

Math CM2

MHM work for November/ December



Math

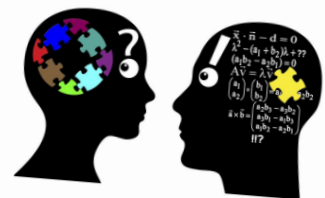
is about learning
Not performing



There is no such thing as
a math person!

Everyone can learn
At high level.

Math



Day 36 (M6S1)

M 6 CM2

Routine

Draw a **circle** in your **red notebook**. Cut it in 2 parts.
Draw a **square**. Cut it in 2 parts.
How do you call each part?

Mind math

Add 18 to a number.
Exemple: $153 + 18 =$
 $176 + 18 =$
 $137 + 18 =$



Problems

Learning

Read **lesson 8**.

→ **Ex :** 48 / 49

Day 37 (M6S2)

Routine



In your **red notebook**, write a number.....
With 235 hundreds of thousands

Round the number.

Mind math

$115 : 5$



Problems



Listen to this problem...

Dad makes 45 cakes for the party with 6 children. But there will be **twice** children. How many cakes does he need?

Learning

In your **red notebook**, do theses divisions: $146 : 5 =$ / $236 : 7 =$

Let's play domino. (fractions)



I know the name of the fractions. 1/5 1/6 ... I can do a division.

Day 38 (M6S3)

M 6 CM2

Routine

In your **red notebook**, write a number.....

With 56 tens of thousands



Round the number.

Mind math

$$365 : 5$$



Problems

Listen to this problem...

Charline says you need 75 notebooks for 2 classes. How many for 10 classes?

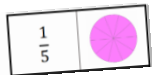


Learning

In your **red notebook**, do theses divisions: $1456 : 4 =$ / $1705 : 6 =$

→ **Ex : 50**

Let's play domino



Day 39 (M6S4)

Routine

In your **red notebook**, write a number.....

With 108 hundreds of thousands



Round the number.

Mind math

Add 999 to ...

56 547

67 108

64 785



Problems

Listen to this problem...

If I buy a chocolate cake for 2€50, How much I will pay for 160 cakes?



Learning

Let's do multiplications. On your **red notebook**.

$156 \times 5 =$ / $148 \times 26 =$ / $237 \times 145 =$ / $1078 \times 253 =$



I can use the cross rule in a problem...

Day 40 (M6S5) REGULATION

M 6 CM2

Routine

Let's work on numbers in English.

Mind math

Enveloppe table

Problems

Review the problems in day 38 and 39.

Learning

On your **rednotebook**, write these opérations. (in column)

$$\begin{array}{l} 1206 \times 6 = \quad / \quad 426 \times 15 = \quad / \quad 178 \times 46 \\ = \end{array}$$

Day 41(M6S6)

Routine

On your whiteboard, draw a rectangle, a square and a rhombus.

Explain what is a middle of a segment line?

Let's work on time.?



On white paper, with ruler and a square set.

Mind math

Time tables (enveloppe)

Learning

→ **EX** : 51

Constructor 10. Construis un rectangle de longueur 8 cm et de largeur 2 cm. Trace un cercle de 2 cm de rayon à chaque sommet du rectangle.

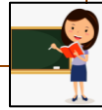


I know the name of the shapes: square, rectangles, circle...

Day 42 (M7S1)

M 7 CM2

Routine



Let's work on fractions with teacher.

→ EX : 52

Mind math

Read **lesson 10**. Look at the Pythagore table.

Problems

I mesure 12 cm more than my sister. She is 1m25. How tall am I?
Draw a diagramm.

Learning

Red **lesson 4**

→ EX : 53

Day 43(M7S2)

Routine



Let's work on fractions with teacher.

→ EX : 54

Mind math

→ EX : 55

Problems

Nolan mesure 20 cm more than Hugo. He is 1m35. How tall is he?
Draw a diagramm.

Learning



In your **red notebook**, draw a segment line with 10 squares. 0 at the beginning, 1 at the end.
Where is $1/10$? $4/10$? $5/10$? $13/10$?



I know the fractions.

Day 44 (M7S3)

M 7 CM2

Routine

Let's work on fractions with teacher.

→ **EX** : 56



Mind math



Calculate 45×23 in less than 2 minutes.

Problems

*It rained 112 mm in January and 53 mm more in February. How much rain did we get in February?
Draw a diagramm.*

Learning

Let's play: « Omelet game »



Day 45(M7S4)

Routine

Let's work on fractions with teacher.

→ **EX** : 57



Mind math

Chronomaths 3.

→ **EX** : 58

Problems

*It rained 63 mm in March and 14 mm less in April. How much rain did we get in April?
Draw a diagramm.*

Learning

In your **red notebook**, write the definition of a **middle**. Draw 2 segments lines and find the middle.



I work on time tables. I can make a diagramm to solve a problem.

Routine

Fraction flash cards with teacher.
What do you add to have a whole number?



RALLYE MATHS: Manche 1

Work with a partner.

→ **EX** : 60 / 61

5 points if it is ok.
5 points if you explain well.

Day 47 (M7S6) REGULATION

Routine

Let's count **work on the big numbers**.

Mind math

Time table with
enveloppe.

Problems

Learning

RALLYE MATHS: Manche 1

CORRECTION



I know my time table. I can tell my point in Rallye maths

Day 48 (M7S7)

M 7 CM2

Routine

Time. / Hours. Flash cards



Mind math

Problems

Mamie a préparé des bonbons pour halloween. Dans le grand saladier, elle a mis 128 bonbons. Elle a promis à ses neveux qu'ils en auraient $\frac{1}{4}$ chacun. Combien de bonbons vont-ils avoir?



Learning

→ **EX** : 62

Read **lesson 8**.

M 8 CM2

Day 49(M8S1)

Routine

Time. / Hours. Flash cards



→ **EX** : 63

Mind math



On your red notebook, draw a line with 0, 1, and 2. Each unit is divide in 4. Where is $\frac{7}{4}$?
Write another form.

Problems

Learning

Read **lesson 10**.

→ **EX** : 65



I can form a fraction with a whole number and a fraction.

Day 50 (M8S2)

M 8 CM2

Routine



Fractions

→ **EX** : 64

Mind math

Let's work on time table (enveloppe).

Problems

→ **EX** : 66

Learning

Let's play: « Omelet game »



Day 51 (M8S3)

Routine



Fractions

→ **EX** : 64

Mind math

Let's work on time table (enveloppe).

Problems

Learning

In your **red notebook**, draw a 10 small squares side square. Colour $\frac{1}{100}$ / colour $\frac{1}{10}$ / colour $\frac{10}{100}$ / How many tenths to fill the square?

→ **EX** : 67



I can add a fraction number on a line.

Day 52 (M8S4)

M 8 CM2

Routine



Fractions

→ **Ex** : 63/64

Mind math

Calculus.

→ **Ex** : 68

Problems

Learning



With a partner, work on this division: 528 : 4

Read **lesson 11**.

Let's watch the video!



Day 53 (M8S5)

Routine



Fractions

→ **Ex** : 63/64

Mind math

Calculus

→ **Ex** : 69

Problems



→ **Ex** : 70

Learning

Let's read the story « l'histoire du tailleur ».
Pages 1 to 3.



I can explain how to solve a division.

Day 54 (M8S6) REGULATION

M 8 CM2

Routine

Operations: (red notebook)

$$1256 : 4 =$$

$$257 : 8 =$$

$$4567 : 7 =$$

Mind math

Time table (enveloppe)

Problems

Let's review the problems:

29, 30, 31, 32

Learning

Day 55 (M8S7)

Routine

Let's work on fractions with teacher.



For each fraction, frame it with whole numbers..

→ **Ex : 71**

— < 7 212 < —

Mind math

$$56 \times 19 =$$



Problems

→ **Ex : 71**

Learning

Read lesson 11

On your red notebook. $708 : 6 =$
 $1236 : 4 =$ / $15647 : 8 =$



I can read the time on a watch.

Day 56 (M9S1)

M 9 CM2

Routine

Today's number:

Fifteen thousands two hundred and sixty. → **EX : 72**

Write a « multiple » of
12 And 15



Mind math

Calculus

→ **EX : 72**

Problems

→ **EX : 71**

Learning

Division

Train: (end of the story of the tailleur.

In your **red notebook**: $1236 : 5 =$
 $/ 1476 : 4 = / 694 : 9 =$

Day 57 (M9S2)

Routine

Today's number:

One hundred and thirty thousand and seven hundred. → **EX : 73**

Write a « multiple » of
25 and 150



Mind math

Chronomaths 4

→ **EX : 74**

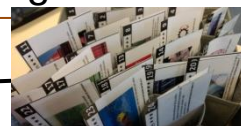
Problems

→ **EX : 73**

Learning

Make a **bar diagramm** with your results in Chronomaths.

Take an « enigma » in the box.



I can explain how to do a division

Day 58 (M9S3)

M 9 CM2

Routine

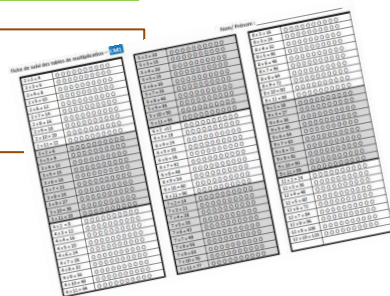


Spelling numbers.



Mind math

Time tables
5 minutes



Problems

Learning

Let's work on fractales. ...
The knoch snowflake!

→ EX : 74

Day 59 (M9S4)

Routine



Spelling numbers.



Mind math

Time table: 12

$$12 \times 3 =$$

$$12 \times 9 = \dots$$

Problems

Learning

Let's do a little test.

→ EX : 76



I can explain what is a fractal.

Day 60 (M9S5) REGULATION

M 9 CM2

Routine

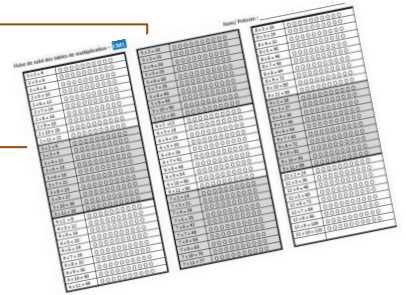


Spelling numbers.



Mind math

Time tables
5 minutes



Problems

Learning

On your **red notebook**.

$5227 : 5 =$ / $4009 : 3 =$ / $7363 : 4 =$

Day 61 (M9S6)

Routine

Work on the geometry vocabulary.
Segment line, point? ...

Mind math

Problems

Learning

Draw a segment line: 8,4 cm. Write the middle. Write a line perpendicular of the segment, through the middle. Add a point at 7,3 cm of the segment line and join the point to the end of the segment line. What kind of triangle is it?

Test.

→ **EX** : 77 / 78



I know the geometry vocabulary.