

DÉS À JOUER

- divers 30 dés à jouer classiques avec points de 1 à 6. 6 couleurs
- divers 10 dés chiffres de 1 à 6
- blanc 12 dés neutres à personnaliser en fonction de vos envies
- blanc 10 dés multiplication et division
- blanc 10 dés addition et soustraction
- blanc 10 dés 10 faces de 1 à 10
- bleu 10 dés 10 faces de 1000 à 10000
- orange 10 dés 8 faces de 1 à 8
- vert 10 dés 12 faces de 1 à 12
- violet 10 dés 4 faces de 1 à 4
- rouge 10 dés dizaines 10 faces de 10 à 100
- noir 10 dés 10 faces de 0 à 9
- jaune 10 dés 10 faces centaines de 100 à 1000
- marron 10 dés 20 faces de 1 à 20



révision : la famille des 80-90

Les dizaines cachées : quatre-vingts, quatre-vingt-dix

Comme auparavant pour les nombres de la famille des « soixante-dix », la huitième dizaine et la neuvième dizaine ne portent pas de nom leur étant propre.

Pour les nombres de 80 à 89, la dizaine porte le nom de « quatre-vingt ». Si la numération écrite reste strictement décimale, la numération orale reprend une survivance du système vigésimal (base 20) utilisé jusqu'au début du Moyen Âge. On en retrouve la trace dans « Quinze-vingt », le nom d'un hôpital parisien qui comprenait 300 lits (15 fois 20 lits).

Les nombres de 90 à 99 s'inscrivent dans une continuité orale de 20 nombres et non de 10, comme pour les nombres de 70 à 79.

Compétence dominante travaillée sur cette séance

Représenter : Appréhender différents systèmes de représentations (dessins, schémas, arbres de calcul, etc.).

Utiliser des nombres pour représenter des quantités ou des grandeurs.

□ Attendus en fin de cycle : Nommer, lire, écrire, représenter des nombres entiers.

□ Objectif / Connaissances et compétences associées : Passer d'une représentation à une autre, en particulier associer les noms des nombres à leurs écritures chiffrées.

Procédures de dénombrement (décompositions/ recombinaisons additives ou multiplicatives, utilisations d'unités intermédiaires : dizaines, centaines, en relation ou non avec des groupements).

□ Objectif / Connaissances / compétences de la séance :

Dénombrer des collections de 80 à 99. Associer les désignations orale et écrite des nombres de 80 à 99 à leur écriture numérale.

Prendre conscience de la valeur des chiffres en fonction de leur position dans l'écriture d'un nombre.

□ **Vocabulaire** : quatre-vingts et quatre-vingt-dix.

■ **Matériel à prévoir** :

boulier : 1 par élève

cartes nombre 80 (1 par groupe de 3 élèves)

dés de 1 à 19 (1 par groupe de 3)

Déroulement:

Découvrir:

1) La famille des 80 :

Autrefois, il y a bien longtemps, dans certains pays, si on voulait garder le souvenir d'une quantité, et que les doigts des deux mains ne suffisaient pas, on utilisait aussi ceux des pieds, ce qui faisait vingt en tout. C'est pourquoi certains nombres sont organisés en vingtaines, et pas en dizaines. En France, on compte en vingtaines juste après soixante-dix (septante) : Les huit dizaines, qui devraient se dire huitante, font quatre vingtaines, ce qui se dira quatre-vingts.

Montrer corporellement, faire les nombres 83, combien faut-il d'élèves ? représenter les nombres avec des élèves des deux façons, en utilisant uniquement les doigts puis avec les doigts et les orteils !!! Les élèves vont adorer ! Mettre un collier autour du cou des élèves portant le nombre 20. Photographier pour la trace écrite

On devrait dire : septante huitante

On dit : soixante - Soixante-dix - Quatre-vingts

Faire dessiner sur l'ardoise des vingtaines et écrire le nombre :

deux-vingt et cinq (45), trois-vingt et huit (68), deux vingt et 1 (41), quatre-vingt et 6 (86), quatre-vingt et 3 (83), quatre-vingt et 8 (88) etc...

Puis lecture au tableau des nombres dessinés en vingtaine (avec les doigts, les cartes, les dizaines et unités) avec écriture en mots des nombres pour une bonne imprégnation visuelle et auditive.

2) La famille des 90 :

Et si on ajoute une dizaine de plus, on a 9 dizaines.

En Belgique ou en Suisse on ne dirait pas « neufante » mais nonante car on ne peut pas former un nombre avec neuf mais nonante existe en Suisse. On devrait dire nonante mais on dit quatre-vingt-dix en France.

Attention aux cachotiers comme pour la famille des 70 !!!

Puis lecture au tableau des nombres dessinés en vingtaine (avec les doigts, les cartes, les dizaines et unités) avec écriture en mots des nombres pour une bonne imprégnation visuelle et auditive.

Et enfin mélange des 80 et des 90

S'entraîner

Bien écouter, si après quatre-vingt on entend un....neuf, il n'y a que 8 dizaines, si on entend onze...dix-neuf, il y a 9 dizaines.

- **Par groupes de 3 élèves** : passage de la représentation canonique à la représentation chiffrée puis écrite en mots.

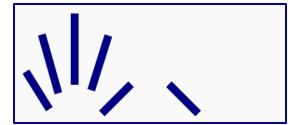
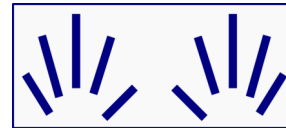
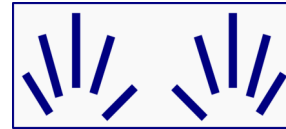
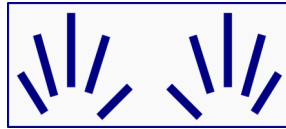
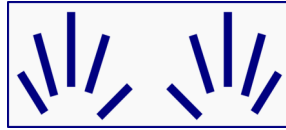
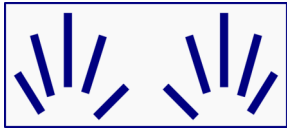
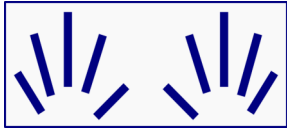
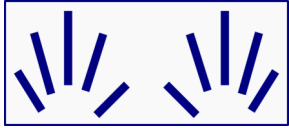
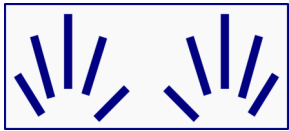
Avec une carte notée 80 et un dé allant de 1 à 20 (effacer le 20) lancer le dé noter et l'addition et le résultat et nommer le nombre obtenu sur le cahier bleu. L'objectif est la mise en situation de conflit socio-cognitif, les 3 élèves doivent s'accorder sur la désignation du nombre en la justifiant.

- **Challenge par groupe de quatre** :

Passage du nombre entendu à l'écriture chiffrée.

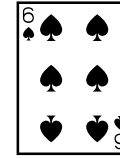
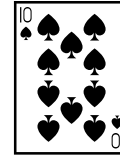
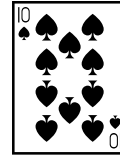
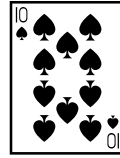
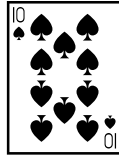
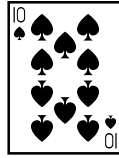
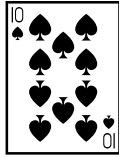
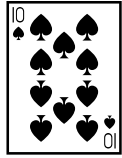
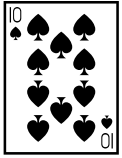
il faut noter les nombres dictés par la maîtresse un tour chacun avec l'approbation de ses camarades le but étant d'écrire et de réfléchir sur les nombres de 80 à 99 le plus souvent possible en se confrontant et travaillant en coopération avec ses camarades.

- **Collectivement : Jeu du furet** / Compter jusqu'à 99 de plusieurs façons en partant de 58 puis de 63, de 1 en 1, de 2 en 2 à l'endroit, à l'envers.



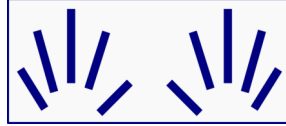
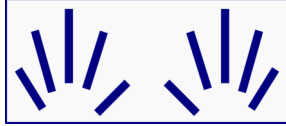
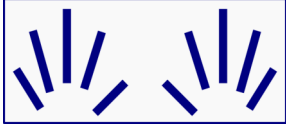
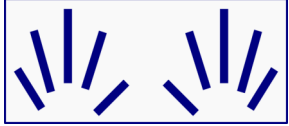
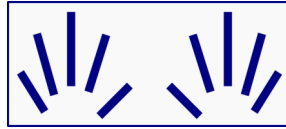
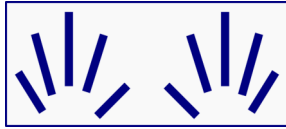
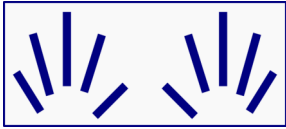
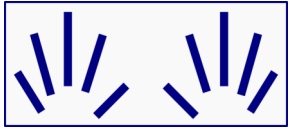
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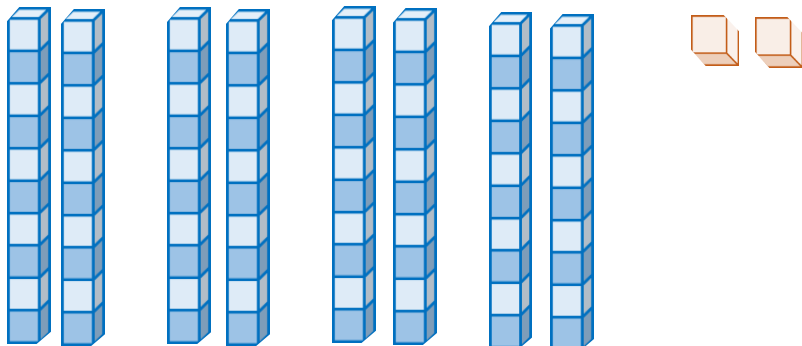


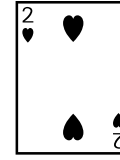
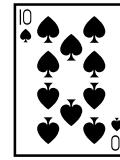
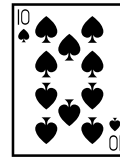
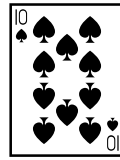
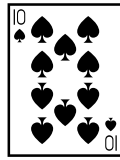
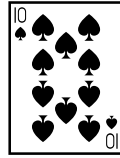
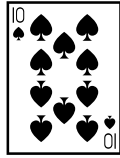
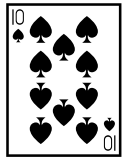
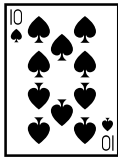
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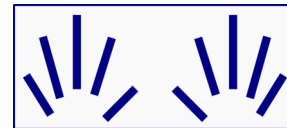
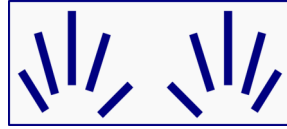
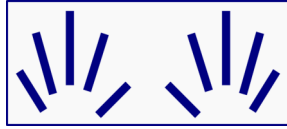
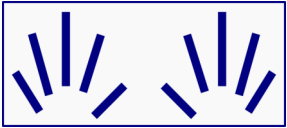
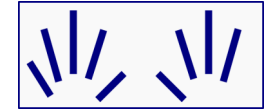
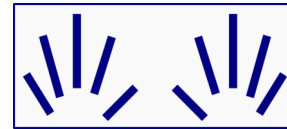
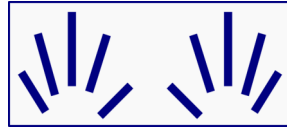
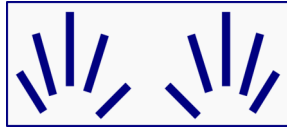
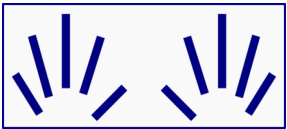
	
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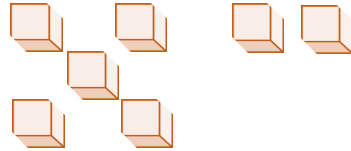
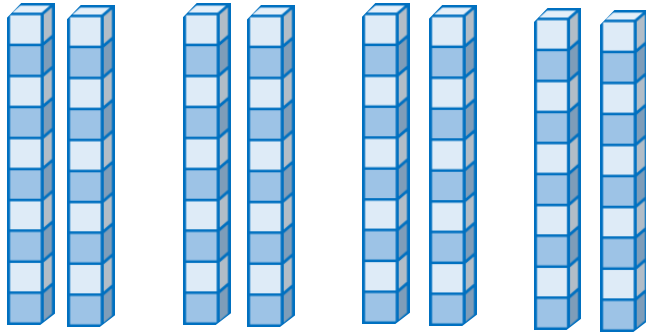


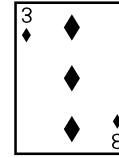
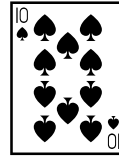
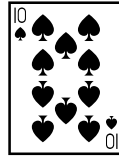
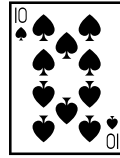
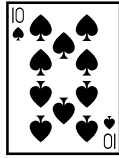
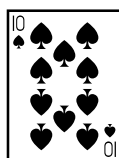
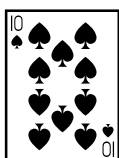
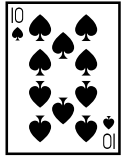
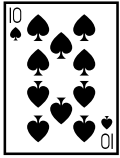
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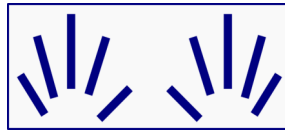
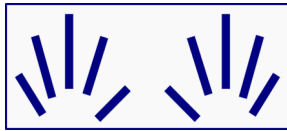
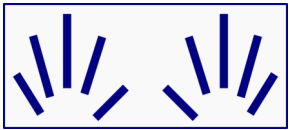
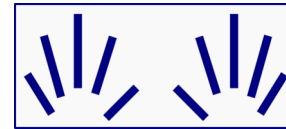
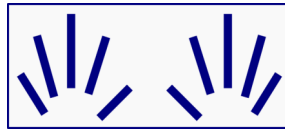
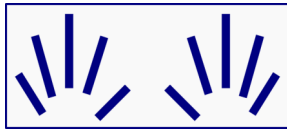
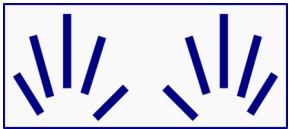
	
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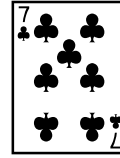
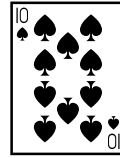
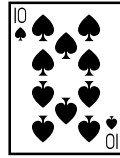
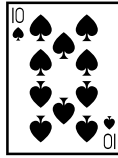
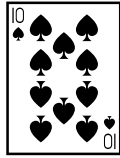
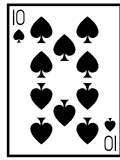
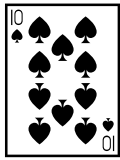
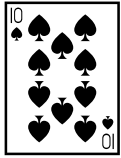
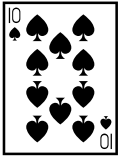


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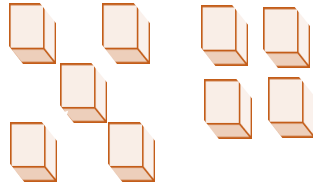
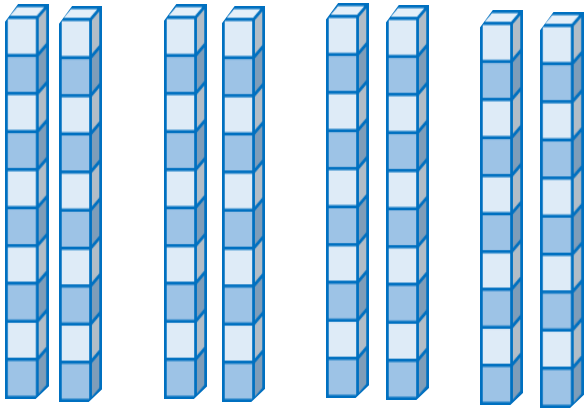


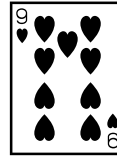
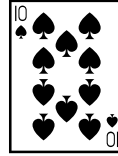
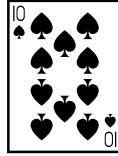
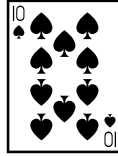
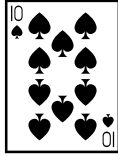
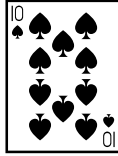
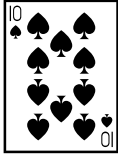
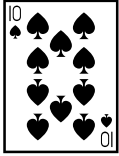
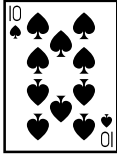
	
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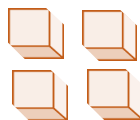
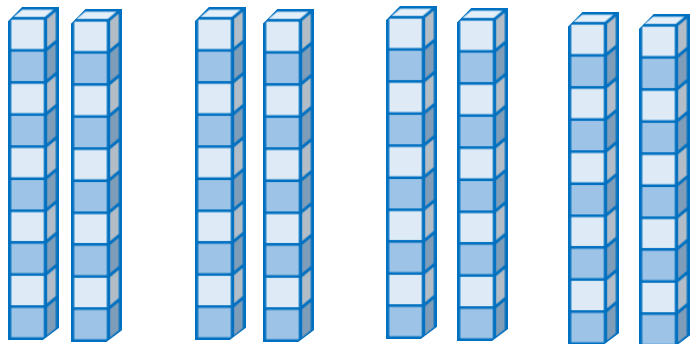






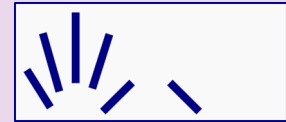
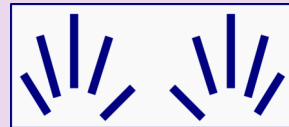
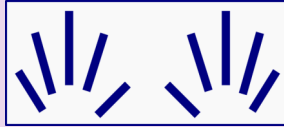
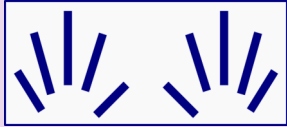
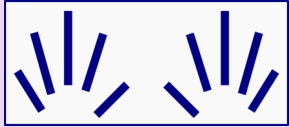
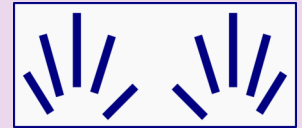
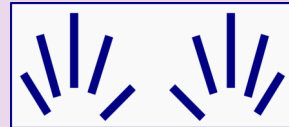
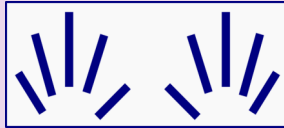
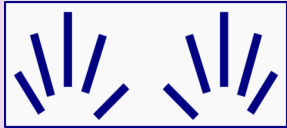
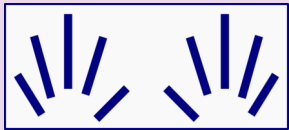
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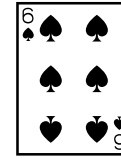
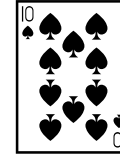
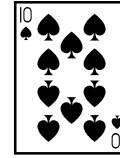
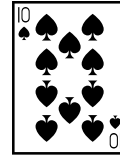
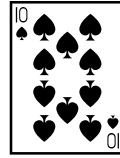
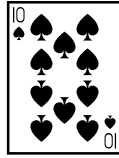
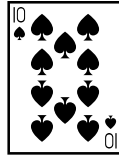
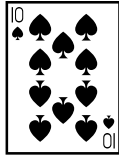
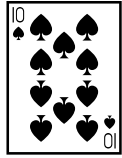
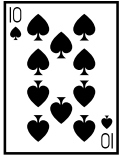
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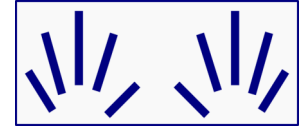
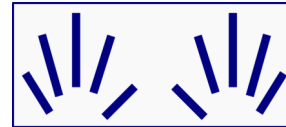
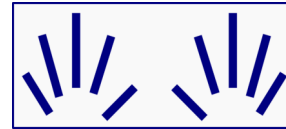
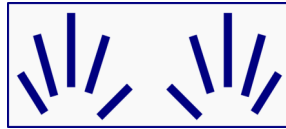
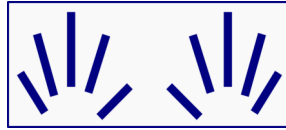
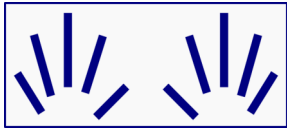
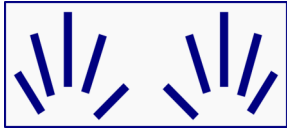
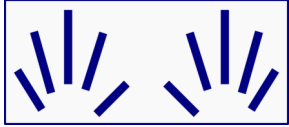
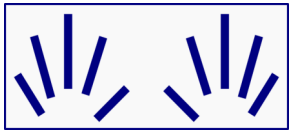
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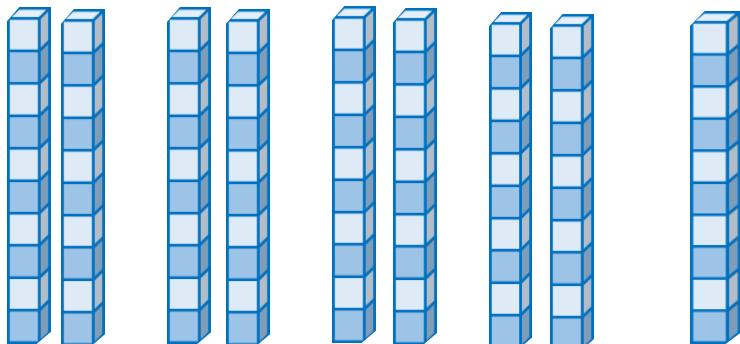
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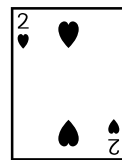
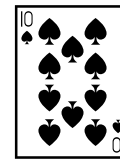
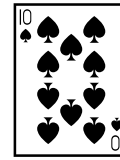
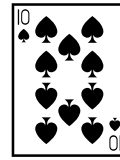
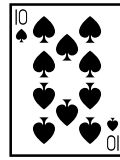
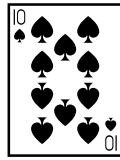
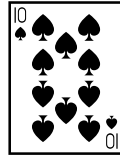
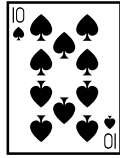
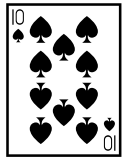
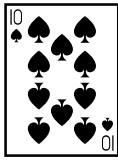




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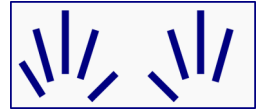
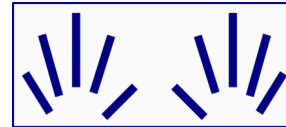
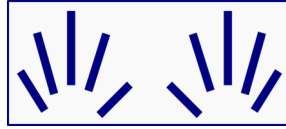
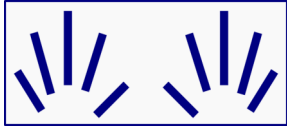
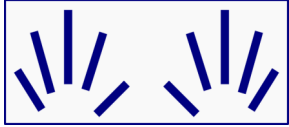
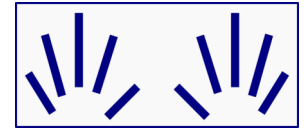
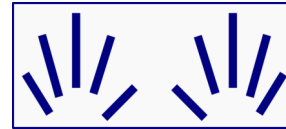
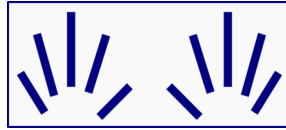
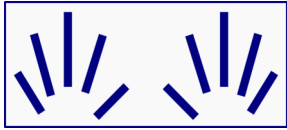
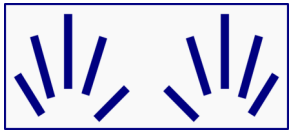






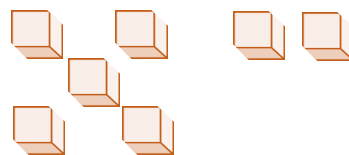
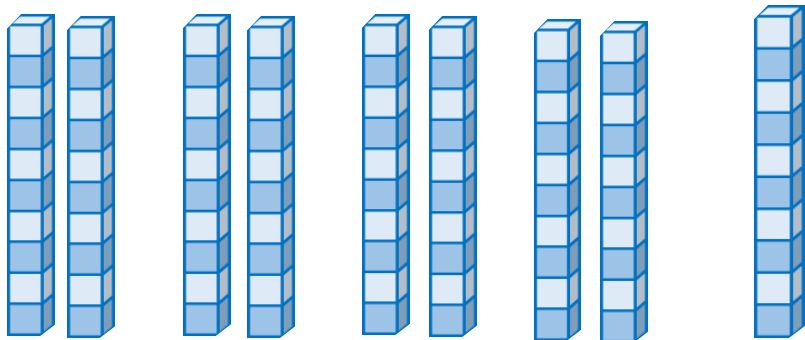
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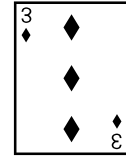
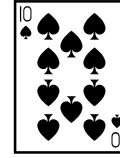
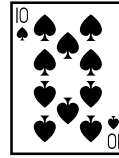
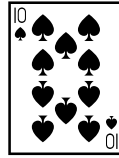
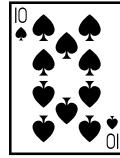
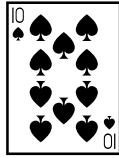
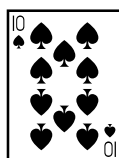
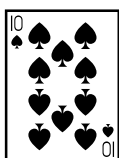
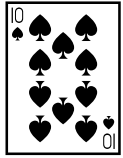
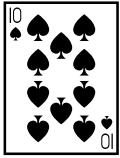


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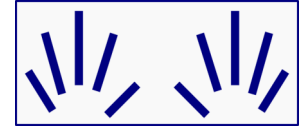
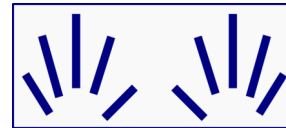
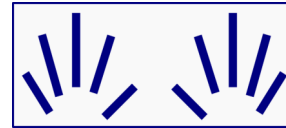
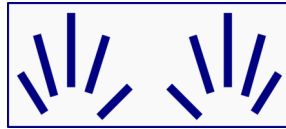
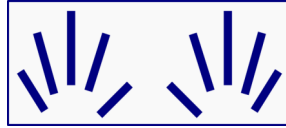
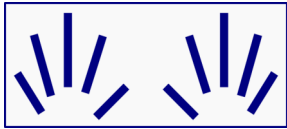
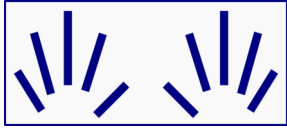
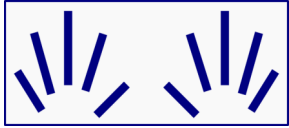
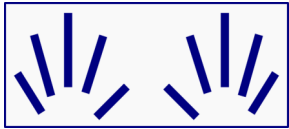


	
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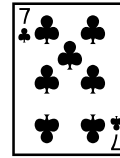
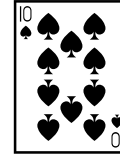
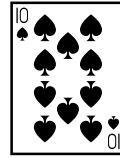
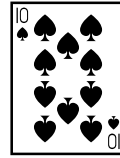
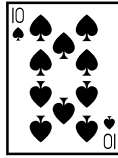
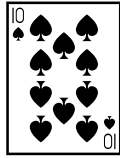
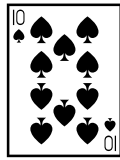
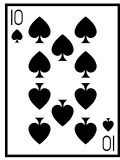
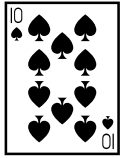
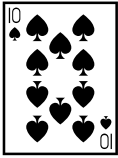
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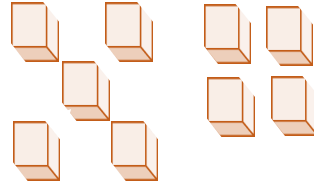
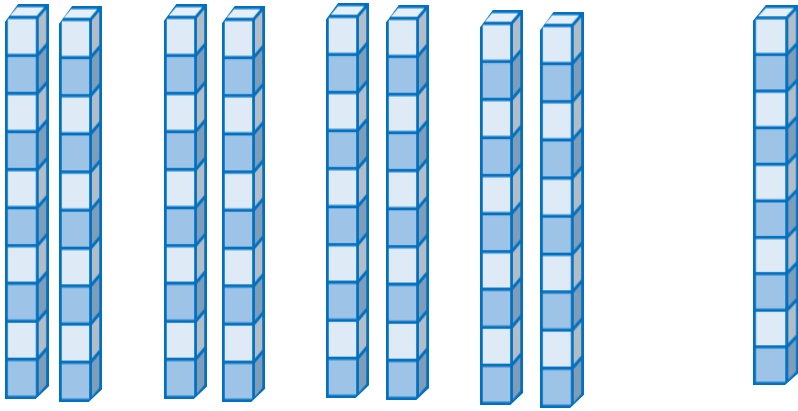
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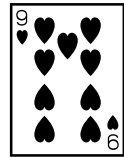
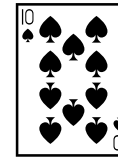
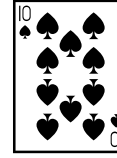
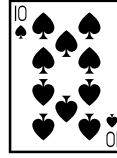
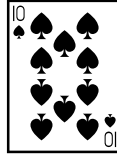
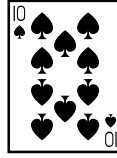
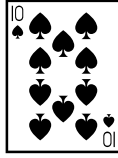
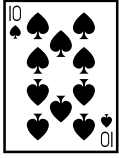
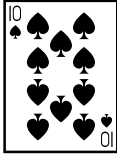




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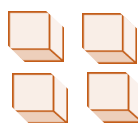
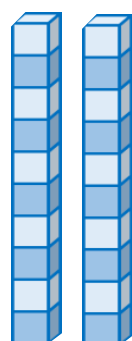
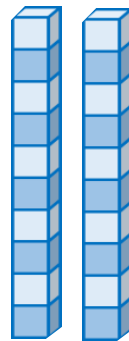
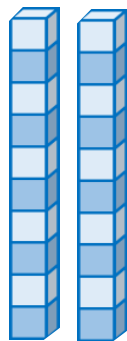
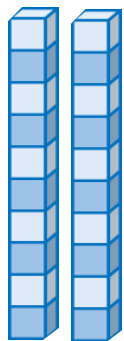






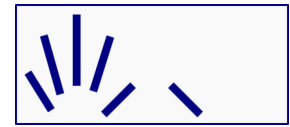
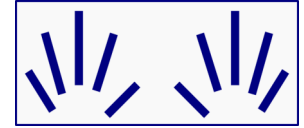
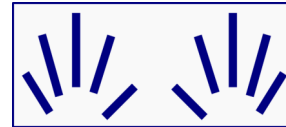
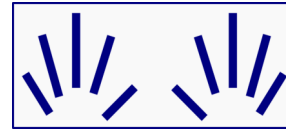
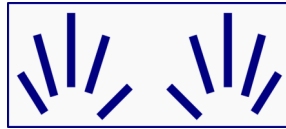
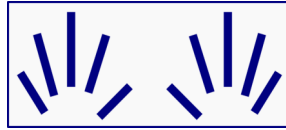
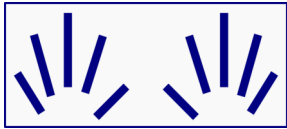
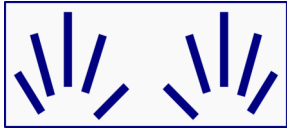
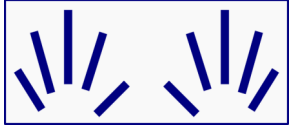
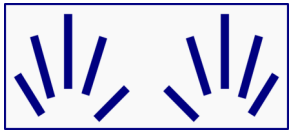
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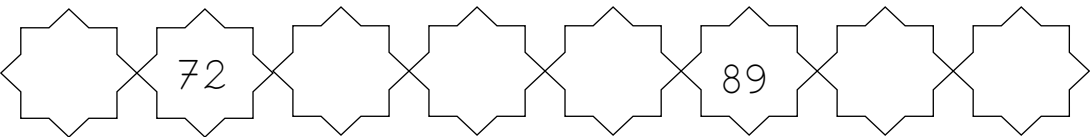
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Numération 12 : Lire et écrire les nombres jusqu'à 99

Place les nombres au bon endroit.

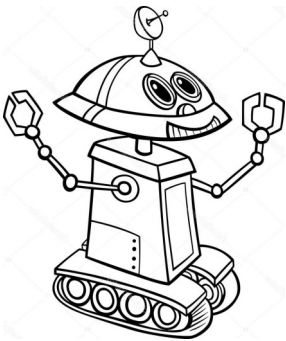
84 74 68 92 87 95



Complète comme le modèle.

92	$80 + 12$	quatre - vingt - douze
...	$80 + 4$	.....
...	...	quatre - vingt - dix - neuf
94	...	.....
...	...	quatre - vingt - cinq
...	$80 + 16$	.....
98	...	.....
...	...	quatre - vingt - onze
83	...	.....
...	$80 + 6$	.....

Ecris le nombre précédent et le nombre suivant.



.....	85	.....
.....	92	.....
.....	98	.....
.....	87	.....
.....	90	.....
.....	99	.....

Colorie ► en **bleu** les nombres de la famille des 80
► en **rouge** les nombres de la famille des 90.

$80 + 10 + 3$

$20 + 20 + 20 + 20 + 10 + 4$

$80 + 1$

$20 + 20 + 20 + 20 + 6$

$82 + 15$

$28 + 60$

Entoure ce que tu peux acheter avec cet argent sans qu'il t'en reste.

96€

89€