

POINT D'ÉTAPE

CP 2021

CAHIER DE L'ADULTE ACCOMPAGNANT

Prénom de l'élève

Nom de l'élève

Classe de l'élève

SÉQUENCE 1

FRANÇAIS

Exercise 1



m

n

b

d

f



s

r

p

t

f



m

s

r

b

d



m

b

d

f

j



l

t

d

h

f


Exercice 1 (suite)

 m b d f n

 h l v b d

 n m r t v

 n m r t s

 n d t s f

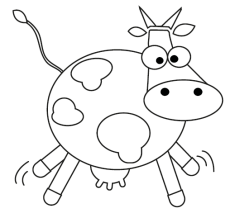
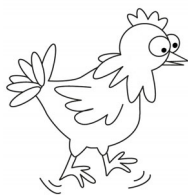
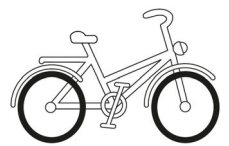
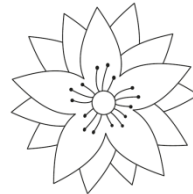
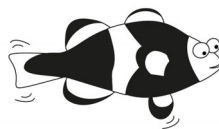
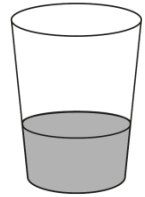
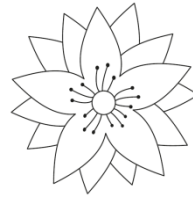
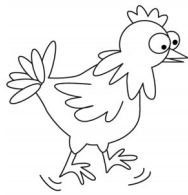
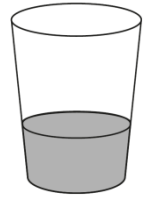
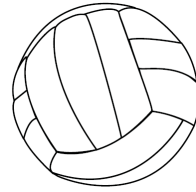
 n m v u f

Exercice 2

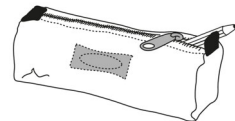
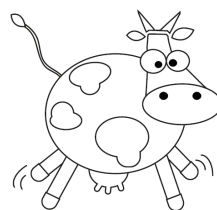
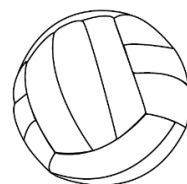
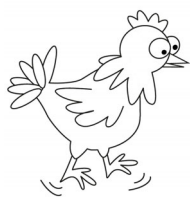
L'élève écrit avec son matériel habituel.



Exercise 3



Exercice 3 (suite)

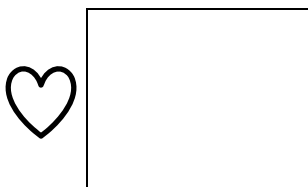
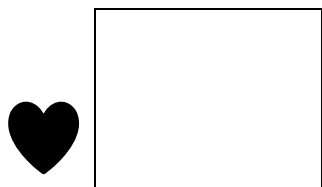
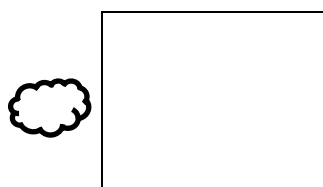
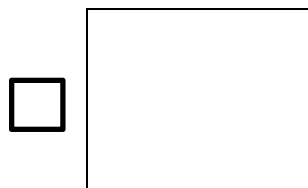
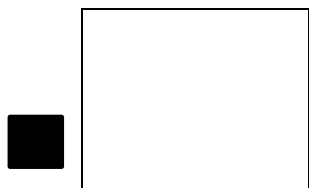
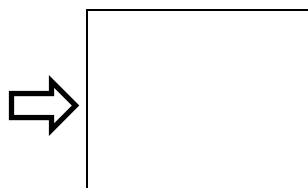
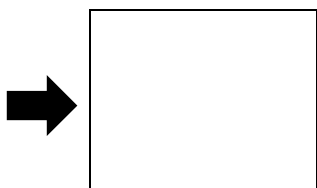
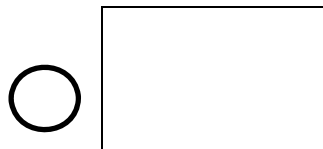
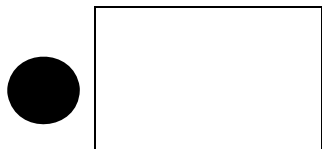


SÉQUENCE 2

MATHÉMATIQUES

Exercice 4

L'élève écrit avec son matériel habituel.



Exercise 5

$5 + 2 =$

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

Exercice 5 (suite)

$6 + 6 =$

0

12

13

7

16

14

$7 + 6 =$

17

8

13

1

14

15

$18 + 4 =$

4

184

18

14

22

21

$3 + 10 =$

7

13

12

3

10

310

$19 + 2 =$

2

192

17

20

21

19

Exercise 6



6

7

5

2

4

1



1

8

4

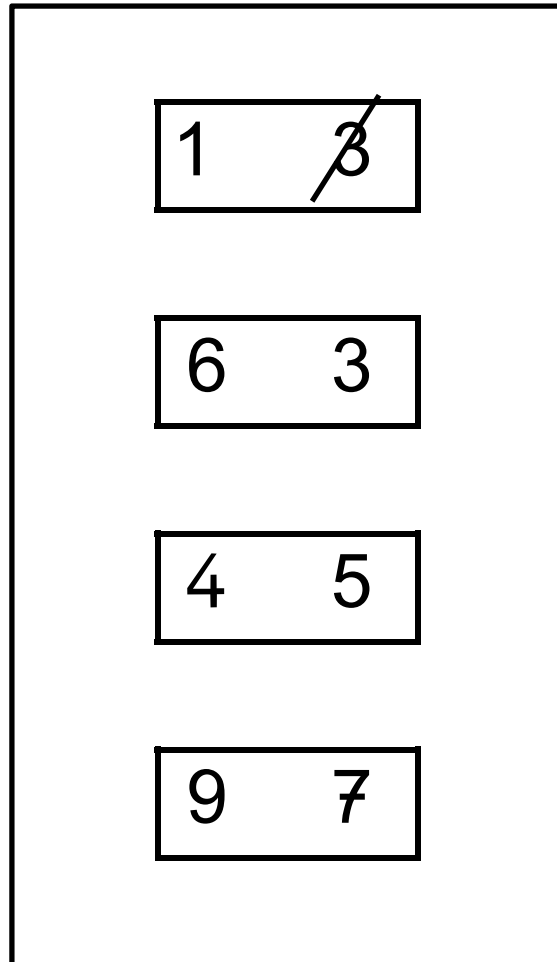
2

3

0

Exercice 7

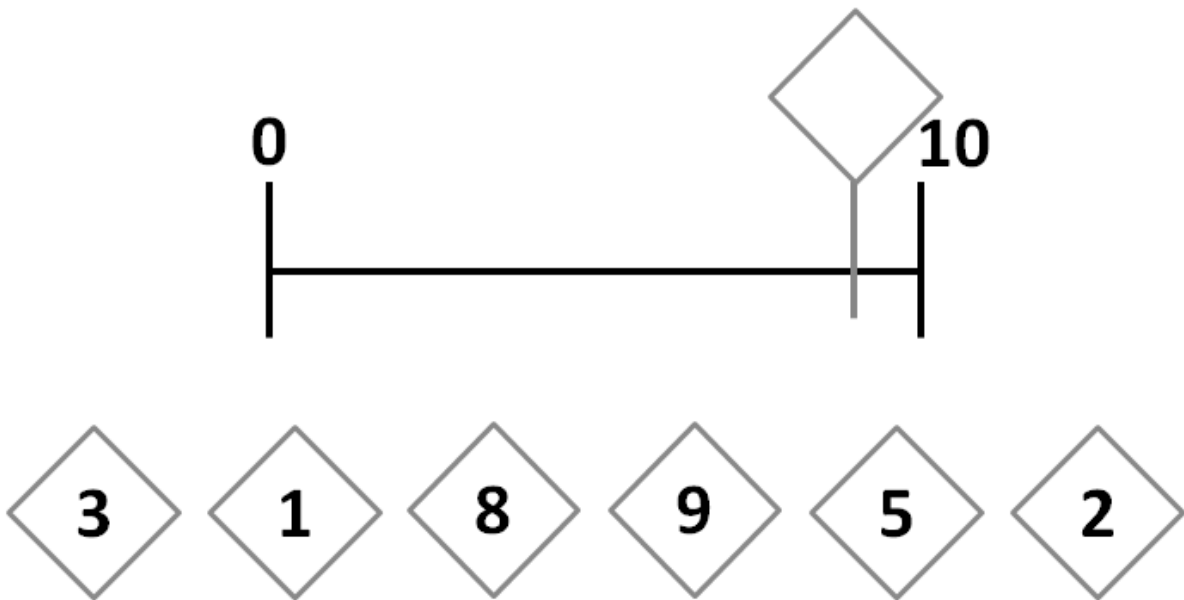
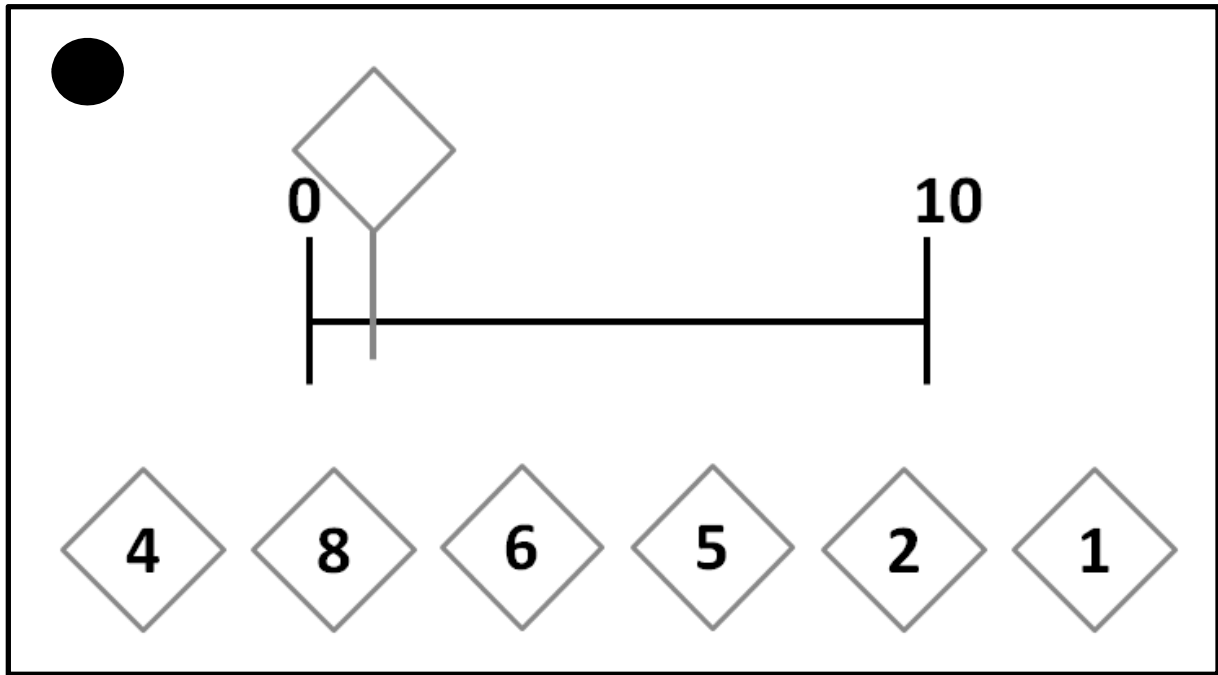
Exemples



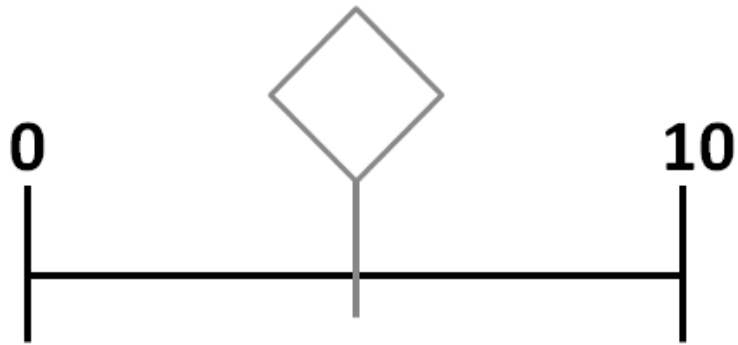
Exercice 7 (suite)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 |

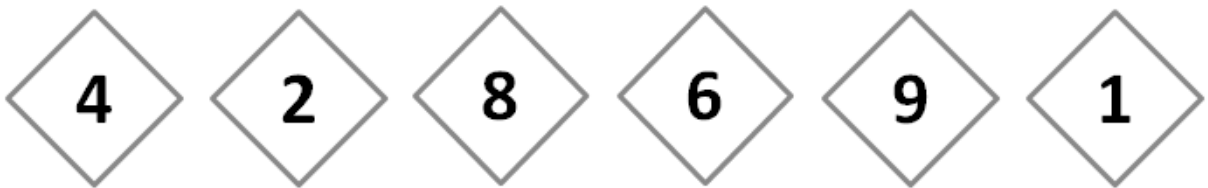
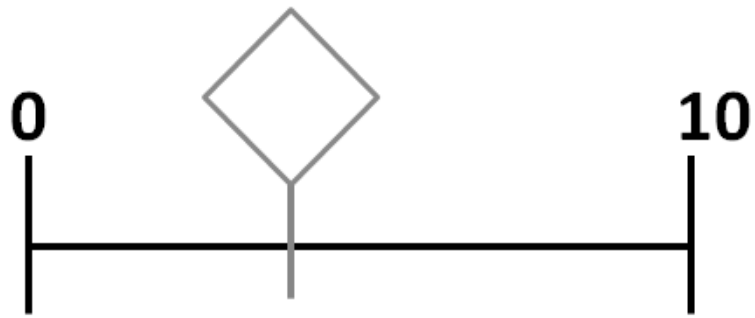
Exercise 8



Exercice 8 (suite)



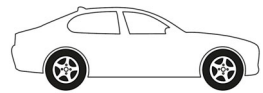
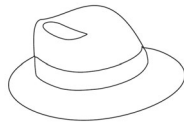
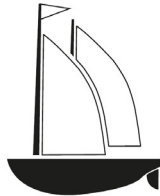
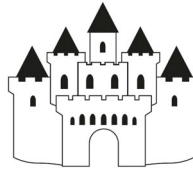
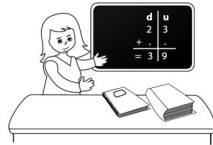
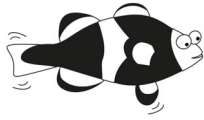
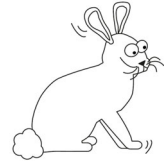
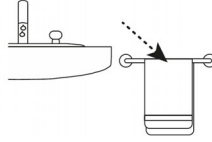
Exercice 8 (suite)



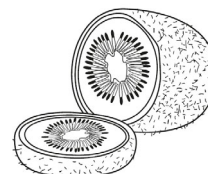
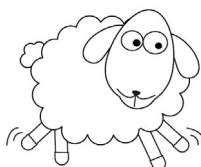
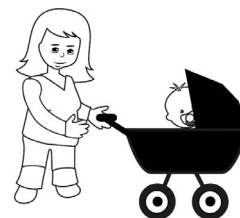
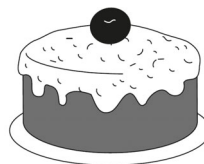
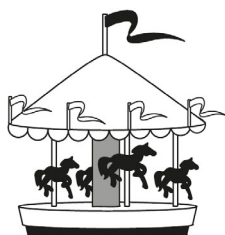
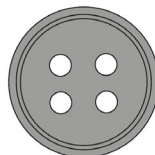
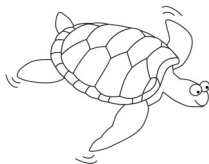
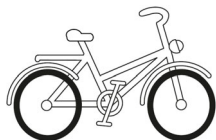
SÉQUENCE 3

FRANÇAIS

Exercise 9

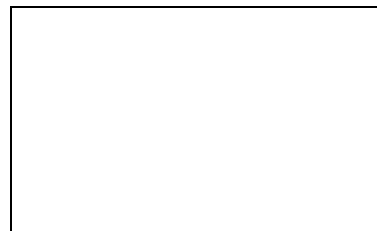
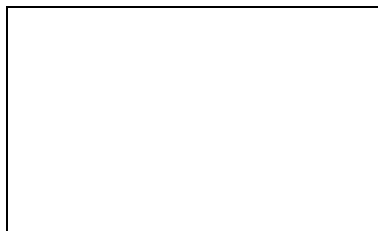
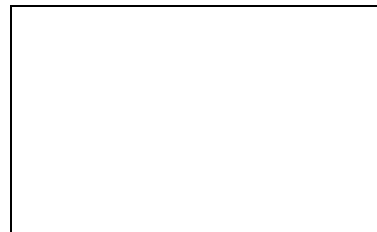


Exercice 9 (suite)



Exercice 10

L'élève écrit avec son matériel habituel.



SÉQUENCE 4

MATHÉMATIQUES

Exercice 11

$2 - 1 =$

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

Exercice 11 (suite)

$8 - 4 =$

4

12

5

6

8

7

$9 - 7 =$

16

10

3

4

6

2

$19 - 2 =$

19

21

192

18

17

2

$11 - 2 =$

2

10

13

11

9

112

$15 - 10 =$

10

6

5

15

25

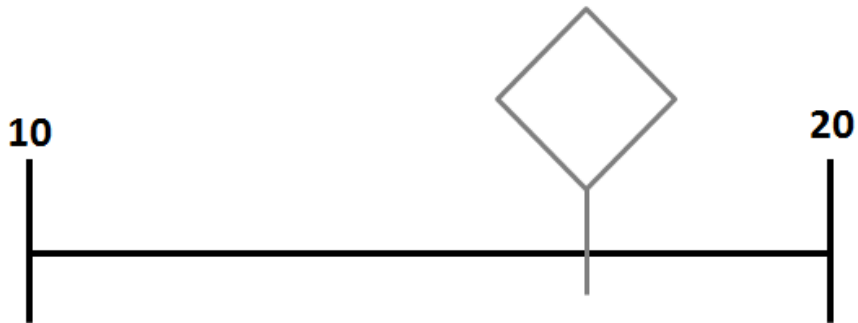
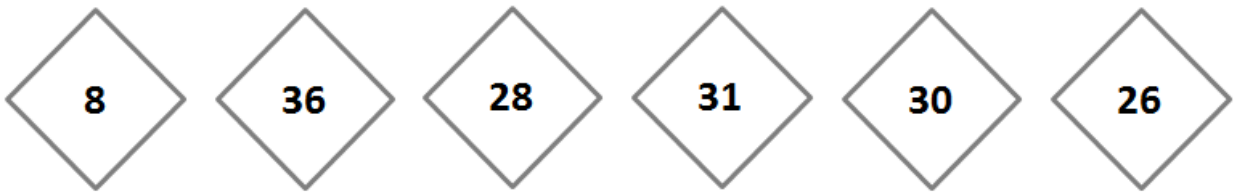
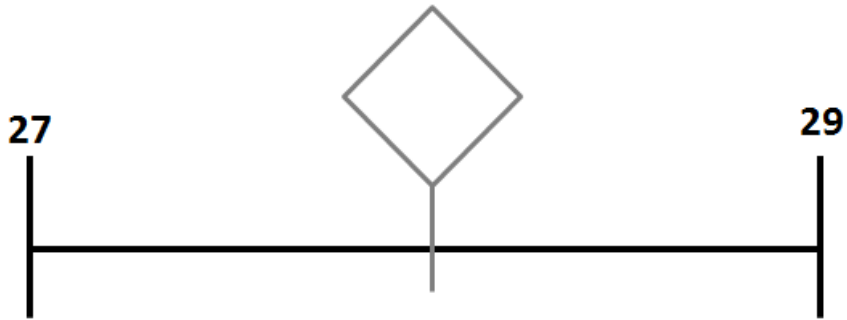
1510

Exercise 12

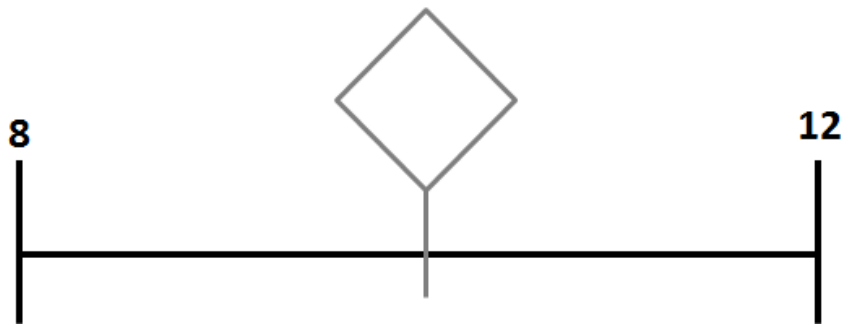
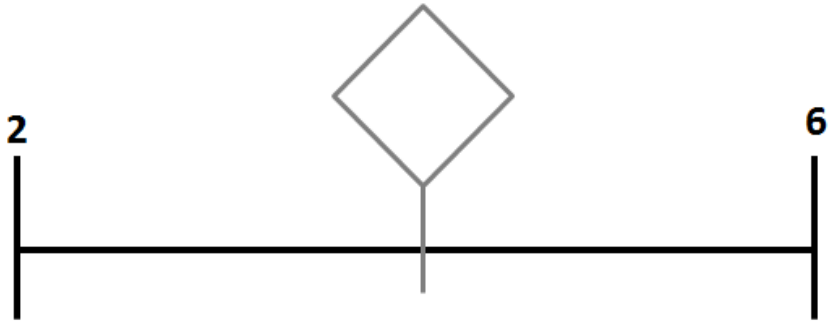
A diagram for Exercise 12. It features a horizontal number line with tick marks at 4 and 8. A diamond-shaped box is positioned above the number line, centered between 4 and 8. Below the number line, there are six diamond-shaped boxes containing the numbers 5, 6, 16, 2, 10, and 7. A solid black circle is located in the top-left corner of the diagram's frame.

A diagram for Exercise 12. It features a horizontal number line with tick marks at 12 and 14. A diamond-shaped box is positioned above the number line, centered between 12 and 14. Below the number line, there are six diamond-shaped boxes containing the numbers 39, 23, 16, 15, 11, and 13.

Exercice 12 (suite)



Exercice 12 (suite)



Exercice 13



3

5

8

13

12

14



4

6

5

13

9

10

Exercice 13 (suite)



4

13

14

12

5

9

SÉQUENCE 5

FRANÇAIS

ÉPREUVES INDIVIDUELLES

FEUILLES DE COTATION

Exercice 14

[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 |

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 : (30 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 15

[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).

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 |
| Ligne 2 | Il <input type="checkbox"/> 1 | arrive <input type="checkbox"/> 2 | à <input type="checkbox"/> 3 | la <input type="checkbox"/> 4 | ferme <input type="checkbox"/> 5 | |
| Ligne 3 | 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 | |
| Ligne 4 | Lola <input type="checkbox"/> 1 | l'a <input type="checkbox"/> 2 | vu <input type="checkbox"/> 3 | | | |
| Ligne 5 | Elle <input type="checkbox"/> 1 | crie <input type="checkbox"/> 2 | et <input type="checkbox"/> 3 | le <input type="checkbox"/> 4 | chasse <input type="checkbox"/> 5 | |
| Ligne 6 | 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 | |

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 : (29 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.

