
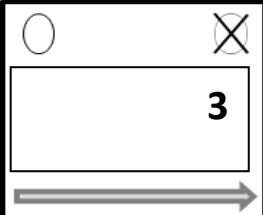


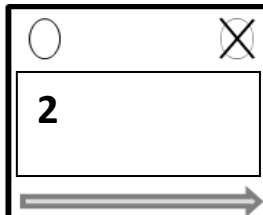
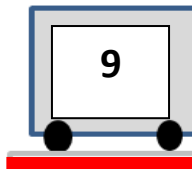
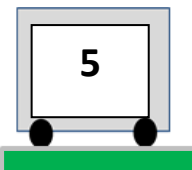
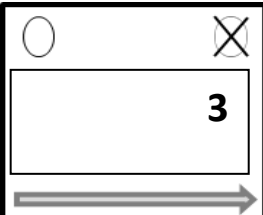

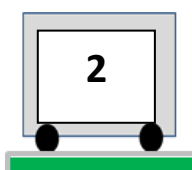
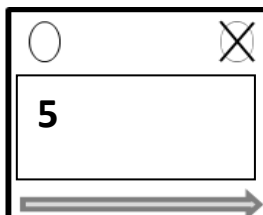
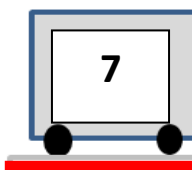

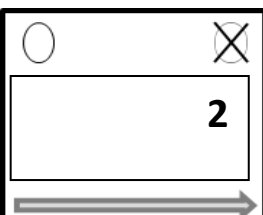
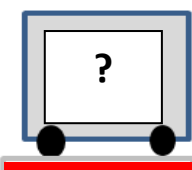

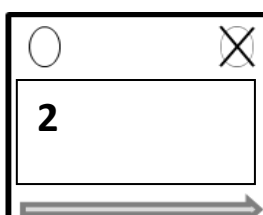
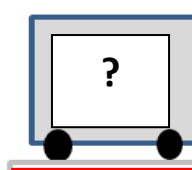
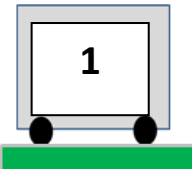
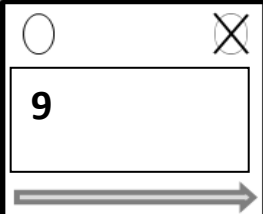


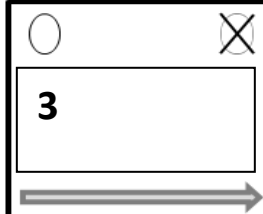
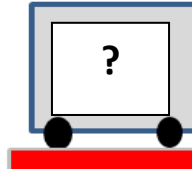
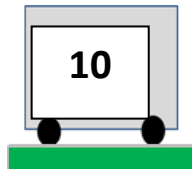
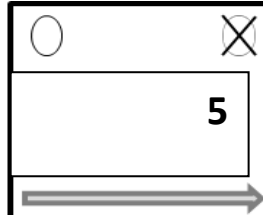
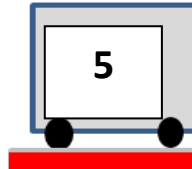
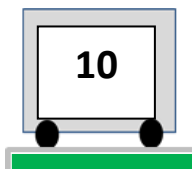
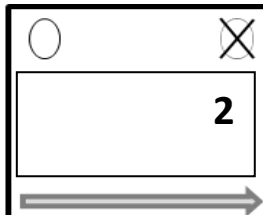
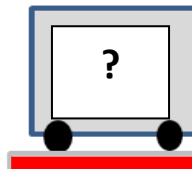
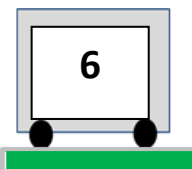
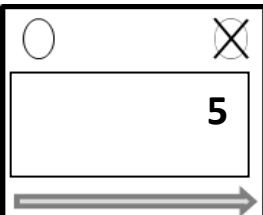


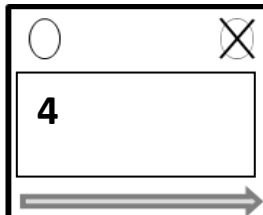
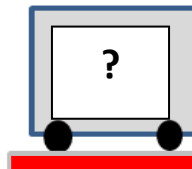


Faire s'entraîner les élèves à traduire les différents schémas par un énoncé de problème de camions ou une histoire leur correspondant. Utiliser le matériel si besoin pour résoudre les problèmes.

Consigne : raconte l'histoire ou le problème (en posant la question). Lorsque c'est un problème, réponds à la question.

Si besoin de plus de problèmes, reprendre les mêmes schémas en variant les nombres et leur place.