

## **Objectifs principaux des exercices d'organisation de points**

1. Apprendre à projeter des relations virtuelles;
2. apprendre à contrôler son impulsivité (A-1) et à travailler de façon méthodique (I-5, E-5, O-5);
3. apprendre à faire des hypothèses (E-15) et à les vérifier (E-16);
4. développer une meilleure efficacité pour l'ensemble des 51 stratégies de résolution de problèmes.

### **Qu'est-ce que l'organisation de points :**

Pour expliquer la nature des exercices, il convient d'utiliser l'analogie des constellations d'étoiles qui se forment à partir de liens invisibles entre les étoiles et qui donnent des formes semblables à celles d'objets connus (ex: chaudron, la grande ourse)

### **Les avantages et les inconvénients d'organiser :**

**Avantages :**

- permet de faire ce qu'on veut,
- permet de prévoir,
- évite les ennuis.

**Inconvénients :**

- c'est exigeant,
- c'est ennuyant

**N.B. Il convient de distinguer quand c'est utile d'organiser et quand ce n'est pas nécessaire.**

### **Les règles d'organisation de points**

1. Chaque point ne s'utilise qu'une seule fois;
2. les figures obtenues doivent être identiques aux modèles (forme et taille);
3. les figures peuvent être orientées différemment tout en conservant leurs caractéristiques essentielles.

### **Consignes pour l'intervenant qui procède collectivement**

1. Il faut circuler parmi les élèves pour :
  - \* donner du feedback;
  - \* rappeler les buts;
  - \* avertir aussitôt que possible s'il y a un non respect des règles (ne pas attendre la fin pour éviter une accumulation d'erreurs).
2. Utiliser de préférence le langage non verbal pour ne pas déranger les autres inutilement. Ex : montrer le modèle pour faire remarquer ce qui ne va pas.
3. Développer chez l'apprenant une attitude d'acceptation face au processus de vérification des erreurs.
4. Demander à l'élève comment il est arrivé à sa réponse de façon à développer son langage intérieur.
5. Donner le point de départ à un élève en difficulté (discrètement).

6. Pour vérifier les progrès sur le plan de l'impulsivité, demander à l'élève de faire un trait en haut de la feuille (ou dans la case) chaque fois qu'il a à effacer (réduire le nombre à chaque page).

7. Pour aider les élèves trop impulsifs, on peut leur demander de faire l'exercice avec l'envers du crayon d'abord, pour arriver à s'en passer, ensuite.

8. On n'utilise pas de supports concrets (règles, stencils, rotation de la feuille, etc.) car l'objectif est de "projeter des relations virtuelles". Partir d'exercices plus simples, en cas de difficultés.

9. Il est nécessaire de suivre l'ordre des exercices autant que possible (de la gauche vers la droite du haut vers le bas).

10. Si des élèves ont terminé bien avant les autres :

- \* on peut leur demander de s'inventer un problème d'organisation de points;
- \* ou demander à un élève de contrôler la copie du voisin (il signe la page)
- \* éviter un trop grand décalage en aidant les plus faibles;
- \* les tuteurs ne doivent pas faire le travail à la place de l'autre;
- \* montrer qu'il n'est pas nécessaire d'avoir terminé en même temps.

11. Toujours valoriser les questions ou les réponses des élèves (faire ressortir le côté positif).

12. Corriger chaque page en indiquant les erreurs pour savoir le niveau des progrès des élèves et savoir à qui il faut apporter le plus d'aide.

13. Ne pas se promener auprès des élèves avec les bonnes réponses. Il convient de connaître à l'avance les difficultés et d'observer ces cases particulières en circulant.

14. Il est préférable de faire la correction à l'aide d'une source lumineuse (rétroprojecteur et transparent).

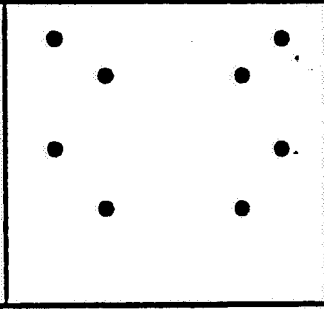
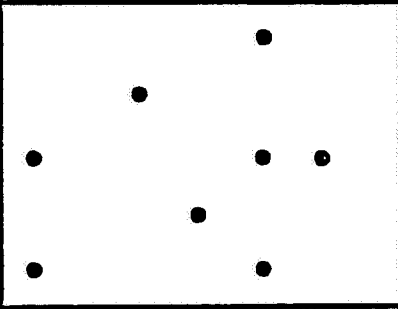
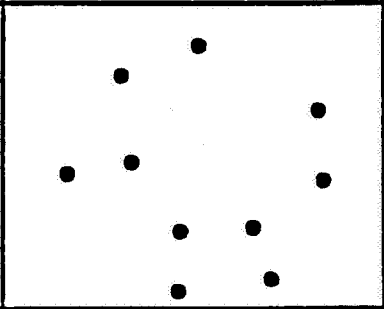
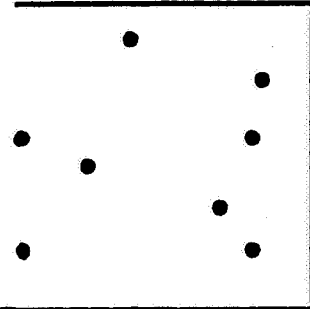
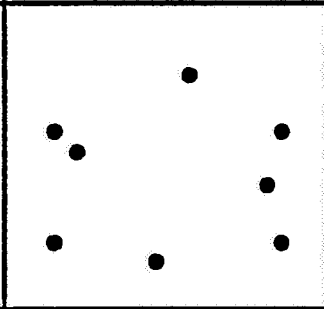
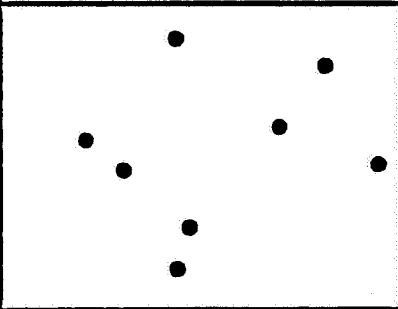
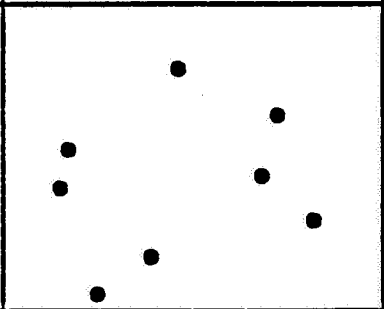
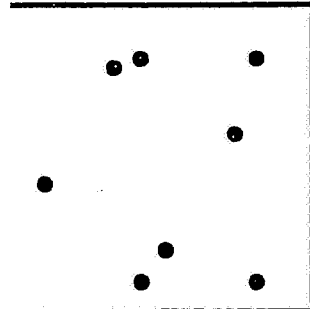
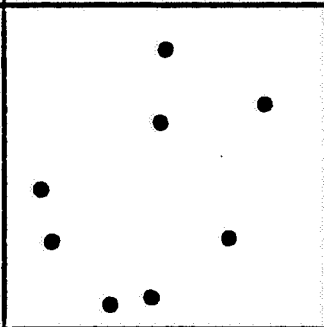
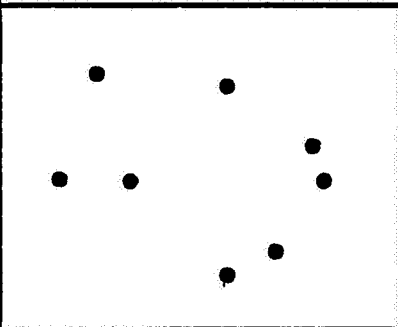
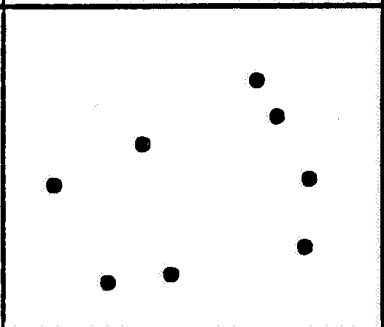
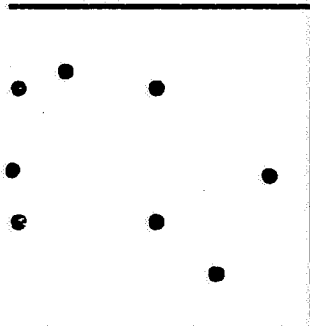
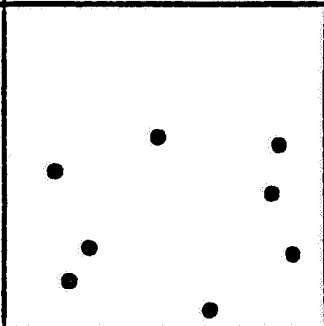
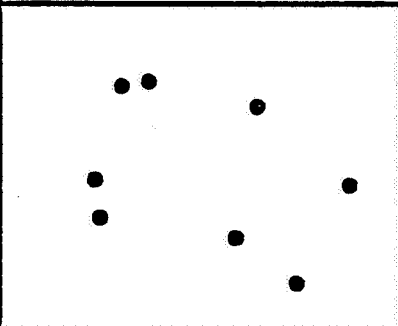
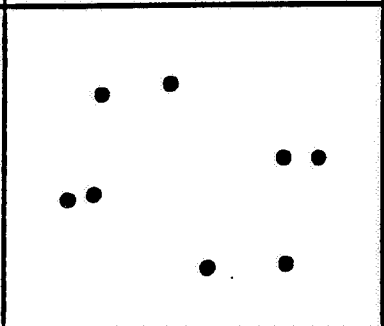
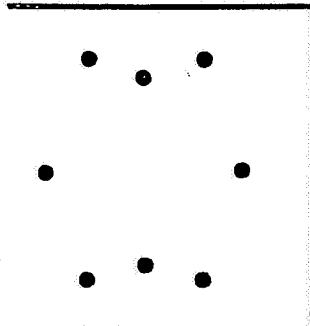
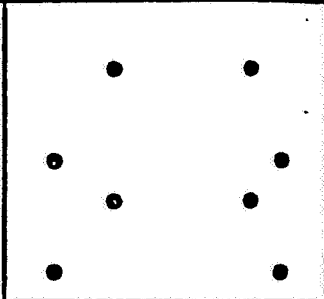
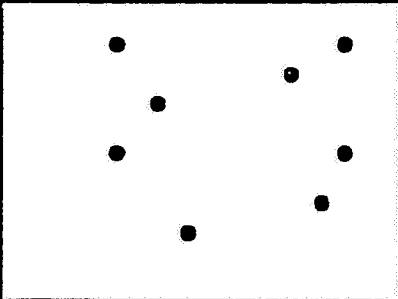
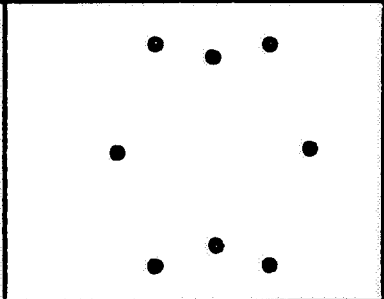
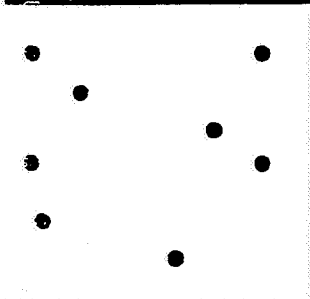
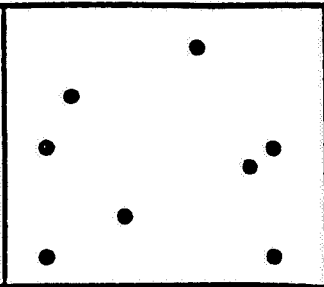
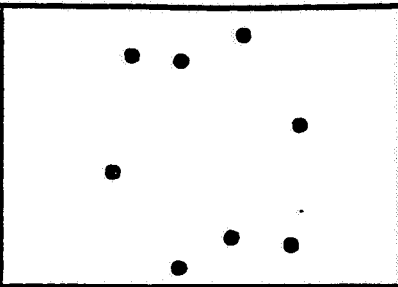
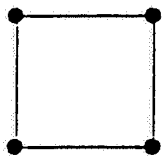
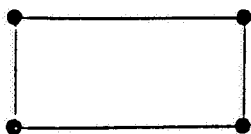
15. Ne pas corriger les erreurs, mais les indiquer d'un trait et remettre la feuille corrigée le lendemain pour l'auto-correction; ceci est important pour que l'élève prenne conscience qu'il peut se corriger (erreur d'attention) puisqu'il a le potentiel qu'il doit apprendre à mieux utiliser.

16. Chaque fois qu'un mot-clé est introduit (comparer, organiser, planifier, explorer, contrôler l'impulsivité, stratégie, hypothèse, projection, relation virtuelle, etc.), bien s'assurer que son sens est compris en se servant du procédé de transposition. Notons également que ces concepts ne doivent être introduits qu'à travers une situation réelle vécue par l'élève (par exemple, certains élèves seront impulsifs au moment de faire les exercices d'organisation de points). Il convient alors d'introduire le concept de planification et de discuter des transpositions qui aideront à en comprendre le sens et à le généraliser.

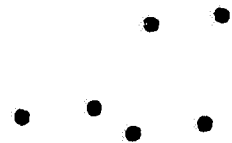
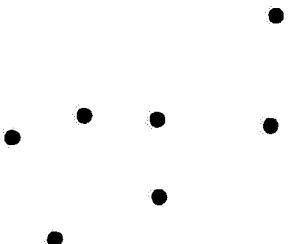
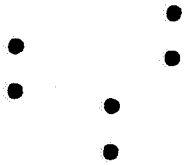
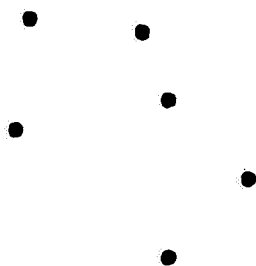
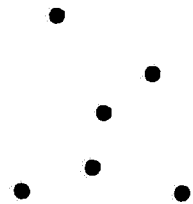
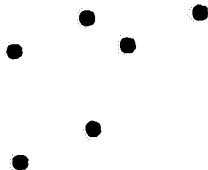
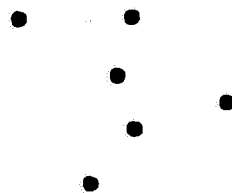
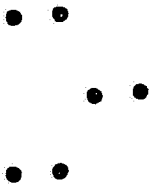
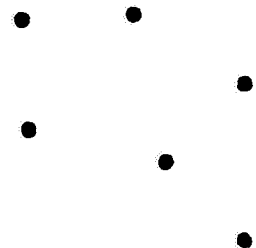
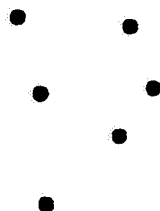
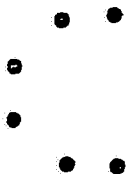
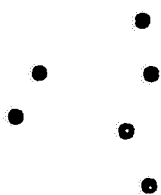
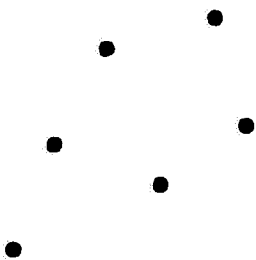
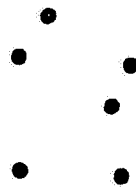
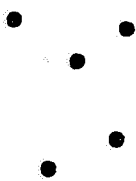
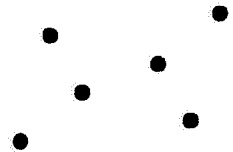
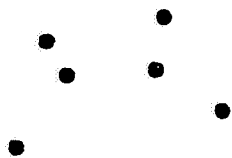
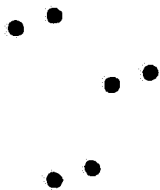
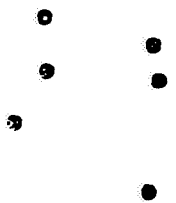
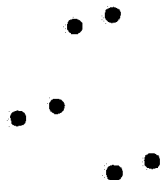
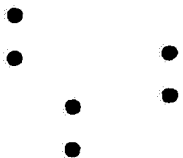
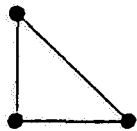
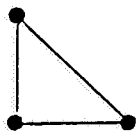
17. L'intervenant doit s'assurer d'une généralisation des acquis à travers différentes situations de transfert au niveau des matières scolaires (académiques) ou de situations du vécu quotidien.



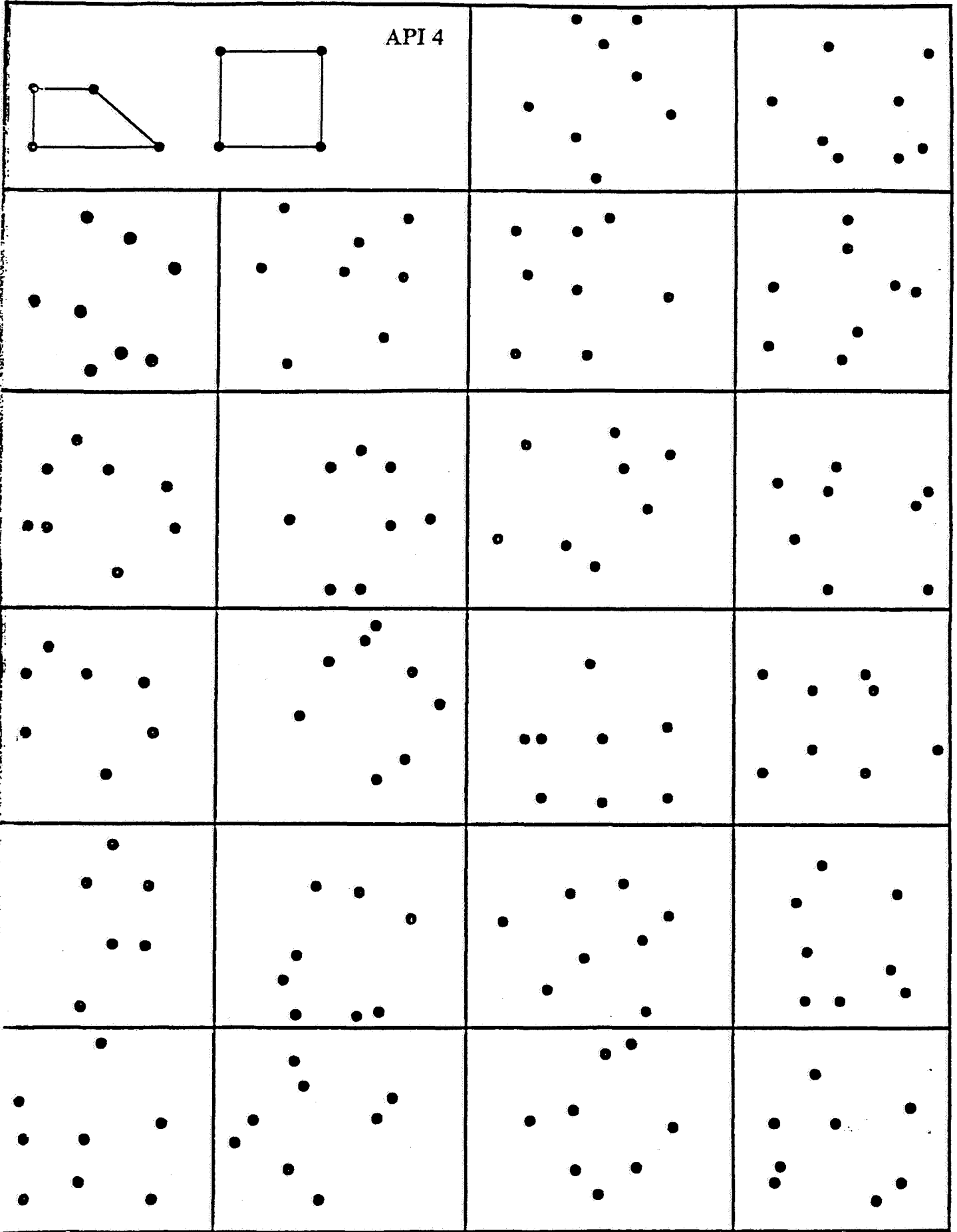
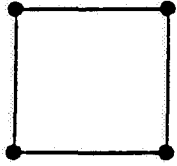
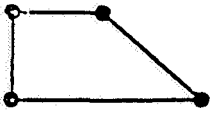
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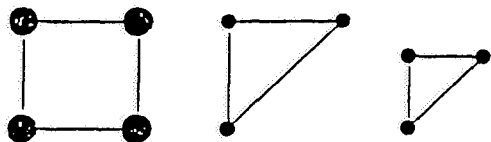
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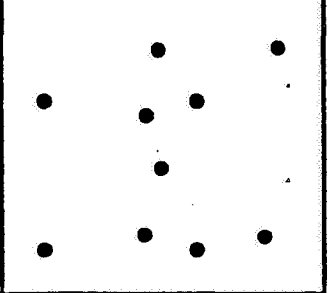
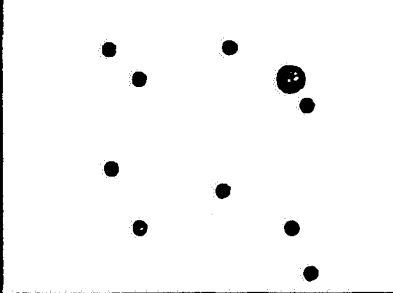
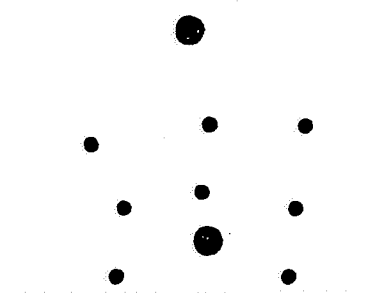
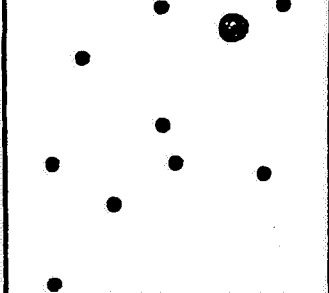
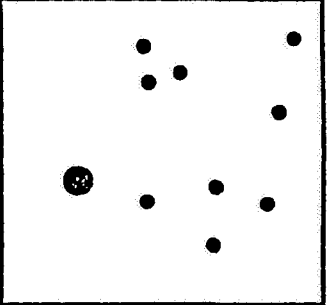
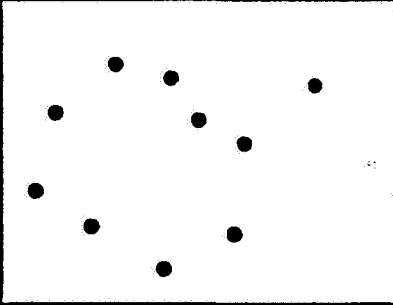
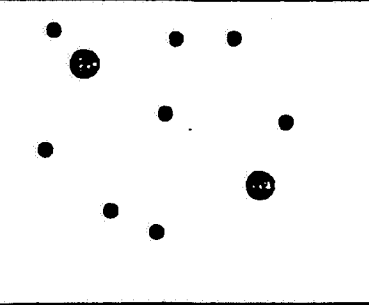
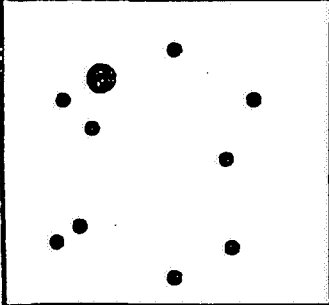
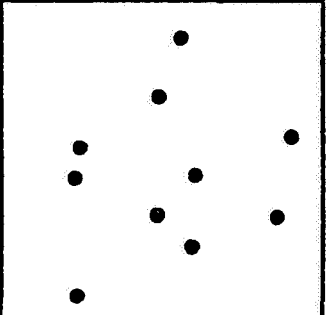
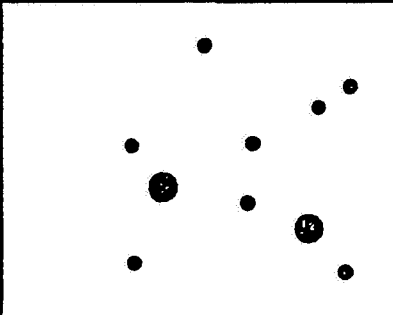
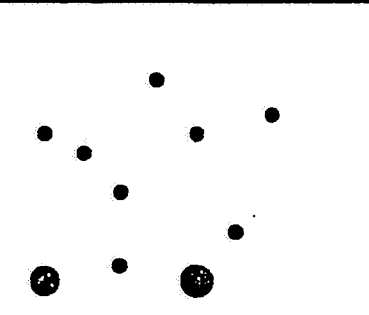
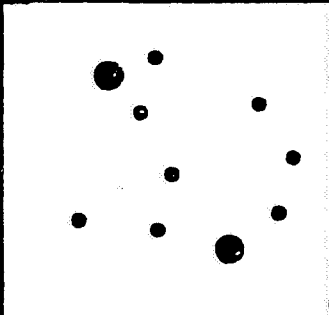
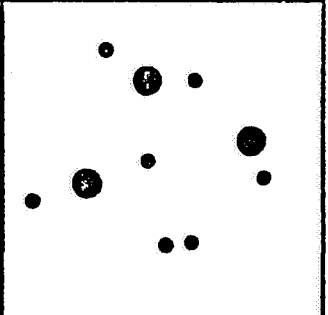
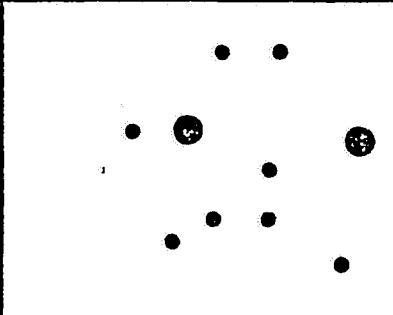
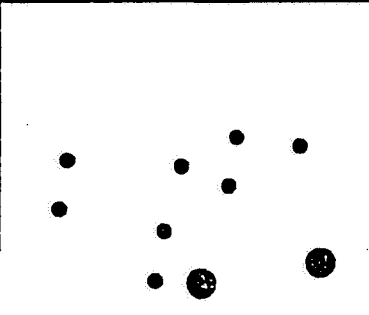
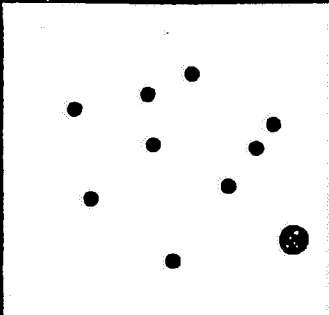
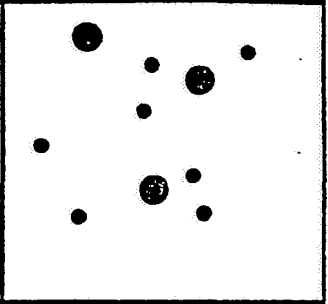
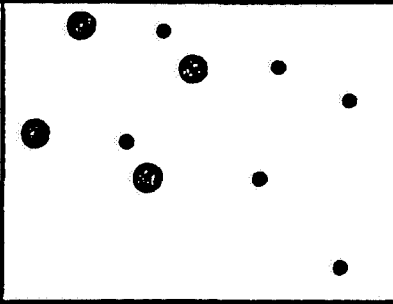
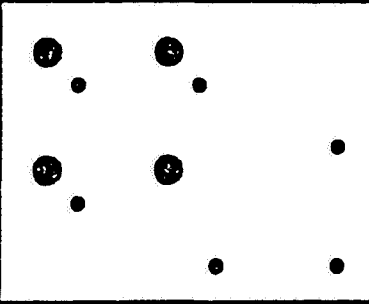
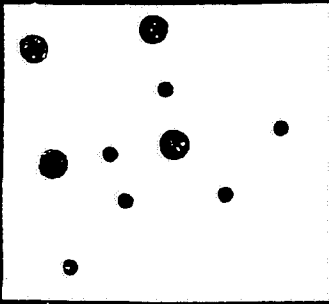
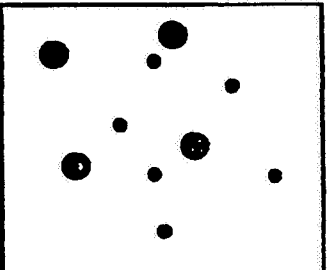
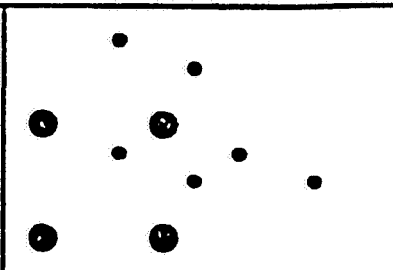
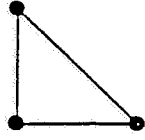
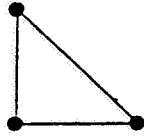
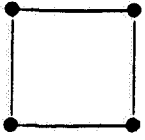
API 4



API 5

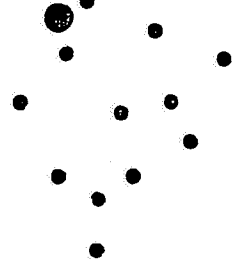
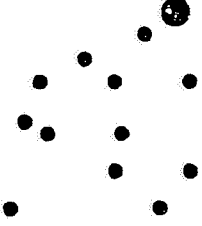
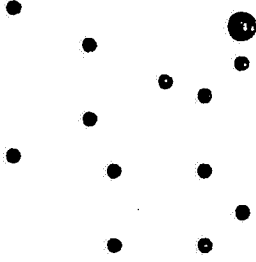
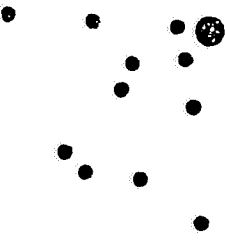
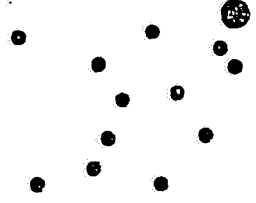
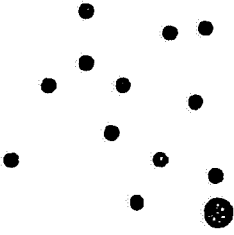
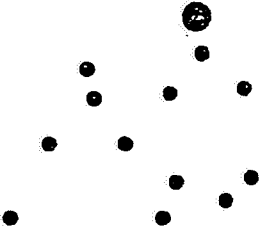
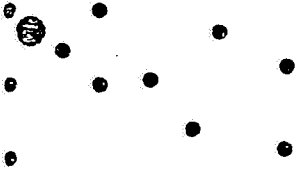
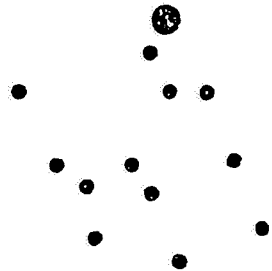
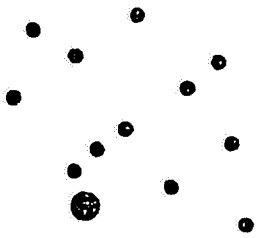
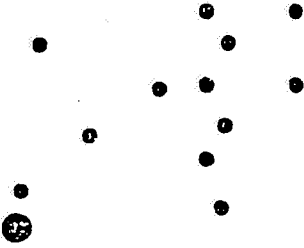
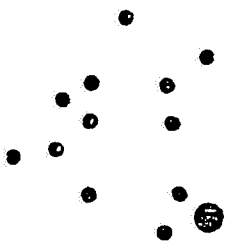
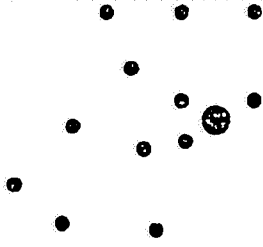
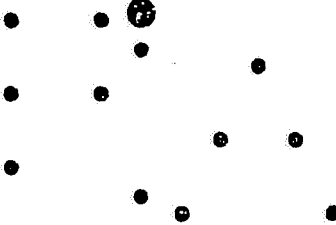
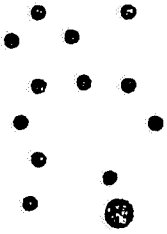
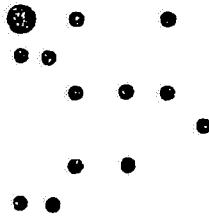
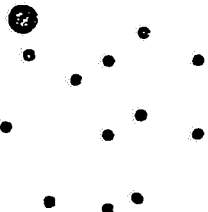
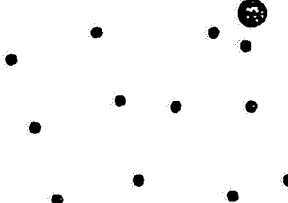
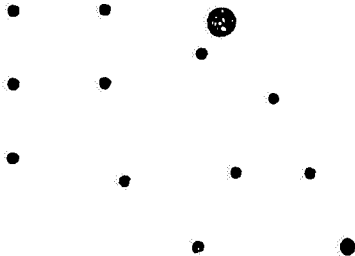
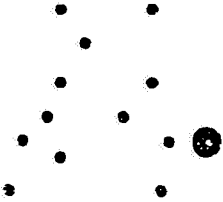
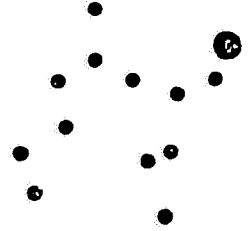
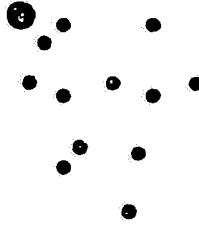
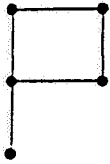
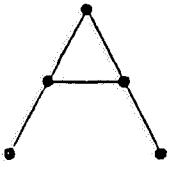


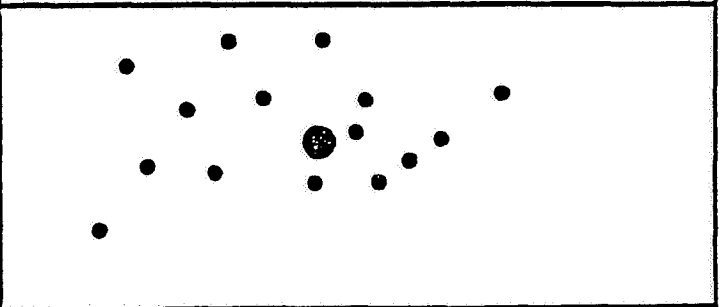
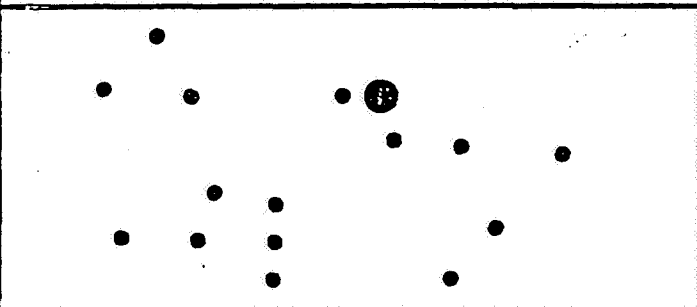
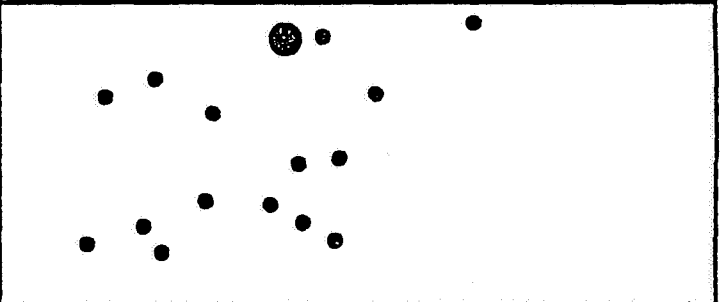
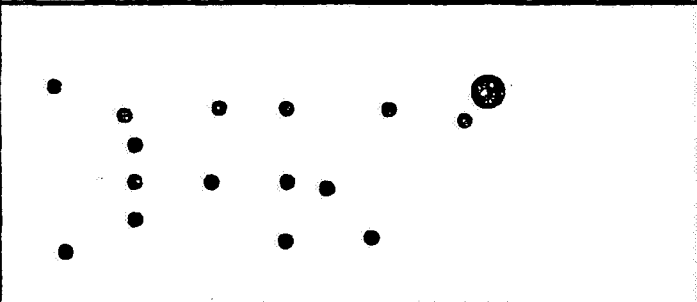
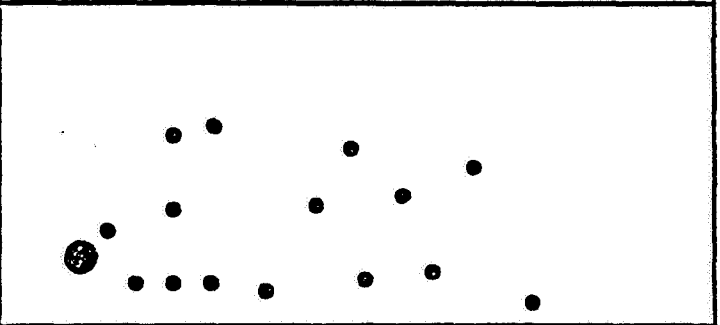
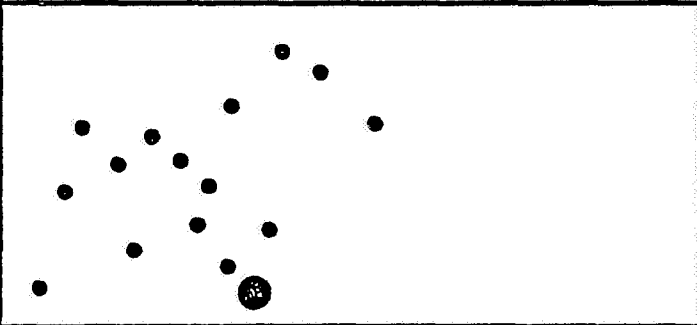
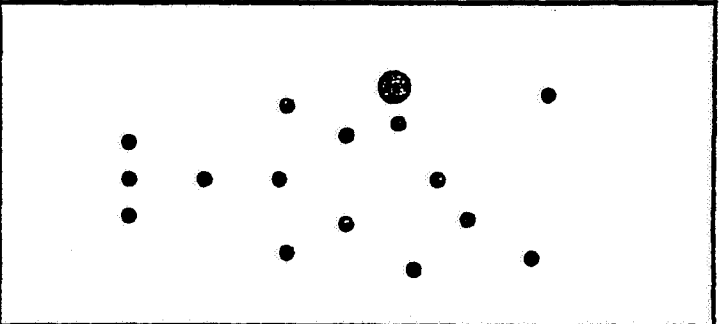
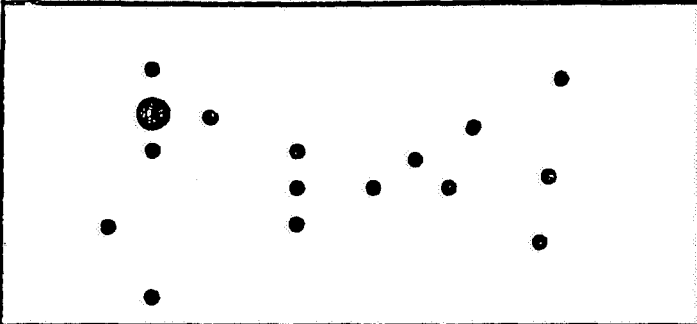
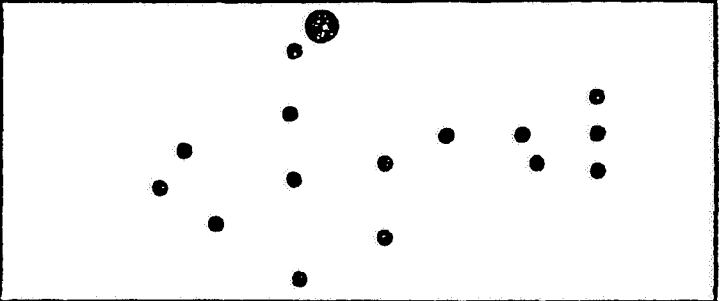
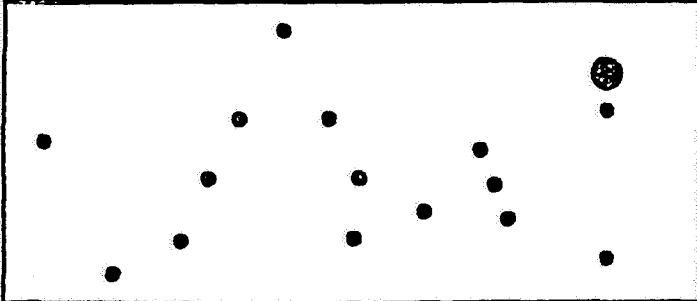
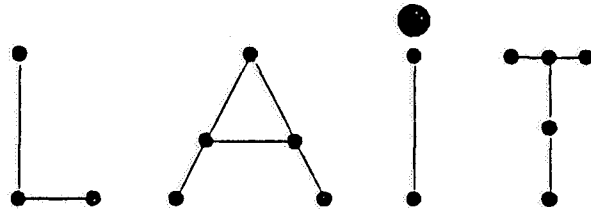

API 6

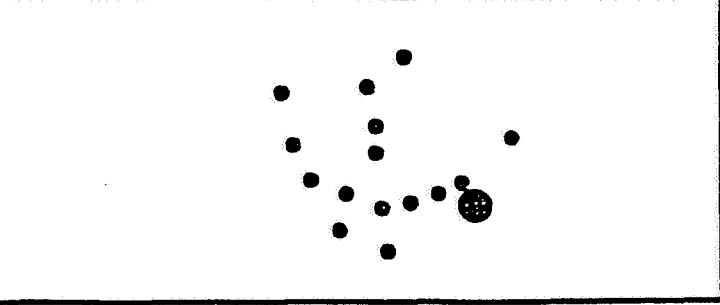
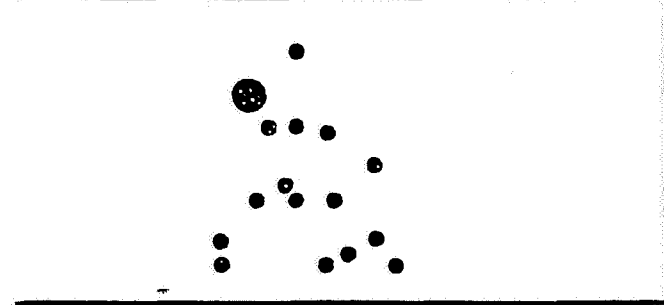
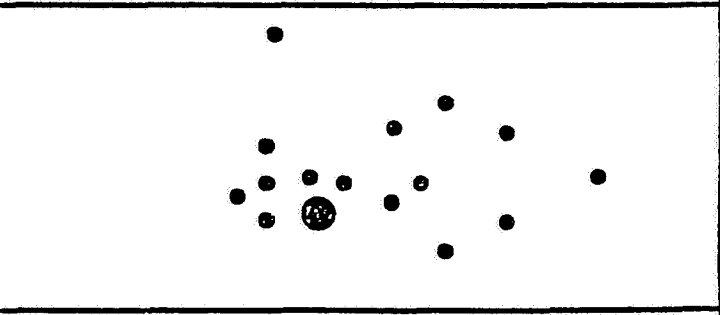
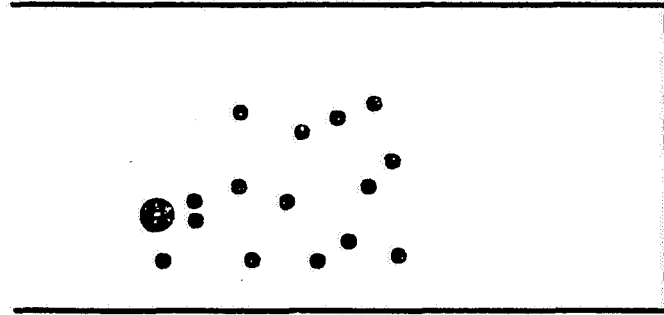
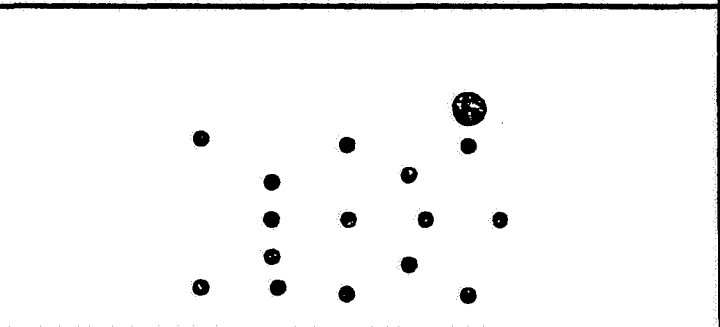
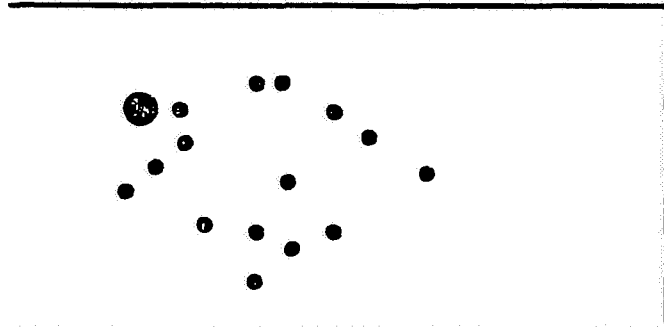
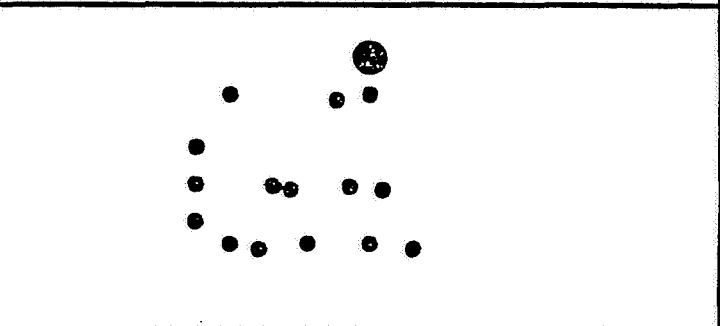
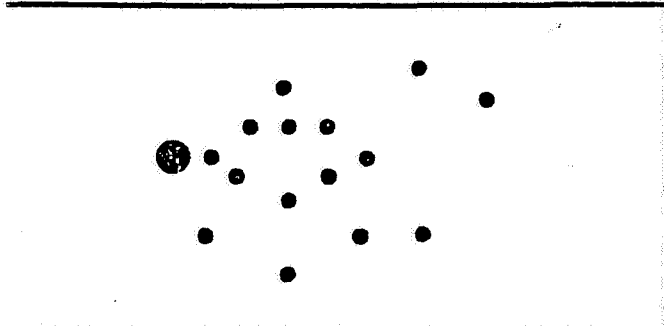
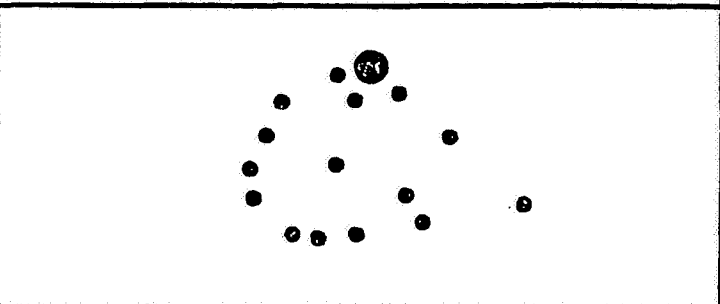
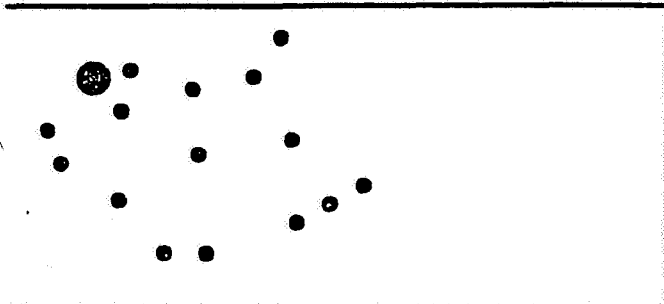
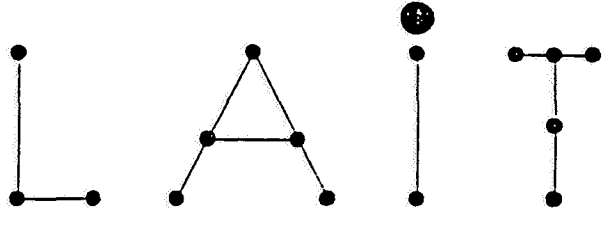




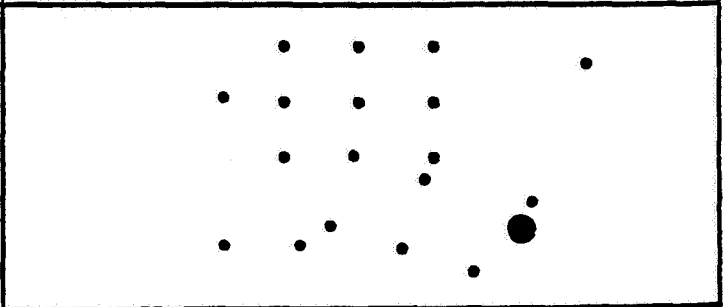
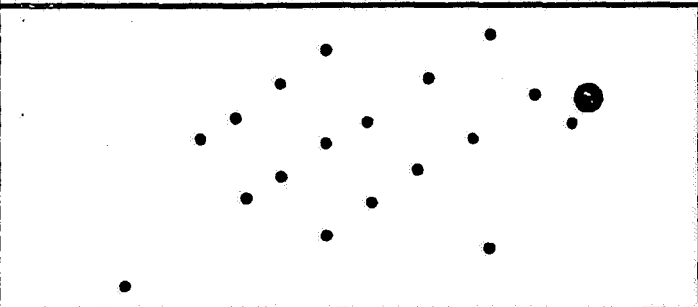
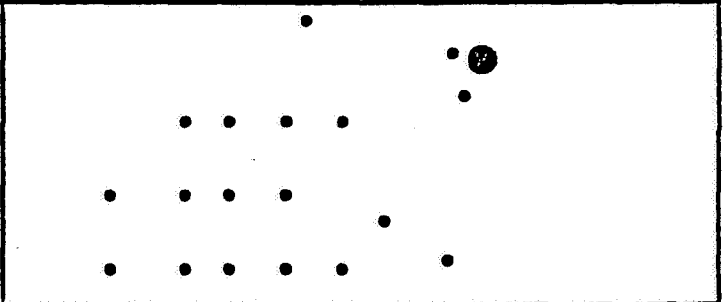
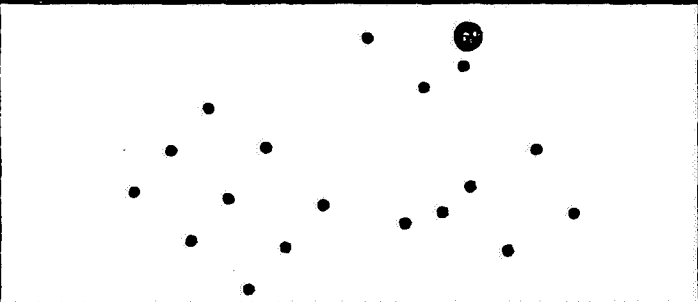
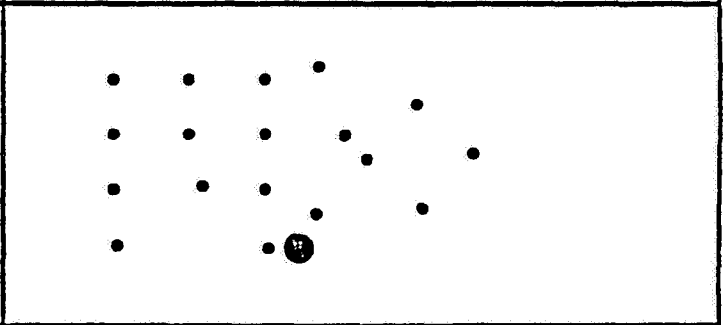
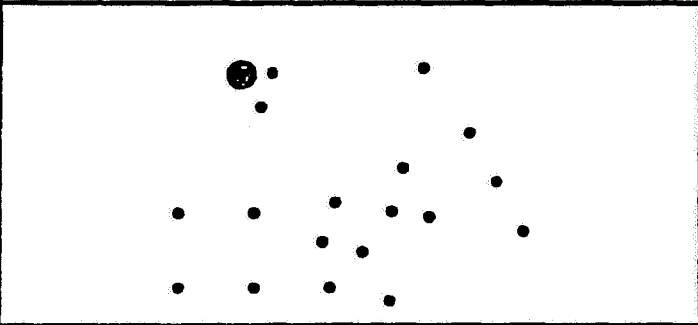
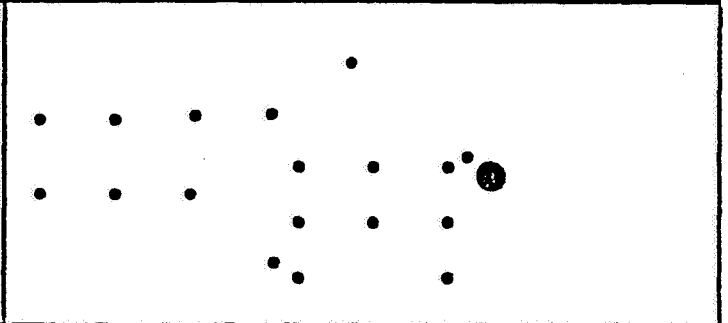
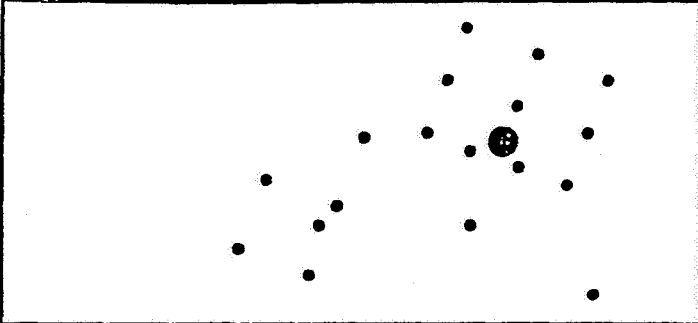
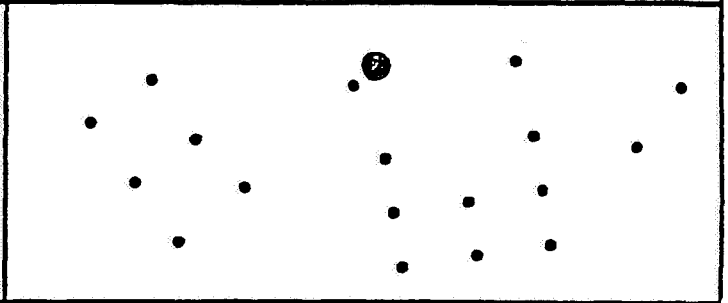
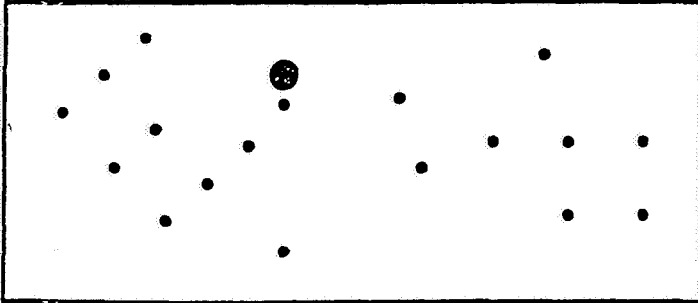
API 7



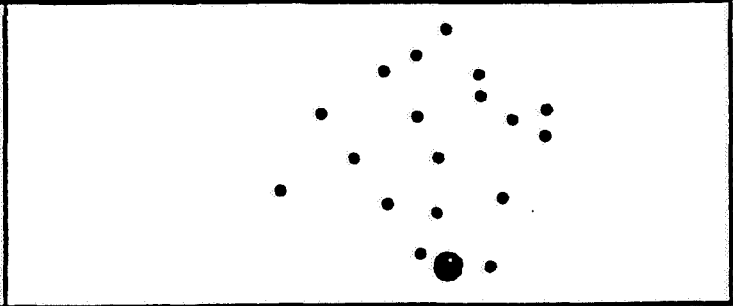
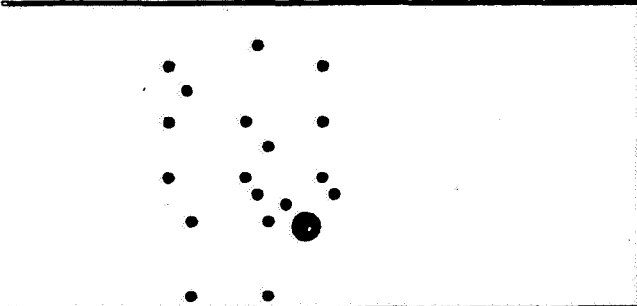
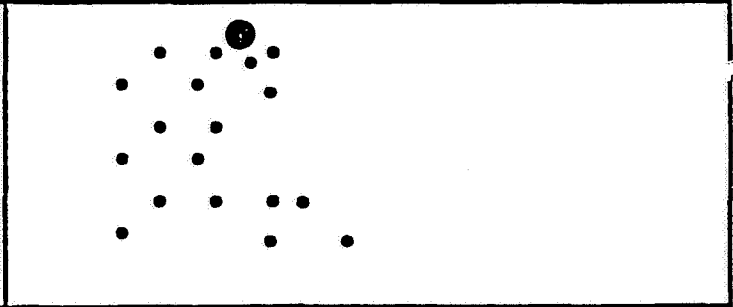
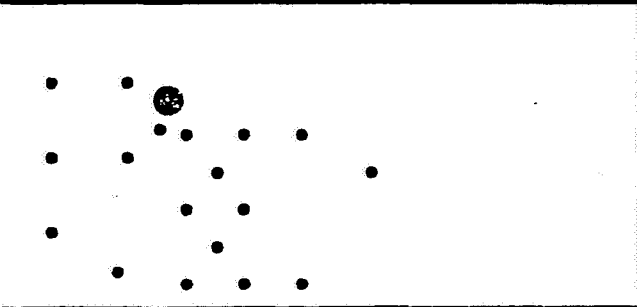
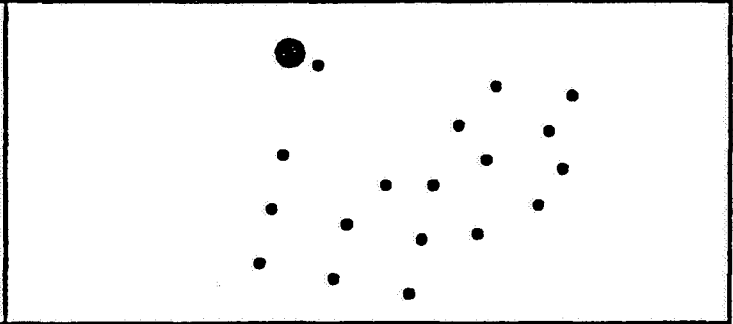
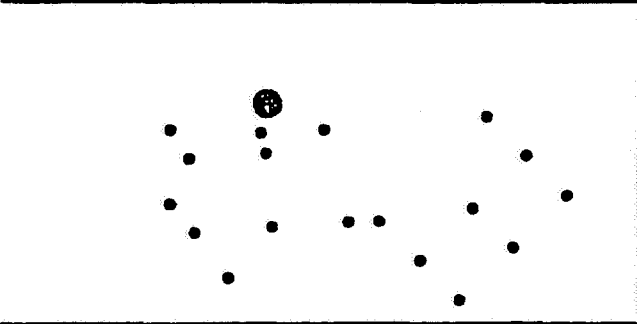
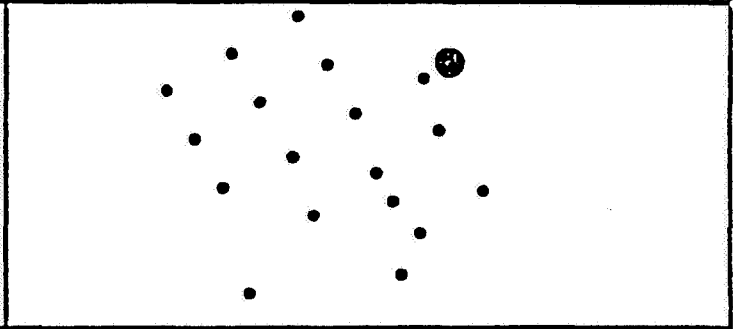
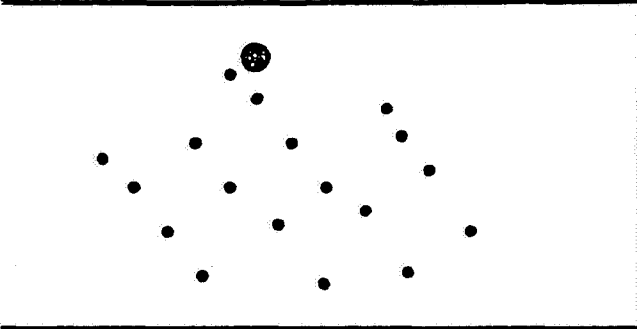
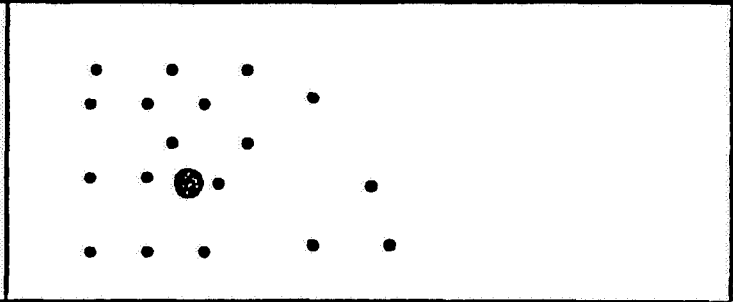
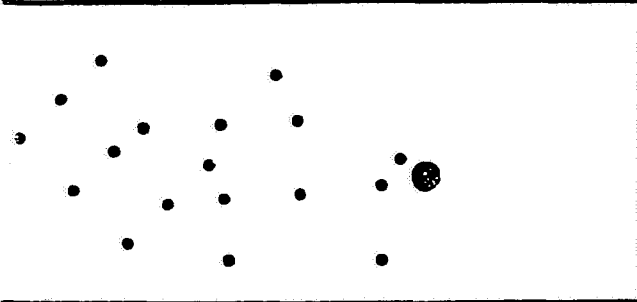


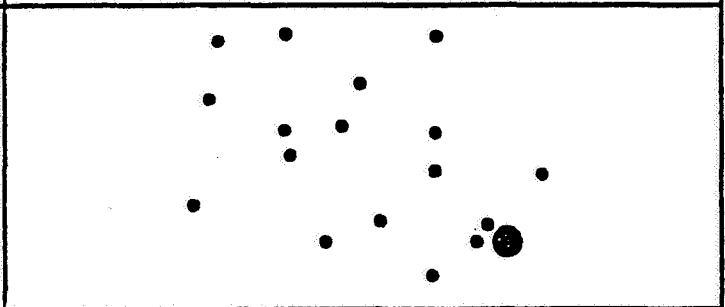
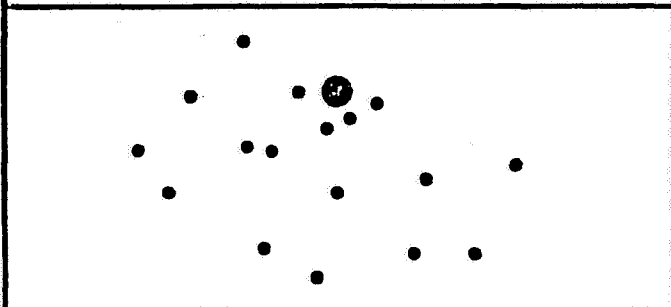
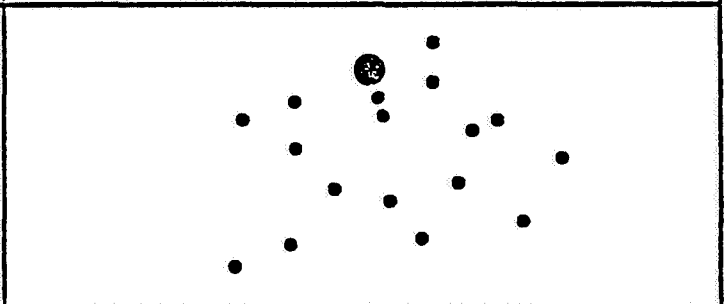
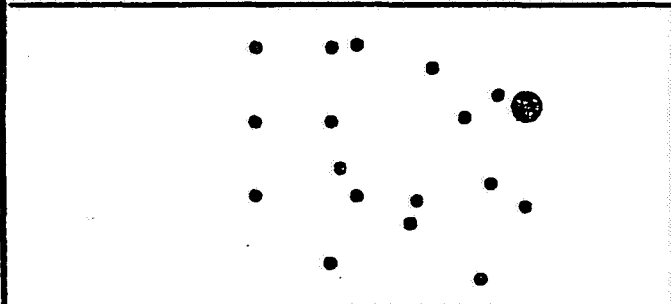
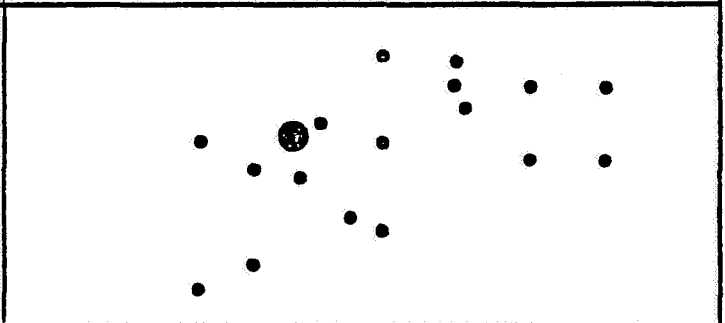
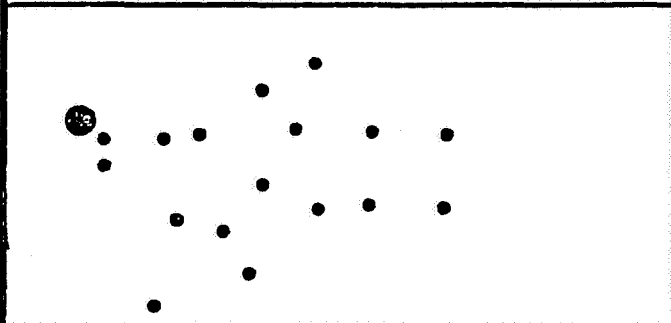
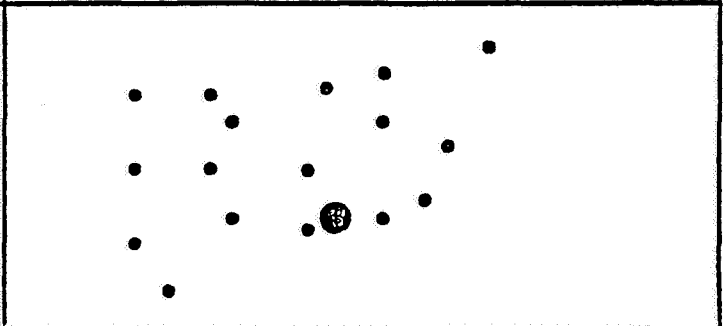
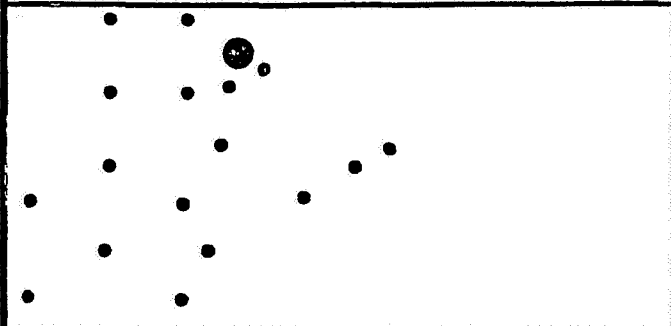
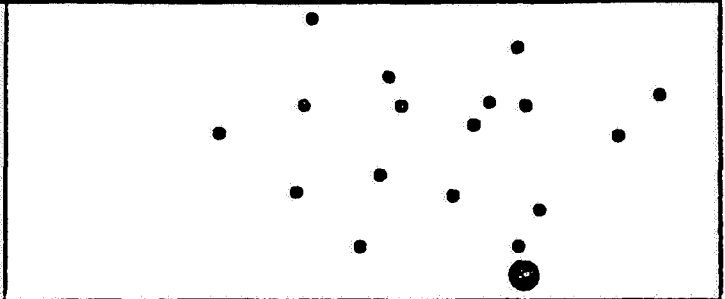
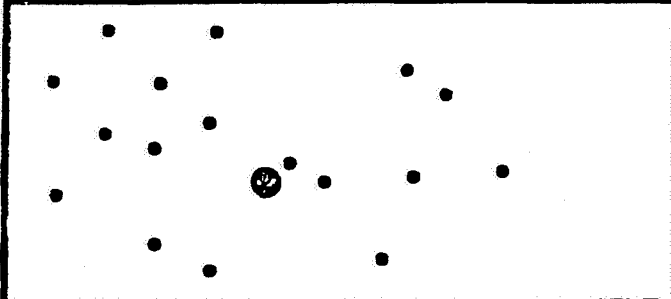
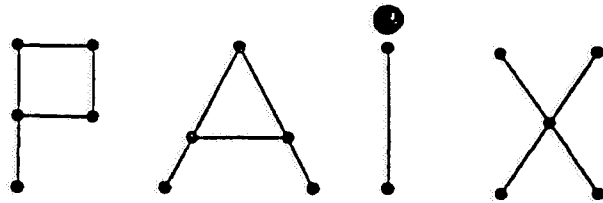


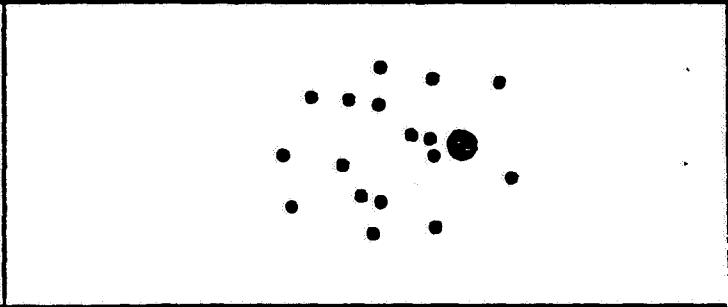
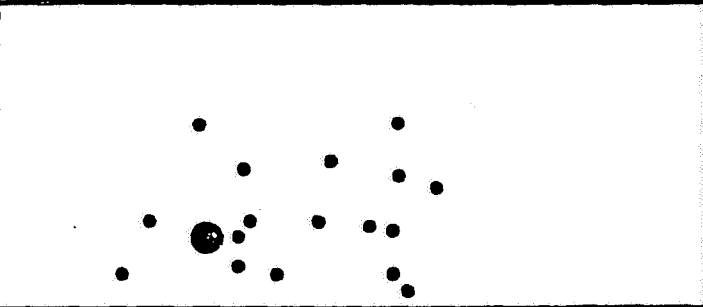
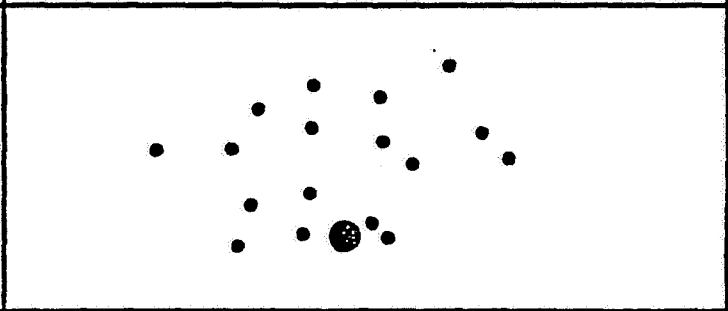
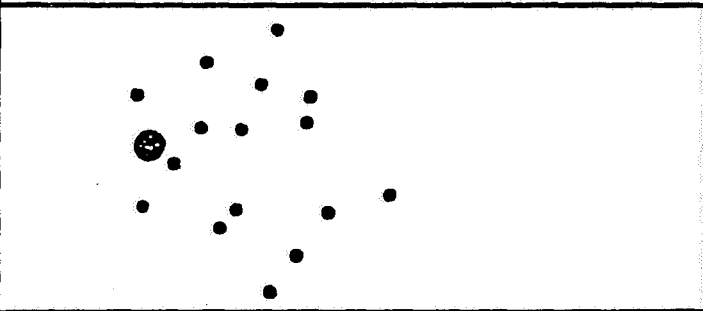
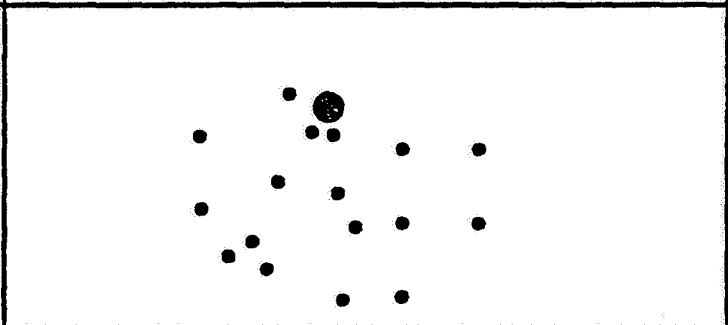
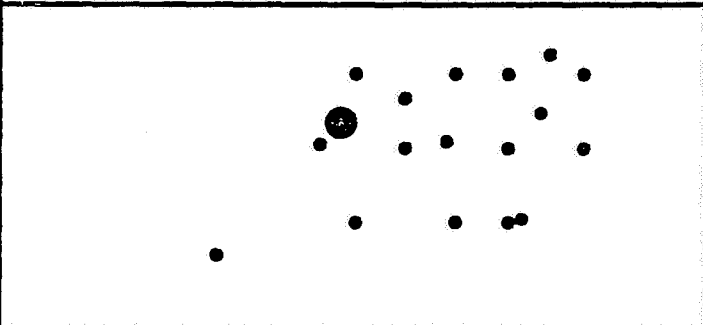
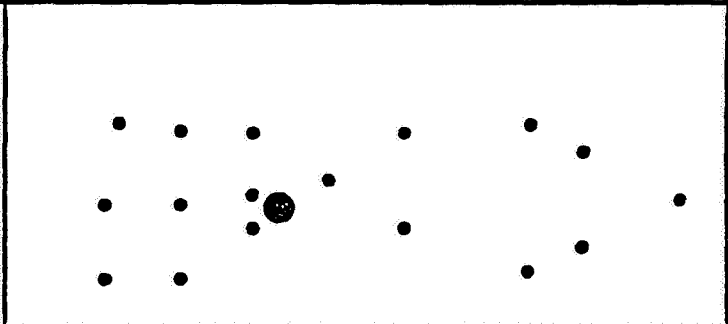
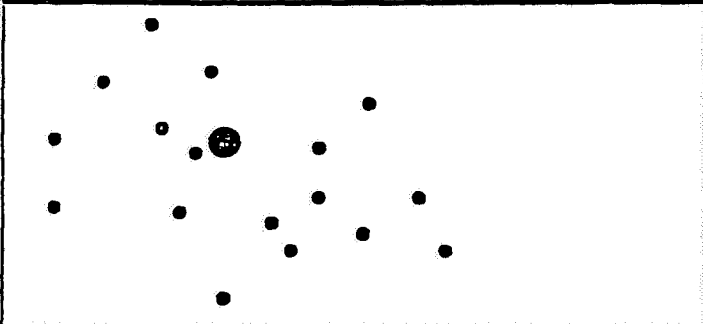
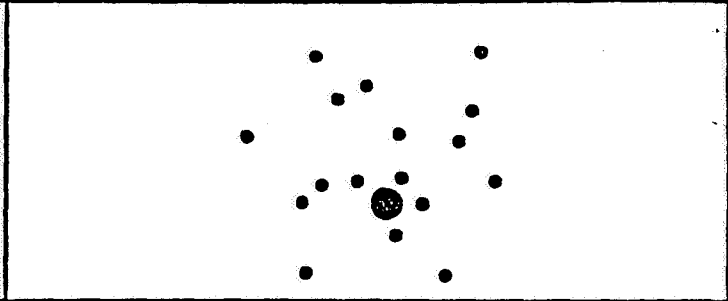
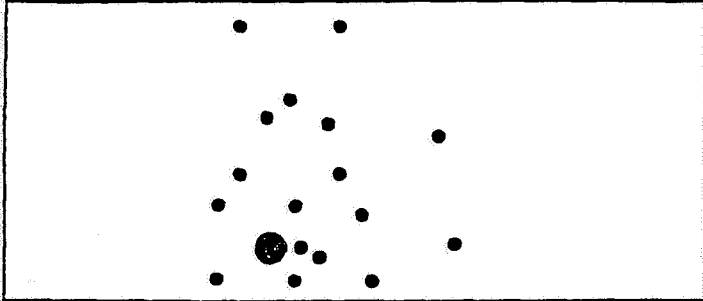
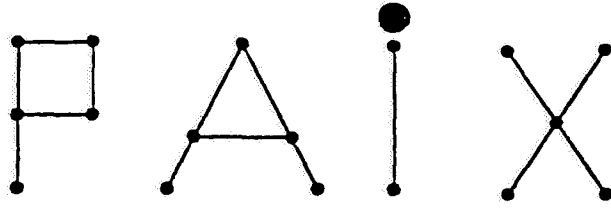
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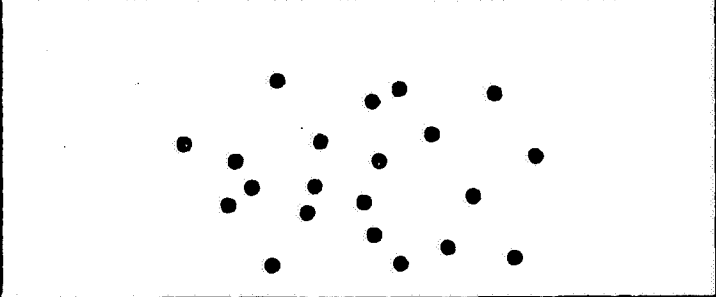
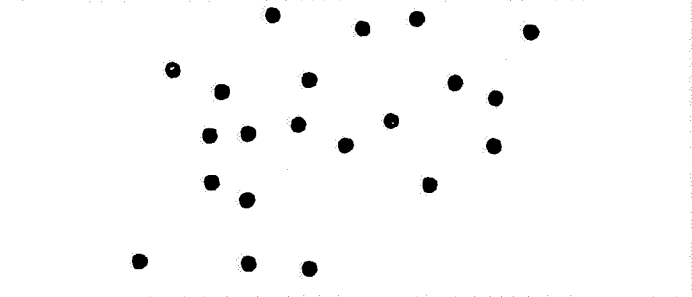
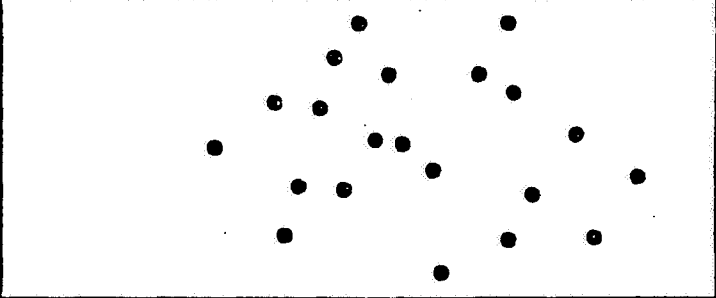
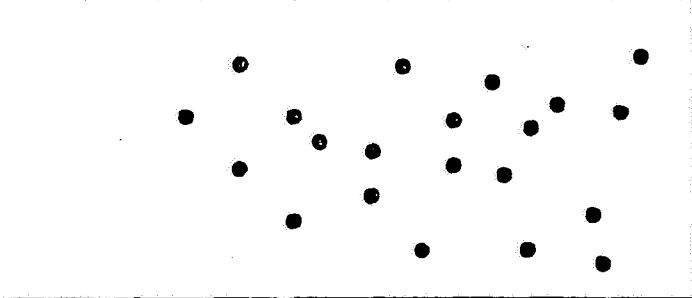
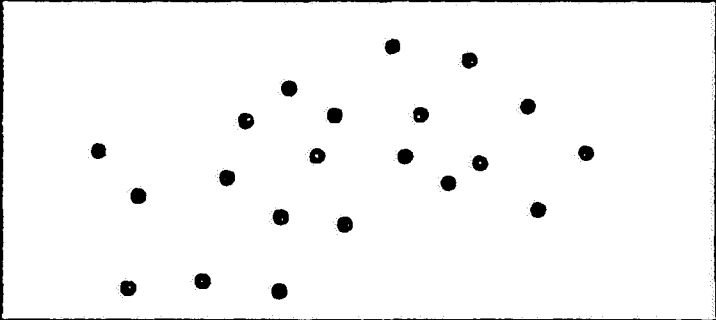
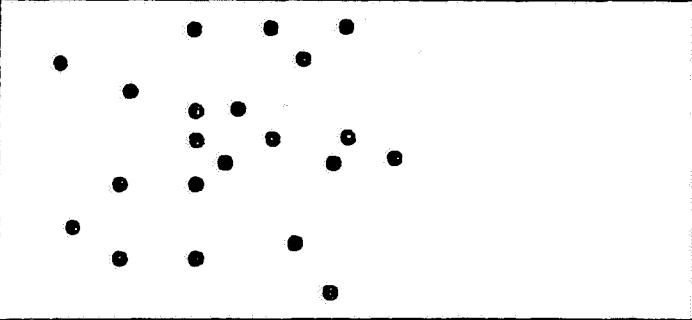
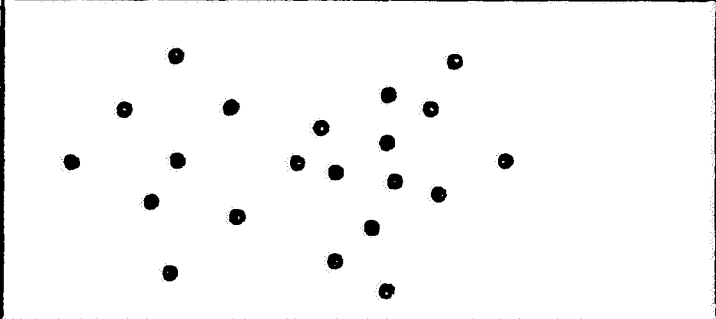
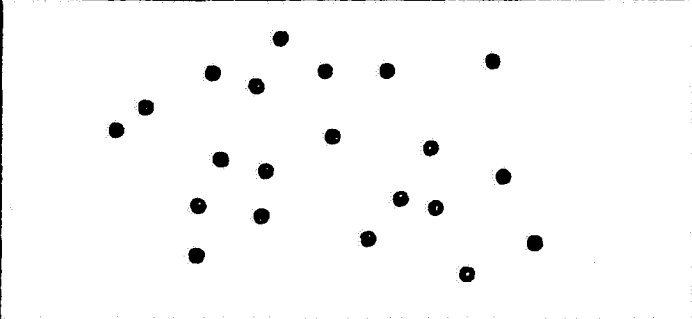
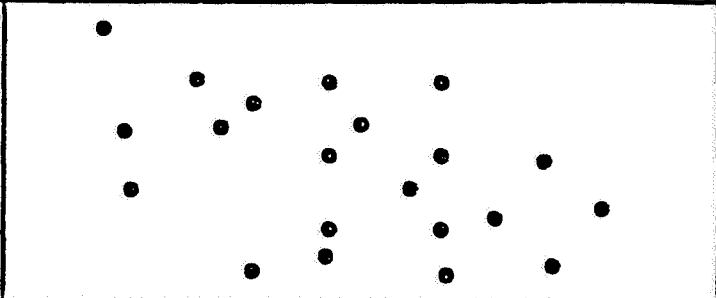
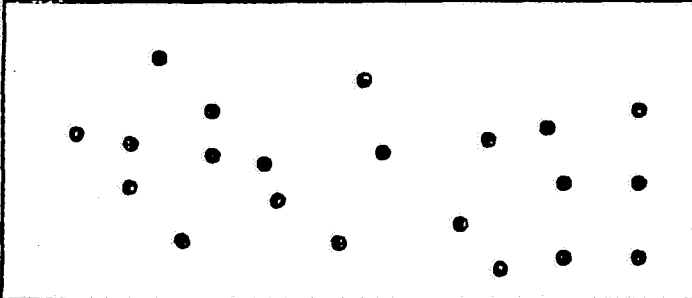
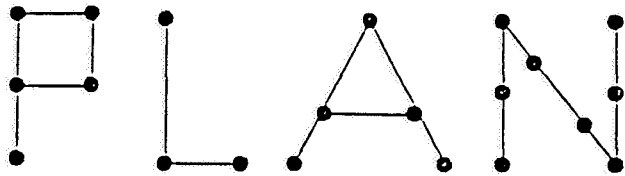


A I L E



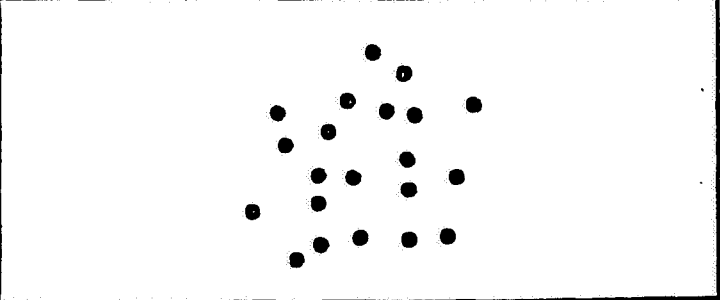
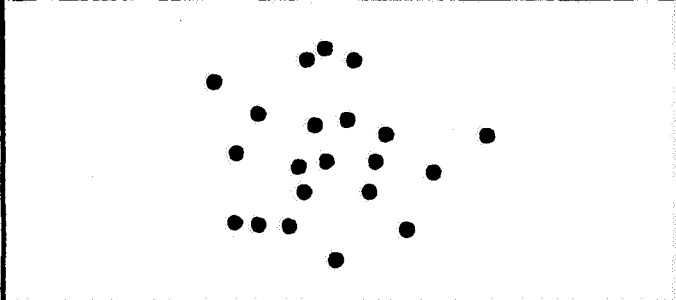
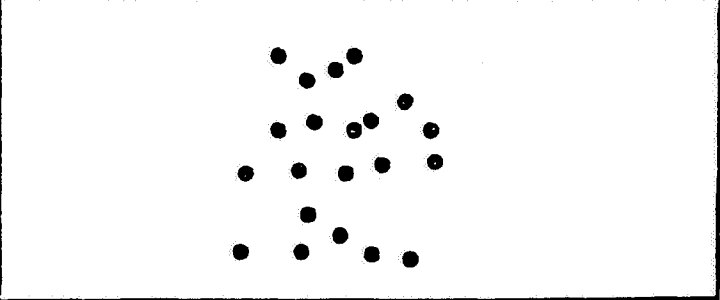
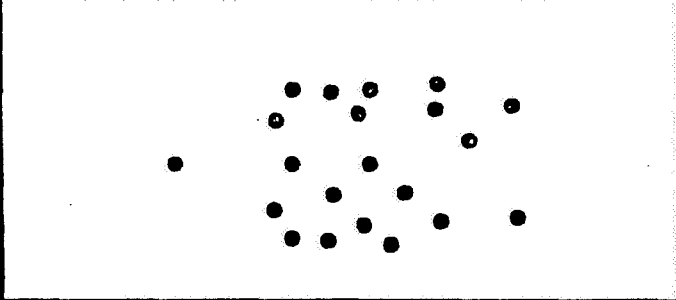
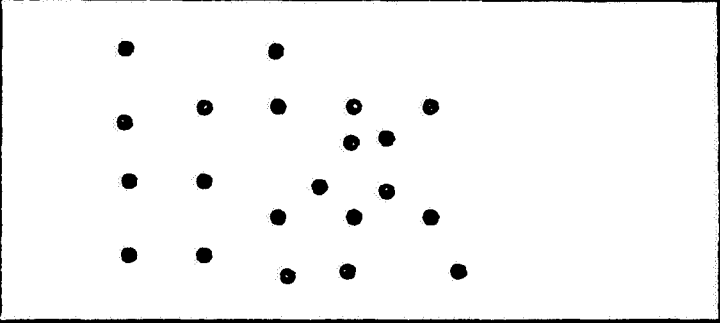
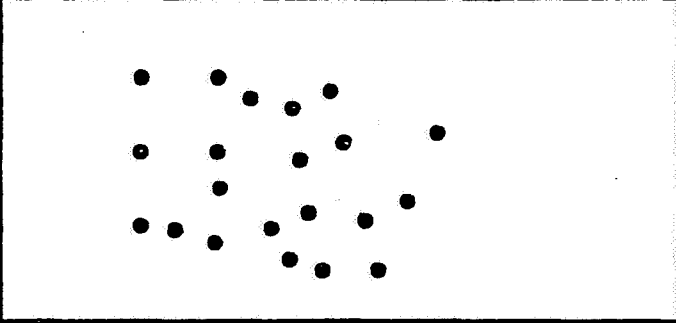
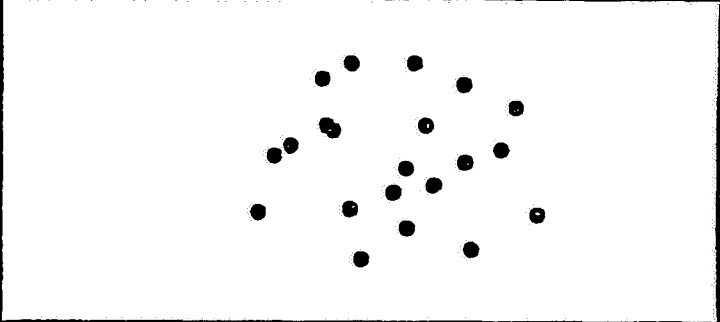
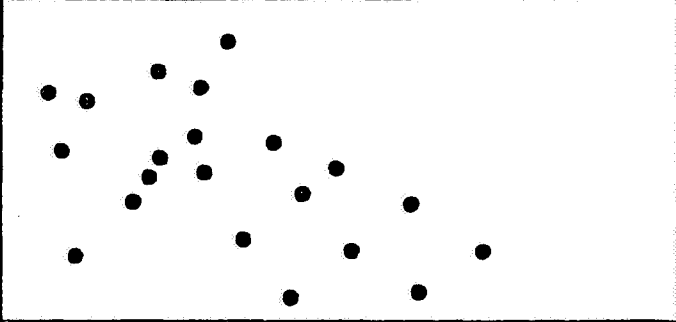
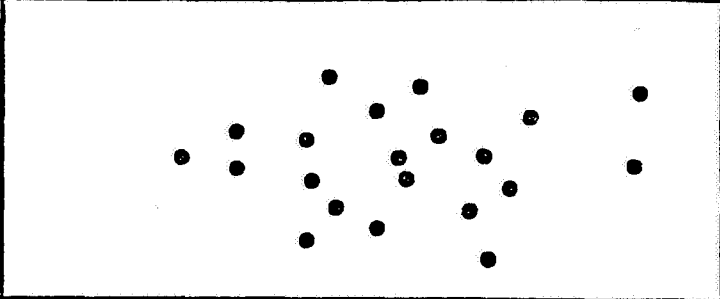
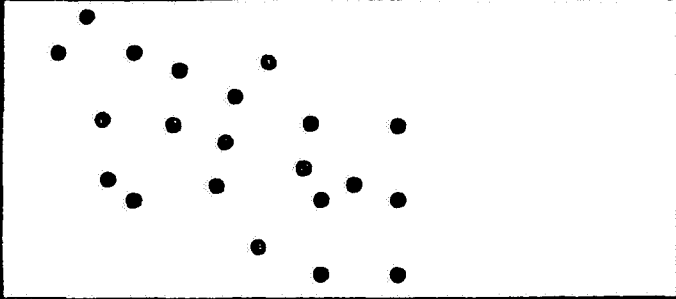




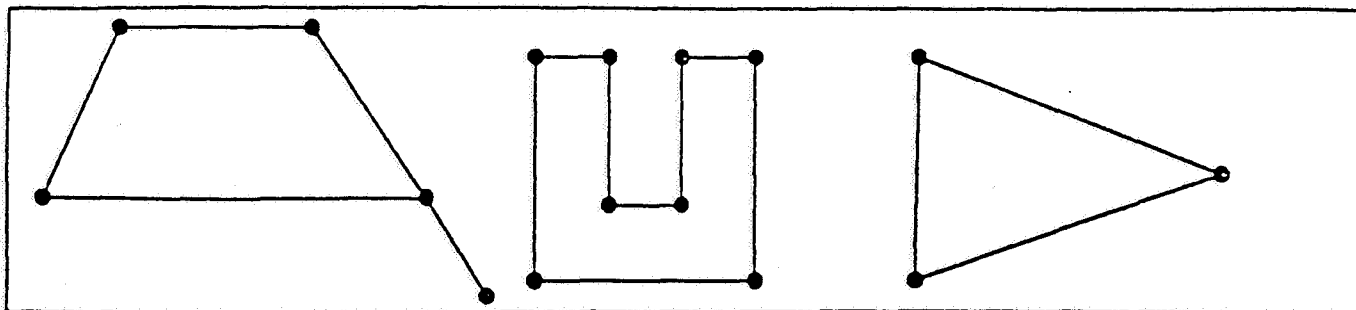




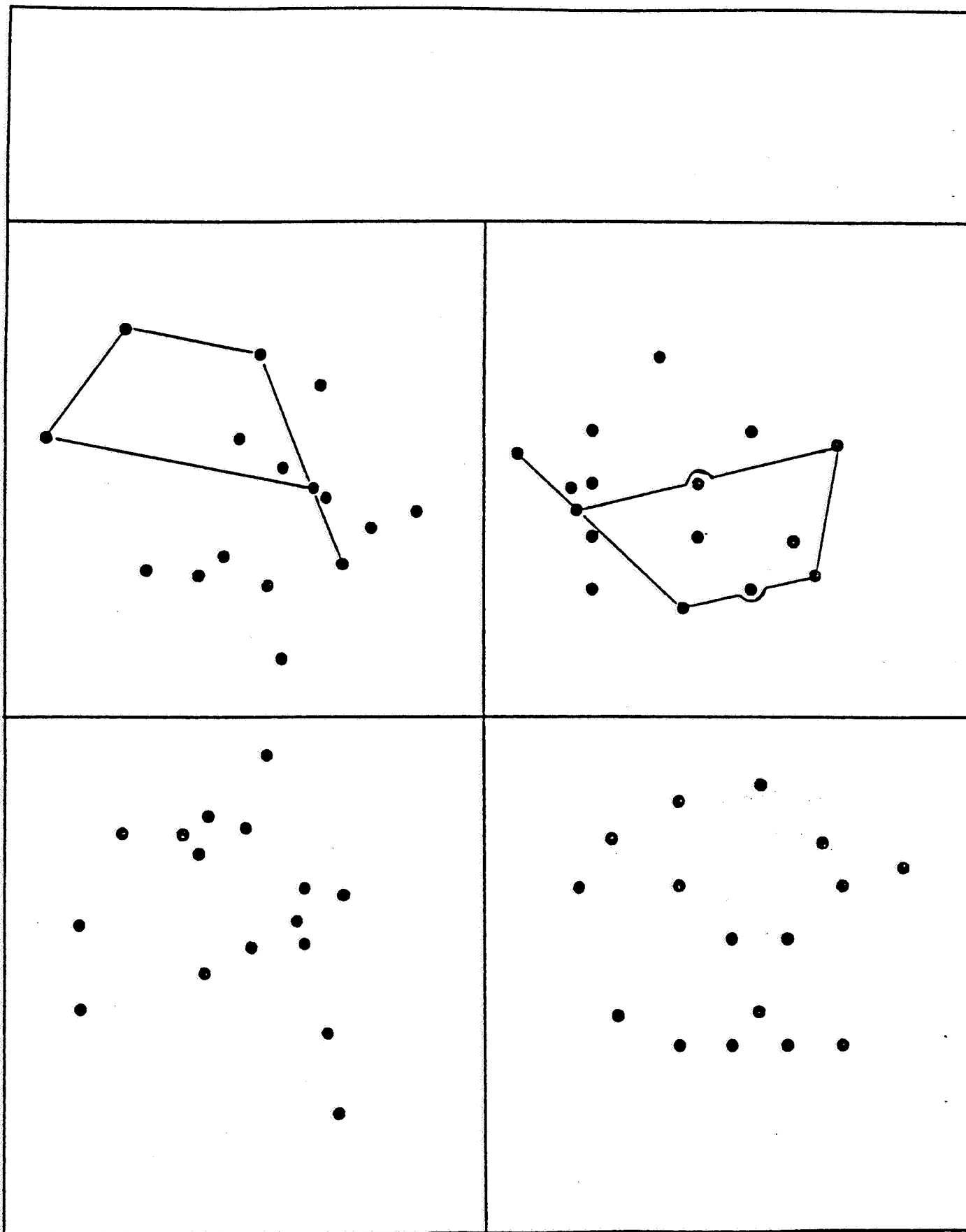
F L A N



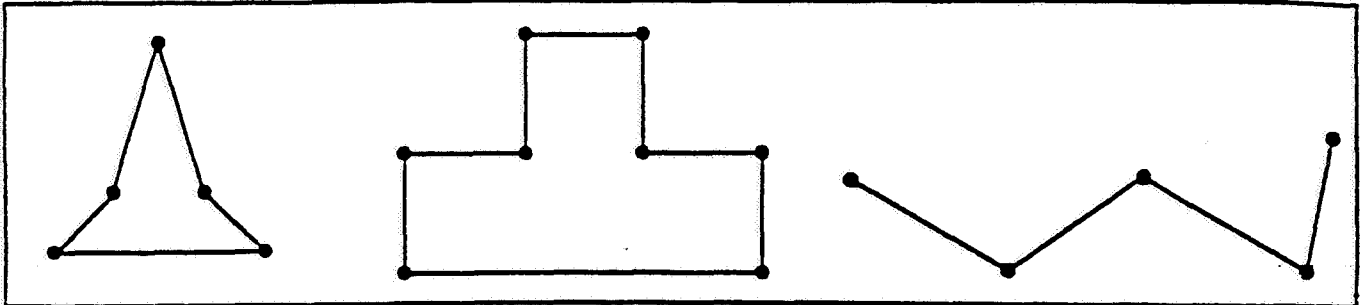
Le Corbeau 1 à 4



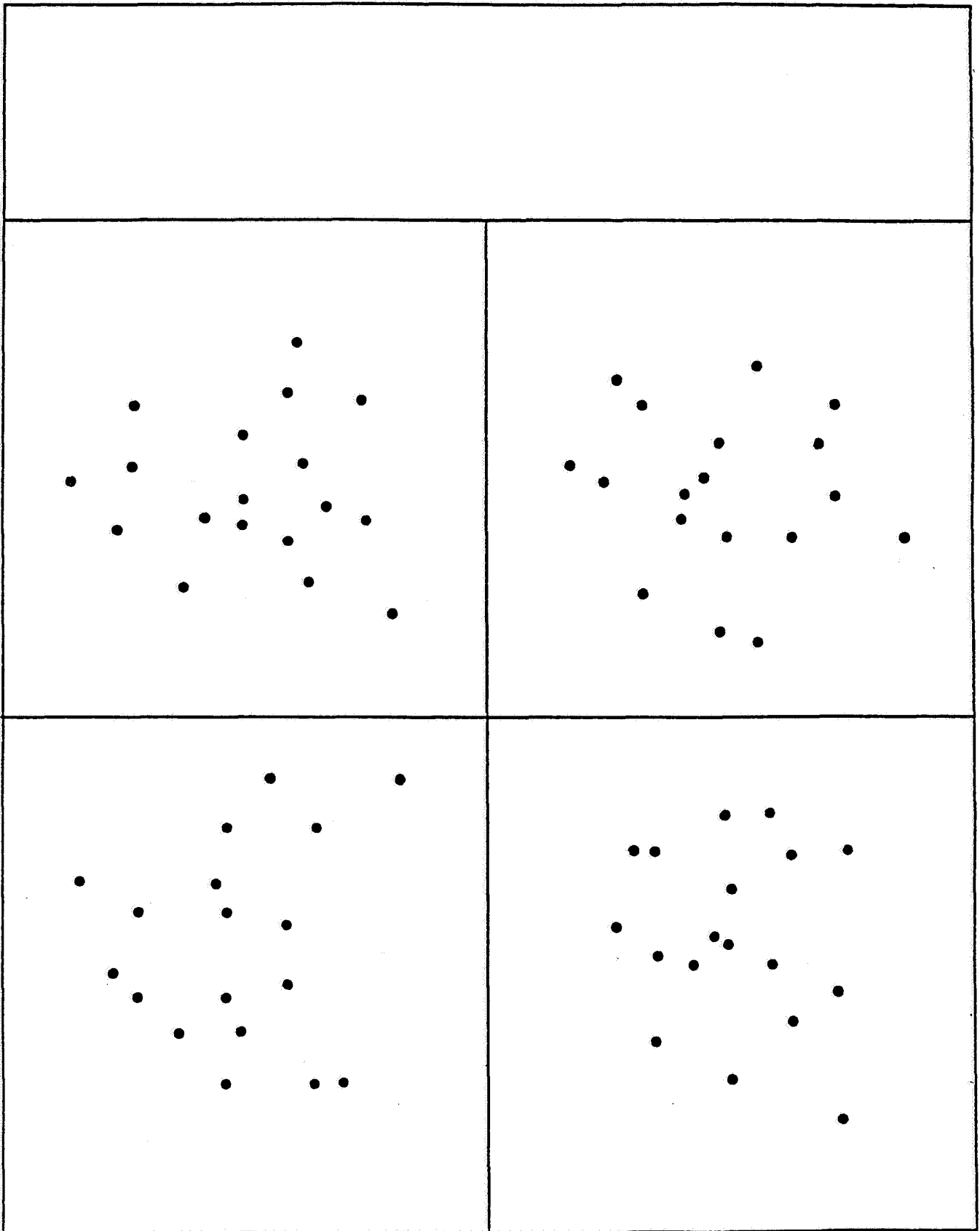
# Le Corbeau 1 à 4



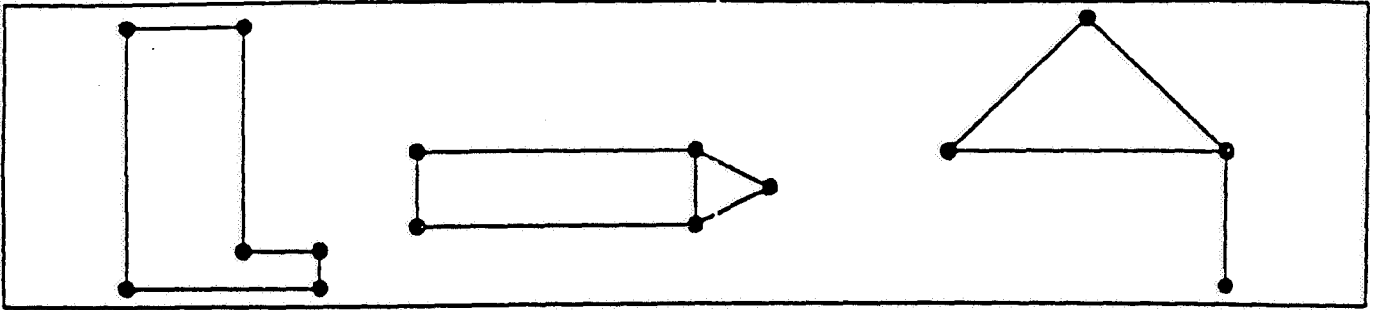
# Cassiopée 5-8



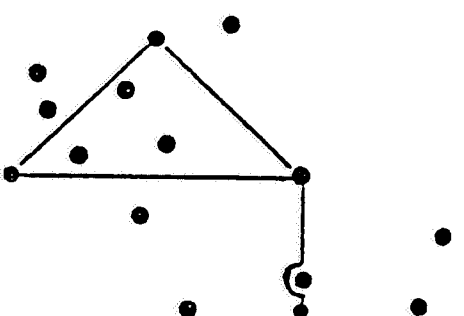
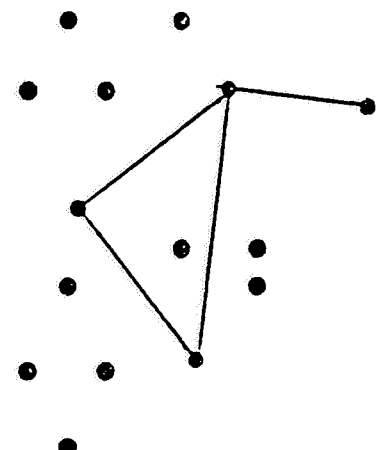
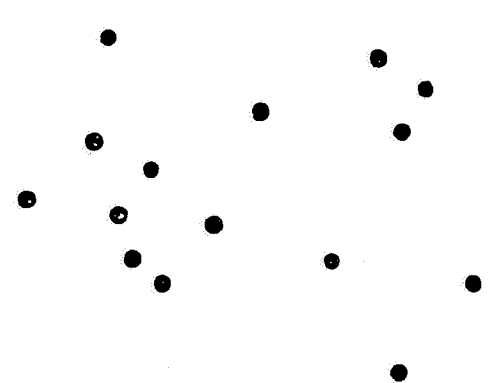
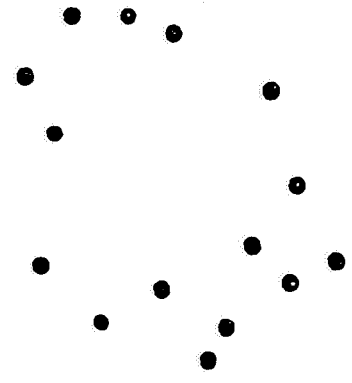
# Cassiopée 5-8



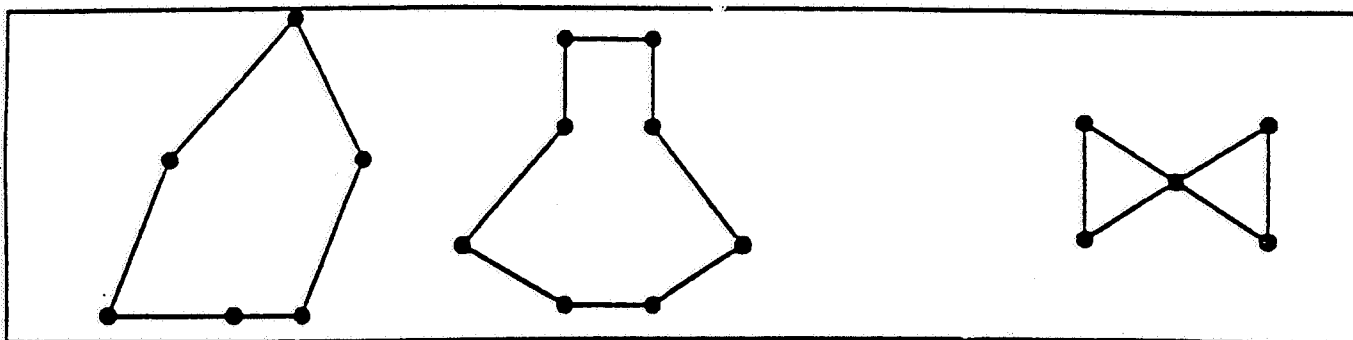
# La Balance 9-12



# La Balance 9-12

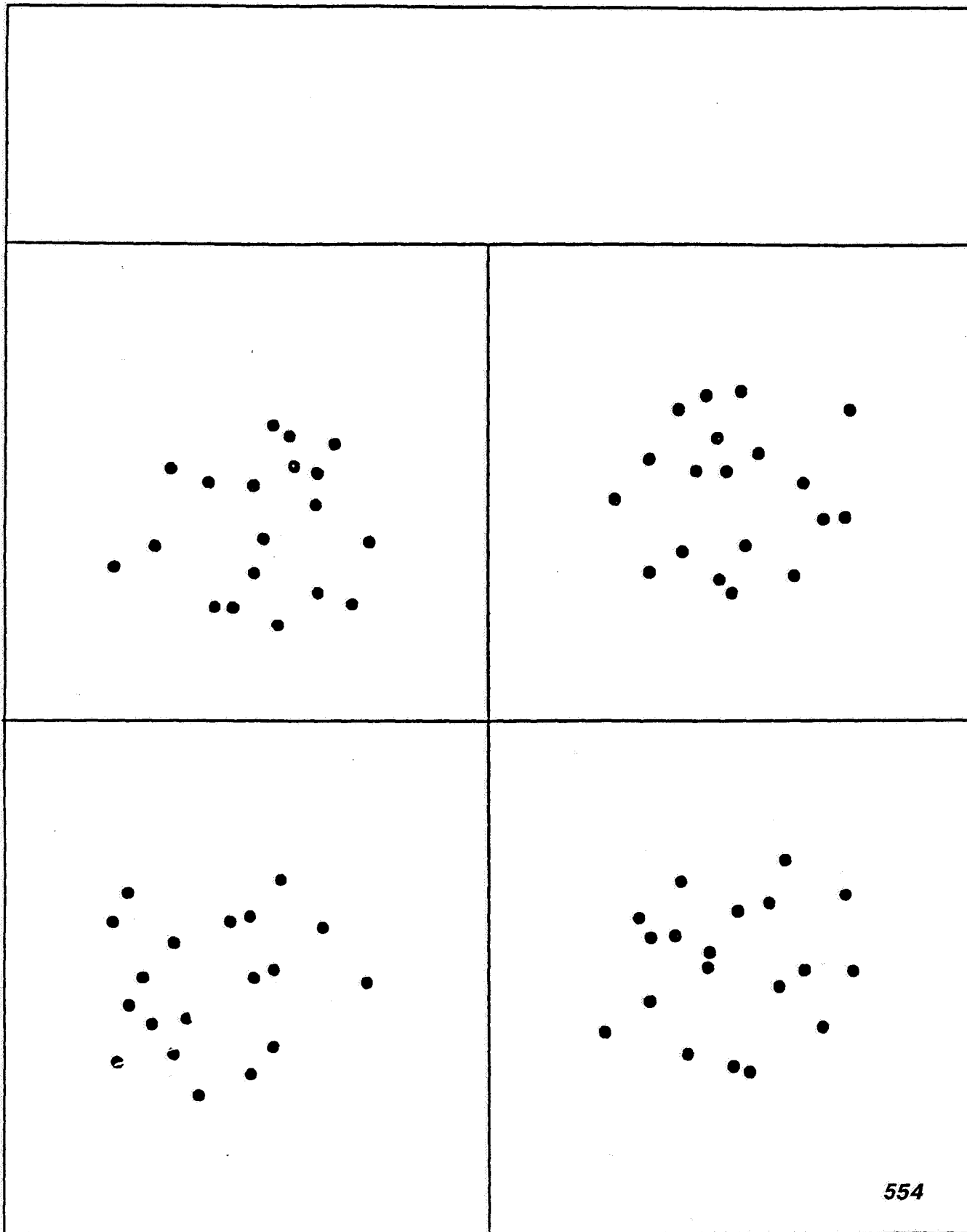
	
	

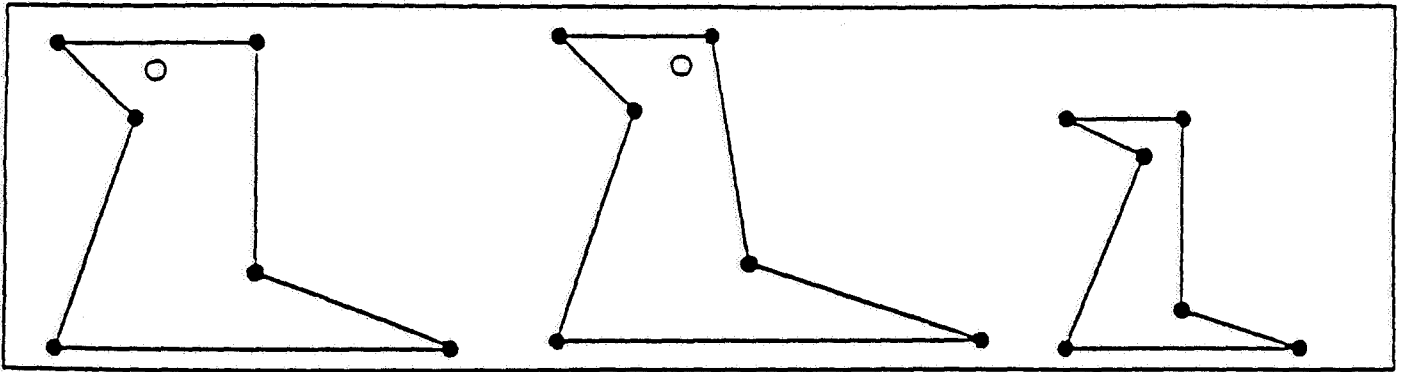
Céphée 9 à 12

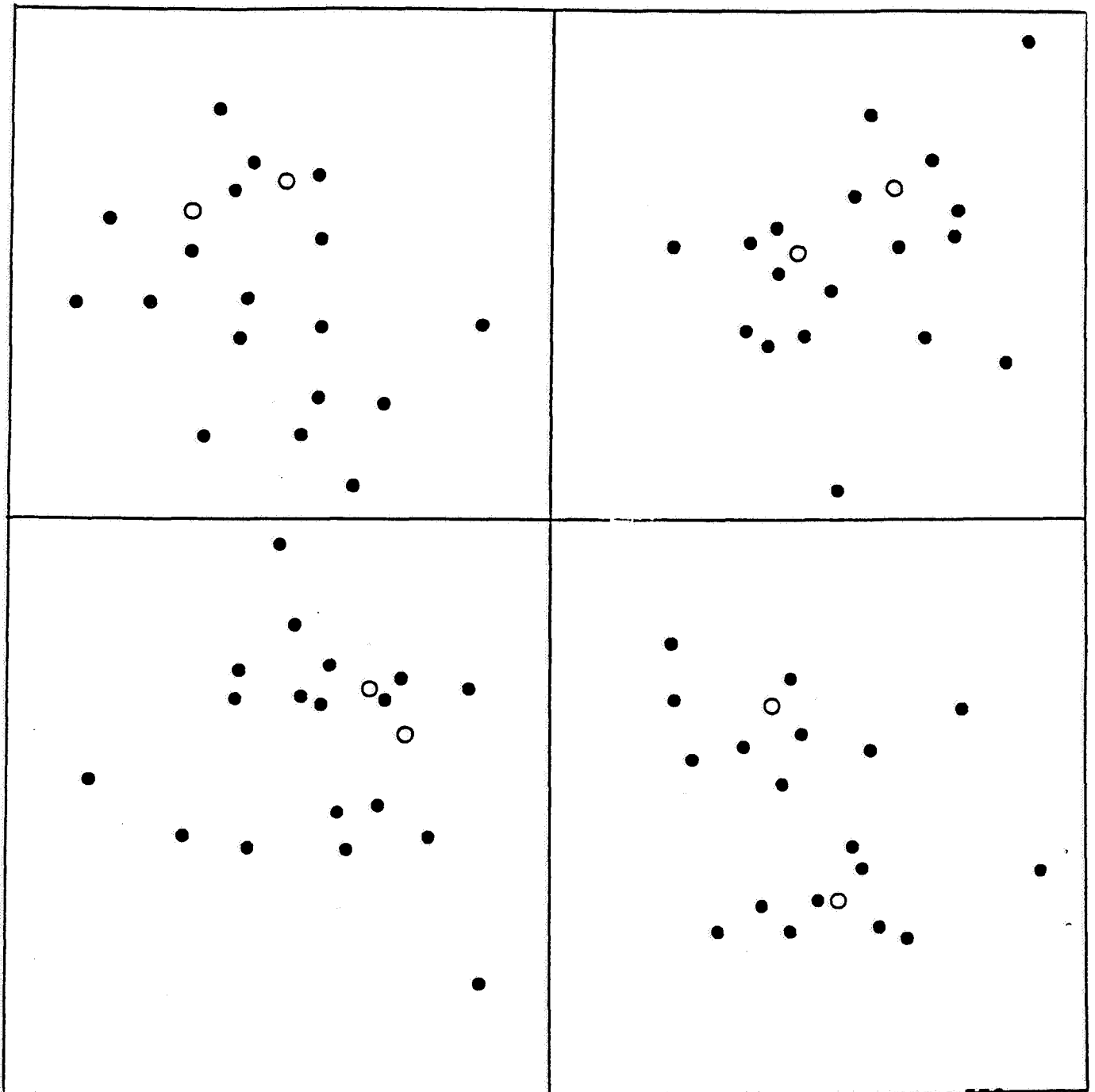




# Céphée 9 à 12







# Le sagittaire, l'oiseau, la maison

