

Ämnesprov, läsår 2017/2018

Mathematics

Lärarinformation

Självbedömning
Instruktioner (elev)
Berättelsen

ENGELSK VERSION

Årskurs

3

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1. Genomförande av delprov A

Delprov A är en muntlig uppgift som genomförs i grupper om 3–4 elever.

Tabell 3: Praktisk information.

Delprov	Tidsåtgång	Material
Delprov A	Ca 20–30 minuter per elevgrupp inklusive instruktioner	Kopieringsunderlag samt instruktioner Underlag Vilka tre hör ihop I, II och III Frågekort

Beskrivning av delprovet

Nedan finns instruktioner för genomförandet av delprov A, som handlar om problemlösning och att resonera kring uppgifter inom taluppfattning och tals användning.

Genom undervisningen i ämnet matematik ska eleverna sammanfattningsvis ges förutsättningar att utveckla sin förmåga att:

- formulera och lösa problem med hjälp av matematik samt värdera valda strategier och metoder
- använda och analysera matematiska begrepp och samband mellan begrepp
- föra och följa matematiska resonemang
- använda matematikens uttrycksformer för att samtala om, argumentera och redogöra för frågeställningar, beräkningar och slutsatser.

Uppgifterna kan hänföras till följande delar av kunskapskravet:

- Eleven kan lösa enkla problem i elevnära situationer genom att välja och använda någon strategi med viss anpassning till problemets karaktär. Eleven beskriver tillvägagångssätt och ger enkla omdömen om resultatens rimlighet.
- Eleven har grundläggande kunskaper om matematiska begrepp och visar det genom att använda dem i vanligt förekommande sammanhang på ett i huvudsak fungerande sätt. Eleven kan beskriva begreppens egenskaper med hjälp av symboler [...]. Eleven kan även ge exempel på hur några begrepp relaterar till varandra. Eleven har grundläggande kunskaper om naturliga tal och kan visa det genom att beskriva tals inbördes relation [...].
- Eleven kan beskriva och samtala om tillvägagångssätt på ett i huvudsak fungerande sätt och använder då [...] symboler och andra matematiska uttrycksformer med viss anpassning till sammanhanget. Eleven kan föra och följa matematiska resonemang [...] genom att ställa och besvara frågor som i huvudsak hör till ämnet.

Utrustning för eleverna

Eleven använder ingen utrustning.

Organisation av genomförandet på skolan

Eleverna ska arbeta i grupper om 3–4 elever. Tänk igenom på vilket sätt grupperna sätts samman så att eleverna har störst möjlighet att visa sina kunskaper på bästa sätt. Om läraren bedömer att det är lämpligare för någon elev att genomföra delprov A enskilt med läraren är det möjligt. Man bör dock vara medveten om att det begränsar elevens möjlighet att föra och följa resonemang. För att kunna följa elevernas arbete kan du enbart observera en grupp åt gången. Bedömningsunderlaget finns på sid. 51 i häftet *Bedömningsanvisningar*. Markera i bedömningsunderlaget för varje elev vad hon/han visar. Använd ett bedömningsunderlag för varje grupp. Som stöd för genomförandet av uppgiften och bedömningen av elevernas prestationer finns i häftet *Bedömningsanvisningar*, exempel på autentiska elevcitater inom respektive förmåga. Samtliga citat bedöms vara på en godtagbar nivå.

Det kan vara svårt att hinna med att skriva ned vad eleverna samtalar om, därför kan det vara bra att spela in elevernas samtal. Om det inte finns möjlighet att spela in är det viktigt att läraren under tiden eller direkt efteråt skriver ned vilket kunnande eleven visat. För att uppmuntra kommunikationen mellan eleverna och ge alla elever möjlighet att komma till tals, är det viktigt att följdfrågor ställs. Exempel på följdfrågor finns under Genomförande vid provtillfället s. 6. Det som ska sägas till eleverna står inom citationstecken.

Lärares förberedelser

Läs igenom *Lärarinformation* och *Bedömningsanvisningar* för delprov A innan delprovet genomförs med eleverna. En förutsättning för delprovets genomförande är att läraren är väl insatt i hur uppgiften ska genomföras och hur elevernas prestationer ska bedömas. Därför kan det vara lämpligt att pröva uppgiften och bedömningsanvisningarna tillsammans med kollegor innan det genomförs med elever. Uppgiften består av tre delmoment och eleverna har möjlighet att visa sina kunskaper i uppgiftens alla tre delar. Det är viktigt att få elevernas resonemang att inkludera både de rutor som hör ihop och den rutan som inte hör ihop. ”Jag tycker den här rutan för att ..., de andra rutorna ...” eller ”De här rutorna hör ihop för att ..., den här (fjärde) rutan har inte ...”.

Inför uppgiften behövs:

- underlag Vilka tre hör ihop, I, II och III
- frågekorten utklippta
- bedömningsunderlag kopierade.

På följande sidor finns genomförandet beskrivet. Dessa sidor kan med fördel kopieras för att ha med som stöd vid genomförandet.

Information till eleverna inför provtillfället

“In this task, you are going to work together and reason and discuss with each other. To reason and discuss means that you will be thinking out loud together, describing what it is you are thinking and why. It is important that everyone in the group participates and that you demonstrate your knowledge of mathematics. This task consists of three parts. In each part there are four boxes with numbers and symbols. You are to try to figure out how three boxes belong together and how one box does not belong with the others. You must also explain why.”

Genomförande vid provtillfället

I denna uppgift är det viktigaste att eleverna får möjlighet att kommunicera och resonera med varandra, inte att komma fram till rätt svar. Under tiden som eleverna diskuterar ska läraren observera dem för att få underlag till sin bedömning. Om en elev inte deltar eller får tillräckligt med talutrymme i gruppen är det viktigt att detta uppmärksammas och att en fråga riktas direkt till berörd elev.

Instruktion till läraren

Vilka tre hör ihop I

1. Lägg fram underlaget *Vilka tre hör ihop I* på bordet.

“Here are four boxes with numbers and symbols. These are numbers and these are symbols.” Peka på talen och tecknen i uttrycket.

“Look at the numbers and the symbols in these boxes. How can three boxes belong together and one not belong with the other three? There may be several explanations as to why one box does not belong with the other three. It is important that you describe both how the three boxes belong together and how one does not belong with the other three. Take a moment to look and think individually first.”

Låt eleverna få tid att titta på rutorna.

2. Börja med att rikta uppmärksamheten till tre rutor. ”Is there any explanation as to why these three boxes belong together but not that box?” Fråga eleverna om det är någon som vill börja berätta.

Det kan vara andra elever som har tänkt på samma ruta både av samma anledning eller av en annan anledning. Fråga eleverna ”Does anyone have a different explanation for the same box?” Om en elev säger att den tycker likadant som någon annan ber du ändå eleven att motivera med egna ord.

Fortsätt sedan på samma sätt med resten av rutorna.

Exempel på följdfrågor:

- In what way does the box not belong with the others?
- For some boxes there are several explanations. Can you find more explanations?
- Does anyone disagree?

Observera att om eleverna inte själva kommer på att talen i tre av rutorna är jämna och talen i en av rutorna är udda får du beskriva begreppen jämna och udda för eleverna.

Vilka tre hör ihop II

1. Lägg fram underlaget *Vilka tre hör ihop II* på bordet.

“Look at the numbers and the symbols in these boxes. Now you must work together as a group to think of as many explanations as you can for why three boxes belong together and one does not belong with the others. Take a moment to look and think individually first before discussing and reasoning with each other.”

Låt eleverna få tid att titta på rutorna.

2. “I will now be quiet. It is your turn to discuss and reason.” Låt eleverna börja diskutera och resonera med varandra.

Exempel på följdfrågor:

- In what way does the box not belong with the others?
- Can you find another explanation?
- Does anyone disagree?

Vilka tre hör ihop III

Lägg fram underlaget *Vilka tre hör ihop III* på bordet.

1. “Here Nova, Troj and their friends Sara and Youssef have suggested how three boxes belong together and how one box does not belong with the others. I have their suggestions here.” (Håll upp korten.)

“As a group, you will discuss and reason together as to whether the suggestions are correct or incorrect. Suggestions that are correct can be placed next to the appropriate box and suggestions that are not correct can be placed on the table.” (För förtydligande se *Bedömningsanvisningar* s. 8.)

2. Läs ett förslag högt och ge sedan kortet till en av eleverna. Be eleven läsa det högt igen och låt eleverna sedan diskutera och resonera tillsammans tills de har kommit fram till ett gemensamt beslut. Fortsätt till dess att alla kort är slut.

Exempel på följdfrågor:

- How can you know that?
- Why?
- Does anyone disagree?

Om mer underlag för bedömning behövs finns följande frågor att använda:

- What is the difference between addition and subtraction?
- Can you explain hundreds, tens and units?
- How do you know that a number contains hundreds, tens and units?
- What do sum and difference mean?
- Can you explain term with some other word?
- What is an odd number? Can you explain or give an example?

Observera om eleverna inte själva vet eller kan resonera sig fram till vad *term* är får du beskriva det begreppet för eleverna.

The story – Life on the farm

Introduction

At last, the time has finally come!

Nova and Troj will get to spend their school holiday at the farm of the aunts Hanna and Marja. On the farm, there are cows, sheep, chickens, horses, two dogs and some cats. The aunts grow food for both animals and humans. They also have a small farm shop where they sell milk, eggs, vegetables, meat and other products from the farm.

“Oh, how much fun it will be, and how exciting,” says Nova. “I have only been on a farm once. But I have probably read almost all the books on different animals that you can find in our library by now,” she laughs.

“You mean about animals that can be found on a farm,” Troj corrects her.

Nova and Troj visited the aunts on the farm once before, for a whole day. Then they got to meet all the animals. They also planted and sowed seeds that they will get to care for themselves now that they are staying a little longer.

“I wonder how the flowers are coming along in that box? We sowed so many seeds in there,” says Troj. “It is a good thing that we put fabric over it so the deer could not eat the seed.”

“Right, and all the carrot seeds we planted in the vegetable garden, they should have come up by now too!” says Nova.

The aunts come to collect Nova and Troj. As they are driving towards the farm, they tell the children about everything that has happened since their last visit. Several new animals have been born and a few more are on their way soon. They say that the farm is an organic farm because they grow everything using only natural methods.

And finally they have a small surprise – they prepared the small guest cottage for Nova and Troj.

“How fun!” says Troj. “We get to stay there by ourselves?”

“Yes, we thought that could be fun for you,” says Marja, and continues “You can keep the dog Valle with you during the night if you want.”

Then the aunts say that there are a lot of children living on the other farms in the area. They also come visit the aunts to help out or just to spend time with the animals.

Of course, at the moment they like to come visit and even more to play with one of the dog’s puppies and the kittens that have been born recently.

“Oh, kittens and puppies, how lovely,” says Troj.

“I am really excited to see lambs and calves in real life,” says Nova.

“And there will be more kittens born while you are on the farm. One of the horses is having a foal soon too,” Hanna says.

Finally, they arrive at the farm.

“Welcome to *Hanja’s organic farm!*” Marja and Hanna say in unison.

Part B

It keeps raining and raining and raining ... All night long the rain has been drumming on the roof.

“Today I almost feel like not getting out of bed,” says Nova. “Imagine just staying in bed and reading all day,” she says and turns the page of the book she is reading.

“Well, you can’t when there are things to do,” says Troj. “We have to at least go outside to help make sure that all the animals are fed and let out.”

Nova reluctantly gets up, puts on her waterproofs and goes outside with Troj to help. The weather is really bad with both rain and thunder. When all the animals have been tended to, the aunts think they should spend the day inside instead.

They go into the main house, light a fire and all four of them sit down around it and get warm and cozy again. Then they spend a quiet day playing board games and reading books.

“Marja, could you fetch some more firewood?” asks Hanna. “I’m just so comfortable here.”

“Fine, I’ll go even though it is probably your turn,” Marja says laughingly and goes off to get more firewood.

Hanna tells the children that they sometimes draw lots for whose turn it is to do things. Nova and Troj offer to help the aunts come up with a few different games and lotteries that they can use.

“I’ve been thinking,” says Nova suddenly. “Why is the farm called Hanja’s?”

Marja says that the aunts had a bunch of different ideas at first. Then they realised that they could combine their own names into a new name. After trying a few different versions, they decided that it would have to be the start of Hanna and the end of Marja – which is Hanja.

“How clever,” says Troj. “Nova, if we put our names together we could get Trova, for example,” he says and laughs.

“Yes, or Novoj,” suggests Nova.

They keep playing around with their names for a while, combining them in different ways. Then they decide to try it with the names of the children on the neighbouring farm too. Melvin and Troj becomes Meloj. Youssef and Nova becomes Nossef.

Troj giggles. “Some of these sound really silly!”

“I was actually wondering about something else,” he continues. “How come your chickens are called for example Madicken, Ronja, Annika and Kajsa?”

This time, Hanna explains. She says that when they got the first chicken they named her Pippi. Later Hanna decided that the next chicken would be Madicken, and then she continued giving them different girl names that she liked.

“Right, and since you got to name all the chickens, I got to name the sheep,” says Marja.

“Sure, but they have really silly names,” Hanna laughs.

“I disagree, I think they are really good names for sheep,” Marja replies. “What’s

wrong with being called Ping-Pong, Judo, Basketball or Hockey?”

“Depends what you mean by wrong...,” says Hanna. “Surely it’s a little bit silly.”

Hanna turns to Nova and Troj and whispers:

“You get that she likes sports a lot, right?”

Marja is standing by the window looking out.

“You know what? It stopped raining! And guess what else... If you go out to the paddock I think you will get to see a brand new little foal. Maybe we should name it Trova or Novoj?”

Part C

One of the best things on the farm is having breakfast with the aunts. They all eat together in the main house and every morning they talk about what they will do during the day. One morning, they ask if Nova and Troj would like a special assignment.

“We were wondering if you could take care of the chickens while you are here,” says Marja. “We have so much to do on the farm right now and it would be a great help to us. Would you like that?”

The children would love to, of course.

All four of them go out to the henhouse and the aunts tell the children how to give the chickens food and water and clean their pen. They also explain that the chickens walk around freely during the day.

“But what happens to all the eggs they lay then?” asks Troj. “Do we have to look around everywhere to collect the eggs?”

“Not at all,” says Hanna. “We wait until they have laid their eggs before we let them out in the morning. Then they all go outside. We normally let them back in around eight o’clock in the evening. Most often, they know when it’s time and will stand outside the henhouse wanting to go inside.”

“It is almost as if they can tell time,” says Marja and laughs. “If there are any chickens that stay outside, they usually get the dog Valle to help.”

You just tell him “Find!”, and he will go and round up the chickens.

“Cool!” says Nova.

“But what about all the eggs?” asks Troj.

“We would love it if you helped us pack them into different cartons. Some of the eggs we will eat ourselves and some we sell in the farm shop. We have both large and small egg cartons.”

“Oh, it will be so much fun to take care of the chickens!” says Nova when the aunts have left and she and Troj are alone in the henhouse.

“I read somewhere that there are more chickens than people in the world,” says Troj. “It said that there are around 19 billion chickens. So, there must be a lot of people in the world who keep chickens.”

“Wow, that’s so many!” says Nova. “My father says that someday he would like

to live somewhere that he could keep chickens,” she continues. “He has told me about the time when he lived in another country. Back then he sometimes helped some people he knew take care of their chickens.”

“And now I will learn too, so I can help him,” says Nova.

“I think I want chickens too when I grow up,” says Troj.

Part D

Nova and Troj help out in the farm shop. There are eggs to pack in different cartons and vegetables and fruit to put out in baskets. They also need to write signs with all the prices.

“Come help me over here,” Nova calls to Troj. She arrives carrying a large box of eggs.

“It’s heavy, I don’t want to drop it because then we will be cleaning up goo and egg shells all day.

There is one more box, let’s go grab that one too!” continues Nova.

“Now you can help me weigh them,” says Troj. “I enjoy weighing different things and comparing how much they weigh.”

Nora agrees, “Yes, and it’s fun that they have different types of scales here in the shop.”

“Come try these scales,” says Troj. “They are a bit tricky I think.” They work together to figure out how the scales work and how you can tell how much something weighs.

They try weighing different objects and compare the different scales.

“Do you think you could tear yourselves away from the scales for a bit?” Marja calls to them amused. “I thought I would show you how our new milk machine works.”

The aunts have bought a milk machine. From it, you can buy milk that you pour directly into a bottle. The people who come to buy milk can bring their own bottles to fill up.

“How clever!” says Nova. “That way you can reuse the same bottle several times and don’t end up with all those unnecessary empty milk cartons.”

“That’s exactly what we thought too,” says Marja. “When we open the shop this afternoon, I think there may be a lot of customers. It said in the newspaper yesterday that we have a milk machine where you can buy milk and I think a lot of people are curious to see how it works and will come here today.”

Marja is right. When they open the shop, there is already a long line of people outside who want to buy milk from the new machine.

Part E

Today there are a lot of children on the farm. They are children of different ages from the neighbouring farms. Some of the children have come to buy things from the farm shop. Others are in the strawberry field picking strawberries. Today, all the children have been promised that they can eat all the strawberries they want. Nova and Troj have already eaten loads and cannot eat a single strawberry more.

They are feeding the horses apples when Marja comes running up to them.

“Perfect, there are so many of you here today!” she says. “We have a small problem that we need help with.

“Look at Missan over there!” she says and points to a grey cat. “Do you see how thin she is? She must have had her kittens now. The only question is where she has hidden them. Since we haven’t seen her for a while, we don’t know when they were born. You can help us look. We want to check that the kittens are all right. But you have to search for them quietly so that you don’t worry Missan.”

The children come up with a plan for the search.

“I think this is what we should do,” says Melvin. “We split into two teams and search different places. Then we meet back here again in 20 minutes and say if we have seen or heard anything.”

“We can look inside and you can look outside,” says Nova. “But remember what Marja said, stay calm and quiet. Missan cannot know that we are looking for her kittens.”

They search and search everywhere. Troj thinks that he can hear a mewing sound and believes he has finally found the kittens. But it is only the sound of some baby birds in a nesting-box.

Youssef is also sure that he has found them, but it turns out to only be an old squeaking door. When they all meet up again to talk about how the search is going, they decide to switch groups. This means that those who searched inside are now looking outside and the other way around.

“But wait a minute,” says Nova when they have gathered again and are close to giving up the search.

“What’s that door?” she continues excitedly and points to a small door underneath the barn. “How did we miss it? Wait here while I sneak in to take a look.”

Inside, underneath a broken floorboard, Missan has hidden three tiny kittens. One grey, one brown tabby and one black-and-white. Troj runs to tell Hanna. She brings a box with a soft blanket inside and they all help move the kittens over to the box.

“Good thing that you found them,” she says. “That really was not a safe place for them. They could have been badly hurt by sharp nails and other things. But now I think we should leave them alone for a while,” says Hanna. “You will have plenty of time to cuddle and play with them later.”

Missan hears her kittens mewing and comes running. But she soon lies down with the kittens and seems pretty pleased with the new location after all.

Part F

In the middle of the night, both Nova and Troj awake with a start and sit up in their beds. Valle, the dog, is standing by the door barking and growling.

“What’s his problem?” says Troj half awake. “He hardly ever barks.”

Nova gets out of bed and goes over to Valle by the door.

“What is it Valle?” she asks and pets him.

Valle wags his tail but puts his nose to the door again and growls. He scratches on the door a bit as if he is trying to open it.

“He must have heard something,” says Troj and walks over to the window. “I can’t see anything strange, but it’s almost completely dark out.”

Valle gives a whimper and runs back and forth between Nova and Troj and the door. It seems as if he is trying to tell them that he needs to go outside.

“What should we do?” asks Troj. “It’s a little bit scary that we don’t know what he heard.”

“Do you think we should let him out?” says Nova. “Alone, or should we go with him?”

“If we have him on a leash, it won’t seem as scary to me,” says Troj. “He’s a really good guard dog.”

Valle wags his tail, picks up his leash with his mouth and brings it over to Troj.

Nova laughs. “It’s almost as if he understood what you said. We have to take him outside. Let’s bring our torches.”

“We’re lucky it’s summer at least, so it’s not completely dark out at this time,” says Troj when they are outside.

Valle pulls a bit on the leash, running back and forth sniffing the ground. Nova and Troj can barely keep up. Valle pulls them towards the henhouse. He sniffs around the door and along the whole fence around the yard.

“Could it be a chicken that escaped?” Nova wonders. “Why don’t you go in there and count them, Troj, and I will wait out here with Valle.”

When Troj comes back out he says, “All 15 are in there. They looked pretty grumpy when I came in and turned on the lights.”

“They probably wondered if you couldn’t tell the time, arriving like that in the middle of the night,” says Nova giggling.

Valle keeps pulling them and continues to sniff the ground. He is starting to pull towards the road, looking at the forest.

“No way, Valle, we are not going into the forest at this hour,” says Troj. “Maybe we can go there tomorrow. But now you have checked the farm at least.”

“Yes,” says Nova. “Now I think we should go back inside and try to get some sleep. You too, Valle,” she says resolutely and pets the dog.

Part G

The weather has been nice and sunny for several days now. The aunts are complaining that it is too dry for all the crops.

“Can we help with the watering, like in the flower box, the carrots or the strawberries?” says Troj.

Marja and Hanna exchange a look and laugh.

“Of course you can!” says Marja. “Watering is probably our least favourite thing

to do, don't you agree?" she says and looks at Hanna.

"That's right," says Hanna. "It's almost the only thing we ever argue about. Whose turn it is to do the watering that is."

Nova pulls out the long hose and starts watering. Then it is Troj's turn.

"It has to be my turn again by now," Nova says after a while.

"No way, you watered longer than me before," says Troj.

"But you watered both the flowers and the carrots. I only got to water the strawberries," grumbles Nova.

"Well, it's how long you water that counts, not what you water," Troj replies.

"That's not for you to decide, is it?" Nova continues.

The aunts are standing nearby and hear the children arguing.

"Hey there!" they call to Nova and Troj and turn off the water to the hose.

Then they start laughing. They keep laughing and laughing until they are clutching their stomachs.

"What's so funny?" Troj asks grumpily.

"Well, the two of us argue about who gets to water the least and the two of you argue about who gets to water the most," giggles Marja.

Nova and Troj look at each other and start laughing too.

"That's actually pretty funny," says Nova when she finally manages to stop laughing.

"Yeah, it really was," says Troj.

"Let's do something else," says Hanna. "And you can finish watering later. Would you like to take a ride on the tractor with me?" she asks. "I thought I would show you some of the things we grow out on the fields over there," she says and points. There are potatoes, oats, wheat and lots of other things.

Riding on the tractor is something that Nova and Troj have been begging to do ever since they arrived at the farm. Now they both sprint as fast as they can to the tractor.

Ending

"Oh, the time has gone by so fast!" says Nova as she is packing her bag. "I actually feel a bit sad about going home."

"Me too," says Troj. "At least we are not leaving until tonight."

Nova and Troj walk around the farm and say goodbye to all the animals. When they pass the vegetable patch they stop to eat a few strawberries.

"I have to get a few more carrots too, I think," says Nova. "I never had any carrots that were this delicious before, I can't stop eating them."

"Yes, I wonder exactly how many you have eaten while we have been here," laughs Troj. "At least as many as the horses have eaten in anyway," he continues and picks a few more strawberries.

“I wonder what will happen with the watering now that we are leaving,” says Nova. But maybe the aunts have realised that watering can actually be fun.

“It’s nothing worth arguing about in anyway, right Nova?” says Troj laughingly.

“There you are!” calls out Marja, walking up to them. “Did you hear that Hanna probably solved the mystery of what woke Valle up the other night?”

“No, what?” says Troj and Nova in unison.

“Hanna was out in the forest this morning,” Marja tells them. “And she saw some fox tracks. Then she heard a noise and she crept towards it. A way off she saw a fox playing with some cubs. So it was probably the fox that was here, looking for food for her cubs.”

“But now we have to make sure that you have everything you’re supposed to take home with you,” Marja continues.

They fill up the car, not only with the children’s bags. They also get to take home all kinds of goodies from the farm. Eggs, vegetables, berries and other things.

Hanna also joins the children.

“Thank you so much for all the help!” she says and gives the children a hug. “It has been so nice to have you here. Feel free to come back any time you want!”

“Thank you for letting us visit you,” says Nova and Troj waving goodbye.



2. Kopieringsunderlag

I det här kapitlet finns följande kopieringsunderlag att använda vid genomförandet av provet.

- **Kopieringsunderlag 1: Self-assessment – Me and mathematics**

Self-assessment – Me and Mathematics



Colour the clouds with the colour that best matches how you feel when you are going to ...

Green = sure
Yellow = fairly sure
Blue = not sure

... work out something in your head, for example $20 - 13$

... compare different diagrams

... show how many a fourth of 8 is

Me and Mathematics

... solve a problem

... show what symmetry is

... assess the weight of something

... use a written method of calculation

... divide the number 20 in different ways

... show which arithmetic operation you are going to use in your working

Genomförd: Före provperiod Efter provperiod

