

Math CM1

MHM work for



Math

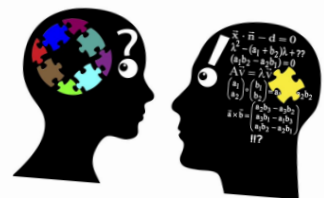
is about learning
Not performing



There is no such thing as a math person!

Everyone can learn
At high level.

Math



Day 36 (M6S1)

M 6 CM1

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 99 to a number.

Example: $153 + 99 =$

$176 + 99 =$

$137 + 99 =$



+99	A
+	23
+	54
+	67
+	82
+	31
+	40
+	15
+	36
+	19
+	68

Problems

Learning

Read **lesson 7**.

→ **EX : 48**

Day 37 (M6S2)

Routine

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

With 235 tens of thousands



Frame the number on the hundred.

< 7 212 <

Mind math

In your head:

14×2

32×3

52×4



Problems

Listen to this problem...



Dad makes 18 cakes for the party with 6 children. But there will be **twice** children. How many cakes does he need?

Learning

Let's do fractions.

→ **EX : 49**

Read **lesson 8**.

Fraction flash cards with a partner.



I know the name of the fractions. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{6}$...

Day 38 (M6S3)

M 6 CM1

Routine

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

With 56 ones of thousands



Frame the number on the hundred.

< 7 212 <

Mind math

In your head:

$$34 \times 5$$

$$63 \times 3$$



Problems

Listen to this problem...

Charline says you need 55 notebooks for 1 class. How many for 8 classes?



Learning

Let's do fractions.

Fraction flash cards with a partner.

On your **red notebook**, draw a square of 6 squares.



Day 39 (M6S4)

Routine

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

With 108 tens of thousands



Frame the number on the thousands.

< 7 212 <

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 8 cakes?



Learning

Let's do multiplications.

For a contest, a man make a chocolate bar with 29 squares long and 14 squares width. **How many squares?**



→ **Ex : 51** → **Ex : 52**



I can draw fractions like pizzas ...

Routine

Let's work on numbers in English.

Mind math

Enveloppe table

Problems

Review the problems (26, 27)

Learning

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

$126 \times 6 =$ / $426 \times 5 =$ / $178 \times 6 =$

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.?



Constructor 10. Construis un rectangle de longueur 11 cm et de largeur 7 cm

Constructor 11. Construis un rectangle de longueur 7 cm et de largeur 3 cm

On white paper, with ruler and a square set.

Mind math

Time tables (enveloppe)

Learning

Review **lesson 4**: How to draw a rectangle?

Let's watch the video!



→ **EX : 53**

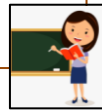


I know the name of the shapes: square, rectangles..

Day 42 (M7S1)

M 7 CM1

Routine



Let's work on fractions with teacher.

→ **EX** : 54

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**

On white paper, with ruler, a square set and a compass.

Constructor 12. Construis un cercle de 5 cm de diamètre

Constructor 13. Construis un rectangle de longueur 16 cm et de largeur 3cm

Day 43(M7S2)

Let's work on fractions with teacher.



→ **EX** : 55

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

→ **EX** : 56

Problems

Nolan mesure 20 cm more than Hugo. He is 1m35. How tall is Hugo?
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 $1/10$? $4/10$? $5/10$? $9/10$?



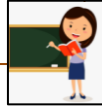
I know how many tens in one hundred. I can explain a subtraction.

Day 44 (M7S3)

M 7 CM1

Routine

Let's work on fractions with teacher.



→ **EX** : 56

Mind math

Work on table with Pythagore table.

Problems

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

Draw a diagram.

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 diagram.

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 diagram to solve a problem.

Routine

Fraction flash cards
with teacher.



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 CM1

Routine

Time. / Hours. Flash cards



Mind math

Problems

Mamie a préparé des bonbons pour halloween. Dans le grand saladier, elle a mis 40 bonbons. Elle a promis à ses neveux qu'ils en auraient $\frac{1}{4}$ chacun. Combien de bonbons vont-ils avoir?



Learning

→ Ex : 62

M 8 CM1

Day 49(M8S1)

Routine

Time. / Hours. Flash cards



→ Ex : 63

Mind math

Work on + 7 / + 8 / + 17 / + 18

→ Ex : 70

Problems

A la cantine il y a **96** élèves assis autour de **16** tables. Combien y a-t-il d'élèves par table?



Learning

Lucie prépare des sachets de bonbons pour sa fête d'anniversaire. Elle dispose de **136** bonbons. Combien de sachets de **8** bonbons peut-elle remplir?



I can solve division problems.

Day 50 (M8S2)

M 8 CM1

Routine

Fractions

→ **EX** : 63

Mind math

Let's work on time table (enveloppe).

Problems



A la cantine il y a **144** élèves assis autour de **12** tables. Combien y a-t-il d'élèves par table?

Learning

Let's play: « Omelet game »



Day 51 (M8S3)

Routine

Fractions

→ **EX** : 63

Mind math

Let's work on time table (enveloppe).

Problems



Je partage une tablette de chocolat de 36 carreaux entre 4 copains. Combien de carreaux aura chaque copain?

Learning

Use the Legos to answer.



→ **EX** : 64 / 65



I can add a fraction number on a line.

Day 52 (M8S4)

M 8 CM1

Routine

Fractions

→ Ex : 63

Mind math

Calculus.

→ Ex : 66

Problems



Je partage un paquet de 63 bonbons entre 9 copains. Combien de bonbons aura chaque copain?

Learning

Multiples et diviseurs

La fermière sort 36 œufs du poulailler. Elle souhaite les ranger dans des boîtes. Elle a des boîtes de 4, 6, 9, 10 et 12. Quelle taille de boîtes utiliser pour être sûr qu'elles soient pleines à chaque fois?

Read lesson 10. → Ex : 67

Day 53 (M8S5)

Routine

Fractions

→ Ex : 63

Mind math

Calculus

→ Ex : 68

Problems



Il y a 44 élèves lors de cette rencontre sportive. On veut faire 4 équipes. Combien y aura-t-il d'élèves par équipe?

Learning

Calculate on your **red notebook**
 $1256 + 147 + 268 =$ /
 $5486 - 289 =$
 $26 \times 9 =$ $154 \times 7 =$

Check with the calculator



I can tell what are « multiples » and « diviseurs ».

Day 54 (M8S6) REGULATION

M 8 CM1

Routine

Operations: **(red notebook)**

$$1256 \times 4 =$$

$$257 \times 8 =$$

$$4567 - 1673 =$$

Mind math

Time table (enveloppe)

Problems

Learning

Day 55 (M8S7)

Routine



Let's work on fractions with teacher.

For each fraction, frame it with whole numbers..

→ **Ex :** $\frac{69}{8}$

— < 7 212 < —

Mind math

Time table (enveloppe)

Problems

Learning

Learn the division with the « Omelet game ».

Read **lesson 11**



On your **red notebook**. $78 : 6 =$



I can write a division.

Day 56 (M9S1)

M 9 CM1

Routine

Today's number:

Sept-mille-quatre-cent-quatre-vingt-huit. → **EX : 70**

Write a « multiple » of
9 And 13



Mind math

Calculus

→ **EX : 70**

Problems

→ **EX : 71**

Learning

Division

Read **lesson 11**

La maitresse a 137 classeurs qu'elle doit partager entre les 6 classes de l'école. Combien chaque classe recevra de classeur?

Day 57 (M9S2)

Routine

Today's number:

Soixante-quatorze-mille-neuf-cent-dix. → **EX : 72**

Write a « multiple » of
12 And 15



Mind math

Chronomaths 4

→ **EX : 73**

Problems

→ **EX : 72**

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 CM1

Routine

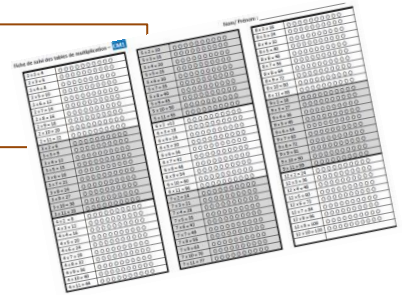


Spelling numbers.



Mind math

Time tables
5 minutes



Problems

→ **EX : 74**

Learning

Let's do a little test.

Day 59 (M9S4)

Routine



Spelling numbers.



Mind math

Time table: 11

$$11 \times 3 =$$

$$11 \times 9 = \dots$$

Problems

→ **EX : 74**

Learning

Look at the hexagon. Divide each side in 5. Join the opposite points. Colour in yellow the hexagons, in blue the triangles... → **EX : 76**



I know my time tables. Which one is the easiest?

Day 60 (M9S5) REGULATION

M 9 CM1

Routine

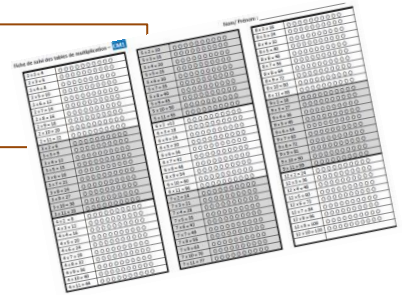


Spelling numbers.



Mind math

Time tables
5 minutes



Problems

Learning

On your **red notebook**.

$$57 : 5 = \quad / 49 : 3 = \quad / 73 : 4 =$$

Day 61 (M9S6)

Routine

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

Mind math

Problems

Learning

Draw a segment line: 6 cm. Write the middle. Write a line perpendicular of the segment, through the middle. Add a point and join the point to the end of the segment line. What kind of triangle is it?

Test.

→ **EX : 77**



I know the geometry vocabulary.