

# REPÈRES

## CE1 2022

**Prénom de l'élève**

**Nom de l'élève**

**Classe de l'élève**





# **SÉQUENCE 1**

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## **FRANÇAIS**

## Exercice 1

Pour préparer la tarte, déroulez la pâte au fond du moule puis ajoutez de la compote par-dessus. Étalez 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 ?

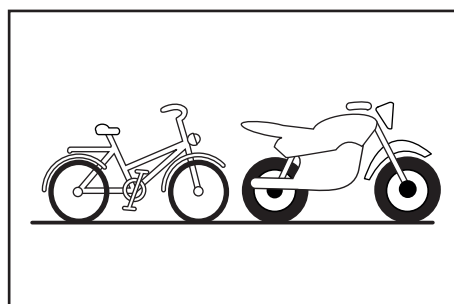
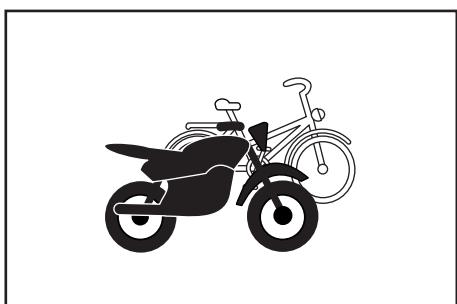
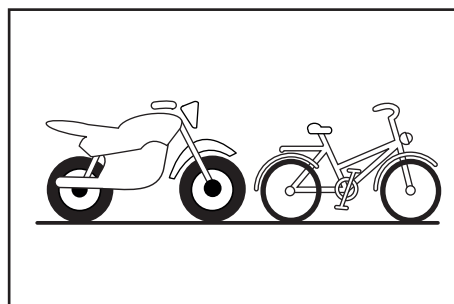
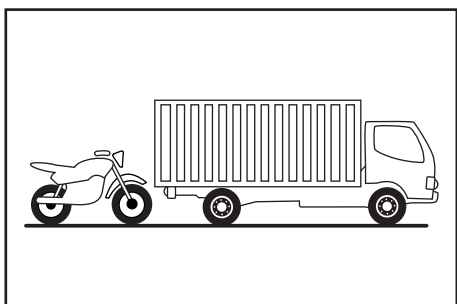
dans une poêle	dans une casserole	dans un four	au barbecue
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## Exercise 2

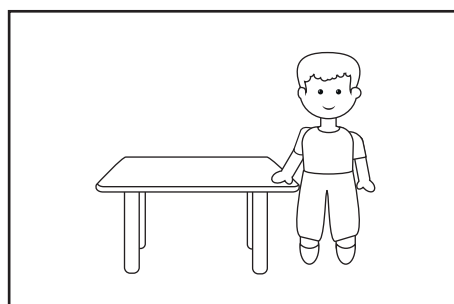
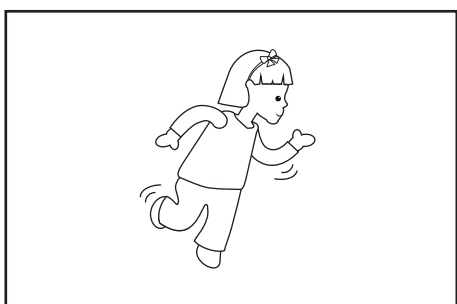
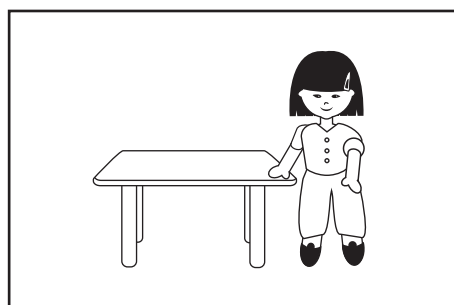
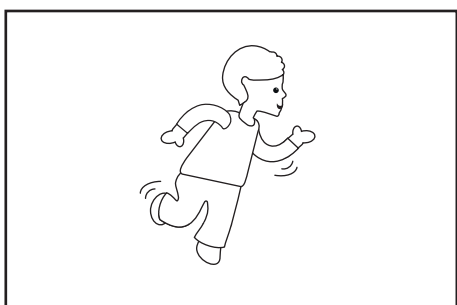


### Exercice 3

La moto suit le vélo.

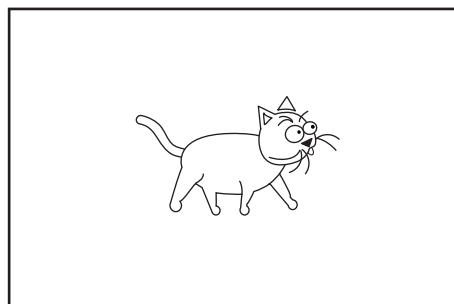
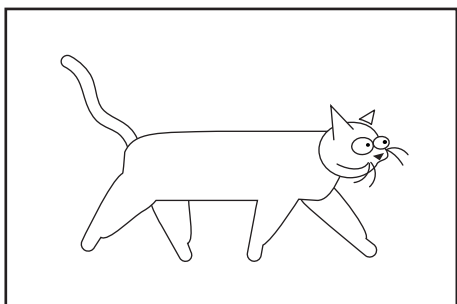
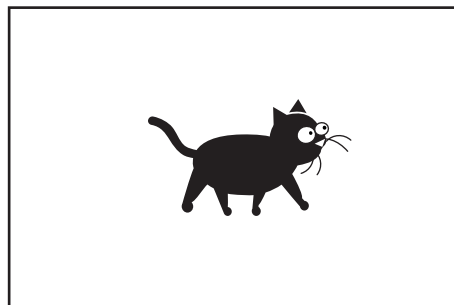
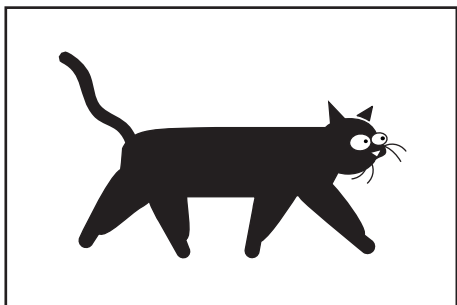


La fille ne court pas.

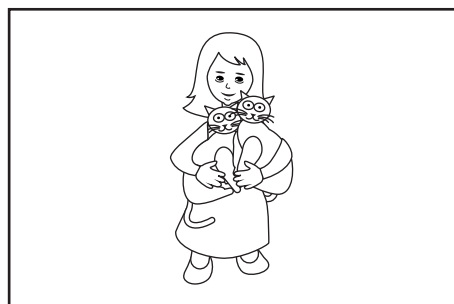
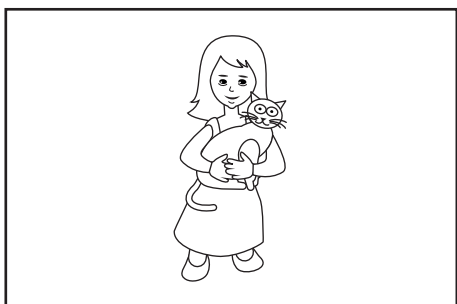
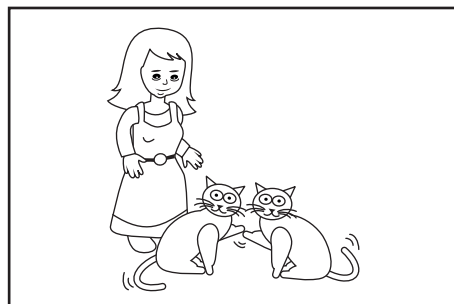
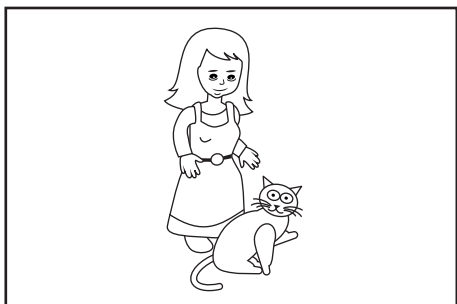


### Exercice 3 (suite)

Le chat est petit mais pas noir.

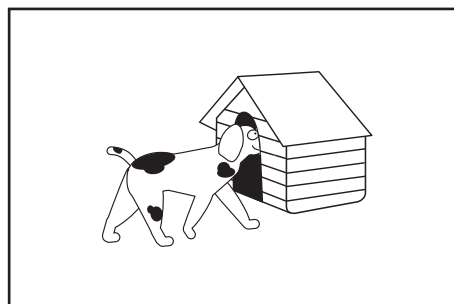
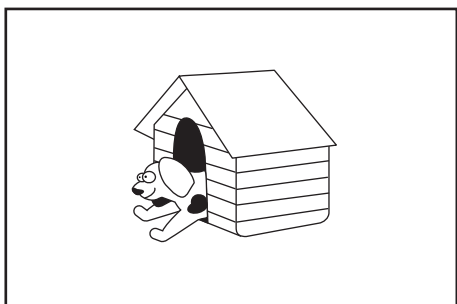
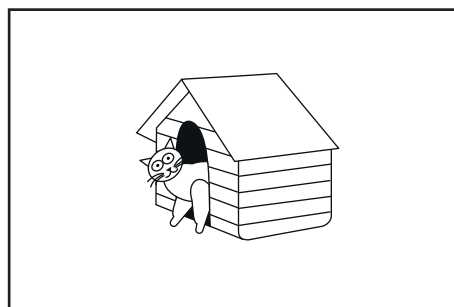
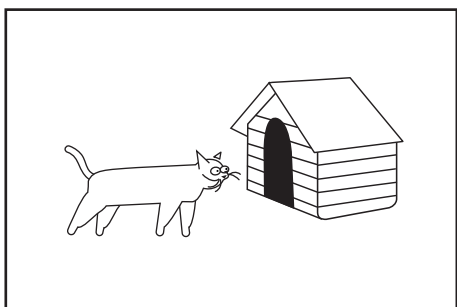


La dame le porte.

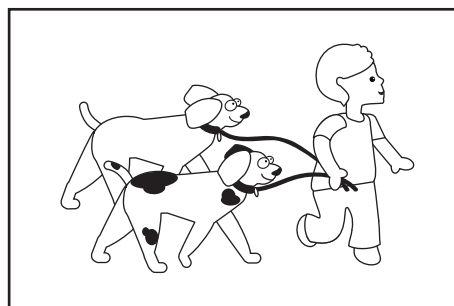
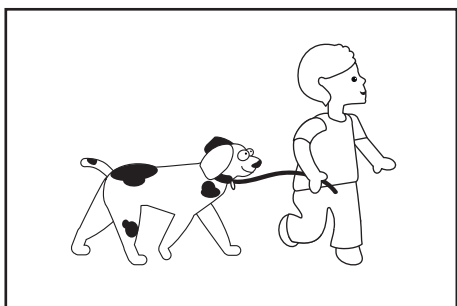
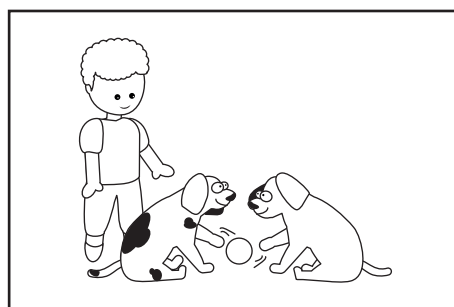
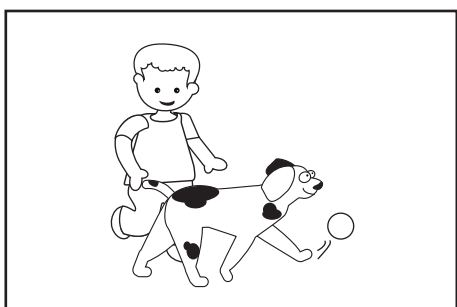


### Exercice 3 (suite)

Le chat est devant la niche.



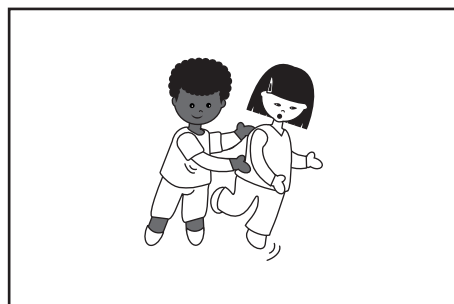
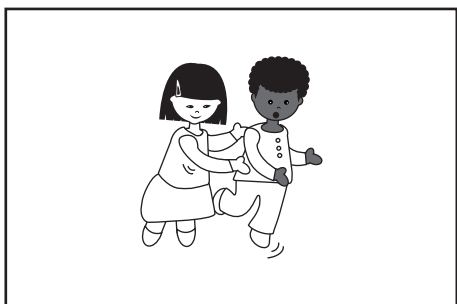
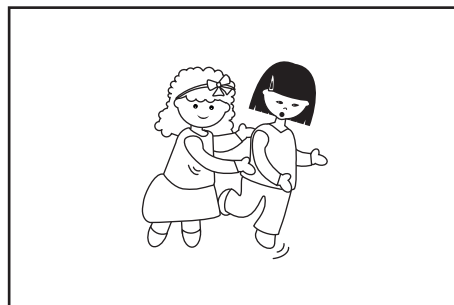
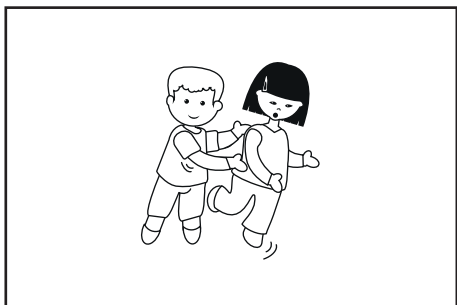
Le garçon les regarde.



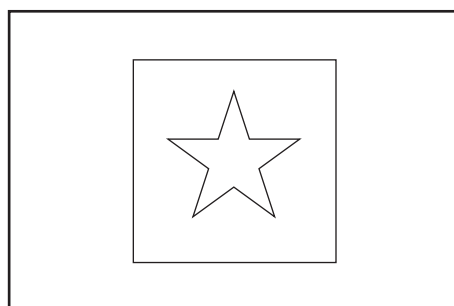
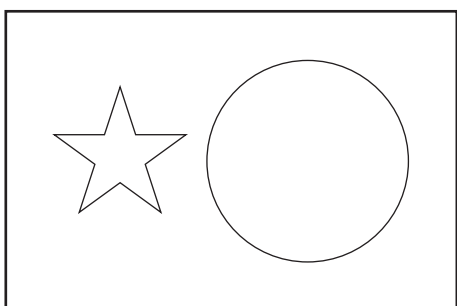
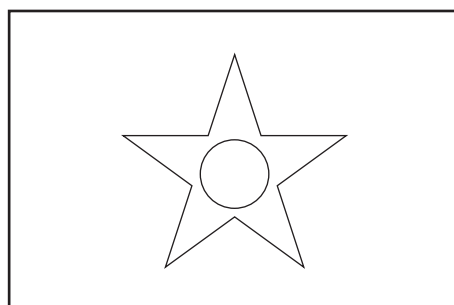
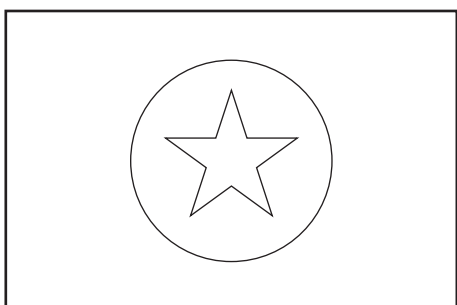


### Exercice 3 (suite)

Le garçon est poussé par la fille.

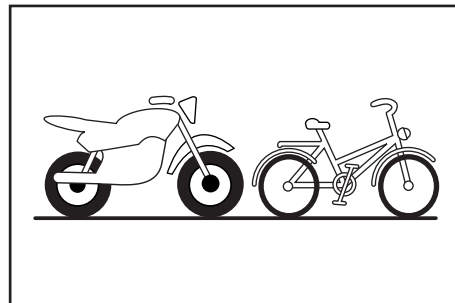
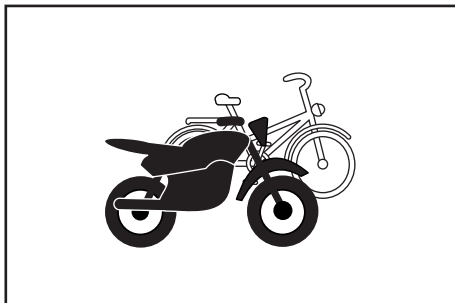
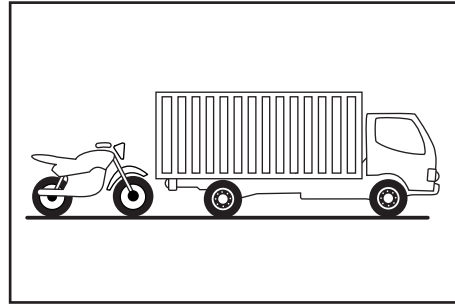
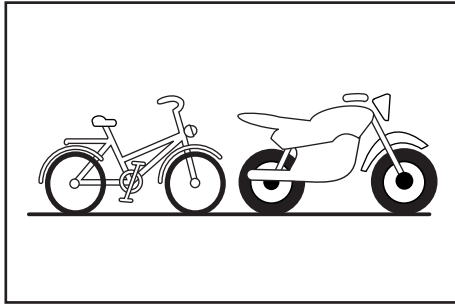


L'étoile est dans le cercle.



### Exercice 3 (suite)

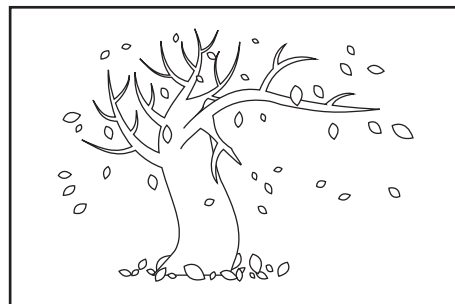
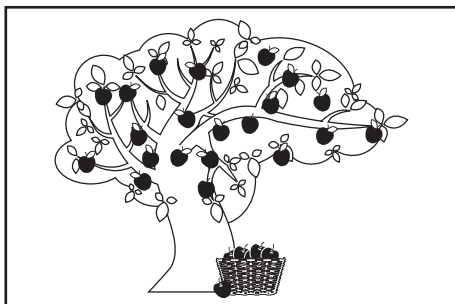
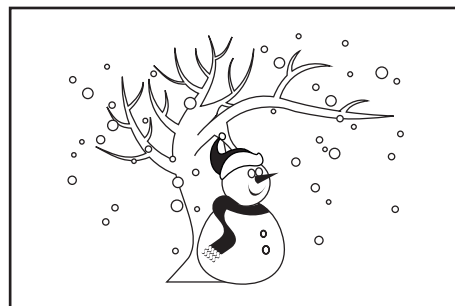
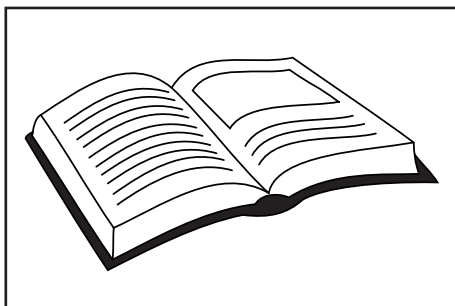
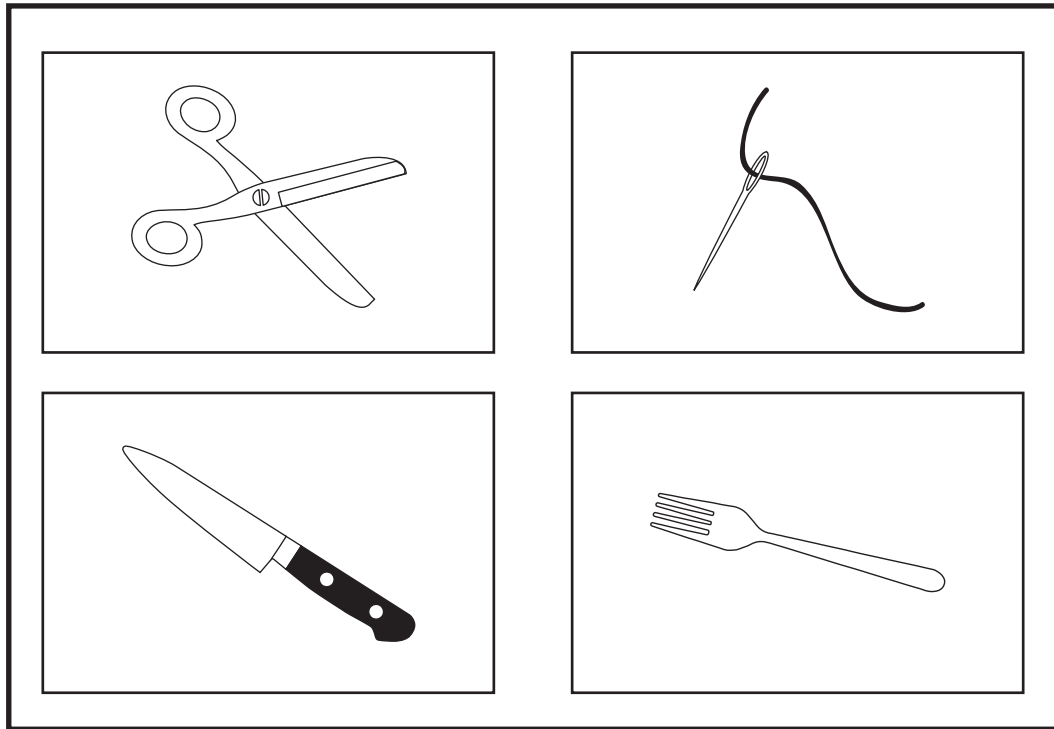
Le vélo est suivi par la moto.



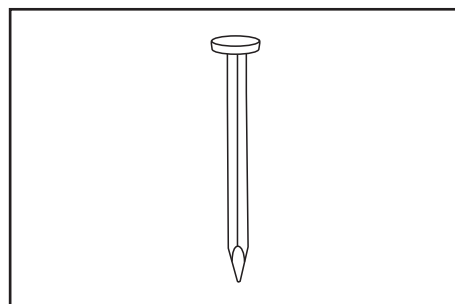
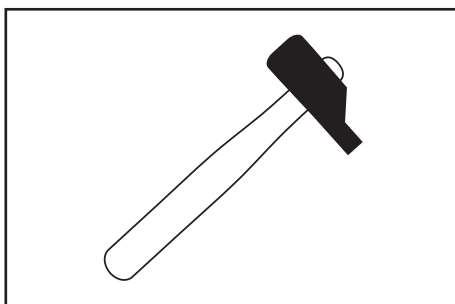
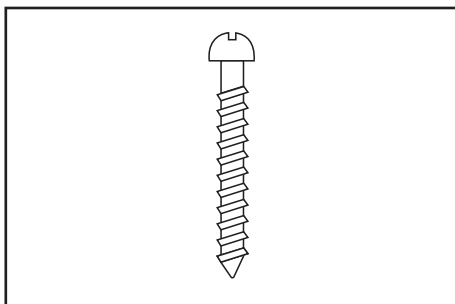
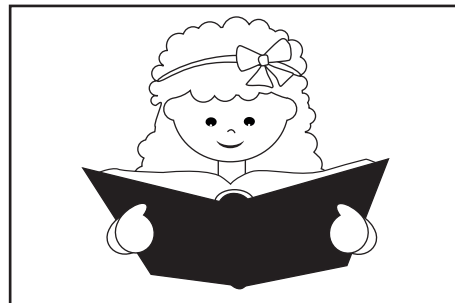
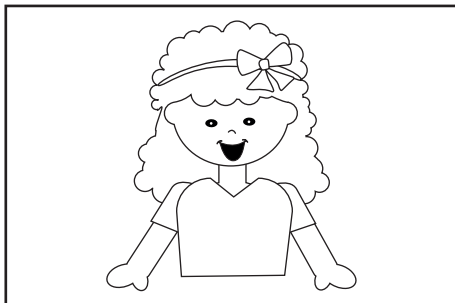
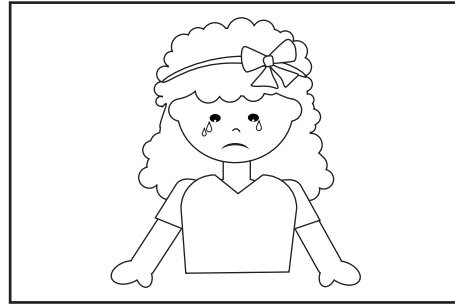
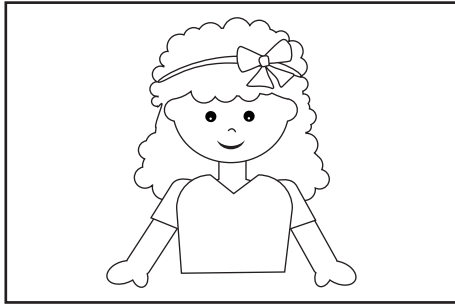
Le garçon qui part à l'école porte un bonnet.



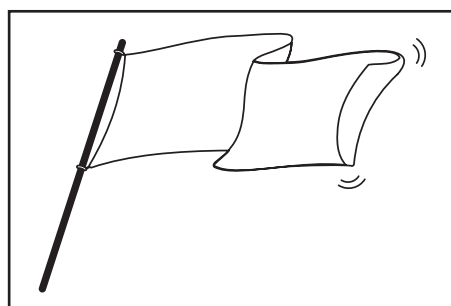
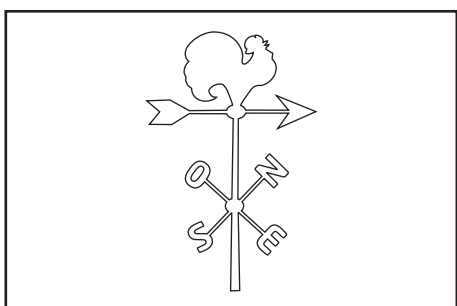
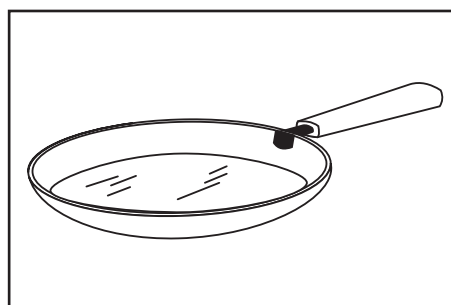
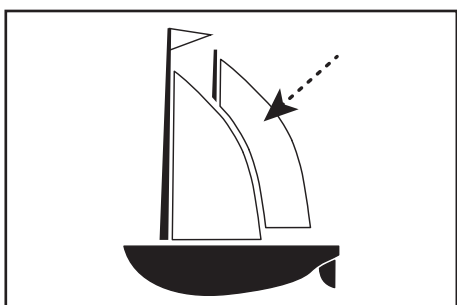
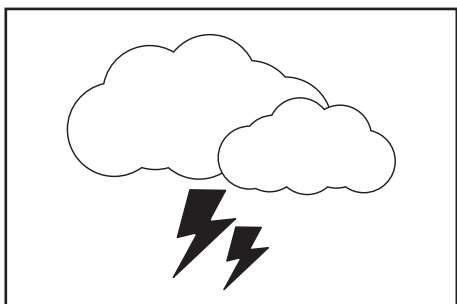
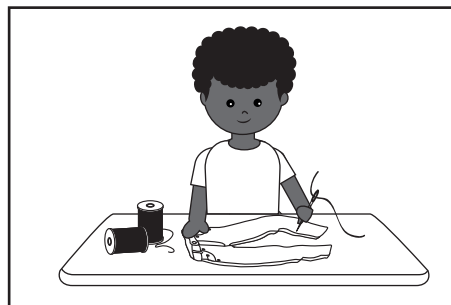
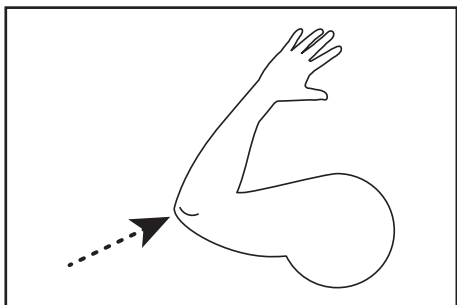
## Exercise 4



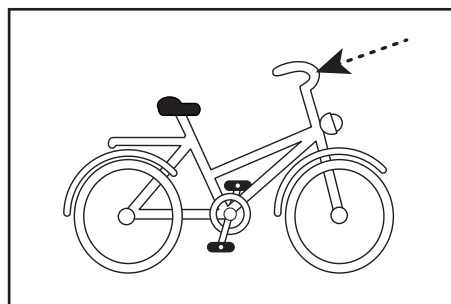
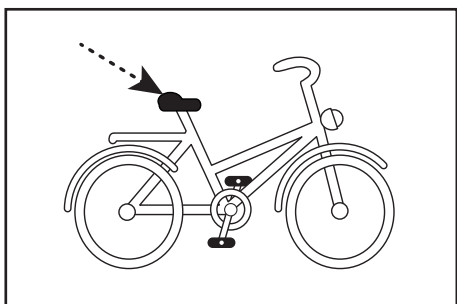
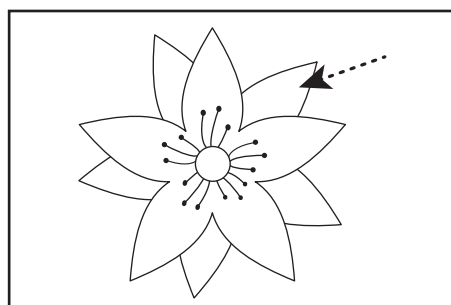
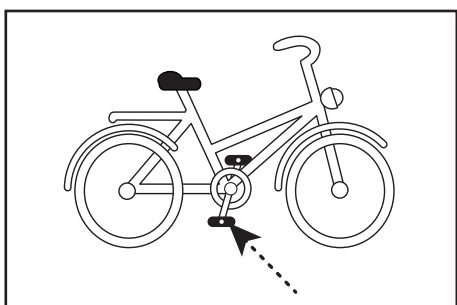
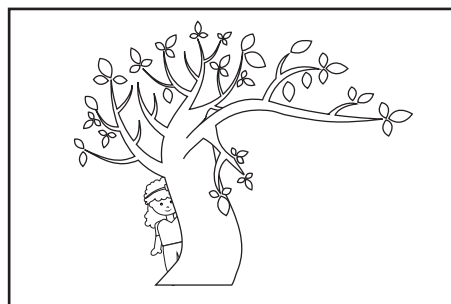
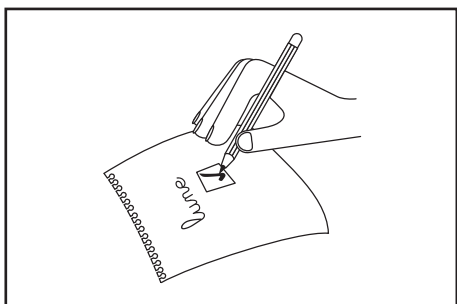
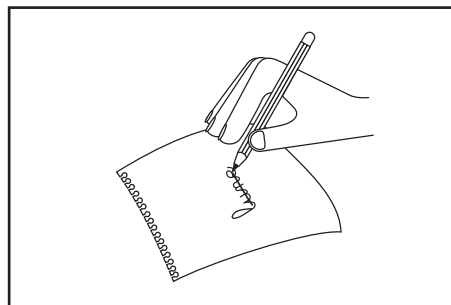
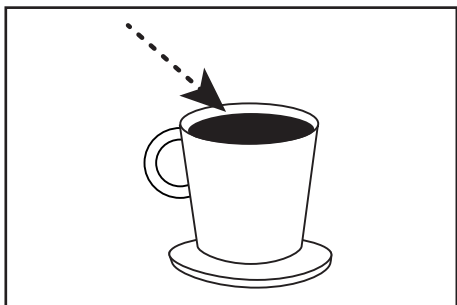
## Exercice 4 (suite)



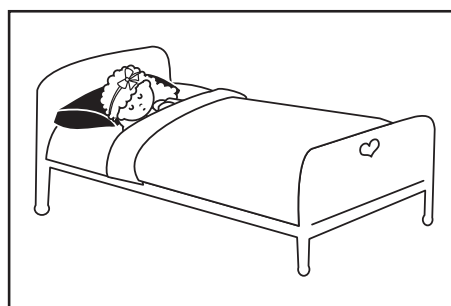
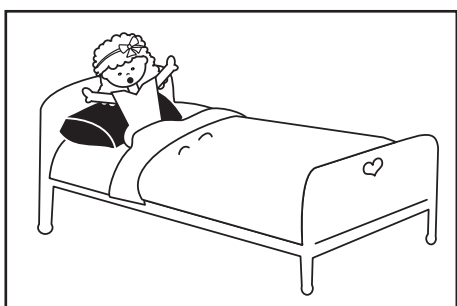
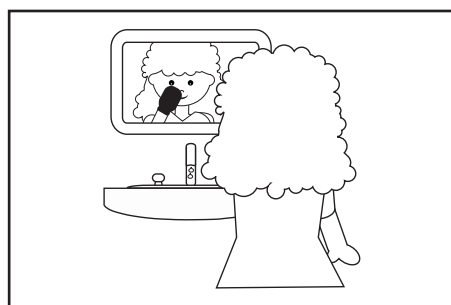
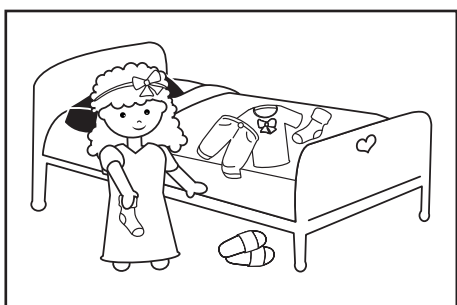
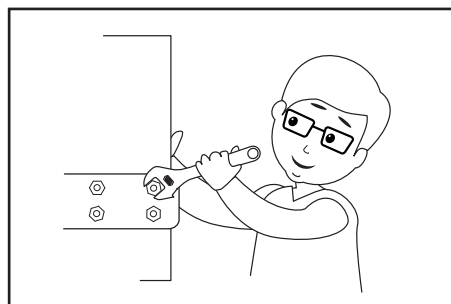
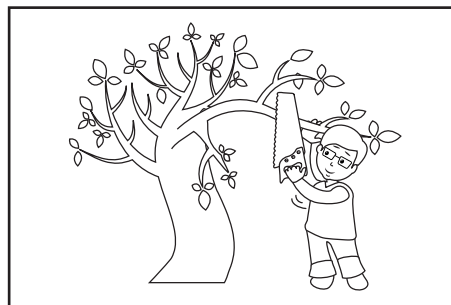
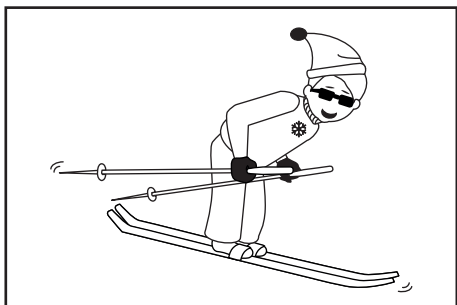
## Exercice 4 (suite)



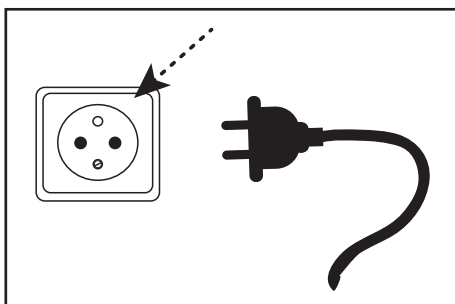
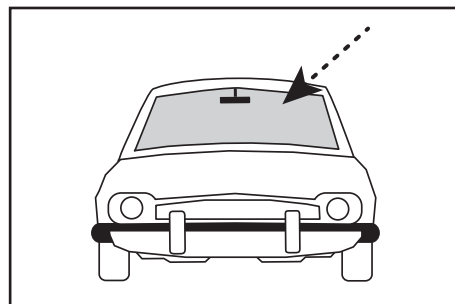
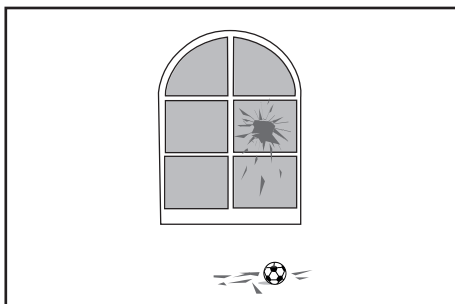
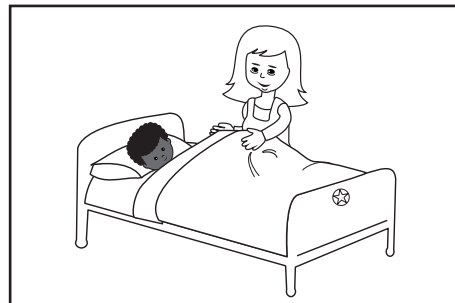
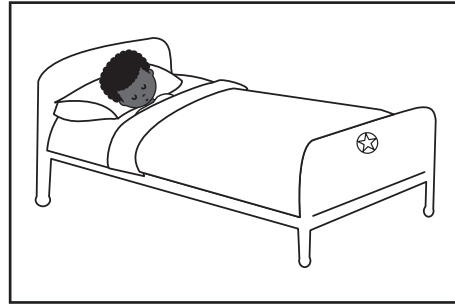
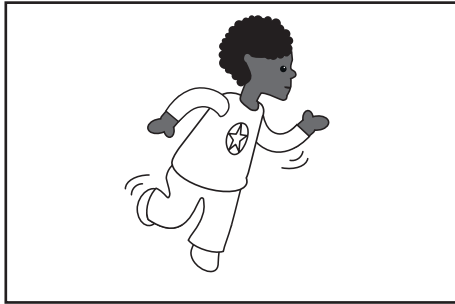
## Exercice 4 (suite)



## Exercice 4 (suite)

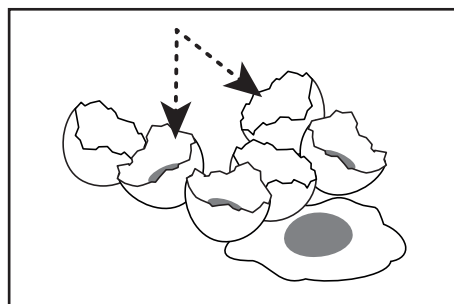
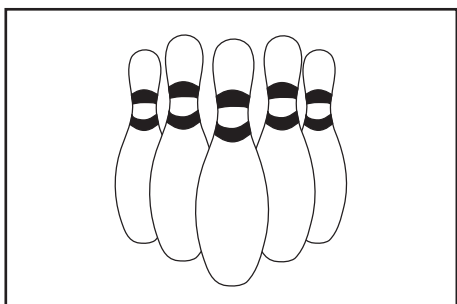
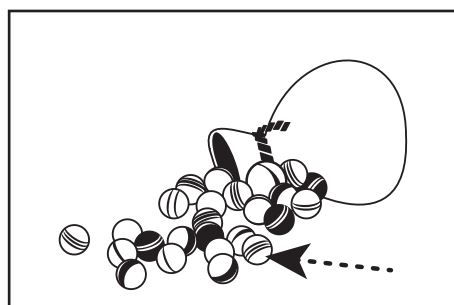
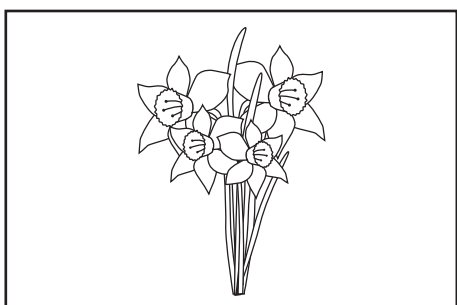
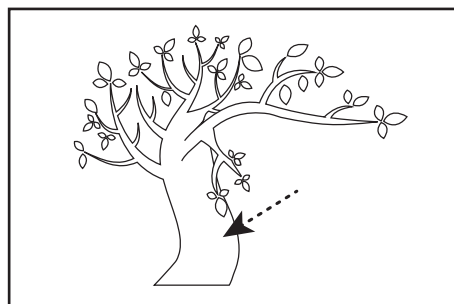
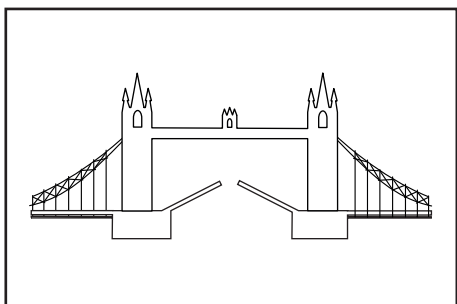
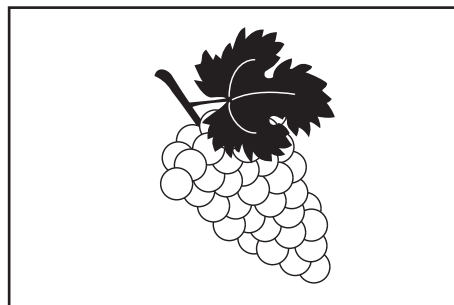
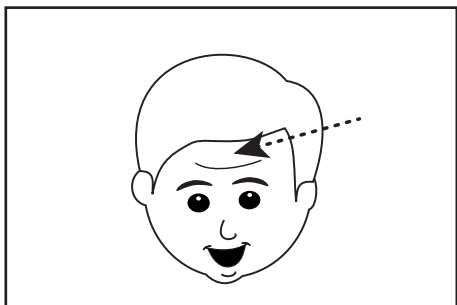


## Exercice 4 (suite)

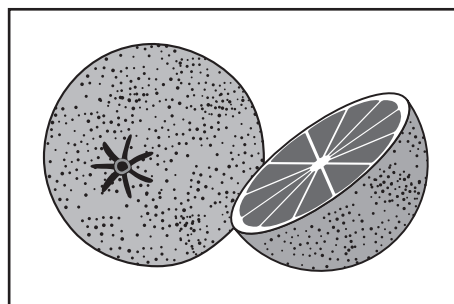
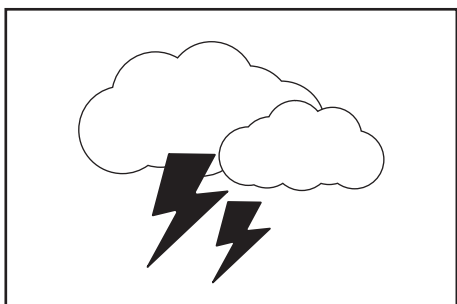
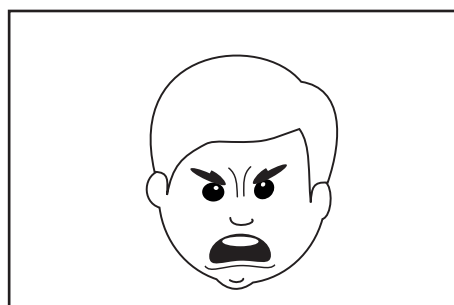
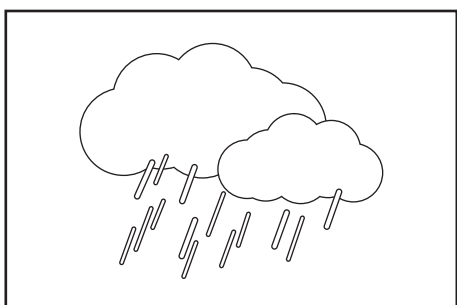
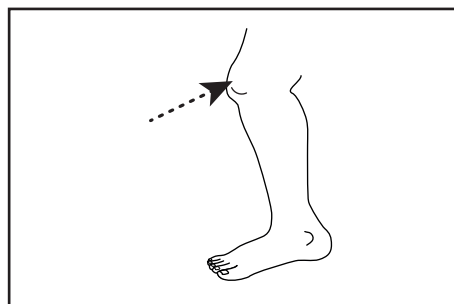
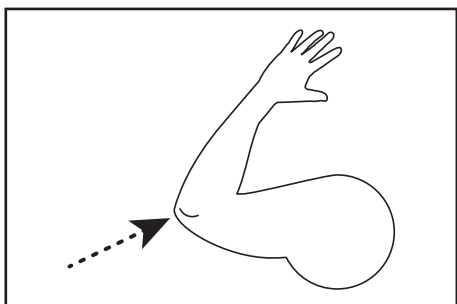
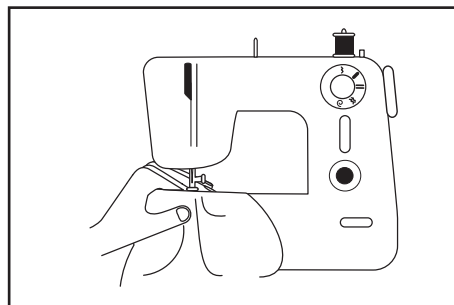
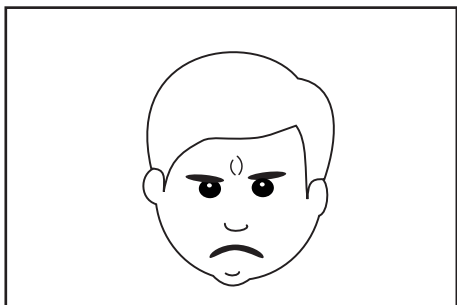




## Exercice 4 (suite)



## Exercice 4 (suite)



# **SÉQUENCE 2**

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# **MATHÉMATIQUES**



## Exercise 5



2

10

7

1

9

6



92

89

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64

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50

45



29

68

78

89

88

98



63

38

37

70

73

83



80

38

73

13

83

93



80

90

9

19

89

99

## Exercice 6



Pierre avait 10 billes.  
Il en gagne 4 à la récréation.  
Combien de billes a-t-il maintenant ?

14    10    13    6    15    4



En classe, il y a 21 chaises rouges et 7 chaises bleues.  
Combien de chaises y a-t-il en tout ?

27    28    21    7    14    29

## Exercice 6 (suite)



Ma sœur a 5 ans de plus que moi.  
J'ai 6 ans.  
Quel est l'âge de ma sœur ?

5      1      12      10      6      11

## Exercise 7



$5 + 3 =$	53	9	8	2	5	3
-----------	----	---	---	---	---	---

$10 + 8 =$	19	108	10	8	18	2
------------	----	-----	----	---	----	---

$9 - 4 =$	94	9	13	5	6	4
-----------	----	---	----	---	---	---

$9 + 9 =$	0	99	17	18	90	9
-----------	---	----	----	----	----	---

$50 + 50 =$	0	50	79	99	100	5050
-------------	---	----	----	----	-----	------

$10 - 2 =$	10	8	12	102	9	2
------------	----	---	----	-----	---	---

$15 - 5 =$	11	155	10	15	20	5
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## Exercice 7 (suite)

$20 + 30 =$	20	51	2030	10	50	30
-------------	----	----	------	----	----	----

$18 + 4 =$	4	184	18	14	22	21
------------	---	-----	----	----	----	----

$19 - 2 =$	19	21	192	18	17	2
------------	----	----	-----	----	----	---

$56 - 10 =$	66	56	45	5610	46	10
-------------	----	----	----	------	----	----

$21 + 53 =$	2153	32	74	21	53	75
-------------	------	----	----	----	----	----

$8 + 46 =$	54	38	8	846	46	55
------------	----	----	---	-----	----	----

$50 + 10 + 8 =$	50108	60	18	68	67	58
-----------------	-------	----	----	----	----	----

$35 - 15 =$	15	3515	21	50	20	35
-------------	----	------	----	----	----	----

$33 - 5 =$	28	33	38	5	335	29
------------	----	----	----	---	-----	----



# **SÉQUENCE 3**

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## **FRANÇAIS**

## Exercice 8

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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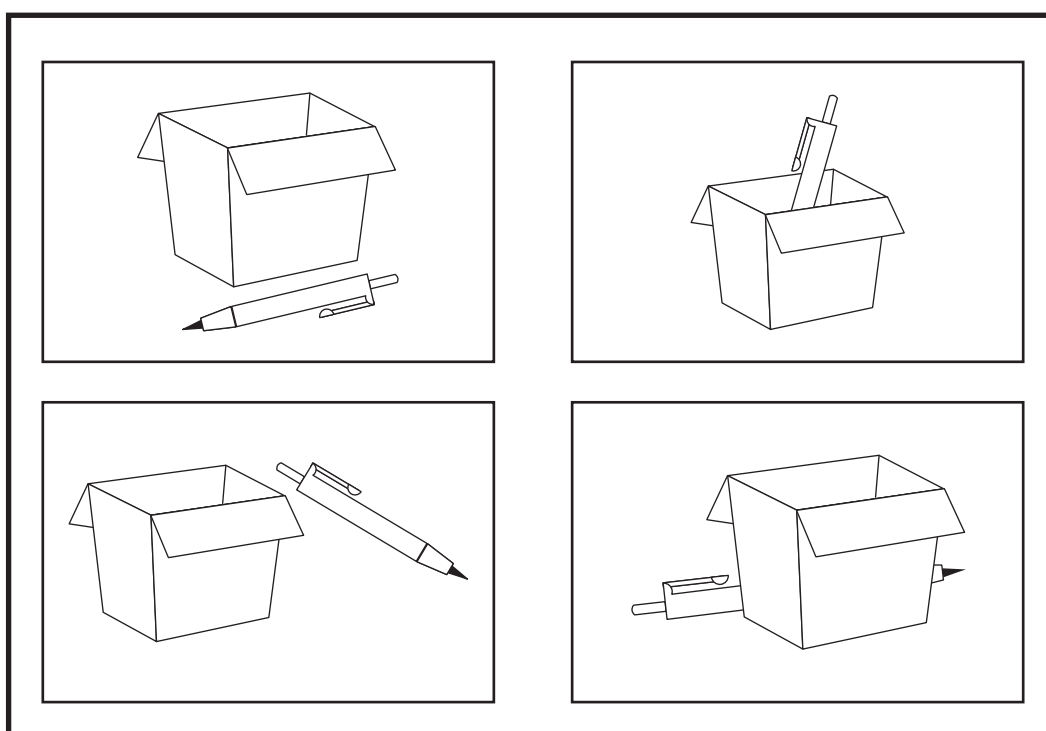
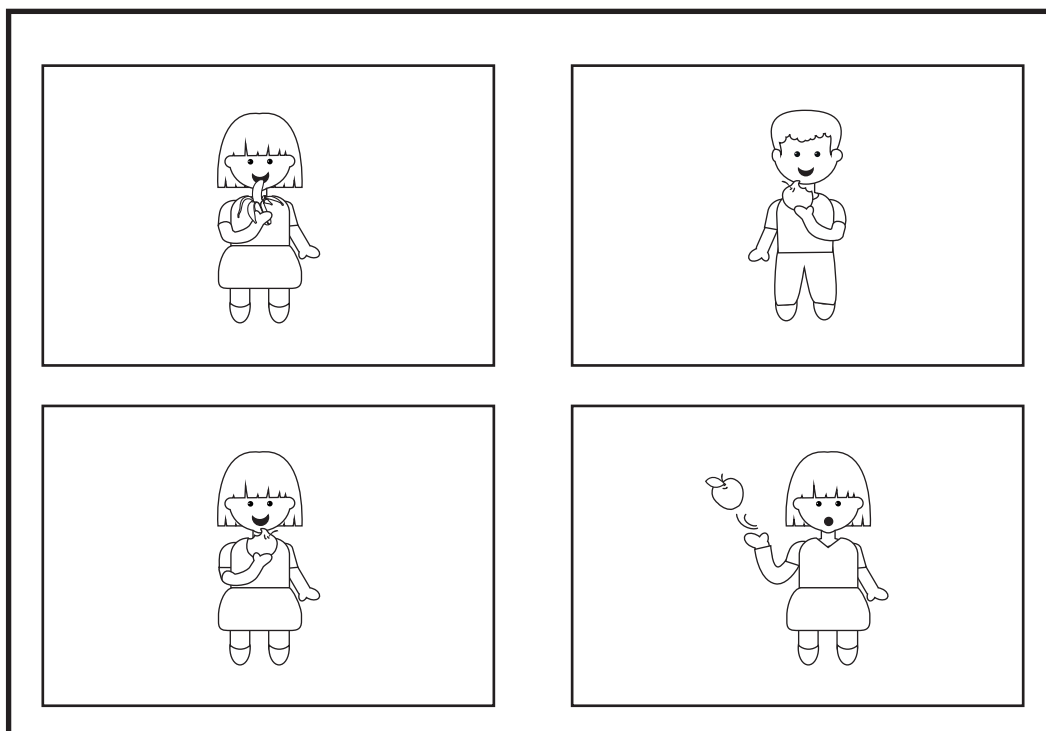
### 4- Pourquoi construisent-ils un barrage ?

Pour pêcher.	Pour boire l'eau.	Pour se baigner.	Pour passer le temps.
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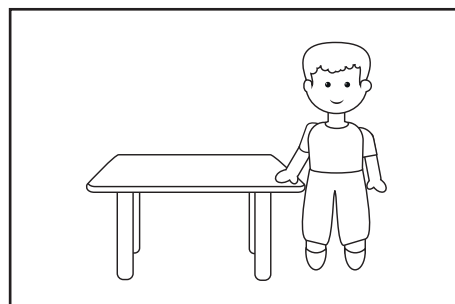
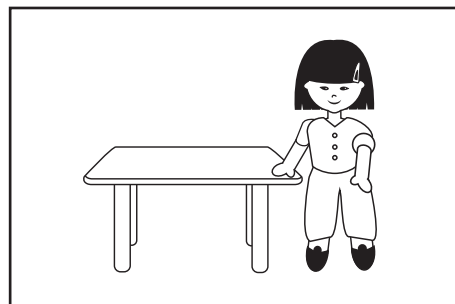
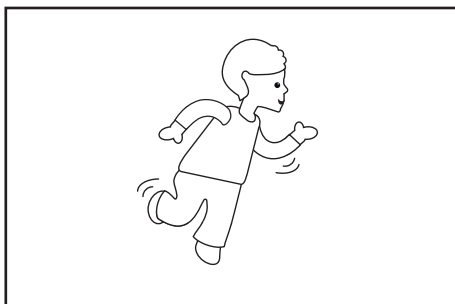
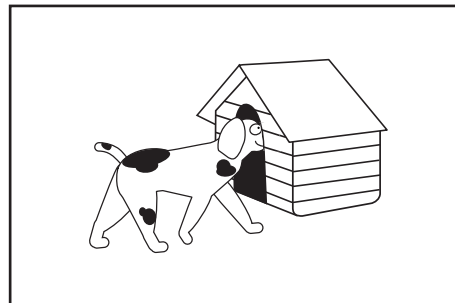
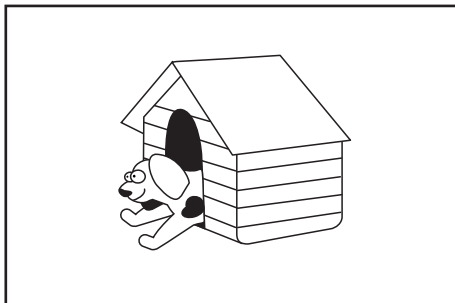
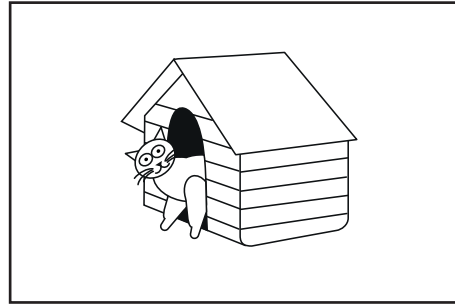
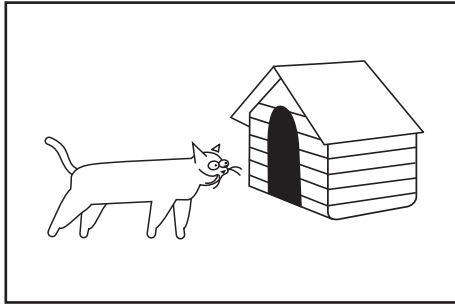
## Exercise 9



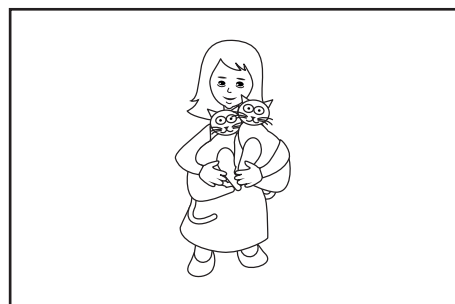
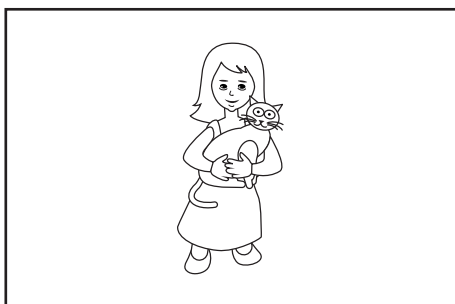
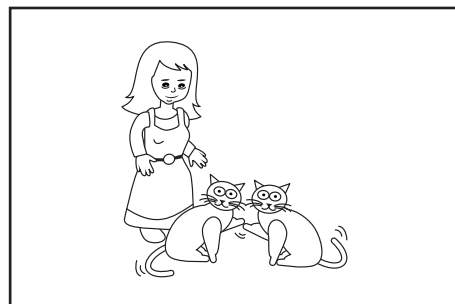
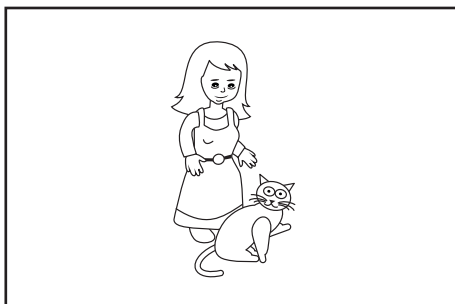
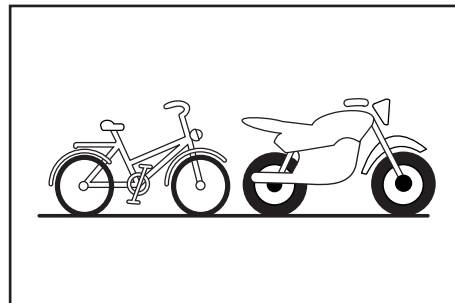
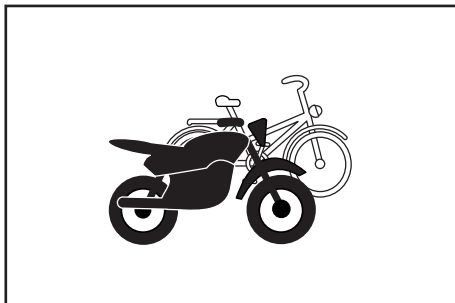
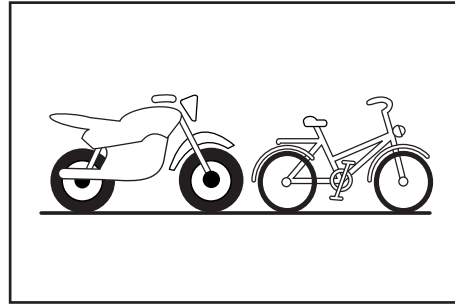
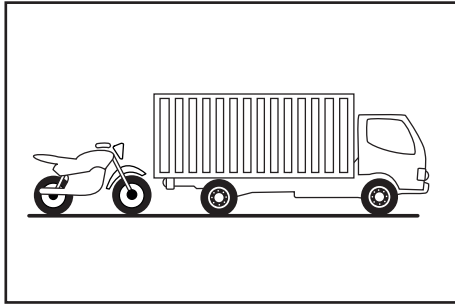
## Exercise 10



## Exercice 10 (suite)

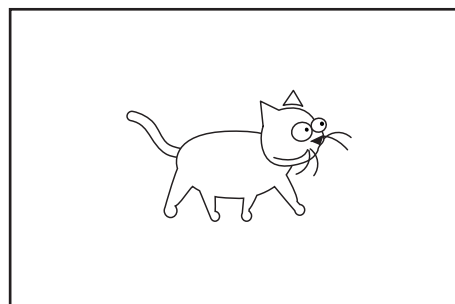
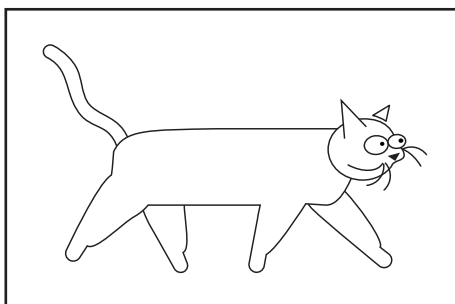
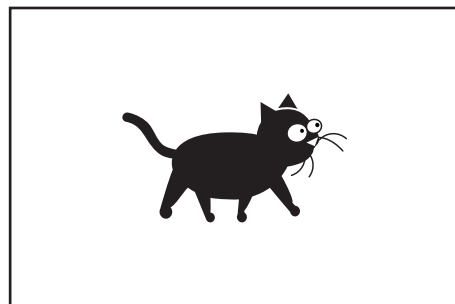
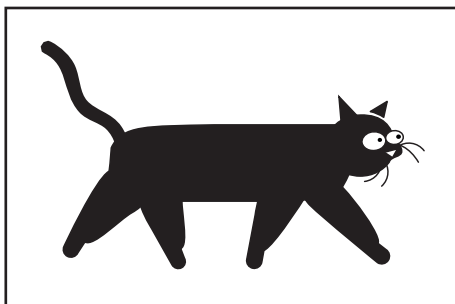
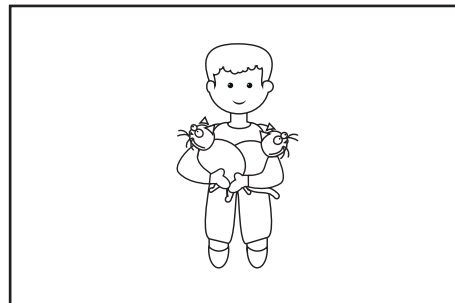
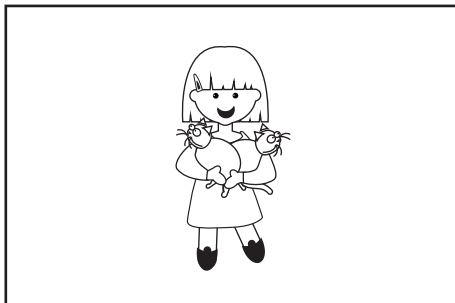
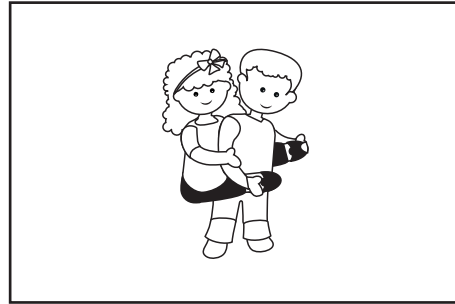
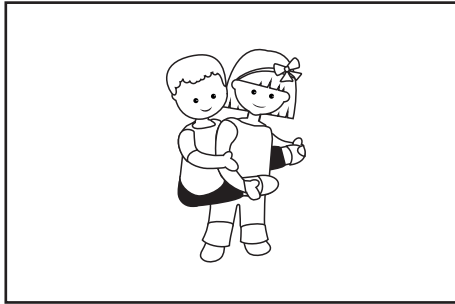


## Exercice 10 (suite)

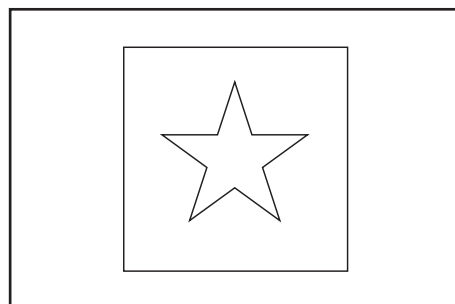
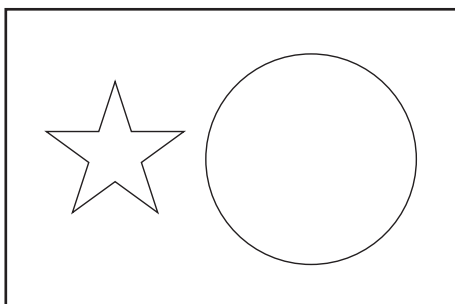
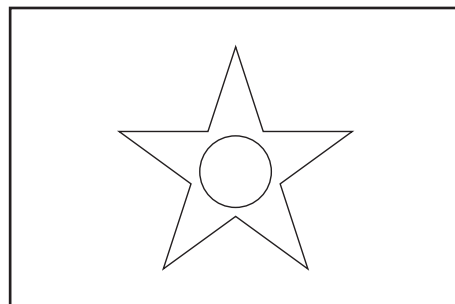
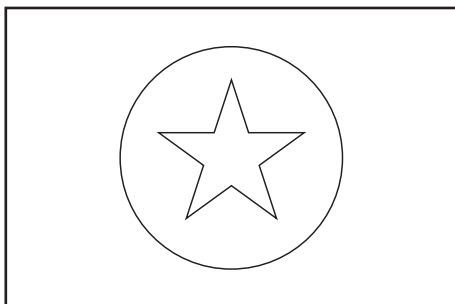
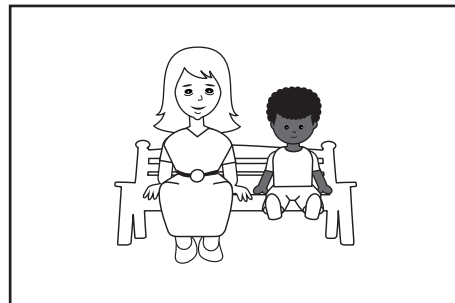
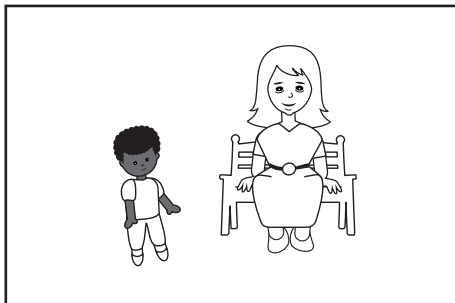
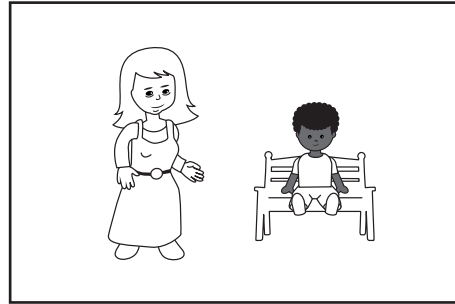
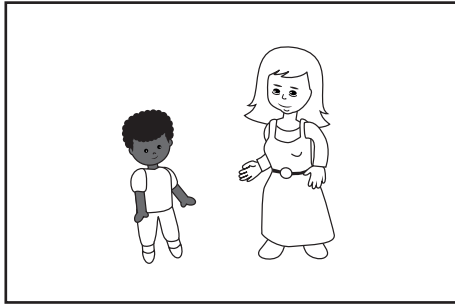




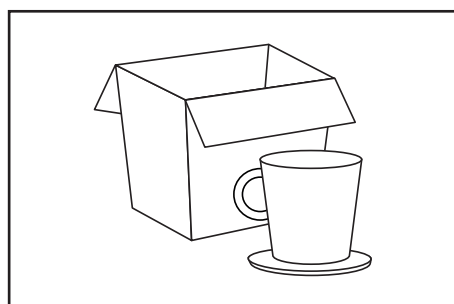
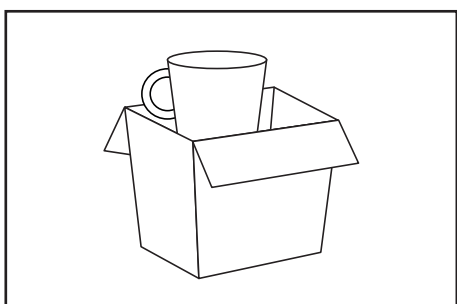
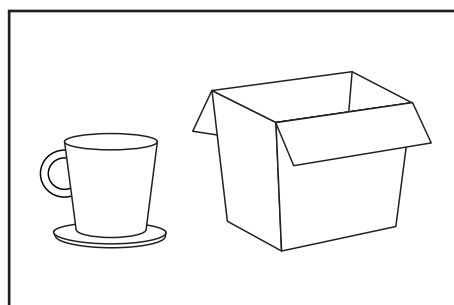
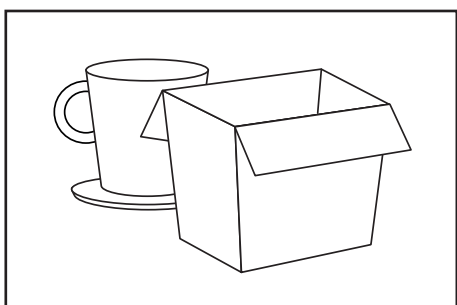
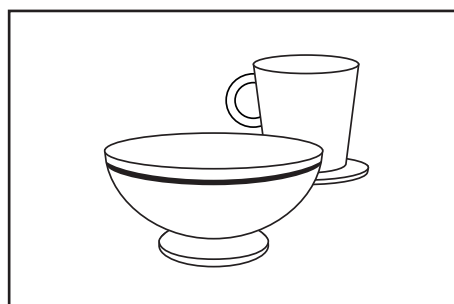
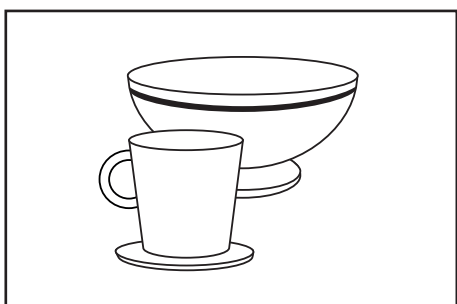
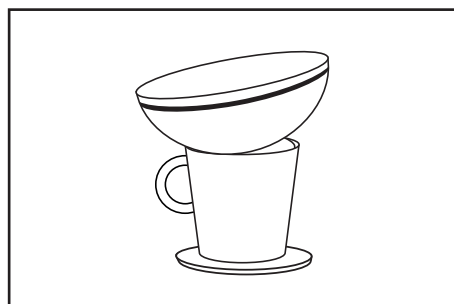
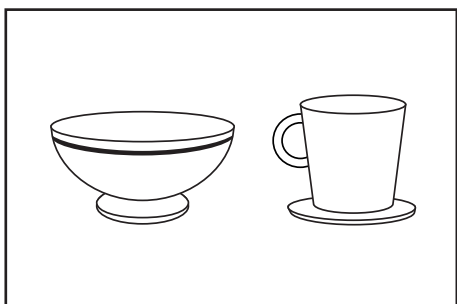
## Exercice 10 (suite)



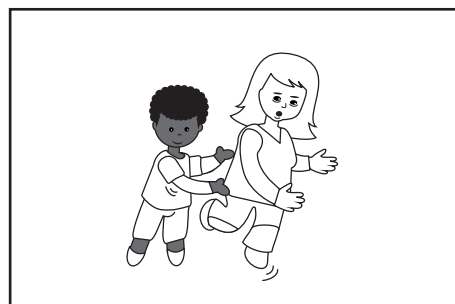
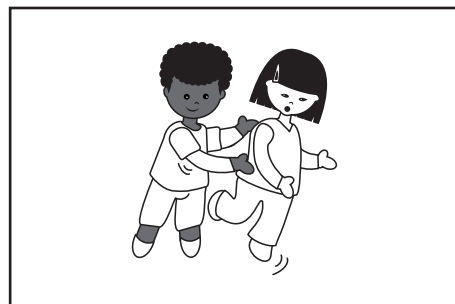
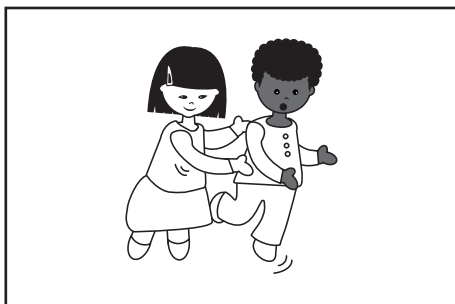
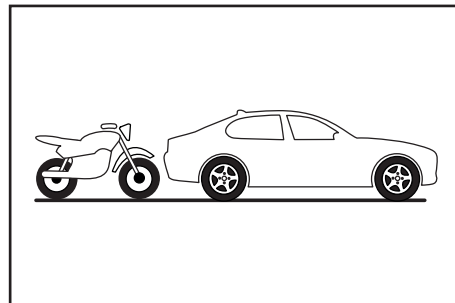
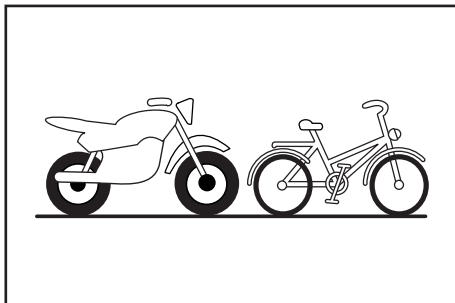
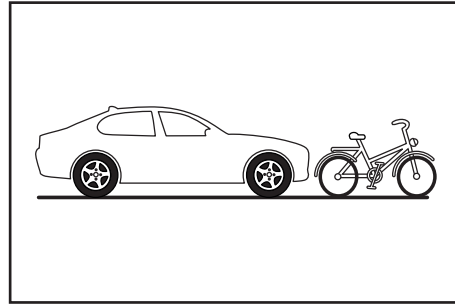
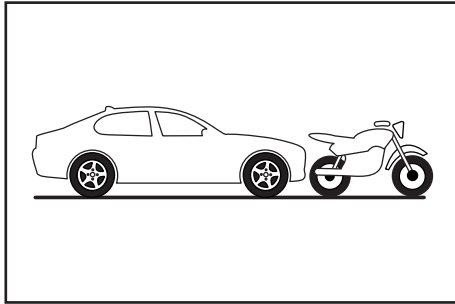
## Exercice 10 (suite)



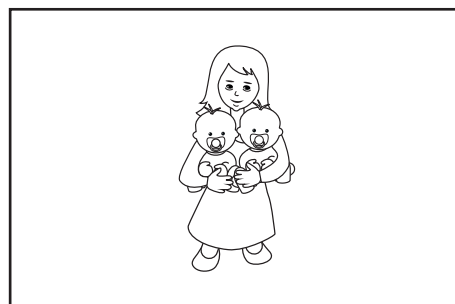
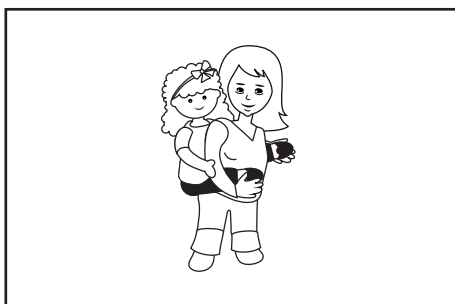
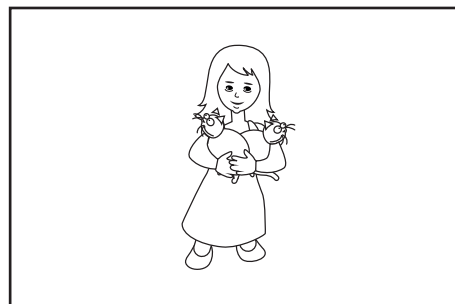
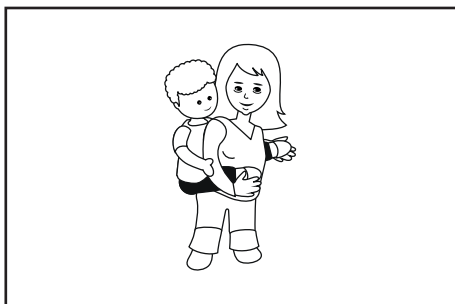
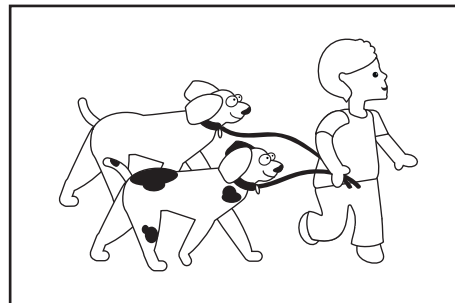
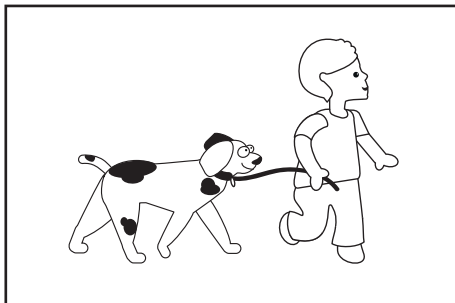
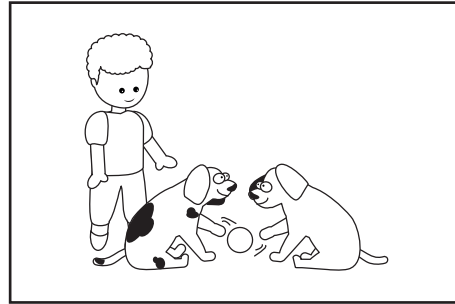
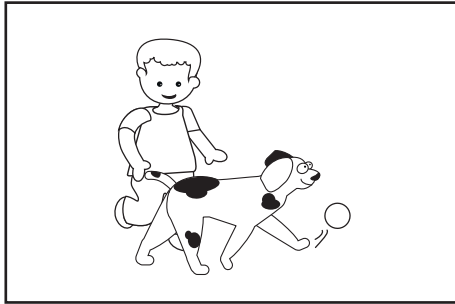
## Exercice 10 (suite)



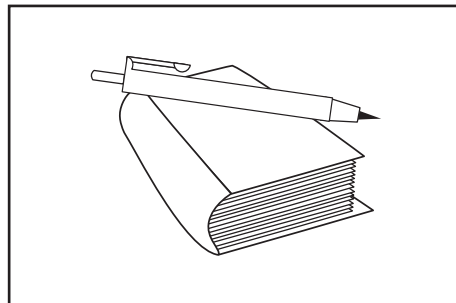
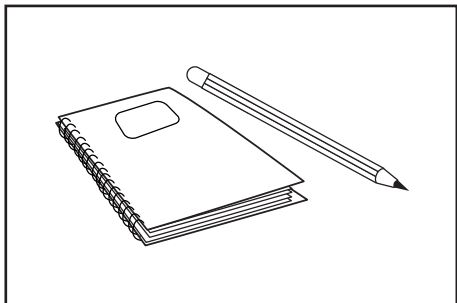
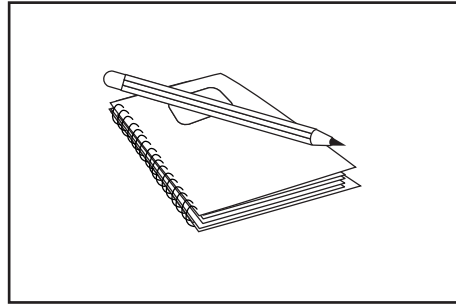
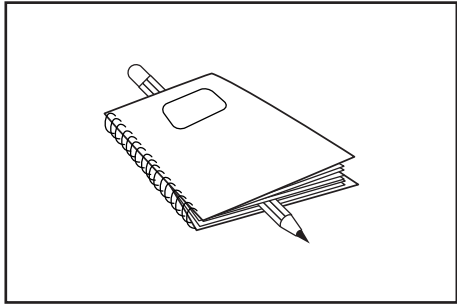
## Exercice 10 (suite)



## Exercice 10 (suite)



## Exercice 10 (suite)



# **SÉQUENCE 4**

---

## **MATHÉMATIQUES**

## Exercise 11



5

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## Exercice 11 (suite)

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13 2 14 8 6 15

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15 7 2 17 9 13

---



11 6 9 4 10 2

---



13 8 14 3 5 12

---



8 15 16 1 14 7

## Exercice 12



Lisa avait des crayons. Tom lui a donné 3 crayons.  
Maintenant Lisa a 12 crayons.  
Combien de crayons Lisa avait-elle au début ?

15      3      12      10      9      8



18 personnes sont dans un bus.  
Au premier arrêt, 7 personnes montent.  
Au deuxième arrêt, 4 personnes descendent.  
Combien de personnes y a-t-il dans le bus maintenant ?

7      14      21      25      29      30

## Exercice 12 (suite)



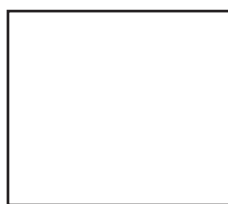
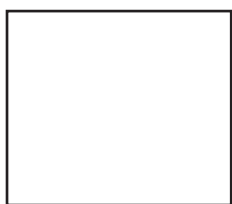
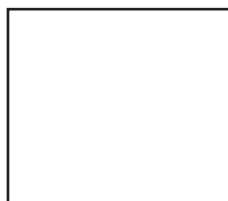
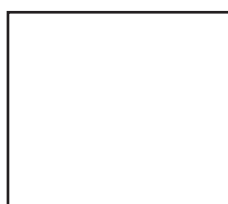
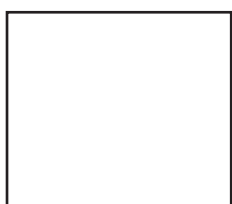
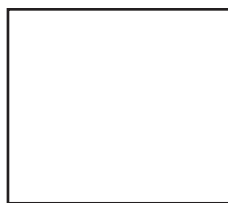
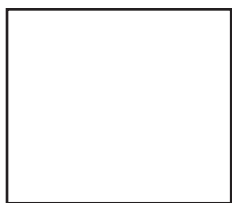
Paul a 3 paquets de biscuits.  
Il y a 7 biscuits dans chaque paquet.  
Combien de biscuits Paul a-t-il en tout ?

A large, empty rounded rectangle with a black border, intended for the student to write their answer.

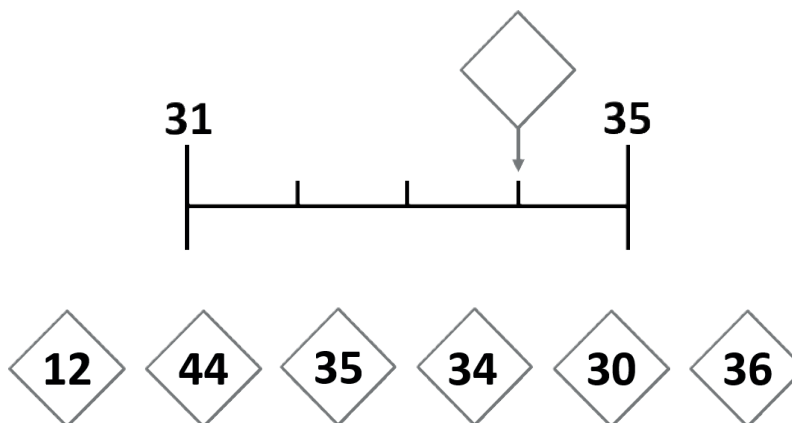
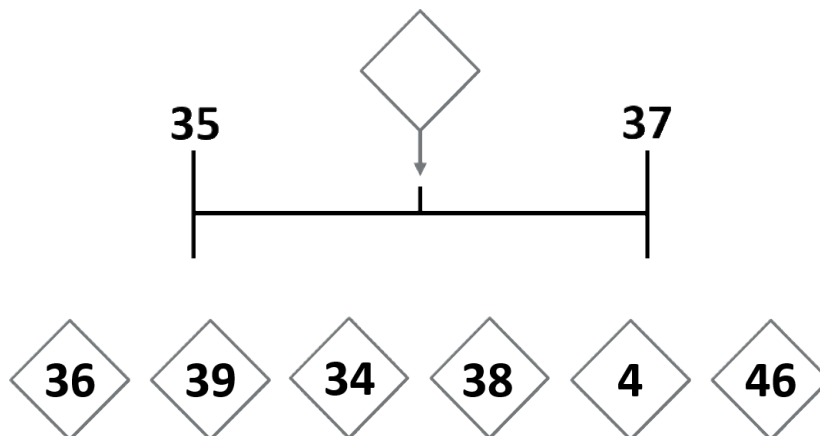
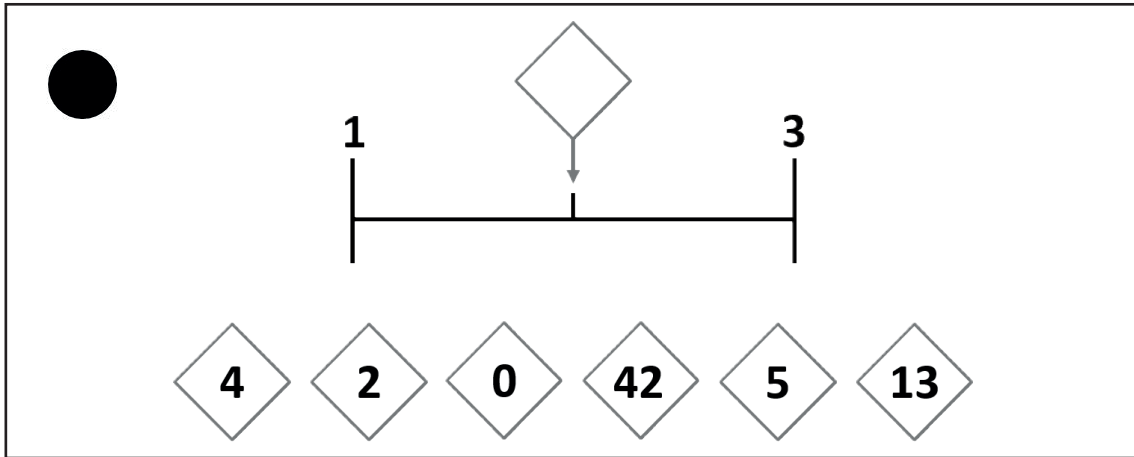
4      30      3      21      7      10

## Exercise 13

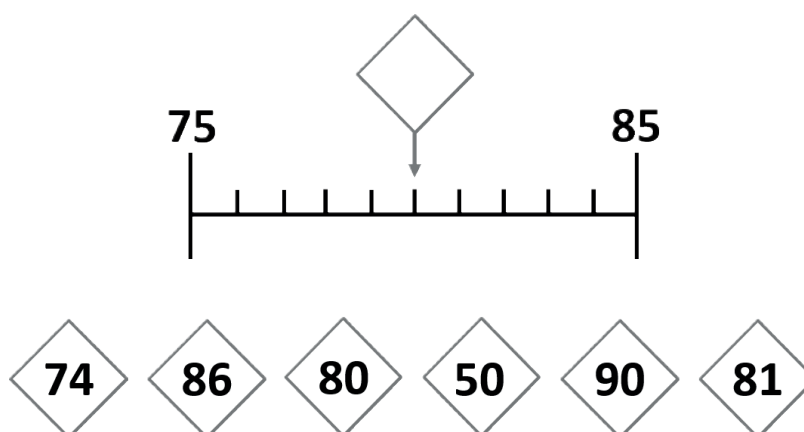
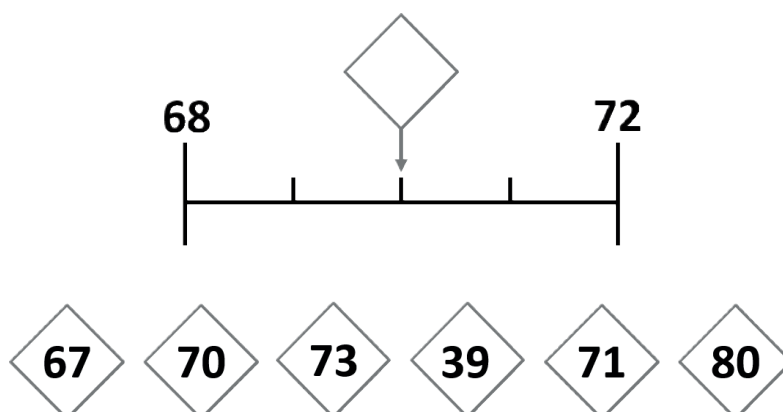
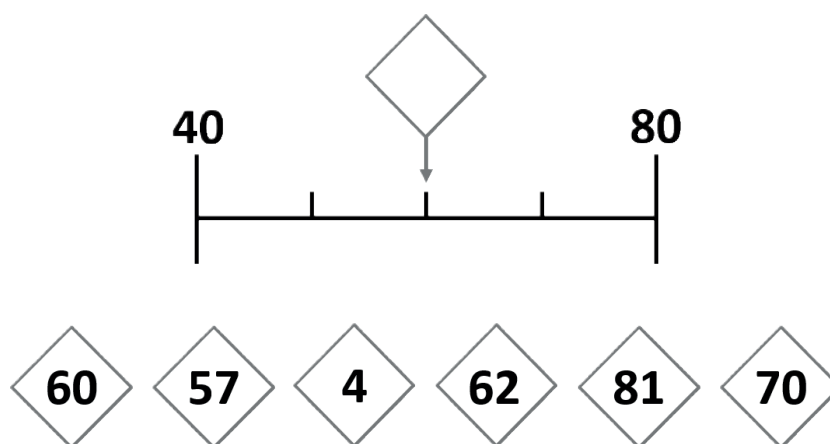
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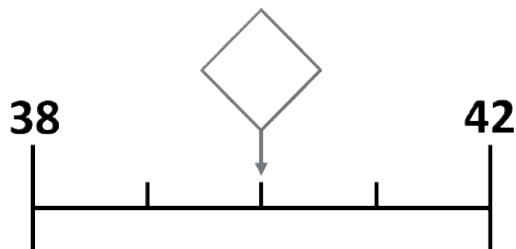
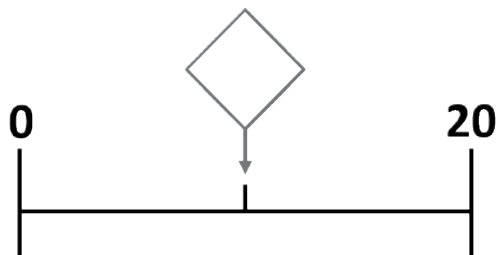
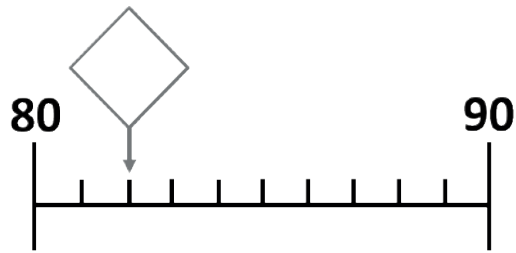
## Exercise 14



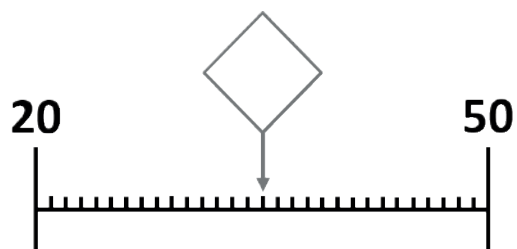
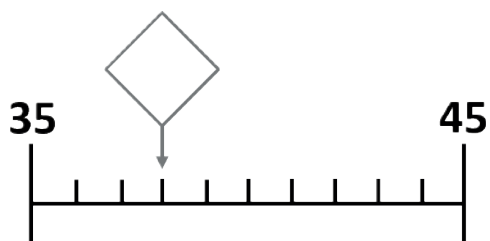
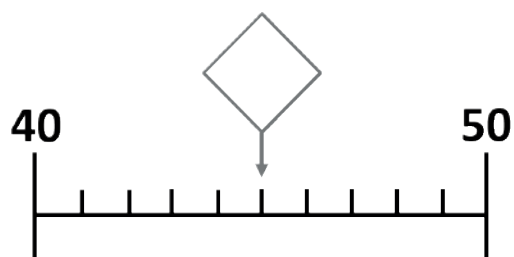
## Exercice 14 (suite)



## Exercice 14 (suite)

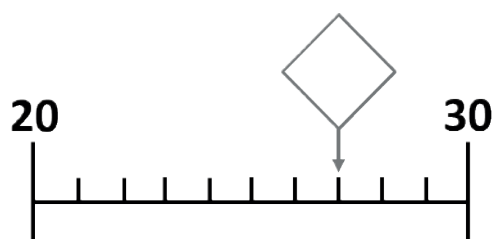
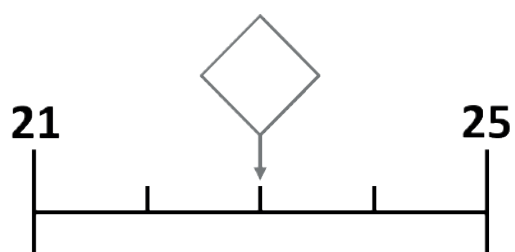
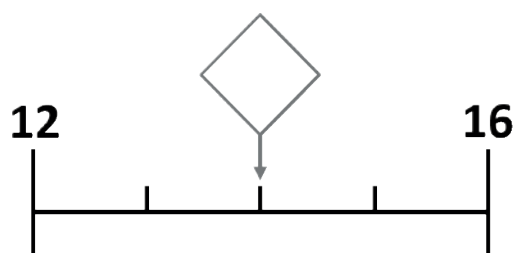


## Exercice 14 (suite)

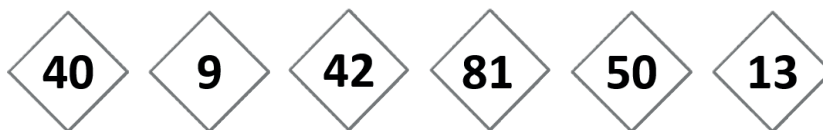
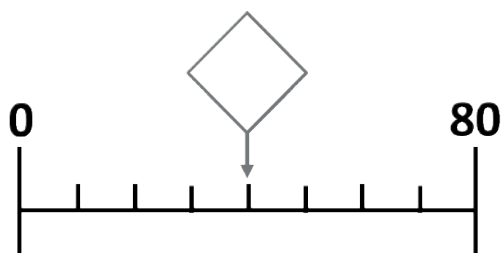




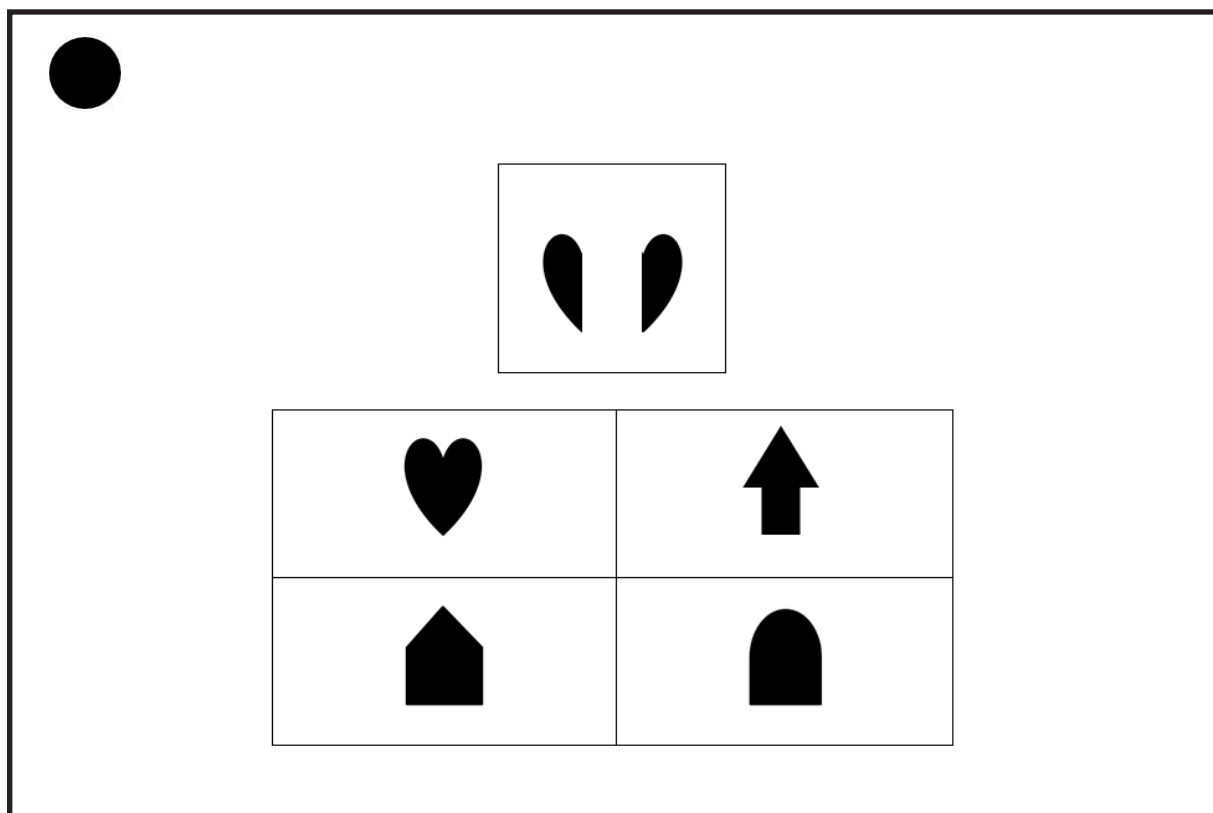
## Exercice 14 (suite)



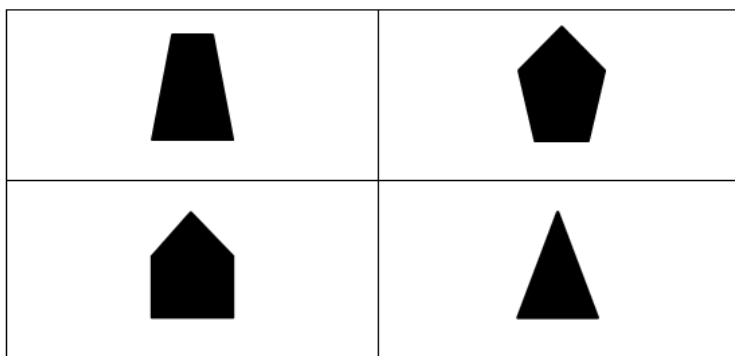
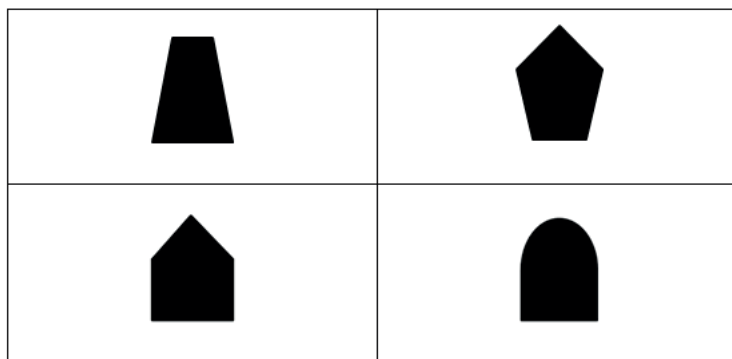
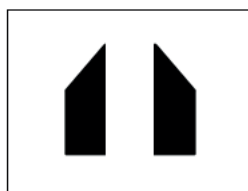
## Exercice 14 (suite)



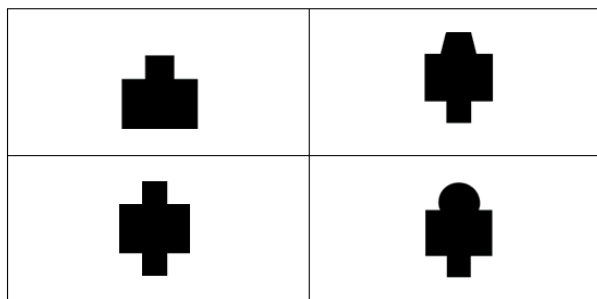
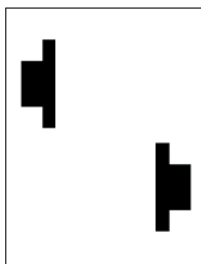
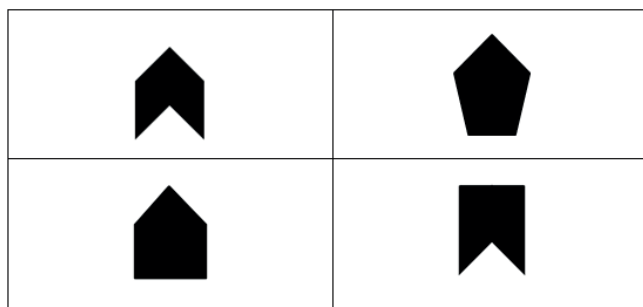
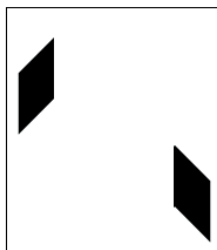
## Exercise 15



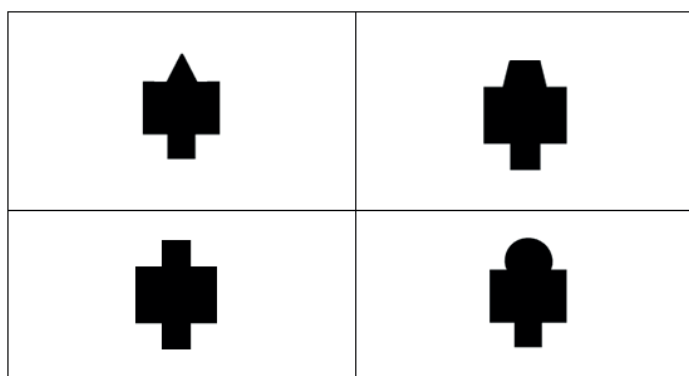
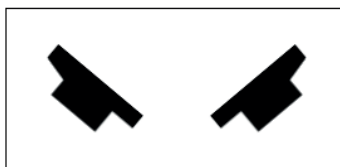
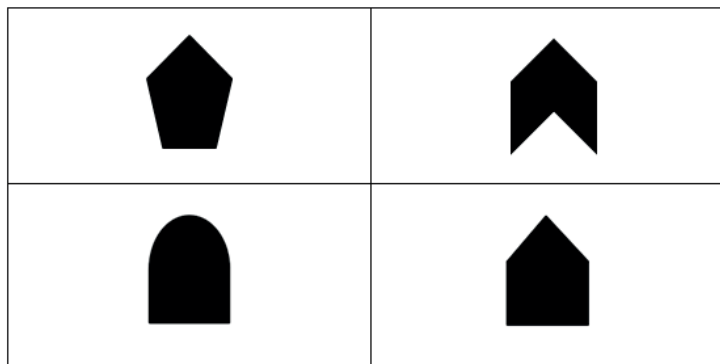
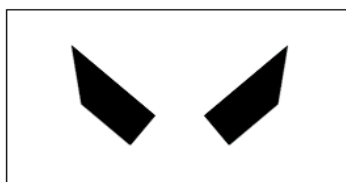
## Exercice 15 (suite)



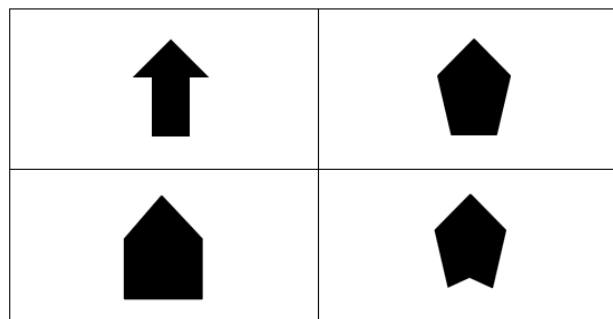
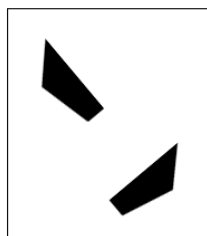
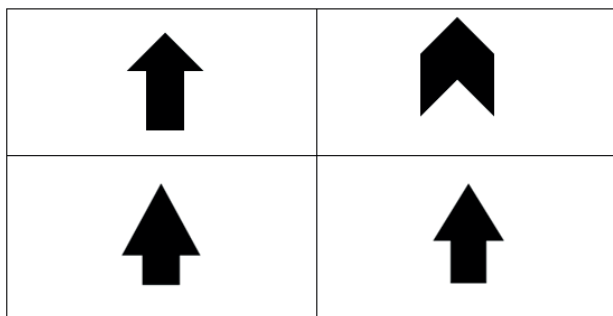
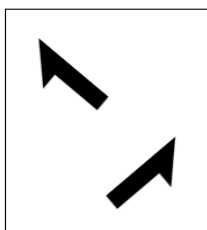
## Exercice 15 (suite)



## Exercice 15 (suite)



## Exercice 15 (suite)







# **SÉQUENCE 5**

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## **FRANÇAIS**

### **ÉPREUVES INDIVIDUELLES** **FEUILLES DE COTATION**

## Exercice 16

[Démarrer le chronomètre.]

[Dans le tableau :

- Cocher la case si le mot est correctement lu.

Dans les cases (page 56 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	sucré <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	août <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 16 (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 17

[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.]

Dino, où es-tu ? crie papa.	6
Ici, dans la mare.	10
Depuis une heure, Dino, le petit dinosaure, se débat pour se dégager	22
de la boue profonde. Il pleut, de grands oiseaux noirs volent dans	34
le ciel sombre. Ils se préparent à attaquer Dino. Dino pose sa grande	47
patte droite sur le bord de la mare et il essaie de sortir son corps de	63
la boue.	65
Son père arrive entre les arbres de la forêt qui borde la mare.	78
Il attrape le cou de Dino entre ses dents et d'un coup, il soulève Dino.	93
Il le pose sur la terre ferme.	100
Sauvé ! crie Dino.	103

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 :  
 $(103 \text{ mots} \times 60 \text{ secondes}) / \text{temps mis pour lire tous les mots}$ .

Le calcul de ce score n'est pas nécessaire pour la saisie sur le portail mais permet d'indiquer cette information à l'élève.