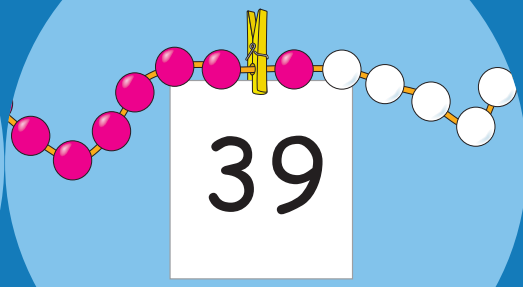
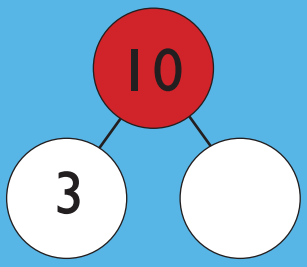
Sproti 2a

NEMENDABÓK





26 – 8 =

EFNISYFIRLIT

1 Tölurnar 0–20 2

2 Samlagning og frádráttur
og tölum upp í 20 30

3 Tölfræði 54

4 Lengdarmælingar 66

5 Tölur upp í 100 78

6 Samlagning og frádráttur 102

7 Tími 116

Bjørnar Alseth • Ann-Christin Arnås • Henrik Kirkegaard • Mona Røsseland

Sproti

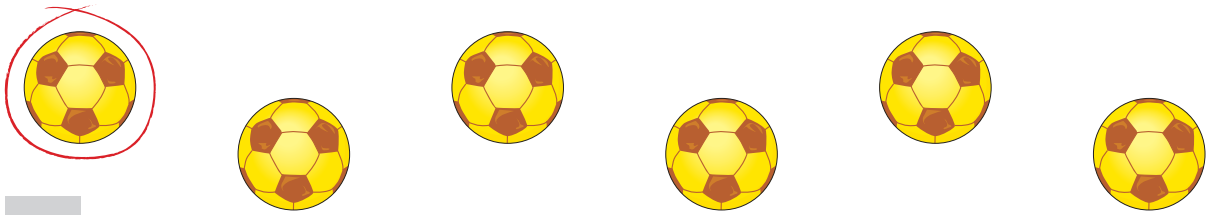
2a

NEMENDABÓK

NÁMSGAGNASTOFNUN

I Tölurnar 0–20

[·] Dragðu hring um réttan fjölda.



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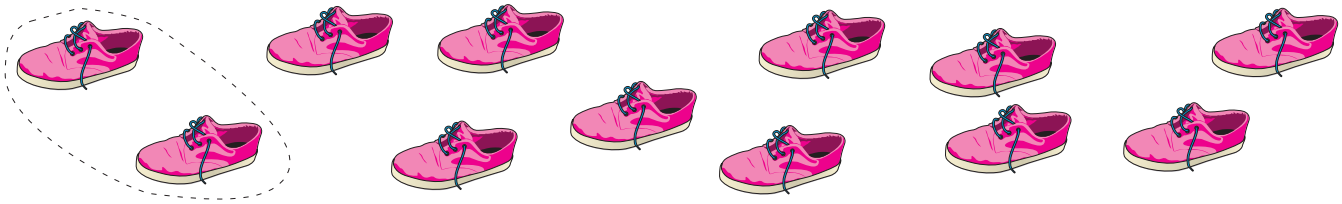

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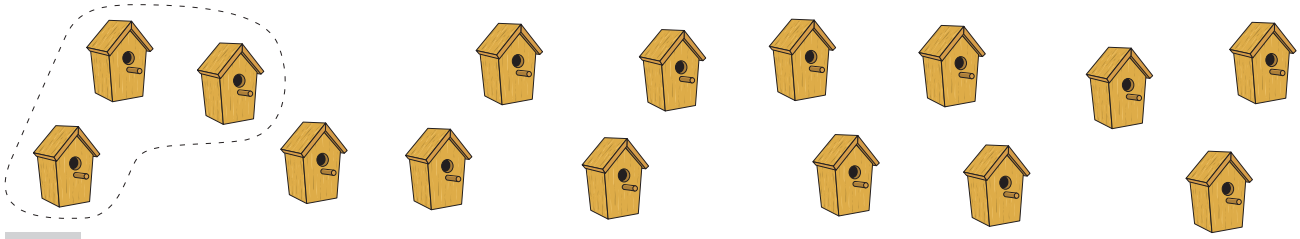

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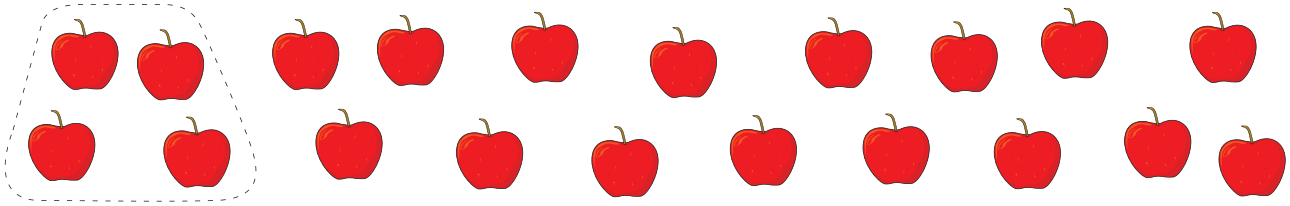

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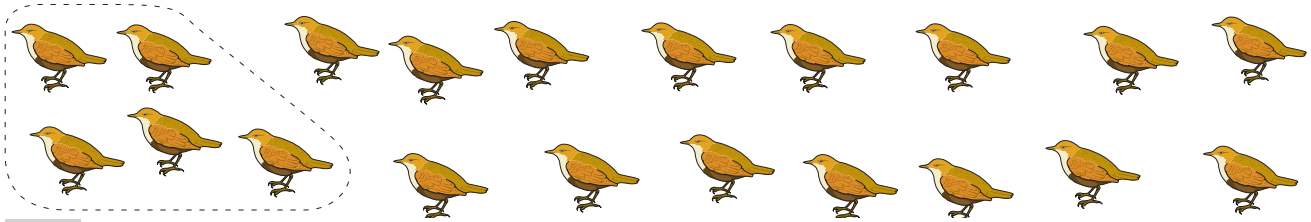

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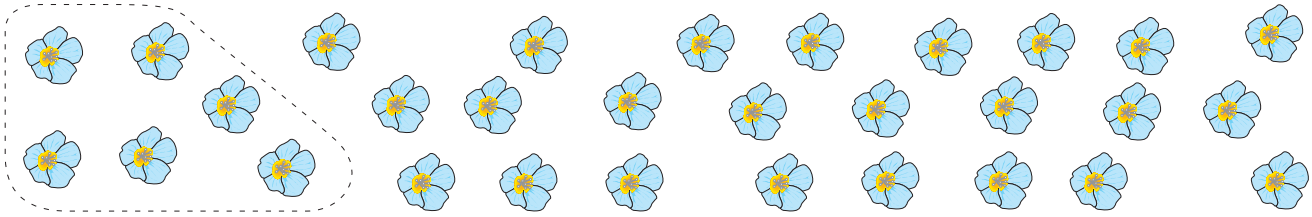

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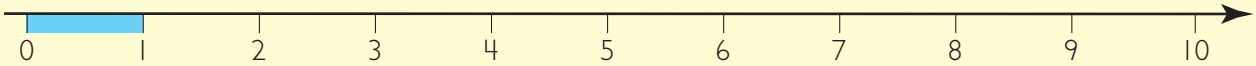
- Nemendur draga hring um réttan fjölda mynda, eina og eina, tvær og tvær o.s.frv.



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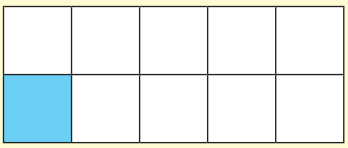

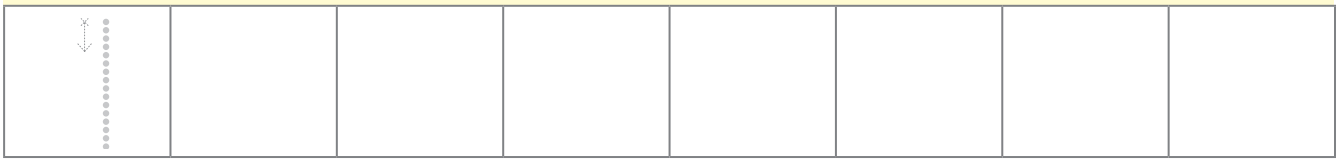

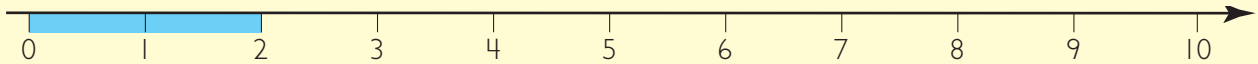

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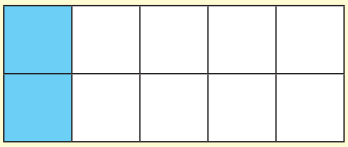

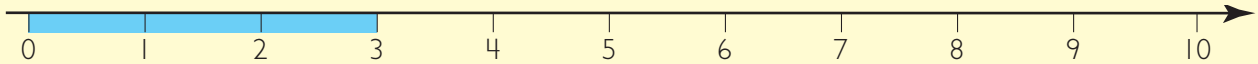

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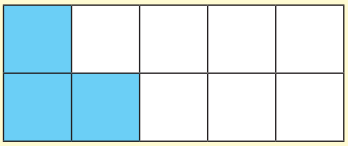
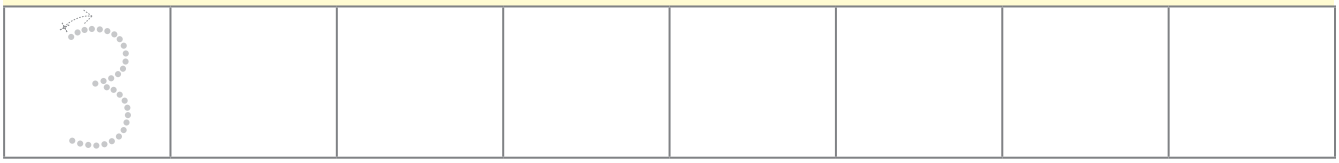
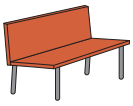


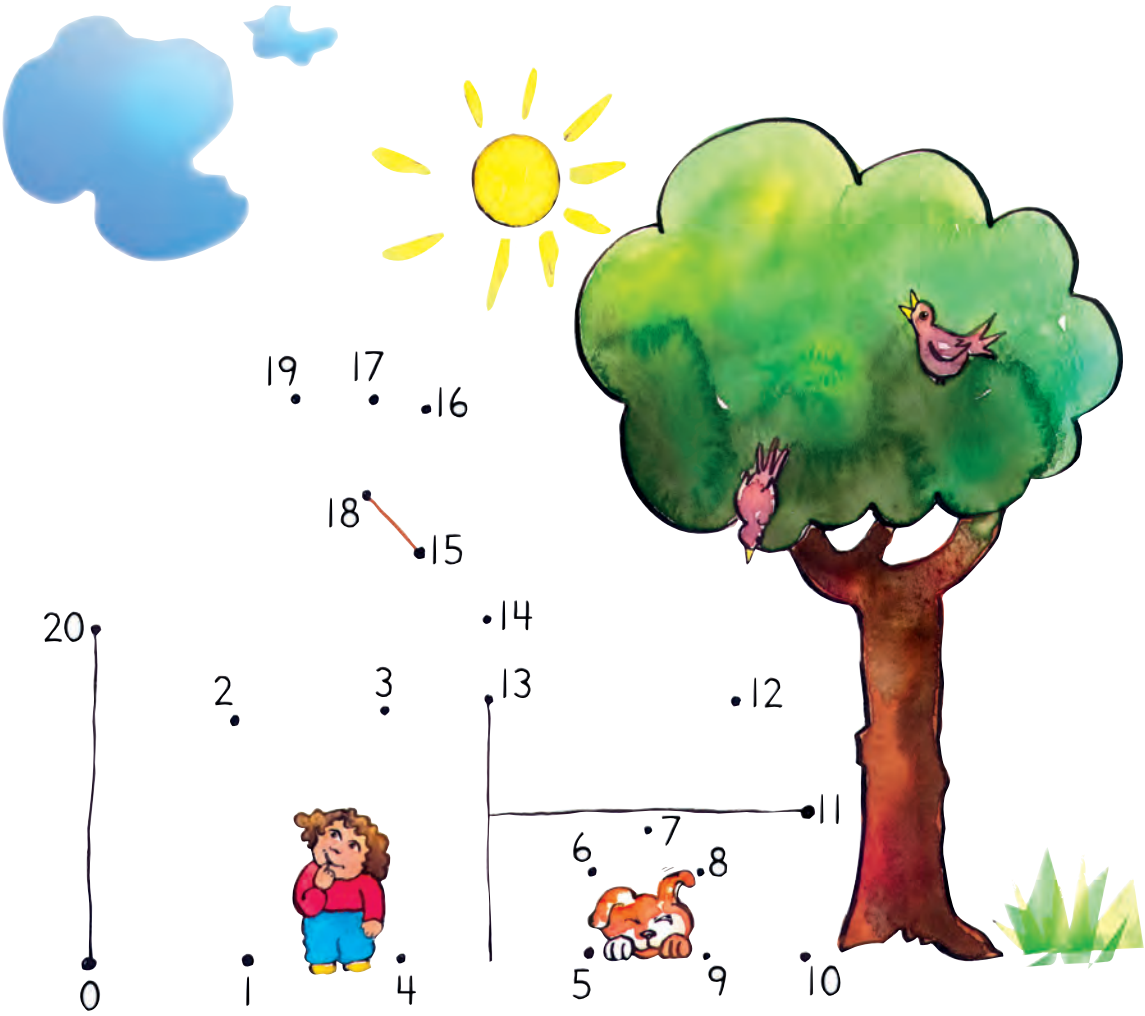


- Nemendur teikna réttan fjölda mynda í hvítu reitina og skrá síðan tölurnar. Þeir þurfa að vera nákvæmir þegar þeir skrifa tölustafina og taka mið af örvunum sem sýna hvernig á að skrifa hvern tölustaf.

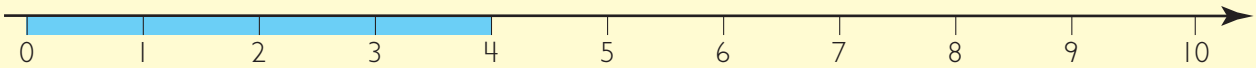
[·] Teldu.



[··] Dragðu strik. Byrjaðu á 0.



- Nemendur telja hluti af hverri tegund og skrá fjöldann í reitina.
- Nemendur draga strik frá tölunni 0 í 1, frá 1 í 2 og þannig áfram upp í 20.



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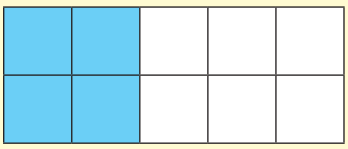

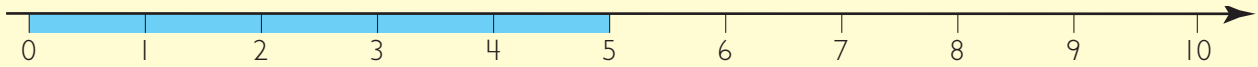

5
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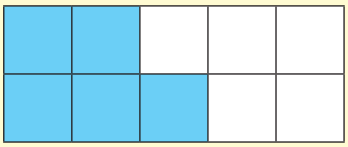

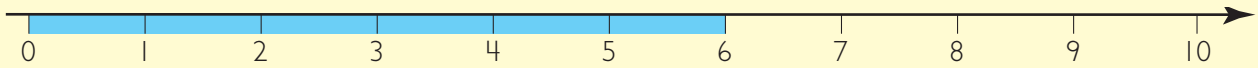

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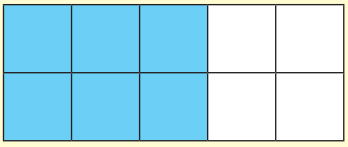
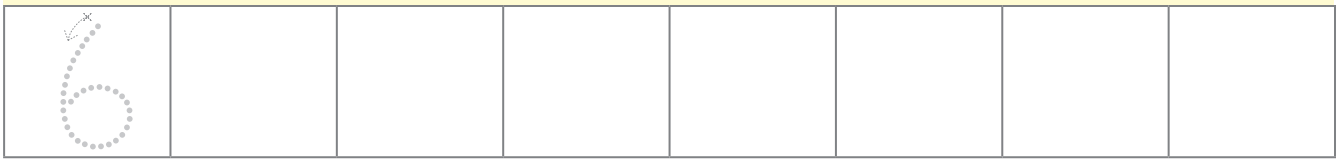
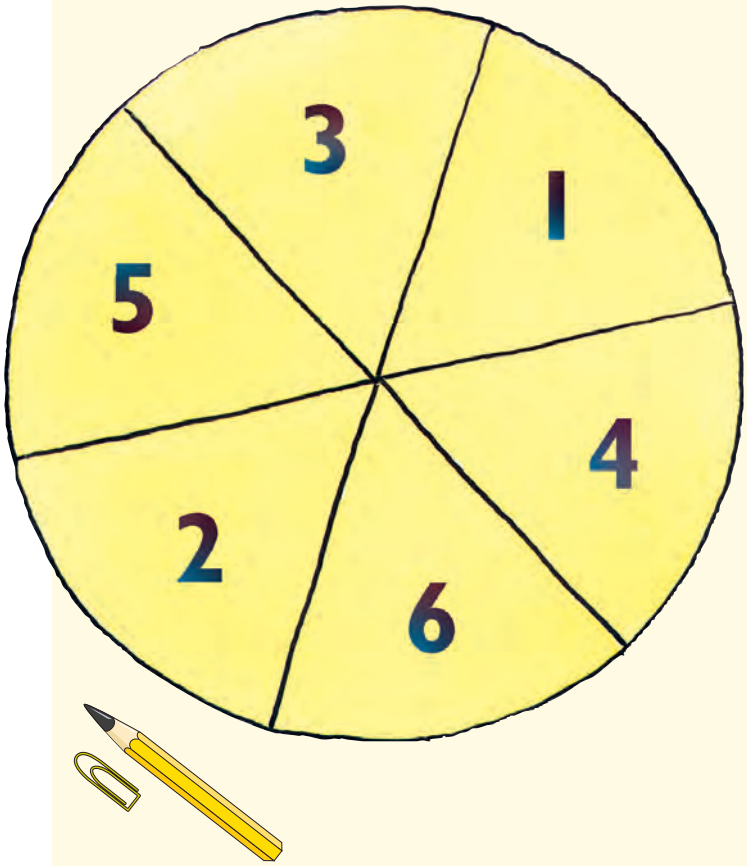
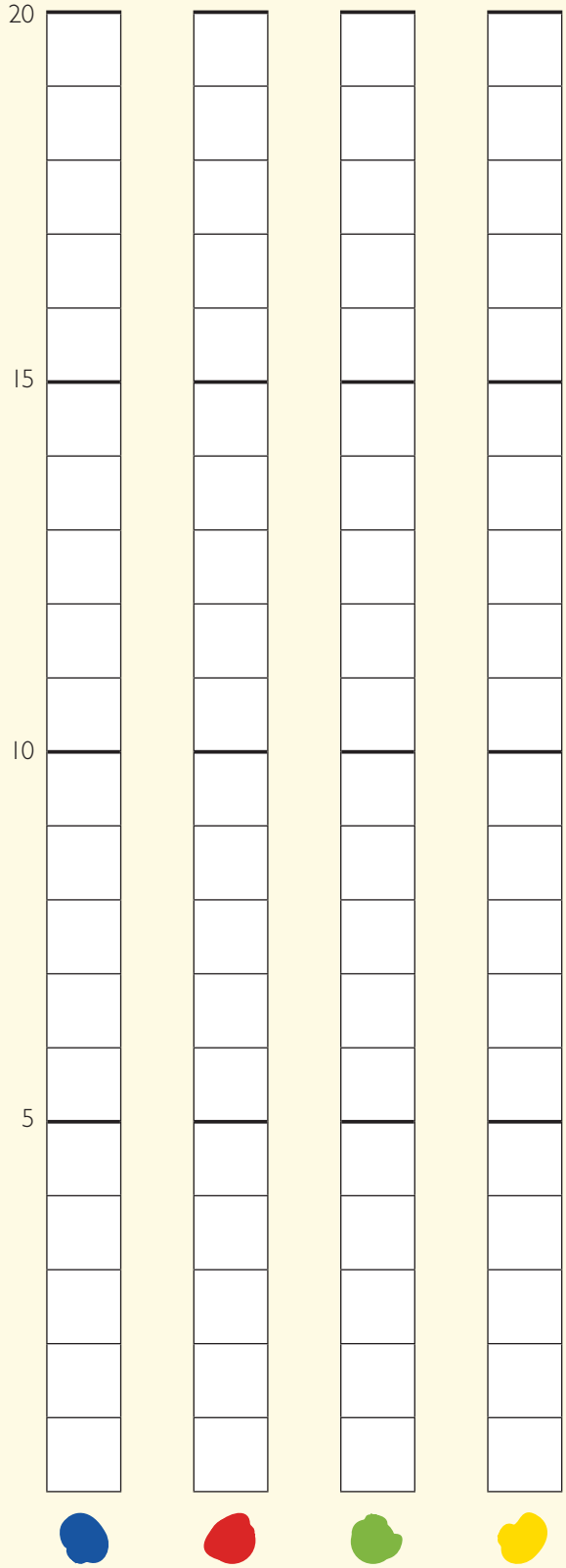




- Nemendur teikna réttan fjölda mynda í hvítu reitina og skrá síðan tölurnar. Þeir þurfa að vera nákvæmir þegar þeir skrifa tölustafina og taka mið af örvunum sem sýna hvernig á að skrifa hvern tölustaf.

[·] SPIL **Fyrstur upp í 20**

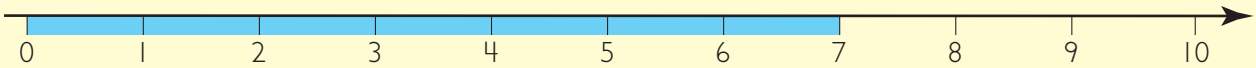




LEIKREGLUR

Spilið er fyrir 2–4 leikmenn.
Hver leikmaður velur sína súlu.
Þeir snúa bréfaklemmunni á spilaskífunni og lita eins marga reiti í súlunum og talan, sem bréfaklemman lendir á, segir til um. Sá vinnur sem kemst fyrstur upp í 20.

- Í spilinu þjálfast nemendur í að bera kennsl á tölustafina 1–6.



7
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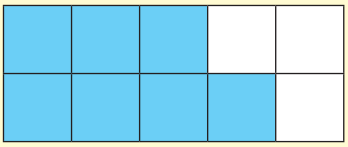

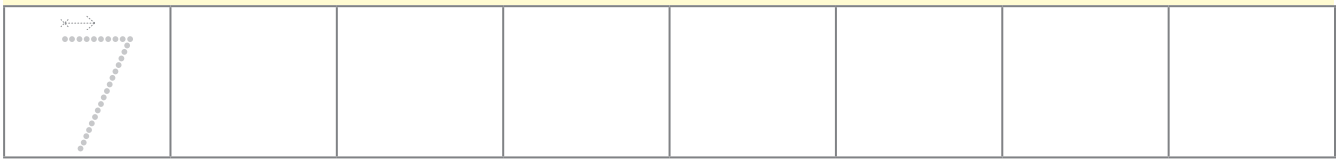

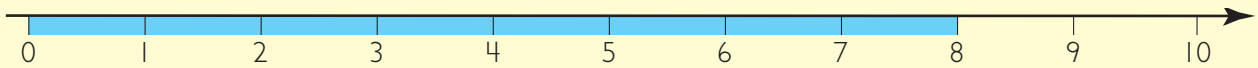

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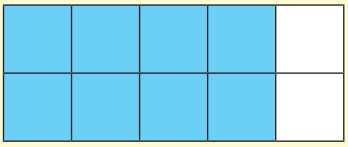

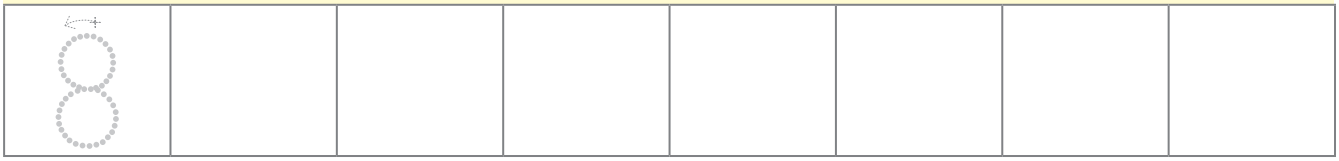

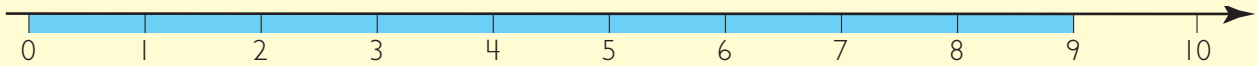

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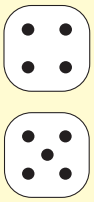
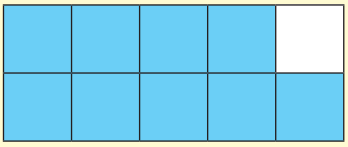
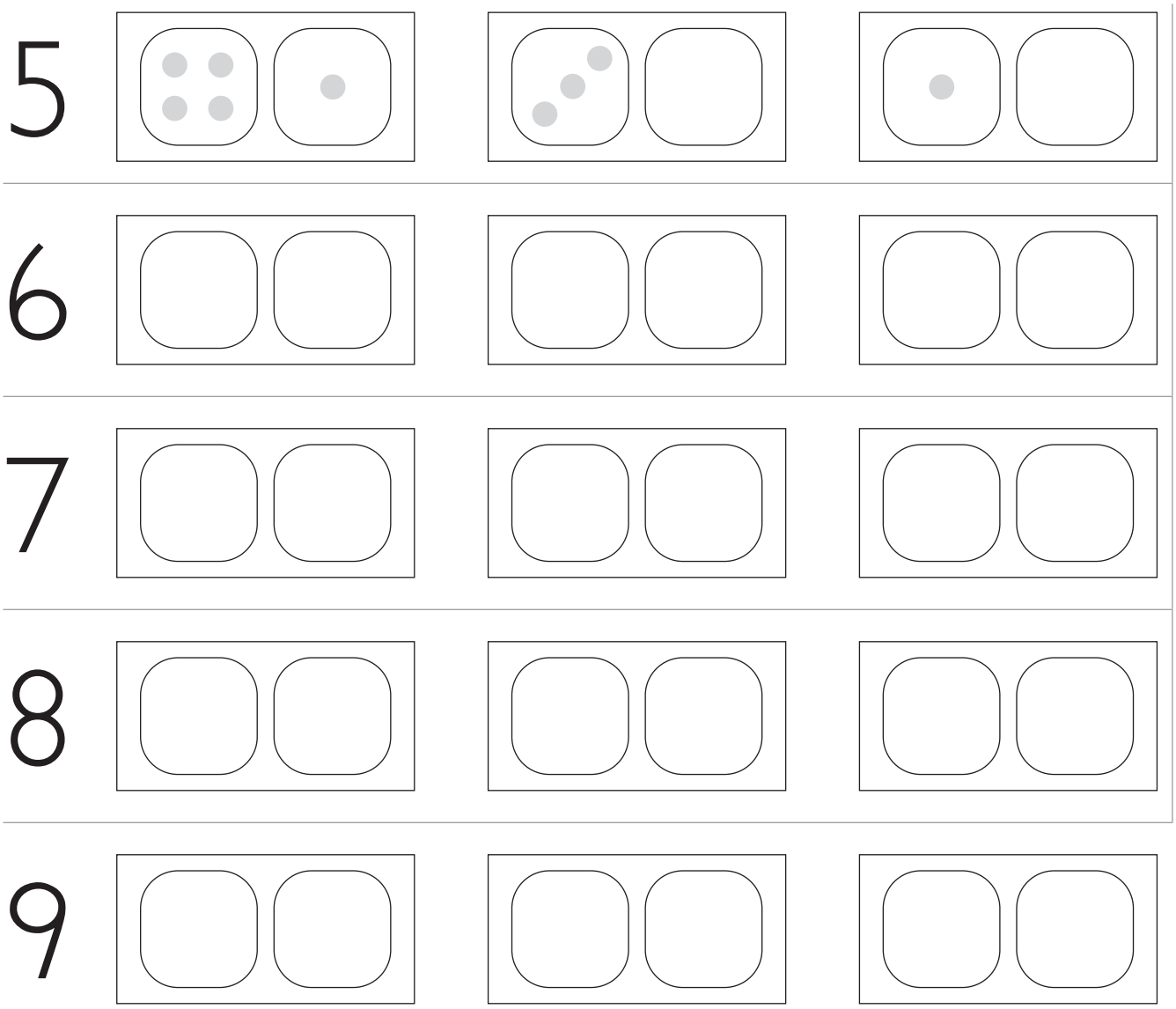


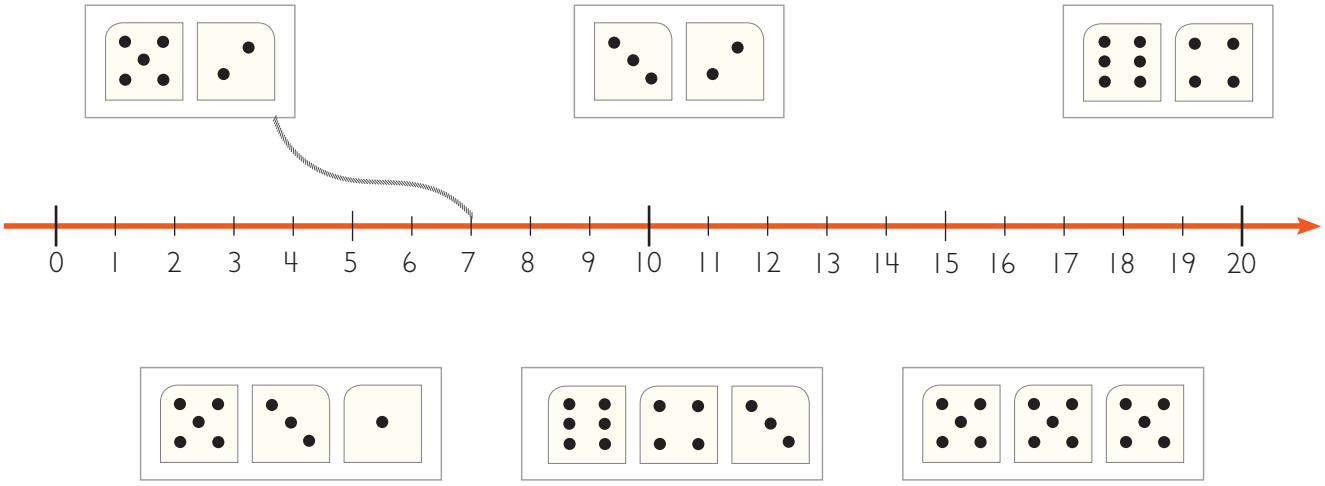


- Nemendur teikna réttan fjölda mynda í hvítu reitina og skrá síðan tölurnar. Þeir þurfa að vera nákvæmir þegar þeir skrifa tölustafina og taka mið af örvunum sem sýna hvernig á að skrifa hvern tölustaf.

[·] Teiknaðu depla á teningana.

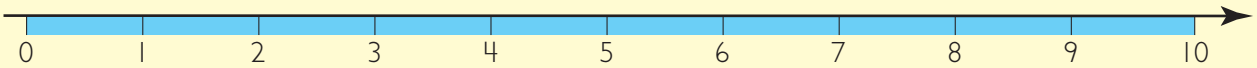


[··] Dragðu strik í talnalínuna.



- Nemendur teikna jafn marga depla á teningana og talan við hverja línu segir til um. Engin tvö svör eiga að vera eins.
•• Nemendur telja hvað deplarnir á teningunum, sem eru saman í reit, eru margir og draga strik í rétt svar á talnalínunni.

[·]



10
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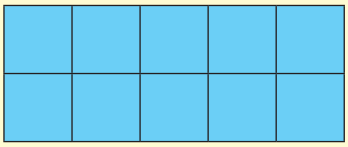

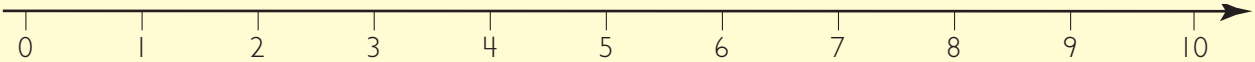

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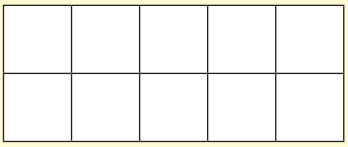
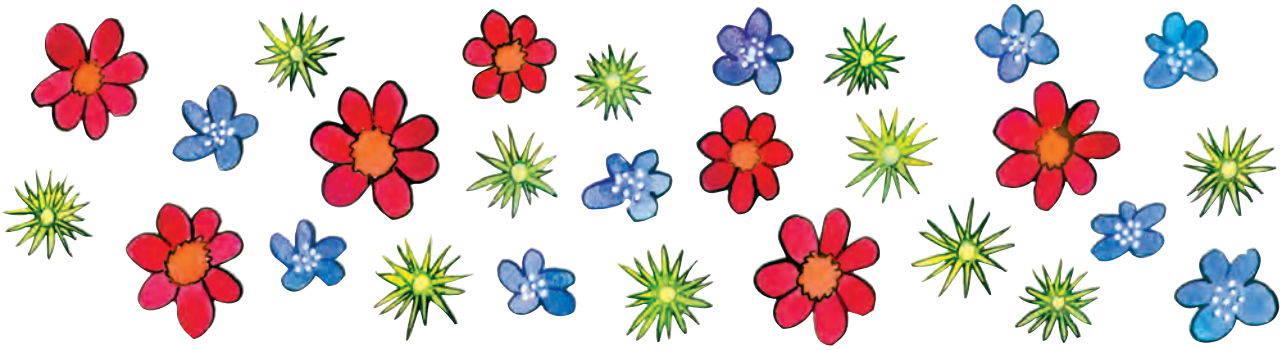
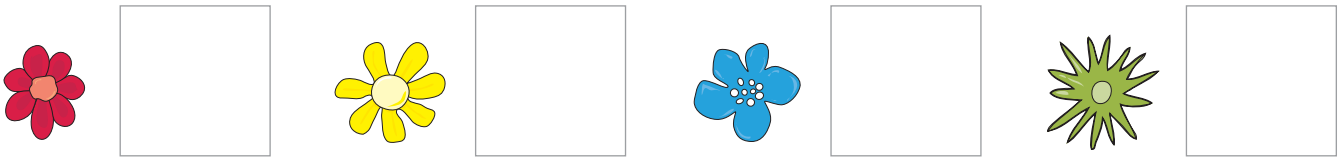


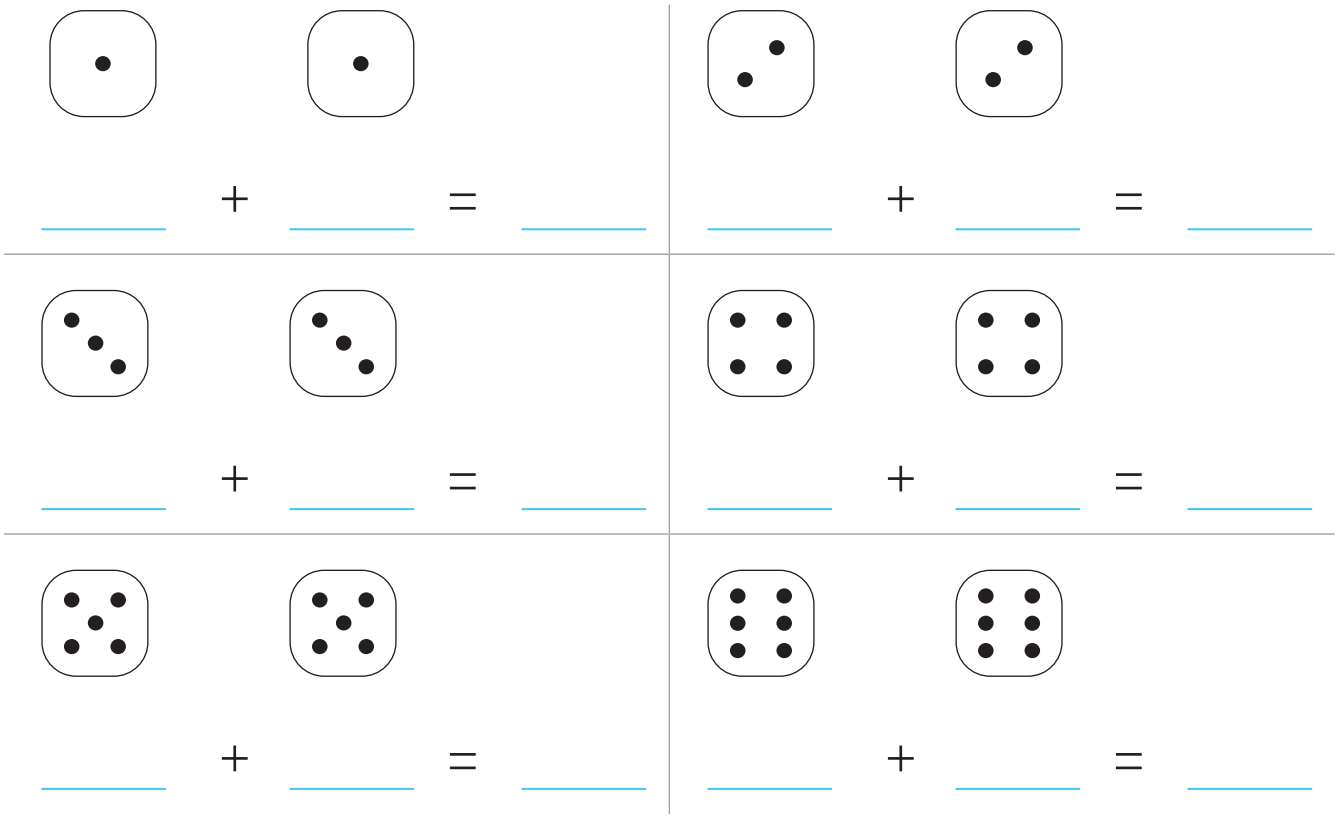


[··] Teldu.

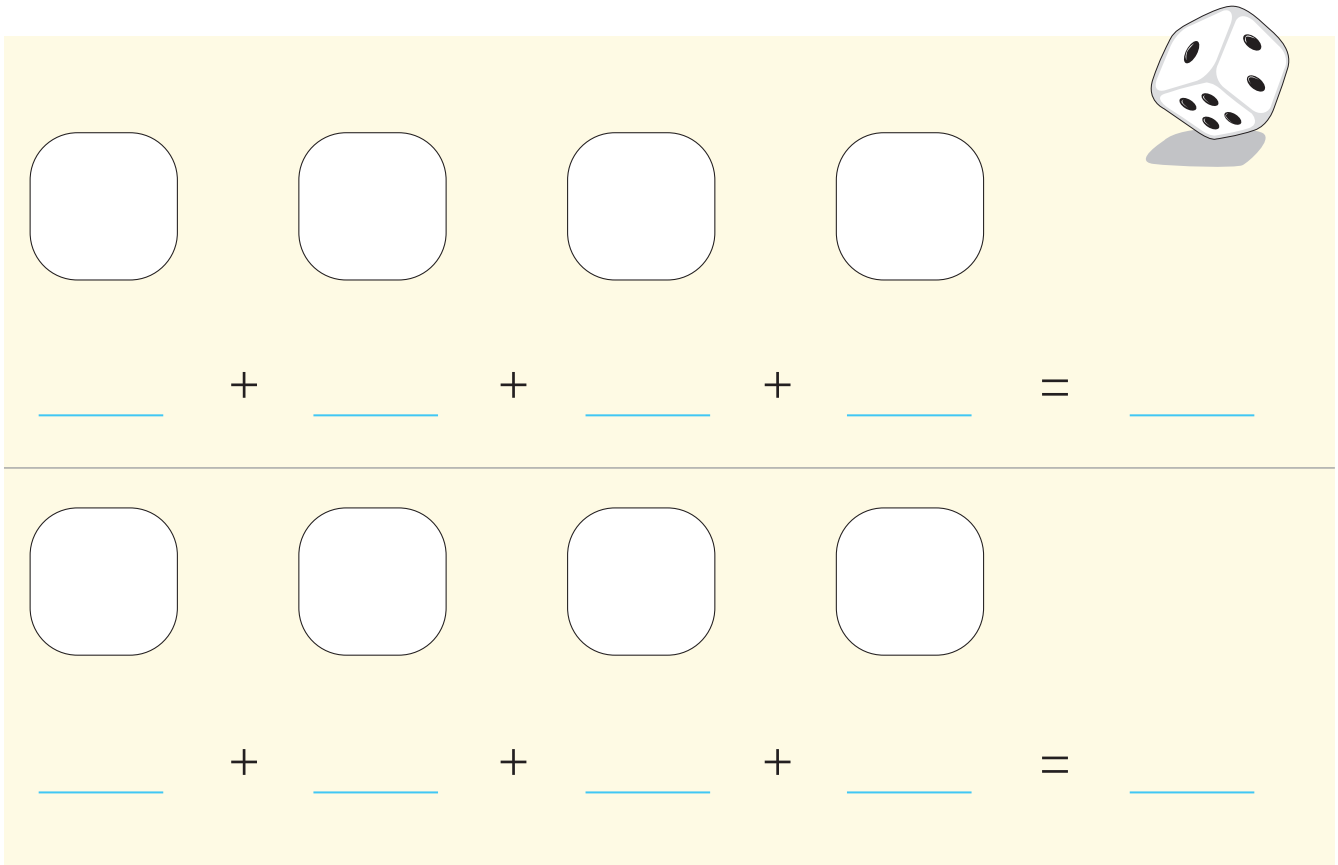


- Nemendur teikna réttan fjölda mynda í hvítu reitina og skrá síðan tölurnar. Þeir þurfa að vera nákvæmir þegar þeir skrifa tölustafina og taka mið af örvunum sem sýna hvernig á að skrifa hvern tölustaf.
- •• Nemendur telja blómin af hverri tegund og skrifa tölurnar í reitina.

[·] Hvað eru deplarnir margir samtals?

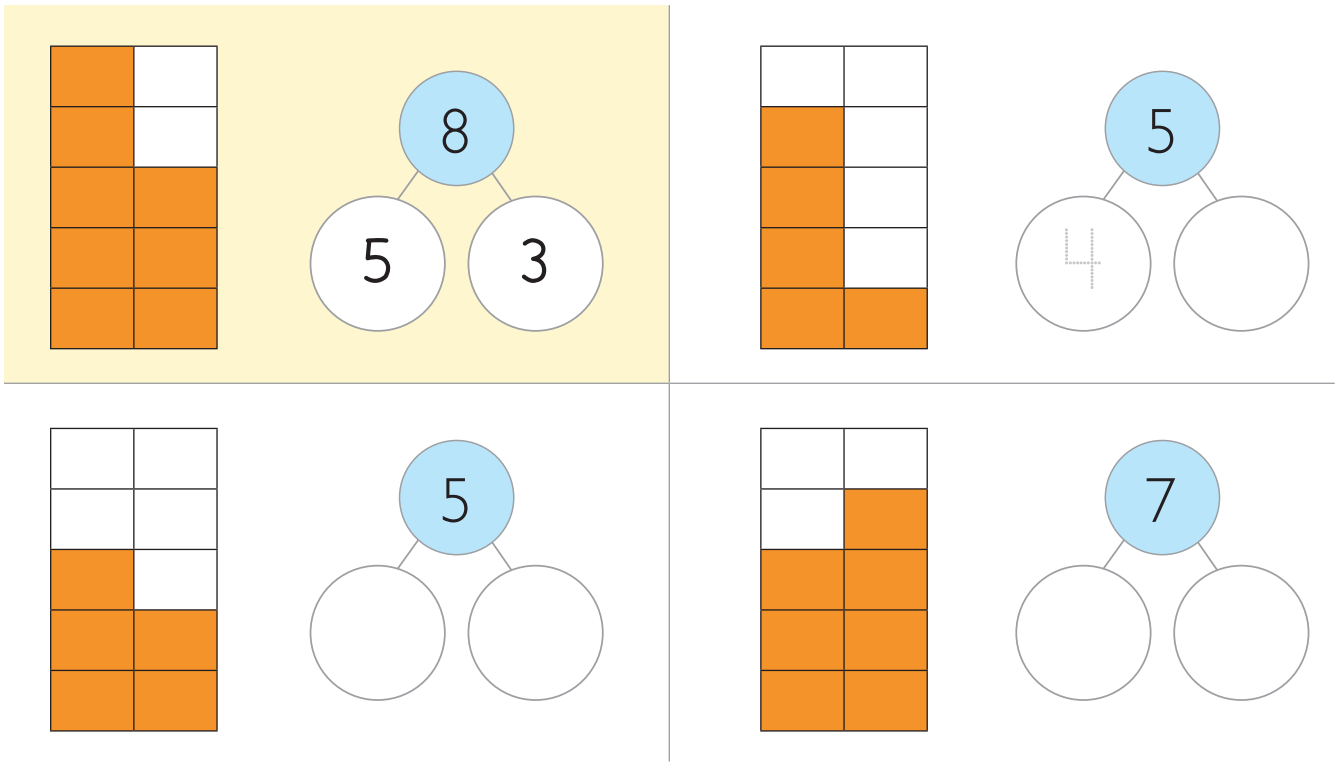


[··] SPIL Hver fær mest?

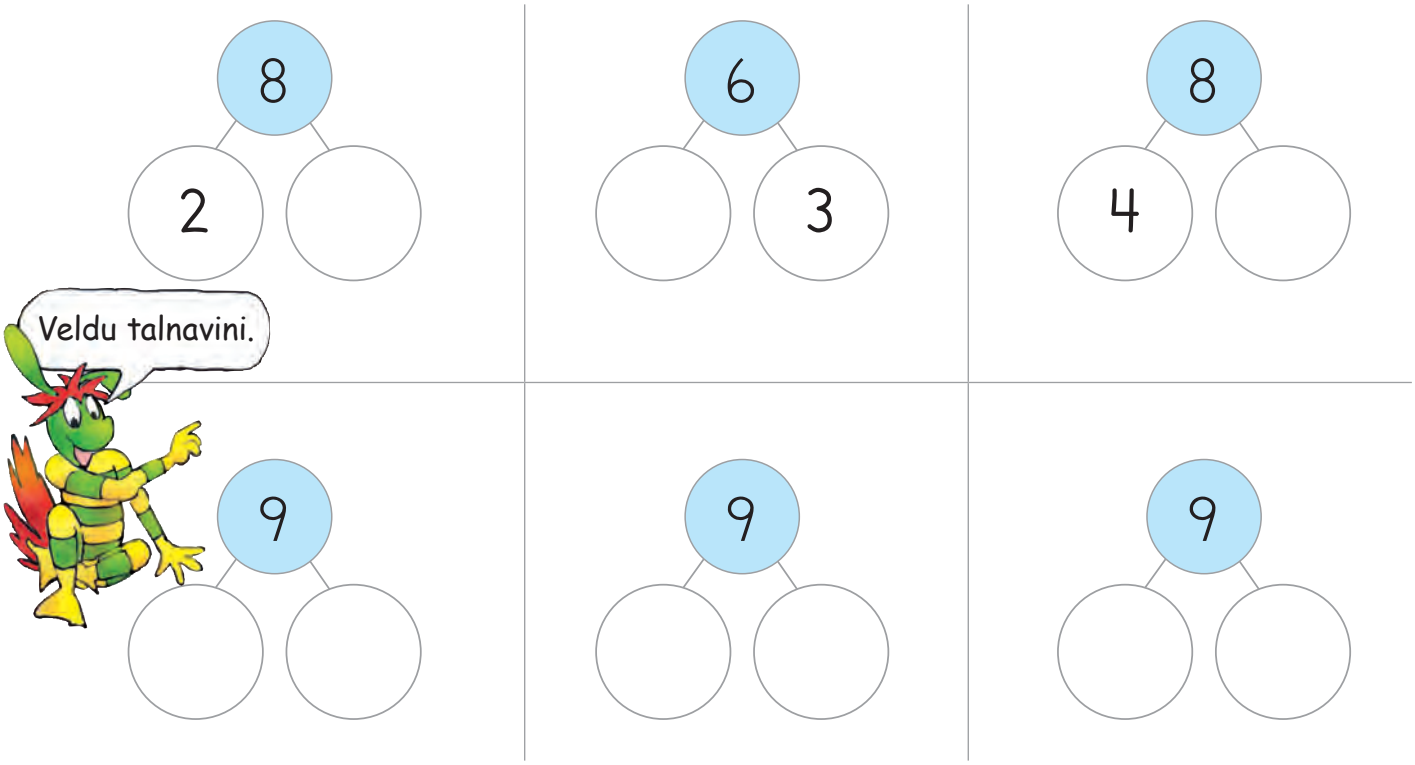


- Nemendur telja hvað deplarnir eru margir á teningunum og skrifa bæði dæmin og svörin.
•• Leikmenn kasta teningnum til skiptis. Hver og einn teiknar deplana, sem upp koma á teningnum, í sína bók og skráir töluna á strikið þar undir. Sá vinnur sem hefur hæstu summuna eftir fjórar umferðir.

[·] Skráðu talnavinina.

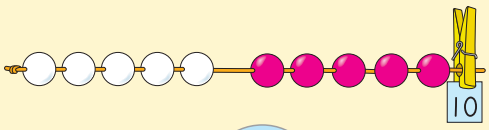


[··] Finndu talnavinina.



- Nemendur skrifa tölur í hringina. Reitirnir til hliðar sýna hvaða talnavini á að skrifa.
- Nemendur skrá tölur í hringina þannig að summa talnanna í hvítu hringjunum sé talan í bláa hringnum. Í neðstu línunni velja nemendur tölurnar sem samtals eru 9. Engar tvær lausnir eiga að vera eins.

[·] Finndu tíuvini.



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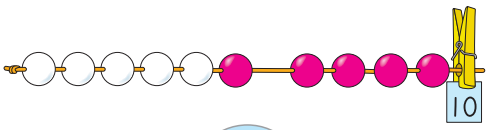
5 5



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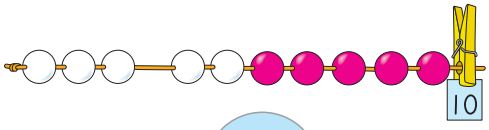

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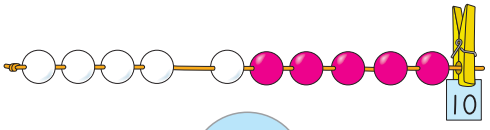

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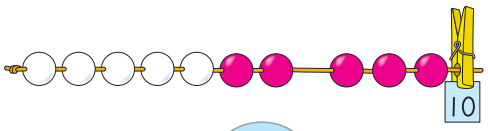

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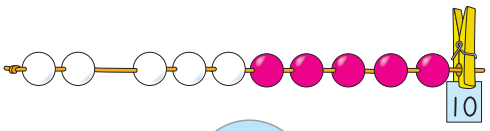

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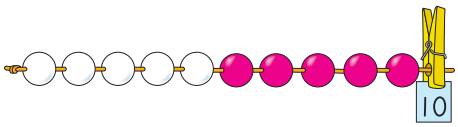
[··] Búðu til tíuvini.



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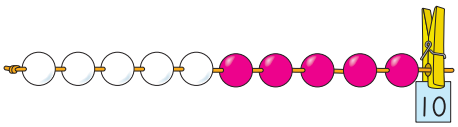


10

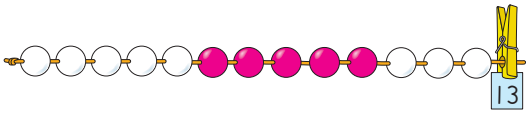
- Nemendur skrá tíuvinina sem vantar. Nemendur geta talið kúlurnar á kúlnabandinu sér til hjálpar.
- Nemendur velja sjálfir hvaða talnavini þeir skrifa. Summan á að vera 10.

[·] SPIL **Tíuvinabingó**

4	8	4
7	6	5
6	7	9

4	5	7
9	6	9
5	8	8

[··] Finndu talnavini.



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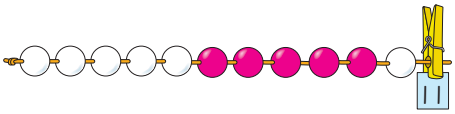

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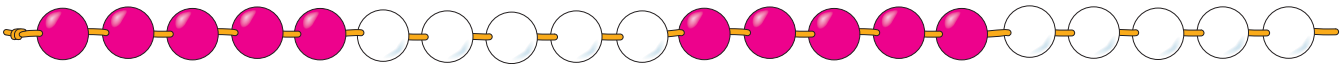
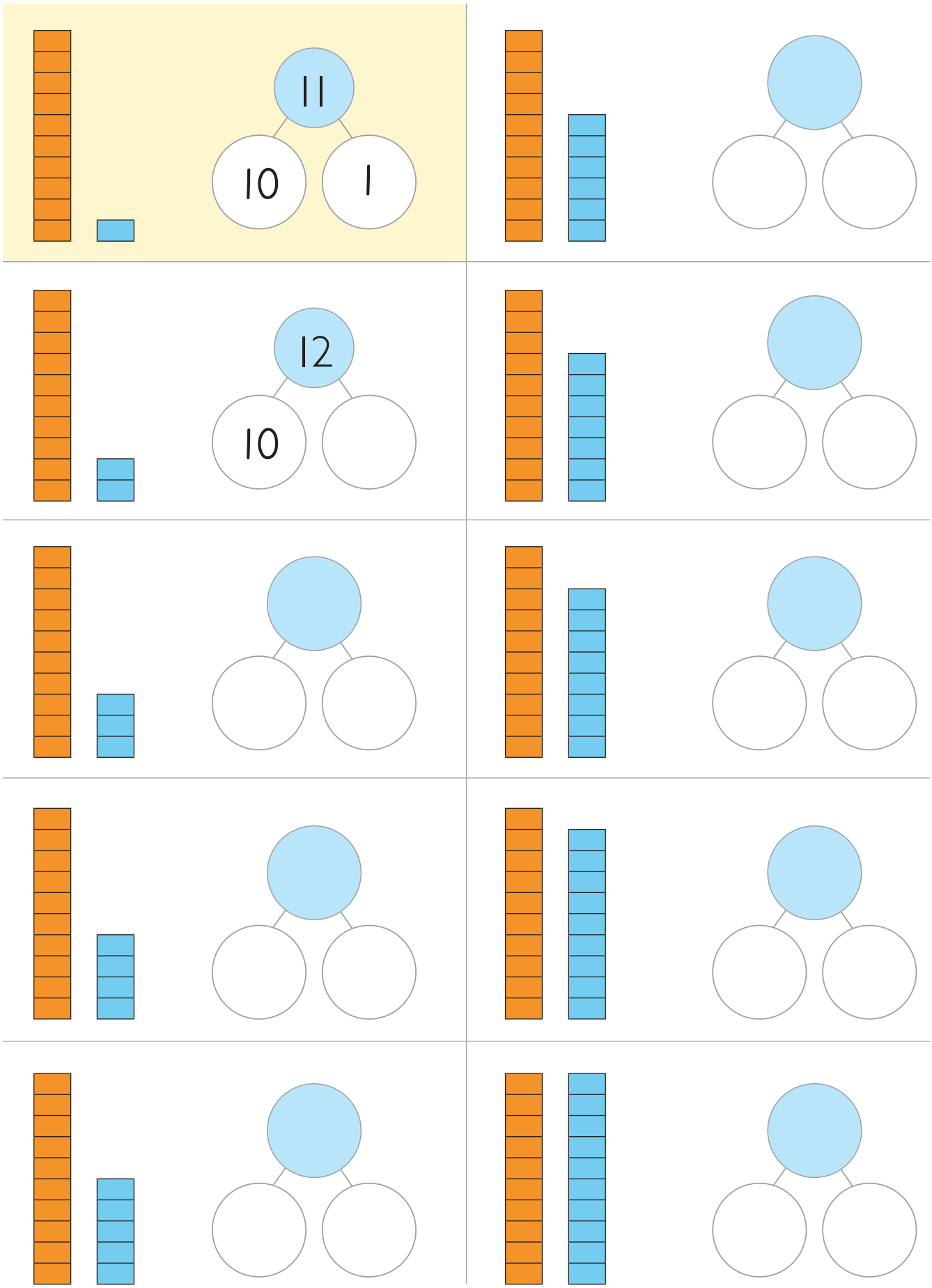


- Leikmenn kasta teningi. Þeir krossa yfir töluna á spilaborðinu sem er tíuvinur tölunnar á teningnum. Sá vinnur sem er fyrstur að krossa yfir allar tölurnar á spilaborðinu sínu.

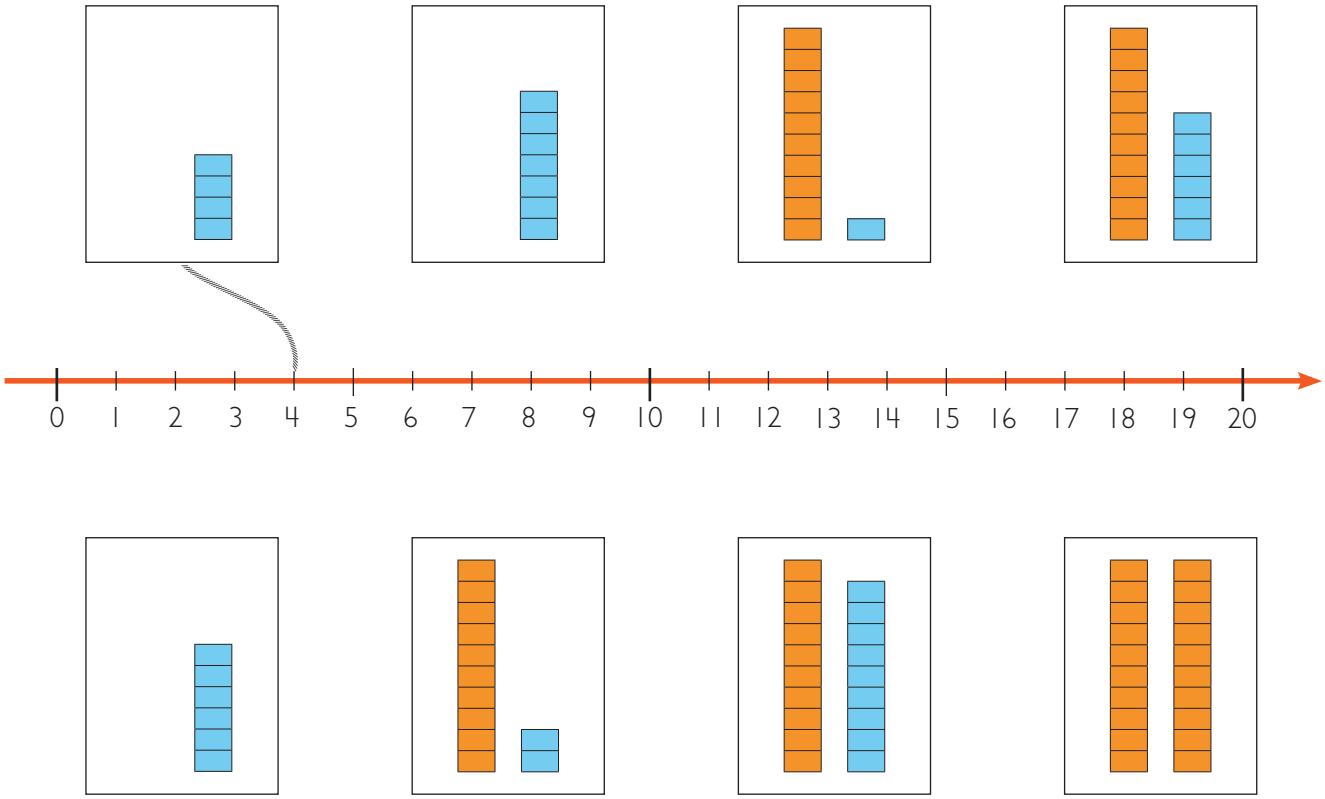
•• Nemendur skrifa tölur í hvítu hringina sem samtals verða talan í bláa hringnum. Í neðstu línunni velja nemendur sjálfir töluna í bláa hringnum.

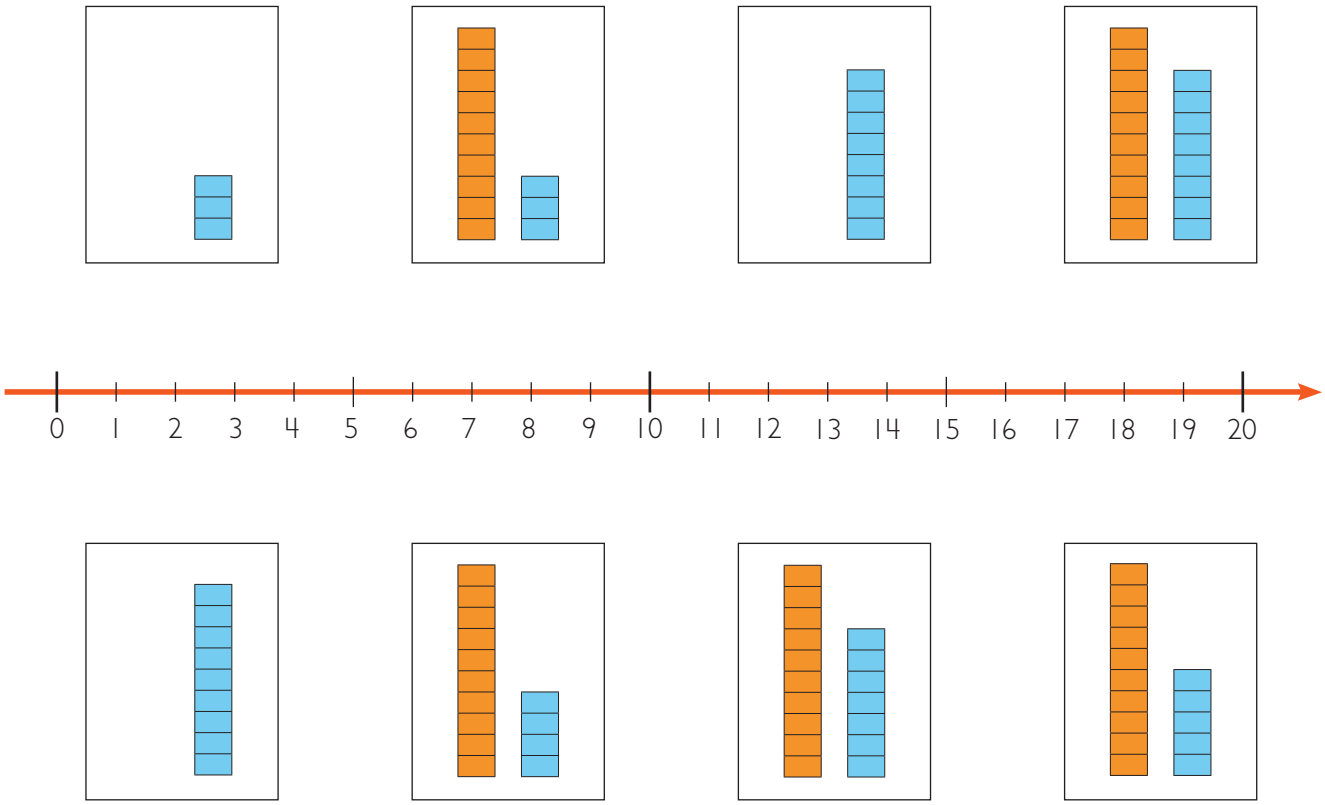
[·] Skrifaðu tölurnar upp í 20. Skiptu þeim í tug og einingar.



- Nemendur skrá tölur í hringina. Kubbarnir vinstra megin við hvert dæmi sýna hvaða tala á að vera í bláu reitunum og hvernig skipta á tölunni upp.

[·] Dragðu strik í talnalínuna.

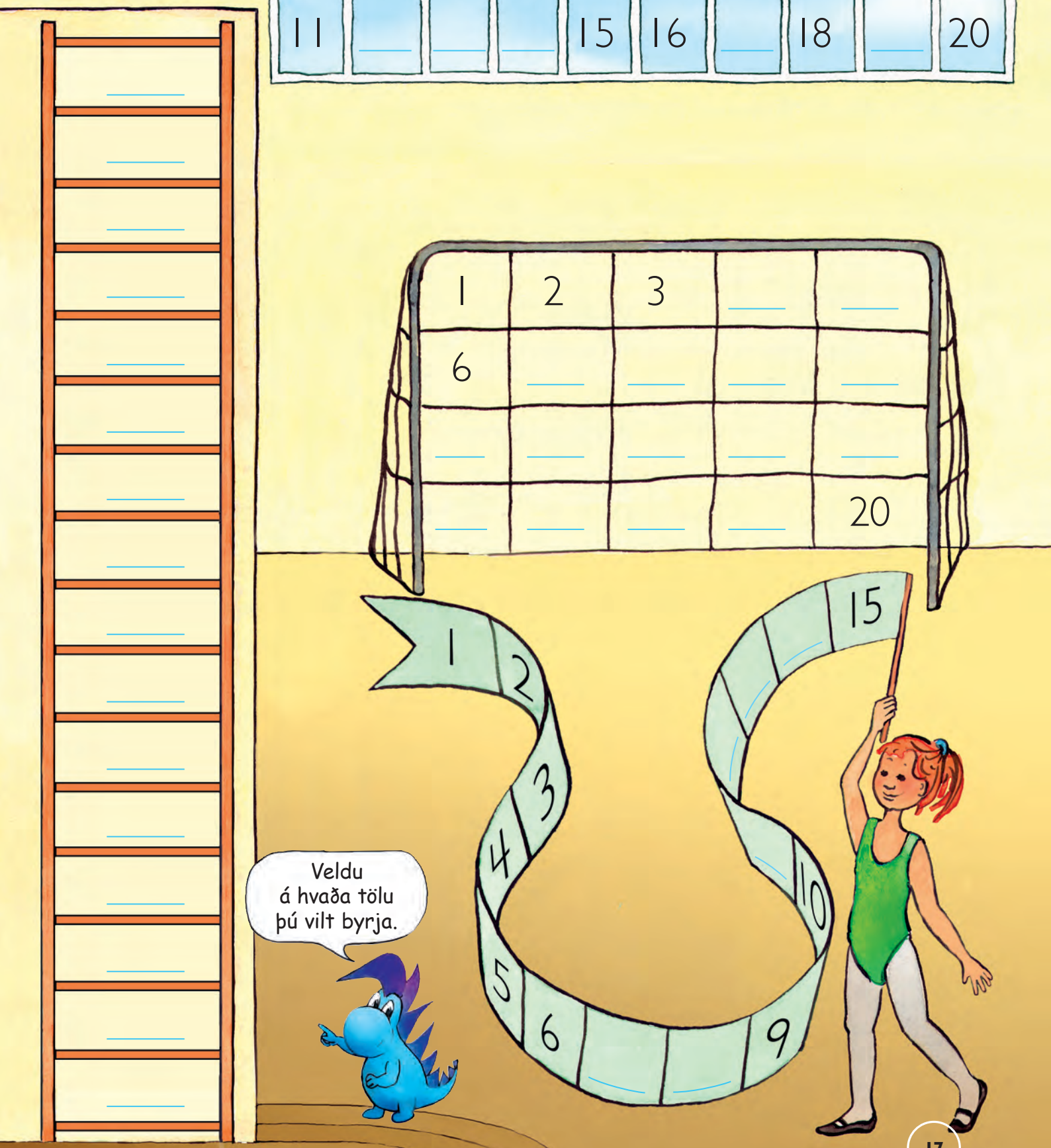




- Nemendur telja tugi og einingar og draga strik á réttan stað á talnalínunni.

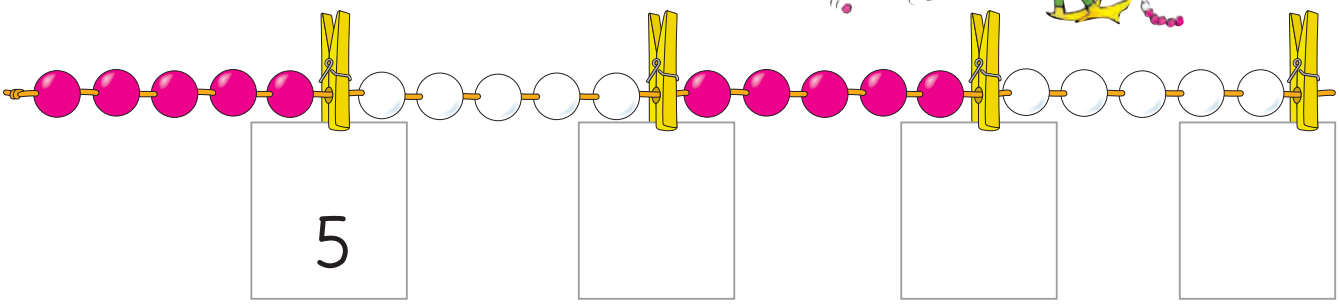
Skrifaðu tölurnar sem vantar.

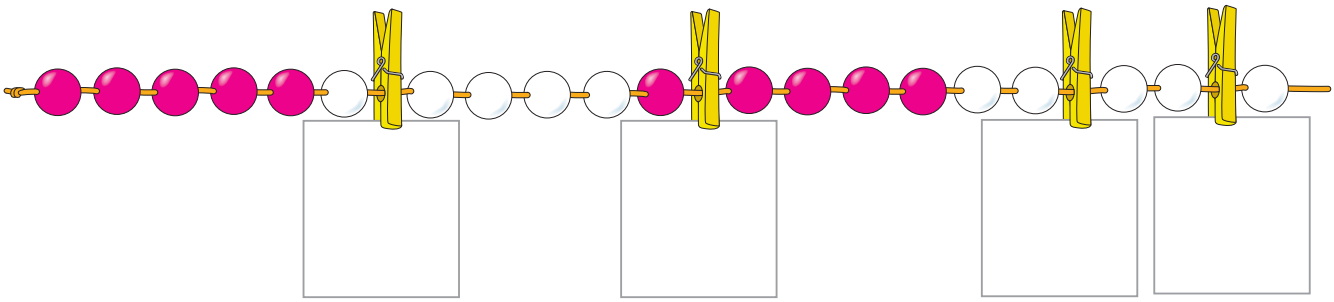
0	1	2	3	4	___	6	___	___	___	10
11	___	___	___	15	16	___	18	___	20	

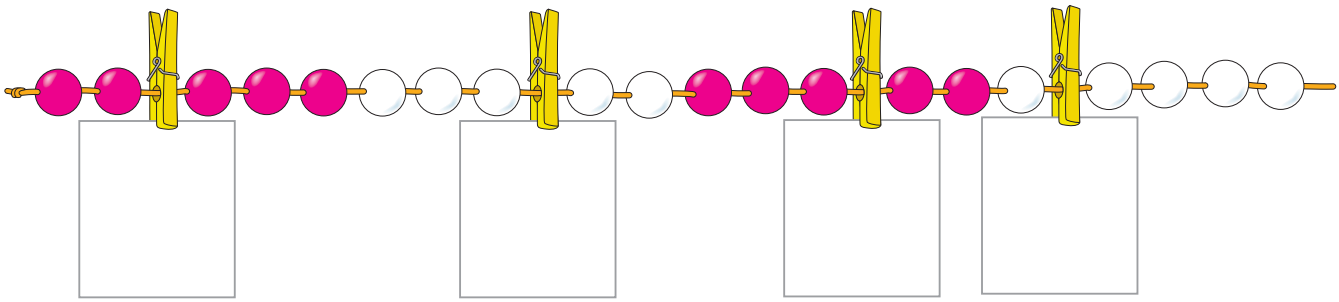


- Nemendur skrifa tölurnar sem vantar í talnaröðina. Í stiganum velja nemendur sjálfir á hvaða tölu þeir vilja byrja.

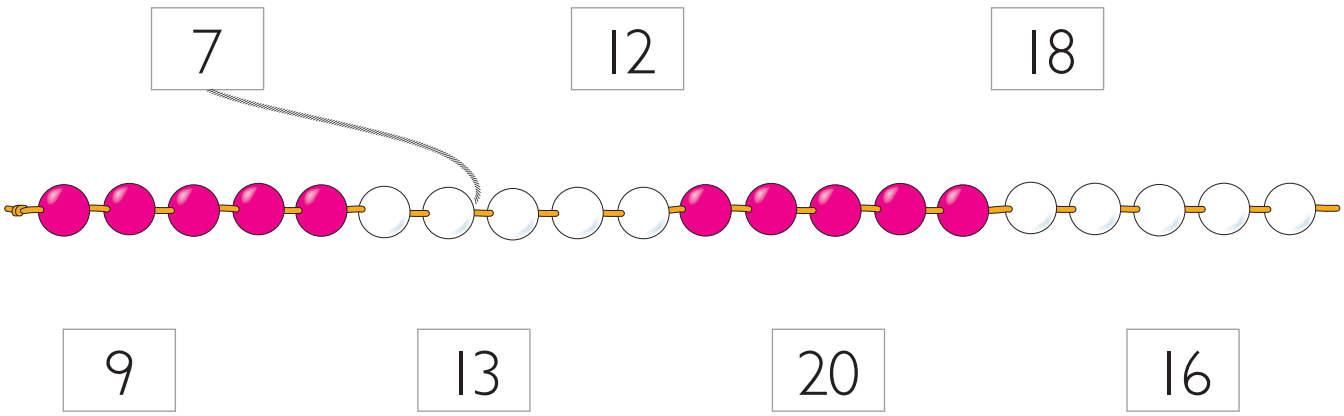
[·] Skrifaðu réttar tölur á spjöldin.







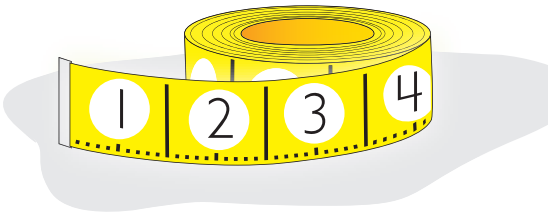
[··] Dragðu strik í réttan stað á kúlnabandinu.



• Nemendur telja kúlurnar vinstra megin við þvottaklemmuna og skrá fjöldann á spjöldin.
•• Nemendur draga strik í réttan stað á kúlnabandinu.

[·] Skrifaðu nágrannatölurnar.

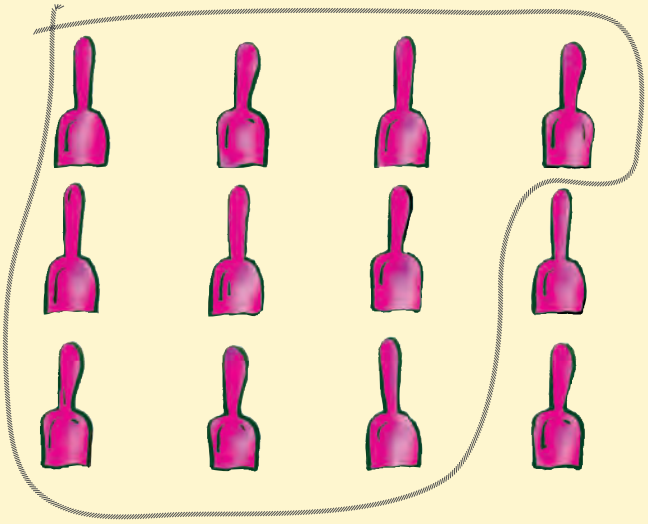
7	8	9



___	17	___
___	10	___
___	19	___
___	12	___
___	5	___
___	9	___
___	15	___
___	18	___
___	16	___

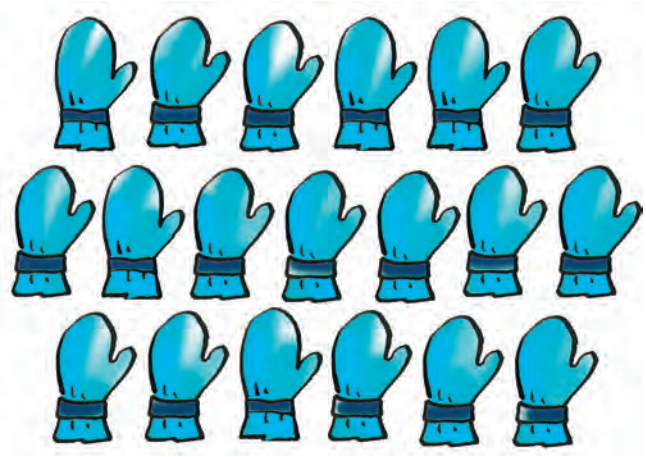
- Nemendur skrifa tölurnar sem eru einum minni og einum stærri en talan í miðjunni.

[·] Búðu til tugi og finndu einingarnar.



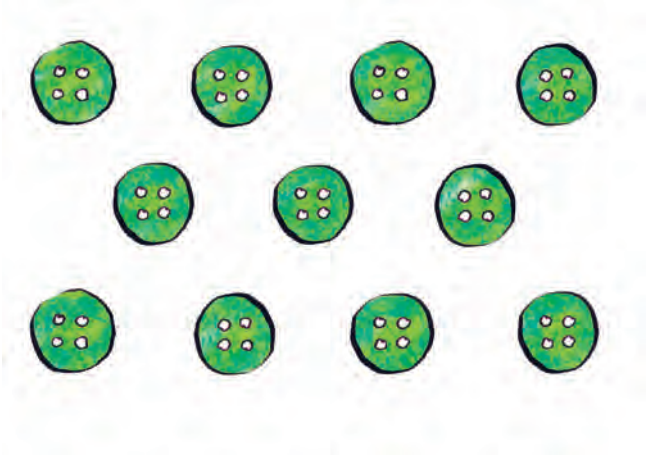
12 = 10 + 2

16 = _____ + _____

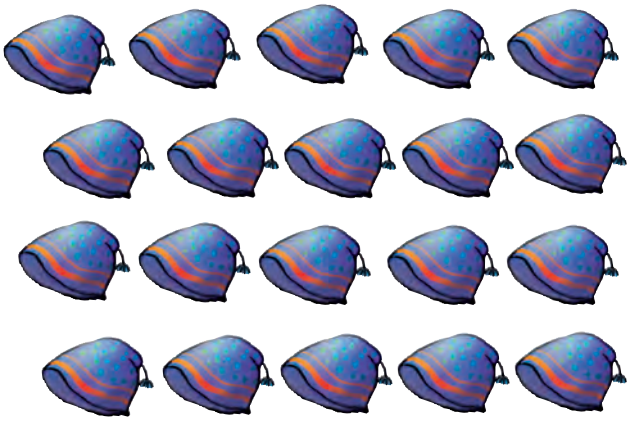


19 = _____ + _____

17 = _____ + _____



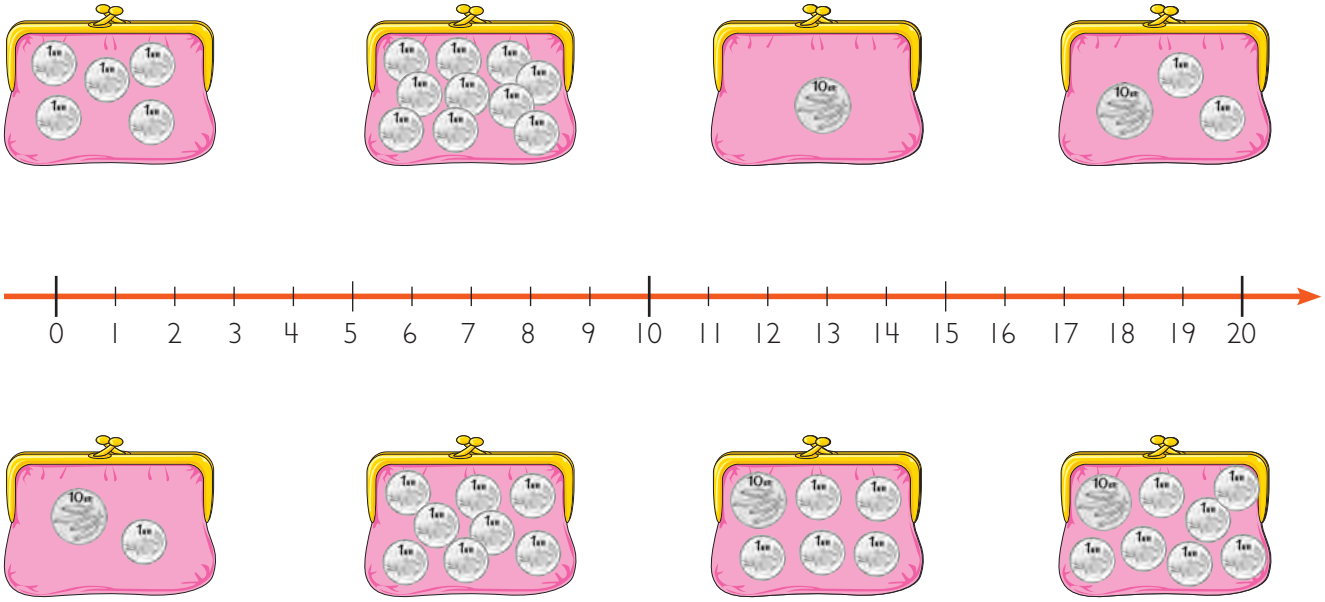
11 = _____ + _____

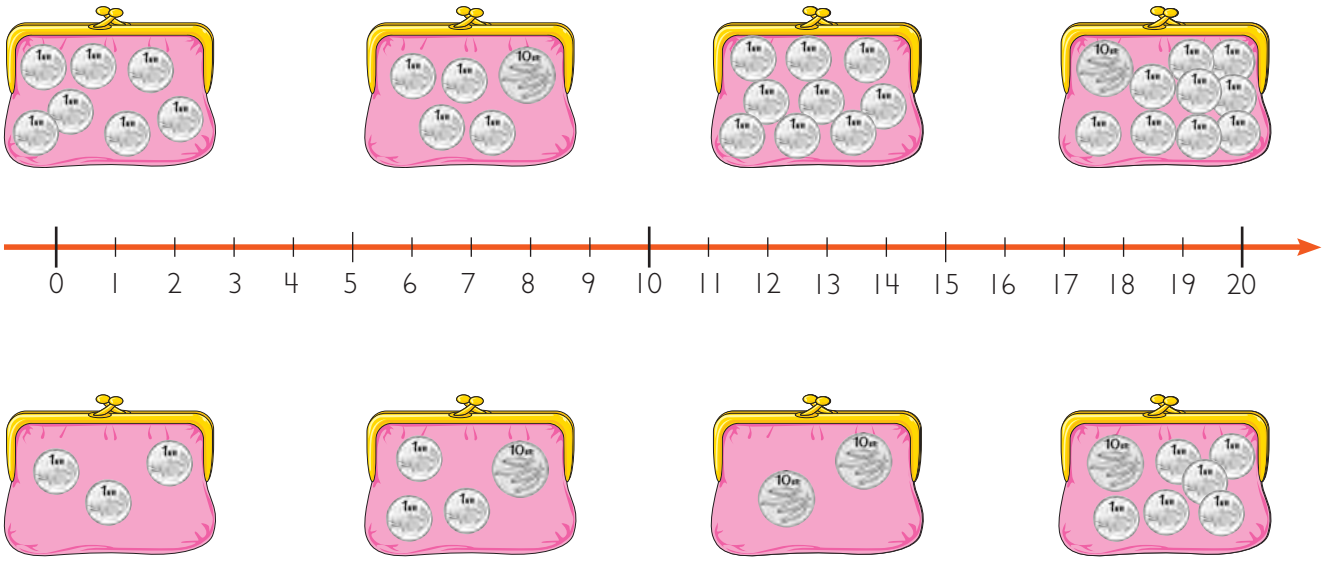


20 = _____ + _____

- Nemendur draga hring utan um 10 hluti og skrifa fjöldann undir teikninguna sem einn tug og afganginn sem einingar. Í einu tilviki er um tvo tugi að ræða.

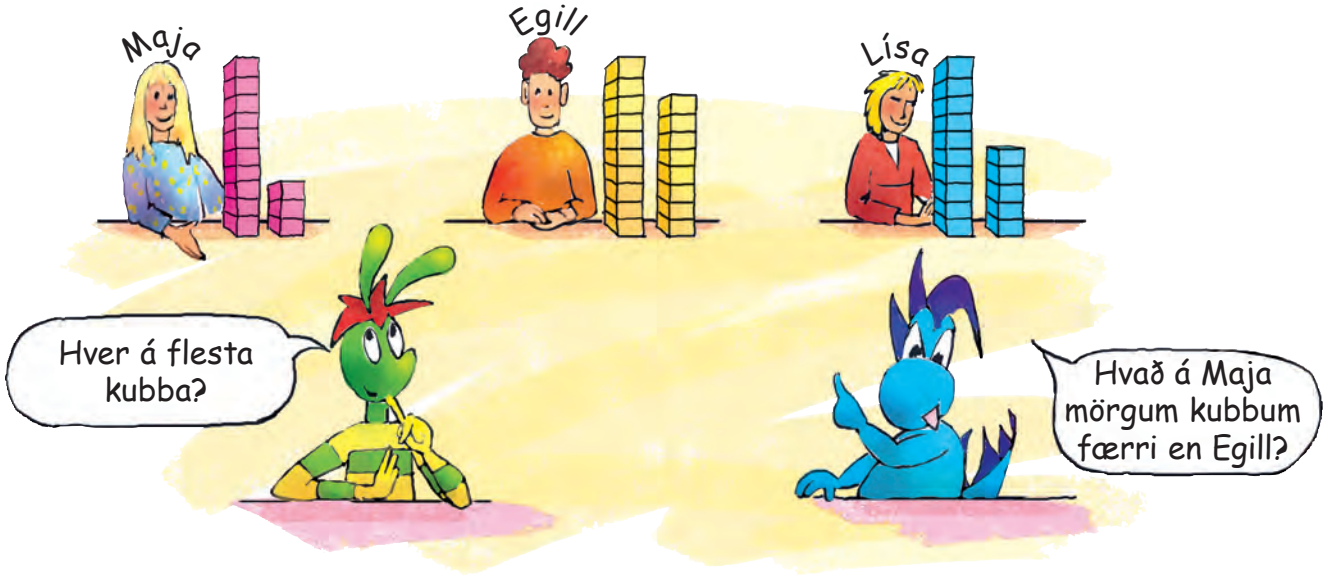
[·] Dragðu strik í talnalínuna.





- Nemendur telja peningana í hverri buddu og draga strik í rétt svar á talnalínunni.

[•]



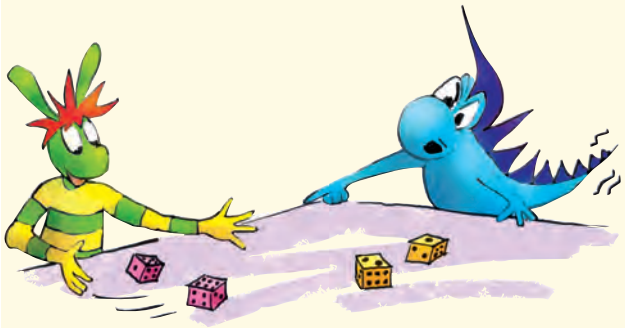
[••] Dragðu hring um stærri töluna.

13	18	15	20	14	16
17	9	18	12	19	17

[•••] Dragðu hring um minni töluna.

11	13	20	12	16	7
18	17	8	18	15	13

[••••] SPIL **Fyrstur upp í 5 stig**



LEIKREGLUR
Leikmenn kasta tveimur teningum.
Þeir leggja saman það sem upp kemur.
Sá fær eitt stig sem fær hærri summu.
Sá vinnur sem er á undan að fá 5 stig.

• Samræðumynd um hugtökin flest/flestar/flestir, fleiri en, færri en, fæst/fæstar/fæstir.
•• Nemendur draga hring um stærri töluna í hverju verkefni.
••• Nemendur draga hring um minni töluna.
•••• Í spilinu æfa nemendur röðun talna.

[·] Skrifaðu tölurnar í réttri röð. Byrjaðu á minnstu tölunni.

5 12 13 7 18 20 11 3

3

16 15 9 18 2 11 20 10

[··] Skrifaðu tölurnar sem vantar.

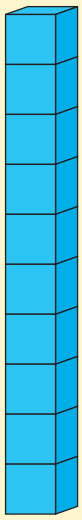
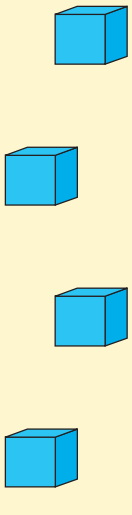
8	9			12			15

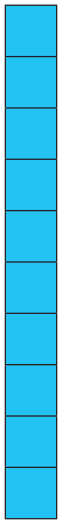
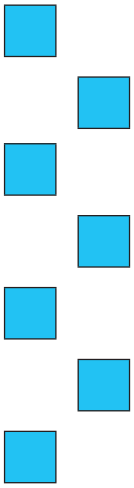
14					19	20

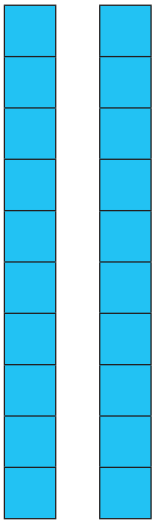
18			15	14		

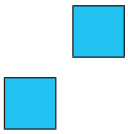
• Nemendur skrifa tölurnar í hækkandi röð á bláu línuna.
•• Nemendur ljúka við talnaraðirnar.

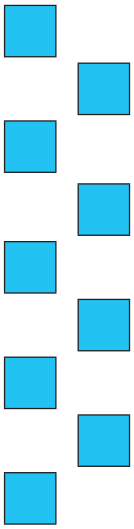
[·] Hve margir tugir og einingar?

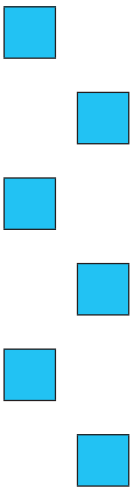
Tugir	Einingar
	
1	4
14	

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

- Nemendur telja tugina og einingarnar og skrá fjölda þeirra. Þeir skrá einnig töluna sem tugirnir og einingarnar tákna samtals.

[·] Teiknaðu tugi og einingar.

Tugir	Einingar
1	1
11	

Tugir	Einingar
1	5
_____	

Tugir	Einingar
2	0
_____	

[··] Þú átt að velja tölurnar.

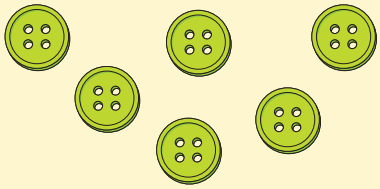
Tugir	Einingar
_____	_____
_____	

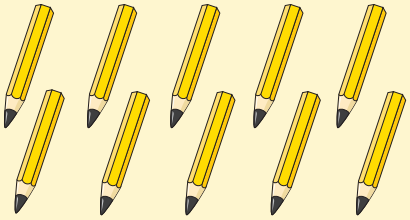
Tugir	Einingar
_____	_____
_____	

Tugir	Einingar
_____	_____
_____	

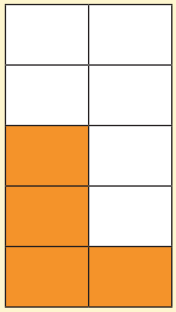
- Nemendur teikna tugina og einingarnar sem tölurnar segja til um.
- •• Nemendur velja sjálfir hve marga tugi og hve margar einingar þeir teikna og skrá viðkomandi tölur.

Teldu.



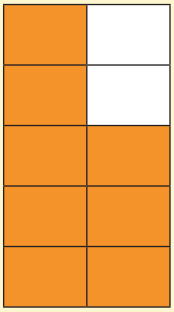


Skráðu talnavinina.



4

1



8

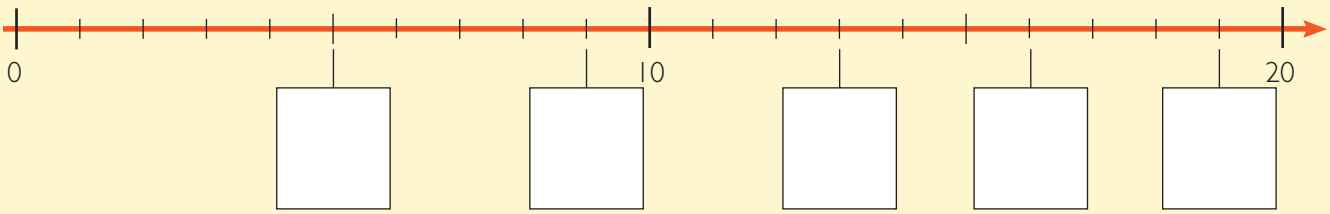
5

9

10

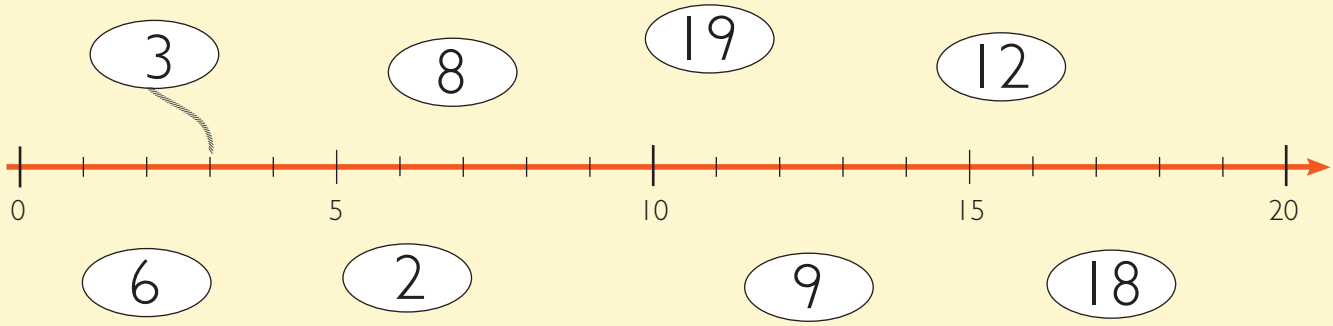
15

Skrifaðu réttar tölur í reitina.

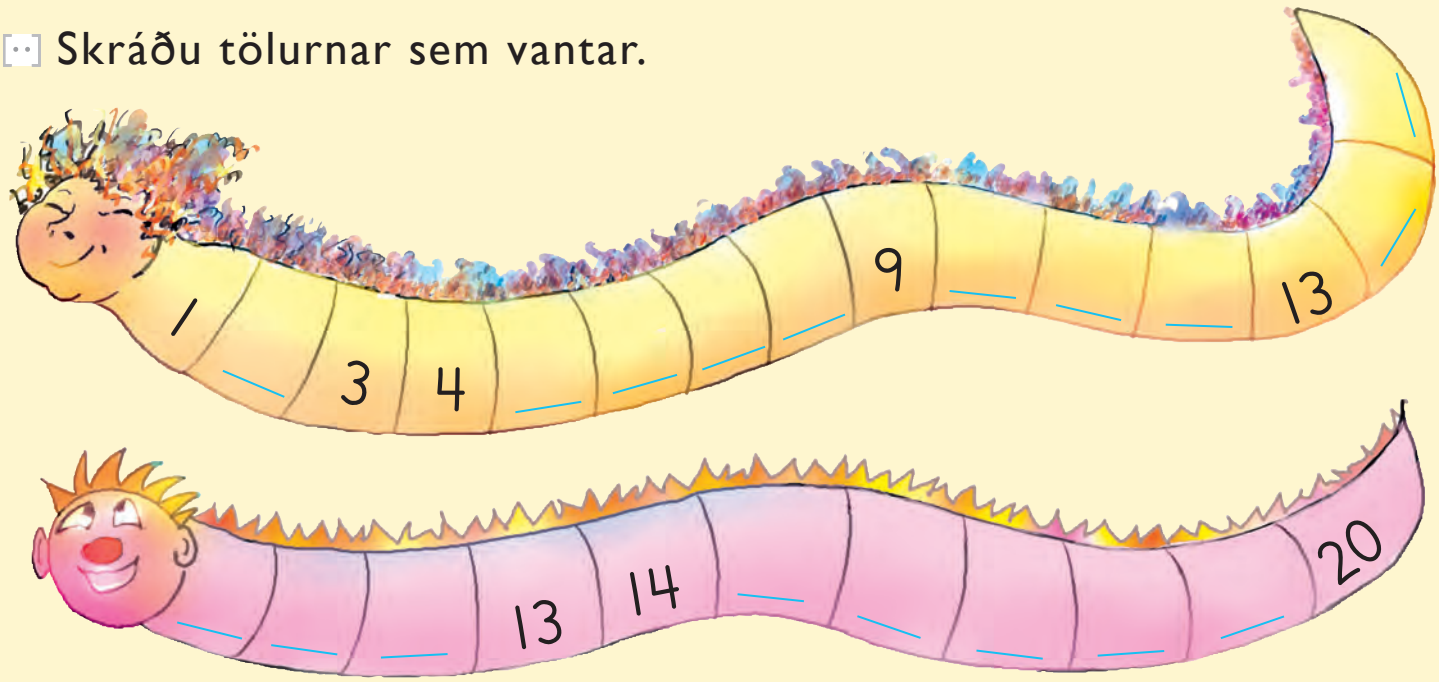


- • Nemendur telja tölurnar, blýantana og krónupeningana og skrá fjöldann.
- •• Nemendur skrifa tölurnar sem vantar í hvítu hringina.
- ••• Nemendur lesa af talnalínunni og skrá réttar tölur í reitina.

Dragðu strik á rétta staði á talnalínunni.



Skráðu tölurnar sem vantar.



Skrifaðu tölurnar í réttri röð. Byrjaðu á minnstu tölunni.

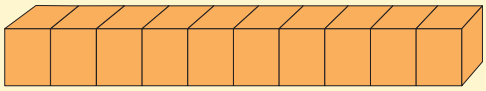
11 8 5 12 4

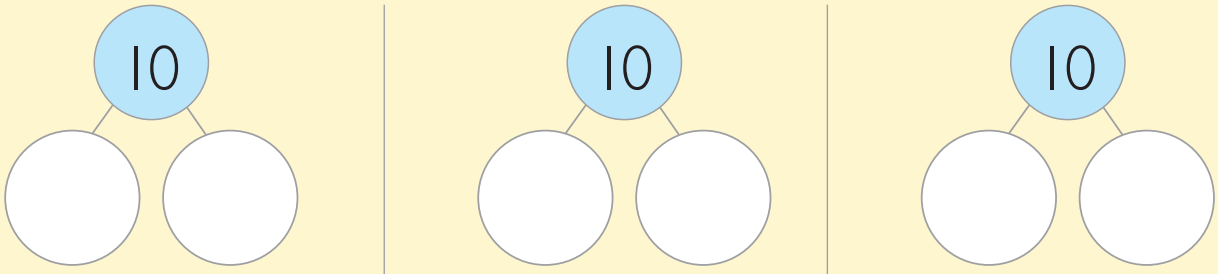
15 7 13 9 18 16

ÆFINGAHEFTI BLS. 2–10

- • Nemendur draga strik frá tölunum í rétta staði á talnalínunni.
- •• Nemendur skrifa tölurnar sem vantar í talnaraðirnar.
- ••• Nemendur skrifa tölurnar í hækkandi röð á bláu strikin.

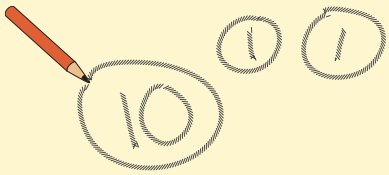
Finndu tíuvini.





_____ _____ _____

Teiknaðu peningana.



12 kr.

18 kr.

15 kr.

20 kr.

Teldu.

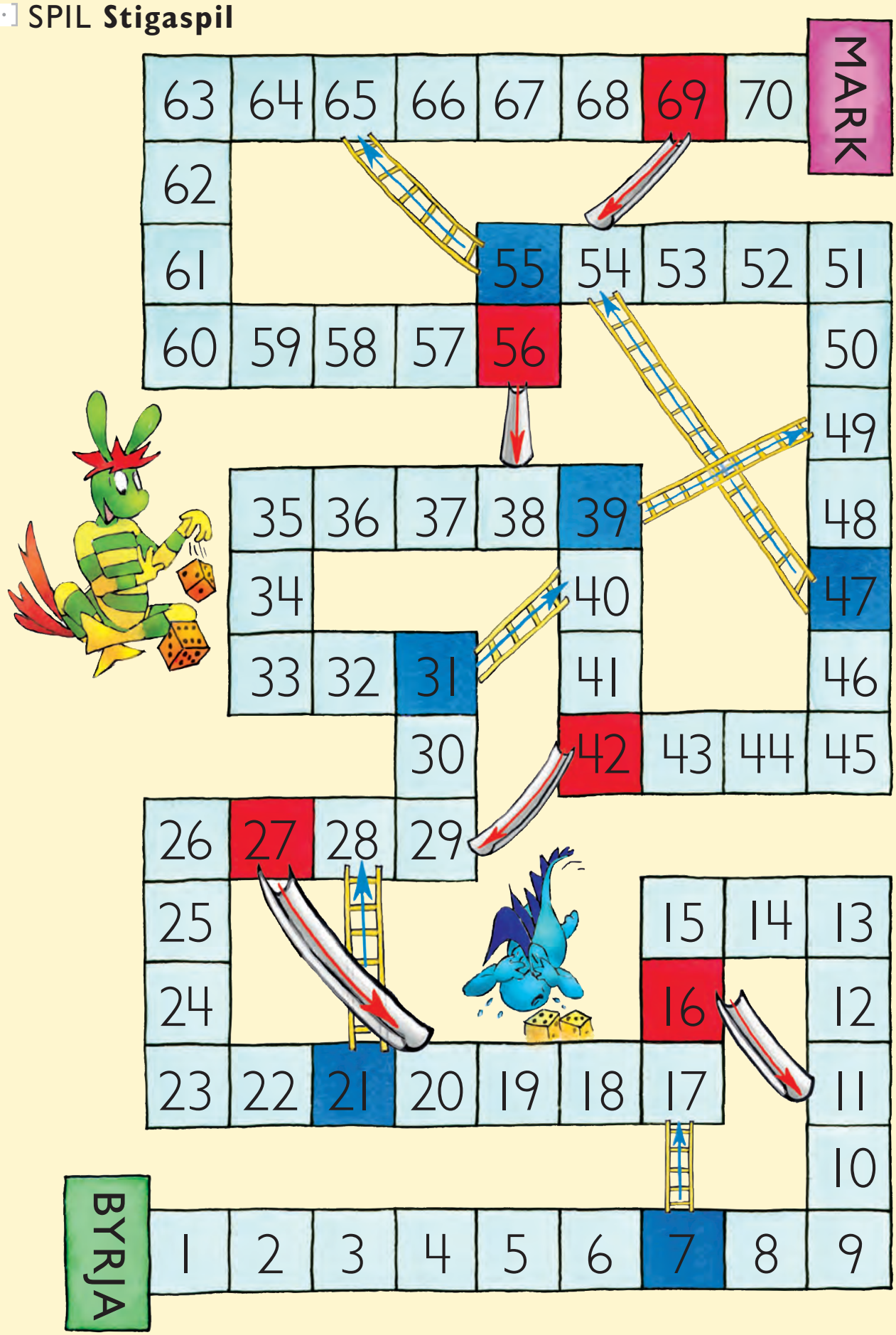
_____ augu _____ vængir _____ skott, rófur, stél eða dindlar

_____ fætur

ÆFINGAHEFTI BLS. 9–16

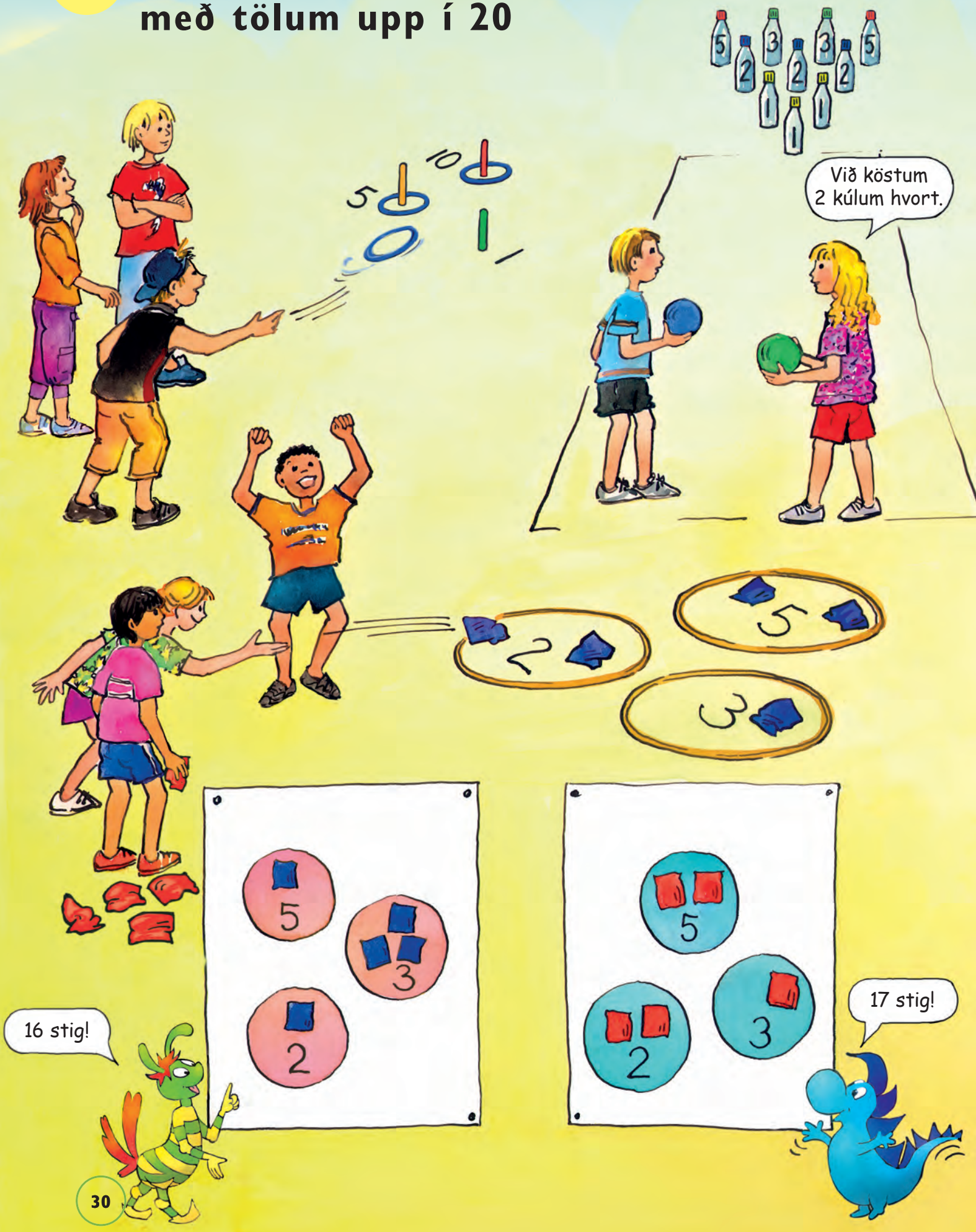
• Nemendur skrá tölur í hvítu hringina sem samtals eru 10.
•• Nemendur teikna peninga sem sýna réttar upphæðir.
••• Nemendur skoða myndina, telja og skrá réttan fjölda.

SPIL **Stigaspil**

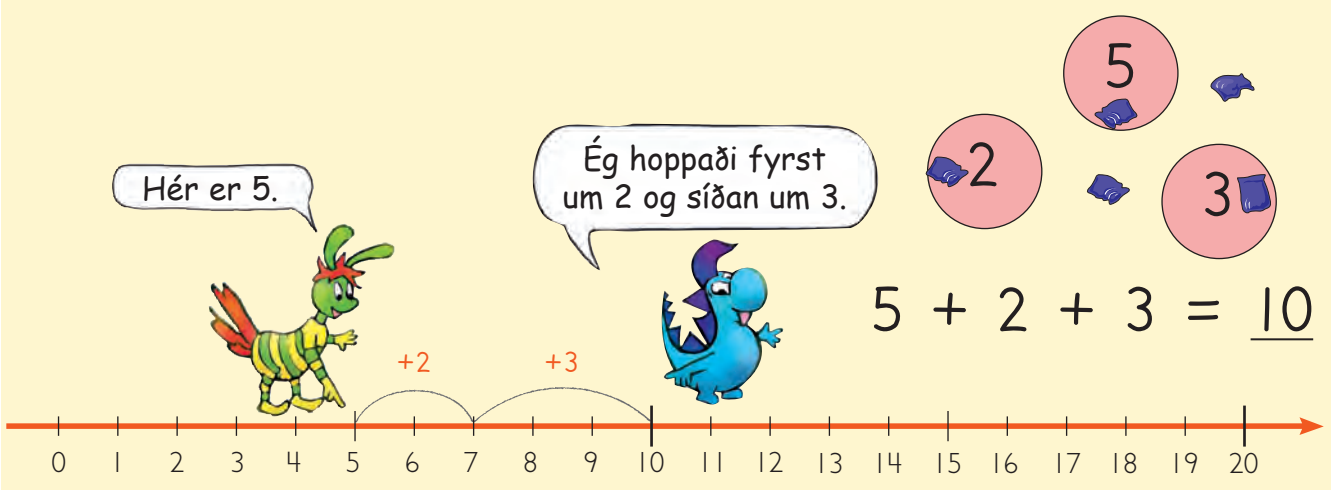


- Búnaður: Spilapeningar og tveir teningar. Leikmenn leggja spilapeningana á BYRJA. Þeir kasta teningunum og flytja spilapeningana eins og summa talnanna, sem upp koma, segir til um. Lendi spilapeningurinn á rauðum eða bláum reit skal flytja spilapeninginn eins og örvarnar sýna.

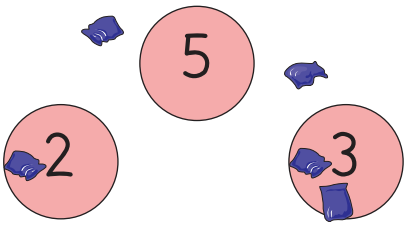
2 Samlagning og frádráttur með tölum upp í 20



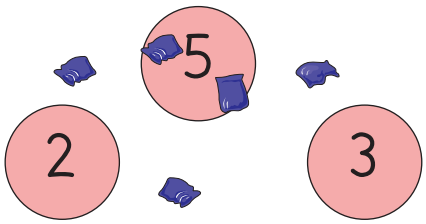
[•]



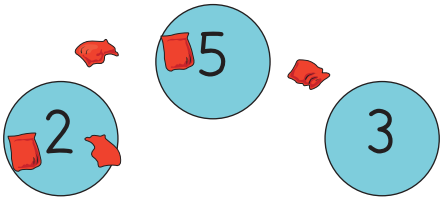
[••] Hve mörg stig alls?



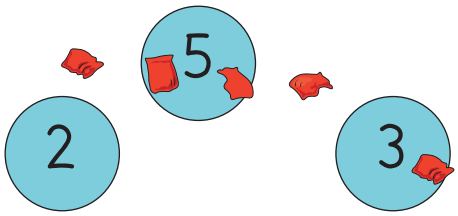
2 + 3 + 3 = _____



5 + 5 = _____

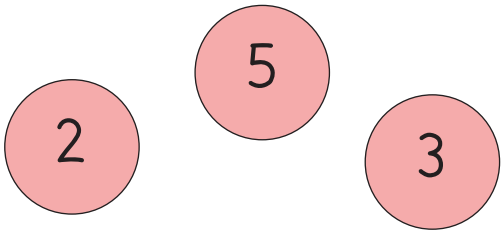


5 + 2 + 2 = _____

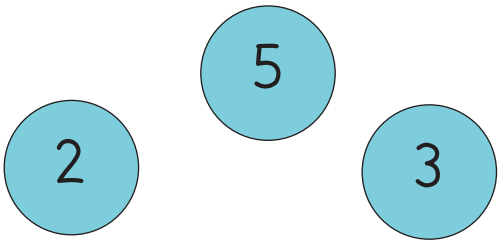


5 + 5 + 3 = _____

[•••] Teiknaðu baunapoka. Búðu til dæmi og skráðu stigin.



_____



_____

• Samræðumynd um samlagningu á talnalínu.
•• Nemendur reikna heildarstigin og skrá svörin.
••• Nemendur teikna að minnsta kosti tvo baunapoka við hvert verkefni. Þeir skrifa dæmið og reikna út stigasummuna.

[·] Hve margir eru deplarnir samtals?

5 + 3 = ____

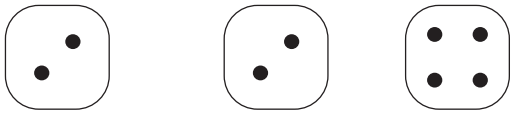
____ + ____ = ____

____ + ____ = ____

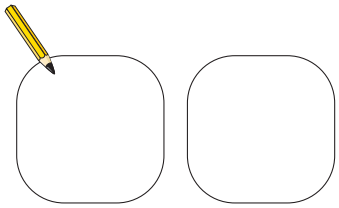
____ + ____ = ____

____ + ____ = ____

____ + ____ = ____



____ + ____ + ____ = ____



Veldu sjálf(ur)

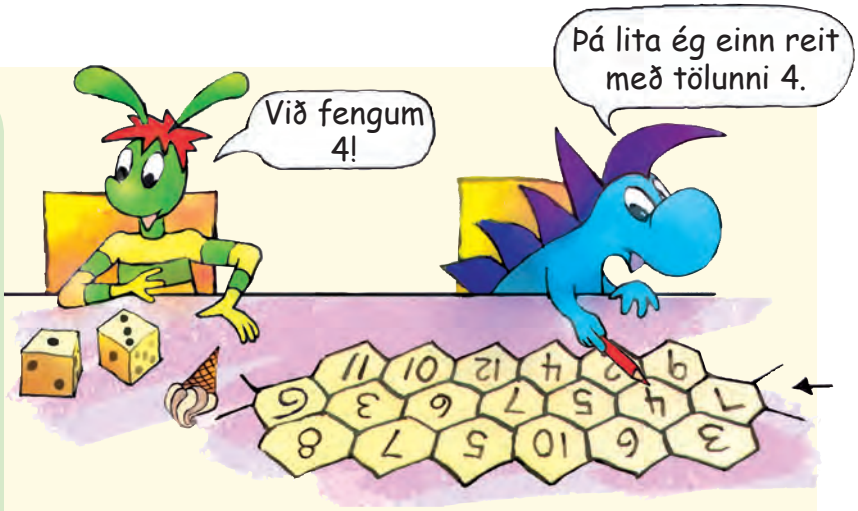
____ + ____ = ____

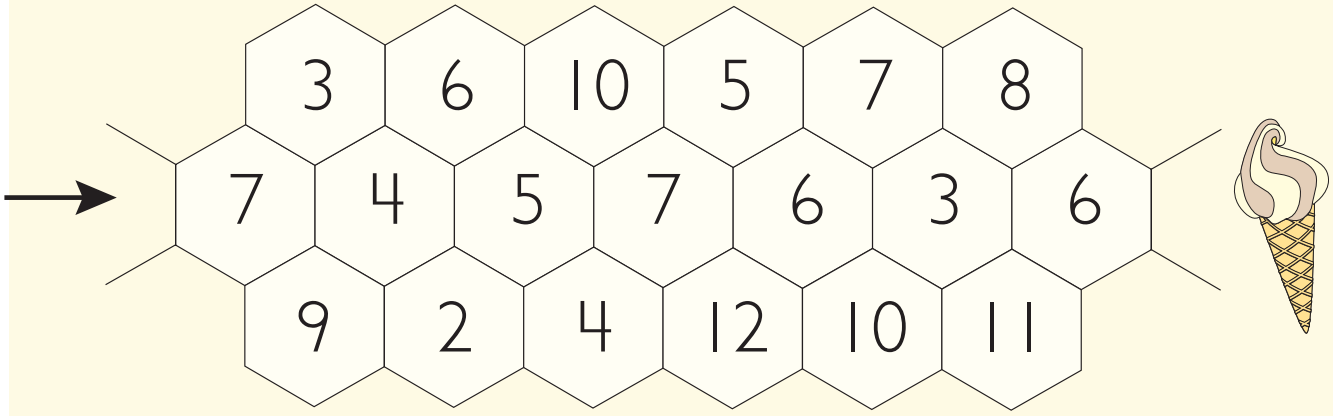
____ + ____ + ____ + ____ = ____

- Nemendur telja deplana á teningunum, skrá tölurnar og reikna summuna.

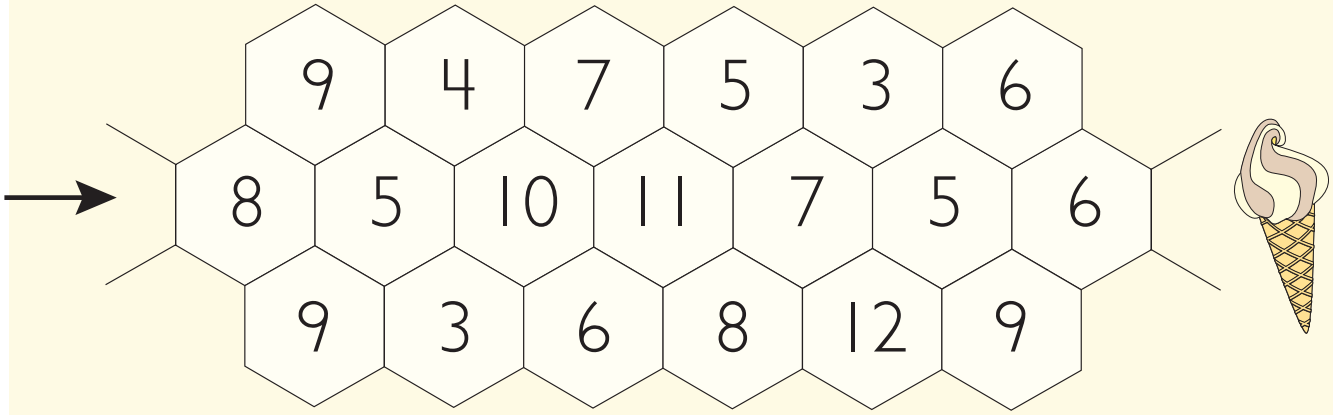
[·] SPIL **Hver fær ísinn?**

LEIKREGLUR
Leikmenn kasta tveimur teningum til skiptis. Ef summa talnanna, sem upp koma, er á spilaborðinu litar leikmaður þann reit í sínum lit. Aðeins á að lita einn reit í hverri umferð þótt talan sé á fleiri en einum stað á spilaborðinu. Sá vinnur sem er fyrstur að lita samhangandi leið að ísnum.





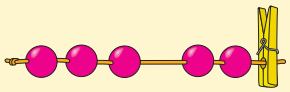
Nafn: _____



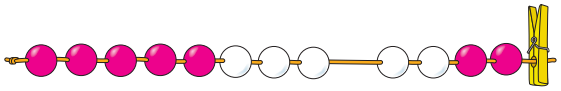
Nafn: _____

- Búnaður: Litblýantar og tveir teningar. Í spilinu æfa nemendur samlagningu.

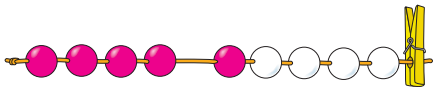
[·] Búðu til dæmi.



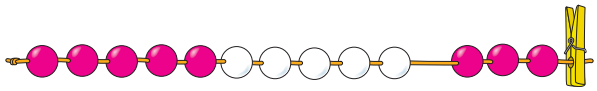
3 + 2 = 5



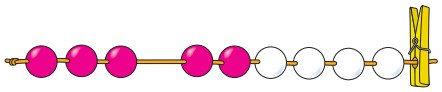
____ + ____ = 12



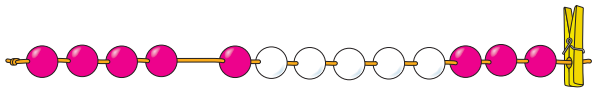
____ + ____ = 9



____ + ____ = ____

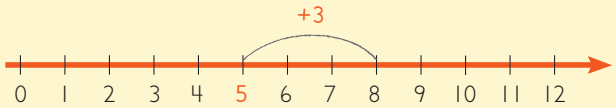


____ + ____ = ____



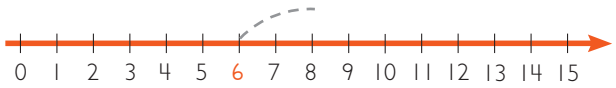
____ + ____ = ____

[··] Reiknaðu dæmin.



5 + 3 = 8

4 + 8 = ____



6 + 4 = ____

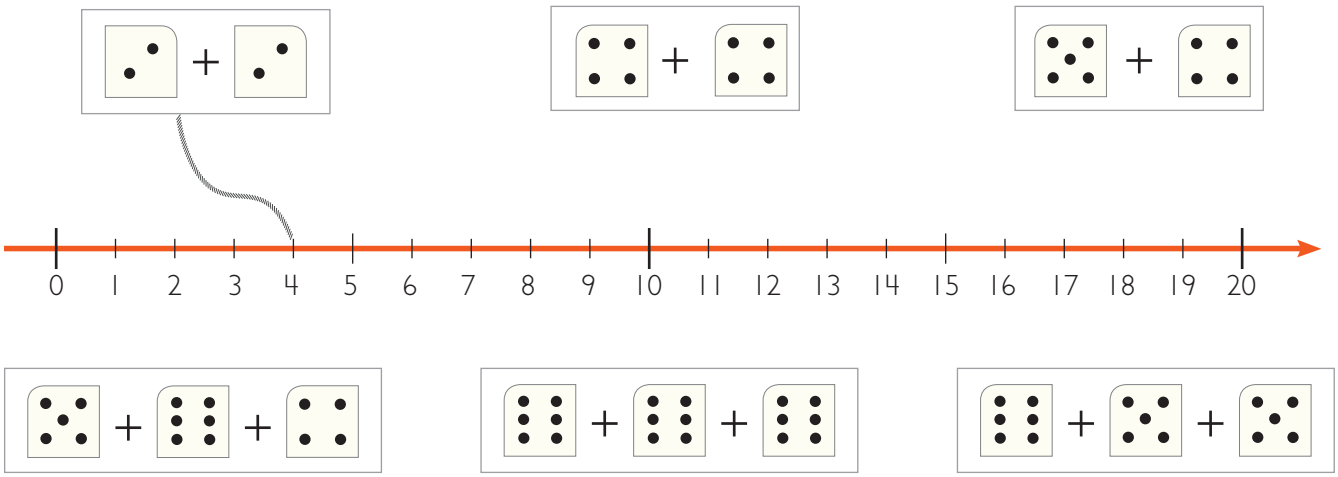
7 + 5 = ____

8 + 3 = ____

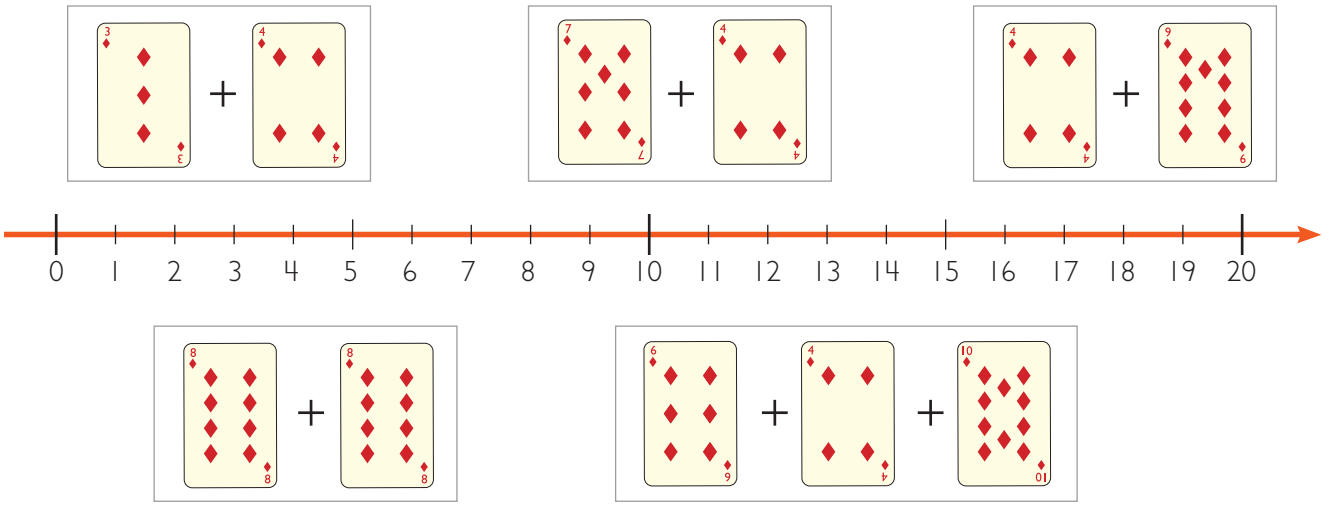
3 + 10 = ____

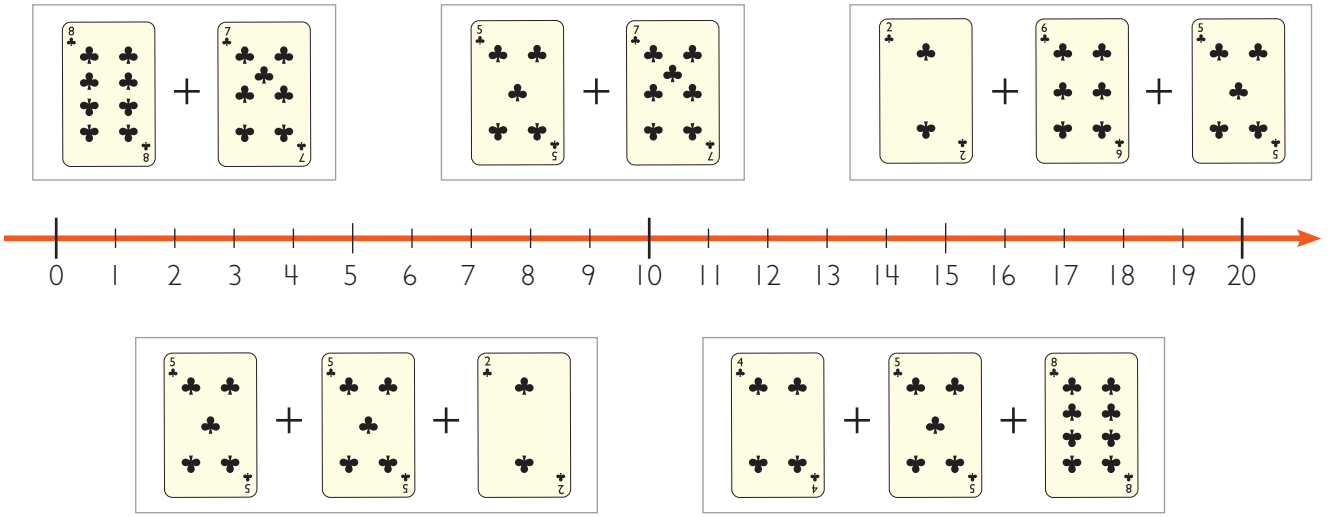
• Nemendur skrifa dæmin sem sýnd eru á kúlnaböndunum og reikna þau.
•• Nemendur sýna dæmin á talnalínunni með bogum og skrá svörin.

[·] Dragðu strik í talnalínuna.



[··] Dragðu strik í talnalínuna.

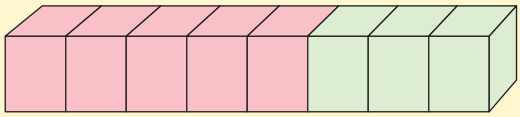




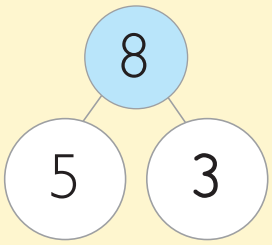
•/•• Nemendur draga strik frá dæmunum í réttan stað á talnalínunni.

[·]

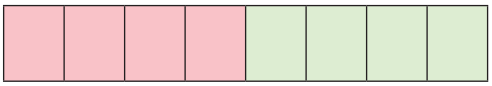
8 = 5 + _____



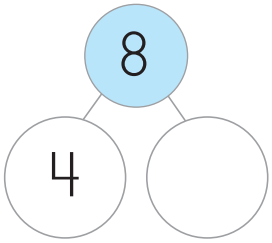
8 = 5 + 3

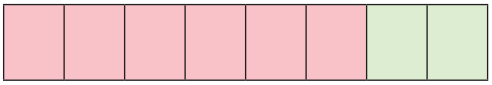


[··] Hvaða tölur vantar?

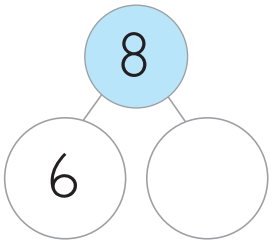


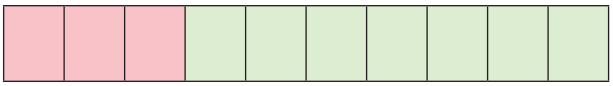
8 = 4 + _____



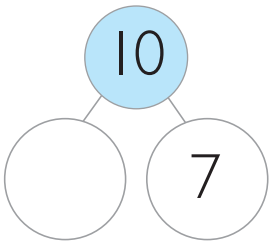


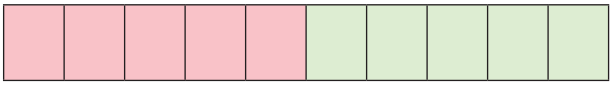
8 = 6 + _____



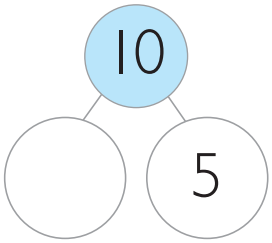


10 = _____ + 7

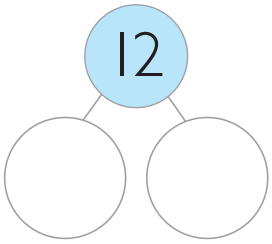




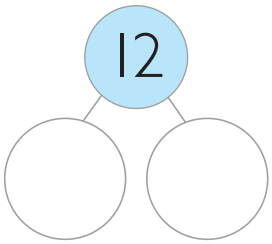
10 = _____ + 5



12 = _____ + _____

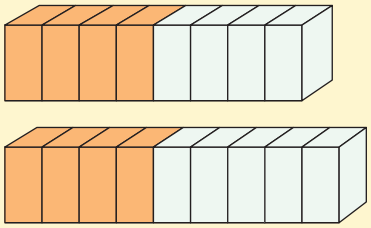


12 = _____ + _____



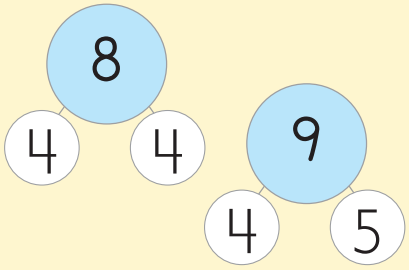
- • Samræðumynd um að skipta tölum upp í tvær tölur, þ.e. talnavini.
- •• Nemendur skrá tölurnar sem vantar, bæði í hringina og á strikin þannig að dæmin verði rétt. Kubbalengjurnar sýna hvernig skipta á tölunum upp.

[·]



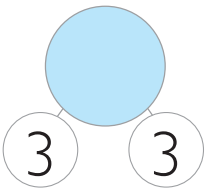
4 + 4 = 8

4 + 5 = 9

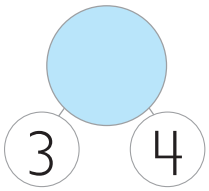


[··] Hve margir?

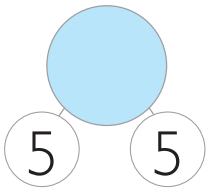
3 + 3 = _____

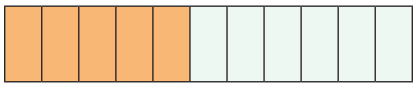


3 + 4 = _____

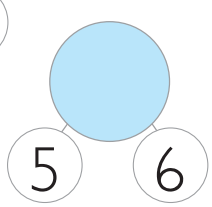


5 + 5 = _____

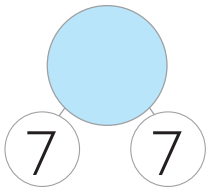




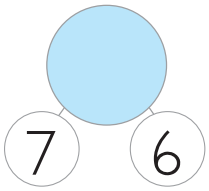
5 + 6 = _____



7 + 7 = _____



7 + 6 = _____

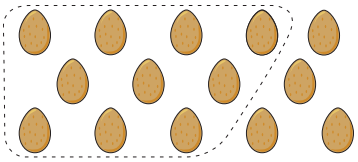


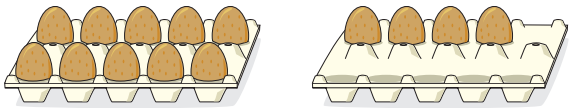
[∴] Reiknaðu dæmin.

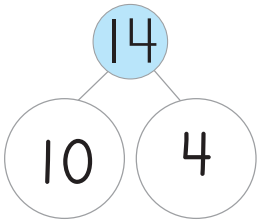
8 + 8 = _____	9 + 9 = _____	10 + 10 = _____
8 + 7 = _____	9 + 8 = _____	10 + 9 = _____
8 + 9 = _____	9 + 10 = _____	11 + 10 = _____

- • Samræðumynd um að tvöfalda og hversu nytsöm þekking það er í samlagningu.
- •• Nemendur skrá tölurnar sem vantar bæði í hringina og á strikin þannig að dæmin verði rétt.
- ••• Nemendur reikna dæmin og skrá svörin.

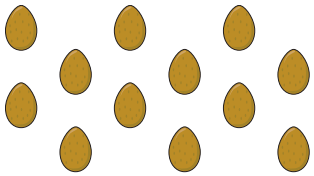
[·] Búðu til tug og finndu einingarnar.

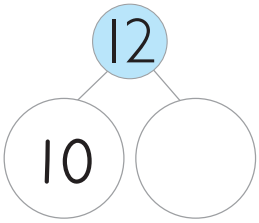




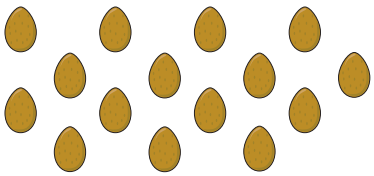


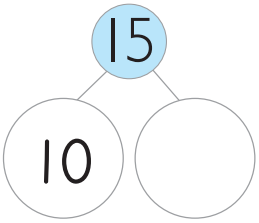
14 = _____ + _____



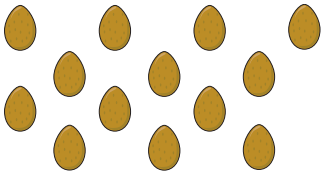


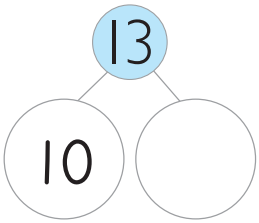
12 = _____ + _____



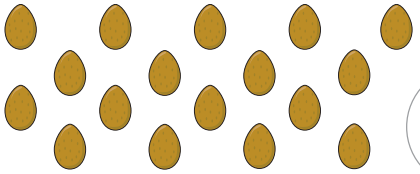


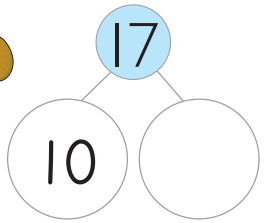
15 = _____ + _____





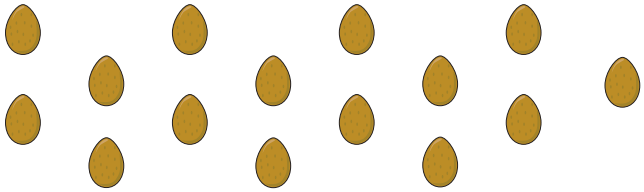
13 = _____ + _____



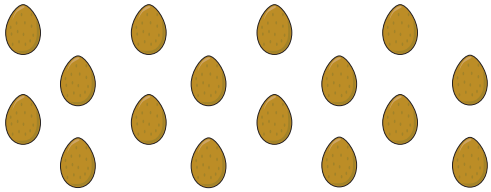


17 = _____ + _____

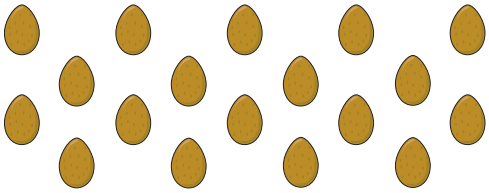
[··] Búðu til tug og skráðu tölurnar.



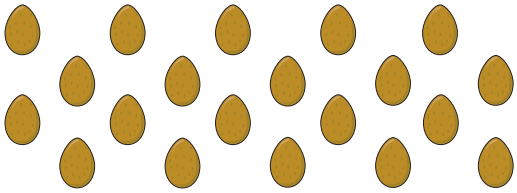
15 = 10 + _____



_____ = 10 + _____



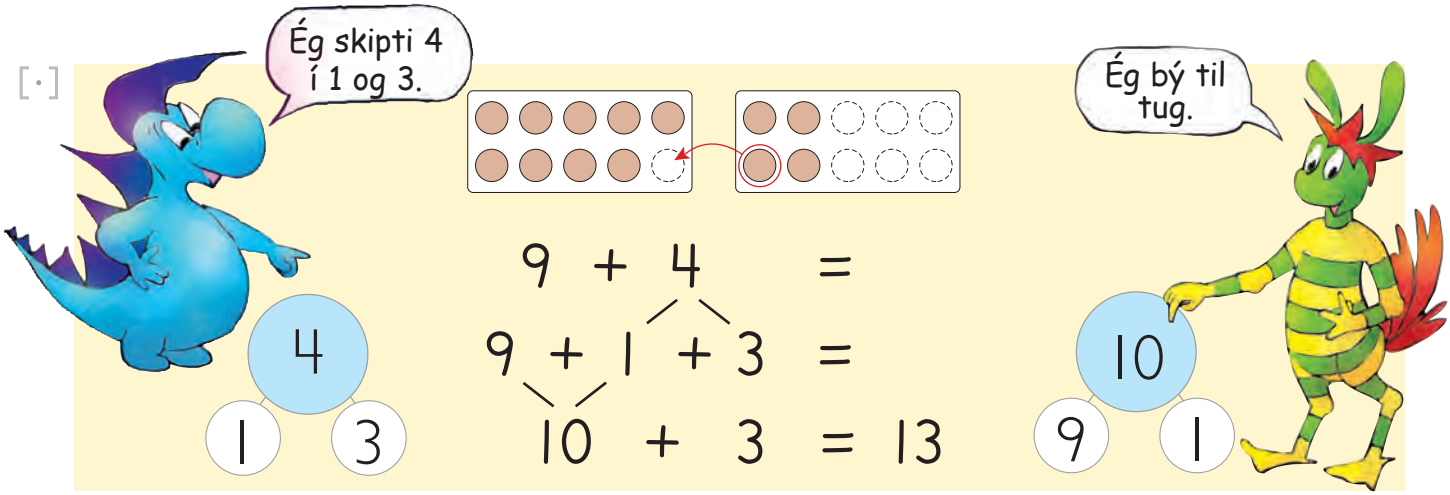
_____ = _____ + _____



_____ = _____ + _____

• Dragðu hring utan um 10 egg og skráðu töluna sem einn tug og afganginn sem einingar. Skrifaðu líka tölurnar í hringina.
•• Dragðu hring utan um 10 egg og skrifaðu töluna sem einn tug og afganginn sem einingar.

[·]

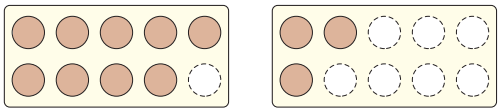


9 + 4 =

9 + 1 + 3 =

10 + 3 = 13

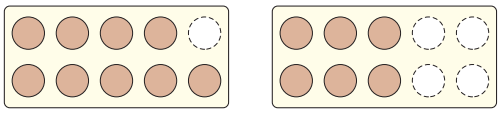
[··] Búðu til tug og reiknaðu dæmin.



9 + 3 =

9 + ____ + ____ =

10 + ____ = ____



9 + 6 =

9 + ____ + ____ =

10 + ____ = ____

[···] Búðu til tug og reiknaðu dæmin.

9 + 2 =

____ + ____ + ____ =

____ + ____ = ____

9 + 5 =

____ + ____ + ____ =

____ + ____ = ____

9 + 8 =

____ + ____ + ____ =

____ + ____ = ____

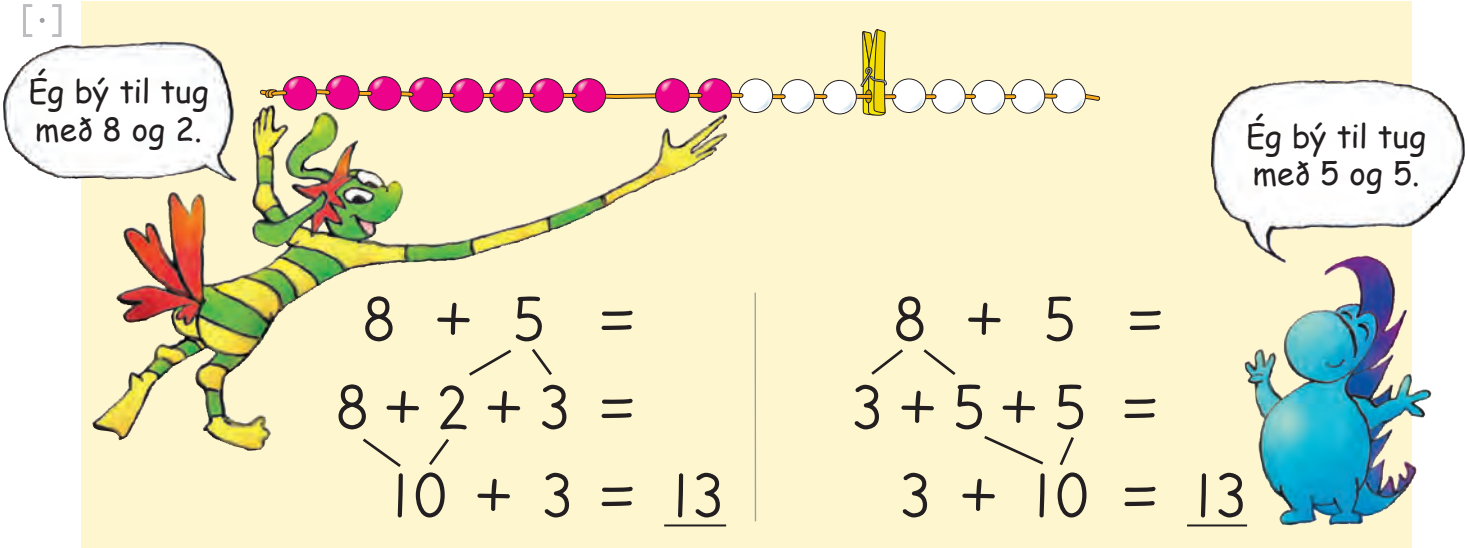
9 + 9 =

____ + ____ + ____ =

____ + ____ = ____

- • Samræðumynd um samlagningu þar sem farið er yfir tug.
- •• Nemendur skipta annarri tölunni upp þannig að hægt sé að búa til tug. Síðan reikna þeir dæmin.
- ••• Nemendur skipta annarri tölunni upp þannig að þeir geti búið til tug. Síðan reikna þeir dæmin.

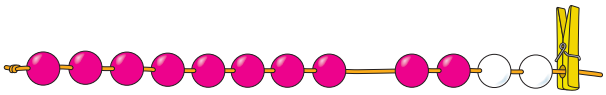
[·]



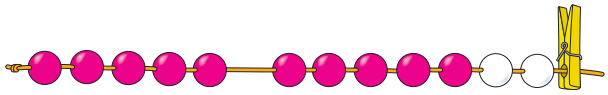
8 + 5 =
8 + 2 + 3 =
10 + 3 = 13

8 + 5 =
3 + 5 + 5 =
3 + 10 = 13

[··] Búðu til tug og reiknaðu dæmin.



8 + 4 =
8 + ____ + ____ =
10 + ____ = ____



5 + 7 =
____ + ____ + ____ =
10 + ____ = ____

[···] Búðu til tug og reiknaðu dæmin.

8 + 6 =
____ + ____ + ____ =
____ + ____ = ____

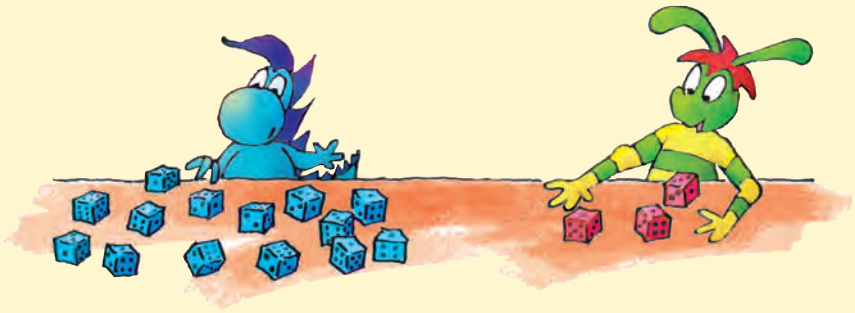
5 + 6 =
____ + ____ + ____ =
____ + ____ = ____

7 + 8 =
____ + ____ + ____ =
____ + ____ = ____

9 + 7 =
____ + ____ + ____ =
____ + ____ = ____

• Samræðumynd um samlagningu þar sem farið er yfir tug.
••/ ••• Nemendur skipta annarri tölunni upp þannig að þeir geti búið til tug. Síðan reikna þeir dæmið.

[·] Hve margir eru teningarnir samtals?



14 + 3 = 17

10 4

[··] Skiptu í tug og einingar. Reiknaðu dæmin.

13 + 4 = ____

10 3

12 + 6 = ____

15 + 4 = ____

16 + 2 = ____

11 + 7 = ____

14 + 3 = ____

12 + 5 = ____

13 + 7 = ____

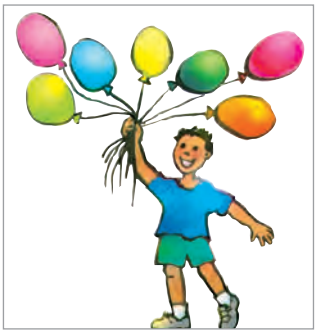
• Samræðumynd um samlagningu tveggja stafa tölu og eins stafs tölu þar sem ekki er farið yfir tug.
•• Nemendur skipta tveggja stafa tölunni upp í tug og einingar. Síðan reikna þeir dæmið og skrá svarið.

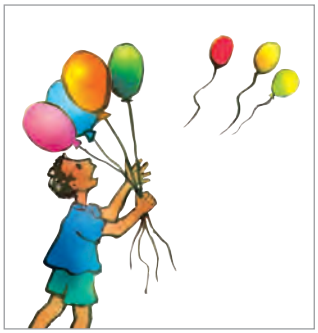
Frádráttur

[·]

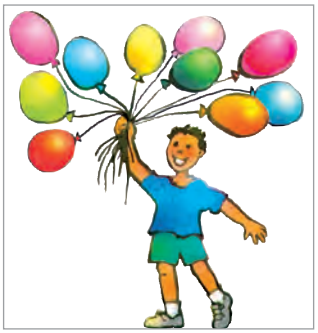
6 – 2 = 4

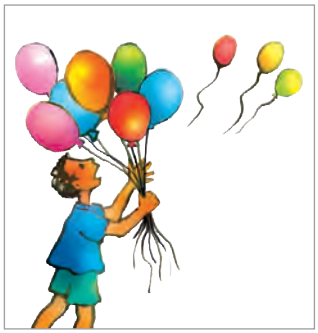
[··] Hve margar eru eftir?





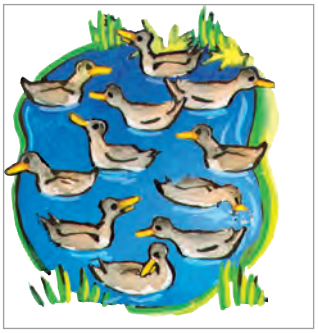
7 – 3 = ____





____ – ____ = ____

____ – ____ = ____



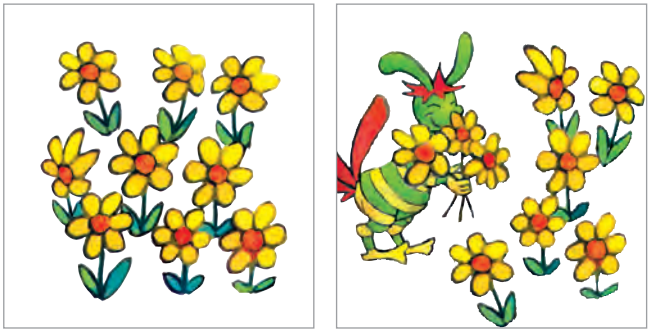
____ – ____ = ____

____ – ____ = ____

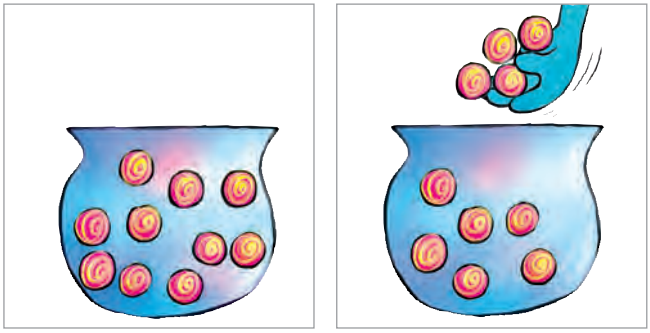
____ – ____ = ____

- Samræðumynd um frádrátt.
- Nemendur skrá hve margar blöðrurnar, endurnar og myntirnar eru, hve margar hverfa á brott og hve margar eru eftir.

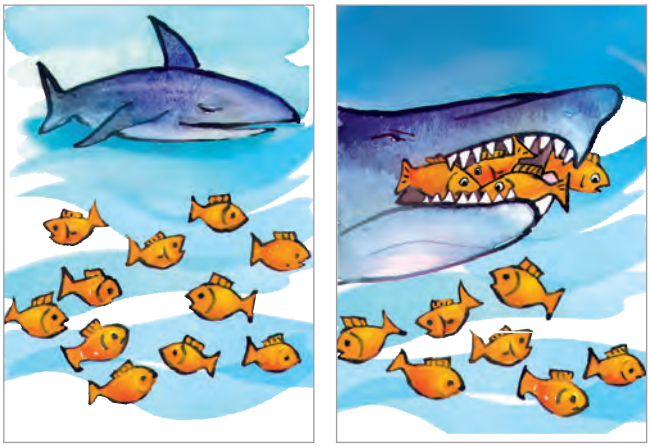
[·] Hvað er eftir?



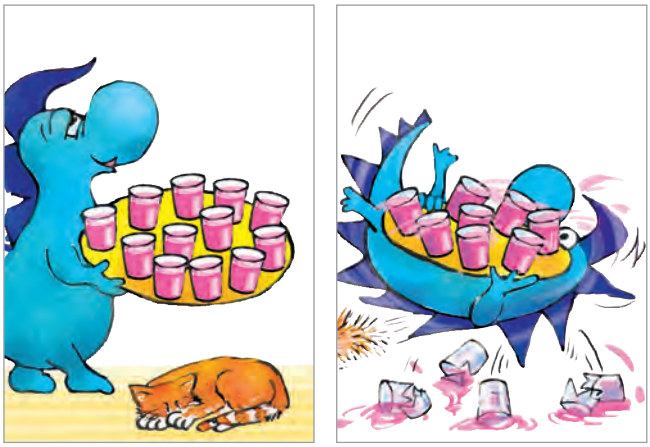
9 – 3 = ____



____ – ____ = ____



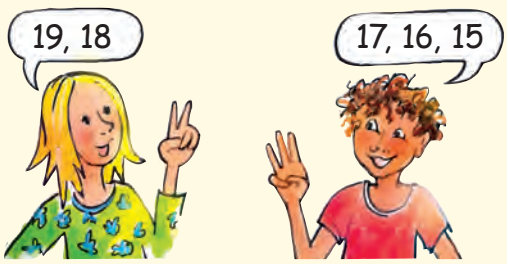
____ – ____ = ____



____ – ____ = ____

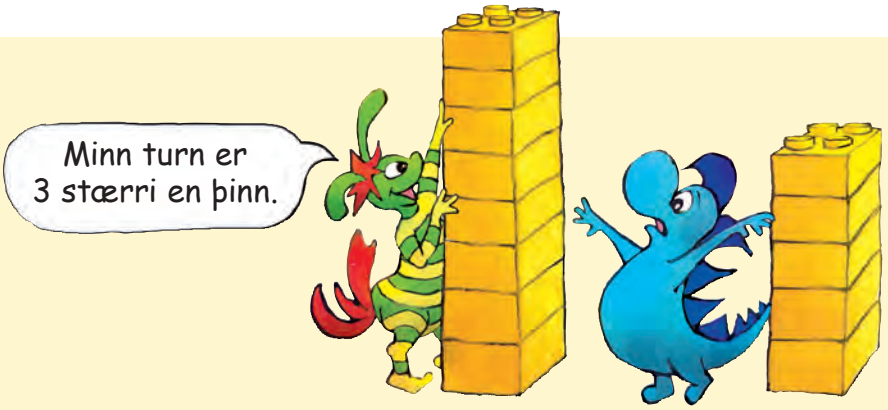
[··] SPIL **Frá 20 til 0**

LEIKREGLUR
Leikmenn byrja á 20. Hvor leikmaður lyftir 1, 2 eða 3 fingrum til skiptis. Þeir telja niður, 1 fyrir hvern fingur sem er á lofti. Sá vinnur sem er á undan að segja 0.



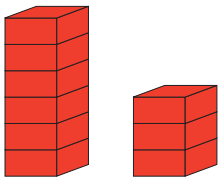
• Nemendur skrá hve blómin, sælgætið, fiskarnir og glösin eru mörg, fjölda þeirra sem hverfa brott og hve mikið er eftir.
•• Í spilinu æfa nemendur að telja aftur á bak frá hvaða tölu sem er milli 20 og 0.

[·]

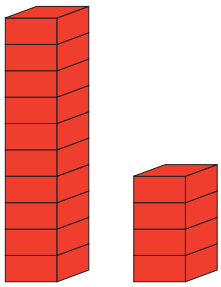


8 – 5 = 3

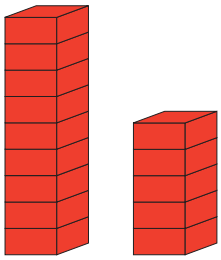
[··] Hver er mismunurinn?



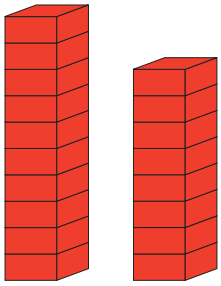
6 – 3 = 3



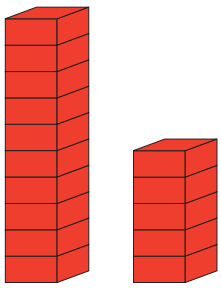
___ – ___ = ___



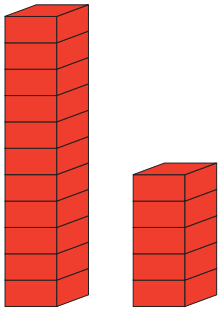
___ – ___ = ___



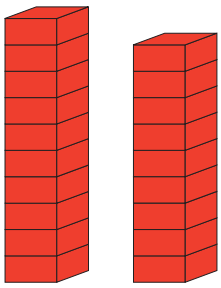
___ – ___ = ___



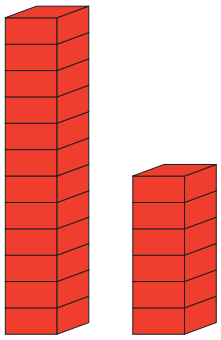
___ – ___ = ___



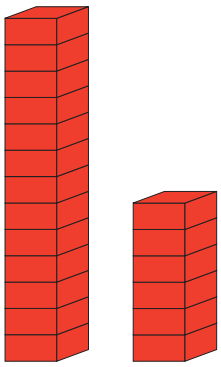
___ – ___ = ___



___ – ___ = ___



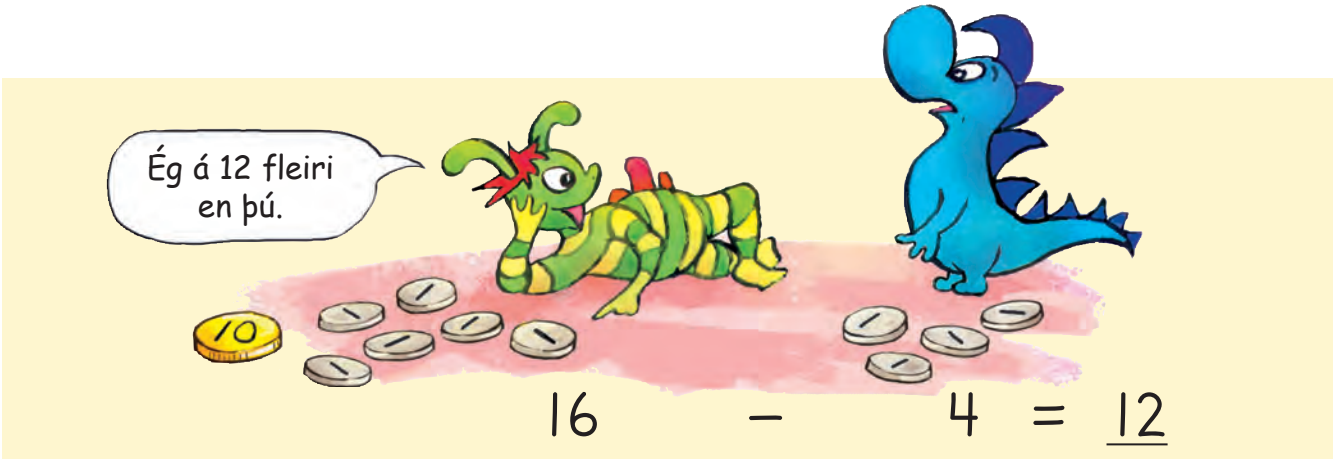
___ – ___ = ___



___ – ___ = ___

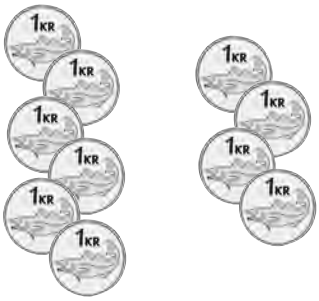
- Samræðumynd um samanburð.
- •• Nemendur telja kubbana í hvorum turni, skrá fjöldann og finna mismuninn milli þeirra.

[·]

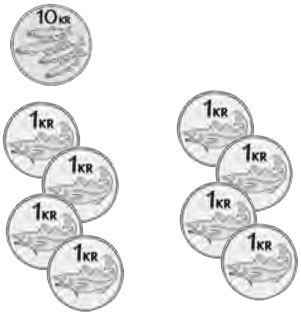


16 – 4 = 12

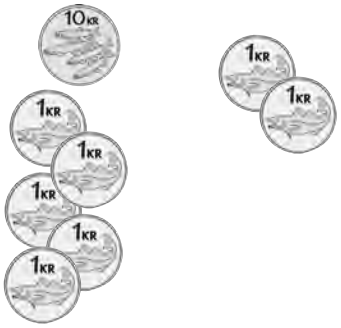
[··] Hverju munar?



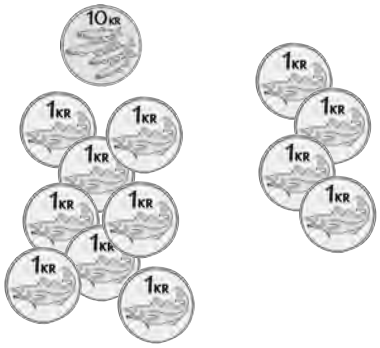
6 – 4 = ____



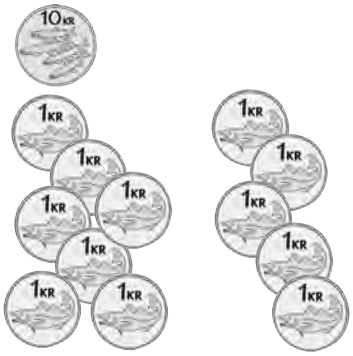
____ – ____ = ____



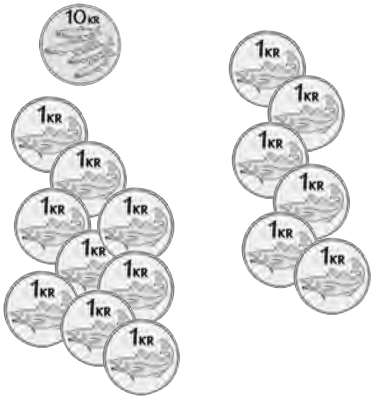
____ – ____ = ____



____ – ____ = ____



____ – ____ = ____



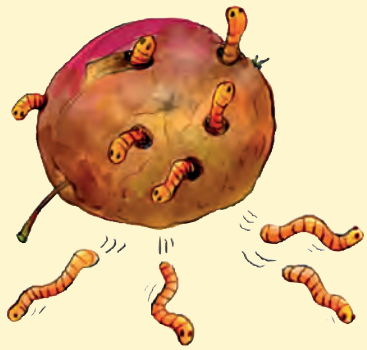
____ – ____ = ____

[·:] Teiknaðu myntirnar.

13 – 5 = ____

- • Samræðumynd um samanburð.
- •• Nemendur skrifa hvað myntirnar eru margar í hvoru safni. Þeir bera saman fjöldann og finna mismuninn.
- ••• Nemendur teikna myntirnar sem passa við tölurnar og finna mismuninn.

[·]

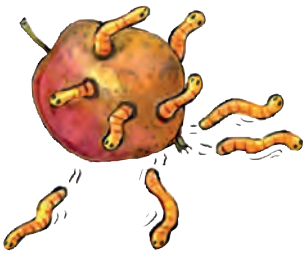


10

6 4

10 – 4 = 6

[··] Hve margir eru eftir?



9

4

9 – 4 = _____

11

3

11 – 3 = _____

[·:·] Hvaða tölur vantar?

9

6

9 – 6 = _____

12

3

12 – 3 = _____

14

4

14 – 4 = _____

17

10

17 – 10 = _____

16

8

16 – 8 = _____

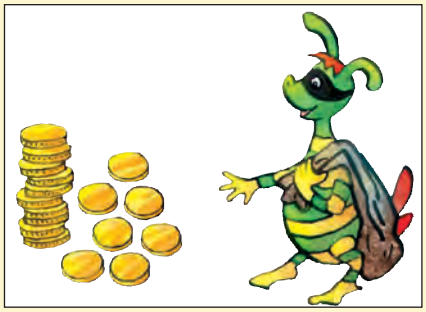
19

9

19 – 9 = _____

• Samræðumynd um tengsl samlagningar og frádráttar.
••/ ••• Nemendur skrá í hringina tölurnar sem vantar.

[·]



17 – 4 = 13

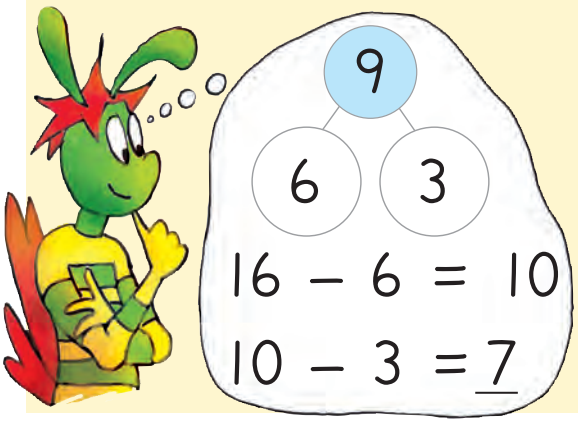
10 7

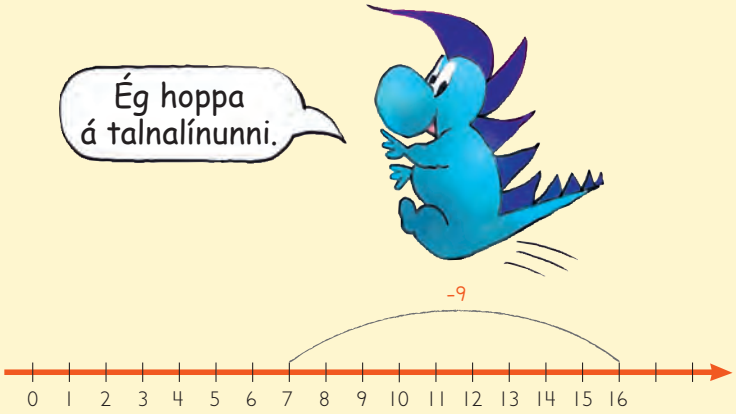
[··] Skiptu tölunum í tug og einingar. Reiknaðu síðan dæmin.

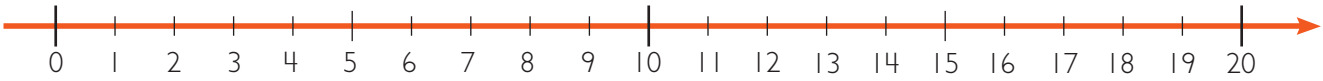
14 – 3 = ____ 10 4	16 – 3 = ____
18 – 5 = ____	17 – 6 = ____
15 – 2 = ____	19 – 4 = ____
16 – 6 = ____	19 – 8 = ____

• Samræðumynd um frádrátt.
•• Nemendur skipta tveggja stafa tölunum upp í tug og einingar áður en þeir reikna dæmin.

[·] Reiknaðu dæmið 16 – 9.





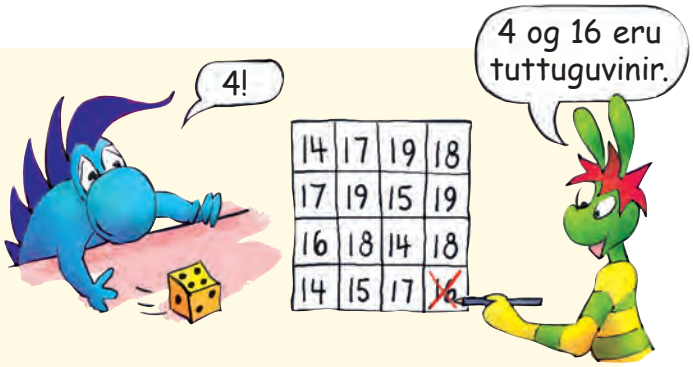


[··] Reiknaðu dæmin.

15 – 7 = ____	16 – 8 = ____	14 – 5 = ____
12 – 5 = ____	13 – 9 = ____	15 – 8 = ____
14 – 6 = ____	14 – 7 = ____	17 – 9 = ____

[···] SPIL **Tuttuguvinabingó**

LEIKREGLUR
Leikmenn kasta teningi til skiptis. Þeir finna á spilaborðinu tölu, sem er 20-vinur tölunnar sem upp kemur á teningnum, og merkja sér hana. Sá vinnur sem er fyrstur að fá 4 í röð, lárétt, lóðrétt eða á ská.

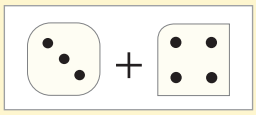
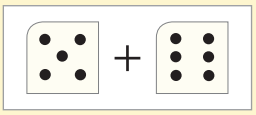
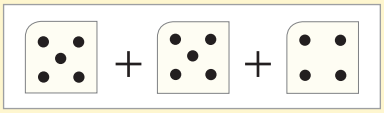


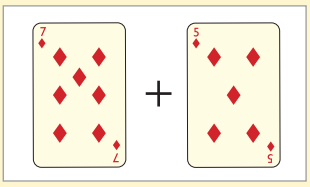
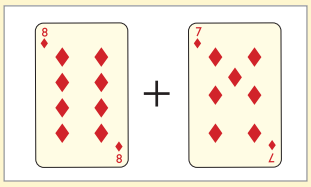
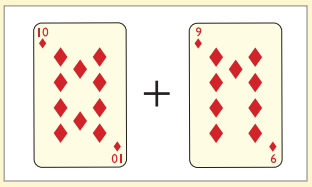
19	16	18	14
14	15	17	19
17	18	14	16
15	15	19	18

18	17	16	19
19	14	15	17
18	17	14	16
16	19	15	18

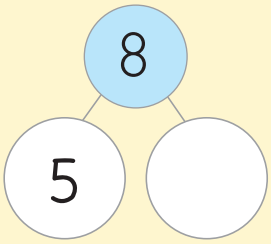
• Samræðumynd um frádrátt.
•• Nemendur finna svörin við dæmunum.
••• Í spilinu æfa nemendur að finna 20-vini.

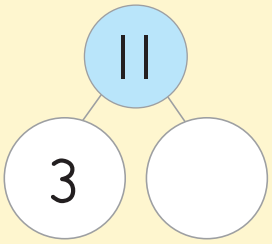
Dragðu strik í talnalínuna.

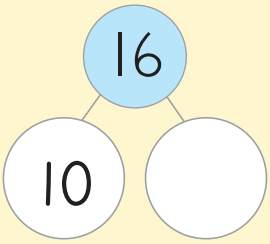




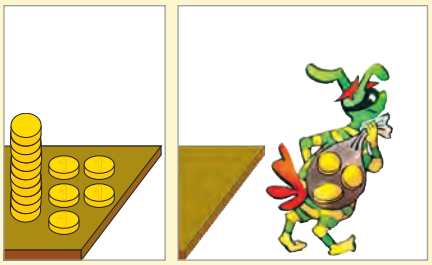
Skiptu tölunum upp í tvær tölur.



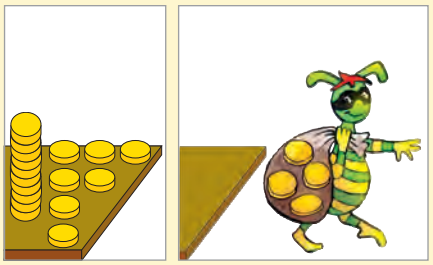




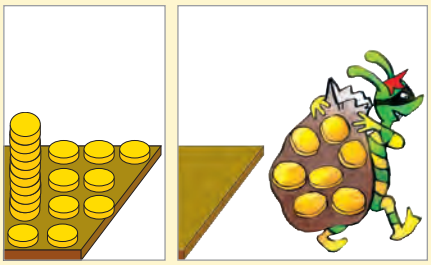
Hve margar myntir eru eftir?



15 – 3 = _____



17 – 4 = _____



19 – 7 = _____

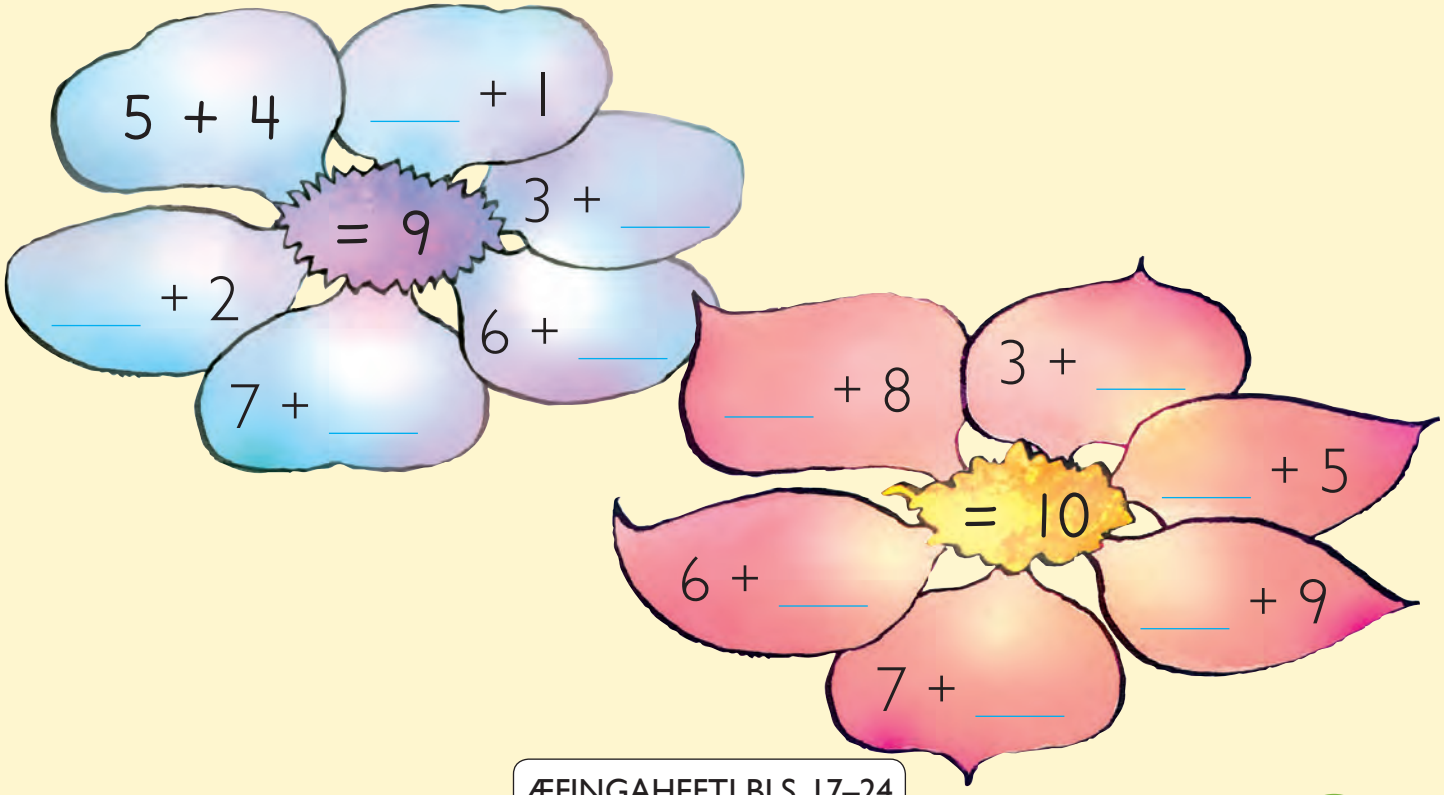
Reiknaðu dæmin.

2 + 3 = _____	9 + 7 = _____	8 – 4 = _____
5 + 3 = _____	8 + 9 = _____	10 – 3 = _____
6 + 4 = _____	14 + 3 = _____	15 – 4 = _____

• Nemendur draga strik frá dæmunum í réttan stað á talnalínunni.
•• Nemendur skrifa talnavinina í hringina.
•••/ •••• Nemendur reikna dæmin og skrá svörin.

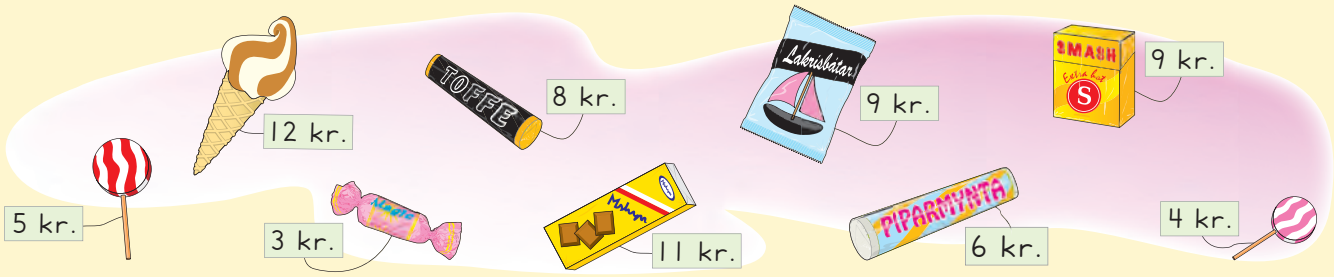
• Skrifaðu tölu sem eru 2 minni og aðra sem er 2 stærri.

•• Hvaða tölur vantar?

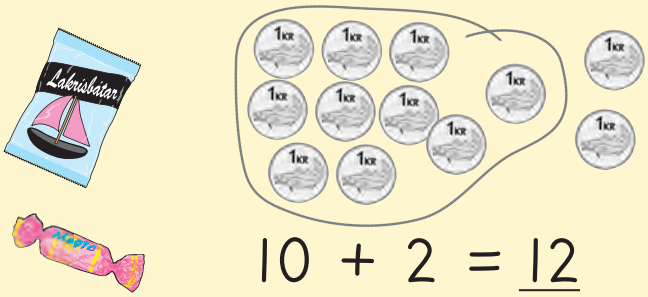


ÆFINGAHEFTI BLS. 17–24

- • Nemendur skrifa tölurnar sem eru tveimur minni og tveimur stærri en talan í miðjunni.
- •• Nemendur skrifa tölurnar sem vantar á krónublöðin. Öll dæmin á krónublöðunum eiga að hafa sömu summu og talan í miðju blómsins.

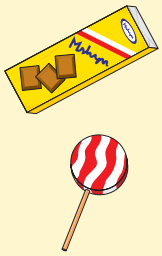


[·] Hve mikið alls? Teiknaðu peningana. Búðu til tug og reiknaðu dæmin.



10 + 2 = 12

____ + ____ = ____



____ + ____ = ____

____ + ____ = ____

[··] Veldu vörur. Reiknaðu síðan.

____ + ____ = ____

____ + ____ = ____

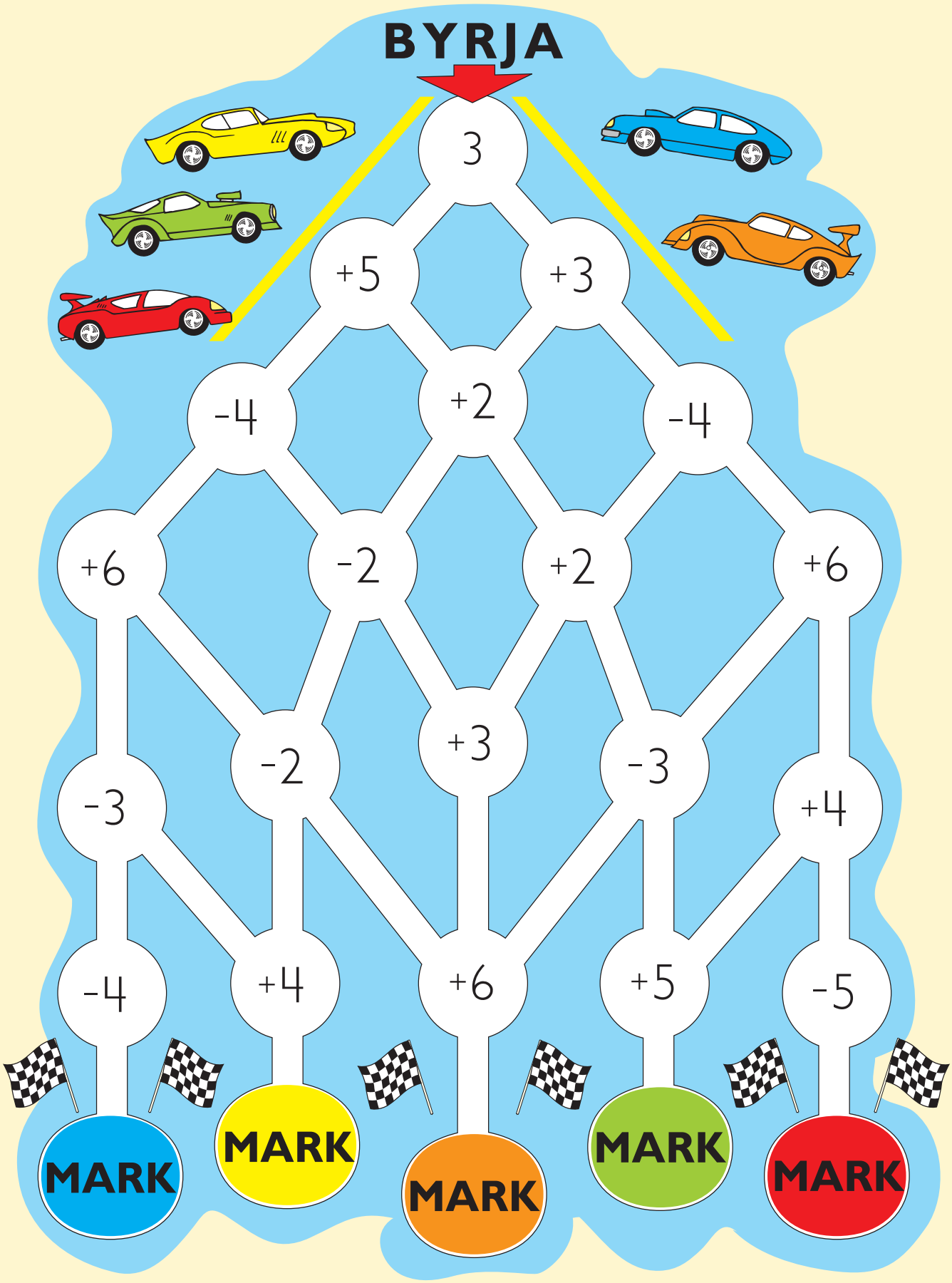
[···] Reiknaðu dæmin.

9 + 4 = ____	13 + 7 = ____	19 − 8 = ____
4 + 7 = ____	14 + 5 = ____	17 − 8 = ____

ÆFINGAHEFTI BLS. 23–28

• Nemendur finna verð á vörunum, teikna krónupeningana, draga hring um tíu krónupeninga, skrifa dæmin og skrá svörin.
•• Nemendur búa til eigin dæmi, teikna vörurnar og skrá dæmin og svörin.
••• Nemendur reikna dæmin og skrá svörin.

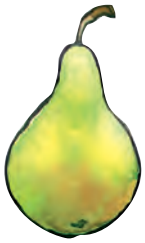
Hvaða bíll fær flest stig?



- Nemendur „aka bílunum“ frá BYRJA í MARK. Grænn bíl fer í græna markið, blár bíll í bláa markið o.s.frv. Sá bíll vinnur sem hefur flest stig þegar í mark er komið.

3 Tölfræði

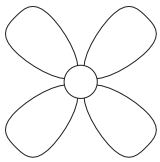
[·] Teldu.

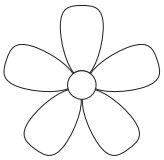
					3
		

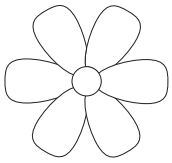
- Nemendur telja hlutina á myndinni á bls. 54 og skrá fjöldann með talningarstrikum. Þeir skrifa einnig fjöldann með tölustöfum.

Þetta er með fjögur.

[·] Teldu.

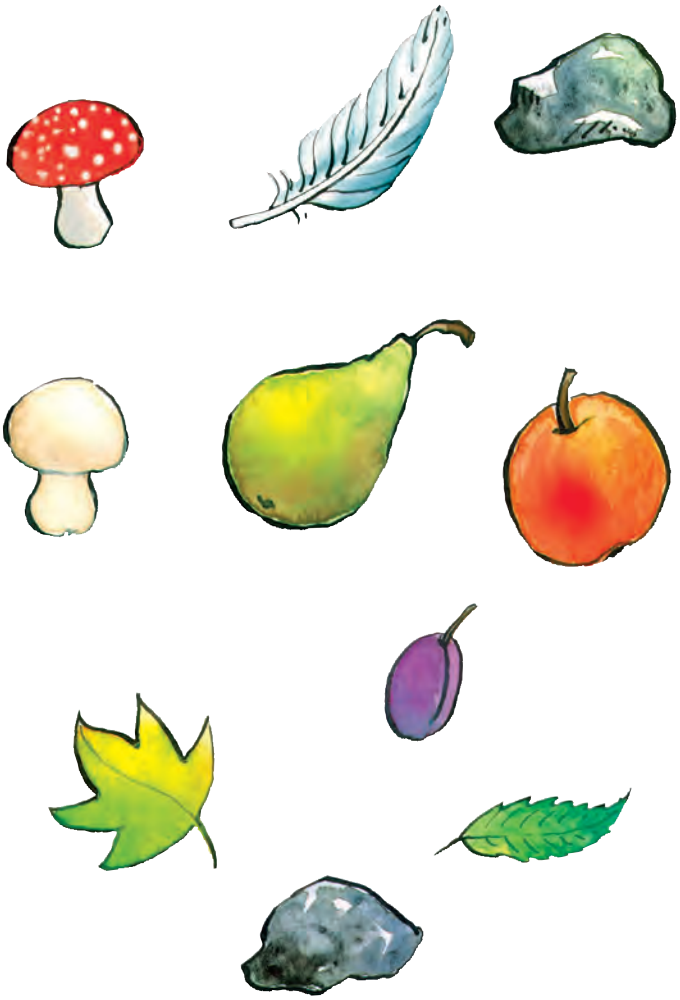


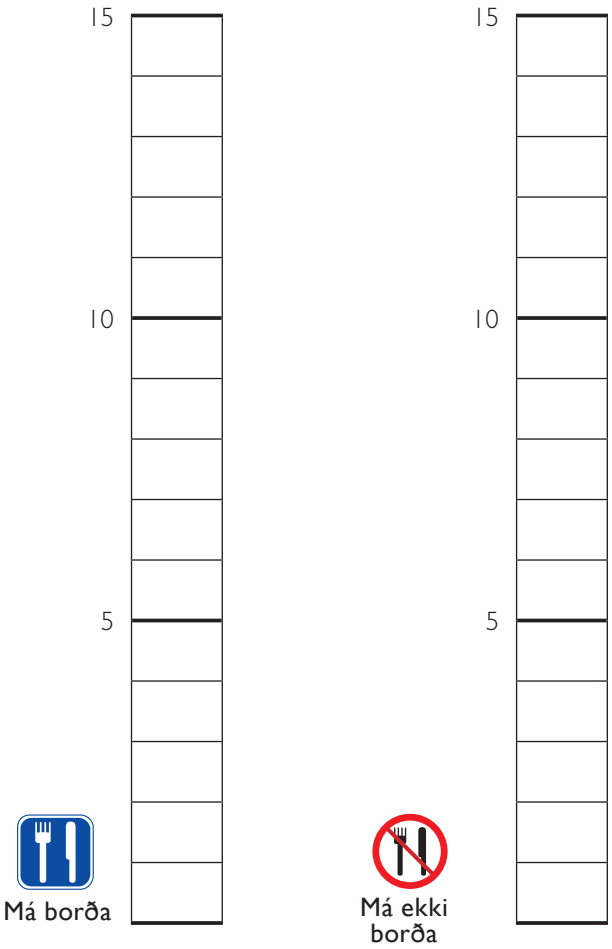




- Nemendur telja blóm með fjórum krónublöðum og skrá fjöldann. Þeir telja einnig blóm sem hafa fimm og sex krónublöð.

[·] Teldu.

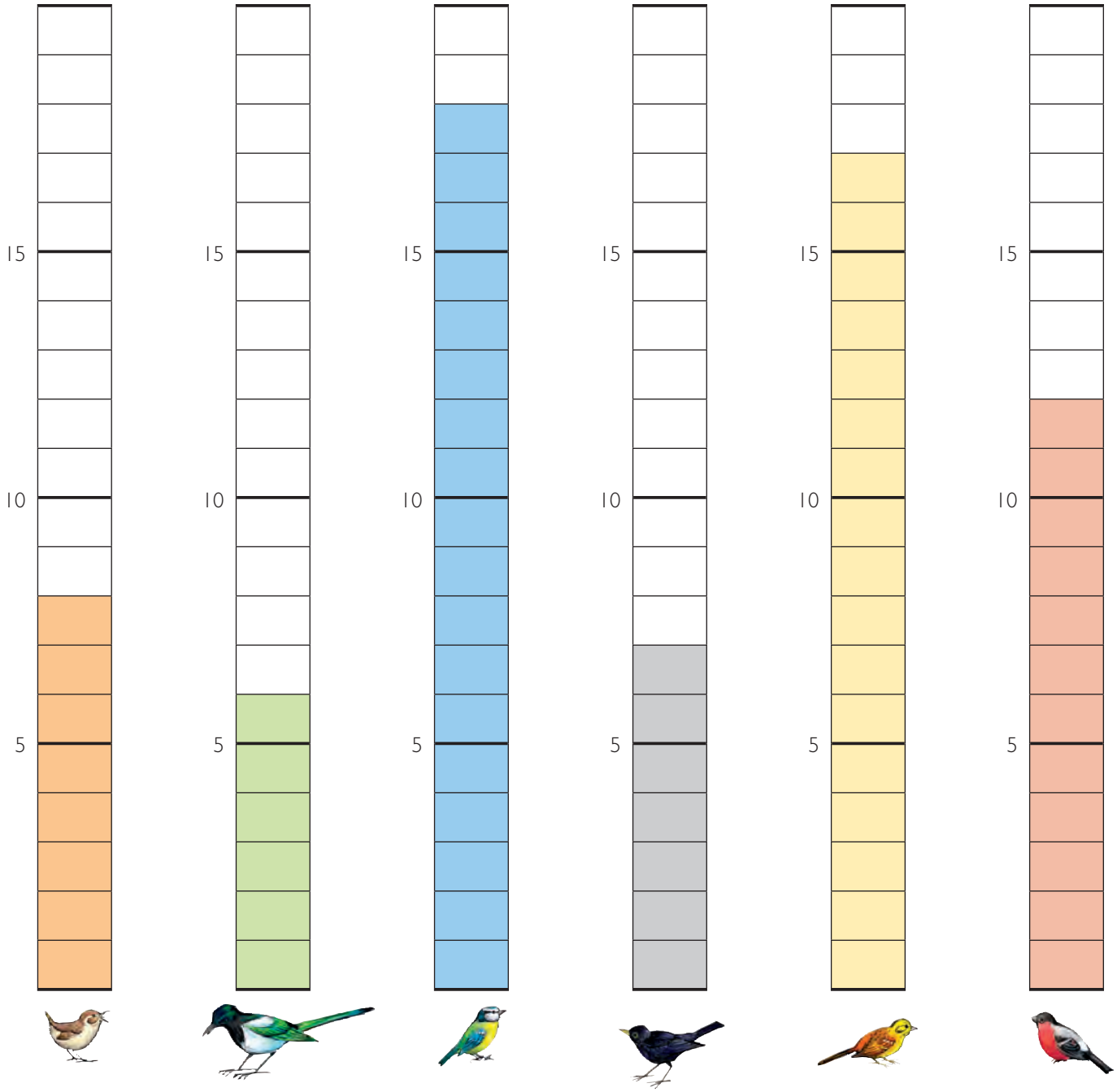




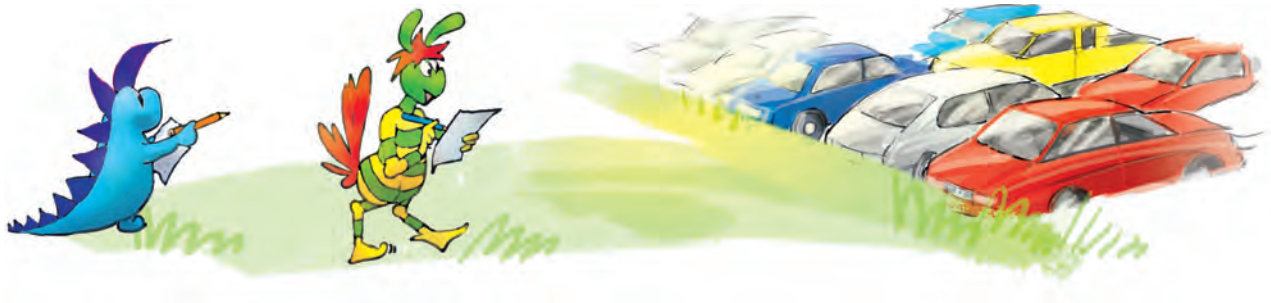
_____ _____

- Nemendur flokka það sem er á myndunum í það sem er ætt og það sem er óætt. Þeir lita jafn marga reiti í súluritin og skrá síðan fjöldann undir hvorri súlu.

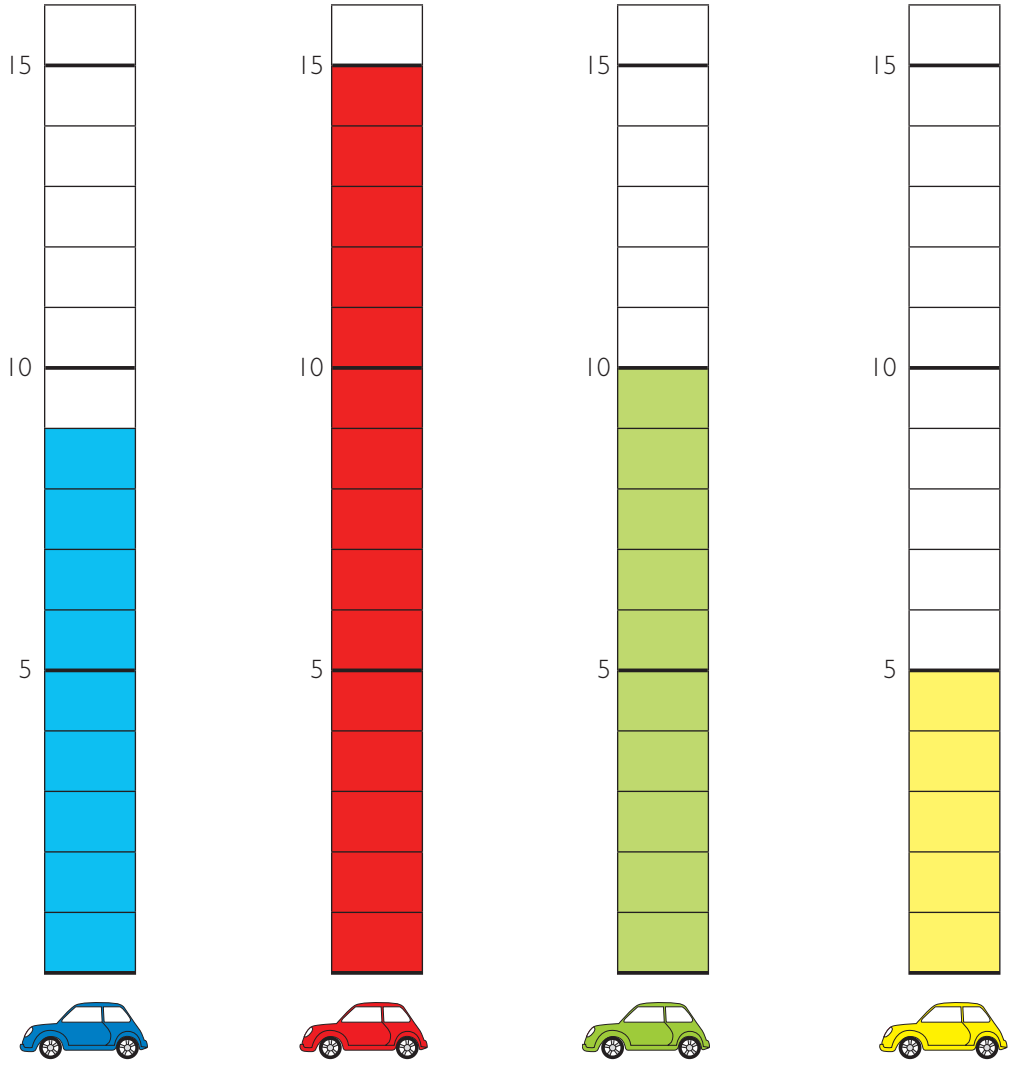
[·] Hve margir? Lestu úr súluritinu.



- Nemendur lesa úr súluritinu hve margir fuglarnir eru og skrá fjöldann undir hverja súlu.



[·] Hve margir? Lestu úr súluritinu.



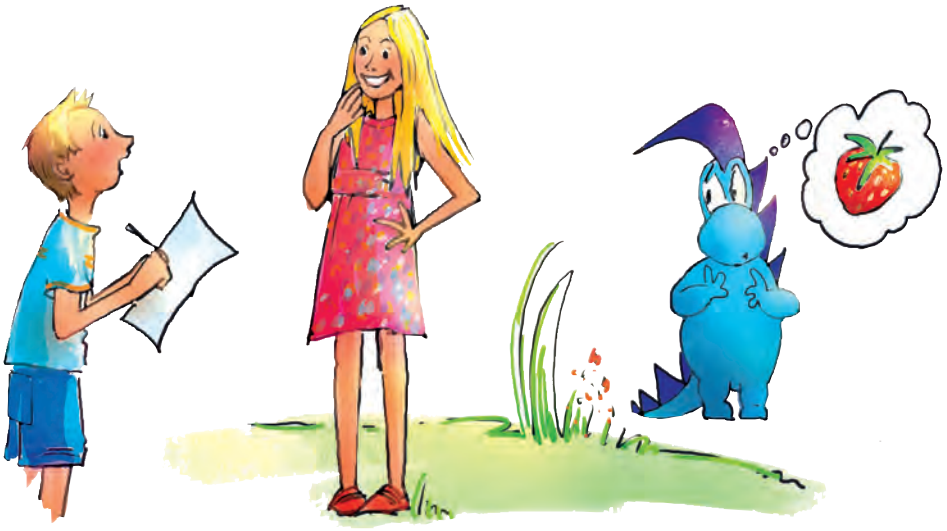
[··] Hve margir bílar eru grænir? _____

Hvað eru bláu og gulu bílarnir margir samtals? _____

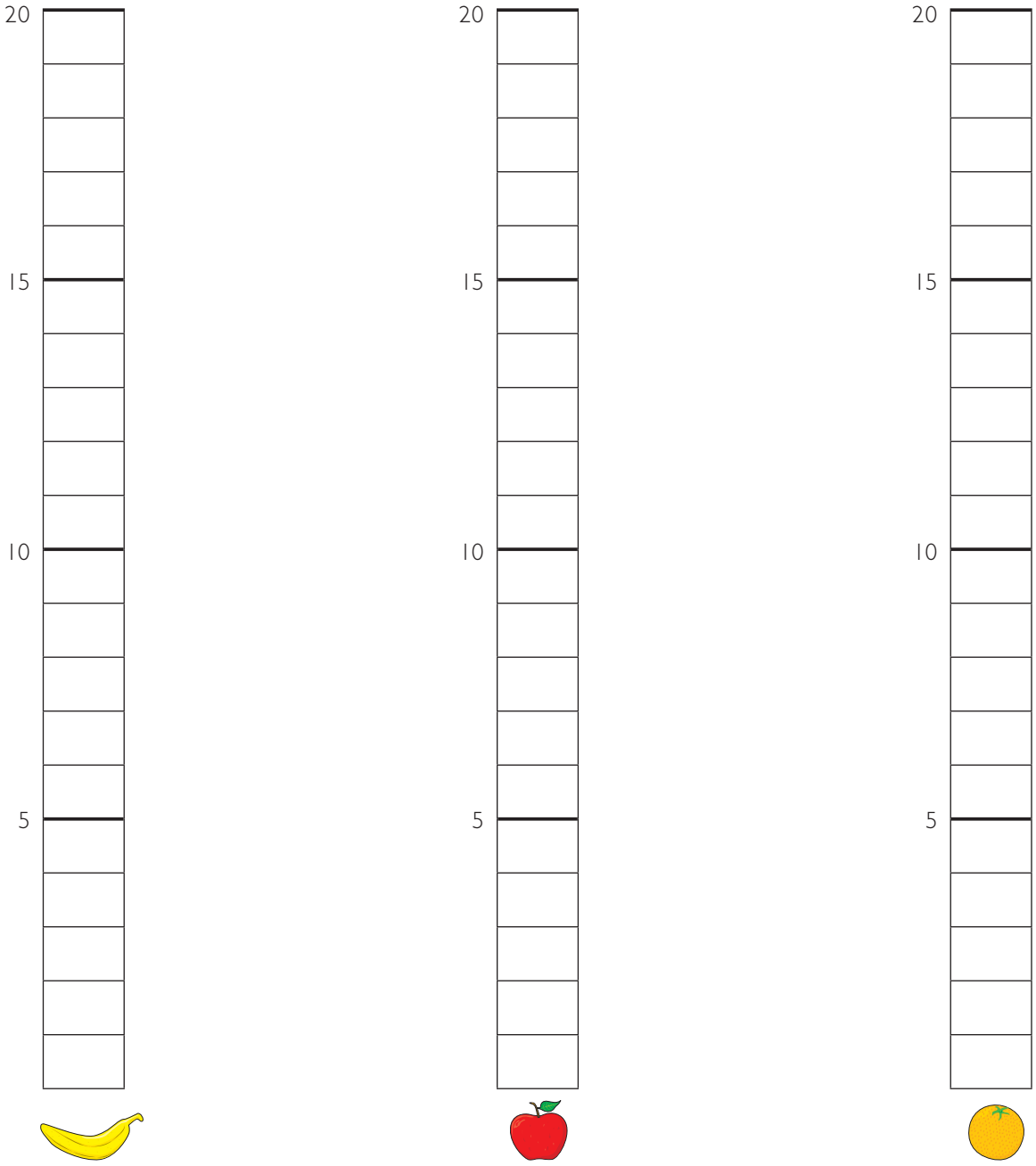
Hvað eru rauðu bílarnir mörgum fleiri en þeir grænu? _____

Hve margir bílar eru ekki bláir? _____

• Nemendur lesa úr súluritinu hve margir bílar eru af hverjum lit og skrá fjöldann undir súlurnar.
•• Nemendur nota súluritið til að svara spurningunum.

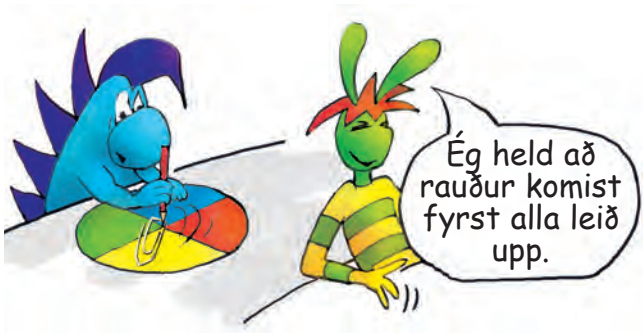


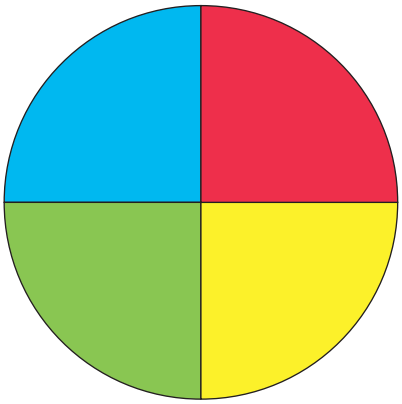
[·] Hvaða ávöxtur finnst þér bestur?

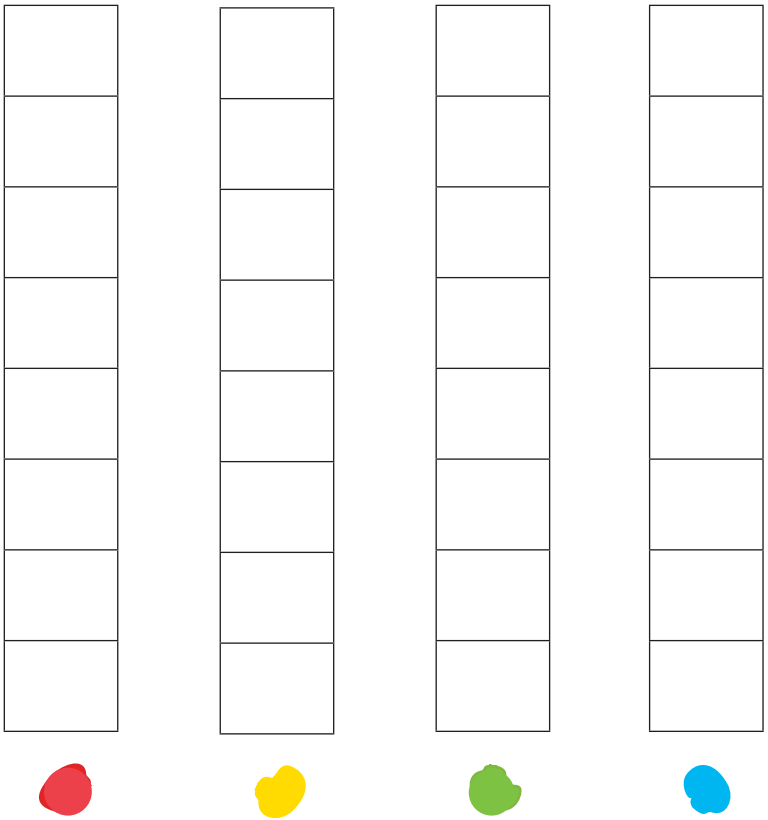


- Nemendur spyrja bekkjarfélagana um hver ávaxtanna þriggja þeim þykir bestur. Þeir lita einn reit í súluritinu fyrir hvert svar. Að lokum telja þeir fjöldann í hverri súlu og skrá við töluna undir súluna.

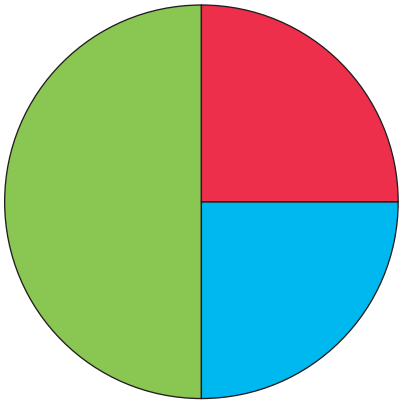
[·] Hvaða súla fyllist fyrst?

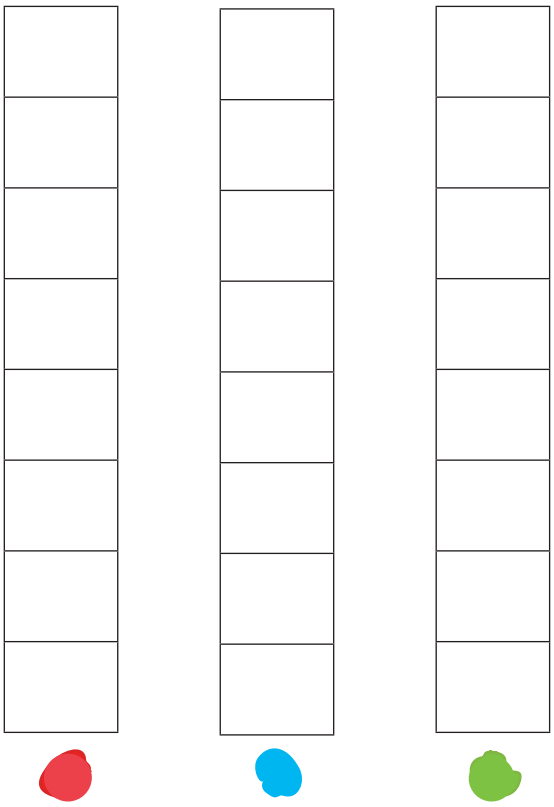






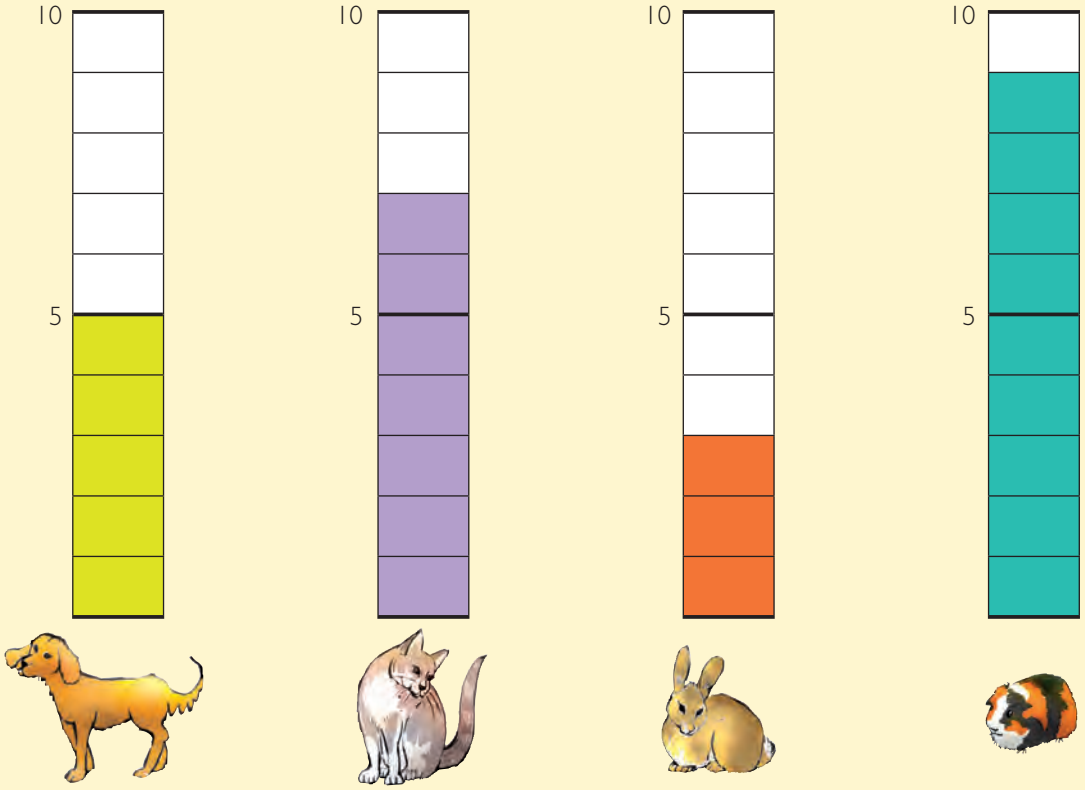
[··] Hvaða súla fyllist fyrst?



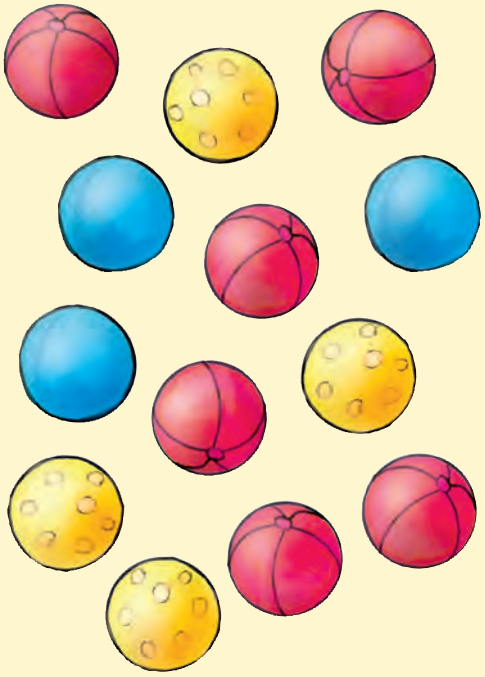


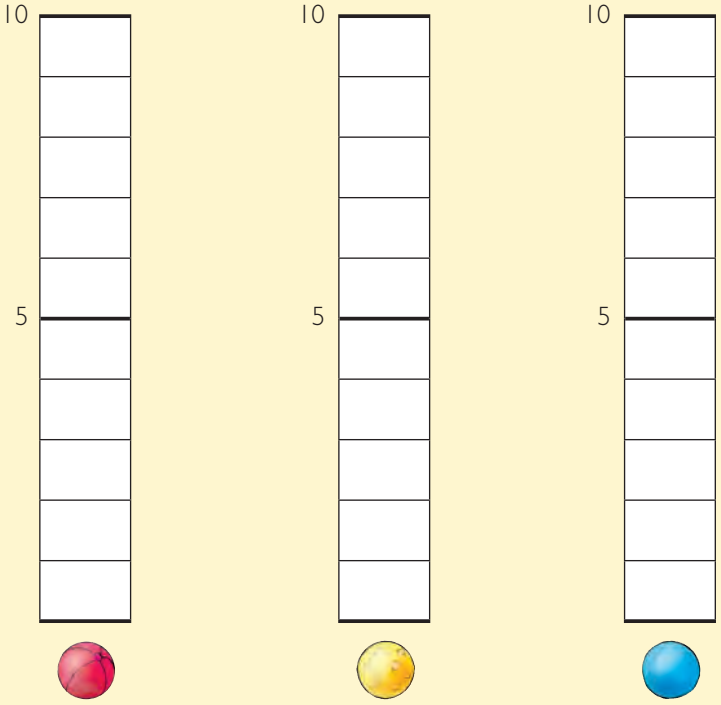
•/•• Nemendur velja sér lit og snúa bréfaklemmu á spilaskífunni. Sá sem á litinn, sem bréfaklemman lendir á, setur kross í súluna sína. Þannig er haldið áfram þar til ein súlan er orðin full.

Hve margir? Lestu úr súluritinu.



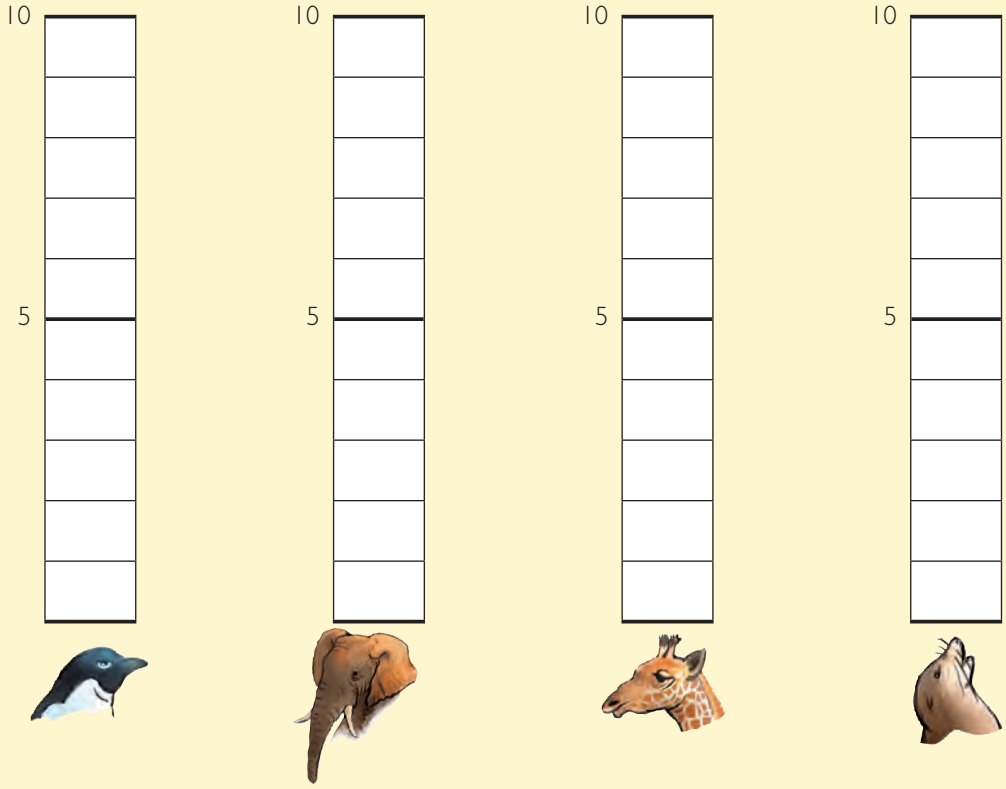
Hve margir?





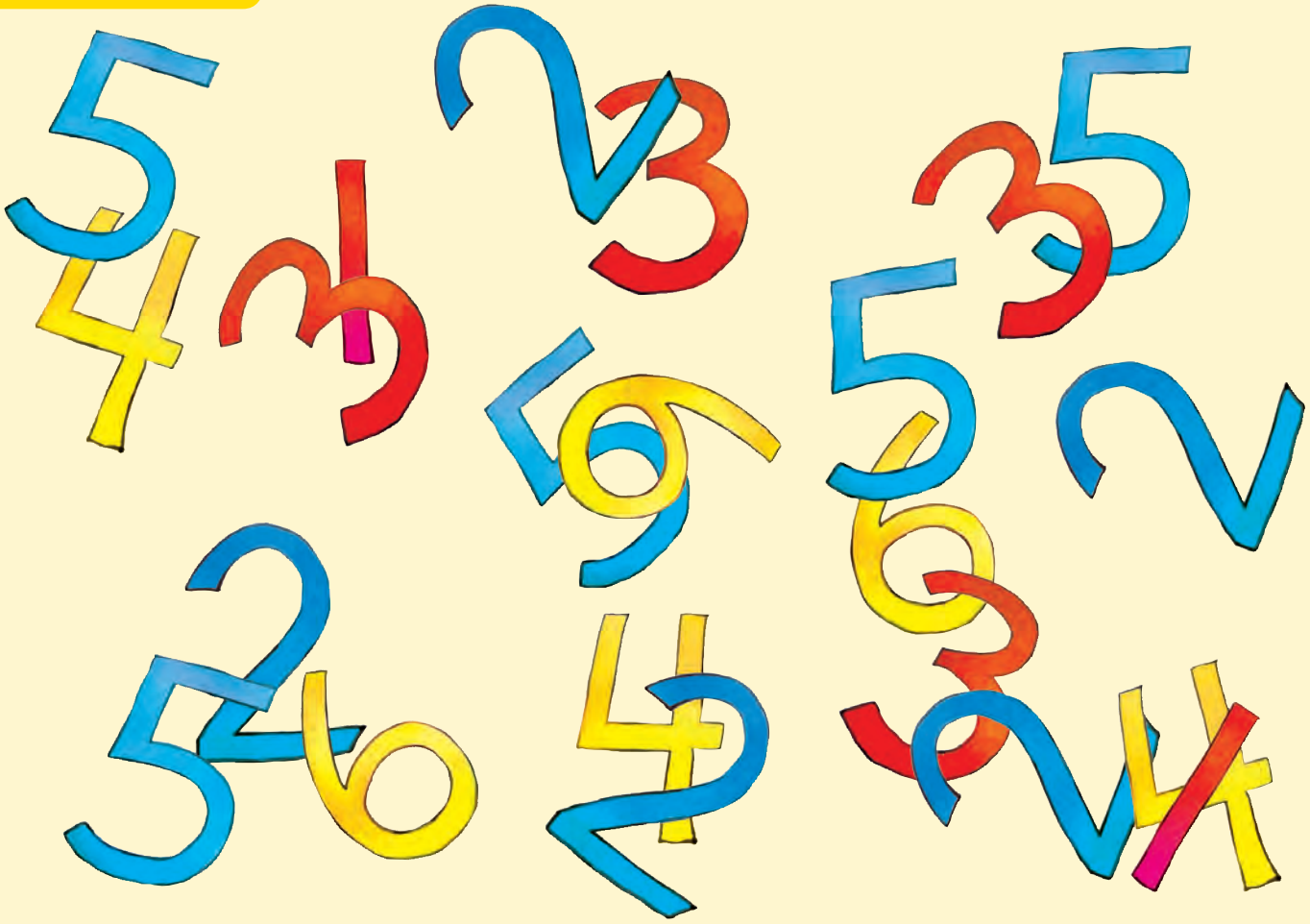
- Nemendur lesa úr súluritinu og skrá fjöldann undir hverja súlu.
- Nemendur telja hve margir boltar eru í hverjum lit, búa til súlurit sem sýnir fjöldann og skrá hann undir hverja súlu.

Teldu dýrin.

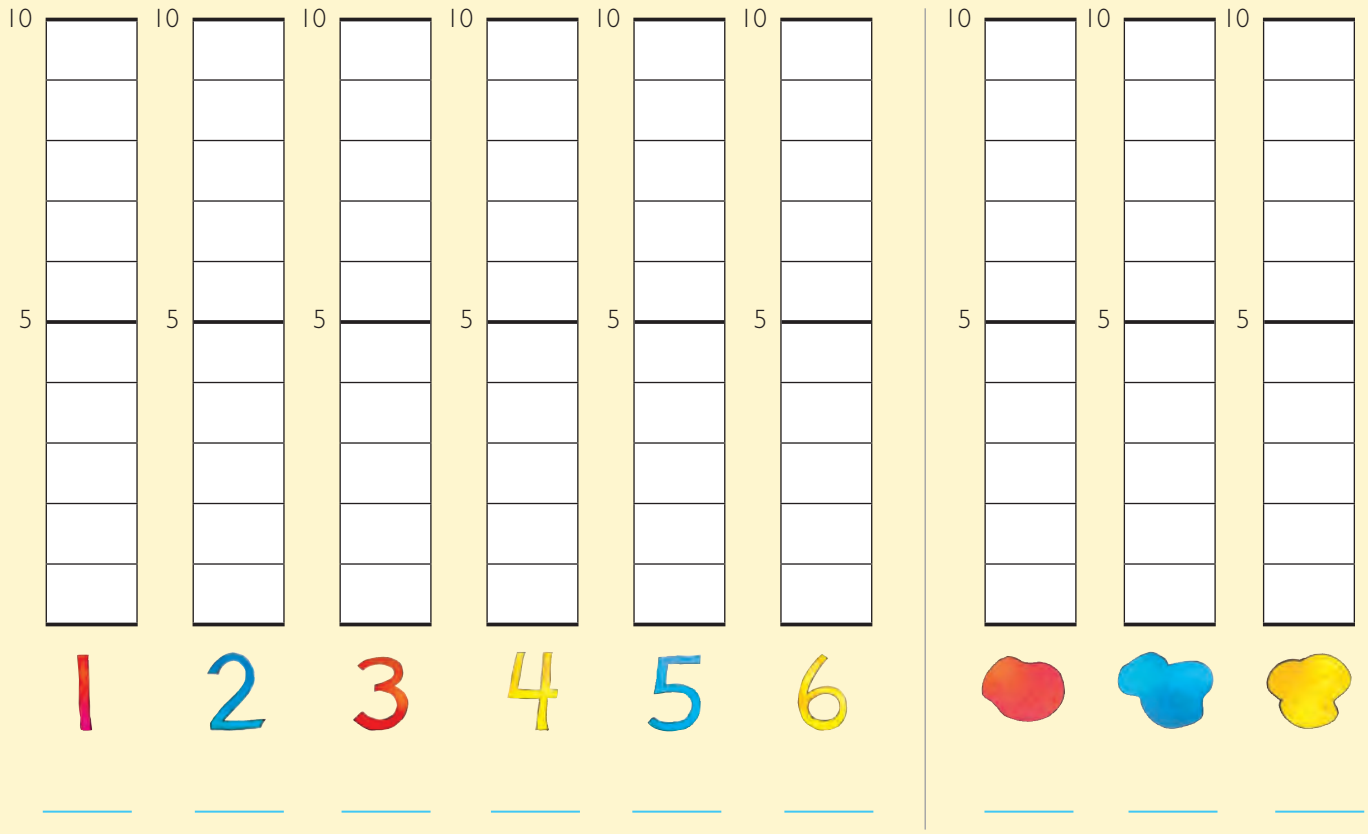


ÆFINGAHEFTI BLS. 29–30

- Nemendur telja hvað dýrin eru mörg og lita jafn marga reiti í réttri súlu í súluritinu. Þeir skrifa síðan fjöldann undir hverja súlu.



Teldu tölustafina.



ÆFINGAHEFTI BLS. 31–32

- Nemendur telja hvað tölustafirnir eru margir og lita jafn marga reiti í súluritinu. Þeir skrifa síðan fjöldann undir hverja súlu. Síðan eiga þeir að flokka tölustafina eftir lit. Þeir lita jafn marga reiti í súluritinu til hægri og tölustafirnir í hverjum lit eru margir og skrá fjöldann undir súlunum.

Lestu og skráðu talningarstrik í reitina.

Sólskinsdagar	Rigningardagar

Hvort voru sólskinsdagar eða rigningardagar fleiri.

_____

Hvað voru þeir miklu fleiri? _____

- Nemendur lesa það sem börnin efst á blaðsíðunni segja. Þeir skrá heiti sólskinsdaga og rigningardaga í reitina. Loks svara þeir spurningunum.

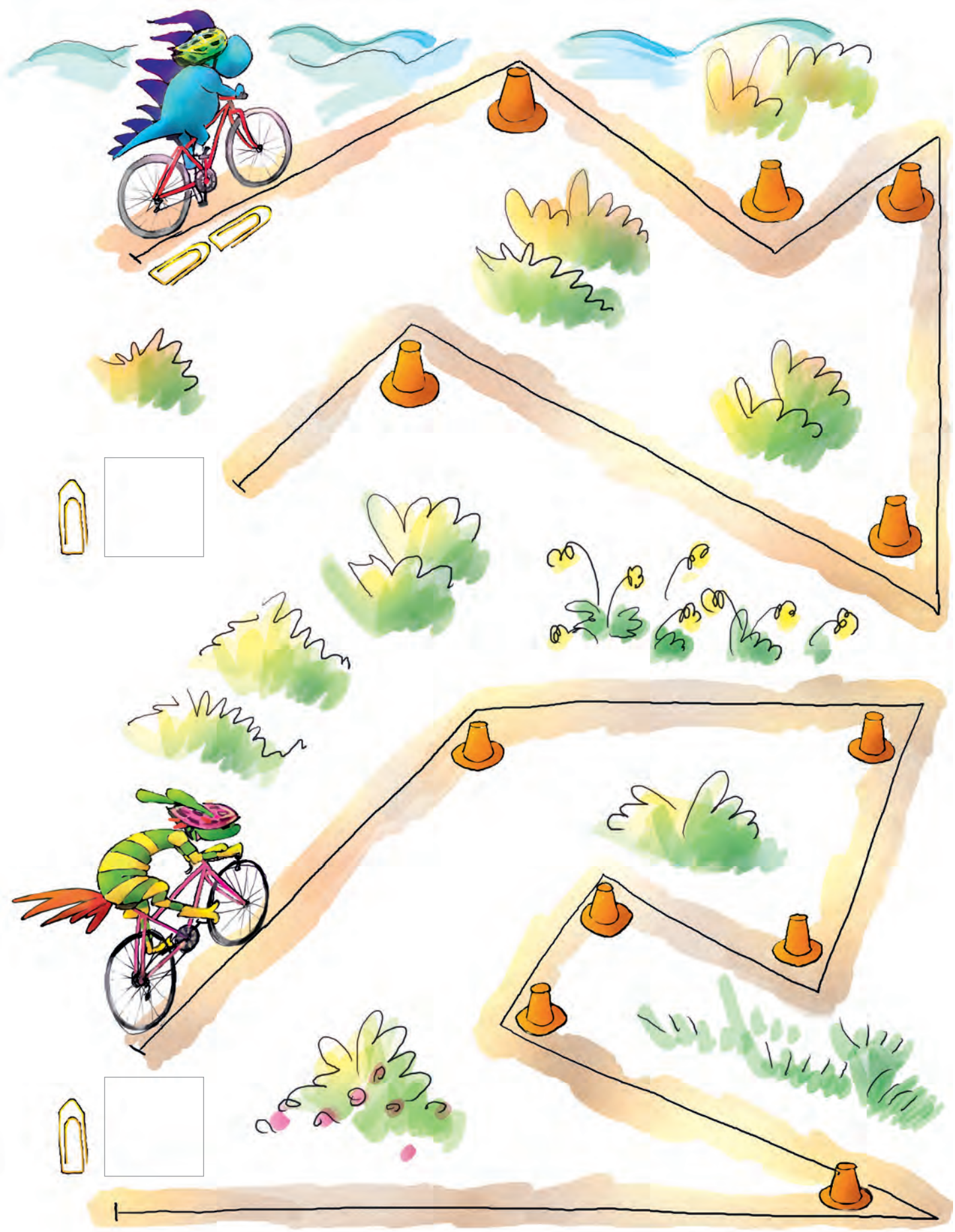
4 Lengdarmælingar

[·] SPIL **Hver kemst næst strikinu?**

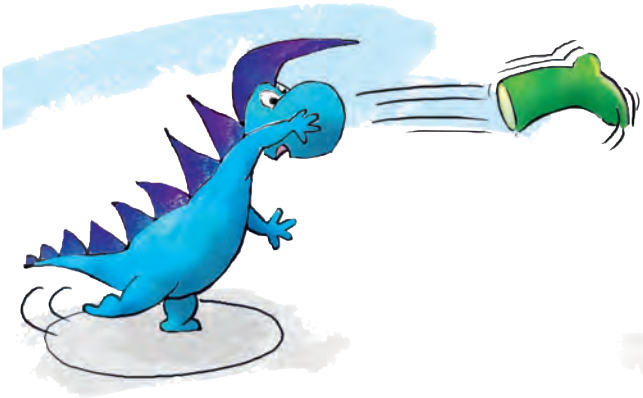
	Nafn:	Nafn:	Nafn:
Kast 1			
Kast 2			
Kast 3			
Kast 4			
Kast 5			

- Nemendur kasta pappírskúlum í áttina að striki. Fjarlægð kúlnanna frá strikinu má mæla með t.d. blýanti og er skráð í töfluna eftir hvert kast. Sá vinnur sem kastar kúlunni næst strikinu. Dreginn er hringur um vinningskastið í hverri umferð.

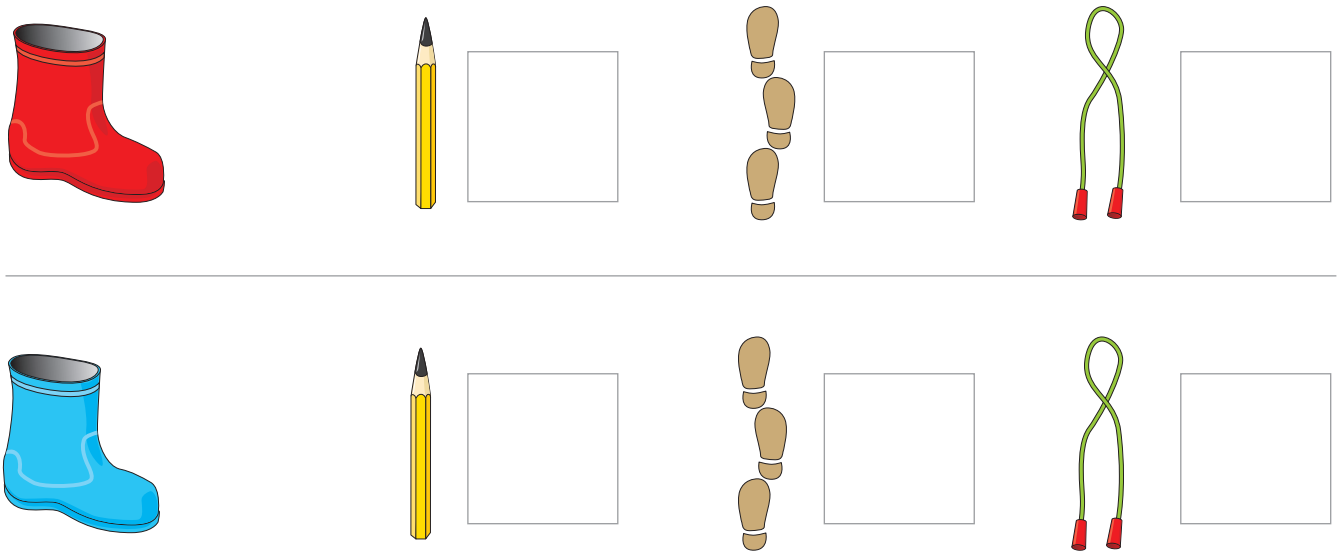
[·] Hvort þeirra hjólar lengra?



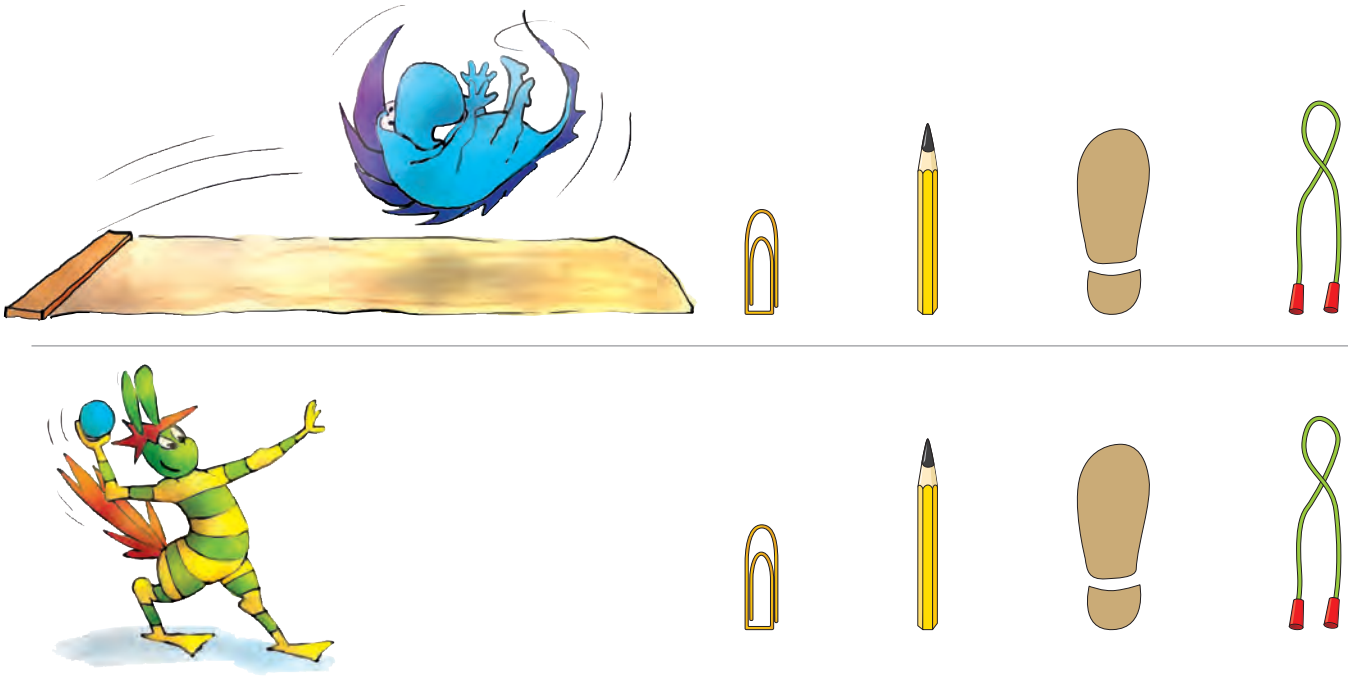
- Nemendur mæla strikin með bréfaklemmu til að finna út hvort þeirra, Skrípó eða Skrípólína, hjólar lengra. Þeir skrá niðurstöðurnar í reitina og krossa við sigurvegarann.



[·] Kastaðu og mældu með alls konar hlutum.



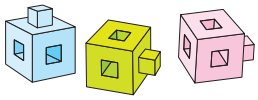
[··] Dragðu hring um þann hlut sem er best að mæla með.

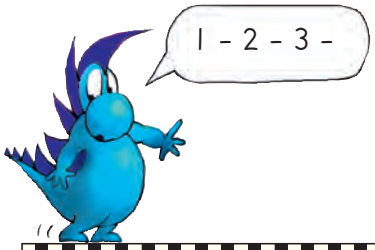


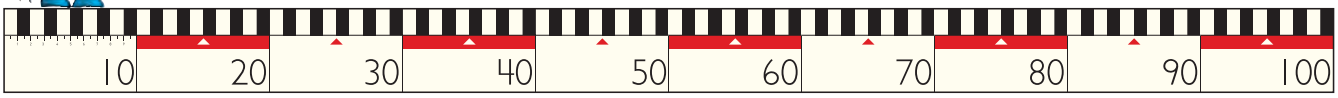
- Nemendur kasta stígvéli og mæla vegalengdina með ýmsum mælitækjum, t.d. blýanti, sippubandi, fætinum. Þeir skrá niðurstöðurnar í reitina.

•• Nemendur og kennari ræða saman um með hverju af því sem sýnt er á myndunum er heppilegast að mæla. Nemendur draga hring um þá mynd.

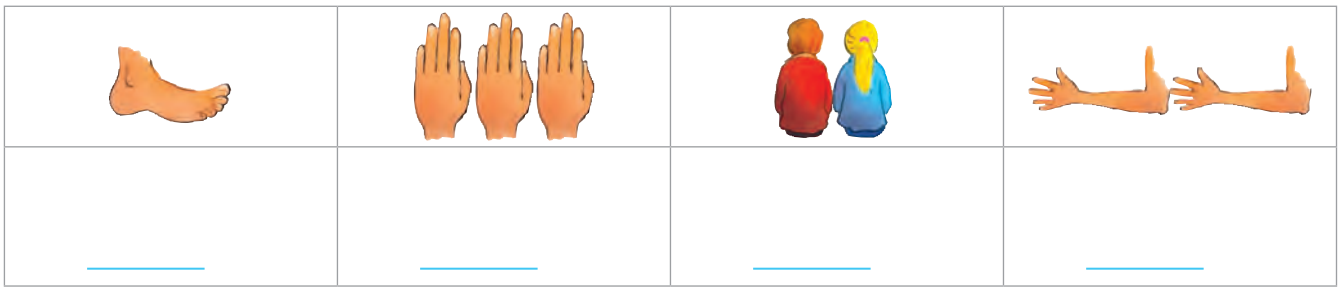
[·] Mældu með sentikubbum.





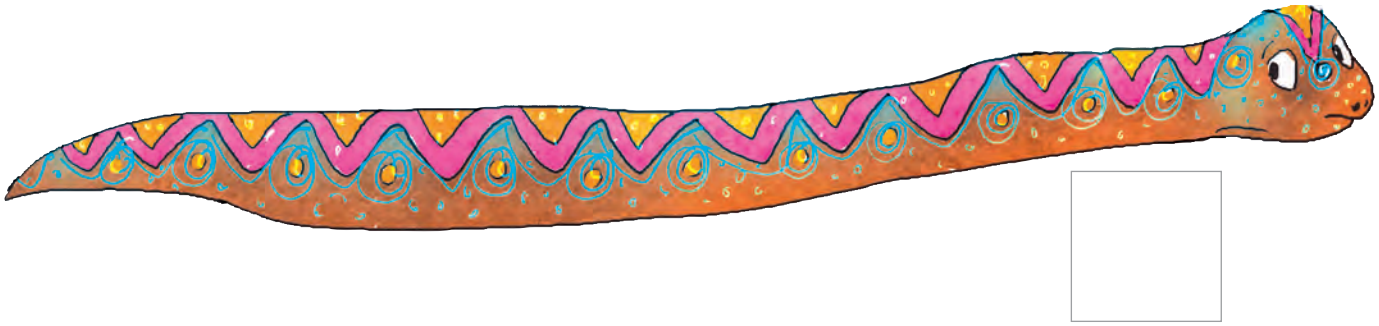


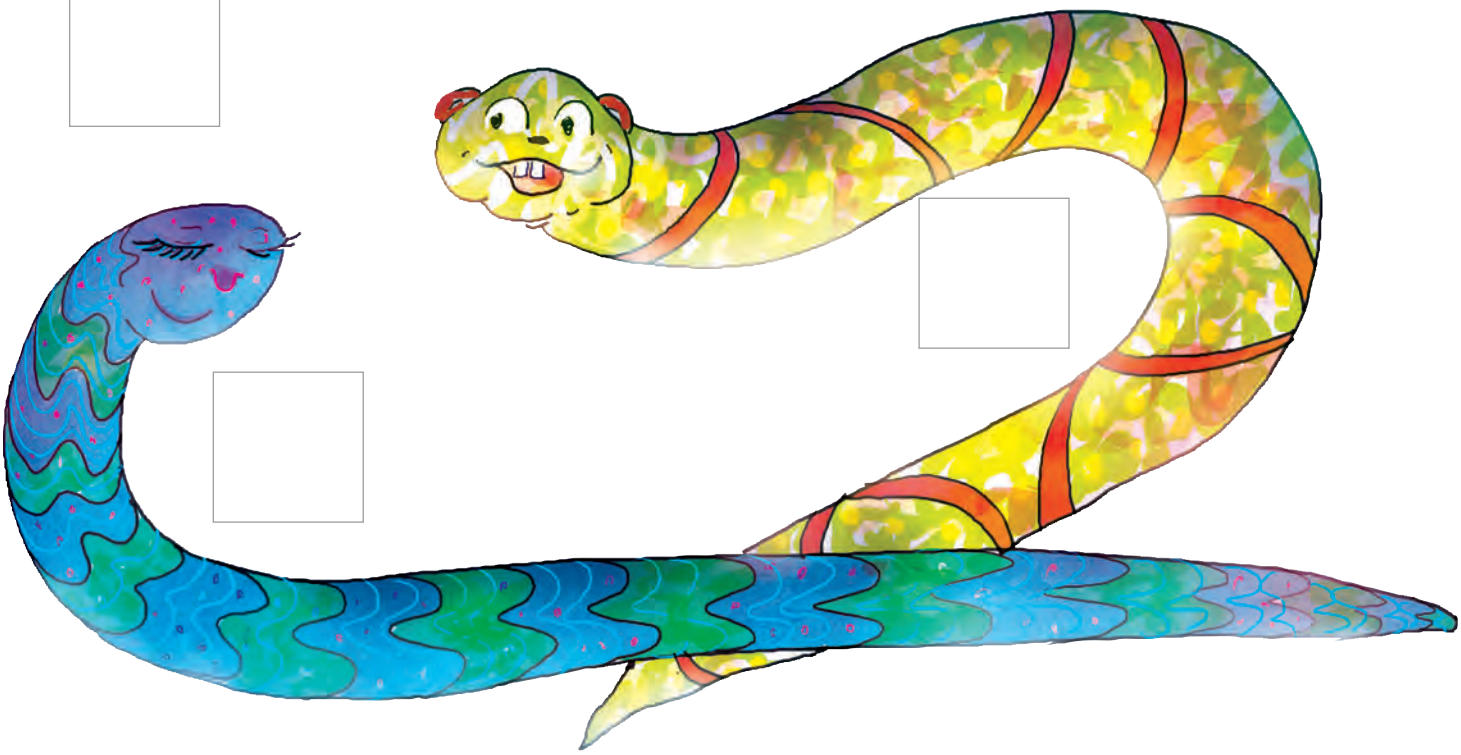
[··] Hve margir í einum metra?



- Nemendur mæla lengd hlutanna með sentikubbum. Í síðustu tveimur verkefnunum ákveða nemendur sjálfir hvað þeir mæla.
- Nemendur vinna saman í 5 nemenda hópum. Hver hópur telur hve marga fætur, lófa o.s.frv. þarf í einn metra.

[·] Hvaða slanga er lengst? Mældu með sentikubbum. Krossaðu við lengstu slönguna.





- Nemendur mæla slöngurnar með sentikubbum, skrá lengdirnar í reitina og krossa við lengstu slönguna.

[·] Farðu á metraveiðar.

Lengra en 1 m	

Styttra en 1 m	

- Nemendur finna hluti eða önnur fyrirbæri sem eru lengri eða styttri en 1 m. Þeir teikna hlutina eða skrá þá í reitina.

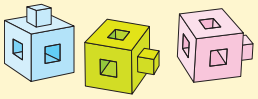
[·]

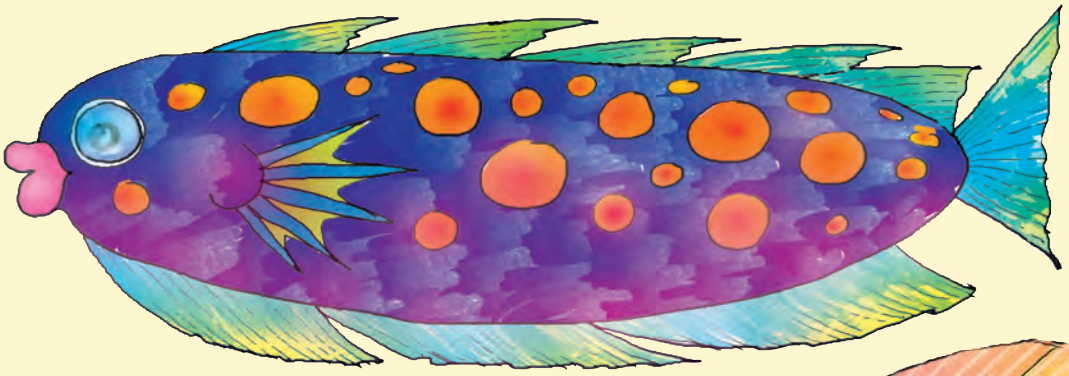
[··] Mældu.

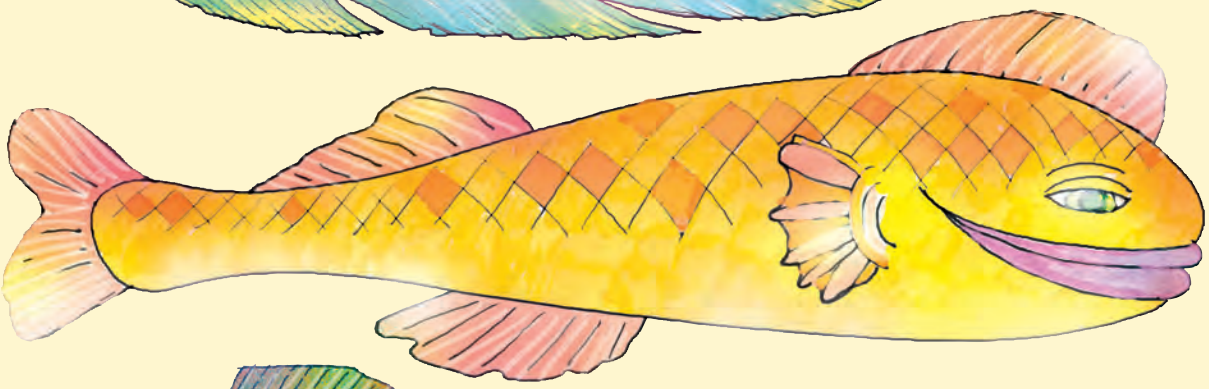
Þetta mæli ég	Ég giska	Ég mæli

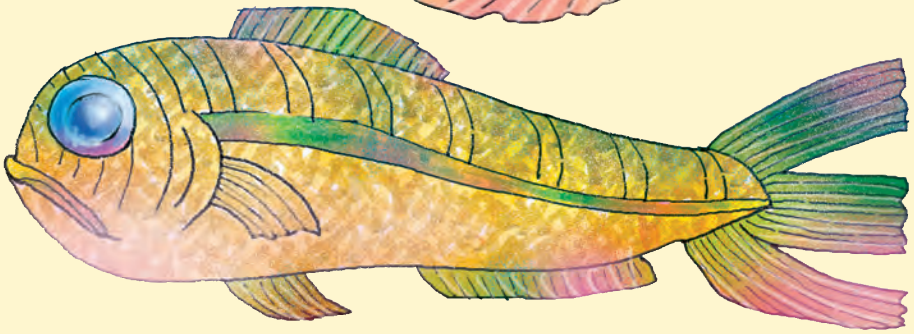
- Samræðumynd um að mæla stór svæði.
- •• Nemendur giska fyrst á lengd skólans eða fótboltavallarins og mæla síðan. Í neðsta verkefninu velja nemendur sjálfir hvað þeir vilja mæla.

Mældu með sentikubbum.

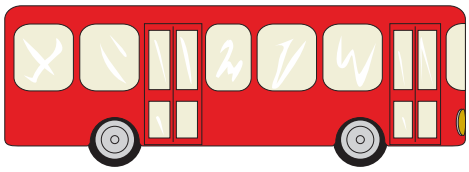
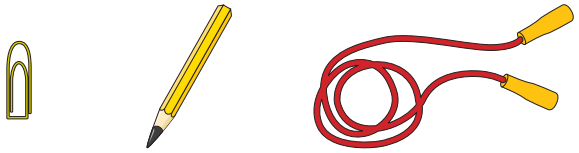
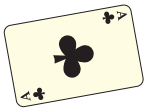
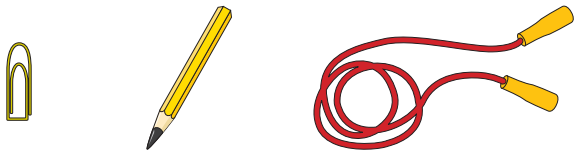






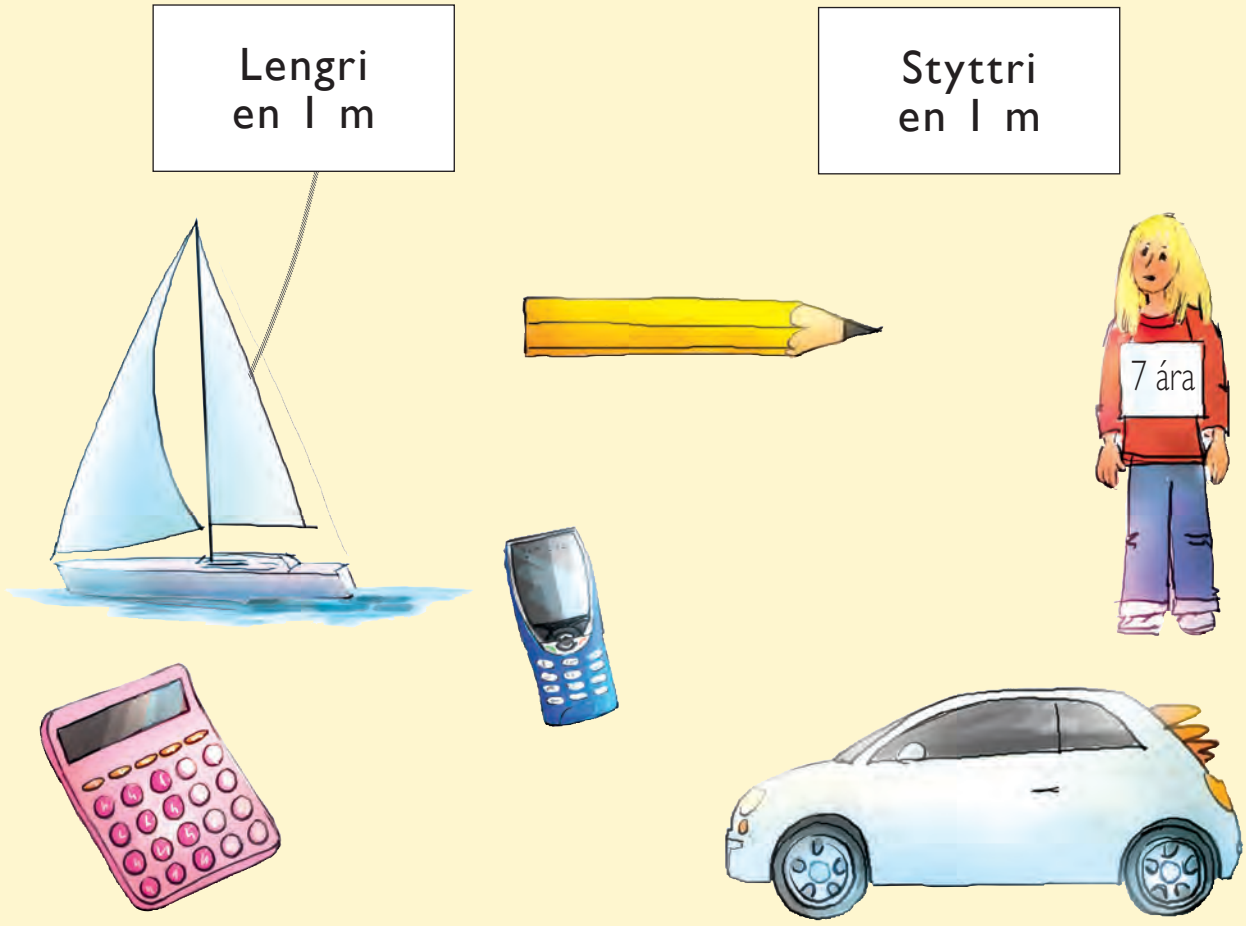


Dragðu hring um hlutinn sem er best að mæla með.

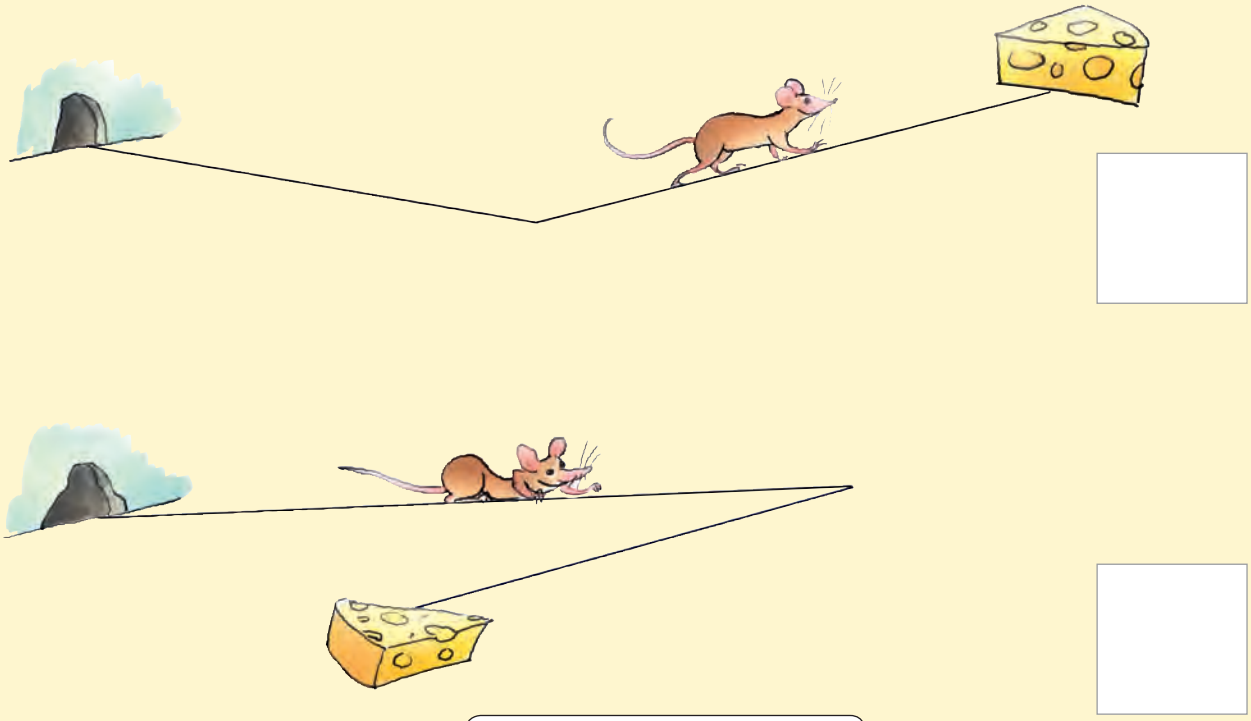
Ég mæli	Ég nota
	
	

- Nemendur mæla fiskana með sentikubbum og skrá lengdirnar í reitina.
- Nemendur draga hring um myndina af hlutnum sem er auðveldast að mæla með í hvoru verkefni.

• Dragðu strik.

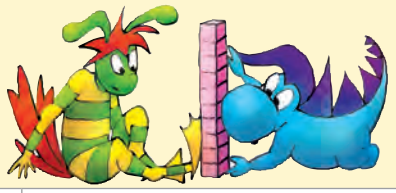


•• Hvor músin gengur lengra?



ÆFINGAHEFTI BLS. 33–35

• Nemendur draga strik frá myndunum í réttan reit eftir því hvort hlutirnir og stelpan eru lengri eða styttri en 1 m.
•• Nemendur mæla „gönguleiðir“ músanna með sentikubbum eða bréfaklemmum, skrá niðurstöðurnar í reitina og krossa við lengri leiðina.



[·] Teiknaðu eitthvað sem er

• styttra en 10 sentikubbar	• lengra en 10 sentikubbar

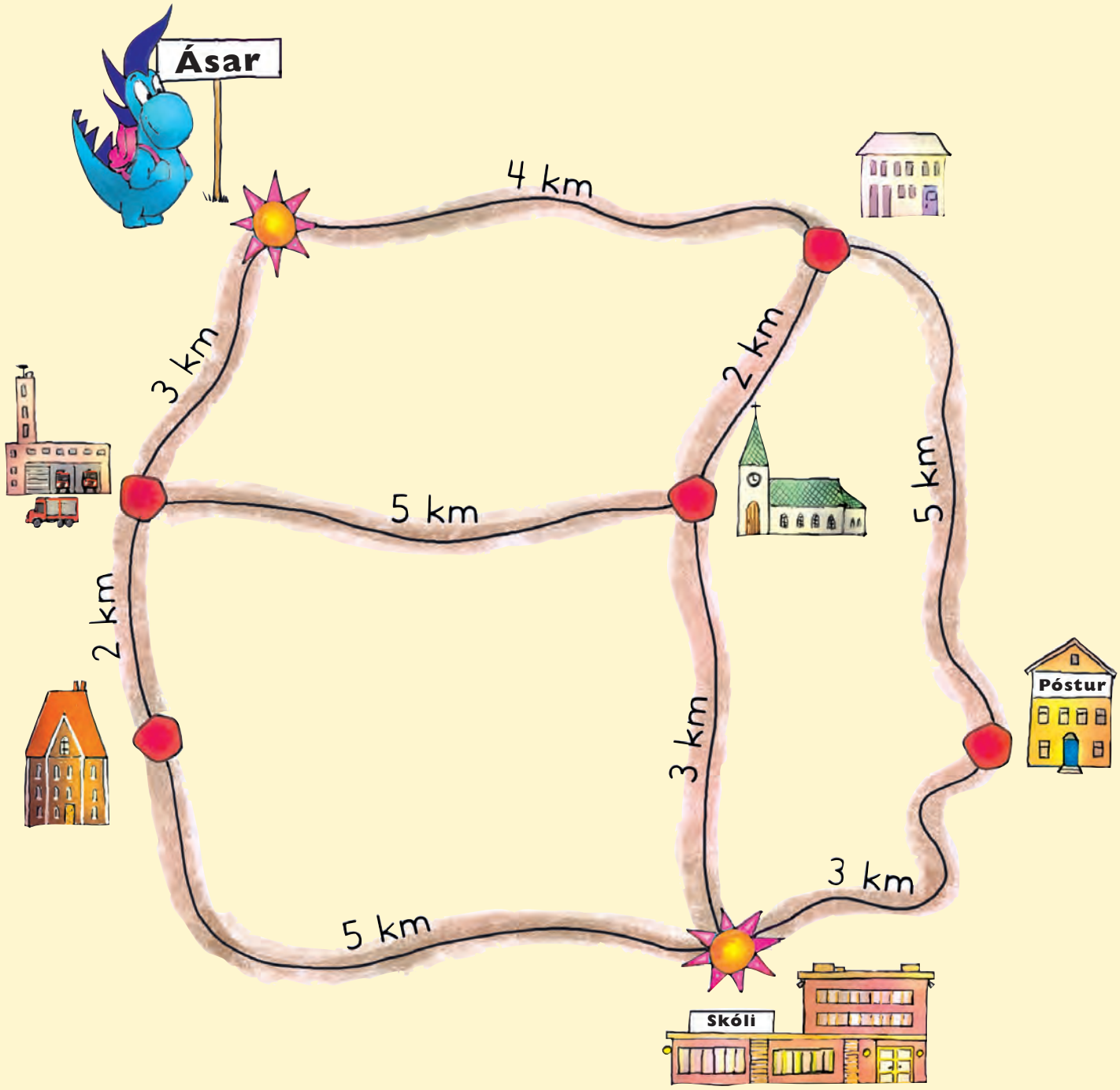
[··] Notaðu snúru sem er 1 metri. Mældu ýmsa hluti.

Um það bil 1 m	Um það bil 2 m	Um það bil 3 m

ÆFINGAHEFTI BLS. 35–36

• Nemendur teikna mynd af hlutum eða öðrum fyrirbærum sem ýmist eru styttri eða lengri en 10 sentikubbar, það er að segja 10 cm.

•• Nemendur nota 1 m langa snúru og mæla ýmsa hluti. Þeir skrifa heiti hlutanna eða teikna þá á rétta staði í töflunni.

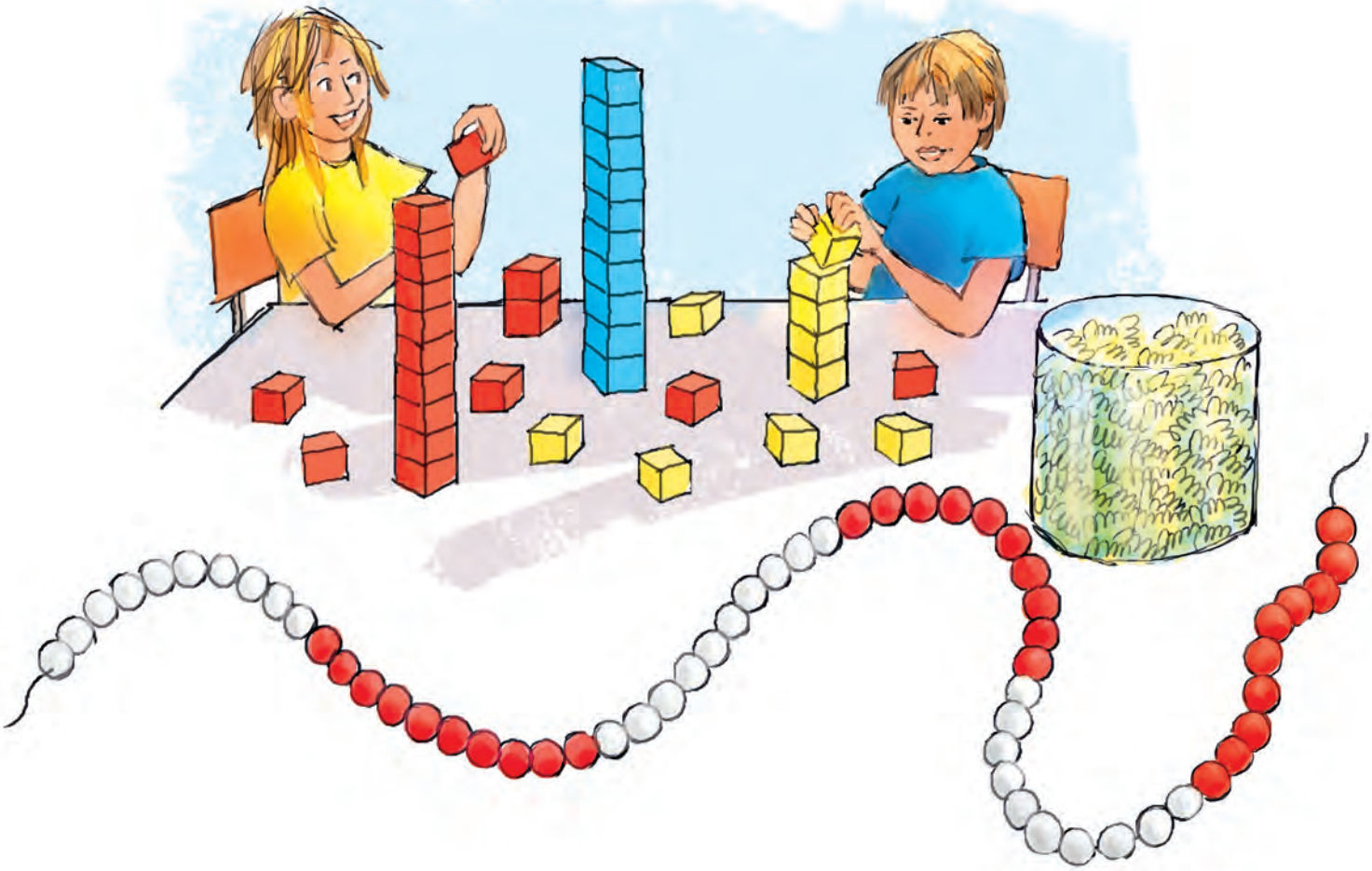


Skólabíllinn ekur stystu leiðina frá Ásum til skólans.
Hve langt keyrir skólabíllinn?

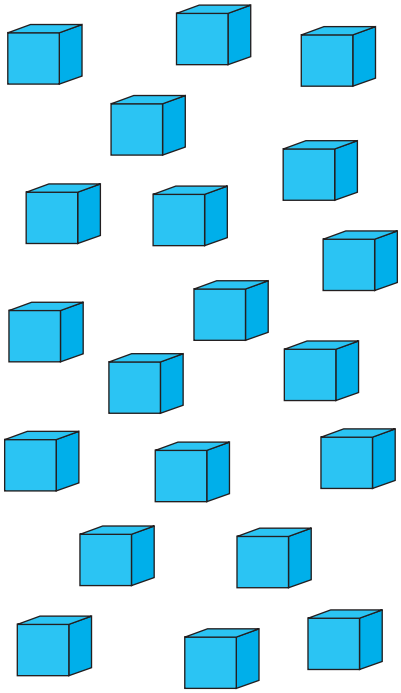
Finndu stystu leiðina frá slökkvistöðinni að pósthúsinu.
Hvað er hún löng?

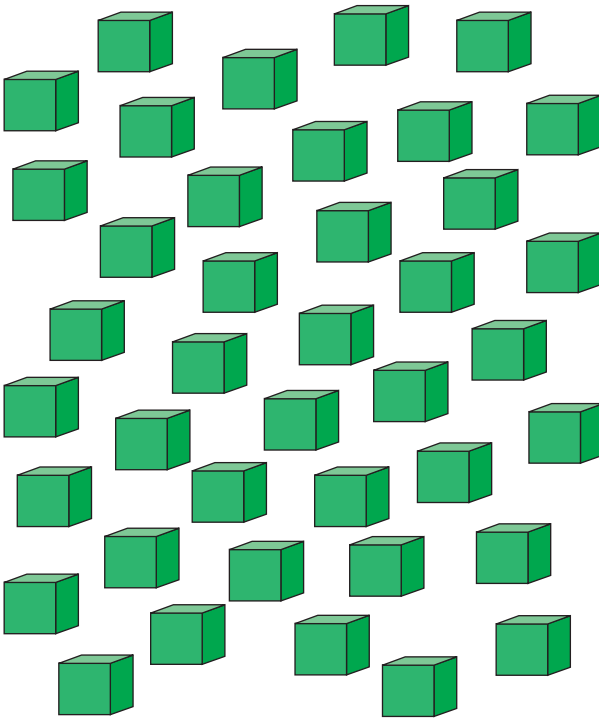
- Nemendur vinna saman og ræða hvernig hægt er að bera saman vegalengdirnar.

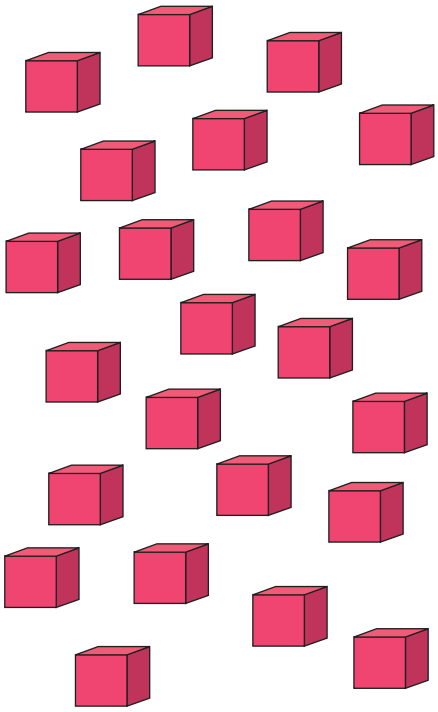
5 Tölur upp í 100

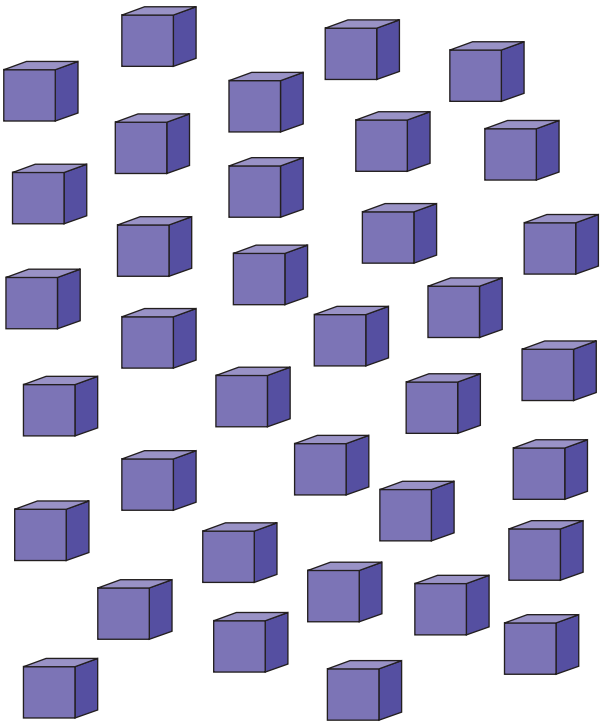


[·] Hvað eru kubbarnir margir?



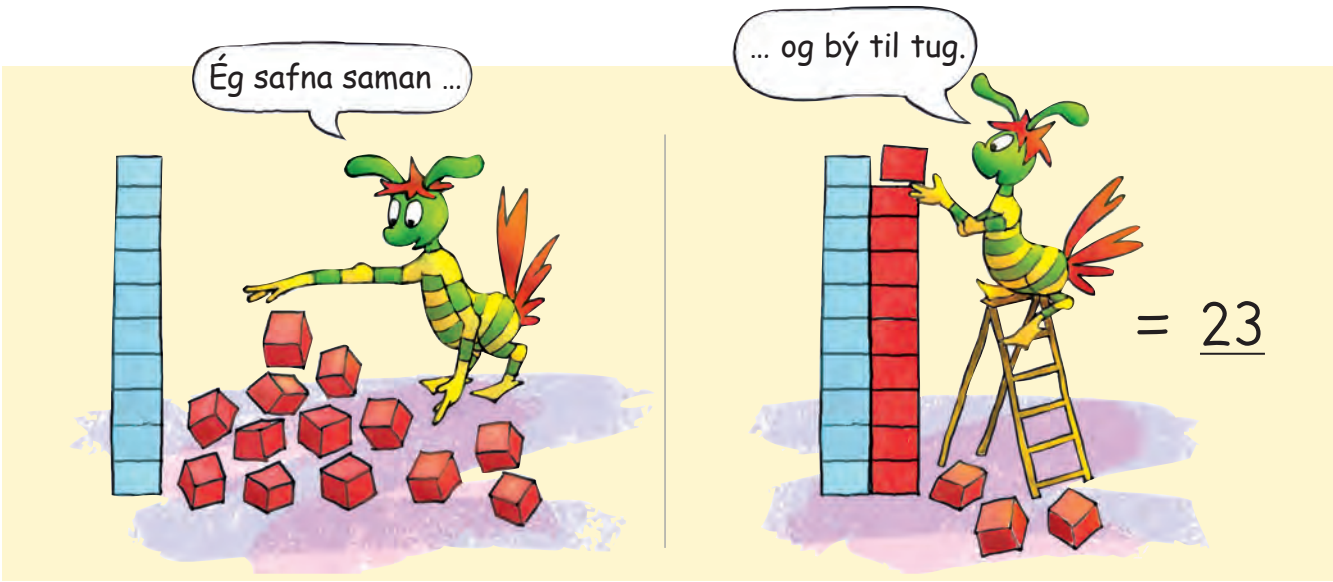




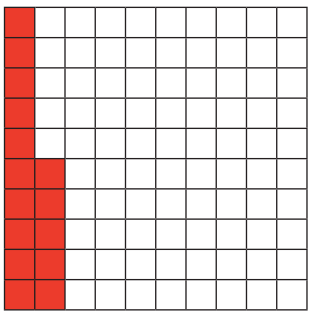


- Nemendur telja hve margir kubbarnir eru og skrá fjöldann. Gott getur verið að afmarka söfn af ákveðnum stærðum, draga t.d. hring utan um 5 kubba eða 10 kubba í senn.

[·]



[··] Búðu til tugi.



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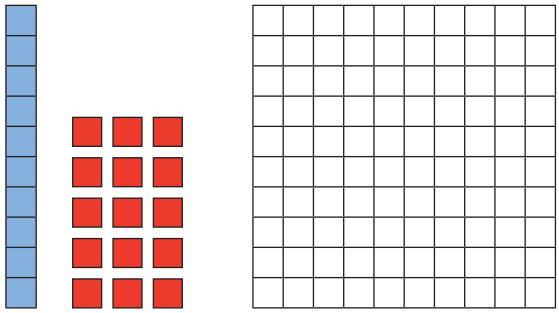

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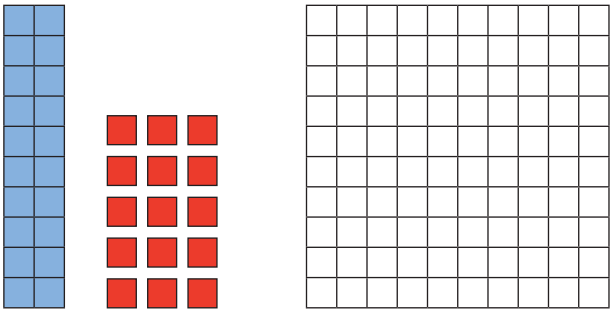

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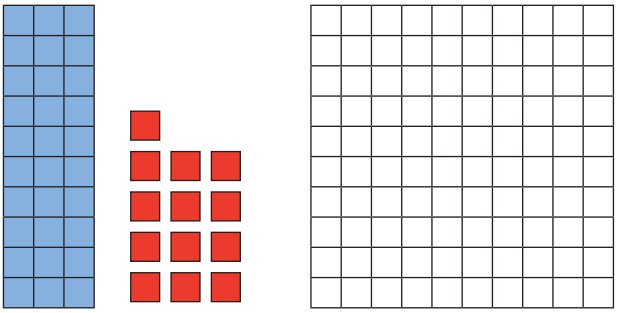

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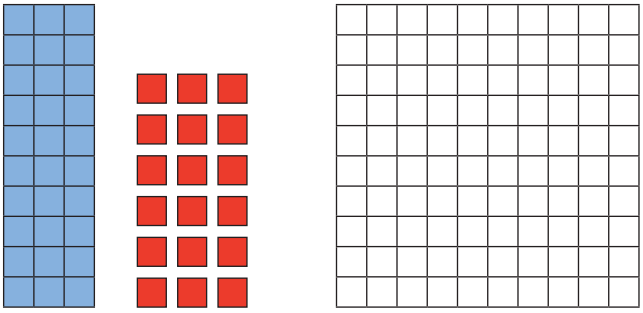

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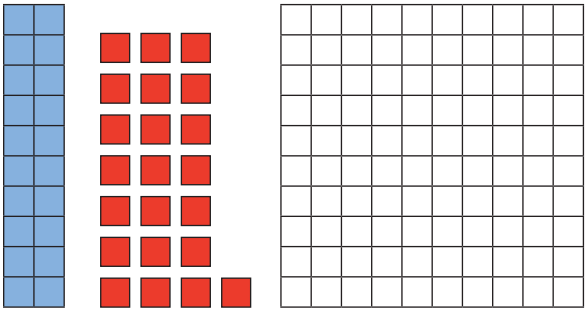


= _____

• Samræðumynd.
•• Nemendur fylla út í hundraðreitatöfluna eins og tuglengjurnar og einingakubbarnir til vinstri segja til um. Nemendur þurfa að átta sig á að 10 einingar fylla upp í eina tuglengju.

[·] SPIL **Fyrstur upp í 40**

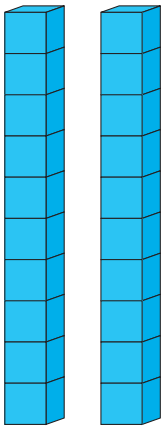
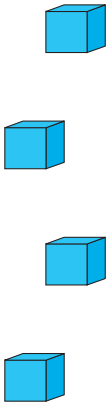
LEIKREGLUR
Fjöldi leikmanna: 2–4
Búnaður: Kubbar í tveimur litum, t.d. 4 rauðir og 20 hvítir.
Teningur.
Hver leikmaður hefur sitt spilaborð.

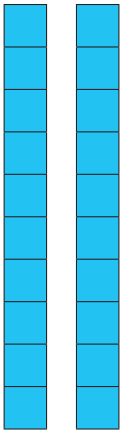
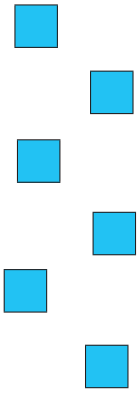
Leikmenn kasta teningi og leggja í einingasætið á spilaborðinu eins marga hvíta kubba og teningurinn segir til um. Þegar þessi leikmaður á leik næst fer hann eins að. Þegar 10 kubbar eða fleiri eru komnir í einingasætið þarf leikmaður að skipta 10 hvítum kubbum í einn rauðan og leggja hann í tugasætið. Sá vinnur sem er fyrstur að fá fjóra rauða kubba í tugasætið.

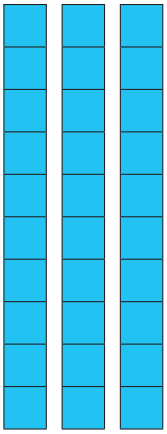
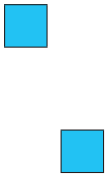
Tugir	Einingar

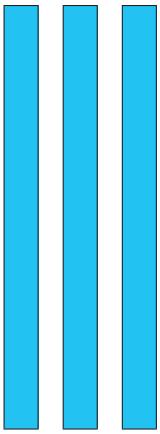
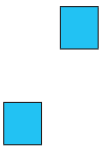
• Í spilinu æfa nemendur að skipta 10 einingum í 1 tug.

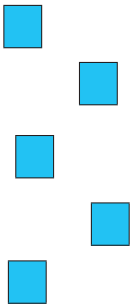
[·] Hve margir tugir og hve margar einingar?

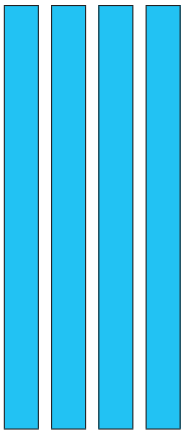
Tugir	Einingar
	
2	4

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

Tugir	Einingar
	

- Nemendur telja tugina annars vegar og einingarnar hins vegar og skrá fjöldann. Þeir skrá einnig hvaða tölu tugirnir og einingarnar tákna samtals.

[·] Teiknaðu tugi og einingar.

Tugir	Einingar
3	4
34	

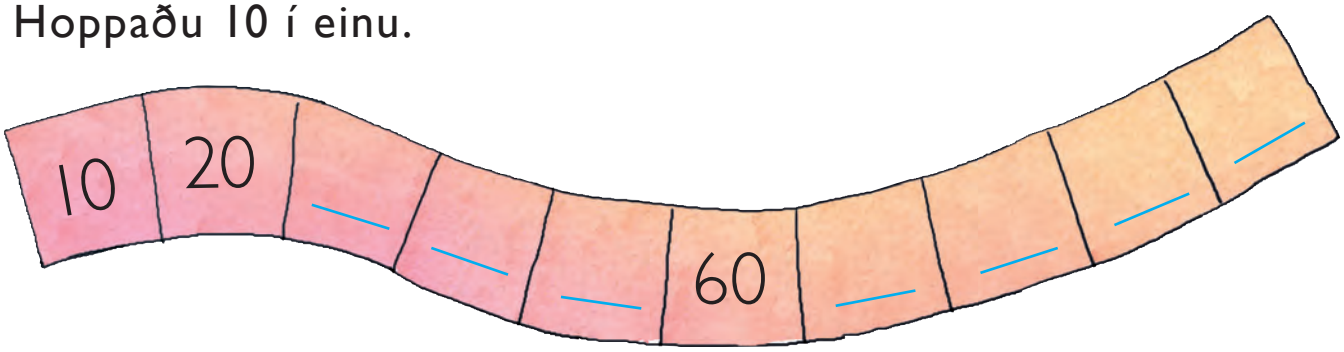
Tugir	Einingar
2	7
_____	

Tugir	Einingar
2	1
_____	

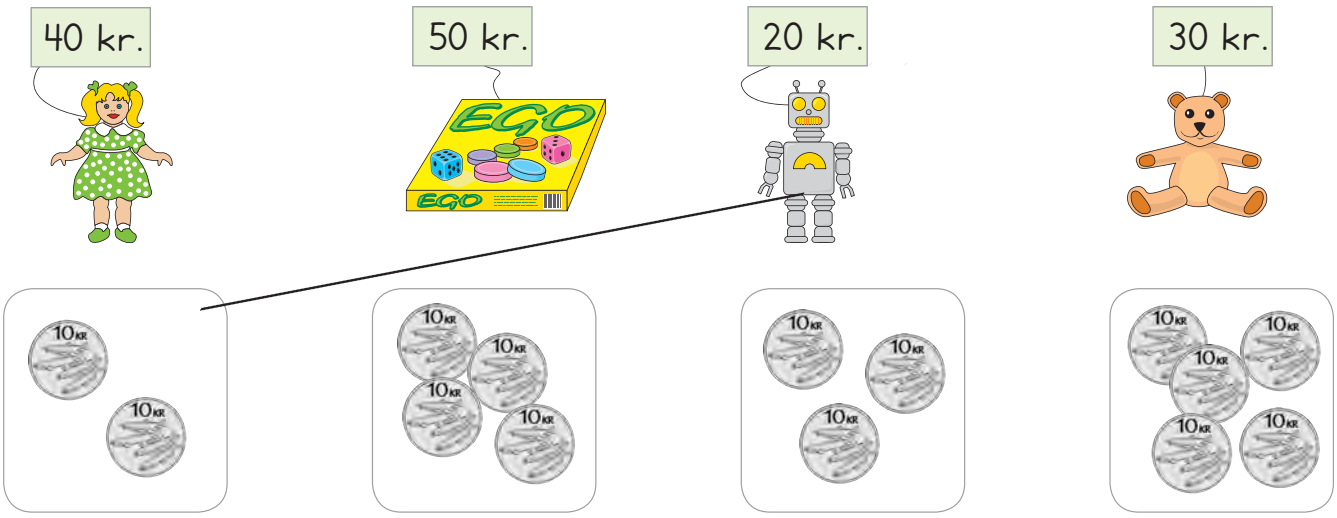
Tugir	Einingar
_____	_____
_____	

- Nemendur teikna tugina og einingarnar sem tölurnar segja til um. Í síðasta verkefninu velja nemendur sjálfir tölurnar.

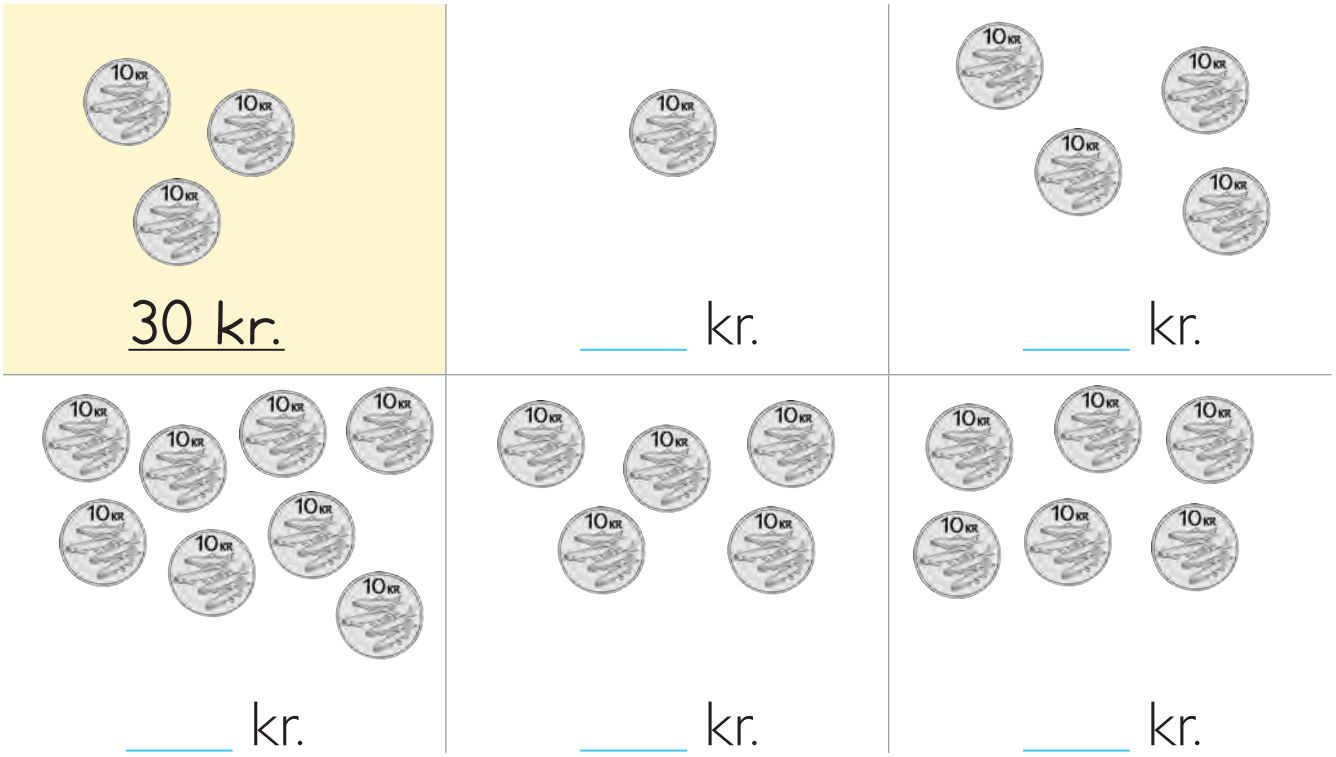
[·] Hoppaðu 10 í einu.



[··] Dragðu strik í rétta upphæð.

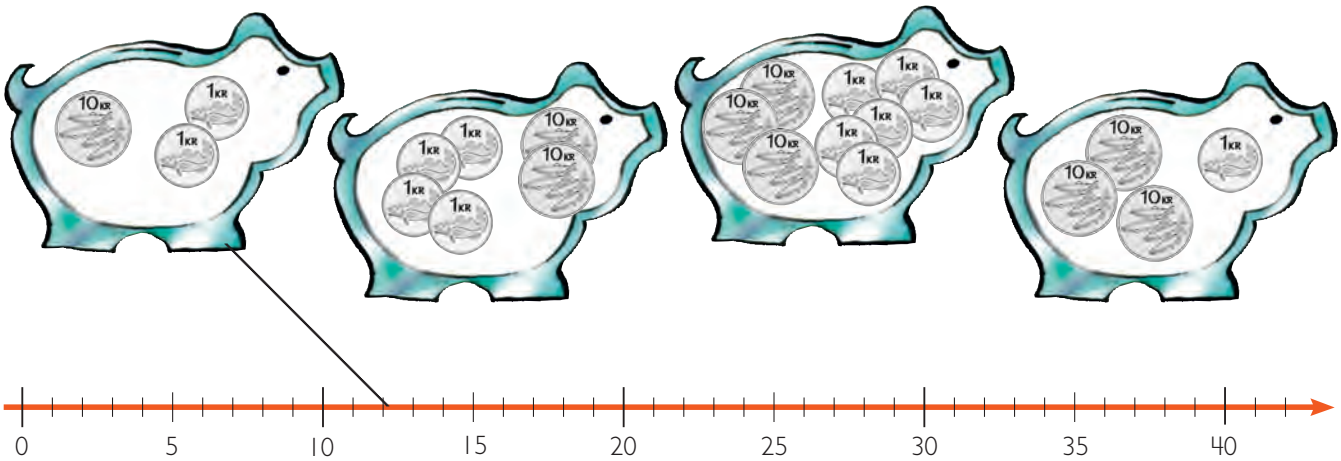


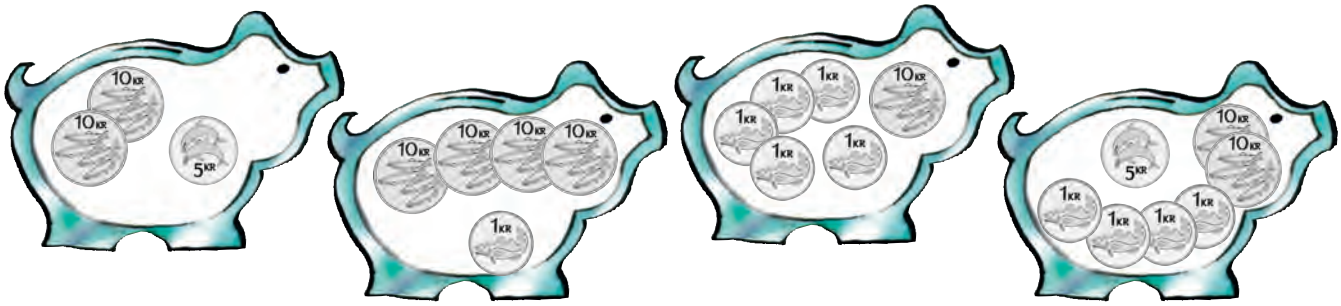
[···] Hvað eru krónurnar margar?



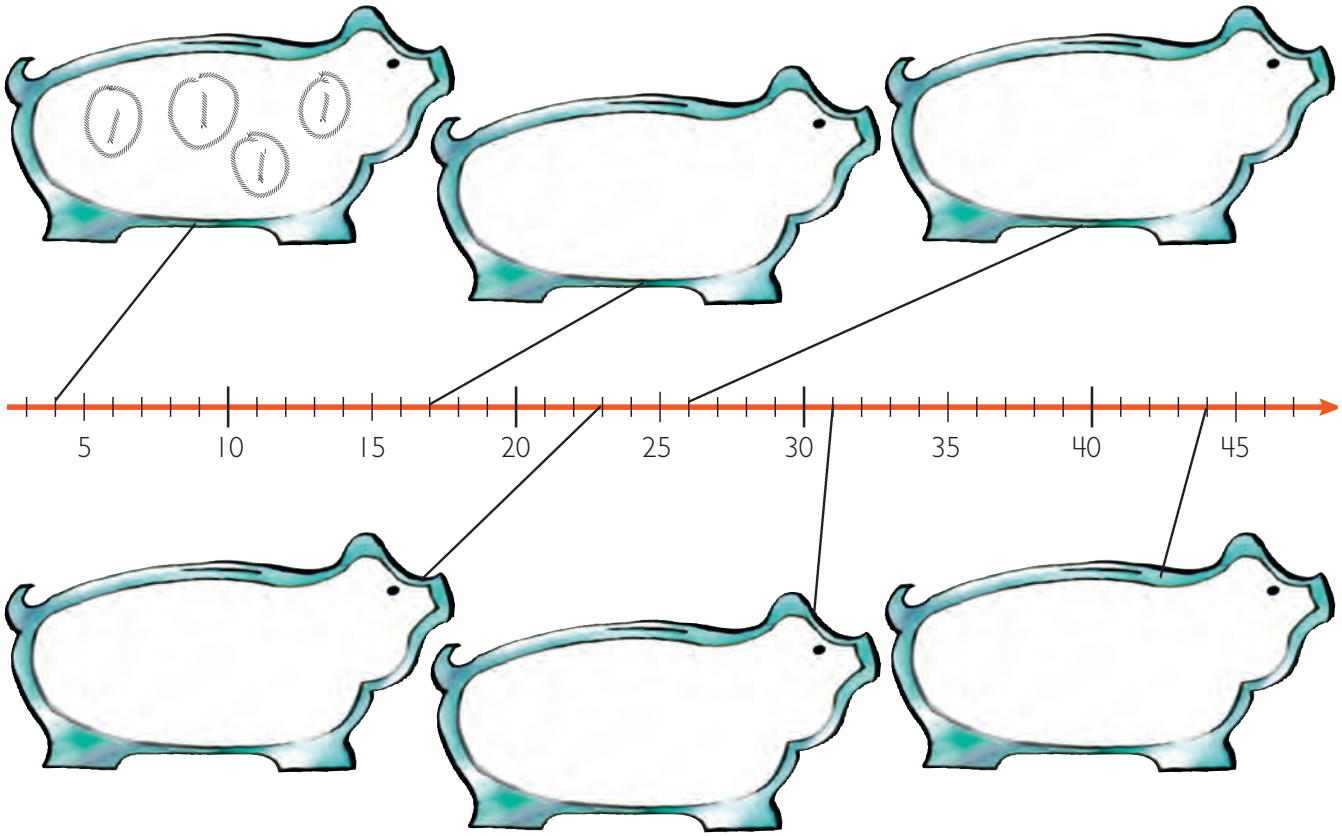
- • Nemendur skrifa tölurnar sem vantar. Þeir eiga að hoppa á tíundu hverri tölu.
- •• Nemendur draga strik frá verðmiðunum í rétta peningaupphæð.
- ••• Nemendur skrá upphæðirnar með tölustöfum.

[·] Dragðu strik í talnalínuna.



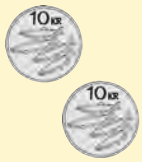


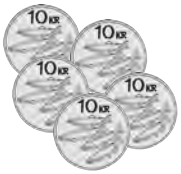
[··] Teiknaðu peningana.

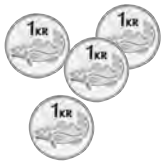


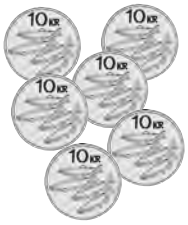
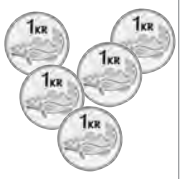
- Nemendur finna upphæðina í hverjum sparibauk og draga strik í réttan stað á talnalínunni.
•• Nemendur teikna peningaupphæðirnar í sparibaukana.

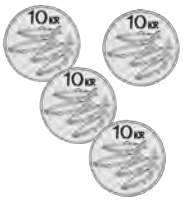
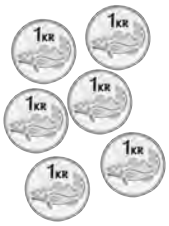
[·] Hve margar krónur?

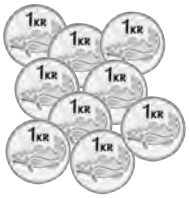
Tugir	Einingar
 2	3
23 kr.	

Tugir	Einingar
 5	0
_____ kr.	

Tugir	Einingar
_____	 _____
_____ kr.	

Tugir	Einingar
 _____	 _____
_____ kr.	

Tugir	Einingar
 _____	 _____
_____ kr.	

Tugir	Einingar
_____	 _____
_____ kr.	

[··] Teiknaðu peningana.

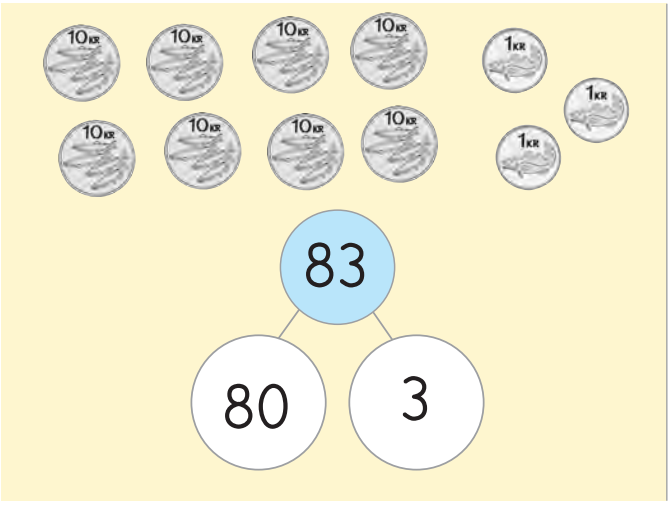
Tugir	Einingar
2	6
26 kr.	

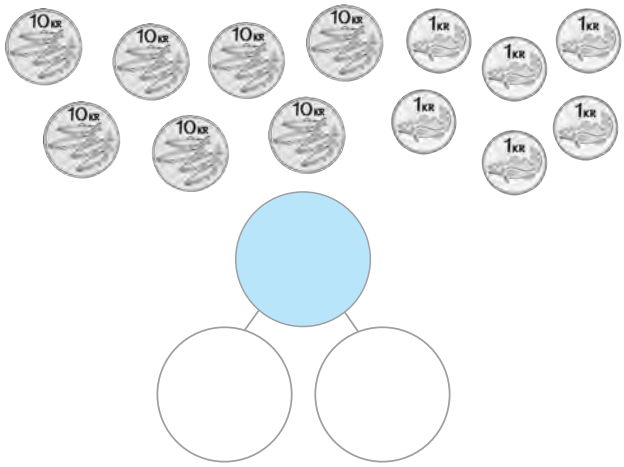
Tugir	Einingar
_____	_____
47 kr.	

Tugir	Einingar
_____	_____
33 kr.	

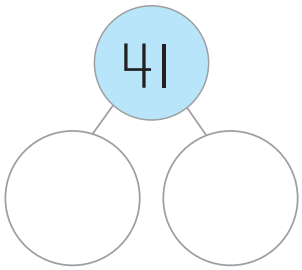
- Nemendur skrá hve tíkallarnir eru margir í tugasætið; þeir skrá krónufjöldann í einingasætið. Loks skrifa þeir heildarupphæðina á strikin neðst í hverri töflu.
- •• Nemendur teikna réttan fjölda tíkalla og krónupeninga í reitina.

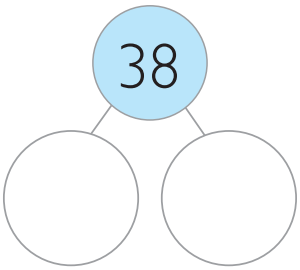
[·] Hve margar krónur?

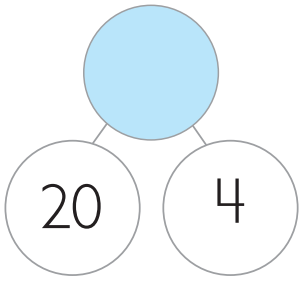


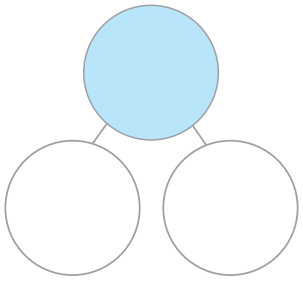


[··] Teiknaðu peninga og skráðu tölurnar.









- Nemendur skrá heildarupphæðirnar í bláu hringina. Í hvítu hringina skrifa þeir annars vegar tugina og hins vegar einingarnar.
•• Nemendur teikna tíkalla og krónupeninga og skrá fjöldann í tómu reitina. Í síðasta verkefninu velja nemendur sjálfir upphæðina.

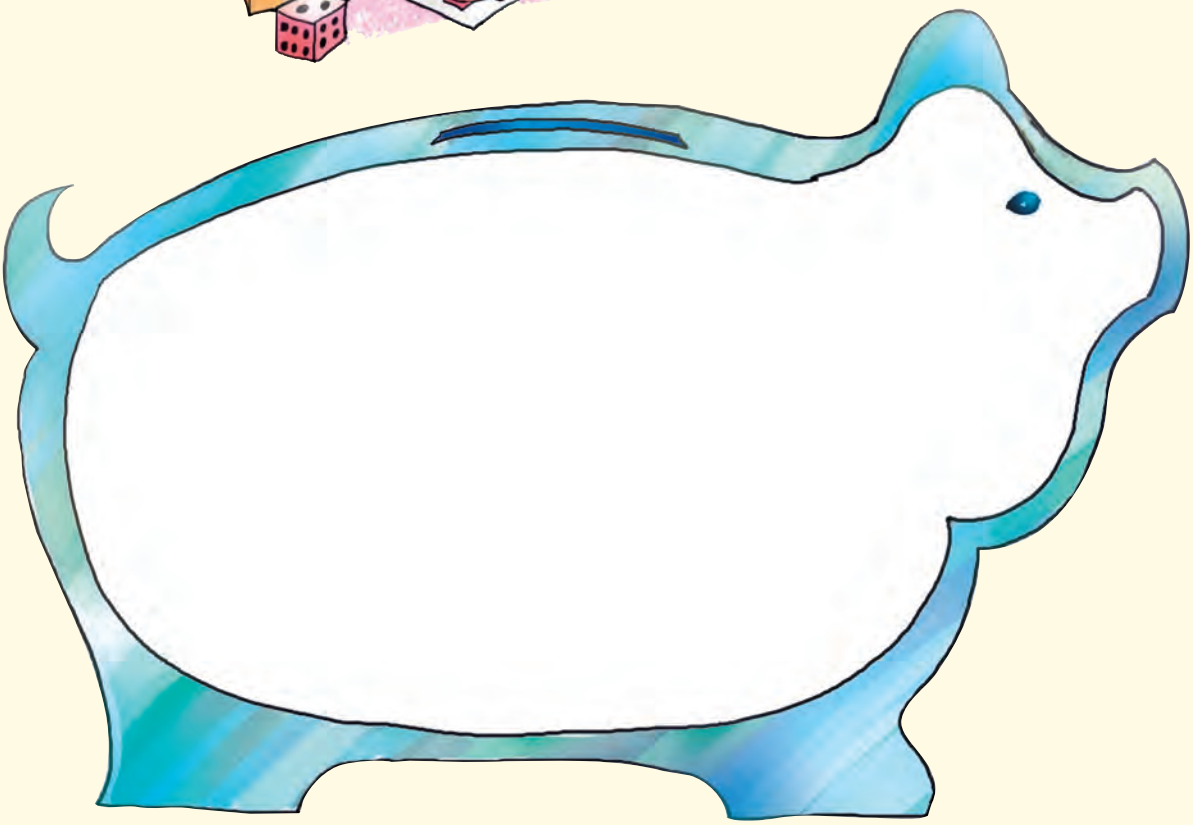
[·] Í hvorri buddu er meira? Dragðu hring um þá tölu.

[··] Hvað eru krónurnar margar?

Skráðu tölurnar í rétta röð, minnstu töluna fyrst.

- Nemendur skrifa hve mikið er af peningum í hvorri buddu og draga hring um upphæðina sem er hærri í hverju verkefni.
- Nemendur skrifa fyrst hve mikið er í hverri buddu. Síðan raða þeir upphæðunum í röð eftir stærð og byrja á minnstu tölunni.

[·] SPIL **Sparibaukurinn**

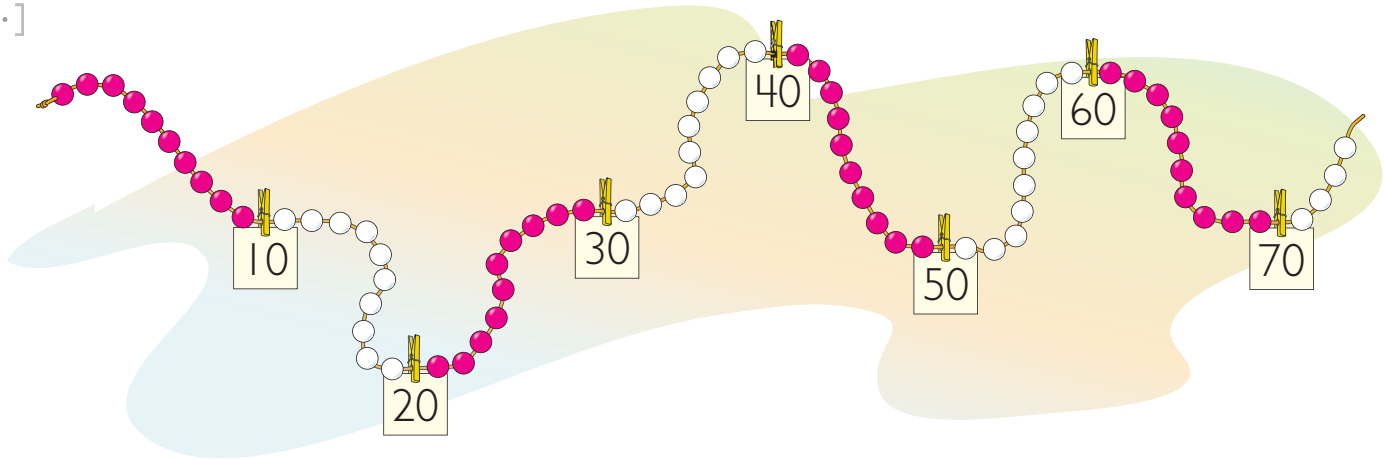


LEIKREGLUR

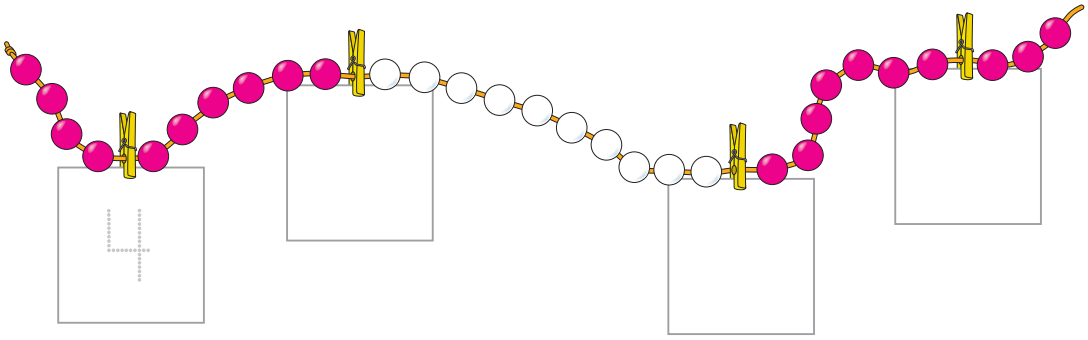
Búnaður: 2 teningar, kennslupeningar.
Spilið er fyrir tvo leikmenn.
Hvor leikmaður leggur í sparibaukinn sinn.
Leikmenn kasta tveimur teningum til skiptis.
Summa talnanna, sem upp koma á teningunum, táknar þá upphæð sem leikmaður fær frá hinum leikmanninum. Stundum þarf að fara í bankann og skipta peningum.
Þannig heldur spilið áfram þar til annar sparibaukurinn er tómur. Einnig má ákveða fyrir fram hve lengi skal spilað og þá vinnur sá sem á meira af peningum þegar tíminn er liðinn.

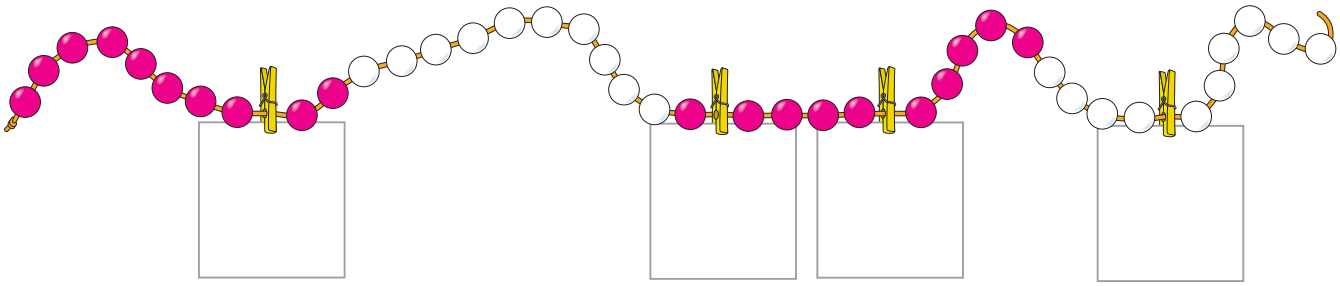
- Í spilinu æfa nemendur að skipta peningum til að geta borgað mismunandi peningaupphæðir.

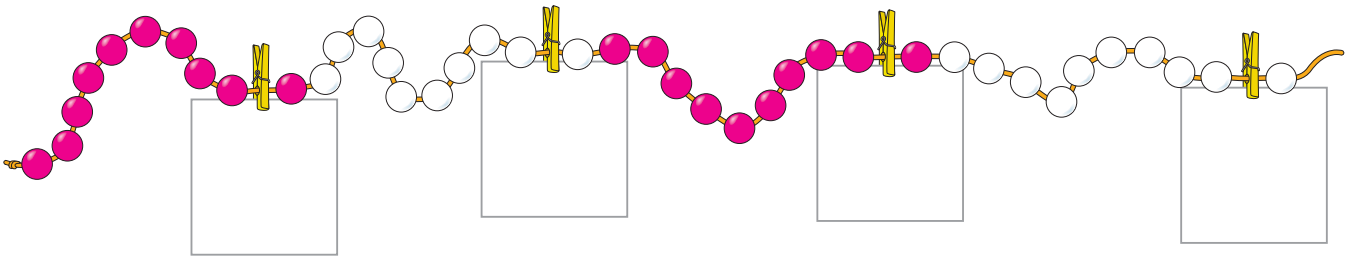
[·]

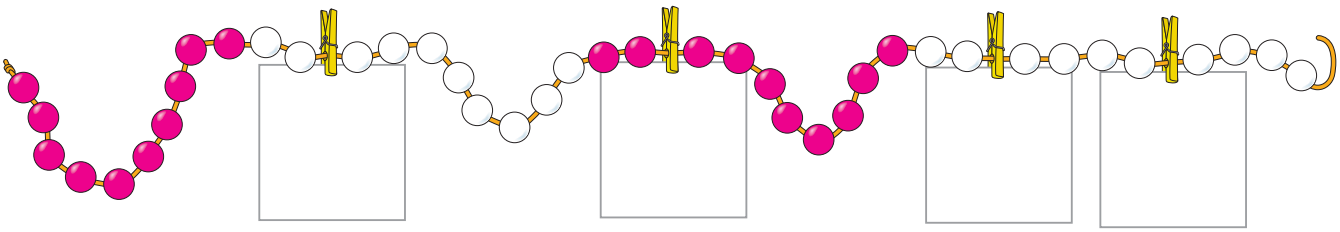


[··] Hve margar perlur?



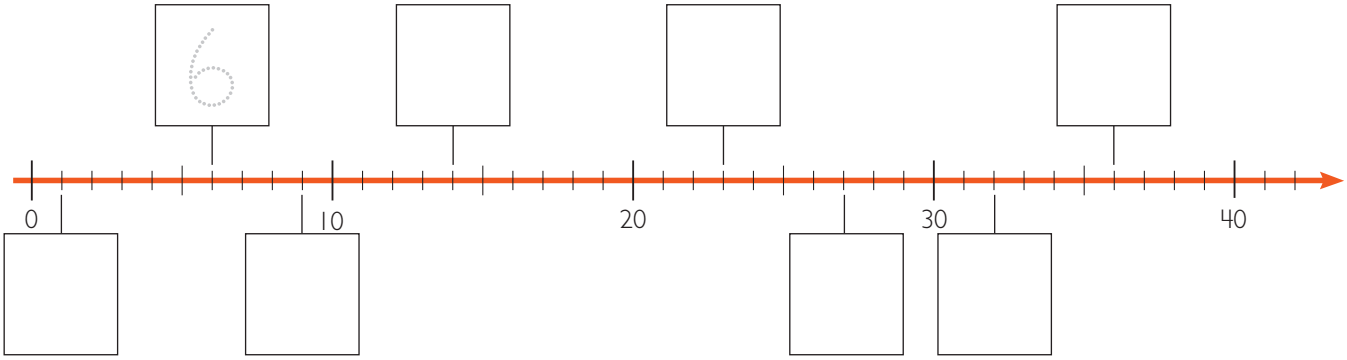


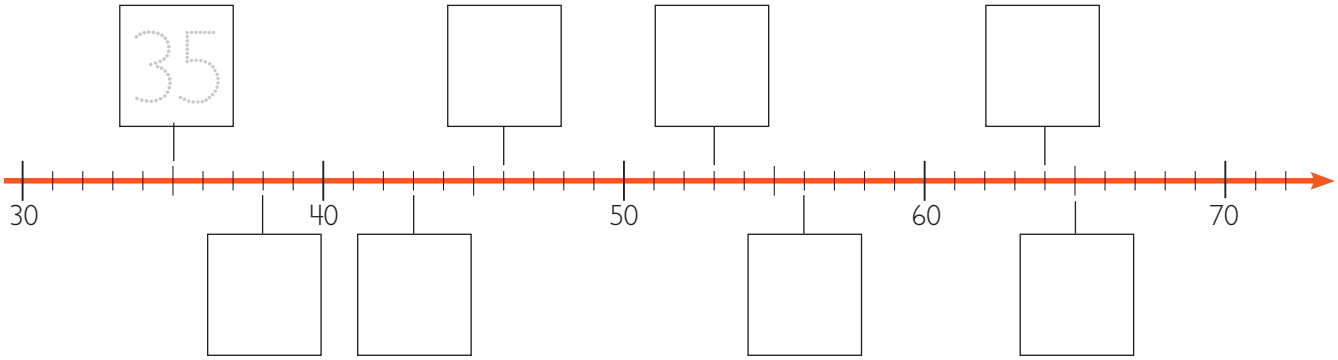


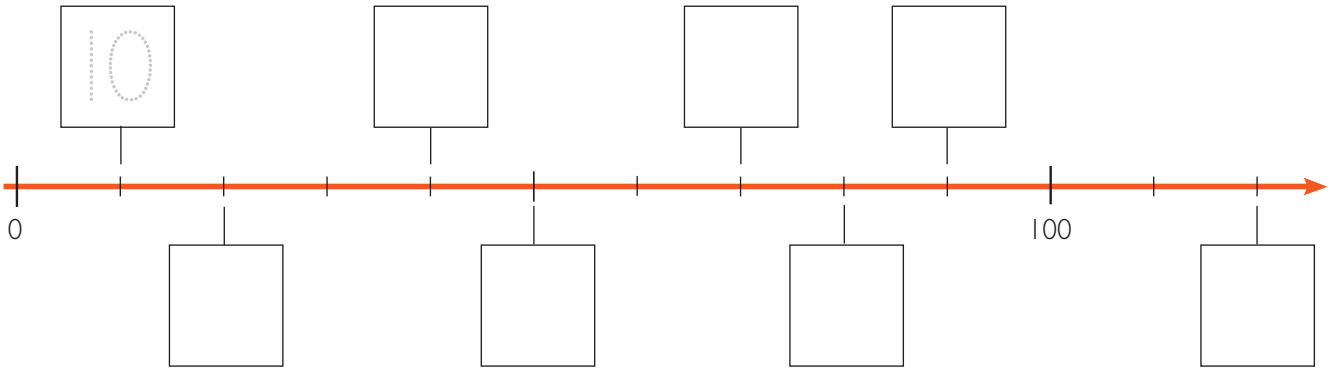


- Samræðumynd um hvernig má hoppa á kúlnabandi, t.d. með því að telja 10 í einu.
- •• Nemendur telja allar kúlurnar vinstra megin við þvottaklemmurnar og skrá fjöldann á spjöldin.

[·] Skrifaðu tölurnar.



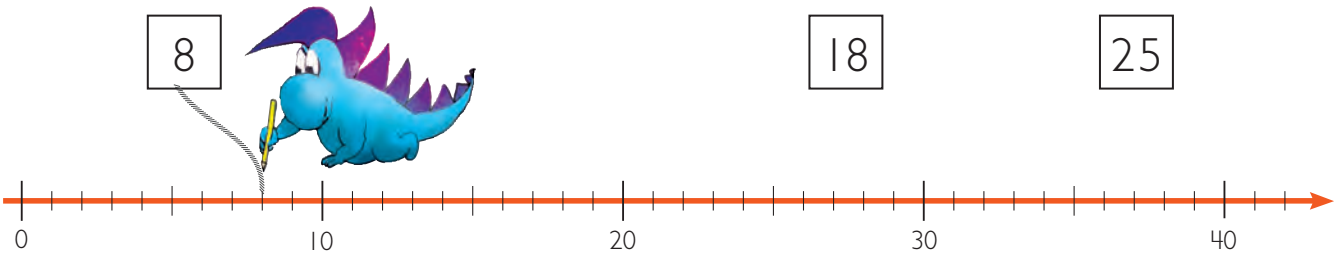




- Nemendur lesa af talnalínunni og skrá tölustafina í tómu reitina.

[·] Dragðu strik í talnalínuna.

8 18 25



4 13 27 36

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9 13 29 32

15 23 31 35

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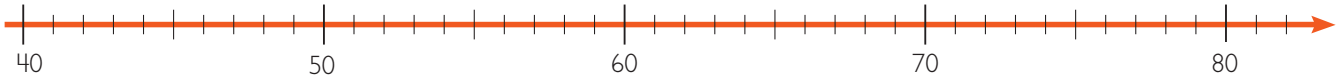
45 56 76 74



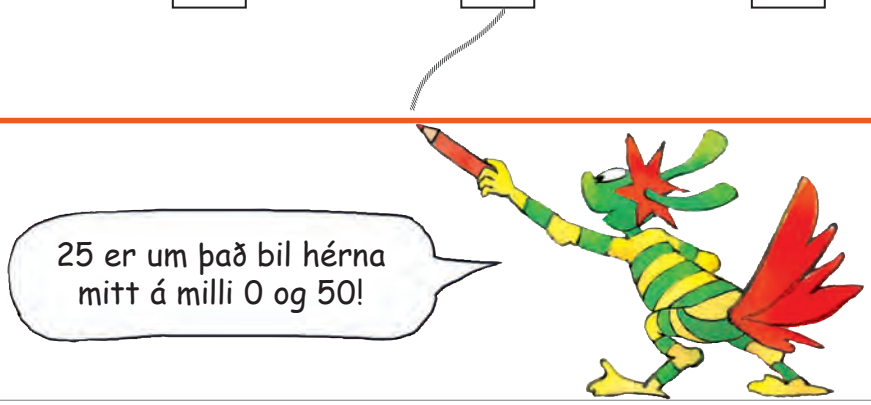
47 57 65 69

- Nemendur draga strik frá tölunum í rétta staði á talnalínunni.

[·] Hvar eru tölurnar um það bil á talnalínunni. Dragðu strik.

30 8 25 45

0 50



12 20 37 49

0 50

10 25 50 80

0 100

60 75 69 81

50 100

- Nemendur draga strik frá tölunum um það bil að þeim stað þar sem þær eru á talnalínunni.

[·] Hvaða tölur leynast bak við myndirnar?

1	2	3	4			7	8		10
11	12			15	16		18		20
21	22	23		25	26		28		30
31	32	33		35	36		38		40
41	42	43	44	45	46		48		50
		53	54				58	59	60
61		63	64	65	66	67	68		70
71				75	76				80
81	82	83	84	85	86		88	89	90
91	92	93	94				98	99	100

[··] Skrifaðu tölur í reitina.

21					
		33			
					46

• Nemendur skrá tölurnar sem eiga að vera í reitunum undir myndunum.
•• Rúðunetið er „klippt út úr“ hundraðtöflu. Nemendur fylla út í tómu reitina með tölunum sem vantar.

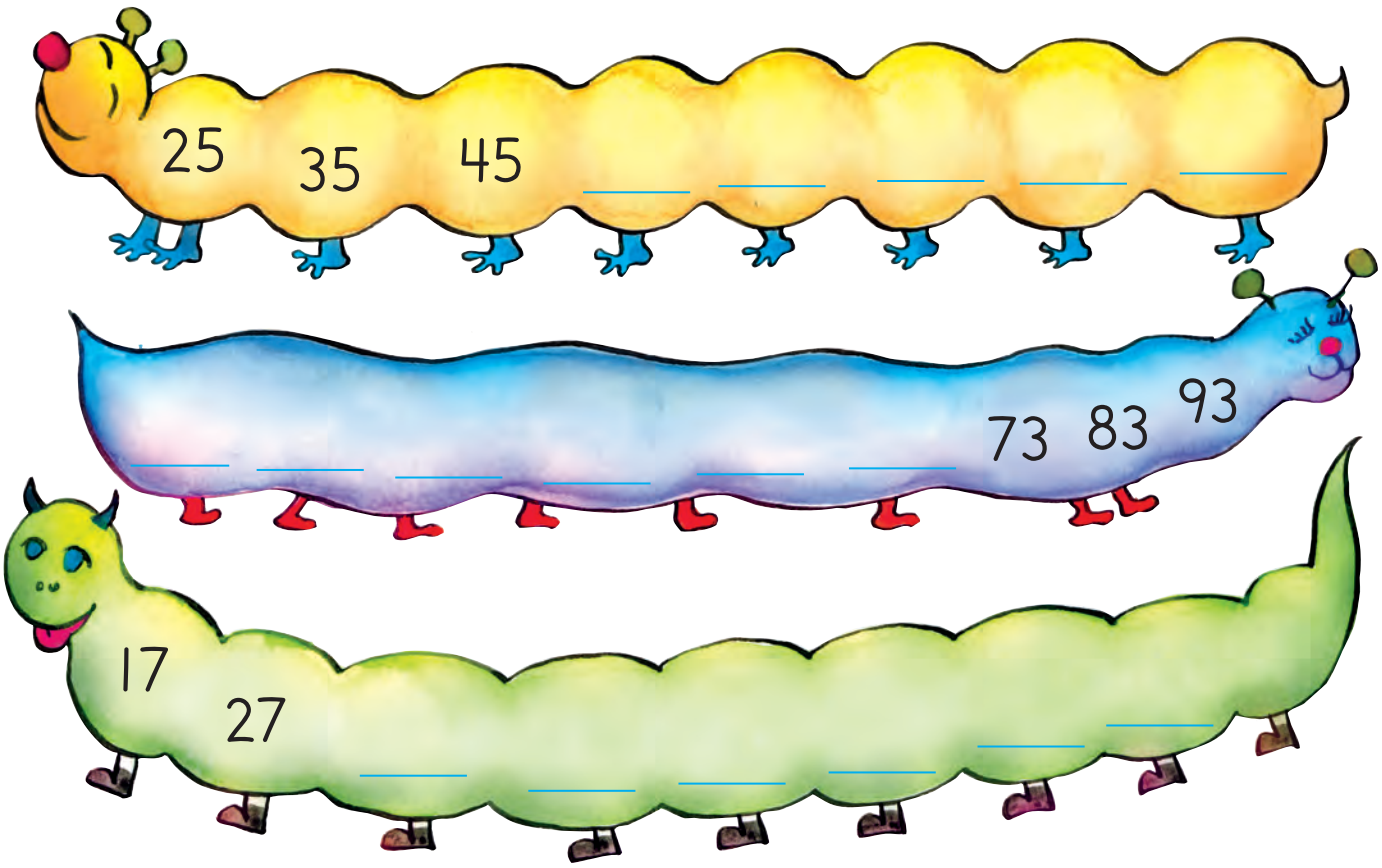
[·] Skrifaðu tölur í reitina.

8		10
	19	

15					
	36				

[··] Veldu tölurnar.

[···] Ljúktu við talnarununurnar.



• Rúðunetið hefur verið „klippt út úr“ hundraðtöflunni á bls. 94. Nemendur skrá tölurnar sem vantar í reitina.
•• Nemendur velja sjálfir hvar í hundraðtöflunni þessir reitir eru; þeir eiga því að velja með hvaða tölu þeir byrja.
••• Nemendur skrifa tölurnar sem vantar í talnarununurnar. Þeir eiga að hoppa á tíundu hverri tölu.

[·] Skrifaðu tölurnar í röð, minnstu töluna fyrst.

14 30 9 21

9

70 50 61 40

33 22 19 38

[··] Skrifaðu tölurnar í réttri röð, minnstu töluna fyrst.

18, 20, 7, 13

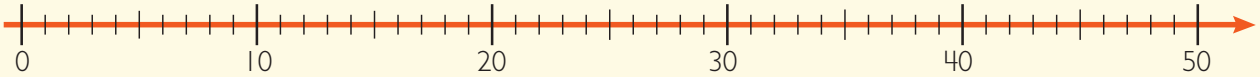
29, 47, 35, 43

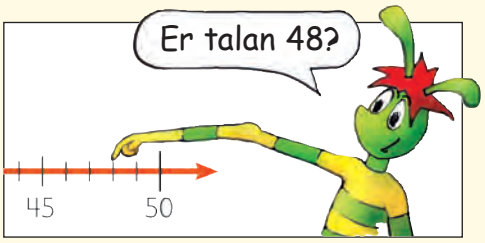
56, 72, 65, 67

•/•• Nemendur skrá tölurnar í réttri röð, frá þeirri minnstu til þeirrar stærstu.

[·] SPIL **Giskaðu á töluna mína**

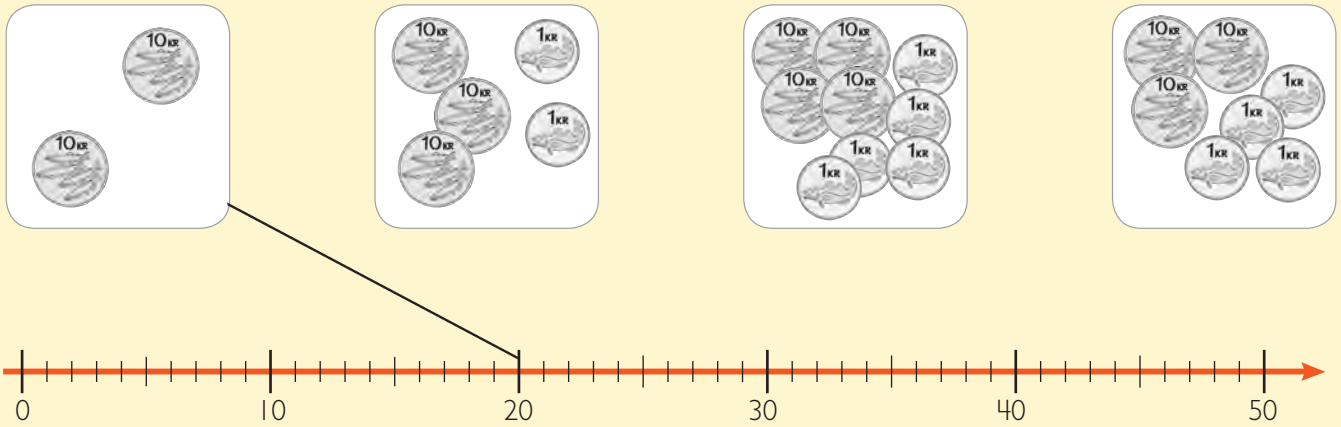
LEIKREGLUR
Spilið er fyrir 4–6 leikmenn.
Einn leikmaðurinn hugsar sér tölu milli 0 og 50.
Hinir leikmennirnir eiga að giska á töluna til skiptis.
Sá sem valdi töluna segir til um hvort talan hans er minni eða stærri en þær sem giskað er á.
Hver er fyrstur að finna rétta tölu?



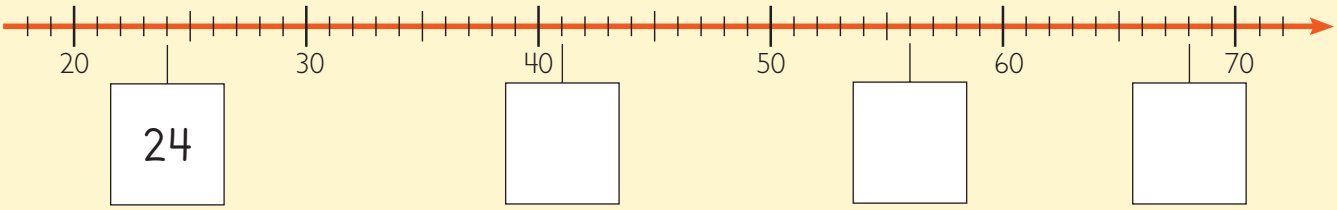


- Í spilinu æfa nemendur að staðsetja tölur á talnalínuna. Nemendur merkja á talnalínuna hverja tölu sem nemendur giska á. Þannig þrengist smám saman talnasviðið sem upphaflega talan er á.

Dragðu strik í talnalínuna.



Skráðu tölurnar.



Teiknaðu tugi og einingar.

34

52

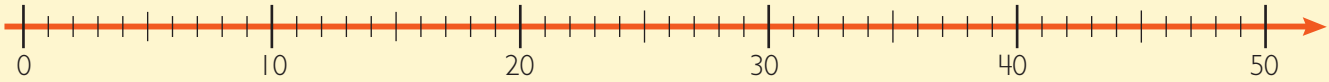
Skráðu tölurnar í réttri röð, minnstu töluna fyrst.

23, 16, 7, 32 7

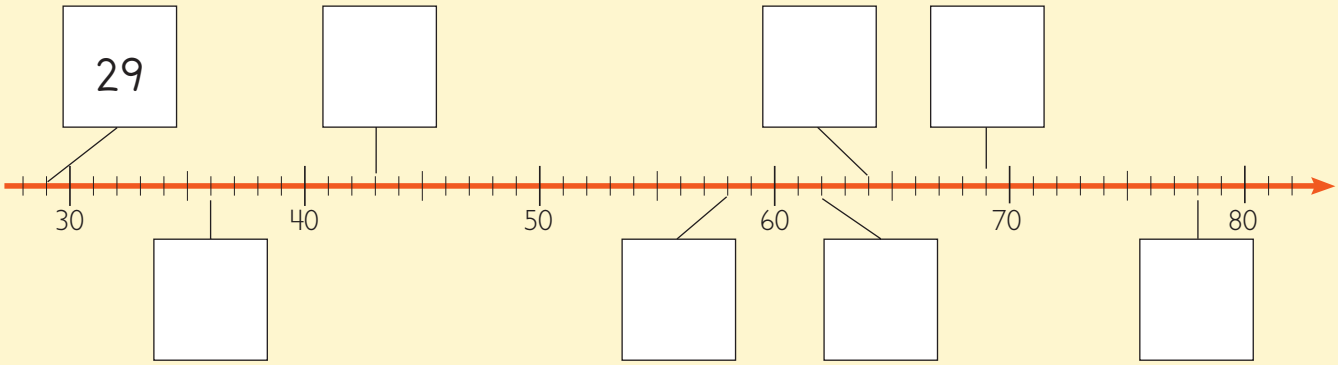
45, 24, 38, 29

• Nemendur finna upphæðirnar og draga strik frá peningunum í réttan stað á talnalínunni.
•• Nemendur lesa af talnalínunni og skrá tölurnar á tómu spjöldin.
••• Nemendur teikna tuglengjur og einingakubba.
•••• Nemendur skrá tölurnar í réttri röð eftir stærð og byrja á minnstu tölunni.

Dragðu strik í talnalínuna.



Skrifaðu tölurnar.



Skráðu nágrannatölurnar.

	64	

	51	

	93	

	79	

ÆFINGAHEFTI BLS. 37–45

- • Nemendur finna upphæðirnar í reitunum og draga strik í réttan stað á talnalínunni.
- •• Nemendur lesa af talnalínunni og skrá tölurnar í tómu reitina.
- ••• Nemendur skrá tölurnar sem eru annars vegar einum minni og hins vegar einum stærri en talan í miðjunni.

Skrifaðu tölurnar í röð, minnstu töluna fyrst.

65 43 62 56 34

Skrifaðu tölu sem er 10 minni og aðra sem er 10 stærri.

	40	
	62	
	38	

Notaðu spjöldin og búðu til tvær tölur.

3	2	4	6	7	3

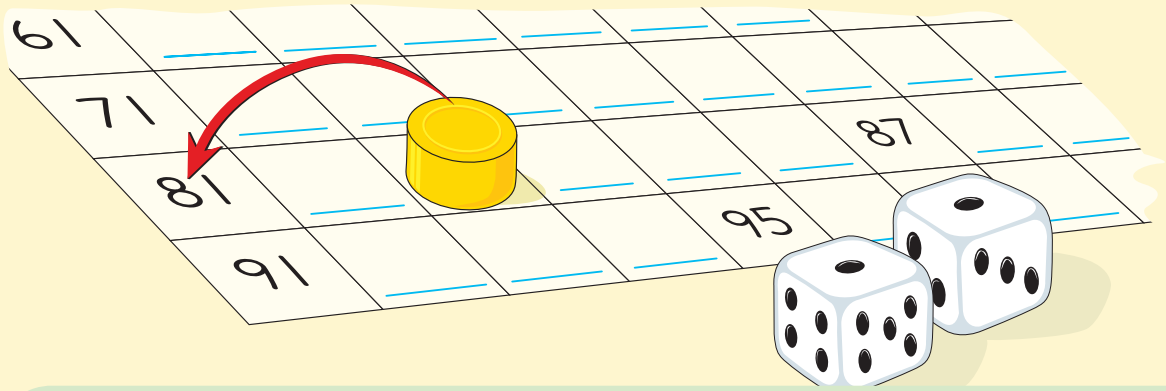
Notaðu spjöldin og búðu til eins stóra tölu og hægt er.

2	6	9	8	1	7

ÆFINGAHEFTI BLS. 41–48

• Nemendur skrifa tölurnar í röð og byrja á minnstu tölunni.
•• Nemendur skrá tölurnar sem eru tíu minni og tíu stærri en talan í miðjunni.
••• Nemendur raða tölunum saman og búa til tvær mismunandi tveggja stafa tölur.
•••• Nemendur raða tölunum saman og skrá stærri töluna af þeim tveimur sem hægt er að búa til.

SPIL **Hver er fyrstur í mark?**



LEIKREGLUR
Spilið er fyrir 2–3 leikmenn.
Búnaður: 2 teningar og 1 spilapeningur fyrir hvern leikmann.
Leikmenn setja spilapeninginn á **BYRJA**. Þeir kasta teningunum til skiptis, leggja saman það sem upp kemur á teningunum og flytja spilapeninginn um eins marga reiti og summan segir til um. Þeir skrá tölurnar, sem þeir lenda á, jafnóðum.
Sá vinnur sem er fyrstur í **MARK**.

MARK	1									10
	11									20
	21									30
	31									40
	41									50
	51									60
	61									70
	71									80
	81									90
	91									100 BYRJA

- Í spilinu æfa nemendur að staðsetja tölur á rétta staði í hundraðtöflu með hliðsjón af öðrum tölum í töflunni.

6 Samlagning og frádráttur

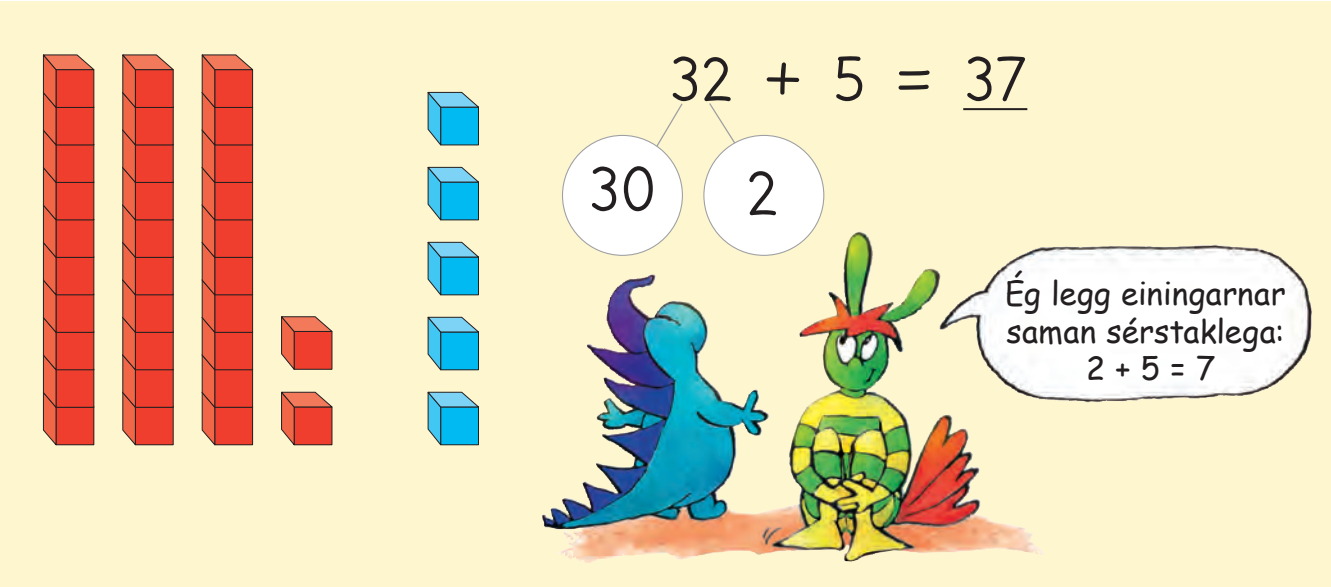
[·] SPIL **Tveir tugir fullir!**

LEIKREGLUR
Spilið er fyrir 2–4 leikmenn.
Búnaður: Spilastokkur með spilum frá 1(ás)–10.

Allir leikmenn fá 5 spil. Leikmenn leggja til skiptis eitt spil á borðið, leggja saman spilin í borði jafnóðum og segja svarið.
Þegar leikmaður fær svarið 20 eða meira hrópa hinir leikmennirnir: „Tveir tugir fullir".
Sá leikmaður þarf þá að taka öll spilin á borðinu.
Næsti leikmaður byrjar nýja umferð með því að setja spil út.
Ákveða má fyrir fram að spila ákveðinn tíma.
Sá vinnur sem er fyrstur að losna við öll spilin eða hefur fæst spil á hendi þegar tíminn er liðinn.

- Í spilinu æfa nemendur samlagningu talna upp í 20. Gott er að nota venjuleg spil en sleppa mannspilunum, þ.e. gosa, drottningu og kóngi, og láta ásinn tákna töluna 1.

[·]

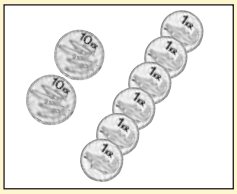


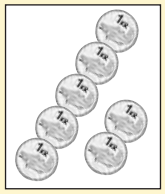
[··] Hve mikið samtals?

24 + 2 = _____ 20 4	31 + 8 = _____
25 + 3 = _____	42 + 5 = _____
51 + 4 = _____	73 + 3 = _____
64 + 4 = _____	96 + 3 = _____

• Samræðumynd um samlagningu með tveggja stafa tölu og eins stafs tölu án þess að farið sé yfir tug.
•• Nemendur fá hér tækifæri til að þróa með sér hagkvæmar aðferðir í hugareikningi þar sem leggja á saman tveggja stafa tölu og eins stafs tölu án þess að farið sé yfir tug.

[·]





26 + 7 =

20 + 6 + 7 = 33

Ég skipti 26 í tugi og einingar og fæ 20 + 6.
6 + 7 = 13 og
20 + 13 = 33.

26 + 7 =

26 + 4 + 3 = 33

Ég skipti 7 í 4 + 3.
Þá fæ ég 26 + 4 = 30 og
30 + 3 = 33.

[··] Hve mikið alls?

15 + 9 =

____ + ____ + ____ = ____

28 + 4 =

____ + ____ + ____ = ____

37 + 8 =

____ + ____ + ____ = ____

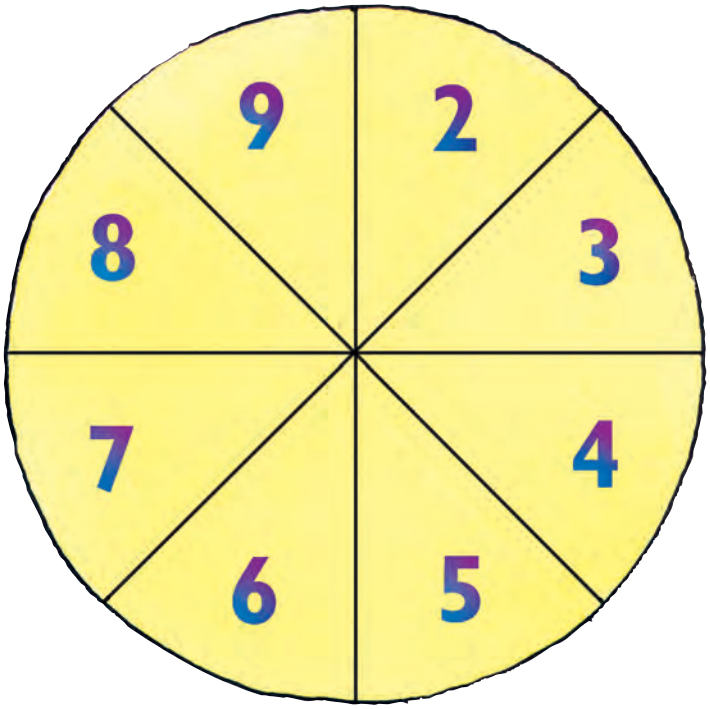
24 + 7 =

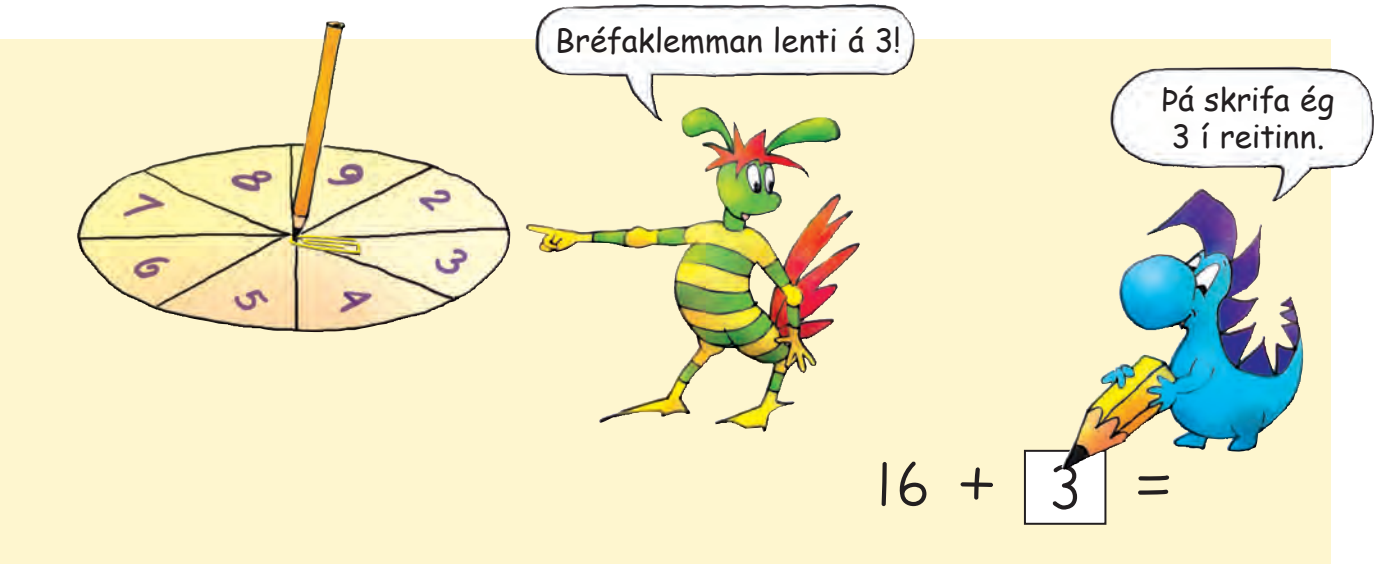
____ + ____ + ____ = ____

- Samræðumynd um samlagningu með tveggja stafa tölu og eins stafs tölu þar sem farið er yfir tug.
- •• Nemendur fá hér tækifæri til að þróa með sér hagkvæmar aðferðir í hugareikningi þar sem tveggja stafa tala og eins stafs tala eru lagðar saman og farið er yfir tug.

[·] Búðu til dæmi!

Snúðu bréfaklemmunni á spilaskífunni einu sinni í hverju dæmi.
Skrifaðu töluna í reitinn.
Reiknaðu svarið.





27 + ☐ =	46 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
39 + ☐ =	58 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___

- Nemendur búa til sín eigin dæmi til að þjálfa enn frekar reikningsaðferðir sem kynntar voru á bls. 104 og 105.

[·] Notaðu spilaskífuna til að búa til dæmi. Reiknaðu þau síðan.

18 + ☐ =	24 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
36 + ☐ =	52 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
☐ + 19 =	☐ + 47 =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
37 + ☐ =	☐ + 74 =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
25 + ☐ =	66 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___
33 + ☐ =	38 + ☐ =
___ + ___ + ___ = ___	___ + ___ + ___ = ___

- Nemendur búa til sín eigin dæmi til að æfa enn frekar reikningsaðferðir sem kynntar voru á bls. 104 og 105.

[·] María á 18 kúlur.
Hún týnir 6 þeirra.

18 – 6 = 12

10 8

[··] Skiptu tölunum í tugi og einingar. Reiknaðu dæmin.

17 – 4 = _____

10 7

25 – 3 = _____

20

19 – 6 = _____

36 – 5 = _____

28 – 4 = _____

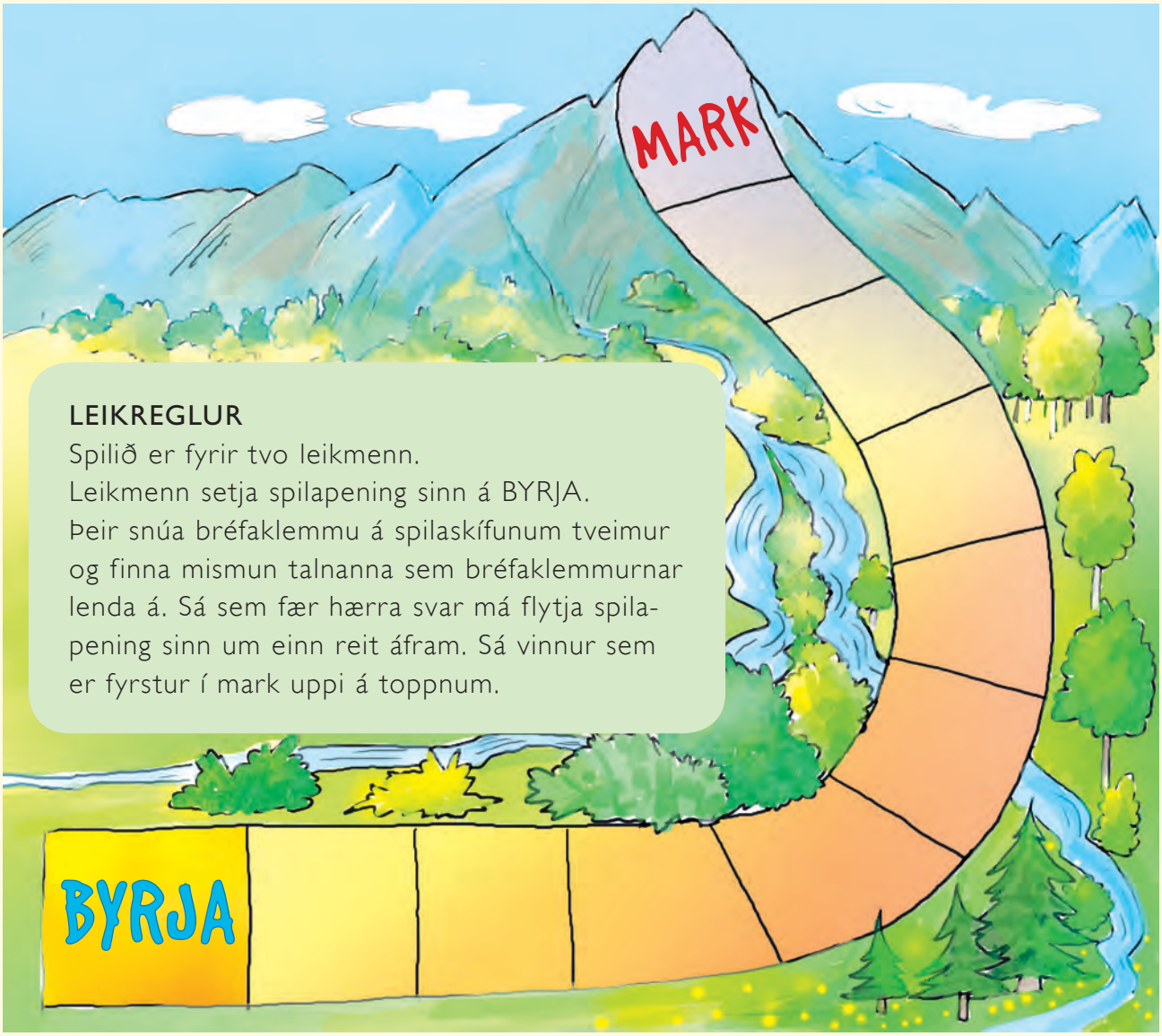
47 – 7 = _____

54 – 3 = _____

79 – 7 = _____

• Samræðumynd um frádrátt með tveggja stafa tölu og eins stafs tölu án þess að farið sé yfir tug.
•• Nemendur fá hér tækifæri til að þróa með sér hagkvæmar aðferðir í hugareikningi þar sem draga á eins stafs tölu frá tveggja stafa tölu án þess að farið sé yfir tug.

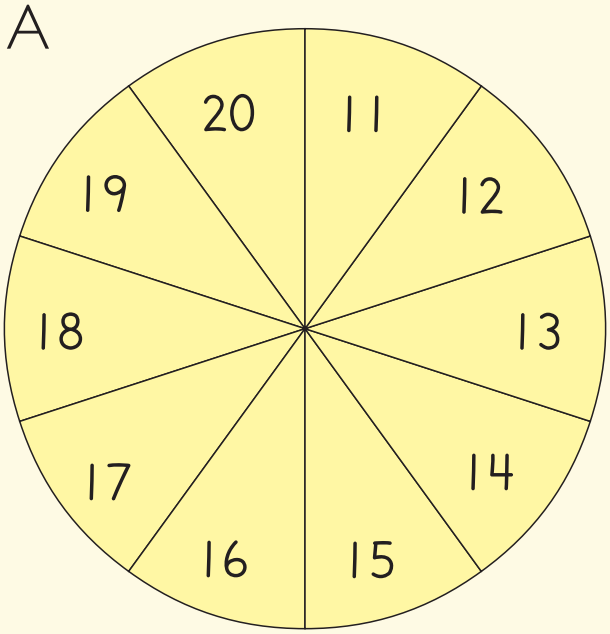
[·] SPIL **Fyrstur á toppinn**



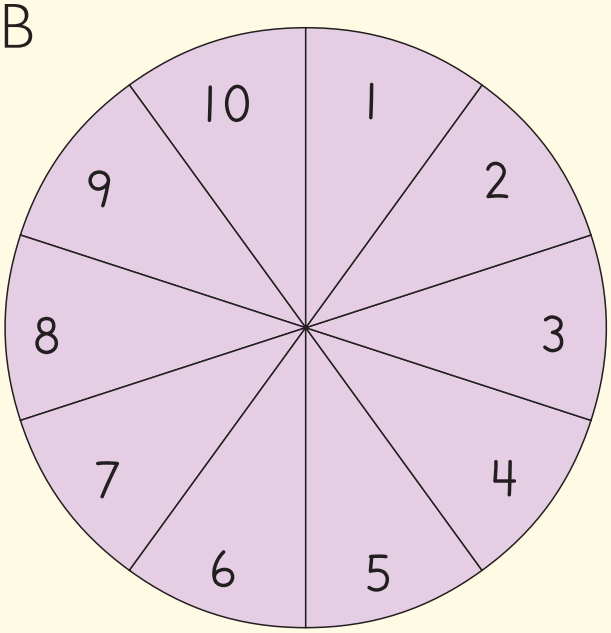
LEIKREGLUR

Spilið er fyrir tvo leikmenn.
Leikmenn setja spilapening sinn á BYRJA.
Þeir snúa bréfaklemmu á spilaskífunum tveimur og finna mismun talnanna sem bréfaklemmurnar lenda á. Sá sem fær hærra svar má flytja spilapening sinn um einn reit áfram. Sá vinnur sem er fyrstur í mark uppi á toppnum.

A

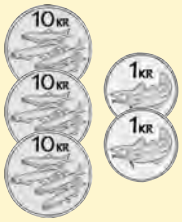


B



- Í spilinu æfa nemendur frádrátt með því að finna mismun talnanna.

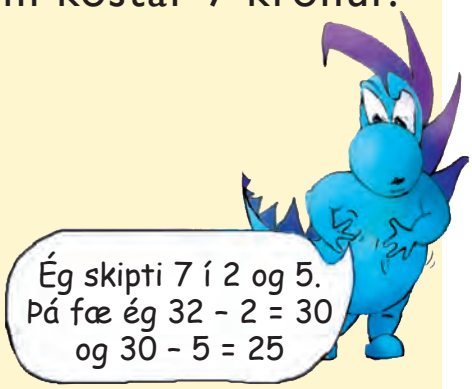
[·] Jónas á 32 krónur. Hann kaupir nammi sem kostar 7 krónur. Hve mikla peninga á hann eftir?

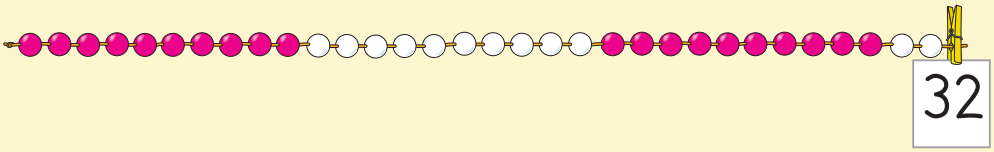


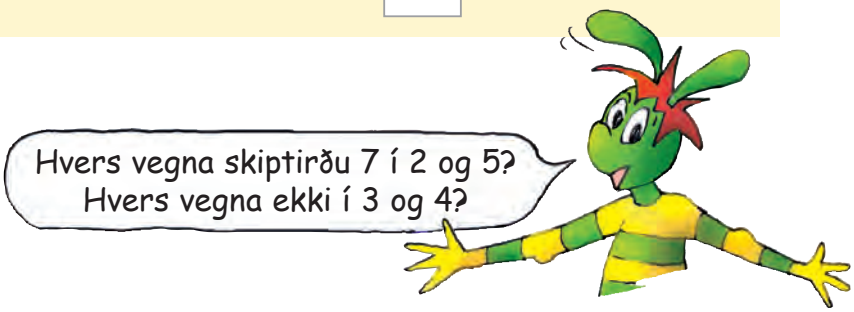
7 kr.

32 – 7 = 25

2 5







[··] Reiknaðu dæmin.

24 – 6 = _____

4 2

21 – 5 = _____

32 – 8 = _____

23 – 6 = _____

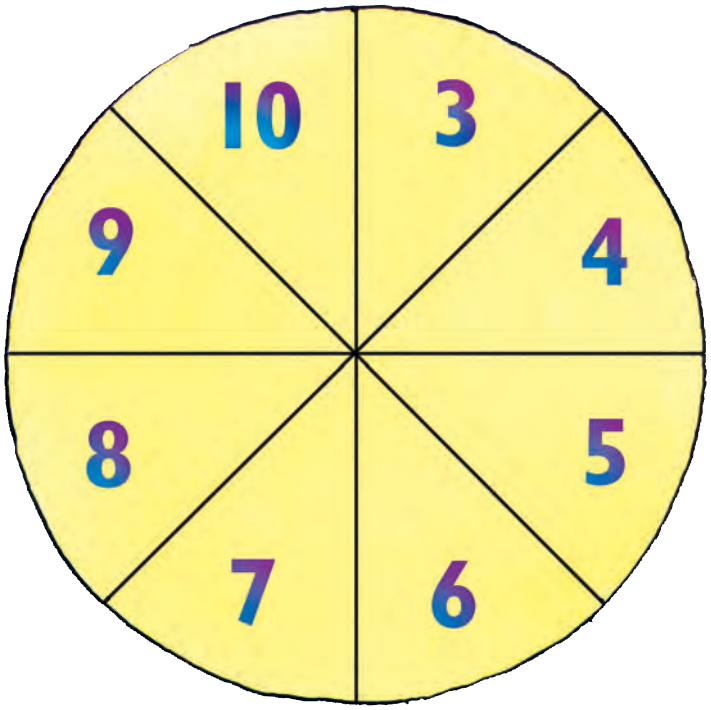
41 – 4 = _____

35 – 7 = _____

• Samræðumynd um frádrátt með tveggja stafa tölu og eins stafs tölu þar sem farið er yfir tug.
•• Nemendur fá með þessum dæmum tækifæri til að þróa með sér hagkvæmar aðferðir í hugareikningi þar sem eins stafs tala er dregin frá tveggja stafa tölu og farið er yfir tug.

[·] Búðu til dæmi!

Snúðu bréfaklemmunni á spilaskífunni einu sinni í hverju dæmi.
Skrifaðu töluna, sem bréfaklemman lendir á, í auða reitinn.
Reiknaðu síðan dæmið.



16 – ☐ = ____	22 – ☐ = ____
29 – ☐ = ____	34 – ☐ = ____
23 – ☐ = ____	41 – ☐ = ____
52 – ☐ = ____	30 – ☐ = ____

- Nemendur búa til sín eigin dæmi til að þjálfa enn frekar reikningsaðferðirnar sem kynntar voru á bls. 108 og 110. Nemendur skipta tölunum upp til að auðvelda hugareikninginn.

Reiknaðu dæmin.

13 + 5 = _____

42 + 4 = _____

18 + 6 =

_____ + _____ + _____ = _____

27 + 8 =

_____ + _____ + _____ = _____

Reiknaðu dæmin.

19 – 7 = _____

36 – 5 = _____

23 – 6 = _____

32 – 8 = _____

Reiknaðu dæmin.

14 + 4 = _____

52 + 8 = _____

73 + 6 = _____

25 + 7 = _____

48 + 9 = _____

87 + 7 = _____

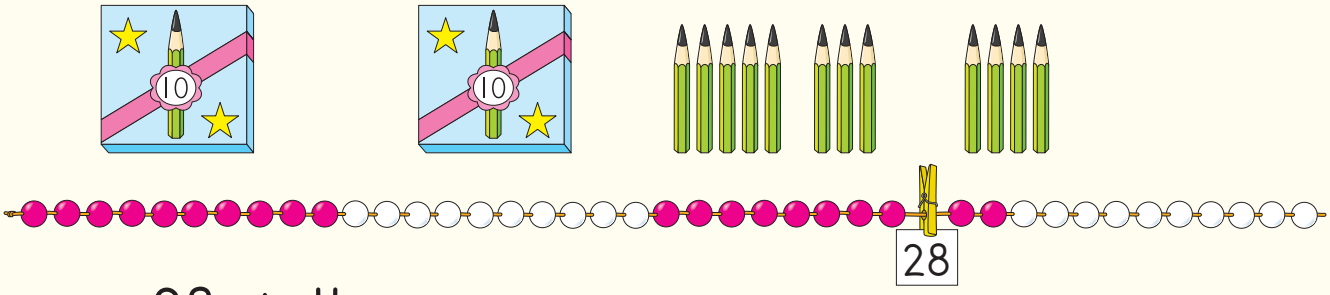
18 – 9 = _____

58 – 5 = _____

63 – 5 = _____

• Nemendur nota aðferðirnar, sem þeir hafa lært í kaflanum, til að leysa samlagningardæmin.
•• Nemendur nota aðferðirnar, sem þeir hafa lært í kaflanum, til að leysa frádráttardæmin.
••• Nemendur reikna dæmin og skrá svörin.

[·] Hákon á 28 blýanta. Hann kaupir 4 blýanta til viðbótar.
Hve marga blýanta á hann þá?



28 + 4 =

28 + 2 + 2 = 32

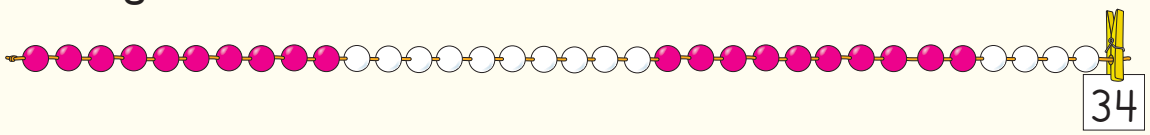
[··] Reiknaðu dæmin.

17 + 6 = 17 + 3 + 3 = ____	25 + 6 = ____ + ____ + ____ = ____
19 + 8 = ____ + ____ + ____ = ____	27 + 5 = ____ + ____ + ____ = ____
26 + 6 = ____ + ____ + ____ = ____	18 + 4 = ____ + ____ + ____ = ____
29 + 6 = ____ + ____ + ____ = ____	28 + 8 = ____ + ____ + ____ = ____

ÆFINGAHEFTI BLS. 49–55

- Samræðumynd um samlagningu með tveggja stafa tölu og eins stafs tölu þar sem farið er yfir tug.
- Með þessum dæmum æfa nemendur hagkvæmar aðferðir í hugareikningi til að leggja saman tveggja stafa tölu og eins stafs tölu þar sem farið er yfir tug.

[·] Þóra á 34 kúlur. Hún gefur 6 kúlur.
Hve margar kúlur á hún eftir?



34 – 6 = 28

4 2

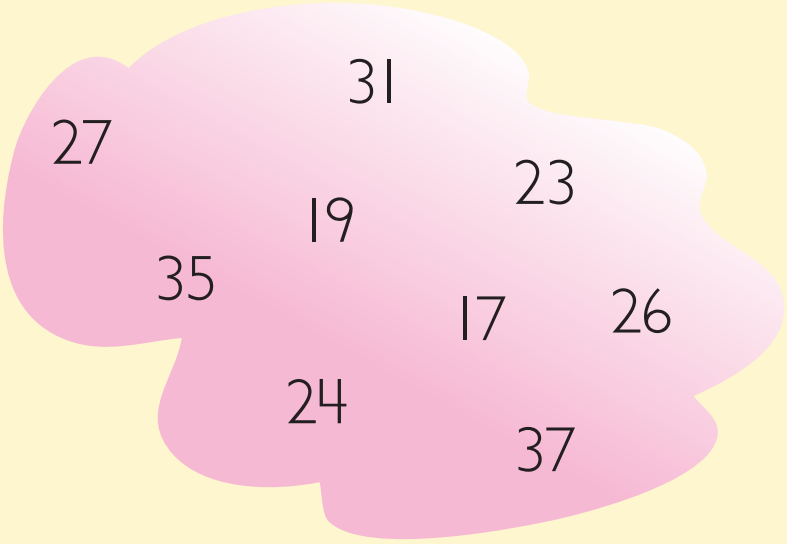
[··] Reiknaðu dæmin.

23 – 5 = ____ (3 2)	31 – 4 = ____ ( ) ( )
25 – 9 = ____ ( ) ( )	26 – 8 = ____ ( ) ( )
34 – 5 = ____ ( ) ( )	32 – 7 = ____ ( ) ( )
35 – 8 = ____ ( ) ( )	43 – 9 = ____ ( ) ( )

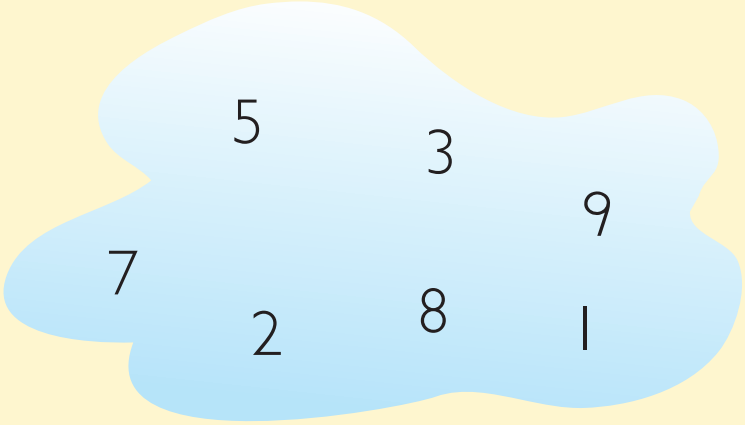
ÆFINGAHEFTI BLS. 52–58

• Samræðumynd um frádrátt með tveggja stafa tölu og eins stafs tölu þar sem farið er yfir tug.
•• Með þessum dæmum æfa nemendur hagkvæmar aðferðir í hugareikningi þar sem eins stafs tala er dregin frá tveggja stafa tölu og farið er yfir tug.

• Leggðu tölu úr bleika skýinu við tölu úr bláa skýinu. Summan á að vera í töflunni hér til hægri.
Hver summa hefur fleiri en eina lausn.



	Svar
a	20 = ____ + ____
b	25 = ____ + ____
c	27 = ____ + ____
d	29 = ____ + ____
e	33 = ____ + ____
f	38 = ____ + ____
g	40 = ____ + ____
h	44 = ____ + ____



•• Dragðu tölu úr bláa skýinu frá tölu úr bleika skýinu. Svarið á að vera í töflunni til hægri.

	Svar
a	15 = ____ – ____
b	17 = ____ – ____
c	18 = ____ – ____
d	23 = ____ – ____
e	26 = ____ – ____
f	28 = ____ – ____
g	29 = ____ – ____
h	32 = ____ – ____

• Viðbótarþjálfun í hugareikningi og í að nota hentugar reikningsaðferðir í samlagningu.
•• Viðbótarþjálfun í hugareikningi og í að nota hentugar reikningsaðferðir í frádrætti.

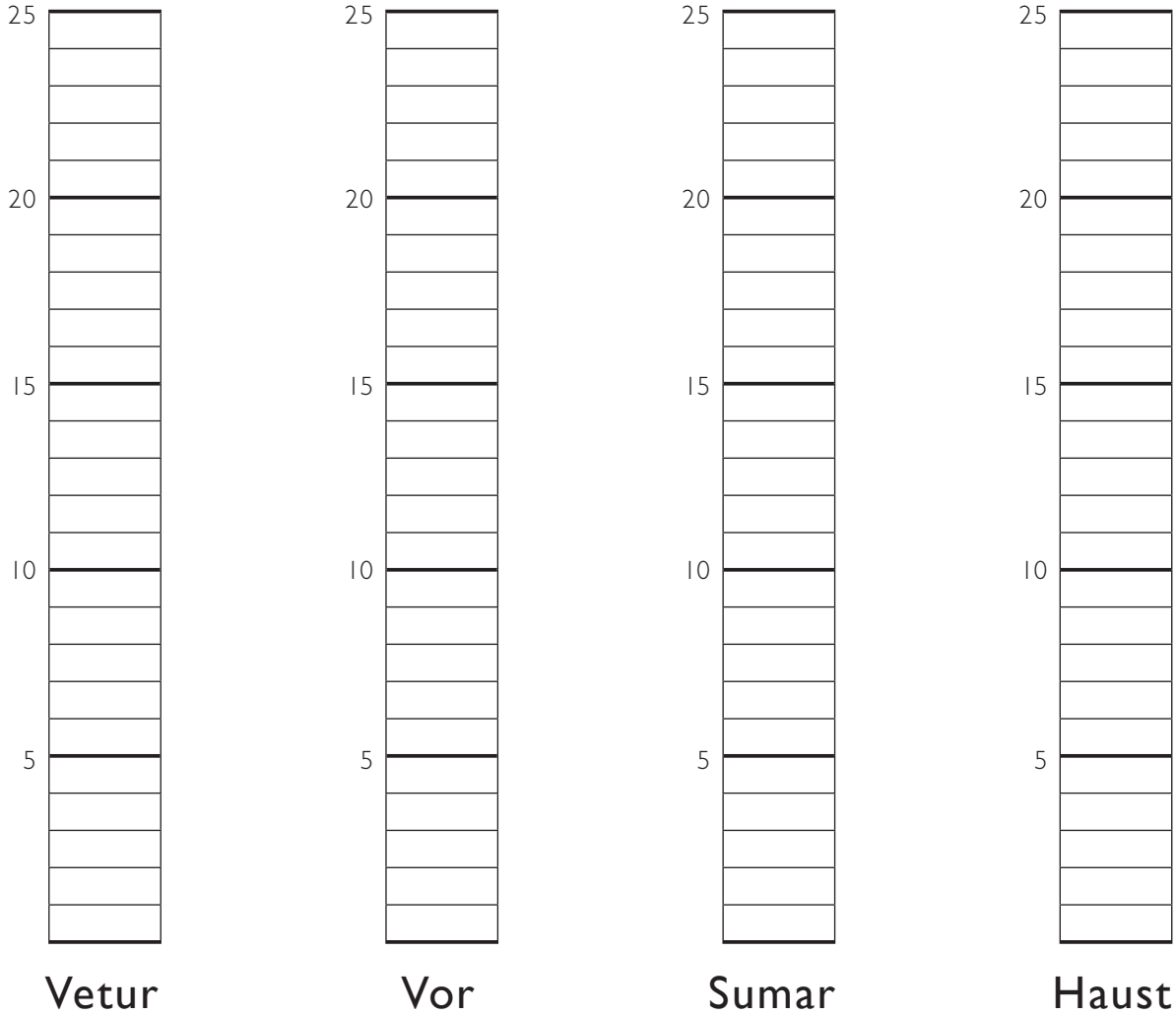
7 Tími

JANÚAR
FEBRÚAR
MARS
APRÍL
MAÍ
JÚNÍ
JÚLÍ
ÁGÚST
SEPTEMBER
OKTÓBER
NÓVEMBER
DESEMBER
1
2
3
4
5
6
7

[·] Hvaða árstíð finnst þér skemmtilegust?

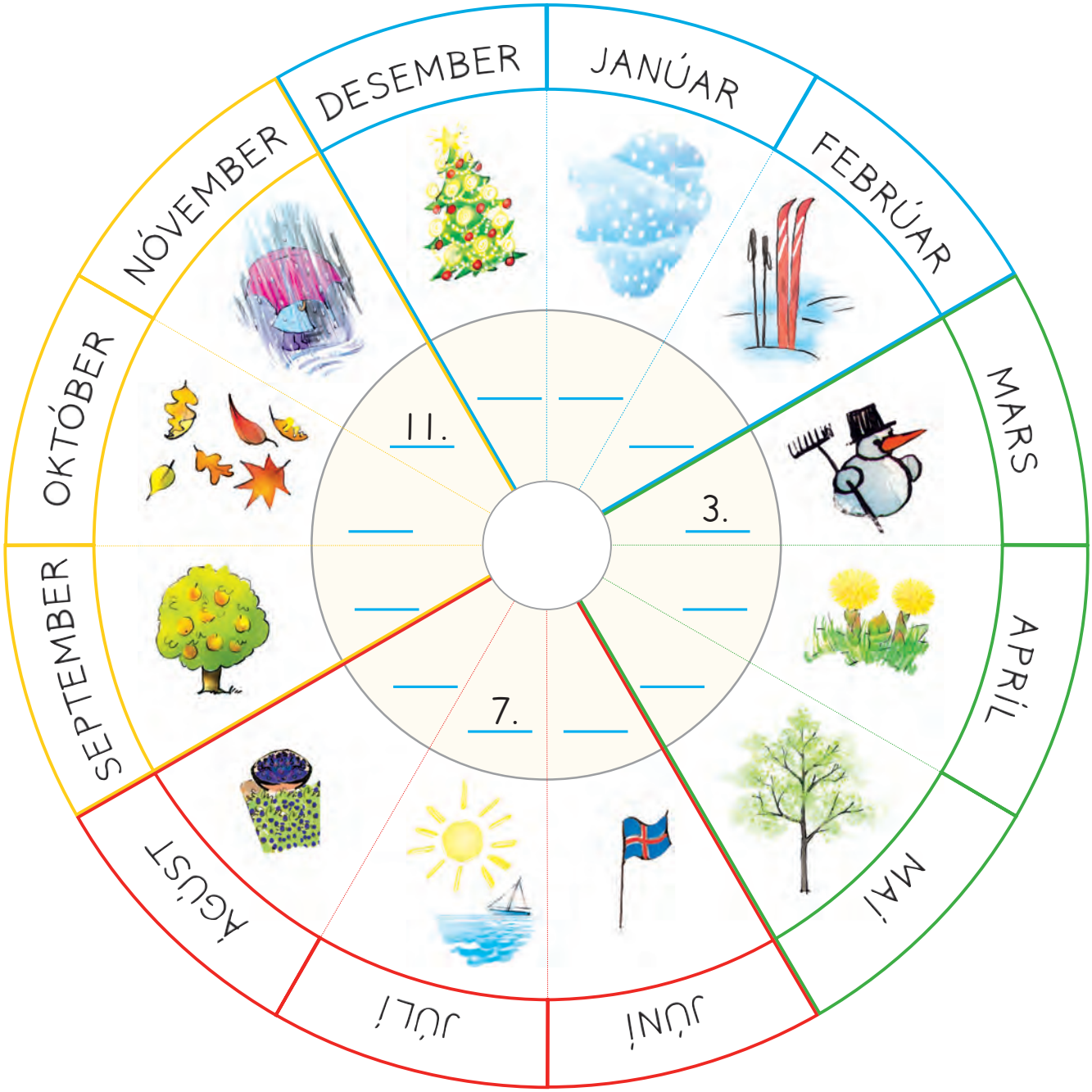
	Talningarstrik

[··]



- Nemendur kanna hvaða árstíð bekkjarfélögum eða öðrum finnst skemmtilegust. Hve margir nefna hverja árstíð? Þeir skrá fjöldann með talningarstrikum í tíðnitöfluna.
•• Nemendur búa til súlurit með því að lita jafn marga reiti og talningarstrik hverrar árstíðar segja til um.

[·] Skrifaðu númer mánaðanna.



[··] Febrúar er 2. mánuðurinn.

Desember er _____ mánuðurinn.

Mars er _____ mánuðurinn.

September er _____ mánuðurinn.

[···] 1. mánuðurinn er janúar.

10. mánuðurinn er _____

7. mánuðurinn er _____

4. mánuðurinn er _____

• Nemendur skrifa númer mánaðanna með raðtölum.
•• Nemendur skrifa raðtölur mánaðanna.
••• Nemendur skrifa rétta mánuði við raðtölurnar.

[·]

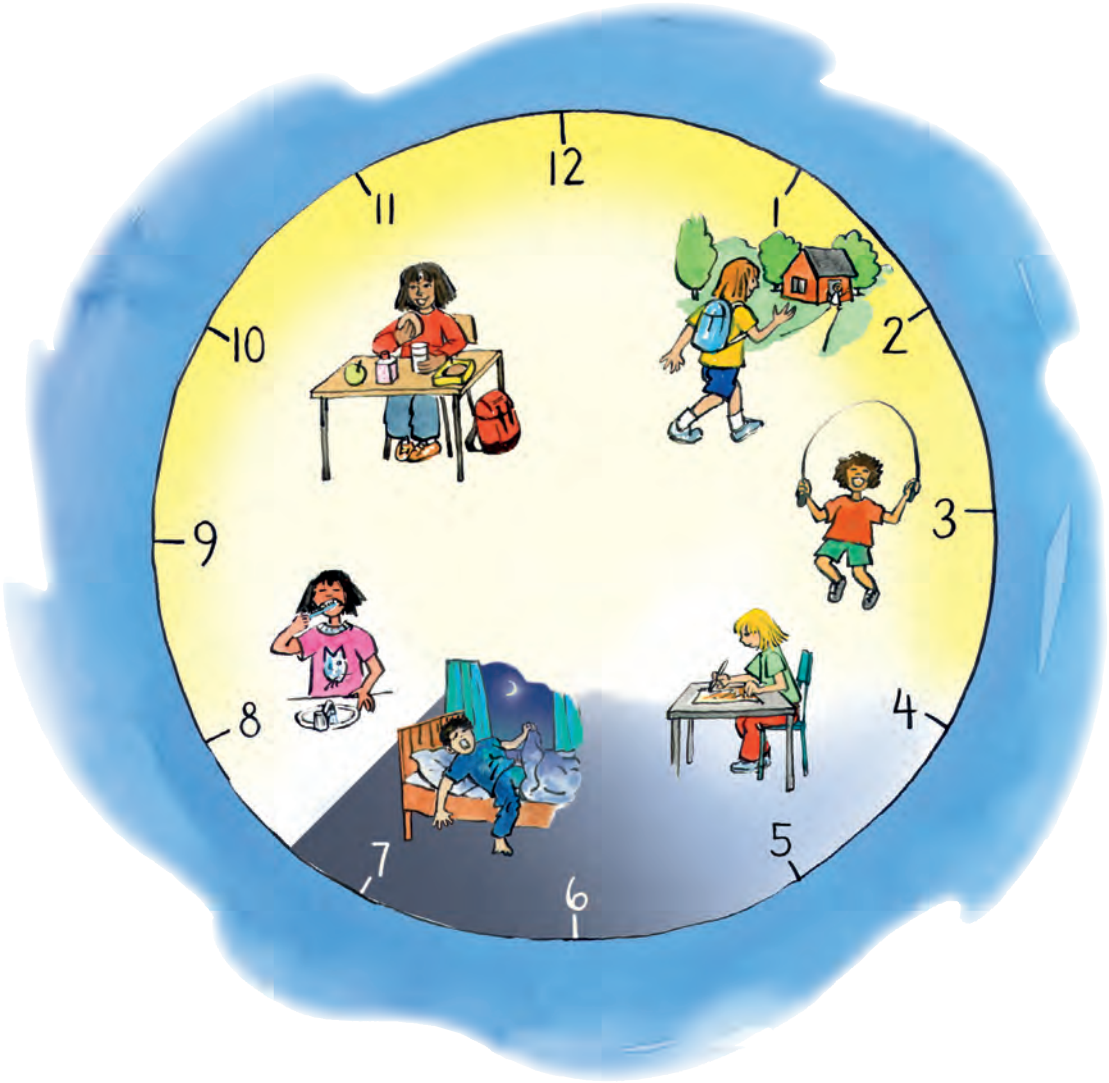
[··] Veldu mánuð. Skrifaðu dagsetningarnar.

Sunnu-dagur	Mánu-dagur	Þriðju-dagur	Miðviku-dagur	Fimmtu-dagur	Föstu-dagur	Laugar-dagur

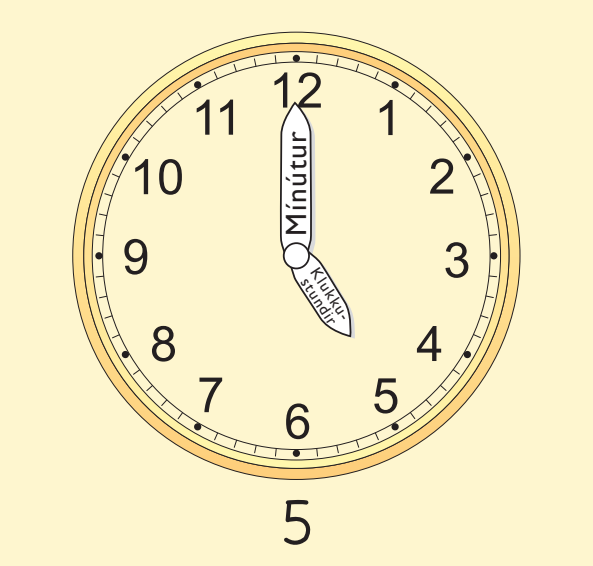
• Samræðumynd um hugtakið mánuð.
•• Nemendur velja sér mánuð og búa til dagatal fyrir hann.

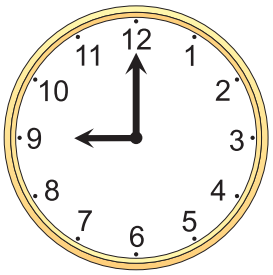
- Samræðumynd um tíma, t.d. um hvað maður gerir á mismunandi tíma dagsins og hve langan tíma hinar ýmsu athafnir taka.

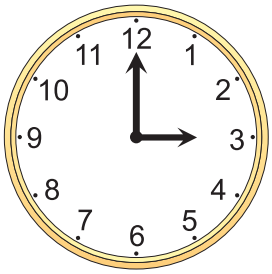
[·] Hvað gera þau á einum degi?



[··] Hvað er klukkan?

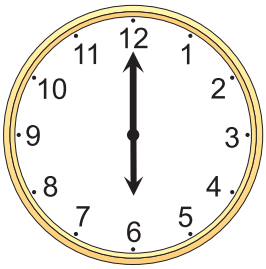
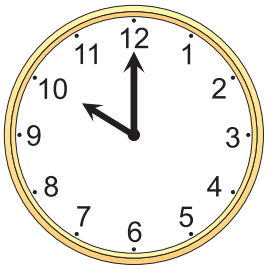
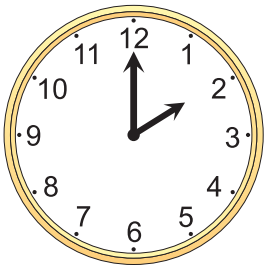
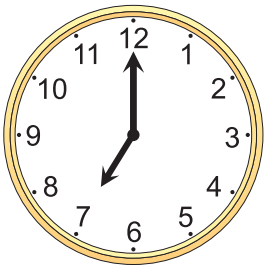






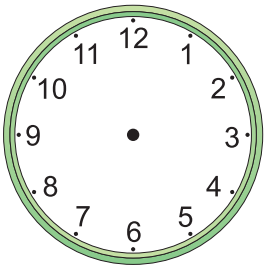
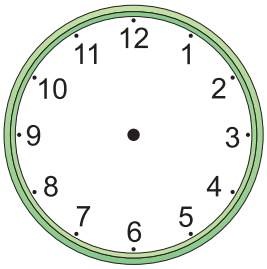
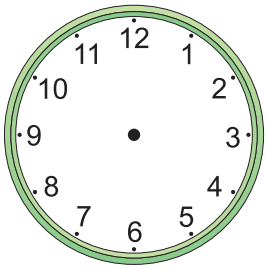
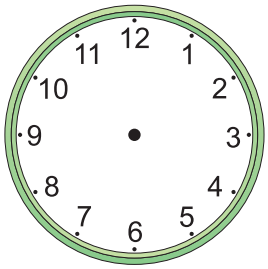
- • Samræðumynd um klukkuna og hvað nemendur gera á einum degi.
- •• Samræðumynd um litla vísinn (sem sýnir klukkustundirnar) og stóra vísinn (sem sýnir mínúturnar). Nemendur eiga einnig að skrifa tímasetningarnar undir klukkurnar.

[·] Hvað er klukkan?

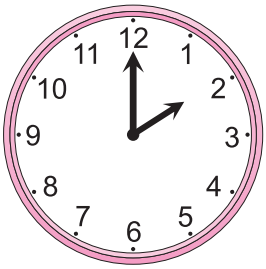
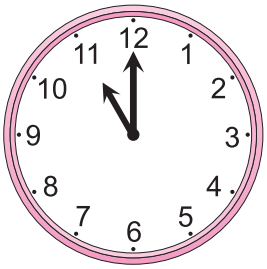
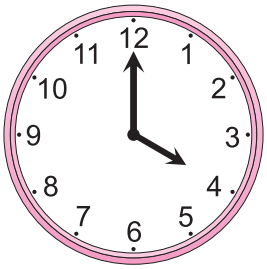
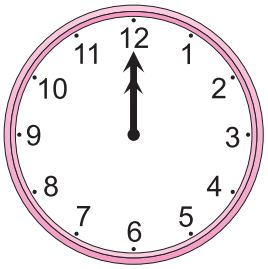
_____ _____ _____ _____

[··] Teiknaðu vísana.

5 9 8 1

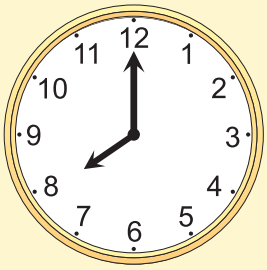
[∴] Dragðu strik í rétta tímasetningu.

Klukkan er 4.	Klukkan er 12.	Klukkan er 2.	Klukkan er 11.

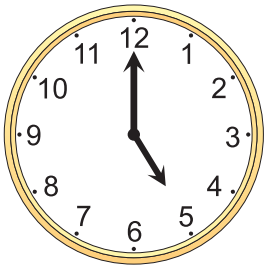
• Nemendur skrá tímann sem klukkurnar sýna.
•• Nemendur teikna vísana á klukkurnar. Þeir þurfa að sýna vel muninn á litla vísinum, sem sýnir klukkustundirnar, og stóra vísinum sem sýnir mínúturnar.
••• Nemendur eiga að draga strik milli klukkuskífanna og réttra tímasetninga.

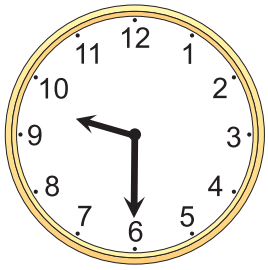
[·] Hvað er klukkan?

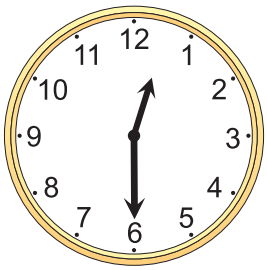


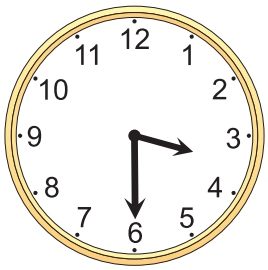
8

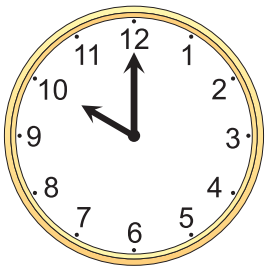
hálf-átta



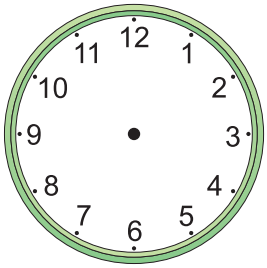








[··] Teiknaðu vísana.



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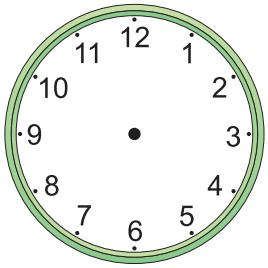
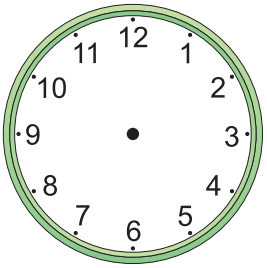
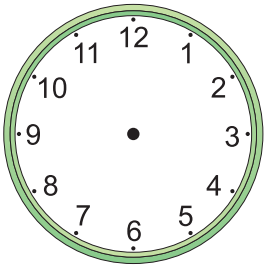


hálf-þrjú



hálf-níu



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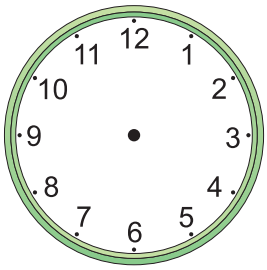
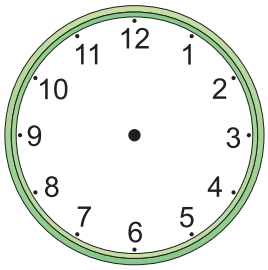


hálf-tólf



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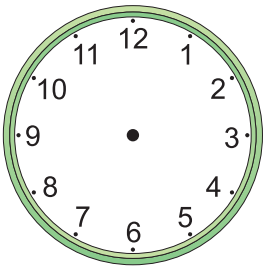
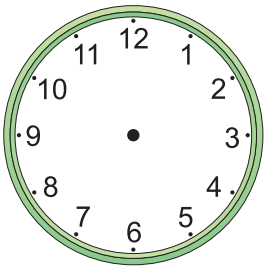


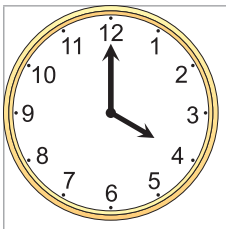
hálf-fimm

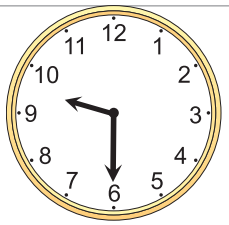


hálf-sex

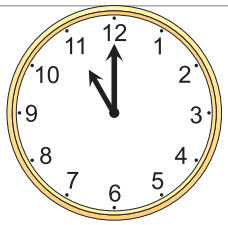
- • Nemendur skrifa hvað klukkan er undir hverja klukku.
- •• Nemendur teikna vísana á klukkurnar. Þeir þurfa að sýna vel muninn á litla vísinum, sem sýnir klukkustundirnar, og stóra vísinum sem sýnir mínúturnar.

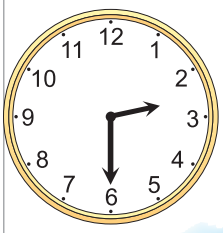
[·] Raðaðu myndunum í rétta tímaröð.

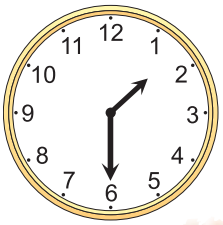


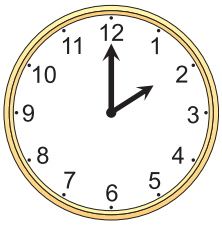


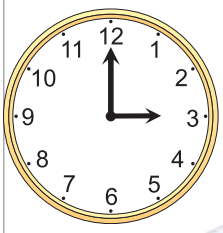
1

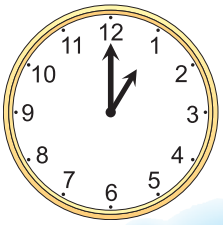








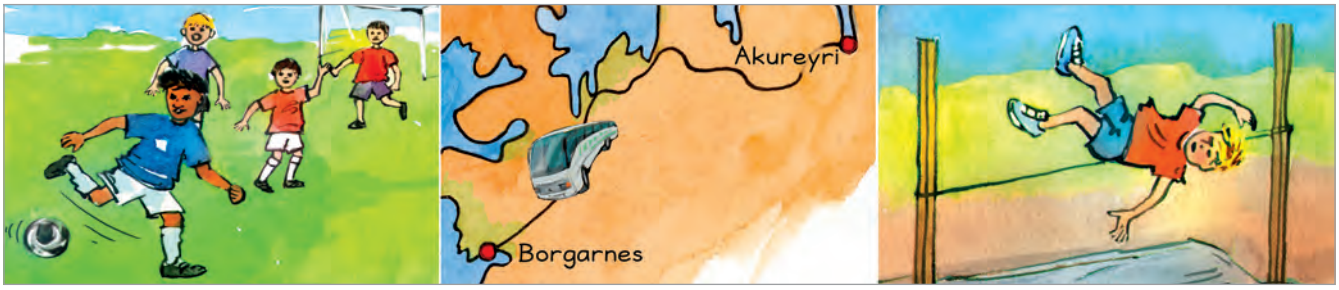




Nemendur athuga klukkurnar á hverri mynd og númera myndirnar í tímaröð, fyrstu myndina númer 1, næstu mynd número 2 o.s.frv.

[·] Hve lengi?

Minna en 1 tíma | Um það bil 1 tíma | Marga tíma

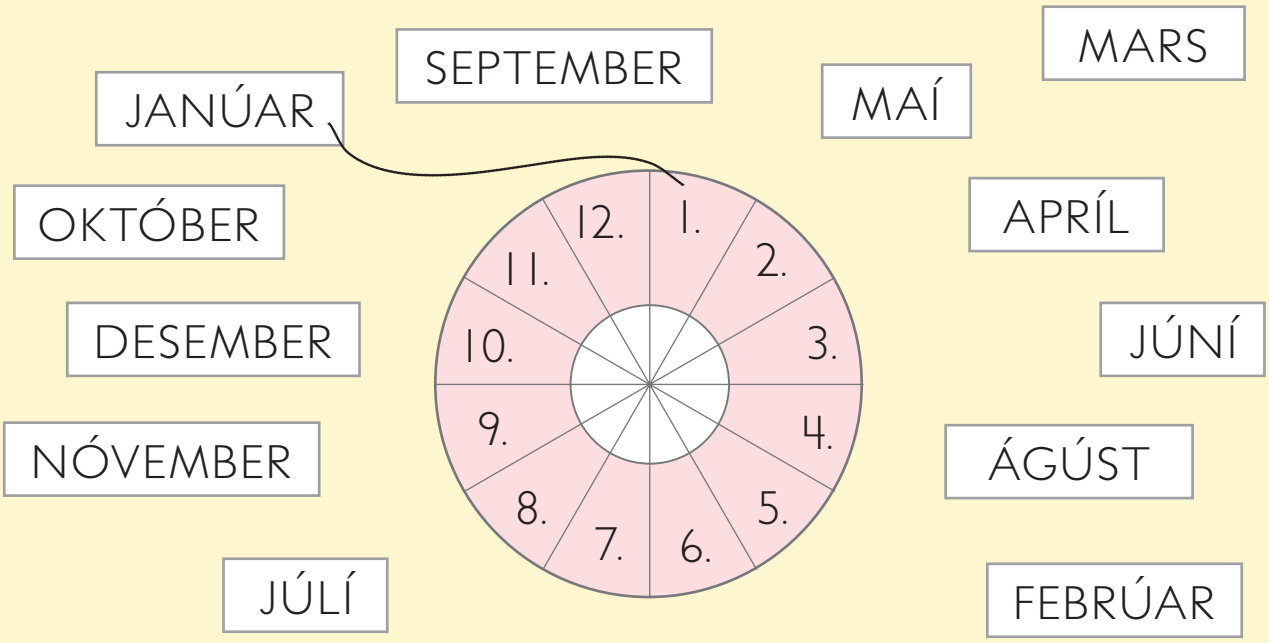


Minna en 1 tíma | Um það bil 1 tíma | Marga tíma

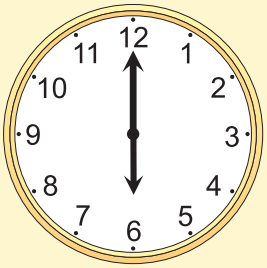
Minna en 1 tíma | Um það bil 1 tíma | Marga tíma

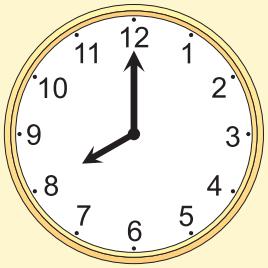
- Þessi verkefni eiga að hvetja nemendur til að hugsa um hugtakið tíma. Þeir eiga að vinna saman og rökræða hve langan tíma þeir haldi að hinar ýmsu athafnir á myndunum taki. Síðan draga þeir strik frá myndunum í þá tímalengd sem þeir telja réttasta.

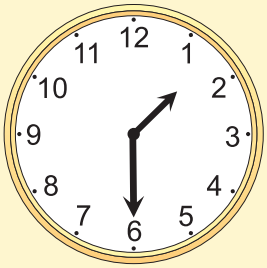
Dragðu strik frá mánuðunum í rétt númer.

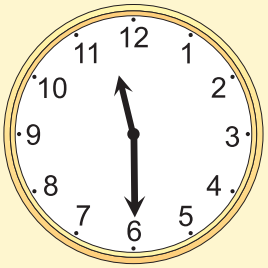


Hvað er klukkan?

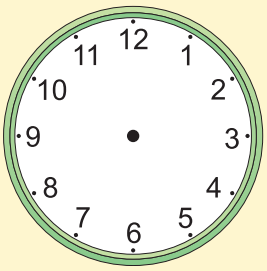








Teiknaðu vísana.



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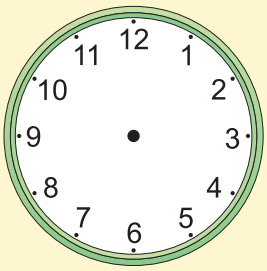

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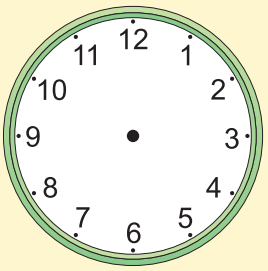
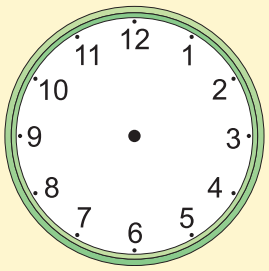


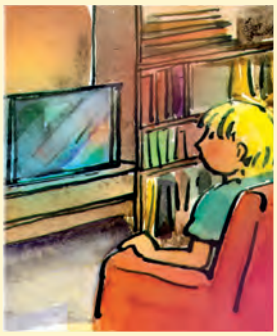
hálf-eitt

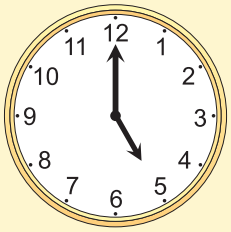
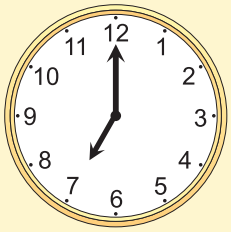
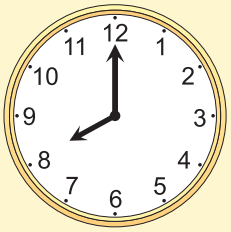


hálf-níu

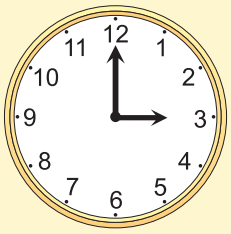
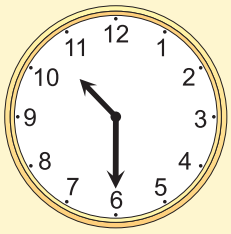
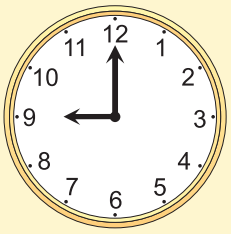
• Nemendur draga strik frá mánuðunum í rétta raðtölu.
•• Nemendur skrifa hvað klukkan er undir hverri klukkuskífu.
••• Nemendur teikna vísana á klukkurnar. Þeir þurfa að sýna vel muninn á litla vísinum, sem sýnir klukkustundirnar, og stóra vísinum sem sýnir mínúturnar.

Dragðu strik í rétta klukku.



Hvað er klukkan?

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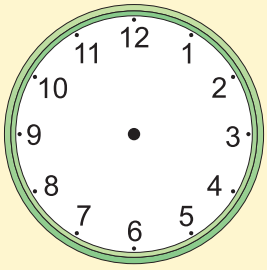
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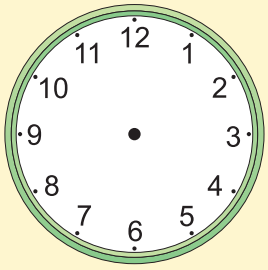
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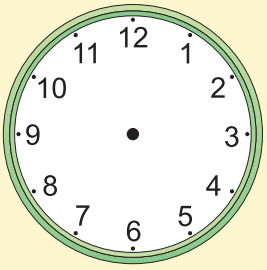
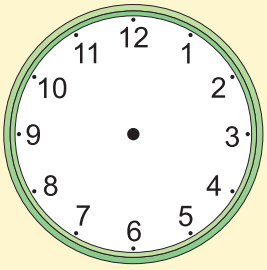
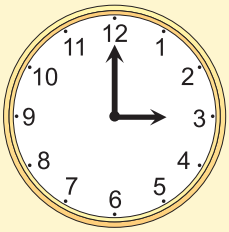

hálf-þrjú


hálf-níu

ÆFINGAHEFTI BLS. 59–64

- Nemendur draga strik frá myndunum, sem sýna hinar ýmsu athafnir, að þeim tímasetningum sem passa við hverja mynd.
- •• Nemendur skrifa hvað klukkan er á hverri klukkuskífu.
- ••• Nemendur teikna vísana á klukkurnar. Þeir þurfa að sýna vel muninn á litla vísinum, sem sýnir klukkustundirnar, og stóra vísinum sem sýnir mínúturnar.

Hvað verður klukkan einum tíma seinna? Teiknaðu vísana og skráðu tímann.



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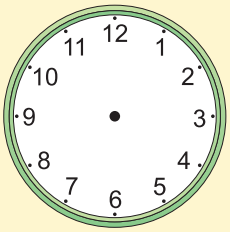

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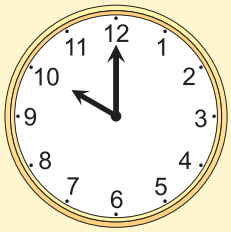

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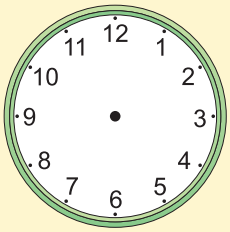

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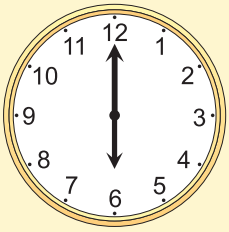
Hvað verður klukkan hálftíma seinna? Teiknaðu vísana og skráðu tímann.



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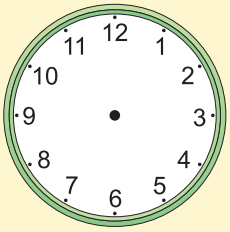

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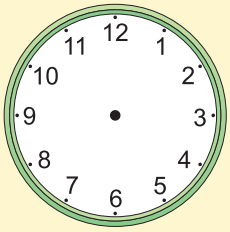
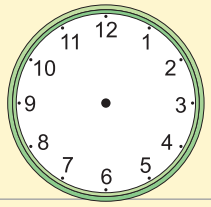
hálf-níu

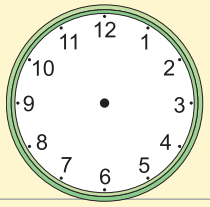


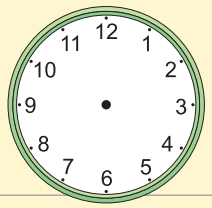
_____

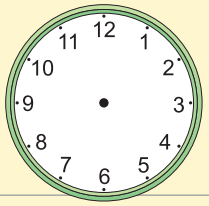
Teiknaðu vísana á klukkurnar.

Henrik æfir sig á trommu klukkan sex.
María borðar morgunverð klukkan hálf-átta.
Andri fer í ræktina klukkan hálf-ellefu.
Nemendurnir fá að fara út klukkan eitt.









- Nemendur teikna vísana og sýna hvað klukkan verður einni klukkustund eftir kl. 3 og 10. Jafnframt skrá þeir tímasetninguna.
- •• Nemendur teikna vísana og sýna hvað klukkan verður eftir hálftíma.
- ••• Nemendur tengja saman texta og mynd með því að teikna vísana á klukkurnar. Þeir þurfa að sýna vel muninn á vísunum.

Sproti 2a
Nemendabók
ISBN 978-9979-0-1506-2
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2. útgáfa

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Ritstjóri norsku útgáfunnar: Thor-Atle Refsdal
Hönnun og útlit: Anne Tryti
Kápuhönnun: Hanne Dahl
Myndir á kápu: Børre Holth

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Ritstjóri þýðingar: Hafdís Finnbogadóttir

Öll réttindi áskilin
1. útgáfa 2009
önnur prentun 2010
2. útgáfa 2011 aukin og endurskoðuð
önnur prentun 2012
Námsgagnastofnun
Kópavogi

Umbrot: Námsgagnastofnun
Prentvinnsla: Ísafoldarprentsmiðja ehf. – Umhverfisvottuð prentsmiðja

Prentað á endurunninn og visthæfan pappír.

Sproti

Stærðfræði fyrir grunnskóla

Sproti býður upp á sveigjanleika í stærðfræðikennslunni með því gefa kennurum möguleika á að nota mismunandi kennsluaðferðir. SPROTI felur í sér örvandi, innihaldsríkan og skemmtilegan leiðarvísi til stærðfræðinnar.

Áhersla er lögð á:

- Hagnýt, fjölbreytileg verkefni þar sem tækifæri gefast til að rannsaka og skapa.
- Einstaklingsmiðað nám sem felur jafnframt í sér sameiginlega námsreynslu nemendahópsins.
- Örugga framvindu námsins og skýr fagleg markmið í samræmi við námskrá.

Megineinkenni **Sprota**:

- Tengir saman fræðilega umfjöllun og hagnýt verkefni.
- Fjallað er markvisst og ítarlega um hvern námsþátt í nokkurn tíma.
- Textar eru stuttir og auðlesnir.
- Kennslan er löguð að nemendum með mismunandi námsgetu.
- Markmið hvers kafla eru nákvæmlega tilgreind.

Sproti 2 samanstendur af:

- nemendabók 2a og 2b
- kennarabók 2a og 2b
- æfingahefti 2a og 2b
- verkefnahefti 2a og 2b

Höfundar:
Bjørnar Alseth
Ann-Christin Arnås
Henrik Kirkegaard
Mona Røsseland

Hanna Kristín Stefánsdóttir þýddi og staðfærði.

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