

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.), 2023

Soumraye

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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 libri di alpabe :

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

- Letir bá bá dinə alpabe inda sumdi me 'waga dıra me
- Letir bá bá da, gi jangi di dwe me di geche me man mo?
- Dibə gi dodə da, ba i 'yaṅa ginə gwale min duwa.
- Ba də āsang i isay gi jele ha isay gi abe.
- Letir bá bá da, 'waga dıra nim jiga.
- Gılə letir janga dıra

Bag da, ur i cwara gaba yara letir me mo kile me pras bani di də yaradi pii do.

1 Mani nənə mo me mani dúndirəgi me day

1. Gılə letir bá bá sumdi me 'waga dıra me. Janga letir ya A a me tablowə me ur dine ba gunə letir bá bá sumdi me 'waga dıra me ca.
2. Ur dine ba yarna mani dundirəgi bá bá me, ba wayna mani nə cendi ba yər me ca.
3. Gılgı mo gi dodə dúndi gındidi læ bá bá, āsi mo di daa me waygi dine di gi yarna me gi āsna mo di daa gandim min.
4. Kal dine nə yab āsna mo di.
5. Gu mo min sumiw daa. Ur dine di ba kañjina mo gi ta di gi dúndi duwa ca me ba āsna daa me ca.

7. Jangi mo gi yab managi karton gi bani baniyə me waygi dine ba hana gılə mo gi kartonə di daa jaw gaba wudara gandiw managi maktubu di idi dúndiyə di.

2 Mani nənə dúndi day

1. Waygi dine di managi mə ina læ goo mo læ da, gi dwayna ladna le. Gu mo di angal me ladi le pirang me ca.
2. Gu mo di bá bá dang. Waygi dine di managi gi dwayna letir di laba di ina læ dirin nə piyə da, gi babna isiragi daa.
3. Mani dúndirəgi bá bá da, ur dine di ga mo duwa nim i gi letir di laba di labaa nim wun jiga mo.
4. Ur dine di gi gılə mani dúndirəgi nə 'waga day nim bor gi letir di laba di me gi 'wagna mo di daa. Ijim gi metir di asi angal dima yər kal dine di əlna mani nə ta di pad dayə. Woni 'wacna ladi bədə da, wagi læ.

3 Pras

1. Jangî pras daa tablowə. Āsgî dine pras di daa dii sîr. Mə āsna da, gîl mani mo day bá bá.
2. Ðarî bîrmə gaba āsa mani ladî le, mani nə 2 ha 5.
3. Kanja gî letîr: Ur dine di ba da: "I mo gî wey managî pras dwařî læ me u letîr dî laba pii mo?" Gîlgî dine mo gî ta di managî pras dwařî læ.
4. Letîr dî geche: Waygî dine di ba da: "Letîr dî geche da, gî jangîdî diyə gî gîniŋ gîne pras dîra læ labaa gun sumîwə me cîri sumdî læ me ca. Letîr dî wor pad da, gî jangî i dî dine." Gîlgî letîr dî geche janga dîra.
5. Ðîbə gî dodə: Gîlgî dine dara dîbə gî dodə da, i 'yaŋa gîne pras dîra. Gîlgî dîbə gî dodə di.
6. Kanja gî mo kle : Waygî dine gî kanjîna mo kle gî managî mani dúndîrəgî læ gî ina læ daa pras læ. Gî kanjîna gî mo gî kartonə ta di.
7. Āsî mo di daa dan gî nə dine.

4 Giyə gî janga

1. Gîlgî dine letîr dîrway daa gî jangî i man mo, letîr dî dwe do me dî geche me sîŋ.
2. Waygî dine di gî jangîna letîr di gî dúndîrəgî daa pəgîŋ.
3. Waygî dine di gî jangîna kaye dayə me arduwas dayə me ca.
4. Dine nə jangîna 'yaŋna da, gî gîrsîne janga gî mo gî ta di.

Bîrmə gaba āsa mani

1. Metîr āsgî dine maana daa pad.
2. Metîr āsî maana daa day gî nə dine mîn pad.
3. Metîr āsî maana day gî nə dine nə yab daa mîn mîn.
4. Dine nə yab āsî mîndagî mîn mîn.
5. Metîr āsî maana daa day gî nə dine mîn pad.

Gwale gî lade gaba gama dîmə !

Managî nimîro gî 2, 3 me 5 me da, metîr āsî i day gî nə dine mîn mîn. Kal dine āsna metîr tariwə bədə!

Managî nimîro gî 4 da, dwe gî 'ywana wamani da, metîr āsî gandîw daa mîn.

Nimîro gî 3 me 4 me da, i dwe gî dîrəw ur do me āsî sîŋ, metîr biyîw bədə.

Chibne–Dìmas dwaṛi di 1

Swana kaláng àlna libri di alpabe bədə do!

Janga

- Jə habda gi pii labaa dagna di pii di mə ha àladi di daa tablowə me waygi dine di jangiina 'wana ja mɪn daa pad managi arduwas dayə.
- Ha dwaṛagi lə yər le.
- Managi mə yarna mwom da, waygi gi meyandina bam me gi àlna di dɔng.

Lendi:

Mardi:

Mekredi:

Jodi:

Bandiradi:

Āsa

Lendi (wála gi wála birmə ina lə): Āsa gi mani dúndirəgi.

Mardi: - Jangi dine sumdəgi bá bá managi kartonə do me hane kulə siŋ.

- Waygi gi swana daa mɪn mɪn gunə sumdəgi.

- Metir giłgi dine di karton gaba sumi mɪn mɪn me āsi mani nə ilə dwaliŋyə bá bá. Anji 'yàw dwe karton duwa gi sumiw lə bá bá.

- Dwe gi wey wey giłgi kwandaw karti duwa.

- Layna karti di daa dara sanga.

Mekredi: 'Wacɔa gi sumim diima

- Giłgi dine karton gaba sumi di jii daa me waygi dine jii

ba hane ib.

- Jangi dine nə jii sumdəgi daa tablowə. (Hawuŋ daa ladi le.)

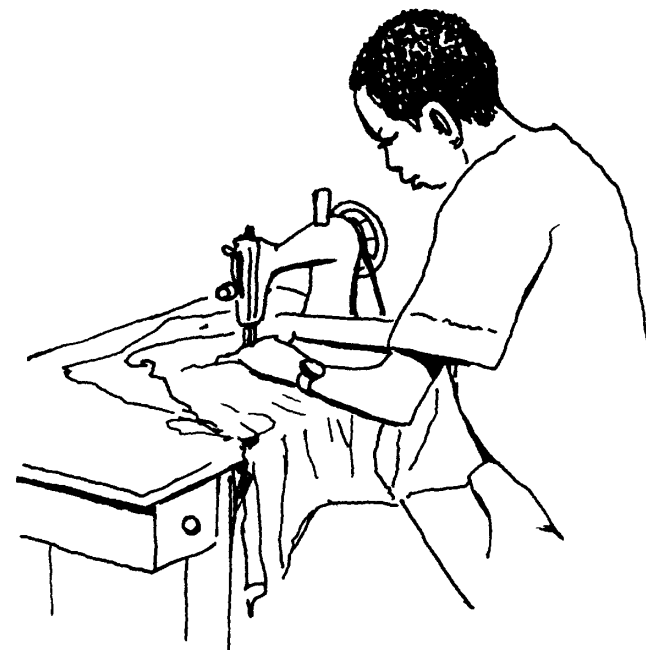
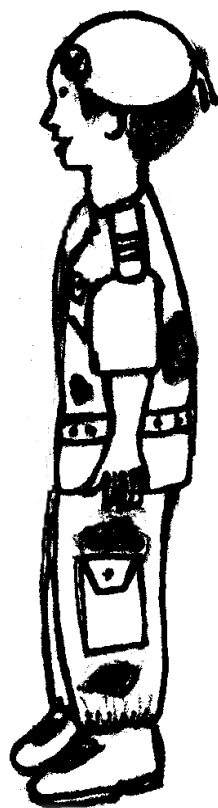
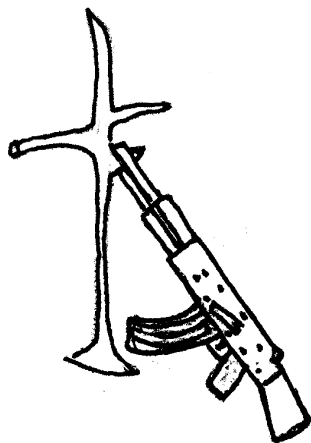
- Waygi dine di hane mɪn mɪn kaŋjiina sumdəgi day.

- Àlna yande gi karti di wor ta di gi dine di.

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

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

A a



abe

asingar

aba busə

A a

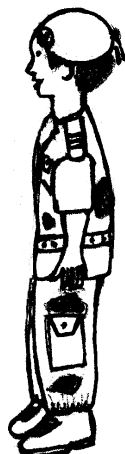
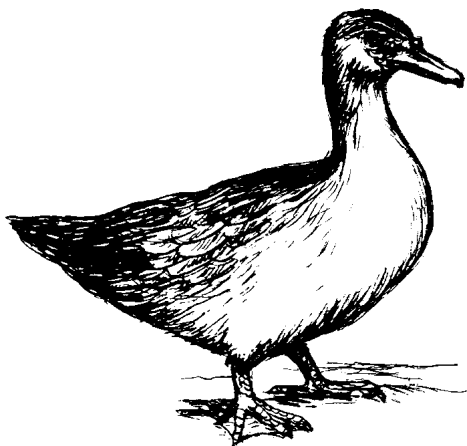


aba urə

ardiwas

A a

Mo gi wey me u letir «a»
diriṅ nə piyə mo ?

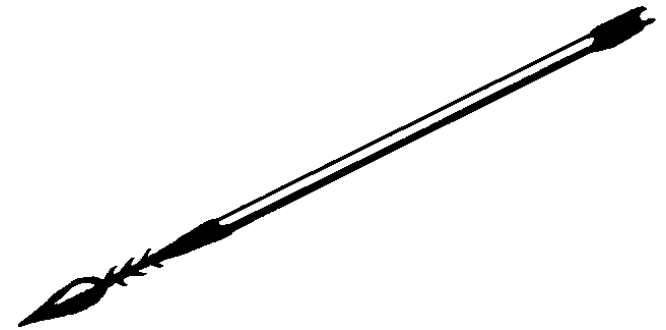
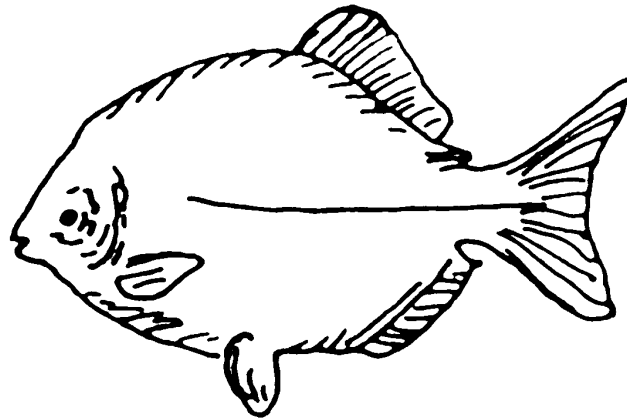
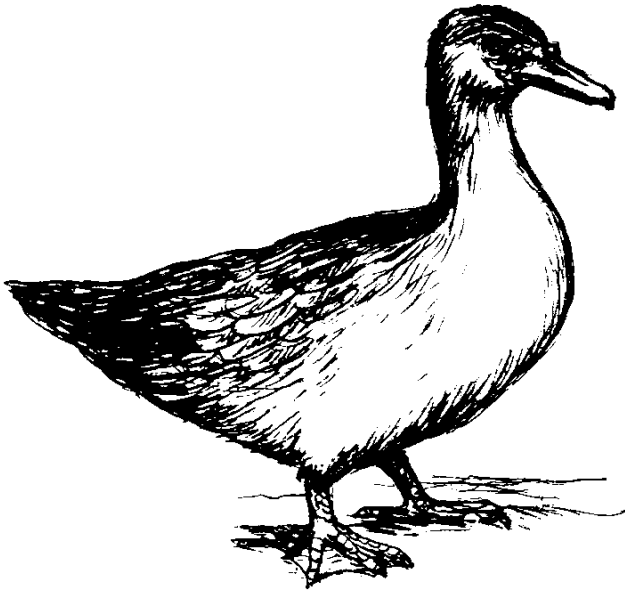


àsa, aja, awa, awra, aban, àcṅa, aliya

Abel u ardiwas ha nim
lekol la. Anji doy aba gila
gwale duwa.

A a A a A a

M m



marsa

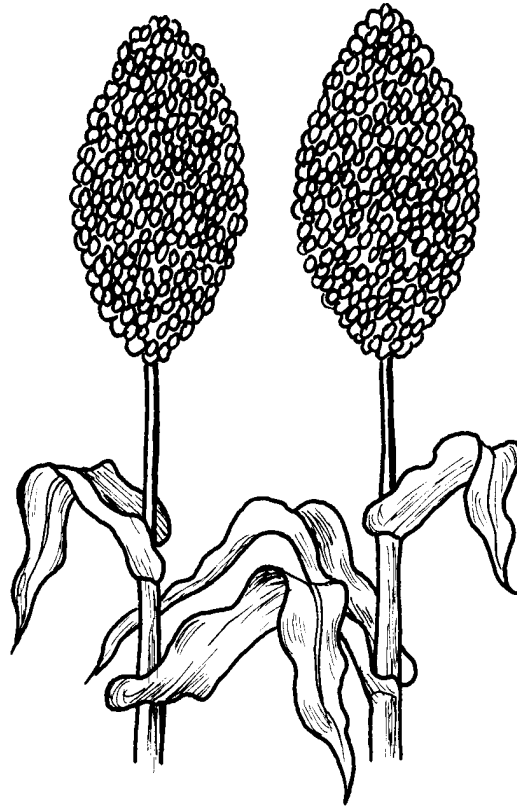
mwalá

male

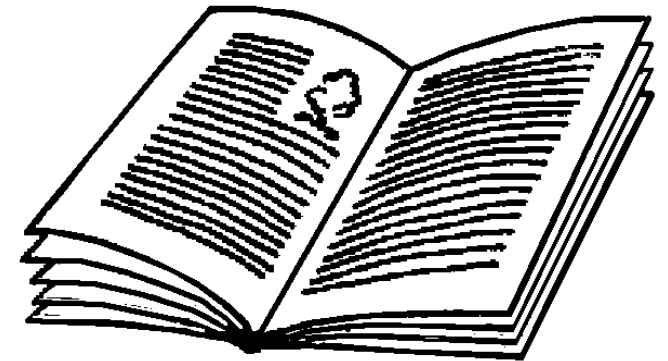
M m



mongo



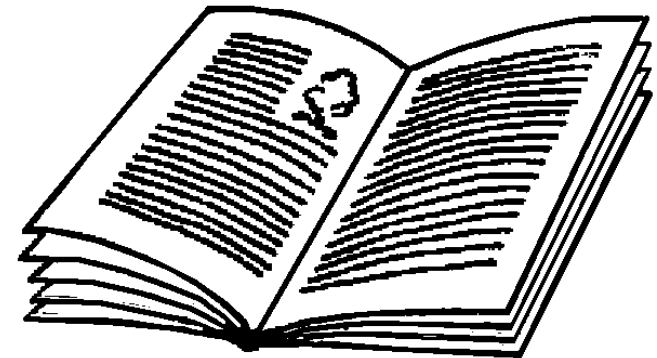
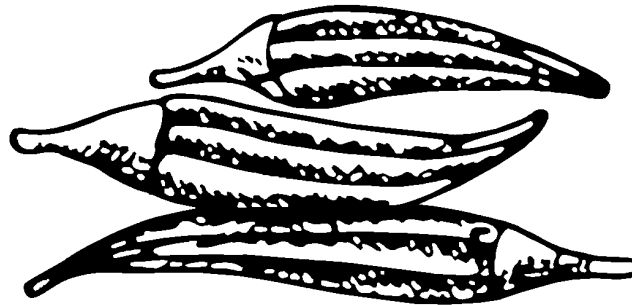
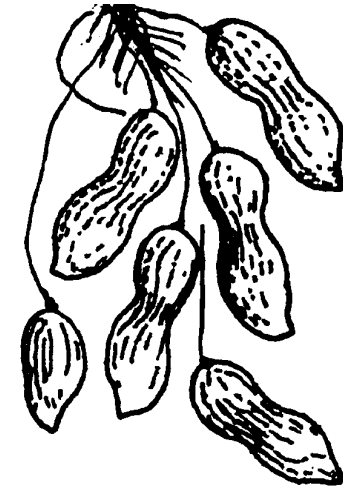
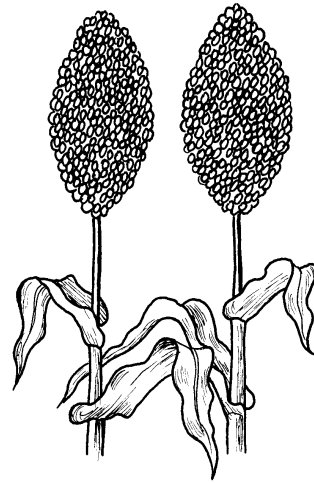
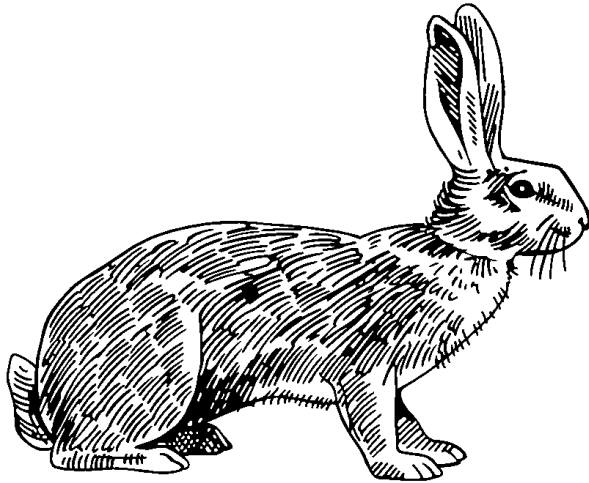
māy



maktubu

M m

Mo gi wey me u letir «m»
diriṅ nə piiyə mo ?

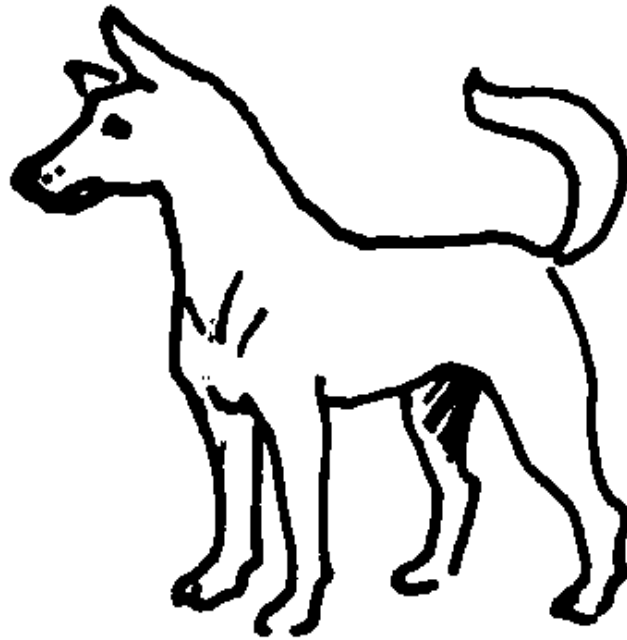
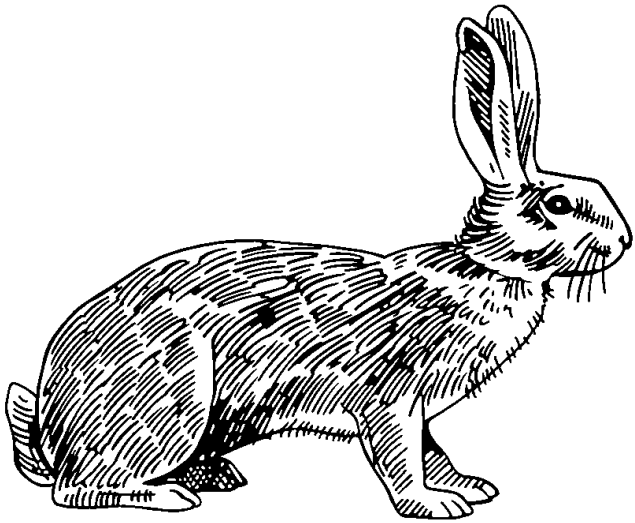


maa, mwalà, mindil, malum, malu, Marbagə

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

M m M m ma

D d

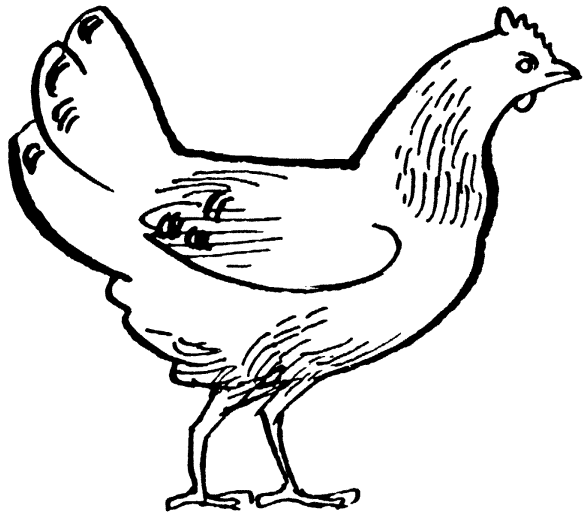


dáwre

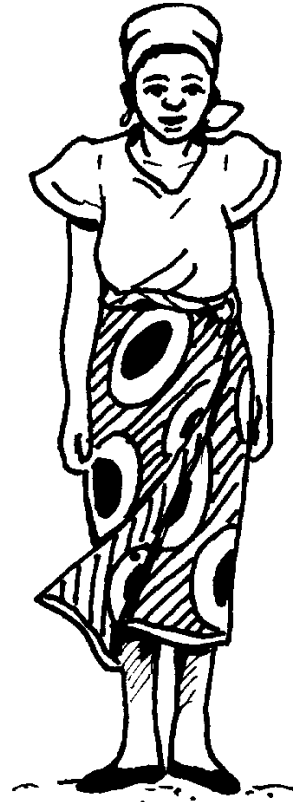
dogdə

dùwa

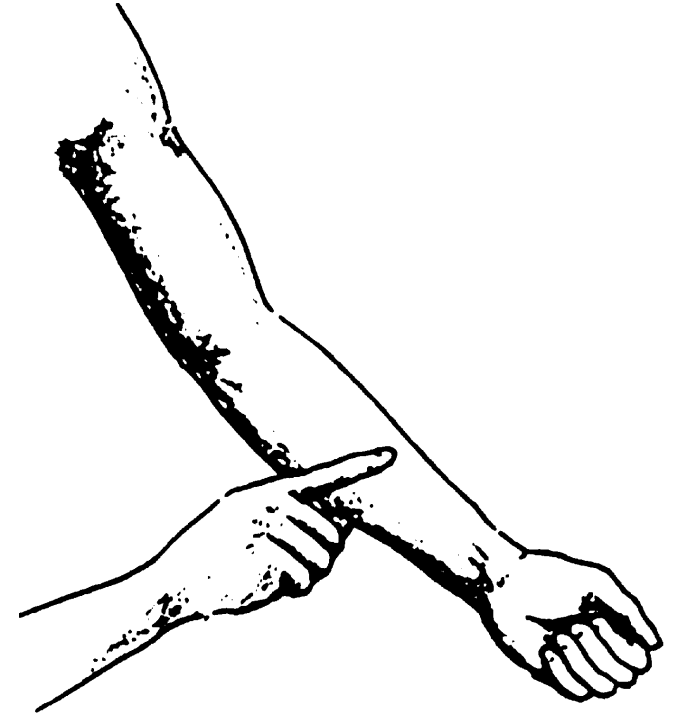
D d



dure



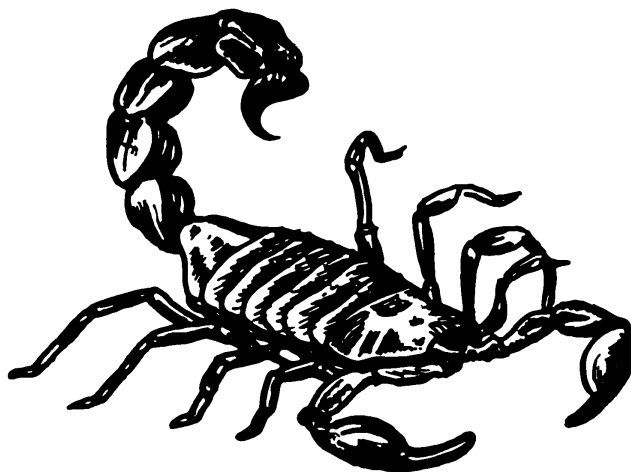
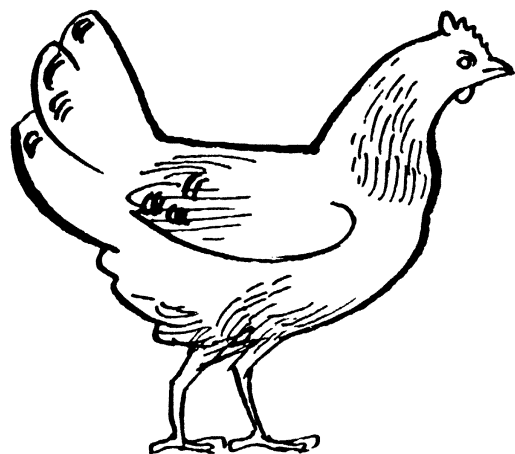
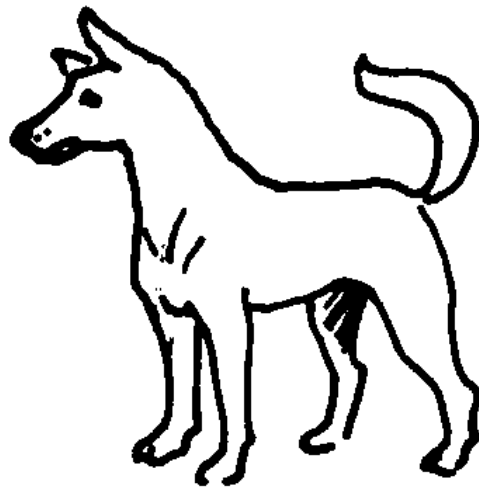
deme



daꞑe

D d

Mo gi wey me u letir «d»
dirin̄ nə piiyə mo ?

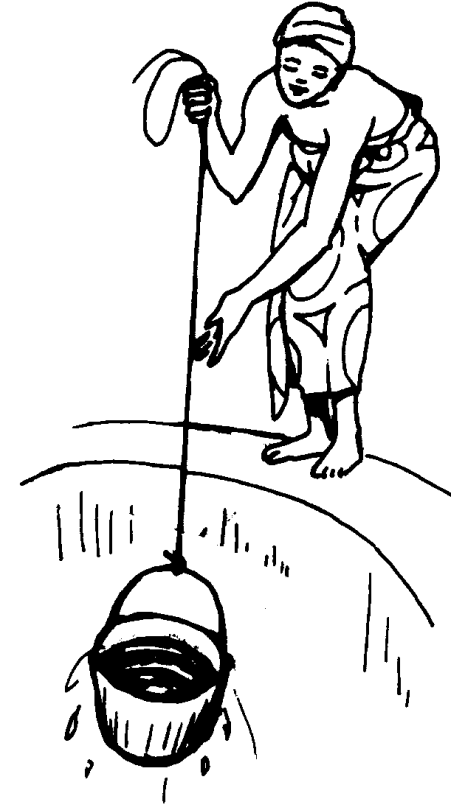
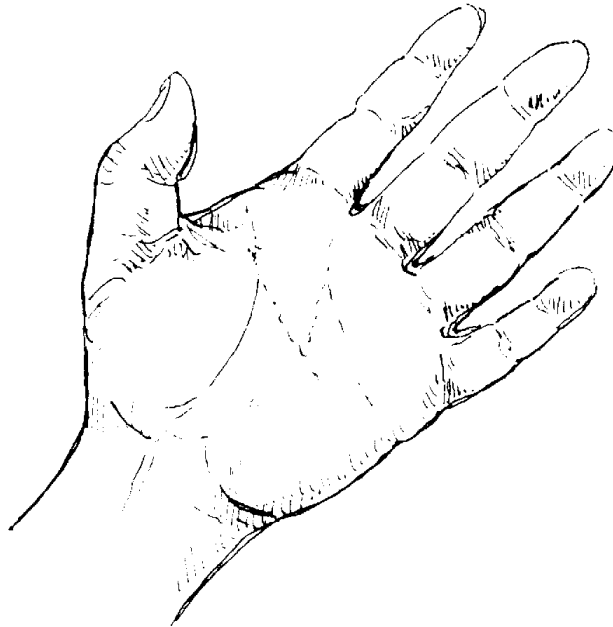
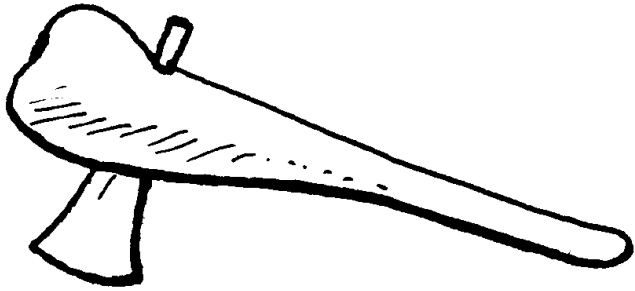


d̄iga, dine, dele, d̄iməṅ, d̄uwa, duru

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

D d dam da

I i

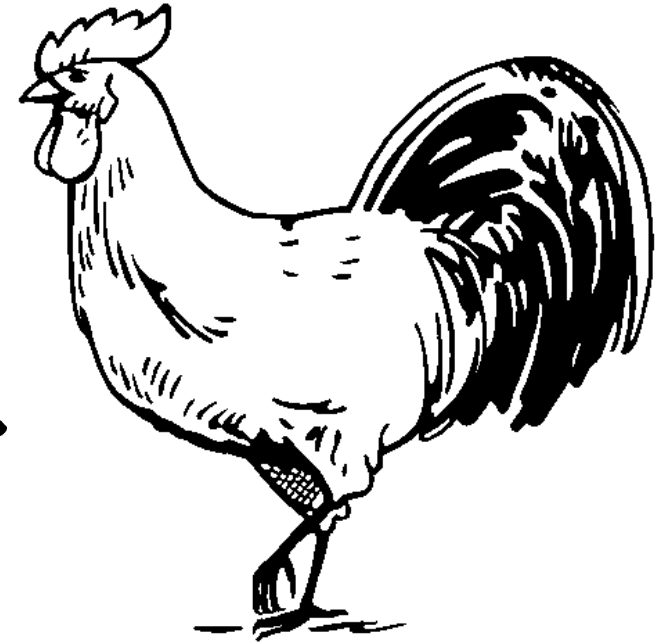
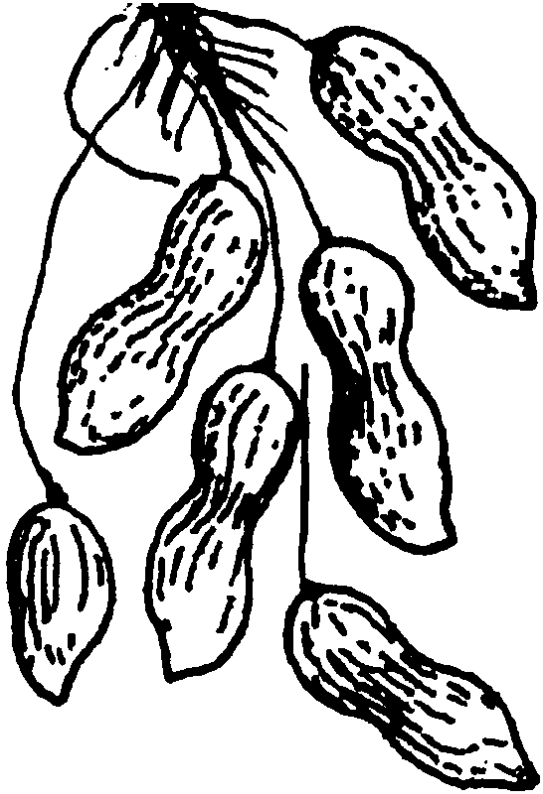


bigame

isay

bila

I i



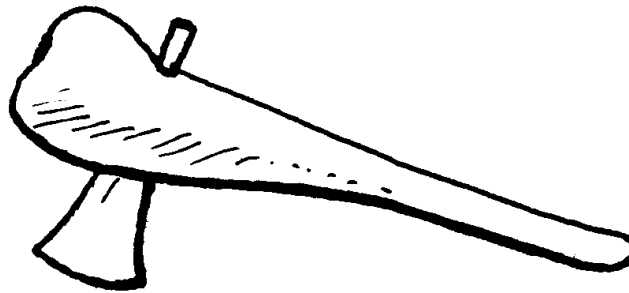
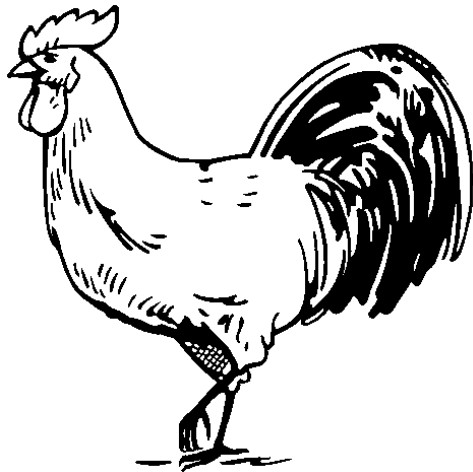
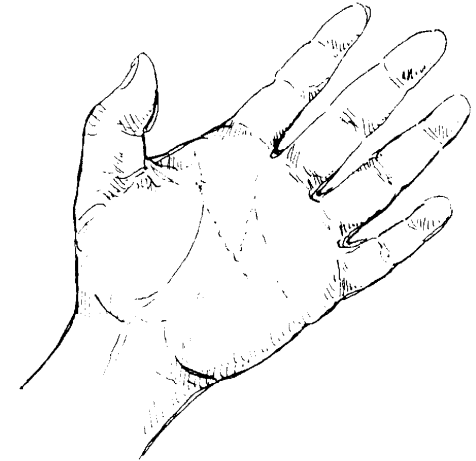
gina

gibande

giray

I i

Mo gi wey me u letir «i»
dirin nə piyə mo ?

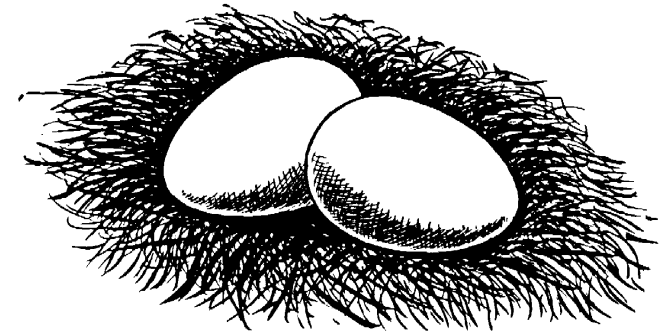
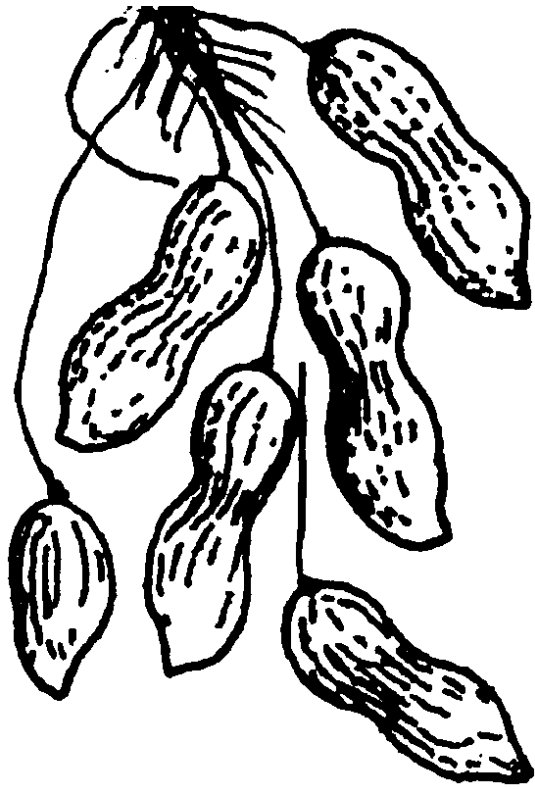


bilay, bilmə, imə, İmbam, İsmade, ijaga

Ɛmbam u bɨgame ha nɨm
bam. Tandi aɨ habda.
Bɨgame a bam.

Ɛ i dɨm ɨm

G g

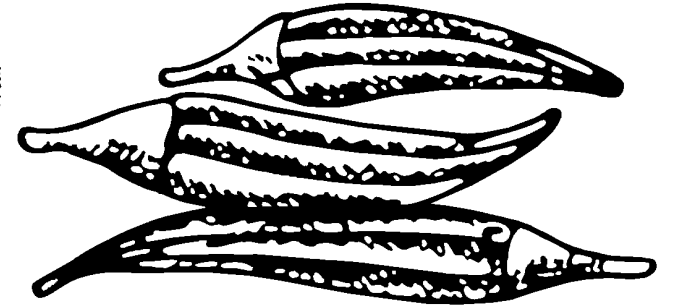
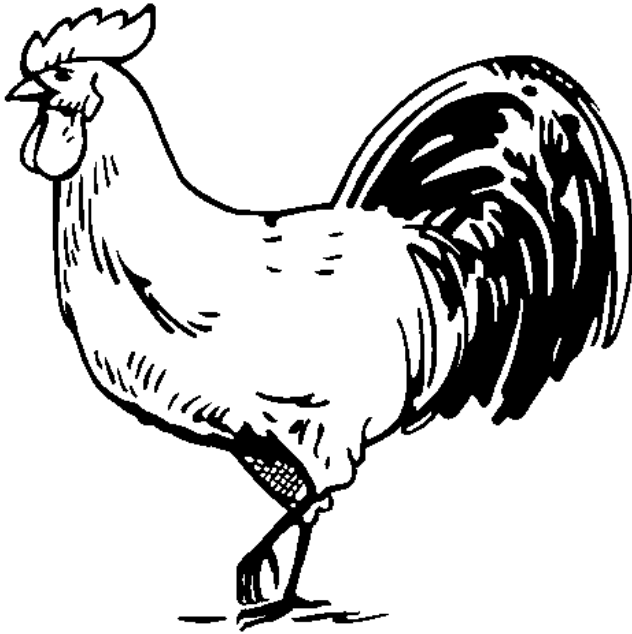


gina

gine

gasa

G g



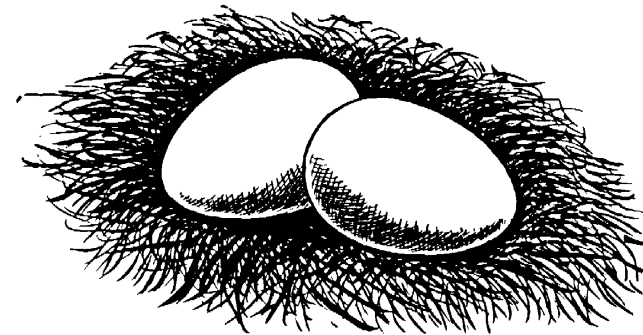
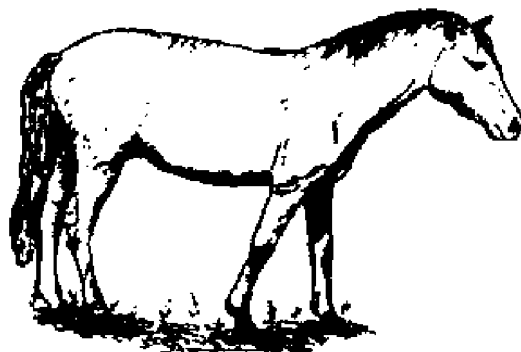
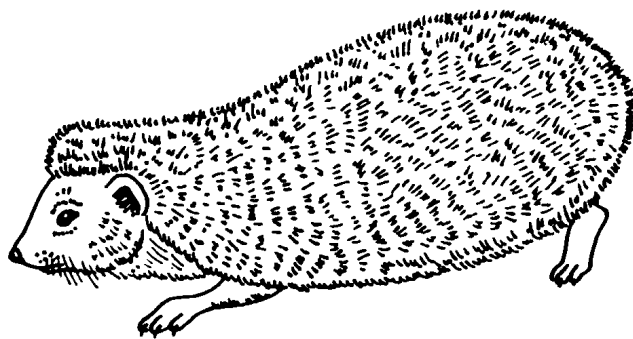
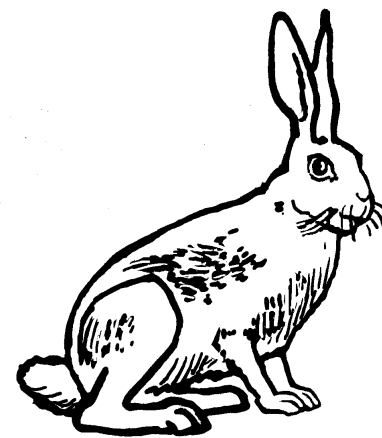
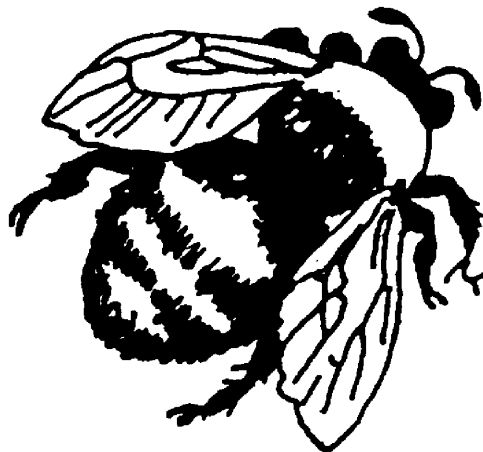
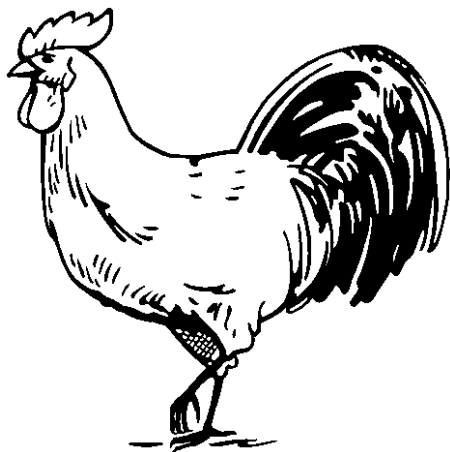
giray

gibdiņ

garu

G g

Mo gi wey me u letir «g»
diriñ nə piyə mo ?

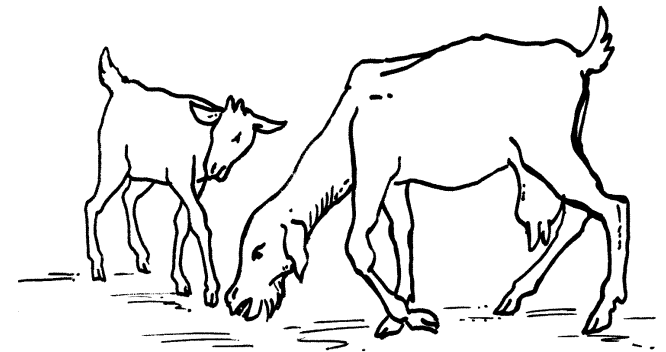
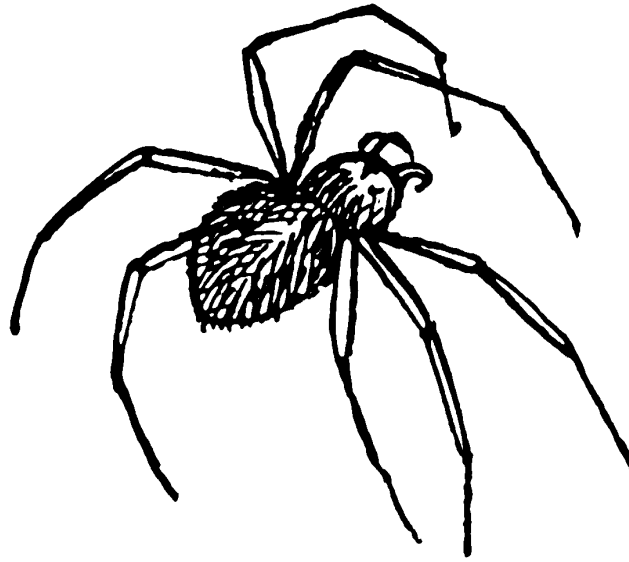


gila, gage, gare, gama, gubi, gura

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

G g gam ga

B b

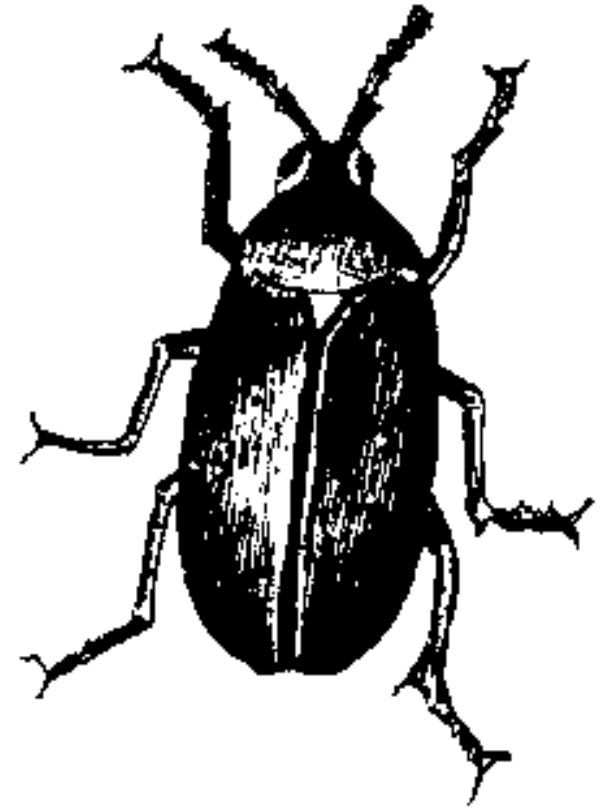
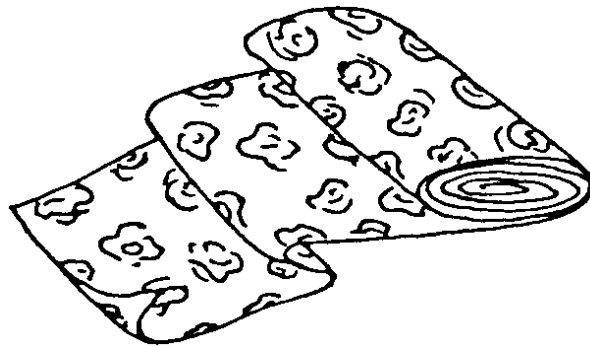
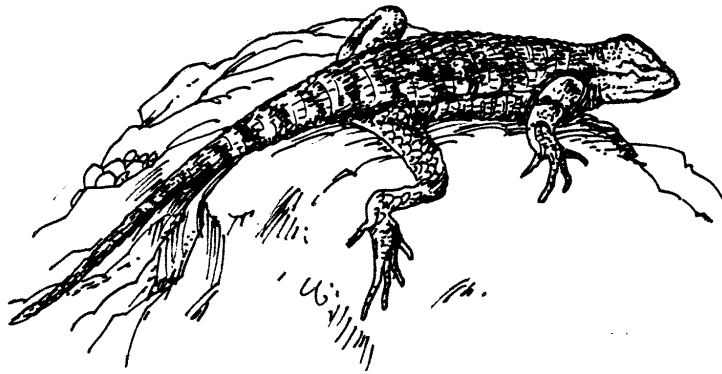


badu

bababge

bage

B b



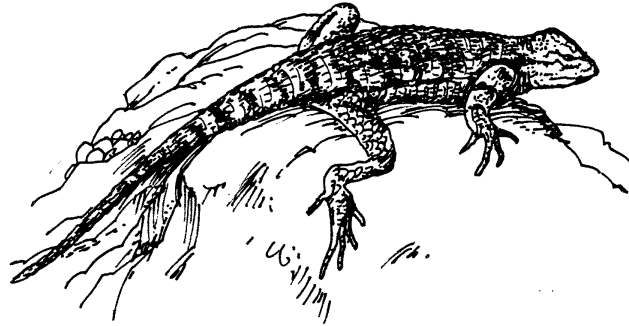
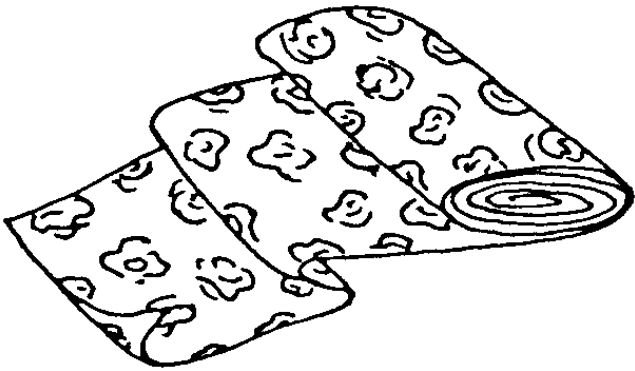
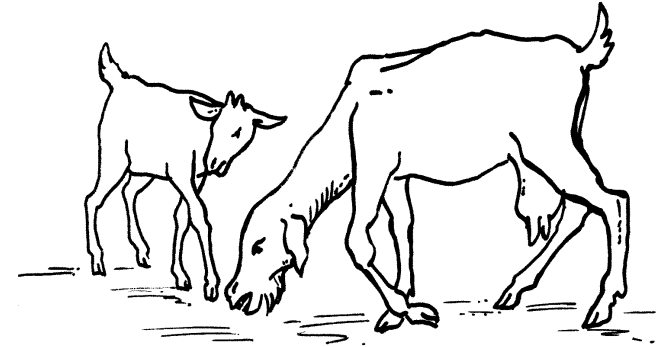
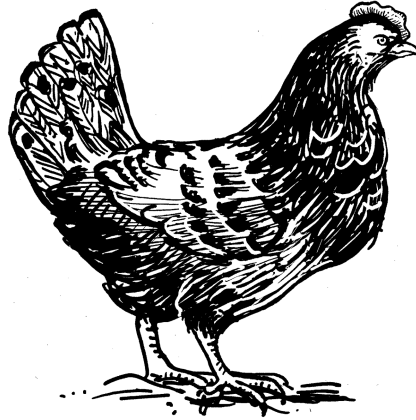
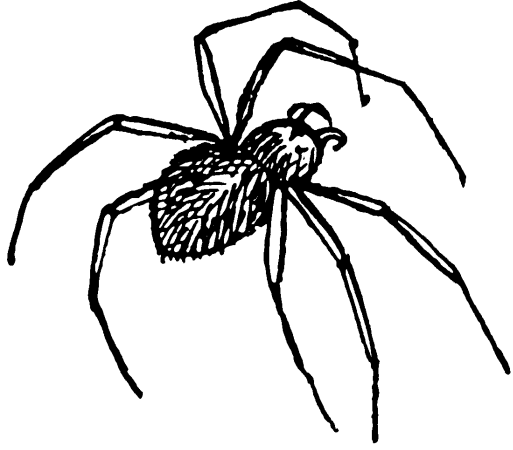
badikolbə

barge

bilmə

B b

Mo gi wey me u letir «b»
diriŋ nə piiyə mo ?



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

Badbi ha bam me, anji yi
balo managi daga la.

B b bim ba

N n

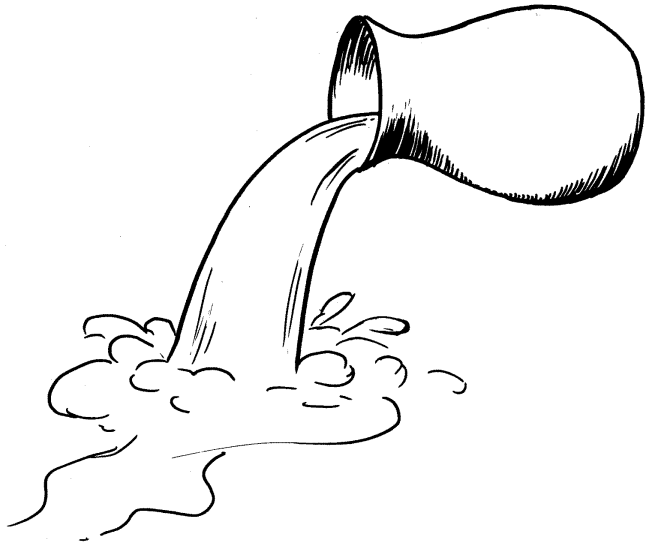


namde

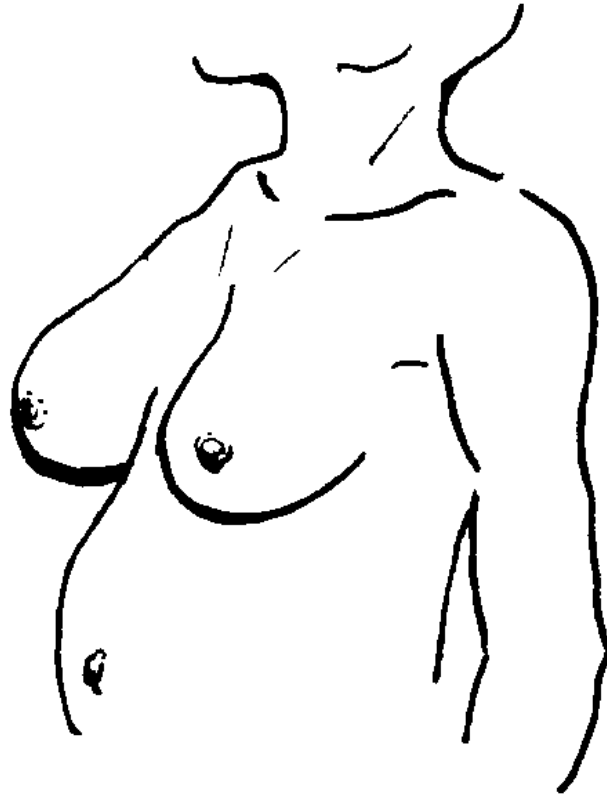
nãy

nungdi

N n



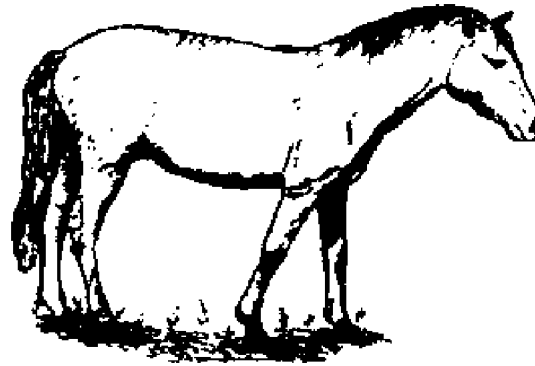
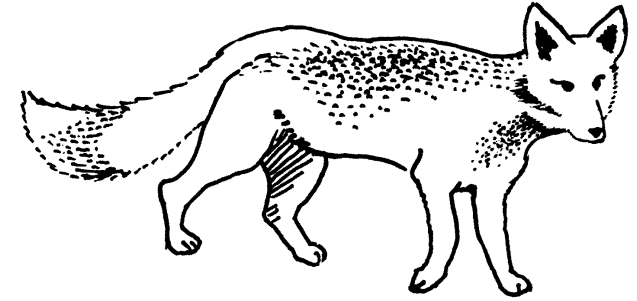
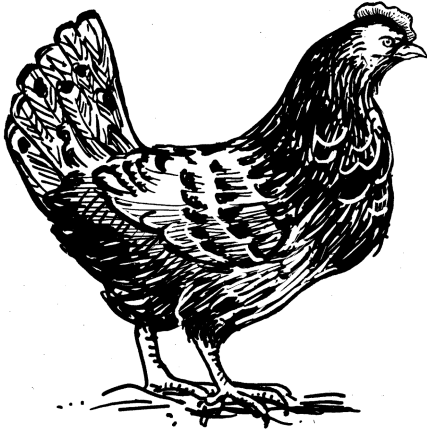
nimi



naje

N n

Mo gi wey me u letir «n»
diriṅ nə piyə mo ?

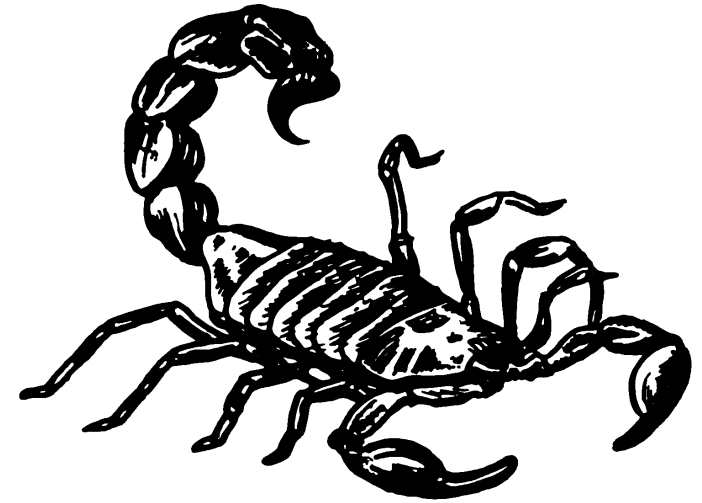
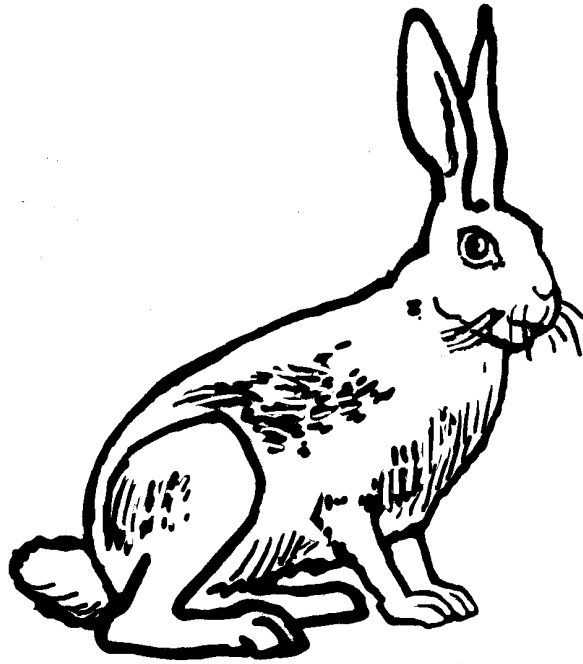


naga, nım, nala, neyem, Naniyə

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

N n namde

R r

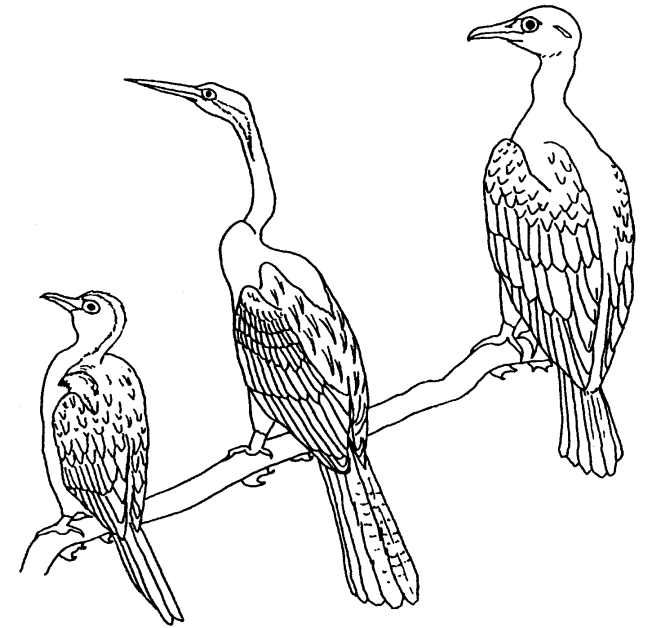
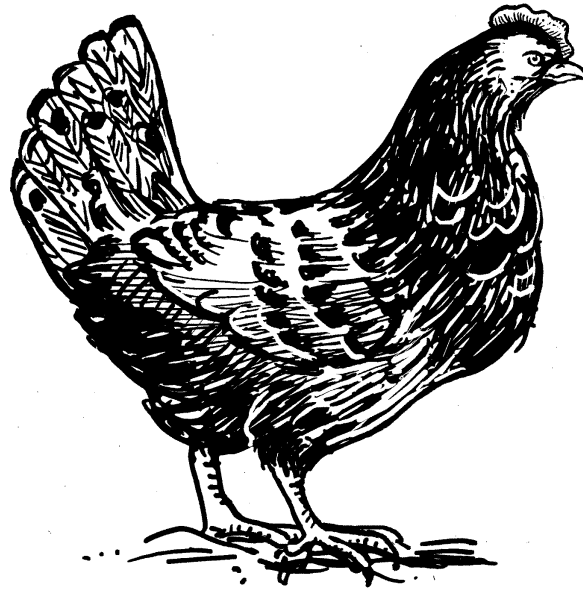
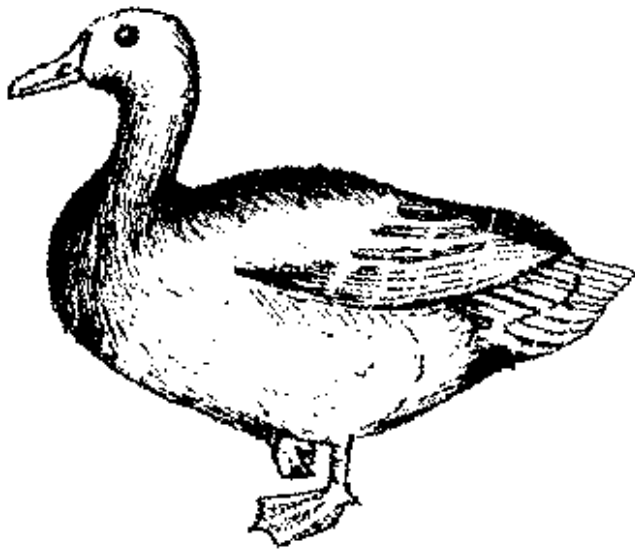


debre

dáwre

dorni

R r



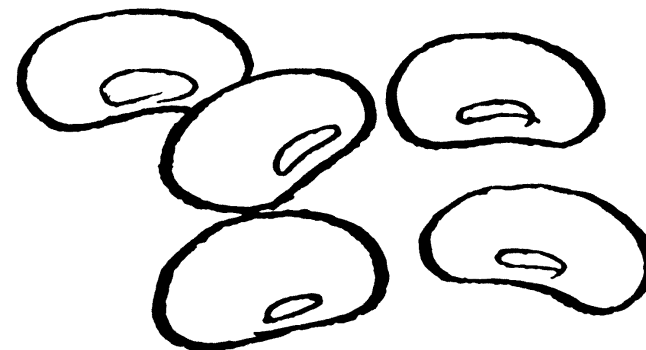
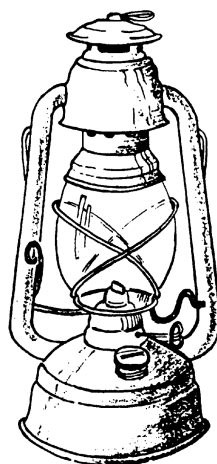
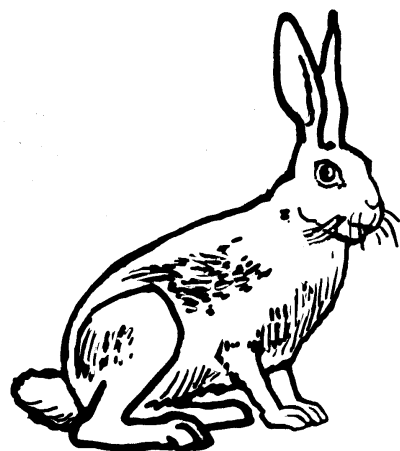
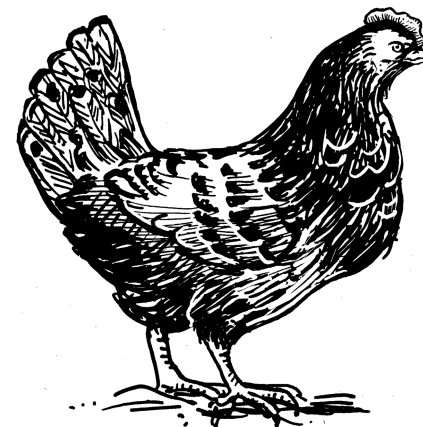
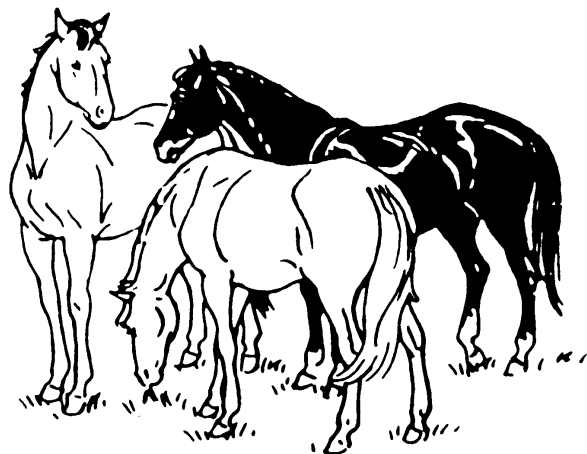
marsa

dure

dirbi

R r

Mo gi wey me u letir «r» di mo ?

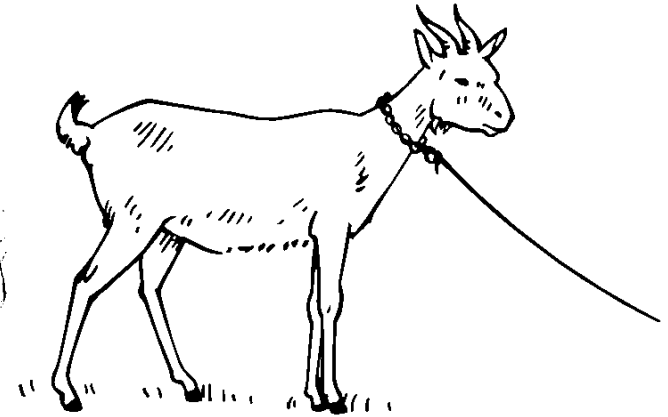
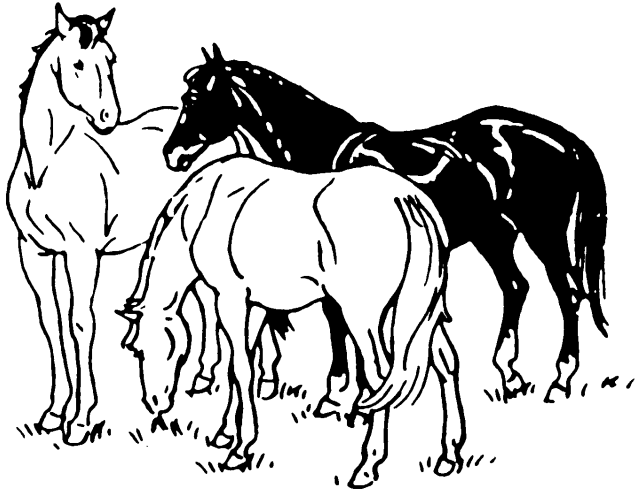


more, dara, gər, dorni, ara

More aji dorni gi habda
dara ba marna bam.

R r mar ar

E e

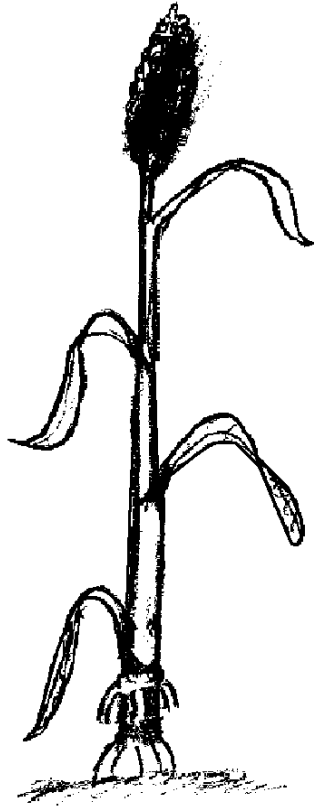


leme

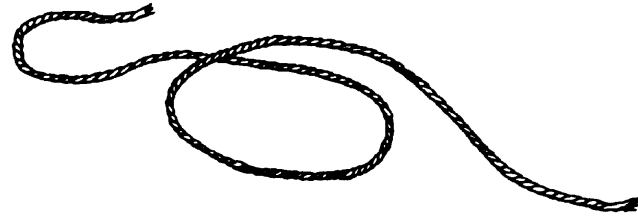
debre

cange

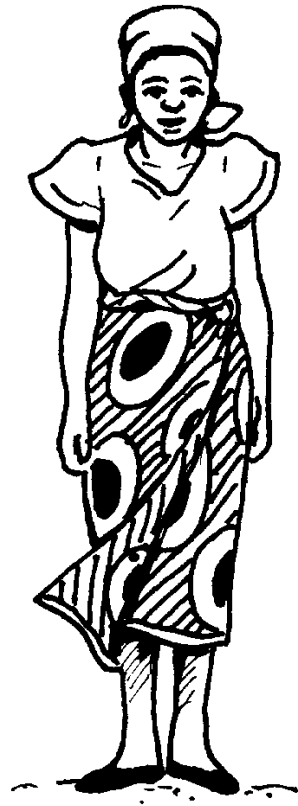
E e



jele



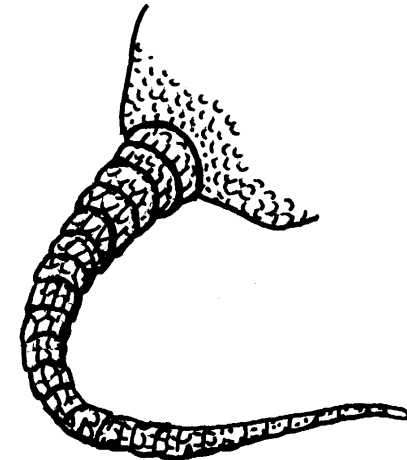
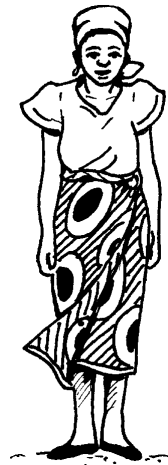
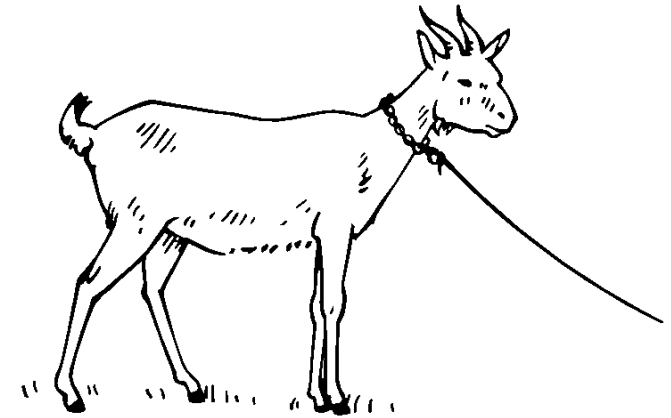
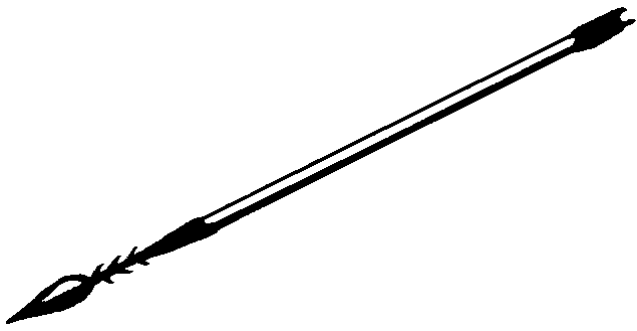
sade



deme

E e

Mo gi wey me u letir «e» mo ?

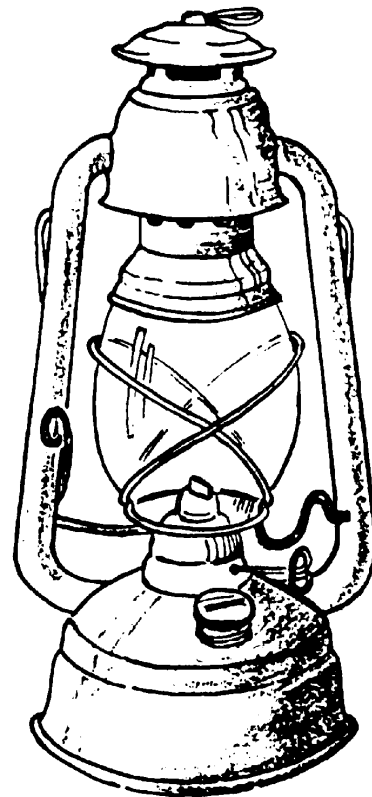
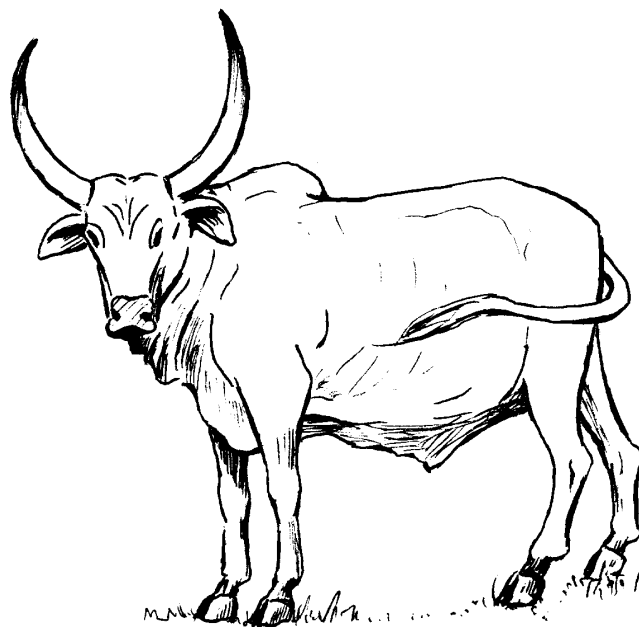
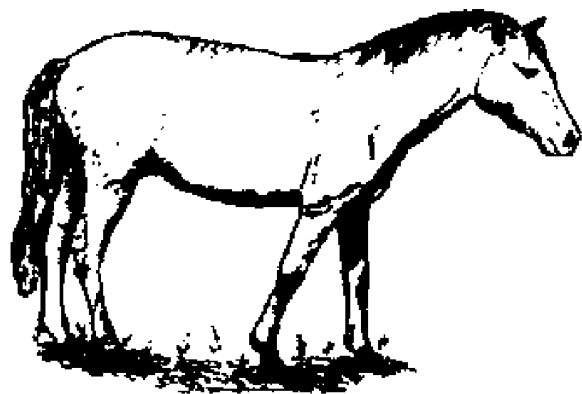


habde, gere, sade, barge, bi game

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

E e me gere

LI



lama

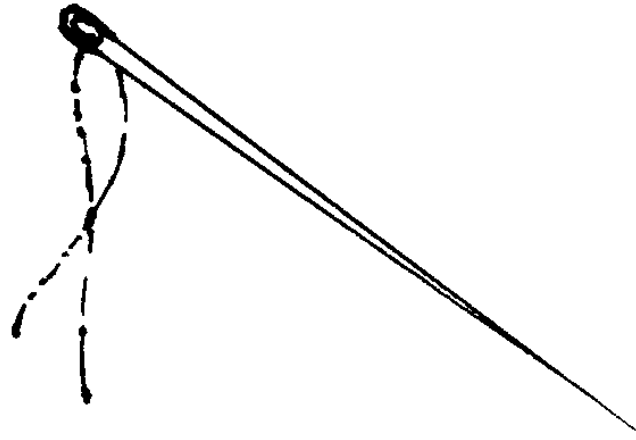
labe

lamba

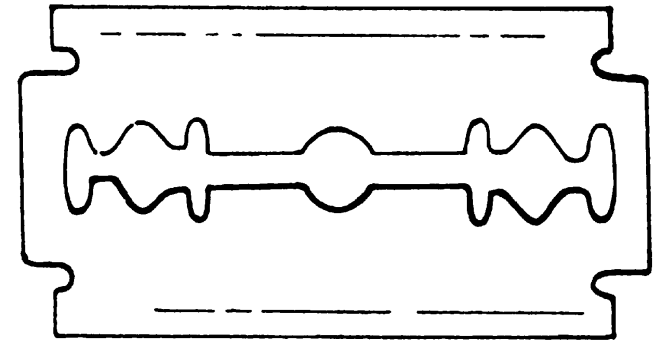
LI



lamin



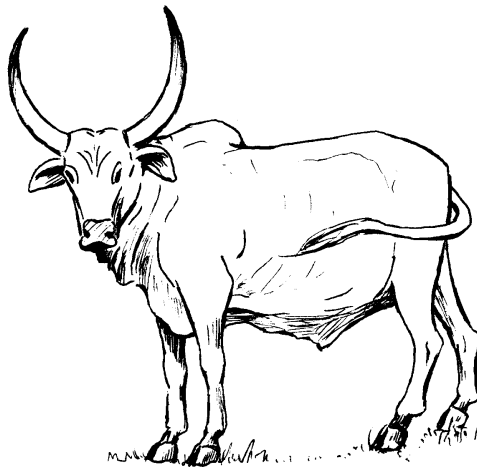
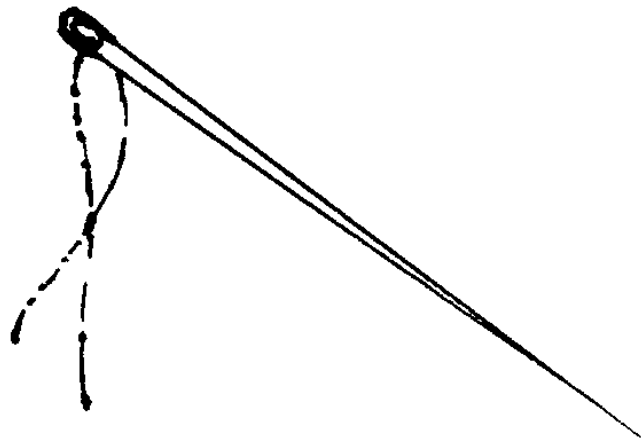
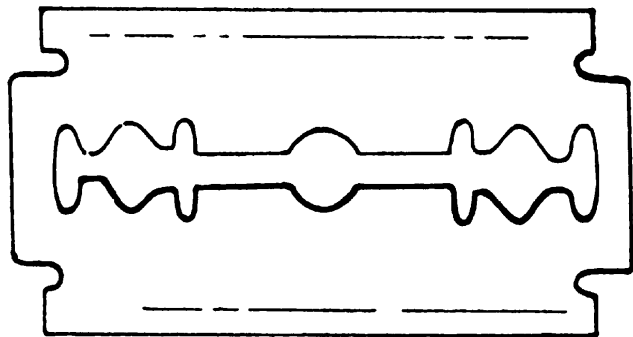
libara



lajwar

L I

Mo gi wey me u letir «l»
diriṅ nə piyə mo ?

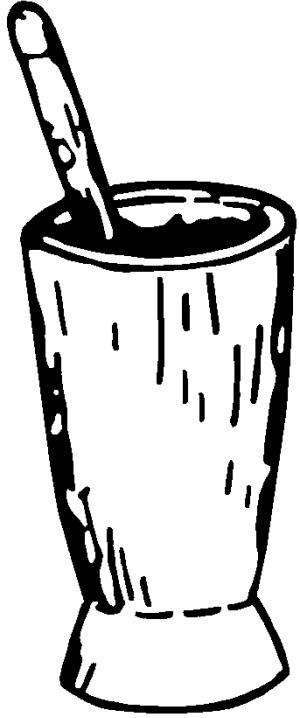


laba, bila, lam, mal, Ladagə

Ladigi lam dùwa kulə,
tandi ilgi sale.

Li bila leme

I i

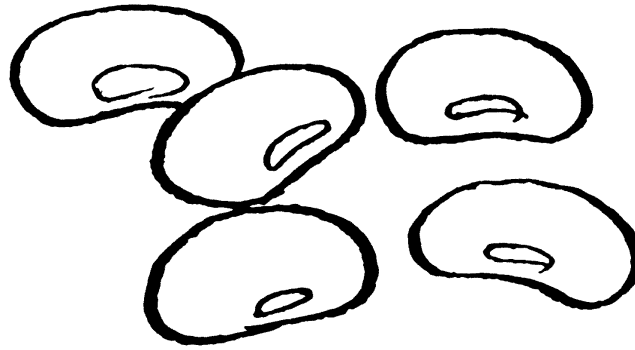
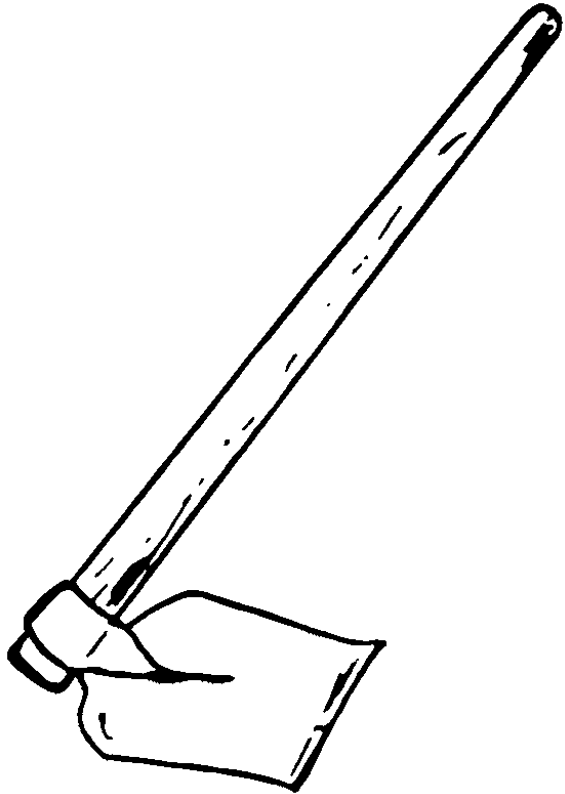


gine

dii

ciri

I i



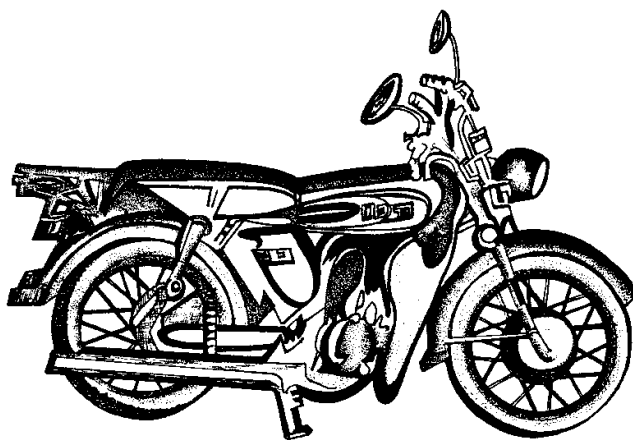
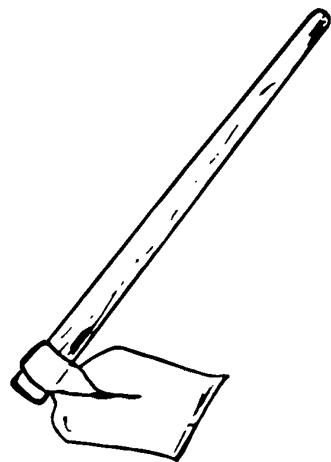
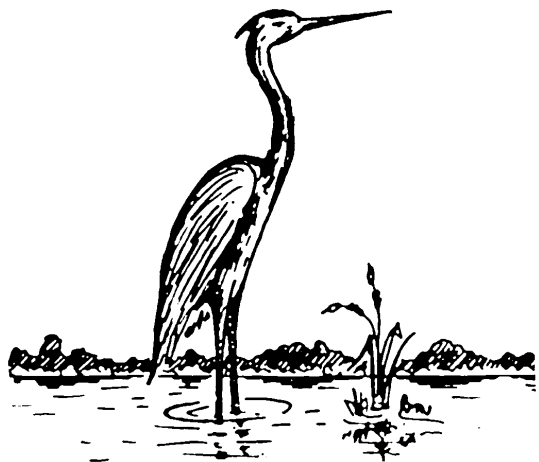
miri

jiri

bili

I i

Mo gi wey me u letir «i» mo ?

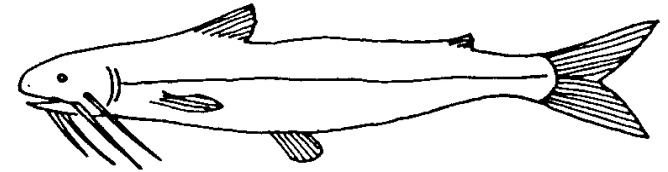
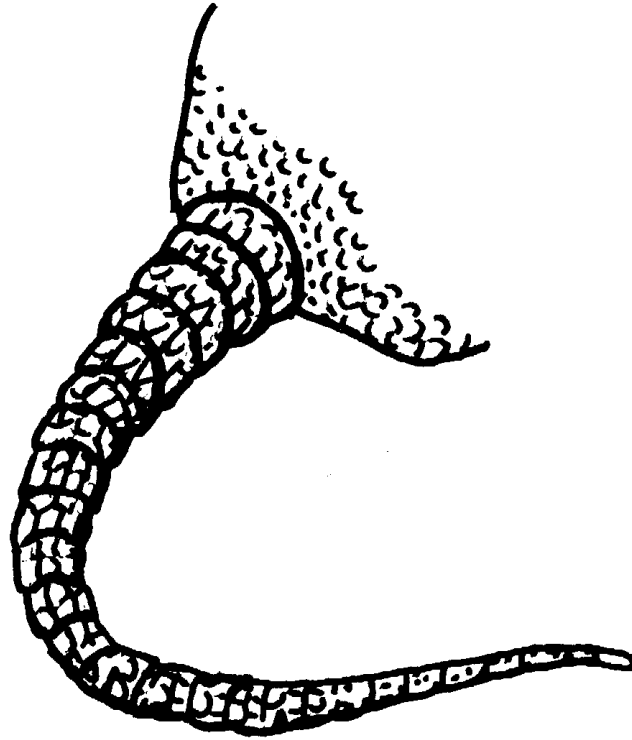
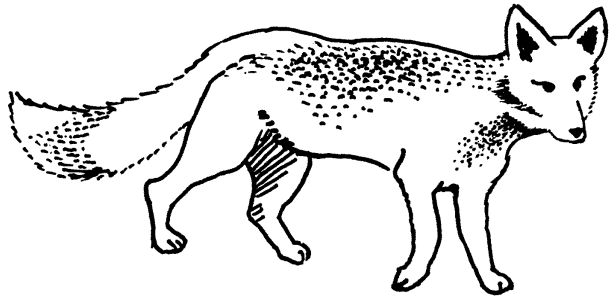


diri, ilə, sumi, dúndi, Iwiyə

Iwiyə u miri ba ha nɪm
bam yiga gɪ jiri.

I i b i i l g ə

W w



wuṅəṅ

wudiṅ

wanjile

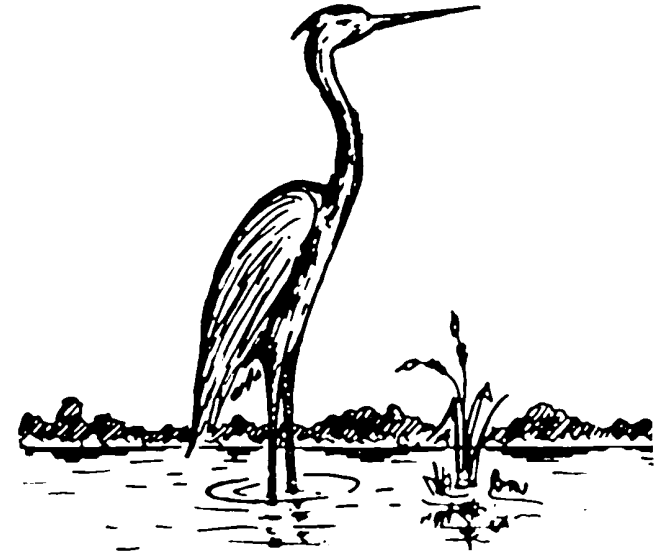
Ww



wiya



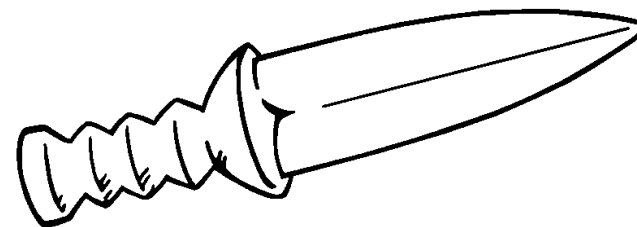
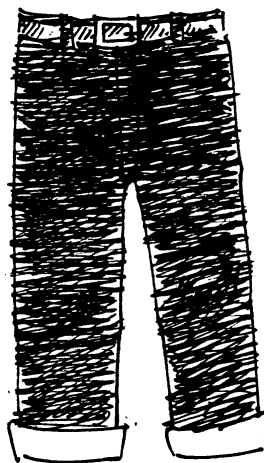
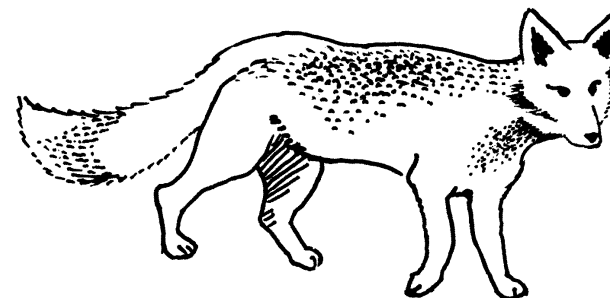
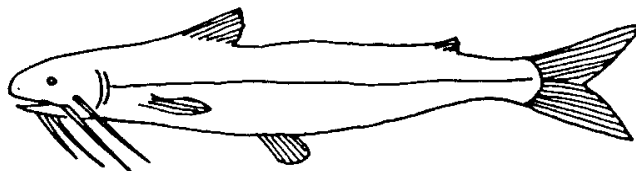
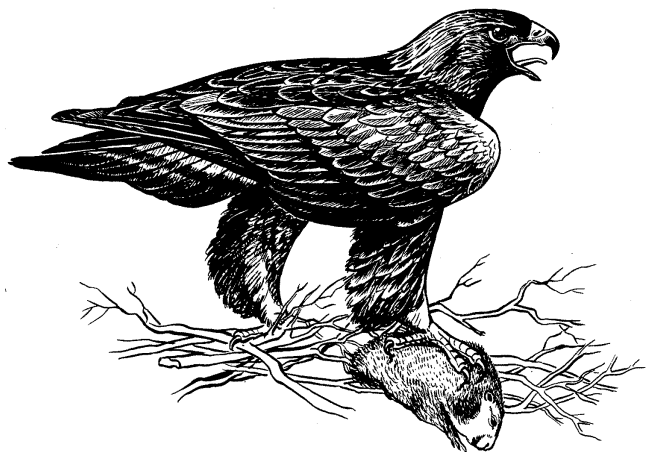
gwara



kəw

W w

Mo gi wey me u letir «w»
diriŋ nə piiyə mo ?

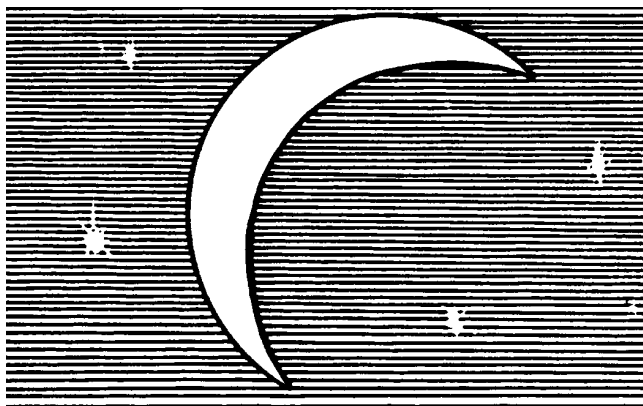
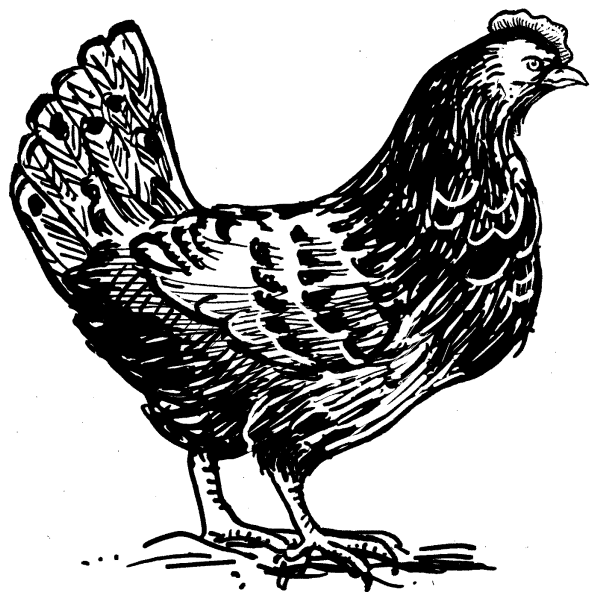


wála, wama, wiya, Woməgə, gaw

Woməgə wá kəw womɪw
bam. Añji wiy ɪsəw bam.

Ww wa wi wey

U u

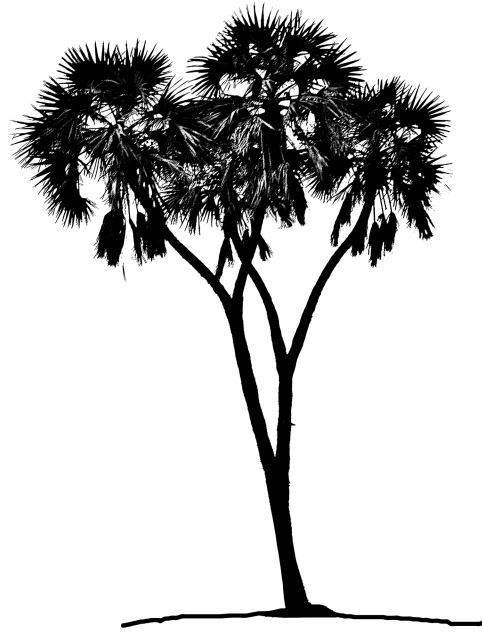


dure

duru

kulu

U u



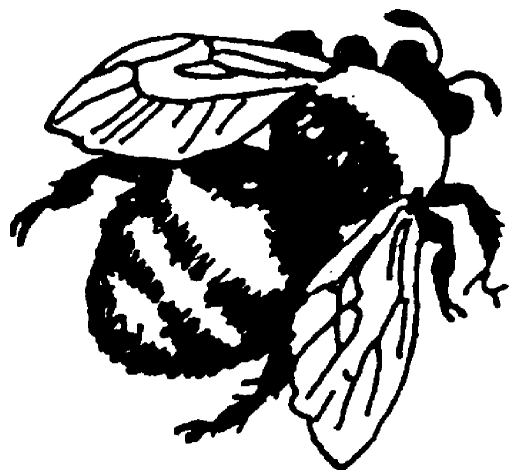
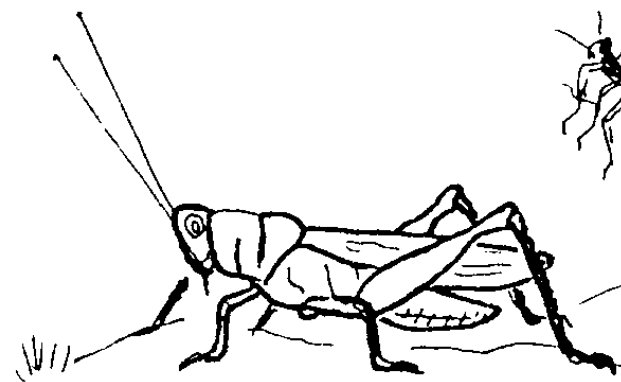
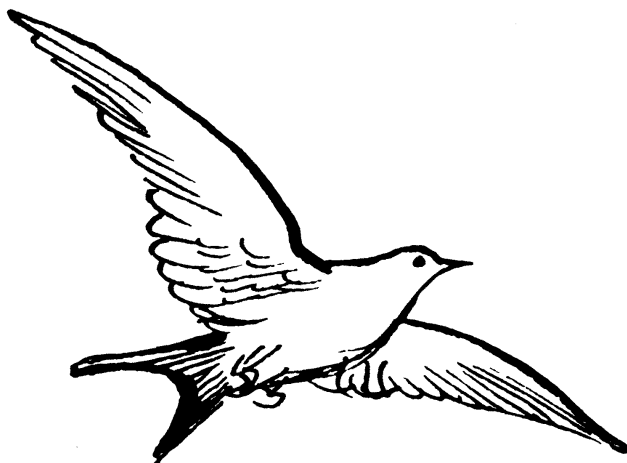
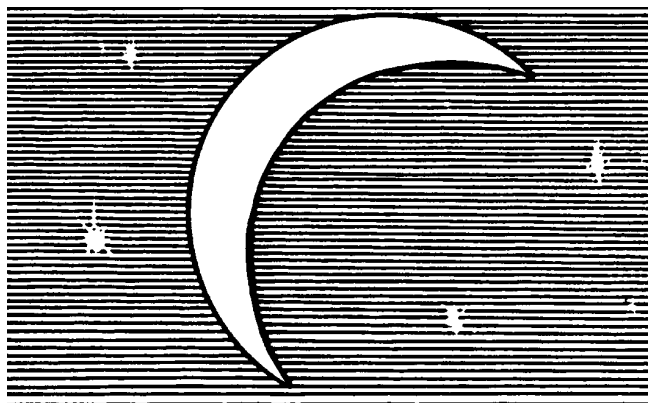
dùmbu

dúmbu

kudĩṅ

U u

Mo gi wey me u letir «u» mo ?

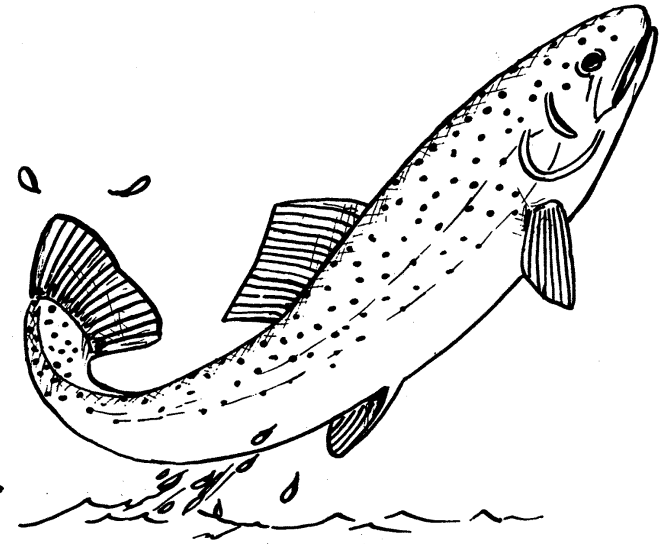


urə, urni, ulə, Urnə, Urman, unə

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

U u ur ul uw

O o

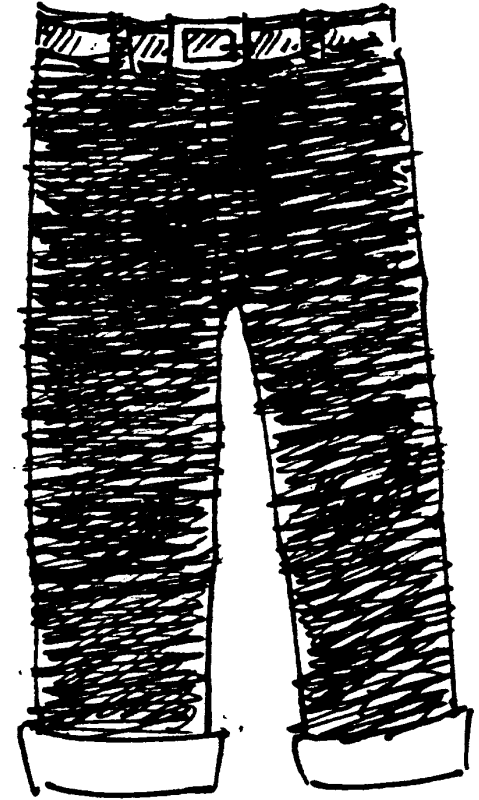
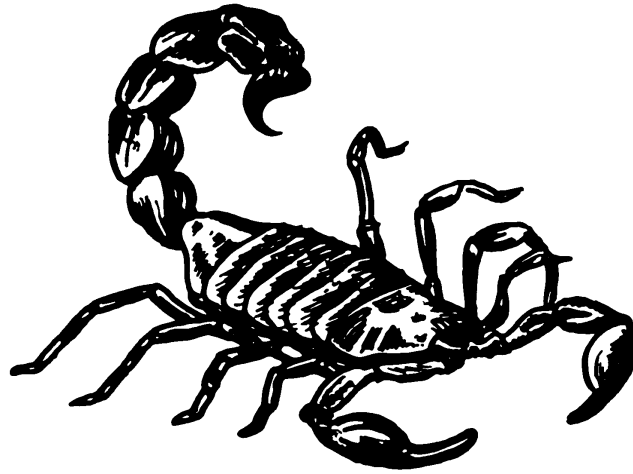
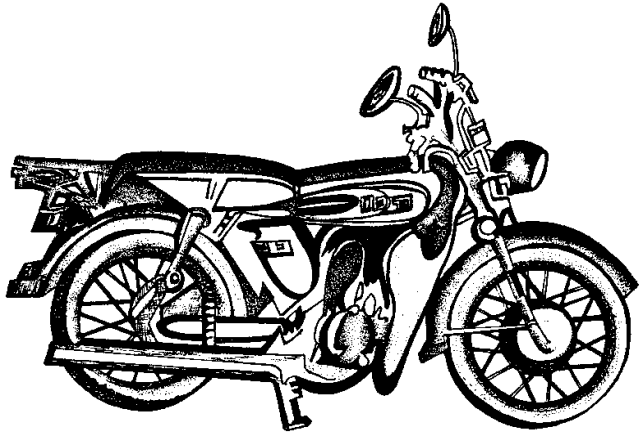


more

solge

dòche

O o



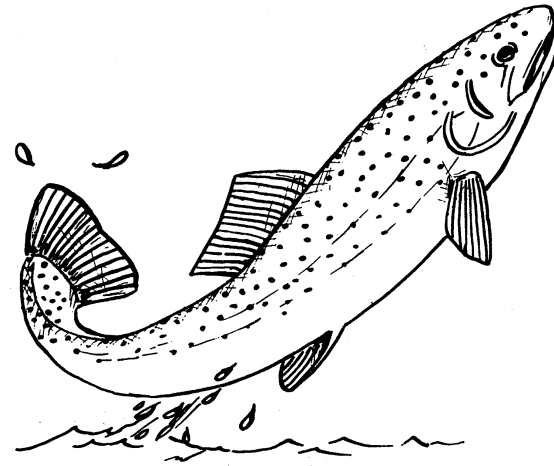
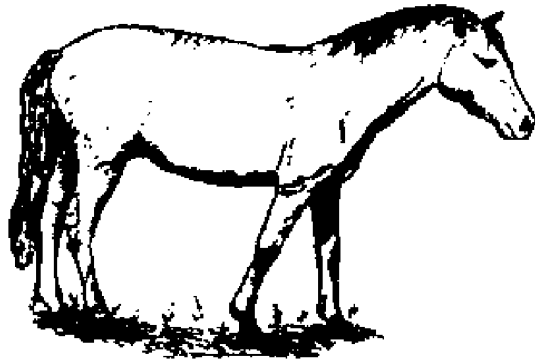
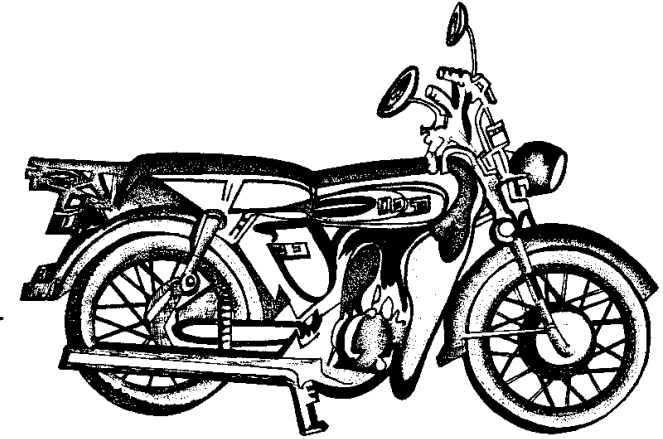
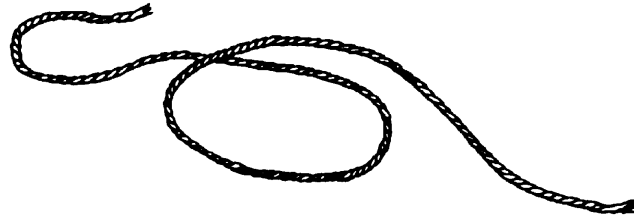
moto

dorni

pantalon

O o

Mo gi wey me u letir «o» mo ?

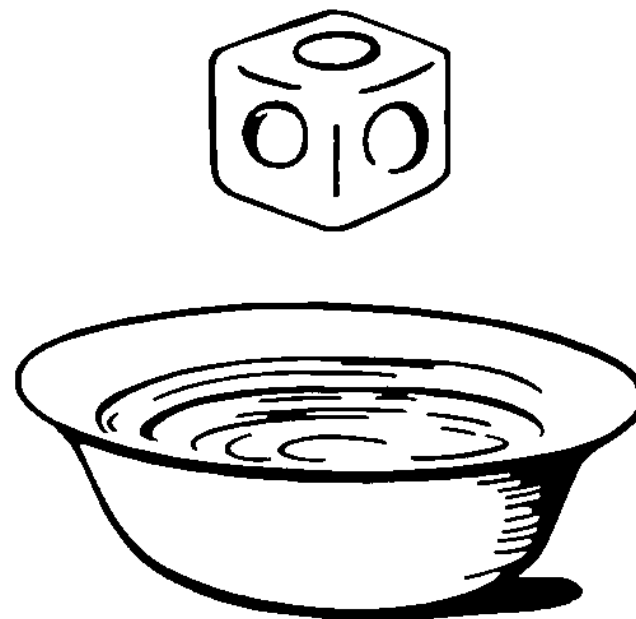
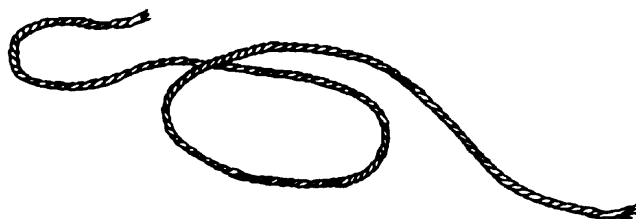


dorni, borgə, hoy, sodi, solbə

Woməgə dar borgə solbə
dɪdəgi læ dara more ba
yarna.

O o bo dorni

S s

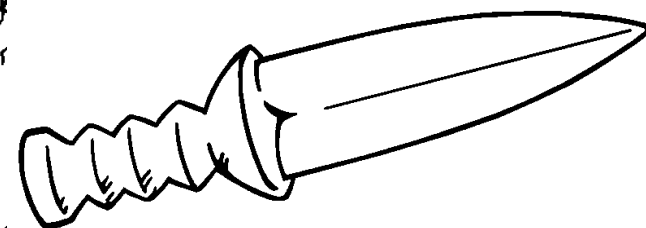
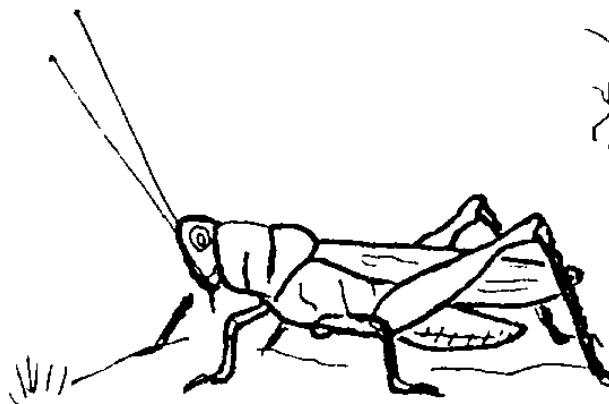
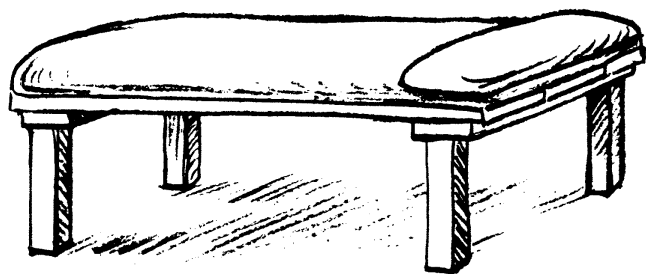


solge

sade

sabin

S s



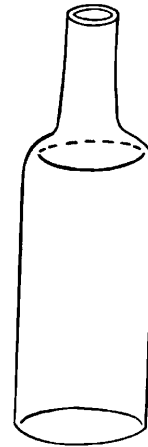
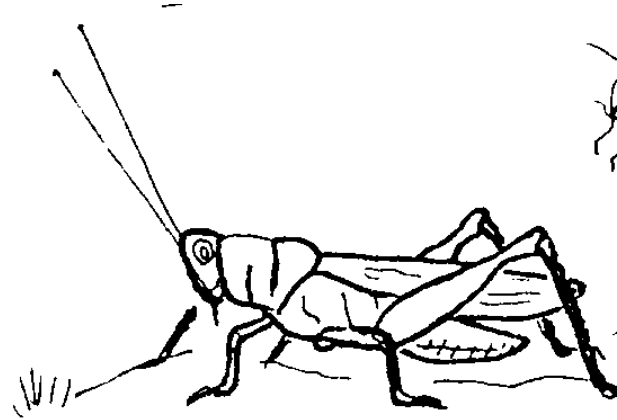
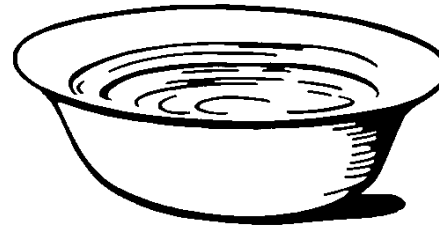
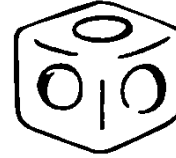
solbæ

siba

sugnæ

S s

Mo gi wey me u letir «s»
diriŋ nə piiyə mo ?



sawe, sawa, sama, same, sala, sale

Samadi àsi sabin managi
gisa diwə. Anji wiy sugnə
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



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

