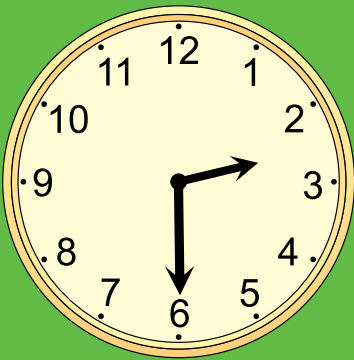


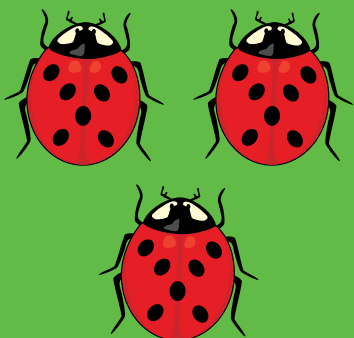
Sproti^{*}

3a

ÆFINGAHEFTI



$$\begin{array}{r} 639 \\ + 117 \\ \hline \end{array}$$



$$24 : 4 =$$

EFNISYFIRLIT

1	Upplýsingar og tölfræði	2
2	Þriggja stafa tölur	8
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6	Margföldun I	40
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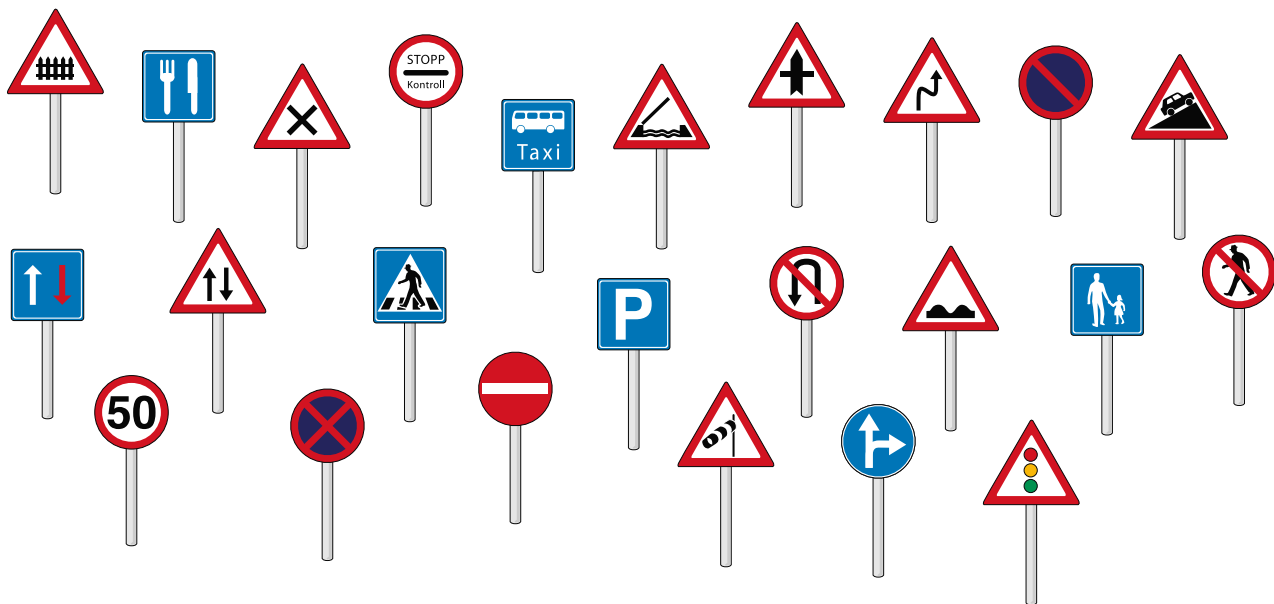
Björnar Alseth • Ann-Christin Arnås • Henrik Kirkegaard • Mona Røsseland

Sprotti

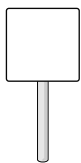
3a

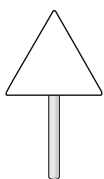
ÆFINGAHEFTI

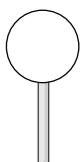
I Upplýsingar og tölfraði



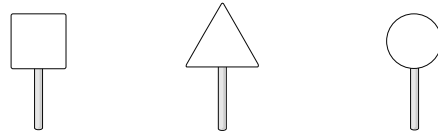
[.] Teldu.





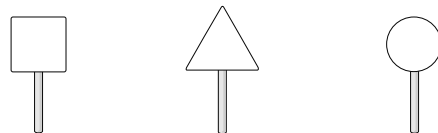


[.] Af hvaða tegund eru fæst skilti?
 Dragðu hring um þá tegund.



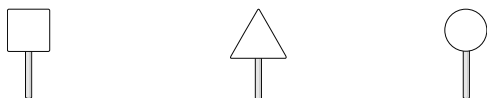
Hve mörg eru slík skilti? _____

Af hvaða tegund eru flest skilti?
 Dragðu hring um þá tegund.



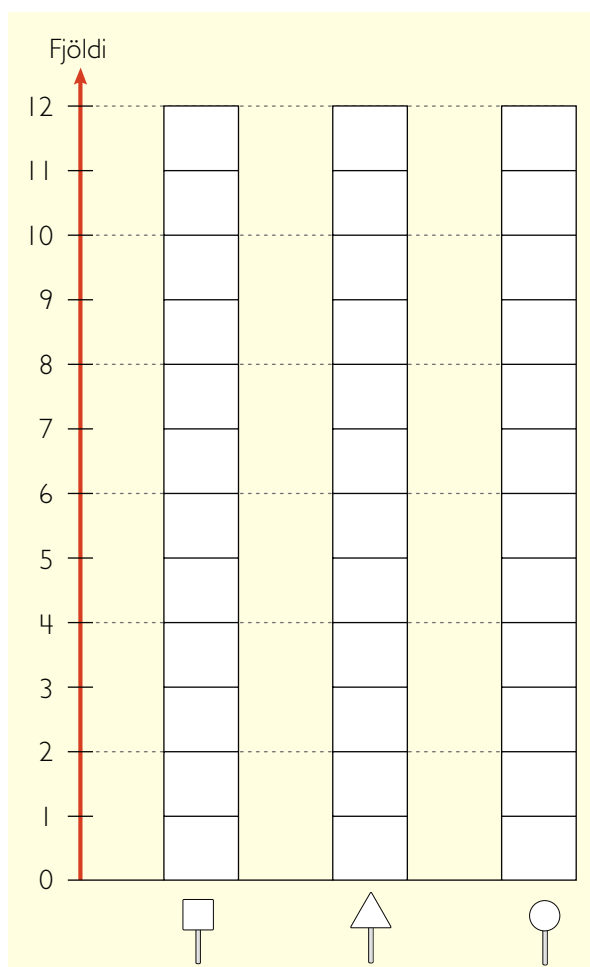
Hve mörg eru slík skilti? _____

Hve mörg eru öll skiltin samtals?

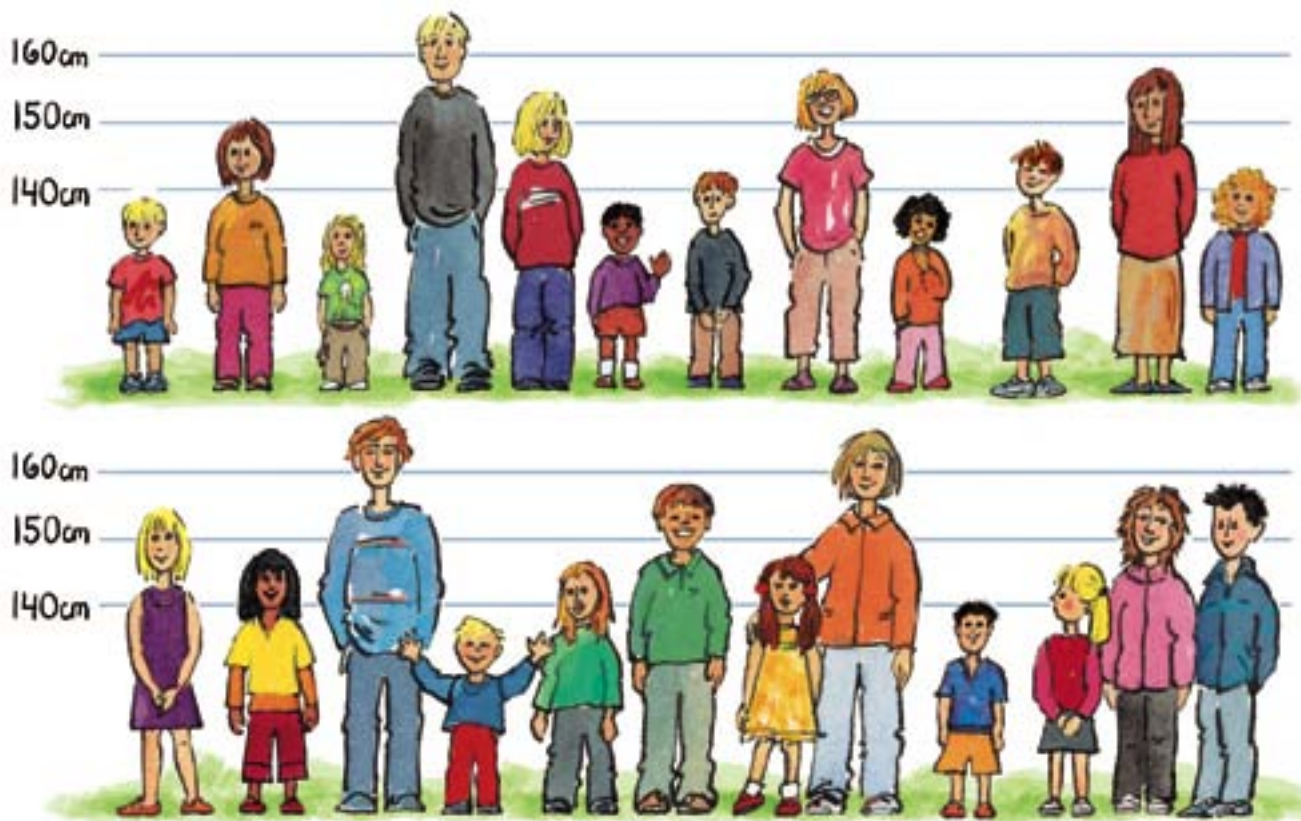


_____ + _____ + _____ = _____

[..] Búðu til súlurit.



- Nemendur nota upplýsingarnar á bls. 2 og svara spurningunum.
- Nemendur lita súlur sem sýna hvað ferhyrndu skiltin, þríhyrndu skiltin og loks hringlaga skiltin eru mörg.



[.] Teldu.

Hæð	Talningarstrik	Fjöldi
Lægri en 140 cm		
Milli 140 og 150 cm		
Milli 150 og 160 cm		
Lægri en 140 cm		

[.] Í hvaða flokki eru fæstir? Dragðu hring.

Lægri en 140 cm Milli 140 og 150 cm

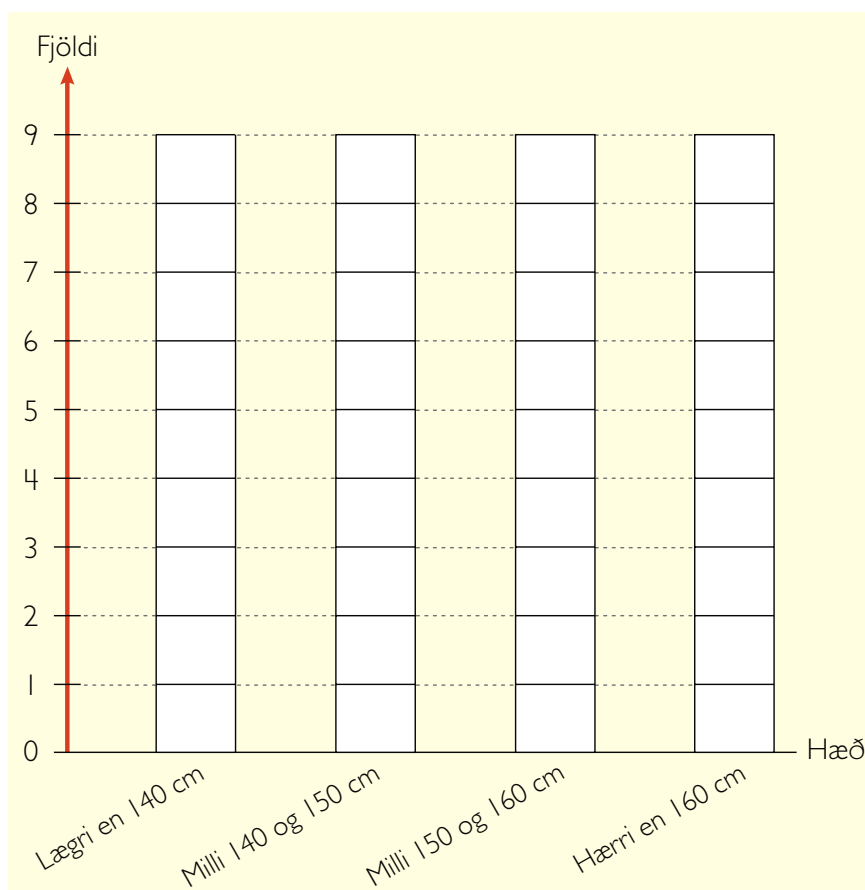
Milli 150 og 160 cm Hærri en 160 cm

[.] Í hvaða flokki eru flestir? Dragðu hring.

Lægri en 140 cm Milli 140 og 150 cm

Milli 150 og 160 cm Hærri en 160 cm

[.] Notaðu töfluna á bls. 4 og búðu til súlurit.

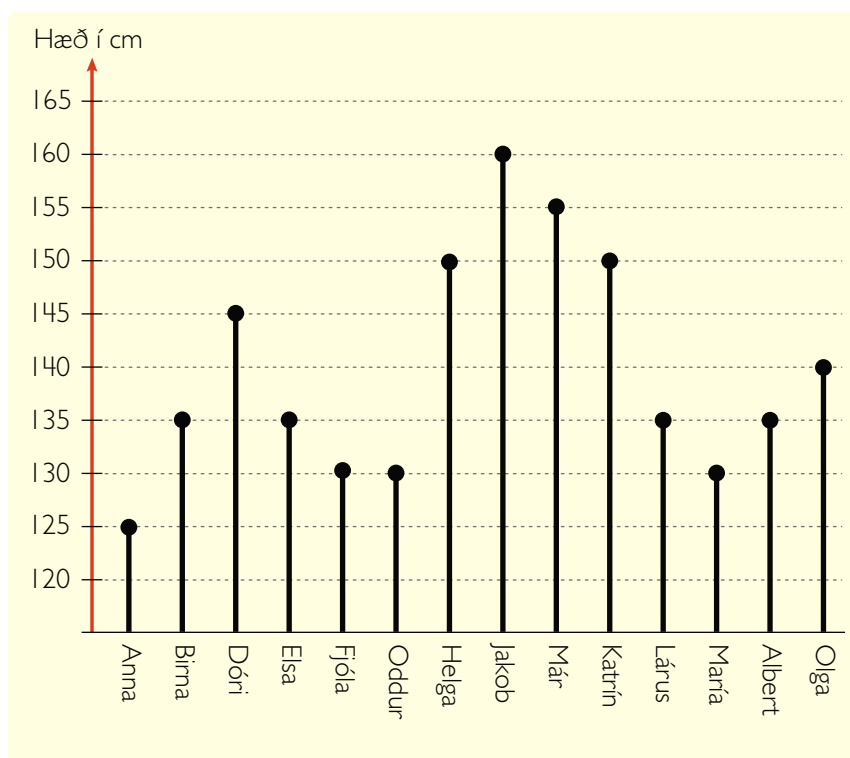


[.] Lestu úr súluritinu.

Hvaða barn er stærst?

Hvaða barn er minnst?

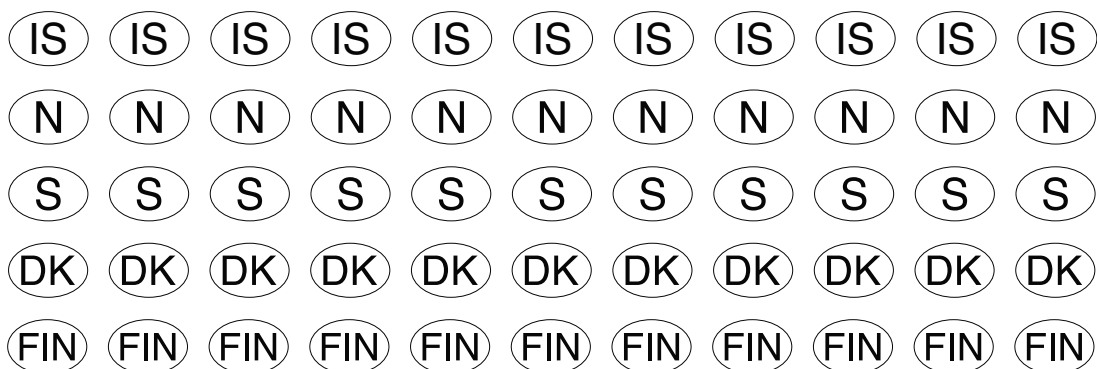
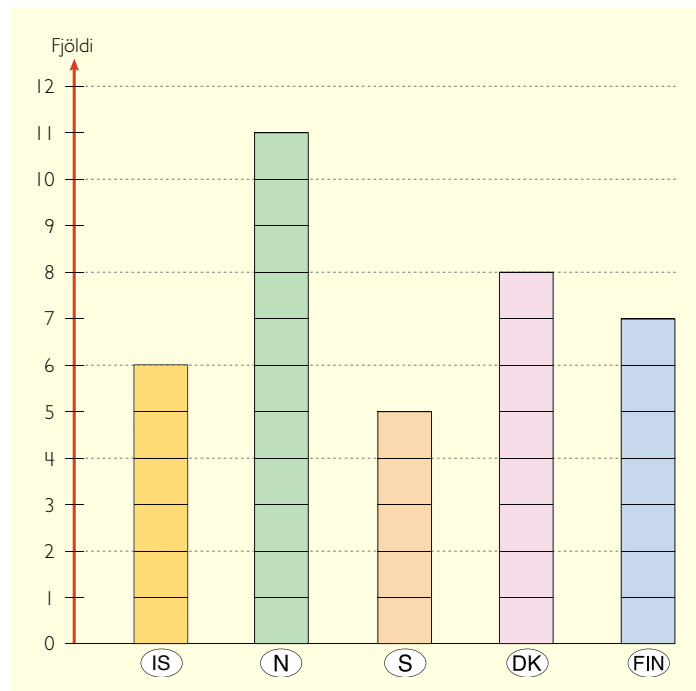
Hvaða hæð er algengust?



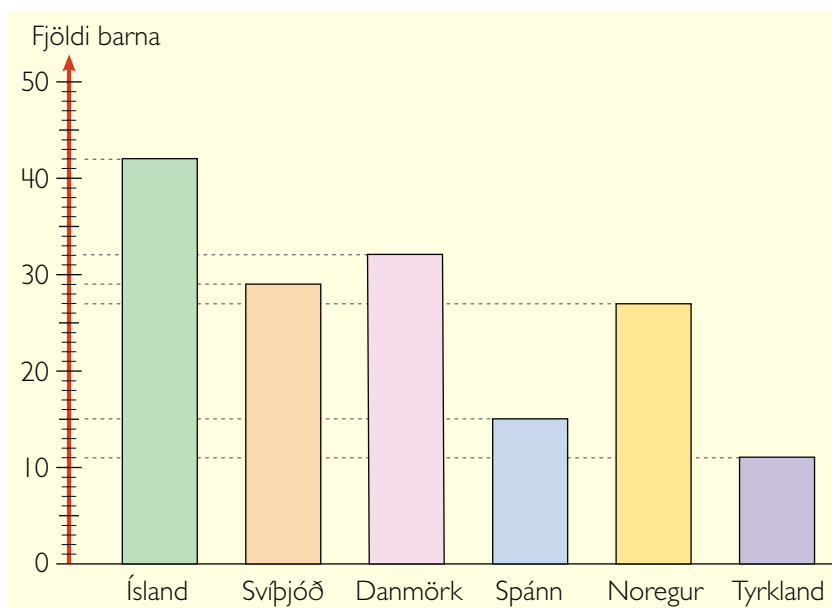
- Nemendur búa til súlur sem sýna hve mörg börn eru í hverjum flokki.
- Nemendur nota súluritið til að svara spurningunum.

[.] Lestu úr súluritinu.

Litaðu jafn mörg merki fyrir hvert land eins og súlurnar sýna.



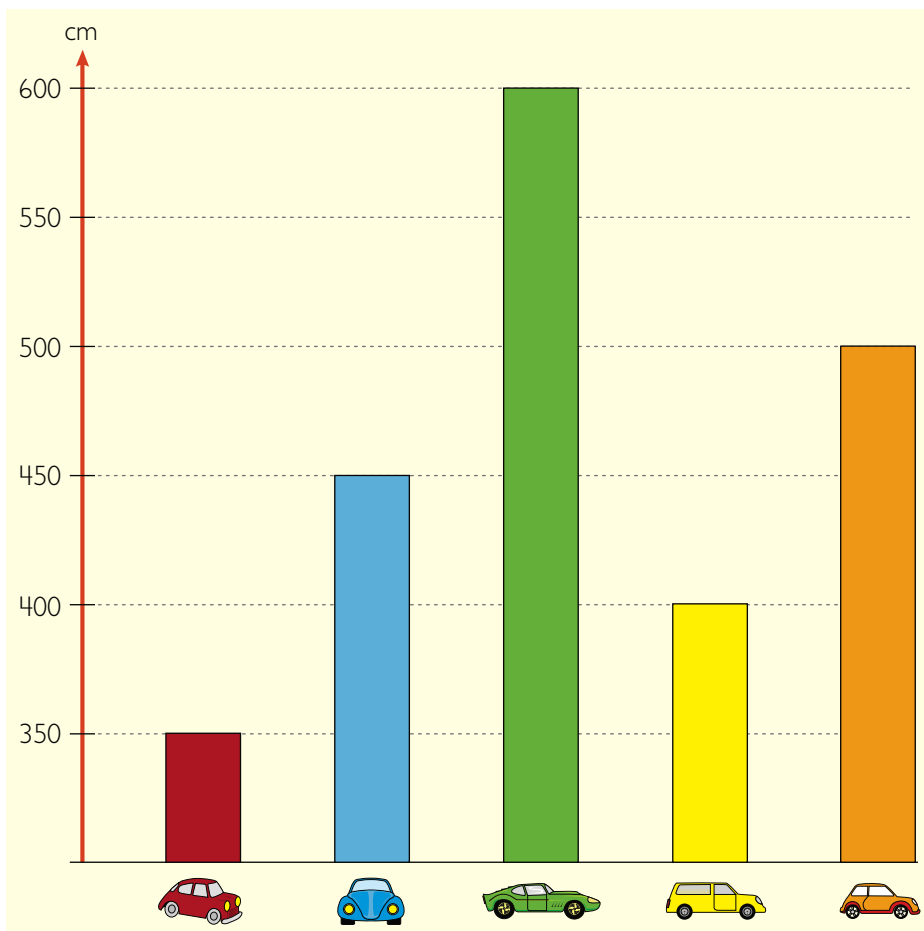
[.] Súluritið sýnir í hvaða löndum nemendur í einum skóla verða í fríinu. Skráðu hve mörg börn verða í hverju landi fyrir sig.



Land	Fjöldi
Tyrkland	
Noregur	
Spánn	
Danmörk	
Svíþjóð	
Ísland	

- Nemendur lesa úr súluritinu og lita réttan fjölda merkja fyrir hvert land.
- Nemendur lesa úr súluritinu og skrá hve mörg börn dvelja í sumarfríinu sínu í hverju landi.

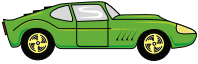
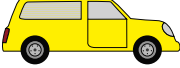
[·] Súluritið sýnir lengd fimm bíla.



Við vitum að

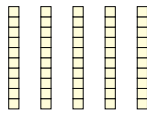
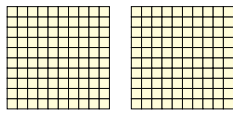
- Björn á lengsta bílinn
- bíll Helga er styttri en bíll Maríu
- bíll Kötu er lengri en bíll Maríu
- bíll Gunnars er stystur

Hverjir eiga bílana?

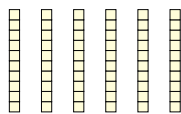
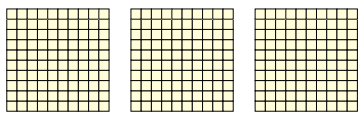
				

2 Þriggja stafa tölur

[·] Hvaða tölu tákna kubbarnir?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

[·] Skiptu tölunni í hundruð, tugi og einingar.

$$283 = \boxed{\hspace{1cm}} \boxed{\hspace{1cm}}$$

$$\underline{200} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$612 =$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

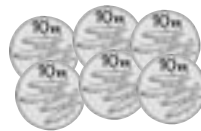
[·] Hve miklir peningar?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

[·] Hvert er gildi tölustafanna?

$$423 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

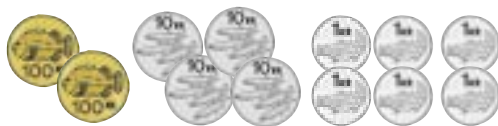
$$228 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

$$109 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

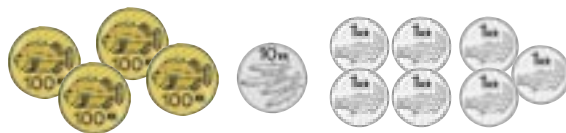
$$540 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

- Nemendur skrá fjölda hundraðkalla, tíkalla og krónupeninga og finna summuna.
- Nemendur skipta tölunum upp eftir sætum með því að skrá gildi hvers tölustafs.

[.] Skráðu tvær tölur næst á undan og næst á eftir.



246



417

[.] Skráðu tvær tölur sem eru 10 minni og tvær sem eru 10 stærri.



556

[.] Skráðu tvær tölur sem eru 100 minni og tvær sem eru 100 stærri.



732

- Nemendur skrá tvær tölur sem eru næst á undan og næst á eftir tölunni sem gefin er upp.
- Nemendur skrá tvær tölur sem eru 10 minni og tvær sem eru 10 stærri.
- Nemendur skrá tvær tölur sem eru 100 minni og tvær sem eru 100 stærri.

[.] Dragðu strik í talnalínuna.

20

60

170

180



40

80

120

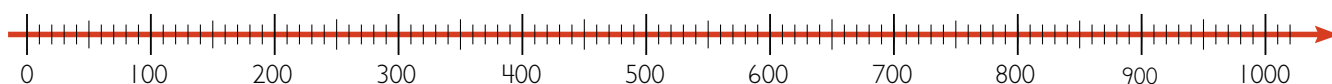
150

80

230

580

950



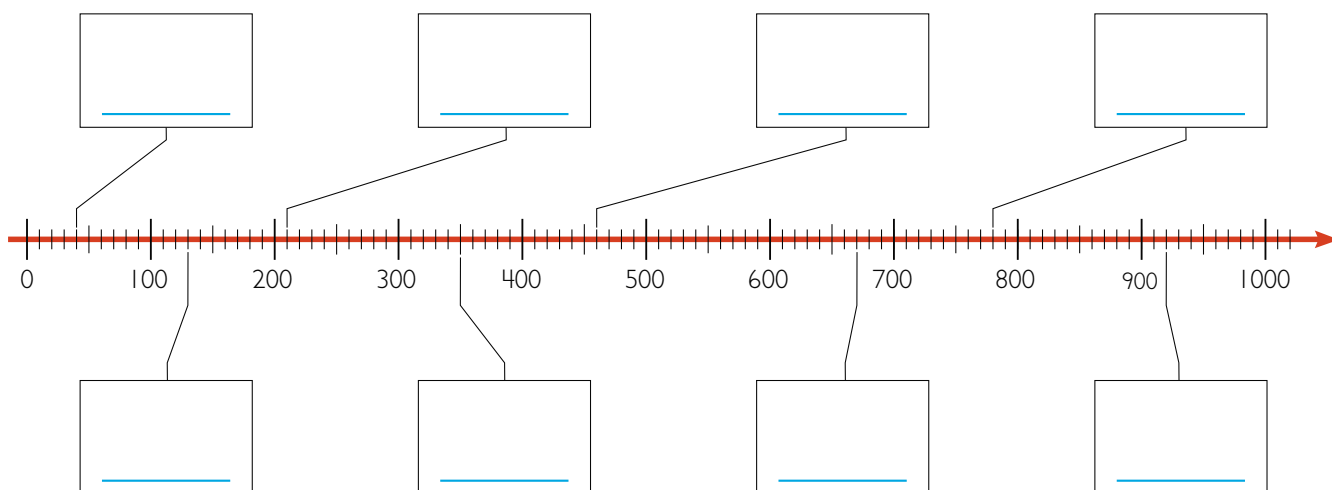
375

715

845

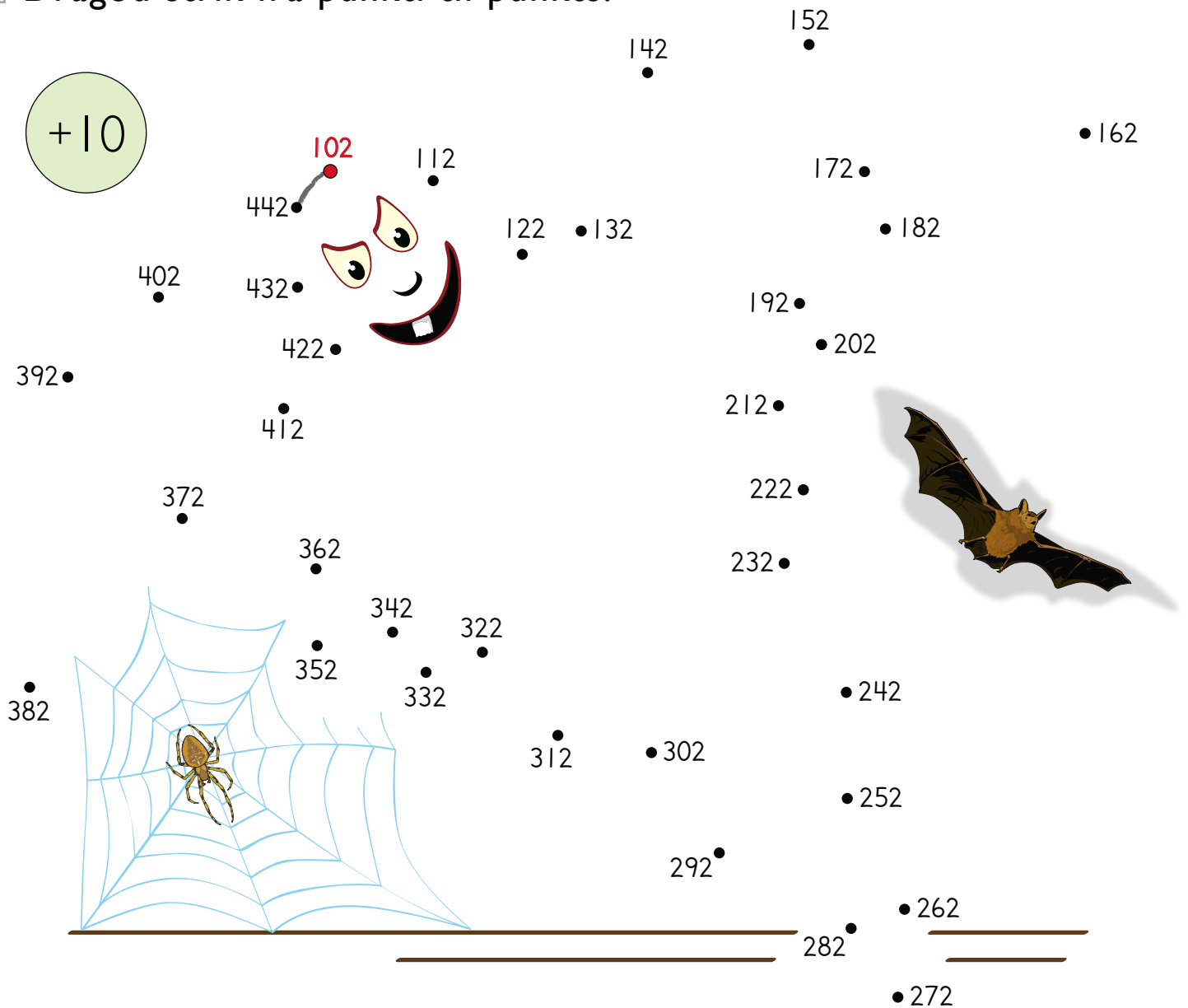
905

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



- Nemendur draga strik frá tölunum í rétta staði á talnalínunni.
- Nemendur lesa af talnalínunni og skrá réttar tölur í reitina.

[·] Dragðu strik frá punkti til punkts.

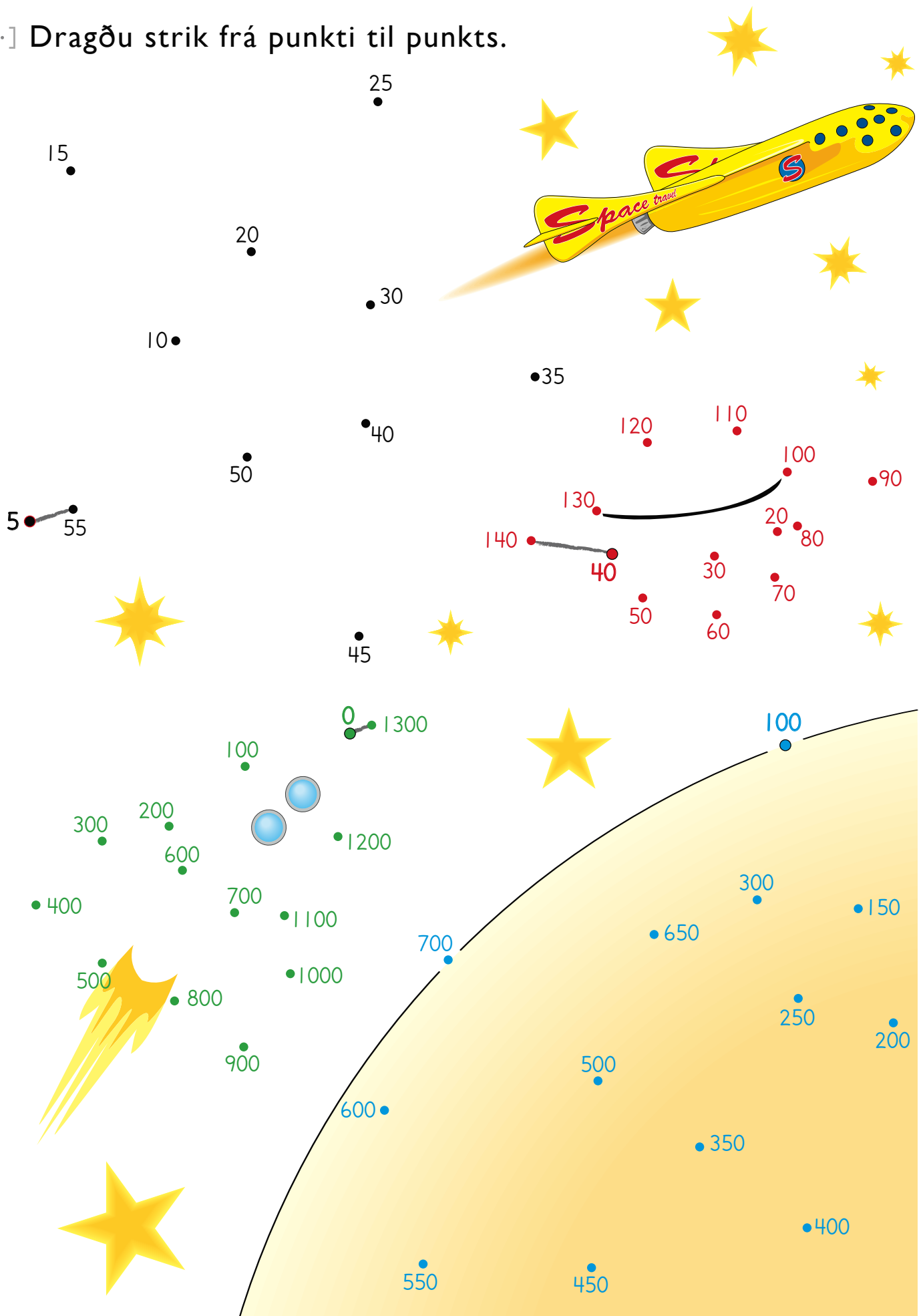


[··] Haltu áfram með talnarunurnar.

-10 348

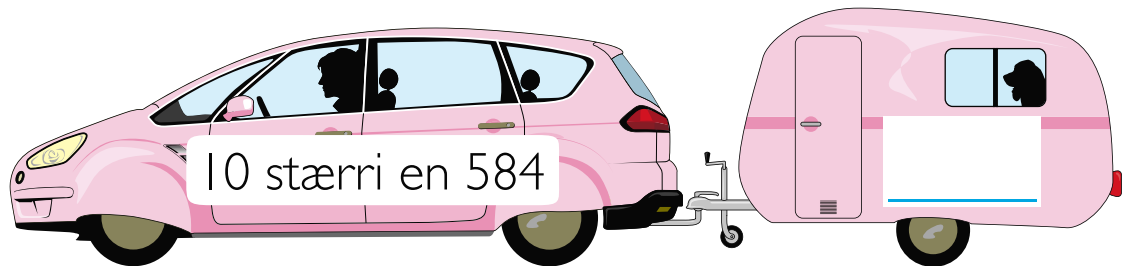
+100 275

[.] Dragðu strik frá punkti til punkts.

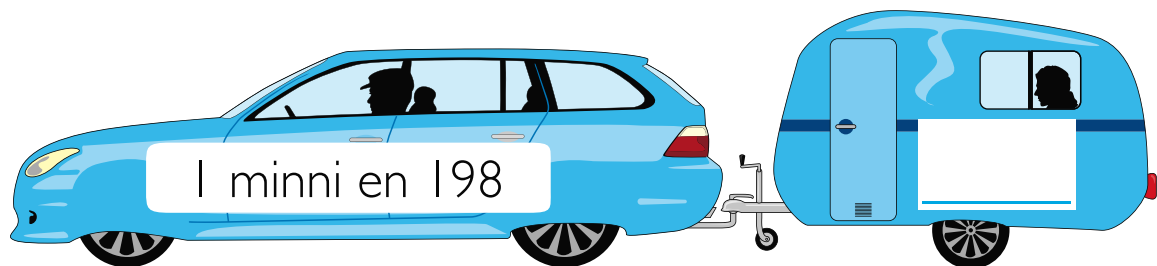


- Nemendur byrja á minnstu tölunni í hverjum lit. Svörtu tölurnar stækka um 5 í hvert sinn, rauðar um 10, grænar um 100 og bláar tölur um 50.

[·] Skráðu tölur sem eru

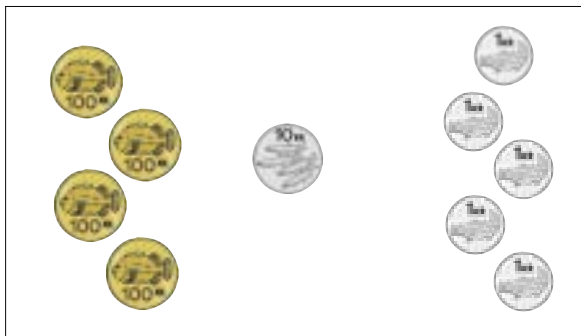


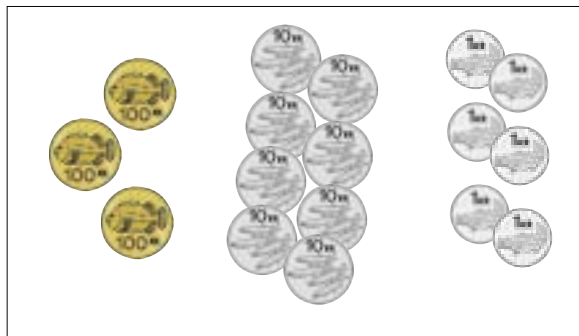
50 stærri en 270 _____
500 stærri en 325 _____
20 stærri en 137 _____

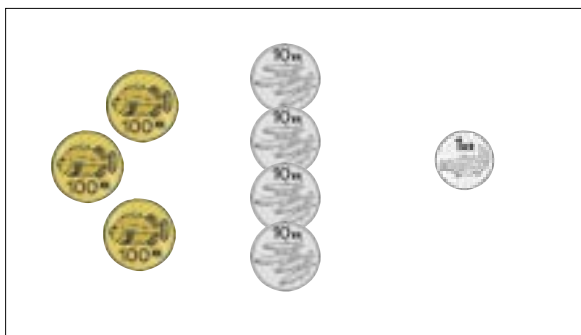


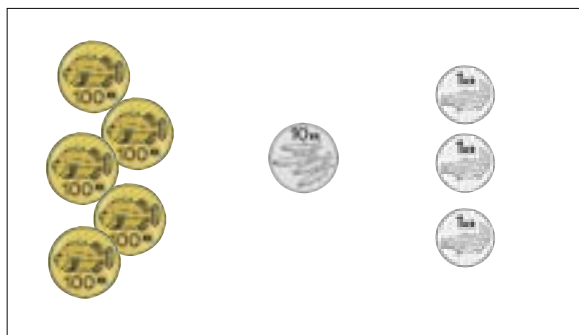
10 minni en 360 _____
100 minni en 970 _____
200 minni en 695 _____
40 minni en 563 _____

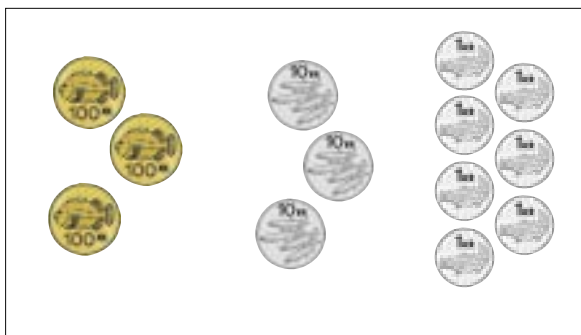
[·] Skrifaðu summurnar. Dragðu hring um hærri upphæðina.

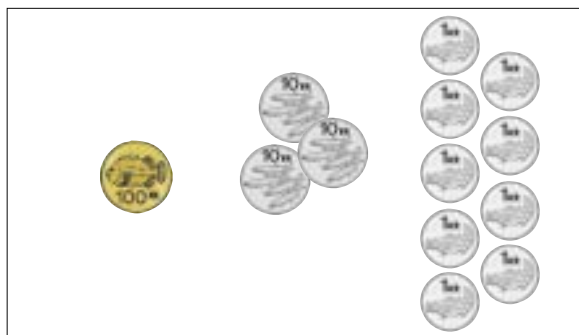


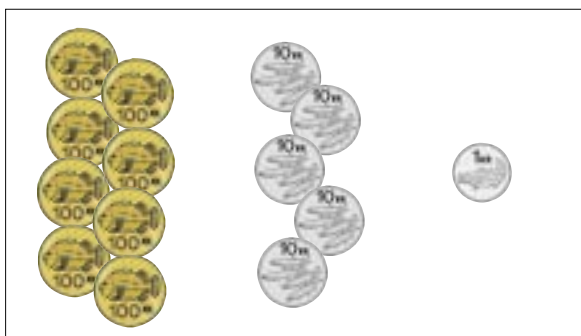


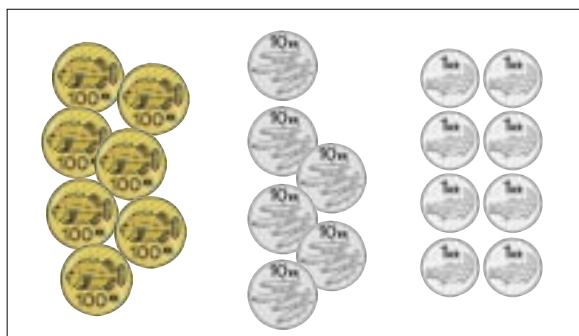










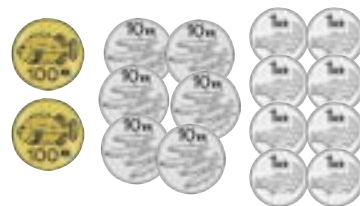


- Nemendur telja peningana, skrá upphæðirnar og draga hring um hærri töluna í hverri röð.

[·] Skrifaðu „er minni en“ eða „er stærri en“ milli talnanna.



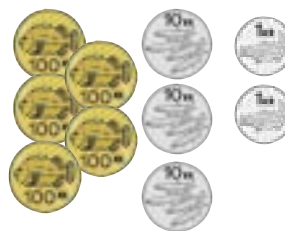
321



268



528



532

720

740

315

319

128

118

467

457

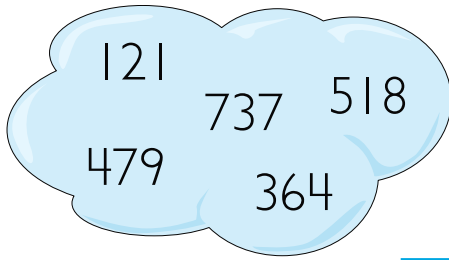
614

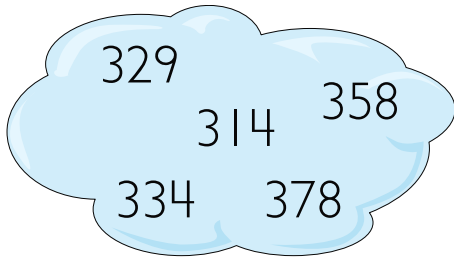
714

809

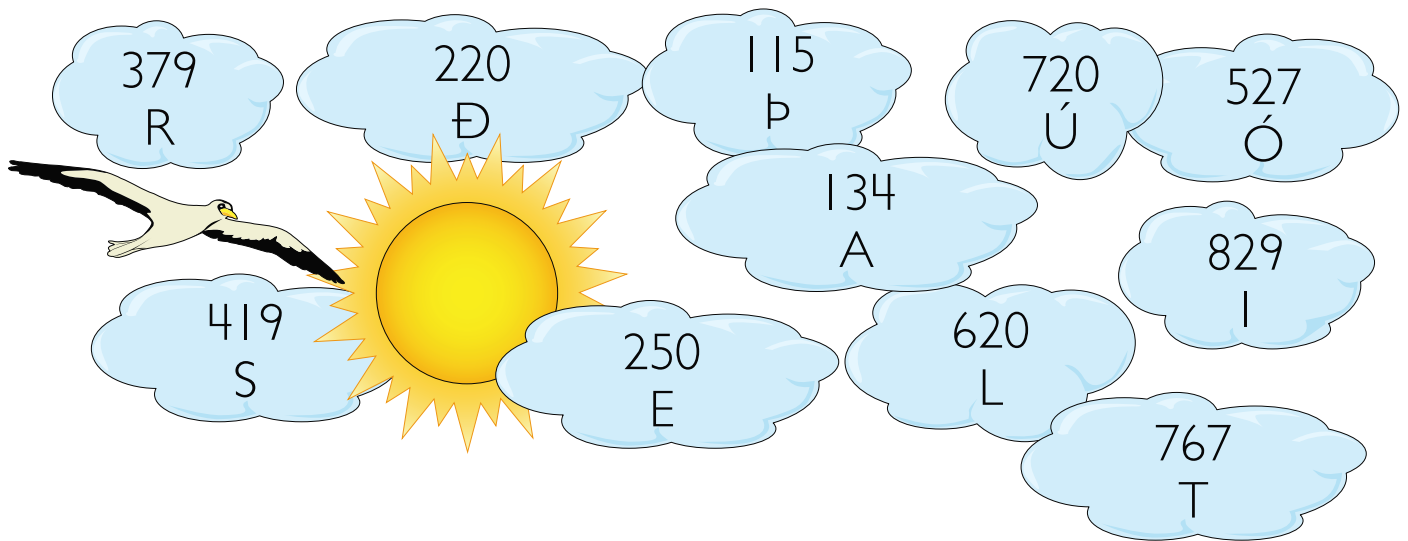
718

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





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



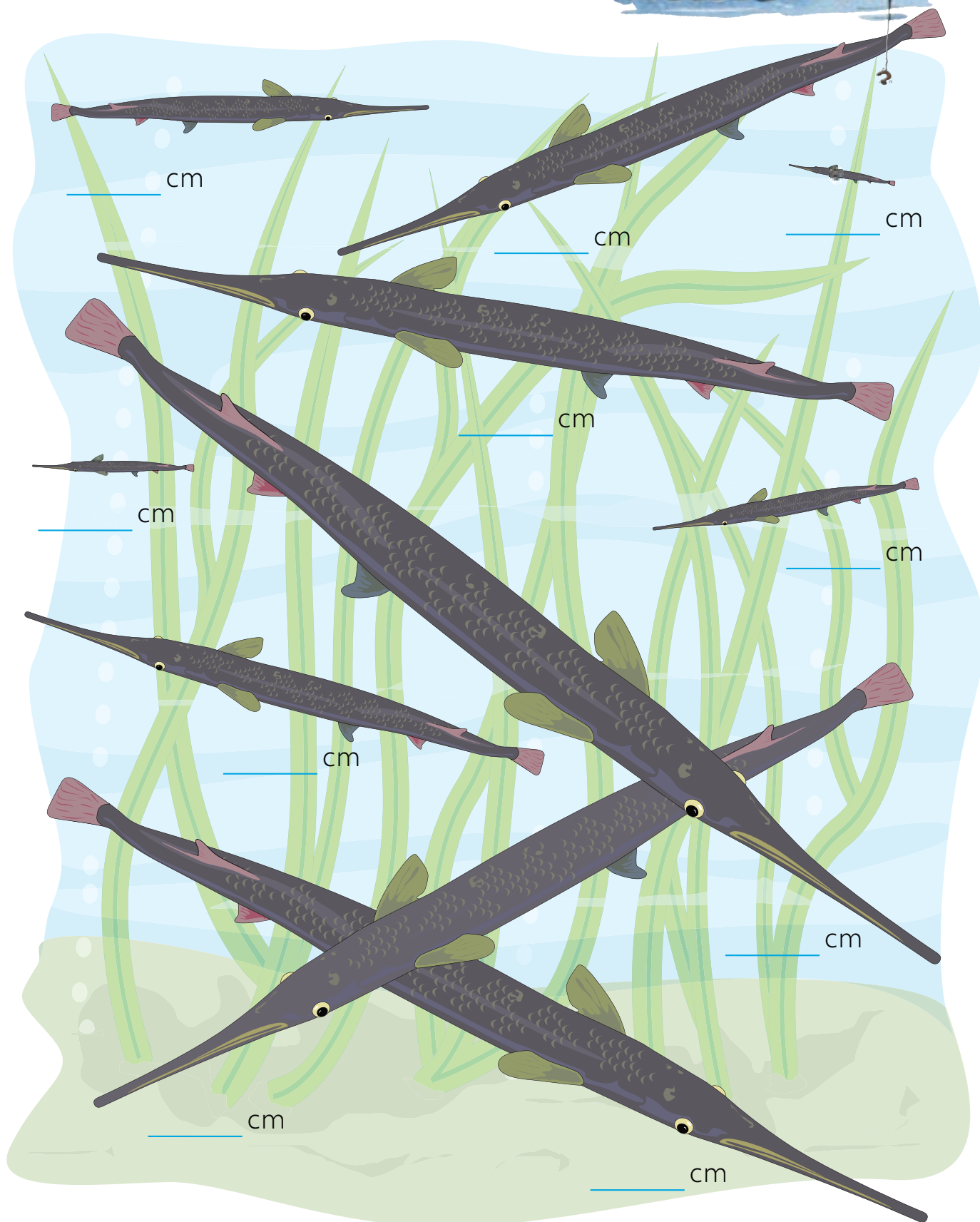
115 _____

Þ _____

- Nemendur skrifa tölurnar í hvoru „talnaskýi“ í röð eftir stærð, minnstu töluna fyrst.
- Nemendur skrifa tölurnar eftir stærð. Þeir skrá bókstafinn, sem fylgir hverri tölu, fyrir neðan hverja um sig. Hvað stendur skrifað?

3 Mælingar

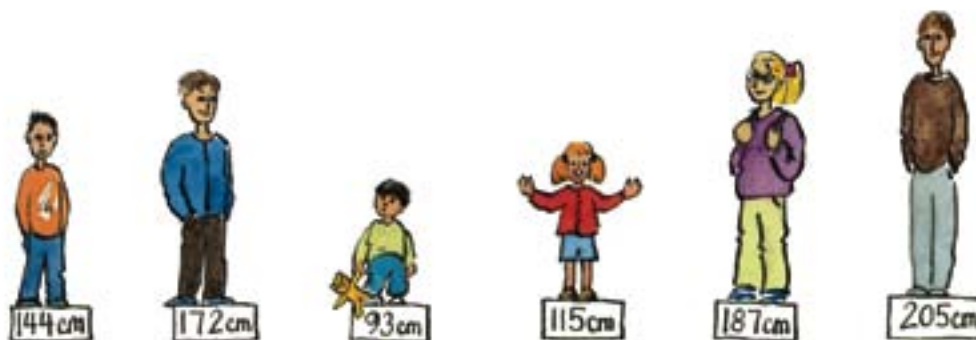
[.] Mældu hvað fiskarnir eru langir.



[.] Dragðu strik í málbandið.



[.] Dragðu strik í málbandið.





$$155 \text{ cm} = 1 \text{ m} + 55 \text{ cm}$$

[·] Breyttu í metra og sentimetra.

$$133 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$178 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$423 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$173 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$797 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$210 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$252 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$318 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$659 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

$$906 \text{ cm} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ cm}$$

[··] Breyttu í sentimetra.

$$1 \text{ m} + 13 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$2 \text{ m} + 27 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$3 \text{ m} + 10 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$6 \text{ m} + 1 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$0 \text{ m} + 85 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$7 \text{ m} + 7 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$3 \text{ m} + 16 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$6 \text{ m} + 8 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$2 \text{ m} + 19 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$5 \text{ m} + 35 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$3 \text{ m} + 9 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$8 \text{ m} + 95 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

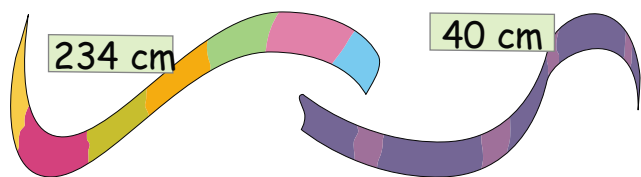
$$9 \text{ m} + 0 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$4 \text{ m} + 4 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

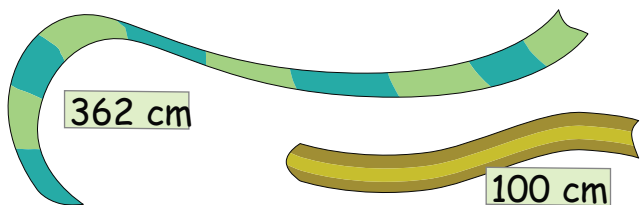
$$6 \text{ m} + 18 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

$$7 \text{ m} + 3 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$$

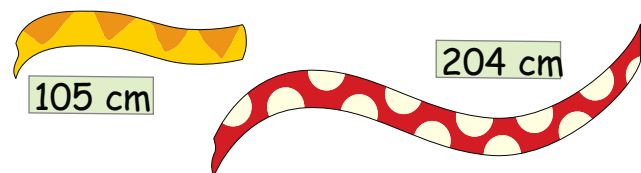
[·] Leggðu saman lengd treflanna.



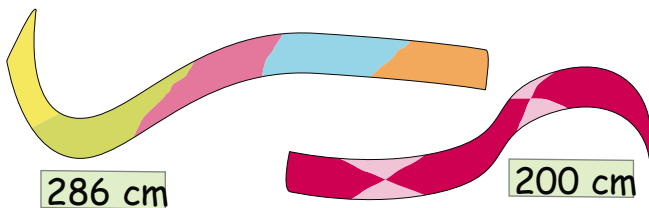
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$



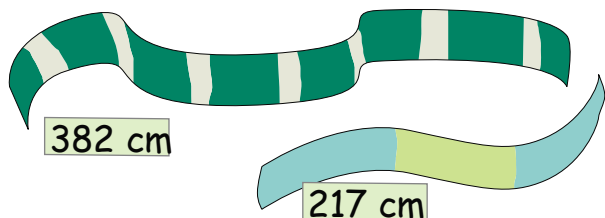
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$



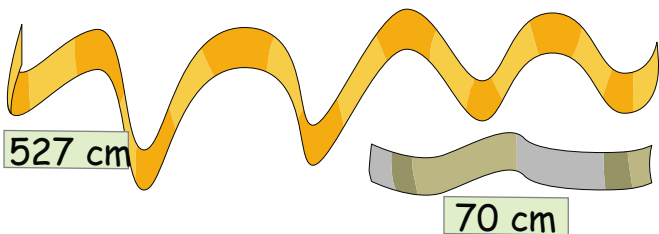
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$



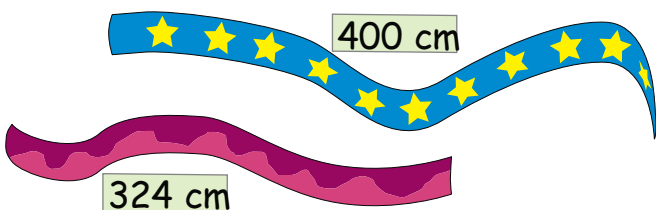
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$

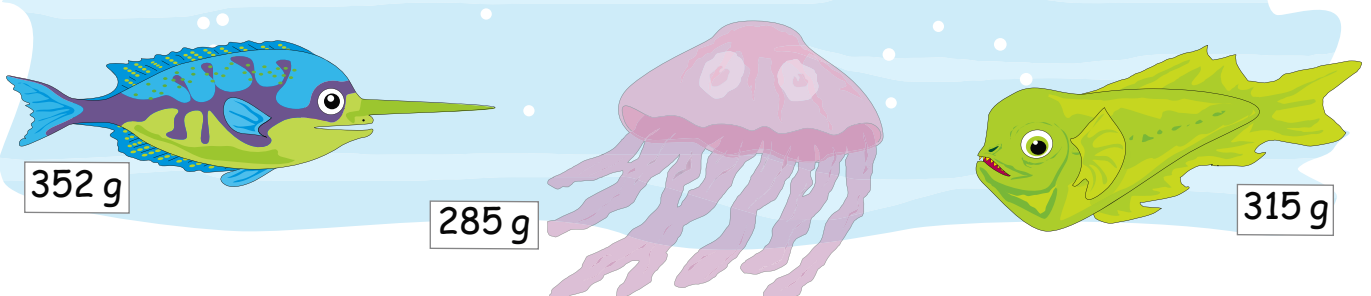
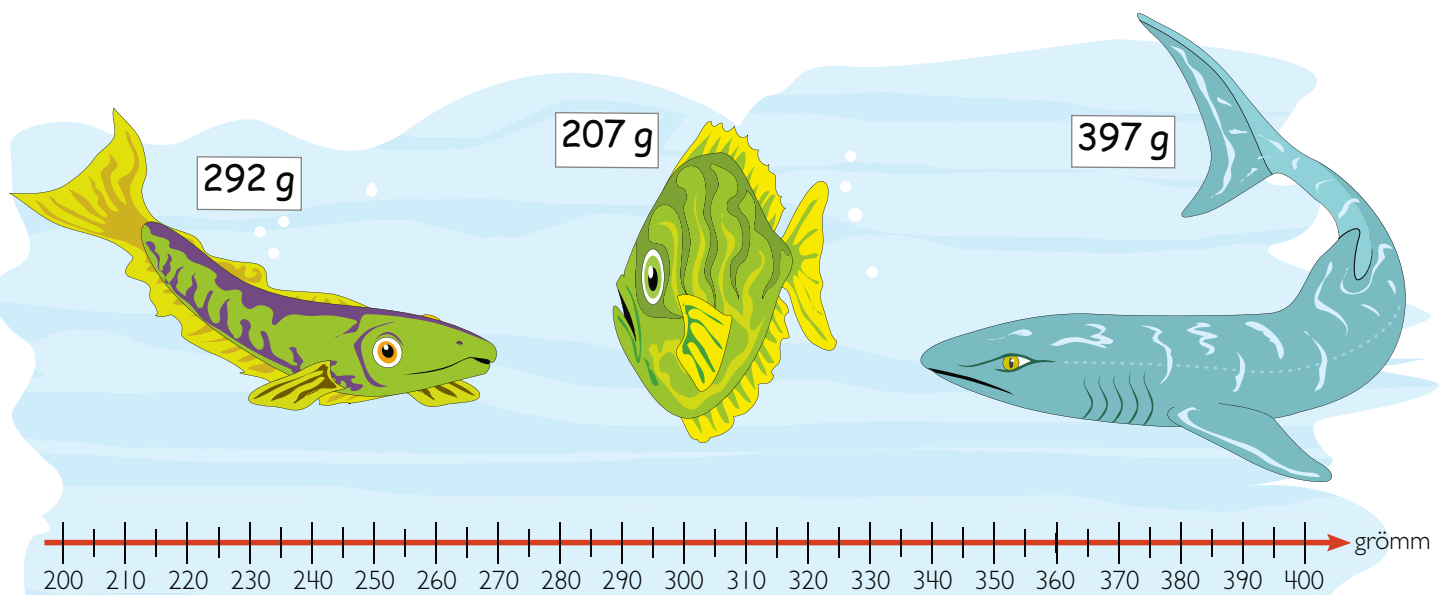
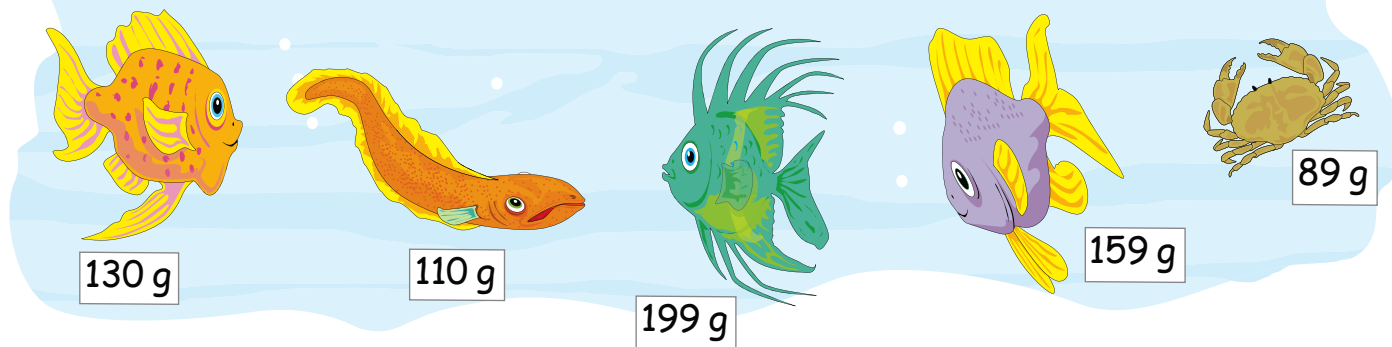
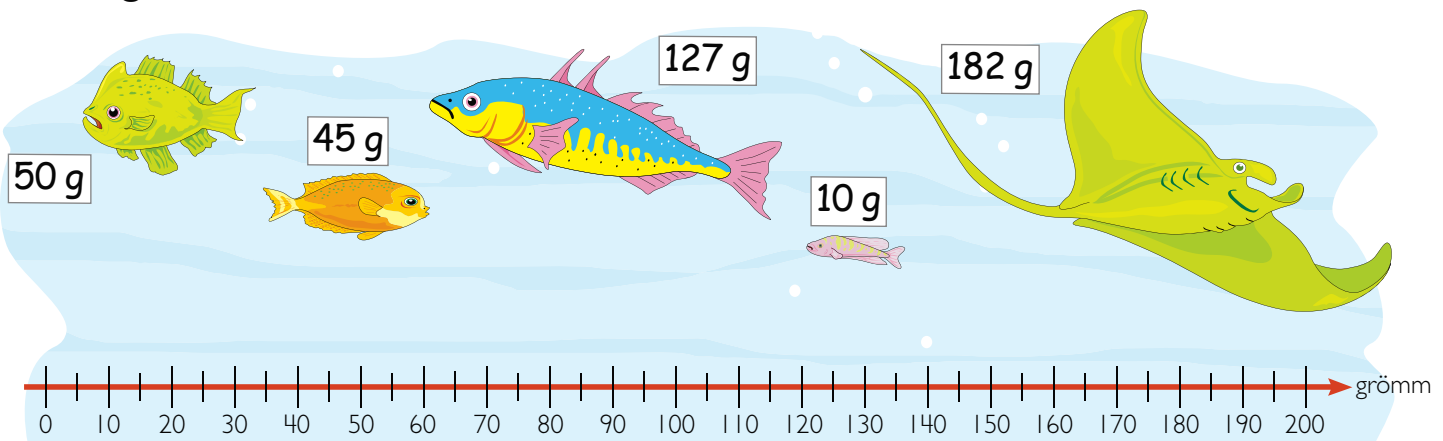


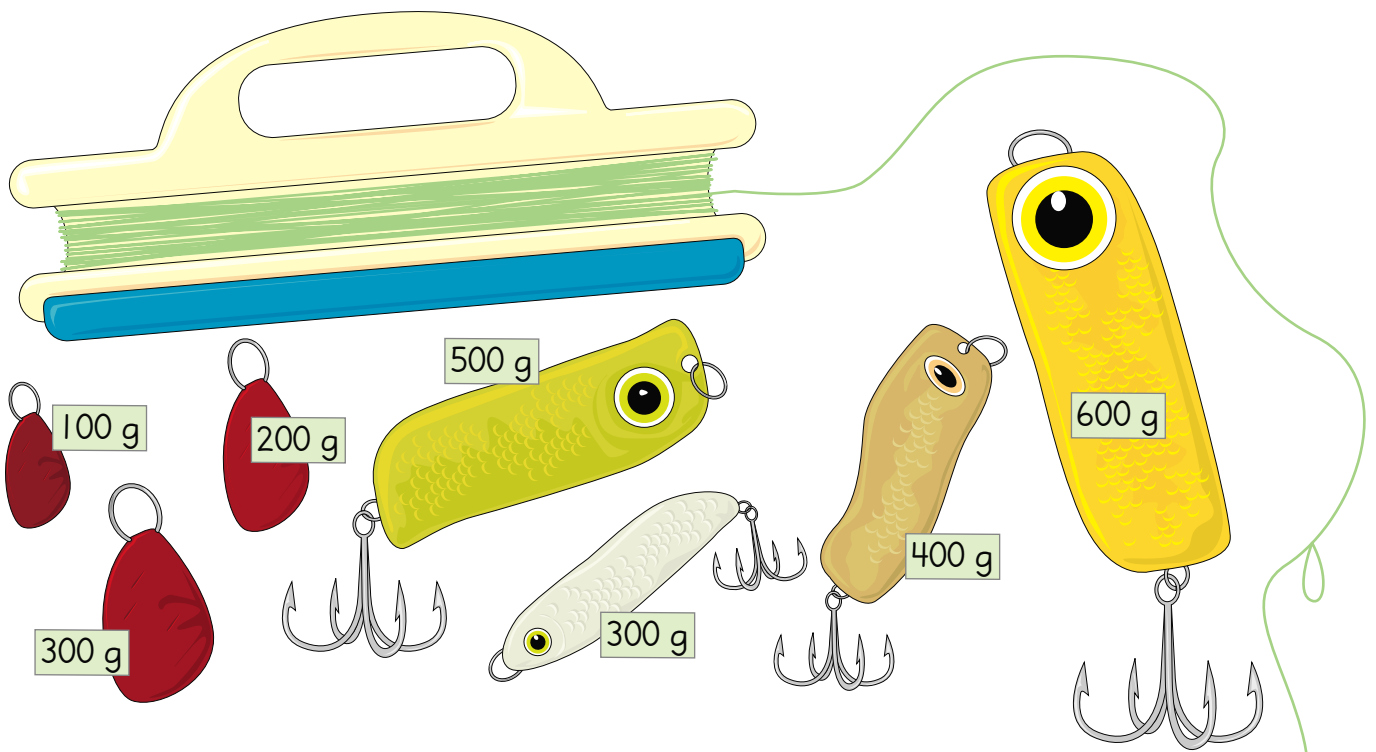
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm}$$

[.] Dragðu strik í talnalínuna.





[.] Veldu lóð og einn eða tvo öngla.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 800 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 800 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 900 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 900 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 1200 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 1200 \text{ g}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 1200 \text{ g}$$

[.] Hve mikið vega ávextirnir samtals?



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$

[.] Reiknaðu dæmin.

$$372 + 425 = \underline{\hspace{2cm}}$$

$$347 + 322 = \underline{\hspace{2cm}}$$

$$653 + 226 = \underline{\hspace{2cm}}$$

$$763 + 135 = \underline{\hspace{2cm}}$$

$$462 + 213 = \underline{\hspace{2cm}}$$

$$246 + 651 = \underline{\hspace{2cm}}$$

$$714 + 282 = \underline{\hspace{2cm}}$$

$$663 + 224 = \underline{\hspace{2cm}}$$

$$284 + 315 = \underline{\hspace{2cm}}$$

$$749 + 250 = \underline{\hspace{2cm}}$$

$$514 + 283 = \underline{\hspace{2cm}}$$

$$382 + 513 = \underline{\hspace{2cm}}$$



[.] Reiknaðu dæmin.

$341 + 648 = \underline{\hspace{2cm}}$

$343 + 355 = \underline{\hspace{2cm}}$

$557 + 242 = \underline{\hspace{2cm}}$

$742 + 237 = \underline{\hspace{2cm}}$

$471 + 528 = \underline{\hspace{2cm}}$

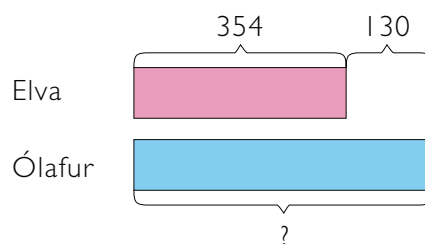
$635 + 242 = \underline{\hspace{2cm}}$

$947 + 43 = \underline{\hspace{2cm}}$

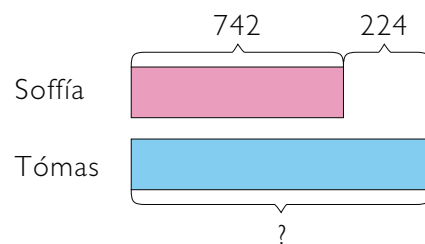
$608 + 252 = \underline{\hspace{2cm}}$

- [.] Elva keypti 354 vínber. Ólafur keypti 130 fleiri vínber en Elva.

Hve mörg vínber keypti Ólafur?



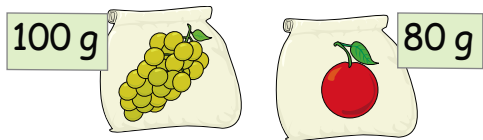
- [.] Soffía á 742 glerkúlur. Þær eru 224 færri en glerkúlur Tómasar. Hve margar glerkúlur á Tómas?



- [.] Jón bakaði 413 bollur á einum degi. Anna bakaði 265 bollum meira en Jón. Hve margar bollur bakaði Anna?

- [.] Emma á 145 frímerki. Þau eru 252 færri en frímerki Andra. Hve mörg frímerki á Andri?

[.] Hve miklu meira vegur þyngri pokinn?



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



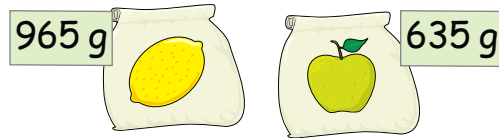
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$$

[..] Reiknaðu dæmin.

$$768 - 242 = \underline{\hspace{2cm}}$$

$$687 - 274 = \underline{\hspace{2cm}}$$

$$694 - 523 = \underline{\hspace{2cm}}$$

$$486 - 256 = \underline{\hspace{2cm}}$$

$$899 - 368 = \underline{\hspace{2cm}}$$

$$527 - 315 = \underline{\hspace{2cm}}$$

$$699 - 375 = \underline{\hspace{2cm}}$$

$$987 - 746 = \underline{\hspace{2cm}}$$

$$368 - 152 = \underline{\hspace{2cm}}$$

$$577 - 367 = \underline{\hspace{2cm}}$$

$$769 - 657 = \underline{\hspace{2cm}}$$

$$438 - 228 = \underline{\hspace{2cm}}$$



- Nemendur finna mismuninn á þyngd ávaxtapokanna og búa til frádráttardæmi.
- Nemendur reikna frádráttardæmin. Rétt er að hvetja þá til að draga einingar frá einingum, tug frá tugum og hundruð frá hundruðum.

[.] Reiknaðu dæmin.

$$679 - 348 = \underline{\hspace{2cm}}$$

$$894 - 573 = \underline{\hspace{2cm}}$$

$$478 - 358 = \underline{\hspace{2cm}}$$

$$537 - 215 = \underline{\hspace{2cm}}$$

$$389 - 274 = \underline{\hspace{2cm}}$$

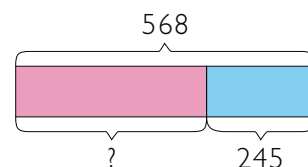
$$765 - 343 = \underline{\hspace{2cm}}$$

$$358 - 237 = \underline{\hspace{2cm}}$$

$$457 - 235 = \underline{\hspace{2cm}}$$

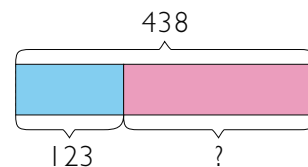
[.] Eitt sumarið fann Ísabella 568 skeljar. Hún gaf nokkrar þeirra og átti þá 245 skeljar eftir.

Hve margar skeljar gaf hún?



[.] Bóndi nokkur setti 438 l af vatni í ker úti á túni. Hestarnir hans drukku 123 l af vatninu.

Hve mikið vatn var eftir í kerinu?



[.] María á 459 glerkúlur. Þær eru 237 fleiri en glerkúlur Andrésar.

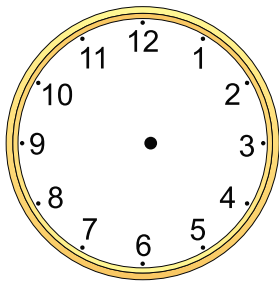
Hve margar kúlur á Andrés?

[.] Trélitir kosta 595 kr. Vaxlitir kosta 240 kr. minna en trélitirnir.

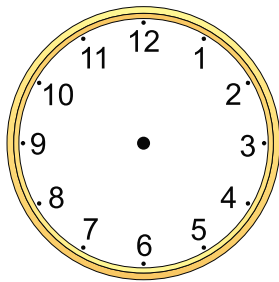
Hvað kosta litirnir samtals?

4 Tími

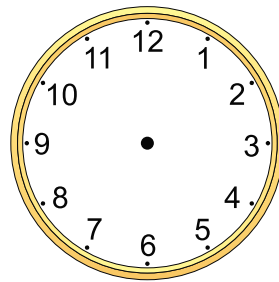
[.] Teiknaðu vísana á klukkurnar.



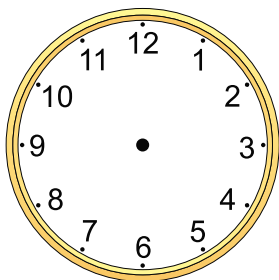
6:00



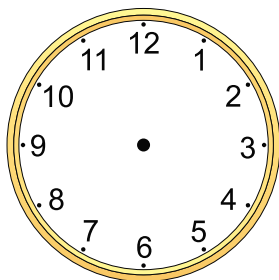
10:30



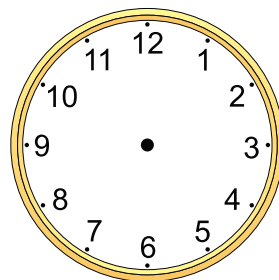
12:30



14:00

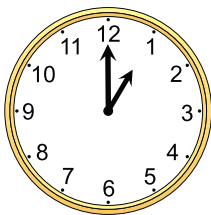


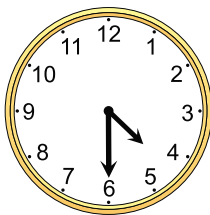
20:30

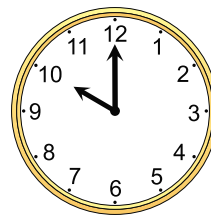


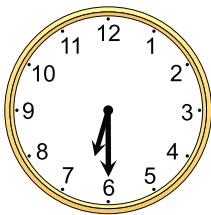
16:00

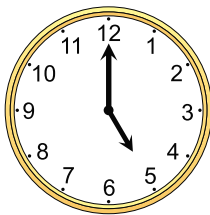
[.] Skráðu tímann.

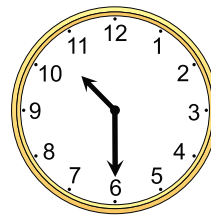










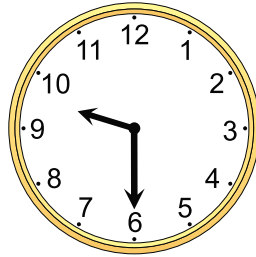


[.] Dragðu strik í réttan tíma.

vantar korter í 7

hálf-tíu

hálf-fjögur



9:30

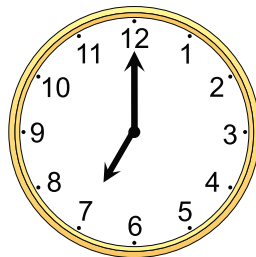
6:45

3:30

7

hálf-tvö

5



7:00

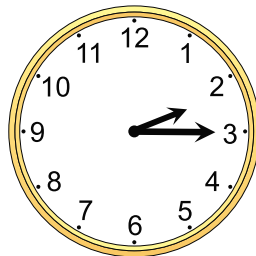
5:00

1:30

korter yfir 9

vantar 15 mín. í 3

korter yfir 2



2:15

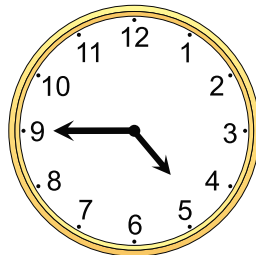
2:45

3:15

vantar korter í 5

korter yfir 9

15 mín. yfir 8



9:15

8:15

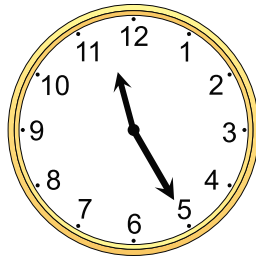
4:45

[·] Dragðu strik í réttan tíma.

25 mín. yfir 12

vantar 25 mín. í 2

11 mín. yfir 5



5:11

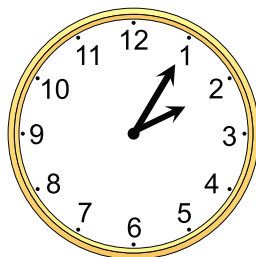
11:25

1:35

5 mín. yfir 2

vantar 5 mín. í 11

2 mín. yfir 1



2:05

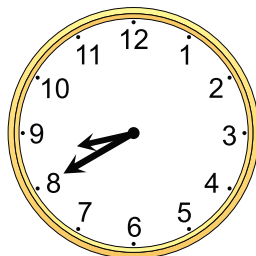
1:02

10:55

vantar 25 mín. í 10

vantar 10 mín. í 5

vantar 20 mín. í 9



4:20

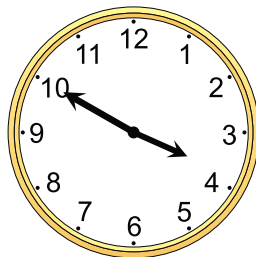
8:40

9:35

hálf-ellefu

20 mín. yfir 10

vantar 10 mín. í 4

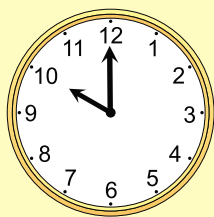


22:20

2:40

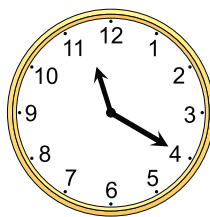
3:50

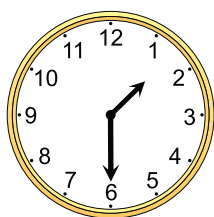
[.] Skráðu tvær tímasetningar við hverja klukkuskífu.

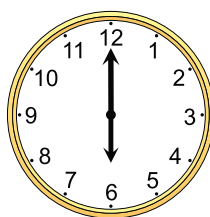


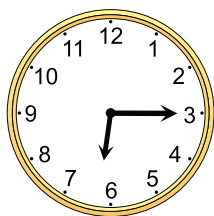
10:00

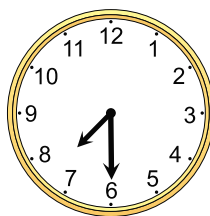
22:00

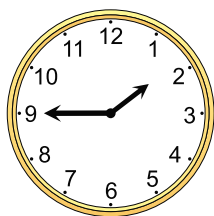


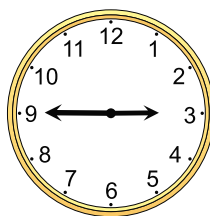








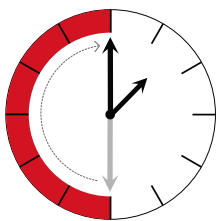




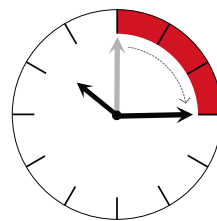


1 klukkustund = 60 mínútur

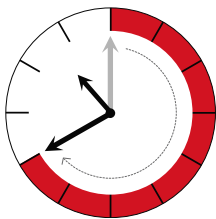
[·] Hve margar mínútur?



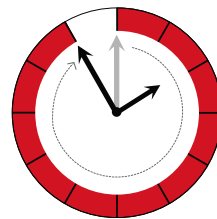
_____ mínútur



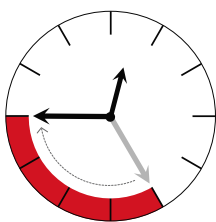
_____ mínútur



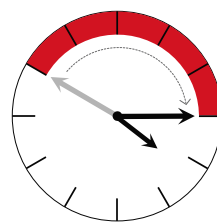
_____ mínútur



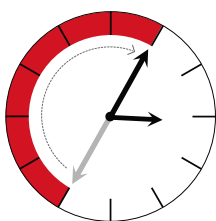
_____ mínútur



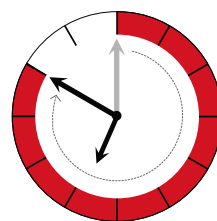
_____ mínútur



_____ mínútur

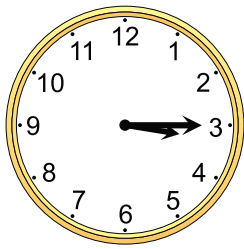


_____ mínútur

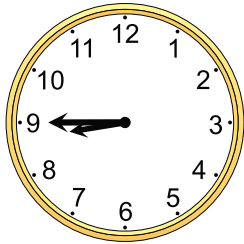
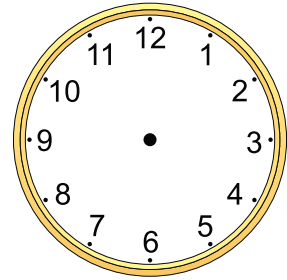


_____ mínútur

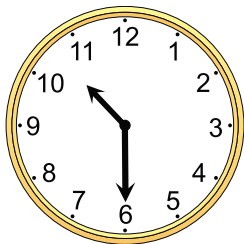
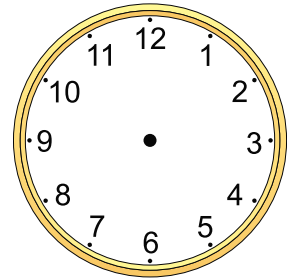
[.] Teiknaðu vísana eða skráðu tímann.



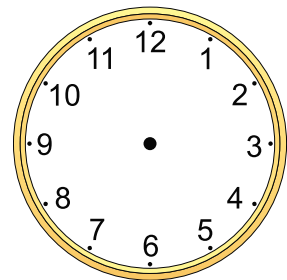
+ 1 tími og 30 mínútur



+ 1 klukkustund og 15 mínútur



+ 2 klukkuþímar og 30 mínútur



[.] Byrjaðu á klukkunni lengst til vinstri, bættu tímanum, sem gefinn er upp í miðjunni, við og sýndu hvað klukkan verður.

14:30

+ 4 klukkuþímar



23:45

+ 2 tímar og 30 mínútur



6:15

+ 20 mínútur



• Nemendur skoða hvað klukkan til vinstri er, bæta við tímanum, sem gefinn er upp í miðjunni, og teikna vísana á klukkuna til hægri.

•• Nemendur bæta tímanum, sem gefinn er upp í miðjunni, við tímann lengst til vinstri og skrá til hægri hvað klukkan verður þá.

5 Rúmfræði

[.] Dragðu strik í rétt form.

kúla

ferstrendingur

sívalningur

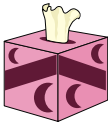
píramídi

teningur

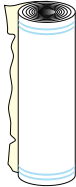




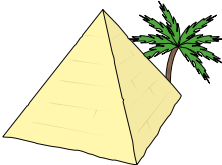






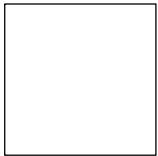




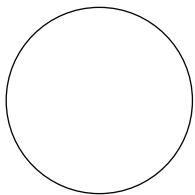





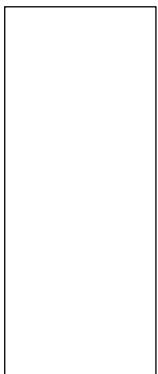
[.] Hvernig er botninn í laginu? Dragðu strik í rétt form.



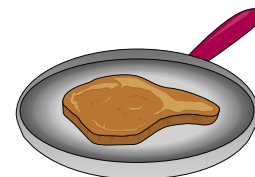
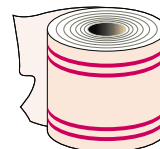
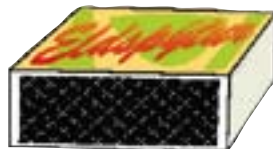
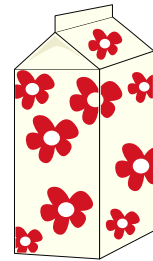
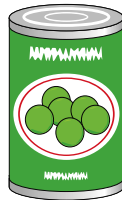
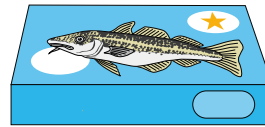
ferningur



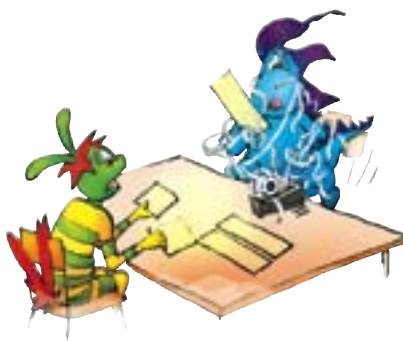
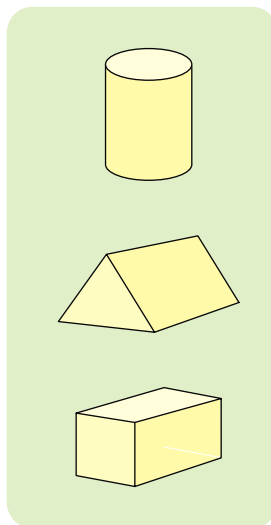
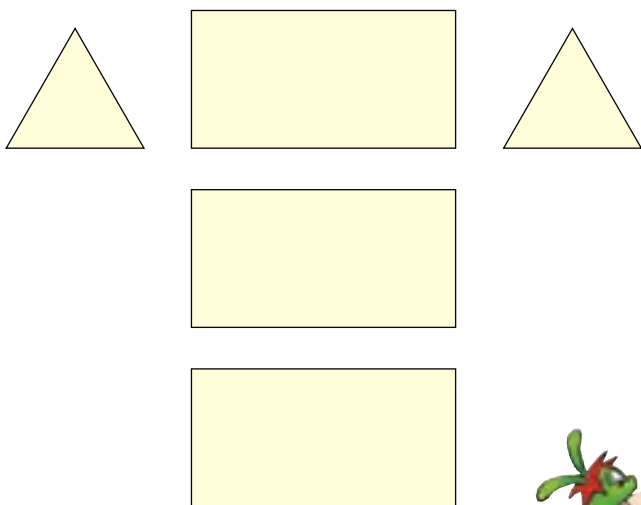
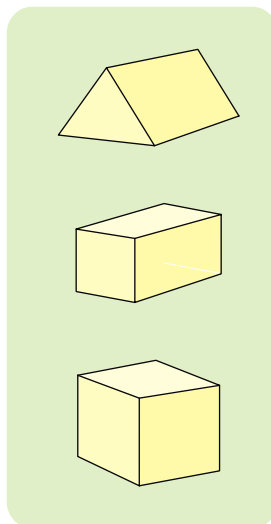
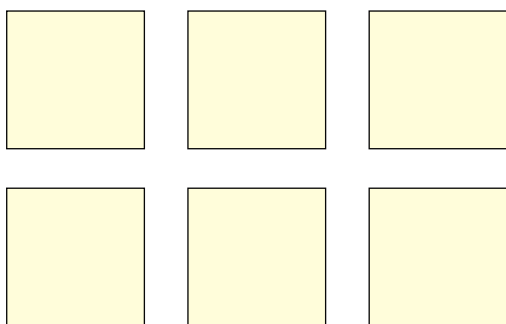
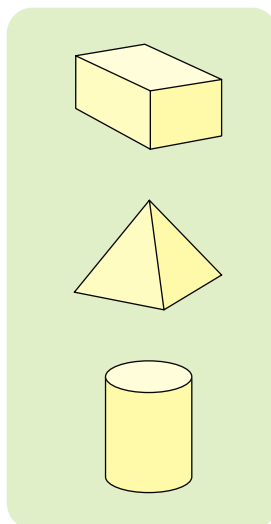
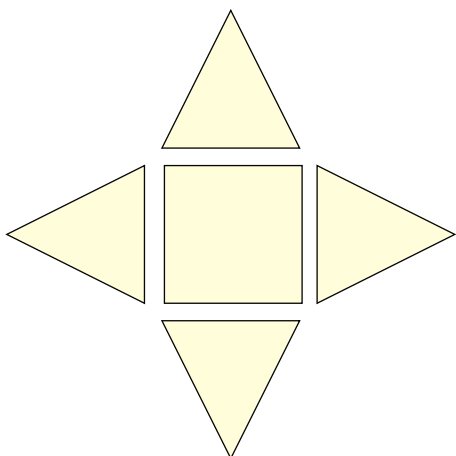
hringur



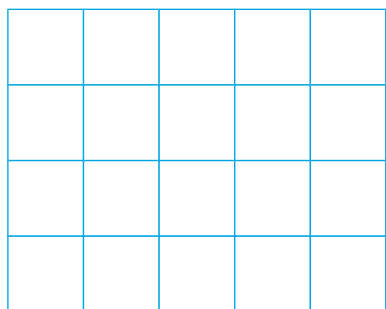
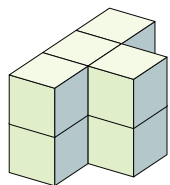
rétthyrningur



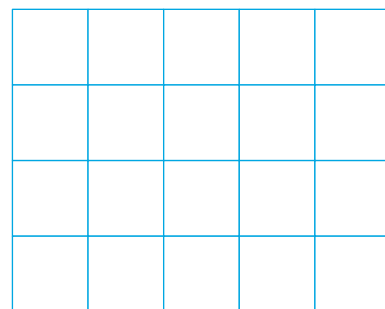
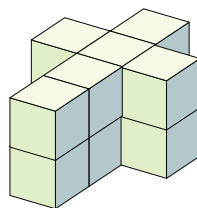
[·] Hvaða form myndast? Dragðu hring um rétta mynd.



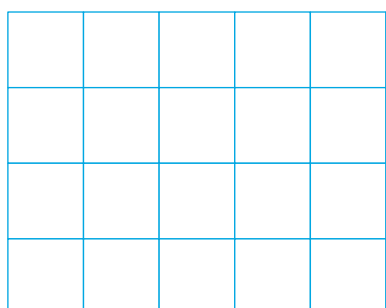
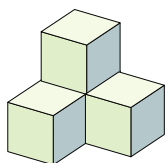
[.] Teiknaðu botninn. Hve margir kubbar eru í hverri mynd?



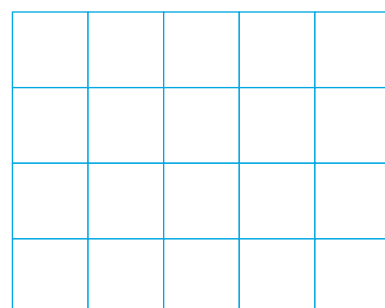
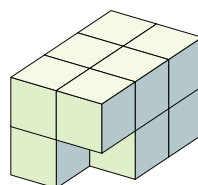
_____ kubbar



_____ kubbar

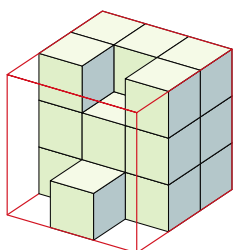


_____ kubbar



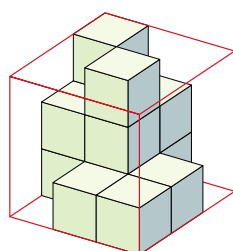
_____ kubbar

[..] Hve margir kubbar?



Hve margir kubbar eru í kassanum? _____

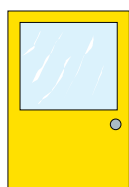
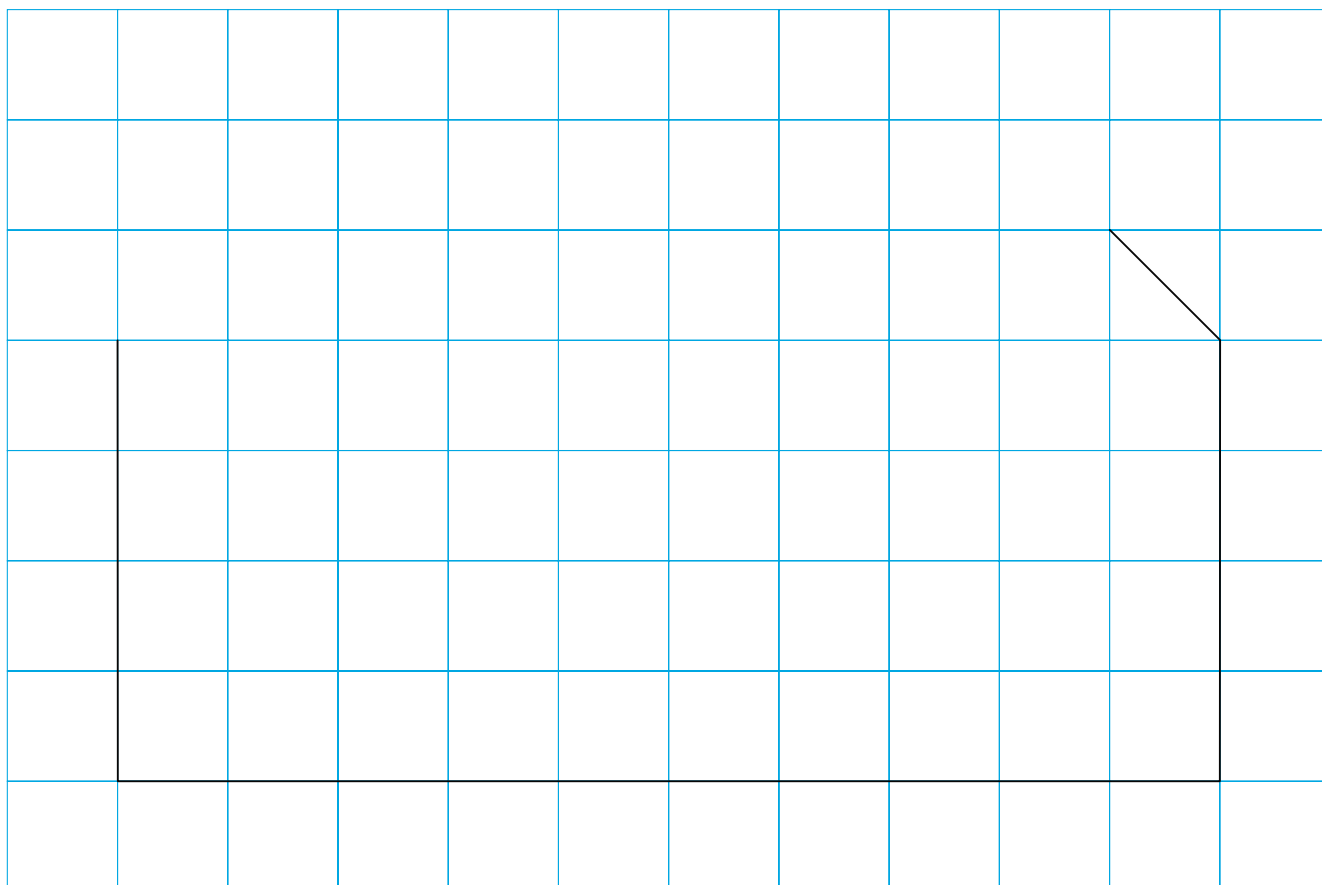
Hve marga kubba
vantar til að fylla kassann? _____



Hve margir kubbar eru í kassanum? _____

Hve marga kubba
vantar til að fylla kassann? _____

[.] Ljúktu við að teikna húsið.



6 reitir



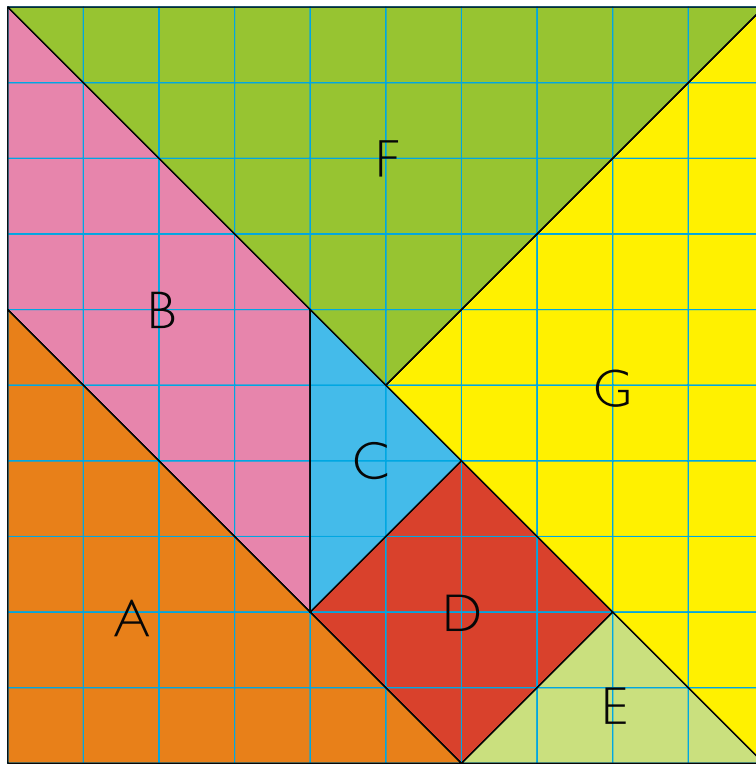
4 reitir



16 reitir



4 reitir



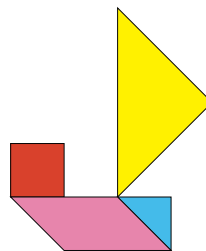
[·] Hve margir reitir eru í hverju púsli í púsluspilinu?

A _____ C _____ E _____ G _____
 B _____ D _____ F _____

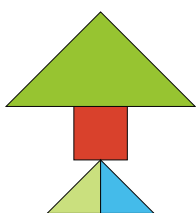
[··] Myndirnar eru settar saman úr púslum.
 Hve margir reitir eru í hverri mynd?



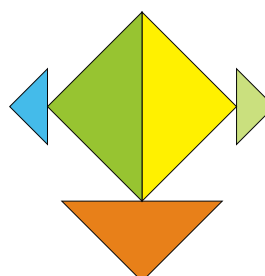
_____ reitir



_____ reitir



_____ reitir

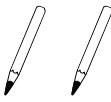


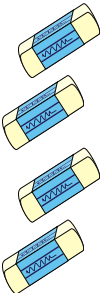
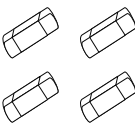
_____ reitir

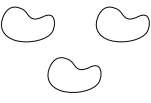
- Nemendur finna hve margir reitir eru í hverju púsli í púsluspilinu.
- Nemendur telja – eða reikna út – hve margir reitir eru í hverri mynd.

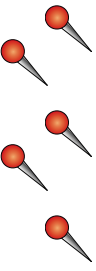
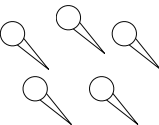
6 Margföldun I

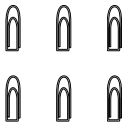
[·] Allir eiga að fá jafnt. Hve mikið alls?

					
					
	$2 + 2 + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				

					
					
	$4 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				

					
					
	$3 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				

					
					
	$5 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				

				
				
	$6 + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$			

[.] Hve margir fingur?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

[.] Hve margar krónur?

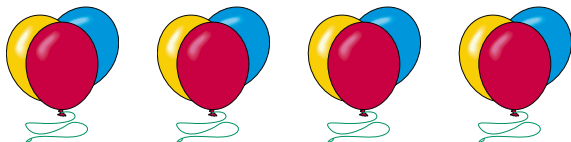


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

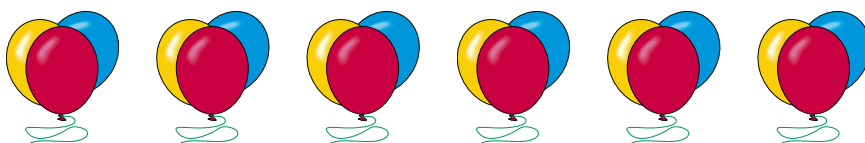


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

[.] Hve margar blöðrur?



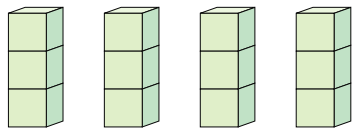
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \cdot 3 = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \cdot 3 = \underline{\quad}$$

- Nemendur finna hvað fingurnir eru margir og skrá það sem samlagningardæmi.
- Nemendur finna fjölda króna og skrá það sem samlagningardæmi.
- Nemendur finna fjölda blaðra og skrá það sem samlagningar- og margföldunardæmi.

[·] Hve margir kubbar?



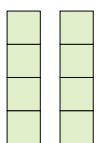
$$3 + 3 + 3 + 3 = 4 \cdot 3 = \underline{\hspace{2cm}}$$



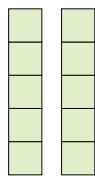
$$4 \cdot 2 = \underline{\hspace{2cm}}$$



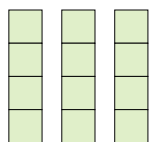
$$5 \cdot 3 = \underline{\hspace{2cm}}$$



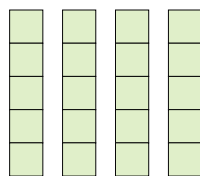
$$\underline{\hspace{2cm}} \cdot 4 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



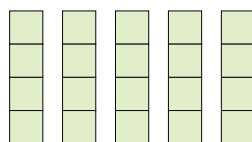
$$\underline{\hspace{2cm}} \cdot 4 = \underline{\hspace{2cm}}$$



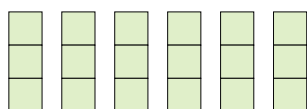
$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



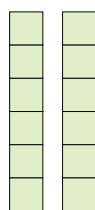
$$\underline{\hspace{2cm}} \cdot 2 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



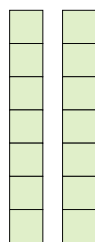
$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

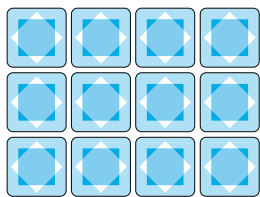


$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

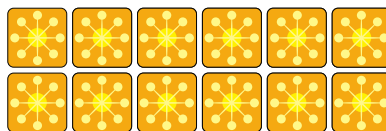


$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

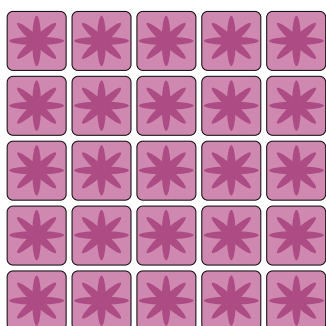
[.] Hve margar flísar?



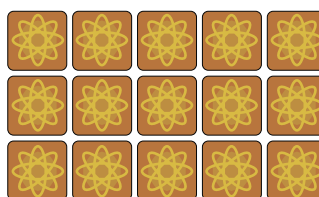
$$4 \cdot 3 = \underline{\hspace{2cm}}$$



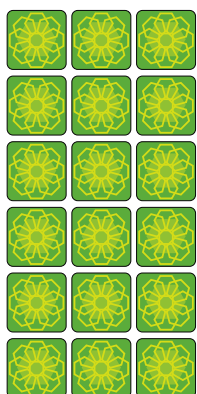
$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



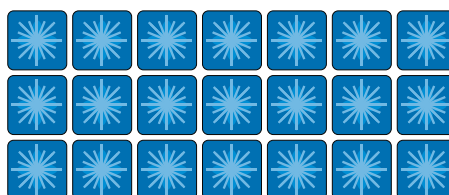
$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

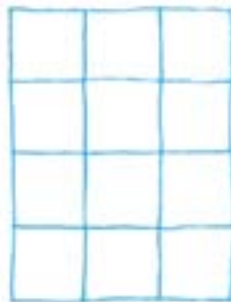


$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} \cdot \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

[.] Teiknaðu reiti sem passa við dæmin.



$3 \cdot 4 = \underline{\hspace{2cm}}$

$2 \cdot 5 = \underline{\hspace{2cm}}$

$4 \cdot 4 = \underline{\hspace{2cm}}$

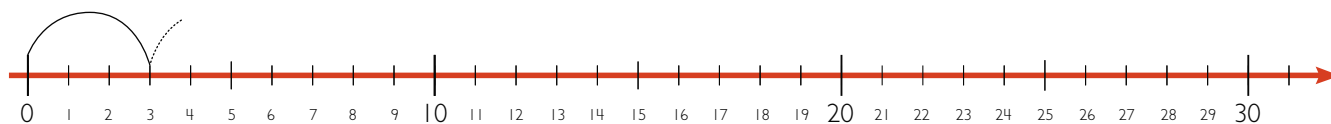
$2 \cdot 6 = \underline{\hspace{2cm}}$

$5 \cdot 3 = \underline{\hspace{2cm}}$

$4 \cdot 5 = \underline{\hspace{2cm}}$

$3 \cdot 6 = \underline{\hspace{2cm}}$

[·:] Hoppaðu 3 skref í einu á talnalínunni.



[·:] Reiknaðu dæmin.

$1 \cdot 3 = \underline{\hspace{2cm}}$

$5 \cdot 3 = \underline{\hspace{2cm}}$

$8 \cdot 3 = \underline{\hspace{2cm}}$

$2 \cdot 3 = \underline{\hspace{2cm}}$

$6 \cdot 3 = \underline{\hspace{2cm}}$

$9 \cdot 3 = \underline{\hspace{2cm}}$

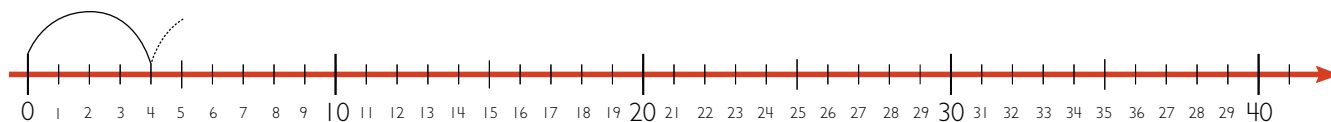
$3 \cdot 3 = \underline{\hspace{2cm}}$

$7 \cdot 3 = \underline{\hspace{2cm}}$

$10 \cdot 3 = \underline{\hspace{2cm}}$

$4 \cdot 3 = \underline{\hspace{2cm}}$

[·:] Hoppaðu 4 skref í einu á talnalínunni.



[·:] Reiknaðu dæmin.

$1 \cdot 4 = \underline{\hspace{2cm}}$

$5 \cdot 4 = \underline{\hspace{2cm}}$

$8 \cdot 4 = \underline{\hspace{2cm}}$

$2 \cdot 4 = \underline{\hspace{2cm}}$

$6 \cdot 4 = \underline{\hspace{2cm}}$

$9 \cdot 4 = \underline{\hspace{2cm}}$

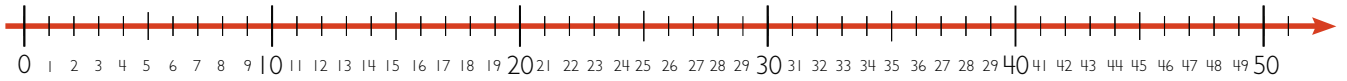
$3 \cdot 4 = \underline{\hspace{2cm}}$

$7 \cdot 4 = \underline{\hspace{2cm}}$

$10 \cdot 4 = \underline{\hspace{2cm}}$

$4 \cdot 4 = \underline{\hspace{2cm}}$

[.] Hoppaðu 5 skref í einu á talnalínunni.



[.] Skráðu svörin.

$1 \cdot 5 = \underline{\quad}$

$2 \cdot 5 = \underline{\quad}$

$7 \cdot 5 = \underline{\quad}$

$5 \cdot 5 = \underline{\quad}$

$6 \cdot 5 = \underline{\quad}$

$4 \cdot 5 = \underline{\quad}$

$9 \cdot 5 = \underline{\quad}$

$3 \cdot 5 = \underline{\quad}$

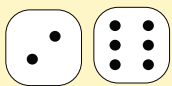
$8 \cdot 5 = \underline{\quad}$

$10 \cdot 5 = \underline{\quad}$

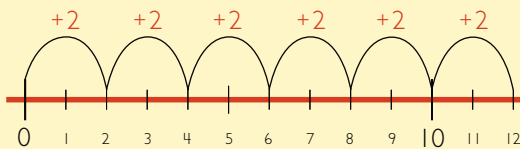
[.] Hver kemst lengst á talnalínunni?

LEIKREGLUR

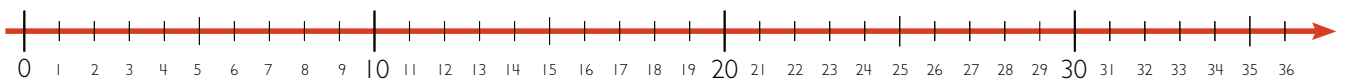
Hver leikmaður kastar tveimur teningum. Annar teningurinn sýnir fjölda hoppa á talnalínunni og hinn segir til um hve langt hvert hopp á að vera. Sá sem kemst lengst fær stig. Spilið nokkrar umferðir og leggið stigin saman. Sá vinnur sem á flest stig.



táknar 6 hopp með 2 skrefum í hverju.

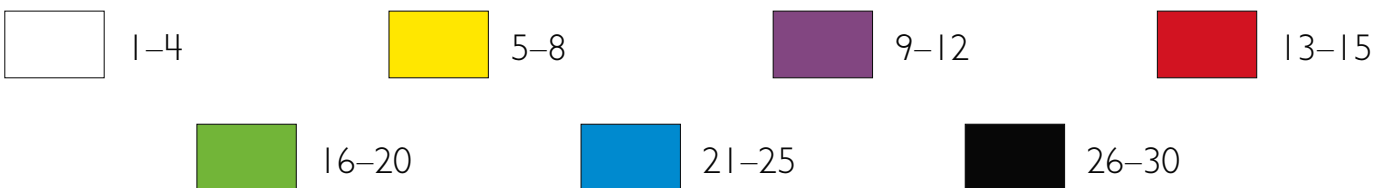
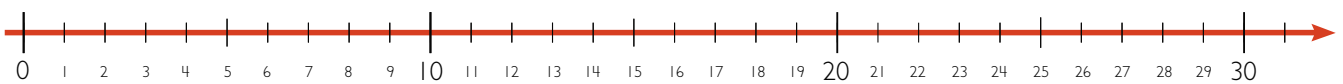
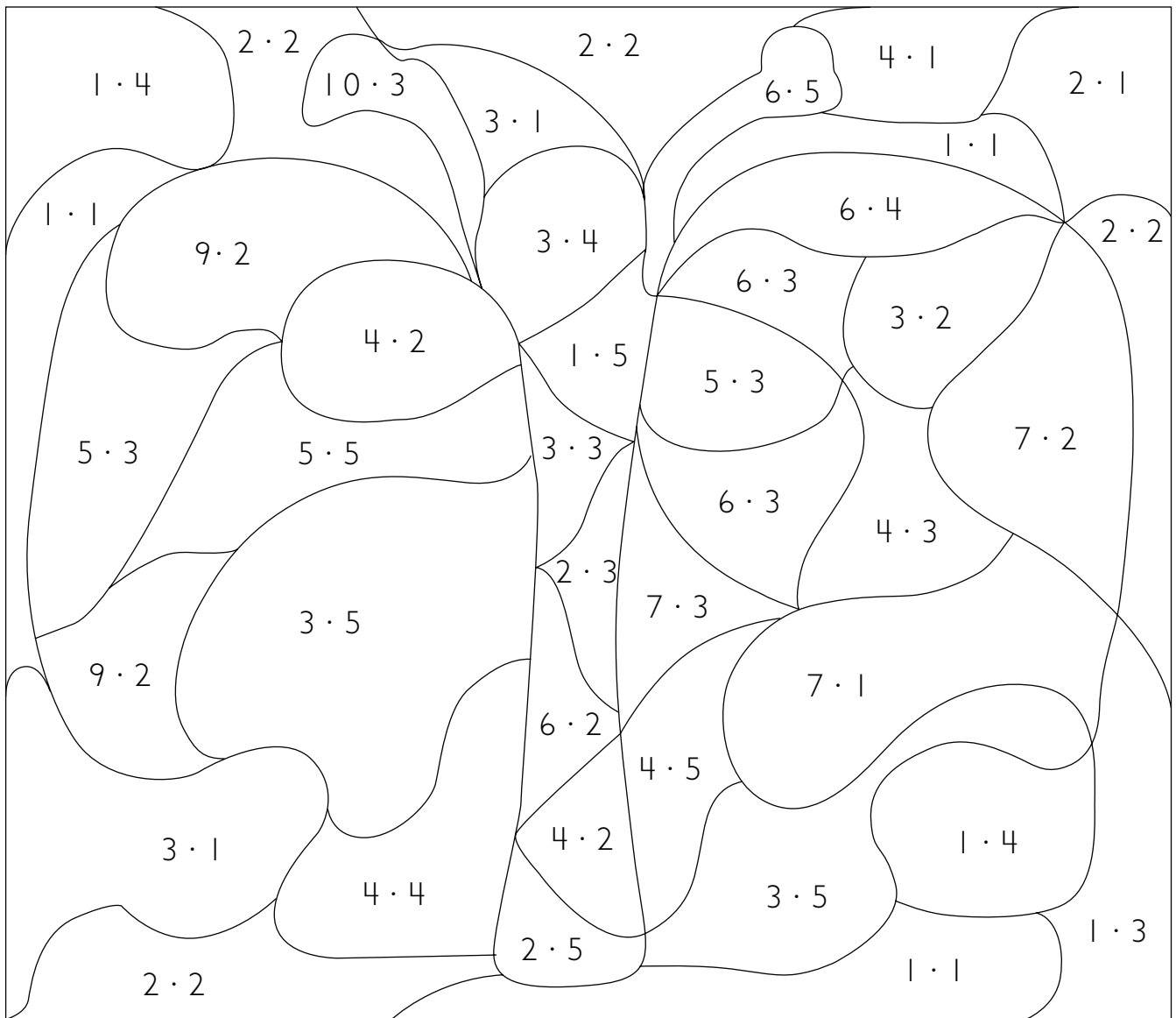


$6 \cdot 2 = \underline{12}$



- Nemendur byrja í 0 og teikna hoppin á talnalínuna. Hvert hopp á að vera 5 skref.
- Nemendur reikna margföldunardæmin, t.d. með því að telja hoppin á talnalínunni.
- Annar teningurinn segir til um fjölda hoppa en hinn hve mörg skref eru í hverju hoppi.

[·] Reiknaðu og litaðu.



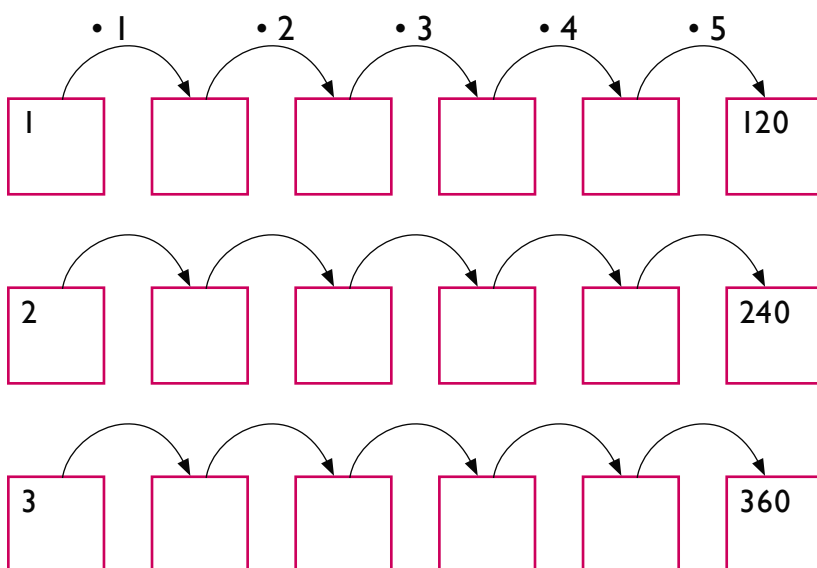
[·] Reiknaðu fyrst í huganum, síðan með vasareikni.



	Hugareikningur	Vasareiknir
$5 + 5 + 5 + 5 =$	_____	_____
$10 + 10 + 10 + 10 =$	_____	_____
$20 + 20 + 20 + 20 + 20 =$	_____	_____
$15 + 15 + 15 + 15 =$	_____	_____
$25 + 25 + 25 + 25 =$	_____	_____
$50 + 50 =$	_____	_____
$50 + 50 + 50 + 50 =$	_____	_____
$250 + 250 =$	_____	_____
$250 + 250 + 250 + 250 =$	_____	_____
$150 + 150 + 150 + 150 =$	_____	_____

Hve mörg dæmi reiknaðirðu rétt í huganum? _____

[··] Búðu til talnarunur með vasareikninum.
Margfaldaðu og skráðu tölurnar jafnóðum.

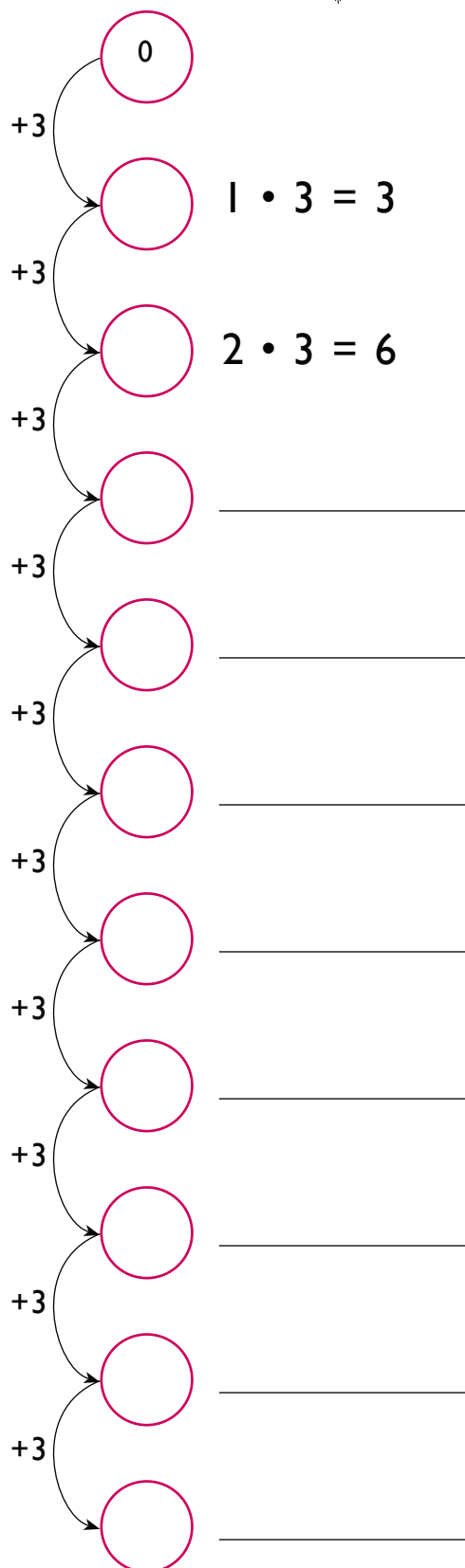


Ég margfalda með x-takkanum!

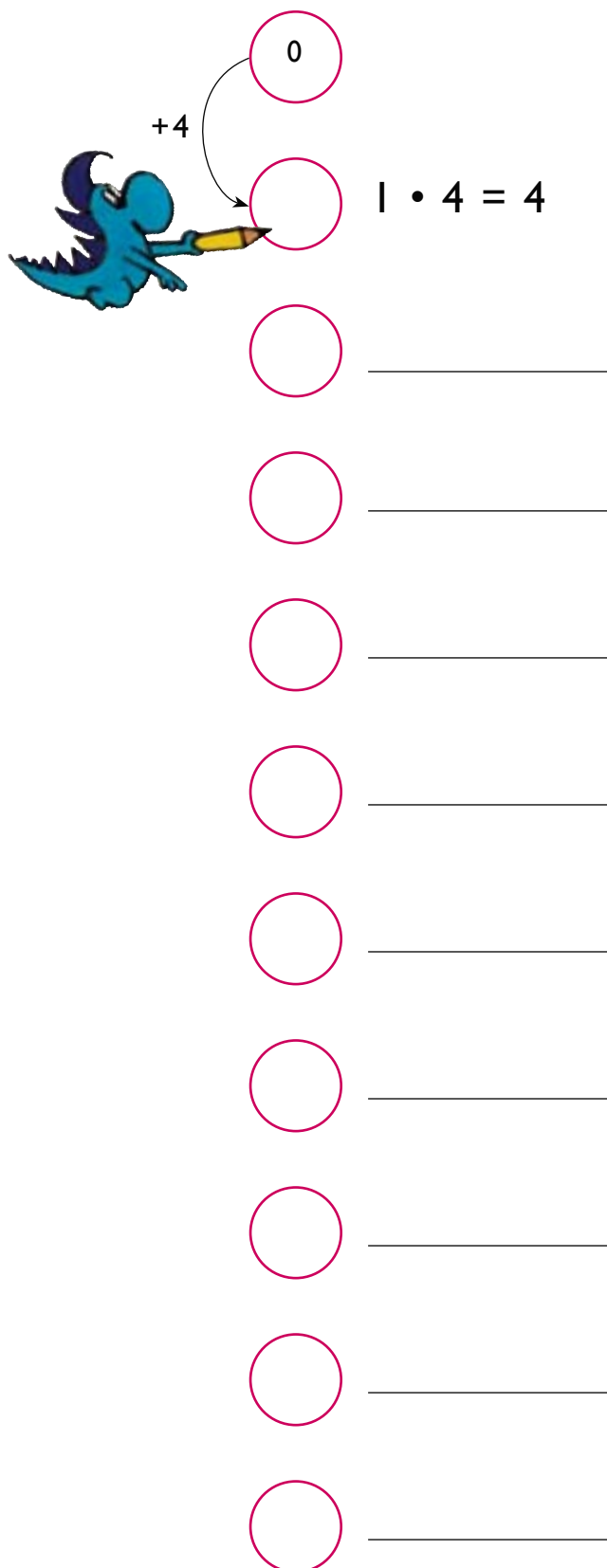


[.] Bættu sömu tölunni við 10 sinnum. Búðu til margföldunartöflur.

Prí-taflan



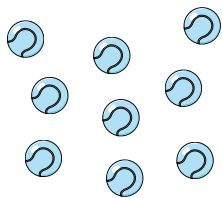
Fjór-taflan



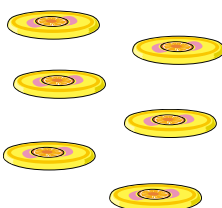
- Nemendur bæta 3 við núllið og skrá svarið. Þannig halda þeir áfram tíu sinnum. Þá skrifa þeir þrí-töfluna á strikin hægra megin við hringina. Að því loknu fara þeir eins að með fjórtöfluna.

7 Deiling

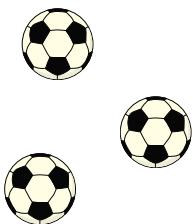
[.] Börnin skipta jafnt. Hvað fær hvert barn?



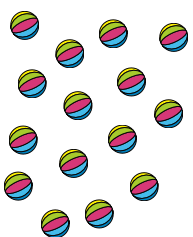
$$9 : 3 = \underline{\hspace{2cm}}$$



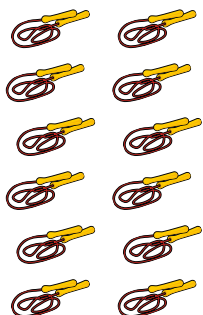
$$\underline{\hspace{2cm}} : \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} : \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

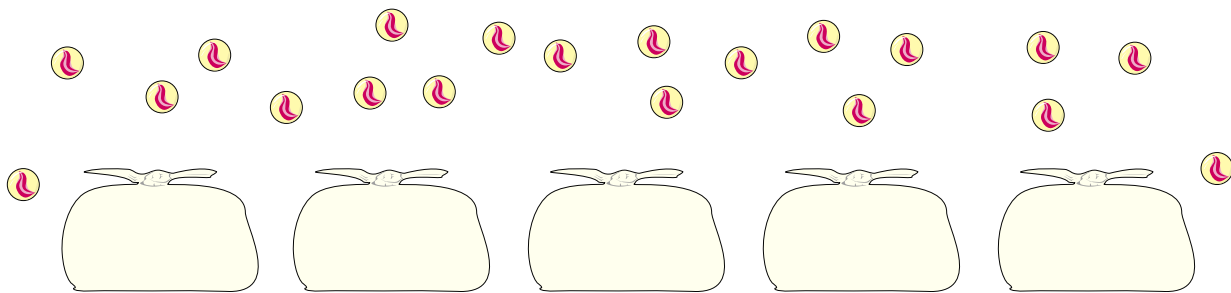


$$\underline{\hspace{2cm}} : \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

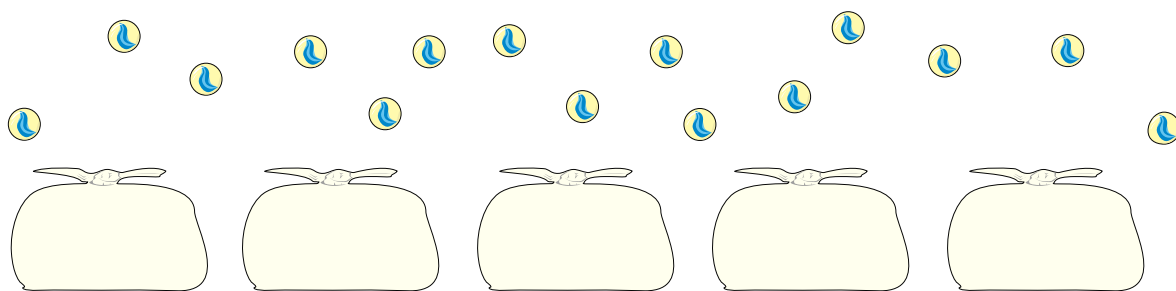


$$\underline{\hspace{2cm}} : \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

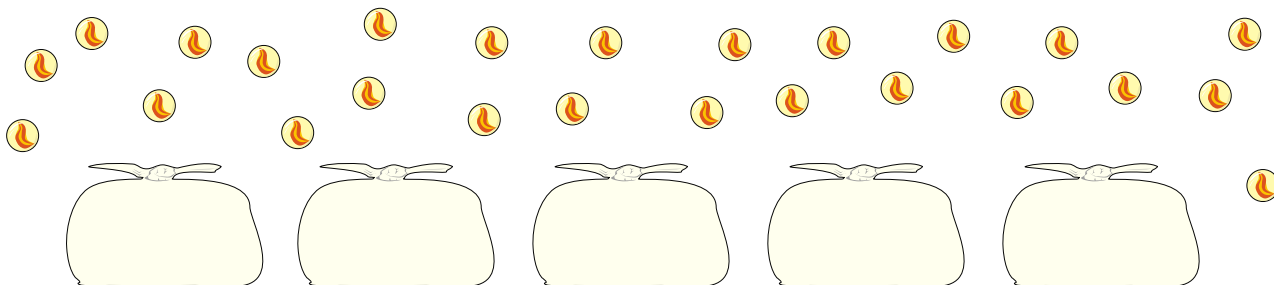
[·] Láttu jafn margar kúlur í hvern poka.



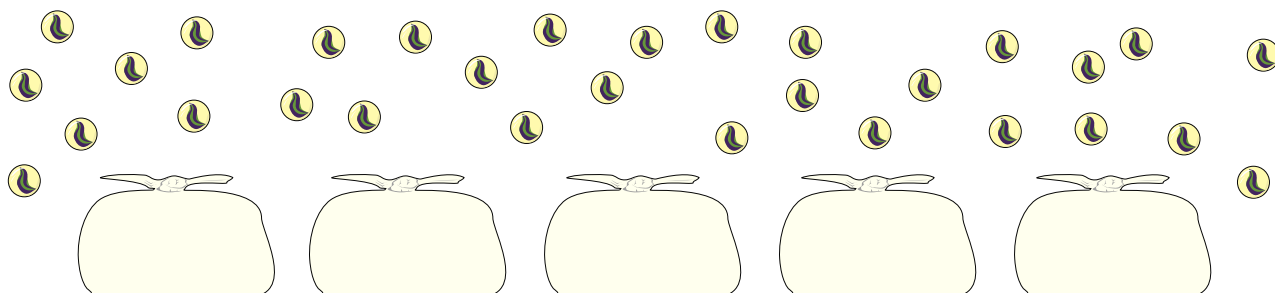
$$20 : \underline{\quad} = \underline{\quad}$$



$$15 : \underline{\quad} = \underline{\quad}$$



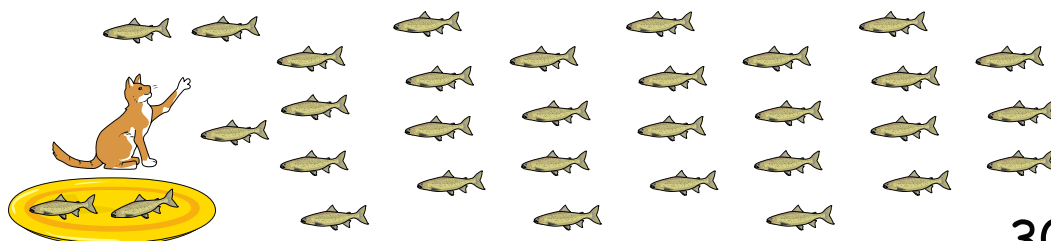
$$25 : \underline{\quad} = \underline{\quad}$$



$$30 : \underline{\quad} = \underline{\quad}$$

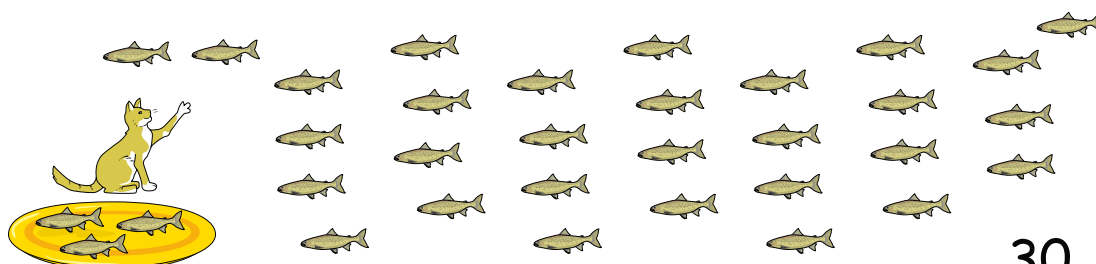
[.] Hve margir kettir fá fisk? Búðu til dæmi.

Hver köttur á að fá 2 fiska.



$$30 : 2 = \underline{\hspace{2cm}}$$

Hver köttur á að fá 3 fiska.



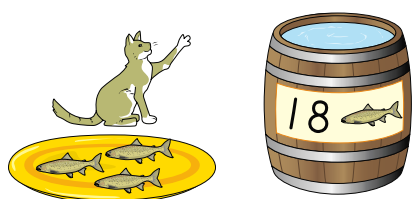
$$30 : \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

Hver köttur á að fá 4 fiska.



$$20 : \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

Hver köttur á að fá 3 fiska.



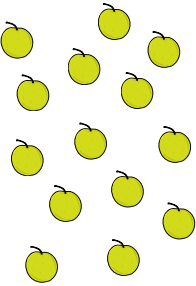
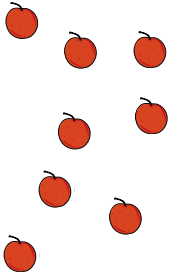
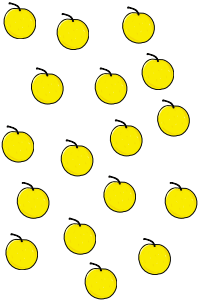
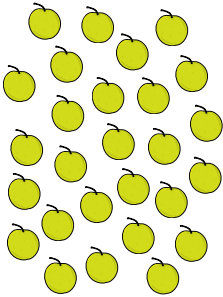
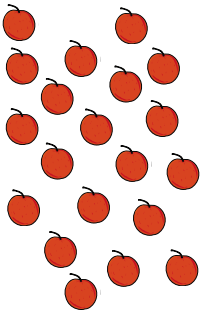
$$18 : \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

Hver köttur á að fá 5 fiska.



$$20 : \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

[.] Skiptu eplunum jafnt á milli barnanna.

					$14 : 4 = \underline{\hspace{2cm}}$ Afgangur: <u> </u>
					$8 : 4 = \underline{\hspace{2cm}}$ Afgangur: <u> </u>
					$17 : 4 = \underline{\hspace{2cm}}$ Afgangur: <u> </u>
					$27 : 4 = \underline{\hspace{2cm}}$ Afgangur: <u> </u>
					$20 : 4 = \underline{\hspace{2cm}}$ Afgangur: <u> </u>

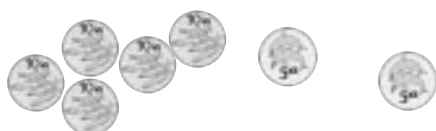
[·] Skiptu peningunum jafnt.



$$\underline{\hspace{2cm}} : 3 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} : 5 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} : 4 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} : 2 = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} : 5 = \underline{\hspace{2cm}}$$

[.] Skiptu peningunum jafnt. Hvað fær hver?

360 kr.



_____ kr.

1000 kr.



_____ kr.

320 kr.



_____ kr.

420 kr.



_____ kr.

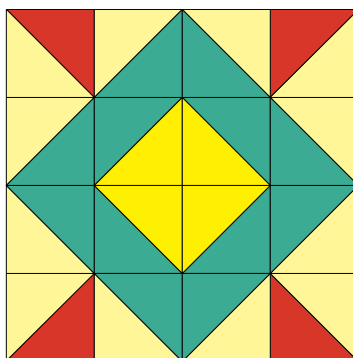
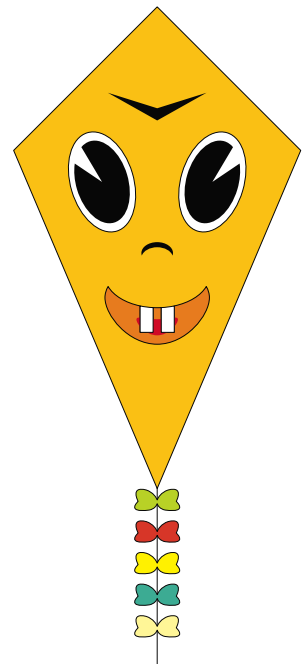
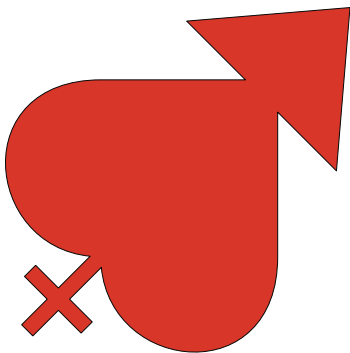
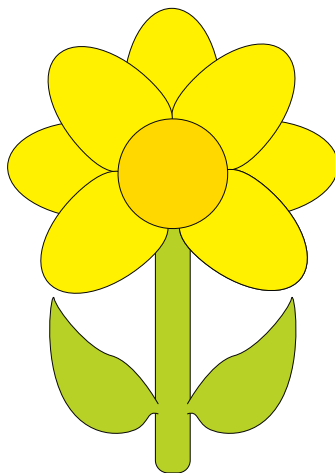
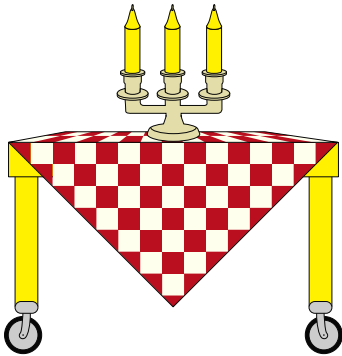
275 kr.



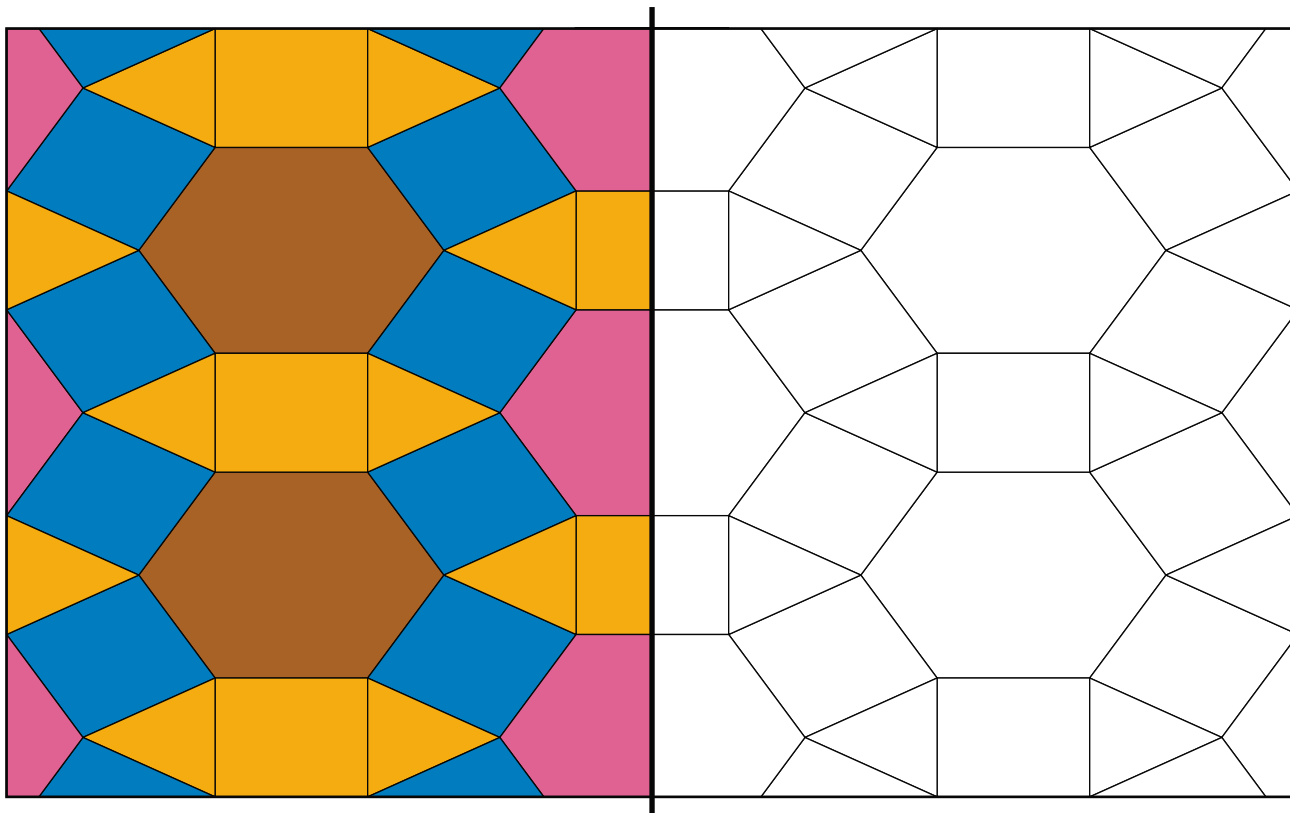
_____ kr.

8 Samhverfa

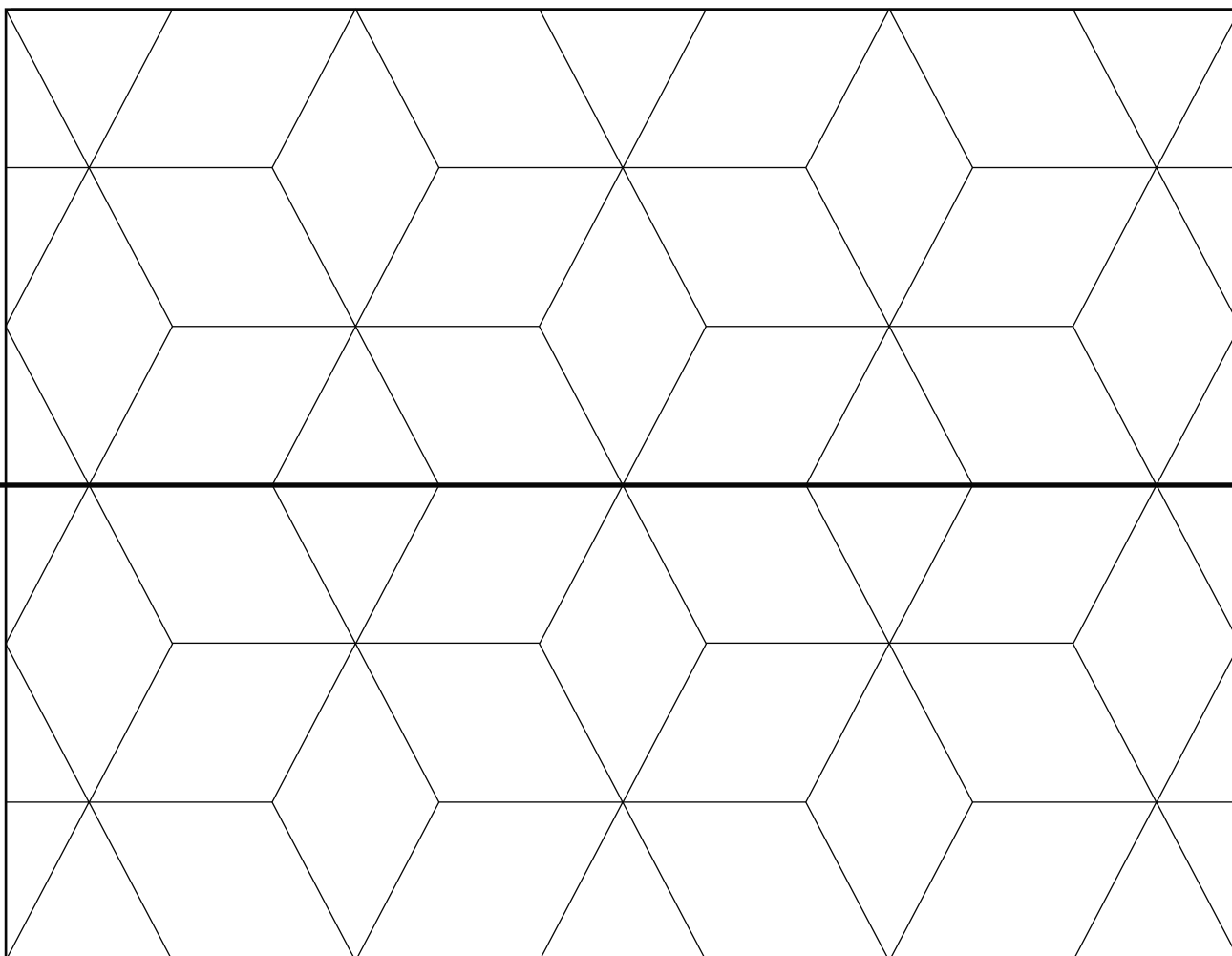
[·] Teiknaðu spegilása.



[·] Búðu til spegilmyndina.



[·] Búðu til samhverfa mynd.



- Nemendur lita mynd hægra megin við speglásinn sem er spegilmynd af myndinni vinstra megin.
- Nemendur lita mynd báðum megin við lárétta speglásinn þannig að myndin verði samhverf.

[·] Hvaða mynd passar inn í götin á útklippta blaðinu?



[·] Hvaða myndir hafa verið klipptar í tvennt?

1

2

3

4

Sproti 3a

Æfingahefti

ISBN 978-9979-0-1595-6

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2. útgáfa

Heiti á frummálinu: Multi 3 Oppgavebok (fyrri hluti)

Ritstjóri norsku útgáfunnar: Thor-Atle Refsdal

Hönnun, útlit og teikningar á kápu: Børre Holth

Kápuhönnun: Hanne Dahl

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Ritstjóri íslensku útgáfunnar: Hafdís Finnbogadóttir

1. útgáfa 2010

2. útgáfa 2012 aukin og endurskoðuð

Námsgagnastofnun

Kópavogi

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.



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 og fjölbreytileg verkefni þar sem tækifæri gefst til að rannsaka og skapa.
- Einstaklingsmiðað nám sem felur jafnframt í sér sameiginlega námsreynslu nemendahópsins.
- Skýr fagleg markmið í samræmi við námskrá.
- Faglega framvindu námsins, eftir því sem mögulegt er, kafla eftir kafla, námsár eftir námsár.
- Umfangsmikið og nákvæmt mat á stöðu nemenda sem tekið er mið af í kennslunni.

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.
- Námsfernið er lagað að nemendum með mismunandi námsgetu.
- Hagnýtar og notendavænar kennarabækur fylgja.
- Markmið hvers kafla eru nákvæmlega tilgreind.

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- nemendabókum 3a og 3b
- kennarabókum 3a og 3b
- æfingaheftum 3a og 3b
- verkefnaheftum 3a og 3b

Höfundar:

Björnar Alseth

Ann-Christin Arnås

Henrik Kirkegaard

Mona Røsseland

Hanna Kristín Stefánsdóttir þýddi og staðfærði.

