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| Calcul mental : additions et soustractions diverses |

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| 1. Calcul mental | | | | | | | | | |
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| Calcul mental : Les tables de multiplication (2, 3, 4, 5) |

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| 1. Calcul mental | | | | | | | | | |
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| Ecrire les nombres à trois chiffres |

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| 1. Ecris les nombres en chiffres  |  |  |  |  | | --- | --- | --- | --- | | * Six-cent-douze | \_\_\_\_\_\_\_\_ | * Quatre-cent-quatre-vingt-deux | \_\_\_\_\_\_\_\_ | | * Sept-cent-huit | \_\_\_\_\_\_\_\_ | * Cinq-cent-soixante-dix-sept | \_\_\_\_\_\_\_\_ | | * Trois-cent-quarante | \_\_\_\_\_\_\_\_ | * Cent-quatre-vingt-quatorze | \_\_\_\_\_\_\_\_ | | * Neuf-cent-vingt-sept | \_\_\_\_\_\_\_\_ | * Huit-cent-quatre | \_\_\_\_\_\_\_\_ | |

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| Décomposer les nombres à 3 chiffres |

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| 1. Complète le tableau.  |  |  |  |  | | --- | --- | --- | --- | | 432 | 400 + 30 + 2 | 400 + 32 | 4 c 3 d 2 u | | 826 |  |  |  | | 239 |  |  |  | | 502 |  |  |  | |

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| Maitriser la technique de l’addition posée avec et sans retenue |

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| 1. Pose les additions et calcule |

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| Maitriser la technique de la soustraction posée avec et sans retenue |

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| 1. Pose les soustractions et calcule |

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| 53 - 29   |  |  | | --- | --- | | Dizaines | Unités | |  |  | |  |  | |  |  | |  |  | | 92 - 48   |  |  | | --- | --- | | Dizaines | Unités | |  |  | |  |  | |  |  | |  |  | |

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| Résoudre des problèmes |

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| 1. Résous ces problèmes en suivant les 3 étapes. |

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| Sur son album photos, Arnaud doit coller 5 photos par page. Il a 15 photos en tout.  Combien de pages va-t-il remplir ? |
|  |
| Dessin (dessine les pages et les photos) |
|  |
| Calcul : |
|  |
| Phase-réponse :  Il va ………………………………………………………………………………… |

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| --- |
| Yona avait planté 6 rangées de 10 roses. Il reste 2 rangées de roses.  Combien de roses ont été cueillies ? |
|  |
| Dessin (dessine les rangées de roses) |
|  |
| Calcul : |
|  |
| Phase-réponse :  On a cueilli ………………………………………………………………………………… |

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| --- |
| A la cantine, 42 enfants sont déjà installés. 10 enfants arrivent.  Combien d’enfants y a-t-il maintenant à la cantine ? |
|  |
| Dessin : |
|  |
| Calcul : |
|  |
| Phase-réponse : |

|  |
| --- |
| Dans le bus, il y a 59 personnes. 12 personnes descendent.  Combien de personnes restent dans le bus ? |
|  |
| Dessin : |
|  |
| Calcul : |
|  |
| Phase-réponse : |

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| --- |
| Coder et décoder des déplacements sur un quadrillage |

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| 1. Trace le trajet du renard jusqu’au cœur, en respectant le code.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 3 | 2 | 3 | 3 | 2 | 5 | 2 | 1 |  1. Code le trajet du mouton jusqu’à la fleur.  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

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| Compter de 5 en 5 / Tracer à la règle |

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| 1. Réalise ce point à point, avec une règle |

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| Connaitre et utiliser le vocabulaire des solides : arêtes, face, sommet |

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| 1. Repasse les arêtes en rouge. Colorie une face en vert. Marque chaque sommet par un point bleu.   Résultat de recherche d'images pour "solide"Résultat de recherche d'images pour "solide" |

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| Trier, classer et utiliser des informations contenues dans un document. |

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| 1. Lis les documents puis complète le tableau.  |  |  |  | | --- | --- | --- | | **Prénom :** EustacheRésultat de recherche d'images pour "main coon"  **Race :** Main Coon  **Taille :** grande  **Poil :** Mi-long  **Poids :** 6 à 9 kg  **Caractéristique particulière :** plus grande race de chat | **Prénom :** NekoRésultat de recherche d'images pour "cute munchkin cat"  **Race :** Munchkin  **Taille :** court sur pattes  **Poil :** court  **Poids :** 2 à 6 kg  **Caractéristique particulière :** caractère de chaton | **Prénom :** ChanelleRésultat de recherche d'images pour "chat bengale"  **Race :** Bengale  **Taille :** Moyenne à grande  **Poil :** court  **Poids :** 4 à 7 kg  **Caractéristique particulière :** ressemble à un léopard | |

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| Prénom | Caractéristiques | Poil | Race | Poids | Taille |
| Eustache | ………………………  ……………………… | mi-long | ……………………… | ……………………… | grande |
| ……………………… | Caractère de chaton | ……………………… | ……………………… | 2 à 6 kg | ……………………… |
| Chanelle | ………………………  ……………………… | ……………………… | Bengale | ……………………… | ……………………… |

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| Réaliser des calculs variés en utilisant la technique la plus rapide |

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| 1. Calcule.  |  |  | | --- | --- | | 300 + 50 + 7 + 100 = \_\_\_\_\_\_\_\_\_ | 85 + \_\_\_\_\_\_\_\_\_ = 100 | | 20 + 600 + 8 + 30 = \_\_\_\_\_\_\_\_\_ | 564 – 4 = \_\_\_\_\_\_\_\_\_ | | 2 + 30 + 500 + 4 = \_\_\_\_\_\_\_\_\_ | 564 – 500 = \_\_\_\_\_\_\_\_\_ | | 62 + \_\_\_\_\_\_\_\_\_ = 100 | 564 – 60 = \_\_\_\_\_\_\_\_\_ | |

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| Identifier les mesures associées à différentes grandeurs |

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| 1. Ecris les différentes mesures dans le tableau. |

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| Lire l’heure |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Ecris l’heure à côté de chaque horloge.   Aide 1 : L’aiguille rouge est celle des heures, la bleue celle des minutes  Aide 2 : Regarde l’horloge de la classe pour lire les minutes   |  |  | | --- | --- | | C:\Users\Lise\AppData\Local\Temp\aiguille-8.png\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | C:\Users\Lise\AppData\Local\Temp\aiguille-27.png\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | C:\Users\Lise\AppData\Local\Temp\aiguille-32.png\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | C:\Users\Lise\AppData\Local\Temp\aiguille-43.png\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |