

POINT D'ÉTAPE CP

PRÉNOM DE L'ÉLÈVE

NOM DE L'ÉLÈVE

CLASSE DE L'ÉLÈVE

SÉQUENCE 1

FRANÇAIS

Exercice 1



m

n

b

d

f



p

b

d

a

q



p

b

d

a

q



m

b

d

f

j



l

t

d

h

f

Exercice 1 (suite)

 m b d f n

 p b d a q

 n m r t v

 n m r t s

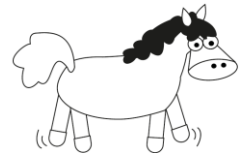
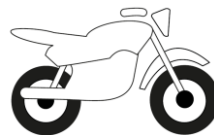
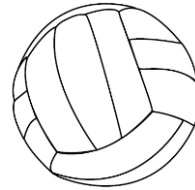
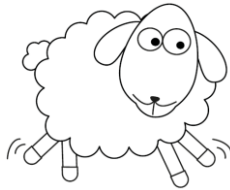
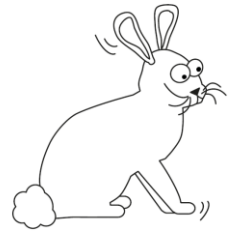
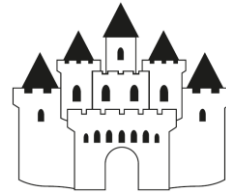
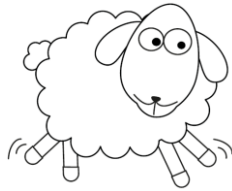
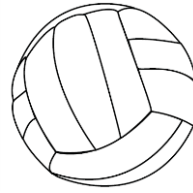
 n d t s f

 n m v u f

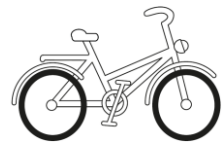
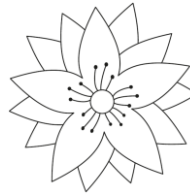
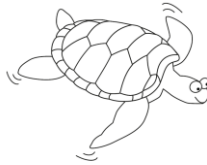
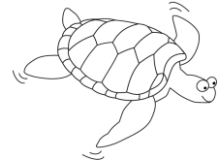
Exercice 2



Exercise 3



Exercice 3 (suite)



Exercice 4

Lecture à haute voix de mots – 1 minute

ta bol

à où la au tu

un il été on mur

ni sur qui vélo par

feu ce peur ami moto

peau lune gare lire bon

mardi col avril roi faire

Exercice 4 (suite)

[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 (ou tenté d'être 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.]

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

A l'issue du test, deux 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 lus.

2^{ème} cas

Si l'élève lit 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.

_____ 30 x 60 _____

..... secondes mises pour lire les mots

|_|_| mots lus
en une minute

Exercice 5

Lecture à haute voix de mots inventés – 1 minute

o i bi ul til

ja ol ata dik nar

vaf zou dul lévo tur

veur co noil opa jal

neau timé cal tibe lupe

pirde gor ablir sar vaipe

Exercice 5 (suite)

[Démarrer le chronomètre.

Dans le tableau :

- cocher la case si le mot inventé est correctement lu ;
- si l'élève n'a pas terminé en 60 secondes, entourer le dernier mot lu (ou tenté d'être 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.]

Ligne 1	o <input type="checkbox"/> 1	i <input type="checkbox"/> 2	bi <input type="checkbox"/> 3	ul <input type="checkbox"/> 4	til <input type="checkbox"/> 5
Ligne 2	ja <input type="checkbox"/> 1	ol <input type="checkbox"/> 2	ata <input type="checkbox"/> 3	dik <input type="checkbox"/> 4	nar <input type="checkbox"/> 5
Ligne 3	vaf <input type="checkbox"/> 1	zou <input type="checkbox"/> 2	dul <input type="checkbox"/> 3	lévo <input type="checkbox"/> 4	tur <input type="checkbox"/> 5
Ligne 4	veur <input type="checkbox"/> 1	co <input type="checkbox"/> 2	noil <input type="checkbox"/> 3	opa <input type="checkbox"/> 4	jal <input type="checkbox"/> 5
Ligne 5	neau <input type="checkbox"/> 1	timé <input type="checkbox"/> 2	cal <input type="checkbox"/> 3	tibe <input type="checkbox"/> 4	lupe <input type="checkbox"/> 5
Ligne 6	pirde <input type="checkbox"/> 1	gor <input type="checkbox"/> 2	ablir <input type="checkbox"/> 3	sar <input type="checkbox"/> 4	vaïpe <input type="checkbox"/> 5

A l'issue du test, deux 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 lus.

2^{ème} cas

Si l'élève lit 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.

_____ 30 x 60 _____

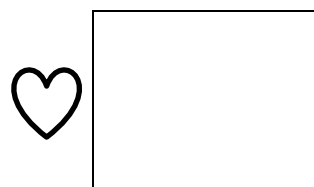
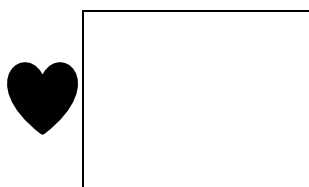
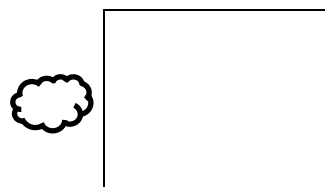
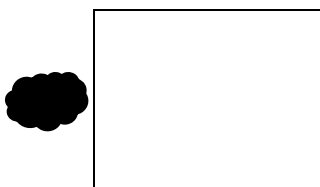
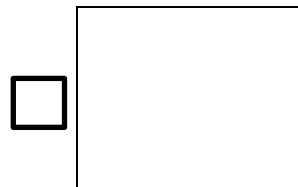
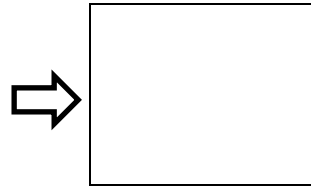
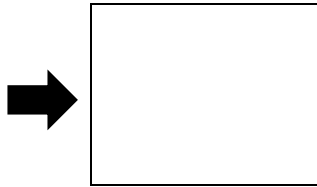
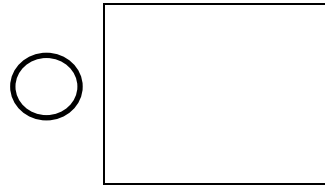
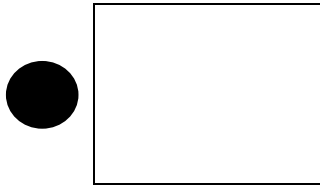
..... secondes mises pour lire les mots

|_|_| mots inventés lus
en une minute

SÉQUENCE 2

MATHÉMATIQUES

Exercise 1



Exercice 2

$5 + 2 =$

5

6

3

2

7

8

$4 + 4 =$

5

0

9

10

12

8

$7 + 2 =$

9

5

10

11

12

8

$1 + 5 =$

8

10

3

6

4

7

$2 + 4 =$

2

7

8

10

5

6

$8 + 5 =$

5

17

3

14

13

9

$6 + 6 =$

0

12

13

7

16

14

$7 + 6 =$

17

8

13

1

14

15

Exercise 3



6

7

5

2

4

1



12

8

4

2

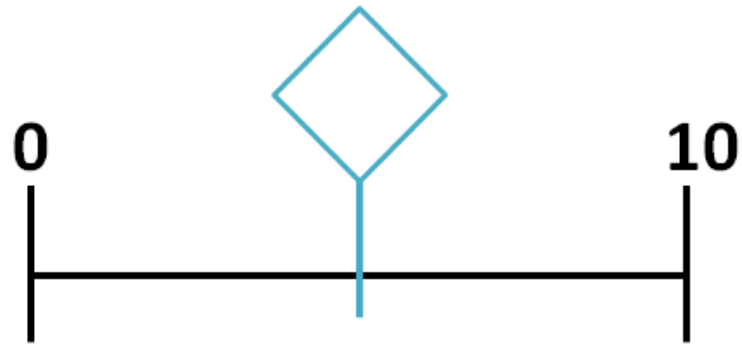
3

0

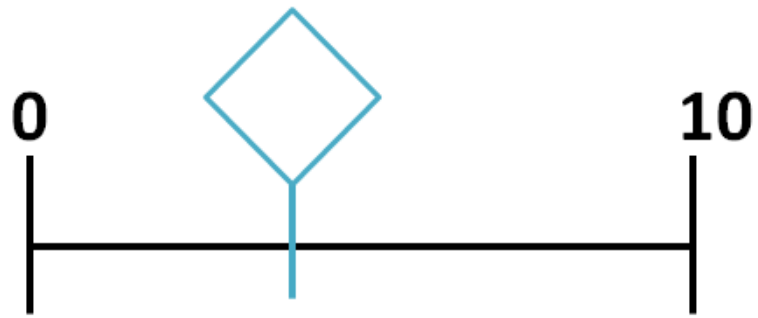
Exercise 4



Exercice 4 (suite)



Exercice 4 (suite)



- 4 2 8 6 9 1

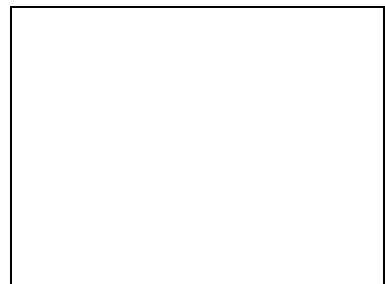
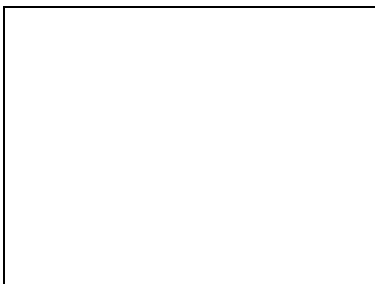
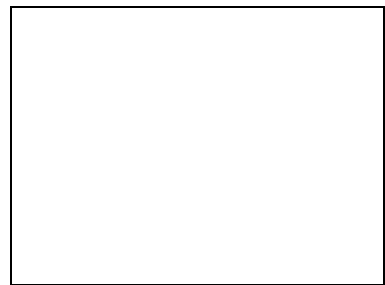
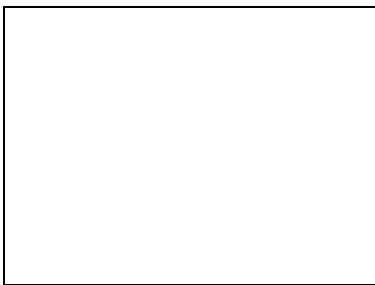
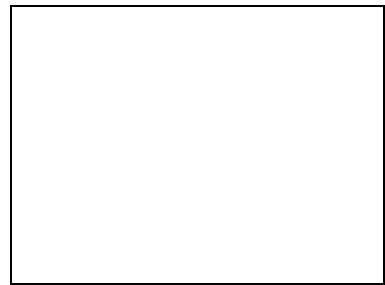
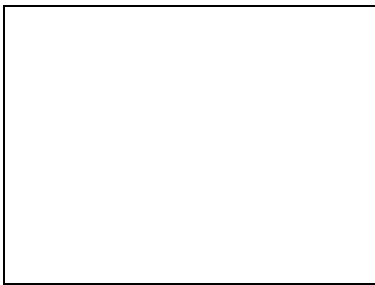
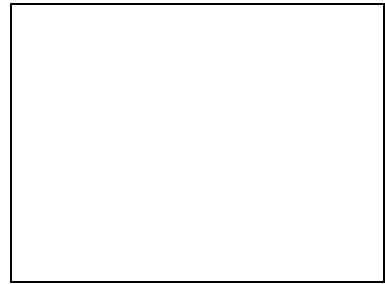
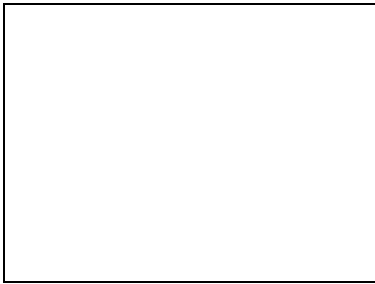


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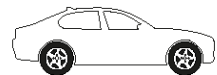
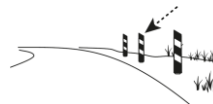
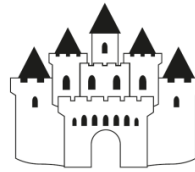
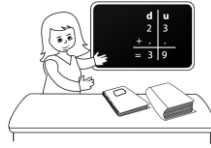
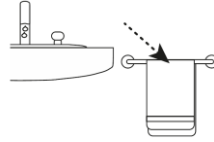
SÉQUENCE 3

FRANÇAIS

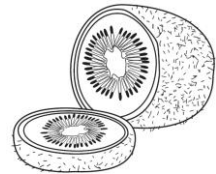
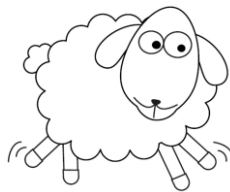
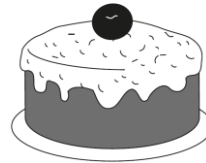
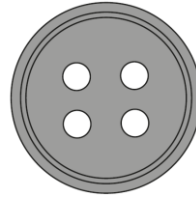
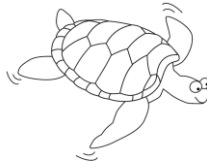
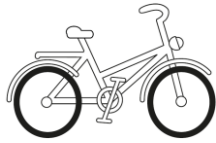
Exercise 1



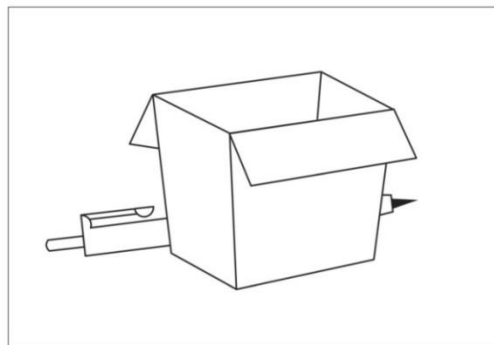
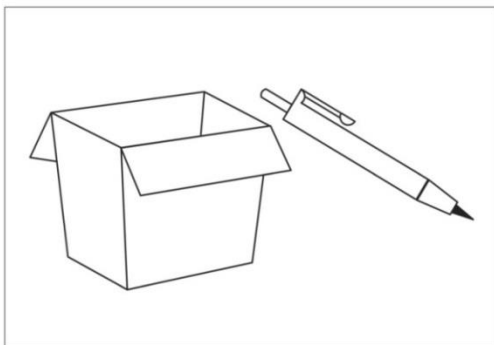
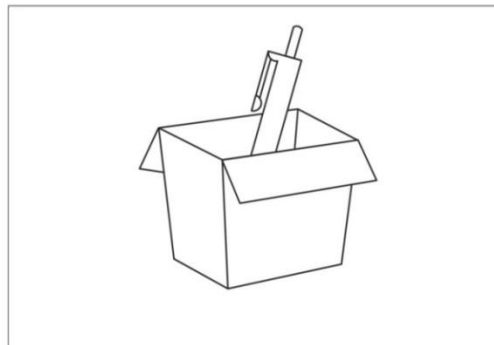
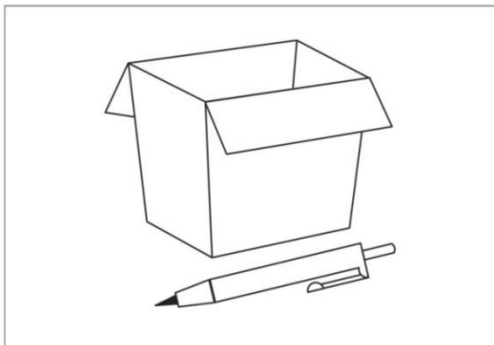
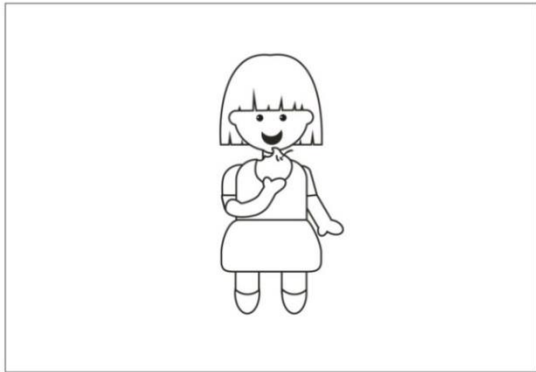
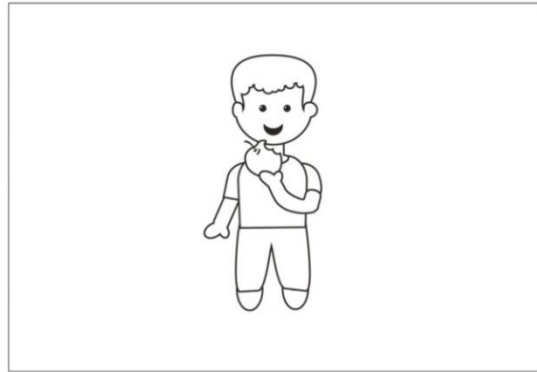
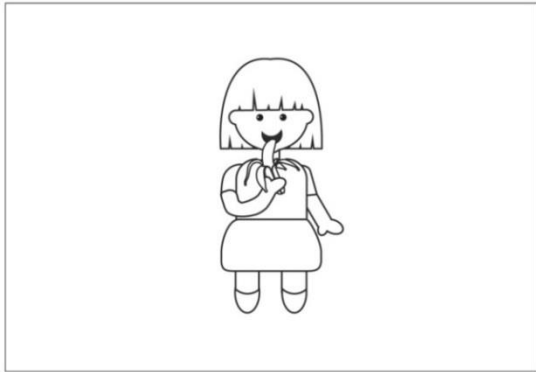
Exercise 2



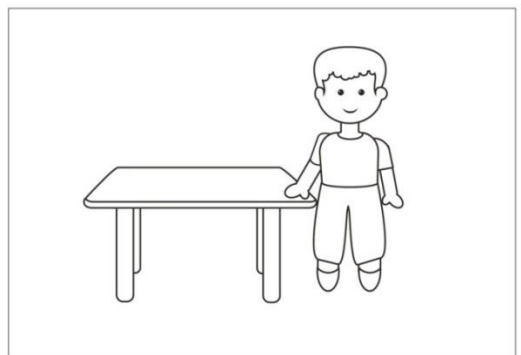
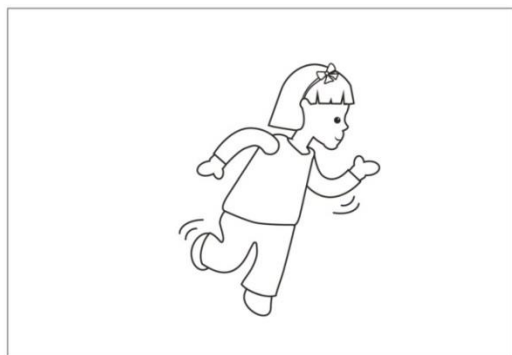
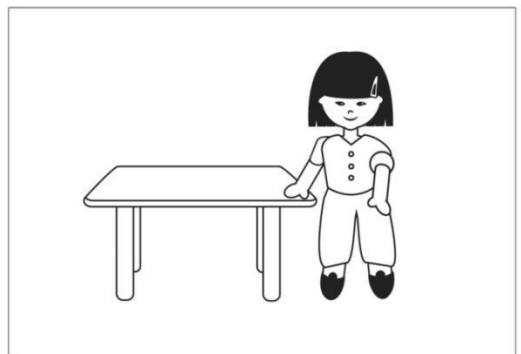
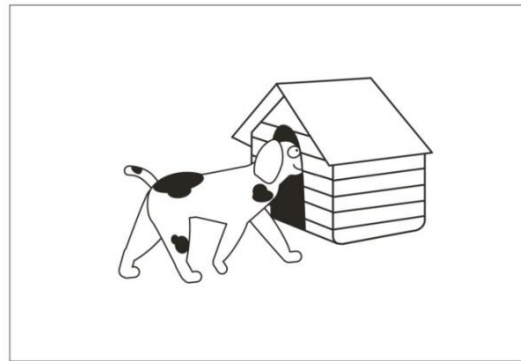
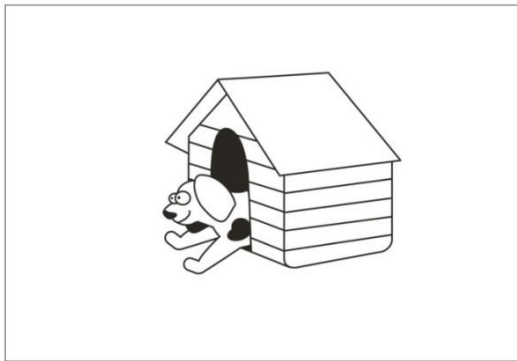
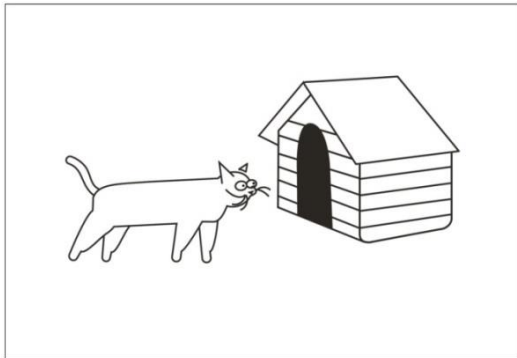
Exercice 2 (suite)



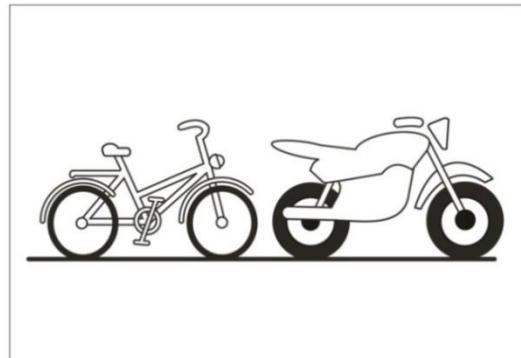
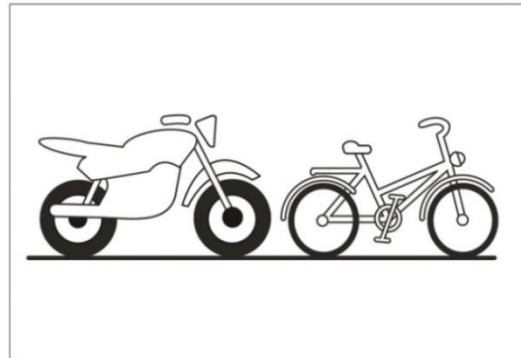
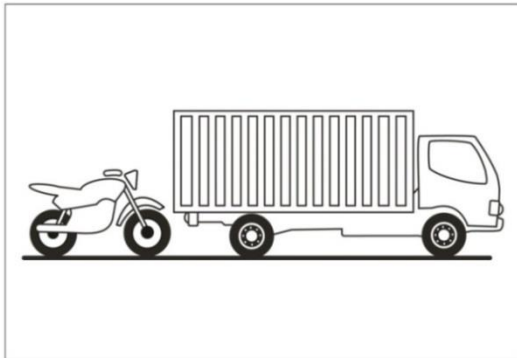
Exercise 3



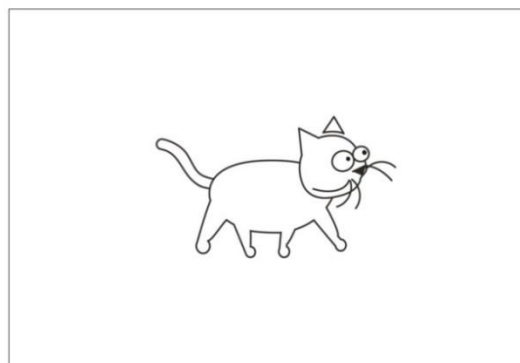
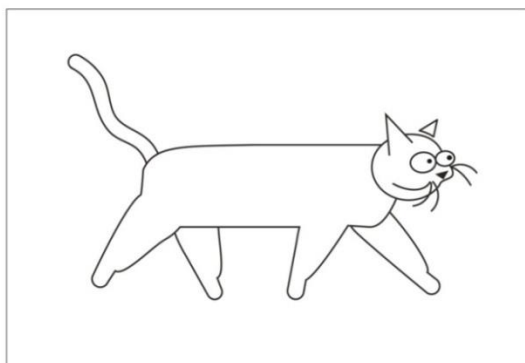
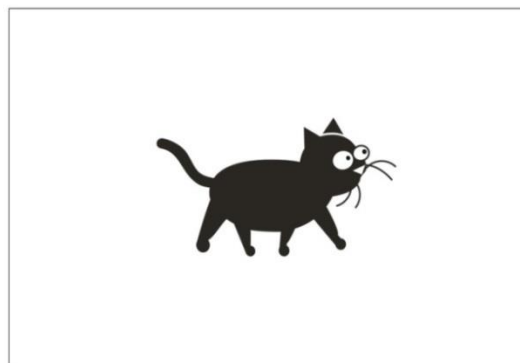
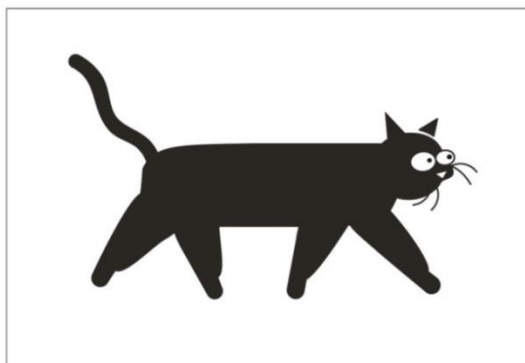
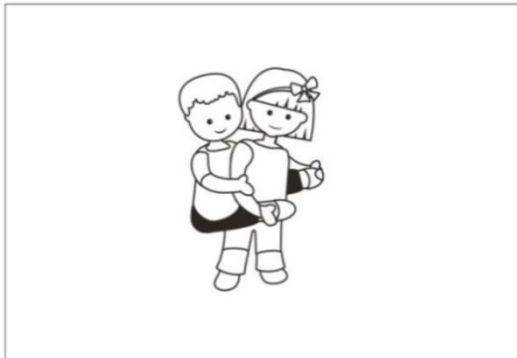
Exercice 3 (suite)



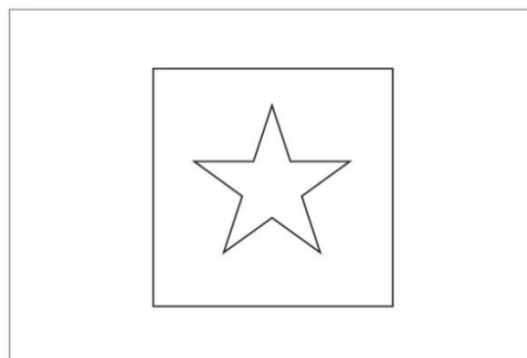
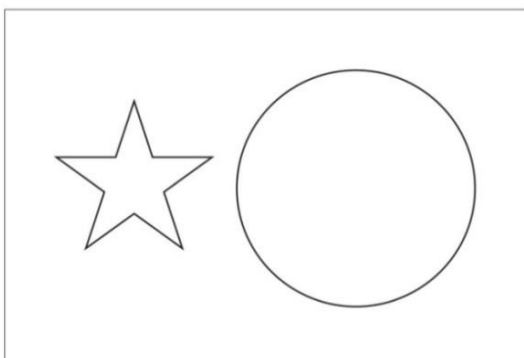
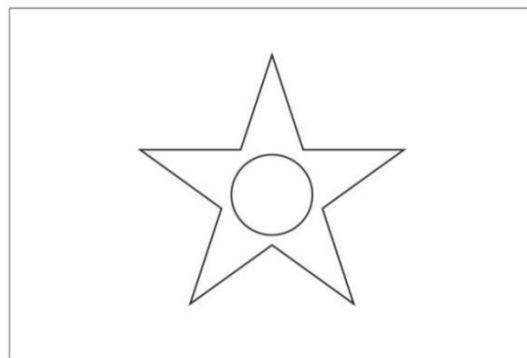
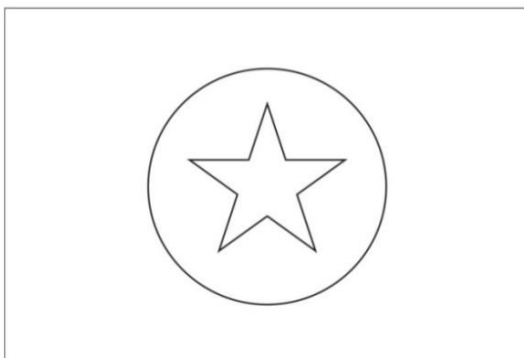
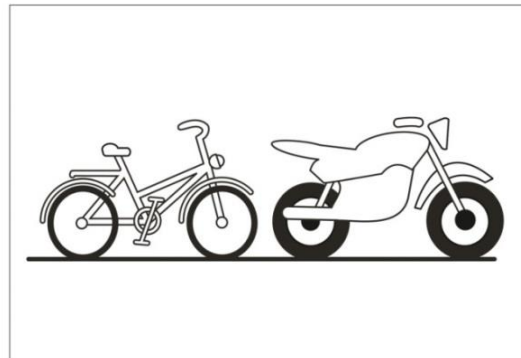
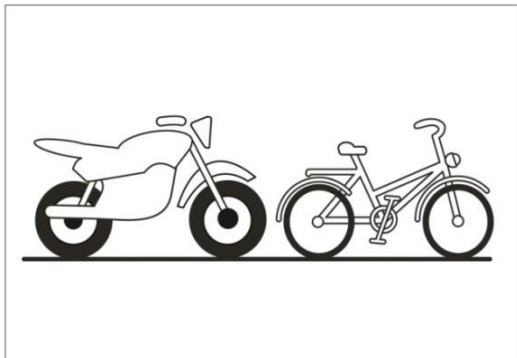
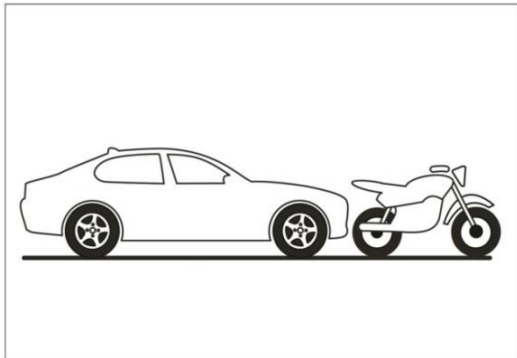
Exercice 3 (suite)



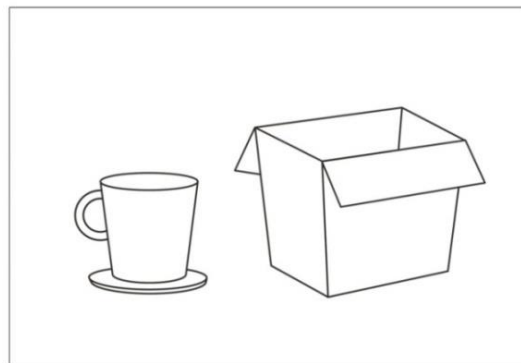
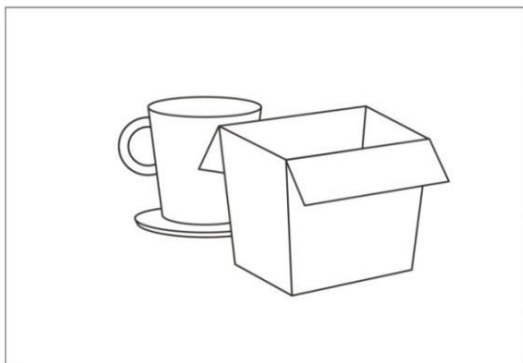
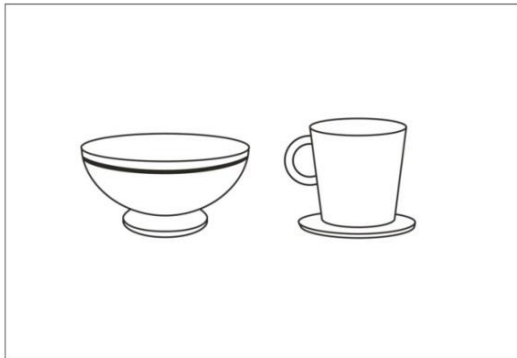
Exercice 3 (suite)



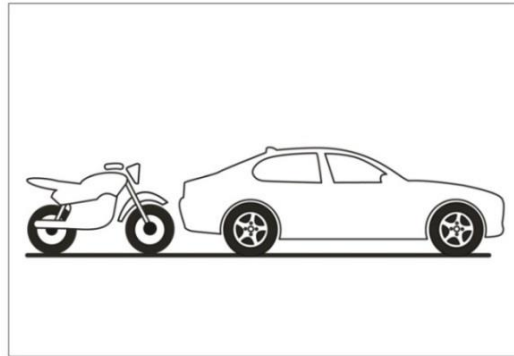
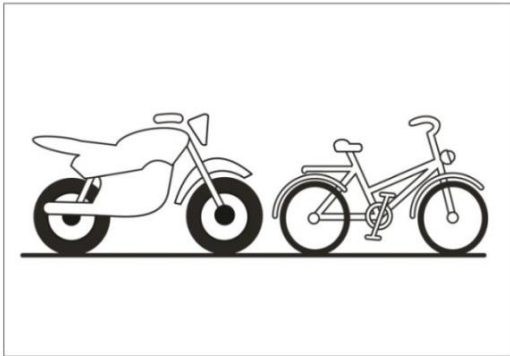
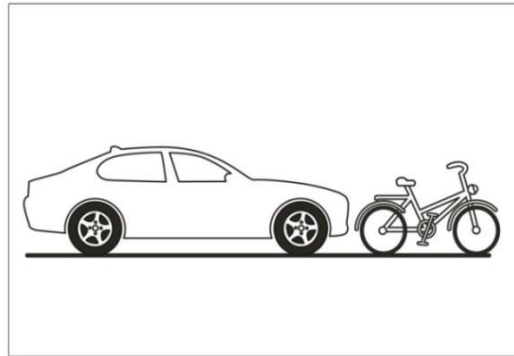
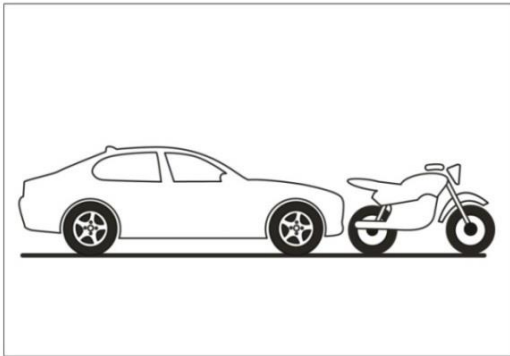
Exercice 3 (suite)



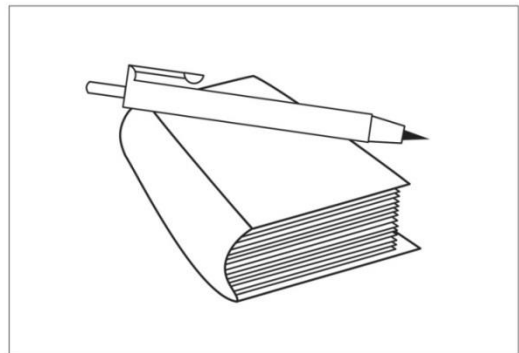
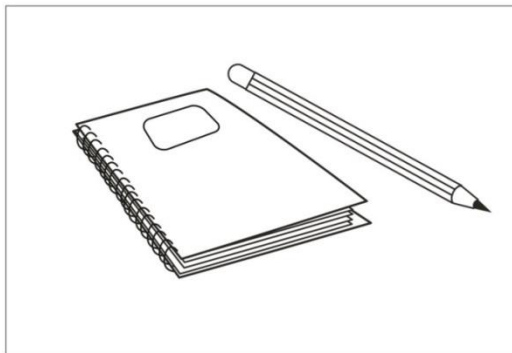
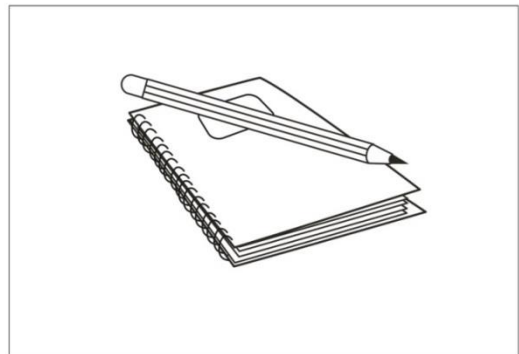
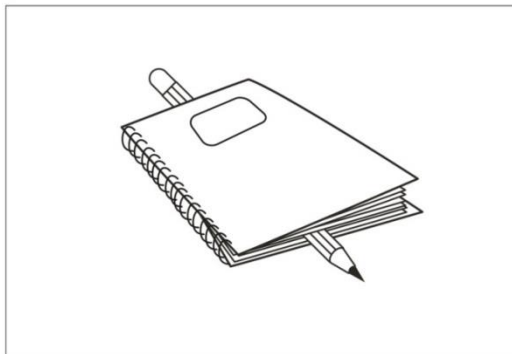
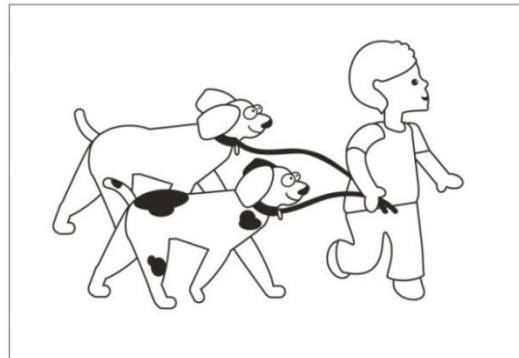
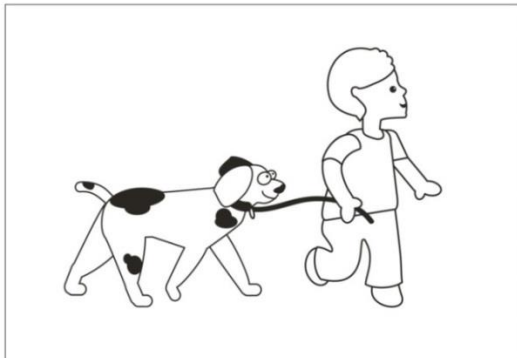
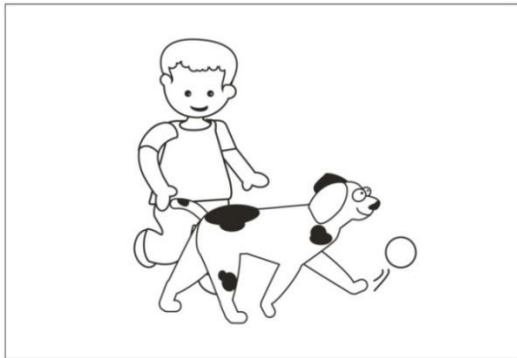
Exercice 3 (suite)



Exercice 3 (suite)



Exercice 3 (suite)



Exercice 4

Lecture à haute voix de texte – 1 minute

Le renard court dans la forêt. Il arrive à la ferme.
Va-t-il voler une poule ? Lola l'a vu. Elle crie et
le chasse.
« Bravo Lola ! », dit la poule.

Exercice 4 (suite)

[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 (ou tenté d'être 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 11 premiers (1^{ère} ligne) ne pas poursuivre la lecture.]

Ligne 1	Le <input type="checkbox"/> ₁	renard <input type="checkbox"/> ₂	court <input type="checkbox"/> ₃	dans <input type="checkbox"/> ₄	la <input type="checkbox"/> ₅	forêt <input type="checkbox"/> ₆	Il <input type="checkbox"/> ₇	arrive <input type="checkbox"/> ₈	à <input type="checkbox"/> ₉	la <input type="checkbox"/> ₁₀	ferme <input type="checkbox"/> ₁₁
Ligne 2	Va <input type="checkbox"/> ₁	t-il <input type="checkbox"/> ₂	voler <input type="checkbox"/> ₃	une <input type="checkbox"/> ₄	poule <input type="checkbox"/> ₅	Lola <input type="checkbox"/> ₆	l'a <input type="checkbox"/> ₇	vu <input type="checkbox"/> ₈	Elle <input type="checkbox"/> ₉	crie <input type="checkbox"/> ₁₀	et <input type="checkbox"/> ₁₁
Ligne 3	le <input type="checkbox"/> ₁	chasse <input type="checkbox"/> ₂									
Ligne 4	Bravo <input type="checkbox"/> ₁	Lola <input type="checkbox"/> ₂	dit <input type="checkbox"/> ₃	la <input type="checkbox"/> ₄	poule <input type="checkbox"/> ₅						

A l'issue du test, deux 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 lus.

2^{ème} cas

Si l'élève lit 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.

_____ 29 x 60 _____ = _____

..... secondes mises pour lire les mots

|__|__| nombre de mots lus
en une minute

SÉQUENCE 4

MATHÉMATIQUES

Exercice 1

Exemples

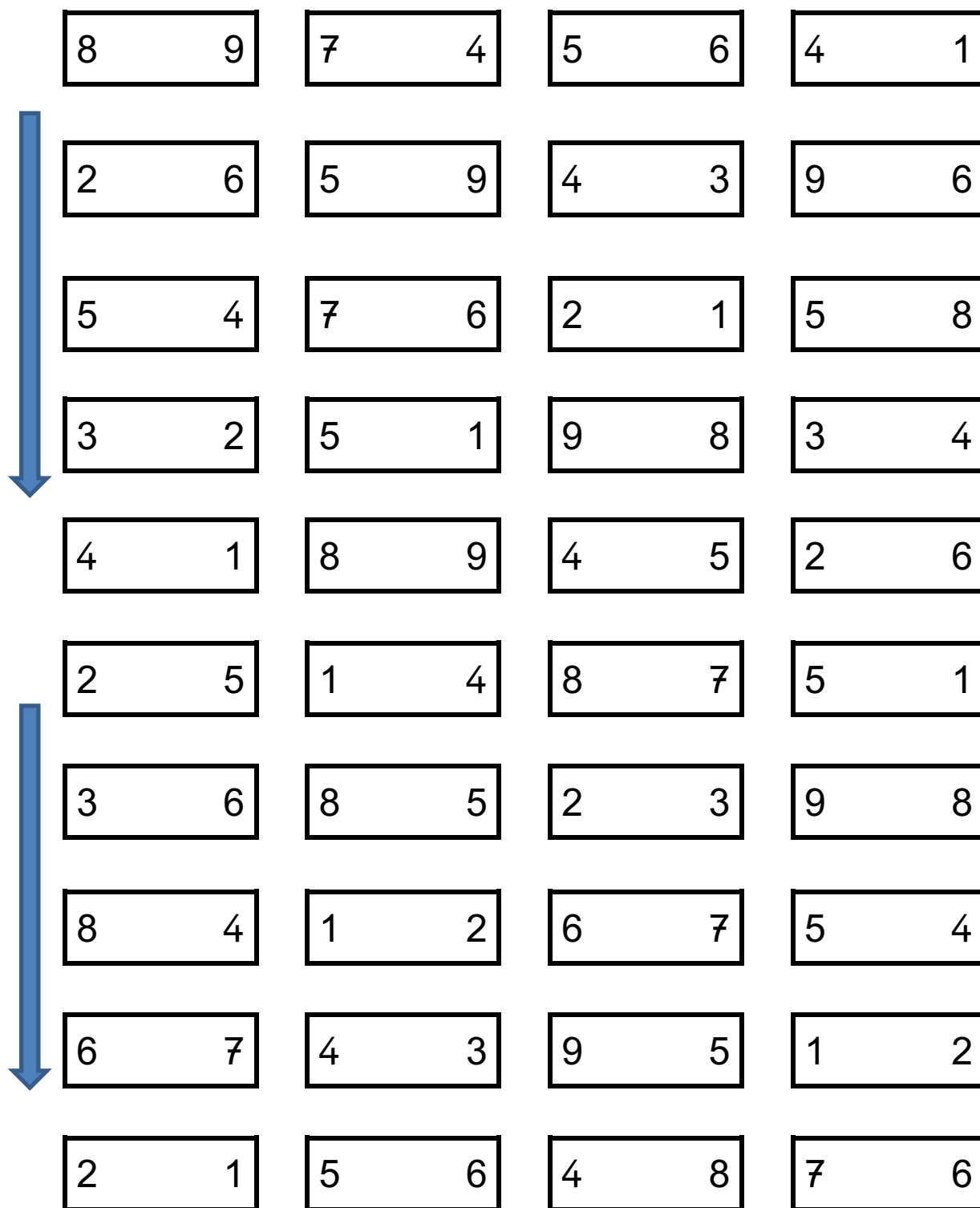
1	3
---	--------------

6	3
---	---

4	5
---	---

9	7
---	---

Exercice 1 (suite)



8	9	7	4	5	6	4	1
2	6	5	9	4	3	9	6
5	4	7	6	2	1	5	8
3	2	5	1	9	8	3	4
4	1	8	9	4	5	2	6
2	5	1	4	8	7	5	1
3	6	8	5	2	3	9	8
8	4	1	2	6	7	5	4
6	7	4	3	9	5	1	2
2	1	5	6	4	8	7	6

Exercice 2

$2 - 1 =$ 5 1 3 2 7 8

$4 - 3 =$ 6 7 2 3 1 5

$5 - 2 =$ 2 5 3 6 4 7

$7 - 5 =$ 4 6 8 3 12 2

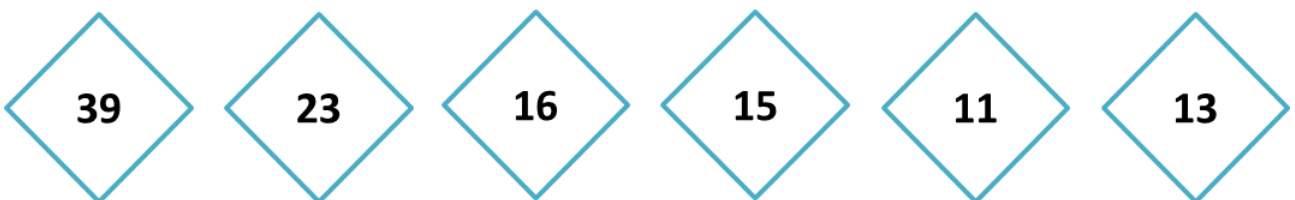
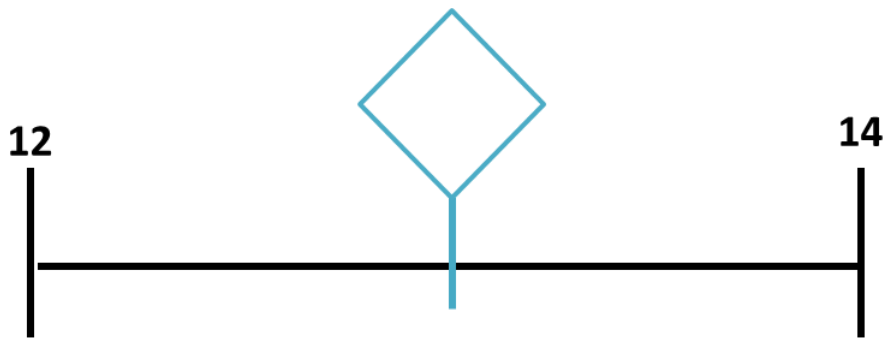
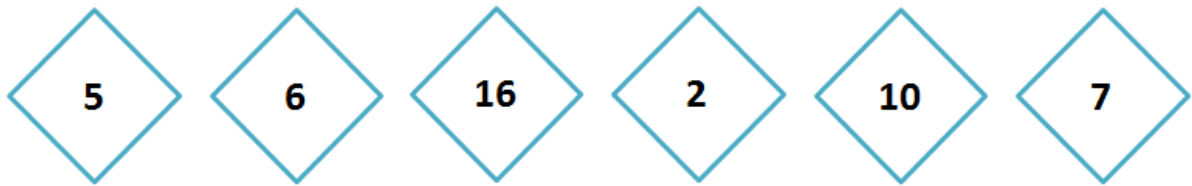
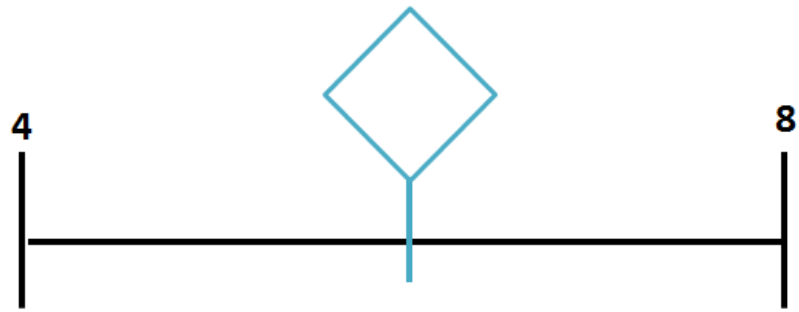
$8 - 1 =$ 9 7 8 11 12 10

$7 - 7 =$ 8 11 1 2 14 0

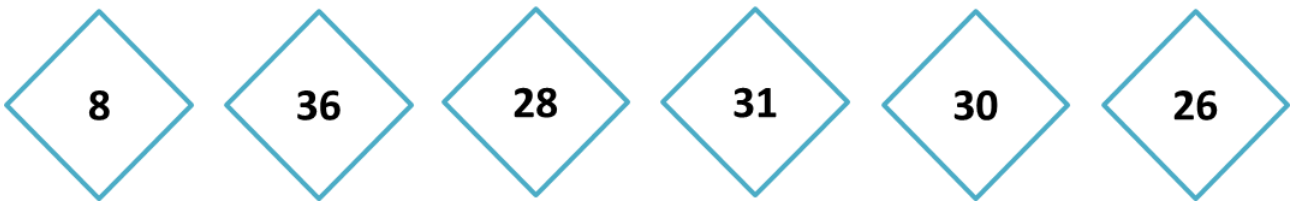
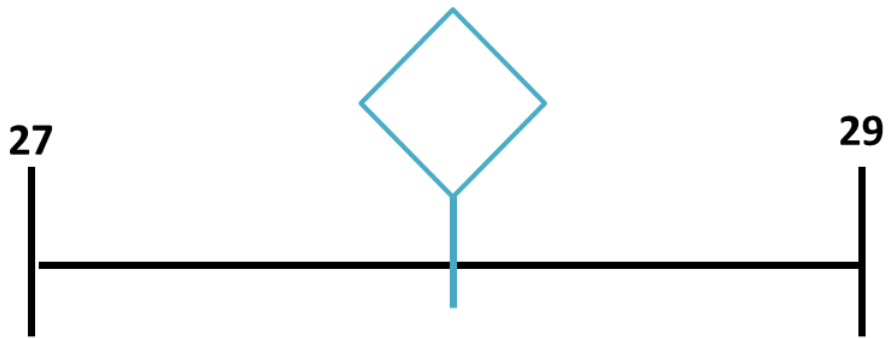
$8 - 4 =$ 4 12 5 6 8 7

$9 - 7 =$ 16 10 3 4 6 2

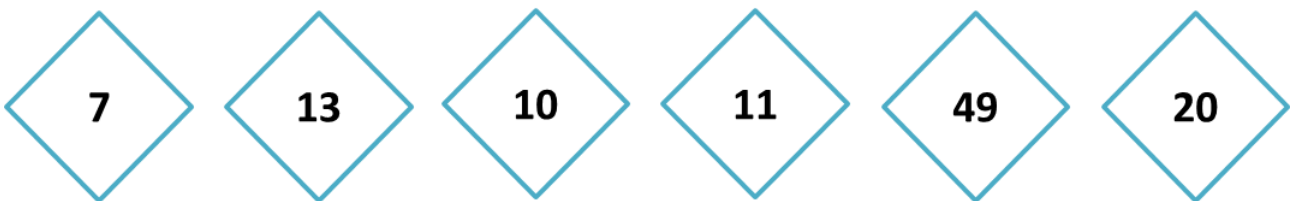
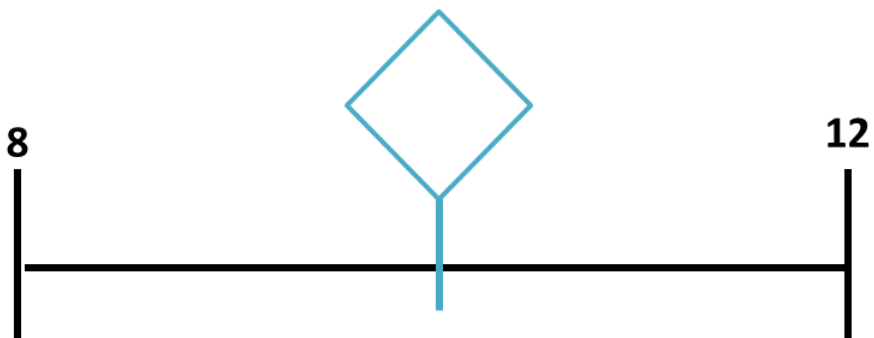
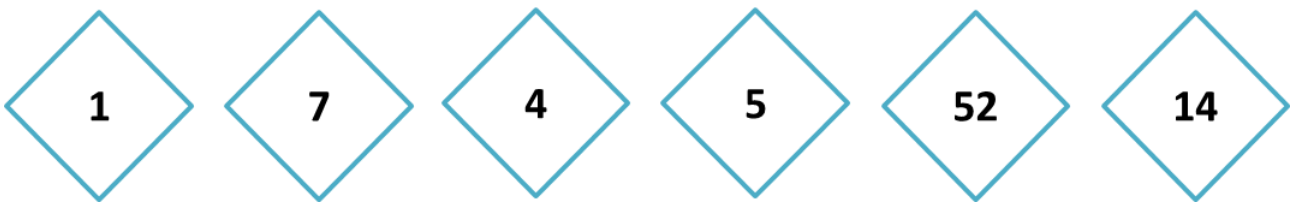
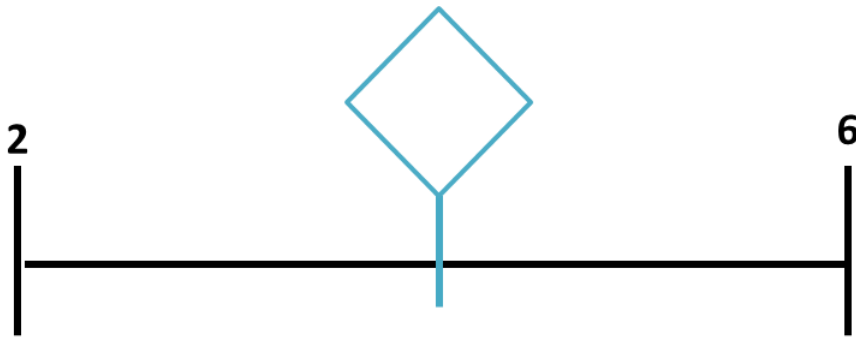
Exercise 3



Exercice 3 (suite)



Exercice 3 (suite)



Exercice 4



3

5

8

13

12

14



4

6

5

13

9

10

Exercice 4 (suite)



4

13

14

12

5

9

