

REPÈRES

CE1 2020

Prénom de l'élève

Nom de l'élève

Classe de l'élève



MINISTÈRE
DE L'ÉDUCATION
NATIONALE
ET DE LA JEUNESSE

*Liberté
Égalité
Fraternité*

SÉQUENCE 1

FRANÇAIS

Exercice 1

Pour préparer la tarte, déroulez la pâte au fond du moule puis ajoutez de la compote par-dessus. Etalez celle-ci avec le dos d'une cuillère. Disposez ensuite les pommes sur cette préparation. Enfournez et laissez cuire pendant 25 minutes.

1- Ce texte est :

un documentaire.	une recette.	un menu.	un album.
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2- Ce texte permet de préparer :

une compote de pommes.	des crêpes.	une tarte aux pommes.	une tarte aux poires.
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3- Que doit-on étaler ?

de la compote	des pommes	du sucre	des poires
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4- Comment fait-on cuire le plat ?

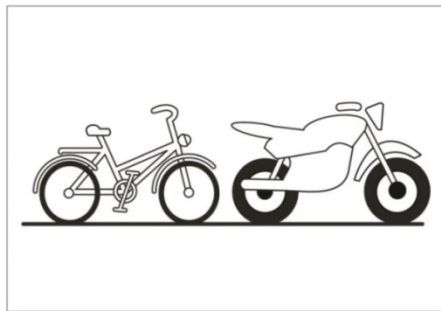
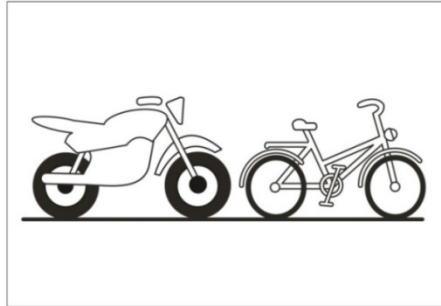
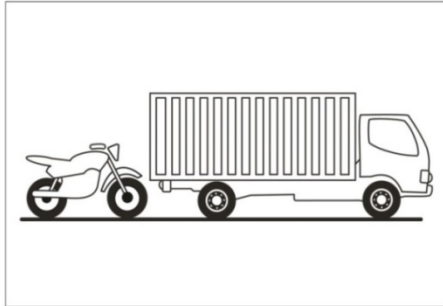
dans une poêle	dans une casserole	dans un four	au barbecue
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Exercise 2

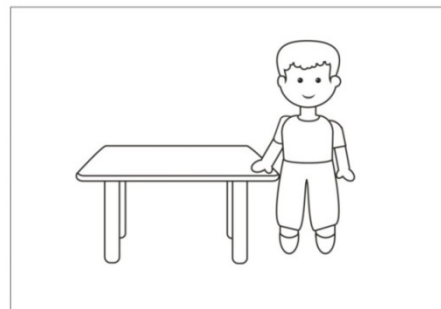
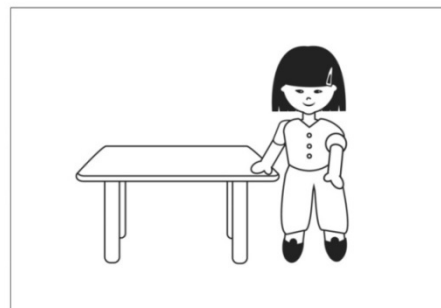


Exercice 3

La moto suit le vélo.

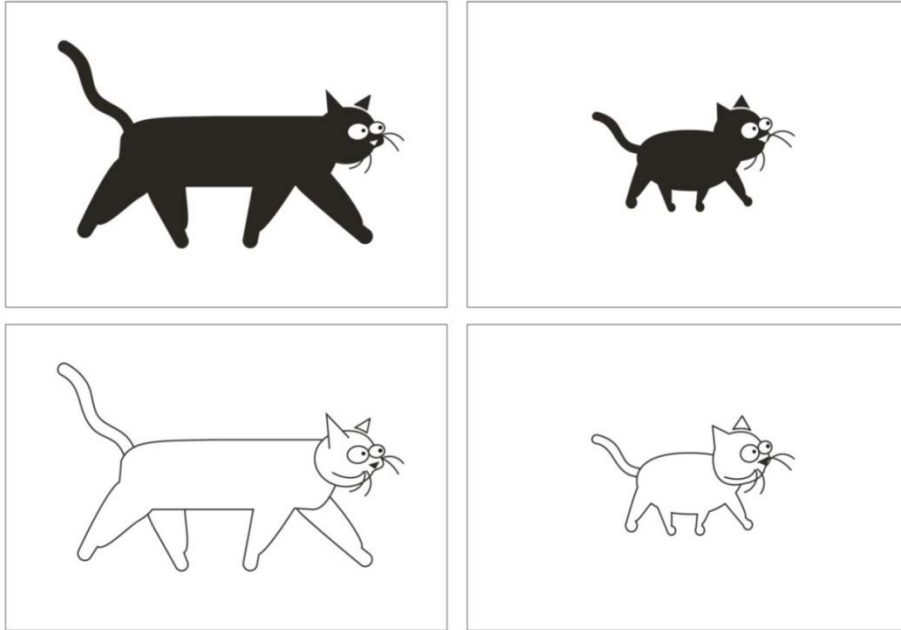


La fille ne court pas.

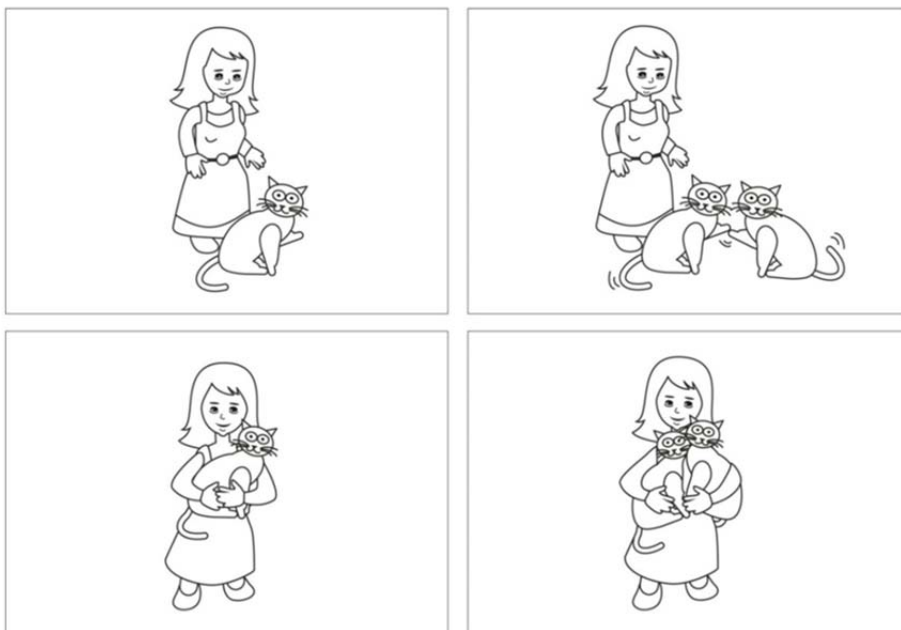


Exercice 3 (suite)

Le chat est petit mais pas noir.

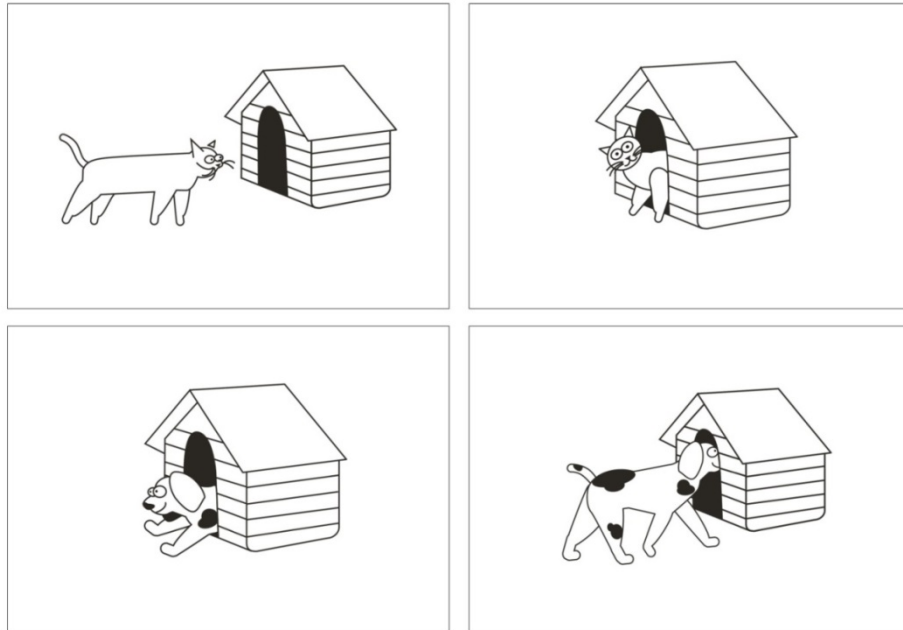


La dame le porte.

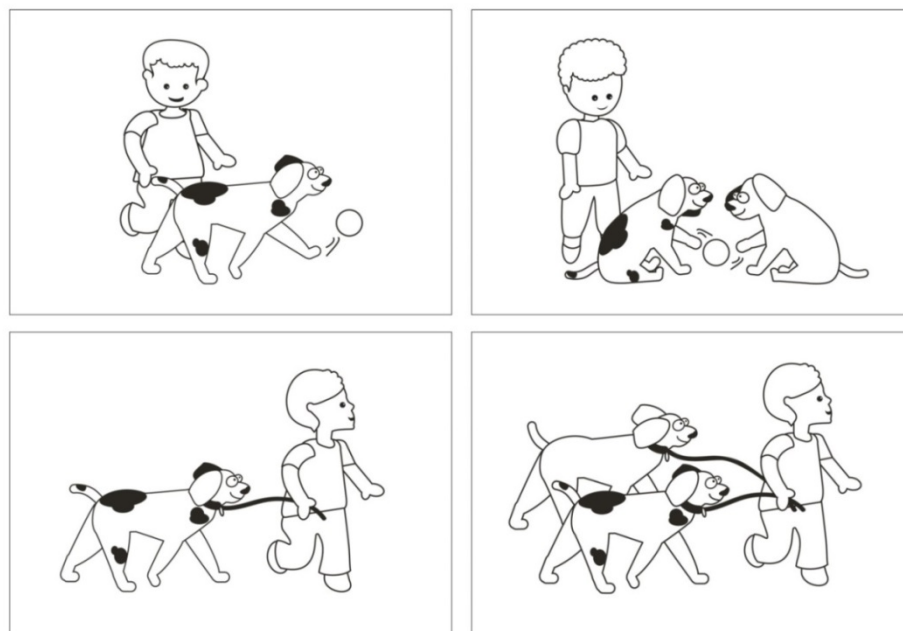


Exercice 3 (suite)

Le chat est devant la niche.

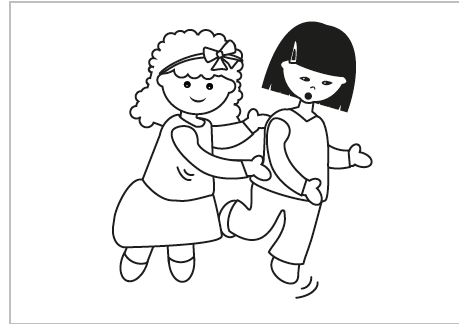
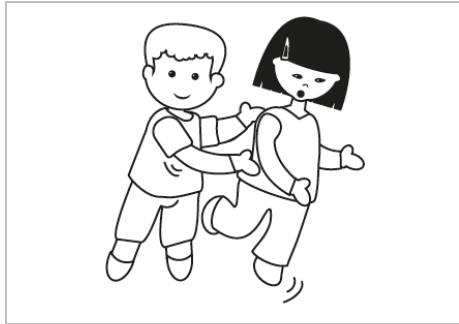


Le garçon les regarde.

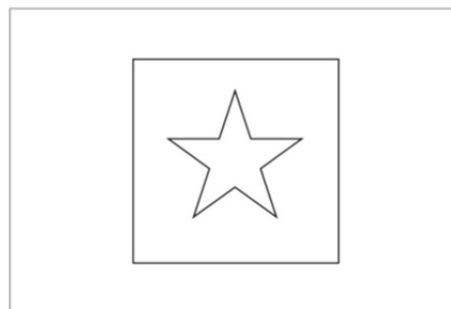
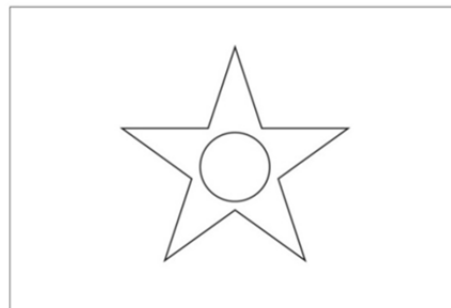
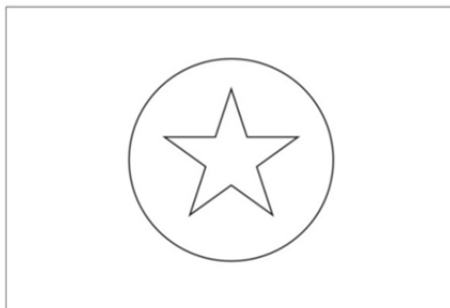


Exercice 3 (suite)

Le garçon est poussé par la fille.

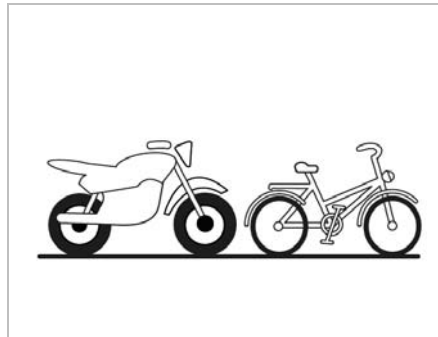
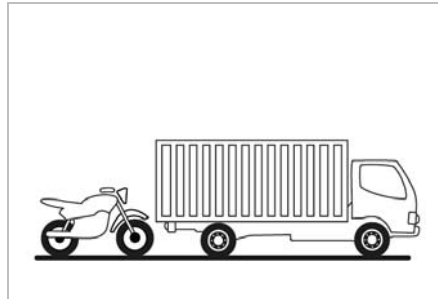
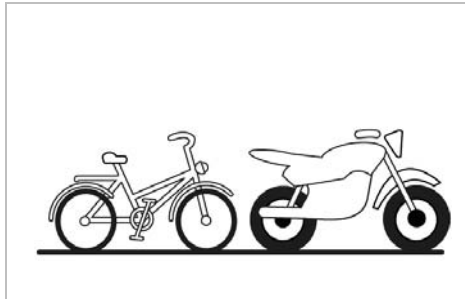


L'étoile est dans le cercle.



Exercice 3 (suite)

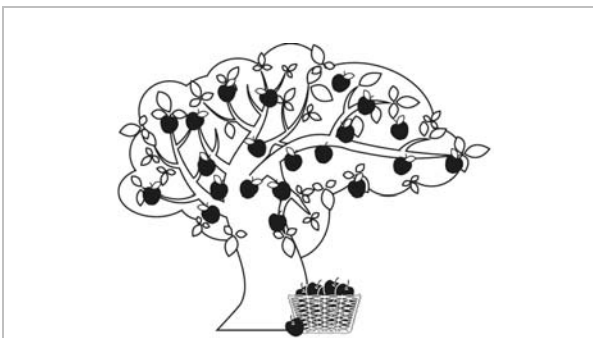
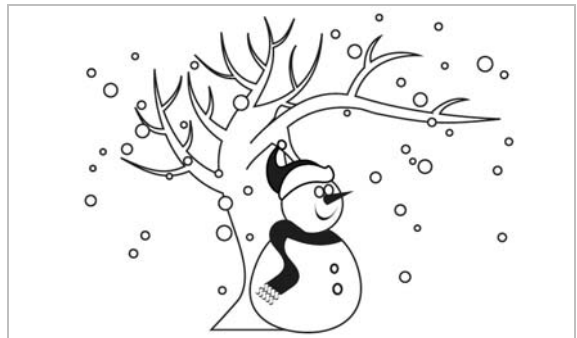
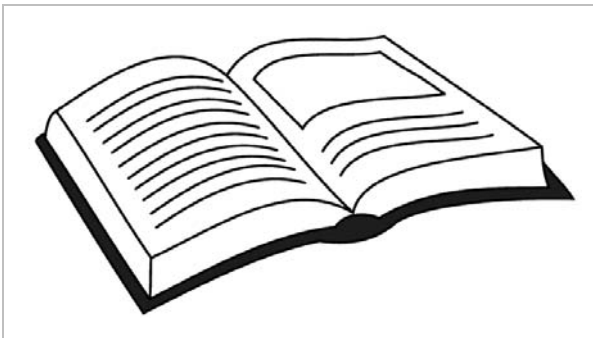
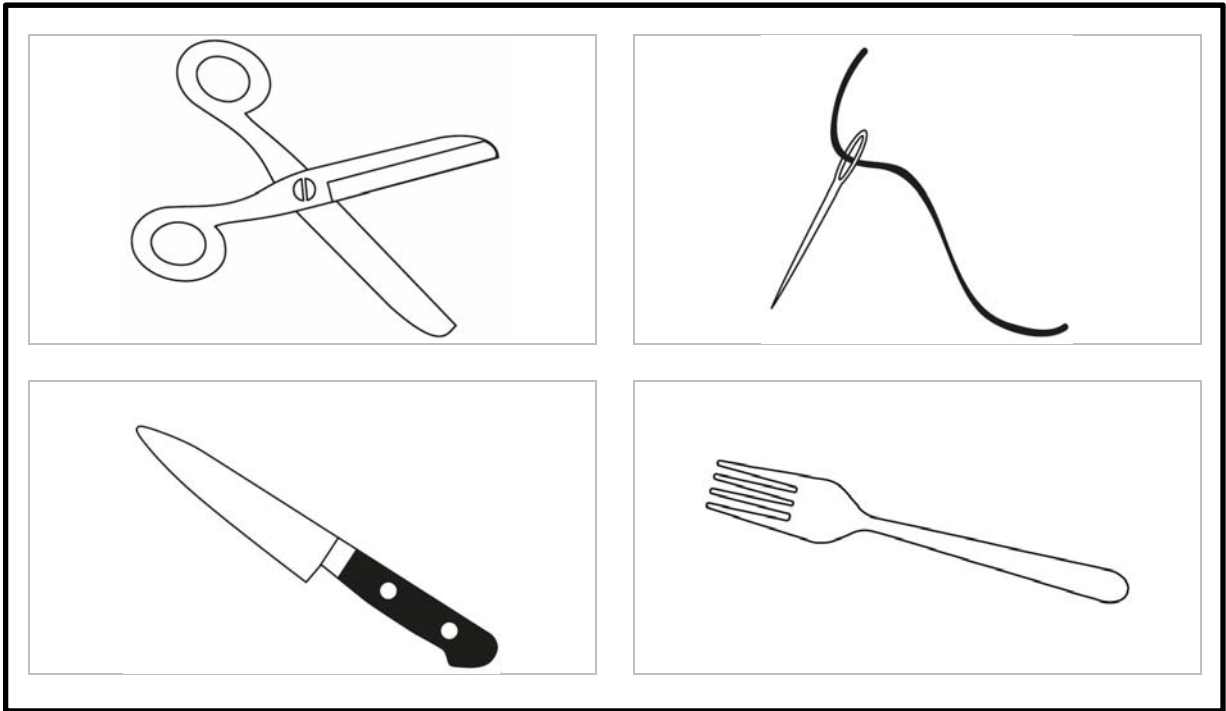
Le vélo est suivi par la moto.



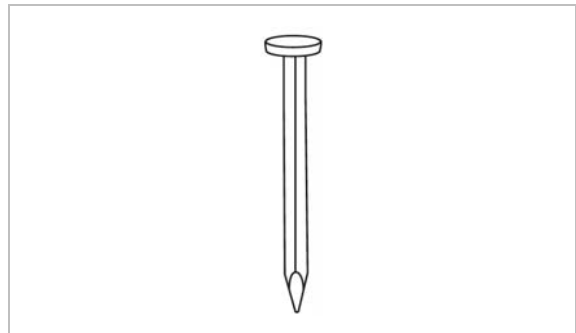
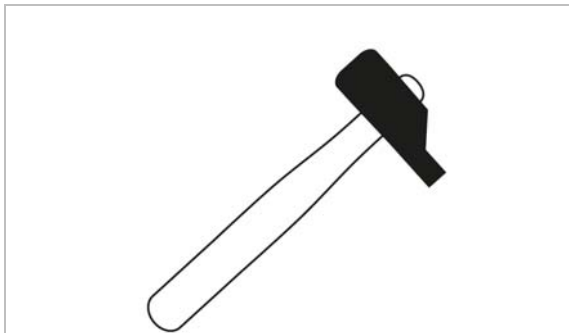
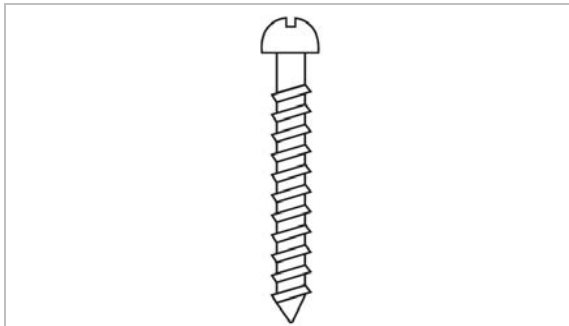
Le garçon qui part à l'école porte un bonnet.



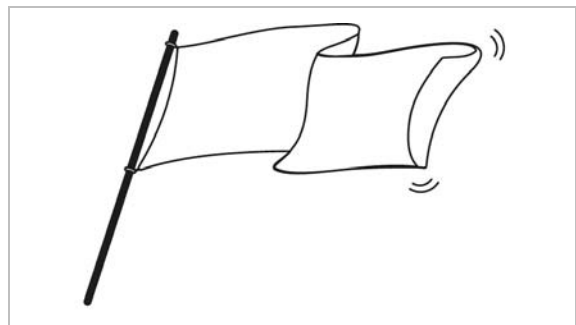
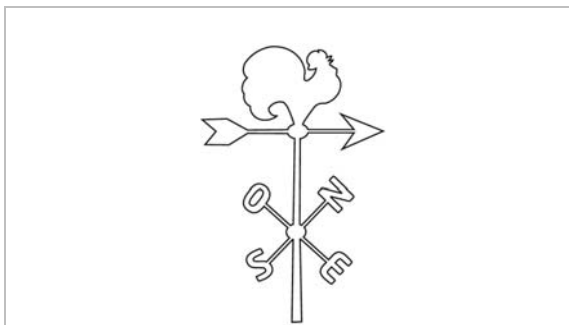
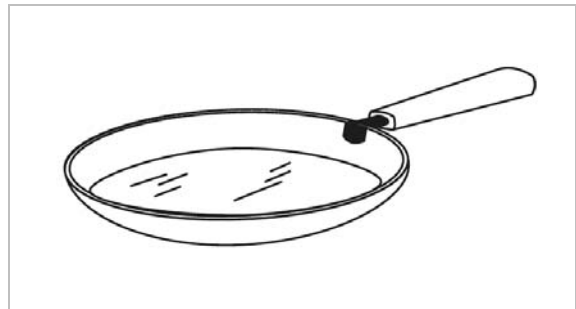
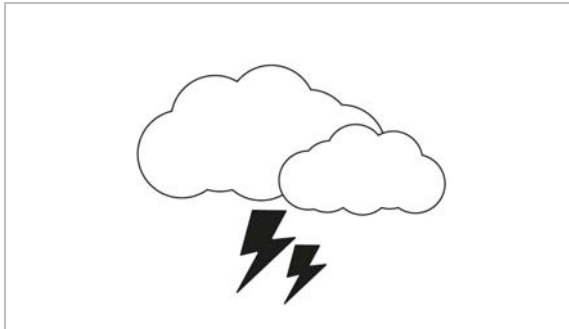
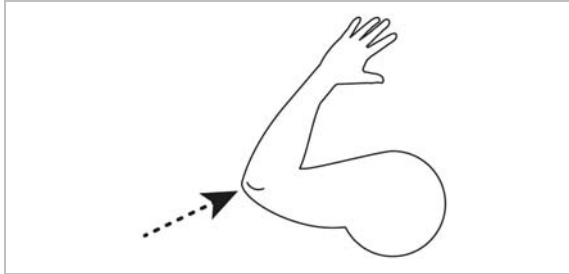
Exercise 4



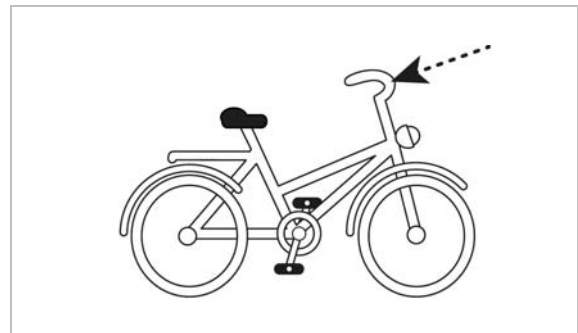
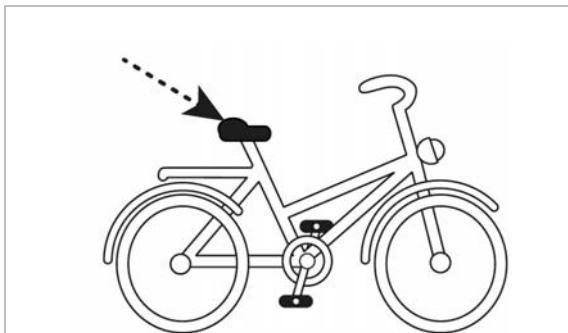
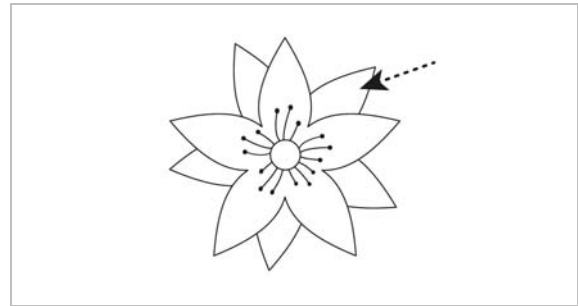
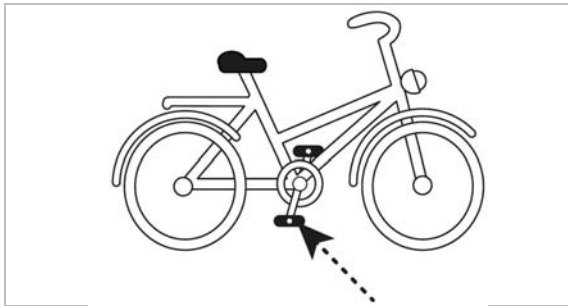
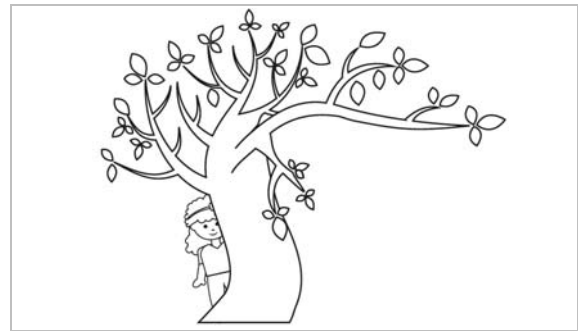
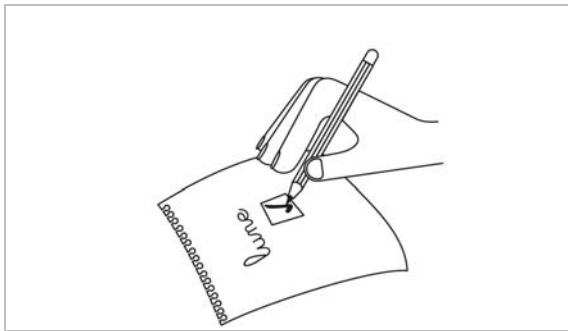
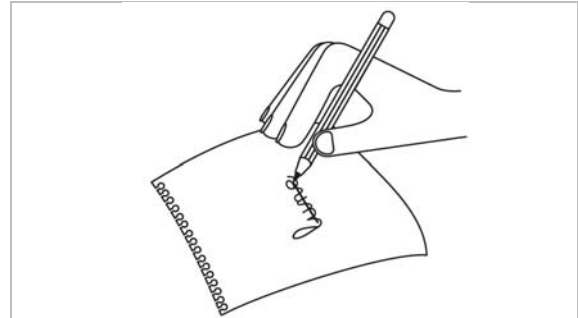
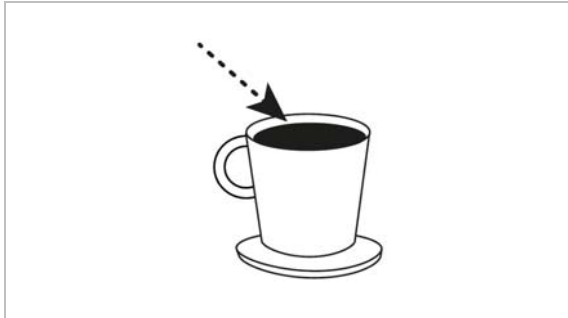
Exercice 4 (suite)



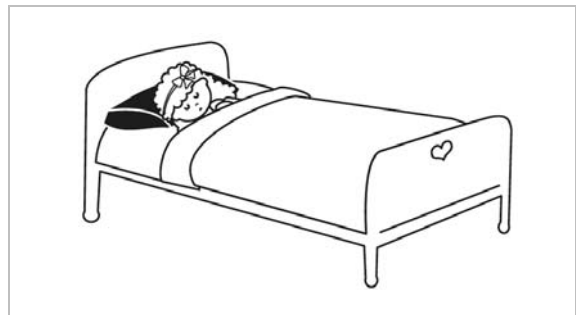
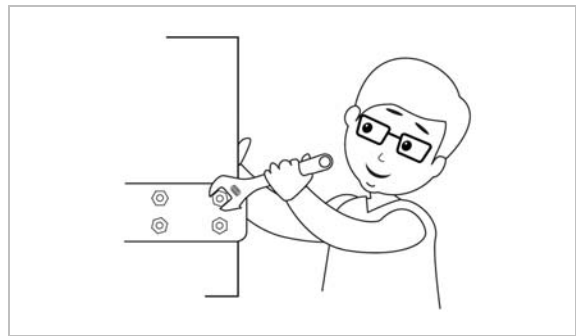
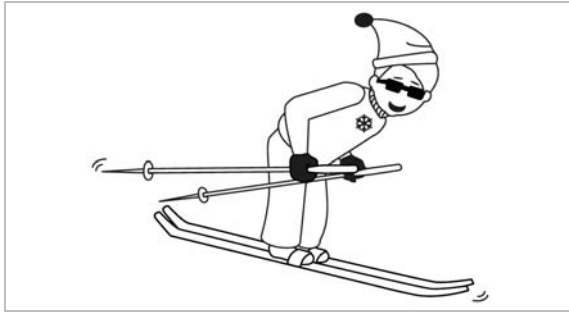
Exercice 4 (suite)



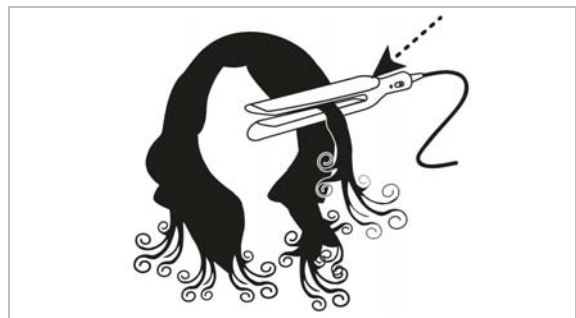
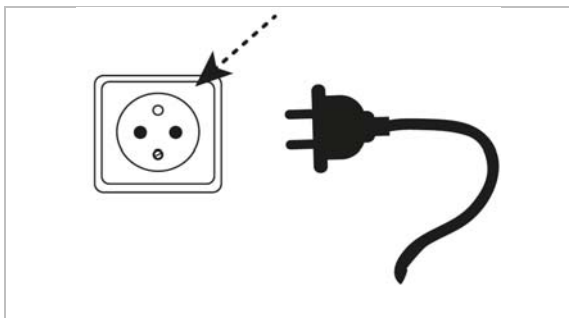
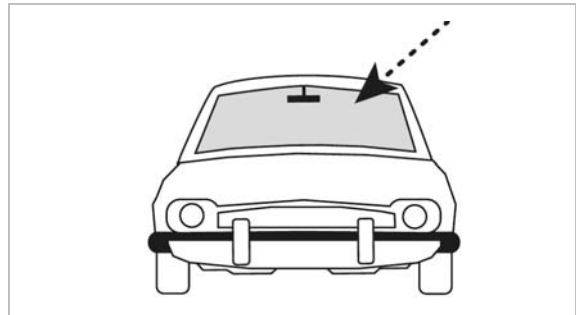
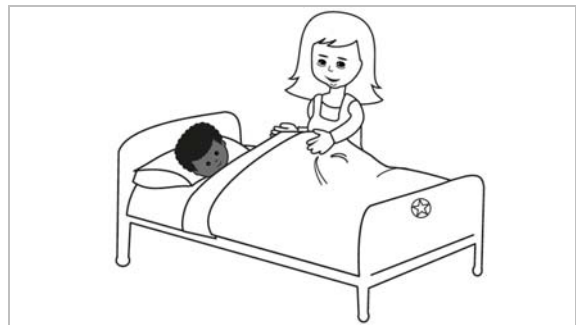
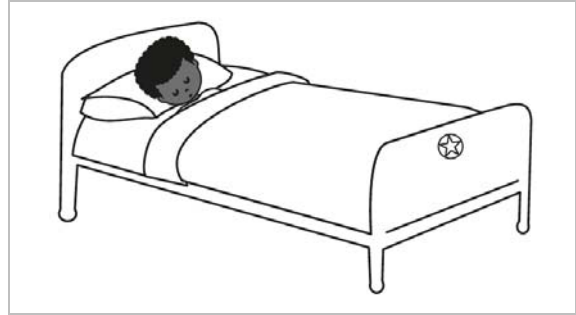
Exercice 4 (suite)



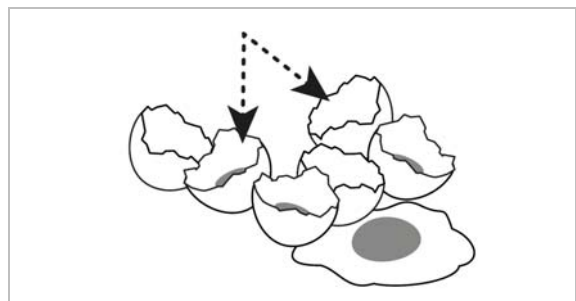
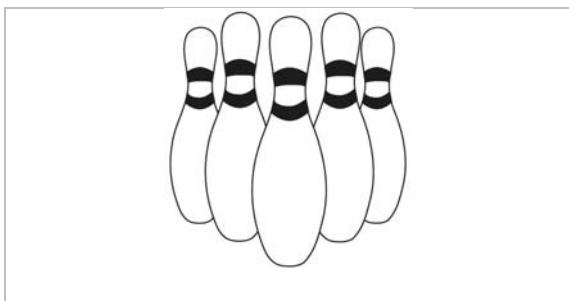
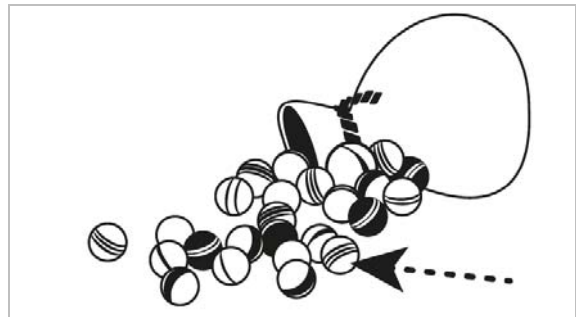
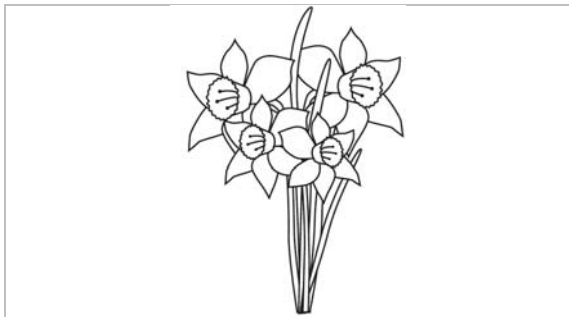
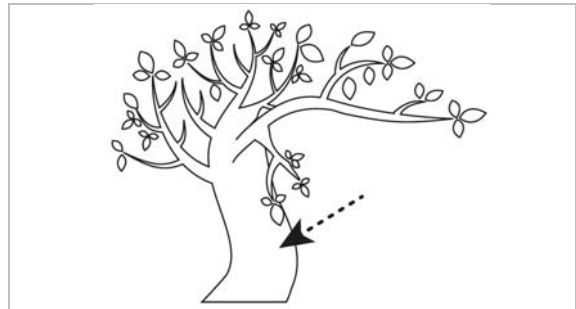
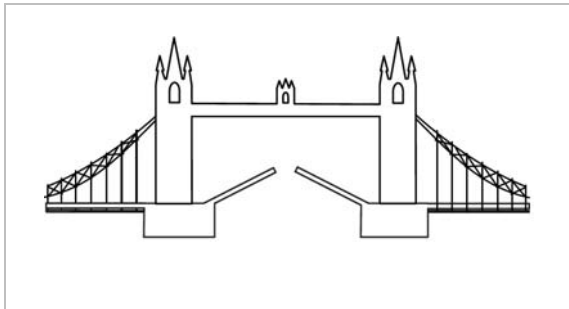
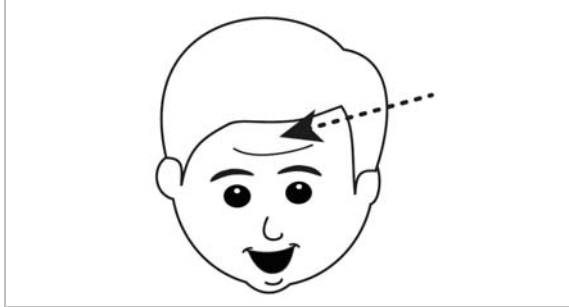
Exercice 4 (suite)



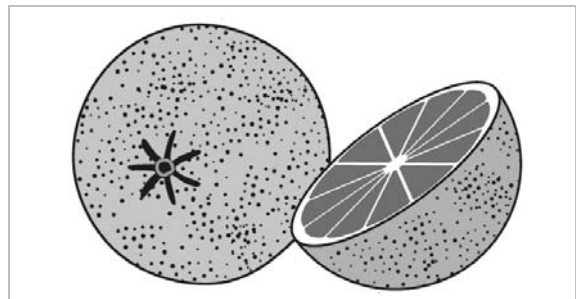
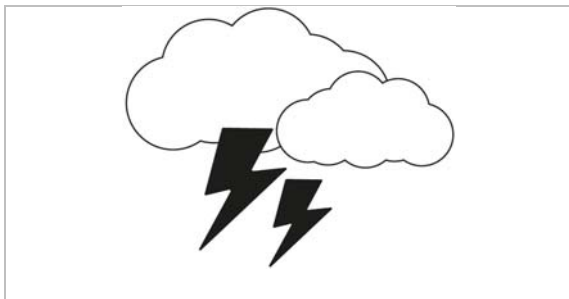
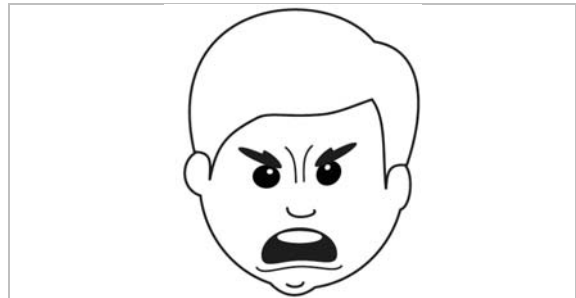
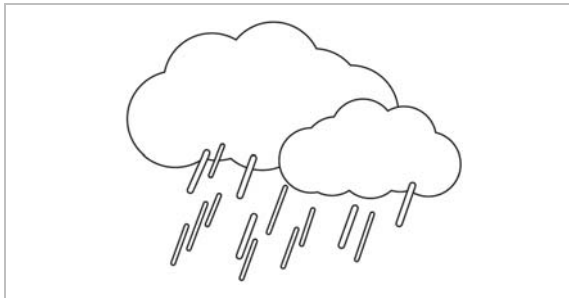
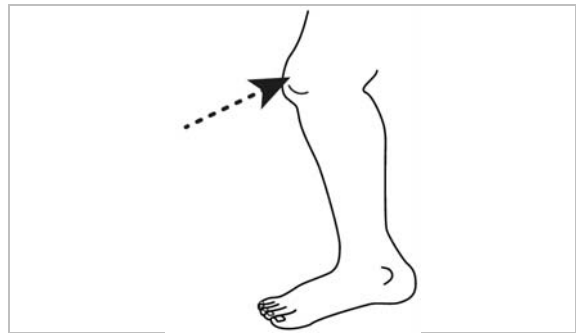
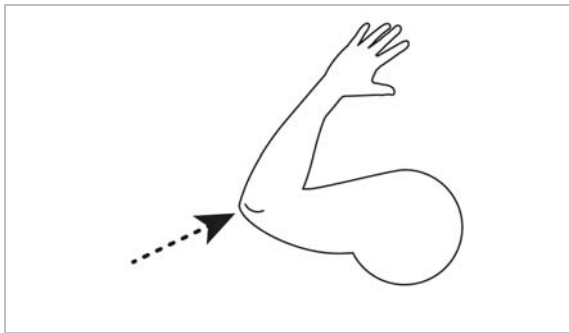
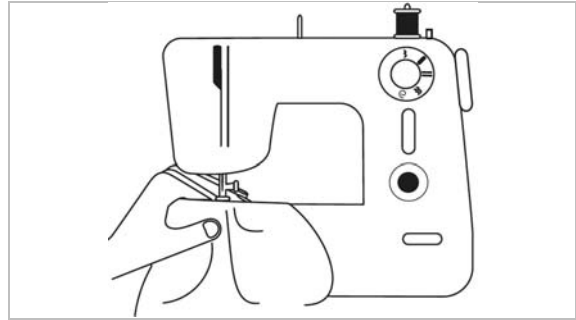
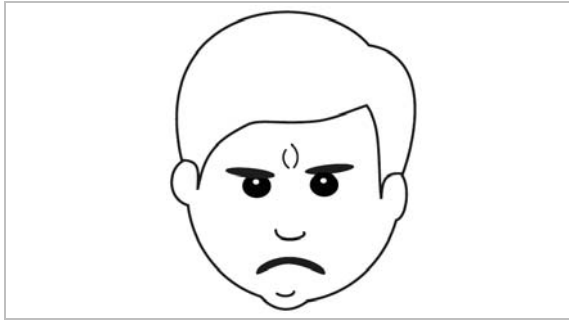
Exercice 4 (suite)



Exercice 4 (suite)



Exercice 4 (suite)



SÉQUENCE 2

MATHÉMATIQUES

Exercice 5

●	2	10	7	1	9	6
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○	92	89	29	30	20	9
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➔	67	7	60	77	70	57
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⇨	4	20	70	80	90	10
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■	60	46	54	64	74	4
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□	16	76	60	66	86	70
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☁	5	54	64	44	50	45
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☁	29	68	78	89	88	98
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♥	63	38	37	70	73	83
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♡	80	38	73	13	83	93
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✘	80	90	9	19	89	99
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Exercise 6

A large, empty rounded rectangular box with a black border, intended for a student's answer.

14 10 13 6 15 4

A large, empty rounded rectangular box with a black border, intended for a student's answer.

27 28 21 7 14 29

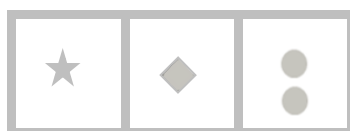
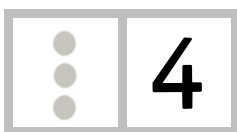
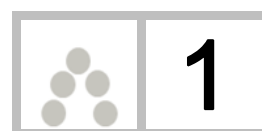
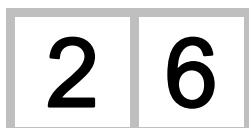
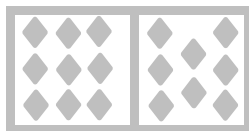
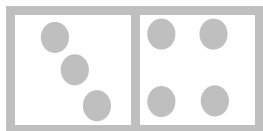
Exercice 6 (suite)



5 1 12 10 6 11

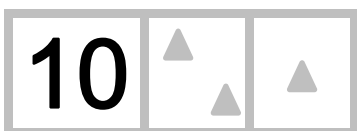
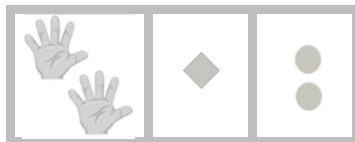
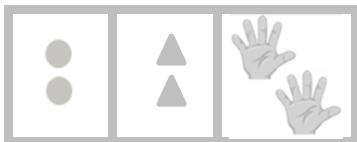
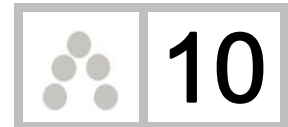
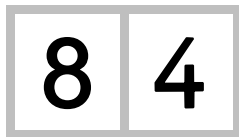
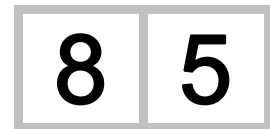
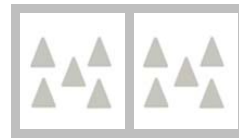
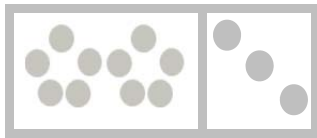
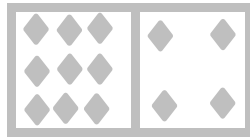
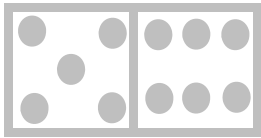
Exercise 7

7



Exercice 7 (suite)

13



Exercise 8

$5 + 3 =$	53	9	8	2	5	3
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$10 + 8 =$	19	108	10	8	18	2
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$9 - 4 =$	94	9	13	5	6	4
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$9 + 9 =$	0	99	17	18	90	9
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$50 + 50 =$	0	50	79	99	100	5050
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$10 - 2 =$	10	8	12	102	9	2
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$15 - 5 =$	11	155	10	15	20	5
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Exercice 8 (suite)

$20 + 30 =$	20	51	2030	10	50	30
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$18 + 4 =$	4	184	18	14	22	21
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$19 - 2 =$	19	21	192	18	17	2
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$56 - 10 =$	66	56	45	5610	46	10
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$21 + 53 =$	2153	32	74	21	53	75
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$8 + 46 =$	54	38	8	846	46	55
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$50 + 10 + 8 =$	50108	60	18	68	67	58
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$35 - 15 =$	15	3515	21	50	20	35
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$33 - 5 =$	28	33	38	5	335	29
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SÉQUENCE 3

FRANÇAIS

Exercice 9

Nathan et Chloé voudraient bien se baigner dans la petite rivière qui coule au fond de leur jardin. Alors ils décident de construire un barrage. Ils apportent des cailloux et des branches. Ils les entassent les uns sur les autres. Ils ont presque fini quand maman appelle : « Venez goûter, mes petits castors ! »

1- Où sont Nathan et Chloé ?

à l'école	chez eux	au cinéma	à la piscine
-----------	----------	-----------	--------------

2- Quand cette histoire se passe-t-elle ?

l'après-midi	le matin	le soir	la nuit
--------------	----------	---------	---------

3- Pourquoi la maman appelle-t-elle les enfants ses petits castors ?

Parce qu'ils sont poilus.	Parce qu'ils ont de grandes dents.	Parce qu'ils vont manger du poisson au goûter.	Parce qu'ils font des barrages.
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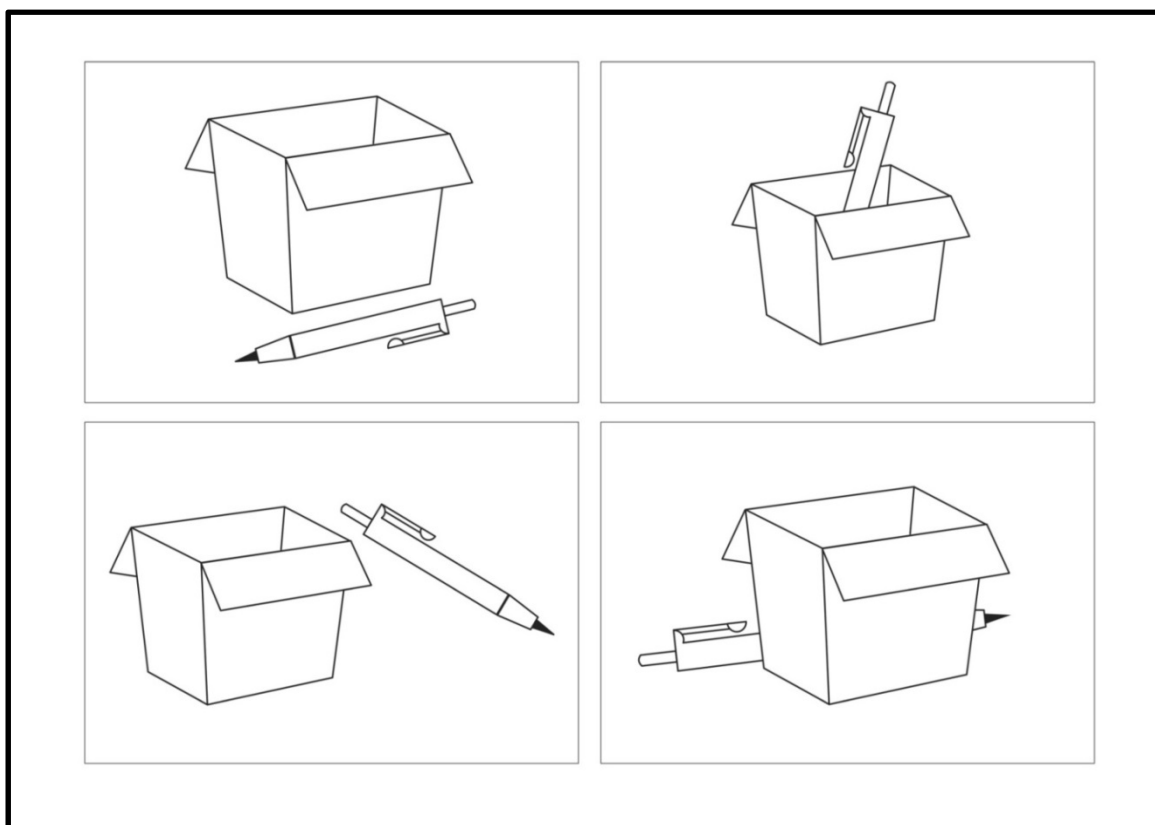
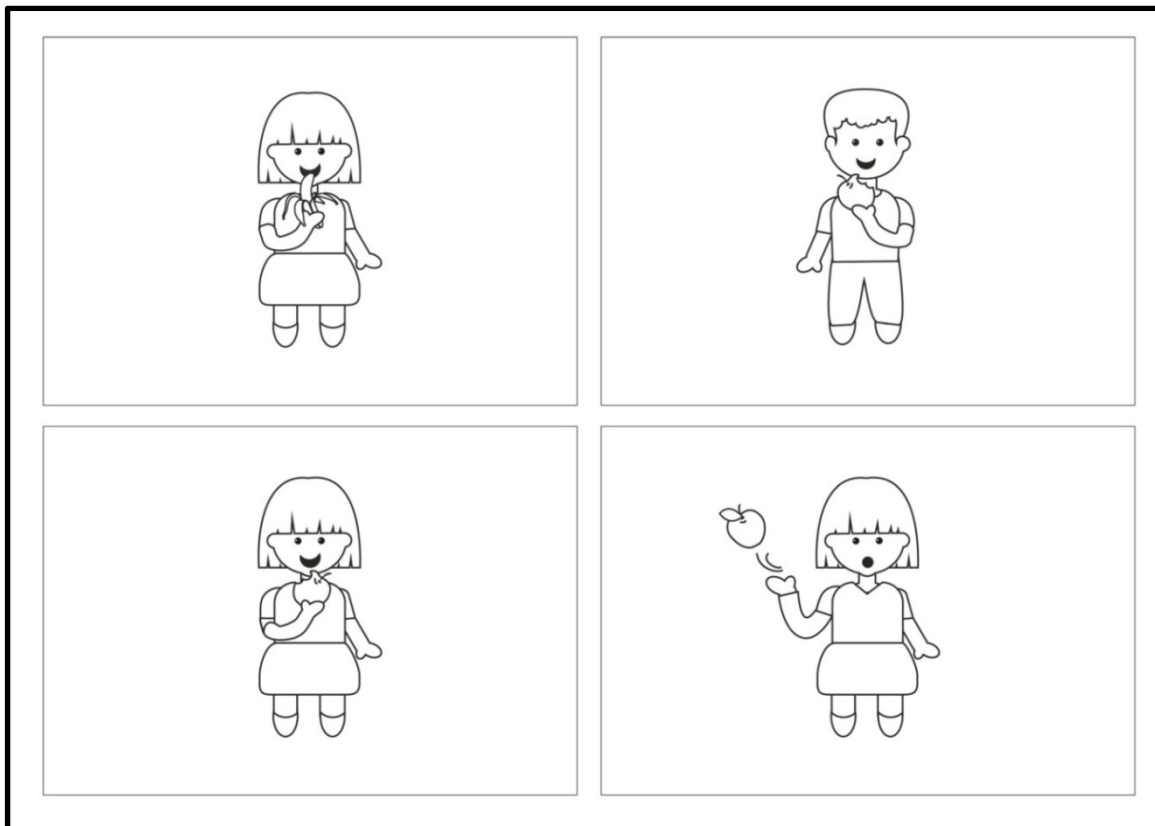
4- Pourquoi construisent-ils un barrage ?

Pour pêcher.	Pour boire l'eau.	Pour se baigner.	Pour passer le temps.
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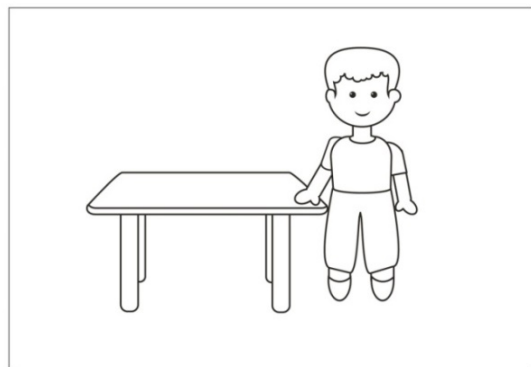
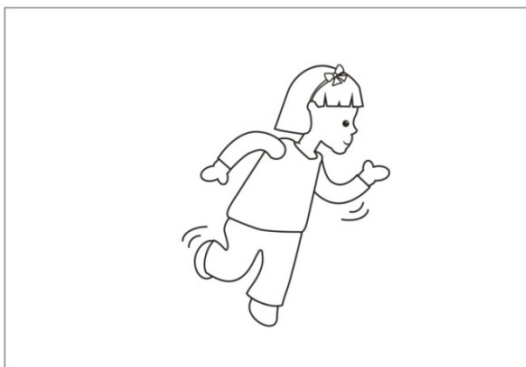
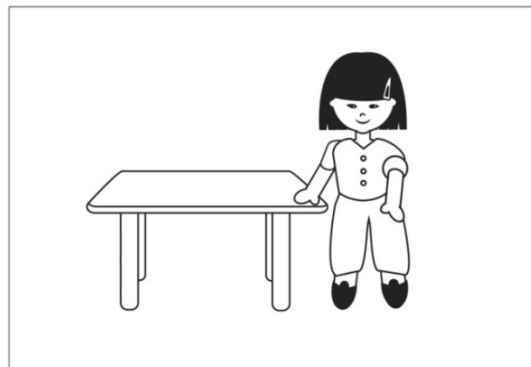
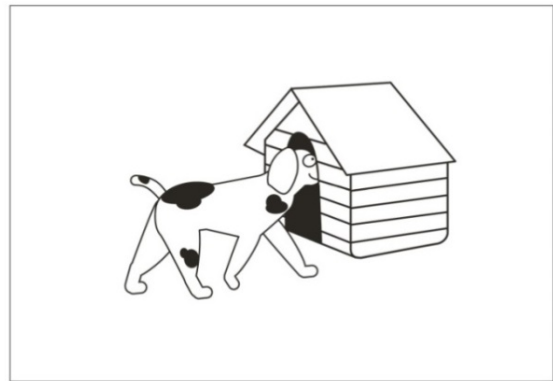
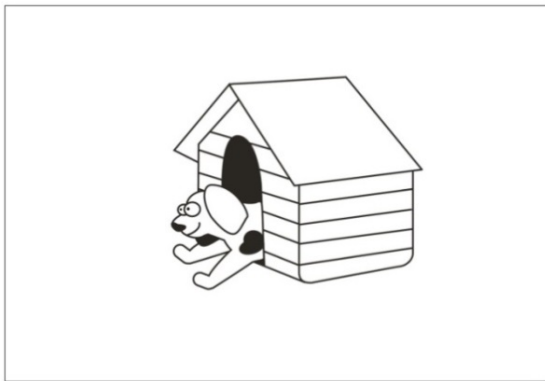
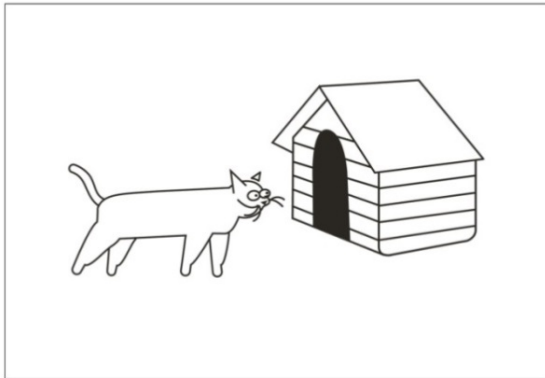
Exercise 10



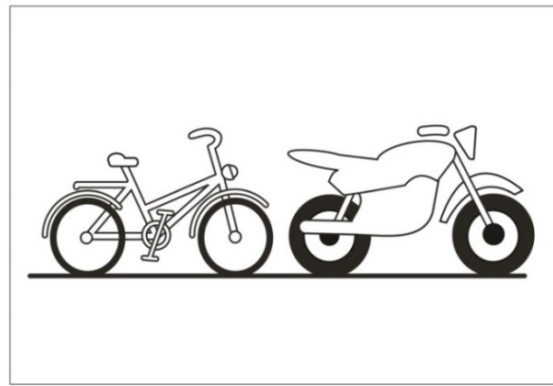
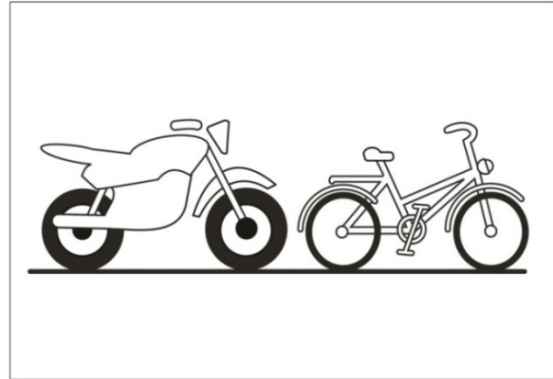
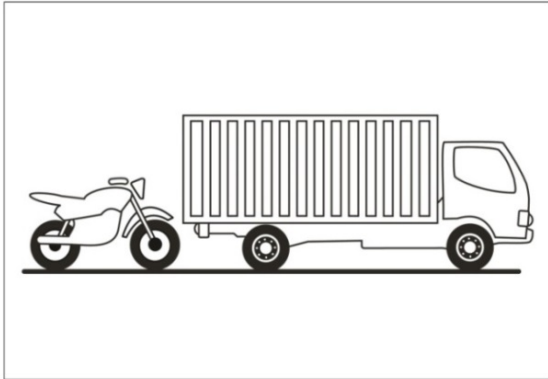
Exercise 11



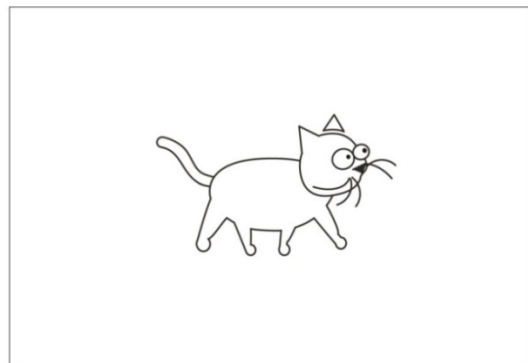
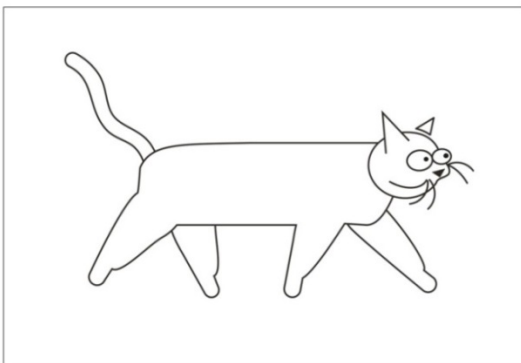
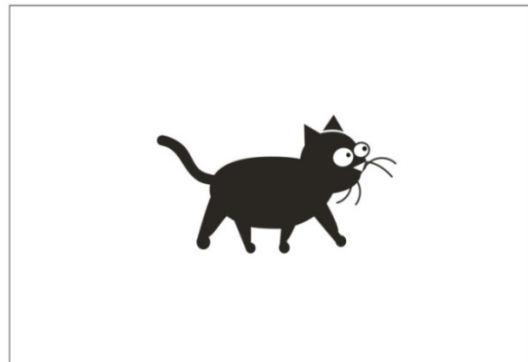
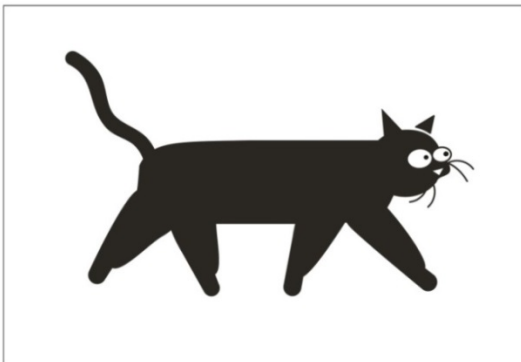
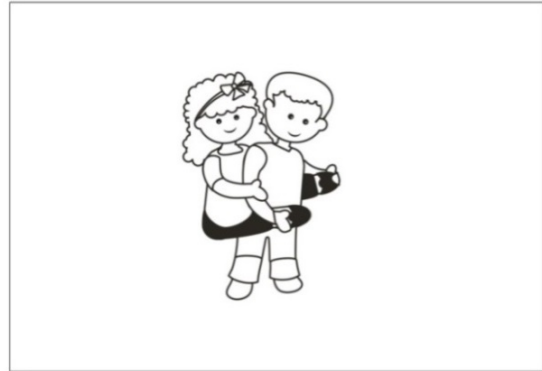
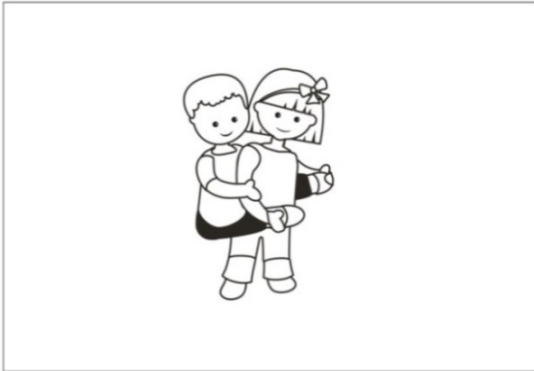
Exercice 11 (suite)



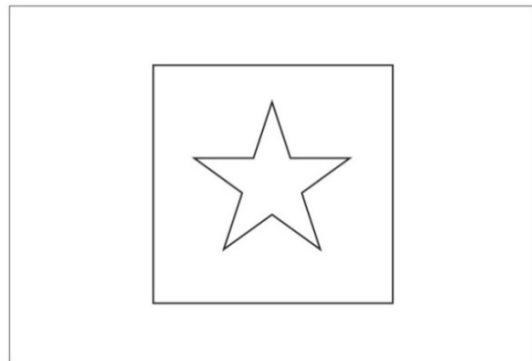
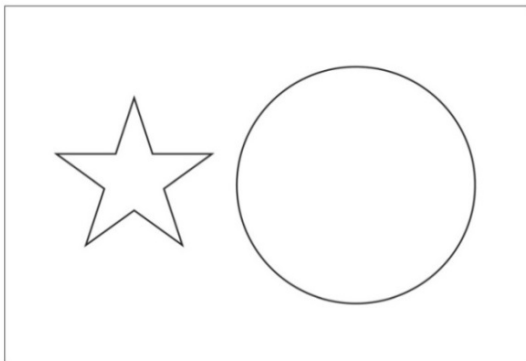
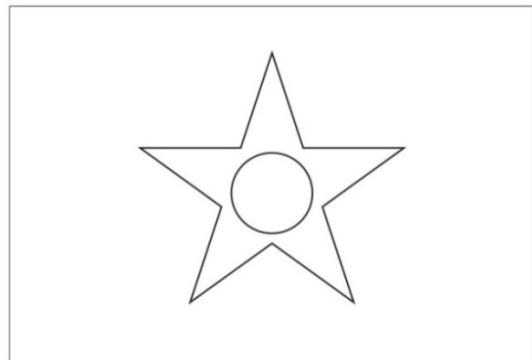
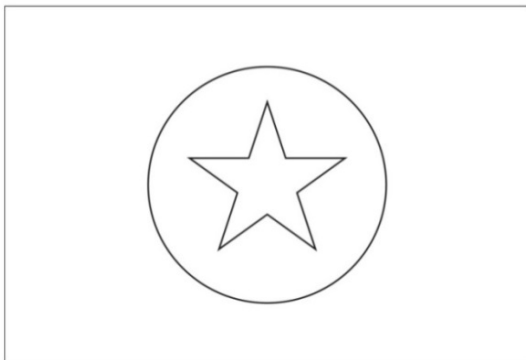
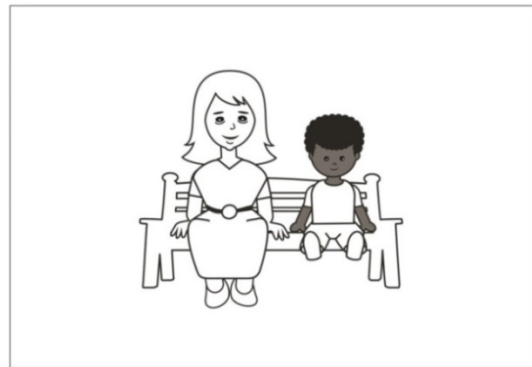
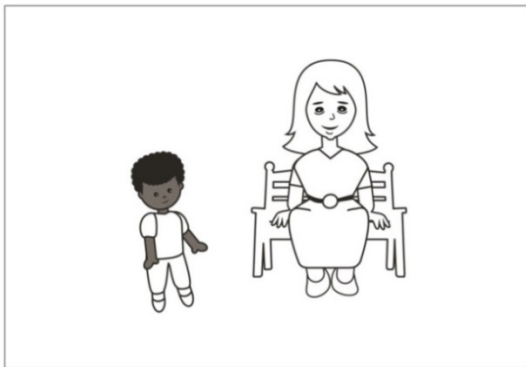
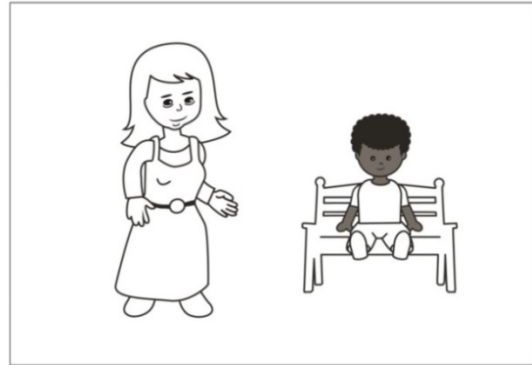
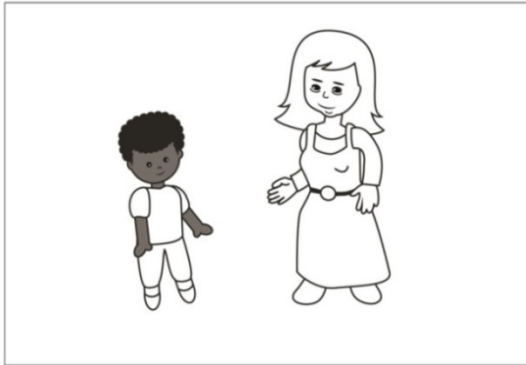
Exercice 11 (suite)



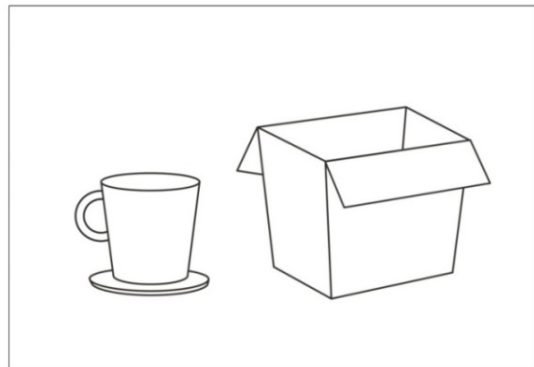
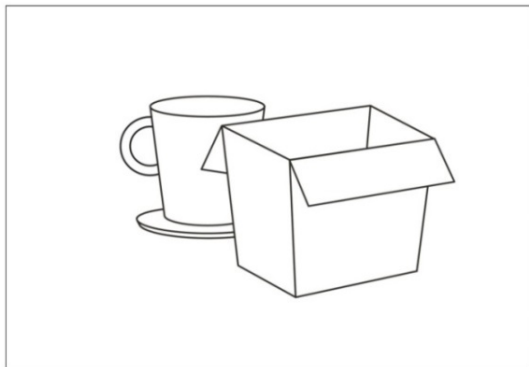
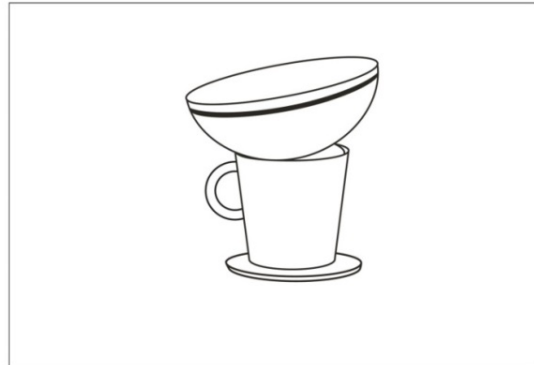
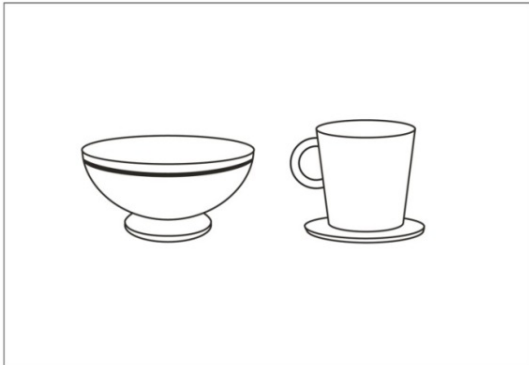
Exercice 11 (suite)



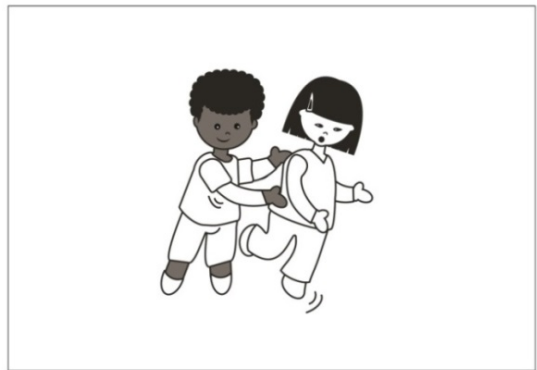
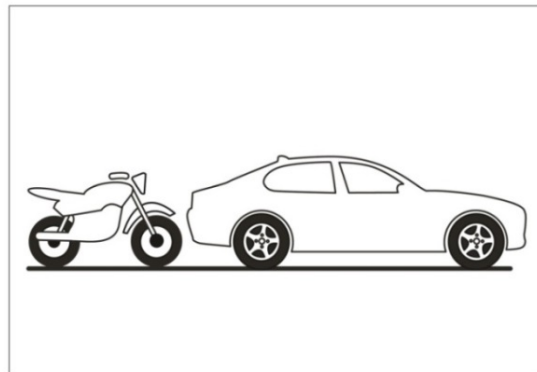
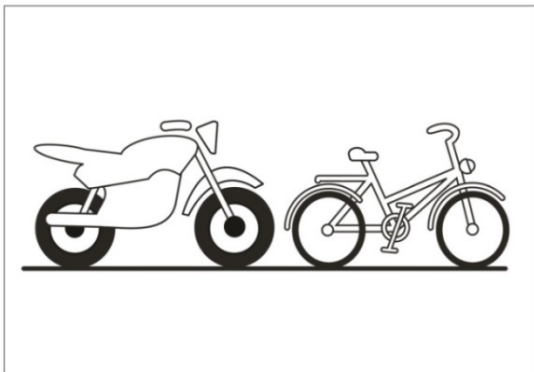
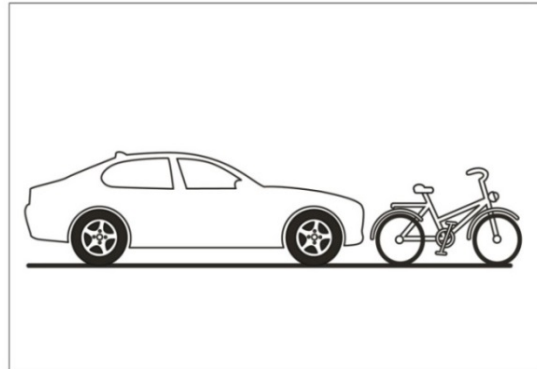
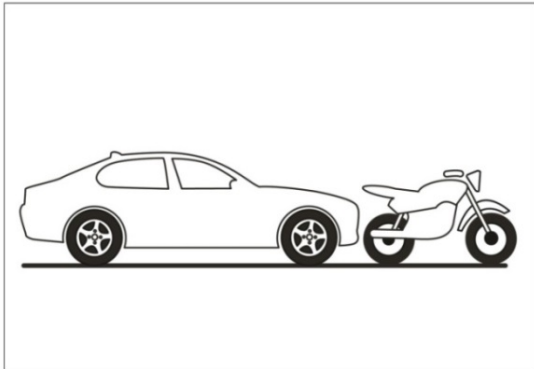
Exercice 11 (suite)



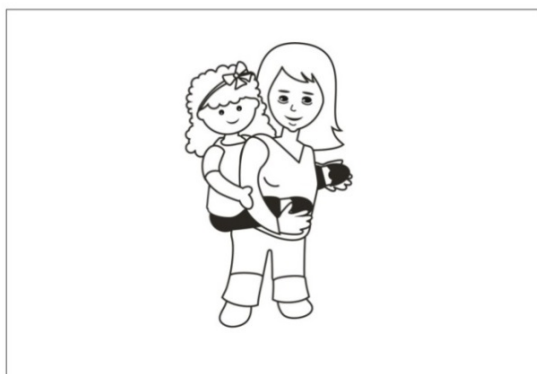
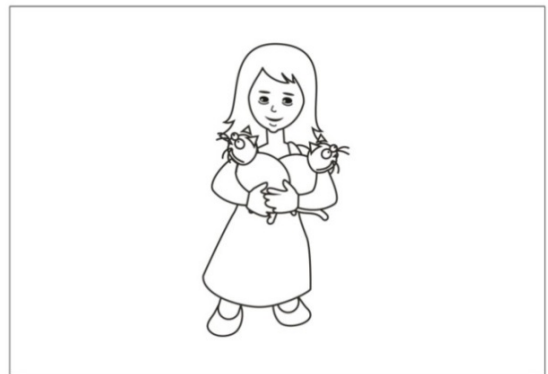
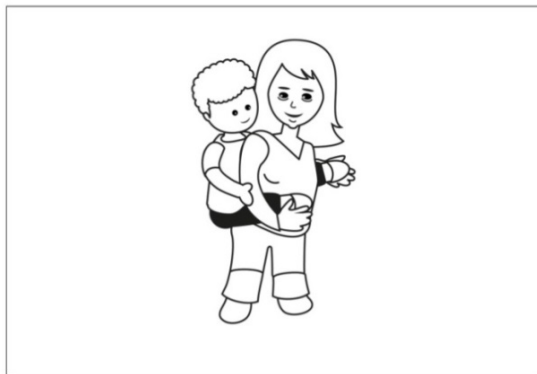
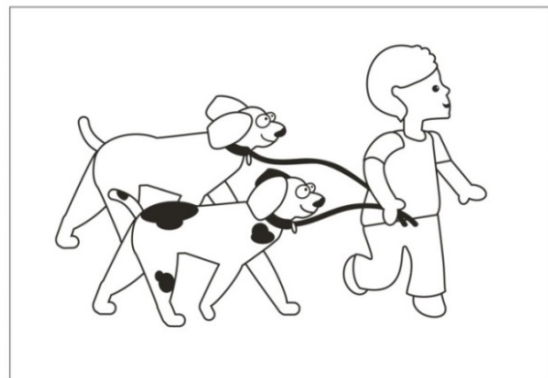
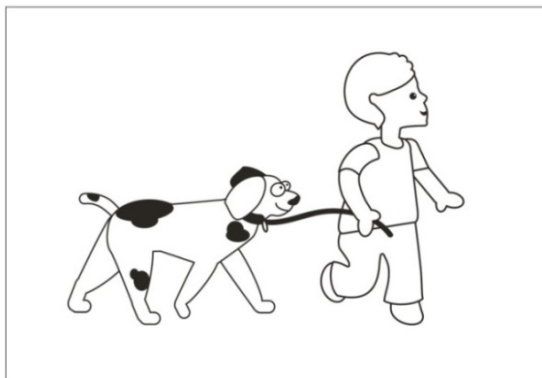
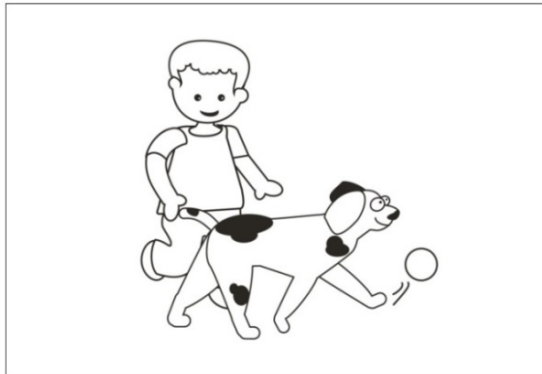
Exercice 11 (suite)



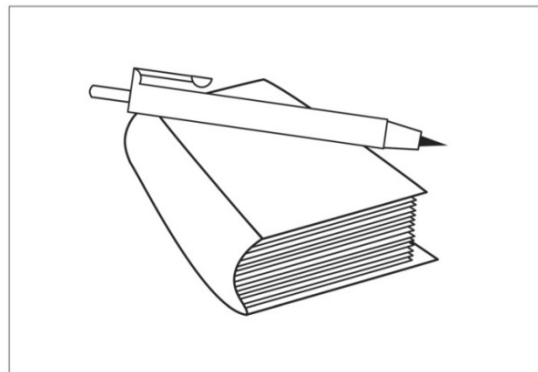
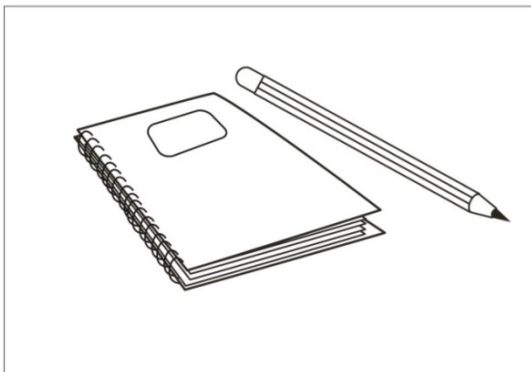
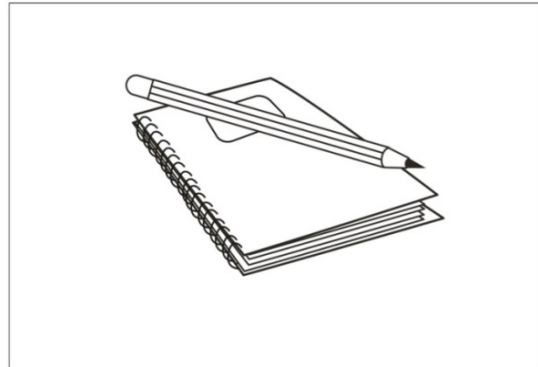
Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



SÉQUENCE 4

MATHÉMATIQUES

Exercise 12

●	5	6	3	2	7	8
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○ 6 4 3 5 2 1

➔ 7 8 4 6 3 1

⇒ 1 9 5 7 4 8

■ 9 7 8 4 2 6

□ 4 3 12 11 7 10

Exercice 12 (suite)

 13 2 14 8 6 15

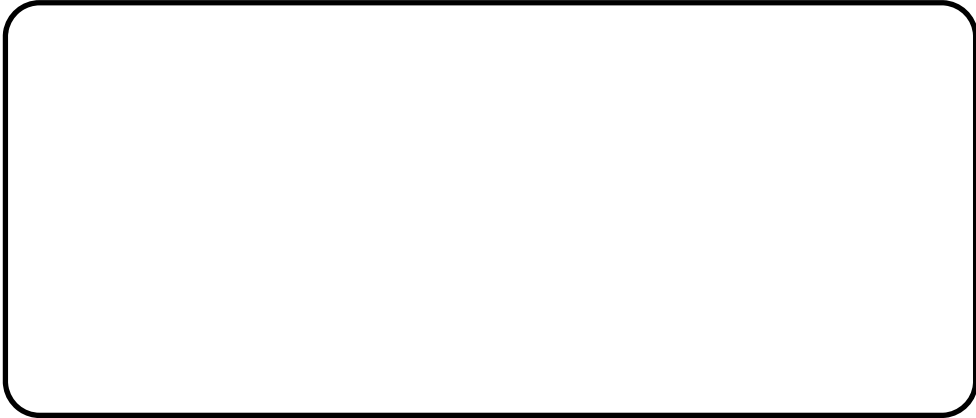
 15 7 2 17 9 13

 11 6 9 4 10 2

 13 8 14 3 5 12

 8 15 16 1 14 7

Exercise 13



15 3 12 10 9 8



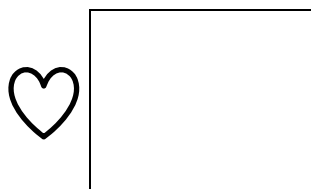
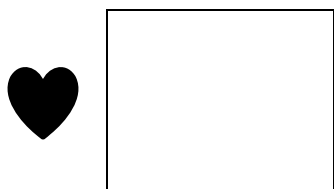
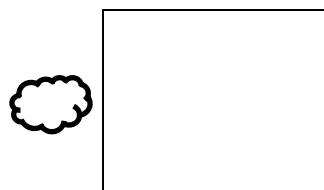
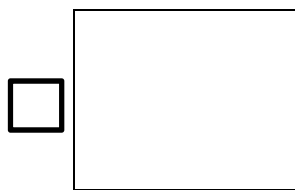
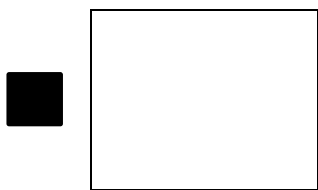
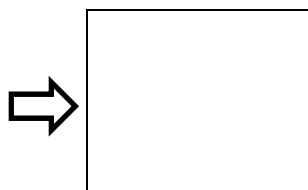
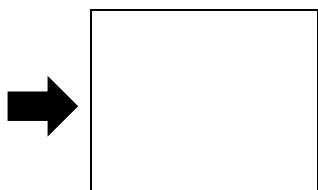
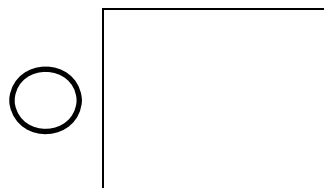
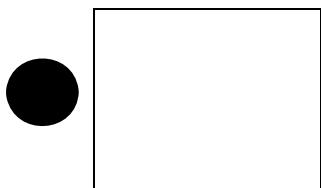
7 14 21 25 29 30

Exercice 13 (suite)

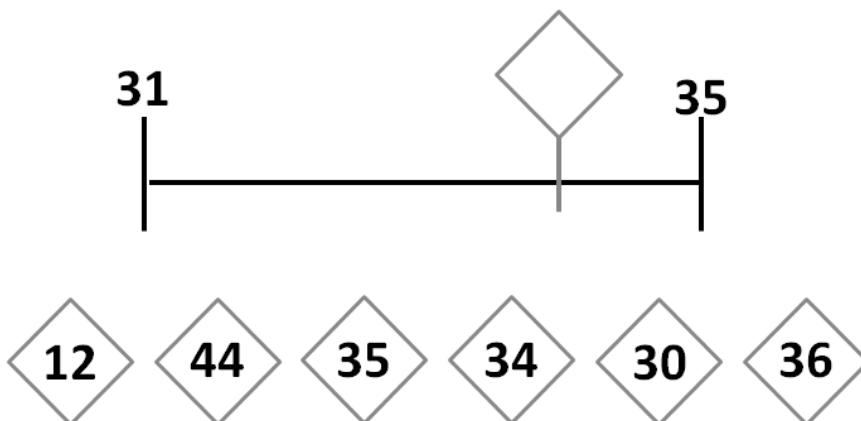
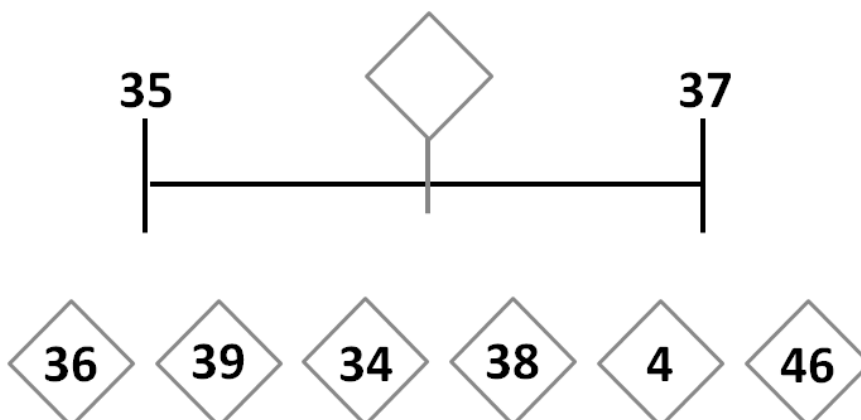
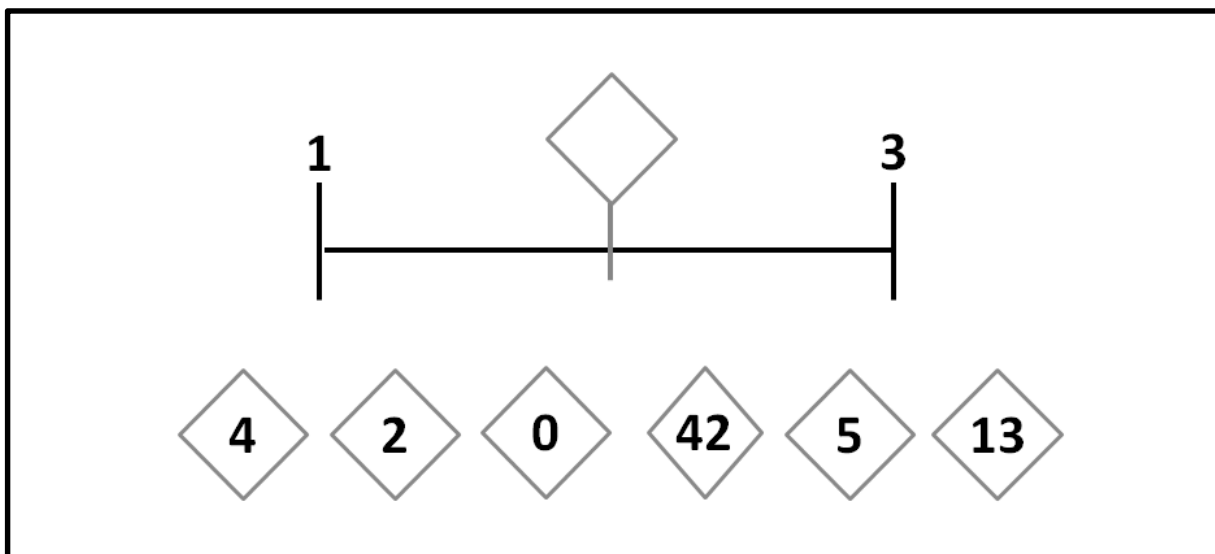


4 30 3 21 7 10

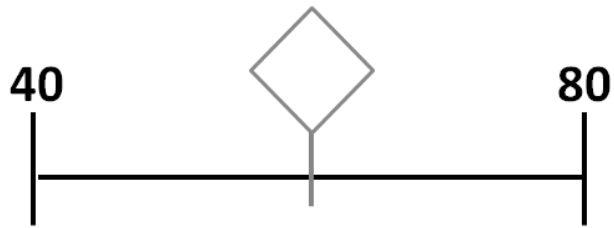
Exercise 14



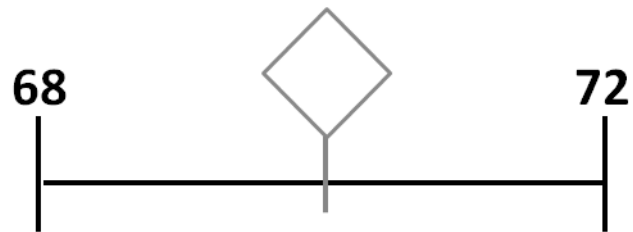
Exercise 15



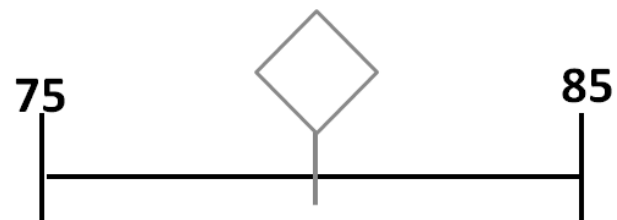
Exercice 15 (suite)



- 60 57 4 62 81 70

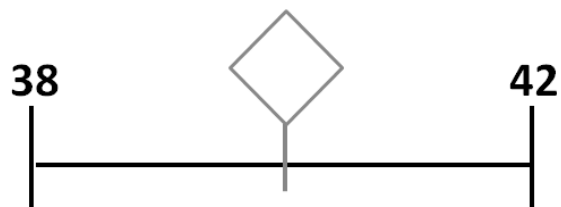
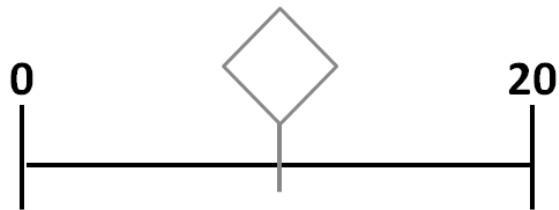


- 67 70 73 39 71 80

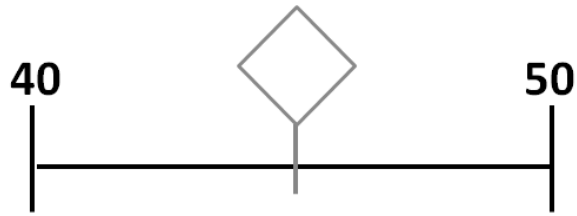


- 74 86 80 50 90 81

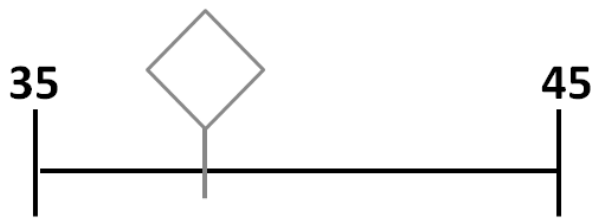
Exercice 15 (suite)



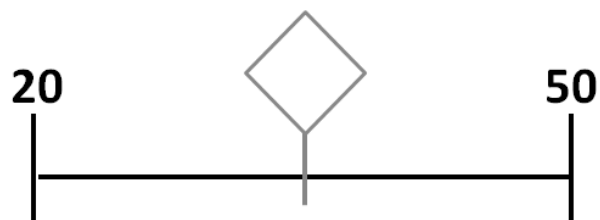
Exercice 15 (suite)



- 25 55 46 51 39 45

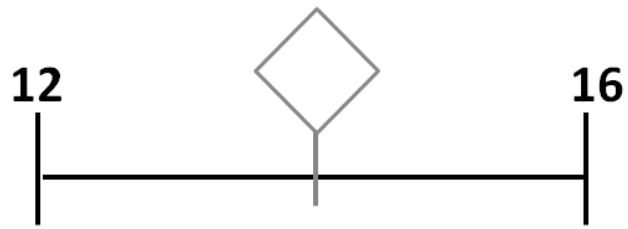


- 34 38 39 46 75 48

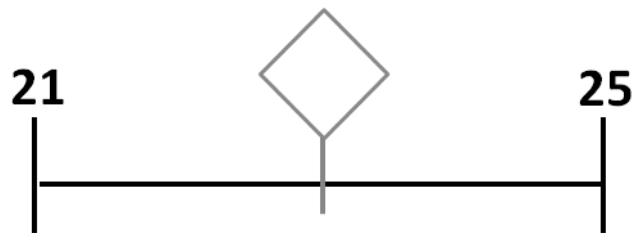


- 37 32 35 51 65 45

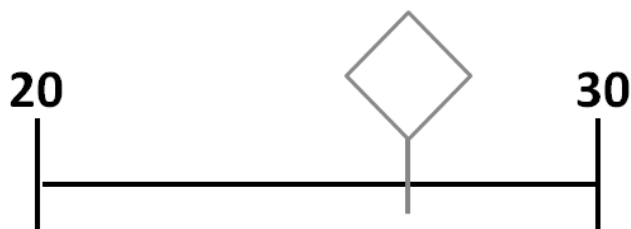
Exercice 15 (suite)



- 11 24 17 15 52 14

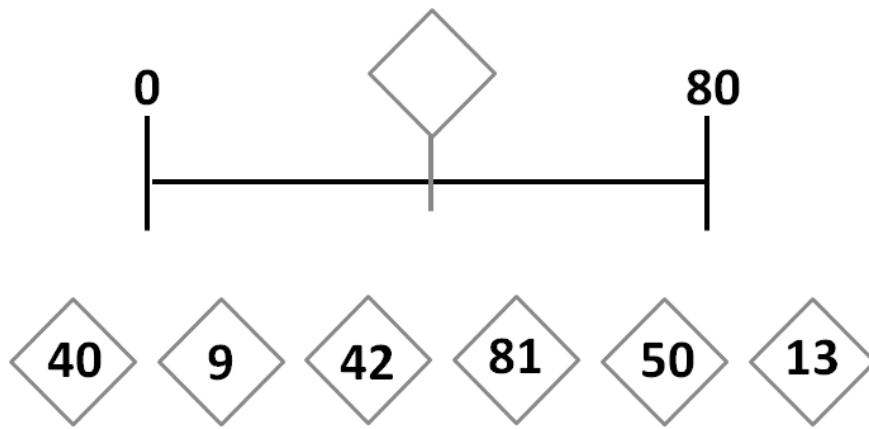


- 54 20 33 23 26 24

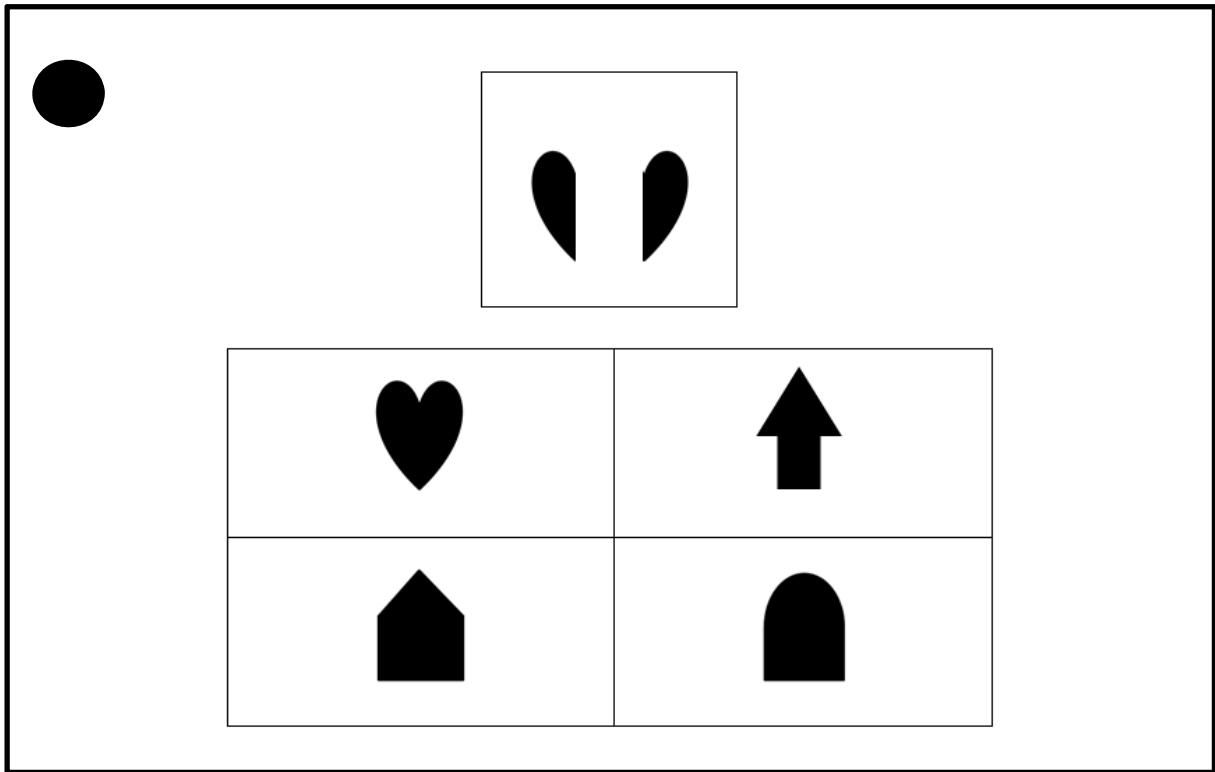


- 68 37 28 31 27 19

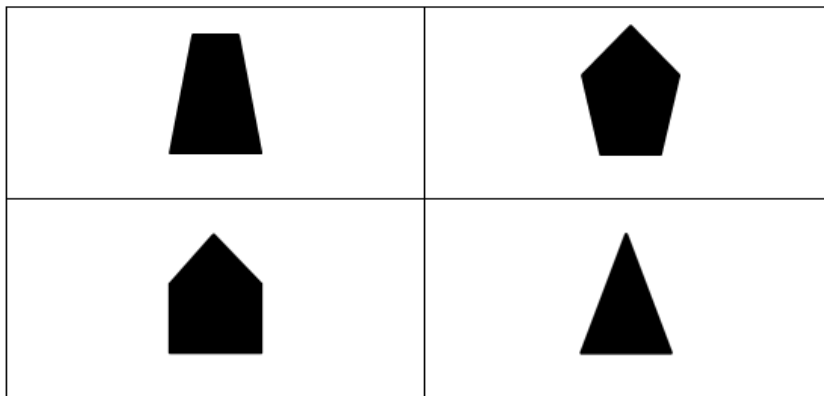
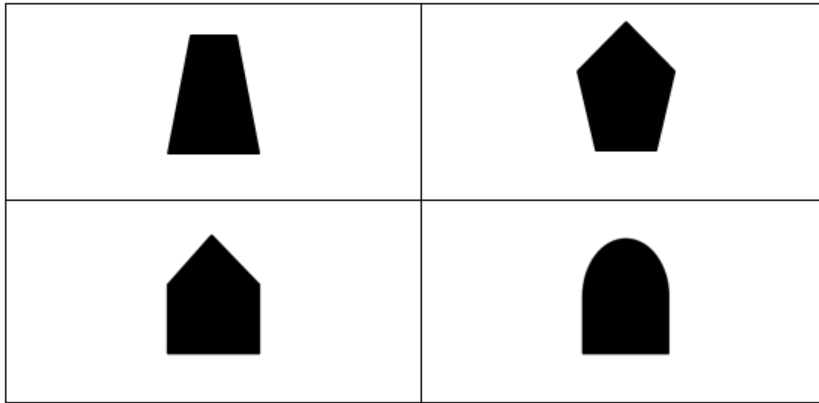
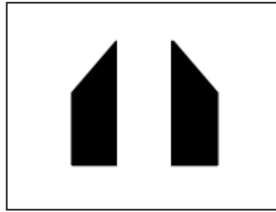
Exercice 15 (suite)



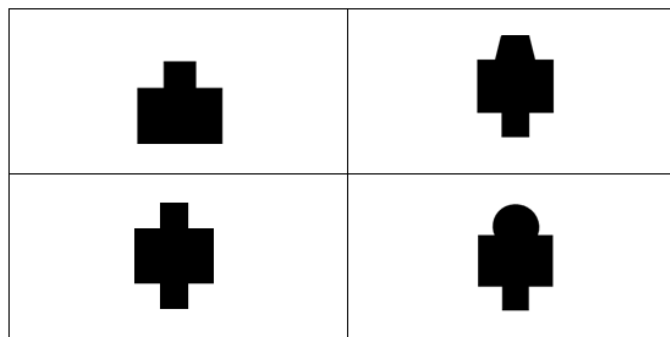
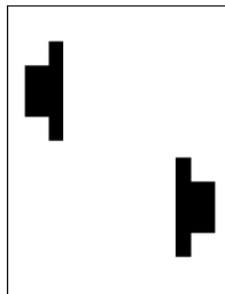
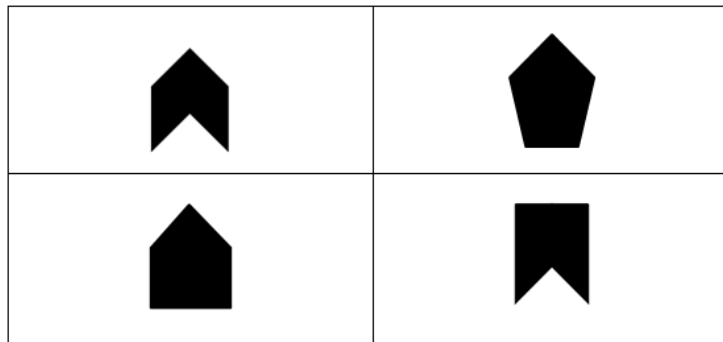
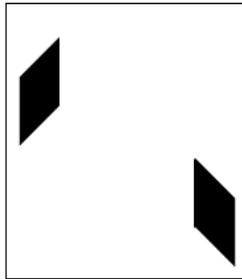
Exercise 16



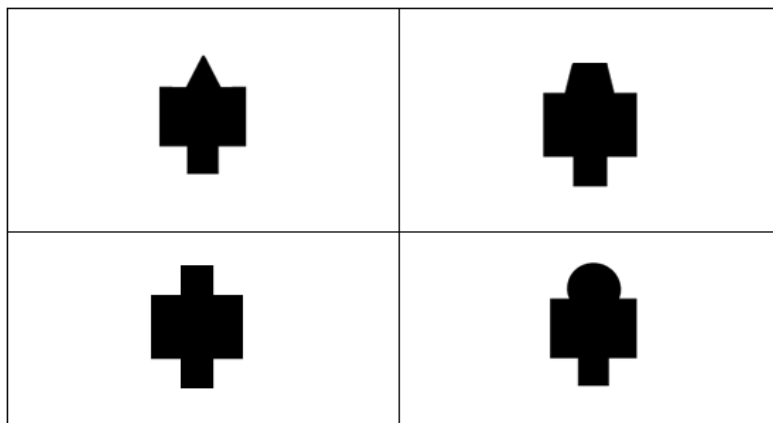
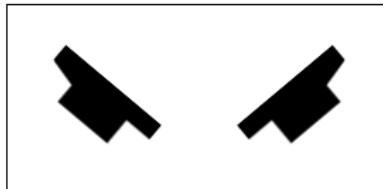
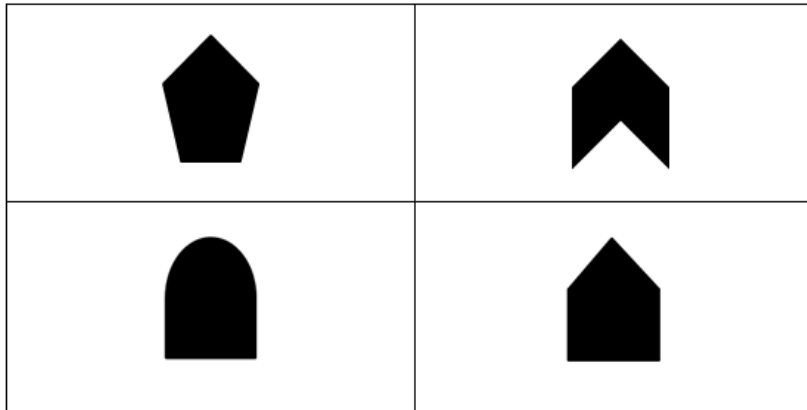
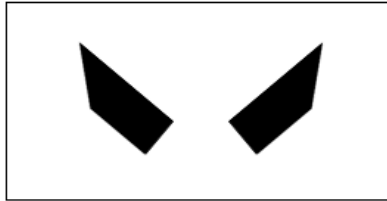
Exercice 16 (suite)



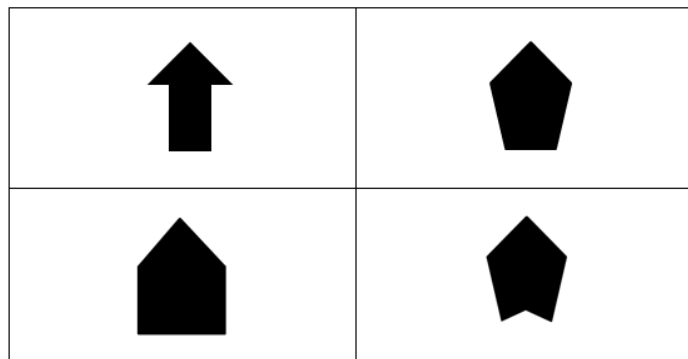
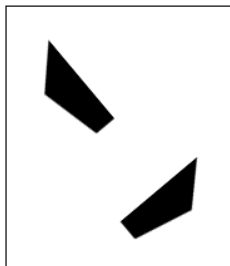
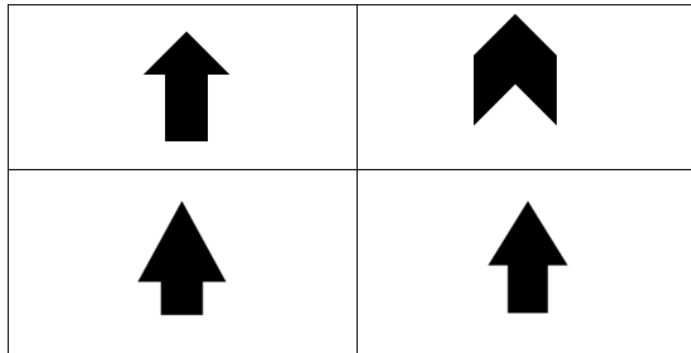
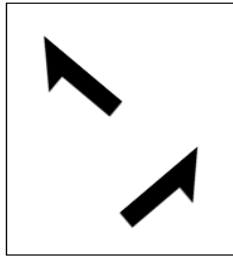
Exercice 16 (suite)



Exercice 16 (suite)



Exercice 16 (suite)



SÉQUENCE 5

FRANÇAIS

ÉPREUVES INDIVIDUELLES

FEUILLES DE COTATION

Exercice 17

[Démarrer le chronomètre.]

[Dans le tableau :

- Cocher la case si le mot est correctement lu ;

Dans les cases (page 58 du cahier de l'élève) :

- Reporter le temps si l'élève termine en moins de 60 secondes ;
- Écrire le nombre de mots lus par l'élève en une minute ;
- Calculer le score de fluence.

Remarque : si l'élève ne réussit pas à lire plus de 4 mots parmi les 10 premiers (2 lignes) ne pas poursuivre la lecture.]

	mot n°1	mot n°2	mot n°3	mot n°4	mot n°5
Ligne 1	à <input type="checkbox"/> 1	où <input type="checkbox"/> 2	la <input type="checkbox"/> 3	au <input type="checkbox"/> 4	tu <input type="checkbox"/> 5
Ligne 2	un <input type="checkbox"/> 1	il <input type="checkbox"/> 2	été <input type="checkbox"/> 3	on <input type="checkbox"/> 4	mur <input type="checkbox"/> 5
Ligne 3	ni <input type="checkbox"/> 1	sur <input type="checkbox"/> 2	qui <input type="checkbox"/> 3	vélo <input type="checkbox"/> 4	par <input type="checkbox"/> 5
Ligne 4	feu <input type="checkbox"/> 1	ce <input type="checkbox"/> 2	peur <input type="checkbox"/> 3	ami <input type="checkbox"/> 4	moto <input type="checkbox"/> 5
Ligne 5	peau <input type="checkbox"/> 1	lune <input type="checkbox"/> 2	gare <input type="checkbox"/> 3	lire <input type="checkbox"/> 4	bon <input type="checkbox"/> 5
Ligne 6	mardi <input type="checkbox"/> 1	col <input type="checkbox"/> 2	avril <input type="checkbox"/> 3	roi <input type="checkbox"/> 4	faire <input type="checkbox"/> 5
Ligne 7	facile <input type="checkbox"/> 1	cheval <input type="checkbox"/> 2	vrai <input type="checkbox"/> 3	ligne <input type="checkbox"/> 4	porte <input type="checkbox"/> 5
Ligne 8	autre <input type="checkbox"/> 1	loup <input type="checkbox"/> 2	soir <input type="checkbox"/> 3	page <input type="checkbox"/> 4	raisin <input type="checkbox"/> 5
Ligne 9	car <input type="checkbox"/> 1	sucre <input type="checkbox"/> 2	chat <input type="checkbox"/> 3	matin <input type="checkbox"/> 4	trésor <input type="checkbox"/> 5
Ligne 10	soixante <input type="checkbox"/> 1	lundi <input type="checkbox"/> 2	rose <input type="checkbox"/> 3	visage <input type="checkbox"/> 4	six <input type="checkbox"/> 5
Ligne 11	ciseau <input type="checkbox"/> 1	aout <input type="checkbox"/> 2	pays <input type="checkbox"/> 3	balai <input type="checkbox"/> 4	filles <input type="checkbox"/> 5
Ligne 12	sept <input type="checkbox"/> 1	lourd <input type="checkbox"/> 2	femme <input type="checkbox"/> 3	garage <input type="checkbox"/> 4	hibou <input type="checkbox"/> 5

Exercice 17 (suite)

Si l'élève termine en moins de 60 secondes, reporter le temps exact ici :

|_|_| secondes

Nombre de mots correctement lus en 1 minute :

Score de fluence* :

*nombre de mots correctement lus en 1 minute ; pour les élèves qui auraient lu tous les mots correctement en moins d'une minute, appliquer la règle de trois suivante : (60 mots x 60 secondes) / temps mis pour lire tous les mots. Le calcul de ce score n'est pas nécessaire pour la saisie sur le portail mais permet d'indiquer cette information à l'élève.

Exercice 18

[Démarrer le chronomètre.]

[Dans le texte ci-dessous :

- Barrer uniquement les mots incorrectement lus ou non lus ;
- Entourer le dernier mot lu si l'élève n'a pas terminé en 60 secondes.

Dans les cases :

- Écrire le nombre de mots lus par l'élève en une minute ;
- Calculer le score de fluence.

Madame et Monsieur Petit vivent dans une grande maison entourée	10
d'un jardin avec leur chien, Médor. La porte du jardin reste toujours	22
fermée pour que Médor ne s'échappe pas. Médor aime se coucher	33
en regardant le ciel. Au début de l'hiver, Madame et Monsieur	44
Petit décident de le mettre dans la cuisine, bien au chaud. Comme	56
il préfère s'endormir en regardant les étoiles, Médor aboie très fort	67
et très longtemps au début de la nuit. Madame et Monsieur Petit	79
n'arrivent plus à dormir. Au bout d'une semaine, ils décident de	90
remettre Médor dans le jardin, mais avec une niche et une couverture.	102

Si l'élève termine en moins de 60 secondes, reporter le temps exact ici :

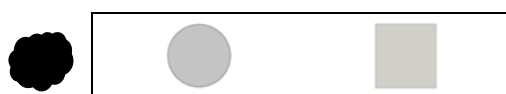
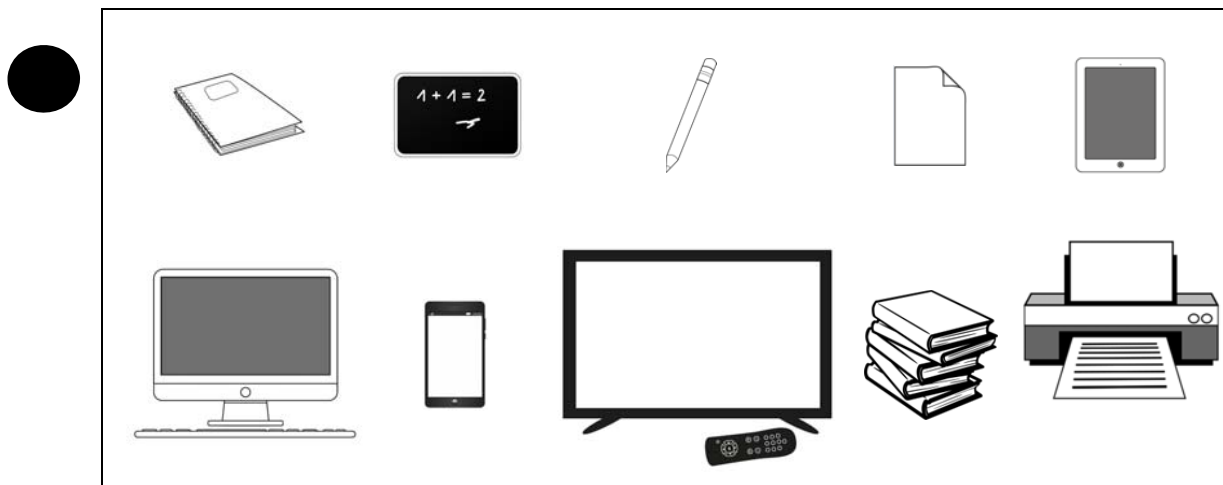
__|__| secondes

Nombre de mots correctement lus en 1 minute :

Score de fluence* :

*nombre de mots correctement lus en 1 minute ; pour les élèves qui auraient lu tous les mots correctement en moins d'une minute, appliquer la règle de trois suivante : (102 mots x 60 secondes) / temps mis pour lire tous les mots. Le calcul de ce score n'est pas nécessaire pour la saisie sur le portail mais permet d'indiquer cette information à l'élève.

QUESTIONNAIRE



A renseigner par l'enseignant

Sur la période « post-confinement », est-ce que l'élève est revenu à l'école avant les vacances d'été ?

- Oui, tous les jours.
- Oui, plusieurs fois par semaine.
- Oui, moins souvent.
- Non, jamais.
- Sans objet (l'école n'a pas réouvert).