

MY DAILY SUMMER PACKET

3rd Grade into 4th Grade



MON TRAVAIL ESTIVAL

CE2 vers CMI



French International School
of Philadelphia

Chers parents,

Le Travail Estival a été préparé afin d'encourager nos élèves à continuer leur apprentissage durant l'été et à revenir bien préparés et prêts à apprendre dès la rentrée des classes ! Votre enfant devra le compléter au mieux de ses capacités ce qui ne veut pas nécessairement dire finir toutes les activités.

De plus, chaque enfant devra lire les livres d'été recommandés par ses enseignantes, un en français et un en anglais, et faire un questionnaire de lecture ou projet pour chacun d'entre eux.

Sincèrement

L'équipe enseignante de l'Ecole Française Internationale de Philadelphie

Dear Parents,

The Summer Packet is designed to encourage our students to continue their learning over the summer and come back to school well prepared and ready to learn! Your child should complete it to the best of his/her ability, which does not necessarily mean finishing all of the activities.

In addition, each child should complete summer reading, one French and one English book from a required list and a book report project on each.

Sincerely,

The French International School of Philadelphia faculty

*Veillez signer le dossier pour attester de l'accomplissement de tout le travail.
Please sign the document stating that your child has completed the assignments.*

SIGNATURES :

Idées d'expression écrite

- Raconte ta dernière semaine de classe.
- Parle de l'activité que tu as aimé faire la semaine dernière.
- Décris un de tes professeurs.
- Décris tes meilleurs amis de CE2.
- Parle de ta matière préférée à l'école.
- Raconte ce que tu as aimé faire durant la récréation en CE2.
- Décris ton repas que tu as préféré manger à la cantine et à côté de qui tu étais assis.
- Décris comment tu as changé en CE2.
- Raconte le moment le plus rigolo de CE2.
- Décris l'assemblée qui t'a le plus plu.
- Décris ce que ta classe a fait de spécial en CE2.
- Raconte une sortie que tu as faite en CE2.
- Décris ce qui va le plus te manquer de l'école pendant l'été.
- Parle de tes copains et copines de CE2.
- Quel est ton plus beau souvenir de CE2 ?
- Qu'est-ce que tu as le plus aimé à l'école cette année ?
- Ecris une liste de ce que tu aimerais faire cet été.
- Quels sont tes objectifs pour cet été ?
- Explique comment tu pourrais devenir meilleur lecteur et ce que cela te permettrait de faire.
- Raconte ce que tu fais avec ta famille cet été.
- Décris ton été idéal.
- Ecris la liste de tous les livres que tu vaudrais lire cet été.
- Raconte ton plus beau jour cet été depuis la fin de l'école.
- Raconte ce que tu aimerais faire en CMI et pourquoi tu te réjouis.
- Décris un camp auquel tu as participé cet été.
- Si tu as visité une ville ou un musée cet été, raconte ce que tu as vu et aimé.
- Si tu es allé à la plage, décris ce qui te plaît et les activités que tu y fais.
- Si tu as revu tes grands-parents, tes oncles et tantes, tes cousins et cousines, raconte ce que tu aimes faire avec eux.

The Strange Star

by Anita N. Amin



Rosie loved watching the night sky. It shined with so many stars.

Sometimes, she would climb onto Papa's shoulders. She'd feel like a princess, sitting closer to those stars.

One afternoon, Papa said, "We're going to the beach! Won't that be fun?"

Rosie wasn't sure. "Will my stars be there, too?"

"Maybe," Papa said.

So they went to the beach. But it was foggy that night – no stars in sight.

"Let's see what happens tomorrow," Papa said.

"Okay..." Rosie frowned.

The next morning, they went back to the beach and Rosie gathered seashells.

Rosie found something strange. It looked like a big, orange, bumpy star. Had it fallen from the sky? And why wasn't it glowing?

"It's not a star." Papa smiled. "It's a starfish. It lives in the ocean."

Rosie put the starfish in the ocean. They watched the waves wash it back home.

Then Rosie looked for more starfish. She liked stars AND starfish.



After reading The Strange Star answer the following questions:

The Strange Star

by Anita N. Amin



1. When does Rosie find a starfish?
 - a. At the beach
 - b. At night
 - c. In her backyard
 - d. In the morning
2. What did Rosie do right after she found a starfish?
 - a. She gathered shells.
 - b. She went to the beach.
 - c. She climbed on papa's shoulders.
 - d. She put the starfish in the ocean.
3. What did Rosie do right before she found a starfish?
 - a. She looked up in the night sky.
 - b. She collected seashells.
 - c. She looked for more starfish.
 - d. She watched the waves take the starfish away.
4. When Papa first took Rosie to the beach at night, she didn't see any stars. Why?

5. About how old do you think Rosie is? How can you tell?

6. Think up another creative title for this story.

Adjectives

To complete each sentence, add -er, -est, or more or most to the adjective in parenthesis.

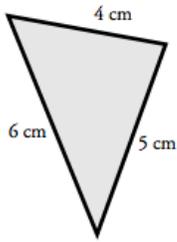
1. A steak knife is _____ than a butter knife. (sharp)
2. David is the _____ player on the team. (fast)
3. Your drawing is _____ than mine. (colorful)
4. Do you think the book we read today is _____ than the one we read yesterday? (interesting)
5. This banana is the _____ of all. (ripe)
6. This lemonade is _____ since we added sugar. (sweet)
7. The plant we watered is the _____. (tall)

Now write two of your own sentences using the adjectives from above:

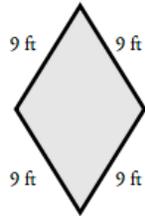
Perimeter of a Polygon

Find the perimeter of each shape by adding the lengths of each side. Be sure to include the units in your answer.

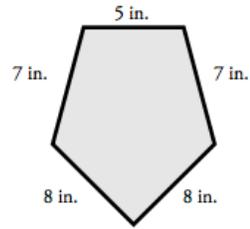
a.



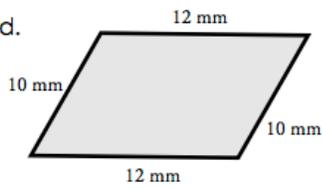
b.



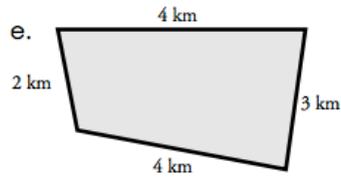
c.



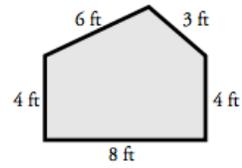
d.



e.



f.



1) Recopie les noms communs et les noms propres dans le tableau ci dessous :

Wolfgang Amadeus Mozart est né à Salzbourg, en Autriche. Et chaque année un festival y est organisé en l'honneur du compositeur autrichien. Il a pris sa première leçon de musique à trois ans. A six ans, il jouait déjà devant l'Empereur d'Autriche. Et il jouait aussi bien du clavecin que de l'orgue.

Noms communs	Noms propres
.....
.....
.....

2) Classe les nombres suivants dans l'ordre croissant (du plus petit au plus grand) :

58 – 58 503 – 8 305 – 30 855 – 53 008 – 5 888 – 83 038 – 883

58 83 038

3) Problème : Pierre possède 34 euros dans sa tirelire. Il reçoit 20 euros pour son anniversaire. Combien possède-t-il maintenant ?

Opération :

.....

Phrase réponse :

.....

4) Observe et complète les suites numériques :

14 805 14 905 15 105 15 205 15 405

54 876 55 076 55 476 55 676 56 076

10 000 9 800 9 400 9 200 8 800

5) Ecris au pluriel les noms et les déterminants associés suivants :

Les noms en **eau** :

un taureau => des

mon bateau =>

ce veau =>

l'anneau =>

Les noms quelconques :

un désir =>

ce moment =>

la dictée =>

ta moto =>

Football Facts and Opinions



A **fact** is something that can be proven true.

An **opinion** is how someone else feels about something.



Read each statement. Check the correct box to tell if it is a fact or an opinion.

- | | | | |
|-----|--|-------------------------------|----------------------------------|
| 1. | The football game was lots of fun yesterday. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 2. | Our tickets cost fifty-two dollars. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 3. | It was money well-spent. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 4. | The quarterback played his best game of the season. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 5. | The running back scored three touchdowns. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 6. | The kicker scored a field goal before halftime. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 7. | The referee blew his whistle and called a penalty. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 8. | The referee has been making terrible calls. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 9. | We had a terrific view of the game from our seats. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 10. | The final quarter was the most exciting of all. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 11. | The score was tied until the final minute of the game. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 12. | The wide receiver made the final touchdown. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 13. | There was cheering in the stands. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 14. | Our opponent is the worst team in the league. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |
| 15. | Our team will be difficult to beat. | <input type="checkbox"/> fact | <input type="checkbox"/> opinion |

Now write two sentences: one that is a fact and one that is an opinion.

1.

2.

: Write <, >, or = on each line.

\$3.45 _____ \$3.54

b. \$6.90 _____ \$6.09

c. \$0.75 _____ \$2.64

55¢ _____ \$1.22

e. \$1.22 _____ 122¢

f. \$6.67 _____ \$6.76

\$9.12 _____ 932¢

h. \$2.34 _____ \$2.54

i. \$0.99 _____ 99¢

\$321 _____ \$3.21

k. \$5.11 _____ 92¢

l. \$1.13 _____ \$11

Write the time shown on each clock. Write it the "regular way" and the "smart way." The first one has been done for you.

<p>a.</p>  <p>2:15 Quarter after 2</p>	<p>b.</p>  <p>_____ : _____</p>	<p>c.</p>  <p>_____ : _____</p>

<p>d.</p>  <p>_____ : _____</p>	<p>e.</p>  <p>_____ : _____</p>	<p>f.</p>  <p>_____ : _____</p>

Now fill in a time that makes sense in each sentence:

1. I usually wake up at _____ in the morning.
2. I eat lunch at _____.
3. Tonight, it will get dark around _____.
4. I like to eat dinner at _____.

6) Entoure la ou les bonne(s) réponse(s) :

sept mille neuf cent treize

$7\ 000 + 900 + 10$ 7 913 $1\ 000 + 900 + 3$ 7 973

neuf mille quatre-vingt-huit

$9\ 000 + 400 + 20 + 8$ 9 428 $9\ 000 + 80 + 8$ 9 088

mille neuf cent huit

$1\ 000 + 900 + 8$ 1 108 $9\ 000 + 100 + 8$ 1 908

quatre mille cent soixante-dix-sept

$4\ 000 + 700 + 10 + 7$ 1 477 $4\ 000 + 100 + 60 + 7$ 4 177

7) Lis et range ces phrases dans l'ordre dans le tableau ci-dessous :

Une queue très utile... pour manger !

- a. Mais ce n'est pas toujours très efficace.
- b. Car il y a beaucoup d'insectes qui, pour se protéger des oiseaux, se cachent dans les feuilles dont ils ont la couleur et parfois la forme.
- c. Mais tous les oiseaux chasseurs d'insectes ne poursuivent pas leur repas en volant.
- d. Beaucoup d'oiseaux se nourrissent d'insectes.
- e. En effet des oiseaux insectivores, portant de longues queues en éventail, balaiant les feuilles pour faire tomber les insectes.
- f. Cette méthode est si bonne que d'autres oiseaux les suivent et attendent plus bas que les insectes s'enfuient.
- g. Il ne leur reste plus qu'à les saisir du bec.

1	2	3	4	5	6	7
d

Please see if you can find 11 words in this friendly letter that need a capital letter. Circle the letter and write the correct letter above it.

dear david,

i am so glad you came to visit us last thursday. we always have fun going to the museum in denver. i hope you can come again in january.

your friend,

chris

Math Practice

$5 \times 9 =$

$6 \times 9 =$

$6 \times 7 =$

$7 \times 8 =$

$8 \times 6 =$

$8 \times 9 =$

$6 \times 6 =$

$5 \times 8 =$

$$\begin{array}{r} 2,617 \\ +3,589 \\ \hline \end{array}$$

$$\begin{array}{r} \$69.81 \\ +35.25 \\ \hline \end{array}$$

$$\begin{array}{r} \$89.17 \\ -63.91 \\ \hline \end{array}$$

5 trucks each had four wheels. How many wheels did the trucks have in all?

Thought _____
 Information _____
 Plan _____
 Solution _____

To, two (2), or too (also)

Fill in the blanks with the correct spelling of to, two or too:

Kate and Ted went _____ a football game.

James said, "I ate _____ much ice cream."

Please pick up _____ gallons of milk from the store.

May I play _____?

Madison likes _____ ride horses.

We will all go _____ the beach. Hurray!

Time For Some Writing Fun!

Please write a story about something you have done since school ended. Use these questions to help you plan what details to include. Remember to use adjectives and interesting details.

Where did I go? _____

Whom did I go with? _____

Why did I go? _____

How was it and why was it that way? _____

10) Transforme à la forme négative les phrases suivantes :

Le soir, je regarde les informations télévisées.

.....

Nous avons le droit de sortir le soir.

.....

Ils ont travaillé toute la journée.

.....

11) Décompose suivant l'exemple :

$$5\ 654 = 5\ 000 + 600 + 50 + 4$$

$$8\ 369 = \dots\dots\dots$$

$$7\ 938 = \dots\dots\dots$$

$$6\ 843 = \dots\dots\dots$$

$$1\ 089 = \dots\dots\dots$$

$$9\ 009 = \dots\dots\dots$$

$$3\ 456 = \dots\dots\dots$$

12) Problème :

Un autobus parcourt chaque jour 85 kilomètres.

Combien parcourt-il en une semaine ?

Opération :

.....

Phrase réponse :

.....

13) 20 mots se sont échappés de ce texte... A toi de le compléter...

(Si tu ne les trouves pas, cherche parmi les mots proposés...)

LA GIRAFE

Il est facile de reconnaître une girafe à son cou. C'est au cours des siècles que le cou des girafes allongé. Ceci leur permet maintenant d'atteindre le des arbres qui constitue leur nourriture

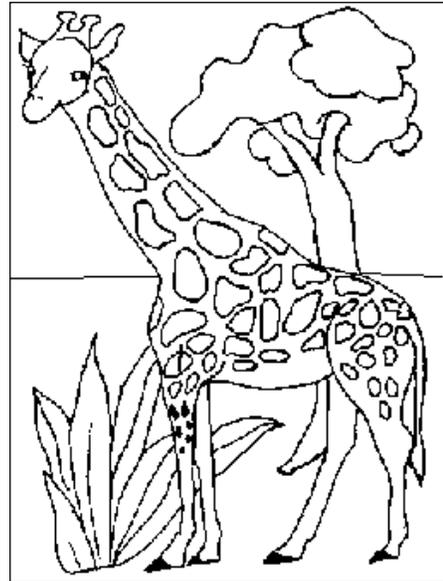
.....

Par contre, son grand cou aussi un inconvénient lorsqu'elle veut boire un lac ou un étang. Elle doit alors les pattes avant et baisser le cou. Dans position, la girafe est très vulnérable car est penchée et ne peut alors se relever Le , son unique prédateur, profite généralement de ce moment l'attaquer.

La girafe vit en Elle est et timide ; elle passe la plupart de son temps à La girafe adulte généralement debout. Si elle se couchait, elle aurait du mal à se relever à cause de son énorme En effet, elle peut peser jusqu'à une

Nous savons que les girafes très grandes. En fait, le mâle , qui est le géant des mammifères terrestres actuels, peut mesurer jusqu'à 5,40 de haut. Si ta chambre se trouvait au deuxième étage, il pourrait te regarder par la fenêtre.

Ça te ferait une drôle de surprise, n'est-ce pas ?



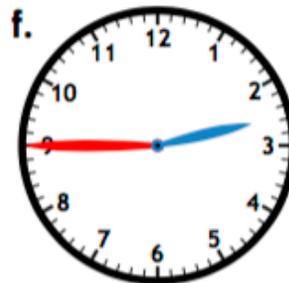
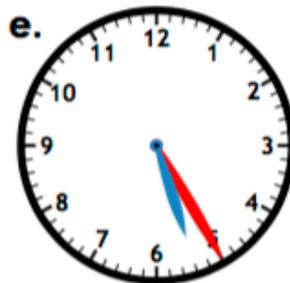
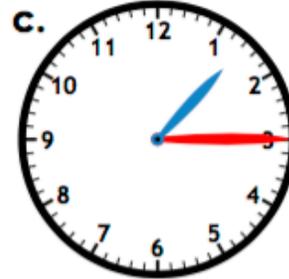
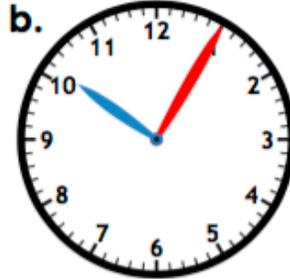
feuillage	cette	dort	devient	lion
grand	tonne	dans	s'est	inoffensive
pour	brouter	mètres	principale	elle
poids	Afrique	sont	rapidement	écarter

14) Complète :

$6 + \dots = 10$	$17 + \dots = 50$	$15 + \dots = 48$	$\dots + 10 = 100$	$100 = 32 + \dots$
$11 + \dots = 20$	$\dots + 24 = 50$	$17 + \dots = 52$	$30 + \dots = 100$	$100 = 11 + \dots$
$20 + \dots = 25$	$\dots + 35 = 50$	$18 + \dots = 47$	$\dots + 50 = 100$	$100 = 56 + \dots$
$20 + \dots = 35$	$26 + \dots = 50$	$\dots + 16 = 41$	$\dots + 70 = 100$	$100 = \dots + 29$
$20 + \dots = 50$	$38 + \dots = 50$	$15 + \dots = 50$	$60 + \dots = 100$	$100 = 75 + \dots$
$20 + \dots = 43$	$\dots + 32 = 50$	$\dots + 19 = 50$	$40 + \dots = 100$	$100 = \dots + 61$
$20 + \dots = 51$	$25 + \dots = 50$	$19 + \dots = 49$	$90 + \dots = 100$	$100 = \dots + 48$
$20 + \dots = 55$	$\dots + 21 = 50$	$\dots + 19 = 51$	$\dots + 20 = 100$	$100 = 91 + \dots$

Telling Time

Write the time shown.



More Than Just a Snack Food

by Sandie Lee

It's been around for over 5000 years. It was an important staple to the Aztec Indians and it even helped in the inventing of the first microwave oven. Can you guess what it is? That's right, it's popcorn.

The oldest corn ever discovered, was found in a New Mexico rock formation called "the Bat Cave." These ears of corn ranging from smaller than a penny to about 10cm long, are thought to be approximately, 5600 years old. Kernels of corn have also been found in tombs in Peru and some still pop after 1000 years.

Popcorn was known as *momchitl* to the 16th century Aztec Indians, and played an important role in their lives. They used it not only as a food source, but also in their ceremonies.

Garlands and headdresses were made from thick rows of popcorn and used in traditional dances. Popcorn was also thought to bring peace and goodwill. Perhaps that is why, statues of one of their most important gods, Tlaloc (*Tlah-loc*), their ancient god of rain, was also adorned with popcorn necklaces.

One account tells of the Aztec people scattering *momchitl* before the fishermen went out to sea. The popped corn represented hailstones and was given to the god of water, in hopes of a safe journey for them.

Popcorn poppers have changed drastically over the years. Some ancient poppers were made out of soapstone or clay. This covered bowl was hung from a tripod-like holder and placed directly over the fire. Another method of popping corn is from the Winnabago Indians. They just stabbed a pointy stick through the entire cob, then held it close to the fire. When finished, it was eaten like corn-on-the-cob.

Today, we have microwave ovens that do all the popping for us. In fact, it was popcorn that actually helped invent the first microwave. In 1946 an engineer by the name of Percy Spencer was experimenting with a new vacuum tube called a magnetron. (Magnetrons are used to produce the high energy that is used in microwaves.) When he was working with the magnetron, he realized the candy bar in his pocket had melted. So being the electronics whiz that he was, Percy Spencer had an idea and immediately sent for some popcorn. This time he placed the popcorn kernels near the tube and soon history was made. The kernels popped and he went on to create the first microwave oven.



Who knew popcorn had such a history? From caves to ceremonies to microwaves, this fun food has seen it all. Perhaps that's why it has stood the test of time and still remains a favorite today.



Did You Know...

The first microwave oven was 6 feet tall and weighed 341 kilograms. That's 750 pounds! Microwave popcorn sales amount to 250 billion dollars a year.



Popcorn Shapes

Popcorn pops into one of two shapes. The snowflake, which is big and fluffy or the mushroom which is round and firm.

The biggest popcorn ball recorded today is from The Popcorn Factory in Lake Forest Illinois. It weighs in at 3,423 pounds and is 8 feet in diameter and 24.5 feet around. That's about 50,000 times bigger than normal popcorn balls and it's all edible.



Happy Popcorn Day!

There's actually a National Popcorn Day. It's celebrated on January 19th. So get popping and celebrate.

More Than Just a Snack Food

by Sandie Lee



1. When did people first start popping popcorn?
 - a. shortly after the microwave was invented
 - b. in 1946
 - c. about one thousand years ago
 - d. over 5,000 years ago

2. When is National Popcorn Day?
 - a. the first or second week in January
 - b. the third or fourth week in January
 - c. seventeen days after New Year's Day
 - d. the last week in January

3. Draw a detailed picture of an ancient clay popcorn popper cooking on a fire.

Use information from the article to form your illustration.



4. Explain how the Winnabago Indians cooked popcorn.

5. Who was Tlaloc?
 - a. the Aztec god of popcorn
 - b. the Aztec god of fishing
 - c. the Aztec god of rain
 - d. the Aztec god of peace and goodwill

6. Which sentence is an opinion?
 - a. Many people enjoy popcorn today.
 - b. Aztec people of long ago believed that popcorn brought peace and goodwill.
 - c. The biggest popcorn ball in the world is in Lake Forest, Illinois.
 - d. Today, the best way to pop popcorn is with a microwave oven.

15) Problème : Madame Poulette a acheté 3 boîtes contenant 6 œufs chacune.
- Dessine rapidement les boîtes à œufs :

- Combien d'œufs y a-t-il en tout ? (Entoure la ou les bonnes opérations)

$3 + 6$ 3×6 $6 + 6 + 6$ 6×3 $6 + 3$

Madame Poulette a acheté œufs en tout.

16) Conjugue le verbe demandé au présent de l'indicatif :

- prendre** => Nathalie et moi, nous une fiche.
- vivre** => Les pigeons dans les villes.
- écrire** => Tu une lettre à ta grand-mère pour son anniversaire.
- courir** => Les enfants pendant la récréation.
- venir** => Tous les lundi, nous à l'école.
- attendre** => J'..... l'autobus pour aller au cinéma.
- allumer** => On la lampe quand il fait nuit.
- dessiner** => Tu un joli portrait.
- pouvoir** => Vous jouer aux billes.
- faire** => Maman et moi, nous nos devoirs ensemble.

17) Décompose les nombres suivants :

- 308 500** => **300 000 + 8 000 + 500**
- 76 080 =>
- 680 600 =>
- 90 400 =>
- 160 003 =>
- 548 632** => **500 000 + 40 000 + 8 000 + 600 + 30 + 2**
- 106 489 =>
- 390 842 =>

In and Out Boxes

a.

In	Out
6	
9	
15	
	22

rule: add 4

b.

In	Out
5	2
7	
	9
	13

rule: _____

c.

In	Out
9	14
14	
21	
	30

rule: _____

d.

In	8	13	19	
Out				21

rule: subtract 7

e.

In	9	15		
Out	3		12	18

rule: _____

- f. Kris and Pat were born on the exact same day, but not in the same year. Their ages are shown in the table.

	Age in Years					
Kris' Age	4	7	12	15	?	23
Pat's Age	7	10	15	?	22	26

When Kris was 15, how old was Pat? _____

When Pat was 22, how old was Kris? _____

When Pat was 30, how old was Kris? _____

Which choice best explains the rule for this table? (Circle one)

- a. Add three to Kris' age to find Pat's age.
- b. Add three to Pat's age to find Kris' age.
- c. Subtract three from Kris' age to find Pat's age.
- d. Subtract three from the sum of Pat and Kris' age to find Pat's age.

Challenge : Make your own In and Out Box

Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

The main idea of this paragraph is:

- a. Boots is my dog.
- b. Boots can sit.
- c. Boots is very smart.
- d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

The main idea of this paragraph is:

- a. Todd had a great birthday.
- b. Joey had a great birthday.
- c. Todd got lots of gifts.
- d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

The main idea of this paragraph is:

- a. Peter cannot go in the living room.
- b. Peter's parents don't like the carpet.
- c. Peter likes to make a mess.
- d. Peter's parents made new rules so the new carpet stays clean.

20) Accorde les adjectifs qualificatifs :

des poids (léger)	des feuilles (vert)	du chocolat (chaud)
une maison (blanc)	une (vieux) armoire	des colis (fragile)
des vents (tropical)	des jours (heureux)	une table (bas)

21) Complète les tableaux suivants :

	+ 10	+ 20	+ 50	+ 100	+ 50	+ 20	+ 10
250	260	280	330	430	480	500	510
300	.....	.....	.....	.....	.....	.....	.....
500	.....	.....	.....	.....	.....	.....	.....
555	.....	.....	.....	.....	.....	.....	.....
740	.....	.....	.....	.....	.....	.....	.....

22) Conjugue le verbe demandé au futur simple de l'indicatif :

- prendre** => Tu des photos pendant les vacances.
faire => Les enfants quelques bêtises.
chanter => Vous à la fête de l'école.
attendre => Elle..... son frère pour aller à Paris.
pouvoir => On lire avant de dormir.
danser => Tu au mariage de tes amis.
avoir => Vous une bonne surprise.

23) Compte de ... en ... en reculant (<) :

De 10 en 10...	651 067	.....	.....	651 037	.....
	.....	.....	650 997	.....	650 977
	.....	650 957	.....	650 937	.....
	650 917	.....	.....	.....	650 877

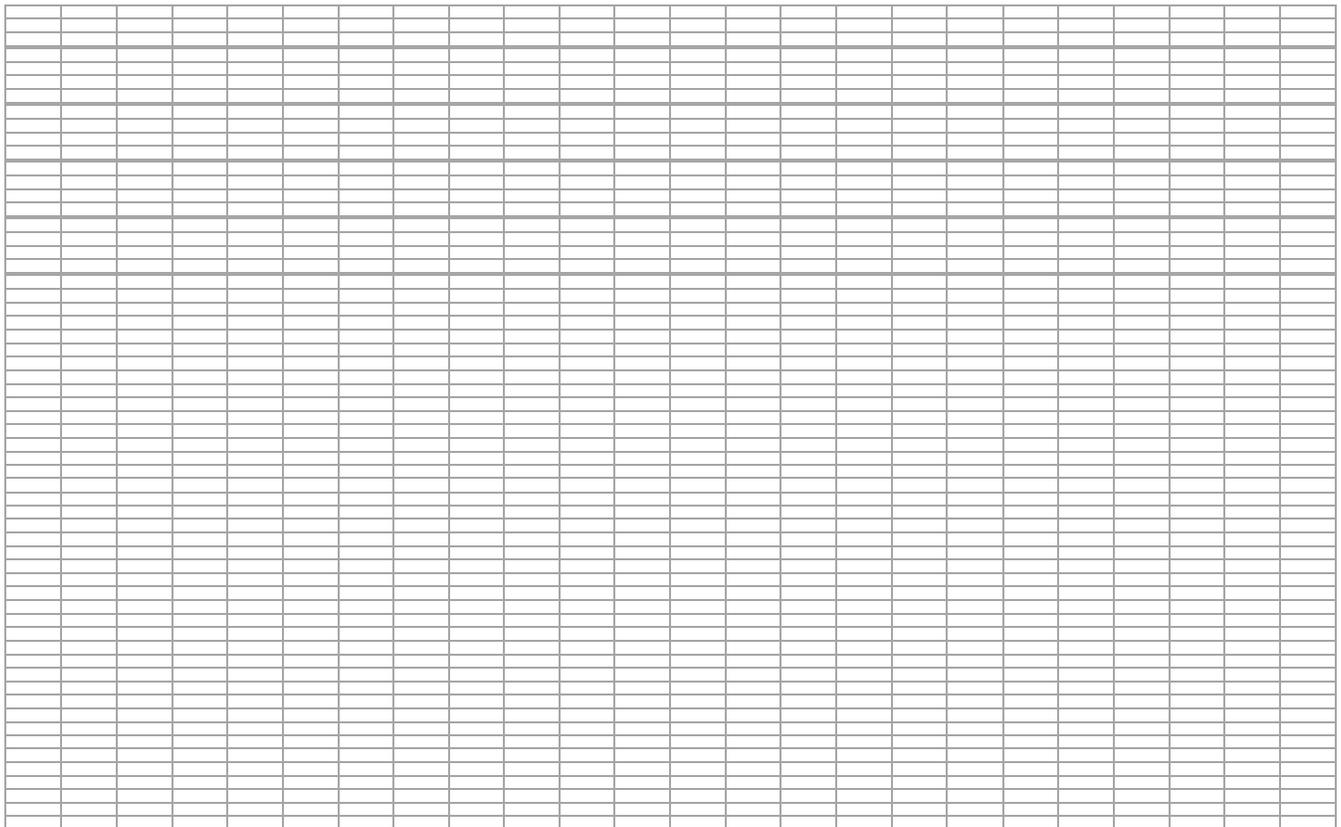
24) Problème :

Cyril s'est acheté un ordinateur pour 599 euros, une imprimante à 105 euros et un jeu vidéo pour 37 euros. Combien a-t-il dépensé en tout ?

Pose l'opération en colonnes et écris une phrase de réponse.

25) Ecris au pluriel les noms et les déterminants associés suivants :

<p>Les noms en ou :</p> <p>ce bijou => ces</p> <p>le verrou =></p> <p>son genou =></p> <p>un clou =></p>	<p>Les noms en s ou x :</p> <p>cette souris =></p> <p>une voix =></p> <p>le temps =></p> <p>ce prix =></p>
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Multiple-Step Problems



- a. Luke had two ten dollar bills. His younger sister Leia had a five dollar bill. They combined their money to buy a gift for their father that costs \$22. How much change did they receive?

- b. Tricia's mother let her play outside for 15 minutes. When she went outside, she played with her dog for 5 minutes. Then she rode her bike for 4 minutes. She spent the rest of the time catching bugs. How many minutes did Tricia spend catching bugs?

- c. Clark and his brother Kent played floor hockey in their living room. Each goal was worth 2 points. Clark scored 6 points. Kent scored 8 points. How many goals did they score altogether?

- d. Jimmy and Kelly ran a snack stand in their front yard. They sold cookies for 5¢, apples for 6¢ and cupcakes for 10¢. They sold 3 cookies, 2 cupcakes, and 1 apple. How much money did they make altogether?

Underwater Adventure

by Kelly Hashway

Andy slumped in his seat and moaned. His father had dragged him along for all the weekend errands. Andy just wanted to go home and play video games, but his dad insisted they spend quality time together.

"How many more places do we have to go?" Andy asked after the fourth stop. They'd already been to the bank, the supermarket, the post office, and the dry cleaner. He couldn't imagine what they could possibly have left to do.

"Just one more." His father smiled. "I saved the best for last."

Andy didn't think any errands were fun. "Oh no, we aren't going school clothes shopping are we?"

"No. This is much more exciting."

Andy worried his dad might not have the same definition of exciting that he had, but he tried to be hopeful. After the bank, how boring could this errand be?

His dad pulled up at The Bubble Palace. Andy groaned. The name was much more interesting than the actual place.

"The car wash? How is this exciting?" Andy crossed his arms in protest.

"You'll see," his dad said.

Andy expected his dad to pull into an open garage kind of building and get out to use the hose. But instead he pulled up to some sort of drive through.

"What's this?" Andy asked.

"You've never been in one of these?"

"No. Mom goes to the self-serve car wash."

His dad smiled. "I like this one better. It's like an underwater adventure."

Underwater adventure? Were they driving into water or something?



Andy watched in silence as his dad paid the attendant and pulled the car onto a strange kind of conveyor belt.

"Shouldn't we get out of the car?" Andy asked.

"You could, but you'd miss the best part." His dad took his hands off the wheel as the car was pulled forward.

They drove through a black plastic mat hanging from the ceiling of the drive through. Andy stared in amazement as the car was sprayed with water from above. The water pounded down on the car and Andy smiled.

"That's pretty cool. Like a rainstorm or something."

"Wait. It gets better."

Soapsuds washed over them, and they passed through rolling brushes on both sides.



"I call those sea anemones," his dad said. "It's like being a fish or some other sea creature, isn't it?"

Andy rolled his eyes, but as the car was pulled through a drying station that blew air and wiped the car with a bunch of wiggling felt strips, Andy said, "Hey, that looks like an octopus wrapping us up in its arms!"

"Now you're getting it." His dad patted his shoulder.

They came out of the car wash.

"See," his dad said, "not all errands are boring."

"Can we do that again?" Andy asked.



Now please answer the following questions:

Underwater Adventure

by Kelly Hashway



1. Andy is probably...
 - a. a teenager
 - b. a toddler
 - c. a young boy
 - d. more that 21 years old
2. Explain how the car wash in this story was different from the car washes Andy had visited before.

3. How did Andy feel in the beginning of the story? Circle the three best answers from the box below.

imaginative	excited	annoyed	guilty
bored	clever	sick	frustrated

4. At the car wash, Andy and his dad...
 - a. become upset with each other
 - b. see a real octopus
 - c. pretend they are underwater
 - d. got out of the car and washed it with a hose
5. In this story, Andy doesn't enjoy running errands with his father. In your own words, write a definition for the word errand.

29) Ecris en chiffres :

dix-neuf mille six cent quarante-sept	=>	.....
trois cent huit mille cinquante-sept	=>	.....
huit cent soixante-dix mille deux cent cinq	=>	.....
neuf cent trente-sept mille six cent trente-trois	=>	.....
cent quatre mille vingt	=>	.....

30) Complète les phrases avec **a** ou **à** :

Il y longtemps, Barthélemy Thimonnier découvert la machine coudre.

La locomotive vapeur traversé la campagne toute vitesse.

..... force de travail, Yves commencé obtenir de bonnes notes ses tests.

31) Complète les phrases avec **ou** ou **où** :

Les serviettes sont dans le placard dans l'armoire. Mais je ne me rappelle plus

L'endroit il fait le plus froid, c'est le pôle sud le pôle nord ?

..... iras-tu passer tes vacances ? En Italie en Espagne ?

32) Effectue les multiplications suivantes :

$\begin{array}{r} 321 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 456 \\ \times 43 \\ \hline \end{array}$	$\begin{array}{r} 507 \\ \times 70 \\ \hline \end{array}$	$\begin{array}{r} 416 \\ \times 72 \\ \hline \end{array}$	$\begin{array}{r} 470 \\ \times 40 \\ \hline \end{array}$	$\begin{array}{r} 642 \\ \times 58 \\ \hline \end{array}$
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33) Trouve un synonyme pour chacun de ces mots dans la liste suivante :

s'échapper – la jeunesse –facilement – le succès – un danger – effrayer – la berge – pénétrer – escalader

entrer	.....	la réussite	.....	la rive	.....
s'enfuir	.....	l'enfance	.....	un péril	.....
grimper	.....	aisément	.....	épouvanter	.....

34) Les nombres mystérieux :

- Mon chiffre des dizaines de mille est 8 et le nombre de mes dizaines est 35. Je suis...

- 80 035 80 350 35 800 35 835 83 500

- Mon chiffre des unités de mille est le même que le chiffre de mes dizaines. Je suis...

- 90 999 71 171 3 060 21 212

- Mon chiffre des dizaines de mille est le double du chiffre de mes unités. Je suis...

- 90 045 80 361 96 248 12 006 62 483

35) Souligne l'intrus dans chacune des listes suivantes :

- A – laver avaler lavable délayer le lavage
 B – chanter déchanter une chanson une berceuse une chanteuse
 C – plaisanter un paysan une plaisanterie déplaisant le plaisir
 D – couvrir une découverte une couverture se découvrir couvrir
 E – camper compter décamper un campeur le camping

36) Effectue les additions suivantes :

35	28	49	66	19	62
+ 31	+ 27	+ 47	+ 77	+ 91	+ 54
<u>+ 33</u>	<u>+ 25</u>	<u>+ 50</u>	<u>+ 88</u>	<u>+ 99</u>	<u>+ 18</u>
.....

37) Conjugue les verbes suivants au passé composé :

<u>travailler</u>	<u>prendre</u>	<u>faire</u>	<u>manger</u>
J'	J'	J'	J' ai mangé
tu	tu	tu as fait	tu
elle	il	on	elle
nous avons travaillé	nous	nous	nous
vous	vous avez pris	vous	vous
ils	elles	elles	ils

