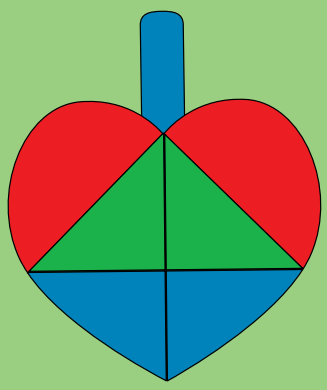
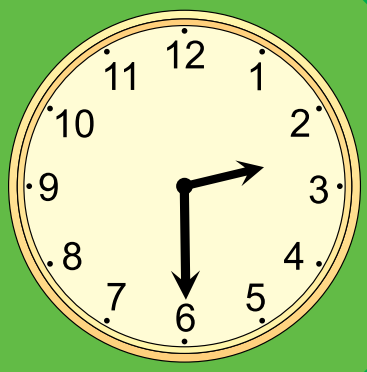
# Sproti 3a

NEMENDABÓK

24 : 4 =






3 · 7 =

# EFNISYFIRLIT


1 Upplýsingar og tölfræði ..... 2

2 Þriggja stafa tölur ..... 16

3 Mælingar ..... 40

4 Tími ..... 60

5 Rúmfræði..... 76

6 Margföldun I ..... 92

7 Deiling ..... 108

8 Samhverfa ..... 122

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

# Sproti

## 3a

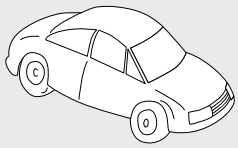
### NEMENDABÓK

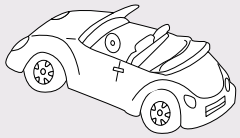
NÁMSGAGNASTOFNUN

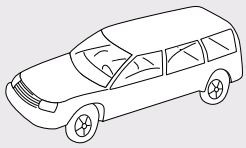
# I Upplýsingar og tölfræði

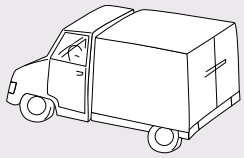
HJÓLALEIGA

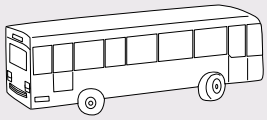
# [·] Teldu bílana. Leitaðu á síðum 2 og 3.







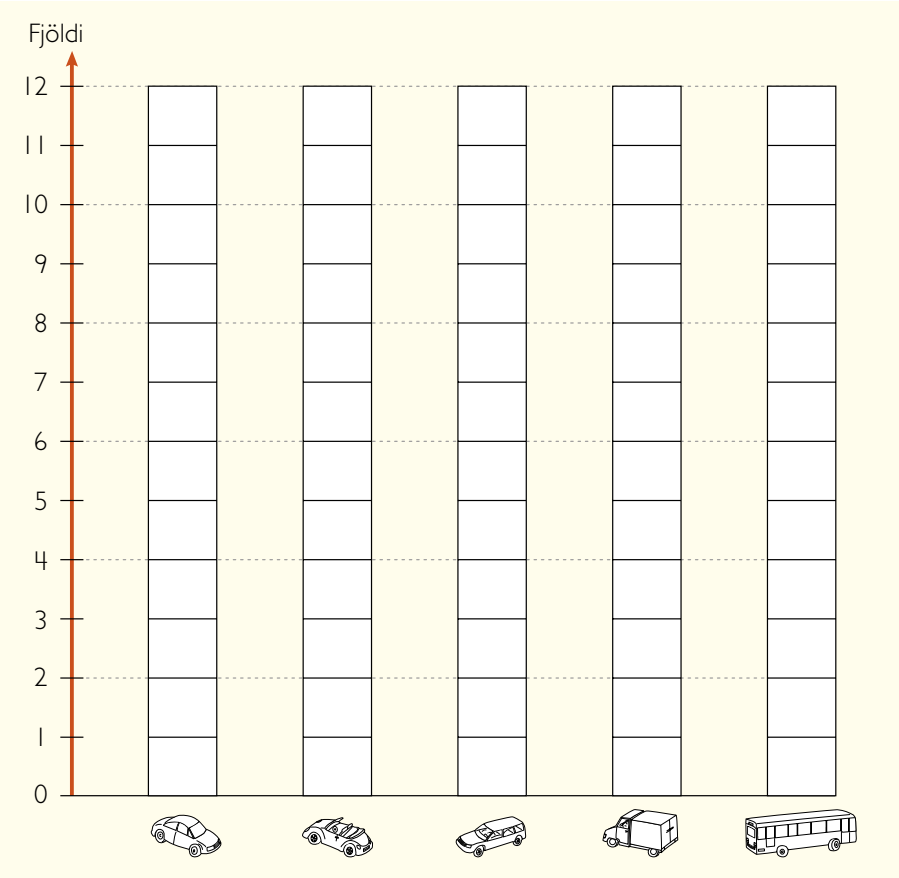






- Nemendur telja bíla af mismunandi tegundum á síðum 2 og 3, draga talningarstrik jafnóðum og skrá fjöldann á strikin til hægri.

[·] Skoðaðu blaðsíðu 4.
Búðu til súlurit.




[··] Af hvaða tegund eru fæstir bílar?
Dragðu hring utan um þá bíltegund.

Hve margir eru þeir? _____

Af hvaða tegund eru flestir bílar?
Dragðu hring utan um þá bíltegund.

Hve margir eru þeir? _____

[···] Hve margir eru allir bílarnir samtals?



- • Nemendur lita eins marga reiti og bílar eru af hverri tegund.
- •• Nemendur draga hring utan um þá bíltegund þar sem eru fæstir bílar og einnig um þá tegund þar sem eru flestir bílar.
- ••• Nemendur skrá hve margir bílarnir eru samtals.

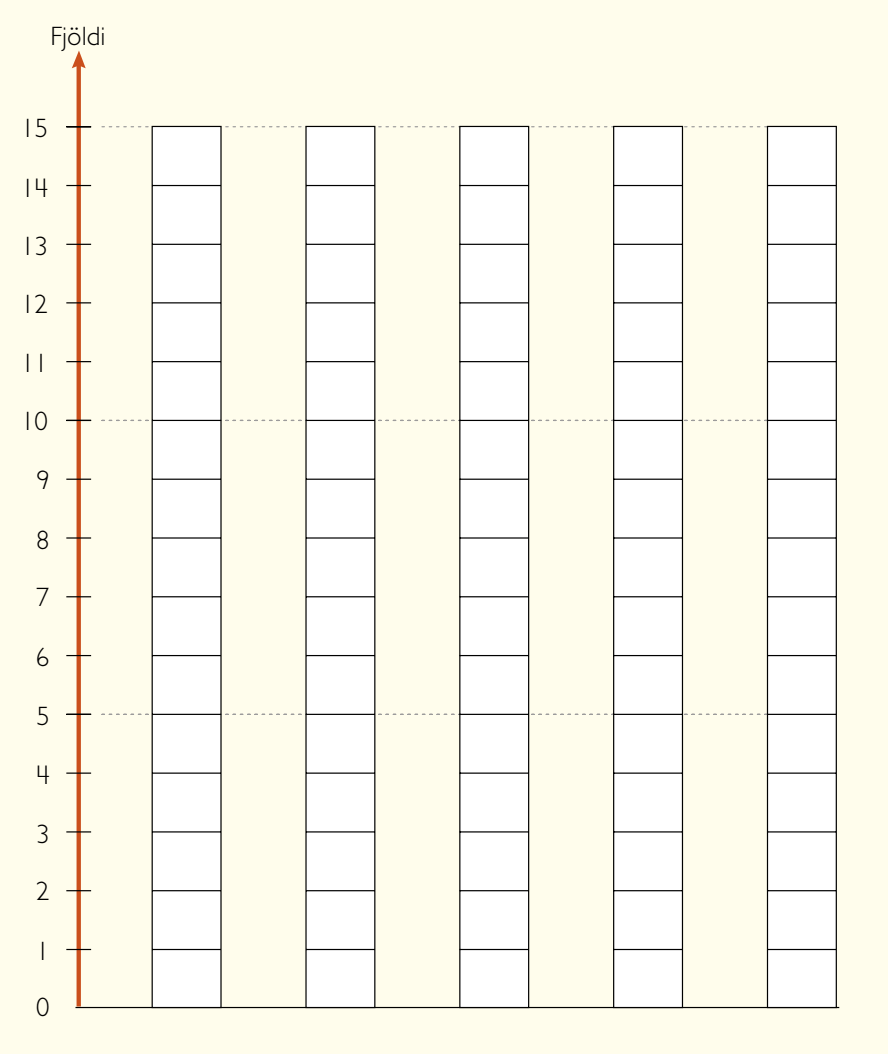
# [·] Gerðu könnun.



- Nemendur geta valið að skoða aðra hluti en bíla á samræðumyndinni á bls. 2–3. Þeir geta einnig gert könnun um eitthvað annað að vild.

Skoðaðu blaðsíðu 6.

[·] Gerðu könnun.




[··] Af hverju er fæst?
Teiknaðu það eða skrifaðu.

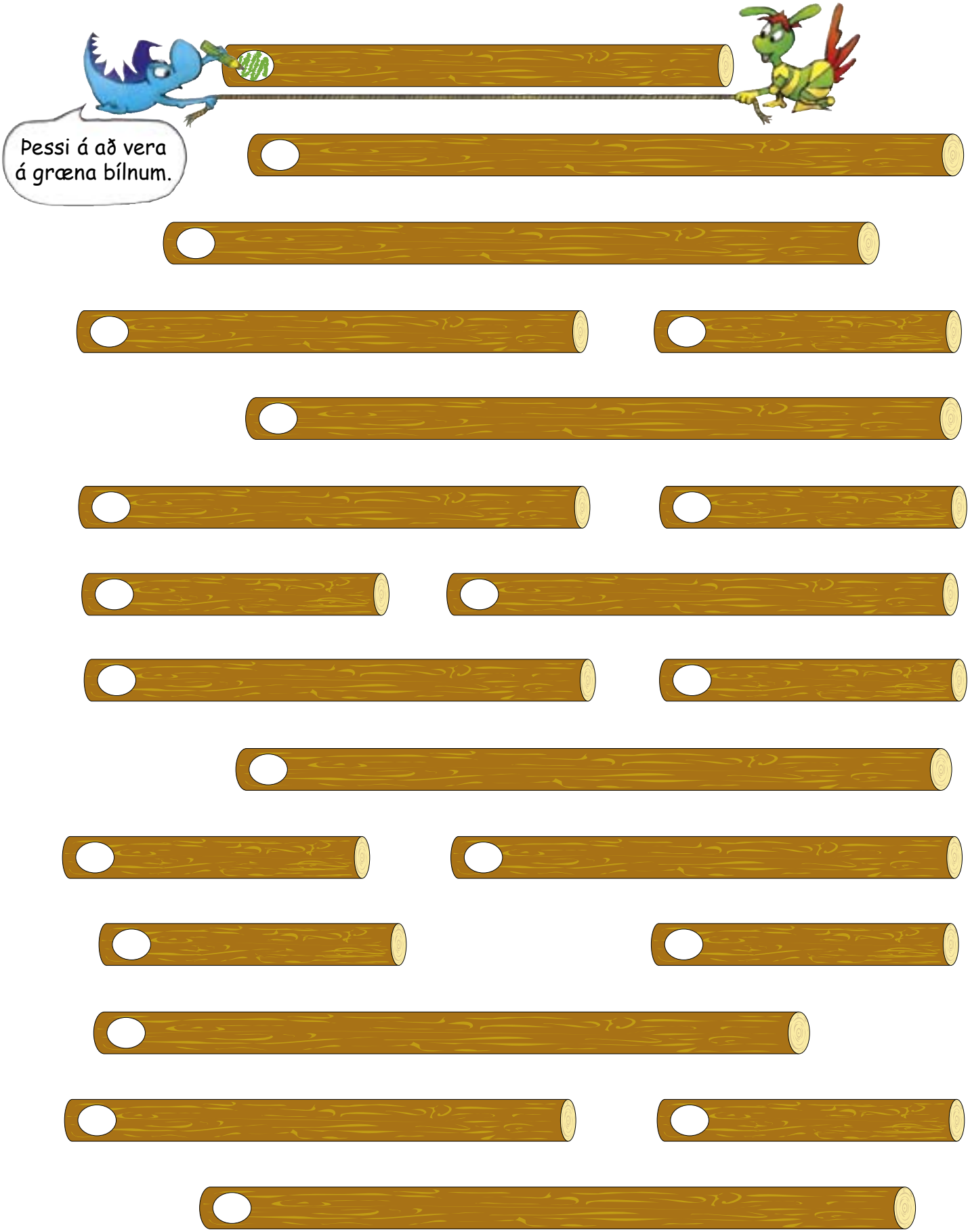
Fjöldi: _____

Af hverju er flest?
Teiknaðu það eða skrifaðu.

Fjöldi: _____

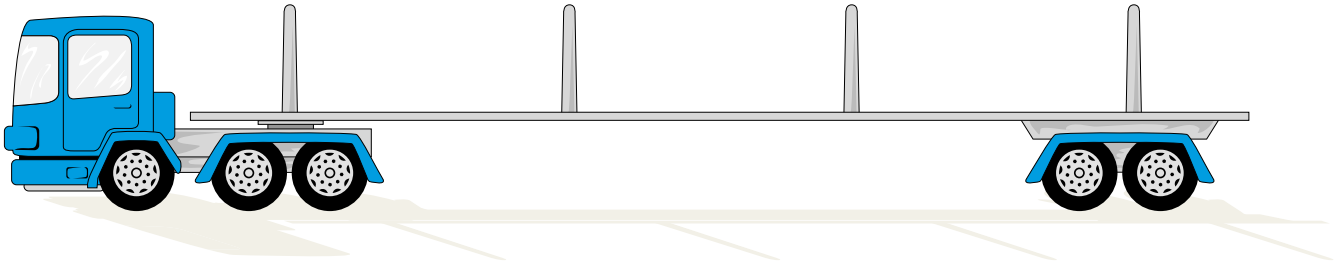
• Nemendur búa til súlurit út frá tölunum á bls. 6. Þeir lita réttan fjölda reita og teikna mynd eða skrifa texta undir hverja súlu.
•• Nemendur teikna eða skrifa svörin við spurningunum. Síðan skrá þeir fjöldann.

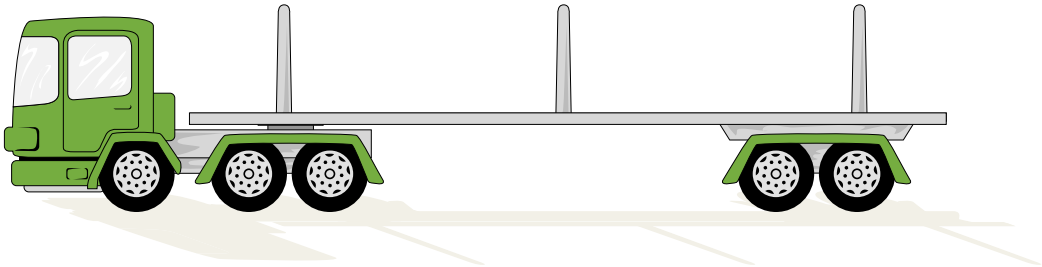
[·] Leggðu trjábolina á réttan flutningabíl. Notaðu liti.

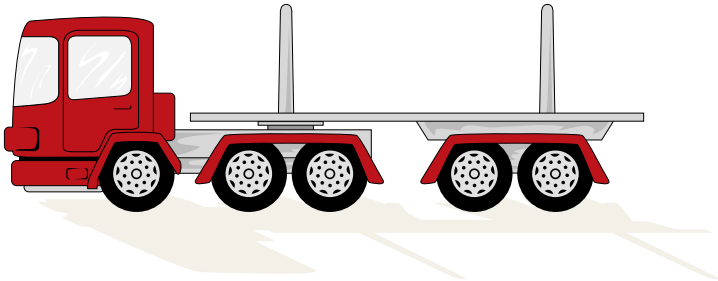





- Nemendur lita hvíta svæðið á trjábolunum í sama lit og flutningabíll á bls. 9 sem er jafn langur.

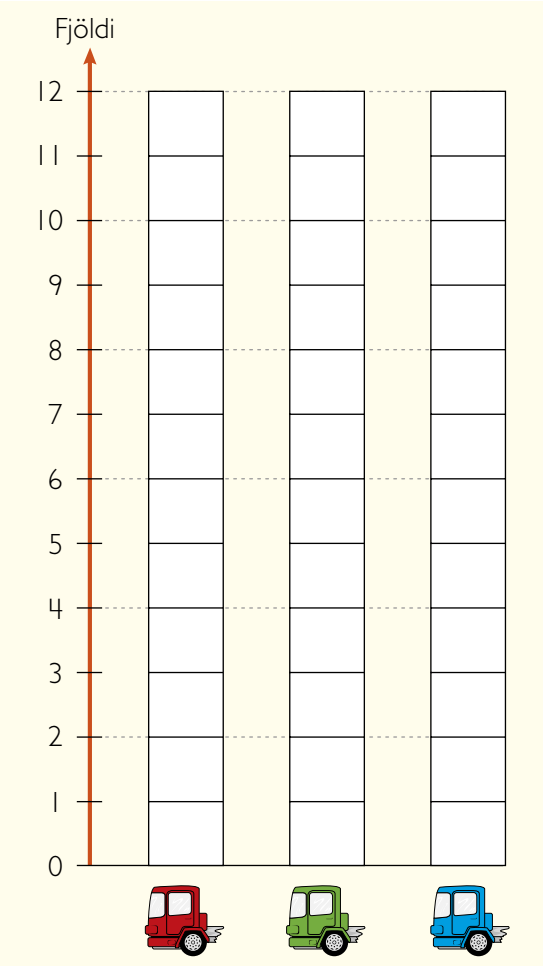






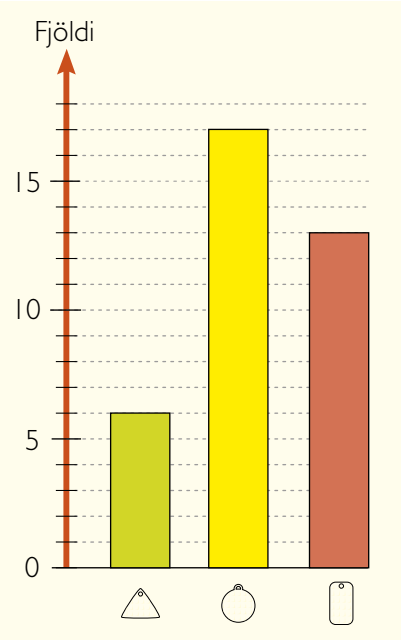
[·] Hve margir trjábolir eiga að vera á hverjum flutningabíl? Skráðu fjöldann í töfluna og búðu til súlurit.

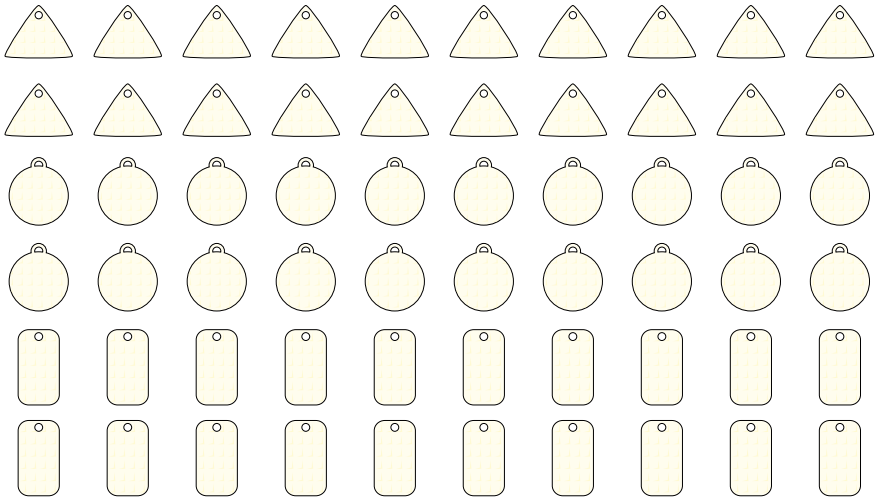
| | Talningarstrik | Fjöldi |
|---|---|---|
| | | |
| | | |
| | | |



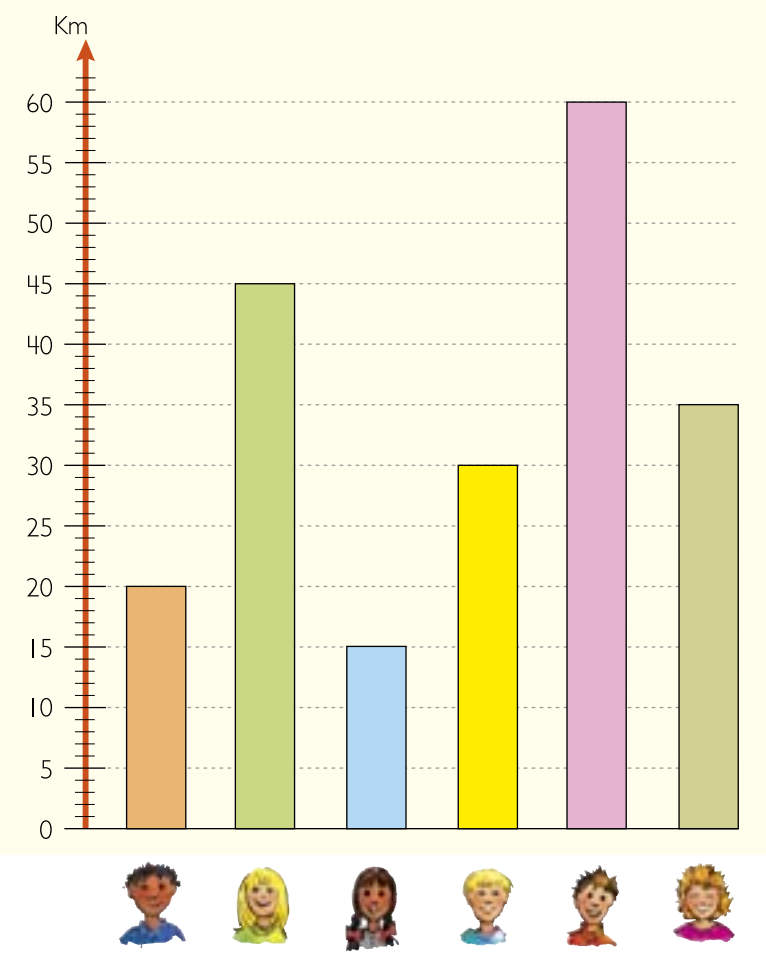

- Nemendur draga talningarstrik fyrir hvern trjábol sem á að fara á flutningabílana. Þeir lita eins marga reiti í súluritinu og trjábolirnir eru margir á hverjum flutningabíl.

[·] Lestu úr súluritinu. Hve mörg merki eru af hverri tegund. Krossaðu yfir þau.



[··] Þetta súlurit sýnir hve langt sex börn hjóluðu á einum mánuði. Skrifaðu hve langt hvert þeirra hjólaði.




| | km |
|---|---|
| | 20 |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

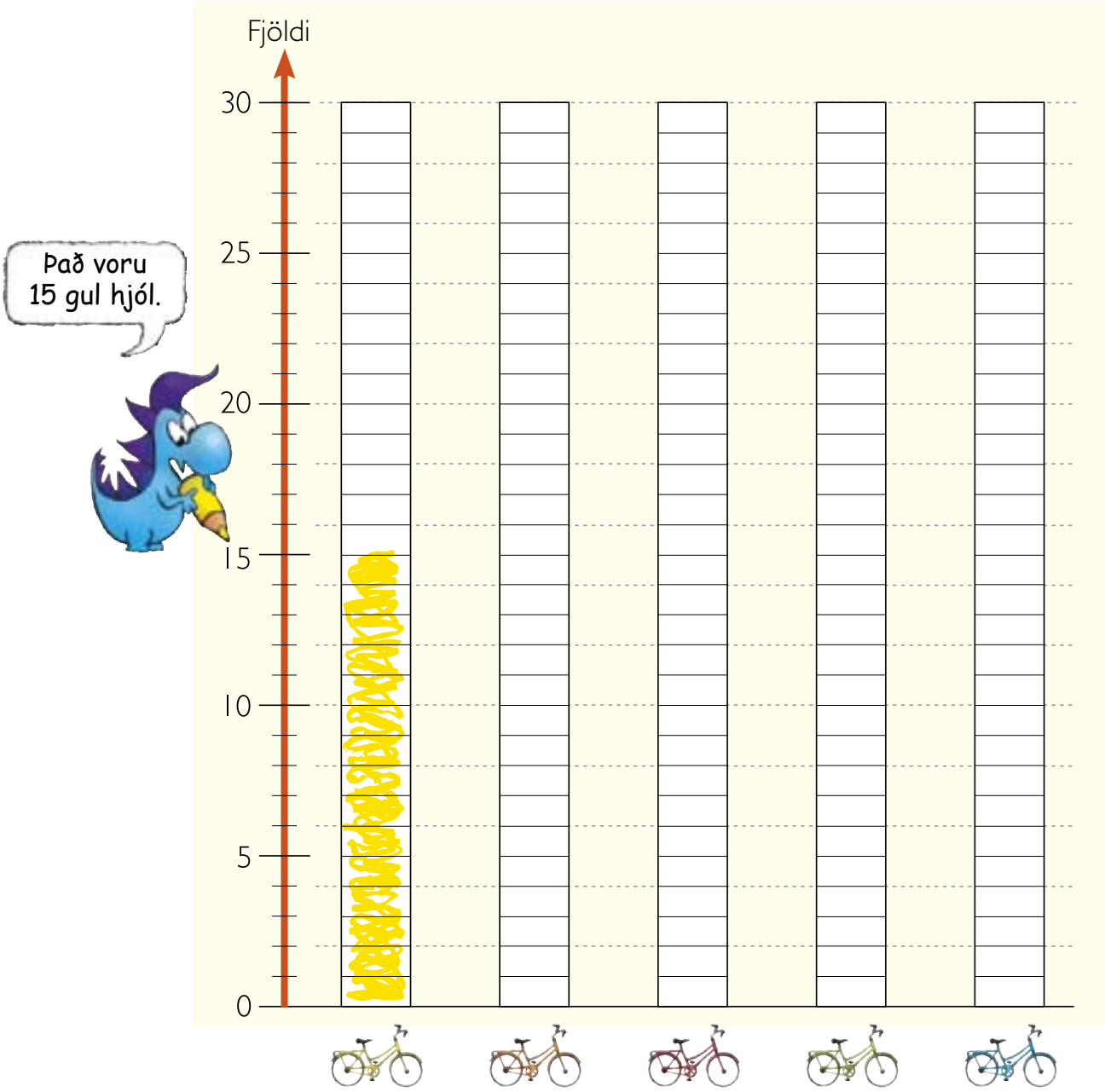


• Nemendur krossa yfir jafn mörg merki og súluritið segir til um.
•• Nemendur lesa úr súluritinu og skrá kílómetrana í töfluna hjá hverju barni.

[·] Nokkrir nemendur könnuðu hvaða litir eru á hjólum nemenda við skólann.
Hér er niðurstaðan.

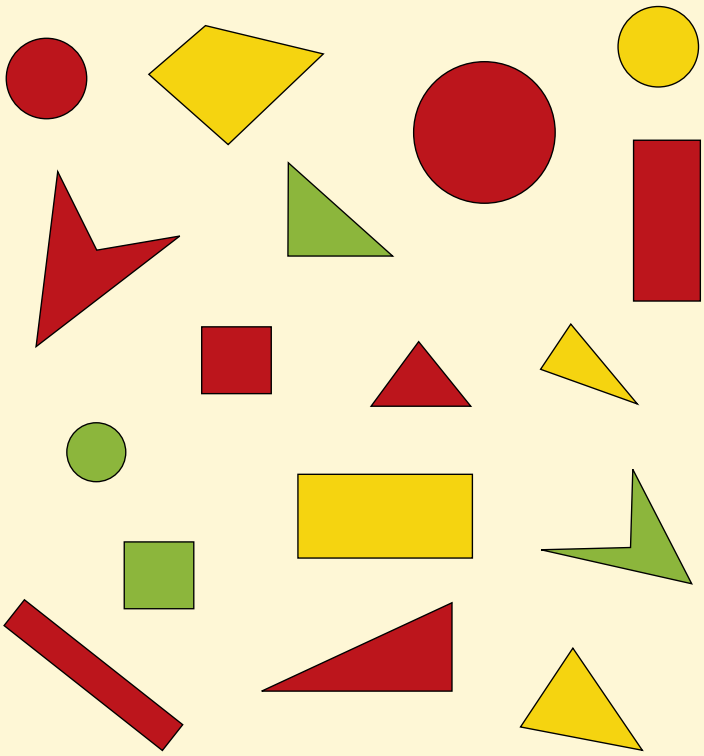
| Gul | Appelsínugul | Rauð | Græn | Blá |
|---|---|---|---|---|
| 𝍸 𝍸 𝍸 | 𝍸 III | 𝍸 𝍸 𝍸 𝍸 IIII | 𝍸 𝍸 II | 𝍸 𝍸 𝍸 𝍸 𝍸 I |

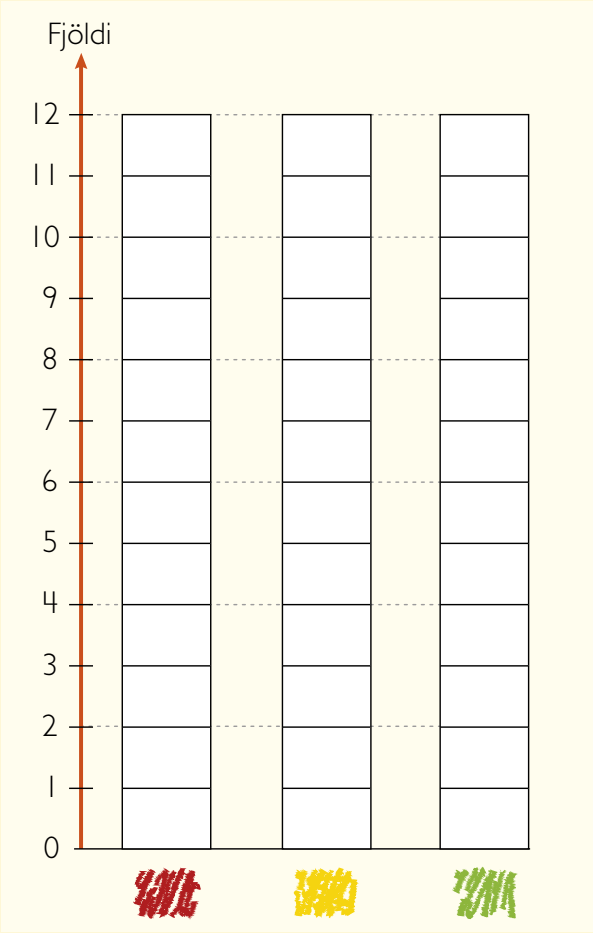
Búðu til súlurit.



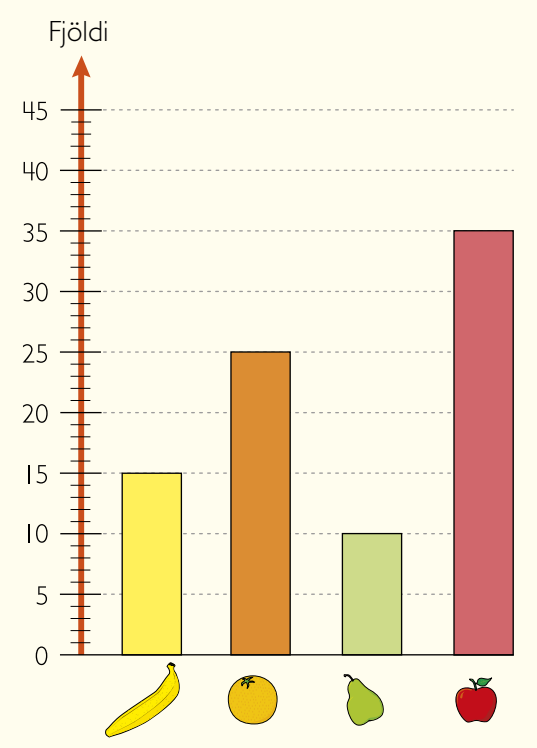

- Nemendur lesa úr töflunni og finna hve mörg hjól voru í hverjum lit. Síðan lita þeir lita jafn marga reiti í súlunum og hjólin eru mörg í hverjum lit.

• Flokkaðu formin eftir lit og búðu til súlurit.





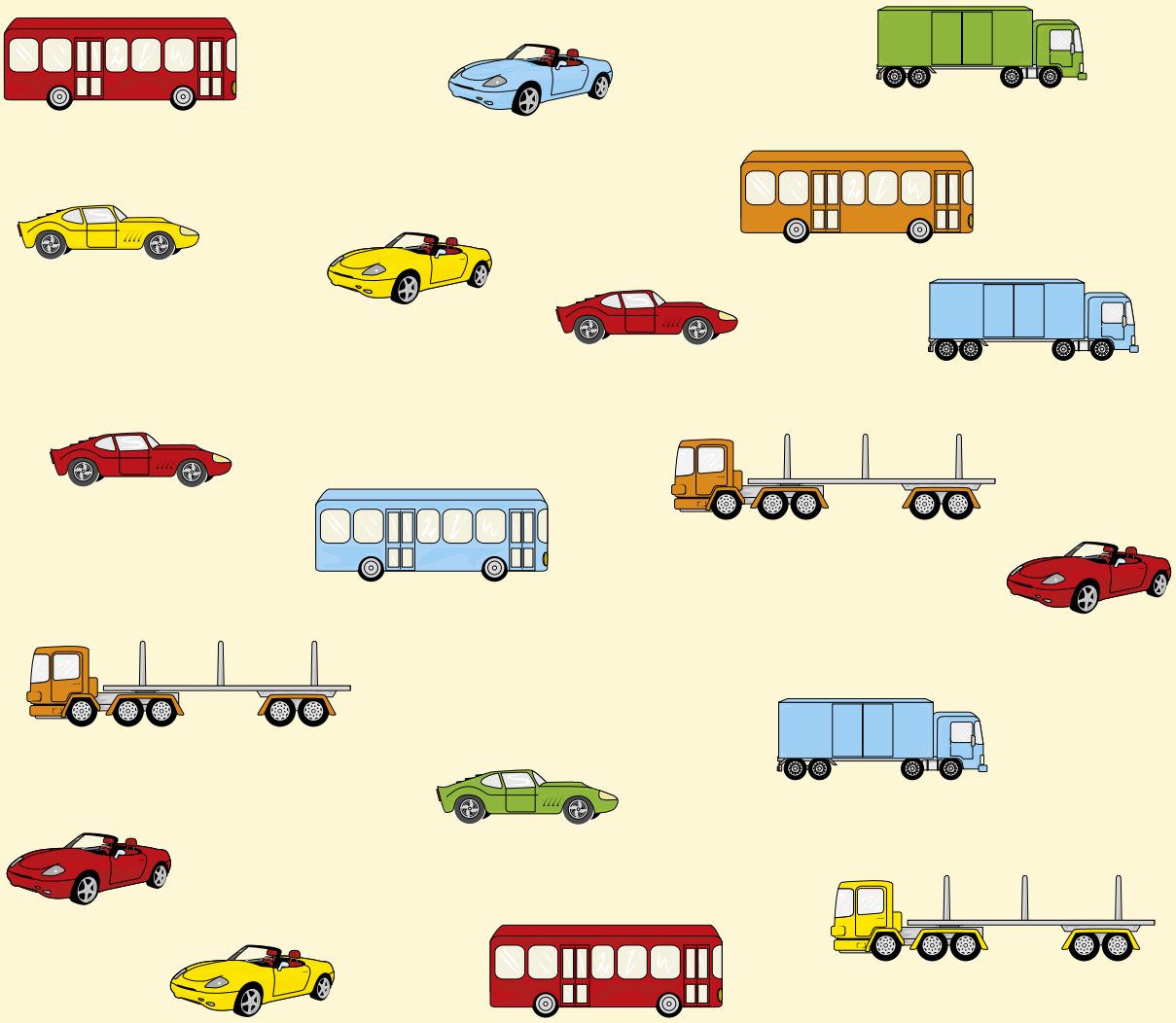

•• Þetta súlurit sýnir hvaða ávextir börnunum í einum skóla finnst bestir. Skrifaðu hvað mörgum börnum finnst hver ávöxtur bestur.



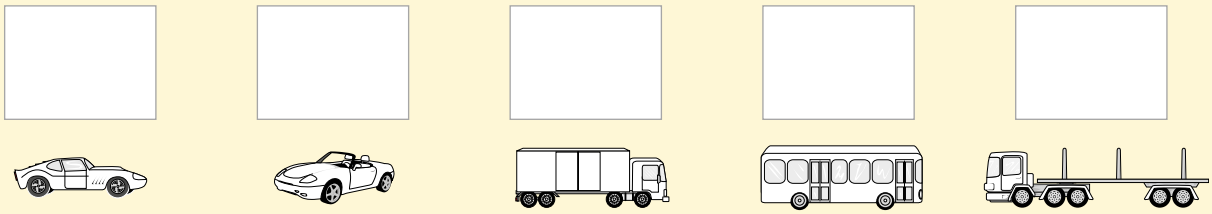

| | Fjöldi |
|---|---|
| | _____ |
| | _____ |
| | _____ |
| | _____ |



• Nemendur telja hve mörg form eru af hverjum lit og lita jafn marga reiti í súluritinu.
•• Nemendur lesa úr súluritinu og skrá í töfluna hve margir ávextir eru af hverri tegund.



## • Flokkaðu bílana eftir tegund.



## •• Flokkaðu bílana eftir lit.

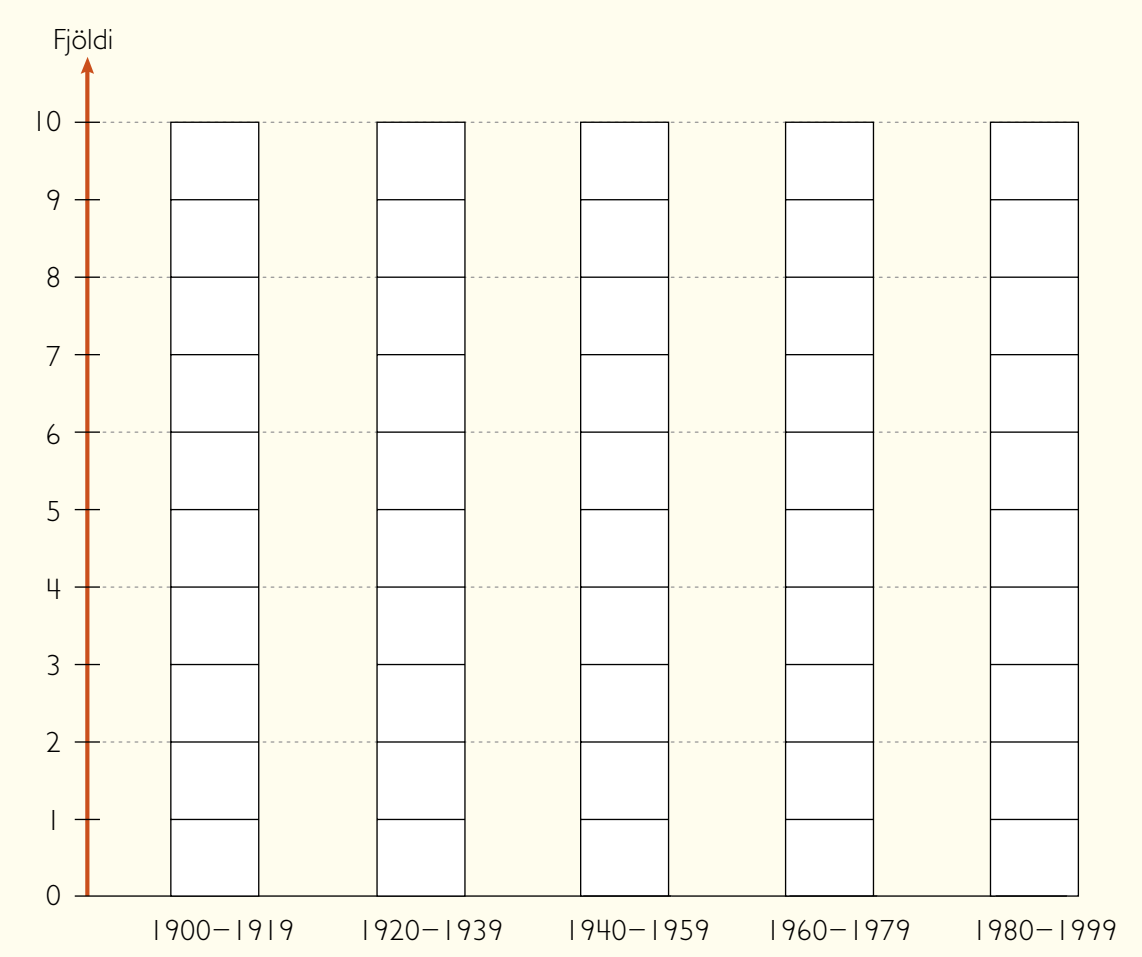
ÆFINGAHEFTI 3a BLS. 2–3

- • Nemendur telja hve margir bílar eru af hverri tegund. Þeir skrá fjöldann í reitinn fyrir ofan hverja tegund.
- •• Nemendur telja hve margir bílar eru í hverjum lit og skrá fjöldann í reitina.

[·] Flokkaðu húsin eftir því hvenær þau voru byggð.

| | | | | |
|---|---|---|---|---|
| | | | | |
| 1900–1919 | 1920–1939 | 1940–1959 | 1960–1979 | 1980–1999 |

[··] Búðu til súlurit.

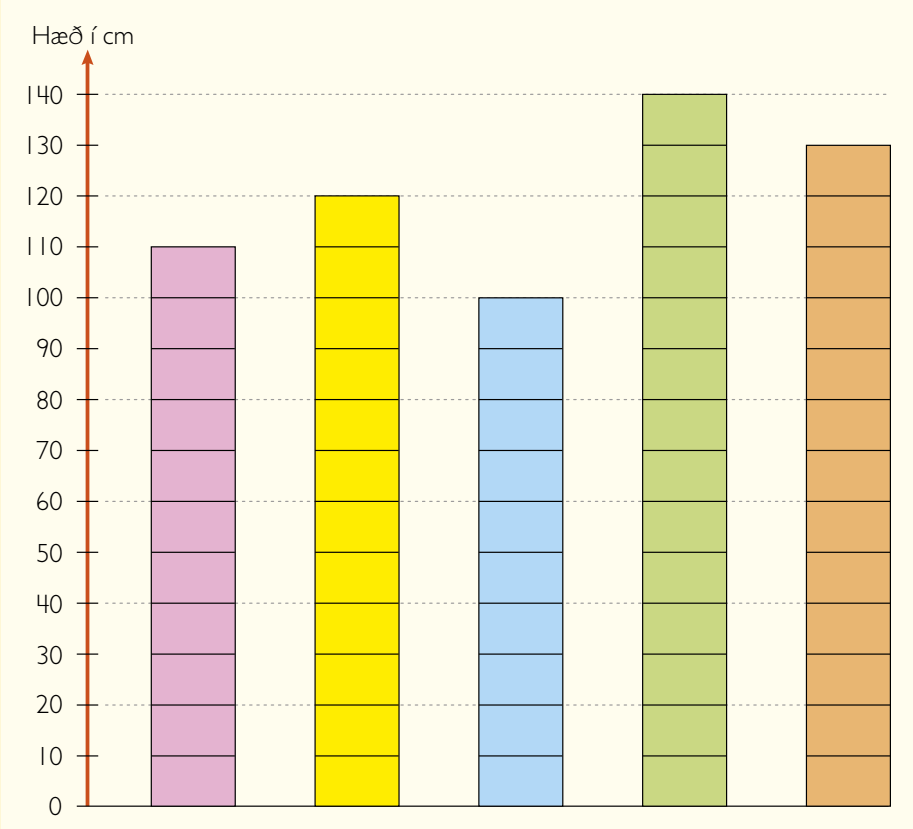



ÆFINGAHEFTI 3a BLS. 4–7



• Nemendur flokka húsin eftir því hvenær þau voru byggð og skrá fjöldann með talningarstrikum eða tölustöfum.
•• Nemendur lita eins marga reiti og húsin eru mörg á hverju tímabili.

Súluritið sýnir hæð fimm stelpna.
Skrifaðu rétt nafn undir hverja súlu.




_____ _____ _____

_____ _____

Við vitum að
- Jóna er hæst
- Ída er lægri en Anna
- Ída er hærri en Þóra
- Birna er lægst

Hvað eru stelpurnar háar?

Jóna _____ cm  Ída _____ cm  Anna _____ cm

Þóra _____ cm  Birna _____ cm

- Nemendur nota upplýsingarnar og skrifa rétt nafn undir hverja súlu. Nemendur lesa af súluritinu og skrá hæð hverrar stelpu.

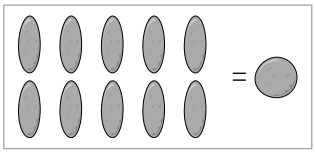
# 2 Þriggja stafa tölur

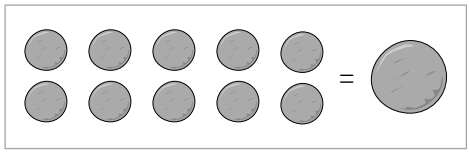
Það voru 10 nýjar kindur.

Þá tek ég fram nýjan tugstein og á þá 9 alls.

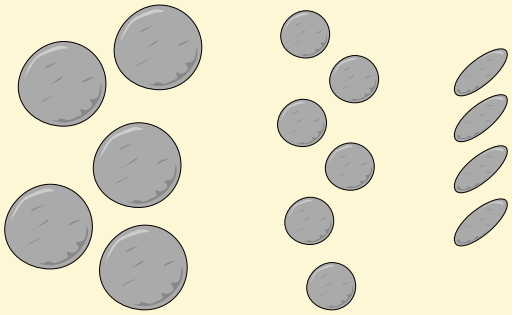
Og ég fæ bráðum nýjan hundraðstein.

1 10 100

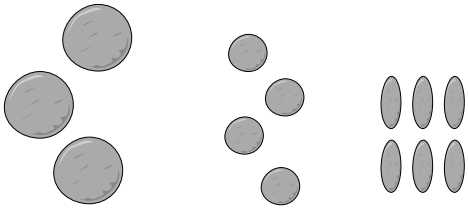




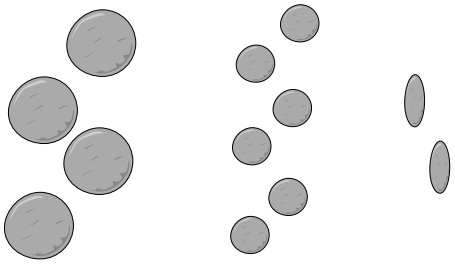
## [·] Hve margar kindur?



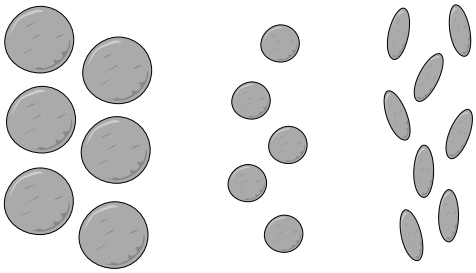
500 + 60 + 4 = 564



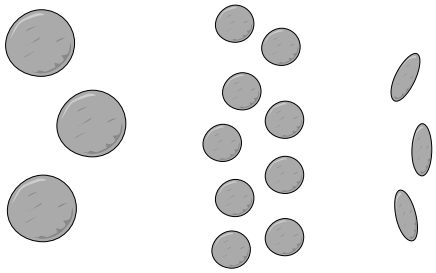
____ + ____ + ____ = ____



____ + ____ + ____ = ____



____ + ____ + ____ = ____



____ + ____ + ____ = ____

## [··] Teiknaðu steinana.

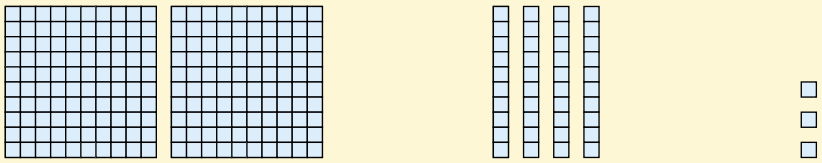
200 + 40 + 5 = ____

400 + 70 + 8 = ____

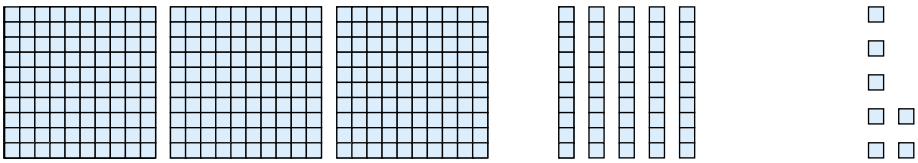


- • Nemendur finna hvað hinir mismunandi steinar tákna, skrá fjöldann og leggja saman.
- •• Nemendur teikna steina til að sýna tölurnar.

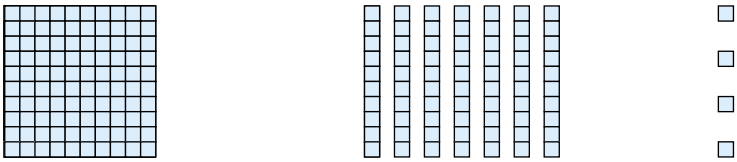
## [·] Hvaða tölur tákna reitirnir?



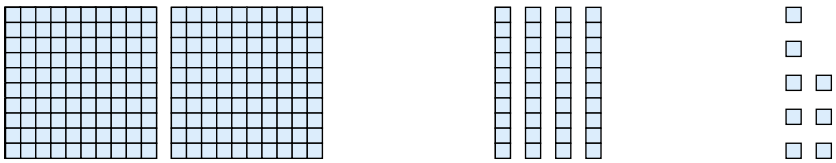
200 + 40 + 3 = 243



____ + ____ + ____ = ____



____ + ____ + ____ = ____



____ + ____ + ____ = ____



- Nemendur skrá tölurnar sem hundruð, tugi og einingar og leggja síðan saman.

[·] Hve mörg hundruð, tugir og einingar?

352 = ☐ ☐ ☐ ||||| ☐☐

300 + 50 + 2

567 = _____ + _____ + _____

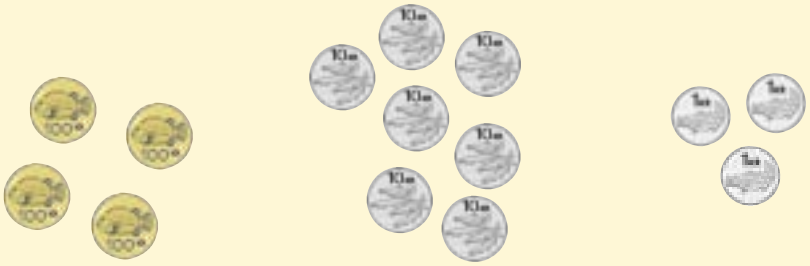
484 = _____ + _____ + _____

290 = _____ + _____ + _____

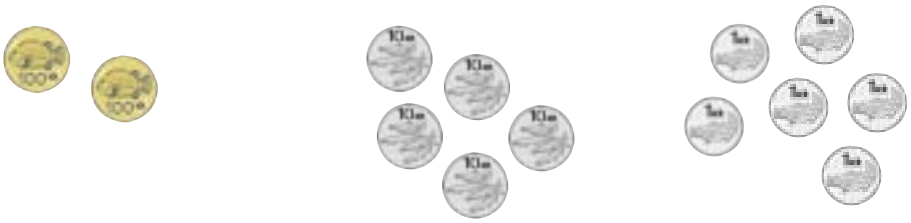
109 = _____ + _____ + _____

- Nemendur teikna hundraðreitatöflu, tuglengjur og einingakubba til að sýna tölurnar. Nemendur skrá síðan tölurnar og leggja saman.

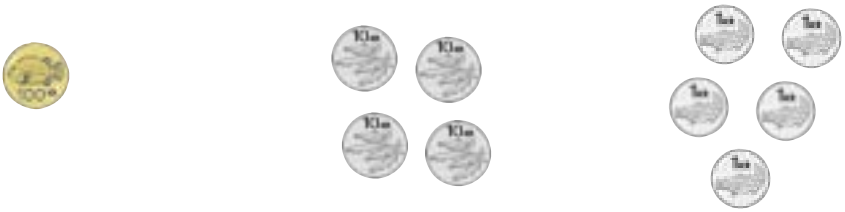
## [·] Hve mikið?



400 + 70 + 3 = 473



____ + ____ + ____ = ____



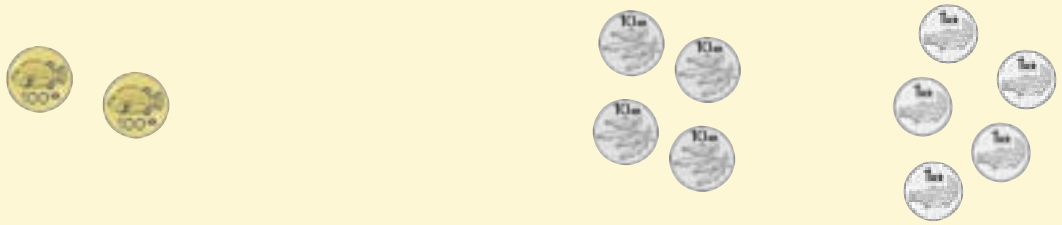
____ + ____ + ____ = ____

____ + ____ + ____ = ____

____ + ____ + ____ = ____



- Nemendur skrá fyrst hundruð, tugi og einingar og síðan summu þeirra.



245 = 200 + 40 + 5

[·] Teiknaðu peninga.

162 = _____ + _____ + _____

307 = _____ + _____ + _____

[··] Hvert er gildi tölustafanna?

152 = 100 + 50 + 2

269 = _____ + _____ + _____

504 = _____ + _____ + _____

660 = _____ + _____ + _____

218 = _____ + _____ + _____

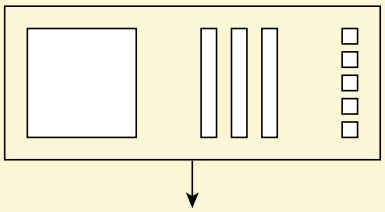
430 = _____ + _____ + _____

785 = _____ + _____ + _____

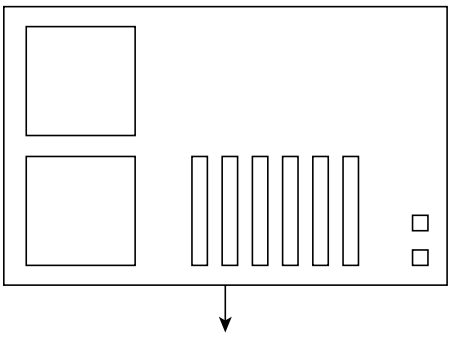
802 = _____ + _____ + _____

• Nemendur skipta tölunum í hundruð, tugi og einingar og sýna það með því að teikna peninga.
•• Nemendur skipta tölunum upp eftir sætum í hundruð, tugi og einingar.

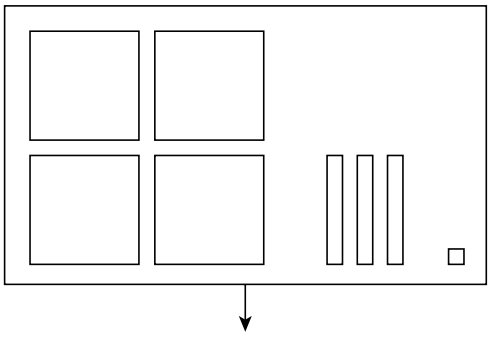
[·] Skráðu tölurnar á undan og eftir.



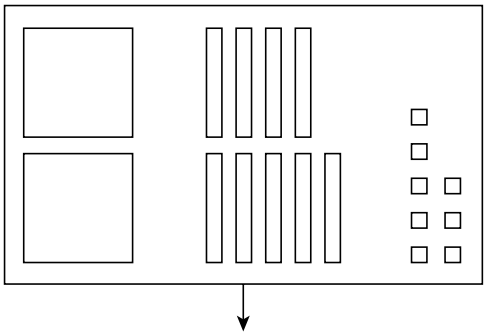
133 134 135 136 137



262



431

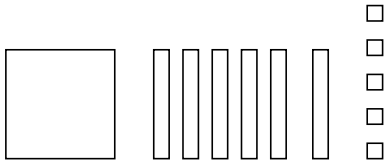


298

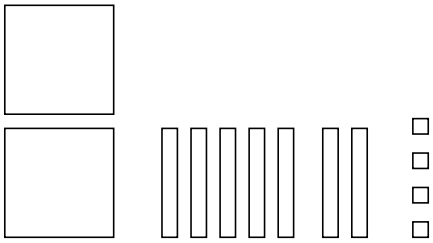


• Nemendur skrá tölurnar tvær sem eru næst á undan og næst á eftir uppgefnum tölum.

[·] Skrifaðu tölurnar sem eru 10 minni og 10 stærri.

| –10 | | +10 |
|---|---|---|
| 155 |  165 | ____ |
| ____ | 236 | ____ |
| ____ | 413 | ____ |

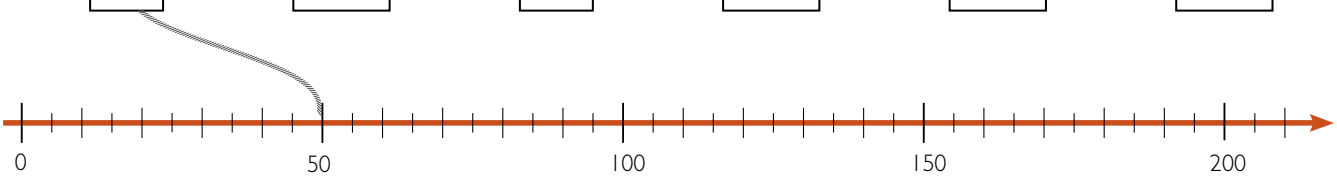
[··] Skrifaðu tölurnar sem eru 100 minni og 100 stærri.

| –100 | | +100 |
|---|---|---|
| ____ |  274 | 374 |
| ____ | 612 | ____ |
| ____ | 148 | ____ |

• Nemendur skrá tölurnar sem eru 10 minni og 10 stærri en tölurnar í miðdálkinum.
•• Nemendur skrá tölurnar sem eru 100 minni og 100 stærri en tölurnar í miðdálkinum.

## [·] Dragðu strik í talnalínuna.

50 110 85 185 130 190




25 90 140 60 200 160

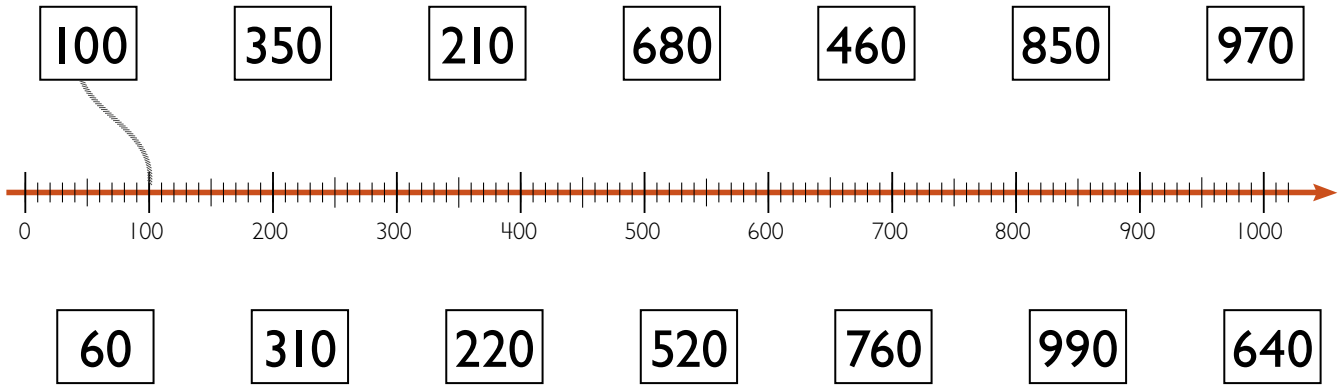
## [··] Haltu áfram með talnarununurnar.

| | | | | | | |
|---|---|---|---|---|---|---|
| +10 | 232 | 242 | | | | |
| −10 | 586 | | | | | |
| +100 | 284 | | | | | |
| −100 | 545 | | | | | |
| +101 | 2 | | | | | |

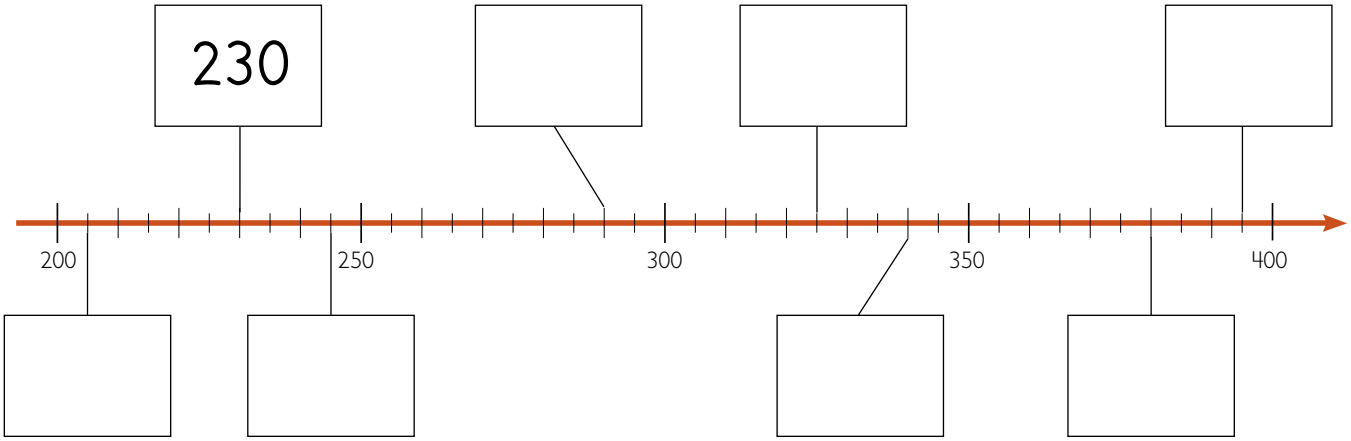


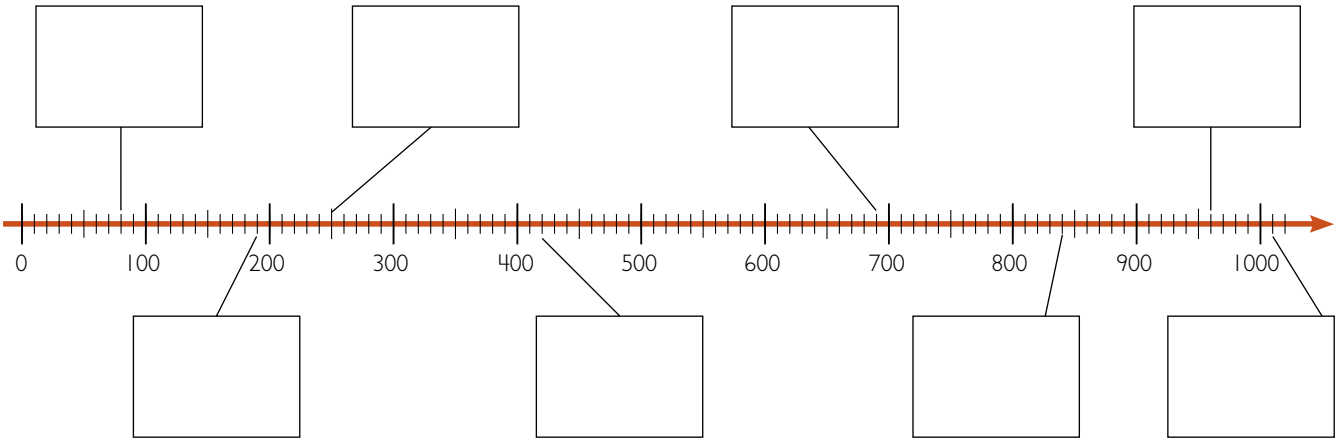
• Nemendur draga strik frá tölunum í rétta staði á talnalínunni.
•• Nemendur halda áfram með talnarununurnar með því annaðhvort að leggja tölurnar í grænu hringjunum við eða draga þær frá.

## [·] Dragðu strik í talnalínuna.




## [··] Lestu af talnalínunni.



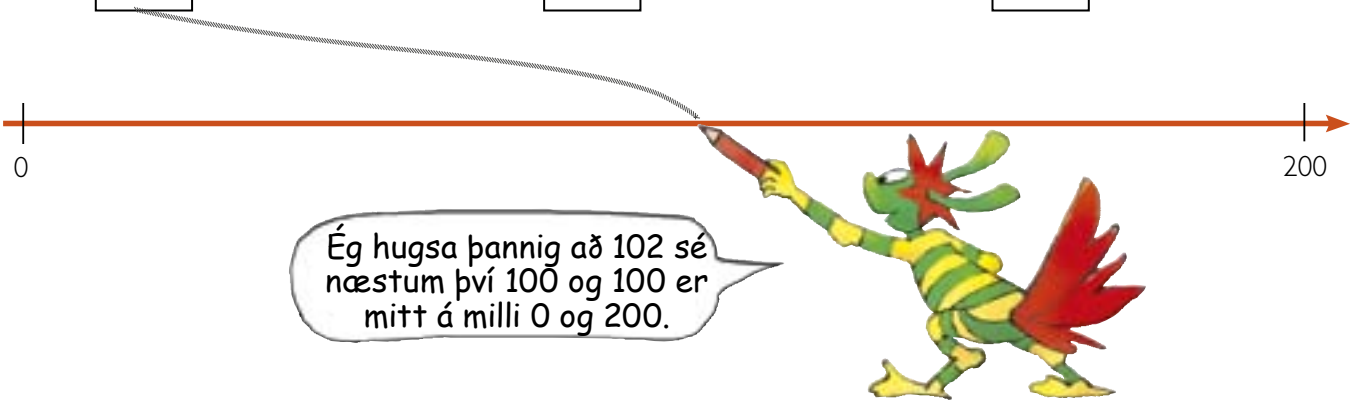






- • Nemendur draga strik frá tölunum í rétta staði á talnalínunni.
- •• Nemendur lesa af talnalínunum og skrá tölurnar í reitina.

[·] Tengdu tölurnar um það bil að réttum stað á talnalínunni.

102 70 149




81 205 360

330 197 750

- Nemendur draga strik frá tölunum um það bil að réttum stað á talnalínunni.

[·] Haltu áfram með talnarunurnar.

30 40 50 60 _____ _____ _____ _____

0 20 40 60 _____ _____ _____ _____

100 150 200 250 _____ _____ _____ _____

351 361 371 381 _____ _____ _____

212 312 412 512 _____ _____ _____

[··] Búðu til talnarunu.

_____ _____ _____ _____ _____ _____ _____



- Nemendur halda áfram með hverja talnarunu með því að skrifa næstu tölur á bláu strikin.
•• Nemendur búa til talnarunu.

[·] Hoppaðu áfram.

+5 +5 +5 +5 +5

338 343 _____ _____ _____ _____

+50 +50 +50 +50 +50

260 _____ _____ _____ _____ _____

+100 +100 +100 +100 +100

108 _____ _____ _____ _____ _____

[··] Skrifaðu svörin.

1 meira en 186 er _____

10 meira en 437 er _____

100 meira en 260 er _____

20 meira en 635 er _____

200 meira en 541 er _____

50 meira en 198 er _____



• Nemendur halda áfram með talnarununurnar með því að fara eftir fyrirmælunum fyrir ofan örvarnar.
•• Nemendur skrifa svörin í hverri setningu.

## [·] Hoppaðu aftur á bak.

−5 −5 −5 −5 −5

____ ____ ____ ____ 133 138

−10 −10 −10 −10 −10

____ ____ ____ ____ ____ 243

−100 −100 −100 −100 −100

____ ____ ____ ____ ____ 540

## [··] Skrifaðu svörin.

| | | | | |
|---|---|---|---|---|
| 1 | minna en | 529 | er | ____ |
| 10 | minna en | 370 | er | ____ |
| 100 | minna en | 731 | er | ____ |
| 30 | minna en | 368 | er | ____ |
| 300 | minna en | 954 | er | ____ |
| 60 | minna en | 282 | er | ____ |

- Nemendur halda áfram með talnarunurnar með því að fara eftir fyrirmælunum fyrir ofan örvarnar.
- Nemendur skrifa svörin í hverri setningu.

[·] Kannaðu talnarunur með vasareikni. Sláðu tölurnar inn á vasareikninn. Ýttu á = og skráðu svarið jafnóðum.

| | | | | |
|---|---|---|---|---|
| 1 0 0 + 1 0 = = = = | 110 | 120 | 130 | 140 |
| 2 0 0 + 1 0 = = = = | ____ | ____ | ____ | ____ |
| 6 8 + 1 0 0 = = = = | ____ | ____ | ____ | ____ |
| 2 0 0 − 1 0 = = = = | ____ | ____ | ____ | ____ |
| 9 9 9 − 1 0 0 = = = = | ____ | ____ | ____ | ____ |

[··] Notaðu vasareikni til að búa til talnarunur.

| | | | | | |
|---|---|---|---|---|---|
| ____ + ____ = = = = | ____ | ____ | ____ | ____ |
| ____ + ____ = = = = | ____ | ____ | ____ | ____ |
| ____ + ____ = = = = | ____ | ____ | ____ | ____ |
| ____ + ____ = = = = | ____ | ____ | ____ | ____ |
| ____ − ____ = = = = | ____ | ____ | ____ | ____ |
| ____ − ____ = = = = | ____ | ____ | ____ | ____ |
| ____ − ____ = = = = | ____ | ____ | ____ | ____ |
| ____ − ____ = = = = | ____ | ____ | ____ | ____ |



• Nemendur slá inn tölurnar samkvæmt fyrirmælunum. Þeir skrá tölurnar, sem koma út þegar ýtt er á =, á bláu strikin.
•• Nemendur nota vasareikni til að búa til eigin talnarunur.

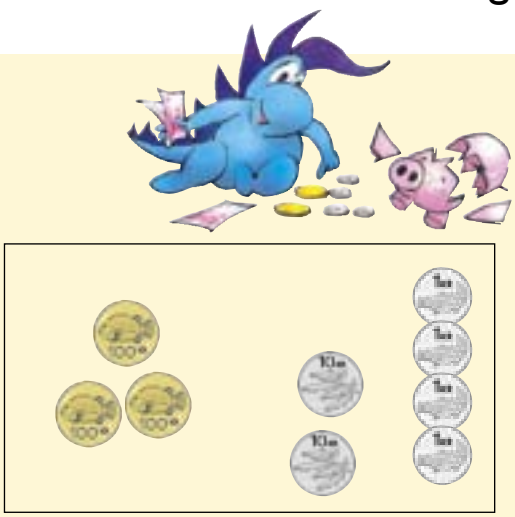
[·] Fylltu út í töfluna.

Kastaðu 3 teningum.
Búðu til þriggja stafa tölu
Og skráðu hana í miðdálkinn.
Gerðu þetta sex sinnum.
Fylltu út í töfluna.

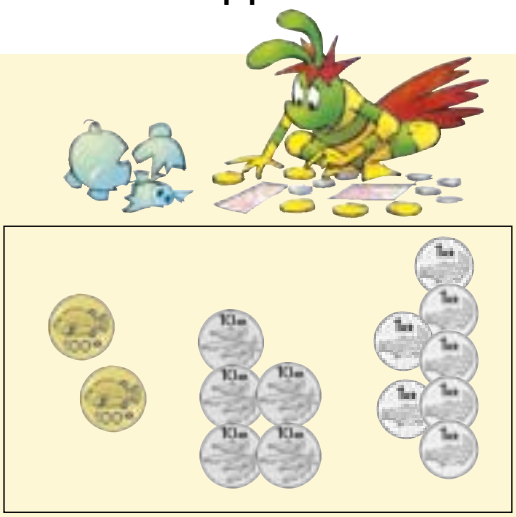
| -100 | -10 | -1 | Talan mín | +1 | +10 | +100 |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

- Nemendur fylla út í miðdálkinn með því að kasta þremur teningum og búa til þriggja stafa tölur. Þetta gera þeir alls sex sinnum. Þar næst fylla þeir út í afganginn af töflunni með tölum sem eru ýmist 1, 10 og 100 minni eða stærri en tölurnar í miðdálkinum.

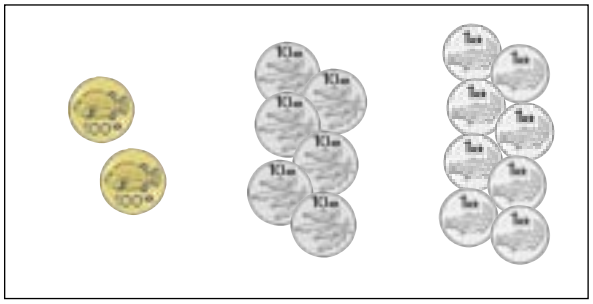
[·] Skrifaðu summurnar. Dragðu hring um hærri upphæðina.

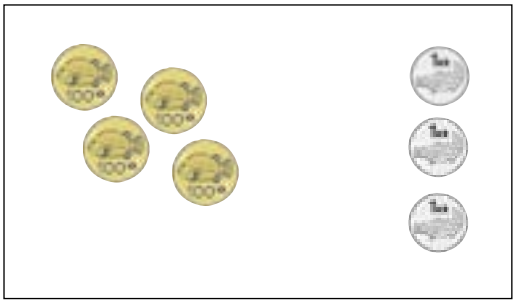


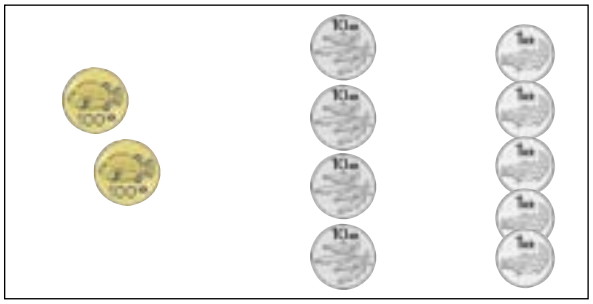
324

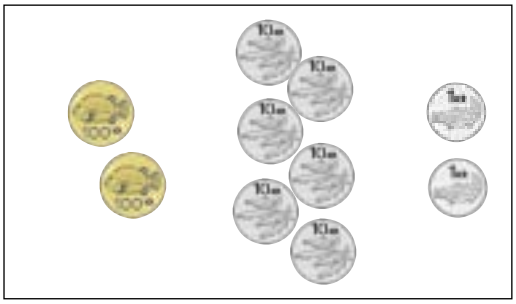


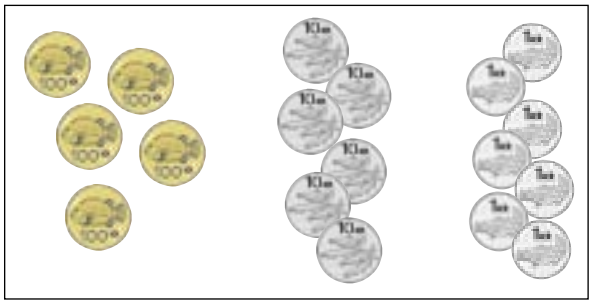
257

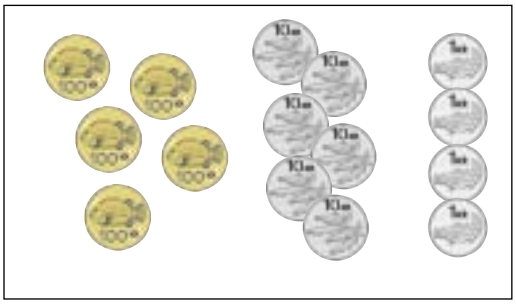








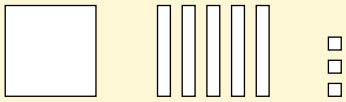




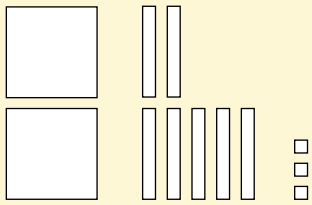


- Nemendur telja peningana og skrá summurnar. Síðan draga þeir hring um hærri upphæðina.

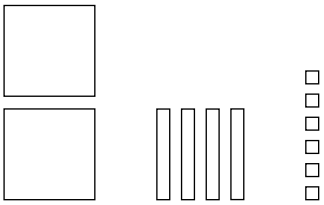
## [·] Skráðu tölurnar. Dragðu hring um minni töluna.

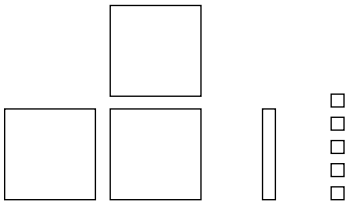


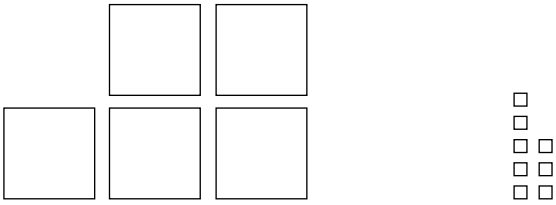
153

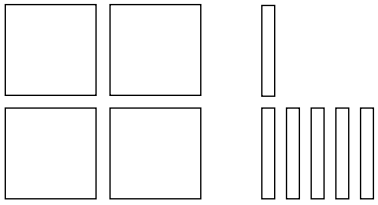


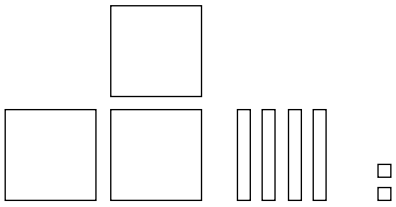
273

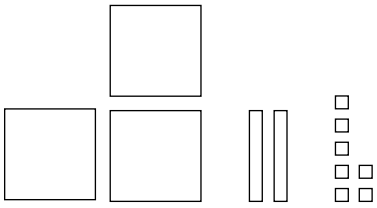






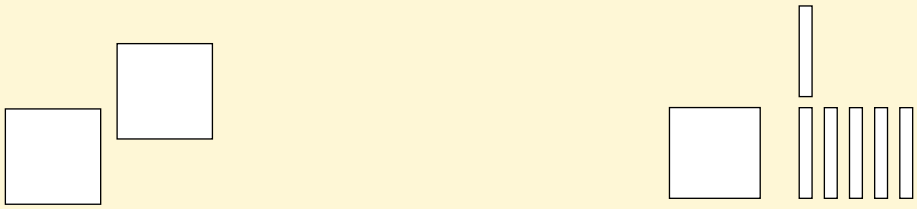




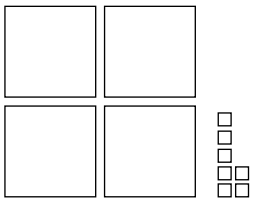


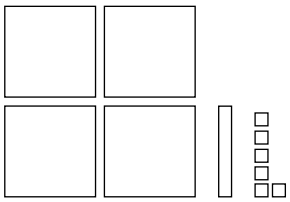
- Nemendur telja hundruðin, tugina og einingarnar í hverjum reit og skrá töluna á bláu strikin. Síðan draga þeir hring um minni töluna í hverri röð.

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



200 er meira en 160





407 _____ 416

500 _____ 510

626 _____ 625

1000 _____ 987

536 _____ 653

748 _____ 758

600 _____ 599



• Nemendur skrifa á milli talnanna orðasamböndin „er minni en“ eða „er stærri en“ þannig að fullyrðingarnar verði sannar.

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

67 66 19

19 ____ ____ ____ ____

305 423 298 541 167

____ ____ ____ ____ ____

572 619 528 586 651

____ ____ ____ ____ ____

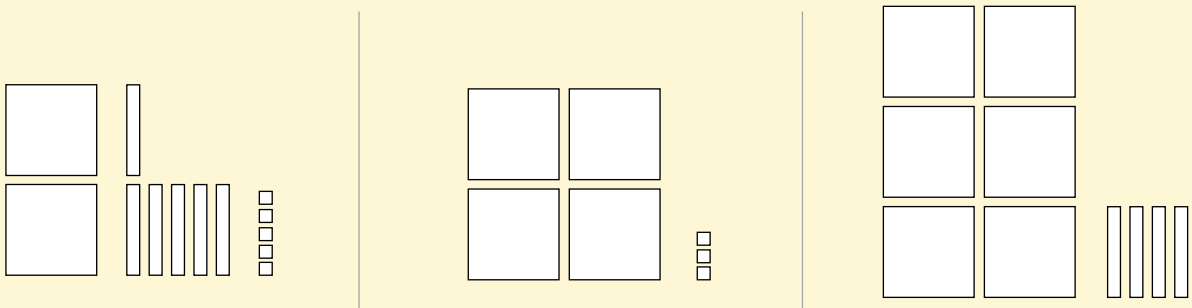
## [··] SPIL Hæsta talan.

**LEIKREGLUR**
Fjöldi leikmanna: 2–4.
Leikmenn kasta teningi til skiptis og skrá töluna, sem upp kemur, í einn af reitunum þremur.
Eftir þrjú köst hefur hver leikmaður búið til eina þriggja stafa tölu. Sá sem hefur hæstu töluna fær 1 stig.
Sá vinnur sem er með flest stig eftir fimm umferðir.

| 1. umferð | 2. umferð | 3. umferð | 4. umferð | 5. umferð |
|---|---|---|---|---|
| | | | | |

• Nemendur skrá tölurnar í hverju „talnaskýi“ í stærðarröð, minnstu töluna fyrst.
•• Í spilinu þjálfast nemendur í að staðsetja tölustafina þannig að þeir fái sem hæsta tölu.

## Hve mikið?



_____ _____ _____

## Hvað táknar hver tölustafur?

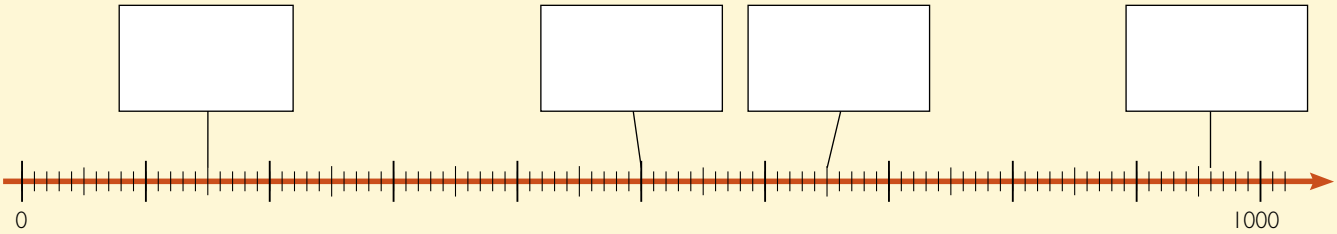
342 = 300 + 40 + 2

603 = _____ + _____ + _____

529 = _____ + _____ + _____

250 = _____ + _____ + _____

## Lestu af talnalínunni.




## Haltu áfram með talnarununurnar.

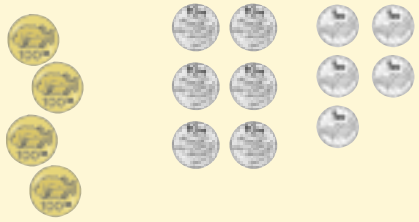
| | | | | | |
|---|---|---|---|---|---|
| 260 | 270 | 280 | _____ | _____ | _____ |
| 137 | 237 | 337 | _____ | _____ | _____ |
| 550 | 450 | 350 | _____ | _____ | _____ |



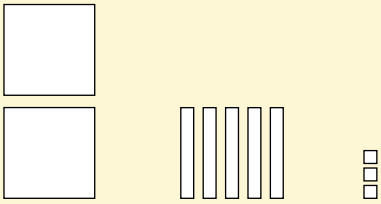
• Nemendur skrifa tölurnar sem myndirnar tákna.
•• Nemendur skipta tölunum upp eftir sætum í hundruð, tugi og einingar.
••• Nemendur lesa af talnalínu og skrá tölurnar í reitina.
•••• Nemendur finna hvort tölurnar fara stækkandi eða minnkandi og skrá næstu þrjár tölur í talnarununurnar.

## Hve mikið samtals?

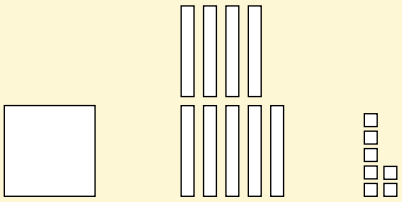
_____ + _____ + _____ = _____



_____ + _____ + _____ = _____



_____ + _____ + _____ = _____



_____ + _____ + _____ = _____

## Hvað táknar hver tölustafur?

343 = _____ + _____ + _____

215 = _____ + _____ + _____

754 = _____ + _____ + _____

649 = _____ + _____ + _____

853 = _____ + _____ + _____

907 = _____ + _____ + _____

## Reiknaðu dæmin.

200 + 0 + 4 = _____

300 + 10 + 0 = _____

800 + 70 + 9 = _____

500 + 90 + 3 = _____

400 + 50 + 7 = _____

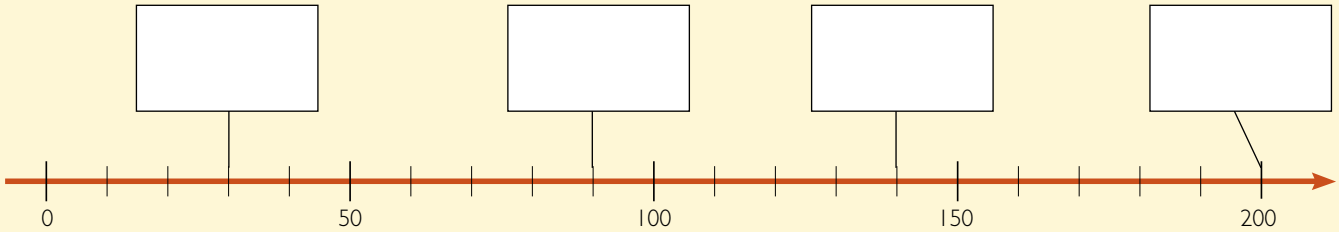
900 + 90 + 9 = _____

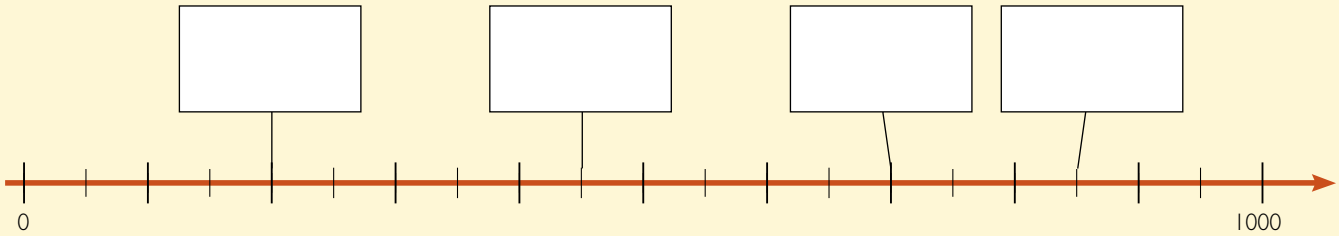
ÆFINGAHEFTI 3a BLS. 8–11



- • Nemendur skrá fjölda hundruða, tuga og eininga og þar næst summuna.
- •• Nemendur skipta tölunum upp eftir sætum í hundruð, tugi og einingar.
- ••• Nemendur leggja saman hundruð, tugi og einingar.

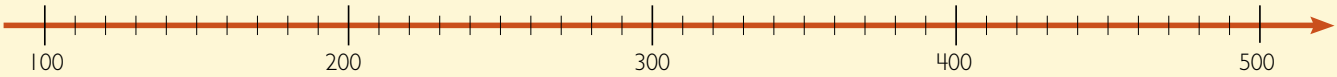
## Lestu af talnalínunni.




## Dragðu strik í talnalínuna.

250 190 430 380




## Skrifaðu tölurnar í réttri röð, minnstu töluna fyrst.

244 29 341 802 281 314 929

29 _____ _____ _____ _____ _____ _____

## Haltu áfram með talnarununurnar.

110 120 130 _____ _____ _____ _____

345 445 545 _____ _____ _____ _____

ÆFINGAHEFTI 3a BLS. 12–17



• Nemendur lesa af talnalínu og skrá tölurnar í reitina.
•• Nemendur draga strik frá tölunum í rétta staði á talnalínu.
••• Nemendur skrifa tölurnar í stærðarröð.
•••• Nemendur finna út hve mikið tölurnar stækka eða minnka í talnarununum og skrá næstu fjórar tölur.

## Hver er talan?

**1** Talan er tveggja stafa.
Ef tölustafirnir eru lagðir saman verður summan oddatala.
Tölustafurinn í tugasætinu er 3 hærri en tölustafurinn í einingasætinu.
Talan er stærri en 75.
Talan er slétt tala.

**Talan er:** _____

---

**2** Talan er þriggja stafa.
Summa tölustafanna í hundraðasætinu og tugasætinu er sama tala
og sú sem er í einingasætinu.
Ef allir tölustafirnir þrír eru lagðir saman kemur út 10.
Talan er milli 200 og 300.

**Talan er:** _____

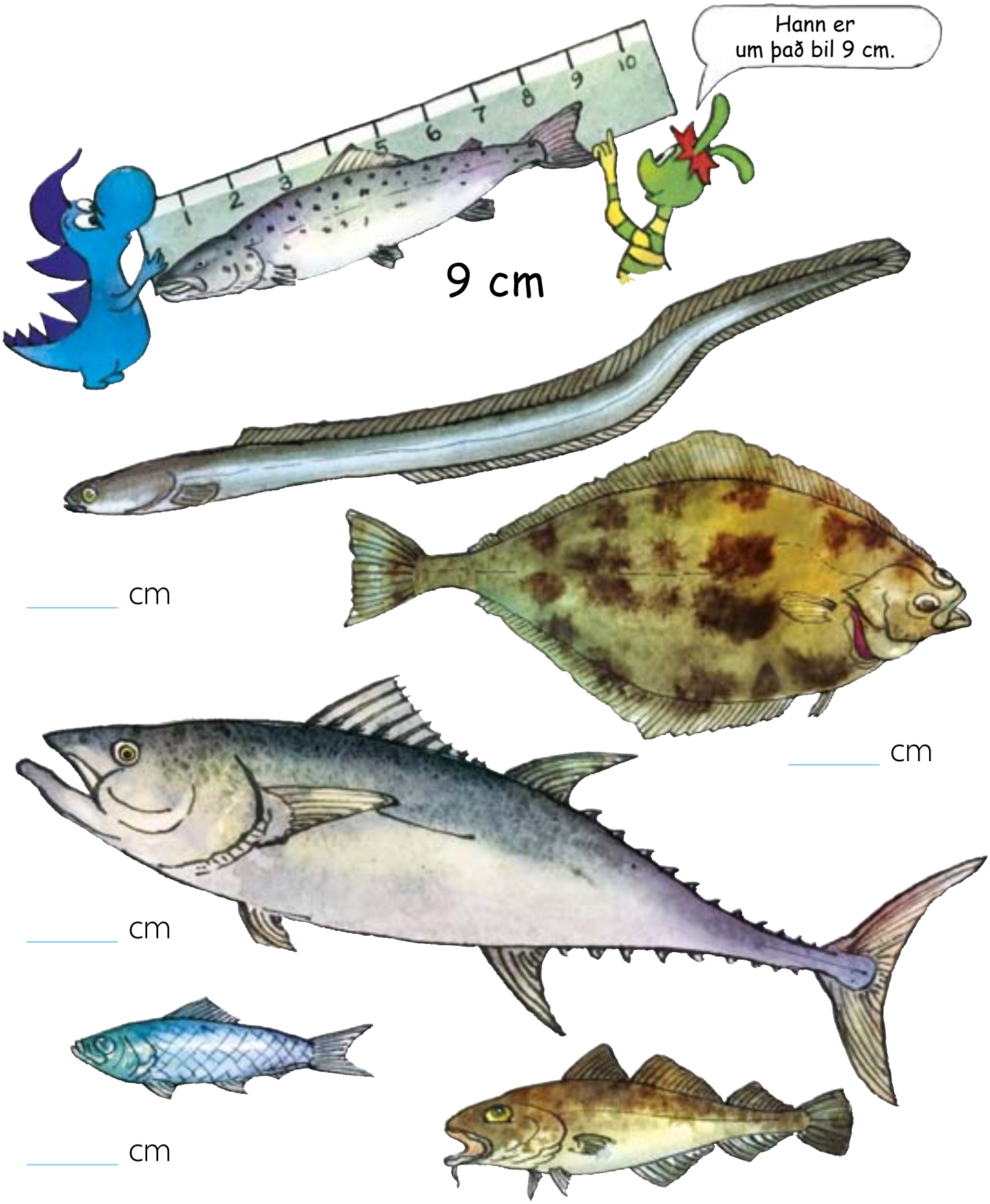
---

**3** Talan er þriggja stafa.
Allir tölustafirnir eru sléttar tölur.
Tölustafurinn í tugasætinu er helmingurinn af tölustafnum í hundraðasætinu.
Tölustafurinn í einingasætinu er helmingurinn af tölustafnum í tugasætinu.

**Talan er:** _____

# 3 Mælingar

## [·] Mældu lengd fiskanna.




_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

- Nemendur nota reglustiku og mæla lengd fiskanna í sentimetrum.

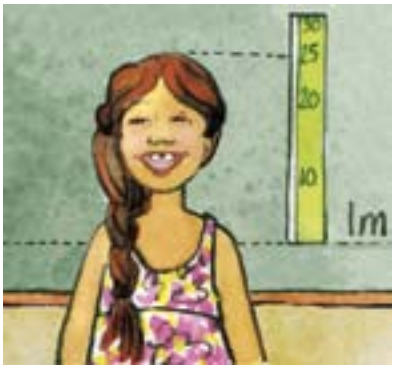
[·]

1 m + 28 cm = 128 cm

1m = 100 cm

[··] Hvað eru börnin stór?

1 m + 19 cm = _____ cm




1 m + 25 cm = _____ cm



• Kennari og nemendur ræða saman um metra og sentimetra.
•• Nemendur skrá hæð krakkanna í sentimetrum.

[·]

| | |
|---|---|
| María | 140 cm |
| Bastían | 129 cm |
| Dóra | 126 cm |
| Samír | 130 cm |
| Lóa | 135 cm |
| Björn | 128 cm |
| Súsanna | 129 cm |
| Árni | 132 cm |

Hvaða barn er minnst? _____

Hvaða barn er stærst? _____

Hvaða börn eru jafn stór? _____ og _____

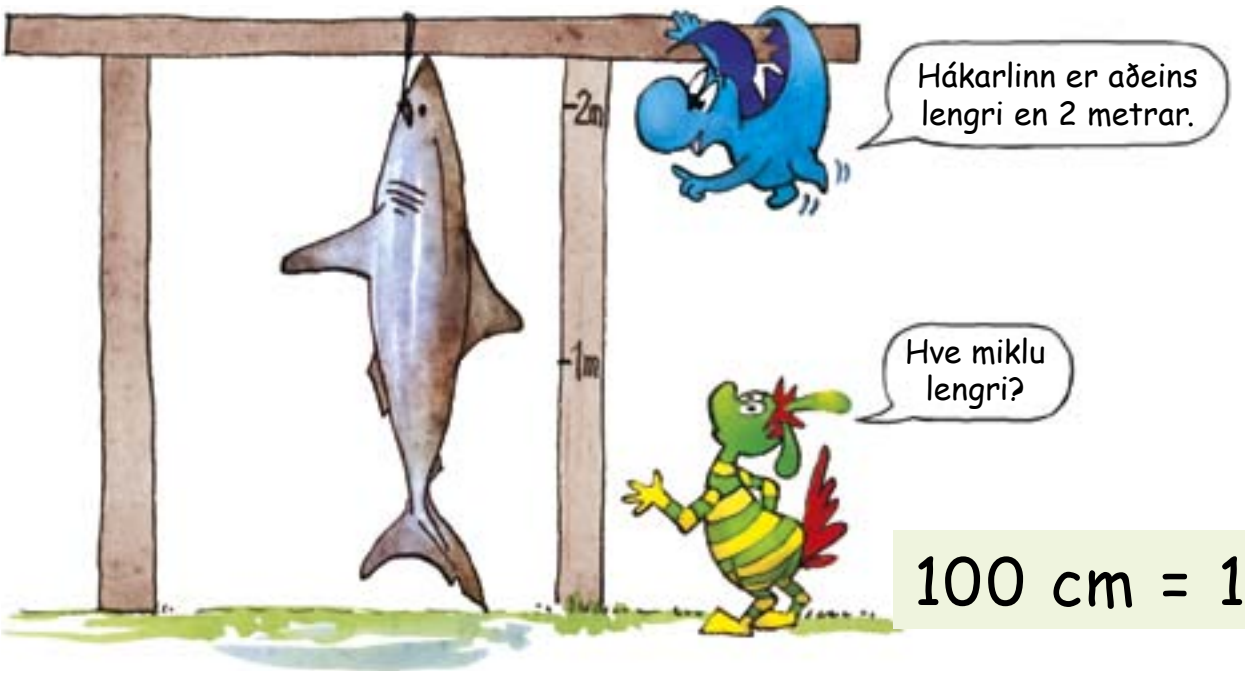
[··] Breyttu í metra og sentimetra.

| | |
|---|---|
| **124 cm = 1 m + 24 cm** | 133 cm = ____ m + ____ cm |
| 118 cm = ____ m + ____ cm | 159 cm = ____ m + ____ cm |
| 130 cm = ____ m + ____ cm | 101 cm = ____ m + ____ cm |
| 141 cm = ____ m + ____ cm | 170 cm = ____ m + ____ cm |
| 107 cm = ____ m + ____ cm | 212 cm = ____ m + ____ cm |
| 144 cm = ____ m + ____ cm | 209 cm = ____ m + ____ cm |



- Nemendur nota töfluna til að svara spurningunum.
- Nemendur breyta sentimetrunum í metra og sentimetra.

[·]




**100 cm = 1 m**

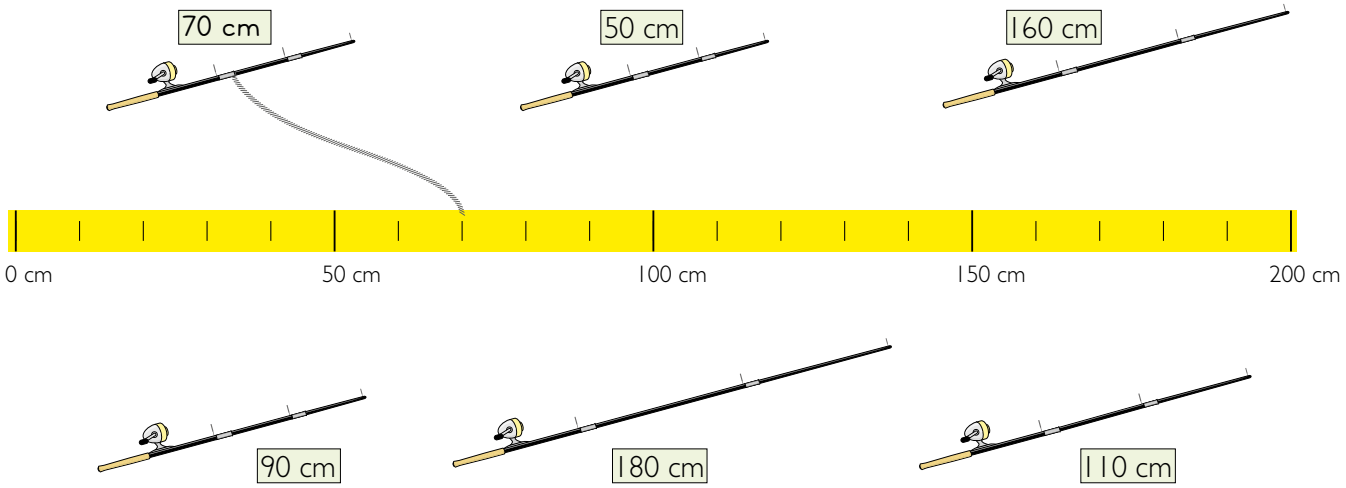
[··] **Breyttu í metra og sentimetra.**

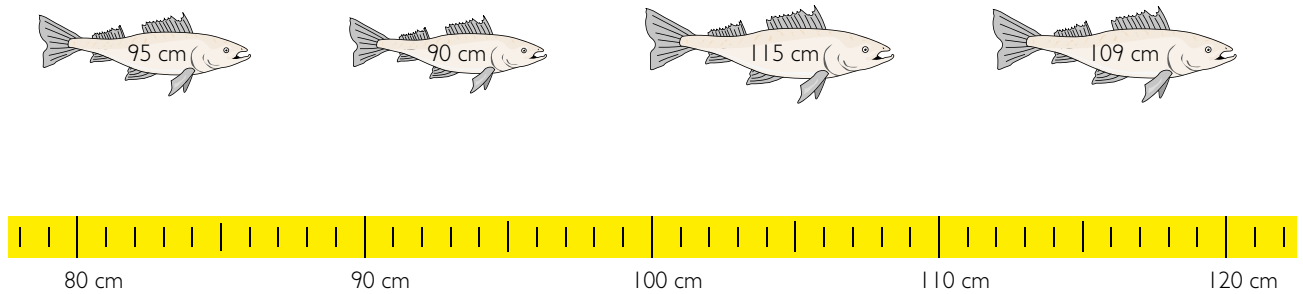
| | |
|---|---|
| **215 cm = 2 m + 15 cm** | 185 cm = _____ m + _____ cm |
| 126 cm = _____ m + _____ cm | 112 cm = _____ m + _____ cm |
| 342 cm = _____ m + _____ cm | 190 cm = _____ m + _____ cm |
| 156 cm = _____ m + _____ cm | 406 cm = _____ m + _____ cm |
| 214 cm = _____ m + _____ cm | 717 cm = _____ m + _____ cm |
| 532 cm = _____ m + _____ cm | 500 cm = _____ m + _____ cm |
| 308 cm = _____ m + _____ cm | 995 cm = _____ m + _____ cm |
| 434 cm = _____ m + _____ cm | 59 cm = _____ m + _____ cm |
| 609 cm = _____ m + _____ cm | 87 cm = _____ m + _____ cm |



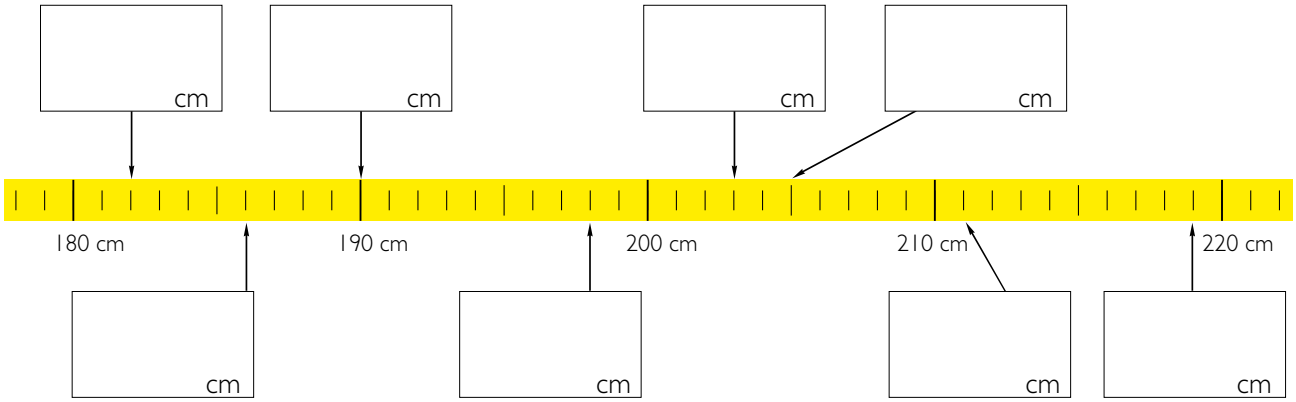
• Kennari og nemendur ræða saman um myndina.
•• Nemendur breyta sentimetrunum í metra og sentimetra.

## [·] Dragðu strik í málbandið.




## [··] Lestu af málbandinu.




- Nemendur draga strik frá veiðistöngunum að réttum stað á málbandinu.
•• Nemendur lesa af málbandinu og skrá tölurnar í reitina.

**1m = 100 cm**

[·] **Breyttu í sentimetra.**

**3 m + 25 cm = 325 cm**

1 m + 46 cm = _____ cm

5 m + 13 cm = _____ cm

2 m + 25 cm = _____ cm

1 m + 18 cm = _____ cm

6 m + 5 cm = _____ cm

8 m + 92 cm = _____ cm

3 m + 2 cm = _____ cm

3 m + 20 cm = _____ cm

2 m + 59 cm = _____ cm

1 m + 60 cm = _____ cm

4 m + 8 cm = _____ cm

5 m + 99 cm = _____ cm

8 m + 0 cm = _____ cm

7 m + 7 cm = _____ cm

0 m + 23 cm = _____ cm

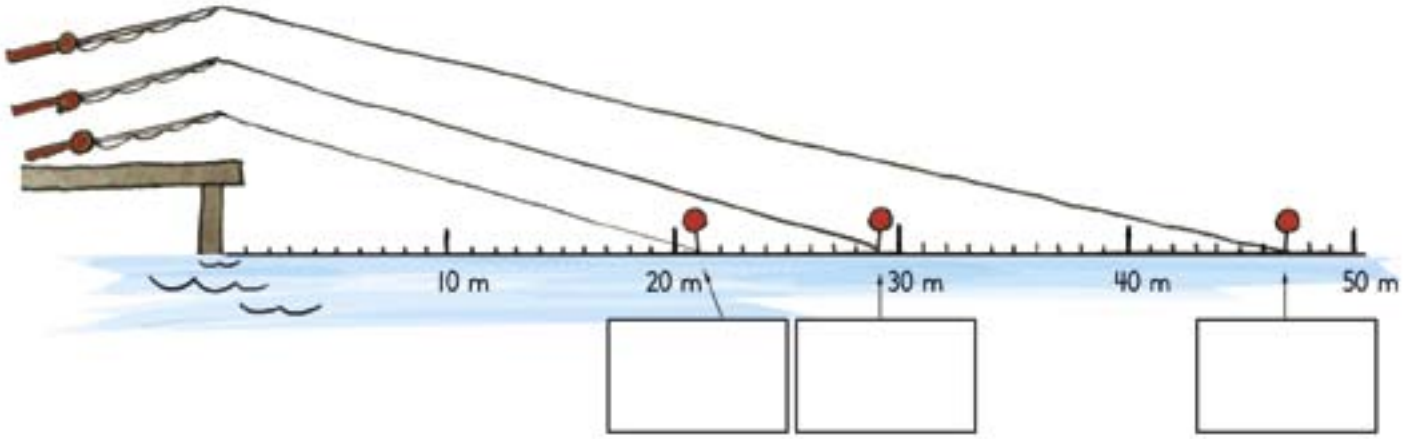
7 m + 70 cm = _____ cm

0 m + 67 cm = _____ cm

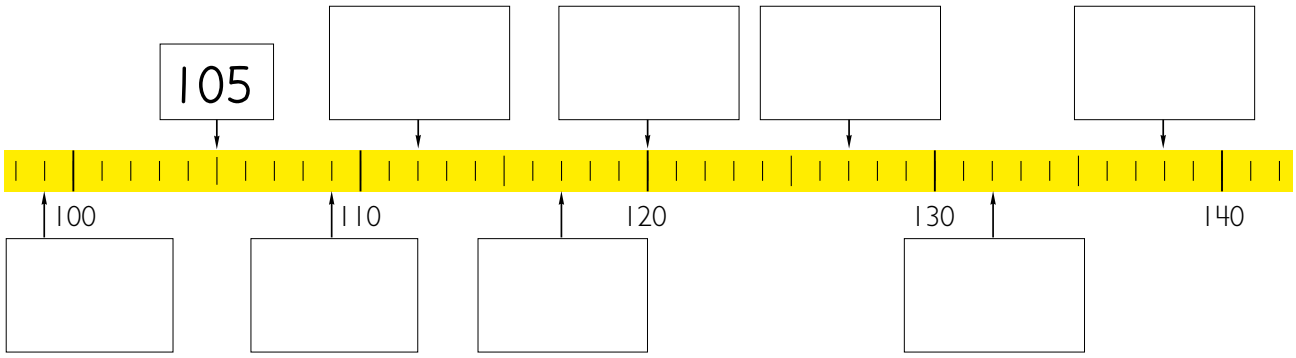


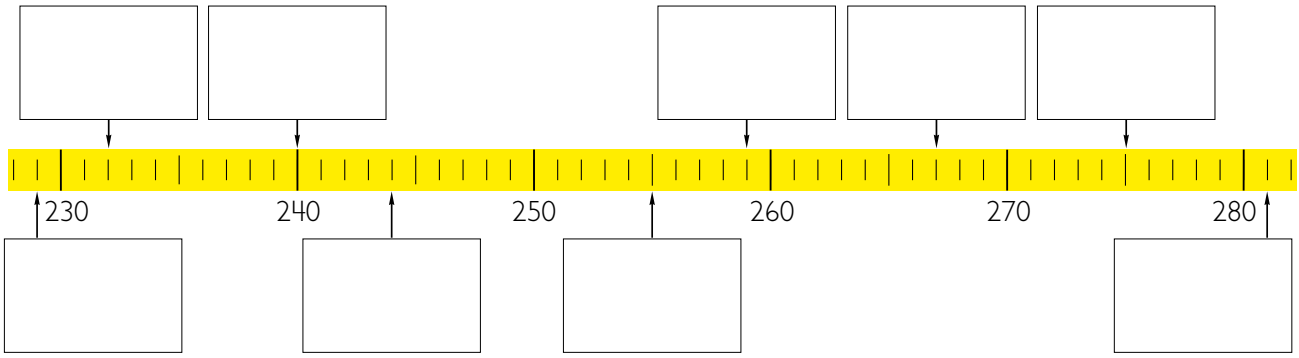
- Nemendur leggja saman og skrá svörin í sentimetrum.

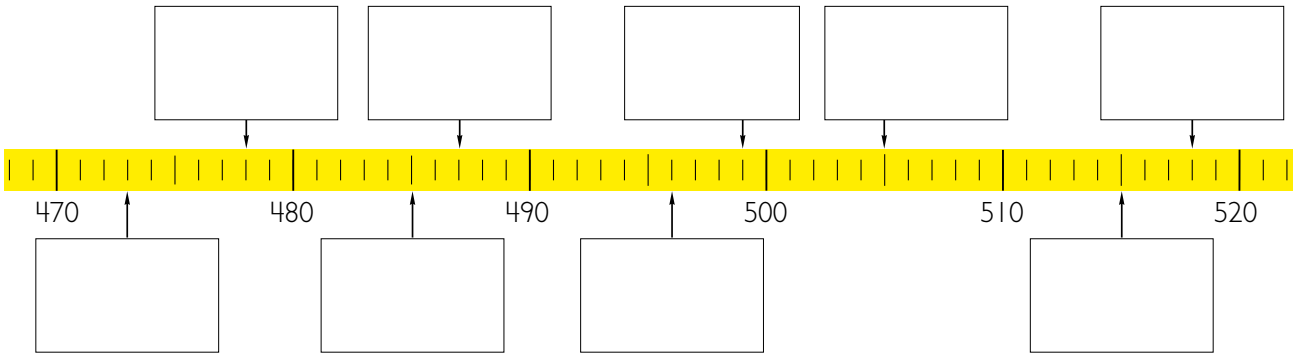
## [·] Hvað eru baujurnar langt frá bryggjunni?




## [··] Lestu af talnalínunum. Skráðu tölurnar.

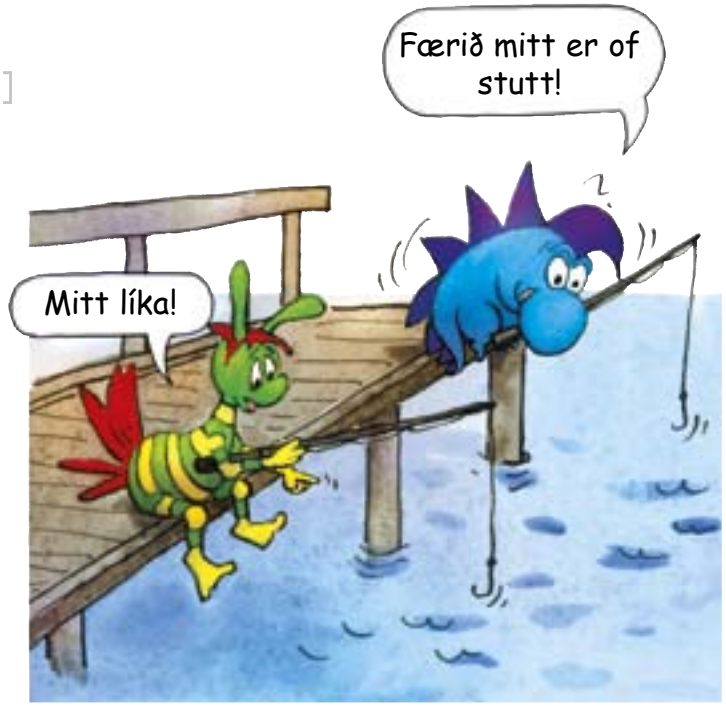



- Kennari og nemandi ræða saman um lengdarmælingar og að lesa af talnalínu.
•• Nemendur lesa af talnalínunum og skrá tölurnar í reitina.

[·]



[··] **Leggðu saman lengdirnar.**

| | | |
|---|---|---|
| 143 cm | 200 cm | 143 + 200 = 343 cm |
| 325 cm | 100 cm | ____ + ____ = ____ cm |
| 118 cm | 60 cm | ____ + ____ = ____ cm |
| 82 cm | 30 cm | ____ + ____ = ____ cm |
| 95 cm | 40 cm | ____ + ____ = ____ cm |
| 125 cm | 200 cm | ____ + ____ = ____ cm |



• Kennari og nemendur ræða saman um myndirnar.
•• Nemendur leggja saman lengdirnar og skrá svörin í sentimetrum.

[·] Reiknaðu dæmin.

39 + 40 = _____

27 + 30 = _____

30 + 42 = _____

56 + 20 = _____

60 + 45 = _____

28 + 60 = _____

73 + 30 = _____

60 + 58 = _____

240 + 32 = _____

120 + 58 = _____

106 + 40 = _____

133 + 20 = _____

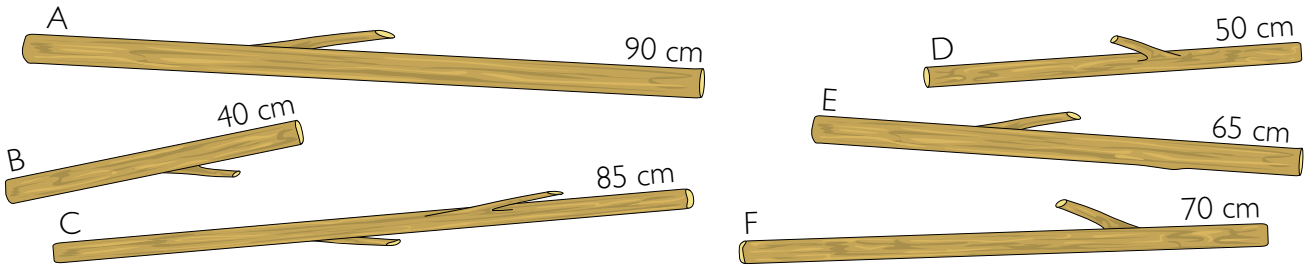
135 + 60 = _____

151 + 50 = _____

260 + 44 = _____

110 + 110 = _____

[··] Finndu réttar greinar.




Hvaða tvær greinar eru samtals 120 cm? _____ og _____

Hvaða þrjár greinar eru samtals 2 m? _____ , _____ og ____

Mismunur hvaða tveggja greina er 20 cm? _____ og _____

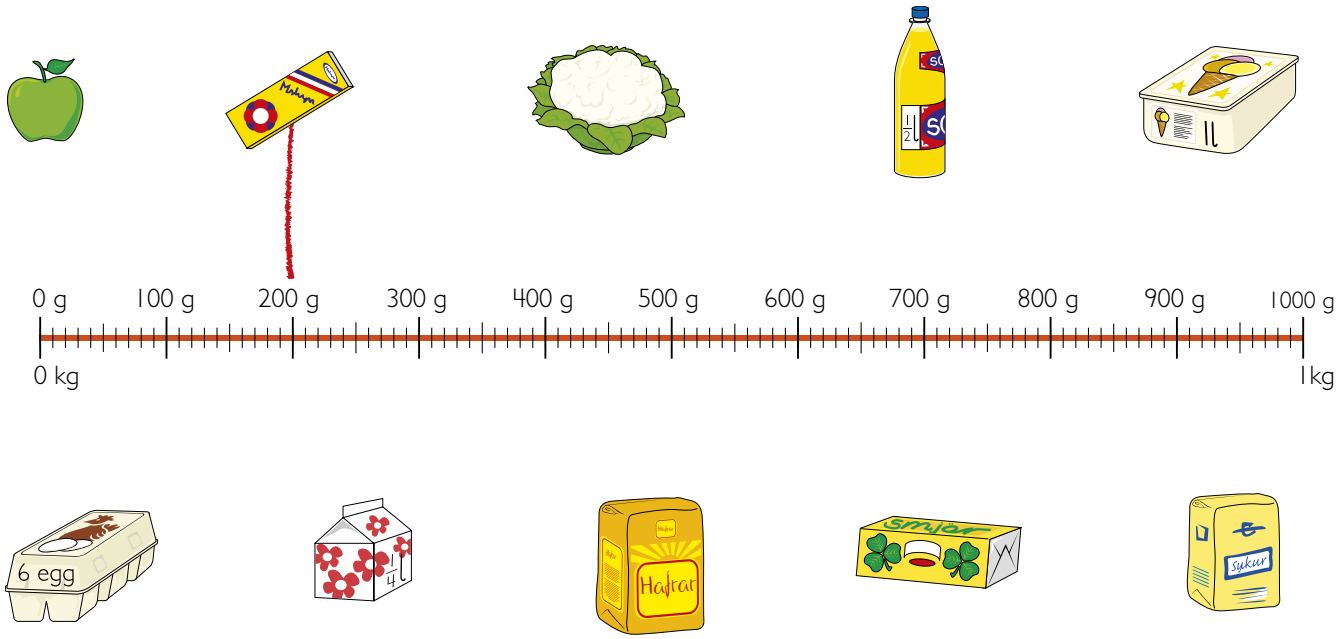
Mismunur hvaða tveggja greina er minnstur? _____ og _____



- Nemendur reikna dæmin og skrá svörin.
- Nemendur finna greinarnar sem uppfylla kröfurnar í orðadæmunum. Fleiri en ein lausn eru við nokkur þeirra.

[·]

[··] Giskaðu á hvað hlutirnir vega.






- Kennari og nemendur ræða saman um þyngd.
- Nemendur giska á hvað hlutirnir vega og sýna það með því að draga strik í talnalínuna.

[•]

[••] Sif og Árni undirbúa veislu.
Þau ætla að kaupa 1 kg af sælgæti.
Hvaða poka geta þau valið?

1 kg = 1000 g

400 + 600 = 1000 g

_____ = 1000 g

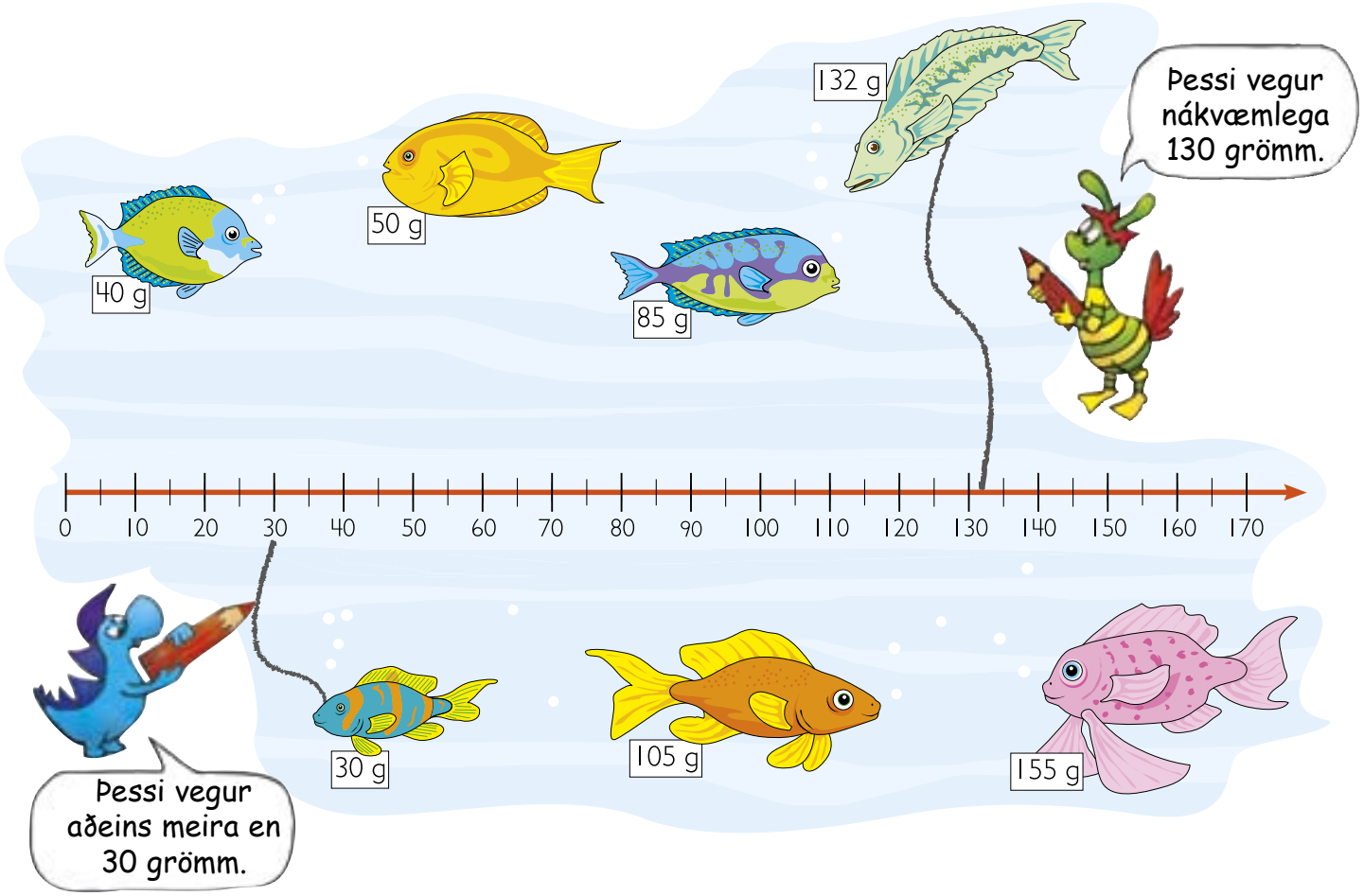
_____ = 1000 g

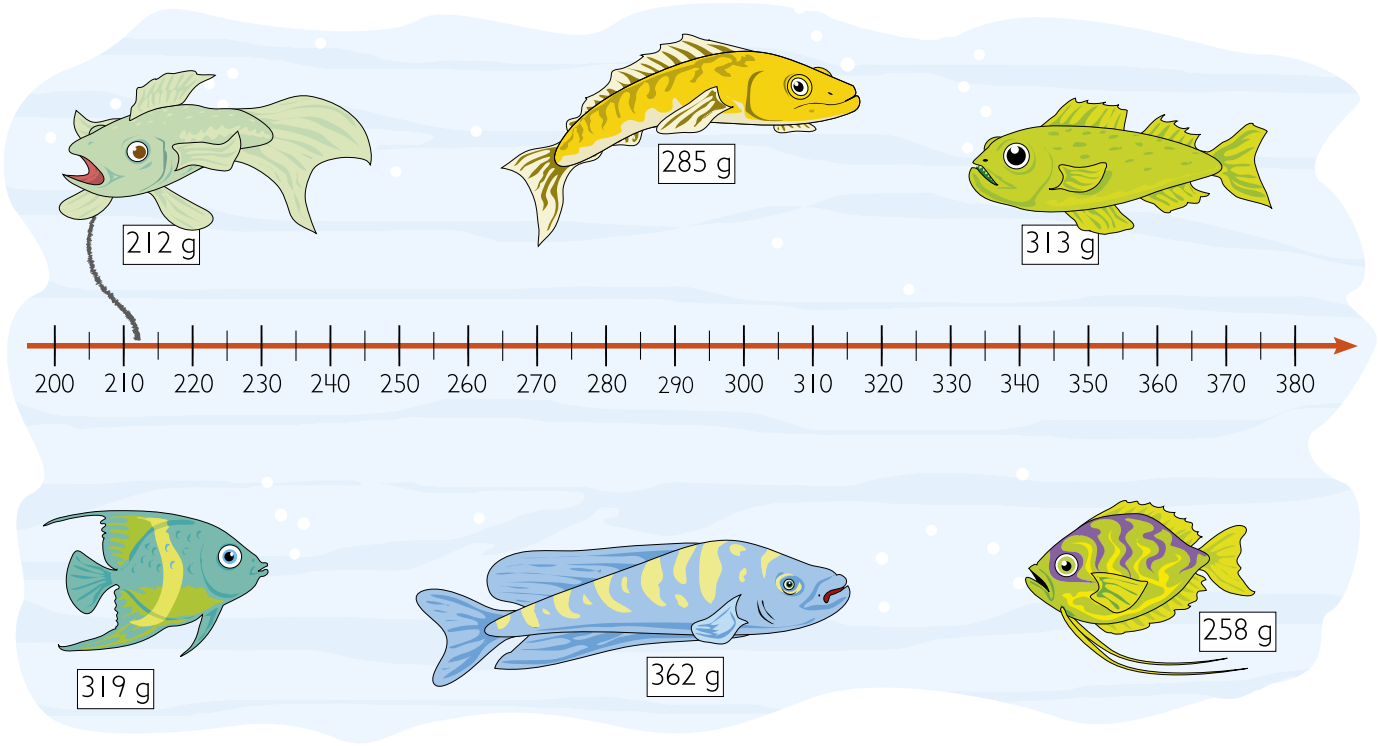
_____ = 1000 g

_____ = 1000 g

• Nemendur og kennari ræða saman um myndina.
•• Nemendur finna hvernig kaupa má 1 kg af sælgæti á fjóra mismunandi vegu. Þeir búa til dæmi sem sýna summuna 1000 g.

## [·] Dragðu strik í talnalínuna.

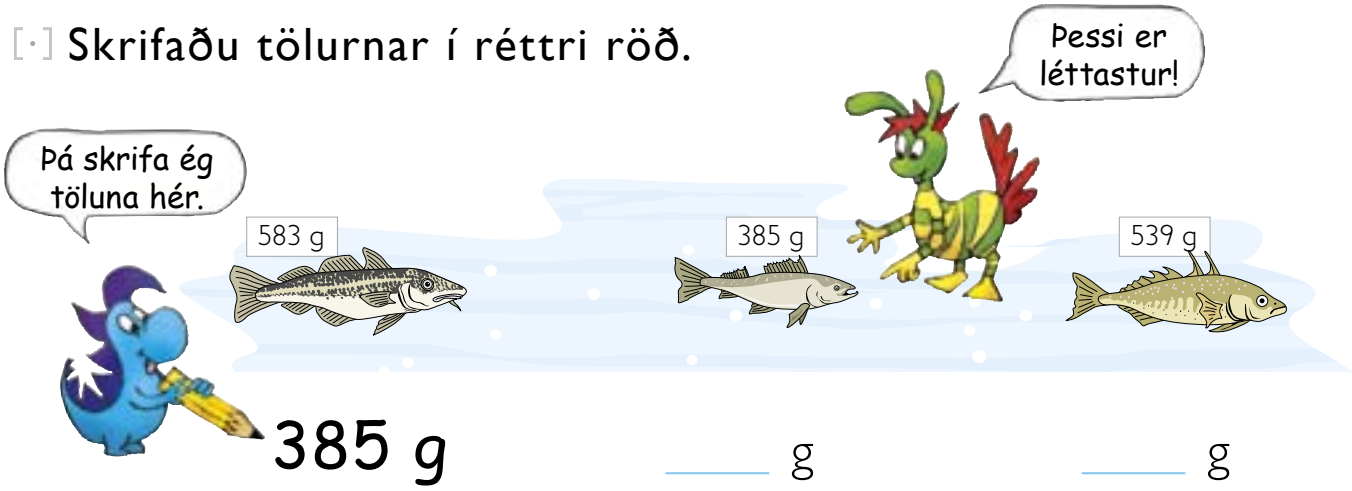


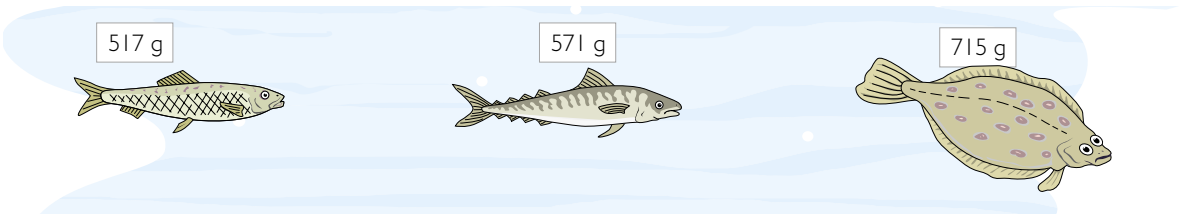



- Nemendur draga strik frá fiskunum í réttan stað á talnalínunni.

## [·] Skrifaðu tölurnar í réttri röð.




385 g _____ g _____ g



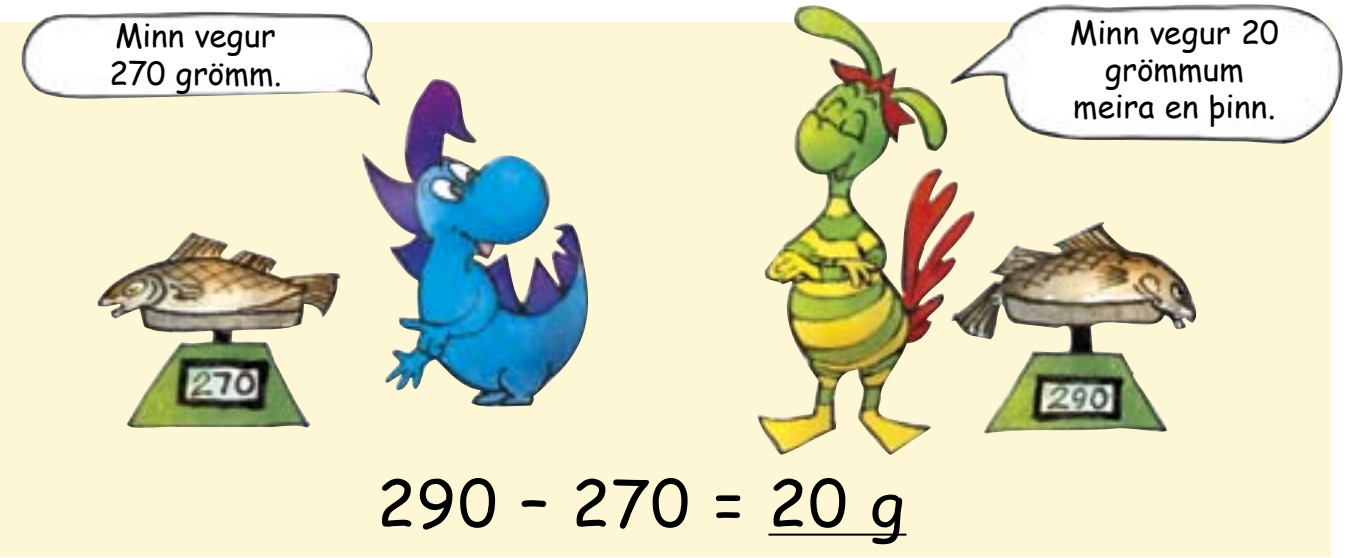

_____ g _____ g _____ g

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

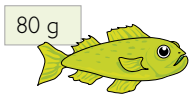
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 135 | 155 | 153 | ~~125~~ | 125 | _____ | _____ | _____ |
| 251 | 522 | 502 | 259 | _____ | _____ | _____ | _____ |
| 309 | 193 | 99 | 159 | _____ | _____ | _____ | _____ |
| 705 | 380 | 585 | 309 | _____ | _____ | _____ | _____ |
| 780 | 365 | 968 | 269 | _____ | _____ | _____ | _____ |
| 543 | 435 | 453 | 354 | _____ | _____ | _____ | _____ |
| 218 | 821 | 288 | 802 | _____ | _____ | _____ | _____ |
| 607 | 760 | 706 | 690 | _____ | _____ | _____ | _____ |

•/•• Nemendur skrifa tölurnar í hverri röð eftir stærð og byrja á þeirri minnstu.

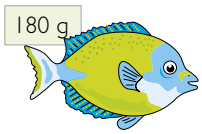
[·]

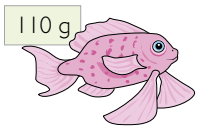



[··] Hve miklu meira vegur þyngri fiskurinn?

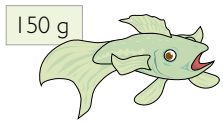



80 – 60 = _____ g

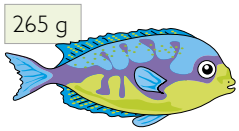


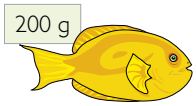




180 – 110 = _____ g

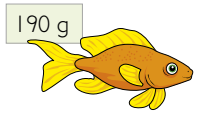


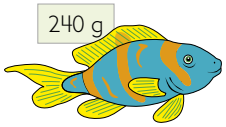
_____ – _____ = _____ g



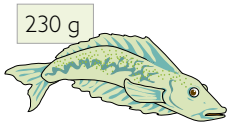



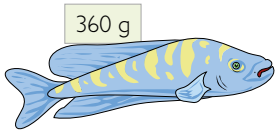

_____ – _____ = _____ g




_____ – _____ = _____ g




_____ – _____ = _____ g



- Kennari og nemendur ræða saman um mismun.
- Nemendur reikna mismuninn á þyngd fiskanna og skrá bæði dæmin og svörin.

## [·] Reiknaðu dæmin.

45 – 20 = _____

38 – 16 = _____

34 – 14 = _____

45 – 25 = _____

28 – 16 = _____

50 – 15 = _____

65 – 55 = _____

160 – 40 = _____

125 – 25 = _____

142 – 10 = _____

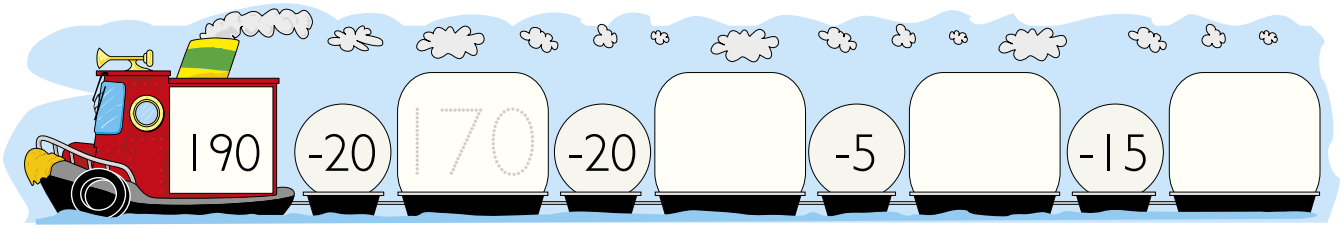
137 – 25 = _____

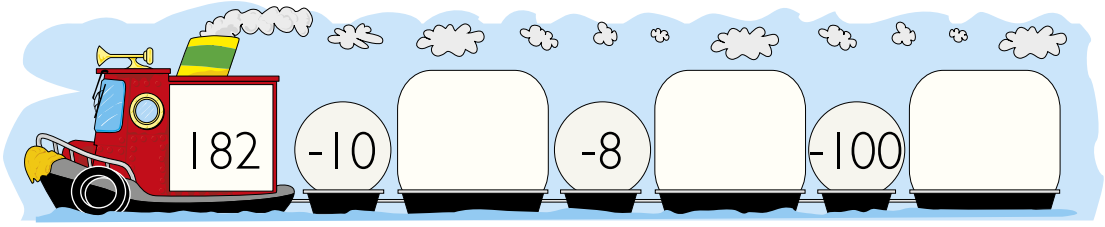
108 – 98 = _____

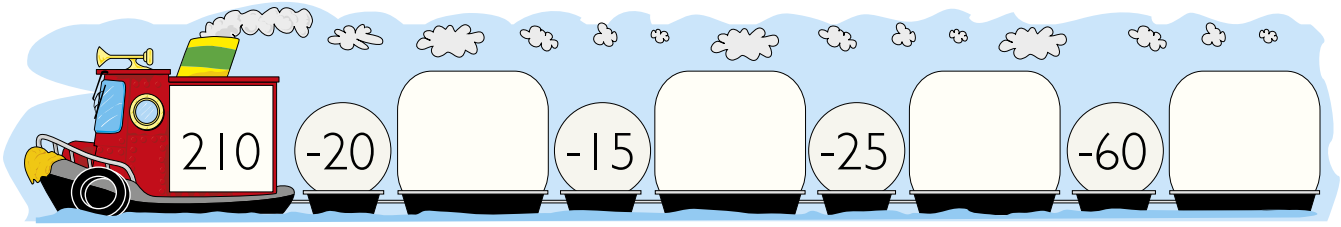
212 – 100 = _____

256 – 101 = _____

## [··] Reiknaðu.



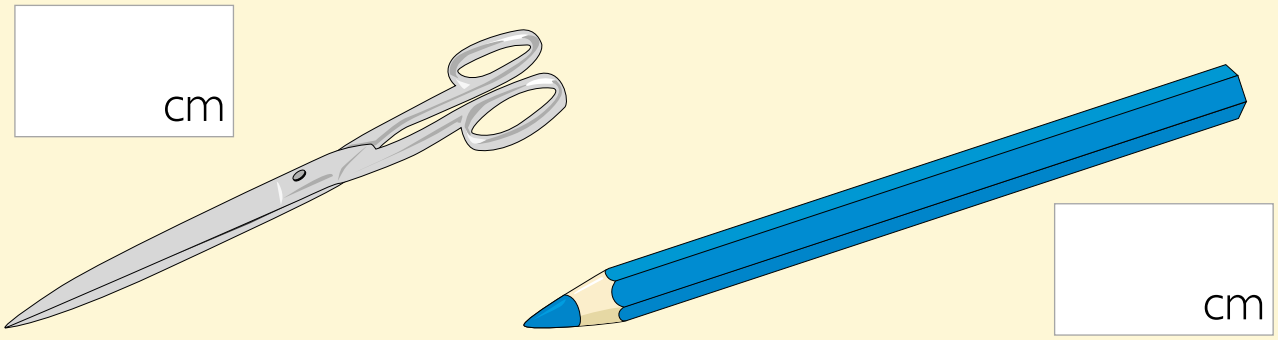





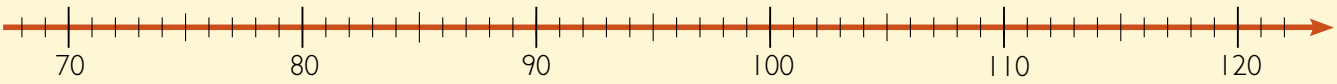

- • Nemendur reikna dæmin. Hvetjið þá til að draga tugi frá tugum og einingar frá einingum.
- •• Nemendur finna tölurnar sem vantar og skrá þær á vagnana.

## Mældu með reglustiku.




## Dragðu strik í talnalínuna.

72 96 87 112 101




## Breyttu í sentimetra.

2 m + 13 cm = _____ cm

4 m + 57 cm = _____ cm

1 m + 8 cm = _____ cm

6 m + 90 cm = _____ cm

## Reiknaðu dæmin.

30 + 18 = _____

24 + 50 = _____

112 + 70 = _____

40 – 15 = _____

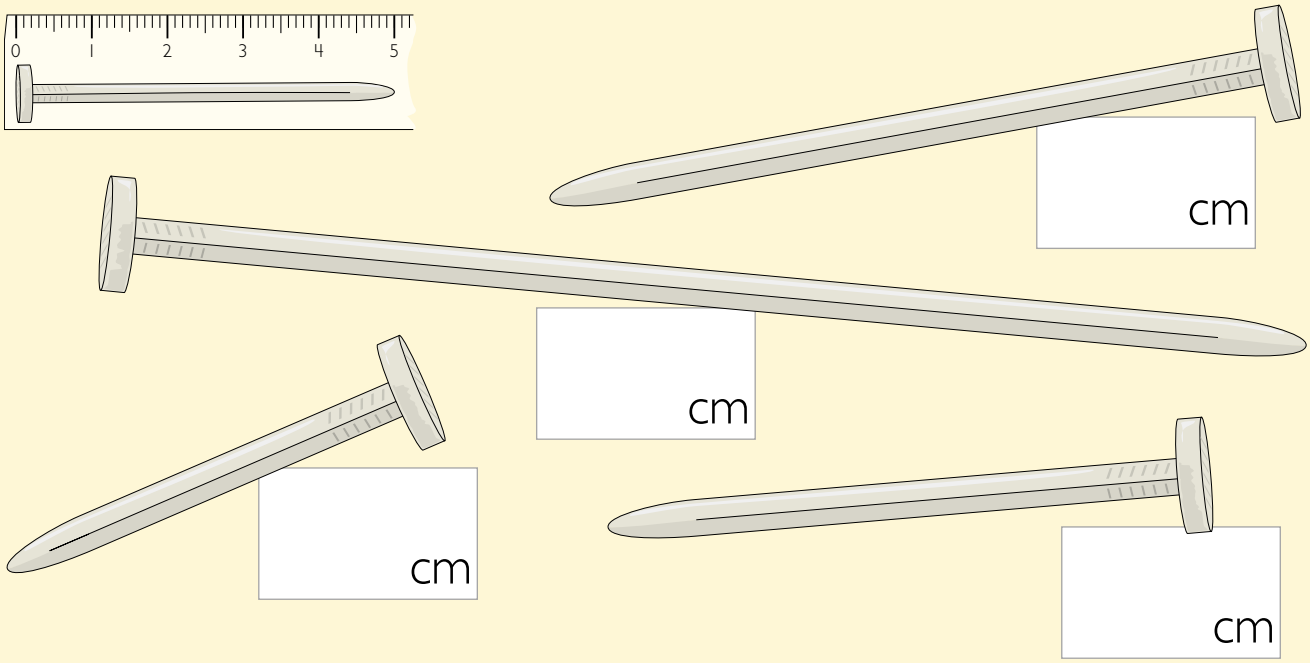
135 – 12 = _____

110 – 96 = _____

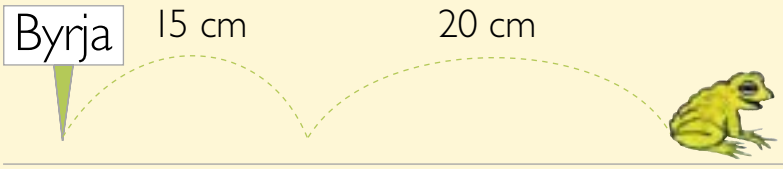


• Nemendur mæla lengdina með reglustiku og skrá svörin.
•• Nemendur draga strik frá tölunum í talnalínuna.
••• Nemendur leggja saman málin og skrá svörin í sentimetrum.
•••• Nemendur reikna dæmin og skrá svörin.

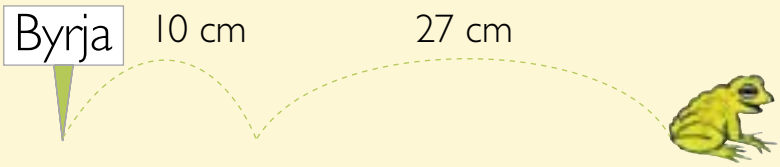
## • Hve langir eru naglarnir?



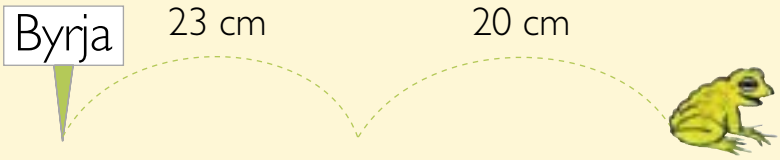

## •• Hve langt hoppar froskurinn?



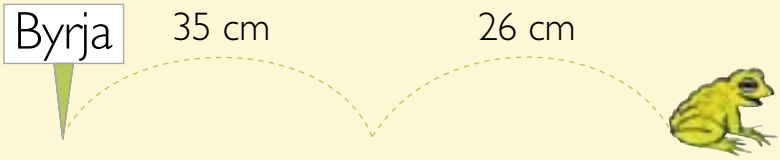

15 + 20 = _____ cm



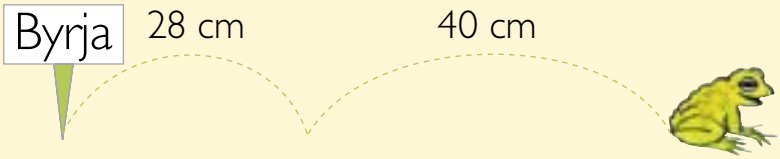

10 + 27 = _____ cm




23 + 20 = _____ cm




35 + 26 = _____ cm



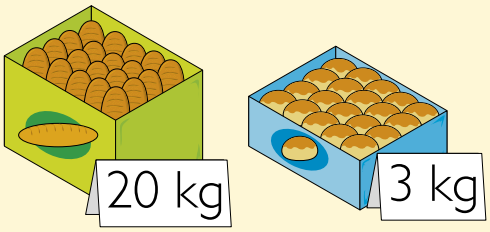

28 + 40 = _____ cm

ÆFINGAHEFTI 3a BLS. 18–21

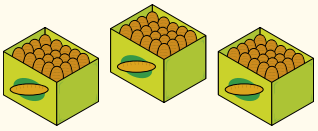


• Nemendur mæla lengd naglanna með reglustiku og skrá málin.
•• Nemendur leggja saman hoppin tvö og skrá hve langt froskurinn hoppar samtals.

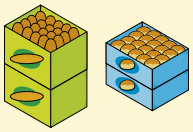
[·] Brauðkassi vegur 20 kg.
Bollukassi vegur 3 kg.



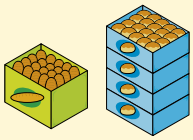

Hvað vega kassarnir samtals?



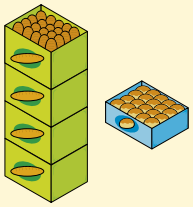
20 + 20 + 20 = 60 kg



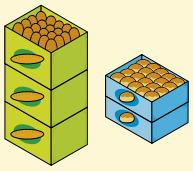
20 + 20 + 3 + 3 = ____ kg



____ + ____ + ____ + ____ + ____ = ____ kg



____ + ____ + ____ + ____ + ____ = ____ kg



____ + ____ + ____ + ____ + ____ = ____ kg

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

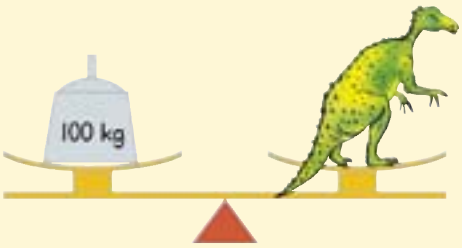
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 158 | 109 | 172 | 151 | ____ | ____ | ____ | ____ |
| 316 | 229 | 199 | 320 | ____ | ____ | ____ | ____ |
| 107 | 99 | 135 | 201 | ____ | ____ | ____ | ____ |

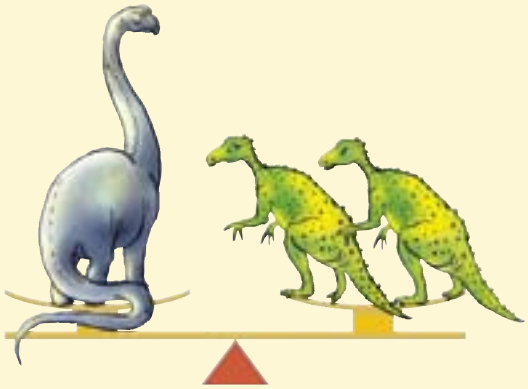
ÆFINGAHEFTI 3a BLS. 22–27

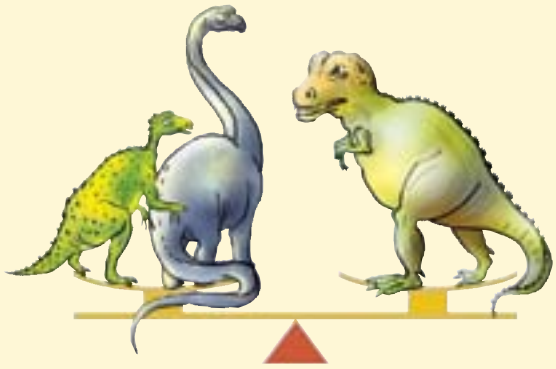


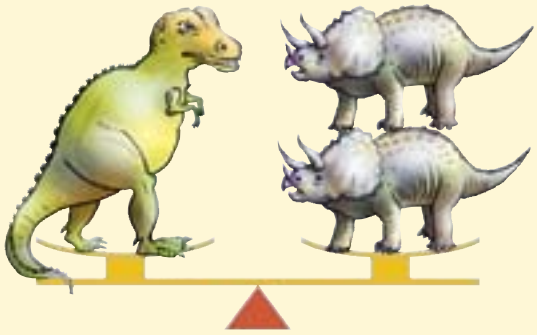
• Nemendur reikna hve kassarnir vega mikið samtals.
•• Nemendur skrifa tölurnar í hverri röð í stærðarröð.

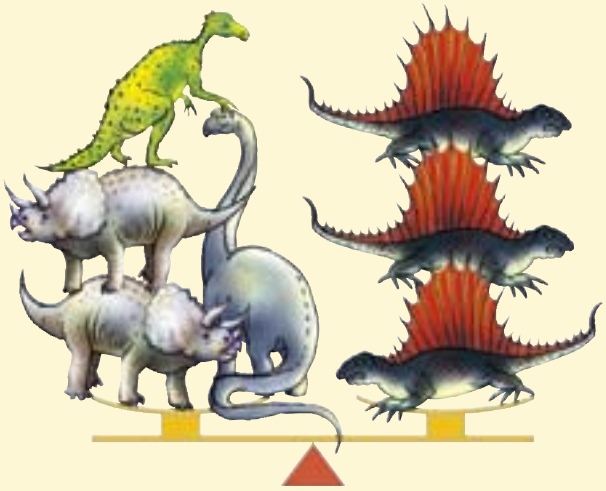
## Hvað eru risaðlurnar þungar?

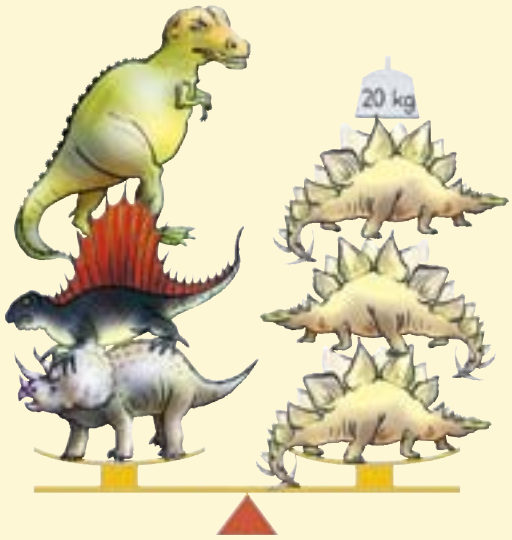











_____ kg

_____ kg

_____ kg

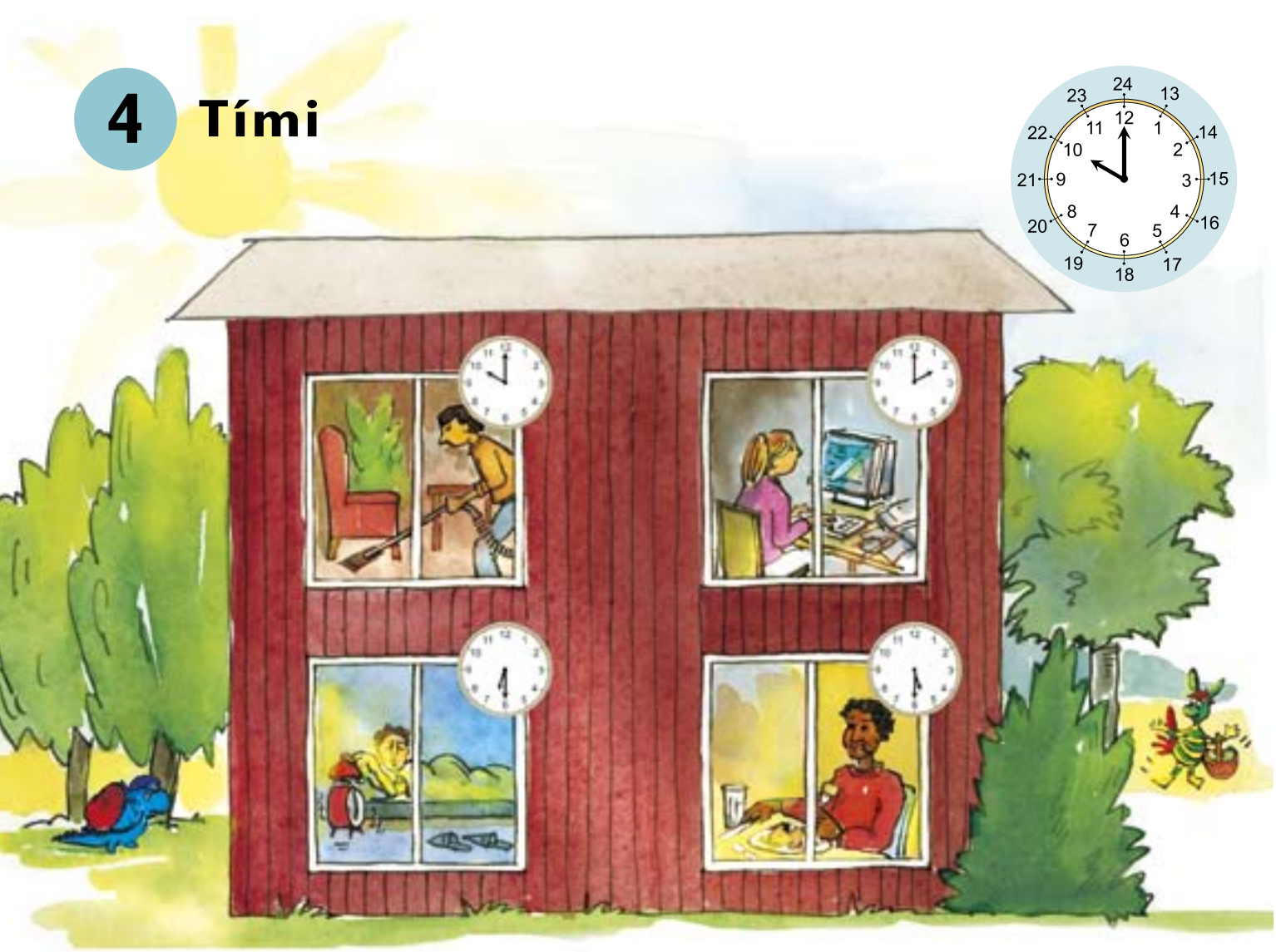
_____ kg

_____ kg

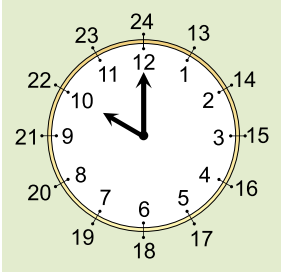
_____ kg

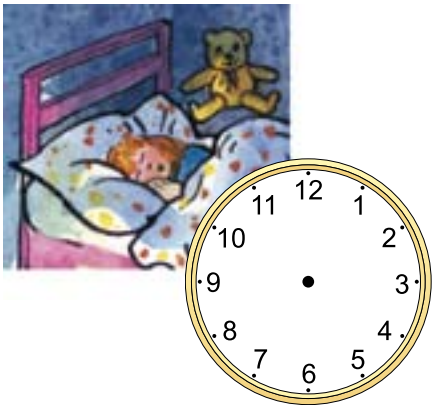
- Nemendur nota myndirnar til að finna þyngd risaðlanna.

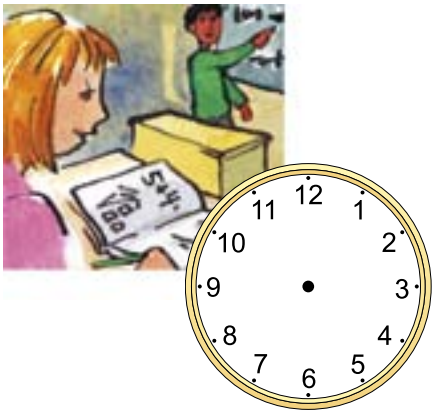
# 4 Tími

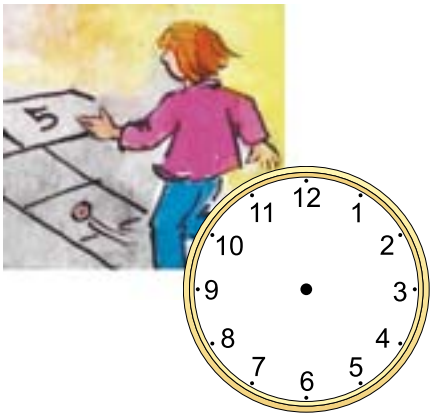


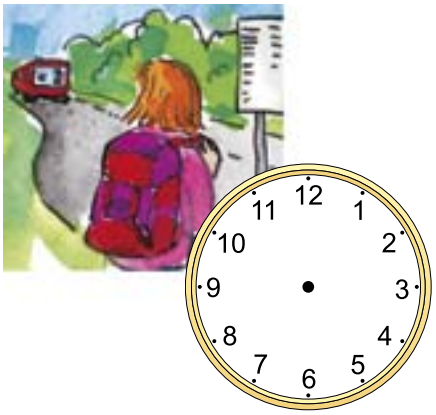
# [·] Hvað heldurðu að klukkan sé? Teiknaðu vísana.

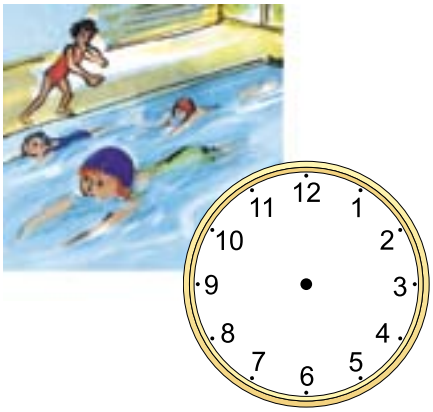


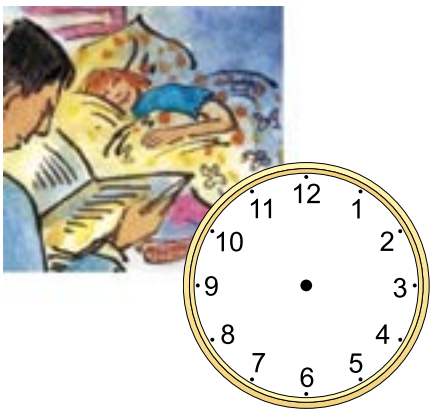













- Nemendur skoða myndirnar og segja til um hvað klukkan er. Þeir sýna það með því að teikna vísana.

## [·] Tengdu saman.

hálf-þrjú

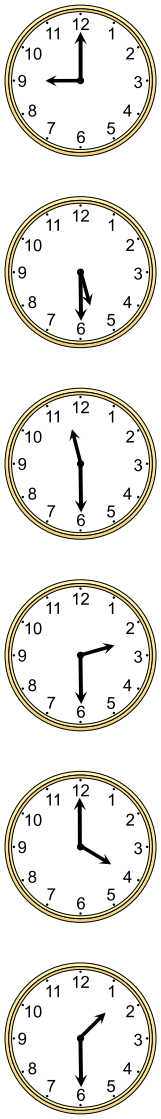
fjögur

níu

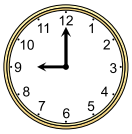
hálf-tvö

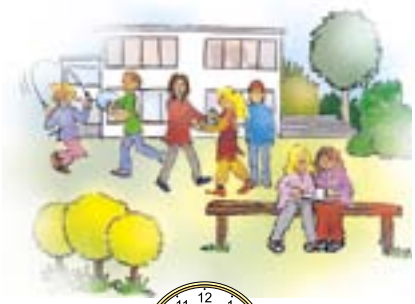
hálf-sex

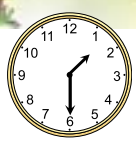
hálf-tólf



## [··] Hvað er klukkan?

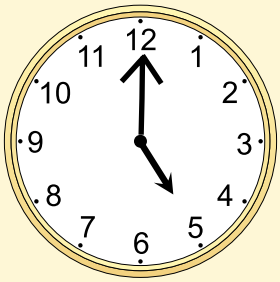




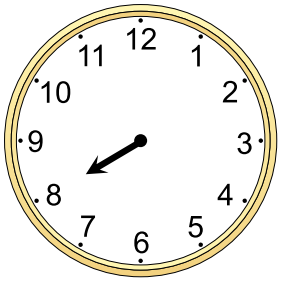


- Nemendur draga strik frá tímasetningunum í réttar klukkur.
- Nemendur skrifa tímasetningarnar undir hverja klukku.

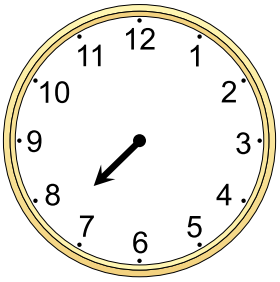
## [·] Ljúktu við að teikna klukkurnar.



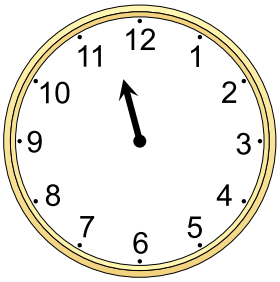
fimm



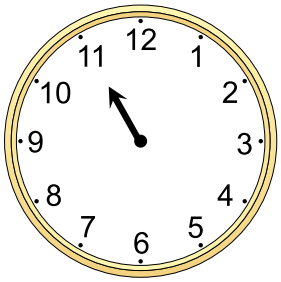
átta



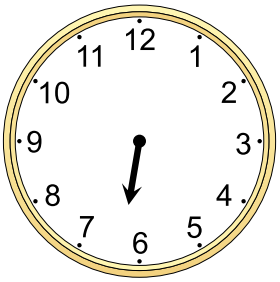
hálf-átta



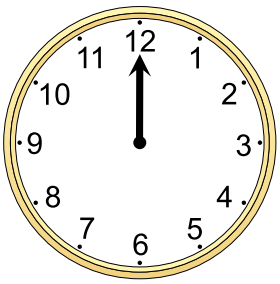
hálf-tólf



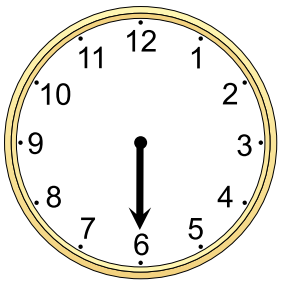
ellefu



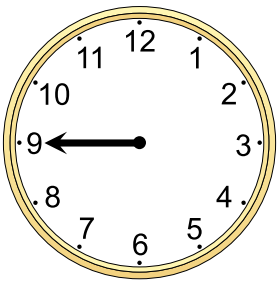
korter yfir sex



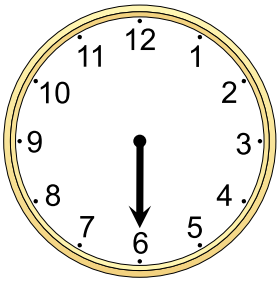
tvö



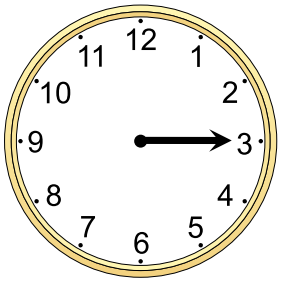
hálf-tvö



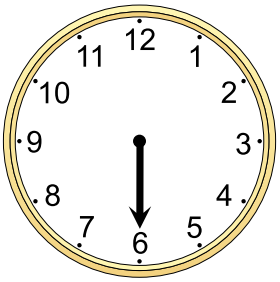
vantar korter í tíu



hálf-eitt



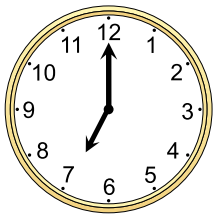
korter yfir fimm

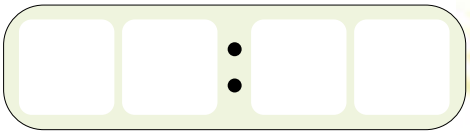


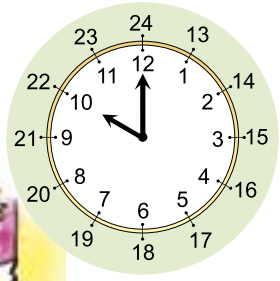
hálf-fjögur

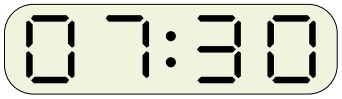
- Nemendur teikna vísana á klukkurnar. Þeir þurfa að passa upp á stærðarmuninn á stóra og litla vísinum.

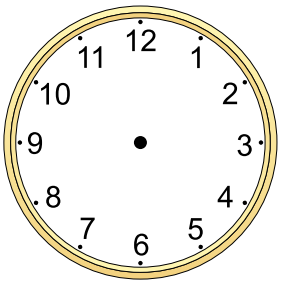
[·] Hvað er klukkan? Skrifaðu tímann eða teiknaðu vísana.

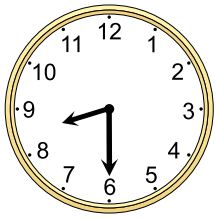


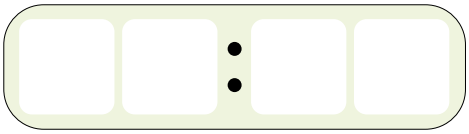


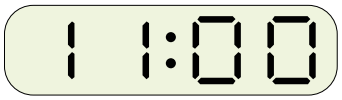


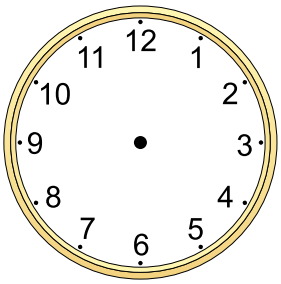


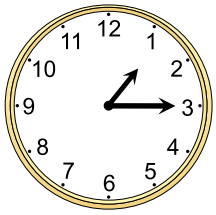



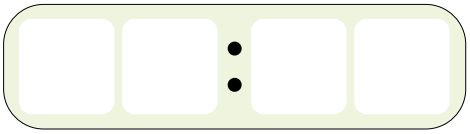




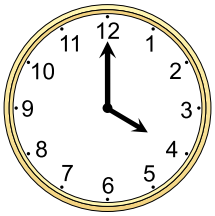


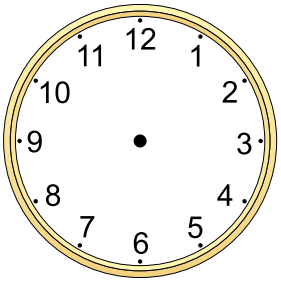


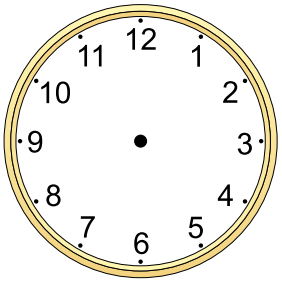


• Nemendur skrifa hvað klukkan er eða teikna vísana á klukkurnar.

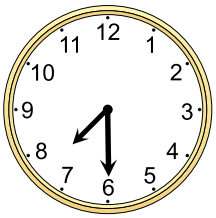


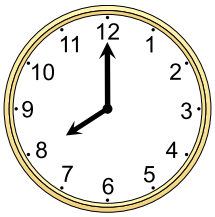
17:30



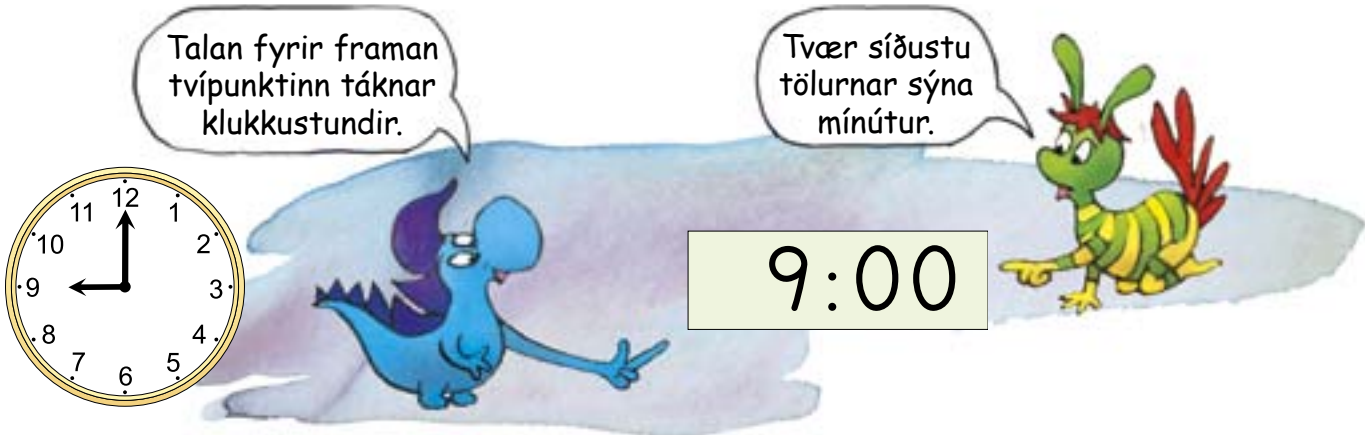


19:00



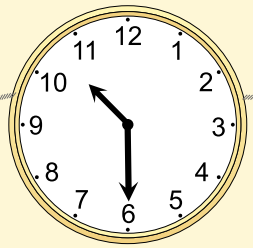


- Nemendur skrifa hvað klukkan er eða teikna vísana á klukkurnar.

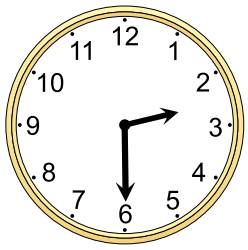



[·] Tengdu saman.

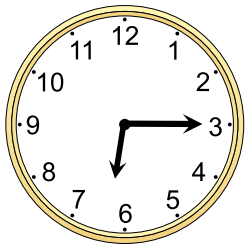
| | | |
|---|---|---|
| 9 | | 12:30 |
| hálf-tvö | | 8:00 |
| hálf-ellefu | | 10:30 |



| | | |
|---|---|---|
| hálf-tvö | | 2:30 |
| hálf-þrjú | | 9:30 |
| korter yfir 6 | | 3:30 |



| | | |
|---|---|---|
| korter yfir 6 | | 3:15 |
| vantar korter í 6 | | 6:15 |
| hálf-þrjú | | 9:45 |





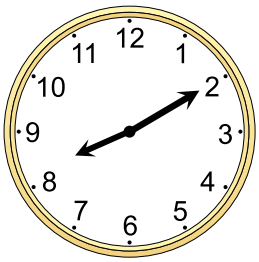
• Nemendur draga strik frá klukkuskífunum í réttar tímasetningar.

[·] Tengdu saman.

2 mín. yfir 8

korter yfir 9

10 mín. yfir 8



2:40

8:10

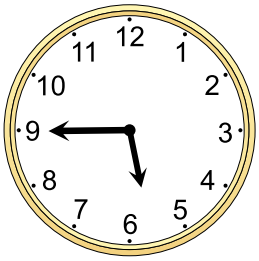
7:02

---

korter yfir 5

vantar korter í 6

25 mín. yfir átta



6:50

9:15

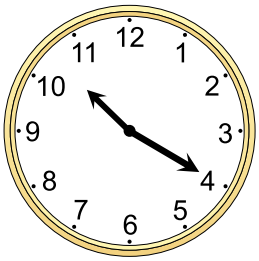
5:45

---

20 mín. yfir 10

vantar 20 mín. í 10

vantar 10 mín. í 4



10:20

11:10

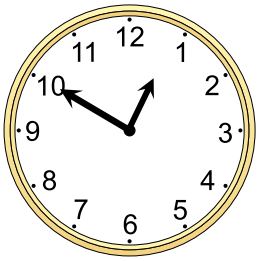
4:50

---

vantar 10 mín. í 12

vantar 10 mín. í 1

5 mín. yfir 10



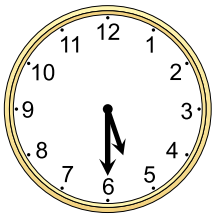
1:10

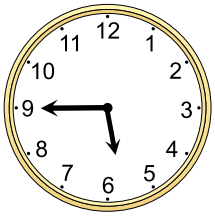
10:05

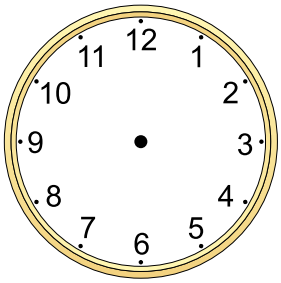
12:50

- Nemendur draga strik frá klukkuskífunum í réttar tímasetningar.

[·] Skráðu tímann eða teiknaðu vísana.

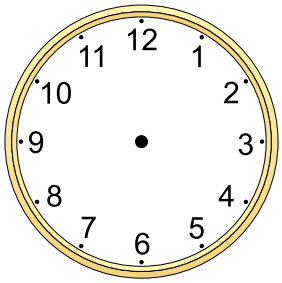


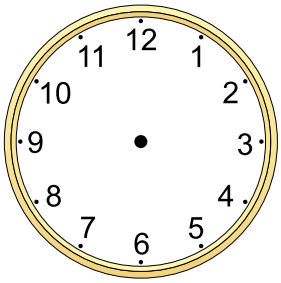




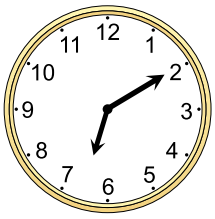
18:00

18:30





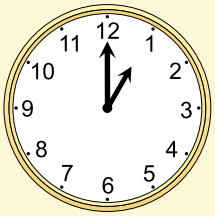
18:45





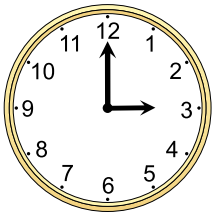
• Nemendur skrá ýmist tímasetningarnar eða teikna vísana.

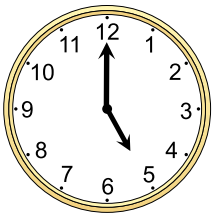
# [·] Hvað er klukkan? Skrifaðu tvær tímasetningar.

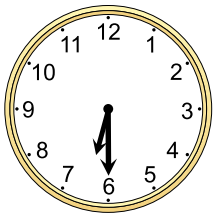


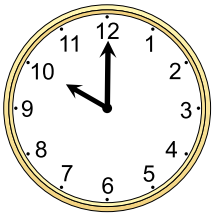
1:00

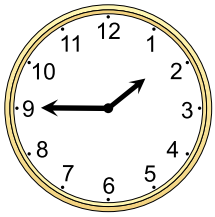
13:00

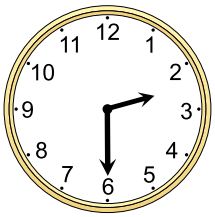


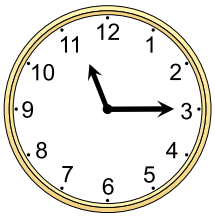


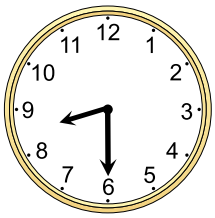


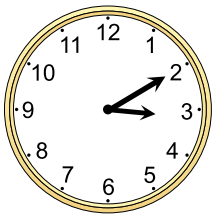






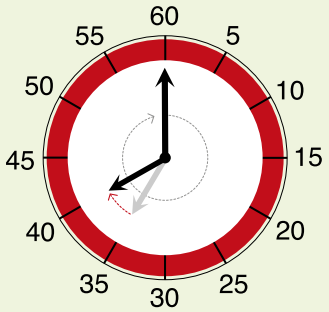






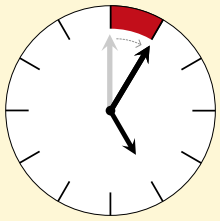
- Nemendur skrifa tvær tímasetningar við hverja klukkuskífu. Önnur táknar tímann að nóttu og fram til hádegis en hin eftir hádegi og til miðnættis.

[·]

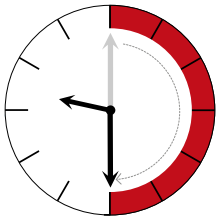



1 klukkustund = 60 mínútur

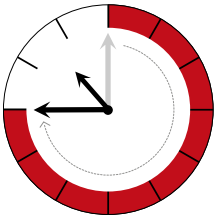
[··] Hve margar mínútur?



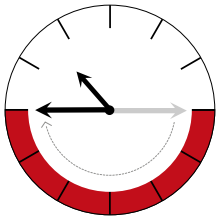
5 mínútur



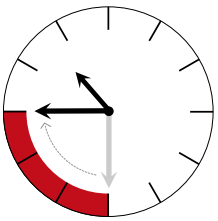
_____ mínútur



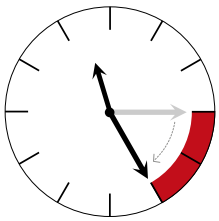
_____ mínútur



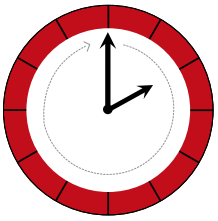
_____ mínútur



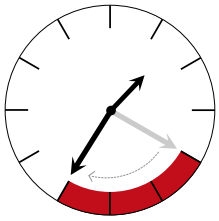
_____ mínútur



_____ mínútur



_____ mínútur

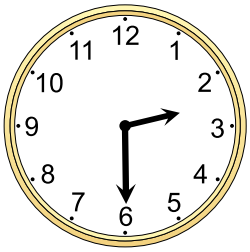


_____ mínútur

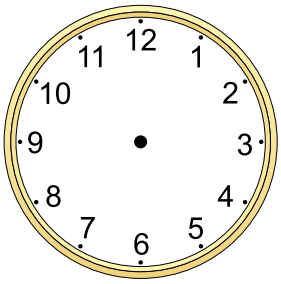


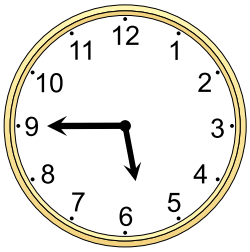
- Kennari og nemendur ræða saman um hve margar mínútur eru í einni klukkustund.
- •• Rauðu svæðin sýna hvað stóri vísirinn hefur færst margar mínútur. Nemendur skrá hve margar mínútur það eru.

## [·] Reiknaðu og teiknaðu vísana.

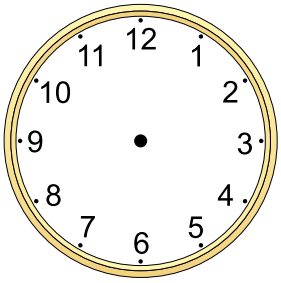


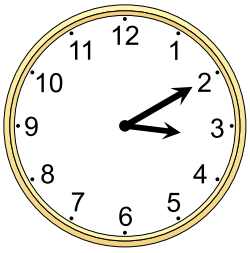
+ 4 klukkustundir ➡



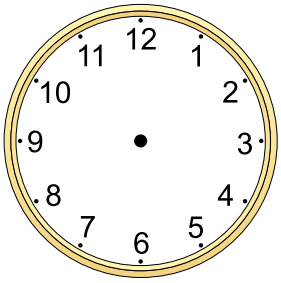


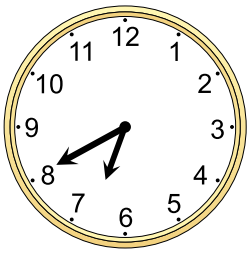
+ hálftími ➡



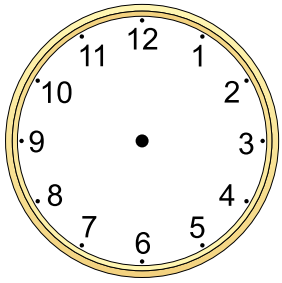


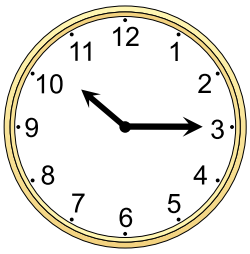
+ 45 mínútur ➡



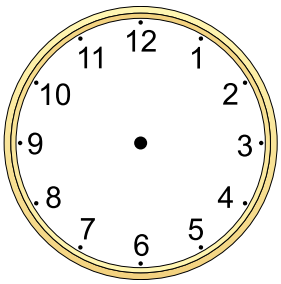


+ 30 mínútur ➡



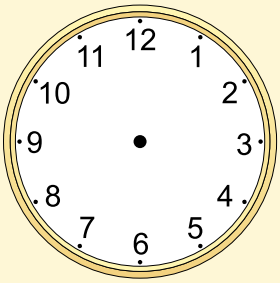


+ 55 mínútur ➡

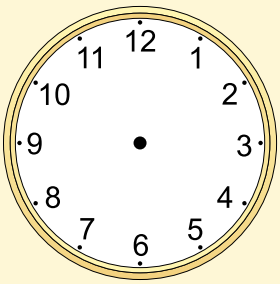


- Nemendur reikna út hvaða tíma klukkan til hægri á að sýna og teikna vísana.

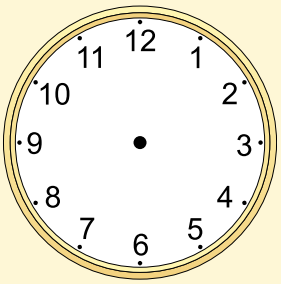
## Teiknaðu vísana.



2:00

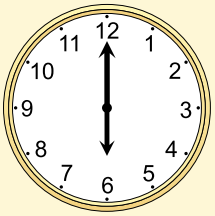


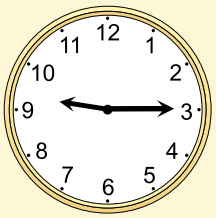
16:00

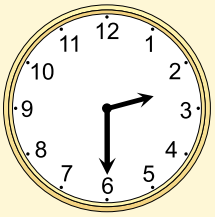


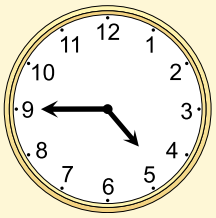
10:30

## Hvað er klukkan? Skrifaðu tvær tímasetningar.

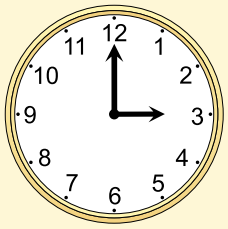




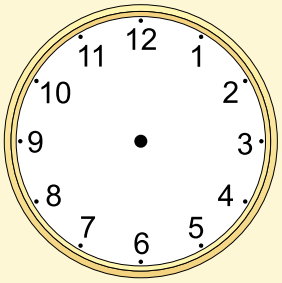


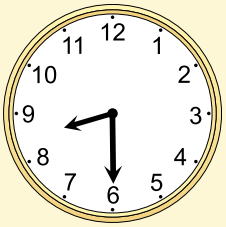


## Hvað verður klukkan?

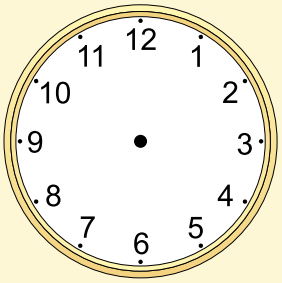


+ hálftími →





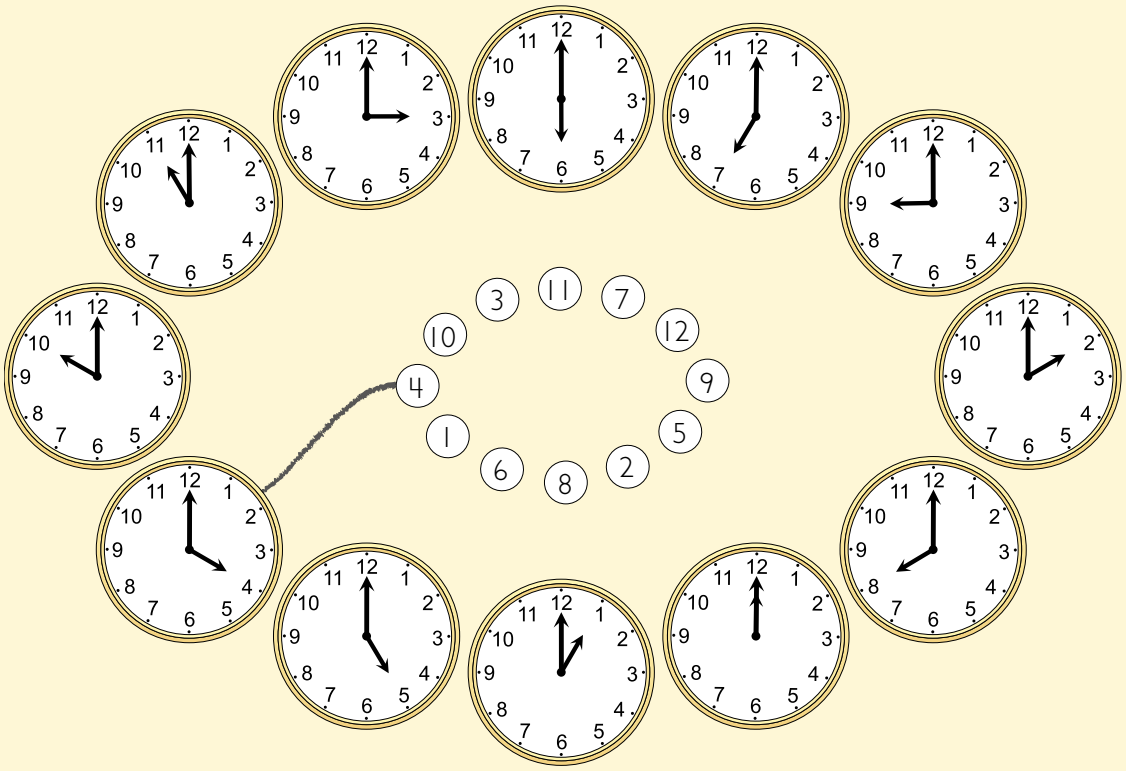
+ einn og hálfur tími →



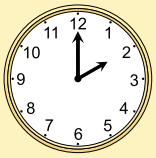


• Nemendur teikna vísana á klukkurnar.
•• Nemendur skrifa tvær tímasetningar við hverja klukku.
••• Nemendur reikna hvaða tíma klukkurnar til hægri eiga að sýna og teikna vísana.

## Dragðu strik í réttan tíma.

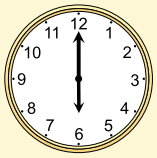


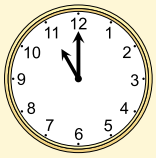
## Hvað er klukkan? Skrifaðu tvær tímasetningar.

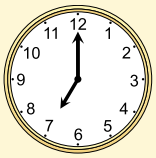


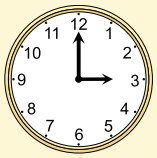
2:00

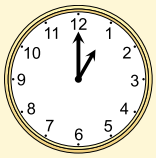
14:00

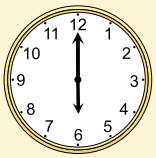


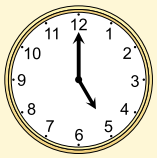


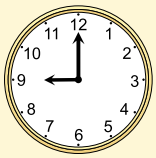










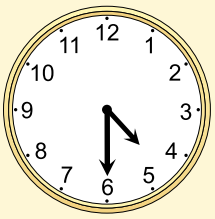
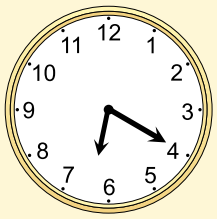
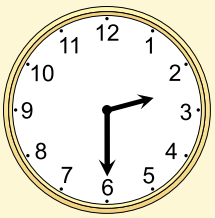
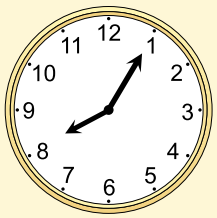
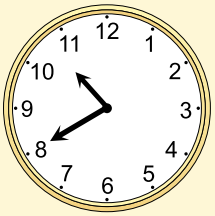
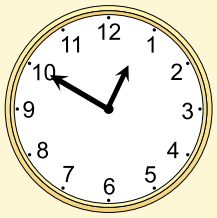


ÆFINGAHEFTI 3a BLS. 28–29

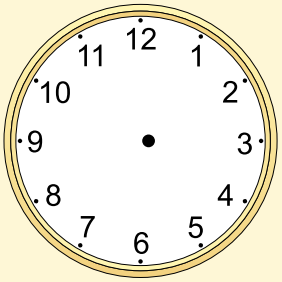


- • Nemendur draga strik frá tölunum í miðjunni í rétta klukku.
- •• Nemendur skrifa tvær tímasetningar, aðra um nótt eða að morgni en hina eftir hádegi eða að kvöldi.

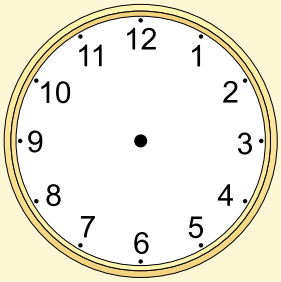
## Hvað er klukkan? Skrifaðu tvær tímasetningar.

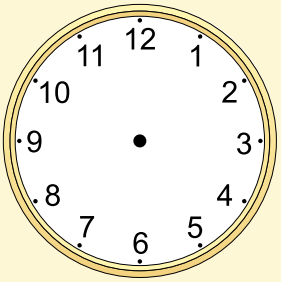
## Teiknaðu vísana.



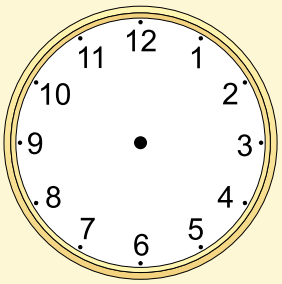
3:00



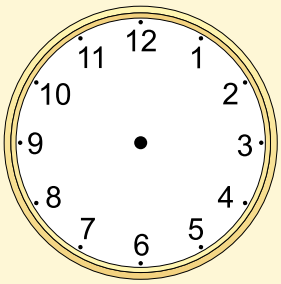
4:30



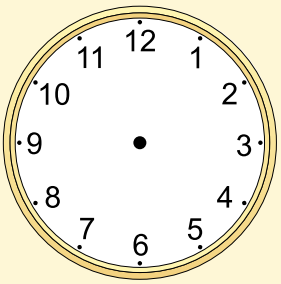
21:10



6:15



10:45



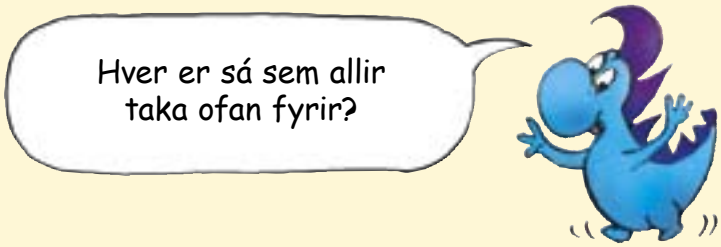
12:55

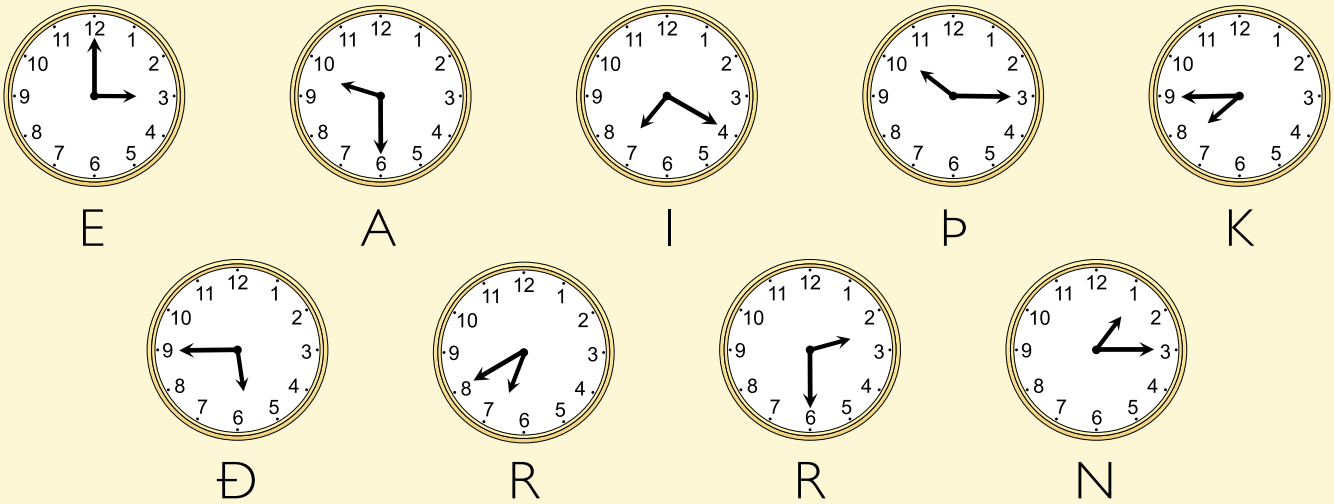
ÆFINGAHEFTI 3a BLS. 30–33



• Nemendur skrifa tvær tímasetningar við hverja klukku, aðra um nótt eða að morgni hina eftir hádegi eða að kvöldi.
•• Nemendur teikna vísana þannig að klukkurnar sýni réttar tímasetningar.

•



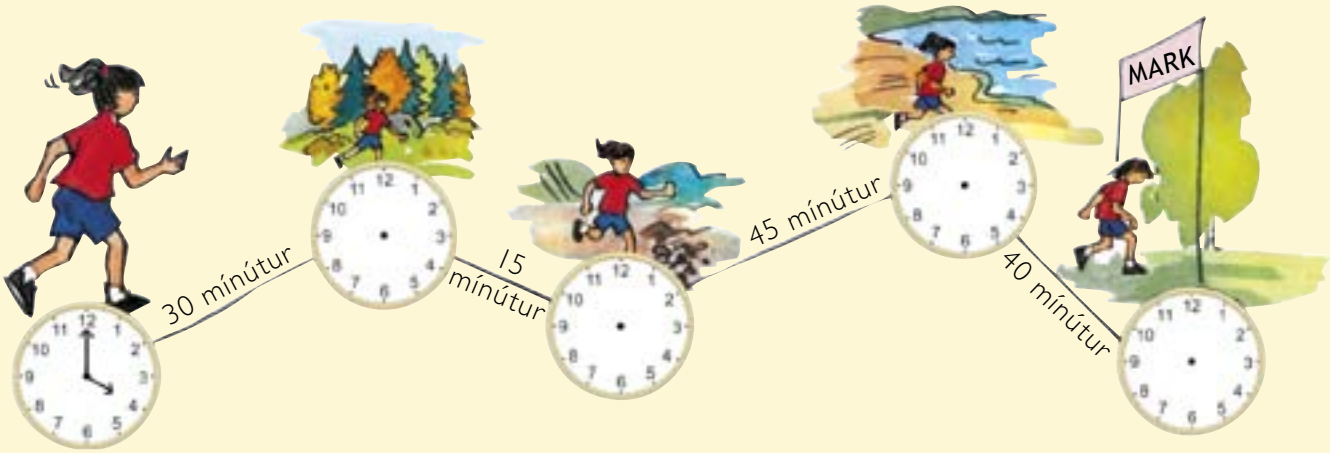




| 10:15 | 9:30 | 17:45 |
|---|---|---|
| | | |

| 15:00 | 6:40 |
|---|---|
| | |

| 18:40 | 21:30 | 7:45 | 9:30 | 14:30 | 7:20 | 1:15 | 13:15 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

•• Teiknaðu vísana á klukkurnar.



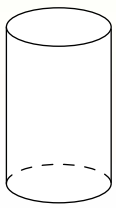

Hvað var klukkan þegar stelpan kom í mark? _____

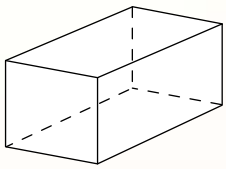
Hve lengi var hún alls á leiðinni? _____

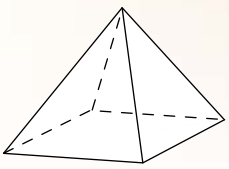


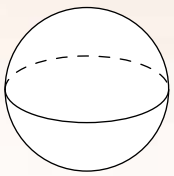
- • Nemendur finna bókstafina, sem skrifa skal í tómu reitina, með því að finna klukkuna sem sýnir sömu tímasetningu og í töflunni.
- •• Nemendur teikna vísana á klukkurnar og svara spurningunum.

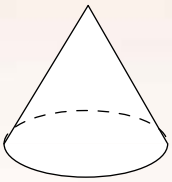
# 5 Rúmfræði


sívalningur

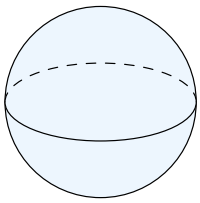
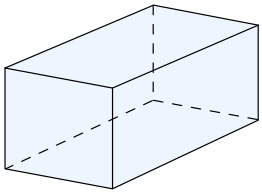
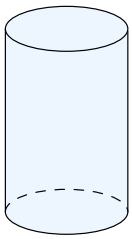
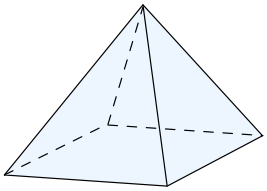
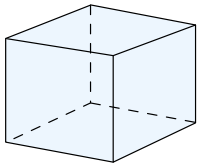

ferstrendingur


píramídi


kúla

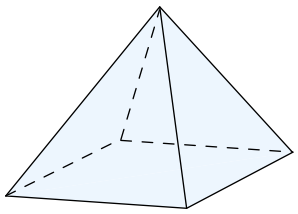

keila

## [·] Leitaðu að formum.

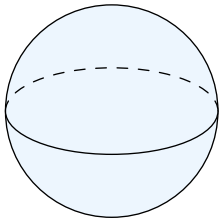
| | |
|---|---|
|  kúla | |
|  ferstrendingur | |
|  sívalningur | |
|  píramídi | |
|  teningur | |

- Nemendur reyna að finna rúmfræðiformin í umhverfinu. Þeir teikna eða skrifa það sem þeir finna við rétta formið.

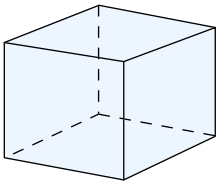
[·] **Teldu.**



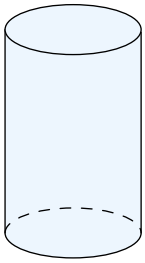
píramídi _____



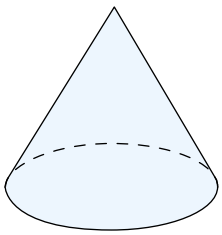
kúla _____



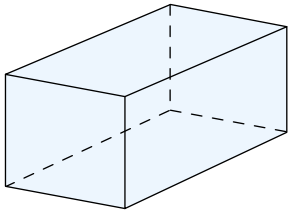
teningur _____



sívalningur _____



keila _____

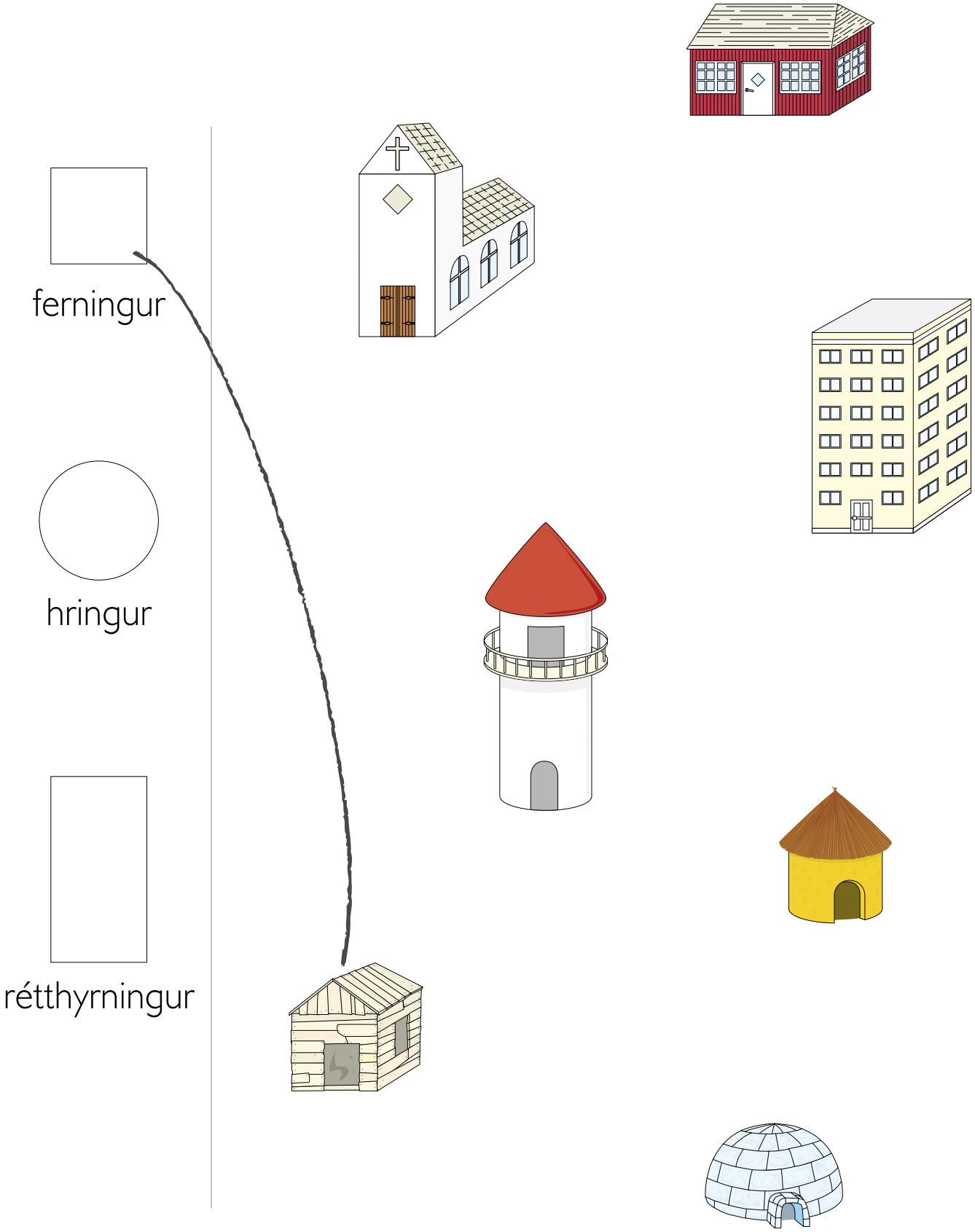


ferstrendingur _____



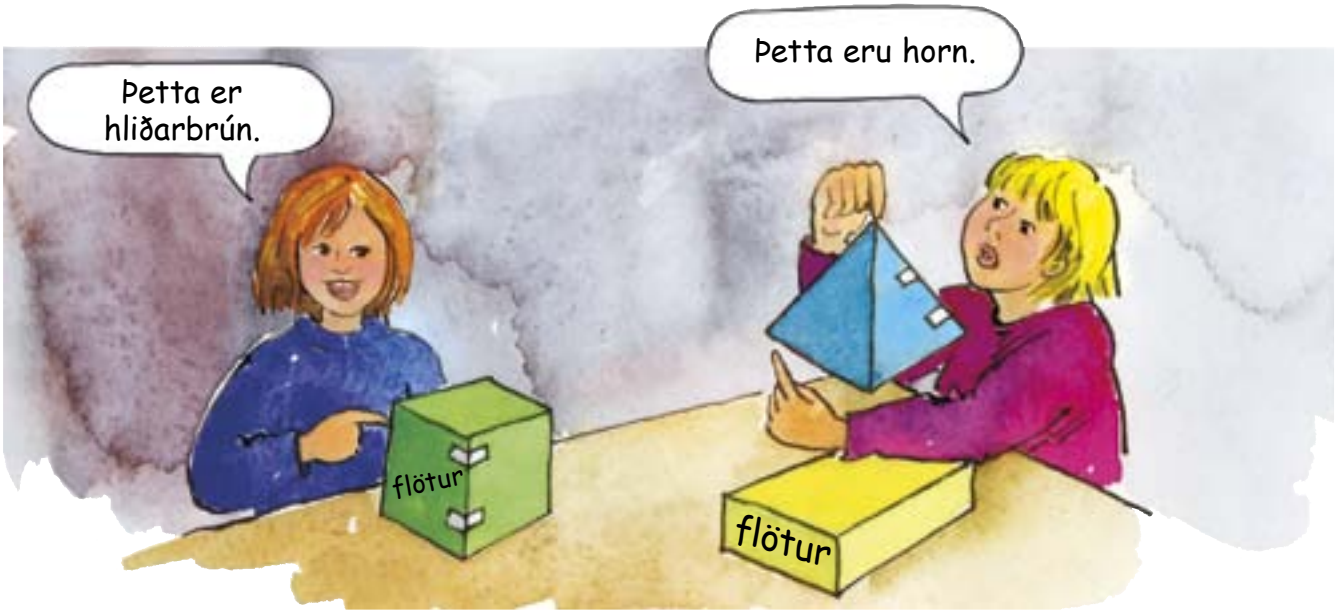
- Nemendur finna rúmfræðiformin á myndinni efst á síðunni. Þeir telja hve mörg form eru af hverri tegund.

## [·] Hvernig er botninn í laginu? Dragðu strik.

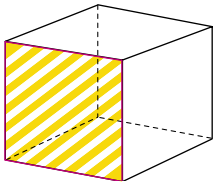



- Nemendur finna hvernig botninn á byggingunum er í laginu og draga strik í rétt form.

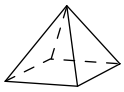
[·]

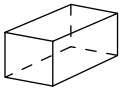



[··] Hvað eru margir fletir á

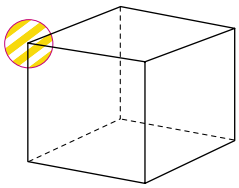


– teningi? _____

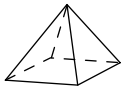
– píramída?  _____

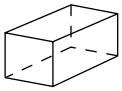
– ferstrendingi?  _____

Hvað eru mörg horn á

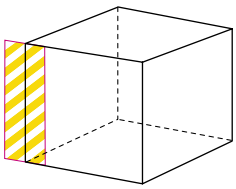


– teningi? _____

– píramída?  _____

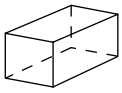
– ferstrendingi?  _____

Hvað eru margar hliðarbrúnir á



– teningi? _____

– píramída? _____

– ferstrendingi?  _____

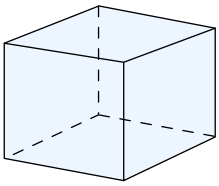


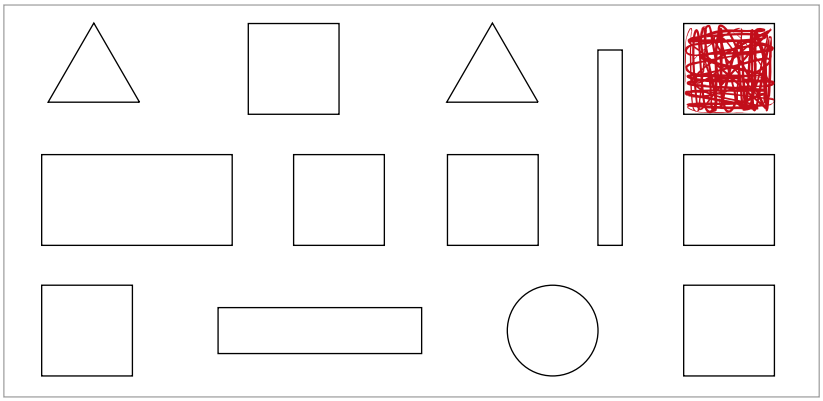
• Kennari og nemendur ræða saman um hliðarbrúnir, horn og fleti þrívíðra forma.
•• Nemendur finna fjölda flata, horna og hliðarbrúna á þrívíðu formunum.

[·]

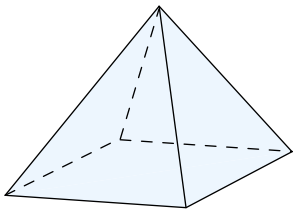
[··] **Litaðu fletina sem þarf til að búa formin til.**

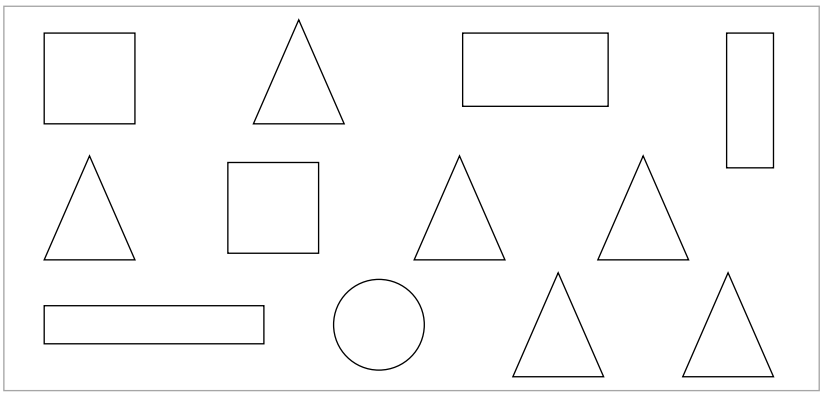
teningur



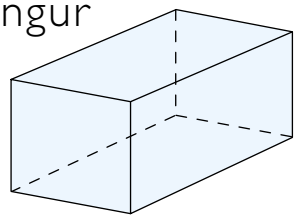


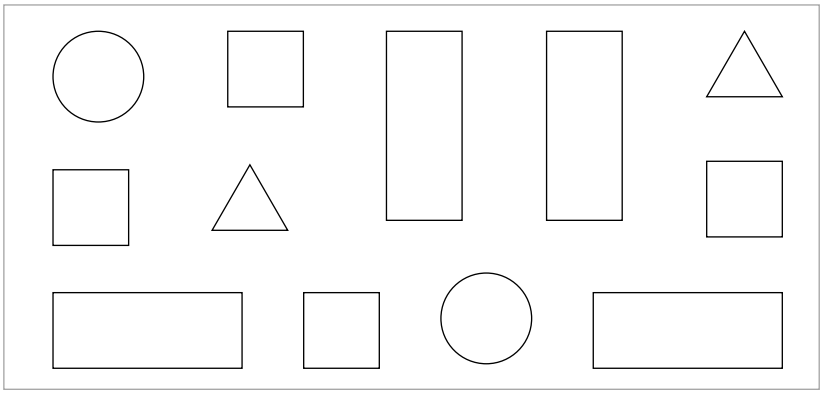
píramídi





ferstrendingur

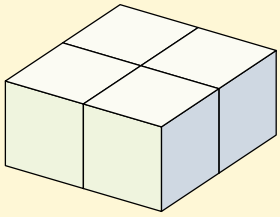


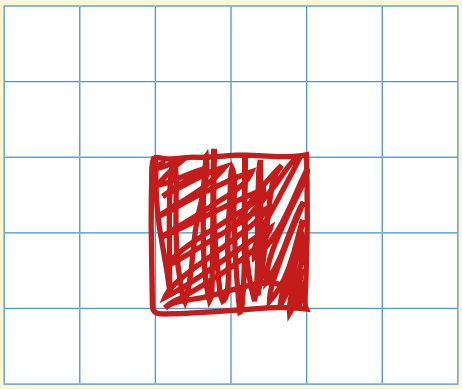


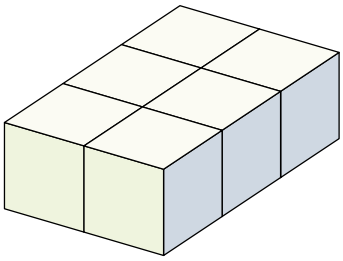


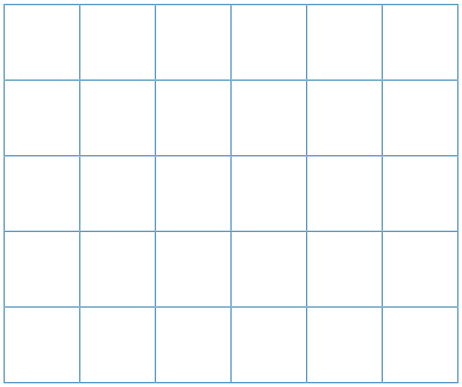
- Kennari og nemendur ræða saman um þrívíð form og úr hvaða flötum þeir eru.
•• Nemendur lita fletina sem mynda formin.

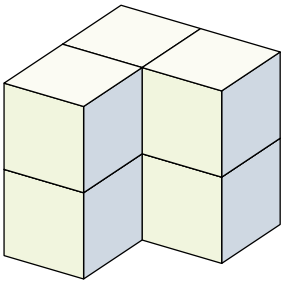
## [·] Hvernig er botninn í laginu? Teiknaðu hann.

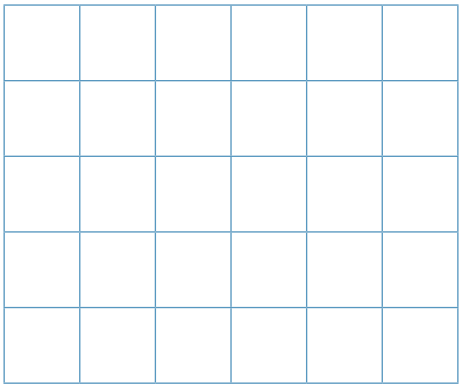


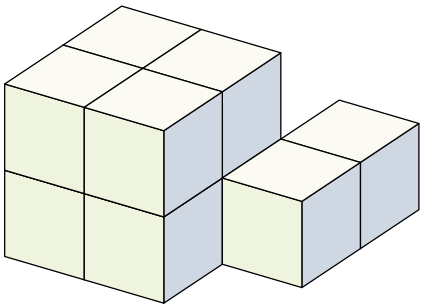


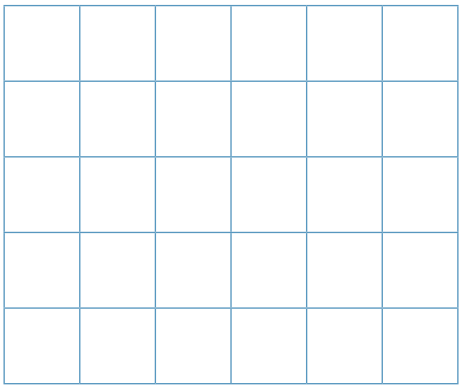








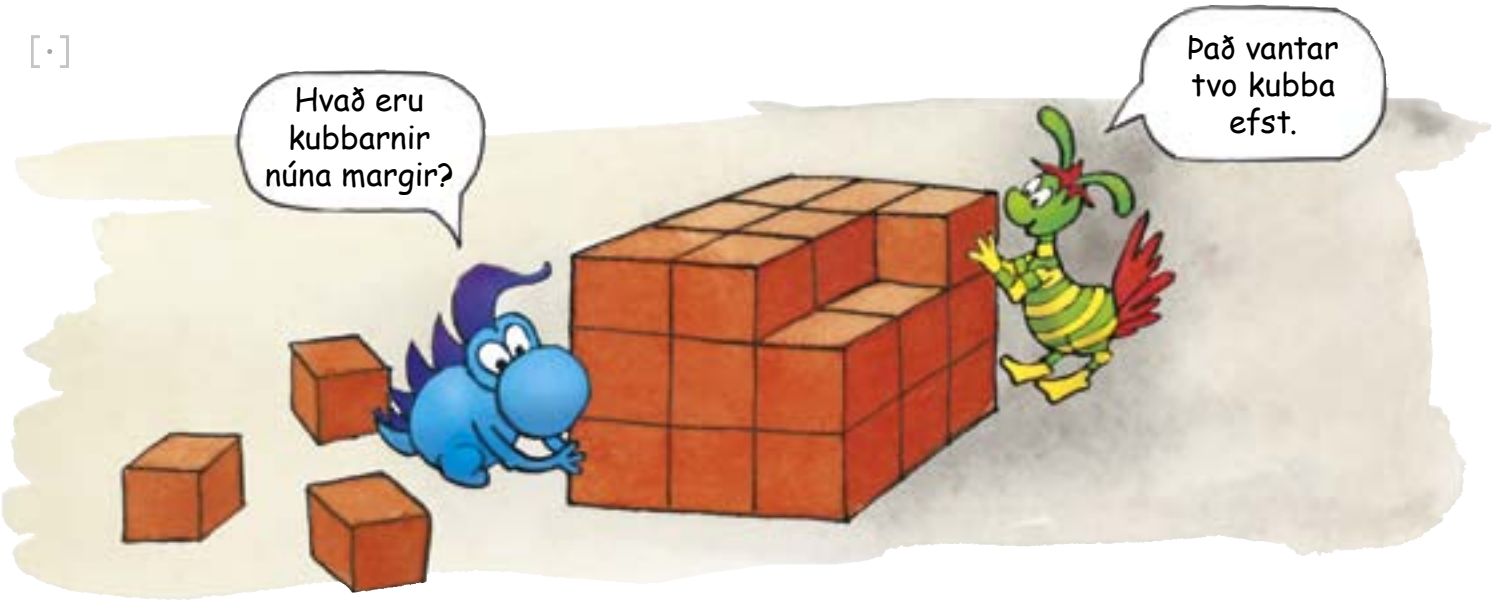




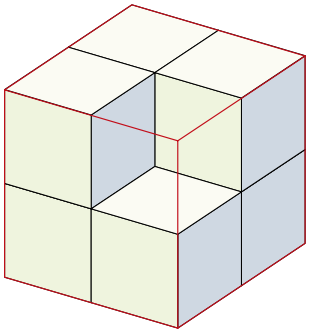


- Nemendur sýna með teikningu hvernig botn kubbamyndanna er í laginu.

[•]

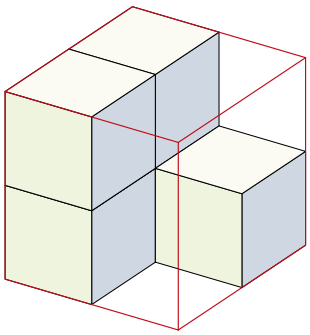



[••] **Hve margir kubbar eru í kössunum?**



Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____

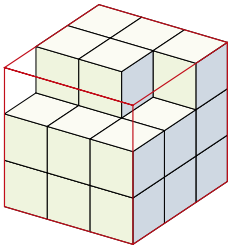


Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____

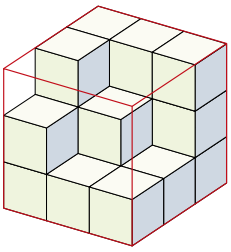


- • Kennari og nemendur ræða saman um rúmmál. Hvað komast margir kubbar í kassann?
- •• Nemendur telja kubbana í kössunum og segja til um hve marga kubba vantar til að fylla kassana. Þeir skrifa síðan svörin á strikin.



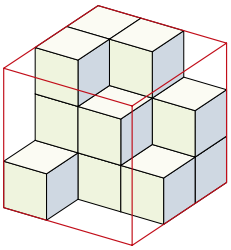
Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____



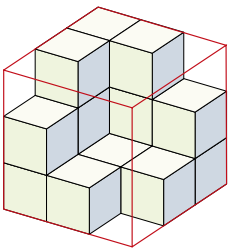
Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____



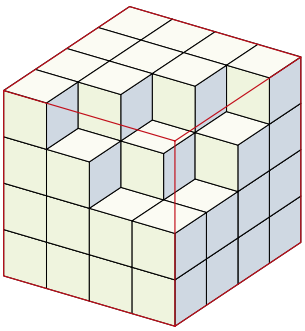
Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____



Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____



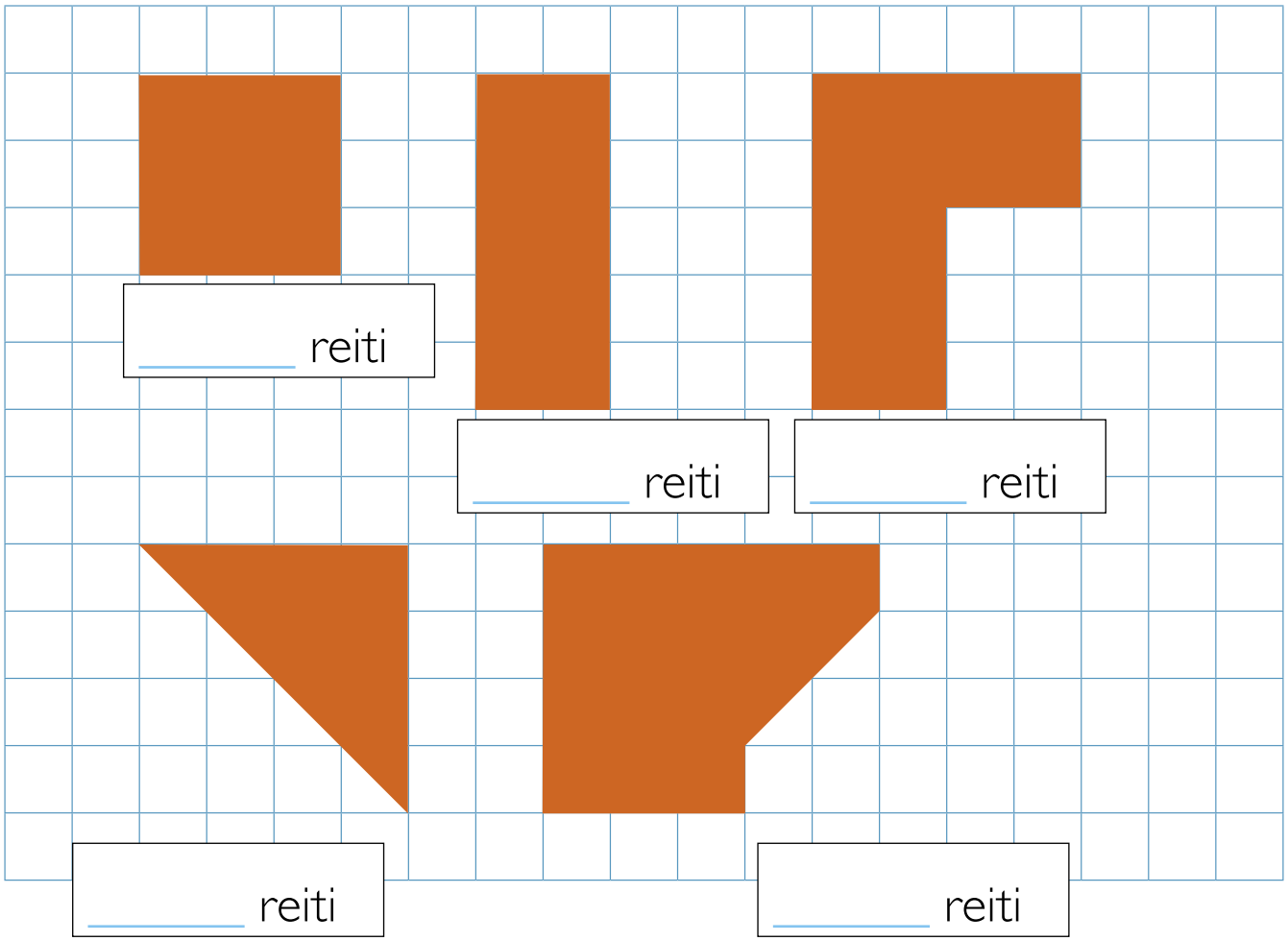
Hve margir kubbar eru í kassanum? _____

Hve marga kubba vantar til að fylla kassann? _____

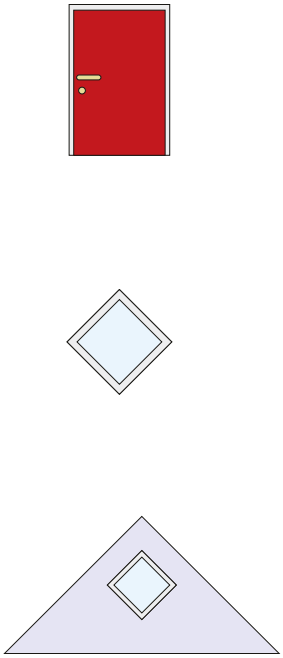


- Nemendur segja til um hve margir kubbar eru í hverjum kassa og hve marga kubba vantar til að fylla hann.

## [·] Hvað þekja myndirnar marga reiti?



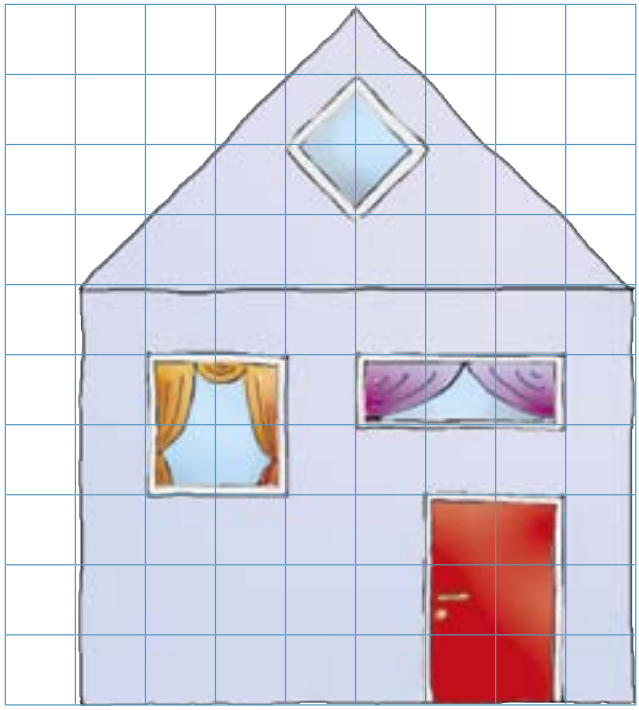

## [··] Hvað þekja þessir hlutar hússins stóra fleti?



_____ reiti

_____ reiti

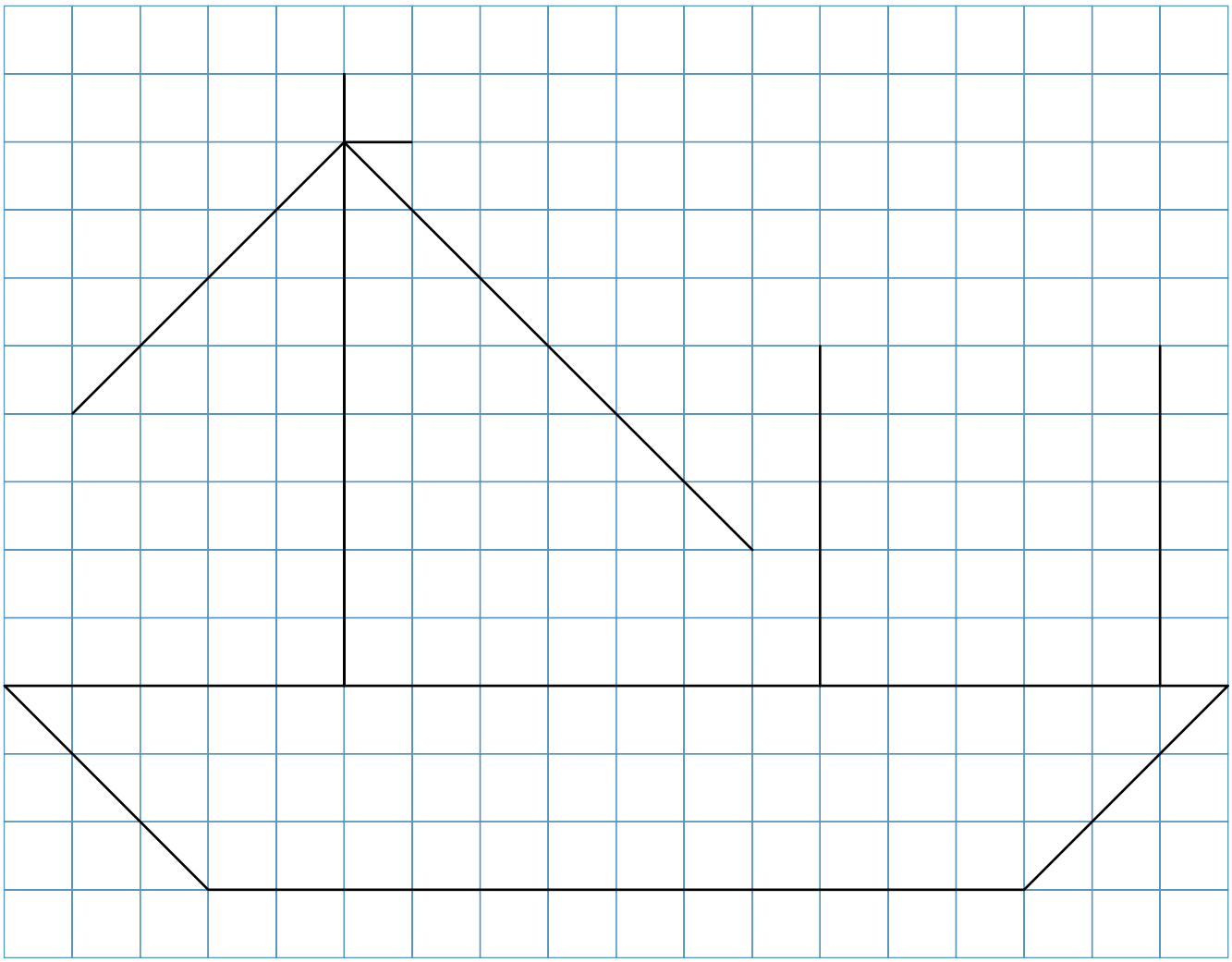
_____ reiti



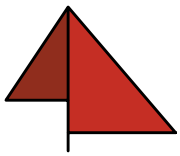


- Nemendur telja hve marga reiti myndirnar þekja og skrá svörin.
- Nemendur telja hve marga reiti mismunandi hlutar hússins þekja og skrá svörin.

[·] Ljúktu við að teikna bátinn.

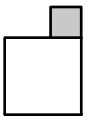


[··] Hvað þekja þessir hlutar bátsins stóra fleti?

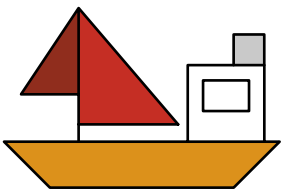


_____ reiti

_____ reiti



_____ reiti



_____ reiti



• Nemendur ljúka við að teikna bátinn í rúðunetið.
•• Nemendur segja til um hvað mismunandi hlutar bátsins þekja marga reiti.

## [·] Teiknaðu og búðu til verkefni.

## [··] Hve stóra fleti þekja myndirnar?

_____ reiti

_____ reiti

_____ reiti

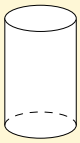
_____ reiti

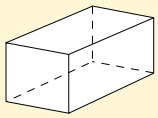


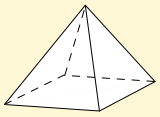
- Nemendur teikna mynd að eigin vali.
- Nemendur velja hluta af myndinni sinni og skrifa hvað hver hluti þekur marga reiti.

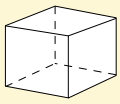
## Hvert er heiti formanna?

kúla
ferstrendingur
sívalningur
píramídi
teningur

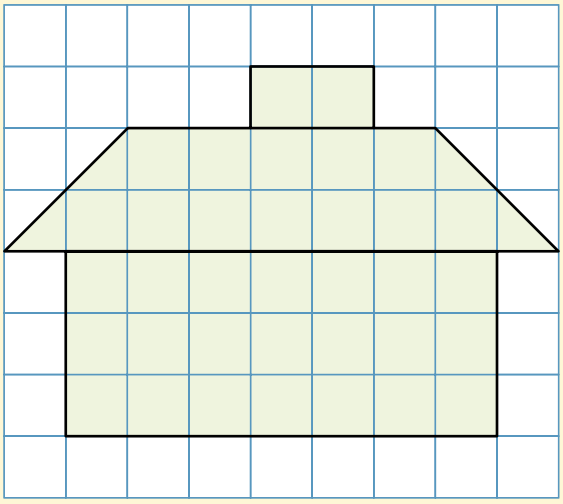




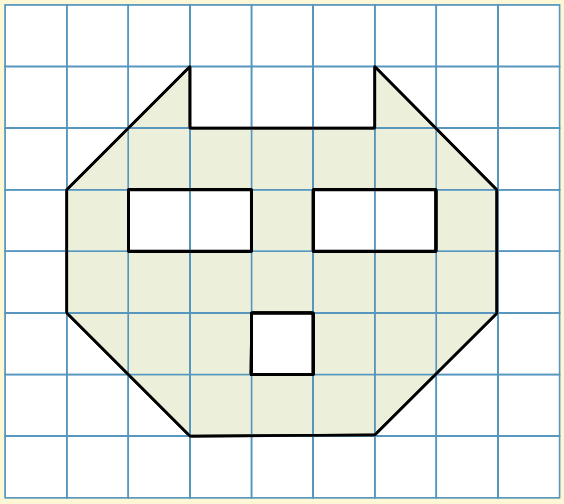




## Hve stóra fleti þekja myndirnar?

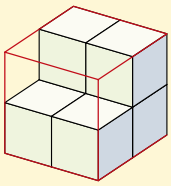


_____ reiti

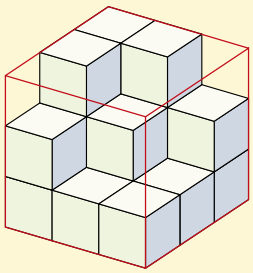


_____ reiti

## Hve margir kubbar eru í kössunum?



_____ kubbar

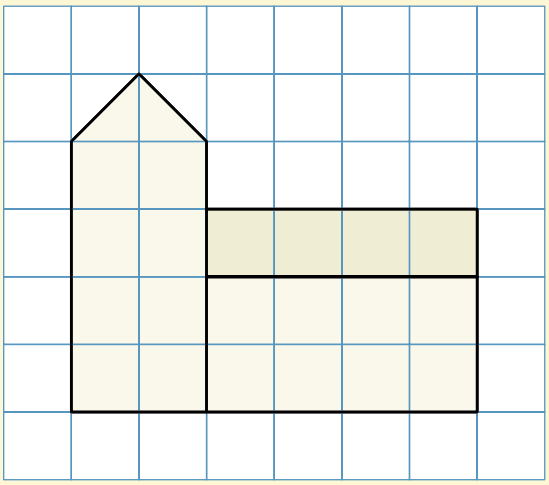


_____ kubbar

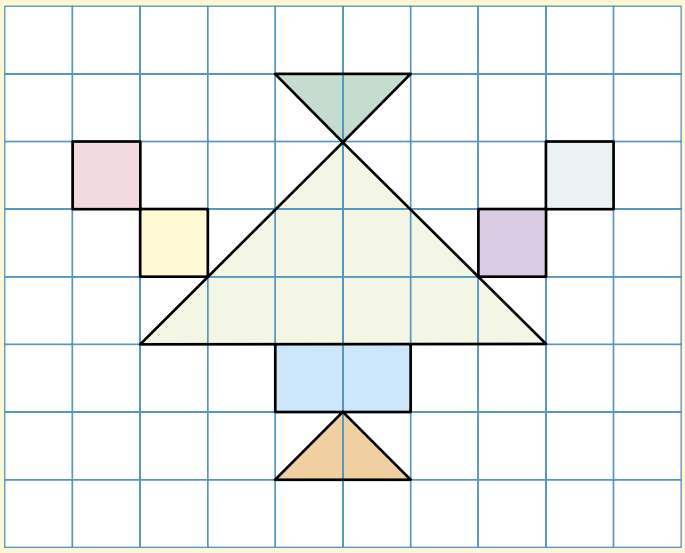


• Nemendur skrifa heiti hvers forms.
•• Nemendur telja hvað hver mynd þekur marga reiti og skrá svörin.
••• Nemendur telja kubbana í hvorum kassa og skrá svörin.

## Hve stóra fleti þekja myndirnar?



_____ reit



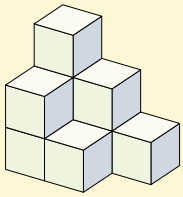
_____ reiti

## Teiknaðu mismunandi myndir. Notaðu tuttugu reiti í hverja mynd.

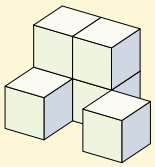
ÆFINGAHEFTI 3a BLS. 34–36

• Nemendur segja til um hvað hvor mynd þekur marga reiti og skrá svörin.
•• Nemendur teikna að minnsta kosti tvær myndir sem þekja 20 reiti.

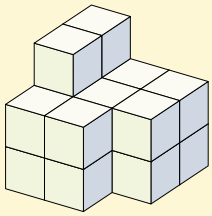
## Teiknaðu botninn. Hve margir kubbar eru í hverri mynd?



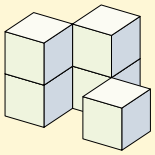
_____ kubbar



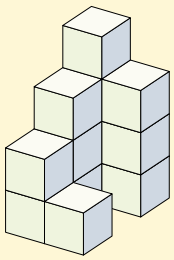
_____ kubbar



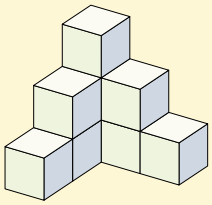
_____ kubbar



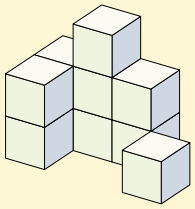
_____ kubbar



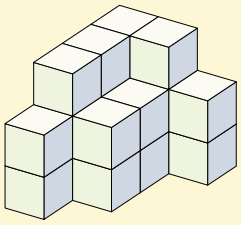
_____ kubbar



_____ kubbar



_____ kubbar



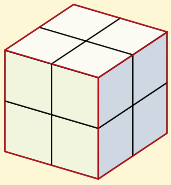
_____ kubbar

ÆFINGAHEFTI 3a BLS. 37–39

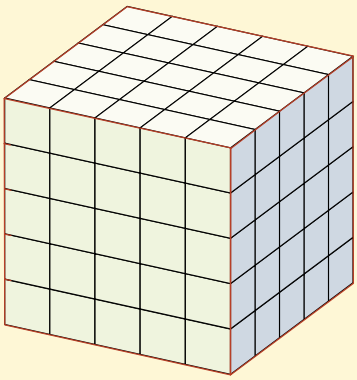


- Nemendur teikna hvernig botninn á hverjum kubbahlaða er í laginu og telja fjölda kubba í hverjum hlaða.

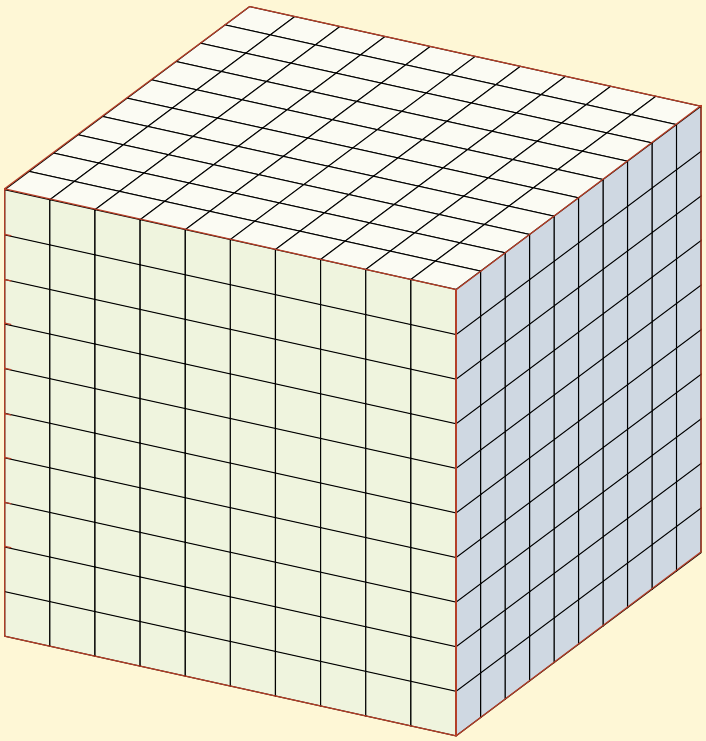
## Hvað margir kubbar eru í kössunum?



_____ kubbar



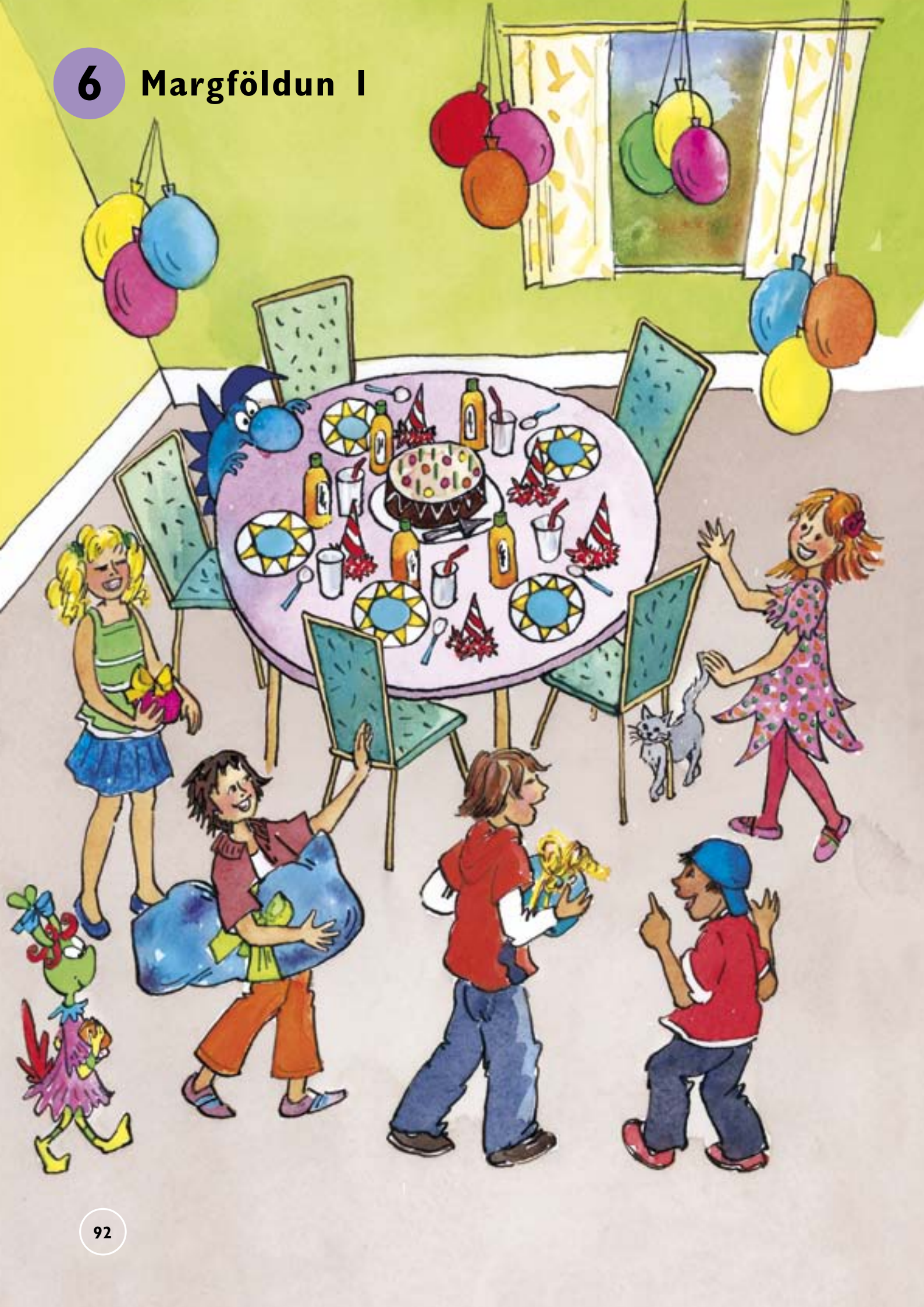
_____ kubbar



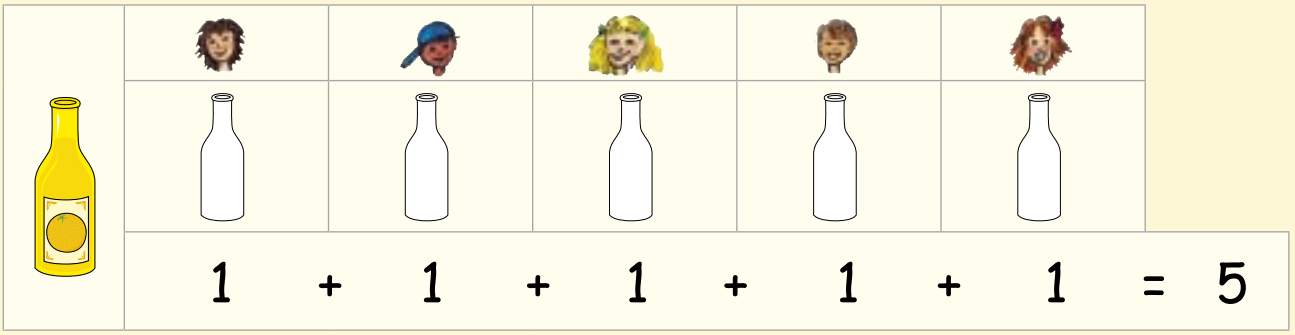
_____ kubbar

- Nemendur finna hve margir kubbar eru í hverjum kassa og skrá svörin.

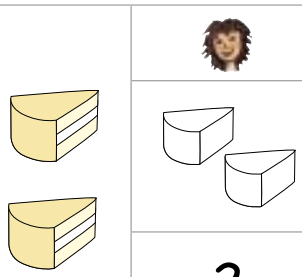
# 6 Margföldun I



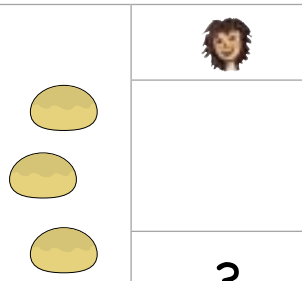
# [·] Gefðu öllum jafnt. Hve mikið alls?



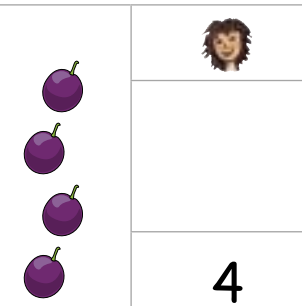
1 + 1 + 1 + 1 + 1 = 5



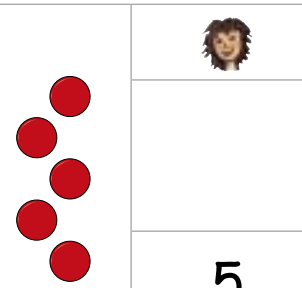
2 + 2 + ____ + ____ + ____ = ____



3 + ____ + ____ + ____ + ____ = ____



4 + ____ + ____ + ____ + ____ = ____



5 + ____ + ____ + ____ + ____ = ____

- Hvert barn á að fá jafn marga hluti og sýnt er til vinstri. Nemendur finna hvað það er mikið samtals.

2 + 2 + 2 = 6

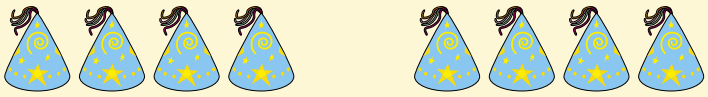
[·] Hver fær flest epli?

Kastið teningi tvisvar.
Fyrra kastið segir til um fjölda poka.
Seinna kastið segir til um hve mörg epli
eiga að vera í hverjum poka.



- Þetta verkefni má nota sem spil. Sá vinnur sem fær flest epli, annaðhvort eftir hverja umferð eða eftir þrjár umferðir. Leikmenn teikna poka og epli í reikningsheftin sín.

## [·] Skráðu og reiknaðu.



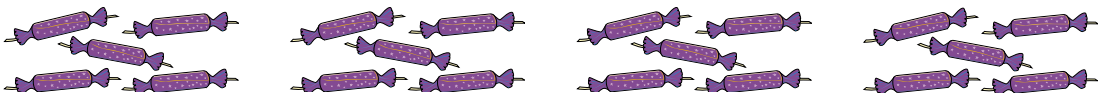
4 + 4 = 8

3 + ____ + ____ = ____

2 + 2 + ____ + ____ + ____ + ____ = ____

6 + ____ + ____ = ____

3 + ____ + ____ + ____ + ____ = ____



5 + ____ + ____ + ____ = ____

4 + ____ + ____ + ____ = ____

- Nemendur skrifa dæmin og leggja saman.

## [·] Hve margir fingur?

5 + 5 = _____

_____ + _____ + _____ + _____ = _____

_____ + _____ + _____ + _____ + _____ = _____

## [··] Hve margar krónur?

5 + 5 + 5 = _____

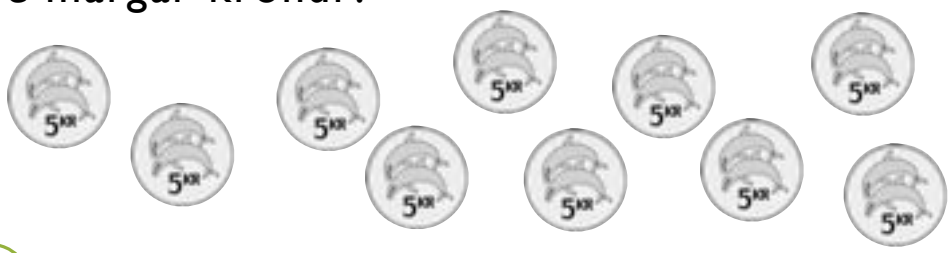
Þetta var langt reikningsdæmi!

_____ + _____ + _____ + _____ + _____ + _____ + _____ = _____ kr.

Skyldi vera hægt að einfalda það?

_____ + _____ + _____ + _____ + _____ + _____ = _____ kr.

## [··] Hve margar krónur?

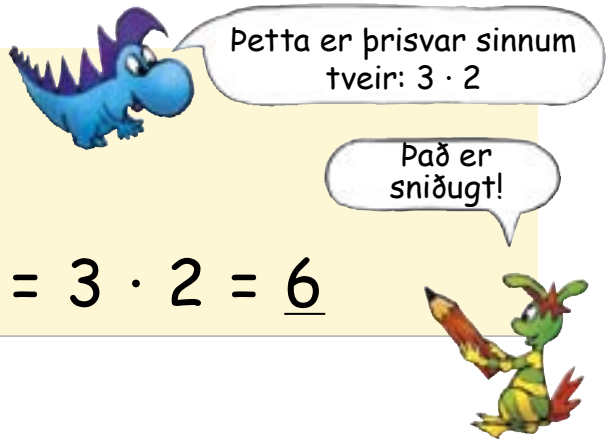


= _____ kr.



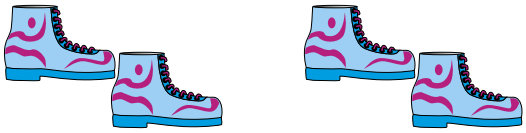
•/•• Nemendur búa til samlagningardæmi og reikna þau.
••• Nemendur skrá summuna.

## [·] Skráðu og reiknaðu.



2 + 2 + 2 = 3 · 2 = 6

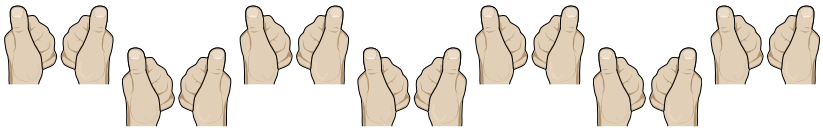
2 + 2 + 2 + 2 = 4 · 2 = _____



2 + 2 = _____ · _____ = _____

2 + 2 + 2 + 2 + 2 + 2 = _____ · _____ = _____

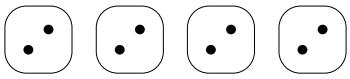
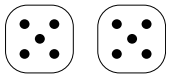
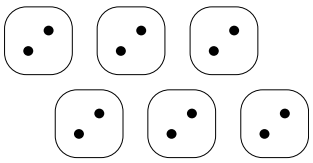
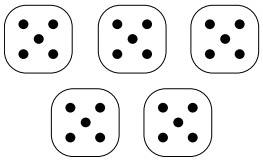
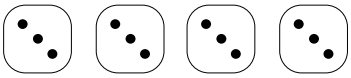
2 + 2 + 2 + 2 + 2 = _____ · _____ = _____



2 + 2 + 2 + 2 + 2 + 2 + 2 = _____ · _____ = _____

- Nemendur búa til margföldunardæmi, reikna þau og skrá svörin.

## [·] Hve margir deplar?

| | | |
|---|---|---|
| | 2 + 2 + 2 | = 3 · 2 = ____ |
|  | 2 + 2 + 2 + 2 | = ____ · ____ = ____ |
|  | 5 + 5 | = ____ · ____ = ____ |
| | 5 + 5 + 5 | = ____ · ____ = ____ |
|  | 2 + 2 + 2 + 2 + 2 + 2 | = ____ · ____ = ____ |
|  | 5 + 5 + 5 + 5 + 5 | = ____ · ____ = ____ |
|  | 3 + 3 + 3 + 3 | = ____ · ____ = ____ |

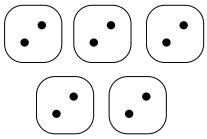


• Nemendur búa til margföldunardæmi, reikna þau og skrá svörin.

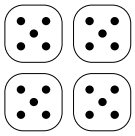
[·] Litaðu fimmta hvern reit.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

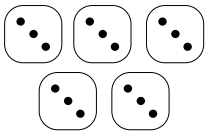
[··] Hve margir deplar?



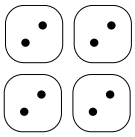
5 · 2 = ____



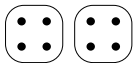
4 · 5 = ____



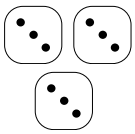
____ · ____ = ____



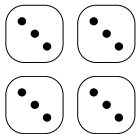
____ · ____ = ____



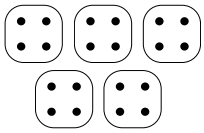
____ · ____ = ____



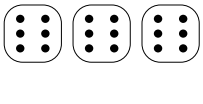
____ · ____ = ____



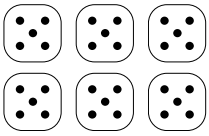
____ · ____ = ____



____ · ____ = ____

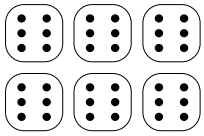


____ · ____ = ____



____ · ____ = ____

____ · ____ = ____



____ · ____ = ____



• Nemendur lita tölurnar í fimmtöflunni.
•• Nemendur búa til margföldunardæmi og reikna þau.

[·] Fúsi froskur hoppar á annan hvern stein.
Hve langt kemst hann í

| | | | | | | |
|---|---|---|---|---|---|---|
| **1 hoppi** | | | **2 =** | **1** · | **2** | **= 2** |
| 2 hoppum? | | 2 + 2 = | **2** | · | **2** | = _____ |
| 3 hoppum? | | 2 + 2 + 2 = | **3** | · | _____ | = _____ |
| 4 hoppum? | | 2 + 2 + 2 + 2 = | _____ | · | _____ | = _____ |
| 5 hoppum? | | 2 + 2 + 2 + 2 + 2 = | _____ | · | _____ | = _____ |
| 6 hoppum? | | 2 + 2 + 2 + 2 + 2 + 2 = | _____ | · | _____ | = _____ |

[··] Frikki froskur hoppar á fimmta hvern stein.
Hve langt kemst hann í

| | | | | | | |
|---|---|---|---|---|---|---|
| **1 hoppi** | | | **5 =** | **1** · | **5** | **= 5** |
| 2 hoppum? | | 5 + 5 = | **2** | · | **5** | = _____ |
| 3 hoppum? | | 5 + 5 + 5 = | **3** | · | _____ | = _____ |
| 4 hoppum? | | 5 + 5 + 5 + 5 = | _____ | · | _____ | = _____ |
| 5 hoppum? | | 5 + 5 + 5 + 5 + 5 = | _____ | · | _____ | = _____ |
| 6 hoppum? | | 5 + 5 + 5 + 5 + 5 + 5 = | _____ | · | _____ | = _____ |



•/•• Nemendur búa til margföldunardæmi sem sýna hopp froskanna. Síðan reikna þeir dæmin og skrá svörin.

[·] Fúsi froskur byrjar aftur. Hann hoppar nú á þriðja hvern stein. Hve langt kemst hann í

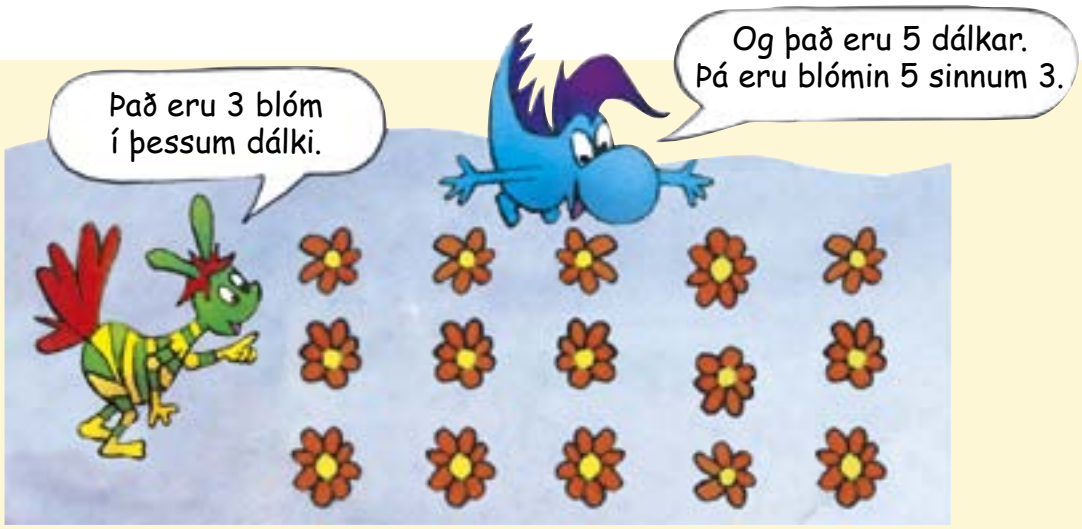
| | | | | | | |
|---|---|---|---|---|---|---|
| **1 hoppi** | **3 =** | **1** | **·** | **3** | **=** | **3** |
| 2 hoppum? | 3 + 3 = | **2** | · | **3** | = | ____ |
| 3 hoppum? | 3 + 3 + 3 = | **3** | · | ____ | = | ____ |
| 4 hoppum? | 3 + 3 + 3 + 3 = | ____ | · | ____ | = | ____ |
| 5 hoppum? | 3 + 3 + 3 + 3 + 3 = | ____ | · | ____ | = | ____ |
| 6 hoppum? | 3 + 3 + 3 + 3 + 3 + 3 = | ____ | · | ____ | = | ____ |

[··] Frikki froskur byrjar líka aftur. Hann hoppar nú á fjórða hvern stein. Hve langt kemst hann í

| | | | | | | |
|---|---|---|---|---|---|---|
| **1 hoppi** | **4 =** | **1** | **·** | **4** | **=** | **4** |
| 2 hoppum? | 4 + 4 = | **2** | · | **4** | = | ____ |
| 3 hoppum? | 4 + 4 + 4 = | **3** | · | ____ | = | ____ |
| 4 hoppum? | 4 + 4 + 4 + 4 = | ____ | · | ____ | = | ____ |
| 5 hoppum? | 4 + 4 + 4 + 4 + 4 = | ____ | · | ____ | = | ____ |
| 6 hoppum? | 4 + 4 + 4 + 4 + 4 + 4 = | ____ | · | ____ | = | ____ |

•/•• Nemendur búa til margföldunardæmi sem sýna hopp froskanna. Síðan reikna þeir dæmin og skrá svörin.

[·]




$3 + 3 + 3 + 3 + 3 = 5 \cdot 3 = \underline{15}$

[··] Hvað eru blómin mörg? Búðu til margföldunardæmi.

2 + ____ + ____ + ____ = ____ · 2 = ____

3 + ____ + ____ + ____ = ____ · 3 = ____

2 + ____ + ____ + ____ + ____ + ____ + ____ = ____ · ____ = ____

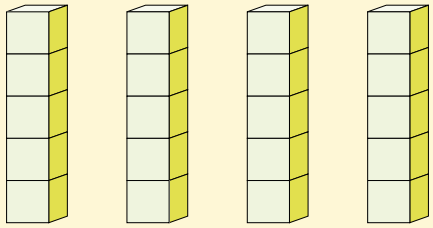
4 + ____ + ____ = ____ · ____ = ____

[··] Búðu til margföldunardæmi.

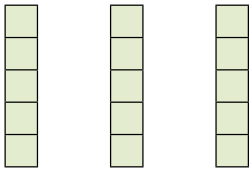


• Kennari og nemendur ræða saman um margföldun í rúðuneti.
•• Nemendur finna hvað blómin eru mörg, búa til margföldunardæmi og reikna þau.
••• Nemendur teikna blómabeð og búa til margföldunardæmi.

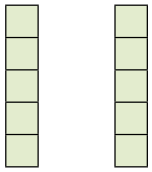
## [·] Hve margir kubbar?



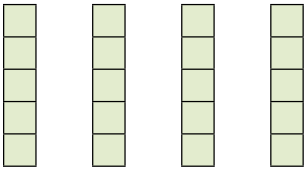
$4 \cdot 5 = \underline{20}$



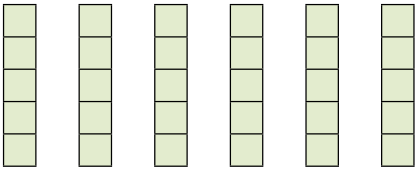
$3 \cdot 5 = ___$



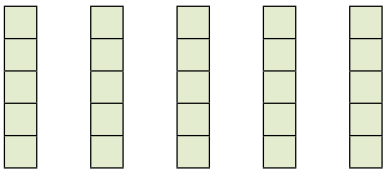
$2 \cdot ___ = ___$



$___ \cdot ___ = ___$



$___ \cdot ___ = ___$



$___ \cdot ___ = ___$

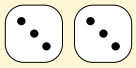
$___ \cdot ___ = ___$

## [··] Búðu til margföldunardæmi.

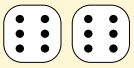


- • Nemendur skrifa margföldunardæmin og reikna þau.
- •• Nemendur teikna nokkra jafn háa turna og búa til margföldunardæmi.

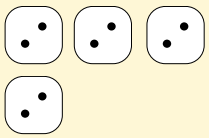
## Hve margir deplar?



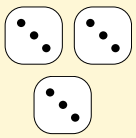
2 · 3 = ____



____ · ____ = ____

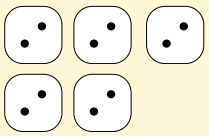


4 · 2 = ____



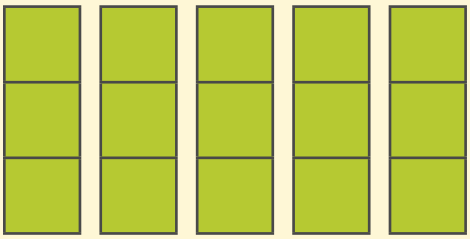
____ · ____ = ____

____ · ____ = ____

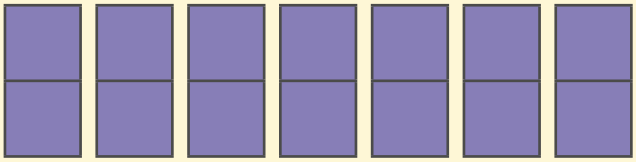


____ · ____ = ____

## Hve margir reitir?



____ · ____ = ____



____ · ____ = ____

## Reiknaðu dæmin.

2 + 2 + 2 = 3 · 2 = ____

3 + 3 + 3 + 3 = ____ · ____ = ____

5 + 5 = ____ · ____ = ____

5 + 5 + 5 + 5 = ____ · ____ = ____



•/••/••• Nemendur skrifa margföldunardæmi og reikna þau.

## Hve mörg blöð?

3 + 3 + 3 + 3 = **4** · **3** = ____

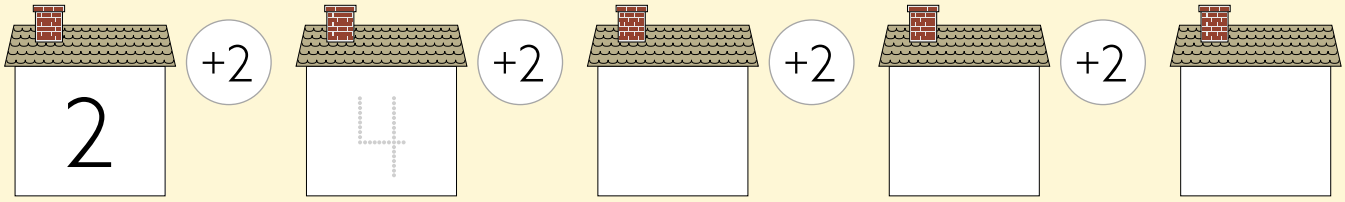
4 + 4 = ____ · ____ = ____

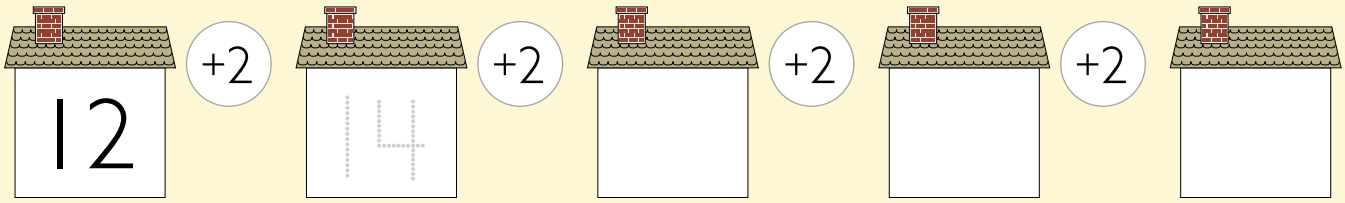
3 + 3 + 3 = ____ · ____ = ____

4 + 4 + 4 = ____ · ____ = ____

3 + 3 + 3 + 3 + 3 = ____ · ____ = ____

## Skráðu númer á húsin.

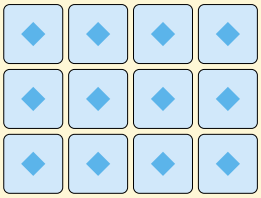


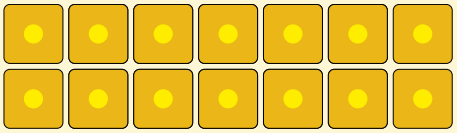

ÆFINGAHEFTI 3a BLS. 40–43

- Nemendur skrá margföldunardæmin og reikna þau.
•• Númerin á húsunum hækka um 2 í hvert sinn. Nemendur skrá húsnúmerin.

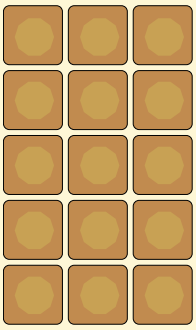
## Hve margar flísar?



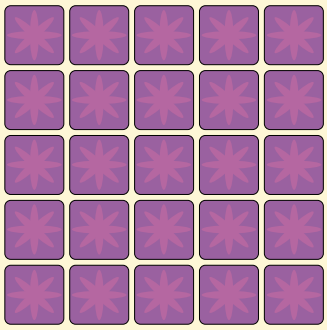
4 · 3 = ____



7 · ____ = ____

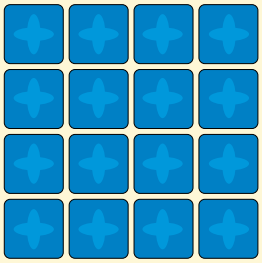


____ · ____ = ____

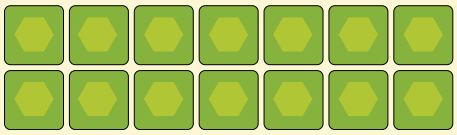


____ · ____ = ____

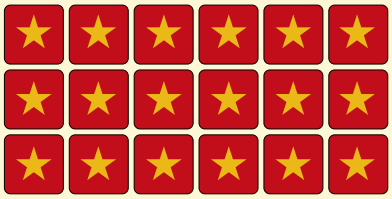
____ · ____ = ____



____ · ____ = ____



____ · ____ = ____



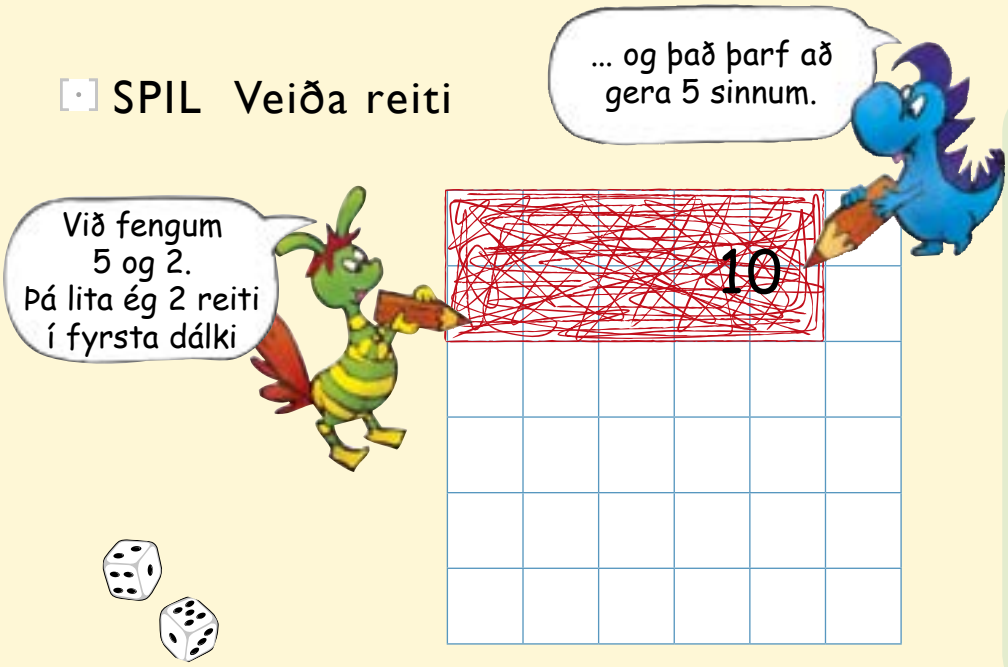
____ · ____ = ____

ÆFINGAHEFTI 3a BLS. 44–49



- Nemendur skrifa margföldunardæmin, reikna þau og skrá svörin.

## SPIL Veiða reiti




**LEIKREGLUR**

Spilið er fyrir tvo leikmenn. Leikmenn kasta tveimur teningum og búa til rétthyrning. Tölurnar sem upp koma segja til um lengd hliðanna. Þeir margfalda tölurnar saman og skrá fjölda reita í rétthyrninginn. Þannig er haldið áfram þar til annar leikmaðurinn getur ekki teiknað fleiri rétthyrninga. Sá vinnur sem hefur safnað fleiri reitum í lokin.

Kastaðu 2 teningum. Búðu til ferhyrning.

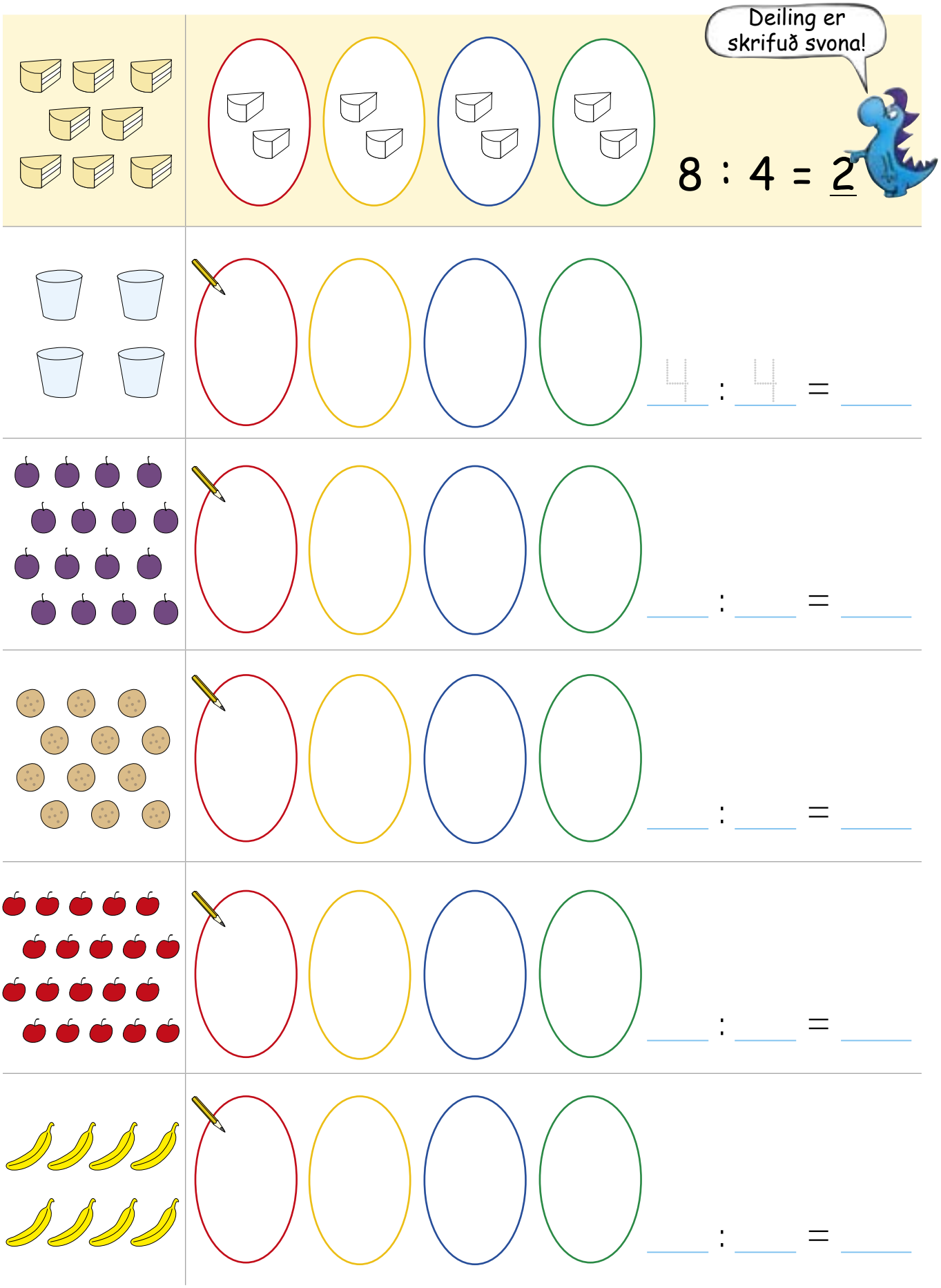
**Nafn:** _____

**Nafn:** _____

- Í spilinu er takmarkið að lita sem flesta reiti, annaðhvort eftir hverja umferð eða samtals eftir margar umferðir.

# 7 Deiling

## [·] Skiptu jafnt á diskana. Búðu til dæmi.

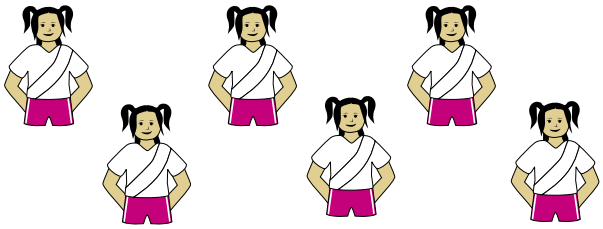




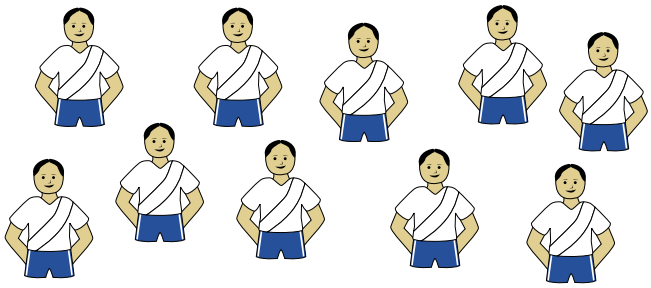

- Nemendur skipta sneiðunum, glösunum og ávöxtunum jafnt á diskana. Þeir búa til deilingardæmi og reikna þau.

[·]

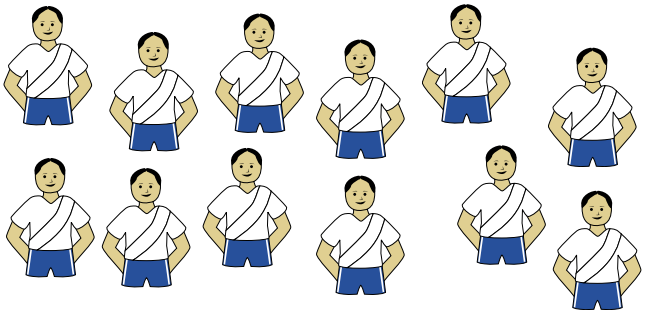
[··] Skiptu í 2 lið. Litaðu borðana rauða eða bláa.



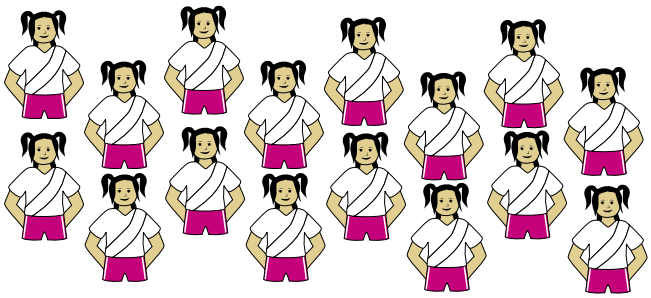
6 : 2 = _____



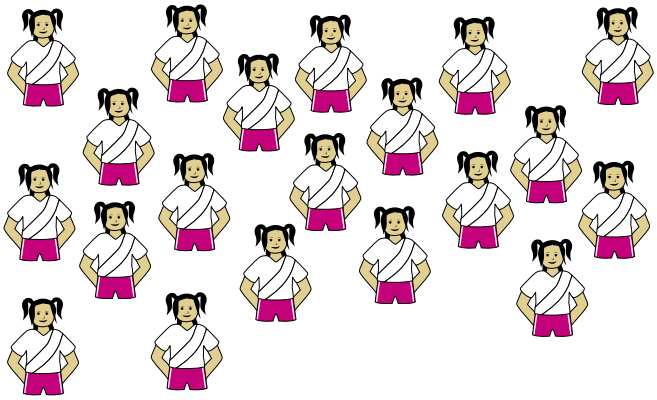
10 : 2 = _____



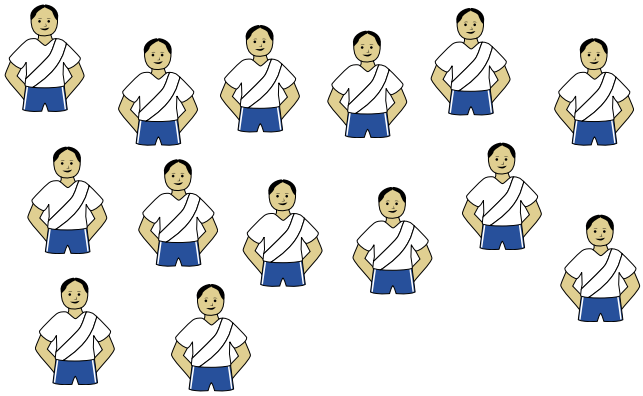
_____ : 2 = _____



_____ : 2 = _____



_____ : 2 = _____



_____ : 2 = _____



- Kennari og nemendur ræða saman um deilingu, það er að skipta jafnt.
- •• Nemendur skipta börnunum á myndinni í tvo jafn stóra hópa. Þeir sýna skiptinguna með því að lita borðana, búa til deilingardæmi og reikna þau.

[·] Skiptu bollunum í poka.

12 : 2 = 6

[··] Settu 18 bollur í poka.
Hve marga poka þarftu ef þú setur

2 bollur í hvern poka?

18 : 2 = _____

3 bollur í hvern poka?

18 : 3 = _____

6 bollur í hvern poka?

18 : 6 = _____

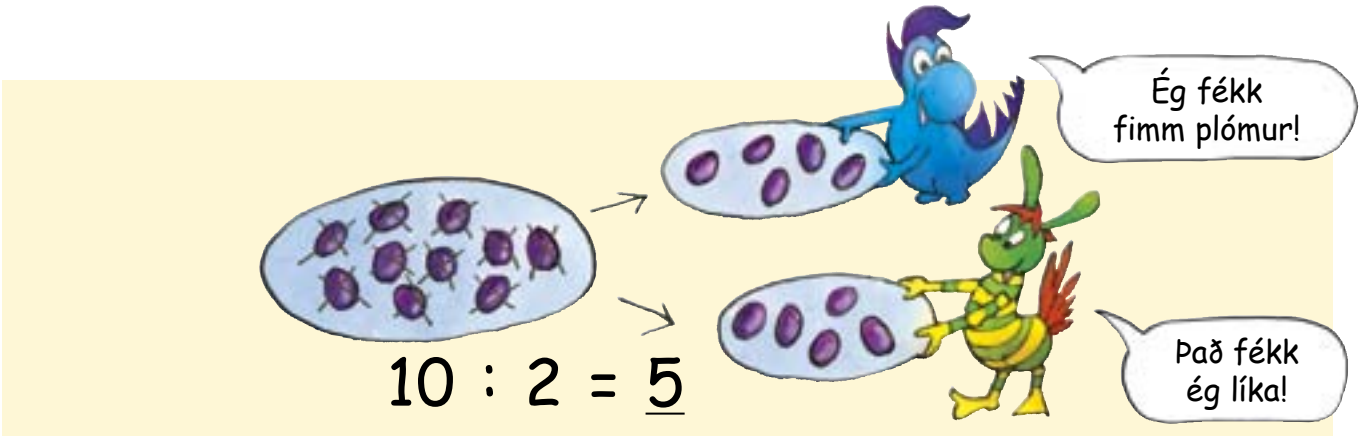
9 bollur í hvern poka?

18 : 9 = _____



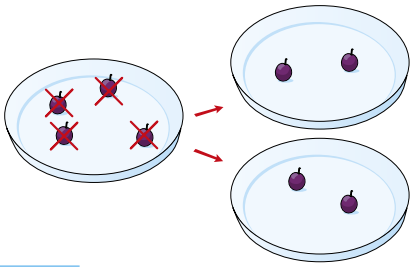
- • Kennari og nemendur ræða saman um deilingu.
- •• Nemendur finna hve marga poka þeir þurfa í hverju verkefni. Þeir nota teikningarnar sér til hjálpar.

[·]

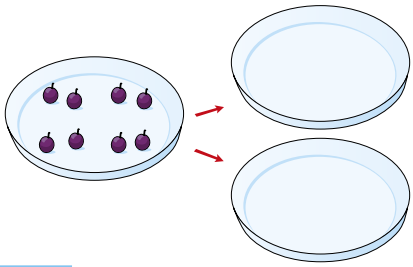



10 : 2 = 5

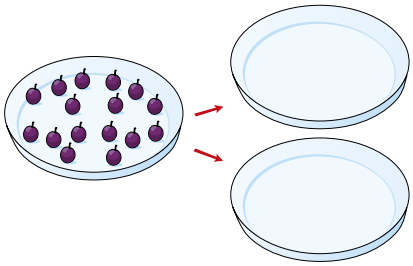
[··] Skiptu plómunum jafnt á 2 diska.



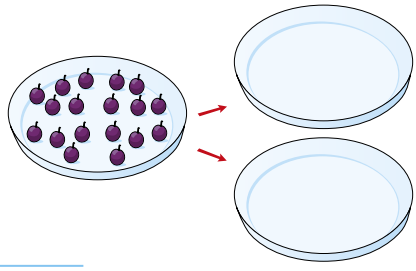
4 : 2 = _____



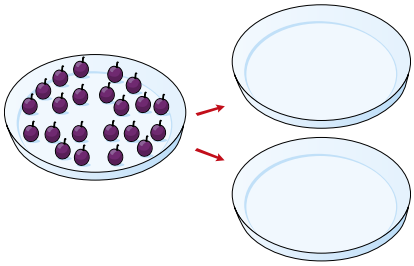
8 : 2 = _____



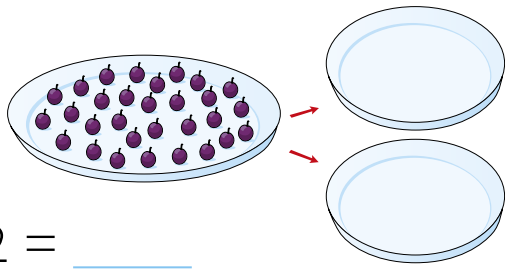
16 : 2 = _____



18 : 2 = _____

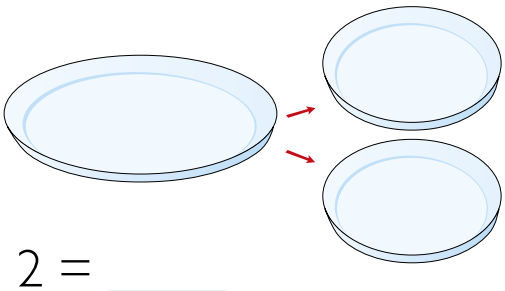


22 : 2 = _____

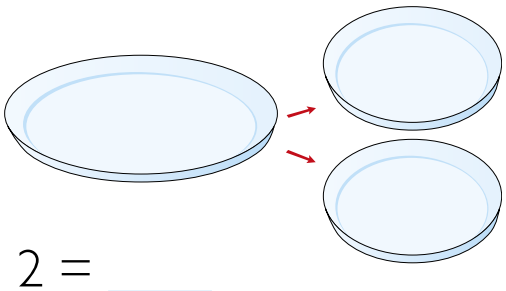


30 : 2 = _____

[···] Búðu til deilingardæmi.



_____ : 2 = _____



_____ : 2 = _____

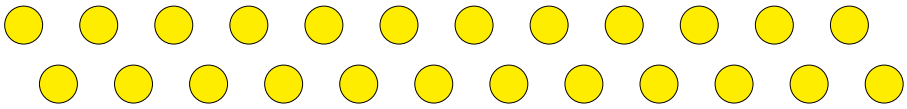


• Kennari og nemendur ræða saman um að deila í tvo jafna hluta.

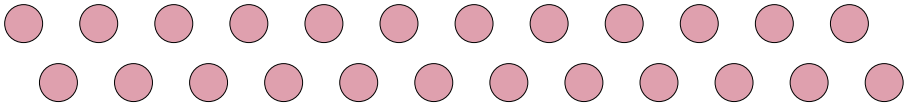
•• Nemendur skipta plómunum jafnt og skrá svörin.

••• Nemendur ákveða fjöldann og skipta honum á diskana.

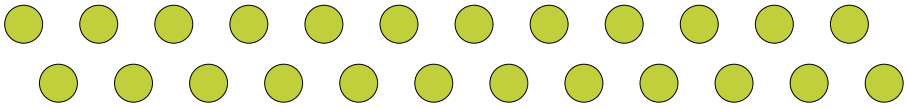
## [·] Skiptu jafnt á milli barnanna.



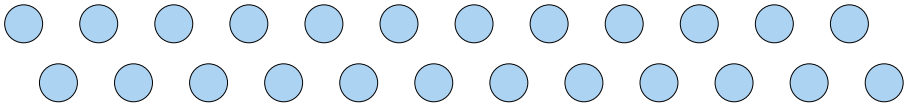
24 : 2 = _____



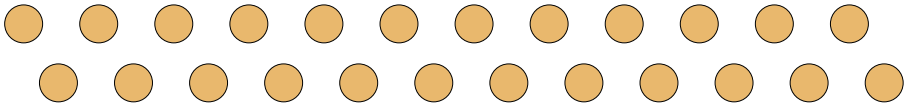
24 : 3 = _____



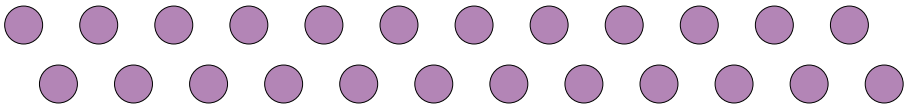
24 : 4 = _____



24 : 5 = _____



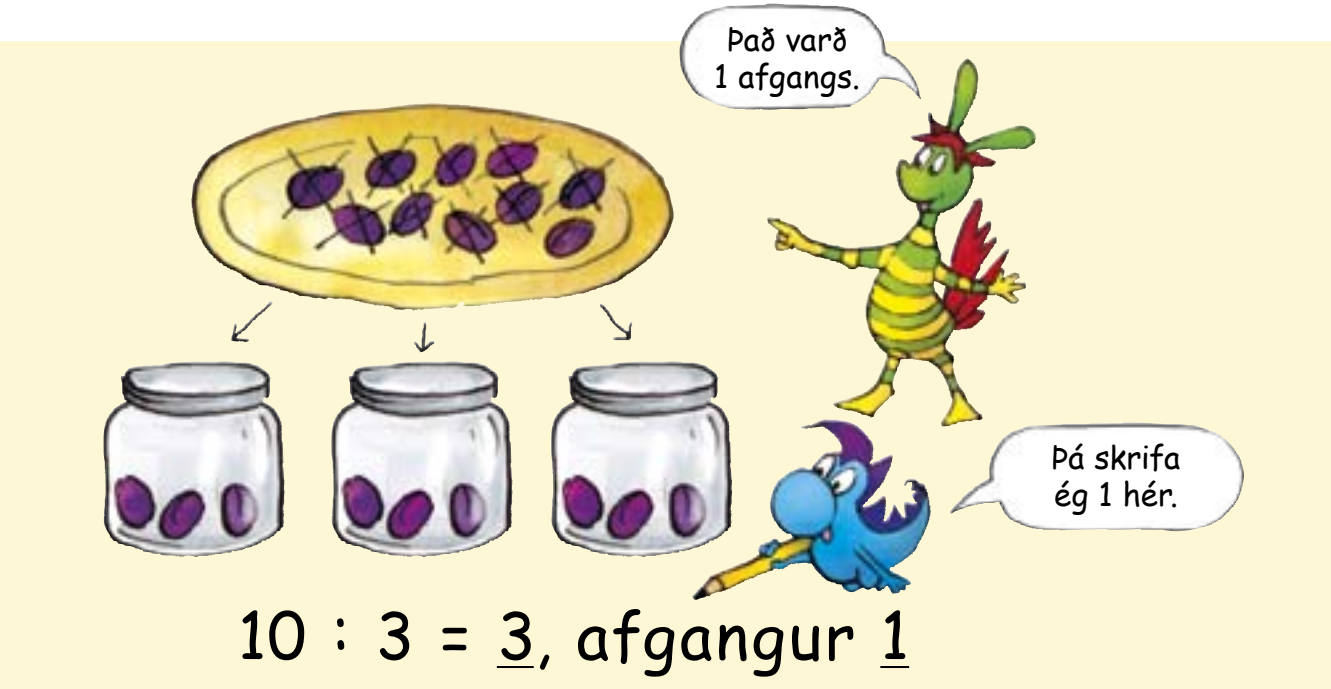
24 : 6 = _____



24 : 8 = _____

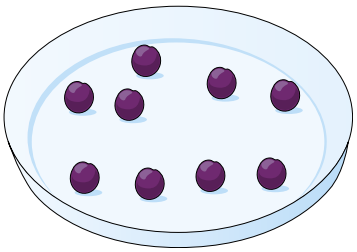
- Tilteknum fjölda á að skipta jafnt milli krakkanna sem eru mismargir. Nemendur reikna hvað hver fær mikið. Athugið að í dæminu 24 : 5 eru 4 afgangs.

[•]

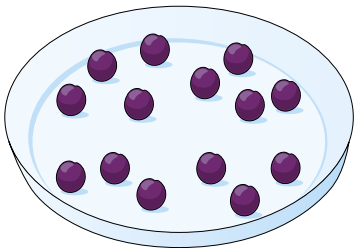



10 : 3 = 3, afgangur 1

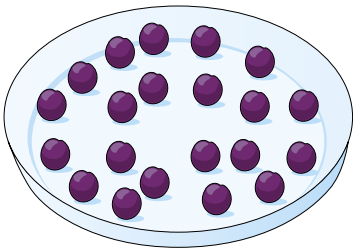
[••] Skiptu plómunum jafnt í 3 krukkur.



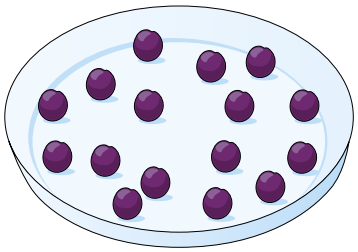
9 : 3 = _____ , afgangur _____



14 : 3 = _____ , afgangur _____



21 : 3 = _____ , afgangur _____

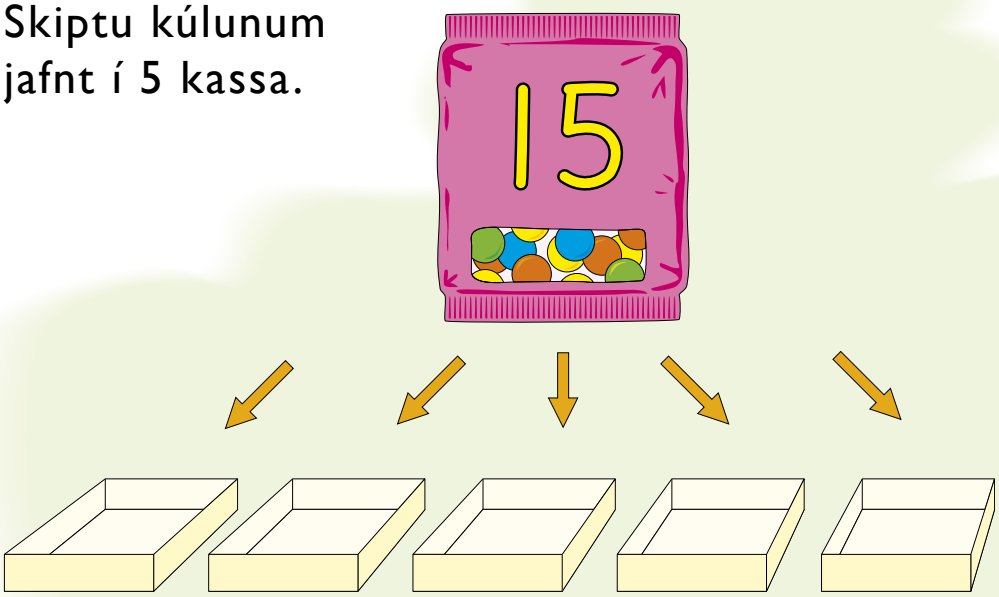


16 : 3 = _____ , afgangur _____



• Kennari og nemendur ræða saman um afgang í deilingu.
•• Nemendur finna hve margar plómur fara í hverja krukku. Þeir skrá einnig ef plómur verða afgangs.

[·] Skiptu kúlunum jafnt í 5 kassa.



15 : 5 = ____ , afgangur ____

12 : 5 = ____ , afgangur ____

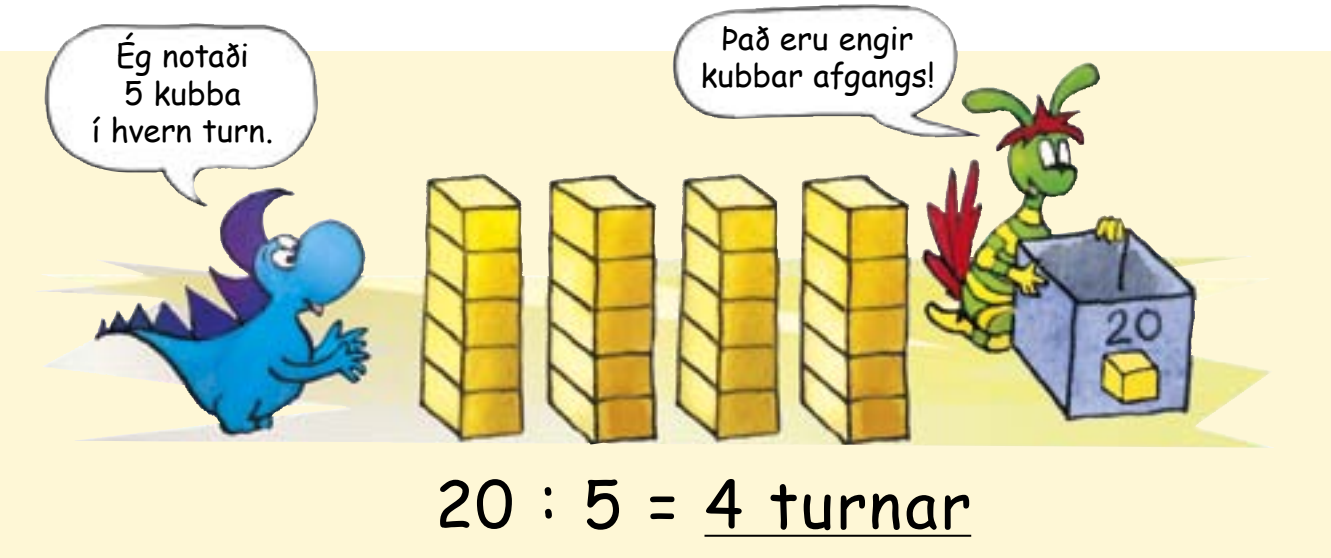
20 : 5 = ____ , afgangur ____

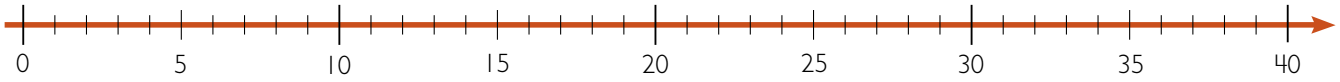
30 : 5 = ____ , afgangur ____

26 : 5 = ____ , afgangur ____

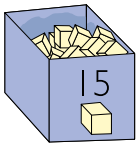
- Nemendur finna hve margar kúlur verða í hverjum kassa. Gott er að nemendur teikni áður en þeir finna hvort afgangur er.

[·]

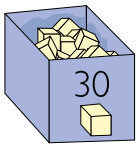


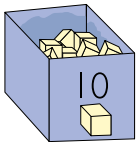

[··] Búðu til turna. Hver turn á að vera úr 5 kubbum.
Hve marga turna geturðu búið til?



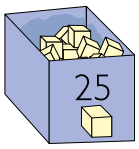

**15** : 5 = _____ turnar




**30** : 5 = _____ turnar




_____ : 5 = _____ turnar




_____ : 5 = _____ turnar



• Kennari og nemendur ræða saman um deilingu sem jafna skiptingu. Rætt er um hve marga turna er hægt að byggja sem eru 5 kubbar á hæð.

•• Nemendur finna hve marga 5 kubba turna er hægt að byggja úr kubbunum. Þeir geta notað talnalínuna og hoppað 5 skref í einu.

## [·] Hvað eru skópörin mörg?

16 : 2 = _____ pör

12 : 2 = _____ pör

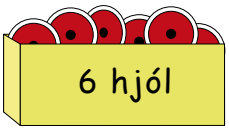
_____ : 2 = _____ pör

_____ : 2 = _____ pör

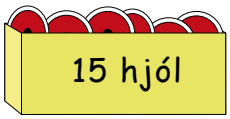
_____ : 2 = _____ pör

_____ : 2 = _____ pör

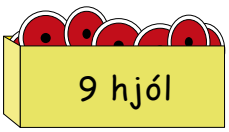
## [··] Hve mörg þríhjól er hægt að búa til?




6 : 3 = _____ þríhjól

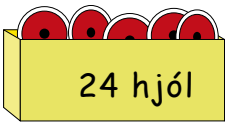



15 : 3 = _____ þríhjól




_____ : 3 = _____ þríhjól

_____ : 3 = _____ þríhjól



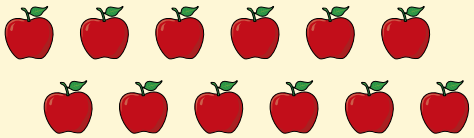

_____ : 3 = _____ þríhjól

_____ : 3 = _____ þríhjól



- • Nemendur finna hve mörg skópör eru í kössunum.
- •• Nemendur finna hvað hægt er að búa til mörg þríhjól úr hjólunum í hverjum kassa.

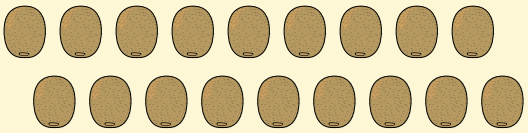
## Skiptu jafnt milli barnanna.



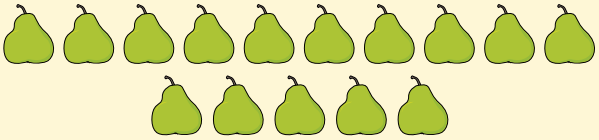
12 : 3 = _____

6 : 3 = _____

9 : 3 = _____



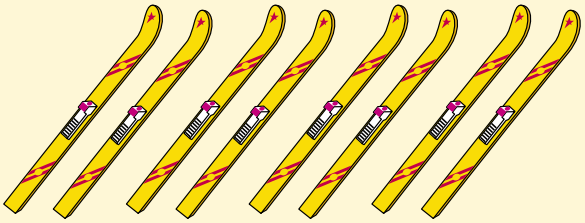
18 : 3 = _____



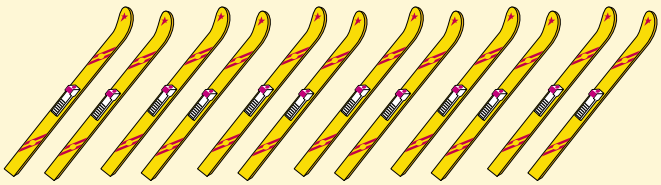
15 : 3 = _____

30 : 3 = _____

## Hvað eru skíðapörin mörg?



8 : 2 = _____ pör



12 : 2 = _____ pör

10 : 2 = _____ pör

16 : 2 = _____ pör



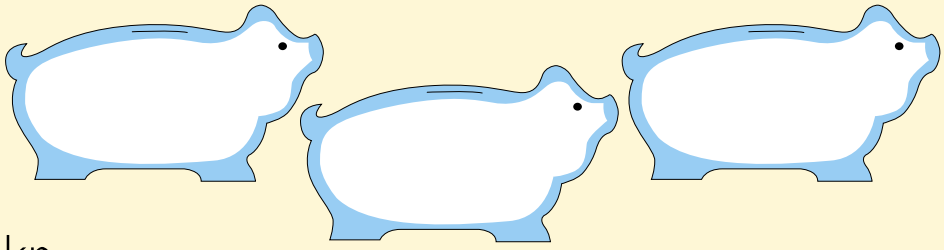
•/•• Nemendur reikna dæmin og skrá svörin.

Skiptu peningunum jafnt milli sparibaukana.

12 kr.

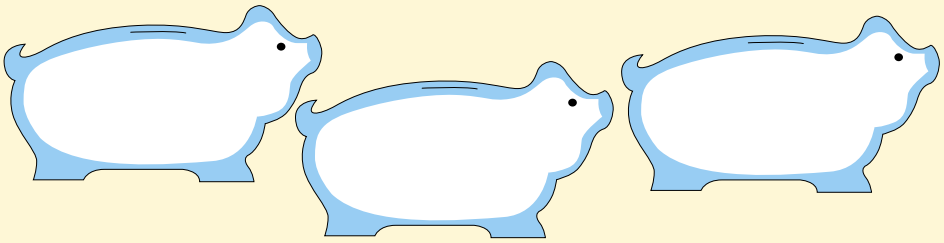
12 : 2 = _____ kr.

9 kr.



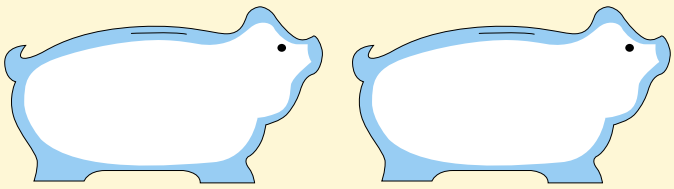
9 : 3 = _____ kr.

12 kr.



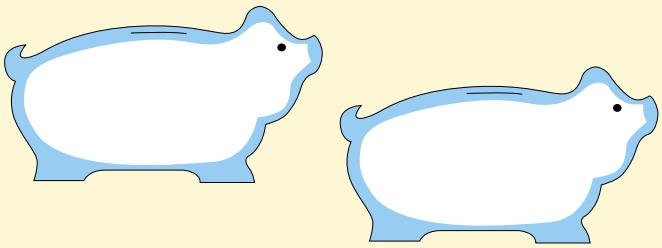
12 : 3 = _____ kr.

20 kr.



_____ : _____ = _____ kr.

16 kr.

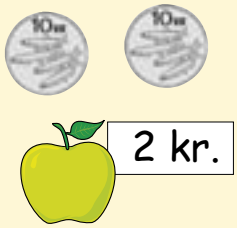


_____ : _____ = _____ kr.

ÆFINGAHEFTI 3a BLS. 50–52

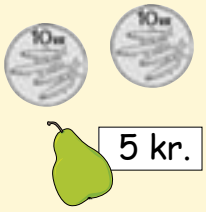
- Nemendur skipta peningunum jafnt milli sparibaukanna. Þeir teikna peningana í baukana, búa til deilingardæmi og reikna þau.

Hvað geturðu keypt mörg epli?

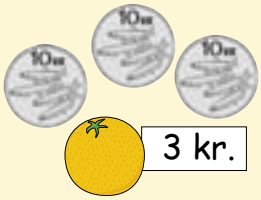



20 : ____ = ____

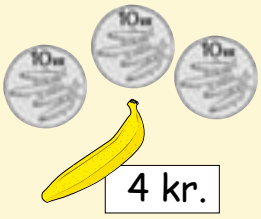
20 : ____ = ____



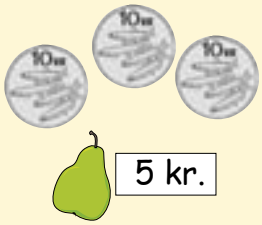

20 : ____ = ____




30 : ____ = ____




30 : ____ = ____




30 : ____ = ____

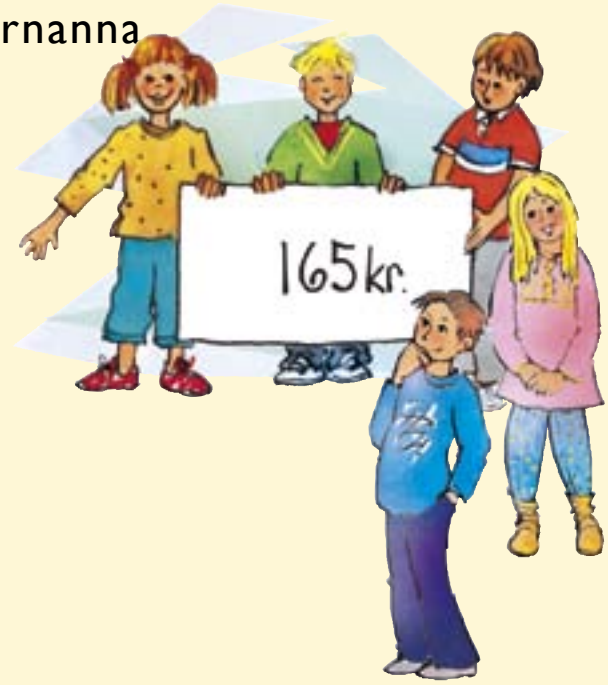
ÆFINGAHEFTI 3a BLS. 53–55



• Kennari og nemendur ræða saman um hve oft ákveðin tala gengur upp í aðra tölu.
•• Nemendur sýna útreikningana, annaðhvort með teikningum eða tölum og búa til deilingardæmi.

Skiptu peningunum jafnt milli barnanna.

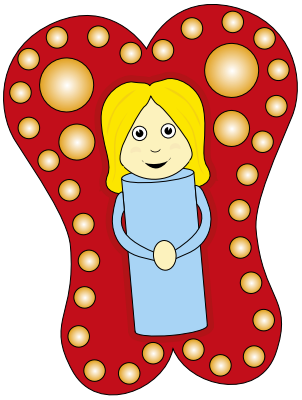
Skiptu peningunum jafnt milli barnanna

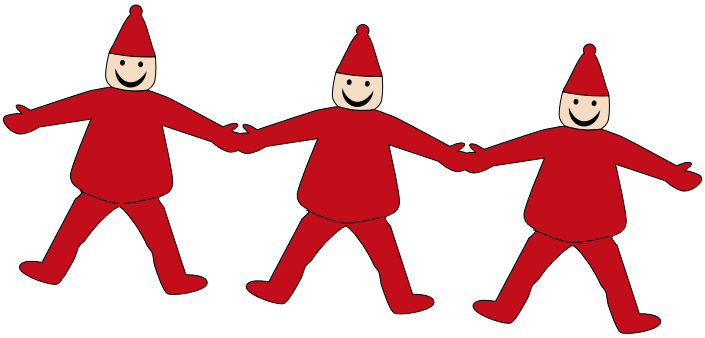


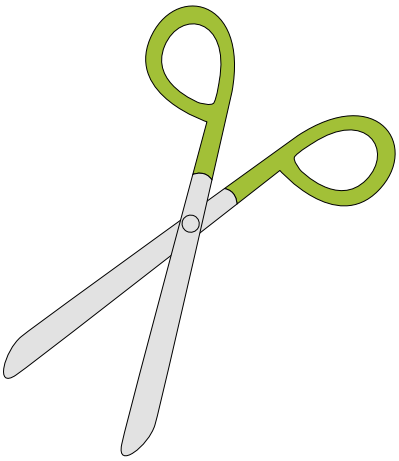

•/•• Nemendur teikna peningana og skipta þeim jafnt milli barnanna.

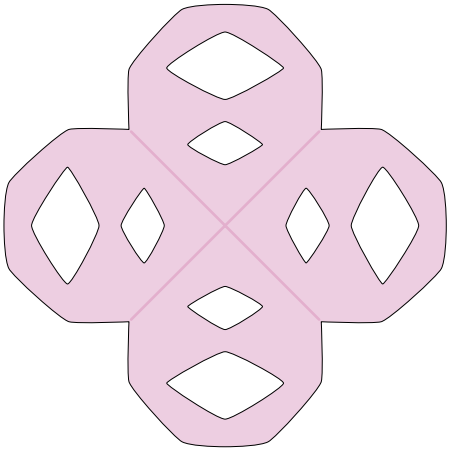
# 8 Samhverfa

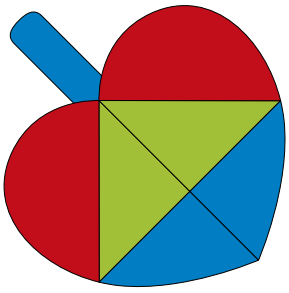
## [·] Teiknaðu spegilása.

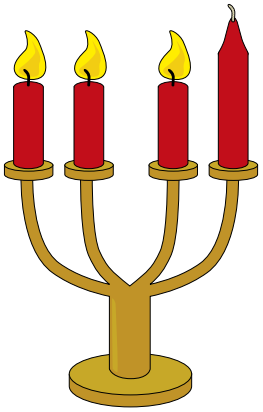


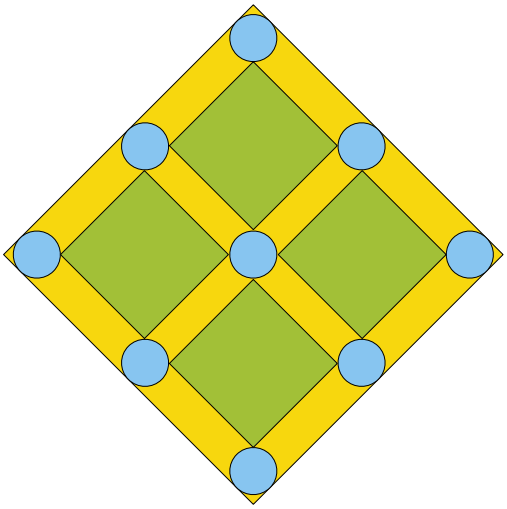


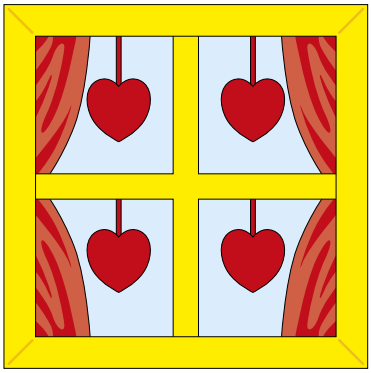








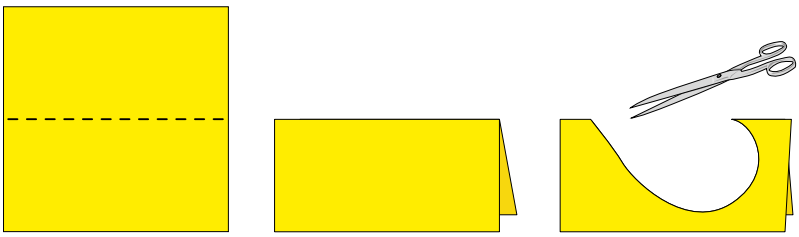




- Nemendur draga strik (spegilás) sem skiptir myndunum í tvo hluta sem eru spegilmynd hvor af öðrum.

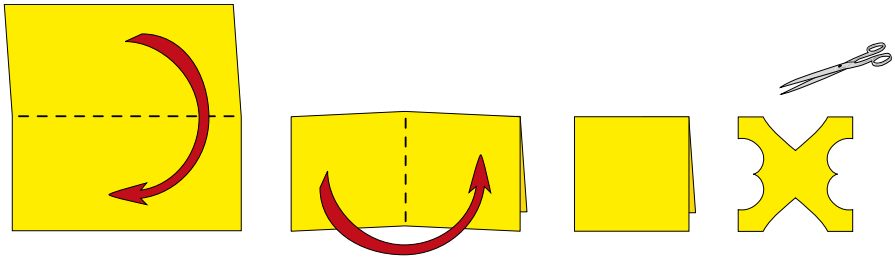
[·] Búðu til samhverfar myndir.

Brjóttu blað einu sinni og klipptu út mynstur.



Hvað sérðu?

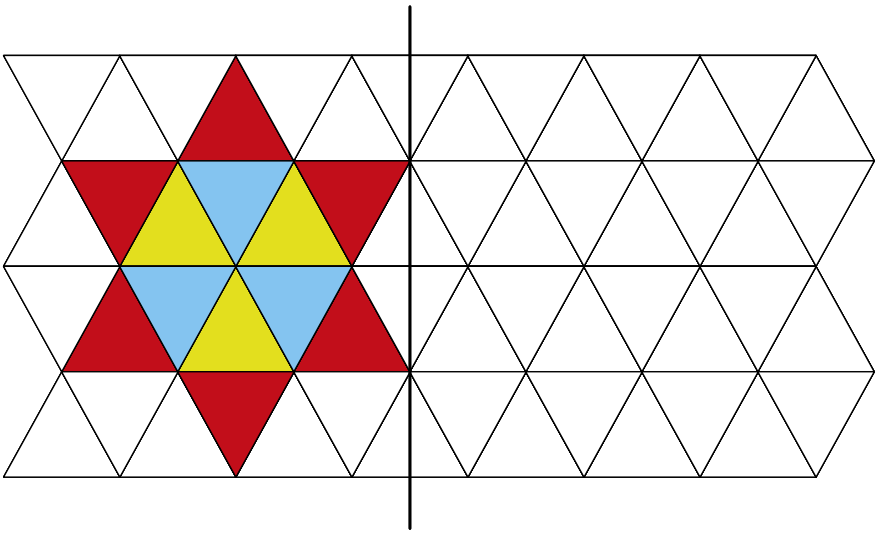
Brjóttu blað tvisvar og klipptu út mynstur.



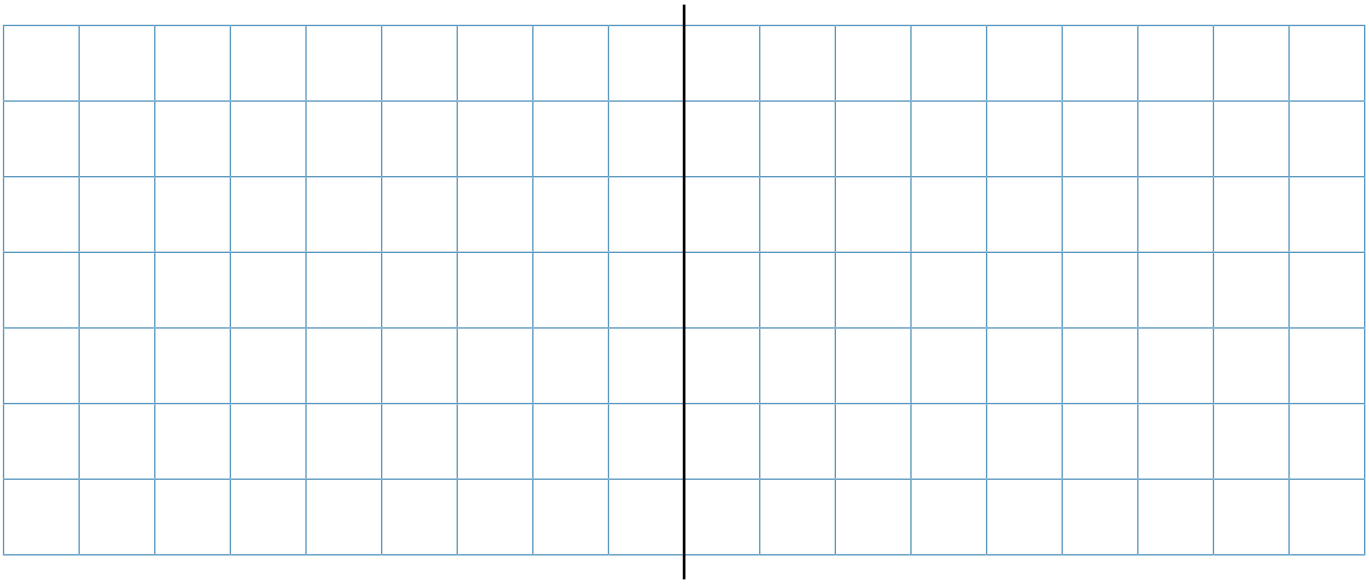
Hvað sérðu?

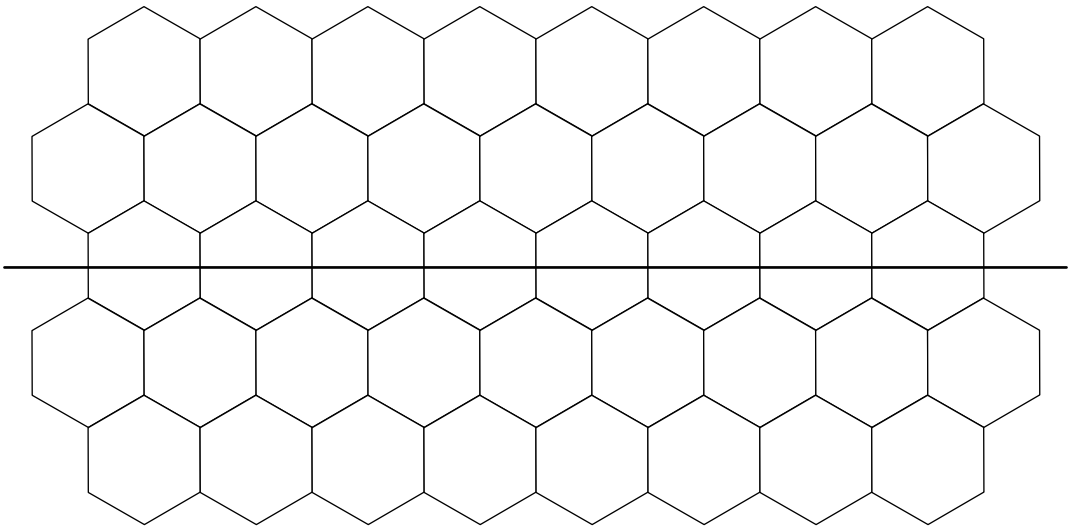
Hvað gerist ef þú brýtur blað þrisvar eða fjórum sinnum og klippir út mynstur?

## [·] Búðu til samhverfa mynd.



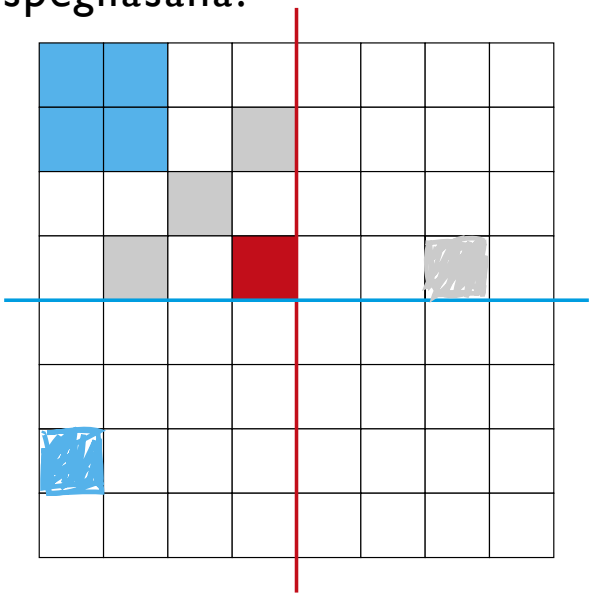
## [··] Litaðu samhverfa mynd að eigin vali.

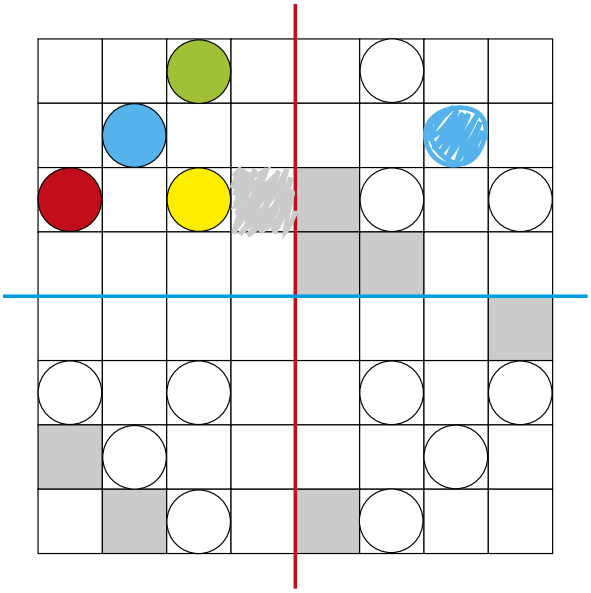




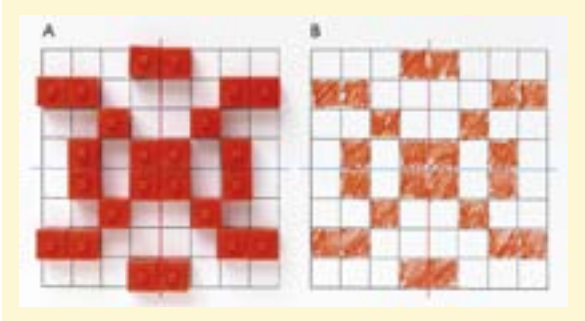
- Nemendur lita myndina þannig að hægri helmingurinn verði spegilmynd myndarinnar til vinstri.
•• Nemendur teikna eða lita mynd að eigin vali öðrum megin við spegilásinn og síðan spegilmyndina hinum megin.

[·] **Litaðu spegilmyndirnar hinum megin við rauðu og bláu spegilásana.**

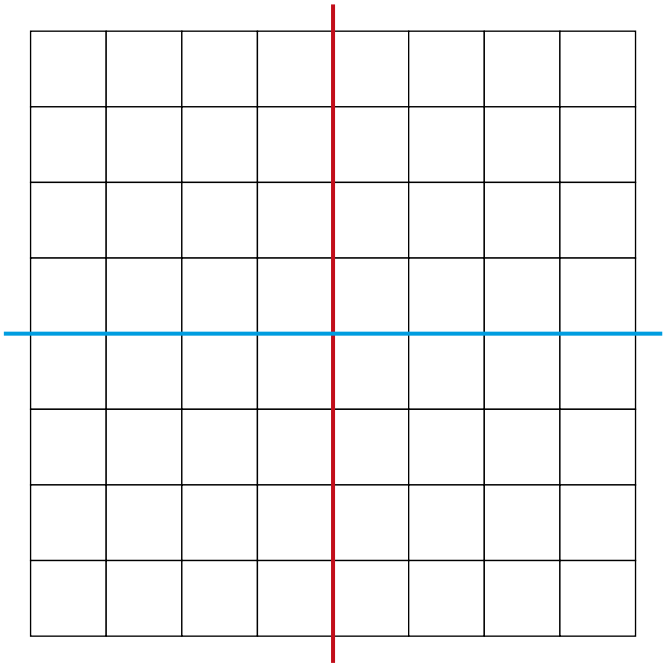




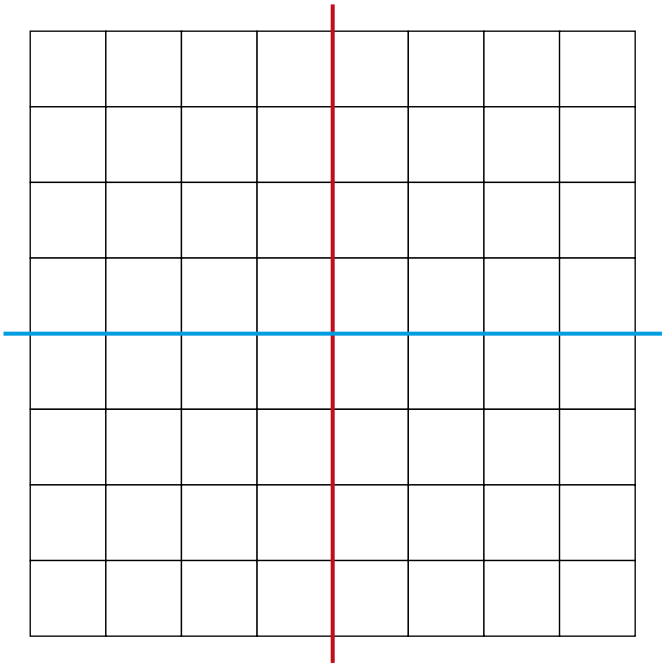
[··] **Búðu til samhverf mynstur.**
Búnaður: Sentikubbar.
Raðaðu kubbum í samhverft mynstur á rúðunet A.
Það þarf að vera samhverft um tvo spegilása. Teiknaðu mynstrið í rúðunet B.
Búðu nú til annað mynstur með kubbum á rúðunet B og teiknaðu það í rúðunet A.




A



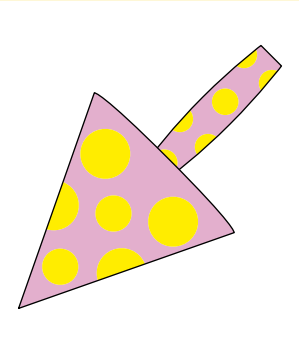
B

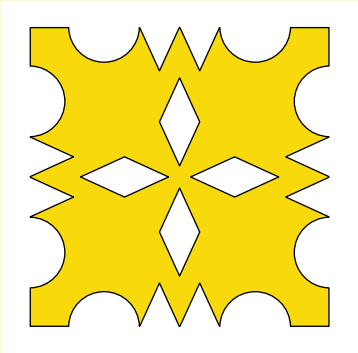




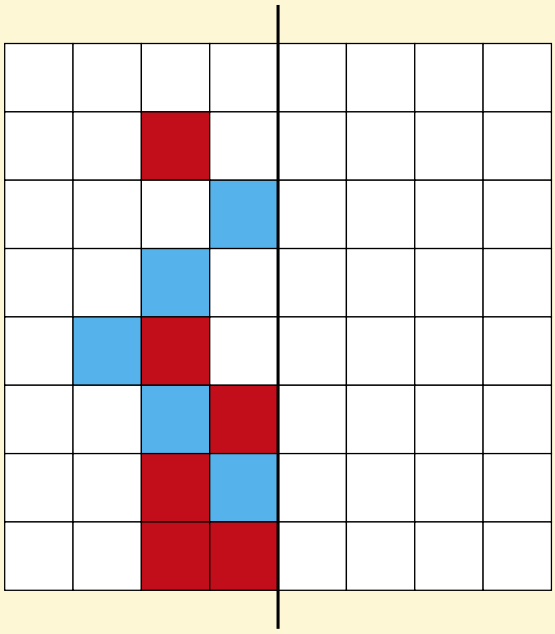
• Nemendur lita mynstur sem eiga að vera samhverf um tvo spegilása. Þeir búa til mynstur og teikna það og lita í rúðunet.

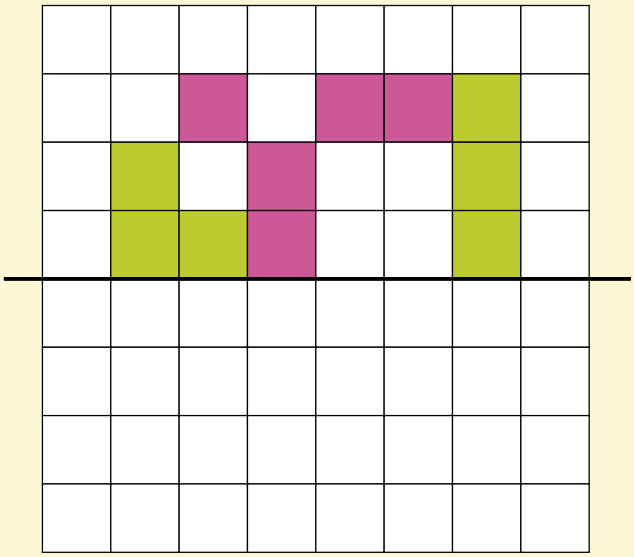
## Teiknaðu spegilása.



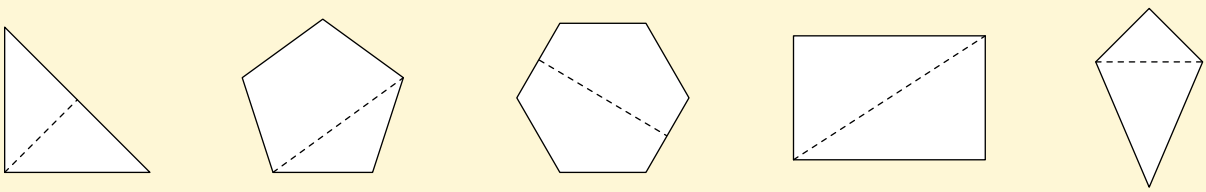


## Búðu til samhverf mynstur.



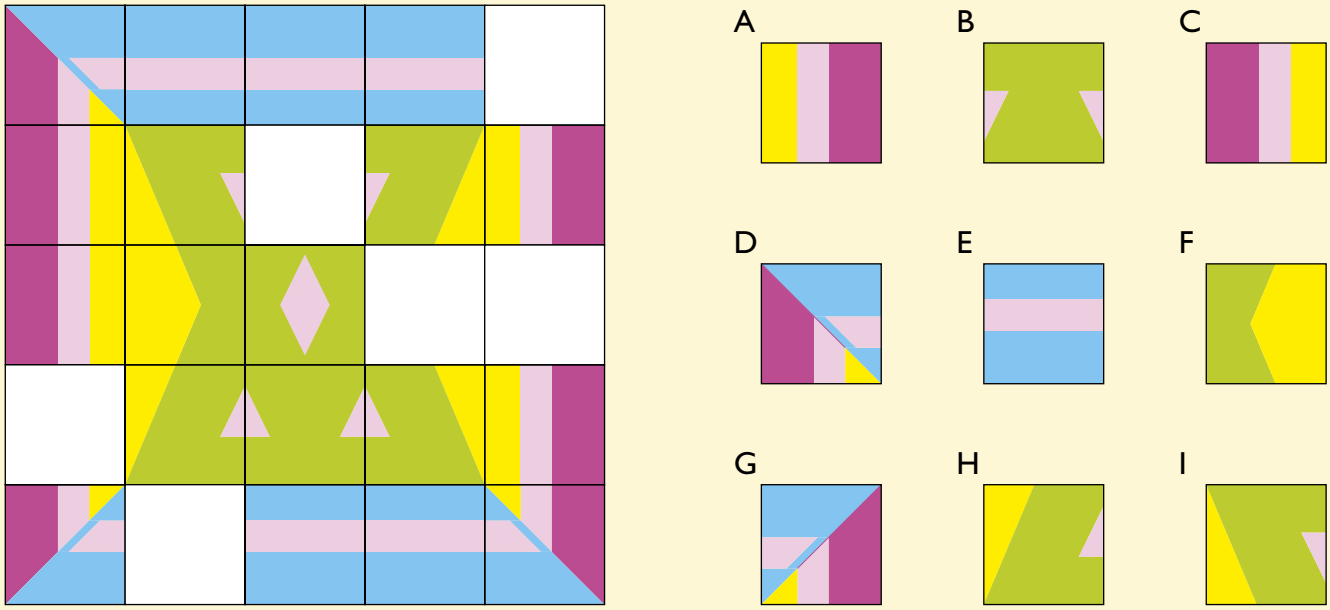


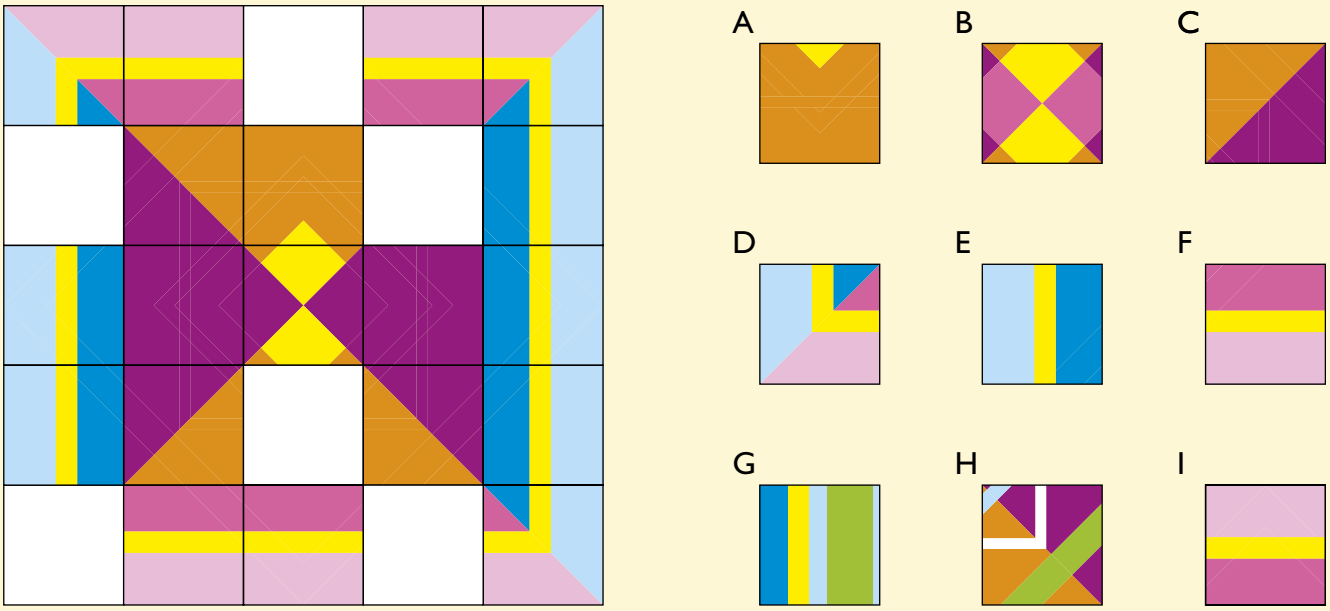
## Dragðu hring um myndirnar þar sem brotalínan er spegilás.



• Nemendur draga spegilása í myndirnar.
•• Nemendur lita myndirnar þannig að þær verði samhverfar.
••• Nemendur draga hring um myndirnar þar sem brotalínan er spegilás.

Í samhverfu myndina vantar sex búta.
Hvaða sex bútar eru úr myndinni?
Skráðu rétta bókstafi í tómu reitina.




ÆFINGAHEFTI 3a BLS. 56–59



- Nemendur finna hvaða búta vantar í stóru myndina og skrá rétta bókstafi í auðu reitina.

**Sproti 3a**
Nemendabók
ISBN 978-9979-0-1591-8
© Gyldendal Norsk Forlag AS 2011
2. útgáfa

Heiti á frummálinu: Multi 3a Grunnbok
Ritstjóri norsku útgáfunnar: Thor-Atle Refsdal
Hönnun og útlit: Anne Tryti
Kápuhönnun: Hanne Dahl
Mynd á kápu: Børre Holth

© 2012 Bjørnar Alseth, Ann-Christin Arnås, Henrik Kirkegaard, Mona Røsseland
© 2012 teikningar: Anne Tryti
© 2012 stærðfræðiteikningar: Børre Holth
© 2012 íslensk þýðing og staðfærsla: Hanna Kristín Stefánsdóttir

Ritstjóri þýðingar: Hafdís Finnbogadóttir

Öll réttindi áskilin
1. útgáfa 2010
2. útgáfa 2012 aukin og endurskoðuð
Námsgagnastofnun
Kópavogi

Umbrot: Námsgagnastofnun
Prentvinnsla: Prenttækni ehf.

Þeim sem lásu yfir handrit og öðrum sem komu að verkinu og veittu góð ráð
eru færðar bestu þakkir.

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.

# Sproti

Stærðfræði fyrir grunnskóla

**Sproti** býður upp á sveigjanleika í stærðfræðikennslunni með því gefa kennurum möguleika á að nota mismunandi kennsluaðferðir og styðja þá í þeirri viðleitni.
SPROTI felur í sér örvandi, innihalds-ríkan og skemmtilegan leiðarvísi til stærðfræðinnar.

Áhersla er lögð á:

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

Megineinkenni **Sprota**:

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

**Sproti 3** samanstendur af:

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

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

Hanna Kristín Stefánsdóttir þýddi og staðfærði.

ISBN 978-9979-0-1591-8

NÁMSGAGNASTOFNUN
06210