

# Math CM1

## MHM work for

March / April

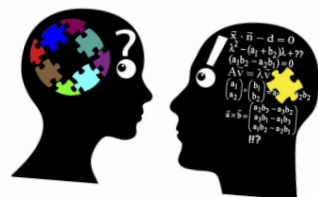
**Math**

is about learning  
Not performing



There is no such thing as  
a math person!

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



# Day 82 (M13S1)

M 13 CM1

## Routine

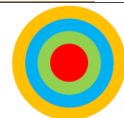
Today's fraction is « seven tenths ».

→ Ex : 1 1 2

## Mind math

Target game!

Red = 10  
Green = 1  
Blue = 0,5  
Orange = 0,1



How to make 1,8 with 5 arrows?

## Problems

proportionality

*Pour soigner sa toux, mamie prend 5 cL de sirop. Combien de sirop aura-t-elle bu à la fin de la semaine?*

## Learning

Read lesson 13.

→ Ex : 1 1 3 / 1 1 4

# Day 83(M13S2)

## Routine

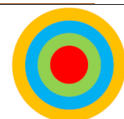
Today's fraction is « thirteen tenths ».

→ Ex : 1 1 5

## Mind math

Target game!

Red = 10  
Green = 1  
Blue = 0,5  
Orange = 0,1



How to make 11,3 with 5 arrows?

## Problems

proportionality

*Le camion de la poste transporte 25 colis de 6 kg chacun. Quel poids total transporte-t-il?*

## Learning

→ Ex : 1 1 6 /  
1 1 7 / 1 1 8



*I know what is a proportionality problem. I remember the Rule of 3.*

# Day 84 (M13S3)

M 13 CM1

## Routine

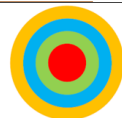
Today's fraction is « eighteen tenths ».

→ Ex : 119

## Mind math

Target game!

Red = 10  
Green = 1  
Blue = 0,5  
Orange = 0,1



How to make 2,2 with 5 arrows?

## Problems

proportionality

*Jules est dans le train. Il parcourt 50 km en 20 min. Combien de km va-t-il parcourir en 1 heure?*

## Learning

Read the **mesure book** (green book)  
Work on it.



# Day 85(M13S4)

## Routine

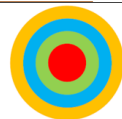
Today's fraction is « twenty-two tenths ».

→ Ex : 120

## Mind math

Target game!

Red = 10  
Green = 1  
Blue = 0,5  
Orange = 0,1



How to make 1,4 with 5 arrows?

## Problems

proportionality

*Dans la recette de la mousse au chocolat, il faut 150g de chocolat pour faire 4 pots. Combien faudra-t-il pour faire 12 pots?*

## Learning

On your **red notebook**.  
 $4056 - 1886 =$  /  $45002 - 13786 =$   
 $456 \times 23 =$  /  $752 \times 67 =$   
 $4568 : 5 =$  /  $78963 : 6 =$

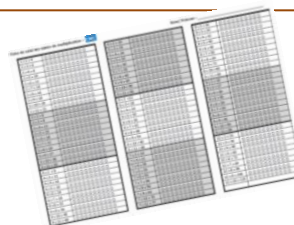


*I can work on fractions. (add, compare...)*

Routine

Mind math

Time table with the grid: (5 min)

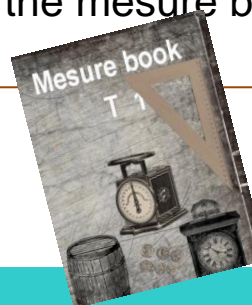


Problems

Learning

Let's play proportionni/proportionon.

Work on the mesure book.



Day 87(M13S6)

Routine

Mind math

Let's work on time!  
What time is it?  
Find 2 solutions



Problems

Learning

*J'ai commandé un livre sur internet le lundi à 18h. Le site m'indique que je serai livré dans 35h. Quel jour et à quelle heure le livre va-t-il arriver?*

Look at these house plans.

→ EX : 121

→ EX : 122



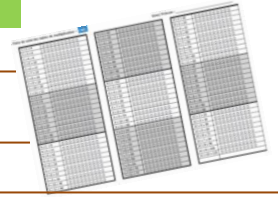
I can explain what is an area.

## Routine



Change the time.  
 1 hour = ..... min  
 2 min = ..... sec  
 3 hours = ..... min

## Mind math



Time table: 5 min.

How could you calculate easily...  
 $12 \times 25 \times 16$

## Problems



*Pour remplir la piscine des enfants de 200 L, les parents ont versé 25 seaux. Quelle est la capacité d'un seau?*

Let's play fractions' domino



## Learning



In your **red notebook**, copy the exercise.

$\frac{3}{5}$	...	$\frac{6}{5}$		$\frac{3}{4}$	...	$\frac{2}{4}$		$\frac{7}{8}$	...	$\frac{6}{8}$
$\frac{7}{9}$	...	$\frac{12}{9}$		$\frac{8}{5}$	...	$\frac{3}{4}$		$\frac{1}{2}$	...	$\frac{6}{5}$

# Day 89(M13S8)

## Routine



→ EX : 124/ 125

## Mind math

## Problems



*Pour partir sur l'île de Pâques, Jean doit prendre plusieurs avions.  
 Paris-Brésil: durée du vol: 11h45  
 Brésil - Chili: 4h15  
 Chili - Île de Pâques: 5h30  
 Combien de temps le vol a-t-il duré au total?*

## Learning

Read lesson 15.

→ EX : 126/ 127



# Day 90 (M14S1)

M 14 CM1

## Routine

Today's number is :  
three millions five hundred thousands  
and six hundred and twenty eight.

→ **EX** : 128

## Mind math

What is the triple of?

- 15
- 25
- 50
- 150



## Problems

→ **EX** : 128

## Learning

Read lesson 6.

Circulo.

→ **EX** : 129 / 130

# Day 91 (M14S2)

## Routine

Today's number is :  
Eighty-two millions three hundred and  
ninety six thousand two hundred and  
four.

→ **EX** : 131

## Mind math

Calculus.

→ **EX** : 132

## Problems

→ **EX** : 131

## Learning

Read lesson 10.

In your **red notebook**, find 2  
multiple of 24 / 50 / 60

Let's play the chain.



What do I do to solve a problem in English?

## Routine

Today's number is :  
Ninety eight millions five hundred and two thousands and twenty three.

→ **EX** : 133

## Mind math

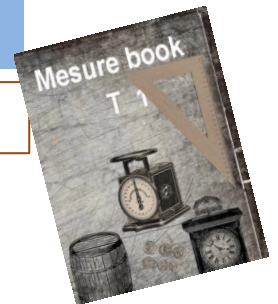
→ **EX** : 134

## Problems

→ **EX** : 133

## Learning

Book of mesure



# Day 93 (M14S4)

## Routine

Today's number is :  
Seven millions five thousands and eighty four thousands three hundred and six. .

→ **EX** : 135

## Mind math

Additions with decimals.

$$7 + 1,3 =$$

$$6 + 2,7 =$$

$$8 + 0,9 =$$



## Problems

→ **EX** : 135

## Learning

Fraction and Lego.

→ **EX** : 136/ 137



*I can add a number with a decimal number.*



# Day 94 (M14S5) REGULATION

M 14 CM1

Routine

Mind math



Remember how to add decimals numbers.

$$4 + 5,5 =$$

$$6 + 2,3 = \dots$$

Problems

Learning

Red notebook:

$$125 \times 236 =$$

$$4789 : 7 =$$

$$5367 : 3 =$$

# Day 95 (M14S6)

Routine

Mind math



Let's work on time.



72 min in hour and min?

84 sec in min and sec?

Calculus

$$\rightarrow \text{EX} : 138$$

Problems



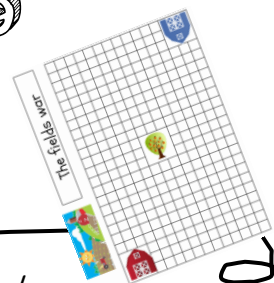
Learning

*J'ai pris le train à 18h. Le trajet dure 2h10. Il va s'arrêter 4 fois avant d'arriver. Chaque arrêt dure 3 min. A quelle heure vais-je arriver?*

Let's take the tube (or subway).

$$\rightarrow \text{EX} : 139$$

Let's play field war.



*I can play « the fields war ». I can explain the rules in English.*



## Routine

In your **red notebook**, draw an equilateral triangle.  
 Draw a right triangle.  
 Can you tell what **angles** are there?

Look at these numbers. What is the odd one out? 7 / 9 / 14 / 21

## Mind math

Chronomaths 7

→ **EX** : 140

## Problems

→ **EX** : 141

## Learning

→ **EX** : 142 / 143

## Routine

Write the decimal number the teacher tells you.



## Mind math

Divisions.  
 $25 : 4 = ??$  With the rest?  
 $4 \times 6 + 1$   
 $19 : 3 ?$  /  $37 : 4 =$



Time table 11



## Problems

## Learning

Code



→ **EX** : 144 / 145 / 146



# Day 98 (M15S2)

M 15 CM1

## Routine



Write the decimal number the teacher tells you.

Conversions:

10 L = ..... cL // 25 cL = ..... mL

100 mL = .... dL // 120 dL = ..... L

## Mind math

Divisions.

22 : 3 = ?? With the rest?

33 : 8 ? / 36 : 5 =

Multiple of 25

## Learning

Multiples

→ **EX** : 147

Let's play the chain.

**Exemple**

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

Le premier 1 a calculé 8 en 160.  
Le premier 2 a calculé 12 en 240  
car c'est son multiple de 6.  
Le premier 3 a calculé 18 car c'est son multiple de 12.  
Le premier 4 a calculé 24 car c'est son multiple de 24.  
C'est en fait le premier 1. Il a beaucoup de calculs : 1, 2, 4 qui sont des divisions en fait.  
10, 12, 15, 20 qui sont des multiples.

# Day 99 (M15S3)

## Routine



Write the decimal number the teacher tells you.

## Mind math

Divisions.

29: 4 = ?? With the rest?

31: 6 ? / 46: 9 =

Read **lesson 16**

## Problems

→ **EX** : 149

## Learning

Look at the picture and do the same with Lego.

→ **EX** : 148



*I can easily make a division with a rest.*

# Day 100 (M15S4)

M 15 CM1

## Routine



Write the decimal number the teacher tells you.



Conversions:

16 L = ..... dL // 2500 cL = ..... L  
200 mL = .... dL // 350 dL = ..... L

## Mind math



Divisions.

37: 6 = ?? With the rest?  
43: 7 ? / 41 : 5 =

test about **lesson 16**

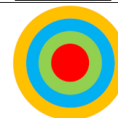


## Learning

Target game



Red = 10  
Green = 1  
Blue = 0,1  
Orange = 0,01



# Day 101 (M15S5) REGULATION

## Routine

Write the decimal number the teacher tells you.



## Mind math

## Problems



## Learning

→ **EX : 150**



*I understand how can move a robot in a grid.*

# Day 102 (M15S6)

M 15 CM1

## Routine

What number is it?

$2 + 4/10$

$6 + 5/10$

$12 + 3/10$

$8 + 1/10$



## Mind math

Ordre de grandeur

39 + 159 is about??

59 X 6 ?



Look at the video



QCM Calcul mental



## Learning

→ **EX** : 150 / 151

→ 153

# Day 103 (M16S1)

M 16 CM1

## Routine

Write what the teacher ask.  
(line, segment, rhombus....)



## Mind math

## Learning

Tangram.

With the small triangle, answer the questions.

→ 154

## Problems

La maison des Martin est rectangulaire. Elle fait 9 m de long et 6 m de large. M. Martin a acheté 25m de gouttière. **A-t-il assez de gouttière pour faire le tour de sa maison?**



*I can estimate a result.*

# Day 104 (M16S2)

M 16 CM1

## Routine

Compare the numbers with < or >.

5,23 ..... 5,32

8,5 ..... 6,5

2,3 ..... 2,1

8,67 .... 8,29

What decimal number it is?

23/10 =

56/10 =

42/100 =

53/10 =

## Mind math

Additions

5+2,3 =

8 + 3,5 =

7+ 4,6 =

6 + 6,4 =

## Problems

Léa mesure 1m45. Elle mesure 27 cm de moins que son père et 12 cm de plus que son petit frère. **Combien mesure chaque membre de la famille?**



Let's play « no more than 1 »!

## Learning

Make a triangle.

AB = 6 cm / BC = 7 cm / AC = 8 cm

→ 155

Read lesson 7

Make 2 other triangles.

DEF → DE= 4 cm /

EF= 7 cm / FD= 9 cm

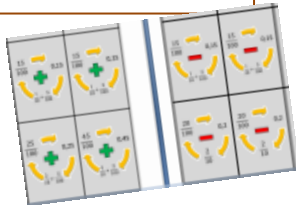
IJK → IJ= 3 cm / JK= 5 cm / IK= 6 cm

Red notebook

# Day 105 (M16S3)

## Routine

Let's play « no more than 1 »!



## Mind math

Work with a partner.

5 points if it is ok.

5 points if you explain well.

## RALLYE MATHS: Manche 3

→ Ex : 156 : 157



I can draw a triangle with a compass.

# Day 106 (M16S4)

M 16 CM1

## Routine

Compare the numbers with < or >.

5,89 ..... 5,6

8,15 ..... 8,6

2,3 ..... 5,1

8,6 .... 8,29

What decimal number it is?

58/10 =

13/10 =

62/100 =

45/10 =

## Mind math

Chronomaths 8

→ 158

## Problems

*Papa pèse deux fois plus que moi et je pèse quatre fois plus que Lucie ma petite sœur, qui fait 9 kg. . Combien pèse chaque personne ?*



## Learning

Read lesson 18

Let's play « no more than 1 »!



# Day 107 (M16S5) REGULATION

## Routine

## Mind math

## RALLYE MATHS: Manche 3: Correction

→ EX : 156 : 157



*I can play « no more than 1 »!*