# Lernkontrolle 2 / 4. Schuljahr / Aufgabenangebot

# Thema: Orientierung im Millionraum, Sachsituationen

# Kontrollaufgaben ZB 4: S. 22 - 37

# UNBEDINGT AUFGABENAUSWAHL TREFFEN

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| **1.** | **Arithmetik: Ordnen** | **S. 22 / 23** | **M/D** |

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| Ordne die folgenden Zahlen nach ihrer Grösse. Beginne mit der kleinsten Zahl. | | | | |
| 227 450 | 224 750 | 272 450 | 224 770 | 227 405 |
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| **2.** | **Arithmetik: Ordnen** | **S. 22 / 23** | **M/D** |

Runde die folgenden Zahlen auf den nächstliegenden Tausender

2‘568 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 65 218 \_\_\_\_\_\_\_\_\_\_\_\_\_

123‘546 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 265‘514 \_\_\_\_\_\_\_\_\_\_\_\_\_

891‘098 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 899‘ 654 \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **3.** | **Arithmetik: Ergänzen auf 1 Million** | **S. 24 / 25** | **O/B** |

Ergänze auf 1 Million.

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| 130 000 | + | \_\_\_\_\_\_\_\_ |  | 824 000 | + | \_\_\_\_\_\_\_\_ |
| 250 000 | + | \_\_\_\_\_\_\_\_ | 834 000 | + | \_\_\_\_\_\_\_\_ |
| 370 000 | + | \_\_\_\_\_\_\_\_ | 844 000 | + | \_\_\_\_\_\_\_\_ |
| 490 000 | + | \_\_\_\_\_\_\_\_ | 854 000 | + | \_\_\_\_\_\_\_\_ |
| 610 000 | + | \_\_\_\_\_\_\_\_ | 864 000 | + | \_\_\_\_\_\_\_\_ |

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| **4.** | **Arithmetik: Tausender und Million** | **S. 24 / 25** | **O/B** |

Zähle in Schritten

Von 147'000 in 100er Schritten auf 148’000

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Von 259’950 in 5er Schritten auf 260’000

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| **5.** | **Arithmetik: Tausender und Million** | **S. 24 / 25** | **O/B** |

Du hast 100'000 Franken in gleichen Banknoten vor dir liegen.

Wie viele 100 Franken Noten? \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Wie viele 50 Franken Noten? \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Wie viele 20 Franken Noten? \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Wie viele 10 Franken Noten? \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **6.** | **Arithmetik: Ergänzen auf 1 Million** | **S. 24 / 25** | **O/B** |

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| 110 350 | + | \_\_\_\_\_\_\_\_ |  | 1 000 000 | = | 4 mal \_\_\_\_\_\_\_\_ |
| 230 450 | + | \_\_\_\_\_\_\_\_ | 1 000 000 | = | 8 mal \_\_\_\_\_\_\_\_ |
| 350 550 | + | \_\_\_\_\_\_\_\_ | 1 000 000 | = | 16 mal \_\_\_\_\_\_\_\_ |
| 470 650 | + | \_\_\_\_\_\_\_\_ | 1 000 000 | = | 10 000 mal \_\_\_\_\_\_\_\_ |
| 590 750 | + | \_\_\_\_\_\_\_\_ | 1 000 000 | = | 100 000 mal \_\_\_\_\_\_\_\_ |

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| **7.** | **Arithmetik: Stufenzahlen teilen** | **S. 25** | **O/B** |

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| 1 000 | = | 2 mal \_\_\_\_\_\_\_\_ |  | 1 000 000 | = | 2 mal \_\_\_\_\_\_\_\_ |
| 1 000 | = | 5 mal \_\_\_\_\_\_\_\_ | 1 000 000 | = | 5 mal \_\_\_\_\_\_\_\_ |
| 1 000 | = | 10 mal \_\_\_\_\_\_\_\_ | 1 000 000 | = | 10 mal \_\_\_\_\_\_\_\_ |
| 1 000 | = | 100 mal \_\_\_\_\_\_\_\_ | 1 000 000 | = | 100 mal \_\_\_\_\_\_\_\_ |

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| **8.** | **Arithmetik: Stellentafel** | **S. 28** | **M/D** |

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| **9.** | **Arithmetik: Stellentafel** | **S. 28** | **E/A** |

Philippe legt die Zahl 123‘025. Andy verschiebt ein Plättchen. Welche Zahlen können es jetzt sein?

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Wie viele Möglichkeiten gibt es? Kannst du deine Erkenntnisse begründen?

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| **10.** | **Arithmetik: Stellentafel** | **S. 28** | **E/A** |

Inka legt die Zahl 347‘721. Corinne nimmt ein Plättchen weg. Welche Zahlen können es jetzt sein?

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Wie viele Möglichkeiten gibt es? Kannst du deine Erkenntnisse begründen?

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| **11.** | **Arithmetik: Stellentafel** | **S. 28** | **M/D** |

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| Schreibe Zahlen auf, die du mit 3 Plättchen legen kannst. | |
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| Lege mit 3 Plättchen eine Zahl, die möglichst nahe bei 200 000 liegt.  Welche Zahl ist es? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| **12.** | **Geometrie: Spiegelbild** | **S. 34 / 35** | **M/D** |

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| Zeichne die Spiegelbilder. | | | | | | | | | | | | | | | | | |
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| **13.** | **Sachrechnen: Rechengeschichte** | **S. 36/37** | **M/D** |

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| images | Frau Zimmermann unternimmt eine Wanderung. Sie steigt in Grindelwald aus dem Zug und blickt auf die Uhr.  Um 10:56 Uhr fährt die Gondelbahn zur First ab.  Es bleiben ihr noch \_\_\_\_ min bis zur Abfahrt. |
|  | Die Gondel erreicht die Bergstation um 11.24 Uhr.  Die Fahrt dauert \_\_\_\_ min. |
| Um 11:35 Uhr begibt sich Frau Zimmermann auf die Wanderung zum Schwarzhorn. Um 17:25 Uhr ist Frau Zimmermann wieder zurück.  Die Wanderung dauert \_\_\_\_\_ h \_\_\_\_\_ min. |

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| **14.** | **Sachrechnen: Sachsituation** | **S. 36 / 37** | **M/D** |

Ein Jogger legt in einer Stunde etwa 12 Kilometer zurück. Legt er in einer Minute mehr als 150 Meter zurück? Begründe deine Berechnungen.

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| **15.** | **Sachrechnen: Sachsituation** | **S. 36 / 37** | **M/D** |

Ein Auto fährt in einer Stunde 60 Kilometer. Wie lange braucht es durchschnittlich für 2500 Meter?

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| **16.** | **Sachrechnen: Sachsituation** | **S. 36 / 37** | **M/D** |

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| preview-rt-4-1  **Chamanna**  **Cluazza**  **1882 m**  Murter  Vallun Chafuol  Punt la Drossa  2 h  3 ¾ h  5 ½ h  S-chanf  Piz Quattervals  3 ½ h 7 ½ h  5 h  5 ½ h  Zernez  2 ½ h  Edelweiss | 1. Ueli und Sandra starten bei diesem Wegweiser um  8:35 Uhr. Wann werden sie voraussichtlich den Piz Quattervals erreichen?   Schreibe deine Überlegungen auf.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Luc, Mätthi und Gian kommen um 17:05 Uhr in Vallun  Chafoul an. Wann sind sie bei diesem Wanderschild vorbeigekommen?   Schreibe deine Überlegungen auf.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. Wenn Elias und Julien um 9:15 Uhr in S- chanf starten, wann sind sie in Zernez?   
   Schreibe deine Überlegungen auf.