

REPÈRES CE1 2019

Prénom de l'élève

Nom de l'élève

Classe de l'élève

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 ?

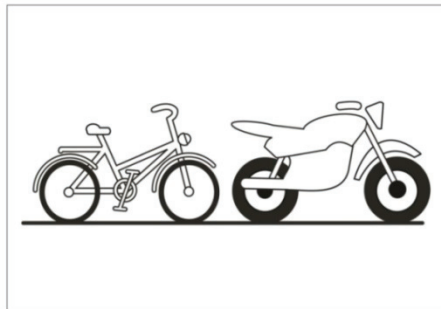
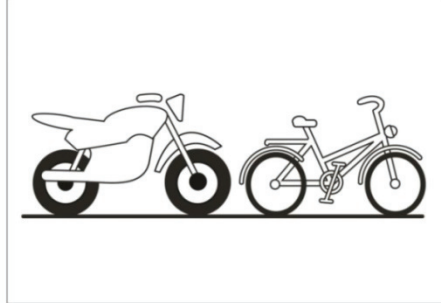
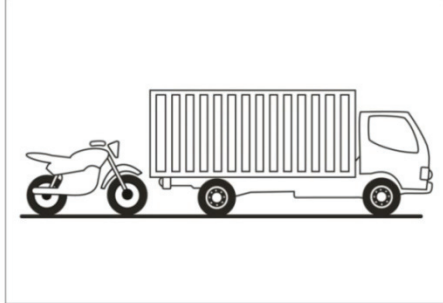
dans une poêle	dans une casserole	dans un four	au barbecue
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Exercice 2

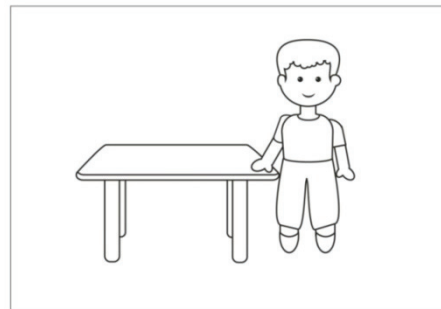
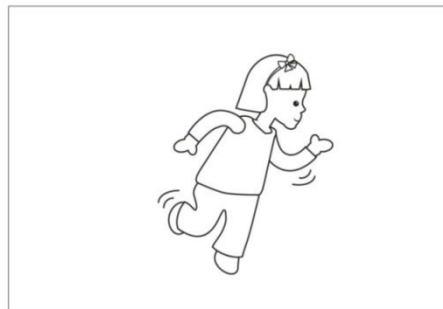
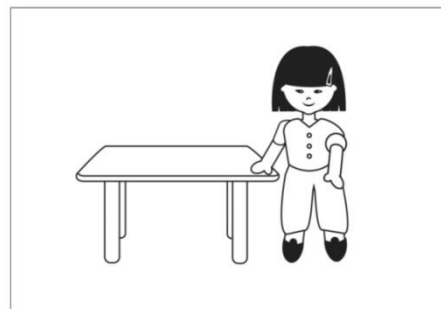


Exercice 3

La moto suit le vélo.

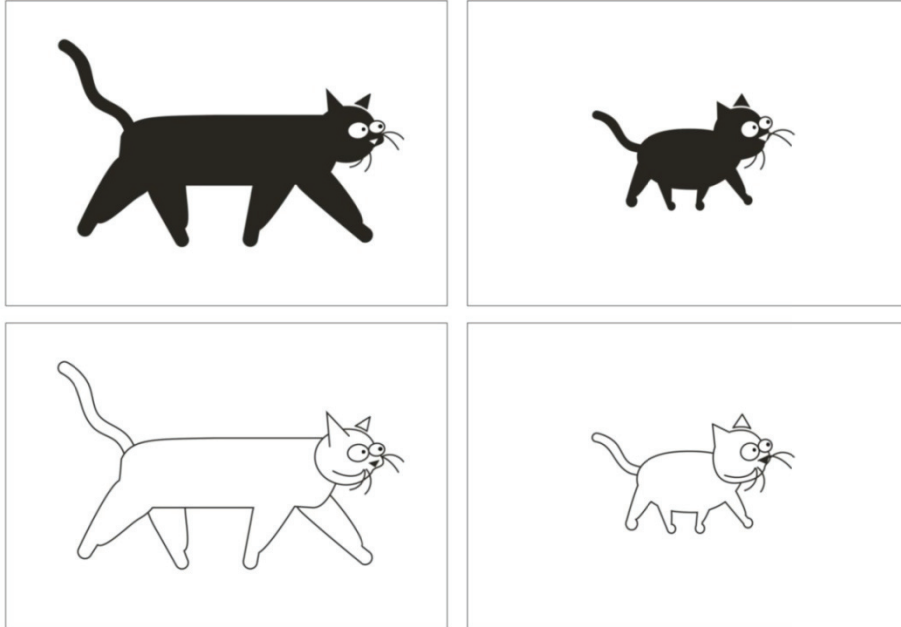


La fille ne court pas.

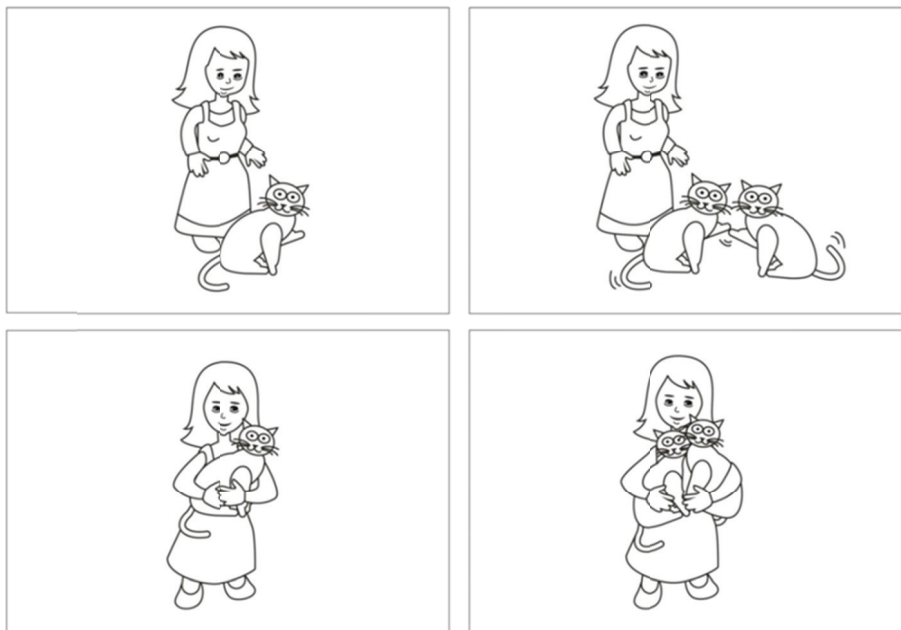


Exercice 3 (suite)

Le chat est petit mais pas noir.

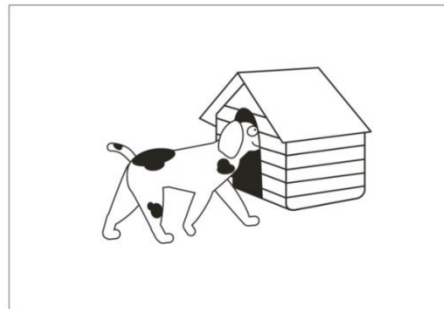
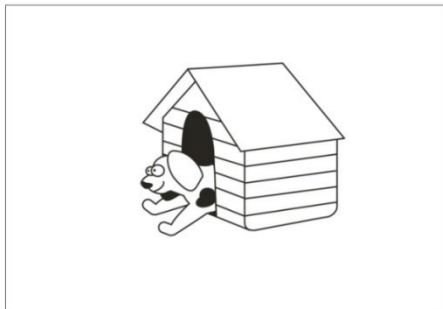
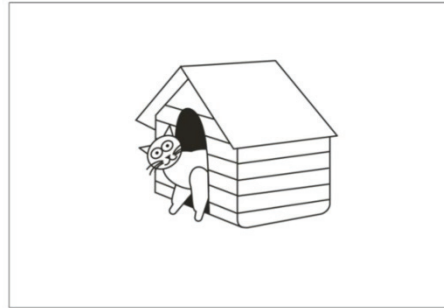
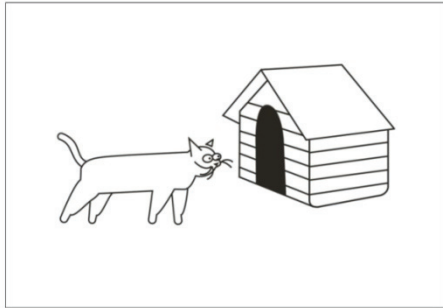


La dame le porte.

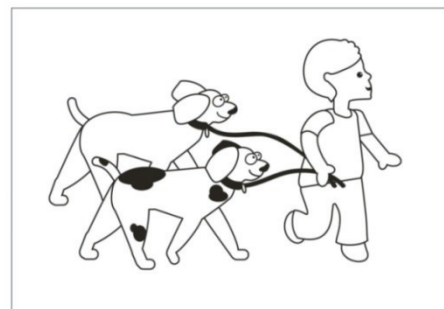
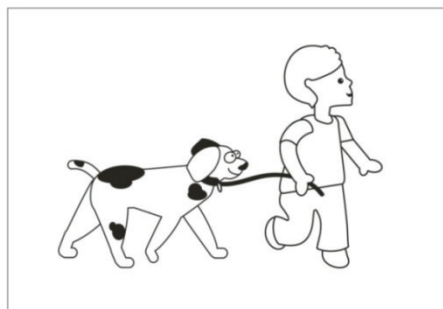
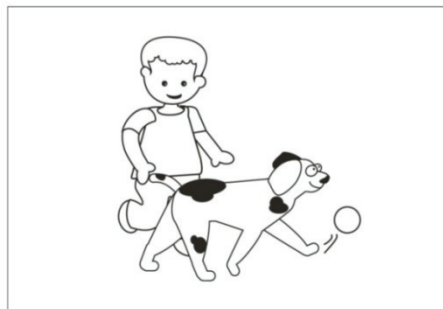


Exercice 3 (suite)

Le chat est devant la niche.

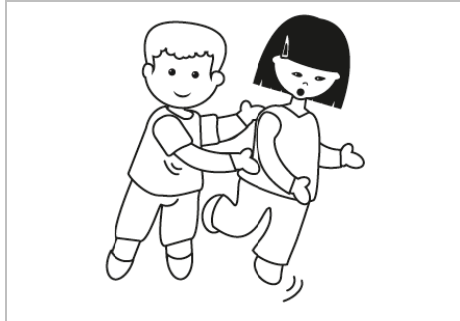


Le garçon les regarde.

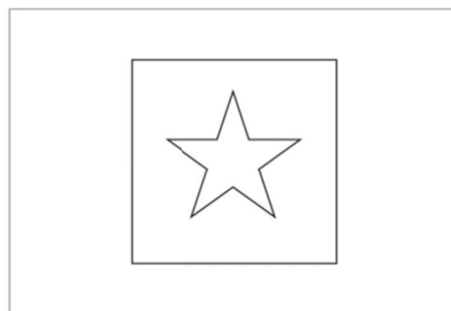
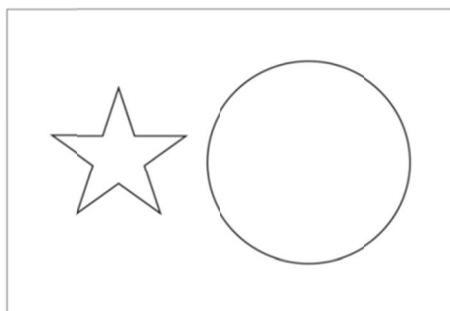
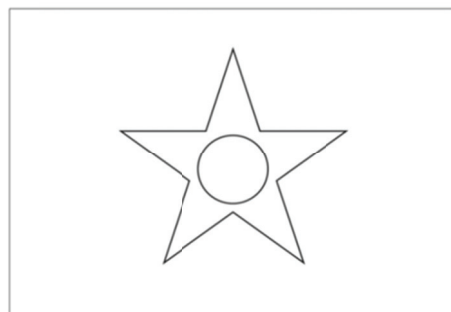
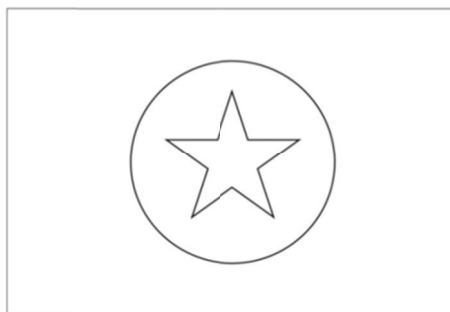


Exercice 3 (suite)

Le garçon est poussé par la fille.

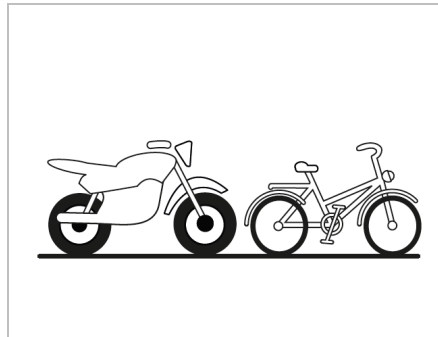
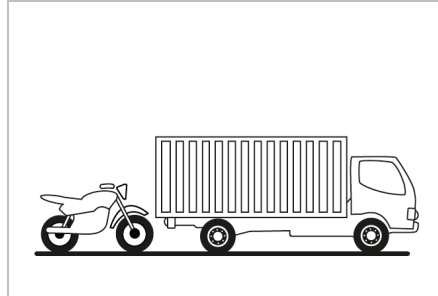
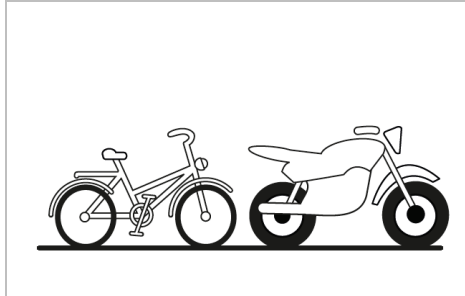


L'étoile est dans le cercle.



Exercice 3 (suite)

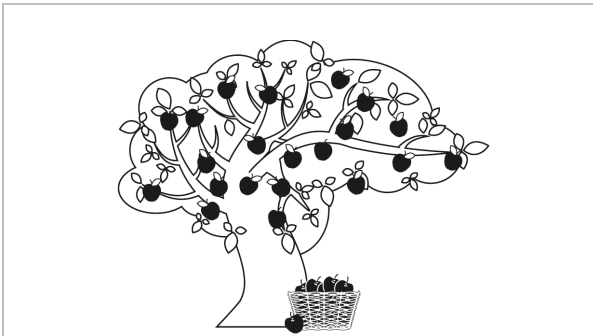
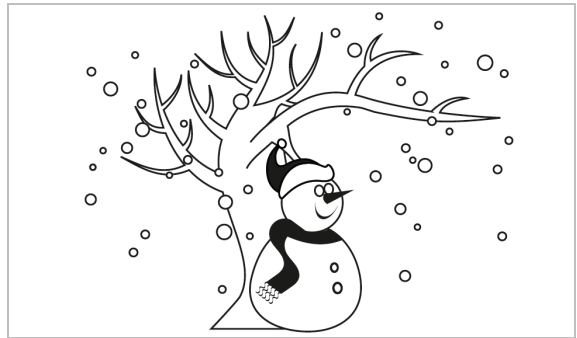
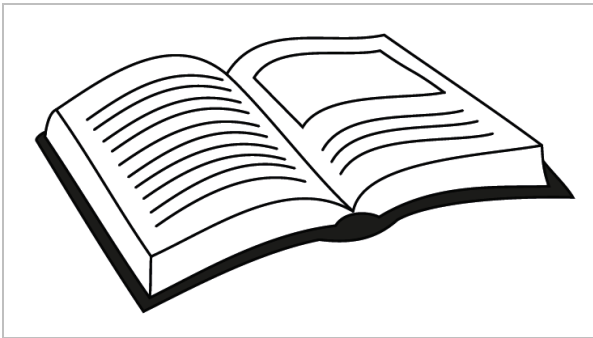
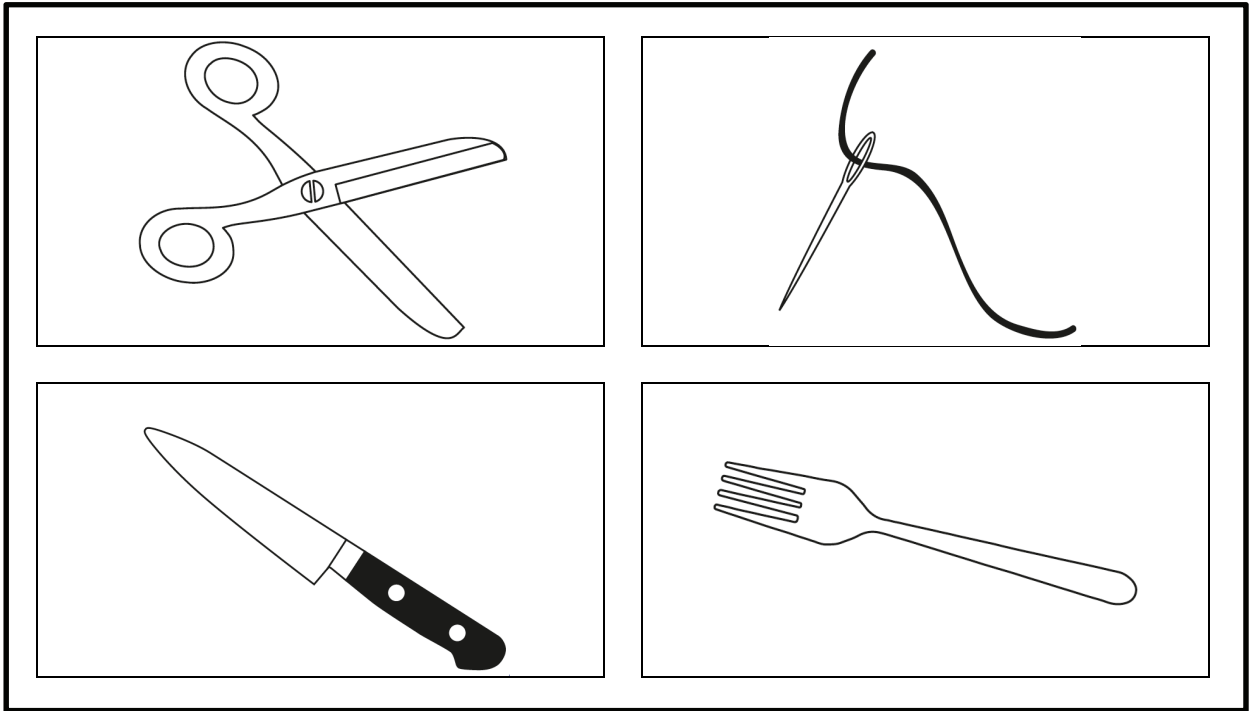
Le vélo est suivi par la moto.



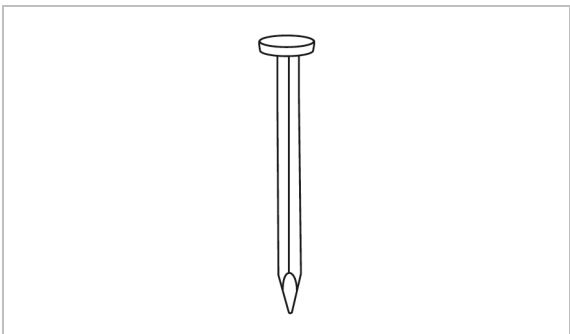
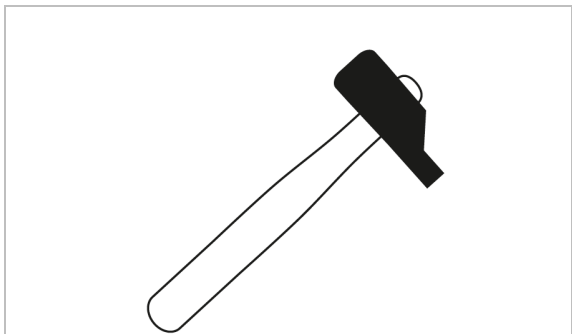
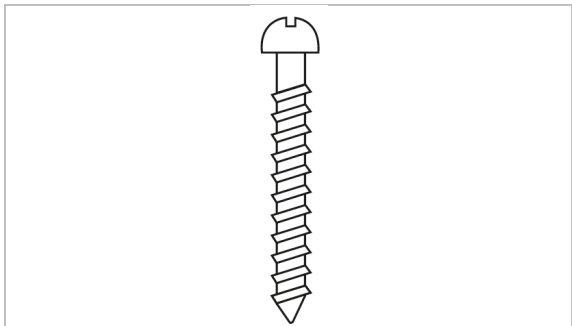
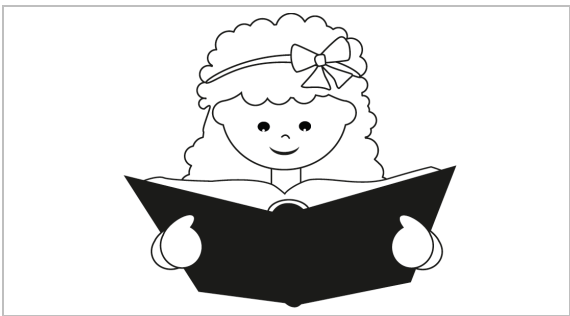
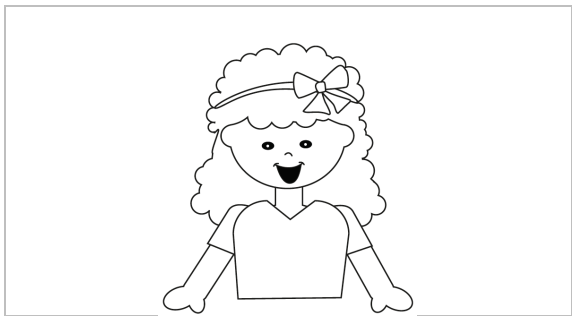
Le garçon qui part à l'école porte un bonnet.



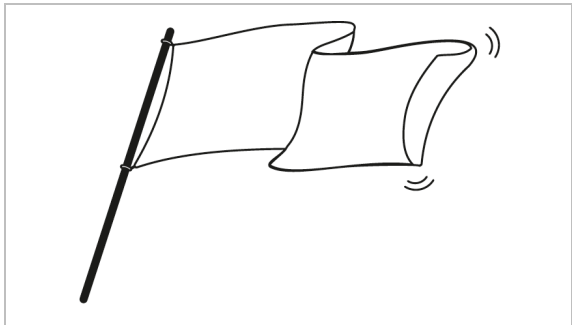
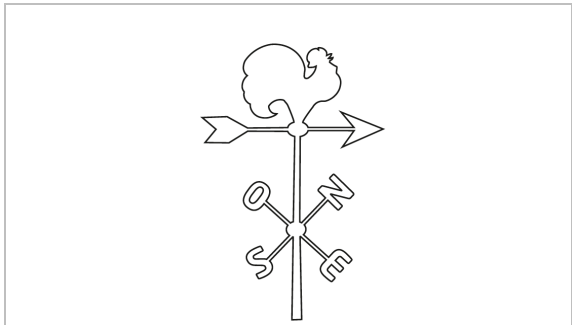
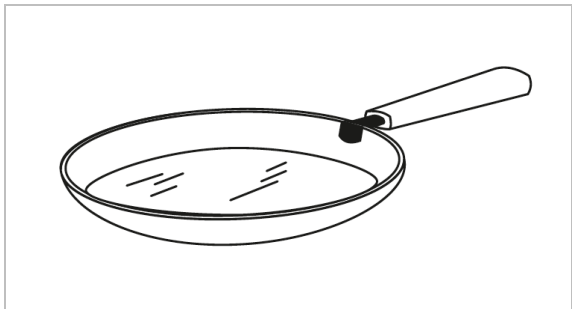
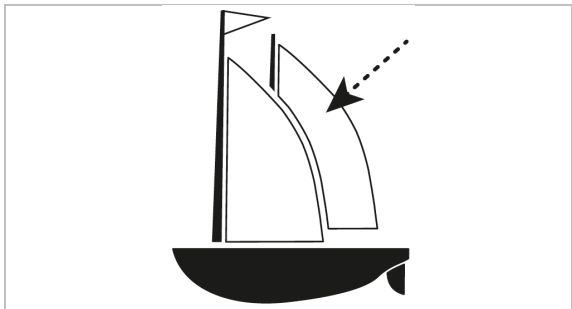
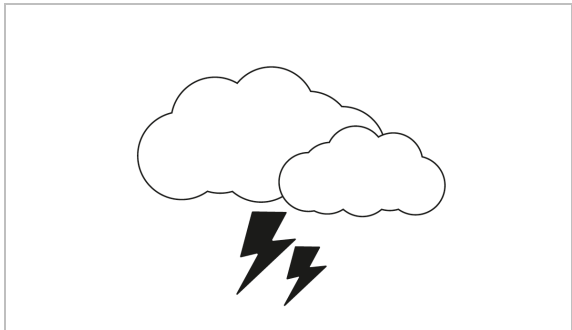
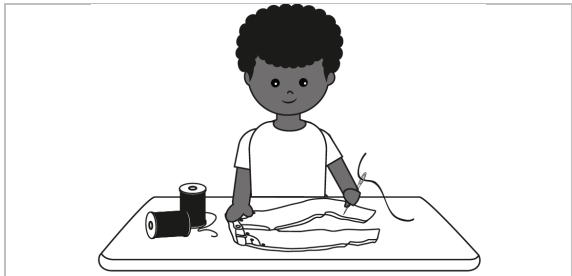
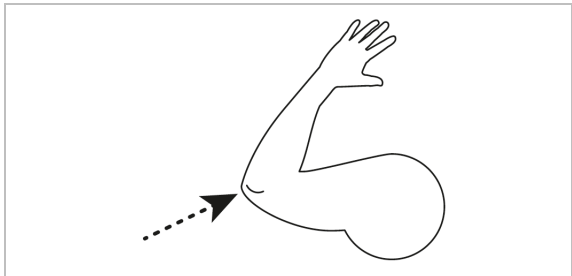
Exercice 4



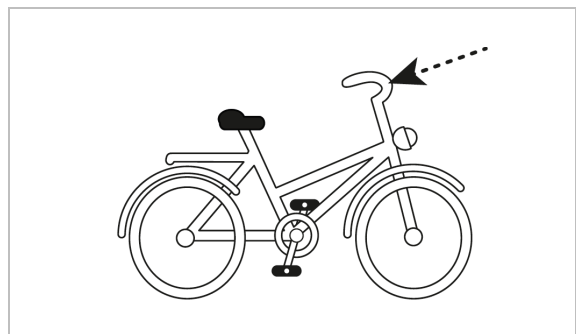
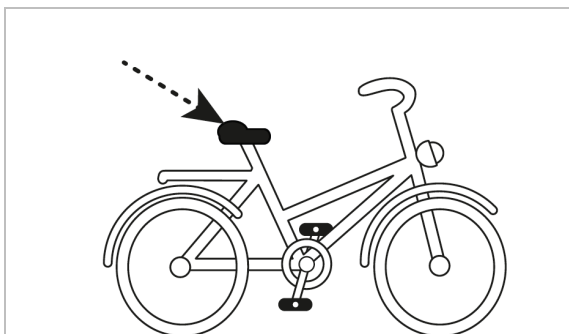
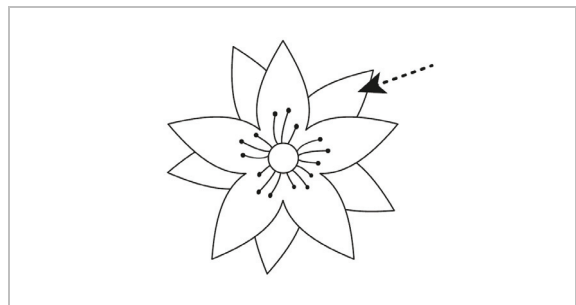
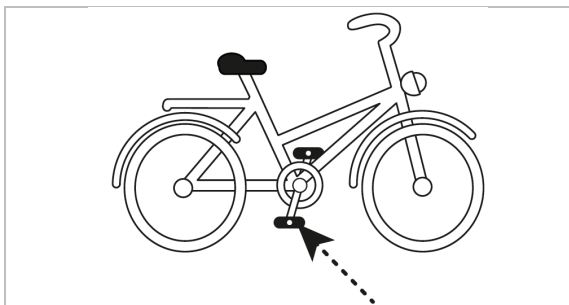
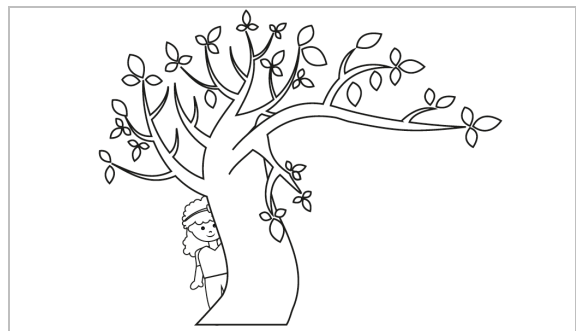
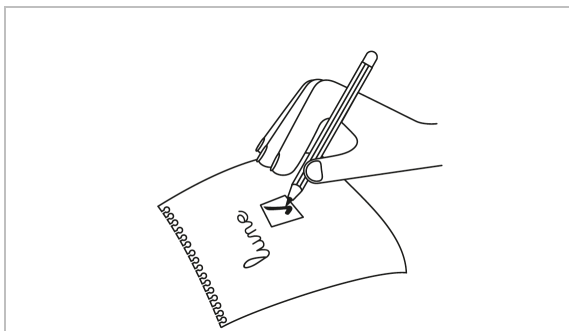
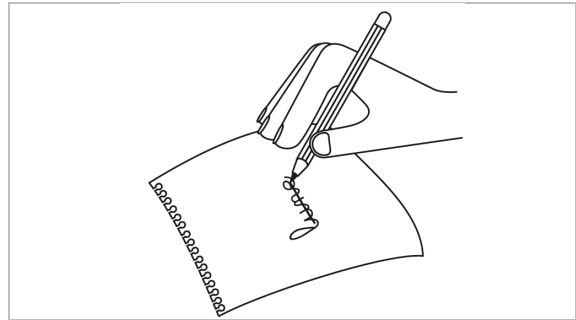
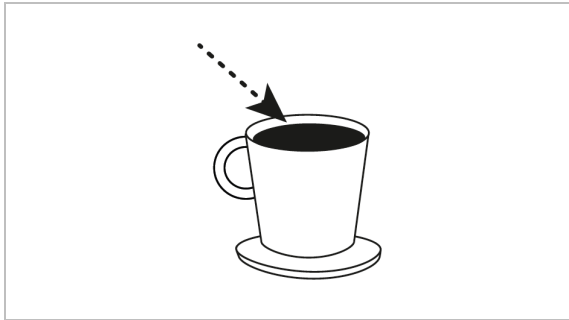
Exercice 4 (suite)



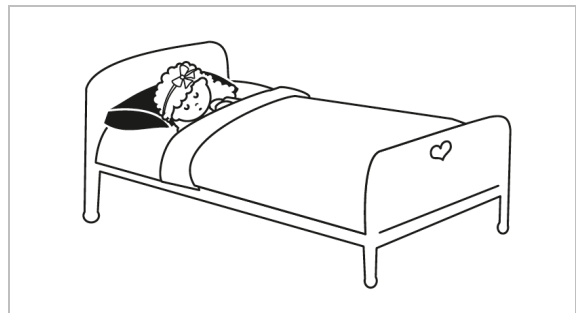
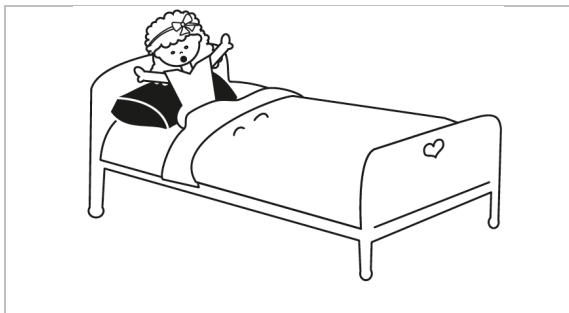
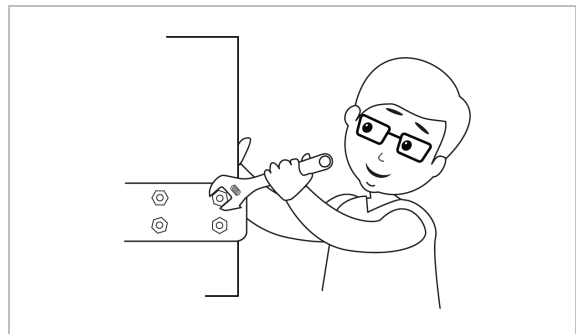
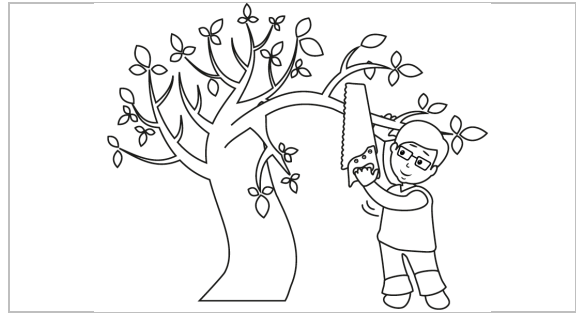
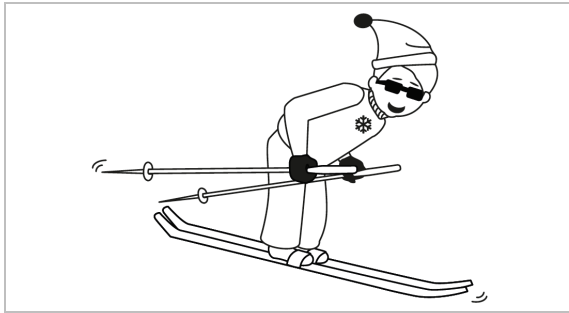
Exercice 4 (suite)



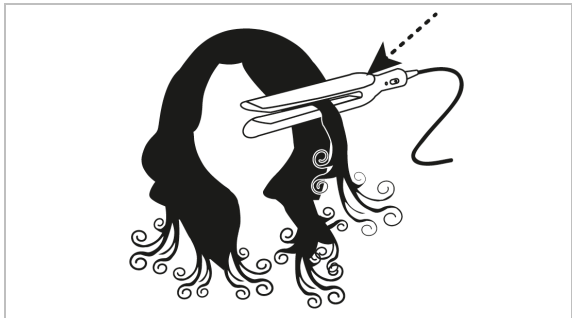
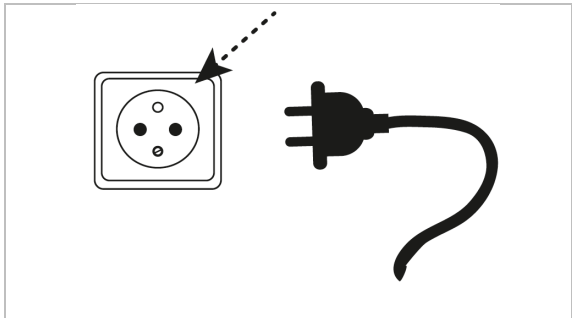
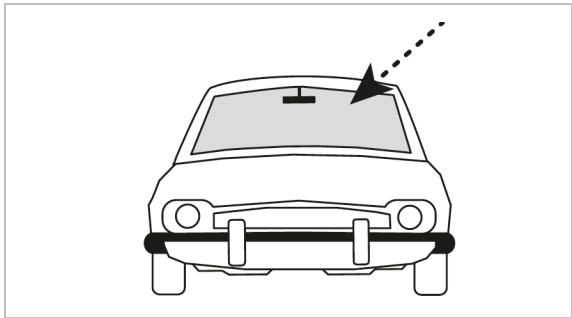
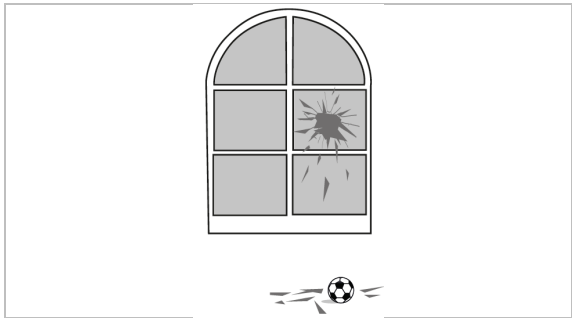
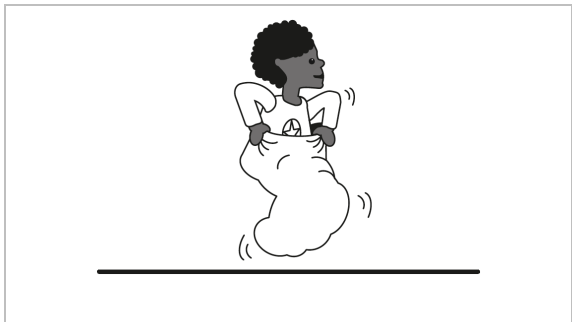
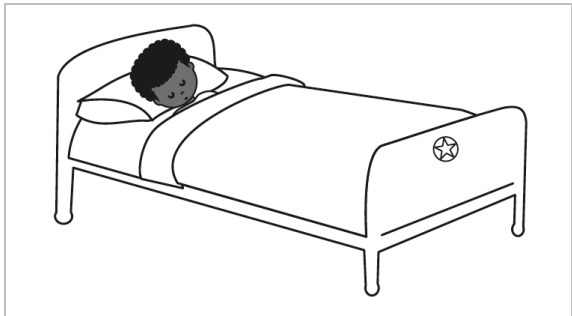
Exercice 4 (suite)



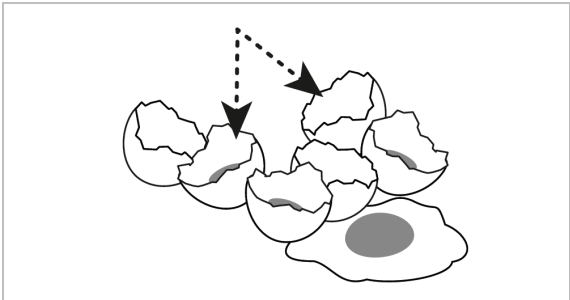
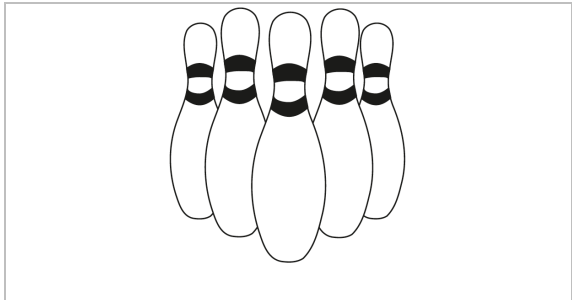
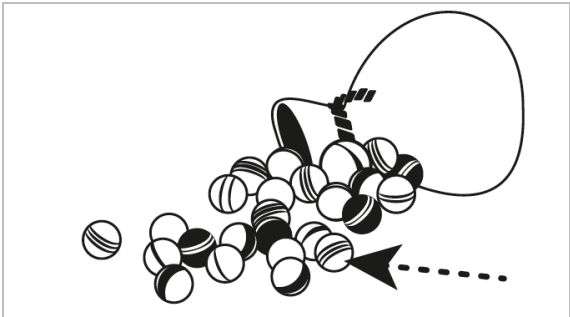
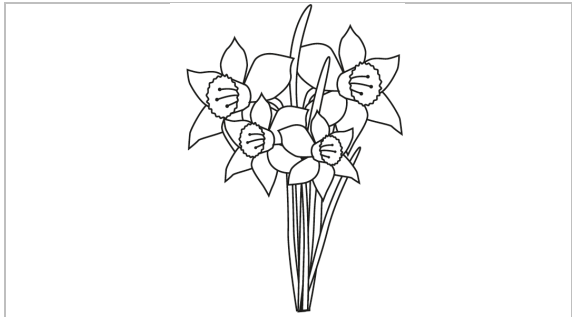
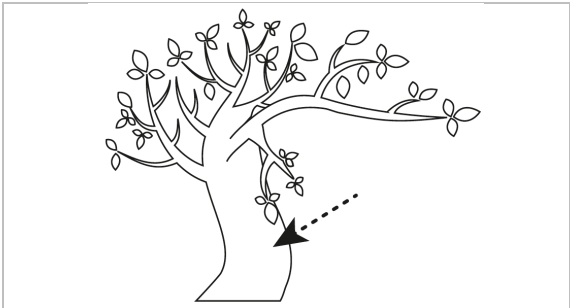
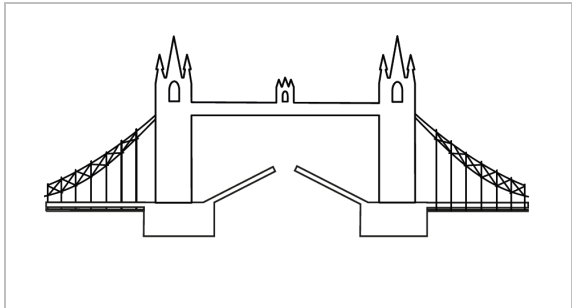
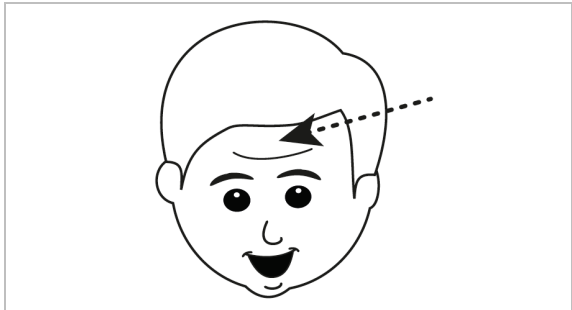
Exercice 4 (suite)



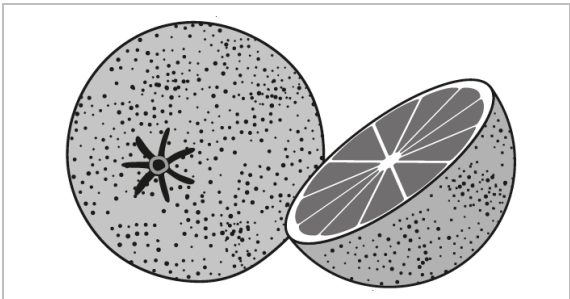
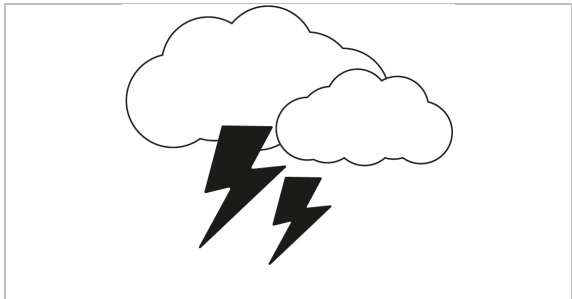
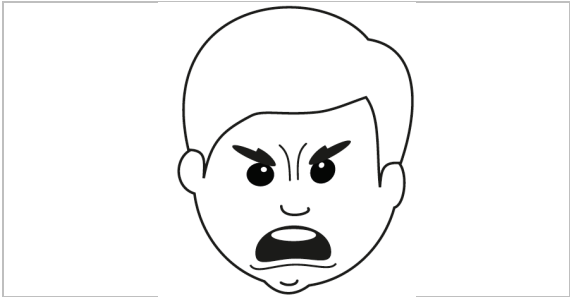
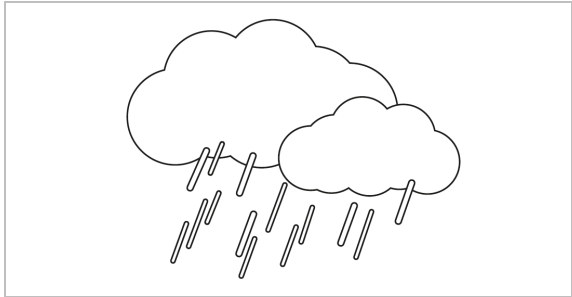
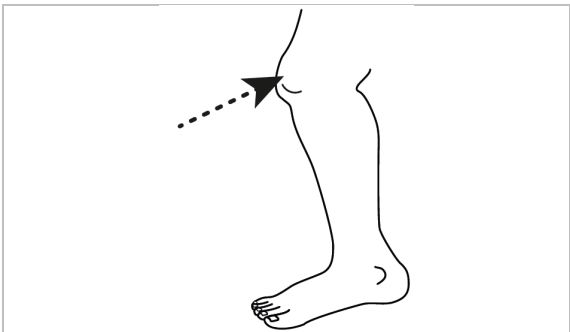
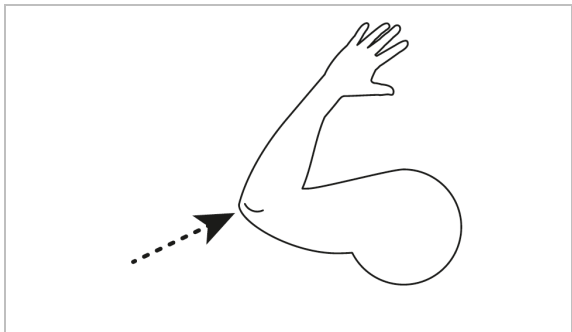
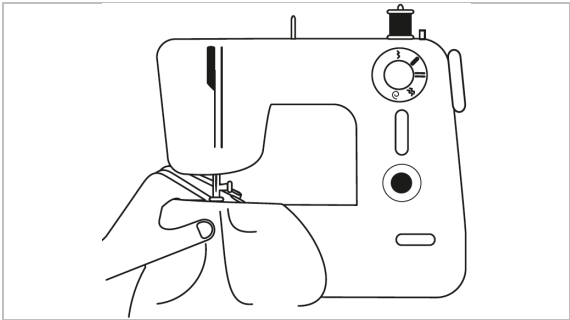
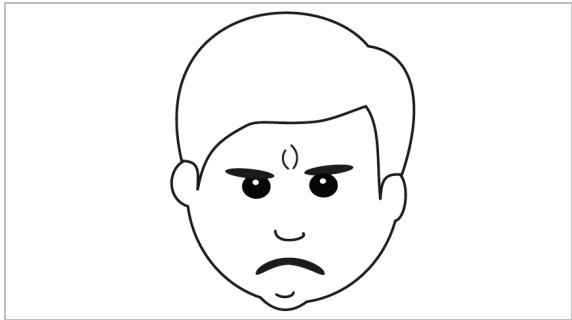
Exercice 4 (suite)



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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Exercice 6



14 10 13 6 15 4



27 28 21 7 14 29

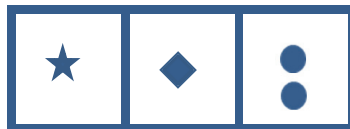
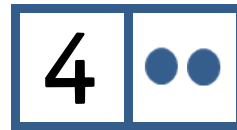
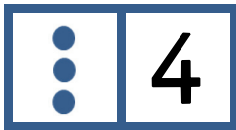
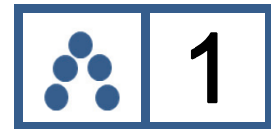
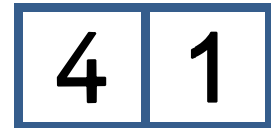
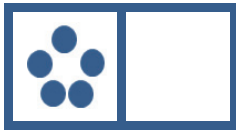
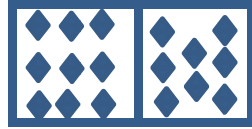
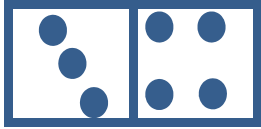
Exercice 6 (suite)



5 1 12 10 6 11

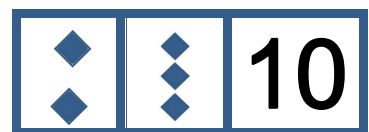
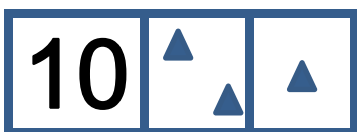
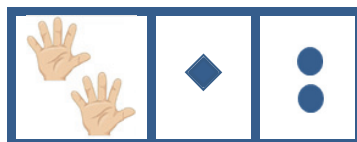
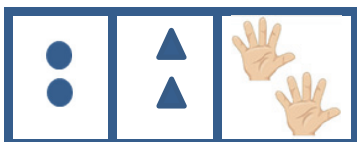
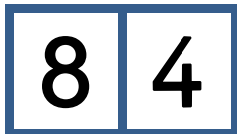
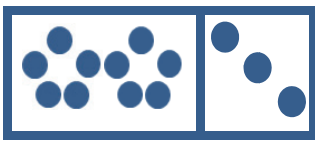
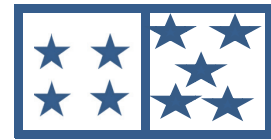
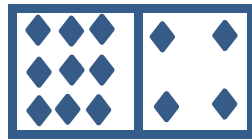
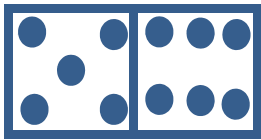
Exercise 7

7



Exercice 7 (suite)

13



Exercice 8

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

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

$15 - 5 =$	11	155	10	15	20	5
------------	----	-----	----	----	----	---

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

$15 + 14 =$	14	30	1	1514	15	29
-------------	----	----	---	------	----	----

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

$9 - 5 =$	5	4	3	14	9	95
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Exercice 8 (suite)

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

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

 $38 + 22 =$ 16 22 38 70 3822 60

 $28 - 8 =$ 20 28 288 36 21 8

 $70 + 30 =$ 110 100 30 70 40 7030

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

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

 $17 - 9 =$ 9 179 17 10 26 8

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

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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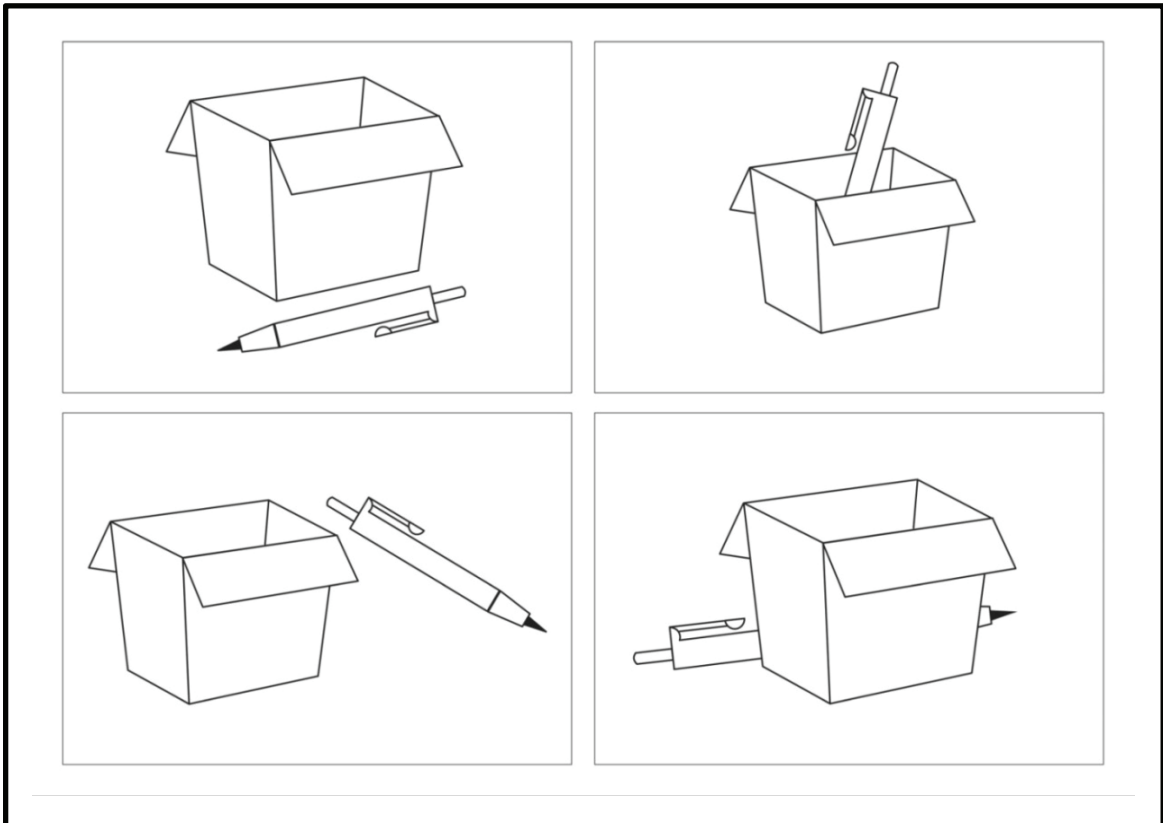
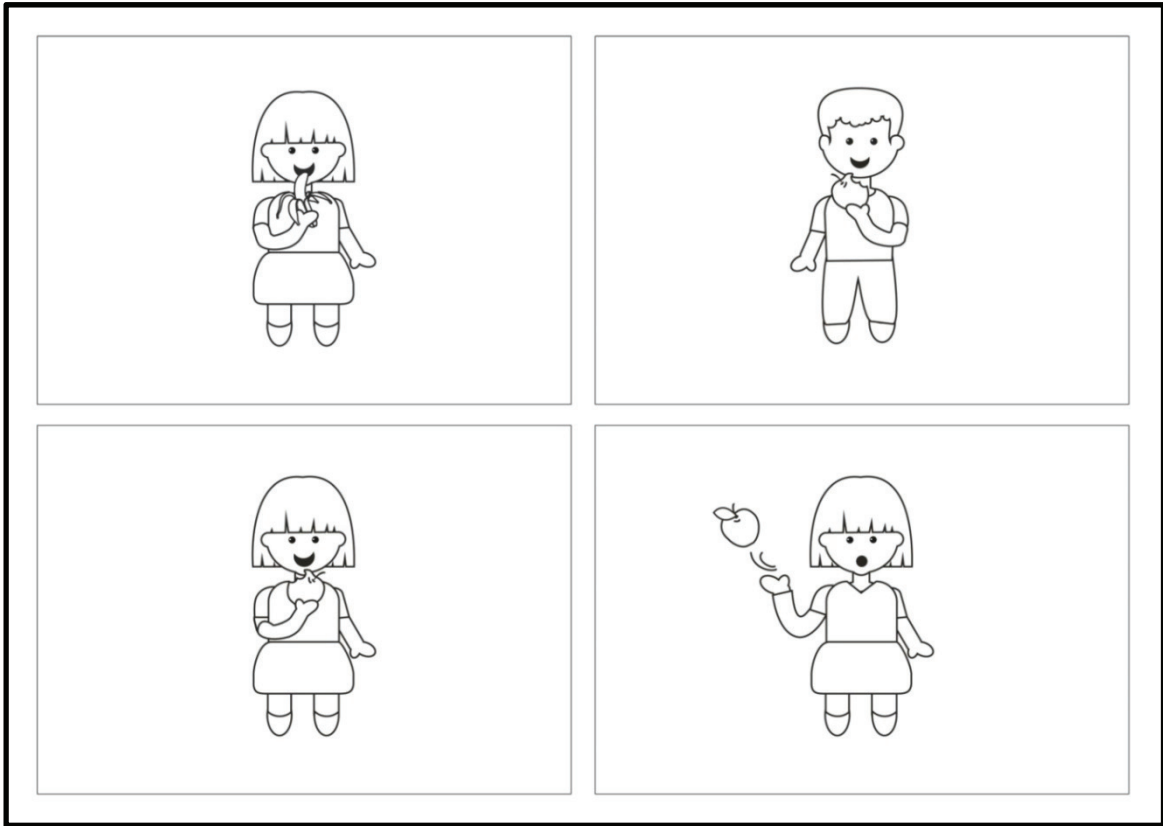
4- Pourquoi construisent-ils un barrage ?

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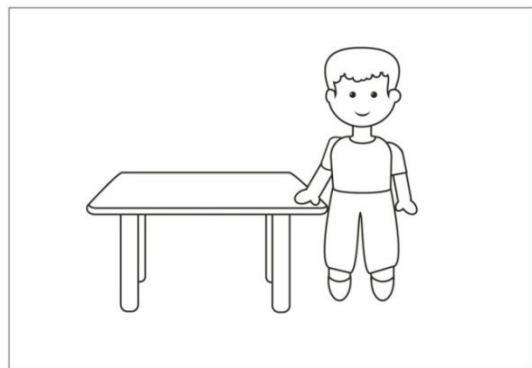
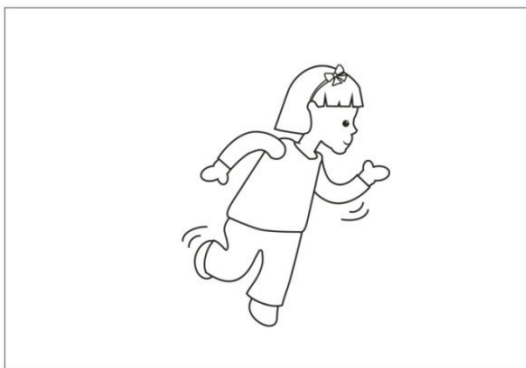
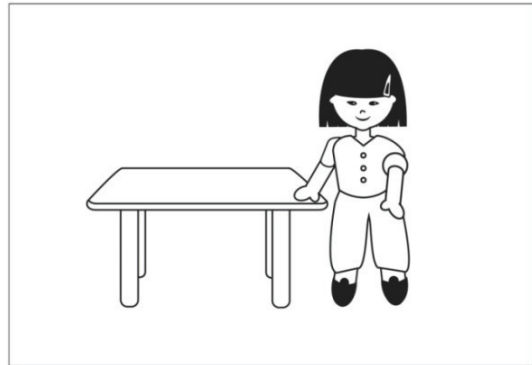
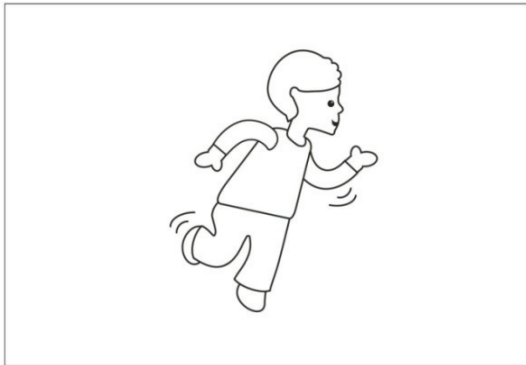
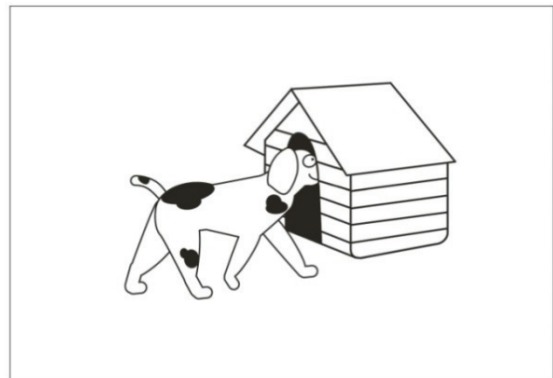
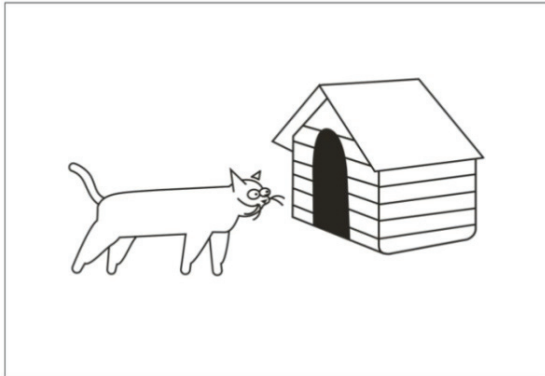
Exercise 10



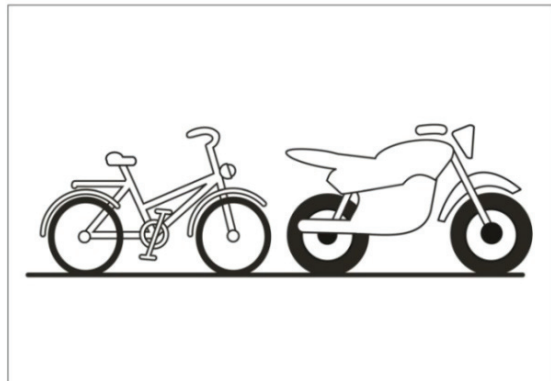
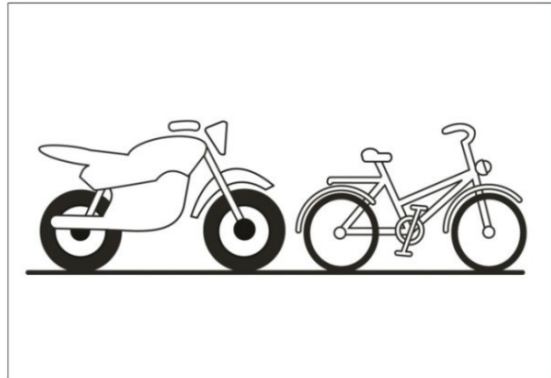
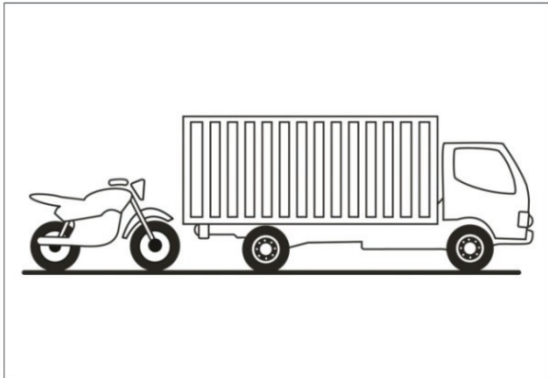
Exercise 11



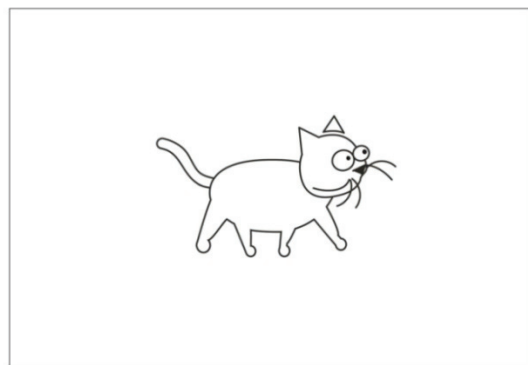
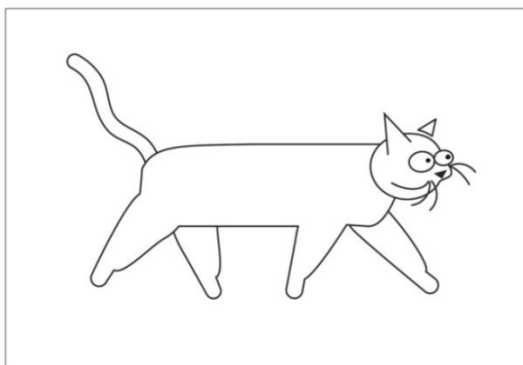
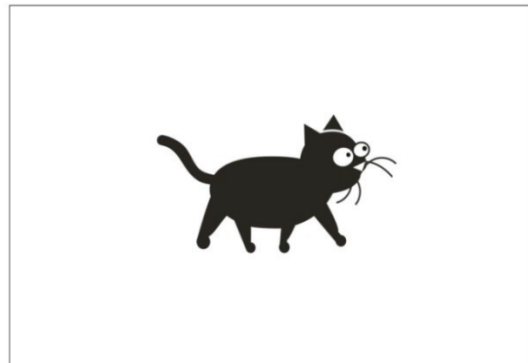
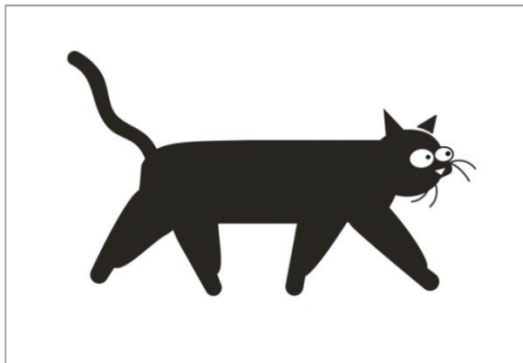
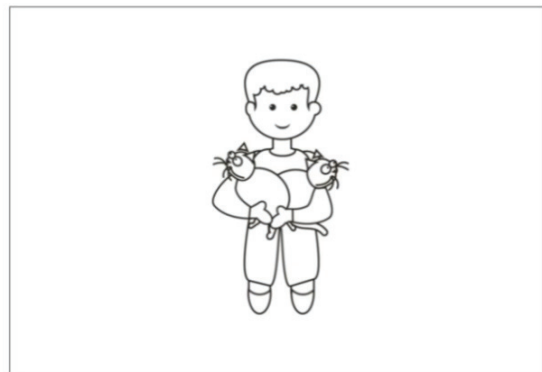
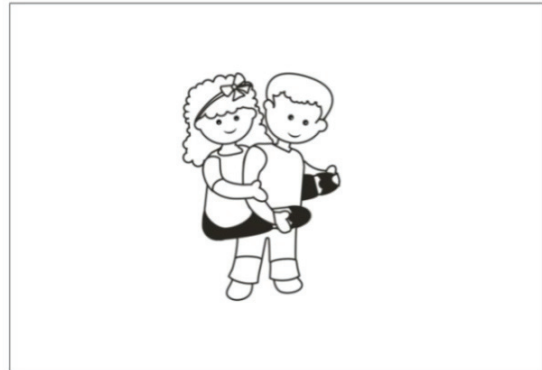
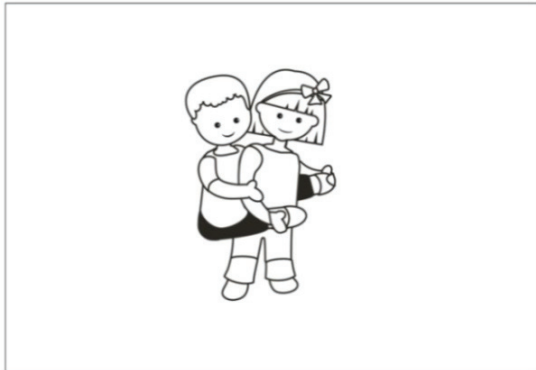
Exercice 11 (suite)



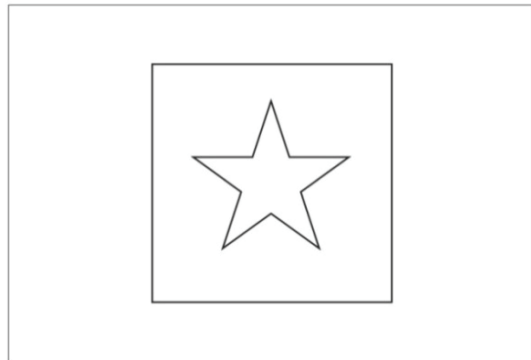
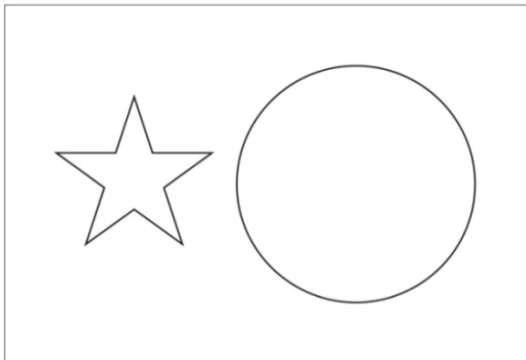
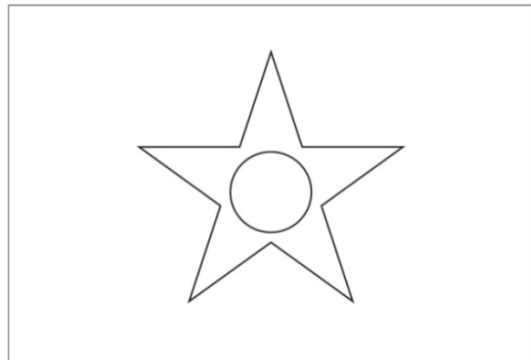
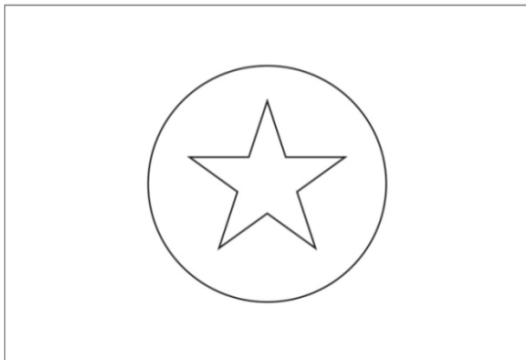
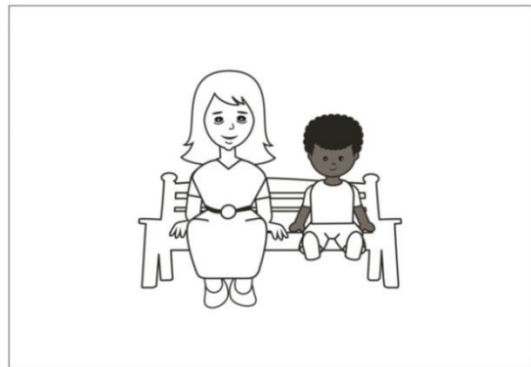
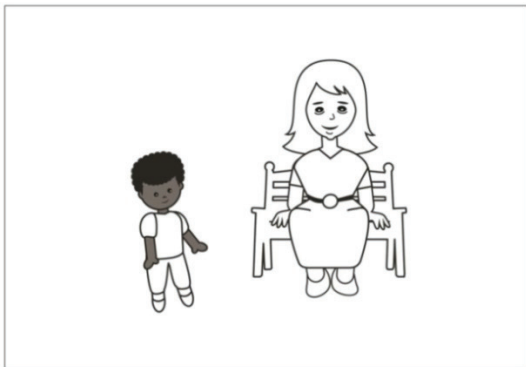
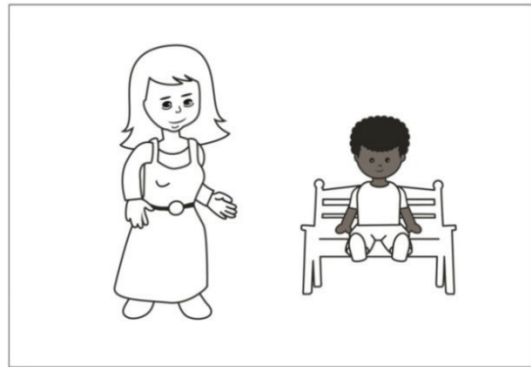
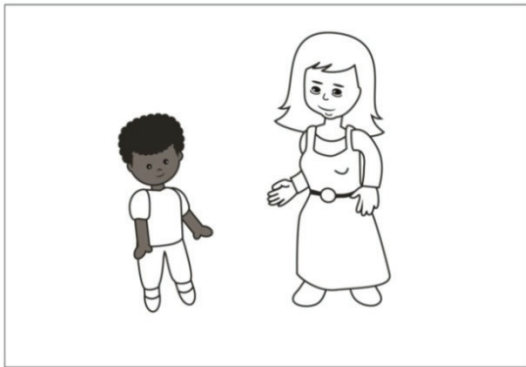
Exercice 11 (suite)



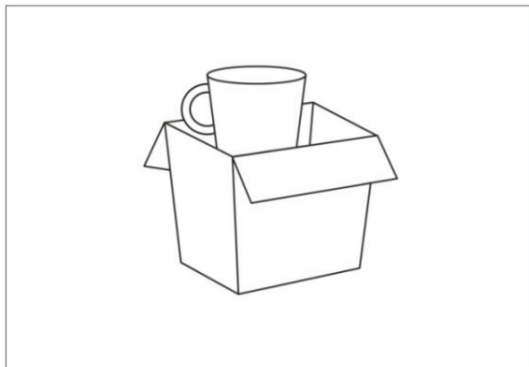
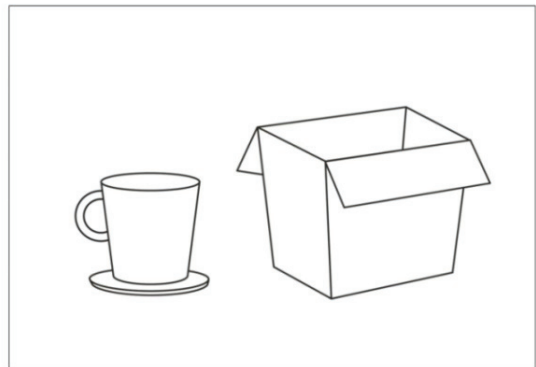
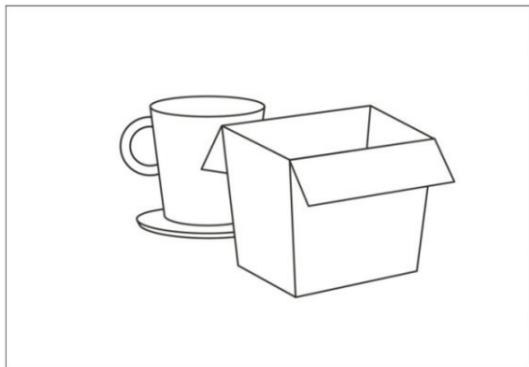
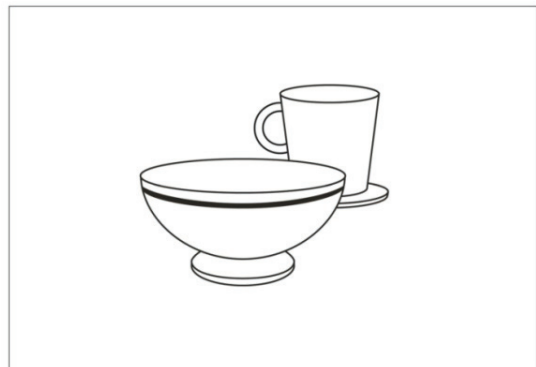
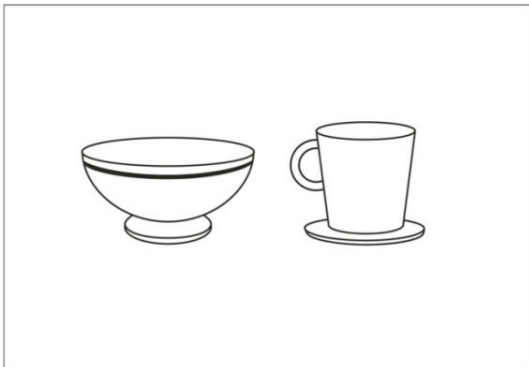
Exercice 11 (suite)



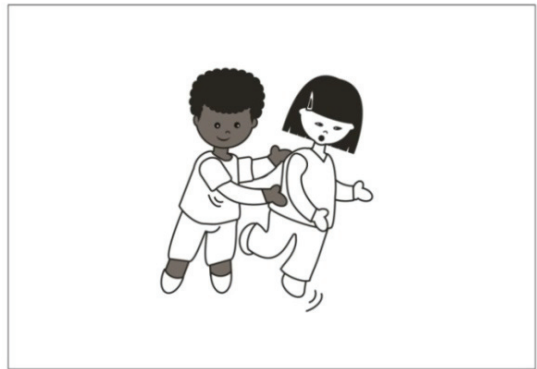
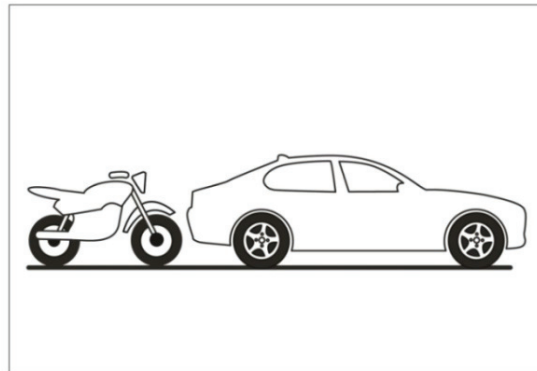
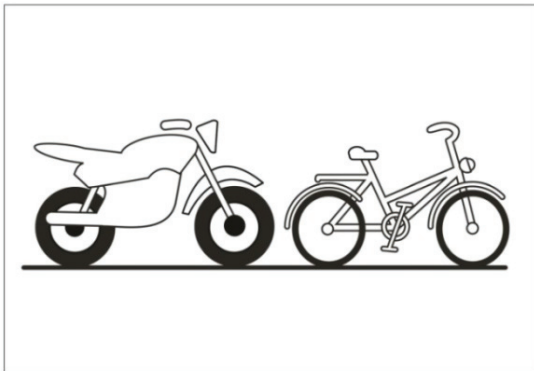
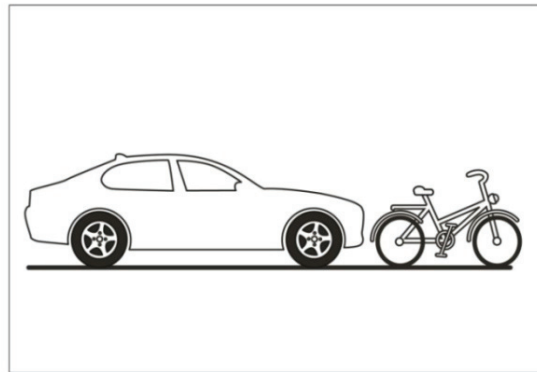
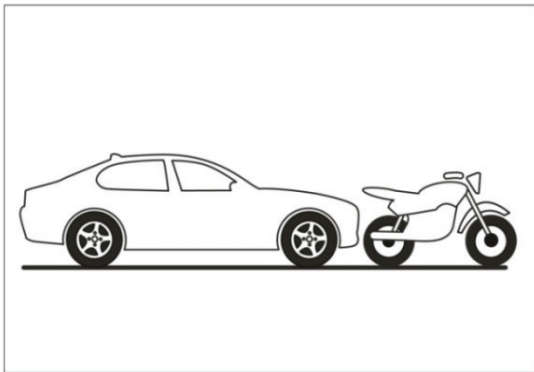
Exercice 11 (suite)



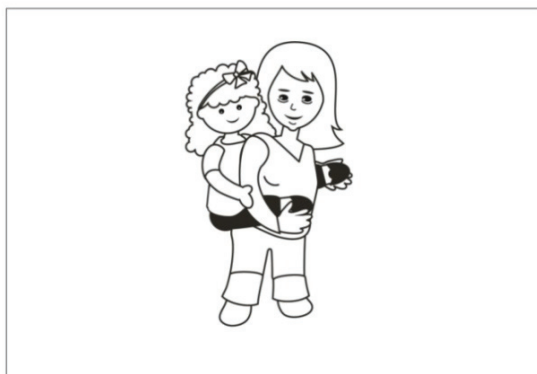
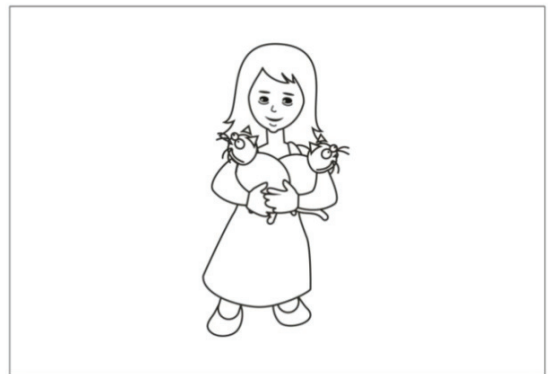
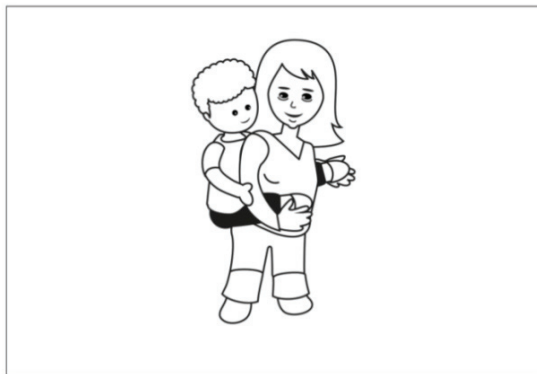
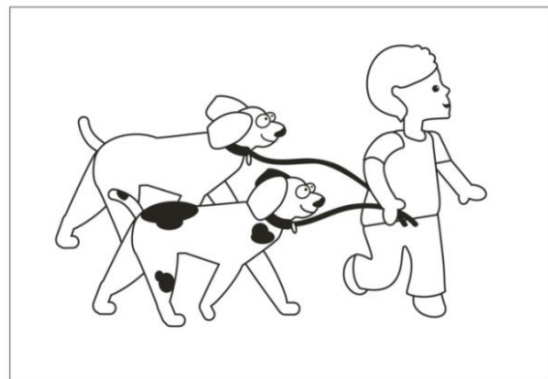
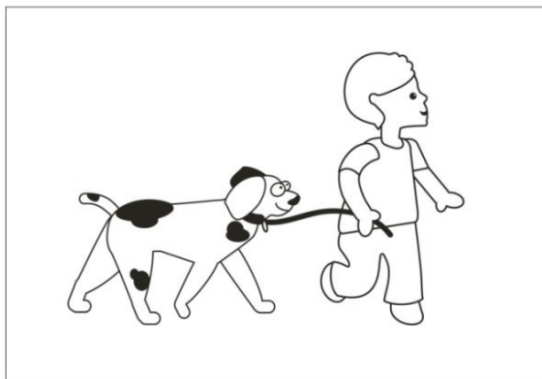
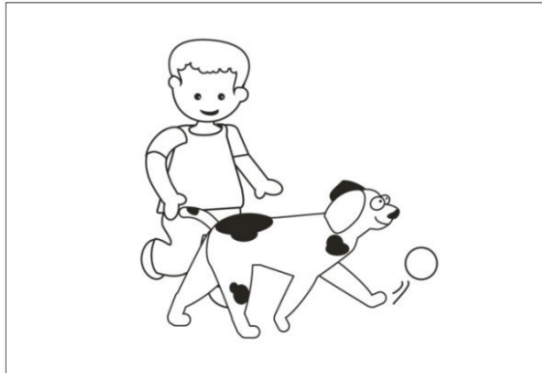
Exercice 11 (suite)



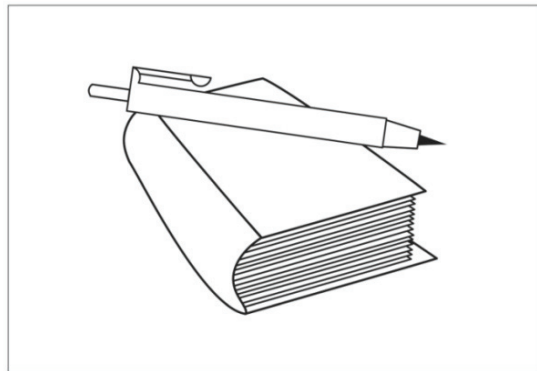
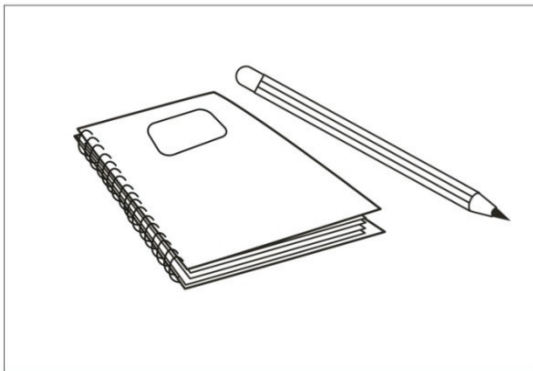
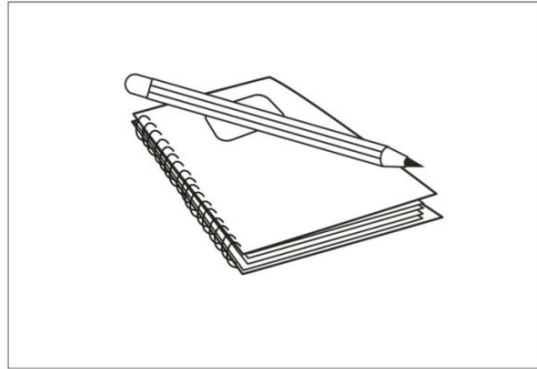
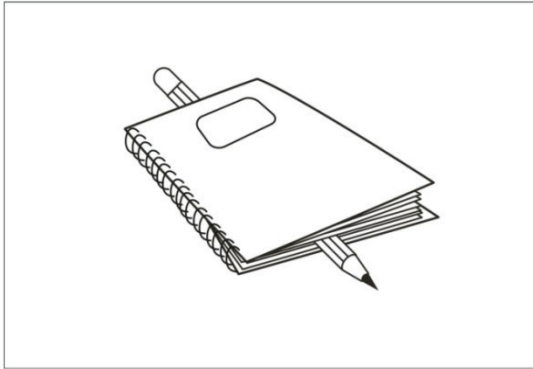
Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



SÉQUENCE 4

MATHÉMATIQUES

Exercise 12

● 5 6 3 2 7 8

○ 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



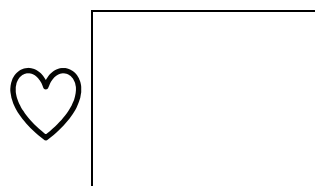
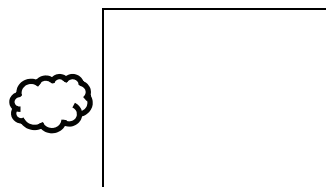
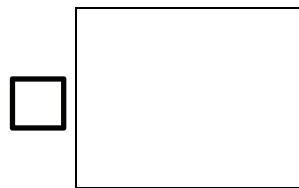
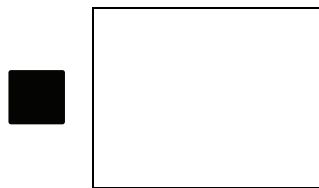
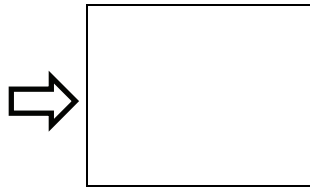
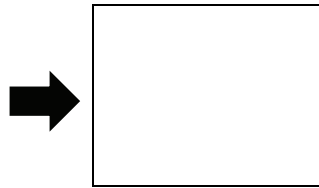
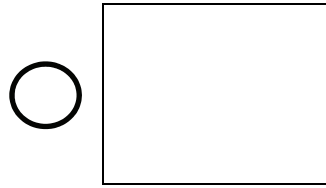
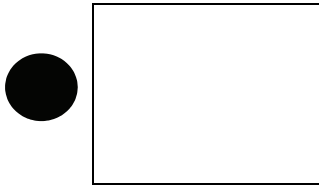
7 14 21 25 29 30

Exercice 13 (suite)

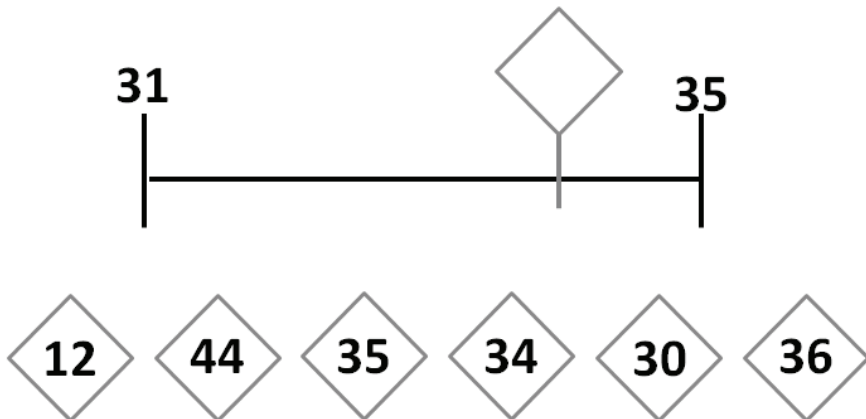
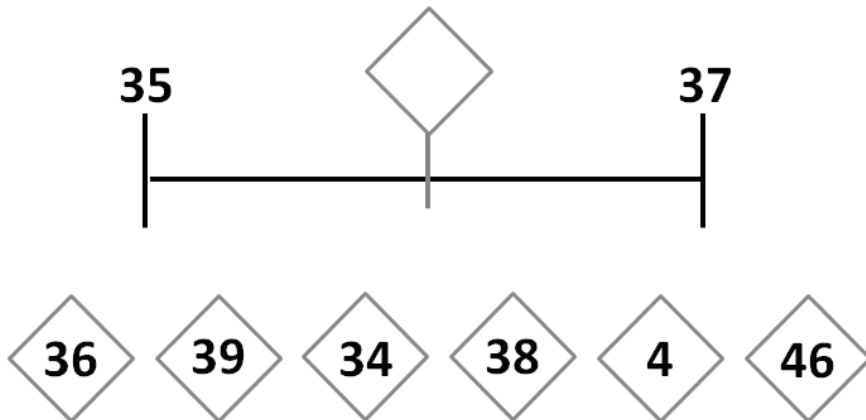
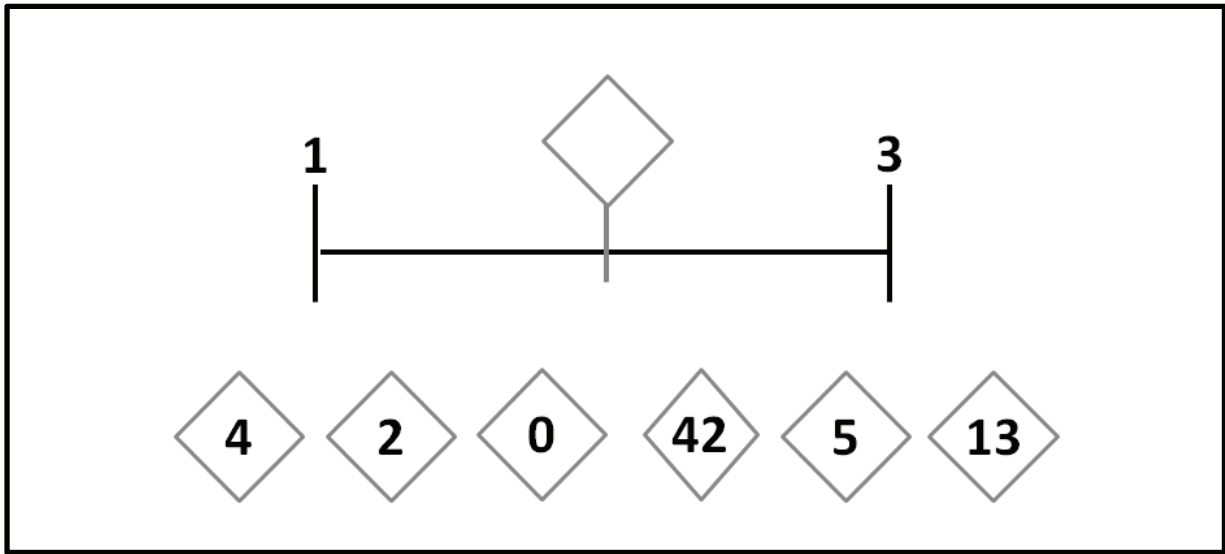


4 30 3 21 7 10

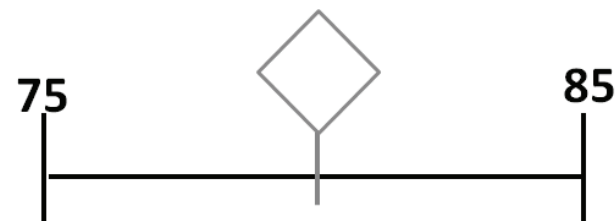
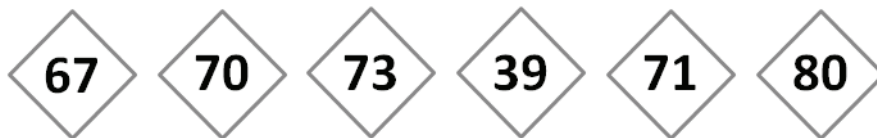
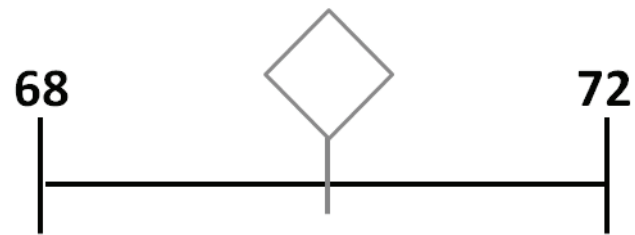
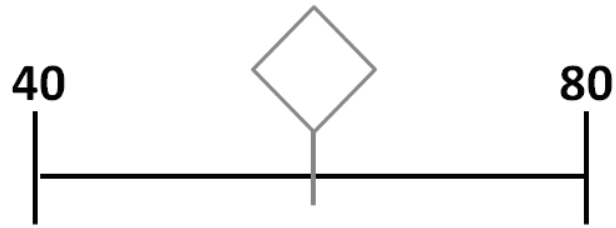
Exercise 14



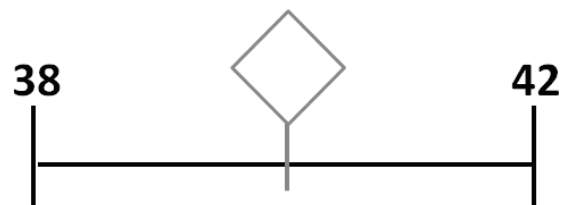
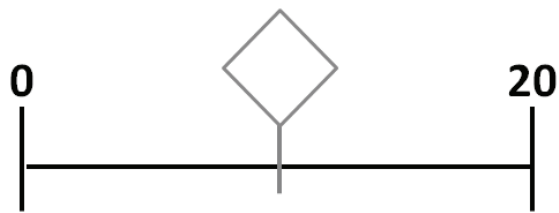
Exercise 15



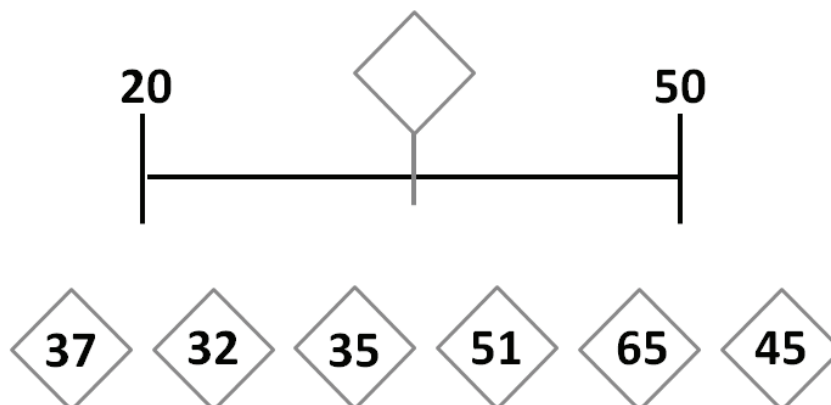
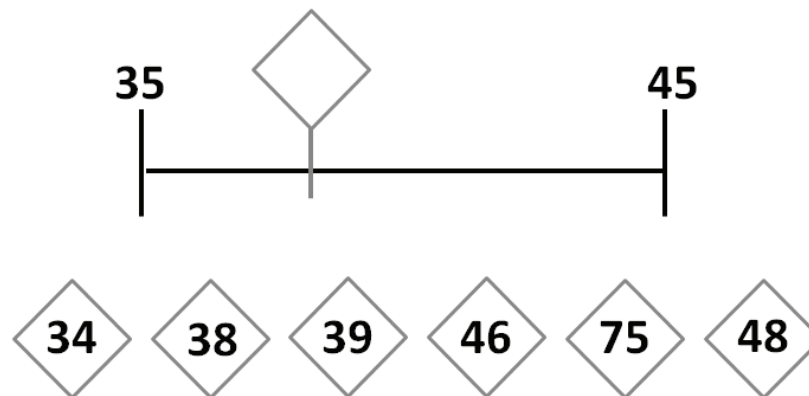
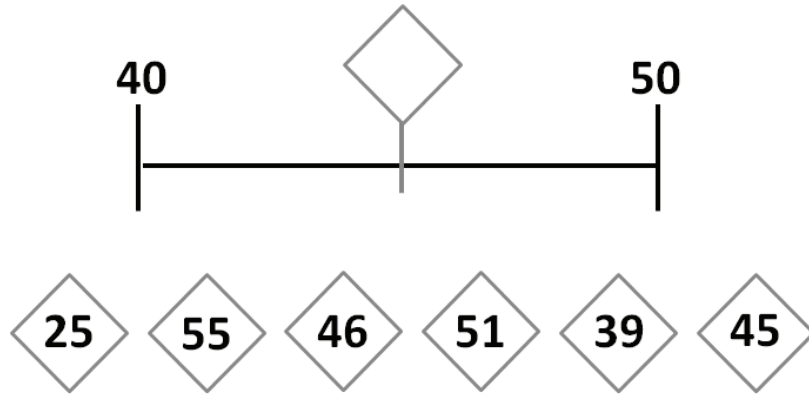
Exercice 15 (suite)



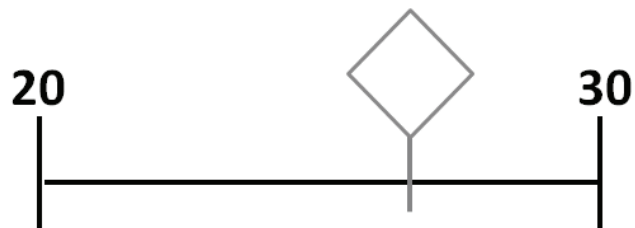
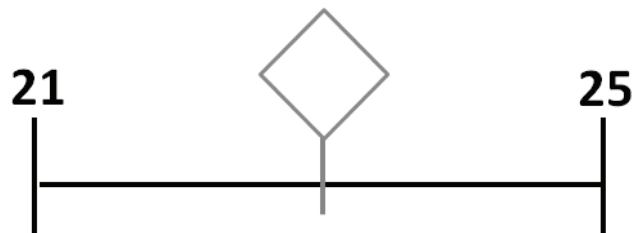
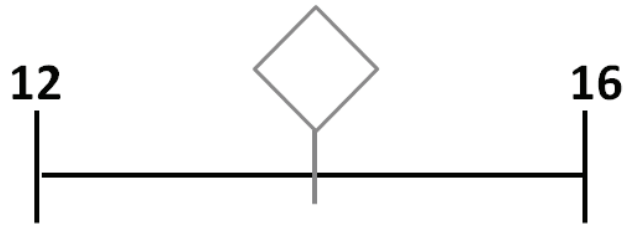
Exercice 15 (suite)



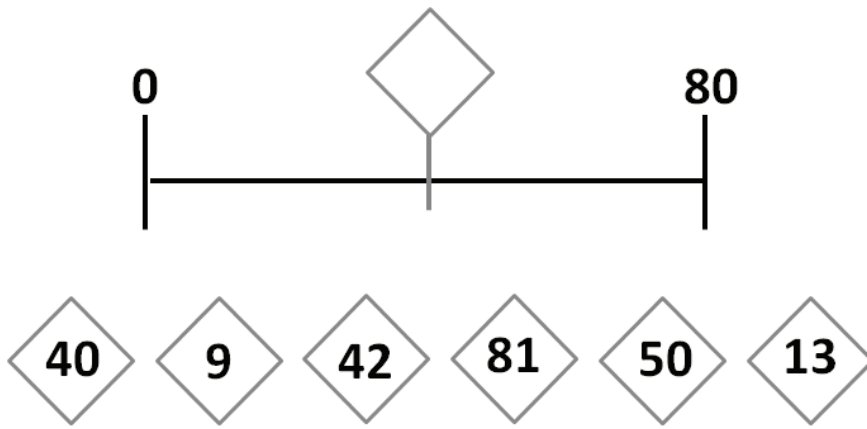
Exercice 15 (suite)



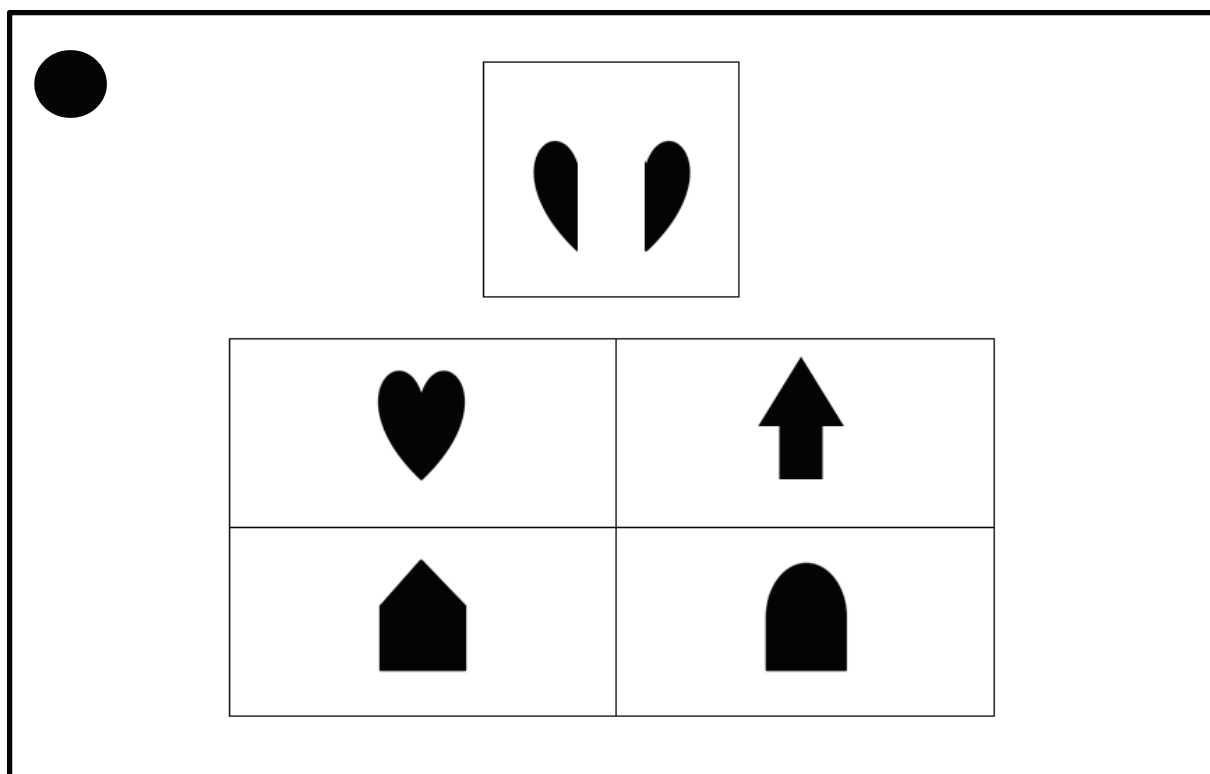
Exercice 15 (suite)



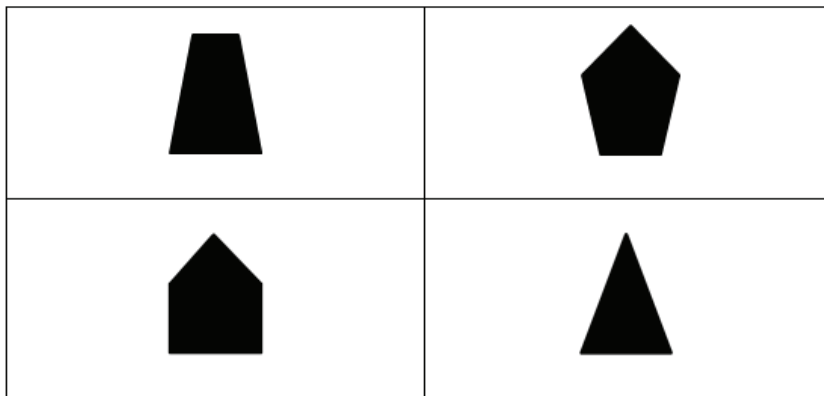
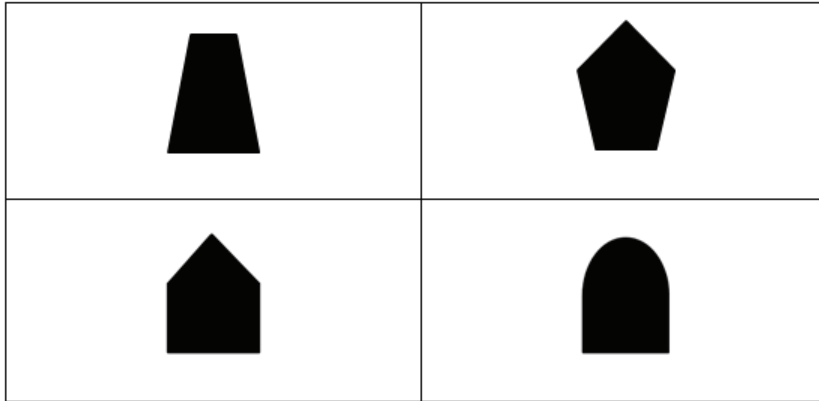
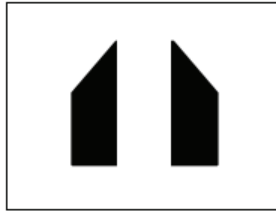
Exercice 15 (suite)



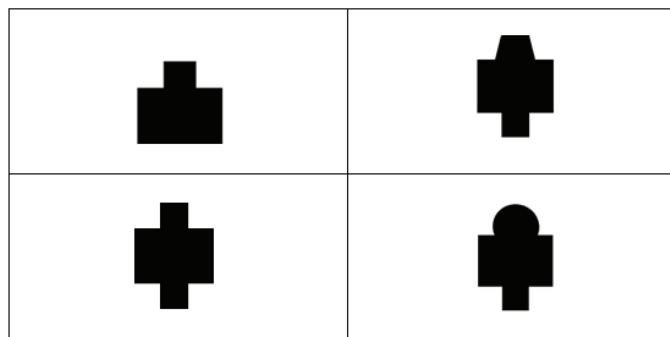
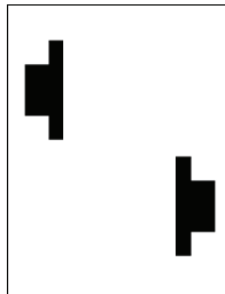
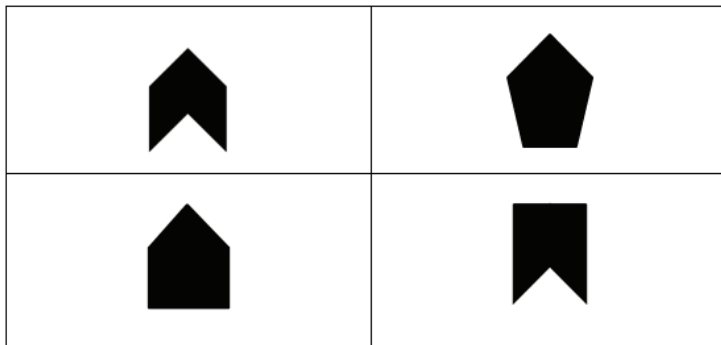
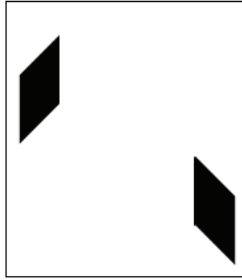
Exercise 16



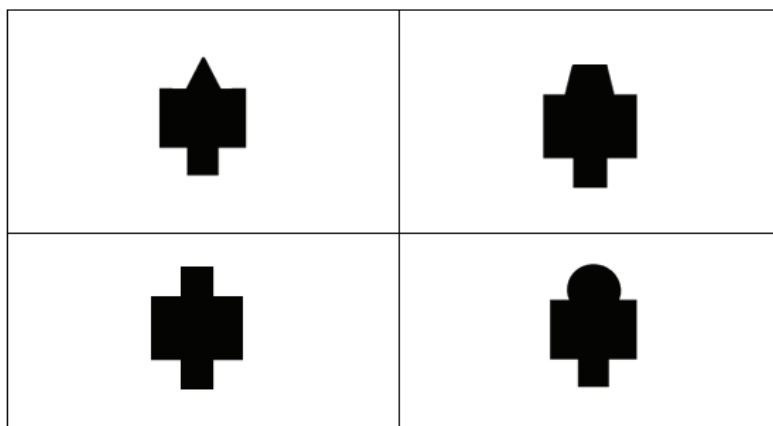
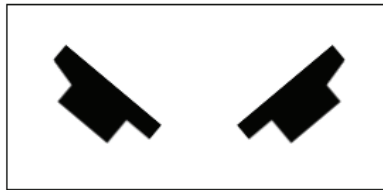
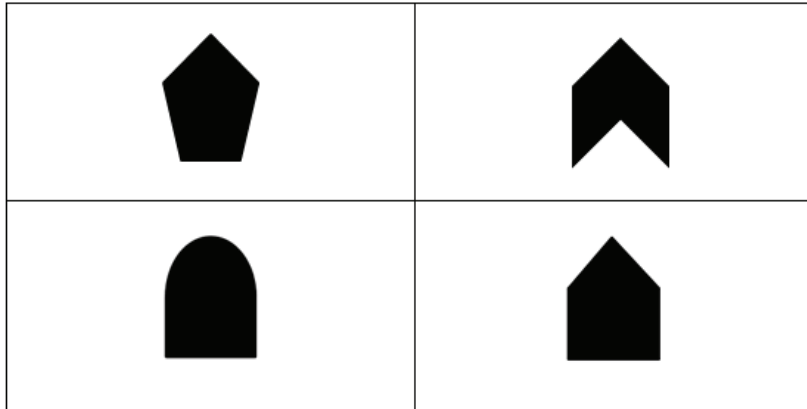
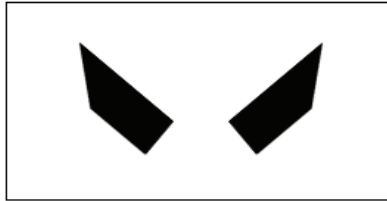
Exercice 16 (suite)



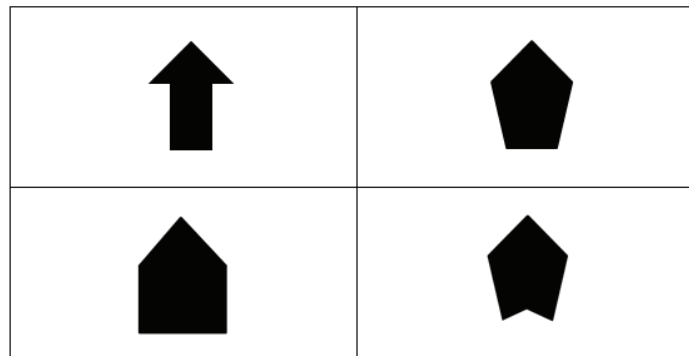
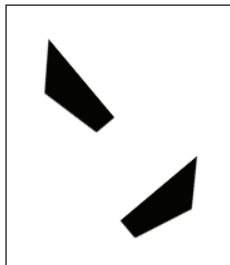
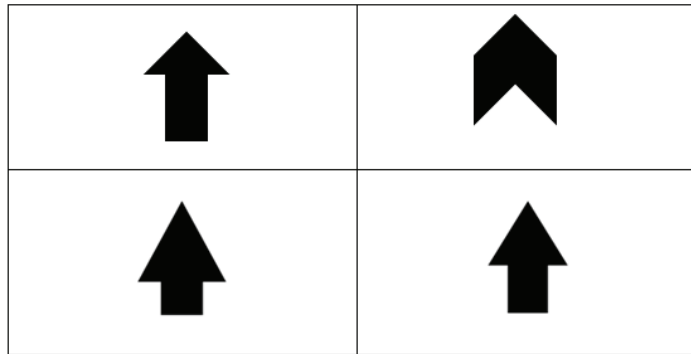
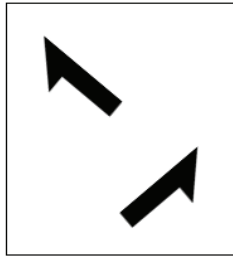
Exercice 16 (suite)



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.
- si l'élève n'a pas terminé en 60 secondes, entourer le dernier mot lu

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

□□ secondes

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	filie <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)

A l'issue du test, trois cas de figure se présentent :

1^{er} cas

- Si l'élève ne lit pas tous les mots en une minute, lui annoncer le nombre de mots correctement lus.

2^{ème} cas

- Si l'élève lit correctement tous les mots en moins d'une minute, lui dire qu'il a réussi à lire tous les mots et lui annoncer le temps réalisé pour le faire.
Reporter le temps afin de calculer le nombre de mots que l'élève est capable de lire en une minute.

$$\frac{\quad\quad\quad 60 \times 60}{\quad\quad\quad} = \quad\quad\quad$$

..... secondes mises pour lire les mots

3^{ème} cas

- Si l'élève lit tous les mots en moins d'une minute, mais fait une erreur au moins, lui annoncer le nombre de mots correctement lus et le temps réalisé pour le faire.

$$\frac{\text{nb de mots correctement lus} \times 60}{\quad\quad\quad} = \quad\quad\quad$$

..... secondes mises pour lire les mots

|_|_| mots lus
en une minute

Exercice 18

[Démarrer le chronomètre.]

[Dans le texte ci-dessous :

- barrer uniquement les mots incorrectement lus ou non lus.

Dans les cases :

- écrire le nombre de mots (corrects ou incorrects) lus par l'élève en une minute en y ajoutant le nombre de mots barrés pendant la passation ;
- écrire le nombre d'erreurs ;
- écrire le nombre de mots correctement lus en une minute.]

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 lus en 1 minute et nombre de mots barrés :

Nombre d'erreurs :

Nombre de mots correctement lus en 1 minute :

Exercice 18 (suite)

A l'issue du test, trois cas de figure se présentent :

1^{er} cas

- Si l'élève ne lit pas tous les mots en une minute, lui annoncer le nombre de mots correctement lus.

2^{ème} cas

- Si l'élève lit correctement tous les mots en moins d'une minute, lui dire qu'il a réussi à lire tous les mots et lui annoncer le temps réalisé pour le faire.
Reporter le temps afin de calculer le nombre de mots que l'élève est capable de lire en une minute.

$$\frac{102 \times 60}{\dots\dots} \text{ secondes mises pour lire les mots}$$

3^{ème} cas

- Si l'élève lit tous les mots en moins d'une minute, mais fait une erreur au moins, lui annoncer le nombre de mots correctement lus et le temps réalisé pour le faire.

$$\frac{\text{nb de mots correctement lus} \times 60}{\dots\dots} \text{ secondes mises pour lire les mots}$$

|_|_| mots lus
en une minute

