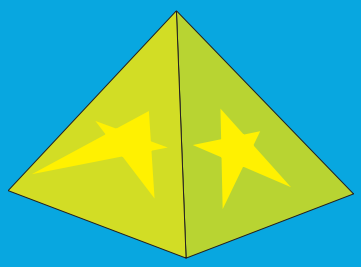
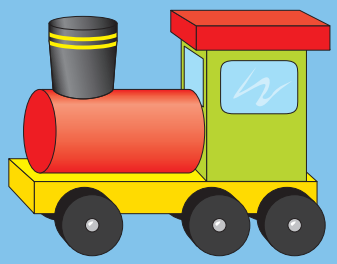
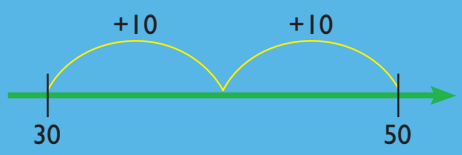
Sproti 2b

ÆFINGAHEFTI







67 − 16 =

EFNISYFIRLIT

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10 Reikningur með tölum upp í 100..... 16

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

Sproti

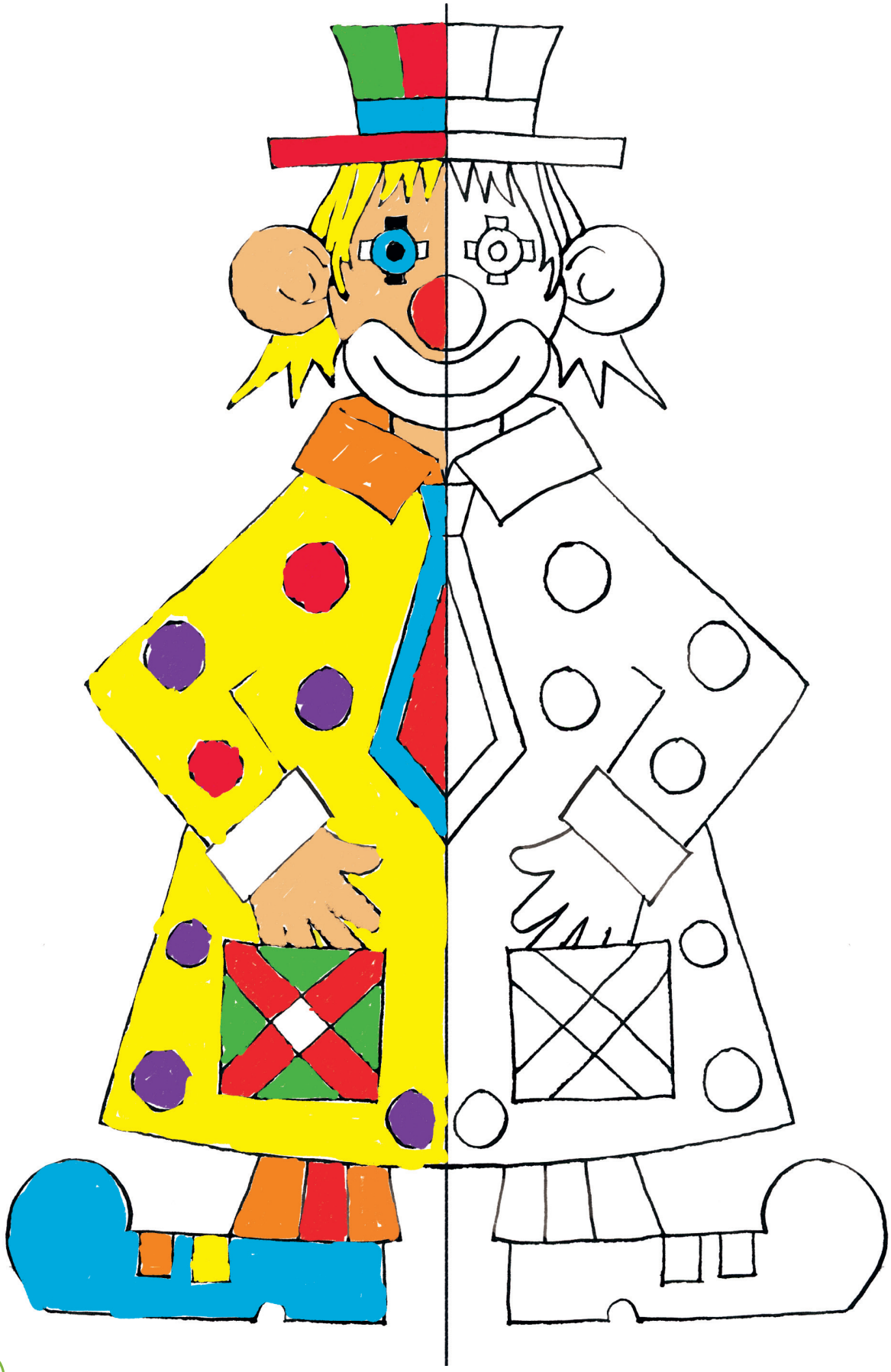
2b

ÆFINGAHEFTI

NÁMSGAGNASTOFNUN

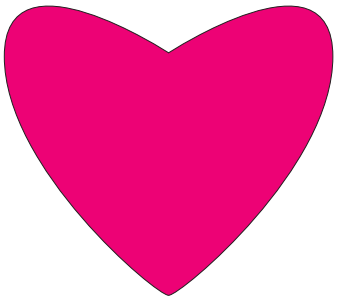
8 Samhverfa

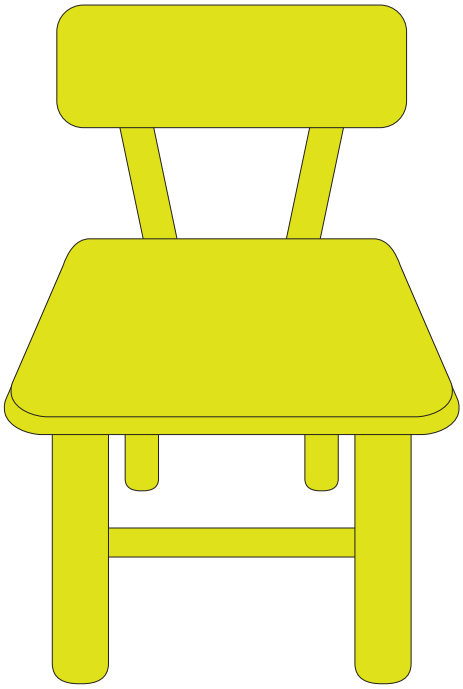
[·] Litaðu þannig að myndin verði samhverf um spegilásinn.

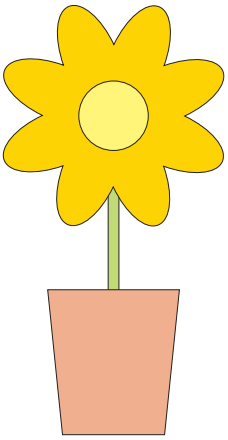


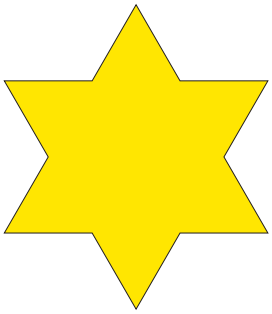
- Nemendur lita trúðinn þannig að litirnir í myndinni beggja vegna við spegilásinn verði samhverfir.

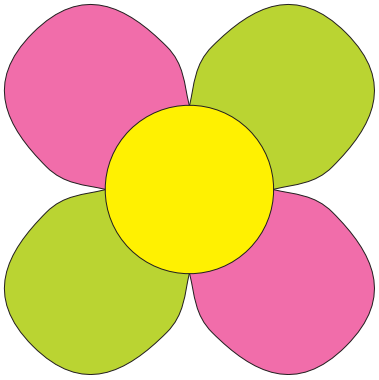
[·] Dragðu spegilása í myndirnar.

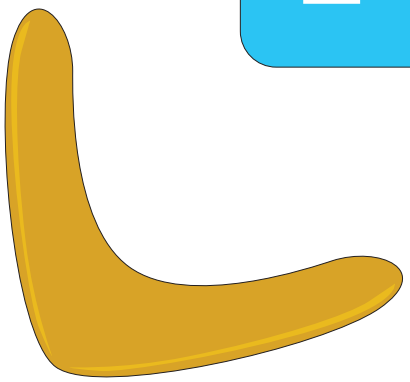






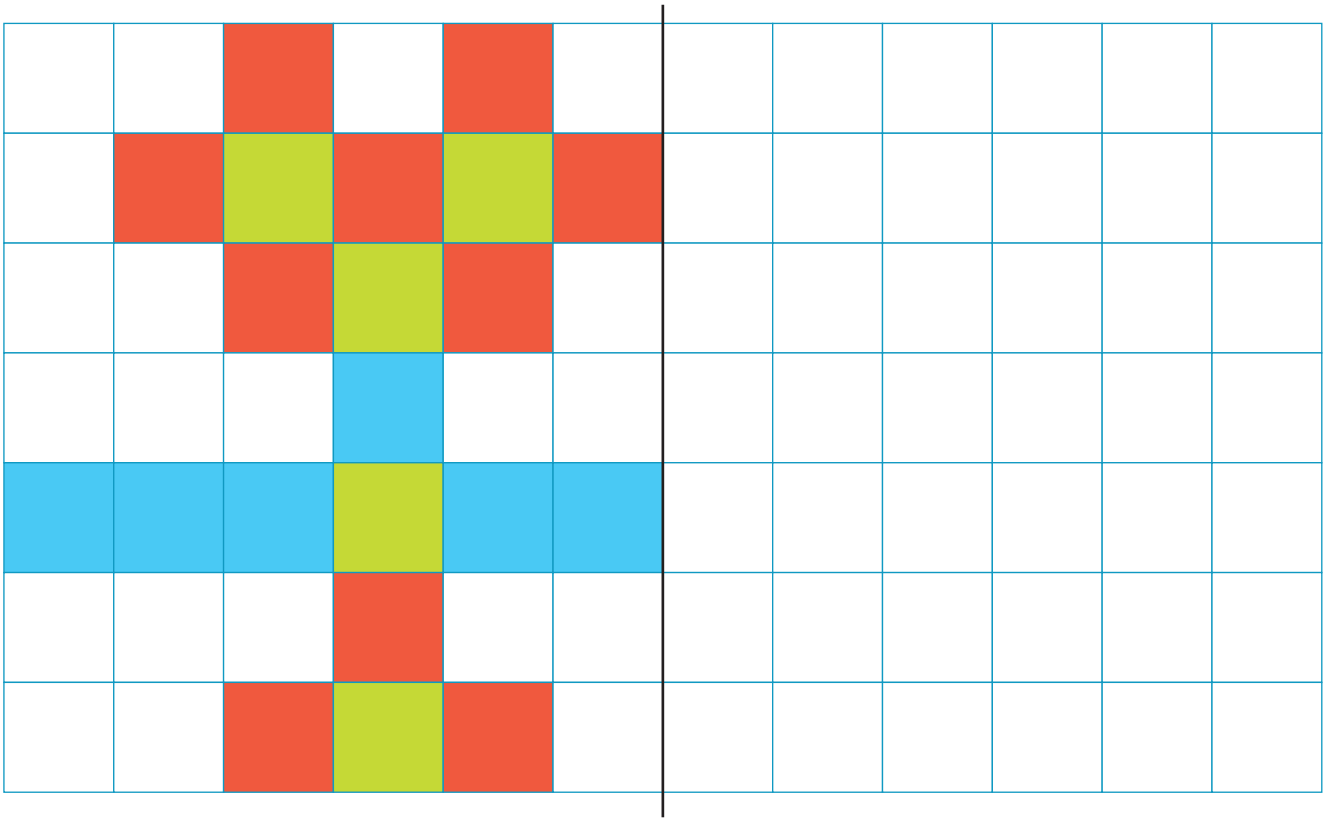




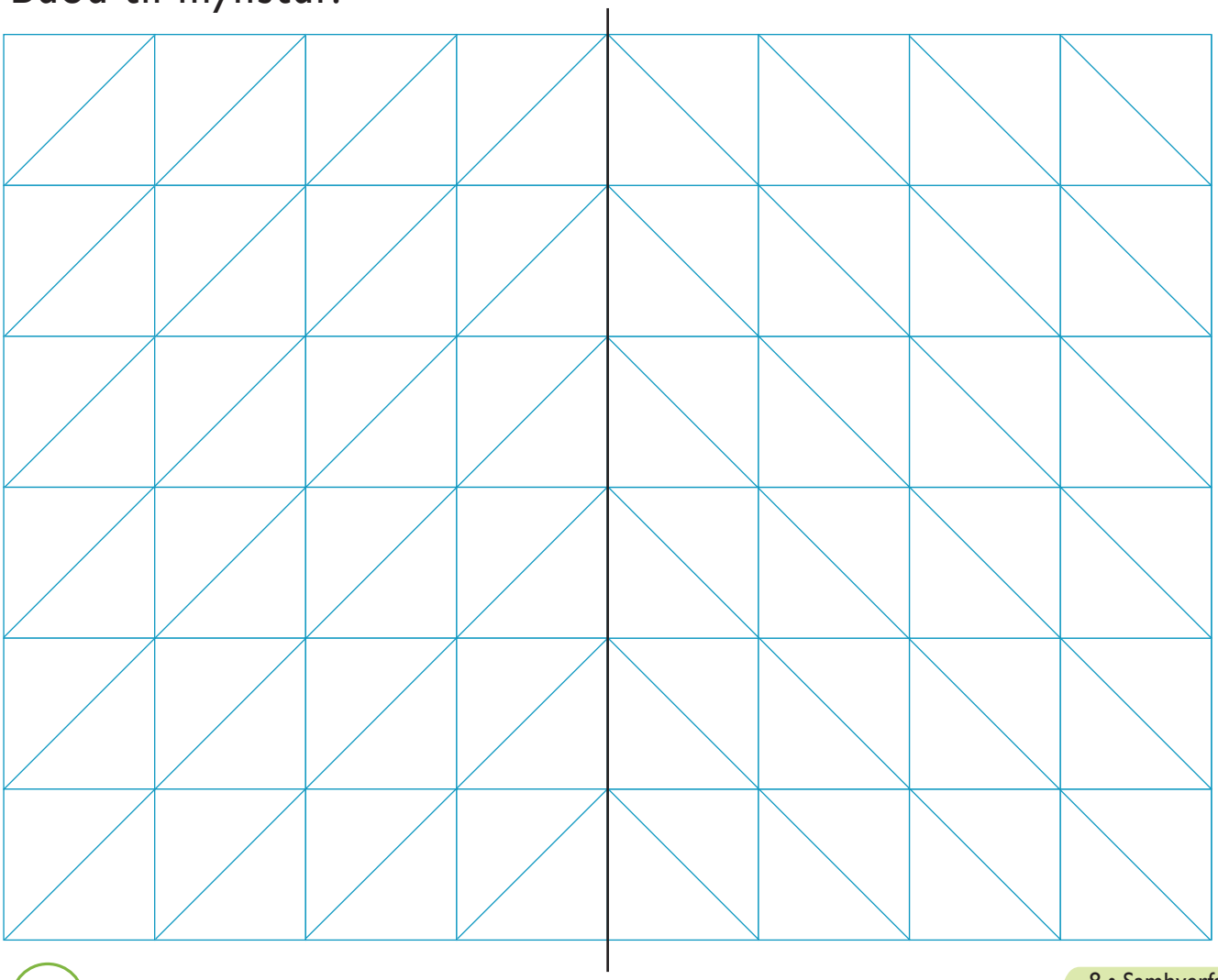


- Nemendur draga strik (spegilása) sem skipta myndunum í tvær myndir sem eru spegilmynd hvor af annarri.

[·] Speglaðu myndina um spegilásinn.

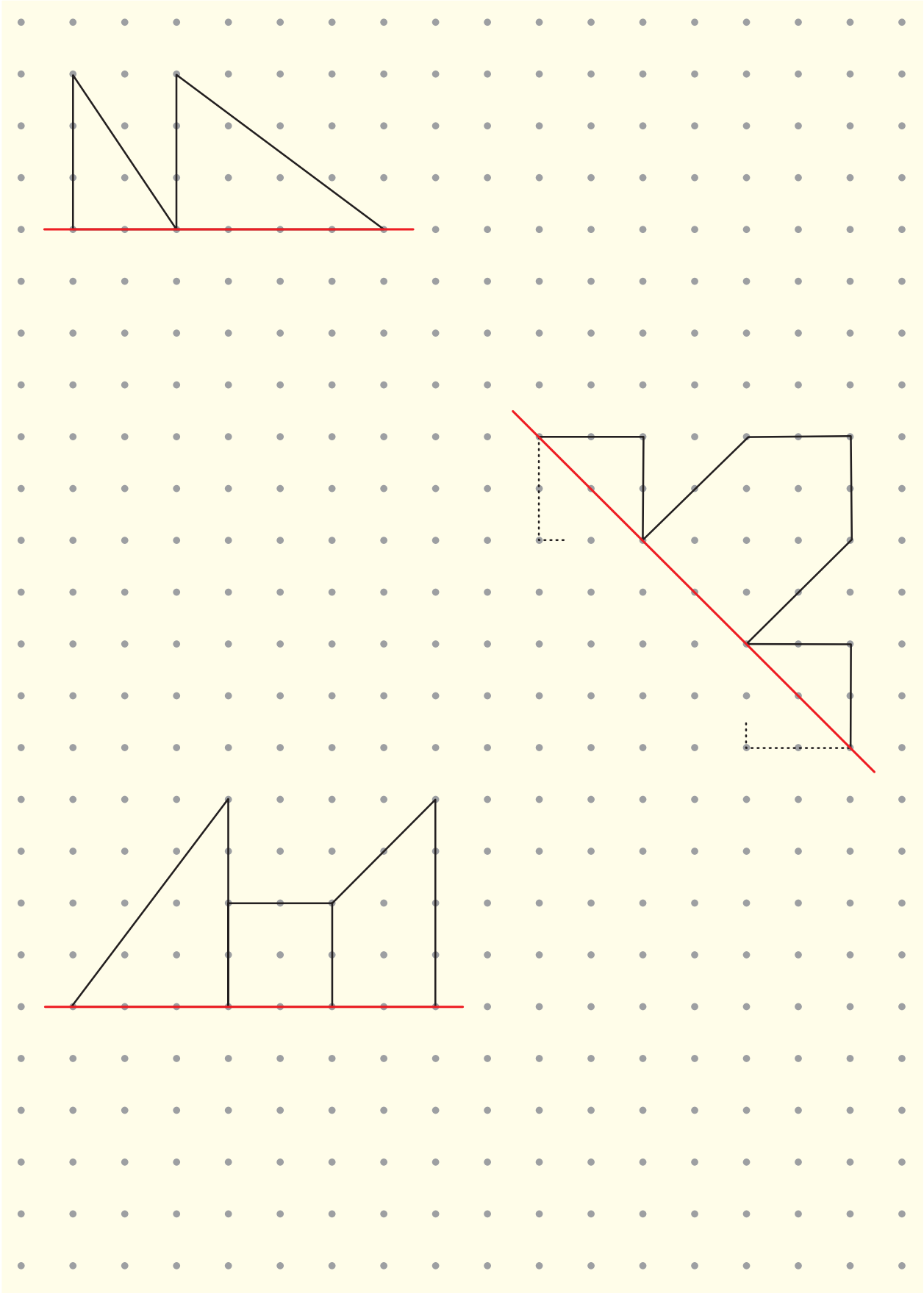


[··] Búðu til mynstur.



• Nemendur lita reitina hægra megin við spegilásinn þannig að hún verði spegilmynd af myndinni vinstra megin.
•• Nemendur velja sjálfir liti og búa til samhverft mynstur.

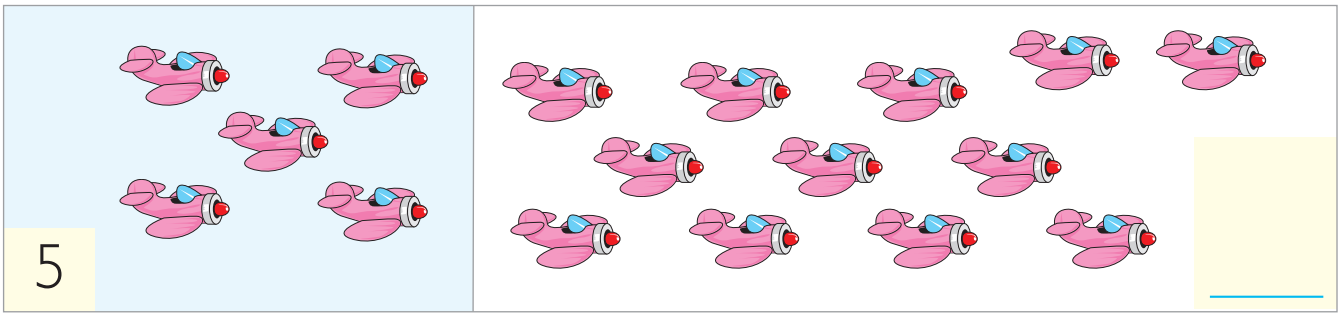
[·] Speglaðu myndirnar um spegilásana. Litaðu síðan.

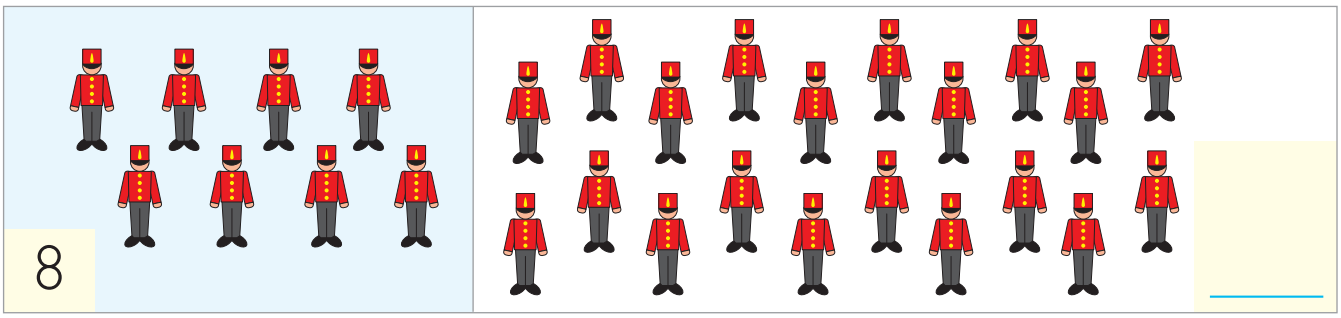


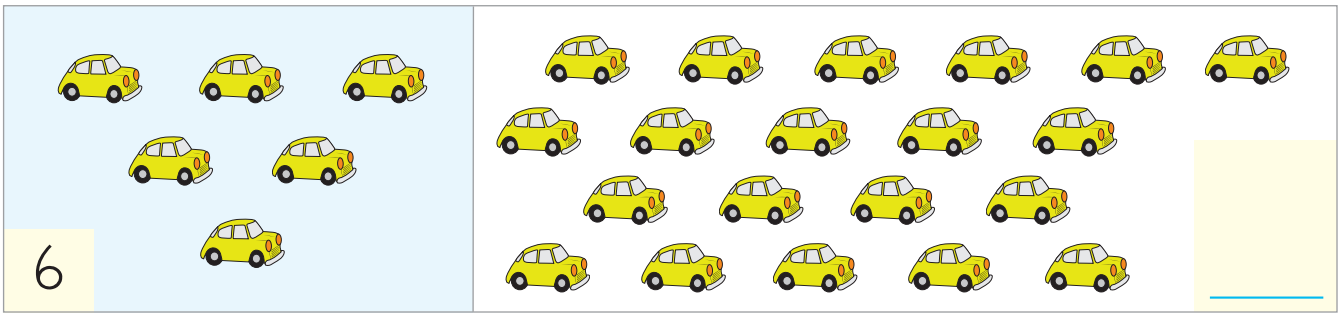
- Nemendur velja liti sjálfir og búa til samhverfar myndir. Þeir nota punktana til að átta sig á hvar á að draga strikin.

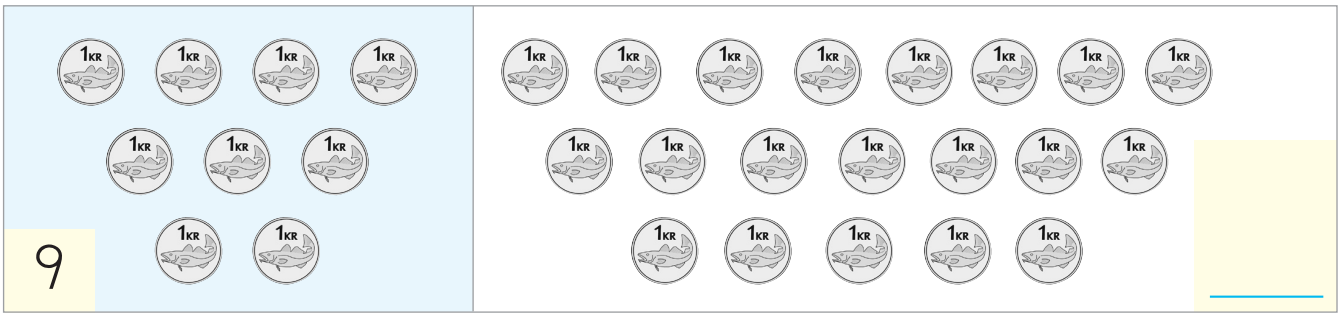
9 Tvöfalt meira og helmingi minna – sléttar tölur og oddatölur

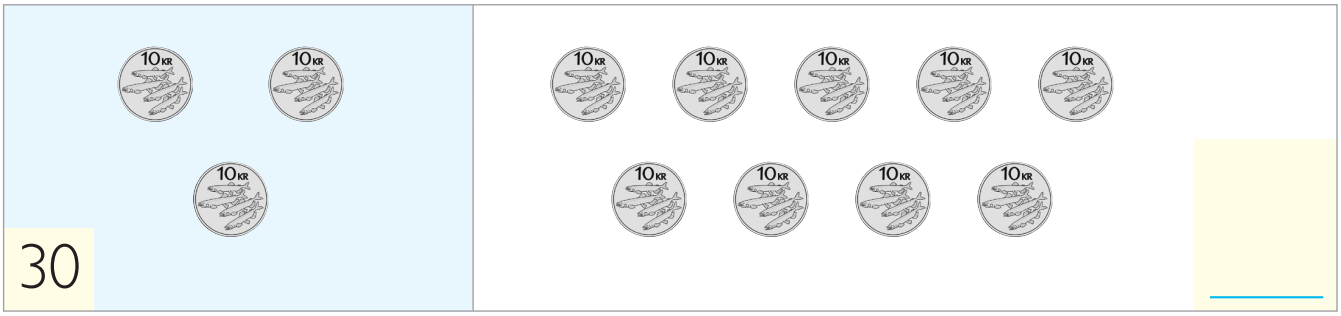
[·] Dragðu hring um tvöfalt fleiri. Skrifaðu svarið.











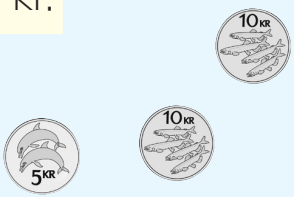
- Nemendur draga hring um tvöfalt fleiri hluti í reitunum til hægri en sýndir eru í reitunum til vinstri. Síðan skrá þeir fjöldann á strikin til hægri.

[·] Teiknaðu tvöfalt hærri upphæð.

15 kr.

_____ kr.

25 kr.



_____ kr.

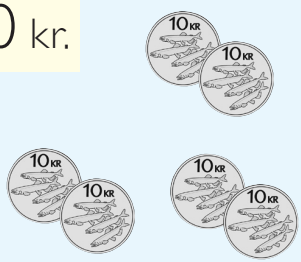
32 kr.

_____ kr.

45 kr.

_____ kr.

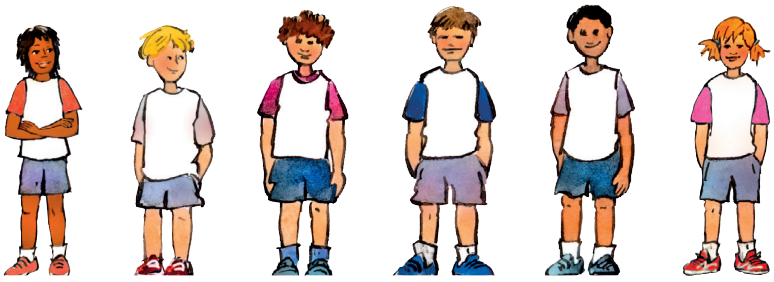
60 kr.



_____ kr.

- Nemendur teikna tvöfalt hærri upphæðir í reitina hægra megin en sýndar eru til vinstri. Síðan skrá þeir upphæðirnar á strikin til hægri.

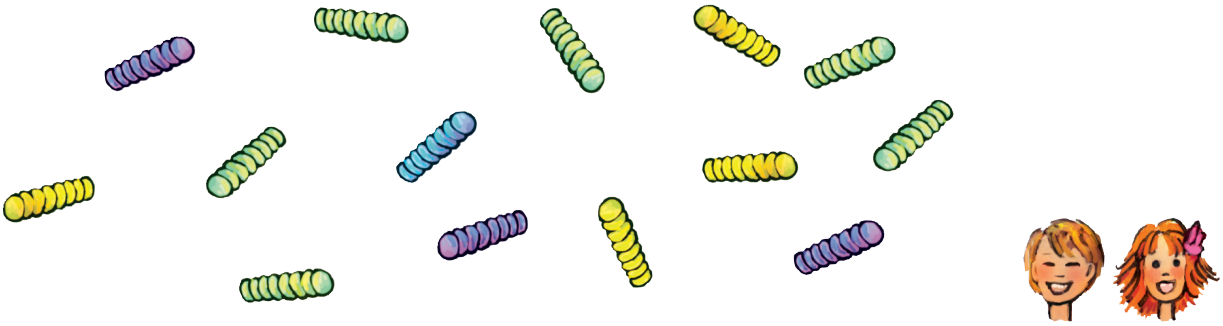
[·] Skiptu í tvö lið. Litaðu vesti krakkanna.



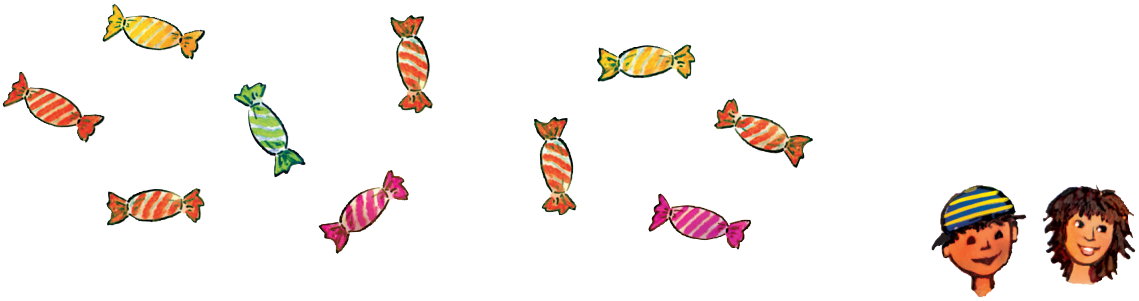
6 leikmenn, _____ í hvoru liði.

12 leikmenn, _____ í hvoru liði.

[··] Hve marga mola fær hvort barn?



14 molar, _____ handa hvoru barni.

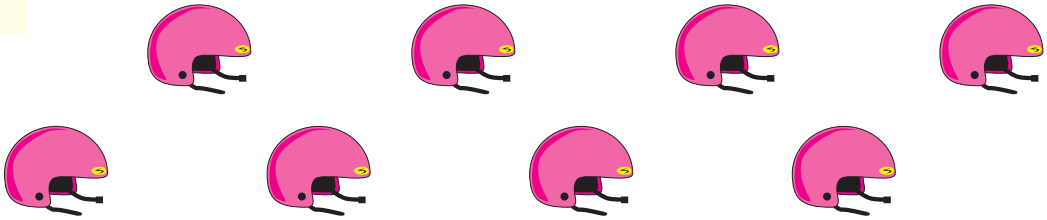


10 molar, _____ handa hvoru barni.

- Nemendur skipta hvorum krakkahóp í tvö lið með jafn mörgum í hvoru. Þeir merkja liðin með því að lita vestin með mismunandi litum.
•• Nemendur skipta sælgætismolunum í tvö jafn stór söfn.

[·] Dragðu hring um helminginn. Skráðu fjöldann.

8



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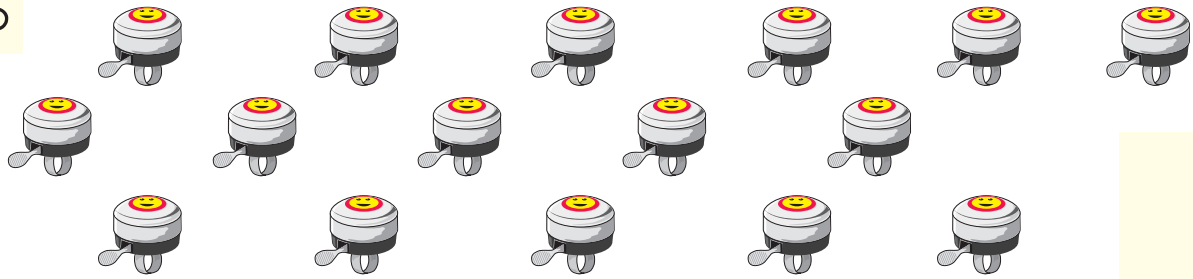

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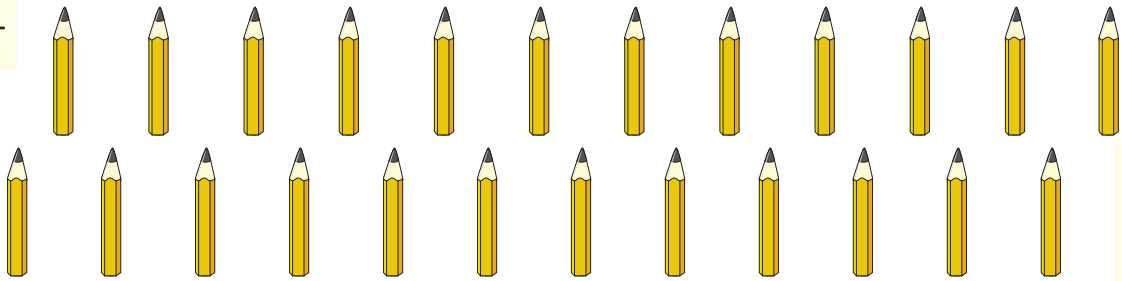

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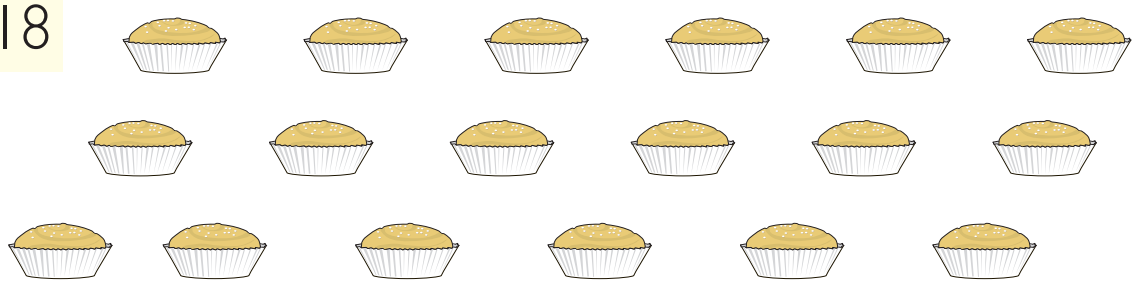

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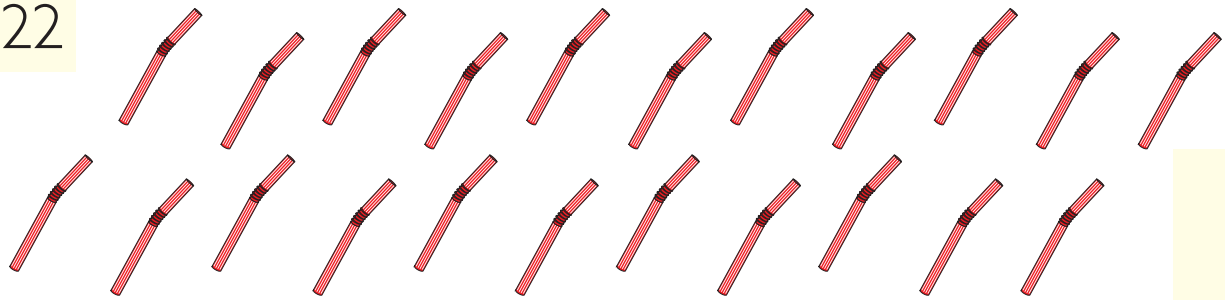
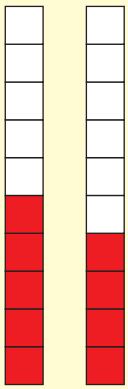


- Nemendur draga hring um helminginn af hlutunum á myndunum og skrá fjöldann.

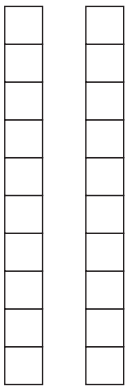
[·] Geturðu litað tvo jafn háa turna?

9



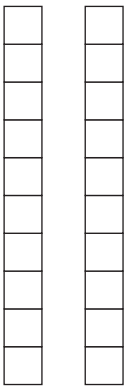
slétt tala / oddatala

12



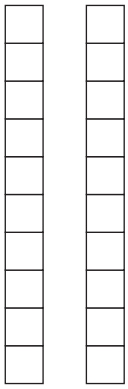
slétt tala / oddatala

20



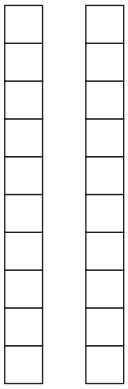
slétt tala / oddatala

13



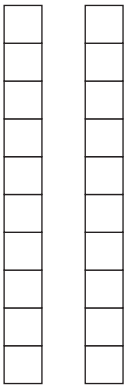
slétt tala / oddatala

16



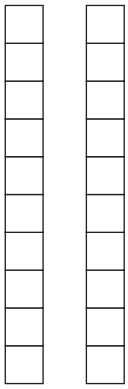
slétt tala / oddatala

18



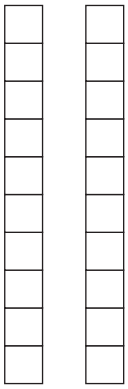
slétt tala / oddatala

19



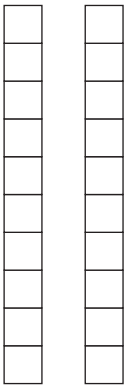
slétt tala / oddatala

15



slétt tala / oddatala

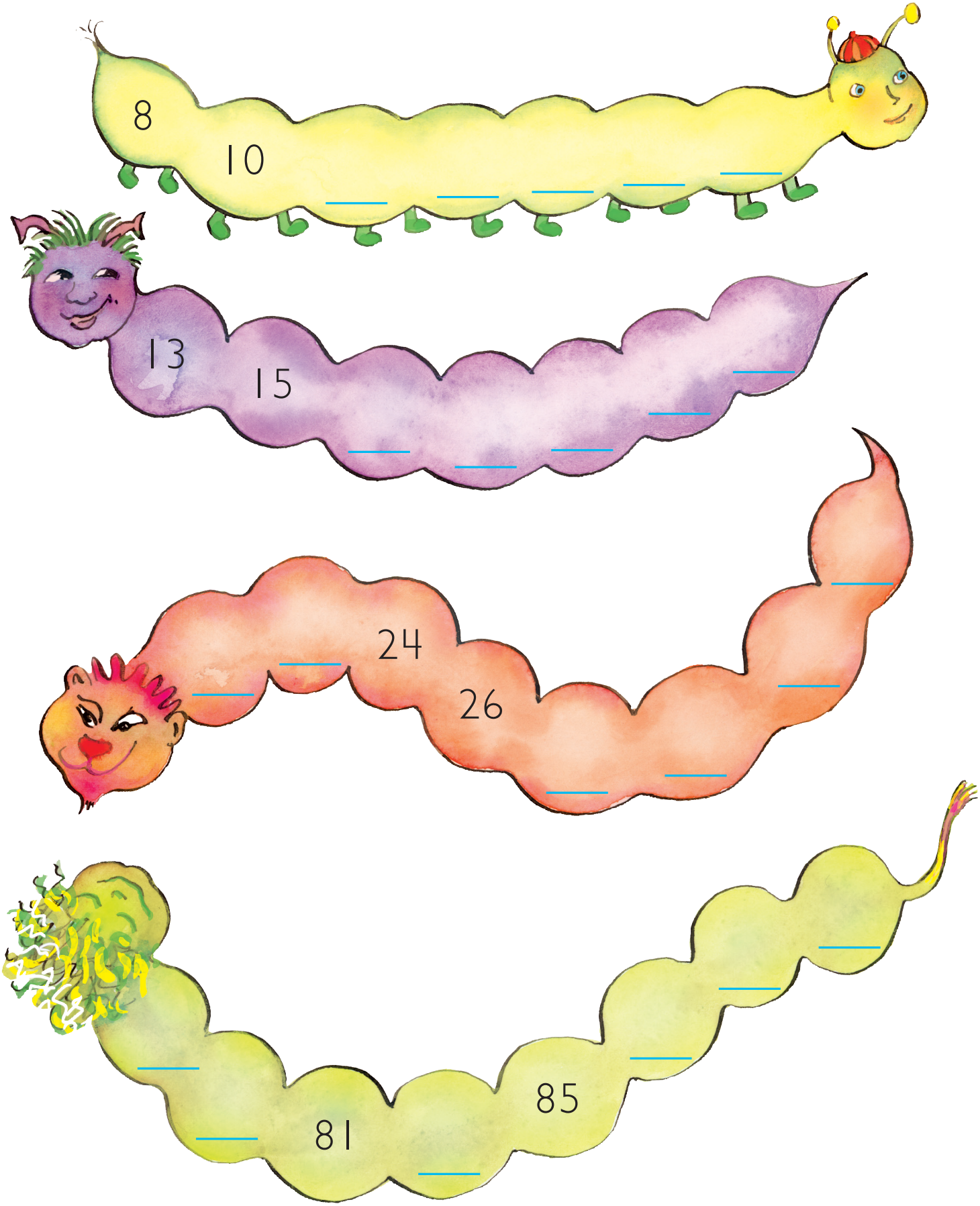
17



slétt tala / oddatala

- Nemendur kanna hvort tölurnar eru sléttar tölur eða oddatölur með því að reyna að lita tvo jafn háa turna. Síðan draga þeir hring um rétt heiti.

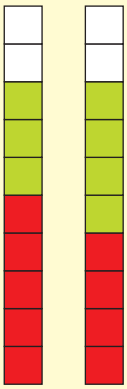
[·] Skrifaðu tölurnar sem vantar.



- Nemendur ljúka við talnarunurnar.

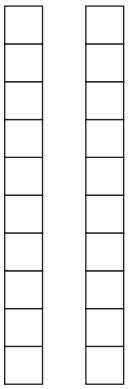
[·] Litaðu réttan fjölda reita.

9 + 7 = 16



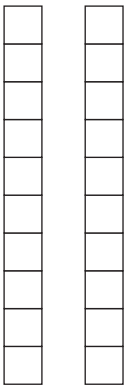
slétt tala / oddatala

10 + 4 = ____



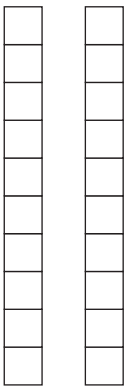
slétt tala / oddatala

8 + 5 = ____



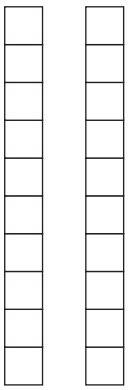
slétt tala / oddatala

6 + 12 = ____



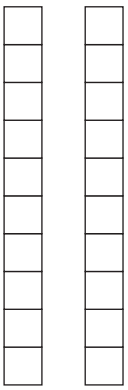
slétt tala / oddatala

8 + 9 = ____



slétt tala / oddatala

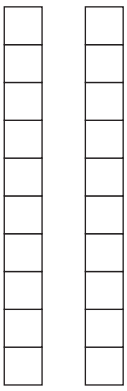
5 + 11 = ____



slétt tala / oddatala

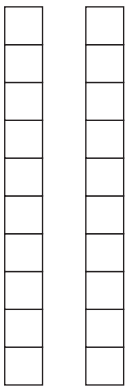
[··] Veldu tölurnar.

____ + ____ = ____



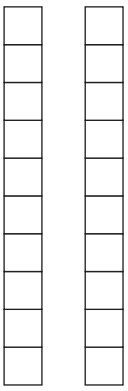
slétt tala / oddatala

____ + ____ = ____



slétt tala / oddatala

____ + ____ = ____



slétt tala / oddatala

- Nemendur kanna hvort tölurnar eru sléttar tölur eða oddatölur með því að reyna að lita tvo jafn háa turna. Síðan draga þeir hring um rétt heiti.
- •• Nemendur velja tölurnar í þessi þrjú dæmi og fara að eins og í verkefni [•].

[·] Reiknaðu dæmin. Er svarið slétt tala eða oddatala?

11 + 5 = 16 slétt tala / oddatala	32 + 7 = ____ slétt tala / oddatala
18 + 4 = ____ slétt tala / oddatala	41 + 13 = ____ slétt tala / oddatala
23 + 6 = ____ slétt tala / oddatala	56 + 31 = ____ slétt tala / oddatala
14 + 21 = ____ slétt tala / oddatala	23 + 25 = ____ slétt tala / oddatala

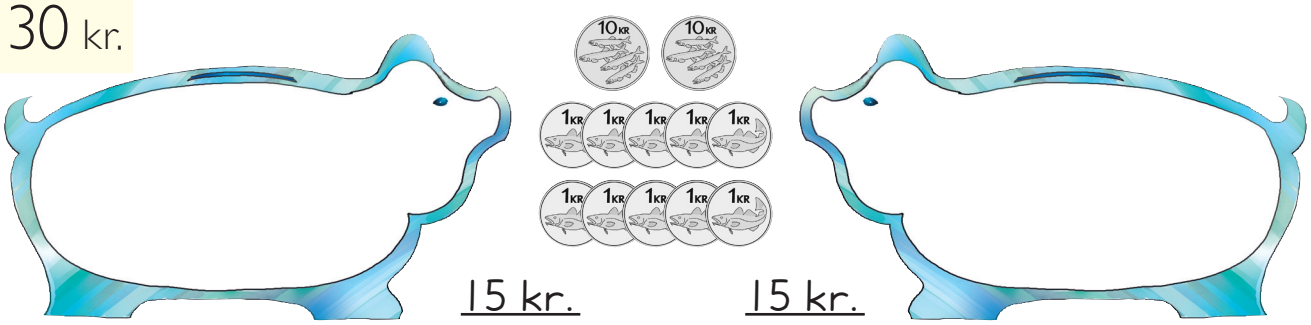
[··] Litaðu oddatölurnar.

1	71	17	23	89	41	9	25
58	99	29	4	22	72	61	27
12	26	3	66	80	10	31	43
29	88	98	6	24	64	42	16
35	77	24	26	60	38	25	82
99	15	57	40	72	16	48	94
13	89	21	94	68	72	11	45
55	17	43	36	14	80	93	27

- Nemendur reikna dæmin. Er svarið slétt tala eða oddatala? Þeir draga síðan hring um rétt heiti.
•• Nemendur lita oddatölur í rúðunetinu.

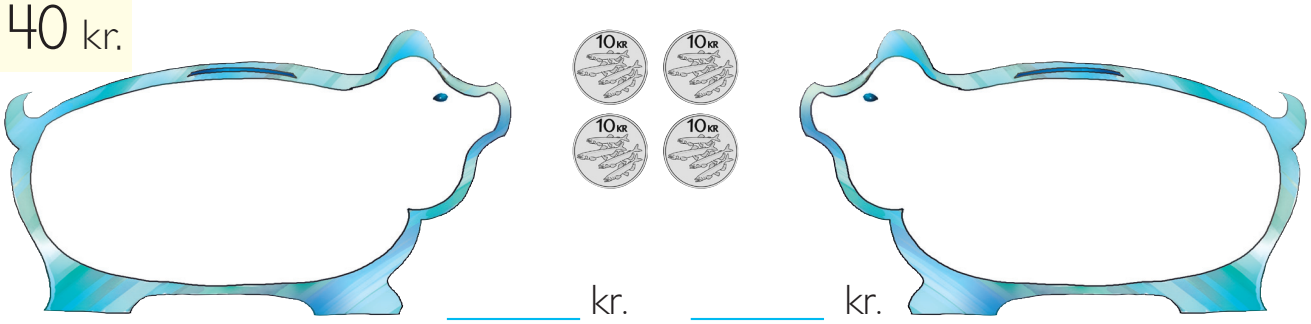
[·] Skiptu peningunum jafnt milli sparibaukanna.

30 kr.



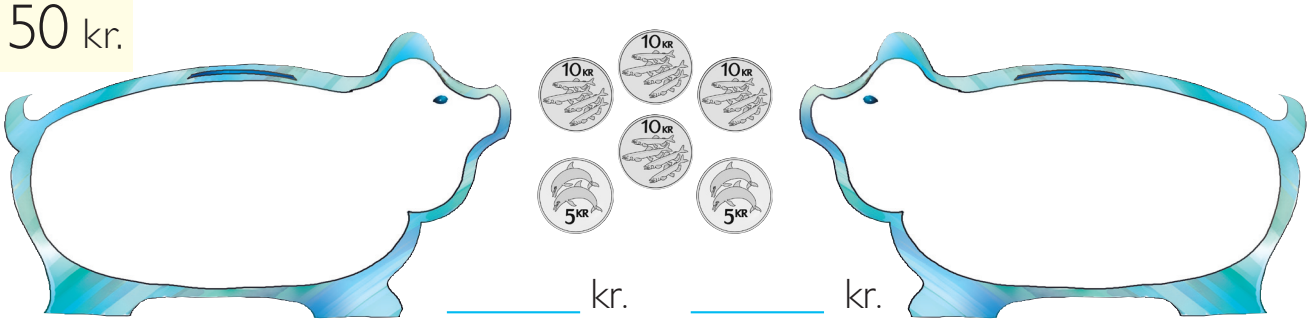
15 kr. 15 kr.

40 kr.



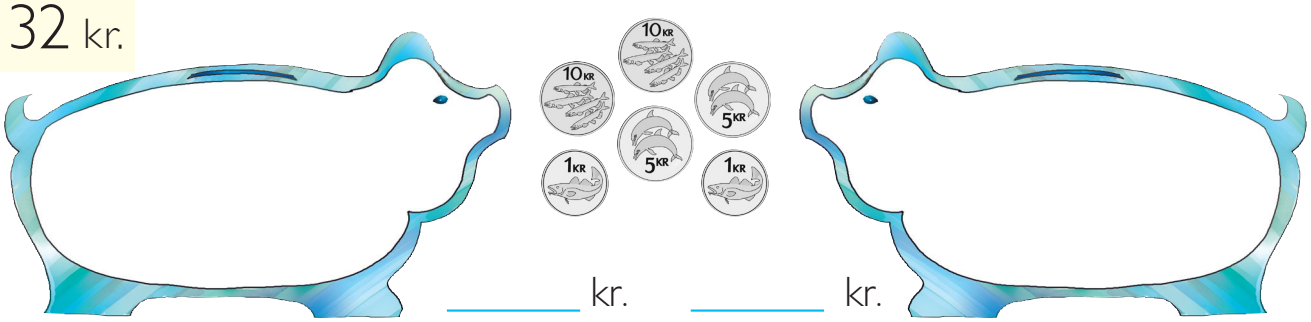
_____ kr. _____ kr.

50 kr.



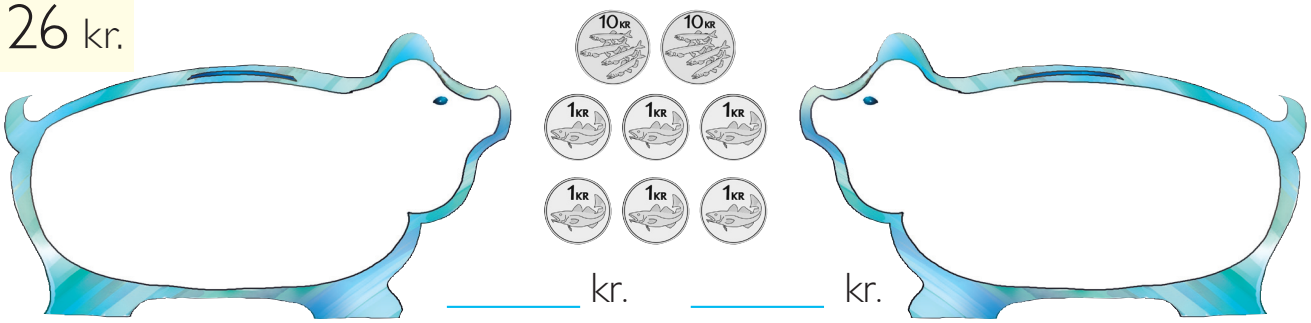
_____ kr. _____ kr.

32 kr.



_____ kr. _____ kr.

26 kr.



_____ kr. _____ kr.

- Nemendur teikna helminginn af upphæðunum í hvorn sparibauk í hverju verkefni og skrá upphæðirnar á strikin.

[·] Skrifaðu allar sléttar tölur milli 30 og 50.

[··] Skrifaðu allar oddatölur milli 50 og 70.

[∴] Hvaða tala er tvöfalt stærri?

8 16	22 ____	40 ____
10 ____	25 ____	50 ____
12 ____	14 ____	33 ____
20 ____	30 ____	45 ____

[∵] Hvaða tala er helmingi minni?

10 ____	42 ____	46 ____
4 ____	24 ____	62 ____
12 ____	18 ____	82 ____
20 ____	30 ____	70 ____

• Nemendur skrá allar sléttar tölur milli 30 og 50 og setja kommu á milli þeirra.

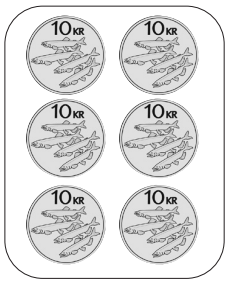
•• Nemendur skrifa oddatölurnar milli 50 og 70 og setja kommu á milli þeirra.

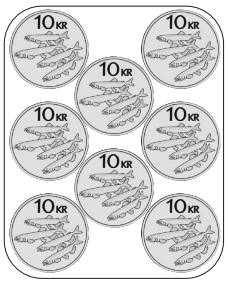
••• Nemendur skrá tölur sem eru tvöfalt stærri en þær sem gefnar eru upp.

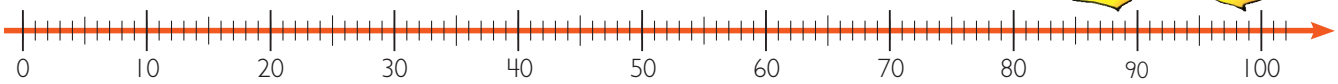
•••• Nemendur skrá tölur sem eru helmingi minni en þær sem gefnar eru upp.

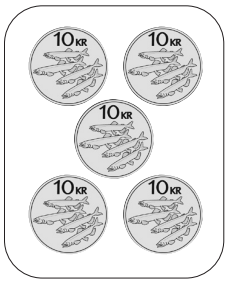
10 Reikningur með tölum upp í 100

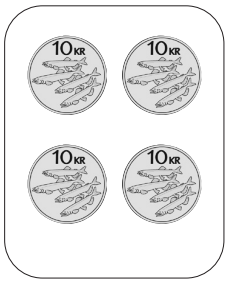
[·] Dragðu strik í talnalínuna.

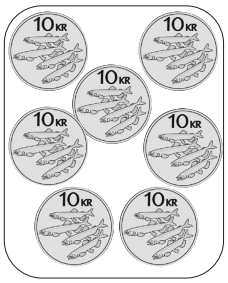


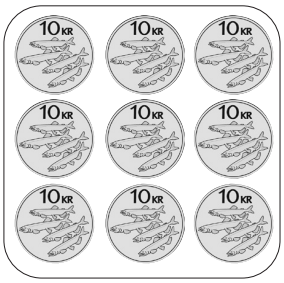


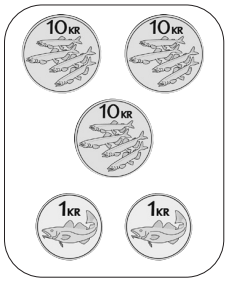


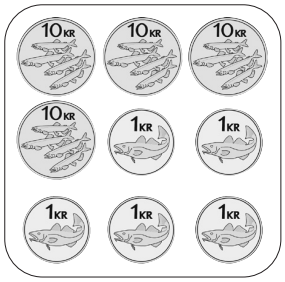


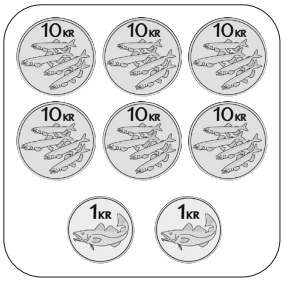


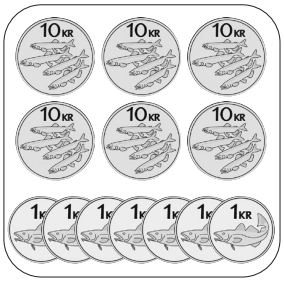


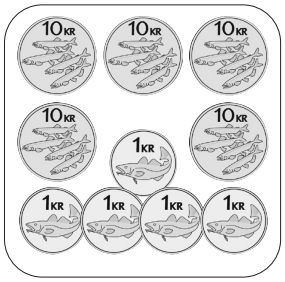


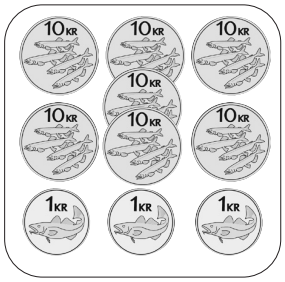


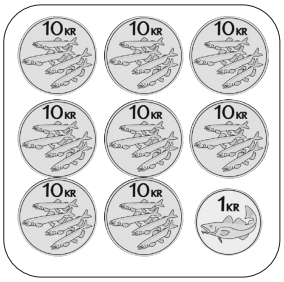


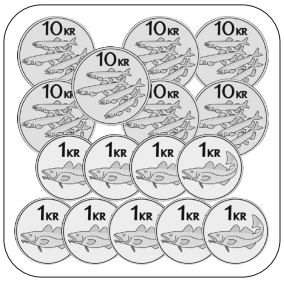












- Nemendur finna summu myntanna og draga strik í rétta staði á talnalínunni.

[·] **Hve margar krónur alls?**

50 + 20 = (10) (10) (10) (10) (10) (10) (10) = _____ kr.

30 + 10 = = _____ kr.

40 + 30 = = _____ kr.

20 + 20 = = _____ kr.

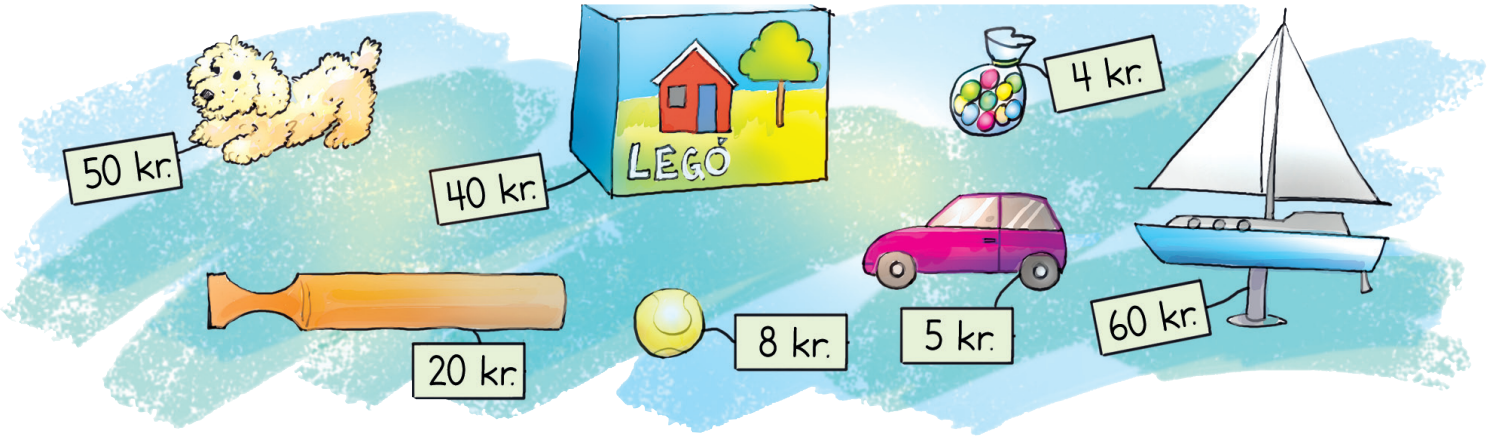
30 + 70 = = _____ kr.

30 + 24 = = _____ kr.

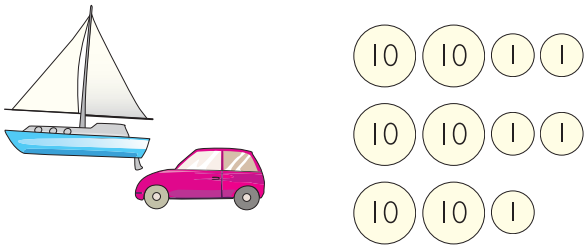
[··] **Reiknaðu dæmin.**

20 + 40 = _____	30 + 30 = _____	60 +30 = _____
40 + 40 = _____	30 + 20 = _____	10 + 90 = _____
40 + 50 = _____	10 + 80 = _____	20 + 80 = _____
40 + 60 = _____	20 + 70 = _____	50 + 30 = _____
20 + 21 = _____	30 + 15 = _____	30 + 43 = _____
30 + 22 = _____	20 + 41 = _____	40 + 54 = _____

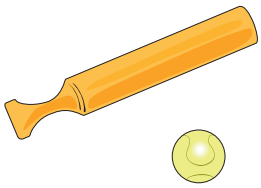
- • Nemendur telja peningana, leggja saman og skrá svörin.
- •• Nemendur reikna dæmin og skrá svörin.



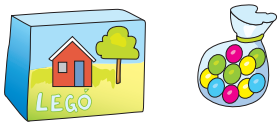
[·] Teiknaðu peningana og reiknaðu síðan.



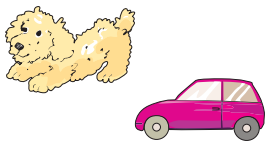
_____ + _____ = _____ kr.



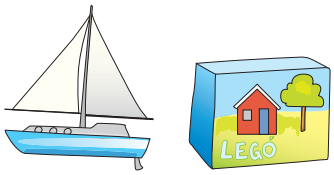
_____ + _____ = _____ kr.



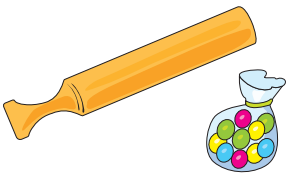
_____ + _____ = _____ kr.



_____ + _____ = _____ kr.



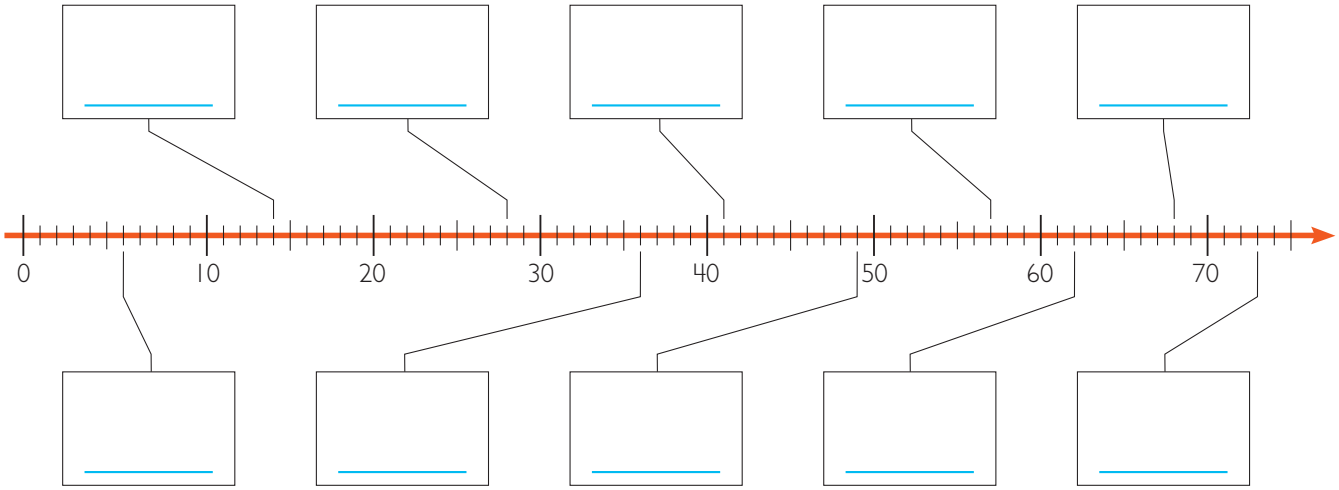
_____ + _____ = _____ kr.



_____ + _____ = _____ kr.

• Nemendur finna verðið, teikna peningana og reikna dæmin.

[·] Lestu af talnalínunni og skráðu réttar tölur í reitina.



[··] Dragðu strik í talnalínuna.

42 49 63 74 89

37 58 77 99 92

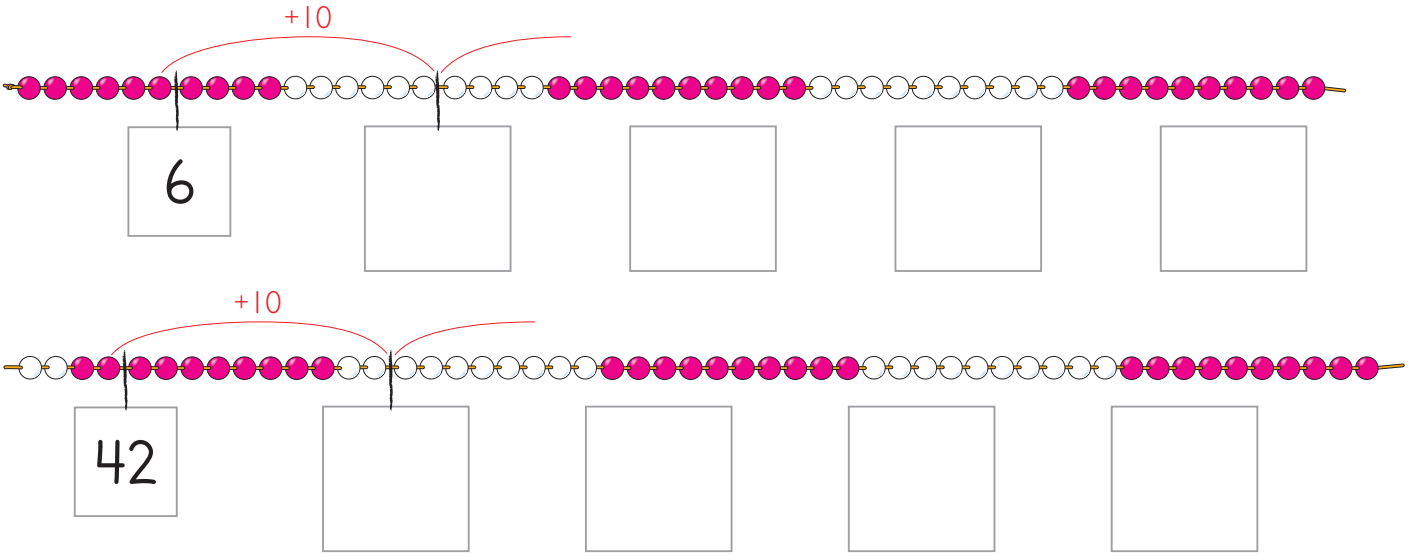
[···] Dragðu strik um það bil að réttum stað á talnalínunni.

10 62 89

25 51 93

- • Nemendur lesa af talnalínu og finna hvaða tölur á að skrá í reitina.
- •• Nemendur draga strik frá tölunum í reitunum að réttum stöðum á talnalínunni.
- ••• Nemendur draga strik um það bil að þeim stað þar sem tölurnar eiga að vera á talnalínunni.

[·] Hoppaðu yfir 10 kúlur í einu. Skráðu tölurnar.



[··] Bættu 10 krónum við í hvert sinn.

10 10 10 1 1 1 33	10 10 10 10 1 1 1 ____	____	____

[∴] Dragðu 10 krónur frá í hvert sinn.

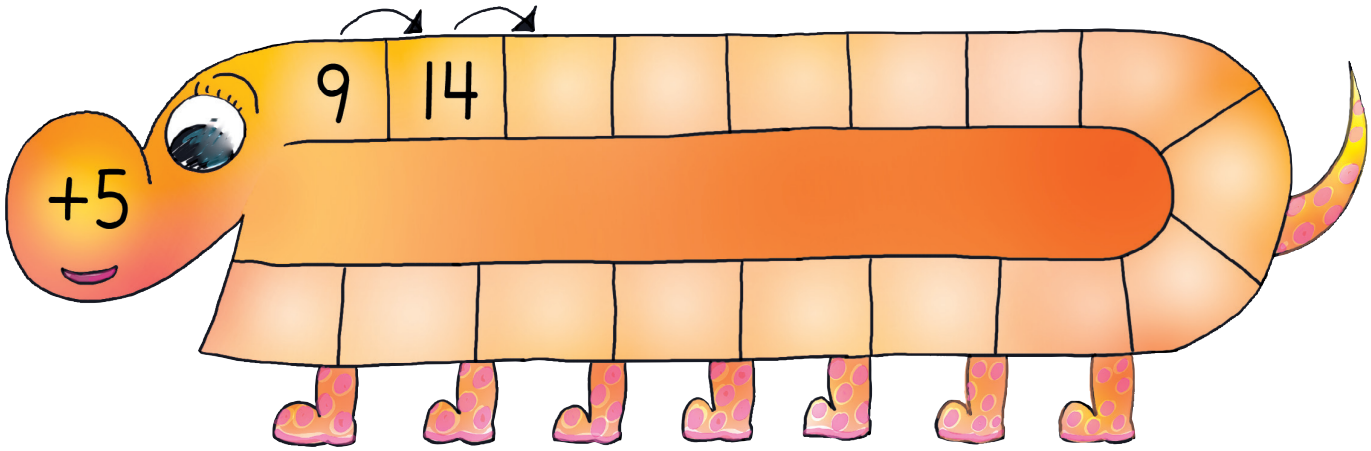
10 10 10 10 10 10 10 10 1 1 1 1 75	10 10 10 10 10 10 1 1 1 1 ____	____	____

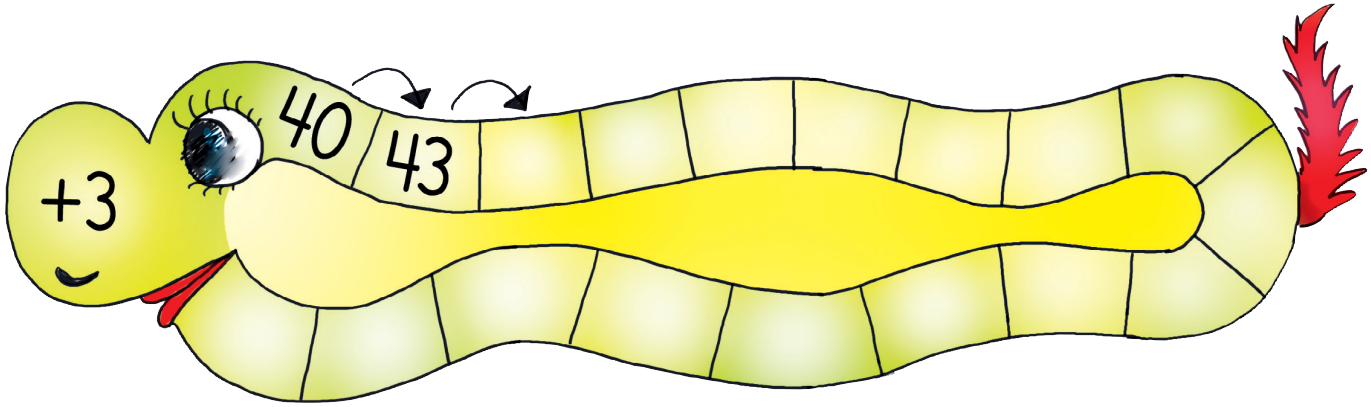
[∷] Reiknaðu dæmin.

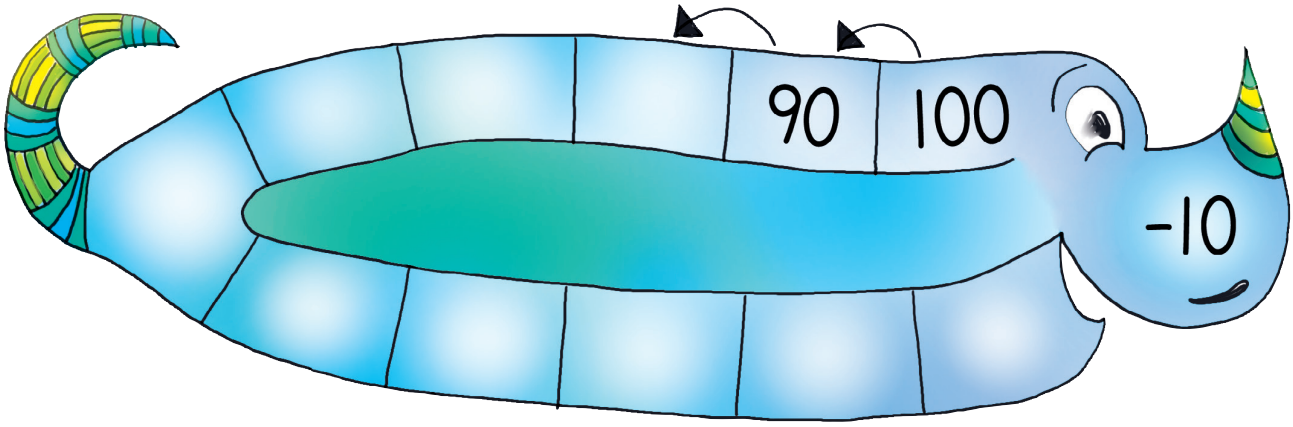
24 + 10 = ____	32 + 20 = ____	68 − 10 = ____
34 + 10 = ____	14 + 20 = ____	52 − 10 = ____
89 + 10 = ____	53 + 20 = ____	35 − 10 = ____

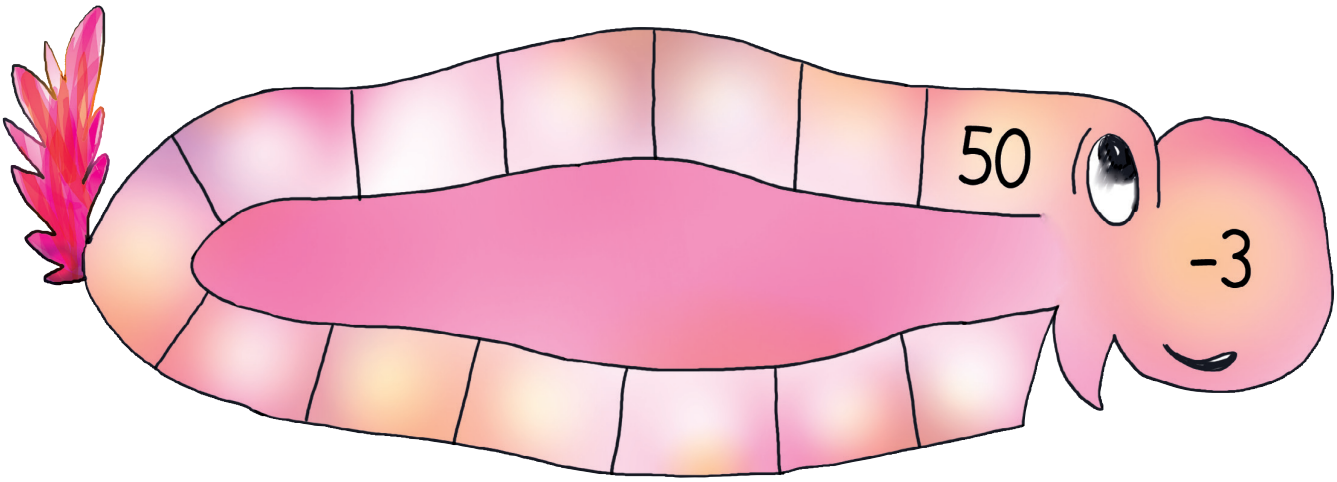
• Nemendur draga strik þannig að 10 kúlur verði milli strika. Síðan skrá þeir tölur í reitina.
•• Summurnar hækka um 10 krónur í hverjum reit. Nemendur teikna peningana og skrá summuna.
••• Hér lækka summurnar um 10 krónur í hverjum reit. •••• Nemendur reikna dæmin og skrá svörin.

[·] Skráðu tölur í reitina.



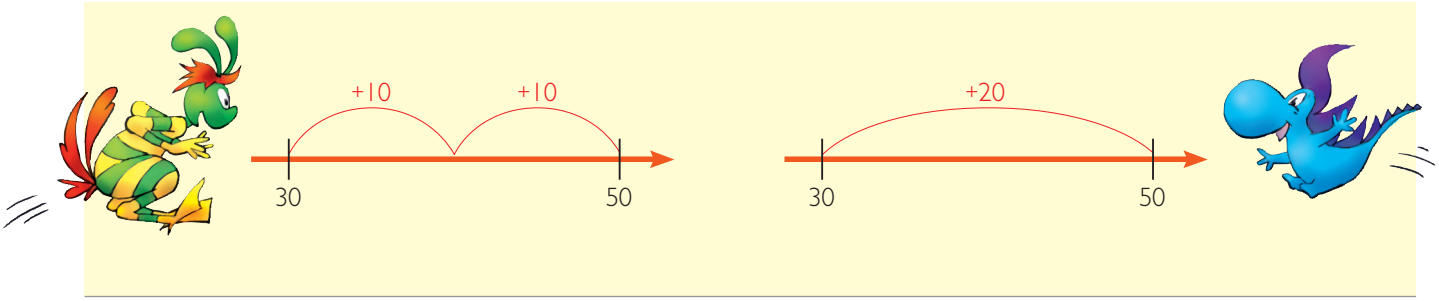






- Nemendur reikna út hve mikið tölurnar í talnarununum stækka eða minnka með hverri tölu. Þeir skrá tölurnar sem vantar í auðu reitina.

[·] Hoppaðu á tómri talnalínu. Skráðu svarið.



30 + 30 = ____

40 + 30 = ____

17 + 40 = ____

[··] Hoppaðu á talnalínunni. Skrifaðu svarið.

36 + 15 = ____

68 + 19 = ____

• / •• Nemendur sýna á talnalínunni hvernig þeir hoppa. Síðan skrá þeir svörin.

[·] Hoppaðu á talnalínunni. Skrifaðu svarið.

64 − 20 = ____

75 − 40 = ____

56 − 19 = ____

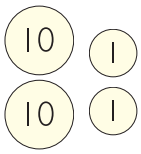
81 − 43 = ____

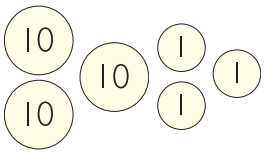
[··] Reiknaðu dæmin.

9 + 20 = ____	25 + 30 = ____	51 − 20 = ____
19 + 20 = ____	82 + 11 = ____	65 − 30 = ____
21 + 30 = ____	57 + 12 = ____	77 − 50 = ____
16 + 30 = ____	54 + 21 = ____	89 − 31 = ____
15 + 40 = ____	36 + 53 = ____	46 − 22 = ____

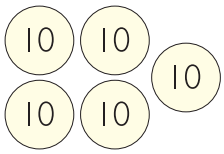
- Nemendur sýna á talnalínunni hvernig þeir hoppa. Síðan skrá þeir svörin.
•• Nemendur reikna dæmin og skrá svörin.

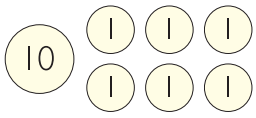
[·] Hve mikið samtals?



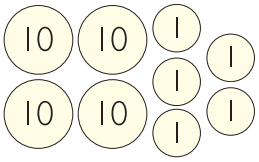


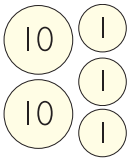
22 + 33 = ____



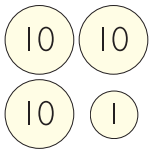


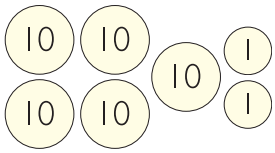
50 + ____ = ____





45 + 23 = ____





____ + ____ = ____

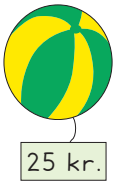
[··] Reiknaðu dæmin.

32 + 20 = ____	64 + 34 = ____	33 + 43 = ____
52 + 17 = ____	41 + 51 = ____	72 + 17 = ____
36 + 42 = ____	25 + 43 = ____	44 + 53 = ____
55 + 22 = ____	56 + 21 = ____	38 + 31 = ____
24 + 54 = ____	61 + 37 = ____	63 + 36 = ____
33 + 46 = ____	23 + 45 = ____	35 + 64 = ____
51 + 38 = ____	42 + 17 = ____	48 + 12 = ____

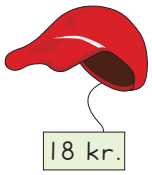
• Nemendur telja peningana og skrá svörin.
•• Nemendur reikna dæmin og skrá svörin.

[·] Hvað er afgangs?

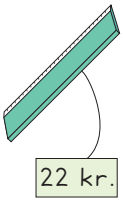
Þú átt: | Þú kaupir: | Afgangur:



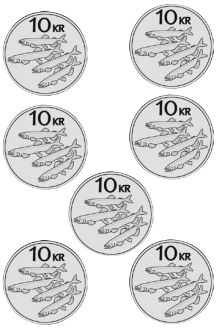
50 − _____ = _____ kr.

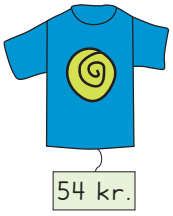


30 − _____ = _____ kr.



40 − _____ = _____ kr.



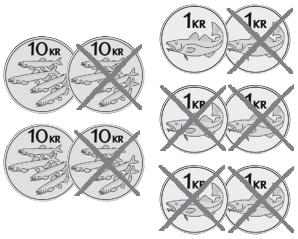


70 − _____ = _____ kr.

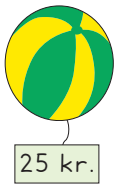
- Í þessum verkefnum þarf að skipta tíkalli til að geta borgað. Gott er að nemendur teikni myntirnar eftir að búið er að skipta tíkalli í hverju verkefni. Síðan krossa þeir yfir upphæðina sem á að borga. Að lokum telja þeir peningana sem eru afgangs og skrá svarið.

[·] Hvað er afgangs?

Þú átt:

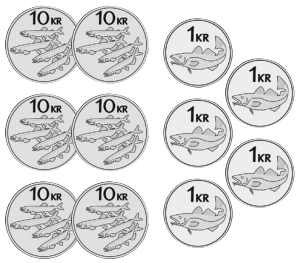


Þú kaupir:

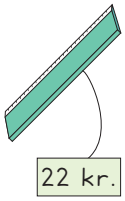


46 – 25 = _____ kr.

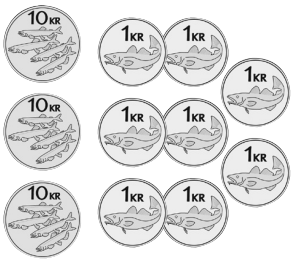
Þú átt:

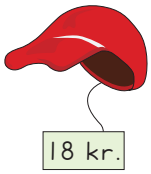


Þú kaupir:

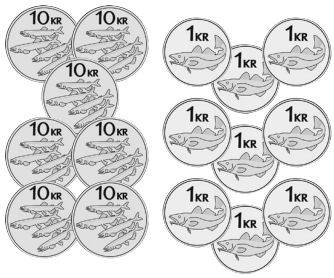


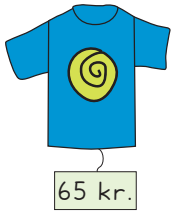
_____ – _____ = _____ kr.





_____ – _____ = _____ kr.





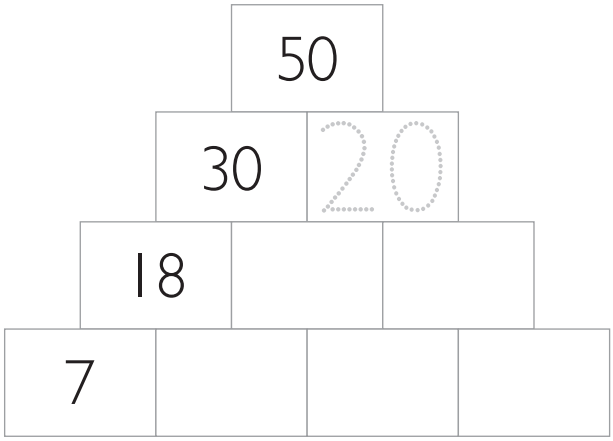
_____ – _____ = _____ kr.

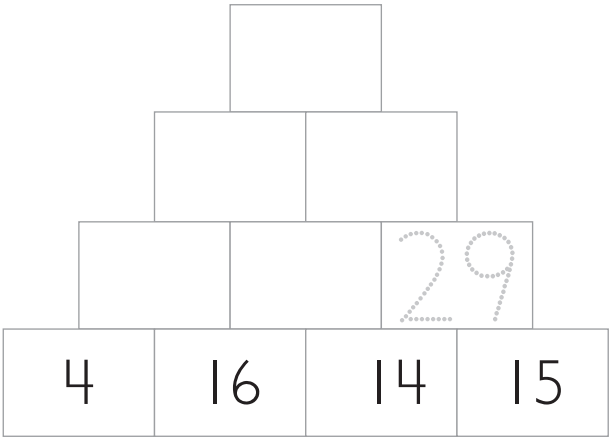
[··] Reiknaðu dæmin.

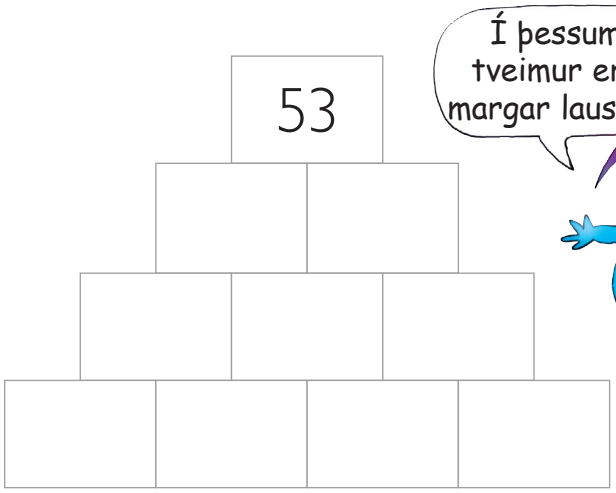
99 – 15 = _____	39 – 14 = _____	68 – 32 = _____
58 – 24 = _____	46 – 15 = _____	90 – 15 = _____
63 – 12 = _____	73 – 31 = _____	48 – 36 = _____
76 – 56 = _____	95 – 42 = _____	84 – 51 = _____
77 – 27 = _____	66 – 33 = _____	85 – 56 = _____
53 – 42 = _____	79 – 36 = _____	42 – 38 = _____
98 – 12 = _____	57 – 21 = _____	61 – 47 = _____

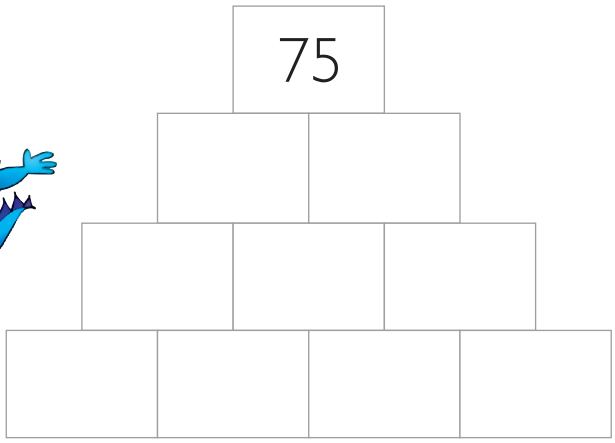
• Nemendur krossa yfir peningana, sem á að borga, til að finna hve mikið er afgangs. Síðan skrifa þeir dæmin og skrá svörin.
•• Nemendur reikna dæmin og skrá svörin.

[·] Finndu tölurnar í tómu reitunum.

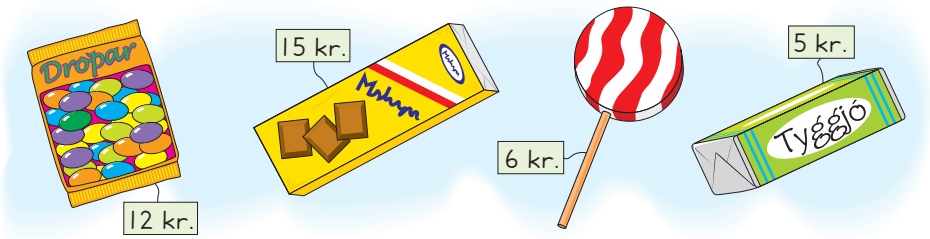








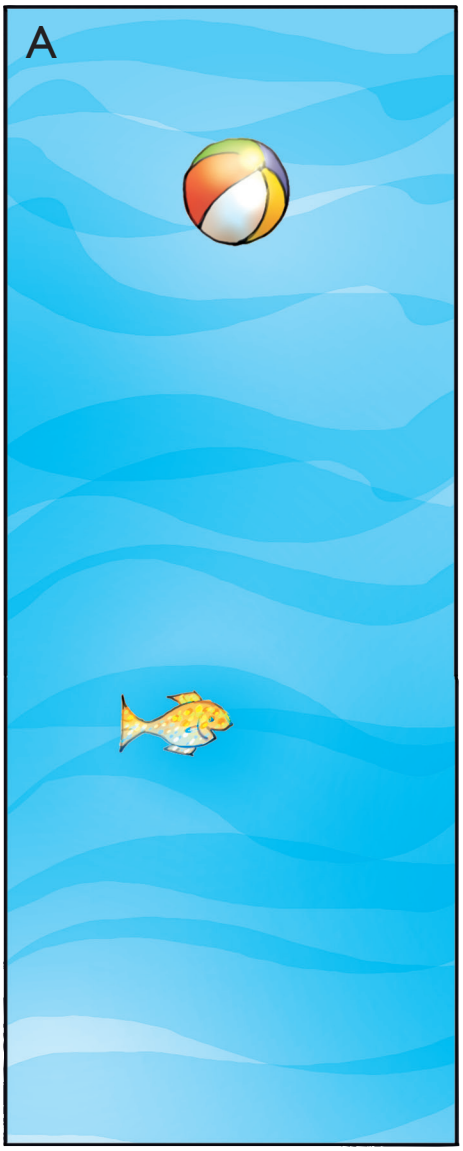
[··] Hvað getur þú keypt fyrir 50 kr.?

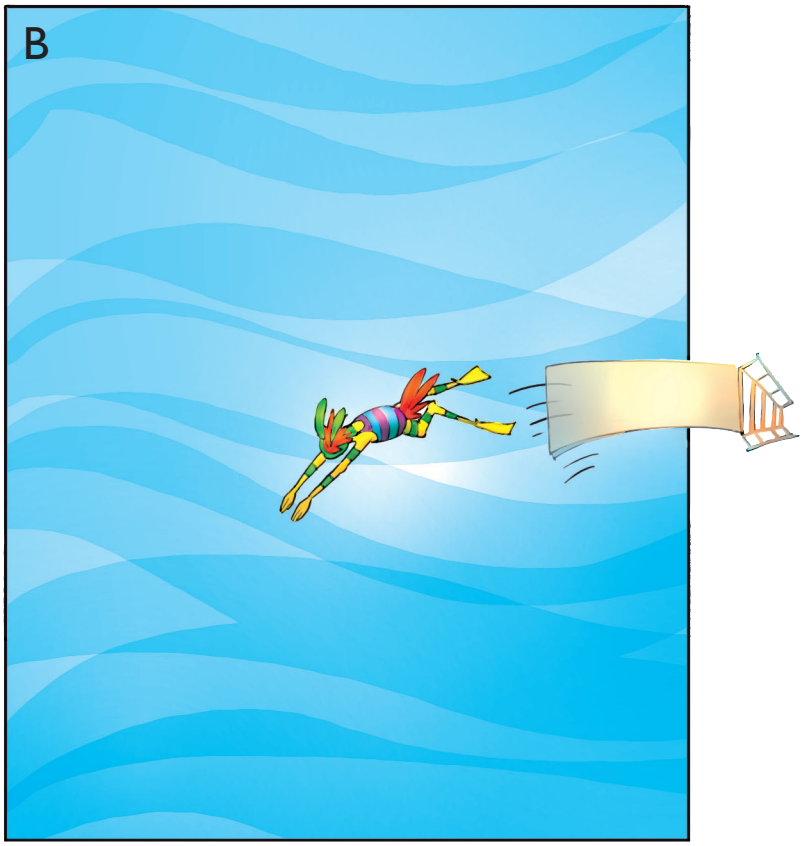


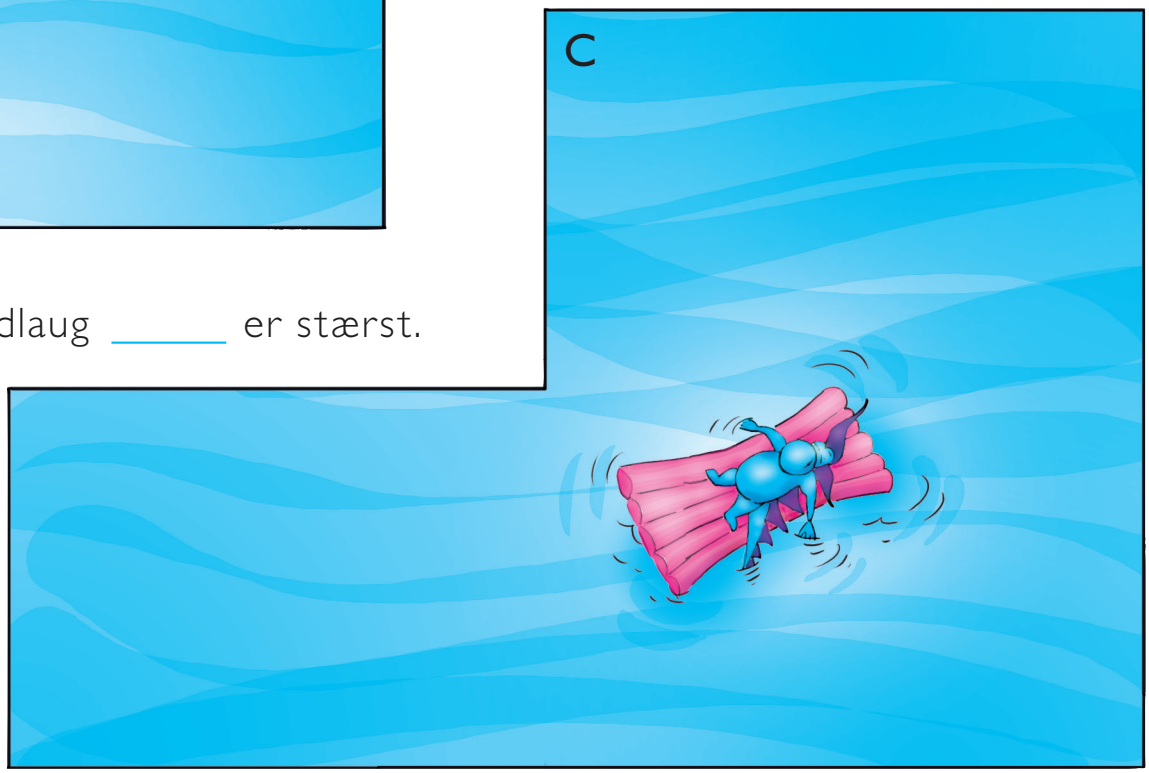
- Summa tveggja talna, sem eru hlið við hlið, er skráð í reitinn fyrir ofan báðar tölurnar. (Ábending: Í píramídanum efst til vinstri er gott að byrja efst uppi en í efsta píramídanum til hægri er byrjað neðst. Í neðstu tveimur píramídunum á að byrja efst.)
- •• Nemendur búa til nokkrar mismunandi tillögur um hvað hægt er að kaupa fyrir 50 kr.

11 Flatarmál

[·] Hvaða sundlaug er stærst? Mældu með strokleðri.



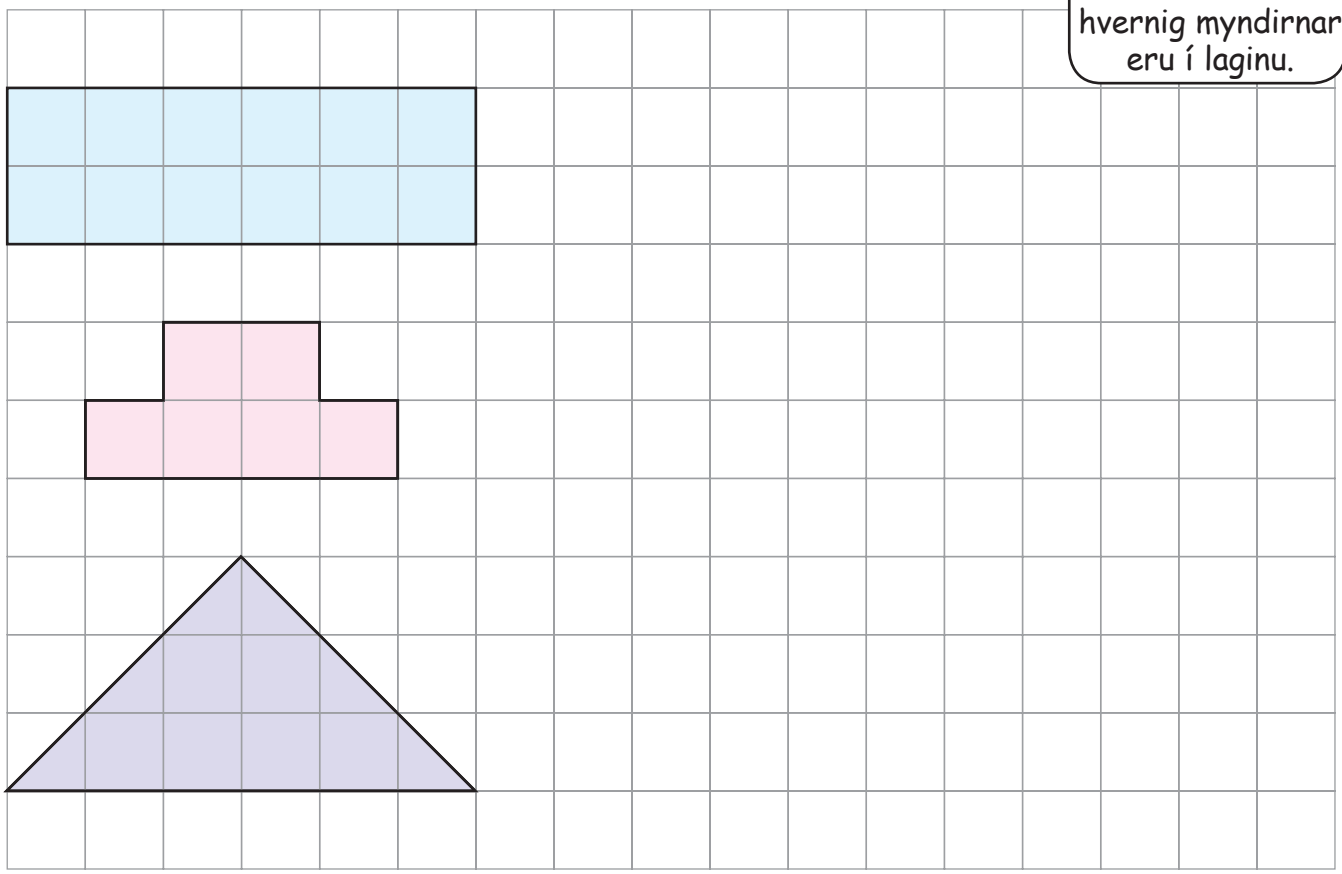




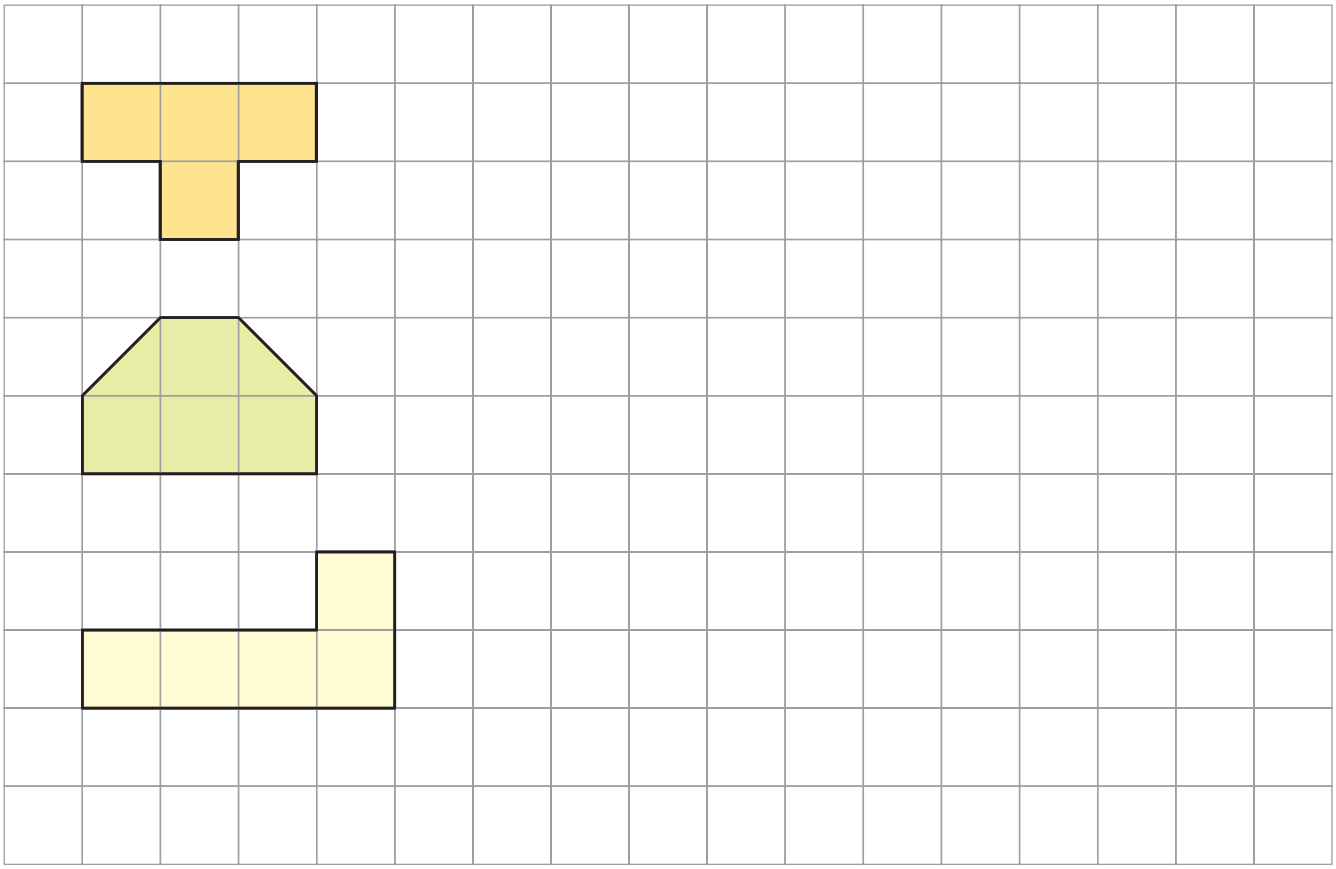
Sundlaug _____ er stærst.

- Nemendur mæla flatarmál sundlauga með strokleðri. Gott er að teikna utan um strokleðrið þegar þeir mæla. Að lokum skrá þeir bókstaf stærstu sundlaugarinnar á svarstrikið.

[·] Teiknaðu myndir sem eru helmingi minni að flatarmáli.

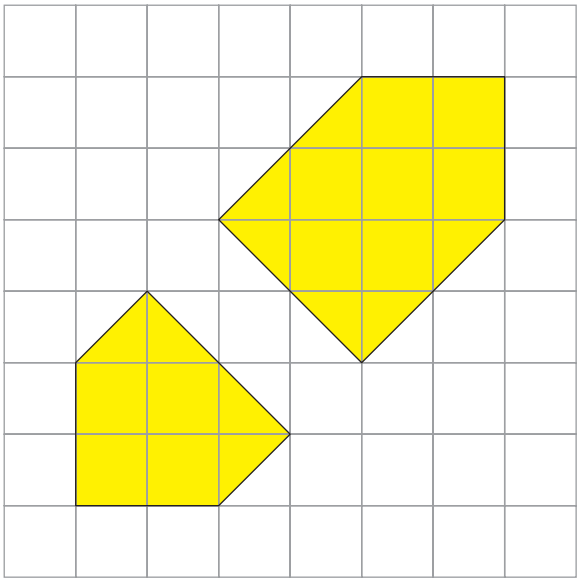


[··] Teiknaðu myndir sem eru tvöfalt stærri að flatarmáli.

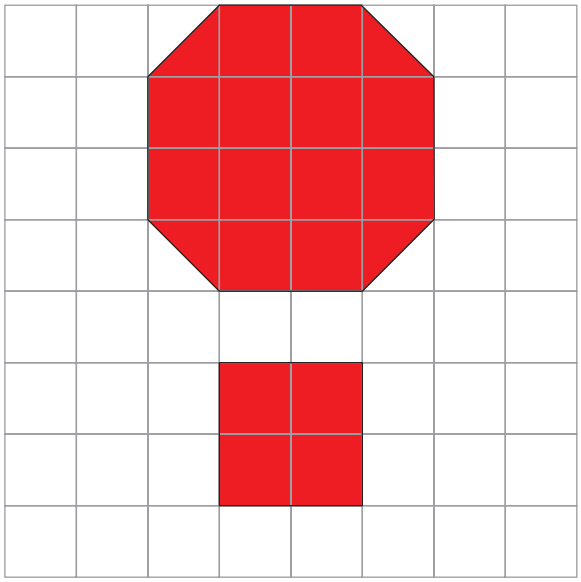


- • Nemendur finna flatarmál myndanna. Síðan teikna þeir aðrar myndir sem eru helmingi minni.
- •• Nemendur finna flatarmál myndanna. Síðan teikna þeir aðrar myndir sem eru tvöfalt stærri.

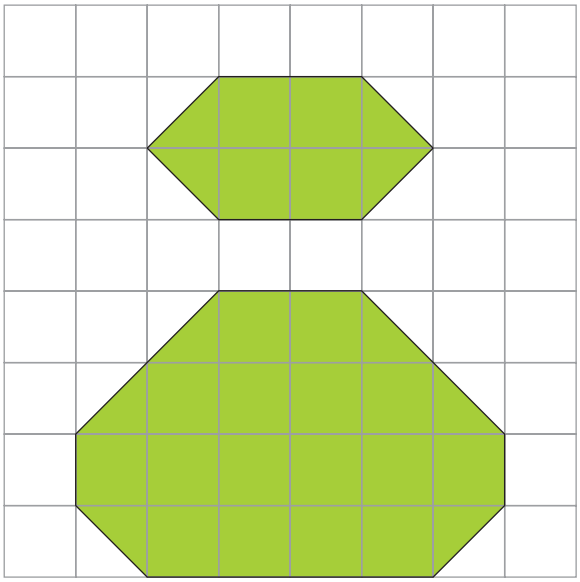
[·] Hvaða fótspor er stærst?
Hvaða fótspor er minnst?



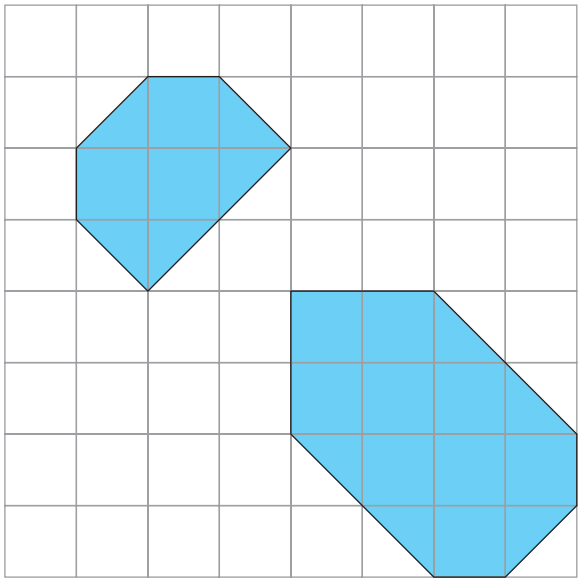
Um það bil _____ reitir.



Um það bil _____ reitir.



Um það bil _____ reitir.



Um það bil _____ reitir.

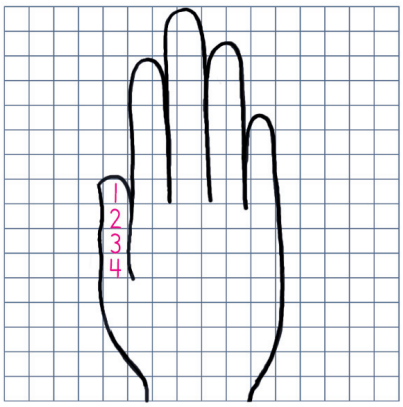
Stærsta fótsporið er um það bil _____ reitir.

Minnsta fótsporið er um það bil _____ reitir.

• Nemendur telja reitina sem hvert fótspor nær yfir. Í lokin finna þeir hvaða fótspor er stærst og hvert þeirra er minnst.

[·] Teiknaðu kringum hönd þína.

[··] Hvað er hönd þín um það bil margir reitir að stærð?

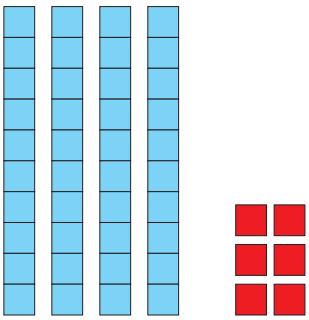


Um það bil _____ reitir.

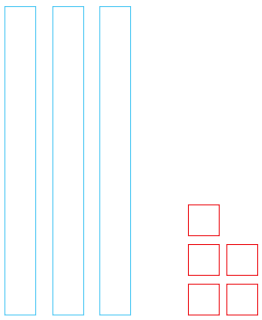
- Nemendur teikna kringum hönd sína á rúðunetið.
•• Nemendur finna hvað hönd þeirra þekur marga reiti.

12 Reikningur

[·] Hve mikið samtals?



40 + 6 = ____



30 + 5 = ____

50 + 9 = ____

70 + 6 = ____

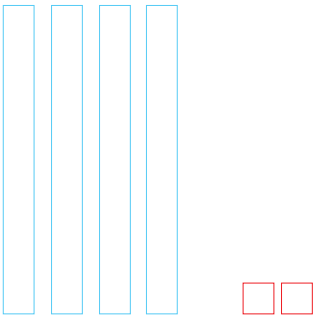
40 + 8 = ____

20 + 5 = ____

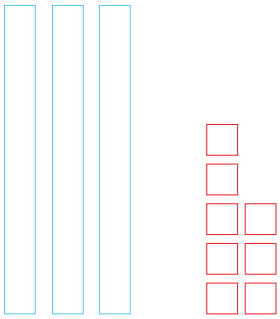
60 + 7 = ____

80 + 4 = ____

[··] Skiptu í tugi og einingar.



42 = 40 + ____



38 = ____ + ____

23

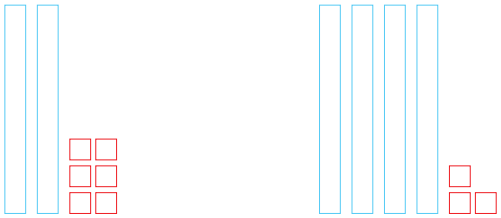
72

58

91

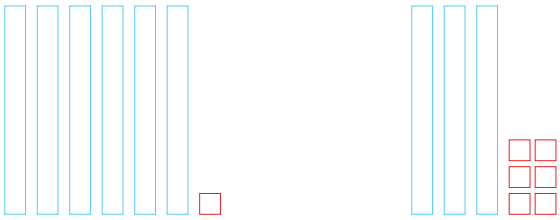
• Nemendur leggja saman og skrifa svörin.
•• Nemendur skipta tveggja stafa tölunum í tugi og einingar.

[·] Leggðu saman tugi og einingar. Reiknaðu dæmin.



26 + 43 = 60 + 9 = ____

24 + 24 = 40 + ____ = ____



61 + 36 = ____ + ____ = ____

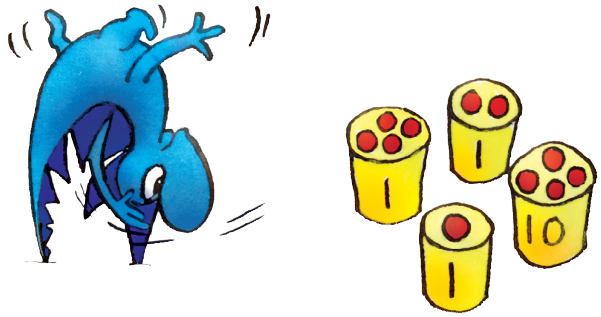
42 + 24 = ____ + ____ = ____

35 + 33 = ____ + ____ = ____

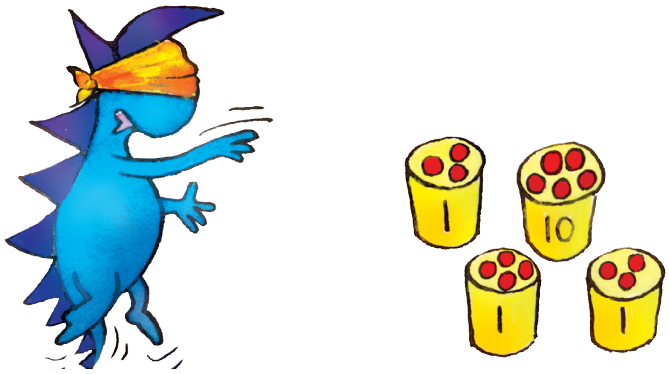
- Nemendur leggja saman tölurnar með því að leggja fyrst saman tugi og því næst einingar.

[·] Hvað eru stigin mörg?

20 + 6 = _____



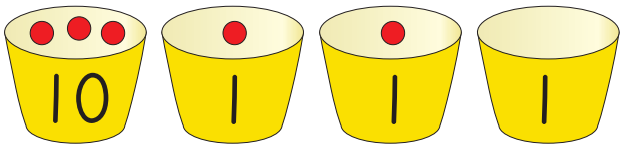
_____ + _____ = _____



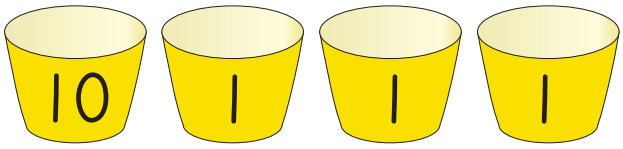
_____ + _____ = _____

[··] Teiknaðu bolta í föturnar.

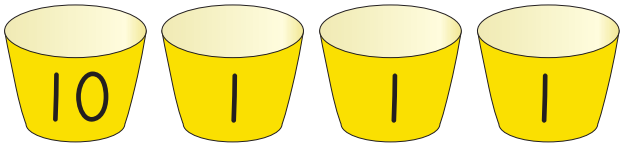
32 = 30 + _____



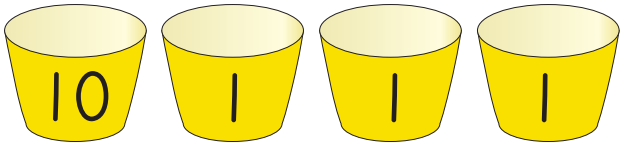
45 = _____ + _____



28 = _____ + _____



56 = _____ + _____



• Í hverju verkefni finna nemendur fyrst stigafjöldann í fötunni sem gefur 10 stig; því næst finna þeir stigafjölda í fötunum sem gefa 1 stig. Þeir búa til dæmi þar sem leggja á saman tugi og einingar.

•• Nemendur teikna bolta í föturnar þannig að heildarsumman verði rétt. Þeir búa til dæmi þar sem leggja á saman tugi og einingar.

[·] Skiptu í tugi og einingar. Reiknaðu síðan.

36 + 43 = 70 + 9 = ____

30 6 40 3

54 + 31 = ____ + ____ = ____

72 + 27 = ____ + ____ = ____

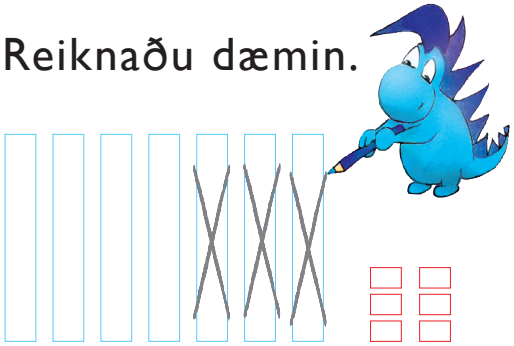
63 + 24 = ____ + ____ = ____

[··] Reiknaðu dæmin.

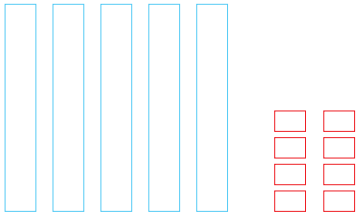
33 + 66 = ____	34 + 14 = ____	65 + 24 = ____
21 + 57 = ____	75 + 12 = ____	56 + 31 = ____
18 + 21 = ____	17 + 32 = ____	43 + 35 = ____
28 + 31 = ____	13 + 72 = ____	83 + 16 = ____

- Nemendur skipta tveggja stafa tölum í tugi og einingar. Síðan leggja þeir saman annars vegar tugi og hins vegar einingar. Loks skrá þeir heildarsummuna með því að leggja saman tugina og einingarnar.
•• Nemendur reikna dæmin og skrifa svörin.

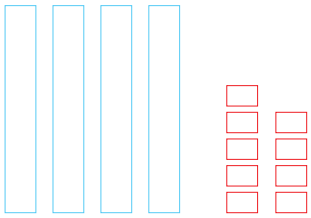
[·] Reiknaðu dæmin.



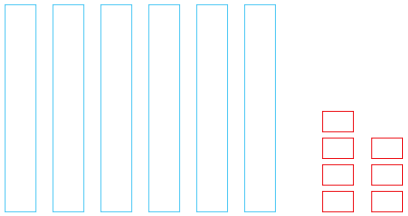
76 – 30 = 40 + 6 = ____



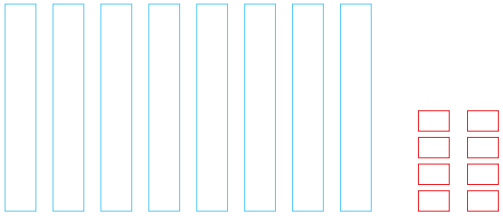
58 – 24 = ____ + ____ = ____



49 – 37 = ____ + ____ = ____



67 – 43 = ____ + ____ = ____



88 – 56 = ____ + ____ = ____

- Nemendur reikna fyrst tugina og síðan einingarnar. Í milliútreikningnum skrá þeir dæmin með annars vegar tugunum og hins vegar einingunum. Að lokum skrifa þeir svörin. Gott er að krossa yfir tuglengjur (tugi) og einingakubba (einingar) til að finna svörin.

[·] Reiknaðu dæmin.

54 − 23 = 30 + 1 = ____

50 4 20 3

76 − 34 = ____ + ____ = ____

84 − 43 = ____ + ____ = ____

49 − 27 = ____ + ____ = ____

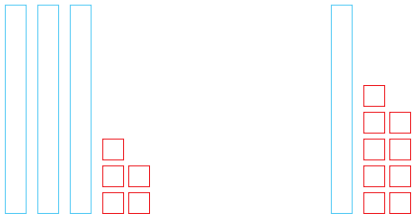
[··] Reiknaðu dæmin.

58 − 30 = ____	79 − 33 = ____	29 − 13 = ____
67 − 42 = ____	85 − 21 = ____	66 − 42 = ____
36 − 24 = ____	97 − 42 = ____	58 − 27 = ____
85 − 14 = ____	99 − 46 = ____	78 − 25 = ____

• Nemendur skipta tveggja stafa tölum í tugi og einingar. Í milliútreikningum skrá þeir samlagningardæmi með annars vegar tugum og hins vegar einingum. Að lokum skrifa þeir svörin.

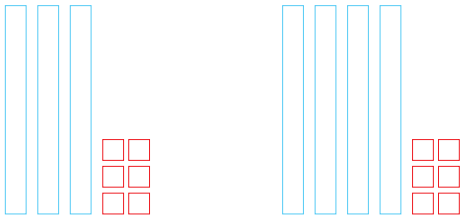
•• Nemendur reikna dæmin og skrá svörin.

[·] Reiknaðu dæmin.

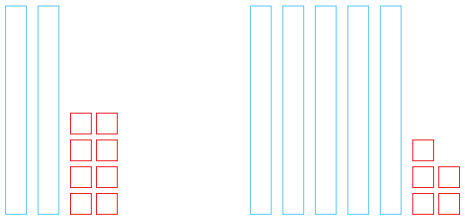


35 + 19 = = _____

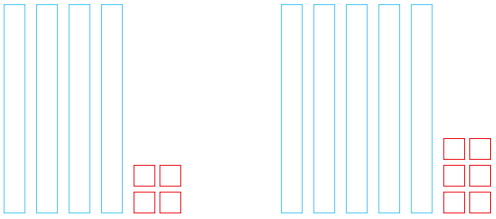
24 + 27 = = _____



36 + 46 = = _____



28 + 55 = = _____



44 + 56 = = _____

- Nemendur leggja saman annars vegar tugi og hins vegar einingar. Ef einingakubbarnir eru tíu eða fleiri er 10 kubbum skipt í eina tuglengju sem bætist þá við tugina sem fyrir eru.

[·] Reiknaðu dæmin.

49 + 14 = 50 + 13 = ____

40 9 10 4

23 + 68 = ____ + ____ = ____

54 + 39 = ____ + ____ = ____

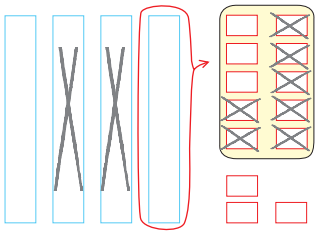
28 + 33 = ____ + ____ = ____

36 + 54 = ____ + ____ = ____

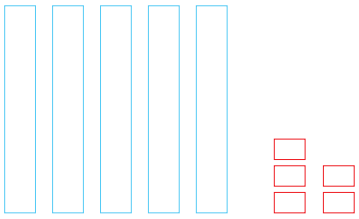
46 + 25 = ____ + ____ = ____

- Nemendur skipta tölum í tugi og einingar. Í milliútreikningnum skrá þeir samlagningardæmi með annars vegar tugum og hins vegar einingum. Að lokum skrifa þeir svörin.

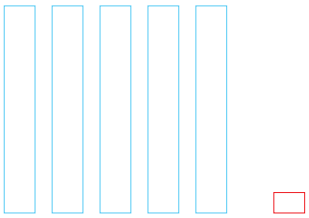
[·] Reiknaðu dæmin.



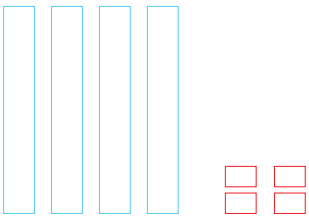
43 - 27 = ____



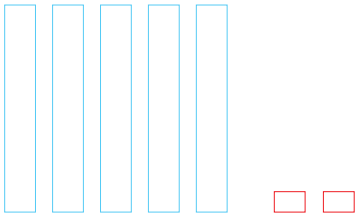
55 - 38 = ____



51 - 26 = ____



44 - 17 = ____



52 - 36 = ____

- Nemendur krossa yfir tuglengjur og einingakubba til að finna svörin.

[·] Reiknaðu dæmin.

72 - 19 = ____

64 - 16 = ____

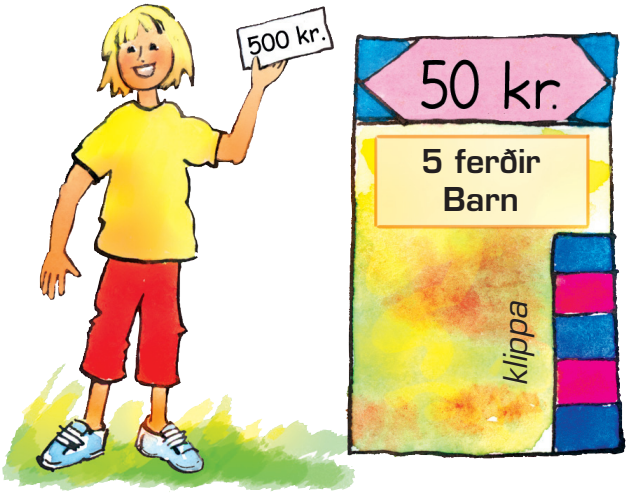
52 - 27 = ____

63 - 36 = ____

81 - 18 = ____

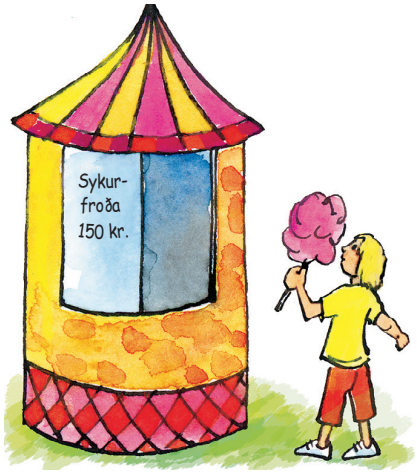
- Nemendur skipta tölunum í tugi og einingar og reikna síðan dæmin.

[·]



María á 500 kr.
Hún kaupir klippikort á 50 kr.
Hvað á hún afgangs? _____ kr.

Reiknaðu hér.



Hún kaupir sykurfroðu á 150 kr.
Hve margar krónur á hún núna afgangs?
_____ kr.

Reiknaðu hér.

María hittir ömmu sína sem gefur henni 25 kr.
Hve mikið á María nú? _____ kr.

Reiknaðu hér.

• Nemendur lesa orðadæmin og finna svörin. Þeir nota reitina til að sýna hvernig þeir reikna.

María á 600 kr. Hún kaupir gos á 150 kr. og poppkorn á 200 kr.

Hve margar krónur á hún eftir? _____ kr.

Reiknaðu hér.

María fer í pílukast. Það kostar 100 kr.
Hve margar krónur á hún eftir það?

_____ kr.

Reiknaðu hér.

María ætlar að kaupa ís og gos.

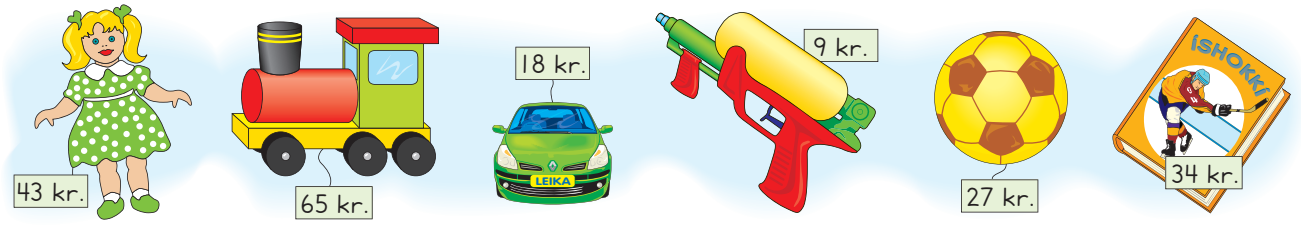
Á hún nóga peninga til þess? _____

Reiknaðu hér.

[·] Reiknaðu dæmin.

23 + 42 =	36 + 21 =
57 + 24 =	61 + 19 =
29 − 19 =	62 − 37 =
31 − 18 =	43 − 25 =

- Nemendur reikna dæmin og skrá svörin. Þeir eiga einnig að sýna hvernig þeir hugsa með því að teikna eða búa til dæmi.



[·] Finnur á 50 krónur. Hann ætlar að kaupa tvær gjafir.

Hvað getur hann keypt? _____ og _____

Hvað á hann þá afgangs? _____ kr.

Reiknaðu hér.

Eva á 47 krónur. Hún ætlar að kaupa leikfangalestina.

Hvað vantar hana mikla peninga? _____ kr.

Reiknaðu hér.

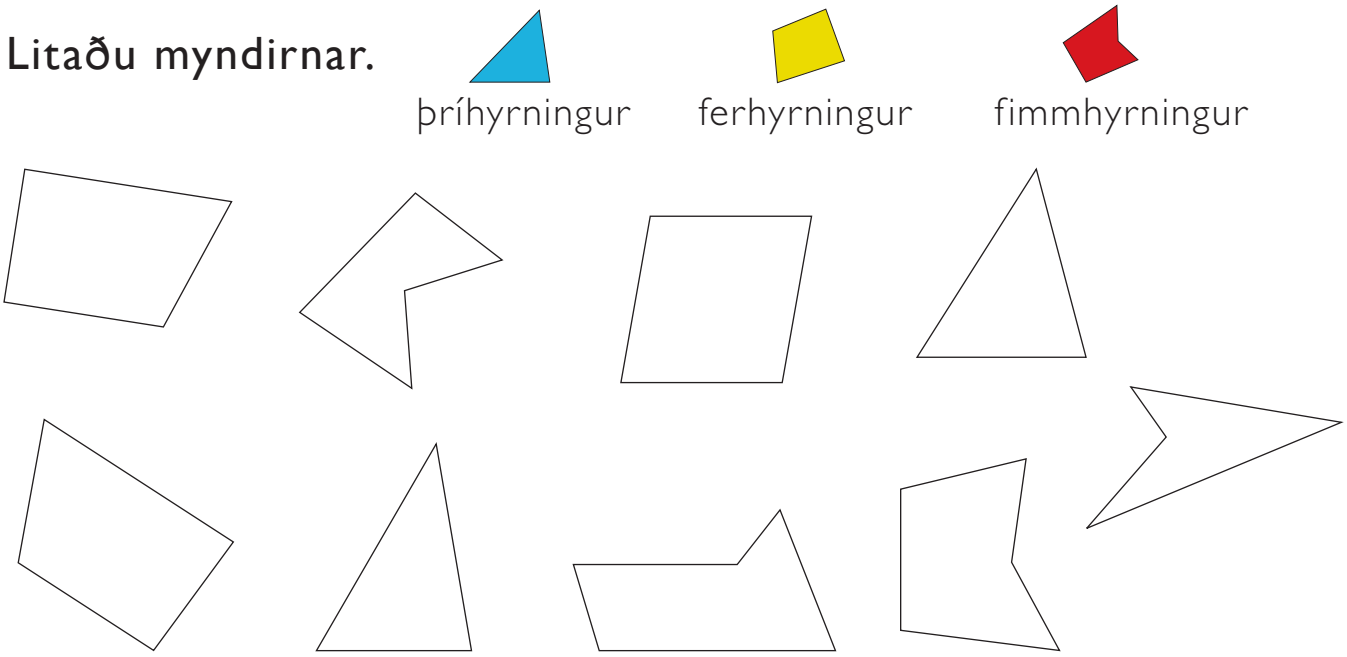
[··] Búðu til verkefni.

Reiknaðu hér.

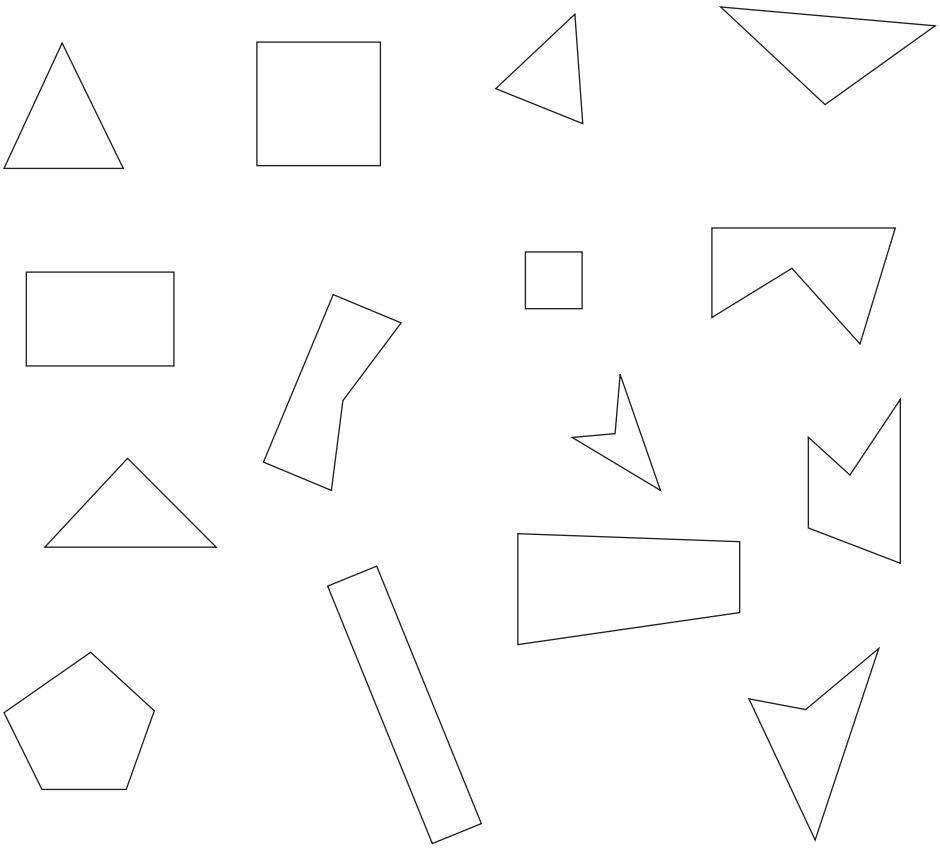
- Nemendur nota verðið efst á blaðsíðunni til að reikna orðadæmin. Þeir sýna hvernig þeir hugsa með því að teikna eða búa til dæmi í reitnum undir orðadæmunum.
•• Nemendur geta notað verðið efst á blaðsíðunni eða notað sínar eigin vörur og verð.

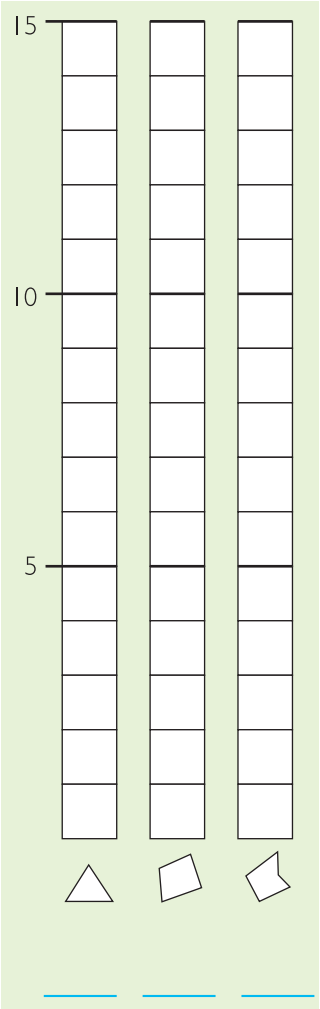
13 Marghyrningar og hringir

[·] Litaðu myndirnar.



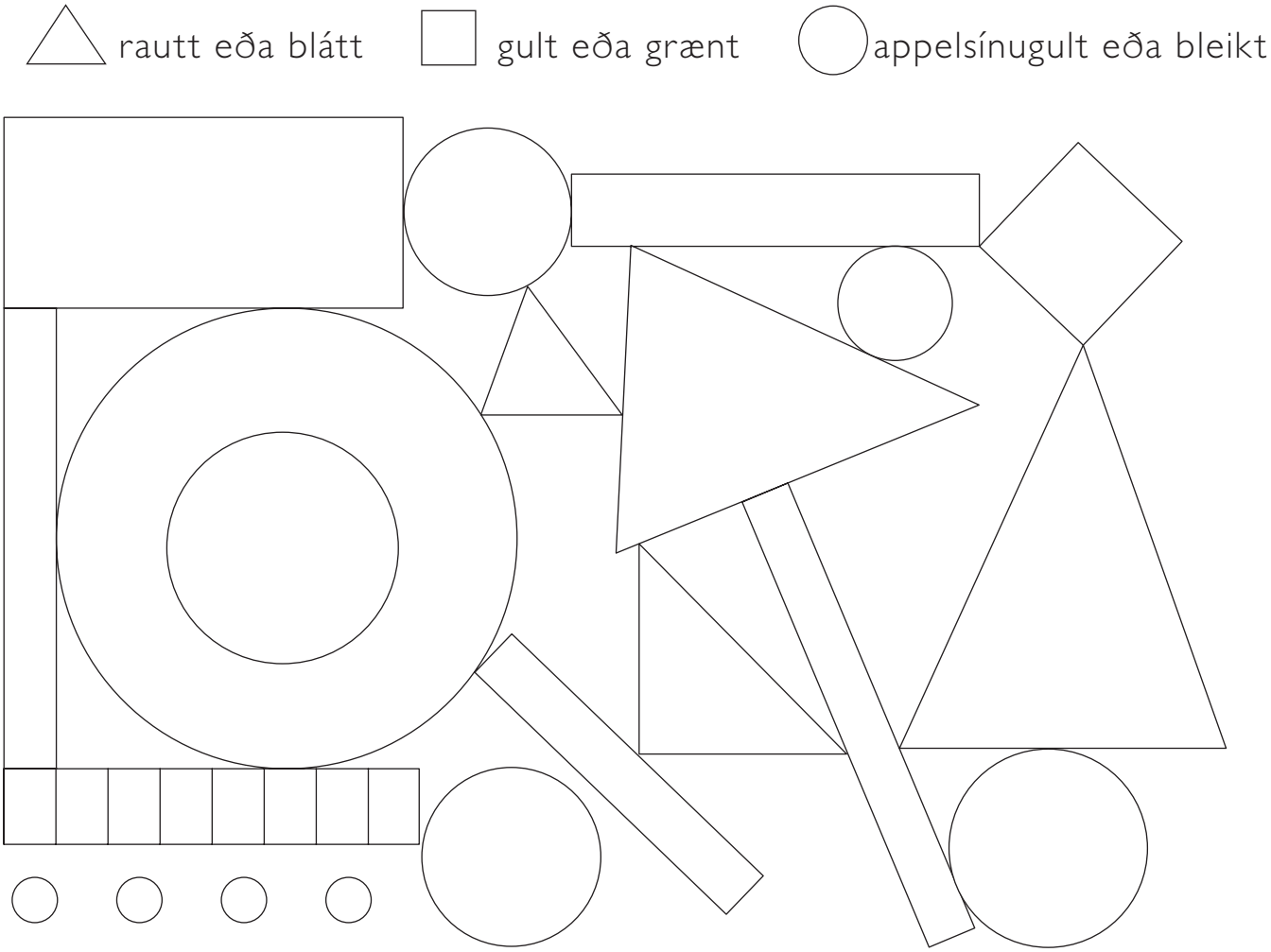
[··] Hve mörg af hverju formi?



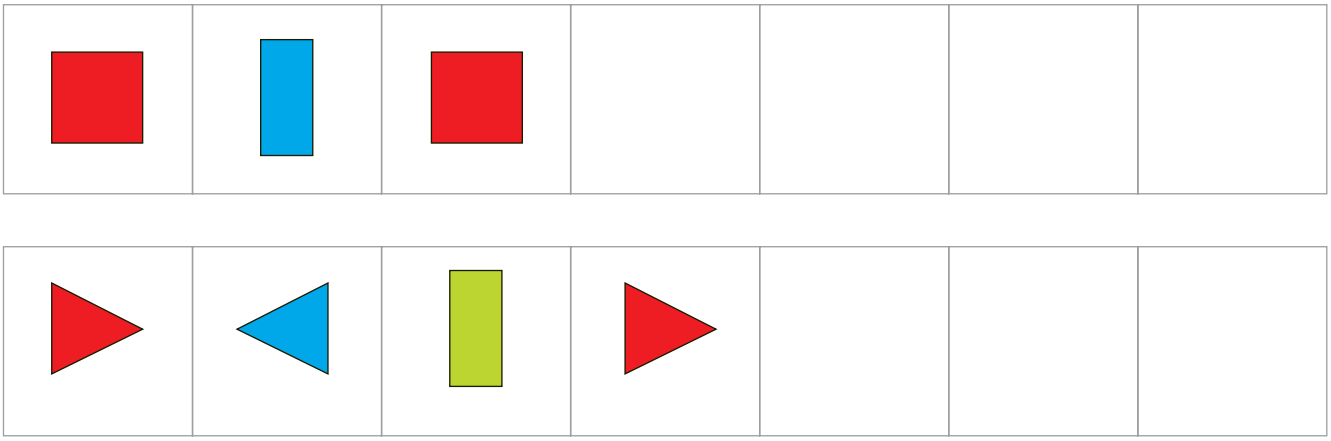


- Nemendur lita myndirnar eftir fyrirmælum um liti efst á blaðsíðunni.
- •• Nemendur telja þríhyrningana, ferhyrningana og fimmhyrningana og sýna fjöldann af hverju formi með því að lita réttan fjölda reita í hverri súlu.

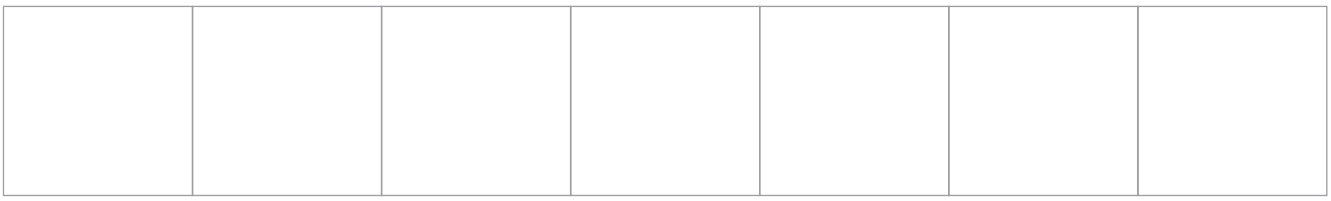
[·] Litaðu listaverkið.



[··] Haltu áfram með mynstrið.

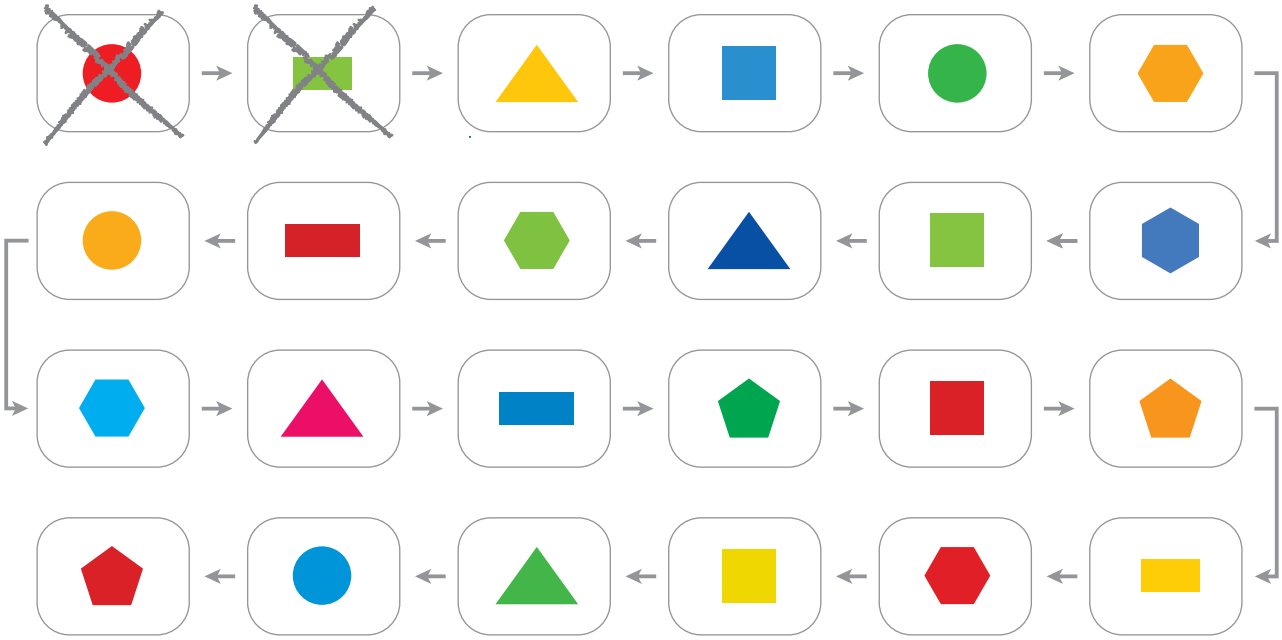


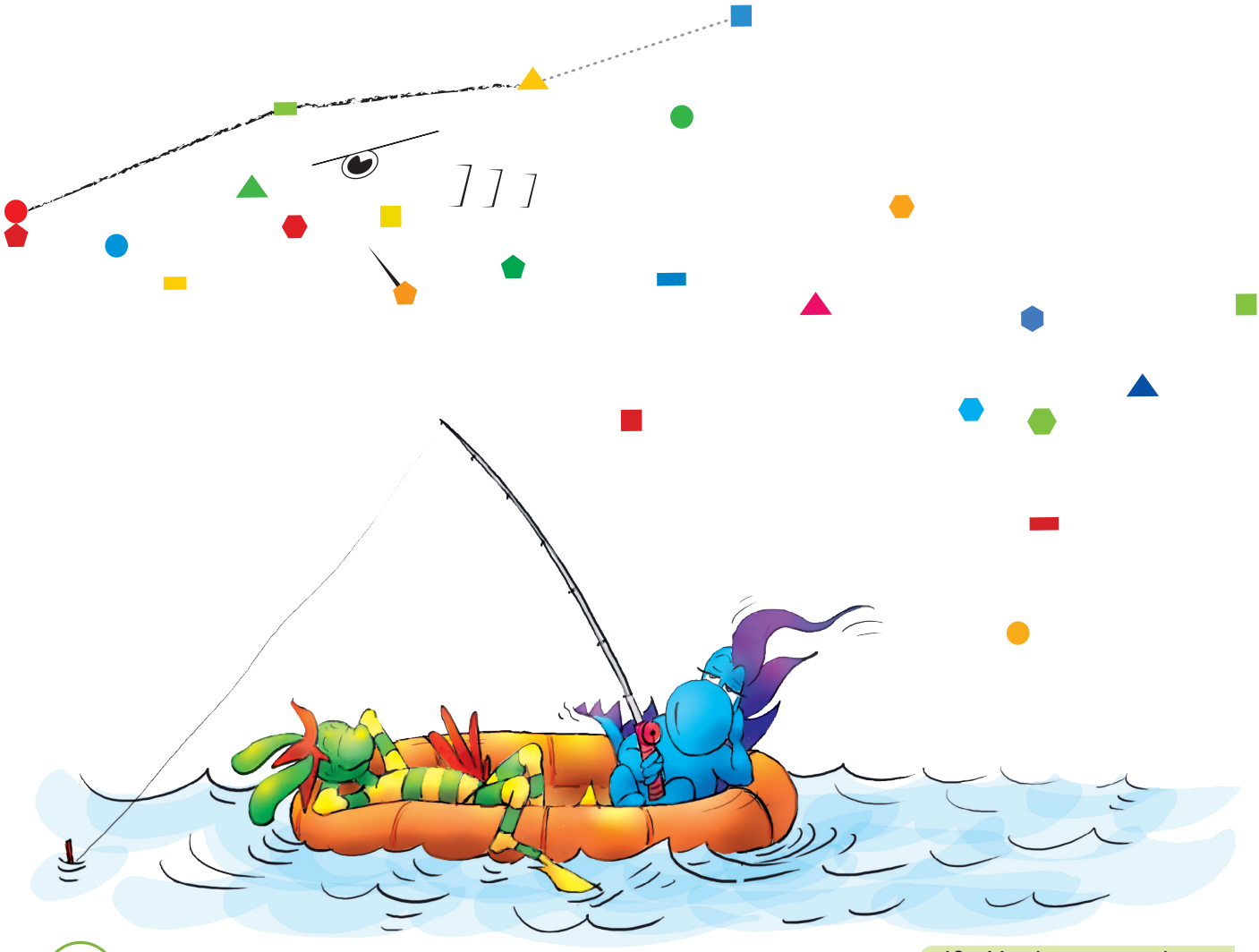
[∴] Búðu til mynstur.



- • Nemendur lita myndina eftir fyrirmælum um liti.
- •• Nemendur teikna og lita form þannig að mynstrið haldi áfram.
- ••• Nemendur búa til sitt eigið mynstur og velja sjálfir liti og form.

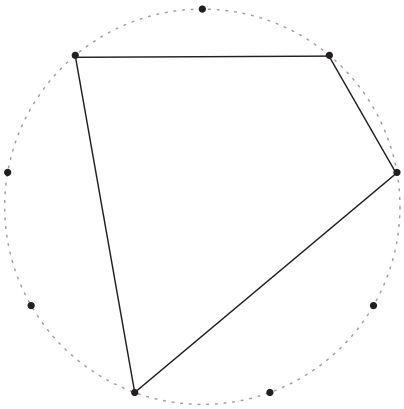
[·] Dragðu strik frá einu formi til annars.



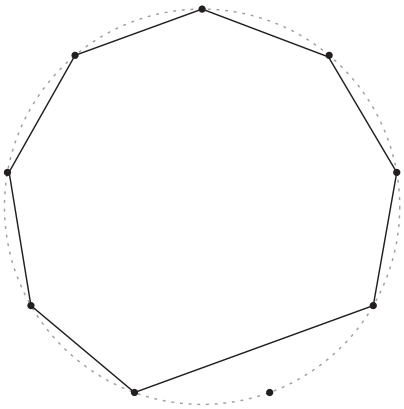


- Nemendur draga strik á myndinni neðst á blaðsíðunni frá einu rúmfræðiformi til annars í sömu röð og gefin er upp í reitunum efst á blaðsíðunni.

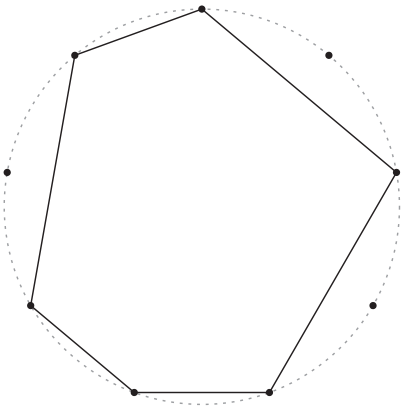
[·] Hve margar hliðar eru á myndunum?



_____ hliðar

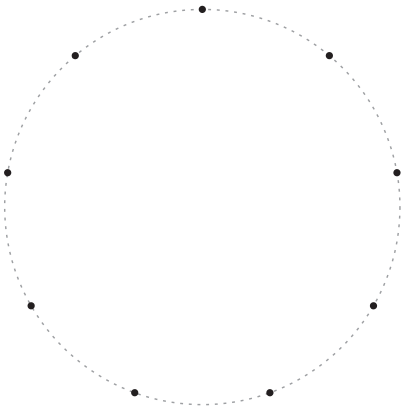


_____ hliðar

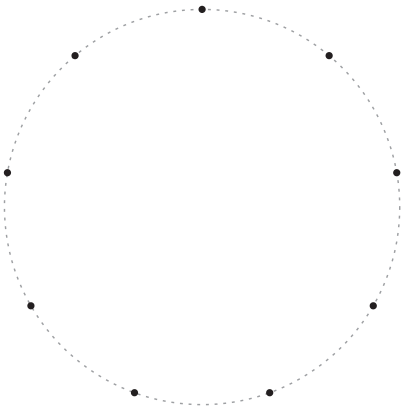


_____ hliðar

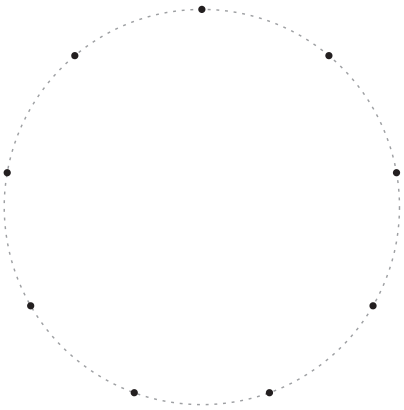
[··] Teiknaðu marghyrninga.



fimmhyrningur

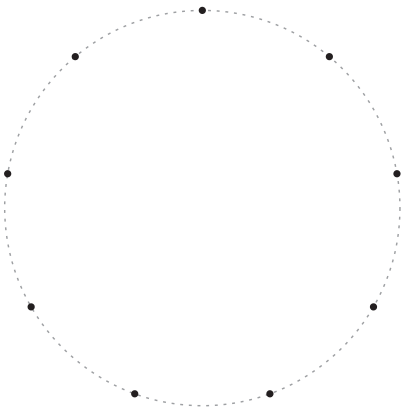


sjöhyrningur

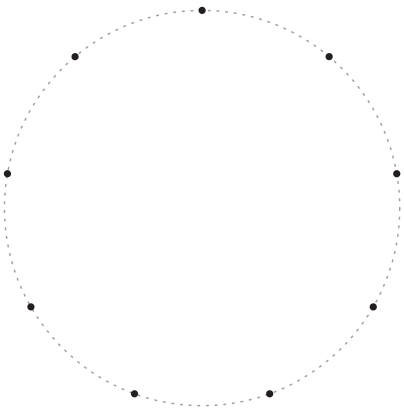


níhyrningur

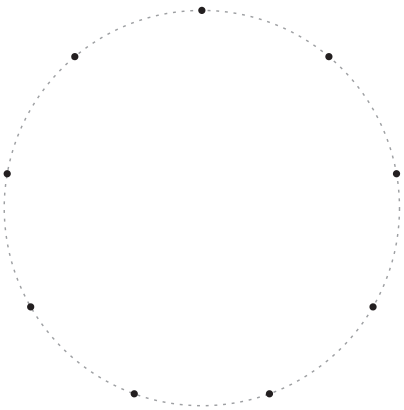
[∴] Teiknaðu og skrifaða heiti mismunandi marghyrninga.



_____



_____

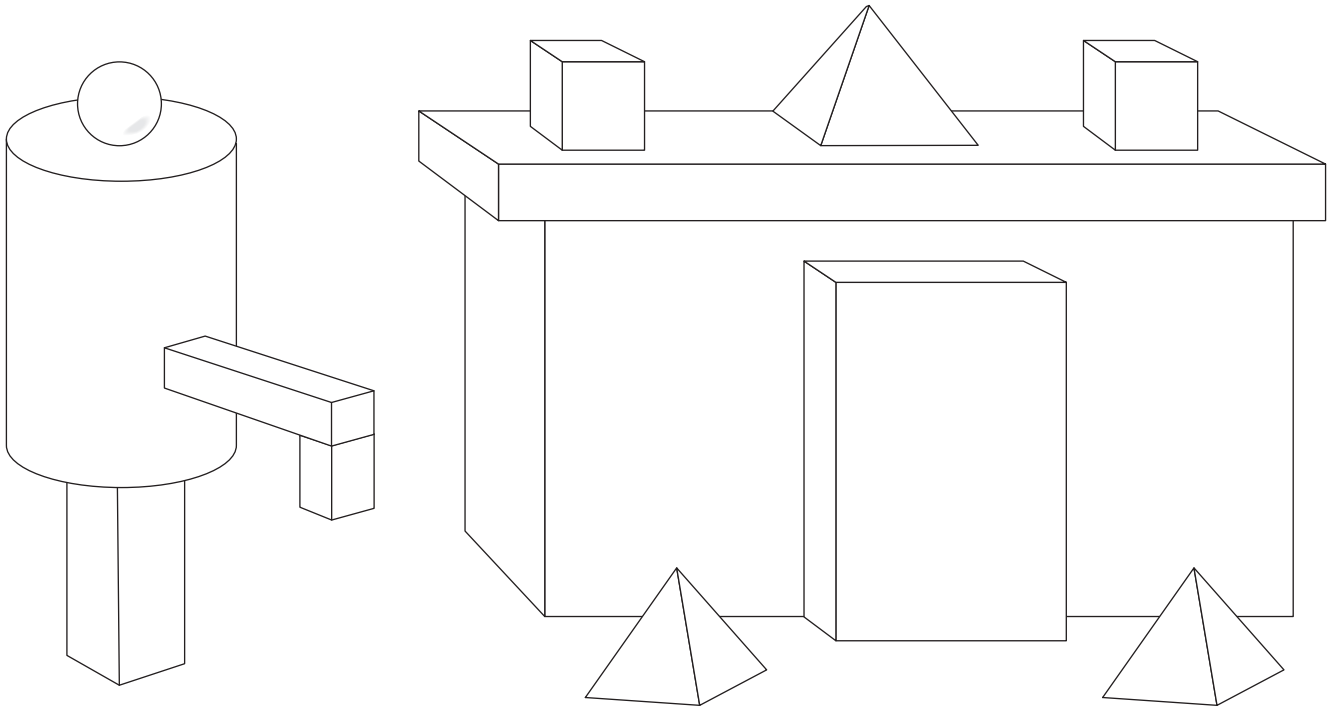


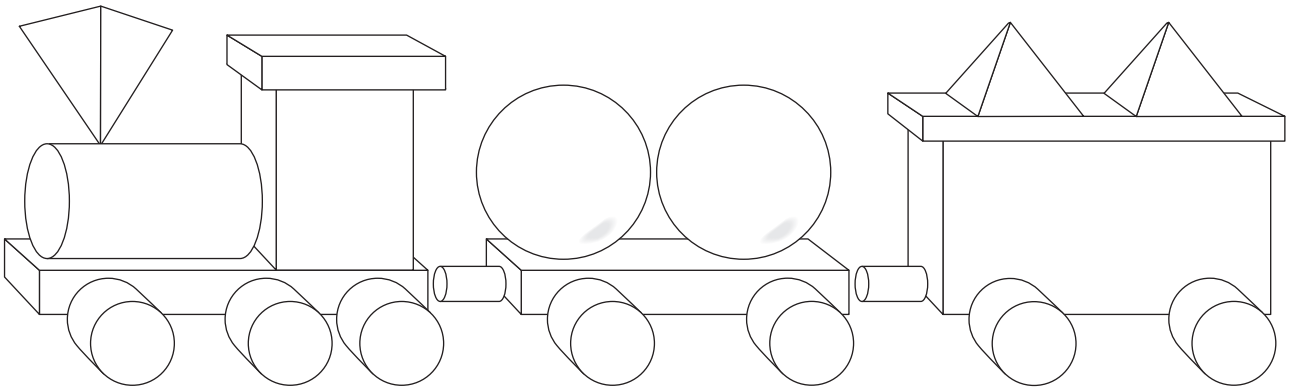
_____

- Nemendur telja hliðarnar í hverjum marghyrningi og skrá svarið. Gott er að þeir átti sig á að hornin eru jafn mörg hliðunum.
•• Nemendur teikna hyrninga með horn í punktunum.
••• Nemendur teikna marghyrninga. Punktar á hringnum mynda hornin. Nemendur skrá heiti marghyrninganna. Engir tveir mega vera eins.

14 Rúmfræðiform

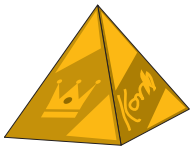
[·] Litaðu formin á myndunum.

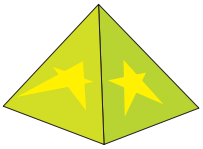


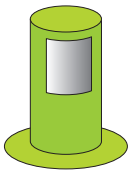


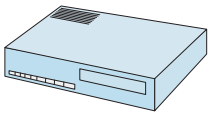
- Nemendur eiga að bera kennsl á rúmfræðiformin á myndinni og lita þau samkvæmt fyrirmælum efst á blaðsíðunni.

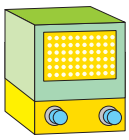
[·] Sýndu með teikningu hvernig botninn er í laginu.





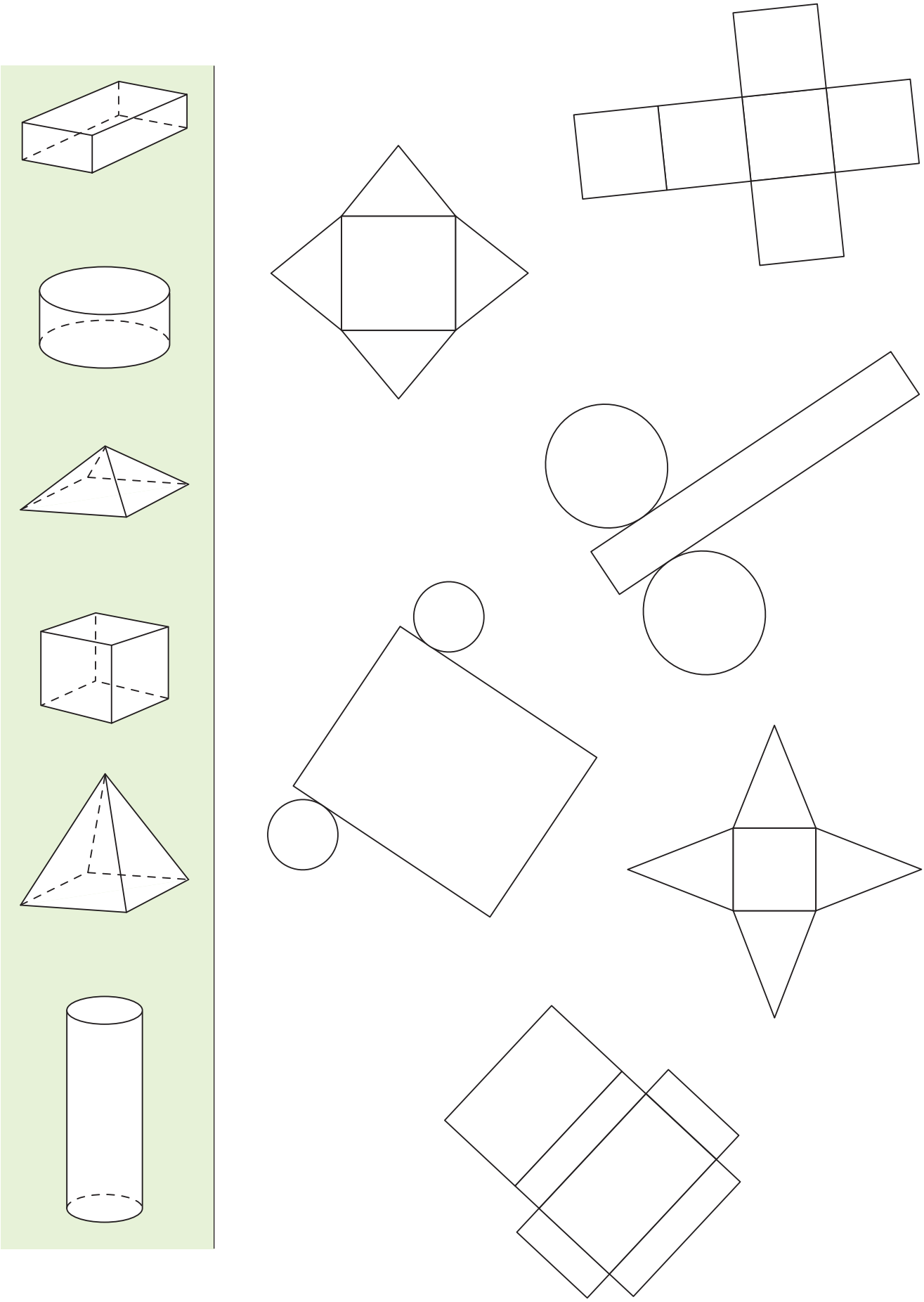






- Nemendur teikna formið sem er á botni þrívíðu hlutanna.

[·] Hvaða myndir passa saman? Dragðu strik milli þeirra.



- Nemendur finna hvernig þrívíðu hlutirnir til vinstri líta út þegar þeir eru flattir út. Síðan draga þeir strik milli þrívíðu hlutanna og útflöttu myndanna til hægri.

[·] Hvaða tvær myndir eru eins?

- Nemendur finna hvaða tveir vitar eru alveg eins.

[·] Skrípó og Skrípólína eru á leið niður á strönd. Hvað eru þau að segja hvort við annað?

56 + 28 = A	45 + 45 = Ó	72 + 19 = V
55 + 32 = D	42 + 47 = I	27 + 52 = Y
26 + 68 = U	67 + 28 = K	32 + 38 = S
52 + 47 = L	58 + 38 = M	40 + 40 = J
23 + 49 = Đ	63 + 35 = N	55 + 26 = Í

91	89	72

70	95	94	99	94	96

70	79	98	87	84

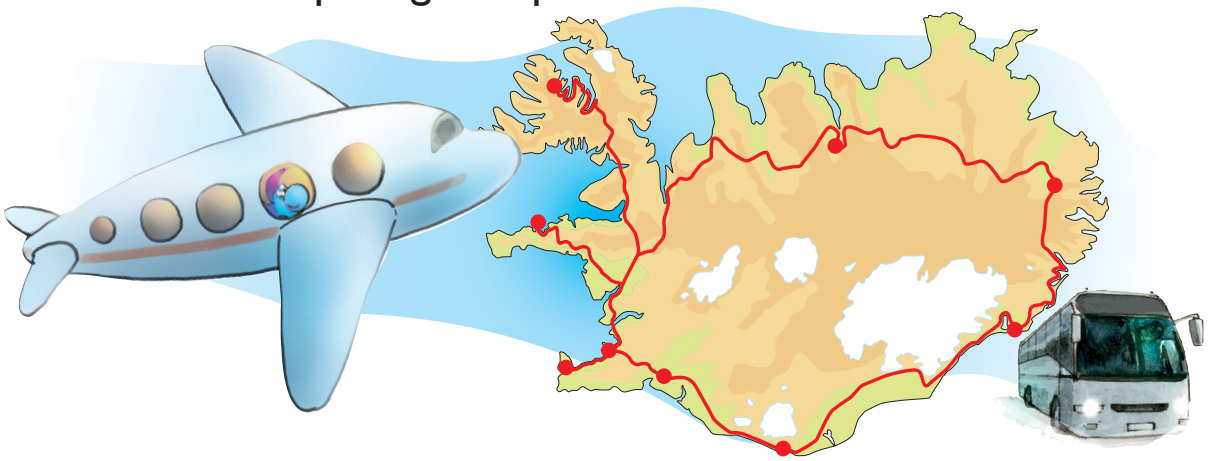
81

70	80	90	98	94	96

!

- Nemendur reikna dæmin og skrifa viðkomandi bókstaf í reitinn með réttu svari. Þá kemur í ljós hvað Skrípó og Skrípólína segja.

[·] Hvert ætla Skrípó og Skrípólína í fríinu?



92 – 25 = A	74 – 18 = Ú	93 – 28 = H
100 – 50 = É	100 – 25 = N	92 – 49 = R
75 – 15 = E	91 – 19 = S	84 – 26 = T
76 – 52 = G	80 – 29 = M	73 – 28 = U
86 – 22 = I	83 – 21 = F	78 – 39 = Đ
85 – 14 = L	96 – 35 = V	

Skrípó

51	60	39

62	71	45	24	61	50	71

58	64	71

65	67	62	75	67	43

Skrípólína

51	60	39

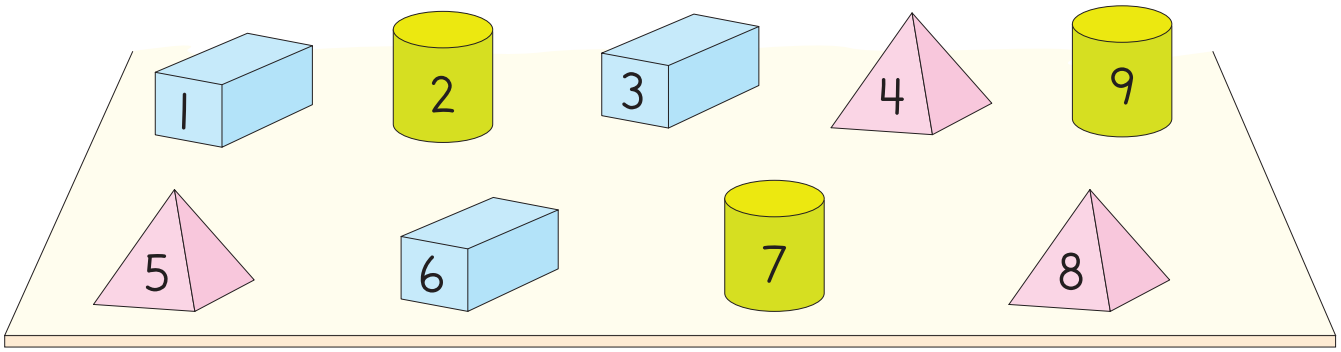
43	56	58	45

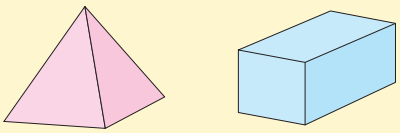
58	64	71

60	24	64	71	72	72	58	67	39	67

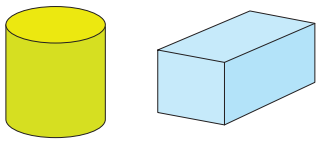
- Nemendur reikna dæmin og skrifa viðkomandi bókstaf í reitinn með réttu svari.

[·] Finndu töluna sem er skrifuð á formin. Búðu til dæmi.

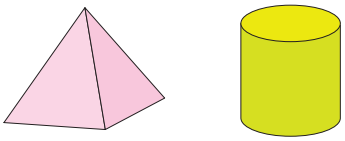




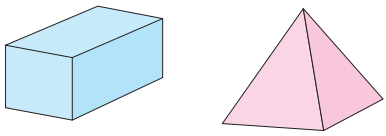
5 + 3 = 8



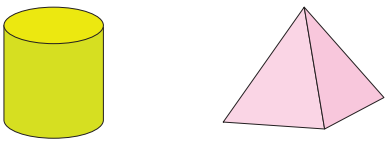
____ + ____ = 15



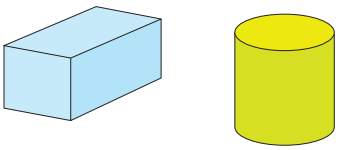
____ + ____ = 10



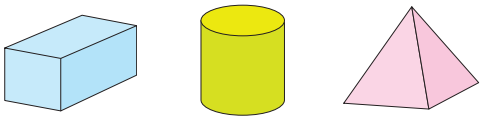
____ + ____ = 14



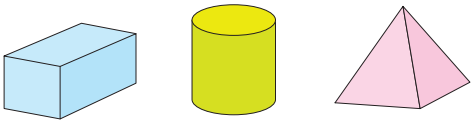
____ + ____ = 15



____ + ____ = 13



____ + ____ + ____ = 18



____ + ____ + ____ = 20

- Nemendur finna hvaða gildi formin hafa í hverju verkefni. Þeir finna myndirnar sem mynda samtals summuna sem gefin er upp.

Sproti 2b
Æfingahefti
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Kápuhönnun: Hanne Dahl

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Umbrot: Námsgagnastofnun
Prentvinnsla: Litróf ehf.

Bók þessa má eigi afrita með neinum hætti, svo sem ljósmyndun, prentun, hljóðritun eða á annan sambærilegan hátt að hluta til eða í heild, án skriflegs leyfis höfunda, þýðanda og útgefanda.

Prentað á endurunninn og vistvænan pappír.

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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.

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