

Explicitation	<p>► Sous-compétence 3 : Savoir reconnaître une situation fractionnaire et identifier le numérateur et le dénominateur.</p> <p>« APPRENNONS ENSEMBLE » A</p> <p>Après lecture de la situation du manuel p. 28, l'enseignant explique que pour qu'une situation soit « fractionnaire », il faut que les parts soient égales.</p> <p>C'est l'enseignant qui explique la démarche pour résoudre le problème : les élèves écoutent. L'enseignant reprend, pas à pas, les phases de la stratégie expliquée dans le « APPRENNONS ENSEMBLE ».</p> <p>Bien insister sur les mots « numérateur » comme dessus (nombre de parts que l'on prend) et « dénominateur » comme dessous (nombre de parts de l'unité), qui sont souvent source de confusions.</p> <p>« APPRENNONS ENSEMBLE » B</p> <p>L'enseignant reprend les étapes de la démarche (compréhension et stratégie) en guidant les élèves par des questions.</p>
Pratique guidée	<p>« ENTRAÎNONS-NOUS » : Faire sur l'ardoise les exercices 1 à 6 p. 28 du manuel.</p>
Explicitation	<p>► Sous-compétence 4 : Savoir écrire une fraction en chiffres et en lettres.</p> <p>Dire : « Pour savoir écrire une fraction en chiffres et en lettres, il faut reconnaître l'unité, compter le nombre de parts qu'elle contient et l'écrire au dénominateur (en dessous), puis il faut compter le nombre de parts coloriées et l'écrire au numérateur (au-dessus). »</p> <p>• Exemple 1 : tracer au tableau des représentations du type :  , les faire écrire en forme fractionnaire, puis en lettres ($\frac{4}{8}$ = quatre huitièmes ; $\frac{2}{12}$ = deux douzièmes). Faire remarquer l'accord.</p> <p>• Exemple 2 : Écrire $\frac{3}{4}$ et $\frac{6}{9}$ au tableau, demander à deux élèves de venir les écrire en lettres et de tracer les représentations correspondantes.</p>
Pratique guidée	<p>« ENTRAÎNONS-NOUS » : Faire sur l'ardoise les exercices 7 et 8 p. 28 du manuel.</p>

SÉANCE 2	1 heure
Calcul mental 15 min	<p>1. Même compétence que la veille : « Calculer les compléments à 100 ».</p> <p>2. Réactivation de la compétence. « Situations additives : chercher un tout avec des parties inégales ». À partir de ce problème : Louise a cueilli 35 pommes et Mario 47. Combien de pommes ont-ils cueilli ensemble ? », demander aux élèves de rappeler le raisonnement et le schéma.</p>
Explicitation 5 min	<p>Rappel de l'explicitation de la séance 1</p> <p>Revoir, à partir de quelques exemples, les stratégies pour reconnaître une situation fractionnaire, lire et écrire les fractions en chiffres et en lettres.</p>
Pratique autonome 30 min	<p>« JE TRAVAILLE SEUL(S) »</p> <p>Travail par écrit :</p> <ul style="list-style-type: none"> – Sous-compétences 1, 2 et 3 : Exercices 9 à 11 et 14 – Sous-compétence 4 : Exercices 12 et 13 <p>Différenciation : Repérer les élèves en difficulté dans ces exercices. Les aider à faire ces exercices. On peut également leur proposer de refaire par écrit des exercices de « ENTRAÎNONS-NOUS ». Les élèves qui n'ont pas de difficulté font, seuls ou en binômes, les exercices 15 et 16 de « JE VAIS PLUS LOIN ». Les exercices sont corrigés pendant la séance.</p>
Objectivation 5 min	<p>« J'APPRENDS / J'AI COMPRIS »</p> <ul style="list-style-type: none"> – Demander : « Qu'avez-vous appris ? » – Lire et commenter les rubriques « J'APPRENDS » et « J'AI COMPRIS » du manuel p. 31.
Évaluations	<ul style="list-style-type: none"> • Formative : Pour la semaine suivante, faire apprendre la rubrique « J'APPRENDS », lire la rubrique « J'AI COMPRIS » et faire les exercices 17 à 20 de « J'évalue mes connaissances » p. 51 du manuel. • Sommative (bilan périodique) : exercices 9.1, 9.2 et 9.3 p. 73 du guide pédagogique.
Réactivation	<p>Pendant les semaines et les mois qui suivent, à chaque réactivation, revoir la leçon et faire un exercice du Cahier d'exercices (voir la planification de réactivation des compétences dans le guide pédagogique p. 11).</p>

Maths Explicites Cm1 Guide P Dagogique

F Rizvi



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Table of Contents Maths Explicites Cm1 Guide P Dagogique

1. Understanding the eBook Maths Explicites Cm1 Guide P Dagogique
 - The Rise of Digital Reading Maths Explicites Cm1 Guide P Dagogique
 - Advantages of eBooks Over Traditional Books
2. Identifying Maths Explicites Cm1 Guide P Dagogique
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Maths Explicites Cm1 Guide P Dagogique
 - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Explicites Cm1 Guide P Dagogique
 - Personalized Recommendations
 - Maths Explicites Cm1 Guide P Dagogique User Reviews and Ratings
 - Maths Explicites Cm1 Guide P Dagogique and Bestseller Lists
5. Accessing Maths Explicites Cm1 Guide P Dagogique Free and Paid eBooks
 - Maths Explicites Cm1 Guide P Dagogique Public Domain eBooks
 - Maths Explicites Cm1 Guide P Dagogique eBook Subscription Services
 - Maths Explicites Cm1 Guide P Dagogique Budget-Friendly Options
6. Navigating Maths Explicites Cm1 Guide P Dagogique eBook Formats
 - ePub, PDF, MOBI, and More
 - Maths Explicites Cm1 Guide P Dagogique Compatibility with Devices
 - Maths Explicites Cm1 Guide P Dagogique Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Maths Explicites Cm1 Guide P Dagogique
 - Highlighting and Note-Taking Maths Explicites Cm1 Guide P Dagogique
 - Interactive Elements Maths Explicites Cm1 Guide P Dagogique
8. Staying Engaged with Maths Explicites Cm1 Guide P Dagogique

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Maths Explicites Cm1 Guide P Dagogique
- 9. Balancing eBooks and Physical Books Maths Explicites Cm1 Guide P Dagogique
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Maths Explicites Cm1 Guide P Dagogique
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Maths Explicites Cm1 Guide P Dagogique
 - Setting Reading Goals Maths Explicites Cm1 Guide P Dagogique
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Maths Explicites Cm1 Guide P Dagogique
 - Fact-Checking eBook Content of Maths Explicites Cm1 Guide P Dagogique
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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