

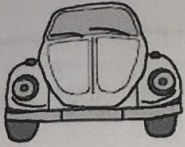





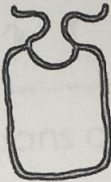
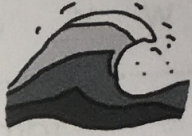

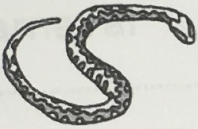

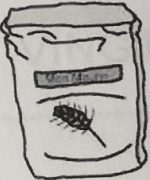
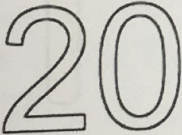




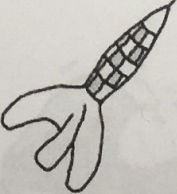
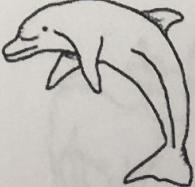

Ecole à la maison / ULIS Fontaine / Niveau CP / Semaine du 11 au 15 mai 2020

Lundi 11 mai 2020 : Révisions


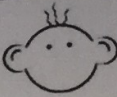
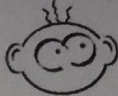
Dessins représentés : voiture / éléphant / cheval / forêt / savon / sifflet / bavoir / vague / cheveux / vipère / vélo / farine / vingt / fantôme / lavabo / chèvre / navet / fusée / dauphin / veste /

Il s'agit en particulier de distinguer les sons 'f' et 'v'.

Colorie lorsque tu entends le son [v].

Entourer (montrer) les lettres 'v' (toutes les écritures de la lettre) :

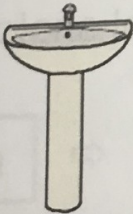
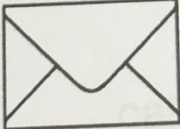
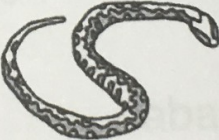

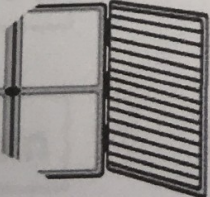



vélo – vélo 		
	[v]	V v v

1. Entoure les lettres V v v .

u v v V v r v w v u N V r u
v u w M v r u v r v u v w

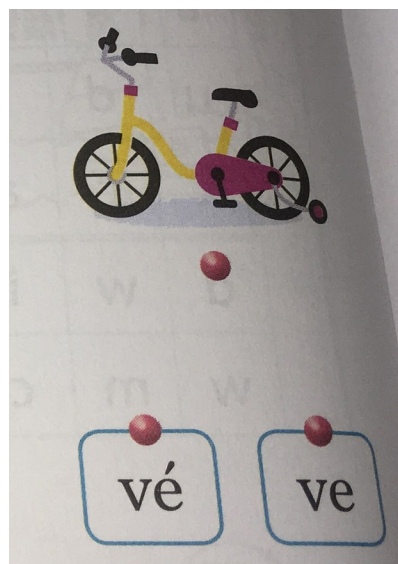
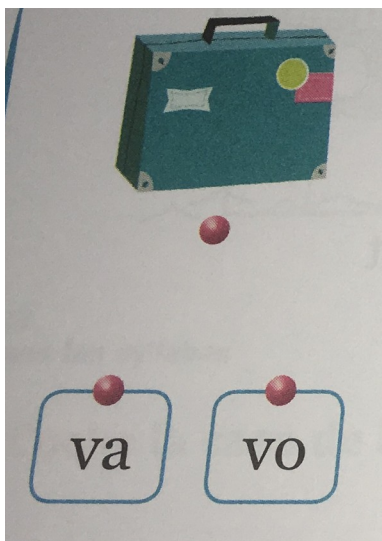
Relier le dessin à la bonne syllabe :
lavabo / enveloppe / vipère / livre / volet / vague / chèvre / cheval /

Relie.

					
va	ve	vi	vo	ve	vre
					

Source : Les coccinelles

Relier chaque dessin à la syllabe qu'il contient :



Complète avec les syllabes qui conviennent.



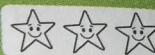
vi

va



va

vi



vi

va



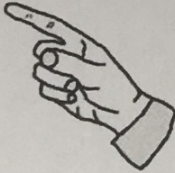




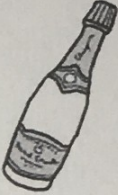
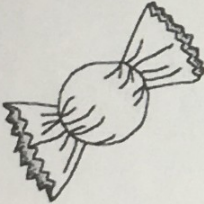
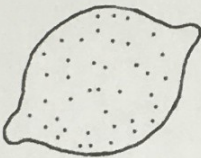

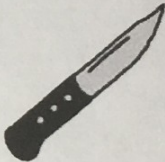

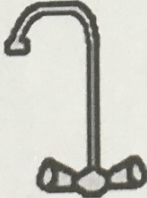


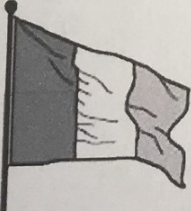

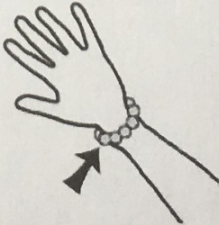
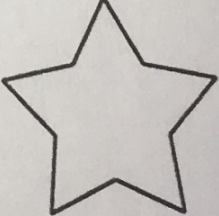
___te

Il ___ vite.

Il ___ ___te, il est ra___


Mardi 12 mai :



Colorie lorsque tu entends le son [b].

Source : Les coccinelles

biberon – *biberon*



[b] B b *b*

1. Entoure les lettres B b *b*.

p q l b q p d P d B *b* b q *b*

q b h b b d q b *b* b q h B l q b q

Rechercher toutes les lettres B (toutes écritures) pour trouver le chemin de la sortie :

→	b	B	<i>b</i>	d	p	D	D	q	p
D	<i>D</i>	D	B	b	b	d	a	p	a
d	a	d	p	d	<i>B</i>	D	d	a	q
p	d	p	p	d	b	q	d	q	d
p	q	d	a	q	<i>b</i>	b	<i>B</i>	b	→

Jeudi 14 mai :

3. Colorie la syllabe dans chaque mot.

ba

⇒

bateau

cabane

cabas

banane

bi

⇒

cabine

bicyclette

babine

biberon

bou

⇒

bouc

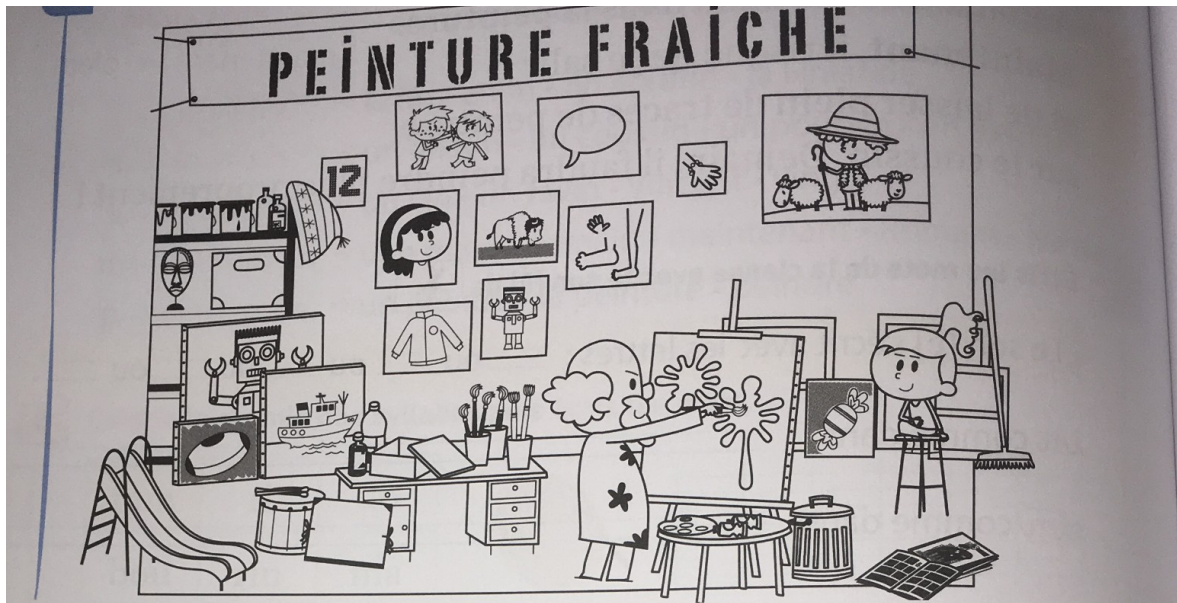
caribou

bouchon

bouteille

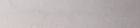
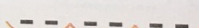
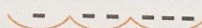
Vendredi 15 mai :

Colorier (montrer) les dessins quand on entend le son 'b' :



COLLECTIF
Frappons les syllabes

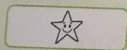
2 Entoure l'endroit où tu entends le son [b] de .




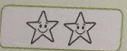
À mon rythme

Je colorie mon exercice : ☆ ou ☆☆ ou ☆☆☆.

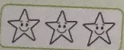
Entoure les mots...





... en bleu si tu entends le son [b] de  au début du mot.



... en vert si tu entends le son [b] de  dans la dernière syllabe.



... en noir si tu entends le son [b] de  deux fois dans le mot.






b b B B **bonbon**
bonbon 

1 Je combine les lettres pour former des syllabes.




b a → ba b i → bi b e → be
b u → bu b r i → bri b r e → bre

2 Je lis les syllabes. Je montre celle que j'entends quand je dis le mot.

ba bi bre bro bou

3 Je dis ce que je vois, puis je lis les syllabes bleues.

bu reau ar bre bi be ron

Maintenant je peux lire

bo bro blo ba bla bra bar bi
bir bli bri bu bru bou brou be ble bre

un robot il bavarde la barbe le bout un arbre
il a bu il se balade

La maman de Lola a un bébé. Le papa lui a donné
le biberon. Le bébé a tout bu. Bravo, c'est bien !

Je retiens
• bien