



## 2. Schulstufe

*Schritt für Schritt zum Mathe-Profi!*



**Aufbau der natürlichen Zahlen**

**Rechenoperationen**



**Größen**

**Geometrie**



# Mathematik – 2. Schulstufe

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## Übungsbeispiele

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 1:** Setze die Zahlen so ein, dass sich in jeder **waagrechten** und **senkrechten** Reihe die **Summe 20** ergibt!

|   |    |   |
|---|----|---|
| 2 | 5  |   |
|   | 12 |   |
|   |    | 6 |

|   |   |   |
|---|---|---|
|   | 3 |   |
| 4 | 5 |   |
|   |   | 2 |

**Beispiel 2:** Nina hat im Wald **10 Holzstöckchen** gesammelt. Die  **Hälfte** davon zerbricht sie in **zwei Teile**.  
Wie viele Stöckchen hat sie insgesamt?



☐ 10

☐ 15

☐ 20

☐ 25

☐ 30

**Beispiel 3:** Schreibe jeweils **die Zahlen** unter die Angaben!

1Z 4E

28E

7E 2Z

**Beispiel 4:** Ordne folgende Zahlen! Beginne mit der **kleinsten** Zahl!

**21, 8, 12, 19, 27, 11, 5, 29, 17**

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

**Beispiel 5:** Berechne die **gesuchten** Zahlen!

Ich bin um 11 kleiner als 30.

Wenn du zu mir 8 dazugibst, erhältst du die Zahl 25.

Welche Zahl ist um 13 kleiner als 24?

Das Dreifache von 6 ergibt die neue Zahl.

**Beispiel 6:** Wie lautet die **kleinste zweistellige** Zahl? – Kreuze an!

☐ 11

☐ 23

☐ 99

☐ 10

☐ 18



## Übungsbeispiele

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 7:** Welche Zahlen werden **hier** dargestellt?

★ = 5

● = 3

♥ = 2

◆ = 1



**Beispiel 8:** Setze die fehlenden Zahlen der **4er-Reihe** ein!

40, \_\_\_\_, \_\_\_\_, 28, \_\_\_\_, \_\_\_\_, \_\_\_\_, 12, \_\_\_\_, 4

**Beispiel 9:** Eine Zahl passt jeweils **nicht** zu den anderen. **Streiche** sie durch!



**Beispiel 10:** Verbinde jede **Addition** (Plusrechnung) mit der **richtigen Subtraktion** (Minusrechnung)!



$12 + 8$  ☐

$\square - 7$

$6 + 14$  ☐

$\square - 0$

$10 + 13$  ☐

$\square - 10$

$19 + 11$  ☐

$\square - 8$

$7 + 6$  ☐

$\square - 9$

$9 + 12$  ☐

$\square - 6$

$15 + 3$  ☐

$\square - 6$

$15 + 2$  ☐

$\square - 2$



**Beispiel 11:** **Zwei Zahlen** zusammen ergeben immer die **Summe 25**. Male sie mit **derselben Farbe** an!



## Übungsbeispiele

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**Beispiel 7:** Welche Zahlen werden **hier** dargestellt?

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$12 + 8$  □

□  $30 - 7$

$6 + 14$  □

□  $30 - 0$

$10 + 13$  □

□  $28 - 10$

$19 + 11$  □

□  $25 - 8$

$7 + 6$  □

□  $29 - 9$

$9 + 12$  □

□  $27 - 6$

$15 + 3$  □

□  $19 - 6$

$15 + 2$  □

□  $22 - 2$



**Beispiel 11:** **Zwei Zahlen** zusammen ergeben immer die **Summe 25**. Male sie mit **derselben Farbe** an!



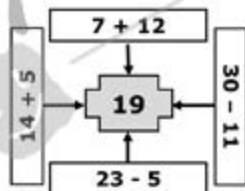
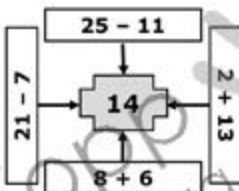
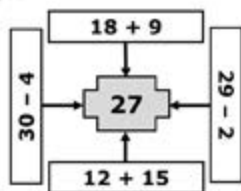
## Übungsbeispiele

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 17:** Zähle **die Würfel** und streiche so viele Würfel wie **angegeben** durch! Setze auch die **fehlenden Zahlen** ein, damit du ein **Ergebnis** bekommst!

|  |                                                 |
|--|-------------------------------------------------|
|  | <input type="text"/> - 8 = <input type="text"/> |
|  | <input type="text"/> - 5 = <input type="text"/> |
|  | <input type="text"/> - 6 = <input type="text"/> |

**Beispiel 18:** Eine Rechnung ist falsch. Kontrolliere und streiche das **falsche Ergebnis** durch!



**Beispiel 19:** Male die Kreise, die du **dazugibst (+)** gelb an! Anschließend löse die Rechnung!

|  |                                                  |
|--|--------------------------------------------------|
|  | <input type="text"/> + 12 = <input type="text"/> |
|  | <input type="text"/> + 7 = <input type="text"/>  |
|  | <input type="text"/> + 14 = <input type="text"/> |

**Beispiel 20:** Sarah ist **acht Jahre** alt. Ihre große Schwester Fiona ist **fünf Jahre** älter. Ihr Bruder Klemens ist **zehn Jahre** alt. Sarahs Mutter ist **37 Jahre** und ihr Vater Valentin **40 Jahre** alt.  
Wie alt sind **alle Kinder** zusammen? – Kreuze an!

☐ 29

☐ 30

☐ 31

☐ 32

☐ 35

**Beispiel 21:** Wie **lauten** die Zahlen?

neunzehn =

zweiunddreißig =

einundvierzig =

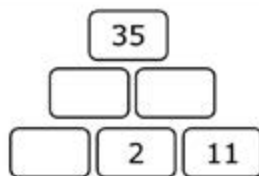
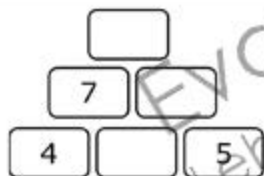
dreiundsechzig =

## Übungsbeispiele

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 22:** Ergänze die **Zahlenmauern**!

**Hinweis:** Jeder Ziegel, der auf zwei anderen Ziegeln steht, enthält die Zahl, die sich aus der **Summe der Ziegel unter ihm** ergibt.



**Beispiel 23:** Jedes **Symbol** steht für **eine Zahl**. Finde die **gesuchten Zahlen**!

|   |   |   |   |    |
|---|---|---|---|----|
| 6 | + |   | = | 25 |
| ✦ | + | ☺ | = | ☁  |
|   | - |   | = | 11 |
| ☁ | - | ☐ | = | ◇  |
|   | + |   | = |    |
| ✦ | + | + | = | ☺  |
|   | - |   | = |    |
| ☐ | - | ◇ | = | ♥  |

- ☁ = \_\_\_\_\_
- ◇ = \_\_\_\_\_
- ☐ = \_\_\_\_\_
- ☐ = \_\_\_\_\_
- ☺ = \_\_\_\_\_
- ☺ = \_\_\_\_\_
- ♥ = \_\_\_\_\_
- ✦ = \_\_\_\_\_



## Übungsbeispiele – Lösung (eventuelle Punkte)

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 1:**

|    |    |    |
|----|----|----|
| 2  | 5  | 13 |
| 7  | 12 | 1  |
| 11 | 3  | 6  |

|    |    |    |
|----|----|----|
| 10 | 3  | 7  |
| 4  | 5  | 11 |
| 6  | 12 | 2  |

(Punkte: 2)

**Beispiel 2: 15**

(Punkte: 1)

**Beispiel 3: 14 – 28 – 27**

(Punkte: 3)

**Beispiel 4: 5 < 8 < 11 < 12 < 17 < 19 < 21 < 27 < 29**

(Punkte: 1)

**Beispiel 5: 19 – 17 – 11 – 18**

(Punkte: 4)

**Beispiel 6: 10**

(Punkte: 1)

**Beispiel 7: 21 – 15 – 25**

(Punkte: 3)

**Beispiel 8: 40 – 36 – 32 – 28 – 24 – 20 – 16 – 12 – 8 – 4**

(Punkte: 1)

**Beispiel 9:** Beispiel 1: 17 (ungerade Zahl)  
Beispiel 2: 15 (ist nicht durch 6 teilbar)  
Beispiel 3: 18 (ist nicht durch 5 teilbar)

(Punkte: 3)

**Beispiel 10:**

12 + 8 ☒ 30 – 7

10 + 13 ☒ 28 – 10

7 + 6 ☒ 29 – 9

15 + 3 ☒ 19 – 6

6 + 14 ☒ 30 – 0

19 + 11 ☒ 25 – 8

9 + 12 ☒ 27 – 6

15 + 2 ☒ 22 – 2

(Punkte: 8)

**Beispiel 11:**



(Punkte: 5)

**Beispiel 12:**

|   |   |    |    |    |    |    |
|---|---|----|----|----|----|----|
| 2 | 7 | 12 | 17 | 22 | 27 | 32 |
|---|---|----|----|----|----|----|

(Punkte: 1)

**Beispiel 13:**



(Punkte: 4)

# Übungsbeispiele – Lösung (eventuelle Punkte)

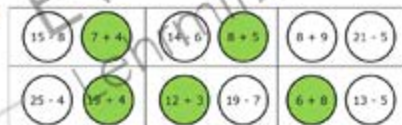
**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 14:**



(Punkte: 5)

**Beispiel 15:**



(Punkte: 6)

**Beispiel 16: 18 und 20**

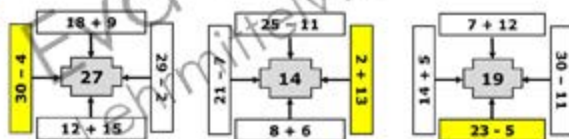
(Punkte: 1)

**Beispiel 17:**



(Punkte: 3)

**Beispiel 18:**



(Punkte: 2)

**Beispiel 19:**



(Punkte: 3)

**Beispiel 20: 31**

(Punkte: 1)

**Beispiel 21: 19 - 32 - 41 - 63**

(Punkte: 4)

**Beispiel 22:**



(Punkte: 3)

## Übungsbeispiele – Lösung (eventuelle Punkte)

**IK 1: Aufbau der natürlichen Zahlen** – Entwicklung grundlegender mathematischer Fähigkeiten, Entwickeln des Zahlenbegriffs (23 Beispiele)

**Beispiel 23:**

|    |   |    |   |    |
|----|---|----|---|----|
| 6  | + | 19 | = | 25 |
| ★  | + | 😊  | = | ☁  |
| 25 | - | 14 | = | 11 |
| ☁  | - | □  | = | ◇  |
| 6  | + | 13 | = | 19 |
| ★  | + | +  | = | 😊  |
| 14 | - | 11 | = | 3  |
| □  | - | ◇  | = | ♥  |

☁ = 25

◇ = 11

+

□ = 14

😊 = 19

♥ = 3

★ = 6

(Punkte: 4)

**Gesamtpunkteanzahl: 70 Punkte**

Zum Eintragen in die **Protokollblätter**

100 – 90 %    70 – 63 Punkte

89 – 80 %    62 – 56 Punkte

79 – 50%    55 – 35 Punkte

49 – 0%    34 – 0 Punkte

**Erreichte Punkteanzahl:** \_\_\_\_\_



# Lernzielkontrolle - LZK 1

## IK 1: Arbeiten mit Zahlen – Ausbauen des Zahlenraumes bis 100

Darstellen und Durchgliedern, Entwickeln von Zahlenvorstellungen, Veranschaulichen von Zahlen, Orientieren im jeweiligen Zahlenraum, Dekadischer Aufbau, Lesen und Schreiben von Ziffern und Zahlen, Operatives Durchforschen von Zahlen (15 Beispiele)

Name:

Klasse:

**Beispiel 1:** In welchen Zahlen hat die **Ziffer 9** den **Wert 90**?

Kreuze die richtigen Lösungen an!

☐ 79

☐ 98

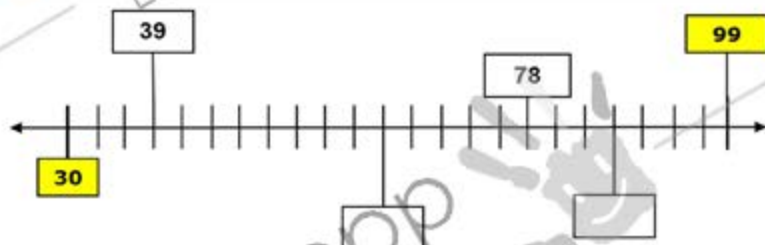
☐ 19

☐ 89

☐ 49

☐ 91

**Beispiel 2:** Trage am **Zahlenstrahl** die fehlenden Zahlen ein!



**Beispiel 3:** Welche Zahl wurde hier **zweimal** dargestellt? – Kreuze die Zahlen mit **demselben Wert** an!



sechszwanzig

46E



6Z 4E

☐
☐
☐
☐
☐

**Beispiel 4:** Herr Meier stellt den Kindern ein Rätsel.

„Wenn du zu meiner gesuchten Zahl **25 addierst** und anschließend **40 subtrahierst**, erhältst du **10**.“

Die **Lieblingszahl** von Herrn Meier lautet ...

☐ 20

☐ 25

☐ 30

☐ 15

☐ 10

☐ 35

**Beispiel 5:** Kreuze bei jedem Beispiel **die größte Zahl** an!

57 71 17 46 64 82 75 28 2 63 15 74 51 80 36 47 8

☐

☐

☐

☐

☐

☐

☐

☐



☐

☐

☐

☐

☐

☐

☐

☐



## Lernzielkontrolle – LZK 1

### IK 1: Arbeiten mit Zahlen – Ausbauen des Zahlenraumes bis 100

Darstellen und Durchgliedern, Entwickeln von Zahlenvorstellungen, Veranschaulichen von Zahlen, Orientieren im jeweiligen Zahlenraum, Dekadischer Aufbau, Lesen und Schreiben von Ziffern und Zahlen, Operatives Durchforschen von Zahlen (15 Beispiele)

Name:

Klasse:

**Beispiel 6:** Kreuze die richtigen Zahlen an!

**52 7E** und **12 9E**

☐ 57

☐ 75

☐ 91

☐ 83

☐ 19

☐ 99

**Beispiel 7:** In der 4b-Klasse befinden sich **23 Kinder**. Alle betreiben eine Sportart (Siehe Tabelle!). Kreuze nun nach Betrachtung des Bildes die **richtigen Antworten** an!

|           |                                                                                   |                                                                                   |                                                                                   |                                                                                   |
|-----------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|           |  |  |  |  |
| 4b-Klasse |                                                                                   |                                                                                   |                                                                                   |                                                                                   |

- ☐ Die meisten Kinder spielen Fußball.
- ☐ Drei Kinder der Klasse haben Basketball als Hobby.
- ☐ 12 Kinder spielen Tischtennis und Tennis.
- ☐ Basketball und Fußball spielen 15 Kinder.
- ☐ Insgesamt betreiben 24 Kinder der 4b-Klasse eine Sportart.

**Beispiel 8:** Welche Zahl liegt in der Mitte von **50** und **10**?

☐ 25

☐ 35

☐ 15

☐ 40

☐ 30

**Beispiel 9:** Löse folgende Gleichungen!

$$70 - 7 = 9 \cdot \square$$



$$21 + 14 = 7 \cdot \square$$

**Beispiel 10:** Ergänze die Stellenwerttafeln!

dreißundfünfzig

|   |   |   |
|---|---|---|
| H | Z | E |
|   |   |   |

einundneunzig

|   |   |   |
|---|---|---|
| H | Z | E |
|   |   |   |

## Lernzielkontrolle - LZK 1

### IK 1: Arbeiten mit Zahlen – Ausbauen des Zahlenraumes bis 100

Darstellen und Durchgliedern, Entwickeln von Zahlenvorstellungen, Veranschaulichen von Zahlen, Orientieren im jeweiligen Zahlenraum, Dekadischer Aufbau, Lesen und Schreiben von Ziffern und Zahlen, Operatives Durchforschen von Zahlen (15 Beispiele)

Name:

Klasse:

**Beispiel 11:** In dieser **Stellentafel** ist eine Zahl durch **Dreiecke** dargestellt. Was passiert, wenn **vier Dreiecke** von der **Einerstelle** an die **Zehnerstelle** verschoben werden? – Kreuze die **richtige** Antwort an!

| Z  | E      |
|----|--------|
| ▲▲ | ▲▲▲▲▲▲ |

- ☐ Die neue Zahl wird kleiner.  
☐ Das Ergebnis bleibt gleich.  
☐ Nach der Verschiebung lautet die neue Zahl 61.

**Beispiel 12:** Ordne die **Zahlen** den entsprechenden Texten zu!  
**70 – 33 – 96**

Die Einer- und Zehnerstelle haben die gleiche Ziffer.

Ich bin die größte Zahl.

Meine Zahl hat an der Zehnerstelle die Ziffer 0.

**Beispiel 13:** Bei welchem **Zahlenstrahl** ist die **Zahl 22** richtig eingezeichnet? Kreuze die **richtige** Lösung an!



**Beispiel 14:** Welche **Zehnerzahl** liegt **62** am nächsten? – Kreuze an!

☐ 50

☐ 70

☐ 40

☐ 60

☐ 90

## Lernzielkontrolle – LZK 1

### IK 1: Arbeiten mit Zahlen – Ausbauen des Zahlenraumes bis 100

Darstellen und Durchgliedern, Entwickeln von Zahlenvorstellungen, Veranschaulichen von Zahlen, Orientieren im jeweiligen Zahlenraum, Dekadischer Aufbau, Lesen und Schreiben von Ziffern und Zahlen, Operatives Durchforschen von Zahlen (15 Beispiele)

Name: \_\_\_\_\_

Klasse: \_\_\_\_\_

**Beispiel 15:** Trage die **fehlenden Zahlen** in die Ausschnitte der **Hundertertafel** ein!

|  |    |  |  |  |
|--|----|--|--|--|
|  |    |  |  |  |
|  |    |  |  |  |
|  | 47 |  |  |  |
|  |    |  |  |  |



|  |  |  |    |  |
|--|--|--|----|--|
|  |  |  |    |  |
|  |  |  |    |  |
|  |  |  | 95 |  |
|  |  |  |    |  |

### Gesamtpunkteanzahl: 25 Punkte

Zum Eintragen in die **Protokollblätter**

|            |                |
|------------|----------------|
| 100 – 90 % | 25 – 23 Punkte |
| 89 – 80 %  | 22 – 20 Punkte |
| 79 – 50 %  | 19 – 13 Punkte |
| 49 – 0 %   | 12 – 0 Punkte  |

Erreichte Punkteanzahl: \_\_\_\_\_



# Lernzielkontrolle – LZK 1

## (Lösung)

### IK 1: Arbeiten mit Zahlen – Ausbauen des Zahlenraumes bis 100 – Teil 2

Darstellen und Durchgliedern, Entwickeln von Zahlenvorstellungen, Veranschaulichen von Zahlen, Orientieren im jeweiligen Zahlenraum, Dekadischer Aufbau, Lesen und Schreiben von Ziffern und Zahlen, Operatives Durchforschen von Zahlen (15 Beispiele)

**Beispiel 1: 98 und 91**

(Punkte: 2)

**Beispiel 2: 63 und 87**

(Punkte: 2)

**Beispiel 3: Kreuz beim 1. und 5. Bild**

(Punkte: 1)

**Beispiel 4: 25**

(Punkte: 1)

**Beispiel 5: 82 und 80**

(Punkte: 2)

**Beispiel 6: 57 und 19**

(Punkte: 2)

**Beispiel 7: Drei Kinder der Klasse haben Basketball als Hobby. 12 Kinder spielen Tischtennis und Tennis.**

(Punkte: 2)

**Beispiel 8: 30**

(Punkte: 1)

**Beispiel 9:**

$$70 - 7 = 9 \cdot 7$$



$$21 + 14 = 7 \cdot 5$$

(Punkte: 2)

**Beispiel 10:** dreifundfünfzig

| H | Z | E |
|---|---|---|
|   | 5 | 3 |

einundneunzig

| H | Z | E |
|---|---|---|
|   | 9 | 1 |

(Punkte: 2)

**Beispiel 11: Nach der Verschiebung lautet die neue Zahl 61.**

(Punkte: 1)

**Beispiel 12: 33 – 96 – 70**

(Punkte: 3)

**Beispiel 13: Kreuz beim 2. Bild.**

(Punkte: 1)

**Beispiel 14: 60**

(Punkte: 1)

**Beispiel 15:**

|    |    |    |    |    |
|----|----|----|----|----|
| 26 | 27 | 28 |    |    |
|    | 37 | 38 | 39 | 40 |
| 46 | 47 | 48 |    |    |
|    | 57 | 58 |    |    |



|    |    |    |    |    |
|----|----|----|----|----|
| 72 | 73 |    |    | 77 |
|    | 83 |    | 85 | 86 |
| 92 |    | 94 | 95 | 97 |

(Punkte: 2)



**Gesamtpunkteanzahl: 25 Punkte**

|                   |                       |
|-------------------|-----------------------|
| <b>100 – 90 %</b> | <b>25 – 23 Punkte</b> |
| <b>89 – 80 %</b>  | <b>22 – 20 Punkte</b> |
| <b>79 – 50%</b>   | <b>19 – 13 Punkte</b> |
| <b>49 – 0%</b>    | <b>12 – 0 Punkte</b>  |

# iKM<sup>plus</sup> - Testung 1

## IK 1: Arbeiten mit Zahlen (10 Beispiele)

Name:

Klasse:

**Beispiel 1:** Hier wurde **eine Zahl** in Form von **Stäbchen** dargestellt (Siehe Grafik!). Wie lautet die neue Zahl, wenn du **drei Stäbchen** von der **Zehnerstelle** zur **Einerstelle** verschiebst? Kreuze an!

| Z                                                                                 | E                                                                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |

☐ 15

☐ 20

☐ 25

☐ 30

☐ 40

**Beispiel 2:** Nur **eine Aussage** ist richtig. Kreuze sie an!

- ☐ Die größte zweistellige Zahl ist 99.  
☐ 21 ist eine gerade Zahl.  
☐ 11 ist die kleinste zweistellige Zahl.  
☐ 67 ist eine gerade Zahl.

**Beispiel 3:** Setze bei **diesem Term** das Zeichen  $<$ ,  $>$  oder  $=$  ein!

$$45 + 9 \quad \square \quad 70 - 15$$



**Beispiel 4:** Um **welche Zahl** handelt es sich hier? – **3Z 9E**

☐ 93

☐ 29

☐ 9

☐ 39

☐ 30

**Beispiel 5:** Berechne folgende Zahl! - Wenn du zu meiner Zahl **20** dazuzählst und danach **50** abziehst, erhältst du **30**. Die Zahl lautet ...

☐ 45

☐ 50

☐ 40

☐ 55

☐ 60

**Beispiel 6:** Trage am **Zahlenstrahl** die fehlende Zahl ein!



**Beispiel 7:** Setze das **Zahlenmuster** fort!

8

14

20

# iKM<sup>plus</sup> – Testung 1

## IK 1: Arbeiten mit Zahlen (10 Beispiele)

Name:

Klasse:

**Beispiel 8:** Welche Zahl wurde **zweimal** dargestellt? Kreuze die Zahlen mit dem gleichen Wert an!

|                                                                                  |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                             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## **iKM<sup>plus</sup> - Testung 1**

(Lösung – jedes Beispiel = 1 Punkt)

### **IK 1: Arbeiten mit Zahlen** (10 Beispiele)

Beispiel 1: 20

Beispiel 2: Die größte zweistellige Zahl lautet 99.

Beispiel 3:  $45 + 9 < 70 - 15$

Beispiel 4: 39

Beispiel 5: 60

Beispiel 6: 45

Beispiel 7:  $8 - 14 - 20 - 26 - 32 - 38 - 44$

Beispiel 8: Kreuz beim 2. und 5. Bild (vierundfünfzig = 5Z 4E)

Beispiel 9: 60

Beispiel 10: 30

### **Gesamtpunkteanzahl: 10 Punkte**

Zum Eintragen in die **Protokollblätter**

|            |               |
|------------|---------------|
| 100 – 90 % | 10 – 9 Punkte |
| 89 – 80 %  | 8 Punkte      |
| 79 – 50 %  | 7 – 5 Punkte  |
| 49 – 0 %   | 4 – 0 Punkte  |