ela



malen

im

Mama

in

Mami

Insel

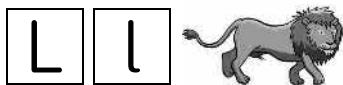
Mantel

ist

Melone

ist

Mimi



Mo

Lama

Momo

Moto

Name:

Klasse:

Datum:

N n 

Pino

Nase

Pinsel

O o 

Ole

R r 

Oma

raten

Omi

rosa

Opa

Rose

Opi

rot

P p 

S s 

Palme

Salat

Papa

Salami

Papi

Sami

Pepe

so

Perle

T t 

Pilot

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	N
Na	Na
Nas	Nam
Nase	Name
P	L
Pi	Li
Pin	Lim
Pino	Limo
M	M
Mo	Mo
	Mom
	Momo
A	M
An	Me
Ana	Mel
Anan	Melo
Anana	Melon
Ananas	Melone

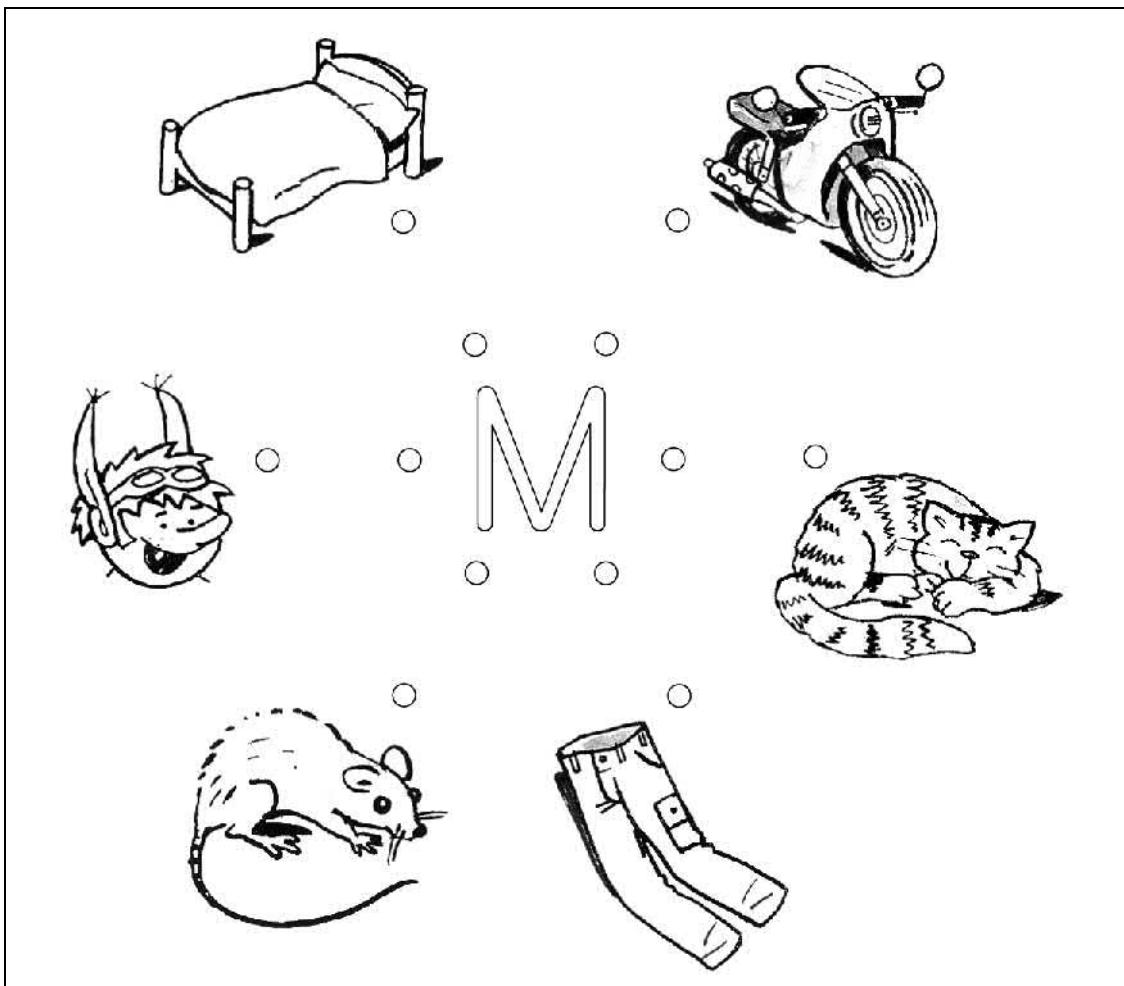
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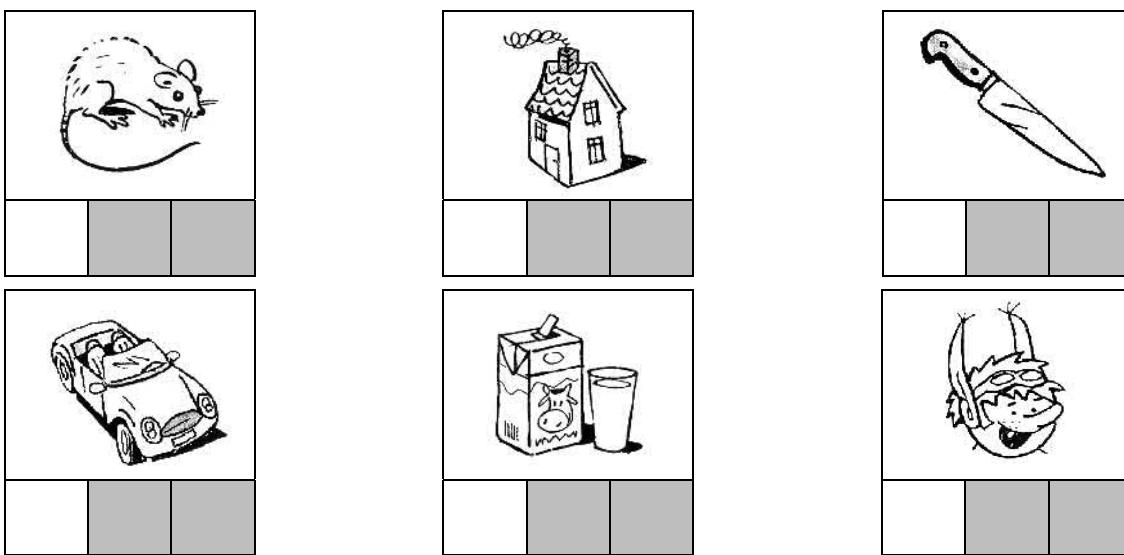
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2



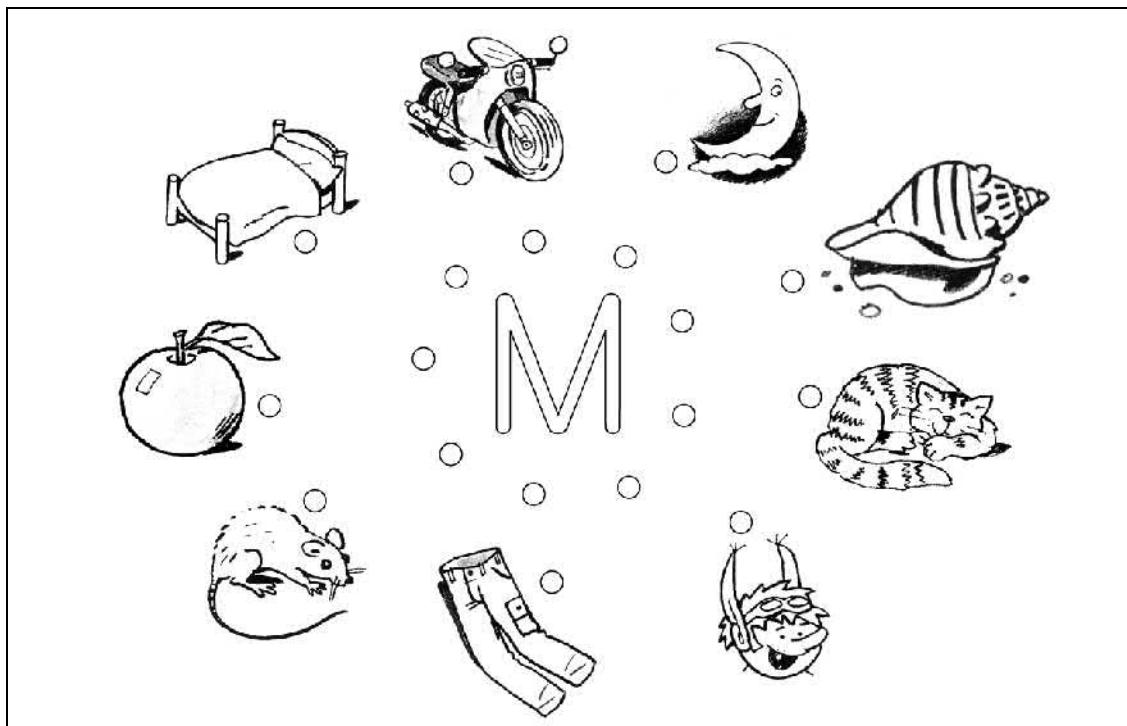
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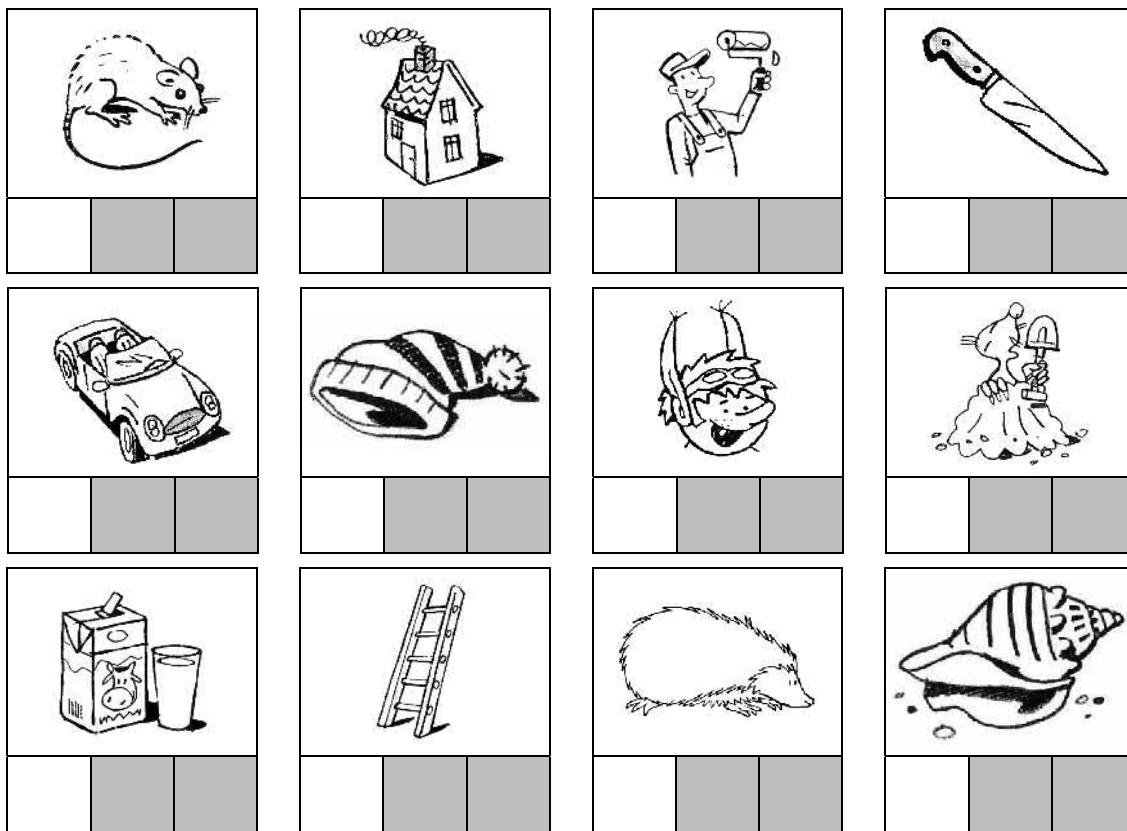
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1
Pencil icon.



2
Pencil icon.



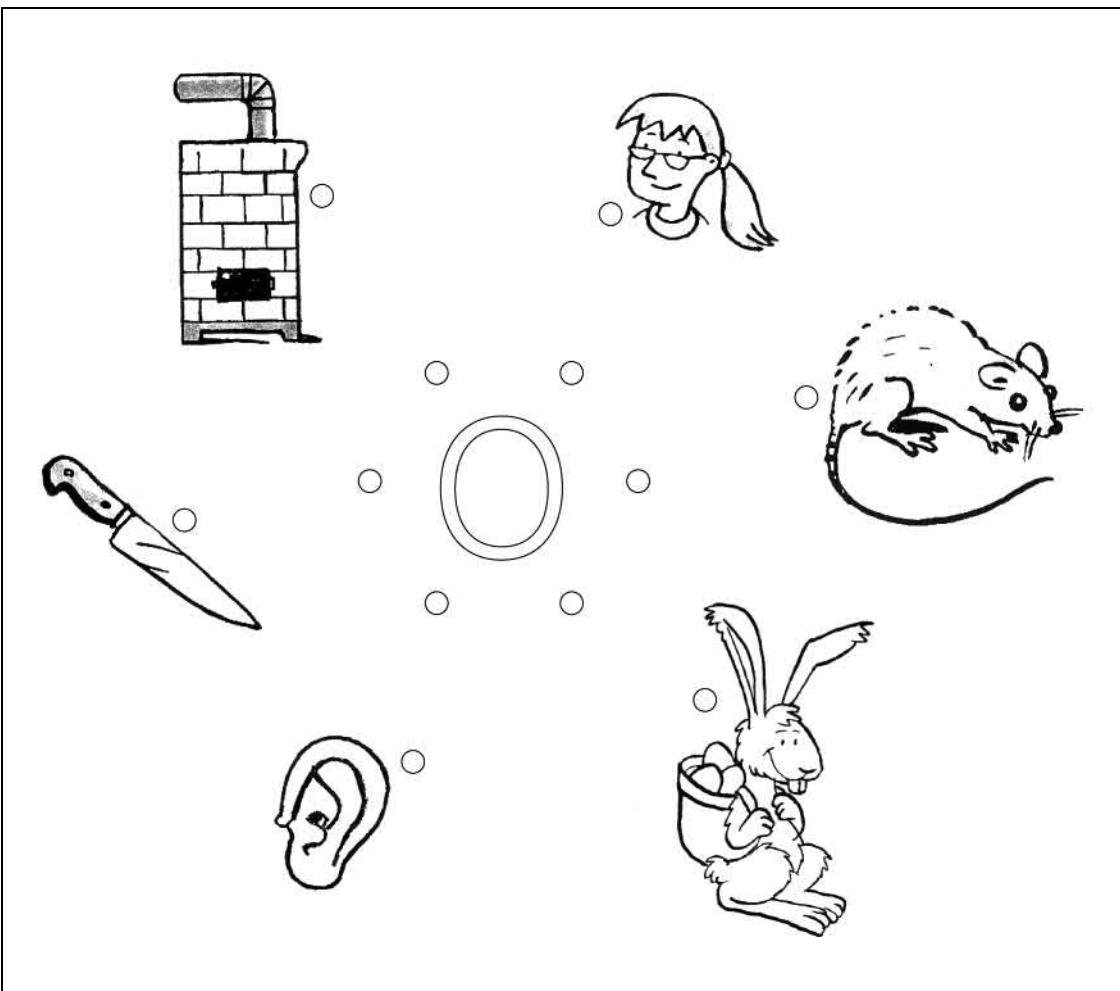
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Klasse:

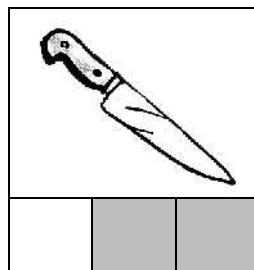
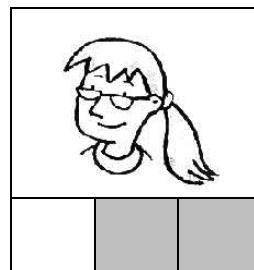
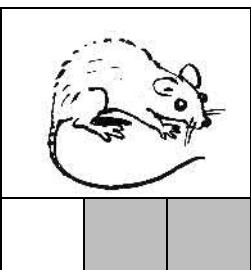
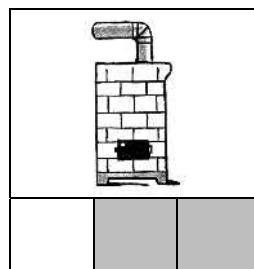
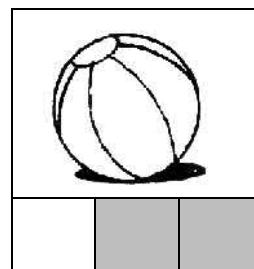
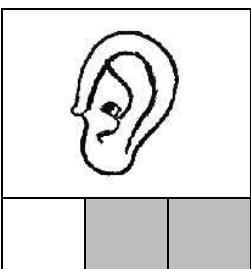
Datum:



1
o o



2
x o



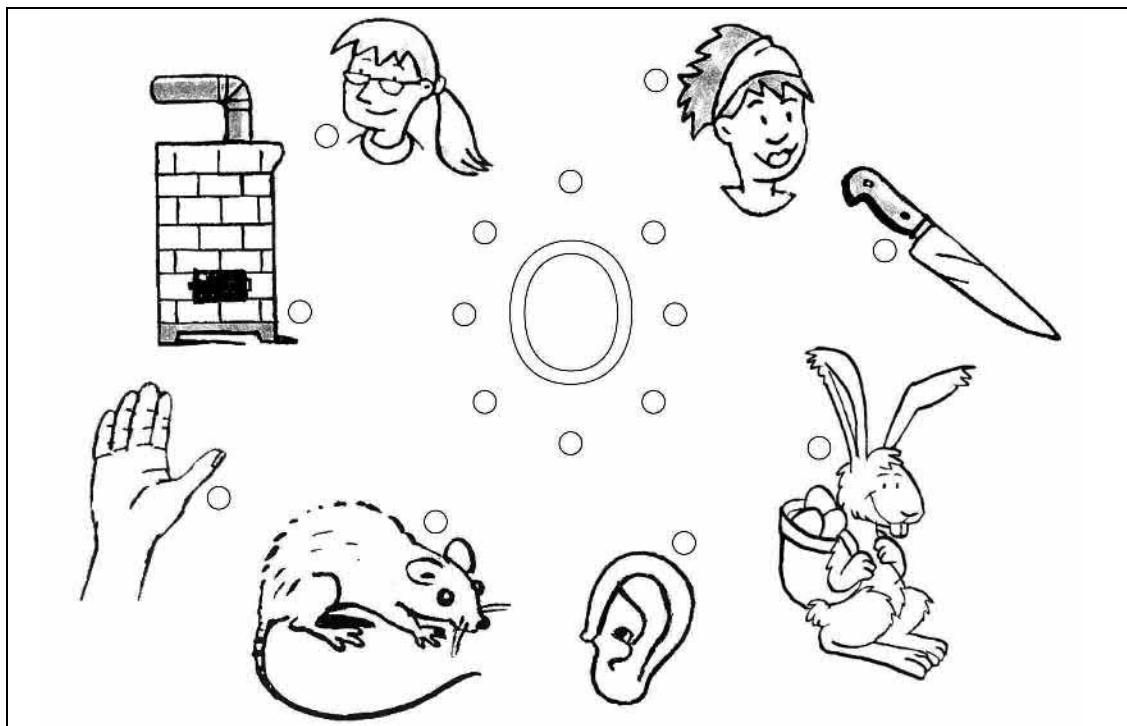
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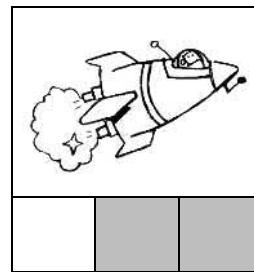
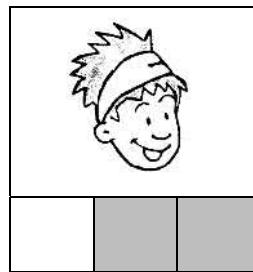
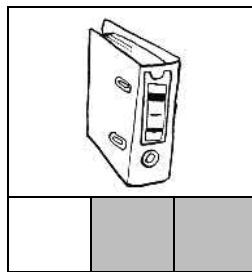
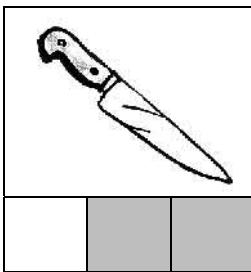
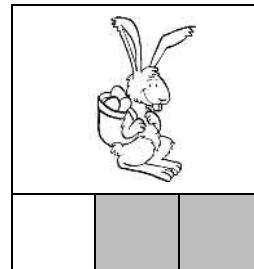
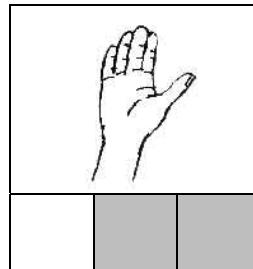
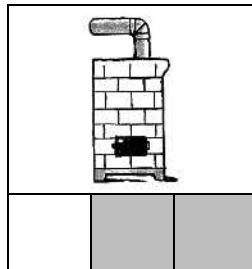
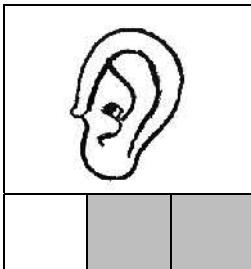
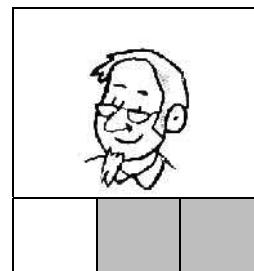
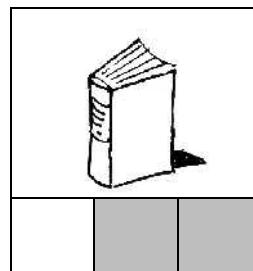
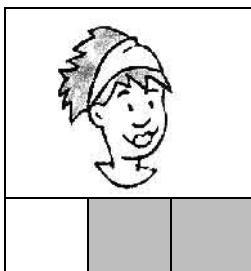
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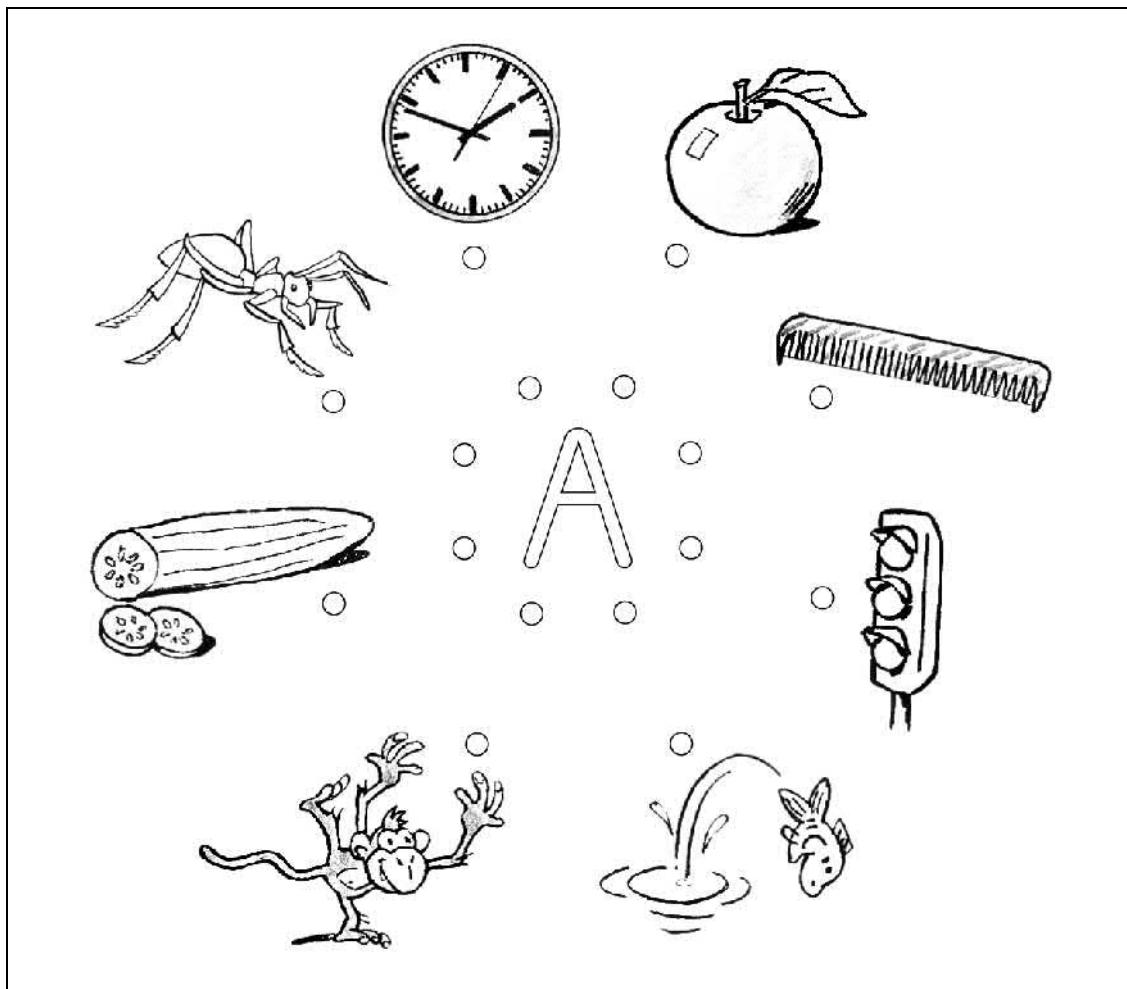
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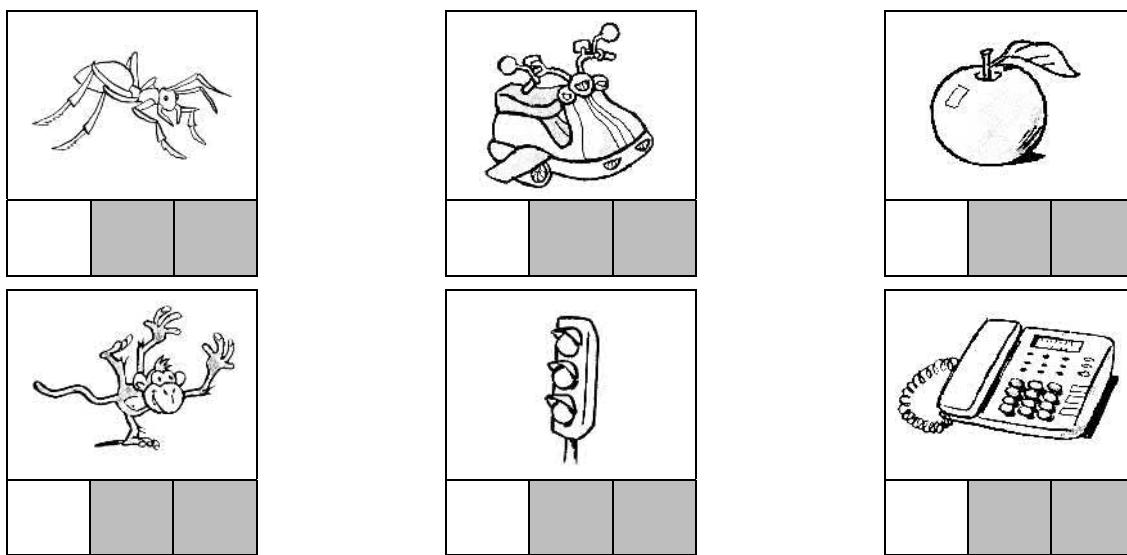
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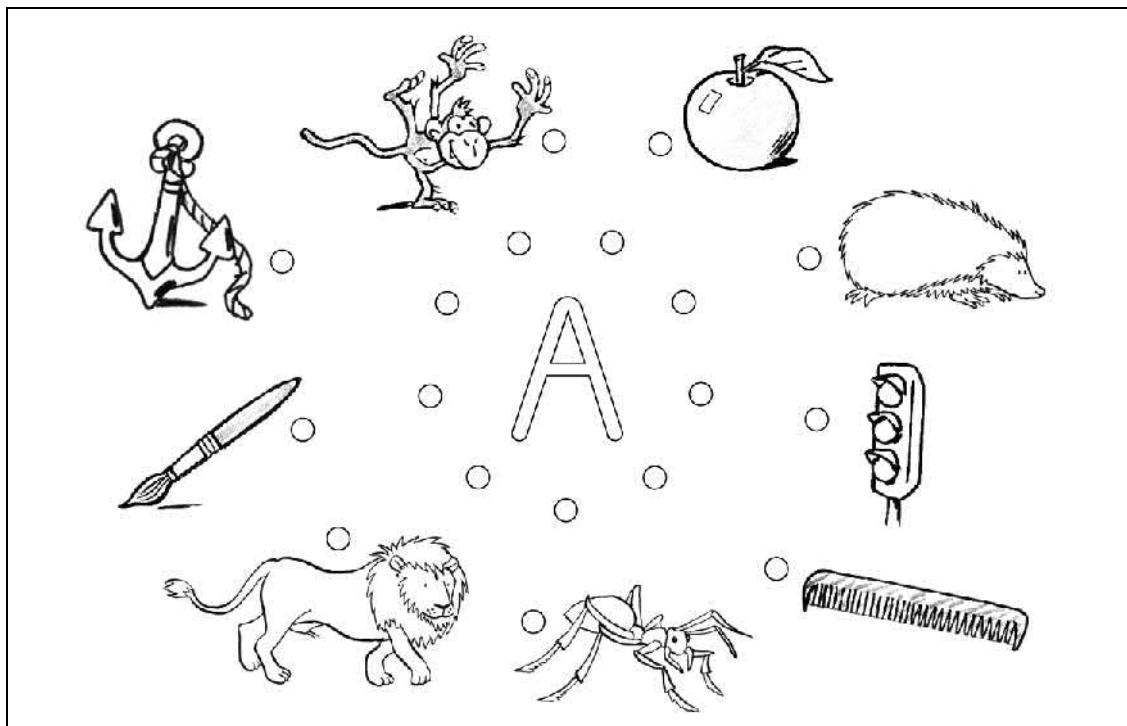
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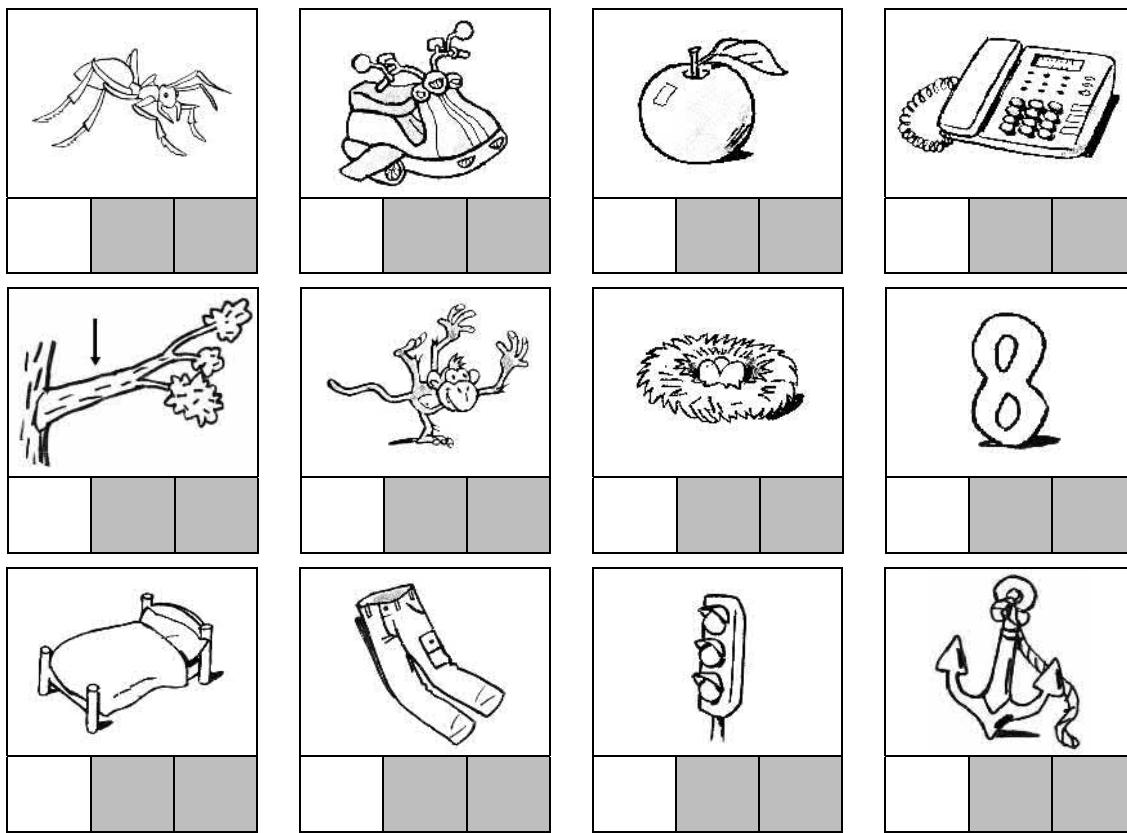
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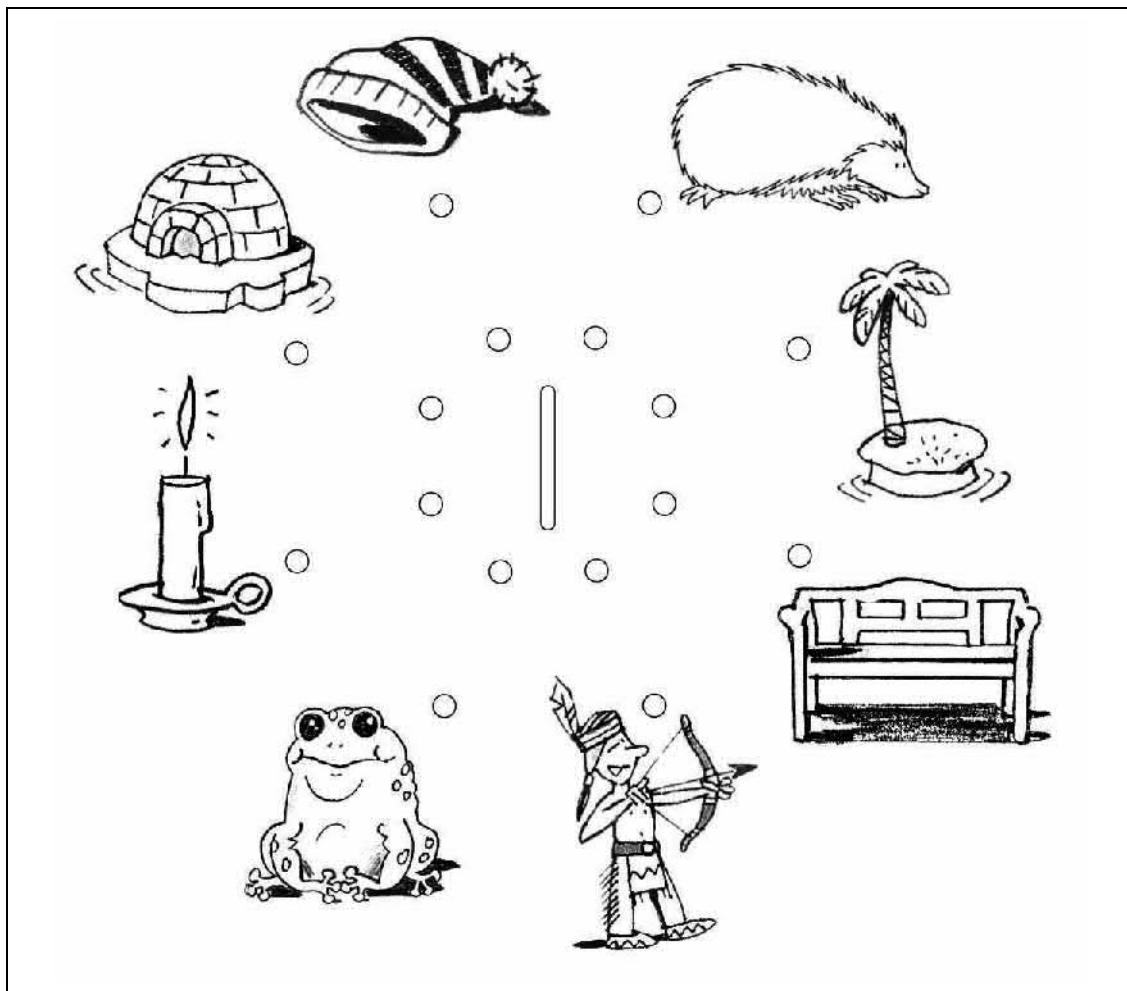
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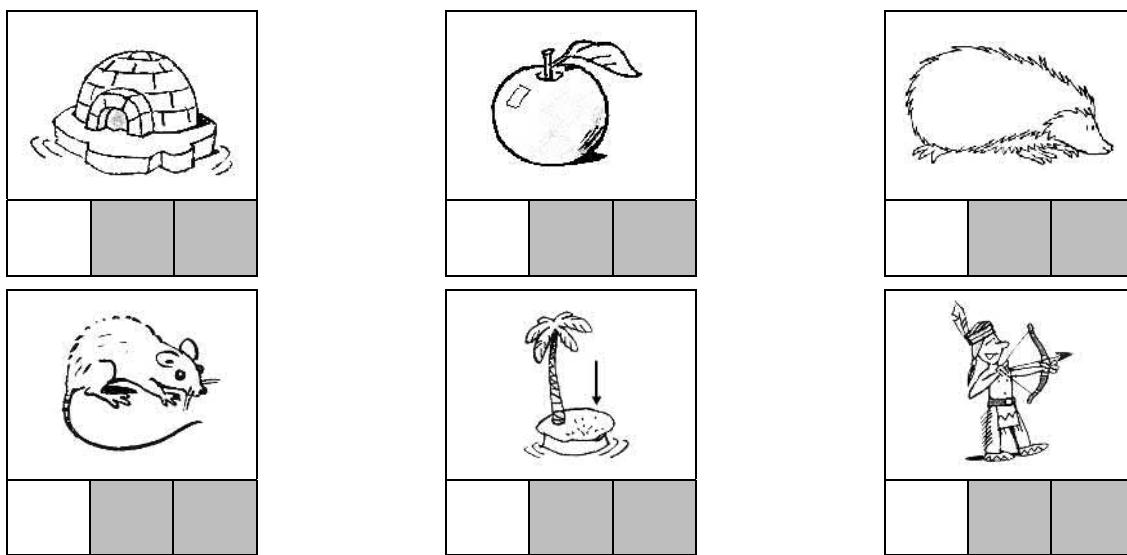
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pencil icon



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pencil icon with an 'x'



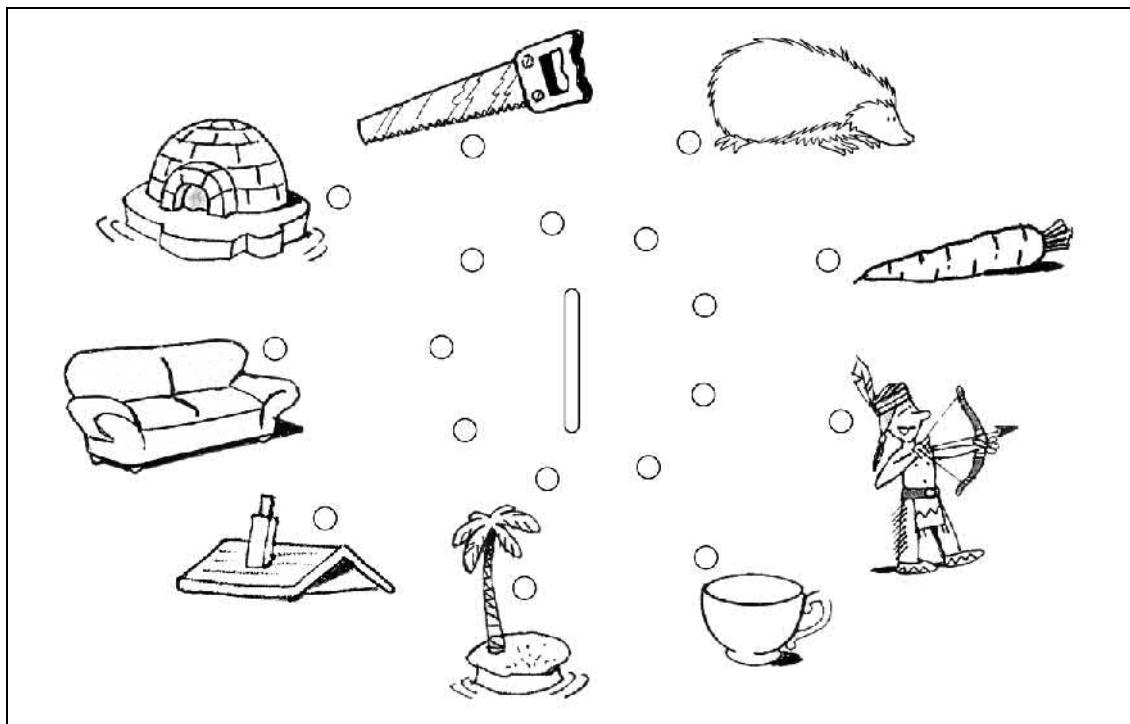
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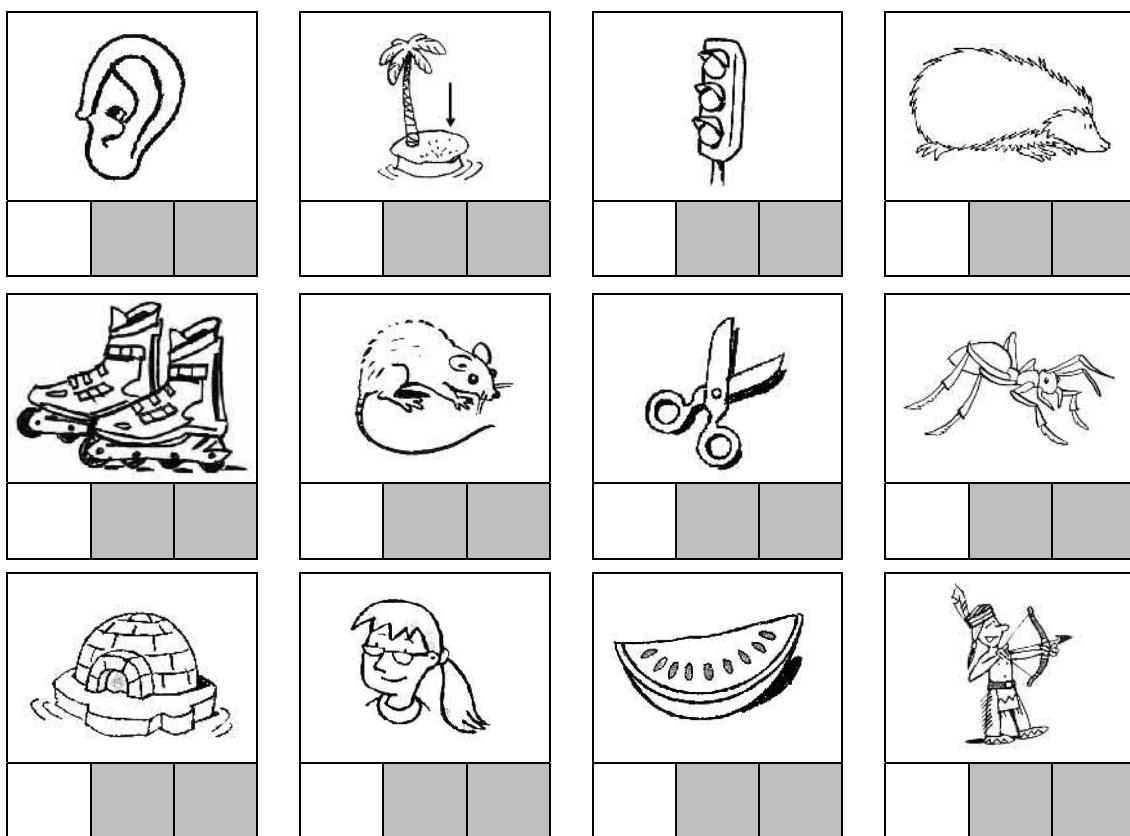
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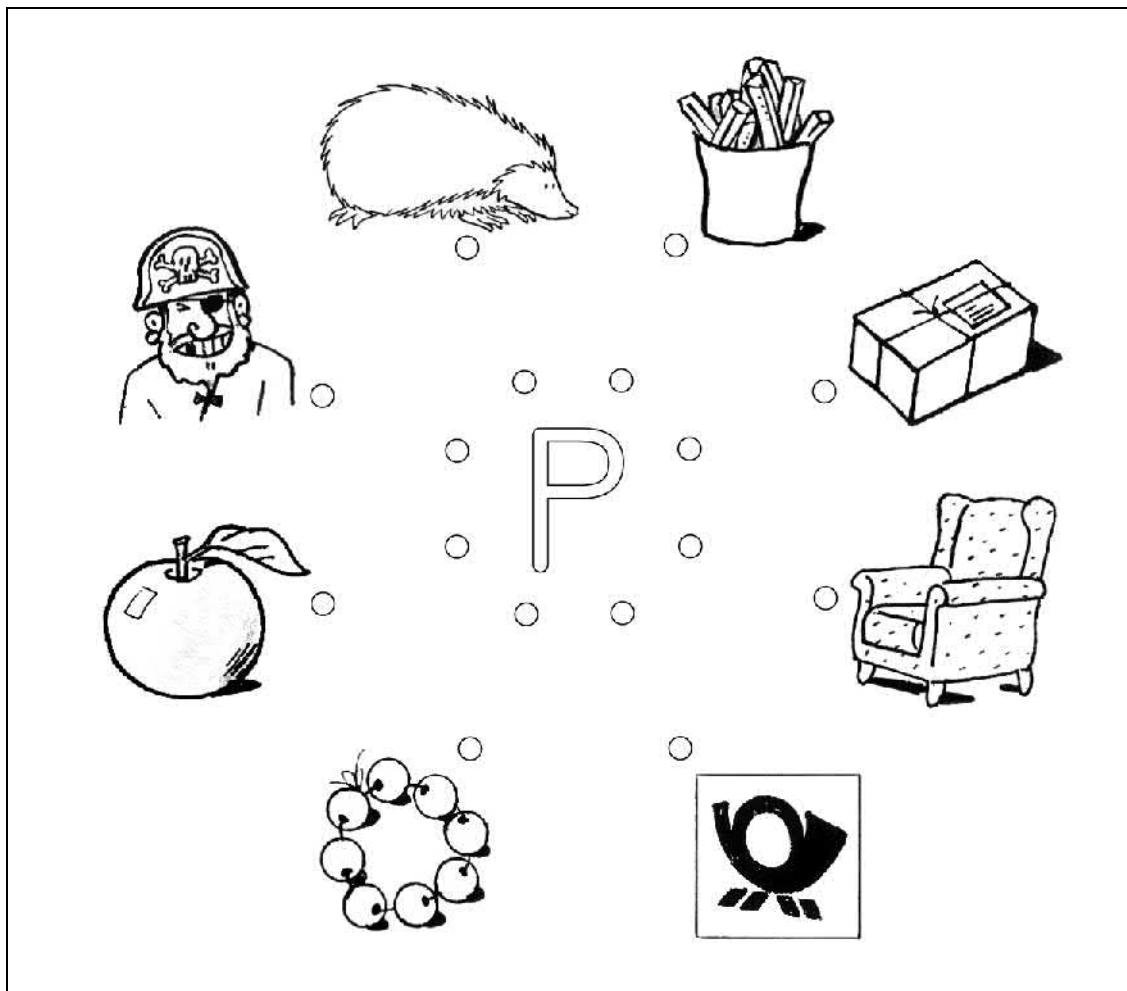
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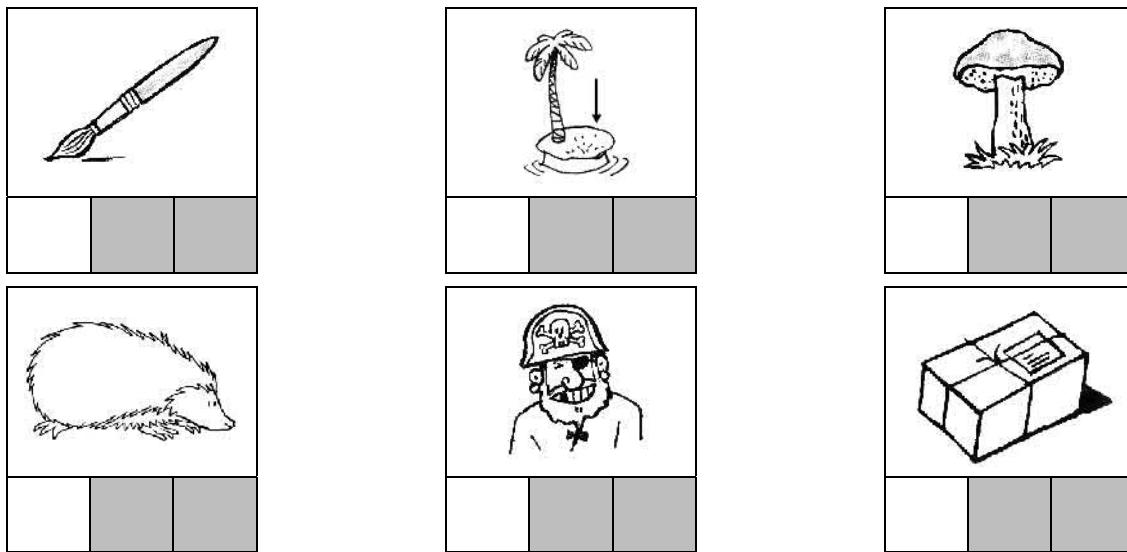
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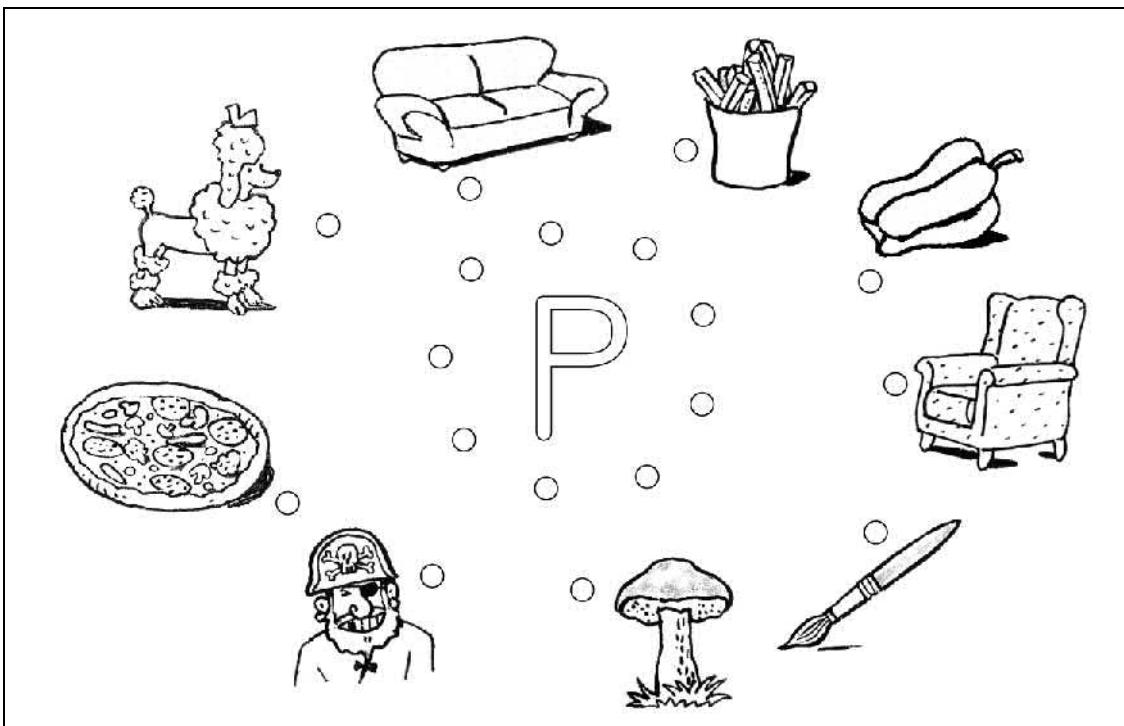
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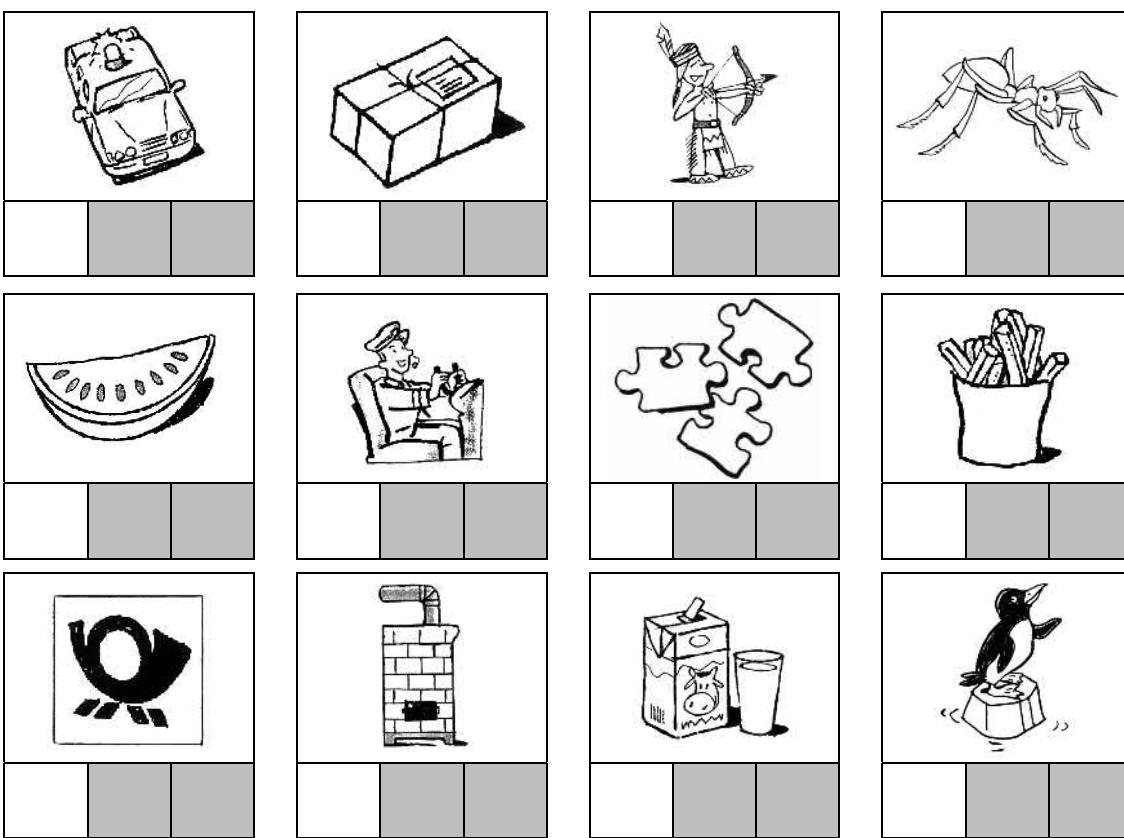
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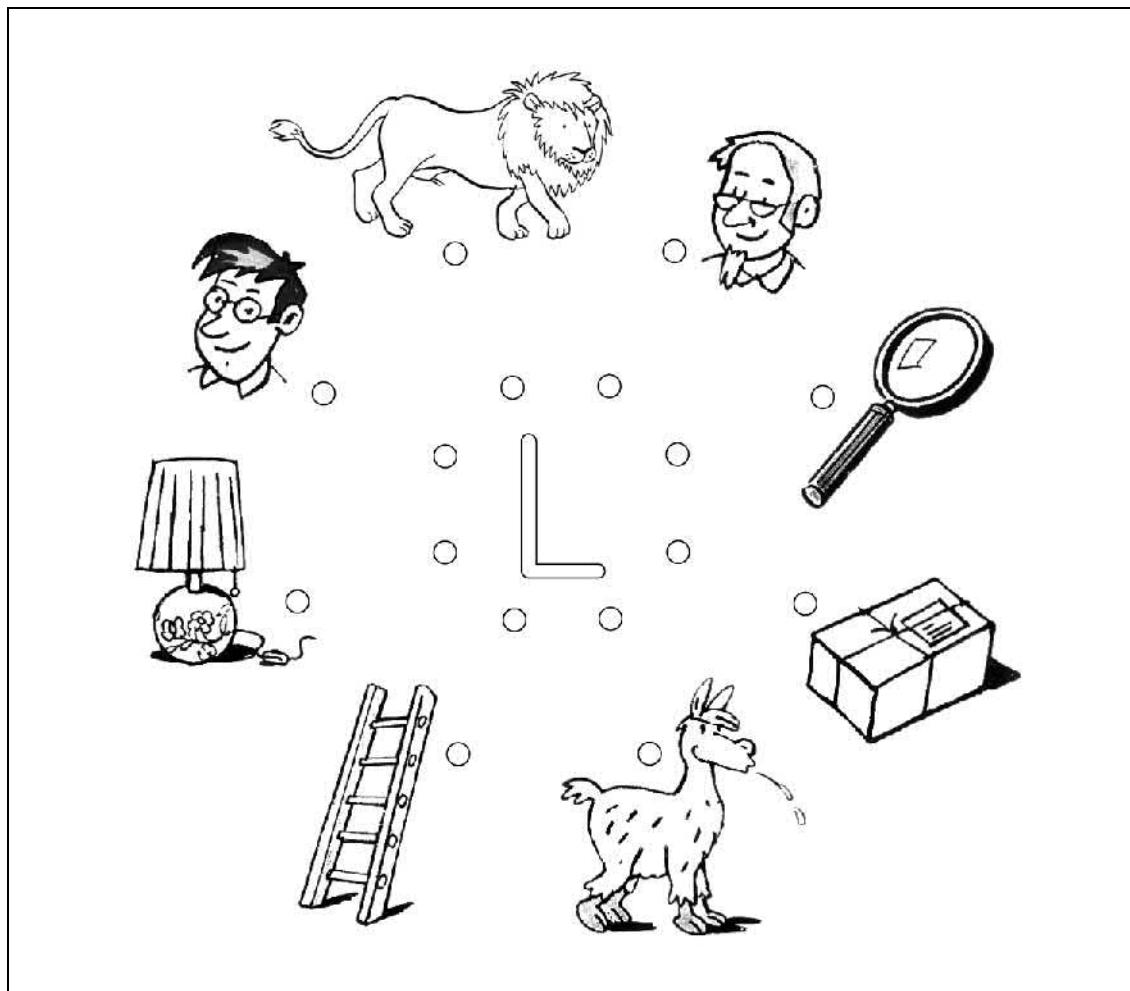
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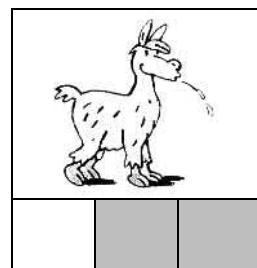
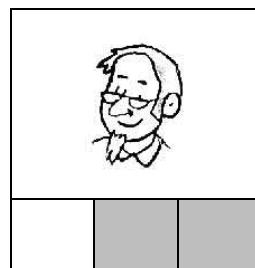
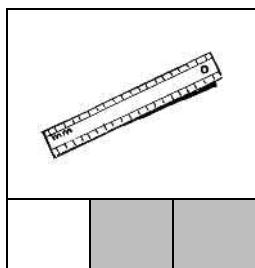
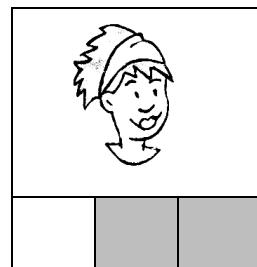
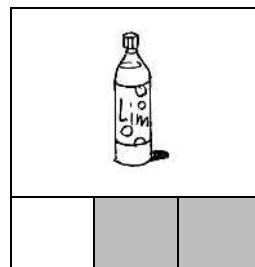
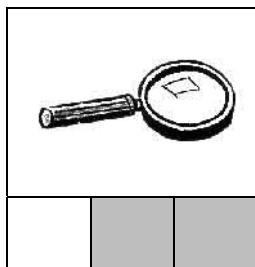
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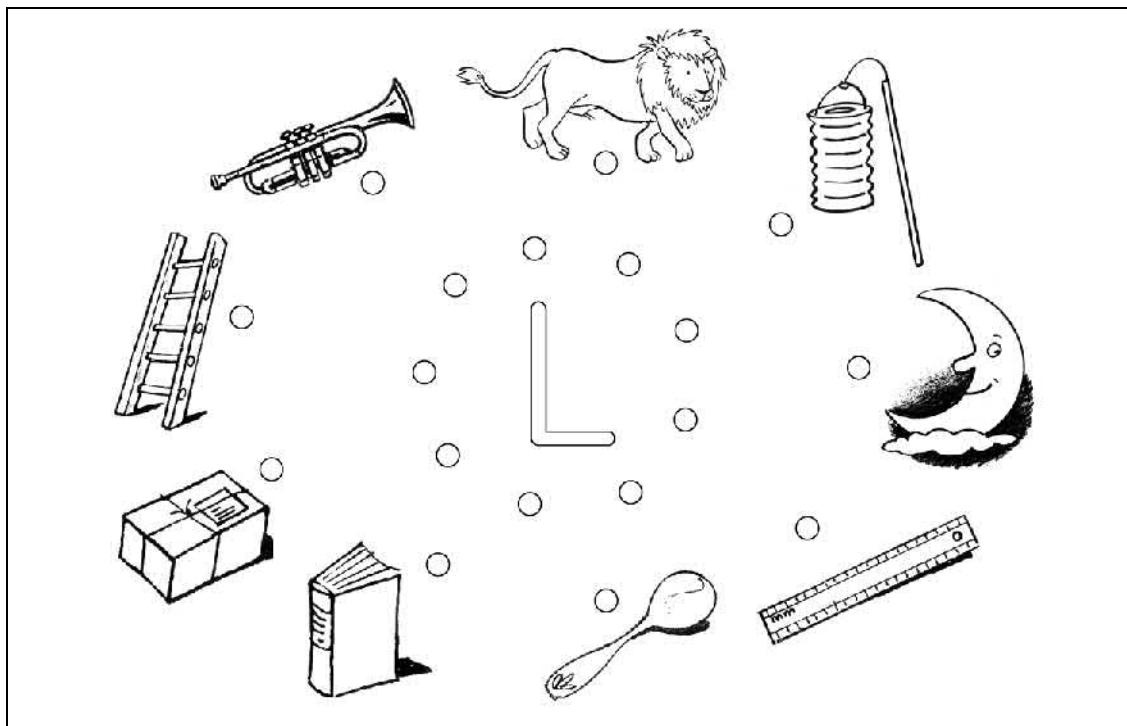
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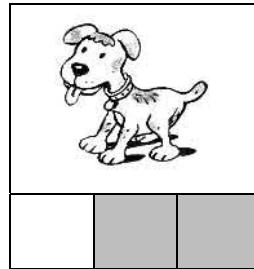
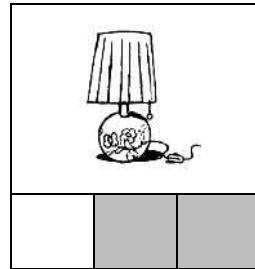
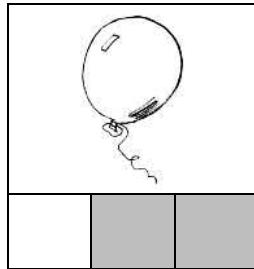
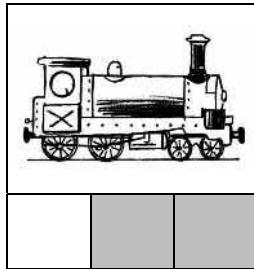
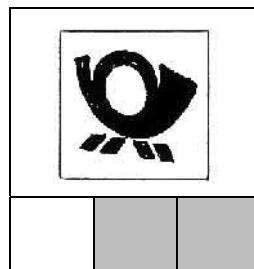
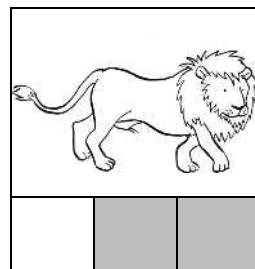
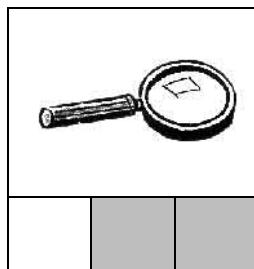
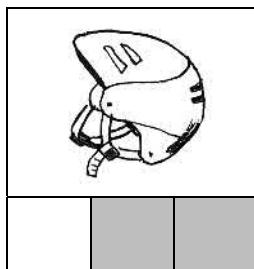
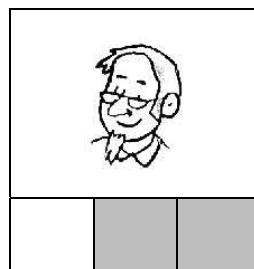
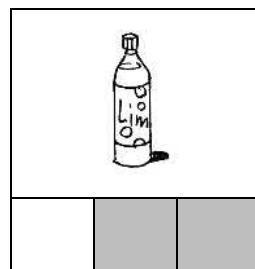
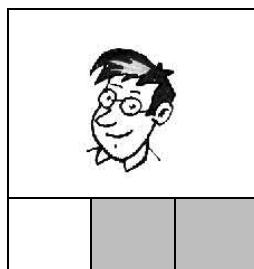
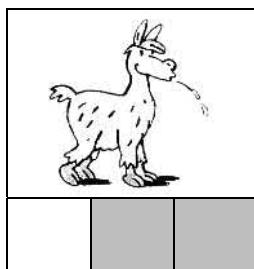
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Pencil icon.



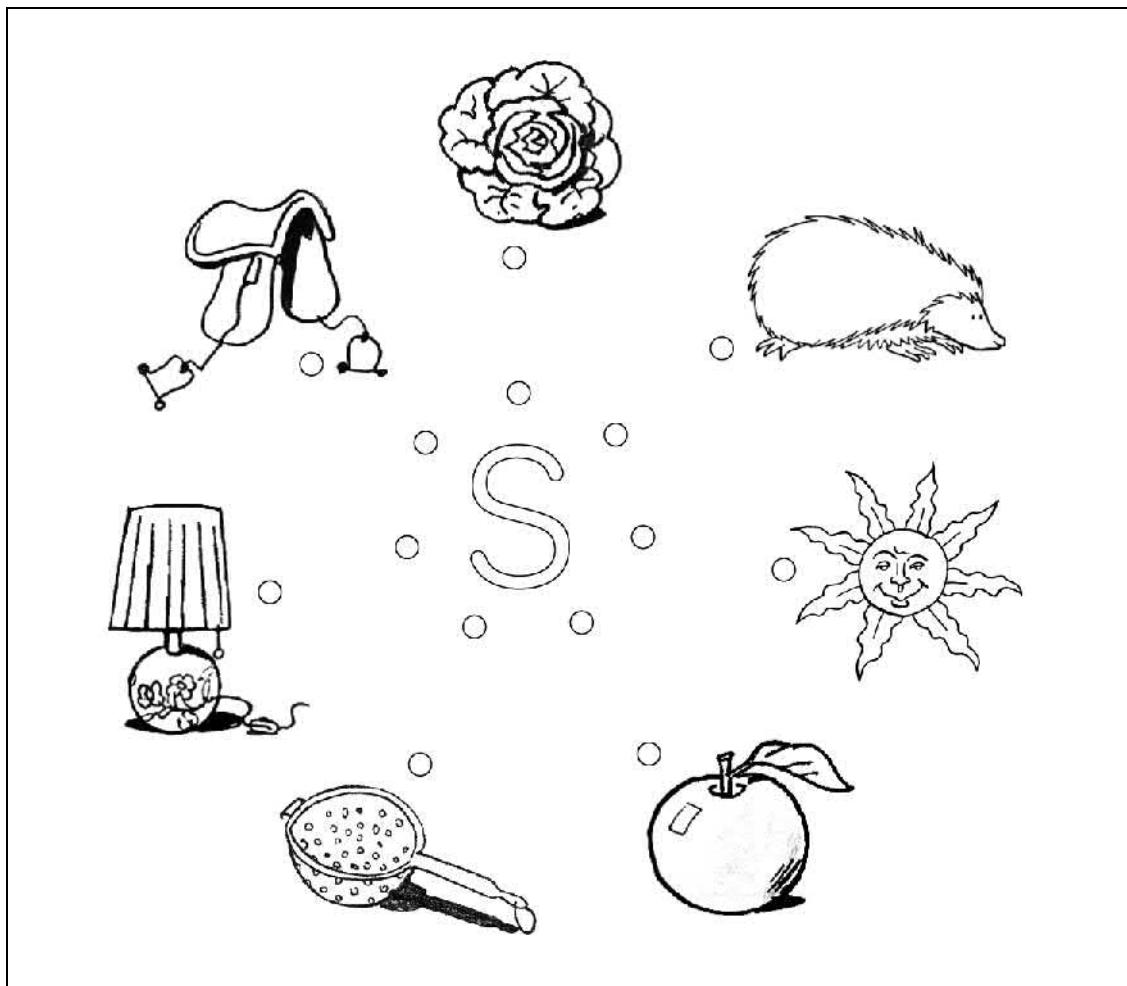
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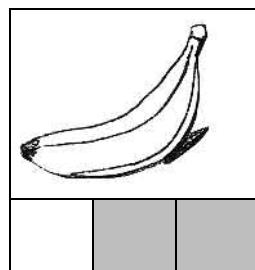
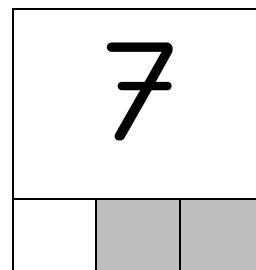
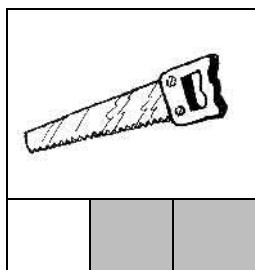
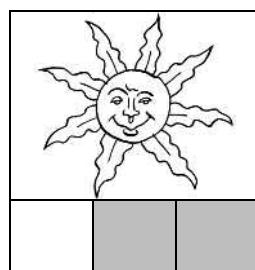
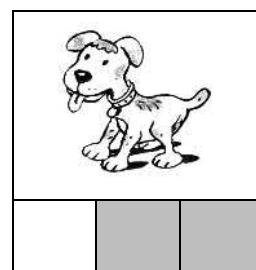
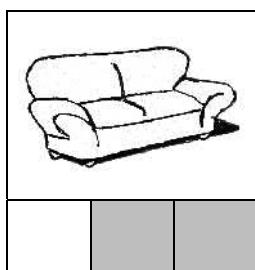
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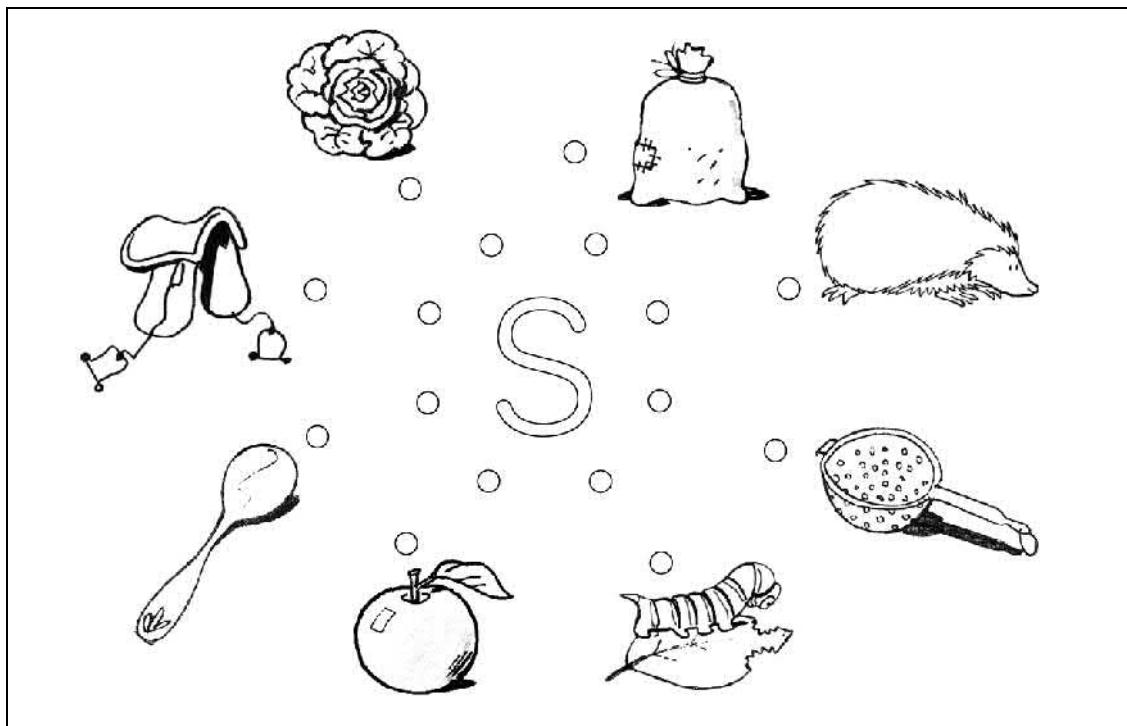
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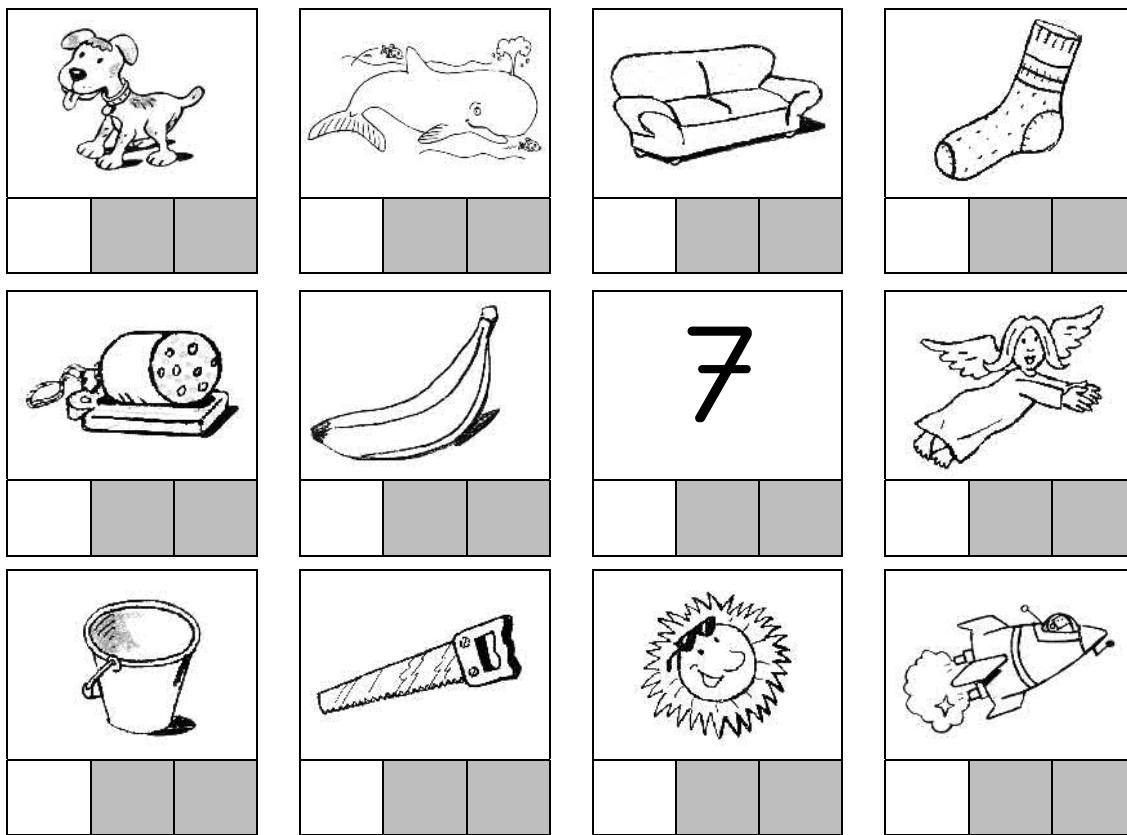
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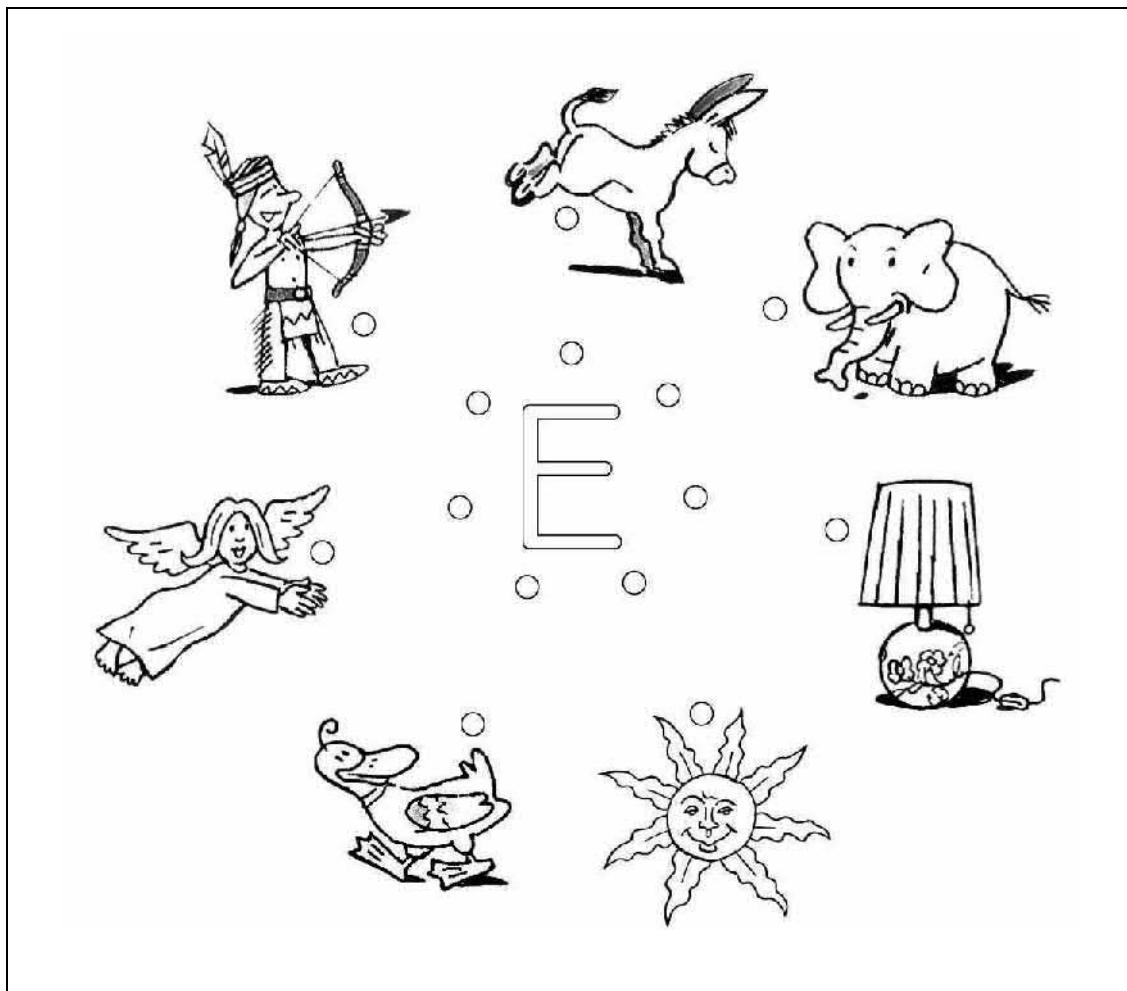
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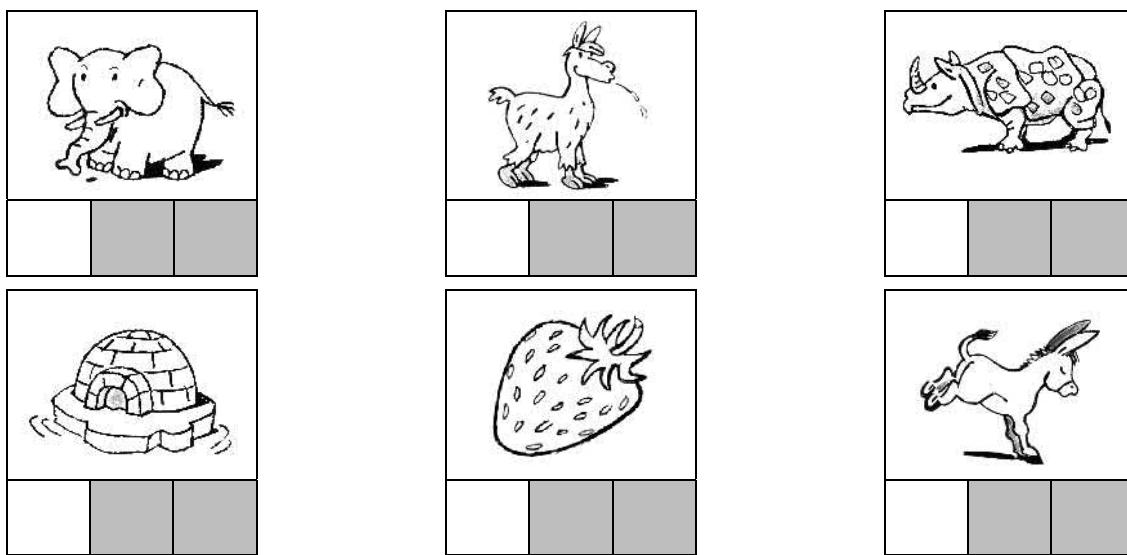
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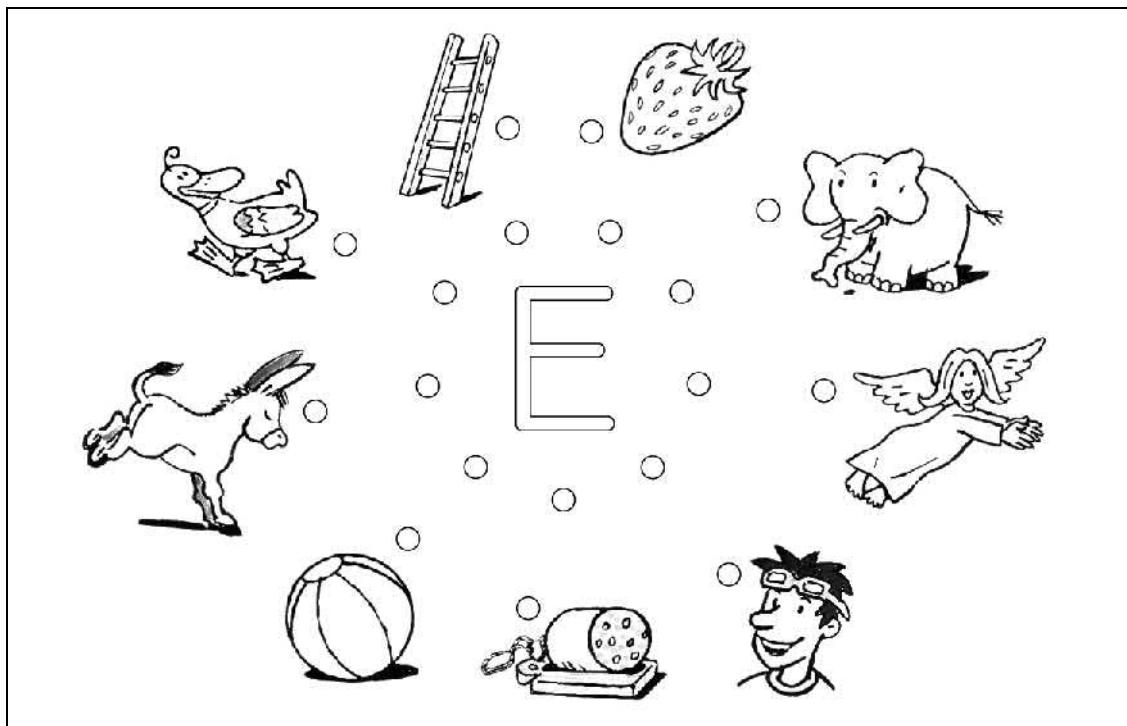
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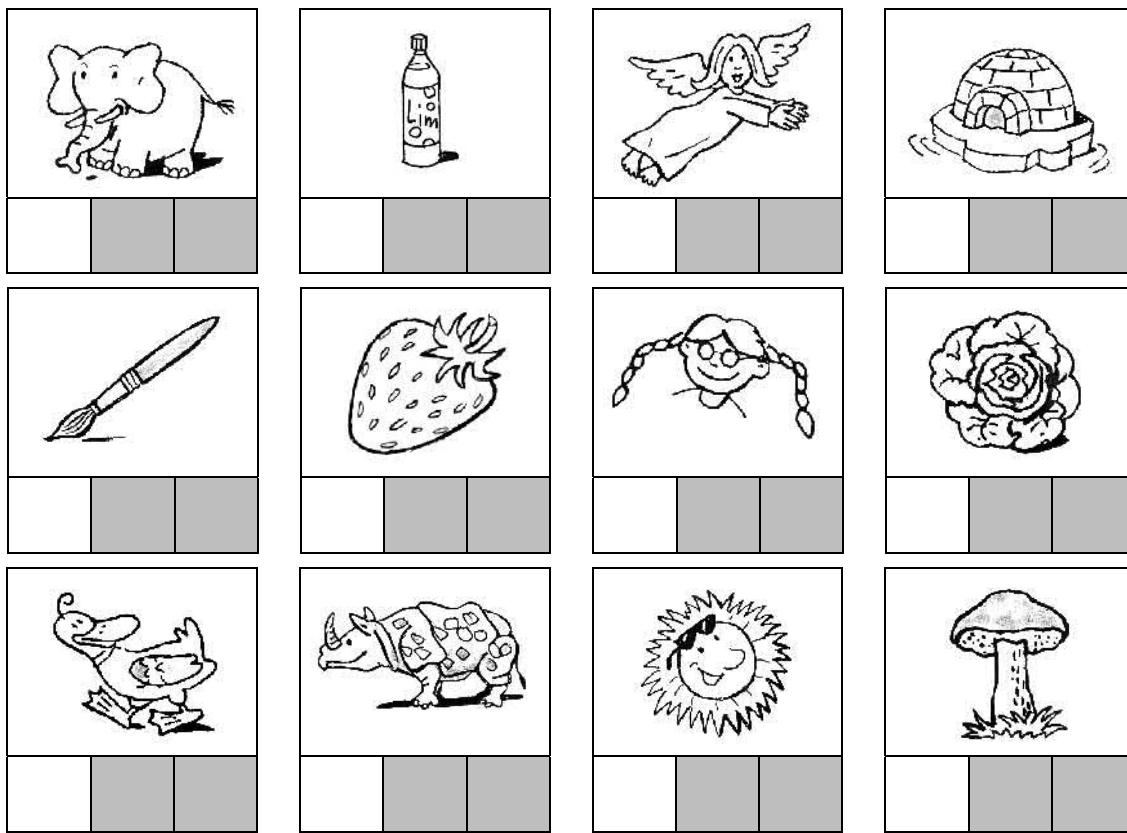
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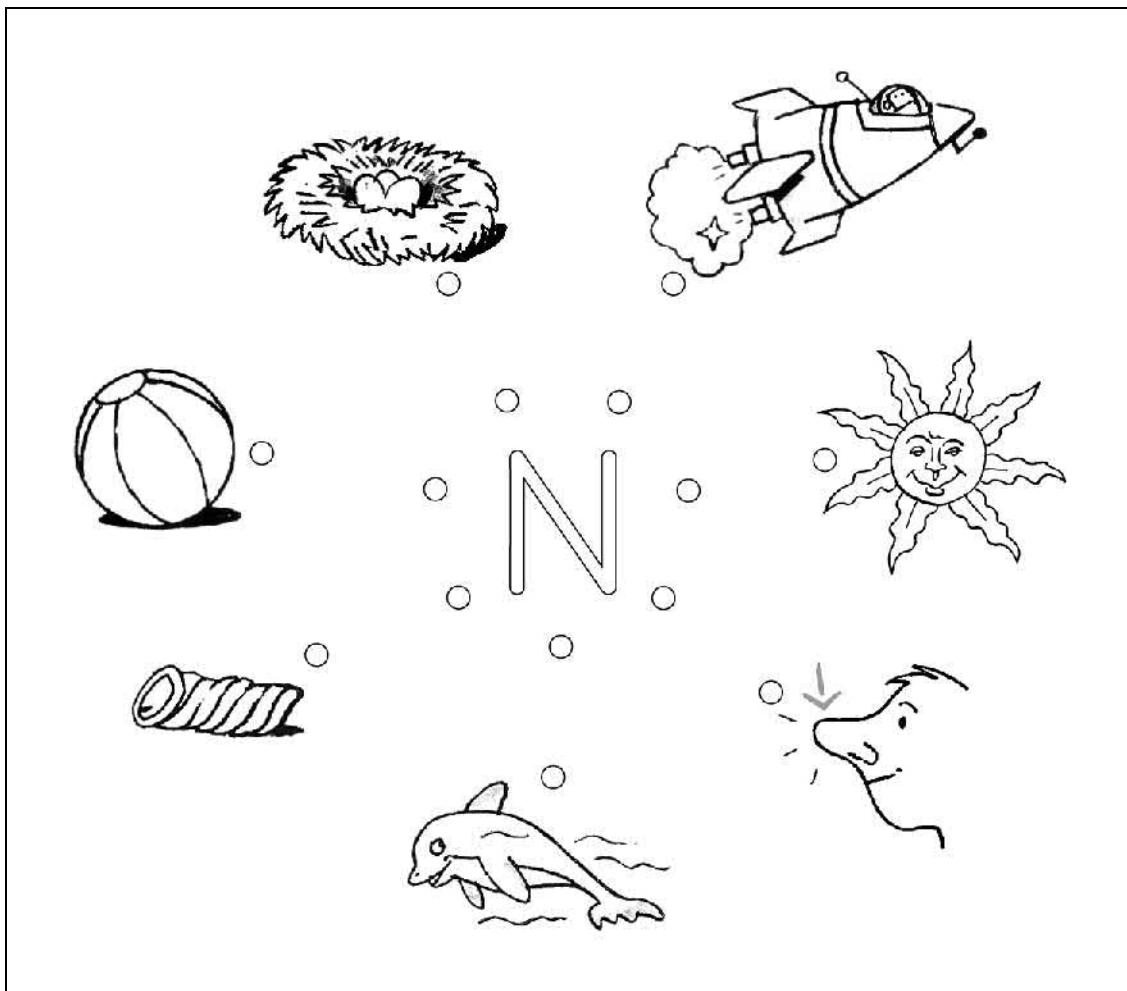
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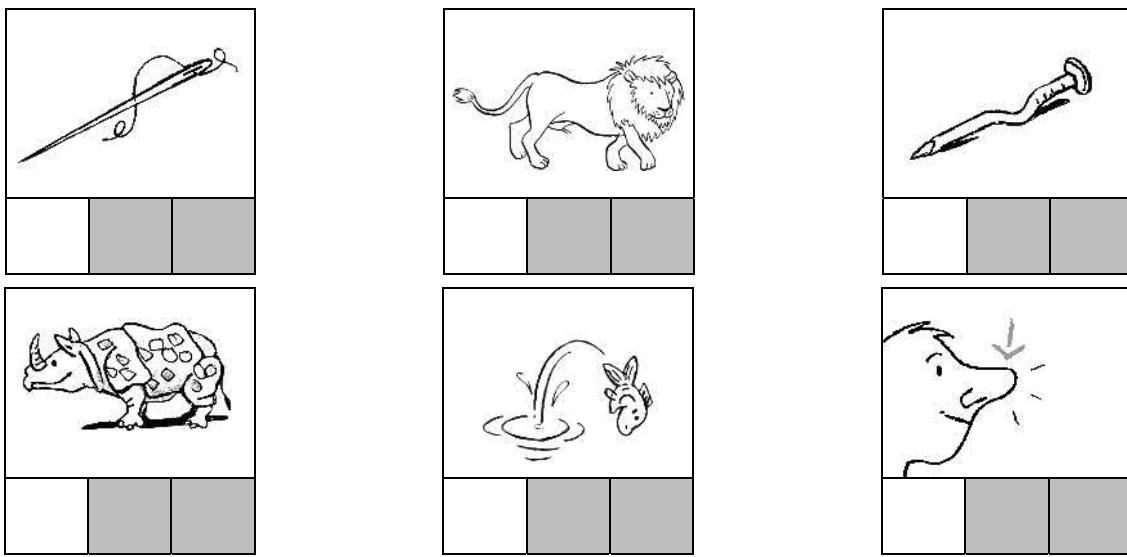
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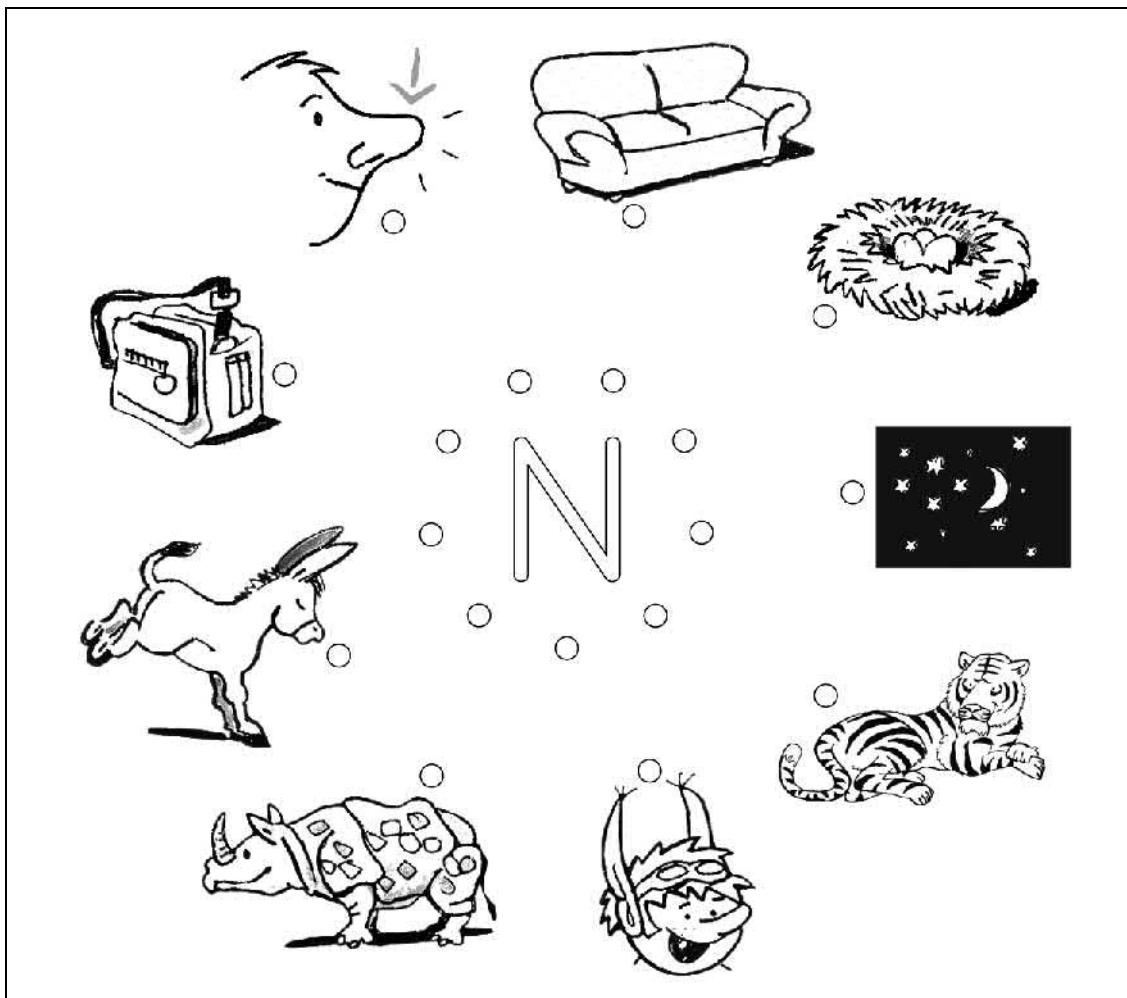
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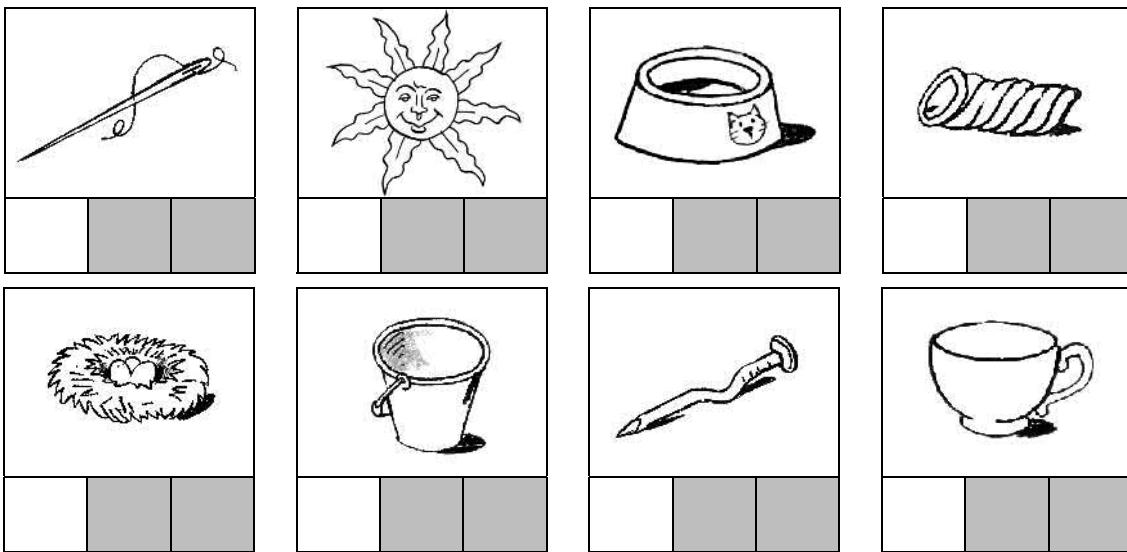
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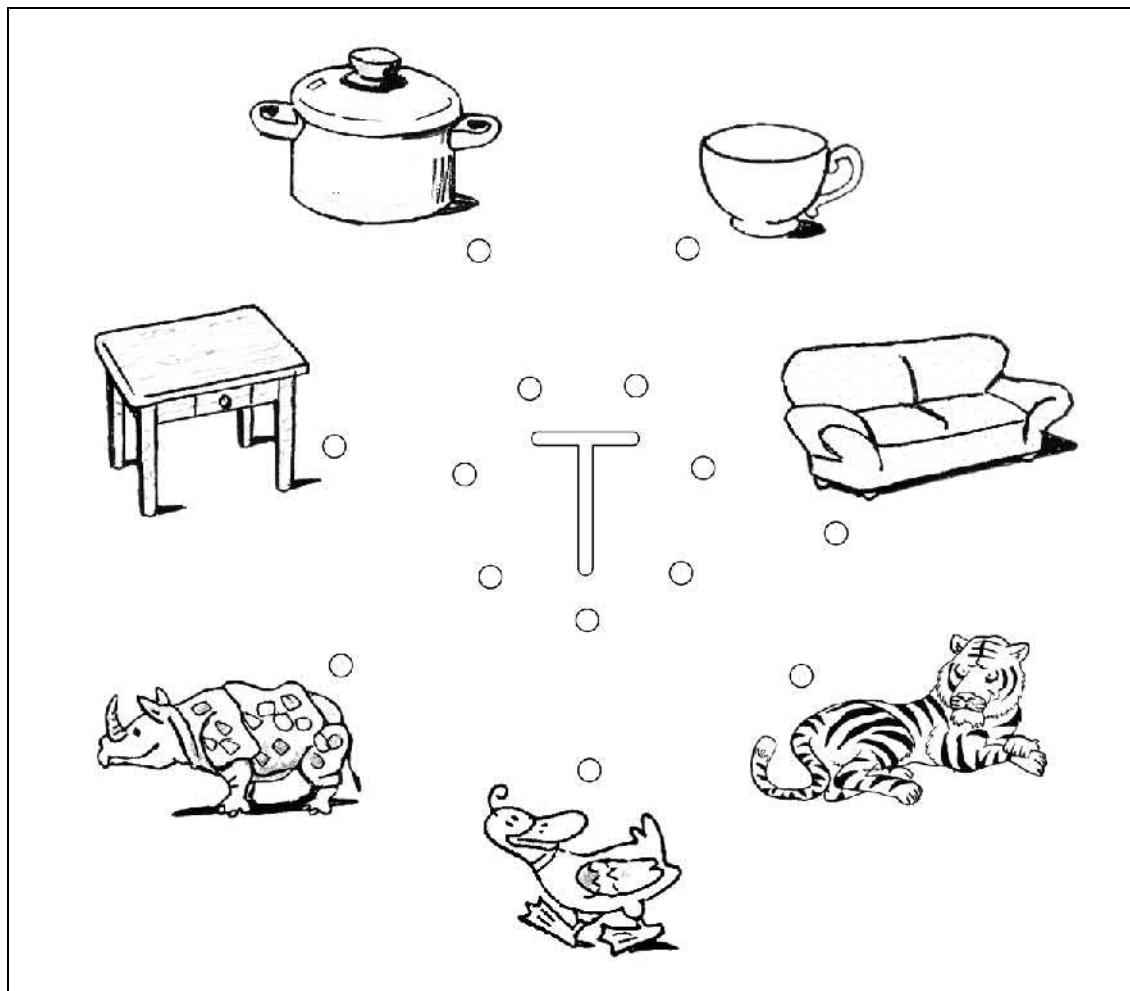
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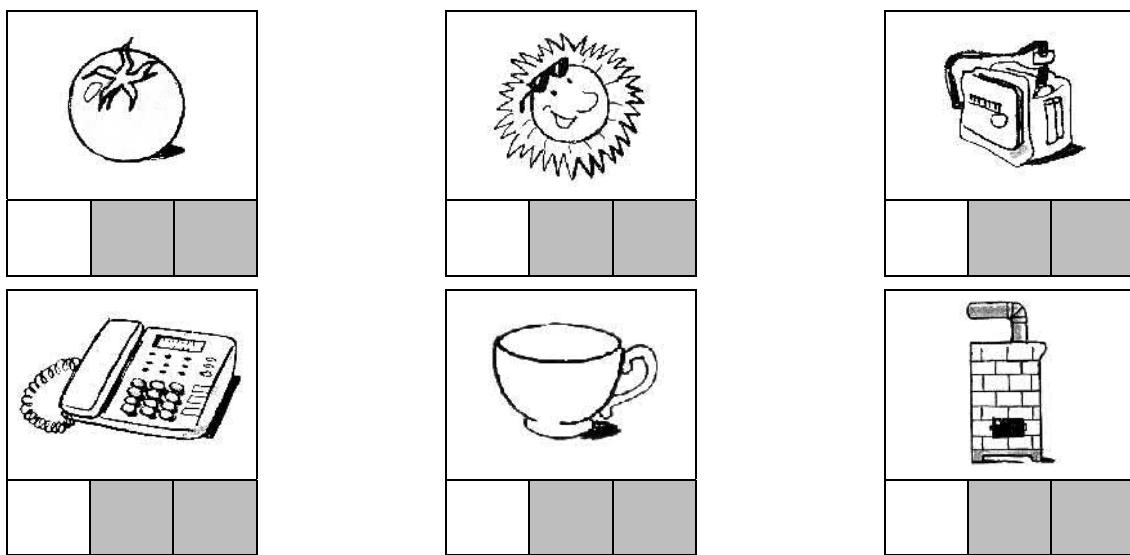
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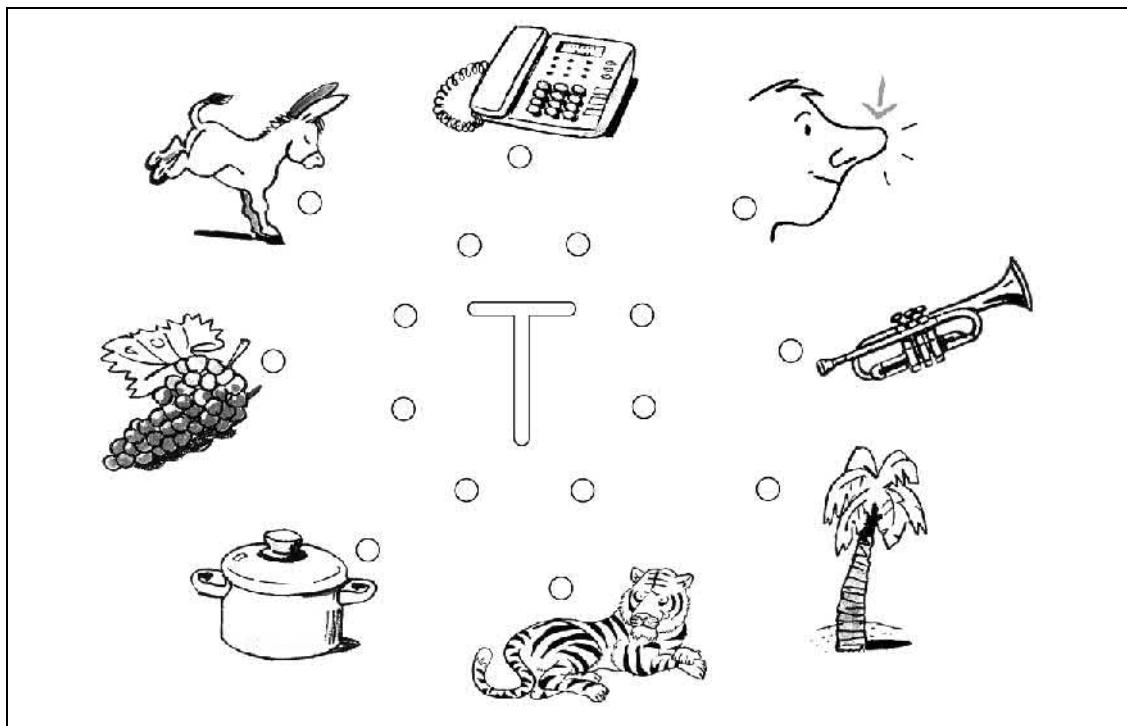
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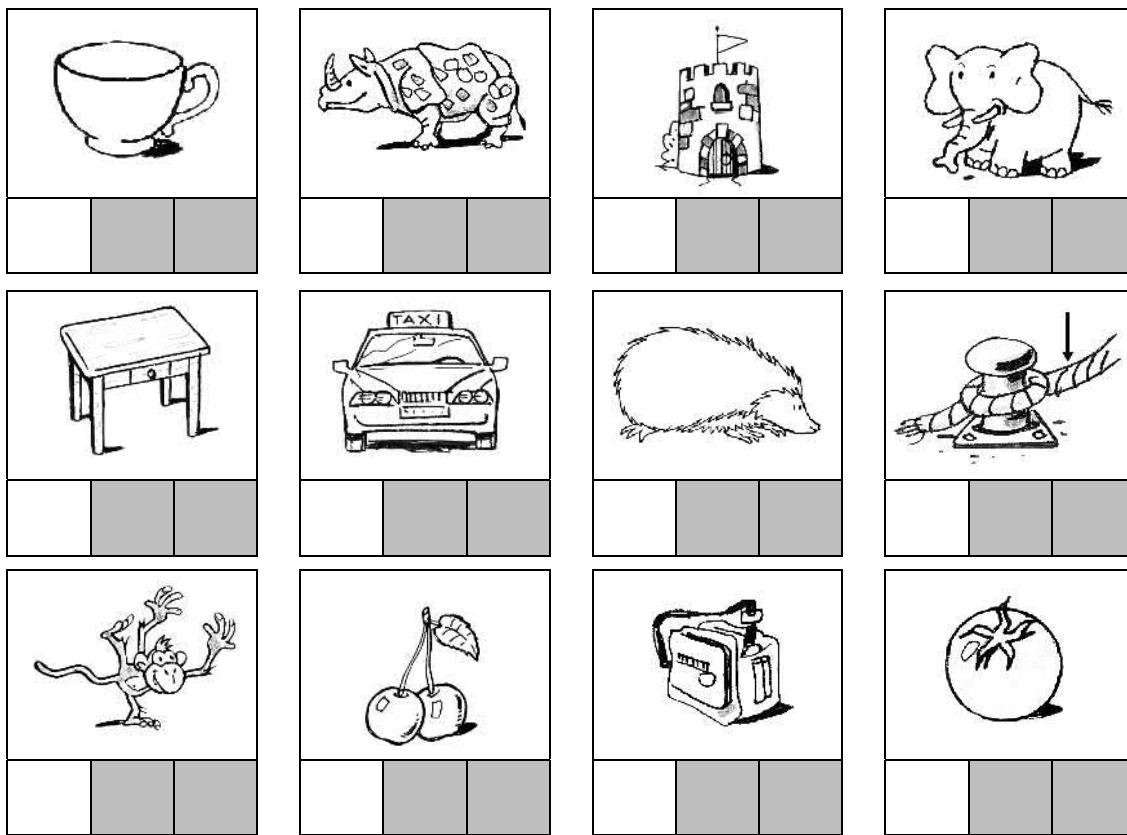
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Pencil icon.



Name:

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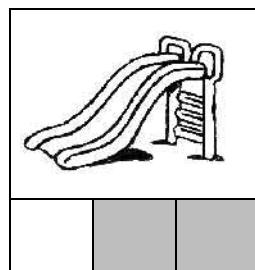
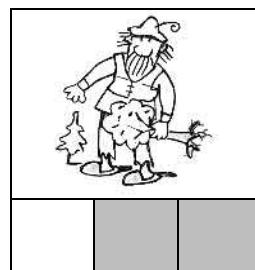
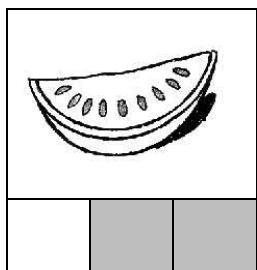
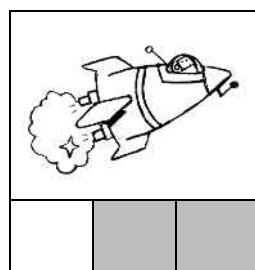
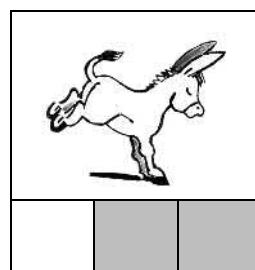
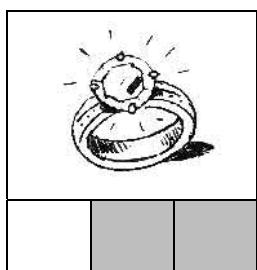
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1
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2
Pencil icon with a cross mark.



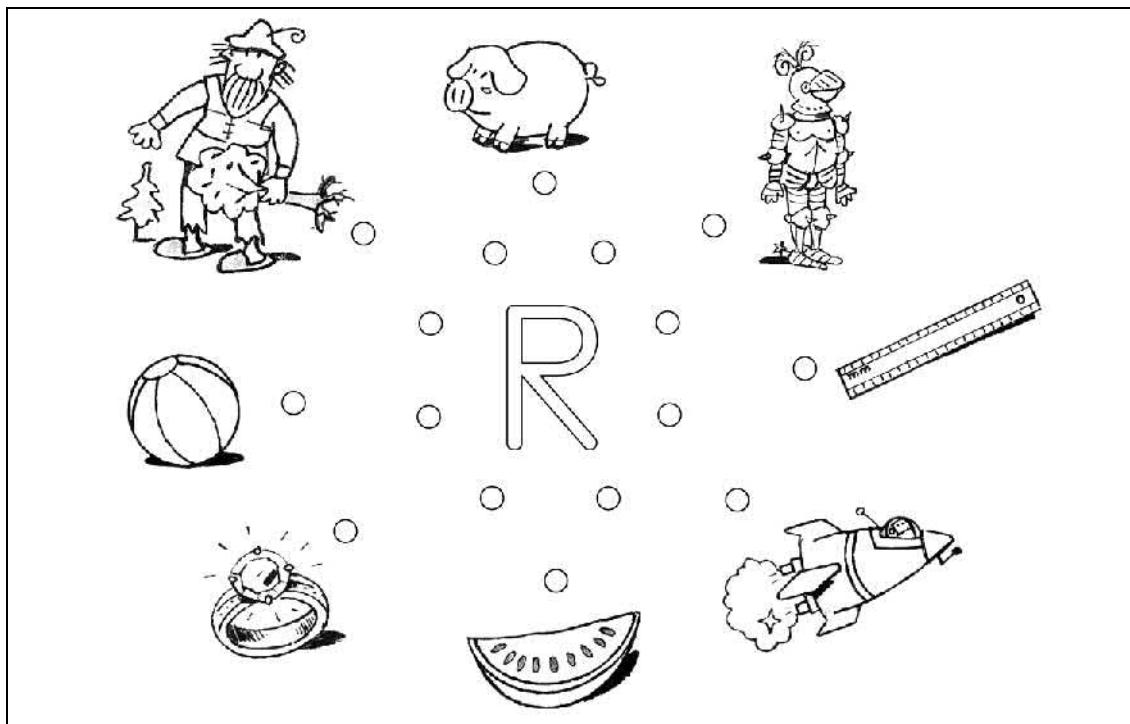
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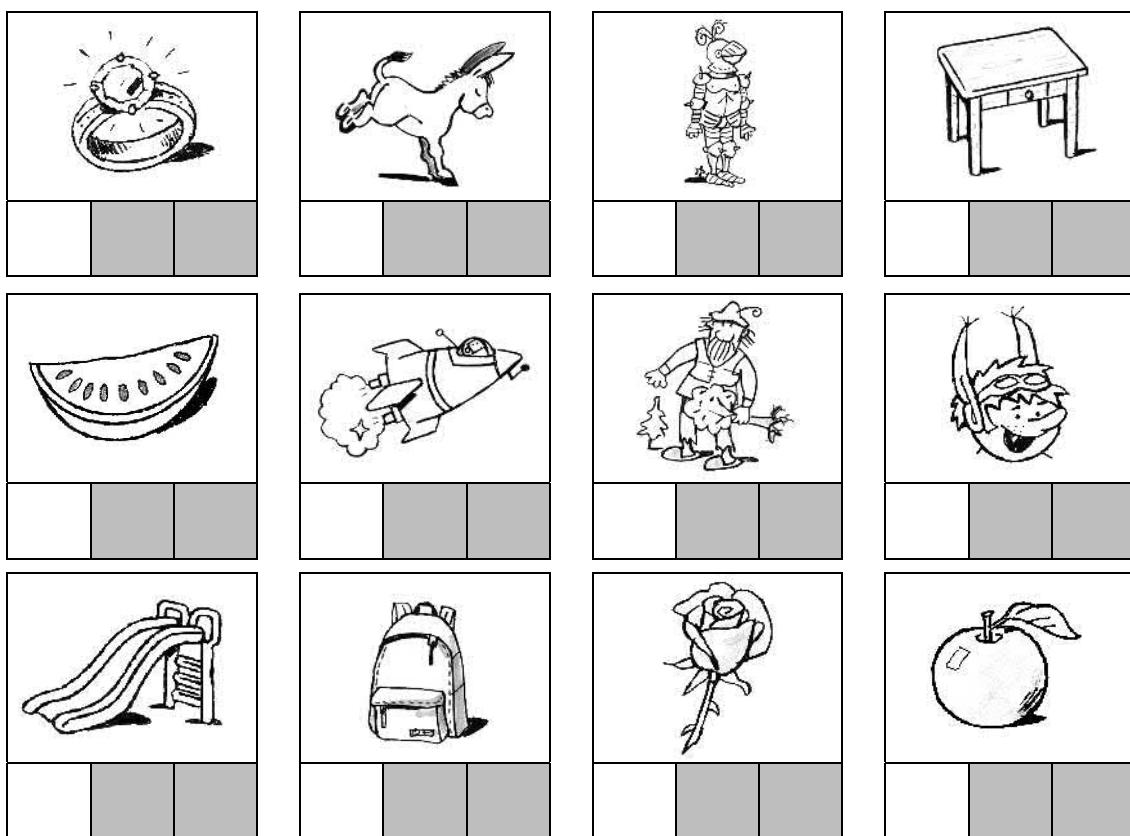
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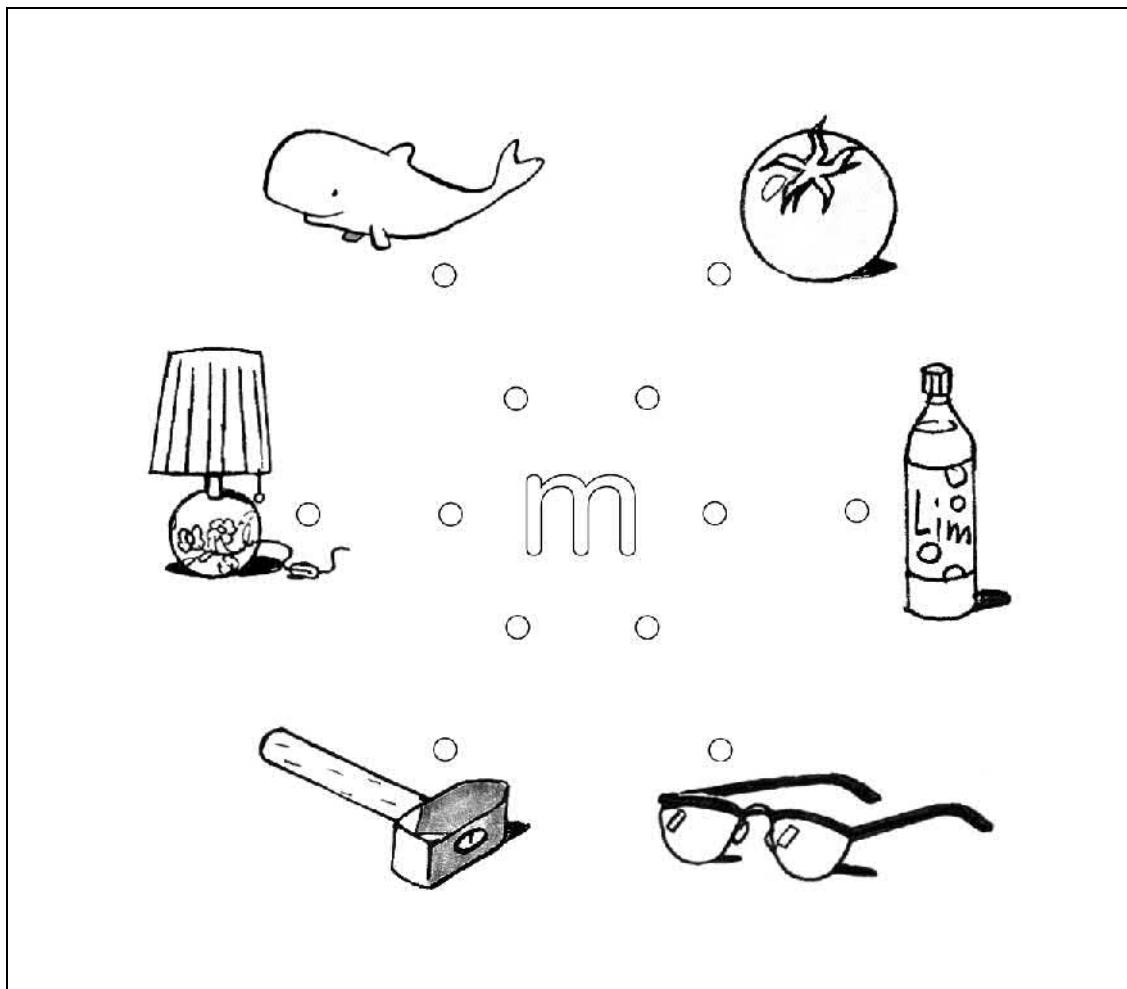
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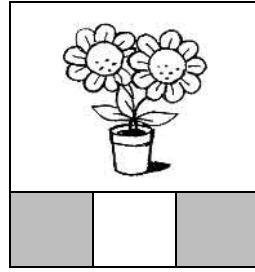
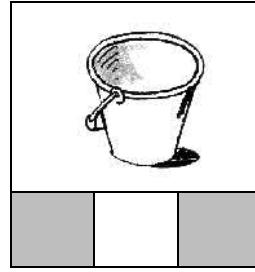
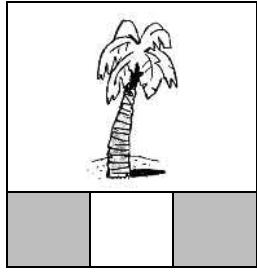
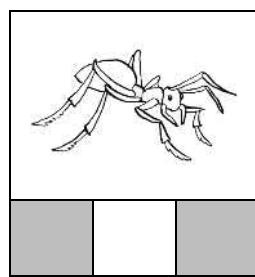
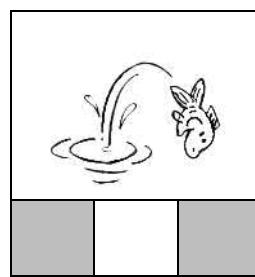
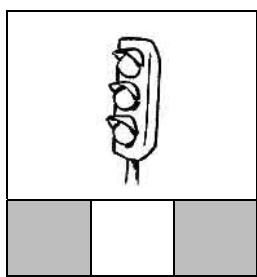
Datum:



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2
Pencil icon with a cross mark.



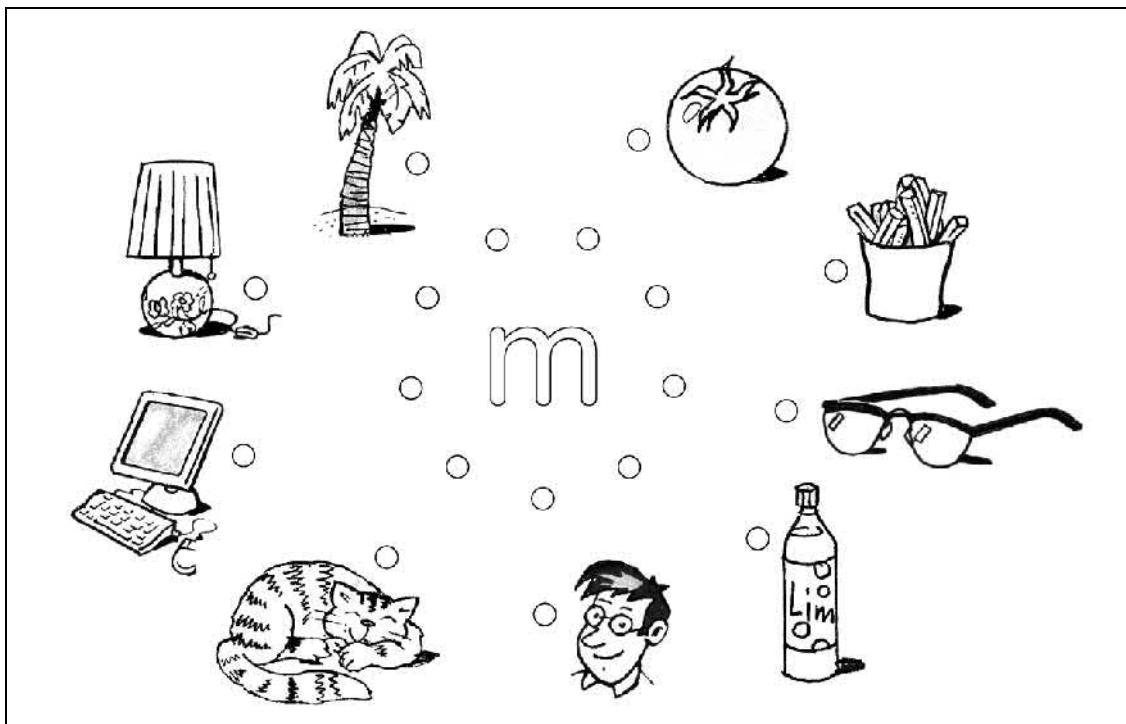
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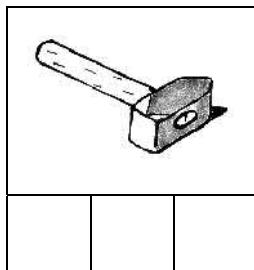
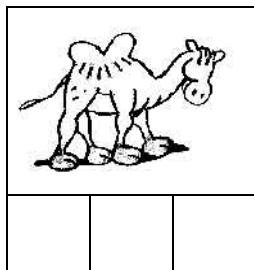
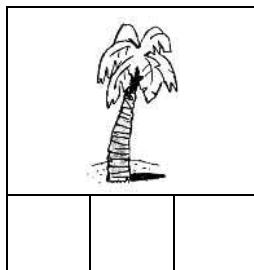
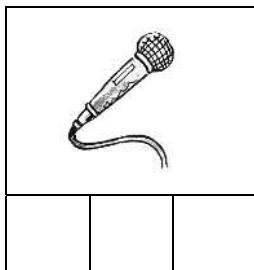
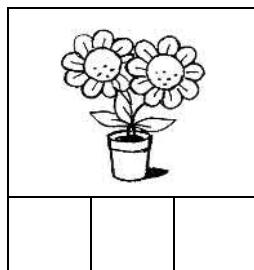
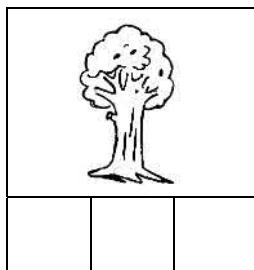
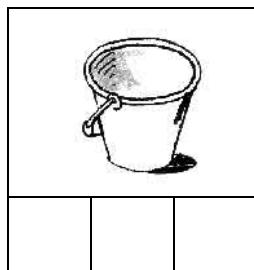
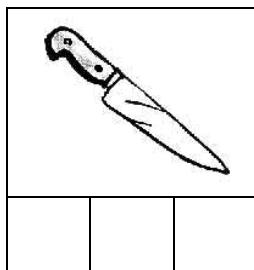
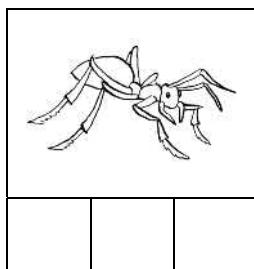
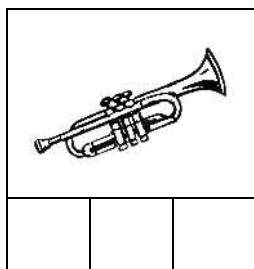
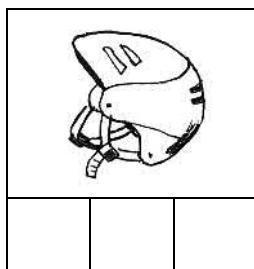
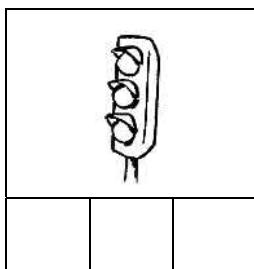
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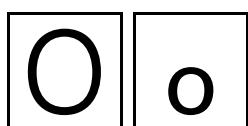
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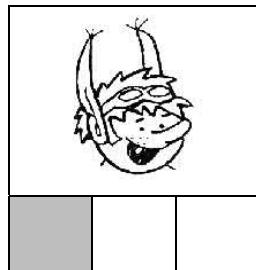
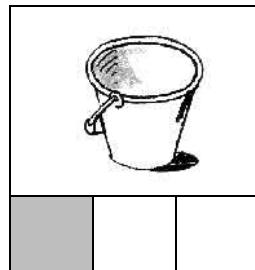
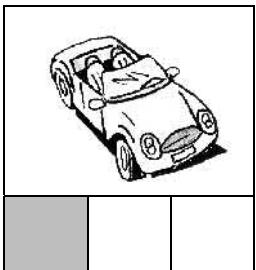
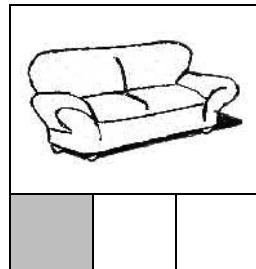
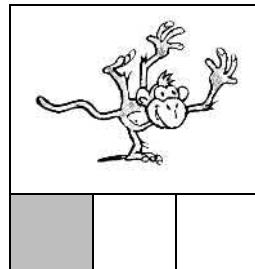
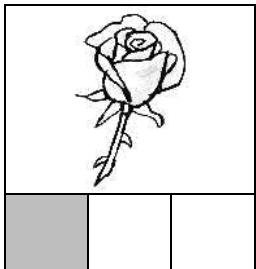
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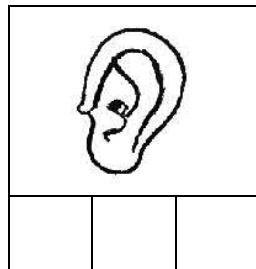
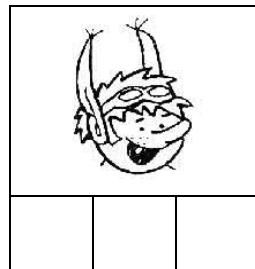
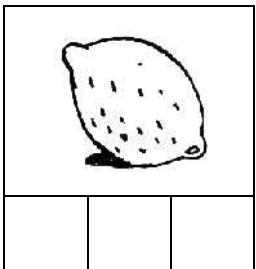
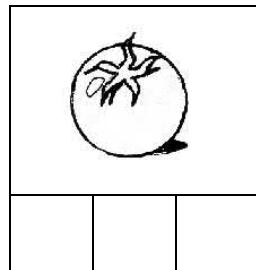
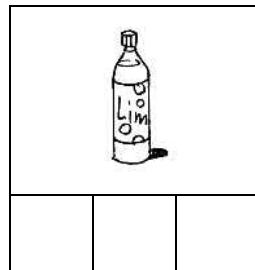
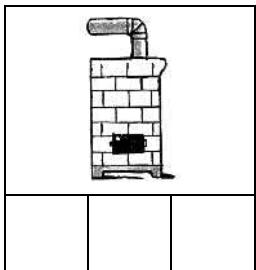
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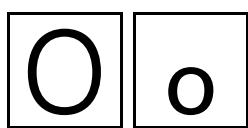
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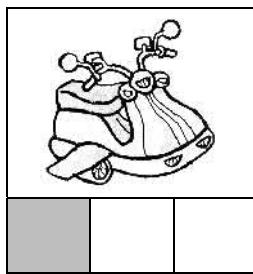
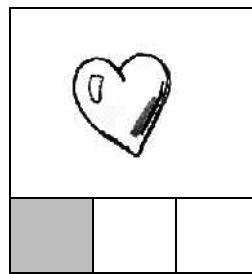
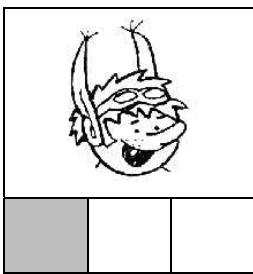
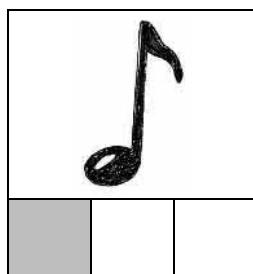
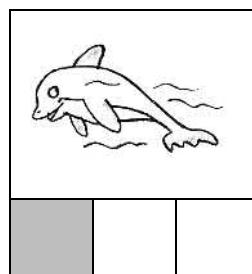
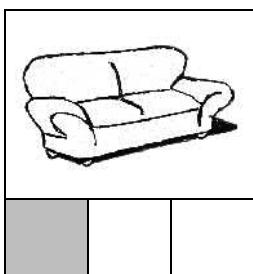
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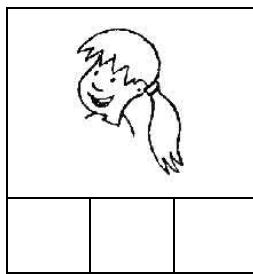
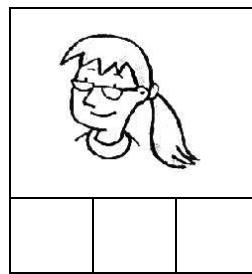
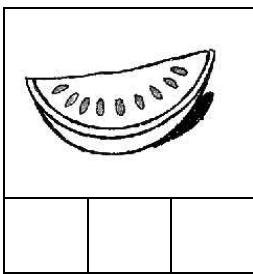
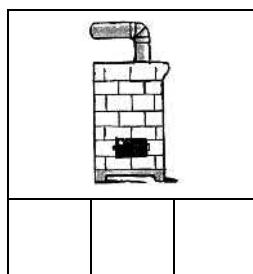
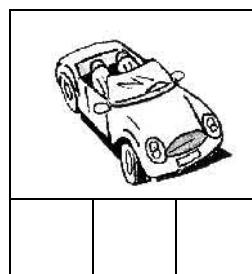
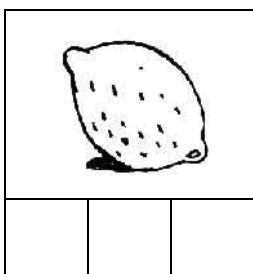
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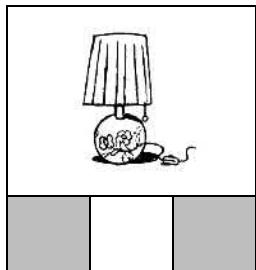
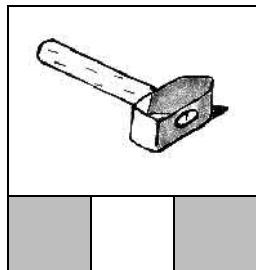
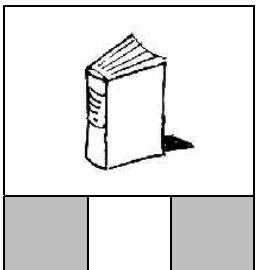
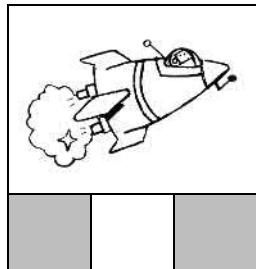
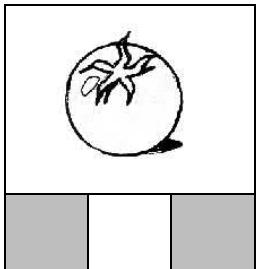
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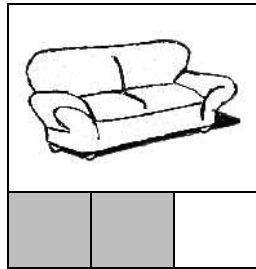
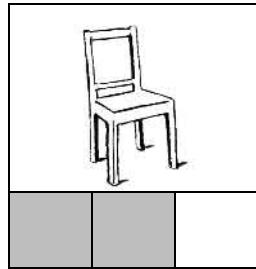
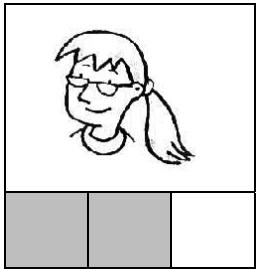
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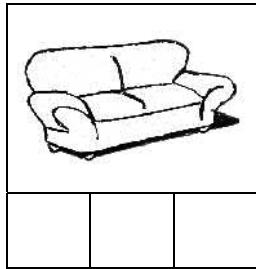
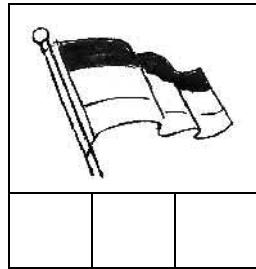
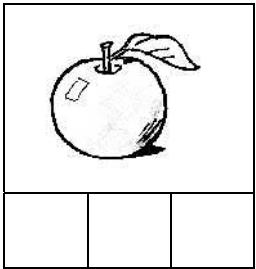
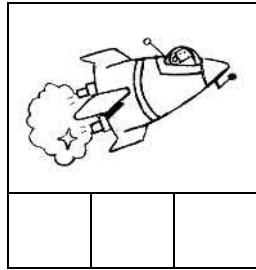
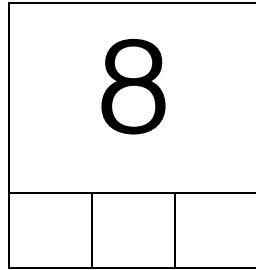
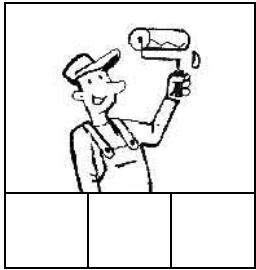
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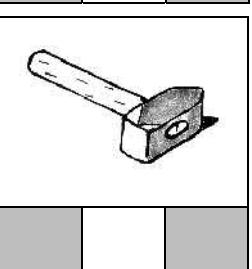
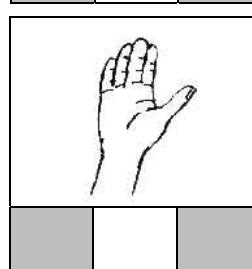
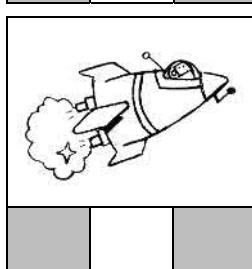
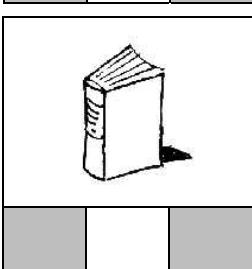
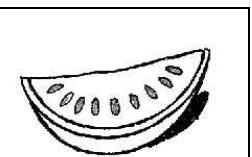
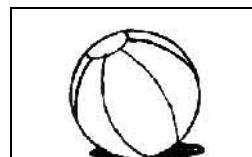
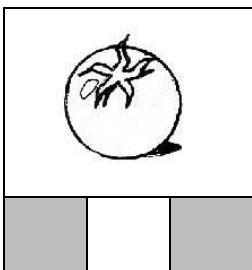
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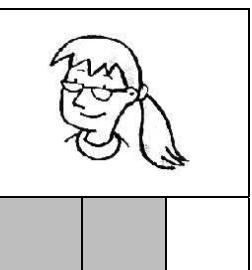
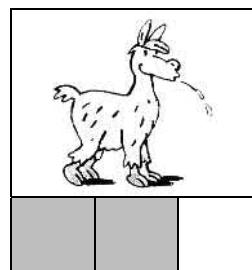
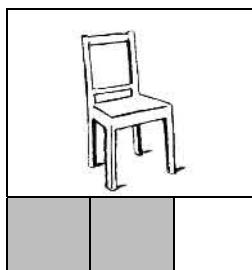
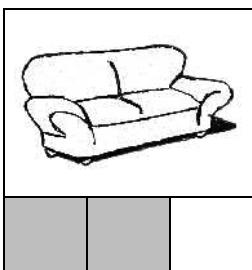
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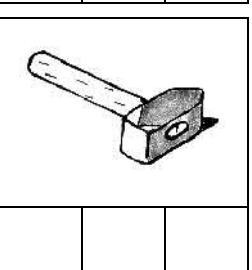
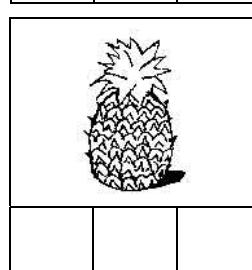
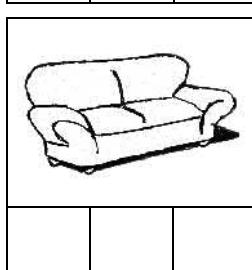
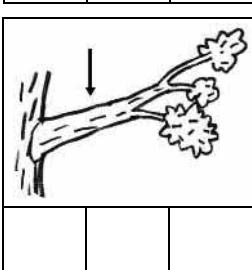
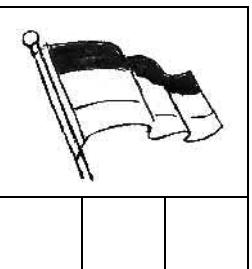
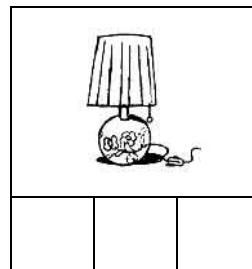
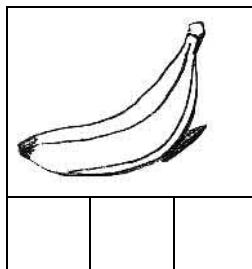
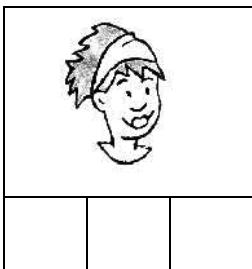
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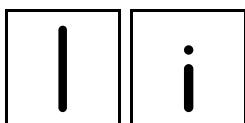
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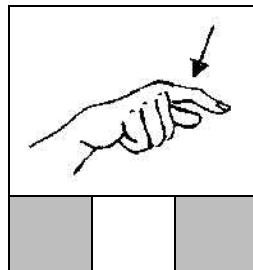
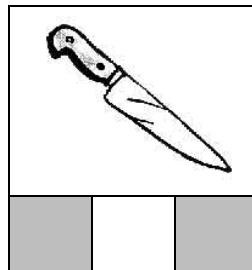
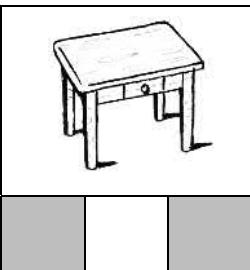
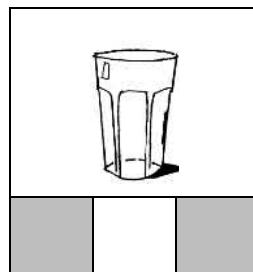
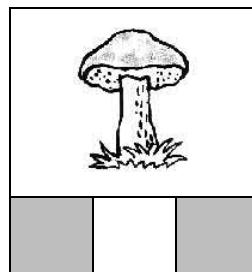
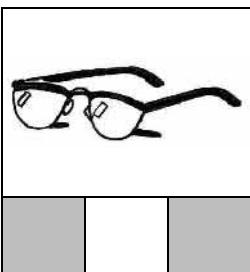
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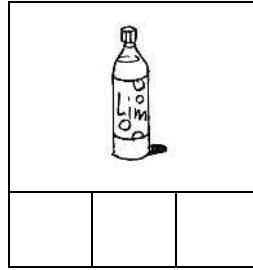
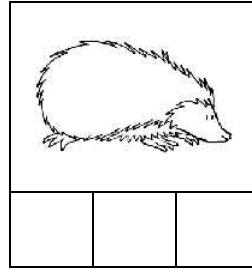
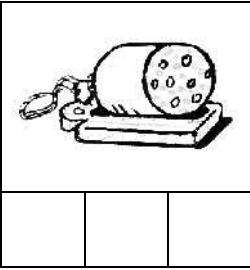
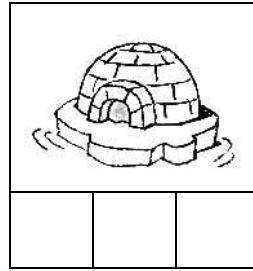
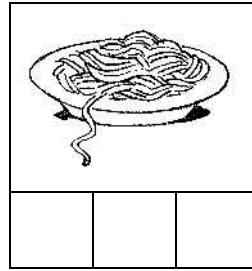
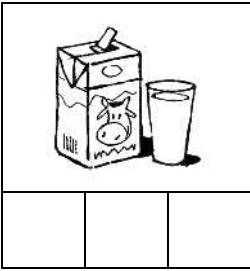
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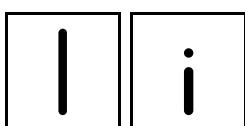
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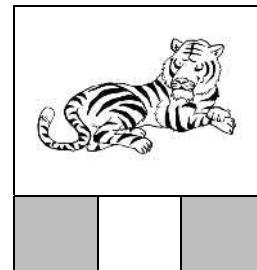
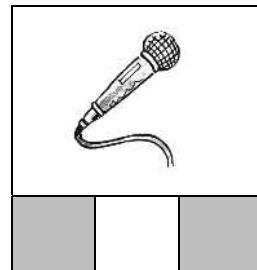
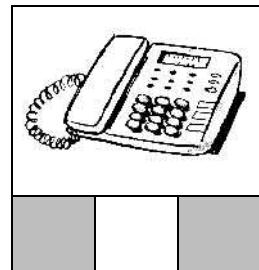
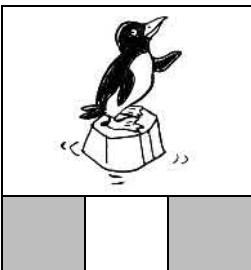
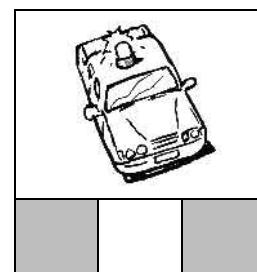
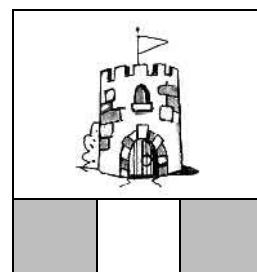
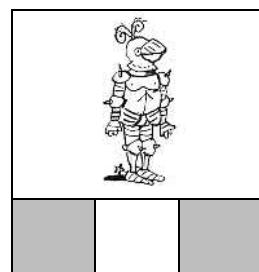
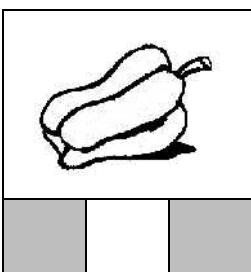
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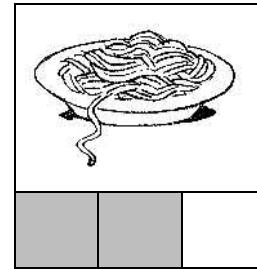
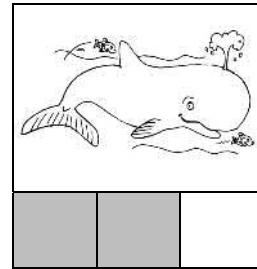
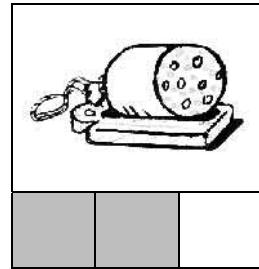
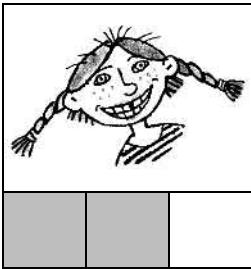
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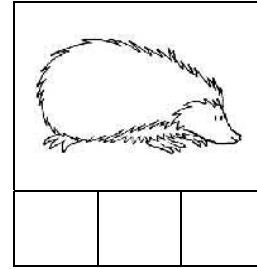
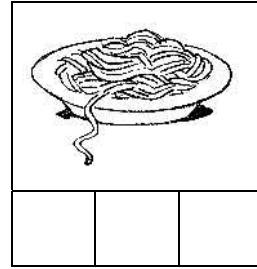
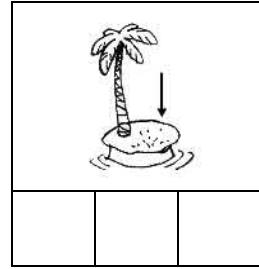
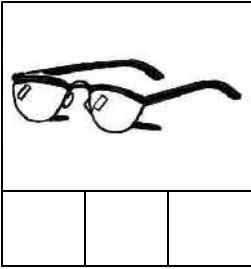
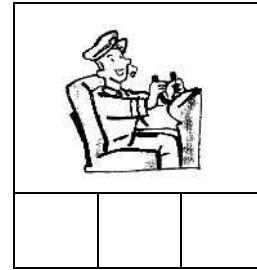
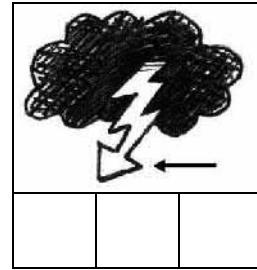
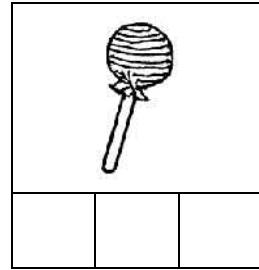
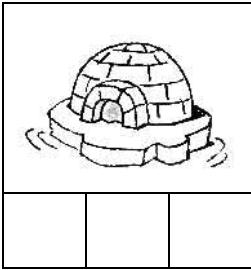
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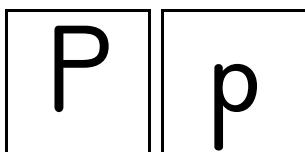
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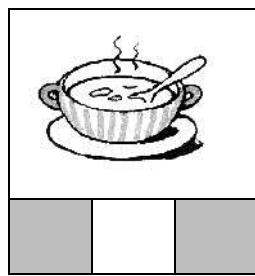
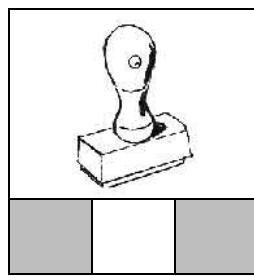
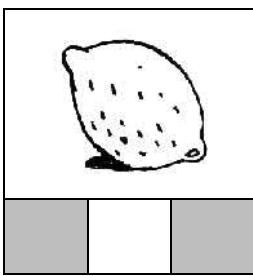
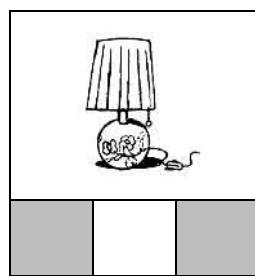
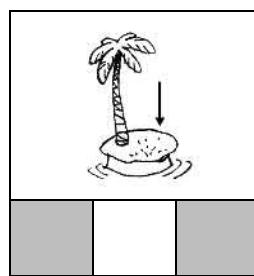
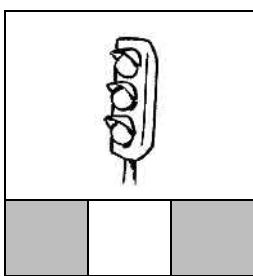
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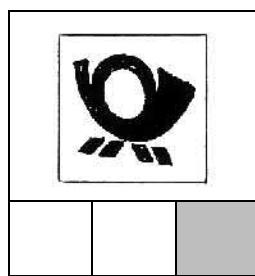
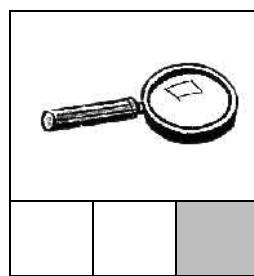
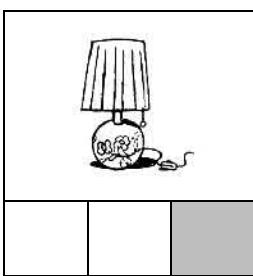
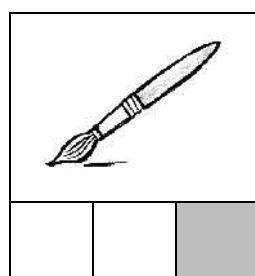
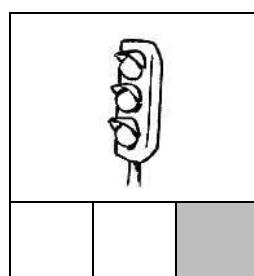
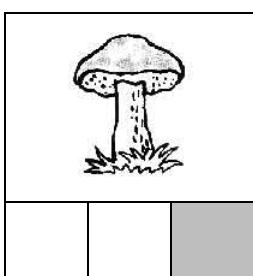
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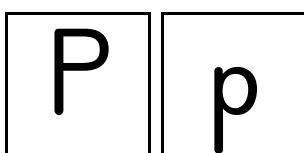
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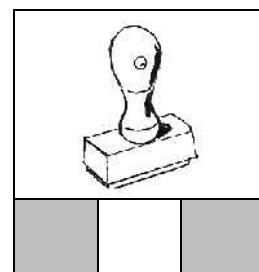
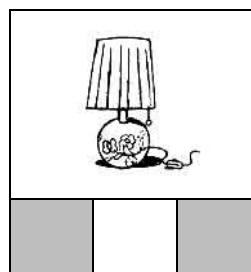
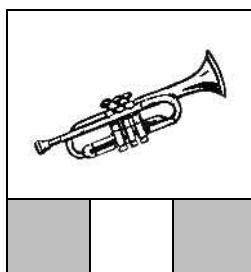
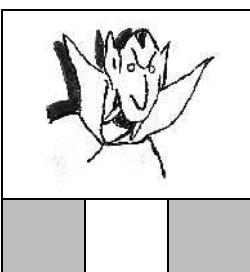
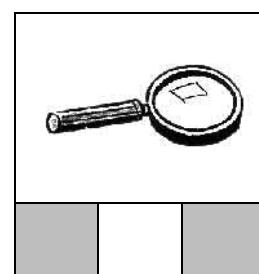
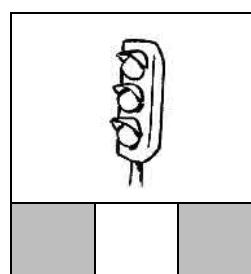
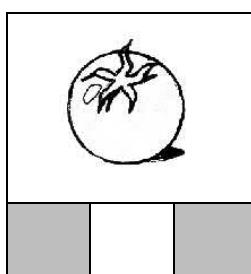
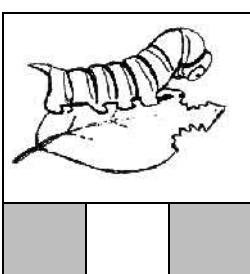
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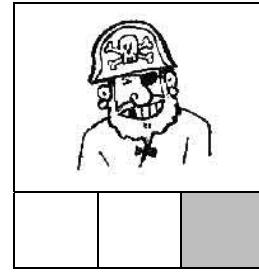
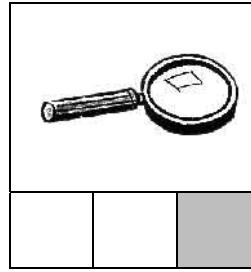
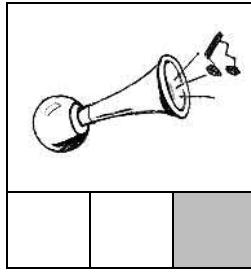
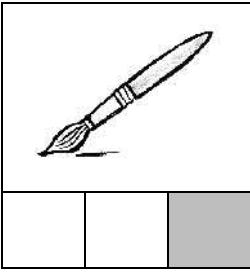
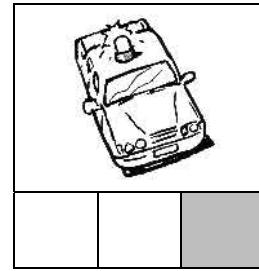
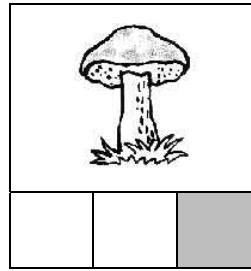
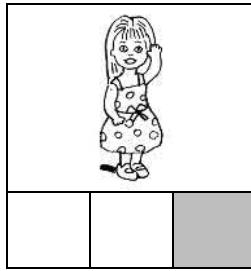
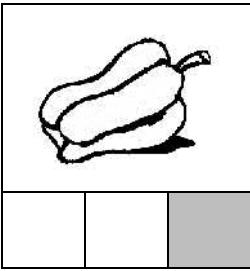
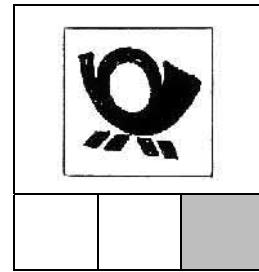
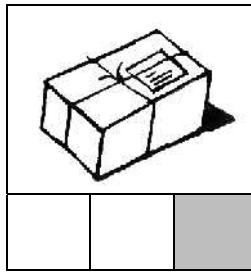
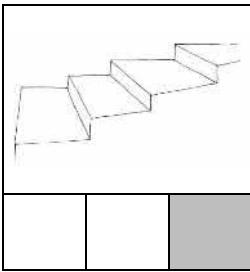
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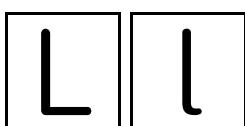
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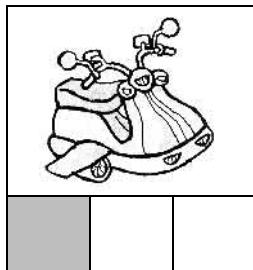
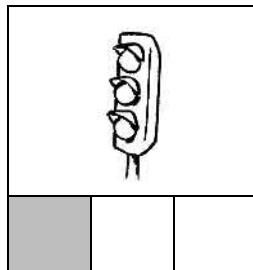
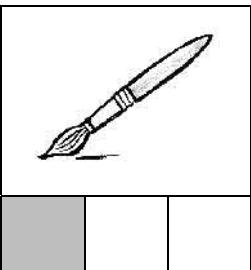
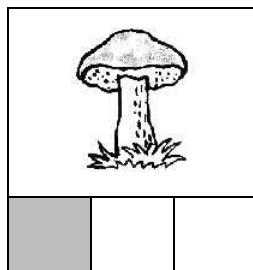
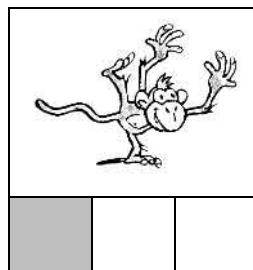
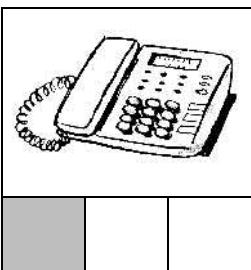
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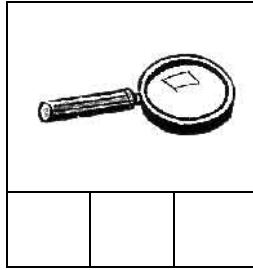
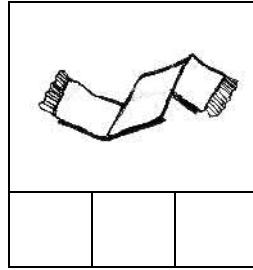
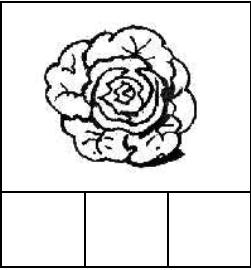
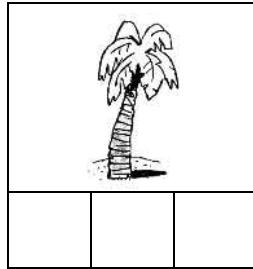
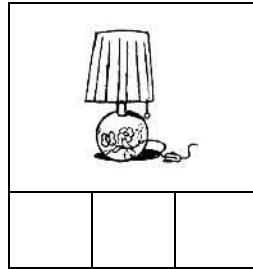
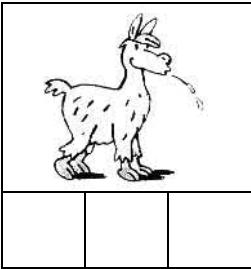
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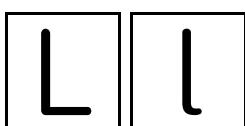
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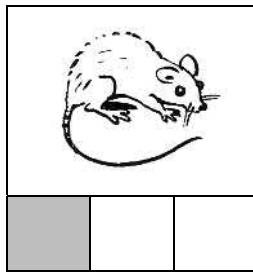
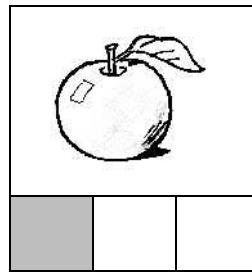
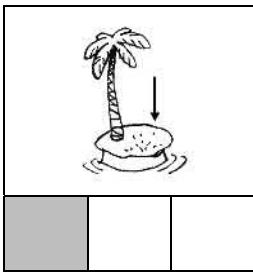
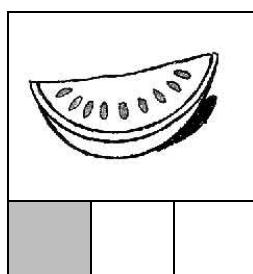
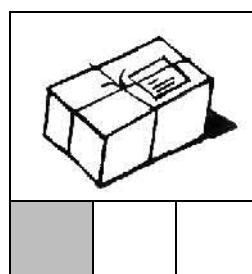
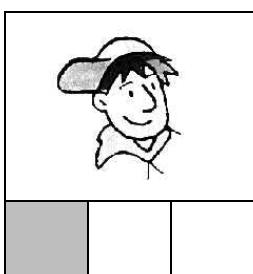
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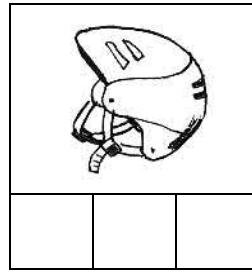
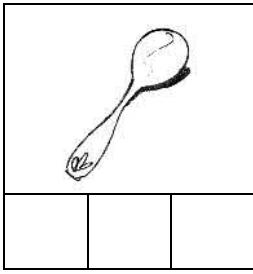
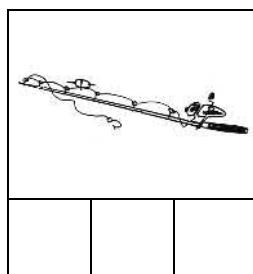
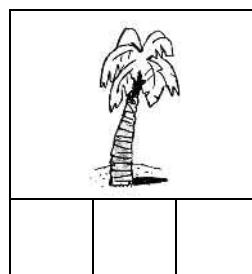
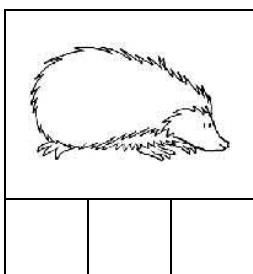
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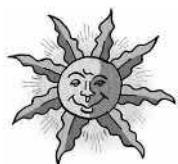


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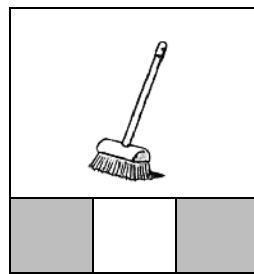
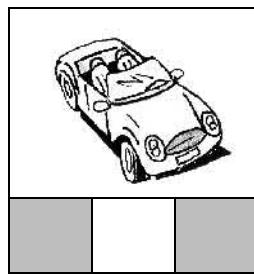
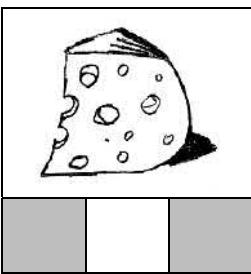
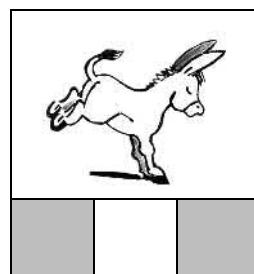
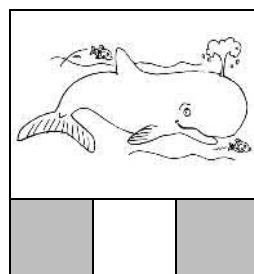
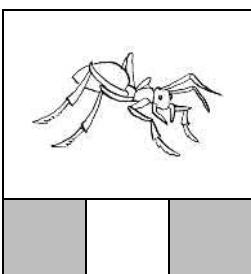
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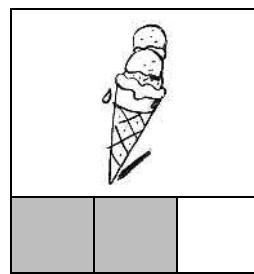
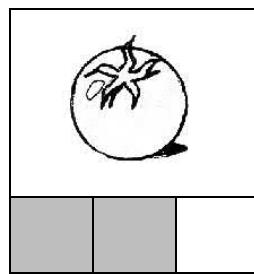
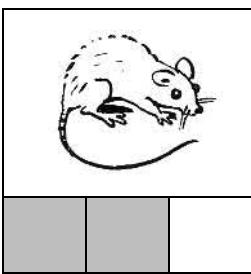
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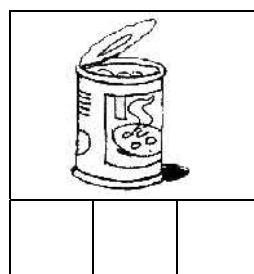
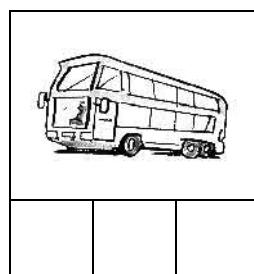
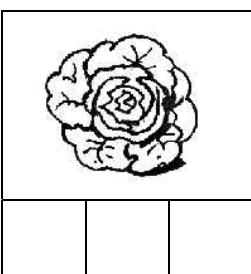
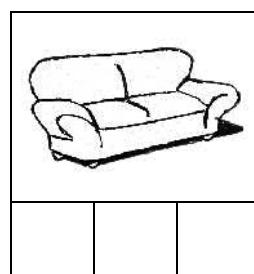
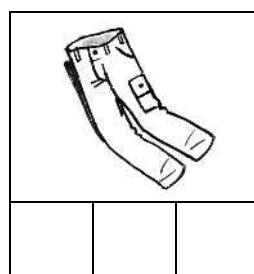
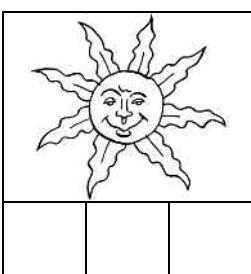
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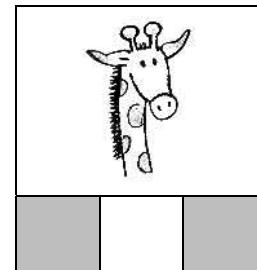
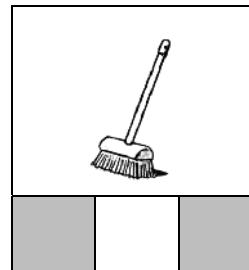
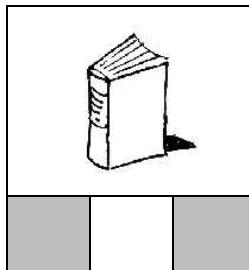
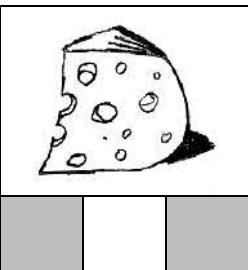
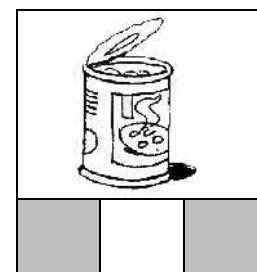
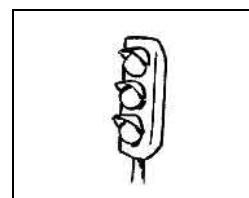
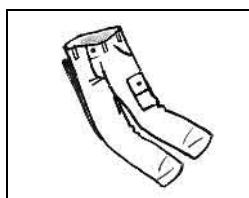
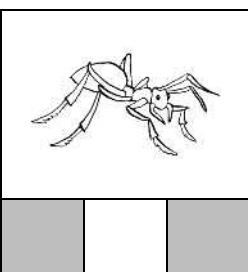
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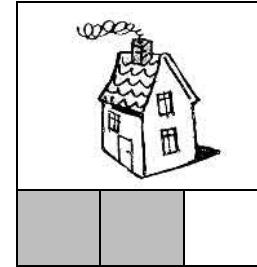
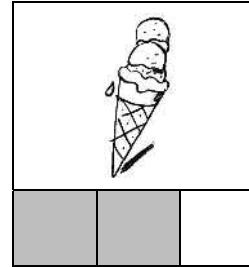
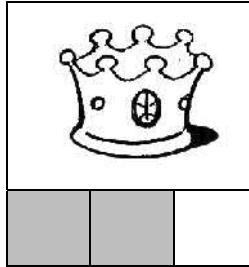
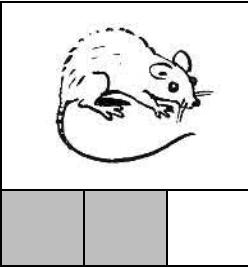
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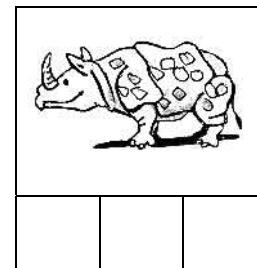
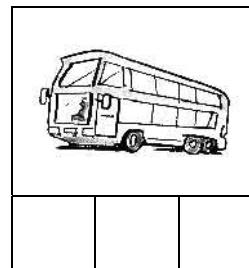
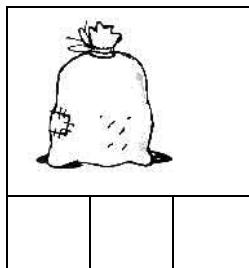
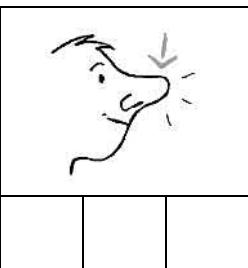
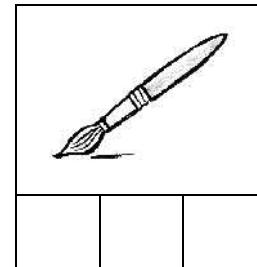
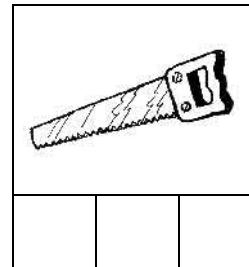
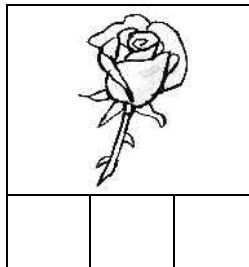
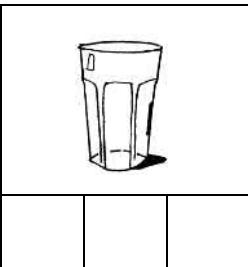
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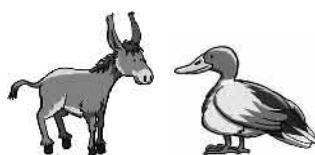


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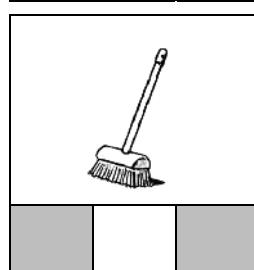
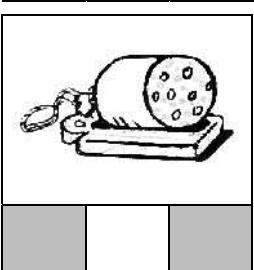
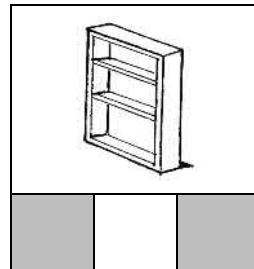
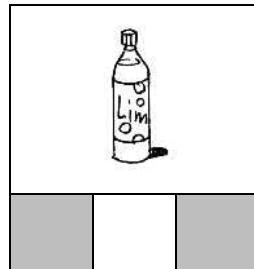
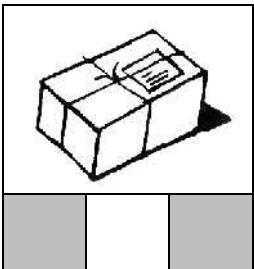
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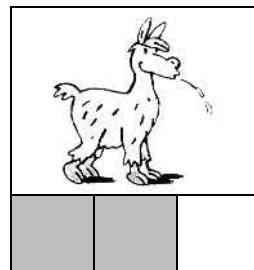
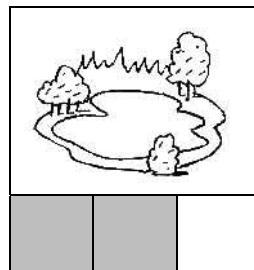
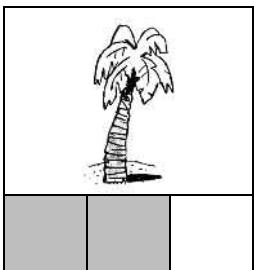
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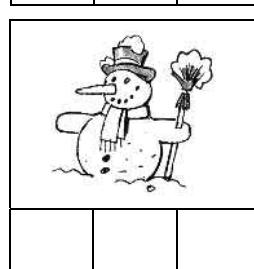
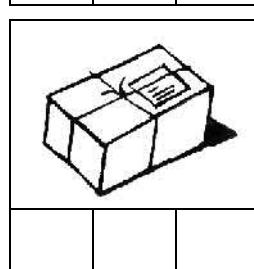
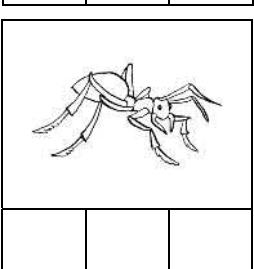
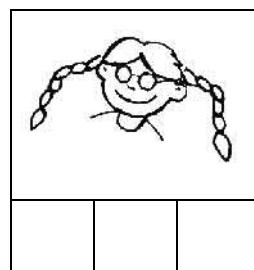
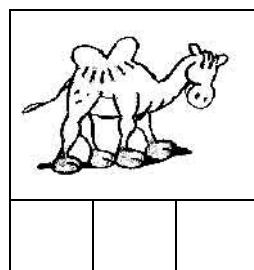
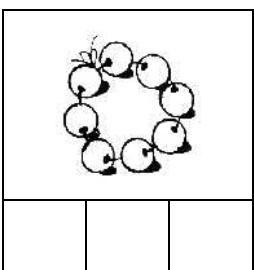
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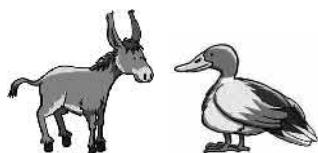


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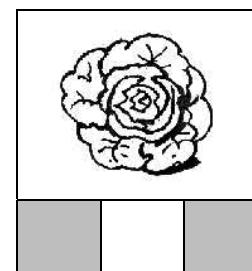
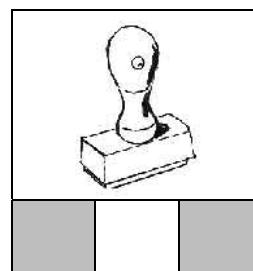
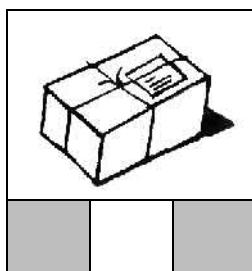
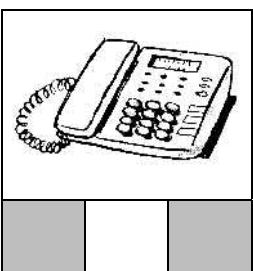
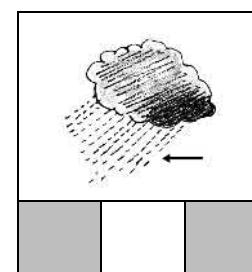
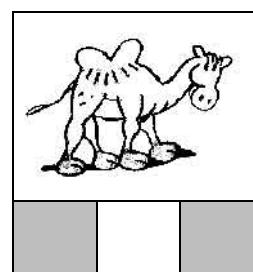
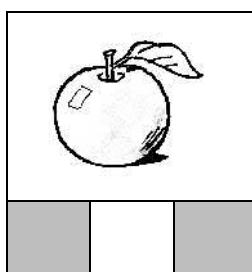
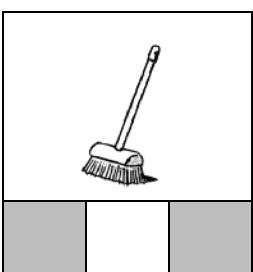
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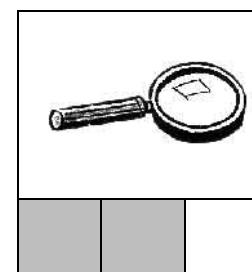
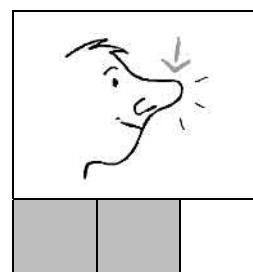
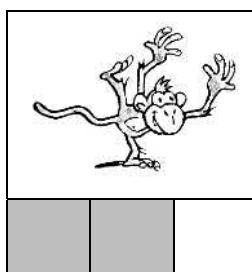
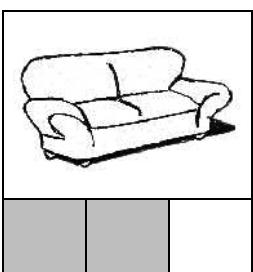
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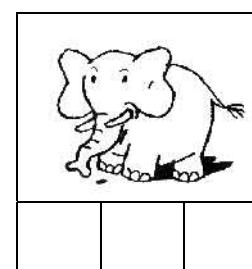
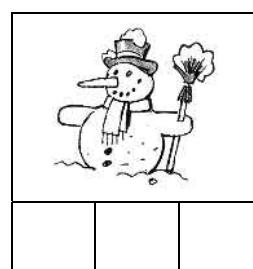
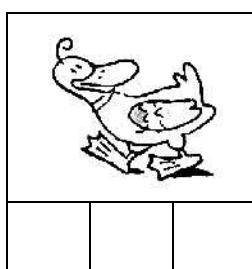
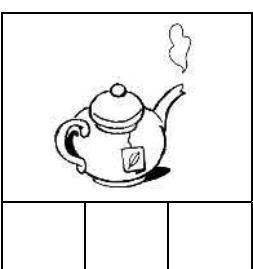
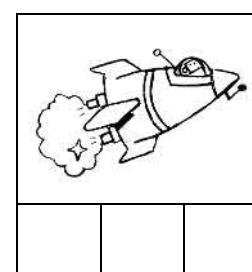
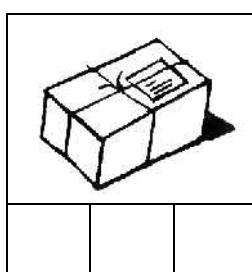
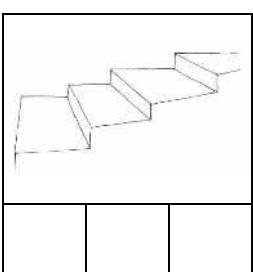
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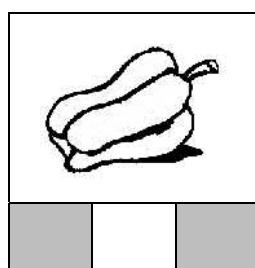
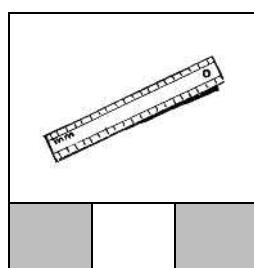
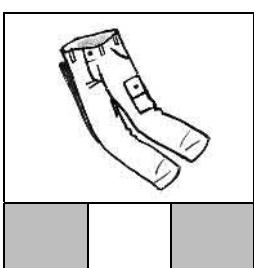
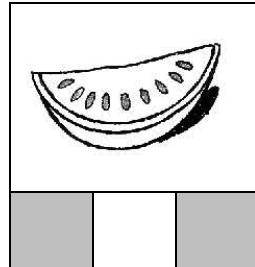
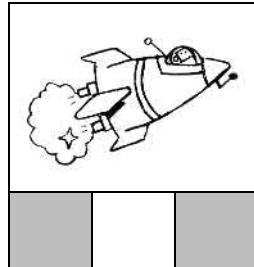
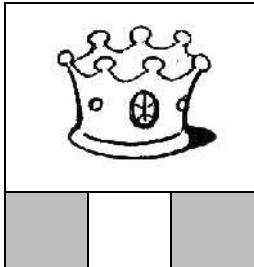
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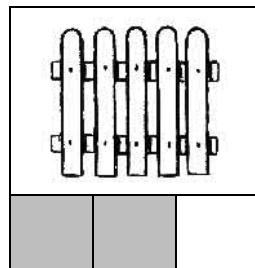
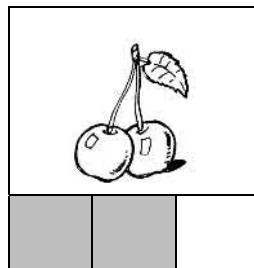
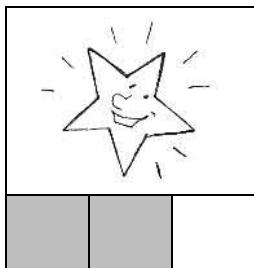
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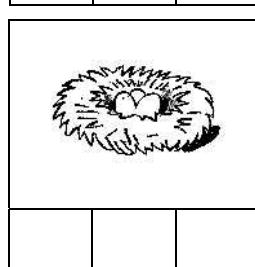
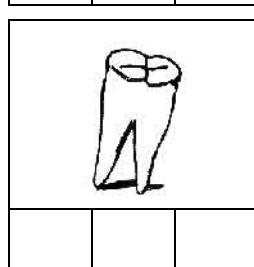
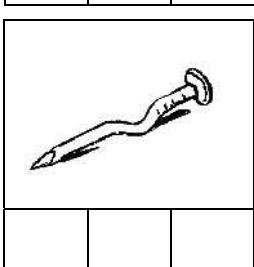
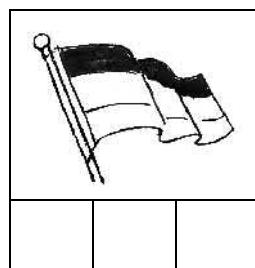
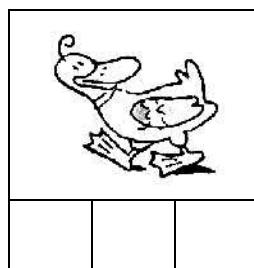
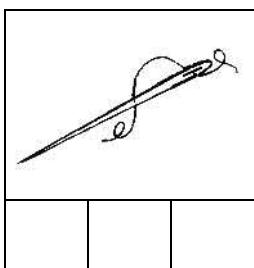
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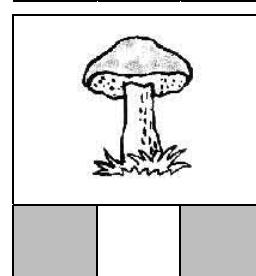
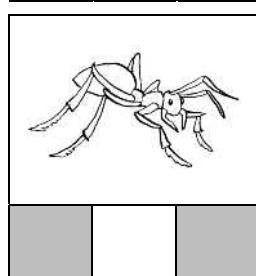
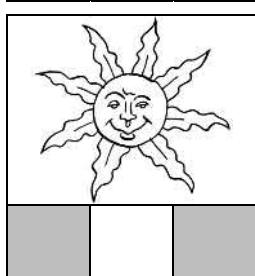
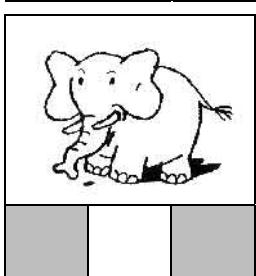
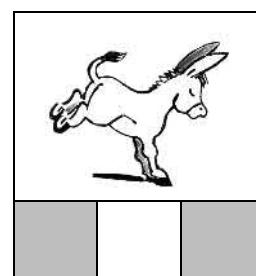
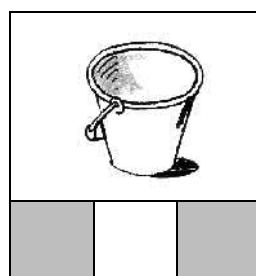
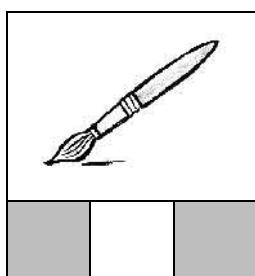
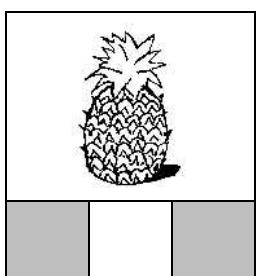
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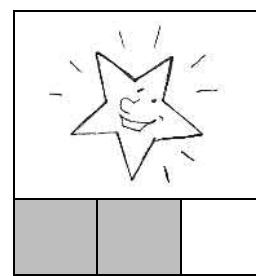
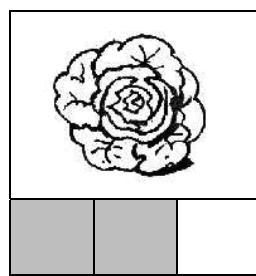
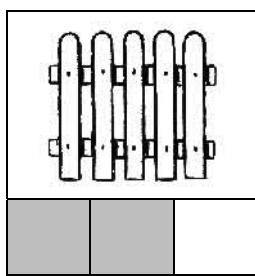
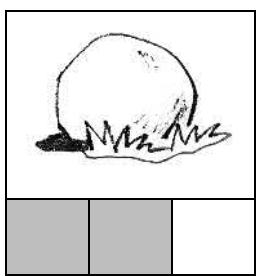
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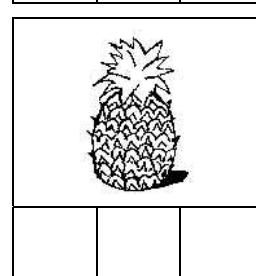
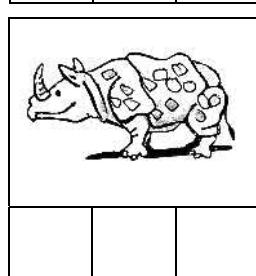
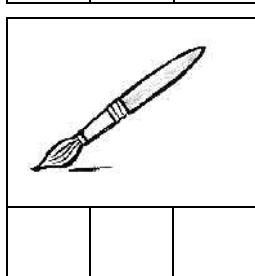
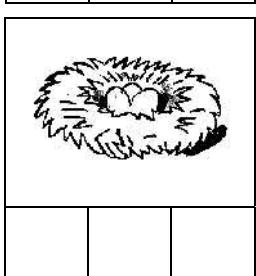
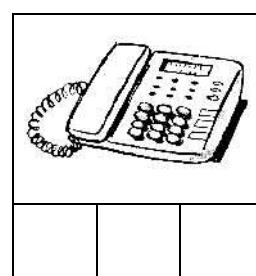
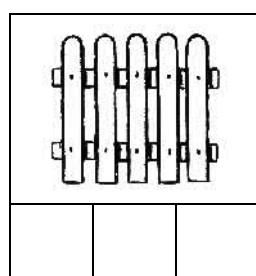
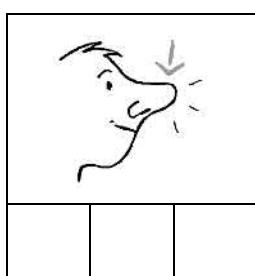
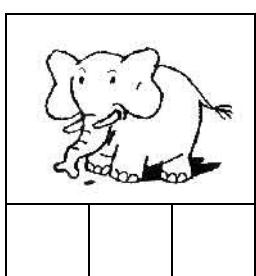
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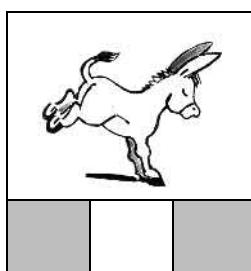
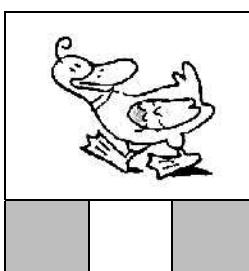
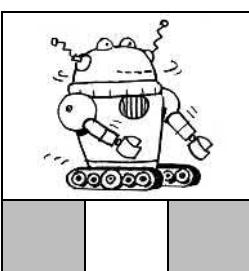
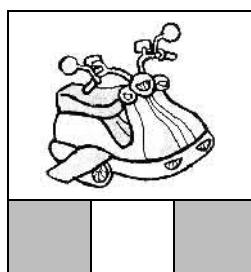
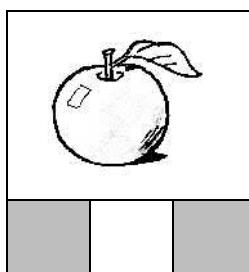
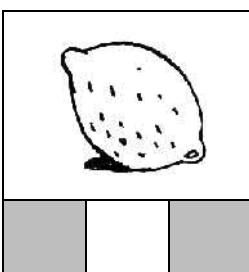
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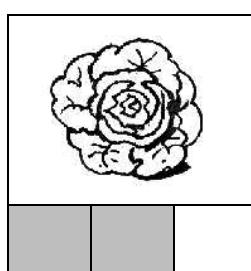
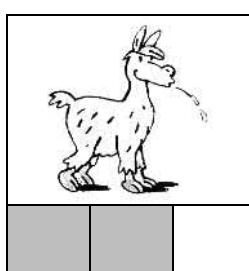
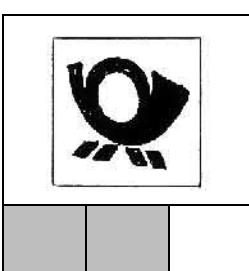
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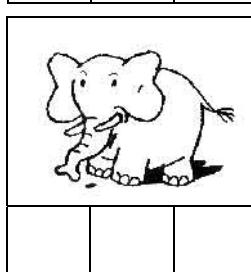
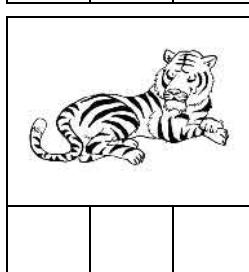
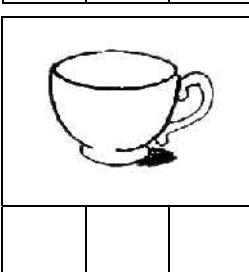
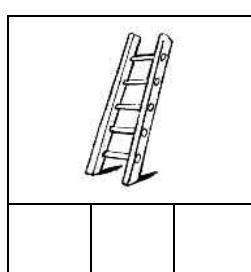
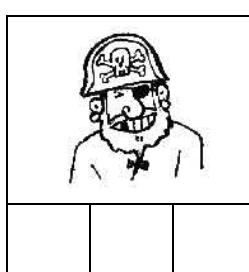
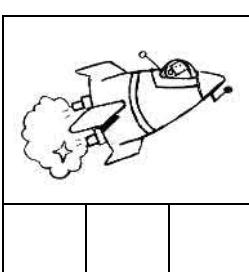
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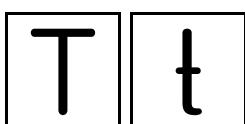
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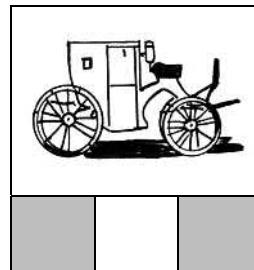
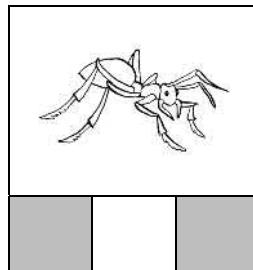
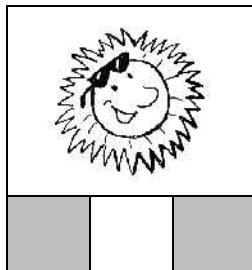
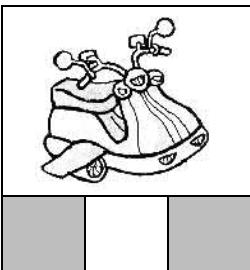
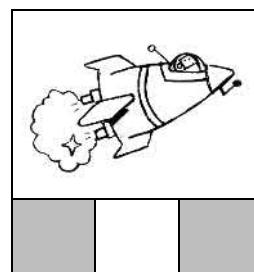
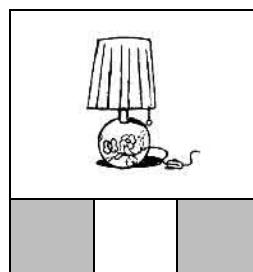
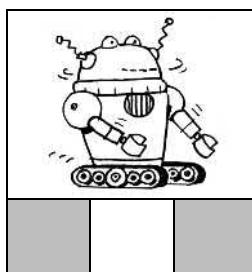
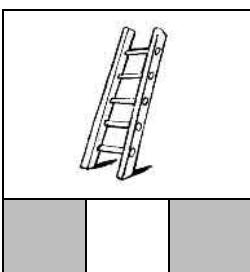
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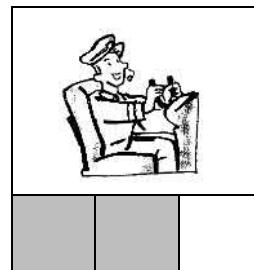
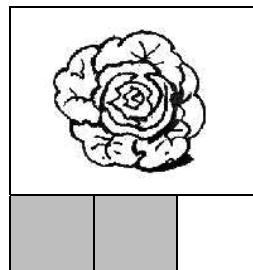
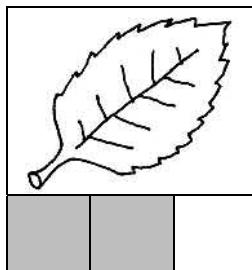
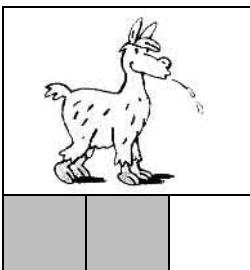
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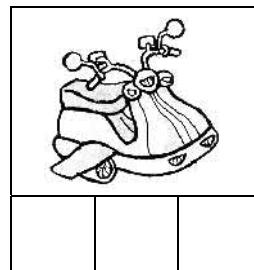
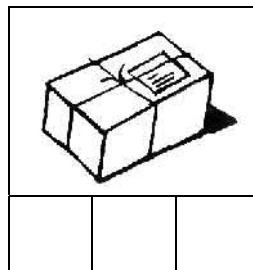
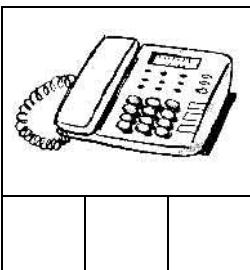
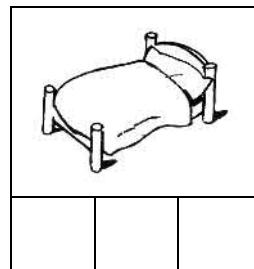
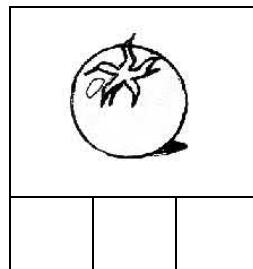
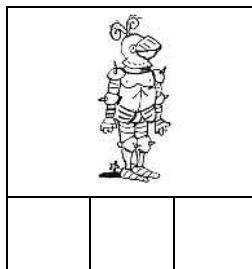
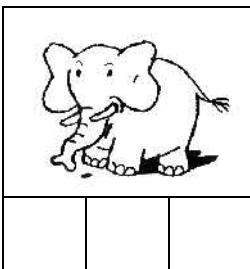
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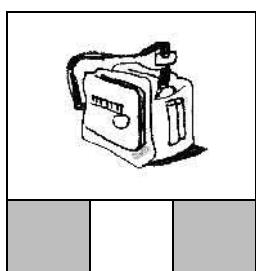
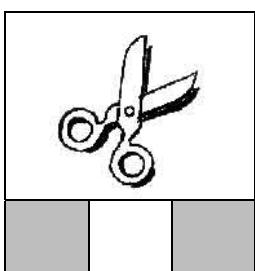
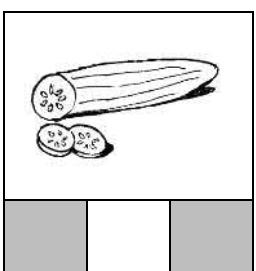
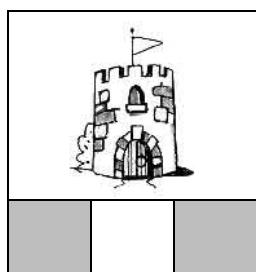
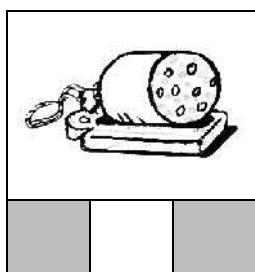
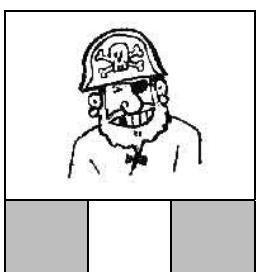
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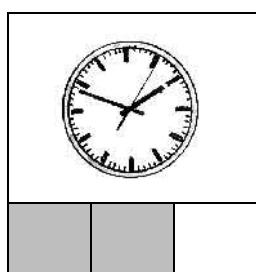
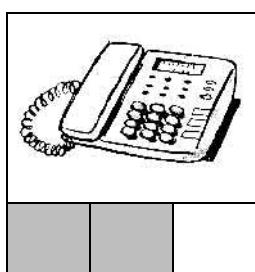
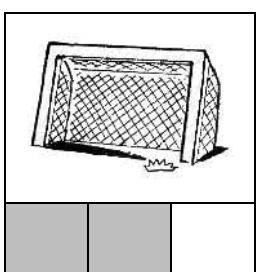
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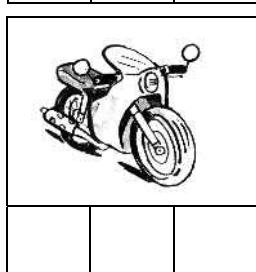
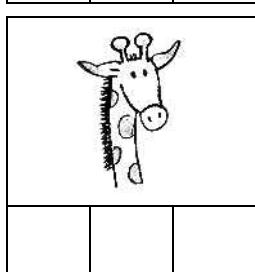
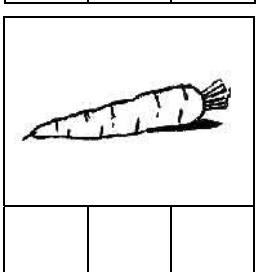
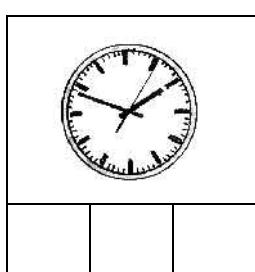
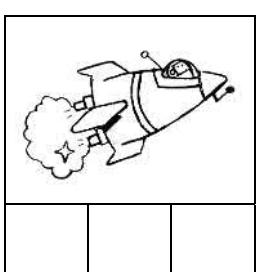
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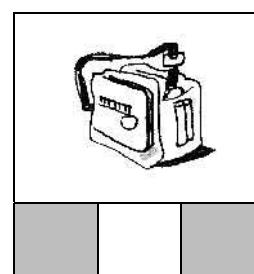
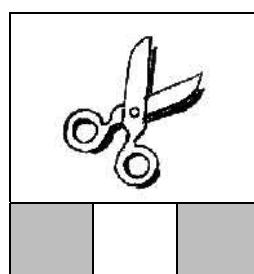
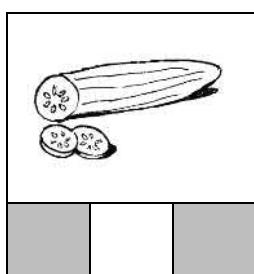
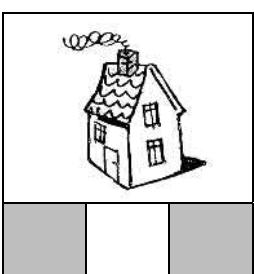
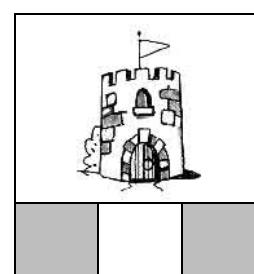
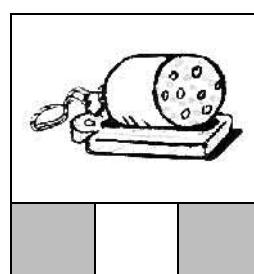
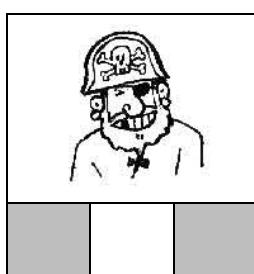
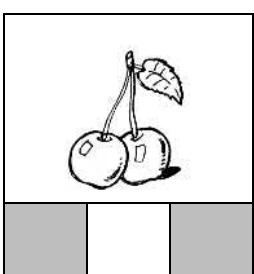
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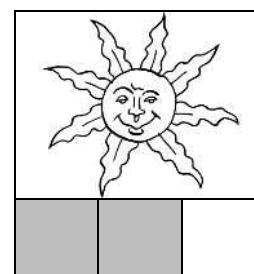
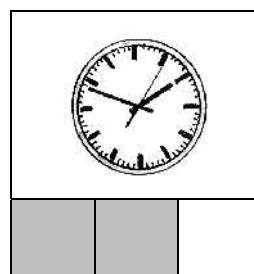
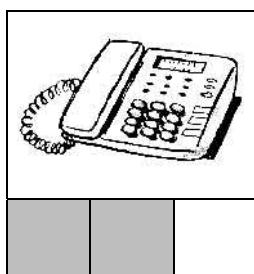
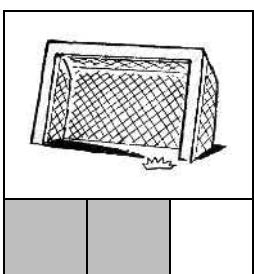
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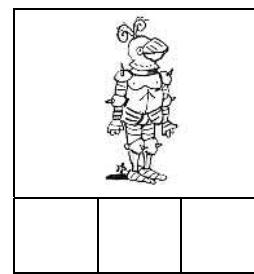
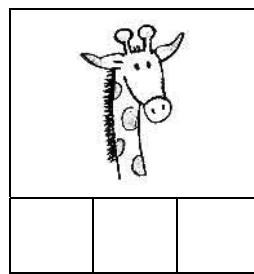
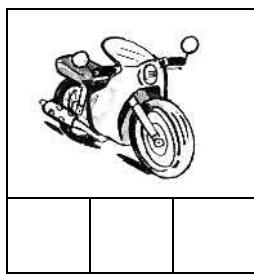
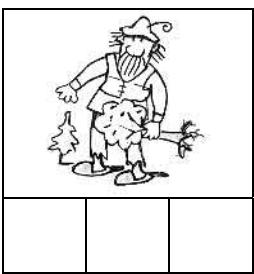
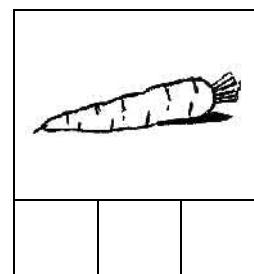
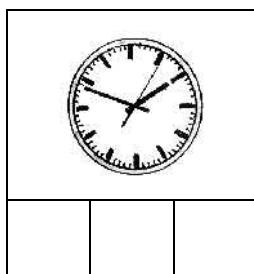
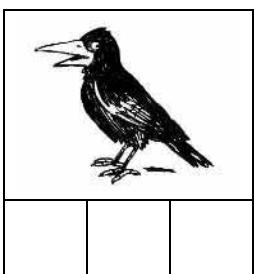
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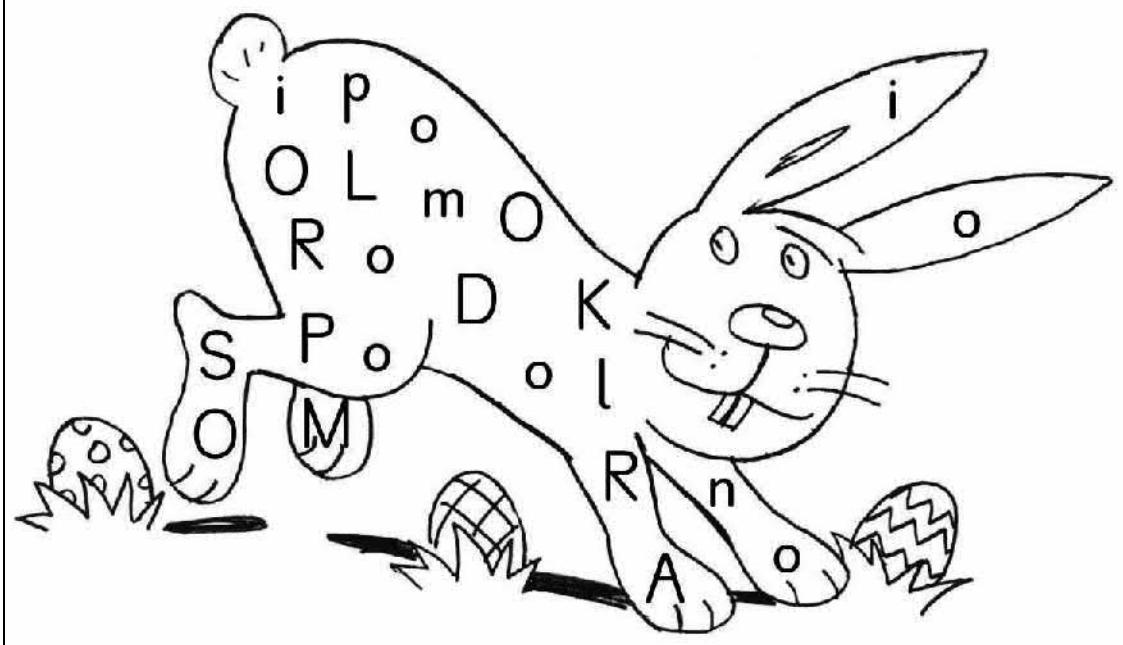
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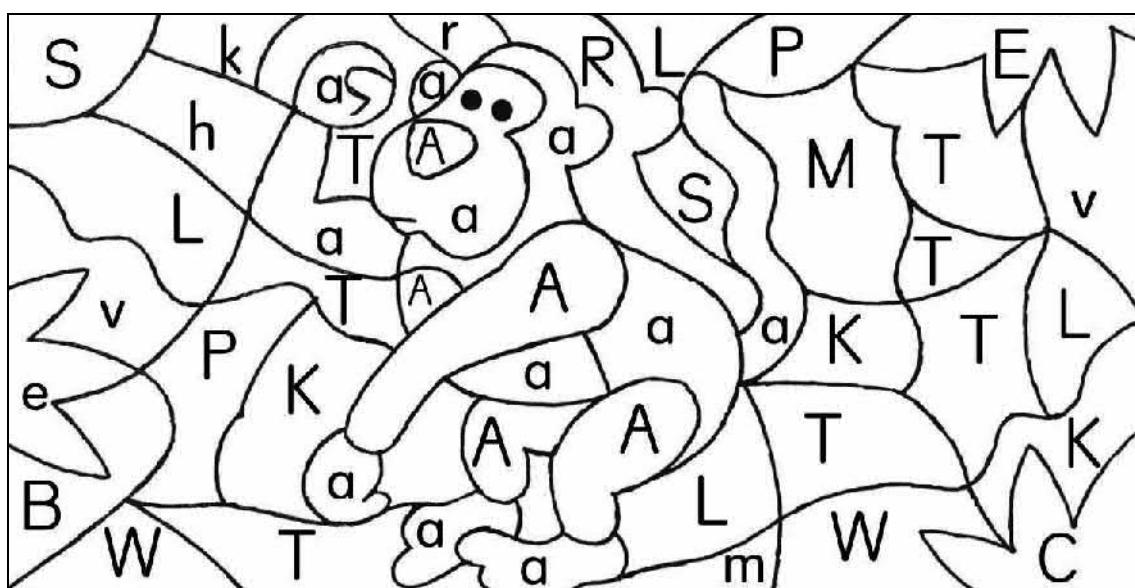
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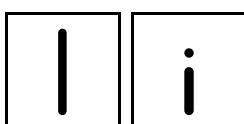
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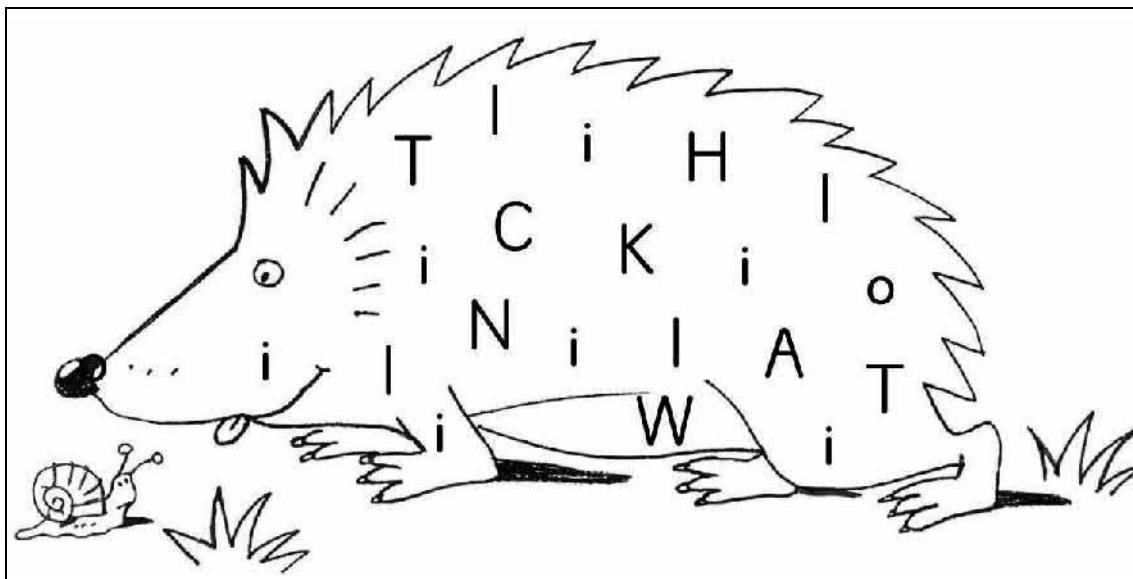
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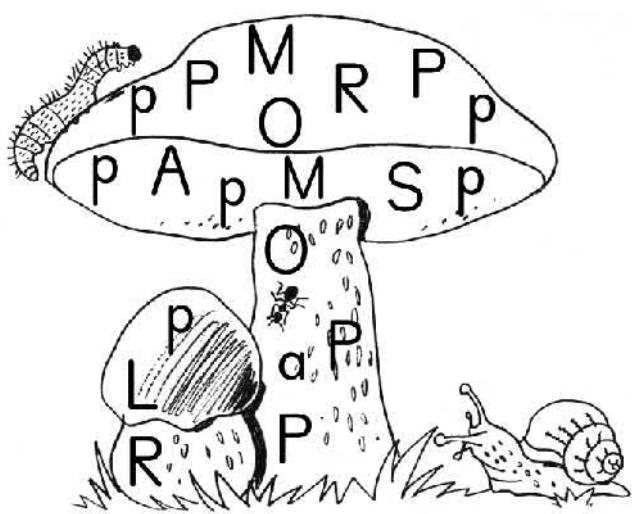
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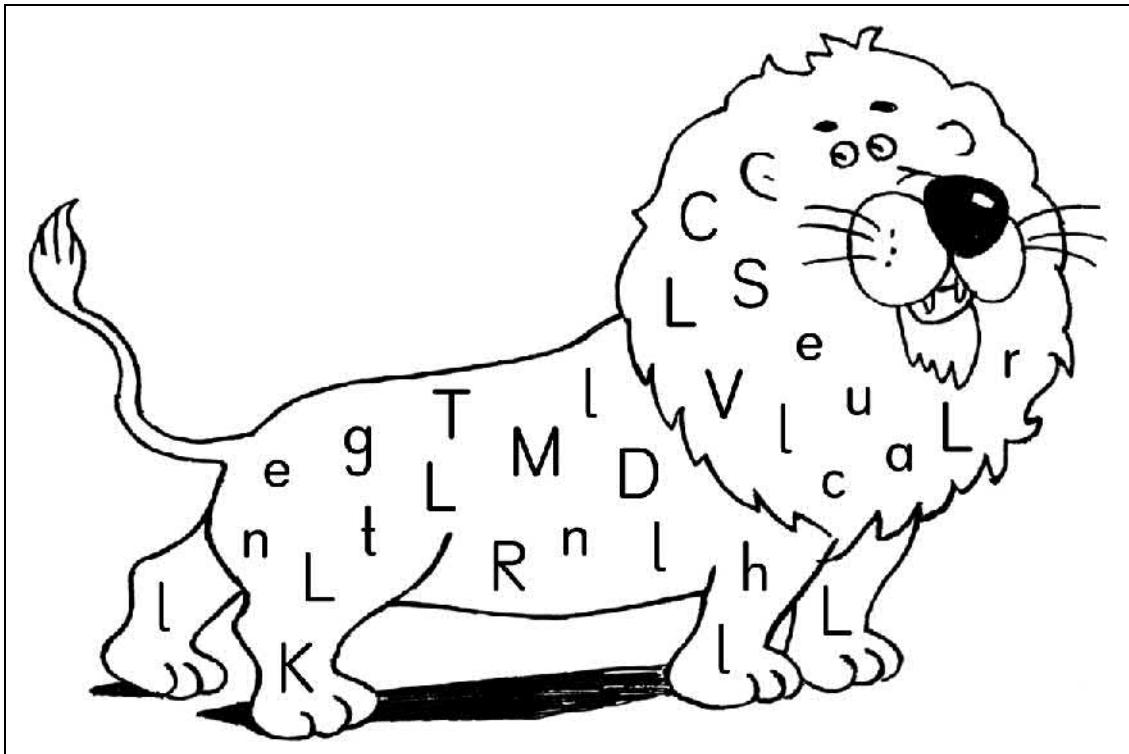
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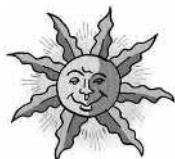
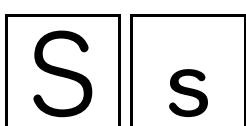
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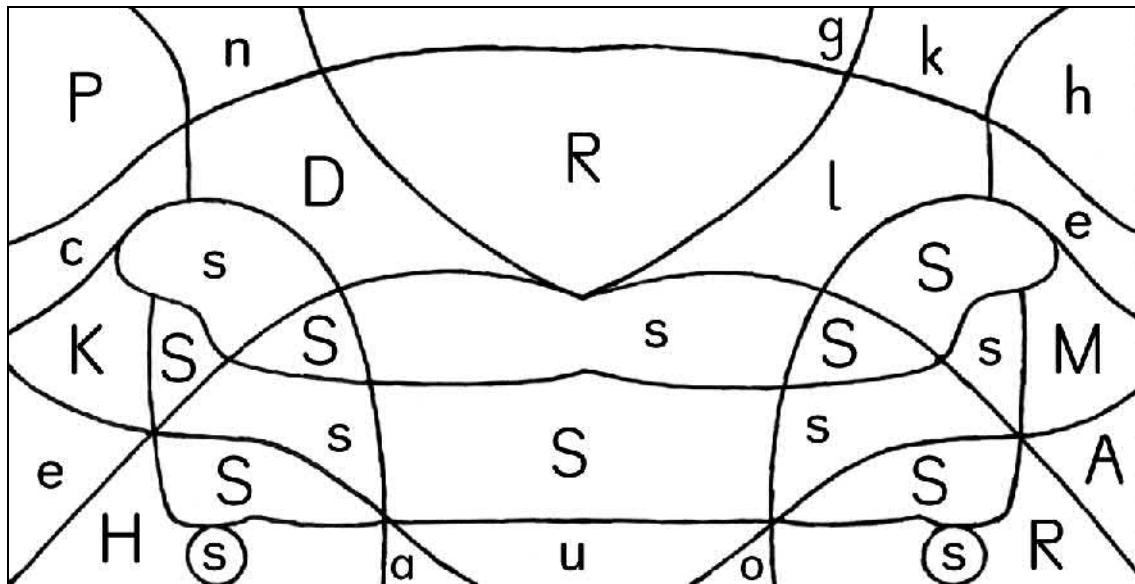
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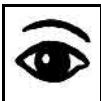


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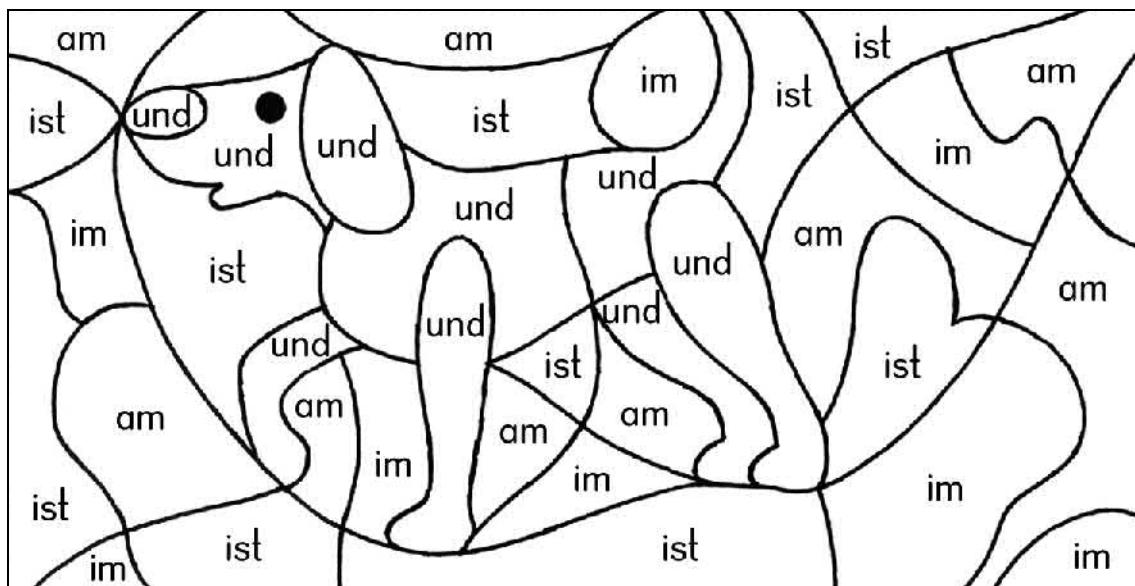


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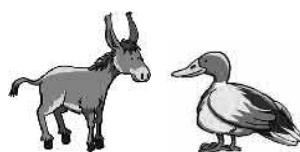


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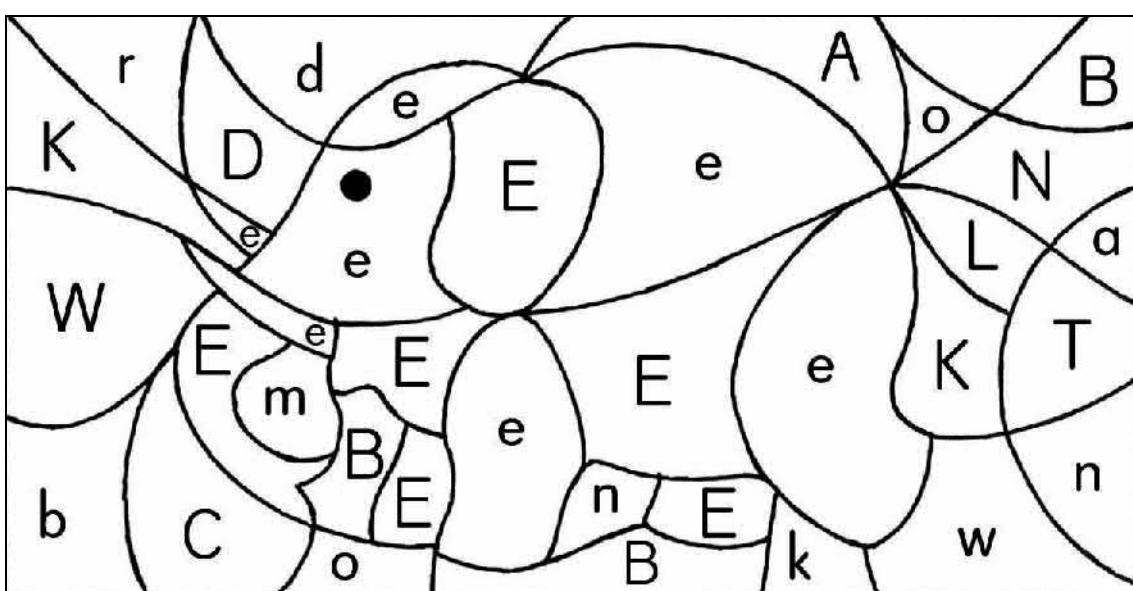
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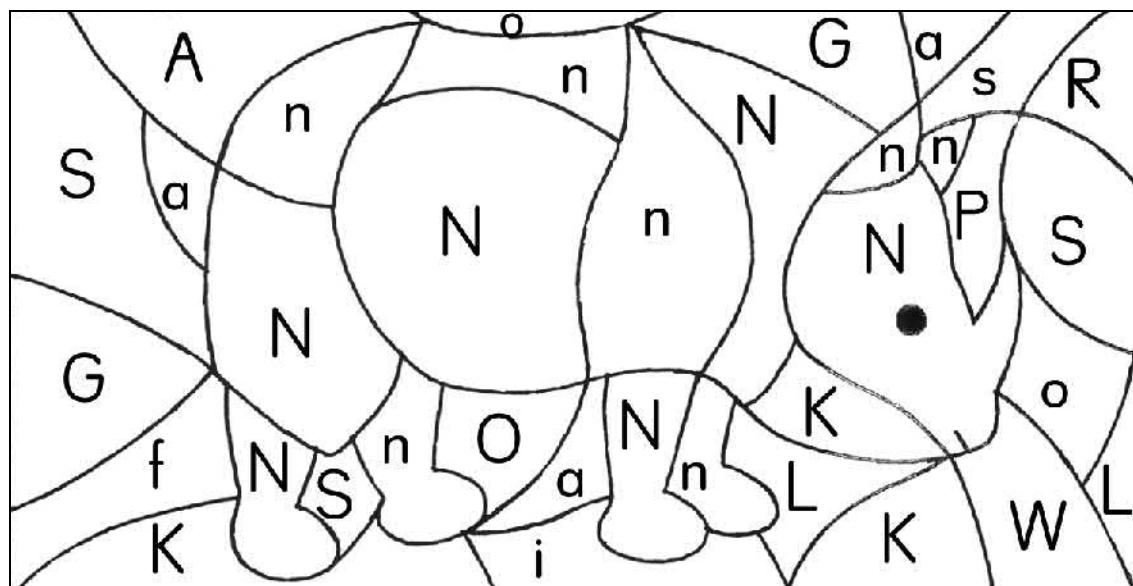
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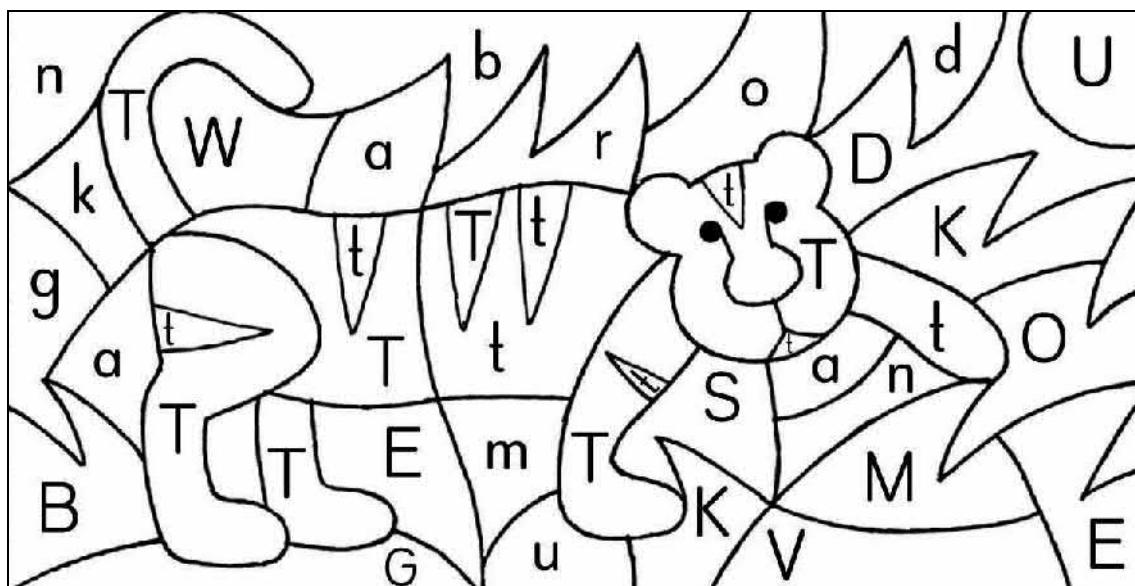
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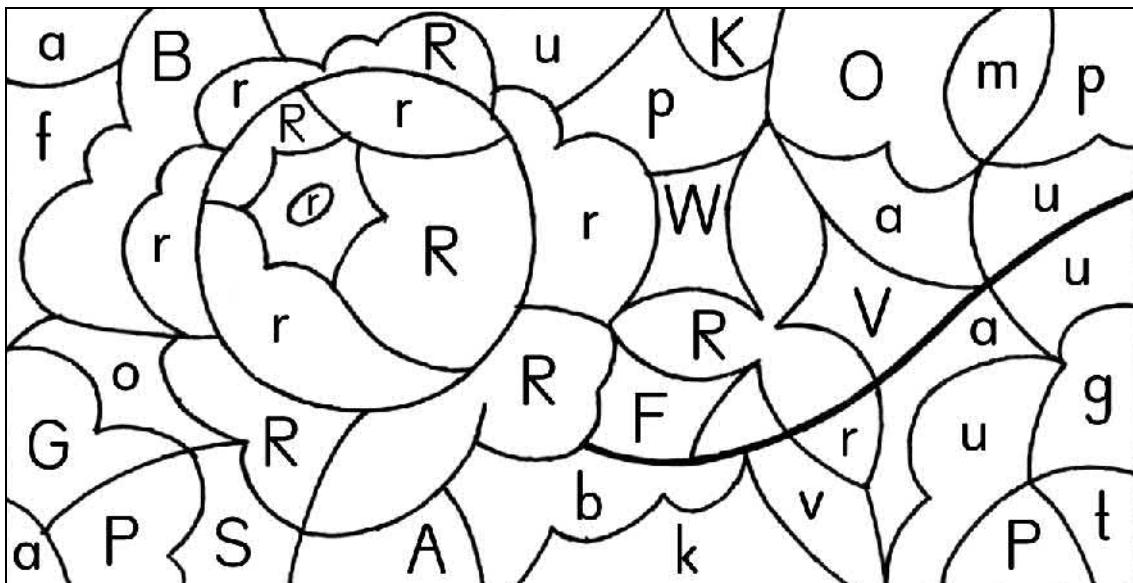
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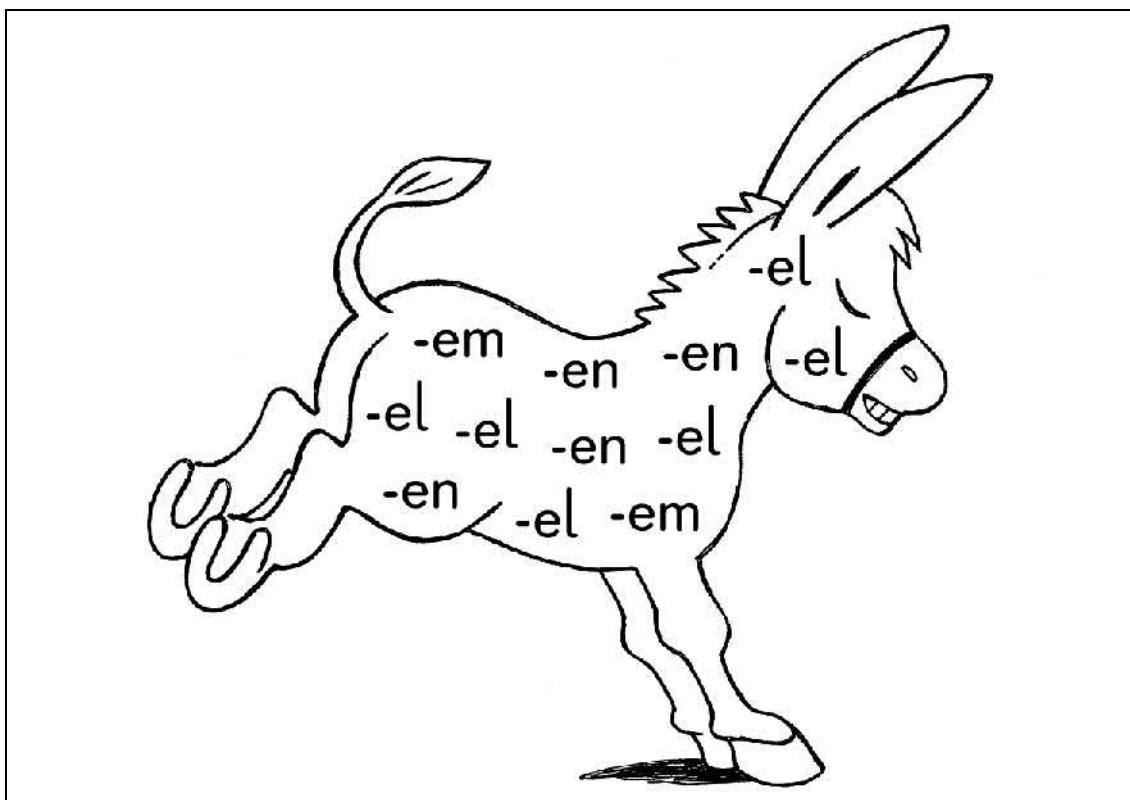
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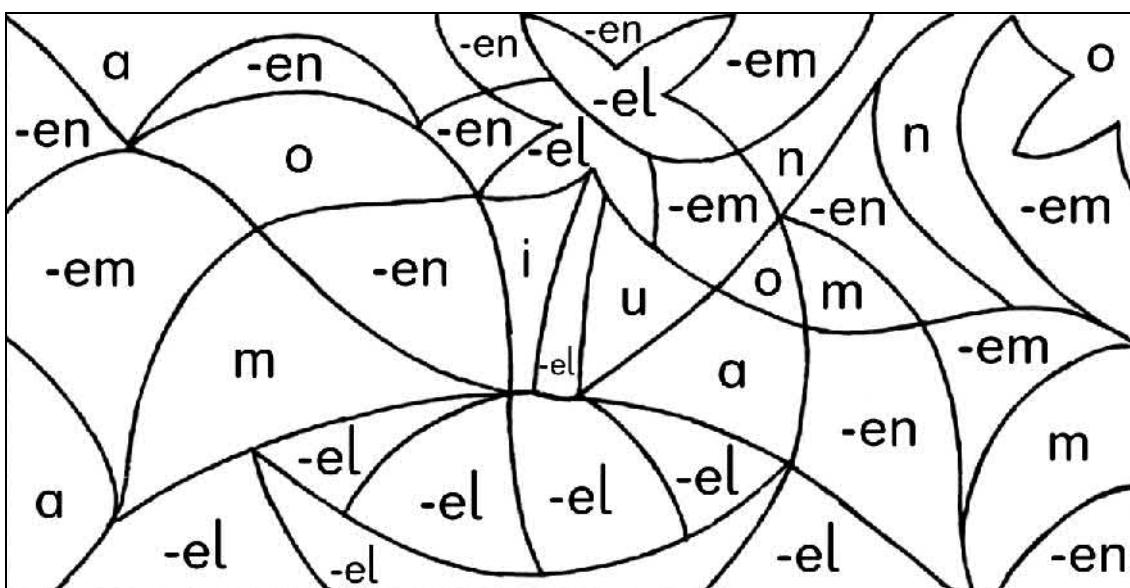
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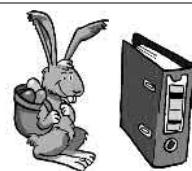


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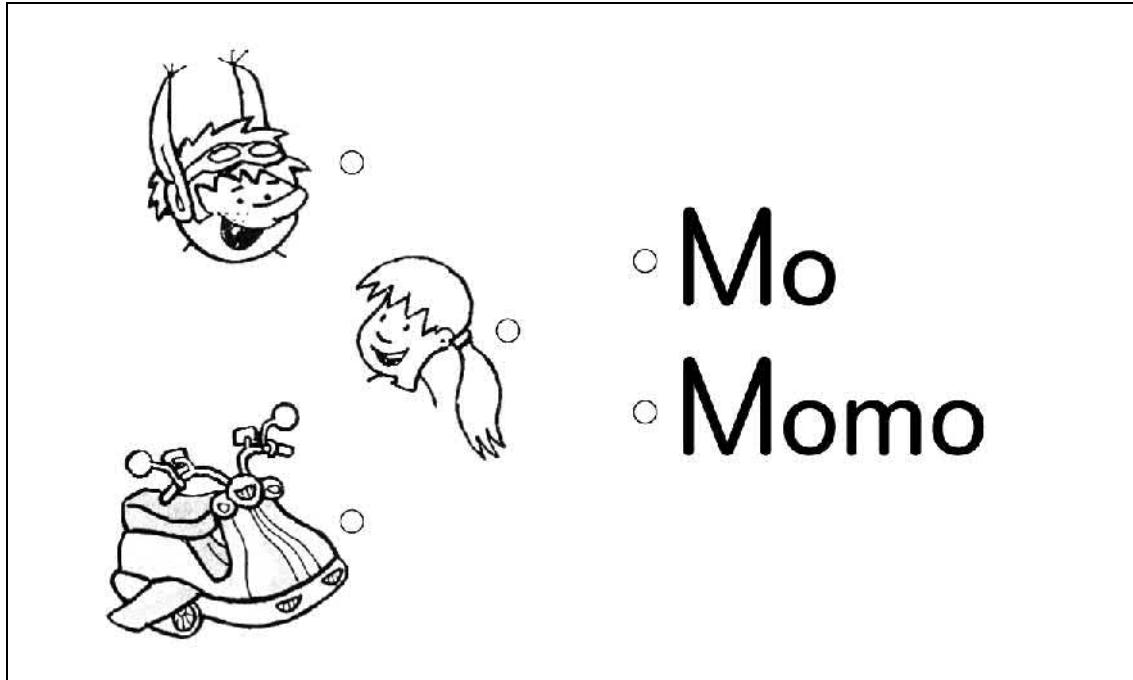
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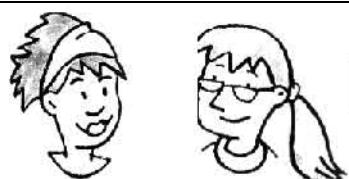
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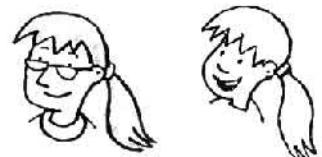
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Pencil icon.

An illustration of a young boy sitting at a desk, looking at a computer monitor. The monitor displays a simple interface.

Mama am ○

○ Computer monitor with keyboard
○ Toy car

2
Pencil icon.

An illustration of a young girl sitting at a desk, drawing on a large sheet of paper with a pencil. She has her arms raised in excitement.

Momo am ○
Mo am ○

○ Desk
○ Scooter

An illustration of a young girl riding a kick scooter. She is wearing a helmet and appears to be having fun.

Mama am ○
Mo am ○

○ Scooter
○ Bed

An illustration of a young boy sitting at a desk, looking at a computer monitor. The monitor displays a simple interface.

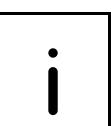
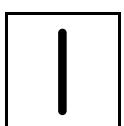
Momo am ○
Mama am ○

○ Computer monitor with keyboard
○ Toy car

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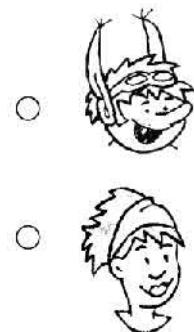


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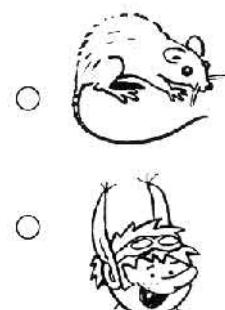
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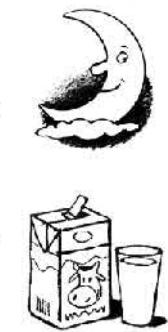
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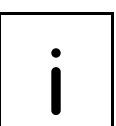
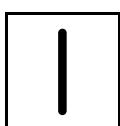
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Name:

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Datum:



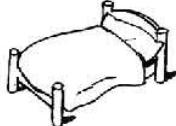
1
x



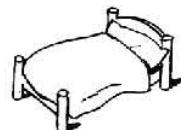
Mo im



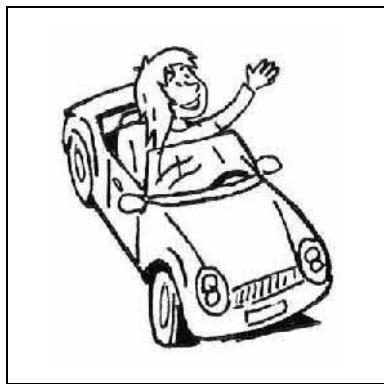
Mo im



Omi im



Omi im



Mimi im



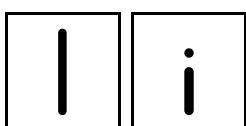
Mimi im



Name:

Klasse:

Datum:



1

Tracing practice for the words "Ma" and "mi". A pencil icon is shown next to a boy's head. There are four empty boxes for handwriting practice.

Tracing practice for the words "Om" and "im". A girl's head is shown next to the letters. There are three empty boxes for handwriting practice.

2

Illustrations for the word "Ma": a man painting, a man wearing a hat, and a man wearing a mask.

Illustrations for the word "Mi": a person singing into a microphone, a slice of watermelon, and a person with a feather in their hair.

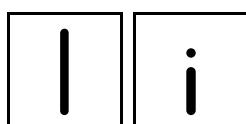
Illustrations for the word "Mo": a person riding a motor scooter, a mouse, and a person wearing a mask.

Illustrations for the word "Mi": a crescent moon, a knife, a carton of juice, and a glass.

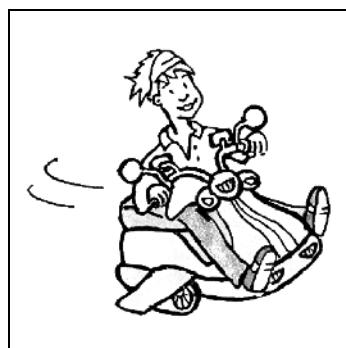
Name:

Klasse:

Datum:



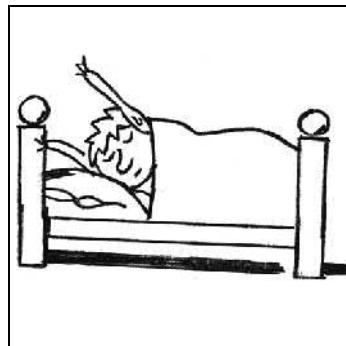
1
x



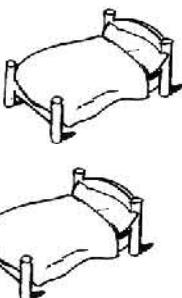
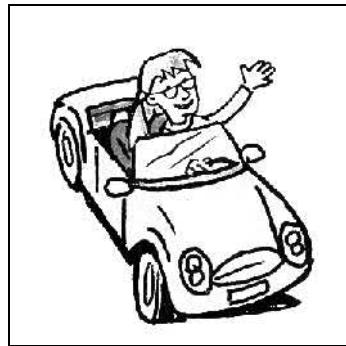
Mami am
Mami im



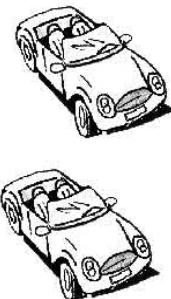

Mimi am
Mimi im

Mo am
Mo im

Omi am
Omi im



Name:

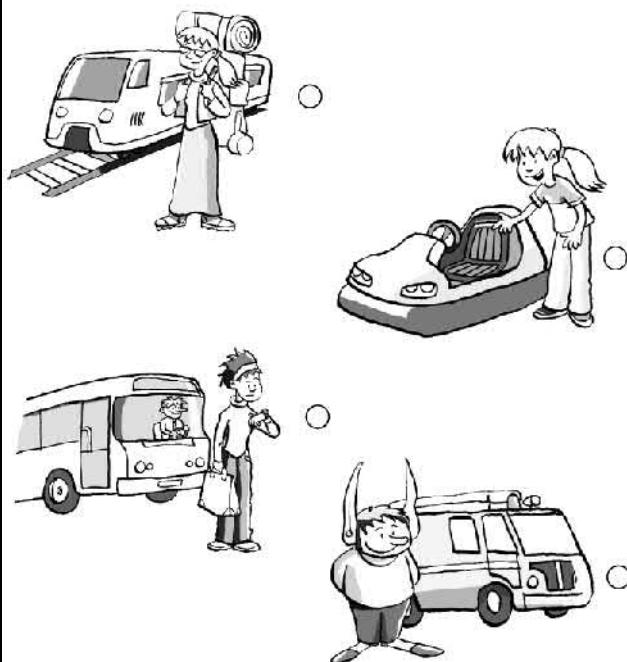
Klasse:

Datum:

ist



1
Pencil icon.



- Mo
- Oma
- Momo
- Mama

2
Pencil icon.



◦ Mo **ist** im .



◦ Omi **ist** im .



◦ Mama **ist** im .

Name:

Klasse:

Datum:

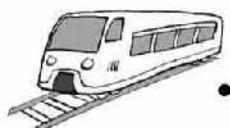
ist



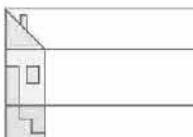
1



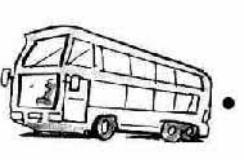
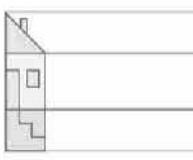
Oma



2



3



Momo ist am .



Mama ist am .



Oma ist am .

Name:

Klasse:

Datum:

P p



1
1
1

	Papa Pa pa		Opa O pa
<u>Papa</u>	Oma Opa	Opa Opa	
Papa Mami	Momo Opa	Oma	
Oma Papa	Papa		
Papa Mama			
Papa Papa	Opa Papa		

2
2
2

3
3
3

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

Name:

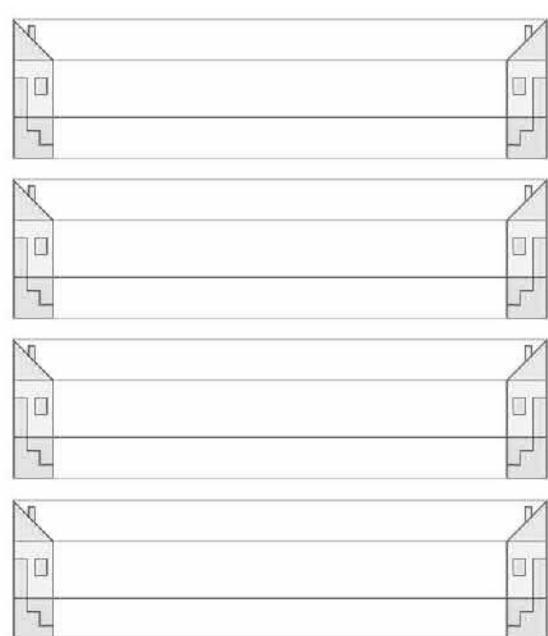
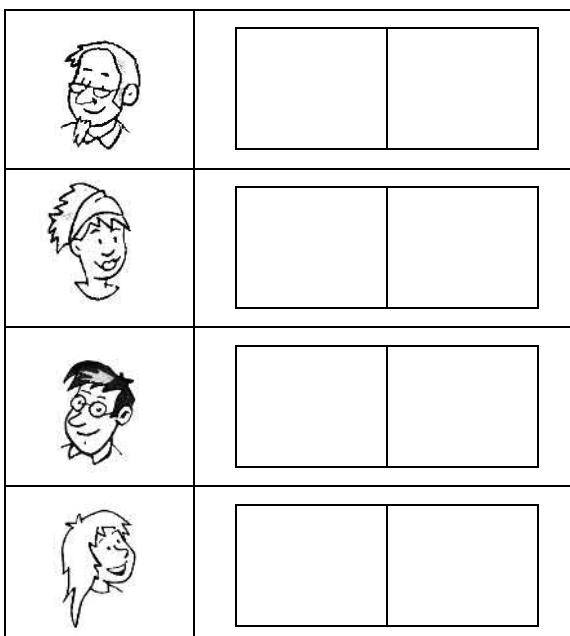
Klasse:

Datum:

P p



Pa Mi Ma O ma pa mi ma



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

Name:

Klasse:

Datum:



1
P



Ist Papa am ?

Papa ist am .



Ist Papa im ?

? ? ?



Ist Oma am ?

? ? ?



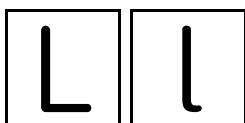
Ist Opa im ?

? ? ?

Name:

Klasse:

Datum:



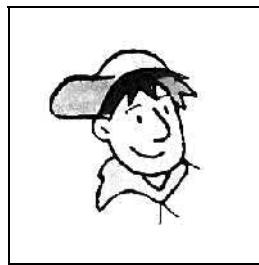
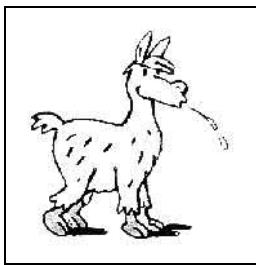
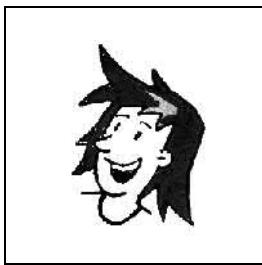
1

Lo la

La ma

Li mo

A li



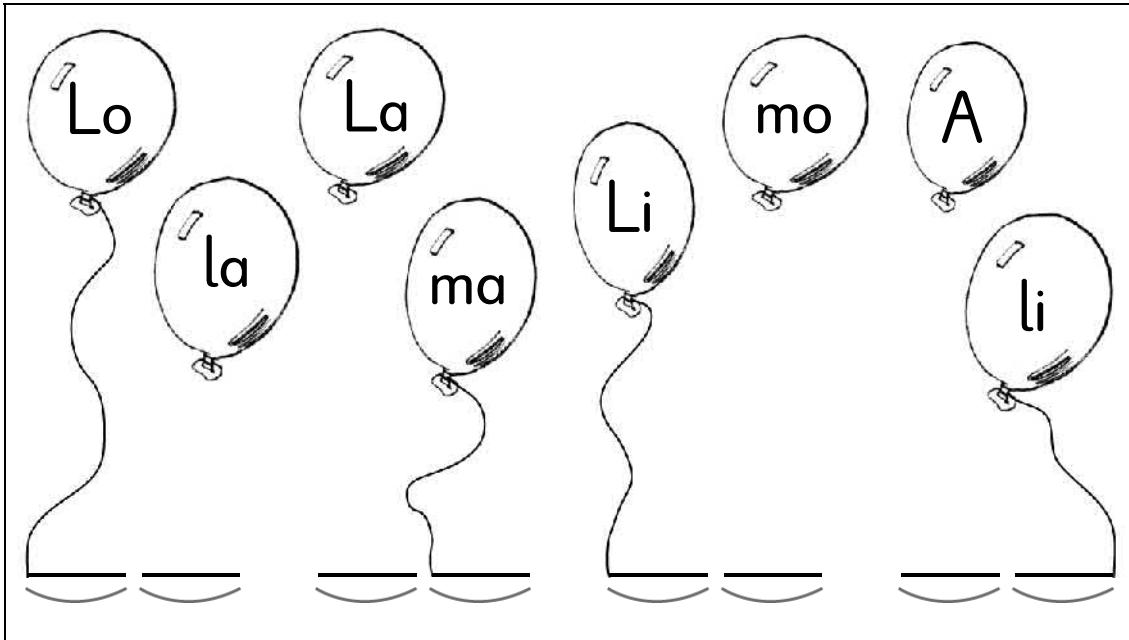
Lo __

La __

Li __

A __

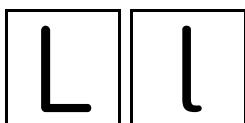
2



Name:

Klasse:

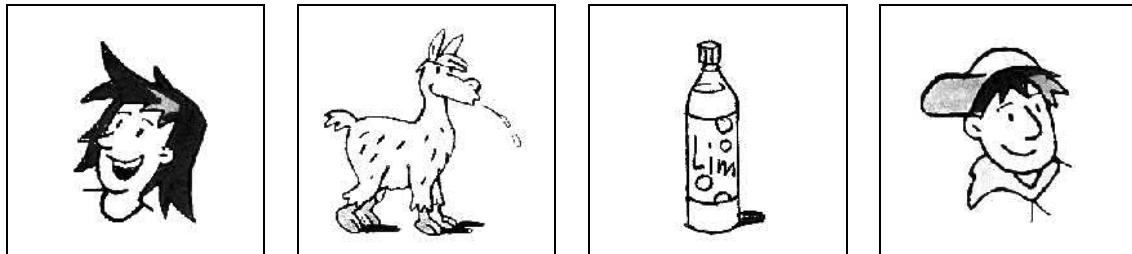
Datum:



1

A crossword puzzle grid with 12 squares across and 6 squares down. To the left of the grid is a pencil icon with the number '1'. To the right of the grid are the words 'Ali', 'Lama', 'Limo', and 'Lola' stacked vertically. In the top-left corner of the grid is a boy's head. Next to it is a bottle. In the middle-left is a llama. In the bottom-left is a girl's head. Below the grid is a long rectangular box with a small arrow pointing towards it.

2



Lo __

La __

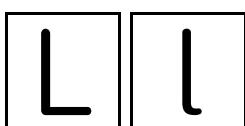
Li __

A __

Name:

Klasse:

Datum:



La

○ mi
○ mo
○ ma

1

Handwriting practice lines for the word 'La'.



A

○ lo
○ li
○ la

Handwriting practice lines for the word 'A'.



Li

○ ma
○ mo
○ mi

Handwriting practice lines for the word 'Li'.



Lo

○ ma
○ pa
○ la

Handwriting practice lines for the word 'Lo'.



Ma
Po
Li

○
○
○

○ mo

Handwriting practice lines for the words 'Ma', 'Po', and 'Li' followed by 'mo'.



Lo
La
Li

○
○
○

○ sa

Handwriting practice lines for the words 'Lo', 'La', and 'Li' followed by 'sa'.

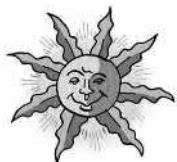
Name:

Klasse:

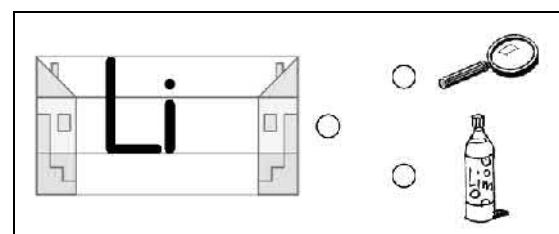
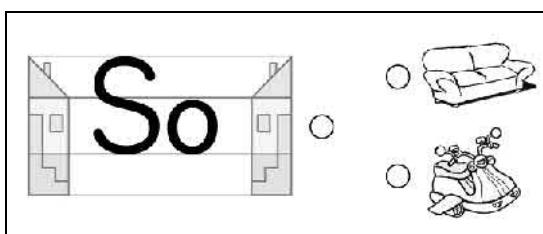
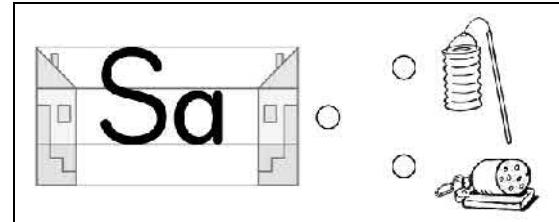
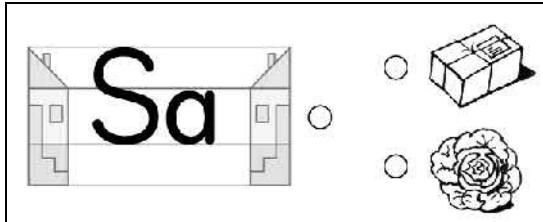
Datum:

S

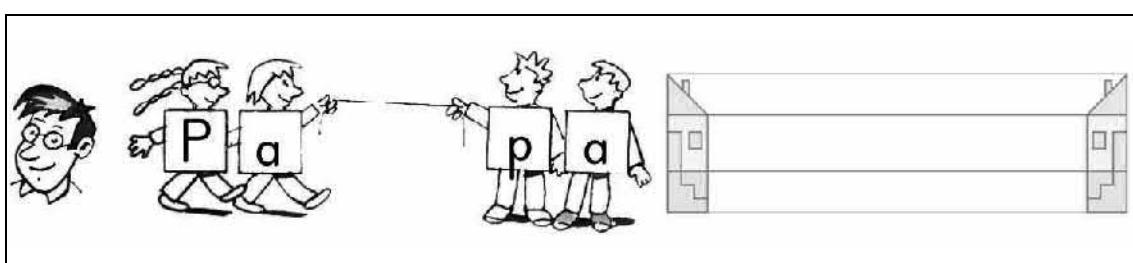
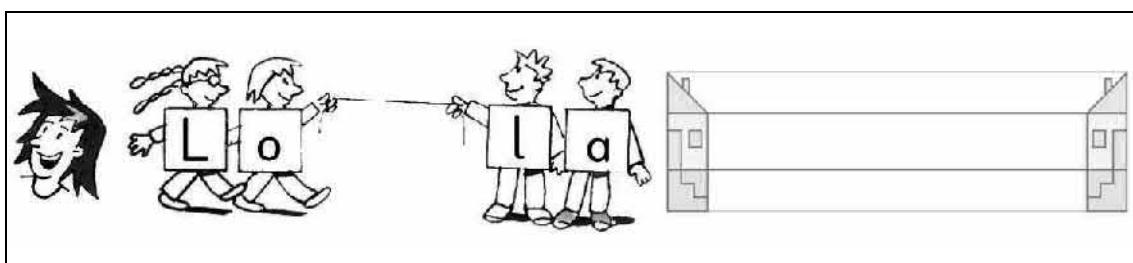
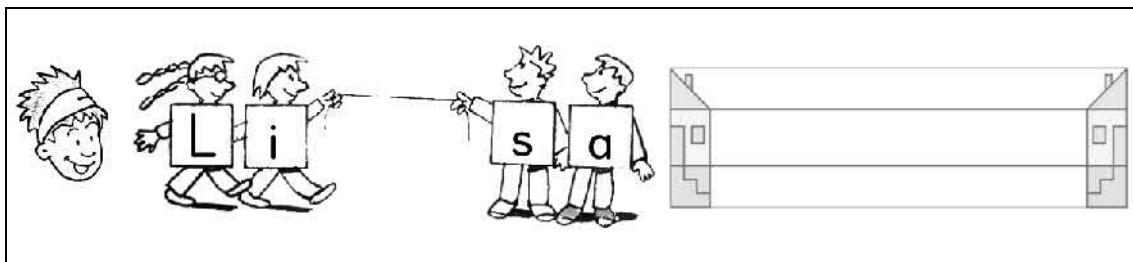
s



1
Pencil icon.



2
Pencil icon.



Name:

Klasse:

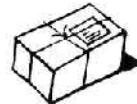
Datum:

S s



1
→

Sa



So



Li



Lo



Sa



Pa



Pa



Sa



2
→



Sa

- la
- mi
- li



Li

- ma
- pa
- sa



O

- la
- ma
- pa



Pa

- la
- po
- pa

Name:

Klasse:

Datum:

S s



1

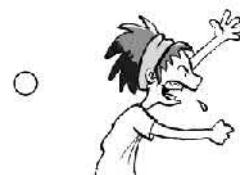
So **ist** Sami. ○



So **ist** Ali. ○



So **ist** Opa. ○



So **ist** Lisa. ○



2

Male Mo.

A large, empty rectangular box intended for the child to write the name "Male Mo." in capital letters.

Name:

Klasse:

Datum:

und



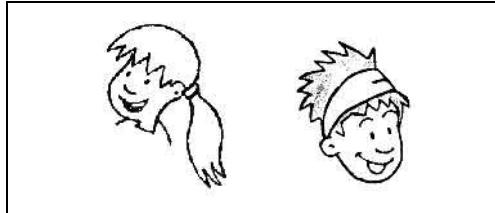
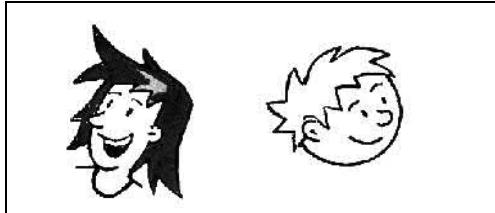
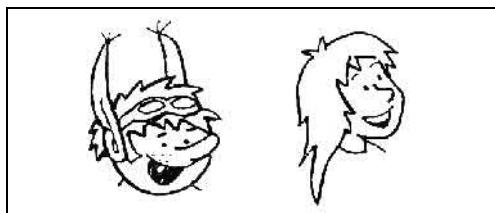
1
A small icon of a glue stick with the number '1' written above it.

Mo und Mimi

Lola und Sami

Momo und Lisa

Ali und Mama



Name:

Klasse:

Datum:

und



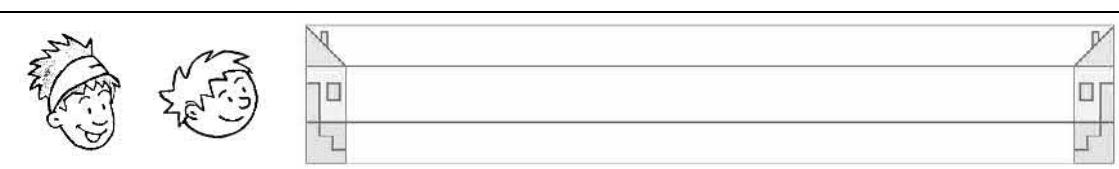
1
1
1

Mimi

Ali

Lisa

Sami



1
1
1

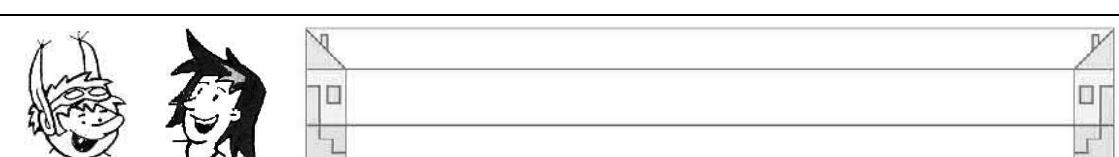
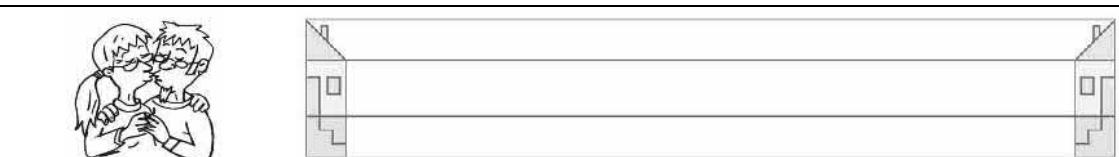
Oma

Lola

Mo

und

Opa



Name:

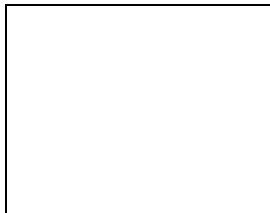
Klasse:

Datum:

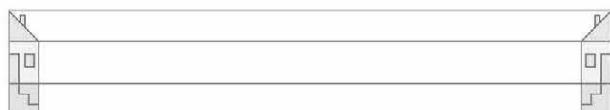
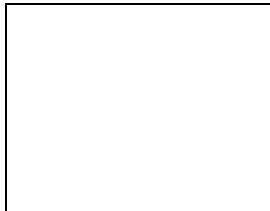
und



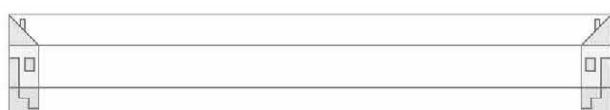
1
1



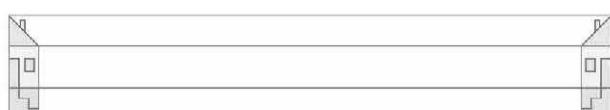
Oma und Opa



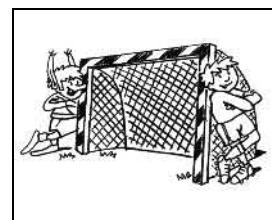
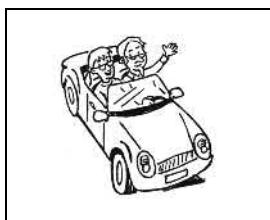
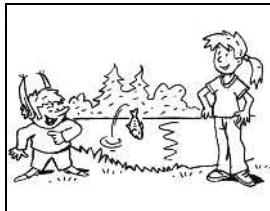
am



im



am



Name:

Klasse:

Datum:

und



Mimi

Ali

Lisa

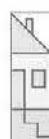
Sami

Oma

Lola

Mo

Opa

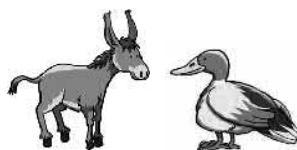


Name:

Klasse:

Datum:

E e



1
A pencil icon with the number 1 above it.



E o o le



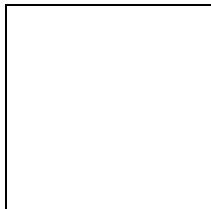
O o o pe



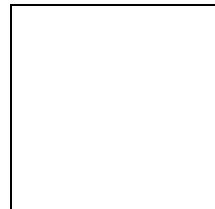
Pe o o la



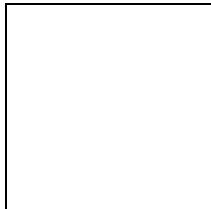
2
A glue stick icon with the number 2 above it.



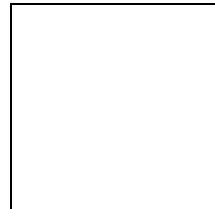
Pepe



Ela

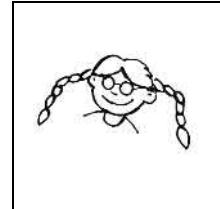
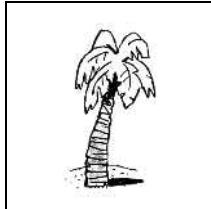


Palme



Lampe

A scissors icon.

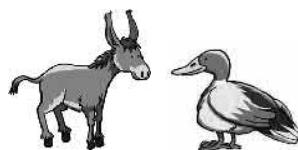


Name:

Klasse:

Datum:

E e

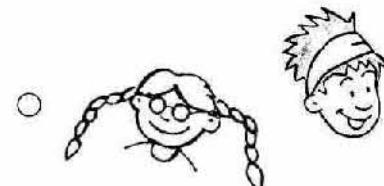


1
—
—

Ela und Lisa .



Pepe und Ali .

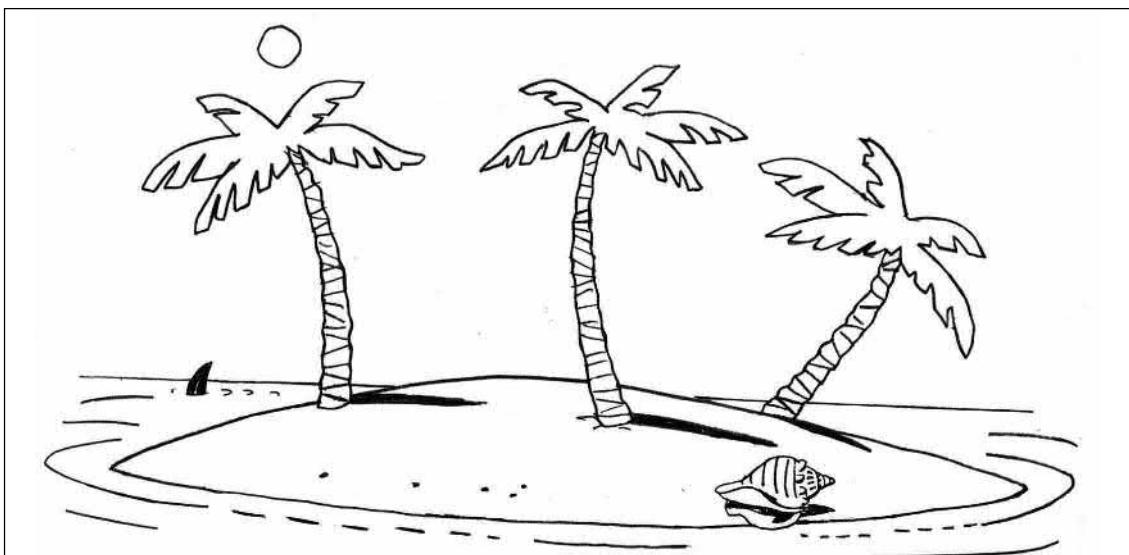


Ole und Ela .



2
—
—

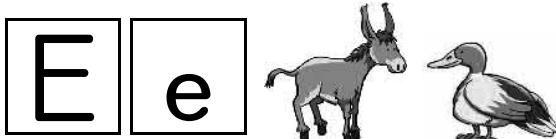
Male Pepe.



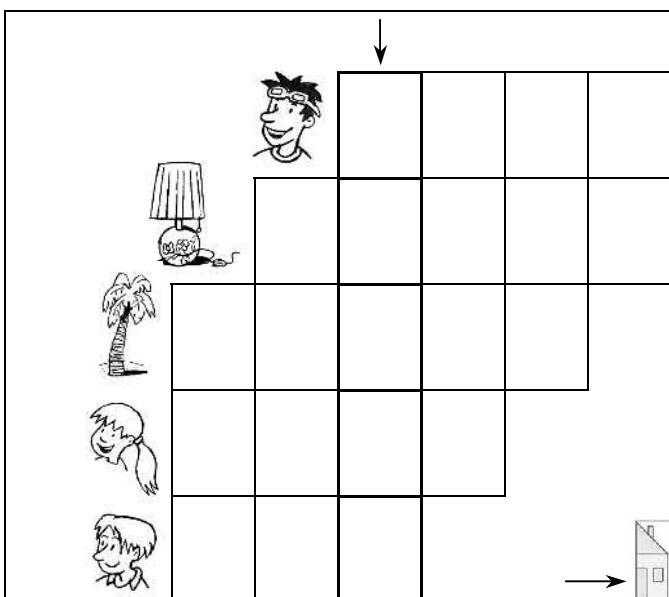
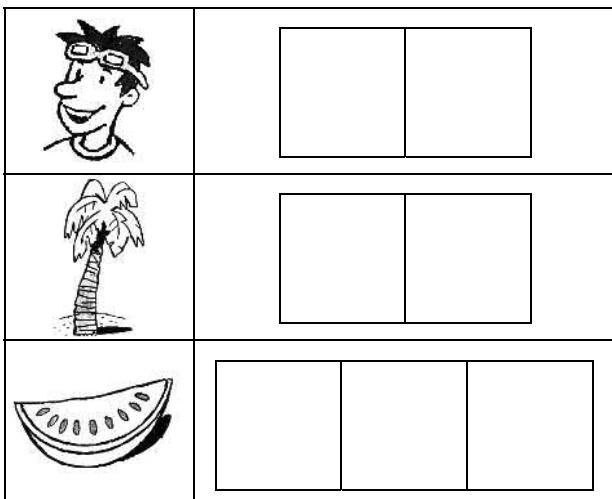
Name: _____

Klasse:

Datum:



Pal Pe lo Me pe ne me



Momo
Ole
Pepe
Palme
Lampe

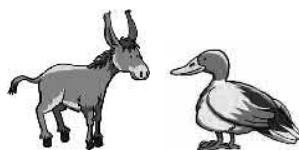


Name:

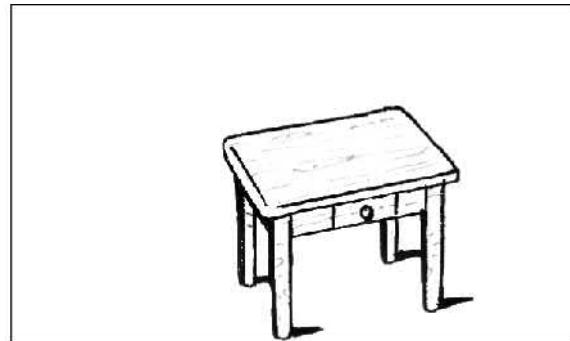
Klasse:

Datum:

E e



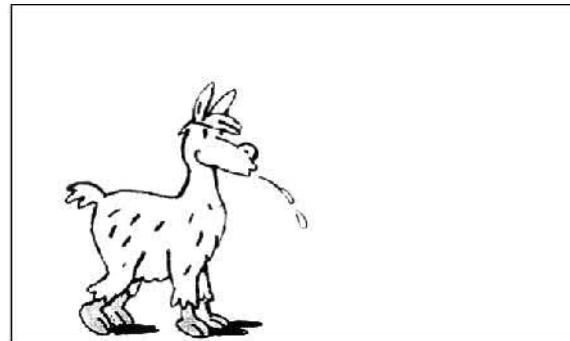
Male Pepe am Tisch.



Male Salami und Limo.



Male Ela am Lama.



Male Lampe und Palme.



Name:

Klasse:

Datum:

N n

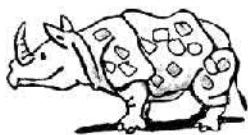


1
1

Na ○
Ni ○
No ○



Nis ○
Nos ○
Nas ○



Ni ○
No ○
Na ○



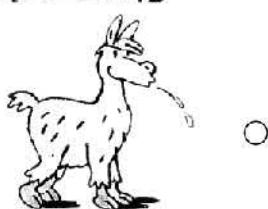
Pa ○
Pi ○
Po ○



2
2



○ La ma



○ Na se



○ Pa pa



○ Sa la mi

Name:

Klasse:

Datum:

N n



1

Pina
Pino

Salimi
Salami

Nise
Nase

Melone
Meline

2



Papa ist

Pino ist



Pino und Papa in Pisa

Pino und Pepe in Pisa



Pino und Mama am

Pino und Papa am

Name:

Klasse:

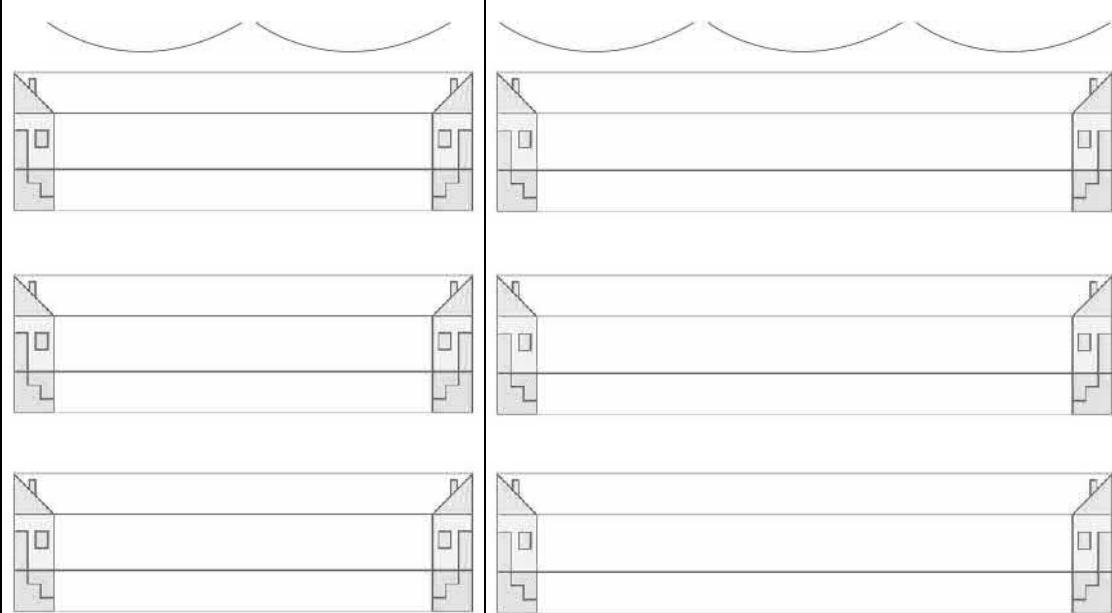
Datum:

N n

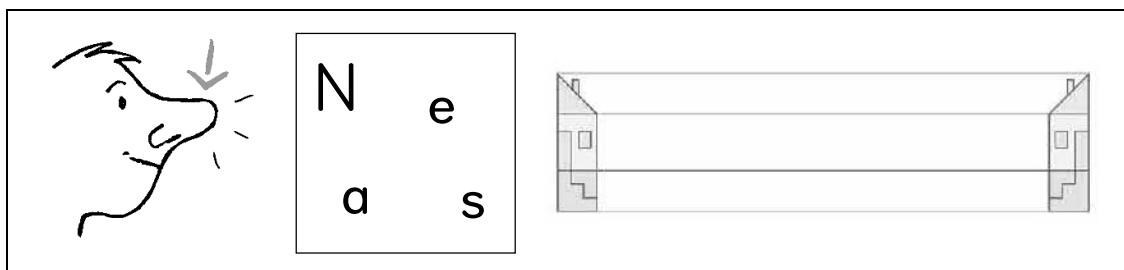
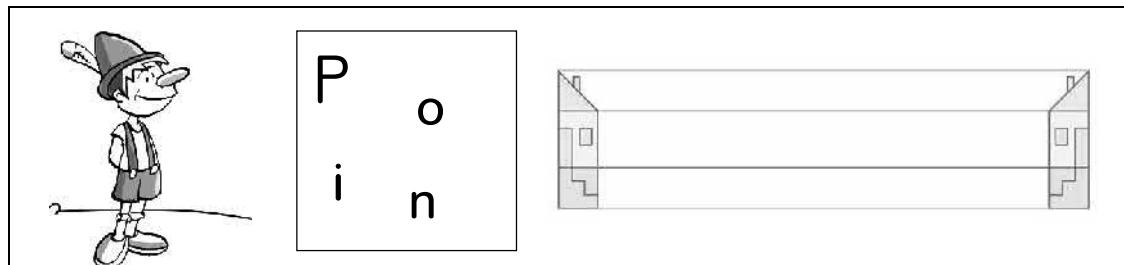


1
2

Nase • Ananas • Pino • Lama •
Melone • Salami



2



Name:

Klasse:

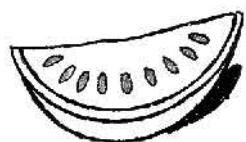
Datum:

N n



1

Melone



M n
e l o e



Ananas



n a
A n a s

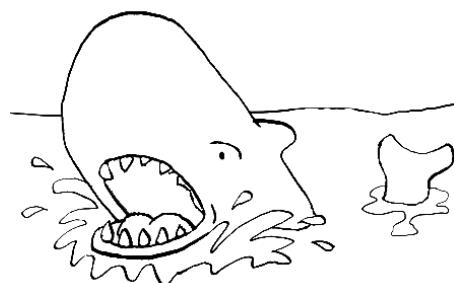


2

Male Pinos Nase.



Male Pino im



Male Pino und

Papa am



Name:

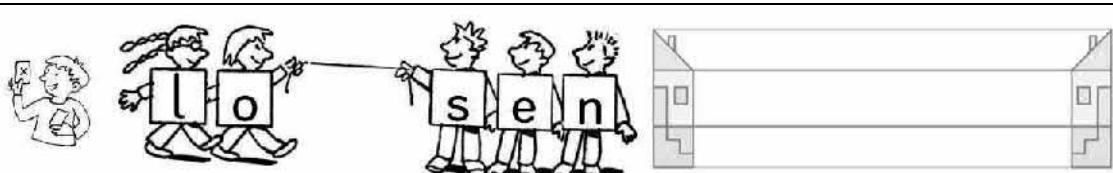
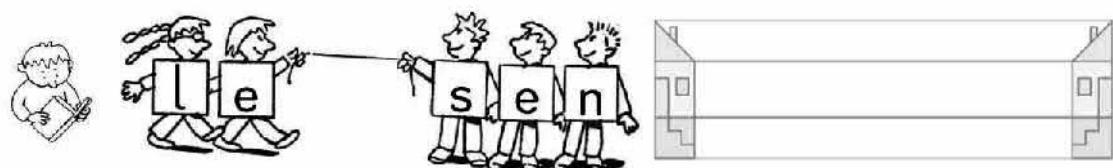
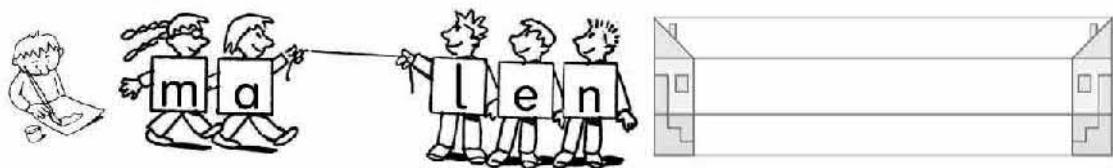
Klasse:

Datum:

-en



1



2



Lola **und** Papa lesen.



Oma **und** Lisa losen.



Ela **und** Mo malen.



Name:

Klasse:

Datum:

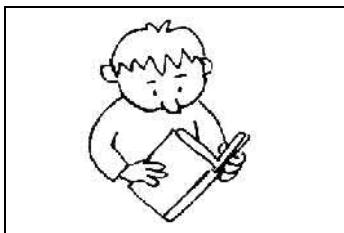
-en



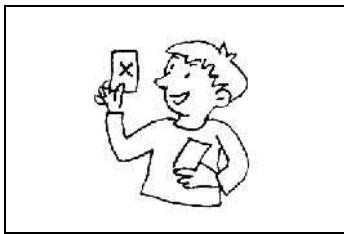
1



ma sen
 len
 nen



le len
 nen
 sen



lo nen
 sen
 len

2

Ela **und** Pepe malen.



Papa **und** Mama
lesen mit Mo.



Momo **und** Li
malen Sami an.



Name:

Klasse:

Datum:

T t



1

	Salat Sa lat		Tomate To ma te
<u>Salat</u>	Salat	Melone	Tomate
Sami	Salami	Tomate	Tomate
Salat	Salat	Momo	Tomate
Sami	Salat	Oma	Tomate
Salat		Melone	

2

	Sa ○	○ lot ○ lat	
--	------	----------------	--

	Na ○	○ to ○ se	
--	------	--------------	--

	Toma ○	○ se ○ te	
--	--------	--------------	--

Name:

Klasse:

Datum:

T t



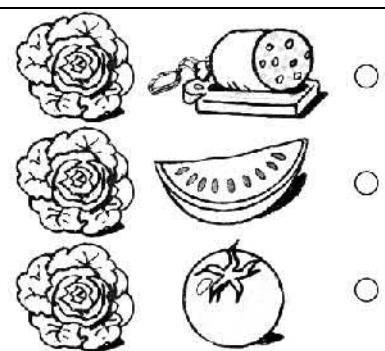
1

A handwriting practice box for the word "Tomate". It features a large tomato illustration on the left and three children holding boxes with the letters T, o, m, a, t, e respectively, spelling out the word. There are four horizontal lines for handwriting practice, flanked by small house illustrations at the ends.

A handwriting practice box for the word "Salat". It features a large rose illustration on the left and three children holding boxes with the letters S, a, l, a, t respectively, spelling out the word. There are four horizontal lines for handwriting practice, flanked by small house illustrations at the ends.

A handwriting practice box for the word "Lampe". It features a lamp illustration on the left and three children holding boxes with the letters L, a, m, p, e respectively, spelling out the word. There are four horizontal lines for handwriting practice, flanked by small house illustrations at the ends.

2



- Salat mit Tomate
- Salat mit Salami
- Salat mit Melone

Name:

Klasse:

Datum:

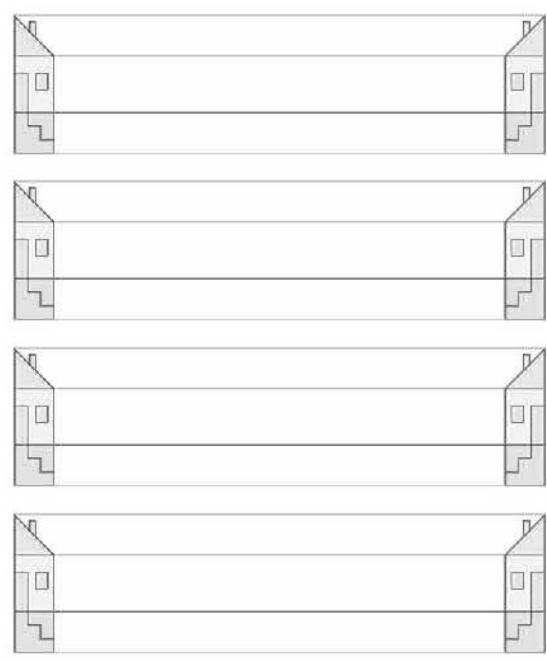
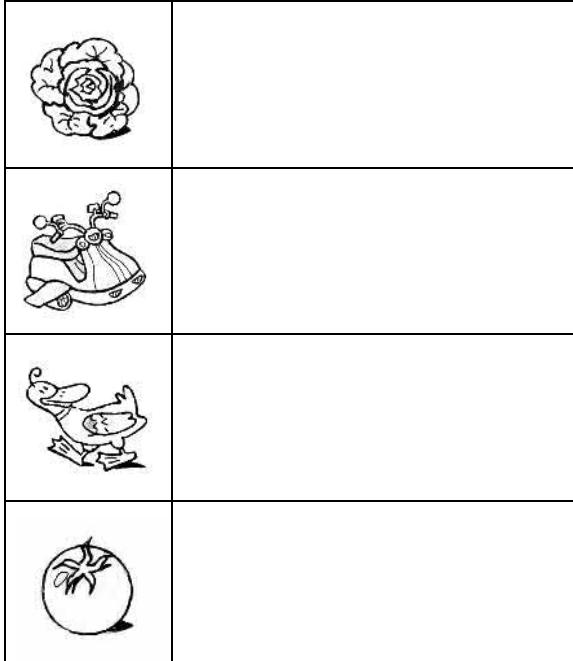
T t



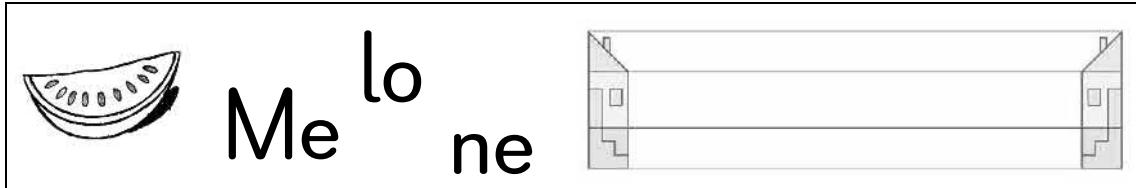
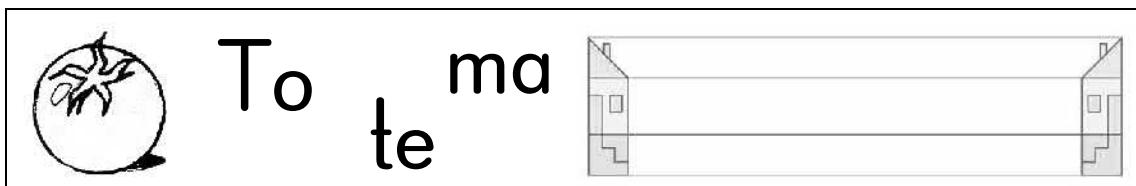
1
 Sc

Sa	to	lat	En	Mo	To
te	ma	te			

2



2



Name:

Klasse:

Datum:

T t



1



Sa la mi

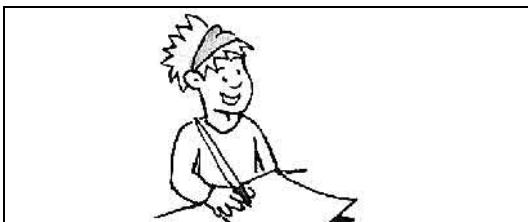


A na nas



2

Lisa malt Salat.



Mo malt Palmen.



Ela malt Melonen.



Sami malt Tomaten.

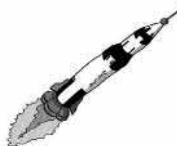


Name:

Klasse:

Datum:

R r



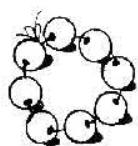
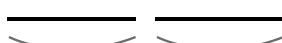
1



P i r a t



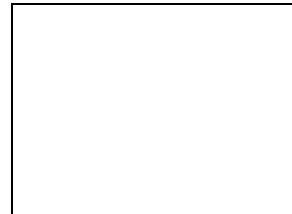
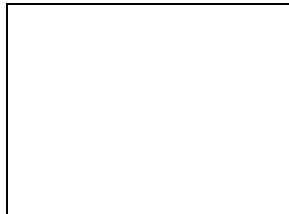
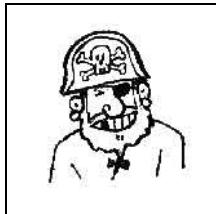
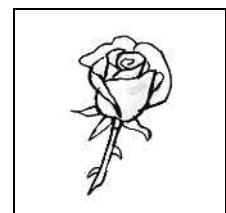
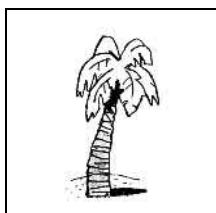
R o s e



P e r l e n



2



Pirat

Rose

Pilot

Palme

Name:

Klasse:

Datum:

R r



1



Lisa mit

- Lama
- Perlen

2



Mo mit

- Limo
- Moto

3



Ela mit

- Hose
- Rose

4

Male Mo mit rosa Rose.

A large, empty rectangular box intended for a child to draw a rose as part of the task.

Name:

Klasse:

Datum:

R r



1



Pirat

Pi rat



— — — —

— — — —



— — — —

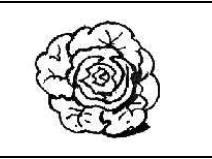
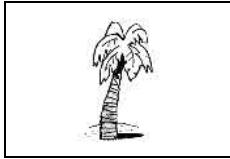
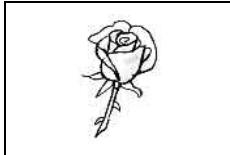
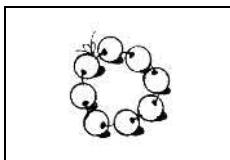
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— — — —

— — — —

2



Rose

Pirat

Perlen

Pilot

Salat

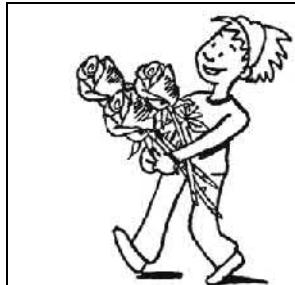
Palme

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:

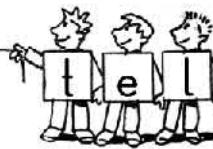
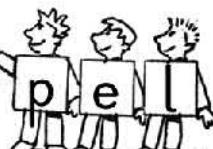
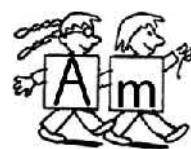
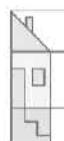
Klasse:

Datum:

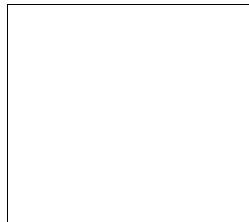
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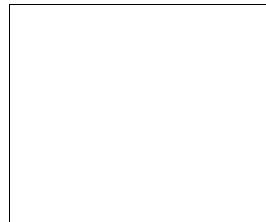
1



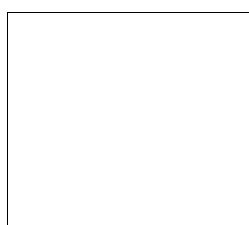
2



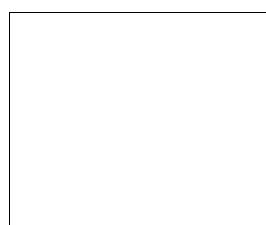
Rosen



Sami mit
Pinsel



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

2
x

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

<p>Sprache</p> <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 • 			
<p>Kognition</p> <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 • • 			
<p>Emotional-soziales Verhalten</p> <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 • • • • •			
Bestimmen der Lautqualität • • • • •			
Lautlokalisation • • • • •			
Graphemkenntnis • Form • Zuordnung Groß- und Kleinbuchstabe • Wiedererkennen von gleichen Formen • Wahrnehmen von Formveränderungen •			
Analysefähigkeit • 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 • horizontal • vertikal einfach • vertikal doppelt •			
Rechts-Links-Orientierung als Leserichtung • • • • •			
Orientierung im einzeligen System • • • •			
Orientierung im Zeilenumbruch • • • •			
Orientierung im Flattersatz • • • •			
Orientierung im Text • • • •			

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 • • • • • • • •			
Situationslesen in der linearen Abfolge der Handlungen • • • • • • •			
Bilderlesen • 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 • silbische Unterteilung • Unterteilung in subsilbische Einheit • phonemische Segmentierung •			
Qualität der Syntheseleistung • Bewusstheit darüber, dass Änderungen von Silben/Buchstaben eine neue Wortbedeutung ergibt • Zusammensetzung bekannter Wörter ohne Vorlage aus Einzelsilben/ Einzelbuchstaben •			
Erfassen unbekannter Wörter mit Silbenkennzeichnung • mit akustischer Hilfe • mit motorischer Hilfe • mit Silbenbögen •			
Analyse-Synthese neuer Wörter • 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• Diphonge• 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 • ist • und			
Wörter mit 2 Silben geübt • • • •			
Wörter mit 2 Silben ungeübt • • • •			
Wörter mit 3 Silben geübt • • • •			
Wörter mit 3 Silben ungeübt • • • •			
Wörter mit mehr als 3 Silben geübt • • • •			
Wörter mit mehr als 3 Silben ungeübt • • • •			

Bestimmungsraster von Lernvoraussetzungen

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

Sinnentnahme beim Lesen			
	Beobachtungen	Fördermaßnahmen	Bemerkungen
Bild einfach • ist • und			
Bild komplex • • • •			
Anlaut – Bild • • • •			
Anfangssilbe – Bild • • • •			
Wort – Bild geübt • • • •			
Wort – Bild ungeübt • • •			
Satz geübt • • •			
Satz ungeübt • • •			