

# NussKrocker 3

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# Nussknacker Sch Lerbuch 3 Schuljahr Ausgabe

**Ortwin Wingert**



## **Nussknacker Sch Lerbuch 3 Schuljahr Ausgabe:**

Der Nussknacker. Schülerbuch 3. Schuljahr. Ausgabe für Bayern ,2015-06      Verzeichnis lieferbarer Bücher ,2002

Handlungsorientiertes Erschließen der Größen Gramm und Kilogramm im dritten Schuljahr G. Stäbe,2014-04-11

Inhaltsangabe Einleitung Als Begründung für die Auswahl des Themas Handlungsorientiertes Erschließen der Größen Gramm und Kilogramm im dritten Schuljahr möchte ich zu allererst die Beobachtung anführen dass sich meine Schüler besonders in Unterrichtsphasen die durch Handlungsorientierung geprägt sind sehr motiviert zeigen und das Unterrichtsgeschehen aktiv mitgestalten Außerdem stelle ich immer wieder ein erhöhtes Maß an Selbstständigkeit fest wenn bei der Gruppenarbeit als eine mögliche Organisationsform der handlungsorientierten Arbeit nach richtigen Antworten bzw nach Lösungen und Lösungswegen gesucht wird Besonders das Nachfragen das Diskutieren das Hinweisen auf Fehler und das Klären von Missverständnissen läuft oft eigenständig und ungezwungen zwischen den Gruppenmitgliedern ab Eindrucksvoll finde ich dieses Verhalten in meiner Klasse bisher vor allem bei den Themen Längen und Geldwerte sowie bei geometrischen Themen beobachten Ich möchte mich im Rahmen dieser Hausarbeit mit einem Thema befassen das sich der Handlungsorientierung als Unterrichtsprinzip annimmt Die vorgesehene Erschließung der Größen Gramm und Kilogramm lässt die Rufe nach einer handlungsorientierten Aufbereitung laut werden Denn Kinder müssen Gewichte aktiv erfahren um eine Größenvorstellung aufbauen zu können bevor sie dann auf der abstrakten symbolischen Ebene mit Gewichtsgroßen rechnen Die Schüler müssen die Begriffe Gramm und Kilogramm mit konkreten Inhalten verbinden können So können sie im Vorfeld zu einer Aufgabe ein Ergebnis grob abschätzen bzw im Nachhinein den Sinn oder Unsinn eines berechneten Ergebnisses besser einschätzen Ich verspreche mir vom ausgewählten Gewichtsgroßenbereich vielfältige Ansatzpunkte für ein handlungsorientiertes Arbeiten Mein Interesse gilt dabei der Leitfrage wie ein handlungsorientiertes Erschließen des oben genannten Größenbereiches im Unterricht verwirklicht werden kann Für die Beantwortung dieser Leitfrage stellt sich mir zunächst die Aufgabe die Legitimation für eine Handlungsorientierung im Unterricht näher zu erläutern und auf das Verhältnis zwischen Handlungsorientierung und Lerneffizienz einzugehen Um die Leitfrage ausreichend beantworten zu können beschreibe ich mich im theoretischen Teil mit grundlegenden Aspekten der Handlungsorientierung und gehe nach dem Versuch einer Begriffsdefinition der Frage nach warum eine

Handlungsorientierung des Unterrichts für Kinder im Grundschulalter wichtig      **Nußknacker. Ausgabe C. 3. Schuljahr.**

**Baden-Württemberg. Schülerbuch.** ,1999-12      **Algebra in der Grundschule** Anna Susanne Steinweg,2013-08-23 Vor allem Muster und Strukturen aber auch die Eigenschaften der Rechenoperationen funktionale Beziehungen als auch Terme und Gleichungen bieten ein überraschend ergiebiges Kaleidoskop an Anknüpfungspunkten algebraisches Denken im ganz alltäglichen Mathematikunterricht von der Jahrgangsstufe 1 an zu ermöglichen und anzustoßen Das vorliegende Buch möchte dazu einladen die Vielfalt algebraischer Aktivitäten zu entdecken und in Dokumenten von Kindern der Grundschule bis zur frühen Sekundarstufe I die in algebraischen Lernumgebungen entstanden sind den Denkwegen und Entwicklungsschritten nachzusp

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*Nussknacker. Beilagen zum Schülerbuch 2 (5er Pack). Ausgabe für Hamburg, Bremen, Hessen, Baden-Württemberg, Berlin,*  
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