



Arbeitsform:
Du kannst diese Aufgabe alleine oder mit einer anderen Person machen. Beachte dabei die Anweisungen deines*deiner Lehrer*in.

E(I)XPERIMENT

Aufgabe

Entwirf ein Experiment mit Eiern.

Du kannst ein bestimmtes Thema untersuchen oder ein echtes Experiment durchführen. Du kannst eine der Ideen unten wählen oder selbst ein Thema suchen, das dich interessiert. Es sollte ein Thema sein, das sich visuell darstellen lässt.

Zum Schluss sollst du dein Experiment oder deine Studie nämlich deinen Mitschüler*innen und Lehrkräften präsentieren (live oder auf Video) und zwar auf Deutsch!

Wichtig: Achte darauf, dass dein Experiment ohne Gefahr zu Hause oder im Klassenzimmer durchgeführt werden kann.

Ideen für Experimente

1 EIWEISS IN MILCH

<https://www.fraunhofer.de/content/dam/zv/de/jobs-karriere/forscher-kids/Arbeitsmaterialien-Modul-1-Milch.pdf>



2 EIER-EXPERIMENT

<https://www.wissen.de/experiment-rund-ums-ei>



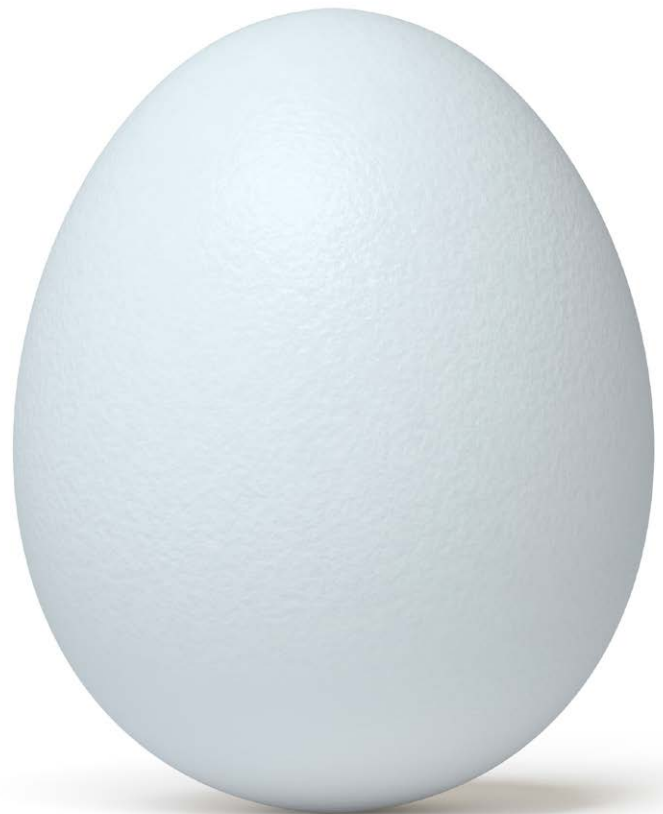
3 WIE ALT IST DAS EI?

<https://www.haus-der-kleinen-forscher.de/de/praxisanregungen/experimente-fuer-kinder/exp/wie-alt-ist-das-ei>



4 DAS GUMMI-EI

https://www.vci-nord.de/fileadmin/vci-nord/Bilder/bildung/Versuchsanleitung_Experiment_1_Das_Gummi-Ei.pdf



Vielleicht hast du selbst eine Idee, was du in einem Experiment untersuchen möchtest? Besprich deine Idee erst mit deinem*deiner Lehrer*in, bevor du sie **ausführst**.



TIERISCH LECKER?

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Versuchsprotokoll

Fülle dieses Dokument aus und reiche es zusammen mit der visuellen Projektdokumentation ein.
(Fill out this document and hand it in to accompany your experiment and visuals.)

Meine Versuchsfrage (Wenn ..., dann ..., weil):

Benötigte Materialien/Instrumente/Geräte:

Beschreibung der Durchführung

Ergebnisse der Beobachtung

Allgemeines Ergebnis und Erklärung



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E(I)XPERIMENT

BEURTEILUNGSRUBRIK FÜR DEIN E(I)XPERIMENT

CRITERIA	4 (EXCELLENT)	3 (GOOD)	2 (ACCEPTABLE)	1 (POOR)
TASK Accomplishment of the given task	Student has accomplished all parts of this task completely and correctly.	Student has accomplished most parts of this task completely and mostly correctly.	Student has accomplished some parts of this task completely and to some degree correctly.	Student has accomplished few parts of this task completely and to a small degree correctly.
CONTENT Depth of content, relevance of information, and use of sources and citations (if applicable)	Student shows a profound understanding of the content of the task and has chosen relevant information in a well-structured way. Uses diverse and relevant sources. Citations are completely accurate (if applicable).	Student shows understanding of the content of the task and has chosen mostly relevant information in a mostly structured way. Uses some sources of relevance. Citations are accurate (if applicable).	Student shows some understanding of the content of the task and has chosen some relevant information which is sometimes presented in a structured way. Uses few sources of relevance. Citations lack accuracy (if applicable).	Student shows little understanding of the content of the task and has chosen little relevant information in a mostly unstructured way. Does not use sources of relevance. Citations are missing or inaccurate (if applicable).
LANGUAGE Correctness & Vocabulary	Student uses language correctly, including grammar, spelling, and incorporates a wide variety of new vocabulary.	Student usually uses language correctly, including grammar, spelling, and incorporates some new vocabulary.	Student has multiple problems with language usage and/or uses little new vocabulary.	Student makes many errors in language usage which impede understanding. Does not incorporate new vocabulary.
IDEA AND FORM Originality, creativity, use of media and visuals (if applicable)	Student has chosen a creative and original approach. Has a well thought out visual presentation that shows much effort, creativity and attention to detail (if applicable). Uses appropriate media and/or materials (if applicable).	Student has to some extent chosen a creative and original approach. Has a thought-out visual presentation that shows effort, creativity and attention to detail (if applicable). Uses mostly appropriate media and/or materials (if applicable).	Student has to little extent chosen a creative and original approach. Has a partially thought out visual presentation that shows minimal effort, creativity and attention to detail (if applicable). Has thought little about the use of appropriate media and/or materials (if applicable).	Student has not chosen a creative and original approach. Does not have a well thought out visual presentation that shows effort, creativity, attention to detail (if applicable). Has not thought about the use of appropriate media and/or materials (if applicable).
PRESENTATION (only for speaking tasks)	Student speaks smoothly, clearly and without hesitation. For classroom presentation: Has acceptable volume and consistent eye contact. Engages audience.	Student speaks relatively smoothly, clearly and with little hesitation. For classroom presentation: Has acceptable volume and some eye contact. Somewhat engages audience.	Student has some pauses. Occasionally looks at notes/slides, etc. For classroom presentation: Volume is inconsistent. Eye contact is inconsistent. Partially engages audience.	Student hesitates frequently and speech is very choppy. Reads from notes/slides, etc. For classroom presentation: Volume inappropriate. Eye contact lacking. Audience not engaged.