



MINISTRY OF EDUCATION

DANGME

for Senior High Schools

Tsoolo Kudomi Womi



YEAR 3



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

DANGME

For Senior High Schools

Tsoḽo Kudomi Womi

Year Three



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

DANGME TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



© 2026 Ministry of Education

This publication is not for sale. All rights reserved.

No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



Contents

LIST OF TABLES AND FIGURES	vii
INTRODUCTION	viii
ACKNOWLEDGEMENTS	x
MI GBAMI 1: MUNYUNGU PƆTƐƐHI KƐ HA NI SƐƐMI	1
MUNYUTSO: NYA MI NI SƐƐMI	1
Munyutso Setsɔ: Ni SƐƐmi/Munyu Tumi Nge Gle Nɔ	1
OTSI 1	4
He Pɔtɛɛ: Munyungu Pɔtɛɛ He Ni Tsumi Nge Ni SƐƐmi Mi	4
OTSI 2	10
He Pɔtɛɛ 1: Mlɛmi Nɛ E Su Nɔ Nɔ	10
He Pɔtɛɛ 2: Munyutso Oti Pɔtɛɛ	12
Jlomi Nɔ Kɛ Ha Ka Pɔtɛɛ Ɔmɛ	16
MI GBAMI 2: FɔNɔLOJI BLO Nɔ TOMI	19
MUNYUTSO: NYA NI SƐƐMI	19
Munyutso Setsɔ: Fɔnɔloji (Fɔnɔloji Blo Nɔ Tomihi)	19
OTSI 3	21
He Pɔtɛɛ: Fɔnɔloji Blo Nɔ Tomi (Pɛmihi A Bi Sami Blo Nɔ Tomihi)	21
OTSI 4	26
He Pɔtɛɛ: Fɔnɔloji Blo Nɔ Tomi Ɔmɛ (Pɛmingu Si Fɔfɔɛ Blo Nɔ Tomi Ɔmɛ)	26
Jlomi Ni Kɛ Ha Ka Pɔtɛɛ Ɔmɛ	31
MI GBAMI 3: MUNYUZA OTI KƐ MUNYUZA SETSɔHI	34
MUNYUTSO: NYA NI SƐƐMI/MUNYU TUMI	34
Munyutso Oti Setsɔ: Ni Kanemi	34
OTSI 5	36
He Pɔtɛɛ: Munyuza Oti Kɛ Munyuza Oti Setsɔhi	36
OTSI 6	41
He Pɔtɛɛ: Munyuza Oti Kɛ Munyuza Oti Setsɔhi	41
Mid - Semesta Ka A Blo Nɔ Tomi	43
Jlomi Ni Hami Kɛ Ha Ka Pɔtɛɛ Ɔmɛ	47
MI GBAMI 4: MUNYUNGU EHE PEEMI BLO Nɔ TOMIHI	50
MUNYUTSO: GBI KƐ E HE NI TSUMI	50

Munyutso Setsɔ: Mlaahi Ne Kudɔɔ Gbi ɔ Ngmami	50
OTSI 7	52
He Pɔtɛɛ: Munyungu Ehe Peemi Blɔ Nɔ Tomihi	52
OTSI 8	56
He Pɔtɛɛ: Munyungu Ehe Peemi	56
Jlomi Ni Ke Ha Ka Pɔtɛɛ ɔme	59
MI GBAMI 5: MUNYUZA A	62
MUNYUTSO: GBI KE E HE NI TSUMI	62
Munyutso Setsɔ: Animosa Blɔ Nɔ Tomi	62
OTSI 9	64
He Pɔtɛɛ: Munyuza Ke E Mi Nihi	64
OTSI 10	71
He Pɔtɛɛ: Munyuza Slɔɔtohi	71
OTSI 11	76
He Pɔtɛɛ: Munyuza Ni Tsumi Slɔɔtohi	76
Jlomi Ni Ke Ha Ka Pɔtɛɛ ɔme	81
MI GBAMI 6: NI KANEMI KE SISI JEMI	83
MUNYUTSO: GBI KE HE NI TSUMI	83
Munyutso Setsɔ: Demiyo Ngmami	83
Munyutso: Gbi ke he ni tsumi	83
Munyutso Setsɔ: Sisi Tsɔɔmi Ke Sisi Jemi	83
OTSI 12	86
He Pɔtɛɛ: Ni Kanemi Esɔesɔ Ke Hla Sisi Numi Pɔtɛɛ Ke Ni Kanemi Esɔesɔ Ke Hla Munyunguhi, Munyukpɔfahi Ke Munyukpɔhi A Sisi	86
Pee Ke Hye Pepa 1/Kekle Kami	86
OTSI 13	96
He Pɔtɛɛ: Sisi Jemi	96
OTSI 14	101
He Pɔtɛɛ: Sisi Jemi He Mlaahi	101
Jlomi Ni Ke Ha Kami Pɔtɛɛ ɔme	106
MI GBAMI 7: JEHA YEMIH	108
MUNYUTSO: KUSUMI NI PEEMIH	108
Munyutso Setsɔ: Kusumi Ni Peemihi	108
OTSI 15	110
He Pɔtɛɛ: Jeha Yemihi	110

OTSI 16	117
He Pɔtɛɛ: Kusumi Jeha Yemi Nge Ghana Ngɔmi Kɛ To A Bi A He	117
Jlomi Ni Kɛ Ha Kami Pɔtɛɛ Ɔme	126
MI GBAMI 8: GBENƆ, NƆ PUMI Kɛ YA PEEMI KUSUMIHI	129
MUNYUTSO: KUSUMI NI PEEMIHI Kɛ MA NƆ YEMI	129
Munyutso Setsɔ: Kusumi Ni Peemihi	129
OTSI 17	131
He Pɔtɛɛ: Gbenɔ	131
OTSI 18	138
He Pɔtɛɛ: Kusumi Nɔ Pumi Kɛ Ya Peemi Nge Wetso Kpahi A Mi Ɔ Kɛ A Bi A He Tomi. (Aba Jemi Kɛ Sɔɔtohi Hlami Nge A Mi)	138
Kami Peemi Pepa 2	150
Jlomi Ni Kɛ Ha Ka Pɔtɛɛ Ɔme	158
MI GBAMI 9: LAHI	162
MUNYUTSO: GHANA GBIHI A MASU	162
Munyutso Setsɔ: Masu Gbagbɛɛ	162
OTSI 19	164
He Pɔtɛɛ: Ni Tsumi Lahi	164
OTSI 20	173
He Pɔtɛɛ: Hailaifu Lahi	173
Jlomi Ni Kɛ Ha Ka Pɔtɛɛ Ɔme	180
MI GBAMI 10: ASILɛ	182
MUNYUTSO: DANGME MASU	182
Munyutso Setsɔ: Masu Ngmangmɛɛ	182
OTSI 21	184
He Pɔtɛɛ: Asilɛ	184
OTSI 22	190
He Pɔtɛɛ: Asilɛ He Fiɔmi	190
OTSI 23	194
He Pɔtɛɛ: Asilɛ He Fiɔmi	194
Jlomi Ni Kɛ Ha Kami Pɔtɛɛhi	199
References	202
Glossary – A Tsu Enɛ Ɔmɛ A He Ni Nge Tsɔɔɔ Kudɔmi Womi Kɛ Ni Kaseli A Womi Ɔ Mi	204

List of Tables and Figures

Mi hami blɔ nɔ tomi kɛ ha heto demi kɛ tsɔɔ	16
Daka nɛ tsɔɔ sane bimi abɔ nɛ mi gbami A kɛ B	43
Yɔse kaa: Nɔ domi nɛ hiɛ pe munyuza 8 ɔ ma na mi ɔ (0) aloo be mi ɔ eko nae	105
Foni 7.1: Bohi nɛ a haa kɛ tadehi nɛ a woɔ nɛ jeha yemi mi	112
Mi hami blɔ nɔ tomi	126
Bimi 1	198
Bimi 2	199
Bimi 3	199
Bimi 1	200
Bimi 2	200

Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will support learners in preparing for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods, ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the

recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS) curriculum.

The writing team was made up of the following members:

National Council for Curriculum and Assessment (NaCCA)	
Name of Staff	Designation
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Dr. Mercy Nyamekye	Ag. Director, Research, Planning, Monitoring, and Evaluation
Joana Adua Vanderpuije	Ag. Director, Instructional Resources Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Nii Boye Tagoe	Senior Curriculum Development Officer
Juliet Owusu-Ansah	Principal Curriculum Development Officer
Samuel Owusu Ansah	Principal Curriculum Development Officer
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer
Stephen Acquah	Principal Curriculum Development Officer
Thomas Kumah Osei	Principal Curriculum Development Officer
Ayuuba Sullivan	Principal Curriculum Development Officer
Dr.Jephtar Adu-Mensah	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Richard Teye	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer (SAQA)
Bridget Aku Anku	Principal, Standards, Assessment and Quality Assurance Officer (SAQA)
Francis Agbalenyo	Principal Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Samuel Amankwa Ogyampo	Senior Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer

Writer	Name of Institution	Subject
Bernard Adobaw	West African Examinations Council	Accounting
Emmanuel Kodwo Arthur	Institute of Chartered Accountants, Ghana	
Benedicta Ama Yekua Etuaful	Ogyedom SHTS	Additional Mathematics
Innocent Nunana Duncan	KNUST SHS	
Benedicta Carbilba Foli	Pope Johns SHS & Minor Seminary, Koforidua	Agricultural Science
David Esela Zigah	Achimota School	
Prof. Jakpasu Victor Kofi Afun	Kwame Nkrumah University of Science and Technology	
Eric Morgan Asante	St. Peter's Boys SHS	Agriculture
Prof. Frederick Adzitey	University for Development Studies, Tamale	
Akuffo Twumhene Frederick	Koforidua SHTS	Applied Technology
Emmanuel Korletey	Benso SHTS	
Firmin Anewuoh	Presbyterian College of Education, Akropong	
Isaac Buckman	Armed Forces SHTS	
Kunkyuuri Philip	Kumasi Senior High Technical School	
Lavoe Daniel Kwaku	Sokode SHTS	
Philip Turkson	St Joseph's SHTS, Bekwai	
Dr. Sherry Kwabla Amedorme	Univ. of Skills Training and Entrepreneurial Development	
Walter Banuenumah	Univ. of Skills Training and Entrepreneurial Development	
Wisdom Dzidzienyo Adzraku	Univ. of Skills Training and Entrepreneurial Development	
Abass Umar Mohammed	University of Ghana, Legon	Arabic
Mohammed Mahey Ibrahim	Tijjaniya Senior High School, Kumasi	
Dr. Ebenezer Acquah	University of Education, Winneba	Art and Design Studio and Foundation
Dr. Mantey Jectey-Nyarko	Kwame Nkrumah University of Science and Technology	
Kwame Opoku-Bonsu	Kwame Nkrumah University of Science and Technology	
Seyram kojo Adipah	GES- Ga East	
David Kofi Oppong	Kwame Nkrumah University of Science and Technology	Aviation and Aerospace
Obed Frimpong	Zipline International	
Jo Ann Naa Dei Neequaye	Nyakrom SHTS	Biology
Paul Beeton Damoah	Prempeh College, Kumasi	

Dr. Daniel Akwei Addo	Kwame Nkrumah University of Science and Technology	Biomedical Science
Dr. Mrs. Dorothy Araba Yakoba Agyapong	Kwame Nkrumah University of Science and Technology	
Avole Baba Ansbert	Bolga SHS	Business Management
Emmanuel Caesar Ayamba	Bolgatanga Technical University	
Faustina Graham	GES HQ	
Bismark Kwame Tunu	Opoku Ware School, Kumasi	Chemistry
Patrick Nsobila Awumbire	Bolgatanga S.H.S.	
Francis Normanyo	Mt Mary College of Education	Christian Religious Studies & Islamic Religious Studies
Francis Opoku	Valley View University	
Haruna Zagoon-Sayeed	University of Ghana	
Kabiru Soumana	GES HQ	
Richardson Addai-Mununkum	University of Education, Winneba	
Seth Tweneboah	University of Education, Winneba	
Jusinta Kwakyewaa (Rev.Sr.)	St Francis SHTS, Akim Oda	Clothing and Textiles
Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS	
Dordoe Raphael Senyo	Ziavi SHTS	Computing and ICT
Gaddafi Abdul-salaam	Kwame Nkrumah University of Science and Technology	
Kwasi Abankwa Anokye	Ghana Education Service	
Gabriel Boafo	Kwabeng Anglican Senior High Technical School	Design and Communication Technology
Mensah Henry Angmor	Anglican Senior High School, Kumasi	
Phyllis Mensah	University of Skills Training and Entrepreneurial Development (	
Charlotte Kpogli	Ho Technical University	Economics
Salitsi Freeman Etornam	Anlo SHS, Anloga	
Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Tech School	Engineering
Dr Valentina Osei-Himah	Atebubu College of Education	
Benjamin Orrison Akrono	Islamic Girls' SHS	English Language
Esther Okaitsoe Armah	Mangoase SHS	
Kukua Andoh Robertson	Breman Asikuma SHS	
Perfect Quarshie	Mawuko Girls SHS, Ho	
Ama Achiaa - Afriyie	St. Louis SHS, Kumasi	Food and Nutrition
Lily-Versta Nyarko	Mancell Girls SHTS, Kumasi	
Osmanu Ibrahim	Mount Mary College of Education, Somanya	French
Mawufemor Kwame Agorgli	Akim Asafo SHS	
Comfort Korkor Sam	University for Development Studies, Tamale	General Science
Robert Arhin	S.D.A SHS, Akim Sekyere	

Ishmael Yaw Dadson	University of Education, Winneba	Geography
Prof Ebenezer Owusu -Sekyere	University for Development Studies, Tamale	
Raymond Nsiah-Asare	Methodist Girls' SHS, Mamfe	
Catherine Ekua Mensah	University of Cape Cape	Ghanaian Language
David Sarpei Nunoo	University of Education, Winneba	
Prof Kwasi Adomako	University of Education, Winneba	
Arko Blay Augustine	University of Education, Winneba	Government
Josephine Akosua Gbagbo	Ngleshie Amanfro SHS	
Anitha Oforiwah Adu-Boahen	University of Education, Winneba	History
Prince Essiaw	Enchi College of Education	
Blessington Dzah	Ziavi SHTS	Literature-in-English
Juliana Akomea	Mangoase SHS	
Dorcas Akosua Opoku	Winneba SHS	Management in Living
Grace Annagmeng Mwini	Tumu College of Education	
Eric Abban	Mt. Marys College of Education, Somanya	Mathematics
Isaac Buabeng	Mamprobi Sempe 2 JHS	
Benjamin Ofori	Cocoa Research Institute of Ghana Primary School	Music
Cosmas W. K. Mereku	University of Education, Winneba	
Davies Obiri Danso	New Juaben SHS	
Prof. Joshua Alfred Amuah	University of Ghana, Legon	
Evans Kofi Mati	GES HQ	
Wilson Klebi	GES HQ	
Professor Emmanuel Obed Acquah	University of Education, Winneba	
Chris Ampomah Mensah	Bolgatanga S.H.S	Performing Arts
Doreen Deedee Quarcoo	University of Education, Winneba	
Dr. Latipher Osei Appiah-Agyei	University of Education, Winneba	
Albert Sackey	KNUST SHS	Physical Education and Health (Core and Elective)
Ebenezer Ewiah-Quarm	Nkroful Agric SHS	
Evans Asare Yeboah	Adisadel College	
John Benedict Nyarko	Adisadel College	
Mary Aku Ogum	University of Cape Coast	
Dr Linus Kweku Labik	KNUST	Physics
Sylvester Affram	Kwabeng Anglican SHTS	
Anthony Mensah	Abetifi Presbyterian College of Education	RME
Clement Nsorwineh Atigah	Tamale SHS	
Eliel Keelson	Kwame Nkrumah University of Science and Technology	Robotics
Isaac Nzoley	Wesley Girls High School	

Jemima Ayensu	Holy Child Girls SHS, Cape Coast	Social Studies
Mohammed Adam, Ph.D.	University of Education, Winneba	
Simon Tengan	Wa Senior High Technical School	
Franklina Kabio-Danlebo	University of Ghana	Spanish
Mishael Annoh-Achampong	University of Media, Art and Communication	
Augustina Gloria Henyo	West African Examinations Council	Inclusive Education
Dr. Gideon Kwesi Obosu	University of Cape Coast	
Dr. Daniel Fobi	University of Education, Winneba	
Dr. Martha-Pearl Okai	University of Cape Coast	
Francis Kweku Essel	Ashesi University	
Richard Doku	Mampong/Akw SHTS For The Deaf	
Yao Mati Abotsi	Ghana Blind Union	
Seth Kwame Ativor	Okuapemman SHS, Akropong	
Bernard Duorinaah	Presbyterian College of Education	
Evans Odei	Achimota Senior High School	

List of Reviewers			
S/N	Subject	Name of Reviewer	Institution
1	Accounting	Ms. Ivy Eklemet	Univ. of Professional Studies, Accra
2	Additional Mathematics	Francis Tornyenor	Pope John SHS & Minor Seminary, Koforidua
3	Agricultural Science	Selina Acheampong	Univ. College of Agriculture and Environmental
4	Agriculture	Mr. Godwin B. K. Doli	Municipal Educ. Office, Amasaman
5	Arabic	Abdullah Musah Abdullah	Univ. of Media Arts & Communication, UniMAC
6	Art and Design Studio	Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh
7	Art and Design Foundation	Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh
8	Automotive & Metal Technology	Okyere Kojo Alex	Ada College of Education
9	Aviation & Aerospace Engineering	Dr. Augustine Akuoko Kwarteng	Univ. of Mines and Technology
10	Biology	Rev. Joseph Kweku Delanyo	formerly of Hope College, Gomoa Fetteh
11	Biomedical Science	Dr. Irene Adzo Agbo	Univ. of Professional Studies, Accra
12	Building Construction & Woodwork Technology	Mr. Alex A. Appah	Christ Calvary Prep. Sch.
13	Business Management	Mr. Emmanuel Boakye	Ghana Employers Association

14	Chemistry	Joyce Okreyewa Odei	Hope College, Gomoa Fetteh
15	Clothing and Textiles	Rosemary Quarcoo	Department of Clothing and Textiles, UEW
16	Design & Communication Technology	Esme Serwaa Boateng	Ghana National College, Cape Coast
17	Economics	Dr. Kofi Kamasa	Department of Management Studies, UMaT
18	Electrical & Electronics Technology	Dr. Emmanuel Ampoma Affum	Telecom Engineering Department, KNUST
19	Engineering	Dr. Albert Kotawoke Awopone	Univ. of Skills Training & Entrepreneurial Development
20	English Language	Prof. Philip Gborsong	University of Cape Coast
21	Food and Nutrition	Sylvia Baaba Yankey	
22	French	Gregory Nana Kobina Nketsia Mensah	Mfantsipim School, Cape Coast
23	General Science	Joyce Okreyewa Odei	Hope College, Gomoa Fetteh
24	Geography	Prof Kofi Adu Boahen	University of Education, Winneba
25	Ghanaian Languages	Prof. Regina Caesar	University of Education, Winneba
26	Government	Clement Adu Acheampong	Prempeh College SHS, Kumasi
27	History	Prof Wilson Yayoh	University of Cape Coast
28	Information Communication Technology	Felicia Archeresuah	Nkoronza Technical Institute
29	Manufacturing Engineering	Dr. Frank Kwabena Nyarko	Kwame Nkrumah Univ. of Science and Technology
30	Mathematics	Ezekiel Osei Bonsu	Bono East Regional Education Office, Nkoranza
31	Management in Living	Ms. Anna Holdbrooke	Swedru Senior High School
32	Music	Prof Mark-Millas Fish	University of Education, Winneba
33	Physical Education and Health Core	Francis Maxwell Ayamba	Atebubu College of Education
34	Physical Education and Health Elective	Sulemana Ahmed Tijani	Atebubu College of Education
35	Performing Arts	Dr. Godfred Asare Yeboah	University of Education, Winneba
36	Physics	Peter Bekoe	Our Lady of Mount Carmel Girls SHS, Techiman
37	Religious and Moral Education	Christain Kwarteng Mensah Oppong	Prempeh College, Kumasi
38	Robotics	Dr. Yaw Okraku-Yirenki	Kofi-Annan Centre of Excellence in ICT
39	Social Studies	Samuel Larbi	St Louis Girls SHS, Kumasi
40	Spanish	Prof. Jonson Asunka	University of Ghana Legon

LIST OF TRANSLATORS		
SUBJECT	NAME	INSTITUTION
EVE	Joseph Kofi Avunyra	Bureau of Ghana Languages
	Gabriel Kwame Agbemehia	University of Education, Winneba
GA	Eric Ashitey Tetteh	Mount Sinai Senior High School
	Vincent Nii Baah Bannor	University of Ghana
MFANTSE	Afari-Sackey Francis	Bisease Senior High School
	Margaret Mensah	Gomoa Central Education office
GONJA	Akuro JohnPaul	Salaga Senior High School
	Issahaku Yatasu	Buipe Technical Institute
KASEM	Catherine Abongwe	Paga Senior High School
	Monica B. Chirakezim	Awe Senior High Technical School
ASANTE TWI	Peter Fosu	Akrokerri College of Education
	Emmanuel Kyei-Poku	Wesley College of Education
AKUAPEM TWI	Dansoaa Gbeve Priscilla	New Juaben Senior High School
	Esther Ankomah Frempong	Barekese Senior High School
GURENE	Samuel Adongo Apaare	Accra College of Education
	Daniel Asom Akolgo	UEW Ajumako
NZEMA	Benjamin Agyarko	Nkroful Nyaneba Model School
	Arthur Alex Ebambey	GES, Nzema East Municipal
DANGME	Samuel Narh Kwao	Ada Senior High School
	Francis Tei Otchere Sarpong (Rtd)	GES
DAGAARE	Gilbieri Jonathan Laamiitey	GES, Sawla Tuna Kalba DEO
	Dorkar Sophia Milettaa	Fongo Islamic JHS, Wa
DAGBANI	Mohammed Abubakari Rashid	E. P. College of Education, Bimbilla
	Abu Amos	Zangbalun D/A JHS, Kumbungu
	Mohammed Osman Nindow	UDS, Tamale
GILLBT	Peter Wangara Amoak	
	Ernest Nniakyire	
	Mark Dundaa	
	Gilbert Konlan	
	Richmond Barnes	

MI GBAMI 1: MUNYUNGU PŌTĒHI KĒ HA NI SĒEMI

MUNYUTSO: NYA MI NI SĒEMI

Munyutso Setso: Ni SĒemi/Munyu Tumi Nge Glē Nō

Ni Kasemi Tutuutu: Ngōo munyutso/munyungu pōtēē kē sēsē mwōnemwōnē ɔ ma kē je ɔ mi nihi nē nge nō yae a he

Glēnō Mini: Tsōo nile nge ni sĒemi kē kō ni pōtēēhi a he

MI GBAMI ɔ NYA BLIMI KĒ NŌ DOMI

Mi gbami nē ɔ hyēo blō nō nē a guō nē a ngōo munyungu pōtēēhi kē tuō munyu nge mwōnemwōnē ɔ ma kē je ɔ nihi nē nge nō yae ɔmē a he. Mi gbami ɔ maa fia kē ma sisi tomi nē ya nō nge SHS 1 kē 2 ɔ nō. Ni kaseli maa ngō nile nē a na a kē sēē ni kē kō a ma kē je ɔ nihi nē nge nō yae ɔmē a he, nē a ma je kpo kaa a nge ga lele nge mlēmi nē e su e nō nō loko e tu munyu nge ni sĒemi ko mi ɔ he. Lō ɔ ji kaa, ni kaseli maa kase a mlē nē e su nō nō loko a tu munyu nge ni sĒemi ko mi ɔ he ga lele kē bō nē a tsuō he ni ha. A maa kpale kase nihi a he je nē e sa nē nō ko nē mlē nē e su e nō loko e ngō e nya kē wo ni sĒemi ko mi, nē a maa ngō ga lele nē ɔ kē sēē ni nge munyutso kōmē a he, pi nge ni kasemi be nē ɔ mi pē kēkē, se nge a je mi si himi mi hulo. Mi gbami ɔ maa ye bua ni kaseli nē a nyē nē e ngō munyungu pōtēēhi kē sēē ni kē kō nihi nē nge nō yae nge a ma kē je ɔ mi nē sisi numi nitse maa hi a ni sĒemi ɔ he. Pi nge Dangme kasemi ɔ mi pē nē ga lele nē ɔ he maa hia nge, se e he maa hia nge ni kpahi kaa Aflaane gbi kē gbi kpahi nē a nge kasee ɔmē tsuo a mi kē ni sĒemi. A nge tsōolo ga woe nē e ngō ni sĒemi he ga lele kē nihi nē he maa hia kē ye bua nē ni kaseli nē a nu mi gbami ɔ sisi saminya. E sa nē e hyē ni kaselo fēē ni kaselo kē e he wami kē e nyēmi nē e ngō kami he ga lele nē sa kē ye bua ni kaseli ɔmē kē ha mi gbami nē ɔ kasemi.

Otsi ɔmē a mi nihi nē a maa kase nge mi gbami ɔ mi ji:

- **Otsi 1:** Tsu munyungu pōtēēhi a he ni nge daadaa ni sĒemi mi.
- **Otsi 2:**
 - a. Je a mlē nē e su nō nō loko a tu munyu nge ni sĒemi mi ɔ he ga lele kpo.
 - b. Ngōo munyungu pōtēēhi kē sēē mwōnemwōnē ɔ ma kē je ɔ tsuo he ni.

NI TSŌOMI GLĒNŌ MINI TUTUUTU NŌ DOMI

Ni tsōomi glēnō mini tutuutuhi a he ni nē a tsu nge mi gbami nē ɔ mi ɔ tsōo blō slōtohi a nō nē a guō kē tsōo Dangme ɔ.

Nyagba tsaba hlami ni kasemi tsɔɔ ni tsɔɔmi ga lele ne woɔ je ne ɔ mi nyagba nitsenitsehi ke yeɔ buaa ni kaseli ke naa nile ke ga lele nge nyagbahi a he, pe ne a ma de me nihi ne nge no yae kɛkɛ. E woɔ nihi tutuutu kaa no kake ni kasemi, he nuumi enyɔɔnyɔ ni kasemi ke klaasi tsuo ni tsumi ke yeɔ buaa ni kasemi ɔ. Ni tsɔɔmi ga lele ne ɔme haa ne ni kaseli susuɔ a yi mi vii, a naa nyagba tsaba hlami he ga lele ne a naa no ke munyu tumi aloo no ke ni seemi he nile ke ga lele ne sa. Ni tsɔɔmi blɔ no tomi ne ɔme hu nyɛɔ ne a haa ni kaseli peeɔ kake ke tsu ni nge kuu kake mi nge no ko he. E yeɔ buaa ne ni kaseli nyɛɔ ne a buaa nihi a nya ne a tapoɔ nihi a mi. Ni kaseli ne a nile ya he mi saii ɔ, a haa me ni tsumi kpahi ne mi he wa boɔ ne ene ɔ yeɔ buaa ne a nye ne a pee kuu nya dali ha a sibi ɔme. A nyɛɔ ne a kudɔɔ a sibi ɔme ne a nu nihi a sisi saminya nge nihi ne a tsɔɔ ɔme a he. A wo tsɔɔli ɔme ga ne a to ni kaseli ne nge munyungu tsemi ke ni seemi aloo munyu tumi he nyagba a he he ne a ye bua me ke je nyagba ne ɔme.

KAMI NO DOMI

Kami blɔ no tomi nge mi gbami ne ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a no, a yi mi susumi pote ke a ni potehi a sisi numi. Ni kaseli a no yami demi kpamkpami ɔ yeɔ buaa a no yami nge ni kasemi ɔ mi. Kami he ga lele ɔme ngoɔ blɔ no tomihi ne yeɔ buaa ni kaseli ke naa Dangme ɔ kasemi sisi numi saminya. Kami pote ne kuɔmi 3 hee yi mi susumi pote sane bimi nge saneyohi aloo ni potehi a he ni kasemi. E kaa ni kaseli a yi mi susumi vii ke a no sisi numi vii nge mlemi ne e su no no loko a tu munyu ke munyungu potehi a he nile nge ni seemi ko mi. Tsɔɔlɔ ɔ ne wo ni kasemi no yami ka ke ni kasemi se ka ke hla ni kaseli a ni kasemi no yami ke mi aloo yibo ne a na nge a no yami demi blɔ no tomi ɔme. E ngo ke ye buaa ni kaseli a mode bɔmi ke a no yami nge ni kasemi ɔ mi.

Nge tsɔɔlɔ he dlami be mi ɔ, e sa ne e le kaa ni kaseli tsuo a he hia nge ni kasemi ɔ mi: kpa jeli ke nihi ne hia yemi ke buami pote (SEND) tsuo, ne a je blɔ ne a ngo me ke wo ni kasemi ɔ mi ni tsumi tsuo mi vii. Tsɔɔlɔ ne e je blɔ ne e to ni kasemi ɔ he blɔ no ne e ye bua ni kaseli tsuo nge nihi tsuo ne e nge tsɔɔe ne a nge kasee ɔme a mi. E ngo ga lele ne Aflaanetseme deo ke ‘Universal Design for Learning-UDL’ ne ji Je ɔ tsuo ni kasemi he blɔ no tomi ɔ ke tsu ni.

Yi mi tomi ne ɔ maa ye emu ke:

- Wa gu blɔ munomunohi a no ke tsɔɔ ni: (Blɔ munomunohi kaa no he sesemi, no hyemi, nine ngue nya ni tsumi ke kompiuta womi ke tsu ni.
- Wa ngme blɔ ne a gu blɔ slootohi a no ke de hetohi ke tsɔɔ (Heto demi ke nya, aloo heto ngmami, aloo seni jemi aloo nohye ni peemi ke tsɔɔ aloo no kpe gbami, aloo no sisi jemi)
- Wa ha he blɔ ne a gu blɔ muomunohi a no ke tsɔɔ nihi a nya aloo a ke tu munyu (ni kaseli ne je nihi a nya ke nya munyu tumi aloo ni ngmami aloo ni tenimi aloo klama kpahi womi ke de heto aloo ke tsɔɔ no nya).

Ke piee he ɔ, tsɔɔlɔ ɔ ne ngo ga lelehi ne maa hye ni kaselo fee ni kaselo ke e hiami ni. Ga lele ne ɔ ekome ji be hami ke piee be ne a ha a he, klamahi ne yeɔ buaa kpa jeli ke ha ni kasemi, ni tsumi he mi tsakemi, jua bi a yemi ke buami/ni tsɔɔmi, ke e he maa hia. Blɔ no tomi ɔ haa ne ni kaseli tsuo ngoɔ a he ke woɔ ni kasemi ni tsumi ɔ mi.

E sa ne blɔhi a no ne a guo ke haa segbi ne Aflaanetseme deo ke moltimidia ne hi ne e he ne hie bo ne sa ne e kpale ne e hee ningma kpitikpitihi nge foni he aloo atikle kpiti ne tsɔɔ no ne

nge nɔ yae. E sa nε a ngɔ okadihi kε tsɔɔ nihi a nya kε ha nihi nε a tue nui nɔ kpakpa ko. Ke seni nε a ma je ɔ, kane kpemi nge seni ɔ se ɔ nya ko wa tsɔ nε e ba gba ni kaseli a hengmε nya, titli ɔ, kε ha nihi nε nε ni kpakpa ko. E sa nε nihi nε a nε ni kpakpa ko ɔ hu nε a na a he ni kanemi womihi kaa bleeli aloo yiibleeli nε maa ye bua mε kε kane ni kε sisi numi. Ke a kane ni kε fɔ kpa nɔ ngɔ ha nihi nε a nε ni kpakpa ko ɔ, e maa ye bua mε kε ni tsɔɔmi ɔ sisi numi saminya.

E sa nε nihi nε je kpa bɔɔbɔɔbɔɔ nge a nɔmlɔto mi ɔ nε a nyε nε a ngɔ a nɔmlɔtso hehi nε he wami nge mi ɔ kε tsu ni kasemi mi ni. Ni komε kaa fonihi kε nihi nε yeɔ buaa nyεemi kε nihi a he pεtεmi ɔ, e sa nε a tsu a he ni bɔ nε sa. Ni komε kaa sε lɔle kε ngasi dεmatso nε Aflaanetsεmε tsɔɔ lε kε huiltsεε kε klɔtsisi ɔ nε hi si kε ha nimli nε ɔmε. Hε yuyuili a kpa hu he hia. Ke o nge ni kaseli slɔto kuuhi a he ni tsue ɔ, e sa nε o hyε nihi nε a wo a nɔ ta nε ɔmε tsuo nε a na a blɔ nya nge kuu ɔ mi. Tue kpokuli ma nyε ngɔ ni sεemi bɔɔdu kε de a hetohi kε tsɔɔ. A ma nyε wo nɔ numi klama hu nge a tuemi. Amuεtihi kε nihi nε nge munyu tumi he nyagbahi ma nyε ngɔ nya lo do womi aloo okadihi kε tsɔɔ a munyunguhi, aloo a maa ngma, aloo a maa fia nge klama nɔ. Nihi nε hyε we nɔ kpakpa ko ɔ ma nyε ngɔ klama komε kaa plojekita fonihi nε munyu tumi nge mi, kε bafa blimi klamahi kε nɔ agbo peemi klamahi, kε nɔ he nine gbɔmi tsohi kε gbi yomi ma klamahi kε tsu ni.

Minihi	Nɔ kuɔmi	Kami he blɔ nɔ tomi
3.1.1. LI.1 Ngɔɔ munyungu potēshi kε tu munyu nge daadaa ni sεemi mi.	2	Klaasi tsuo heto demi kε tsɔɔ
3.1.1. LI.2 Je mlεmi nε e su nɔ nɔ loko e tu munyu he ga lele kpo nge ni sεemi ko mi.	3	We mi ni tsumi
3.1.1. LI.3 Ngɔɔ munyungu potēshi nε da kε sεsε mwɔnεmwɔnε ɔ ma kε je ɔ nihi a he.	2	Plojeti ni tsumi

OTSI 1

Ni kasemi mi ni: *Tsu munyungu pọtẹ́ẹ́ nẹ́ da he ni nge daadaa ni sẹ́ẹ́mí mi*

HE PỌTẸẸ: MUNYUNGU PỌTẸẸ HE NI TSUMI NGE NI SẸẸMI MI

Ni kasemi kaimi

SHS 1	Otsi 1 kẹ 2 - Ngọ́ọ́ nihi nẹ́ a daa nọ́ kẹ́ kaleọ́ pẹ́li nẹ́ o kale Dangme pẹ́li. (Nọ́hyẹ́ ni: Nyamgba blẹ́kẹ́ nyatọ́ da he nge nya mi, lile da he nge nya mi, nya lo ọ́mẹ́ a ngengẹ́ mi, lile nọ́ womi nge nya mi kẹ́ gbi.) - Ngọ́ọ́ nihi nẹ́ a daa nọ́ kẹ́ kaleọ́ pẹ́lọ́kuhi nẹ́ o kale Dangme pẹ́lọ́kuhi. (Nọ́hyẹ́ ni: he nẹ́ a pẹ́ẹ́ pẹ́mí ọ́ nge, bọ́ nẹ́ a pẹ́ẹ́ pẹ́mí ọ́ ha kẹ́ gbihengmẹ́ẹ́mí.)
SHS 2	Otsihi 1 kẹ 2 - Yo pẹ́mingu slọ́tọ́ ọ́mẹ́ (pẹ́mingu nẹ́ gbe nya kẹ́ pẹ́lọ́ kẹ́ pẹ́mingu nẹ́ gbe nya kẹ́ pẹ́lọ́ku) nge Dangme mi. - Sẹ́sẹ́ pẹ́mingu blọ́ nọ́ tomi nge munyungu ehe peemi mi ọ́ he. Ngọ́ọ́ mo nitse o munyunguhi kẹ́ kale pẹ́minguhi a si fọ́fọ́ kẹ́ a ngengẹ́ mi nge munyungu peemi mi.

MUNYUNGU PỌTẸẸ SISI TSỌ́OMI

Munyungu pọtẹ́ẹ́ jì munyungu nẹ́ wa tsuọ́ he ni nge ni sẹ́ẹ́mí kọ́ mi. Munyungu ọ́mẹ́ kọ́ọ́ nọ́ he munyu nẹ́ wa nge tue ọ́. Munyungu pọtẹ́ẹ́hi pọ́ọ́ ni tsumihi a he kọ́mí. Kẹ́ wa ya hiọ́ tsami he ọ́, munyungu kọ́mẹ́ kaa la dọ́mí, tsui fiámi, muọ́ sumi, tsopa, nẹ́esi, dọ́kita, hiọ́, sikli hiọ́, kẹ́ ekpa kọ́mẹ́ jì munyungu pọtẹ́ẹ́hi nẹ́ jẹ́ọ́ kpo. Kẹ́ a nge sane yemi aloo kojomi ni tsumi he ni sẹ́ẹ́ ọ́, wa naa munyungu pọtẹ́ẹ́ kọ́mẹ́ kaa kọ́ọ́tu, nọ́ nẹ́ a kẹ́ sane fọ́ e nọ́, munyutse, belifi aloo kọ́ọ́tu tsọ́lọ́, apiili, kojolọ́, lọ́ya, hiọ́ bọ́mí aloo faimi, bemi kẹ́ fọ́ yemi kẹ́ ekpa kọ́mẹ́.

Ja kẹ́ nẹ́ wa ma nye na munyungu pọtẹ́ẹ́hi kẹ́ kọ́ okua yemi, jua yemi, oposide ni tsumi, lẹ́lẹ́ hẹ́ẹ́mí kẹ́ ni tsumi kpahi a he.

Bọ́ nẹ́ ni tsumihi tsuọ́ munyungu kọ́mẹ́ a he ni ha a, wa tsu we a munyungu ọ́mẹ́ a he ni ja nge daadaa ni sẹ́ẹ́mí mi. Kẹ́ wa de nge Aflaane gbi mi kẹ́ “mouse” ọ́, e ma nye pee kọ́kue nẹ́ jì lohwe nge lohwe lẹ́mí kasemi mi nge Dangme mi nẹ́ e ma nye pee klama nẹ́ a kẹ́ tsuọ́ ni nge kọ́mpíuta he nge Aflaane gbi mi.

Nọ́ fẹ́ẹ́ nọ́ mi nẹ́ wa naa wa he nge nge ni sẹ́ẹ́mí kọ́ mi aloo nọ́ pọtẹ́ẹ́ he ni nẹ́ wa nge sẹ́ẹ́ aloo nọ́ pọtẹ́ẹ́ nẹ́ wa kẹ́ nge ni sẹ́ẹ́ ọ́ tsọ́ọ́ munyungu pọtẹ́ẹ́hi a he ni nẹ́ wa tsuọ́. Gbitso he ni nẹ́ wa tsuọ́ nge wa daadaa ni sẹ́ẹ́mí kẹ́ munyu tumi mi ọ́ je muno nge gbitso he ni nẹ́ wa tsuọ́ kẹ́ wa kẹ́ ni tsuli kọ́mẹ́ nge munyu tue, titlii ọ́, kẹ́ munyu ọ́ kọ́ọ́ a ni tsumi ọ́ he.

MUNYUNGU PỌTẸẸ SLỌTỌHI

A ma nyẹ ngo munyu tumi aloo ni sẹemi he blọ nọ tomi ọ ngo wo pijua munyungu pọtẹẹ kẹ majua munyungu pọtẹẹ glẹhi a nọ aloo kuuhi a mi.

Pijua Munyungu Pọtẹẹ

Pijua munyungu pọtẹẹ ji blọ nọ nẹ a ngọọ glẹ nọ gbi kẹ sẹẹ nọ aloo a kẹ tuọ munyu. A tsuo pijua munyungu pọtẹẹhi a he ni nge ni tsumihi, ni kasemihi kẹ nihi nẹ hia nọ mi kpami kẹ sisi numi nge oti pọtẹẹ nẹ he hia he. Kẹ a tsu pijua munyungu pọtẹẹhi a he ni saminya a, e yeo buaa nẹ ni sẹemi ọ mi tsọọ heii. Pijua munyungu pọtẹẹhi a he ni tsumi ọ hia nẹ e he ni tsulo ọ he nẹ kpọ nẹ e nile mi nẹ kuo nge e he ni tsumi ọ mi.

Pijua munyungu pọtẹẹhi a he su kome

1. **Glẹ nọ gbi:** Glẹ nọ gbi munyungu pọtẹẹhi tsu we sablahi, alakue jemi kẹ gbẹbi peemi he ni se a bọọ mode kaa gbi ọ nẹ hi e glẹ nọ nitse.
2. **Munyungu tutuutu:** Glẹ nọ gbi munyungu pọtẹẹhi tsuo ni tsumi pọtẹẹhi a he ni nge glẹ nẹ da nọ.
3. **Munyuza kpanyaa si fofọe aloo e ngenge mi:** Wa pọọ munyungu pọtẹẹhi womi kẹ tsu munyuza kpanyaahi a he ni.
4. **Yi mi tomi:** Glẹ nọ gbi hẹẹ yi mi tomi sisiisi nẹ e ngme blọ kẹ ha nọ nitse e susumi, e he numi kẹ e da he.
5. **Nọ bumi gbi:** Pijua munyungu he ni tsumi ọ jeo ni tsumi he nile, nọ bumi kẹ he si bami kpo.

MAJUA MUNYUNGU PỌTẸẸ

Majua munyungu pọtẹẹhi ji munyunguhi nẹ wa wekuli, hueme kẹ juabi tuọ nge daadaa ni sẹemi mi nẹ wa tuọ nge sosia midia kẹ fiemi hehi hulo. Munyungu pọtẹẹ nẹ ọme tsuo sablai, alakue jemi kẹ gbẹbi peemi he ni. Nge enẹ ọ mi ọ, wa hyeo wa kẹ wa sibi a bọbọe kẹ si himi nẹ wa jeo juemihi nẹ hia daadaa si himi kpo. Nihi jeo a nọ sisi numi kẹ a da he nge munyutso ko he faa nẹ a tsọọ he numi kẹ susumi nge munyutso ọ he. Majua munyungu pọtẹẹ nẹ ọme jeo bọmi nẹ nge nihi a kpeti kpo nẹ e haa nẹ nọ nuọ he kaa e piẹe kuu ko aloo ma ko he.

Majua munyungu pọtẹẹhi a he su kome

1. **Alakue jemi gbi:** Alakue jemi, sablai palem, gbẹbi peemi kẹ je he gbi munyuh, nẹ jeo a he kpo nge majua munyungu pọtẹẹhi a he ni tsumi mi.
2. **Munyungu mi gbọjomi:** Majua munyungu pọtẹẹ peemi pee we munyungu ọme keketee se a gbọjọ a mi: a deo me kaa gbẹbi peemi nẹ a pọọ ekome kuku nge daadaa munyu tumi mi.
3. **Munyuza kpokploo he nọ suhi:** A pọọ majua munyungu pọtẹẹhi a he ni tsumi nge munyuza kpokploohi a mi. A tsuo he ni nge munyuzahi nẹ nya me si se sisi numi nge a he, (lọ ọ ji kaa a be peelọ aloo nọnalọ aloo peemimunu se juemi ọ nya ma si – (fragmented

sentence) ke munyunguhi aloo munyukpofahi ne a ke wo ni seemi mi ke tsɔ he numi ko pɔtɛɛ- hmm, ɛɛ-ɛɛ, aoo ke ekpa kome - (sentence fillers)

4. **Nɔ nitse e gbi:** Majua gbi jeɔ nɔ nitse e he numi aloo e da he ke e juemi nge nɔ ko he ɔ kpo.
5. **Nɔ lemi ke bɔmi:** A naa nɔ lemi ke bɔmi tsakpa nge nihi ne tsuo majua munyungu potechi a he ni ɔ a kpeti.

Ni Kasemi Mi Ni Tsumi

Mo yo munyungu potechi ne o maa nu nge ni tsuli ne ɔme a he ni seemi mi:

Nɔhye nɔ:

1. **Dɔkita ko nami:** Tsopa, hio, he la dɔmi, abui gumi, ke ekpa kome.
2. **Fitafoho ne ke lɔletse nge munyu tue:** Tai, injin, bleeki, pɛtloo, ke ekpa kome.
3. **Niye ni jualɔ ne ke ni helɔ ko nge ni seese:** Enyeme, ma he, je nɔ, ke ekpa kome.
4. **Akɔtaa tsɔmi:** Ke piɛ he, je nge mi, susu, gba mi, kane, yibo, ke ekpa kome.
5. **Ni tenilo ne ke tsɔlɔ nge munyu tue:** Teni, su, penti, ke ekpa kome.
6. **Nɔ ko ne ke e fɔlɔ nge munyu tue nge abɔdɔkpa nɔ:** Heloo, mo de mi, ke o nge kee, ke ekpa kome.
7. **Bɔlu fiali enyɔ ne nge munyu tue nge bɔlu fiami he:** Tsee bɔlu, fiaa bɔlu, anumasi, kɔna, goolu, kaadi tsutsu, ɔfusaidi, lɛflii, laisiman, ke ekpa kome.

Ni Tsɔmi Glɛnɔ Mini Tutuutu

Nyagba tsaba hlami ni kasemi (Nɔ kakaaka ke kuu mi ni tsumi)

1. **Kuu mi ni tsumi:** Tsɔlɔ ɔ ma ha munyungu potechi ne kuu ɔme maa hla ni tsumihi a he ne munyungu pɔtɛɛ ɔme kɔɔ.

Tsɔlɔ ɔ maa nyee kuu ɔme a nɔ kpamkpam ne e hye kaa nɔ fɛɛ nɔ ngo e he ke wo ni tsumi ɔ mi, ne e ye bua nihi ne maa hia yemi ke buami.

He nuumi enyɔnyɔ: Ni kaseli ne pee sukpojelo fiemi ne kɔɔ munyutso oti ne ɔ eko he: Kusumi ni peemihi (suɔmi, kpakpa peemi, a ko pee nɔ ko ke laa, dami sane yemi, he gbemi ke tsu ni), Jemisikpami, Tekinɔlɔji, Injinieli ke akɔtaa (STEM), Nyumu ke yo blami ke ha ni kasemi (GESI), oslabai he wami, he wami nami ke ma ke ma se sanahi. Tsɔlɔ ɔ ne ha bimihi ne ma kudo ni kaseli ke ha ni ɔme a he sesemi.

2. **Klaasi ɔ tsuo ni tsumi**

- a. Hye ne o bu munyungu potechi nge sukpojelo fiemi/ni seemi ko mi ne o yo munyungu pɔtɛɛ ɔme ne nge fiemi/ni seemi ɔ mi ɔ.
- b. Ngɔɔ munyungu pɔtɛɛ kpahi ke piɛ munyungu potechi ne a ha nge ni tsuli a ni seemi nge yi nɔ ɔ mi ɔ he.
- c. Ane ni seeli ɔme tsu munyungu potechi ne da he ni nge a ni seemi ɔme a mi lo?

Kami Pɔtɛɛ: Nɔ Kuɔmi 2 Kami – Kuu Hetɔ Demi Kɛ Tsɔɔ

Nyɛ dla nyɛ he nɛ nyɛ de nyɛ hetɔ nɛ bi kpo jemi ko nɛ nyɛ ma mi ɔ kɛ ha klaasi ɔ tsuo (*Mi 12*)

- a. Nyɛɛ ngma munyungu pɔtɛɛhi nɛ nyɛ ma tsu he ni nɛ hetɔ demi kɛ tsɔɔ ɔ mi.
- b. Nyɛ yo nihi a he je nɛ munyungu pɔtɛɛ nɛ ɔmɛ a he hia kɛ ha nyɛ hetɔ demi ɔ kɛ tsɔɔ sisi numi.
- c. Nyɛ susu bɔ nɛ munyungu pɔtɛɛ nɛ ɔmɛ ma nyɛ tsake ke nyɛ bɔni klaasi bi ɔmɛ a sane bimi ɔmɛ a hetɔ hami.
- d. Nyɛ de nyɛ hetɔ ɔ kɛ ha klaasi ɔ Tsuo.

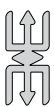
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



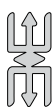
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes**Content Exploration**

4. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common error teachers (and learners) make at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

8. Remember to

- a.** transfer your chats into your learning planner template.
- b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 2

Ni kasemi mi nihi

1. *Je nọhye nọ kẹ kọ mlemi nẹ e su nọ nọ he ga lele kpo nge ni sẹemi mi*
2. *Ngọọ munyungu pọtẹchi kẹ sẹsẹ mwọnẹmwọnẹ ọ ma kẹ je ọ he nihi a he*

Ni kasemi kaimi

SHS 1	Otsi 3: Yo munyutso otihi nge demi ko mi. Nọhye ni: Kusumi peemi (bu, kpakpa peemi, nọ he numi ha nọ, suomi kẹ ekpa komẹ), sukuu tsọsemi, jokuẹwi kumi, je ọ si fọfọ, klamahi kẹ ni tsumi, jueni tsuami, nyumu kẹ yo blami kẹ ha ni kasemi (GESI), kẹ ekpa komẹ.
SHS 2	Otsi 2 1. Tsọọ gbimikomi sisi nẹ o tsọọ slotohi nẹ nge. (Nọhye nọ: Sisi, kpeti kẹ hiowe gbimikomihi) 2. Sẹsẹ gbimikomi ni tsumihi a he (Nọhye nọ: Munyungu sisi numi nge e dehe kẹ animosa ni tsumi-benmimami, peemiblon kẹ kuami peemi)
SHS 2	Otsi 1 kẹ 2 Yo pẹmingu sloto ọmẹ (pẹmingu nẹ gbe nya kẹ pẹlọ kẹ pẹmingu nẹ gbe nya kẹ pẹlọku) nge Dangme mi. Yo pẹmingu sloto ọmẹ nge Dangme mi. Sẹsẹ pẹmingu blọ nọ tomi nge munyungu ehe peemi mi ọ he. Ngọọ mo nitse o munyunguhi kẹ kale pẹminguhi a si fọfọ nge munyungu peemi mi.

HE PỌTẸS 1: MLEMI NẸ E SU NỌ NỌ

Mlemi nẹ e su nọ nọ he juemi: Enẹ ọ ji ni sẹemi he blọ nọ tomi nẹ haa nẹ nọ kake tuọ munyu be mi nẹ nọ kpa nge tue bue. Pee se ọ, nọ nẹ bu tue ọ tuọ munyu nẹ nọ nẹ tu munyu kekle ọ buọ tue. Enẹ ọ tsọọ kaa nọ fẹe nọ naa tsui nẹ e su e nọ loko e tuọ munyu, kone ni sẹemi ọ ko pee basabasa. Blọ nọ tomi ọ haa nẹ ni sẹemi ọ yaa nọ tẹe nẹ sisi numi baa he.

Mlemi Nẹ E Su Nọ Nọ Nge Ni Sẹemi Mi Ọ He Ga Lele Kẹ Blọ Nọ Tomi

Ni komẹ nẹ kudọọ mlemi nẹ e su nọ nọ nge ni sẹemi ko mi ọ jeo ni sẹemi ọ nya kẹmi, e nọ yami tẹe kẹ blọ nọ nẹ a gu kẹ nge ni ọ sẹe. Mlemi nẹ e su nọ nọ nge ni sẹemi mi ọ je muno nge kusumihi a mi nẹ e je muno hu nge munyutso nẹ a nge he munyu tue ọ mi. Nge ma komẹ a kusumi nya a, o ma nye ma he munyu nge nọ ko nya se nge he komẹ ọ, a ngmẹ blọ nẹ a he munyu nge nọ nya ke nọ nya nge munyu mi. Ke a ma he munyu nge nọ ko nya nge ni sẹemi mi nge Dangme kusumi nya a, munyungu aloo munyukpofa komẹ nẹ a tsu he ni ji: I kpa mo pẹ; I he we munyu nge o nya; I ma; Mlẹ lolo; Ha nẹ ma tsọọ nọ ko nya; Na tsui; Yaa o nya nọ, kẹ ekpa komẹ. Loko o maa ye bua ni kaseli nẹ a na mlemi nẹ e su nọ nọ he ga lele nge ni sẹemi mi ọ, ha nẹ a le kaa e sa nẹ a bu nọ nẹ nge munyu ọ tue ọ tue nẹ e ma e juemi aloo e munyu nya si loko a ngo a nya kẹ wo ni sẹemi ọ mi. Tsọọlọ ọ nẹ ngo munyunguhi aloo munyukpofahi nẹ a

ke heo munyu nge no ko nya a ke pee nohye ni ngo ha ni kaseli ome. Be nge ne a pee okadi kome ke heo munyu nge no nya. Okadi ne o ekome ji yi simi, nine ke nya he pimi, no kplemi, yi hosomi aloo yi huanyami, nine no hwemi/womi ke ekpa kome.

No he je ne sa ne o mle ne e su o no nge ni seemi mi loko o tu munyu nge ni seemi mi

Ni kome a he je ne sa ne o mle ne e su o no nge ni seemi mi loko o tu munyu ji kaa:

1. E haa ne ni seeli ome naa a he tsui ke too ni seemi o he blo no saminya.
2. Ni seeli ome a kpeti no fee no naa he blo ne e jeo e juemi ne sa kpo nge munyutso o he.
3. E yeo buaa ne wa ke bu ne sa haa wa sibi ne e yeo buaa ke ha wa je mi si himi kpakpa.
4. E haa ne ni seeli tsoo a juemi nge sane aloo munyutso ko he.
5. E woo no ka ne e tsoo ni seemi he ga lele.
6. E haa ne no kaseo tsui si tomi ke mlemi nge no ko he ne e nu sisi loko e tsoo e juemi aloo e da he nge sane ko he.
7. E haa ni kaseli leo ni seemi he ga lele kome kaa tsui si tomi, no bumi ke no he susumi nge munyu tumi ke ni seemi mi.
8. E yeo bua ke ha mlaa ke blo no tomi no yemi.
9. E tsaseo no ke ha no tue bumi ne e haa ne o leo kaa o piee ni seemi o he.
10. E tsoo je mi si himi su kome kaa no nya nami ha no, he pieemi nge no peemi mi, ke ekpa kome.
11. E haa ne no yeo e he no ne ene o he hia wawee nge je mi si himi ni peemihi a mi.
12. Mlemi ne e su no no nge ni seemi ko mi o yeo buaa ke ha he bumi, he si kami ke he no hyemi nge ni seemi mi.

Mlemi ne e su no no nohye ni peemi

Tsoolo o ne ngo munyutso ko ke fo gua mi ne ni kaseli ome ne ngo mlemi ne e su no no he ga lele ke see ni nge munyutso o no. Ni kaseli ma nye sa nya ke tsoo mlemi ne e su no no he ga lele ne a ke je a juemi ke a da he kpo nge munyutso ko he. Munyutso kome ne a ma nye ngo ji:

1. E sa ne a ngme SHS bi blo ne e ngo abodokpa aloo moba fon ke ya sukuu aloo a ko ngme me blo ne e ngo ke ya?
2. Nyagbahi ne je mi la domi tsakemi naa nge niye ni ke je o yi baami no. (Ni kaseli ne ngo mlemi ne e su no no he ga lele ke sese munyutso ome a he).
3. A ke o ba kudo ni seemi nge munyutso ne deo ke, “A gu plastiki nge wa sukuu ome” o no. Nye pee sukpojelo peemi fiemi ke je mlemi ne e su no no he ga lele kpo. Ke o ma kudo ni seemi ne o kee?

Ni Tsoomi Gleno Mini Tutuutu

Kuu mi ni tsumi/Kake peemi ni kasemi

1. Klaasi o tsuo

- Ngoo foni aloo maapu ke nylọ munyutso oti mi nge gbi o ha no.
- Nyee da no ko ne mi kuo no ke tsoo mlemi ne e su no no nya.
- Nyee bu ni sẹemi ko nge klama no tue ne nyee ngo mlemi ne e su no no he ga lele ke sese he.

2. He nuumi enyooonyo

- Tsoolo o ne ha ne ni kaseli ne pee sukpojelo peemi fiemi ke je mlemi ne e su no no he ga lele kpo.
- Hla munyutso ne koo kusumi ni peemi, Jemisikpami, Tekinoloji, Injinieli ke Akotaa (STEM), nyumu ke yo blami ke ha ni kasemi (GESI), Oslabai he wami he ni tsumi kpakpa, Ma ke ma se sanhi a he, ke ekpa kome, kone ni kaseli ne je mlemi ne e su no no he ga lele kpo nge a he ni sẹemi mi.

Kami Pọtẹ: No Kuomi 3 – No Kakaaka We Mi Ni Tsumi

1. O piee kuu ko he ne nye nge Ghana kusumi jeha yemi ko he sẹsẹ.

- Kale bo ne o maa ngo mlemi ne e su no no he ga lele ke ye bua nge no he sẹsẹmi o mi. *(Mi 7)*
- Sese nihi ete he je ne mlemi ne e su no no he hia nge ni sẹemi ko mi. *(Mi 3)*

2. Mo, kaa nya sami kudolo aloo nya sami no hyelo nge nye sukuu o, sese blahi enuo ne maa ye bua mlemi ne e su no no nge nya sami mi. *(Mi 5)*

HE PỌTẸ 2: MUNYUTSO OTI PỌTẸ

Mwone mwone o nihi: Mwone mwone o nihi ji munyuh i ne koo ma, politiks, ni tsumi, sika nyagbahi ke nihi ne nge no yae ne naa he kpa nge adesa ke ma ke je o tsuo no. Ni ne ome yeo buaa ne nihi peeo juemi nge a he ne amlaalo ke too ma kudomi he blo no ke ha ma no yami.

Munyungu Pọtẹhi ke ha munyutso otihi: Munyungu ni a kplee a no ke ha ni tsumihi aloo kuhi ke a he ni sẹemi. Ekomẹ ne nyee se ne o ne:

Okua yemi: okua yemi si gbemi, ngmo ni tsumi, lohwe lẹmi, wo yami, pa gbemi, zugba, akuafoli, ngmedu, zu mi kuku, okua yemi klamahi, ngmo agbo ke ngmo tsowi peeli, gbo nya, gbie nya, ke ekpa kome.

Jueni tsuami: esikaveeta, sikatsu, sikahio, klama, je si fofoe, zugba, tso, nyu hengme, pa, mekuli, ke ekpa kome.

Sukuu tsosemi: kalikulomi, klaasi, tsooli, ni kaseli, womihi, sehi, okplochi, sukuu tsu mi, kami, ni kanemi, jemisikpami, akotaa, fiemi magbe, fiemi ke ekpa kome.

Kompiuta he ni tsumi: Infomesi Komunikesi Tekinoloji, kompiuta, atifisia intelijensi, waifai, detabesi, hadiwεε, sɔfutuwεε, blausu, mausu, monita, kε ekpa kome

Ni Kasemi Mi Ni Tsumi

Meni ni tsumihi a mi nε a naa munyungu pọtεε nε ɔmε nge?

1. Munyungu abo nge gbi ko mi, munyukpo, munyukpofa, ni ngmami mi okadihi, bienanemidalo
2. A nu lε, ju, kojomi, wo lε tsu, bu lε fɔ, sane yeli, kɔɔtu
3. Gaasi, a klε, asidi, alkalai, pH, soluvanti

Ni Tsɔɔmi Glenɔ Mini Tutuutu

Nyagba tsaba hlami ni kasemi

1. Nɔ kakaaka kε kuu mi ni tsumi
 - a. Ni kaseli nε sεsε je ɔ si fɔfɔε yi baami he nε a tsɔɔ nihi nε a maa pee kε baa je ɔ si fɔfɔε yi.
 - b. Ni kaseli nε yo munyungu otihi nε maa je kpo nge nɔ he sεsεmi ɔ mi.
 - c. Ni kaseli nε ngo munyungu nε ɔmε kε sεsε munyutso oti ekpa he.
 - d. Ni kaseli nε gu blɔ nε ɔ nɔ kε sεsε munyutso oti ekpa nε tsɔɔlɔ ɔ ma ha a he. Nihi nε nu sisi saminya a, ma nyε nyε kuu ɔmε a hε mi kε sεsε he.

Kami Pọtεε: Nɔ Kuɔmi 3 Kami – Kuu Mi Ni Tsumi

Ha nε ni kaseli nε ngo munyutso nε ɔ mi kake nε a ngo munyungu pọtεshi kε:

1. Tapo nihi a mi kε tsɔɔ nɔ yami kε si gbeemi nε je ɔ kake peemi kε mahi a he sumi naa nge Ghana ma a ni tsumi kε sika sane kε nɔ yami nɔ.
2. Buu tsakpa nε nge ohia kε hio tsami hlami kpeti nge mahi nε kpaako loko a nge nɔ yae ɔmε a mi.
3. Tsɔɔ nyagbahi nε je mi la domi tsakemi naa nge okua yemi nɔ nge Ghana, kone nyε tsɔɔ nihi nε a ma nyε pee kε ku nyagba nε ɔmε a nya.

PLC Session 2

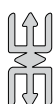
45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand

- b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

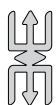
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not '*How do I teach this?*' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 1: Mi Hyɛmi Ekohu

Mi gbami nɛ ɔ sɛsɛ munyungu pɔtɛɛ he ni tsumi kɛ mlɛmi nɛ e su nɔ nɔ nɛ ni sɛɛmi mi he ni nɛ munyutso otihi a nɔ. Mi gbami ɔ tsɔɔ ni kaseli ɔmɛ nɔ nɛ munyungu pɔtɛɛ ji nɛ e ha nɔhyɛ ni slɔɔtohi nɛ nɛ. E de ni tsumi kome a he munyungu pɔtɛɛhi. Ni kaseli kpale kase mlɛmi nɛ e su nɔ nɔ he ga lele, nɛ a kase he hiami nɛ nɛ kaa a mlɛ nɛ e su nɔ nɔ loko a tu munyu nɛ ni sɛɛmi mi.

Kɛ piɛɛ he ɔ, mi gbami ɔ ye bua ni kaseli nɛ a da mlɛmi nɛ e su nɔ nɔ he ga lele nɔ nɛ a kɛ a huɛmɛ sɛɛ ni nɛ munyutso oti kome a nɔ. Wa nɛ he nɔ kami kaa ni kaseli ma je ga lele nɛ ɔmɛ kpo nɛ a daadaa ni sɛɛmi mi nɛ a nye nɛ a tsu munyungu pɔtɛɛhi nɛ da he ni nɛ nɔ he sɛsɛmi mi.



JLOMI NŌ KE HA KA PŌTɛɛ ŌMɛ

OTSI 1

Mi hami blɔ nɔ tomi ke ha heto demi ke tsɔɔ

Ga lele	E he kpɔ (Mi 4)	E bɔ mɔde wawɛɛ (Mi 3)	E bɔ mɔde bɔ nɛ sa (Mi 2)	E hia he mɔde bɔmi (Mi 1)
Heto demi ke tsɔɔ <i>(Mini ke he blɔ nɔ tomi)</i>	Heto demi ɔ tsɔɔ bie womi ke e he blɔ nɔ tomi ɔ sisi numi ke mi kuɔmi. Si gbɛmi maa munyu potɛɛ yomi ɔ nɔ mi nɛ e tsɔɔ he nɛ a na mɛ nge. Mini ɔ da nɛ a to he blɔ nɔ saminya nɛ e mi fɔ si saminya. A ngo nihi nɛ he hia a tsuo ke piɛ he.	Heto demi tsɔɔ ɔ bie womi ke e he blɔ nɔ tomi ɔ sisi numi ke mi kuɔmi bɔ nɛ sa. Mini ɔ da bɔ nɛ sa nɛ a to he blɔ nɔ nɛ e mi fɔ si bɔ nɛ sa se totɔmi bɔɔbɔɔbɔɔ kome nge mi A ngo nihi nɛ he hia a ke piɛ he bɔ nɛ sa.	Heto demi ɔ tsɔɔ bie womi ke e he blɔ nɔ tomi ɔ sisi numi gbajaa keke. Si gbɛmi ɔ nye we nɛ e ma munyu potɛɛ yomi ɔ nɔ mi kpakpa ko nɛ e tsɔɔ we he nɛ a na mɛ nge. Mini ɔ hɛɛ totɔmihi nɛ kpɛ gbami ɔ mi tsɔ we kpakpa ko.	Heto demi ɔ tsɔɔ we bie womi ke e he blɔ nɔ tomi ɔ sisi numi mi kpakpa ko. Si gbɛmi ɔ nye we nɛ e ma munyu potɛɛ yomi ɔ nɔ mi kpakpa ko nɛ nya tsɔɔmi ɔ de kpakpa ko. Mini ɔ hɛɛ totɔmi nɛ kpɛ gbami ɔ mi tsɔ we kulaa nɛ e hluaa nɔ juɛmi nya A ngoɛ nihi nɛ he hia ke piɛ he bɔ nɛ sa nɛ nɔ fɛɛ nɔ nge huanyaa.
Heto demi ke tsɔɔ	Heto ɔ to 'slide' ɔmɛ a blɔ nɔ saminya nɛ a ngo fonihi hiehieɛ ke tsɔɔ nihi a nya pe ni ngmami. A tsu suhi ke kaakaamotobihi a he ni ke tsɔɔ nihi a nya saminya. Animosa tɔmihi ke tɔmi kpahi be 'slide' ɔmɛ a mi	Heto ɔ to 'slide' ɔmɛ a blɔ nɔ saminya nɛ a ngo fonihi hiehieɛ ke tsɔɔ nihi a nya pe ni ngmami. A tsu suhi ke kaakaamotobihi a he ni ke tsɔɔ nihi a nya saminya. Animosa tɔmihi ke tɔmi kpahi bɔɔ pɛ nɛ nge 'slide' ɔmɛ a mi	Heto ɔ to 'slide' ɔmɛ a blɔ nɔ saminya nɛ a ngo fonihi hiehieɛ ke tsɔɔ nihi a nya pe ni ngmami. A tsu suhi ke kaakaamotobihi a he ni ke tsɔɔ nihi a nya saminya. Animosa tɔmihi ke tɔmi kpahi he hie nge 'slide' ɔmɛ a mi	Heto ɔ to we 'slide' ɔmɛ a blɔ nɔ saminya nɛ a ngoɛ fonihi hiehieɛ ke tsɔɔ nihi a nya pe ni ngmami. A tsu we suhi ke kaakaamotobihi a he ni ke tsɔɔ nihi a nya saminya. Animosa tɔmihi ke tɔmi kpahi babuu nge 'slide' ɔmɛ a mi
Heto demi nge nya mi ke tsɔɔ	A bɔ mɔde wawɛɛ ke de heto ɔ nge be nɛ a ha a mi <i>(hengmɛfia 20)</i> Kuu mi bi ɔmɛ tsuo ngo a he ke wo heto demi ke tsɔɔ ɔ mi. A he dlami ɔ nge gbugbuugbu wawɛɛ nitɛ.	A bɔ mɔde wawɛɛ ke de heto ɔ nge be nɛ sa mi nɛ piɛ bɔɔ nɛ a ko ye be nɛ a ha a nɔ. <i>(hengmɛfia 20)</i> Kuu mi bi ɔmɛ tsuo ngo a he ke wo heto demi ke tsɔɔ ɔ mi. A he dlami ɔ nge gbugbuugbu bɔ nɛ sa.	A piti bɔ mɔde ke de heto ɔ nge be nɛ sa mi nɛ nɔ nya tsɔɔmi ke munyu tumi ɔ ya nɔ bɔ nɛ sa. Piɛ bɔɔ nɛ a ko ye be nɛ a ha a nɔ. <i>(hengmɛfia 20)</i> Kuu mi bi ɔmɛ ekome ngo a he ke wo mi pe ekome. A he dlami ɔ be gbugbuugbu bɔ nɛ sa.	A bɔɛ mɔde ke de heto ɔ nge be nɛ sa mi nɛ nɔ nya tsɔɔmi ke munyu tumi ɔ ye nɔ bɔ nɛ sa. A sui be nɛ a ha a he kulaa. <i>(hengmɛfia 20)</i>. Kuu mi bi ɔmɛ ngoɛ a he ke wo ni tsumi ɔ mi. A he dlami ɔ be gbugbuugbu.

OTSI 2

HE PỌTƐƐ 1

1.

- a. Loko o maa pee mlɛmi nɛ e su nɔ nɔ ɔ, e sa nɛ o hyɛ nihi nɛ nyɛɛ se nɛ ɔmɛ:
 - i. Wo mlaahi kɛ kudɔ mlɛmi nɛ e su nɔ nɔ.
 - ii. Ye munyu tumi blɔ nɔ tomi ɔ nɔ.
 - iii. Wo nine nɔ kɛ tsɔɔ kaa o suɔ nɛ o tu munyu.
 - iv. Nyɛ hla nɔ ko nɛ e kudɔ ni sɛɛmi ɔ.
 - v. Bu tue saminya.
 - vi. Ye be nɔ.
 - vii. Wo ni sɛɛli ɔmɛ he wami nɛ nɔ fɛɛ nɔ nɛ tu munyu.
 - Ke a kale ga lele kpaago - *Mi 7*
 - Ke a kale ga lele ekpa – *Mi 6*
 - Ke a kale ga lele enuɔ - *Mi 5*
 - Ke a kale ga lele eywiɛ - *Mi 4*
 - Ke a kale ga lele etɛ - *Mi 3*
 - Ke a kale ga lele enyɔ - *Mi 2*
 - Ke a kale ga lele kake – *Mi 1*
- b. Ni komɛ a he je nɛ sa nɛ o mlɛ nɛ e su nɔ nɔ ngɛ ni sɛɛmi mi ji:
 - i. E tsɔɔ bu.
 - ii. E haa nɔ fɛɛ nɔ he blɔ nɛ e tu munyu ngɛ ni sɛɛmi mi.
 - iii. E haa nɛ nɔ fɛɛ nɔ kɛ e he woɔ ni sɛɛmi ɔ mi vii.
 - iv. E ha we nɛ nɔ kake nɛ pee e he olete nɛ maa ngɔ nɔ fɛɛ nɔ kɛ wo e gugue mi.
 - v. E yeɔ buaa kɛ nɔ sisi numi.
 - vi. E kɛ kake peemi baa.
 - Ke a de nihi nɛ ngɛ yi nɔ nɛ ɔ mi etɛ - *Mi 3*
 - Ke a de nihi nɛ ngɛ yi nɔ nɛ ɔ mi enyɔ - *Mi 2*
 - Ke a de nihi nɛ ngɛ yi nɔ nɛ ɔ mi kake – *Mi 1*

Hyɛ ga lele nɛ a de ngɛ sane bimi 1a nɛ o ha mi kɛ ha eko fɛɛ eko nɛ ni kaselɔ ɔ ma yo kɛ pee sukuu nya sami ɔ.

HE PỌTEE 2 (Mi 16)

	E he kpọ (7-8 marks)	E bọ mọde wawεε ((Mi 5-6))	E bọ mọde bọ nε sa ((Mi 3-4))	E hia he mọde bọmi (1-(Mi 2))
Mini	E tsọọ juεmi kpo jemi ọ nya pεpεεpε. Sεgbi ọ mi tso heii nε juεmi nε nge mi ọ he hia.	E tsọọ juεmi kpo jemi ọ nya bọ nε sa. Sεgbi ọ mi tso bọ nọ sa nε juεmi nε nge mi ọ he hia se sisi numi ọ be tε kake nọ.	E tsọọ juεmi kpo jemi ọ ekomε a nya. Sεgbi ọ mi tso we kpakpa ko nε ekomε kọ we bimi ọ he	Munyuza kpokploohi. Sεgbi ọ mi tso we nε juεmi bọọ pε nε nge mi.
Munyunguhi kε animosa he ni tsumi	Munyungu pọtēhi a he ni tsumi ọ nyεε blọ nọ tomi ọ nọ nε ningma okadi he ni tsumi ọ nge gbugbuugbu. Tọmi/kpọnikpọni bọọ pε nε nge animosa he ni tsumi ọ mi.	Munyungu pọtēhi a he ni tsumi ọ nyεε blọ nọ tomi ọ nọ se tọmi/kpọnikpọni nge ningma okadi ọmε aloo animosa he ni tsumi ọmε a mi.	Munyungu pọtēhi a he ni tsumi ọ mi tso we kpakpa ko. Tọmi/kpọnikpọni babauu nge ningma okadi ọmε aloo animosa he ni tsumi ọmε a mi.	Munyungu pọtēhi a he ni tsumi ọ be ha nọ. Nọhyε ni bọọ pε nge munyutso ọ mi. Tọmi/kpọnikpọni hiε babauu nge animosa he ni tsumi ọ mi.

MI GBAMI 2: Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi

MUNYUTSO: NYA NI Sɛɛmi

Munytso setso: Fɔ̀nɔ̀lɔ̀ji (Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ Tomihi)

Ni kasemi tutuutu: *Tsu juɛmi kɛ nile nɛ o na ngɛ Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀ nɔ̀ ɔ̀ he ni kɛ ha ni sɛɛmi.*

Glɛnɔ̀ Mini: *Tsɔ̀ ɔ̀ juɛmi aloo je ɔ̀ juɛmi kɛ nile kpo ngɛ Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ngɛ Dangme mi ɔ̀ he.*

Si hɛlimi



Ha ni kaseli ɔ̀mɛ kuu mi plojɛti ngɛ otsi 3 nɛ o ha mɛ be nɛ sa kɛ gbe ni tsumi ɔ̀ nya. SS App ɔ̀ ma wa mo kɛ je plojɛti ɔ̀ kɛ jlomi ni ɔ̀mɛ kpo. Moo wo plojɛti ɔ̀ sisi nine nɔ̀uu nɛ o ngɔ̀ mi nɛ ni kaseli ma na a kɛ wo SAP ɔ̀ mi nɔ̀uu.

MI GBAMI ɔ̀ NYA BLIMI Kɛ nɔ̀ DOMI

Mi gbami nɛ ɔ̀ fiaa kɛ maa nihi nɛ nyɛ kase ngɛ SHS 1 kɛ 2 ɔ̀ nɔ̀ nɛ kɔ̀ Fɔ̀nɔ̀lɔ̀ji he. Ni kaseli maa kase Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀mɛ, a maa kase pɛmingu slɔ̀to ɔ̀mɛ nɛ a maa kase pɛmingu si fɔ̀fɔ̀ɛ blɔ̀ nɔ̀ tomi ɔ̀mɛ ngɛ Dangme mi. Ni kasemi nɛ a ma na kɛ je hiɛ ɔ̀ maa ye bua mɛ kɛ ngma Dangme ɔ̀ ngɛ e glɛ nɔ̀. A ma nyɛ tse munyunguhi bɔ̀ nɛ sa nɛ a ma nyɛ kane ni hlehlehle nɛ a maa nu ni kanemi ɔ̀ sisi ngɛ Dangme mi. Mi gbami ɔ̀ maa ye bua ni kaseli kɛ ha munyu tumi ngɛ animosa glɛ nɔ̀. Kɛ piɛɛ he ɔ̀, Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀ sisi numi maa ye bua ni kaseli nɛ a maa le mlaa nɛ kpakaa Dangme ɔ̀ kɛ tsakemi nɛ baa gbi ɔ̀ mi. Mi gbami nɛ ɔ̀ he hia, pi kɛ ha Dangme ɔ̀ kasemi pɛ, se kɛ ha Aflaane gbi ɔ̀ kɛ Flɛntsi gbi ɔ̀ tsuo a kasemi. Mi gbami nɛ ɔ̀ ma bli ni kaseli a juɛmi nya nɛ a maa nu Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀ sisi ngɛ Dangme mi.

Otsihi kɛ nihi nɛ a maa kase ngɛ mi gbami nɛ ɔ̀ mi ji:

- **Otsi 3:** *Moo tsɔ̀ Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀ nya. (Nɔ̀hyɛ nɔ̀: Pɛmihi a bi sami blɔ̀ nɔ̀ tomihi)*
- **Otsi 4:** *Sɛsɛ Fɔ̀nɔ̀lɔ̀ji blɔ̀ nɔ̀ tomi ɔ̀ he. (Nɔ̀hyɛ nɔ̀: Pɛmingu si fɔ̀fɔ̀ɛ blɔ̀ nɔ̀ tomihi)*

NI TSɔ̀ɔ̀MI GLɛNɔ̀ MINI TUTUUTU nɔ̀ DOMI

Ni tsɔ̀ɔ̀mi glɛnɔ̀ mini tutuutuhi a he ni nɛ a tsu ngɛ mi gbami nɛ ɔ̀ mi ɔ̀ tsɔ̀ blɔ̀ slɔ̀tohi a nɔ̀ nɛ a guɔ̀ kɛ tsɔ̀ Dangme ɔ̀. Nyagba tsaba hlami ni kasemi (PBL) tsɔ̀ ni tsɔ̀ɔ̀mi ga lele nɛ woɔ̀ je ɔ̀ mi nyagbahi nitsenitsehi kɛ yeɔ̀ buaa ni kaseli kɛ naa nile kɛ ga lele ngɛ nyagbahi a he, pɛ nɛ a ma de mɛ nihi nɛ ngɛ nɔ̀ yae kɛkɛ. E woɔ̀ blɔ̀ nɔ̀ tomi tutuutuhi kaa nɔ̀ kake ni kasemi, he nuumi enyɔ̀nyɔ̀ kɛ ha ni kasemi kɛ klaasi tsuo ni tsumi kɛ yeɔ̀ buaa ni kasemi ɔ̀. Ni tsɔ̀ɔ̀mi ga lele nɛ ɔ̀mɛ haa nɛ ni kaseli susuo a yi mi vii, a naa nyagba tsaba hlami he ga lele nɛ a naa nɔ̀

ƙe munyu tumi aloo nɔ ƙe ni sɛɛmi he nile ƙe ga lele ne sa. Ni tsɔɔmi blɔ nɔ tomi ne ɔme hu nyɛ nɛ a haa ni kaseli peeɔ kake nɛ a tsuɔ ni nge kuu kake mi nge nɔ ko he. E yeɔ buaa nɛ ni kaseli nyɛ nɛ a buaa nihi a nya nɛ a tapoo nihi a mi. Ni kaseli nɛ a nile ya he mi saii ɔ, a haa me ni tsumi kpahi nɛ mi he wa bɔɔ nɛ yeɔ buaa nɛ a nye nɛ a pee kuu nya dali ha a sibi ɔme. A nyɛ nɛ a kudɔɔ a sibi ɔme nɛ a nu nihi nɛ a tsɔɔ me ɔ sisi saminya. A nge tsɔɔli ɔme kaie nɛ a to ni kaseli nɛ nge munyungu tsemi ƙe ni sɛɛmi aloo munyu tumi he nyagba a he he nɛ a ye bua me ƙe je nyagba nɛ ɔme.

KAMI Nɔ DOMI

Kami blɔ nɔ tomi nge mi gbami nɛ ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a nɔ, a yi mi susumi pɔtɛɛ ƙe a ni pɔtɛɛhi a sisi numi. Ni kaseli a nɔ yami demi kpamkpami ɔ yeɔ buaa a nɔ yami nge ni kasemi ɔ mi. Ni kaseli a nɔ yami demi kpamkpam yeɔ buaa a mode bɔmi ƙe ni kasemi nɔ yami. Kami he ga lele ɔme ngoɔ blɔ nɔ tomihi nɛ yeɔ buaa ni kaseli ƙe naa Dangme ɔ kasemi sisi numi saminya. Nɔ kuɔmi 2 ga lele fiami ƙe ma nɔ sane bimi ɔ ekome ji saneyo kpitihi aloo nya munyu demi ƙe bu ni kaseli a mode bɔmi ƙe ni tsumi he akɔta.

Nɔ kuɔmi 3 yi mi susumi pɔtɛɛ sane bimi nge saneyohi aloo ni pɔtɛɛhi a he ni kasemi ƙe hye ni kaseli a yi mi susumi ƙe a nɔ sisi numi vii nge fɔnɔlɔji blɔ nɔ tomihi a he. Tsɔɔlɔ ɔ nɛ wo ni kasemi nɔ yami ka ƙe ni kasemi se ka ƙe hla ni kaseli a ni kasemi nɔ yami blɔ nɔ tomi ɔme ƙe hla ni kaseli a ni kasemi nɔ yami ƙe mi aloo yibo nɛ a na a. Ni kaseli a nɔ yami demi blɔ nɔ tomi ɔme yeɔ buaa ni kaseli a mode bɔmi ƙe a nɔ yami nge ni kasemi ɔ mi.

Minihi	Nɔ kuɔmi	Ka peemi blɔ nɔ tomihi
3.1.2. LI.1 Moo tsɔɔ Fɔnɔlɔji blɔ nɔ tomi ɔ nya. (Nɔhyɛ nɔ: Pemihi a bi sami blɔ nɔ tomihi)	2	Saneyo
3.1.2. LI.2 Sesɛ Fɔnɔlɔji blɔ nɔ tomi ɔ he. (Nɔhyɛ nɔ: Peminga si fɔfɔɛ blɔ nɔ tomihi)	3	Heno fɛmi

OTSI 3

Ni kasemi mi nihi: *Moo tsɔɔ Fɔnɔlɔji blɔ nɔ tomi ɔ nya. (Nɔhyɛ nɔ: Pɛmihi a bi sami blɔ nɔ tomihi)*

Ni kasemi kaimi

SHS 1	Otsi 2 1. Tsɔɔ pɛli a da he nge Dangme munyunguhi a mi (Nɔhyɛ nɔ: munyungu sisije, munyungu kpeti ke munyungu nyagbe 2. Tsɔɔ pɛlɔkuhi a da he nge Dangme munyunguhi a mi (nɔhyɛ nɔ: munyungu sisije, munyungu kpeti ke munyungu nyagbe
SHS 2	Otsi 2: Sɛsɛ gbimikɔmi ni tsumihi a he. (Nɔhyɛ nɔ: Animosa ni tsumi, munyungu sisi numi nge e dɛhe)

HE PɔTɛɛ: FɔNɔLɔJi Blɔ Nɔ TOMI (PɛMIHI A BI SAMI Blɔ Nɔ TOMIHI)

Fɔnɔlɔji blɔ nɔ tomi ɔ nya tsɔɔmi

Fɔnɔlɔji ji blɔ nɔ tomi nɛ gbi tuli woɔ pɛmi kome nɛ a tsuɔ he ni nge gbi ɔ mi. A ma nye tsɔɔ nya kaa mlaahi nɛ gbi ko woɔ ke ha pɛmihi a tɛmi nɛ maa ye bua gbi ɔ tumi. A ma nye gba Fɔnɔlɔji blɔ nɔ tomihi a mi ke wo pɛmingu si fɔfɔe blɔ nɔ tomihi ke pɛmingu a bi sami blɔ nɔ tomihi a mi. A yoo blɔ nɔ tomi nɛ ɔmɛ ke a nge munyu tue pɛ.

FɔNɔLɔJi Blɔ Nɔ TOMI SlɔɔTOHI

Pɛmihi a bi sami blɔ nɔ tomihi ji blɔ nɔ tomi nɔ nɛ pɛmi ko su tsakemi yaa nɔ nge pɛmi ekpa ko nɛ nge jamɛ a pɛmi ɔ kasa nya a. A ma nye tsɔɔ nya kaa pɛmi su kpa womi baa ke ji kaa pɛmi ko wo e nyɛmi he su ko ke fɔ e nɔ. Pɛmihi a bi sami blɔ nɔ tomi ɔ ma nye ba nge blɔ slɔɔtohi a nɔ.

Fɔnɔlɔji Blɔ Nɔ Tomi Nɛ ɔmɛ Ji

Pɛlɔku lokotoo peemi he blɔ nɔ tomi

Enɛ ɔ ji blɔ nɔ tomi nɛ haa nɛ pɛlɔku kome naa pɛmi lokotoo su nɛ pɛli kome hɛɛ ɔ ke piɛɛ a ni ɔmɛ a he nge munyungu kome a peemi aloo tumi bɔ mi. Enɛ ɔ baa mi ke pɛli lokotoohi kaa /u, o, ɔ/ nyɛɛ pɛlɔku kome a se nge munyungu kome a mi. Nɔhyɛ nɔ: Ke wa hyɛ munyungu “lo, mu ke bɔ” a tumi mi ɔ, nya lo ɔmɛ buaa nge pɛlɔkuhi /l/, /m/ ke /b/ a peemi mi. Okadi nɛ a ke kadio nya lo ɔmɛ a buami nge munyungu kome a tɛmi mi ji [w].

Lilɛ nɔ womi nɛ pɛlɔku peemi mi

Enɛ ɔ ji blɔ nɔ nɛ, kɛ gu he nɛ a peeɔ pɛmi ɔ nɛ se ɔ, pɛlɔku ɔ woɔ lilɛ nɔ womi su kome kɛ pataa he. Enɛ ɔ yaa nɔ ke pɛlɔ /i/ nyɛɛ pɛlɔku kome a se nɛ munyu tubɔ mi. Nɔhyɛ ni kome ji nɛ ɔ nɛ: ki [kji] (twist), kɛ pi [pji] (did not touch). Pɛlɔku /k/ nɛ ki kɛ /p/ nɛ pi a mi ɔ he kɛ ya hiɔwe kaa bɔ nɛ e nɛ nɛ /i/ ɔ pɛmi peemi mi ɔ pɛpɛpɛ.

Nya mi pɛli nɛ a na gugwɔ mi su

Enɛ ɔ jɛɔ e he kpo ke gugwɔ mi pɛlɔku ko ba loko nya mi pɛlɔ ko nyɛɛ e se. To he hɛ kaa tsapi be fɛɛ be nɛ nya mi pɛlɔ ko nyɛɛɔ gugwɔ mi pɛlɔku ko se nɛ tsakeɔ kɛ peeɔ gugwɔ mi pɛlɔ. Nɔhyɛ nɔ: nga (weaver bird), ma (coming). Be kome ɔ, nya mi pɛlɔku ma nyɛ pɛ kaa gugwɔ mi pɛlɔku. Nɔhyɛ nɔ: ka (earthen ware). Enɛ ɔ he ɔ, wa nɛ gugwɔ mi pɛmi peemi enyɔ: 1. Nya mi pɛli nɛ a na gugwɔ mi su kɛ 2. Nya mi pɛlɔku nɛ na gugwɔ mi su. Okadi kɛ ha gugwɔ mi pɛli ji [˜]. Nɔhyɛ ni: [mã], [nũ].

Ni Kasemi Mi Ni Tsumihi

1. Moo tsɔɔ Fɔnɔlɔji blɔ nɔ tomi nɛ ɔmɛ a nya.
 - a. Pɛlɔku lokotoo peemi he blɔ nɔ tomi
 - b. Pɛlɔ kɛ pɛlɔku zi womi
 - c. Lilɛ nɔ womi nɛ pɛlɔku peemi mi
2. Mo ha nɔhyɛ ni enyɔ nɛ Fɔnɔlɔji blɔ nɔ tomi nɛ nɛ yino ɔ a he.
3. Nye tse munyungu nɛ ɔmɛ. Nye hɛ nɛ hi Fɔnɔlɔji blɔ nɔ tomi ɔmɛ a nɔ be mi nɛ nyɛ nɛ munyungu ɔ tsɛɛɛ.
 - a. buajɔ
 - b. tsake
 - c. nyɛwayo

Ni Tsɔɔmi Glɛnɔ Mini Tutuutuhi

Nyagba tsaba hlami ni kasemi: (Nɔ kakaaka kɛ kuu mi ni tsumi)

1. Ni kaseli slɔɔtohi kuu
 - a. Kuu ɔmɛ maa sɛsɛ Fɔnɔlɔji blɔ nɔ tomi ɔmɛ a he nɛ a ma ha nɔhyɛ ni.
 - b. Kuu ɔmɛ maa sɛsɛ pɛmihi a bi sami blɔ nɔ tomi slɔɔtohi kaa “pɛlɔku lokotoo peemi he blɔ nɔ tomi, lilɛ nɔ womi nɛ pɛlɔku peemi mi, nya mi pɛli nɛ a na gugwɔ mi su” a he.
Nɛ kuuhi a mi ɔ, ni kaseli maa ngma nɛ a ma tapo munyungu nɔhyɛ nihi nɛ pɛmihi a bi sami blɔ nɔ tomi ɔmɛ a mi.
2. He nuumi enyɔɔnyɔ.

- a. Nye tapo munyunguhi ne nyee se ɔme a mi ke tsɔɔ pemi a bi sami blɔ nɔ tomihi a nɔ ne a gu ke na munyungu ɔme. ngma (wrote), tu, fo, si (did not fry).
- b. Nye de nye heto ɔme ke ha tsu mi bi ɔme kone nyee sese he.

Tsɔɔlɔ ɔ ne bɔ mɔde kaa e maa nyee ni kaseli ɔme a nɔ benɛ e nge ni tsɔɔe ɔ kone e nye ne e ye bua ni kaseli ɔme ke a hia e yemi ke buami.

Kami Pɔtɛɛ: Nɔ Kuɔmi 2 Kami – Si Gbemi Plojɛti

1. Moo kale pemihi a bi sami blɔ nɔ tomihi etɛ nge Dangme mi kone o ha nɔhye ni etɛɛtɛ ke ha eko fɛɛ eko.
2. Moo tsɔɔ slɔtohi ne nge pemi womi ke piɛɛ munyungu he ke pemi zi womi a kpeti kone o ha nɔhye ni etɛɛtɛ ke ha eko fɛɛ eko.

Si gbemi munyutso

Nge nye ma a mi ɔ, o yo kaa ni sɛɛmi kpakpa jɛɔ tue bumi ke mlɛmi ne e su nɔ nɔ loko e tu munyu. Nye tsu ni nge kuu mi ke:

- Gbɛ si ke hla bɔ ne mlɛmi ne e su nɔ nɔ loko e tu munyu yaa nɔ nge we mi aloo sukuu ɔ.
- Mo yɔse tue bumi ke munyu tumi kpakpa je mi bami ko.
- Nye dla nye he ne nye fiɛ fiɛmi ke tsɔɔ munyungu pɔtɛɛ he ni tsumi nge ni sɛɛmi mi ke mlɛmi ne e su nɔ nɔ loko e tu munyu nɔ, ke e he nyagba komɛ ne nge.

PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

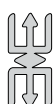
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
 - a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

10 minutes**Content Exploration**

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not '*How do I teach this?*' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

- b.** After the enactment, ask for structured feedback from the group
 - i.** was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii.** were the examples grounded in contexts familiar to Ghanaian learners?
 - iii.** did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 4

Ni kasemi nihi: Sɛsɛ Fɔnɔlɔji blɔ nɔ tomi ɔmɛ a he. (pɛmingu si fɔfɔɛ blɔ nɔ tomihi)

Ni kasemi kaimi

SHS 1	Otsi 2 1. Tsɔɔ pɛlɔ da he nge Dangme munyunguhi a mi. (munyungu sisije, e kpɛti kɛ e nyagbe). 2. Tsɔɔ pɛlɔku da he nge Dangme munyunguhi a mi. (munyungu sisije, e kpɛti kɛ e nyagbe).
SHS 2	Otsi 2 1. Tsɔɔ gbimikɔmi slɔto ɔmɛ a nya (hiɔwe, kpɛti kɛ sisi gbimikɔmi). 2. Sɛsɛ gbimikɔmi ni tsumihi a he (Nɔhyɛ nɔ: animosa ni tsumi, munyungu sisi numi nge lɛ nitɛ e dɛ he)

HE PɔTɛɛ: FɔNɔLɔJi Blɔ Nɔ TOMI ɔMɛ (PɛMINGU SI FɔFɔɛ Blɔ Nɔ TOMI ɔMɛ)

Fɔnɔlɔji blɔ nɔ tomi ɔ nya tsɔɔmi: Fɔnɔlɔji blɔ nɔ tomi ji blɔ nɔ nɛ gbi tuli woɔ pɛmi kɔmɛ nɛ a tsuɔ a he ni nge gbi ɔ mi. A ma nyɛ tsɔɔ nya kaa mlaahi nɛ gbi ko woɔ kɛ ha pɛmihi a tɛmi nɛ maa ye bua gbi ɔ tumi. A ma nyɛ gba Fɔnɔlɔji blɔ nɔ tomihi a mi kɛ wo pɛmingu si fɔfɔɛ blɔ nɔ tomi kɛ pɛmingu a bi sami blɔ nɔ tomi mi. Blɔ nɔ tomi ekpahi nɛ a bla kɛ pee blɔ nɔ tomi enyɔ ɔmɛ nɛ a wo a nɔ ta a nɛ.

Pɛmingu Si Fɔfɔɛ Blɔ Nɔ Tomihi Nge Dangme Mi

Pɛmingu si fɔfɔɛ blɔ nɔ tomi ɔ ekomɛ ji pɛlɔ kɛ pɛlɔku zi womi aloo lalɛɛ, ɛpɛntɛsisi, mɛtatɛsisi kɛ ekpa kɔmɛ.

Pɛmingu si fɔfɔɛ

Pɛlɔ kɛ pɛlɔku zi womi/lalɛɛ

Enɛ ɔ ji blɔ nɔ nɛ pɛlɔ kɛ pɛlɔku aloo pɛminguhi woɔ zi nge Dangme nya sɔsɔɛ munyu tumi mi, kɔnɛ a kɛ po munyungu ɔ nɔ kpiti. Nge Dangme munyu tumi mi ɔ, e baa mi kaa pɛli kɔmɛ laa nɛ a nui a he hu nge munyu tumi mi. Kɛ e ba mi ja a, pɛlɔ aloo pɛlɔku nɛ a nui e he ɔ, wa deɔ kɛ e wo zi, e mii aloo e laa. Pɛlɔ kɛ pɛlɔku laami nɛ ɔ ma nyɛ je e he kpo nge blema gbi lomi be mi aloo kɛ gu munyungu babɛɛhi a nɔ. Pɛlɔ kɛ pɛlɔku lalɛɛ yeɔ bua nɛ a kɛ leɔ gbi ko tsakemi kɛ e hɛnɔ gbihi a mi tso.

Pɛlɔ aloo pɛlɔku zi womi ma nyɛ ba nge munyungu ɔ he fɛɛ he.

a. Munyungu ɔ sisije

E ma nyɛ ba nge munyungu ɔ sisije kɛ kekɛle pɛmi nge munyungu ɔ sisije ɔ laa. Nɔhyɛ nɔ: ‘ekpa’ (different) ba peeɔ ‘kpa’ (different). Be kɔmɛ ɔ, wa yoɔ pɛmi zi womi nɛ ɔ nge bimwɔwi a gbi kasemi mi.

b. Munyungu ọ̀ kpeti

Enẹ̀ ọ̀ baa mi ke pẹ̀mì kọ̀ wọ̀ zì nge munyungu ọ̀ kpeti. Nọ́hyẹ̀ nọ̀: ‘jame a’ ba pẹ̀ọ̀ ‘jama’, jokuẹ̀ ọ̀’ ba pẹ̀ọ̀ ‘juku ọ̀’. A pọ̀ enẹ̀ ọ̀mẹ̀ a he ni tsumi nge nya sọ̀sọ̀ munyu tumi mi.

c. Munyungu ọ̀ nyagbe

Pẹ̀mì zì womi baa nge munyungu nyagbe. Nọ́hyẹ̀ ni: ‘otimi’ ba pẹ̀ọ̀ ‘otim’, ‘kusumi’ ba pẹ̀ọ̀ ‘kusum’, Ngmayemi” ba pẹ̀ọ̀ “Ngmayem”, Asafotufiami” ba pẹ̀ọ̀ Asafotufiam”. Enẹ̀ ọ̀ yaa nọ̀ ejakaa, nge Dangme mi ọ̀, pẹ̀lọ̀ku /m/ nyẹ̀ọ̀ gbeọ̀ munyungu nya. Ekome hu jeọ̀ munyungu babẹ̀ẹ̀ dẹ̀ mi. Nge gbihi fuu a mi ọ̀, pẹ̀lọ̀ku gbi munyungu nya. Enẹ̀ ọ̀ he je ọ̀, ke a ba munyungu kọ̀ ke je gbi kpa mi nẹ̀ munyungu ọ̀ gbe nya ke pẹ̀lọ̀ku ọ̀, a jeọ̀ pẹ̀lọ̀ku ọ̀ kọ̀nẹ̀ munyungu ọ̀ ke gbi ọ̀ glẹ̀ nọ̀ nẹ̀ sọ̀. Nọ́hyẹ̀ nọ̀: ‘school’ /sku:l/ ba pẹ̀ọ̀ ‘sukuu’ /suku:/

Pẹ̀mì womi ke pataa/piẹ̀ he (Ẹ̀pẹ̀ntẹ̀sisi)

Ẹ̀pẹ̀ntẹ̀sisi jì pẹ̀mìngu sì fọ́fọ̀e bẹ̀lọ̀ nọ̀ tọ̀mì nẹ̀ a ngọ̀ọ̀ pẹ̀mì kọ̀mẹ̀ ke pataa munyungu kọ̀mẹ̀ a he nge jame a munyungu ọ̀ kpeti aloo munyungu ọ̀ he kpa kọ̀mẹ̀. Enẹ̀ ọ̀ yeọ̀ bua ke haa munyungu ọ̀ tẹ̀mì saminya, aloo e haa nẹ̀ munyungu ọ̀ nyẹ̀ọ̀ pẹ̀mìngu bẹ̀lọ̀ nọ̀ tọ̀mì ọ̀ nọ̀. Pẹ̀mì womi ke wọ̀ munyungu kpeti ọ̀ yeọ̀ bua ke haa pẹ̀lọ̀ku enyọ̀ a kpeti gbẹ̀mì. Nọ́hyẹ̀ ni: ‘bus’ /bʌs/ ba pẹ̀ọ̀ ‘bọ̀ọ̀su’ /bọ̀: su/, ‘bricks’ /briks/ ba pẹ̀ọ̀ ‘blikisi’ /blikisi/. A tsuọ̀ ẹ̀pẹ̀ntẹ̀sisi he ni kọ̀nẹ̀ munyungu ọ̀ nẹ̀ kọ̀ gbe nya ke pẹ̀lọ̀ku. Nọ́hyẹ̀ nọ̀: ‘ball’ /bɔ:l/ ba pẹ̀ọ̀ ‘bọ̀ọ̀lu’ /bọ̀: lu/.

Kaa bọ̀ nẹ̀ a tsu zì womi he ni ọ̀, a ma nyẹ̀ wọ̀ pẹ̀mì ke piẹ̀ munyungu ọ̀ he nge munyungu ọ̀ he fẹ̀ he kọ̀.

Mẹ̀tatesisi

Mẹ̀tatesisi jì bẹ̀lọ̀ tọ̀mì nẹ̀ a tsakeọ̀ pẹ̀mìhi aloo pẹ̀mìnguhi a da he nge munyungu kọ̀mẹ̀ a mi nẹ̀ haa tsakemi baa munyungu ọ̀ tẹ̀mì mi. Tsakemi nẹ̀ ọ̀ nyẹ̀ọ̀ baa nge adebọ̀ su nya nge gbi ọ̀ mi. Mẹtatesisi tsọ̀ọ̀ bọ̀ nẹ̀ gbi tuli ọ̀mẹ̀ tẹ̀ọ̀ nihi ha ke gu juẹ̀mì nya wami nọ̀ nẹ̀ nọ̀ kakaaka nya mi tsọ̀mì nge gbi ọ̀ mi ke bọ̀ nẹ̀ tsakemi baa gbi ọ̀ mi ha. Nọ́hyẹ̀ ni kọ̀mẹ̀ nge Dangme mi jì “Kotoka” ke “tokota”, “lasuku” ke “lakuu”, “pota” ke “tapo”, “kusuu” ke “sukuu” ke ekpa kọ̀mẹ̀.

Ni Kasemi Mi Ni Tsumihi

1. Nyẹ̀ tsọ̀ọ̀ pẹ̀mìngu sì fọ́fọ̀e bẹ̀lọ̀ nọ̀ tọ̀mì nẹ̀ a gu ke pee munyungu nẹ̀ nyẹ̀ se ọ̀mẹ̀.

a. Class ba pee klaasi

b. Silva ba pee siliva

To he he kaa tsọ̀ọ̀ ọ̀ ma ha nọ́hyẹ̀ ni ke tsọ̀ọ̀ nya saminya.

2. Ngmaa pẹ̀mìngu sì fọ́fọ̀e ke ha munyungu nẹ̀ ọ̀mẹ̀. (V, CV, CVC,)

a. Asupaatlee

b. Ngmlaa

c. Nyẹ̀wayo

3. Ngmaa pɛmingu si fɔfɔɛ blɔ nɔ tomi nɛ nge Dangme mi ɔmɛ.
4. Ngmaa munyungu nɔhyɛ ni kɛ tsɔɔ pɛmingu si fɔfɔɛ blɔ nɔ tomi ɔmɛ nɛ o ngma a.

Ni Tsɔɔmi Glɛnɔ Mini Tutuutuhi

Nyagba tsaba hlami ni kasemi (Nɔ kakaaka kɛ kuu mi ni tsumi)

1. Ni kaseli slɔɔto kuu
 - a. Moo sɛsɛ Fɔnɔlɔji blɔ nɔ tomi ɔ nɛ kɔɔ pɛmingu si fɔfɔɛ blɔ nɔ tomi slɔɔto ɔmɛ (pɛlɔ kɛ pɛlɔku zi womi, pɛmihi a bi sami kɛ mɛtatɛsisi) ɔmɛ a he.
 - b. Mo ha nɔhyɛ ni ɛtɛɛtɛ nge pɛmingu si fɔfɔɛ blɔ nɔ tomi ɔ nɔ kɔnɛ o tsɔɔ nɔhyɛ ni ɔmɛ a nya.
2. He nuumi enyɔɔnyɔ kɛ ha ni tsumi

Nyɛ yɔsɛ munyungu kɔmɛ nɛ nyɛɛ tsɔɔ pɛmingu si fɔfɔɛ blɔ nɔ tomi nɔ nɛ a gu kɛ pee mɛ, kɔnɛ nyɛɛ kɛ nyɛ tsu mi bi ɔmɛ nɛ sɛsɛ he. (munyungu mitimi, munyungu he tsɔɔmi kɛ munyungu bami.)

Kami Pɔtɛɛ: Nɔ Kuɔmi 3 Kami – Hɛnɔ Fiɛmi

Hɛnɔ fiɛmi

Ngɛ nyɛ ma a mi ɔ, o yɔsɛ kaa munyungu kɔmɛ nɛ a tuɔ ɔ je muno ngɛ bɔ nɛ a ngmaa mɛ ɔ he. Ngmaa kikɛmɛ a munyungu nɛ ɔmɛ nyingmi enyɔ nɛ o tsɔɔ Fɔnɔlɔji blɔ nɔ tomi nɔ nɛ a gu kɛ na munyunguhi nɛ o ngma amɛ. (100 marks)

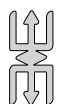
PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app

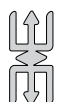
- The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through the problem individually for 3–4 minutes
- the group then works through it together the problem, step by step
- highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 2 Mi Hyɛmi Ekohu

Mi gbami nɛ ɔ hyɛ nihi tsuo nɛ a tsɔɔ nɛ ɔtsi etɛ kɛ eywie ɔ mi ɔ ekohu. Nɛ mi gbami nɛ ɔ mi ɔ, a tsɔɔ ni kaseli Fɔnɔlɔji blɔ nɔ tomi ɔmɛ. Wa kase pɛmihi a bi sami blɔ nɔ tomi ɔmɛ kɛ pɛmingu si fɔfɔɛ blɔ nɔ tomi ɔmɛ. Wa sɛsɛ blɔ nɔ tomi slɔto ɔmɛ a he nɛ wa ha nɔhyɛ ni nɛ sa. Wa hyɛ blɔ kaa, nɛ ni kaseli gu ni kasemi nɛ ɔ mi ta a, a ma nyɛ je a juɛmi kɛ nihi a sisi numi nɛ Fɔnɔlɔji blɔ nɔ tomi ɔ he ɔ kpo nɛ a ma nyɛ tɛ munyunguhi bɔ nɛ sa nɛ a maa kane ni gbugbuugbu.



JLOMI NI KE HA KA PɔTɛɛ ɔME

OTSI 3

1. Pemihi a bi sami blɔ nɔ tomi ɔme ji pɛlɔku lokotoo peemi he blɔ nɔ tomi, lile nɔ womi nge pɛlɔku peemi mi ke nya mi pɛli ne a na gugwɔ mi su.
 - *Nya tsɔɔmi ete ke nɔhye ni etɛɛte hami. (Mi 3 ke ha eko fɛɛ eko)*
 - *Nya tsɔɔmi enyɔ ke nɔhye ni enyɔɔnyɔ hami. (Mi 2 ke ha eko fɛɛ eko)*
 - *Nya tsɔɔmi kake ke nɔhye nɔ kake hami. (Mi 1)*
2. *Slɔɔto pɔtɛɛ ɔme ji:*
 - a. *Blɔ nɔ tomi: he pataami ɔ, a ke pemi pataa he ne zi womi ɔ, pemi ko laa.*
 - b. *He kpa: he pataami ɔ tsakeɔ sisi numi ɔ ne zi womi ɔ tsakeɔ munyungu ɔ pemi/tsemi se sisi numi tsakee we nge behi fuu mi.*
3. *Mini: he pataami ɔ ke zi womi ɔ yaa nɔ nge gbi ɔ blɔ nɔ tomihi kaa Mɔfɔlɔji, Fɔnɔlɔji ke animosa blɔ nɔ.*
 - *Slɔɔtohi ete he sɛsɛmi ke nɔhye ni ete hami. (Mi 3 ke ha eko fɛɛ eko)*
 - *Slɔɔtohi enyɔ he sɛsɛmi ke nɔhye ni enyɔ hami. (Mi 2 ke ha eko fɛɛ eko)*
 - *Slɔɔto kake he sɛsɛmi ke nɔhye nɔ kake hami. (Mi 1)*

OTSI 4

Jlomi ni hami ke ha hɛnɔ fiɛmi ɔ: Pemihi a bi sami blɔ nɔ tomi ɔme

1. **Nya blimi (Mi 10)**
 - a. Poku nya tsɔɔmi ke mini (*Mi ke maa su 3*)
 - i. Nya blimi ne mi tso ke ha pemihi a bi sami blɔ nɔ tomi munyutso ɔ
 - ii. Pemihi a bi sami blɔ nɔ tomi he hiami nge gbi ɔ mi
 - b. Ni kasemi si gbemi sane bimi ke bimihi ne hɛɛ heto slɔɔtohi se kake pɛ ne da (Mi ke maa 4)
 - i. Ni kasemi si gbemi sane bimi ne mi tso
 - ii. Bimihi ne hɛɛ heto slɔɔtohi se kake pɛ ne da nge hano fiɛmi ɔ he
 - c. Hano fiɛmi ɔ he se nami (*Ha mi ke ya su 3*)
 - i. Se namihi ke ha pemihi a bi sami blɔ nɔ tomi ɔ sisi numi.
 - ii. He ni tsumi aloo he kpa komɛ.
2. **Masu mi hyɛmi ekohu (Mi 15)**
 - a. Si gbemi ɔ aloo nɔ ɔ sisi poku (*Ha ke ya su Mi 5*)
 - i. Fɔnɔlɔji blɔ nɔ tomi ɔme a sisi numi

ii. Ni le kɛ ga lele nɛ he hia amɛ a he ni tsumi

b. Gbi Mini Tutuutu (*Ha kɛ ya su Mi 5*)

i. Gbi ɔ mi nylɔmi

ii. Ni kasemi si gbɛmi nɛ pɛmi a bi sami nɔ nɛ nɛ momo

c. Mi tapomi vii (*Ha kɛ ya su Mi 5*)

i. Masu nɛ nɛ momo he akɔta bumi

ii. Hehi nɛ maa hia ni kasemi si gbɛmi yomi

3. Blɔ nɔ tomi (*Mi 15*)

a. Munyuh/Nihi a nya buami (*Ha kɛ ya su Mi 5*)

i. Munyu/nihi a nya buami blɔ nɔ tomi kalemi (Nɔhyɛ ni: sane bimi, heto ngmami)

ii. Blɔ nɔ tomi nya tsɔɔmi gbugbuugbu

b. Munyu/Nihi a mi tapomi (*Ha kɛ ya su Mi 5*)

i. Munyu/Nihi a mi tapomi blɔ nɔ tomi kalemi

ii. Blɔ nɔ tomi kɛ ha si gbɛmi bimi ɔmɛ a dami

c. Nya tsihi nihi (*Ha kɛ ya su Mi 5*)

i. Nya tsihi nihi nɛ ma nyɛ ba nɔ kplɛɛmi

ii. Blɔhi a nɔ nɛ a maa gu kɛ hla tsaba kɛ ha nya tsihi ni ɔmɛ

4. Heto/Nihi nɛ maa je kpo he sɛsɛmi (*Mi 25*)

a. Heto/Nihi nɛ maa je kpo ɔ demi kɛ tsɔɔ (*Mi 15*)

i. Munyuh/Nihi a demi kɛ tsɔɔ ɔ mi tsɔ heii

ii. Tsu nɔhyɛ nihi a he ni saminya

b. Mi tapomi kɛ sisi tsɔɔmi (*Mi 1*)

i. Pɛmi a bi sami ɔ mi tapomi kɛ mi kuɔmi

ii. Nihi/Hetohi nɛ maa je kpo sisi tsɔɔmi masu glɛ nɔ.

c. He kpahi (*Mi 5*)

i. Sɛsɛ he kpahi nɛ a naa nɛ gbi tsɔɔmi, ni kasemi kɛ nihi a blɔ nɔ tomi he.

5. Nya muɔmi kɛ ga womi (*Mi 25*)

a. Hetohi/nihi nɛ je kpo ɔ a nɔ domi (*Mi 5*)

i. Hetohi/Nihi nɛ je kpo ɔ a nɔ domi nɛ mi tsɔ heii

b. Nya muɔmi (*Mi 5*)

i. Nya muɔmi nɛ nɛ gbugbuugbu nɛ buaa si gbɛmi ni ɔmɛ a nya

c. Ga womi (*Mi 10*)

i. Ga womi gbugbuugbu kɛ ha hwɔɔ se si gbɛmi, gbi kasemi kɛ nihi a he blɔ nɔ tomi

6. Blo nɔ tomi, amɛ jemi kɛ nahehi tsɔɔmi (*Mi 10*)
 - a. Blo nɔ tomi ɔ mi tsɔmi
 - i. Blo nɔ nyɛɛmi kɛ blo nya tomi
 - b. E ngmami kɛtsɛ jemi (*Mi 3*)
 - i. E mi tɛmi/tsɔmi, gbugbuugbu himi kɛ ngmami nge glɛ nɔ.
 - c. Nahe kɛ nihi nɛ ngma (*Mi 2*)
 - i. Nahe kɛ nihi nɛ ngma a blo nɔ tomi saminya.

MI GBAMI 3: MUNYUZA OTI KƐ MUNYUZA SETSOHI

MUNYUTSO: NYA NI SƐƐMI/MUNYU TUMI

Munyutso Oti Setso: Ni Kanemi

Ni kasemi tutuutu: Ngoo munyutso oti kɛ munyutso oti setso yomi he ga lele kɛ je munyutsohi kpo ngɛ demiyohi a mi.

Glɛnɔ Mini: Pee nɔhyɛ nɔ kɛ tsɔɔ sisi numi ngɛ munyutso oti kɛ munyutso oti setso he ngɛ demiyohi mi ngɛ gbi ɔ mi.

Si hɛlimi



Pee **mid- sɛmɛsta** ka a ngɛ otsi 6 mi. Bimi ɔ nɛ pee nihi nɛ o tsɔɔ kɛ je otsi 1 kɛ ba si otsi 5 ɔ mi. Moo hyɛ **daka nɛ tsɔɔ sane bimi abɔ kɛ bɔ nɛ ka/pepa a maa ya ha a** nɔ, konɛ e kudo mo. Wo ni kaseli ɔmɛ a ka a sisi nine nɔuu nɛ o ngo kɛ wo **SAP** ɔ mi.

MI GBAMI ɔ NYA BLIMI KƐ Nɔ DOMI

Mi gbami nɛ ɔ maa ma kɛ to nihi nɛ wa kase ngɛ SHS 1 kɛ SHS 2 ɔ nɔ kɛ kɔ munyutso otihi kɛ munyutso oti setsohi a he. Ni kaseli ma nylɔ nɔ nɛ ji munyutso oti ngɛ demiyohi ko mi ɔ mi. Wa ma tsa nɔ kɛ hyɛ nɔ nɛ ji munyuza oti kɛ munyuza oti setso, nɛ wa yo mɛ ngɛ demiyohi a mi. Munyuza oti kɛ munyuza oti setso he nile kɛ ga lele ɔ maa ye bua ni kaseli kɛ ngma ni nɛ a sɛɛ ni saminya.

E maa ye bua ni kaseli nɛ a ngo a he kɛ wo ni sɛɛmi mi vii kɛ sisi numi. Kɛ piɛɛ he ɔ, e maa ye bua ni kaseli nɛ a ma yo mi gbamihi kɛ slɔtohi nɛ ngɛ munyuzahi nɛ he hia kɛ ni nɛmɛ nɛ he hia we tsɔ ngɛ demiyohi ko mi, nɛ lɛ nɔ ɔ maa ye bua nɛ a nye nɛ a po demiyohi ko kuku nɛ sisi numi ɔ be tsakee. E maa ye bua kɛ ha sisi numi hulo. Pi Dangme gbi ɔ kasemi kɛkɛ mi nɛ nile kɛ ga lele nɛ ɔ he maa hia ngɛ, se e maa ye bua Aflaane gbi, Flɛntsi kɛ gbi kpahi a kasemi hulo. Mi gbami ɔ ma ha ni kasemi juɛmi kɛ sisi numi nɛ mi kuo ngɛ ni ngmami kɛ munyu tumi mi. E sa nɛ tsɔɔɔ ɔ nɛ ngo ni tsɔɔmi blɔ nɔ tomihi kɛ nihi nɛ maa ye bua nɛ nɔ fɛɛ nɔ ngɛ klaasi ɔ ma nye kase ni ɔ bɔ nɛ sa a kɛ tsɔɔ ni ɔ.

Otsi ɔmɛ a mi ni kasemi nihi ji:

- **Otsi 5:** Munyuza otihi kɛ munyuza oti setsohi ngɛ demiyohi ko mi yomi.
- **Otsi 6:** Ngoo munyuza oti kɛ munyuza oti setso yomi he nile kɛ ga lele kɛ hla munyutso otihi ngɛ demiyohi a mi.

NI TSOOMI GLENŌ MINI TUTUUTU NŌ DOMI

Ni tsoomi glenŋ mini tutuutuhi a he ni nē a tsu nge mi gbami nē ō mi ō tsoo blŋ slŋotohi a nŋ nē a guŋ kē tsoo Dangme ō. Nyagba tsaba hlami ni kasemi (PBL) ō tsoo ni tsoomi ga lele nē woŋ je ō mi nyagba nitsenitsehi kē yeŋ buaa ni kaseli kē naa nile kē ga lele nge nyagbahi a he, pe nē a ma de mē nihi nē nge nŋ yae kēkē. E woŋ nihi tutuutu kaa nŋ kake ni kasemi, nihi enyŋ a kuu ni kasemi, kaseli slŋoto kuuhi kē klaasi tsuo ni tsumi kē yeŋ buaa ni kasemi ō. Ni tsoomi ga lele nē ōmē haa nē ni kaseli susuo a yi mi vii, a naa nyagba tsaba hlami he ga lele nē a naa nŋ kē munyu tumi aloo nŋ kē ni sēemi he nile kē ga lele nē sa. Ni tsoomi blŋ nŋ tomi nē ōmē hu nyēŋ nē a haa ni kaseli peeŋ kake nē a tsuo ni nge kuu kake mi nge nŋ ko he. E yeŋ buaa nē ni kaseli nyēŋ nē a buaa nihi a nya nē a tapoo nihi a mi. Ni kaseli nē a nile ya hē mi saii ō, a haa mē ni tsumi kpahi nē mi he wa bŋŋ, nē yeŋ buaa nē a nyē nē a pee kuu nya dali ha a sibi ōmē. A nyēŋ nē a kudŋŋ a sibi ōmē nē a na nihi a sisi numi saminya nge nihi nē a tsoo nge munyuza oti kē munyuza oti setso ōmē a he, nē a tsuo a he ni hulŋ. A wo tsoolŋ ō ga nē e to ni kaseli nē nge munyungu tsemi kē ni sēemi aloo munyu tumi he nyagba a he hē nē a ye bua mē kē je nyagba nē ōmē.

KAMI NŌ DOMI

Kami blŋ nŋ tomi nge mi gbami nē ō mi ō kaa ni kaseli a ga lele fiami ngo ma nihi a nŋ, a yi mi susumi pŋtē kē a ni pŋtēhi a sisi numi. Ni kaseli a nŋ yami demi kpamkpami ō yeŋ buaa a nŋ yami nge ni kasemi ō mi. Ni kaseli a nŋ yami demi kpamkpam yeŋ buaa a mŋde bŋmi kē ni kasemi nŋ yami. Kami he ga lele ōmē ngoŋ blŋ nŋ tomihi nē yeŋ buaa ni kaseli kē naa Dangme ō kasemi sisi numi saminya. Nŋ kuŋmi 2 sane bimi ga lele fiami kē ma nŋ ō ekome ji saneyo kpitikpitihi aloo nya munyu demi kē bu ni kaseli a mŋde bŋmi kē ni tsumi he akŋta.

Nŋ kuŋmi 3 kami ō hē yi mi susumi pŋtē sane bimi nge saneyohi aloo ni pŋtēhi a he ni kasemi he, kē hyē ni kaseli a yi mi susumi kē a nŋ sisi numi vii nge fŋnŋloji blŋ nŋ tomihi a he. Tsoolŋ ō nē wo ni kasemi nŋ yami ka kē ni kasemi se ka kē hla ni kaseli a ni kasemi nŋ yami kē mi aloo yibo nē a na a. Ni kaseli a nŋ yami demi blŋ nŋ tomi ōmē yeŋ buaa ni kaseli a mŋde bŋmi kē a nŋ yami nge ni kasemi ō mi.

Minihi	Nŋ kuŋmi	Kami he blŋ nŋ tomi
Yo munyuza otihi kē munyuza oti setsohi nge demiyo mi	2	Sane bimi
Ngŋŋ munyuza otihi kē munyuza oti setsohi he nile kē ga lele kē hla munyutso nge demiyo mi.	3	Semeŋta kpeti kami/Mid -semeŋta ka

OTSI 5

Ni kasemi mi ni: *Yo munnyuza oti kε munnyuza oti setso nge munnyutso ko mi.*

Mi hyemi ekohu

SHS 1	Otsi 3 1. Ni kaseli nε ngo ni kanemi esoeso kε hla sisi numi potεε kε ni kanemi esoeso kε hla munnyungu kε munnyukpofahi a sisi ɔmε a he nile kε ga lele kε kane demiyo potεε nε a ha sane bimihi nge demiyo ɔ nɔ ɔmε a heto. 2. Sεsε ni kasemi esoeso kε hla munnyungu kε munnyukpofahi a sisi ɔ he. (Nɔhye ni: Ngɔɔ hεngmε kε ngue nya kε nyεε nɔ; yo munnyunguhi kε munnyukpofahi, kε ekpa kome)
SHS 2	Otsi 3 1. Yo munnyutso otihi nge demiyo aloo ni sεemi ko mi. 2. Sεsε munnyutso oti nge demiyo mi ɔ he.

HE PɔTεε: MUNYUZA OTI Kε MUNYUZA OTI SETSOHI

Munnyuza Oti Sisi Tsɔɔmi

Munnyuza oti ji munnyuza nε jεɔ juemi nge kuku ko mi ɔ kpo. E sa nε munnyuza oti ɔ sisi numi nε fɔ si heii nε e nye nε e je munnyutso oti ɔ kpo nge demiyo ɔ mi, nε e nye nε e tsɔɔ demiyo ngmalɔ ɔ juemi kε susumi nge nɔ nε e ngma a he. E pɔɔ kuku ɔ sisi jemi, se pi daadaa nε a naa lε nge kuku ɔ sisije. E sa nε e kɔ munnyutso ɔ he tutuutu, kone kuku aloo demiyo aloo saneyo ɔ sisi numi he nε ba se nami. Nɔhye nɔ nε kɔɔ SHS bi a sukuu nyagbe jlomi he munnyutso ma nye pee, “SHS bi a sukuu nya gbemi jlomi he hia nge nihi babauu he”.

Munnyuza Oti Setso Sisi Tsɔɔmi

Munnyuza oti setso nge kuku ko mi ɔ blεkeɔ munnyutso nε munnyuza oti ɔ je kpo ɔ mi. Munnyuza oti setso ɔ ma nye pee munnyuza gbugbuugbu aloo munnyuza ko nε kpla he kεkε. A nyεɔ nε a tsɔɔ be aloo nɔ he je aloo nɔ nε maa ba nge munnyuza oti ɔ he, nε a yeɔ buaa munnyuza oti ɔ kε jεɔ yi mi tomi pɔtεε nε munnyutso ɔ hεε nge kuku ko mi ɔ kpo. Munnyuza oti setso gbaa nihi a kpe kε blεkeɔ sisi numi nge munnyutso ɔ he mi. A pɔɔ munnyuza oti se fieemi: a hiɔ kuku ɔ kpeti, se be kome nge nε a jεɔ kuku ɔ sisi aloo a gbeɔ kuku ɔ nya. A baa loko kuku nya muɔmi ɔ baa. Nge kuku ko mi ɔ, o ma nye na munnyuza oti setsohi kaa enyɔ aloo etε aloo eywie nε a nge munnyuza oti ɔ wae kε je munnyutso sisi numi kε e he juemi kpo. E sε nε munnyuza oti setso ɔmε nε a je munnyutso oti ehe kpo nge kuku ɔ mi. Ke a he hiε nge kuku ko mi ɔ, e sa nε a to a nya nε juemi kε sisi numi kpakpa nε hi kuku ɔ he.

Ke o nge yee kε nge ni kaseli buae nε a ngma munnyuza oti setsohi ɔ, tii mi nε a le kaa e sa nε munnyuza oti setso ɔ nε kɔ munnyuza oti kε munnyutso ɔ he tutuutu. Ha nε a ngɔ munyu tsali nε nyεɔ haa munnyuzahi nyεεɔ a bi a se kε haa sisi numi kpakpa nε je kpo. Ha nε a hye kaneli a juemi mi kuɔmi kε tsu munnyuza oti setsohi nε a ma nye nu sisi he ni. Munnyuza oti setsohi nε

ngɛ munyuza oti ɔ mi blɛkɛɛ ɔmɛ nɛ nɛ a fia kɛ ma sisi tomi nɛ munyuza oti ɔ je kpo ɔ nɔ, nɛ a ha kuku ɔ sisi numi nɛ je kpo heii.

A ma nyɛ wo munyuza oti setsɔ nɔhyɛ ni nɛ ɔ kɛ tsɔɔ yi mi tomi ɔ nya kɛ ha e kaneli

“Mwɔnɛmwɔnɛ ɔ lɔlɛ inji ji inji nɛ saa nu/pɛtloo aloo dizɛli kɛ haa he wami.”

1. Inji nɛ ɔmɛ ba tsake blema inji ɔmɛ ejakaa, a ngɛ he wami.
2. A haa lɔlɛ ɔmɛ maa fo pe blema ni ɔmɛ nɛ a haa nɛ lɔlɛ ɔmɛ a mi himi ngɔɔ.

Munyuza oti setsɔ nɛ ɔmɛ tsuo blekɛɔ munyuza oti nɛ ji ‘Mwɔnɛmwɔnɛ lɔlɛ injihi hɛɛ he wami nɛ tsakeɔ la dɔmi’ ɔ mi kɛ haa sisi numi ɔ jeɔ kpo heii. A deɔ nihi nɛ haa munyuza oti ɔ mi fɔɔ si nitɛ nɛ a tsɔɔ e ngmalɔ ɔ susumi. Ngmalɔ ɔ ma nyɛ ngɔ munyuza oti setsɔ etɛ ɔmɛ a kpɛti kake aloo enyɔ aloo mɛ tsuo kɛ blɛkɛ munyuza oti ɔ mi kɛ ma nɔ nɛ e ngɛ hlaɛ nɛ kaneli nɛ le ngɛ kuku ɔ mi ɔ nɔ mi.

Munyuza oti kɛ munyuza oti setsɔ yomi ngɛ demiyo mi

Ke o ma yo munyuza oti kɛ munyuza oti setsɔ ngɛ demiyo mi ɔ, e sa nɛ o le a he su ɔmɛ ngɛ demiyo ɔ mi.

Ni kasemi Ni tsumihi

1. Tsɔɔ mi gbami nɛ ngɛ munyuza oti kɛ munyuza oti setsɔ a kpɛti.
2.
 - a. Kane munyuza oti setsɔhi tsuo nɛ ngɛ kuku nɛ nyɛɛ se nɛ ɔ mi nɛ o susu juɛmihi nɛ a je kpo ɔ he.
 - b. Moo ngma munyuza oti kɛ ha kuku ɔ.

Ke i susu jeha akpe kake kɛ e nya lafa nɛɛ kɛ nyingmi nɛɛ be ɔ mi ɔ (1990), i kaɔ TV nɔ fiɛmi komɛ nɛ ya nɔ jame a be ɔ mi. I nya Ohieɛli kɛ Dangmeli a fiɛmi nɛ a fie ngɛ Ghana TV (GTV) nɔ daa Hɔgba gbɔkue ɔ he. Ye bua jɔ Okpotime kɛ Adajiwaame a amɛhi nɛ e je ngɛ fiɛmi ɔmɛ a mi ɔ he wawɛɛ nitɛ. I he ye kaa nihi nɛ na a ketɛ jemi jame a be ɔ mi ɔ tsuo bua jɔ a he saminya ejakaa, a ga lele nɛ a je kpo ngɛ blo nyahi nɛ a ha mɛ kɛ gɛjemi nɛ a kɛ wo fiɛmi ɔmɛ a mi ɔ ha nɛ nɔ fɛɛ nɔ hiɔ e sɛ nɔ ke e su a nɔ ngɛ fiɛmi ɔ mi. I kaɔ amɛ jemi nɛ fiɛli kpa amɛ hu je ngɛ fiɛmi ɔmɛ a mi ɔ be fɛɛ be. E gbaa ye nya kaa Dangme kɛ Ohie TV nɔ fiɛmi nɛ ɔmɛ ngɔɛ nihi a nya kpakpa ko mwɔnɛmwɔnɛ ɔ hu, se jine blema a, Ghanabi babauu ji nihi nɛ nyaa fiɛmi nɛ ɔmɛ a he.

3. Moo tsɔɔ nɔ he je nɛ o ngma kikɛmɛ a munyuza oti ɔ.

Ni kasemi Glɛnɔ Mini Tutuutu

Ni kasemi blo nɔ tomi he munyu tumi

1. Klaasi tsuo nɔ he sɛsɛmi
Nyɛɛ sɛsɛ munyuza oti kɛ munyuza oti setsɔ he.

2. Ni kaseli slotohi kuu

- Nyɛɛ kane demiyo nge munyutso ne ɔ eko nɔ: kusumi ni peemi, tekinoloji, tsopa, lɔle heemi, ke ekpa kome.
- Yo munyuza oti nge demiyo ɔ mi.
- Yo munyuza oti setso nge demiyo ɔ mi.
- Nye de nye heto ɔ ngo ha klaasi ɔ tsuo ne nyɛɛ sese he.

Tsoɔɔ ne nyɛɛ ni kaseli ɔme a nɔ nge klaasi ɔ ne e hye ne nɔ fɛɛ nɔ ne ngo e he ke wo ni tsumi ɔ mi, konɛ e ye bua me ke e he maa hia. Ye bua nihi ne nge nyagbahi, titli ɔ, tuekpokuli aloo nihi ne nui nɔ kpakpa ko ɔ.

Kami Pɔtɛɛ: Nɔ Kuɔmi 3 Kami – Sane Bimi

- Kane demiyo ne nyɛɛ se ne ɔ ne o yo munyuza oti ke munyuza oti setsohi ne nge mi ɔ. (**Mi 4**)

Adebo nihi nge Ghana nge nyagba babauu nae ke gu huetso he mi kpatami, nyu, kɔɔhiɔ ke ni kpahi a mi gbidimi ke je ɔ la dɔmi tsakemi mi. Kaa ma a, e sa ne a ye bua ke po huetsohi, pu mi lohwehi ke nyuhi a he piɛ. Ke wa du tsohi, ne wa gbɔ mu nihi a nɔ, ne wa po wo ɔ, pahi ke nyu hengmehi a he piɛ ɔ, wa nge yee ke nge buae ke baa ni ne ɔme ke Ghana afeɔ nihi a yi ke ha mwɔne ɔ ke hwɔɔ se bimɛ tsuo. He wami bɔɔbɔɔbɔɔ ne nɔ fɛɛ nɔ ke maa wo mi ɔ maa ye bua ke baa je ɔ tsuo yi.

- O susu kaa meni ji munyutso oti nge demiyo ɔ mi? (**Mi 1**)
- Tsoɔ blɔ etɛ nɔ ne munyuza oti setsohi ye bua ke ha sisi numi ba munyuza oti ɔ he. (**Mi 3**)
 - Ngmaa kuku ko ne munyutso ji, ‘Sukuu tsɔsemi ji safie ne blɔ nɔ yami sinyahi a nya’ konɛ o yo ne o ngma munyuza oti ke munyuza oti setsohi ne nge o kuku ɔ mi ɔme. (**Mi 7**)

PLC Session 5

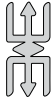
45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

- Use your subject specific app to explore the content before planning, ask the app to
 - explain the week’s concepts in a way that would make it easier for learners to understand
 - identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson, ask the app to
 - suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

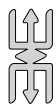
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not '*How do I teach this?*' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- 5.** Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a.** Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b.** After the enactment, ask for structured feedback from the group
 - i.** was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii.** were the examples grounded in contexts familiar to Ghanaian learners?
 - iii.** did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 6

Ni kasemi mi ni: *Ngoo munyuza oti kε munyuza oti setso he nile kε ga lele kε je munyutso oti kpo nge demiyo mi.*

Ni kasemi kaimi

SHS 1	Otsi 3 1. Ni kaseli nε ngo ni kanemi esoeso kε hla sisi numi potεε kε ni kasemi esoeso kε hla munyungu kε munyukpofahi a sisi ɔmε a he nile kε ga lele kε kane demiyo potεε ko nε a ha sane bimihi nge demiyo ɔ no ɔmε a heto. 2. Sese ni kasemi esoeso kε hla munyungu kε munyukpofahi a sisi ɔ he. (Nɔhyε ni: Ngoo hengmε kε nguε nya kε nyεε nɔ; yo munyunguhi kε munyukpofahi, kε ekpa kome)
SHS 2	Otsi 3 1. Yo munyutso otihi nge demiyo aloo ni sεemi ko mi. 2. Sese munyutso oti nge demiyo mi ɔ he.

HE PɔTεε: MUNYUZA OTI Kε MUNYUZA OTI SETSOHI

Munyutso Sisi Tsɔɔmi Nge Demiyo Mi

Munyutso oti ji nɔ tutuutu he munyu nε a tu nge demiyo aloo kuku ko mi. E ji juemi aloo susumi nε he hia pe kulaa nge demiyo mi. Loko o ma yo munyutso oti nge demiyo ko mi ɔ, e sa nε o bi ke: Meni a nge dee nge nɔ ko aloo nɔ ko he. Munyutso oti ɔ ma nyε je e he kpo nge he slootohi nge kuku ko aloo demiyo ko mi. E jeɔ e he kpo nge munyuza mi nε e pɔɔ kekle munyuza peemi nge kuku mi. Ke e je kuku ɔ sisi ɔ, ni ngmalɔ ɔ ngɔɔ kuku ɔ mi nihi nε pieε ɔmε kε tsɔɔ munyutso ɔ nya kε blεkeɔ e sisi numi mi saminya.

Munyuza Oti kε Munyuza Oti setsohi yomi nge demiyo mi. Loko o ma yo munyuza oti kε munyuza oti setso nge demiyo mi ɔ, e sa nε o hye a suhi nε nge ɔ.

Ni Kasemi Mi Ni Tsumihi

1. Nyεε kpale nε nyεε kane nihi nε nyε kase nge munyuza oti kε munyuza oti setso he ɔ nε nyεε sese he.
2. Sese nihi etε nε o maa hye ke o nge hlae ma yo munyuza oti nge demiyo ko mi.
3. Sese nihi etε nε o maa hye ke o nge hlae ma yo munyuza oti setso nge demiyo ko mi.

Ni Tsɔɔmi Glεnɔ Mini Tutuutuhi

1. **Munyu tumi kε kasemi blɔ nɔ tomi:** Klaasi ɔ tsuo nɔ he sεsemi
 - a. Nyɔlɔ munyuza oti kε munyuza oti setso sisi tsɔɔmi ɔ mi.

b. Sese munyutso oti sisi numi nge demiyo mi o he.

2. Ni kaseli sloto kuu

Ngoo o juemi ke nile nge munyuza oti ke munyuza oti setso he o ke kane ne o tapo demiyo ne nyee se ne o mi. Yo ne o ngma munyutso, munyuza oti ke munyuza oti setso ome.

Blema sane tsoo nya kaa, nihi babauu ne ha tsakemihi ba nge la ke do he blo no tomi nge wa je munumunohi nge Ghana. Gbi, je o si fofoe, kusumi munomunohi, ma no yemi, politiks, nimli a hiami nihi ke je he kake ke ya he kpa, ke ni kpa kome ne bla a, ne ngo tsakemi ke ba la ke do he. Nihi nge hehi tsuo gblee tsakemi ne ome a mi nge be sloto ke he slotohi nge Ghana ma ne o mi. Ene o tsoo kaa nihi munomunohi nge Ghana je sloto ome a mi o yeo niye ni slotohi, a hio a je mi la domi ke e mi jomi kpakpahi a mi, ne a ke nihi ne je he slotohi ne kpe ne a ke me bo. Kuu fee kuu nge he ne a je ke blo no ne a gu ke nyee ke ba su he ne a nge amla ne o, ne ni munomunohi a he je ne ni ome hia ke je a blema hihe ome ke ba a mwonemwone o hihe ome, ne le ni ome a he je o, nihi ne a ke kpe ke nihi ne a ke bo o tsuo na tsakemi nge a si himi mi. Ke piee he o, kuu fee kuu hi no yemi blo no tomi kake sisi ne le no o hu ngo tsakemi slotohi ke ba a la ke do he blo no tomi mi. Nihi ne wa sese he ne o ke ni kpahi ji ni kome ne ngo tsakemi ke ba adesa la ke do he blo no tomi mi nge wa ma Ghana ne o mi.

Na he: 'Indigenous Musical Culture in Ghana: A Contemporary Perspective' Dr Akosua Elebi, 2015 (THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES Vol. 3, Issue 7)

3. Nye de nye kuu mi heto ome ngo ha klaasi o tsuo.

Kami Pote: No Kuomi 3 Kami– Klaasi Tsuo Ni Tsumi

1. Kane demiyo ne o ne o yo munyutso otihi ne nge mi ome. (Mi 2)

Kuku ne a to he blo no saminya a fiaa ke maa munyutso kake no ne e jeo e he kpo nge munyuza oti mi. Munyuza oti nge ni tsumi fuu ne e tsuo: e jeo demiyo o yi mi tomi o kpo; e peeo kuku o kake ne e yeo buaa ke too munyuzahi nge kuku o mi ome a he blo nya; e woo ni kaneli ga nge munyutso oti ne e nge kanee o he. Ni kaneli nyee ne a daa kekle munyuzahi boo nge kuku o mi no ke maa no ne kuku o ma he munyu tumi o no mi. Ene o he ne e he maa hia kaa o ngo munyuza oti o ke je kuku o sisi o ne, se ke o ngo munyuza kpa ke se e hlami hu o, e hi. Nohye no ji kaa, o ma nye ngo munyuza ne tsaa hlami semi kuku o ke kuku ne nyee se o loko munyuza oti o maa ba, kone kukuhi nge demiyo o mi o ne na tsakpa ne sisi numi ne hi a he.

E nge mi kaa e sa ne kuku fee kuku ne hie munyuza oti kake lee, se be nge ne kuku o be munyuza oti ko kulaa hiee. Nohye no ji kaa, be nge ne demiyo o tsuo nge no kake he munyu tue, ne lo o he je o, kuku ome tsuo fiaa ke maa munyutso oti ne demiyo o je kpo momo o no. E nge mi ja lee se kukuhi babauu hieo munyuza oti.

2. Tsoo bo ne o pee ke yo munyutso oti nge demiyo o mi o nya. (Mi 4)

3. Tsoo bo ne munyuza oti setsohi ye bua ke je munyutso oti o kpo nge demiyo o mi.



MID - SEMESTA KA A BLO NO TOMI

Pee mid - semesta ka a. Bimi ɔ ne pee nihi ne o tsɔɔ ke je otsi 1 ke ba si otsi 5 ɔ mi. Moo hye daka ne tsɔɔ sane bimi abɔ ke bɔ ne ka/pepa a maa ya ha a nɔ konɛ e kudɔ mo. Wo ni kaseli ɔme a ka a sisi nine nɔuu ne o ngɔ ke wo SAP ɔ mi nɔuu.

Tɛɛmi kpɛti/mid semesta ka a si fɔfɔɛ

Mi gbami A: Sane bimi ne hɛɛ heto slɔtohi se heto kake pɛ ne da = 20

Mi gbami B: Demiyo - Sane bimi kake

Mi gbami C: Saneyo ngmami sane bimi - Sane bimi 1

Daka ne tsɔɔ sane bimi abɔ ngɛ mi gbami A ke B

Otsi	He Pɔtɛɛ	Sane bimi he nɔ	Nɔ kuɔmi				Yibɔ tsuo
			1	2	3	4	
1	Munyungu pɔtɛchi kɛ ha ni sɛɛmi mi	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	2	1	-		3
		Saneyo	-	-	1		1
2	Mlɛmi nɛ e su nɔ nɔ ngɛ munyutsohi a he ni sɛɛmi mi	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	1	2	2		5
		Saneyo	-	-	-		
3	Fɔnɔlɔji blo nɔ tomi komɛ (Pɛmihi a bi sami blo nɔ tomi)	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	-	2	1		3
		Saneyo	-	-	-		
4	Fɔnɔlɔji blo nɔ tomi komɛ (Pɛmingu si fɔfɔɛ blo nɔ tomi)	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da	3	1	1		5
		Saneyo					
5	Munyuza oti kɛ munyuza oti setsɔhi	Sane bimi nɛ hɛɛ heto slɔtohi se heto kake pɛ nɛ da		2	2		4
		Demiyo			1		1
		Yibɔ tsuo	6	8	8		22

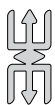
PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

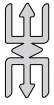
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
 - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step

- d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 3 Mi hyemi ekohu

Mi gbami nε ɔ sεsε munyuza oti kε munyuza oti setsohi a he. Wa kase nɔ nε ji munyuza oti, e he suhi, blɔ nɔ nε a guɔ kε yoo mε nge demiyo mi kε bɔ nε a ngmaa mε ha. Wa ngo munyuza oti kε munyuza oti setsɔ he nile kε ga lele kε yo munyutsohi nge demiyo mi. Nile kε ga lelehi nε je kpo nge mi gbami nε ɔ mi ɔ maa ye bua ni kaseli nge a ni ngmami, a munyu tumi aloo ni sεemi kε a nɔ he susumi mi.



JLOMI NI HAMI Kε HA KA PƆTεε ƆMε

OTSI 5

Hetohi

1. Munyuza oti ɔ kε munyuza oti setsɔ ɔmε ji:

- a. Adebo nihi nge Ghana nge nyagba babauu nae kε gu huetso he mi kpatami, nyu, kɔɔhiɔ kε ni kpahi a mi gbidimi kε je ɔ la dɔmi tsakemi mi.
 - i. Kaa ma a, e sa nε waa ye bua kε po huetsohi, pu mi lohwehi kε nyuhi a he piε.
 - ii. Ke wa du tsohi nε wa gbɔ mu nihi a nɔ nε wa po wo ɔ, pahɔ kε nyu hεngmεhi a he piε ɔ, wa nge yee kε nge buae kε baa ni nε ɔmε kε Ghana afεu nihi a yi kε ha mwɔnε ɔ kε hwɔɔ se bime tsuo.
 - iii. He wami bɔɔbɔɔbɔɔ nε nɔ fεε nɔ kε maa wo mi ɔ maa ye bua kε baa je ɔ tsuo yi. (*Mi 1*) kε ha munyuza oti setsɔ fεε nε ni kaseli maa ngma.

2. Munyutso nge demiyo ɔ mi ji

Adebo nihi a yi baami nge Ghana – (*Mi 1* aloo 2)- (Munyutso ekpa nε sisi numi nge he kaa enε ɔ maa da – *Mi 2*)

- a. Munyuza oti setsɔ yeɔ buaa kε blekeɔ munyuza oti ɔ mi kε fiaa munyutso kε maa si
- b. A tsɔɔ nɔ mi mami gbugbuugbu.
- c. A tsɔɔ nɔ he je nε a tsɔɔ nɔ sisi.
- d. A haa bɔmi ko baa kuku ɔ sisi numi he.
- e. A woɔ nya sami aloo koli simi mi he wami.
- f. A gbaa nɔ kpε nε e mi fɔɔ si heii.
- g. E haa bu kε nɔ mi mami baa kuku ɔ he.
 - *Mi kake* kε ha heto kake fεε heto kake.
 - *Mi 3* kε ha heto etε nε da
 - *Mi 2* kε ha heto enyɔ nε da
 - *Mi 1* kε ha heto kake nε da

3. Kuku nɔhyε nɔ nε a diki munyuza oti ɔ mi kungwɔɔ kε munyuza oti setsɔ nε a diki a mi bamumu ji nε ɔ nε.

Sukuu tsɔsemi ji safie nε bliɔ adesa kε ma nɔ yami sinyahi a nya. (Munyuza oti)

Nge Ghana a, sukuu yami tsɔsemi blekeɔ nihi a nile mi. E ha mε ga lele nε a nye susu yi mi saminya nε a pee a blɔ nya nge ma a nɔ yami mi. Ke wa ngɔ sika kε wa he wami kε wo sukuu tsɔsemi mi ɔ, Ghanabi ma je ohia kε je a nɔ. A ma bleke a si himi mi nε a maa ma hwɔɔ se kpakpa kε ha a he kε ma amε. Sukuu tsɔsemi ji klama nε he hia kε ha adesa kε ma nɔ yami. (Munyuza oti setsɔhi)

Munyuza oti ɔ yomi ke ngmami (*Mi 1*)

Munyuza oti setschi yomi ke ngmami (*Mi 3*)

O ma nye ha mi ke ya su ete nge blo no tomi, animosa ke munyungu kpakpahi ne a tsu a he ni ɔ he.

- **Ha Mi 3** – Ke munyungu slotohi, munyungu poteehi ke animosa tomihi boɔ pe nge heto ɔ mi.
- **Ha Mi 2** – Ke munyungu slotohi boɔ, munyungu potee gbajaahi, animosa tomihi saii nge heto ɔ mi.
- **Ha Mi 1** – Ke no mi timi, munyungu poteehi de kpakpa ko, animosa tomihi babauu nge heto ɔ mi.

Kuku ne a to he blo no saminya a fiaa ke maa munyutso kake no ne e jeɔ e he kpo nge munyuza oti mi. Munyuza oti nge ni tsumi fuu ne e tsuo: e jeɔ demiyo ɔ yi mi tomi ɔ kpo; e peeɔ kuku ɔ kake ne e yeɔ buaa ke too munyuzahi nge kuku ɔ mi ɔ me a he blo nya; e woɔ ni kaneli ga nge munyutso oti ne a nge kanee ɔ he. Ni kaneli nyeɔ ne a daa kekle munyuzahi boɔ nge kuku ɔ mi no ke maa no ne kuku ɔ ma he munyu tumi ɔ no mi. Ene ɔ he ne e he maa hia kaa o ngo munyuza oti ɔ ke je kuku ɔ sisi ɔ ne, se ke o ngo munyuza kpa ke se e hlami hu ɔ, e hi. Nohye no ji kaa, o ma nye ngo munyuza ne tsaa hlami semi kuku ɔ ke kuku ne nyee se ɔ loko munyuza oti ɔ maa ba, kone kukuhi nge demiyo ɔ mi ɔ ne na tsakpa ne sisi numi ne hi a he.

E nge mi kaa e sa ne kuku fee kuku ne hɛɛ munyuza oti kake lee, se be nge ne kuku ɔ be munyuza oti ko kulaa hɛɛ. Nohye no ji kaa, be nge ne demiyo ɔ tsuo nge no kake he munyu tue, ne lo ɔ he je ɔ, kuku ɔ me tsuo fiaa ke maa munyutso oti ne demiyo ɔ je kpo momo ɔ no. E nge mi ja lee se kukuhi babauu hɛɛ munyuza oti.

OTSI 6

1. Munyutso Oti ɔ me ji:

- Kuku ne a to he blo no saminya a fiaa ke maa munyutso kake no.
- Munyuza oti he hia nge kuku fee kuku mi.
- Yo ne o ngma munyutso oti ɔ me (*Mi 2*) Mi kake ke ha munyutso oti kake yomi.

2. Ke o ma yo munyutso oti nge demiyo aloo kuku mi ɔ, pee nihi ne nyee se ne ɔ me:

Kane demiyo yi ɔ; Yo munyuza oti ɔ; Hla munyuhhi ne a ti a mi; Yo munyunguhi ke munyukpofahi kone o do kuku ɔ aloo demiyo ɔ no. (*Mi 4*)

- Ke e ha heto eywie ɔ tsuo – *Mi 4*
- Ke e ha heto ete – *Mi 3*
- Ke e ha heto enyo – *Mi 2*

d. Ke e ha heto kake – *Mi 1*

3. *Munyuza oti setsō tsuō ni nε ɔmε*: A yeō buaa kε tsōō kaa nō ko ngε mi aloo e be mi: nō ɔ da aloo e dε. A yeō buaa kε jeō munyutso nε munyuza oti ɔ je kpo ɔ sisi saminya. A gbaa munyutso oti ɔ mi fitsofitso nε a haa nōhyε nihi nε he maa hia kε ha mi blékemi kε nya tsōōmi. A deō nihi tutuutu nε yeō buaa kε blékeō munyutso oti ɔ sisi numi mi nε a haa nε e peeō gbugbuugbu.

a. Ke e ha heto eywie ɔ tsuo – *Mi 4*

b. Ke e ha heto etε – *Mi 3*

c. Ke e ha heto enyō – *Mi 2*

d. Ke e ha heto kake – *Mi 1*

MI GBAMI 4: MUNYUNGU EHE PEEMI BLƆ NƆ TOMIHI

MUNYUTSO: GBI KƐ E HE NI TSUMI

Munyutso Setso: **Mlaahi Nε Kudɔɔ Gbi Ɔ Ngmami**

Ni Kasemi Tutuutu: *Ngɔɔ munyungu peemi he juemi kε ga lele kε pee munyungu ehehi.*

Glεnɔ Mini: *Ngɔɔ nile kε nihi a sisi numi nge munyungu ehe peemi blɔ nɔ tomi nɔ ɔ kε tsɔɔ nihi a nya.*

MI GBAMI Ɔ NYA BLIMI KƐ NƆ DOMI

Nge mi gbami nε ɔ mi ɔ, a ma bli ni kaseli a juemi nya kε kɔ blɔhi a nɔ nε a guɔ kε naa munyungu ehe nge Dangme mi. Ni kaseli maa kase munyungu ehe peemi blɔ nɔ tomi kε e he se namihi nε nge kekile. Lɔ ɔ se ɔ, a ma bli a juemi nya kε wo blɔ kome a nɔ nε a guɔ kε pee munyungu ehehi loko a maa hye nɔ neme nε a tsuɔ a he ni nge Dangme mi pε. Ni kasemi nε ɔ maa ye bua ni kaseli kε yo munyungu ehehi nge gbi ɔ mi.

Otsi ɔme kε nihi nε wa maa kase nge mi gbami nε ɔ mi ji:

- **Otsi 7:** *Munyungu ehe peemi blɔ nɔ tomi ɔme a he sesemi (munyungu babεε, munyungu mitimi, munyungu tsami, kε ekpa kome) he.*
- **Otsi 8:** *Munyungu ehe peemi blɔ nɔ tomi ɔme ngɔmi kε pee munyungu ehehi.*

NI TSƆƆMI GLƐNƆ MINI TUTUUTU NƆ DOMI

A nge tsɔɔli blɔ hye kaa a ngɔ nyagba tsaba hlami ga lele, kuu mi ni tsumi kε klaasi tsuo ni tsuimi kε tsɔɔ munyutso setso nε ɔ. Ni tsɔɔmi ga lele ekpa nε sa nε tsɔɔli nε tsu he ni ji kaa fiami kε ma nihi nε ni kpahi de ɔ nɔ. A ha nε ni kaseli nε tu a sibi a ni tsumi kε a hetohi a he munyu kpakpa. Tsɔɔlɔ ɔ nε ye bua ni kaseli kε sese munyungu ehe peemi blɔ nɔ tomi ɔ he. Ni kaseli ɔme nε sese munyungu ehe peemi nge Dangme mi blɔ nɔ tomi slɔto ɔme a he. Ni kaseli ɔme ma nye da ga lele nε ɔme a nɔ kε pee munyungu ehehi nε sisi numi nge a he nε a ma nye nε a kane ni nε a hye mε nitseme a ni tsumihi a mi.

KAMI NƆ DOMI

Mi gbami nε ɔ tsuɔ otsi kpaago (7) kε otsi kpaanyɔ (8) he ni. Eko fεε eko nge e kami pɔtεε nɔ kuɔmi kε sane bimi nɔhye ni. Nge otsi kpaago (7) ɔ mi ɔ, kami pɔtεε ɔ tsuɔ nɔ kuɔmi 2 he ni nε haa nε ni kaseli jeɔ a nɔ sisi numi kpo nε a ngɔɔ nile kε ga lele nε a na a kε haa sane bimi ɔme a heto. Nge otsi kpaanyɔ (8) ɔ mi ɔ, kami pɔtεε ɔ tsuɔ yi mi susumi kε mi kuɔmi, nɔ ehe peemi kε nyagba tsaba hlami ga lele he ni kε hlaa hetohi kε ha sane bimi ɔme.

Ni kasemi Minihi	Nɔ kuɔmi	Ni tsumi blo nɔ tomi
Moo sɛsɛ munyungu ehe peemi blo nɔ tomi ɔmɛ a he (munyungu babɛɛ, munyungu mitimi, munyungu tsami kɛ ekpa komɛ).	3	Tsu mi ni tsumi
Moo da munyungu ehe peemi blo nɔ tomi ɔmɛ a nɔ kɛ pee munyungu ehehi.	4	Potifolio

OTSI 7

Ni kasemi mi nihi: *Sɛsɛ munyungu ehe peemi blo no tomi ɔmɛ a he (munyungu babɛɛ, munyungu mitimi, munyungu tsami, kɛ ekpa komɛ)*

Mi Nylɔmi

SHS 2 *Otsi 5:* Moo ti he kplali a he ni tsumi ngɛ Dangme mi ɔ mi ekohu.

HE PɔTɛɛ: MUNYUNGU EHE PEEMI BLO NO TOMIHI

Meni ji munyungu ehe peemi blo no tomihi: Enɛ ɔ ji blo no nɛ a naa munyungu ehehi ngɛ gbi ko mi. Blo no tomi nɛ ɔ ji munyunguhi tsami aloo blami kɛ na munyungu ehe nɛ sisi numi ngɛ he nɛ e ma nyɛ hɛɛ sisi numi ekpa kɛ ni tsumi ekpa.

Munyungu ehe peemi blo no tomi slɔtohi

He kplalɔ nɛ tsakeɔ munyungu ɔ sisi numi: Enɛ ɔ ji blo no nɛ, kɛ a ngɔ he kplalɔ kɛ piɛɛ munyungu ko he ɔ, e tsakeɔ munyungu ɔ kɛ jeɔ munyungukuu kake mi kɛ yaa munyungukuu ekpa mi. Nɔhyɛ ni: kɛ o wo he kplalɔ ‘mi’ kɛ piɛɛ peemimunya ‘bɛɛ’ he ɔ, e maa pee ‘bɛɛmi’ (E tsake ‘bɛɛ’ nɛ ji peemimunya ɔ kɛ pee ‘bɛɛmi’ nɛ ji peemibiɛ). Ja nɔuu kɛ o wo he kplalɔ ‘e’ kɛ piɛɛ ‘kpa’ nɛ ji peemimunya he ɔ, e maa pee ‘ekpa’ nɛ ji yibɔ nyatsɔɔ kalelɔ. Wa na munyunguhi ehe enyɔ nɛ ji ‘bɛɛmi kɛ ekpa’. A kɛ he kplali piɛɛ munyungu ɔmɛ a he ngɛ munyungu ɔmɛ a hɛkpɛ aloo e se.

1. Munyungu blami/tsami: Munyungu enyɔ aloo fuu blami kɛ na munyungu ehe.

Nɔhyɛ ni

- ma kɛ nyɛ – manyɛ
- Tɛɛ kɛ muno – Tɛɛ-muno
- Tɛɛ kɛ tsu – Tɛɛtsu

Munyungu he kpɔmi: Enɛ ɔ ji blo no nɛ a poɔ munyungu no kɛ naa munyungu ehe.

Nɔhyɛ ni

- Kaki (Kabuki)
- Amɛ (Amɛyo)
- Plee (Oloplee)
- Zumtu (zu mi tu)

2. Pɛmingu blami: Enɛ ɔ ji blo no nɛ a ma tsɔ munyungu enyɔ he nɛ a ma bla pɛmingu enyɔ ɔmɛ nɛ a tsɔ kɛ je munyungu ɔmɛ a he ɔ kɛ pee munyungu kake.

Nɔhye ni nge Aflaane gbi mi ji:

brunch (breakfast + lunch), smog (smoke + fog).

3. **Munyungu mi plɛmi:** Munyungu mi plɛmi kɛ je munyungukuu kake mi kɛ ya munyungukuu ekpa mi be mi nɛ ngmami bɔ ɔ tsakee we.

Nɔhye ni

kpe (peemimunyū), kpe (biɛ), tɛ (peemimunyū), tɛ (biɛ), kɛ ekpa komɛ.

4. **Munyungu he tsɔmi aloo he kpɔmi:** Enɛ ɔ ji blo nɔ nɛ a kpɔɔ aloo a tsɔɔ pɛmingu kɛ jɛɔ munyungu ko he kɛ naa munyungu ehe kɛ sisi numi ehe.

Nɔhye ni

de (kɛ je dade mi), kpa (kɛ je kpakplaa mi)

Yɔse kaa tsɔɔli nɛ a tsɔɔ munyungu ehe peemi blo nɔhi nɛ nge Dangme mi ɔ pɛ.

Se namihi nge munyungu ehe peemi mi

Munyungu ehe peemi he hia nge gbi ɔ wami mi. E haa nɛ gbi ɔ naa munyungu babauu kɛ piɛɔ nɔ nɛ nge ɔmɛ a he nɛ e haa e tuli nyɛɔ jɛɔ yi mi tomi ehehi, tɛkinɔlɔjihi kɛ blo nɔ tomi ehehi kpo. Enɛ ɔ haa nɛ ni sɛɛmi hiɔ muno ko. Juɛmi nya wami nge munyungu ehe peemi ɔ yɛɔ buaa nɛ o nuɔ munyungu ɔmɛ a sisi nɛ o ma nyɛ tsɔɔ a si fɔmi kɛ a ni tsumi hulo. Nge e kpiti pomi ɔ, a yɛɔ buaa nɛ wa naa munyungu ehehi.

Ni kasemi mi Ni tsumihi

1. Moo tsɔɔ munyungu ehe peemi blo nɔ tomi ɔ nya.
2. Moo hla munyungu ehe peemi blo nɔ tomihi nɛ nge Dangme mi konɛ o tsɔɔ nɔ he je nɛ a tsuɔ a he ni nge Dangme mi.
3. Sɛsɛ se namihi nɛ nge munyungu ehe peemi he nge Dangme mi.

Ni Tsɔɔmi Glɛɔ Mini Tutuutuhi

1. Nyagba tsaba hlami ni kasemi. Klaasi tsuo Ni tsumi
 - Sɛsɛ munyungu ehe peemi blo nɔ tomi ɔmɛ a he (munyungu babɛɛ, munyungu mitimi, munyungu tsɔmi kɛ ekpa komɛ).
 - Ha nɔhye ni
 - De heto ɔ ngo ha tsu mi bi ɔmɛ.

Kami Pɔtɛɛ: Nɔ Kuɔmi 3 Kami – Tsu Mi Ni Tsumi

1. Moo kale munyungu ehe peemi blo nɔ tomihi nɛ nge sisi ɔmɛ. (**Mi 8**)
 - a. Munyungu mitimi
 - b. Munyungu he tsɔmi

- c. Munyungu blami
 - d. Munyungu babɛɛ
 - e. He kplali a he ni tsumi
2. Da nɔhyɛ ni enuɔ nɔ kɛ sɛsɛ munyungu ehe peemi blo nɔ tomihi nɛ o wo nɔ ta a kpeti kake pɛ he. (5 marks)
 3. Sɛsɛ nihi enuɔ he je nɛ munyungu ehe peemi he nge se nami nge Dangme mi. (Mi 3)
 4. Kɛ kɔ heto nɛ o ha nge bimi enyɔ kɛ etɛ ɔ mi ɔ, moo ngo munyungu ehe peemi blo nɔ tomi ɔmɛ kɛ to a sibi a he. (8 marks)

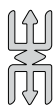
PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



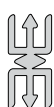
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is *class exercise*. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes**Content Exploration**

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

8. Remember to

- a.** transfer your chats into your learning planner template.
- b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 8

Ni kasemi mi nihi: *Moo da munyungu ehe peemi blo nɔ tomi ɔmɛ a nɔ konɛ o pee munyungu ehehi*

Ni kasemi kaimi

SHS 2 **Otsi 5:** He kplali a he ni tsumi hyɛmi.

HE PɔTɛɛ: MUNYUNGU EHE PEEMI

Otsi 7: Ni kasemi ɔ mi hyɛmi ekohu

Ni Kasemi Mi Ni Tsumihi

1. Ngɔɔ o juɛmi nge munyungu ehe peemi blo nɔ ɔ he ɔ ke pee munyungu ehehi.
2. Mo wo munyungu ehehi nɛ o pee ɔmɛ ke wo munyuzahi a mi.
3. Mo de o heto ɔmɛ ngɔ ha nyɛ tsu mi bi ɔmɛ konɛ nyɛɛ sɛsɛ he.

Ni Tsɔɔmi Glɛɔ Mini Tutuutu

1. Nɔ nɛ ni kpahi de ɔ nɔ tsami: tsu mi bi ɔmɛ kulaa maa pee:
 - Nyɛ susu blo nɔ tomi slɔtohi nɛ a guɔ nɔ ke peeɔ munyungu ehehi.
 - He nuumi enyɔɔnyɔ: Nyɛɛ ngɔ ni kasemi nɛ nyɛ na nge munyungu ehe peemi blo nɔ tomi ɔ nɔ ɔ ke pee munyungu ehehi.

Nyɛ de munyungu ehe ɔmɛ nɛ nyɛ pee ɔ ke ha nyɛ tsu mi bi ɔmɛ konɛ nyɛɛ sɛsɛ he.

- Tsɔɔlo ɔ nɛ ha munyunguhi konɛ e bi ni kaseli ni nɛmɛ nɛ peeɔ Dangme munyunguhi ke gu ni kasemi nɛ a na nge munyungu ehe peemi blo nɔ tomi nɔ ɔ.

Kami Pɔtɛɛ: Nɔ Kuɔmi 4 Kami – Pɔtufolio

Moo pee gbi he ni tsumi pɔtufolio nɛ hyɛɔ bɔ nɛ munyungu ehe peemi blo nɔ tomi ɔ ye bua munyungu ehe peemi nge Dangme mi ha.

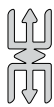
PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to

- a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
 2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).
- 

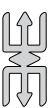
Note

 - Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
 - Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is *portfolio*. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 4: Mi Hyɛmi Ekohu

Mi gbami nɛ ɔ hyɛ munyungu ehe peemi blɔ nɔ tomi ɔmɛ a mi. Ni kaseli kase munyungu ehe peemi blɔ nɔ tomi ɔmɛ kulaa, nɛ lɔ ɔ se ɔ, a tsɔɔ ni nɛmɛ nɛ a tsuɔ a he ni ngɛ Dangme mi ɔ pɛ. Enɛ ɔ ha nɛ ni kaseli le munyunguhi nɛ pi Dangme munyunguhi tutuutu. E sa nɛ ni kaseli nɛ nu munyungu ehe peemi blɔ nɔ tomi ɔmɛ a sisi kone a nyɛ nɛ a ha munyungu nɔhyɛ ni ngɛ blɔ slɔto ɔmɛ a nɔ.



JLOMI NI KE HA KA PŌTEE ŌME

OTSI 7

1. Munyungu ehe peemi blo tomi ōme kalemi (nōhye ni: munyungu mitimi, munyungu he tsōmi, munyungu blami, munyungu babee, he kplali a he ni tsumi) – *Mi 1 ke ha eko fēe eko.*
2.
 - Nōhye ni 5 hami – (*Mi 5*)
 - Nōhye ni 4 hami – (*Mi 4*)
 - Nōhye ni ete hami – (*Mi 3*)
 - Nōhye ni 2 hami – (*Mi 2*)
 - Nōhye no 1 hami – (*Mi 1*)
3. *Nō he je ō ekomē:* Gbi ō e blo no tomi ō sisi numi. Gbi ō ngmami ke fō si, gbi ō tsōmi ke kasemi ke munyungu kpahi womi ke piēe gbi ō he.
 - Ete he sēsēmi – (*Mi 3*)
 - Enyō he sēsēmi – (*Mi 2*)
 - Kake he sēsēmi – (*Mi 1*)

(*Mi 7-8*) Heto ō da saminya ne a ha nōhye ni ete aloo pe ja ne a tsōo aba jemi ke slōtohi nge bō ne a peeō munyungu ehehi ha ke nihi a he je ne a peeō munyunguhi ke bō ne e he blo no tomi yeō bua gbi ō.

(*Mi 5-6*) Heto ō da saminya ne a ha nōhye ni enyō ne a tsōo aba jemi ke slōtohi nge bō ne a peeō munyungu ehehi ha ke nihi a he je ne a peeō munyunguhi ke bō ne e he blo no tomi yeō bua gbi ō.

(*Mi 3-4*) Heto ō da saminya ne a ha nōhye ni ne tsōo aba jemi ke slōtohi nge bō ne a peeō munyungu ehehi ha ke nihi a he je ne a peeō munyunguhi ha se a dē kpakpa ko. A tsōo we bō ne e he blo no tomi yeō bua gbi ō.

(*Mi 1-2*) Heto ō mi tsō we kaa a nu munyungu ehe peemi ke e he blo no tomi ō sisi kpakpa ko ne nōhye ni bōo pē ke tsōo nya nge gbi ō mi.

OTSI 8

Kami jlomi nōhye nō ke ha ni kaseli a pōtufolio kami

1. *MINI (40)*
 - a. **He hiami ke mi kuōmi (*Mi 15*)**
 - i. Ke nihi a ngmami ngō wo pōtufolio ō mi ō tsu munyutso oti ō he ni kēē?
 - ii. Mini ō mi nge gējemi ne e mi kuō ke ha he heto demi ke tsōo lo?

b. He blɔ nɔ tomi kɛ si fɔfɔɛ (Mi 10)

- i. A to pɔtufoli ɔ he blɔ nɔ kpakpa nɛ a nu sisi saminya lo?
- ii. A to nihi nɛ a ngma wo mi ɔmɛ a nyɛ sisiisi nɛ a nyɛɛ a bi a se nyatsɔɔ lo?

c. Nile kɛ sisi numi (Mi 10)

- i. Pɔtufolio ɔ tsɔɔ munyutso ɔmɛ a sisi numi sisiisi lo?

d. Yi mi susu kɛ nɔ mi tapomi vii (Mi 5)

Anɛ pɔtufolio ɔ tsɔɔ nihi nɛ maa yi mi susumi kɛ nɔ mi tapomi vii lo?

2. Heto demi kɛ ni ehehi peemi (Mi 30)

a. He muɔmi aloo hɛ se tɛmi kɛ lomi bɔ. (Mi 15)

- i. Anɛ pɔtufolio he blɔ nɔ tomi muɔ hɛ nɛ a to he blɔ nɔ bɔ nɛ sa lo?

b. Mi tsɔmi kɛ si fɔmi heii (Mi 10)

- i. Anɛ ngmami ɔ mi tsɔ nɛ sisi numi ɔ mi fɔ si heii nɛ tɔmihi be mi lo?

c. Nɔ ehe peemi kɛ nɔ sisi jemi (Mi 5)

- i. Anɛ pɔtufolio ɔ je nɔ ehe peemi kɛ nɔ sisi jemi kpo nge e demi ɔ mi lo?

Nɔ KPO JEMI Kɛ TSɔɔ Kɛ HE KAMI

1. Ni kasemi ɔ jemi kɛ tsɔɔ (Mi 15)

- a. Anɛ pɔtufolio ɔ je nihi nɛ a kase ɔmɛ a he nile kɛ ga lele kpo lo?

Blɔ nɔ tomi kpahi (Mi 15)

- a. (Nɔ he susumi vii kɛ e mi tapomi).

MI GBAMI 5: MUNYUZA A

MUNYUTSO: GBI KƐ E HE NI TSUMI

Munyutso Setso: **Animosa Blo No Tomi**

Ni kasemi Tutuutuhi: *Munyuzaloo ɔme a mi tapomi.*

Glɛno Mini: *Je o juemi ke nile kpo nge nihi ne a blaa ke peeɔ munyuza ke munyuza slɔto ɔme a he.*

MI GBAMI ɔ NYA BLIMI KƐ Nɔ DOMI

Nge mi gbami ne ɔ mi ɔ, a ma bli ni kaseli a juemi nya ke wo munyuza lomi blo no tomi ɔme a he nge Dangme mi. A ma tapo munyuza mi ne a ma gba munyuza mi ke wo nihi ne blaa ke peeɔ munyuza ne a maa hye munyuza slɔto ɔme. Ni kasemi ne ɔ maa ye bua ni kaseli ke tsu munyuza gbugbuugbuhi a he ni nge a daadaa munyu tumi mi ke saneyohi a ngmami mi.

Otsi ɔme ke nihi ne a maa kase nge mi gbami ne ɔ mi ji:

- **Otsi 9:** *Nihi ne a blaa ke peeɔ munyuzahi he seseɔmi (Nɔhye nɔ; munyukpɔfahi ke munyukpɔhi)*
- **Otsi 10:** *Munyuzaloo ɔme a he seseɔmi.*
- **Otsi 11:** *Munyuzaloo ni tsumi ɔme a mi tapomi.*

NI TSɔɔMI GLɛNO MINI TUTUUTU Nɔ DOMI

A nge tsɔɔli blo hye kaa a ngo nyagba tsaba hlami ni kasemi ga lele, kuu mi ni tsumi ke klaasi tsuo ni tsumi ke tsɔɔ munyutso setso ne ɔ. Kekle ɔ, nge kuhi a mi ɔ, ni kaseli maa pee munyuzahi ne a ma tapo munyuza ame a mi ke hla a kpo nya kpo nya ame ke nihi ne pee munyuza a eko fee eko. Kuu ɔme ma de a heto ɔme ke tsɔɔ ne a sese a he. Ni kaseli kakaaka hu maa pee munyuzahi ne a maa tsɔɔ munyungu ɔme a ni tsumihi ke ha munyuza fee munyuza ne a pee ɔ. Ni kaseli hu ma de a heto ɔme kakaaka ne a maa sese a he. E sa ne tsɔɔlo ɔ ne wo ni kaseli he wami ke geɣemi ne a soɔle a sibi a heto ɔme ke nya tsɔɔmi ɔme ne a bi he sanahi ke ha no kpe gbami ke no sisi tsɔɔmi faii.

KAMI Nɔ DOMI

Mi gbami ne ɔ tsuo otsi nee (9), otsi nyongma (10) ke otsi nyongma ke kake (11) he ni. Otsi fee otsi nge e kami potee no kuomi ke sane bimi nohye ni. Nge otsi nee (9) ɔ mi ɔ, kami potee ɔ tsuo no kuomi 2 he ni. Nge otsi nyongma (10) mi ɔ, kami potee ɔ ji no kuomi 4 ne nge otsi nyongma ke kake (11) mi ɔ, kami potee ɔ ji no kuomi 3. No kuomi ne ɔme hyeɔ blo kaa ni kaseli

ma je a nɔ sisi numi kpo nɛ a maa ngɔ nile kɛ ga lele nɛ a na a kɛ ha sane bimi ɔmɛ a heto. A nge blɔ hyɛ kaa ni kaseli nɛ je yi susumi kɛ mi kuɔmi, nɔ ehe peemi, nyagba tsaba hlami kɛ nɔ he susumi nɛ a nɛ nɔ ɔ hɛngmengmlee he ga lele kpo.

Nihi	Nɔ kuɔmi	Ka peemi blɔ nɔ tomihi
Sɛsɛ nihi nɛ a blaa kɛ peeɔ munyuzahi a he. (Nɔhyɛ nɔ; munyukpɔfahi kɛ munyukpɔhi)	2	Tsu mi ni tsumi
Sɛsɛ munyuza slɔto ɔmɛ a he.	4	Tsu mi ni tsumi/
Tapo munyuza ni tsumi ɔmɛ a mi.	3	We mi ni tsumi

OTSI 9

Ni kasemi mi nihi: *Sɛsɛ nihi nɛ a blaa kɛ peɛɔ munyuza. (Nɔhyɛ nɔ: munyukpɔfahi kɛ munyukpɔhi)*

Mi hyɛmi ekohu

SHS 1	Otsi 10: Ngmaa munyuzahi. Moo da mlaa nɛ a kɛ ngmaa biɛ kɛ bienanemidalɔ nɔ kɛ ngma munyuza.
SHS 2	Otsi 6: Ngɔɔ tsali slɔtohi nɛ ngɛ Dangme mi ɔ kɛ ngma munyuzahi.

HE PɔTɛɛ: MUNYUZA Kɛ E MI NIHI

Munyuza: Munyuza ji munyunguhi nɛ a bla nɛ hɛɛ peɛɔ kɛ peemimunyu kɛ e he ni kpahi nɛ jɛɔ juɛmi kpo kaa demi, bimi, fami kɛ sihelimi. A daa mlaahi nɛ ngɛ gbi ɔ mi ɔ nɔ kɛ loɔ munyuza.

Munyuza suhi pɔtɛɛ

- Juɛmi nɛ nya pi si:** Munyuza hɛɛ juɛmi nɛ nya pi si. .
- Animosa blɔ nɔ tomi:** Munyuza nyɛɛɔ animosa blɔ nɔ tomi pɔtɛɛ ko nɔ kaa Peelɔ-Peemimunyu-Nɔnalɔ (PPN)
- Ni ngmami mi okadi:** Munyuza hɛɛɔ ni ngmami mi okadihi kaa nyata (.), akɔnya (.), bimi (?), ngmlaa (!), nyataakɔnya (;), kɛ ekpa kome.

Munyuza ni tsumi slɔtohi

- Demi aloo kpojemisɔ:** Munyuza nɛ kpaa bo ngɛ nɔ ko nɛ ya nɔ he. A ngɔɔ nyata kɛ woɔ munyuza a nyagbe. Nɔhyɛ nɔ: ‘Ni kaseli ɔmɛ ngma ka a’.
- Bimi munyuza:** Munyuza nɛ jɛɔ bimi su kpo. A ngɔɔ bimi okadi kɛ gbeɔ munyuza a nya. Nɔhyɛ nɔ: ‘Menɔ ngɛ tsu ɔ mi?’ ‘Ni kaseli ɔmɛ ngma ka a lo?’.
- Fami munyuza:** Munyuza nɛ faa nɔ kɛ ha nɔ ko peemi. Nɔhyɛ ni: ‘Ha mi ningma tso ɔ.’ ‘Koo nu nyu ɔ.’ ‘Nga sinya a.’
- Sihelimi munyuza:** Munyuza nɛ jɛɔ he numi kpo. Nɔhyɛ ni: ‘Akuanyɛ!’, ‘Ligbi kpakpa ko!’ ‘Meni ji afɛu ni!’

Munyuza he nihi

Nihi babauu nɛ a blaa kɛ naa munyuza nɛ jɛɔ juɛmi nɛ nya ma si kpo. Ni nɛ ɔmɛ ekome ji nɛ ɔ nɛ:

- Biɛ/peɛɔ:** Biɛ aloo bienanemidalɔ ɔ nɛ peɛɔ peemi ngɛ munyuza ko mi. Lɛ ji nɔ, he, nɔ aloo juɛmi nɛ peɛɔ peemi ɔ. Nɔhyɛ nɔ: **Nyumu gaga** a he womi tsutsu ɔ.

- b. **Peemimunyu:** Peemimunyu ɔ ji munyungu nɛ tsɔɔ nɔ peemi nge munyuza ko mi. E jɛɔ peemi juɛmi kpo. E tsɔɔ nɔ nɛ peɛlɔ ɔ nge pee aloo nɔ nɛ peɛlɔ ɔ pee aloo nɔ nɛ peɛlɔ ɔ maa pee.

Nɔhyɛ ni:

- i. Ni kaseli ɔmɛ **fia** bɔɔlu.
- ii. To ɔ nge agbeli toto **kpee**.

- c. **Nɔnalɔ:** Nɔnalɔ ɔ ji biɛ aloo bienanemidalɔ nɛ a pee nɔ ɔ kɛ si. Nɔnalɔ enyɔ nɛ nge. Mɛ ji nɔnalɔ tutuutu kɛ nɔnalɔ setsɔ.

- i. Nɔnalɔ tutuutu ɔ naa nɔ kɛ jɛɔ peɛlɔ ɔ dɛ mi tutuutu.

Nɔhyɛ nɔ:

“Nuɛte ye blodo.” Munyungu ‘blodo’ peeɔ nɔnalɔ tutuutu.

- ii. Nɔnalɔ setsɔ ɔ peeɔ nɔnalɔ enyɔne nge nɔnalɔ tutuutu ɔ se.

Nɔhyɛ nɔ:

“Tsɔɔlɔ ɔ ke **Padi** sika.” “I ha mɛ womi ehe.” Munyunguhi nɛ a diki mi ɔmɛ ‘**Padi**’ kɛ ‘mɛ’ peeɔ nɔnali setsɔhi.

- d. **Munyungu nya tsɔɔlɔ:** Enɛ ɔ tsɔɔ munyunguhi nɛ a kaleɔ aloo a haa sɛgbi kpa kɛ kɔɔ peɛlɔ, peemimunyu aloo nɔnalɔ ɔ he. A kaleɔ, a tsɔɔ yibo aloo a tsɔɔ munyungu ekpahi a sisi numi potɛɛ nge munyuza mi.

Nɔhyɛ nɔ:

Akuyo he womi futaa kɛ ha Sakite.

Mɛni womi nɛ peɛlɔ ɔ he? ‘womi futaa’

- e. **Munyungu nya tsɔlɔ:** E ji munyungu aloo munyukpɔfa nɛ haa sisi numi, titli ɔ, nge munyuza a he. Enɛ ɔ ma nyɛ pee biɛ, kalelɔ, aloo munyukpɔfa nɛ haa sɛgbi kɛ kɔɔ peɛlɔ ɔ aloo nɔnalɔ ɔ he.

Nɔhyɛ ni:

“A wo lɛ matse,” “Kofi he nge fɛu.” Nge nɔhyɛ ni ɔmɛ a mi ɔ, munyungu nya tsɔli ‘matse kɛ fɛu’ he hia konɛ sisi numi nɛ ba munyuza a he.

Nɔhyɛ nɔ:

Gba munyuza nɛ ɔ kɛ wo munyuza he nihi a mi.

‘Padiki he lɔle futaa agbo ɔ nɛ nge gbɛjegbɛ ɔ nɔ kɛ he fɛu ɔ kɛ ha Kɔkɔ’.

Peɛlɔ: Padiki

Peemimunyu: he

Nɔnalɔ: lɔle

Nɔnalɔ setsɔ: Kɔkɔ

Munyungu nya tsɔɔlɔ: futaa agbo

Munyungu nya tsolo: nɛ nɛ gbɛjɛgbɛ ɔ nɔ

Ke o nu nihi nɛ a blaa kɛ peeɔ munyuza sisi saminya a, o ma nye tapo munyuza mi nɛ o ngma munyuza nɛ nya ma si nɛ sisi numi nɛ he.

Munyukpɔfa: Munyukpɔfa ji munyuza mi gbami nyafii pe kulaa nɛ munyuza ko mi nɛ be kome ɔ, e hɛɛ we peelɔ-peemimunu blami kɛ na munyuza nɛ nya ma si kpo. Munyukpɔfa ma nye pee biɛ pɛ aloo peemimunu pɛ aloo kalelɔ pɛ aloo miblekelɔ pɛ aloo a ma nye hɛɛ munyunguhi kɛ piɛɛ he. A nye we nɛ a jɛɔ juɛmi nɛ nya ma si kpo.

Munyukpɔfa slɔtohi

- a. **Biɛ munyukpɔfa:** E tsuo ni kaa biɛ nɛ munyuza mi.

Nɔhyɛ ni: ‘nyumu’, gbe agbo ɔ, ‘womi tsutsu ɔ’, ‘tso ɔ’ kɛ ekpa kome’

- b. **Peemimunu munyukpɔfa:** E tsuo ni kaa peemimunu.

Nɔhyɛ ni: ‘ba’, ‘nɛ doe’, ‘ma ya gbe lo’ kɛ ekpa kome.

- c. **Kalelɔ munyukpɔfa:** E kalelɔ biɛ.

Nɔhyɛ ni: ‘agbo’, ‘yumu ɔ’, ‘tsutsu gaga’ kɛ ekpa kome.

- d. **Miblekelɔ munyukpɔfa:** E blekelɔ peemimunyuhɛ a mi.

Nɔhyɛ ni: ‘gidigidi’, ‘wawɛɛ’, ‘ngmlɛ etɛ’, ‘Asɛsɛwa jua a mi’ kɛ ekpa kome.

- e. **Ngwɔhe munyukpɔfa:** E ngwɔ gwɔhe kɛ jɛɔ sisi nɛ e kalelɔ biɛ aloo e blekelɔ peemimunyuhɛ a mi.

Nɔhyɛ ni: kasa nya, nɛ sukuu ɔ se, yi nɔ kɛ ekpa kome.

Munyukpɔ

E ji munyunguhi nɛ a bla nɛ hɛɛ peelɔ kɛ peemimunu nɛ jɛɔ juɛmi nɛ nya ma si kpo.

Munyukpɔ slɔtohi

1. **Dɛhe munyukpɔ:** E ji munyukpɔ nɛ hɛɛ peelɔ kɛ peemimunu nɛ jɛɔ sisi numi nɛ nya ma si kpo. E ma nye da si nɛ e dɛhe kaa munyuza. Munyukpɔ nɛ ɔ hɛɛ sisi numi, nɛ lo ɔ he ɔ, e hia we munyungu aloo munyukpɔfa kome kɛ piɛɛ e he loko e na sisi numi nɛ nya pi si.

Nɔhyɛ ni:

“I ya tsuapo ɔ mi.”

“E ye motu ni.”

2. **Akplahe munyukpɔ:** E ji munyukpɔ nɛ be nyɛɛ si dami nɛ e dɛhe. E hɛɛɔ peelɔ kɛ peemimunu se e be nyɛɛ ma je sisi numi nɛ nya ma si kpo kaa ja a ngo lɛ kɛ piɛɛ dɛhe munyukpɔ ko he loko e sisi numi ɔ maa je kpo.

Nɔhyɛ nɔ:

“Akɛnɛ hiɔmi nɛ nɛ he je ɔ, (Enɛ ɔ hia dɛhe munyukpɔ loko sisi numi ɔ maa je kpo.)

“Akɛnɛ pu ɔ nɛ tsoe wawɛɛ he je ɔ.” (Enɛ ɔ hia dɛhe munyukpɔ loko sisi numi ɔ maa je kpo.)

Munyukpɔ nɔhyɛ ni nɛ munyuzahi a mi

1. **Munyuza kpokploo:** Enɛ ɔ hɛɛ dɛhe munyukpɔ kake.

Nɔhyɛ ni:

- a. I kase ni nɛ sukuu.
- b. A la nɛ we mi.
- c. We ehe ɔ hule.

2. **Munyuza blablɛ:** Munyuza blablɛ ji dɛhe munyukpɔhi aloo munyuzahi nɛ a tsa mɛ kɛ jua munyukpɔ tsali.

Nɔhyɛ ni:

- a. I suo ni hoomi nɛ ye nyɛmi ɔ suo slemi.
- b. Atɛ hwɔ mahe se Lawɛɛ tsu ni nyɔ nɛ ɔ mi tsuo.

Nɛ kekɛle munyuza a mi ɔ, a kɛ tsalɔ “nɛ” tsa munyuza enyɔ mɛ. (I suo ni hoomi. Ye nyɛmi ɔ suo slemi.)

Nɛ munyuza enyɔne ɔ mi ɔ, a kɛ tsalɔ “se” tsa munyuza enyɔ ɔmɛ. (Atɛ hwɔ mahe. Lawɛɛ tsu ni nyɔ nɛ ɔ mi tsuo.)

3. **Munyuza kpanyaa:** Munyuza kpanyaa ji munyuza nɛ hɛɛ dɛhe munyukpɔ kake kɛ akplahe munyukpɔ. Akplahe munyukpɔ ɔ be nyɛ maa da si nɛ e dɛhe kɛ je juɛmi nɛ nya ma si kpo.

Nɔhyɛ nɔ:

“Akɛnɛ fiɛ nɛ yɛ he je ɔ, i wo tade ngua.” “I wo tade ngua” ji dɛhe munyukpɔ nɛ “akɛnɛ fiɛ nɛ yɛ he je ɔ” ji akplahe munyukpɔ.

4. **Munyuza Blablɛ Kpanyaa:** Enɛ ɔ ji munyuza nɛ hɛɛ dɛhe munyukpɔ enyɔ nɛ a tsa mɛ kɛ jua munyukpɔ tsalɔ kɛ akplahe munyukpɔ. E ma nyɛ pee dɛhe munyukpɔ babauu nɛ a bla kɛ akplahe munyukpɔ kake aloo babauu.

Nɔhyɛ nɔ:

Buɛnate bɛɛ tsu ɔ mi nɛ Tɛɛko ba hoo ni akɛnɛ hwɔ nɛ lɛ yɛɛ.” “Buɛnate bɛɛ tsu ɔ mi” kɛ “Tɛɛko ba hoo ni” ji dɛhe munyukpɔhi nɛ “akɛnɛ hwɔ nɛ lɛ yɛɛ” peeɔ akplahe munyukpɔ.

Munyukpɔ He Se Namihi

Munyukpɔhi yeɔ buaa nɛ

1. Wa kɛ jɛɔ yi mi tomi kpanyaa kpo. A ngmɛɔ blɔ kɛ haa juɛmi kpo jemi kɛ mi kuɔmi.
2. A jɛɔ munyuza blɔ nɔ tomi slɔtohi kpo. A haa nɛ munyu tuli kɛ e ngmali tsuɔ gbimikɔmi kɛ kɛtsɛ jemi slɔtohi a he ni.
3. A jɛɔ kake peemi kpo. A tsɔɔ kake peemi nɛ ngɛ juɛmi kpo jemi kɛ yi mi tomi a kpeti.

Akɛnɛ o nu munyukpɔhi a sisi saminya a, e ma dla o ni ngmami kɛ o munyu tumi nitsenitɛ.

Ni kasemi mi ni tsumihi

1. Moo kale munyuza su ɔmɛ.
2. Mo ha nɔhyɔ ni kakaaka ngɛ munyuza kpokploo, munyuza blablɛ, munyuza kpanyaa kɛ munyuza blablɛ kpanyaa nɔ.
3. Mo de o heto ɔ kɛ ha nyɛ tsu mi bi ɔmɛ konɛ nyɛɛ sɛsɛ he.

Ni Tsɔɔmi Glɛɔ Mini Tutuutuhi

1. Ni kasemi Nyagba Tsaba Hlami: Tsu mi bi ɔmɛ kulaa a ni tsumi

Sɛsɛ munyuza he.

- He nuumi enyɔɔnyɔ:

He nuumi enyɔɔnyɔ kɛ tsɔɔ munyuza nya kɛ nihi nɛ blaa kɛ peeɔ munyuza a he sɛsɛmi kɛ nɔhyɛ ni hami.

Tsu mi bi ɔmɛ tsuo blami kɛ sɛsɛ munyukpɔfa kɛ munyukpɔ slɔto ɔmɛ a he.

Kami Pɔtɛɛ: Nɔ Kuɔmi 2 Kami- Tsu Mi Ni Tsumi

1. Moo tsɔɔ munyuza nya. (*Mi 4*)
2. Moo tsɔɔ mi gbami enuɔ ngɛ munyukpɔfa kɛ munyukpɔ a kpeti. Moo ngo nɔhyɛ ni kɛ tsɔɔ eko fɛɛ eko nya. (*Mi 10*)
3. Gba munyuza nɛ nyɛɛ se ɔ kɛ wo nihi nɛ a blaa kɛ ngmaa munyuza a mi. (*Mi 3*)
 - a. Amaki ye ma ku.

PLC Session 9

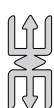
45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to

- a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
- a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 10

Ni kasemi mi nihi: *Sɛsɛ munyuza slɔɔto ɔmɛ a he*

Mi hyɛmi ekohu

SHS 1	Otsi 10: Ngmaa munyuzahi. Moo da mlaahi nɛ a kɛ ngmaa biɛ kɛ biɛnanemidalo nɔ kɛ ngmaa munyuza.
SHS 2	Otsi 6: Ngoo tsali slɔɔtohi nɛ ngɛ Dangme mi ɔ kɛ ngmaa munuzahi.

HE PɔTɛɛ: MUNYUZA SLɔɔTOHI

1. Munyuza he juɛmi
2. Munyuza kpokploo
3. Munyuza blable
4. Munyuza kpanyaa
5. Munyuza blable kpanyaa

Munyuza: Munyuza ji munyunguhi nɛ a bla nɛ jɛɔ juɛmi nɛ nya ma si kpo.

Munyuza slɔɔtohi

1. **Munyuza kpokploo:** Enɛ ɔ peeɔ munyuza nɛ hɛɛ dɛhe munyukpɔ kake nɛ jɛɔ juɛmi kake kpo. E hɛɛɔ peelɔ kɛ peemimunyu.

Nɔhyɛ ni:

- a. Jokue ɔ ma fo.
- b. E ye ni piani.

2. **Munyuza blable:** Munyuza blable ji dɛhe munyukpɔhi aloo munyuzahi nɛ a tsa mɛ kɛ jua munyukpɔ tsali. Jua munyukpɔ tsali kome ji “nɛ, se, loko”

Nɔhyɛ ni

- a. I suo womi kanemi se ye papaa suo sɛni hyɛmi.
- b. Awisi du ha jokue ɔ nɛ Kuao bɛɛ tsu ɔ mi.

A kɛ tsalɔ “se” kɛ “nɛ” tsa munyuza enyɔ ɔmɛ.

3. **Munyuza kpanyaa:** Munyuza kpanyaa ji munyuza nɛ hɛɛ dɛhe munyukpɔ kɛ akplahe munyukpɔ nɛ a tsa mɛ kɛ akplahe munyukpɔ tsalɔ. Akplahe munyukpɔ ɔ be nyɛɛ maa da si ngɛ e dɛhe kɛ je juɛmi nɛ nya ma si kpo.

Nɔhyɛ nɔ:

- a. Akɛnɛ fiɛ nɛ yɛɛ ɔ, i wo tade klɔyɪi. “I wo tade klɔyɪi” ji dɛhe munyukpɔ nɛ “akɛnɛ fiɛ nɛ yɛɛ ɔ” ji akplahe munyukpɔ.
- b. I ya tsuapo ɔ mi ejakaa i nɛ hlaɛ ma he sikli. “I ya tsuapo ɔ mi” ji dɛhe munyukpɔ. “ejakaa i nɛ hlaɛ ma he sikli.” ji akplahe munyukpɔ.

Ni kasemi mi ni tsumihi

1. Mo yɔsɛ munyuza slɔto nɛ munyuzahi nɛ nyɛɛ sɛ nɛ ɔmɛ ji.
 - a. Pu tɛɔ si daa mɔtu.
 - b. Amɛ suɔ bɛɛmi nɛ Ama suɔ nihi a he fɔmi.
 - c. Akɛnɛ Ghana ma mi nɛ fɛu he je ɔ, nihi fuu ba slaa ma a mi daa jɛha.
2. Ngmaa munyuza nɛ munyuza slɔtohi nɛ nyɛɛ sɛ ɔmɛ a nɔ:
 - a. Munyuza kpokploo kɛ kɔ Ghana niye ni he.
 - b. Munyuza blablɛ nɛ Ghana jɛha yemi nɔ.
 - c. Munyuza kpanyaa nɛ sɛ nami nɛ nɛ Ghana sukuu tsɔsemi he.
3. Tapo munyuza nɛ ɔmɛ a mi konɛ o tsɔɔ nihi nɛ a bla kɛ pee munyuza amɛ.
 - a. Ghana piɛɛ Bɔnyoku ma amɛ a he nɛ e nɛ kusumi ni peemi kpakpahi.
 - b. Hiɔmi nɛ nɛ sɛ ngmɔ huli ɔmɛ nɛ ni tsue nɛ ngmɔ ɔ nɔ.
 - c. Kɔɔtu ngua a nɛ Ga.
4. Tsake munyuza nɛ nyɛɛ sɛ nɛ ɔmɛ kɛ je munyuza kpokploohi a mi kɛ ya munyuza blablɛ kɛ kpanyaa mi.
 - a. Ghana ma a nɛ fɛu.
 - b. Ni kaseli ɔmɛ nɛ ni kaseɛ wawɛɛ kɛ ha ka a.

Ni Tsɔɔmi Glɛnɔ Mini Tutuutuhi

Tsu mi bi ɔmɛ tsuo a ni tsumi

- Tsu mi bi ɔmɛ nɛ sɛsɛ munyuza slɔtohi a he. (munyuza kpokploo, munyuza blablɛ kɛ munyuza kpanyaa).
- Nɔ kakaaka maa ngma nɔhyɛ ni nɛ munyuza slɔto ɔmɛ a nɔ. (munyuza kpokploo, munyuza blablɛ kɛ munyuza kpanyaa)

Ni kaseli nɛ a yo munyuza slɔtohi nɛ a tsu a he ni nɛ demiyo ko mi.

Kami Pɔtɛɛ: Nɔ Kuɔmi 4 Kami – Tsu Mi Ni Tsumi

Moo kane demiyo nɛ nyɛɛ sɛ nɛ ɔ nɛ o ngma munyuza slɔtohi nɛ nɛ mi ɔmɛ (munyuza kpokploo, munyuza blablɛ kɛ munyuza kpanyaa).

Ni kaseli babauu tsuɔ juɛmi klamahi a he ni. A tsuɔ he ni nge a ni kasemi mi ne a ke suɔ a huɛme a he. Sukuu tsɔseli komɛ yehe kaa nihewi ke zagbawi woɔ e he ke fɔɔ juɛmi klamahi a nɔ. A susu kaa nihi ne gbɛɔ si ke guɔ womi ke jɔnalihi a mi ɔ peeɔ nimli nguahi akenɛ a juɛmi nya wa ke ha ni kanemi. O he enɛ ɔ ye lo? (Mi 3)

1. Tapo bɔ ne munyuza slɔto ɔmɛ yeɔ buaa demiyo ɔ sisi numi ha. (Mi 6)
2. Ngɔɔ juɛmi ne o naa ke ngma munyuza nɔhyɛ ni etɛtɛ nge munyuza slɔtohi ne nge sisi ɔmɛ a nɔ. (Mi 9)
 - a. Munyuza kpokploo
 - b. Munyuza blable
 - c. Munyuza kpanyaa

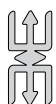
PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app

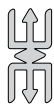
- a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
- d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 11

Ni kasemi mi nihi: *Tapo munyuza sloto ume a ni tsumihi a mi.*

Mi hyemi ekohu

SHS 1	Otsi 10: Moo ngo mlaahi ne nge bie ke bienanemidali a ngmami he o ke ngma munyuzahi
SHS 2	Otsi 6: Tsali womi ke pee munyuzahi

HE POTEE: MUNYUZA NI TSUMI SLOTOHI

1. Demi aloo kpojemisusu
2. Bimi
3. Fami
4. Sihelimi

Munyuza: Munyuza ji munyunguhi ne a bla ne jeo juemi ne nya mi si kpo.

Munyuza suhi potee

- Juemi ne nya pi si:** Munyuza jeo juemi ne nya ma si kpo.
- Animosa blo no tomi:** Munyuza nyeeo animosa blo no tomi kaa Peel-Peemimunyu-Nonalo (PPN) blo no tomi no.
- Ni ngmami mi okadi:** Munyuza heeo ni ngmami mi okadihi kaa nyata (.), bimi (?), ngmlaa (!) ke ekpa kome.

Munyuza ni tsumi slotohi

- Demi aloo kpojemisusu:** E ji munyuza ne kpaa bo nge no ko ne ya no he. A ngoo nyata ke woo munyuza a nyagbe.

Nohye no:

Ni kaseli ume ngma ka a.

- Bimi munyuza:** E ji munyuza ne jeo bimi su kpo. A ngoo bimi okadi ke gbeo munyuza a nya.

Nohye no:

Ke o nge kee?

- Fami munyuza:** E ji munyuza ne faa no ke ha no peemi.

Nohye ni:

Ha mi ningma tso o.

Koo nu nyu ɔ.

d. Sihelimi munyuza: E ji munyuza ne jeɔ he numi kpo.

Nɔhye ni:

Akuanye!, Ligbi kpakpa ko!’

Ni kasemi mi ni tsumihi

1. Nyee tsɔɔ munyuza ni tsumi slɔto ɔme (demi, bimi, fami ke sihelimi) nge munyuzahi ne nyee se ne ɔme a mi:
 - a. Te nɔ ne ji kpokpa ngua pe kulaa nge Ghana nee?
 - b. Nga sinya a.
 - c. Maalii-ii, jokue ɔ ye mi awi!
2. Ngmaa munyuza nge munyuza ni tsumi slɔto ne ɔme a nɔ:
 - a. Demi munyuza nge Ghana kusumi peemi he.
 - b. Bimi munyuza nge Ghana blema munyuhɔ a he.
 - c. Fami munyuza nge bɔ ne a yeɔ buaa nɔ kpa ha.
3. Mo tsake munyuza ne nyee se ne ɔme ke wo munyuza ni tsumi slɔto ne nge a nya ame a mi.
 - a. Ghana ma a nge feu. (bimi)
 - b. Ke a tseɔ Ghana ma nya dalo ɔ kee? (demi)
 - c. I hia yemi ke buami. (fami)
4. Moo tsɔɔ munyuza ni tsumi he ni ne a tsu nge munyuzahi ne nge sisi ne ɔ kone mo nitse o ha nɔhye nɔ nge eko fee eko nɔ.
 - a. Ngmlɛ enyeme a fia?
 - b. Yaa hwo si!
 - c. We ɔ klee we tsɔ.

Ni Tsɔɔmi Glenɔ Mini Tutuutuhi

He nuumi ke tsu ni:

- Nye nu nye he enyɔɔnyɔ ne nyee sese munyuza ni tsumi slɔto ɔme ke nihi ne a blaa ke peeɔ munyuza ame a he.
- Nyee ngma nɔhye ni nge munyuza ni tsumi ɔme a nɔ.
- Ni kaseli ma ha nɔhye ni nge munyuza ni tsumi slɔto ɔme a nɔ.

Kami Pɔtɛ: Nɔ Kuɔmi 3 Kami – We Mi Ni Tsumi

1. Moo tsɔɔ mi gbami nɛ nɛ munyuza ni tsumi slɔto nɛ ɔmɛ a kpɛti: demi, bimi kɛ fami. ((Mi 6))
2. Moo tsɔɔ munyuza ni tsumi slɔto nɛ munyuza nɛ nyɛɛ sisi nɛ ɔmɛ ji konɛ o tsɔɔ nihi nɛ a bla kɛ pee munyuza amɛ, ni ngmami mi okadi he ni nɛ a tsu kɛ bɔ nɛ e ye bua munyuza a sisi numi ha.
 - a. Hwɔ nɛ mi yaa.
 - b. Ye bua jɔ.
 - c. Nyɛ ma lo?
 - d. Akuyo maa ye ni.
 - e. Bɛɛ mla!
 - f. Mɛni be nɛ o maa ba?
 - g. Moo te pam!
 - h. Tsaako nɛ ni kasee.
 - i. Nyumu ɔ ba su lo?

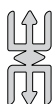
PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

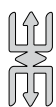
3. Plan the week's key assessment with your app

- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.



JLOMI NI KE HA KA PŌTÉE ŌME

OTSI 9

MI HAMI HE BLŌ NŌ TOMI

1. **Munyuza nya tsōomi:** Munyuza ji **munyunguhi** nē a bla nē **jeō juēmi** nē nya ma si kpo. E hēē **peelō**, **peemimunyu** kē nōnalō.

- a. *Ke e tsu munyunguhi nē a he hia wawēē eywīē he ni. (Mi 4)*
- b. *Ke e tsu munyunguhi nē a he hia wawēē etē he ni. (Mi 3)*
- c. *Ke e tsu munyunguhi nē a he hia wawēē enyō he ni. (Mi 2)*
- d. *Ke e tsu munyunguhi nē a he hia wawēē kake he ni. (Mi 1)*

2. Munyukpōfahi kē Munyukpōhi a he tomi: Mi gbami otihi

Slōōto fēē slōōto nē ni kaselō ō ma ha a (Mi 1) nē nōhyē nō fēē nōhyē nō nē e ma ha a (Mi 1).

a. Blō nō tomi

Munyukpōfa: E ji munyuza mi gbami nyafii pe kulaa nge munyuza ko mi nē be kome ō, e hēē we Peelō-Peemimunyu blō nō tomi (**Nōhyē nō:** tsu ō)

Munyukpō: E ji munyunguhi nē a bla nē hēē Peelō-Peemimunyu blō nō tomi nē jeō juēmi nē nya ma si kpo. (**Nōhyē nō:** E je mōtu nē ō).

b. Juēmi nē nya pi si

Munyukpōfa: E je we juēmi nē nya ma si kpo (**Nōhyē nō:** Nge tso ō sisi).

Munyukpō: E jeō juēmi nē nya ma si kpo (**Nōhyē nō:** E muō).

c. A ni tsumihi

Munyukpōfa: E tsuō ni kaa munyuza a he ko. (**Nōhyē nō:** ‘tsutsu’ nē peeō kalelō munyukpōfa)

Munyukpō: E ma nyē da si kaa munyuza nge e dēhe (**Nōhyē nō:** Wa maa na wa he hwo).

d. Dēhe

Munyukpōfa: Dēhe; E be nyēō si dami nge e dēhe (**Nōhyē nō:** wawēē).

Munyukpō: Ma nyē da si nge e dēhe (**Nōhyē nō:** E ho we mi ya) aloo akplahe (**Nōhyē nō:** akēnē pō tō ye he).

e. Sisi numi

Munyukpōfa: E deō nihi kē piēēō munyuza a he se e je we juēmi nē nya ma si kpo. (**Nōhyē nō:** mōtu ō)

Munyukpō: E jeō juēmi nē nya ma si kpo nē e tsuō Peelō-Peemimunyu kē nya tsoli a he ni. (**Nōhyē nō:** Ma na mo hwo mōtu).

- i. 3. *Ke e nyɛ gba munyungu ɔmɛ a mi kɛ wo animosa ni tsumi slɔto ɔmɛ a mi. (Mi 1 kɛ ha mi gbami fɛɛ mi gbami).*

OTSI 10: (Mi 18)

1.
 - a. Munyuza slɔto ɔmɛ a kpɛti etɛ yomi nɛɛ demiyo ɔ mi. *(Mi 3)*
 - b. Munyuza slɔto ɔmɛ a kpɛti enyɔ yomi nɛɛ demiyo ɔ mi. *(Mi 2)*
 - c. Munyuza slɔto ɔmɛ a kpɛti kake yomi kɛ je demiyo ɔ mi. *(Mi 1)*
2. Nya tsɔɔmi kɛ ha munyuza slɔto nɔhyɛ nɔ ma nyɛ pee nɔ nɛ nyɛɛ se ɔ:
3. A ngɔɔ munyuza kpokploo kɛ jeɔ demiyo sisi kɛ ha nya blimi nɛ maa gbɛla kanɛli a juɛmi kɛ ba demiyo ɔ he. Anɔkuale munyuhɛ jeɔ kpo.”
4.
 - a. Munyuza slɔto etɛ nya tsɔɔmi kɛ ha demiyo ɔ sisi numi. *(Mi 5-6).*
 - b. Munyuza slɔto enyɔ nya tsɔɔmi kɛ ha demiyo ɔ sisi numi. *(Mi 3-4).*
 - c. Munyuza slɔto kake nya tsɔɔmi kɛ ha demiyo ɔ sisi numi. *(Mi 1-2).*
5.
 - a. Munyuza kpokploo
 - i. Ke e ha nɔhyɛ ni etɛ nɛ da. *(Mi 3)*
 - ii. Ke e ha nɔhyɛ ni enyɔ nɛ da. *(Mi 2)*
 - iii. Ke e ha nɔhyɛ nɔ kake nɛ da. *(Mi 1)*
 - b. Munyuza blablɛ
 - i. Ke e ha nɔhyɛ ni etɛ nɛ da. *(Mi 3)*
 - ii. Ke e ha nɔhyɛ ni enyɔ nɛ da. *(Mi 2)*
 - iii. Ke e ha nɔhyɛ nɔ kake nɛ da. *(Mi 1)*
 - c. Munyuza kpanyaa
 - i. Ke e ha nɔhyɛ ni etɛ nɛ da. *(Mi 3)*
 - ii. Ke e ha nɔhyɛ ni enyɔ nɛ da. *(Mi 2)*
 - iii. Ke e ha nɔhyɛ nɔ kake nɛ da. *(Mi 1)*

Yɔse kaa: Bimi kɛ ha sɛmista nyagbe ka ngmami ɔ maa je otsi 1 kɛ ya su otsi 10 mi.

OTSI 11 (Mi 16)

1. Ha mi kakaaka kɛ ha mi gbami fɛɛ mi gbami aloo nya tsɔɔmi fɛɛ nya tsɔɔmi nɛ da konɛ o ha mi kakaaka kɛ ha nɔhyɛ ni fɛɛ nɔhyɛ ni nɛ da. *(Mi 6)*
2. Ha mi kake kɛ ha nya tsɔɔmi fɛɛ nya tsɔɔmi nɛ da. (Nɔhyɛ nɔ: E peeɔ bimi ejakaa e hɛɛ bimi okadi) *(Mi 10)*

MI GBAMI 6: NI KANEMI KƐ SISI JEMI

MUNYUTSO: GBI KƐ HE NI TSUMI

Munyutso setso: **Demiyo Ngmami**

Ni kasemi tutuutu: *Ngɔɔ juɛmi kɛ nile nɛ o na ngɛ ni kanemi esɔesɔ kɛ hla sisi numi pɔtɛɛ kɛ ni kanemi esɔesɔ kɛ hla munyunguhi, munyukpɔfahi kɛ munyukpɔhi a sisi ɔ kɛ do demiyo nɔ.*

Glɛnɔ Mini: *Tsɔɔ o juɛmi kɛ nile ngɛ demiyo nɔ domi he.*

MUNYUTSO: GBI KƐ HE NI TSUMI

Munyutso setso: **Sisi Tsɔɔmi Kɛ Sisi Jemi**

Ni kasemi tutuutu: *Je o nile kpo ngɛ mlaahi nɛ a daa nɔ kɛ jeɔ demiyo sisi konɛ o je demiyo ko sisi.*

Glɛnɔ Mini: *Tsɔɔ o juɛmi kɛ nile ngɛ demiyo sisi jemi he.*

Si hɛlimi



Pee apeenɛahyɛ kami/pepa 1 ɔ. E sa nɛ e pee nihi nɛ a kase kɛ je SHS 1 kɛ ya su SHS 3 ɔ nɔ. Yaa hyɛ daka nɛ kudɔɔ kami sane bimi ɔ nɛ ngɛ mi gbami nɛ ɔ nyagbe ɔ nɔ kɛ bi sanehi kɛ ha ka a. E sa nɛ tsɔɔɔ ɔ nɛ maaki/e wo ni kaseli ɔmɛ a ka heto ɔmɛ a sisi nine nɔuu nɛ e ngma mi nɛ a ma na a kɛ wo a SAP ɔ mi nɔuu.

MI GBAMI ɔ NYA BLIMI KƐ Nɔ DOMI

Mi gbami nɛ ɔ hyɛ ni kanemi esɔesɔ kɛ hla sisi numi pɔtɛɛ kɛ ni kanemi esɔesɔ kɛ hla munyunguhi, munyukpɔfahi kɛ munyukpɔhi blɔ nɔ tomihi kɛ ha demiyo nɔ domi. A maa ngɔ ni kaseli kɛ gu blɔ nɔ nɛ a guɔ kɛ tsuɔ ni kanemi esɔesɔ kɛ hla sisi numi pɔtɛɛ kɛ ni kanemi esɔesɔ kɛ hla munyunguhi, munyukpɔfahi kɛ munyukpɔhi a he ni konɛ a nyɛ nɛ a yo munyutso oti nɛ ngɛ demiyohi a mi. A maa ngɔ ni kasemi nɛ a na a kɛ do demiyohi a nɔ. A maa ngɔ ni kaseli kɛ gblee ni kasemi nɛ hɛɛ munyu sisi jemi mi. A ma ha ni kaseli nɛ je munyunguhi, munyukpɔfahi, munyukpɔhi, munyuzahi kɛ demiyohi kɛ je Aflaane gbi mi kɛ ba Dangme nyaii mi. Ni kasemi nɛ ɔ he hia ni kaseli, pi kɛ ha Dangme ɔ pɛ, se mohu e hɛɛ tsakpa kɛ ha gbi kpahi kaa Aflaane gbi ɔ kɛ ni kasemi kpahi. Mi gbami nɛ ɔ ma bli ni kaseli a juɛmi nya kɛ wo ni

kanemi esɔesɔ kε hla sisi numi pɔtεε kε ni kanemi esɔesɔ kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a he nε a kε do demiyohi a nɔ. E maa ye bua mε kε je demiyohi sisi saminya. Tsɔɔlɔ ɔ nε bɔ mɔde kaa e maa gu blɔ slɔtohi a nɔ kε tsɔɔ ni nε ɔmε bɔ nε pee nε ni kaseli a he nε kpɔ nge ni kasemi nε ɔ mi.

Nihi nε a maa tsɔɔ nge otsi ɔmε a mi nε nyεε se nε ɔ nε:

- **Otsi 12:** Ngɔɔ ni kanemi esɔesɔ kε hla sisi numi pɔtεε kε ni kanemi esɔesɔ kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi he nile kε ga lele kε yo munyutso otihi nge demiyohi mi kε ha demiyohi ɔ nɔ domi.
- **Otsi 13:** Sεsε sisi jemi slɔto ɔmε a he (**Nɔhyε ni:** munyungu kakaaka sisi jemi, yi mi tomi ko laa, sisi jemi kεkε kε ekpa komε.)
- **Otsi 14:** Sεsε mlaahi nε a daa nɔ kε jeɔ demiyohi sisi (**Nɔhyε ni:** gbi enyɔ ɔmε lemi, sisi jemi nge kusumi glε nɔ, sisi numi kε mi kuɔmi kε ekpa komε)

NI TSɔɔMI GLɛNɔ MINI TUTUUTU Nɔ DOMI

A tsu ni tsɔɔmi glɛnɔ mini tutuutu slɔtohi a he ni nge mi gbami nε ɔ mi kε ye bua Dangme ɔ mi ni ɔmε a kasemi. Nyagba tsaba hlami ni tsɔɔmi ga lele ɔ ngɔɔ je mi nyagba nitsenitsehi kε yeɔ buaa ni kaseli ɔmε kε ha ni kasemi, pe nε a ma de mε nihi nε nge ɔ kεkε. E kɔɔ blɔ nɔ tomi pɔtεεhi kaa nɔ kake ni kasemi, he numi enyɔɔnyɔ ni kasemi, ni kaseli slɔtohi a kuu mi ni kasemi nε hyεɔ nyumuhi kε yihi a blami nge ni kasemi kuu kake mi, klaasi tsuo ni kasemi kε klaasi tsuo heto demi kε tsɔɔ. Ni tsɔɔmi blɔ nɔ tomi nε ɔmε yeɔ buaa kε ha yi mi susumi vii, nyagba tsaba hlami ga lele kε nɔ kε nɔ ni sεemi. Mami kε to nɔ nε ni kpahi de nɔ ɔ haa nε ni kaseli tuɔ ni kpahi a hetohi a he munyu kpakpa nε a deɔ nɔ nε klaasi tsuo de ɔmε a he munyu kpakpa hulɔ. Ni kaseli ngɔɔ mε nitsεmε a susumi kε a da he kε piεεɔ nihi nε a de momo ɔ he nε a kε ni kpahi peeɔ gbi kake nge nihi a he. A haa mε kuu nya dami blɔnyahi hu nε a nye nε a ye bua a sibi kε nu ni tsɔɔmi ɔ sisi kε mi kuɔmi. A wo tsɔɔlɔ ɔ ga nε e to ni kaseli nε nge munyungu tsemi kε ni sεemi aloo munyu tumi he nyagba a he hε nε a ye bua mε kε je nyagba nε ɔmε.

KAMI Nɔ DOMI

Kami blɔ nɔ tomi nge mi gbami nε ɔ mi ɔ kaa ni kaseli a ga lele fiami ngɔ ma nihi a nɔ, a yi mi susumi pɔtεε kε a ni pɔtεεhi a sisi numi. Ni kaseli a nɔ yami demi kpamkpam yeɔ buaa a mɔde bɔmi kε ni kasemi nɔ yami. Kami he ga lele ɔmε ngɔɔ blɔ nɔ tomihi nε yeɔ buaa ni kaseli kε nuɔ Dangme ɔ kasemi sisi saminya. Nɔ kuɔmi 2 fiami kε fɔ nɔ sane bimi ɔ ekomε ji saneyo kpitikptihi aloo nya munyu demi kε bu ni kaseli a mɔde bɔmi kε ni tsumi he akɔta. Nɔ kuɔmi 3 kami ɔmε hεε yi mi susumi pɔtεε sane bimi nge saneyohi aloo ni pɔtεεhi a he ni kasemi he. A hyε ni kaseli a yi mi susumi kε a nɔ sisi numi vii nge munyungu pɔtεε he ni tsumi kε mlεmi nε e su nɔ nɔ nge ni sεemi mi he ga lele. Tsɔɔlɔ ɔ nε wo ni kasemi nɔ yami kε ni kasemi se ka kε hla ni kaseli a ni kasemi nɔ yami blɔ nɔ tomi ɔmε kε ni kaseli a ni kasemi nɔ yami kε mi aloo yibo nε a na a. Ni kaseli a nɔ yami demi blɔ nɔ tomi ɔmε yeɔ buaa ni kaseli a mɔde bɔmi kε a nɔ yami nge ni kasemi ɔ mi.

Ngoo kami o no domi o ke to ka peemi blo no tomi ni ome a he. Nohye no:

Nihi	No kuomi	Ka peemi blo no tomihi.
Ngoo ni kanemi esceso ke hla sisi numi potae ke ni kanemi esceso ke hla munyunguhi, munyukpofahi ke munyukpohi a sisi ke yo munyutso otihi nge demiyo mi ke ha demiyo o no domi.	2	Pee ke hye pepa
Sese sisi jemi slooto ome a he (Nohye ni: munyungu kakaaka sisi jemi, yi mi tomi ko laa, sisi jemi keke ke ekpa kome.)	4	Tsu mi ni tsumi
Sese mlaahi ne a daa no ke jeo demiyo sisi (Nohye ni: gbi enyo ome lemi, sisi jemi nge kusumi gle no, sisi numi ke mi kuomi ke ekpa kome)	3	Kuu mi ni tsumi

OTSI 12

Ni kasemi mi nɔ: *Ngɔɔ ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi he nile kε ga lele kε yo munyutso otihi nge demiyo mi kε ha demiyo ɔ nɔ domi*

Otsi ɔmε a mi hyemi ekohu

SHS 1	Otsi 4: Ngɔɔ juami kε ga lele nε o na nge ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi kε kane demiyo nε o nye nε o to je mi nyagba ko he blo nya kε hla tsaba.
SHS 2	Otsi 4: Sɛsɛ ni kanemi vii he ni komε a he. (ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi)

HE PɔTɛɛ: NI KANEMI ESɔESO Kε HLA SISI NUMI PɔTɛɛ Kε NI KANEMI ESɔESO Kε HLA MUNYUNGUHI, MUNYUKPɔFAHI Kε MUNYUKPɔHI A SISI

Ni kanemi esɔeso kε hla sisi numi pɔtεε: Enε ɔ ji ni kanemi blo nɔ tomi nε a guɔ kε hlaa yi mi tomi gbajaa kε yi mi tomi oti pɔtεε nε nge demiyo ko mi. Enε ɔ yeɔ buaa ni kaneli kε yoɔ oti pɔtεε nge demiyo ɔ mi. E yeɔ buaa nε a nuɔ demiyo ngmalɔ ɔ sisi nε e gbɔɔ be puemi nɔ.

Ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi: Enε ɔ ji blo nɔ nε o maa ngɔ hengmε kε be nge demiyo ɔ mi esɔeso kε hla segbi pɔtεε, munyungu otihi, munyukpɔfahi aloo kε hla hetohi kε ha bimi komε.

Se namihi nge ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi

Ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi ji ni kanemi mi ketse ko nε he hia wawεε nge demiyo kanemi mi. Ke o he be nge ni kanemi esɔeso kε hla sisi numi pɔtεε kε ni kanemi esɔeso kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi mi ɔ, o he ma kpɔ saminya nge o ni kanemi mi.

Ni Kasemi Mi Ni Tsumihi

Kane atikli nε nge sisi ɔ.

1. Kane esɔeso kε hla yi mi tomi pɔtεε ɔmε.
2. Kane esɔeso kε hla
 - i. nɔ nε to ni tsumi ɔ si
 - ii. ma kpahi nε nge ni tsumi ɔ he se nae
 - iii. ngmɔ huli enyεmε nε na ni tsumi ɔ he se.
3. Ngɔɔ mo nitse o munyunguhi kε do atikli ɔ nɔ.

Okuafohi ke okuaa he ni tsuli pe akpe ete ji nihi ne na no ne Aflaanetseme deo ke, (Revenue Diversification Pathways in Africa through Bio-based and Circular Agricultural Innovations (DIVAGRI) Project) ne ji kaple nami blo munomunohi nge Afliika ke gu adebo nihi womi ke tsu okua ni tsumi aloo plojeti o he se.

Jeha eywie blo no tomi ne (European Union) bi ne wo he hio o yi mi tomi oti ji kaa okuafohi ne nge (Sub-Saharan Africa) ame a okua yemi ni tsumi o ne ba babauu ke a ngo blo no tomihi ne haa ne a naa kaple nge okua yemi ni tsumi o mi o ke tsu ni. A ha nihi ne na blo no tomi ne o he se o tsosemi nge nihi ne Aflaanetseme deo ke, (Solar Desalination Greenhouse) ne ji ga lele ne a ke tsakeo nyu ne mi gbidi ke peeo nyu mua, (Multifunctional constructed wetlands) ne ji ga lele ne a ke tsakeo zugba ke peeo adebo nyu tomi zugba, (Ethnobotanical and intercropping) ne ji wetso aloo kusumi ngmo ni peemi/dumi ke mwone mwone o ngmo ni peemi/dumi blami nge ngmo peemi mi, (Biogas) ne ji adebo nihi kaa ni sisi, aboomi, tso duohi ke adebo ni kpahi ngomi ke pee kane he wami ne ji gaasi, (Integrated biorefinery mushroom production)' ne ji ngmo si nihi ngomi ke pee nihi kaa tsloo, nu jemi, (essential oil extraction) ne ji nu ne he hia jemi ke je nihi a mi, (black soldier fly technology etc) ne ji soja anunu/anunui yumuhi lemi ne ke a ngme hlui ne a pe o, gogo tsowi ome maa ye kuku nguahi ne kuku ome ko ngo hio ke ba, (SLECI irrigation system) ne ji nyu taku peemi ke ha ngmo humi ke (Biochar) ne ji adebo nihi womi ke pee kuku aloo fetilaiza ke ha ngmo peemi. A ha nihi ne na blo no tomi ne o he se o tsosemi ne ome tsuo.

Nge Ghana se o, a pee plojeti ne o ke ha ngmo huli ne nge South Africa, Namibia, Botswana ke Mozambique.

Na he: <https://ghanaiantimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>

Ni Tsosomi Gleno Mini Tutuutuhi

Ni kasemi Nyagba Tsaba Hlami: Klaasi tsuo ni tsumi

- Ni kanemi esoeso ke hla sisi numi potee ke ni kanemi esoeso ke hla munyunguhi, munyukpofahi ke munyukpohi a sisi blo no tomi o mi nylomi.
- Demiyo no domi he ni tsumi.

He nuumi enyoonyo:

- Sese demiyo no domi he.
- Ngo ni kanemi esoeso ke hla sisi numi ke ni kanemi esoeso ke hla munyunguhi, munyukpofahi ke munyukpohi a sisi he nile ke ga lele ke yo munyutso otihi nge demiyo mi ke ha demiyo o no domi.
- De heto o ngo ha tsu mi bi ome ne nyee sese he.

Kami Pɔtεε - Pee Kε Hyε Pepa 1/Kekle Pepa

Ni kasemi nɔ yami ka - Nɔ kuɔmi 2 kami - We mi Ni tsumi

1. Moo tsɔɔ mi gbami enyɔ nε nge ni kanemi esɔesɔ kε hla sisi numi pɔtεε kε ni kanemi esɔesɔ kε hla munyunguhi, munyukpɔfahi kε munyukpɔhi a sisi a kpɛti. (Mi 4)
2. Moo sεsε blɔ etε nɔ nε a guɔ kε yɔɔ munyutso oti pɔtεε aloo yi mi tomi oti pɔtεε nge demiyo ko mi.
3. Ngɔɔ juɛmi kε nile nε o na nge munyutso oti pɔtεε aloo yi mi tomi oti pɔtεε he ɔ kε do demiyo nε nyεε se ɔ nɔ kε pee demiyo ɔ kuku kake nε hεε munyuza maa pee kpaanyɔ pε.

“Mɛni o peeɔ kε o tsu we nɔ ko? Mɛni nε kanyaa mo kε peeɔ jamε a nɔ ɔ? O kane ni kε kɔ nɔ nε nihi peeɔ kε a tsu we nɔ ko he lo? Be mi nε nɔ ko tsu we e ni tsumi pɔtεε nε e pɔɔ tsumi ɔ, a tsɛɔ jamε a be ɔ kε he jɔɔmi be. Nge be nε ɔ mi ɔ, nɔ ɔ peeɔ nɔ nε e suɔ aloo nɔ nε e bua jɔ he. E tsuɔ be ɔ he ni bɔ nε e suɔ aloo e kε nihi nε e suɔ puɛɔ jamε a be ɔ bɔ nε maa muɔ e he.

Ni komε suɔ kaa a jɔɔ a he ke a be nɔ ko tsumi. Enε ɔ yeɔ buaa mε kε haa nɔmlɔ tso mi he wami nami. Nɔmlɔ tso ɔ kε juɛmi ɔ jɔɔ a he ejakaa e sε nε wa tsuɔ ni nge jamε a be ɔ mi.

Nɔ fεε nɔ hia be pɔtεε kε ha he jɔɔmi ke e tsu ni ngmlɛfia babauu se. He jɔɔmi he hia ejakaa e pɔɔ wa he piε kε jeɔ ni tsumi gbagblaa kε be nɔ ɔ he. Wa he jɔɔmi be ɔ yeɔ buaa nε juɛmi ɔ kε jɔɔ e he kε jeɔ yi mi susumi mi.”



PEE KƐ HYƐ PEPA 1/KEKLE KAMI

NIHI NƐ KUDƆƆ KAMI SANE BIMI Ɔ DAKA KƐ HA PEPA 1/KEKLE KA

Tsɔɔli nɛ a bi bimi 50 nge mi gbami nɛ ɔ mi.

MUNYUTSO SETSO	NI KASEMI NO ALOO NIHI	NO KUO KAMI		
		L1 30%	L2 40%	L3 30%
FONETIKS KƐ FONOLƆJI	1. Da pelɔ kalemi blɔ no tomi ɔ no kɛ kale Dangme peli ɔmɛ. (Nɔhyɛ no: gbi, lile da he nge nya mi, lile no womi aloo hiɔwe yami nge nya mi, nya lo ɔmɛ a ngɛngɛ mi, nyamgba blɛkɛ nyatɔ da he nge nya mi, kɔɔhiɔ haami).	1		
	2. Da pelɔku kalemi gle ete ɔmɛ a no kɛ kale Dangme pelɔku ɔmɛ. (gbihengmɛɛmi, he nɛ a peeɔ pɛmi ɔ nge, bɔ nɛ a peeɔ pɛmi ɔ ha).	1	1	1
	3. Tsɔɔ peli a da he nge Dangme munyunguhi a mi. (Nɔhyɛ no: munyungu sisije, munyungu kpɛti kɛ munyungu nyagbe).	1	1	1
	4. Yɔse pɛmingu slɔto ɔmɛ. (pɛmingu nɛ gbeɔ nya kɛ pelɔ kɛ pɛmingu nɛ gbeɔ nya kɛ pelɔku)		1	
	5. Sɛsɛ pɛmingu blɔ no tomi nge munyungu ehe peemi mi ɔ he.			
	6. Tsɔɔ gbimikɔmi slɔto ɔmɛ a nya (Nɔhyɛ no: hiɔwe, kpɛti kɛ sisi gbimikɔmi) kɛ gbimikɔmi ni tsumihi.			
	7. Tsɔɔ Fonolɔji blɔ no tomi ɔmɛ a nya (Nɔhyɛ no: pɛmihi a bi sami blɔ no tomi)			
	8. Sɛsɛ Fonolɔji blɔ no tomihi nɛ nge Dangme mi ɔmɛ a he.			
ANIMOSA BLɔ NO TOMI	1. Ngɔɔ biehi kɛ wo kuu slɔto ɔmɛ a mi (Nɔhyɛ no: bienitɛ, biegu, subie, hiikanemibie kɛ ekpa kome)	1		1
	2. Ngɔɔ miblekeli kɛ wo kuu slɔto ɔmɛ a mi. (Nɔhyɛ no: miblekelɔ nɛ tsɔɔ bɔ nɛ, he, be, no kuɔmi kɛ ekpa kome)	1	1	1
	3. Tapo bɔ nɛ a tsuɔ he kplali a he ni ha nge Dangme mi.		1	
	4. Ngɔɔ tsali slɔto ɔmɛ kɛ wo munyuzahi a mi.			
	5. Munyukpɔ slɔto ɔmɛ yomi kɛ a nya tsɔɔmi.			
	6. Sɛsɛ nihi nɛ nge munyuzahi a mi ɔ he. (Nɔhyɛ no: munyukpɔfahi kɛ munyukpɔhi)			
	7. Tapo munyuza slɔto ɔmɛ a mi kɛ gu a ni tsumihi a mi.			

MLAAHI Nε KUDƆƆ DANGME NGMAMI	1. NgƆƆ mlaahi nε kudƆƆ biε kε bienanemidali ngmami he Ɔ kε ngma munyuzahi. 2. NgƆƆ mlaahi nε kudƆƆ kaleli a ngmami he Ɔ kε ngma munyuzahi. 3. Sεεε munyungu ehe peemi blɔ nɔ tomi ɔmε a he (munyungu blami, munyungu he tsɔmi, he kplali a he ni tsumi kε ekpa kome). 4. Sεεε ni ngmami mi okadihi a he. (nyata, akɔnya, nyataakɔnya kε ekpa kome). 5. Sεεε munyungu ehe peemi blɔ nɔ tomi ɔmε a he. (munyungu babεε, munyungu mitimi kε ekpa kome) 6. Da munyungu ehe peemi blɔ nɔ tomi ɔmε a nɔ nε o pee munyungu ehehi.	1	1 1 1	1 1
KUSUMI NI PEEMIHI	1. Sεεε jemεawɔbiεhi a he nε o tsɔɔ a puεhe aloo nɔ he je nε a wo jamε a biε ɔ nge.. 2. Kale nihe kε yihe mi sεmi kusumi ɔmε a he nε o tsɔɔ nihi nε yaa nɔ nge sisije, kusumi ɔmε a peemi be kε nihi nε a peeɔ ke a gbe kusumi ɔ peemi nya. 3. NgƆƆ nihe kε yihe mi sεmi kusumi nge nyε wetso ɔ mi ɔ kε to wetso kpa nihi a he. 4. Sεεε gba hami aloo gba mi sεmi kusumi nge nyε wetso ɔ mi ɔ he nε o tsɔɔ se namihi nε nge kusumihi nε a peeɔ ɔmε a he. 5. Tsɔɔ mwɔnεmwɔnε nihi nε ba sε kusumi gba hami nge Ghana wetsohi a mi ɔ nε o tsɔɔ nyagbahi nε ni nε ɔmε kε nge bae. 6. Tsɔɔ nyε wetso nɔ yemi blɔ nɔ tomi ɔ nε o kε to wetso kpahi a nihi a he. 7. Sεεε nyε ma mi jeha yemi ko he nε o tsɔɔ se namihi nε jeha a yemi ɔ kε baa. 8. Hla aba jemi kε slɔɔtohi nε nge nyε ma mi jeha yemi kε Ghana ma kpa jeha yemi mi. 9. Hla aba jemi kε slɔɔtohi nε nge nyε wetso nɔ pumi kε ya peemi kε Ghana wetso kpahi a nɔ pumi kε ya peemi kusumihi a kpεti.	1 1 1	1 1	1 1 1
KUSUMI MA NƆ YEMI	1. Kpaa wetso nɔ yemi blɔ nɔ tomi nge nyε wetso ɔ mi. (tse, weku nyatse, wetso nyatse) 2. Kpaa ma nɔ yeli nε nyεε se nε ɔmε a blɔ nya kε a ni tsumi mi: matse, matse tsɔwi, matse woli, kε ekpa kome. 3. Kpaa wetso nɔ yemi blɔ nɔ yomi ɔ mi. 4. Koli mwɔnεmwɔnε ɔ kojomi aloo sane yemi blɔ nɔ tomi ɔ mi. 5. NgƆƆ kusumi sane yemi ɔ blɔ nɔ tomi ɔ kε to mwɔnεmwɔnε ɔ sane yemi ɔ blɔ nɔ tomi ɔ he.	1	1 1	1 1

MASU GBAGBEE	1. Sese telimi blo no tomi o he (sisije, telimi o nitse, nya muomi)	1		
	2. Sese yana gbi he (ni tsumihi ke se namihi).	1	1	1
	3. Tapo ajo blo no tomi ome ke sboto ome a he.		1	
	4. Yose alobalo blo no tomi ome.		1	
	5. Sese ni tsumi lahi, ta lahi, fiemi lahi ke bimwoyo tɔtɔmi lahi a he.			
	6. Yose ne o fio mwɔnemwɔne hailaifu lahi a he.			
MASU NGMANGMEE	1. Sese nyazia nyatsɔɔ mi ni ome a he. (Nɔhye ni: sukpojeli, yi mi tomi oti, lomibɔ, jehe/nahe, susumi ke ekpa kome.).	1		
	2. Fio nyazia nyatsɔɔ he (womi o bie, yi mi tomi oti, munyunguhlami, munyuhezawoli ke ekpa kome.).	1	1	1
	3. Yose fiemi womi mi ni ome.	1	1	1
	4. Fio fiemi womihi a he.		1	1
	5. Yose ne o sese asile mi ni ome a he (Nɔhye ni: munyunguhlami, yi mi tomi oti, kukuhi, zahi, munyuhezawoli, hanɔ pemi ke ekpa kome.).			
	6. Fio asilehi a he.			
TOTAL		15	20	15

KA ENYONE NE JI PEPA 2 O NGMAMI HE BLO NO TOMI

MI GBAMI A – Ni kanemi (Mi 10)

Demiyo ne hee munyunguhi maa pee 300-350, ne a ma bi bimihi nyongma nge no. Ni kaseli ma ha bi ome kulaa a heto. (*Hengmefia 30*)

MI GBAMI B – Fɔnɔlɔji (Mi 10)

A ma bi bimi enyo nge ene o no ne ni kaseli ma ha kake pe heto. (*Mi 10*). (*Hengmefia 15*)

MI GBAMI C – Sisi tsɔɔmi/Sisi jemi (Mi 30)

A ma ha demiyo ne hee maa pee munyunguhi kaa 250 nge Aflaane gbi mi ne ni kaseli ma je sisi ke ba Dangme nyaii mi. (*Hengmefia 30*)

MI GBAMI D – Saneyo (Mi 30)

Bimi eywie nge yi mi tomi eywie no ne ni kaseli ma ha kake pe heto. Munyunguhi abo ne sa ne ni kaseli ne ngma ji 300. Saneyo o ma ko nihi nge sisi ome a no.

Nyazia, Kalemi, Nya sami, Sipitsi, Se womi ngmami ke Peemiblɔnɔ (*Hengmefia 50*)

MI GBAMI E – Masu Ngmangmee (20 marks)

Nge hie o, a ma bi bimi nge yi mi tomi ete ne ome a no (nyazia nyatsɔɔ, fiemi ke asile) ne ni kaseli ma ha kake pe heto. (*Hengmefia 25*)

MUNYUTSO SETSO	NI KASEMI MI NIHI	NŌ KUŌMI KAMI		
		L1	L2	L3
NI KANEMI	1. Ngŋo munyuza oti kε munyuza oti setso he nile kε ga lele kε je munyutso oti kpo nge demiyo mi.			1
FŌNŌLOJJI	1. Ngŋo blo nε a daa nŋ kε keleŋ pεlokuhi kε kale Dangme pεlokuhi. (nŋhyε nŋ: gbihengmεemi, he nε a peeŋ pemi ŋ nge, bŋ nε a peeŋ pemi ŋ ha). 2. Sεsε Dangme Fŋnŋlojji blo nŋ tomi ŋmε a he. (pεmingu si fŋfŋε blo nŋ tomi ŋmε)		1	1
SANEYO NGMAMI	1. Nyazia saneyo ngmami 2. Peemiblonŋ saneyo ngmami 3. Nya sami saneyo ngmami 4. Pijua saneyo ngmami.			1 1 1 1
SISI TSŌŌMI Kε SISI JEMI	1. Da sisi jemi sloto ŋmε a nŋ kε je demiyo ko sisi kε je kekke gbi mi kε ya gbi enyŋne mi. (munyungu kakaaka sisi jemi, yi mi tomi nε ko laa, sisi jemi kekke kε ekpa kŋmε).			1
MASU NGMANGMεε	1. Nihi nε nge nyazia nyatsŋo mi ŋmε a he sεsεmi (sukpojeli, oti, he nε nŋ ŋ ya nŋ nge, nŋ nε o susu kε ekpa kŋmε). 2. Fiemi womi he fiomi 3. Mo yo nε o sεsε asile mi ni ŋmε a he (gbi he ni tsumi, oti, kuku abŋ, za abŋ, munyuhezawoli, hanŋ pemi, mumi mi kε ekpa kŋmε).			1 1 1
	YIBŌ TSUO		1	10

DAKA Nε TSŌŌ SHS DANGME KAMI ETENE/PEPA 3 SANE BIMI BLŌ NŌ TOMI

Kami/pepa a si fŋfŋε aloo kami ŋ ngmami he blo nŋ tomi

KAMI/PEPA 3 (Nya munyu)

Kami nε ŋ maa hεε mi gbami ete nε e ma kŋ ni kaselo aloo kami peelŋ ŋ kε kami sane bilŋ ŋ kpeti bŋmi kε ni sεemi he. Ni kaselo aloo kami peelŋ ŋ kε kami sane bilŋ ŋ kpeti ni sεemi ŋ maa ye hengmεfia 20 nε a ma ha Mi 50 nge kami ŋ he. Kami ŋ hεε kuu ekpa (6) nε a ngŋ mε kε wo Mi gbami enyŋ nε ji A kε B mi. Ni kaselo aloo kami peelŋ ŋ maa ngŋ mi gbami enyŋ nε ŋmε a kpeti nŋ nε e suŋ. Daa jeha a, a maa ngŋ mi gbami enyŋ ŋ mi kake, kŋne a ko hi sane bimi ha nŋ kake pε mi tie daa jeha. Kami nŋ hyelo ŋ ma gba kami ŋ he blo nŋ tomi ŋ kpe fitsofitso kε ha kami peelŋ ŋ.

MUNYUTSO SETSO	NI KASEMI MI NIHI	NŌ KUŌMI KAMI		
		L1	L2	L3
NI SẸẸMI/MUNYU TUMI NGE NŌ PŌTẸẸ KO HE	1. SẸẸ munyutsohi nẸ he hia nge munyutso nẸ ɔ ekome a nŌ: Nohye ni: Kusumi nihi kaa (nŌ bumi, kpakpa peemi, nŌ mi nami ha nŌ, kẸ ekpa kome), sukuu tsosemi, jokuẸwi kumi, je ɔ si fofɔ, klamahi kẸ ni tsumi nge Ghana, sikatsu jemi, nyumu kẸ yo blami kẸ ha ni kasemi (GESI), STEM, kẸ ekpa kome.			/
	1. Da peloku kalemi gle ɔme a nŌ kẸ kale pelokuhi (nohye nŌ: gbihengmeemi, he nẸ a peeɔ pemi ɔ nge, bo nẸ a peeɔ pemi ɔ ha)		/	
FŌNŌLOJI	1. Ngɔɔ juemi kẸ ga lele nẸ o na nge ni kanemi eseso kẸ hla sisi numi potẸ kẸ ni kanemi eseso kẸ hla munyunguhi, munyukpɔfahi kẸ munyukpɔhi a sisi kẸ yo munyutso oti aloo yi mi tomi oti kẸ je demiyo ko mi. 2. Ngɔɔ munyuza oti kẸ munyuza oti setso he nile kẸ ga lele kẸ je munyutso oti kpo nge demiyo mi.	/		/
NI KANEMI	1. Kpaa/sẸẸ jemeawo bihi a he nẸ o tsoɔ a puehe kẸ nihi a he je nẸ a woo jemeawo bihi. 2. SẸẸ gba hami/yo he ni tsumi kusumihi nẸ a peeɔ, blɔhi a nŌ nẸ a guo kẸ peeɔ kusumi ɔme kẸ kusumi ɔme a he se namihi nge Ghana wetsohi a mi ɔ he. 3. SẸẸ nye ma mi jeha yemi ko he nẸ o tsoɔ se namihi nẸ a naa nge jeha a yemi mi.	/	/	
MASU GBAGBẸẸ	1. SẸẸ telimi blo nŌ tomi ɔ he (sisije/palemi, telimi ɔ nitse, nya muomi/nyagbe) 2. SẸẸ kusumi jeha yemi nge ma kpahi a nŌ kẸ se namihi nẸ nge jeha yemi ɔme a he. 3. Ngɔɔ o ma mi kusumi nŌ pumi kẸ ya peemi kẸ to ma kpa nŌ tseme a kusumi nŌ pumi kẸ ya peemi he nge Ghana.	/	/	/
	MI ABŌ	3	4	3

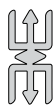
PLC Session 12

55 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

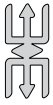
3. Plan the Student Transcript Portal (SAP) Assessment (*Practice Paper 1*)
 - a. Chat with your app to review the test specification table for Practice Paper 1.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
 - c. Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes

- c. the group then works through it together the problem, step by step
- d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

20 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 13

Ni kasemi mi nihi: *Sεsε sisi jemi slotohi nε nge ɔmε a he (Nɔhyε ni: munyungu kakaaka sisi jemi, yi mi tomi nε ko laa, sisi jemi kεkε, kε ekpa komε.)*

Mi hyεmi ekohu

SHS 1	Otsi 6: Sεsε munyu tumi sisi tsɔɔmi nya kε gu tue bumi saminya, nɔ sisi numi kε e sisi tsɔɔmi kε ekpa komε a he.
--------------	---

HE PɔTεε: SISI JEMI

1. Sisi jemi blɔ nɔ tomi
2. Sisi jemi he se namihi
3. Sisi jemi slotohi

Sisi jemi: Sisi jemi ji blɔ nɔ nε a jεɔ munyu sisi kε jεɔ gbi kake mi kε yaa gbi kpa mi be mi nε sisi numi nge munyutso ɔ he kε yi mi tomi ɔ laa we.

Sisi jemi he se namihi: Sisi jemi yeɔ buaa nε wa kε ma setsemε nε nui wa gbi ɔ tuo munyu nε mε hu a kε wɔ tuo munyu. Nihi nε nyεε se nε ɔ ji se nami komε nge sisi jemi he.

1. E yeɔ buaa je ɔ tsuo nε wa kε wa he tuo munyu. Ke wa nge gbi slotohi tue po ɔ, munyu sisi jemi ɔ haa nε o nuɔ nɔ nε a de nge gbi kpa mi ɔ sisi nε o tsɔɔ o juεmi nge he.
2. **Kusumi tsakemi:** E yeɔ buaa nε wa kaseɔ ni kpahi a kusumi nε wa nuɔ sisi nε mε hu a kaseɔ wa nɔ ɔ nε a nuɔ sisi. Ke a kane munyu nge ni komε a gbi mi nε a je sisi ɔ, o nuɔ mε sisi nε o naa a he juεmi. O nuɔ a kusumi, a hemi kε yemi, a je mi bami kε a ni peemihi sisi.
3. **Ni tsumi kε jua yemi:** Munyu sisi jemi he hia nge ma se ni tsumi kε jua yemi mi wawεε nitse. Loko o ma nye maa le nihi nε nge nɔ yae nge ma se ɔ, e he maa hia kaa a je ma se munyuhɪ a sisi ngo ha mo. Enε ɔ nɔ o maa da kε nu a nɔ ko sisi loko o kε mε maa ye jua aloo o kε mε ma tsu ni tsumi kpa ko.
4. **Ni kasemi kε je mi si gbemi:** O ma nye maa kane munyu ko nε a ngma nge gbi nε o nui mi se a je sisi kε ba gbi nε o nu sisi mi. Enε ɔ haa mo nile nε nge gbi nε o li ɔ mi nε o kaseɔ gbi nε o li ɔ mi nihi.
5. **Ni tsumi kε ma setsemε bɔmi:** Loko o ma nye kε ni tsuli kε ma setsemε nε o nui a gbi ma nye tsu nɔ ko nε sisi numi nge he ɔ, ja a je a gbi ɔ sisi ngo ha mo nε a je mo hu o gbi ɔ sisi ngo ha mε.
6. **Segbi nami:** Munyu nε a je sisi ɔ ma nye ha mo segbi nε jine o be lee. Enε ɔ haa nε o naa nihi a he blɔ nε o naa je ɔ he segbi kε jεɔ tsitaa kε kpo nya tsuo.

7. **Nɔ sisi numi ke nɔ he numi ha nɔ:** Ke a je munyu ko sisi ke je ma se gbi aloo gbi ne o li mi ke ba gbi ne o le mi ɔ, e yeo buaa ne o nuo je ɔ ke nihi ne nge nɔ yae nge he kpa sisi saminya ne o ke o he woɔ ni peemi mi ke ha kake peemi.

Sisi jemi slɔtohi

1. **Munyungu kakaaka sisi jemi:** Ene ɔ peeɔ womi nɔ munyu sisi jemi blɔ nɔ tomi ne a jeɔ munyungu ɔme a sisi kakaaka kaa bɔ ne a nge ɔ. A hye we yi mi tomi, munyuhewoli aloo gbi mi zo womi munyuhine nge kekile gbi ɔ mi ne a ke je sisi ke ya gbi enyone ɔ mi. Ene ɔ ma nye ha ne sisi jemi ɔ be gbugbuugbu pee.
1. **Yi mi tomi ne ko laa:** Ene ɔ ji sisi jemi ne yi mi tomi ke sisi numi ne nge kekile gbi ɔ mi ɔ laa we. Blɔ nɔ tomi ne ɔ jeɔ gbi ɔ kusumi, gbi he ni tsumi ke laami mi munyuhine kpo ne a ke jeɔ sisi gbugbuugbu. Ene ɔ peeɔ sisi jemi ko ne a tsuo he ni wawee.
2. **Sisi jemi kekɛ:** A tseɔ sisi jemi ne ɔ hu ke juemi kpo jemi kekɛ sisi jemi. Ene ɔ ji blɔ nɔ ne a jeɔ munyu sisi ne blɔ nya tomi, yi mi tomi ke sisi numi ne nge munyu ɔ mi ɔ ji kpo tutuutu. E nge mi kaa sisi jemi kekɛ ngmeɔ blɔ ne a ngɔɔ munyu kpahi ke peeɔ he lee, se e ma ha ne sisi tsoomi ɔ ke munyuhine he hia ame maa laa. A ma nye tsu sisi jemi ne ɔ he ni nge apongma munyu ne ngmeɔ e ngmalɔ ɔ blɔ ne e woɔ munyu kpahi ke ketse jemihi ke pieɔ yi mi tomi ɔ he. Ene ɔ ma nye pee nyagba ke a nge sisi jemi gbugbuugbu hlae.

Ni Kasemi Mi Ni Tsumihi

1. Nyee nuu nye he etete ne nyee pee fiemi nge munyu ne ɔme a nɔ: **Nɔhye ni:** Nge jua nɔ: Nge hio tsami he: Nge sukuu, ke e kpa kome, ne nyee ngo munyu sisi jemi he nile ke ga lele ke tsu ni ne ɔ.
 - a. Nge jua nɔ ɔ, nɔ kake maa pee ni jualɔ, nɔ kake maa pee ma se nɔ ne je Inglisi Ablotsi ke ba slaa ne ma nɔ hemi, ne nɔ kake maa pee munyu ne a maa tu nge Aflaane gbi ke Dangmi mi ɔ sisi jelo.
 - b. Nge Inglisi Ablotsi hio tsami he (Nɔ kake maa pee dokita, nɔ kake maa pee nokotoma ne be he wami (hiotse) ne nɔ kake maa pee munyu ne a maa tu nge Aflaane gbi ke Dangmi mi ɔ sisi jelo.

Nge nye tsu ɔ mi ɔ, nɔ kake maa pee tsoɔlɔ, nɔ kake maa pee ni kaselo ehe ne je Inglisi Ablotsi ke ba ne nɔ kake maa pee munyu ne a maa tu nge Aflaane gbi ke Dangme mi ɔ sisi jelo.

Ni Tsoomi Glenɔ Mini Tutuutuhi

Sese sisi jemi slɔto ɔme a he. (nɔhye ni: munyungu kakaaka sisi jemi, sisi numi ne ko laa, sisi jemi kekɛ)

1. **Nyagba tsaba hlami ni kasemi:** Klaasi tsuo ni tsumi
 - Sisi jemi blɔ nɔ tomi ɔ mi hyemi ekohu.
 - Nihi ne he hia nge sisi jemi mi ɔ mi hyemi ekohu. (gbi enyo ɔme numi saminya, munyungu ɔme a he ni tsumi nge gbi enyo ɔme a mi ɔ lemi saminya, ke ekpa kome).

- Sεsε sisi jemi slɔto ɔmε a he. (nɔhyε ni: sisi jemi kaa bɔ nε munyungu ɔmε nge, womi nɔ sisi jemi, sisi jemi faa/gbajaa, sisi jemi nε yi mi tomi ɔ nε ko laa, sisi numi sisi jemi, sisi jemi nge aguasemigbi nɔ, ni sεemi sisi jemi kε ekpa komε).

2. *Kuu mi ni tsumi/kake peemi ni kasemi:* Ni kaseli slɔtohi kuu:

- Kane demiyo nε hεε kaa munyungu 300 nge Aflaane gbi mi nε o je sisi kε ba Dangme nyaii mi.
- Nyε de nyε heto ɔmε kε ha nyε tsu mi bi ɔmε nε nyεε sεsε he.

Kami Pɔtεε: Nɔ Kuɔmi 4 Kami – Tsu Mi Ni Tsumi

1. Moo tsɔɔ sisi jemi nya konε o tsɔɔ blɔ etε komε a nɔ nε e yeɔ buaa kε ha Dangme ɔ wami. (Mi 4)
2. Kaa nɔ ko nε kase munyu sisi jemi he ni ɔ, a ha mo sipitsi nε o je sisi kε ha o sukuu nya dalɔ ɔ nε e kane nge sukuu ɔ gbijlɔ yemi mi ko nɔ. Moo kale sisi jemi slɔto ɔ a kpeti nɔ nε he ni nε o ma tsu kε nɔ/nihɔ a he je nε o ma tsu lε nɔ ɔ he ni. (Mi 4)
3. Tapo mi kε tsɔɔ o gbi kplεemi aloo kuami nge munyutso nε ɔ nɔ.

“A je munyu sisi kekε ɔ he nge gbeye nε e dε blɔ ja”.

Moo ja gbi kε kplεε aloo kε kua munyutso nε ɔ. (Mi 2)

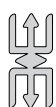
PLC Session 13

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week’s concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week’s concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

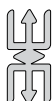
3. Plan the week's key assessment with your app

- The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group

- i.** was the concept explained in a way that a learner with no prior knowledge could follow?
- ii.** were the examples grounded in contexts familiar to Ghanaian learners?
- iii.** did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 14

Ni kasemi mi nɔ: *Sɛsɛ mlaa nɛ kudɔɔ sisi jemi he (Nɔhyɛ nɔ: gbi enyɔ ɔmɛ lemi, sisi jemi nɛ kusumi glɛ nɔ, sisi numi kɛ mi kuɔmi kɛ ekpa komɛ.)*

Mi hyɛmi ekohu

SHS 1	Otsi 3: Sɛsɛ munyu tumi sisi tsɔɔmi kɛ gu tue bumi saminya, nɔ sisi numi kɛ e sisi tsɔɔmi nɔ.
--------------	--

HE PɔTɛɛ: SISI JEMI HE MLAHI

Sisi Jemi Blɔ Nɔ Tomi ɔ Mi Hyɛmi Ekohu

Kpale kɛ ya otsi 13 kɛ ha sisi jemi nya tsɔɔmi ɔ, slɔtohi kɛ se namihi.

Sisi jemi he mlaahi: Ke o nyɛɛ mlaa nɛ ɔmɛ a nɔ ɔ, demiyo sisi jeli ma je demiyo ko sisi gbugbuugbu nɛ sɛgbi nɛ nɛ kekɛle gbi ɔ mi ɔ maa je kpo paa.

- Moo le gbi enyɔ ɔmɛ:** O pee nɔ ko nɛ le gbi enyɔ ɔmɛ saminya bɔ nɛ pee nɛ o tsu munyunguhi nɛ da he ni kɛ o nɛ sisi jee.
- Sisi jemi nɛ da:** Je munyu ɔ sisi kɛ sisi numi, munyutso ɔ kɛ yi mi tomi ɔ nɛ da pɛpɛɛɛ.
- Kɔ nɔ yemi:** Gbimikɔmi he ni nɛ a tsu, kɛtɛ nɛ a je kɛ yi mi tomi nɛ a kɛ ngma munyutso ɔ nɛ ko laa nɛ gbi nɛ o nɛ sisi jee kɛ yaa mi ɔ mi.
- E mi temi:** Bɔɔ mɔde kaa sisi jemi ɔ mi maa tɛ, e maa hi e glɛ nɔ nɛ a ma nyɛ nu sisi ma.
- Sisi jemi nɛ kusumi glɛ nɔ:** Da kusumi slɔto ɔmɛ a nɔ nɛ o je sisi bɔ nɛ sa.
- Sisi numi kɛ mi kuɔmi:** E hia nɛ o nu yi tomi nɛ nɛ kekɛle gbi ɔ mi sisi saminya konɛ o nyɛ je sisi tutuutu aloo bɔ nɛ sa.
- Da he gbugbuugbu:** O da he nɛ hi gbugbuugbu nɛ e he blɔ nɔ tomi, e he amɛ jemi kɛ e he ga lele ɔ.
- Munyumizɔwoli:** Je munyumizɔwoli, lilɛ mi plɛmi munyuhɛ kɛ munyuhɛzawoli a sisi saminya.
- Hɛ nɛ hi tue buli ɔmɛ a nɔ:** Hyɛ gbi mi nɛ a ma je sisi kɛ ya, e kusumi ɔ kɛ hiamihi.
- Kɛtɛ kɛ gbimikɔmi:** Yi mi tomi, kɛtɛ kɛ gbimikɔmi nɛ a kɛ ngma demi ɔ ko laa.
- Mi kanemi kɛ dlami:** Kane mi ekohu nɛ o dla tomi ɔmɛ.

Ni Kasemi Mi Ni Tsumihi

1. Sεsε se namihi nε nge munyu sisi jemi gbugbuugbu he.
2. Kε munyu sisi jemi nε be gbugbuugbu ha we nε a nuɔ munyu sisi jemi ɔ sisi kεε?
3. Je demiyo nε nyεε se nε ɔ sisi kε ba Dangme nyaii mi.

Also known as overly free or a loose translation, this approach deviates significantly from the original text's structure, content, or meaning. While some flexibility is necessary in translation, an unduly free approach can lead to misinterpretations or loss of essential information. It may be used in certain contexts like creative writing but can be problematic in technical or formal translations.

Ni Tsɔɔmi Glεɔ Mini Tutuutuhi

1. Nɔ demi kε fɔ nihi nε ni kpahi de ɔ nɔ: Tsu mi bi ɔmε kulaa a ni tsumi:
 - Sεsε mlaahi nε a daa nɔ kε jeɔ demiyo sisi. (Nɔhyε ni: gbi enyɔ ɔmε lemi, sisi jemi nge kusumi glε nɔ, sisi jemi nε da kε ekpa komε.).
 - Nɔ kakaaka ni tsumi:
 - Moo kane demiyo ko nε maa hεε munyunguhi kaa 300 nε o je sisi kε ba Dangme nyaii mi.
 - Kane o sisi jemi ɔ kε ha nye tsu mi bi ɔmε.

Kami Pɔtεε: Nɔ Kuɔmi 3 Kami – We Mi Ni Tsumi

1. Yɔse mlaahi enuɔ nε a daa nɔ kε jeɔ demiyo sisi. Moo to mlaa amε kε je nɔ nε he hia pe kulaa kε ba si nyagbe nɔ ɔ nɔ. Tsɔɔ nɔ he je nε o to mε ja nge.
2. Moo da mlaahi nε a kε jeɔ demiyo sisi nɔ konε o je demiyo nε nyεε se ɔ sisi kε ba Dangme nyaii mi.

Ghana is known for its rich cultural heritage and diverse traditions. One of the most significant aspects of Ghanaian culture is the celebration of festivals, which brings people together and promotes unity. For example, the Asafotufiami Festival celebrated by the Ada people in the Ada East and West District is a time of great joy and feasting. During this festival, traditional dishe known as kaawi ku is prepared, and people come together to give thanks for the harvest.

The importance of these festivals cannot be overstated. They, not only provide an opportunity for Ghanaians to reconnect with their roots, but also showcase the country's cultural diversity to the world. Through music, dance, and traditional attire, Ghanaians proudly display their heritage. By participating in these festivals, young people can learn about their history and cultural values, ensuring the continuation of these traditions for future generations.

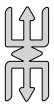
PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

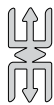
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step

- d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 6 Mi Hyemi Ekohu

Mi gbami ne ɔ hye nihi ne a tsɔɔ nge otsi 12, 13 ke 14 ɔ mi ekohu. E sese bo ne ni kanemi esɔesɔ ke hla sisi numi pɔtɛɛ ke ni kanemi esɔesɔ ke hla munyunguhi, munyukpɔfahi ke munyukpɔhi a sisi yeɔ buaa demiyo nɔ domi ha. E sese munyu sisi jemi ke e he nihi a he, titli ɔ, ketse ne a ke jeɔ demiyo sisi ke jeɔ gbi kpa mi ke baa Dangme nyaii mi. Blɔ hyemi ji kaa, ke ni kaseli gu mi gbami ne ɔ mi ɔ, a ma tsu ni kasemi ne a na nge ni kanemi esɔesɔ ke hla sisi numi pɔtɛɛ ke ni kanemi esɔesɔ ke hla munyunguhi, munyukpɔfahi ke munyukpɔhi a sisi ke do demiyo nɔ. Jahane ɔ, a maa ngo juemi ke ga lele ne a na nge munyu sisi jemi mi ɔ ke je demiyo sisi ke ba Dangme nyaii mi.



JLOMI NI Kε HA KAMI PƆTƐƐ ƆMƐ

OTSI 12

1. Ke ni kaselɔ ɔ nyε ha mi gbami kake ɔ (*Mi 1*) nε ke e tsɔɔ slɔto nya a (*Mi 1*) (*Ha kε ya su Mi 4*)
2. Blɔ nɔ tomi fεε ko nε e maa ngma a, ha (*Mi 1*) (*kε ya su Mi 3*)

Mi hami blɔ nɔ tomi (*Mi 2*)

Yɔse kaa: Nɔ domi nε hiε pe munyuza 8 ɔ ma na mi ɔ (0) aloo be mi ɔ eko nae.

	He kpɔ (7-8)	Bɔ mɔde wawεε (5-6)	Bɔ mɔde bɔ nε sa (3-4)	Hia he mɔde bɔmi (1-2)
Nile kε ga lele kε ni tsumi	No domi ɔ nge gbugbuugbu nge glε nε sa nɔ. Yi mi tomi oti ɔmε kulaa je kpo.	No domi ɔ nge bɔ nε sa nge glε nε sa nɔ. Yi mi tomi oti babauu je kpo	No domi ɔ nyε we nε e pee gbugbuugbu bɔ nε sa nε yi mi tomi oti kome laa.	No domi ɔ ya pee nihi nε a ngma kε je demiyo ɔ mi nε yi mi tomi oti babauu laa nε a mi tso we.

	He kpɔ (4)	Bɔ mɔde wawεε (3)	Bɔ mɔde bɔ nε sa (2)	Hia he mɔde bɔmi (1)
Munyungu ngmami, e tsemi kε animosa he ni tsumi.	Tɔmi/ kpɔnikpɔni bɔɔ ko pε nε nge heto ɔ mi.	Tɔmi/ kpɔnikpɔni ɔ hiε bɔɔ nge heto ɔ mi.	Tɔmi/ kpɔnikpɔni ɔ hiε bɔ nε sa nge heto ɔ mi.	Tɔmi/ kpɔnikpɔni ɔ babauu nge heto ɔ mi.

OTSI 13

1. Sisi jemi ji blɔ nɔ nε a jεɔ munyu sisi kε jεɔ gbi kake mi kε yaa gbi kpa mi be mi nε sisi numi ɔ, munyutso ɔ kε yi mi tomi ɔ be lae.

Sisi jemi he se namihi (ni keselɔ ɔ ma nyε ngma nihi nε nyεε se ɔ a kpɛti etε)

- a. E yεɔ buaa je ɔ tsuo nε wa kε wa he tuo munyu.
- b. Kusumi tsakemi
- c. Ni tsumi kε jua yemi
- d. Ni kasemi kε je mi si gbemi
- e. Ni tsumi kε ma se bɔmi
- f. Sεgbi nami
- g. Nɔ sisi numi kε nɔ he numi ha nɔ

2. Ke ni kaselɔ ɔ tsɔɔ nya saminya a (*Ha Mi 1*). Se nami fεε ko nε e ma ha a (*Mi 1 kε ha eko fεε eko*) lε tsuo nε pee (*Mi 4*)

3.

He kpɔ (Mi 4)	Bɔ mɔde wawɛɛ (Mi 3)	Bɔ mɔde bɔ nɛ sa (Mi 2)	Hia he mɔde bɔmi (Mi 1)
Slɔto nɛ a ngo kɛ nihi etɛ he je nɛ a ngo jamɛ a slɔto ɔ	Slɔto nɛ a ngo kɛ nihi enyɔ he je nɛ a ngo jamɛ a slɔto ɔ	Slɔto nɛ a ngo kɛ nɔ kake he je nɛ a ngo jamɛ a slɔto ɔ	Slɔto nɛ a ngo se e ha we nɔ ko kulaa he je nɛ e ngo jamɛ a slɔto ɔ

4.

	He kpɔ (Mi 7-8)	Bɔ mɔde wawɛɛ (Mi 5-6)	Bɔ mɔde bɔ nɛ sa (Mi 3-4)	Hia he mɔde bɔmi (Mi 1-2)
Mini	Nya sami ɔ mi tso nɛ e ngo nɔhyɛ ni nɛ mi tso kɛ fi se.	Nya sami ɔ mi tso nɛ e ngo nɔhyɛ ni nɛ mi tso bɔ kɛ fi se.	Nya sami ɔ mi tso nge be komɛ a mi se e ngo nɔhyɛ ni hanɔ kake pɛ nɛ mi tso we kpakpa ko kɛ fi se.	Nya sami ɔ mi tso we nɛ e ngo nɔhyɛ ni kɛ fi se. E nya muɔmi ɔ hu be kpakpa.

He kpɔ (Mi 4)		Bɔ mɔde wawɛɛ (Mi 3)	Bɔ mɔde bɔ nɛ sa (Mi 2)	Hia he mɔde bɔmi (Mi 1)
He blo nɔ tomi, ngmami bɔ, ni ngmami mi okadi kɛ animosa	Blo nɔ tomi ɔ mi tso se tomi tsɔwitsɔwi komɛ nge mi	Blo nɔ tomi ɔ mi tso bɔ nɛ sa se tomi komɛ nge mi.	Blo nɔ tomi ɔ mi tso we kpakpa ko nɛ tomihi saii nge mi	Blo nɔ tomi ɔ mi tso we kulaa nɛ tomi babauu nge mi

OTSI 14

1. Ha (**Mi 1**) kɛ ha mlaa fɛɛ mlaa nɛ heto ɔ ma de. Nɔhyɛ nɔ: I susu kaa gbi enyɔ ɔmɛ lemi ji nɔ nɛ he hia pe kulaa ejakaa e haa nɛ o nyɛɔ nɛ o tsuɔ munyungu pɔtɛɛhi a he ni ke o nge demiyo sisi jee.

Mlaa kpahi ma nyɛ pee sisi jemi nɛ da, e mi tɛmi, sisi jemi nge kusumi glɛ nɔ, sisi numi kɛ mi kuɔmi kɛ ekpa komɛ.

2. Ke ni kaselɔ ɔ je munyuza a sisi saminya/gbugbugbu (**Mi 1 kɛ ha eko fɛɛ eko**)

- Ke e je munyuzahi 8 sisi saminya. (**Mi 8**)
- Ke e je munyuzahi 7 sisi saminya. (**Mi 7**)
- Ke e je munyuzahi 6 sisi saminya. (**Mi 6**)
- Ke e je munyuzahi 5 sisi saminya. (**Mi 5**)
- Ke e je munyuzahi 4 sisi saminya. (**Mi 4**)
- Ke e je munyuzahi 3 sisi saminya. (**Mi 3**)
- Ke e je munyuzahi 2 sisi saminya. (**Mi 2**)
- Ke e je munyuza 1 sisi saminya. (**Mi 1**)

MI GBAMI 7: JEHA YEMIHI

MUNYUTSO: KUSUMI NI PEEMIHII KƐ MA NƆ YEMI

Munyutso setsɔ: **Kusumi Ni Peemihi**

Ni kasemi tutuutu: *Ghana jeha yemi he se namihi a he akɔtaa bumi.*

Glɛnɔ Mini: *Je kusumi jeha yemi he nile kɛ sisi numi kpo.*

MI GBAMI Ɔ NYA BLIMI KƐ NƆ DOMI

Mi gbami nɛ ɔ maa hyɛ kusumi ni peemihi kɛ ma nɔ yemi. E maa sɛsɛ kusumi jeha yemihi nɛ Ghana kɛ a he se nami he. Ni kaseli maa kase Ghana kusumihi nɛ a maa ngɔ nile nɛ a ma na a kɛ hyɛ slɔtohi kɛ aba jemihi nɛ nɛ kusumi jeha yemi kɔmɛ a he nɛ Ghana. E ma ha nɛ ni kaseli ma nya a je kusumi ni peemihi a he nɛ a ma nya ni kpahi a kusumihi hu he. E maa ye bua ni kaseli nɛ a baa a kusumi yi. Ni kaseli maa nu ni kpahi a kusumi sisi nɛ lɛ nɔ ɔ maa ye bua kɛ ha kake peemi si himi nɛ a maa nu nɔ he ngɔ ha ni kpahi. Pi Dangme kasemi ɔ pɛ nɛ enɛ ɔ he hia ngɛ, se e he hia ngɛ ni kasemi nɛ ji Sosia Sitedisi kɛ blema sanɛhi (History) kasemi. E sa nɛ tsɔɔlɔ ɔ nɛ hyɛ ni kaselɔ fɛɛ ni kaselɔ kɛ e he wami kɛ nyemi nɛ e ngɔ kami he ga lele nɛ sa kɛ ye bua ni kaseli ɔmɛ kɛ ha mi gbami nɛ ɔ kasemi.

Nihi nɛ a maa kase ngɛ mi gbami nɛ ɔ mi ɔ ji:

- **Otsi 15:** Jeha yemihi
- **Otsi 16:** Ghana jeha yemi kusumihi ngɔmi kɛ to a bi a he.

NI TSƆƆMI GLɛNƆ MINI TUTUUTU NƆ DOMI

A tsu ni tsɔɔmi glɛnɔ mini tutuutu slɔtohi a he ni ngɛ mi gbami nɛ ɔ mi kɛ ye bua Dangme ɔ mi ni ɔmɛ a kasemi. Nyagba tsaba hlami ni kasemi (PBL) tsɔɔ ni tsɔɔmi ga lele nɛ woɔ je ɔ mi nyagba nitsɛnitsehi kɛ yeɔ buaa ni kaseli kɛ naa nile kɛ ga lele ngɛ nyagbahi a he, pɛ nɛ a ma de mɛ nihi nɛ ngɛ nɔ yae kɛkɛ. E woɔ nihi tutuutu kaa nɔ kake ni kasemi, he numi enyɔɔnyɔ kɛ ha ni kasemi, kaseli slɔto kuuhi kɛ klaasi tsuo ni tsumihi kɛ heto demi kɛ yeɔ buaa ni kasemi ɔ. Ni tsɔɔmi blɔ nɔ tomi nɛ ɔmɛ yeɔ buaa kɛ ha yi mi susumi vii, nyagba tsaba hlami ga lele kɛ nɔ kɛ nɔ ni sɛɛmi ga lele. E yeɔ buaa kɛ ha kake peemi, kuu mi ni tsumi kɛ kuu nya dami aloo he mi nyɛɛmi. E haa nɛ ni kaseli nyɛɔ nɛ a buaa nihi a nya nɛ a tapoɔ a mi, nɛ lɛ nɔ ɔ haa nɛ a naa nile kɛ ga lele ngɛ je ɔ ni tsumi nitsehi a he. Ni kaseli nɛ a ni lemi ya he mi saii nɛ a juɛmi mi kuɔ wawɛɛ nitse ɔ, a haa mɛ ni tsumi kpahi nɛ yeɔ buaa nɛ a nyɛ nɛ a pee kuu nya dali ha a sibi ɔmɛ. A nyɛɔ nɛ a kudo a sibi ɔmɛ nɛ a na nihi a sisi numi saminya ngɛ nihi

ne a tsɔɔ me ɔme a nɔ. A wo tsɔɔli ga ne a to ni kaseli ne nge munyungu tsemi ke ni seemi aloo munyu tumi he nyagba a he he ne e ye bua me ke je nyagba ne ɔme.

KAMI Nɔ DOMI

Kami blɔ nɔ tomi nge mi gbami ne ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a nɔ, ni pɔtɛɛhi a sisi numi ke yi mi susumi vii. Ni kaseli a nɔ yami demi kpamkpami ɔ yeɔ buaa a nɔ yami nge ni kasemi ɔ mi. Kami blɔ nɔ tomi ɔ yeɔ buaa ke hla ni kaseli a nihi a sisi numi nge Ghana kusumi jeha yemihi a he. E hɛɛ kami pɔtɛɛ nɔ kuɔmi 4 ne kaa yi mi susumi vii. Sane bimi ɔme hɛɛ bimi kpitikpiti, saneyo kpitikpiti aloo heto demi nge nya mi ne yeɔ buaa ke ka ni kaseli a juɛmi ke ga lele ke nya tsɔɔmi nge kusumi jeha yemi he. Tsɔɔlɔ ɔ ne wo ni kasemi nɔ yami ka ke ni kasemi se ka ke hla ni kaseli a ni kasemi nɔ yami blɔ nɔ tomi ɔme ke ni kaseli a ni kasemi nɔ yami ke mi aloo yibo ne a na ke ni kaseli nɔ yami demi blɔ nɔ tomi ɔme ke ye bua ni kaseli a mɔde bɔmi ke a nɔ yami nge ni kasemi ɔ mi.

Ngɔɔ kami ɔ nɔ domi ɔ ke to ka peemi blɔ nɔ tomi ni ɔme a he. Nɔhyɛ nɔ:

Minihi	Nɔ kuɔmi	Kami he blɔ nɔ tomi
Sɛsɛ jeha yemi nge wetso slɔtohi a kusumi nya ke a he se namihi a he.	4	Sane bimi
Ngɔɔ nyɛ je kusumi jeha yemi ke to ma kpahi aloo wetso kpahi a jeha yemi kusumihi a he ne o hla aba jemi ke slɔtohi ne nge a kpɛti.	4	Sane bimi

OTSI 15

Ni kasemi Mi nɔ: *Sɛsɛ jeha yemi nge wetso slɔtohi a kusumi nya kɛ a he se namihi a he*

HE PɔTɛɛ: JEHA YEMIHI

Jeha yemi sisi tsɔɔmi: Kusumi jeha yemihi ji kusumi he nya buamihi nɛ a peeɔ nɛ sisi kla nge ni ɔmɛ a blema si himi, a hemi kɛ yemi kɛ a kusumi ni peemi nihi a mi nɛ jeɔ a gbi, la kɛ do kɛ ni peemi kpahi kpo. Ni kome nge nɛ a peeɔ nge kusumi nya, nge jami nya, nge si himi mi aloo nge si nami he.

Jeha yemi he se nami kome: Se nami babauu nge jeha yemi he nge Ghana. Se nami nɛ ɔ ekome nɛ nyɛɛ se nɛ ɔ nɛ:

- a. **Kusumi jeha yemi yi baami:** E kaio wɔ blɔhi a nɔ nɛ a gu kɛ po ma aloo kɛ fa nihi a he aloo kɛ bua ma nya. A kɛ kusumi jeha yemi kaio nihi nɛ ngo a wami kɛ fɔ si kɛ kpɔ ma, aloo ye ma yi musu, aloo a hwu ta nge nɔ ko he, aloo a je ma kɛ je nyagba pɔtɛɛ ko mi. Nihi ngoɔ sina kɛ ylɔke kɛ afɔle sami nihi ya haa jemeawɔhi nɛ pee ni kome pɔtɛɛ kɛ ha mɛ nge jeha mluku ɔ tsuo mi. Ma tsuo ngoɔ sina ya haa nihi nɛ sina sa mɛ nɛ ni kome hu ya kaa kita ngo haa ni kpahi nge ni pɔtɛɛ kome a he.
- b. **Ni kasemi kɛ tsɔsemi:** A daa jeha yemi nɔ kɛ ngoɔ tsɔsemi nɛ sa kɛ haa mabi kɛ nibwɔhi kɛ nihi nɛ ba jeha yemi ɔ tsuo. A deɔ kɛ “Blema kpa nɔ a tsaa” lɔ ɔ he je ɔ, a daa ni nɛ ɔmɛ a nɔ kɛ tsɔɔ kusumihi nɛ he hia mabi. Jeha yemi ba peeɔ kaa blɔ nɔ nɛ a guɔ kɛ tsɔseɔ mabi kɛ ha su kpakpa, jami kɛ mumi/mumu mi he wami womi kɛ ha yi nɔ bimi tsuo. A peeɔ fiemi nihi kɛ jeɔ heja.
- c. **Kake peemi kɛ si himi kpakpa:** Ke e su jeha yemi ɔ, nihi munomunohi jeɔ tsitsaa kɛ kpo nya tsuo kɛ baa ba yeɔ jeha a. Ene ɔ ngoɔ kake peemi kɛ bɔmi kɛ si himi kpakpa kɛ baa mabi kɛ nibwɔhi tsuo a kpɛti. Nihi baa we nɛ a kɛ a he ba woɔ we mi kɛ kusumi ni tsumihi a mi kɛ maa nɔ mi kɛ tsɔɔ a je he. Nihi peeɔ kake kɛ tsuo ma ni nɛ ngoɔ nɔ yami kɛ baa nɛ a kɛ hlaa tsaba kɛ ha ma nyagbahi.
- d. **Ni tsumi:** Nibwɔhi kɛ nɔ hyeli jeɔ tsitsaa kɛ kpo nya kɛ ba hyɛɔ nɔ nɛ a jeɔ a heja. Ene ɔ woɔ ni tsumi kɛ baa jeha yemi he ɔ nɛ nihi naa kaplɛ kɛ woɔ a kotoku mi aloo kɛ fiɔ a hale nya. Jua yeli naa he blɔ nɛ a juaa ni babauu kɛ nihi babauu ba ma a mi. Ni tenili, ni juali, okuafohi, heli kɛ ni tsumi munomuno tsuli tsuo naa he blɔ nɛ a blɛkeɔ a ni ɔmɛ a mi nɛ a juaa.
- e. **Nɔ yami:** Mahi daa jeha yemi nɔ kɛ buaa sika nya kɛ tsuo ma nɔ yami ni tsumihi kɛ haa a ma. Mabi buaa sika nya kɛ maa sukuu tsu, jua, lɔle da he kɛ nɔ yami ni tsumi kpahi. A daa be nɛ ɔ nɔ kɛ hlaa ma hiami ni kome kaa nyu, agbotso, fiemi aloo heja jemi he kɛ ni kpahi nɛ he hia ma a. Nihi ngoɔ be nɛ ɔ hu kɛ peeɔ koli simi kɛ fiemi nihi kaa bɔɔlu fiami, agblatseetse/kpa gblami, dansi yami, sukuubi a gbi jami kɛ ni kpa kome nɛ woɔ heja jemi, buajɔ, ni kasemi kɛ kplɔkɔtɔ kɛ baa.

- f. **Heja jemi:** Jeha yemi haa blo ne nihi jee a heja. A fieo do, a fiaa boolu, yaa dansi ne a peeo heja jemi nihi babauu. Nihi yaa blema si hihe ome ne a ya hyeo blo no ne nimeli gu ke hi si blema.
- g. **Jami ke mumu mi he wami womi:** Kusumi jeha yemi babauu daa ni ome a hemi ke yemi no. Nge be ne o mi o, jemeli, jemeawo pie nya hili, weku mumu mi ni tsuli ke nihi tsuo ne yee buaa adesa mumu mi no yami ke he fami o peeo a kusumi ke yee bua ke ha mabi a hiami ni hlami. Nihi yee musu ne a jl原因 nge yobu ko he ne nihi hu woo sina afole ke haa mumu mitseme ne ye bua me nge no potee ko he. Nihi ne nge nyagbahi ya ngoo a he mi vo nyu ke pueo piemitseme a no ne a hyeo blo kaa a ye bua me ne a je a nyagba ame a mi. Nihi ya woo si kaa, ke a nye ne a pee a hiami ni ha me o, a ma ba na si hwoo se jeha. Kpoo ha mo ke o wo si kaa kike ne o ne o yi no.
- h. **Jeha yemi slotohi:** Nge Ghana a, wa yee kusumi jehahi nge ni poteehi a he. Ni ne ome ekomε koo hwo aloo ni kpami, ta, jemeawo hi aloo jami ke ni poteehi a he. Be nge ne a yee jeha a daa jeha ne be hu nge ne a yee nge be potee no ne pi doo kaa e su jeha loko a ye. Jeha yemi kome ne wa maa hye nge mi gbami ne o mi ji:
- Hwo aloo ngma aloo ni kpami jeha
 - Jami aloo jemeawo ke nimeli a kaimi jeha
 - Jeha yemi kpahi

Hwo Aloo Ngma Aloo Ni Kpami Jeha

Hwo aloo ngma aloo ni kpami jeha yemi kome nge Ghana ji:

1. **Ngmayem:** Seli ne nge GaDangme kpo ngua a mi (Greater Accra) ke Manya Kloli ne nge Ghana Beleku Kpo ngua a mi (Eastern Region) ji nihi ne yee Ngmayem. A yee jeha ne o ke haa Tsaatse Mawu, jemeawo hi ke nimeli tsumi kaa a ye bua me ne a ha ngma babauu ba nge hwo ne ye me jeha babauu ne be o.
2. **Hwoyihwomi aloo Homowo:** Nugoli, Kpomli, Gbugblaali ke Gali ne yee jeha ne o. Me hu a peeo kusumi ke heja jemi nihi ne a peeo nge Ngmayemi mi o ekomε. Niye ni ne a ke yee jeha ne o ji kpokpoe ne nihi poa demi ke ko aloo kpekple. A nge domi potee ne a doo nge Homowo be ne o mi. A tsee domi o ke 'kpaa' ne a deo ke a yaa si kpaa aloo a nge kpaa sie.
3. **Gologo jeha yemi:** Talensitseme ne nge Ghana Omleyi je (Upper East) o ne yee Gologo jeha yemi o. A yee jeha a ke bio a jemeawo hi ne a gbaa me so ne a gbaa me mie ne a po a he pie nge okua yemi ni tsumi mi. A yee jeha a nge Maale, Noole ke Ongooma nyohio ome a mi loko a gbie nyu nemi be suo. A peeo kusumi ke heja jemi nihi babauu.
4. **Samanpiid jeha yemi:** Builsatseme ne nge Ghana Omleyi je (Upper East) o ne yee Samanpiid jeha a. Me hu a yee jeha a ke bio a jemeawo hi ne a gbaa me so ne a gbaa me mie ne a po a he pie nge okua yemi ni tsumi o mi.
5. **Asogli Hye jeha yemi:** Asoglitseme ne nge Ohue ji nihi ne yee jeha ne o. A yee jeha a ke naa Nyingmo Mawu ke a jemeawo hi ke nimeli si kaa a ha me hye ne ji a niye ni potee ne a yee o. Me hu a peeo nyami ke heja jemi nihi babauu ke woo jeha yemi o mi somi.

6. **Kundun jeha yemi:** Ahanta ke Nzimaatsemɛ ne nge Ghana Bonyoku je (Western Region) ɔ a jeha yemi ji Kundun. Me hu a yeo jeha a ke bio a jemɛawɔhi ke nimeli ne a gbaa me so ne a gbaa me mie ne a po a he pie nge a okua yemi ke hemi ni tsumi ɔme a mi.
7. **Ojuila jeha yemi:** Akuapimli ne ji Ohieli ne yeo Ojuila. A yeo jeha ne ɔ ke kpaa a ma ame a he musu ne a ke tsukɔɔ ma ame a he ke jeo yayami ke yobu nihi a he ne a ke kaio kunimi ne a nimeli ye ke kpɔ me ke fia a ma ame ke ma si ɔ. A yeo hu ke naa Tsaatse Mawu, jemɛawɔhi ke nimeli si kaa a ha ngma babauu ba ha me ne a ye. A niye ni titli ne a ke yeo jeha a ji hye. A ke hye ɔ kpɔɔ to.

Jami aloo jemɛawɔ ke nimeli a kaimi jeha yemi

1. **Akuɛsidae jeha yemi:** Asanteli a jeha yemi ji Akuɛsidae. A nge Akuɛsidae tsɔwi ke Akuɛsidae ngua ne a yeo. A peeɔ Akuɛsidae kusumi ne ɔ daa otsi ekpa nge jeha kake mi. A peeɔ kusumi ne ɔ ke kaio kunimi ne a nimeli ye ke kpɔ me ne a ke po a ma ame. Asante matsengua, ne ji Otumfoɔ ɔ hio gua mi ne wetso matsengua ame tsuo ba kaa le kita. A kpeeɔ nikɔtomahi ke matsemɛ ke jeo Asante ke ma se tsuo ne a ba yeo bua Akuɛsidae yemi ɔ. Akuɛsidae yeli hu peeɔ kusumi ke fiemi munomuno nge Akuɛsidae yemi ne ɔ mi.
2. **Hogbetsotso jeha yemi:** Angloli ne nge Ohue ji nihi ne yeo Hogbetsotso jeha ne ɔ. A yeo jeha ne ɔ ke kaio kpɔmi ne a nimeli kpɔ me ke je matse yiwutsotse Agokoli de mi nge Ngotsie ke ba a mwɔnemwɔne ɔ si hihe ɔme. Me hu a peeɔ kusumi ke fiemi slootohi nge jeha ne ɔ yemi be mi.
3. **Fetu jeha yemi:** Fetuli ne ji Fanteli ne nge Oguia ke Edina ji nihi ne yeo Fetu jeha ne ɔ. Me hu a peeɔ jeha yemi ne ɔ ke kaio a jemɛawɔhi ke a nimeli ke a he pie pomi. A yeo jeha ne ɔ nge kekile Ho ne nge Lemɔ nyɔhio aloo osلامي ɔ mi. A peeɔ kusumi ke fiemi nihi babauu ke a nge jeha ne ɔ yee. Nihi ne he kpɔ wawee daa pamploo gagagagahi a no ke nyeeɔ ne a woɔ lohwehi a tade gbeyegbeye kaa kaakaamotobi ke peeɔ a fiemi ɔme.

Jeha yemi kpahi

1. **Aboakyir jeha yemi:** Afututsemɛ nge Simpa ji nihi ne yeo Aboakyir jeha ne ɔ. A nge ta yami asafohi ne yaa huetso mi ya daa bayelo de. Asafo ne nuɔ bayelo he ngmengmlee kekile ɔ ji nihi ne yeo kunimi. Asafo ɔme tsuo heo ose ke a no ta lahi ke woɔ za ke kpaa Simpa ma a mi ne a ke bayelo hengmengmlee ne a nu ɔ baa gua mi. A matsengua a ngɔɔ e nane ke maa bayelo ne a ke ba kekile ɔ no ne a gbeɔ. A peeɔ kusumi ke heja jemi nihi babauu.
2. **Bakatue jeha yemi:** Edinatsemɛ ji nihi ne yeo Bakatue jeha. A yeo jeha ne ɔ ke toɔ okadi ke ha a wo yami aloo hemi be ɔ sisije. A peeɔ kusumi babauu ne a woɔ ahimahi za nge wo ɔ no ke a no do ke la ke heja jemi kaa hemi ke lo gbemi be ɔ su.
3. **Damba jeha yemi:** Dagombatsemɛ, Gonjatsemɛ ke Nanumbatsemɛ ne nge Ghana Omleyi ji nihi ne yeo Damba jeha a. A yeo jeha ne ɔ ke kaio a gbalɔ ngua ne ji Gbalɔ Mohamedi ɔ fɔmi ligbi. A peeɔ nyami nihi babauu ke kusumihi hulo.
4. **Akuambo jeha yemi:** Nihi ne je Ajumako, Breman Esiam, Enyan Abaasa ke ma tsɔwi ne bole me ɔ ji nihi ne yeo Akuambo jeha a. A yeo jeha ne ɔ ke kaio a nimeli ne a ke jeo blo

ke yaa a pahi ke ngmōhi ke juahi ke magbehi a mi. A buaa a he nya ke tsuo ma asafo ni tsumi ne ɔ.

5. **Asafotufiami:** Adaali ne ji Dangme wetso ngua a kake ji nihi ne yeo Asafotufiami. A yeo Asafotufiami ke kaio kunimi ne a nimeli ye nge tahi a nya ke kpo Adaa ma ne a ke fia ma a ke ma si. A peeo kusumi ke heja jemi nihi. A nge yihi asafo blaasi bandihi ne a fieo nge guabo mi ke woo jeha yemi ɔ mi somi.
6. **Kloyosikplemi:** Yilo Kloli ji nihi ne yeo Kloyosikplemi jeha a. A yeo jeha ne ɔ ke kaio a nimeli ke yimeli a si kplemi ke je Klo yo ɔ mi ke ba a mwɔnɛmwɔnɛ ɔ si hihe ɔmɛ. A yaa Klo yo ɔ mi ya peeo kusumi ke kaio jemeawoɔhi ke nimeli ɔmɛ. Me hu a boɔ gua ne a peeo heja jemi nihi babauu.



Foni 7.1: Bohi ne a haa ke tadehi ne a woo nge jeha yemi mi.

Ni Kasemi Ni Tsumihi

1. Tsɔɔ kusumi jeha yemi sisi.
2. Tsɔɔ jeha yemi slɔto ete ne nge Ghana ne o ha nohye ni enyo.
3. Tsɔɔ jeha ne nye yeo nge nye ma a mi ne o de se nami ete ne jeha a yemi ɔ ke baa ke haa nye ma a.

Ni Tsɔɔmi Glenɔ Mini Tutuutu

1. Nyagba tsaba hlami ni tsumi

- *Klaasi tsuo ni tsumi:* Nyee sese kusumi jeha yemi he.

2. Kuu mi ni tsumi / kake peemi ni kasemi:

Nge ni kaseli slooto kuu mi

- Nyee sese jeha yemi slootohi ne a yee nge Ghana a he.
- Tsoo se namihi ne a naa nge kusumi jeha yemihi a he.
- Nyee hye vidio nge jeha yemi ne wetso munomunohi nge Ghana a yee.

3. Klaasi tsuo no he sese mi

- Nyee sese vidio mi ni ome a he: (Meni jeha a nge yee o? Me nome ne nge jaha a yee? Meni he je ne a nge jeha a yee? Jije a nge jeha a yee nge? Meni be nge jeha a mi ne a nge jeha a yee?)
- Nye de nihi ne nye na nge vidio o mi o ne nyee sese he.

Kami Pɔtɛ: No Kusumi 4 Kami – Sane Bimi

1. Tapo okadihi ne a tsuo he ni nge nye ma mi kusumi jeha yemi o mi ke okadi ome a sisi ke a he se namihi. (Mi 10)
2. Moo bu kusumi jeha yemi o he akotaa ne o tsoo bo ne e woo ma no yami ke baa. (Mi 10)

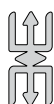
PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

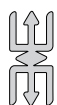
3. Plan the week's key assessment with your app

- The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 16

Ngoo nye je kusumi jeha yemi ke to ma kpahi aloo wetso kpahi a jeha yemi kusumihi a he ne o na aba jemi ke slotohi ne nge a kpɛti

HE PɔTɛɛ: KUSUMI JEHA YEMI NGE GHANA NGOMI KE TO A BI A HE

Jeha yemi nge Ghana (Mi nylɔmi): Kusumi jeha yemi ji ma aloo wetsohi a kusumi ke hemi ke yemi ke jami blɔ nɔ tomi ne a je blɔ to he blɔ nɔ ke je blema nge ni pɔtɛɛhi a he. A yeo ke kaio kusumi kome ke ni kome ne ya nɔ nge a blema si himi mi ne a jeo kpo nge klama gbi ke lami ke do fiemi mi.

Bɔ Ne A Yeo Jeha Nge Ghana He Sloto ɔme

Je aloo wetso munomunohi nge Ghana a nge blɔ slotohi a nɔ ne a guo ke yeo jeha. Wa maa hye bɔ ne a yeo jeha ne ɔ ekomɛ, a he nihi pɔtɛɛ kome ke kusumi kome ne a peeo nge jeha yemi ɔ mi.

Ngmayem

A yeo ngma nge Sɛ ke Manya Klo ne a tsɛo jeha yemi ɔ ke Ngmayem. Blema munyu tsɔo nya kaa, sapu ba ye jeha babauu ne niye ni be. Hwɔ ye ni ɔme. Ni kome po ngo tɛ ke ma la nɔ ke mlo a bime ke a mle bɔo se ni nge la nɔ ne e ne e maa be. Tɛ niye ni ne ɔ maa la nɔ hluu ne foli ɔme sɛo mi ke ya sio gbokue. Ke a na nɔ ko ke ba gbokue loko jokuɛwi ɔme naa ni bɔo ne a yeo. Tsaatse Mawu dloomi nya a, jeha kome a se ɔ, nyu ba ne wawɛɛ ne ni ba. A ke jeha yemi ne ɔ kaio ni babauu ne ba a, ne kaa niye ni pɔtɛɛ ne nge jame a be ɔ mi ji ngma he je ɔ, a ke, “Ani lee, kplɔkɔɔ, ngma ba ne waa ye. Wa Nomo Ani lee, kplɔkɔɔ, ngma ba ne waa ye”. Ani ji klama bie ke ha Tsaatse Mawu. A nge be ne a ke duo ngma ne ɔ nge jeha mi, ne ke a nge jeha a yee ɔ, a fiaa ngma a ne nihi soleo. Hemi ke yemi ji kaa, ke o nine su ngma ne jemeli ɔme fia nge Ngmayemi be ɔ eko nɔ ɔ, o yi ma na wami ne jeha maa ya ba na mo ekohu. O ma he “Oklibone” ɔ nɔ ke, “Kpa nya muo, jeha ne e ya ba na wo ekohu”.

Ngmayemi peeo heja jemi nɔ. A fieo do munomunohi ne a doo, a laa klama lahi ne nimeli ɔ telio ne kplɔkɔɔ ke manye ne ba ma a nɔ. Loko a maa je Ngmayem sisi ɔ, a tsio ma nya kaa lohwe kake ne jemeli ɔme ke peeo kusumi ne a ke yeo ma a he musu ne a jl原因 a. A yaa Seli ke Kloli a blema si hihe ɔme nge Yo ɔme a mi ne a ya peeo kusumi nge leje ɔme hulo. A kpee la tsoku nya gbokue ne a siaa blema nyaziahi ne a buo abɛhi ke jeo heja. Nihi pɔo kungmi ke apapansa yemi nge Ngmayem be ɔ mi. A bɔo gua ne a kpeeo amlaalo nikotomahi ke ma nimeli ke ma kpa notseme ke baa. A ke ma hiami nihi fo amlaalo ɔ he mi ne ke ma a he nge ni ɔ, amlaalo ɔ ba peeo jame a ni ɔme haa ma a. Nihewi ke yihewi fieo fiemi slotohi ne a doo baibi ke yaa ajabe ke dansi. Jeha a nya gbemi be ɔ, a yaa asafo tsuo kake peemi solemi ya faa kue ke naa Nyingmo si. Kake peemi solemi ne ɔ li osofo ne a le wono. Ma a tsuo ngoo a he ke woo mi ne a naa Nyingmo Mawu si. Nihi daa be ne ɔ nɔ ke naa a he pieeli ne a ngoo be ɔ hu ke dlaa we mi munyuh. Seli yeo Ngmayem jeha a nge Lemo nyohio ɔ nyagbe ke muo Kole nyohio sisije

se Manya Kloli yeo ngma nge Kole nyohio o kpɛti. A tloo wetso matsɛngua amɛ kɛ yaa gua mi nɛ matɛ tsowi ɔmɛ ya kaa mɛ kita. Jeha a yemi blo no tomi o kpiti pomi ji kaa:

- a. A duo ngma
- b. A tsio ma nya
- c. A tsukoo ma he aloo a jlaa ma
- d. A blio ma nya
- e. A tɛlio nɛ a peeo kusumihi
- f. A dlaa ma mi
- g. A yaa blema si hihe ɔmɛ
- i. A boo gua
- ɛ. A peeo fiɛmi kɛ heja jemi nihi
- k. A peeo kake peemi solemi

Hwɔyihwɔmi Aloo Hɔmɔwɔ

Nugoli, Kpomli, Gbugblaali kɛ Gali nɛ yeo jeha nɛ o. A jɛo jeha a yemi sisi nge Maya osلامي o mi nɛ a gbɛo nya nge Lemɔ osلامي o mi.

He dlami kɛ ha Hwɔyihwɔmi aloo Hɔmɔwɔ jeha yemi

A tɛlio nɛ duo ngma nge jeha a mi. Ke a maa ye Hɔmɔwɔ o, wɔno tsowi nge wetso o mi o bɛɛo blo mi. Lo o se o, a tsio ma nya kɛ ha kpoo peemi nɛ a nyɛ kɛ pee kusumi kɛ jlaa aloo kɛ tsuko ma a he. Nge ma nya tɛli be nɛ o, a ngmɛ blo nɛ nihi nɛ fiɛ do aloo a pee huhui no ko. A jlaa wo nɛ a doo ha/hawi nɛ a tsɛo lɛ kɛ “Yeeyeyee”

Ke ma nya tɛli be o su o, a peeo kusumi nge ‘odadao’ ligbi no kɛ blio ma nya. A jlaa wo nɛ a doo ha/hawi nɛ mɛɛ a tsɛo lɛ kɛ ‘yeeyeyee’. Ke a pee kusumi nɛ ɔmɛ gbɛ nya a, a jɛo Hɔmɔwɔ jeha a yemi sisi nge Hɔ nɛ no no enyone nge Maya osلامي o mi. Mahi nɛ yeo Hɔmɔwɔ o yeo jeha a kɛ nyɛɛo a bi a se. Ma amɛ tsuo yi nge be kake mi. Ke a jɛ sisi nge Maya nyohio o mi o, a yeo lɛ notonoto kɛ ya sio Lemɔ osلامي o mi.

A nge he dlami klɛdɛɛ nɛ a dlaa nge Hɔmɔwɔ jeha yemi be. Niye ni nɛ a kɛ yeo jeha nɛ o ji kpokpoe nɛ nihi poɔ demi kɛ kpekple aloo ko. Jemɛli ɔmɛ fiaa kpokpoe nɛ o nge a we ngua amɛ a mi nɛ a fiaa nge ma mi tsuo kɛ haa jemeawoɔhi kɛ nimeli. A nge do potɛɛ nɛ a fiɛo nge Hɔmɔwɔ be nɛ o mi. A tsɛo do nɛ o kɛ ‘kpaa’ nɛ a deo kɛ a yaa si kpaa aloo a nge kpaa sie.

Hɔmɔwɔ jeha a yemi tutuutu

Kusumi peeli kɛ nimeli nyɛɛo ma a he mi kɛ woɔ za kɛ kpaa ma a mi kɛ a no do kɛ la kɛ kpaa simi. A fiaa kpokpoe o nge wo piɛ ɔmɛ a nya nɛ a fiaa nge we ngua amɛ a mi kɛ ma a mi tsuo. Enɛ o peeo ni nɛ a nge jemeawo ɔmɛ kɛ kpadehi kɛ nimeli nɛ si ɔmɛ hae kɛ na mɛ si nge ma a yi baami he. A hoo kpokpoe o nge wehi a mi nɛ a haa nɛ nihi yeo kɛ blaa kɛ tsɔo kake peemi. A fiɛo do kɛ heja jemi nihi fuu. A gbɛo Hɔmɔwɔ yemi nya kɛ kusumihi nɛ a tsɛo mɛ kɛ

‘Ngɔɔwala’ ke ‘Tsesebulemɔ’. Kusumi ne ɔme a sisi ji ni kpakpa bimi ke nihi ne be ɔme sakemi ke ya wo se lokoo.

Nihi pɔtɛɛ ne a peeɔ ɔme a nɔ domi

Nihi ne a peeɔ ɔme a nɔ domi ji kaa, a telio; a tsio ma nya; a blio ma nya; a fiaa kpokpoe, a jeɔ heja, a yeɔ ngɔɔwala ne a peeɔ tsesebulemɔ.

Hɔmɔwɔ he hiami ke e he se nami

A ke naa Nyingmo Mawu, jemeawɔhi, kpadehi ke nimeli si ke ha a yi baami ke ngma ne a ha me ke be nɔ. A ke dlaa ma ne a ke jeɔ heja. Hɔmɔwɔ ngɔɔ kake peemi ke baa.

Ojuila Jeha Yemi

Kuapimli ne nge Akropong, Aburi, Lada (Laate), Mamfe ke Akuapim ma kpahi ne bole me ɔ ji Ohieli ne yeɔ Ojuila. A yeɔ jeha ne ɔ ke kpaa a ma ame a he musu ne a ke tsukɔɔ ma ame a he ke jeɔ yayami ke yobu nihi a he ne a ke kaio kunimi ne a nimeli ye ke kpɔ me ke fia a ma ame ke ma si. A yeɔ hu ke naa Tsaatse Mawu, jemeawɔhi ke nimeli si kaa a ha ngma babauu ba ha me ne a ye. A niye ni titli ji hye. A yeɔ jeha a ke jeɔ Lemɔ ke ya suɔ Kole nyohio ɔ mi, be mi ne a kpa ngmɔ si ni ta. Ojuila yemi je sisi ke je blema lokoo ne a ngɔɔ be ɔ mi otsi ke yeɔ jeha a tutuutu. A bɔɔ gua ne a peeɔ heja jemi nihi fuu.

1. **Adaebutu be:** Ligbi nyingmi eywie loko a maa ye ojuila a, a fɔɔ tso si ne nɔ ko ne ko pee huhui nɔ ko, kone a na he blo ke pee kusumi ke tsukɔ ma a he. Nihi ne gboɔ tue nge ma nya tsimi be ne ɔ mi ne a peeɔ huhui kpami nihi ɔ, a gblaa a tue wawee nitse.
2. **Ojuila Hɔegbi:** Ohieli he ye kaa matse gbo we se e yaa aklowa aloo kɔpe ɔ mi. Ojuila Hɔegbi ligbi nɔ ɔ, a jeɔ blo ke jeɔ Aklopon magbe nɔ ke yaa kɔpe ne ɔ mi. ne ji a matseme a puhe ne a tseɔ le ke manplobi ɔ. Ke a nge kusumi ne ɔ pee ɔ, plaafahi ke Adum matse ke matseme kpahi ne nyeeɔ a he mi ke peeɔ. Aklowa blo jemi ne ɔ sisi ji kaa, nimeli ɔme maa nyee blo ɔ nɔ ke ba pieɛ ma bi ɔme a he ke ye jeha a. A bɔɔ gua nge Akuapim matsengua a asa ngua a nɔ.
3. **Ojuila Pleplegbi:** Ojuila yeli he ye kaa Ojuila ji niki ni ne blematseme ke ke a odehe ne ji matse yemi wetso ɔ. Peplegbi ligbi nɔ ɔ, Nene Jaase ne hyeɔ Akuapimi ma a blo nɔ tomi nɔ ɔ kpeɔ Banmu matse, ne le ne e hyeɔ odehe go aloo mamplobi ɔ nɔ ke baa. Nene Jaase bɔɔ Banmu matse ɔ kaa Akuapim matsengua a dla e he ne e maa ye Ojuila. Banmu matse ɔ faa Jaase ɔ ne e ya nimeli ɔme a puhe nge huetso kpɔi ɔ mi ne e ya teli ke ba nimeli ɔme blo ne e ngo Ojuila yemi ɔ ba wo Akuapim matsungua a de ne e ye.

Akuapim matsengua a hio gua mi ne Banmu matse ɔ ke Ojuila gbaami ne je nimeli ɔme a ngɔ ɔ ba haa le. Ke pieɛ he ɔ, weku nyatseme nge Akuapim wetso kpaago ɔme a nya a ngɔɔ hye ehe ke ba peeɔ kusumi nge Kubri we ngua a mi. Loko a maa pee hye ehe kusumi ne ɔ, a ngme blo ne nɔ ko yeɔ hye ehe ɔ eko. Ja matsengua a nine su gbaami ne ɔ nɔ loko a jeɔ Ojuila yemi sisi. Ke Banmu matse ɔ ba a, a ke bo haa e ke Akuapim matsengua a yi nɔ ne me pe ne a naa gbaami nihi ne nimeli ɔme ke mane ke ba ha matsengua a. Ke a gbe kusumi ne ɔ nya loko a blio ma nya ke ha Ojuila yemi ɔ tutuutu.

4. **Ojuila So:** Nge Ojuila So ligbi nɔ ɔ, Akuapim ma a tsuo yeo bɔ ne a foo nihi ne ho anɔse we ya a. A buo ya bo yumu ke etsu ke peeɔ bɔ yemi kusumi ne ɔ. Akuapim matsengua a yaa wetso kpaago ɔme a we ngua ame a mi ya yeo bɔ ha me. Wetso ngua ne ɔme ji Aboasa, Asona, Twafo, Benkum, Kyeame ke Akrahene. Make futefute be mi ɔ, a telio ke kaio nimeli ke Akuapimli tsuo ne gbo nge jeha a mi ɔ. A hemi ke yemi ji kaa, nimeli ɔme nyeeɔ blo ne a je ɔ nɔ ke ba pieɔ a he ke yeo Ojuila
5. **Ojuila So:** Okuapimli he ye kaa Nyingmo Mawu ji Opeme. A ngoo sina ke haa le nge a yi baami he ne a ngoo bu ke agboje ne sa ke haa a matsengua a ke e se ne ji Ofoli Kuma se ɔ nge Ojuila So ligbi nɔ. Matsengua a miaa ne e hio gua mi ke kpeeɔ ma a ne a ke he mi nyami ne sa ba haa le.

Nge kusumi ne ɔ peemi mi ɔ, matsengua a yo kake dlaa ke nyeeɔ ma a mi ne e ke to/oto ba haa e huno ɔ nge gua mi. Banmu matse ɔ ke matse kpahi ke e we bi yaa Nsurem ne ji a kekile matsengua a hwo he ɔ ne a ya peeɔ kusumi ke to/oto ɔ eko. Ke je gbokue ngmle kpaago ɔ, wetso matse ɔme yaa se tsu mi ne a ya kaa kekile Akuapim matsengua a se ne ji Ofoli Kuma se ɔ kita ne ene ɔ maa nɔ mi kaa Akuapim ma a ji kake peemi ma. Gbokue ngmle nyongma mi ɔ, a tsio ma a nya ne nɔ ko be he blo ne e maa je kpo. Ma a mi tsuo joo dii. Plaafahi ngoo Akuapim matse se ngua a ke nyeeɔ Akuapim ma a mi ke yaa pa ne ji Agemi ya duo ha se ɔ ke matse he ni kpahi ne pieɔ he ɔ. A ne me ke hengme. Nihi he ye kaa Akuapim matsengua fio tagaja pe ne e ke fiaa tu tso ete nge kusumi ne ɔ peemi mi. Tu tso ete ji nɔ mi mami kaa Akuapim matsengua a ji nɔ ne nge he wami ne e ke hio gua mi ke yeo Ojuila e nɔ jena.
6. **Ojuila Soha:** Matsengua a ke matse tsowi ke mabi boo gua nge Mpeniase sisi. Mpeniase ji kekile ma ne a po, be mi ne Aklopon ba pee Akuapimli a ma ngua a. Mpeniase peeɔ Akuapimtseme a mumu mi si tohe aloo a sisi poku. Akuapim matsengua a ke ma a tuo munyu. Ke a bo gua a, a kpeeɔ asafo nya dali, ma nikotomahi, ni tsumi nikotomahi, amlaalo nikotomahi ke ma ke ma setseme ke baa ne a ba yeo buaa. A ke ma hiami nihi foo amlaalo ɔ he mi ne ke a he nge ni ɔ, a peeɔ ni ɔme ke haa ma a. A ke ni tsumi potee hu foo ma a he mi ne a yeo to ke naa sika ke tsuo ma a he ni. Amlaalo ɔ hu haa mabi segbi.
7. **Ojuila Ho ke Hogba:** A peeɔ fiemi ke heja jemi nihi nge Ojuila Ho ligbi ɔ nɔ. Hogba a, a peeɔ kake peemi solemi ne a naa Tsaatse Mawu si

Fetu Jeha Yemi

Fetuli ne nge Oguaa ji nihi ne yeo Fetu jeha yemi ɔ. A ngoo otsi kake nge Maya osلامي ɔ mi ke yeo jeha a. A yeo jeha a ke kaio a blema si himi ke a kusumi ne a ke haa a jemeawohi nyingmi kpaago ke kpaago ɔme tsumi nge a yi baami he. A woo a matsengua a tsu mi otsi kake ne e yaa Nyingmo ke nimeli a he mi ya baa a de mi nile, nyasa ke mumu ke nomlotso mi he wami. Ke e gbe nya a, a ke le yaa se tsu mi ne e ya telio ke haa a jemeawohi nyingmi kpaago ke kpaago ɔ. A tsio ma ke wo yami nya ne a ke tsukoo a he loko a yeo jeha a. Fosu Taku nya wono ne ji Emisafo ɔ hu telio nge taku ɔ nya ke baa nimeli a gbaami ne e bio ne yobu, hio ke ni yayahi tsuo ne ya se ne ngma, kplokoto ke manye ne pee a nɔ. Nge Fetu jeha yemi be ɔ, a nge falafale peemi ligbi ne a tseo le ke “Emuntumadadze” ne a ke dlaa ma mi. A boo gua nge Bakatue ne je ke we tsuo ba yeo jeha a. Hogbi ligbi nɔ ɔ, a boo gua ne a foo nyo nge Fosu Taku nya ne wo yi ɔme ke a klawa ame nuɔ wo ne a peeɔ kunya/majiki nihi ne nihi a nya kpeeɔ a he.

A tsaa nɔ Pɛplɛgbi kɛ kusumi ɔmɛ a peemi. Pɛplɛgbi piani mi ɔ, matsɛngua a tɛliɔ nɛ a bliɔ ma nya. A hiɔ lɛhi a nɔ nɛ Matsɛngua a pueɔ ya kekɛ kɛ bliɔ wo ɔ nya. So nyɔ mi ɔ, a ya peeɔ kusumi nɛ Nana Paprata piɛ nya nɛ nihi ya biɔ ni kɛ kɔɔ a je mi si himi he. A kɛ na ku yaa Nana Tabir piɛ nya kɛ ya peeɔ kusumi. Lɔ ɔ se ɔ, a ya gbeɔ na a nɛ Papratam salɛ tso ngua a sisi. A bɔɔ gua ngua a nɛ kekɛ Hɔ ligbi nɛ Lemɔ osɛlami ɔ mi nɛ a kpeɔ je kɛ wɛ tsuo kɛ baa. Kɛ matsɛngua a kɛ ma a tu munyu se ɔ, e ya tɛliɔ nɛ Tabir piɛ nya kɛ tsukɔɔ na ku nɛ a kɛ maa pee kusumi ɔ he. Tabuli asafo ɔmɛ kɛ ma a tsuo hwɔɔ lele nɛ a woɔ za kɛ a nɔ la kɛ do kɛ kpaa ma a mi kɛ jeɔ hɛja.

Asogli Hyɛ Yemi

A yeɔ Asogli hyɛ yemi jeha a nɛ Lemɔ osɛlami ɔ mi kɛ naa Tsaatɛ Mawu, jɛmɛawɔhi kɛ nimeli si kaa a ha ngma babauu ba ha mɛ nɛ a ye. Mɛ hu a peeɔ kusumi kɛ ni kpahi babauu: a tsukɔɔ ma he, a haa jɛmɛawɔhi kɛ nimeli ni nɛ ji hyɛ ɔ, a bɔɔ gua nɛ a peeɔ fiɛmi kɛ hɛja jemi nihi.

Akuɛsidae Jeha Yemi

Asanteli a jeha yemi ji Akuɛsidae. A nɛ Akuɛsidae tsɔwi kɛ Akuɛsidae ngua nɛ a yeɔ. A peeɔ Akuɛsidae kusumi nɛ ɔ daa otsi ekpa nɛ jeha kake mi. A peeɔ kusumi nɛ ɔ kɛ kaɔ kunimi nɛ Tsaatɛ Mawu, jɛmɛawɔhi kɛ a nimeli ye kɛ kpɔ mɛ nɛ a he nyeli a dɛ nɛ a kɛ po a ma amɛ. A floo Asante matsɛngua nɛ ji Otumfoɔ nɛ tsokpo mi kɛ baa gua mi. Asante wetso ngua pe nyingmi enuɔ ɔ tsuo a matsɛngua amɛ ba kaa Asante matɛ ɔ kita. A kpeeɔ nikɔtɔmahɛ kɛ matɛmɛ kɛ jeɔ Asante kɛ ma se tsuo nɛ a ba yeɔ bua Akuɛsidae yemi ɔ. Kɛ a yaa ye jeha nɛ ɔ, a toɔ be nɛ nɔ ko nɔ ko be ni tsue nɛ Asante ma amɛ a mi, titli nɛ a ma ngua nɛ ji Kumase ɔ mi. A ngmɛ blɔ nɛ nihi bliɔ a tsuapohi tete nɛ ni tsumi nya tɛsi be nɛ ɔ mi. Akuɛsidae yeli hu peeɔ kusumi kɛ fiɛmi munomuno nɛ Akuɛsidae yemi nɛ ɔ mi.

Hogbetsotso Jeha Yemi

Anglɔli nɛ nɛ Ohuɛ ji nihi nɛ yeɔ Hogbetsotso jeha nɛ ɔ. A yeɔ jeha nɛ ɔ nɛ Sɛklɛ osɛlami ɔ mi kɛ kaɔ kpɔmi nɛ a nimeli kpɔ mɛ kɛ je matɛ yiwutsotɛ Agokɔli dɛ mi nɛ Ngotsie kɛ ba a mwɔnɛmwɔnɛ ɔ si hihe ɔmɛ. Mɛ hu a peeɔ kusumi kɛ fiɛmi slɔtohi nɛ jeha nɛ ɔ yemi be mi. Kusumi nɛ ɔ ekomɛ ji ma he tsukɔmi, nugbidodo, glimɛtoto kɛ amlimatsitsi. A bɔɔ gua kɛ hlaa sika kɛ tsuo ma nɔ yami ni tsumihi.

Jeha Yemihi Kɛ a Si Bi a He Tomi

Nɛ hie ɔ, tsɔɔɔ ɔ ma ha nɛ ni kaseli nɛ a ngɔ jeha yemi nɛ wetso kpahi a mi kɛ to a ma mi jeha yemi ɔ he. Nɔhyɛ ni nɛ nɛ sisi ɔ nɛ.

Ngmayem Kɛ Hɔmɔwɔ He Tomi

1. Ngmayem kɛ Hɔmɔwɔ tsuo peeɔ niye ni he jeha yemi.
2. A yeli ɔmɛ yeɔ kɛ naa Tsaatɛ Mawu, jɛmɛawɔhi kɛ nimeli si kaa a ha ngma ba.
3. A ngɔ kpokpoe aloo kɔ kɛ yeɔ Hɔmɔwɔ nɛ a ngɔ kungmi aloo apaplansa kɛ yeɔ Ngma.
4. Ngmayem yeli fiɛ klama nɛ Hɔmɔwɔ yeli siɔ kpaa.

5. A bɔɔ gua ngua nge Ngmayemi mi se a woɔ za ngua ke siɔ kpaa ke bɔleɔ ma mi nge Hɔmɔwɔ yemi be.
6. A jeɔ tsitaa ke kpo nya ke ba yeɔ Ngmayem ke Hɔmɔwɔ tsuo.
7. A yeɔ Ngmayem nge Lemɔ ke Kole oslami mi ne a yeɔ Hɔmɔwɔ nge Maya ke Lemɔ oslami mi.

Fetu Ke Ojuila Jeha Yemi Ke to a Bi a He

Fetu jeha yemi: Fetuli ne nge Oguaa ji nihi ne yeɔ Fetu jeha yemi ɔ. A ngɔɔ otsi kake ke yeɔ jeha a. A yeɔ jeha a ke kaɔ a blema si himi ke a kusumi ne a ke haa a jemeawɔhi ni. Me hu a peeɔ heja jemi nihi babauu.

Ojuila jeha yemi: Akuapimli ne ji Ohieli ji nihi ne yeɔ Ojuila jeha yemi ɔ. A yeɔ jeha a ke tsukɔɔ a ma a he ne a duɔ ngo haa a sehi ne a ke naa Mawu ke jemeawɔhi ke nimeli si nge je mi ne a je me ke je sapu ke hwo de mi.

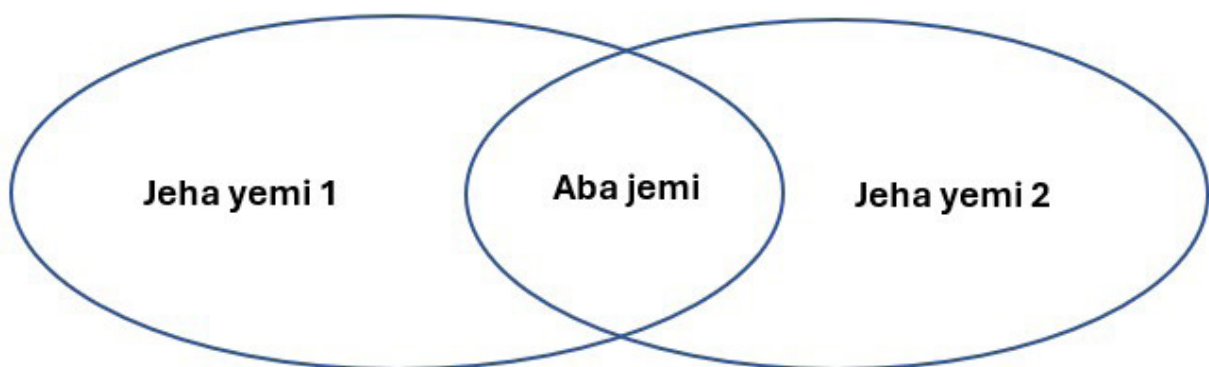
Slɔɔto kome nge Fetu ke Ojuila jeha yemi mi ji

1. Akuapim mahi babauu ne yeɔ Ojuila jeha yemi ɔ se Fetu lee pi Fante tsuo ne yeɔ se Fetuli nge Oguaa pe ji nihi ne yeɔ.
2. Ojuila he sane ɔ mi kuɔ nge Ohie mahi a mi se Fetu lee Oguaatseme a blema sane mi pe e nge.
3. A peeɔ kusumihi nge jeha yemi ne ɔme a yemi mi se kusumi ɔme je muno.

Aba jemi tutuutu

To he he kaa nge jeha yemi ɔme tsuo a mi ɔ, a peeɔ kusumi, a naa Nyingmo Mawu, jemeawɔhi ke nimeli si ne a peeɔ heja jemi nihi babauu.

Ha ni kaseli ne ngo daka ne ɔ ke tsɔɔ aba jemi ke slɔɔto ne nge jeha yemihi a mi.



Ni Tsɔɔmi Glenɔ Minihi Tutuutu

1. Nyagba tsaba hlami ni kasemi: Klaasi tsuo nɔ he seɛɛmi. Ni kaseli ne a:
 - nylɔ nɔ ne ji kusumi jeha yemi mi.

- sɛsɛ jeha yemi nɛ wɛtso munomunohi a mi nɛ Ghana he.
- sɛsɛ jeha yemi he se nami nɛ a ma a mi.

2. Kuu mi ni tsumi/Kake peemi ni kasemi: Ni kaseli slɔto kuu

- Kuu ɔmɛ nɛ ngo a wɛtso jeha yemi kusumihi kɛ to wɛtso kpahi a jeha yemi kusumihi a he.

Kami Pɔtɛ: Nɔ Kuɔmi 4 Kami– Sane Bimi

1. Ngmaa kusumi jeha yemihi enuɔ nɛ o tsɔɔ Ghana wɛtsohi nɛ yeɔ jeha amɛ. (*Mi 5*)
2. Moo ngo kusumi jeha yemi kake nɛ a yeɔ nɛ nɛ ma mi kɛ to jeha yemi nɛ wɛtso kusumi nɛ o ngma a kake he. Moo tsɔɔ jeha a kɛ nihi nɛ yeɔ, be nɛ a yeɔ, bɔ nɛ a yeɔ lɛ ha, kusumi nihi nɛ a peeɔ kɛ jeha yemi ɔ he se nami. (*Mi 12*)
3. Ni komɛ susu kaa kusumi jeha yemi ba pee kolo nɔ ko nɛ mwɔnɛmwɔnɛ ɔ je mi nɛ wa nɛ nɛ ɔ. Ngmaa sɛ womi gbajaa kɛ tsɔɔ se nami komɛ nɛ a naa nɛ jeha yemi he nɛ Ghana. De nihi nɛ mo nitɛ o ma mi jeha yemi ɔ he kɛ ma o munyu ɔ nɔ mi kone o tapo se nami ɔmɛ a mi kɛ tsɔɔ nihi a he je nɛ sa nɛ a ye jeha amɛ nɛ mahi a mi. (*Mi 12*)

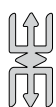
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

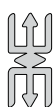
3. Plan the week's key assessment with your app

- The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - all teachers in the group work through the problem individually for 3–4 minutes
 - the group then works through it together the problem, step by step
 - highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

- Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 7: Mi Hyemi Ekohu

Nge otsi 15 ke 16 mi o, nye kase kusumi jaha yemihi ke a he se namihi. Nyee ke jaha yemi ne o ekomε to a bi a he ne nye hla aba jemi ke slootohi ne nge a kusumi peemi ome a mi. Wa pee ene o kone ni kaseli ne nya a kusumi jaha yemi ke kusumi ni peemihi a he ne a nya ni kpahi hu a ni ome a he. Wa nge blo hyee kaa ni kaseli ma nya a nihi a he ne a maa le a sisi poku, a kusumihi ne he hia ne a maa baa kusumi ne ome a yi ke ma ha hwoo se bime. Ni kasemi o maa ye bua ni kaseli ne a ke a he ne wo a ma mi kusumi jaha yemi ni peemihi a mi. A maa kase ga lele, no he susumi vii, gbi ke nine nya ni tsumi ne a maa tu nihi ne nge no yae nge a ma mi ke je o he munyu gbugbuugbu.



JLOMI NI KE HA KAMI POTEƎ ƆME

OTSI 15

Sane bimi 1: Ni kaseli tapo okadihi ne a tsuo he ni nge kusumi jeha yemi ɔ mi ne a ma nya si ke tsɔɔ nihi a he je ne a tsuo jame a okadi ɔme a he ni nge jeha yemi ɔ mi. (*Mi 10*)

Tsɔɔɔ ɔ ne bi sanehi ne nyee se ne ɔme loko e ha mi ne sa.

1. **Okadi ɔme yomi:** Ni kaseli nye ne a yo okadi potehi ne a tsuo he ni nge kusumi jeha yemi ɔ mi ne a tsɔɔ okadi ɔme a sisi lo?
2. **Okadi ɔme a mi tapomi:** Ni kaseli nye ne a tapo se namihi ne nge okadi ne ɔme a he nge kusumi jeha yemi ɔ mi lo?
3. **Nya muɔmi:** Ane ni kaseli nye ne e ma nihi a nya si ke ko okadihi ne a ke yeo jeha ame ke a he se namihi lo?

Mi Hami He Blo No Tomi

Mi 9 – 10 ke ni kaselo ɔ nye ne e ngma okadihi pote ne a ke yeo jeha a ke nihi a he je ne a ngɔɔ jame a okadi ɔme ke peeɔ jeha yemi kusumi ɔ.

Mi 7 - 8 ke ni kaselo ɔ nye ne e tapo nihi a he je ne a ke jame a ni ɔme peeɔ kusumi nge jeha yemi ɔ mi.

5 – 6 ke ni kaselo ɔ bo e he mode ke tapo nihi a he je ne a ke jame a ni ɔme peeɔ kusumi nge jeha yemi ɔ mi.

1 – 4 ke ni kaselo hua he ke tapo nihi a he je ne a ke jame a okadi ɔme peeɔ kusumi nge jeha yemi ɔ mi se e ne nya kpakpa ko.

Sane bimi 2: Ni kaseli ne nye ne a tapo no yami ke akota bumihi ne ma ko naa ke gu jeha yemi kusumi peemihi a mi. (*Mi 10*)

Tsɔɔɔ ɔ ne bi sanehi ne nyee se ne ɔme loko e ha mi ne sa

1. **Ma no yami sisi numi:** Ane ni kaselo ɔ nye ne e tsɔɔ kaa e nu no ne ji ma no yami sisi saminya ke nihi ne peeɔ ma no yami lo?
2. **Kusumi jeha yemi blo nya nge ma no yami mi:** Ane ni kaselo ɔ nye ne tapo mi ke tsɔɔ blohi a no ne a guo ne kusumi jeha yemi nyee ne e ngɔɔ no yami ke no he akota bumi ke baa ma mi lo?
3. **Nohye ni hami:** Ni kaseli nye ne e ngo nohye ni ke tsɔɔ ma no yami mi tapomi ɔ mi lo?
4. **No nya si mami:** Ane ni kaselo ɔ nye ne e ma nihi a nya si ke tsɔɔ he se nami ke akota bumi ne jeha yemi ngɔɔ ke baa ma mi lo?

Mi hami he blo no tomi

Mi 9 – 10 ke ni kaselo ɔ nye ne e tapo no yami ke akota bumihi ne ma ko naa ke gu jeha yemi kusumi peemihi a mi ɔ saminya.

Mi 7 – 8 ke ni kaselo ɔ bo e he mode ke tapo no yami ke akota bumihhi ne ma ko naa ke gu jeha yemi kusumi peemihi a mi ne e nye ne e ha nohye nihi ke fi e no mi tapomi ɔ se.

Mi 5 – 6 ke ni kaselo ɔ bo e he mode bo ne sa ke tapo no yami ke akota bumihhi ne ma ko naa ke gu jeha yemi kusumi peemihi a mi ne e nye ne e ngo nohye ni kome ke fi eno mi tapomi ɔ se.

Ke ni kaselo ɔ hua he ke tapo no yami ke akota bumihhi ne ma ko naa ke gu jeha yemi kusumi peemihi a mi se e nye we ne e je sisi numi kpakpa kpo ne e nye we ne e ngo nohye ni ne sa ke fi e no mi tapomi ɔ se ne e nye we ne e ma no ko nya si.

OTSI 16

Sane bimi 1

Ni kaselo ɔ nye ngma jeha yemi ɔ ke nihi ne yeo jeha yemi ɔ. (**Mi 1 ke ha eko fεε eko**)

Sane bimi 2 (Mi 12)

Ha mi ke su 2 ke ha nihi ne a de ne a ke to a bi a he nge nihi ne nge sisi ɔme:

Mi 2 ke ha no ke he tomi ne mi tso ke **Mi 1** ke ha no ke he tomi ne mi tso we kpakpa ko.

1. Jeha yemihi a bie ke a sisi tsoomi
2. Nihi ke a blo nya ni tsumi
3. Be mi ne a yeo jeha a
4. Bo ne a yeo jeha a ha
5. Kusumi nihi ne a peeo
6. Se namihi 6 ke ha ma a.

Sane bimi 3 (Mi 12)

Mi hami blo no tomi

	E he kpo (Mi 4)	Bo mode wawεε (Mi 3)	Bo mode bo ne sa (Mi 2)	Hia he mode bomi (Mi 1)
Mini	Heto ɔ mi tso ne a to nihi a blo no ne a ha nohye ni	Heto ɔ mi tso ne a to nihi a blo no ne a ha nohye ni nge he kome	Heto ɔ mi tso we kpakpa ko se a ha nohye ni nge he kome.	Munyuza kpitikpiti ne no nya tsoomi ɔ mi tso we ne a ha we no mi mami ke nohye ni ko
Mi Tapomi	Ha nyagbahi babauu ke je wetso munomunohi fuu a mi ke tsoo sisi numi ke mi kuomi nge a ma mi jeha yemi he	Ha nyagbahi ke je wetso munomunohi enyo mi ke tsoo sisi numi ke mi kuomi boo nge a ma mi jeha yemi he	Ha nyagbahi ke je me nitseme a wetso mi ke tsoo sisi numi ke mi kuomi boo keke nge a ma mi jeha yemi he	Ha nyagbahi boo ko keke ke je a wetso mi ke tsoo kaa sisi numi mi kuo we nge a ma mi jeha yemi he

Animosa ke munyunguhi	Ha munyungu slotohi babauu ne me tsuo a he ni tsumi o da	Ha munyungu slotohi babauu ne fuu he ni tsumi o da	Ha munyungu slotohi kome ne ni neme ne da a he hie pe ni neme ne de	Ti no kake mi kpamkpam ne tomi babuu nge mi
--------------------------	--	---	---	---

MI GBAMI 8: GBENO, NO PUMI KE YA PEEMI KUSUMIHI

MUNYUTSO: KUSUMI NI PEEMIHI KE MA NO YEMI

Munytso Setso: Kusumi ni peemihi

Ni kasemi Tutuutu: Ngoo juemi ke nile nge gbeno he o ke sese aba jemi ke slotohi ne nge no pumi ke ya peemi kusumihi a mi nge wetso munomunohi a mi.

Glano Mini: Je nile ke sisi numi nge gbeno ke ya peemi he kpo.

Si helimi



Ha ne a pee kami 2 o nge otsi 18 o mi. E sa ne kami o ne ko SHS 1 ke ya su SHS 3 he. Hye daka ne tsoo blo no tomi nge kami ngmami he o ke kudo mo nge mi gbami ne o nyagbe. E sa ne tsoolo o ne hye ni kaseli a ka a mi nouu aloo e maaki nouu ne e ngma mi ne ni kaseli ome ma na a ke wo a SAP o mi.

MI GBAMI O NYA BLIMI KE NO DOMI

Mi gbami ne o maa sese gbeno, no pumi ke ya peemi kusumi ke ma no yemi he. Ni kaseli maa kase gbeno, nihi ne haa ne gbeno baa, gbeno slotohi ne nge, awi yemi nihi ne gbeno ke baa ke blohi a no ne a ma nye gu ke tsi gbeno nya. A maa kase pumi ke ya peemi kusumi slotohi ke a he se nami ne a maa hye mwonemwone o tsakemihi ne ba no pumi ke ya peemi kusumi ome a mi nge Ghana. Ni kaseli maa ngo pumi ke ya peemi kusumihi nge wetso slotohi a mi ke to a bi a he, ne a na aba jemi ke slotohi nge kusumi ome a peemi mi. Nile ke nyasa ne ni kaseli ma na a maa ye bua ne a maa nu gbeno, no pumi ke ya peemi kusumi ne ome a sisi, ne a ma nya he nge wetso munomunohi a mi nge Ghana. Ni kpahi a kusumi ne ome a sisi numi ke a he nyami o ma ha ne kake peemi, bu, no mi nami ha no ke kusumi yi baami su ne ba ni kaseli ome a mi. Mi gbami ne o be ke ha Dangme kasemi o pe keke, se e ngoo tsakpa ke baa Sosia Stedisi ke blema sane (History) kasemi mi hulo. Mi gbami o ma ha ni kaseli nile, no sisi numi ke nyasa ne mi kuo nge a kusumi ke ni kpahi a kusumi he ke ha je mi si himi kpakpa. A nge tsoolo o ga woe ne e ngo ni tsoomi he ga lele ke nihi ne he maa hia ke ye bua ne ni kaseli ne a nu mi gbami o sisi saminya. E sa ne tsoolo o ne hye ni kaselo fee ni kaselo ke e he wami ke nyemi, ne e ngo kami he ga lele ne sa ke ye bua ni kaseli ome ke ha mi gbami ne o kasemi.

Otsi ome ke a ni kasemi mi nihi nge mi gbami o mi ji:

- **Otsi17:** Sese nihi ne koo gbeno he.
- **Otsi 18:** Ngoo kusumi no pumi ke ya peemi nge wetso kpahi a mi o ke to a bi a he ne o yo aba jemi ke slotohi ne nge.

NI TSOOMI GLENŌ MINI TUTUUTU NŌ DOMI

A tsu ni tsoomi glenŋ mini tutuutu slŋtohi a he ni nge mi gbami ne ɔ mi ke ye bua Dangme ɔ mi ni ɔme a kasemi. Nyagba tsaba hlami ni kasemi (PBL) ɔ tsoo ni tsoomi ga lele ne woɔ je ɔ mi nyagba nitsenitsehi ke yeɔ buaa ni kaseli ke naa nile ke ga lele nge nyagba a he, pe ne a ma de me nihi ne nge no yae keke. E woɔ nihi tutuutu kaa no kake ni kasemi, he numi enyɔɔnyɔ ke ha ni kasemi, kaseli slŋto kuhi ke klaasi tsuo ni tsumihi ke heto demihi ke yeɔ buaa ni kasemi ɔ. Ni tsoomi blŋ no tomi ne ɔme yeɔ buaa ke ha yi mi susumi vii, nyagba tsaba hlami ga lele ke no ke no ni seemi ga lele. E yeɔ buaa ke ha kake peemi, kuu mi ni tsumi ke kuu nya dami aloo he mi nyee. E haa ne ni kaseli nyee ne a buaa nihi a nya ne a tapoo a mi, ne le no ɔ haa ne a naa nile ke ga lele nge je ɔ ni tsumi nitsehi a he.

Ni kaseli ma nye ngo nihi ke to a bi a he ne a nye ne a ngo e mi nihi ne hi ɔme ke kase ni, ne a ke si himi kpakpa ke ha hwɔ se ni tsumi. Ni kaseli ne a ni lemi ya he mi saii ne a juemi mi kuɔ wawee nitse ɔ, a ha me ni tsumi kpahi ne maa ye bua ne a nye ne a pee kuu nya dali ha a sibi ɔme. A nye ne a kudɔ a sibi ɔme ne a na nihi a sisi numi saminya nge nihi ne a tsoo me ɔ a no ne a tsu a he ni hulɔ. A wo tsoo ɔ ga ne a to ni kaseli ne nge munyungu tsemi ke ni seemi aloo munyu tumi he nyagba a he he ne e ye bua me ke je nyagba ne ɔme a mi.

KAMI NŌ DOMI

Kami blŋ no tomi nge mi gbami ne ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a no, ni pɔtehi a sisi numi ke a yi mi susumi vii. Ni kaseli a no yami demi kpamkpami ɔ yeɔ buaa a no yami nge ni kasemi ɔ mi. Kami blŋ no tomi ɔ yeɔ buaa ke hla ni kaseli a nihi a sisi numi nge gbeno, kusumi no pumi ke ya peemi he. E hee no kuɔmi 4 kami nge yi mi susumi vii he. Sane bimi ɔme hee bimi kpitikipiti, saneyo kpitikipiti aloo heto demi nge nya mi, ne yeɔ buaa ke ka ni kaseli a juemi ke ga lele ke nya tsoomi nge gbeno, kusumi no pumi ke ya peemi he. Tsoo ɔ ne wo ni kasemi no yami ka ke ni kasemi se ka ke hla ni kaseli a ni kasemi no yami blŋ no tomi ɔme ke ni kaseli a ni kasemi no yami ke mi aloo yibo ne a na, ke a ni kasemi no yami demi blŋ no tomi ɔme ke ye buaa ni kaseli a mode bŋmi ke a no yami nge ni kasemi ɔ mi.

Ngɔɔ kami no domi ne a tsu he ni nge daka ne nyee se ne ɔ mi ɔ kaa nohye no.

Minihi	No kuɔmi	Kami he blŋ no tomi
3.3.1. LI.1 Sese nihi ne koo gbeno he.	4	No he sese
3.3.1. LI.2 A ngo me nitseme a wetso no pumi ke ya peemi kusumihi ke to Ghana wetso kpahi a nihi a he.	4	Sane bimi

OTSI 17

Ni kasemi Mi nɔ: Sɛsɛ nihi nɛ kɔɔ gbeno he

HE POTEE: GBENO

Gbeno sisi tsɔɔmi: Gbeno ji adesa nyagbe si himi nge je mi nɛ wami be e nɔmlɔtso mi hu. A ma nye ma de ke gbeno ji wami nyagbe aloo be mi nɛ wami je nɔmlɔtso ɔ mi. Nihi etɛ nɛ peeɔ nɔ adesa: nɔmlɔtso, susuma kɛ klaa. Gbeno nɛ wa nge he munyu tue ɔ kɔɔ nɔmlɔtso ɔ he se e kɔ we susuma kɛ klaa a he. E kpiti pomi ji kaa, gbeno ji be mi nɛ nɔmlɔtso ɔ mi nihi tsuo jɔɔ ni tsumi nɛ wami be a mi hu nɛ susuma kɛ klaa a je nɔmlɔtso ɔ mi.

Ni Kome Nɛ Kɛ Gbeno Baa

- **Bwɔmi:** Ke nɔ ko wa nɛ e bwɔ ɔ, e gbɔɔ nɛ pi nɔ ko nɛ gbe lɛ.
- **Oslaa:** Oslaa saa nɔ nɛ e gbɔɔ. Oslaa ma nye maa je lɔle, nyu (pa, wo, vu aloo asa), la, tu, tso kɛ ni kpa kome a dɛ mi. Oslaa gbeno pɔɔ mi bami kpatu.
- **Hio:** Nɔ nuɔ hio nɛ hio ɔ gbeɔ lɛ. Hio saisaa ma nye gbe nɔ ko: HIV/AIDS, sikli hio, asla, puemi aloo nyaami, tsui hio, yi mi tsɔ kɛ ekpa kome ma nye gbe nɔ ke a na we e he tsami ma.
- **Gbiɛmi:** A nyɛɔ gbiɛɔ nɔ ko nge nɔ yaya ko he nɛ gbiɛmi ɔ nyɛɔ lɛ nɛ e gbɔɔ.
- **Adebo ni puɛmi:** Adebo ni kome kaa zugba aloo gbigbi simi oslabai gbami, nyu afua, la, tsu hulemi aloo kuɔmi, wo hiami, pa jemi kɛ adebo ni kpahi nyɛɔ nɛ a gbeɔ nɔ.
- **He gbemi:** Nɔ nyɛɔ nɛ e gbeɔ lɛ nitse e he: kue kpa womi, tsopa numi, he tu fiami kɛ ekpa kome.
- **Mumu mi/Hiami:** Jemɛawɔhi nyɛɔ nɛ a gbeɔ nɔ ke e gblee kɔ nihi a nɔ. Nihi hu hiaa kɛ gbeɔ nɔ.
- **Nyuami:** Nihi nyuaa nɔ nɛ a kɛ gbeɔ nɔ.
- **Wɔ bɔbɔɛ:** Ke nɔ ko pee nɔ yaya ko nɛ a bɔ lɛ wɔ ɔ, wɔ ɔ nyɛɔ nɛ e gbeɔ lɛ.
- **Gu:** Ke nɔ ko pee gu nɔ ko ɔ, guɔ nyɛɔ nɛ e gbeɔ lɛ aloo e gbeɔ nɔ kpa.
- **Ta:** Nihi babauu gbɔɔ nge ta nya.
- **Se kpalemi:** Ke a fɔ bi nɛ e yi otsi nɛ a je lɛ kpo nɛ a wo lɛ biɛ nɛ e gbo ɔ, a deɔ ke e kpale e se. E sɛsɛ ji kaa e kɛ e he ba tsɔ je ɔ kɛkɛ nɛ e kpale e se kɛ ya e je he.

Gbeno Slɔtohi

Gbeno slɔto enyɔ potɛ nɛ nge: sɛsɛ aloo adebo gbeno kɛ pi sɛsɛ aloo pi adebo gbeno.

Sɛsɛ aloo Adebo Gbeno

Sɛsɛ aloo adebo gbeno ji gbeno nɛ nɔ gbɔɔ ke e nu hio gu aloo e bwɔ se pi nɛ oslaa, tsopa aloo je nɛ ɔ mi nɔ kpa ko nɛ gbe lɛ. Enɛ ɔ ji gbeno nɛ nɔmlɔ ko nine aloo nɔ kpa ko susumi kɛ ni peemi be he se Tsaatse Mawu nitse blɔ nɔ tomi ji kaa nɔ ɔ nɛ si je nɛ ɔ mi.

Pi Sese aloo Pi Adebo Gbeno

Ni kome ne ke gbeno baa ne pi sese aloo pi adebo gbeno ji:

1. **No gbemi:** Ene o ji be mi ne no ko maa gbe no kpa ko. Nge mlaa nya a, no ko ma nye gbe no kpa ne e he ka he ne e gbe le, ne no ma nye gbe no kpa ne pi ne e he ka he. Ke o gbe no ne o he ka he o, a deo ke “He ka he no gbemi” (murder) se ke o gbe no ne o ji blo o, a deo ke “He ka we he no gbemi aloo oslaa no gbemi” (manslaughter).
2. **Osla gbeno:** Ene o ji gbeno ne a hye we blo se e ba le kpatu. Oslaahi ne ke kpatu gbeno baa a ekome ji lole oslaa, si nomi oslaa, nyu mi tlomi, ke ekpa kome. Osla aloo kpatu gbeno baa ne he be he no.
3. **He gbemi:** No ko ma nye ngo le nitse e wami nge e de. Ke e ba le ja a, a deo ke no o gbe e he. Yi mi susumi babauu ne nge je ne o mi nyagbahi a he o ke yi puemi ma nye ha ne no ko ne gbe e he. Blo kome a no ne nihi guo ke gbeo a he ji kue kpa womi, he tu fiami, he ha gbomi, tsopa yaya numi, ke blo kpa kome a no.
4. **No gbemi tsopa numi (Poisoning):** A wo ni aloo da mi no gbemi tsopa (poison) ngo haa no ko, ne ke e ye ni o aloo e nu da a, e nyeo ne e gbeo le. No nitse hu nyeo ne e nuo no gbemi tsopa ne e gbo. Tsopa yaya numi ne e gbe no o ma nye pee he ka he aloo he ka we he.

Nihi Ne Gbeno Ke Baa

Nihi susu kaa gbeno po hio, haomi, no nami ke piimi no ke haa no ko, se e se nihi babauu nge ne ke nyagbahi baa. Nyagba ne o ekome ji:

1. **Ni tsumi ke sika he nyagba:** Ke no gbo o, e ke hio aloo sika sane baa. A hia sika ke ma he daka, he dlami nihi, motsle hio womi, no dlali a hio, gba mami, se muomi aloo haimi, we mi dlami, niye ni, da ke ni kpahi ne he maa hia ke ha no pumi ke ya peemi. Ke no ne gbo o ji no ne yaa ne e baa loko e sisi bime naa a nya ngma a, e wo kaple he nyagbahi kaa sukuu he hio womi, ni yemi, hio tsami hlami aloo dokita yami, heha ni ke nyagba kpahi ke baa.
2. **Namlu mi yeyee:** Wekuli ke yo ke bime ne a sio o yeo komo ne a susuo a yi mi vii. Ene o ke hedo ke komo yemi ke heja babauu baa. Ke e ba mi kaa nihi ne a si o he ye kaa no ko ne gbe a no o, a naa abofu ke pieo yeyee mi ne a gblee he be keke.
3. **Bomi ke heja womi:** No ne gbo o wo e he pieo, e bime, e wekuli, e hueme ke paka mi bi heja ne e po bomi ne nge a kpeti o no kpiti. Nihi ne a si ome peeo mabomobo ne bua womi nihi ne no ne gbo o peeo ngo haa me o tsuo se po.
4. **Namlotso mi he wami gbajoo:** Potu, dengme, hedo ke nyagba kpahi ne nihi ne a si ome gblee mi o haa ne a namlotso gbajoo ne be kome o, a flaa aloo a taa he lo. Be nge ne a nya mi gbo ne a nye we ni yemi ne a nye we mayo hu hwomi. Ke nihi ne a si ome a ti no ko nge hio ko momo o, hio o klaa ne e peeo nyagba babauu.
5. **Yi mi susumi ke yi he nyagba:** Gbeno, titli o, kpatu gbeno wo yi mi susumi ke yi he nyagba babauu ke baa. Be nge ne, ke a hye we ne e hi o, e wo yi hio ke baa.

6. **Adesa / Ni tsuli kɛ Weto ni laami:** We aloo ma laa e mi ni tsuli kɛ ga leletsemɛ nɛ e haa nɛ ni tsuli a nɔ gbɔɔ. Dangmeli yeɔ tse ni: nɛ tsɔɔ kaa ke nɔ ko gbɔ ɔ, e bime ji nihi nɛ maa ye e weto ni nɛ lɛ nitse e pee tutuutu aloo e bua nya a, se be nge nɛ nɔ nɛ gbɔ ɔ nyemime kɛ wekuli teɔ si nɛ a kpɔɔ weto ni nɛ ɔmɛ nge bi ɔmɛ a de. Nɔ nɛ ɔ kɛ nyagba agbo baa yo kɛ bime nɛ nɔ ɔ si ɔ nɔ.
7. **Mumu mi nyagba:** Ke gbeno ɔ ya pee kpatu ɔ, wekuli ɔmɛ a yi mi tɛ mɛ, nɛ lɛ nɔ ɔ he je ɔ, a susuo kaa adesa ko nine nge mi. Enɛ ɔ haa nɛ nihi a hemi kɛ yemi kɛ hɛ kɛ nɔ fɔmi nge Tsaatse Mawu mi ɔ nɔ gbɔɔ. Ni kome po ya poɔ se aloo a ya biɔ ni nɛ a kɛ lɛ nɔ nɛ gbe a nɔ ɔ.

Blɔhi A Nɔ Nɛ A Ma Nyɛ Gu Kɛ Tsi Gbeno Nya

Yi mi susumi sane bimi

Yaa itaneti kpa nɛ nge sisi nɛ ɔ nɔ nɛ o ya hla blɔhi a nɔ nɛ wa ma nyɛ gu kɛ tsi gbeno nya. O de o heto ɔ ngo ha nyɛ kuu mi bi ɔmɛ. O kɛ nyɛ klaasi bi ɔmɛ nɛ sese he. https://www.google.com/search?sca_esv=a324f93b4d046afe&q=How+to+reduce+death+rate+in+a+country&sa=X&ved=2ahUKEwj_pbr-

Kɛ piɛɛ nihi nɛ o na nge itaneti kpa a nɔ ɔ he ɔ, blɔ kpa kome a nɔ nɛ wa ma nyɛ gu kɛ tsi gbeno nya nɛ nyɛɛ se nɛ ɔ nɛ:

Nɔmlɔ he nɔ hyɛmi

1. **Niye ni kpakpa yemi:** E sa nɛ waa hyɛ niye ni nɛ wa yeɔ ɔ saminya. E sa nɛ he wami nɛ hi wa niye ni nɛ wa yeɔ ɔ mi. E sa nɛ ngma, tso yiblii, ni tsɔwi, lo, yo kɛ nihi nɛ haa nɔmlɔtso ɔ he wami ɔ nɛ pee wa niye ni. E sa nɛ wa gbɔ ɔ ni kɛ ni ngɔngɔɛ yemi nɔ kone wa nɔmlɔtso ɔ nɛ na he wami.
2. **Kpɔ mi kami:** E sa nɛ waa ka wa kpɔhi a mi daa be fɛɛ be. Waa pɔ nyɛɛmi, tuumi, kpɔhi a nya kaa nakutso, kɔni, setso, kue kɛ nɔmlɔtso kpɔ ɔmɛ a nya amɛ kami kɛ huanyami daa nɛ ɔ. Enɛ ɔmɛ nɛ haa nɛ muɔ nge wa mi ɔ kuɔɔ nɛ e kpleɔ kɛ ha nɔmlɔtso ɔ ni tsumi kpakpa. Ke wa hi si gbɔjɔgbɔjɔ nge he kake nɛ wa kɛ wa kpɔhi a mi ɔ, wa nɔmlɔtso mi he wami gbɔjɔɔ. Be nge nɛ nɔ peeɔ tɔfutɔfu nɛ e susuo kaa klemi nɛ e nge klee.
3. **Sigaleti, taba kɛ ba yaya fumi kpami:** Sigaleti, taba kɛ ba yaya slɔtohi a fumi yeɔ nɔmlɔtso ɔ awi. A puɛɔ fakafaka, ko, de kɛ kuɔ mi kpa amɛ nɛ e gbɔɔ a ni tsumi kɛ he wami nɔ wawɛɛ nitse. A haa nɛ nɔ nya he tsuo papaapa nɛ e tiɔ kpikplii. E sa nɛ wa je wa he kɛ je abosiami taba nɛ ɔmɛ a fumi he kulaakulaakulaa nɛ wa yi nɛ na wami.
4. **Da numi kpami:** E sa nɛ wa je wa he kɛ je agbabi aloo akpetesi numi he. Ke pe akolue aloo hiɔ ko he je nɛ o maa nu ɔ, bɔɔ mode kaa o ko nu lɛ demi nya, se o gbɔ e numi ɔ nɔ kulaa. Akpetesi biɛ he hiɛ nɛ nihi nge nya jemi babauu nɛ ngɔɔ mɛ kɛ woɔ e numi mi, se bɔɔ o he mode nɛ o ko nyɛɛ jamɛ a si himi se. Ke pi ja a, e ma puɛ mo nɛ e ma kpata o hɛ mi ma.

Gbeno nya tsimi he blo no tomi

1. **Hio tsami he yami kpamkpam:** E he maa hia kaa nomlo ne ya hye e kpohi a mi ke e nomlotso he wami nami mi nge hio tsami he daa be fee be. Ke hio ko maa te si nge o mi aloo e nge o mi momo o, a maa na ma ne a tsi nya, ke o ya hio tsami he, ne e ko ba plegeje.
2. **Hio nya tsimi abui gumi ke tsopa hami:** A nge hio kome ne a haa a nya tsimi tsopa aloo a guo abui ke tsio a nya, titli nge jokuawi a mi. A guo abui ne o ke tsio hio kome kaa polio, kolela, fomi kotoku nya pa (Human Pappiloma Virus) ke ekpa kome a nya. Ke o nge o hio he no hye saminya, ne o nge tsopa ame nue o, o se keo ne o naa nomlotso mi he wami.
3. **Hio he no hyemi:** Hio kome nge ne a be tsaba se pe a too he nine ne wa se ne ke. Sikli hio, muo sumi ne be no, HIV ke ekpa kome o, a tsopa ame numi nge be no o nyeo ne e gbao a awi yemi no nge nomlo tso o mi.

He pie pomi ke je gbeno de mi

1. **Lole se beti fimi:** Ke o hae lole aloo o hii si nge lole hekpe o, e sa ne o fi lole se beti, kone ke lole o ya na oslaa a, e ko gbe mo aloo e plaa mo. Beti ne o po o no he pie nge lole oslaa de mi.
2. **Dade pee bumi:** Ke o hae moto/okada aloo o kuo moto o, e sa ne o bu moto dade pee, kone ke alini ne o no si o, o yi ne ko pe ne o ba gbo. Taflatse, yi nge kaa atle. Ke e fia si nge he ko ne he wa a, e gbeo tsokotsoko. O yi o maa gbe tsokotsoko ke o hi moto no ne e ke mo ya no si ne o yi fia si ne o bu we moto dade pee ne ji hemeti.
3. **Si nomi he pie pomi:** Ke o no si gu keke po, e ma nye ma kpata o he mi aloo o maa plaa. Ene o he je o, e sa ne o hye o he no ne e hi nge hehi ne slaa aloo hehi ne mi kuo. Ke o nge ko ne nya wa ne e mi kuo kplee o, aloo o nge kupe o, e sa ne o nane mi ne wa ne o ko sane si ke no si. Ja a ke ne ke o nge zugba aloo tsu mi tsue aloo o nyee maso mi o, e sa ne o hye ne e hi ne o ko no si.
4. **Gbejegbe he mlaahi a no yemi:** Ke o nyee gbejegbe no, aloo o hae lole nge gbejegbe no o, e sa ne o ye gbejegbe no mlaahi ne nge ome a no. Ke kane tsutsu o su ke o da si o, da si, ne ke gbejegbe no okadi ko de ke, hae lole o bleuu nge he ko o, e sa ne o ye fo womi he mlaa a no pepeepe ne mo ke ni kpahi ne nge gbejegbe o no o tsuo yi ne na wami.

Yi he wami nami

1. **Yi mi susumi vii:** Ko ha ne je ne o mi nyagbahi ne wo mo yi mi susumi ke be no. Ke no ko gba o nya a, e he maa hia kaa o ke no ko ne o nge hemi ke yemi nge e mi ne see he ni pe ne o maa ngo ke wo o mi ne e maa kuo mo ne o na yi hio.
2. **Yi hio he yemi ke buami:** Ke o yi nge mo yee o, e he maa hia kaa o na yi hio he ni tsulo ne a tsose le ne e ye bua mo ke munyu tumi ke slomi. O ma nye ke o he ne bo kuhi ne yeo buaa ke no ko na yi mi susumi he nyagba, kone a ye bua mo.
3. **Je o he ke je nihi ne ke oslaa baa he.** To nihi ne ke la sisije baa ame a he blo no saminya ne a ko me la.
4. **Je o he ke je subai yaya he.** Su kome kaa ju, ju ke fo, no sisimi aloo no mlomi, da numi, ke si himi yaya kpa kome o, je o he ke je mi. Subai ne ome ma nye ye o juemi awi ne a maa

ye o kaple hulo ne a ma nye ke gbeno ne ba. Nokotoma bumi ke ko no yemi hu nyeo ne e tsio nyagbahi a nya nge no wami si himi mi.

Ya Peemi kusumi nge Ghana Wetso munomunohi a mi.

Tsoolo o ne ya kane ya peemi kusumi nge wetso munomunohi a mi nge ni kaseli a womi o mi.

Ni Kasemi Ni Tsumi

Tapo nyagbahi eywie ne baa wekuli ke hueme a no ke a no ko gbo.

Ni Tsoomi Gleno Mini Tutuutu

Nyagba tsaba hlami ni kasemi

- *Klaasi tsuo no he seseemi:* Sese no ne ji gbeno he.
- *Ni kaseli slooto kuu:* Nyee sese gbeno slooto nge nye wetso mi o he.
- *He nuumi enyonyo ke ha ni tsumi:* Nye tapo nyagbahi ne gbeno ke baa mi.
- *Klaasi tsuo:* Nyee sese blo kome a no ne a ma nye gu ke tsi gbeno nya a he.

Kami Pote: No Kuomi 4 Kami– No He Seseemi

1. Hla nihi ne ke gbeno baa nge nye wetso mi fitsofitso ne o tapo nihi ne ke ni ne ome baa ke nyagbahi ne ma naa nge gbeno ne ome a se.
2. Kaa no he gogo fialo o, tsoo blohi a no ne o maa gu ke fia kpatu gbeno he gogo ne e se ne po nge nye ma a mi.

PLC Session 17

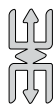
45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

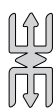
3. Plan the week's key assessment with your app

- a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

- 6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 18

Ni kasemi Mi nihi: *A ngo me nitsemme a wetso pumi ke ya peemi kusumihi ke to Ghana wetso kpahi a nihi a he*

HE POTOE: KUSUMI NO PUMI KE YA PEEMI NGE WETSO KPAHI A MI O KE A BI A HE TOMI (ABA JEMI KE SLOOTOHI HLAMI NGE A MI)

No Pumi Ke Ya Peemi Slootohi

Moo ya itaneti kpa ne nge sisi ne o no ne o ya kane ya peemi kusumi slooto kome. <https://www.purecremation.co.uk/articles/types-of-funeral-services>

Nyee nu nye he enyonyo ne nyee sese nihi ne nye kane o he. Wa nge ya slootohi ne a peeo nge Dangme je ke je kpa amee. Nge Dangme je o, wa nge ya kome kaa:

- *Kusumi no pumi ke ya peemi*
- *Matse pumi ke e ya peemi*
- *Jemeno aloo wono pumi ke e ya peemi*
- *Nokotoma pumi ke e ya peemi*
- *Niheyo/yiheyo pumi ke e ya peemi*
- *Jokue pumi ke e ya peemi*
- *Kekle bi ne gbo pumi ke e ya peemi*
- *Otofo pumi ke e ya peemi*
- *Yo ne gbo ke e he ho pumi ke e ya peemi*
- *Pumi ke ya peemi nge hemi ke yemi nya*

Loko wa maa tu gbeno he munyu o, e sa ne waa hye nihi ne peeo no adesa ke he ne adesa je ke ba bo ade. Nihi ete ne peeo nomlo adesa: Klaa, susuma ke nomlotso. Nomlotso ji no ne nyee ne e nge bee ne e nge ni yee ne o ma nye ta e he. Ke nomlotso o nye we e ni ne e tsu hu o, a deo ke e gbo. Klaa ji no ne yeo buaa ne o ke nuo no he ne o leo kpakpa ke yaya ne o leo ngoomi ke doomi ne o naa buajo ne o yeo komo. Klaa a hio nomlotso o mi ne ke nomlotso o gbo o, klaa a yaa e je he ne ji huanimi. Klaa a ya buo e je ne o mi himi he akota. Klaa a gbo we kokoko. Dangmeli nge hemi ke yemi kaa e jeo no se. Susuma a ji mumi ne o nge woe o ne. Ke e je o mi pe o gbo.

Ke nomlo gbo o, a peeo kusumi babauu loko a puo le ne pee se o, a peeo ya. Ya peemi se o, adesa ke je o poe kpote aloo tako mi ne e buo huanimitsemme a no. Dangmeli he ye hu kaa no ko ne ba je ne o mi ne e gbo ne e ho huanimi ya a ma nye kpale e se ke ba ekohu. Ke e ba le ja a, a deo ke no o ba bla.

Wa tu gbeno he munyu momo ne wa na nihi ne ke gbeno baa ke gbeno slootohi ne nge. Wa tu awi yemi ke nyagbahi ne gbeno ke baa he munyu ne wa hye nihi ne wa ma nye pee ke tsi gbeno nya.

Ke no gbo o, a puo le. Ke a si no o fo si ja a, e ma pue. No ne gbo o blo nya ne e nge nge je ne o mi o, ke blo no ne e gu ke gbo no a daa ke puo le.

Kusumi No Pumi Ke Ya Peemi

Ke a na no ko hengme kaa e mio ne e ma gbo o, a haa ne e wekuno hio e se ne e ko pleee tso loko e si. Ke no pleee be kake o, be nge ne e pueo e he ne lo o he je o, wekuli boo a he mode ne no o ne ya hwo nge he jomi mi. Ke no gbo nouu o, a haa le nyu ne e tsui he ne jo. A telio ne a woo le tsopa ne e ko pue. A deo wekuli ke ma ne a kpeo ke ha pumi he blo no tomi. Nihi ne he hia titli ke ha no pumi ji daka, bo, sa ke da. A ke da teli o nge kusumi peemihi a mi ne a haa bo ngo haa no o loko a woo le daka mi. A hwoo no o si nge sa no ne weku ke nina ke paka mi bi ke suoli ba yeo le komo ne a ke le yeo se. A hlaa niye ni ne a ke maa hye wekuli ke ngmlaa jeli a no hulo. Mwone mwone o ne je mi he mi tsake o, nihi ngoo a gbogboe ke ya foo si nge matsle ne a dlaa a he be babauu loko a jeo no ne a puo.

Nihi Ne He Hia Titli Nge No Pumi Mi

Loko a maa pu no ko o, a yaa te nya ne a hlaa yatse, no pulo, da kolo ke otsiamе. Yatse o ne daa ya a nya ne no pulo ne peeo no pumi he kusumi ome. Da kolo too da si ne e ngoo ke haa nge kusumi ome a peemi be mi ne otsiamе ne tuo weku nya munyu ke haa ngmlaa jeli. Wekuli ke ngmlaa jeli tsuo a he hia nge no pumi be ne o mi.

Telimi

A peeo telimi ke blio blo ke ha no ne gbo o he ni tsumi. A baa nimeli ke kpadehi ne a ngme blo ke ha gbogboe o he ni tsumi ne a sole le ke ba a ngo.

Ni bimi aloo ni peemi

Wekuli ya bio ni aloo a ya peeo ni ke bio no ne gbe a no o. Ke no ne gbe no o hia e mi ni tsumi ko o, a tsuo he ni loko a taa no ne gbo o he. Ke wo boboe ne gbe no o, a jeo wo o ne ke musu no ko kaa gbiemi o aloo gu o, a tsuo e mi ni loko a tsuo gbogboe o he ni.

Gbogboe he dumi

Yi nikotomahi ne duo ha gbogboe. A duo ha gbogbe ke jeo e nane si je ke kuoo ke yaa e yi je. Ni kome ne he hia ke ha gbogboe he dumi ji kutsa, takutsa, nomlo yumu jale, papami, mime, pauda, nu ke e he via, ayonu, da ke bo. A telio ke da ne ke a du ha no o gbe nya a, a fio le bojoe ne a ngoo bohi ke woo e sisi. A siaa le mime ne a woo le pauda ne a kpaa nu ke he via ke ayonu ngo haa le. Loko a maa du ngo ha gbogboe o, a jeo e ngue nya boo, e he nya bwomi boo, e mi si bwomi boo ne a ke too nge daka nyafii mi. Ni kome ke too nge matsesi daka mi. Ke no o gbo ne a pu le nge ma se ne a je ni ne ome o, ke e su ya peemi o, a ngoo daka ke e mi nihi ne a je nge no o he o ke yaa we ne a ya puo. A peeo kusumi kaa bo ne no o foo si ne a maa pee kusumi ha le loko a maa pu o. Nihi ne a je nge no o he ne a ke wo daka nyafii mi o ji no ne a tseo ke fio.

Nihi pɔɔ gbogboe ɔ tsemi ke flo se a tseɔ gbogboe ɔ ke nɔ. A deo ke, a du ha nɔ ɔ aloo a dla nɔ ɔ, se pi ne a du ha flo ɔ aloo a dla flo ɔ.

Ni tomi

Ke nɔ ne gbo ɔ nge bime ne a ngo yihi ɔ, yi ɔme too ni ke haa a ngatse aloo nganye ne gbo ɔ pumi. Nge Se ɔ, nihi ne a too ekome ji jale, nu, pauda, kutsa, papami, pioto aloo agbotue, bojue, kutsa tatee ke ni kpa kome. A ke bo kuku kake pieɔ ni ɔme a he. Ke nɔ ɔ bime ya pee yihi ne nge gba si himi mi ɔ, a hunome maa pu ne a ma fie yo se do. Yo se do fiemi ɔ mi nge enyo: Tso do ke sika mi do. Ya hla tso do ke sika do fiemi ɔ sisi.

Gbogboe si hwɔmi

A hwɔ gbogboe si nge sa nɔ ne a dlaa le. A fɔɔ nyo ne a fɔɔ gbogboe ɔ nyɔnyɔnyɔ. A ngmeo blo ne nihi ke gbogboe ɔ yeo se. Yi nikotomahi ke yalɔyo ɔ aloo yalɔyi ɔme hio sa a nya nyo fɔmi be ɔ tsuo. Blema a, a ke a si gbogboe ko nge sa nɔ ne a ya hwɔ si ne ogbeteahi ba ngo nɔ ɔ ke ho ne a ya ye. Ene ɔ he je ne a fɔɔ nyo ɔ ke hwɔ ne nɔ ko ko ba hwe gbogboe ɔ ke ho.

Daka mi womi

Loko a maa wo nɔ daka mi ɔ, a fɔɔ we nɔ bo. Lo ɔ ji kaa, a haa weku bo kuku kake ne a hiaa aloo a gbaa le ne a ke bleɔ gbogbo ɔ he ke e he mi si ete ne a ke le yeo se ke, ‘Pi wo ne wa fie mo se mo ne o si wo. Bu nimeli a nɔ’. A ngɔɔ bo ne ɔ ke woɔ daka a mi ne a gbaa eko ne a ke haa e bime. A ngɔɔ nɔ ne gbo ɔ dengme bo hu ke woɔ daka a mi. Dengme bo ji bo aloo tade aloo pioto ne nge nɔ ɔ he ne e ke gbo. Nihi maneɔ ne a ke nihi ya ha a suoli ne si me momo ɔ nge gbeje. Ni kome ngɔɔ kaple, klaaduku, mue ke ni kpa kome ke maneɔ gbogboe ɔ ne e ke ya ha a suoli. Nihi heo yeo kaa Dangmeli ya hweo le nge Azizanya ke yaa Huanimi. Ene ɔ he ɔ, a haa gbogboe sika/kaple ne e ke ya wo hio ke po pa a.

No pumi

A puo gbogboe nge yoko mi nge go mi. Go ji he ne a puo nihi nge ne yoko ji muo ne a tsuaa ne a pu nɔ nge mi. Blema a, a tloo gbogboe daka a nge yi nɔ, se mwɔnemwɔne ɔ, nihi ke woɔ ambulansi mi ke yaa go mi. A telio ne a pueo nyu si nge we ngua nya aloo agbo nya loko a jeo gbogboe ɔ kpo ne a ya pu. Nge yoko ɔ nya a, a telio. A ke nɔ ɔ woɔ yoko ɔ mi. No pulo ngɔɔ zu ke pueo daka a nɔ si ete ne a deo ke, ‘O je zu mi ne o kpale ke yaa zu mi’. Ene ɔ tsɔɔ kaa, a he ye kaa a bo nomlo adesa ke zu ne e maa kpale ke ya zu mi. Mwɔnemwɔne ɔ, osofohi ne tsuo nɔ pumi kusumi nge asafo ɔme a mi. Ke nɔ pulo ɔ ngo zu ke pue daka a nɔ si ete gbe nya a, a haa he blo ne wekuli ke suoli hu ngɔɔ zu boɔboɔboɔ ke pueo gbogbo ɔ nge daka a mi ɔ nɔ. Nyagbe ɔ, a gbaa zu ke pueo nɔ ɔ nɔ ne a ke tehi pueo nɔ ne jesi ke lohwe kpahi ko ya tsua nɔ ɔ ne a ye. A peeo nyagbe telimi nge go ɔ mi ne a siɔ ke yaa we mi. A ngɔɔ nyu ke maa si ne nihi ne je go mi ke ba a fɔɔ a de loko a seɔ we ɔ mi.

Tsumi haami

Ke a je go mi ke ba a, nɔ pulo ɔ haa setseme ne le nɔ ɔ se ɔ, yatse ɔ haa da buɔ enyo ne e ke haa tsumi. A haa ngmlaa jeli ne ba je ngmlaa ha weku ɔ ni ke da. Mwɔnemwɔne ɔ, ni ke da hami ne ɔ ba pee nɔ ko. Nihi tseɔ le ke tekawee.

Akɔtaa bumi

Ke a pu nɔ gbe nya a, e nɔ Hɔɛgbi ɔ aloo Pɛplɛgbi ɔ, a hluɛɔ sa. Sa hluɛmi nɛ ɔ ji akɔtaa peemi nge ya a he. Ke a pee akɔta nɛ hio ba a, a gbaa ngo haa e woli nɛ a ya tsuo ni nɛ a ba woo.

Be tomi ke ha ya peemi

Mwɔnɛmwɔnɛ ɔ, ke a pu nɔ ta a, nihi daa nɔ ke peeɔ ya nɔuu se kusumi ɔ be ja. A too be nɛ a ke peeɔ nɔ ɔ ya. Nge Sɛ ɔ, a peeɔ ya a bloonya se otsi enyo se Nugoli pɔɔ ya a peemi loko a yeo Hɔmɔwɔ.

Otsi da si puemi

Ke a pu nɔ gbe nya a, a pueɔ nyu ke da si nge otsi ɔ nyagbe. Ke a pu nɔ ɔ Hɔ ɔ, a pueɔ nyu ke da si jame a Hɔ ɔ otsi.

Aho peemi

A woo yalɔyo ɔ tsu mi nɛ a peeɔ aho kusumihi ha lɛ. Yalɔyo ɔ buɔ blisii nɛ e ke nyɛɔ ya ke haa e huno ɔ.

Ya Peemi

Wa nge ya tsowi nɛ wa nge ya ngua. A nyɛɔ nɛ a peeɔ nɔ kake pɛ ya nɛ a nyɛɔ nɛ a peeɔ ma asafo ya. Ma asafo ya ji ya ngua nɛ e kɔɔ ma aloo wetso ɔ tsuo he. Ke a yaa pee wetso ya a, a peeɔ kusumi nɛ nyɛɛ se nɛ ɔmɛ:

- *Ya demi*
- *Ya jemi aloo ya si tlemi*
- *Nyɔ fɔmi*
- *Yɔkɔ nɔ muɔmi*
- *Yo se do fiɛmi ke yo we sɛmi*
- *Ya tɛ gbami*
- *Bo yumu jemi*
- *Kpɛte mi pomi*

Ya demi

Ke e su ya peemi be ɔ, a deɔ ya. Ni kome nɛ a ya deɔ mɛ ya ji ngatsemɛ, nganyemɛ, paka mi bi, ke ni kpahi nɛ a he maa hia. Wetso matse nɛ deɔ wetso ya. A ke da, kɔjai ke sika nɛ deɔ ya. Ke nɔ ko ke nɔ nɛ gbo ɔ nge kusumi ko tsumi ɔ, a deɔ kusumi tsulo ɔ nge ya demi be ɔ. A tsɔɔ be nɛ a ke maa pee ya a ke kusumi nɛ e maa pee.

Ya jemi aloo ya si tlemi

Ke be nɛ a to ke ha ya peemi ɔ su ɔ, a telio nɛ a tleo ya si. Ya si tlemi ke ji ya nɔ hwemi aloo ya jemi. A pɔɔ ya si tlemi nge So ligbi nɔ nge Sɛ. A telio nɛ a fieɔ obonu ke tleo ya si.

Nyo fomi

A fɔɔ nyo Soha ke Hɔ. A fiɛɔ do munomunohi ne a ke kaio nihi ne si ne a nge a ya pee ɔ. A fiɛɔ klama, obonu, ati, kpatsa, kofoya, to do ke kusumi do kpahi. Nihi laa bo yemi lahi ne a deo asile hulo.

Yɔko no muɔmi

Hɔ motu ɔ, a muɔɔ yɔko no ne a hyeɔ no ne gbo ɔ nihi a mi. Ke no ne gbo ɔ nge weto ni ko ɔ, a toɔ he blɔ no ne a tsɔɔ no ne maa ye e ni. A gbaa nihi ne no ɔ nge ɔ ke haa e bime. Nge Dangme je ɔ, ke nyumu gbo ne e nge yo/yihi ke bime ɔ, a ngɔɔ yo/yihi ke bi ɔme ke haa e senɔ nyumu kaa a tse ke a no hyeɔ. Senɔ nyumu ne ɔ ba peeɔ yalɔyo ɔ huno ne e hyeɔ bime ne a si ɔme a no. Ke weto ni ko nge ɔ, senɔ ne ɔ ke ne hyeɔ no nge bi ɔme a nane mi. Ke bi ɔme ba wa a, a ngɔɔ a tse weto ni ne e si ɔ ke haa me. Wetu ni kome ne no ko ma nye si ji zugba, ta, kokoo, we, bo, jueni kome kaa sikatsu, muɛ, ke ekpa kome. Ke no ɔ si hio ɔ, a toɔ he blɔ no ne a woo hio ɔ ngo haa hiotseme.

Yo se do fiɛmi ke yo we sɛmi

Ke no ne gbo ɔ nge bime yihi ne nge gba si himi mi ɔ, a hunome ba fiɛɔ yo se do ke haa a ngatse aloo a nganye. Wa nge tso do ne wa nge sika do. Ke a fiɛ do nitse ɔ, a tseɔ le ke tso do, se ne do ɔme ko hye tso he je ɔ, ke no ɔ nge bime yihi babauu ɔ, a haa Dede ɔ huno fiɛɔ tso do ne Kɔko ke e seni ɔme a huno ɔme fiɛɔ sika mi do. Ke a nge yo se do fiɛ ɔ, biyo ne e tse aloo e nye gbo ne e huno nge e se do fiɛ ɔ doɔ ke boleɔ si nge gua mi si ete. Ke e gbe nya a, a ke le ya hio yotse ɔ te no ne a keɔ le ni. Ke no ko ya ngo yo ne yo ɔ si ɔ, nge kusumi nya a, a ngɔɔ le kaa nyumu ɔ ne kpale yo ɔ ya ha e wekuli. A tseɔ kusumi ne a peeɔ ɔ ke yo we sɛmi. Nge Dangme je hehi babauu ɔ, ke no ko yo gbo ɔ, e ngɔɔ yo ɔ (gbogboe) ke yaa yo ɔ je aloo we mi he ne e ya ngo le nge ɔ ne a puɔ le ne a peeɔ e ya nge yo ɔ we mi kusumi nya, se nge Klo je ɔ, ke o tsu yo ɔ he ni ne o pee fia kusumi ɔ, huno ɔ nge he blɔ ne e puɔ e yo ɔ nge he fee he ne e suɔ.

Ya te gbami

A gbaa kaple bɔɔbɔɔbɔɔ ke haa wekuli tsuo ne a woo ke yeɔ buaa ya peemi ɔ he hio no gbami. Sika ne a woo ne ɔ ji ya te ne Adaali tseɔ sika ne ɔ ke ogbetee hio. A gbaa sika ne ɔ ka nya ka nya ne ke o wui o no ɔ, ke e su o no ɔ, a be woe ngo ha mo.

Bo yumu jemi

Ke a pee ya a ta a, a daa no nouu ke jeɔ bo yumu. A gbeɔ kungwo hio enyo ne a telio ke jeɔ bo yumu.

Kpɛte mi pomi

A poɔ no ne gbo ɔ ke e bime ke e yihi a kpɛte mi. Wetso kome puɔ kpɛte mi ke a pu no ɔ se nouu. Ke a maa po kpɛte mi ɔ, a poɔ kpɛte ɔ mi enyo ne a fɔɔ kpɛte fa fa ame ke yaa hiowe ne ke kake bu si ne kake tseli ɔ, e tsɔɔ kaa no ne gbo ɔ ke no ne he nge ɔ po kpɛte mi. A maa fɔ kpɛte ɔ hluu ke ma ya si be mi ne kake maa bu si ne kake maa tseli. No ne bu si ɔ peeɔ no ne gbo ɔ no ne no ne tseli ɔ peeɔ no ne he nge ɔ no. Ke e ba le ja a, hemi ke yemi ɔ ji kaa, no ne gbo ɔ kpade ba be nihi ne he nge ɔ a nya gbae kɔkɔkɔ. Ke no ne gbo ɔ nge bime nyongma po, a maa po kpɛte mi ha me tsuo kakaaka.

Nihi Sloto Kome A Pumi Ke Ya Peemi

Be nge ne no ne gbo o blo nya aloo blo no ne e gu ke gbo o no a daa ke puo le ne a peeo e ya.

1. **Matse pumi ke e ya peemi:** Ke matse gbo o, a de we amla nnuu. A baa e se he nimeli ome kekile ne a too blohi a nya loko a hweo ma tue no. Ke matse ne gbo o nge matsengua ko sisi o, a deo matsengua a kekile loko a baa ngo haa ni kpahi. A ke obonu mie ngua aloo atupani miehi ne deo matse ya ne be nge ne a fiaa tu ke deo. A ke sinapu, kojai ke sika ne deo matse ya. A ngoo kojai ke blisii ke peeo matse ya.

Ke matse gbo ne a maa pu le aloo a maa pee e ya a, a tsio ma nya be saii ne a ke peeo kusumi. A tsleo ni ne a haa ni jame a be o mi. A puo matse nge matseme aloo odehehi a puhe ne a puo me nyo mi. Ke o he be ni ne o nge kpaie nge ma no be mi ne a yaa pu matse ko ne nine gbe mo o, no ne o maa na a, mo nitse o pete he ja. A ke matse gbogboe me magbe no. Ene o he o, a ngoo daka mi gu ke maa magbe no ne magbe no kusumihi ne sa a, a peeo. Nyo mi loko a woo matse daka mi ne jemeli, wonohi, laabiahi, plaafahi ke ma nimeli ne nyeeo se ke ya puo matse o. Ni kome deo ke blema a, a pu we matse no kake pe se a hlaa klawahi ya tloo le nge yoko mi. Munyu ne o ye no kaa ja mwonemwone o. Dangmeli too matse kpa nge matse ne gbo o nane mi ne matse ehe o ne daa si loko a peeo matse ne gbo o ya.

2. **Jemeno aloo wono pumi ke e ya peemi:** Ke Jemeno aloo wono gbo o, le hu a de we gbeno o amla nnuu. A baa jemeli ke wono kpahi ne nge o ne a peeo kusumi loko a baa ma amanie. A ke klala ne peeo a ya ne a wui tokota. A fieo klama ke jemeli a dohi ne a ke peeo ya a. Wono nokotoma pe kulaa ji no ne daa ya a nya. Nge wono ya peemi mi o, a fieo wo dohi ne nihi nuu wo ne wo yihi ke wo klawa ame tsuo peeo a wo kusumi ome. No kpa ko ne piee we a jami o he o tsaka we me ke a nge wono ya pee.

Oslaa gbeno

Gbeno nge ke ha no fee no lee se blo kome a no nge ne ke no ko gu no ke gbo o, Dangmeli nyee. Ke no ko gu jame a blo o eko no ke gbo o, a deo ke no o gbo ototofo gbeno. Ototofo gbeno kome ji:

No ko ne gbo nge pa, wo aloo asa/vu mi

No ko ne je tso no aloo tsu yi mi ke no si ne e gbo aloo tso ku fo e no ne e gbe le nnuu

No ko ne oslabai aloo hioweso gba pue e no ne e gbo

No ko ne na lole oslaa ne e gbo nge nya

Yo ne gbo ke e he ho

No ko ne wo e kue kpa aloo e fia e he tu

1. **No ko ne gbo nge pa, wo aloo asa mi:** Ke no ko gbo nge pa, wo aloo asa/vu mi o, a puo le nge he ne e gbo nge o kasa nya. A ngoo klala ke blaa no o he ne a ke puo le. A peeo kusumi ke tsakoo pa aloo wo aloo vu ne e gbo wo mi o he kone jame a yobu gbeno o eko ko ba hu. A pee we no ne gbo kike ne o ya ejakaa, a maa suo ne a he ne je jame a gbeno o no ne e ko ngo gbeno nya ne a gu jame a blo no ke gbe no kpa ko hu.
2. **No ko ne je tso no aloo tsu yi mi ke no si ne e gbo aloo tso aloo tsu hule pue e no ne e gbe le:** Ke no ko je tso no aloo tsu yi mi ke no si ne e gbo aloo tso aloo tsu hule pue e no

ne e gbo nouu o, a ngoo le kaa e gbo ototo gbeno. A ke le bole tso aloo tsu ne e je no ke no si o si ete loko a puo le. Kaa oslaa ne sa le ne e gbo o, ni kome ngoo le kaa ototo gbeno ne e gbo ne lo o he je o, a ke le ye we mi se a dlaa le nge blo kpe aloo tso o sisi ne a peeo kusumi ome loko a ya puo le nge go mi.

3. **No ko ne oslabai aloo hioweso gba pue e no ne e gbo:** Ke oslabai aloo hioweso gba pue no ko no ne e gbo o, a deo ke hiowe aloo je mi kple pue no o no. Dangmeli he ye kaa agbee jemawo ji no ne nge he wami nge hioweso aloo oslabai no ne lo o he je o, ke no ko gbo jame a gbeno o, agbee wonohi ke wo yihi ne tsuo kusumi loko a puo no o. A jeo no o ke jeo we mi ne a ya peeo pie ke wo e he loko a peeo kusumi ome. No kpa ko ne be agbee jami mi o hengme ne a kusumi ome peemi kakoko. Nihi ne no o nge o tsuo peeo agbee jali ome a no. A tsukoo no o ni ome a he ne a ngoo ke peeo a no. A jlaa aloo a tsukoo he ne hioweso gba pue o he ne a peeo kusumi ne jame a yobu ko ba hu gbleegbleegblee. Nihi he ye kaa oslabai gba we ke pue no no gu se pe a tseo aloo a boo ke foo no no. A tsuo kusumi ke tsio nya ke no ko ne tse oslabai o kone e ko na he wami ke tsu ni hu.
4. **No ko ne na lile oslaa ne e gbo nge nya:** Lile oslaa gbeno peeo ototo gbeno ke no o gbo nge nya amlou nouu. Ke no ko na lile oslaa ne e gbo we nge nya nouu se e ba hi si be saii ne a nge tsami hlae ha le se loloolo o e ba gbo o, a tse we jame a gbeno o ke ototo gbeno. A dla we ototo nge we mi se a ya dlaa le nge blo kpe aloo we se. A peeo kusumihi tsuo nge blo o kpe loko a ya puo no o. Ke a maa du ha no ko ne gbo ototo gbeno o, a ke le hio si ne a ke e nane maa okpolu aloo ayawa mi loko a duo haa le. A wo le daka mi nge hedu he o nouu. A ke klala kuku kake haa e no ne a ke kuku kake hu haa daka a no. Blemama, a pu we jame a tseme nge go mi. A ya puo me nge pu mi aloo huetso mi he ko tsitaa. A jlaa we mi he ne no o je o he ne a pee we no o ya kone gbeno bua ne ba jo e he ne e ba gbe no kpa ko nge jame a blo no. A jeo ototo nge blo no he ne oslaa a ba nge ne no o gbo o. Ke a je we ototo o, lile kpahi no si nge leje o. Dleevahi kpaa a lile be ke a su he ko ne lile oslaa ba nge ne no ko gbo ototo gbeno nge nya. A kpaa lile be ne o ke fie ototo ko ne maa hi blo o no jame a be o.
5. **Yo ne gbo ke e he ho:** Ke yo holo gbo nge fomi nya ne e gbo ke bi o, a deo ke e gbo kuasia gbeno aloo musu gbeno. Gbeno ne o peeo gbeno yeyee ne jemeli ji nihi ne tsuo he ni. Agbazo wonohi aloo kokonadutseme ne ji wokutseme ne tsuo gbeno ne o he ni. Ke bi o nge e mi o, a jeo le ne a peeo kusumi ke haa me nihi enyo ome tsuo. A dlaa gbogboe ne o nge tsu se aloo nge tso huada mi. A pu we me nge go mi. Blemablema a, ni kome ngoo me ke kpasaa koku ne a poo koku o kone, be ne je ke e naa a, babahi ne pue tsu ke wo no o he. Ni kome hu ya sakeo le ke foo huetso kpai mi ne lohwehi ya yeo.

A laa tegble lahi nge kusumi peemi o mi. La ne o eko ji “A gbe ngo ha koku ne baba ngo ye”. Tegble la kpa hu ke “Baba ee, ma gba he, baba ee, ma gba he ma ...”. A jlaa we mi he ne no o gbo nge o kone jame a yobu gbeno ne ko ba gbe no kpa kaa ja. A wo ba nge tsimi mi ne a fiaa nyu o ke wo we o mi he fee he ne a ke po musu gbeno kaa ja se. A saa tsitsii ke ngmeku ke tsukoo we o he. Lohwe kome ne a ke peeo kusumi ji apletsi bi ke e langmo to, kungwo tsutsu ke kungwo yumu ke agbaa. A gbeo lohwe ne ome ne a loo bua ne a ke me wo mi ne a gblaa me si aloo a saa me si ke bole we ne no o gbo nge o mi he fee he. A saa ohe hulo ke tsukoo we o he. Wono ome ngoo no o he nihi tsuo ne e peeo a no.

6. **No ko ne wo e kue kpa aloo e fia e he tu aloo e nu tsopa yaya ne e gbo:** No ko ne gbo nge blo ne o eko no o, a deo ke e gbo ototofo gbeno ne a tsuo e he ni kaa bo ne a tsuo lolo oslaa ototofo gbeno he ni ke. A dla we le nge we mi se a ya dlaa le nge blo kpe. A peeo kusumi ne he hia ne a ya puo no o. A pee we e ya kone gbeno bua ne jo e he ne e gbe no kpa nge jame a blo no.

GBENO KPA KOME

1. **Kekle bi gbomi:** Blema a, ke no ko gbo e kekke bi o, ke no ne gbo o wa po, a puo le nya niniini kaa bo ne a puo jokuoyo o. A pee we kusumi kaa bo ne a maa pee kusumi ngo ha nokotoma ne si je mi.
2. **Se kpalemi:** Ke a fo bi ne e na we otsi ne a wo le bie ne e gbo o, a deo ke e kpale e se. Hemi ke yemi o ji kaa, e se ne e ke e he ba tsuo je o kekke ne e kpale ke ho e je he ya. A ke daka pu we jame a bi ne a pee we e ya hulo. A telio ne a ngoo bo ke blaa e he ne a ya puo le.

No Pumi Slotohi

No pumi slotohi ete ne nge: No pumi nge zugba mi, no sami ke no pumi nge wo mi. Dangmeli peeo kekke no pumi kusumi o pe se a se gbogboe ne a pu we no nge wo mi. Ke a sa gbogboe ko o, a muoo e lazu ke woo to mi ne a ke kaio le kaa bo ne a too yoko he so ke kaio no o.

Ya Peemi He Se Namihi

Nyee ya itaneti kpa ne o no ne nyee ya kane ya peemi he se nami kome nge nye kuu ome a mi. Nyee ke kuu kpa mi bi ne sese nihi ne nyee kane o he. <https://www.batesville.com/for-families/why-a-funeral/>.

Jehane o se o, nyee kane ya peemi he se nami ne ome ne nyee ngo ke piee nye heto ome a he.

1. Ya peemi yeo buaa ke kaio nihi ne gbo ke agboje ne a hee. A deo gbogboe o wami si himi munyuh, nihi ne e ba pee ke ye bua weku ke ma, e bime a he hiemi ke bibime ke bibimibime ne e ba si. Ni ne ome woo ni kpahi he wami ne e kanyaa me ke ha je mi si himi kpakpa ke ni kpakpa tsumi.
2. E yeo buaa ke gbao yeyee, dodo ke yi mi susumi no. Komo yemi, la ke do ke slomi ne a haa nge ya peemi be o haa ne nihi a hedo nya baa si ne a komo yemi se ke we tso.
3. Dodo nge ne o, ke mo no kake pe o tloo o, e nya wa, se nge ya peemi be o, nihi babauu fo ya ke jeo a dodo, heja ke komo yemi kpo. A daa ene ome a no ke woo he pieeli ke bime ne a si o he wami. A haa me he no kami kaa pi me pe ne a no laa me se no ne gbo o laa nihi babauu.
4. Ya peemi buaa weku, paka mi bi ke ma tsuo nya ke peeo kake ke yeo buaa no peemi. Yihi buaa a he nya ne a hoo ni be mi ne nyumuhi bua a he nya ke nge gba mae ne a nge yoko tsue. Tse setseme, nye setseme, huno setseme, yo setseme, ni tsuli, hueme ke jiji tsuo ba buaa nge no kake pe ne ji no ne gbo o ya peemi he.
5. A daa ya peemi no ke dlaa nihi a kpeta pe. Ke no ko ke no ne gbo o nge pe ko o, a tuo munyu o loko a puo no o. Ke no ne gbo o ne ye bemi o, a heo no ne he nge ne e ye fo o

apletsĩ nē a kē kpataa a kpēti. Kē a dla wē a kpēti ɔ, a bē blō ngmēē nē nō nē hē ngē ɔ ya hyē gbogboē ɔ kē a dla lē fō sa nō.

6. Ya peemi peeɔ gbogboē ɔ blō jemi kulaakulaakulaa kē jē jē nē ɔ mi kē ya Huanimi. E maa nō mi kaa nō nē gbo ɔ bu nimeli a nō aloo e ho anōse wē ya.

Ya Peemi Ngē Wetsō Kpahi A Mi

Kaa bō nē wetsohi a kusumihi jē muno ngē Dangme kusumihi a hē nē ekomē hu kē Dangme ni ɔmē sō ɔ, ja kē nē a ya peemi kusumi ɔmē hu jē muno nē ekomē jē aba. Nyēē hyē Dagombatsēmē ngē Ghana Omleyi jē ɔ a ya peemi kusumi komē ngē itanēti kpa nē nyēē se nē ɔ nō nē nyē kē nyē klaasi bi ɔmē nē sēsē aba jemi kē slōtohi nē ngē a kē Dangme kusumi ɔmē a kpēti. <https://youtu.be/dpjH7lIH3WU>

Ghana Wetsō Kpa Komē a Ya Peemi Kusumihi

Bonotsēmē A Ya Peemi

1. **Loko a maa pu nō:** Loko Bonotsēmē maa pu nō ɔ, a peeɔ kusumi pōtēē kē nō ɔ gbo sēsēē gbeno nē pi oslaa nē gbe lē. E jī musu ha mē kaa nō ko ma gbo otōfo gbeno nē lō ɔ hē jē ɔ, a pee wē ya kē ha wē nō ko nē gbo otōfo gbeno, titli kē nō ɔ gbe e hē. A pee wē ya kē ha wē jokuēwi nē gbo kē kekile bi nē gbo. A hemi kē yemi jī kaa, kē a pee ya kē ha nō ko e kekile bi nē gbo ɔ, e maa ngō gbeno nya nē e ma ba gbe nō ɔ bime kpa nē piē ɔ aloo e maa gbe nō kpa ko kekile bi.

Ke Bonoli a nō gbo ɔ, wekuli ɔmē yi ni kaa ja a pu nō ɔ lolo. A tsēo ngma nyēmi bē nē ɔ kē ‘Mmuadadie’. Ngē ‘mmuadadie’ bē nē ɔ mi ɔ, tsle pē jī a niye ni nē a ngōo kē maa a nya hē kē tsōo kaa a ngē kōmō yēē. Ohīēli tsēo enē ɔ kē ‘abese nō’.

Loko mwōnemwōnē ɔ nō tsopa womi maa ba a, a ngē bahi kē tso pokuhi nē a wēēo kē woɔ gbogboē tsopa. Kē a matse si nē a ma de ɔ, a de wē kē e gbo se a deo kē, ‘E ho kōpē ya’. Blō kpahi a nō ngē nē a guo kē deo matse ya loko a ma de ngō ha ma tsuo. Ngē Ohīē jē ɔ, kē nō gbo se otsi ɔ nē jī ligbi kpaanyō nō ɔ, weku kē ma yēo otsi kē kaio nō ɔ. Kē a ye otsi se ɔ, a tsōo kē da ya deo matse kē nimeli nē hē maa hia a nē a bōo mē amanīē kaa a nō ɔ bu e nimeli a nō. Ma kpahi ba kase otsi yemi nē ɔ ejakaa nihi daa nō kē kēo weku nē nō si ngē mi ɔ ni nē ni kpahi hu woɔ si kē tsōo nihi nē a kē maa ye bua kē ha ya a peemi.

2. **A nō pumi bē:** A dlaa nō ɔ ngē e ni tsumi kē e blō nya nē e hēē nya. A pōo tade aloo bō nē e ni tsumi haa nē e woɔ ɔ womi aloo hami ha lē. Loko a maa wo nō daka mi ɔ, a haa nē e kekile bi kē lē ba yēo sē. Nihi hē ye kaa wami ko ngē wami nē ɔ se nē lō ɔ hē jē ɔ, a ngōo nīkē ni kē woɔ daka mi ngō haa gbogbo ɔ. Nihi haa lē sika nē e kē ya po pa aloo e kē ya hē niye ni kē nyu nē ni kpahi hu haa ni slōtohi ngē ni kpahi a hē jē. A kē nō ɔ fōo gua mi nē nihi ya hyēo nē a kē lē yēo nyagbe sē. Ngē a kusumi nya a, bime nē hēo daka kē puo a fōli nē nihewi nē jē weku ɔ mi nē tsuaa yōkō.

Weku nyatse aloo nō pulō telio loko a kē daka a woɔ yōkō ɔ mi. Kē nō nē gbo ɔ ngē hē piēēlō aloo hē piēēli ɔ, a ngmē blō nē hē piēēlō aloo hē piēēli ɔmē nyēēo e se kē yaa gō mi. A ya tsōo mē a huno ɔ pu hē pee sē. Kē a ya pu nō, nē a jē gō mi kē ba a, nō fēē nō

fɔɔ e de nge agbo nya loko e seɔ we ɔ mi. Ke tsoɔ no ne gbo ɔ agboje ɔ, e nganyeme too ni babauu ke yaa ya peemi he ɔ ke ya haa weku ɔ ne a ke pee ya a. Yihewi kekɛɛɛ ne tlooɔ ni ne ɔme ne otsiamɛ hii he za woe be mi ne a ke ni ɔme nge gua mi bolee ɔ. Blema a, ke Bonotsemɛ a matse gbo ɔ, a pu e nyiake too se a ngoo nihi ke pieɔ e he ne a ya tloo le ne a ɔmo le nge gbeje. A deɔ ke a ma je kpiti nge gaga no ne a ke pu matse ɔ.

3. **Ke a pu no se:** Ke a fia gbokue ngmlɛ ekpa pɛ Bonotsemɛ ke a ya peemi ba nyagbe. Le no ɔ se ɔ, a yaa weku we mi ne a ya buɔ ya a he akota. Ke hio ba a, a gbaa ngo haa wekuli ke bime ne no fɛɛ no woɔ boɔboɔboɔ.

Fanteli A Ya Peemi

1. **Detseyi/Fundahɔ:** Blema a, ke Fanteli a no gbo ɔ, a boɔ matse amaniɛ kekɛ ne lo ɔ se loko a deɔ ma bi. A woɔ no ɔ tsopa ne e se ne ke boɔ kone a nye ne a dla he ke ha e pumi ke ya peemi. Gbogboe tsopa ne a woɔ ɔ gblaa nyu ne nge no ɔ mi ɔ ne le no ɔ haa ne no ɔ se keɔ. A ngoo akpetesi, kpɛte ke tsopa kpahi ke tuua no ɔ ne e ko pue. Nge Fanteli a gbogboe he ni tsumi mi ɔ, yi nikotomahi ke no ɔ bime ne duɔ ngo haa gbogboe ɔ. No ɔ bi Dede aloo Tete ma fia nyu ke pue e tse aloo e nye ne gbo ɔ no kekɛ loko a maa du ha le. A kpaa gbogboe ɔ yi ne a jeɔ e nguɛhi a nya ne a ke too si. A ke nyu la ne duɔ ha gbogboe. Fanteli he ye kaa ke adesa si je ne ɔ mi ɔ, e nge he ko ne e yaa ne e ya tsaa si himi ɔ no. Ene ɔ he je ɔ, a haa le nihi ne e ke ya tsa si himi ɔ no. A haa le daka ne a ke pu le ɔ kaa tsu ne e ya hwo mi ne a haa le sa, sa no bo, sone, bo, sika ke ni kpahi ne a susu kaa a he maa hia le nge gbeje ɔ. Suoli kpahi ne ke gbogboe ɔ ba yeɔ se hu keɔ le nihi ne e ke ya gbeje. A ke nike ni ne ɔme woɔ gbogboe daka a mi.
2. **A no pumi:** Ke a pee nike ni kusumi ne ɔme nge sa a nya ta a, A woɔ no ɔ daka mi. Nyumuhi tlooɔ le ne ma jiji nyɛɔ se ke yaa go mi ne a ya puɔ le. Ke a je go mi ke ba a, a boɔ gua ne a peeɔ ya. Nihi ne nge pumi kusumi peemi ɔ ba puɔ ne suoli ke ngmlaa jeli hu woɔ ya hio.
3. **Eyipa aloo Sikasa:** Blema a, ke Fanteli a no ko si je mi ɔ, ligbi nyingmiywie se loko a puɔ le se mwɔnemwɔne ɔ ne motle ba ke e he mlaahi ɔ, nihi jeɔ a nihi ne a puɔ ne ligbi nyingmiywie ne ɔ sui ne ni kome hu haa ne no se keɔ nge motsle be babauu loko a puɔ le. A jeɔ ya peemi sisi Ho piani ngmlɛ kake ne a too okploɔ ne ngmlaa jeli ba yeɔ buaa. Wekuli ke ma ne a no laa me ɔ haa bo yumu aloo kojai ke peeɔ ya ne ni kome po heɔ a nane si gu. Yi kome hu kpaa aloo a seɔ a yi si. Kuuhi ke ngmlaa jeli woɔ za ne a fɔɔ wekuli ɔme ke ma jiji ɔ loko a ngoo a ngmlaa jemi nihi ke haa. A gbeɔ ya peemi nya loko ngmlɛ ekpa fiaa ne e no jena Hogba a, a buaa ekohu ke tsaa ya a peemi no. Ke no ne gbo ɔ si e yo ɔ, a peeɔ aho kusumi ke haa le.

Mwɔnemwɔne ɔ Nihi Ne Ba Se Kusumi Ya Peemi Mi

Nyɛɛ hyɛ mwɔnemwɔne ɔ ya peemi he vidio nge itanɛti kpa ne nyɛɛ se ne ɔ no ne nyɛ ke to nyɛ ma mi ya peemi ko he ne nyɛɛ sese tsakemihi ne ba mwɔnemwɔne ɔ ya peemi mi ɔ he.

<https://www.bbc.co.uk/news/av/world-africa-40716576>

Je mi tsakemi babauu ne nge bae ɔ wo tsakemi slootohi ke ba kusumi ya peemi ɔme a mi. Tsakemi ne ɔ ekome ji:

1. **He agbo aloo agbo ni peemi:** Wekuhi ne no ko boɔ nge a de ɔ suo he agbo ni peemi ke tsɔɔ a weku ɔ si dade nge ma a mi ne a ke wo a no ne gbo ɔ he mi nyami loko a je le blo ke ya anɔse we aloo Huanimi. Ene ɔme a he je ɔ, a pueɔ sika babauu ke heɔ daka ke gbogboe tade. A dɔɔ supini ke bandi ne a haio ambulansi, kanopi nguahi, se tsutsu, se yumu ke se hiohi. A hooɔ ni ne a gbaa tekawee ne a peeɔ ni kpa kome hu ke pieɔ he. A poɔ bo ehe ne ni kome po peeɔ paati ne a fieɔ do slɔɔtoslɔɔtohi nyɔnyɔnyɔ ke piapiaapia nge ya peemi be ɔ mi. Ni kome hu peeɔ gbogboe ɔ he foto nguahinguahi ne a ke meteɔ si ke tsɔɔ no ɔ agboje ke be ne a maa pu le.
2. **Mwɔnɛmwɔnɛ ɔ tɛkinɔlɔji:** Blema a, ngmlaa jeli tsuo yaa ya peemi he ɔ ne a ya jeɔ ngmlaa ke haa no ne si ɔ se mwɔnɛmwɔnɛ ɔ, nihi ke ya peemi fɔɔ vidio kpahi a no ne ngmlaa jeli nyeɔ ne a hyeɔ ngmengmlee ne a jeɔ ngmlaa nge ma se tsitsaa ne e he hia we kaa a ba ya peemi he ɔ. A poe ya demi ke da hu se a ke ya a he blo no tomi ɔ fɔɔ itaneti kpa kome kaa wɔsapu, fesibuku, tuita ke kpa kome a no ke fiaa ya a he goɔgo ke kpee je ke we ke baa ya a peemi.
3. **Jami kusumi ke blema kusumi ɔ tsakami:** Mwɔnɛmwɔnɛ ɔ, Kliistofoli ke Klamɔ jali ngo a jami kusumi ɔme ke tsaka we mi kusumi ɔme. Ke no gbo ɔ, ja asafo mi ne e nge ɔ ma ligbi ne a ma je le ne a pu ne a pee e ya a no mi loko weku ɔ nge he blo ne a jeɔ a no ne a puɔ ne a peeɔ e ya. Osɔfohi ke Imamihi ne peeɔ no pumi kusumi ne ji solemi, ne me ke ne a nyeɔ he mi ne a ke puɔ no ɔ nge go mi. A haa ne weku ɔ peeɔ e kusumihi mamaama ne a nyeɔ ne a jeɔ no ɔ ke jeɔ weku we ɔ mi ke yaa jami he ɔ ne a ya peeɔ a kusumihi nge a jami ɔ nya ke haa gbogboe ɔ. Be nge ne a saa afɔle ke buaa kaple nya ke haa asafo ɔ kekle loko a susuo weku ɔ he ne a saa afɔle enyone ke haa weku ɔ.
4. **Ya peemi pee jua yemi:** Mwɔnɛmwɔnɛ ɔ, a ma hehi ke ha ya peemi ne nihi ya ngoɔ ke peeɔ ya ne a ye weku we mi kulaa. Ene ɔ ha ne ni kome naa a he nge no ko lee e ya peemi he. A dɔɔ gbogboe dlali, do fieli, ni hooli, bo yemi la lali, se be kpali, gbogboe heeli, ke jama sili, ne ni kome po dɔɔ ya fɔli ne a ba fɔɔ ya ke e he ame jemi ke woɔ ya a he somi. Ene ɔ woɔ sika babauu puemi ke baa, be mi ne nihi nge weku ɔ mi ne a ne no ko ne e wo a sukuu hio aloo e ha me a nya ngma tete.
5. **Wekuli a blo nya ngɔmi nge a de:** Kaa bo ne wa de nge he kome momo ɔ, a ngoɔ blo nya ne wekuli nge nge gbogboe he ni tsumi mi ɔ nge a de. Osɔfohi ngoɔ no pulo blo nya nge e de ne a puɔ no ɔ nge jami kusumi nya se pi nge wetso kusumi nya. Gbogboe tlooli ngo wekuli a blo nya kaa a tloo a no ne a ya je le blo ɔ nge wekuli ɔme a de ne a pleɔ gbogboe gidigidi bo ne a suo ke jeɔ amehi ne he be se nami. Nihi heɔ a he ke yaa se ne a ko plaa me. Mwɔnɛmwɔnɛ ɔ, sipini ke laifu bandihi ba tsi kusumi dohi a fiemi nya ne klama ke bo yemi dohi tsuo a nya nge si bae. Nihi po gbala kusumi lahi kaa obonu, tɔdo ke do kpahi ke fɔ itaneti kpa no ne a ke fieɔ yo se do ne e ne ɔme tsuo nge kusumi do fiemi ɔ awi yee wawee nitse. Ni kome po yaa no ne a ya haio otsiame ne ji MC ne e ba tu weku ɔ nya munyu nge gua mi. MC ne ɔme susu we wetso kusumi ɔme a he saasaa se a ngoɔ a gbɛbi peemi ke ngoɔ ma se kusumihi ke ba tsakaa wetso ya peemi kusumi ɔ mi.
6. **Dlami ke afɛu ni peemi:** Nihi gboɔ dengme ke dlaa ya peemi he. A ngoɔ mɔmɔhi ke dlaa gba sisi, gbogboe dlami he ke magbe no he ne a peeɔ ya a nge ɔ. Ni kome hu poɔ bo ne a jeɔ aba.

Ni kasemi ni tsumi

1. Nyee sese blohi a no ne mwonemwone o ya peemi ba pee nyagba nge:
 - a. no ne gbo o wekuli ke hueme a no.
 - b. ma no
2. Nye kpa nihi a mi ke tsoo nya kaa mwonemwone o nihi ne ba se ya peemi kusumi mi o he hia ke ha kusumi yi baami.

Ni Tsoomi Gleno Mini Tutuutu

1. **Nyagba tsaba hlami ni kasemi:** Klaasi tsuo no he sese mi
 - Nylo no ne ji gbeno ke e he kusumi ome a mi.
 - Sese ya peemi kusumi slotohi nge wetso munomunohi a mi.
 - Sese kusumihi ne a peeo ke matse, jemeno/wono, yo ne hee mi, jokuayo gbo.
 - Sese mwonemwone o nihi ne ba se kusumi no pumi ke ya peemi ome a he.
2. **Kuu mi ni tsumi/Kake peemi ni kasemi:** Ngoo nye ma mi no pumi ke ya peemi kusumi ke to wetso kpahi nge Ghana a nihi a he.
 - Klaasi tsuo ni tsumi
 - Hye video nge matseme, jemeli/wonohi ke ni kpa kome a pumi ke ya peemi kusumi no.
 - Nyee pee fiemi ke tsoo no pumi ke ya peemi kusumi kpiti.

Kami Pote: No Kusumi 4 Kami – Sane Bimi

1. Sese pumi ke ya peemi blo no tomi enyo nge nye ma a mi ne o bu a se nami he akota.
2. Sese he ne o tsoo slotohi ke aba jemihi ne nge kusumihi ne a peeo ke matse, jemeno/wono, yo ne hee mi ke jokuayo ne gbo a kpiti.
3. Ngoo nye ma mi no pumi ke ya peemi kusumihi ke to ma kpa ko nihi a he ne o tsoo slotohi ke aba jemihi ne nge kusumi ome a peemi mi.
4. Tsoo tsakemi kake ne mwonemwone o pumi ke ya peemi kusumi ke ba blema kusumi ome a mi ne o tsoo nyagbahi ne tsakemi ne o ke nge bae ke e nya tsaba ne he maa hia.

Pee ke hye kami pepa 2

Pee Kami Pepa 2 o. E sa ne kami ne o ne hye nihi ke je SHS 1 ke ya su SHS 3. Hye daka nge sisi ne o ne tsoo kami o he blo no tomi o ne e ye bua mo ke to kami o he blo no nge mi gbami o nyagbe. E sa ne e hye ni kaseli a ka a mi nouu ne o maaki/o wo sisi nine ne o ke mi ne a na a ne wo a SAP o mi nouu.



KAMI PEEMI PEPA 2

SANE BIMI HE BLO NO TOMI NGE PEPA 1

Tsɔɔlɔ ɔ nɛ bi sane bimi 50 kɛ jɛ mi gbami nɛ ɔ mi

MUNYUTSO	NI KASEMI MINI(HI)	NO KUOMI KAMI PɔTɛɛ		
		L1 30%	L2 40%	L3 30%
FONETIKS Kɛ FONOLɔJI	Ngɔɔ blo no nɛ a guɔ kɛ kaleɔ pɛli konɛ o kale Dangme pɛli (nɔhyɛ nɔ: Nyamgba blɛkɛ nyatɔ da he nge nya mi, lilɛ da he nge nya mi, nya lo ɔmɛ a ngenge mi, lilɛ no womi nge nya mi kɛ gbi.)	/		
	1. Ngɔɔ blo no nɛ a guɔ kɛ kaleɔ pɛlɔkuhi nɛ o kale Dangme pɛlɔkuhi. (nɔhyɛ ni: he nɛ a peeɔ pɛmi ɔ nge, bo nɛ a peeɔ pɛmi ɔ ha kɛ gbihengmɛɛmi.)	/	/	/
	2. Tsɔɔ pɛli ɔmɛ a dahe nge Dangme munyunguhi a mi. (nɔhyɛ nɔ: munyungu sisije, munyungu kpɛti kɛ munyungu nyagbe).	/	/	/
	3. Yɔsɛ pɛmingu slɔɔto ɔmɛ (pɛmingu nɛ gbeɔ nya kɛ pɛlɔ kɛ pɛmingu nɛ gbeɔ nya kɛ pɛlɔku)		/	
	4. Sɛsɛ pɛmingu si fɔfɔɛ blo no tomihi nge Dangme mi ɔmɛ a he			
	5. Tsɔɔ gbimikɔmi slɔɔto ɔmɛ a nya. (nɔhyɛ nɔ: hiɔwe, kpɛti kɛ sisi) kɛ e ni tsumihi.			
	6. Tsɔɔ Dangme Fonolɔji blo no tomi ɔmɛ (nɔhyɛ nɔ: pɛmihi a bi sami blo no tomihi)			
	7. Sɛsɛ Dangme Fonolɔji blo no tomi ɔmɛ (nɔhyɛ nɔ: pɛmingu si fɔfɔɛ blo no tomi ɔmɛ)			
ANIMOSA BLO NO TOMI	1. Ngɔɔ biɛ kɛ wo slɔɔto ɔmɛ a mi (nɔhyɛ nɔ: biɛnitɛ, biɛgu, subie, hiikanemibie kɛ ekpa kɔmɛ)	/		
	2. Ngɔɔ miblekelɔ kɛ wo slɔɔtohi a mi (nɔhyɛ nɔ: miblekelɔ nɛ tsɔɔ bo nɛ, miblekelɔ nɛ tsɔɔ he, miblekelɔ nɛ tsɔɔ be, miblekelɔ nɛ tsɔɔ no kuɔmi, miblekelɔ nɛ tsɔɔ si abɔ kɛ ekpa kɔmɛ).	/	/	/
MLAAHI Nɛ A Kɛ NGMAA DANGME	3. Yɔsɛ he kplali nge Dangme mi.		/	/
	4. Ngɔɔ tsali slɔɔtohi kɛ wo munyuzahi a mi.		/	/
	5. Tsɔɔ munyukpɔ slɔɔto ɔmɛ a nya.		/	
	6. Sɛsɛ nihi nɛ a blaa kɛ peeɔ munyuza he. (nɔhyɛ nɔ: munyukpɔfahi kɛ munyukpɔhi).			
	7. Tapo munyuza ni tsumi slɔɔto ɔmɛ a mi.			

	1. Da mlaahi ne a ke peeɔ bie ke bienanemidali a no ne o ngma munyuzahi. 2. Da mlaahi ne a ke peeɔ kaleli a no ne o ngma munyuzahi. 3. Sese munyungu ehe peemi blo no tomi ɔme a he. (nohye no: munyungu blami, munyungu he tsomi, munyungu bami, he kplali a he ni tsumi ke ekpa kome). 4. Sese ni ngmami mi okadihi a he. (nohye no: nyata, akonya, nyataakonya ke ekpa kome). 5. Sese munyungu ehe peemi blo no tomi ɔme a he. (nohye no: munyungu babee, munyungu mitimi, munyungu he tsomi ke ekpa kome). 6. Da munyungu ehe peemi blo no tomi ɔme a no ne o pee munyungu ehehi	/	/	/
KUSUMI NI PEEMIHI KUSUMI MA NO YEMI	1. Kpaa Jemɛawo bihi a he ne o tsɔɔ a puehe ke no he je ne a woɔ. 2. Sese nihe ke yihe mi semi kusumihi a he (Kusumi ɔme: loko a maa je sisi, a peemi be ke nihi ne a peeɔ ke a gbe nya) 3. Ngɔɔ nihe ke yihe mi semi kusumi nge o ma mi o ke to ma kpahi a no he ne o hla aba jemi ke slooto ne nge a kpeti. 4. Tsɔɔ yo he ni tsumi aloo gba mi semi kusumihi ne a peeɔ nge o wetso o mi ke a he se namihi. 5. Tsɔɔ mwɔnɛmwɔnɛ o nihi ne ba se gba hami kusumi o mi. 6. Ngɔɔ nye wetso he blo no tomi ke to Ghana wetso kpahi a he. 7. Sese nye wetso jeha yemi kusumi he ne o tsɔɔ jeha yemi o he se nami. 8. Ngɔɔ nye wetso mi jeha yemi o ke to Ghana wetso kpahi a jeha yemi he ne o hla aba jemi ke slootohi ne nge a kpeti. <i>Ngɔɔ nye wetso mi ya peemi kusumi o ke to Ghana wetso kpahi a ya peemi kusumi he ne o hla aba jemi ke slootohi ne nge a kpeti.</i>	/	/	/
	1. Kpaa kusumi no yemi blo no tomi o mi ne o tsɔɔ tse, weku nyatse ke wetso matse a blo nya. 2. Kpaa kusumi ma no yemi blo no tomi o mi ne o tsɔɔ matsemɛ ke matse woli a blo nya ni tsumi. 3. Kpaa mi ne o gba kusumi ma no yemi blo no tomi o kpe. 4. Kpaa mi ne o tsɔɔ mwɔnɛmwɔnɛ o sane yemi aloo kojomi blo no tomi ɔme nge Ghana. 5. Ngɔɔ kusumi sane yemi ke to mwɔnɛmwɔnɛ o sane yemi aloo kojomi blo no tomi o he.	/	/	/

MASU GBAGBEE	1. Yose telimi blo no tomi ome (sisije, telimi o nitse, nyagbe) 2. Sese yana gbi he (ni tsumi ke se namihi) 3. Tapo ajo blo no tomi ome ke slooto ome a mi. 4. Yose alobalo blo no tomi ome. 5. Sese ni tsumi lahi, ta yami lahi, fiemi lahi ke bimwoyo totoomi lahi a he.. 6. Kpaa mi ne o fio mwonemwone o hailafu lahi a he.	/ /	/ / / /	/ /
MASU NGMANGMEE	1. Sese nyazia nyatsoo mi ni ome a he. (nohye no: sukpojeli, oti/munyutso, lomibo, nahe, dahe ke ekpa kome) 2. fio nyazia nyatsoo he. (nohye no: womi o bie, oti/munyutso, lomibo, munyuhewawoli ke ekpa kome) 3. Yose fiemi womi mi ni ome. 4. Fio fiemi womi he. 5. Yose ne o sese asile mi ni ome a he. (nohye no: munyungu he ni tsumi, otihi/munyutsohi, kukuhi, zahi, munyuhewawoli, hano pemihi ke ekpa kome) 6. Fio asilehi a he.	/ / / /	/ / / / / /	/ / / /
	YIBO TSUO	15	20	15

SANE BIMIHİ A HE BLO NO TOMI KE HA SHS KAMI 2 NE JI PEPA 2 NGE GHANA GBIHI A MI

KAMI O HE BLO NO TOMI

MI GBAMI A – Ni kanemi (Mi 10)

A ma ha demiyo ne hee nyazia nyatsoo ne e hiemi maa su munyunguhi 300-350 ke e he sane bimi 10. A maa hye blo kaa ni kaseli ome ma ha sane bimi ome tsuo a heto. (*Hengmefia 30*)

MI GBAMI B – Fɔnɔlɔji (Mi 10)

A ma bi bimi enyo nge mi gbami ne o mi ne kaseli ma ha kake pe heto. (*Mi 10*) (*Hengmefia 15*)

MI GBAMI C – Sisi tsɔɔmi/Sisi jemi (Mi 30)

A ma ha demiyo maa pee munyunguhi 250 nge Aflaane gbi mi ne kaseli ma je sisi ke ba Dangme nyaii mi. (*Hengmefia 30*)

MI GBAMI D – Saneyo (Mi 30)

Bimihi eywie nge munyutso eywie no ne ka ngmali maa ngma saneyo nge kake pe no. Munyungu o hiemi ne ko ba si pe munyunguhi 300. (*Mi 30*). Bimi o maa hi saneyo slooto ne ome a no.

Amaniebo, Kalemi, Nya sami, Sipitsi, Lete/Se womi ngmami, Peemiblonɔ. (*Hengmefia 50*).

MI GBAMI E – Masu Ngmangmɛɛ (Mi 20)

Nge mi gbami ne ɔ mi ɔ, a ma bi bimihi ete. Bimi kake nge nyazia nyatsɔɔ, kake nge fiemi ke kake nge asile no ne ka ngmali ma ha kake pe heto. (*Hengmɛfia 25*)

MUNYUTSO	NI KASEMI MINO (NIHI)	NO KUOMI KAMI POTEE		
		L1	L2	L3
NI KANEMI FONOLLOJI	1. Ngoo munyuza oti ke munyuza oti setso he nile ke ga lele ke hla munyutso oti nge demiyohi a mi.			/
	1. Ngoo nihi ne a daa no ke kaleo pelokuhi ne o kale Dangme pelokuhi. (nohye no: gbihengmɛɛmi, he ne a peeo pemi ɔ nge, bo ne a peeo pemi ɔ ha). 2. Sese Dangme Fonolloji blo no tomi ome. (Pemingu si fofoe blo no tomi ome)		/	/
SANEYO NGMAMI	1. Ngmaa amaniebo saneyo			/
	2. Ngmaa peemiblonɔ saneyo			/
	3. Ngmaa nya sami saneyo.			/
	4. Ngmaa pijua se womihi.			/
SISI TSOOMI KE SISI JEMI	1. Daa munyu sisi jemi blo tomi ome a no kone o je demiyohi ko sisi ke je kekke gbi ɔ mi ke ba gbi enyone ɔ mi (nohye no: munyungu kakaaka sisi jemi, yi mi tomi ne ko laa, sisi jemi kekke ke ekpa kome)			/
MASU NGMANGMEE	1. Sese nyazia nyatsɔɔ mi ni ome a he. (nohye no: sukpojeli, oti/munyutso, lomibo, nahe, dahe ke ekpa kome)			/
	2. Fio fiemi womi he.			/
	3. Sese asile mi ni ome a he. (nohye no: munyungu he ni tsumi, otihi/munyutsohi, kukuhi, zahi, munyuhezawoli, hano pemihi ke ekpa kome)			/
	YIBO TSUO		1	10

SANE BIMIHİ A HE BLO NO TOMI KE HA SHS KAMI 3 NE Jİ PEPA 3 NGE GHANA GBIHI A MI

Kami aloo pepa a he blo no tomi

PEPA 3 (Nya munyu tumi)

Kami ne ɔ maa hee mi gbami ete ne e ma ko ni kaselo aloo kami peelo ɔ ke kami sane bilo ɔ kpeti bomi ke ni seemi he. Ni kaselo aloo kami peelo ɔ ke kami sane bilo ɔ kpeti ni seemi ɔ maa ye hengmɛfia 20 ne a ma ha Mi 50 nge kami ɔ he. Kami ɔ hee kuu ekpa (6) ne a ngo me ke wo Mi gbami enyo ne ji A ke B mi. Ni kaselo aloo kami peelo ɔ maa ngo mi gbami enyo ne ome a kpeti no ne e suo. Daa jeha a, a maa ngo mi gbami enyo ɔ mi kake, kone a ko hi sane bimi ha no kake pe mi tie daa jeha. Kami no hyelo ɔ ma gba kami ɔ he blo no tomi ɔ kpe fitsofitso ke ha kami peelo ɔ.

MUNYUTSO	NI KASEMI MINO (NIHI)	NO KUOMI KAMI POTEE		
		L1	L2	L3
NI SEEMI/MUNYU TUMI NGE NO POTEE KO HE	1. Sese nihi ne he hia nge munyutso otihi a he. Nohye no: Kusumi peemi (bu, kpakpa peemi, no he numi ha no, suomi ke ekpa kome), sukuu tsosemi, jokuewi kumi, je o si fofoe, klamahi ke ni tsumi, jueni tsuami, GESI ne ji yihi ke nyumuhi ablami ke ha ni kasemi, ke ekpa kome			/
FONOLLOJI	1. Ngoo nihi ne a daa no ke kaleo pelokuhi ne o kale Dangme pelokuhi. (nohye no: gbihengmeemi, he ne a peeo pemi o nge, bo ne a peeo pemi o ha).		/	
NI KANEMI	1. Ngoo ni kanemi esoso ke hla sisi numi potee ke ni kanemi esoso ke hla munyunguhi ke munyukpoehi a sisi o ke yo munyutso ke je demiwihi a mi. 2. Ngoo munyuza oti ke munyuza oti setso he nile ke ga lele ke hla munyutso oti nge demiyo mi.	/		/
KUSUMI NI PEEMIHIHI	1. Kpaa jemeawo biehi a he ne o tsoo a puche ke no he je ne a wo 2. Sese gba mi semi aloo gba hami aloo yohe ni tsumi kusumihi ne a peeo o he ne o tsoo a he se namihi. 3. Sese nye wetso jeha yemi kusumi he ne o tsoo jeha yemi o he se namihi.	/	/	
MASU GBAGBEE	1. Kpaa telimi blo no tomi o mi nge Ghana wetsohi a mi. (E sisije/palemi, e munyutso ke e nyagbe) 2. Sese nye wetso jeha yemi kusumi he ne o tsoo jeha yemi o he se nami. 3. Ngoo nye wetso pumi ke ya peemi kusumi o ke to Ghana wetso kpahi a he ne o tsoo aba jemi ke slotohi ne nge a kpeti.	/	/	/
	YIBO TSUO	3	4	3

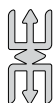
PLC Session 18

55 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand.
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

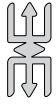
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP) (**Practice Paper 2**)
 - a. Chat with your app to review the test specification table for Practice Paper 2.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
 - c. Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
- d. the lead then corrects approach and highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas/topics discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

20 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 6 Mi Hyemi Ekohu

Mi gbami ne ɔ hye nihi ne nye kase nge otsi 17 ke 18 ɔ mi ekohu. E sese gbeno, no pumi ke ya peemi kusumihi a he ne e hye a he se namihi ne nge. Ni kasemi mi ni ne ɔme a he hia wawee nge gbi ɔ kasemi mi kone ni kaseli ne a le ne a nu a kusumi ni peemihi a sisi ne a bua ne jo a he ke ha je mi si himi kpakpa. A nge blo hyee kaa ni kasemi ɔ ma ha ne ni kaseli ne le a jehe ne a nya a kusumi si himi kpakpa he kone a baa yi. E ma kanya ni kaseli ke ni kpahi ne pee kake ke hi si ke pee a je kusumi. E maa ye bua ke ha no ehe peemi, yi mi susumi vii, nyagba tsaba hlami, munyunguhi ne sa he ni tsumi ke munyu tumi kpakpa.

- **Ha mi 7 – 9** ke heto o tsɔo tsɔsemi he blo no tomi kome ke yi mi tomi boɔ ko ke tsɔsemi he blo no tomi boɔ ko kekɛ.
- **Ha mi 0 – 6** ke ni kaselo o hua he nge heto hami o mi se e tsɔsemi blo no tomi ke yi mi tomi o mi tsɔ we kulaa.

OTSI 18

Mi hami he blo no tomi

Sane bimi 1: Sese pumi ke ya peemi kusumi enyo nge nye ma a mi he ne o bu a he se nami he akota. (*Mi 15*)

Loko tsɔɔlo o ma ha mi ke ha sane bimi ɔme o, e sa ne e hye nihi ne nyee se ne ɔme:

1. **Pumi ke ya peemi kusumi o kalemi:** Ane ni kaselo o nye ne e kale pumi ke ya peemi kusumi nge e ma mi lo?
2. **Pumi ke ya peemi kusumi o he se nami:** Ane ni kaselo o nye ne e tsɔo se nami ne a naa nge ya peemi he lo: E nye ne e gba kpe ke tsɔo kusumi, bɔmi ke mumu mi se nami ne ya peemi ke baa lo?
3. **Heto mi tapomi o mi kuɔmi:** Ane ni kaselo o tsɔo nge heto hami o mi kaa e nu pumi ke ya peemi kusumi ɔme a sisi ke mi kuɔmi lo?

Mi hami blo no tomi

- **Ha mi 13 – 15** ke ni kaselo o heto o je kpo kaa e he kpo nge pumi ke ya peemi sisi numi o mi ne e kale kusumi ɔme bo ne sa ne e tapo mi hu wawee nitse.
- **Ha mi 10- 13** ke ni kaselo bo mode ke tsɔo pumi ke ya peemi kusumi ɔme a sisi ne e kale kusumi ɔme bo ne sa ne a tapo mi.
- **Ha mi 7 – 9** ke ni kaselo o bo e he mode boɔ ke tsɔo pumi ke ya peemi kusumi o sisi numi o mi ne e kale kusumi ɔme ne e tapo a mi boɔboɔboɔ.
- **Ha mi 0- 6** ke ni kaselo hua he se e nye we ne e sese pumi ke ya peemi kusumi ɔme a mi kpakpa ko ne e nye we hu ne e tapo a mi bo ne sa.

Sane bimi 2: Sese aba jemi ke slɔtohi ne nge kusumihi ne a peeɔ ke matsɛ, jemeno/wɔno, yo hoɔ ke jokueyo gbo ɔme a he. (*Mi 15*)

Loko tsɔɔlo o ma ha mi ke ha sane bimi ɔme o, e sa ne e hye nihi ne nyee se ne ɔme:

1. **Slɔto ɔme kalemi:** Ane ni kaselo o nye ne e tsɔo slɔtohi ke aba jemihi ne nge nimli ne ɔme a pumi ke ya peemi mi lo?
2. **Se nami mi tapomi:** Ane ni kaselo o nye ne e tapo aba jemi ke slɔtohi a mi nge se namihi ne a naa nge ya peemi mi ke kɔo kusumi ni peemihi ke nihi a bɔmi he lo?
3. Ane ni kaselo o heto o je kpo kaa e nu pumi ke ya peemi kusumi ɔme ke e he se nami ɔme a mi saminya lo?

Mi hami he blo no tomi

- **Ha mi 13 – 15** ke ni kaselo o he kpo nge pumi ke ya peemi kusumi ome a he ne e kale me ne e tapo a mi ke mi kuomi.
- **Ha mi 10 -12** ke ni kaselo bo mode ke tsoo pumi ke ya peemi kusumi ome a sisi ne e tapo aba jemi ke slooto ome a mi bo ne sa.
- **Ha mi 7 – 9** ke ni kaselo piti bo e he mode boo ke kale aba jemi ke slootohi nge ni ome a pumi ke a ya peemi kusumi ome a mi.
- **Ha mi 0 -6** ke ni kaselo o hua he ke sese ni ome a pumi ke ya peemi kusumi ome a he se e nye we ne e tapo aba jemi ke slooto ne nge a kpeti o mi kpakpa ko.

Sane bimi 3: Ngoo nye wetso no pumi ke ya peemi kusumi ke to Ghana wetso kpahi a nihi a he. (Mi 15)

Loko tsoolo o ma ha mi ke ha sane bimi ome o, e sa ne e hye nihi ne nyee se ne ome:

1. Anɛ ni kaselo o nye ne e kale e wetso no pumi ke ya peemi kusumi ome ne e kale wetso kpa hu no lo?
2. Anɛ ni kaselo o nye ne e ngo e wetso no pumi ke ya peemi kusumi ome ke to wetso kpa no he ne e tsoo aba jemi ke slootohi ne nge a kpeti lo?
3. Anɛ ni kaselo o nye ne e tapo no pumi ke ya peemi kusumi ome a mi ne e tsoo a he se namihi lo?

Mi hami blo no tomi

- **Ha mi 13 – 15** ke ni kaselo o he kpo ke kale pumi ke ya peemi kusumi ome ne e tapo a mi ke mi kuomi ke tsoo sisi numi ne mi ku.
- **Ha mi 10 -12** ke ni kaselo bo mode ke tsoo pumi ke ya peemi kusumi ome a sisi ne e tapo aba jemi ke slooto ome a mi bo ne sa.
- **Ha mi 7 – 9** ke ni kaselo piti bo e he mode boo ke kale aba jemi ke slootohi nge ni ome a pumi ke a ya peemi kusumi ome a mi.
- **Ha mi 0 -6** ke ni kaselo o hua he ke sese ni ome a pumi ke ya peemi kusumi ome a he se e nye we ne e tapo aba jemi ke slooto ne nge a kpeti o mi kpakpa ko.

Sane bimi 4: Sese mwonemwone o tsakemihi ne ba se nye wetso no pumi ke ya peemi kusumi o mi ke blohi a no ne wa maa gu ke ku tsakemi ne ome a nya ne baa kusumi yi nge nye ma a mi. (Mi 15)

Loko tsoolo o ma ha mi ke ha sane bimi ome o, e sa ne e hye nihi ne nyee se ne ome:

1. **Mwonemwone o tsakemi ome yomi:** Anɛ ni kaselo o nye ne e yo mwonemwone o tsakemihi ne ba se kusumi no pumi ke ya peemi o mi lo?
2. **Tsakemi ome a mi tapomi:** Anɛ ni kaselo o nye ne e tapo tsakemihi ne ba se kusumi no pumi ke ya peemi o mi ne e sese nyagbahi ne a ke nge bae lo?
3. Anɛ ni kaselo o nye ne e tsoo blo potɛhi a no ne wa ma nye gu ke ku tsakemi ne ome a nya ne e ha nohye ni lo?

4. *Ga womi gbugbuugbu ne ma nye tsu ni:* Anɛ ga ne ni kaselo ɔ wo nge nyagba ne ɔmɛ a nya kumi ɔ ma nye tsu ni nge mwɔnɛmwɔnɛ ɔ je mi ne wa nge ɔ lo?

Mi hami blo no yomi

- **Ha mi 13 – 15** ke ni kaselo ɔ he kpɔ ke yo mwɔnɛmwɔnɛ ɔ tsakemihi ne ba kusumi no pumi ke ya peemi ɔ mi ne e tsɔɔ nyagbahi ne a ke ba ke blohi a no ne a ma nye gu ke ku nyagba amɛ a nya.
- **Ha mi 10 - 12** ke ni kaselo ɔ bo mode ne e yo mwɔnɛmwɔnɛ ɔ tsakemi kome ne ba kusumi no pumi ke ya peemi ɔ mi ne e tsɔɔ nyagba kome ne ene ɔ ke ba ke blo kome a no ne a ma nye gu ke ku nyagba amɛ a nya.
- **Ha mi 7 – 9** ke ni kaselo piti bo e he mode boɔ ke yo mwɔnɛmwɔnɛ ɔ tsakemi boɔ ne ba pumi ke a ya peemi kusumi ɔmɛ a mi.
- **Ha mi 0 -6** ke ni kaselo ɔ hua he ke de tsakemihi boɔ ko pe ne ba se no pumi ke ya peemi kusumi ne e nye we ne e tapo tsakemi ne ɔmɛ a mi kpakpa ko ne e nye we hu ne e tsɔɔ nyagbahi potɛɛ ne e tapo tsakemi ne ɔmɛ a mi kulaa.

MI GBAMI 9: LAHI

MUNYUTSO: GHANA GBIHI A MASU

Munytso setsɔ: Masu Gbagbɛɛ

Ni kasemi tutuutu: *Ngɔ la he juɛmi kɛ nile kɛ po lahi*

Glɛnɔ Mini: *Je la he nile kɛ juɛmi kpo kɛ tsɔɔ.*

MI GBAMI ɔ NYA BLIMI Kɛ Nɔ DOMI

Mi gbami nɛ ɔ maa sɛsɛ ni tsuimi lahi a he, titli ɔ, nge masu gbagbɛɛ blɔ nɔ tomi mi nɛ e maa hyɛ mwɔnɛmwɔnɛ ɔ hailaifu lahi hulo. E maa tsɔɔ ni tsumi lahi kɛ la kpahi a sisi nɛ e maa hyɛ ni tsumi slɔtohi a he la kɛ la amɛ a he se namihi. E maa hyɛ lailaifu slɔtohi: a pomi bɔ kɛ a si fɔfɔɛ, a he se namihi kɛ bɔ nɛ a fiɔɔ a he ha. Juɛmi kɛ nyasa kɛ nile nɛ ni kaseli ma na nge ni tsumi lahi, la kpahi kɛ hailaifu lahi a he ɔ maa ye bua nɛ mɛ nitsemɛ a nye nɛ a po a lahi. Pi Dangme aloo Ghana gbi ɔ kasemi pɛ he je nɛ mi gbami nɛ ɔ nge kɛ ha, se e nge tsakpa kɛ ha la kɛ do kɛ masu kasemi. La he nile kɛ juɛmi ɔ yeɔ buaa ni kaseli kɛ naa nile kɛ sisi numi nɛ mi kuɔ nge mɛ nitsemɛ a kusumi kɛ nɔ peemi mi. A nge tsɔɔlɔ ɔ ga woe nɛ e ngɔ la he ga lele kɛ nihi nɛ he maa hia kɛ ye bua nɛ ni kaseli nɛ a nu mi gbami ɔ sisi. E sa nɛ e hyɛ ni kaselo fɛɛ ni kaselo kɛ e he wami kɛ nyɛmi nɛ e ngɔ kami he ga lele nɛ sa kɛ ye bua ni kaseli ɔmɛ kɛ ha mi gbami nɛ ɔ kasemi.

Ni kasemi tutuutu nɛ maa ya nɔ nge otsi ɔmɛ a mi ji:

- **Otsi 19:** Ni tsumi lahi kɛ la kpahi
- **Otsi 20:** Hailaifu lahi

NI TSɔɔMI GLɛNɔ MINI TUTUUTU Nɔ DOMI

A tsu ni tsɔɔmi glɛnɔ mini tutuutu slɔtohi a he ni nge mi gbami nɛ ɔ mi kɛ ye bua Dangme ɔ mi ni ɔmɛ a kasemi. Nyagba tsaba hlami ni kasemi (PBL) ɔ tsɔɔ ni tsɔɔmi ga lele nɛ woɔ je ɔ mi nyagbah nitsɛnitsehi kɛ yeɔ buaa ni kaseli kɛ naa nile kɛ ga lele nge nyagbahi a he, pe nɛ a ma de mɛ nihi nɛ nge nɔ yae kɛkɛ. E woɔ nihi tutuutu kaa nɔ kake ni kasemi, he numi enyɔɔnyɔ kɛ ha ni kasemi, kaseli slɔto kuhi kɛ klaasi tsuo ni tsumihi kɛ heto demi kɛ yeɔ buaa ni kasemi ɔ. Ni tsɔɔmi blɔ nɔ tomi nɛ ɔmɛ yeɔ buaa kɛ ha yi mi susumi vii, nyagba tsaba hlami ga lele, nɔ kɛ nɔ ni sɛɛmi ga lele. E yeɔ buaa kɛ ha kake peemi, kuu mi ni tsumi kɛ kuu nya dami aloo he mi nyɛmi. E haa nɛ ni kaseli nyɛɔ nɛ a buaa nihi a nya nɛ a tapoo a mi, nɛ lɛ nɔ ɔ haa nɛ a naa nile kɛ ga lele nge je ɔ ni tsumi nitsɛhi a he.

KAMI NŌ DOMI

Kami blō nō tomi nge mi gbami ne ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a nō, ni pɔtɛɛhi a sisi numi ke a yi mi susumi vii. Ni kaseli a nō yami demi kpamkpami ɔ yeɔ buaa a nō yami nge ni kasemi ɔ mi. Kami blō nō tomi ɔ yeɔ buaa ke hla ni kaseli a nihi a sisi numi nge lahi a he. E hɛɛ nō kuɔmi 4 kami nge yi mi susumi vii he. Sane bimi ɔmɛ hɛɛ bimi kpitikpiti, saneyo kpitikpiti aloo heto demi nge nya mi ne yeɔ buaa ke ka ni kaseli a juemi ke ga lele ke nya tsɔɔmi nge nihi ne a kese he. Tsɔɔlɔ ɔ ne wo ni kasemi nō yami ka ke ni kasemi se ka ke hla ni kaseli a ni kasemi nō yami blō nō tomi ɔmɛ ke ni kaseli a ni kasemi nō yami, ke mi aloo yibo ne a na, ke a ni kaseli nō yami demi blō nō tomi ɔmɛ ke ye buaa ni kaseli a mɔde bɔmi ke a nō yami nge ni kasemi ɔ mi.

Ngɔɔ kami ɔ nō domi ɔ ke to ka peemi blō nō tomi ni ɔmɛ a he. Nɔhyɛ nɔ:

Minihi	Nō kuɔmi	Kami he blō nō tomi
3.4.1. LI.1 Sɛsɛ ni tsumi lahi ke la kpahi a he.	4	Nō he sɛsɛmi
3.4.1. LI.2 Kpaa mwɔnɛmwɔnɛ ɔ hailaifu lahi a mi ne o fiɔ a he	4	Heto demi ke tsɔɔ

OTSI 19

Ni kasemi mi nihi: *Sɛsɛ ni tsumi lahi kɛ la kpahi a he*

HE PɔTɛɛ: NI TSUMI LAHI

La Sisi Tsɔɔmi

La he hia wawɛɛ nge adesa si himi mi, titli ɔ, nge nimli yumuhi a je. La ji adesa gbi nɛ a je blo to nya nge pɛmi glɛ pɔtɛɛ nɔ nɛ ngɔɔ nge tue mi nɛ e haa sisi numi kɛ he numi. La haa he numi slɔɔtohi: buajɔ he numi, dɔdɔɛ he numi, kɔmɔ yemi he numi, slɔmi he numi, he piامي he numi, blakpa he numi, suɔmi he numi, ohia he numi, ni nami he numi, amaniɛbɔ he numi kɛ he numi kpahi. La hɛɛ asile su kɛ gbi hanɔ pɛmi. Adesa pɔɔ gbi he ni tsumi kɛ lami, se adesa kɛ klama kome kaa bɛ, nyagba, sanku, mie kɛ klama kpahi laa hulɔ. Lohwe ko kaa ako hu laa. La hɛɛ asile su nɛ e hɛɛ munyu kɛ gbi glɛ nɔ blo nɔ tomi. A ngmaa adesa lahi nge zahi kɛ kukuhi a mi nɛ a tiɔ za amɛ a mi nɛ la a mi munyuhɛ hɛɛ sɛgbi pɔtɛɛ nɛ mi kuɔ, nɛ a maa nihi a nɔ mi aloo a jeɔ yi mi tomi pɔtɛɛ kpo.

Ni Tsumi Lahi

La nge adesa si himi kɛ e ni peemi tsuo mi. E nge Ghana wetso kusumi si himihi tsuo mi. A laa nge adesa wami glɛ nɔ tsakemi ɔmɛ tsuo a mi: bimwɔwi a si, jokuɛwi a si, zangma be mi, nihe kɛ yihe be mi, gba hami be mi, ni tsumi be mi, buajɔ be mi, kɔmɔ yemi kɛ hɛdo be mi, gbenɔ kɛ ya peemi be mi kɛ be kpa kome a mi. Amlɔ nɛ ɔ, wa maa hyɛ la nge ni tsumi be mi. Ni tsumi la ji lahi nɛ a laa kɛ woɔ nɔ he wami, be mi nɛ a nge ni tsumi ko tsue. Ni tsumi kome nɛ a laa nge a tsumi be ji ngmɔ humi, wo yami, pa gbemi aloo pa somi, sa/ketɛ/kpɛɛ lomi, pue gbɔmi (bue, ka peemi) kɛ e sami, tso gbami, tɛ kpɛmi kɛ e tsomi, sɔmi, jua yemi, kɛ ni tsumi kpa kome. Ni tsumi la woɔ ni tsuli ɔmɛ he wami kɛ ka nɛ a kɛ tsu ni nɛ a ko nu pɔtɔtɔɛ he ma. Ni tsumi lahi kɛ kake peemi hu baa.

Dangme Je Ni Tsumi La Slɔɔtohi

Nge Dangme je ɔ, wa nge ni tsumi lahi kɛ ha ni tsumihi nɛ nyɛɛ se nɛ ɔmɛ:

Okua yemi he lahi

Hɛmi, pa gbemi kɛ pa somi he lahi

Tso gbami he lahi

Jua yemi he lahi

Sɔmi he lahi

Tsu mami he lahi

Pue gbɔmi kɛ muɛ sami he lahi

Ketɛ, sa kɛ kpɛɛ lomi he lahi

Bɔsɔ sami he lahi

De dami he lahi

Wa maa kase ni tsumi ne ɔ ekome a he lahi kone mo nitse o ya hla lahi ne a laa ke a nge ni neme ne wa tu we a he munyu ɔme tsue.

Okua yemi he lahi

Okua yemi la ne wa maa hye ɔ ji ngmo humi ke lohwe lemi. Nihi yeo katsu aloo nobua ke tsuo ngmo he ni tsumi. Ke nihi babauu nge ngmo humi he no ko tsue ɔ, a laa ke woɔ ni tsumi ɔ mi buajo ke ka ne e ha we ne po ne to no he ma.

Ngmo humi kanyami la ko ji:

Agbeli agbeli agbeli 2

A ke tsoɔ kokote

A ke peeɔ agbeli ma

A ke gbeeɔ fufui

A ke siɔ gali

Agbeli ɔ be, kokote agbeli.

To he he kaa Ohieli hu laa la ne ɔ nge Ohiɛ gbi mi

Ngmo humi la kpa kome ne nyee se ne ɔ ne:

- **Kuku 1:** *Osubi Na lee, mo hu ngmo. Gbiɛ hlemi se ke*
- **Kuku 2:** *Lanɔbi Na lee, mo hu ngmo. Gbiɛ hlemi se ke*
- **Kuku 3:** *Ngmo humi be su. Moo gba ni. E maa pee sika ngo ha weku*
- **Kuku 4:** *Yaka ni tsumi ko be kulaa; Ma tsu mwone ɔ; Ma tsu le hwo.*
- **Kuku 5:** *Angmale lee, tee si ne o tsu no ko*

Moo ye bua ni kaseli ɔme ne a hla gbi ne a ke laa la ne ɔ ne nye la ke buajo.

Hemi, pa gbemi ke pa somi he lahi:

No kake ma nye sa lo nge pa mi se nihi babauu ne yaa wo aloo a saa adlai aloo a yaa oboe. Ke a gbe lo babauu ke ya ngua ame ɔ, nihi babauu ne gblaa ya a ke e mi lo ɔ ke baa kpo. A gblaa lo ɔ ke woɔ le ɔ mi aloo ahima ngua ame woɔ ke baa kpo loko a woɔ me seke. Be mi ne nihi babauu nge lo gbemi ni tsumi ne ɔ tsue ɔ, a laa ke buajo ke kanyaa a he, ne la a woɔ me he wami ke peeɔ kake ke tsuo ni ɔ. Wo yami ke le aloo ahima gblami la ko ji:

Heli ke lo ba oo. 2x

Nye ha ne waa ya okuafo ɔ ngo ya hia agbeli:

Wa maa ye fufu oo

Wa ha nye ayekoo.

To he he kaa Gali hu laa la ne ɔ nge a wo ɔme a nya. Hla lo he ni tsumi la kpahi ne o la ke buajo.

Hemi la kpa kome ne nyee se ne ɔ:

1. Adlai se nyu m'

*Adlai se nyu m'
Wa bi nyee gbla kpa
E ma sa kpo pio
Muɔ maa ba wa nya he.*

2. Nyee ma alaja ne waa ho

*Akɔfa be le ɔ he
Nyee ma alaja ne waa ho*

3. Klibobobo klibo

*Ogbetee nya fi kungwo gbe si
Klibobobo klibo.*

4. Ee ee ba ee!

Ee ee ba!

5. Tee, lo be oo

*Tee lo be le ɔ mi
Gaaheba
Lo be lo be oo
Lo be le ɔ mi
Gaaheba*

6. Wa gbe odaabi ke kakama

*Awenye Soyo lee
Ba he ne o ya tsu;
Ba he ne o ya ye.*

Jua yemi he lahi: Jua yeli nyee laa kakaaka aloo kutuu ke woɔ a ni juami ɔ he somi ne a ke tsee jua. Ngma da, abolo, otimi ke ni tsowi juali tsuo nge lahi ne a laa ke tsee jua ne a ke gbɔɔ a pototɔe no nge ni juami ɔ mi.

Jua yemi la kome ji ne ɔ ne:

1. I ba oo i ba

*Afeu yo ɔ ba oo, i ba
Yigba yi nyee je kpo
I ba ke ni jejee*

2. Asaanaatsɛ ɔ bee oo.

Ngmadatsɛ ɔ bee

Nuu ne o kuɔ m' ne jɔ
Asaanaatse ɔ bee oo
E bee

3. Otimitsɛ ɔ ba

Otimi agbo lokotoo
Binyɛmɛ nyɛɛ je kpo
Nyɛ ba lɛ nyɛ hunomɛ
Nyɛ ba lɛ nyɛ bime

4. Agbelimatse ɔ ba oo e ba

Adufudetsɛmɛ nyɛɛ je kpo
Agbelimatse ɔ ba.

5. Kokotetse ɔ ba oo

A gbe la nge he
Mwɔnɛ ɔ lɛɛ ekpa ko kulaa
Kokotetse ɔ ba.

6. Adufudetse ɔ ba

O tse lɛ yo vɔlu
E kɛ jɔ lo jejee ba
Fliili tsuo nyɛɛ je kpo

7. Kplolo kplolo kplolokoto

Mwɔmwitse ɔ ba
Kplolo kplolo kplolokoto

Bɔsɔ sami he la:

Bɔsɔ sami ji numɛli aloo nu tsu peemi. Ni tsumi ne ɔ he la ko ji:

Kploloo, kplolokoto 2
A pɛtedole nyɛ ba sa lɛ koo
Kplolo kplolo kplolokoto.

De dami he lahi

Kukuu Tɛtɛ gbe suo
Kukuu Tɛtɛ gbe suo

Tso gbami he lahi

Papaa nge tso gbae
Siwɔ siwɔ siwɔ
Papaa gbaa tso daa

Siw siw siw.

To he he kaa tsɔɔɔ maa ye bua ni kaseli ɔme ne a po la gbi ke wo ni tsumi la ne ɔme a he ne o la ke gbi ngɔngɔ.

NI TSUMI LAHI NGƐ GHANA WƐTSO KPA KOMƐ A MI

Ohieli a de dami la ko ji ne ɔ ne

Dedeedee Kwaw ee 2×

Agya bɔfoɔ ni nkwan ye me de

Nanso n'atade mu ye kɔɔ

Dedeedee Kwaw ee 2×

Agya bɔfoɔ ni nkwan ye me de

Nanso n'atade mu ye kɔɔ

Fanteli a lo gbemi la ko ji ne ɔ ne

Sisiw mbo, tabon mbo 2×

Iyi ye adze a wɔye a?

Iyi ye adze a wɔye a aa?

Ɔfar nye kwan tabon a

Ɔkwan kɔ n'ekyir o!

Sisiw mbo, tabon mbo 2×

Mbowa Ho Na Erogor

Mbowa ho na erogor

Buo oo!

Mbowa ho na erogor

Yaw Foso

Bombodu

Mbowa ho na erogor?

Asanteli a bo lomi la ko ji ne ɔ ne

Akyinkyinakyinkyin ama mahu nneɛma,

Akyinkyinakyinkyin ama mate nseɛma:

Asante Bonwire kente nwene deɛ,

Manhu bi da o:

Kwame nim adeɛ yɔ

Ne kente nwono na abo me gye

Ne nsa kon; ne nan kon, n'asadua se eregyegye nie

Kro, kro, kro kro

Hi, hi, hi, hi

Krohi krohi krokrokro,

Hi, hi, Krohikro

Krohikro no aye me de o,

Aye me de o

Bonwire kente nwono no

Aye me de o

Abu me gye

To he he kaa tsɔɔɔ ma nye na la kpahi nge ni kaseli ɔme a womi ɔ mi.

Ni Tsumi Lahi a He Su Ke Se Nami Kome

Su kome nge ne jeo kpo nge ni tsumi lahi a mi. Su ne ɔ ekome ne nyee se ne ɔ ne. Kane ne mo nitse hu o hla ni tsumi la he su ke se nami kpahi ke piee he ne o tsɔɔ ni kaseli ɔme.

1. E woɔ ni tsuli ɔme ka ke he wami ne e suɔ me ke tsuo ni.
2. E gbɔɔ pɔtɔtɔe no nge ni tsumi mi.
3. E woɔ bua jɔmi babauu ke baa ne e gbɔɔ kɔmɔ ke tsui yemi no nge ni tsumi mi.
4. E haa tue buli a juemi baa ni tsuli ɔme a no nge a ni tsumi ɔ he hiami mi.
5. E tseɔ jua ke haa ni tsuli ɔme.
6. Ni tsumi la woɔ no do ne e woɔ no gejemi.
7. Ni tsumi la jeo kusumi ni peemihi kpo ne e baa kusumi yi.
8. Ni tsumi la ngɔɔ tsɔsemi babauu ke baa nge adesa si himi mi.

Ni kasemi mi ni tsumihi

1. Ke o susu ni tsumi lahi a he nge nye ma a mi ɔ, ke o maa tsɔɔ ni tsumi la sisi kee?
2. Ngɔɔ nɔhye ni ete nge nye wetso ɔ mi ke tsɔɔ ni tsumi la sisi ke ha no kpa ko.
3. Tsɔɔ nihi ete he je ne ni tsuli nge nye ma a mi ɔ laa nge a ni ɔme a tsumi be mi.

Ni Tsɔɔmi Gleno Mini Tutuutu

1. Munyu tumi ke ni kasemi sisi jemi: Klaasi tsuo
 - Sese ni tsumi lahi a he.
 - Sese ni tsumi la slootohi a he.

- Sese ni tsumi la he se namihi a he.

2. Kuu mi ni tsumi / kake peemi ni kasemi

- Nihi enyo a ni tsumi: Nye tapo ni tsumi la ko mi. (La a munyutso oti, e lomi bo, masu gbihi nge mi, e mi ame jemi ke ekpa kome)
- Ni kasemi o womi ke tsu ni: Poo ni tsumi la ko ne o la ke buajo.

Kami Pɔtɛ: Nɔ Kuɔmi 4 – Nɔ He Sɛsɛmi

- Ngoo ni tsumi la enyo nge nye wetso o mi ne o tapo mi ke tsoo la ame a lomi bo (gbi, oti, fo womi, hanɔ pemi ke masu nihi kaa lengmengmlee, ejele, apeeleno/adesu, juemi mi foni, pelokumitimi, okadigbi ke ekpa kome. (*Mi 16*)
- Sese nihi ete ne la peeɔ nge nye ma a mi o he. (*Mi 6*)
- Moo da nile ke juemi ne o na nge masu no o ke po ni tsumi ne o maa suo ne o tsu hwoo se o he la. (*Mi 6*)

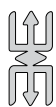
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

- Use your subject specific app to explore the content before planning, ask the app to
 - explain the week's concepts in a way that would make it easier for learners to understand
 - identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson, ask the app to
 - suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app

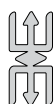
- a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
- d. highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- 8.** Remember to
 - a.** transfer your chats into your learning planner template.
 - b.** read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c.** integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 20

Ni kasemi mi nɔ: *Kpaa mwɔnɛmwɔnɛ ɔ hailaifu mi nɛ o fiɔ he*

HE PɔTɛɛ: HAILAIFU LAHI

Hailaifu lahi a he juɛmi: Hailaifu lahi je sisi nge jeha 1900-2000 ɔ mi nge Ghana wo nya ma amɛ a mi. A ngɔ Ghana lahi a he blɔ nɔ tomi kɛ ma se la kome kaa ‘jaz’ he blɔ nɔ tomi kɛ blaa nge hailaifu la pomi mi. Be mi nɛ Blefoli nge wa nɔ yee ɔ nɛ nimli yumuhi je sisi bɔni nimli yumuhi a hailaifu lahi pomi. ‘Cape Coast Babies’ nge Ogua kɛ ‘Accra Orchestra’ bi nge Ga nɛ je hailaifu la nɛ ɔmɛ a pomi sisi nge wo ɔmɛ a nya.

Hailaifu He Nɔ Komɛ

a. *Da numi aloo kɔtsie hailaifu la kɛ do*

Da nuli nge da numi lahi babauu nɛ a laa kɛ a kpe nge a da tso mi. Kaa nihewi kɛ yihewi nɛ nge sukuu yae ɔ, wa be da numi la nɛ ɔmɛ a mi kolie tso se, wa nge kɔtsie kɛ agbabi numi he lahi nɛ e nuli ɔmɛ laa kɛ jeɔ a heja, kɛ a bua a he nya nge da tso mi. Kluutsemɛ nɛ je Saalon (Sierra Leone) kɛ Laibeliatsemɛ (Liberians) nɛ ngɔ kɔtsie la kɛ do (palmwine music) nɛ ɔ kɛ ba nɛ e he si nge Aflika Bonyoku je ɔ tsuo. Mɛ hu a kɛ kɔtsie he la kɛ do nɛ ɔ je Pɔtugii (Portugal) kɛ ba, be mi nɛ a po nyɔgue yemi mi nge Ablotsi ɔ. A ngɔ kusumi miehi kɛ gɔgɔhi kɛ akasawahi aloo tsekɛtsekɛhi kɛ tsakaa Pɔtugiibi a ni ɔmɛ nɛ a kɛ fiɔ kɔtsie la kɛ do nɛ ɔmɛ. Kɔtsie do kɛ la nɛ ɔ ba sa he fɛɛ he nɛ a poɔ ta nɛ a juua kɔtsie nge, nɛ Ajakoomɛ kɛ Kuampa Kuu ɔ ba ngɔ kɛ pee a ni tsumi. Nge Dangme je ɔ, nihi ngɔ kusumi klama kɛ tsaka kɔtsie he la kɛ do nɛ ɔ mi nɛ a laa nge yahi a sisi kɛ nyamihi a peemi hehi tsuo nɛ a kɛ jeɔ nihi a heja kɛ buajo.

b. *Blasi bandi hailaifu*

La kɛ do nɛ ɔ nge kaa Blefoli a la kɛ do pɛpɛɛɛ nɛ a je sisi nge Blefoli a mwɔ ngua amɛ (Castles and Forts) a mi be mi nɛ a nge wa nɔ yee ɔ. Kɛ je 1970 mi ɔ, blasi bandi ba he si wawɛɛ nge Ghana, nɛ mwɔnɛmwɔnɛ ɔ, nihi tseɔ lɛ ke soloku nɛ ni kome tseɔ lɛ adaha nɛ a kɛ konkoma miehi fiɔ. Blema blasi bandi kome ji Kuanyaaku blasi bandi, Dodowa Blasi bandi kɛ Asiakua Blasi bandi se, amlɔ nɛ ɔ, blasi bandihi nge hehi babauu. Adaa yihi a blasi bandihi nge nɛ a fiɔ kɛ yeɔ Asafotufiami daa jeha. Amlɔ nɛ ɔ hu ɔ, sojafohi, polisifohi, la gbɛli, kpabu nɔ hyɛli kɛ sukuuhi babauu kaa Adaa SHS bi nge blasi bandi nɛ a fiɔ kɛ a nge nɔ ko pee. Solemihi hu nge blasi bandi nɛ a fiɔ nge a jami he nɛ a fiɔ blasi bandi hu kɛ yaa ajaben.

c. *Dansi kɛ Gitaa/Jitaa bandi hailaifu*

La kɛ do nɛ ɔ je sisi nge Ghana, Naijilia kɛ Saalon (Sierra Leone) nge 1800 ɔ mi, se e na e bie dansi bandi aloo gitaa/jitaa bandi ɔ nge 1920 ɔ mi. Enɛ ɔ ngɔ ma se la he blɔ nɔ tomi kome kaa ‘calypso kɛ foxtrot’ kɛ tsakaa Ghana la he blɔ nɔ tomi ɔ mi kɛ fiaa la a. Dansi bandi he si wawɛɛ nge ma nguahi a mi pe aklowa aloo kɔpɛhi a mi. Blema dansi

bandi kome ji ‘Jazz Kings, Cape Coast Sugar Babies, Accra Orchestra, Tempos bandi’ ke ekpa kome. A fiaa seplewa ne a ke gitaa/jitaa kpahi pue no nge kope aloo aklowa ame a mi. Dagombatseme hu nge a kpa sanku ne ji gitaa/jitaa bandi ne a kase nge Klu heli/wo yali ome a de, ne Atiaame fia ke be. Gitaa/Jitaa bandi fiali kpanaa nge Ghana ji Yeboah Mensah, E.T. Mensah ke E.K. Nyame. Osibisa Bandi bi ji nihi ne fia gitaa/jitaa bandi hailaifu saminya be ko ne be.

d. *Boga hailaifu*

Ghanabi ne nge Hambegi nge Jemani (Hamburg-Germany) ji nihi ne po boga hailaifu la ke do ne o kekke. A tsakaa fonki, disko ke sin-pop (funk, disco ke synth-pop) ne a ke po boga hailaifu la ne ome. Ke je 1990 mi o, a ngo klama no la he blo no tomi ke po boga hailaifu la ne ome. Ghanabi ne je boga hailaifu la ne o pome sisi ji George Darko, Lee Duodu, Ben Brako, Amakye Dede, Pat Thomas, Paapa Yankson, Lumba Brothers, Rex Gyamfi, Bessa Simmons, Charles Amoah, ke la poli kpa kome. Mwonemwone o boga hailaifu la poli ji Dada K.D., Ofori Amponsah, Kwabena Kwabena, Kwame Eugene, ke ni kpa kome.

e. *Solemi hailaifu*

Nihi bla solemi ke kusumi ni peemi ome ke nge lahi poe mwonemwone o. Mi gbami tso be boga hailaifu ke solemi hailaifu o kpeta, se solemi hailaifu poli deo ke mumu ko ne kudoo me ke po a la ame ke ha jami. Ghanabi ke Naijiliabi ji nihi titli ne po solemi hailaifu ne ome, ne hailaifu ne o poli kome nge Ghana ji Prof. Kofi Abraham, Awetse Asiamah, Wofa Asumani, ke ni kpa kome. Mwonemwone o solemi la poli ne he bie ji Tagoe Sisters, Jane ke Bernice, Yaw Sarpong, Elder Mireku, Sarpong McAbraham, Obaapa Christy, Diana Asamoah, Esther Smith, ke ni kpa kome.

Mwonemwone o Hailaifu La Si Fofoe

Kaa bo ne lahi tsuo nge a pome bo o, ja ke ne hailaifu la hu nge e pome bo. Hailaifu pome poo blohi ne nyee se ne ome a no nyee mi.

Nihi ne a fiaa ke woo la a he

Su potee ne nge hailaifu la pome he ji kaa, a fiaa nihi ke woo la a he. Nihi ne a fiaa ne o ekome ji:

1. **Gitaa/Jitaa:** Gitaa/Jitaa ji no ne a ke fiaa la gbi o tutuutu.
2. **Be:** A kpaa Blefoli a be kome kaa tlompeta, sakizofoni ke tlomboni ke woo gitaa/jitaa a he, ne ene ome ngoo gbi tsakemi kaa kpeta gbihi (Alto ke Tenor) aloo gbi ngua (Bass) ke woo gbi tutuutu (Soprano) o he ne e ngoo tue mi.
3. **Miehi:** A fiaa kusumi miehi ke ma se aloo Blefoli a miehi ke woo la a he.
4. **Sanku:** A fiaa Blefoli a sanku ne hae gbi munomunohi ke woo la a he.

Hailaifu La ke do si fofoe

Hailaifu Lahi hɛɛ la ke do si fofoe kome kaa ni neme ne nge sisi ne ɔ:

1. **A tse ne a he no:** Ene ɔ ji hailaifu lahi a he so potee kaa no kake ma je la a ne ni kpahi ma he no. La tselo ɔ ma la la a sisije kpo mi he ko ne lali ne pie ɔ ma he no ke la la a he ne pie ɔ. Be nge ne pi gbi keke ne nge tsee ne a nge no hee se mie ke klama kpahi ne a ke nge la a fiae ɔ hu ma nye tse ne a he no.
2. **A nge la gbi ngongoe ne a tio mi:** A tio he ne la a mi tso nitse ɔ nge ɔ mi si abo ke maa munyuhɛ ne nge leje ɔ no mi aloo a ke jeo juemi tutuutu ne nge la a mi ɔ kpo.
3. **A pɔɔ gbi gle no slotohi a he ni tsumi:** A nge gbi tutuutu ne ji gbi oti ɔ ne hɛɛ la a, ne gbi setschi yeo buaa gbi oti ɔ ke ngoo tue mi. Be nge ne a ngoo gbi ngua ne mi joo ke woo he, Ke gbi eywie ne ome tsuo nyee a gle no pɛpɛpɛ ɔ, e ngoo tue mi ne e haa buajo, se ke gbi ome tsaka ne eko fee eko hɛɛ le nitse e blo ɔ, la a pio asitiu la ne e gboo tue mi.
4. **La fo womi ɔ de gle kake no:** Be mi ne he kome nge kaa akpasa a, he kome hu nge kaa kpatsa aloo obonu gle no. E suo he ko ne gbi sloto ome tsuo ba daa gle kake no nge la a mi.

Hailaifu la tso ɔ ngenge mi

Ke ko hailaifu ngenge mi he ɔ, la tso ɔ nyee gle ne nyee se ne ome a no:

1. **Nya blimi:** A fiae mie aloo sanku aloo gogo aloo klama kpa ke seo hlami ne e tsoo la a fo womi ke gbi no kuomi.
2. **Kuku:** Lalo ɔ kpaa la a mi munyu ɔ he bo ne tsoo la a sisi numi aloo e he juemi.
3. **No hemi:** A tio no hemi ɔ mi ke muo oti nge la tso ɔ mi ɔ nya.
4. **La mi ame jemi:** A ngoo mie, gogota, sanku ke klama kpahi ke jeo ame nge la a mi, ne be nge ne a jeo no ehe kpo nge la a nyagbe.

La a mi munyutsohi

Hailaifu lahi hɛɛ munyutso oti potee. Yi mi tomi oti ɔ jeo e he kpo nge la a mi. Munyutso oti kome ne hailaifu lahi jeo kpo ne nyee se ne ɔ ne:

1. **Suomi ke bomi:** Hailaifu lahi babauu jeo suomi ke bomi he numi kpo. A jeo nyumu ke yo aloo bime ke foli a bomi he juemi kpo ke ha ni kasemi.
2. **Je mi aloo ma mi nihi:** Hailaifu lahi tuo nihi ne nge no yae nge ma mi aloo nge je mi he munyu ne a woo he ga. La a ekome tuo politiks, anokuale yemi, si himi kpakpa, ju ke fo, galamisee, huetso ke pahi a he mi kpatami, ke ni kpa kome ne yaa no nge ma a mi ɔ he munyu.

Hailaifu la ke kusumi yi baami

He so kake ne hailaifu la hɛɛ ji kaa, e jeo si himi nihi kpo ne le no ɔ yea buaa kusumi yi baami. A daa no ke jeo agboje kpo ne a ke jeo kpakpa peemi yi ne a ke deo blema munyu. A ke boo yayami peemi he koko ke haa tsakemi hulo.

Mwɔnɛmwɔnɛ ɔ Ghana Hailaifu he se nami

Se nami babauu nge ne wa naa nge Ghana hailaifu lahi a he. Se nami ne ɔ ekome ji:

1. E yeo he odase kaa Ghana bi woɔ agboje ke haa nihi ne agboje sa me ne e daa blema munyuhɛ a no ke hyeo mwɔnɛmwɔnɛ ɔ nihi a si fɔfɔe ke no yami.
2. E jeo Kusumi ni peemihi kpo. Ke a fia aloo a la Ghana hailaifu la pe, o naa Ghana kusumi he suhi nge mi ne le no ɔ tsɔɔ nihi ne wa ji.
3. E gbɔɔ wetsohi ke a kusumihi a he nine ne e baa kusumi yi. A nyeo ne a ngɔɔ ma se la he klamahi ke tsakaa Ghana kusumi la he klama ame a mi ne a ke fie ɔ se, ke a tsaka me po ɔ, o nuɔ Ghana miehi ke behi ke gɔgɔtahi ke akasawahi ke ododopohi ke ni kpahi a he tutuutu nge la a mi.
4. Hailaifu jeo Ghana blema sanehi kpo: Neneme a yi no, Blefoli a no yemi, Ghana he yemi ke blema sane kpahi ne ya no.
5. A daa hailaifu la ke do no ke tsɔseɔ si himi kpakpa kome kaa suɔmi, yemi ke buami ke kake peemi, ne a daa no hu ke kuaa je mi subai yaya kome kaa ju ke fɔ, agbabi fiami, basabasa nyeeɛmi, atua tsɔmi, abosiami taba slɛmi, ke subai yaya kpa kome.
6. Hailaifu lahi woɔ adesa bua: Jokuɛwi, zangmawi, nihewi, yihewi ke nikɔtɔmahɛ tsuo bua jɔɔ hailaifu la ke do he saminya.
7. Hailaifu buaa nihi a nya ke ha kake peemi ke ma he ni tsumi.
8. Hailaifu lahi ngɔ la he ni kpa kome kaa Hiplaifu ke Afrobiiti ke ba blekeɔ Ghana lahi a he nyami ke blɔ no tomi ɔme a mi.
9. Hailaifu lahi tsɔseɔ nihi ne a baa Ghana je mi bami kpakpa yi.

Tsɔɔlɔ ɔ ne kai kaa, loko o ma nya aloo o ma fiɔ la ko he saminya a, e sa ne o le la he fiɔmi ga lele ɔme ne o nya la mi munyu ɔme a he bɔ ne sa. Ha o juɛmi ne hi la blɔ no tomi, e fo womi ke e mi gblami, e gbihi, miehi ke klama kpahi ne a ke woɔ la he, ne o le he numi ne wa naa nge la mi.

Ghana la kpa kome

Wa nge Ghana la kpa kome ne he hia wawee nge je mi si himi mi. Wa be la ne ɔme a se jee ne waa ye emu nge wa si himi mi kɔkɔkɔ. La ne ɔ ekome ji:

1. *Fiɛmi lahi*
2. *Bimwɔyo tɔtɔɔmi /mlɔmi lahi*
3. *Klama (Kusumi) lahi*
4. *Ya si lahi*
5. *Ta lahi*
6. *Nyaziz lahi*

Tsɔɔlɔ ɔ maa na la kpa ne ɔ ekome nge ni kaseli a womi ɔ mi.

Ni kasemi ni tsumi

Nyɛ sa nya kpiti nɛ munyutso nɛ ɔ he: “Hailaifu la kɛ do ji ma se kusumi nɛ kle pe kulaa nɛ ba sɛ Ghana kusumi nihi a mi”.

Ni Tsɔɔmi Glɛɔ Mini Tutuutu

1. Munyu tumi kɛ ni kasemi sisi jemi – Klaasi tsuo
 - Sɛsɛ hailaifu lahi a he.
 - Sɛsɛ hailaifu la slɔtohi a he.
 - Sɛsɛ mwɔnɛmwɔnɛ ɔ hailaifu la he se namihi a he.
2. Kuu mi ni tsumi / Kake peemi ni kasemi
 - a. He nuumi enyɔɔnyɔ
 - Nyɛ bu hailaifu la ko tue nɛ nye tapo munyutso ɔ kɛ la a si fɔfɔɛ mi.
 - Fiɔ hailaifu lahi a he.
 - b. Ni kasemi ɔ womi kɛ tsu ni
 - La mwɔnɛmwɔnɛ ɔ hailaifu lahi.
 - Poo hailaifu lahi.
 - c. Klaasi ɔ tsuo: Sɛsɛ hailaifu lahi nɛ nye po ɔmɛ a he.

Kami Pɔtɛ: Nɔ Kuɔmi 4 Kami – Hetɔ Demi Kɛ Tsɔɔ

Ha nɔhyɛ ni kɛ tsɔɔ bɔ nɛ hailaifu ba Ghana nɛ 1950 ɔ mi kɛ ba su amlɔ nɛ ɔ. O ma nye hyɛ hailaifu la slɔtohi, klamahi nɛ a fiaa woɔ la a he, la a mi munyutso, blɔ nɔ nɛ a gu kɛ fia la a kɛ la a mi munyu ɔmɛ. (*Mi 16*)

Mi Gbami 9 Mi Hyɛmi Ekohu

Mi gbami nɛ ɔ sɛsɛ lahi a he. Ni kaseli kase ni tsumi lahi kɛ la kpahi. A hyɛ ni tsumi lahi kɛ hailaifu lahi titli. La pɔmi he juɛmi kɛ nile nɛ ni kaseli na a, maa ye bua kɛ na munyunguhi babauu nɛ e maa wo a munyu tumi mi ɔ. E ye bua kɛ ha yi mi susumi vii, nɔ he susumi kpakpa, nɔ ehe peemi kɛ adesa he wami womi. La he fiɔmi ɔ ha nɛ ni kaseli susu yi mi vii, kpa nihi a he wawɛɛ nɛ a tapo nihi a mi saminya. Kɛ piɛɛ he ɔ, nile nɛ ɔ maa ye bua ni kaseli kɛ na mɛ nitsemɛ a he nile kɛ he wami kɛ nihi nɛ a ma nye maa pee. La he ni kasemi nɛ ɔ nɛ tsakpa kɛ ha ni kpahi kaa blema sane (History) Masu, La kɛ Do kɛ Gbi kasemi. Nihi kaimi kɛ la pɔmi yeɔ bua ni kaseli nɛ juɛmi mi tapɔmi kɛ ka nɛ ma nɔ munyu tumi mi. A nɛ tsɔɔlɔ ɔ ga woe nɛ e ngɔ la he ga lele kɛ nihi nɛ he maa hia kɛ ye bua nɛ ni kaseli nɛ a nu mi gbami ɔ sisi saminya. E sa nɛ e hyɛ ni kaselɔ fɛɛ ni kaselɔ kɛ e he wami kɛ nyɛmi nɛ e ngɔ kami he ga lele nɛ sa kɛ ye bua mɛ kɛ ha mi gbami nɛ ɔ kasemi.

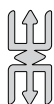
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

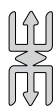
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.



JLOMI NI KƐ HA KA PƆTƐƐ ƆMƐ

OTSI 18

1. **Sane bimi 1:** Ngɔɔ ni tsumi la enyɔ nge nye wetso ɔ mi ne o tapo mi kɛ tsɔɔ la amɛ a lomi bɔ (gbi, oti, fo womi, hanɔ pɛmi kɛ masu nihi kaa lɛngmengmlee, ejelɛ, apeelɛnɔ/adɛsu, juɛmi mi foni pomi, pɛlɔkumitimi, okadigbi kɛ ekpa kome. (**Mi 16**)

	E he kpɔ (Mi 7-8)	Bɔ mɔde wawɛɛ (Mi 5-6)	Bɔ mɔde bɔ nɛ sa (Mi 3-4)	Hia he mɔde bɔmi (Mi 1-2)
Mini	Ngo la enyɔ nɛ e gba a he nihi a mi saminya	Ngo la enyɔ nɛ e de a he nihi bɔ nɛ sa	Ngo la enyɔ nɛ e de a he nihi se e mi tsɔ we kpakpa ko	Ngo la kake se e de we e he nihi kpakpa ko
Mi Tapomi	Tapo la enyɔ mi saminya nɛ e ngo a he suhi kɛ to a bi a he kɛ je a he hiamih kpo	Tapo la enyɔ mi saminya nɛ e boni a he suhi ngɔmi kɛ to a bi a he	Tapo la kake mi nɛ e boni e he suhi bɔɔ ngɔmi kɛ to a bi a he	Nyɛ we nɛ e tapo la ko mi aloo e tapo mi bɔɔ ko pɛ se e ngɔɛ nɔ ko kɛ to a bi a he

Sane bimi 2: Sɛsɛ nihi etɛ nɛ ni tsumi la tsuɔ nge nye ma mi ni tsumi be.

Loko tsɔɔlɔ ɔ ma ha Mi kɛ ha ni kaseli ɔmɛ a heto ɔmɛ ɔ, e sa nɛ e bi sanɛhi nɛ nyɛɛ se nɛ ɔmɛ: To he hɛ kaa o be nyɛɛ ma ha (**Mi 1 aloo 2**) ke ni kaselɔ ɔ nyɛ we nɛ e yo ni tsumi etɛ nɛ ni tsumi la tsuɔ.

1. **Ni tsumi la ni tsumi yomi:** Anɛ ni kaselɔ ɔ nyɛ nɛ e yo ni tsumi etɛ nɛ ni tsumi la tsuɔ lo?
2. **Ni tsumi la ni tsumi mi tapomi:** Anɛ ni kaselɔ ɔ nyɛ nɛ e tapo ni tsumi la he se namihi a mi nɛ e tsɔɔ a ni tsumi nge ma mi lo?

Mi hami blɔ nɔ tomi

1. **Ha mi 5 – 6** ke ni kaselɔ ɔ he kpɔ wawɛɛ kɛ yo ni tsumi lahi nɛ e tsɔɔ a ni tsumi nge ni tsumi pɔtɛɛhi a mi.
2. **Ha mi 3 – 4** ke ni kaselɔ ɔ bɔ mɔde nɛ e sɛsɛ ni tsumi lahi etɛ he nɛ e tapo a ni tsumi mi bɔ nɛ sa.
3. **Ha mi 1 – 2** ke ni kaselɔ ɔ nyɛ nɛ e sɛsɛ ni tsumi lahi etɛ he bɔ nɛ sa nɛ e tapo a ni tsumi mi bɔɔbɔɔbɔɔ.

Sane bimi 3: Poo la kake kɛ ha ni tsumi nɛ o maa suɔ nɛ o tsu hwɔɔ se. (**Mi 6**)

Loko tsɔɔlɔ ɔ ma ha mi kɛ ha ni kaseli ɔmɛ a heto ɔmɛ ɔ, e sa nɛ e bi sanɛhi nɛ nyɛɛ se nɛ ɔmɛ:

1. **Nɔ ehe sisi jemi:** Anɛ ni tsumi la nɛ ni kaselɔ ɔ po ɔ ji la ehe nɛ je lɛ nitɛ e juɛmi mi lo?
2. **La a he hiami:** La nɛ e po ɔ he maa hia kɛ ha ni tsumi nɛ e ma tsu hwɔɔ se ɔ lo?
3. **La a he blɔ nɔ tomi kɛ e pomi:** Anɛ la a si fɔfɔɛ mi nge tɛɛ nɛ e po lɛ saminya lo?

Mi hami blo no tomi

1. **Ha mi 5 - 6** ke ni kaselo o he kpɔ ke po la a ne la a lomi bo ke e si fɔfɔe fɔ si nitse ne e he maa hia ke ha ni tsumi potɛe ne e ke e ma tsu hwɔɔ se o.
2. **Ha mi 3 -4** ke la ne e po o hi ne e bo e he mode nge la a si fɔfɔe ne la a he hia bo ne sa ke ha ni tsumi ko
3. **Ha mi 1 - 2** ke ni kaselo o piti bo mode bo ne sa ke po la a ne e je juemi ehe boɔ ko kpo ne la a si fɔfɔe nge bo ne sa ne e he maa hia boɔ ke ha ni tsumi potɛe ko.

Ko ha mi ko kulaa (**Mi 0**) ke ni kaselo o hua se e ne la a pomi o nya kpakpa ko ne la a hu he be hiae ke ha ni tsumi ko

OTSI 20

1. Heto demi ke ha klaasi (**Mi 16**)

	E he kpɔ (Mi 7-8)	Bo mode wawɛɛ Mi 5-6)	Bo mode bo ne sa (Mi 3-4)	Hia he mode bɔmi (Mi 1-2)
Mini	E yo aba jemi ke slɔtohi ne e ha nohye ni eywie aloo e ha pe ja	E yo aba jemi ke slɔtohi ne e ha nohye ni ete	E yo aba jemi ke slɔtohi ne e ha nohye ni enyo	Nye we ne e je hailaifu sisi numi kpo kpakpa ko ne e ha we aba jemi no ko
Mi Tapomi	Nye ne e tapo mi ne e tsɔo nihi a he je ne tsakemihi nge hailaifu lahi a mi bae	E bo e he mode be komɛ ke tapo nihi a he je ne tsakemihi nge hailaifu lahi a mi bae	E ka kaa e ma tapo nihi a he je ne tsakemihi nge hailaifu lahi a mi bae o mi se nohye ni boɔ pe e nye ne e ha	E hua he kaa e ma tapo nihi a he je ne tsakemihi nge hailaifu lahi a mi bae o mi se e nye we ne e tsɔo nya kpakpa ko ne e ha we nohye ni hulo

MUNYUTSO: DANGME MASU

Munytso setso: **Masu Ngmangmæ**

Ni kasemi tutuutu: *Ngoo juemi ne o na nge asile mi nihi a he ke fio asilehi a he.*

Glénó Mini: *Tsoo o juemi ke nihi a sisi numi nge asile he.*

MI GBAMI 3 NYA BLIMI KÉ N3 DOMI

Mi gbami ne 3 maa sɛsɛ masu ngmangmæ he. N3 pɔtɛɛ ne a maa kase3 ji asilɛ. A maa kase asilɛ mi nihi ne a maa hyɛ asilɛ he fi3mi. Pi Dangme 3 kasemi kɛkɛ ne mi gbami ne 3 nge kɛ ha, se e kɛ gbi kasemi kaa Aflaane gbi kɛ Aflaane masu kasemi kɛ ni kasemi kpahi nge tsakpa. Mi gbami 3 ma ha ni kaseli nile kɛ ga lele ne mi ku3 ne a kɛ maa nu asilɛ he nihi a sisi saminya ne a kɛ tsu asilɛhi a he ni. A nge tso3lo 3 ga woe ne e ngo asilɛ he nile kɛ asilɛ he ga lele kɛ nihi ne he maa hia kɛ ye bua ne ni kaseli ne a nu mi gbami 3 sisi saminya a kɛ. E sa ne e hyɛ ni kaselo fɛɛ ni kaselo kɛ e he wami kɛ e nyɛmi ne e ngo kami he ga lele ne sa kɛ ye bua mɛ kɛ ha mi gbami ne 3 kasemi.

Nihi ne a maa kase nge otsi ɔmɛ a mi ji:

- **Otsi 21:** *Yɔse ne o sɛsɛ asilɛ mi ni ɔmɛ a he. (gbi, oti, kukuhi, zahi, munyuhezawoli, han3 pɛmihi kɛ ekpa kome)*
- **Otsi 22:** *Fio asilɛ he.*
- **Otsi 23:** *Fio asilɛ munytso he.*

NI TSO3MI GLÉN3 MINI TUTUUTU N3 DOMI

A tsu ni tso3mi glén3 mini tutuutu sl3otohi a he ni nge mi gbami ne 3 mi kɛ ye bua Dangme 3 mi ni ɔmɛ a kasemi. Nyagba tsaba hlami ni kasemi (PBL) 3 tso3 ni tso3mi ga lele ne wo3 je 3 mi nyagbah nitsɛnitɛhi kɛ ye3 buaa ni kaseli kɛ naa nile kɛ ga lele nge nyagbahi a he, pɛ ne a ma de mɛ nihi ne nge n3 yae kɛkɛ. E wo3 nihi tutuutu kaa n3 kake ni kasemi, he numi eny3ony3 kɛ ha ni kasemi, kaseli sl3oto kuuhi kɛ klaasi tsuo ni tsumihi kɛ heto demi kɛ ye3 buaa ni kasemi 3. Ni tso3mi bl3 n3 tomi ne ɔmɛ ye3 buaa kɛ ha yi mi susumi vii, nyagba tsaba hlami ga lele, n3 kɛ n3 ni sɛɛmi ga lele. E ye3 buaa kɛ ha kake peemi, kuu mi ni tsumi kɛ kuu nya dami aloo he mi nyɛmi. E haa ne ni kaseli nyɛ3 ne a buaa nihi a nya ne a tapoo a mi, ne lɛ n3 3 haa ne a naa nile kɛ ga lele nge je 3 ni tsumi nitɛhi a he.

KAMI NŌ DOMI

Kami blō nō tomi nge mi gbami nē ɔ mi ɔ kaa ni kaseli a ga lele fiami ngo ma nihi a nō, ni pɔtɛɛhi a sisi numi kē a yi mi susumi vii. Ni kaseli a nō yami demi kpamkpami ɔ yeɔ buaa a nō yami nge ni kasemi ɔ mi. Kami blō nō tomi ɔ yeɔ buaa kē hla ni kaseli a nihi a sisi numi nge nihi nē a kase nge Dangme mi ɔmɛ. Nō kuɔmi 3 kami nge yi mi susumi vii he. Sane bimi ɔmɛ hɛɛ bimi kpitikpiti, saneyo kpitikpiti aloo heto demi nge nya mi nē yeɔ buaa kē ha ni kaseli a juemi kē ga lele kē nya tsɔɔmi nge nihi nē a kese nge asile he fiɔmi kē asile mi nihi nē waa kē haa asile ɔ he fiɔmi. Tsɔɔlɔ ɔ nē wo ni kasemi nō yami ka kē ni kasemi se ka kē hla ni kaseli a ni kasemi nō yami blō nō tomi ɔmɛ kē ni kaseli a ni kasemi nō yami, kē mi aloo yibo nē a na, kē a ni kaseli nō yami demi blō nō tomi ɔmɛ kē ye buaa ni kaseli a mɔde bɔmi kē a nō yami nge ni kasemi ɔ mi.

Nihi	Nō kuɔmi	Ka peemi blō nō tomi
Yɔse nē o sɛsɛ asile mi ni ɔmɛ a he. (gbi, oti, kukuhi, zahi, munyuhezawoli, hanɔ pɛmihi kē ekpa komɛ)	3	We mi ni tsumi
Fio asile he	4	Tsu mi ni tsumi
Fio asile he	4	Plojeti

OTSI 21

Ni kasemi mi nihi: *Yɔsɛ nɛ o sɛsɛ asilɛ mi ni ɔmɛ a he. (gbi, oti, kukuhi, zahi, munyuhezawoli, hanɔ pɛmihi kɛ ekpa komɛ)*

Mi hyɛmi ekohu

SHS 1	Otsi 6: Sɛsɛ munyu tumi sisi tsɔɔmi nya kɛ gu tue bumi saminya, nɔ sisi numi kɛ e sisi tsɔɔmi kɛ ekpa komɛ a nɔ.
--------------	---

HE PɔTɛɛ: ASILɛ

- i. Asilɛ nya tsɔɔmi
- ii. Nihi nɛ ngɛ asilɛ mi
- iii. Asilɛ blɔ nɔ tomi
- iv. Asilɛ he se namihi

Asilɛ Nya Tsɔɔmi

Asilɛ ngmami ji blɔ nɔ nɛ nɔ ko jɛɔ e juɛmi munyu kpo. E ngmɛɔ blɔ nɛ asilɛtɛ ɔ jɛɔ juɛmi kpanyaa, he numi kɛ kɛtɛ ngɛ blɔ klɛdɛ ko nɔ kpo. Asilɛ jɛɔ munyuhezawoli kpo. Ekome ji lɛngmengmlee, kaalɛ, juɛmi mi foni, hanɔ pɛmi, aguasemigbi kɛ ekpa komɛ.

Asilɛ suhi

1. Munyu tumi, juɛmi kɛ he numi kpo jemi gbi
2. Ga lele nɛ woɔ nyazia, nine ngue nya ni tsumi kɛ ni sɛɛmi kɛ tleɔ he numi vii si ngɛ tue buli a mi
3. Nɔ nɔ pomi kpiti kɛ je sisi numi vii kpo (Sɛgbi nɛ mi kuɔ hami, he numi aloo juɛmi mi foni pomi nɛ a kɛ munyungu bɔɔ pɛ kɛ peeɔ)
4. E tsuɔ munyumizɔwoli a he ni.

Asilɛ mi nihi

Asilɛ ji blɔ klɛdɛ ko nɔ nɛ a guɔ kɛ tsuɔ munyuhezawoli a he ni kɛ jɛɔ sisi numi kɛ he numi kpo.

Mi gbami nɛ ɔ maa hyɛ asilɛ slɔtohi eywie:

1. Asilɛ nɛ hɛɛ za nyɔngma kɛ eywie (sonnet)
2. Kuku faa (Free verse)
3. Nyazia he nɔ asilɛ (Narrative poem)
4. He numi kpo jemi asilɛ (Lyric poem)

Ƙe piɛɛ ni nɛ ɔmɛ a he ɔ, asile hɛɛ yi mi tomi nɛ ɔmɛ:

1. Ƙe je he numi kpo.
2. Ƙe de nyazia komɛ.
3. Ƙe je yi mi tomi kpo.
4. Ƙe je nɔ ko klɛdɛɛ kpo.

Asile he ni pɔtɛɛ komɛ ji nɛ ɔ nɛ

1. Juɛmi mi foni

Enɛ ɔ ji gbi he ni tsumi ƙe po juɛmi mi foni ƙe ha e kaneli. A tsuɔ he numi nihi a he ni nɛ a kaleɔ mɛ ƙe nɔ hyɛmi, pɛmi, he fu numi, nya tsomi, ƙe a ngɛngɛmi.

2. Munyunguhlami

Munyunguhlami ji blɔ nɔ nɛ a guɔ ƙe hlaa munyunguhi ƙe gbi ɔ he ni tsumi nge asile ko ngmami mi. Munyunguhlami baa nge blɔ slɔtohi a nɔ. Mɛ ji pijua, majua, asile gbi ƙe gbɛbi munyunguhi a he ni tsumi. Ƙe o ta o bua si aloo o na o he tsui ƙe hla mungungu ɔmɛ saminya a, e ma wa ƙe ha asile ɔ lomi nɛ e kaneli maa nu sisi saminya.

- a. *Munyunguhlami:* Asilete ɔ hlaa munyunguhi a mi konɛ e ƙe je sisi numi ƙe gbimikɔmi kpo.
- b. *Gbi he ni tsumi:* Je mi bami ƙe he numi nɛ jeɔ kpo ƙe guɔ munyunguhi a mi.
- c. *Gbi mi ƙetsɛ:* Pijua, majua, asile gbi aloo gbitso nɛ nɔ fɛɛ nɔ ma nyɛ nu sisi kpo jemi.

3. Oti

Oti peeɔ yi mi tomi pɔtɛɛ aloo sɛgbi pɔtɛɛ nɛ jeɔ e he kpo nge asile ɔ mi. E ma nyɛ ko je mi si himi he, ma he, adebo nihi a he ƙe ekpa komɛ.

4. Kuku

Enɛ ɔ ji zahi abɔ nɛ a bla ƙe da si kaa nɔ kake nɛ ma nyɛ hɛɛ hanɔ pɛmi. Asiletehi sio blɔ nge kuku ɔmɛ a kpɛti konɛ a ƙe le kuku ɔmɛ a mi gbami.

5. Zahi

Enɛ ɔ peeɔ munyungu abɔ nge za kake mi kaa nɔ kake nɛ e nya ƙɛmi ɔ hiɔ ekpaakpa aloo e hɛɛɔ hanɔ pɛmi ekpaakpa. Za ma nyɛ pee munyuza nɛ nya ma si aloo e ma nyɛ pee munyukpɔfa aloo munyunguhi bɔɔ pɛ.

6. Munyumizɔwoli

Munyumizɔwoli a he ni tsumi ji blɔ nɔ nɛ a tsuɔ munyungu komɛ a he ni nge gbi ɔ mi ƙe jeɔ juɛmi mi foni, juɛmi kpo jemi ƙe he numi pɔtɛɛ kpo. Nɔhyɛ ni komɛ ji lengmengmlee, kaale, okadi, kaaekonu ƙe ekpa komɛ.

7. Hanɔ/henɔ pemi

Hanɔ/henɔ pemi ji blɔ nɔ nɛ a tiɔ pemi ko mi nge munyunguhi a nyagbe. Asilehi fuu nge hanɔ pemihi nɛ peeɔ pemi ɔ mi timi nge munyungu ɔmɛ a nyagbe. Ke pemi kake ko gbe munyunguhi kaa enyɔ aloo nɔ nɛ hiɛ pe enyɔ nya nge za amɛ a nyagbe ɔ, a deɔ ke munyungu ɔmɛ hɛɛ hanɔ pemi. Be kome ɔ, pemi hanɔ ma nyɛ ba nge munyungu ɔmɛ a kpɛti. Asiletehi tsuɔ pemi hanɔ he ni kɛ jeɔ asile mi lahi kpo. Pemi hanɔ ma nyɛ je blɔ nɔ tomi, ketse jemi kɛ asile mi lahi kpo nge asile ɔ mi.

Asile blɔ nɔ tomi

Asile blɔ nɔ tomi ji bɔ nɛ a toɔ asile ɔ nya ha. Asile blɔ nɔ tomi ɔ ma nyɛ ye bua kɛ ha asile ɔ sisi numi, gbimikɔmi kɛ he numi nɛ baa e kaneli a nɔ. Asiletehi tsuɔ blɔ slɔtohi a he ni kɛ jeɔ yi mi tomi kɛ he numi kpo nge blɔ klɛdɛ kome a nɔ. Blɔ nɛ ɔ ekome ma nyɛ pee:

1. **Ngeɛge mi:** Enɛ ɔ ji asile ɔ blɔ nɔ tomi kɛ e ngeɛge kaa, asile nɛ hɛɛ kuku nyɔngma kɛ eywie, kuku faa kɛ ekpa kome.
2. **Kuku:** Enɛ ɔ ji za abɔ nɛ a bla kɛ da si kaa nɔ kake nɛ ma nyɛ hɛɛ hanɔ pemi. Asiletehi siɔ blɔ nge kuku ɔmɛ a kpɛti kone a kɛ le kuku ɔmɛ a mi gbami.
3. **Zahi:** Enɛ ɔ peeɔ munyungu abɔ nge za kake mi kaa nɔ kake nɛ e nya kɛmi ɔ hio ekpaakpa aloo e hɛɛ hanɔ pemi ekpaakpa. Za ma nyɛ pee munyuza nɛ nya ma si aloo e ma nyɛ pee munyukpɔfa aloo munyunguhi bɔɔ pɛ.
4. **Pemikpleɛmi:** Enɛ ɔ ji hanɔ pemi blɔ nɔ tomi nɛ a tiɔ pemi ko mi nge munyunguhi a nyagbe aloo kpɛti.
5. **Pemingunɔmami:** Enɛ ɔ ji nya si nyɛmi nge munyungu nɔ nge asile mi nɛ ma nyɛ wo hanɔ pemi klɛdɛ ko kɛ wo asile ɔ mi aloo e ma wo sisi numi pɔtɛɛ kɛ ba.
6. **Za nɔ pɔmi:** Enɛ ɔ ji blɔ nɔ nɛ a pɔɔ za a nɔ nge asile mi. Za kake nya taa nɛ za kpa jeɔ sisi. Enɛ ɔ he hia nge asile mi ejakaa e yeɔ bua kɛ haa asile ɔ fo womi aloo e kanemi bleuu. Za nyata a hu yeɔ bua kɛ haa mumi womi nge he nɛ a tsu ni ngmami mi okadihi a he ni nge.
7. **Munyumizɔwoli kɛ munyuhezawoli:** Enɛ ɔmɛ a he ni tsumi ji blɔ nɔ nɛ a tsuɔ munyungu kome a he ni nge gbi ɔ mi kɛ jeɔ juɛmi mi foni, juɛmi kɛ he numi pɔtɛɛ kpo. Nɔhyɛ ni kome ji lɛngmengmlee, kaalɛ, okadi, kaaekonu kɛ ekpa kome.

Ni Kasemi Ni Tsumihi

1. Moo kane asile nɛ nyɛɛ se nɛ ɔ nɛ o fiɔ he kɛ gu nihi nɛ nyɛɛ se ɔmɛ a nɔ.

Mɛnɔ maa kojo Amanɛ

Nɛ e wo lɛ ayilɔ kɛ bu lɛ kploba pɛɛ

Ke Tɛɛjeku nu nɔ mi ɔ

E kpɔlɔ ko tsa be ligbi ko

Ke gbenɔ hɛɛ nɔ ɔ

Wami tsa nyɛ we nɛ e kpɔɔ.

a. Oti

- b. Juemi mi fon
- c. Apeeleno
- d. Gbi he ni ne a tsu

2. Mo yose ne o tsao asile mi ni ne ome a nya.

- a. Lengmengmlee
- b. Kaale/Ejele
- c. Apeeleno
- d. Pelokumitimi

Ni Tsao mi Gleno Mini Tutuutuhi

1. *Nyagba tsaba hlami ni kasemi*: Klaasi tsuo ni tsumi

- Tsao asile sisi.
- Sese asile mi ni ome a he (nohye ni: gbitso, oti, kukuhi, zahi, munyuehawoli, hano pemihi ke ekpa kome).
- Sese se namihi ne nge asile kasemi he.
- De asile ko.

2. Kuu mi ni tsumi/kake peemi ni kasemi

- *He nuumi enyoonyo*: Sese asile ne nye nge kase o kake he.
- *No kakaaka ni tsumi*: Ngoo o nile ke juemi ne o na nge asile mi nihi a he o ke po/ngma asile ko.

Kami Pote: No Kuomi 3 Kami – We Mi Ni Tsumi

Ke gu ni kasemi ne o na nge asile no o, moo po/ngma asile ne hee kuku ete nge otihi ne nye se ne o kake pe no. (*Mi 16*)

- a. He si bami
- b. No mi nami ha no
- c. Nya dami
- d. Anokuale yemi

PLC Session 21

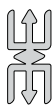
45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to

- a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

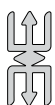
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 22

Ni kasemi mi nihi: *Asile he fiomi*

Ni kasemi kaimi

SHS 1

Otsi 6: Sese munyu tumi sisi tsɔmi nya ke gu tue bumi saminya, nɔ sisi numi ke e sisi tsɔmi ke ekpa komɛ a nɔ.

HE PɔTɛɛ: ASILE HE FIOMI

Moo kane ni kasemi ne wa na nge asile nɔ nge otsi ne be ɔ mi ɔ kaa mi nylɔmi.

Asile He Fiomi

1. Asile ɔ kanemi

Kane asile ɔ si abɔ kone o nu munyutso ɔ, gbimikɔmi ke gbi he ni tsumi ɔmɛ a sisi.

2. Oti ɔ yomi

Mo yo oti ne asile ɔ heɛ aloo asile ɔ mi munyutso ɔ.

3. Juemi mi foni ke munyuhezawoli a he kpami

Mo yo ne e kpa munyuhezawoli ɔmɛ ke bɔ ne a tsuɔ juemi mi foni he ni ha a he. (lɛngmengmlee, kaale, apeelɛnɔ, okadi ke ekpa komɛ)

4. Tapo asile blɔ nɔ tomi ɔ mi

Hyɛ: kukuhi, henɔ pɛmi, zahi, za nɔ pɔmi ke ekpa komɛ.

5. Gbi ke gbimikɔmi he akɔtaa bumi

Tapo: gbi ɔ mi ketse (pijua/jua), gbimikɔmi (su/he numi ne je kpo)

6. Yɔse munyuhezawoli

Mo hla: pɛlɔmitimi, pɛlɔkumitimi, kaale ke ekpa komɛ

7. Sisi numi tsɔmi

Hla: kpo nɔ sisi numi, sisi numi ne mi kuɔ, okadihi, asilete ɔ yi mi tomi

8. He numi he akɔta bumi

Tsɔɔ: he numi ne asile ɔ ke baa o nɔ ke nɔ he je.

9. Hyɛ glɛ nɔ ɔmɛ

Susu: blema glɛ nɔ, kusumi glɛ nɔ ke asilete ɔ he munyu.

10. Tapo o sisi numi ɔ mi

Moo ngo o no he he tomi ke juemi ne o na nge anɔkuale ne nge asile ɔ gle no mi ɔ ke na sisi numi ne mi kuɔ.

Ni Kasemi Mi Ni Tsumi

Ni kaseli maa nyɛ asile he fiɔmi blɔ no tomi ɔmɛ a no ke fiɔ asile ko he.

Ni Tsɔɔmi Glenɔ Mini Tutuutuhi

1. *No ke no munyu tumi ke ha ni kasemi:* Klaasi tsuo ni tsumi

- Hye nihi ne nge nyazia nyatsɔ ke fiɛmi womi mi ɔ mi ekohu.
- Sɛsɛ asile mi ni ɔmɛ a he.
- Mo yo asile mi ni ɔmɛ nge asile ko mi.

2. *Kuu mi ni tsumi/kake peemi ke ha ni kasemi:* He nuumi enyɔɔenyɔ ke ha ni tsumi

- Kane asile ke je nye asile womi ɔ mi.
- Ngmaa asile he nihi ne je kpo nge asile ne o kane ɔ mi ɔ.

Kami Pɔtɛ: No Kuɔmi 4 Kami – Tsu Mi Ni Tsumi

Sane bimi 1

Tapo bɔ ne asilete ɔ tsu juemi mi foni pomi ke okadihi a he ni nge asile ne ji, “Le Tsuo Sɔɛ” ne Etse E.T. Atteh ngma a mi ɔ, ke bɔ ne e wa oti ke he numi ne je kpo nge asile ɔ mi ngo ha e kaneli. Ngɔɔ nɔhye ni nge asile ɔ mi ke fi o nya sami ɔ se. (*Mi 24*)

Sane bimi 2

Hye asilehi enyɔ ne ji “Amane Bleku” ke “Weku Suɔ Flo” ne ɔmɛ ne o tsɔɔ aba jemi ke slɔto ne nge a kpeti ke kɔ gbimikɔmi ke gbi he ni tsumi (munyunguhi a he ni tsumi) ne a tsu nge asile enyɔ ɔmɛ a mi a he. Tsɔɔ bɔ ne gbimikɔmi ɔ ke gbi he ni tsumi ɔ (munyungu he ni tsumi ɔ) ye bua ke je segbi ke he numi ne asile ɔ hɛɛ sisi kpo ha?

Bimi 3

Tapo bɔ ne asilete ɔ tsu lengmengmle he ni ke je oti ne nge asile ne ji “Le Tsuo Sɔɛ” mi ɔ kpo. Hye blema sanahi ke yi mi tomihi ne asilete ɔ hɛɛ nge asile ɔ ngmami mi bene o nge asile ɔ mi tapoe ɔ.

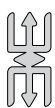
PLC Session 22

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

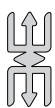
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

OTSI 23

Ni kasemi mi nihi: *Asile he fiomi*

Mi hyemi ekohu

SHS 1

Sese munyu tumi sisi tsɔmi nya ke gu tue bumi saminya, nɔ sisi numi ke e sisi tsɔmi ke ekpa kome a nɔ.

HE PɔTɛɛ: ASILE HE FIOMI

Asile he blɔ nɔ tomi ɔ mi hyemi ekohu: Kpale ke ya otsi 21 ke 22 nge asile nya tsɔmi nɔ ke nihi ne sa hyemi ke a nge asile he fiɔe.

Nihi ne sa hyemi ke a nge asile he fiɔe

1. **Oti ɔ yomi.** Ene ɔ ji yi mi tomi, segbi, aloo juemi ko ne asile ɔ ma nye je kpo.
2. **Juemi mi foni yomi:** Ene ɔ ji gbi he ni tsumi ke po juemi mi foni ke ha e kaneli.
3. **Mo hla gbitso he ni ne asilete ɔ tsu:** Asilete ɔ je mi bami ke he numi nge asile ɔ mi.
4. **Munyanguhi a he ni tsumi:** Munyanguhi ne asilete ɔ tsu a he ni, animosa ke ketse jemi.
5. **Mo hla munyuhewawoli ɔme:** Munyuhewawoli kaa lengmengmlee, kaale, apeelɛnɔ, pelokumitimi, pemigbi ke ekpa kome a he ni tsumi.
6. **Blɔ nɔ tomi:** Asile ɔ he blɔ nɔ tomi kaa kukuhi ke za nɔ pomi.
7. **Hano pemi ke nya pemingunomami:** Hano pemi ke nya pemingunomami he ni tsumi nge asile ɔ mi ɔ jeɔ asile mi la kpo.
8. **Gle nɔ:** Blema gle nɔ, kusumi gle nɔ ke mo nitse o he munyu ne a ke ngma asile ɔ.
9. **He numi he akɔta bumi:** Asilete ɔ nyemi ne e ke gblaa kaneli ke wo asile ɔ mi ke gu he numi mi.
10. **Asilete ɔ yi mi tomi:** Asilete ɔ yi mi tomi ke segbi ne e hee. Asilete ɔ yi mi tomi aloo segbi ɔ he hia wawee be fee be lo?
11. **Okadi:** Ni kome ke a he suhi womi ke da nihi ne a ne me ɔ a nane mi.
12. **Adetohe:** Demi kpahi, nihi ne pi anɔkuale aloo blema nihi a hyemi.
13. **Amlɔmo:** Gbi tumi blɔ nɔ ne munyu tulo ɔ laa anɔkuale juemi tutuutu ne e nge hlae ne e je kpo ɔ nɔ.
14. **Pemi kadimi nihi:** Kadimi nihi kaa pelokumitimi, pelomitimi ke mitimi a he ni tsumi.

Ke o hye nihi ne a wo nɔ ta nge asile he fiomi mi ɔ, e maa ye bua mo ne o na sisi numi ne mi kuɔ ke yo oti ke munyuhewawoli ɔme.

Ni Kasemi Mi Ni Tsumihi

1. Ngmaa asile ne hɛɛ kuku etɛ ngɛ ɔti ne ji “Nɔ mi nami ha nɔ” ɔ nɔ.
2. Kɛ gu nɔ ne o kase ngɛ asile he ɔ, ngmaa munyuhezawoli ne o tsu a he ni ngɛ asile ɔ mi ɔ.

Stop Galamsey (Ernest Obeng)

*The land was rich before our birth
 Our fathers protected it with their breathe
 The forests were thick, the rivers were clear
 The soil was fertile, never left bare
 The land is rich, a womb for many
 A shelter for minerals, a storehouse of wealth
 It didn't become so in our day
 So, why destroy it with galamsey
 Our hearts have turned cold, because of gold
 Our forests imprisoned, our balood is frozen
 Our streams are drying, our trees are dying
 Our rivers are picking up with colour
 The game, running helter skelter
 The land is left in mud and powder
 All it feels, the sharp teeth of excavators
 We destroy nature and don't think about our future
 Money is all we seek after, forgetting about mother Ghana
 Should the water bodies die, would we drink the pesewa coins?
 Should the land produce no more tress, would we eat the cedi notes?
 We have no doubt, our land is blessed
 Should we leave it messed, posterity would judge
 If there is something we can do today
 Let's put a stop to illegal mining; galamsey
 (Source : <https://www.modernghana.com/poems/11719/stop-galamsey.html>)*

Ni Tsɔɔmi Glɛnɔ Mini Tutuutuhi

1. Nɔ kɛ nɔ *munyu tumi kɛ ha ni kasemi*: Klaasi ɔ tsuo ni tsumi
 - Asile mi ni ɔmɛ a mi hyɛmi ekohu.
 - Sɛsɛ asile mi ni ɔmɛ a he.
 - Sɛsɛ blɔ nɔ ne a guɔ kɛ fiɔɔ asile he.

- Asile he fiomi peemi

2. Kuu mi ni tsumi/kake peemi ni kasemi: He nuumi enyɔɔnyɔ kɛ ha ni tsumi

- Kane asile ngɛ nyɛ asile womi ɔ mi.
- Ngɔɔ blɔ nɔ tomihi a nɔ nɛ a guɔ kɛ fiɔɔ asile he ɔ kɛ fiɔ asile nɛ o kane ɔ he.

Kami Pɔtɛɛ: Nɔ Kuɔmi 4 Kami – We Mi Ni Tsumi

1. Ngmaa asile nɛ hɛɛ zahi kpaanyɔ ngɛ oti fɛɛ oti nɛ o suɔ nɔ. Oti ɔ nɛ kɔ o je mi si himi he. (*Mi 16*)
2. Mo fiɔ asile nɛ o ngma a he. (*Mi 24*)

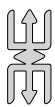
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



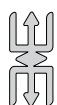
Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes**Content Exploration**

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

8. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mi Gbami 10 Mi Hyemi Ekohu

Mi gbami nɛ ɔ nyɔ nihi nɛ a tsɔɔ kɛ je otsihi 21, 22 kɛ 23 ɔ mi. E sɛsɛ bɔ nɛ asilɛ ngɛ ha. E sɛsɛ asilɛ mi ni ɔmɛ a he kɛ se namihi nɛ ngɛ asilɛ kasemi kɛ sisi jemi mi. Yi mi tomi oti ɔ ji bɔ nɛ a ma tsu asilɛ mi ni ɔmɛ a he ni kɛ fiɔ asilɛ he gbugbuugbu. Blɔ hyemi ji kaa, ni kaseli maa ngɔ juɛmi kɛ nile kɛ ga lele nɛ a na ngɛ oti ɔmɛ a mi ɔ kɛ fiɔ asilɛ, nyazia nyatsɔɔ kɛ fiɛmi womihi a he.



JLOMI NI KE HA KAMI POTSEHI

OTSI 21

Mi hami blo no tomi (Mi 16)

	E he kpo (Mi 7-8)	Ba mode wawee (Mi 5-6)	Ba mode ba ne sa (Mi 3-4)	Hia he mode bomi (Mi 1-2)
Mini	E tsao juemi kpo jemi o nya pεpεpε. Segbi o mi tso heii ne juemi ne nge mi o he hia.	E tsao juemi kpo jemi o nya ba ne sa ne juemi ne nge mi o he hia se sisi numi o be te kake no.	E tsao juemi kpo jemi o ekome a nya. Segbi o mi tso we kpakpa ko ne ekome ko we bimi o he.	Munyuza kpokploohi. Segbi o mi tso we ne juemi baa pe ne nge mi.
Munyunguhi ke animosa he ni tsumi	Munyungu potsehi a he ni tsumi o nyee blo no tomi o no ne ningma okadi he ni tsumi o nge gbugbuugbu. Tomi/kponikponi baa pe ne nge animosa he ni tsumi o mi.	Munyungu potsehi a he ni tsumi o nyee blo no tomi o no se tomi/kponikponi nge ningma okadi ome ke animosa he ni tsumi ome a mi.	Munyungu potsehi a he ni tsumi o mi tso we kpakpa ko. Tomi/kponikponi babauu nge ningma okadi ome ke animosa he ni tsumi ome a mi.	Munyungu potsehi a he ni tsumi o be ha no. Nohye ni baa pe ne nge munyutso o mi. Tomi/kponikponi he hie babauu nge animosa he ni tsumi o mi.

OTSI 22

Bimi 1

	E he kpo (Mi 7-8)	Ba mode wawee (Mi 5-6)	Ba mode ba ne sa (Mi 3-4)	Hia he mode bomi (Mi 1-2)
Mihi	Tsao kaa e he kpo wawee nge asile oti o sisi numi ke blema nihi ne koo asile o he o he.	Tsao mode bomi nge asile oti o sisi numi ke blema nihi ne koo asile o he o he.	Tsao mode bomi ba ne sa nge asile oti o sisi numi ke blema nihi ne koo asile o he o he.	Tsao mode bomi nyafii pe nge asile oti o sisi numi ke blema nihi ne koo asile o he o he.
Mi tapomi	Yose asile mi ni ome ne e ha nohye ni ne sa.	Yose asile mi ni o ekome ne e ha nohye ni ne sa.	Yose asile mi ni o ekome se be kome o, e nye we ne e ke to he numi ne e ma na nge e no he.	Asile mi ni o baa pe ne e nye yose ne e tapo mi.
E nya tomi, blo no tomi ke e gbugbuugbu himi	Nya tsoomi o nyee blo no tomi o no ne ningma okadi he ni tsumi o nge gbugbuugbu ne tomi/kponikponi baa pe ne nge animosa he ni tsumi o mi.	Nya tsoomi o nyee blo no tomi o no se tomi/kponikponi nge ningma okadi ome aloo animosa he ni tsumi ome a mi.	Nya tsoomi o mi tso we kpakpa ko. Tomi/kponikponi babauu nge ningma okadi ome aloo animosa he ni tsumi ome a mi.	Nya tsoomi o be ha no. Tomi/kponikponi hie babauu nge mi.

Bimi 2

	E he kpɔ (Mi 7-8)	Bɔ mode wawɛɛ (Mi 5-6)	Bɔ mode bɔ nɛ sa (Mi 3-4)	Hia he mode bɔmi (Mi 1-2)
Mini	Tsɔɔ bɔ nɛ e he kpɔ nge gbimikɔmi aloo gbi he ni tsumi kɛ ha asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi nge gbimikɔmi aloo gbi he ni tsumi kɛ ha asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi bɔ nɛ sa nge gbimikɔmi aloo gbi he ni tsumi kɛ ha asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi nyafii pɛ nge gbimikɔmi aloo gbi he ni tsumi kɛ ha asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.
Mi tapomi	Yɔse asile mi ni ɔmɛ nɛ e ha nɔhyɛ ni nɛ sa.	Yɔse asile mi ni ɔ ekomɛ nɛ e ha nɔhyɛ ni nɛ sa.	Yɔse asile mi ni ɔ ekomɛ se e nyɛ we nɛ e kɛ to he numi nɛ e ma na nge e no he.	Asile mi ni ɔmɛ bɔɔ pɛ nɛ e nyɛ tapo mi.
E nya tomi, blo no tomi kɛ e gbugbuugbu himi	Nya tsɔɔmi ɔ nyɛɛ blo no tomi ɔ no nɛ ningma okadi he ni tsumi ɔ nge gbugbuugbu nɛ tomi/kpɔnikpɔni bɔɔ pɛ nɛ nge animosa he ni tsumi ɔ mi.	Nya tsɔɔmi ɔ nyɛɛ blo no tomi ɔ no se tomi/kpɔnikpɔni saii nge ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ mi tsɔ we kpakpa ko. Tomi/kpɔnikpɔni babauu nge ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ be ha no. Tomi/kpɔnikpɔni hie babauu nge mi.

Bimi 3

	E he kpɔ (Mi 7-8)	Bɔ mode wawɛɛ (Mi 5-6)	Bɔ mode bɔ nɛ sa (Mi 3-4)	Hia he mode bɔmi (Mi 1-2)
Mini	Tsɔɔ bɔ nɛ e he kpɔ nge lɛngmengmlee he ni tsumi nge asile sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi nge lɛngmengmlee he ni tsumi nge asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi bɔ nɛ sa nge lɛngmengmlee he ni tsumi nge asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.	Tsɔɔ mode bɔmi nyafii pɛ nge lɛngmengmlee he ni tsumi nge asile ɔ sisi numi kɛ blema nihi nɛ kɔɔ asile ɔ he ɔ he.
Mi tapomi	Yɔse asile mi ni ɔmɛ nɛ e ha nɔhyɛ nihi	Yɔse asile mi ni ɔ ekomɛ nɛ e ha nɔhyɛ nihi	E nyɛ yɔse asile mi ni ɔ ekomɛ se e nyɛ we nɛ e ha nɔhyɛ nihi	Asile mi ni ɔ bɔɔ pɛ nɛ e nyɛ tapo mi.
E nya tomi, blo no tomi kɛ e gbugbuugbu himi	Nya tsɔɔmi ɔ nyɛɛ blo no tomi ɔ no nɛ ningma okadi he ni tsumi ɔ nge gbugbuugbu nɛ tomi/kpɔnikpɔni bɔɔ pɛ nɛ nge animosa he ni tsumi ɔ mi.	Nya tsɔɔmi ɔ nyɛɛ blo no tomi ɔ no se tomi/kpɔnikpɔni saii nge ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ mi tsɔ we kpakpa ko. Tomi/kpɔnikpɔni babauu nge ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ be ha no. Tomi/kpɔnikpɔni hie babauu nge mi.

OTSI 23

Bimi 1

	E he kpɔ (Mi 4)	Bɔ mɔde wawɛɛ ((Mi 3))	Bɔ mɔde bɔ nɛ sa (Mi 2)	Hia he mɔde bɔmi (1 mark)
Mini	Munyutso oti ɔ mi tsɔ wawɛɛ nɛ e kɔ asilɛ ɔ he	Munyutso oti ɔ mi tsɔ bɔ nɛ sa nɛ e kɔ asilɛ ɔ he	Munyutso oti ɔ mi tsɔ we bɔ nɛ sa nɛ e kɔ we asilɛ ɔ he bɔ nɛ sa	Munyutso oti ɔ kɛ asilɛ ɔ kɔ we kulaa
Munyuhezawoli	E tsu munyuhezawoli babauu he ni kɛ gbla asilɛ kaneli kɛ wo asilɛ ɔ mi.	E tsu munyuhezawoli saii he ni kɛ gbla asilɛ kaneli kɛ wo asilɛ ɔ mi.	E tsu munyuhezawoli bɔɔ he ni kɛ gbla asilɛ kaneli bɔɔ kɛ wo asilɛ ɔ mi.	E tsu we munyuhezawoli a he ni.
Kɛtsɛ/amɛ kpo jemi	Asilɛ ɔ ngɔ nɛ e gbla kaneli a juɛmi kɛ ba he kɛ ha e kanemi.	.Asilɛ ɔ he komɛ ngɔ nɛ e gbla kaneli a juɛmi kɛ ba he kɛ ha e kanemi.	Asilɛ ɔ hɛɛ we asilɛ mi nihi kpakpa ko.	Asilɛ ɔ kanemi ngɛ yee nɛ e ngɔɛ hulɔ.
E nya tomi, blɔ nɔ tomi kɛ e gbugbuugbu himi	Asilɛ ɔ nyɛɛ asilɛ blɔ nɔ tomi ɔ nɔ nɛ e tsu munyungu ɔmɛ a he ni saminya nɛ tɔmihi be mi.	Asilɛ ɔ nyɛɛ asilɛ blɔ nɔ tomi ɔ nɔ nɛ e tsu munyungu ɔmɛ a he ni se tɔmi bɔɔ ngɛ munyungu ɔmɛ a ngmami he.	Asilɛ ɔ mi tsɔ we kpakpa ko nɛ tɔmi saii ngɛ munyungu ɔmɛ a ngmami.	Asilɛ ɔ mi tsɔ we kulaa nɛ tɔmi babauu ngɛ munyungu ɔmɛ a ngmami mi.

Bimi 2

	E he kpɔ (Mi 7-8)	Bɔ mɔde wawɛɛ (Mi 5-6)	Bɔ mɔde bɔ nɛ sa (Mi 3-4)	Hia he mɔde bɔmi (1-(Mi 2)
Mini	Tsɔɔ bɔ nɛ e he kpɔ ngɛ asilɛ oti ɔ sisi numi kɛ blema nihi nɛ kɔɔ asilɛ ɔ he ɔ he ha.	Tsɔɔ mɔde bɔmi wawɛɛ ngɛ asilɛ oti ɔ sisi numi kɛ blema nihi nɛ kɔɔ asilɛ ɔ he ɔ he.	Tsɔɔ mɔde bɔmi bɔ nɛ sa ngɛ asilɛ oti ɔ sisi numi kɛ blema nihi nɛ kɔɔ asilɛ ɔ he ɔ he.	Tsɔɔ mɔde bɔmi nyafii pɛ ngɛ asilɛ oti ɔ sisi numi kɛ blema nihi nɛ kɔɔ asilɛ ɔ he ɔ he.
Mi tapomi	Yɔse asilɛ mi ni ɔmɛ nɛ e ha nɔhyɛ nihi gbugbuugbu	Yɔse asilɛ mi ni ɔ ekomɛ nɛ o ha nɔhyɛ nihi nɛ sa	Yɔse asilɛ mi ni ɔ ekomɛ se e nyɛ we nɛ e ha nɔhyɛ nihi bɔ nɛ sa	Asilɛ mi ni ɔ bɔɔ pɛ nɛ e nyɛ yɔse nɛ e nyɛ we nɛ e ha nɔhyɛ nɔ ko
E nya tomi, blɔ nɔ tomi kɛ e gbugbuugbu himi	Nya tsɔɔmi ɔ nyɛɛ blɔ nɔ tomi ɔ nɔ nɛ ningma okadi he ni tsumi ɔ ngɛ gbugbuugbu nɛ tɔmi/ kɔnikɔni bɔɔ pɛ nɛ ngɛ animosa he ni tsumi ɔ mi.	Nya tsɔɔmi ɔ nyɛɛ blɔ nɔ tomi ɔ nɔ se tɔmi/kɔnikɔni komɛ ngɛ ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ mi tsɔ we kpakpa ko. Tɔmi/kɔnikɔni babauu ngɛ ningma okadi ɔmɛ aloo animosa he ni tsumi ɔmɛ a mi.	Nya tsɔɔmi ɔ be ha nɔ. Tɔmi/ kɔnikɔni hiɛ babauu ngɛ mi.

REFERENCES

1. Abakah, E.N. (2006). Where have all the consonantal phonemes of Akan gone? *Journal of Philosophy and Culture* 1(2), 21-48.
2. Adomako, K. (2018). Velar palatalization in Akan: A reconsideration. *Journal of West African Languages* 45 (2), 1-16.
3. Agyekum, K. (2007). *Introduction to literature*. Media design.
4. Agyekum, K. (2011). *Akan kasadwini*. Dwumfuor Publication.
5. Agyekum, K. (2013). *Introduction to literature*. Adwensa Publications (Gh) Ltd.
6. Aronoff, M. & Rees, M. J. (2020). *The handbook of linguistics*. Willey-Blackwell.
7. Asante, K.T. (2018). Intimate knowledge of the country: Factionalism in the Mid-Nineteenth Century Gold Coast Administration. *African Economic History*. 46(2), 63-92 [doi: 10.1353/ae.2018.006](https://doi.org/10.1353/ae.2018.006) [ISSN 2163-9108](https://doi.org/10.1353/ae.2018.006)
8. Asare, A.J. T & Orffson Offei, E. (2023). Substitution phonological patterns in the English speech of Ghanaian children. *Journal of Social Science and Humanities*. Elsevier
9. Asubonteng, E., Asenso, C.O, & Busia, K. A. (2019). *Akan kasadwini adesua*. College of Distance education, University of Cape Coast.
10. Bailey, S. (2015). *Academic writing: A handbook for international students (4th ed.)*. Routledge.
11. Barker, M. (2018). *In other words: A coursebook on translation (3rd ed.)*. Routledge
12. Bauer, L. (2019). *The Oxford reference guide to English morphology*. Oxford University Press.
13. Booij, G.E. (2021). *The construction of words: advances in construction morphology*. Springer.
14. Caesar, R. O., & Adi, D.B. (2023). An introduction to phonetics and phonology of Dangme (Second revised edition)
15. Coffie, M. M. (2012). "Dance band highlife: Analytical study of Ebo Taylor, Stan Plange and Kwadwo Donkoh,," Unpublished M. Phil Thesis., University of Ghana.
16. Coffie, M. M. (2020). Redefining Ghanaian highlife music in modern times. *American Journal of Humanities and Social Sciences Research (AJHSSR)* e-ISSN :2378-703X Volume-4, Issue-1, pp-18-29
17. Collins, J. (1994). *Highlife Time*. Anansesem Press.
18. Connel, F.M (2016). *A textbook for the study of poetry*. Norwood Press.
19. Elebi, A. (2015). *Indigenous Musical Culture in Ghana: A Contemporary Perspective*. Unpublished.

20. Fabus, R. (2011). *Assessment of articulation and phonological disorders*. Story Brook University, NY (2011)
21. Hacker, D., & Sommer, N. (2020). *The Bedford handbook (11th ed.)*. Bedford/ St. Martins
22. Henry, D.J. (2019). *The effective reader*. Cambridge University Press.
23. Hope, P.A., Brown, P. and Mensah C. E. (2019). *Mfantse Kasadwin Adzesua*. College of Distance education, University of Cape coast.
24. Nyarko I, Adomako, K. & Odoom, J (2023). Assessing the phonological processes in Akan child language. *Ghana Journal of Linguistics* 12.1: 24-47.
25. Oshima, A. & Hogue, A. (2014). *Introduction to academic writing (4th ed.)*. Pearson Education.
26. Plag, L. & Balling, L. W. (2020). *Morphological theory and English word formation*. De Gruyter Mouton.
27. Schegloff, E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society*, 29 (1), 1–63.
28. Schegloff, E. A. (2007). *Sequence Organization in Interaction*. Cambridge University Press.
29. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Centre for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practice guides](https://whatworks.ed.gov/publications/practice-guides).
30. Stein-Rubin, C., Fabus, R. L., Fabus, R., & Girona, F. (2012). Assessment of articulation and phonological disorders. In a guide to clinical assessment and professional report writing in speech language pathology (pp. 139–176). essay, Cengage Learning. *The International Journal of Humanities & Social Studies* Vol. (3) 7.
31. Wainwright, J. (2004). *The basic poetry*. London: Routledge.

GLOSSARY – A Tsu Enε Ɔmε A He Ni Ngε Tsɔɔɔ

Kudɔmi Womi Kε Ni Kaseli A Womi Ɔ Mi

MUNYUNGU/MUNYUKPɔFA	SISI TSɔɔMI NGε AFLAANE GBI MI
Abɔɔɔkpa	Mobile phone
Adebɔ nihi slɔɔtohi	Biodiversity
Adesa bɔmi	Socialization
Adesa glε kpa nɔ yami kusumi	Rites of passage
A kpa mi	Explore
Biε nε ngε biε kpa kale	Epithet
Bimi nɔhyε ni	Sample questions
Bɔ mɔde bɔ nε sa	Satisfactory
Bɔ mɔde	Good
Bɔ mɔde wawεε nitsε	Excellent
Bafa blimi klama	Automatic page-turner
Ba gbi kplεemi	Negotiated settlement
Dahe ngε munyutso he	Opinion
Dangme ngmami he mlaahi	Rules of writing Dangme
Demiyo	Passage
Demiyo ngmami	Text/passage writing
Demiyo he blɔ nɔ tomi/si fɔfɔε	Text structure
E he kpɔ	Excellent/Distinction
Fɔnɔɔji	Phonology
Ga lele fiami	Skills building
Ga lele kε ha ni kasemi sisi numi	Skills of conceptual understanding/ building
Glεnɔ	Standard
Glεnɔ Mini	Content Standard
Glεnɔ munyungu pɔtεε	Standard Register of Language
Glεnɔ Mini Tutuutuu	Exemplars
Glεnɔ lafa (100)	Level 100
Gbi enyɔne	Target/second language
Gbogboε dlami/si hwɔmi	Laying in state
Heninegbɔɔ kaleɔ	Demonstrative adjective
He se nami/he kpa	Impact
He so	Features

Heninegbolo kalelo tutuutu	Definite article
He potee	Focal Area
He akota bumi	Evaluation
He ka he no gbemi	Murder
He ka we he no gbemi	Manslaughter
Huetso he mi kpatami	Deforestation
Hia he mode bomi	Needs improvement
Hla/kpaa mi fitsofitso	Investigate
He gogo fiami	Advocacy
He gogo fialo	Advocate
Heno/Hano pemi	Rhyming sounds
He muomi aloo he se tsemi	Visual appeal
He kami	Self-assessment
Itaneti kpa no ni kasemi	Online course/learning
Juemi kpo jemi	Brainstorming
Jokuwi a no yemi ke ni tsumi	Child labor
Je o si fofoe	Environment
Je o mi la domi tsakemi	Climate change
Je o kake peemi ke mahi a he sumi	Globalization
Je o tsuo Ni kasemi he Blo no tomi	Universal Design for Learning (UDL)
Jua bi a yemi ke buami/ni tsoomi	Peer support/teaching
Kpale de, Kpale pee / kaimi	Reproduction / Recall
Kuu mi ni tsumi	Group work
Kake peemi ni kasemi	Collaborative learning
Kami potee	Key assessment
Kami potee no kuomi	Key assessment level
Kuubi	Collective noun
Kusumi tsumihi/ni peemihi	Cultural practices
Kuku pomi aloo no domi	Summarization
Kompiuta	Computer
Kompiuta he ni tsumi (Infomesi Komunikesi Tekinolaji)	Information Communication Technology
Kekle gbi	Source/First language
Kojomi	Arbitration
Kojolo	Judge/Magistrate
Kuku	Verse/paragraph
Kuku faa nge asile mi	Free versed in poetry

Kuku foflotoo nge asile mi	Blank verse in poetry
Kami kpitikpithi/tsowitsowi	Quizzes
Kami nε a hyε sane bimi	Trial question
Kami nε a hyε kami	Trial test
Kuu heto demi kε tsɔɔ	Group Presentation
Klamahi kε ni tsumi	Industrialization
Klaasi tsuo nɔ he sεsεmi	Whole class discussion
Kuu nɔ he sεsεmi	Group discussion
Kusumi ma nɔ yemi	Traditional governance
Kami	Examination/test
Ni kasemi nɔ yami ka	Formative assessment
Ni kasemi se ka	Summative assessment
Klamahi nε yeɔ buaa kpa jeli kε ha ni tsumi	Assertive devices
Lomi bɔ	Design
Mi hyemi lolo	Preview
Mi hyemi ekohu	Review
Mi nylɔmi	Revise
Mi hyemi ekohu sane bimi	Review questions
Mi nylɔmi	Overview
Munyu tutui womi kε wo klama aloo nɔ kpa ko mi	Encoding
Munyu womi kε je glε kpa nɔ kε ba munyu tutui glε nɔ	Decoding
Munyuza oti	Topic sentence
Munyuza oti setsɔ	Supporting sentence
Munyutso oti pɔtεε	Topic issue
Mini	Content
Miblekelɔ nε tsɔɔ blɔ nɔ	Adverb of manner
Miblekelɔ nε tsɔɔ be	Adverb of time
Miblekelɔ nε tsɔɔ si abɔ	Adverb of frequency
Miblekelɔ nε tsɔɔ nɔ kuɔmi	Adverb of degree or intensity
Miblekelɔ nε tsɔɔ he	Adverb of place
Miblekelɔ nε tsɔɔ nɔ he je	Adverb of purpose/reason
Munyutso otihi	Key/Main Ideas
Mi nylɔmi sane bimihi	Review questions
Munyutso	Strand
Munyutso setsɔ	Sub-strand
Munyungu kuu omε	Lexis and structure

Masu	Literature
Masu gbagbɛɛ	Oral Literature
Masu ngmangmɛɛ	Written Literature
Mi dami	Mediation
Munyungu pɔtɛɛ	Language/word register of language
Majua munyungu pɔtɛɛhi	Informal register of language
Munyutso/Munyungu pɔtɛɛ	Appropriate register
Mi kolimi ni tsumi	Check point task
Mlɛmi nɛ e su nɔ nɔ	Turn taking
Munyu tumi kɛ kase ni blɔ nɔ tomi	Talking for learning approach
Mi gbami	Section
Mi hami he blɔ nɔ tomi/jlomi	Marking scheme/marking criteria
Mi hami	Rubrics
Mi kpami	Examine
Nɔ kuɔmi kami	Level assessment
Ni kasemi nɔ yami/fiami kɛ ma nɔ	Skill building
Ni kasemi oti	Theme
Ni kasemi ni tsumi	Learning task
Ni kanemi kɛ mi kuɔmi	Extended reading
Ni kasemi kaimi	Recapitulation
Ni kanemi esɔesɔ kɛ hla sisi numi pɔtɛɛ	Skimming
Ni kasemi esɔesɔ kɛ hla munyungu kɛ munyukpɔfahi a sisi	Scanning
Nɔnalɔnini	Object compliment
Ni tsumi	Task, work, exercise or activity
Nɔkɛhetomi kalelɔ	Comparative adjective
Ni tsɔɔmi Glɛnɔ Mini Tutuutu	Pedagogical exemplars
Ni kaseli slɔɔto kuu	Mixed ability grouping
Ni kasemi tutuutu	Learning Indicator
Ni sɛɛmi/Munyu tumi nge oti ko nɔ	Conversation/Communication in context
Ni kanemi	Reading
Nɔ kuɔmi	Hierarchy/level
Nɔnalɔ	Direct Object of a sentence
Nɔnalɔ setso	Indirect object
Ni tsumi ekpa kɛ piɛɛ he	Additional duty/task/activity
Nɔ kuɔmi blɔ nɔ tomi	Organogram
Nɔ kuɔmi kami	Assessment level

Ni kanemi vii	Intensive reading
Ni kanemi kɛ mi kuɔmi	Extended/Extensive reading
Ni kanemi hlɛhlɛɛhlɛ	Fluency
Nɔ mi hyɛmi	Monitoring
Nɔ kɛ nɔ he tomi nya si mami	Inference
Nɔ he juɛmi aloo e sisi	Concept of something
Nɔ pɔtɛɛ sisi numi	Conceptual understanding
Nɔ kɛ nɔ he tomi	Comparison
Nɔminylɔli	Modifiers
Nɔ domi	Summary
Ngɛngɛ mi	Form
Ni tsɔɔmi/kasemi asa ngua	Lecture hall
Ni kaseli a ni kasemi nɔ yami he blɔ nɔ tomi dade/klama	Student portal
Nahe aloo jehe	Source
Ni peemi aloo ni bimi (Ke nɔ gbo)	Divination
Nɔ kɛ si tomi womi (Pɔtufolio)	Portfolio
Ni kaseli a pɔtali	Student portal
Nɔ tsɛmi peemi	Pronunciation practice
Nɔhyɛ nɔ peemi	Demonstration
Nɔ mi gbidimi	Pollution
Ni kasemi ɔ womi kɛ tsu ni	Experiencing learning
Nɔ kɛ nɔ munyu tumi kɛ ha ni kasemi	Initiating talks for learning
Ni ehehi peemi	Creativity
Nɔ sisi jemi	Originality
Nɔ kpo jemi kɛ tsɔɔ	Reflection
Ni kaseli a nɔ yami demi	Feedback
Nɔ pɔtɛɛ he ni kasemi	Case study
Ni kaseli tsuo womi kɛ wo ni kasemi mi	Inclusive teaching/education/learning
Nɔ he sɛsɛmi	Discussion
Ni tsumi hɛ mi tsakemi	Modifying task
Ningma kpiti nge foni aloo atikle he	Caption
Nɔ numi klama	Hearing aid
Nɔ agbo peemi klama	Magnifying glasses or application
Nɔ he nine gbɔmitso	Electronic pointing device
Nɔ he munyu tumi kpakpa	Constructive critique
Nyazia nyatsɔɔ	Prose

Nyagba tsaba hlami ni kasemi	Problem based learning
Ngɛngɛ mi	Form
Nya mi ni sɛɛmi	Oral Conversation
Nyumu kɛ yo mi sɛmi kusumi	Puberty rite
Nya tomi	Outline
Ngɛ e blɔ nɔ	Formality
Nya munyu tumi sisi jemi	Oral Interpretation
Kpale de/Kpale pee/kaimi	Reproduction/Recall
Nya blimi	Introduction
Olegɔ ni tsɔɔli kpanaa	Lecturers
Olegɔ ni tsɔɔmi	Lecture
Olegɔ sukuu	Tertiary Education
Omine peemimunyu	Transitive verbs (Takes objects)
Ominewe peemimunyu	Intransitive verbs (Does not take objects)
Peemiblonɔ	Expository
Plojɛti ni tsumi	Project work
Peelɔ	Subject of a sentence
Peemi	Predicate of a sentence
Pijua munyungu pɔtɛɛhi	Formal register of language
Sɛsɛ he	Discuss
Su kaleli	Qualifiers
Sane bimi munyutso	Topic of the question
Sisi tsɔɔmi kɛ sisi jemi	Interpretation and Translation
Sisije ni tsumi	Starter
Sisije sane bimi	Starter question
Sisi jemi he kɔ nɔ yemi	Fidelity in translation
Sukpojɛlɔ peemi fiɛmi	Role play
Sane yeli/kojoli	Jury
Saneyo	Essay
Si hɛlimi	Hint
Se fieemi	follow-up
Sɛ lɔle	Wheelchair
Tsɔɔ sisi	Explain
Tɛlimi	Making libation
Tsɔɔlɔ he dlami womi	Teaching/preparatory note
Tɛɛmi kpɛti kami	Mid-semester examination
Yi mi susumi ni tsumi	Thinking task

Yi mi susumi sane bimi	Thinking question
Yɔse kaa	NB/Note
Za	Line

