

# POINT D'ÉTAPE CP

**PRÉNOM DE L'ÉLÈVE**

**NOM DE L'ÉLÈVE**

**CLASSE DE L'ÉLÈVE**



# SÉQUENCE 1

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**FRANÇAIS**

## Exercise 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

---

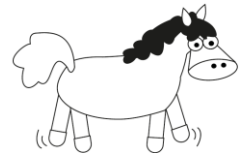
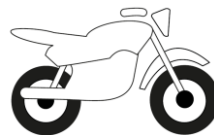
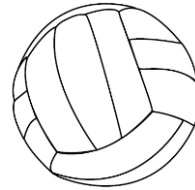
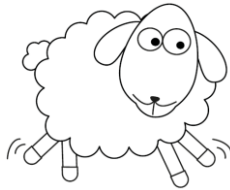
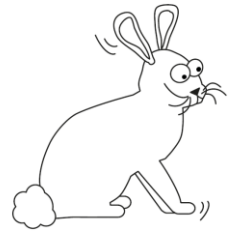
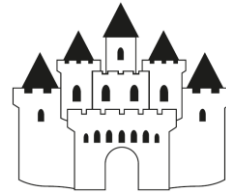
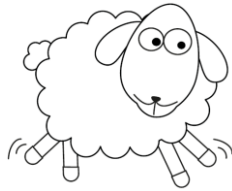
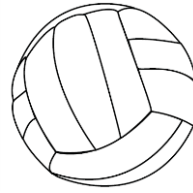


## Exercice 2

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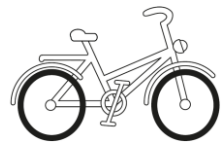
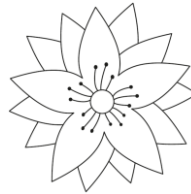
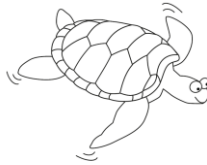
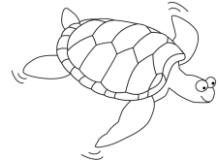


### Exercise 3





### 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<sup>er</sup> cas

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

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

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

1<sup>er</sup> cas

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

2<sup>ème</sup> 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



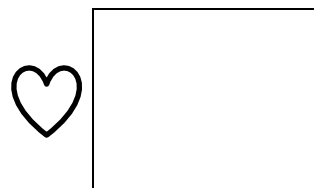
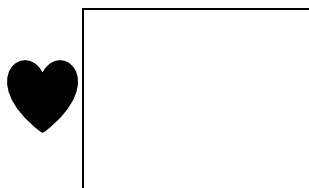
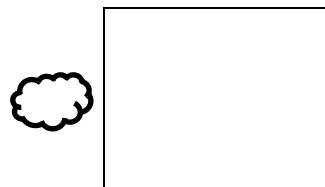
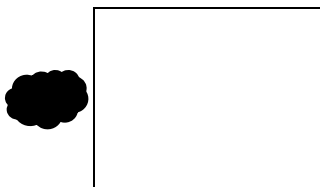
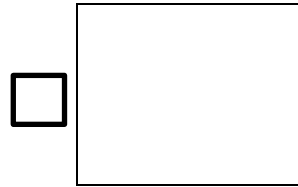
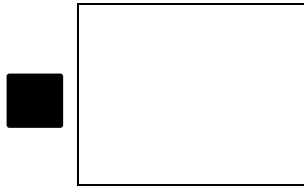
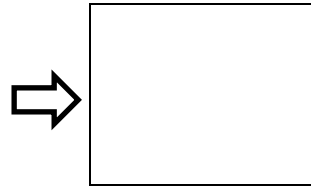
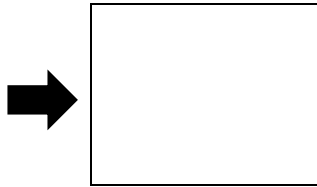
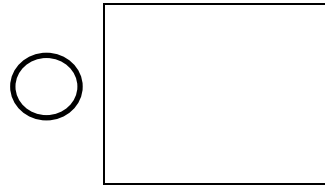
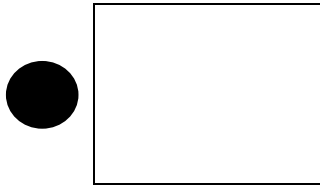
# SÉQUENCE 2

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# MATHÉMATIQUES

# Exercise 1

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## 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

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6

7

5

2

4

1



12

8

4

2

3

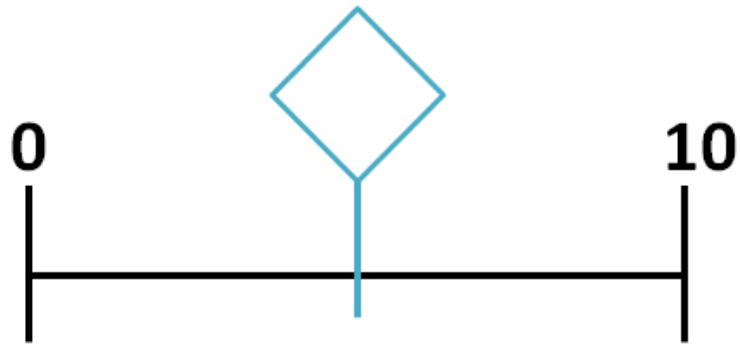
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## Exercise 4



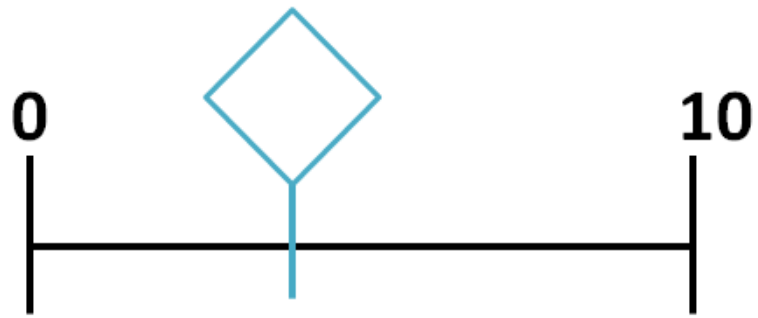
### Exercice 4 (suite)

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### Exercice 4 (suite)

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# SÉQUENCE 3

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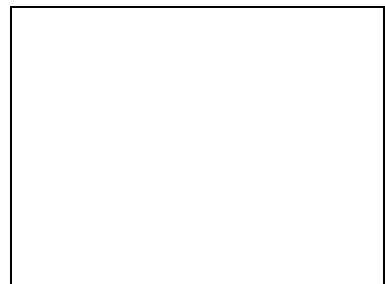
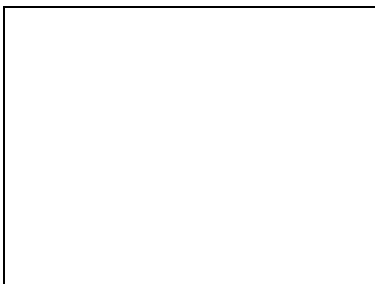
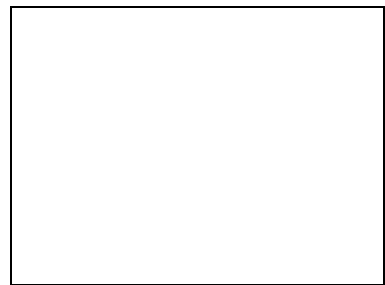
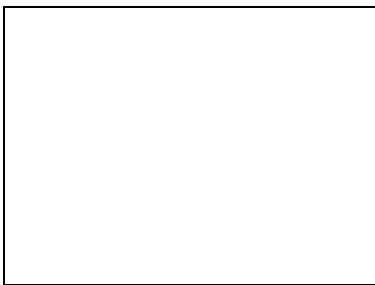
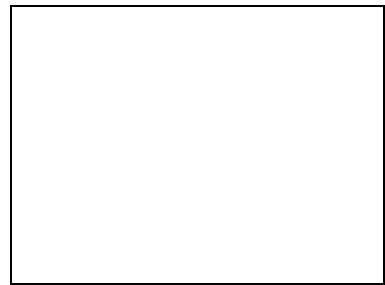
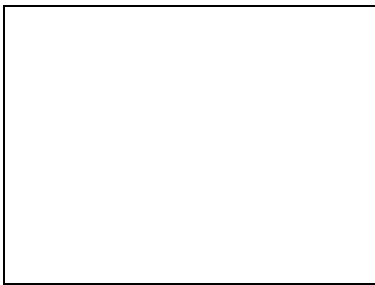
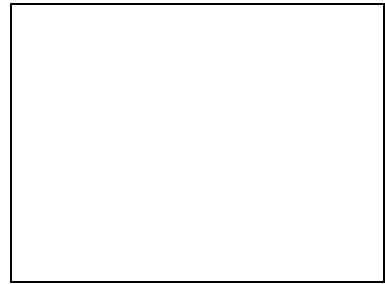
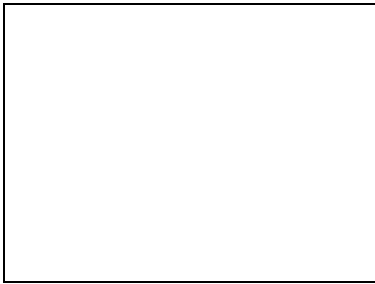
## FRANÇAIS



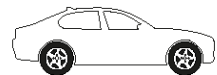
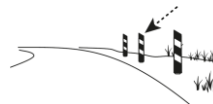
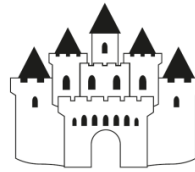
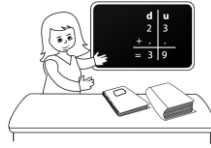
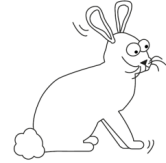
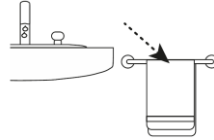


# Exercise 1

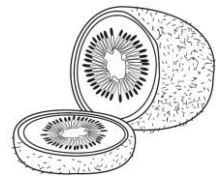
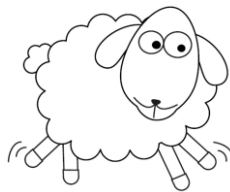
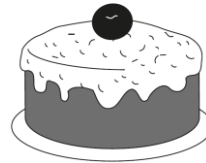
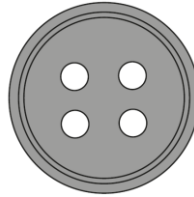
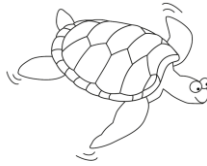
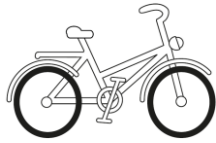
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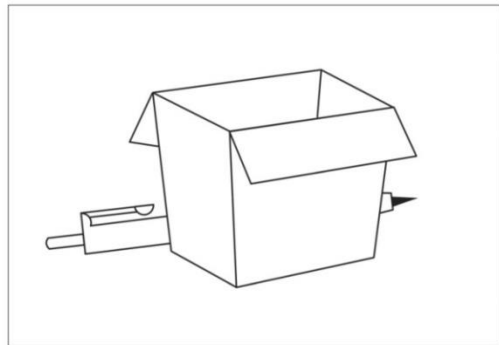
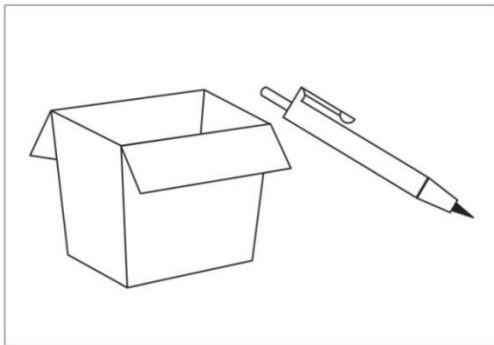
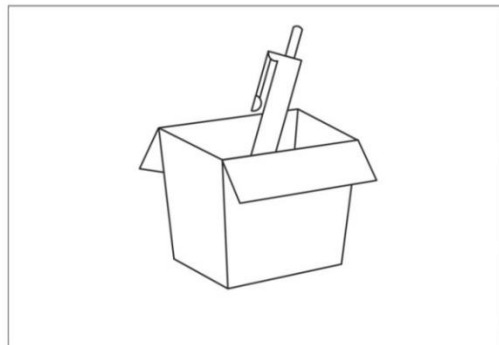
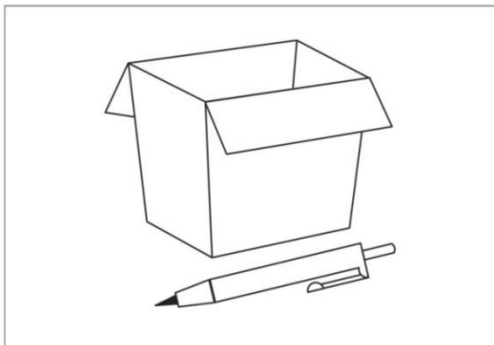
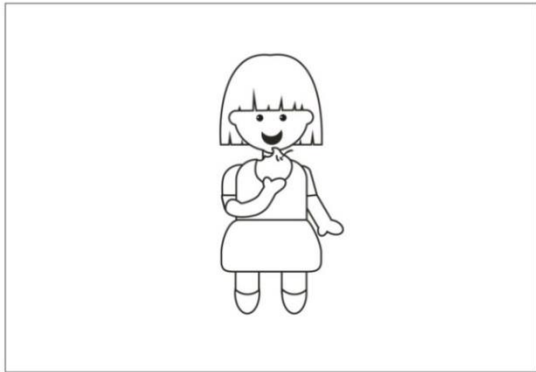
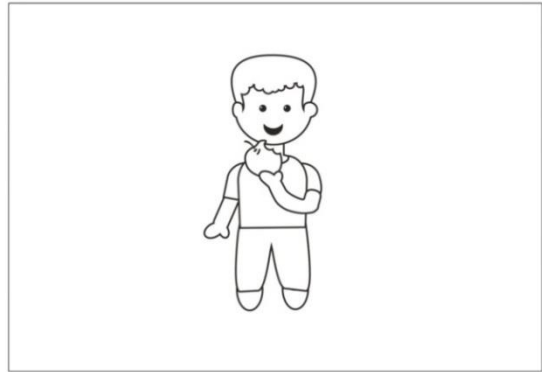
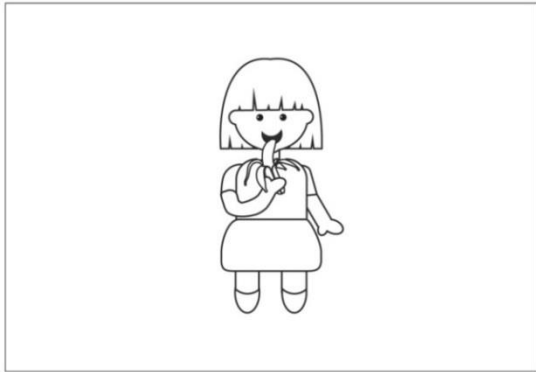
## Exercise 2



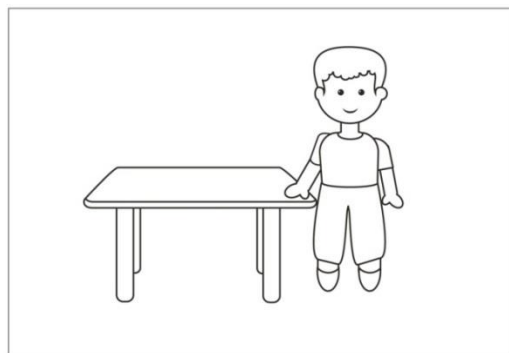
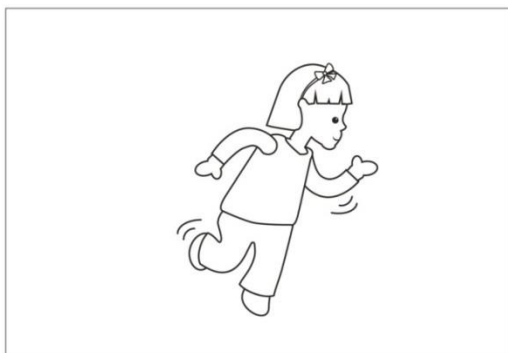
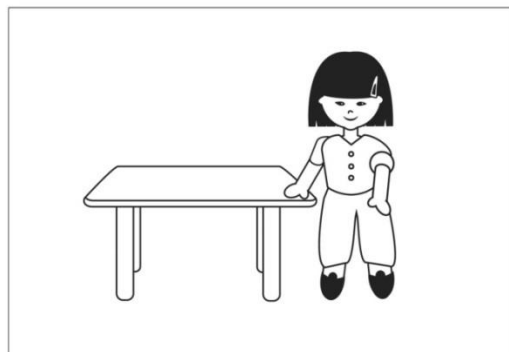
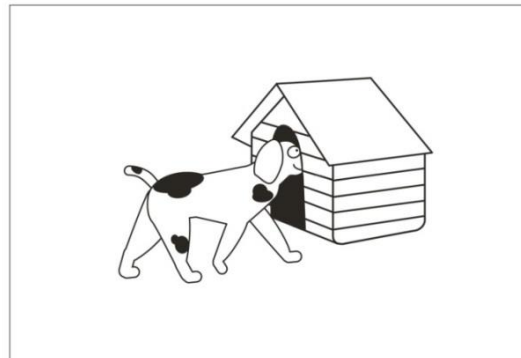
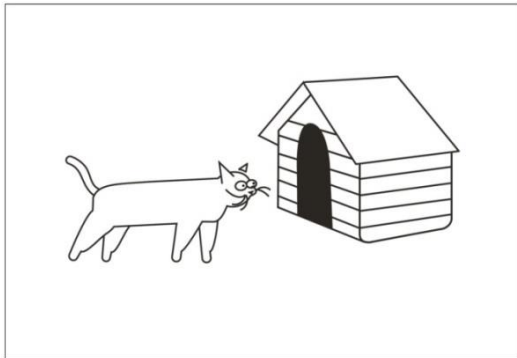
## Exercice 2 (suite)



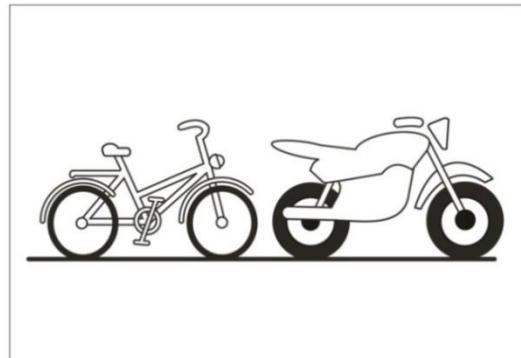
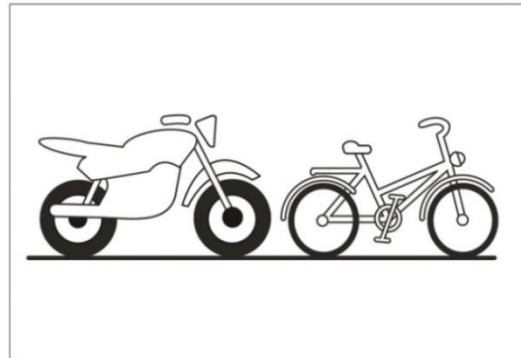
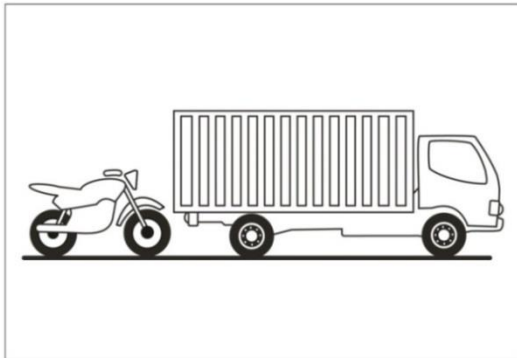
### Exercise 3



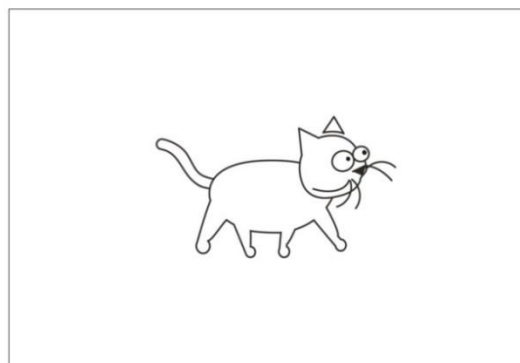
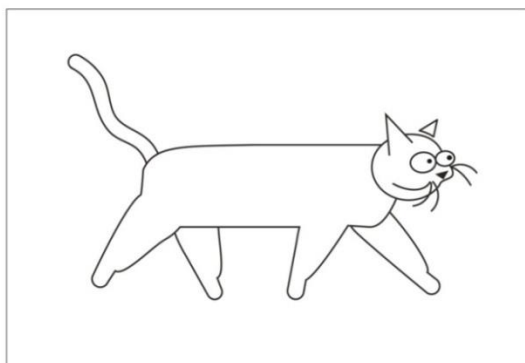
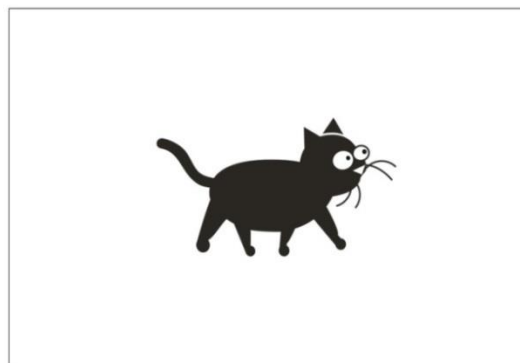
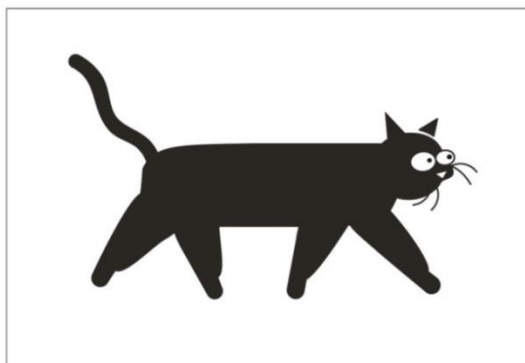
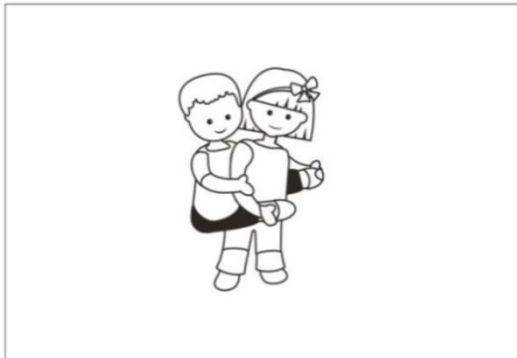
### Exercice 3 (suite)



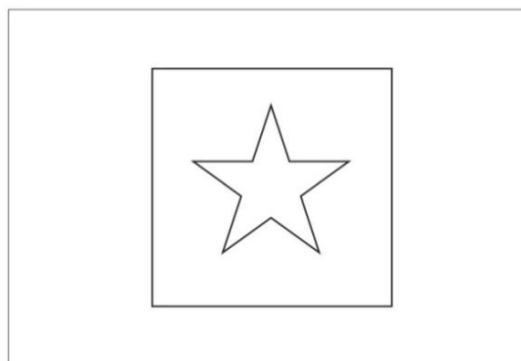
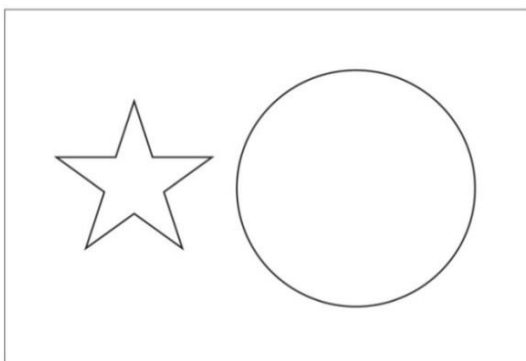
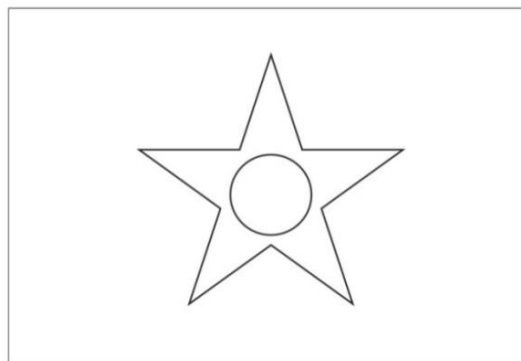
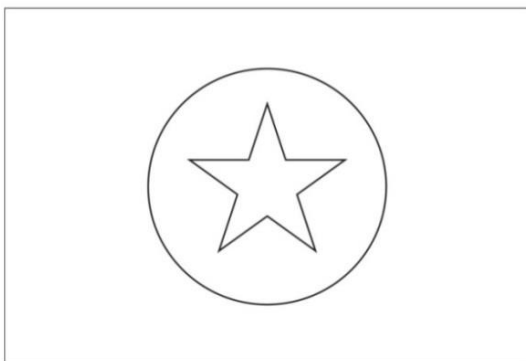
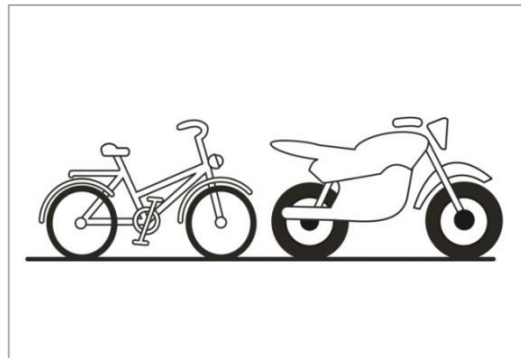
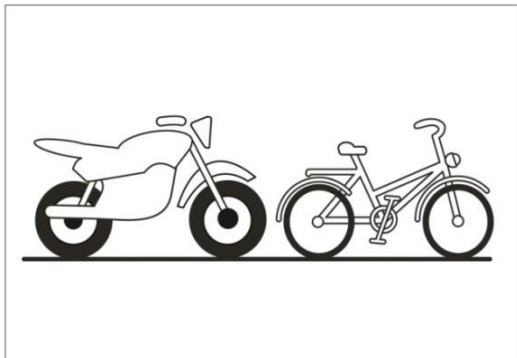
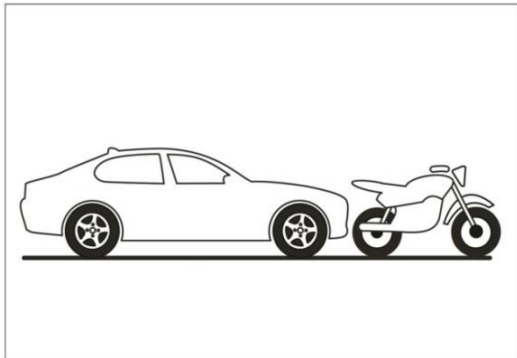
### Exercice 3 (suite)



### Exercice 3 (suite)

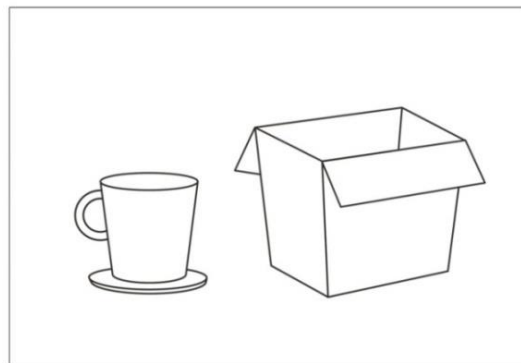
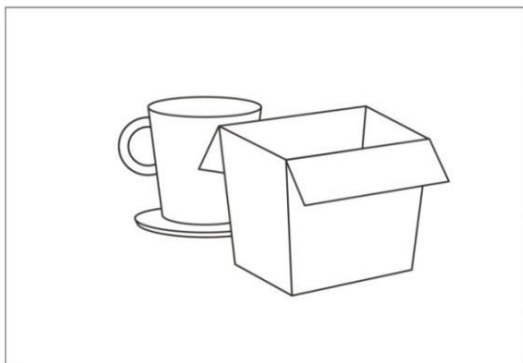
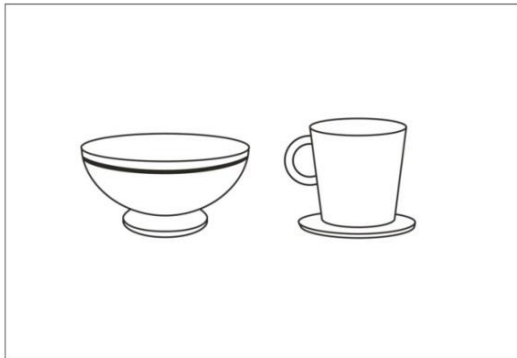


### Exercice 3 (suite)

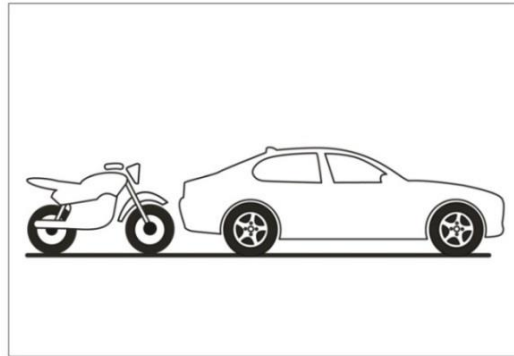
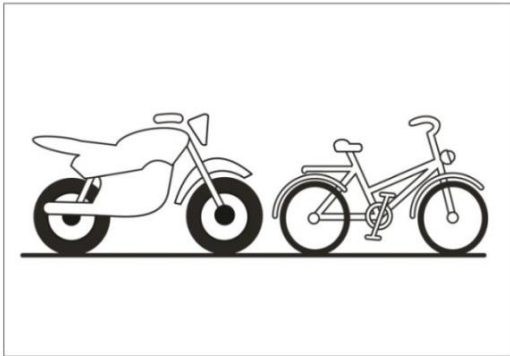
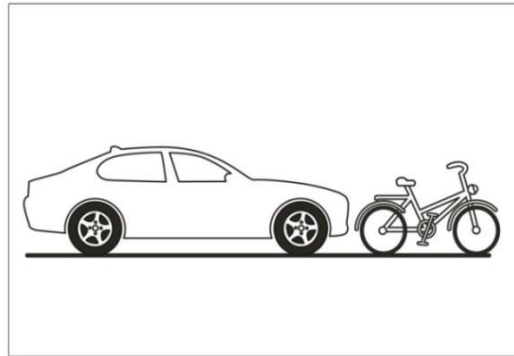
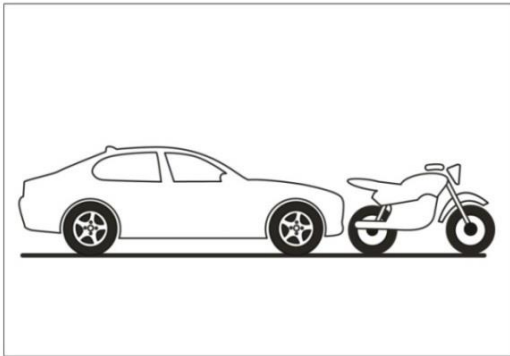




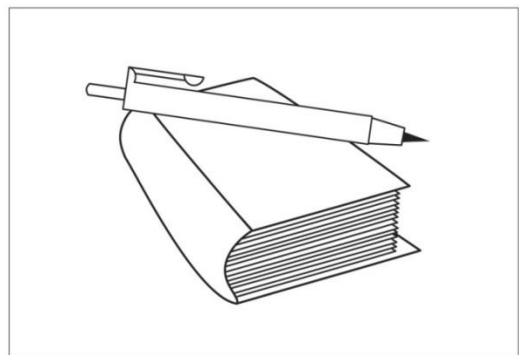
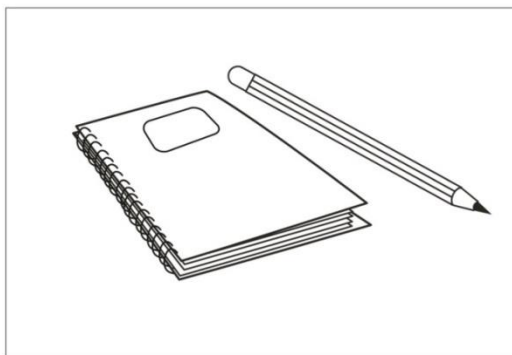
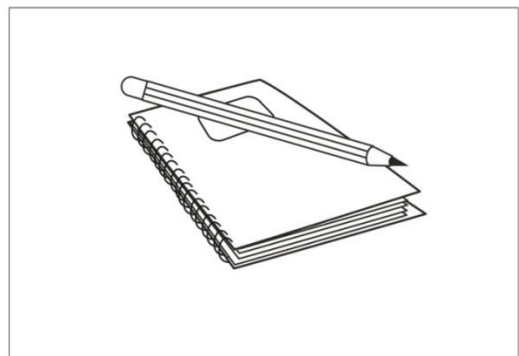
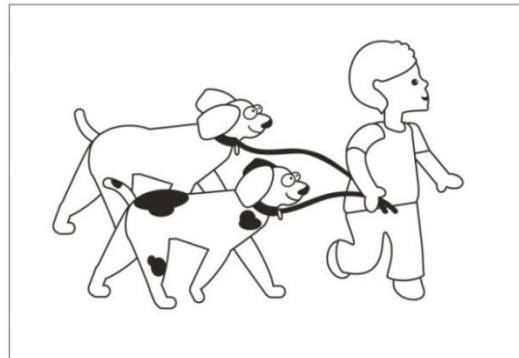
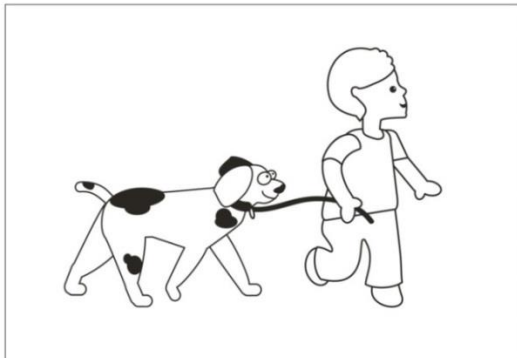
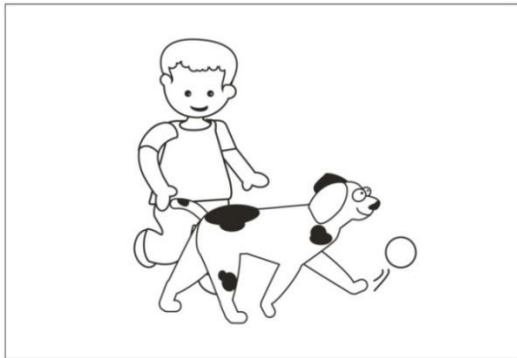
### Exercice 3 (suite)



### Exercice 3 (suite)



### Exercice 3 (suite)



## Exercice 4

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### 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<sup>ère</sup> ligne) ne pas poursuivre la lecture.]

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

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

1<sup>er</sup> cas

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

2<sup>ème</sup> 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

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# MATHÉMATIQUES

# Exercice 1

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## Exemples

1	<del>3</del>
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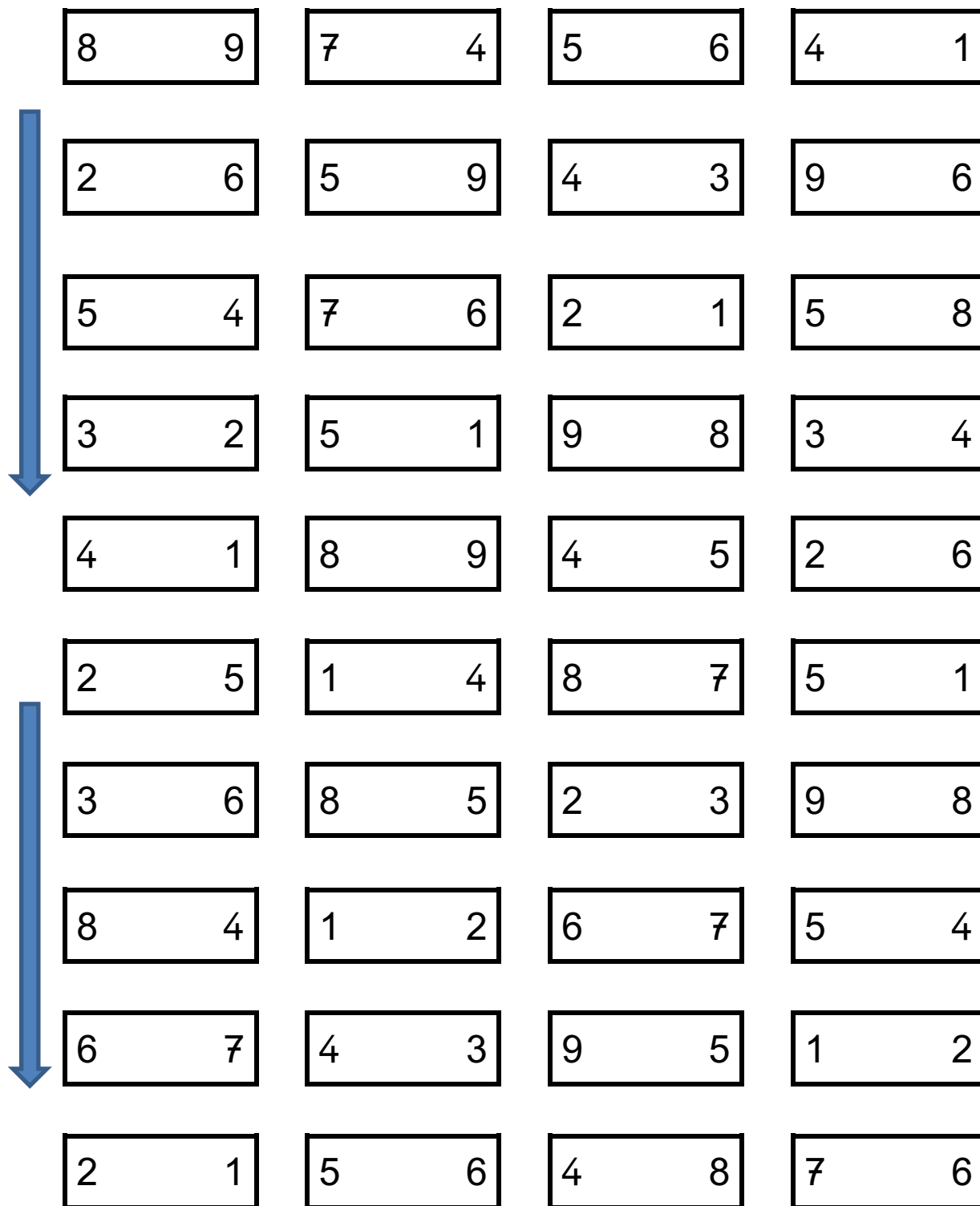
6	3
---	---

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

---

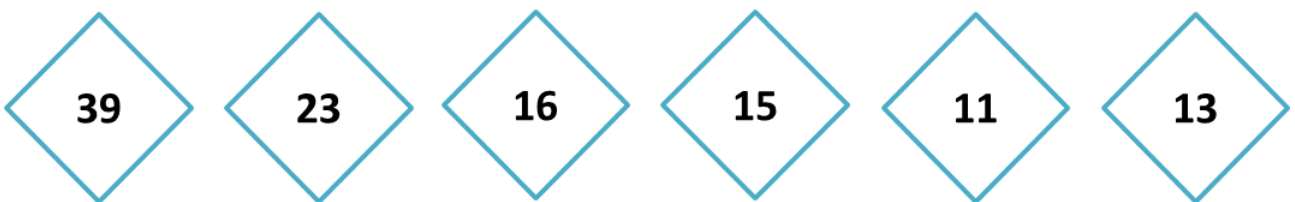
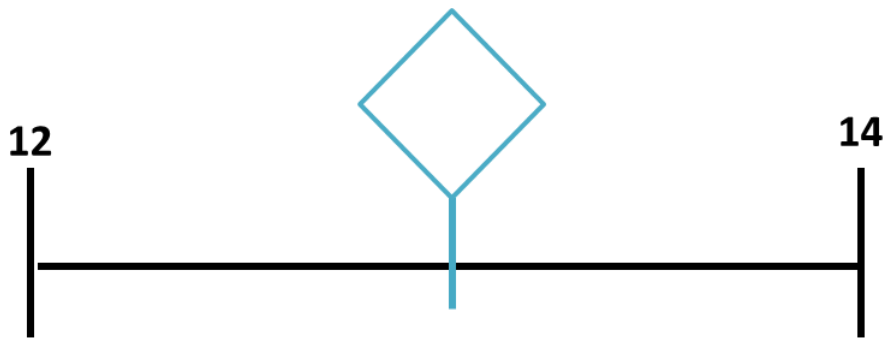
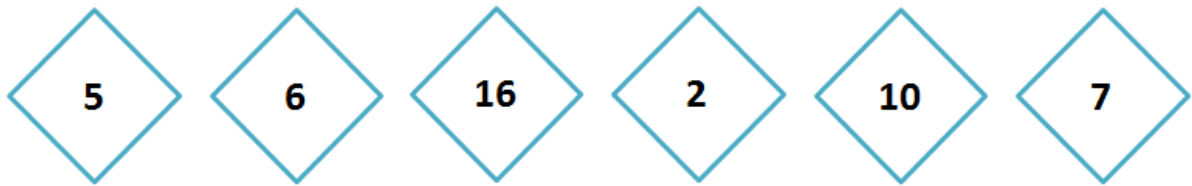
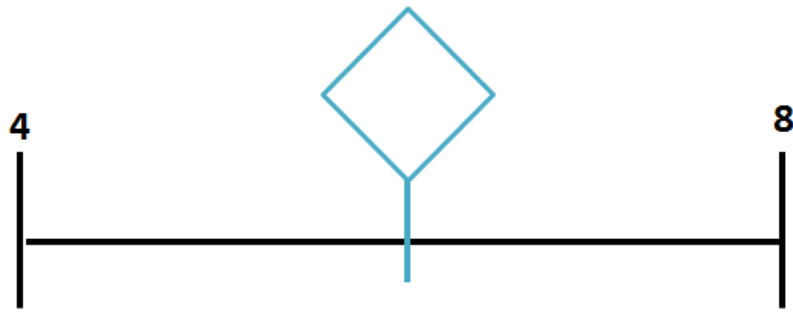
$8 - 4 =$  4 12 5 6 8 7

---

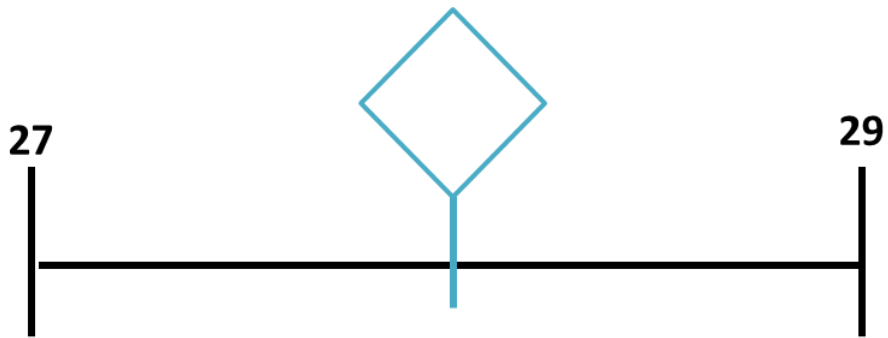
$9 - 7 =$  16 10 3 4 6 2

### Exercise 3

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### Exercice 3 (suite)

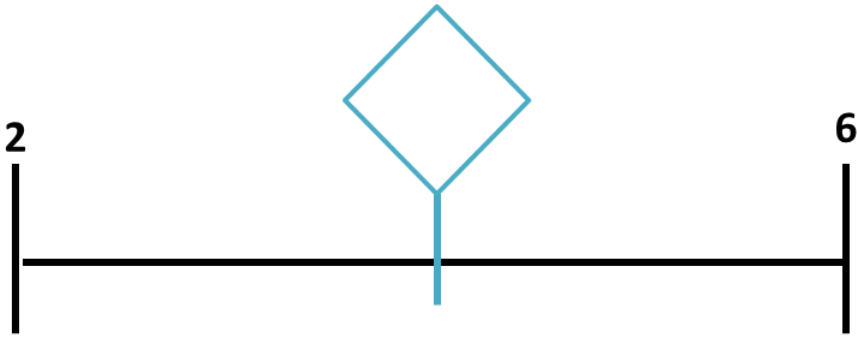


- 8      36      28      31      30      26

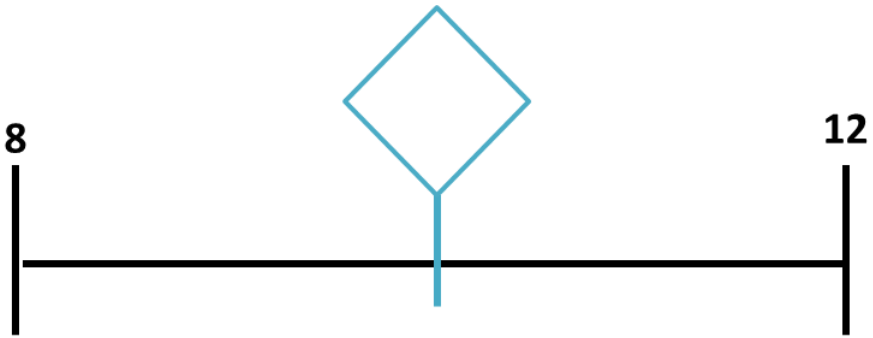


- 27      18      68      9      17      21

### Exercice 3 (suite)



- 1
- 7
- 4
- 5
- 52
- 14



- 7
- 13
- 10
- 11
- 49
- 20

## Exercice 4

---



3

5

8

13

12

14



4

6

5

13

9

10

## Exercice 4 (suite)

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4

13

14

12

5

9

