



MINISTÈRE
DE L'ÉDUCATION
NATIONALE
ET DE LA JEUNESSE

*Liberté
Égalité
Fraternité*

REPÈRES CE1 2024

TOME 2 CAHIER ADAPTÉ ÉLÈVES SOURDS ET MALENTENDANTS

Prénom de l'élève

Nom de l'élève

Classe de l'élève

SÉQUENCE 3

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 ! »

Exercice 8 (suite)

1- Où sont Nathan et Chloé ?

à l'école	chez eux	au cinéma	à la piscine
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Exercice 8 (suite)

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

l'après-midi	le matin	le soir	la nuit
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Exercice 8 (suite)

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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Exercice 8 (suite)

4- Pourquoi construisent-ils un barrage ?

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



Exercice 9 (suite)



Exercice 9 (suite)



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Exercice 9 (suite)



Exercice 9 (suite)



Exercice 9 (suite)



Exercice 9 (suite)



Exercice 9 (suite)



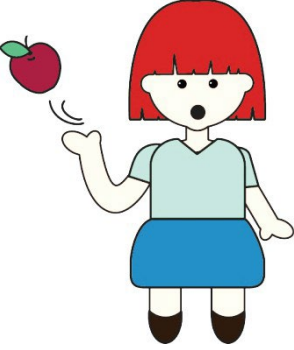
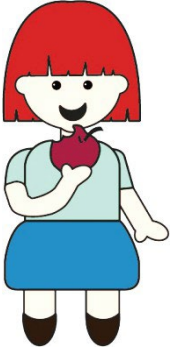
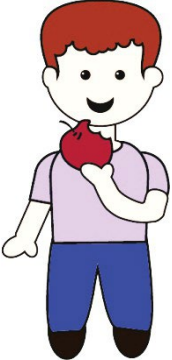
Exercice 9 (suite)



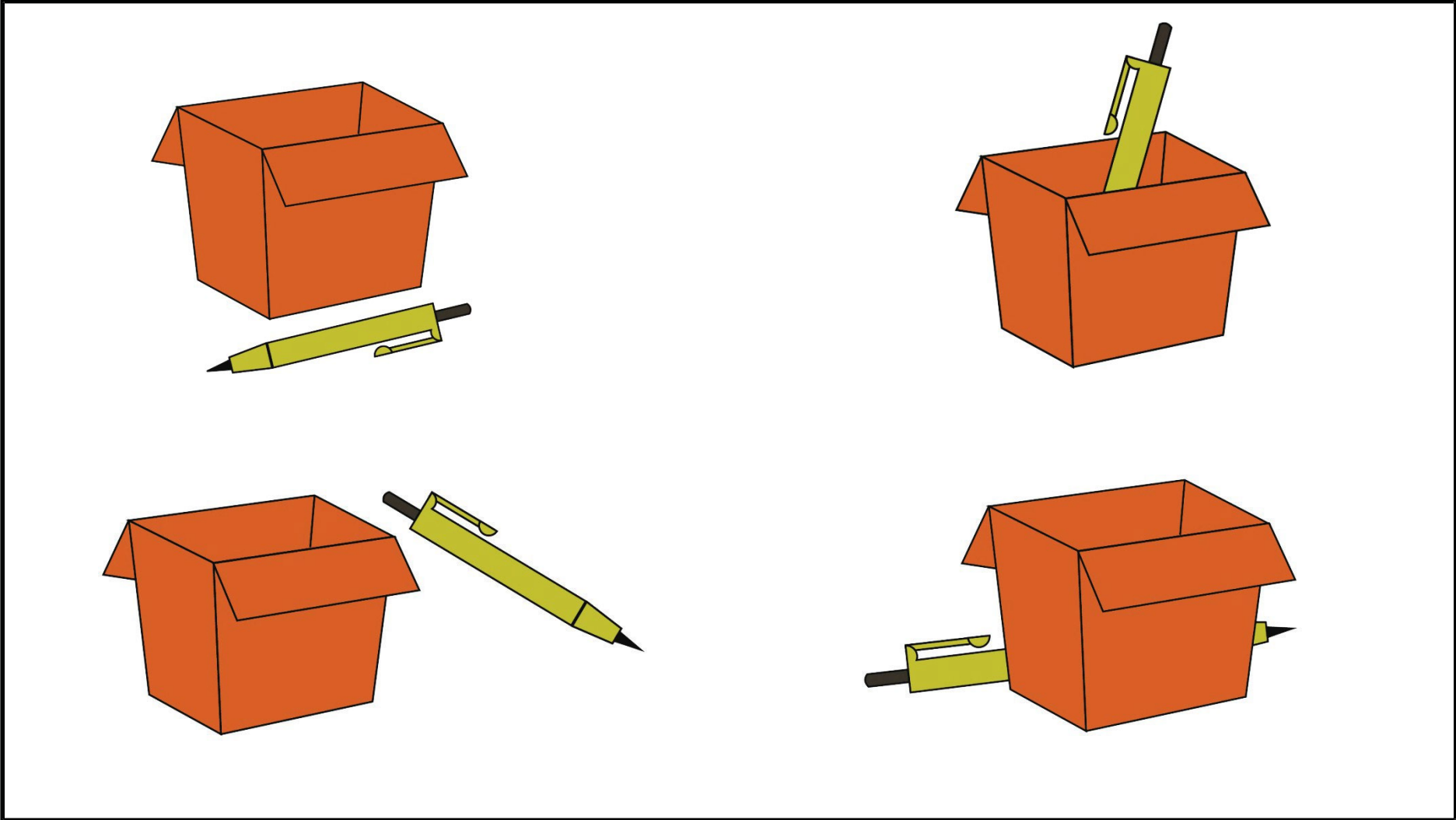
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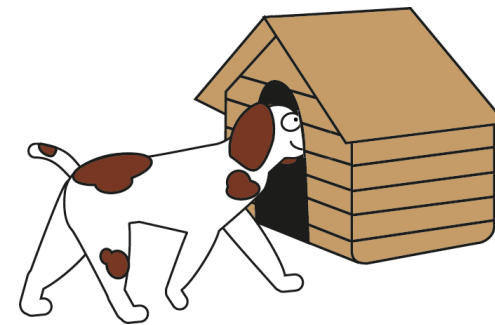
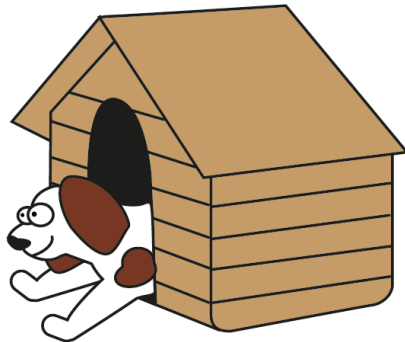
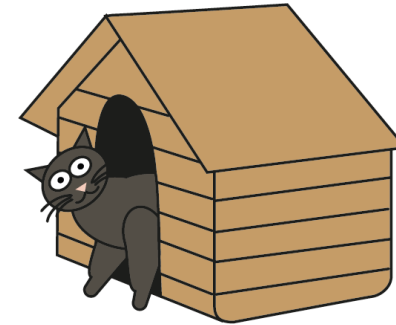
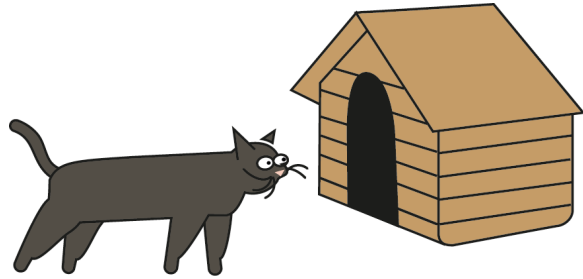
Exercise 10



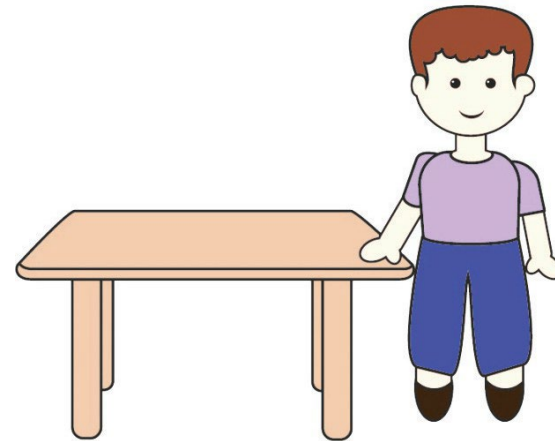
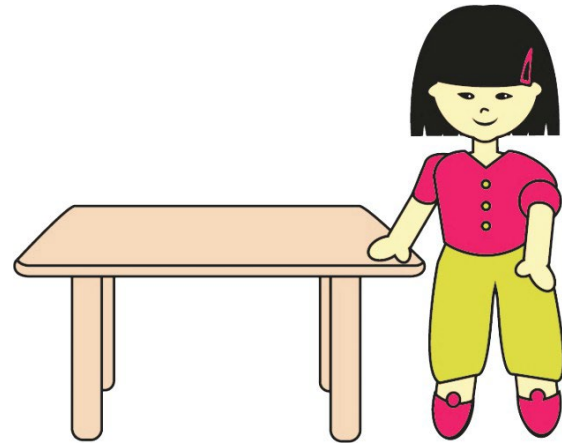
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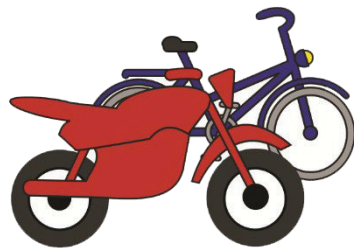
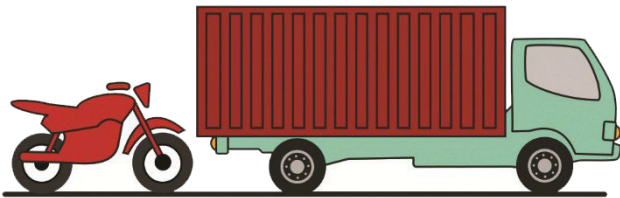
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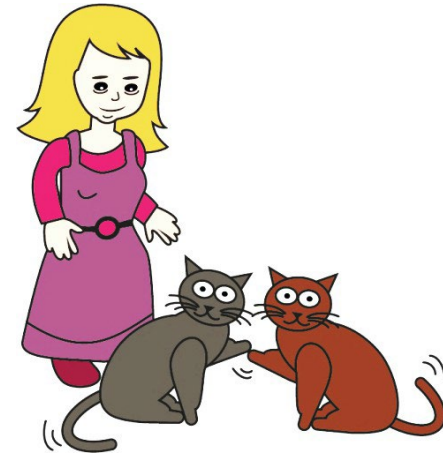
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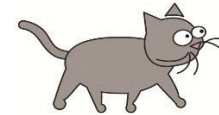
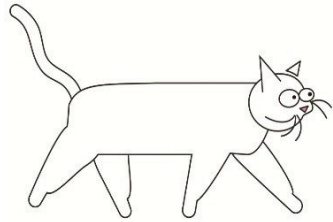
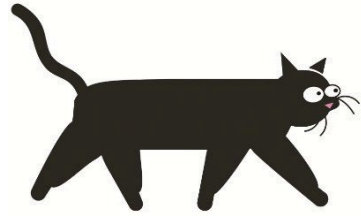
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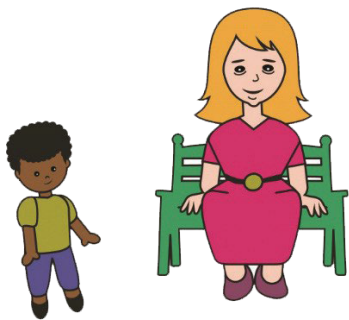
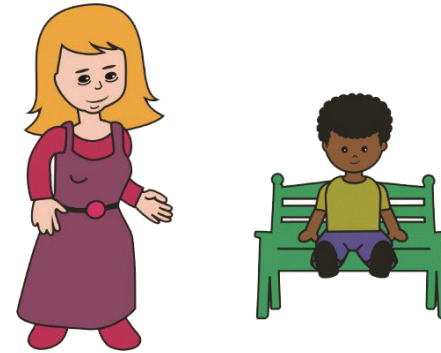
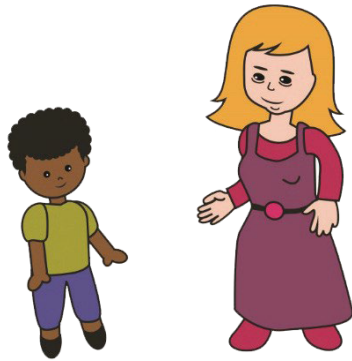
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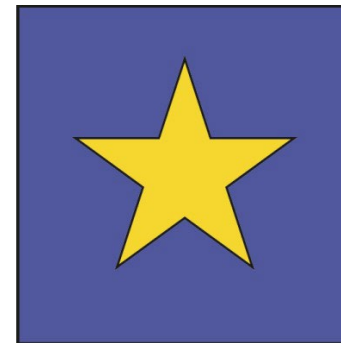
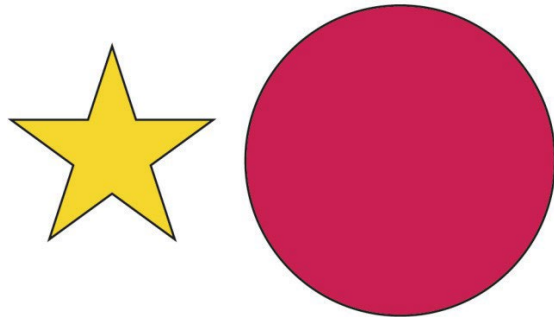
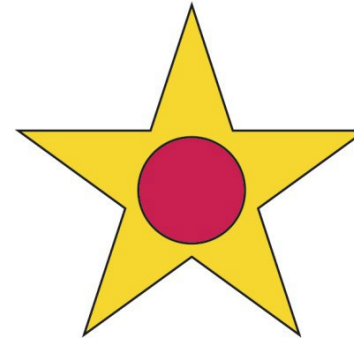
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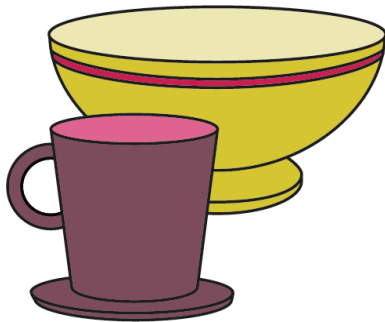
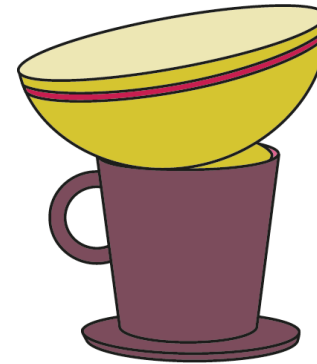
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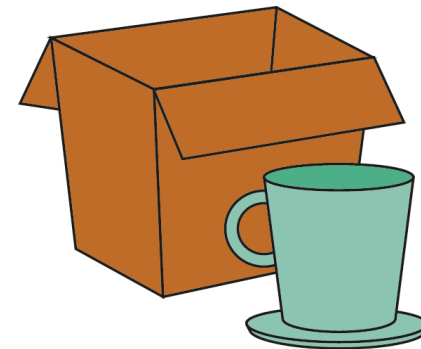
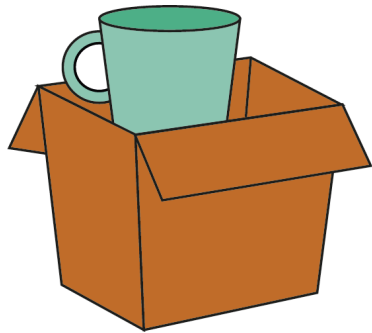
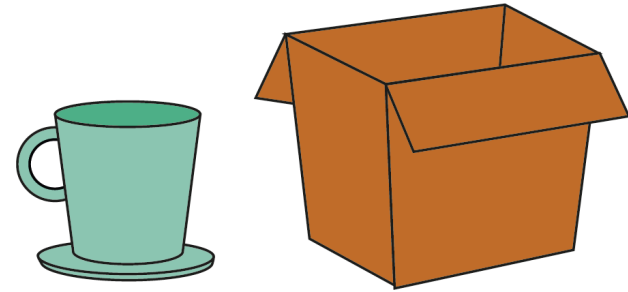
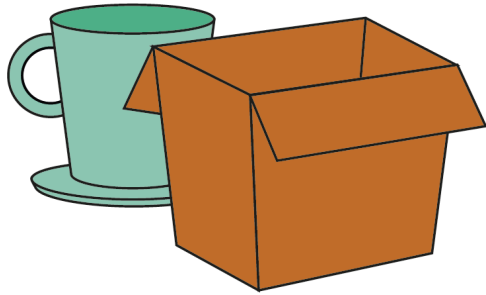
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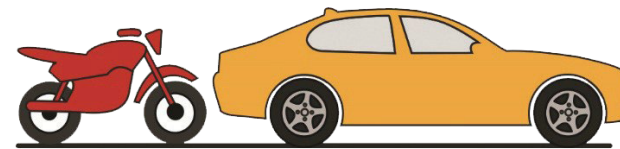
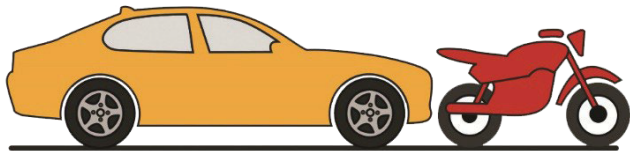
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Exercice 10 (suite)



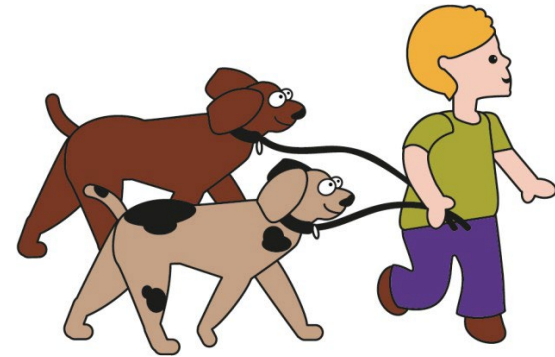
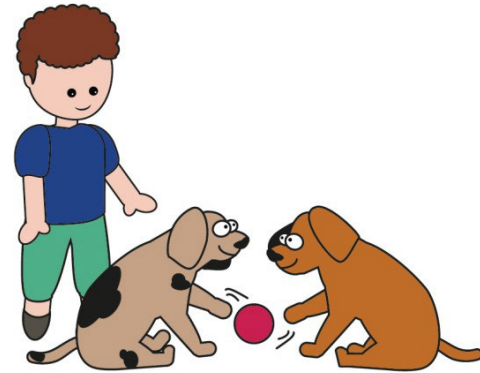
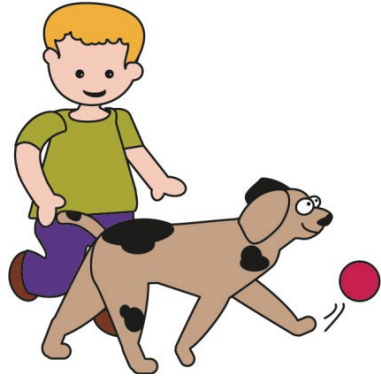
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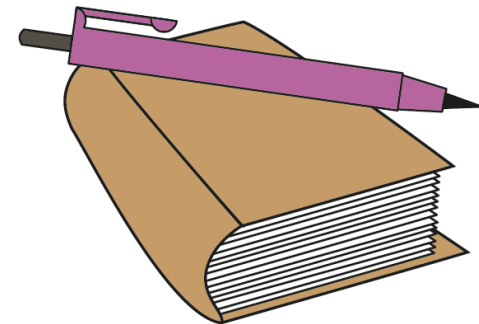
Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



SÉQUENCE 4

MATHÉMATIQUES

Exercise 11



5

6

3

2

7

8

Exercice 11 (suite)

○

6

4

3

5

2

1

Exercice 11 (suite)



7 8 4 6 3 1

Exercice 11 (suite)



1 9 5 7 4 8

Exercice 11 (suite)



9 7 8 4 2 6

Exercice 11 (suite)



4

3

12

11

7

10

Exercice 11 (suite)



13

2

14

8

6

15

Exercice 11 (suite)



15 7 2 17 9 13

Exercice 11 (suite)



11 6 9 4 10 2

Exercice 11 (suite)



13 8 14 3 5 12

Exercice 11 (suite)

✘ 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

Exercice 12 (suite)



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 ?

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

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 ?

4

30

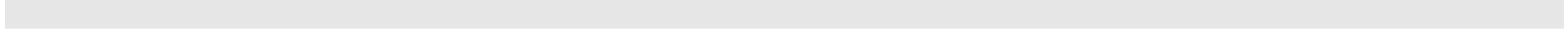
3

21

7

10

Exercise 13



Exercice 13 (suite)



Exercice 13 (suite)



Exercice 13 (suite)



Exercice 13 (suite)



Exercice 13 (suite)



Exercice 13 (suite)



Exercice 13 (suite)



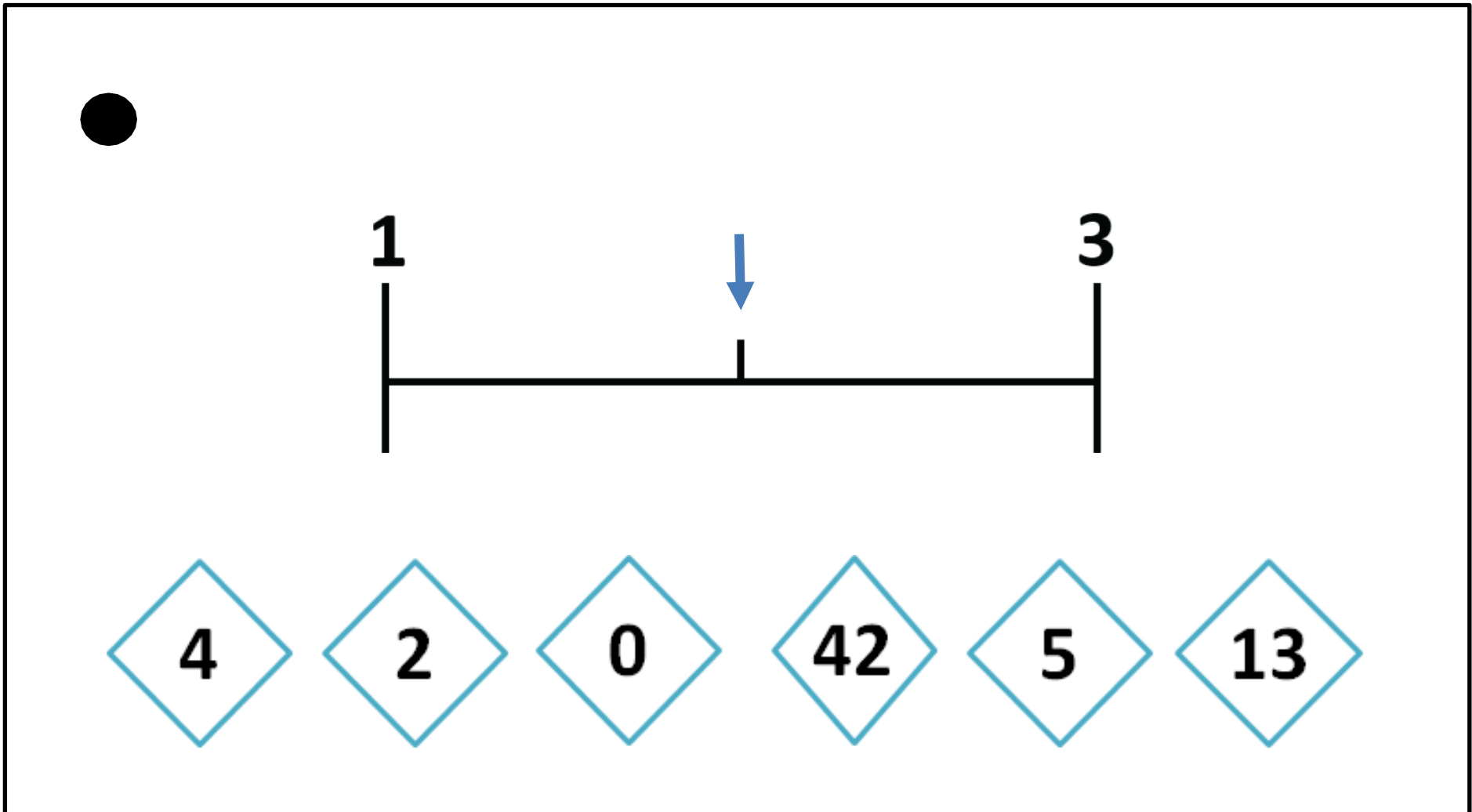
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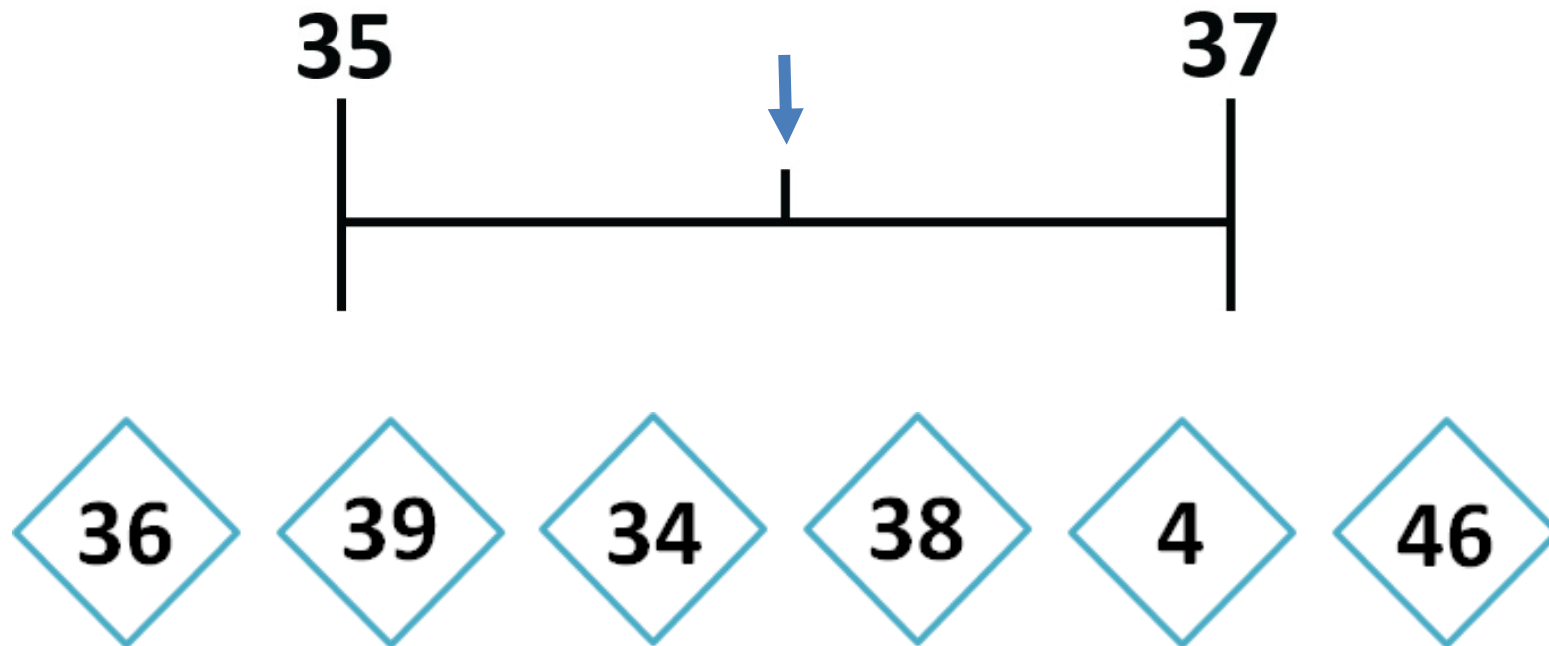
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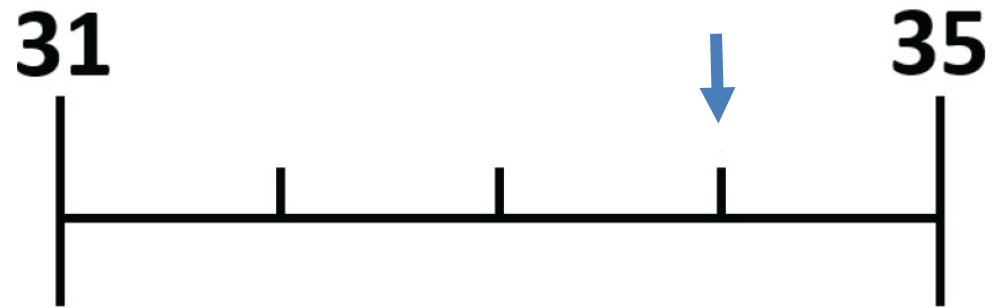
Exercise 14



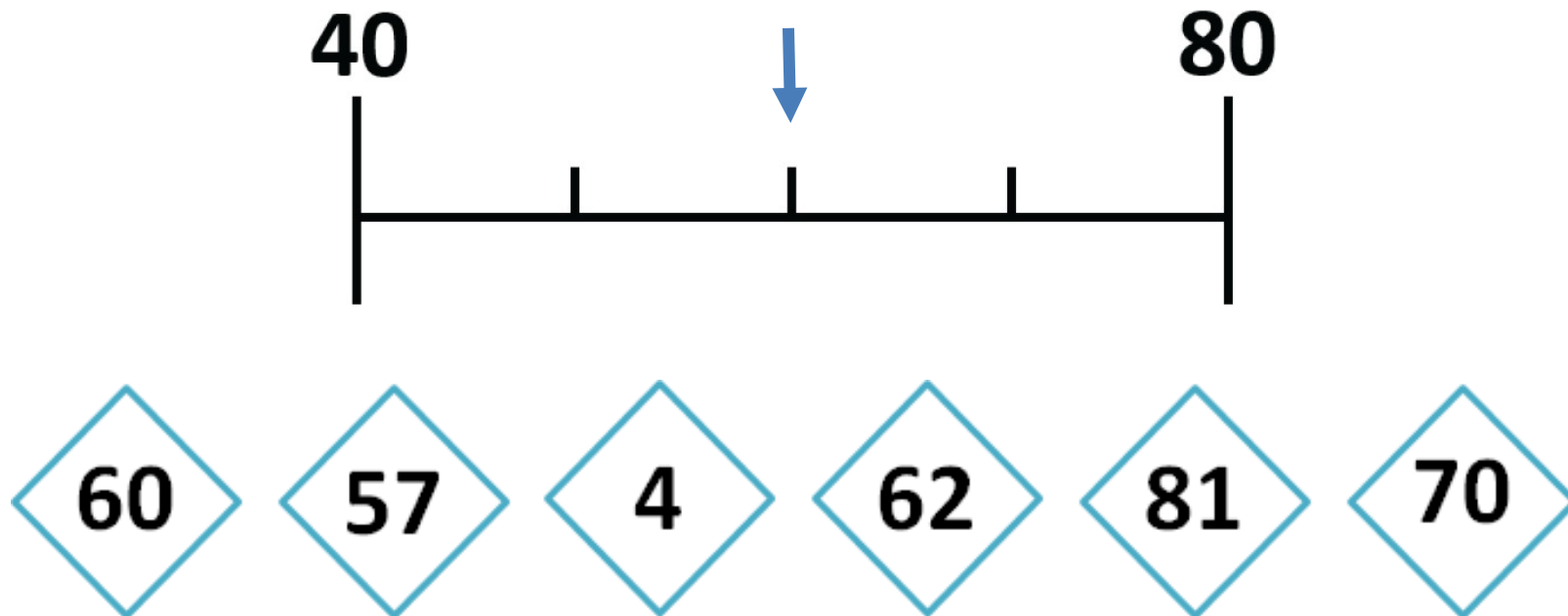
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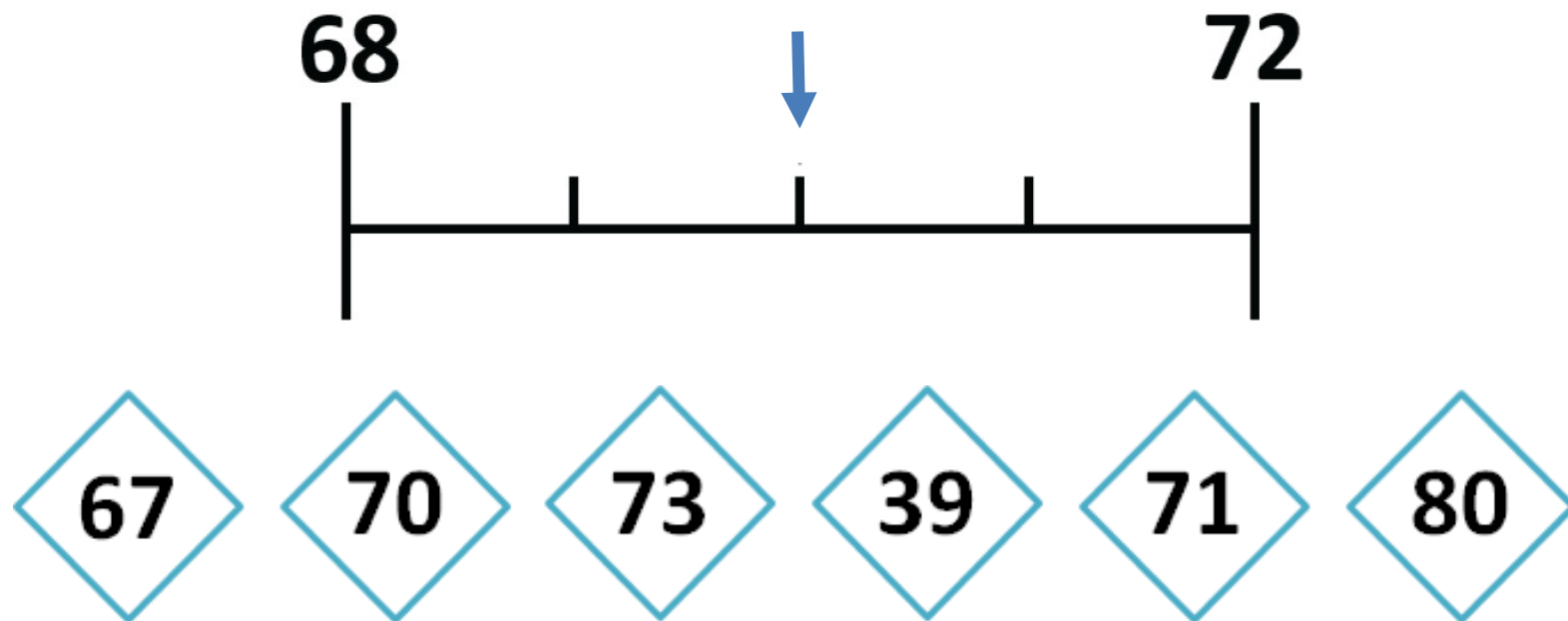
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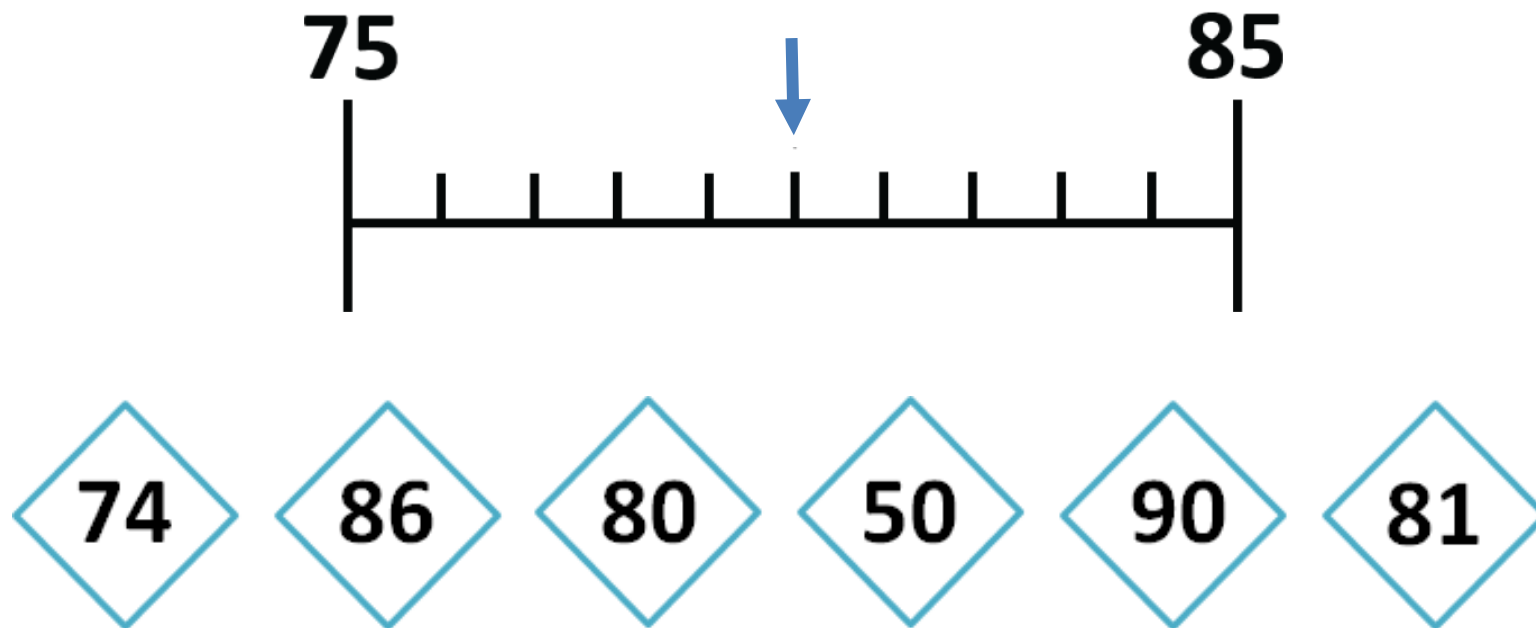
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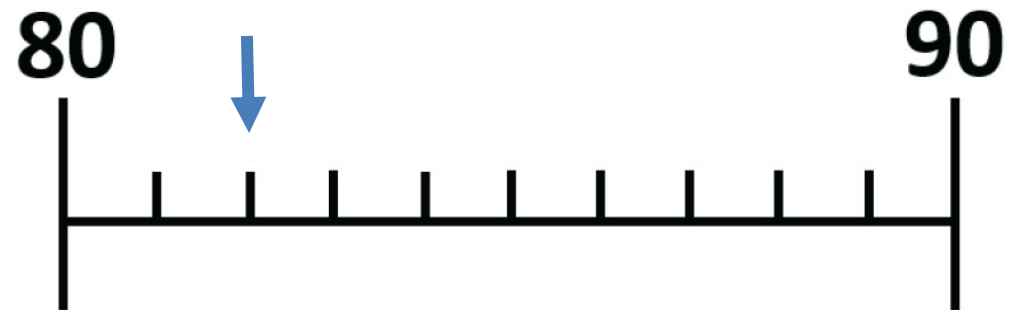
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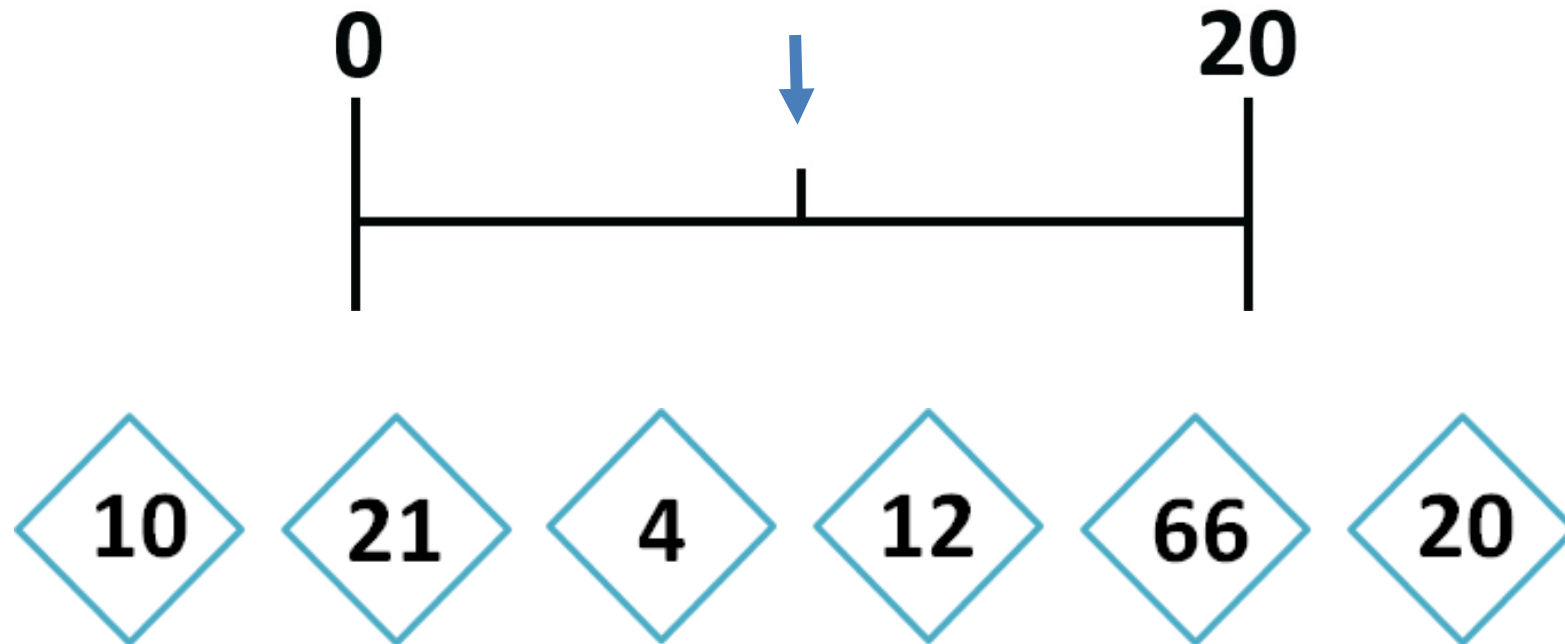
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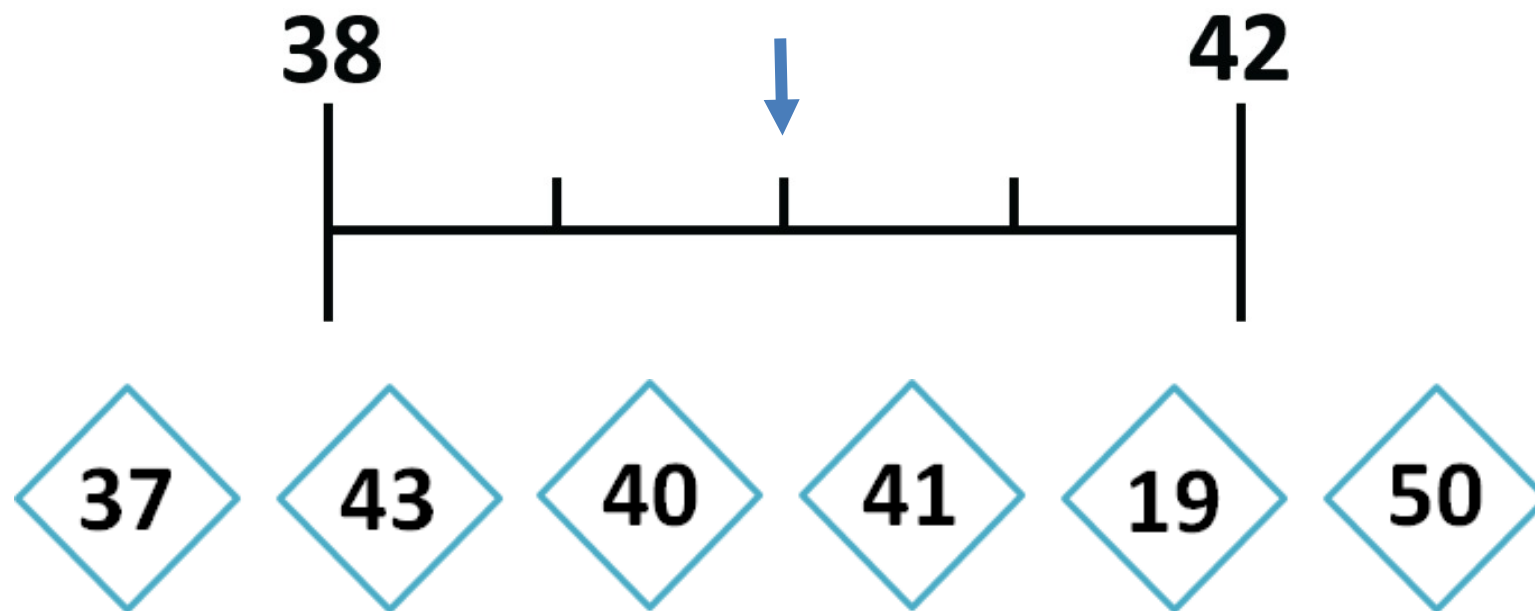
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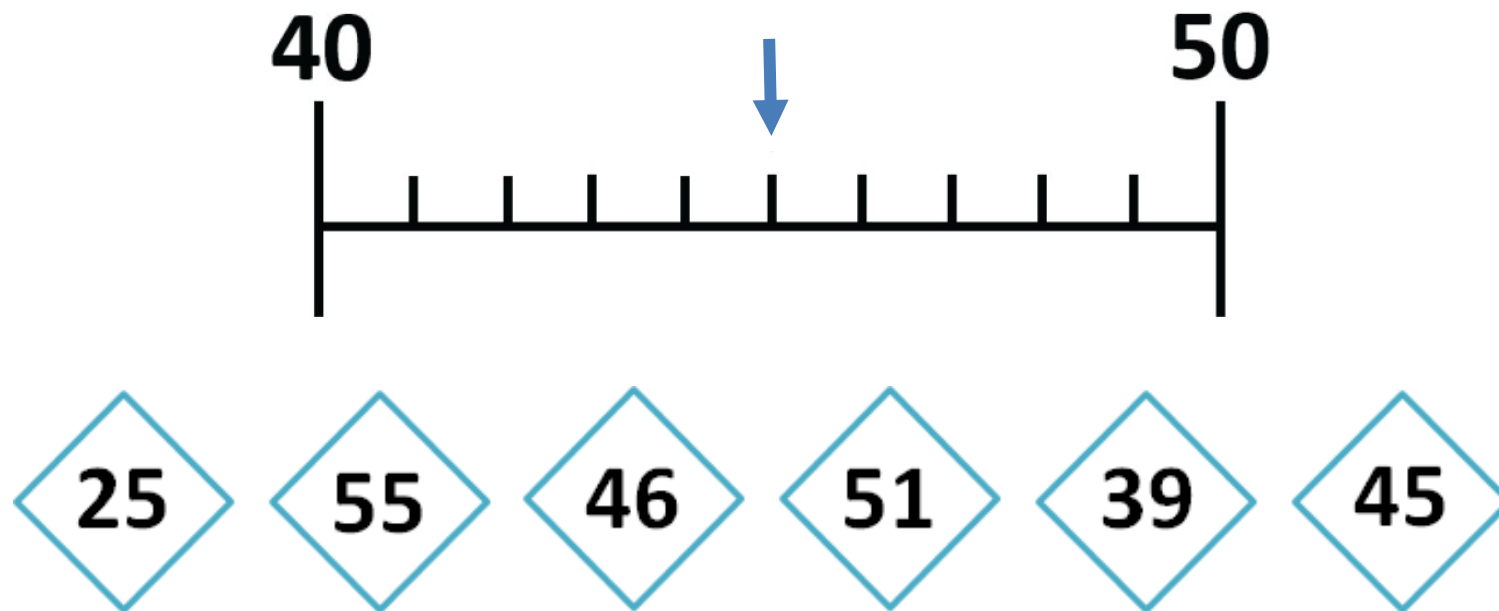
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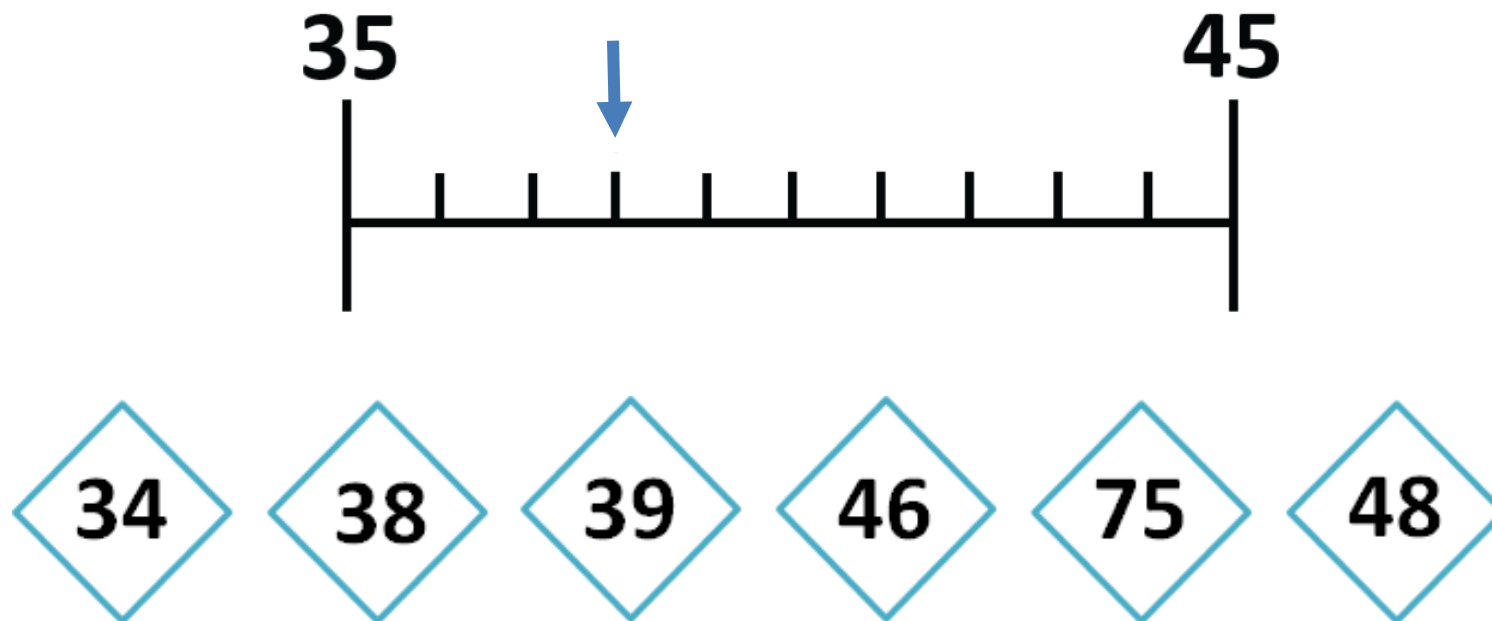
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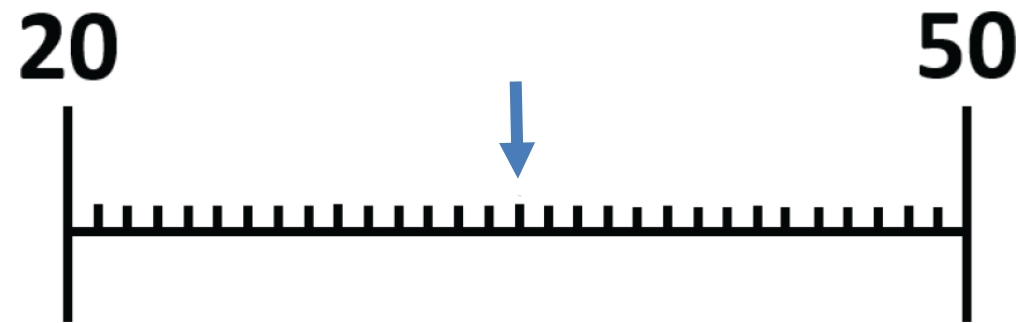
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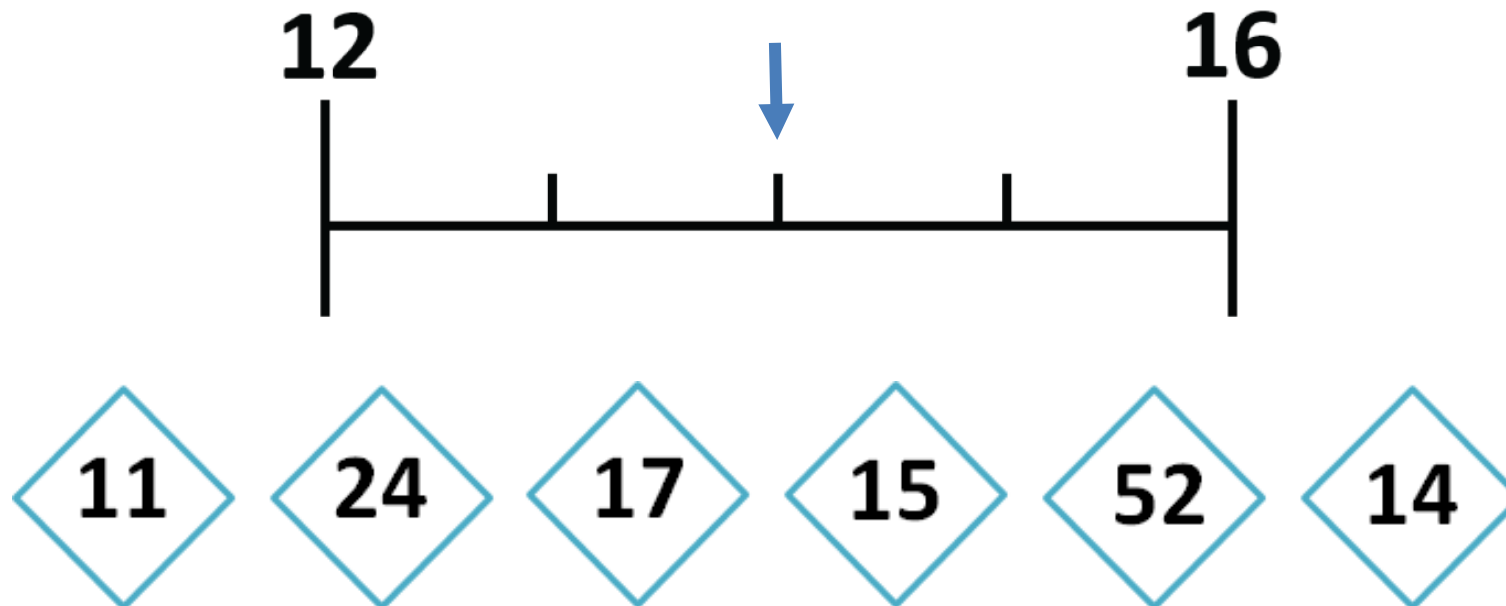
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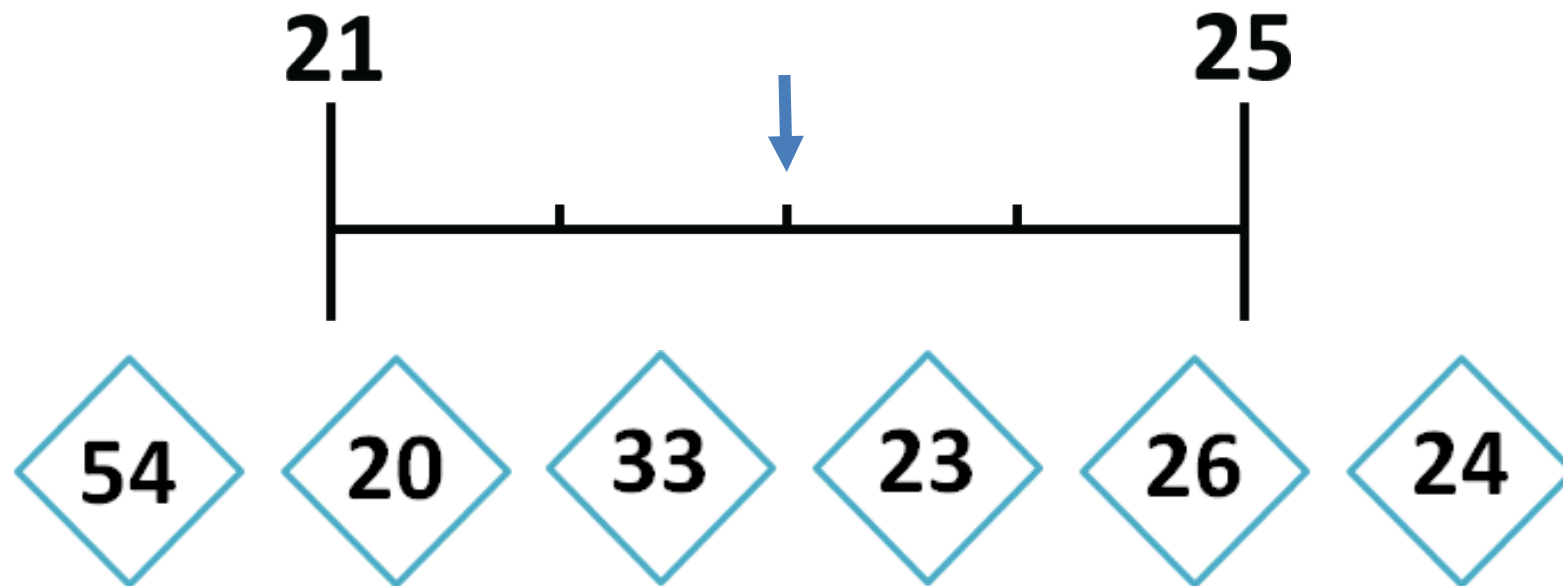
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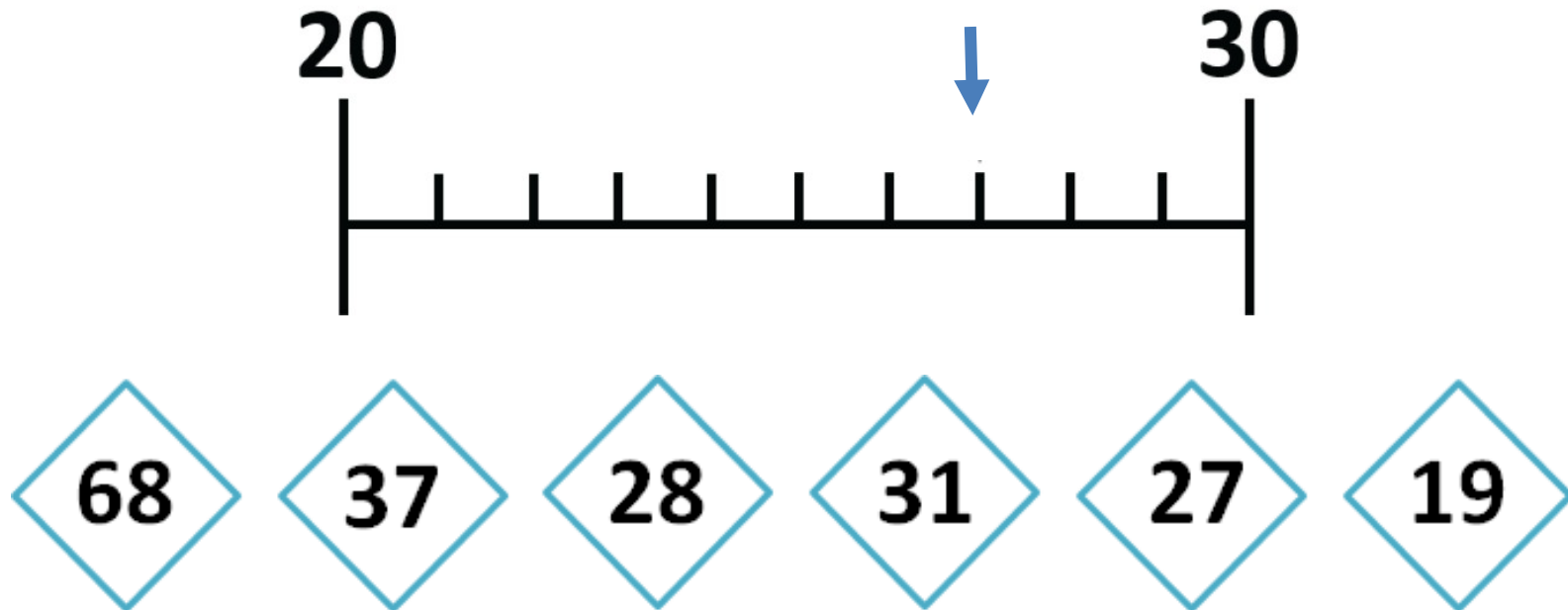
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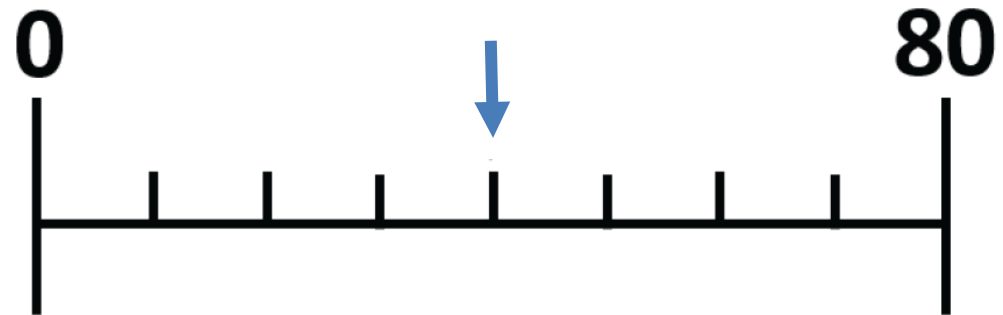
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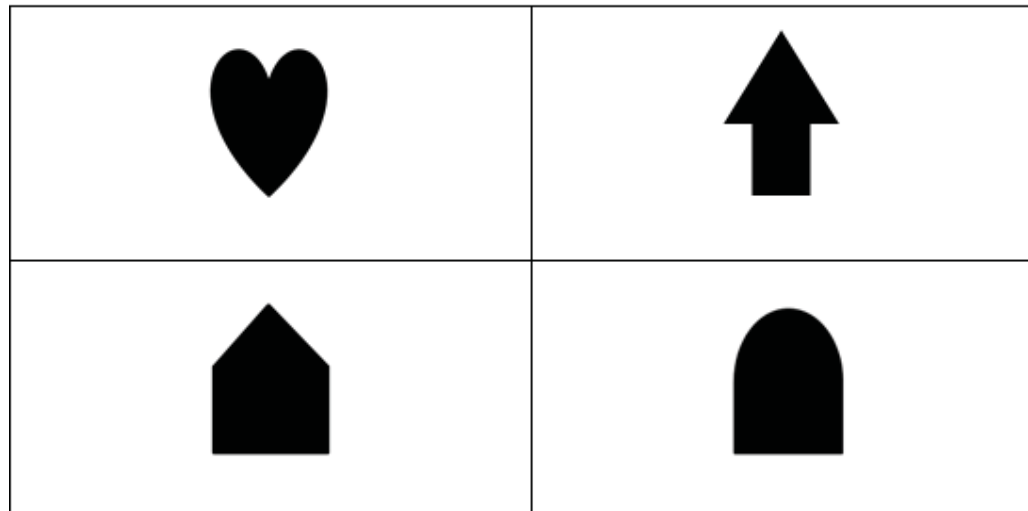
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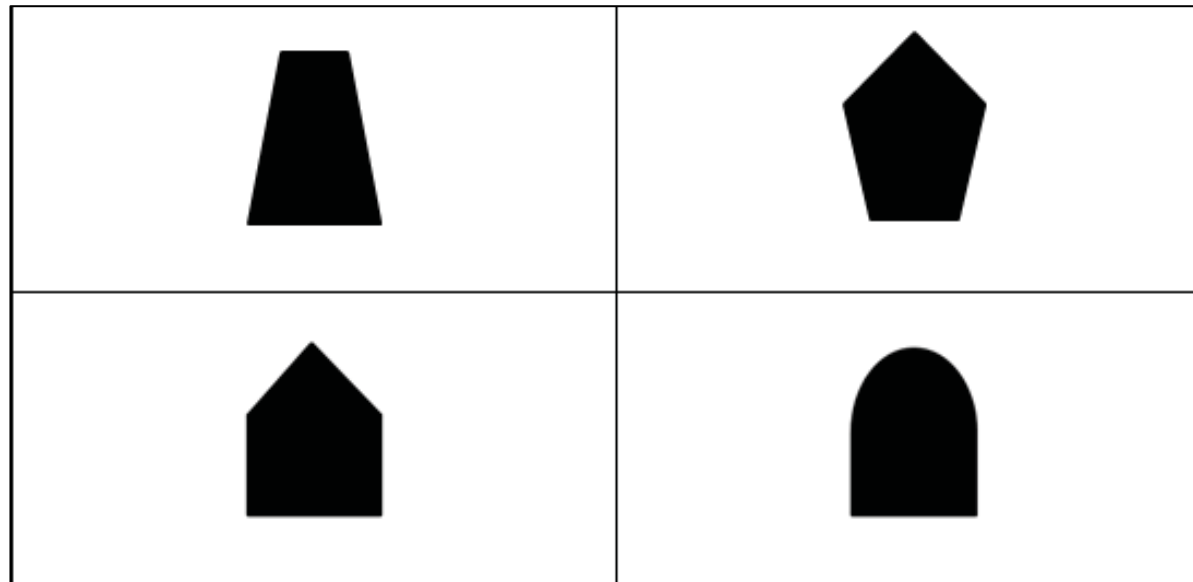
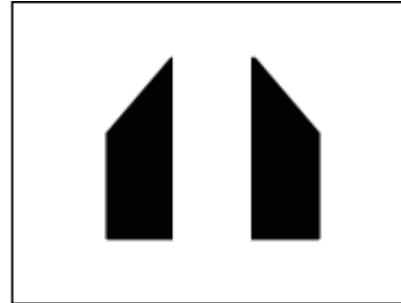
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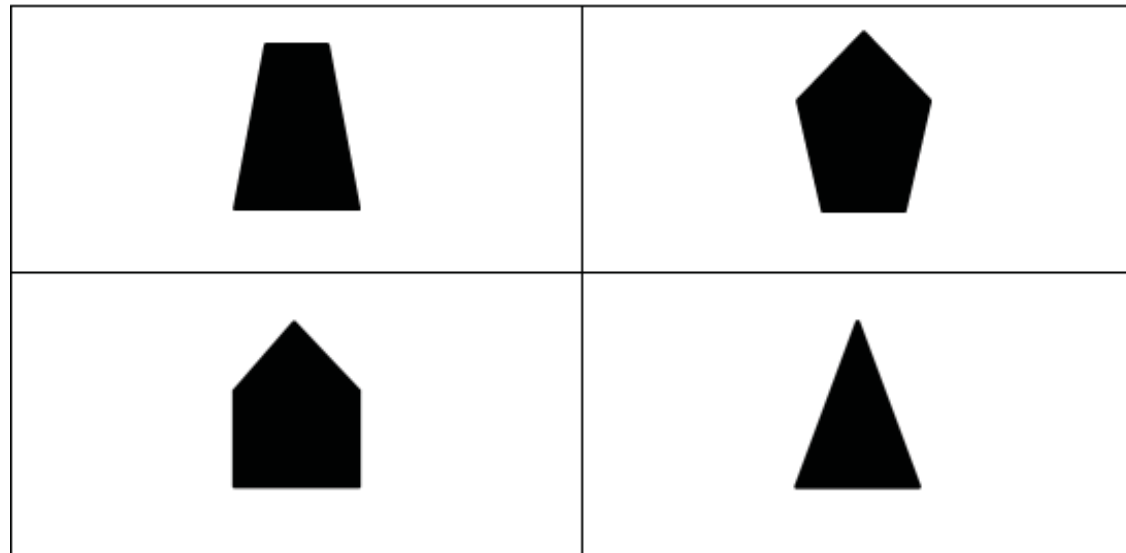
Exercise 15



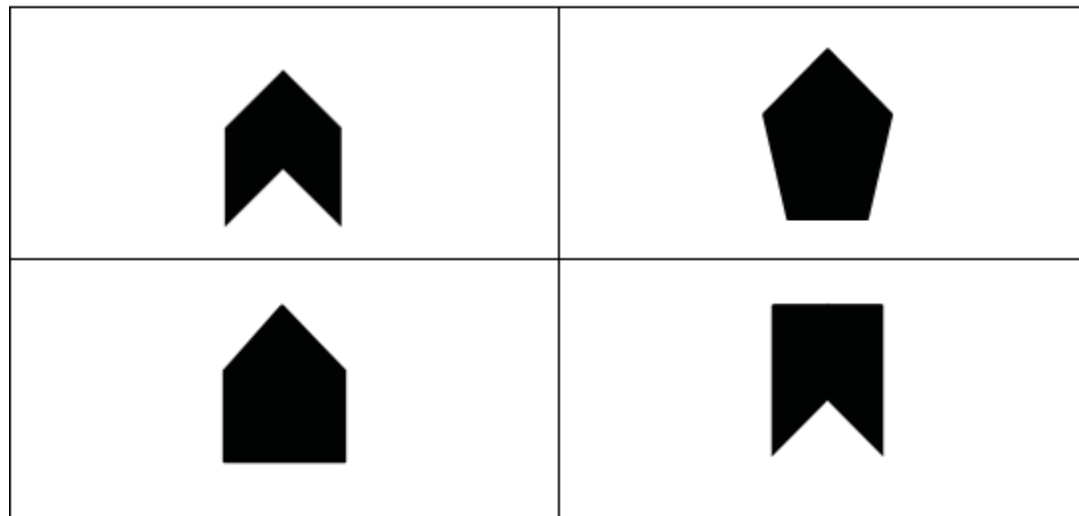
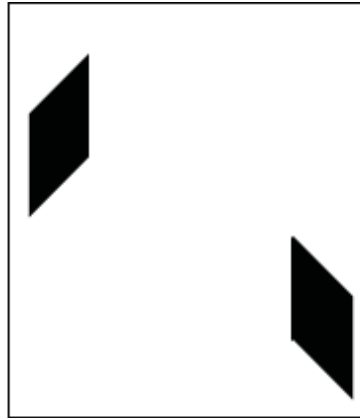
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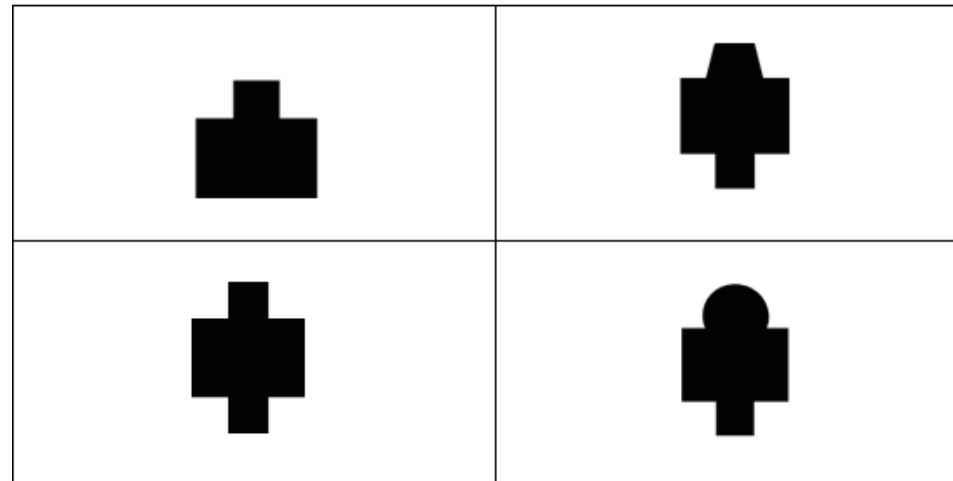
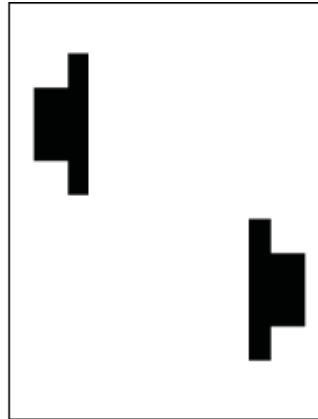
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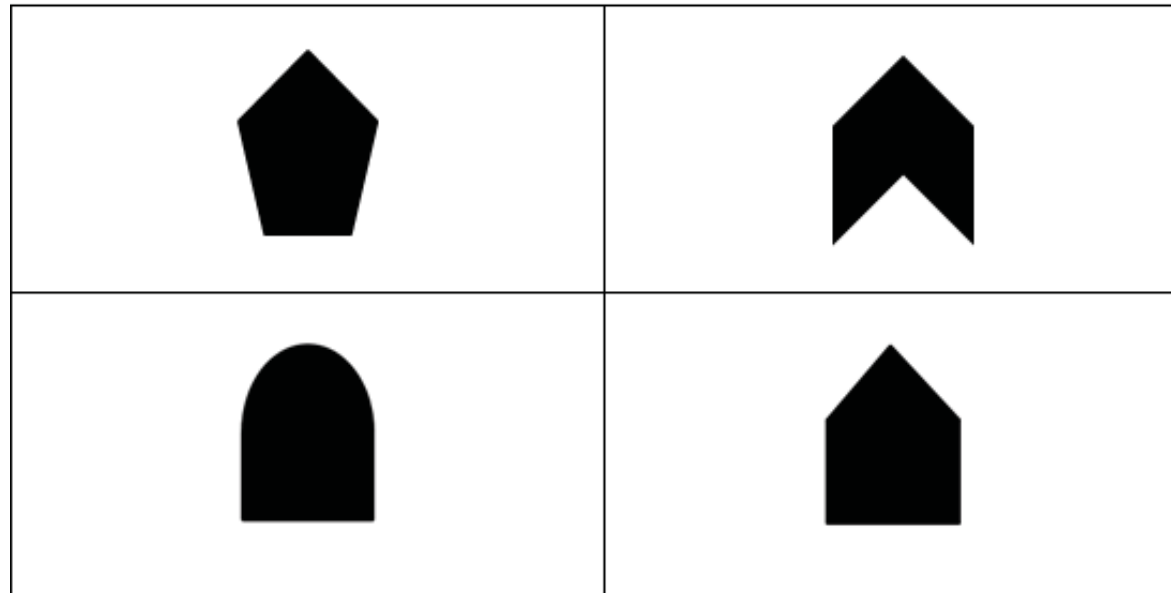
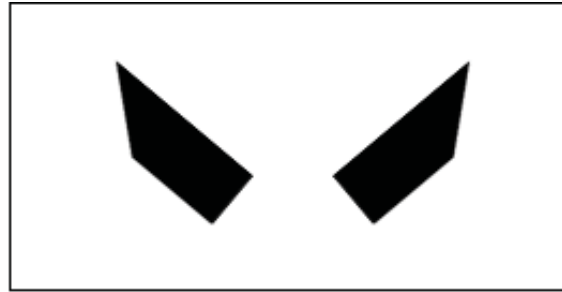
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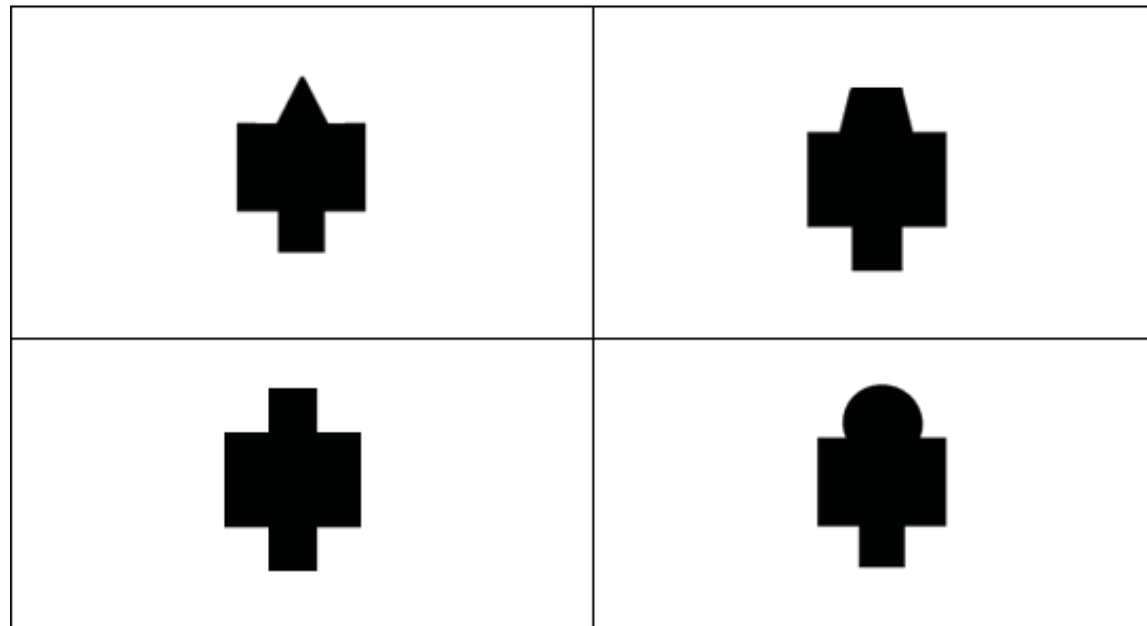
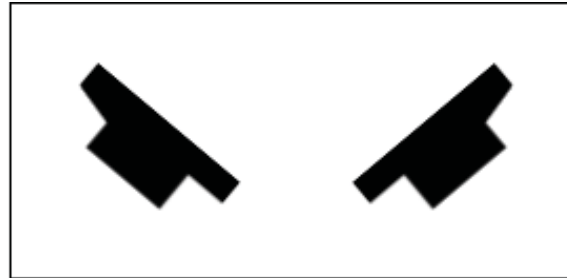
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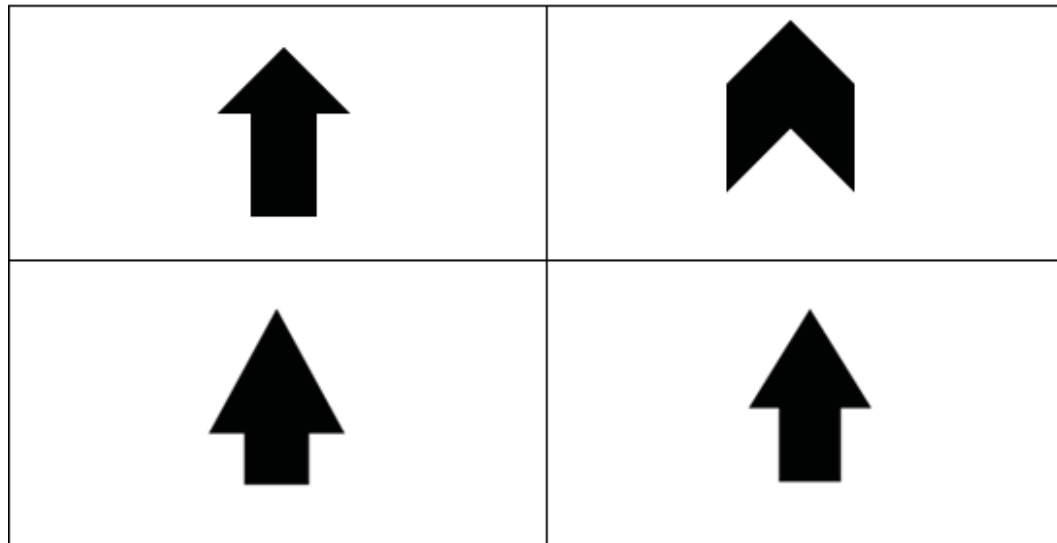
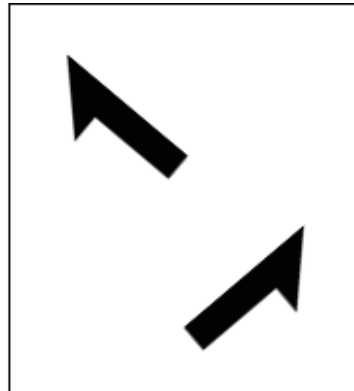
Exercice 15 (suite)



Exercice 15 (suite)



Exercice 15 (suite)



Exercice 15 (suite)

