

# Math CE2

## MHM work for May / June

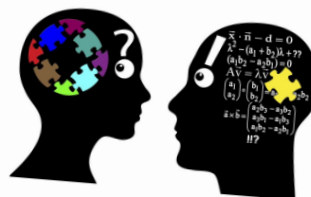
**Math**

is about learning  
Not performing



There is no such thing as  
a math person!

Everyone can learn **Math**  
At high level.



# Day 108 (M17S1)

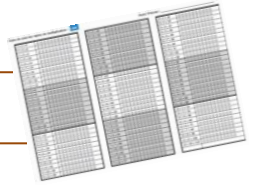
M 17 CE2

## Routine



Look at the shape for 30 s and draw it on your white board.

## Mind math



Time tables

In line...

$479 - 25 =$

$592 - 16 =$

$383 - 22 =$

$187 - 34 =$

## Problems

## Learning

Mesure the lines...

→ EX : 171

→ EX : 172/173

# Day 109 (M17S2)

## Routine



Let's work on time

Write the hundred after

Ex: 5 736 → 5 800

6 287 → 8 326 → 7 813 →

9 153 → 7 948 → 6 371 →

## Mind math

Add 101

1 532

2 543

2 871

5 233



## Problems

## Learning

Test time

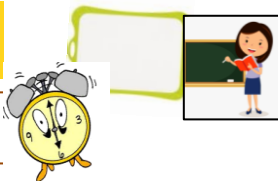
→ EX : 174

→ EX : 175



I know the time.

## Routine



Let's work on time

Write the hundred after

Ex: 5 136 → 5 200

6 674 →      3 005 →      8 695 →

7 826 →      4 158 →      3 767 →



## Mind math

Subtract 101

1 253

2 654

2 887

5 323



## Problems

→ **EX** : 176

## Learning

Test time

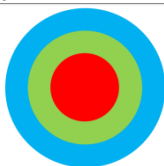
# Day 111 (M17S4) REGULATION

## Routine



Let's play Target game!

Red = 1000  
Green = 100  
Blue = 10



## Mind math

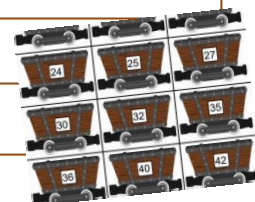
Time table

## Problems

## Learning

Test correction

Let's play Train game!



*I can add and subtract 101. Explain.*

# Day 112 (M18S1)

M 18 CE2

## Routine



Count 100 by 100 from 170

Look at these number. What comes next??

1 584– 1 591– 1 598 .....



## Mind math

Add 18 to ....

1 336

2 247

2 163

5 216

3 337

Let's play multiplidés



## Problems

## Learning

Go to **1000**.

From 915 to 1000 ??

From 575 to 1000 ??

You can make a number line.

Let's play Train game.



# Day 113 (M18S2)

## Routine



Count 100 by 100 from 230

Look at these number. What comes next??

3 335– 3 356– 3 377.....



## Mind math

Let's play multiplidés



## Problems

## Learning

→ **EX** : 177

On your **red notebook**:

136 X 25 =

236 X 46 =



*I can write a subtraction.*

## Routine



Frame these numbers:

2 335

1 548

3 787

Write the numbers your teacher spell.



## Mind math

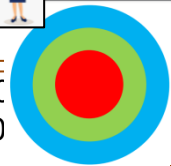


Let's play Target game!

Red = 1 000

Green = 100

Blue = 10



What is  $100 \times 10$  ??



## Problems

Des coureurs vont faire 3 tours de la ville. Chaque tour fait 3 km et 500 m. Combien de km vont-ils courir au total?



## Learning

On your red **note book**.

$$1\ 000 - 631 =$$

$$713 - 525 =$$

$$901 - 151 =$$



Let's play Garden war!

## Routine

Frame these numbers:

2 635

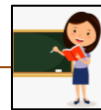
1 748

3 087

Write the numbers your teacher spell.



## Mind math

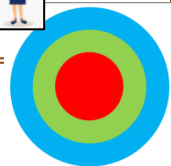


Let's play Target game!

Red = 100

Green = 10

Blue = 1



Time table!

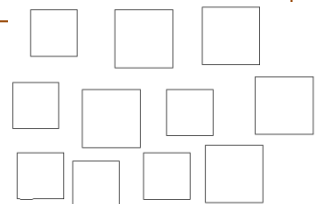
## Problems



Des cyclistes vont faire une course sur une boucle en ville. La boucle fait 12 km et 200m. Ils vont faire 10 tours. Combien de km en tout vont-ils faire?

## Learning

With the paper, try to make a cube (2 by 2)



EX: 178



*I can build a cube.*

# Day 116 (M18S5) REGULATION

M 18 CE2

## Routine

## Mind math

Work on your time tables.

## Problems

## Learning

Work on subtractions

In your notebook:

$$1336 - 287 =$$

$$2\ 234 - 166 =$$

M 19 CE2

# Day 117 (M19S1)

## Routine

## Mind math

→ **EX** : 179

Write the number after:

1 358

3 378

6 269

How many thousands in:

$$500 + 600 + 400 + 500 + 700 ?$$

L'agricultrice a 57 poteaux à planter pour fermer son champ. Elle veut mettre autant de poteaux sur ses 4 côtés. Combien de poteaux va-t-elle mettre sur les 4 côtés? En restera-t-il?  
→ it is a ..... situation.

## Learning

J'ai 28 bonbons, je veux les partager entre 7 enfants. Combien chacun va recevoir? → it is a ..... situation.

La directrice a reçu 180 stylos dans sa commande. Elle fait des paquets de 25 pour en donner à chaque classe. Combien de paquets peut-elle faire? → it is a ..... situation.



*I can recognize a sharing situation.*

## Routine

Write the number after:

6 378

3 902

6 384

How many thousands in:

$700 + 300 + 400 + + 500 + 800 + 200 ?$

## Mind math

→ **EX** : 180

## Problems

## Learning

temperatures

→ **EX** : 181

# Day 119 (M19S3)

## Routine



Shapes flashcards. Write the name on your whiteboard.



→ **EX** : 182

## Mind math



Doubles?

25

50

75

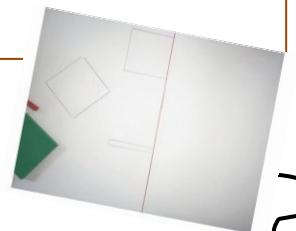
250

## Problems

## Learning

Make a symmetric art. Work with a partner. Big paper and use shapes.

→ **EX** : 183/184



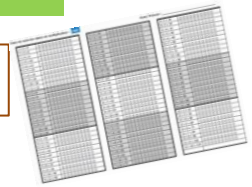
*I can make a symmetric picture.*

## Routine

Tell the numbers from 325, 10 by 10 as far as you can.

## Mind math

Time tables.



## Problems

→ **EX** : 185

Let's play multiplidés



## Learning

Write in your **red notebook**:

1 centaine = ..... unités = ...dizaines  
 1 millier = ..... Centaines = .... Dizaines.

→ **EX** : 186

## Routine

Tell the numbers from 3225, 100 by 100 as far as you can.



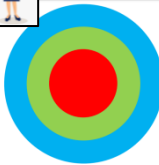
## Mind math

Time tables.



Let's play Target game!

Red = 500  
 Green = 250  
 Blue = 50



## Problems

## Learning

What do you know about 3 D shape?

Read **lesson 15**.

→ **EX** : 187



*I know the name of the 3 D shapes.*



Routine



Mind math

Time table

Problems

Learning

Day 123 (M19S7)

Routine

Write the number the teacher says. Order them.



Mind math



Start with 2500 ....  
Add 2 hundreds , subtract 6 tens....

Look on a number line.



Problems

Learning

Remember what is a right angle?

→ EX : 188 / 189



I can draw a perpendicular line.

# Day 124 (M20 S1)

M 20 CE2

## Routine



Look at these numbers.  
741 – 732 – 723- .....  
What is the next number?

## Mind math



Find the half (la moitié).  
68  
121

How can you do that?

## Problems

## Learning

→ **EX** : 190

Let's play  
multiplidés



# Day 125 (M20S2)

## Routine



Conversions. 23 cm – ..... mm  
2 m = ..... cm  
13 m = .... cm



Listen to this number. How many  
tens do you need to make it?  
987– 7 002 – 704 ....

## Mind math



Subtraction:

$776 - 772 ?$

$667 - 663 ?$

$186 - 182 ?$

$254 - 251 ?$

## Problems

## Learning

→ **EX** : 191

In your **red notebook**. Calculate:

$163 \times 35$

$141 \times 48$

$223 \times 34$



*I can do some easy subtractions in my mind.*

Routine



What measure can you use for the length of a highway?  
The weight of a cake? The water in a bottle? ....

RALLYE MATHS: Manche 4

→ **EX** : 192 / 193

Day 127 (M20S4) REGULATION

Routine



Mind math



RALLYE MATHS: Manche 4

CORRECTION



*I can write a lot in order to find the answer.*

# Day 128 (M20 S5)

M 20 CE2

## Routine



Look at these words. With at least 2 labels, make as many numbers as possible. quatre

sept    dix    vingt    cent    mille

Write the numbers your teacher spells.

## Mind math



calculate:  
300 X 10 =  
265 X 10 =  
367 X 10 =  
781 X 10 =

## Problems

## Learning

Compass! Work on a white paper.

Treasure map!

→ EX : 196

→ EX : 194/ 195

# Day 129 (M20S6)

## Routine



Look at these words. With at least 2 labels, make as many numbers as possible. mille

trois    huit    dix    vingt    cent

Write the numbers your teacher spells.

## Mind math



calculate:  
23 X 3 =  
14 X 2 =  
32 X 3 =

## Problems

## Learning

On your red notebook:  
1 154 + ..... = 2000    3 028 + .... = 4000  
5 255 + ..... = 6000  
How to calculate very fast ?  
125 + 602 + 54 = ??  
202 + 59 + 30 =

Treasure map!

→ EX : 197



*I can do a hole addition.*

# Day 130 (M20S7)

M 20 CE2

## Routine

Look at the shape.  
Draw new lines.

→ **EX** : 197 / 199

## Mind math

calculate:

$$450 + \dots = 1000$$

$$660 + \dots = 1000$$

$$250 + \dots = 1000$$

Can you tell if it is more or less than 1000?  $489 + 531$  ? And  $333 + 311 + 327$

## Problems

## Learning

Let's work on time.



→ **EX** : 200

Read **lesson 16**.

→ **EX** : 201

# Day 131 (M20S8)

## Routine



Look at these 3D shapes.  
How do you call it.



→ **EX** : 202

## Mind math

Chronomaths 9

→ **EX** : 203

## Problems

## Learning

**Remember lesson 16**

Make a new « treasure map » for your partner with the map of France.



*I can do a subtraction. In column*


# Day 132 (M21S1)

M 21 CE2

## Routine



Write this number:  $8000 + 300 + 7 =$   
 $6000 + 700 + 8 =$   
 $9000 + 100 + 3 =$

Write the number your teacher spells. 

## Mind math



Calculate:

$$2 \times 5 \times 8 =$$

$$3 \times 3 \times 2 \times 4 =$$

## Problems

→ **EX** : 204

## Learning

→ **EX** : 205/206

# Day 133 (M21S2)

## Routine



Write this number:  $5000 + 400 + 12 =$   
 $7000 + 700 + 17 =$   
 $2000 + 500 + 7 =$



Write the number your teacher spells.

## Mind math

Time table.

## Problems

→ **EX** : 207

## Learning

Can you order this?

→ **EX** : 208



*I can complete a cheque.*

# Day 133 (M21S3)

M 21 CE2

## Routine



Write with words.  
Huit-mille-deux-cent-quarante-neuf.  
Cinq-mille-six-cent-trente-quatre.



Write the number your teacher spells.

## Mind math



How to calculate?

$$3 \times 4 \times 5 =$$

$$3 \times 3 \times 8 \times 5 =$$

## Problems

→ **EX** : 209

## Learning



**DIVISION!**

Je veux partager entre 3 élèves,  
15 crayons et 7 gommes.  
Comment je fais?  
Work with teacher.

# Day 134 (M21S4)

## Routine



Write with words.  
Sept-mille-sept-cent-vingt-huit.  
Neuf-mille-quatre-cent-soixante-quinze.



Write the number your teacher spells.

## Mind math

Time table

## Problems



Let's play collection game.

## Learning

Division. READ **lesson 17**.  
Let's do  $23 : 5 =$   
 $41 : 8 =$



*I can do a division.*

# Day 136 (M21S5) REGULATION

M 21 CE2

Routine

Mind math

Problems

Learning

# Day 137 (M21S6)

Routine

Mind math

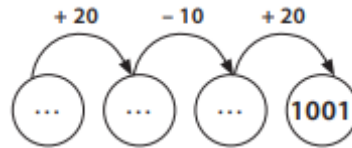
The time.

1h = ..... min

1h30 = ..... min

2h15 = .....min

1 centaine = ..... dizaines = ..... unités  
1 millier = ..... centaines = ..... dizaines = ..... unités.



Problems

Learning

Let's work on a calendar (Tilt Book)



*I know the months of the year.*



## Routine



1h30 = ..... min  
 2h30 = ....min  
 2h15 = .....min  
 120 min = ..... h  
 140 min = ..... h ..... min

## Mind math



Let's play five dice!

3 dice 6 faces / 2 dice 10 faces.

I say a number ex: 19, you try to make 19 with + or -.

## Problems

→ EX : 210

## Learning

Treasure map.

→ EX : 211

## Routine



Look at this shape. Work on the shape to make an original one.

→ EX : 212

## Mind math

2 teams. One work on line, the other in column.

$$3\ 874 - 452 =$$

$$2\ 001 - 572 =$$

## Problems

## Learning

Let's play « the garden war ».



Work on code.

