

il fera

e

e

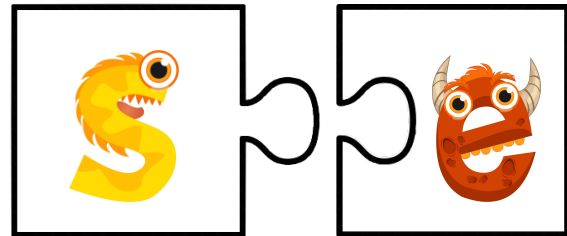
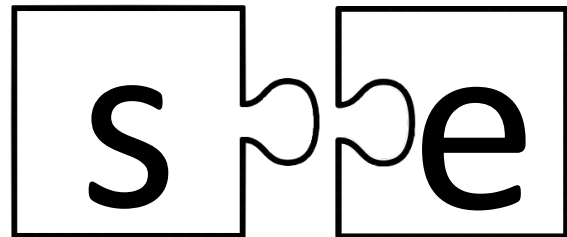
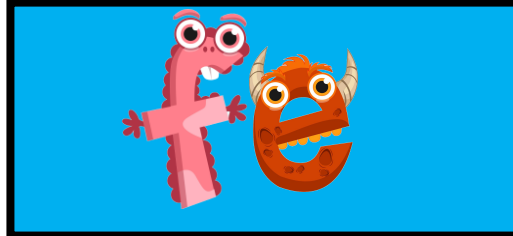
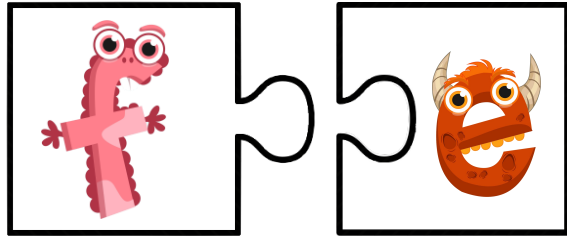
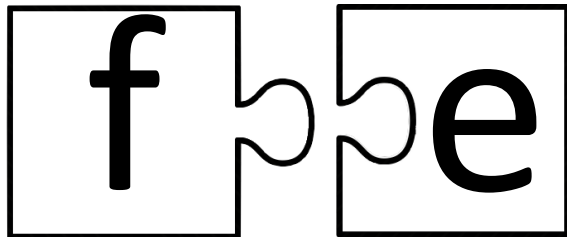
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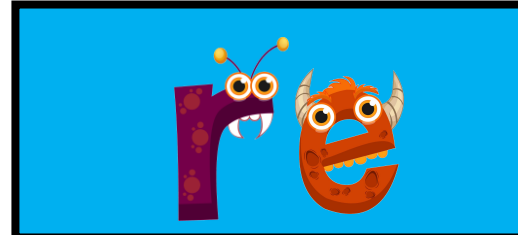
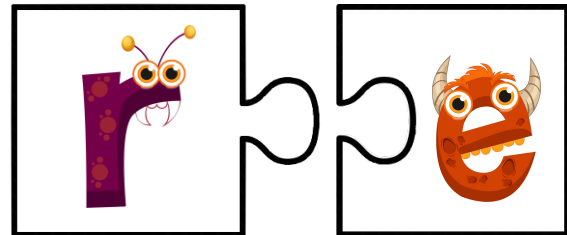
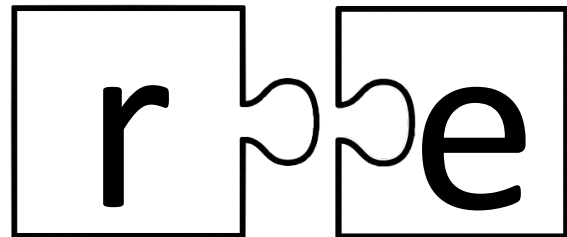
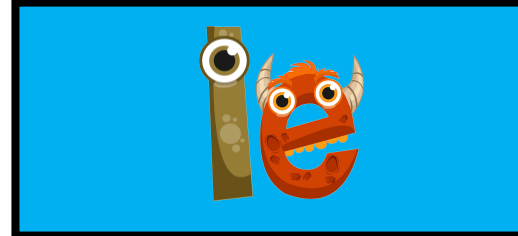
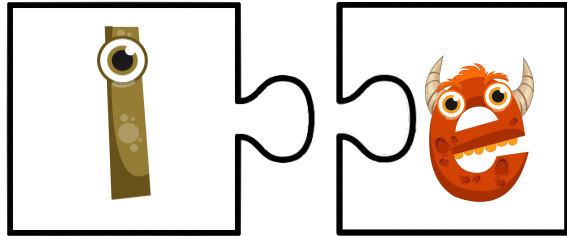
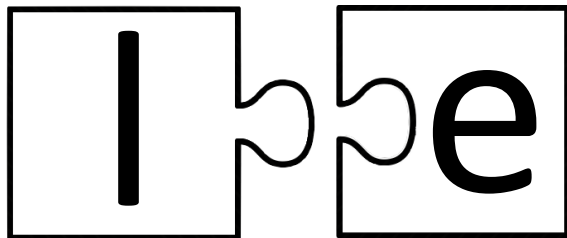
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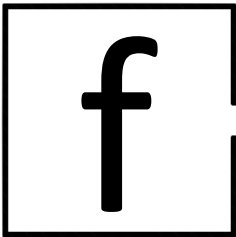
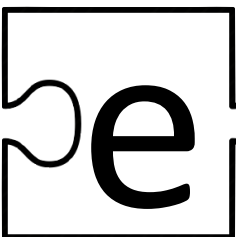
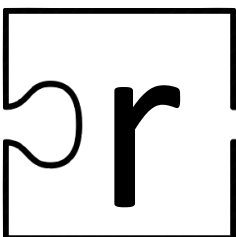
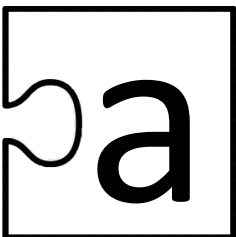


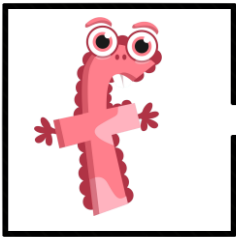
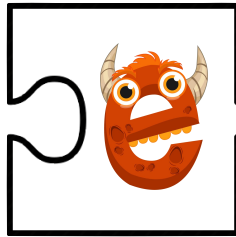
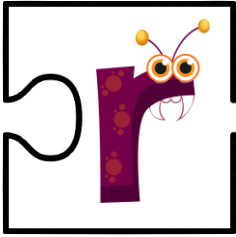


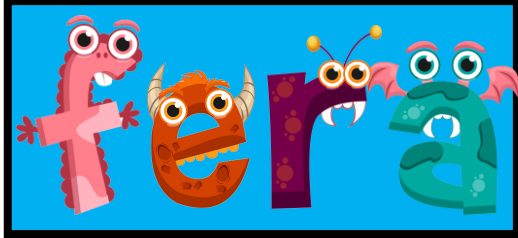
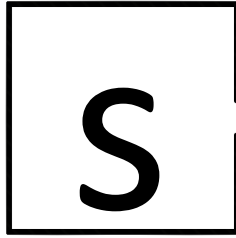
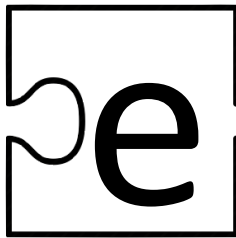
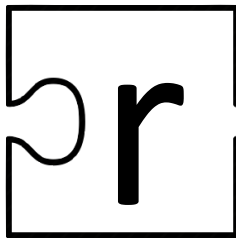
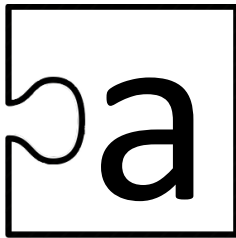



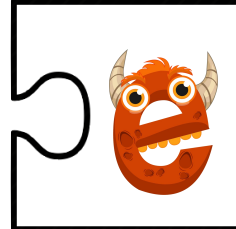
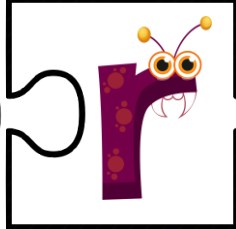
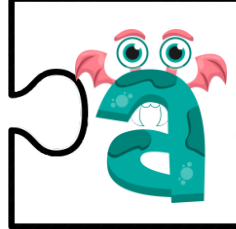


Le puzzle des sons



Le puzzle des sons



Le puzzle des sons



Mots-outils

la
il
il y a
est
à
un
le
se

E e Э э

renard
renard



1



Montre l'image où tu entends

e



E e E e

renard
renard



2



Montre la syllabe où tu entends

e



E e E e

renard
renard



3  Relie les dessins avec la syllabe que tu entends.

se fe re

The exercise consists of three blue speech bubbles containing the syllables 'se', 'fe', and 're'. Below them are five images: a metal spring, four colored markers (red, yellow, blue, green), a photograph of a fox, a medical syringe, and a shark's tail. Blue lines connect the syllables to the images: 'se' connects to the spring, 'fe' connects to the fox, and 're' connects to the shark's tail. The markers and syringe are not connected to any syllable.

E e E e

renard
renard



4



Montre toutes les lettres où tu vois E f E e



U	e	f	e	U	u	n	F
e	L	g	F	u	f	E	s
F	u	P	s	E	E	u	f

E e E e

renard
renard



5



Montre les e que tu vois dans ces mots.

cheval

serpent

refus

rire

fée

limace

fera

E e E e

renard
renard



6

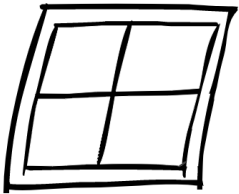


Complète avec la bonne syllabe.



re

fe



fenêtre



repos



fenouil

E e E e

renard
renard



7



Lis les lettres.

e a i l F é l é E u o f

a é f E u é r L u E e s

8



Lis les syllabes 3 fois.

fe – re – se – le – se – fe – re – fe – se – le – re – fe

lo – sé – ra – if – il – fe – ri – re – al – le – li – se

E e E e

renard
renard



9



Lis les phrases.

Il y a la fée sur le sofa.



Lola fera rire Ali.



Le rat a filé sur le sol lisse.



Léa a salit le sofa.



Éli est fort.

