



# En route vers les sons

M-C. Sanlaville  
et H. Solinc

N°3

Match au moins deux mots qui se marquent par le son [k].


Match au moins deux mots qui se marquent par le son [t].


Barre les images où tu entends le son [e].


Barre les images où tu entends le son [i].

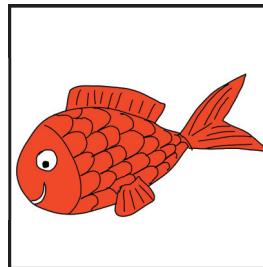
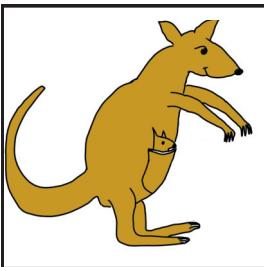
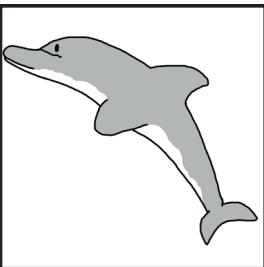

Barre les 2 mots qui se marquent par le son [t].


Barre les 2 mots qui se marquent par le son [k].


Fichier de phonologie



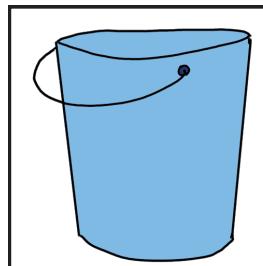
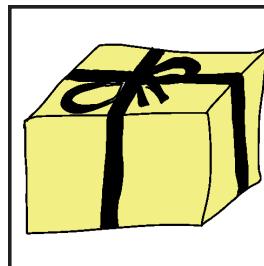
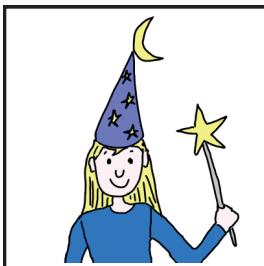
Mets autant de croix que de syllabes.



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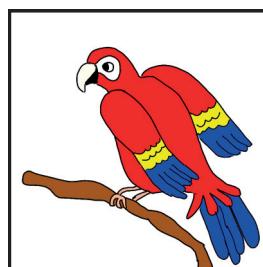
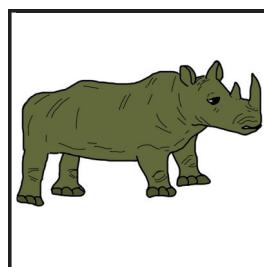
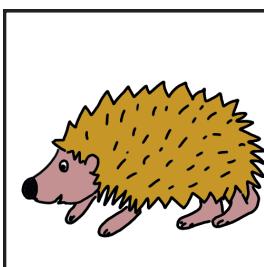
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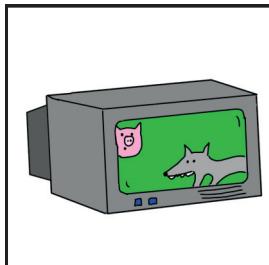
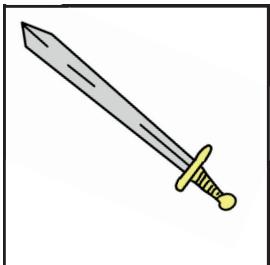
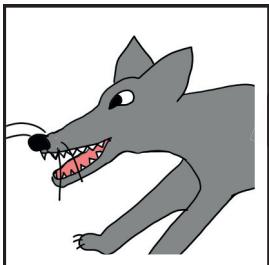


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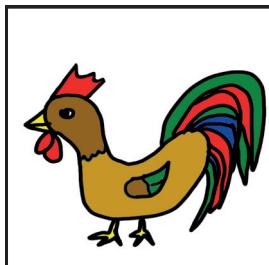
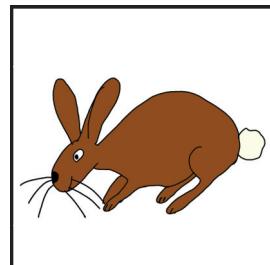
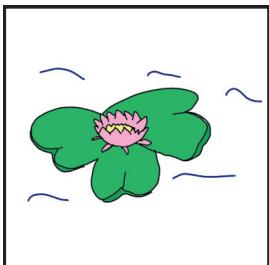
Mets autant de croix que de syllabes.



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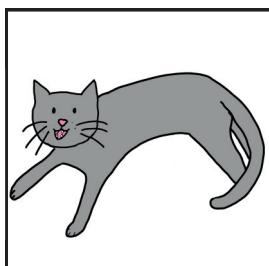
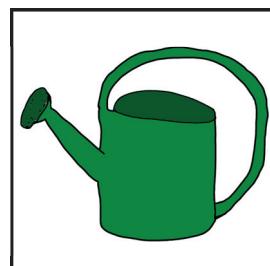
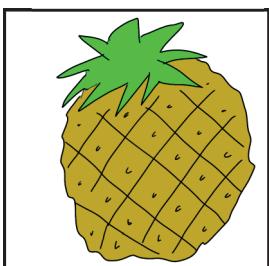
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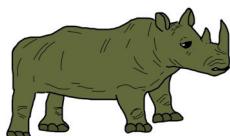
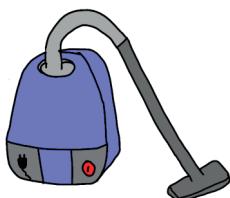
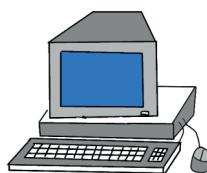
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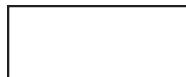
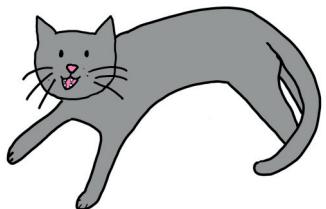
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Mot court  ou mot long  ?

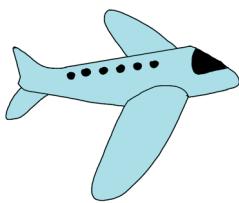
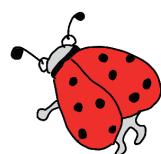
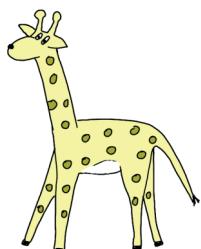
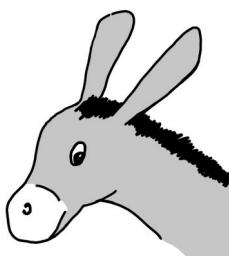
Relie ce qui va ensemble.



Mot court  ou mot long  ?  
Relie ce qui va ensemble.

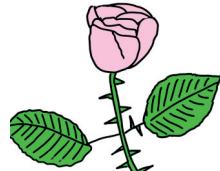
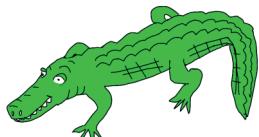
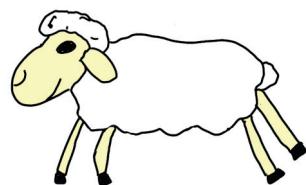
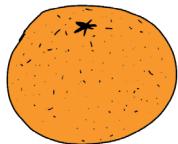


Barre les images où tu n'entends pas « a ».

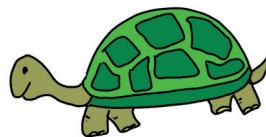
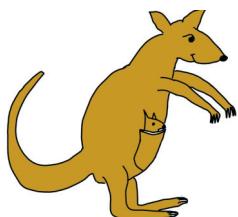
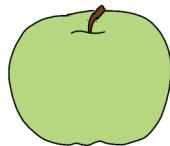
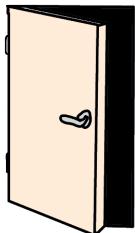


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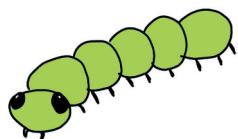
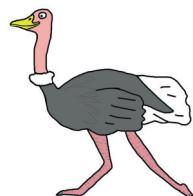
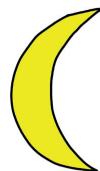
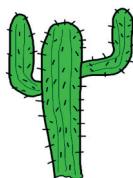
Barre les images où tu n'entends pas « o » (o fermé).



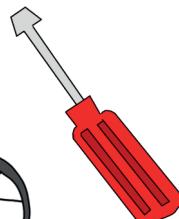
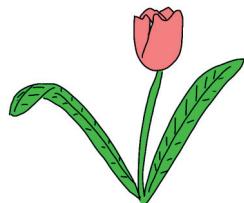
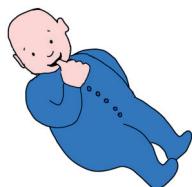
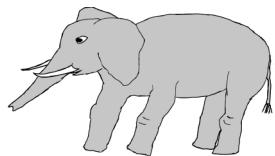
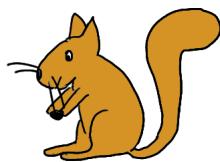
Barre les images où tu n'entends pas « o » (o ouvert).



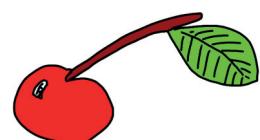
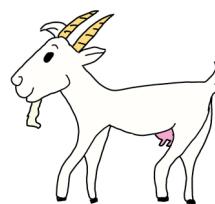
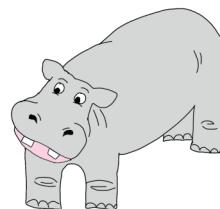
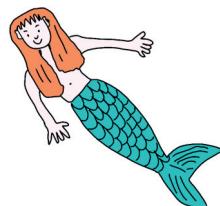
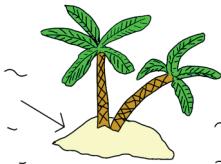
Barre les images où tu n'entends pas « u ».



Barre les images où tu n'entends pas « é ».

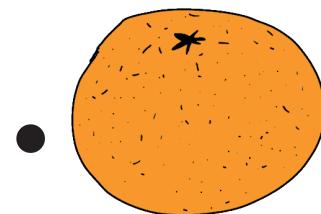


Barre les images où tu n'entends pas « i ».

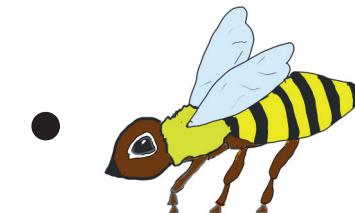


Relie ce qui va ensemble.

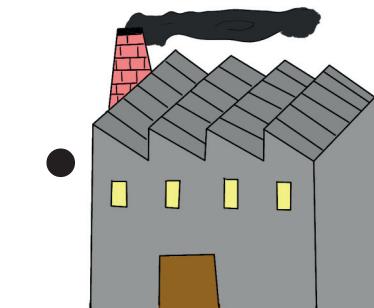
a \_\_\_\_\_ •



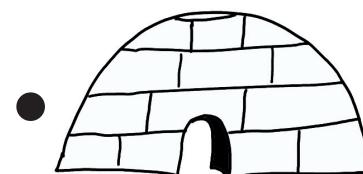
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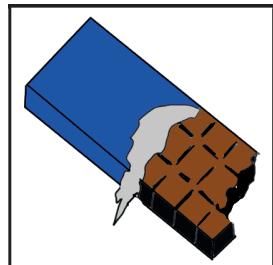
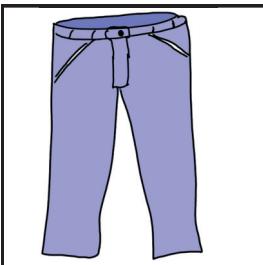
i \_\_\_\_\_ •



o \_\_\_\_\_ •



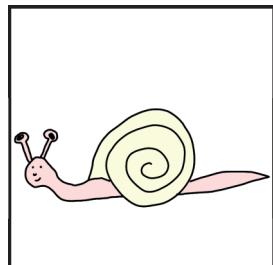
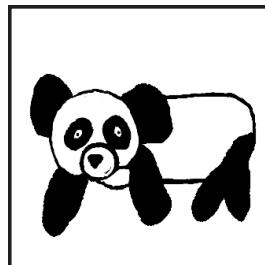
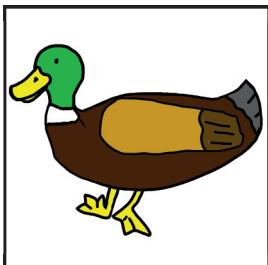
Indique par des croix les syllabes où tu entends « a ».



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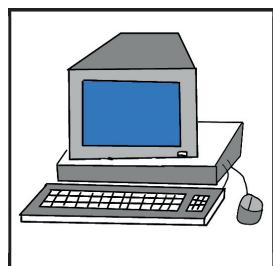
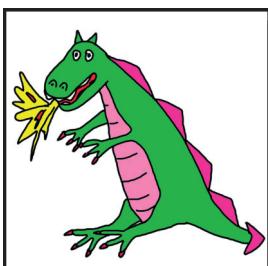
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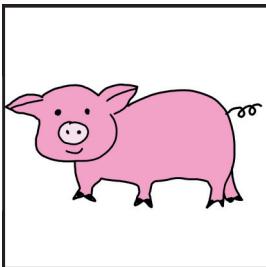


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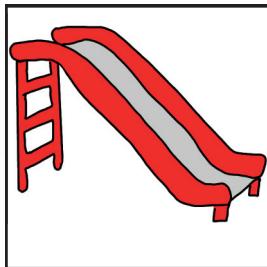
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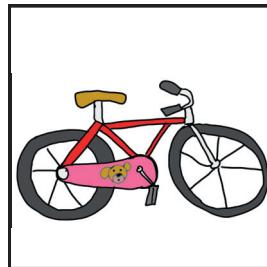
Indique par des croix les syllabes où tu entends « o ».



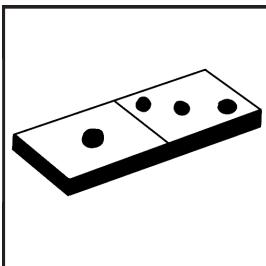
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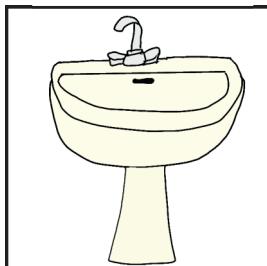
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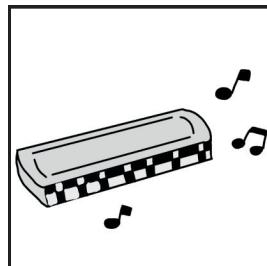
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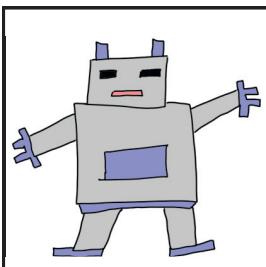
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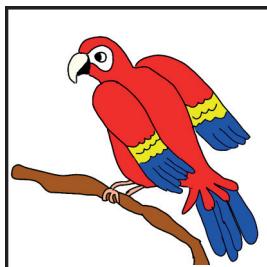
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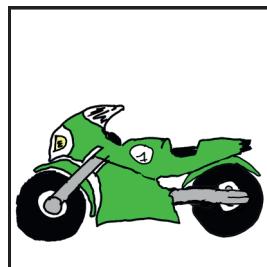
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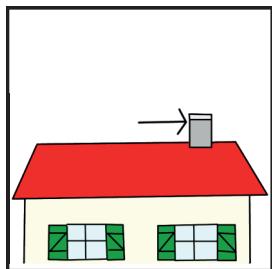


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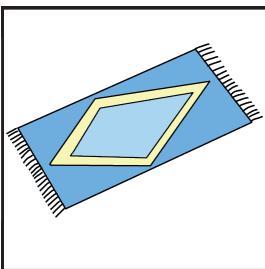


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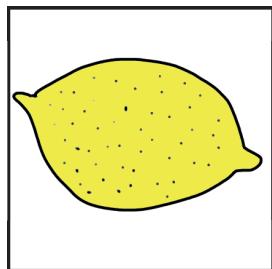
Indique par des croix les syllabes où tu entends « i ».



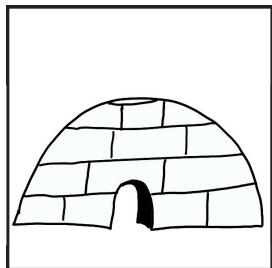
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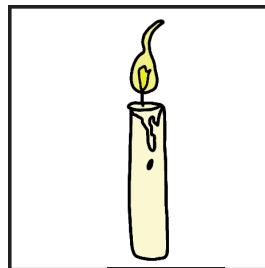
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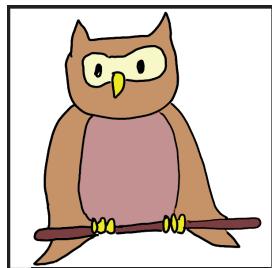
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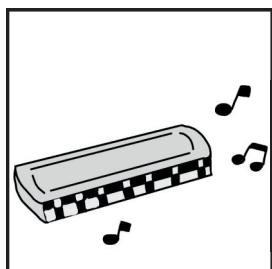
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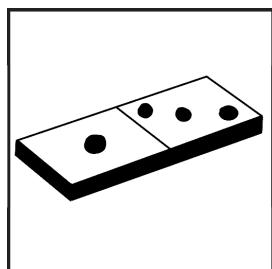
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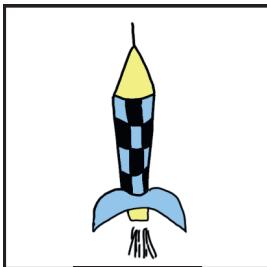


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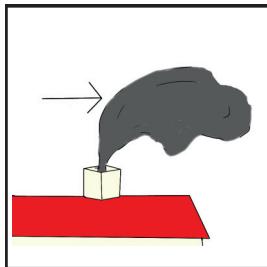


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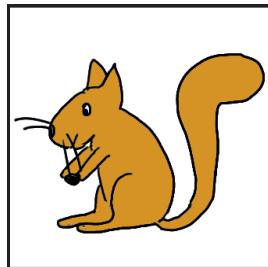
Indique par des croix les syllabes où tu entends « u ».



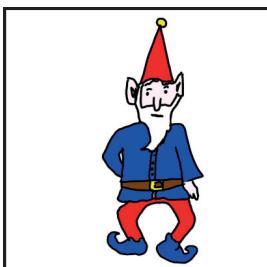
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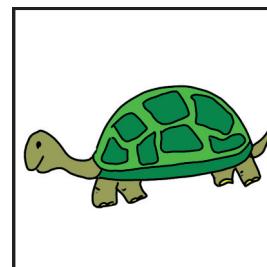
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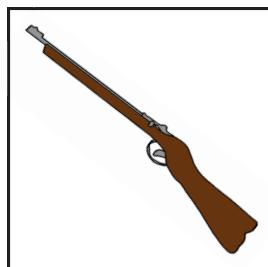
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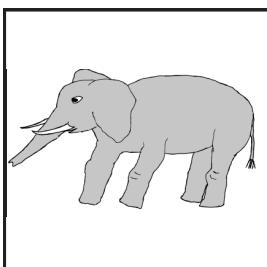


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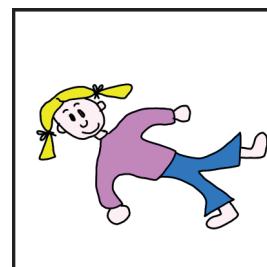


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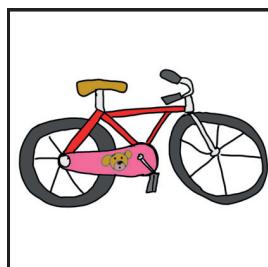
Indique par des croix les syllabes où tu entends « é ».



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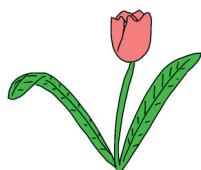
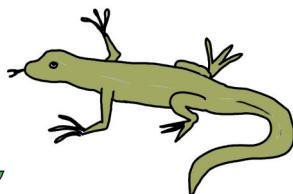
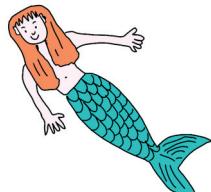


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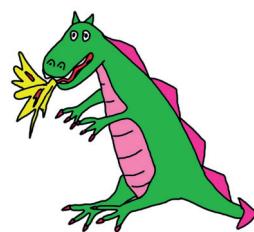
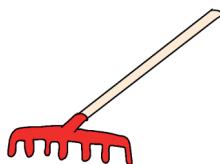


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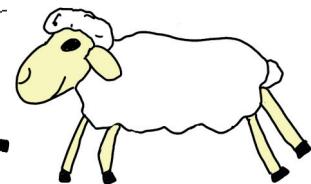
Barre les images où tu n'entends pas « li ».



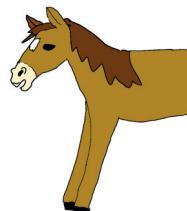
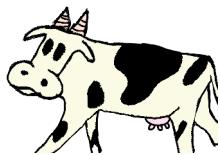
Barre les images où tu n'entends pas « ra ».



Barre les images où tu n'entends pas « mo ».

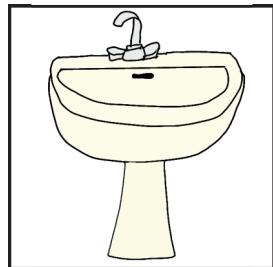
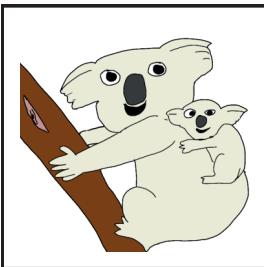
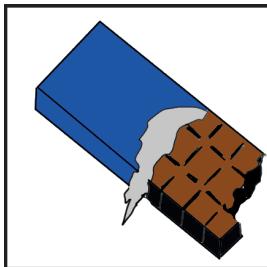


Barre les images où tu n'entends pas « va ».



Indique par des croix les syllabes où tu entends

« la »

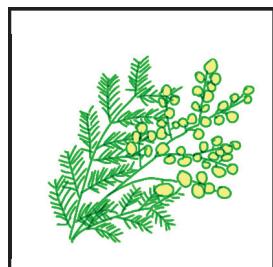
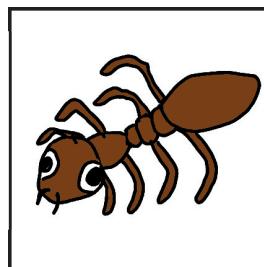
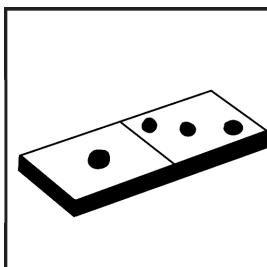


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« mi »

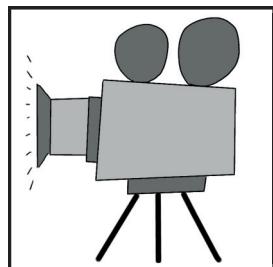
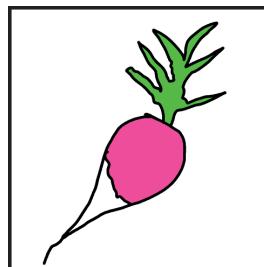
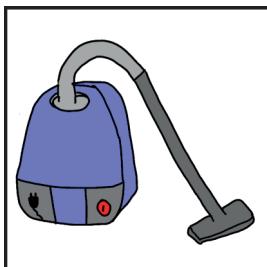


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« ra »



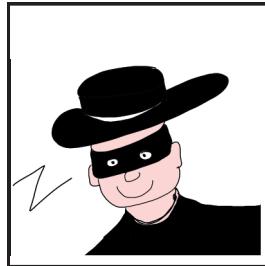
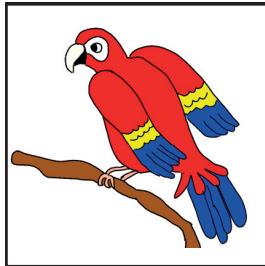
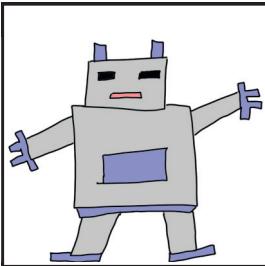
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Indique par des croix les syllabes où tu entends

« ro »

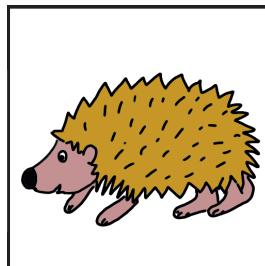
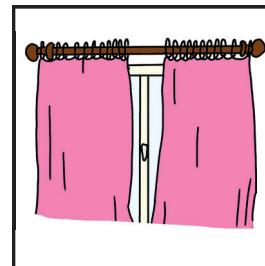
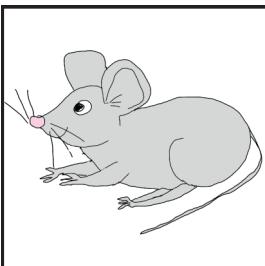


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« ri »

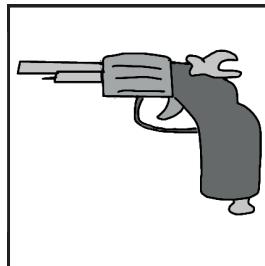
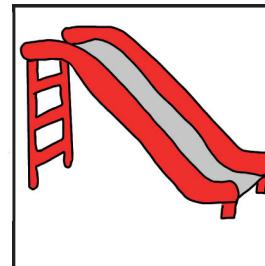
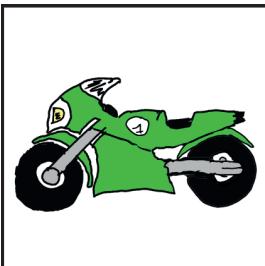


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Indique par des croix les syllabes où tu entends

« ma »

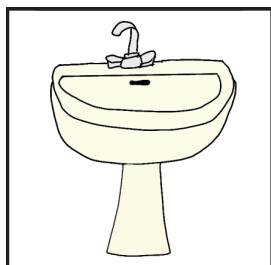
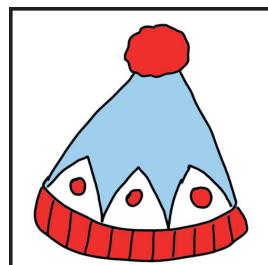
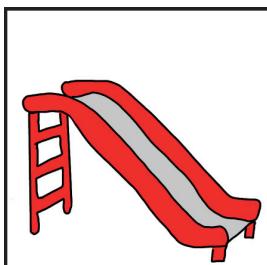


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« bo »

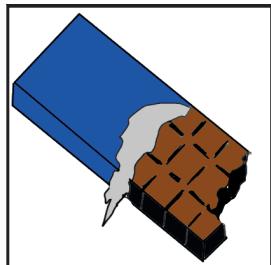
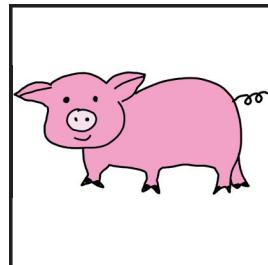
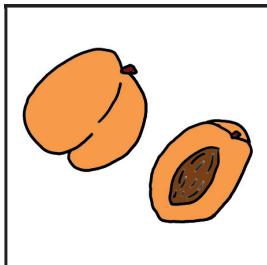


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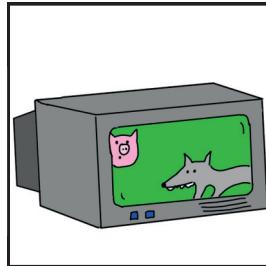
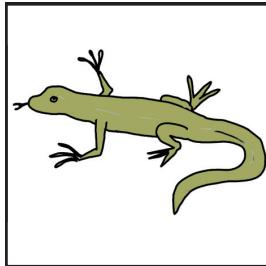
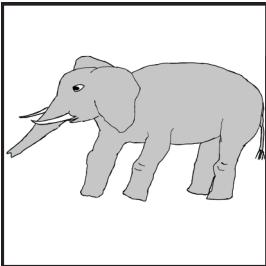
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Indique par des croix les syllabes où tu entends

« lé »

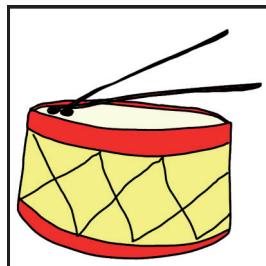
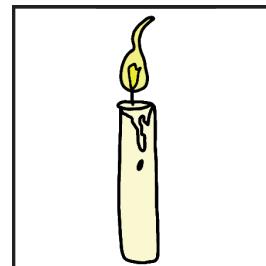
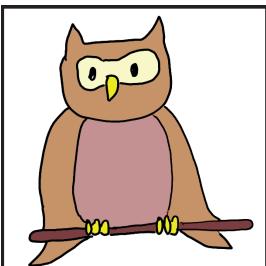


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« bou »

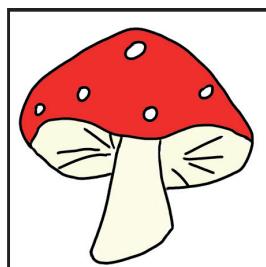
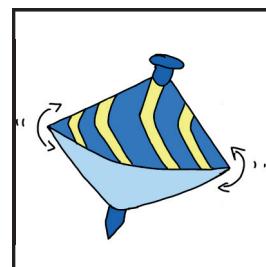
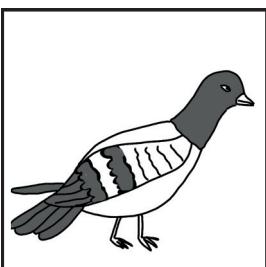


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« pi »

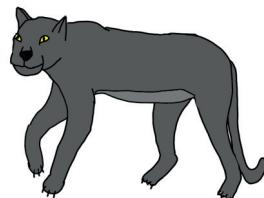
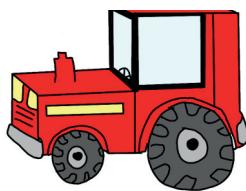
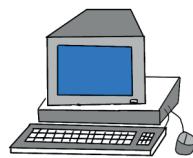


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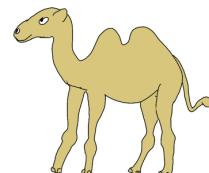
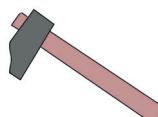
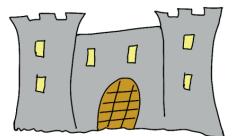
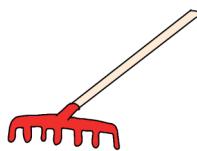
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Barre les 2 intrus (syllabe finale différente).

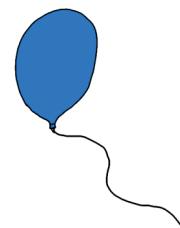
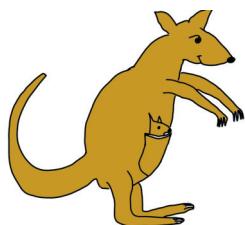
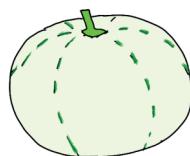
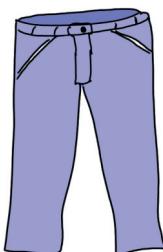
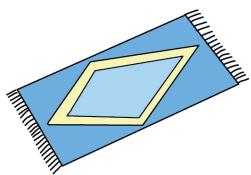


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Barre les 2 intrus (syllabe finale différente).

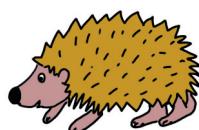
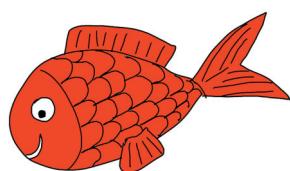


Barre les 2 intrus (syllabe finale différente).

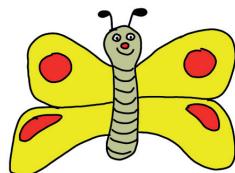
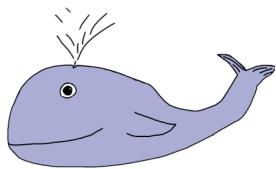
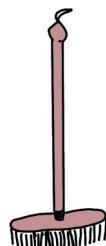
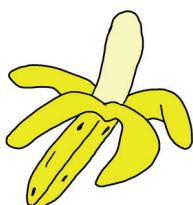


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Barre les 2 intrus (syllabe finale différente).

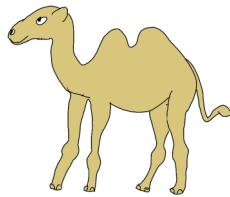
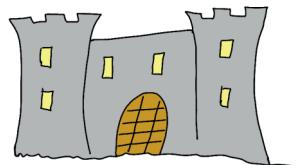
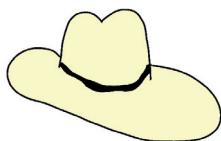


Barre les 2 intrus (syllabe initiale différente).

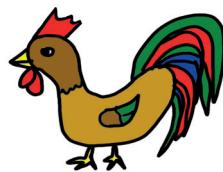
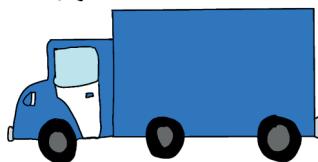
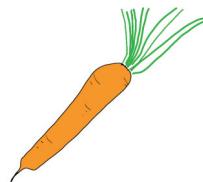
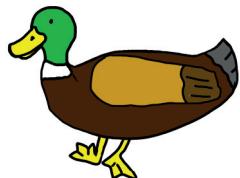
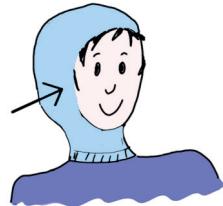


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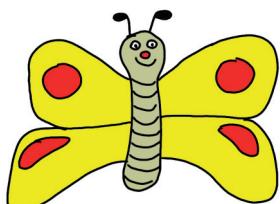
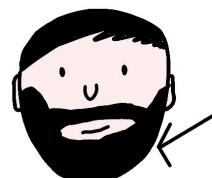
Barre les 2 intrus (syllabe initiale différente).



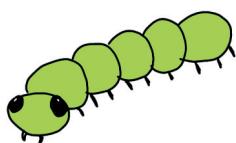
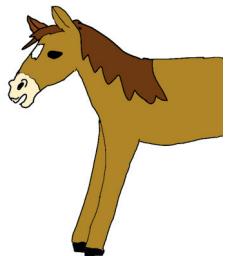
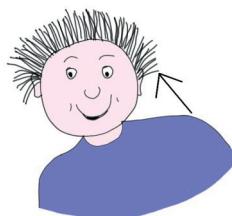
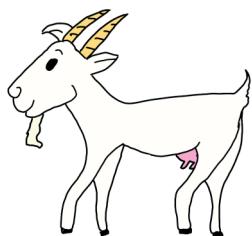
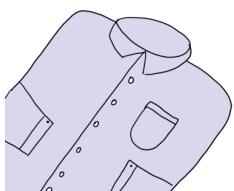
Barre les 2 intrus (syllabe initiale différente).



Barre les 2 intrus (syllabe initiale différente).

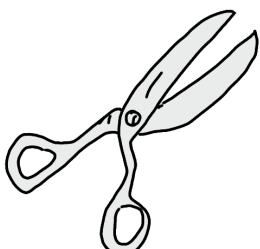
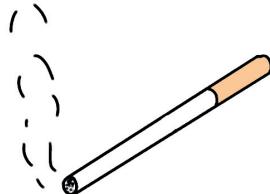
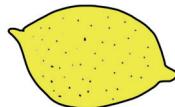
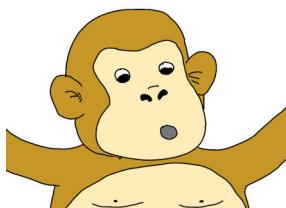
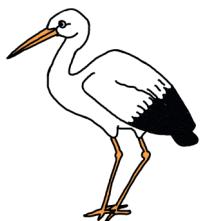


Barre les 2 intrus (syllabe initiale différente).

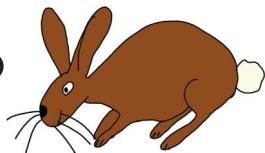
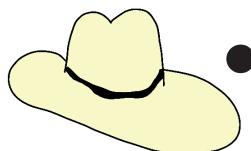
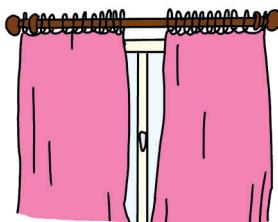
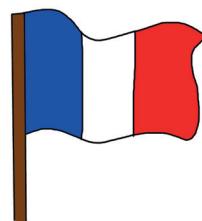
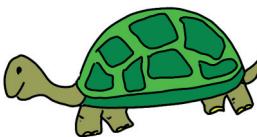


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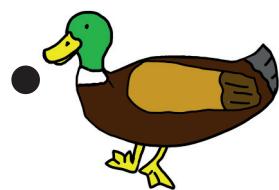
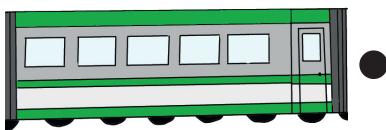
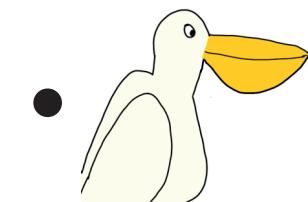
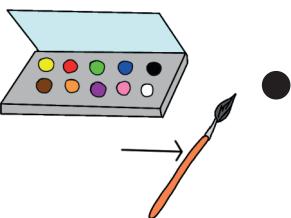
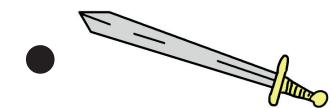
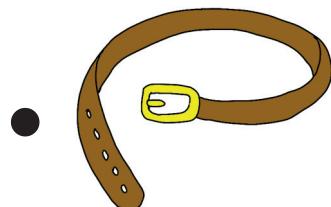
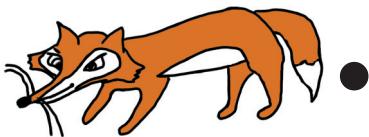
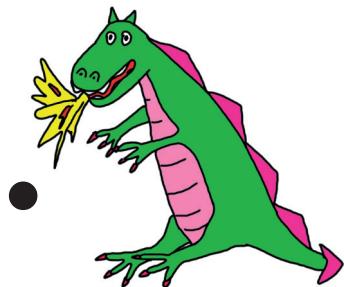
Barre les 2 intrus (syllabe initiale différente).



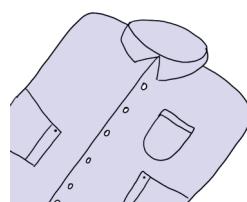
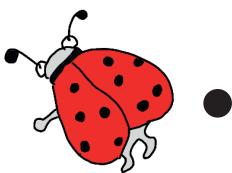
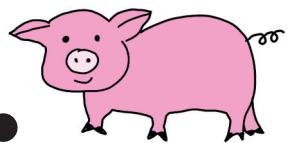
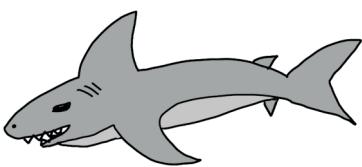
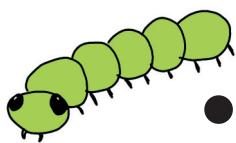
Relie les images qui se terminent par la même syllabe.



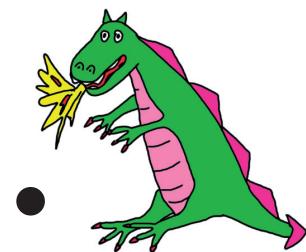
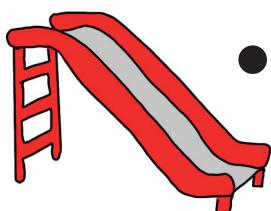
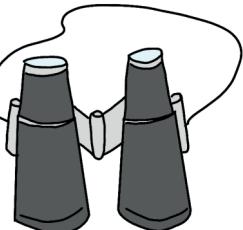
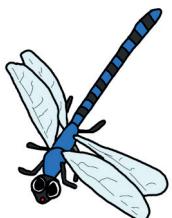
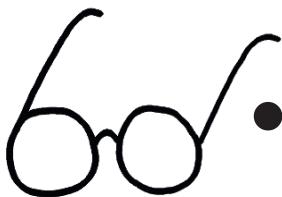
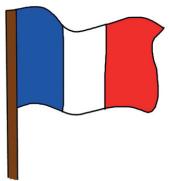
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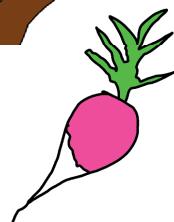
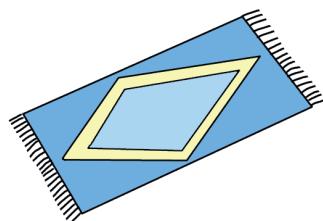
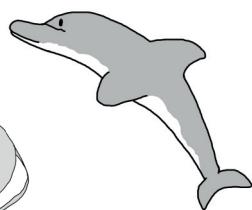
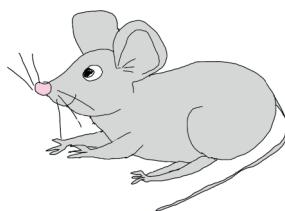
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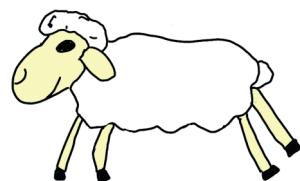
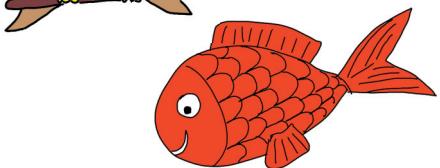
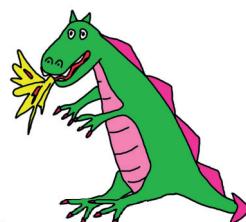
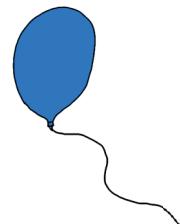
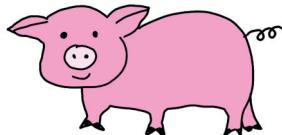
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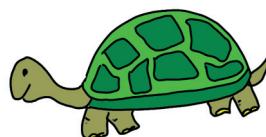
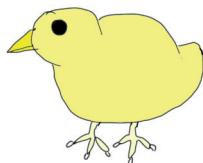
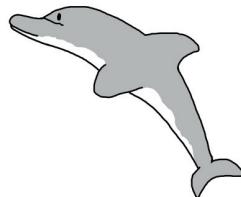
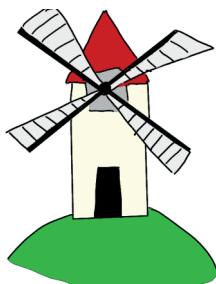
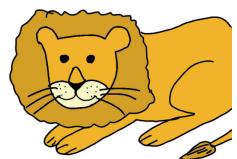
Barre les 2 intrus (rime finale différente).



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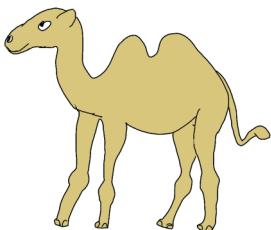
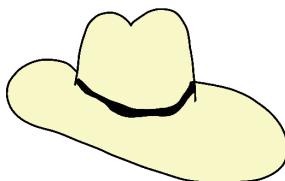
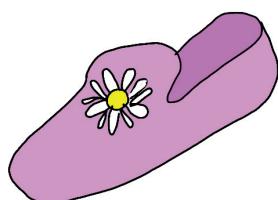
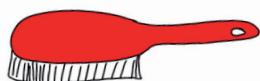


Barre les 2 intrus (rime finale différente).

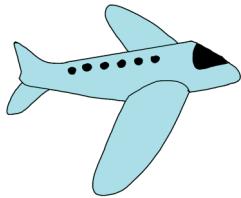
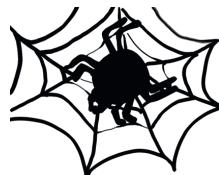
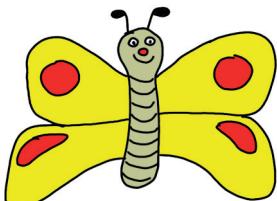
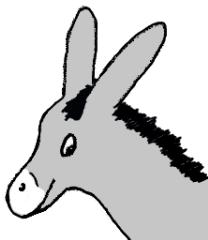


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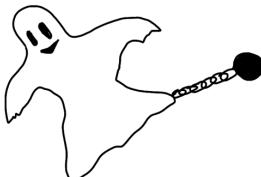
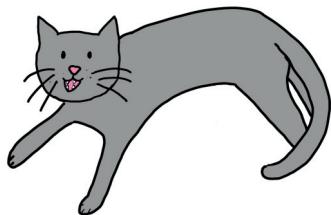
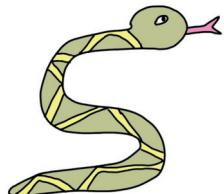
Barre les 2 intrus (rime finale différente).



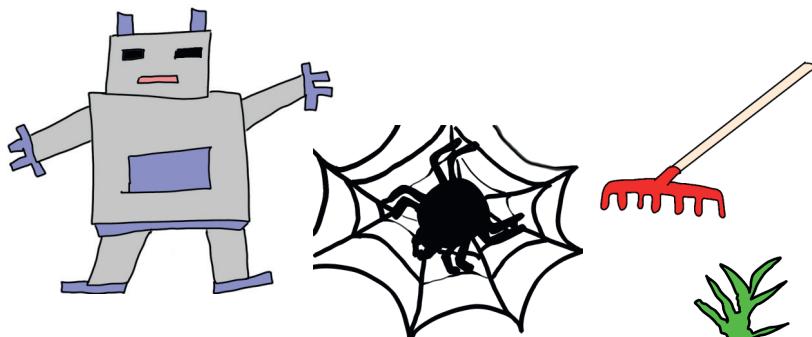
Barre les 2 intrus (phonème initial différent).



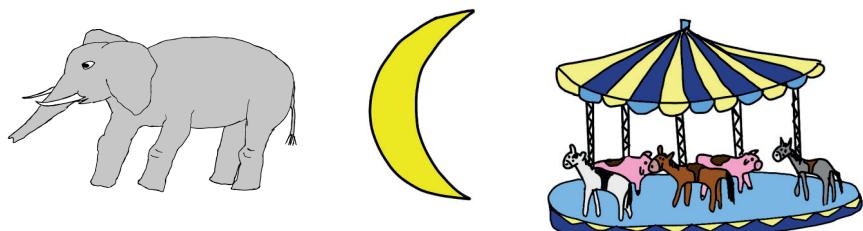
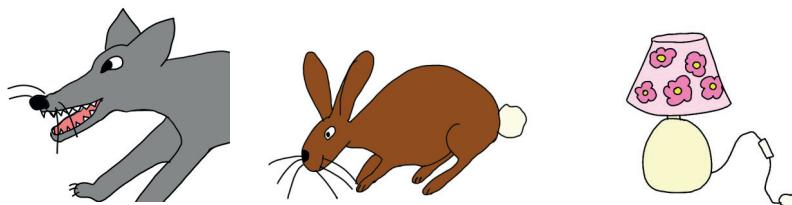
Barre les 2 intrus (phonème initial différent).



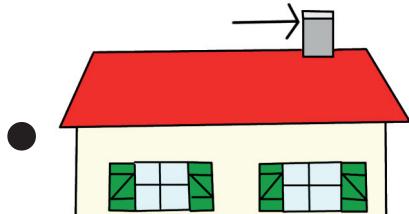
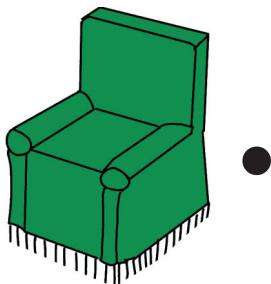
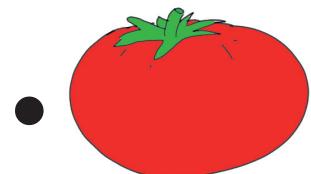
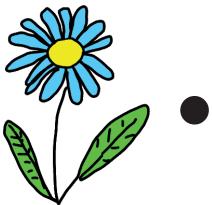
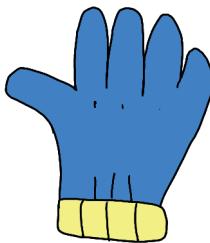
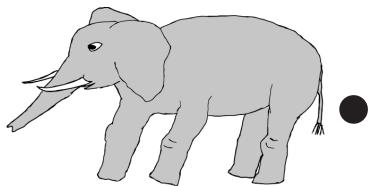
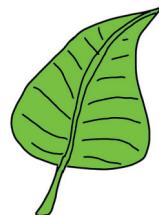
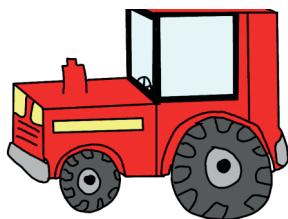
Barre les 2 intrus (phonème initial différent).



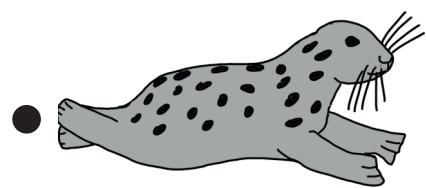
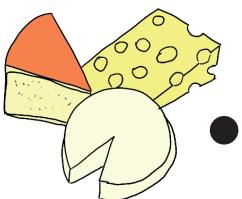
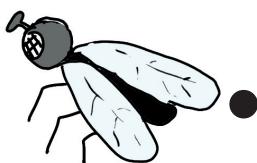
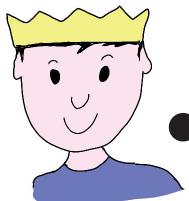
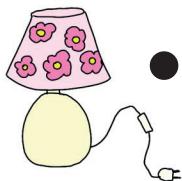
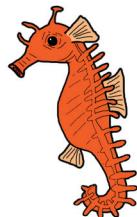
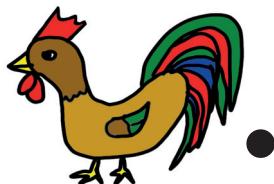
Barre les 2 intrus (phonème initial différent).



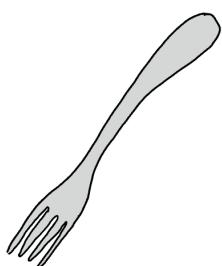
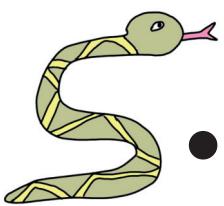
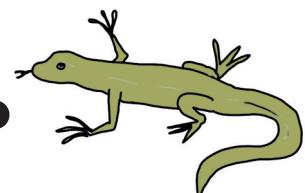
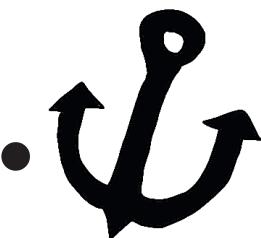
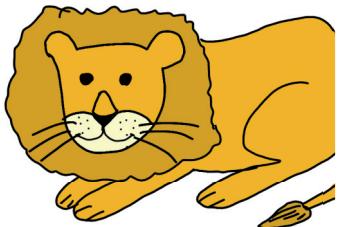
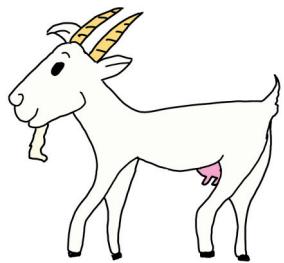
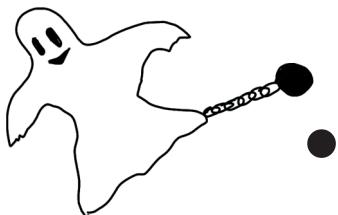
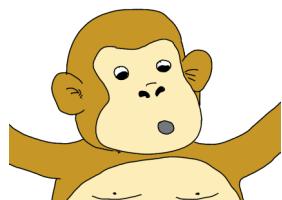
Relie les images qui se terminent par le même son.



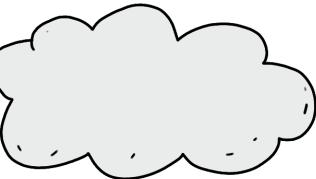
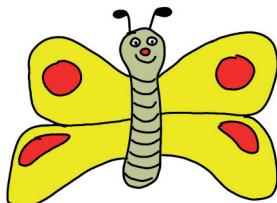
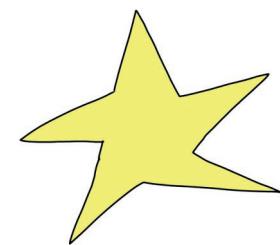
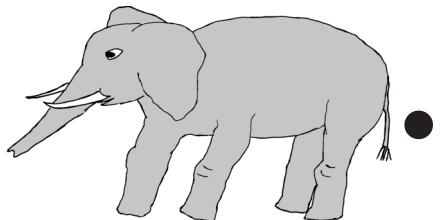
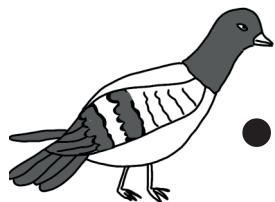
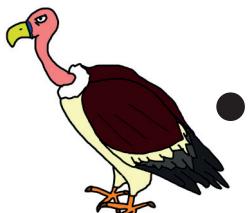
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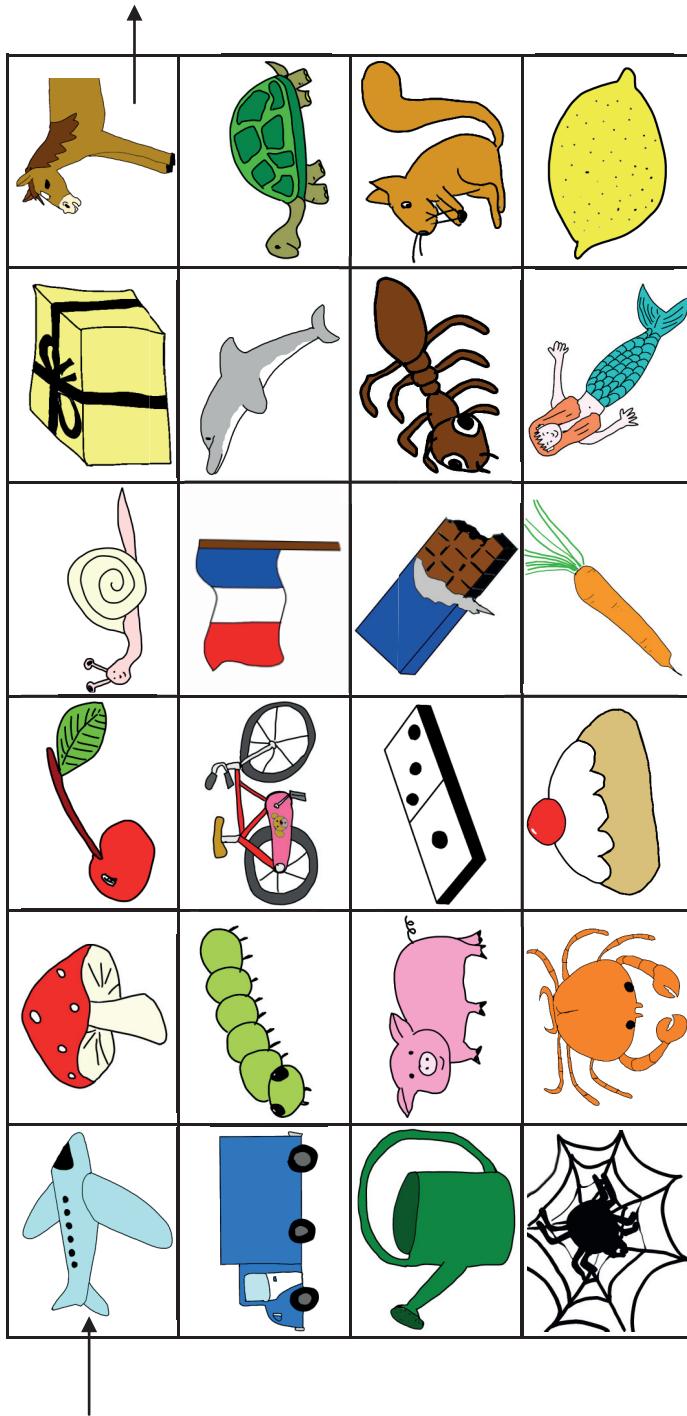
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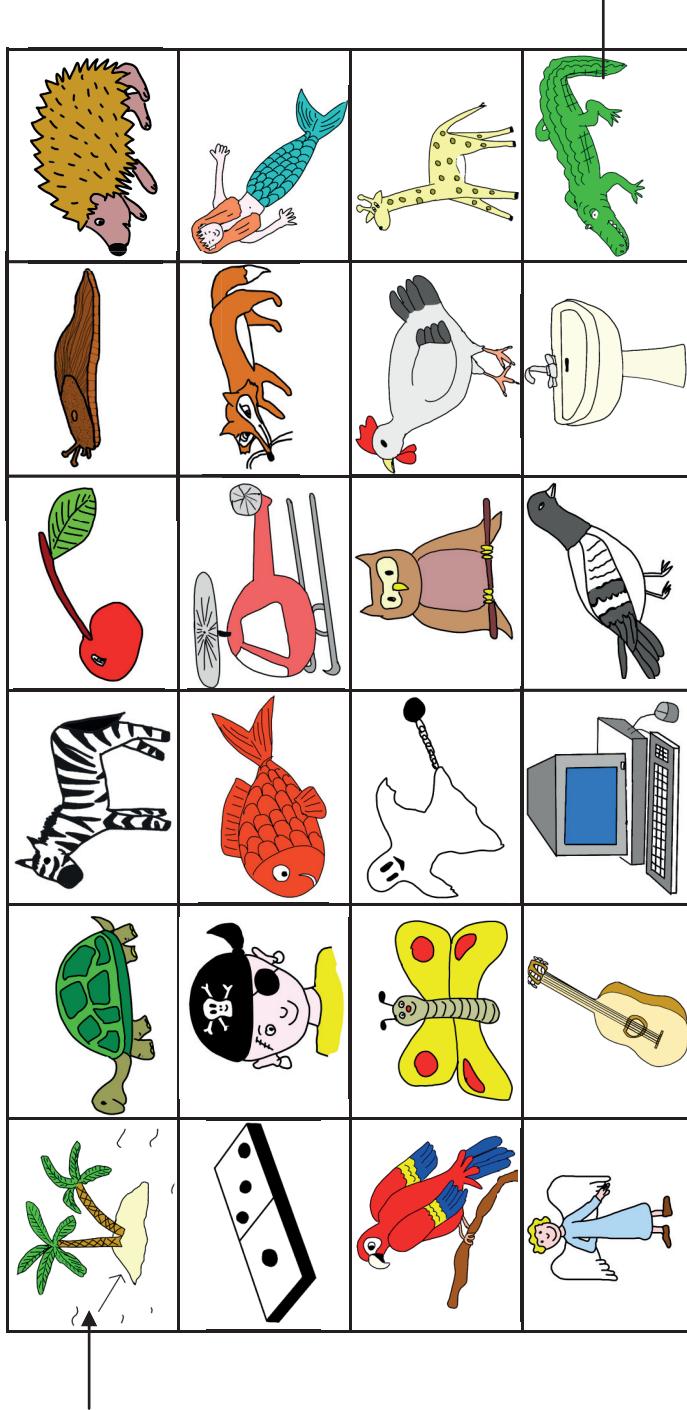
Relie les images qui commencent par le même son.



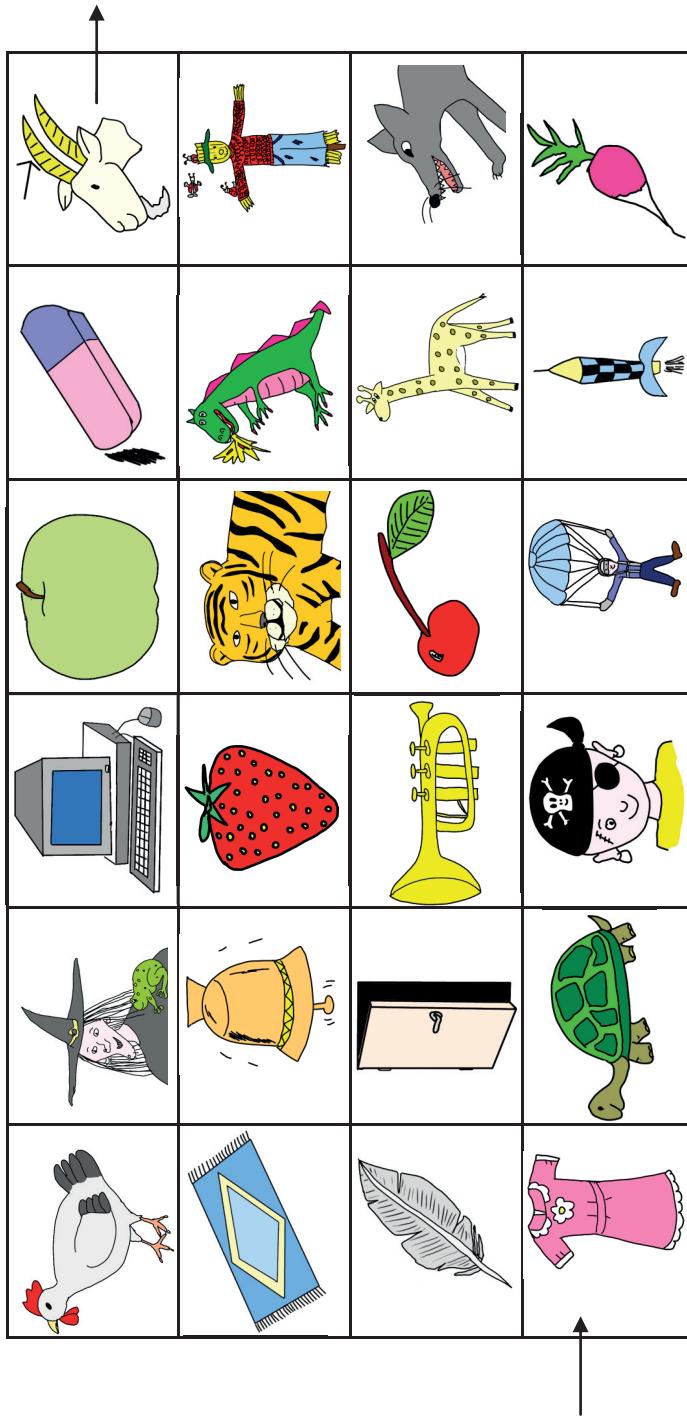
# Chemin du « a ».



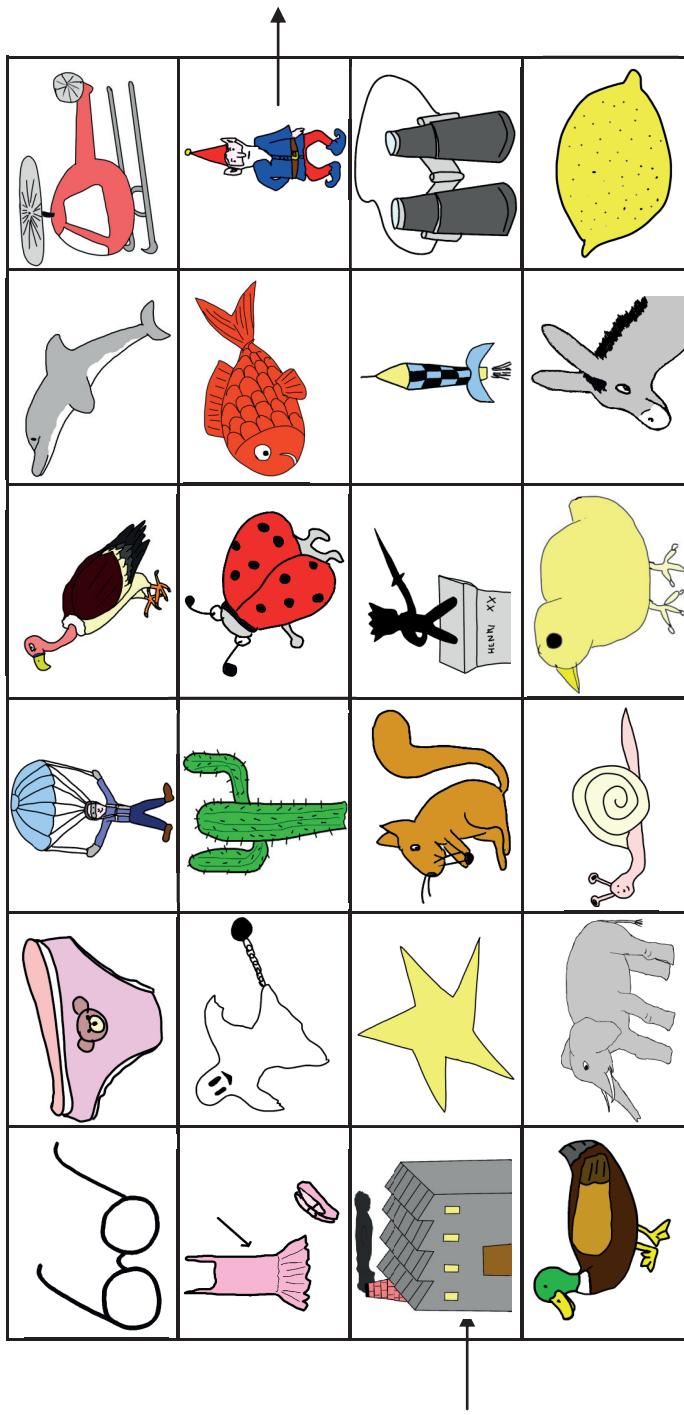
# Chemin du « i ».



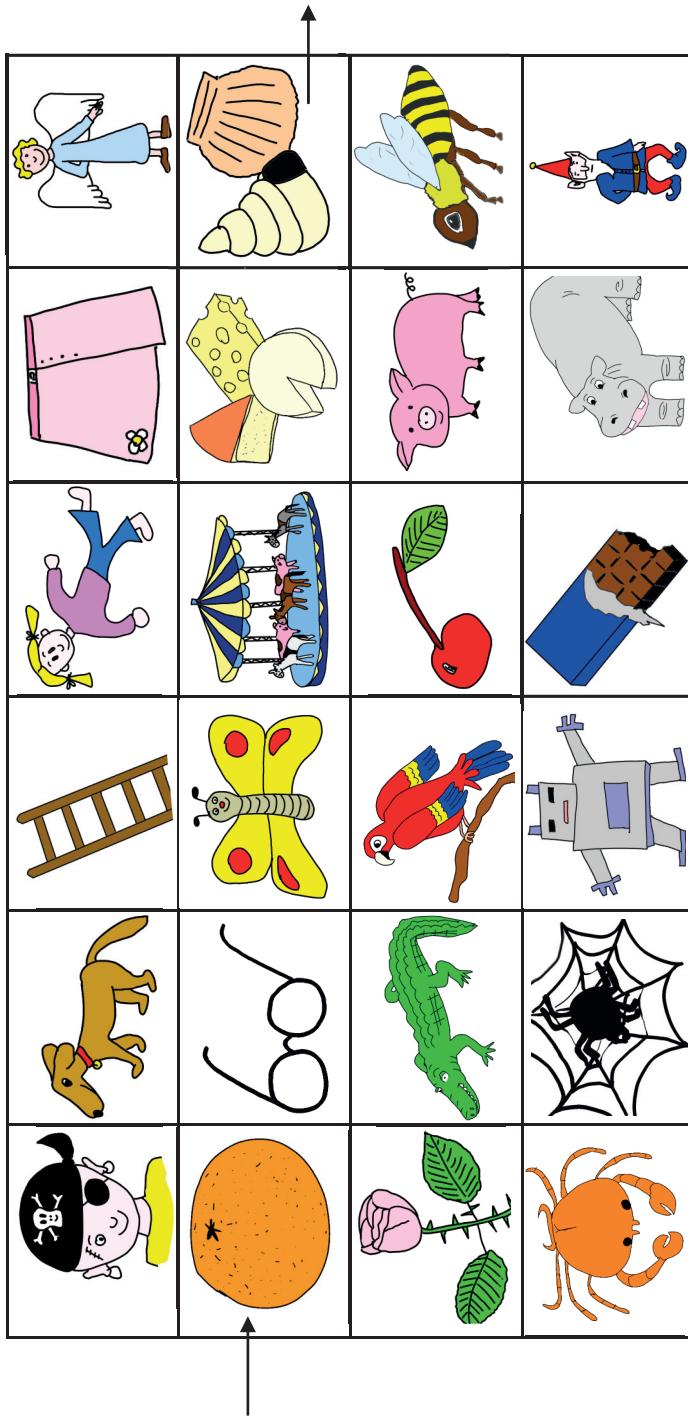
# Chemin du « O » (o ouvert).



# Chemin du « U ».



# Chemin du « O » (o fermé).



# DANS LA MEME COLLECTION



L'apprentissage de la lecture est un processus complexe qui nécessite certaines compétences préalables. Les jeux d'Annabelle (livres 1 à 5) permettent au futur lecteur de se familiariser avec les sons en cultivant son écoute, son observation, sa concentration et sa mémoire. Petit à petit, tout en jouant, l'enfant développe une bonne conscience phonologique et commence à comprendre comment fonctionne le système alphabétique. Il acquiert ainsi les connaissances indispensables pour savoir lire et écrire.

Des mêmes auteurs :

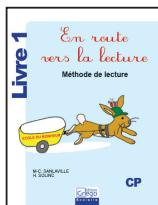
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## En route vers la lecture

### Méthode de lecture complète sans démarrage global



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