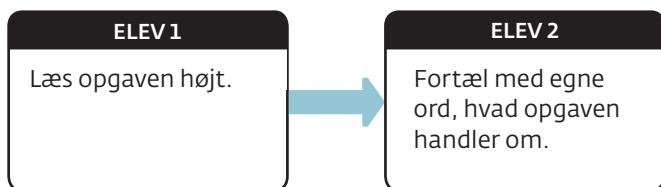


I MULTI skal du arbejde med at læse og forstå tekstopgaver. Nogle af disse opgaver har et ikon for fagligt læsning. Det betyder, at du skal bruge en særlig arbejdsmåde til at løse opgaven.



ELEV 1 OG ELEV 2

Tegn et billede af opgaven.

ELEV 1

- Hvad er spørgsmålet: _____
- Hvad er vi nødt til at vide?
- Hvor på siden står der noget, om det vi skal vide?
Kig i tabeller, diagrammer, illustrationer og tekst.

ELEV 1 OG ELEV 2

- Hvordan skal vi løse opgaven?
- Hvilken matematik skal vi bruge?
- Hvad, tror vi, resultatet cirka bliver? _____

ELEV 2

Find svaret, og vis, hvordan du løser opgaven.

Passer resultatet med, hvad vi troede? _____

SCOREKORT "REGNEROBOTTER"

A2

KOM TÆTTEST PÅ 20



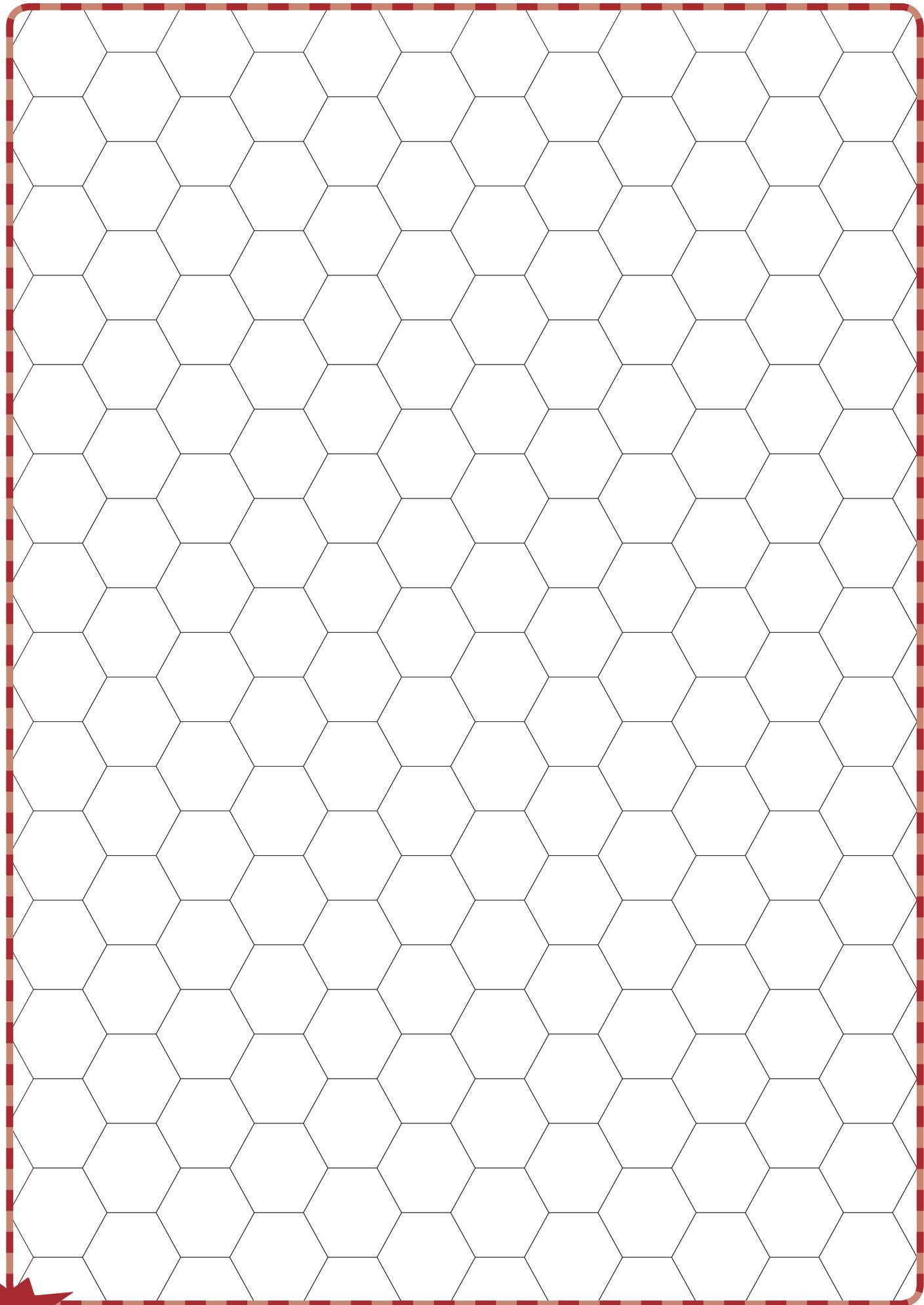
Øjne på terningerne	Udfyld regnerobotte	Point
6, 2, 4	6 $\cdot 4 \rightarrow - 2 \rightarrow$ = <input style="border: 2px solid red; width: 20px; height: 20px; vertical-align: middle;" type="text"/> 22	2
	$\square \rightarrow \square \rightarrow$ = <input style="border: 2px solid red; width: 20px; height: 20px; vertical-align: middle;" type="text"/>	
	$\square \rightarrow \square \rightarrow$ = <input style="border: 2px solid red; width: 20px; height: 20px; vertical-align: middle;" type="text"/>	
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	$\square \rightarrow \square \rightarrow$ = <input style="border: 2px solid red; width: 20px; height: 20px; vertical-align: middle;" type="text"/>	
	I alt <input style="width: 40px; height: 20px; vertical-align: middle;" type="text"/>	

KOM TÆTTEST PÅ 30



Øjne på terningerne	Udfyld regnerobotte	Point
	$\square \rightarrow \square \rightarrow \square \rightarrow$ = <input style="border: 2px solid red; width: 20px; height: 20px; vertical-align: middle;" type="text"/>	
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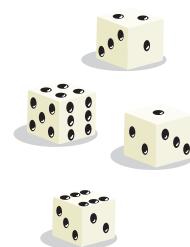
Navn: _____ Kl. _____



MULTI 4 · kopimappe · Gyldendal

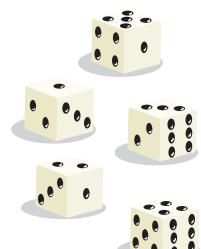
KOM TÆTTEST PÅ 30

Runde	Slag	Regnestykke	Point
Eksempel	6, 4, 1, 3	$6 \cdot 4 \cdot 1 = 24$	6
1			
2			
3			
4			
5			
6			
7			
8			
I alt			



KOM TÆTTEST PÅ 80

Runde	Slag	Regnestykke	Point
Eksempel	5, 4, 1, 3, 5	$5 \cdot 5 \cdot 3 \cdot 1 = 75$	5
1			
2			
3			
4			
5			
6			
7			
8			
I alt			



GANGEKORT "HVEM HAR DET HØJESTE RESULTAT"

A5.1

$4 \cdot 13$

$7 \cdot 10$

$15 \cdot 3$

$4 \cdot 14$

$3 \cdot 21$

$6 \cdot 16$

$12 \cdot 8$

$22 \cdot 4$

$5 \cdot 18$

$2 \cdot 35$

$28 \cdot 3$

$16 \cdot 5$

$12 \cdot 7$

$11 \cdot 9$

$8 \cdot 13$

$7 \cdot 13$

$2 \cdot 29$

$41 \cdot 2$

$5 \cdot 13$

$15 \cdot 6$

$6 \cdot 12$

$6 \cdot 17$

$8 \cdot 12$

$4 \cdot 22$

GANGEKORT "HVEM HAR DET HØJESTE RESULTAT"

A5.2

$11 \cdot 8$

$8 \cdot 10$

$9 \cdot 10$

$12 \cdot 9$

$4 \cdot 25$

$33 \cdot 2$

$5 \cdot 19$

$3 \cdot 33$

$3 \cdot 17$

$3 \cdot 19$

$20 \cdot 3$

$30 \cdot 3$

$20 \cdot 4$

$15 \cdot 4$

$4 \cdot 18$

$4 \cdot 24$

$11 \cdot 5$

$5 \cdot 15$

$20 \cdot 5$

$5 \cdot 17$

$10 \cdot 6$

$6 \cdot 13$

$11 \cdot 6$

$14 \cdot 6$

Navn: _____ Kl. _____

GANGEKORT "HVEM HAR DET HØJESTE RESULTAT"

A5.3

$11 \cdot 7$

$7 \cdot 14$

$25 \cdot 3$

$3 \cdot 23$

$25 \cdot 2$

$2 \cdot 45$

$2 \cdot 37$

$41 \cdot 2$

$2 \cdot 27$

$35 \cdot 2$

$34 \cdot 3$

$3 \cdot 29$

$12 \cdot 4$

$4 \cdot 11$

$17 \cdot 4$

$4 \cdot 19$

$12 \cdot 5$

$14 \cdot 5$

$5 \cdot 10$

$5 \cdot 21$

$3 \cdot 22$

$26 \cdot 3$

$16 \cdot 4$

$4 \cdot 21$

$20 \cdot 13$

$14 \cdot 30$

$15 \cdot 40$

$50 \cdot 12$

$20 \cdot 35$

$60 \cdot 32$

$70 \cdot 11$

$21 \cdot 80$

$25 \cdot 40$

$30 \cdot 32$

$24 \cdot 50$

$30 \cdot 27$

$41 \cdot 16$

$52 \cdot 31$

$62 \cdot 22$

$13 \cdot 27$

$12 \cdot 36$

$32 \cdot 15$

$23 \cdot 18$

$19 \cdot 21$

$15 \cdot 34$

$13 \cdot 62$

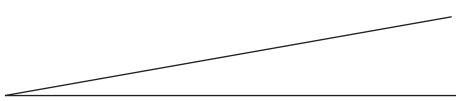
$24 \cdot 14$

$11 \cdot 17$

VINKELKORT "VINKELKRIG"

A7.1

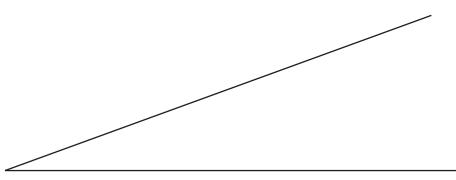
a.



b.



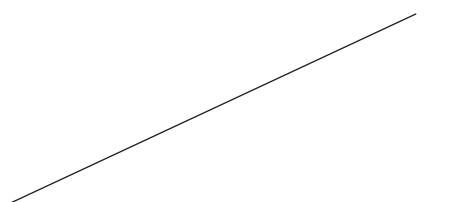
c.



d.



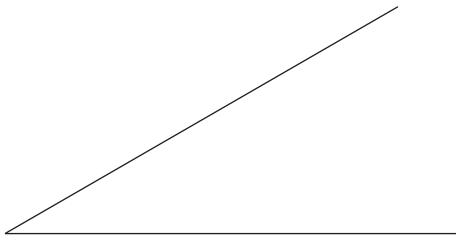
e.



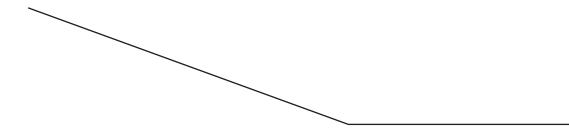
f.



g.



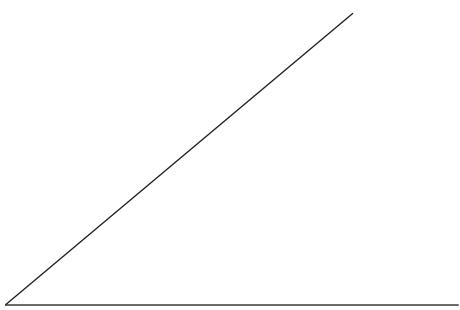
h.



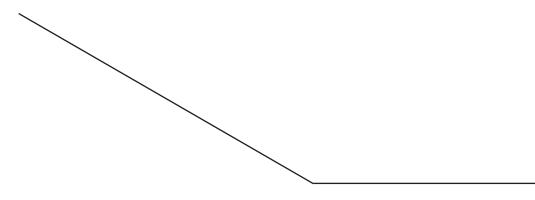
VINKELKORT "VINKELKRIG"

A7.2

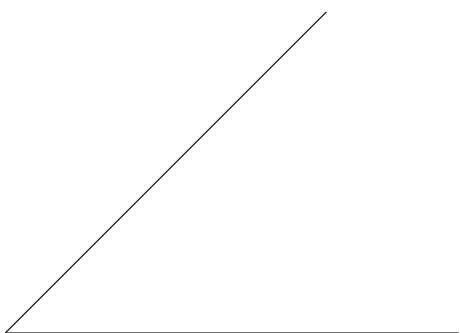
i.



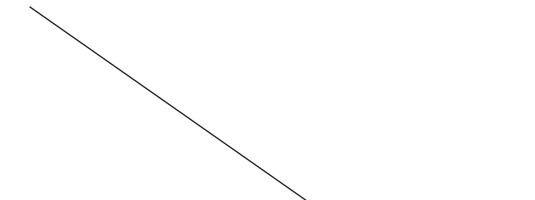
j.



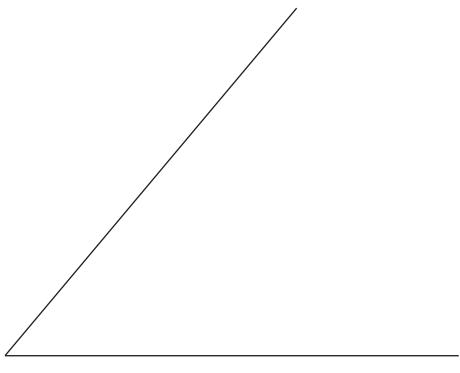
k.



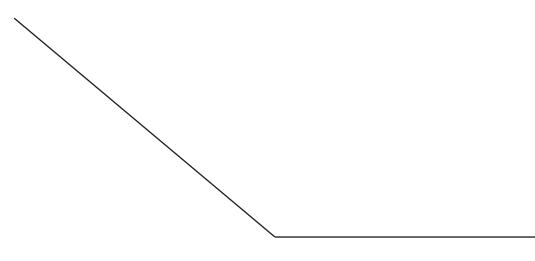
l.



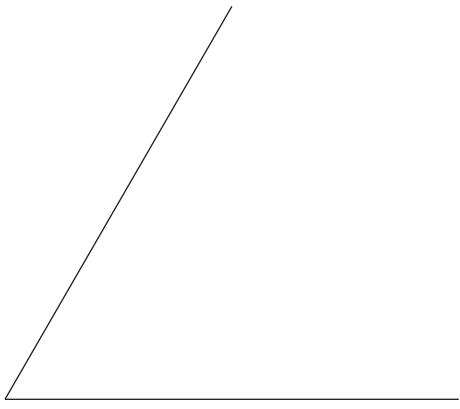
m.



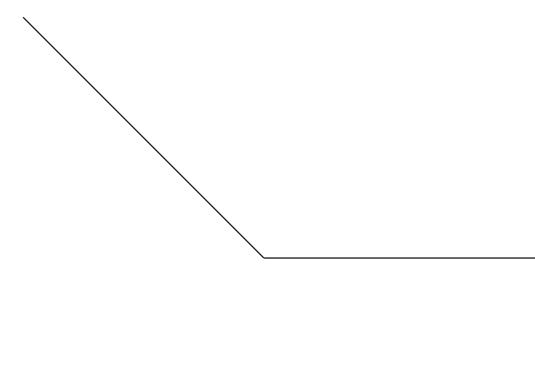
n.



o.



p.

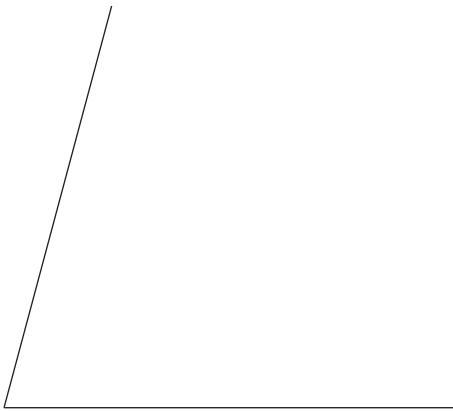


Navn: _____ Kl. _____

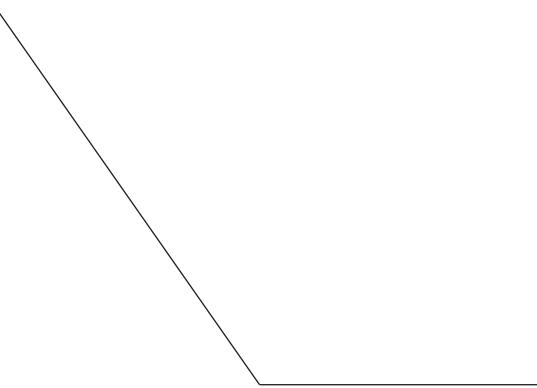
VINKELKORT "VINKELKRIG"

A7.3

q.



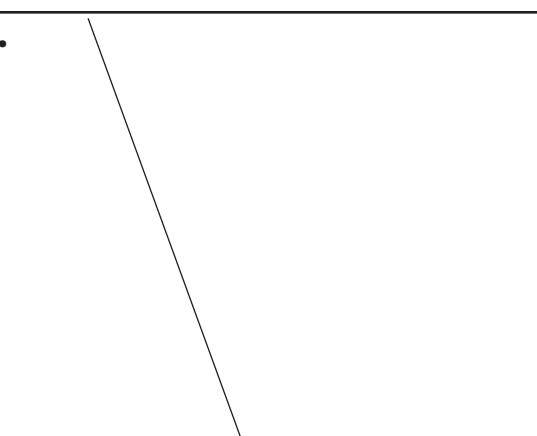
r.



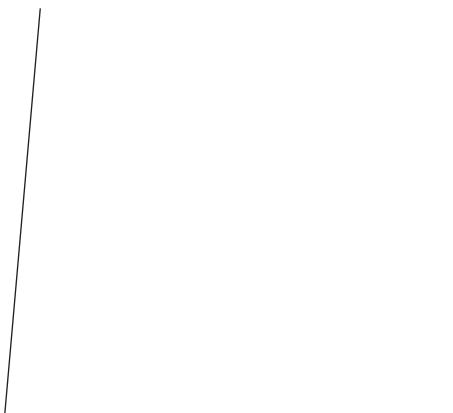
s.



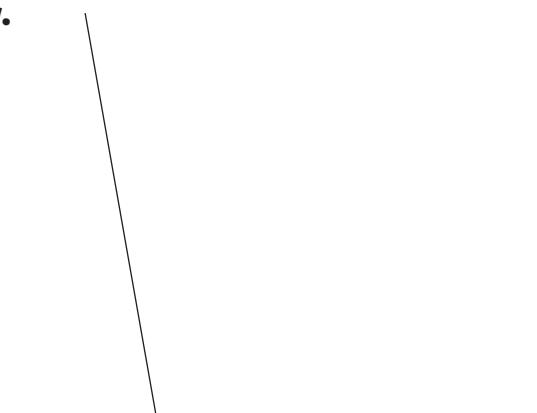
t.



u.



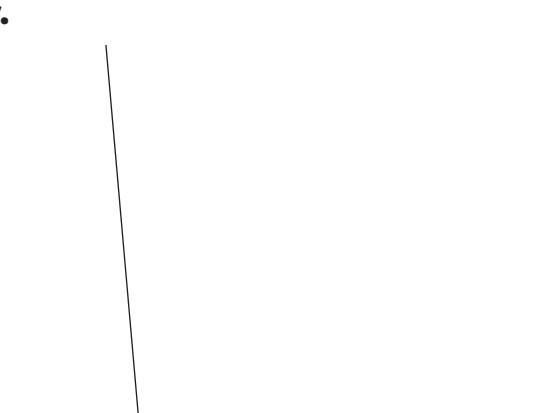
v.



x.



y.



SCOREKORT "GÆT EN VINKEL"

A8

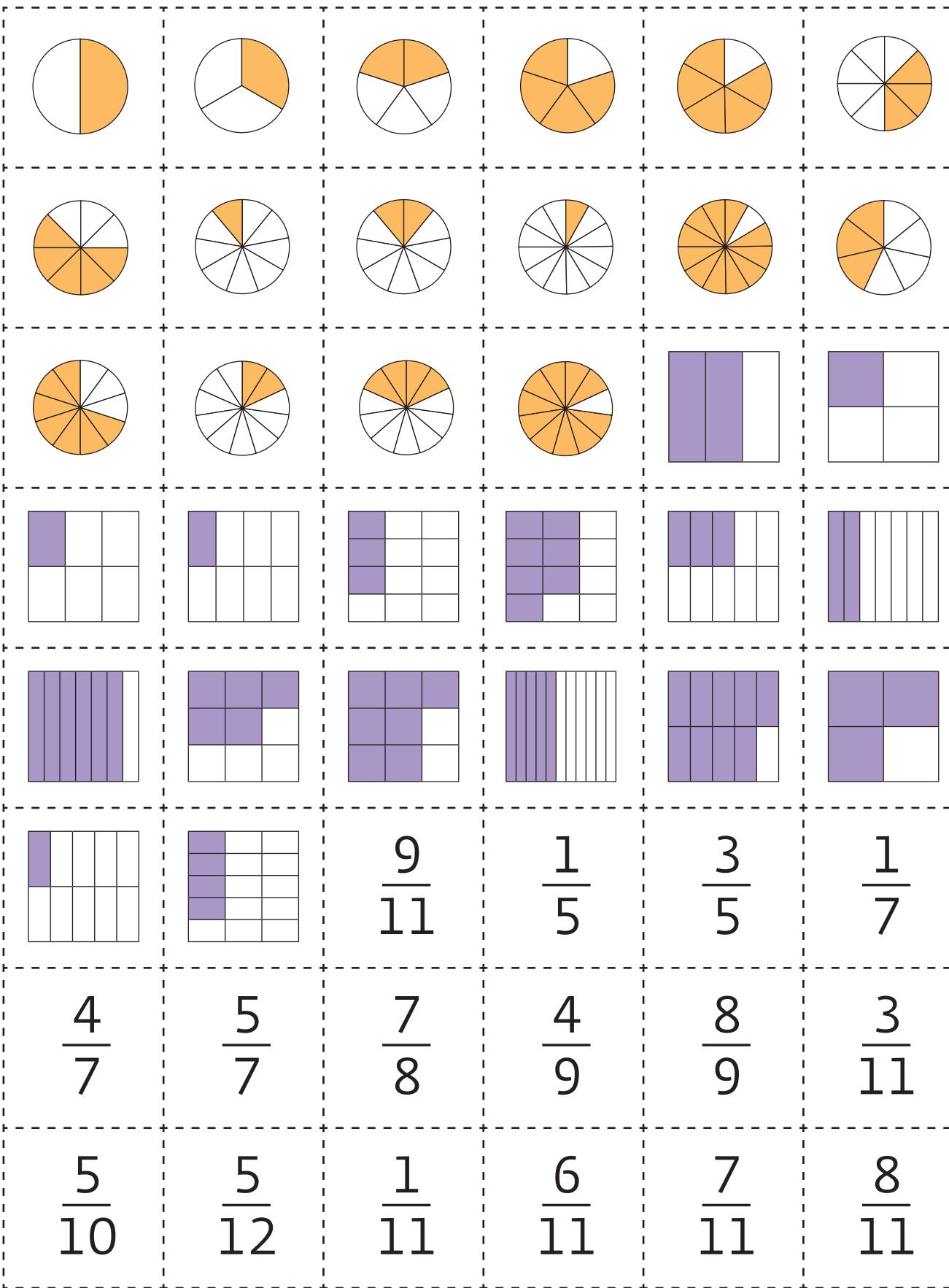
Navn: _____ **Kl.** _____

BINGOPLADER "BRØKBINGO"

A9.1

BINGOBRIKKER "BRØKBINGO"

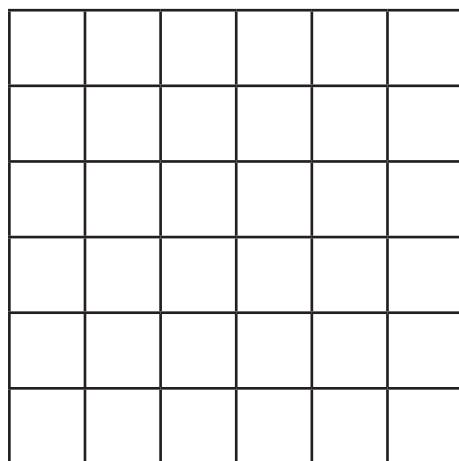
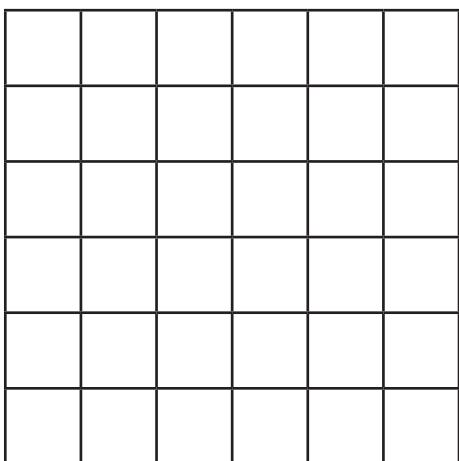
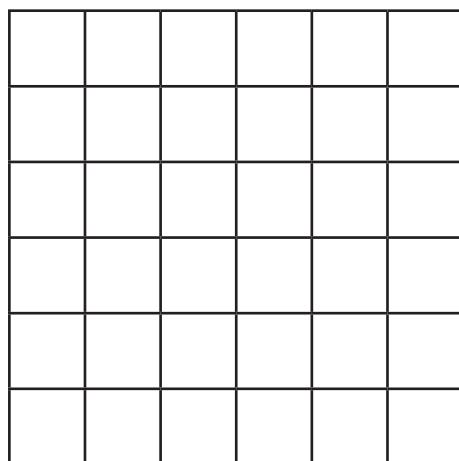
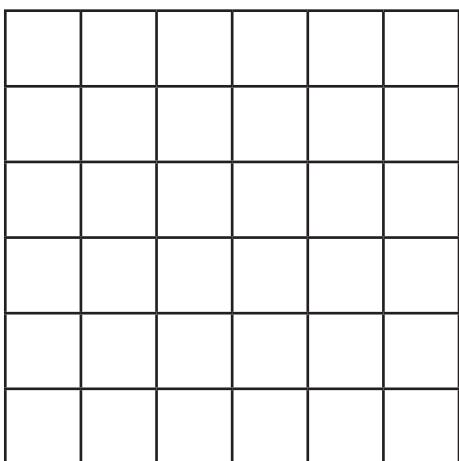
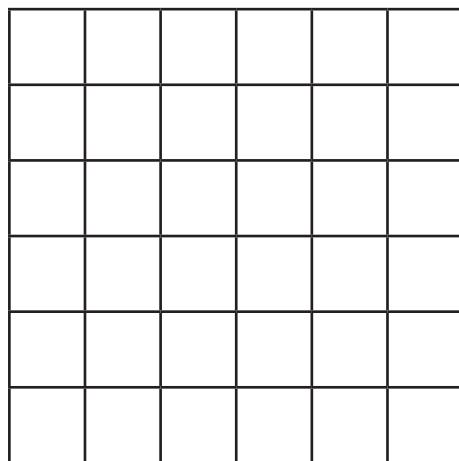
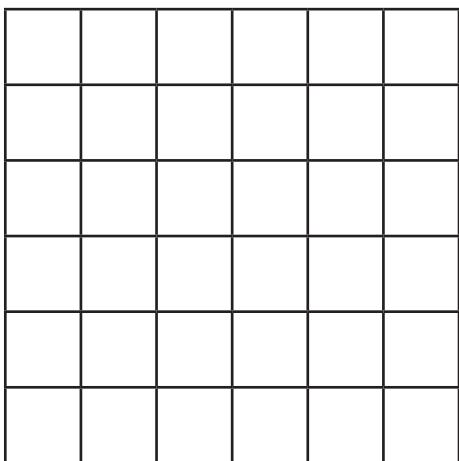
A9.2

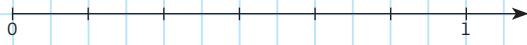


Navn: _____ Kl. _____

KVADRATER "DEL I BRØKDELE"

A10





Navn: _____ Kl. _____

$\frac{3}{4}$

$\frac{1}{2}$

$\frac{2}{3}$

$\frac{5}{6}$

$\frac{4}{7}$

$\frac{3}{8}$

$\frac{9}{9}$

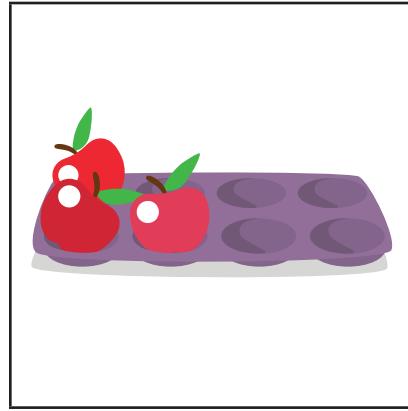
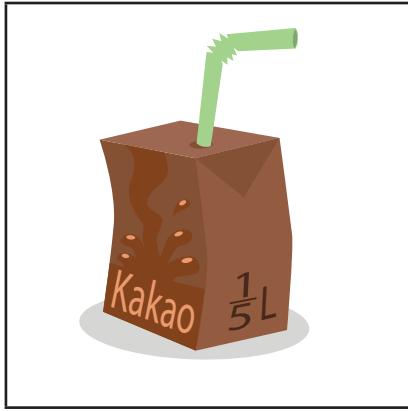
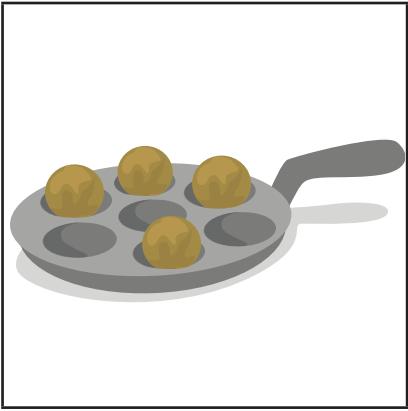
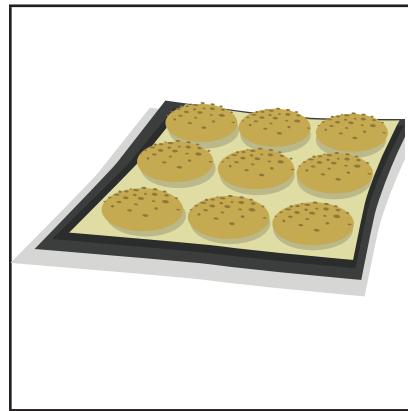
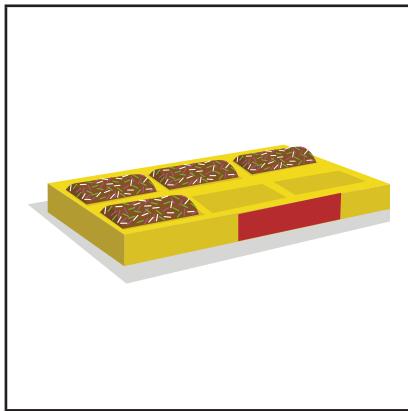
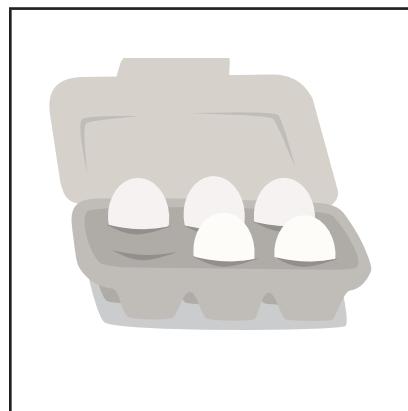
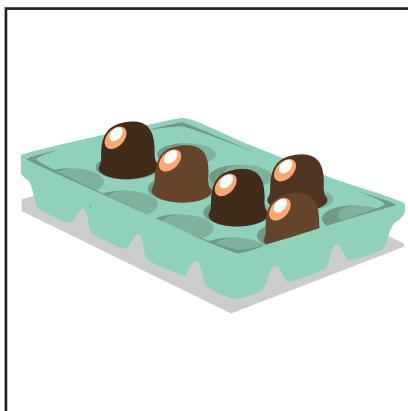
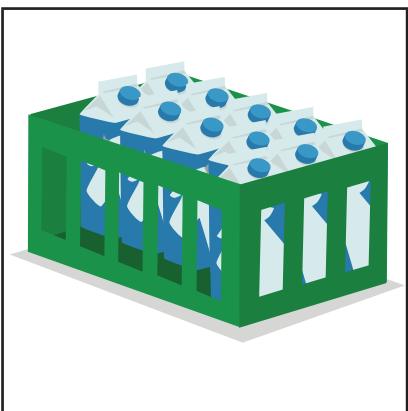
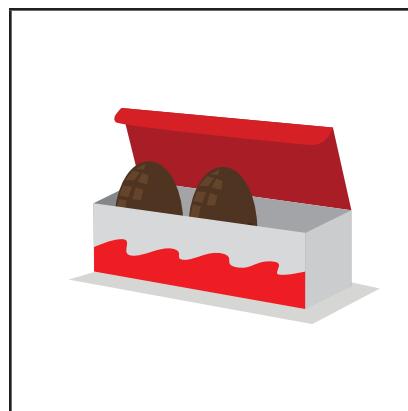
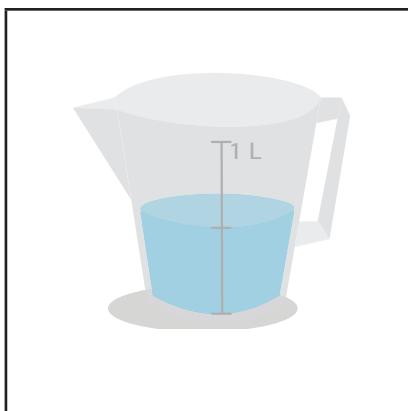
$\frac{4}{6}$

$\frac{5}{12}$

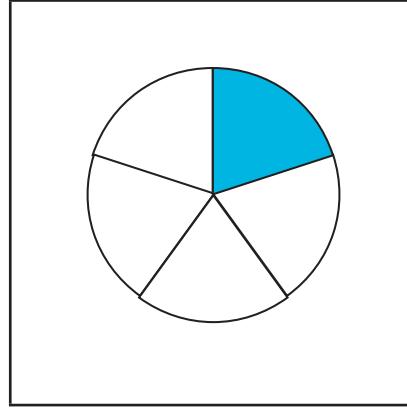
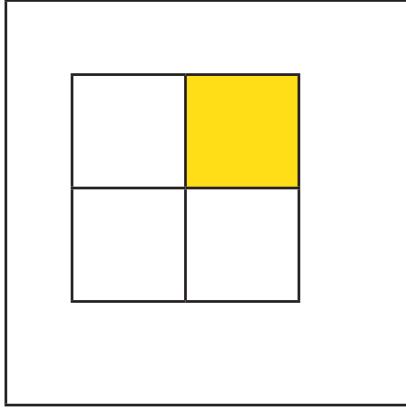
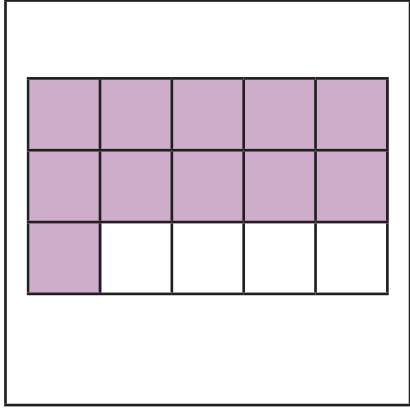
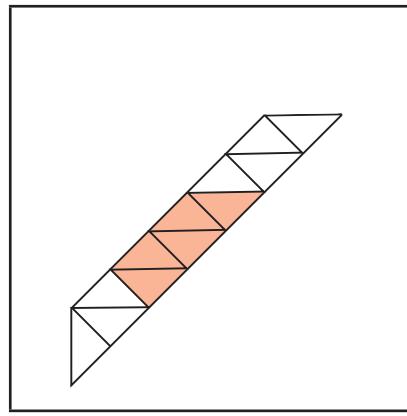
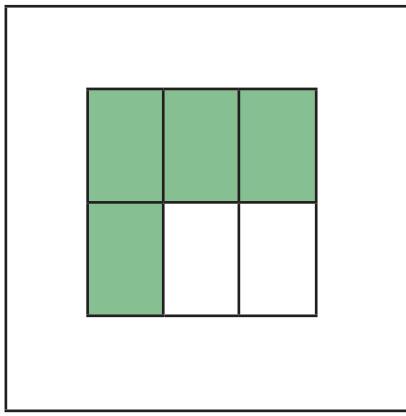
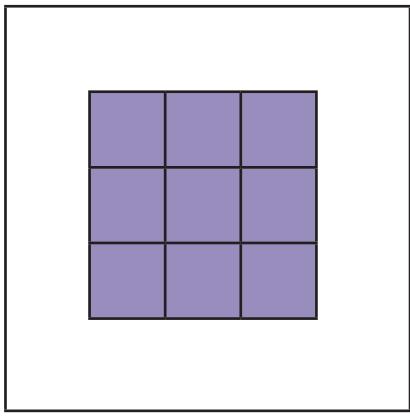
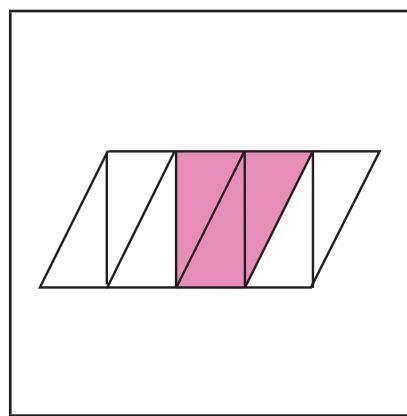
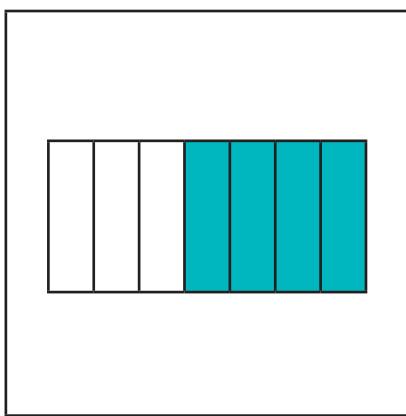
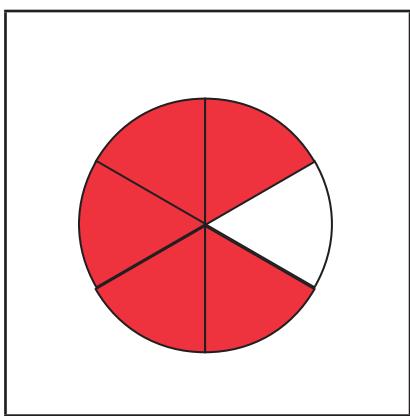
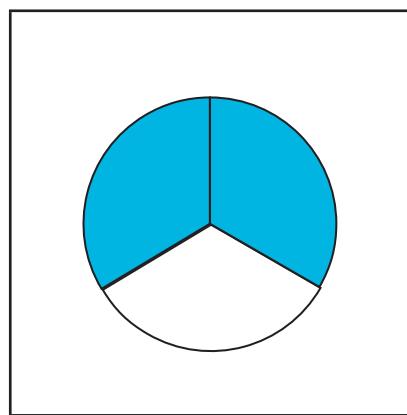
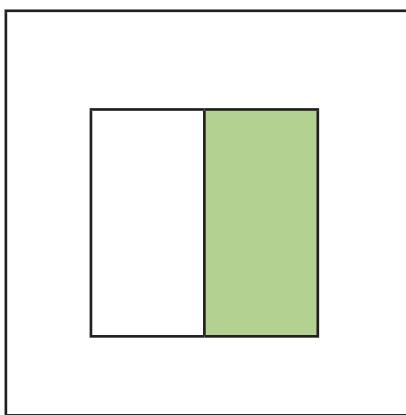
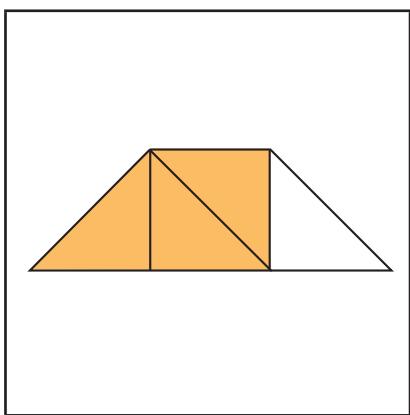
$\frac{11}{15}$

$\frac{1}{4}$

$\frac{1}{5}$

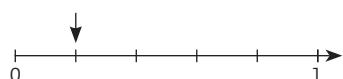
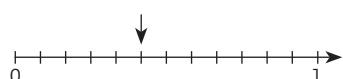
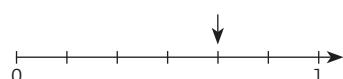
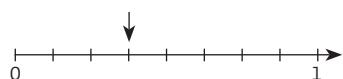
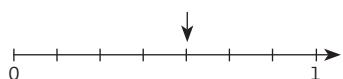
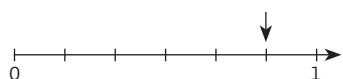
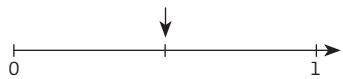
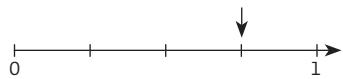


GEOMETRISKE REPRÆSENTATIONER AF BRØKER "BRØKMEMORY" A12.3



BRØKER PÅ TALLINJER "BRØKMEMORY"

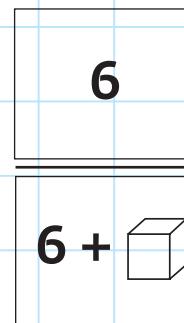
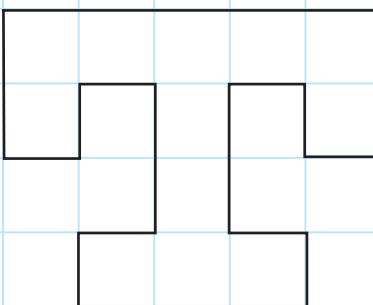
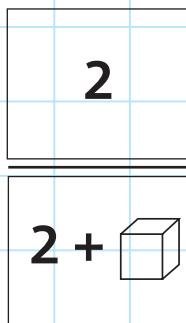
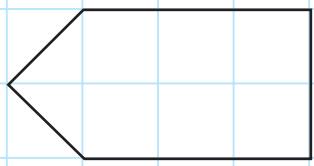
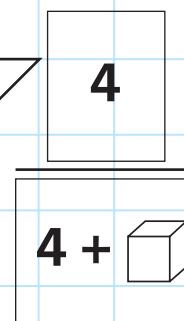
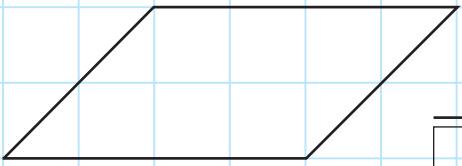
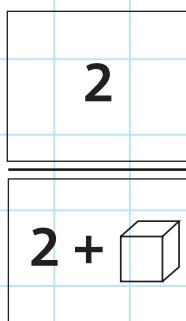
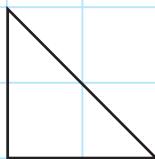
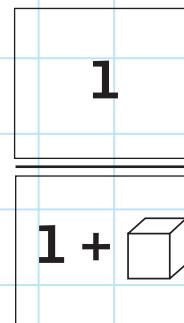
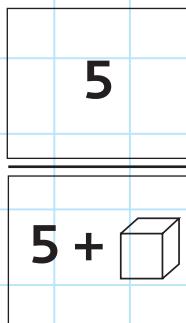
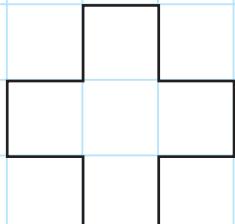
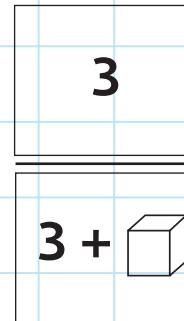
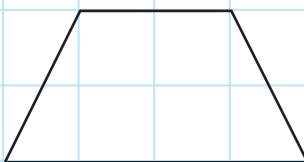
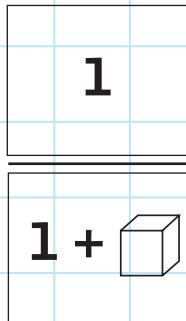
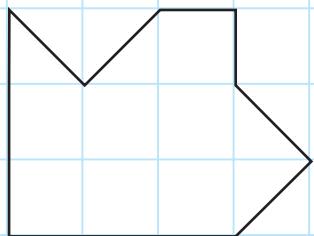
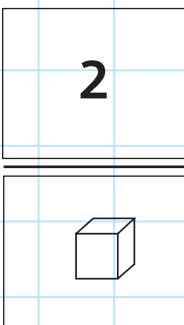
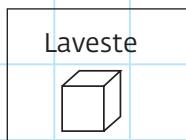
A12.4



Navn: _____ Kl. _____

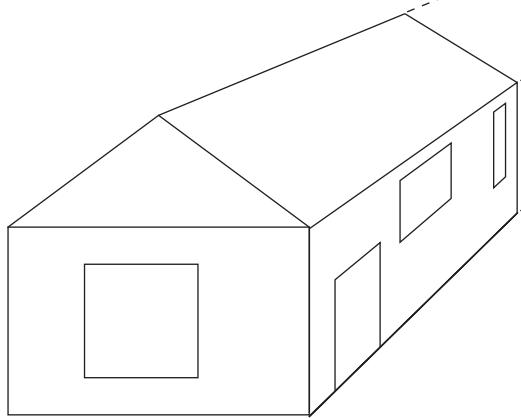
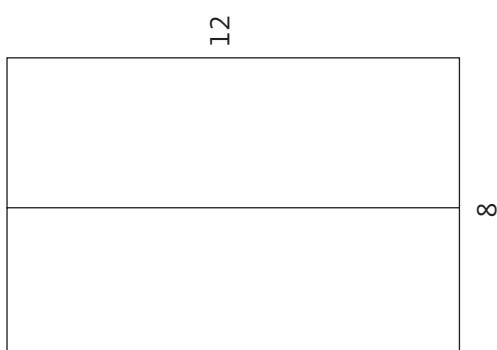
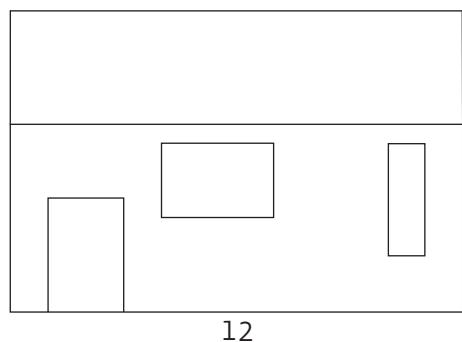
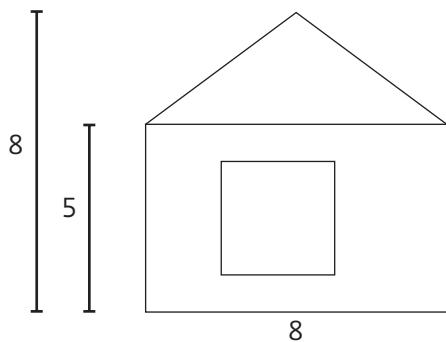
MØNSTERBRIKKER "MØNSTERFIGURER"

A13



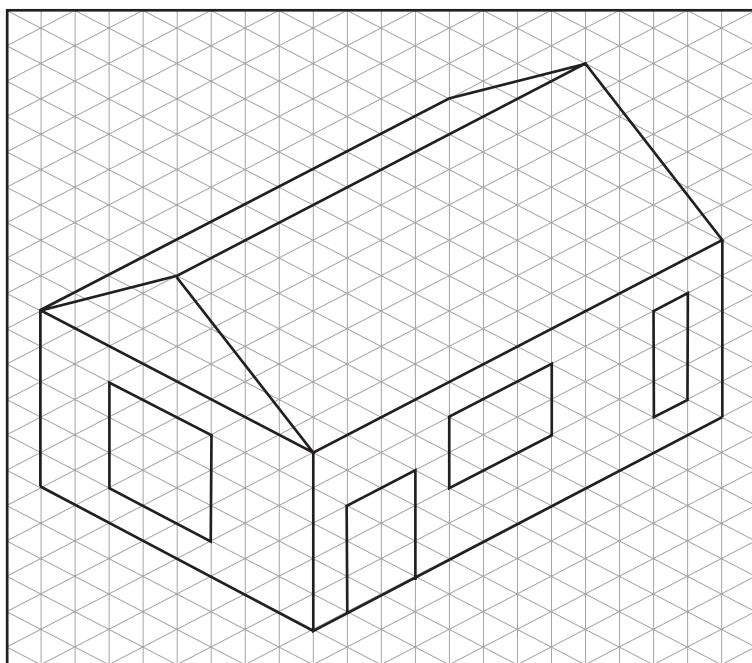
BYGNINGER "HVEM PASSER SAMMEN?"

A14.1

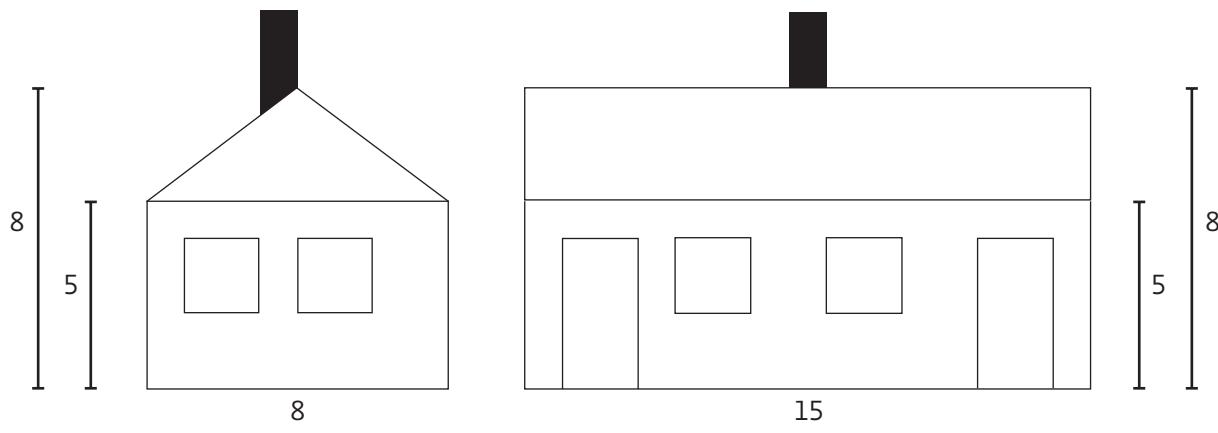


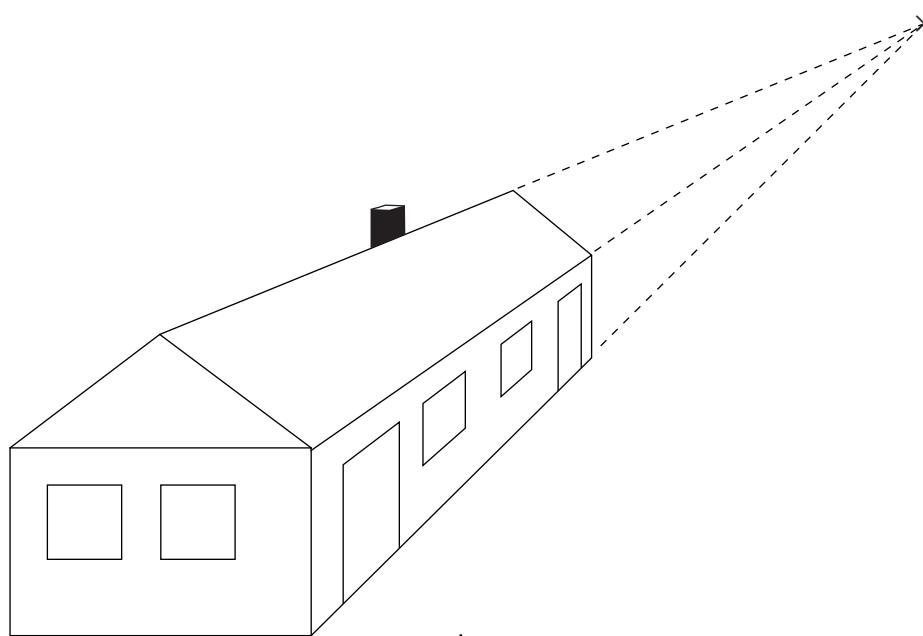
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9

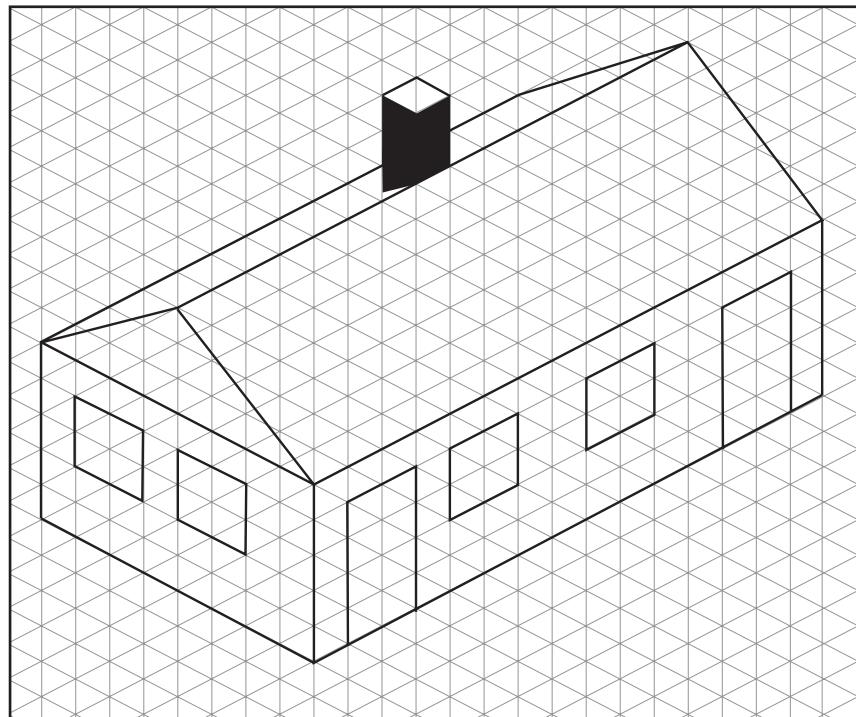


3





11

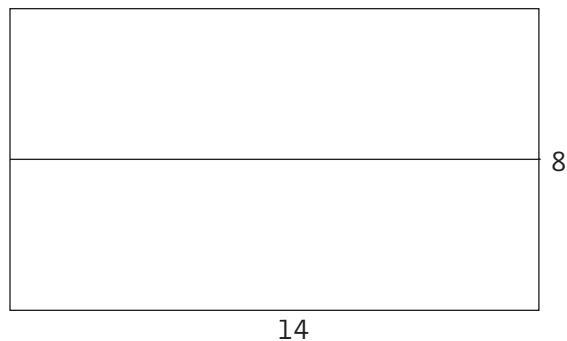
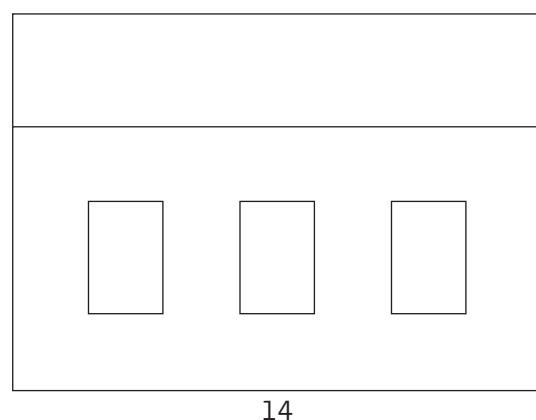
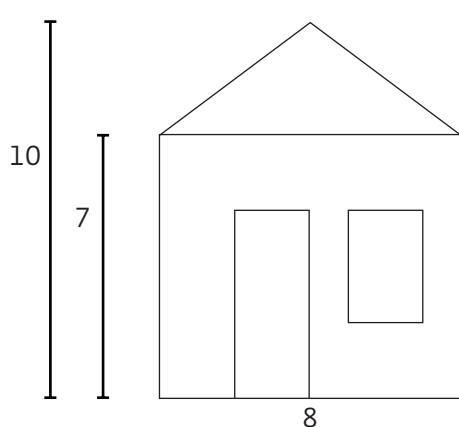


24

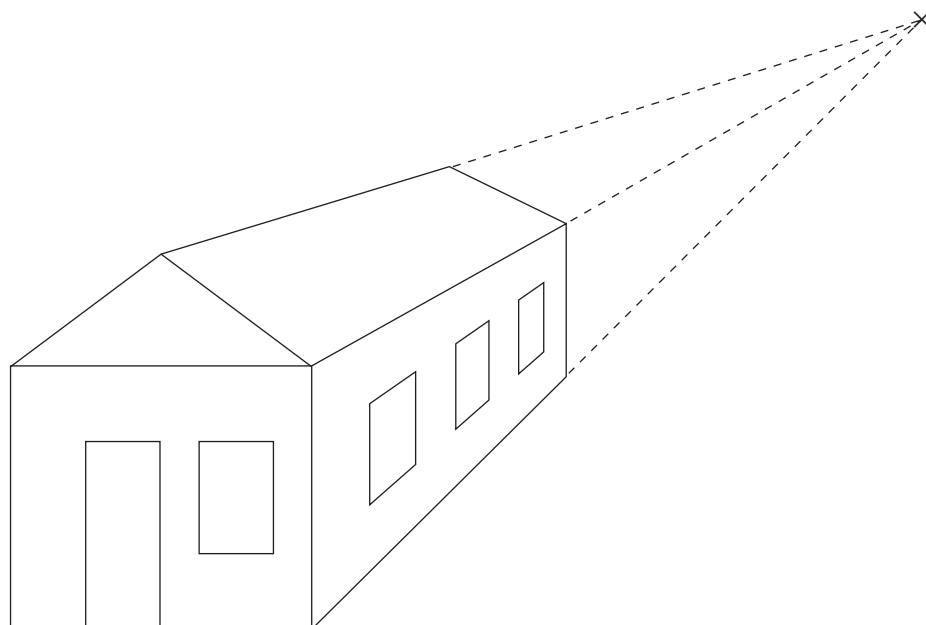
Navn: _____ Kl. _____

BYGNINGER "HVEM PASSER SAMMEN?"

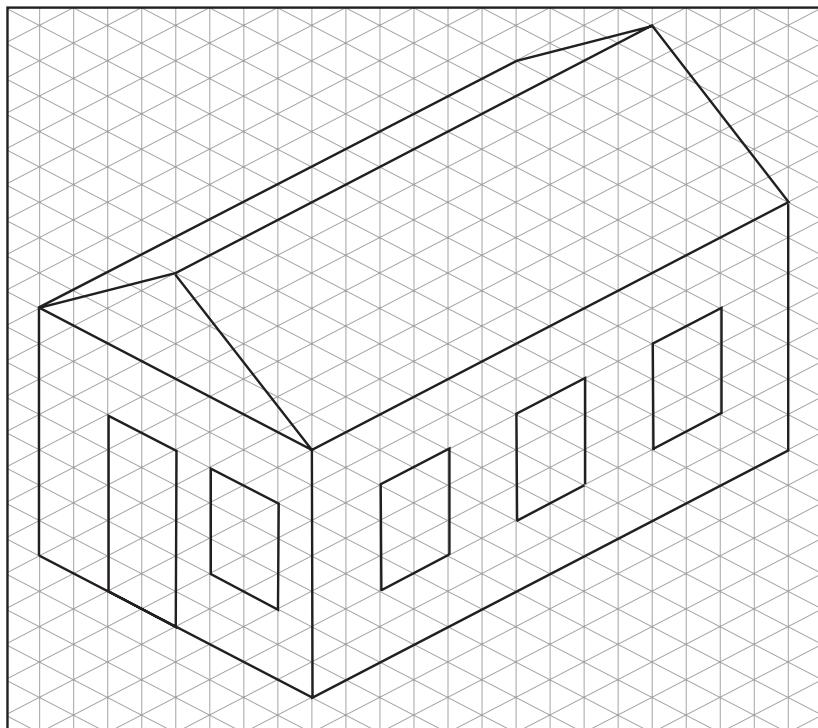
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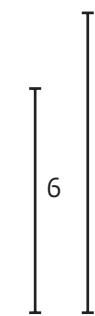
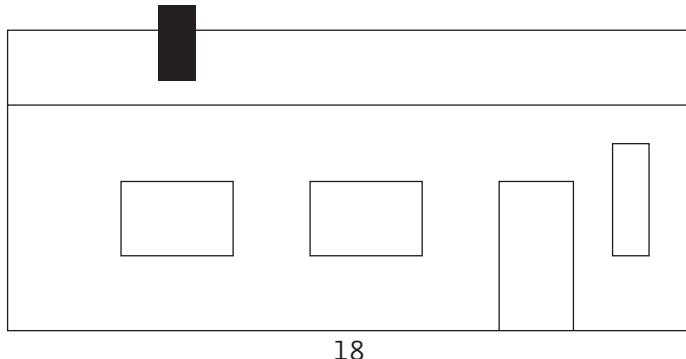
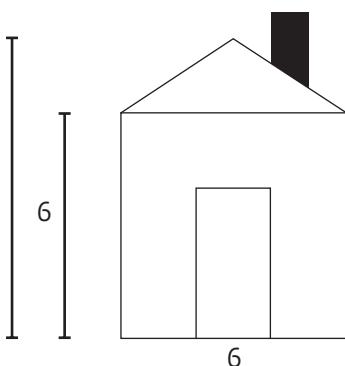
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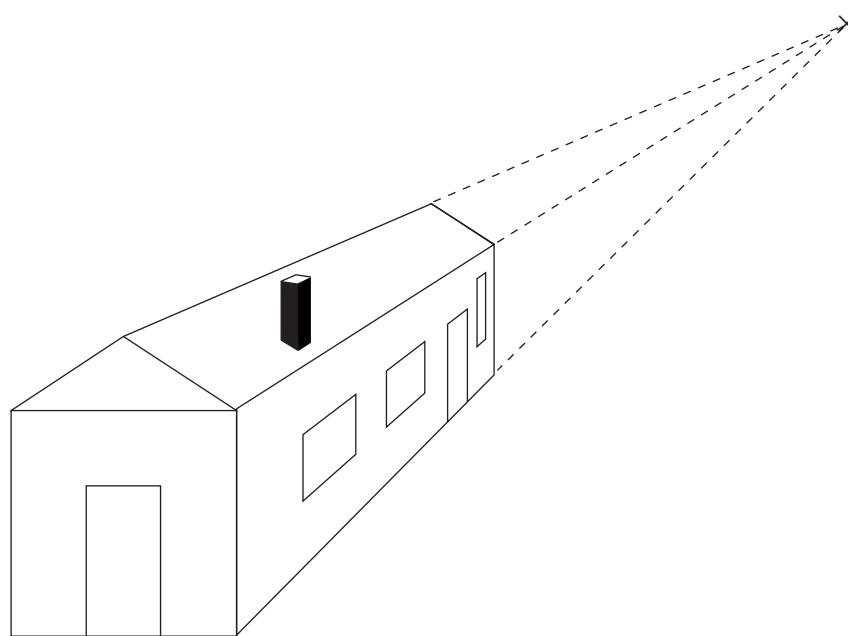
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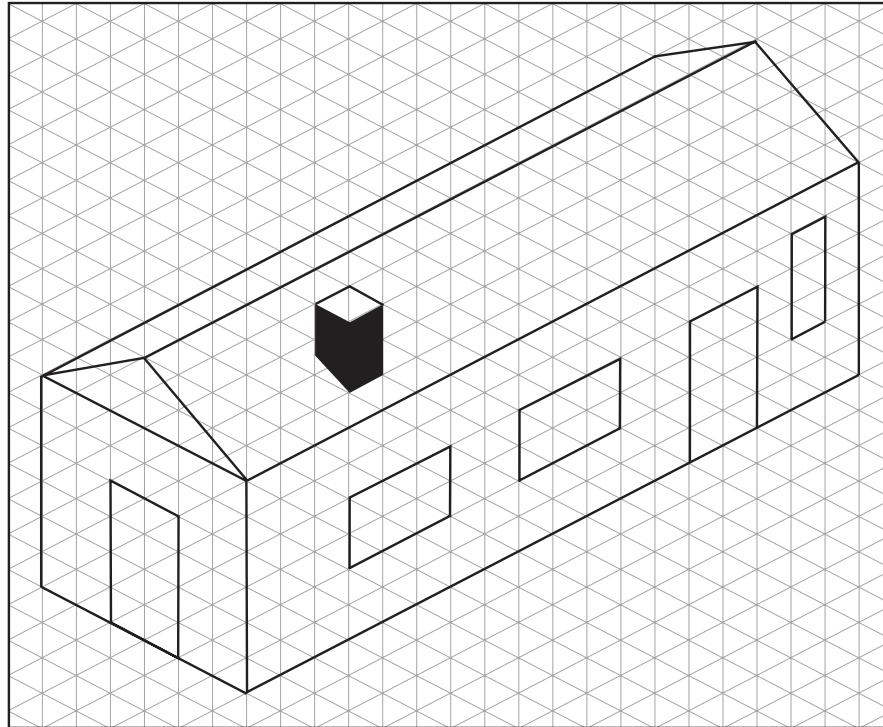
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17



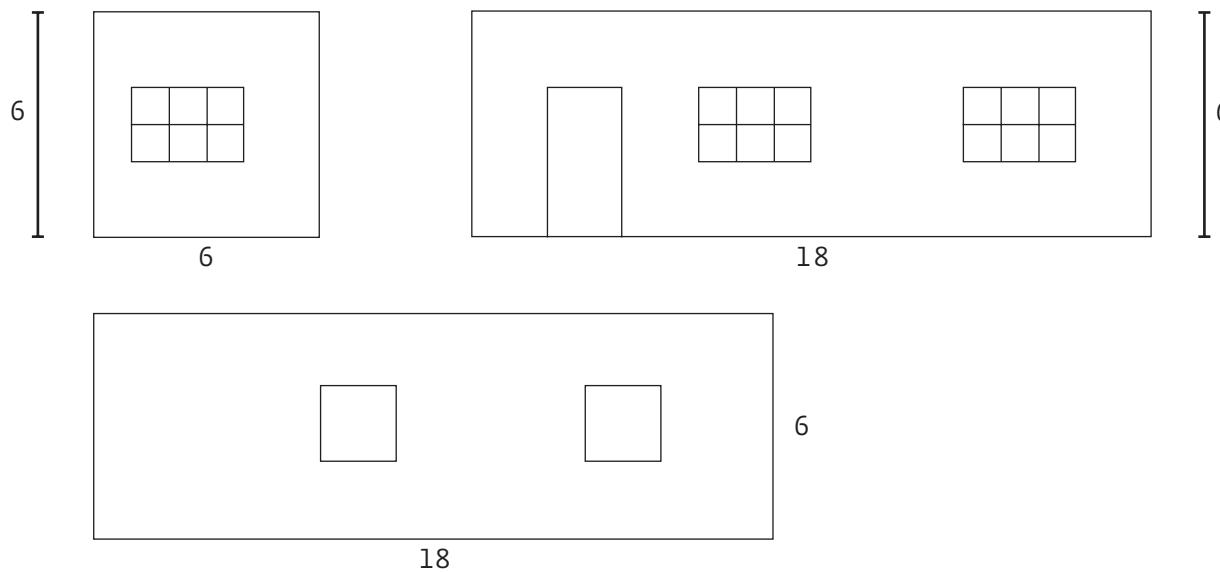
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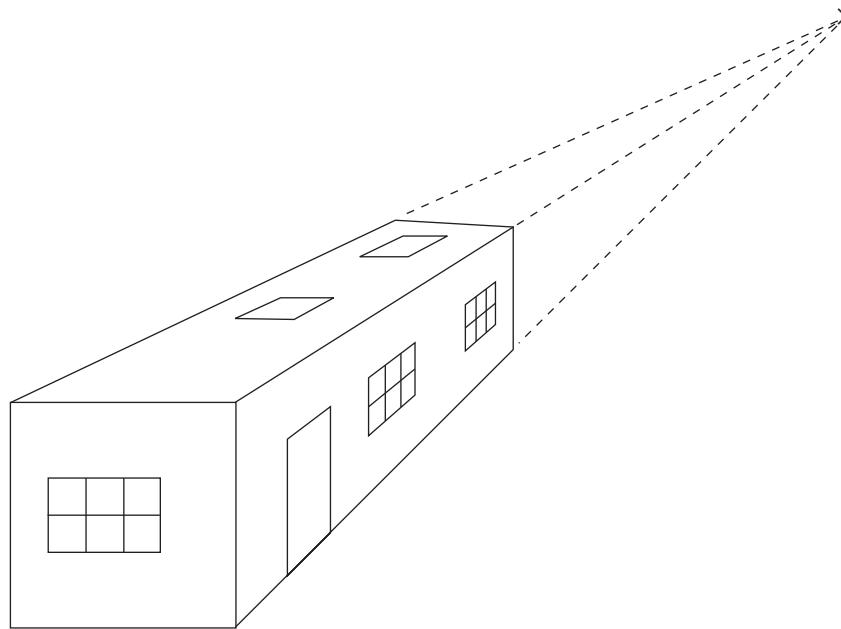
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BYGNINGER "HVEM PASSER SAMMEN?"

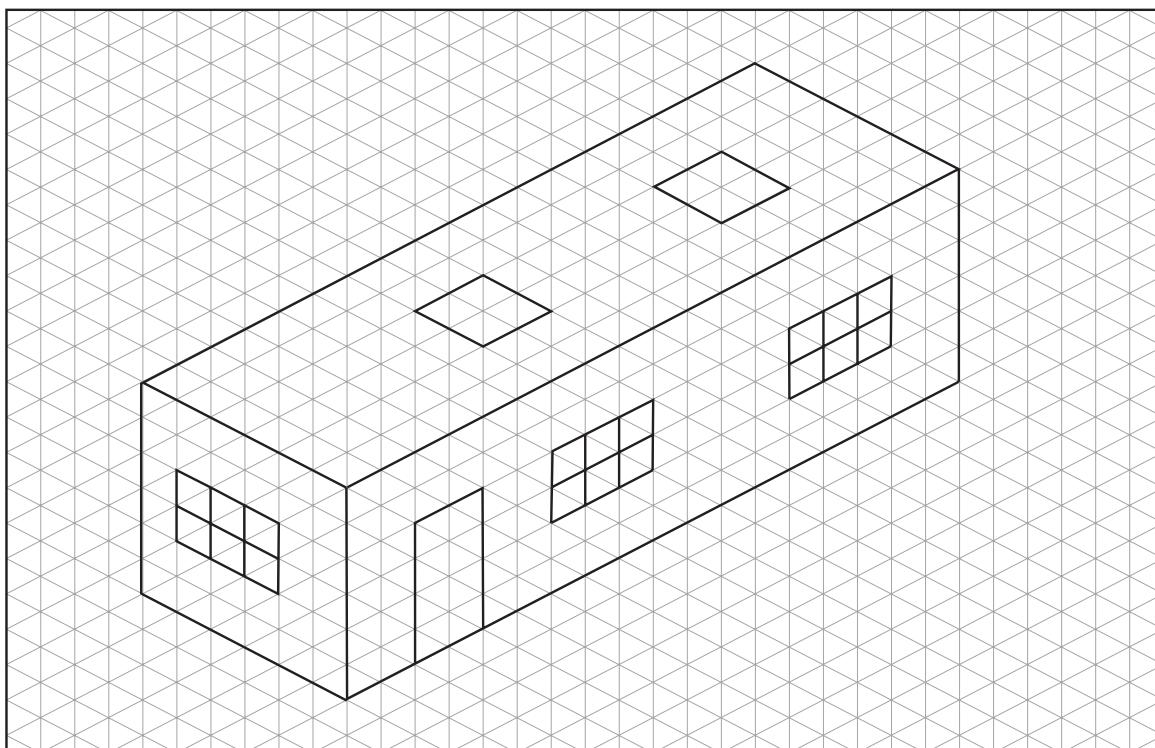
A14.7



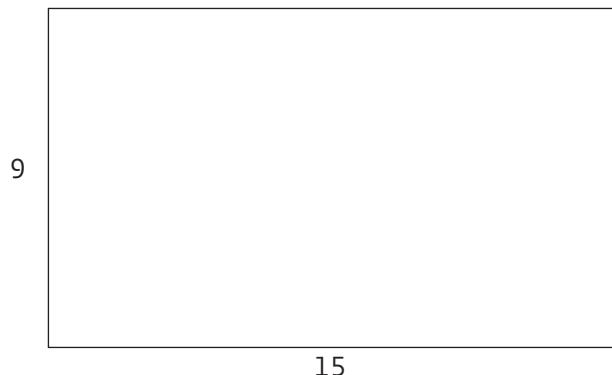
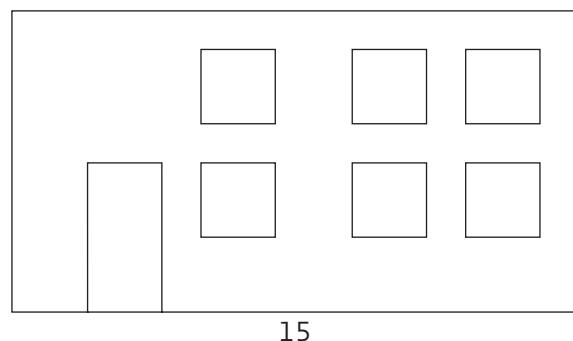
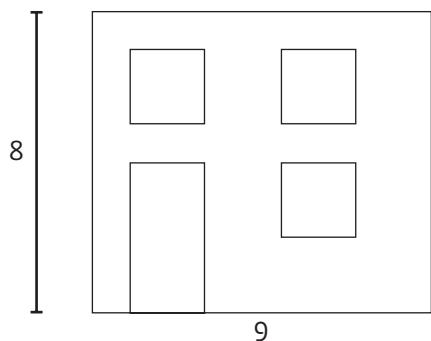
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21



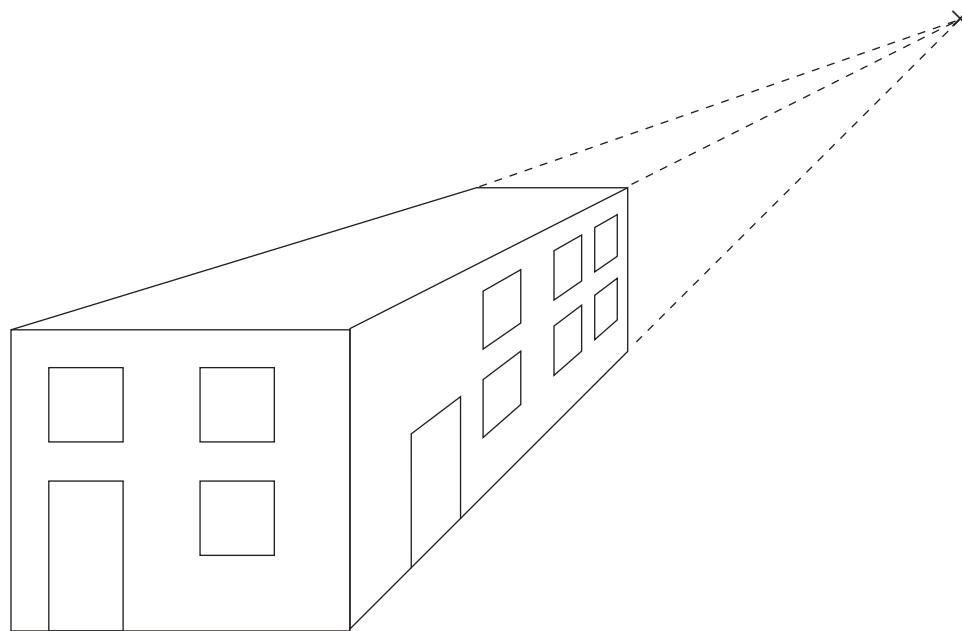
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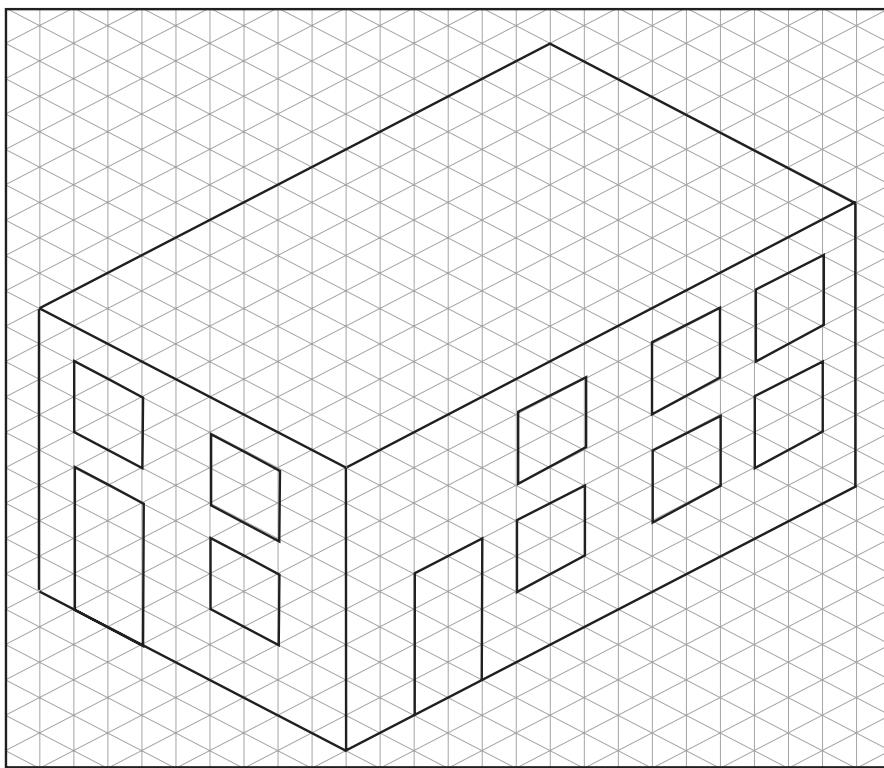
6

BYGNINGER "HVEM PASSER SAMMEN?"

A14.9



5

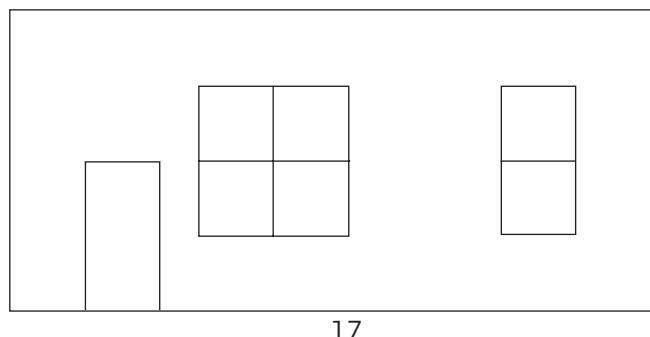
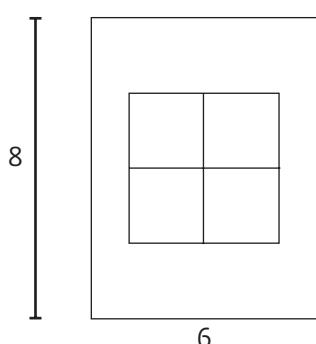


19

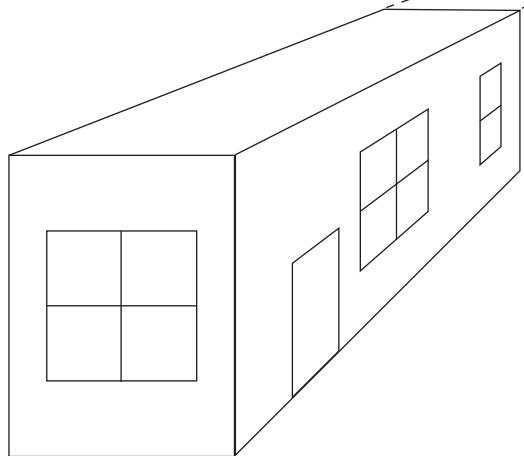
Navn: _____ Kl. _____

BYGNINGER "HVEM PASSER SAMMEN?"

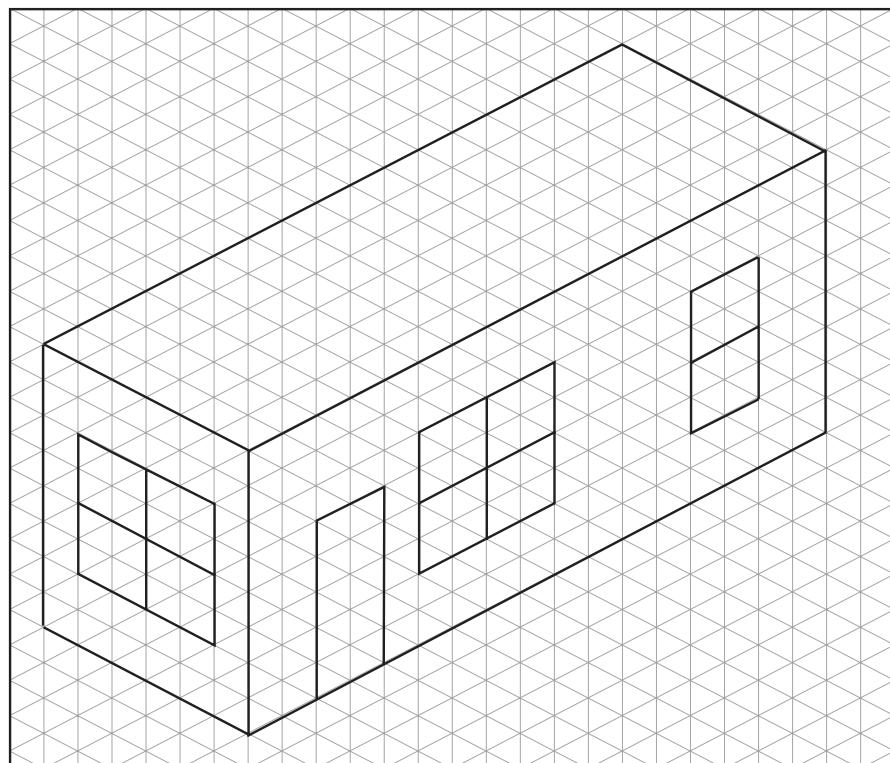
A14.10



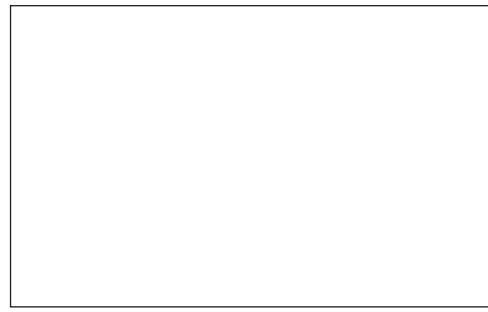
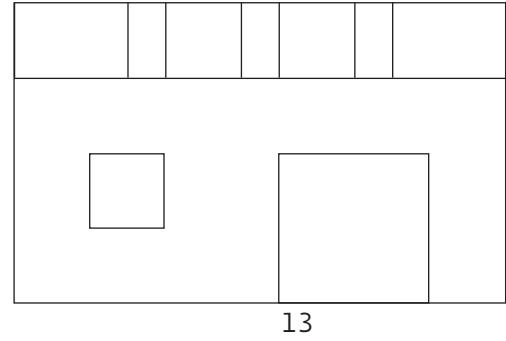
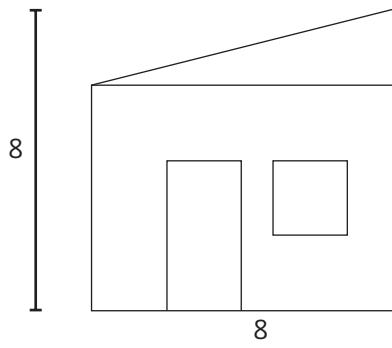
26



10



4

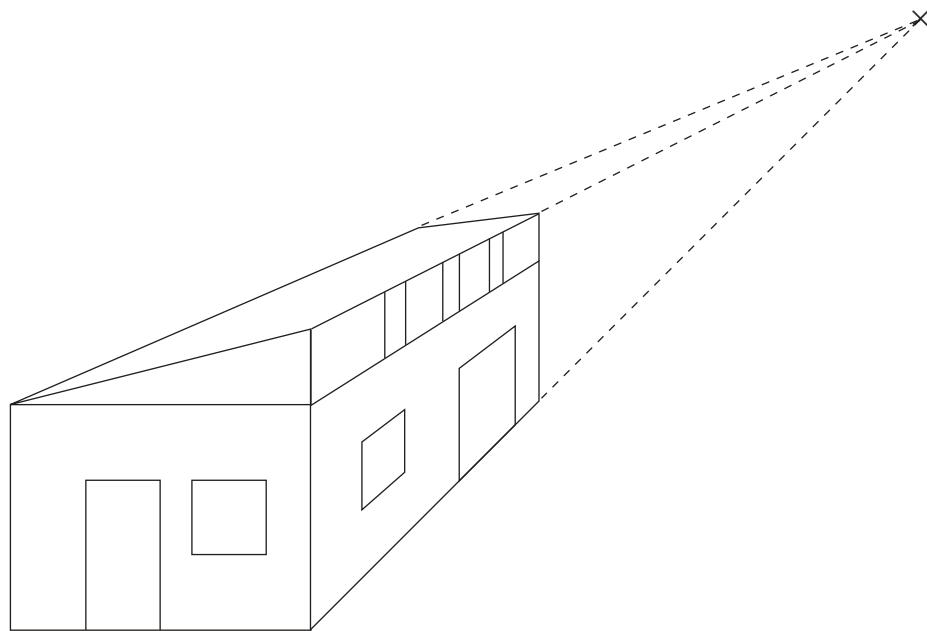


8

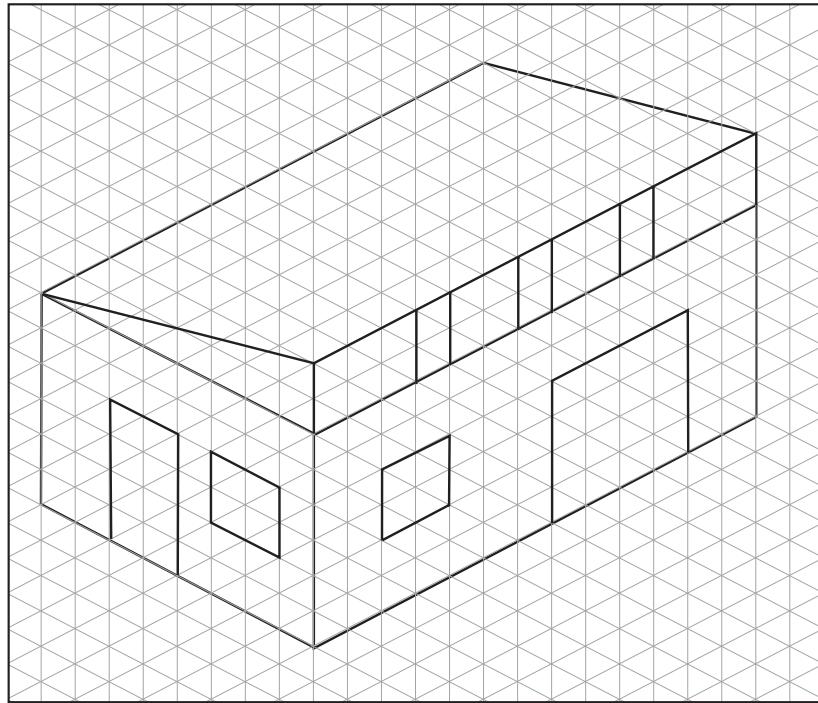
13

27

Navn: _____ Kl. _____



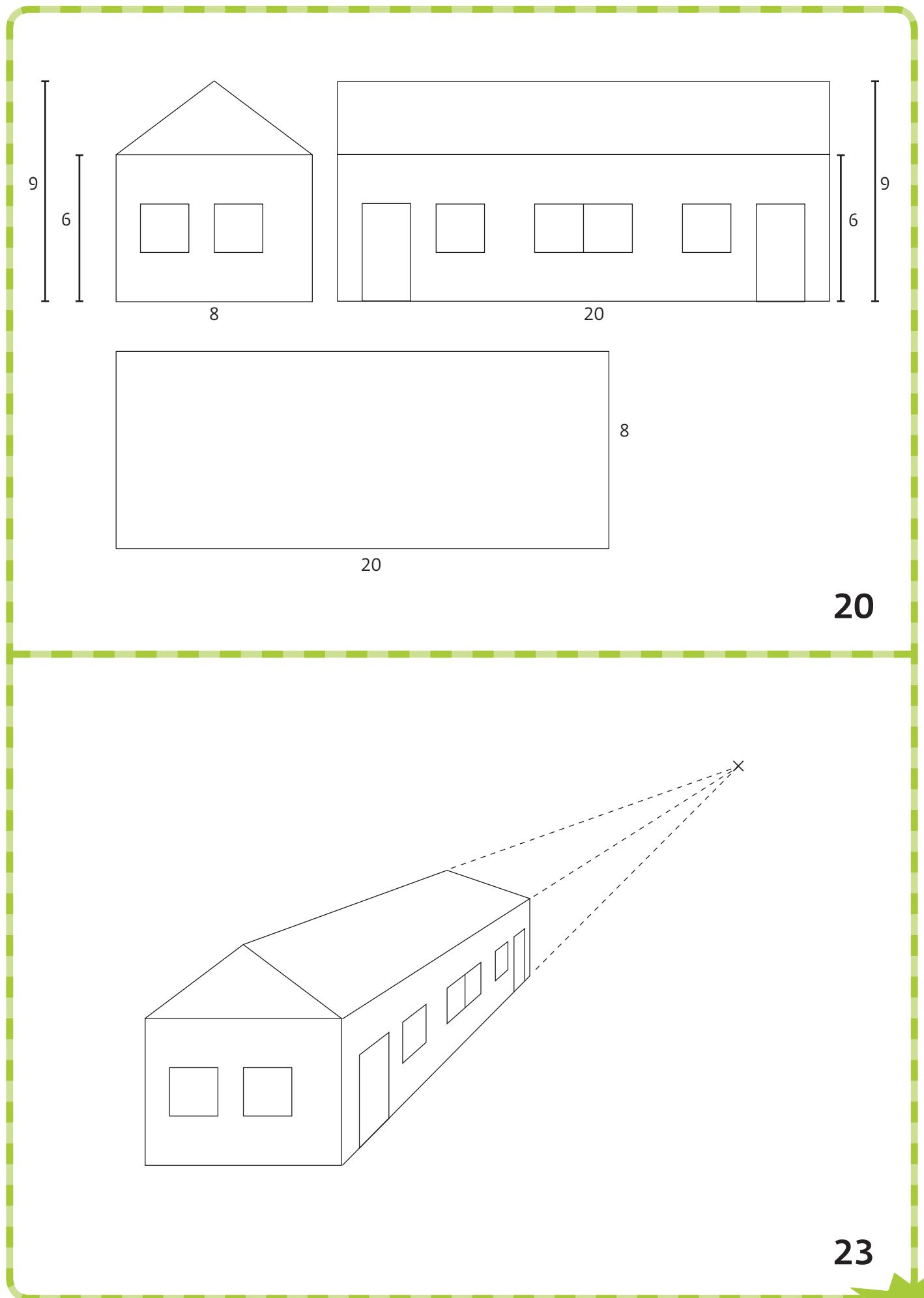
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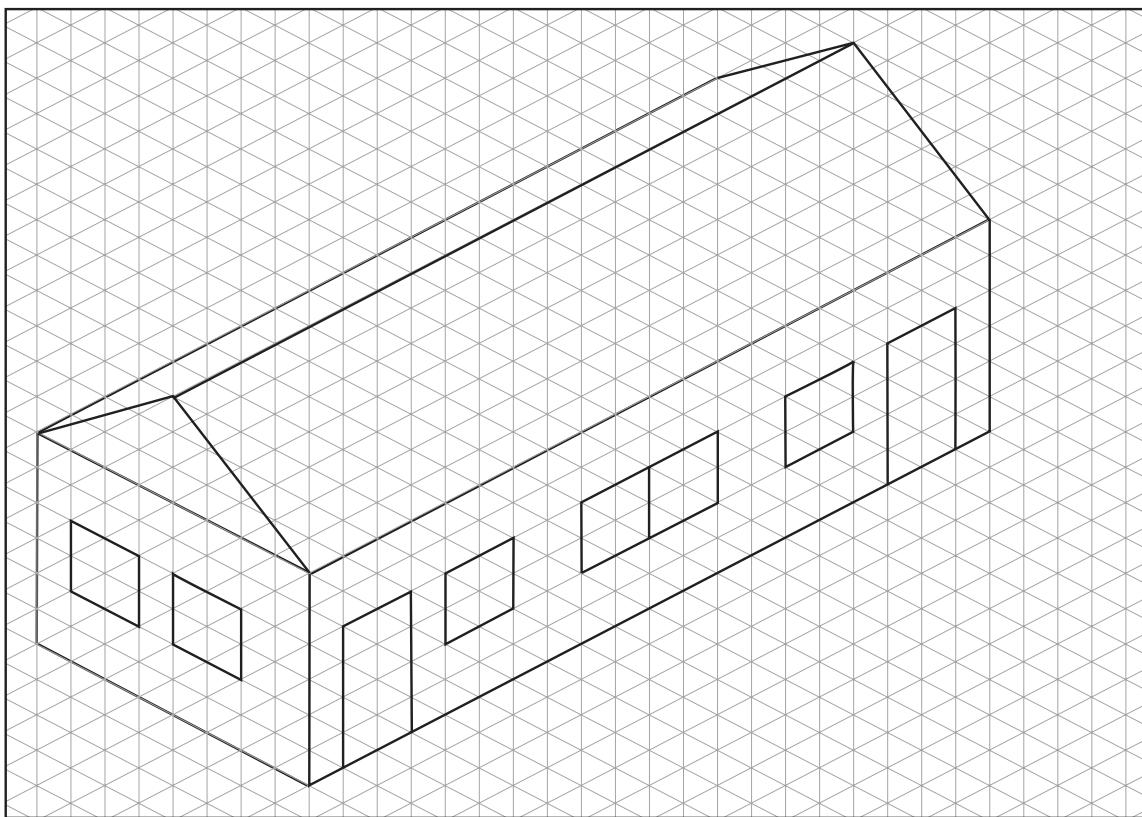
16

BYGNINGER "HVEM PASSER SAMMEN?"

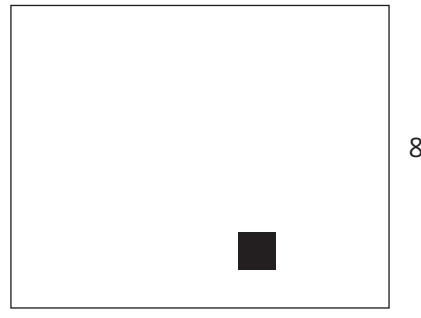
A14.13



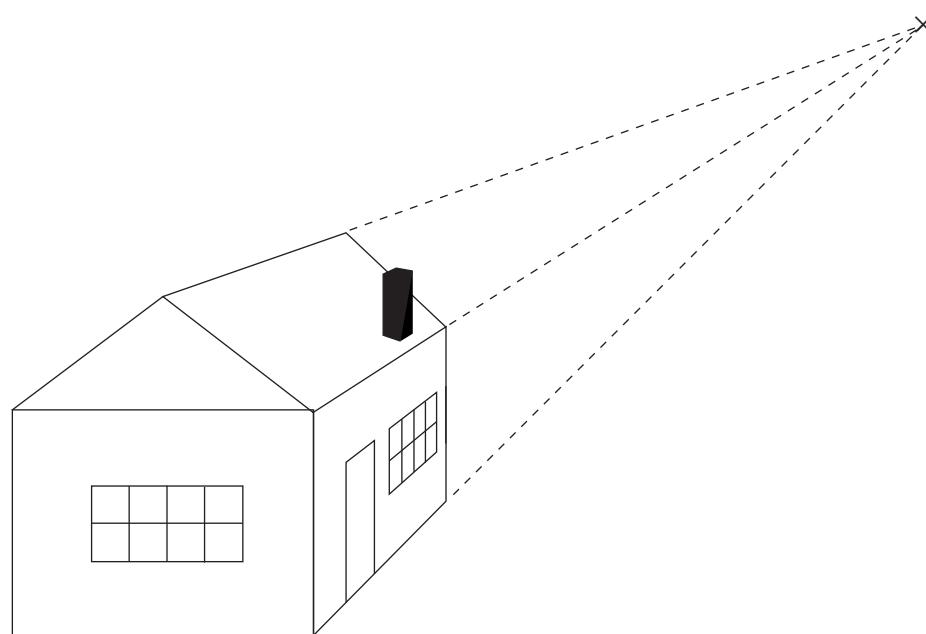
Navn: _____ Kl. _____



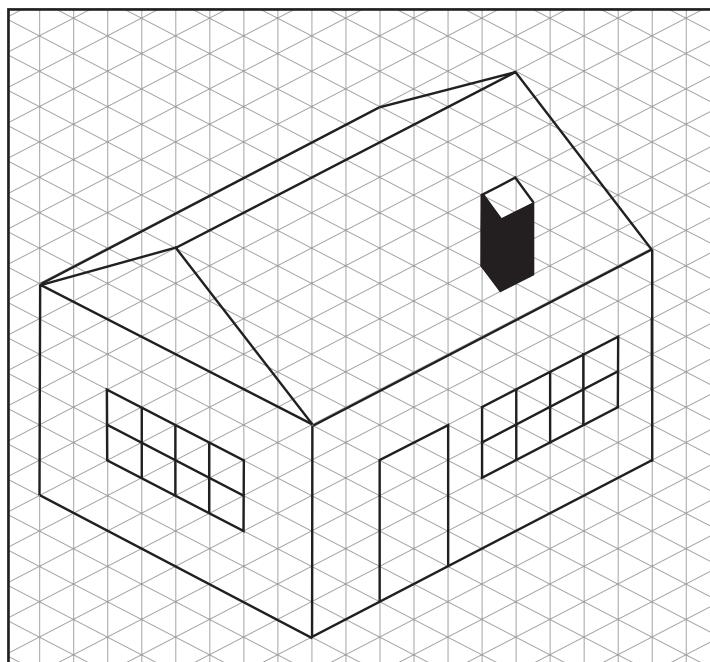
22



8



12

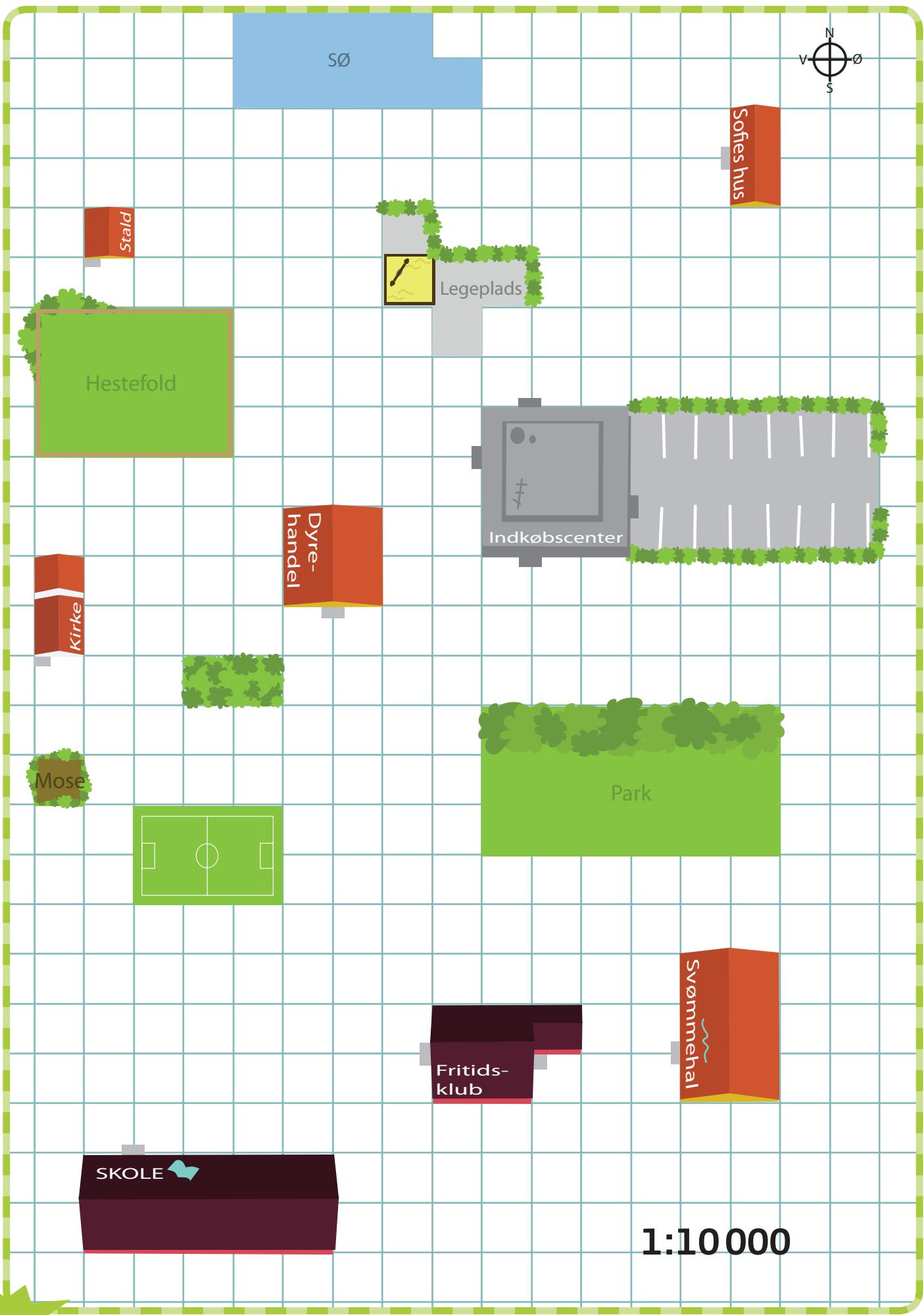


25

Navn: _____ Kl. _____

KORT "VEJEN GENNEM VEJLØSE"

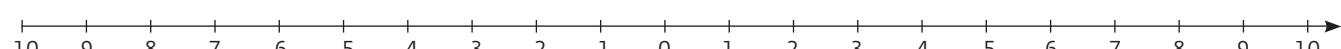
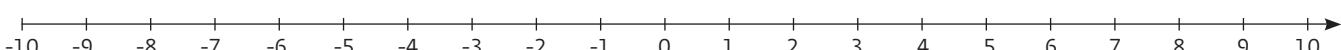
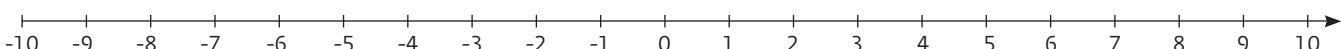
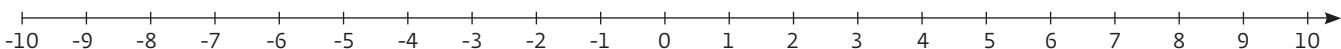
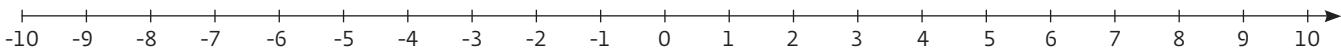
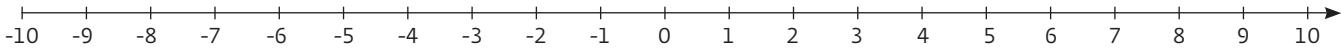
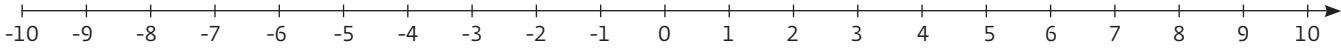
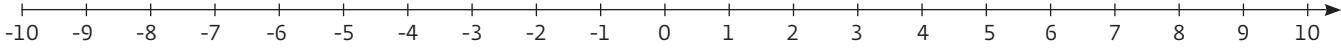
A15





TALLINJER FRA -10 TIL 10

A17



MULTI 4 · kopimappe · Gyldendal

-12	-2	6	5	-3	0
7	-6	0	-11	10	2
2	-7	5	-3	-10	-9
-4	-10	1	12	-6	8
9	1	3	11	0	-4
-8	9	4	-1	3	-5

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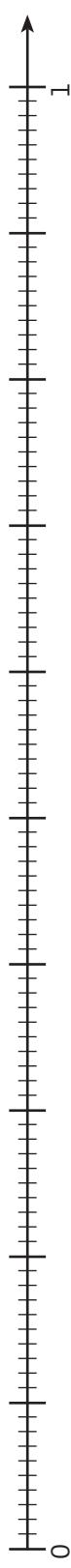
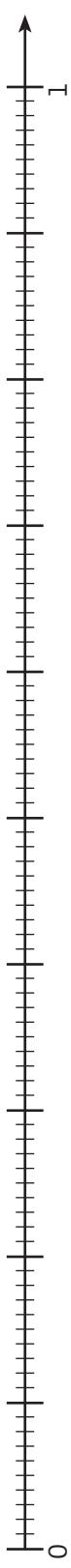
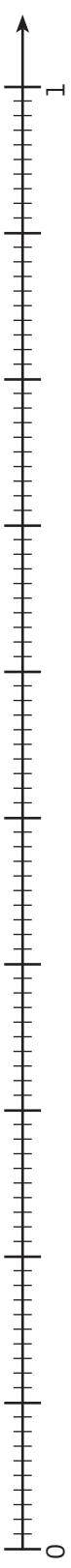
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TALLINJE 0 TIL 1 DER VISER TIENDEDELE OG HUNDREDEDELE

A19

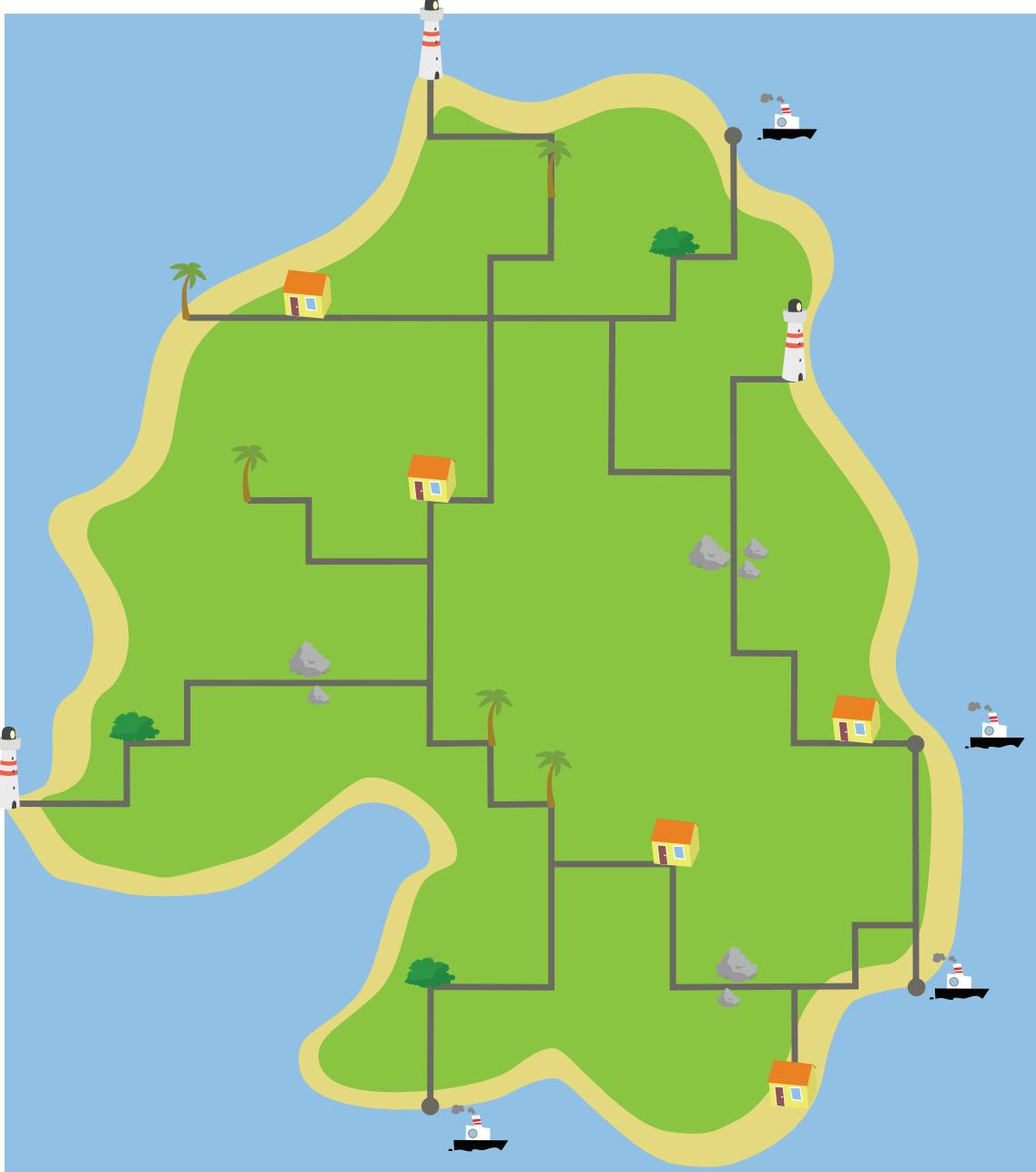


SKEMA "SPRING LÆNGDESpring"

A20

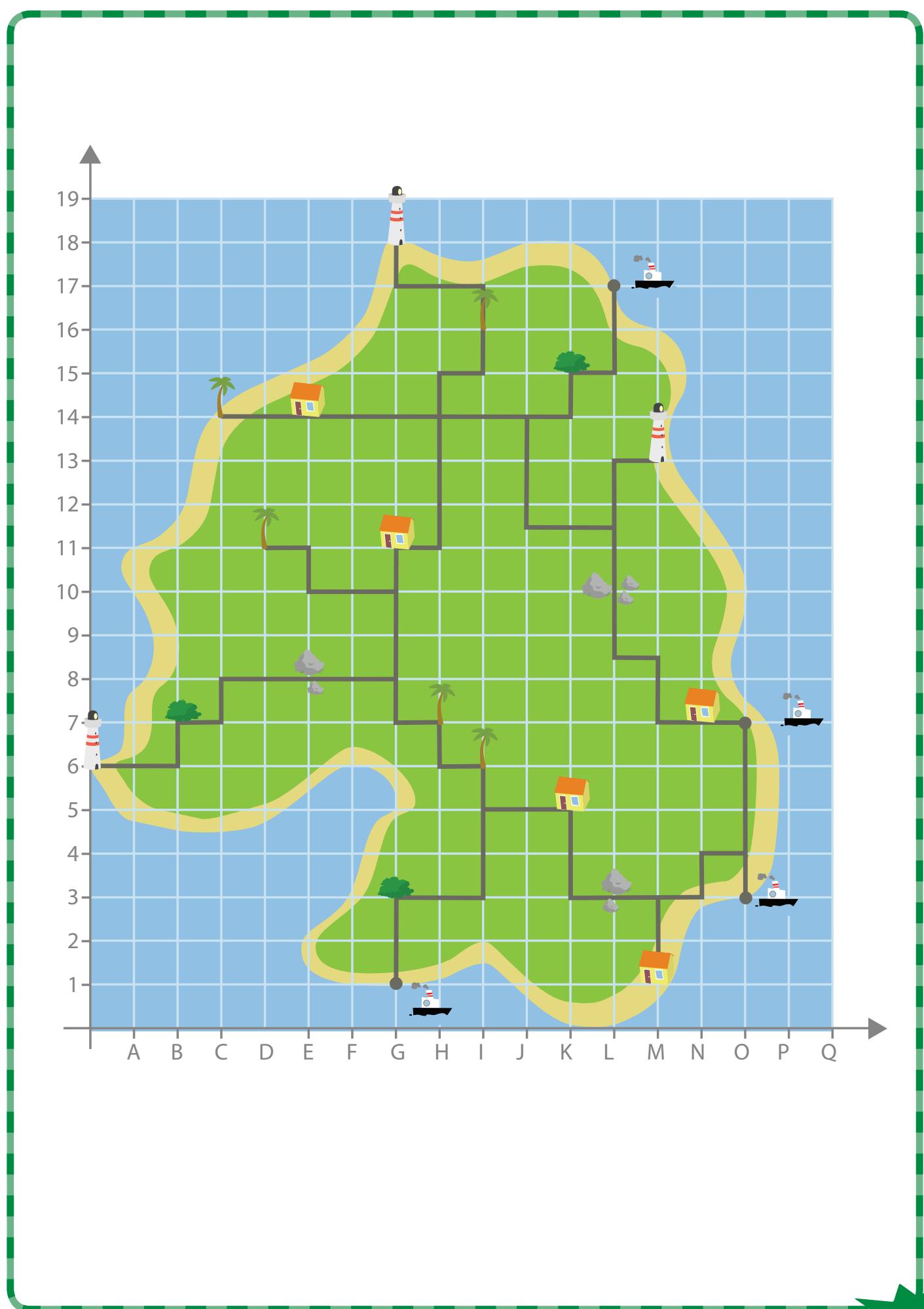
Navn	1. spring	2. spring	3. spring	4. spring

Navn: _____ Kl. _____



KORT 2 OVER Ø MED KOORDINATSYSTEMET

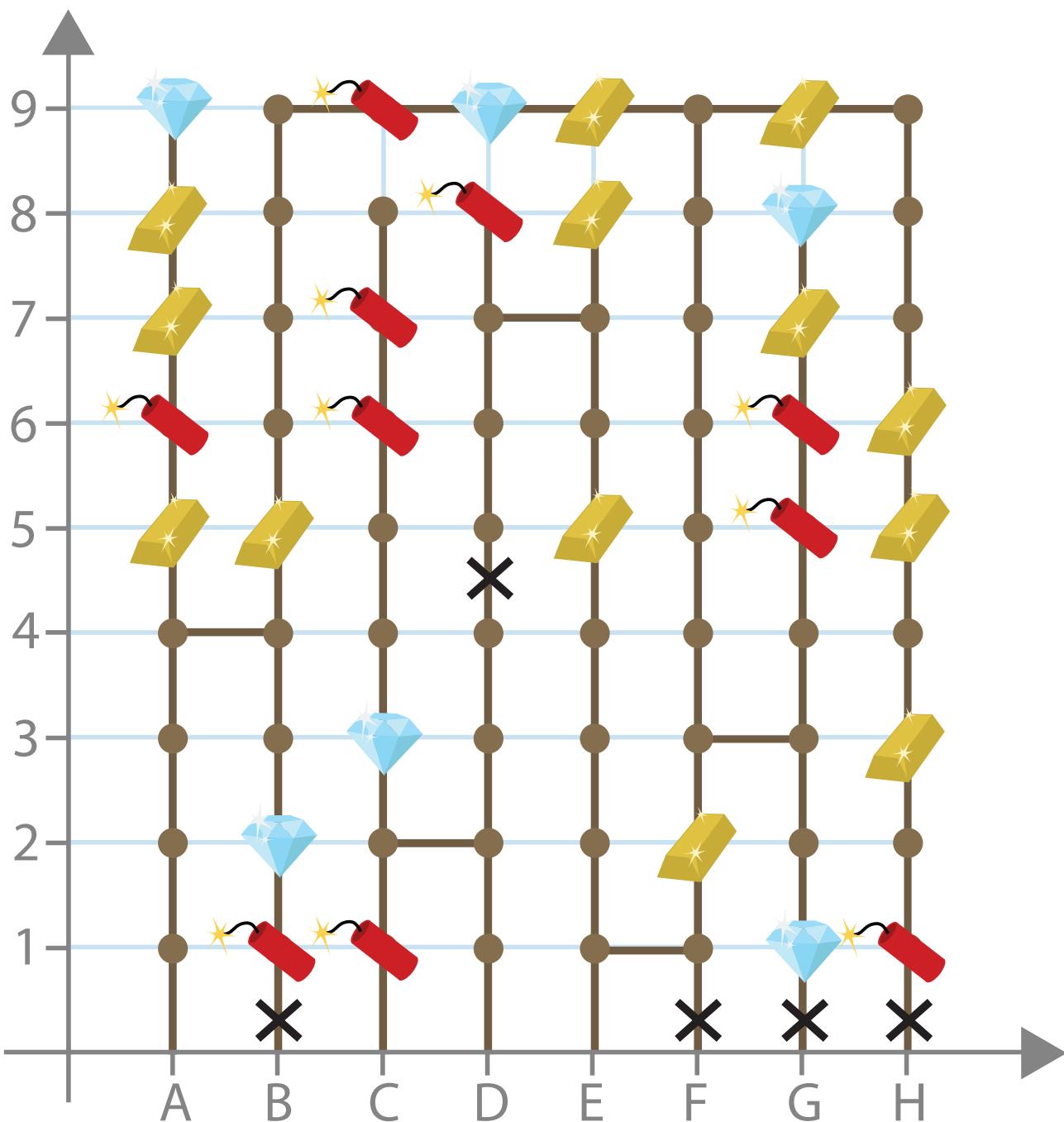
A21.2



Navn: _____ Kl. _____

MINEJERKORT 1 "MINESPILLET"

A22.1



1 point



3 point



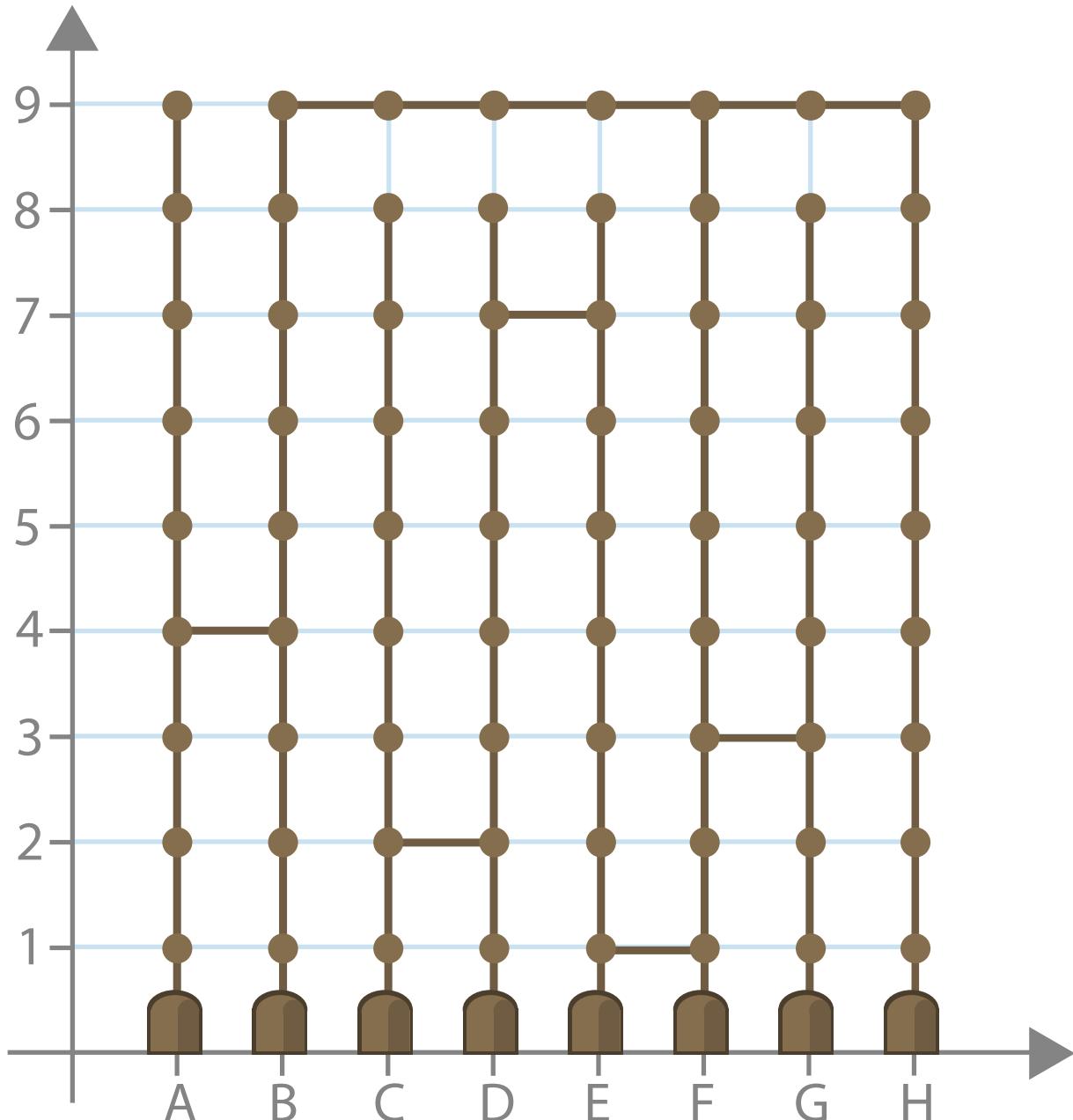
-1 point



Spærret

MINEARBEJDERKORT 1 "MINESPILLET"

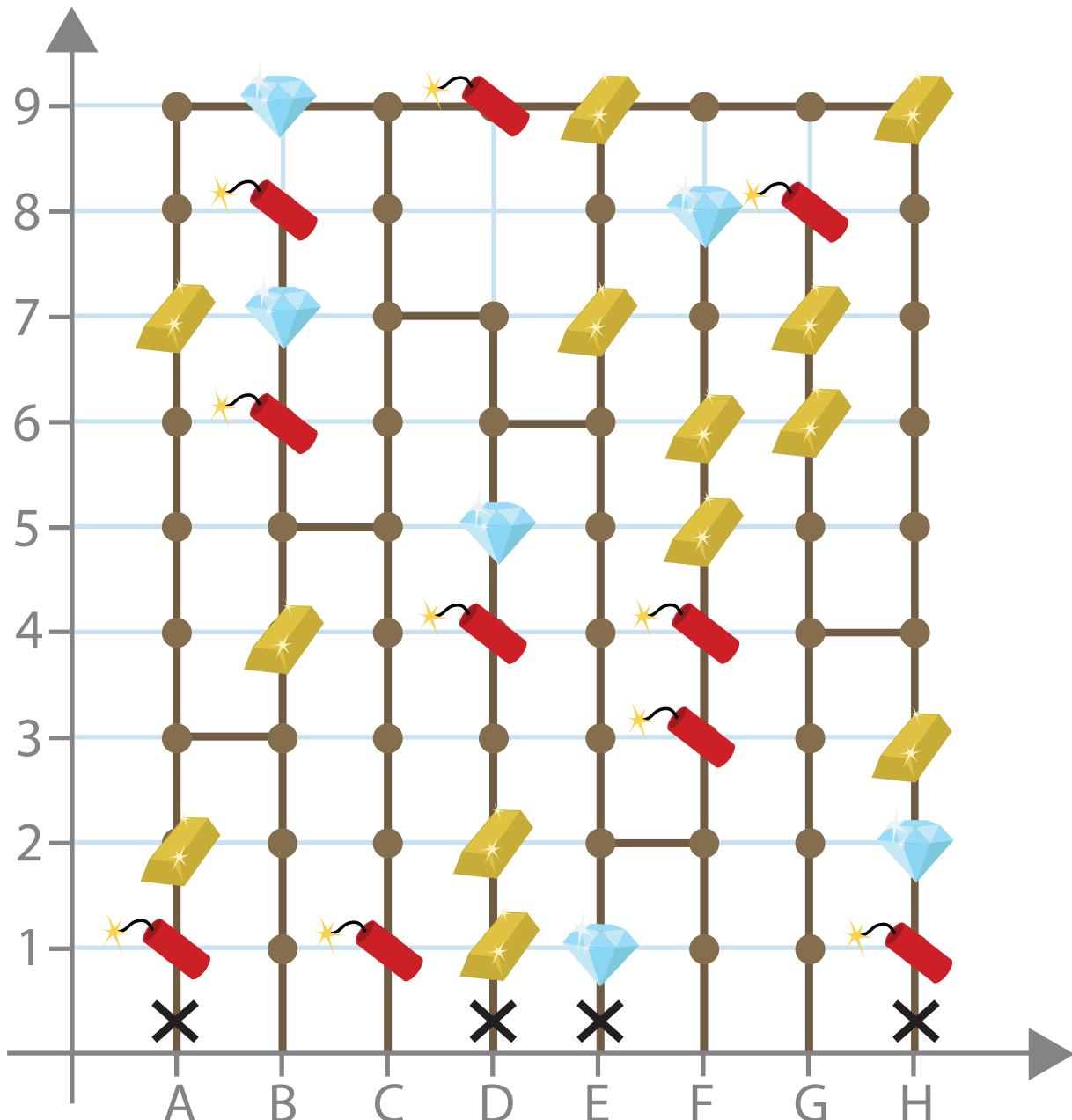
A22.2



Navn: _____ Kl. _____

MINEJERKORT 2 "MINESPILLET"

A23.1



1 point

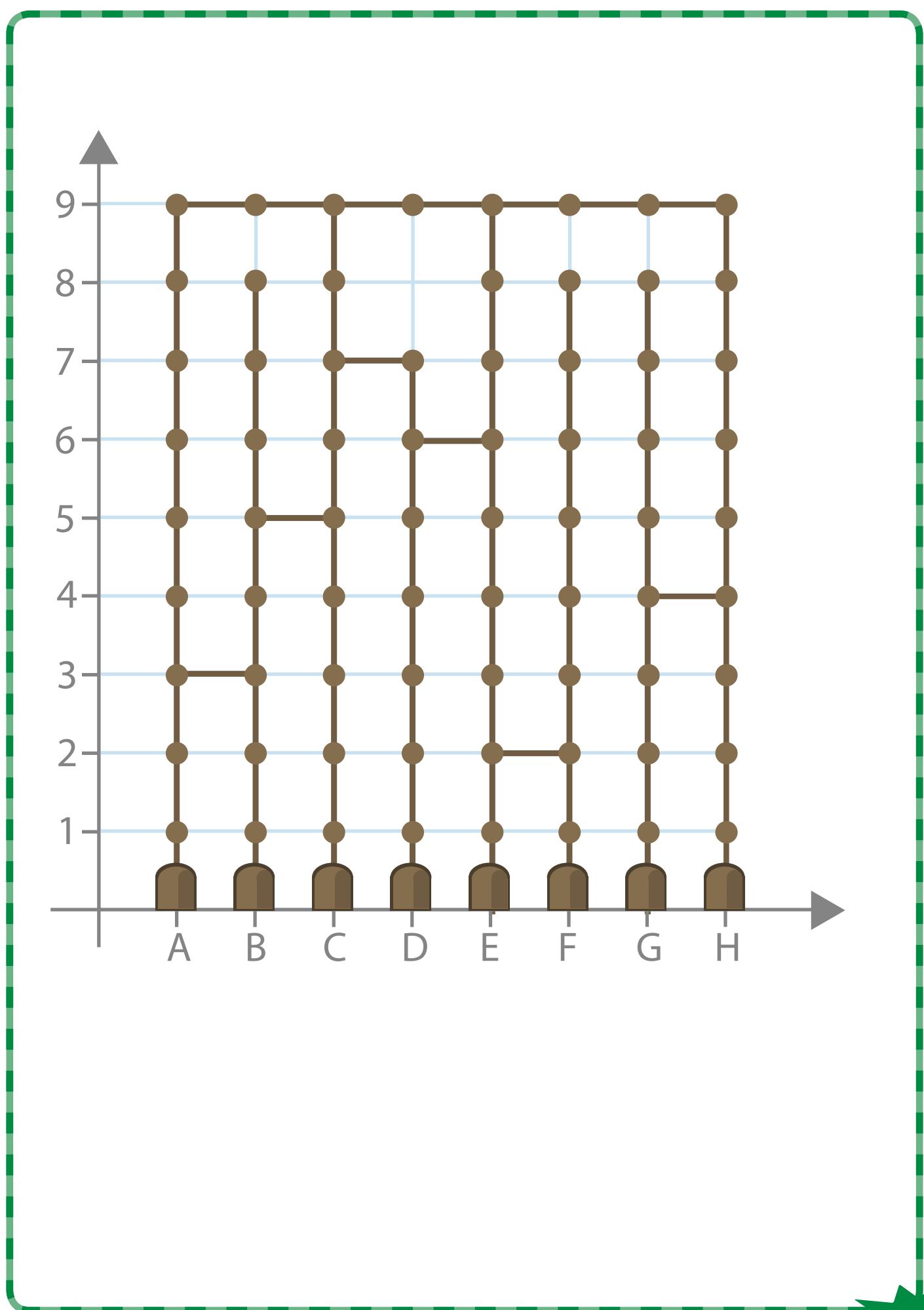
3 point

-1 point

Spærret

MINEARBEJDERKORT 2 "MINESPILLET"

A23.2

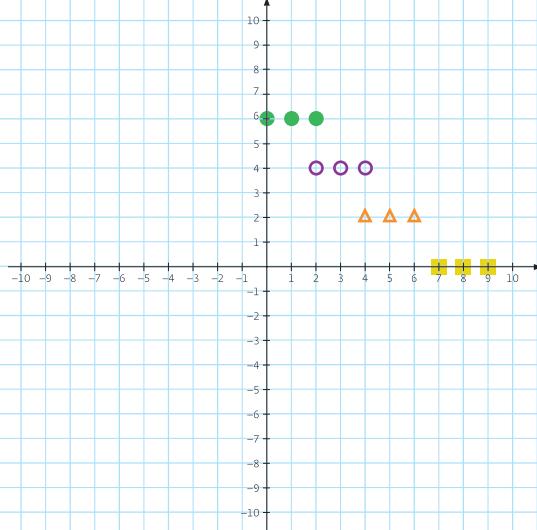


Navn: _____ Kl. _____

OPGAVEKORT 1

- Grøn: $(0,6), (1,6), (2,6)$
- Lilla: $(2,4), (3,4), (4,4)$
- △ Orange: $(4,2), (5,2), (6,2)$
- Gul: $(7,0), (8,0), (9,0)$

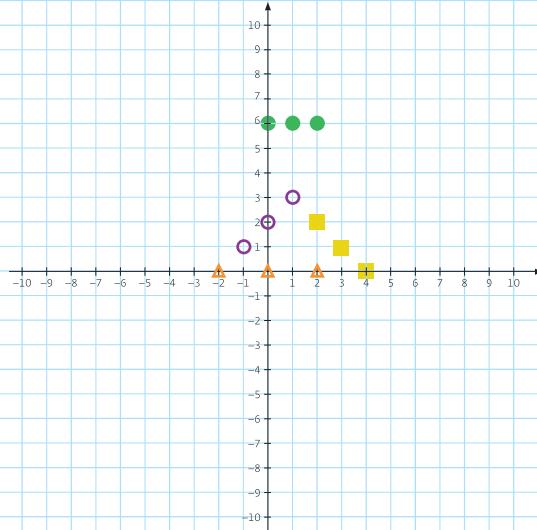
TJEKKKORT 1



OPGAVEKORT 2

- Lilla: $(-1,1), (0,2), (1,3)$
- △ Orange: $(-2,0), (0,0), (2,0)$
- Gul: $(2,2), (3,1), (4,0)$

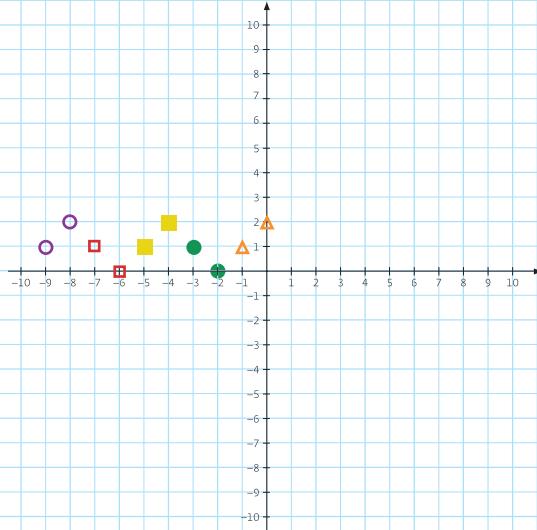
TJEKKKORT 2



OPGAVEKORT 3

- Lilla: $(-9,1), (-8,2)$
- Rød: $(-7,1), (-6,0)$
- Gul: $(-5,1), (-4,2)$
- Grøn: $(-3,1), (-2,0)$
- △ Orange: $(-1,1), (0,2)$

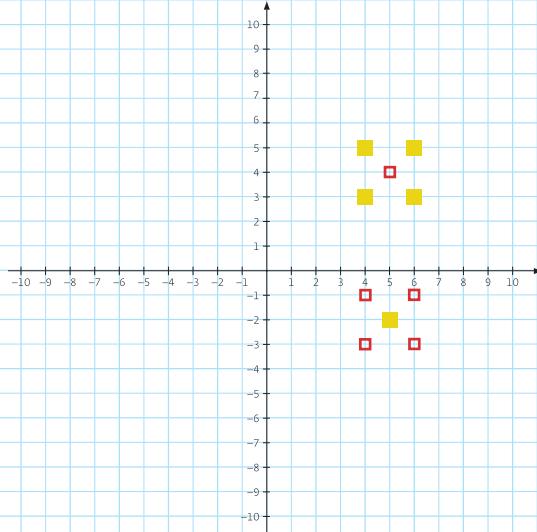
TJEKKKORT 3



OPGAVEKORT 4

- Gul: $(4, 3), (4, 5), (6, 3), (6, 5), (5, -2)$
- Rød: $(4, -1), (4, -3), (6, -1), (6, -3), (5, 4)$

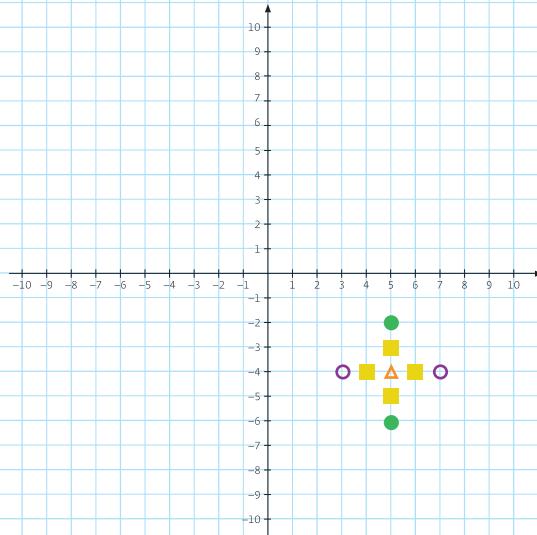
TJEKKKORT 4



OPGAVEKORT 5

- Grøn: $(5, -2), (5, -6)$
- Gul: $(5, -3), (6, -4), (4, -4), (5, -5)$
- Lilla: $(3, -4), (7, -4)$
- △ Orange: $(5, -4)$

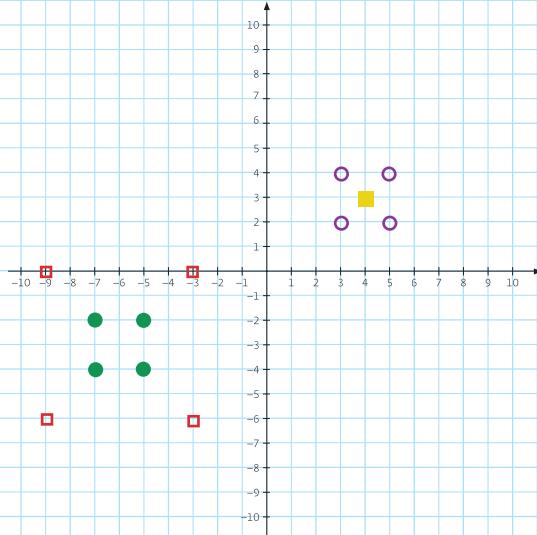
TJEKKKORT 5



OPGAVEKORT 6

- Rød: $(-3, 0), (-9, 0), (-9, -6), (-3, -6)$
- Grøn: $(-7, -2), (-7, -4), (-5, -2), (-5, -4)$
- Gul: $(4, 3)$
- Lilla: $(3, 2), (3, 4), (5, 2), (5, 4)$

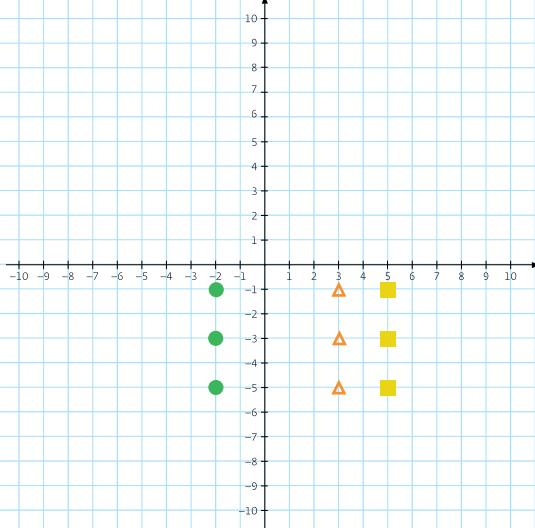
TJEKKKORT 6



OPGAVEKORT 7

- Grøn: $(-2, -1)$, $(-2, -3)$, $(-2, -5)$
- △ Orange: $(3, -1)$, $(3, -3)$, $(3, -5)$
- Gul: $(5, -1)$, $(5, -3)$, $(5, -5)$

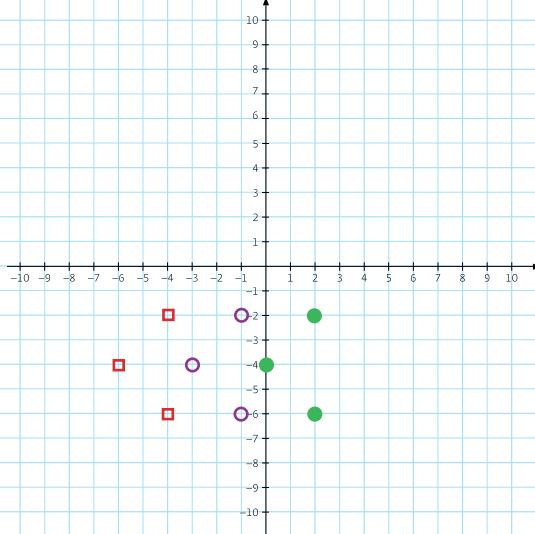
TJEKKKORT 7



OPGAVEKORT 8

- Lilla: $(-1, -2)$, $(-1, -6)$, $(-3, -4)$
- Rød: $(-6, -4)$, $(-4, -2)$, $(-4, -4)$
- Grøn: $(2, -2)$, $(0, -4)$, $(2, -6)$

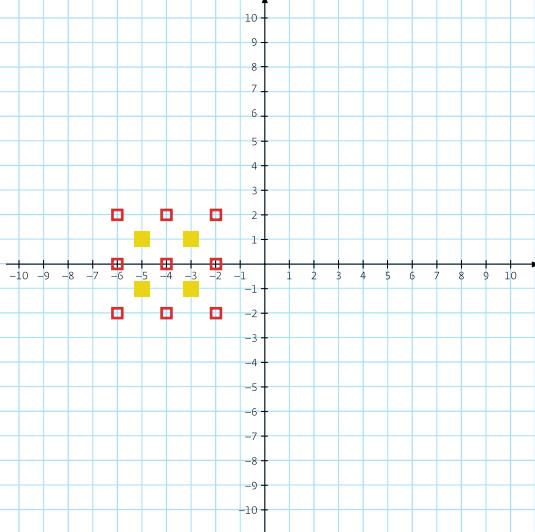
TJEKKKORT 8



OPGAVEKORT 9

- Rød: $(-2, 2)$, $(-2, 0)$, $(-2, -2)$, $(-4, 2)$,
 $(-4, 0)$, $(-4, -2)$, $(-6, 2)$, $(-6, 0)$, $(-6, -2)$
- Gul: $(-3, 1)$, $(-3, -1)$, $(-5, 1)$, $(-5, -1)$

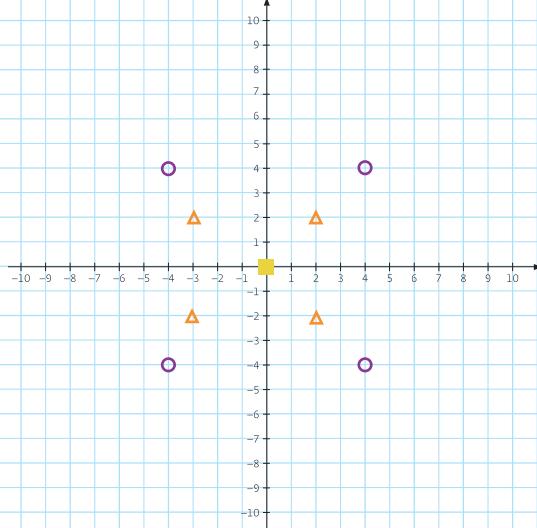
TJEKKKORT 9



OPGAVEKORT 10

- Lilla: $(-4, 4), (-4, -4), (4, 4), (4, -4)$
- △ Orange: $(-3, 2), (-3, -2), (2, 2), (2, -2)$
- Gul: $(0, 0)$

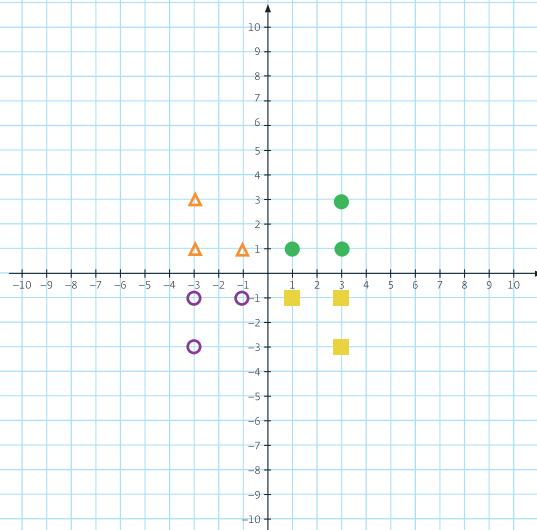
TJEKKKORT 10



OPGAVEKORT 11

- △ Orange: $(-3, 1), (-3, 3), (-1, 1)$
- Lilla: $(-3, -1), (-3, -3), (-1, -1)$
- Grøn: $(1, 1), (3, 1), (3, 3)$
- Gul: $(1, -1), (3, -1), (3, -3)$

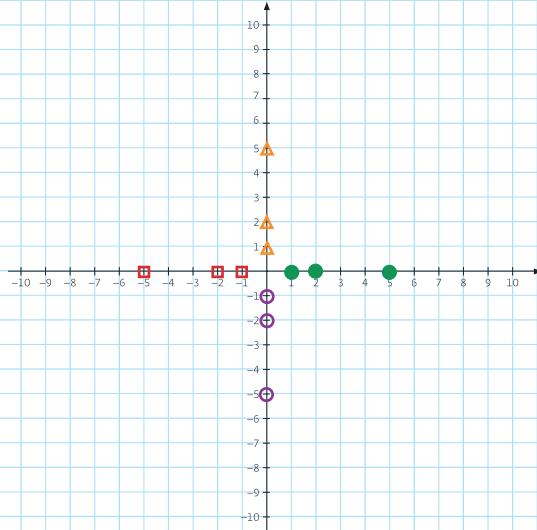
TJEKKKORT 11



OPGAVEKORT 12

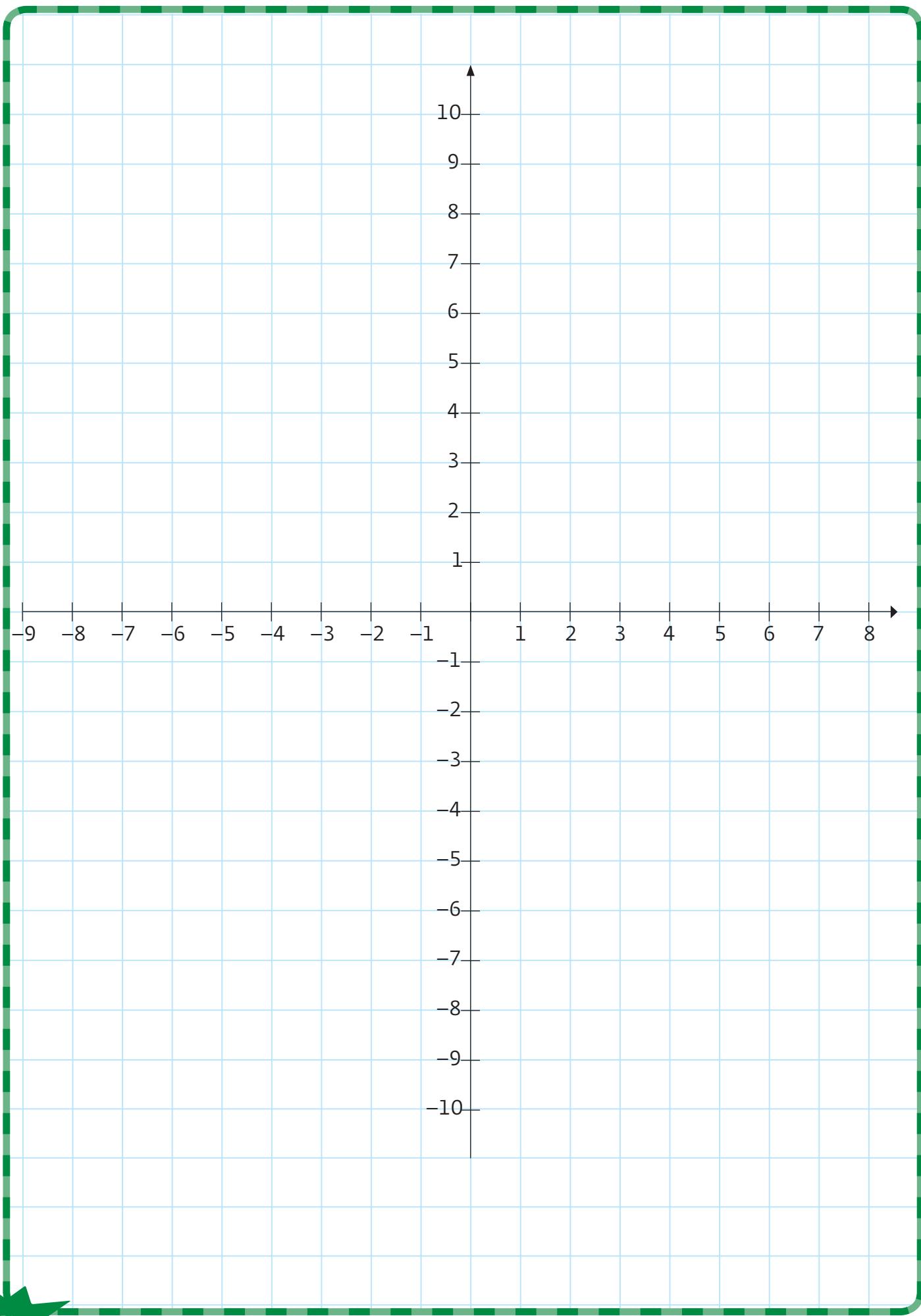
- △ Orange: $(0, 1), (0, 2), (0, 5)$
- Rød: $(-1, 0), (-2, 0), (-5, 0)$
- Grøn: $(1, 0), (2, 0), (5, 0)$
- Lilla: $(0, -1), (0, -2), (0, -5)$

TJEKKKORT 12



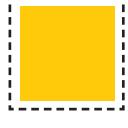
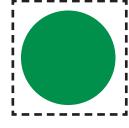
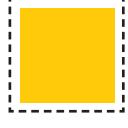
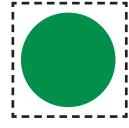
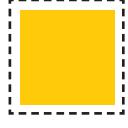
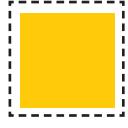
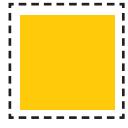
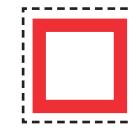
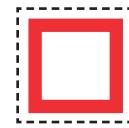
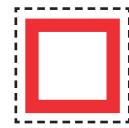
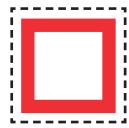
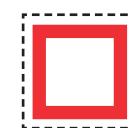
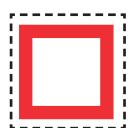
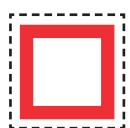
STORT KOORDINATSYSTEM "KENDER I KOORDINATSYSTEMET?"

A25



BRIKKER "KENDER I KOORDINATSYSTEMET?"

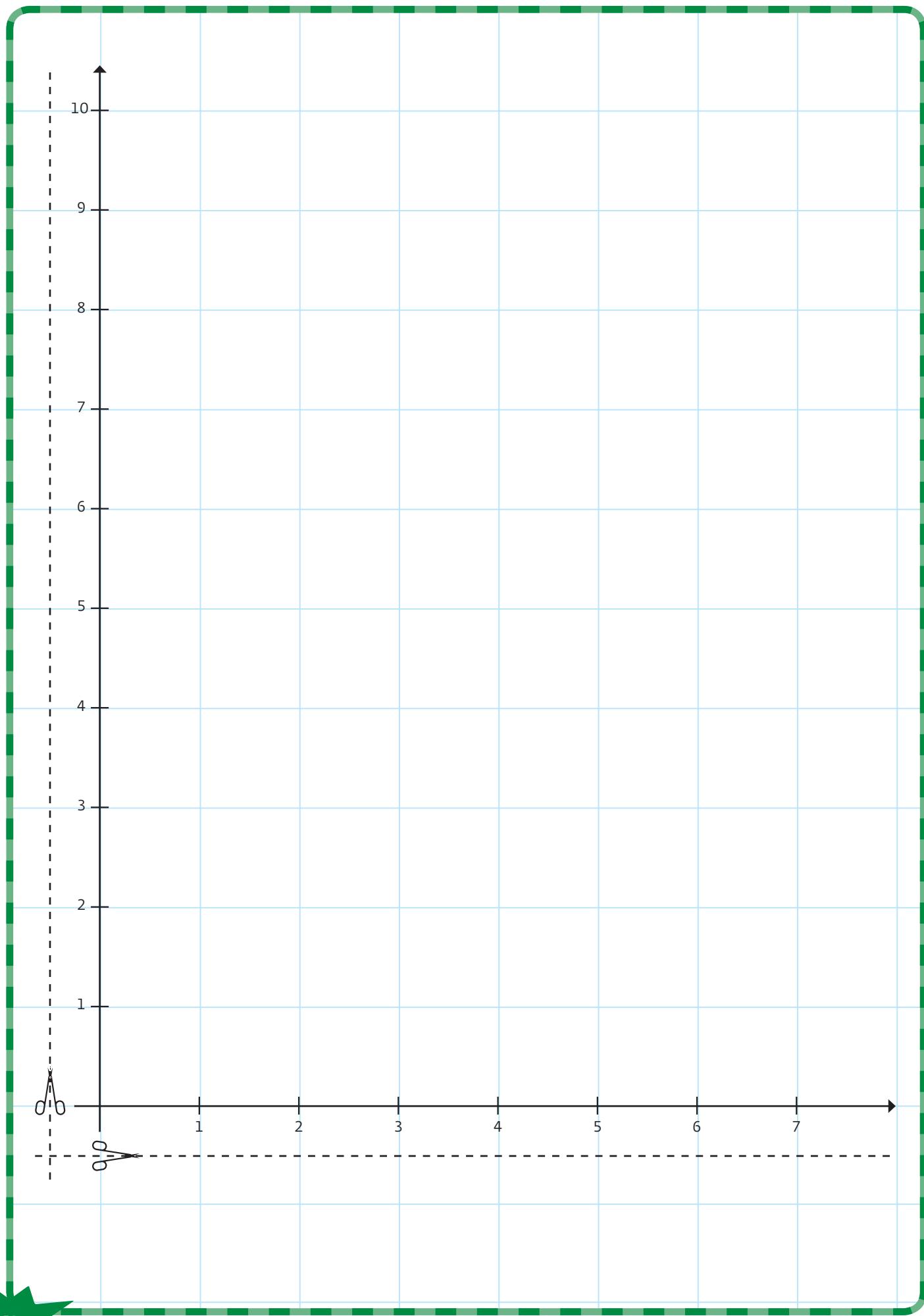
A26



Navn: _____ Kl. _____

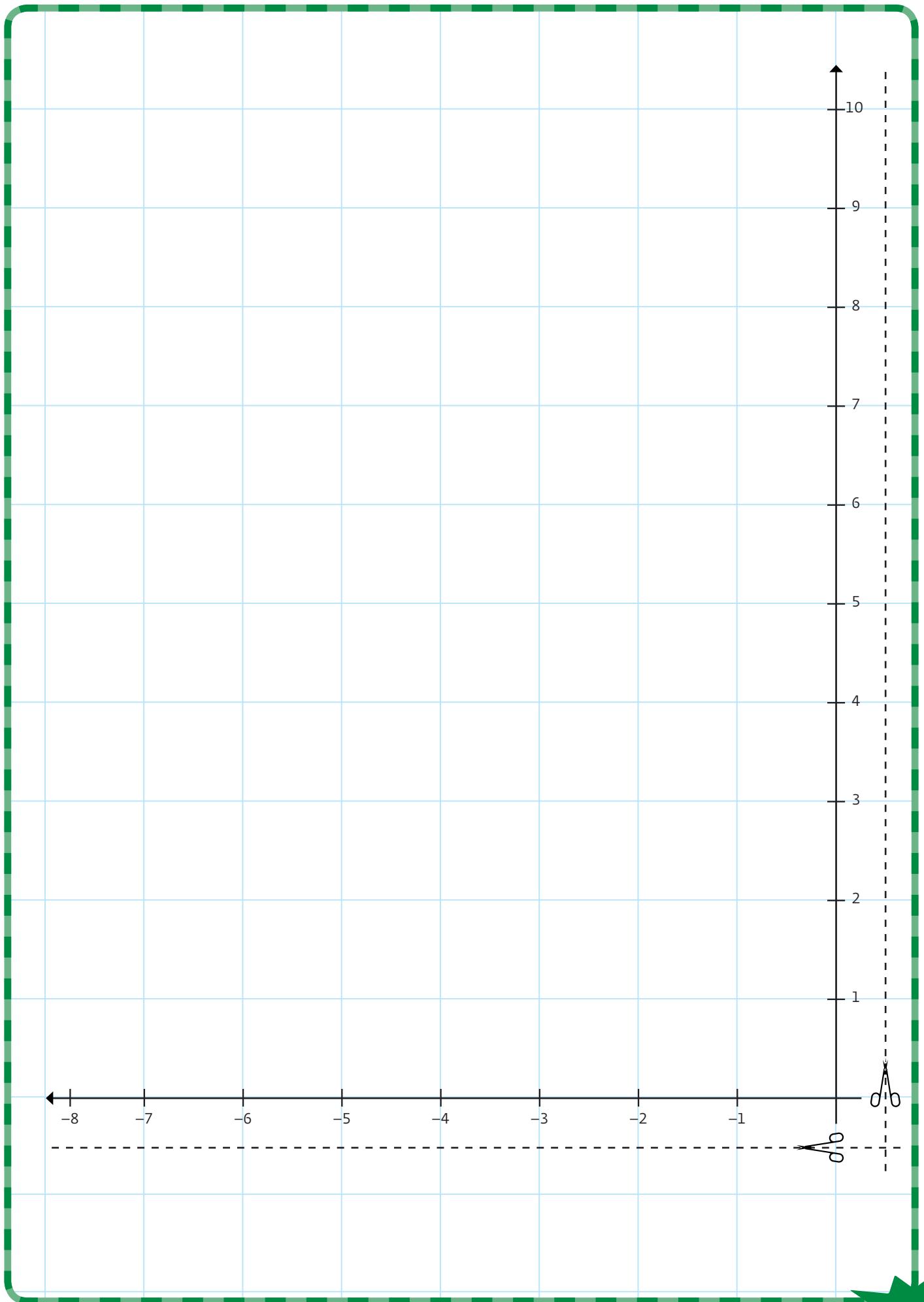
KOORDINATSYSTEM 1. KVADRANT

A27.1



KOORDINATSYSTEM 2. KVADRANT

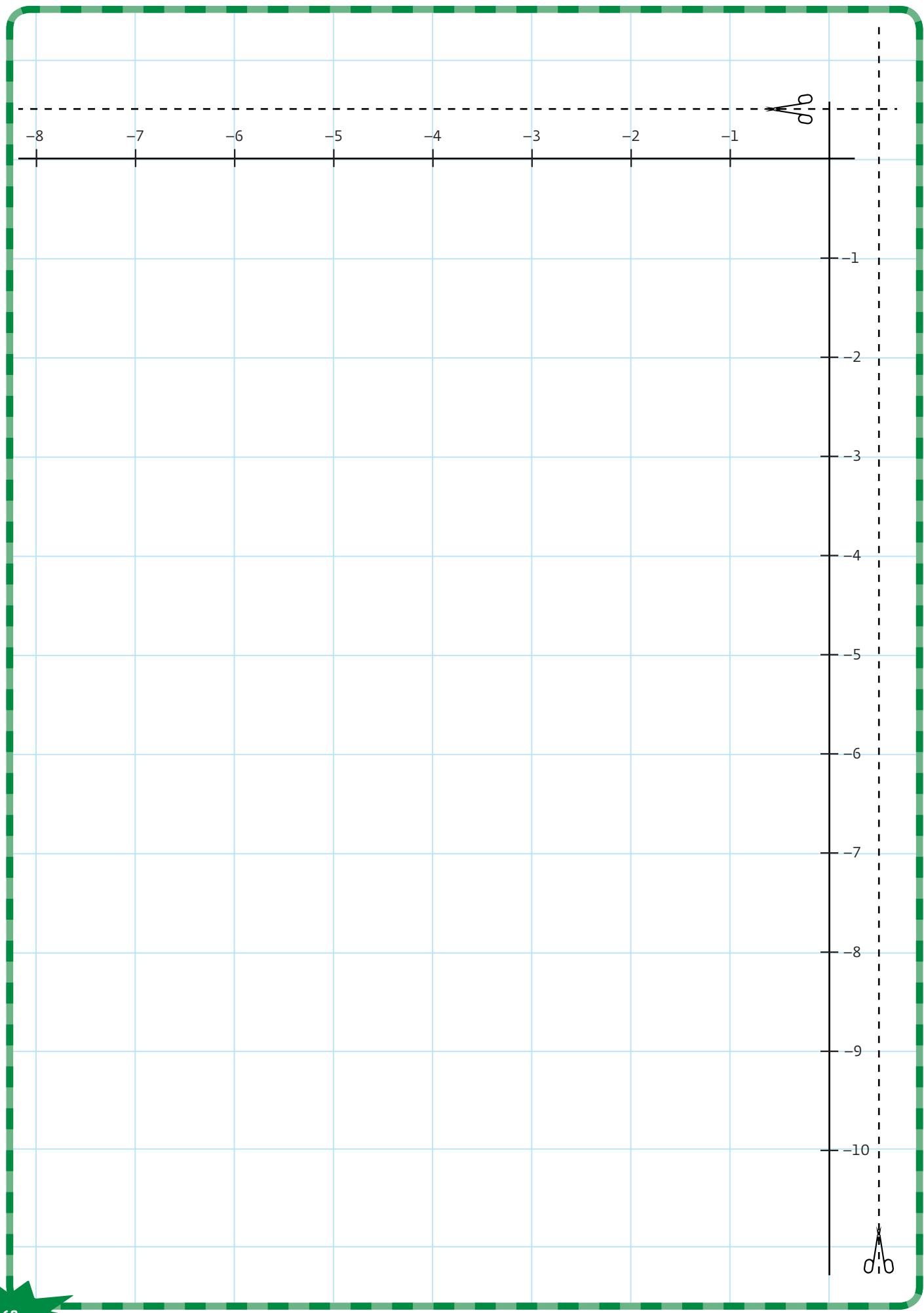
A27.2



Navn: _____ Kl. _____

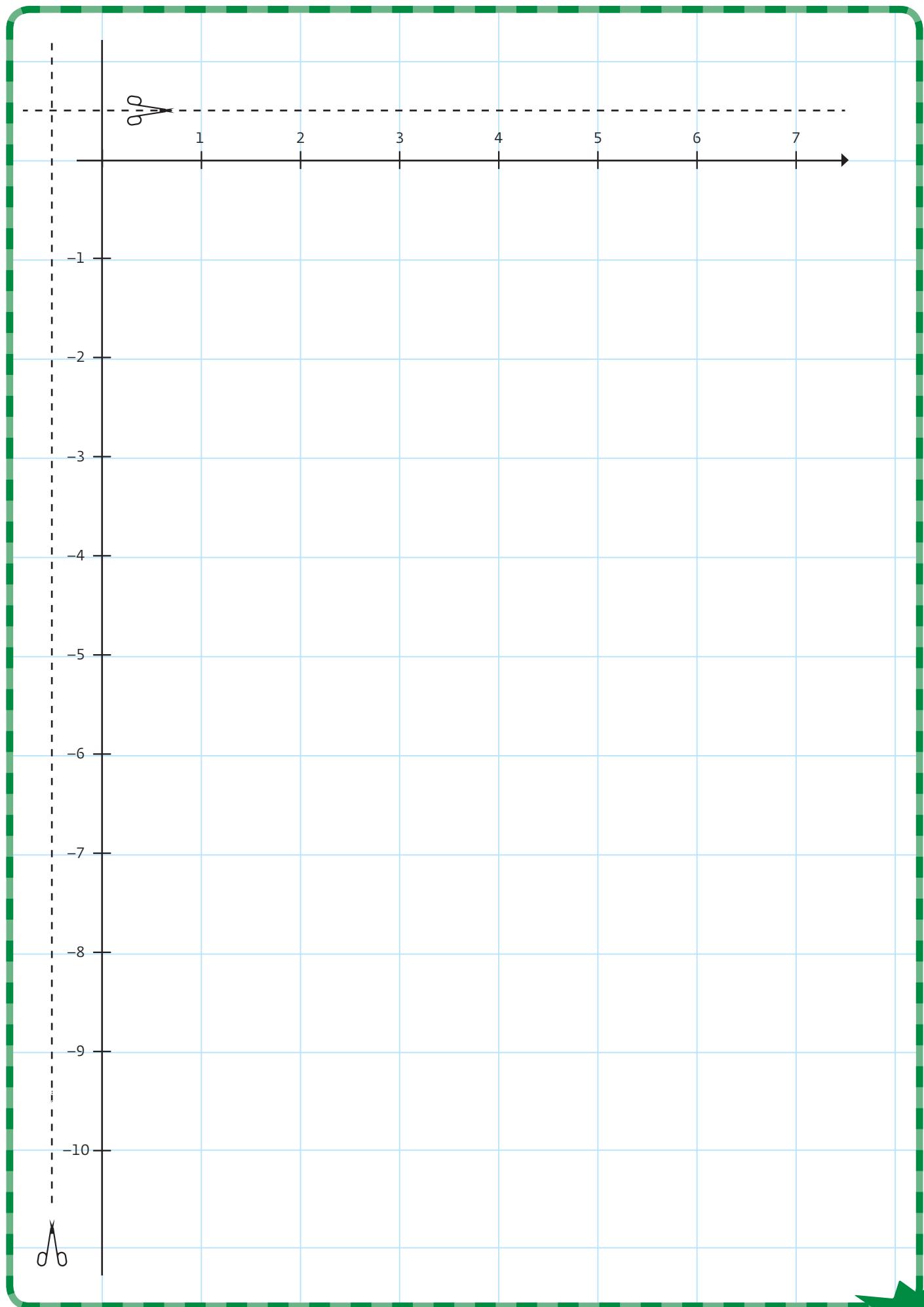
KOORDINATSYSTEM 3. KVADRANT

A27.3



KOORDINATSYSTEM 4. KVADRANT

A27.4



Navn: _____ Kl. _____

8	5 børn deler 15 blommer.
----------	--------------------------

3	16 stykker frugt fordeles i 4 poser.
----------	--------------------------------------

7	16 blyanter til 8 børn.
----------	-------------------------

6	3 drenge og 4 piger deler 56 hønseringe.
----------	--

2	6 børn finder 36 kastanjer og deler dem.
----------	--

4	20 blomster fordeles i 2 vaser.
----------	---------------------------------

9	35 kr. og 7 børn. De vil gerne have lige mange hver.
----------	--

10	28 tændstikker og 4 tomme tændstikæske. Der skal lige mange i hver.
-----------	---

5	18 centicubes deles af 3 børn.
----------	--------------------------------

4	27 kugler og 3 poser. Der skal lige mange i hver pose.
----------	--

5	3 egern deler 12 nødder.
----------	--------------------------

6	20 terninger fordeles i 4 raflebægre.
----------	---------------------------------------

9

14 skolemapper og 2 elever. De skal have lige mange hver.

7

18 guldfisk og 2 akvarier. Fiskene skal fordeles ligeligt.

8

9 hockeybolde bliver skudt mod 3 mål. Lige mange mod hvert mål.

3

32 små trekantede oste spises af 4 lige sultne mus.

10

8 børn skal tilsammen dele en 50 kr. seddel og 14 kr. i mønter.

6

8 tårne af klodser bygges lige høje, De bruger 80 klodser i alt.

4

3 børn har tabt lige mange tænder. Tilsammen har de tabt 21 tænder.

8

12 piger skal deles om 2 sjippetorve.

7

18 drenge skal deles, så der er 6 på hvert hold.

3

12 mennesker skal sidde i 3 biler.

3

I hjemkundskab laver 12 børn 24 frikadeller, de skal dele.

2

Simon har fødselsdag. Mor bager 12 boller. De skal deles mellem far, mor, Simon og søster.

$12 : 3$

Svar: 4

$25 : 5$

Svar: 5

$20 : 4$

Svar: 5

$15 : 3$

Svar: 5

$18 : 3$

Svar: 6

$12 : 6$

Svar: 2

$16 : 8$

Svar: 2

$30 : 5$

Svar: 6

$21 : 3$

Svar: 7

$24 : 4$

Svar: 6

$12 : 12$

Svar: 1

$16 : 4$

Svar: 4

$14 : 2$

Svar: 7

$14 : 7$

Svar: 2

$18 : 2$

Svar: 9

$56 : 7$

Svar: 8

$32 : 4$

Svar: 8

$27 : 9$

Svar: 3

$18 : 6$

Svar: 3

$36 : 9$

Svar: 4

$35 : 5$

Svar: 7

$42 : 6$

Svar: 7

$24 : 6$

Svar: 4

$28 : 7$

Svar: 4

$40 : 5$

Svar: 8

$24 : 8$

Svar: 3

$48 : 8$

Svar: 6

$49 : 7$

Svar: 7

$36 : 4$

Svar: 9

$45 : 9$

Svar: 5

TALKORT "RAM DET RIGTIGE RESULTAT"

A30.1

1

2

3

4

5

6

7

8

9

10

TALKORT "LAV DIVISIONSSTYKKER"

A31

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

Skema til rektangler

Figurnummer	Sidelængder	Omkreds	Areal

Rektangler i rækkefølge efter størrelsen af arealet

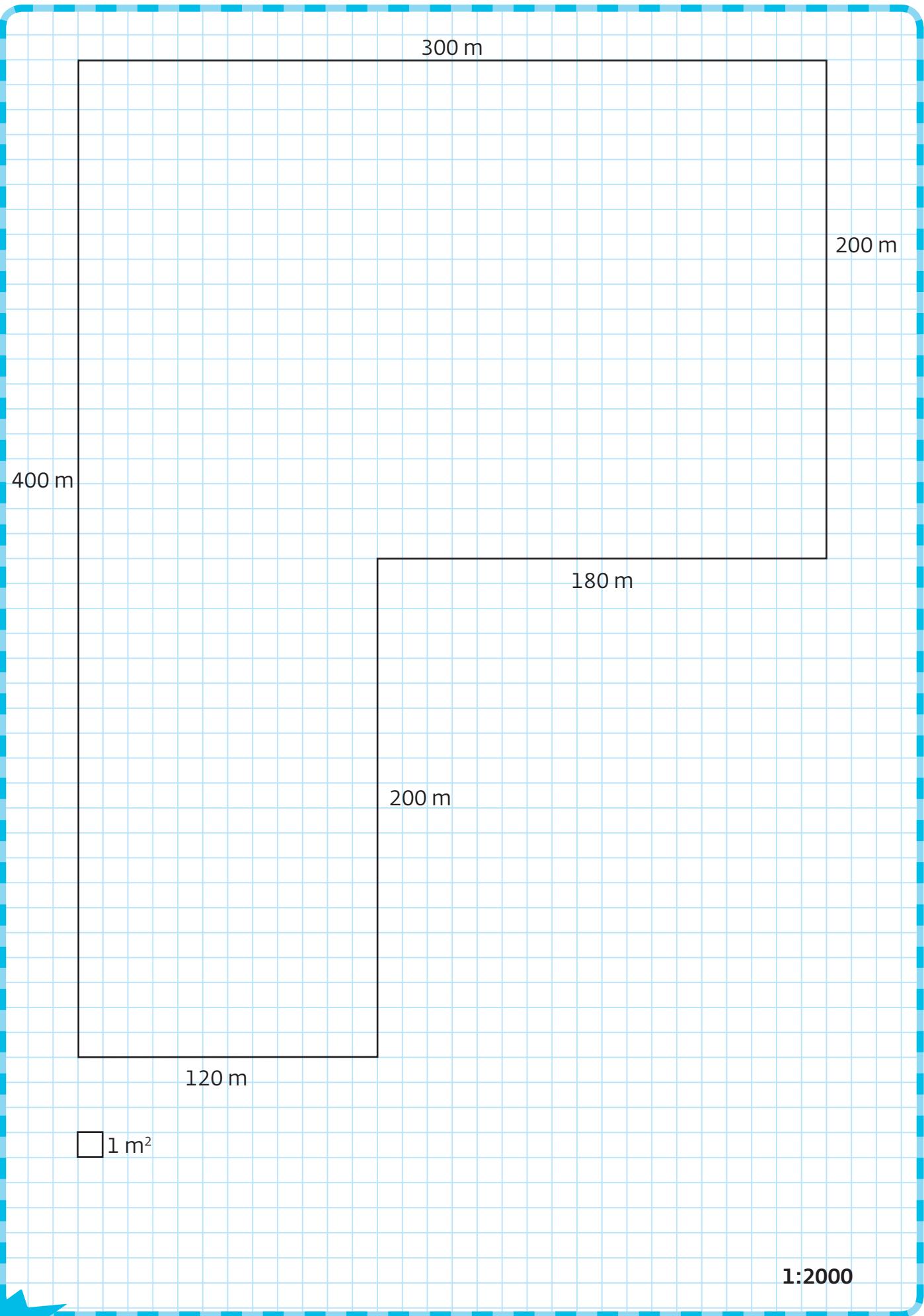
Start med rektanglet med det største areal

Figurnummer	Sidelængder	Omkreds	Areal

SKEMA "VÆLG MÅLEENHED"

A33

Navn: _____ **Kl.** _____



FODBOLDOMRÅDE 2

A34.2

300 m

350 m

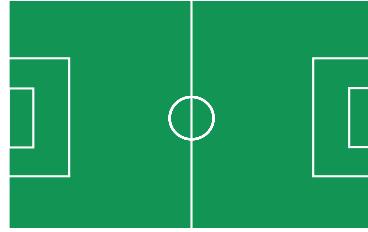
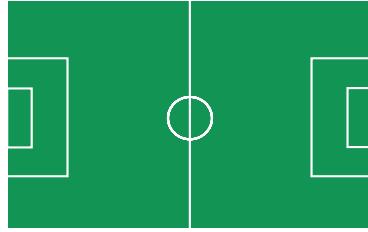
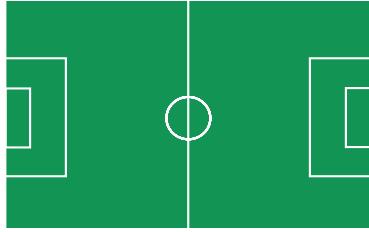
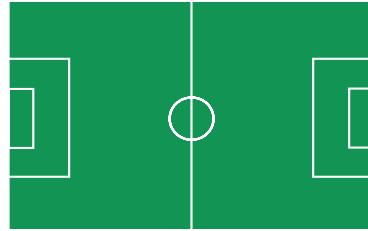
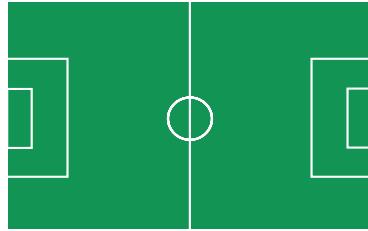
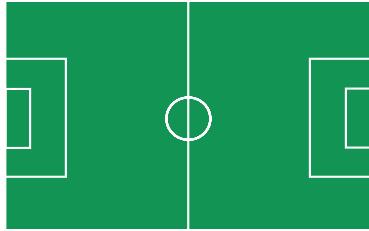
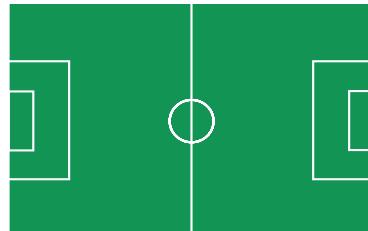
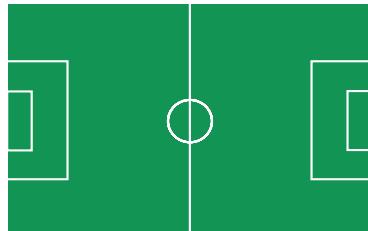
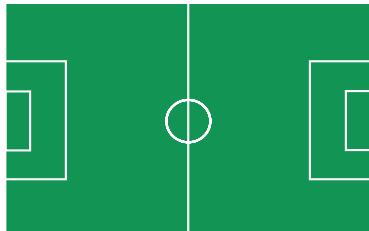
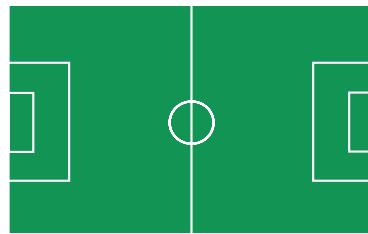
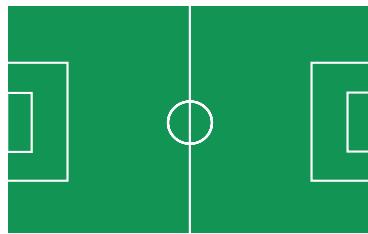
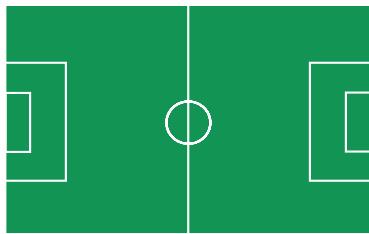
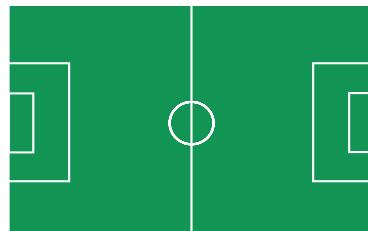
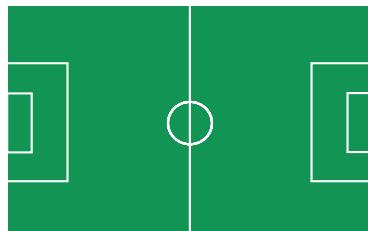
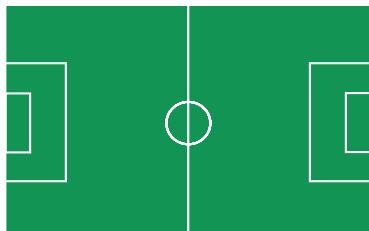
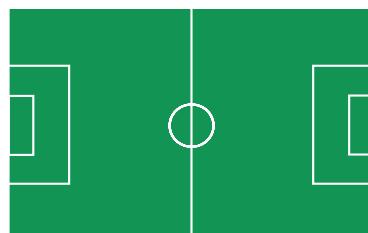
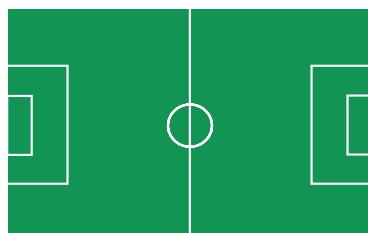
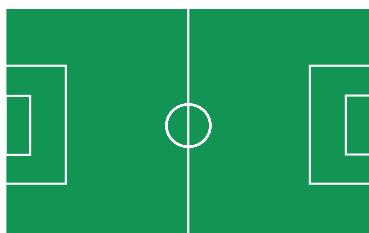
1 m²

1:2000 m

Navn: _____ Kl. _____

FODBOLDBANER 60 M X 95 M

A35.1

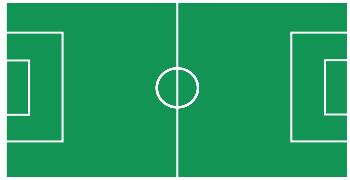
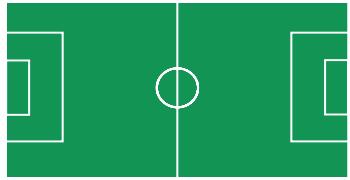
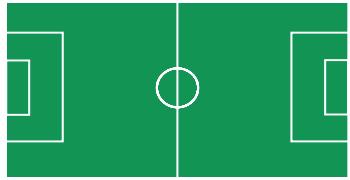
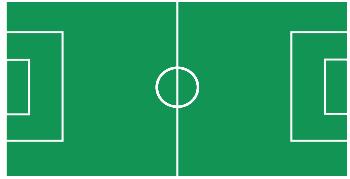
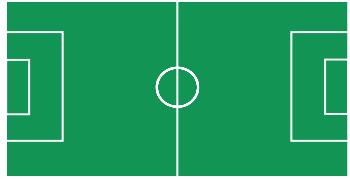
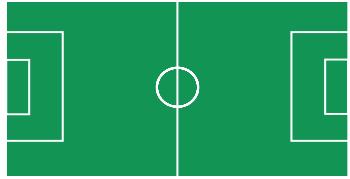
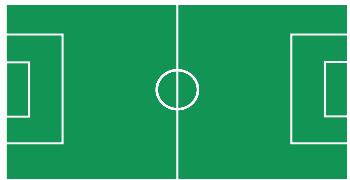
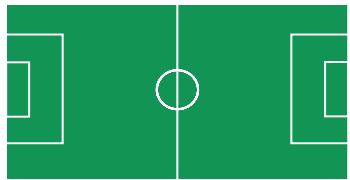
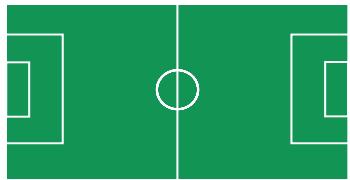
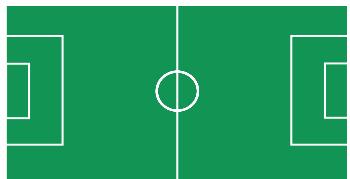
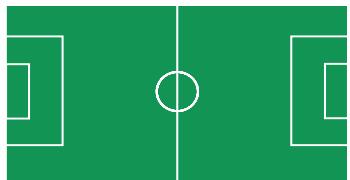
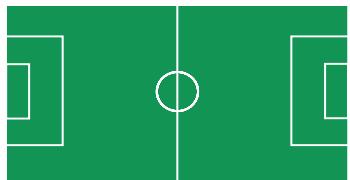
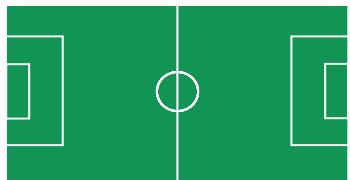
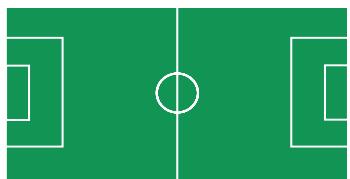
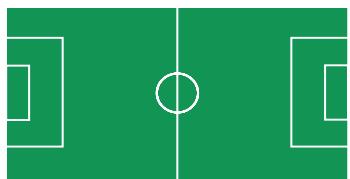
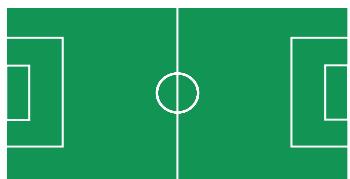
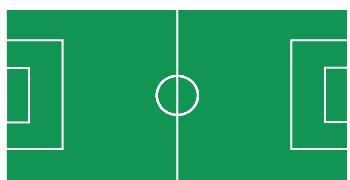
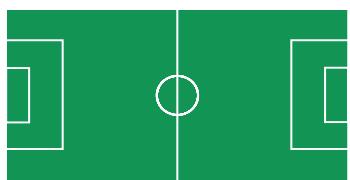
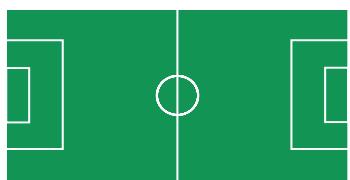


MULTI 4 · kopimappe · Gyldendal

1:2000

FODBOLDBANER 45 M X 90 M

A35.2

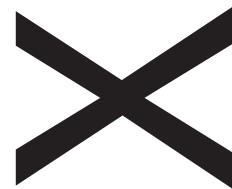
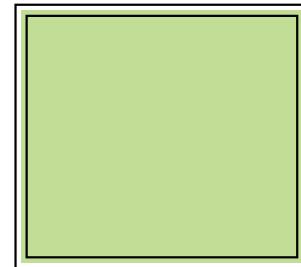
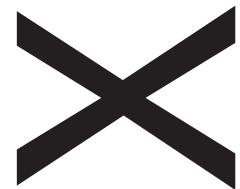
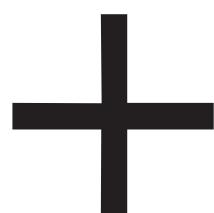
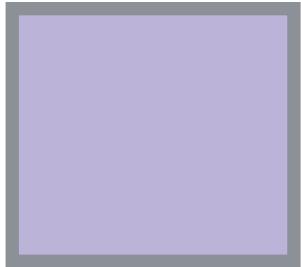
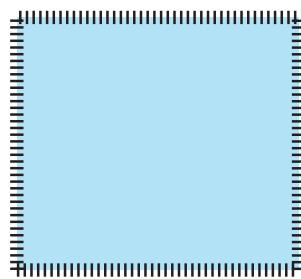
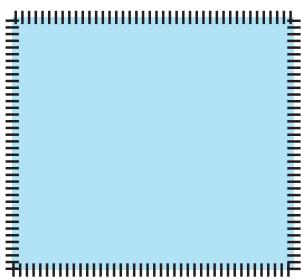
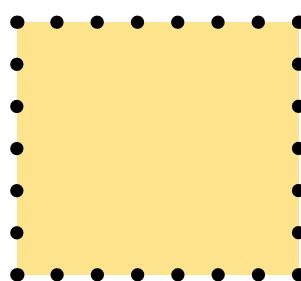
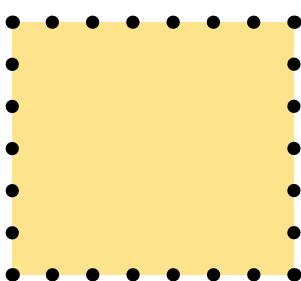


Navn: _____ **KL.** _____

1:2000

LIGNINGSPLADE "LIGNINGSKNUSER" NIVEAU 1 + 2

A36.1

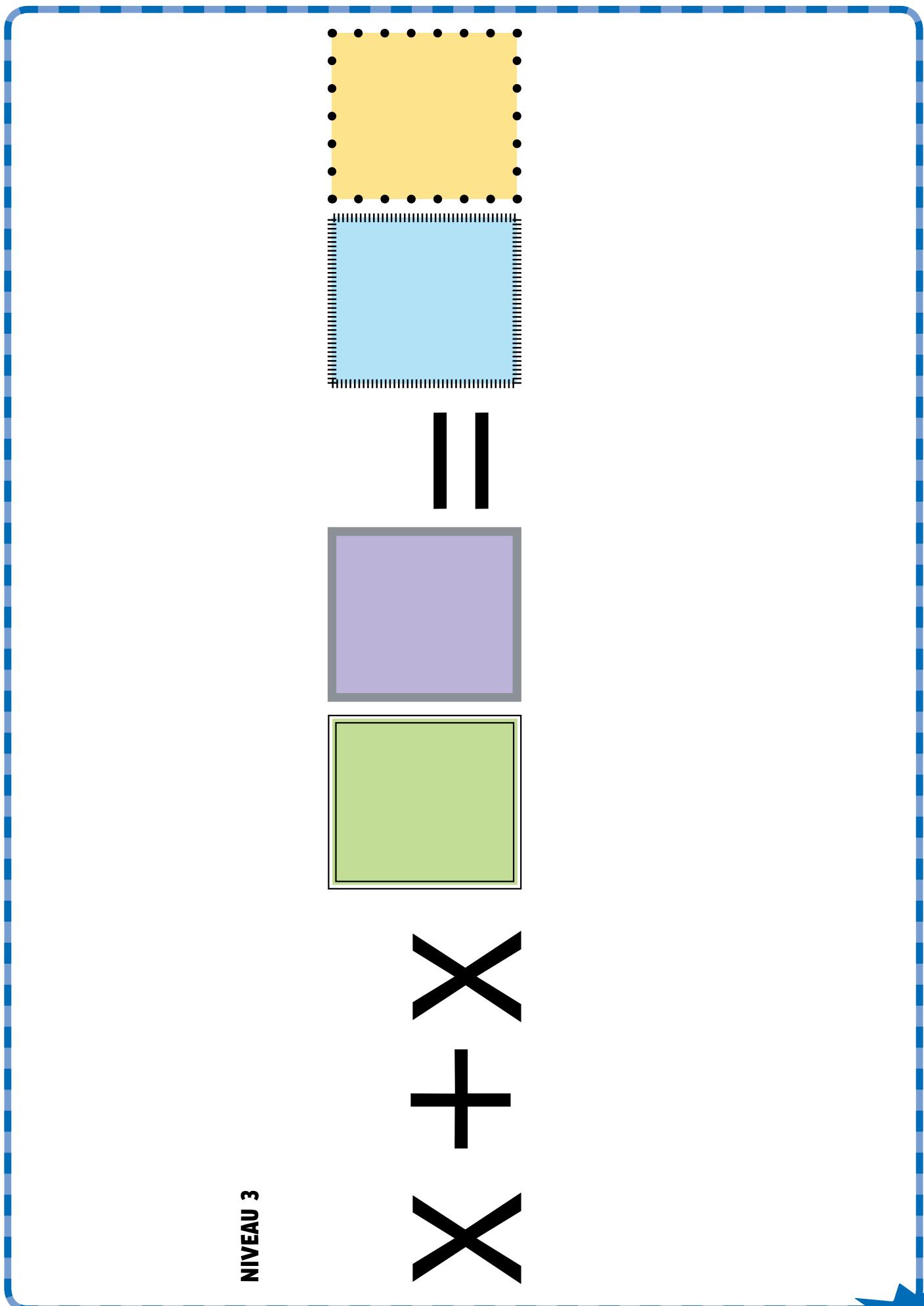


NIVEAU 2

NIVEAU 1

LIGNINGSPLADE "LIGNINGSKNUSER" NIVEAU 3

A36.2



Navn: _____ Kl. _____

TALKORT "LIGNINGSKNUSER" NIVEAU 1

A37.1

0

Niveau 1

1

Niveau 1

2

Niveau 1

3

Niveau 1

4

Niveau 1

5

Niveau 1

6.

Niveau 1

0

Niveau 1

1

Niveau 1

2

Niveau 1

3

Niveau 1

4

Niveau 1

5

Niveau 1

6.

Niveau 1

6.

Niveau 1

7

Niveau 1

8

Niveau 1

9

Niveau 1

10

Niveau 1

11

Niveau 1

6.

Niveau 1

7

Niveau 1

8

Niveau 1

9.

Niveau 1

10

Niveau 1

11

Niveau 1

TALKORT "LIGNINGSKNUSER" NIVEAU 2

A37.2

1 Niveau 2	2 Niveau 2	3 Niveau 2	1 Niveau 2	2 Niveau 2
3 Niveau 2	1 Niveau 2	2 Niveau 2	3 Niveau 2	1 Niveau 2
2 Niveau 2	3 Niveau 2	1 Niveau 2	2 Niveau 2	3 Niveau 2

+	+	+	+	+
—	—	—	—	—

Navn: _____ Kl. _____

TALKORT "LIGNINGSKNUSER" NIVEAU 2

A37.3

3

Niveau 2

4

Niveau 2

5

Niveau 2

6.

Niveau 2

7

Niveau 2

8

Niveau 2

3

Niveau 2

4

Niveau 2

5

Niveau 2

6.

Niveau 2

7

Niveau 2

8

Niveau 2

3

Niveau 2

4

Niveau 2

5

Niveau 2

6.

Niveau 2

7

Niveau 2

8

Niveau 2

TALKORT "LIGNINGSKNUSER" NIVEAU 3

A37.4

1

Niveau 3

3

Niveau 3

5

Niveau 3

1

Niveau 3

3

Niveau 3

5

Niveau 3

1

Niveau 3

3

Niveau 3

5

Niveau 3

1

Niveau 3

3

Niveau 3

5

Niveau 3

1

Niveau 3

3

Niveau 3

5

Niveau 3

5

Niveau 3

7

Niveau 3

9.

11

Niveau 3

13

Niveau 3

15

Niveau 3

17

Niveau 3

5

Niveau 3

7

Niveau 3

9.

Niveau 3

11

Niveau 3

13

Niveau 3

15

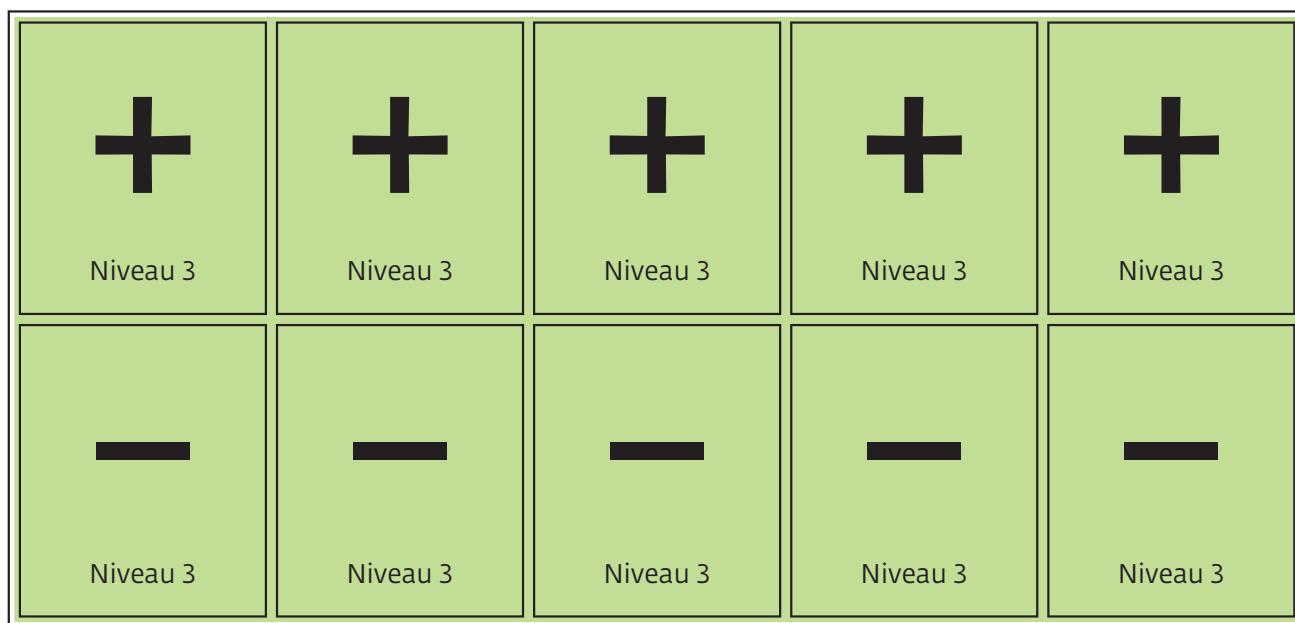
Niveau 3

17

Niveau 3

TALKORT "LIGNINGSKNUSER" NIVEAU 3

A37.5



Sværhedsgrad 1



Fod



Fod



Fod



Fod eller hånd



Hånd



Hånd



Hånd



Fod eller hånd

Sværhedsgrad 2



Venstre fod



Venstre hånd



Hånd



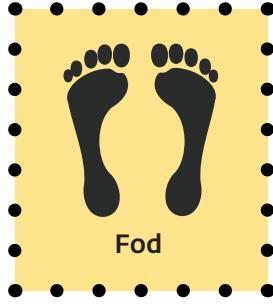
Fod eller hånd



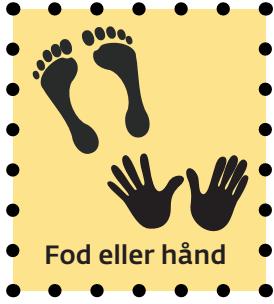
Højre fod



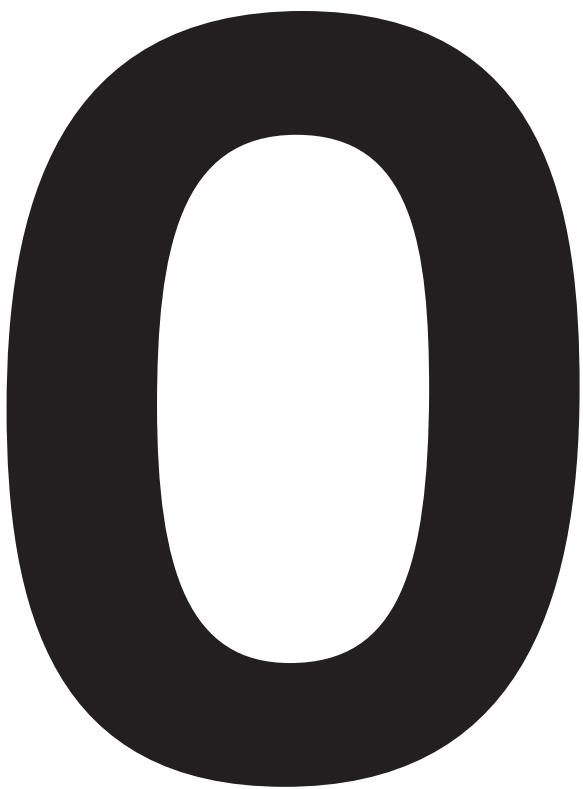
Højre hånd

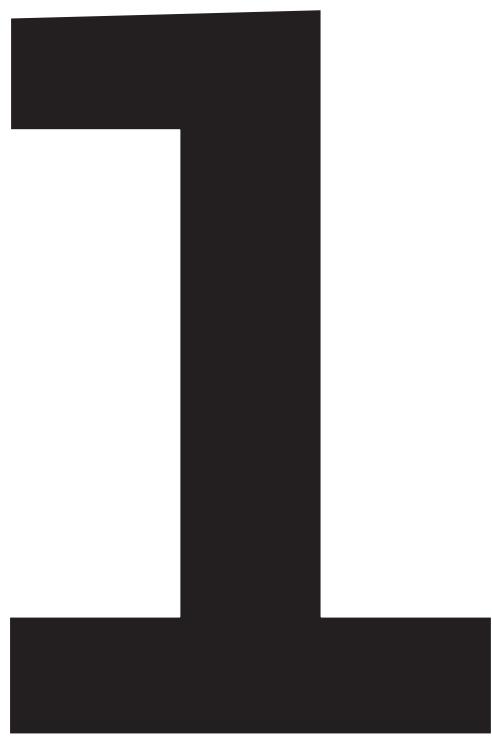


Fod



Fod eller hånd



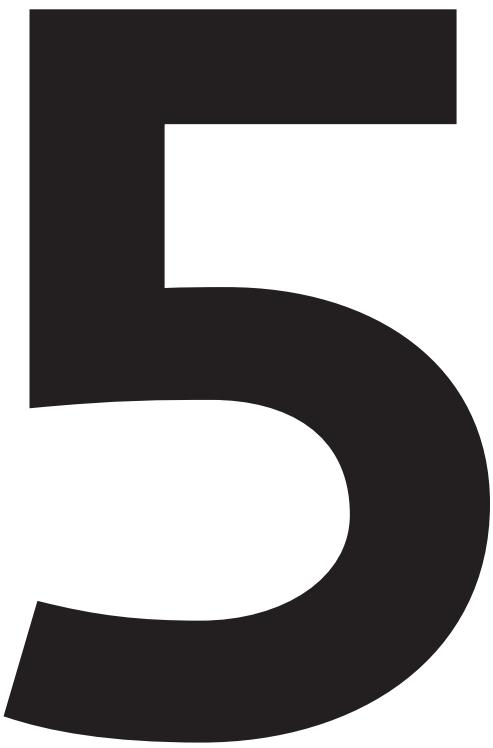


Navn: _____ Kl. _____

2

3

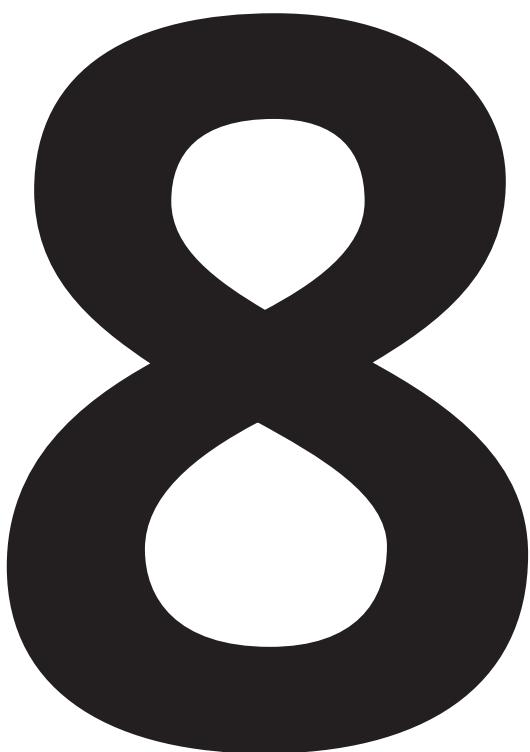




6

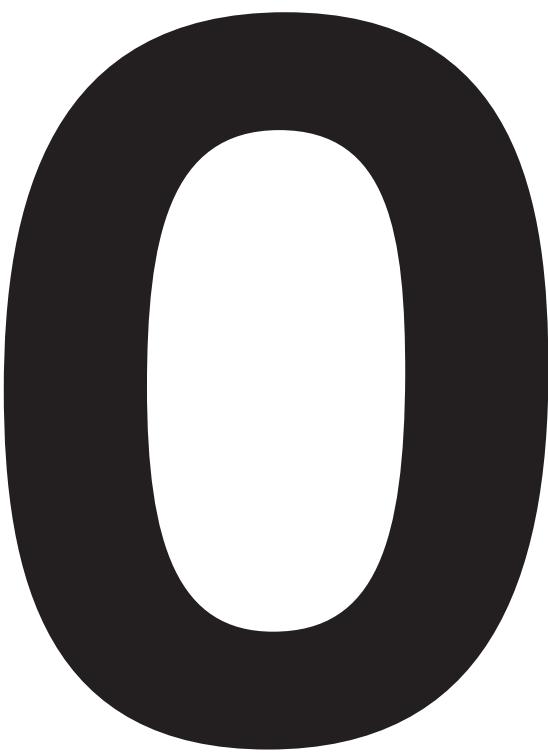






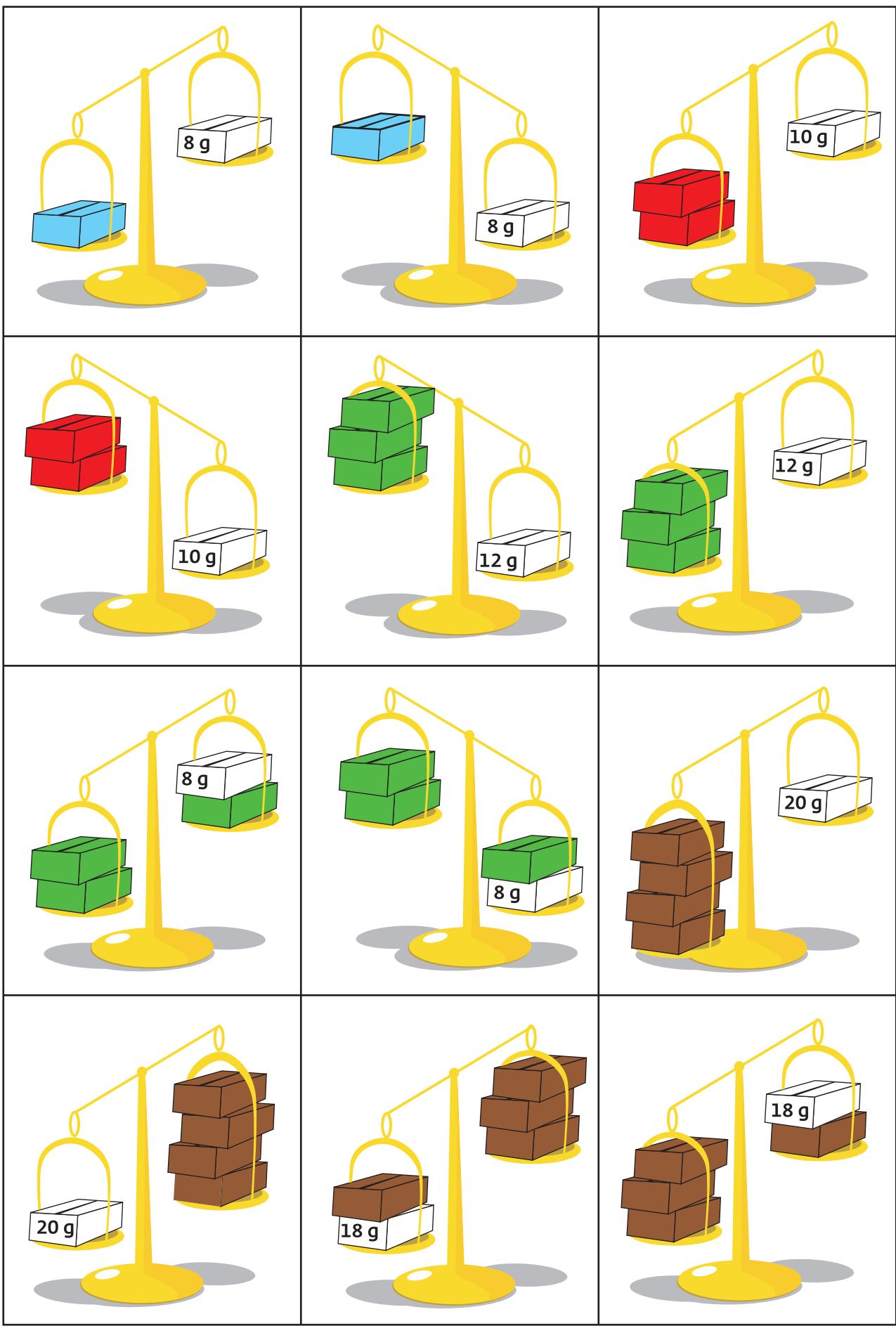
9

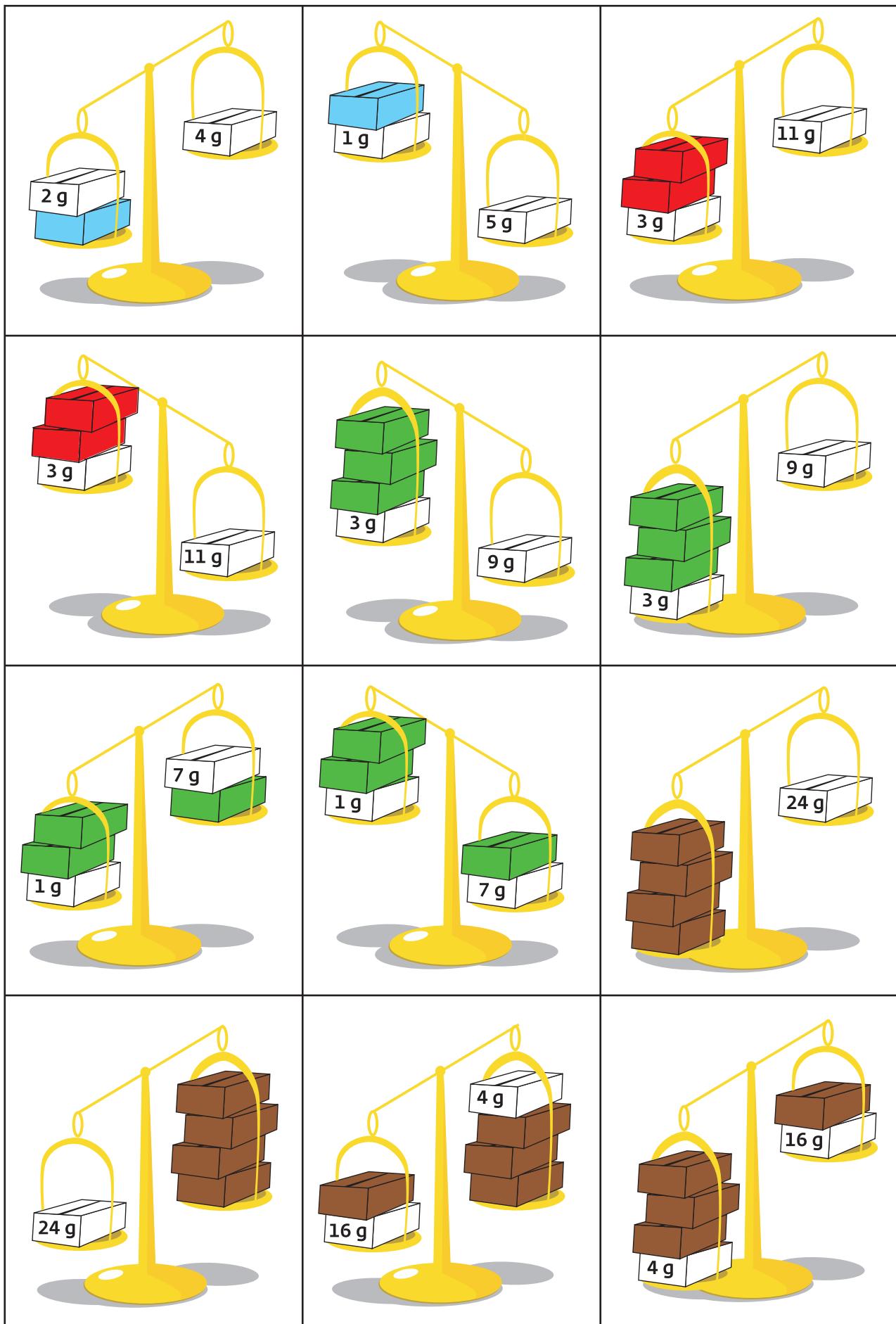






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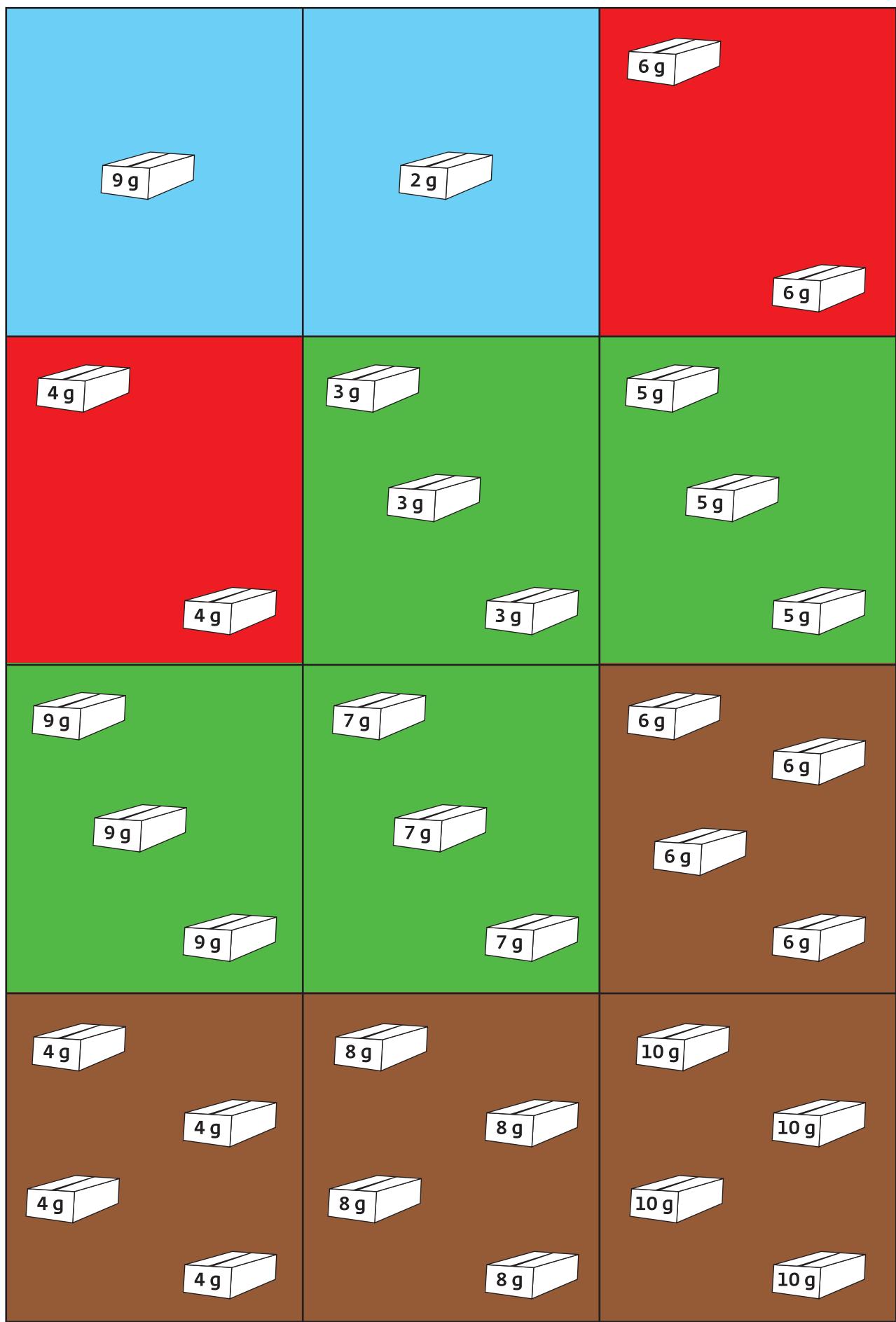


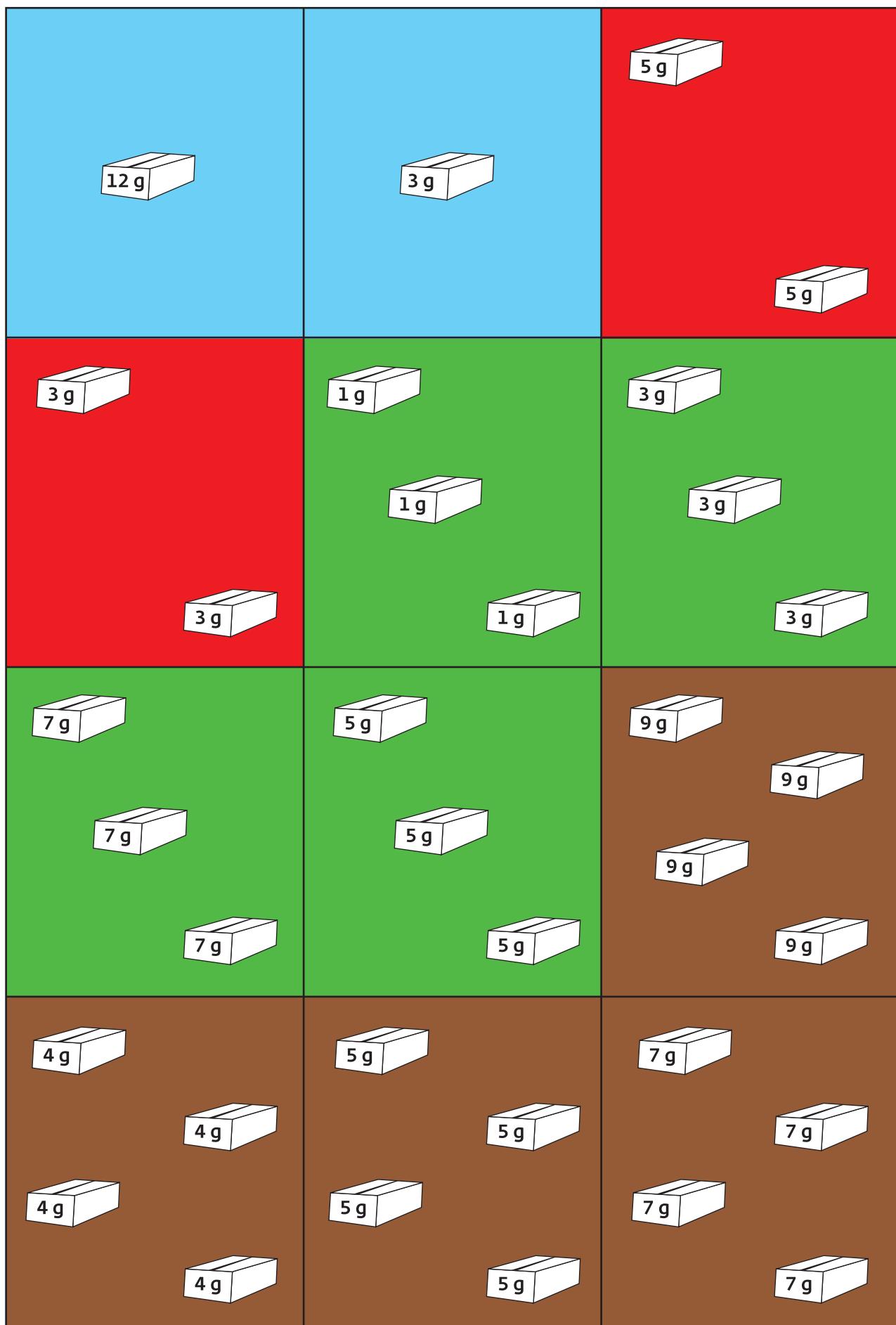


Navn: _____ Kl. _____

KASSEKORT "ULIGE VÆGTE"

A41.1



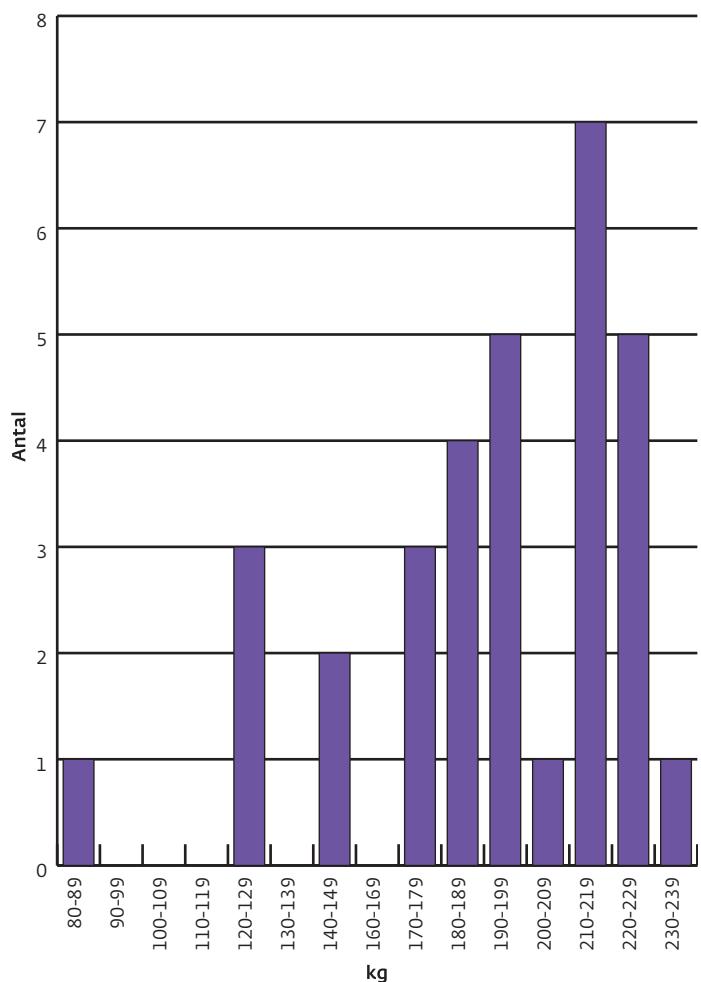


Navn: _____ Kl. _____

JORDBÆR SOM ALDRIG FØR

Jordbærsæsonen er for alvor skudt i gang i weekenden. Det lune forår betyder, at bærerne i år både er større og mere søde.

På Skovholm har jordbærplukkerne mere travlt end normalt. De varme dage og det tørre vejr har gjort, at jordbærerne modnes meget hurtigt. Jordbærplukker Karl Andersen udtales: "Jeg er den, der har plukket flest jordbær i dag. Det blev til 240 kg". Gamle Johan har plukket jordbær på Skovholm i 30 år. De sidste år er han mest kommet for hyggens skyld. Når vejret er godt, så plukker Johan ikke så mange bær. Da vi spørger Johan, om han er tilfreds med at have plukket 80 kg, så svarer han: "Jeg er godt nok den, der har plukket færrest, men så har jeg også haft tid til at nyde vejret og en god kop kaffe – det synes jeg, er meget vigtigere end mange jordbær".



80-89	1
90-99	0
100-109	0
110-119	0
120-129	3
130-139	0
140-149	2
160-169	0
170-179	3
180-189	4
190-199	5
200-209	1
210-219	7
220-229	5
230-239	1

- Det største antal er 240.
- Det mindste antal er 80.
- Der var 32 med i undersøgelsen.

Hvis vejret er godt i morgen,
så er der stor chance for,
at den samme person
igen plukker færrest.

ISSALGET VED SOLBALLE KYST EKSPLODERER

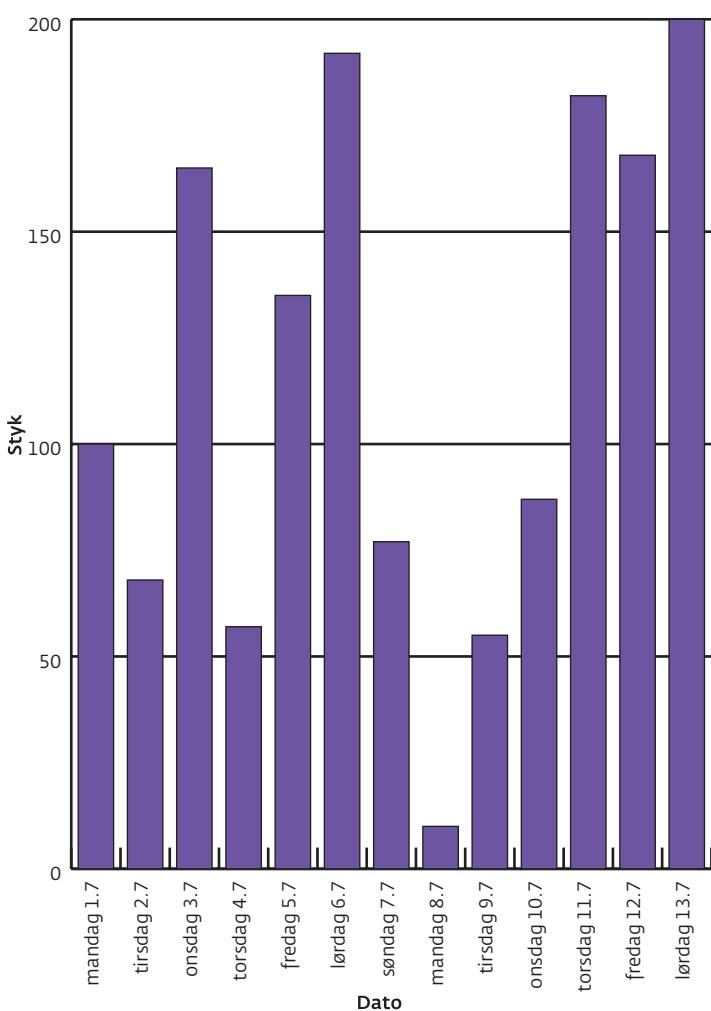
Tigeris med kiwismag er det nye hit blandt badegæsterne ved Solballe kyst.

Det varme sommervejr får bade-gæsterne til at strømme til det nye ishus ved Solballe kyst.

Ishuset tilbyder mange forskellige is og en smule skygge til de varme bade-gæster.

Sonja fra ishuset udtaler: "Den nye Tigeris med kiwismag er meget populær. Vi har lavet en lille statistik for at se, hvor meget den sælger hver dag. Igår var det den dag, vi solgte flest Tigeris med kiwismag, det blev til 200 stykker. I mandags solgte vi kun 10, men det var fordi, vejret var dårligt". Sommervejret ser ud til at holde de næste tre dage, så mon ikke ishuset slår Tigeris rekorden snart.

mandag 1.7	100 styk
tirsdag 2.7	68 styk
onsdag 3.7	165 styk
torsdag 4.7	57 styk
fredag 5.7	135 styk
lørdag 6.7	192 styk
søndag 7.7	77 styk
mandag 8.7	10 styk
tirsdag 9.7	55 styk
onsdag 10.7	87 styk
torsdag 11.7	182 styk
fredag 12.7	168 styk
lørdag 13.7	200 styk



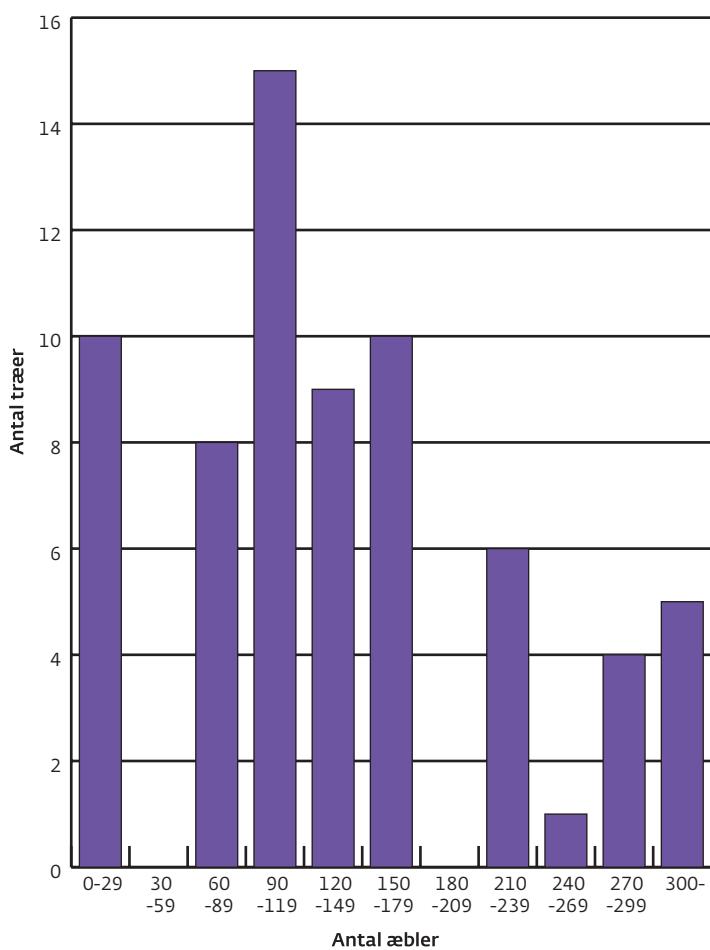
- **200 er det højeste antal.**
- **10 er det laveste antal.**

**Der er stor chance for,
at rekorden bliver slået inden
for de næste 3 dage.**

ÆBLEHØSTEN ER SLÅET FEJL

Det pludselig vejrskifte i foråret med nattefrost er gået hårdt ud over æblehøsten.

På Bellas æbleplantage i Sønder Skrog, hænger der kun få æbler på træerne. Enkelte træer ser dog ud til at klare sig fint og har over 300 æbler. Især træerne med Ingrid Marie æblerne er hårdt ramt, og et enkelt træ har kun ca. 20 æbler tilbage på træet. Ejerden af Bellas æbleplantage kigger træt på vejrudsigtten og siger: "Hvis blæsevejret fortsætter, så er det muligt, at æblehøsten bliver endnu mindre".



0-29	10
30-59	
60-89	8
90-119	15
120-149	9
150-179	10
180-209	
210-239	6
240-269	1
270-299	4
300-	5

- Det laveste antal er 20.
- Det højeste antal er større end 300.
- Der er 68 med i undersøgelsen.

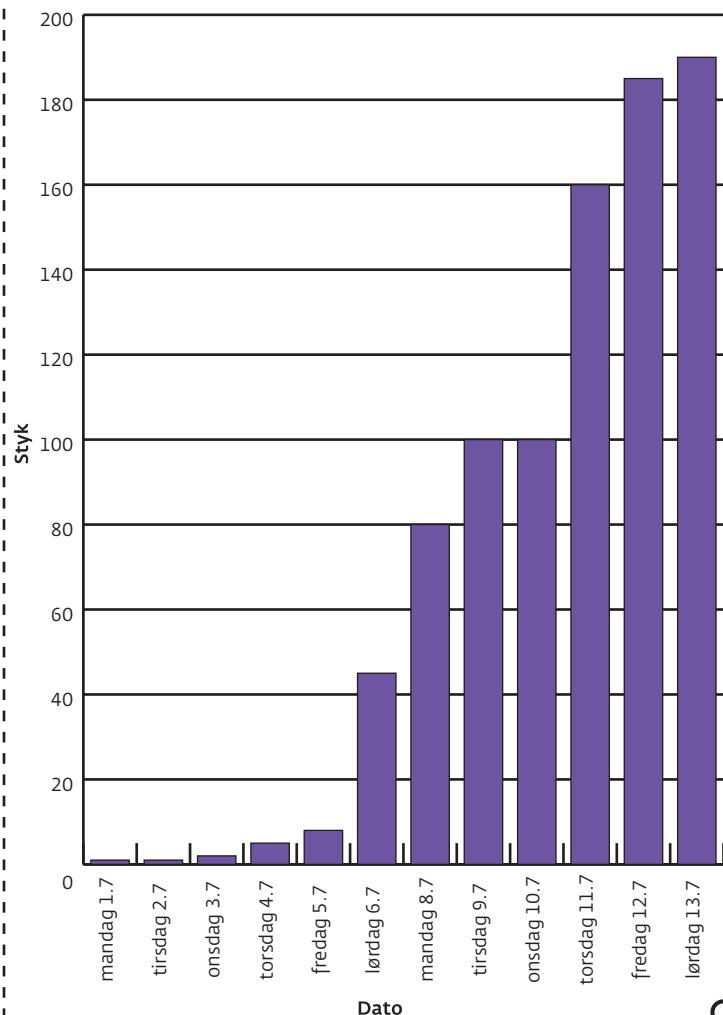
**Blæsevejret ser ud til at fortsætte.
Risikoen, for at det laveste
antal falder, er derfor høj.**

MERE MEDVIND PÅ CYKELSTIEN

Med følelsen af at blive presset frem af en let vind suser jeg glad op af den stejle Asemase bakke.

Den nye rygvinds-opfindelse er endelig kommet til Danmark. Ved første øjekast ligner rygvinds-opfindelsen ikke andet end en lille propel. Men jeg må nok sige, at jeg blev overrasket, da jeg fik den sat på cyklen. Nu er det for alvor slut med det hårdt arbejde på cyklen. Selv i kraftig modvind virker det som om, cyklen bliver skubbet i den rigtige retning. Søren Hjul fra cykelbutikken Brede Fælg er den eneste forhandler i Danmark, og han udtaler: *"Første dag, solgte vi kun en enkelt, og det er det laveste tal, men rygget er hurtigt blevet spredt, og i dag har vi slået alle rekorder med 190 stykker. Jeg tænker, at når I bringer denne artikel, så må salget stige."*

mandag 1.7	1	styk
tirsdag 2.7	1	styk
onsdag 3.7	2	styk
torsdag 4.7	5	styk
fredag 5.7	8	styk
lørdag 6.7	45	styk
mandag 8.7	80	styk
tirsdag 9.7	100	styk
onsdag 10.7	100	styk
torsdag 11.7	160	styk
fredag 12.7	185	styk
lørdag 13.7	190	styk



- Det laveste antal er 1.
- Det højeste antal er 190.

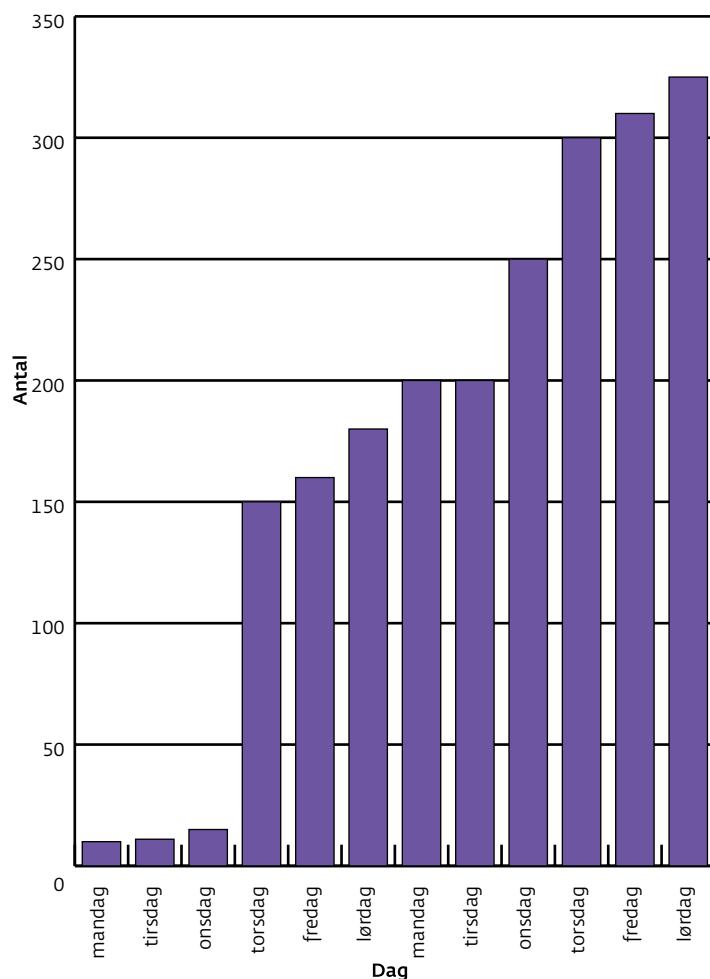
- Chancen, for at salget stiger dagen efter denne artikel, er meget stor.
- Hård blæst betyder, stor chance for at det højeste tal stiger.

HUNDE HAR KRAV PÅ DYNER!

Er du en sand dyreelsker, så skal du ikke lade din hund fryse – kunne du måske tænke dig at ligge uden dyne om vinteren?

Firmaet Den Bølgede Pels, som påstår, at hunde skal bruge dyne fra oktober til marts måned, er det rene fup. Det siger Dyrlæge Sigurd Ø. Redråbe. Han udtaler yderligere: "Dyner er unødvendige, og at opfordre sande hundeelskere til at købe dyner til hunde er en skandale". Salget af hundedyner er steget meget på grund af reklamen, mange har følt sig tvunget til at købe en hundedyne inden vinteren. I butikken, Særlige Ærlige Hunde, toppede salget lørdag med hele 325 hundedyner. Det var et stort spring fra de første dage med salg af hundedyner. Denne dag solgte Særlige Ærlige Hunde det mindste antal, da kun 10 dyner røg over disken.

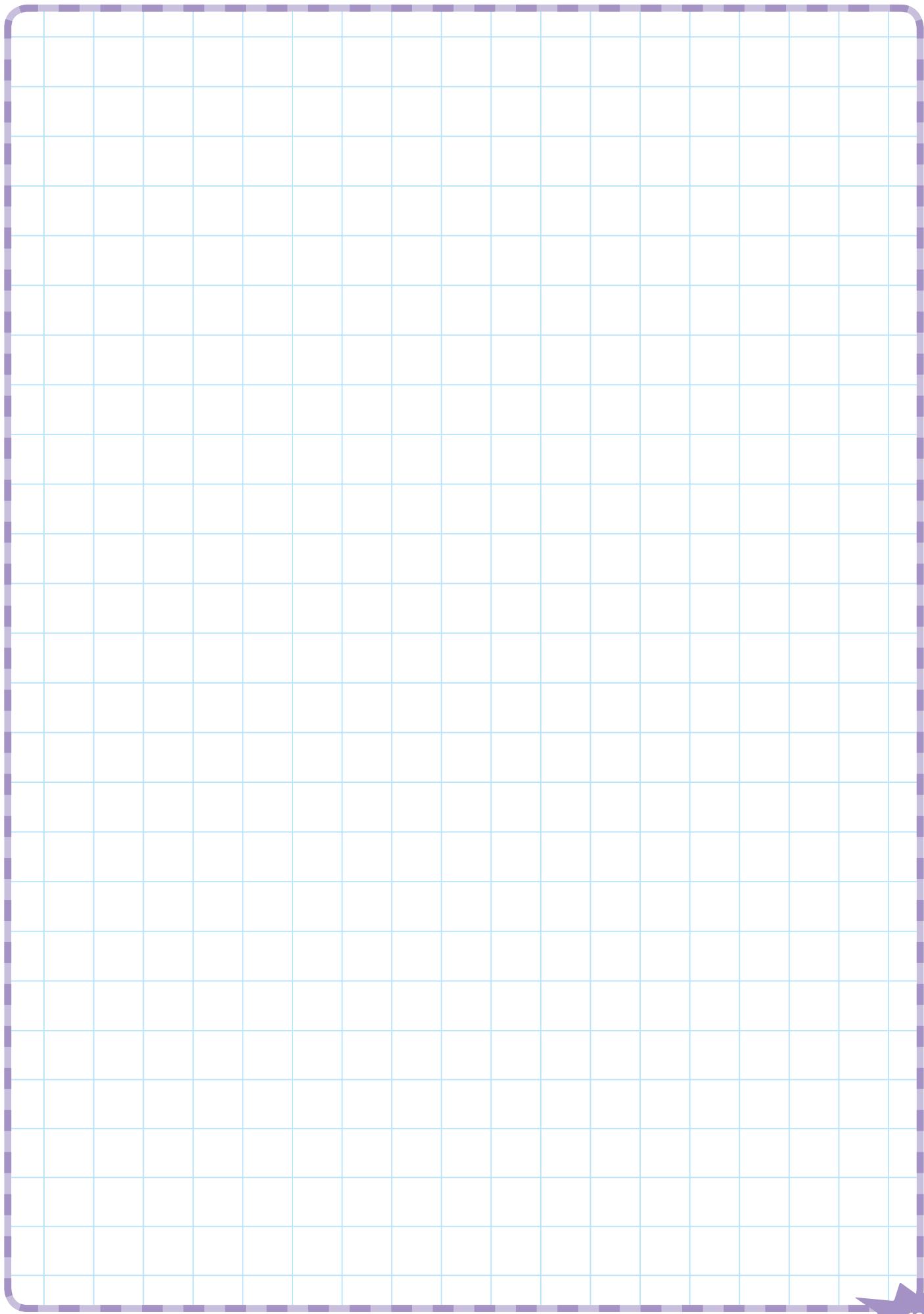
Sigurd Ø. Redråbe opfordrer alle sande hundeelskere til ikke at købe hundedyner, da det ikke er sundt for hunden.



mandag	10 styk
tirsdag	11 styk
onsdag	15 styk
torsdag	150 styk
fredag	160 styk
lørdag	180 styk
mandag	200 styk
tirsdag	200 styk
onsdag	250 styk
torsdag	300 styk
fredag	310 styk
lørdag	325 styk

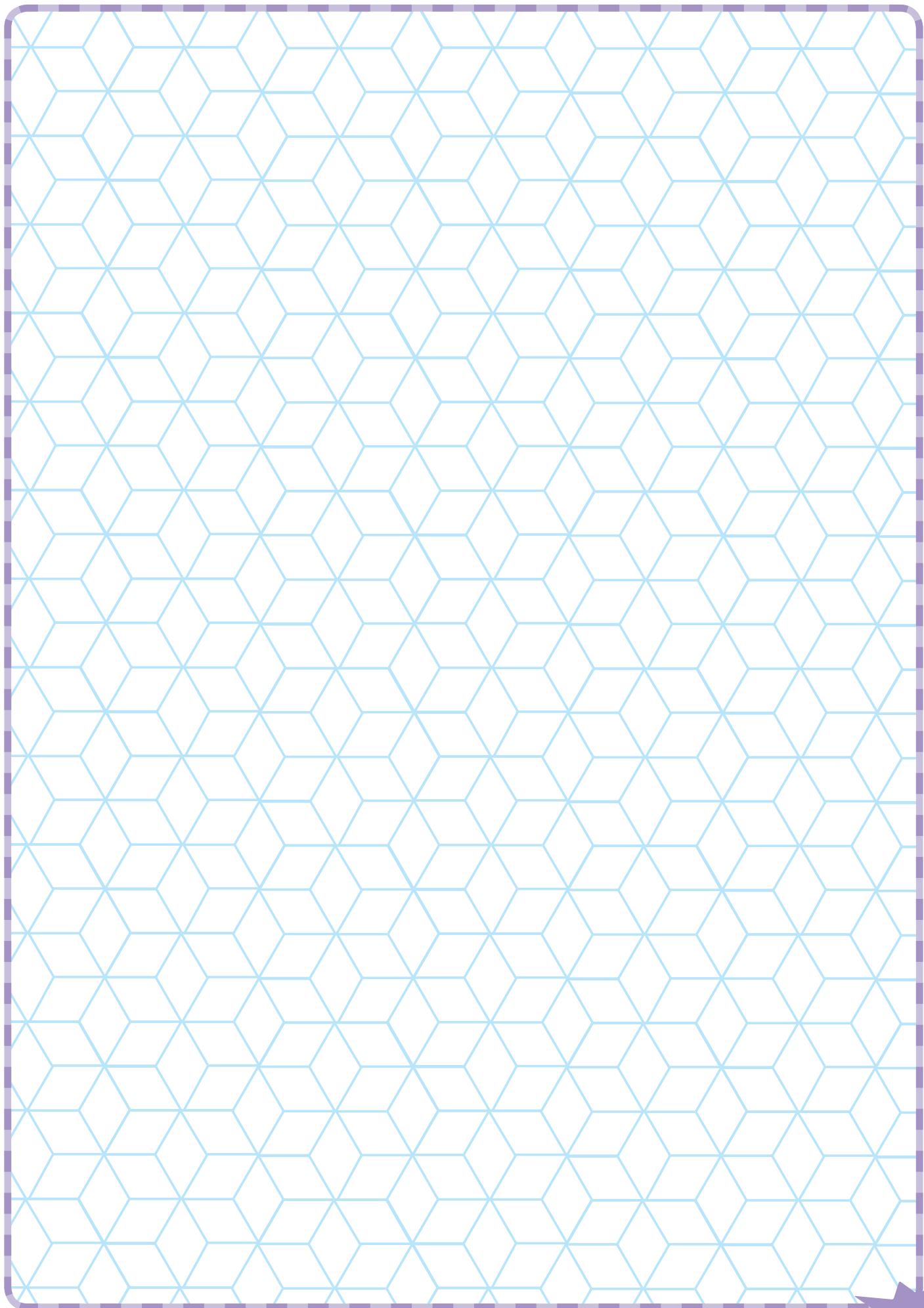
- **Det mindste antal er 10.**
- **Det største antal er 325.**
- **Det antal, der er solgt flest dage, er 200.**

**Der er stor risiko for, at det mindste tal bliver lavere.
Der er ikke så stor chance for, at det største tal bliver større.**

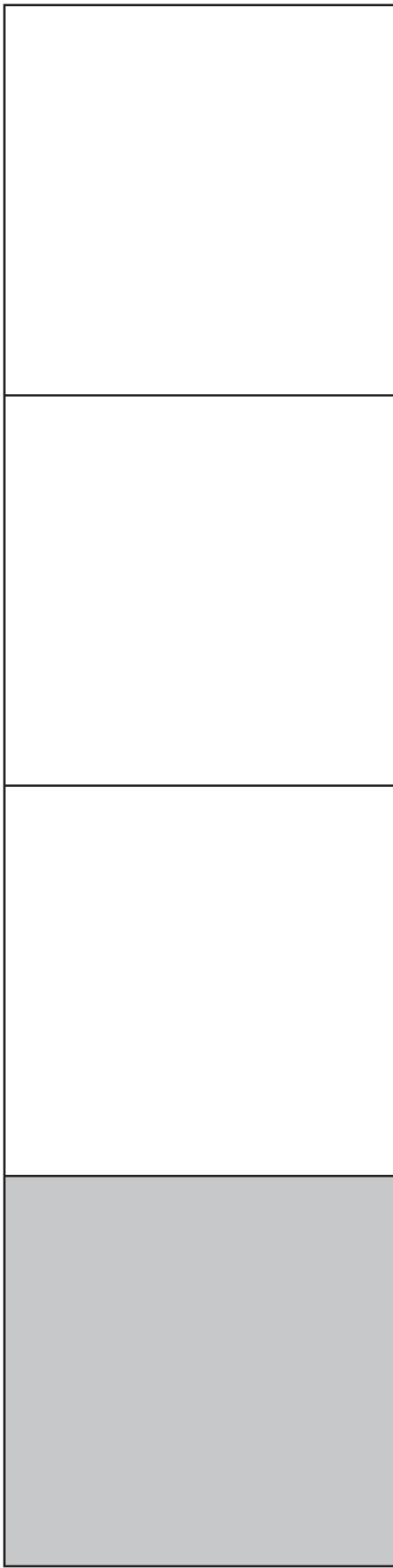


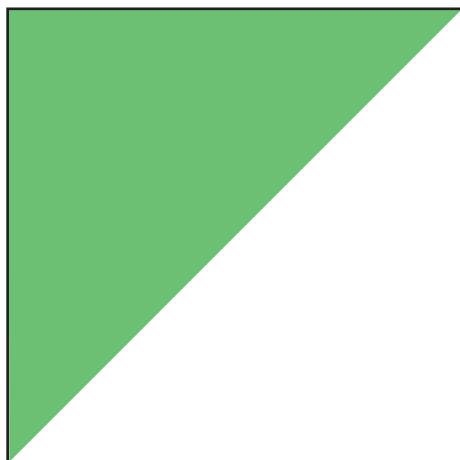
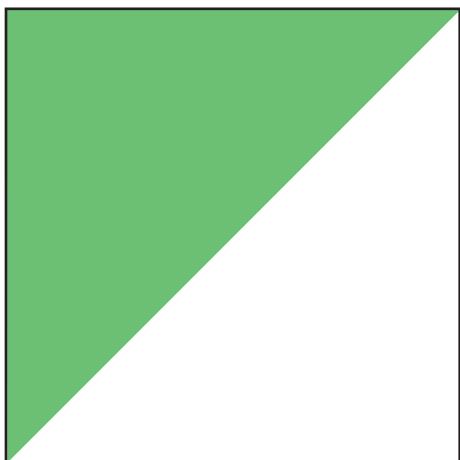
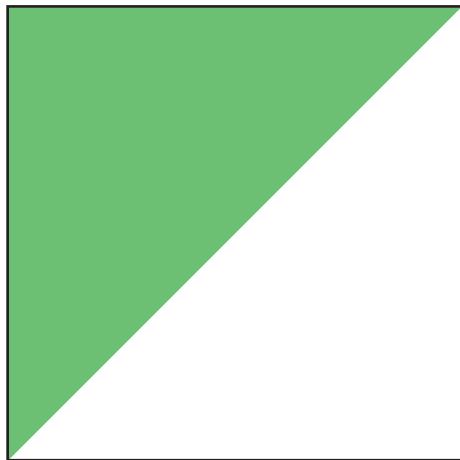
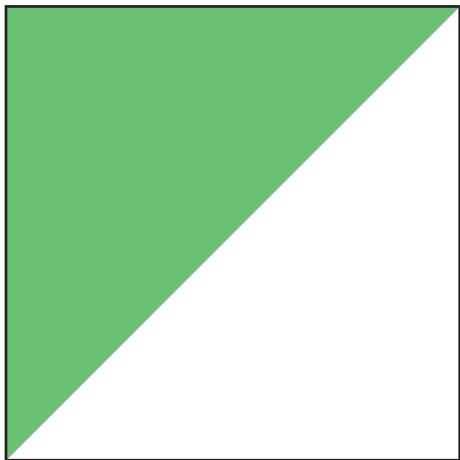
MØNSTERARK MED TREKANTER

A43.2

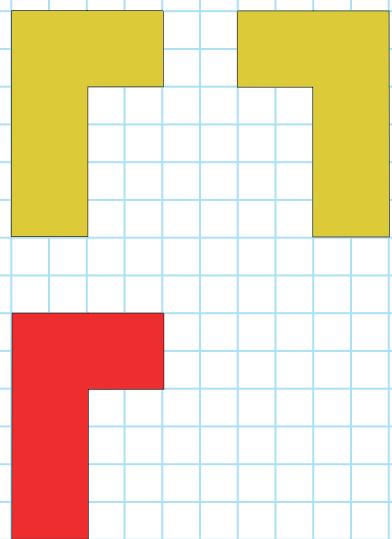


Navn: _____ Kl. _____





Navn: _____ Kl. _____



OPGAVEKORT S1



Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S1

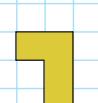
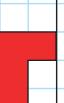


OPGAVEKORT S2



Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S2

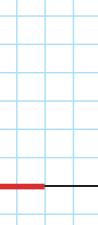


OPGAVEKORT S3

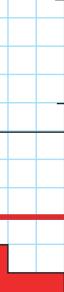


Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S3



OPGAVEKORT S4

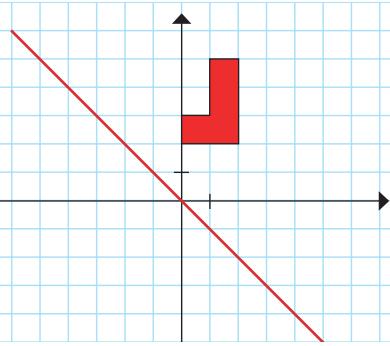


Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur

TJEKKORT S4

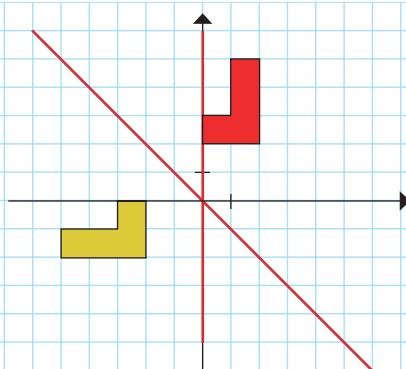


OPGAVEKORT S5

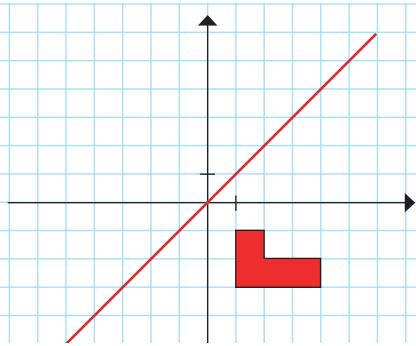


Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S5

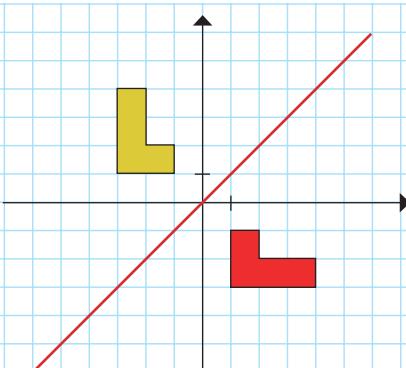


OPGAVEKORT S6

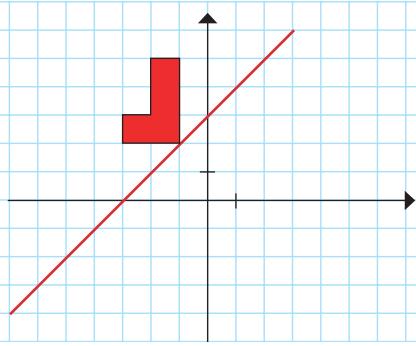


Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S6

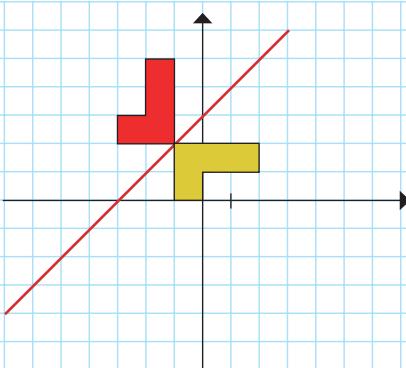


OPGAVEKORT S7

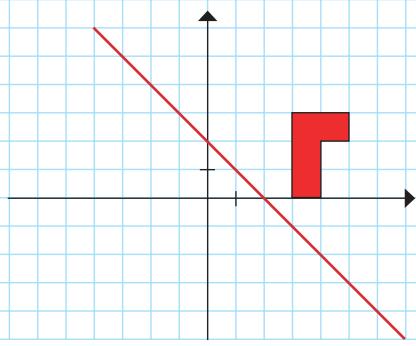


Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S7

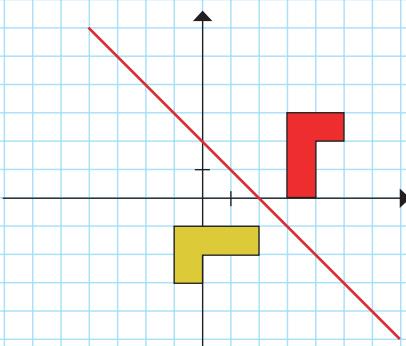


OPGAVEKORT S8



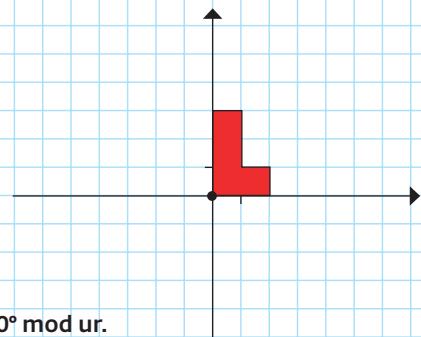
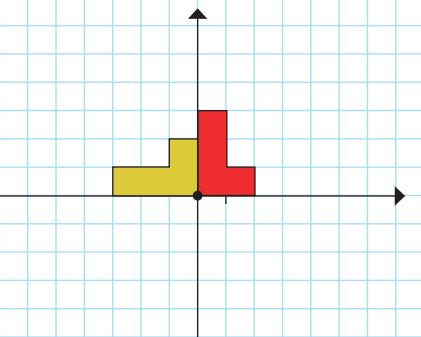
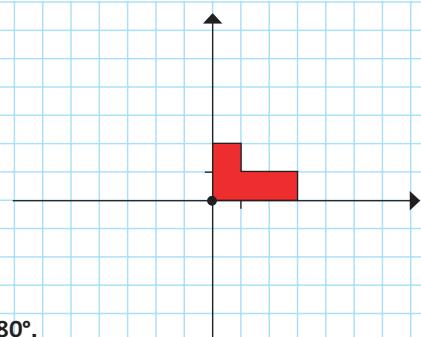
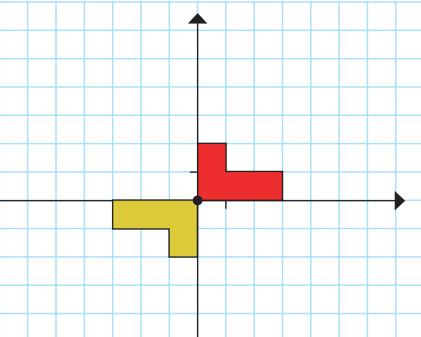
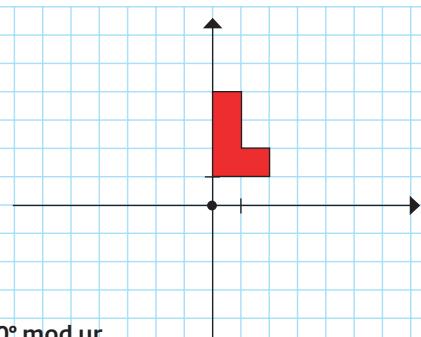
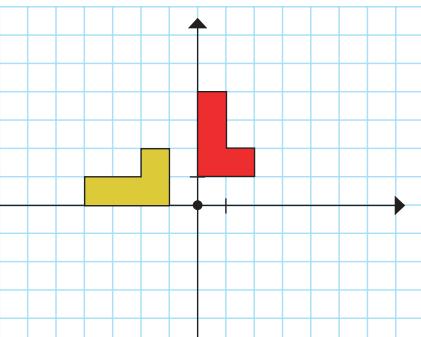
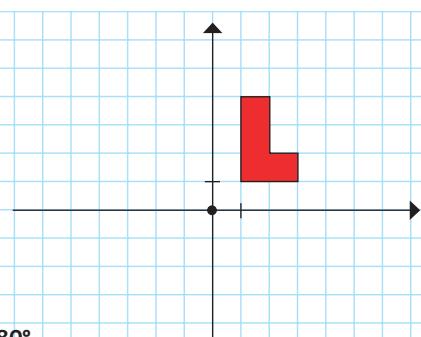
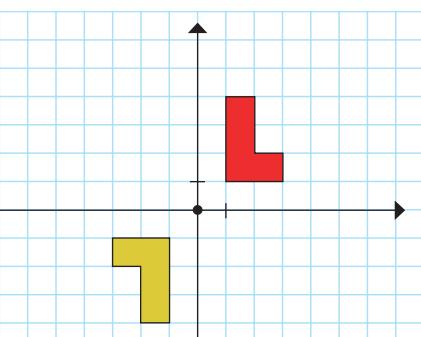
Læg den røde figur og den røde snor i koordinatsystemet. Snoren er spejlingsaksen. Vis spejlingen af den røde figur med den gule figur.

TJEKKORT S8

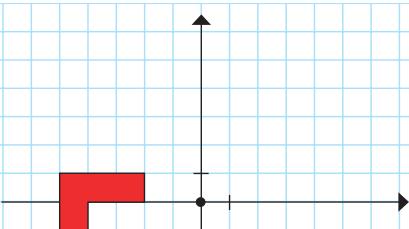


<p>OPGAVEKORT P1</p> <p>(2, 6)</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P1</p>
<p>OPGAVEKORT P2</p> <p>(4, 0)</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P2</p>
<p>OPGAVEKORT P3</p> <p>(0, -3)</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P3</p>
<p>OPGAVEKORT P4</p> <p>(-2, -5)</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P4</p>

<p>OPGAVEKORT P5</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P5</p>
<p>OPGAVEKORT P6</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P6</p>
<p>OPGAVEKORT P7</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P7</p>
<p>OPGAVEKORT P8</p> <p>Læg den røde figur i koordinatsystemet. Vis parallelforskydningen med den gule figur.</p>	<p>TJEKKORT P8</p>

OPGAVEKORT D1  <p>Drej 90° mod ur. Læg den røde figur i koordinatsystemet. Vis drejningen med den gule figur.</p>	TJEKKORT D1 
OPGAVEKORT D2  <p>Drej 180°. Læg den røde figur i koordinatsystemet. Vis drejningen med den gule figur.</p>	TJEKKORT D2 
OPGAVEKORT D3  <p>Drej 90° mod ur. Læg den røde figur i koordinatsystemet. Vis drejningen med den gule figur.</p>	TJEKKORT D3 
OPGAVEKORT D4  <p>Drej 180°. Læg den røde figur i koordinatsystemet. Vis drejningen med den gule figur.</p>	TJEKKORT D4 

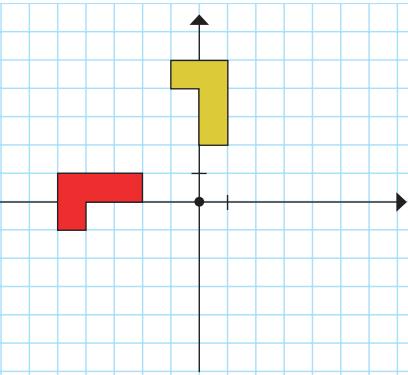
OPGAVEKORT D5



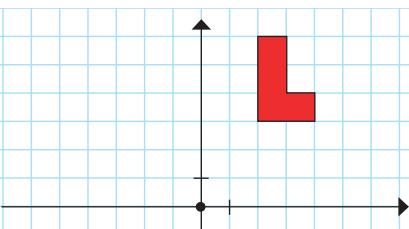
Drej 270° mod ur.

Læg den røde figur i koordinatsystemet.
Vis drejningen med den gule figur.

TJEKKORT D5



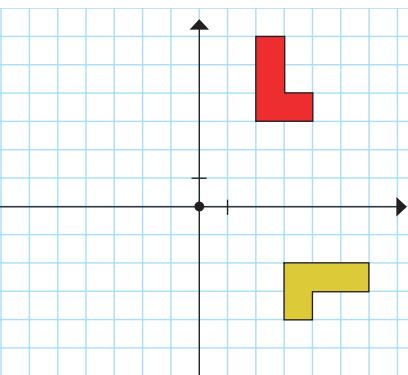
OPGAVEKORT D6



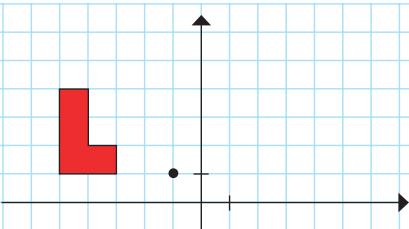
Drej 90° med ur.

Læg den røde figur i koordinatsystemet.
Vis drejningen med den gule figur.

TJEKKORT D6



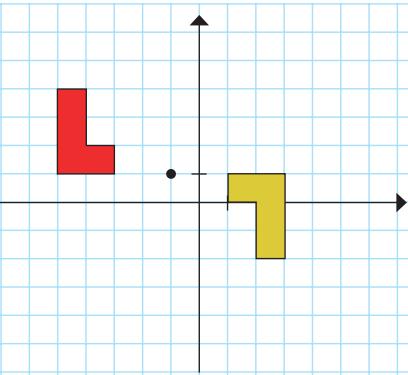
OPGAVEKORT D7



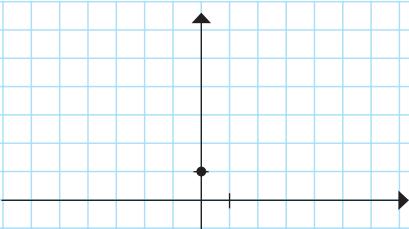
Drej 180°.

Læg den røde figur i koordinatsystemet.
Vis drejningen med den gule figur.

TJEKKORT D7



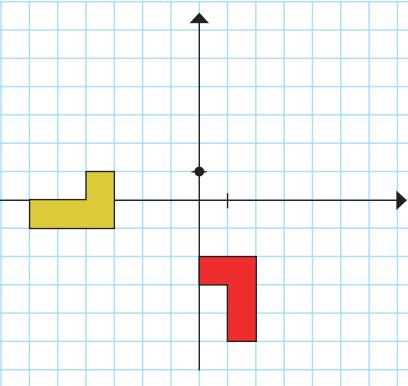
OPGAVEKORT D8

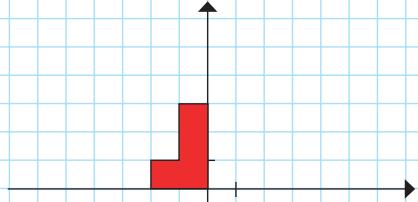
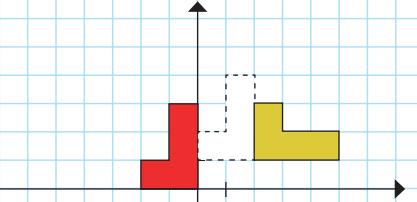
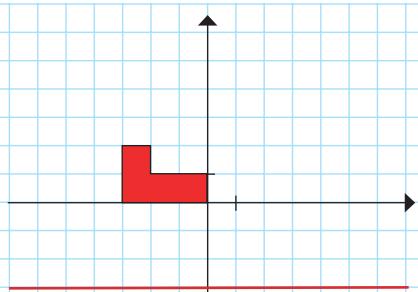
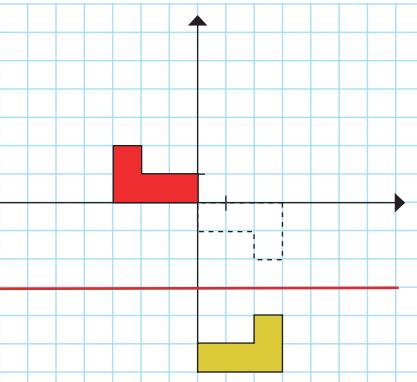
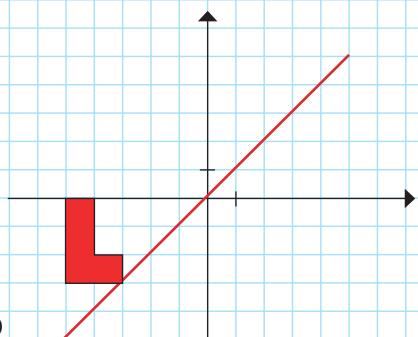
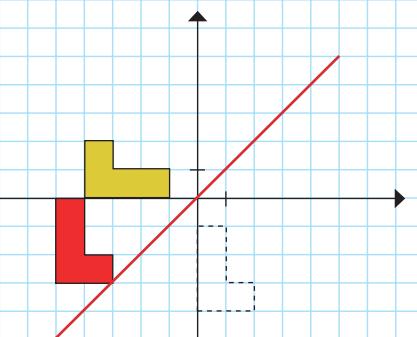
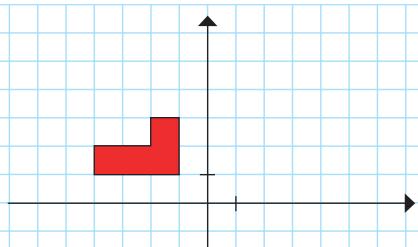
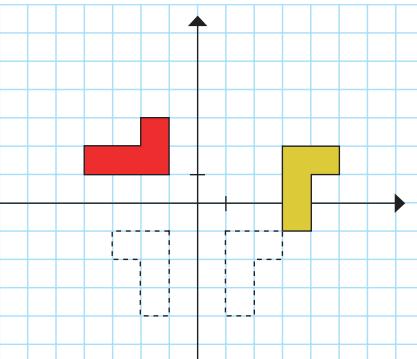


Drej 90° med ur.

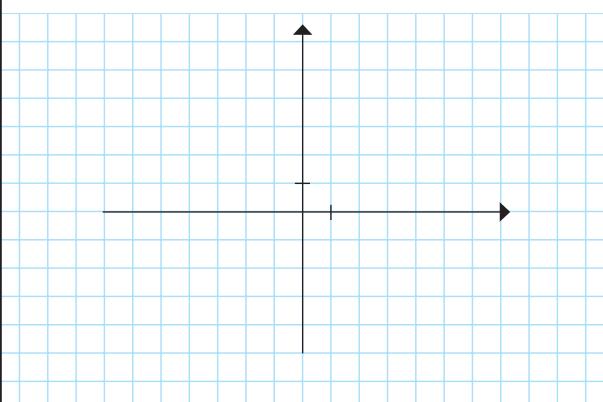
Læg den røde figur i koordinatsystemet.
Vis drejningen med den gule figur.

TJEKKORT D8

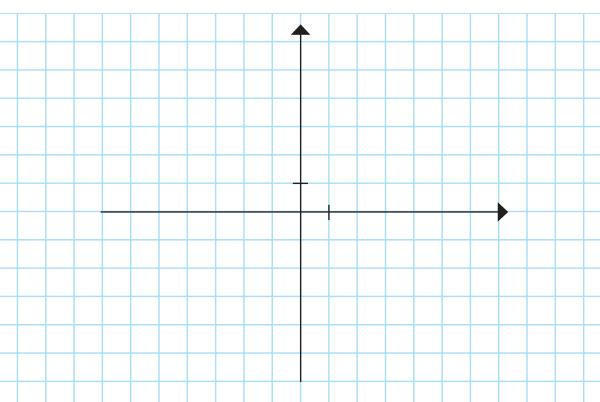


<p>OPGAVEKORT F1</p>  <p>1. $(2, 1)$ 2. Drej 90° med ur om punktet $(2, 1)$.</p> <p>Løs opgaverne. Brug den røde figur og de 2 gule figurer.</p>	<p>TJEKKORT F1</p> 
<p>OPGAVEKORT F2</p>  <p>1. Drej 180° om punktet $(0, 0)$. 2. Spejl i den røde snor.</p> <p>Løs opgaverne. Brug den røde figur og de 2 gule figurer.</p>	<p>TJEKKORT F2</p> 
<p>OPGAVEKORT F3</p>  <p>1. $(5, -1)$ 2. Spejl i den røde snor.</p> <p>Løs opgaverne. Brug den røde figur og de 2 gule figurer.</p>	<p>TJEKKORT F3</p> 
<p>OPGAVEKORT F4</p>  <p>1. Drej 90° mod ur om punktet $(0, 0)$ 2. Spejl i y-aksen 3. $(2, 3)$</p> <p>Løs opgaverne. Brug den røde figur og de 2 gule figurer.</p>	<p>TJEKKORT F4</p> 

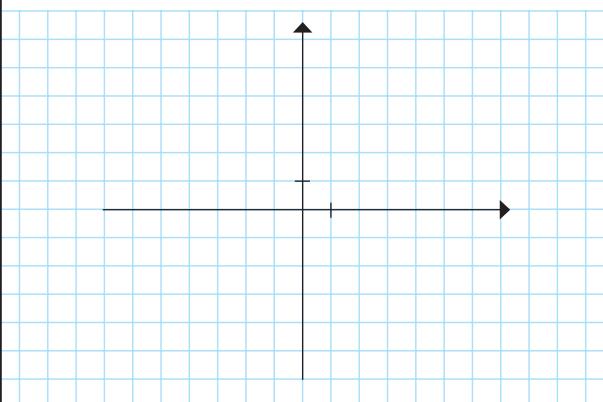
OPGAVEKORT 1



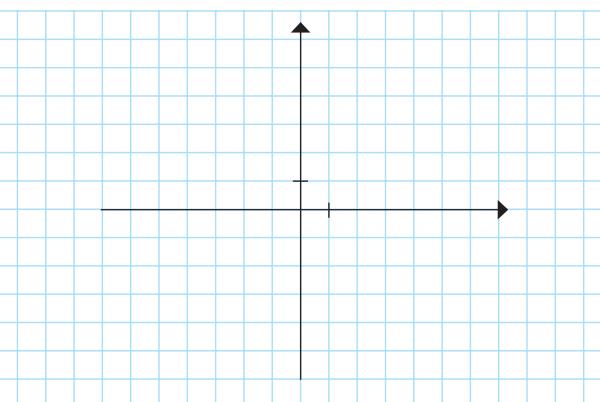
TJEKKKORT 1



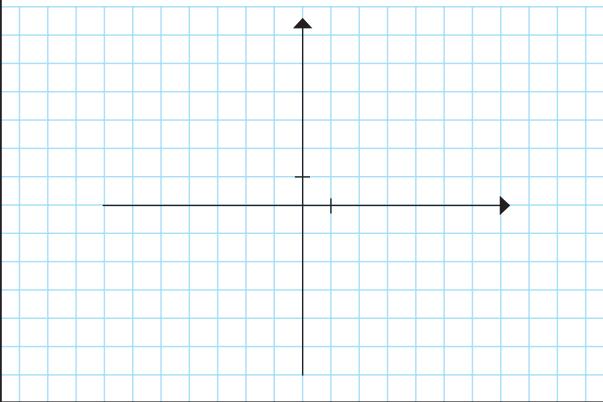
OPGAVEKORT 2



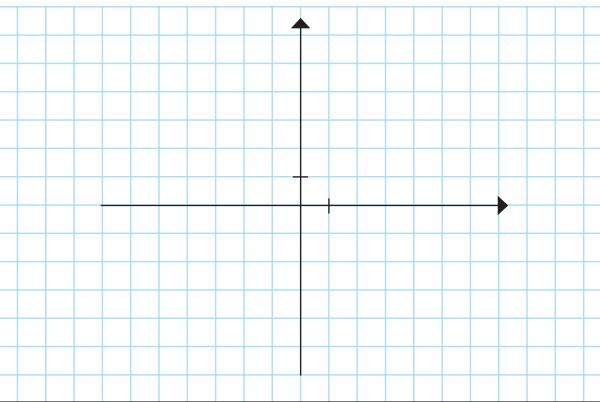
TJEKKKORT 2



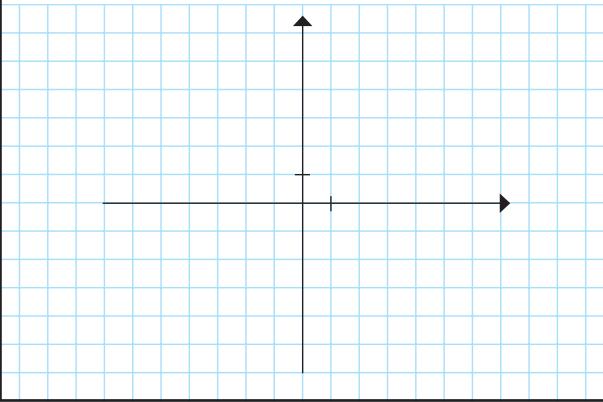
OPGAVEKORT 3



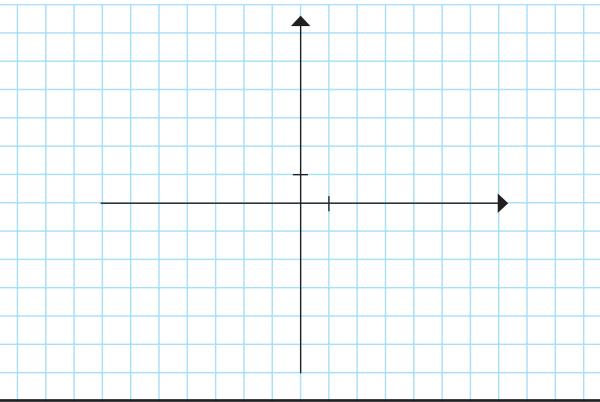
TJEKKKORT 3



OPGAVEKORT 4

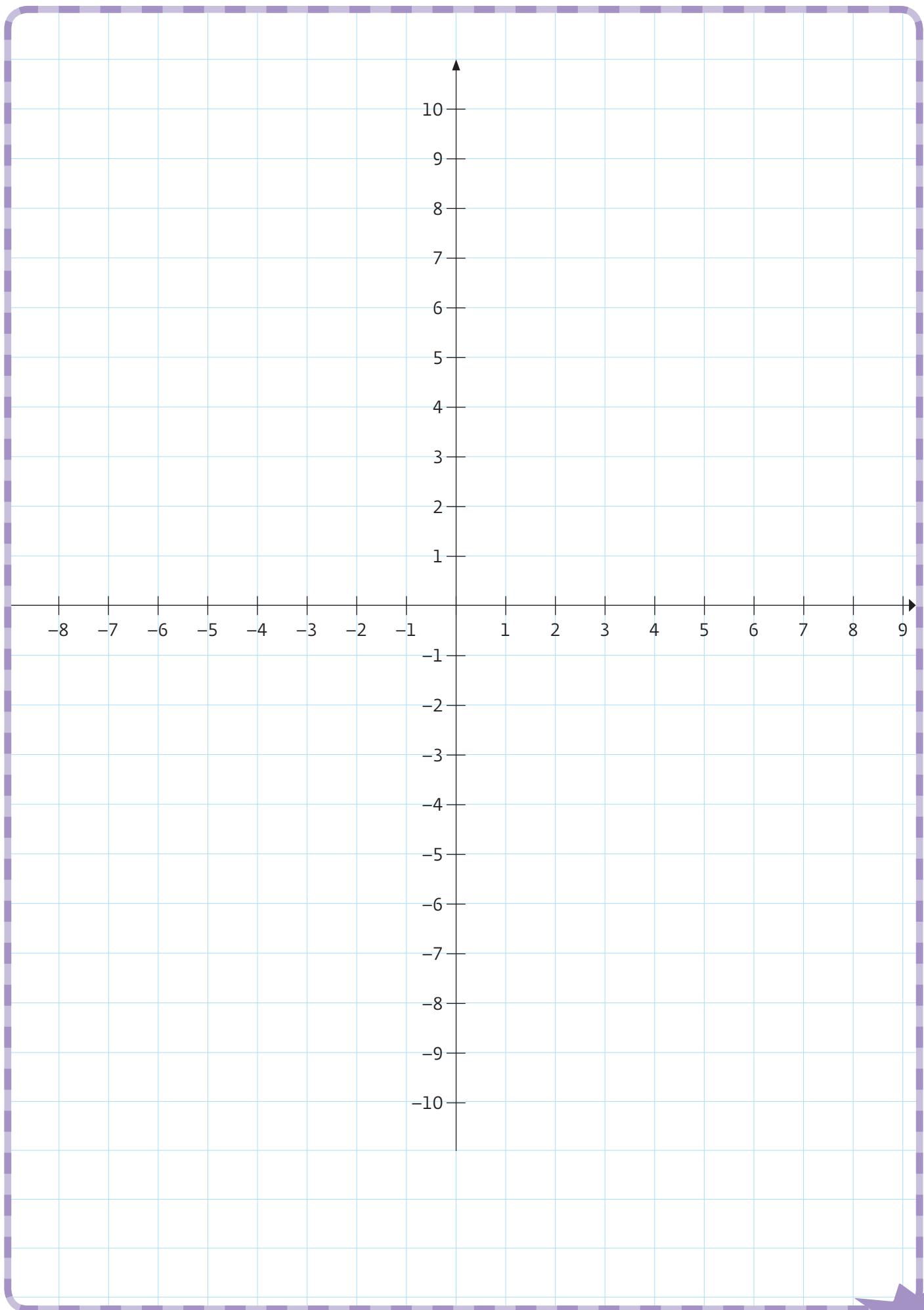


TJEKKKORT 4



STORT KOORDINATSYSTEM "KAN I FLYTTE FIGUREN?"

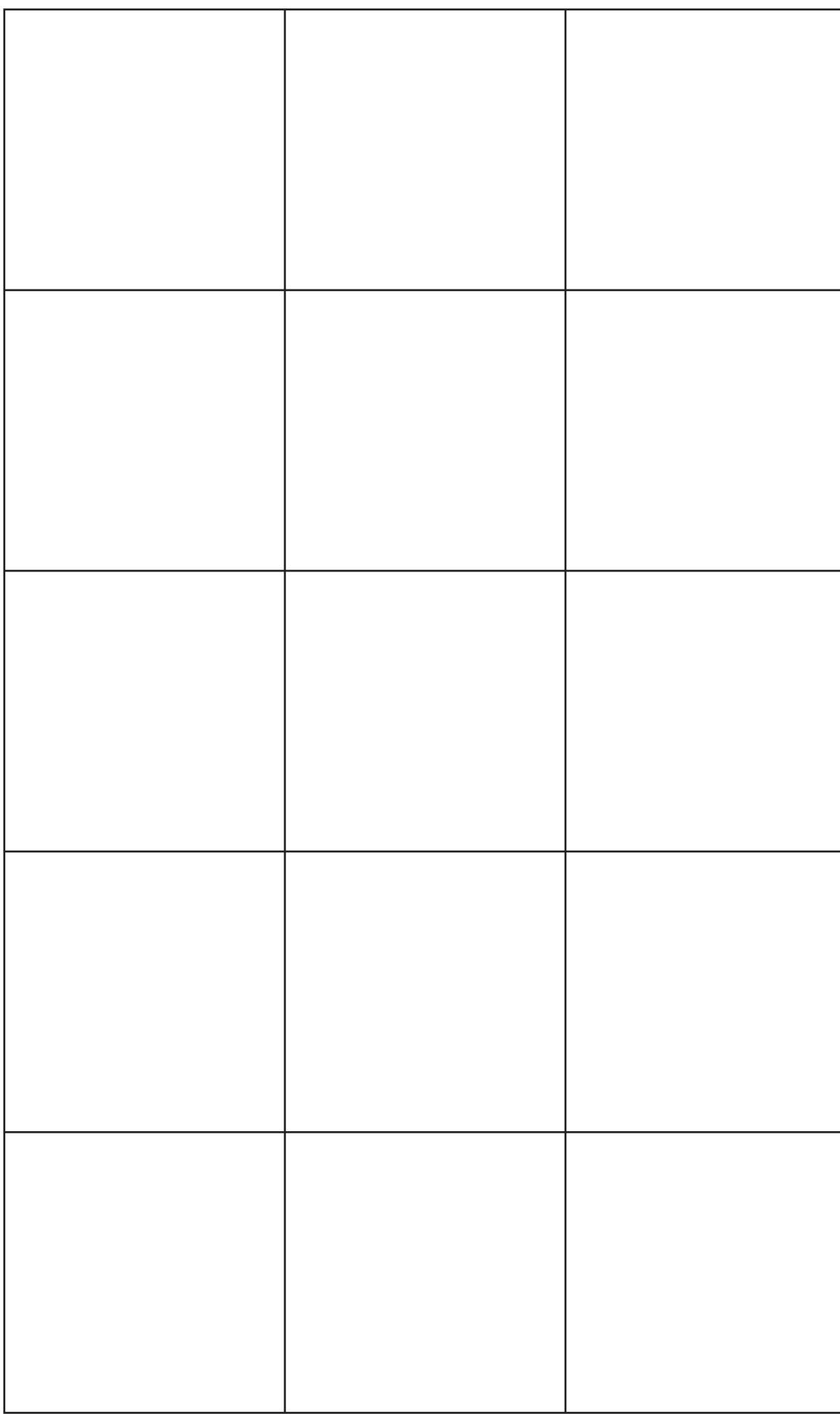
A48

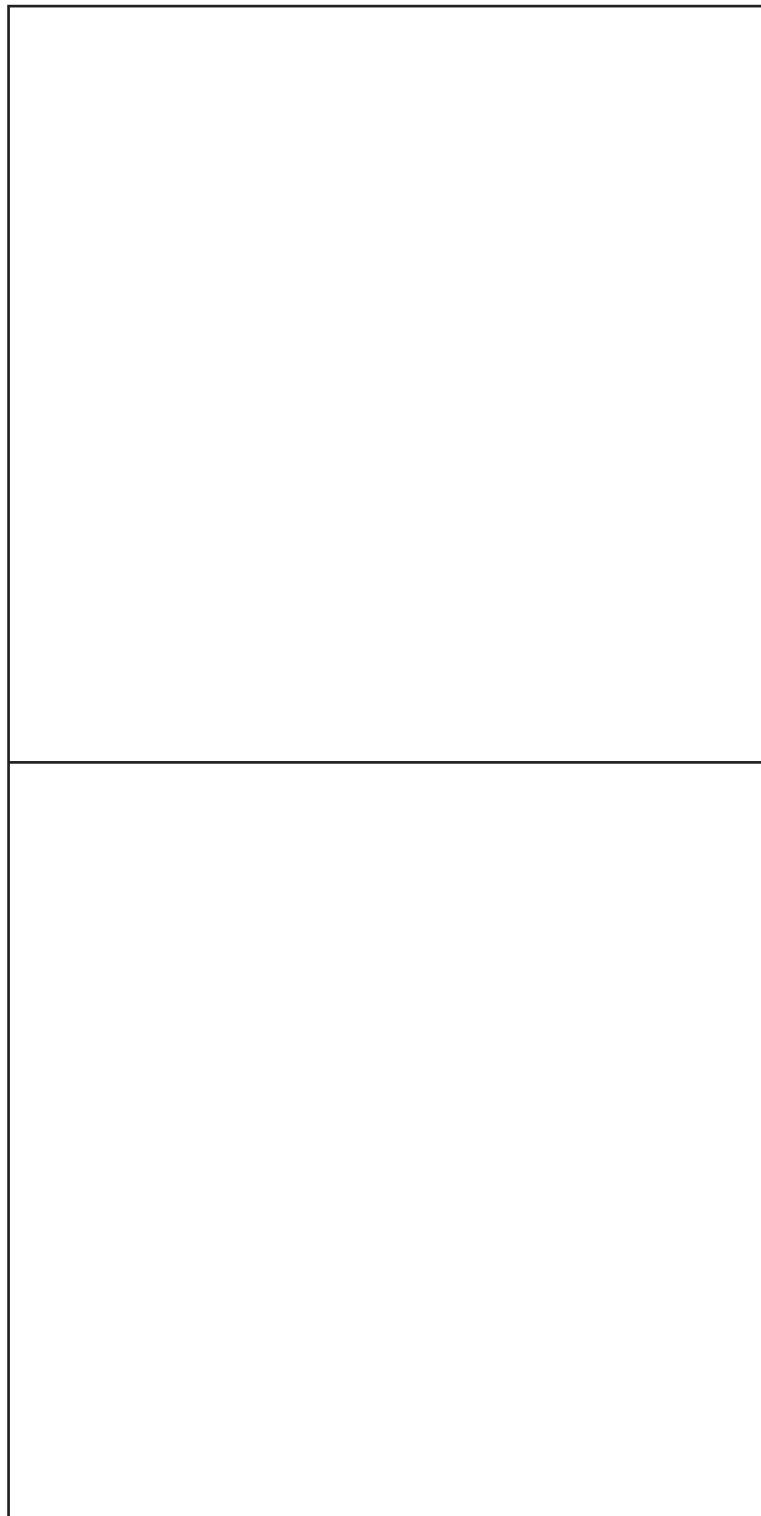


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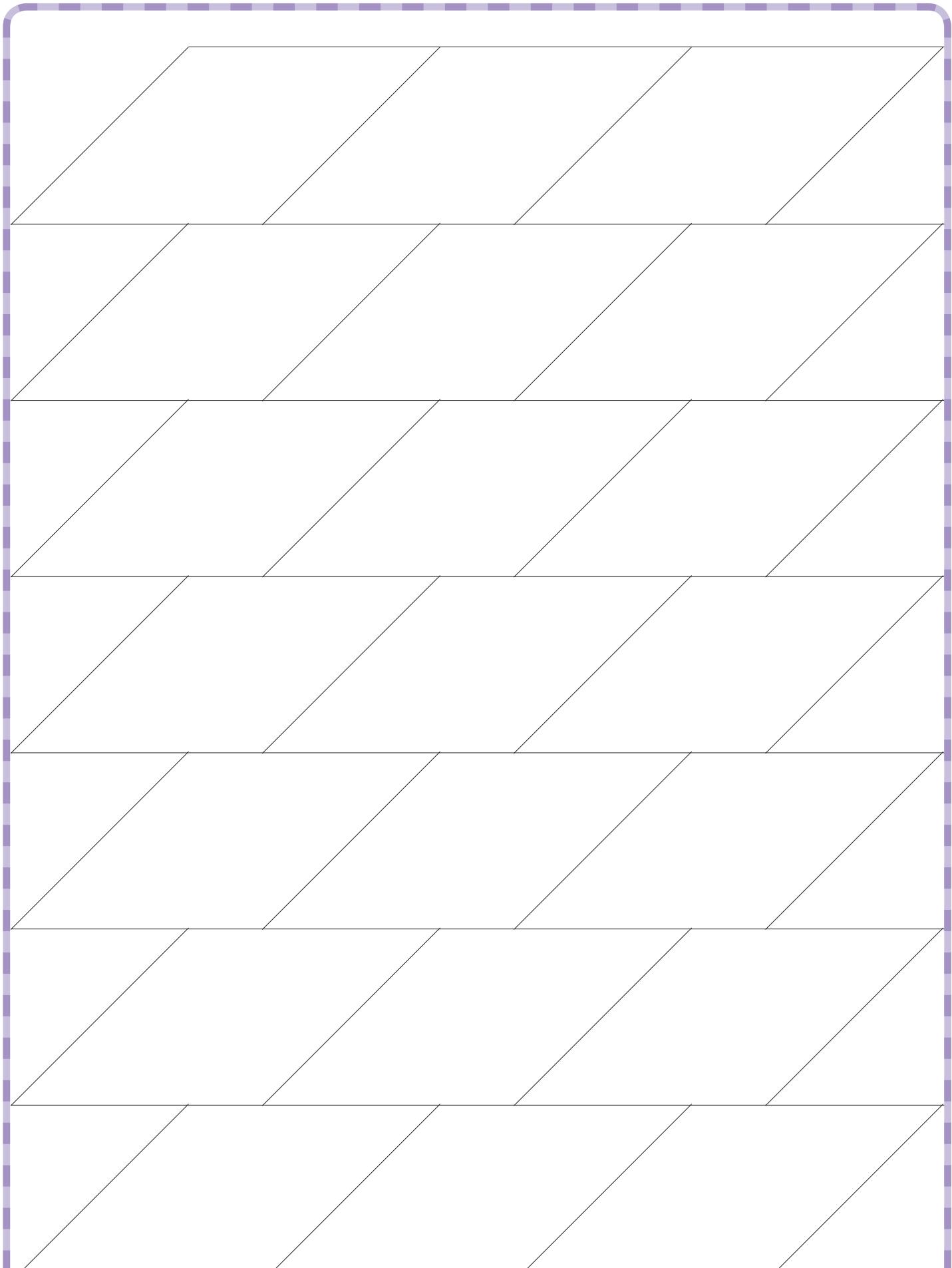
KVADRATISKE FLISER "LÆG TERASSE"

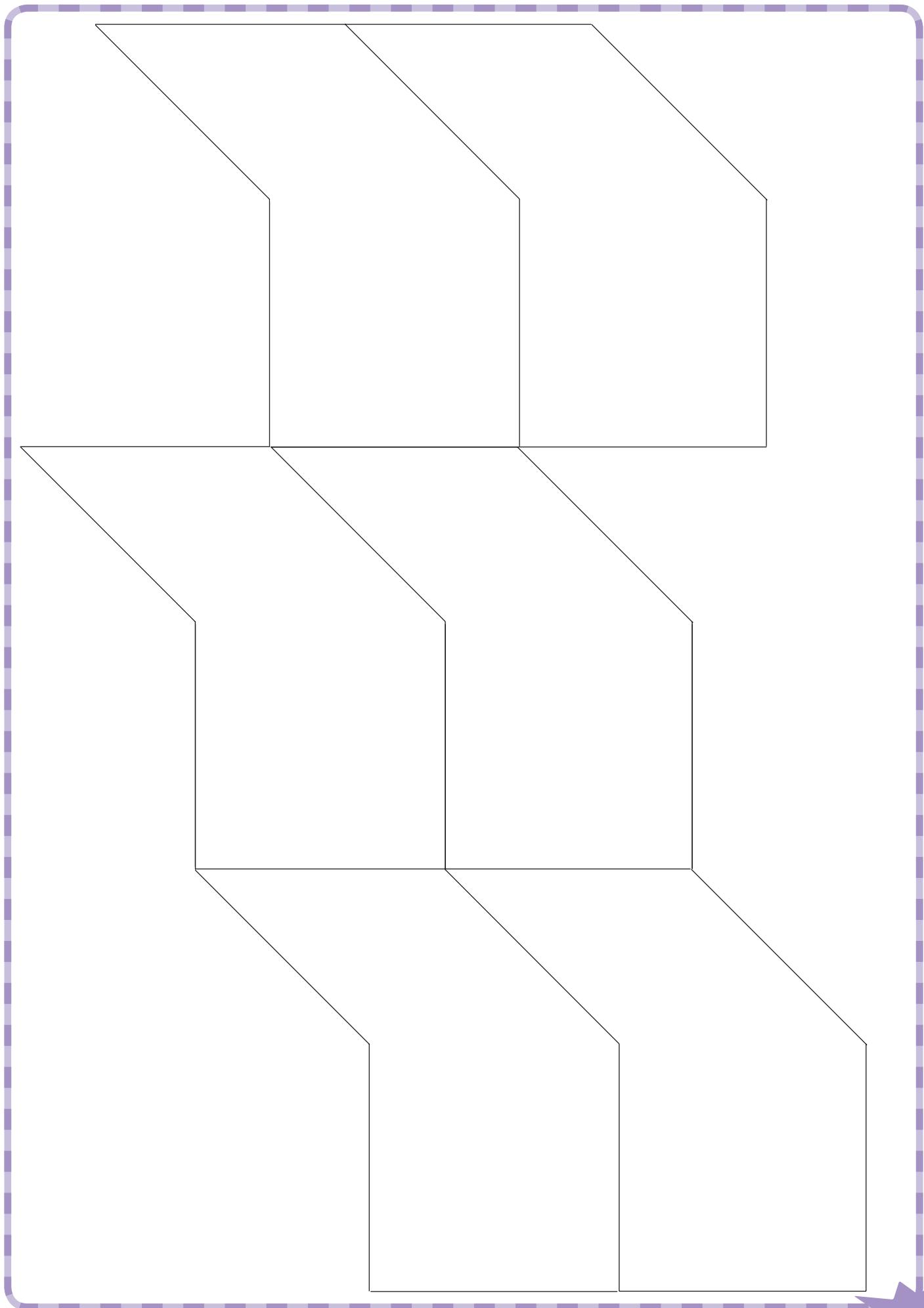
A49.1





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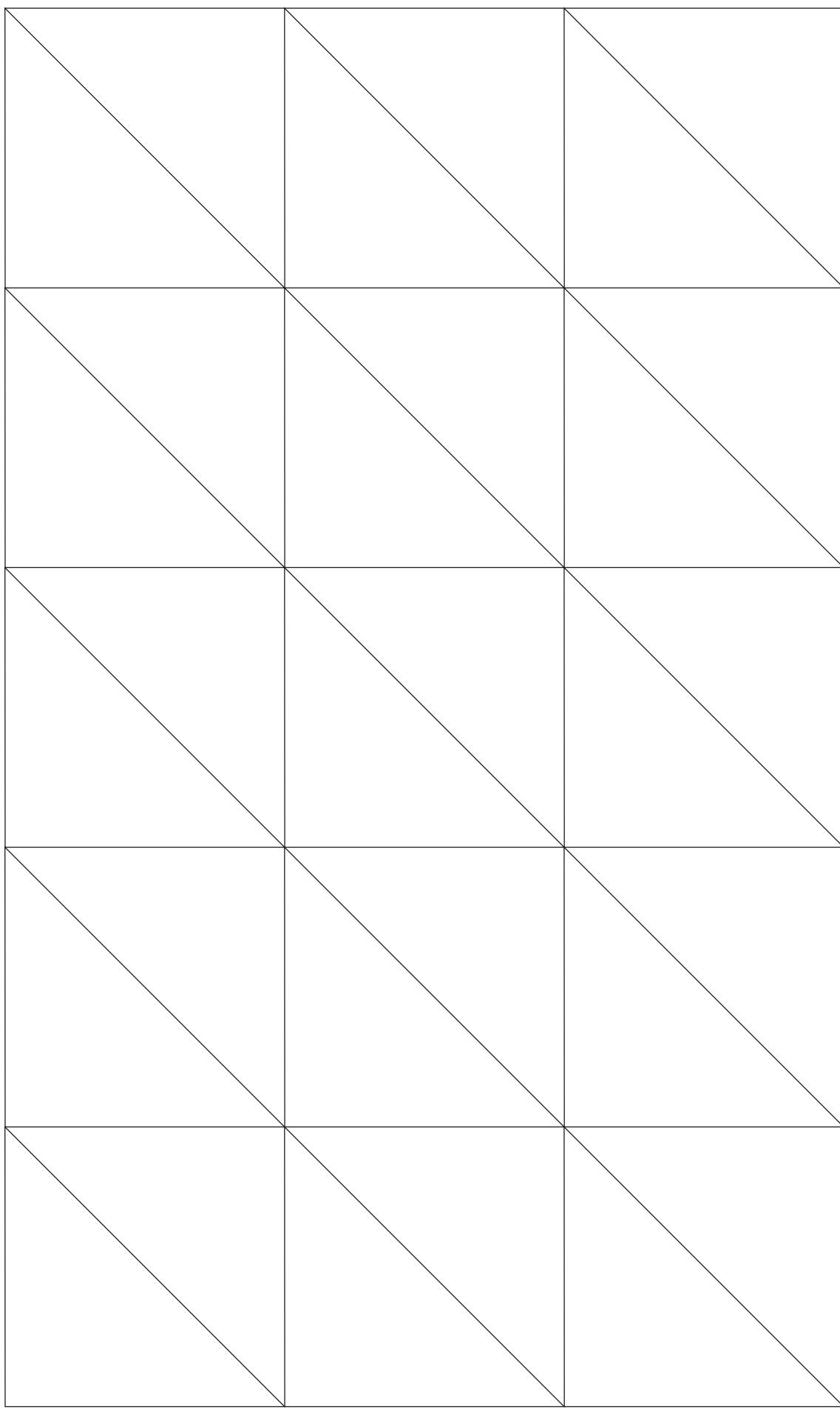




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RETVINKLET TREKANTSFLISER "LÆG TERASSE"

A49.5



F										
E										
D										
C										
B										
A										
1	2	3	4	5	6	7	8	9	10	

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