

REPÈRES CE1 2026

TOME 2 Cahier adapté élèves sourds et malentendants

Prénom de l'élève

Nom de l'élève

Classe de l'élève

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 ! »

Exercice 9 (suite)

1 - Où sont Nathan et Chloé ?

à l'école	chez eux	au cinéma	à la piscine
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Exercice 9 (suite)

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

l'après-midi	le matin	le soir	la nuit
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Exercice 9 (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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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



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



Exercice 10 (suite)



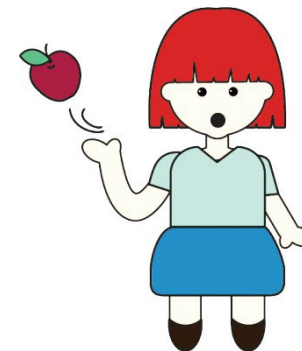
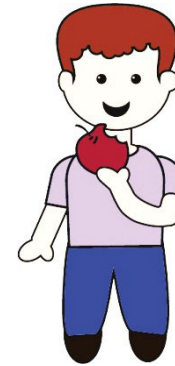
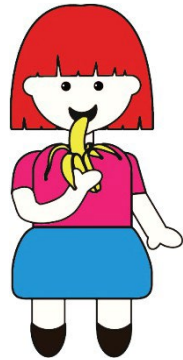
Exercice 10 (suite)



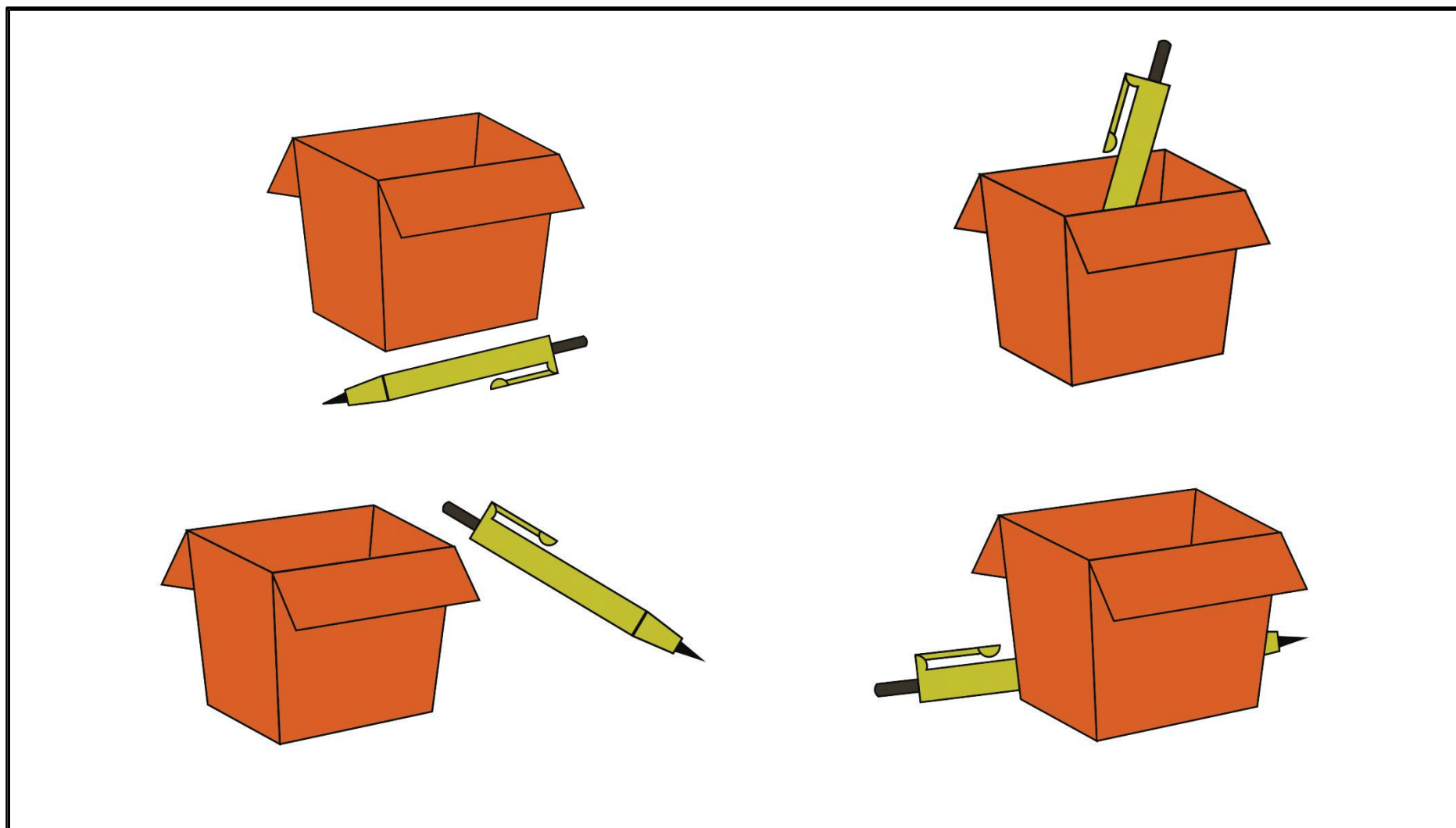
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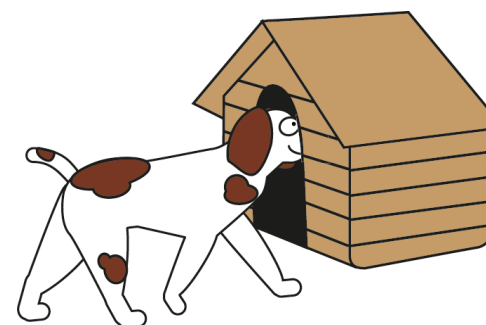
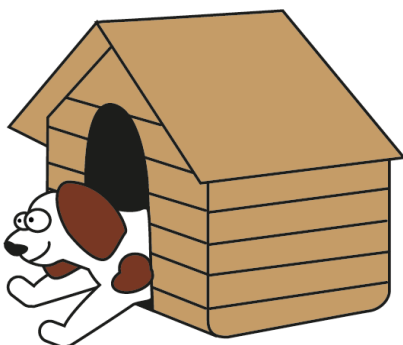
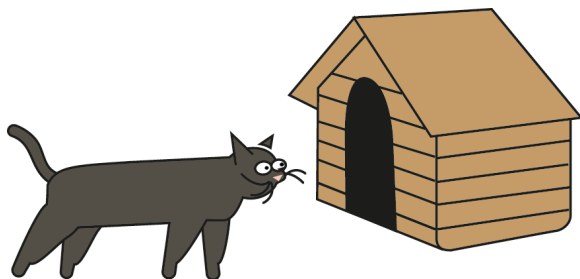
Exercise 11



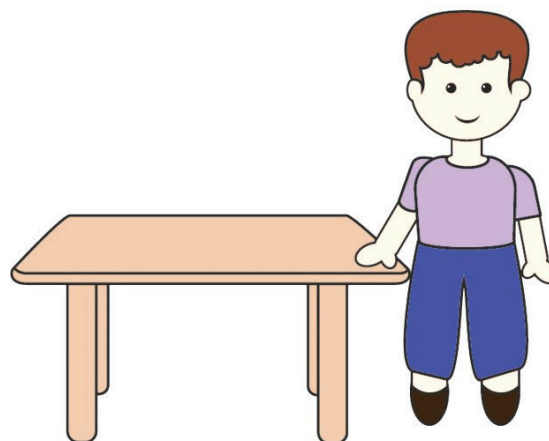
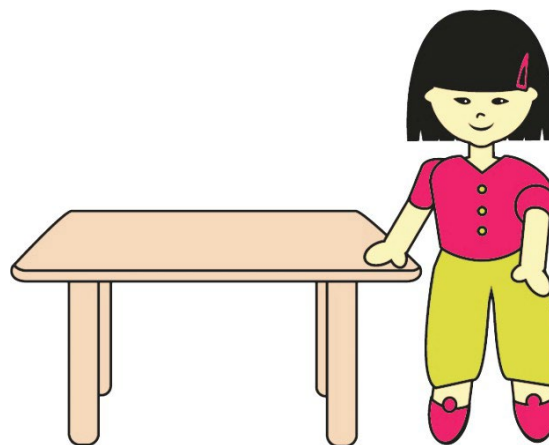
Exercice 11 (suite)



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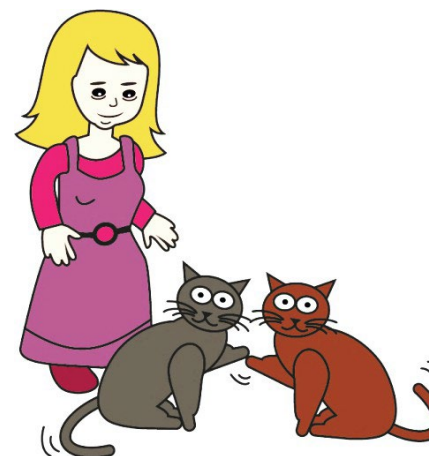
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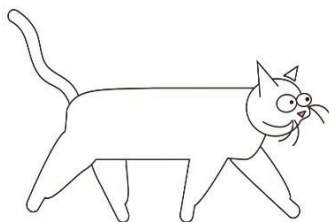
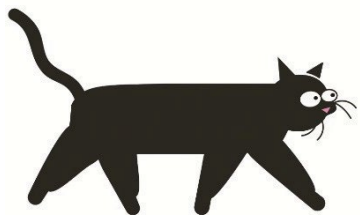
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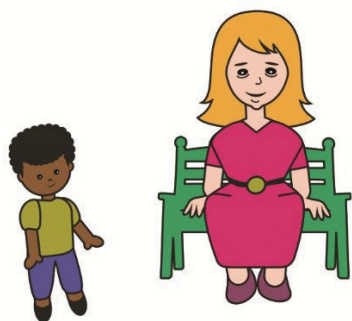
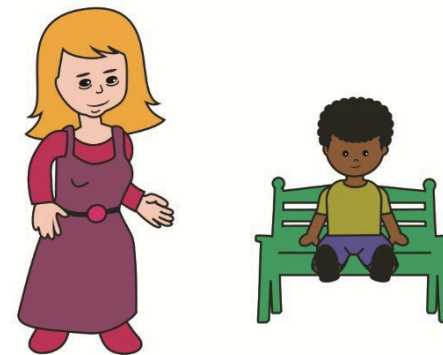
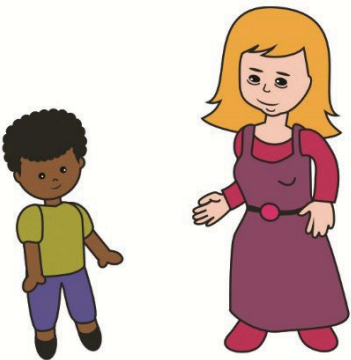
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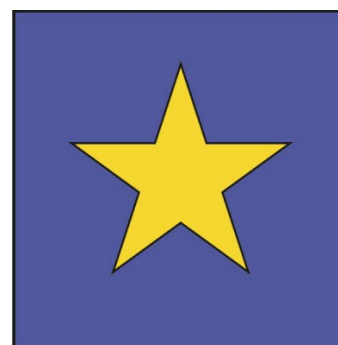
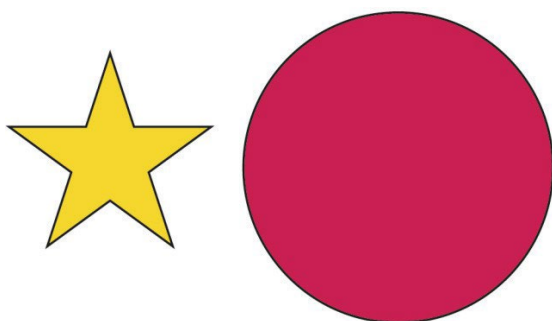
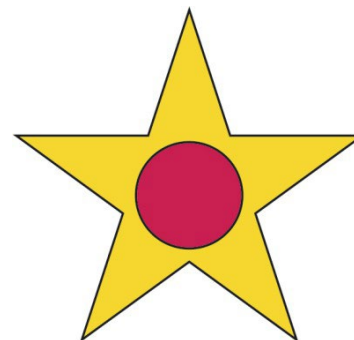
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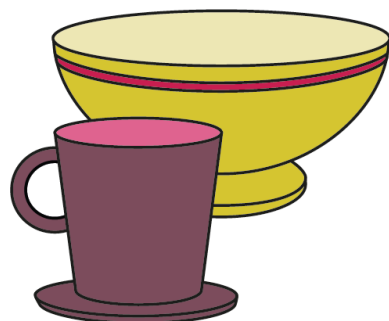
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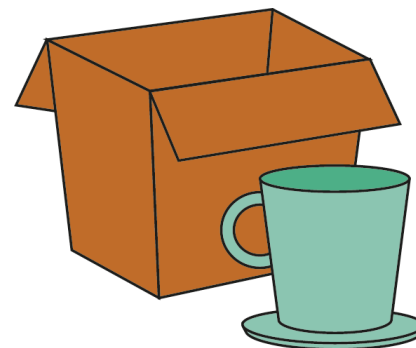
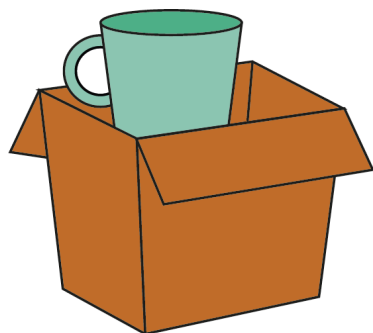
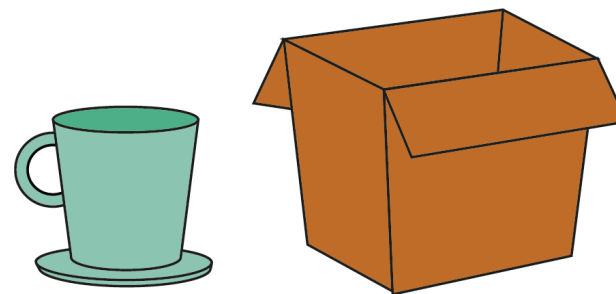
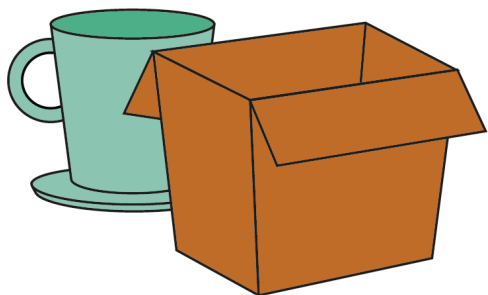
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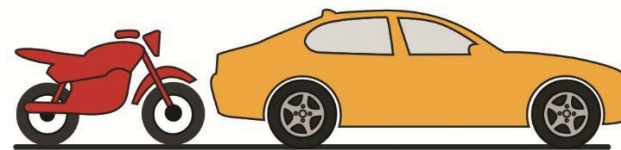
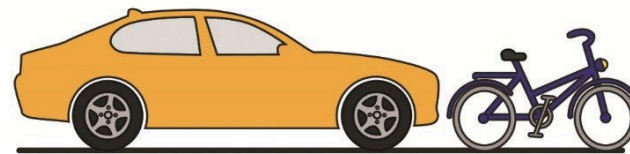
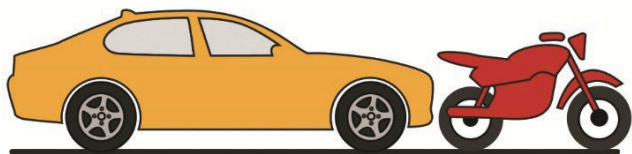
Exercice 11 (suite)



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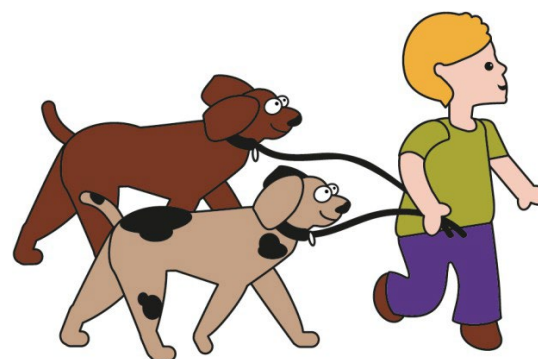
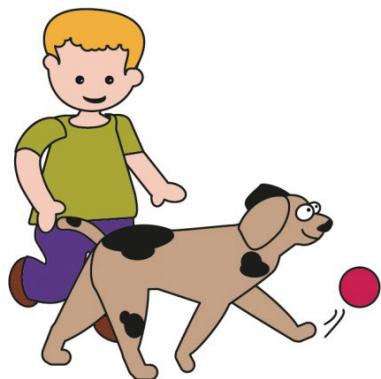
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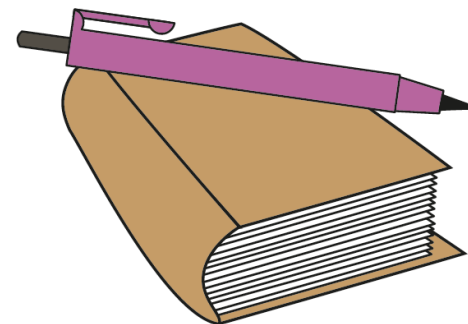
Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



SÉQUENCE 4

MATHÉMATIQUES

Exercise 12

$$1 + 1 = \dots\dots$$

$$5 + 2 = \dots\dots$$

$$6 + 4 = \dots\dots$$

$$2 + 2 = \dots\dots$$

$$4 + 3 = \dots\dots$$

Exercice 12 (suite)

$$8 + \dots = 10$$

$$5 + 4 = \dots$$

$$3 + 7 = \dots$$

$$3 + 3 = \dots$$

$$2 + 6 = \dots$$

Exercice 12 (suite)

$$1 + 4 = \dots\dots$$

$$10 + 0 = \dots\dots$$

$$3 + \dots\dots = 7$$

$$1 + 8 = \dots\dots$$

$$\dots\dots + 4 = 6$$

Exercice 12 (suite)

$$6 + 2 = \dots\dots$$

$$9 + 1 = \dots\dots$$

$$4 + \dots\dots = 8$$

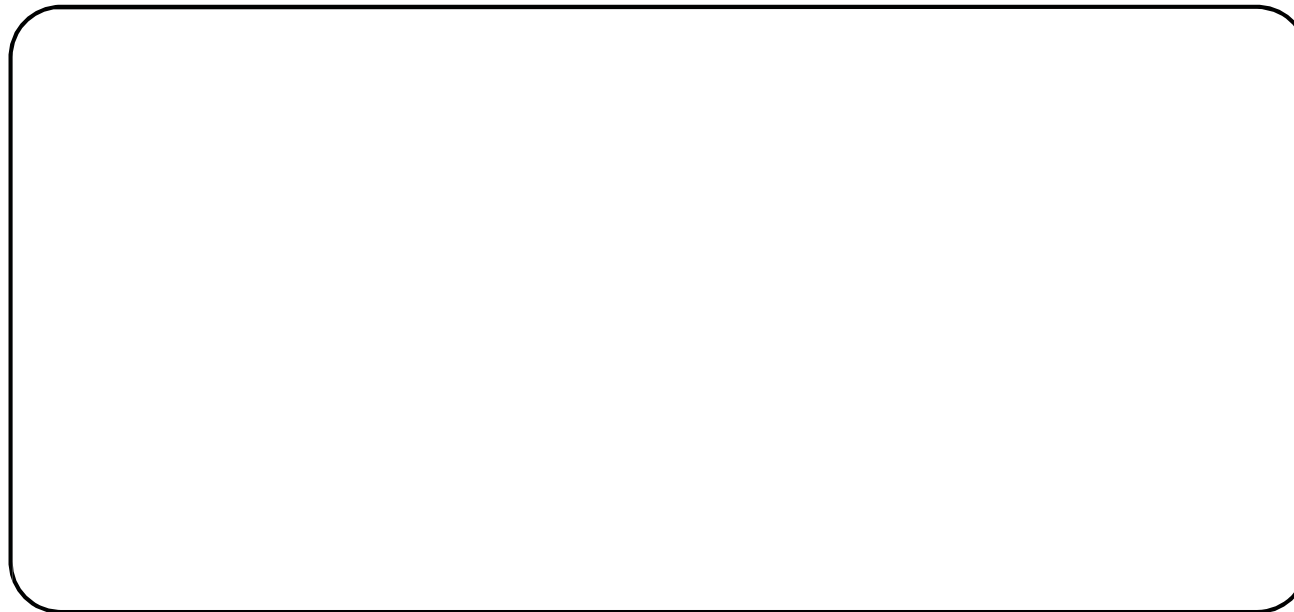
$$\dots\dots + 3 = 10$$

$$0 + 5 = \dots\dots$$

Exercice 13

- 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 13 (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 ?



7

14

21

25

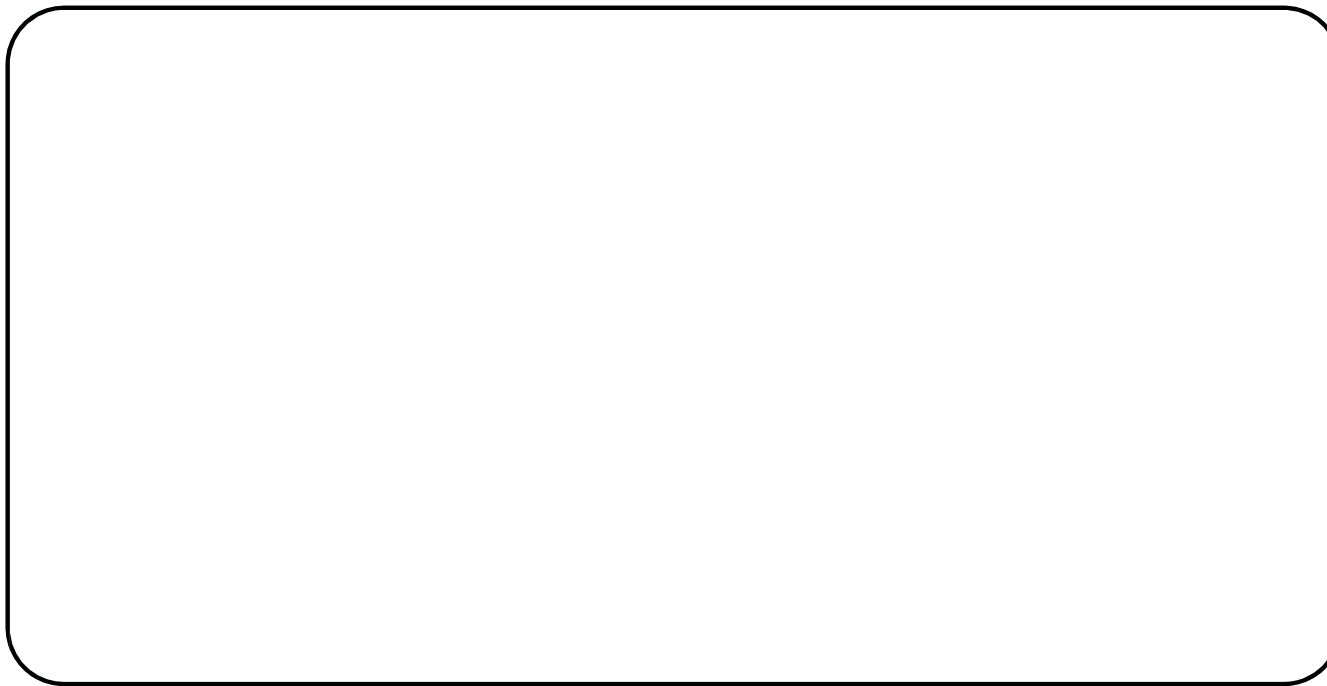
29

30

Exercice 13 (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 14



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



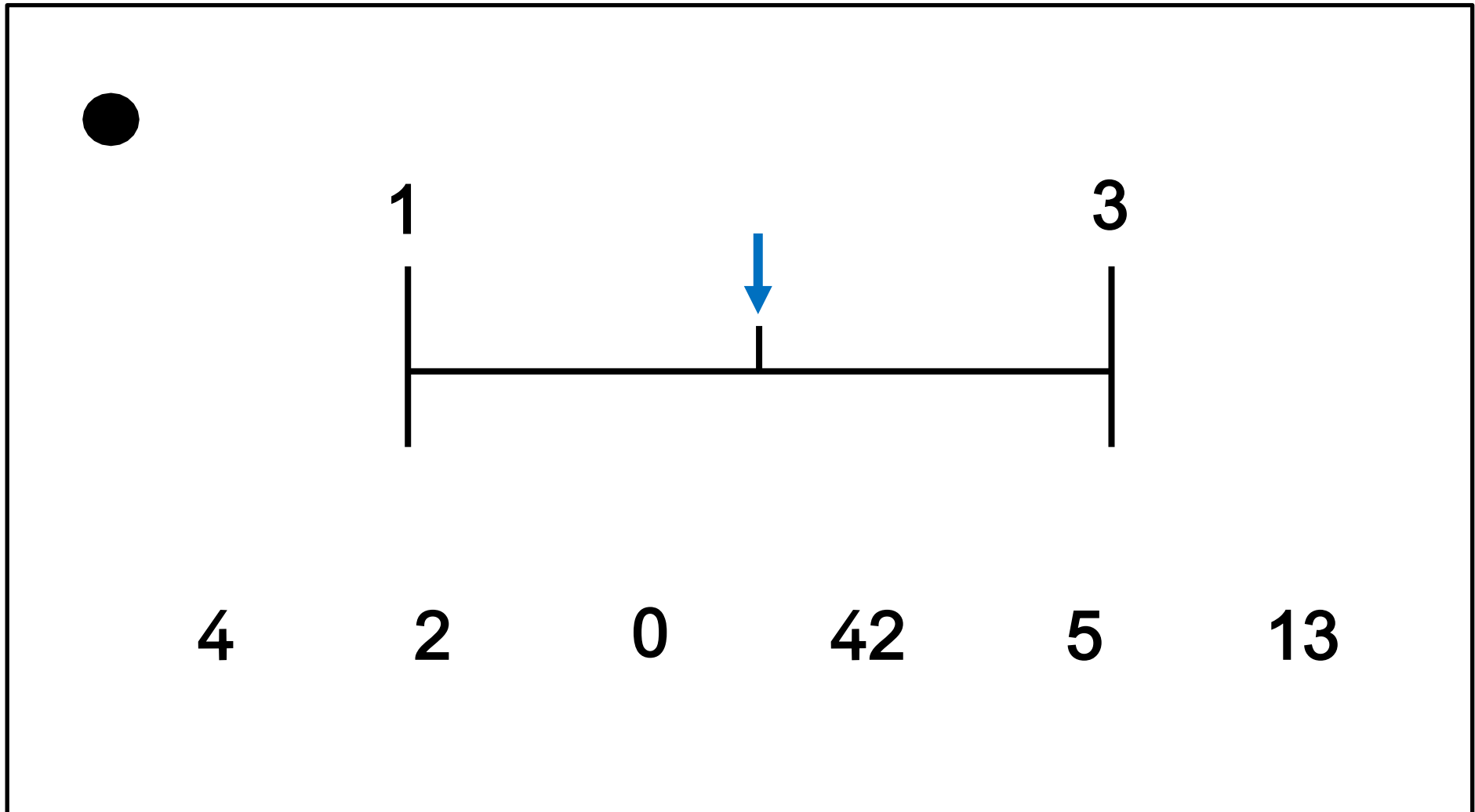
Exercice 14 (suite)



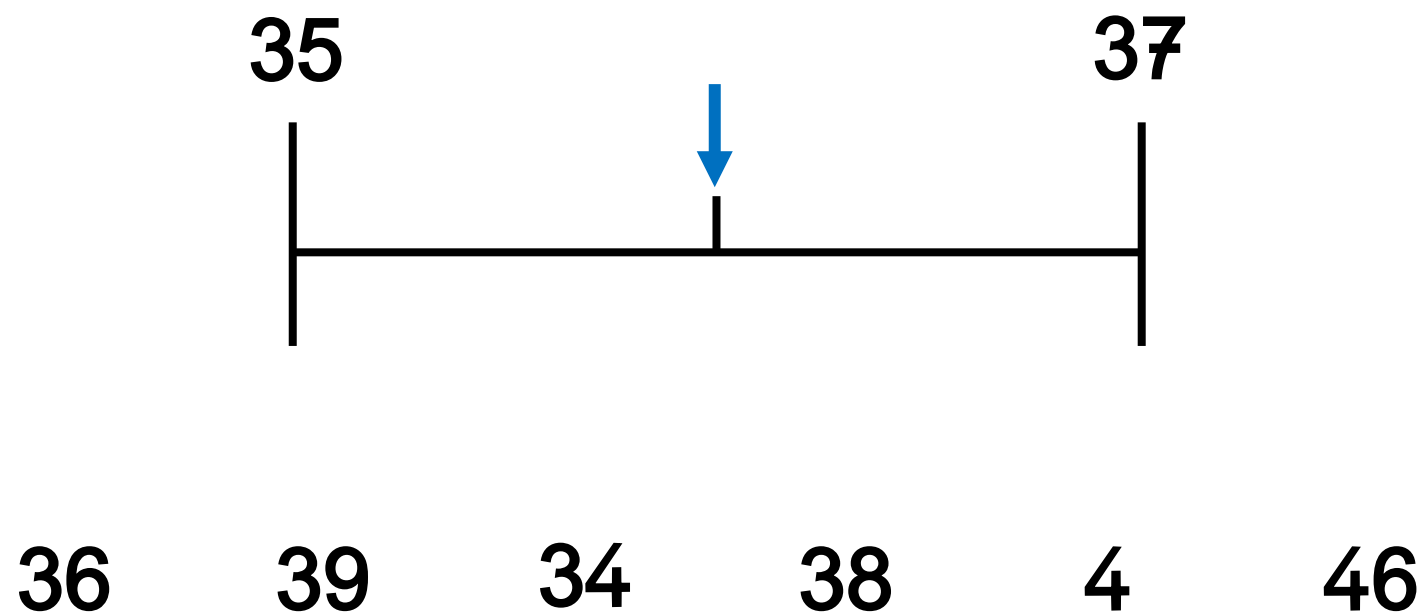
Exercice 14 (suite)



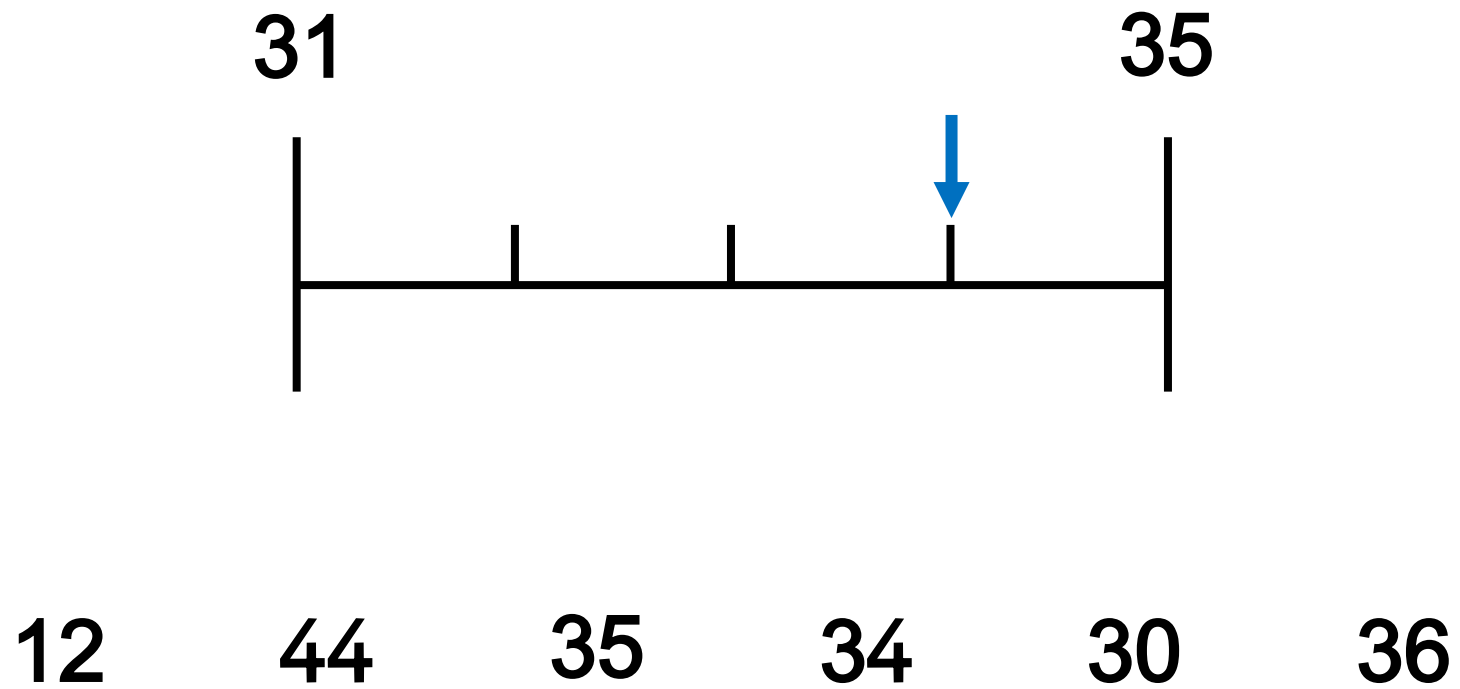
Exercise 15



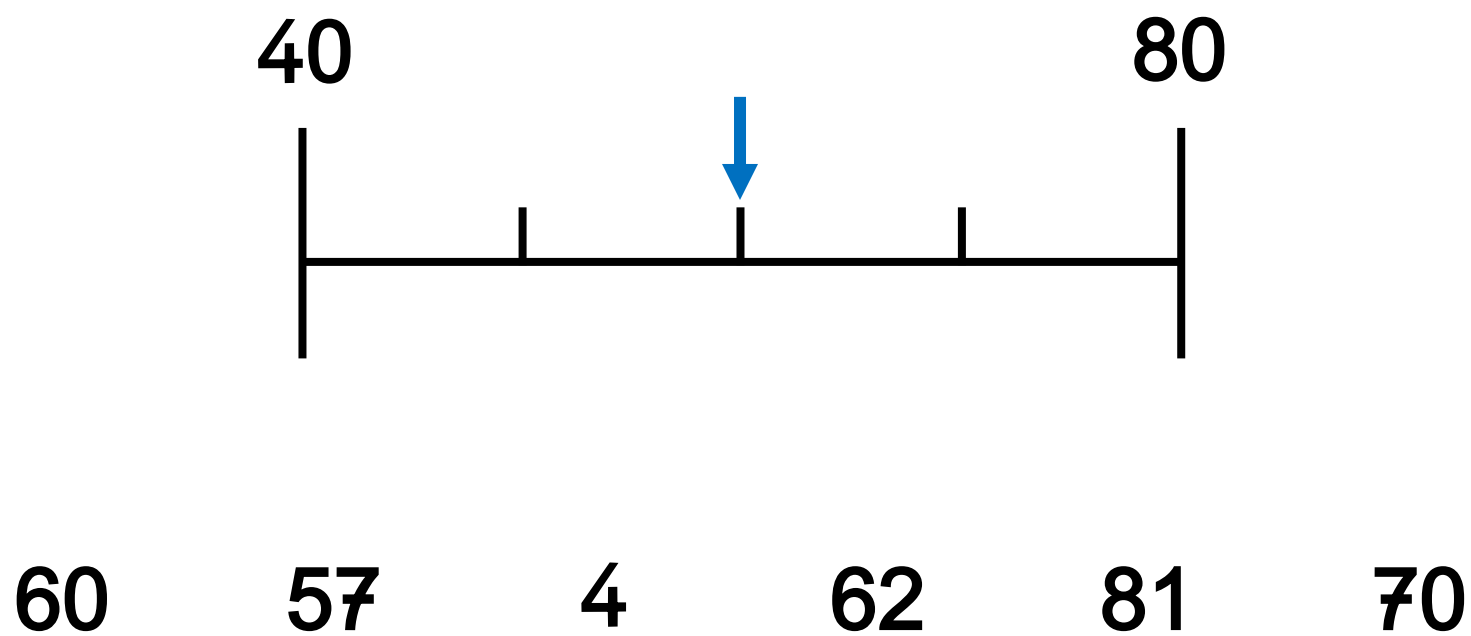
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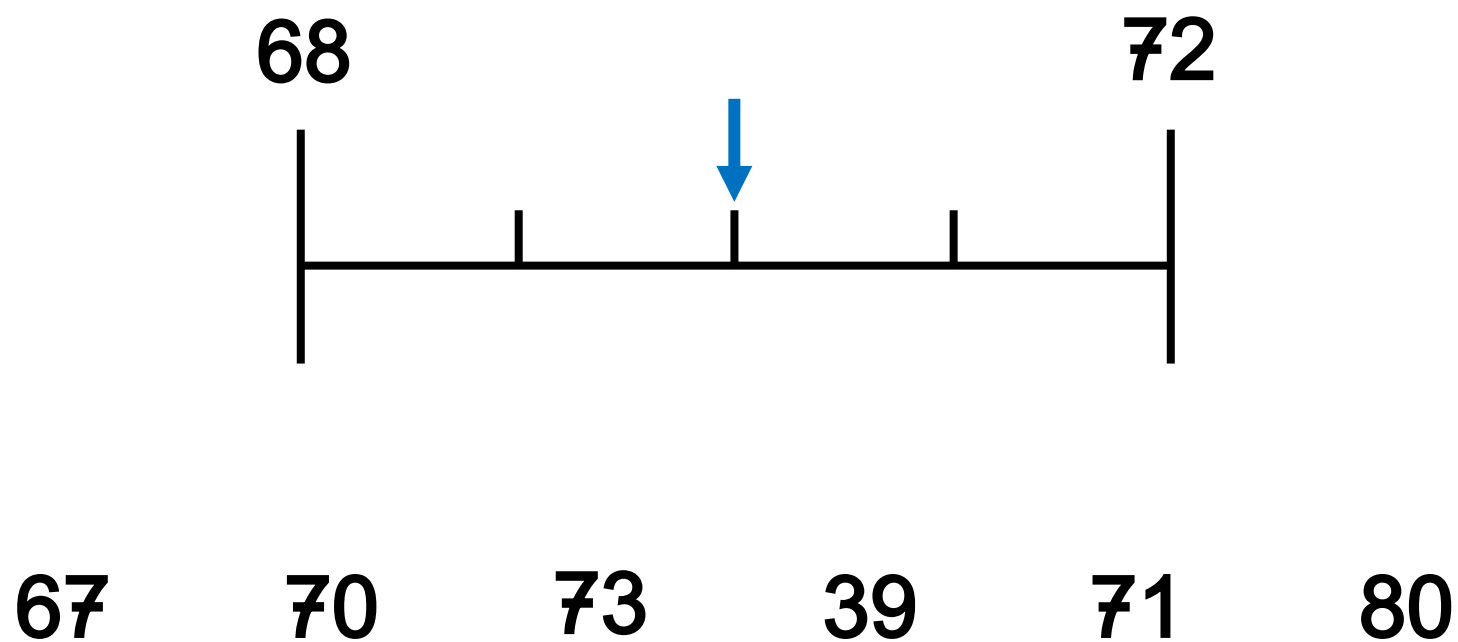
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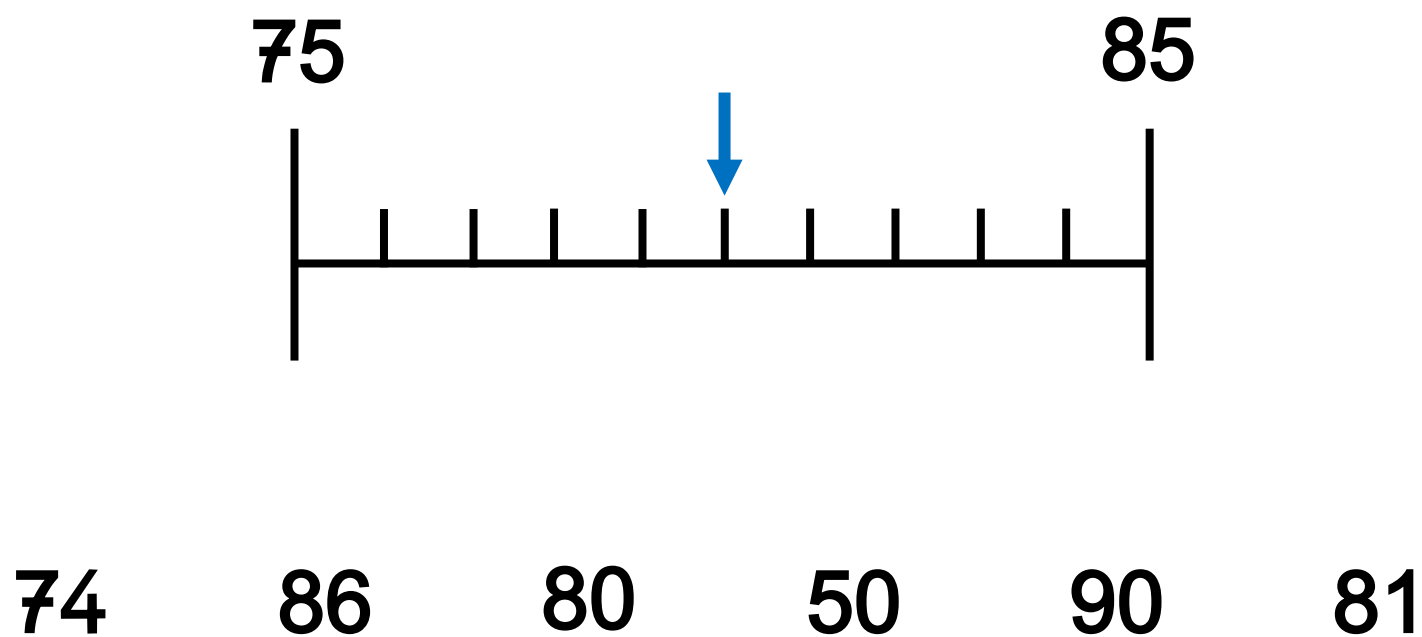
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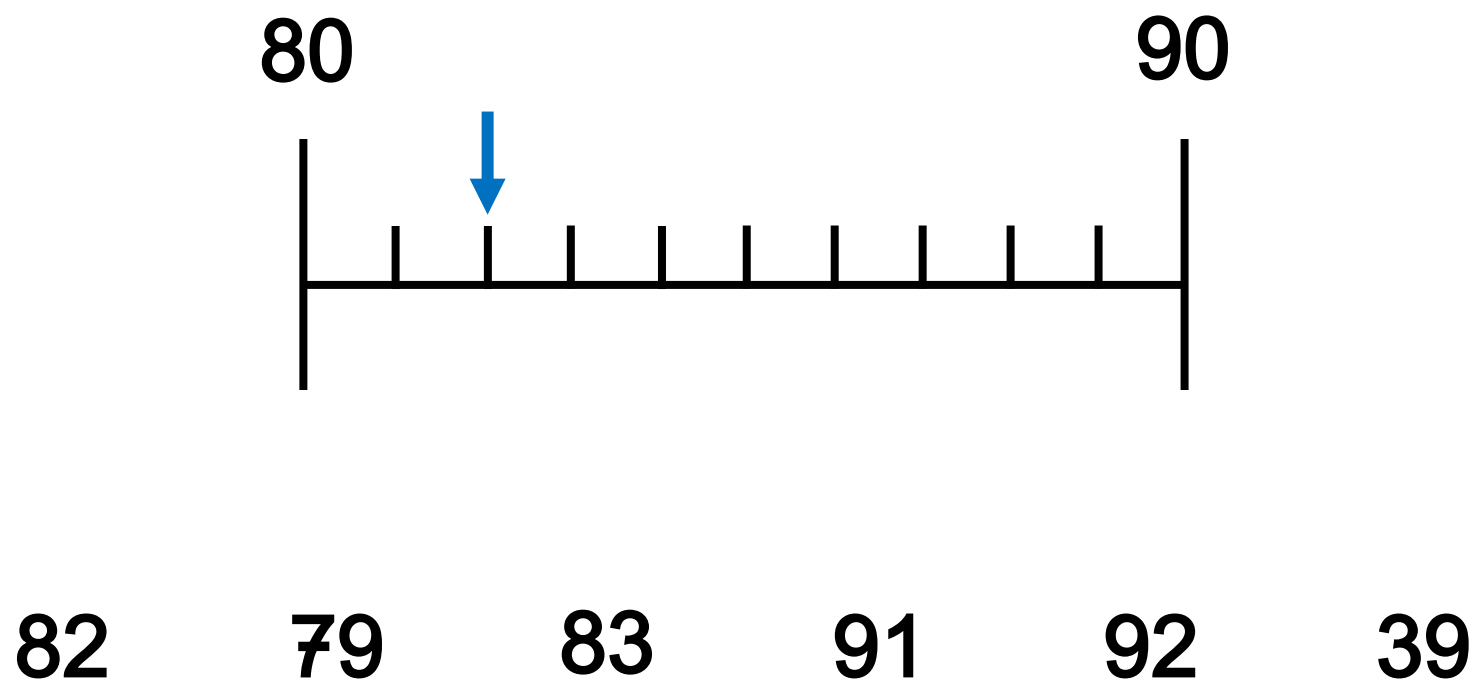
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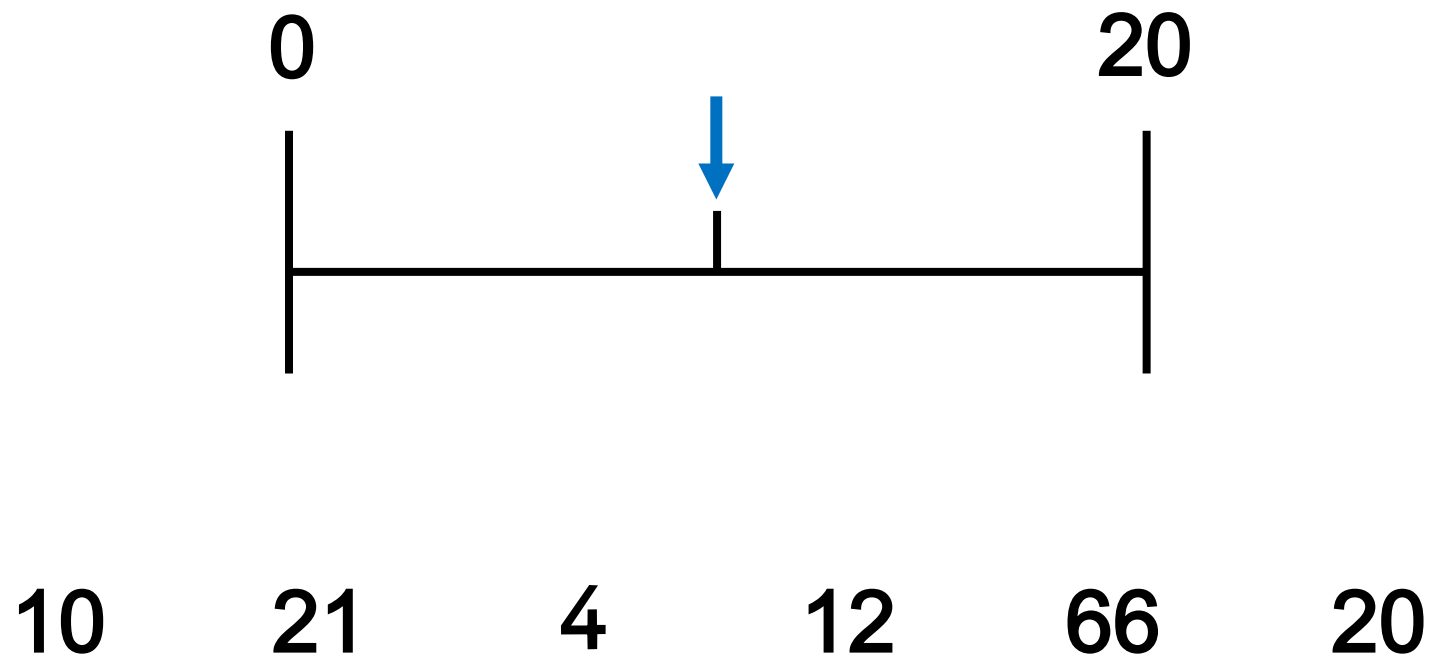
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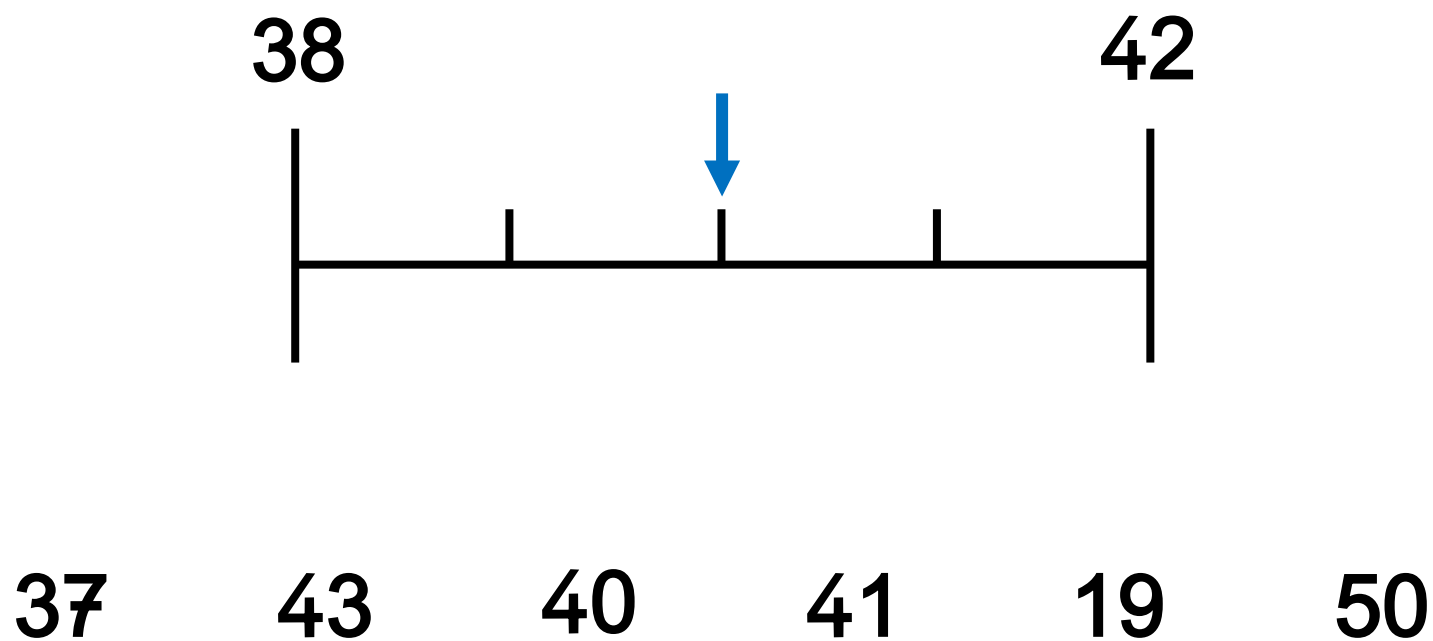
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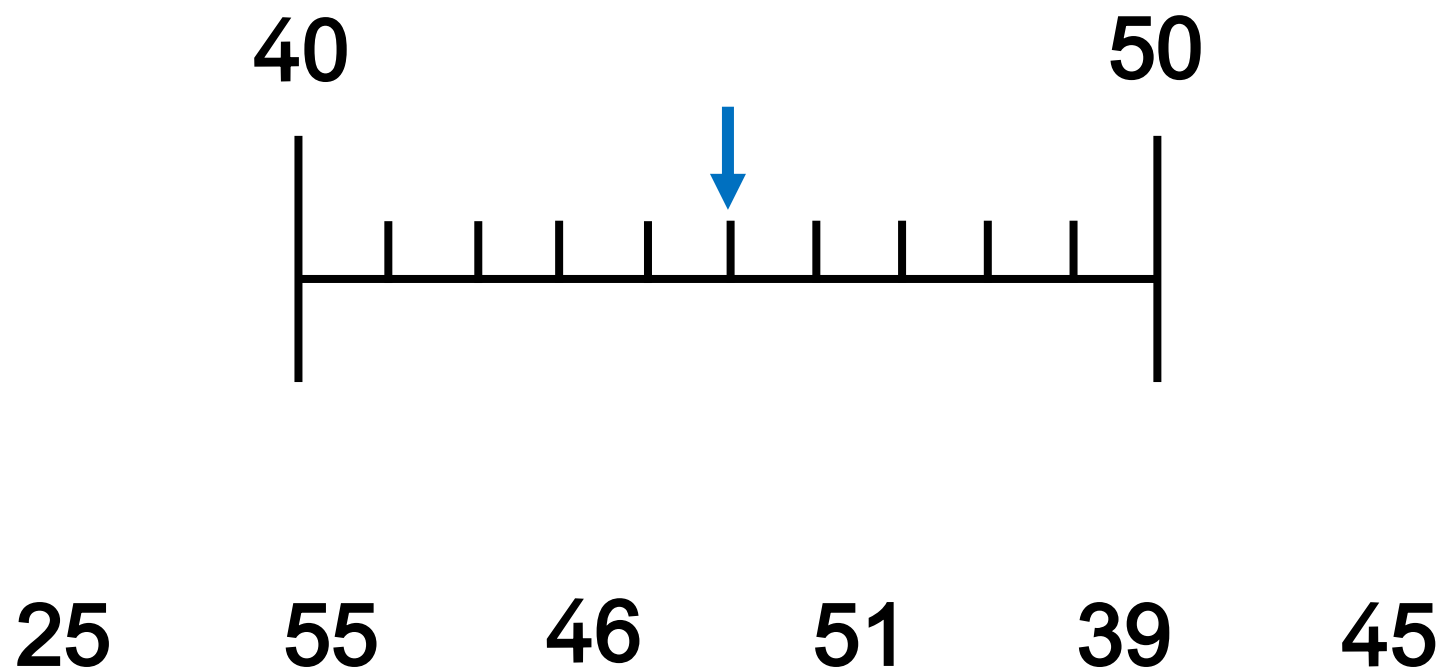
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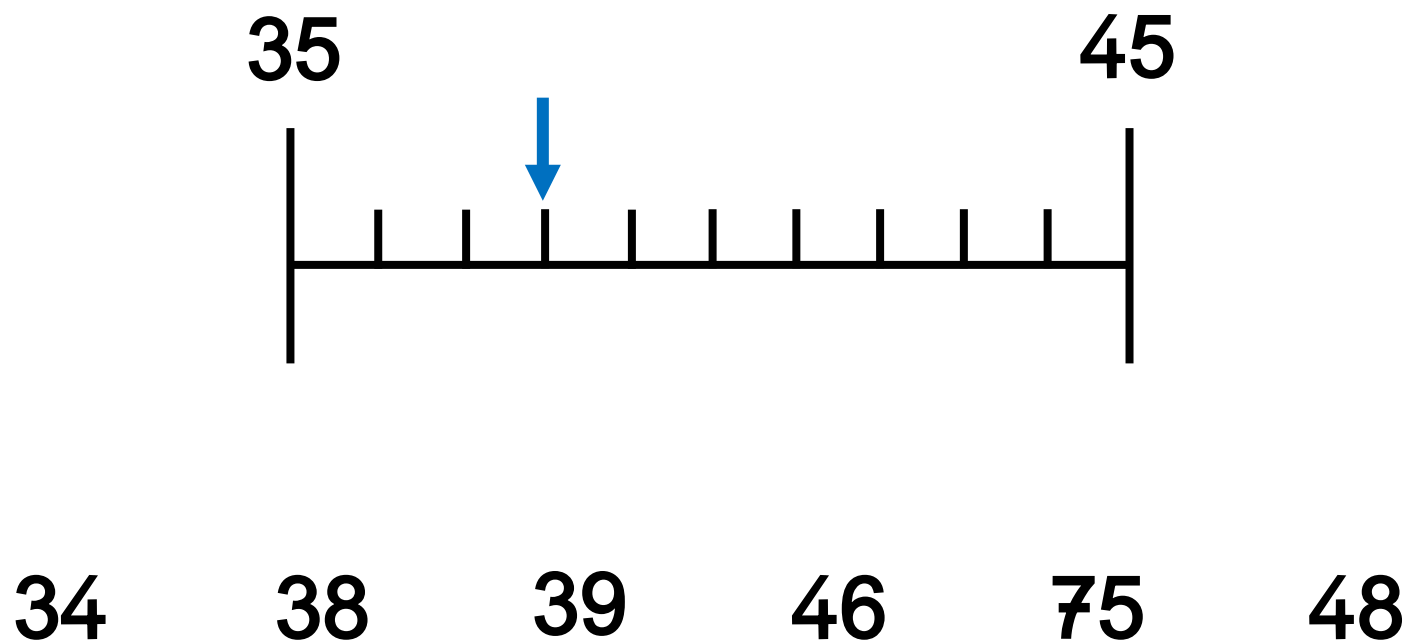
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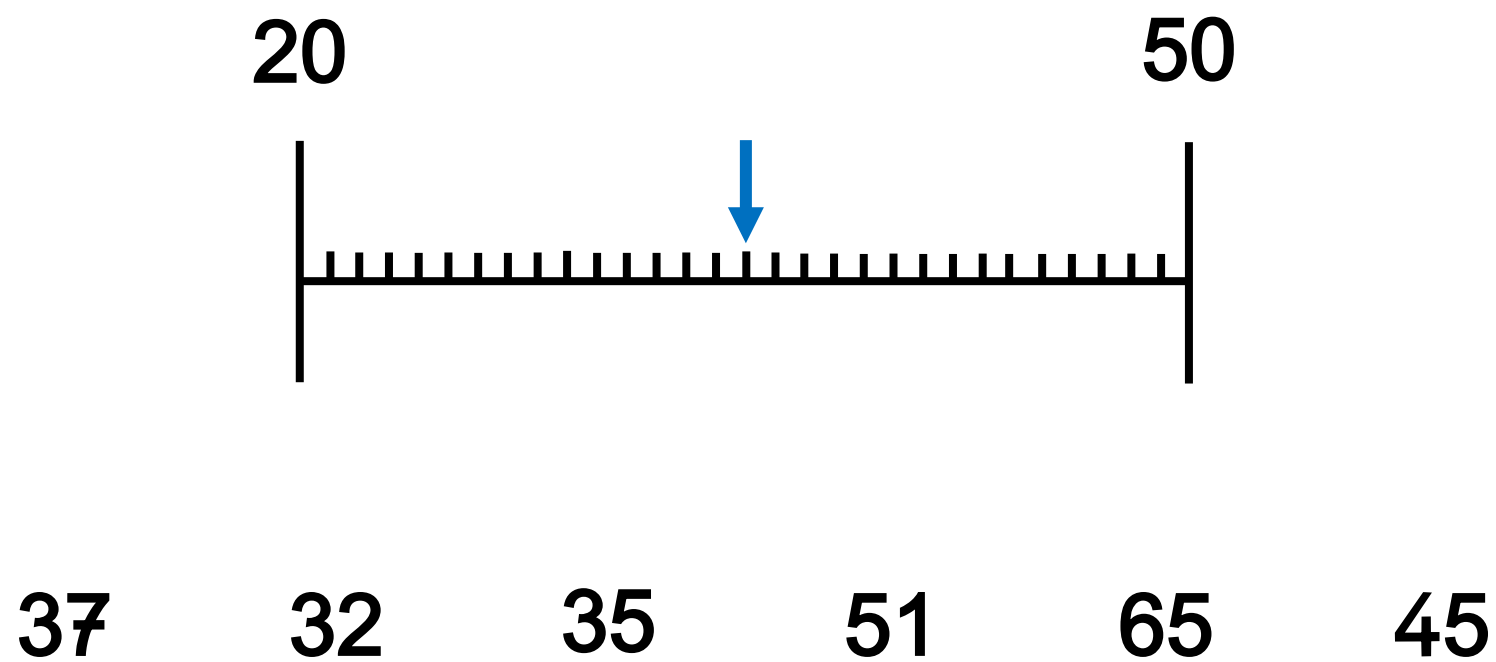
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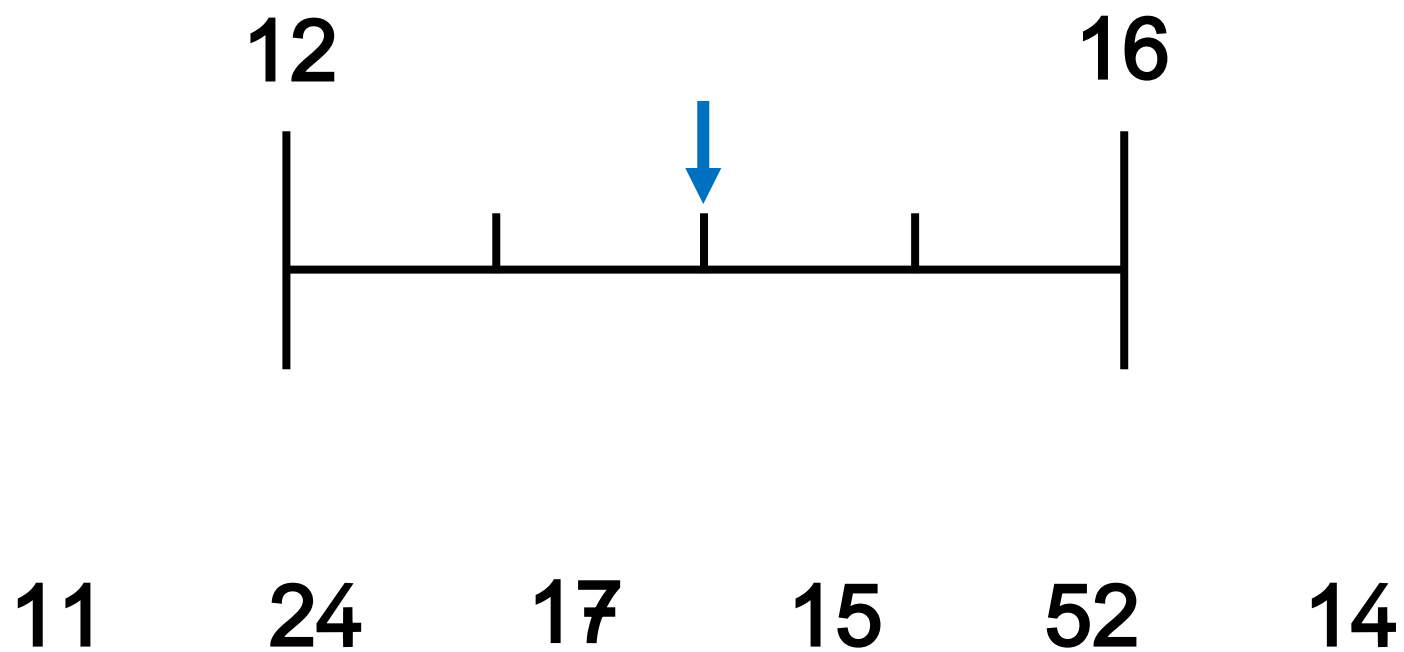
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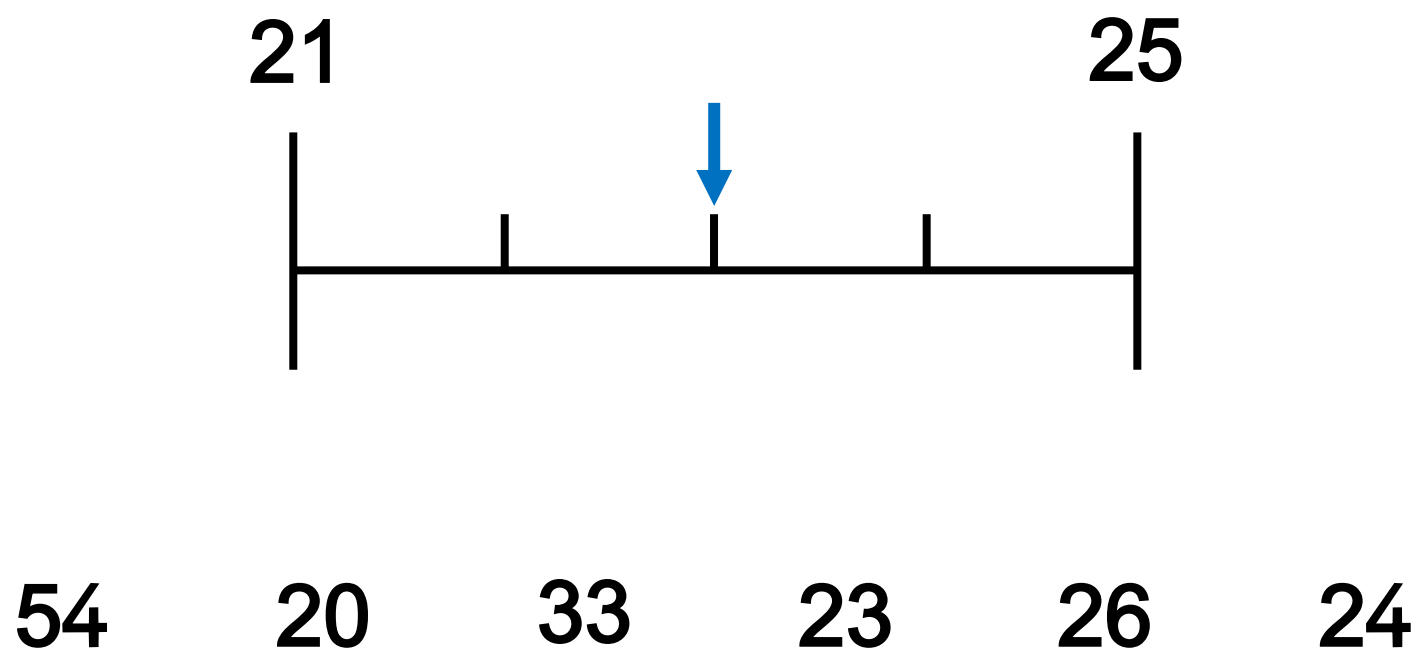
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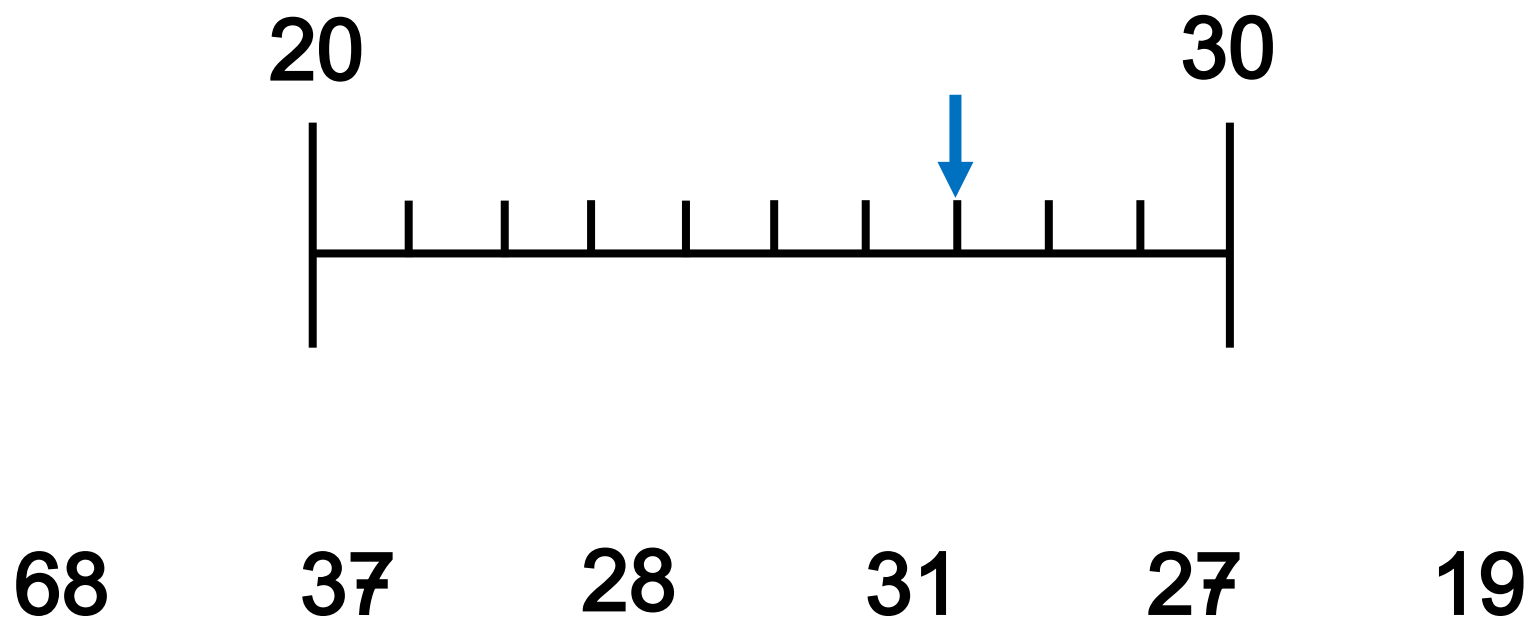
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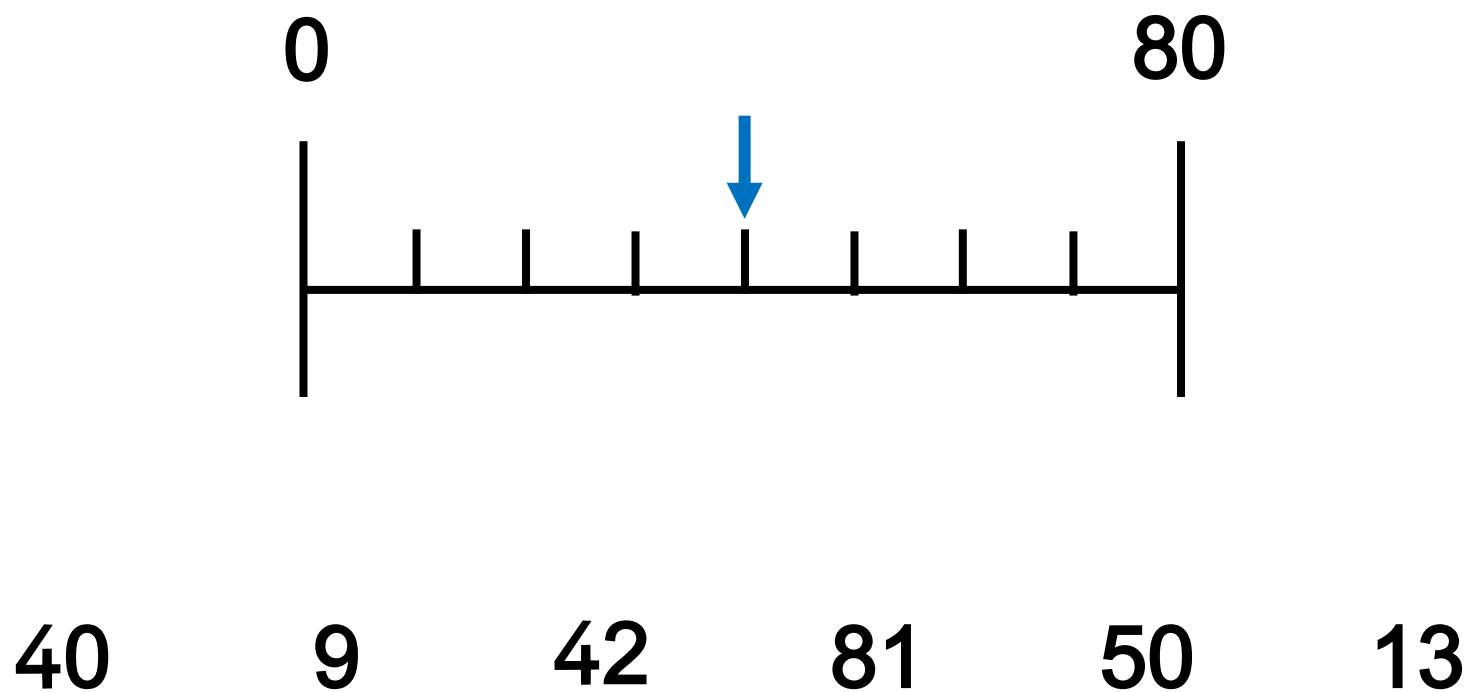
Exercice 15 (suite)



Exercice 15 (suite)



Exercice 15 (suite)



Exercise 16

$$13 - 1 = \dots\dots$$

$$25 - 2 = \dots\dots$$

$$49 - 10 = \dots\dots$$

$$54 - 1 = \dots\dots$$

$$68 - 30 = \dots\dots$$

$$25 - 10 = \dots\dots$$

Exercice 16 (suite)

$$36 - 2 = \dots\dots$$

$$20 - 16 = \dots\dots$$

$$72 - 10 = \dots\dots$$

$$40 - 38 = \dots\dots$$

$$83 - 40 = \dots\dots$$

$$20 - 7 = \dots\dots$$

Exercice 16 (suite)

$$30 - 25 = \dots\dots$$

$$91 - 80 = \dots\dots$$

$$40 - 6 = \dots\dots$$

