

Letir gi bii gi chibne 1

Les lettres de la langue chibne (soumraye) - Volume 1



Association pour le Développement de la Langue Chibne (A.D.L.C.), 2025

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Titre en français : Les lettres de la langue soumraye. En langue soumraye parlée dans le département de la Tandjilé-Est, sous-préfecture de Déressia.

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Letir gi bii gi chibne 1

Les lettres de la langue chibne (soumraye) - Volume 1

Letir gi bii gi chibne 1

Soumraye
Tchad



Guide d'enseignement : Livret d'alphabet

Utiliser ce livret d'alphabet pour enseigner les aspects suivants :

- le nom et le son de chaque lettre de votre alphabet
- comment écrire et lire la minuscule et la majuscule de chaque lettre
- que le point final marque la fin d'une phrase
- que nous lisons de gauche à droite
- que chaque lettre a un son différent
- pratiquer l'écriture des lettres

Toujours commencer par une petite révision de la lettre de la veille, des mots-clé et de la phrase simple.

1. Activité des mots-images

1. Enseigner le nom et le son de chaque lettre. Écrire la lettre, par exemple A a, au tableau et demander aux apprenants de dire le nom et le son de chaque lettre.
2. Demander aux apprenants de regarder chaque image et de dire ce qu'ils voient.
3. Montrer le mot en bas de chaque image, lire les mots et demander aux apprenants de regarder et lire les mots avec vous.
4. Faire lire les mots par quelques apprenants.

5. Dire l'un des mots. Demander aux apprenants de chercher ce mot avec son image et de le lire.

6. Faire beaucoup de pratique de cette façon, jusqu'à ce que les apprenants arrivent à lire chaque mot.

7. Écrire les mots sur les petits cartons. Demander aux apprenants de faire correspondre le carton-mot avec le bon mot/ image sur l'abécédaire.

2. Activités avec la boîte à images

1. Demander aux apprenants de bien écouter pendant que vous dites chaque mot illustré dans la boîte à images. Prononcer chaque mot clairement et lentement.

2. Prononcer encore chaque mot. Demander aux apprenants de frapper les mains s'ils écoutent le son de la lettre du jour au début d'un mot.

3. Pour chaque image, demander aux apprenants si le mot commence par le son de la lettre du jour ou par un son différent.

4. Demander aux apprenants de montrer les images qui commencent avec le même son que la lettre du jour et de prononcer le mot. Vérifier que tous les apprenants arrivent à faire cette activité. Aider ceux qui ont des difficultés.

3. La phrase

1. Écrire la phrase au tableau. Lire la phrase aux apprenants deux fois. Montrer les mots en lisant.
2. Faire le plan de lecture du texte, étapes 2 à 5.
3. Chasse aux mots : Demander aux apprenants quels mots dans la phrase commencent avec le son de la lettre du jour. Montrer aux apprenants ces mots dans la phrase.
4. Majuscule : Expliquer/ rappeler aux apprenants que nous écrivons la grande lettre au début d'une phrase ou pour un nom important et que le reste des lettres sont petites. Montrer la majuscule.
5. Point final : Expliquer/ rappeler aux apprenants que le point final indique la fin d'une phrase. Montrer le point.
6. Chasse aux mots-clé : Demander aux apprenants de chercher le mot-clé (de l'activité des mots-images) qui figure dans la phrase, avec le carton-mot si possible
7. Lire le mot avec les apprenants.

4. L'écriture

1. Expliquer aux apprenants comment écrire la lettre du jour – minuscule et majuscule.
2. Demander aux apprenants de pratiquer en écrivant en l'air avec le doigt.

3. Demander aux apprenants de pratiquer dans leur cahier/ sur leur ardoise.
4. Les apprenants qui finissent vite peuvent essayer d'écrire l'un des mots-images.

Plan de lecture du texte

1. L'enseignant lit **tout le texte aux** apprenants.
2. L'enseignant lit le texte **ensemble avec tous** les apprenants.
3. L'enseignant lit le texte **avec quelques apprenants individuellement**, un à un.
4. Quelques apprenants lisent **individuellement seuls**, un à un.
5. L'enseignant lit le texte **ensemble avec tous** les apprenants.

Important à noter !

Aux **étapes 2, 3 et 5**, l'enseignant lit toujours **en même temps que** les apprenants. Les apprenants ne devraient **PAS répéter** après l'enseignant.

À **l'étape 4**, si un apprenant rencontre des difficultés, l'enseignant relit la phrase avec l'apprenant.

Aux **étapes 3 et 4**, il s'agit de **volontaires** parmi les apprenants, pas d'apprenants désignés par l'enseignant.

Birmə gaba gılə libir di alpabe :

Unə libir di alpabe di ka di dara gılə mani nə i ta di :

- Letir bá bá dınə alpabe ında sumdi me 'waga dıra me
- Letir bá bá da, gi jangi di dwe me di geche me man mo?
- Dıbə gi dodə da, ba i 'yaṅa ginə gwale mın duwa.
- Ba də āsang i isay gi jele ha isay gi abe.
- Letir bá bá da, 'waga dıra nım jiga.
- Gılə letir janga dıra

'Bag da, ur i cwara gaba yara letir me mo kile me pıras bani di də yaradı pii do.

1 Mani nənə mo me mani dúndirəgi me day

1. Gilgi dine letir bá bá sumdi me 'waga dıra me. Jangi letir ya A a me tablowə me ùr dine ba gunə letir bá bá sumdi me 'waga dıra me ca.
2. Ùr dine ba yarna mani dúndirəgi bá bá me, ba wayna mani nə cendi ba yər me ca.
3. Gilgi mo gi dodə dúndi gındıdi lə bá bá, āsi mo di daa me waygi dine di gi yarna me gi āsına mo di daa gandım mın.
4. Kal dine nə yab āsına mo di.
5. Gu mo mın sumıw daa. Ùr dine di ba kañjına mo gi ta di gi dúndi duwa ca me ba āsına daa me ca.
6. Àlna le dii giṛə bıraa dine di 'wacṅana āsa gi mo bá bá do.

7. Jangi mo gi yab mana gi karton gi bani banıyə me waygi dine ba hana gılə mo gi kartonnə di daa jaw gaba wundara gandıw mana gi maktubu di idi dúndiyə di.

2 Mani nənə dúndi day

1. Waygi dine di mana gi mə ina lə goo mo lə da, gi dwayna ladına le. Gu mo di angal me ladı le pırang me ca.
2. Gu mo di bá bá dıng. Waygi dine di mana gi gi dwayna letir di laba di ina lə dırıṅ nə piıyə da, gi babına isıragı daa.
3. Mani dúndirəgi bá bá da, ur dine di ga mo duwa nım i gi letir di laba di labaa nım wun jiga mo.
4. Ùr dine di gi gılə mani dúndirəgi nə 'waga day nım bor gi letir di laba di me gi 'wagına mo di daa. İjım gi metir di əsi angal dıma yər kal dine di əlna mani nə ta di pad dayyə. Woni 'wacṅa ladı bədə da, wagı lə.

3 Pīras

1. Jangī pīras daa tablowə. Āsīgī dine pīras di daa dii sīr. Mə āsīna da, gīl mani mo day bá bá.

2. Daxī bīrmə gaba āsa mani ladī le, mani nə 2 ha 5.

3. Kanja gī letīr: Ûr dine di ba da: "I mo gī we mana gī pīras dwařī lə me u letīr dī laba pii mo?" Gīlgī dine mo gī ta di mana gī pīras dwařī lə.

4. Letīr dī geche: Waygī dine di ba da: "Letīr dī geche da, gī jangīdī diyə gī gīnīñ gīnə pīras dīra lə labaa gun sumīwwə me ciri sumdī lə me ca. Letīr dī wor pad da, gī jangī i dī dine." Gīlgī letīr dī geche janga dīra.

5. Dībə gī dodə: Gīlgī dine dara dībə gī dodə da, i 'yaña gīnə pīras dīra. Gīlgī dībə gī dodə di.

6. Kanja gī mo kle : Waygī dine gī kanjīna mo kle gī mana gī mani dúndīrəgī lə gī ina lə daa pīras lə. Gī kanjīna gī mo gī kartonnə ta di.

7. Āsī mo di daa dan gī nə dine.

4 Giyə gī janga

1. Gīlgī dine letīr dīrway daa gī jangī i man mo, letīr dī dwe do me dī geche me sīñ.

2. Waygī dine di gī jangīna letīr di gī dúndīrəgī daa pəgīñ.

3. Waygī dine di gī jangīna kaye dayyə me arduwas dayyə me ca.

4. Dine nə jangīna 'yañīna da, gī gīrsīnə janga gī mo gī ta di.

Bīrmə gaba āsa mani

1. Metīr āsgī dine maana daa pad.

2. Metīr āsī maana daa day gī nə dine mīn pad.

3. Metīr āsī maana day gī nə dine nə yab daa mīn mīn.

4. Dine nə yab āsī mīndagī mīn mīn.

5. Metīr āsī maana daa day gī nə dine mīn pad.

Gwale gī lade gaba gama dīmmə !

Mana gī nimīro gī 2, 3 me 5 me da, metīr āsī i day gī nə dine mīn mīn. Dine nem āsa metīr tarīwwə bədə!

Mana gī nimīro gī 4 da, dwe gī 'ywana wamani da, metīr āsī gandīw daa mīn.

Nimīro gī 3 me 4 me da, i dwe gī dīrəw ùr do me āsī sīñ, metīr biyīw bədə.

Chibne–Dìmas dwarè di 1

Swana kaláng àlna librì di alpabe bədə do!

Janga

- Jə habda gı pii labaa dagna di pii di mə ha àladi di daa tablowə me waygı dine di jangina 'wana ja mın daa pad mana gı arduwas dayyə.
- Ha dwarèragı lə yər le.
- Mana gı mə yarna mwom da, waygı gı myandina bam me gı àlna di dang.

Lendi:

Mardi:

Mekredi:

Jodi:

Bandiradi:

Āsa

Lendi (wála gı wála birmə ina lə): Āsa gı mani dúndirəgı.

Mardi: - Jangı dine sumdəgı bá bá mana gı kartonnə do me hane kulə sɨ.

- Waygı gı swana daa mın mın gunə sumdəgı.

- Metır gılgı dine di karton gaba sumi mın mın me āsı mani nə ilə dwaliŋyə bá bá. Anji 'yàw dwe karton duwa gı sumiw lə bá bá.

- Dwe gı we we gılgı kwandaw kartı duwa.

- Layna kartı di daa dara sanga.

Mekredi: 'Wacɲa gı sumim dıma

- Gılgı dine karton gaba sumi di jii daa me waygı dine jii ba hane ib.

- Jangı dine nə jii sumdəgı daa tablowə. (Hawuɲ daa ladi le.)

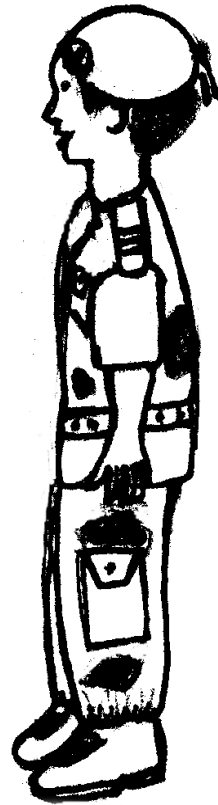
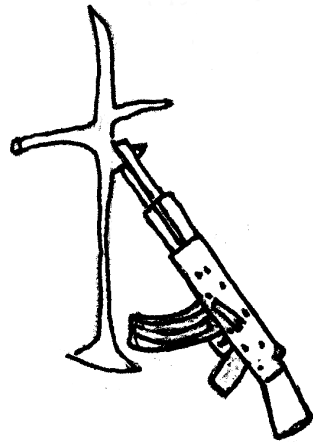
- Waygı dine di hane mın mın kanjina sumdəgı day.

- Àlna yande gı kartı di wor ta di gı dine di.

Jodi: Cwarna àlna mani nə ta di bi wála gı 3 me 4 me.

Bandiradi me: Cwarna àlna mani nə ta di bi wála gı 3 me 4 me.

A a



abe

asingar

aba busə

A a

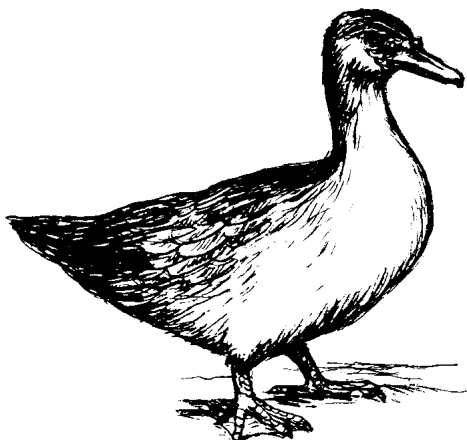
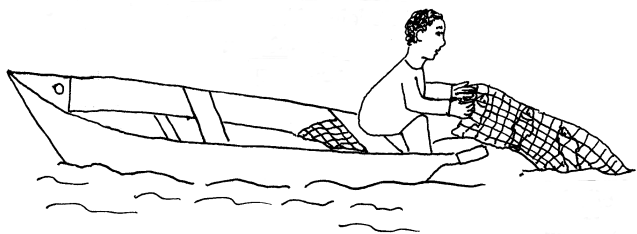


aba ùrə

arduwas

A a

Mo gi we me u letir «a»
diriņ nə piiyə mo ?

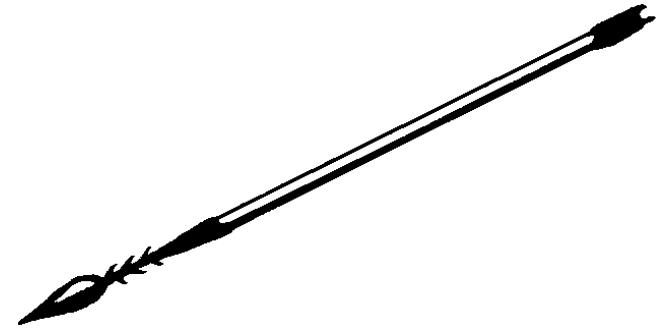
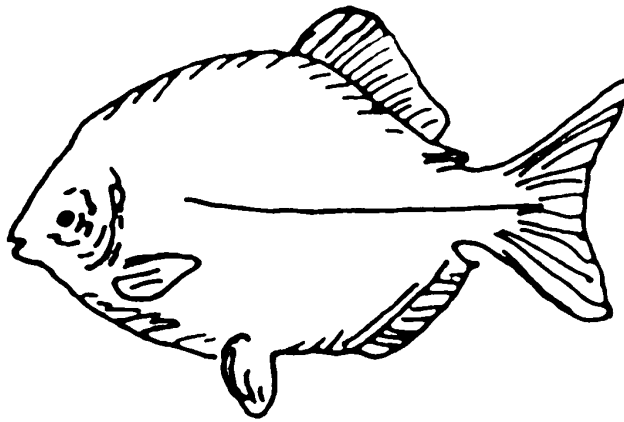
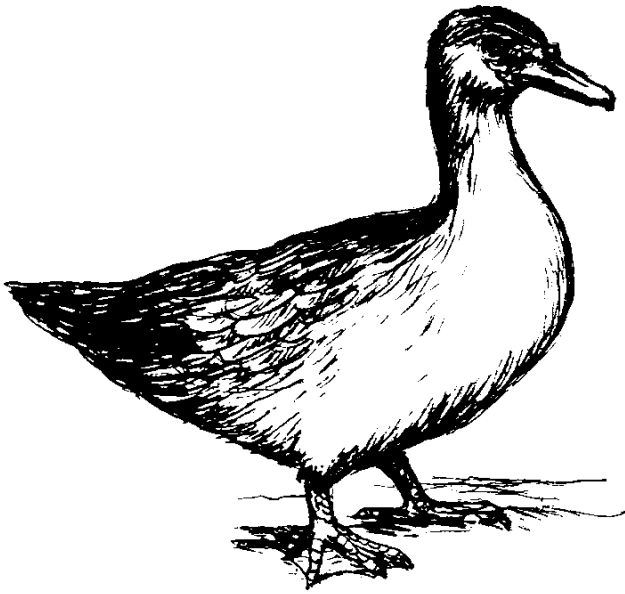


àsa, aja, awa, awra, aban, àcna, aliya

Abel u arduwas ha nɪm
lekol lə. An̄ji doy aba gɪlə
gwale duwa.

A a A a A a

M m



marsa

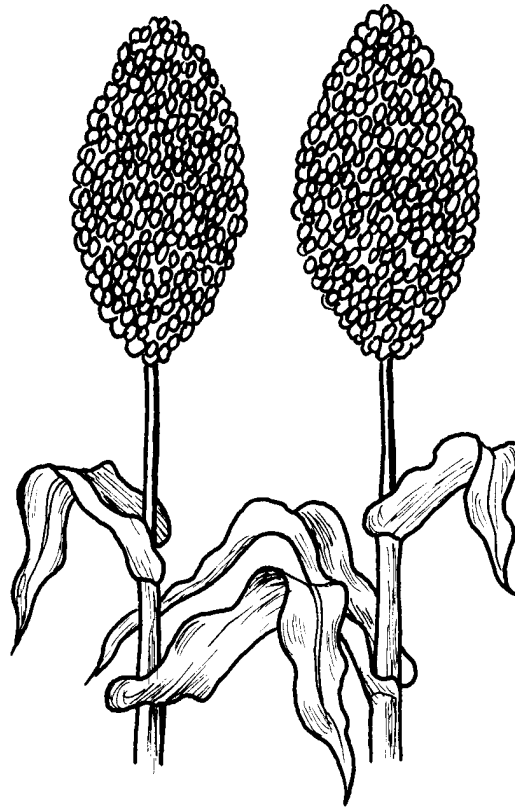
mwála

male

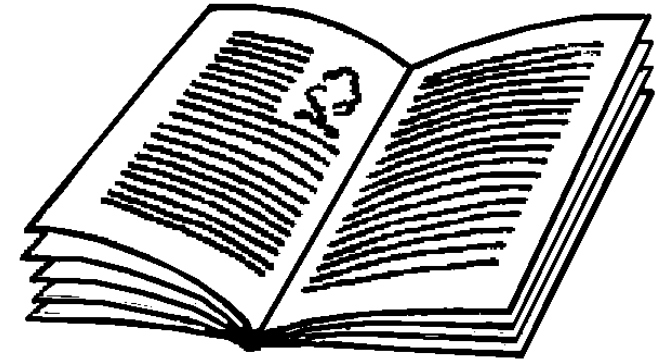
M m



mongo



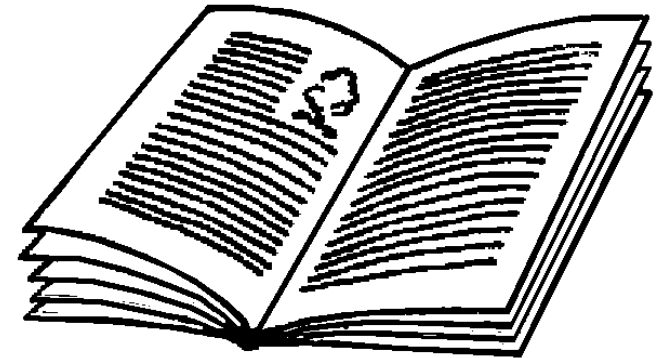
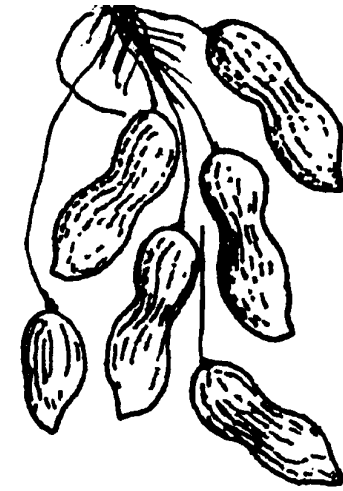
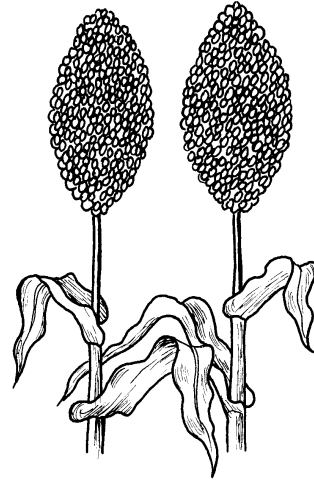
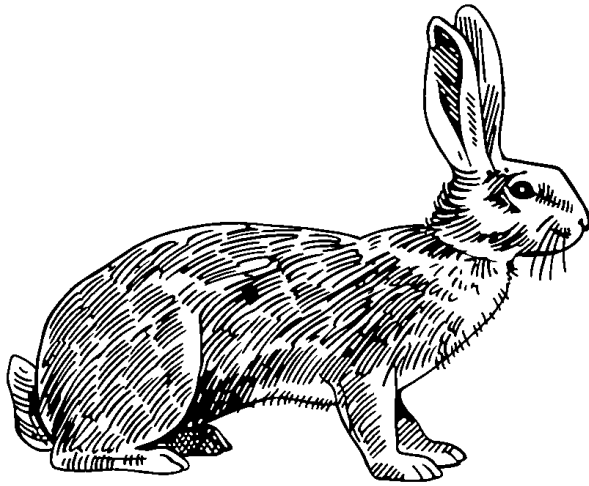
māy



maktubu

M m

Mo gi we me u letir «m»
dirinḡ nə piiyə mo ?

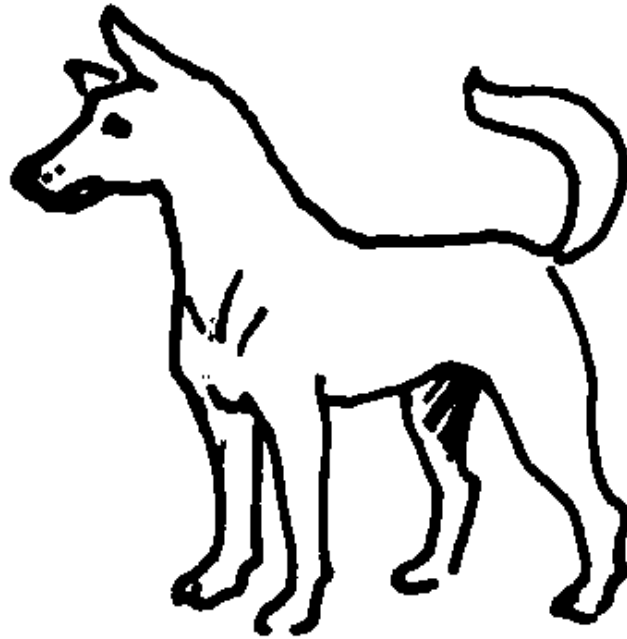
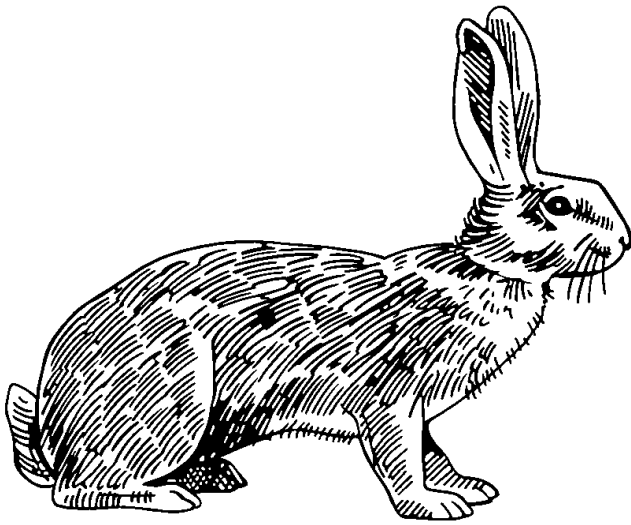


maa, mwàla, mindil, malum, malu, Marbage

Abel yər marsa me yidi
hára madi dodə. Marsa
mar bam.

M m M m ma

D d

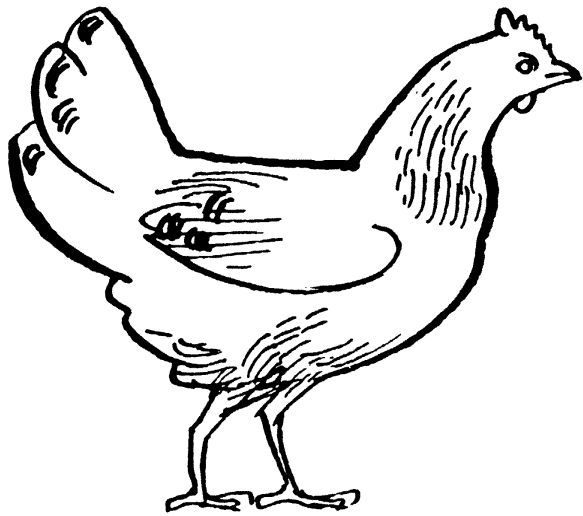


dáwre

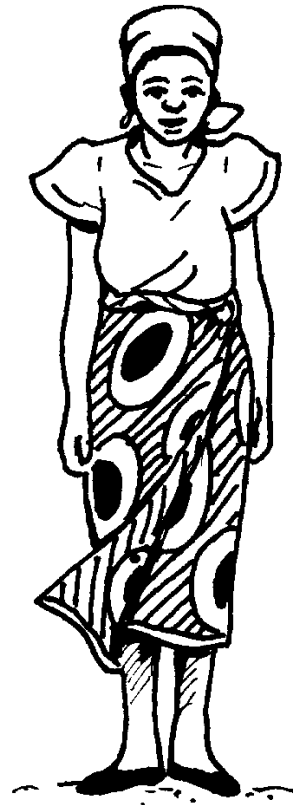
dogdə

dùwa

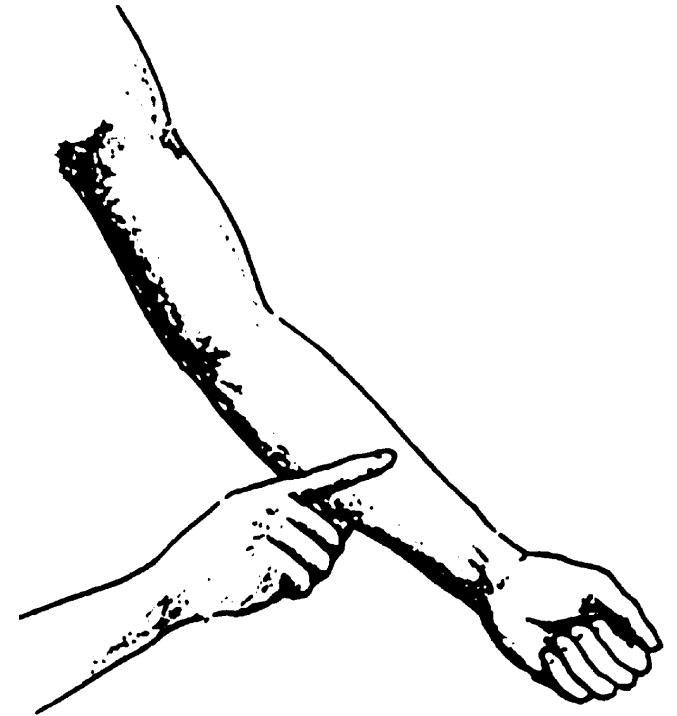
D d



dure



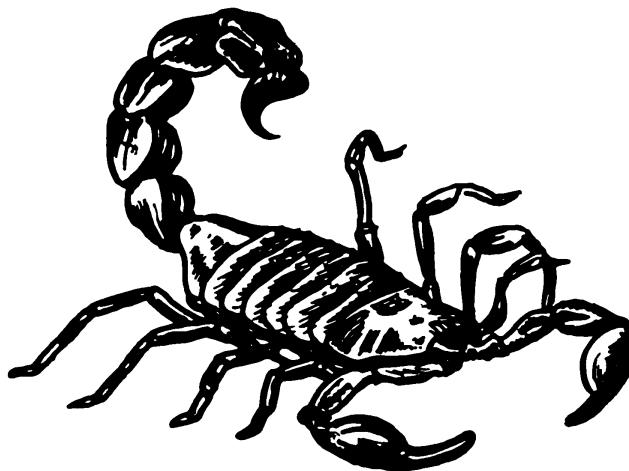
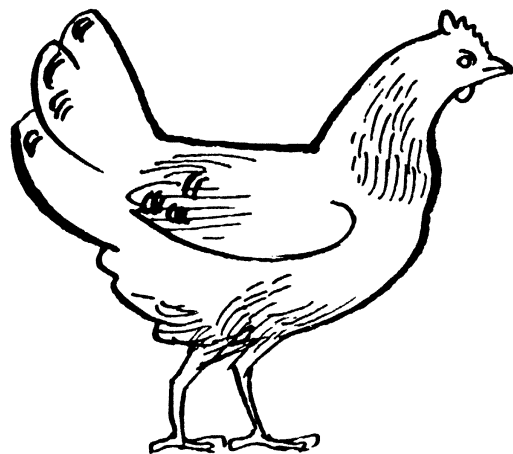
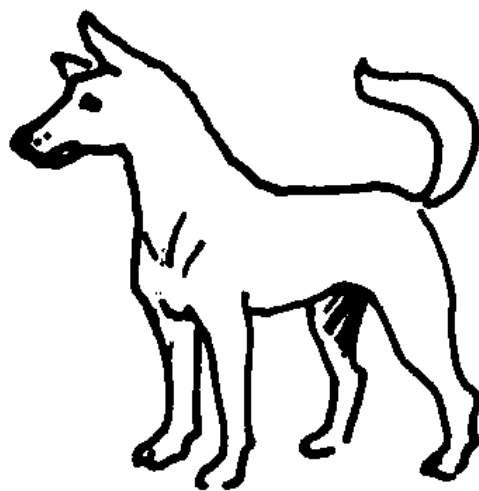
deme



daṛe

D d

Mo gi we me u letir «d»
dirtin nә piyә mo ?

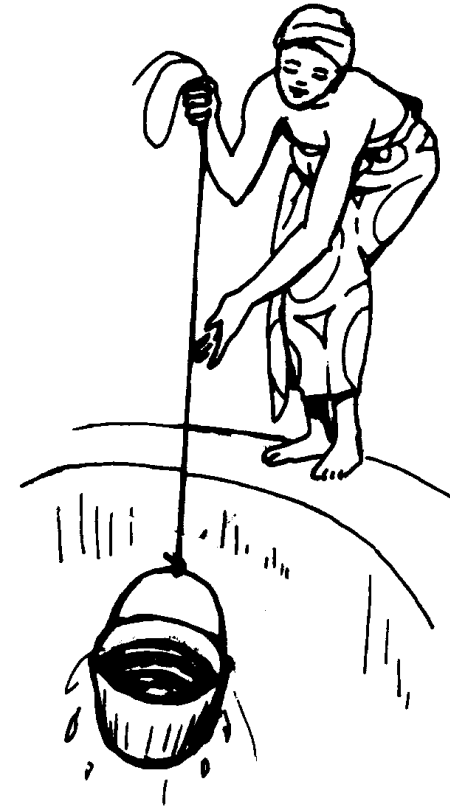
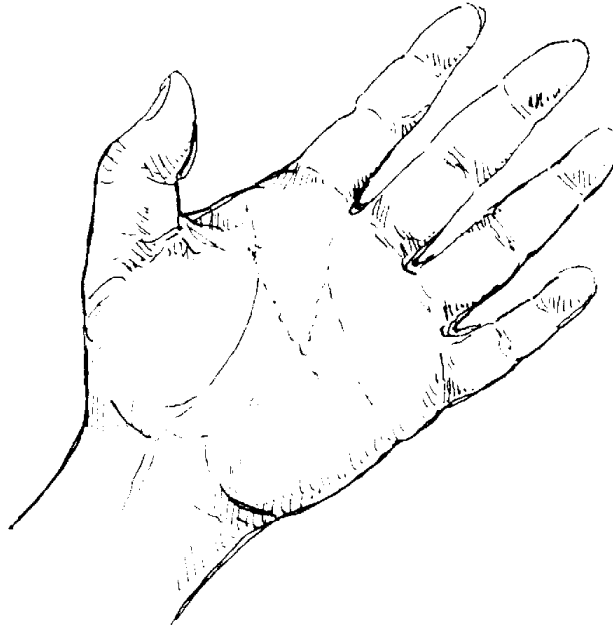
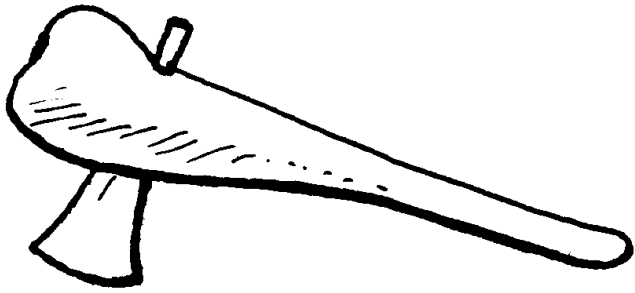


dıga, dine, dele, dımәn, dıwa, duru

Dogdə yi dáwre me, deme
hangdi dáwre me. Dine
womdi bam.

D d dam da

I i

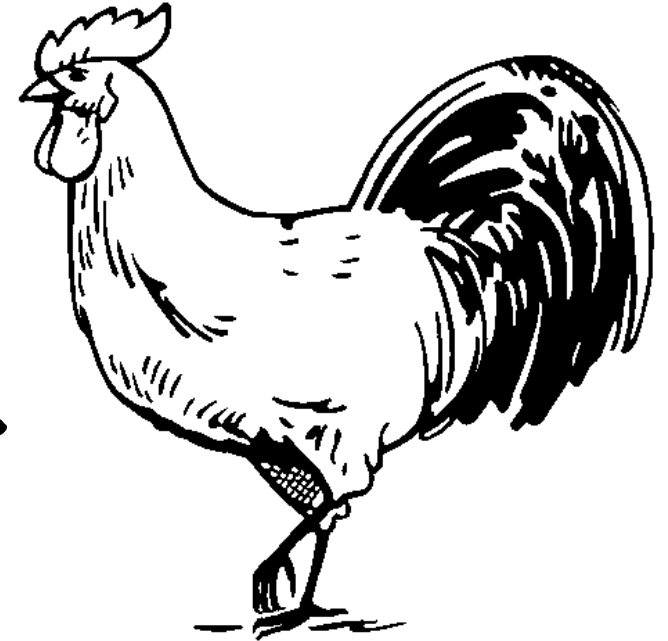
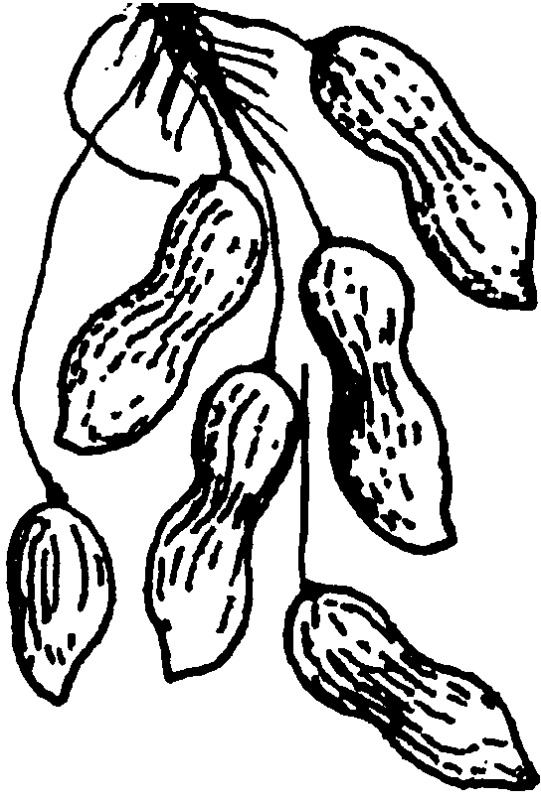


bigame

isay

bila

I i



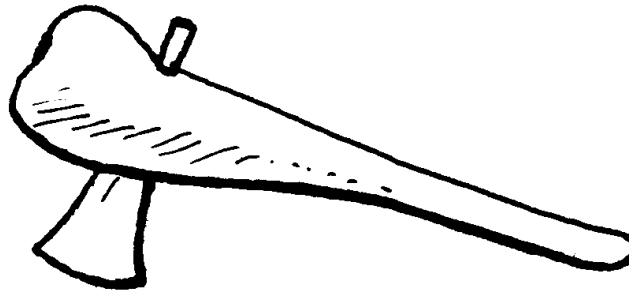
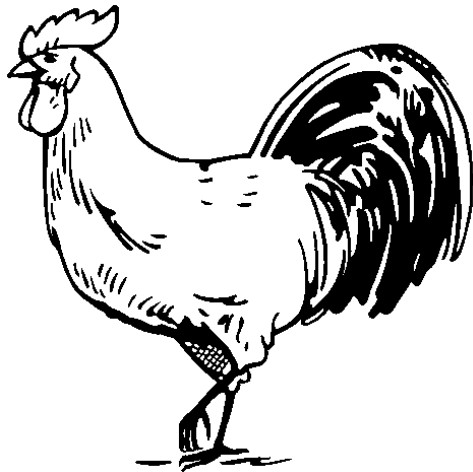
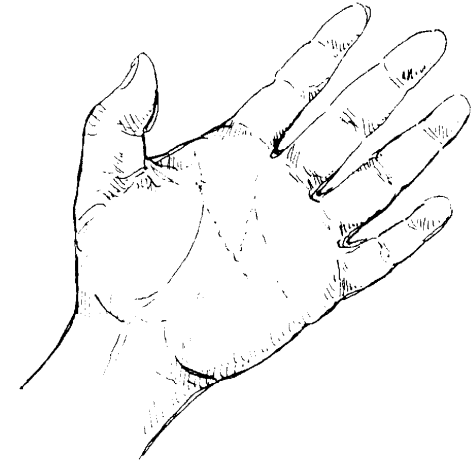
gina

gibande

giray

I i

Mo gi we me u letir «i»
diŕiŕiŕi nə piiyə mo ?

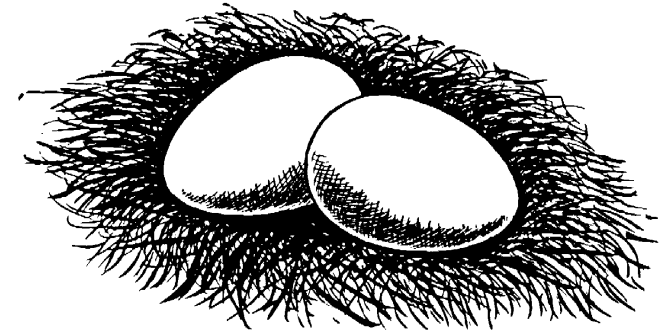
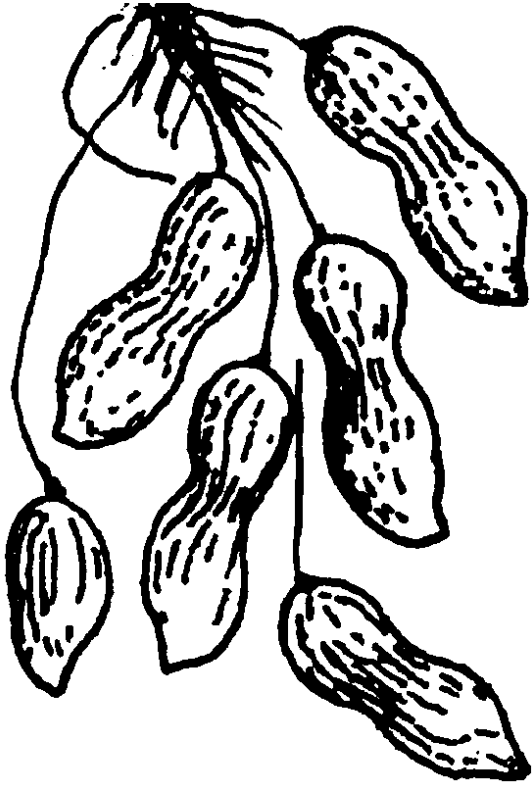


bilay, bilmə, imə, İmbam, İsimade, ijaga

Ɛmbam u bƥgame ha nƥm
bam. Tandi aƥ habda.
Bƥgame a bam.

Ɛ i dƥm i m

G g

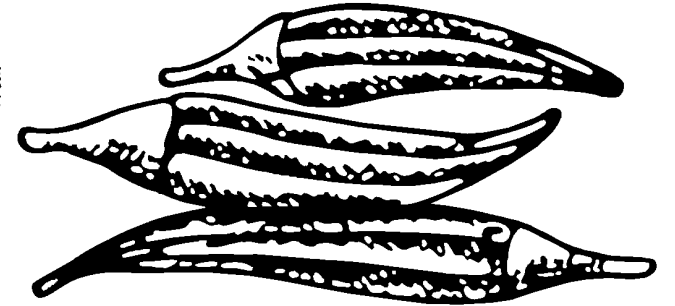
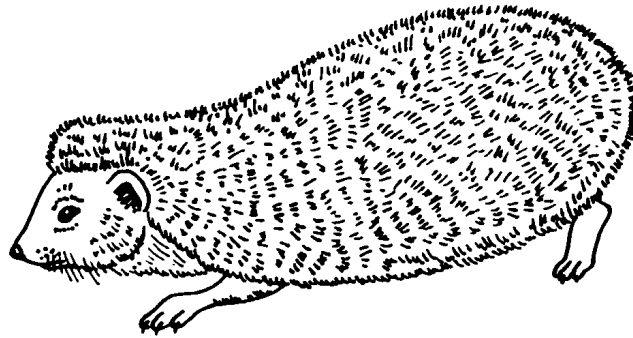
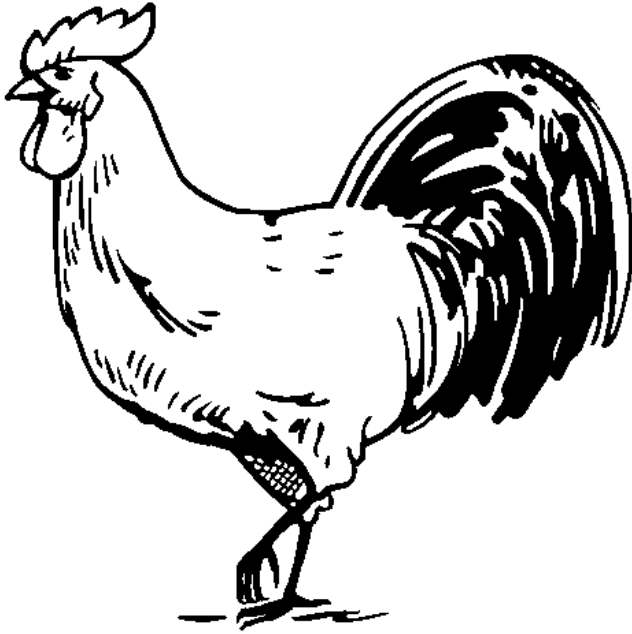


gina

gine

gasa

G g



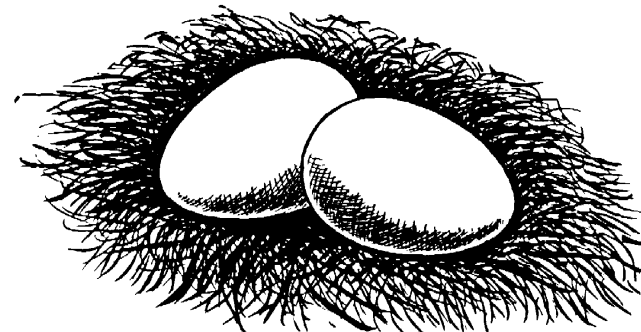
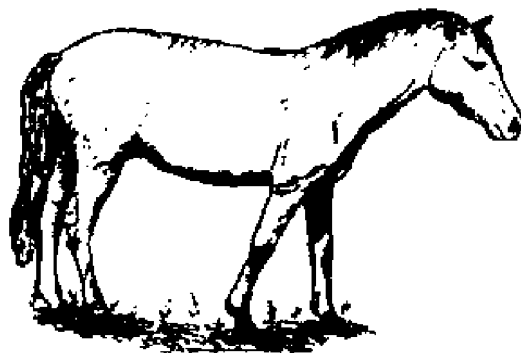
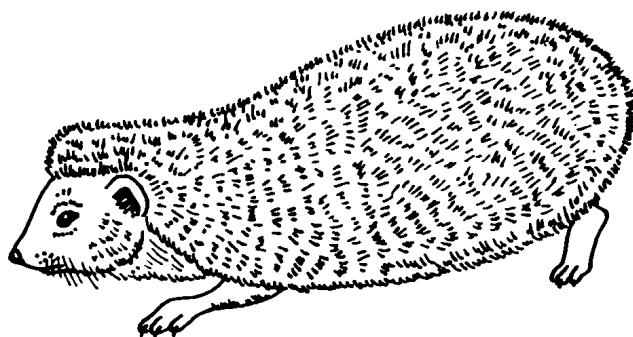
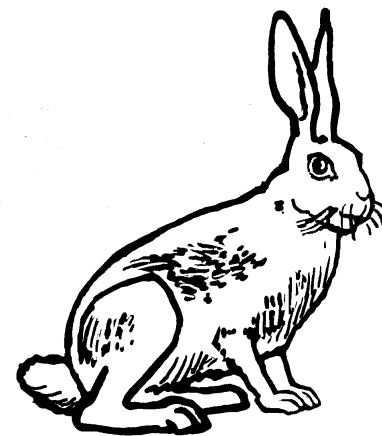
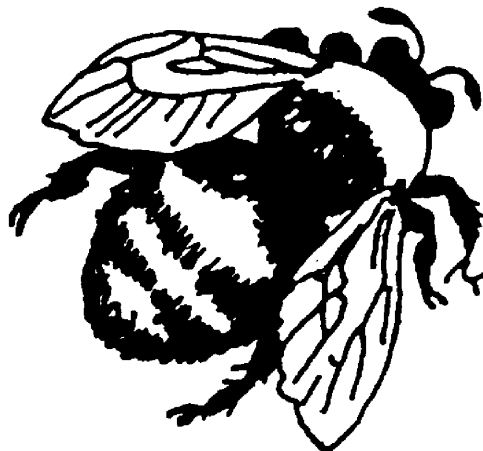
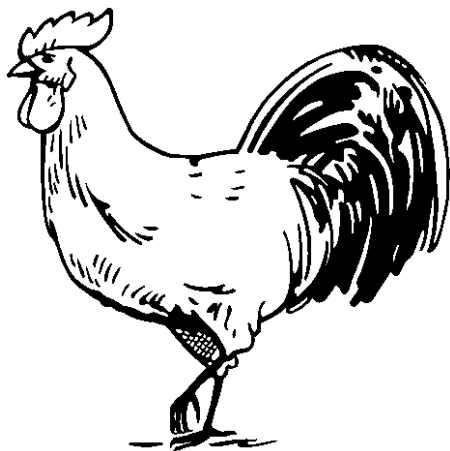
gıray

gıbdıñ

gaŗu

G g

Mo gi we me u letir «g»
diriņ nə piiyə mo ?

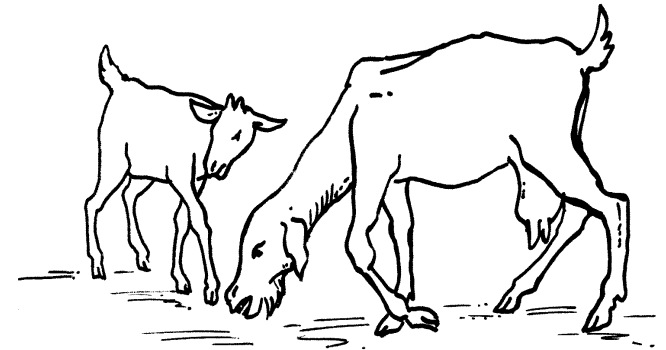
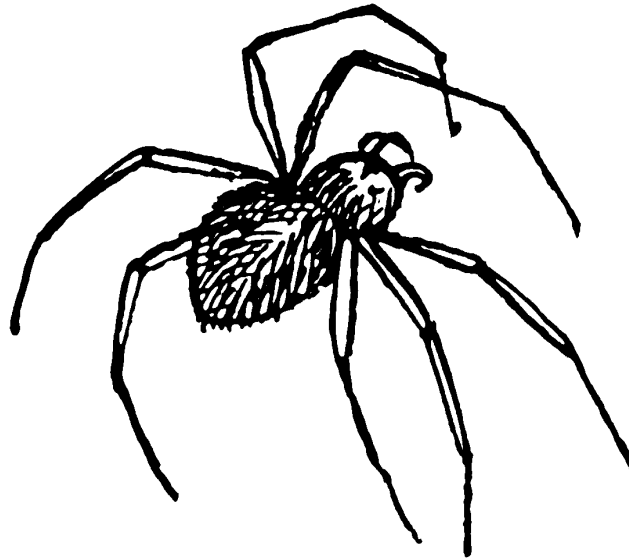


gila, gage, gare, gama, gubə, gura

Gi magdi gaṛu daa dara
gale. Yande da, gaṛu yè
naṅye.

G g gam ga

B b

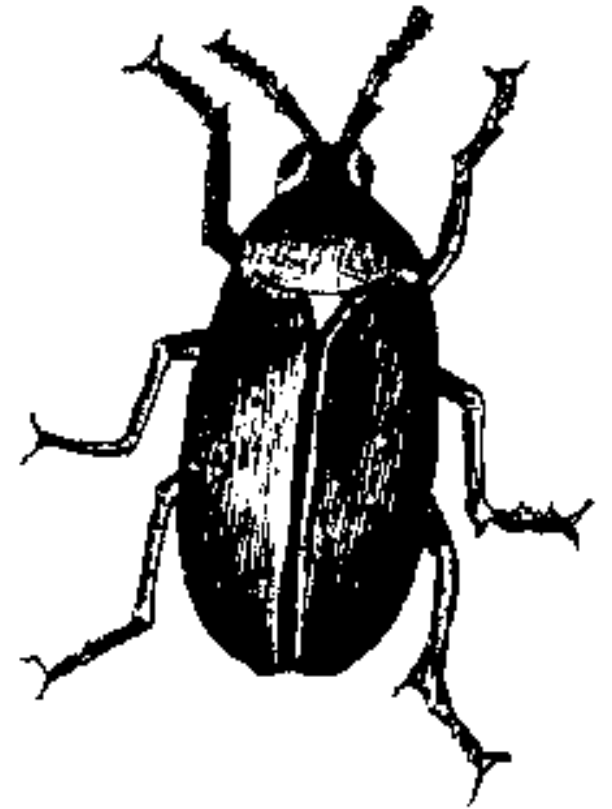
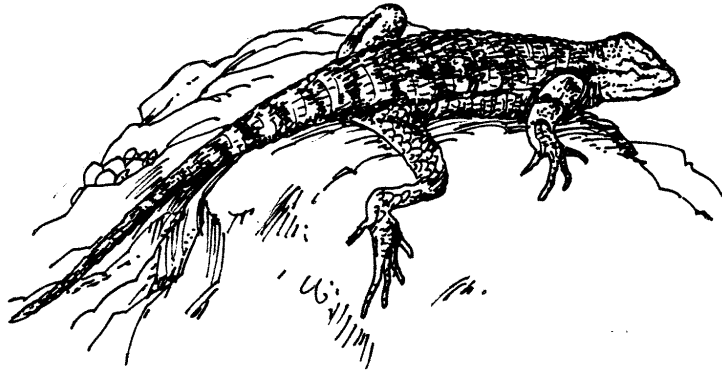


badu

bababge

bage

B b



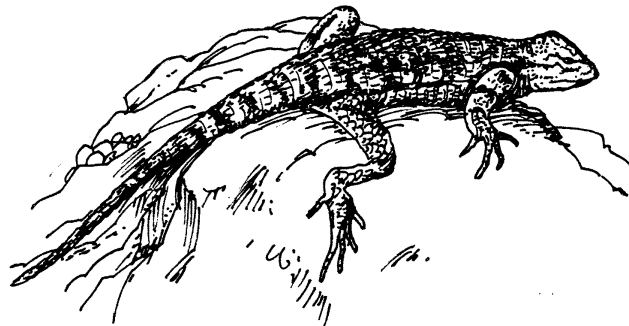
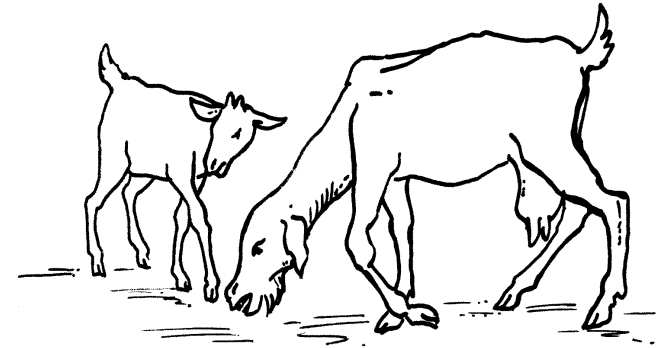
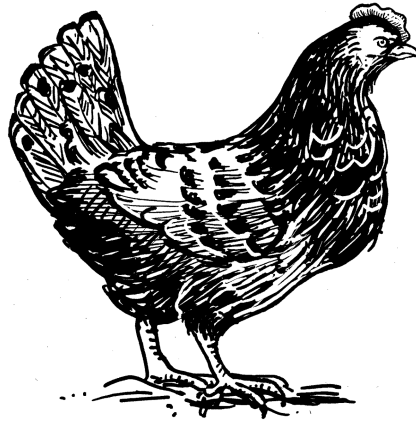
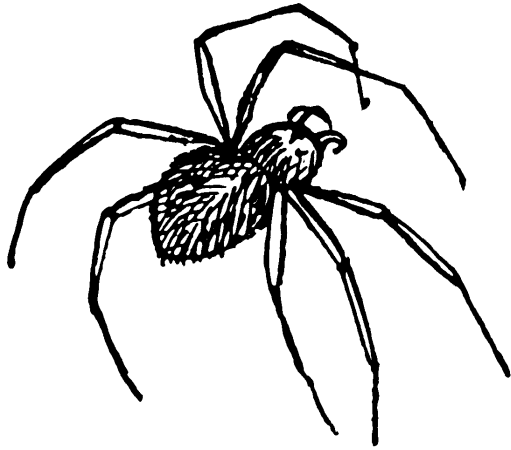
badikolbə

barge

bilmə

B b

Mo gi we me u letir «b»
diriņ nə piiyə mo ?



bage, bam, bələw, bare, Bame, Baw, bamulgi

Badibi ha bam me, anji yi
bɛlɛw mana gi daga lɛ.

B b bim ba

N n

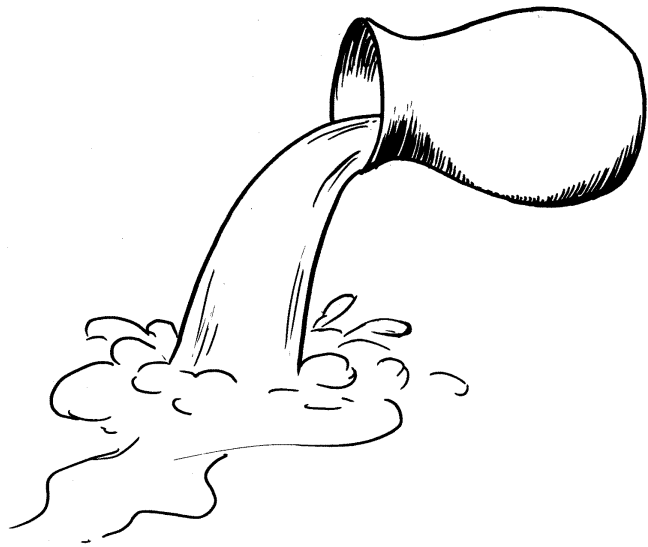


namde

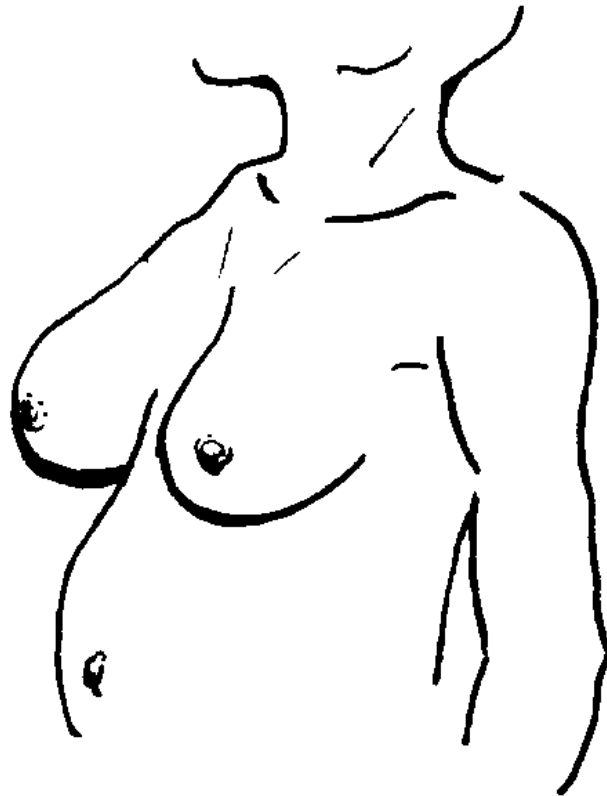
nãy

nungdi

N n



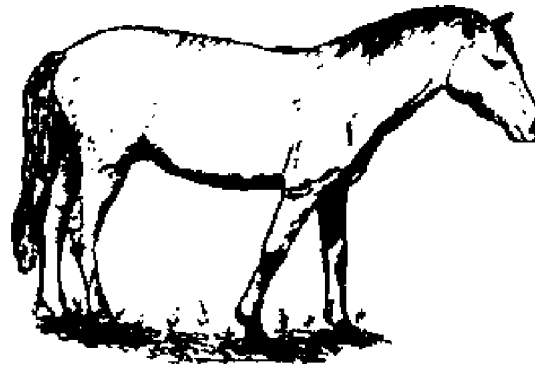
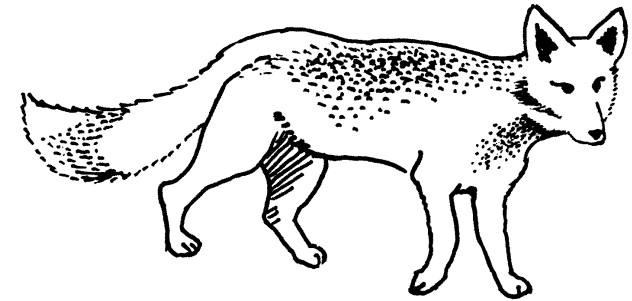
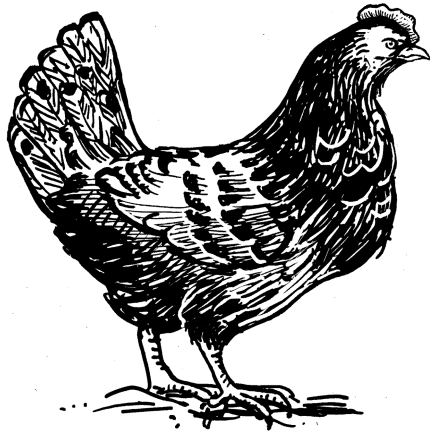
nimi



naje

N n

Mo gi we me u letir «n»
diriņ nē piyē mo ?

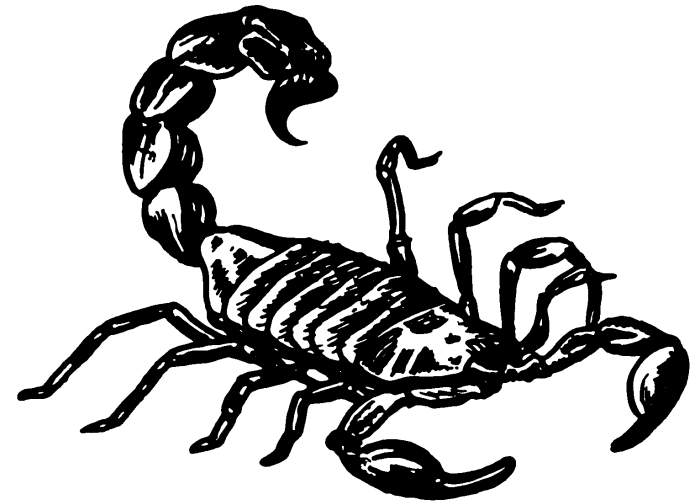
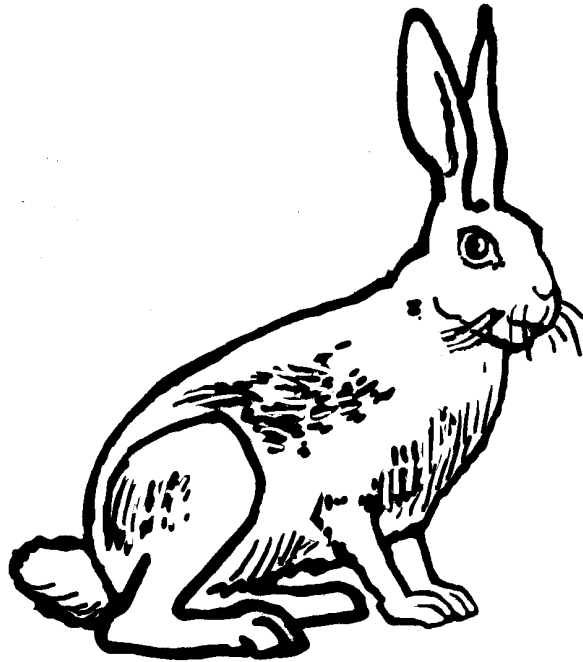


naga, nīm, nala, nem, Naniyē

Namde yɪbɪ gòche nimiya.
Dɪ mɪn hára gɪ gòche
wudɪ Nemne.

N n namde

R r

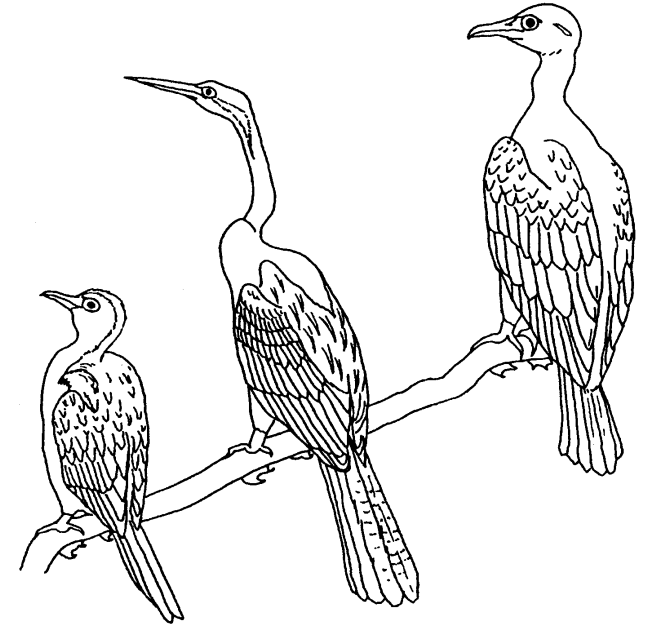
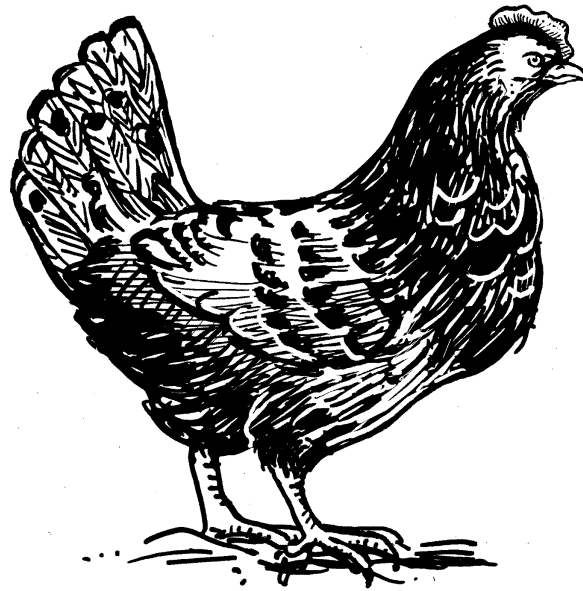
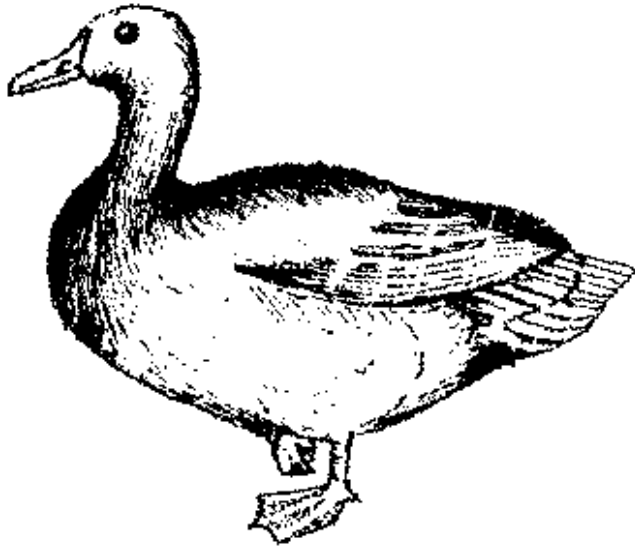


debre

dáwre

dorni

R r



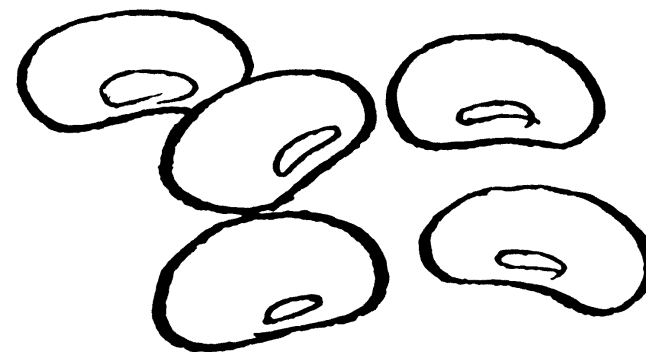
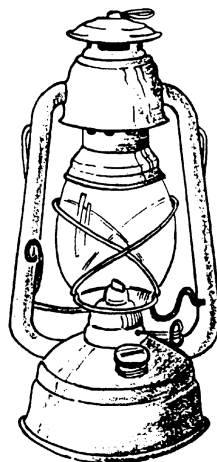
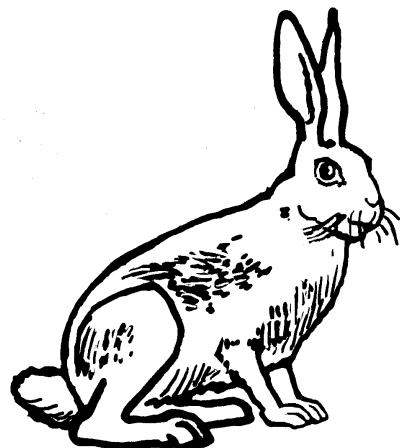
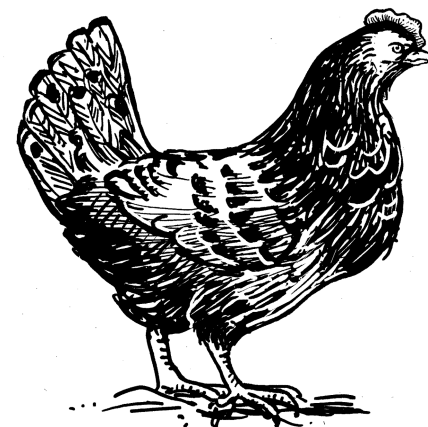
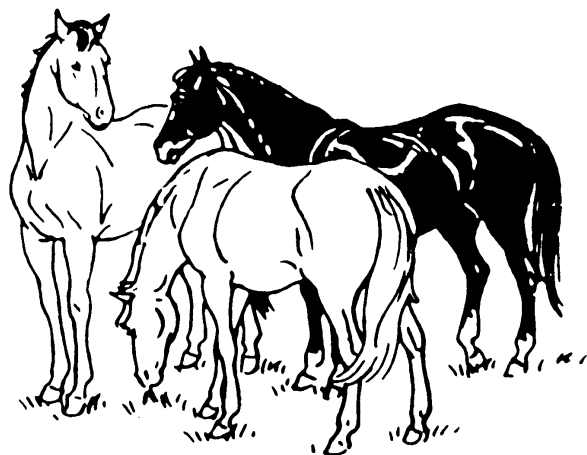
marsa

dure

dirbi

R r

Mo gĩ we me u letir «r» di mo ?

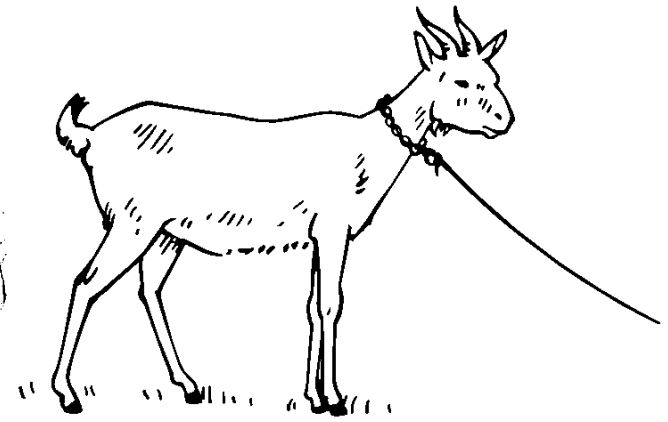
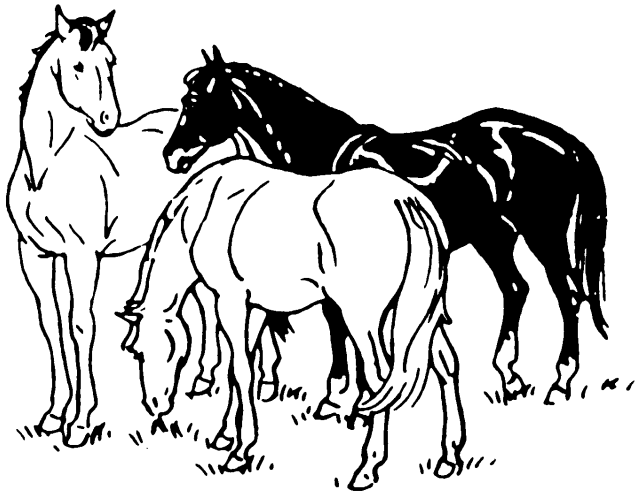


more, dara, gər, dorni, ara

More aji dorni gi habda
dara ba marna bam.

R r mar ar

E e

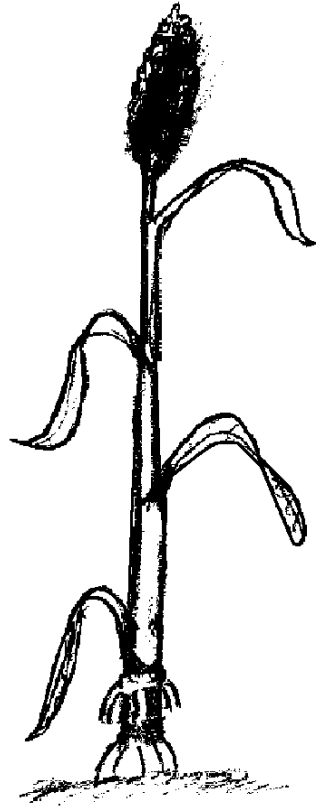


leme

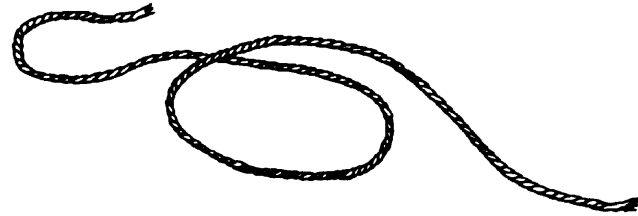
debre

cange

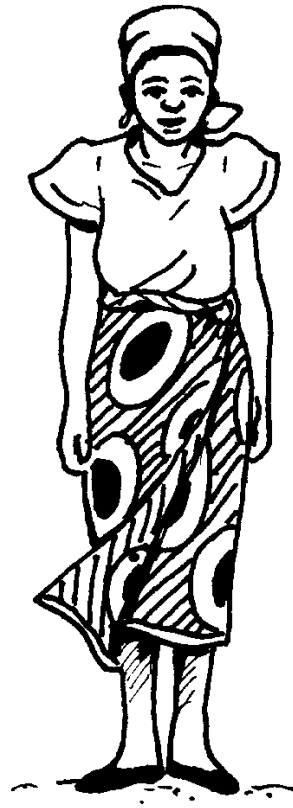
E e



jele



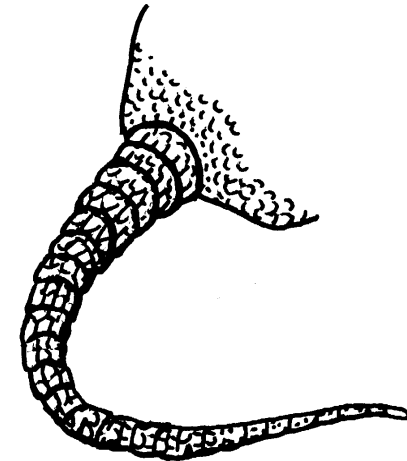
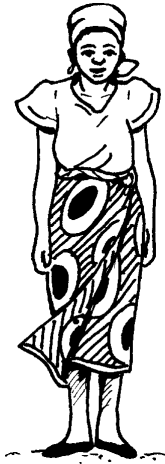
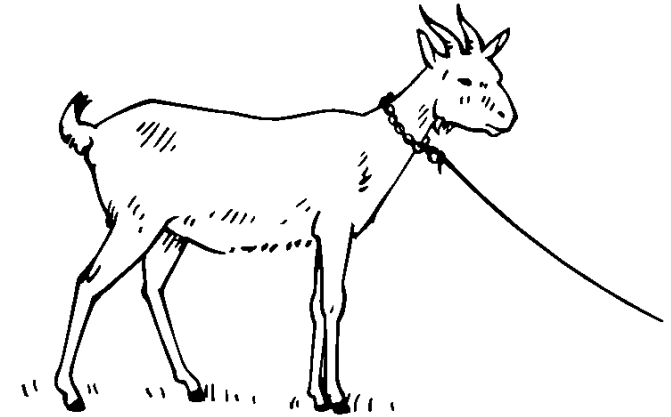
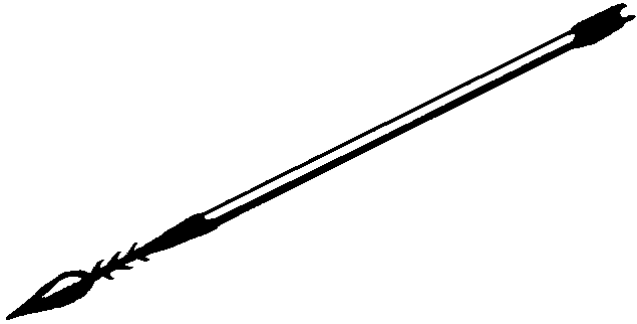
sade



deme

E e

Mo gi we me u letir «e» mo ?

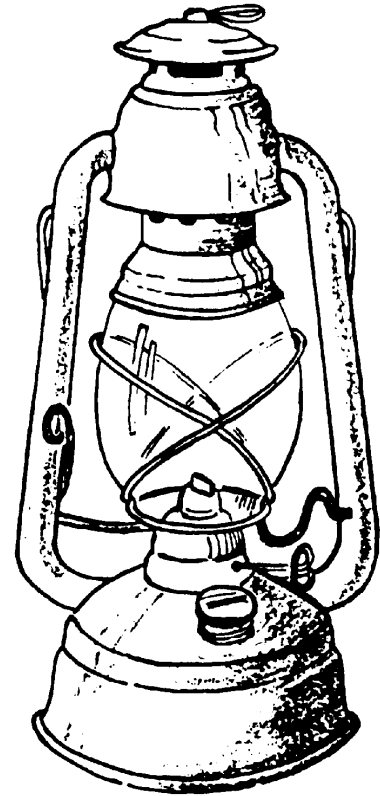
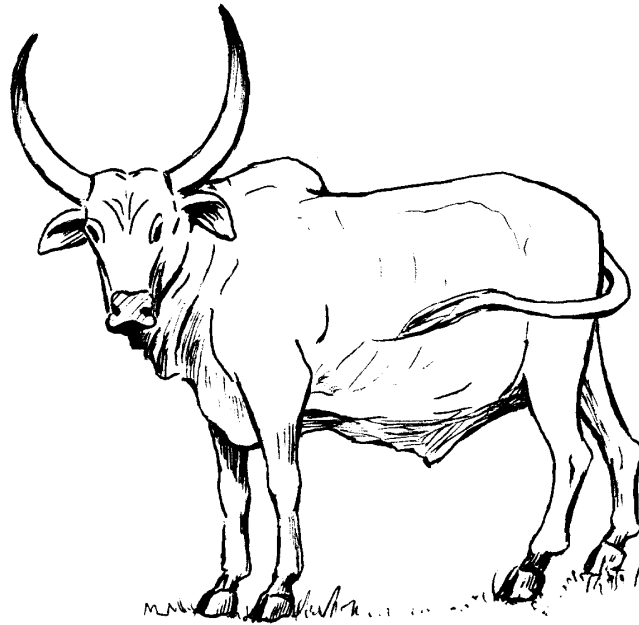
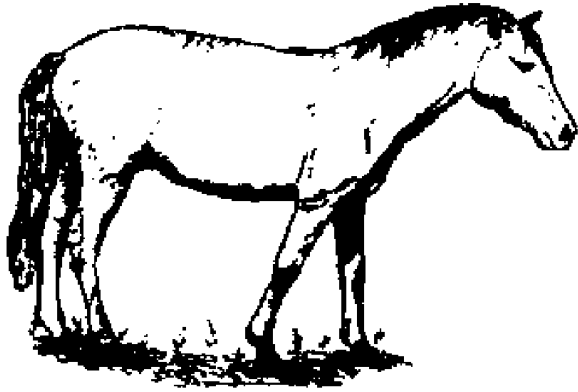


habde, gere, sade, barge, bigame

Made sabi jele bogi labje
bidəgi læ. Cendi wom jele
bam.

E e me gere

L I

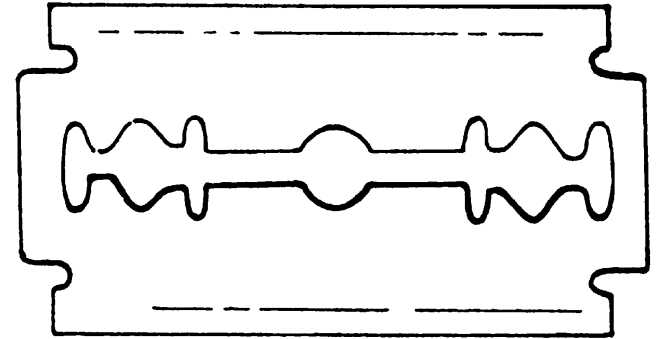
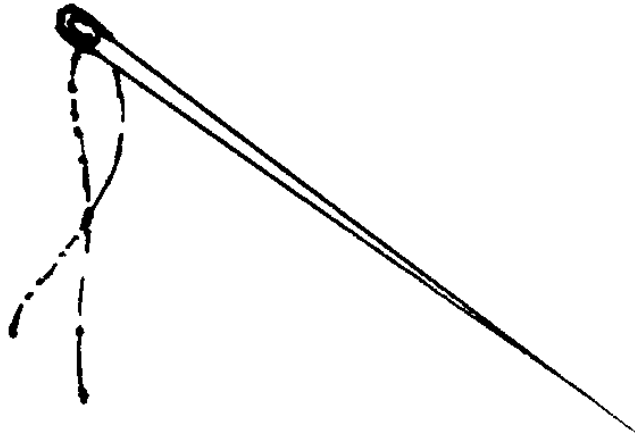


lama

labe

lampa

LI



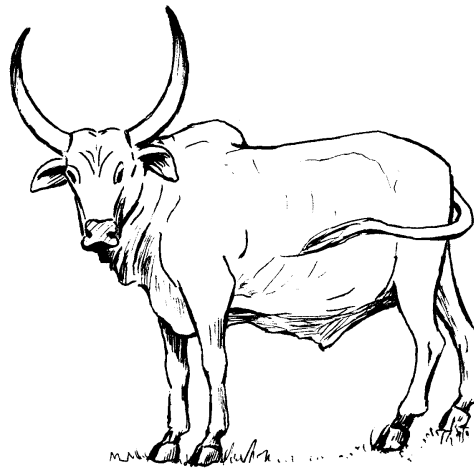
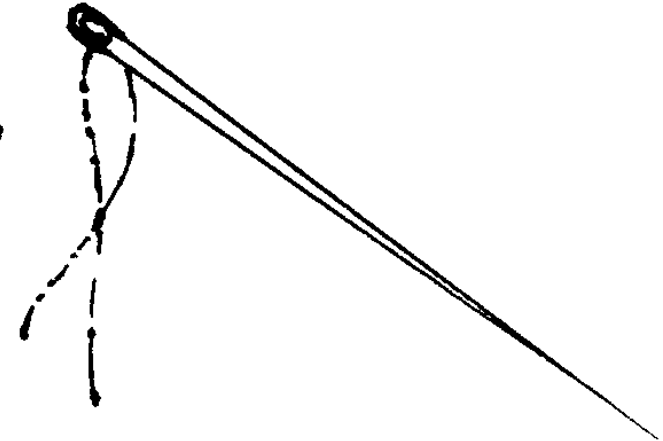
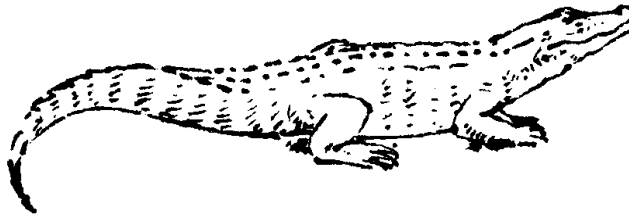
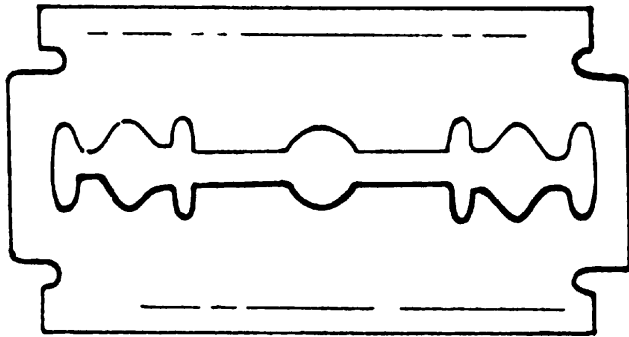
lamin

libara

lajwar

LI

Mo gi we me u letir «l»
diriᅇ nə piiyə mo ?

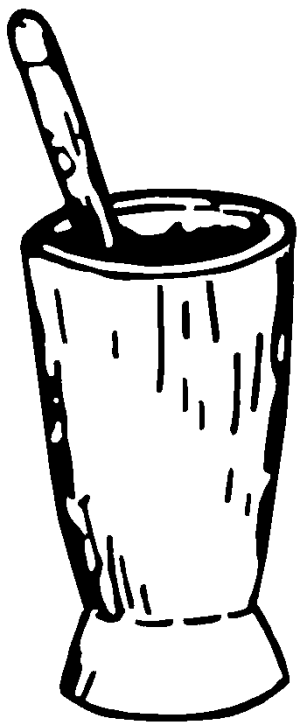


laba, bıla, lam, mal, Ladage

Ladigi lam d`uwa kulə.
Tandi ilgi sale.

Ll bila leme

I i

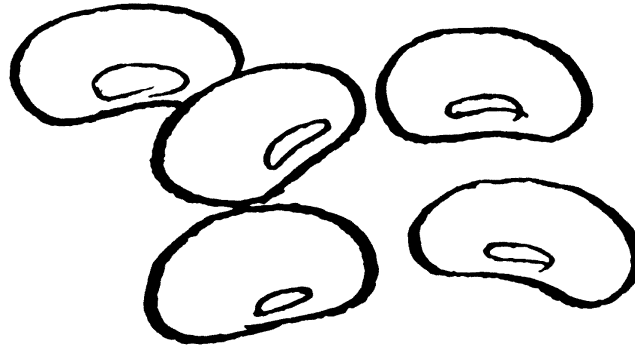
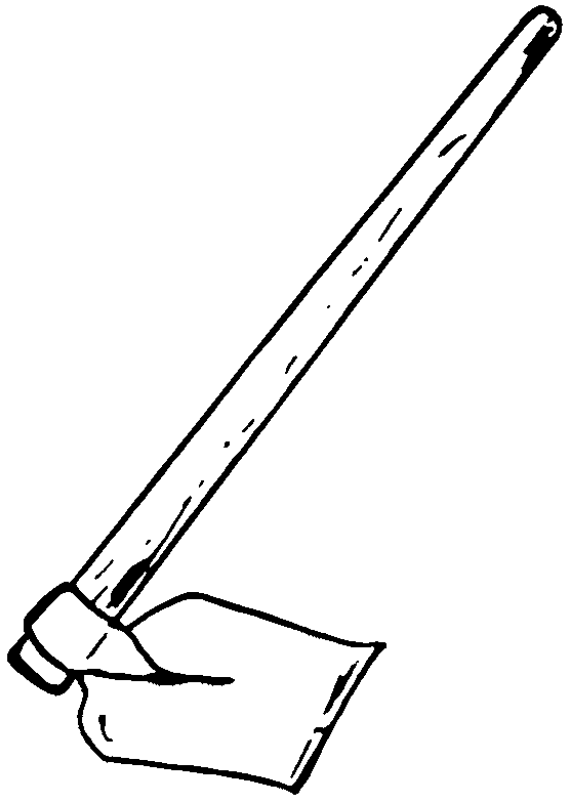


gine

dii

ciri

I i



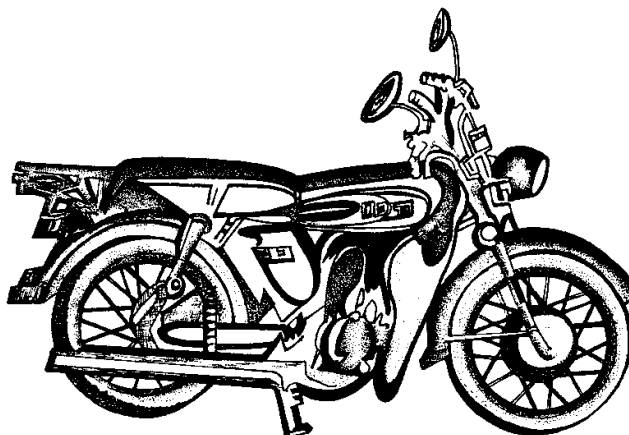
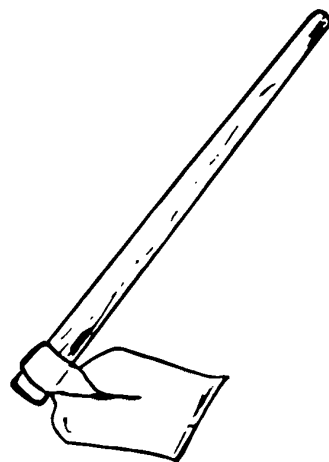
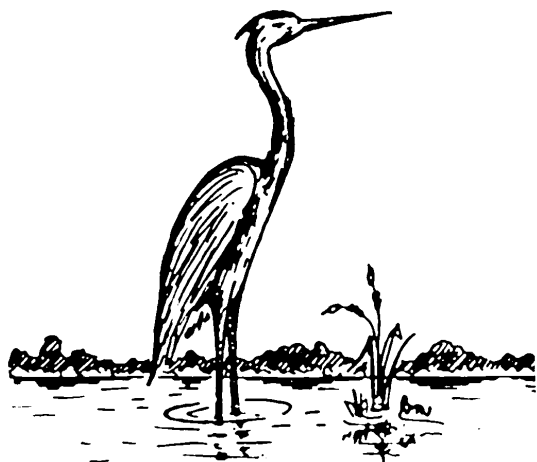
miri

jiri

bili

I i

Mo gi we me u letir «i» mo ?

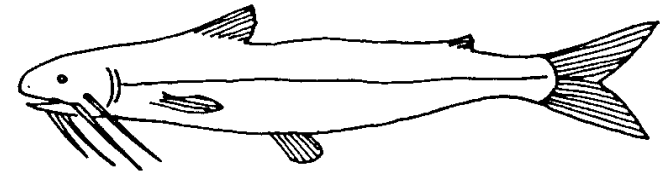
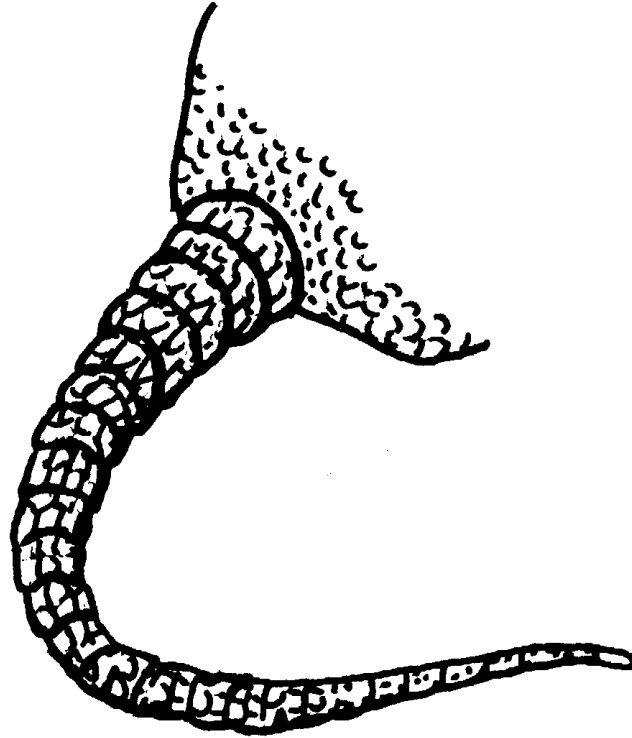
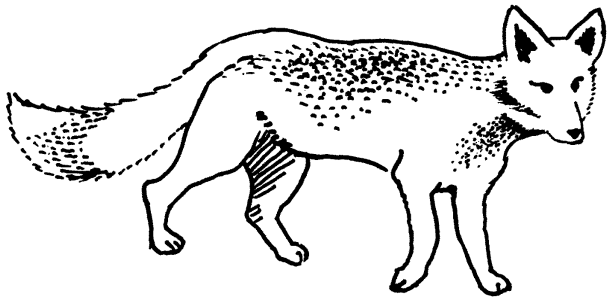


diri, ilə, sumi, dúndi, Iwiye

Iwiyə u miri ba ha nɪm
bam yiga gɪ jiri.

I i b i l g ə

W w



wuṅəṅ

wudiṅ

wanjile

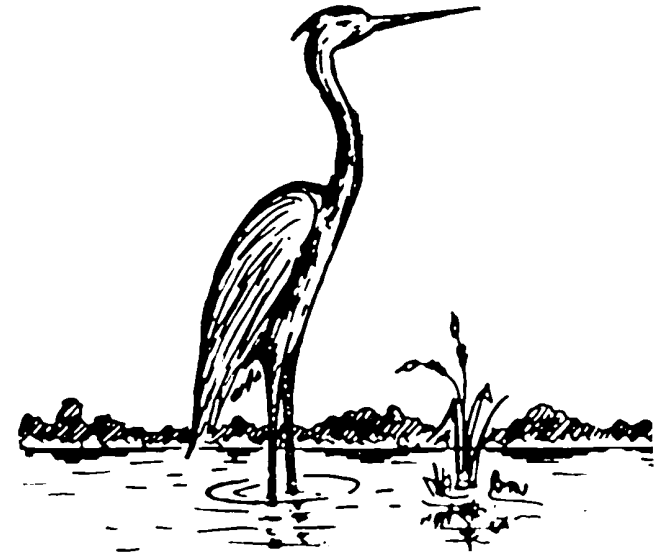
W w



wiya



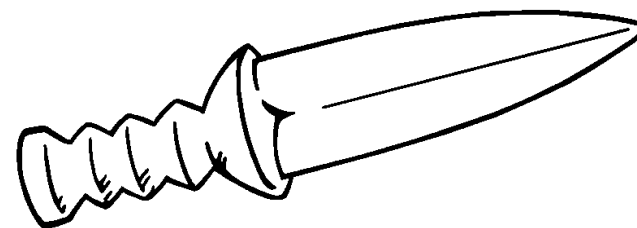
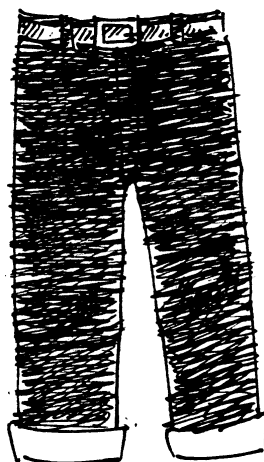
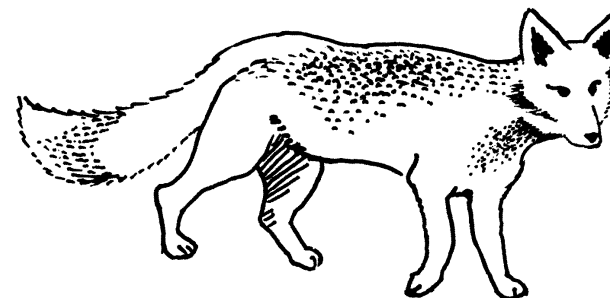
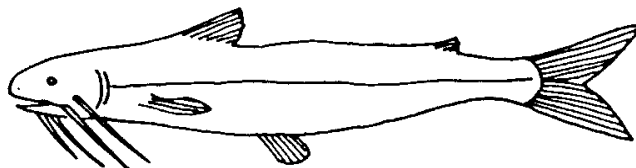
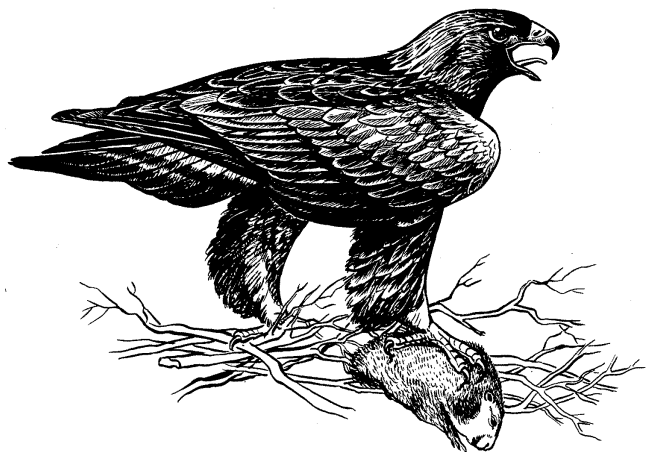
gwara



kəw

W w

Mo gi we me u letir «w»
diriᅇ nə piiyə mo ?

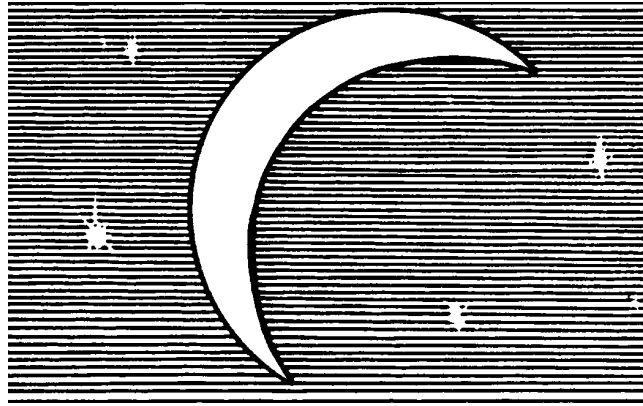
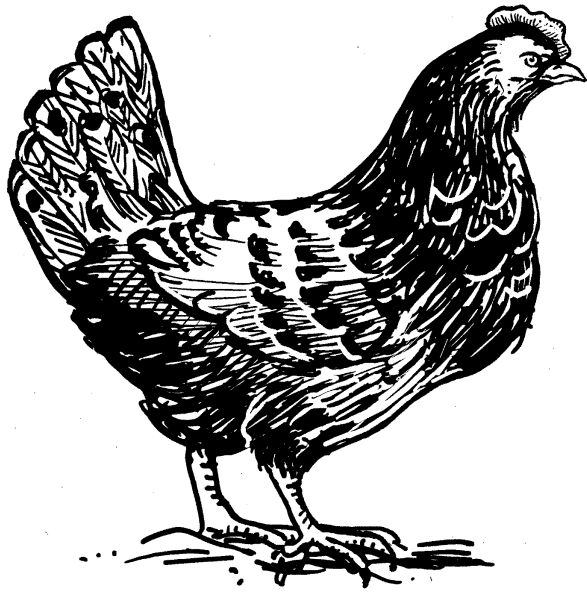


wála, wama, wiya, Womeᅇ, gaw

Woməgə wá kəw womɪw
bam. An̄ji wiy ɪsəw bam.

W w wá wi we

U u

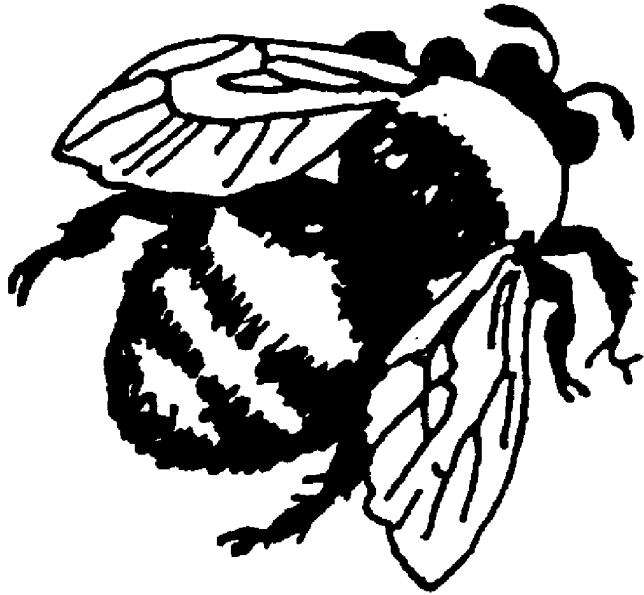


dure

duru

kulu

U u



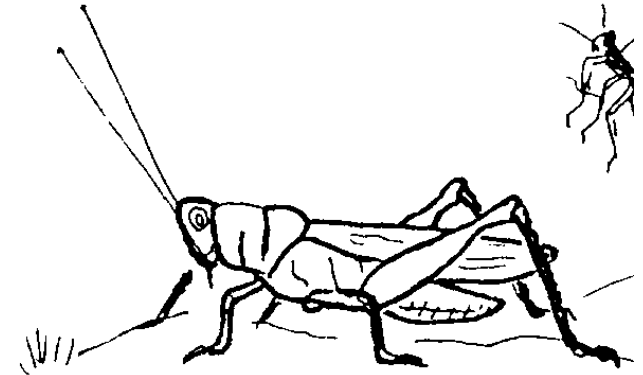
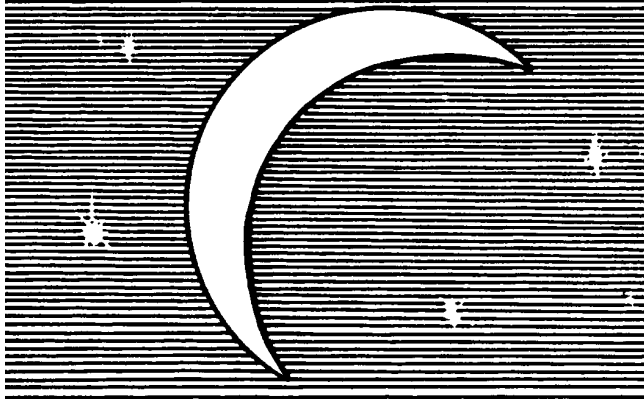
dùmbu

dúmbu

kudɪŋ

U u

Mo gi we me u letir «u» mo ?

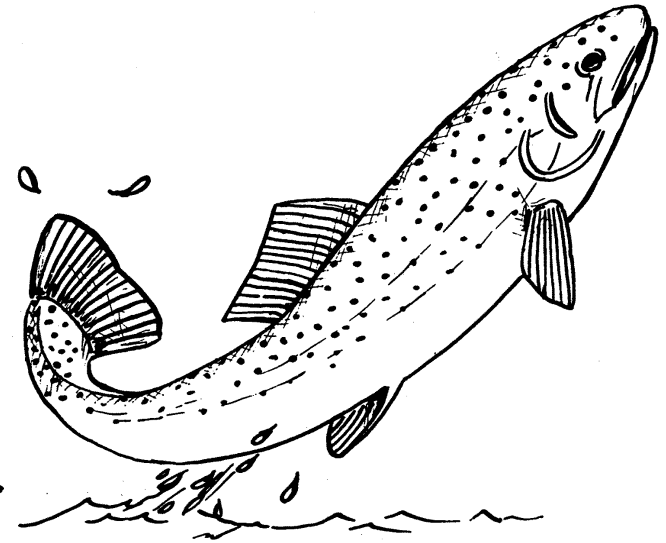


ùrə, urni, ulə, Urnə, Urman, unə

Urnə lay habde ulgi bam
dùwa lə. An̄ji u kabni àsi
dùwa lə.

U u ur ul uw

O o

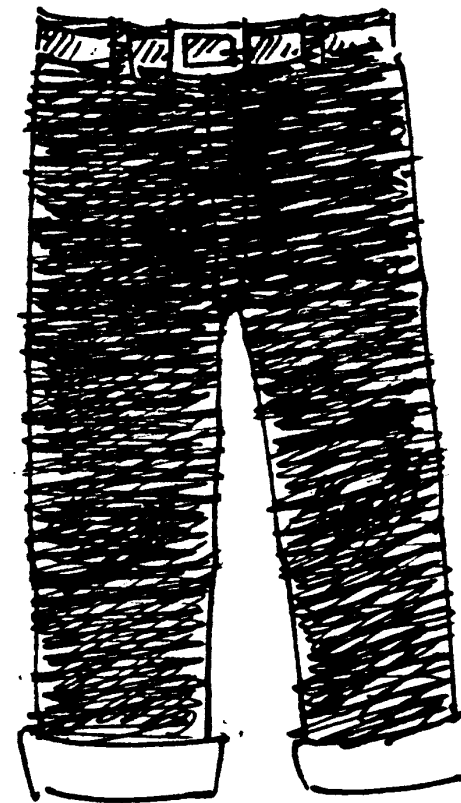
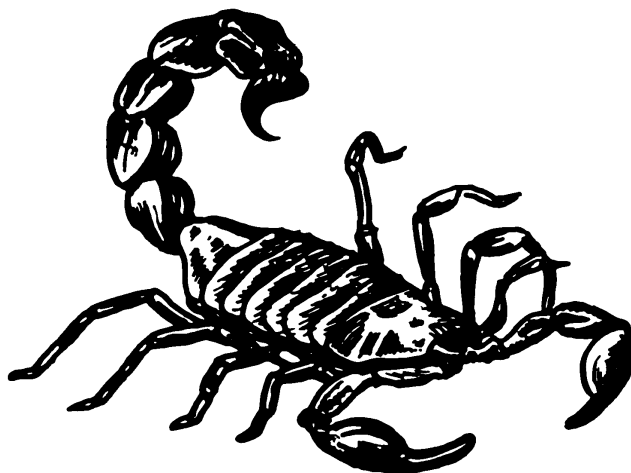
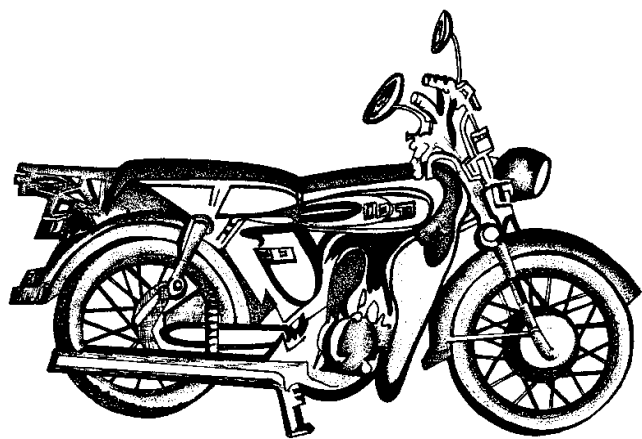


more

solge

dòche

O o



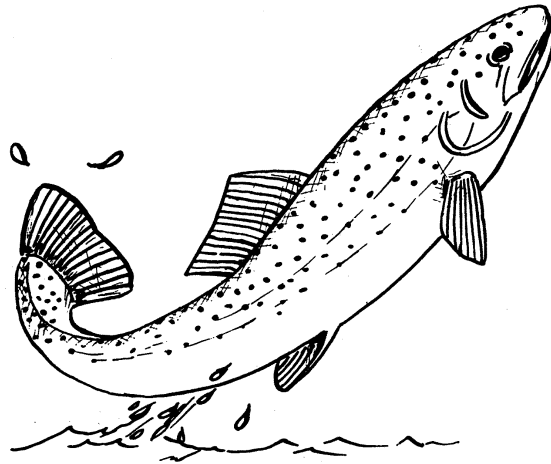
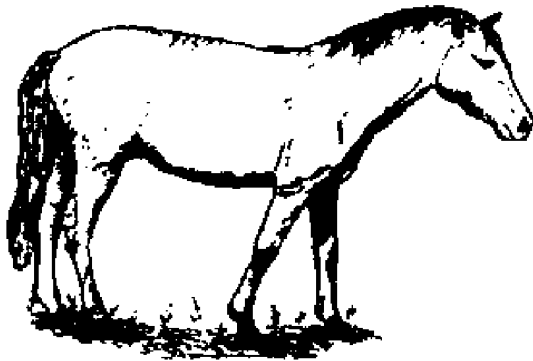
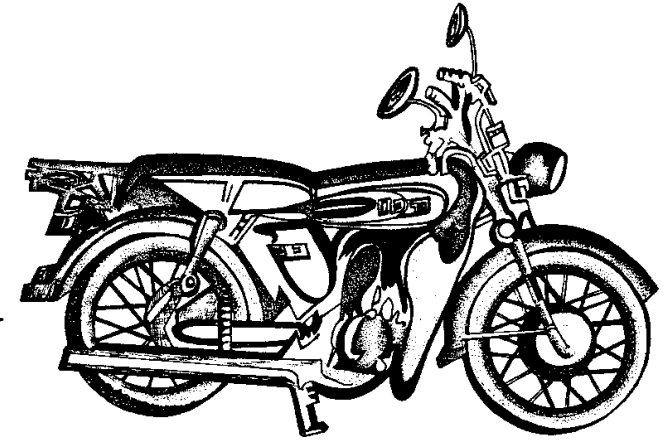
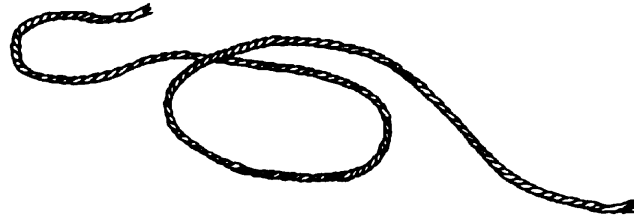
moto

dorni

pantalon

O o

Mo gi we me u letir «o» mo ?

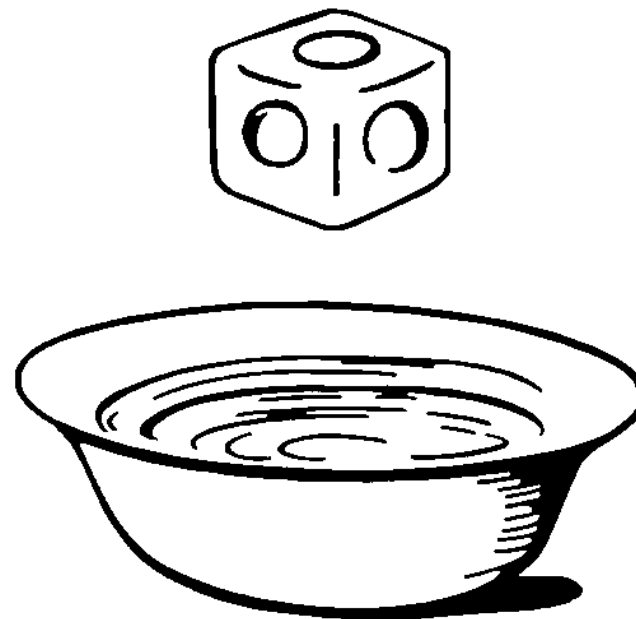
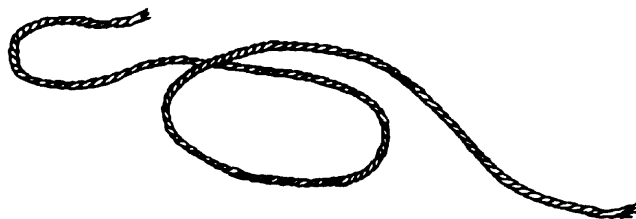


dorni, borge, hoy, sodi, solba

Woməgə dar borgə solbə
didəgi læ dara more ba
yarna.

O o bo dorni

S s

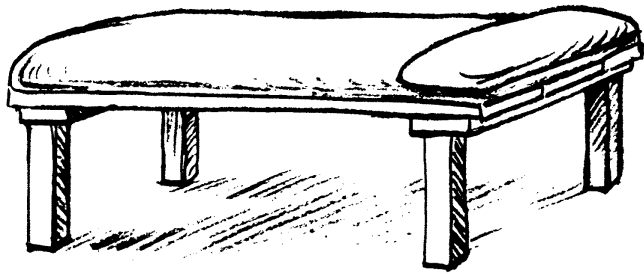


solge

sade

sabin

S s



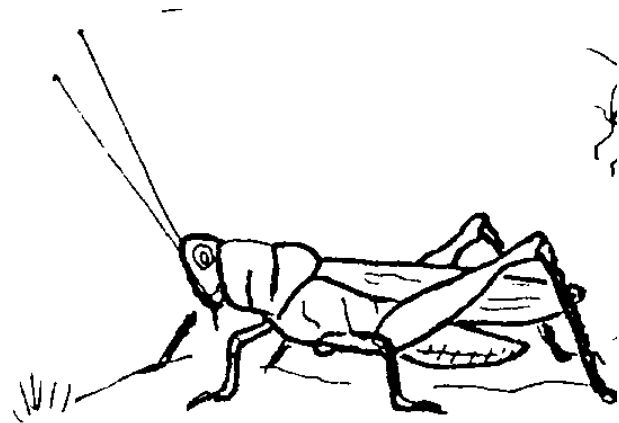
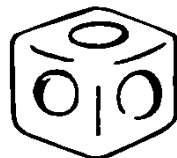
solbə

sɪba

sugɪnə

S s

Mo gi we me u letir «s»
diriņ nē piyē mo ?



sawe, sawa, sama, same, sala, sale

Samadi àsi sabin mana gi
gisa diwwə. Anji wiy
suginə bam.

S s sam so

a b c d e f g

h i j k l m n o

p q r s t u v w

x y z

