



## Atelier 2 : Compléter les syllabes (GS – CP)

### ● Matériel :

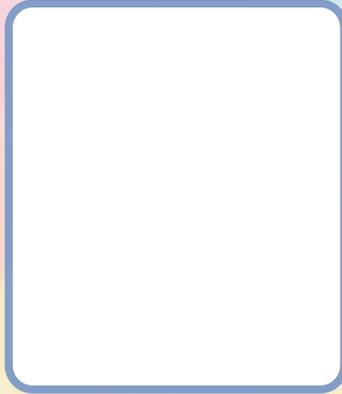
- Cartes avec mots à syllabe manquante (niveau 1) la **première** syllabe est absente.
- Syllabes mobiles (ou possibilité d'écrire)

### ● Deux modalités :

1. **Placer la bonne syllabe** : L'enfant choisit et insère la syllabe manquante pour reconstituer le mot.
2. **Écrire la syllabe** : (optionnel) L'enfant écrit la syllabe au bon endroit.

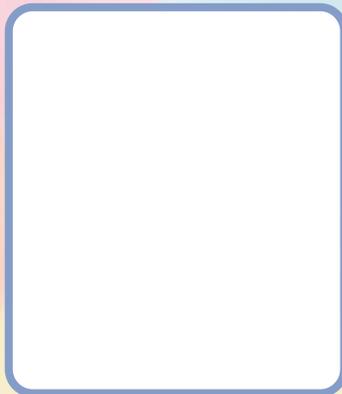
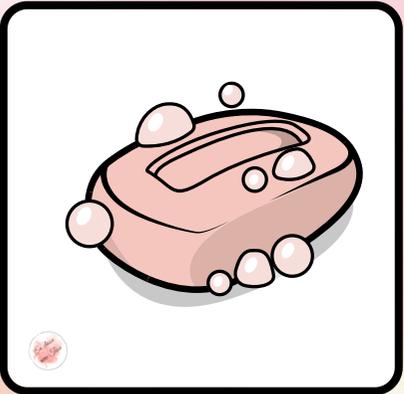
### ✓ Compétences visées :

- Identifier les syllabes orales dans un mot
- Recomposer un mot à partir de syllabes
- Début de l'encodage (si écriture)



pi

pa



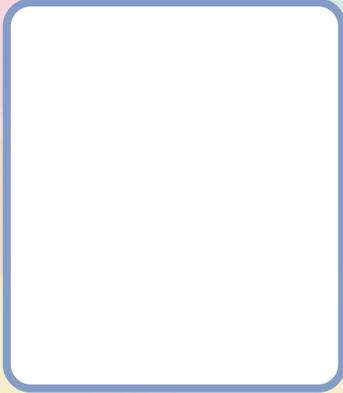
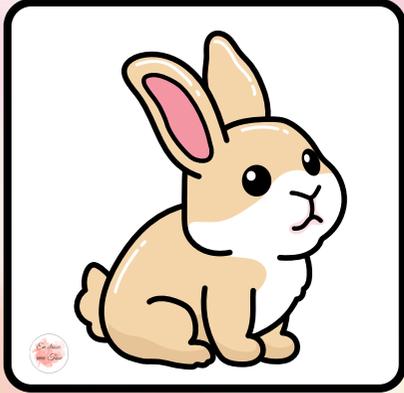
von

sa



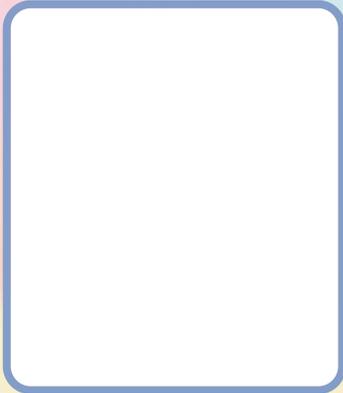
teau

ba



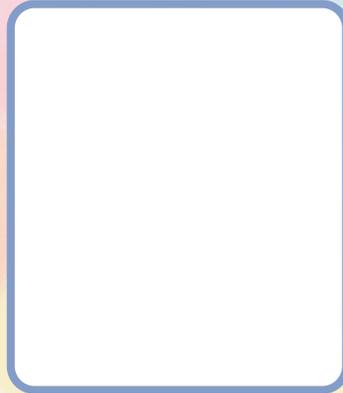
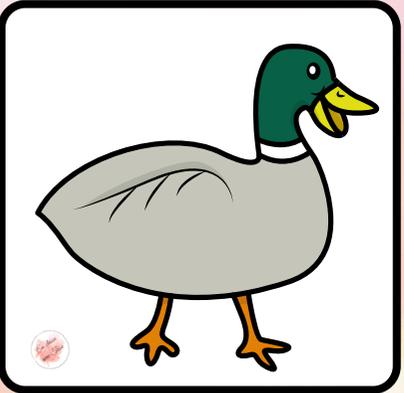
pin

la



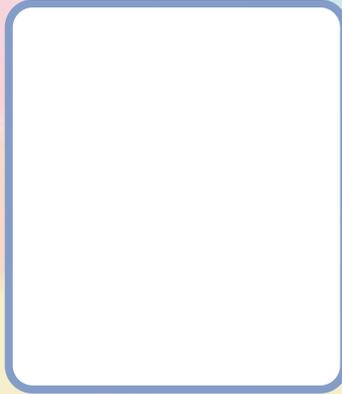
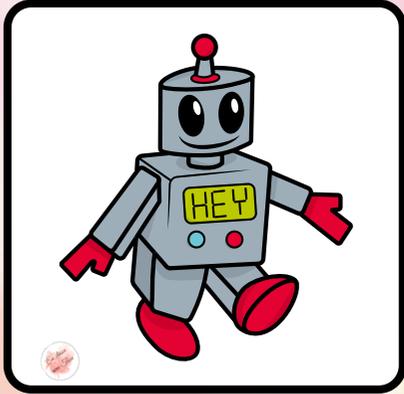
chon

co



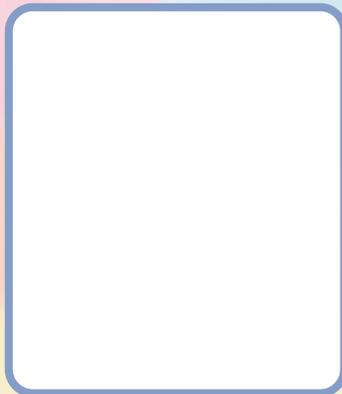
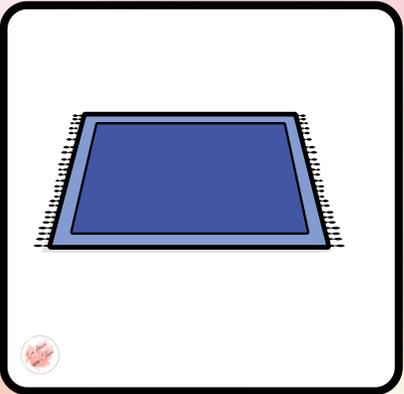
nard

ca



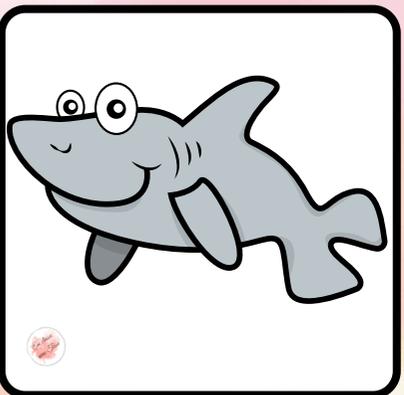
bot

ro



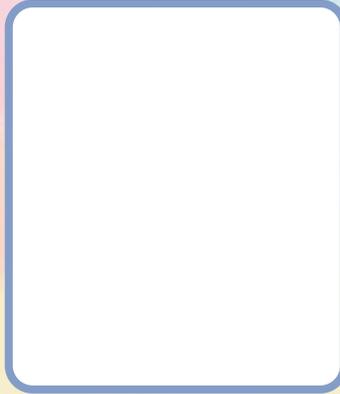
pis

ta



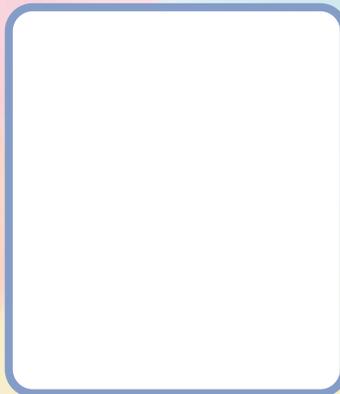
quin

re



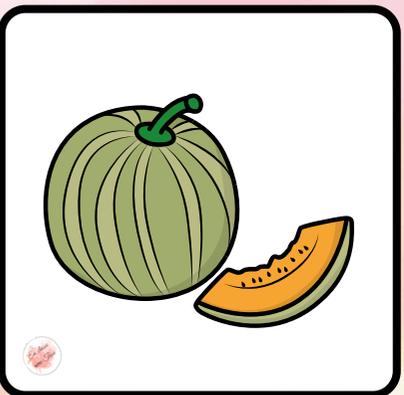
to

mo



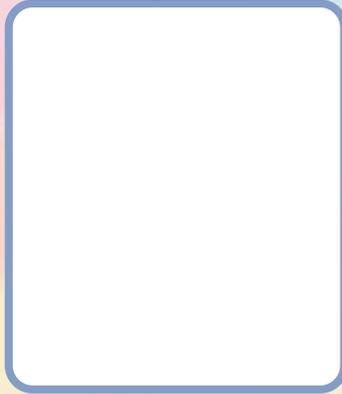
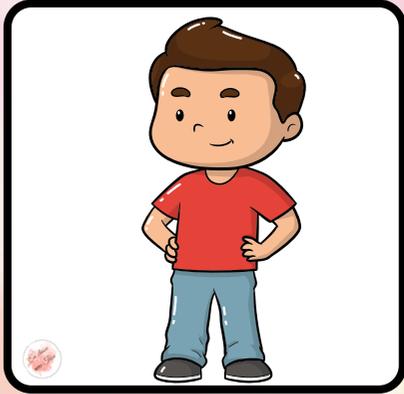
dio

ra



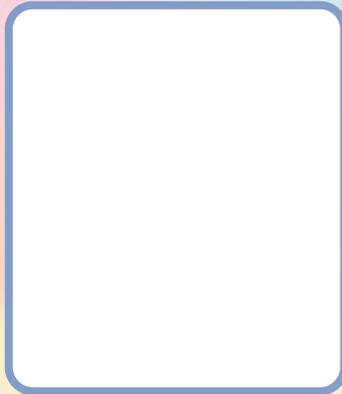
lon

me



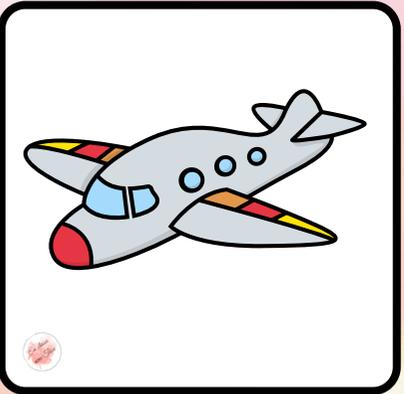
pa

pa



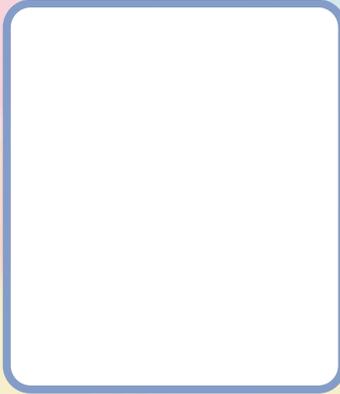
mion

ca



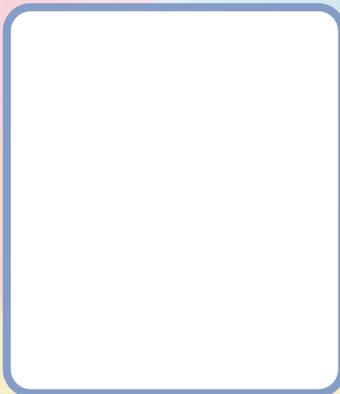
vion

a



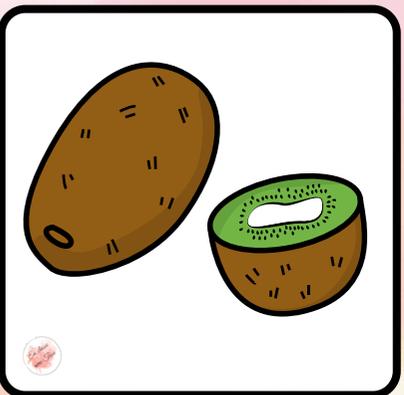
deau

ca



tin

lu



wi

ki