

Letir gi bii gi chibne 2

Les lettres de la langue chibne (soumraye) - Volume 2



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 chibne (soumraye), parlée dans le département de la Tandjilé-Est, sous-préfecture de Déressia. iso-639: sor

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Letir gi bii gi chibne 2

Les lettres de la langue chibne (soumraye) - Volume 2

Letir gi bii gi chibne 2

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 dı alpabe :

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

- Letir bá bá dınə alpabe ında sumdı me, 'waga dıra me
- Letir bá bá da, gı jangı dı dwe me, dı geche me, man mo?
- Dıbə gı dodə da, ba i 'yaŋa gınə gwale mın duwa.
- Ba də āsang i isay gı jele ha isay gı 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 dı də yaradı pii do.

1 Mani nənə mo me mani dúndırəgı me day

1. Gılgi dine letir bá bá sumdı me, 'waga dıra me. Jangı letir ya A a me, tablowwə me, ùr dine ba gunə letir bá bá sumdı me, 'waga dıra me ca.
2. Ùr dine ba yarna mani dundırəgı bá bá me, ba wayna mani nə cendi ba yər me ca.
3. Gılgi mo gı dodə dúndi gındıdı lə bá bá, āsı mo di daa me waygi dine di gı yarna me, gı āsına mo di daa gındım mın.
4. Kal dine nə yab āsına mo di.
5. Gu mo mın sumıw daa. Ùr dine di ba kanjına mo gı ta di gı dúndi duwa ca me, ba āsına daa me ca.
6. Àlna le dii gırə bıraa dine di 'wacnana āsa gı mo bá bá do.

7. Jangı mo gı yab mana gı karton gı bani baniyə me, waygi dine ba hana gılne mo gı kartonnə di daa jaw gaba wundara gandıw mana gı maktubu dı idı dúndiyə di.

2 Mani nənə dúndi day

1. Waygi dine di mana gı mə ina lə goo mo lə da, gı dwayna ladına le. Gu mo di angal me, ladı le pırang me ca.
2. Gu mo di bá bá dıang. Waygi dine di mana gı gı dwayna letir dı laba di ina lə dırınə nə piyə da, gı babına isiragi daa.
3. Mani dúndırəgı bá bá da, ùr dine di gaa mo duwa nım i gı letir dı laba di labaa nım wun jiga mo.
4. Ùr dine di gı gılne mani dúndırəgı nə 'waga day nım bor gı letir dı laba di me gı 'wagna mo di daa. İjım gı metir di àsı angal dıma yər kal dine di àlna mani nə ta di pad dayə. Woni 'wacna ladı bədə da, wagi lə.

3 Pīras

1. Jangī pīras daa tablowwə. Āsgī dine pīras di daa dii sīr. Mə āsīna da, gīl mani mo day bá bá.
2. Ðarī birmə 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 dware lə me, u letīr dī laba pii mo?" Gīlgī dine mo gī ta di mana gī pīras dware lə.
4. Letīr dī geche: Waygī dine di ba da: "Letīr dī geche da, gī jangīdī diyə gī gīnīn 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. Ðībə gī dodə: Gīlgī dine dara dībə gī dodə da, i 'yaŋa 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 sīn.
2. Waygī dine di gī jangīna letīr di gī dúndīrəgī daa pəgīn.
3. Waygī dine di gī jangīna kaye dayyə me, arduwas dayyə me ca.
4. Dine nə jangīna 'yaŋīna da, gī gīrsīnə janga gī mo gī ta di.

Birmə gaba āsa mani

1. Metīr āsīgī 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 dīmə !

Managī nimīro gī 2, 3 me, 5 me da, metīr āsī i day gī nə dine mīn mīn. Kal dine āsīna metīr tariwə 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 sīn, metīr biyīw bədə.

K k

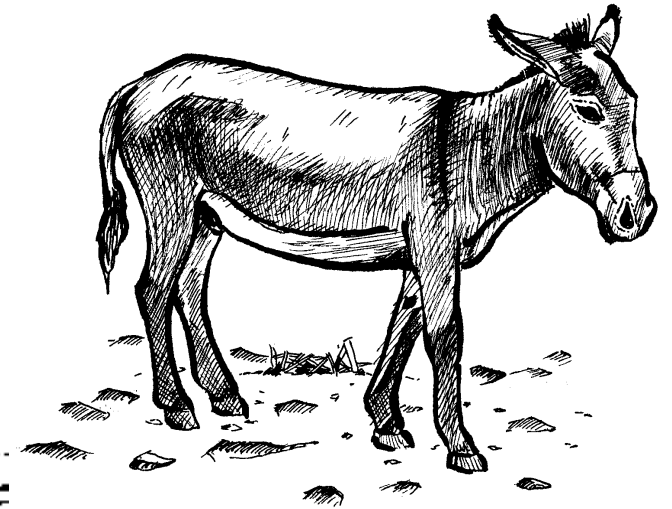


kogəl

kulu

kabni

K k



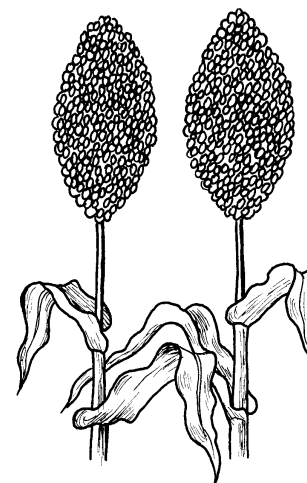
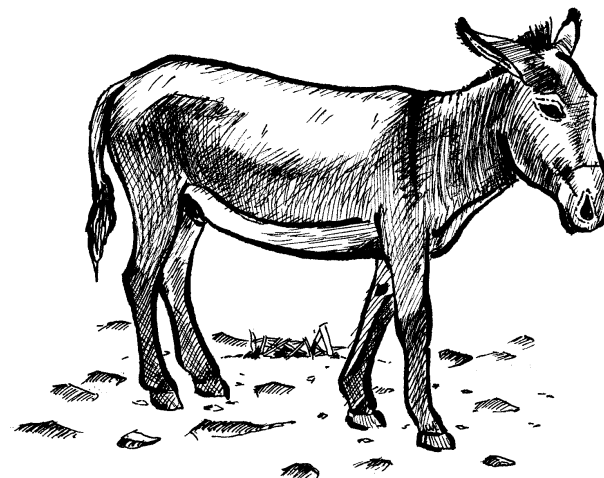
kay

kudîṇ

kura

K k

Mo gi we me, u letir «k»
diriŋ nə piiyə mo ?

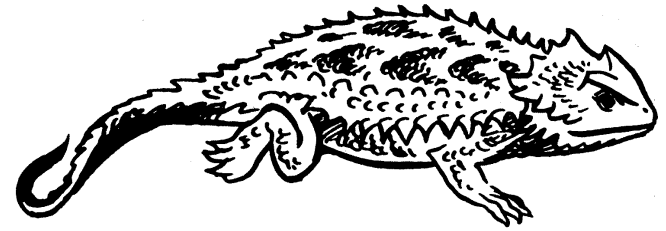
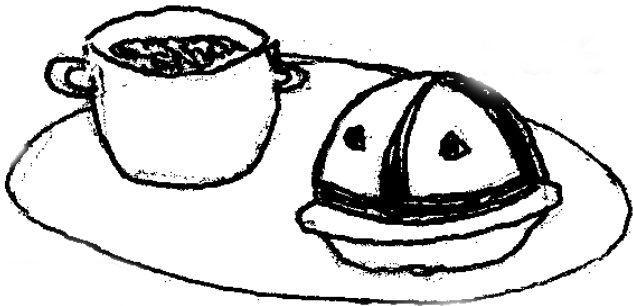


kilə, kili, kala, kalgi, Kalbam

Kalgi yi kogəl ha nīm
kīrə nə Kalbammə. Anji
kundi kogəl bam.

K k kīl kabni

H h

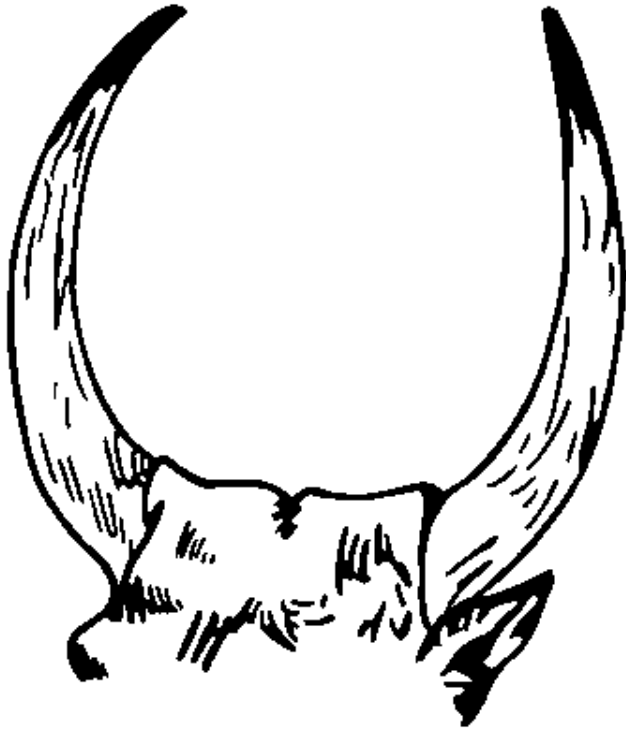


haye

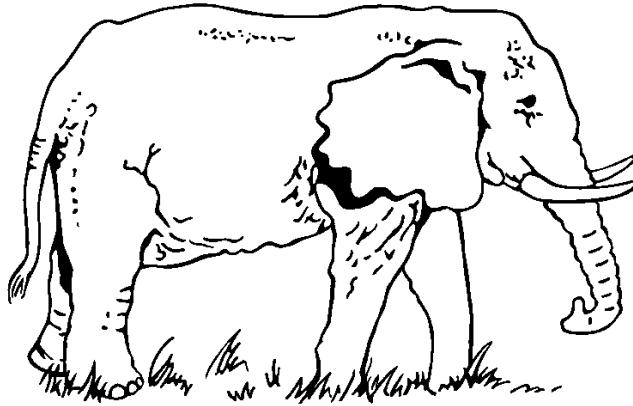
habda

hoy

H h



hugdi



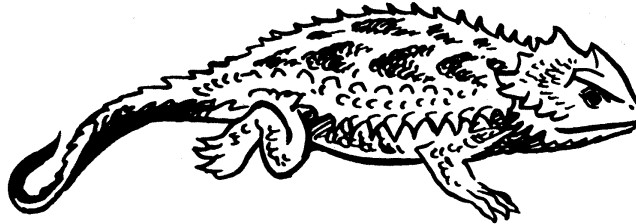
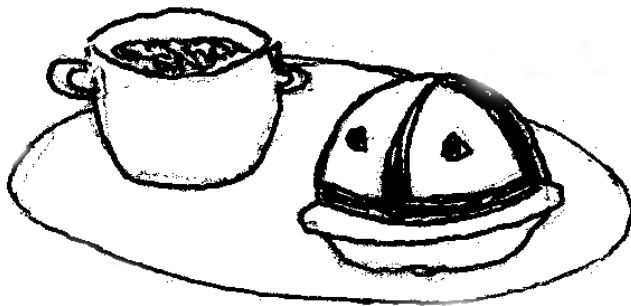
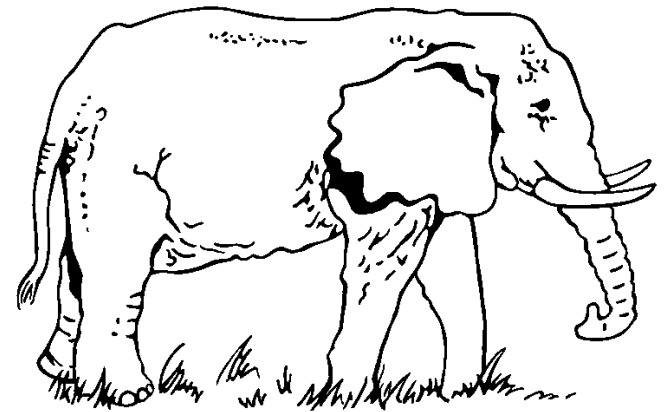
hāṛā



hogim

H h

Mo gi we me, u letir «h»
diriŋ nə piiyə mo ?



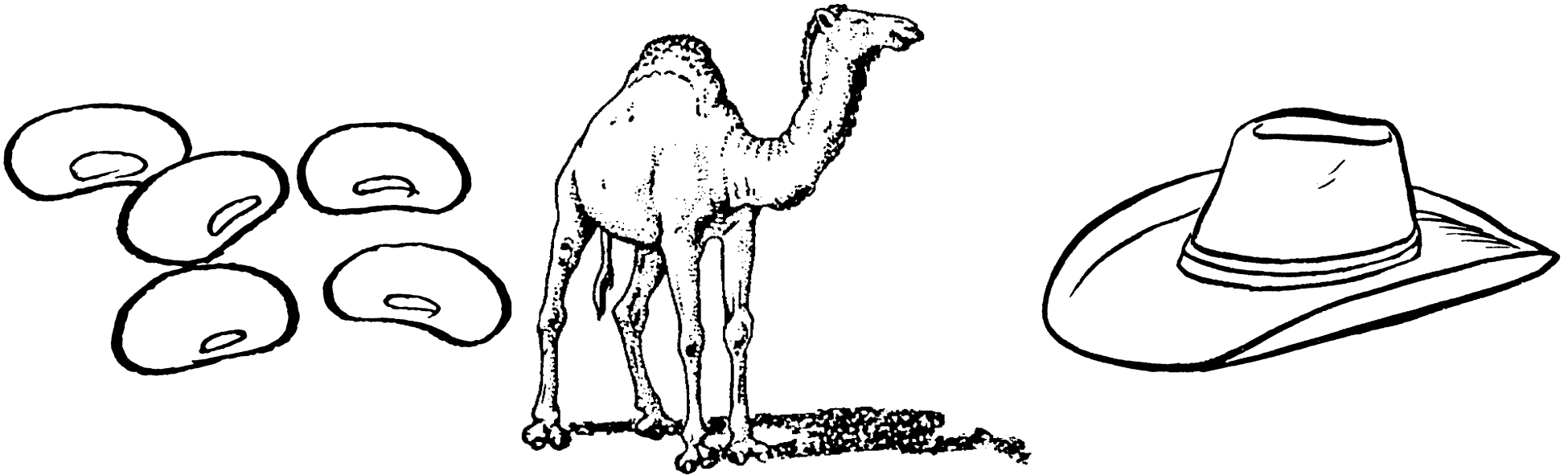
hura, haga, hılala, hıbala, Hargı, Harbı

Hoy naga habda diwwə.

Anji 'yo hogim.

Hh hura habda

J j

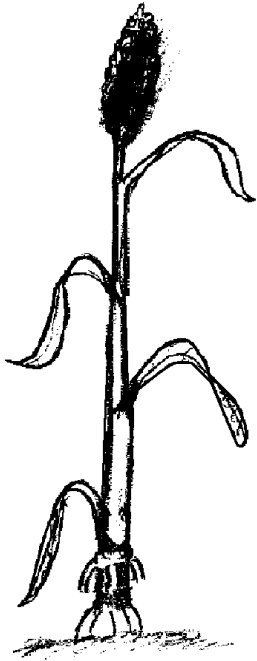


jiri

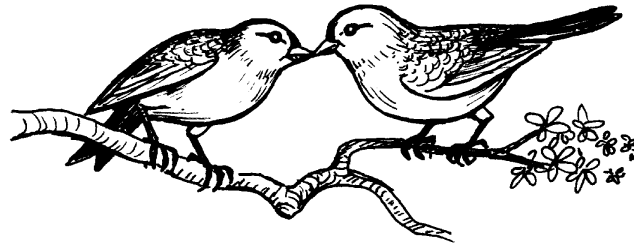
jambal

jagwa

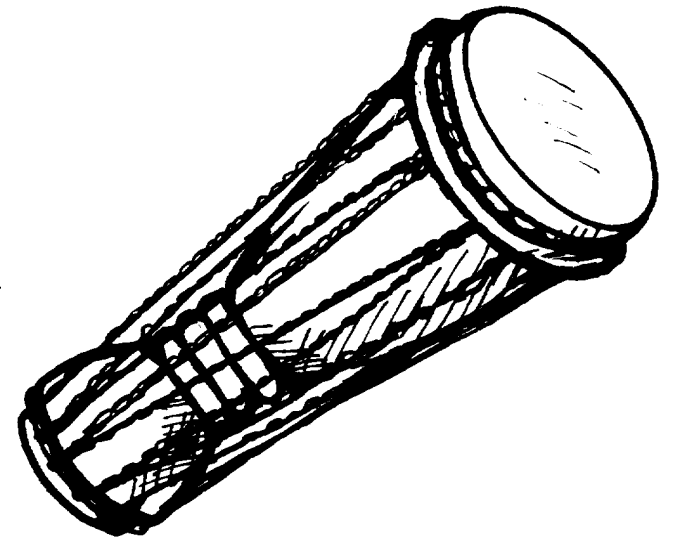
J j



jele



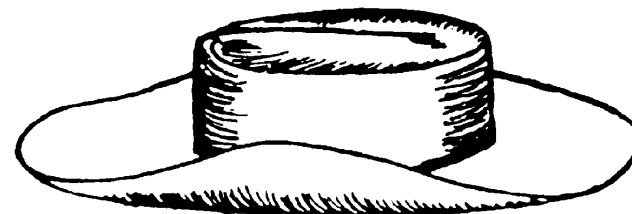
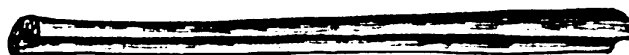
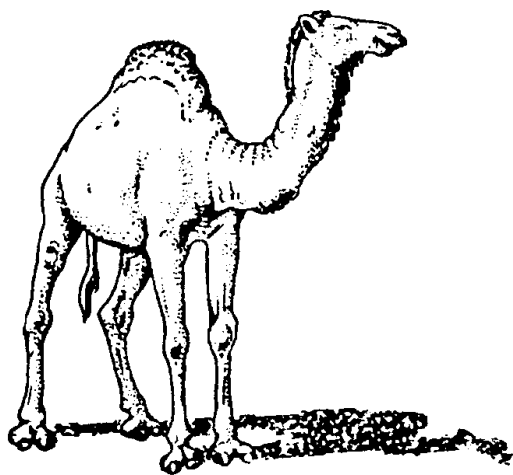
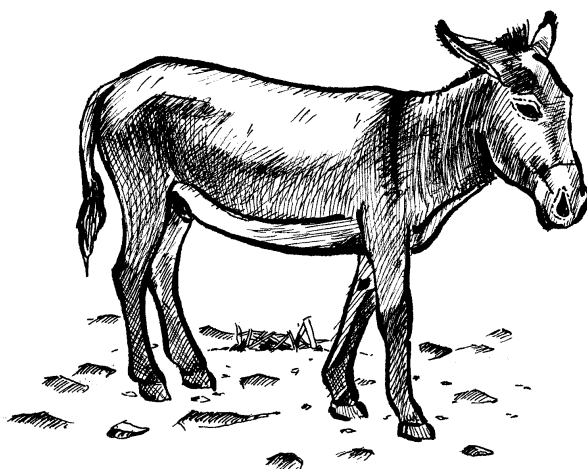
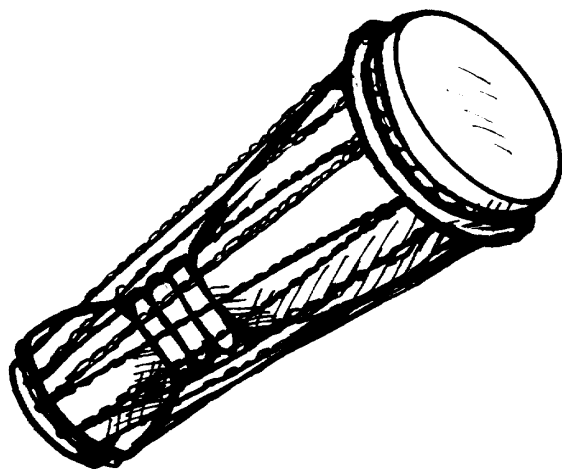
jáw



banjil

Jj

Mo gi we me, u letir «j»
diriŋ nə piiyə mo ?

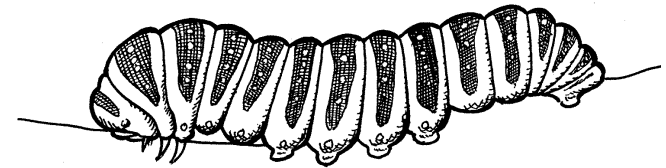
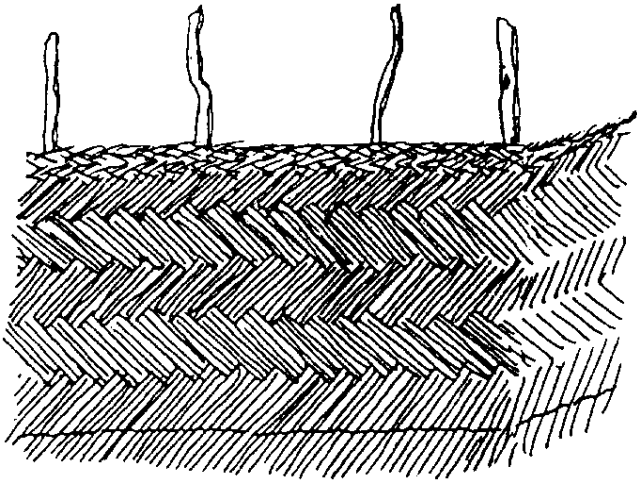


jirmə, jara, jawa, jarbe, Jajira

Jərəgə ha kilə jiri gɪ woni
jambal.

J j jele jər

N n

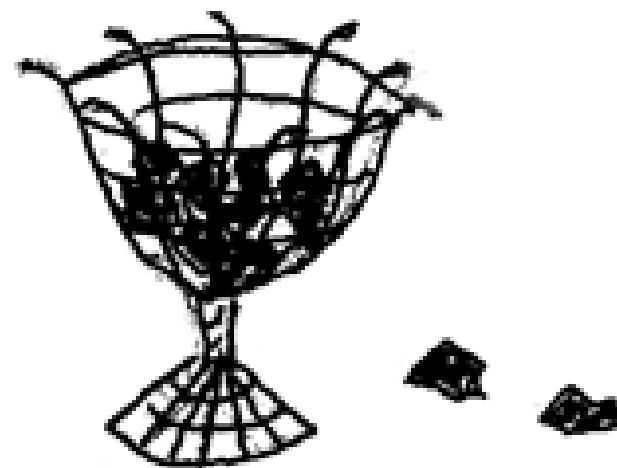
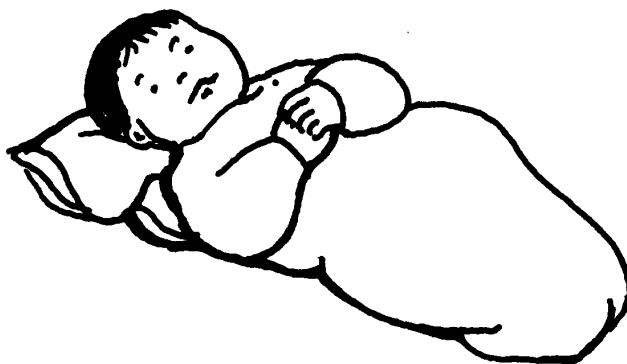
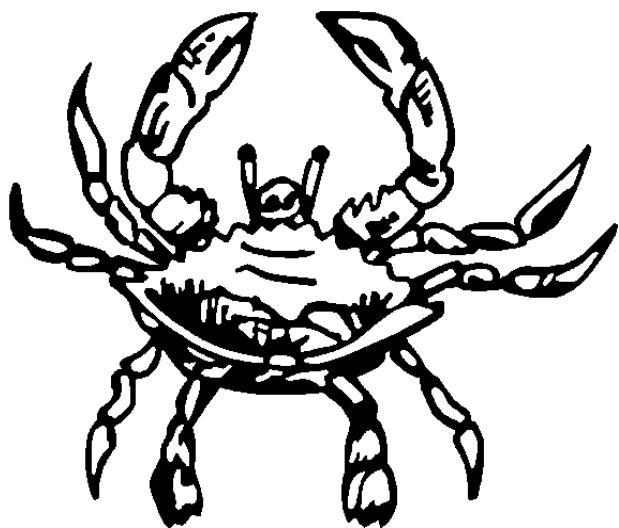


nulɪn

kudɪn

dan

N n



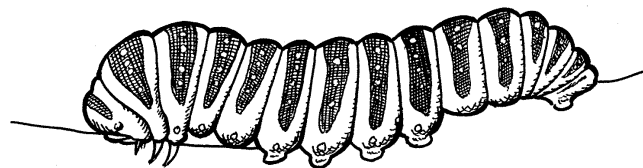
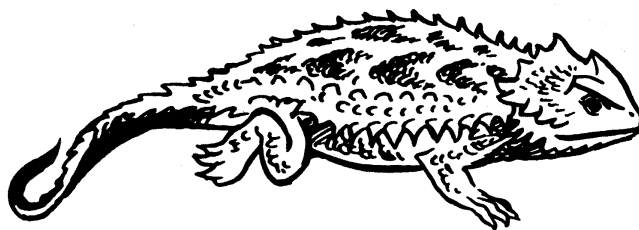
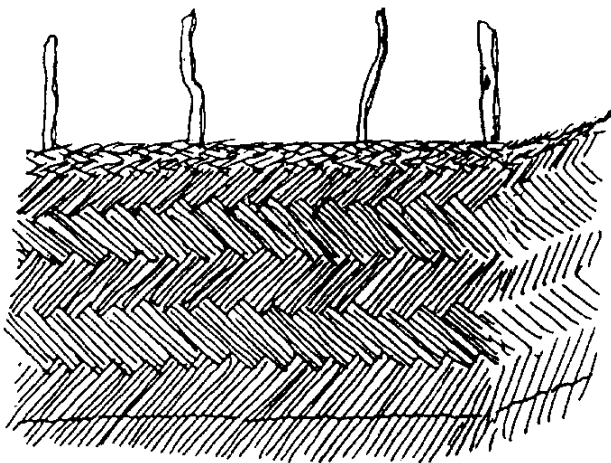
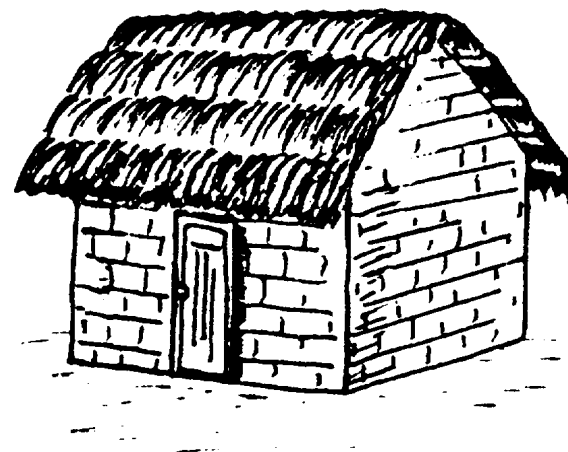
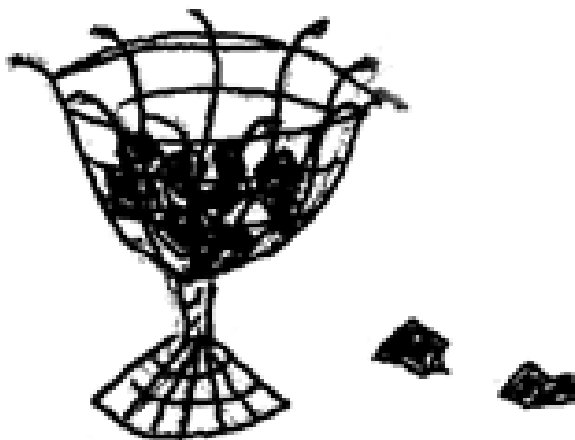
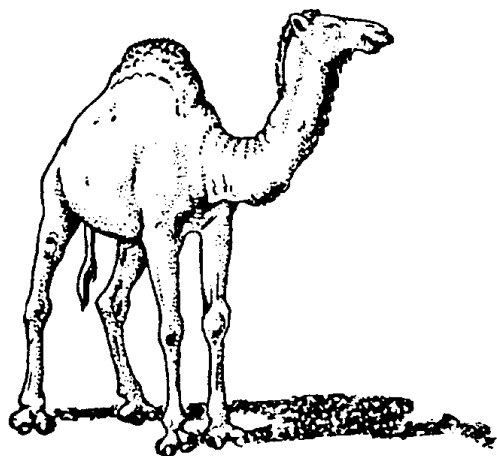
kaṇa

maṇ

ṇur+ṇ

N n

Mo gi we me, u letir «n» di mo ?

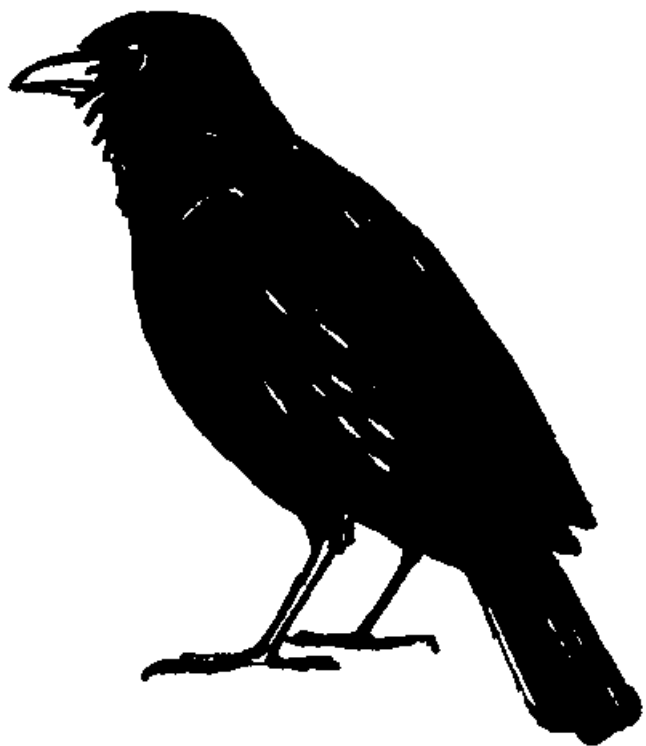


Namgi, n̄l̄ə, n̄ara, n̄ilanga, n̄ama, n̄agini

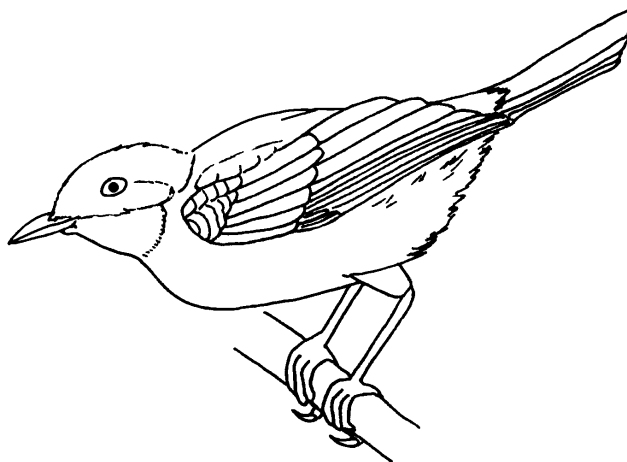
Namna wun̄ji gi maṇ kulə
me, Namgi dam iche aw
ṇulin̄.

N ṇ ṇulin̄ dan

T t



tender

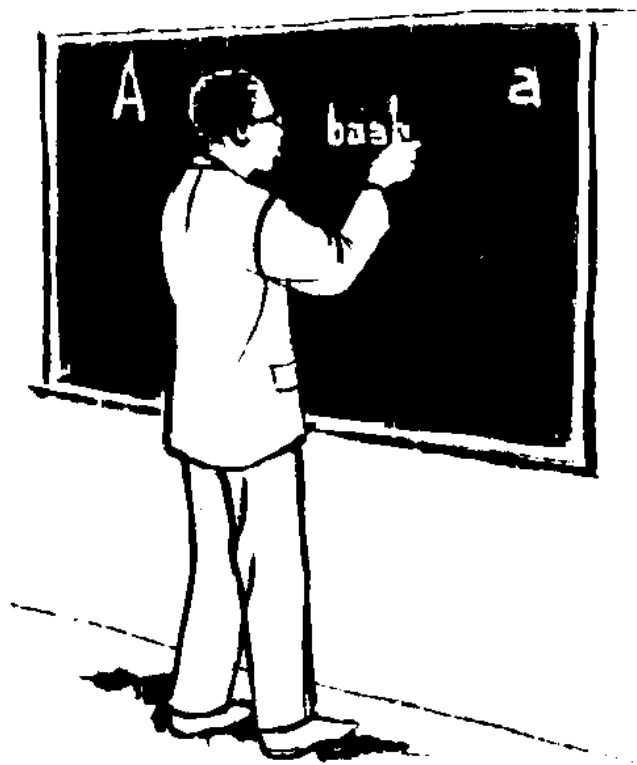


tětě

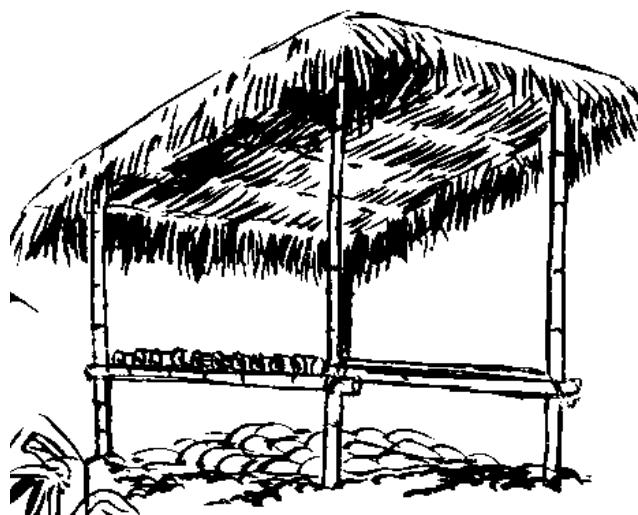


timgili

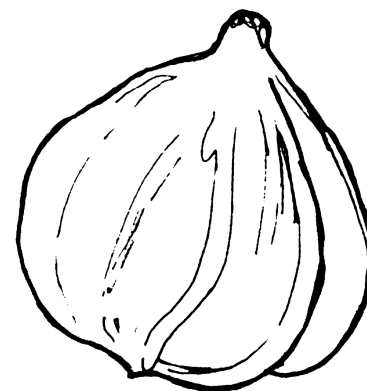
T t



tablo



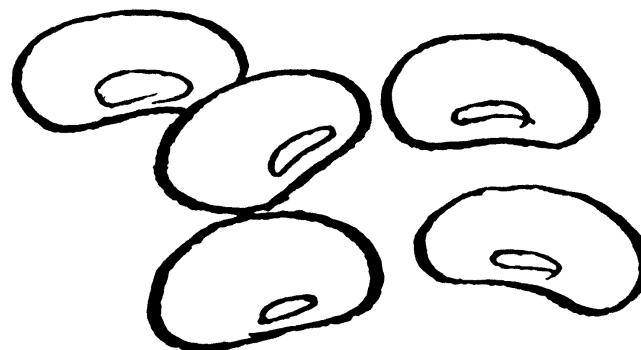
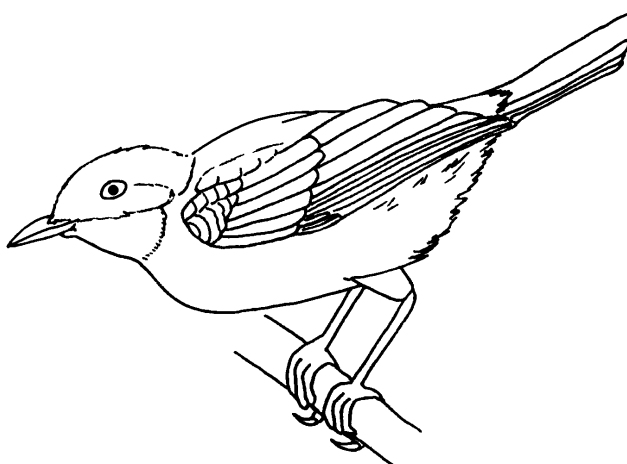
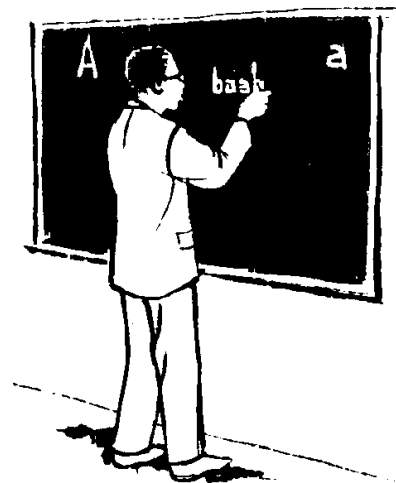
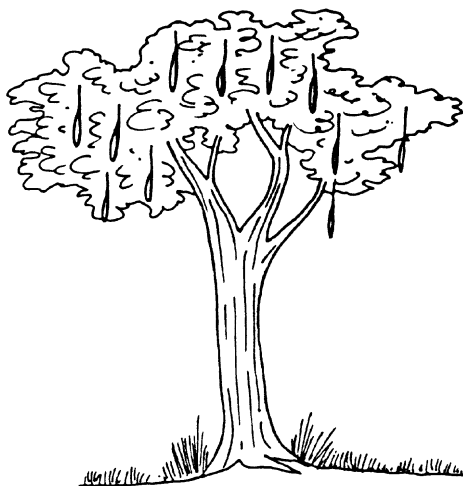
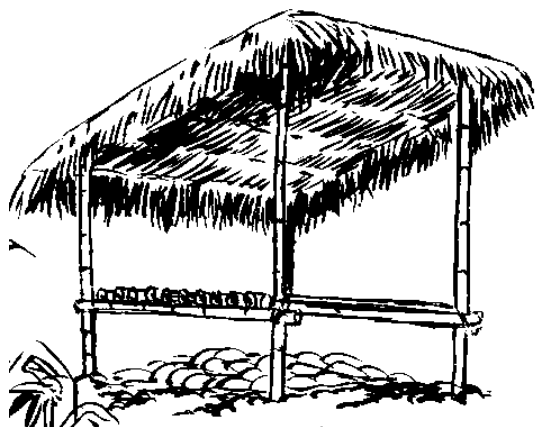
tibala



tum

T t

Mo gi we me, u letir «t»
diriŋ nə piiyə mo ?



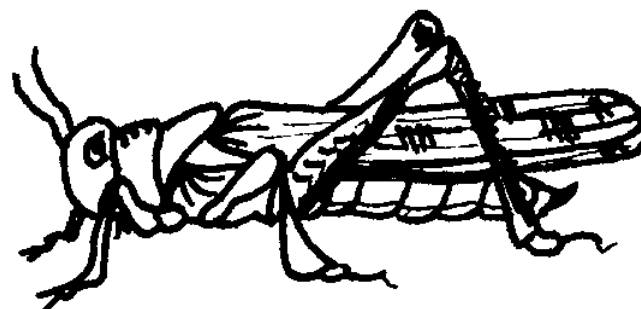
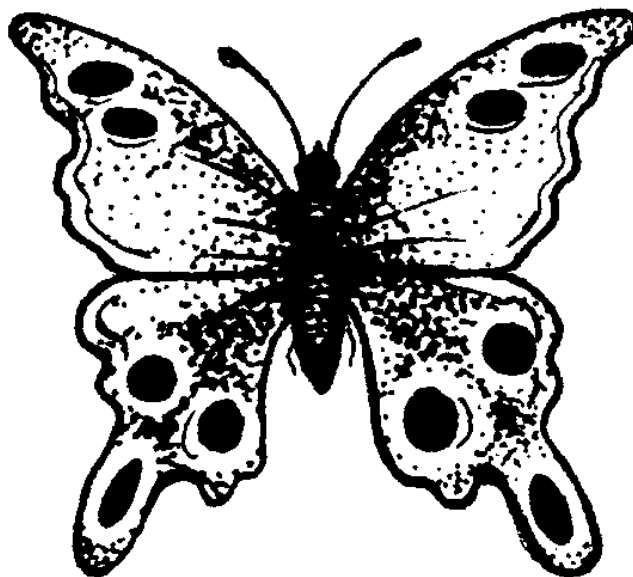
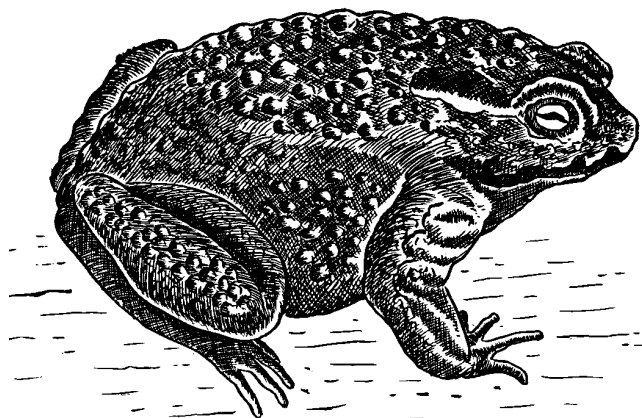
tamjar, tība, tīmīla, Terəgi, Tumgi

Tender dam tɪbala dɪdə.

Timgɪli dam dɪra gúbu lə.

T t tandi tulɪŋ

P p



pwana
gi 'wã

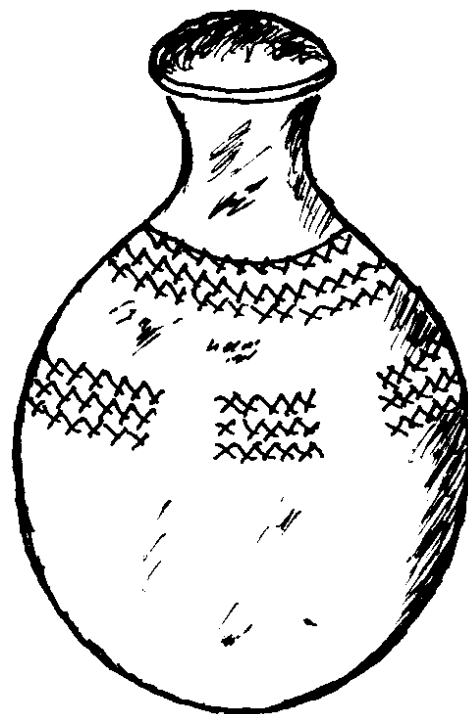
pena
pena

pimbiru

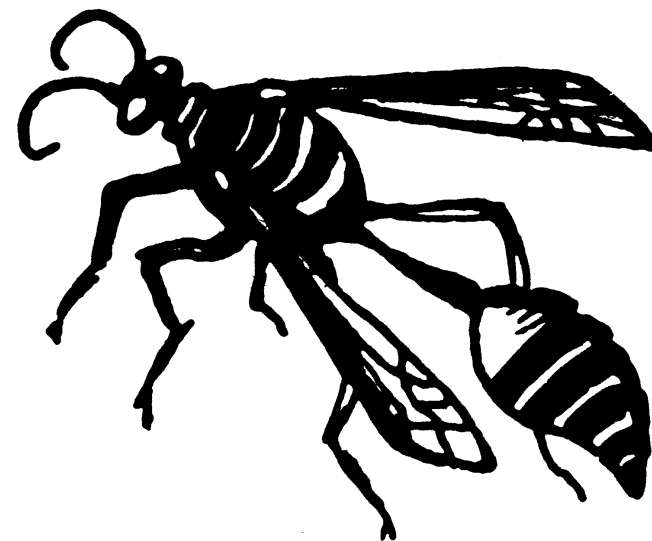
P p



pĩranga



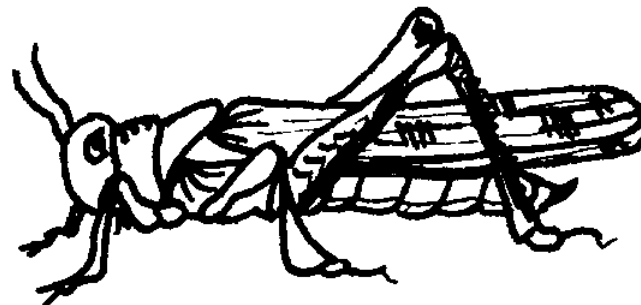
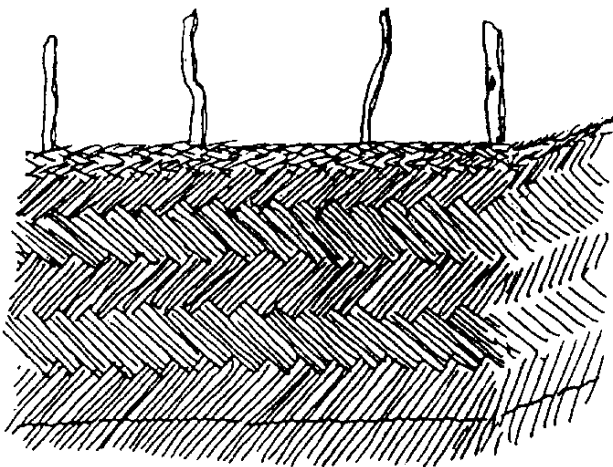
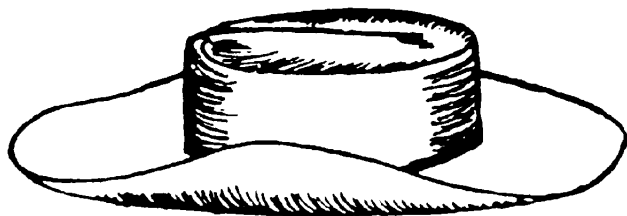
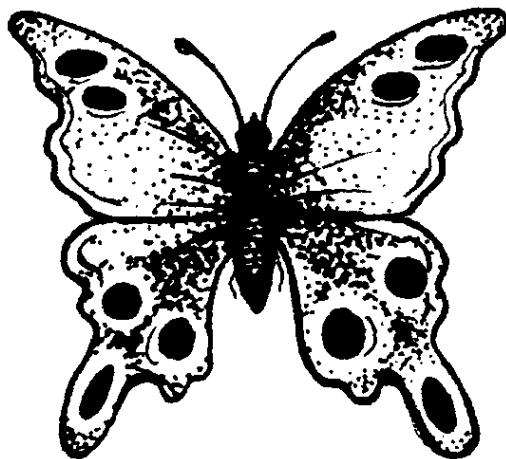
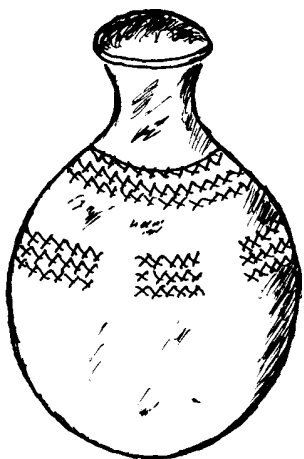
pĩrim



pibnəw

P p

Mo gi we me, u letir «p»
diriṅ nə piiyə mo ?

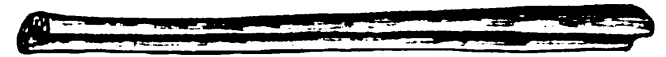
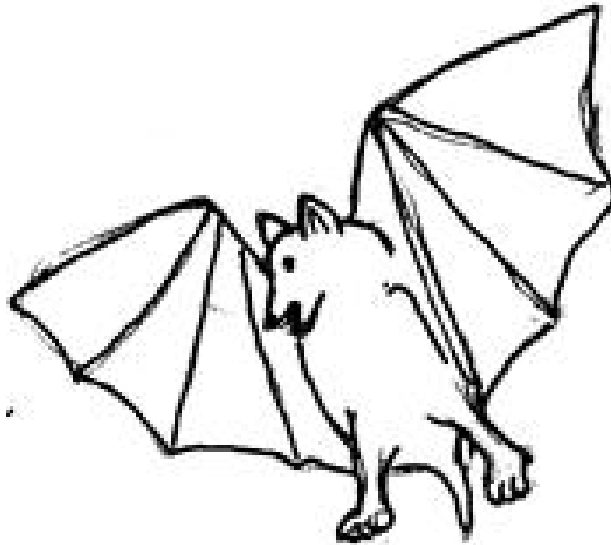
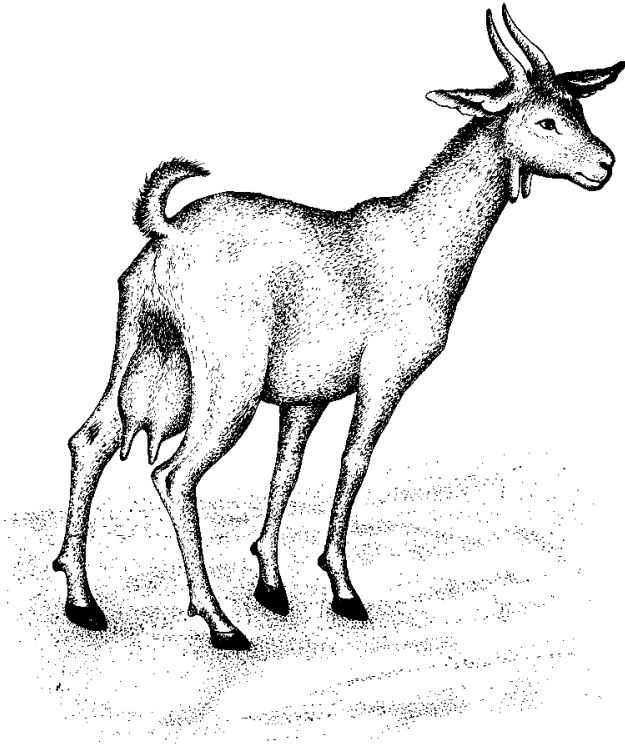


paga, Pamagi, pamgi, pəgiṅ, pàra

Pibnəw po pɪrɪm
dalawwə. Pimbɪru wom
mongo bam.

P p par pol

C c

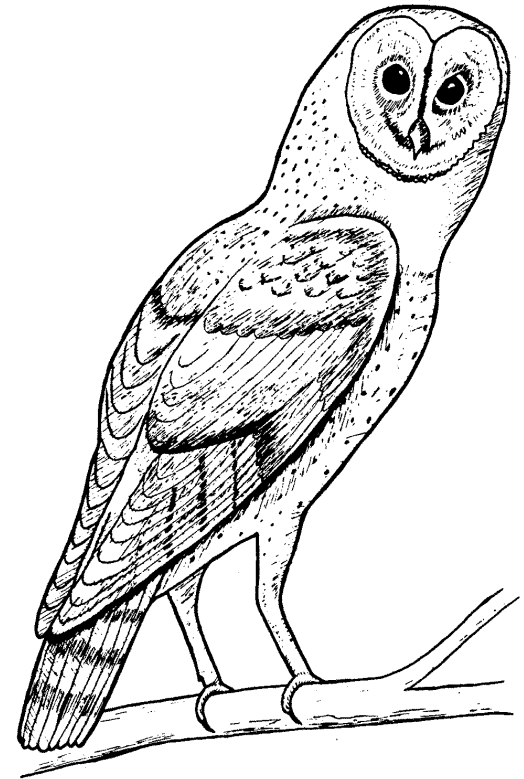
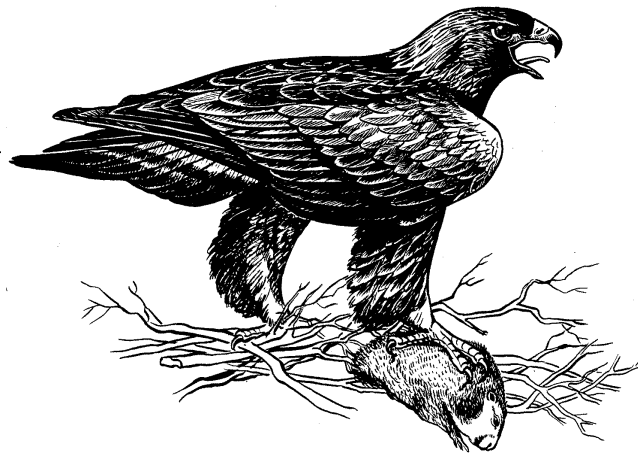


cange

cimba

cilang

C c



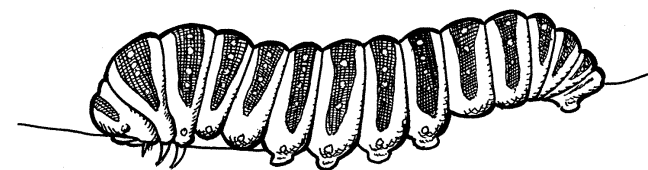
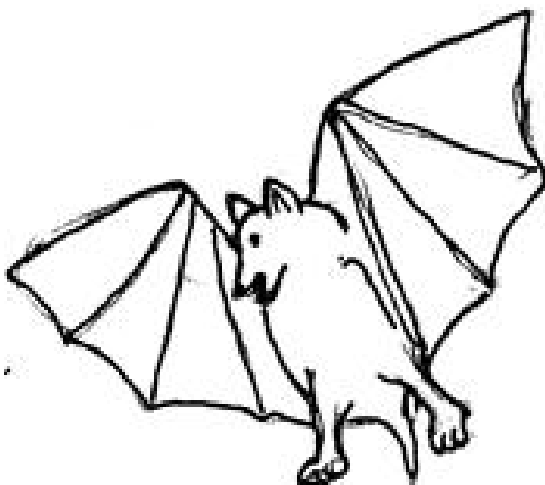
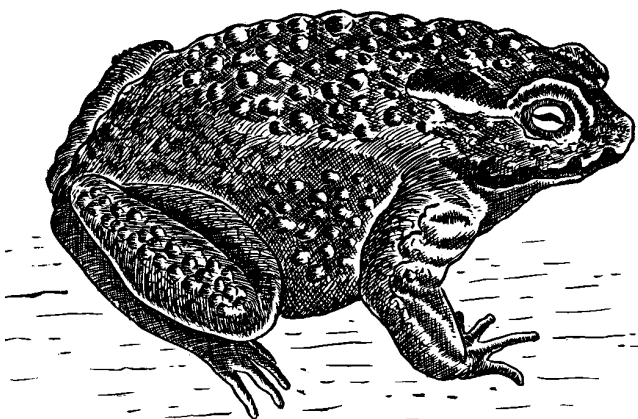
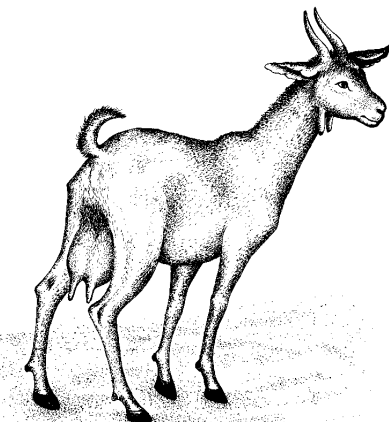
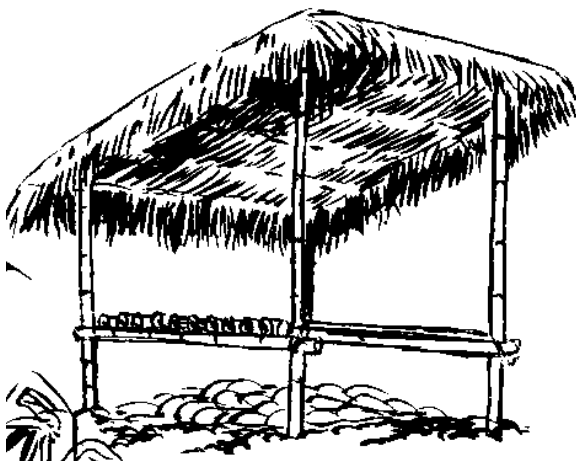
ciri

caa

curiη

C c

Mo gı we me, u letir «c»
diriŋ nə piyə mo ?

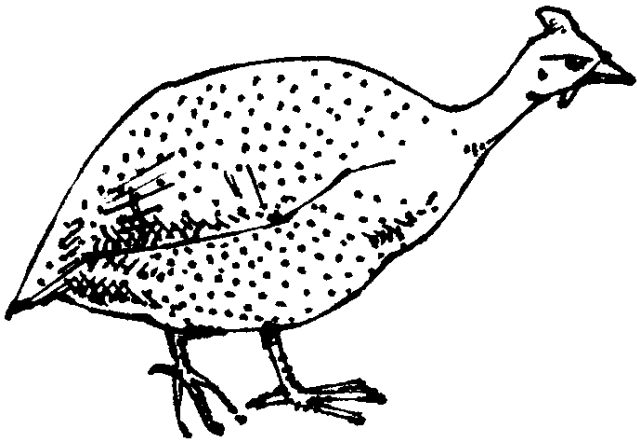


Cımgı, Cadına, Cajıragı, cagda, cəə, cada

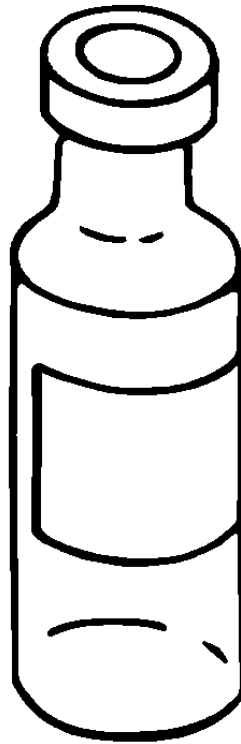
Cadibān 'yor cange gĩ
cilang. Tandi cor ciri
dwaṙĩ læ bi.

C c cĩmba ciri

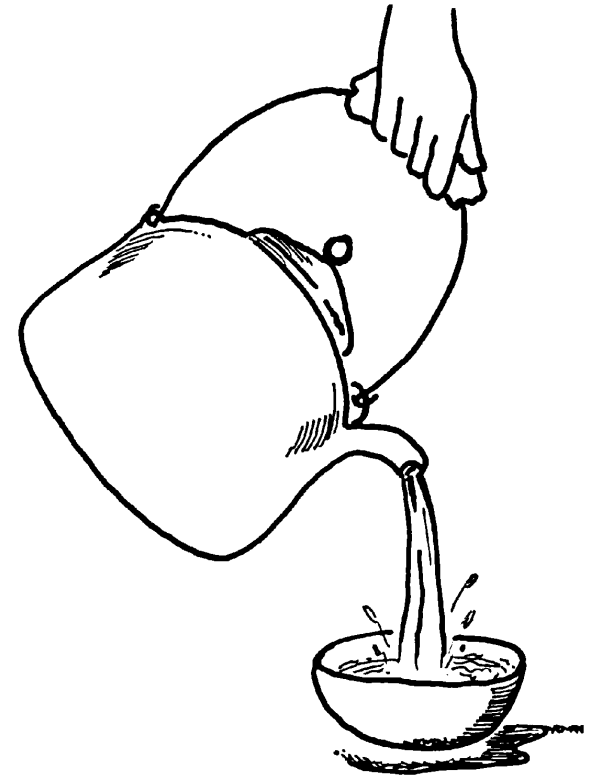
Ch ch



chibiri



charwa



chay

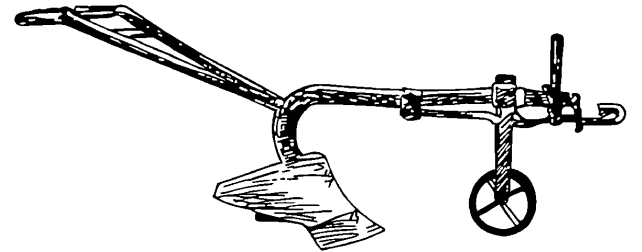
Ch ch



change



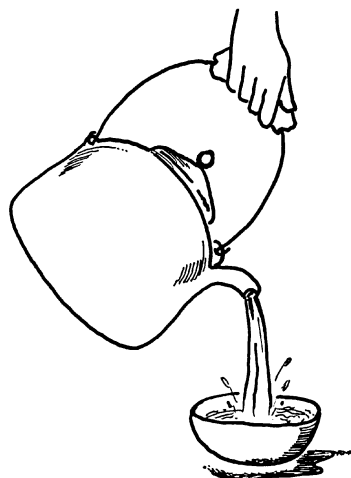
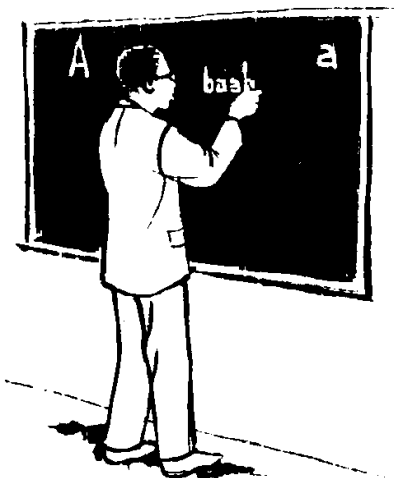
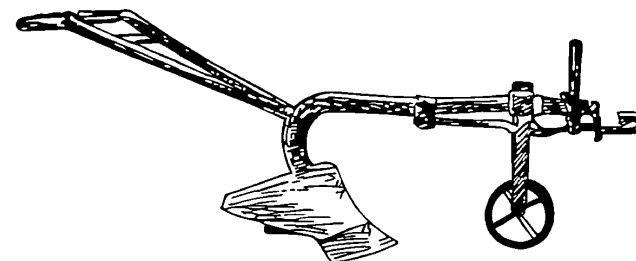
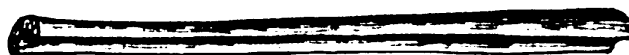
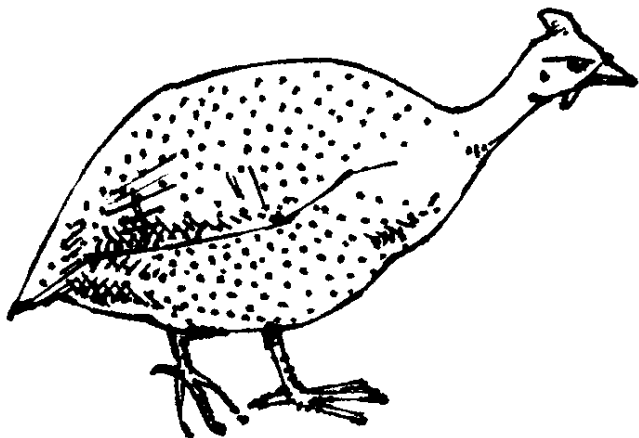
chende



cheri

Ch ch

Mo gi we me, u letir «ch»
diriṅ nə piiyə mo ?



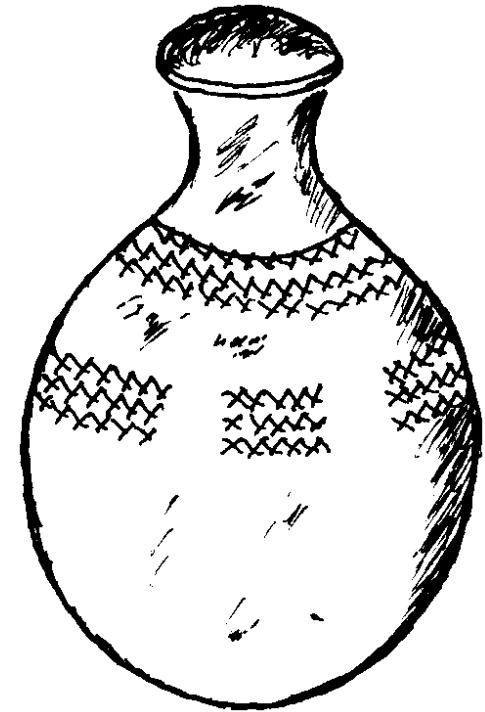
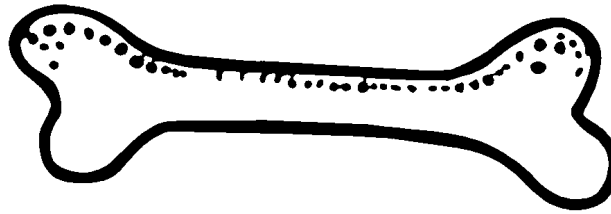
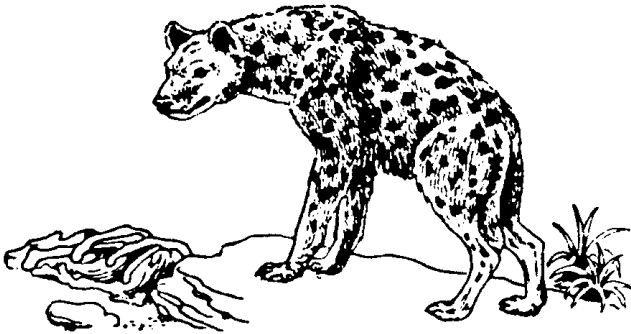
charwa, charni, changa, chichime

Amsi wá chibĩri wom.

Anji ch̀è chay lə diiyə.

Ch ch machè

R r

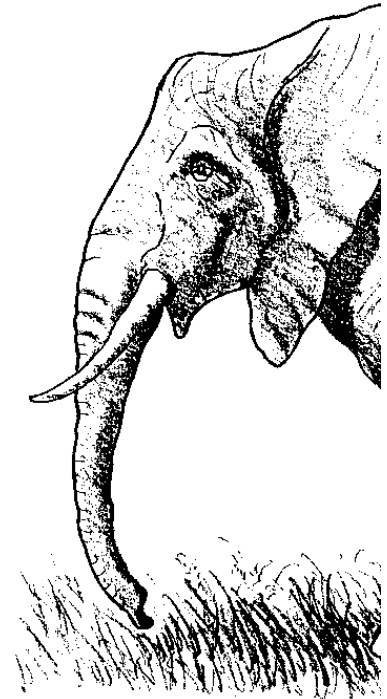
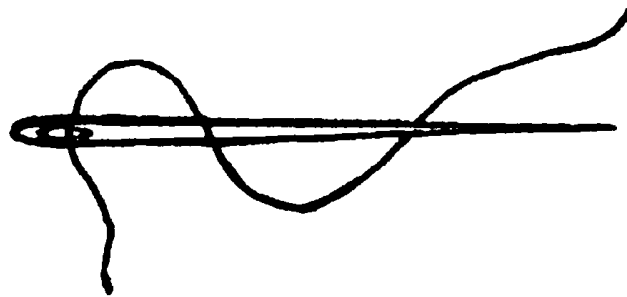
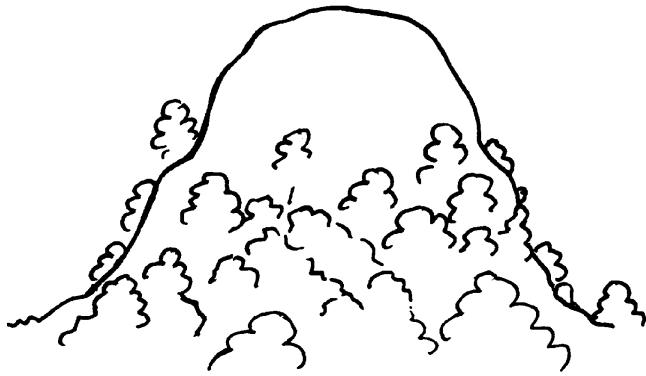


ṛigim

kurin

pirim

R r



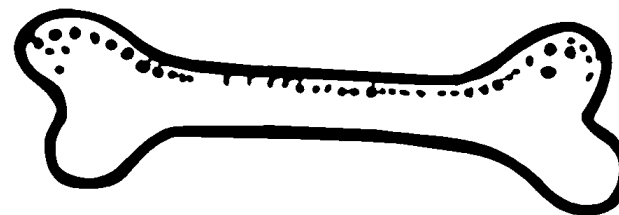
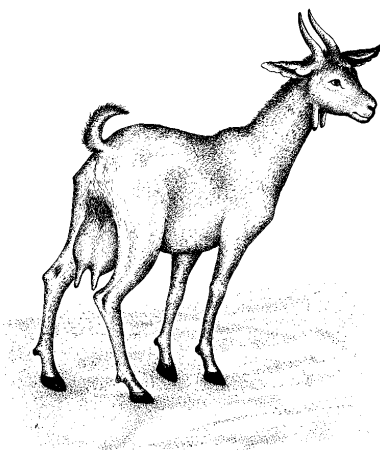
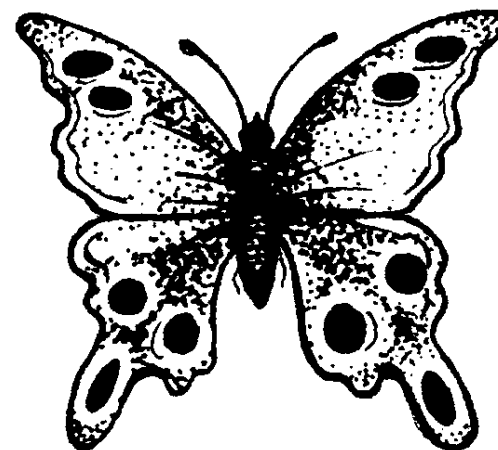
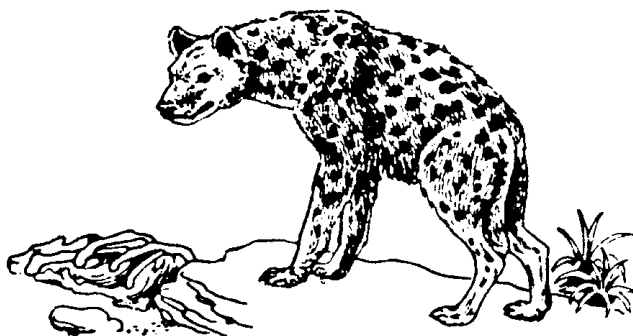
kura

redu

rongi

R r

Mo gi we me, u letir «r»
diriṅ nə piiyə mo ?

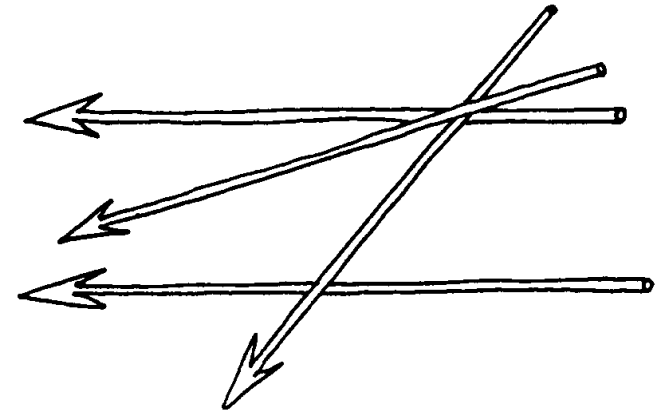
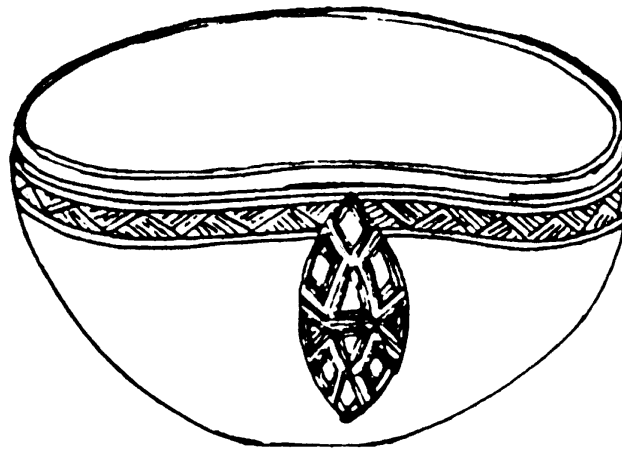
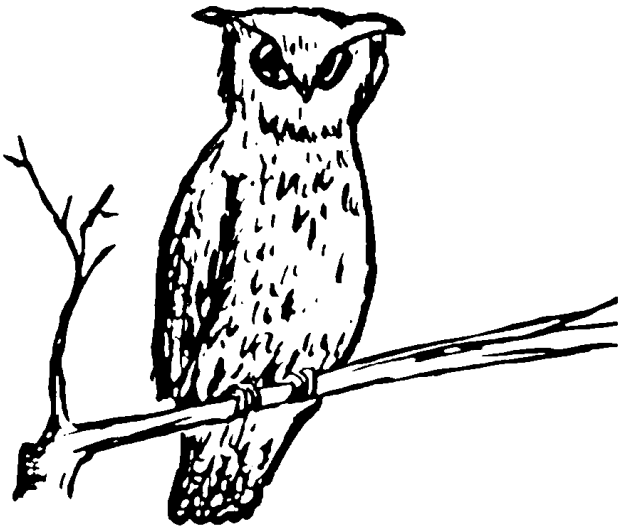


ryaa, regdu, ryada, ryanda

Ṛigim ỵidi p̣iranga me,
ḍigilaw mar ṛegdu.

Ṛ ṛ ṛegdu kura

D d

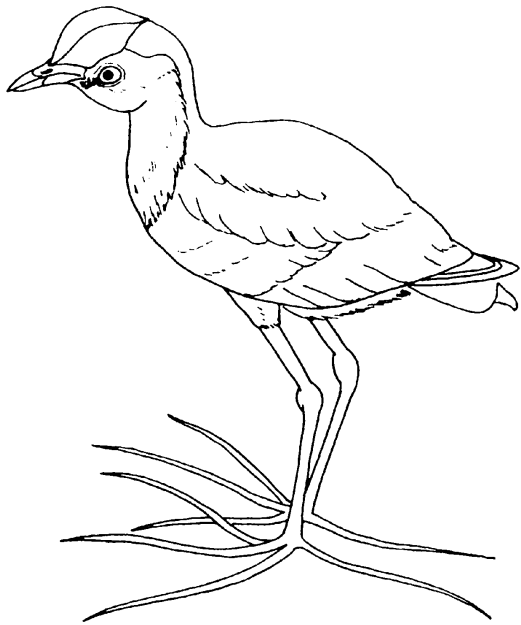


d+igaw

d+agina

d+eche

D d

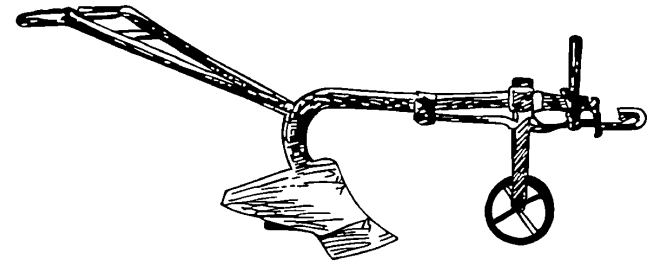
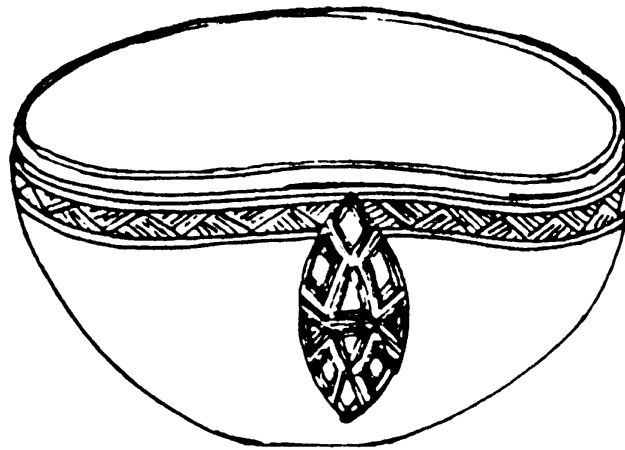
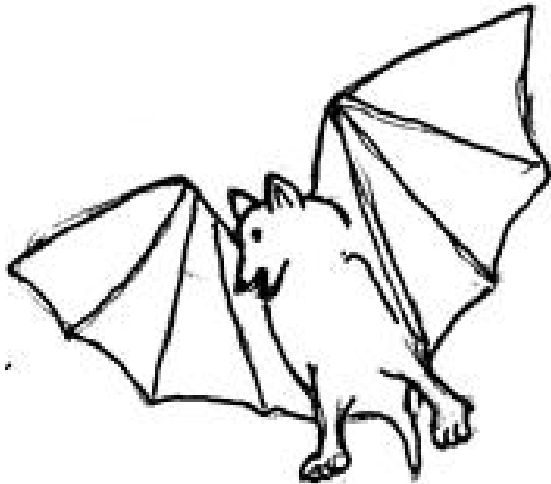
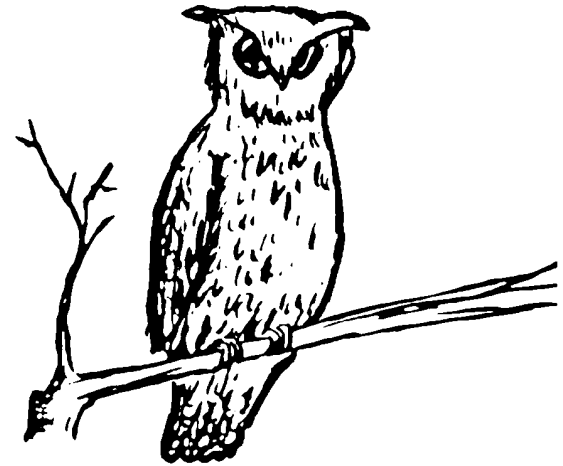
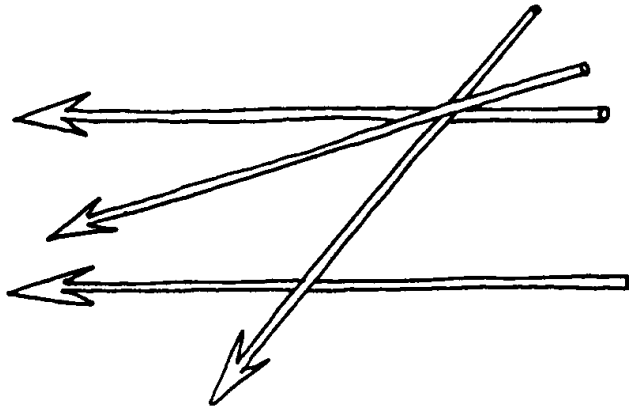
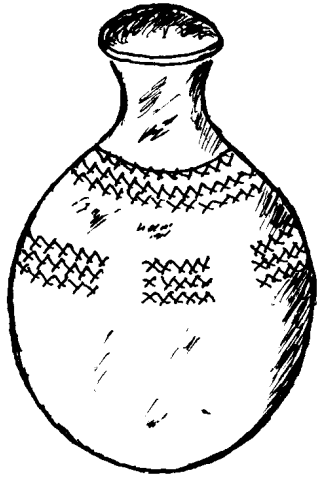


dyawa
dyawa

deru

D d

Mo gi we me, u letir «d»
diriŋ nə piiyə mo ?

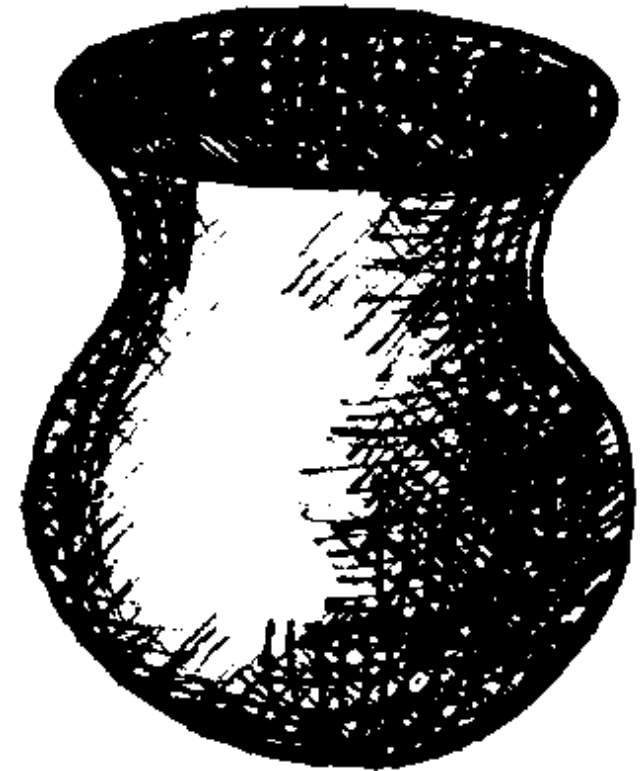
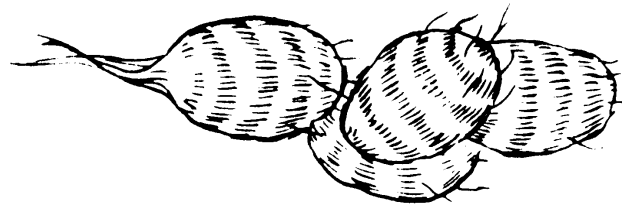
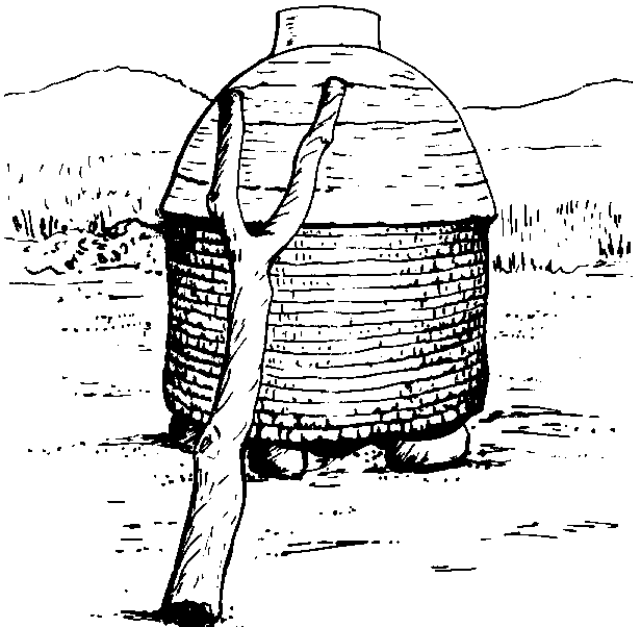


dyasa, dyangsa, Dange, Darigimana, dangra

Dange busi dagina gi
sade. Sanga dagina di
ichara bam bi.

d D dang deche

В в

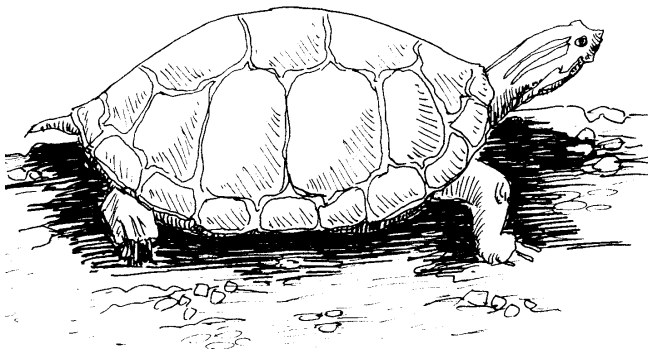


beche

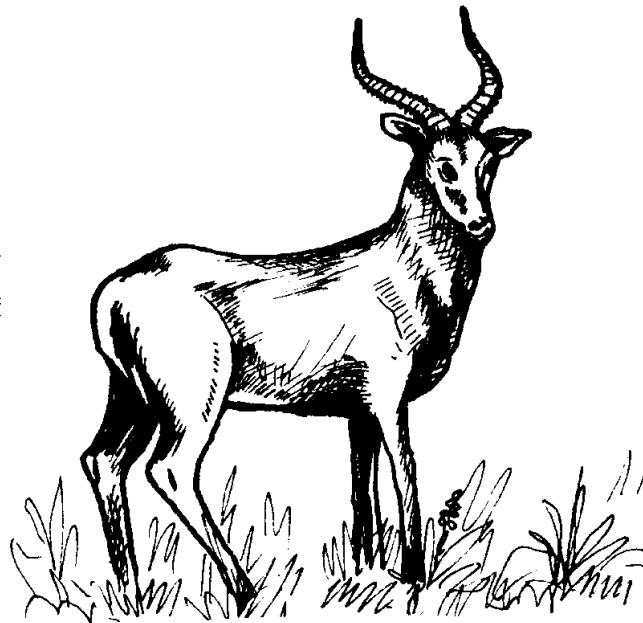
bogilə

bisa

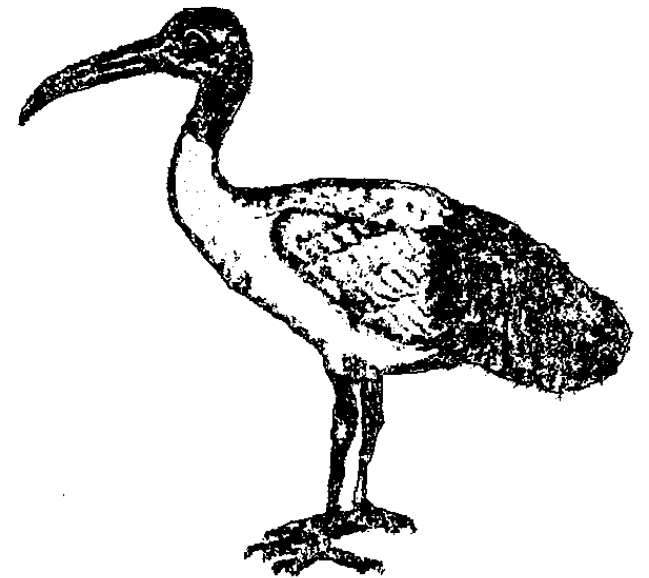
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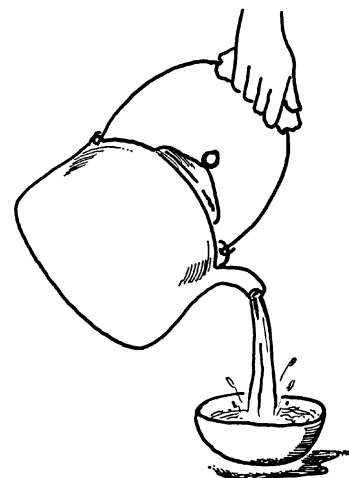
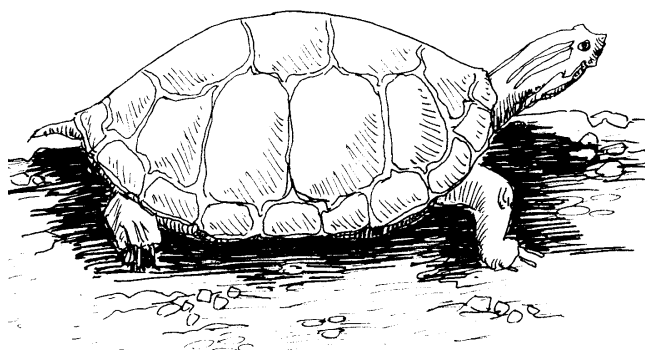
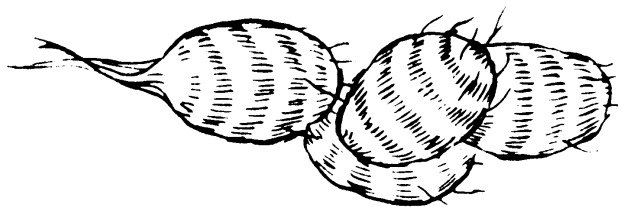
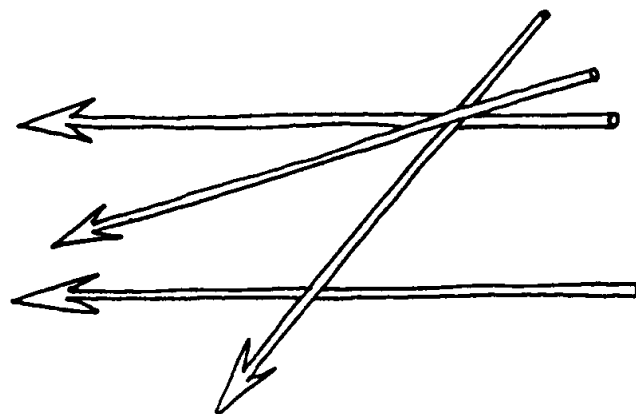
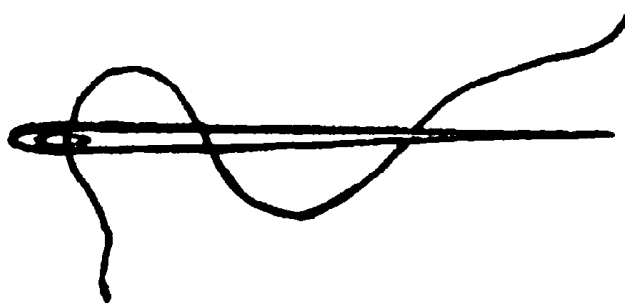
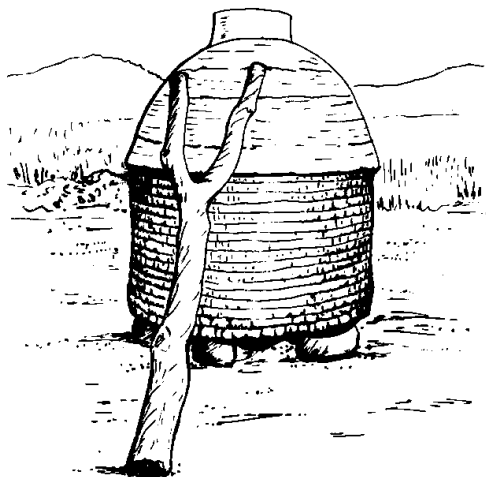
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ԵԻԻ

В 6

Mo gi we me, u letir «6»
diriŋ nə piiyə mo ?

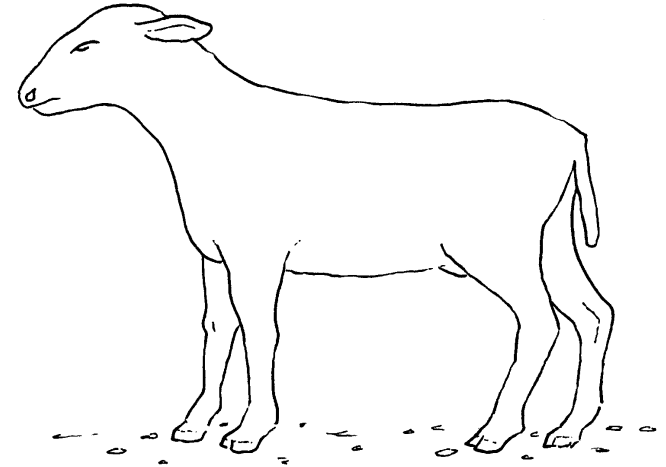
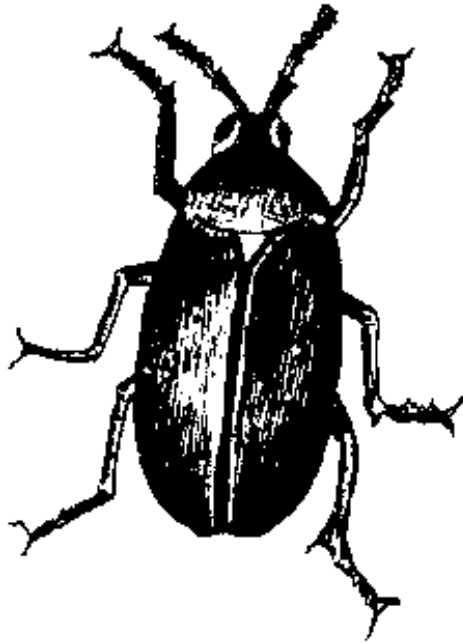
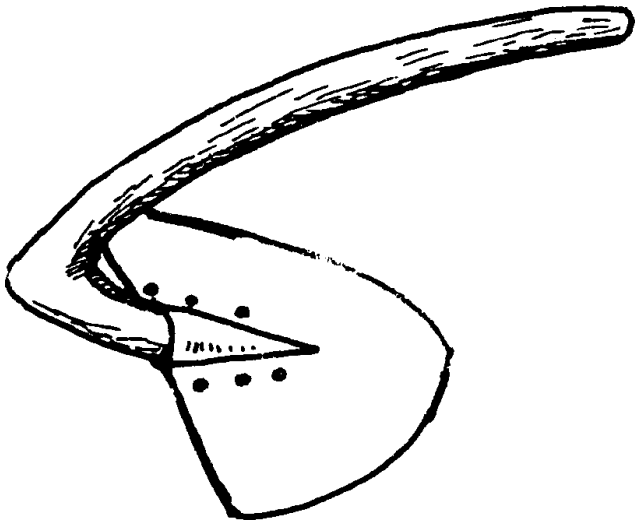


бана, Бадіме, Бедімаде, беді

Badime yigi bogilə. Anji
hára bo bisa lə.

b B bam bisa

Ə ə

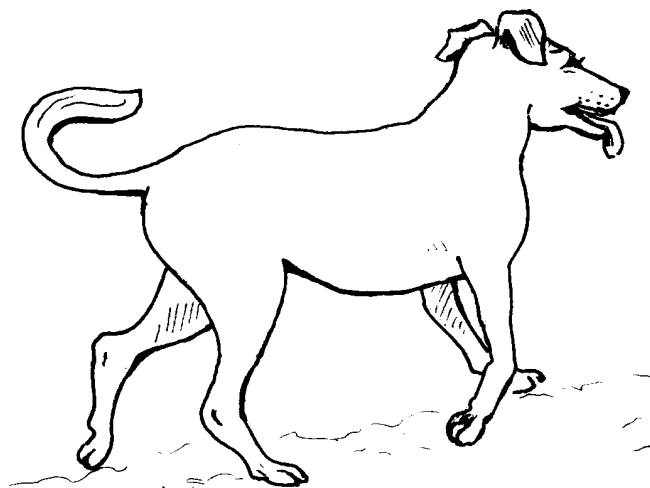


bidəm

bilmə

dimən

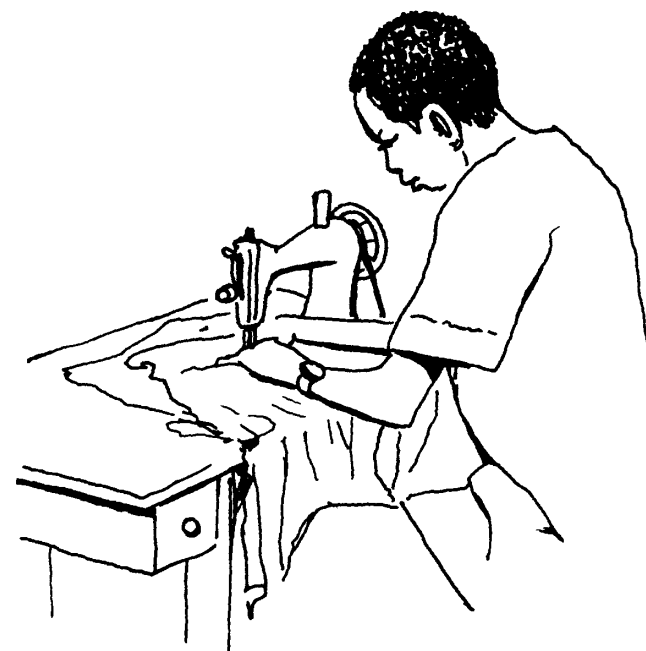
ə ə



dogdə



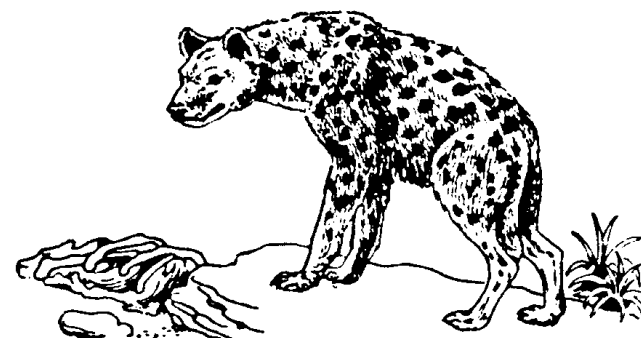
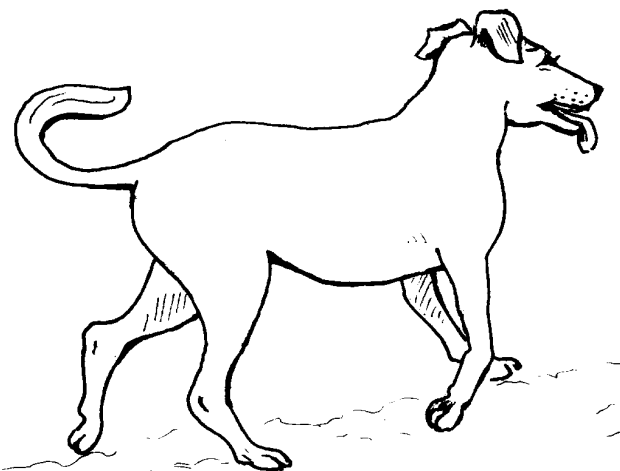
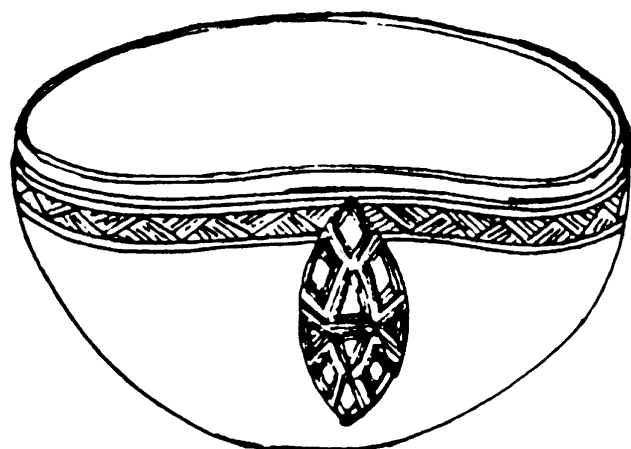
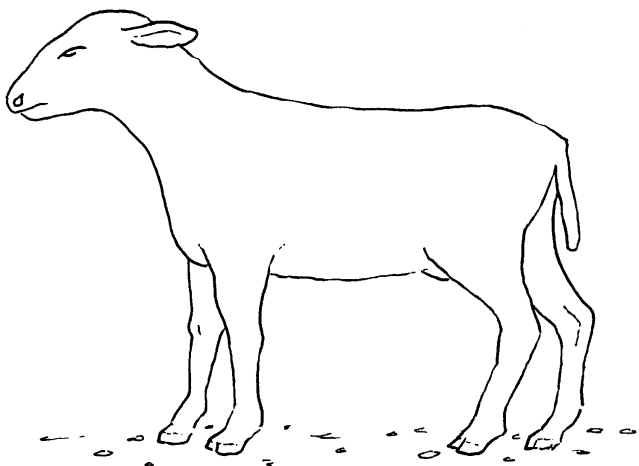
swagə



aba busə

Mo gi we me, u letir «ə» mo ?

Ə ə

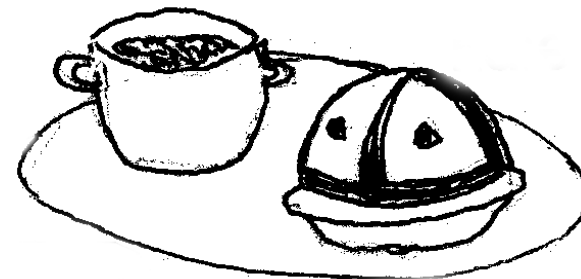
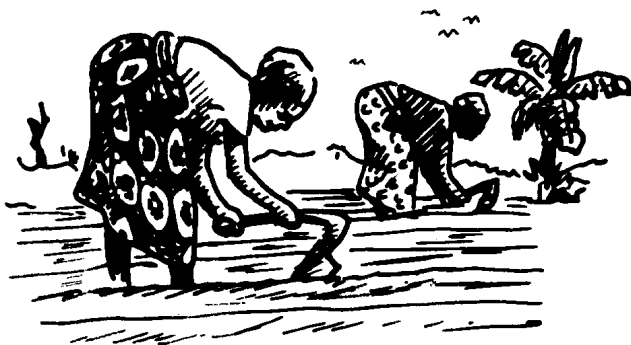


swagə, Gaṛagə, Gamagə, bədə, dodə

Gamagə dam kulu
biwwə. Swagə na bədə.

ə ə bədə kogəl

Y y

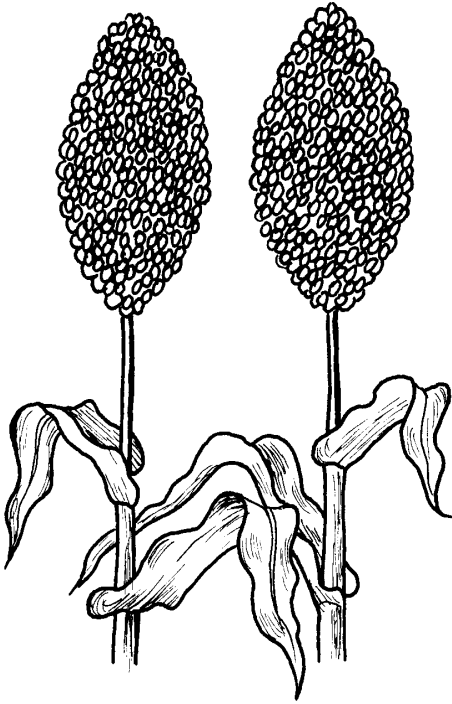


yiga

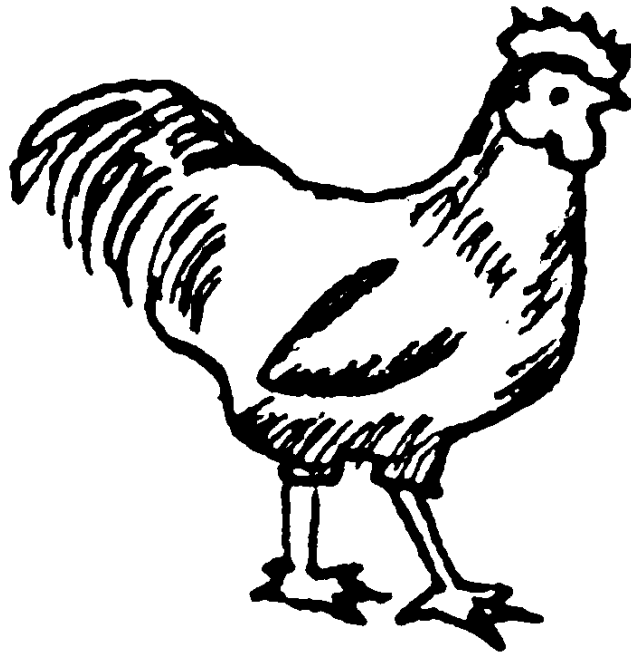
mongo
yàa duwa

haye

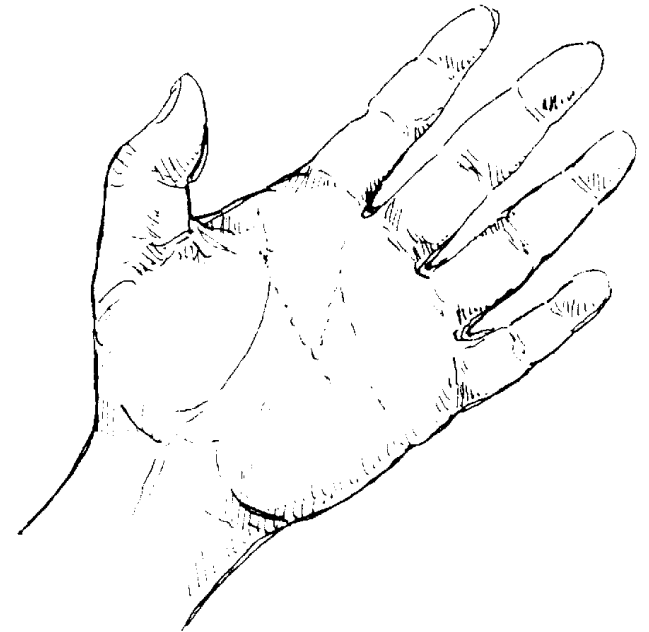
Y y



māy



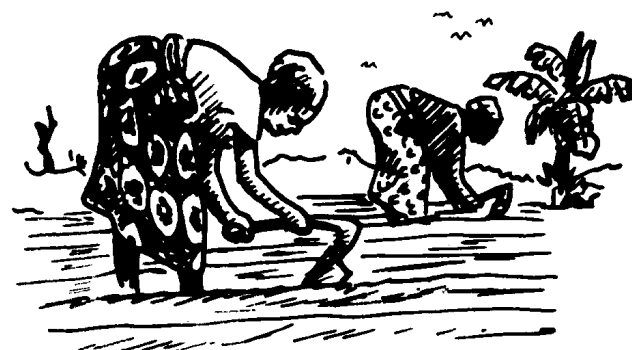
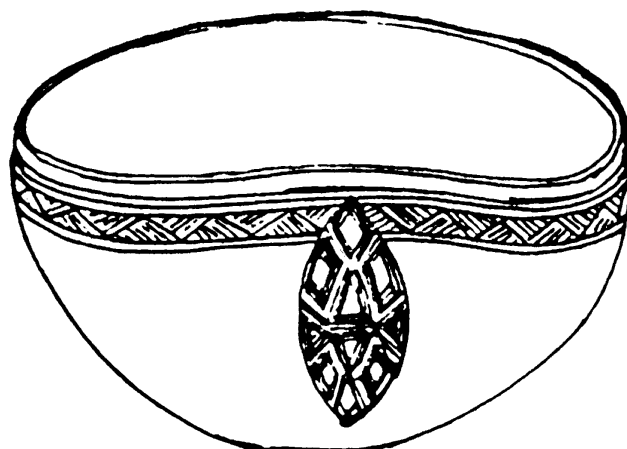
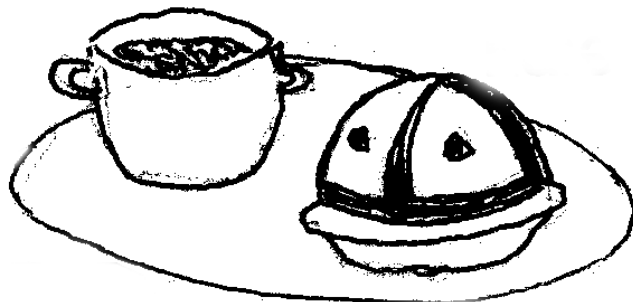
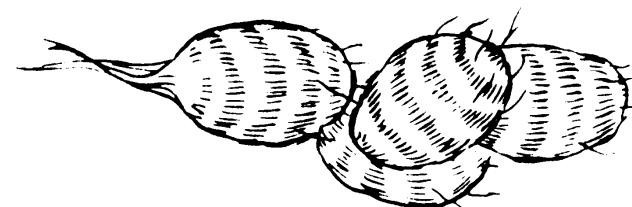
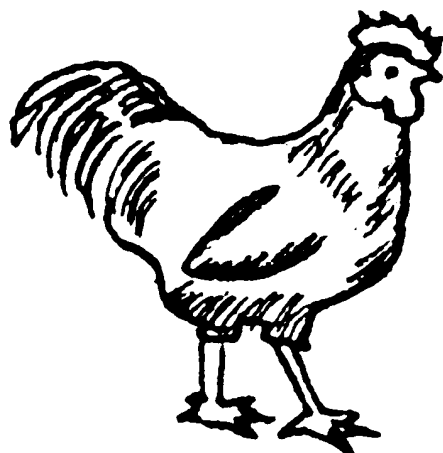
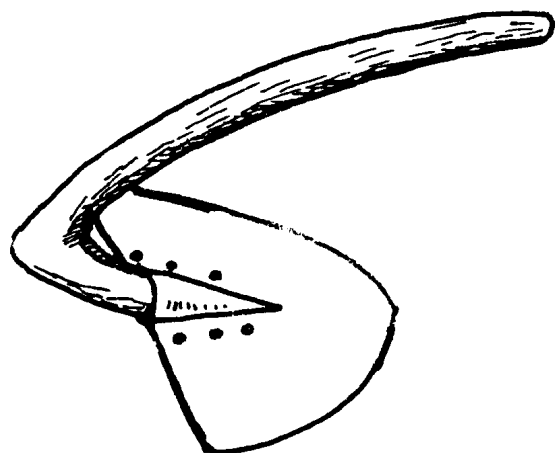
gıray



ısay

Y y

Mo gi we me u letir «y» mo ?



yîbə, yàa, Yəminaw, Yədimade, yara, Yarna

Yədımade yigı mǎy. Anji
lay mǎy bo becheyə me,
dyaməw dörbi haye.

y Y yiga yàa

Ng ng



cilang

piranga

meng

Ng ng



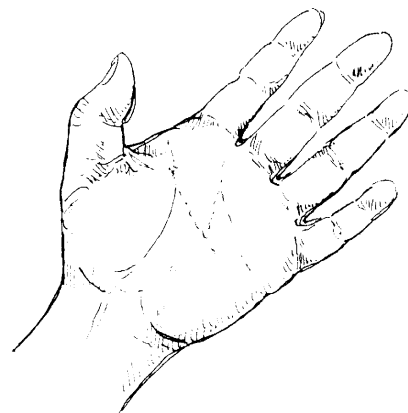
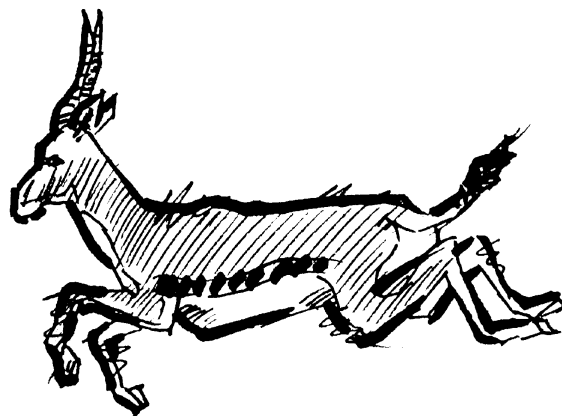
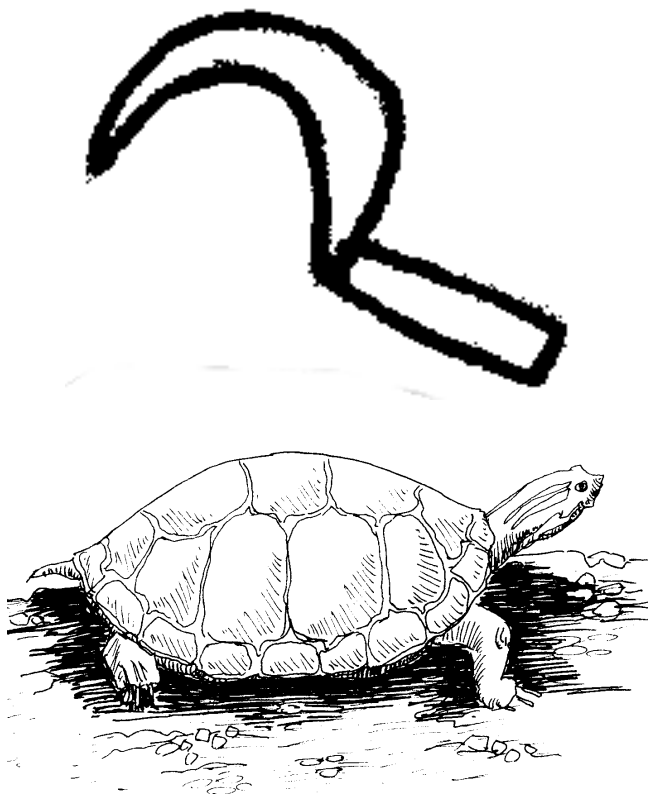
mongo



kuṅrang

Ng ng

Mo gi we me, u letir «ng» mo ?



kaláng, ngəru, ngāĩ, məng, sanga, tanga, changa

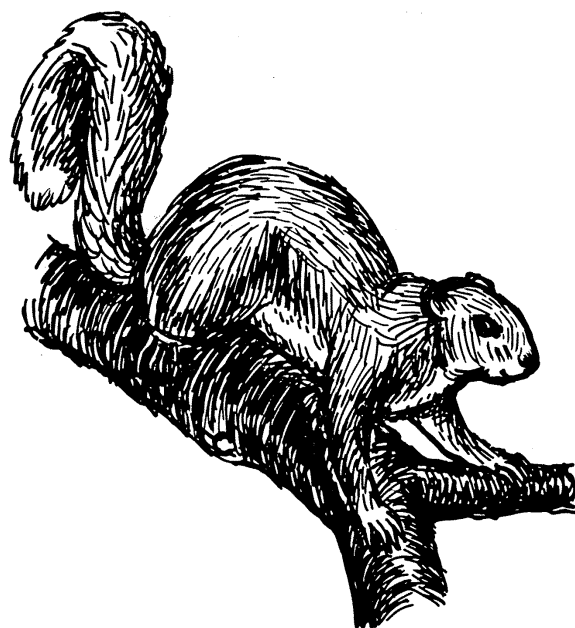
Kalang dɔr haye gi
changa. Sanga, tandi ha
kɪlə mongo.

ng Ng sanga

'Y 'y



'yara



'ywang
'ywang



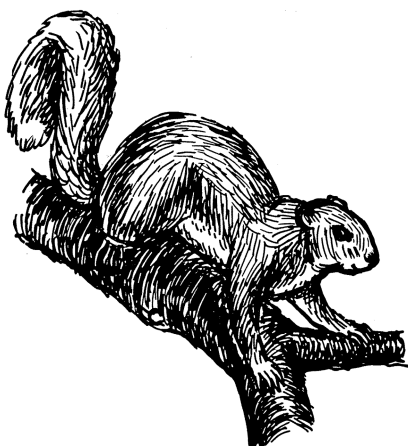
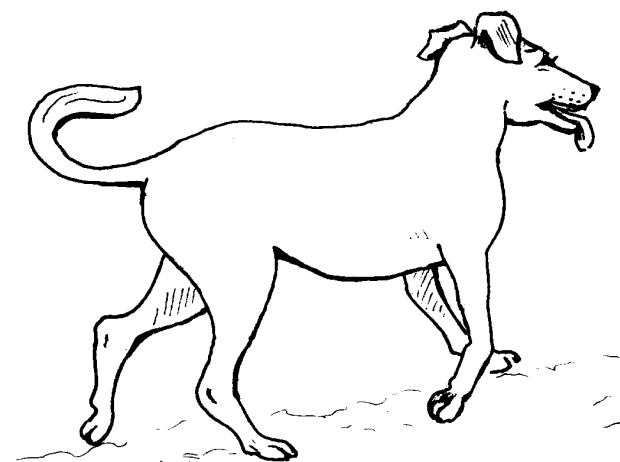
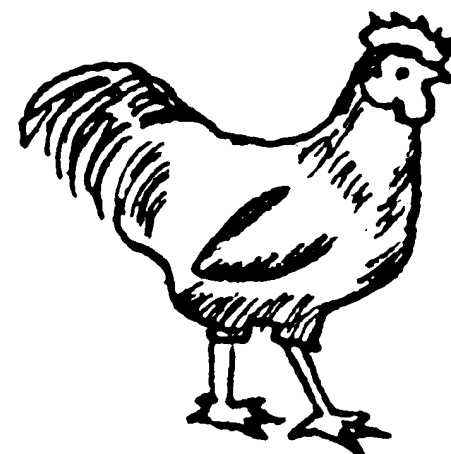
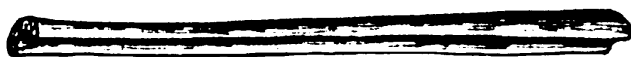
dwe gi
'yəng

I Y I y

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IY Iy

Mo gi we me, u letir «Iy»
diriṅ nə piiyə mo ?



Iyaṅa, Iyarbara, IYəwwe, IYəmiṅ, Iyàa

Dwe gi 'yəŋg yi dure.

An̩ji maɗi 'yara lə.

'y 'Y 'yàa 'yeŋ

