



MINISTRY OF EDUCATION

Karema Ganteeraa

Sinia Haae Sakue

KAREMA GANE TEERAA

YUONI 3



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Karema Ganteɛraa

Sinia Haaɛ Sakue

Karema Ganteɛraa

Yuoni 3



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

DAGAARE TEACHER MANUAL

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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 Dagaare 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 be supporting learners to prepare 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.

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WELEMÉ 1: YELBI-IRUŊ DÈMÉ DIIBU

Yelzu: Noore Wolloo

Yelzu ulee: Dème diibu/duoro terebo parebammo

Zannoo yelnyere: *De yelbi-irun nan tori di ne dème kyaare ne yelpaala mine nan ere a donɛɛɛ.*

Zannoo yelboɔraa: Manne wuli dème too diibu kyaare yel-erre mine.

WELEMÉ KYOOROO ANE KYEYUOBU

A welemé na kyaare la yelbi-irun. A welemé na poɔ te na di la dème kyaare yelbi-irun ane yelpaala mine nan ere a tembilii ane a donɛɛ zaa poɔ. A welemé na poɔ te na kyogi la bone te zanne yuoni bonyeni, welemé ayi soba poɔ. Karembiiri na de la yelbi-irun di ne dème kyaare yel-erre mine nan be a donɛɛɛ pampana. Karembiiri meɗ na wuli la yel-kye-kotaa dème diibu goɗoɗo. A welemé na poɔ karembiiri na zanne ne la bone nan la yel-kye-kotaa ane le a goɗoɗo na nan na toɗ toma. Ba na zanne la yel-kye-kotaa ananso dème diibu poɔ kye zanne. Ba na zanne la yel-kye-kotaa a karendie poɔ kye de manne ne bebiri zaa nyɔvore yeltare. A welemé na na tee la a karembiiri ka ba de yelbi-irun di dème nan taa tee kyaare yele mine nan ere pampana a donɛɛɛ. A welemé na parebammo ba kyaare Dagaare zannoo yon, o meɗ taa la yele mine kyaare ne zannoo boɗere mine aseɗ Boɗeɗo kɔkɔre, kɔkɔe mine booro ane dème diibu. A karema seɗ ka o de wuluu ane zannoo dabie sonne, wuluu ane zannoo bonteere, teɗteɗoɗo ane peeroo dɔɔ tee ne zannoo.

Dare ane zannoo yelboore nan be a welemé na poɔ:

- *Daa 1: Yelbi-irun bebiri zaa dème diibu poɔ*
- *Daa 2: a. Manne wuli yel-kye-kotaa dème diibu goɗoɗo*
b. De yelbi-irun di ne dème kyaare ne a donɛɛ zu pampana yel-erre mine Dagaare poɔ.

WULUU ANE ZANNOO DABIE KYOOROO

A welemé na wulo la bone nan la wuluu ane zannoo dɔɔ Dagaare poɔ.

Yeli maale emmo zannoo taa la wuluu dɔɔ mine nan man soɗ maale donɛɛ zu yelwonni mine la ka ba man de tee ne karembiiri bone nan la ka ba na zanne a gan a manne yele ko ba. A dɔɔ ama mine yon zannoo, ayirri toma, doɗbilii ane poɗebilii lantaa ane a karendie biiri zaa lantaa toɗ a karendie toma. A wuluu ane zannoo dɔɔ ama man tee la teeroɗ zuluɗ goɗoɗo baabo yele, yelwonni maale emmo ane dème diibu goɗoɗo. a meɗ man tere la voo kana ka ba too lan toɗ a toma. Karembiiri man de la boma a gyele a kaa. Ba man de toma a poɔ a karembiiri na zuri nan dire vūū ka ba na waa wederebe a wuli ba taaba. A na man soɗ la ka too ban bone na a karema nan wuli ba tee. Aseɗ ka karemamane kyelle a karembiiri na nan ba toona boɗo a yelbie ane ba nan taa dème diibu yelferee mine a soɗ.

PEEROO KYOOROO

A weleme ŋa poɔ a peeroo dabiri ŋa naŋ soŋ la bone gyelebo gɔɔlon, bone pare bammoo ane teeron zuluŋ gɔɔlon bammo. Wagere zaa duoro lee terebo maŋ kyaare a zannoo maŋ soŋ la ka a karembie zannoo duoro saa. A peeroo wuluu dɔɔ ŋa maŋ soŋ la ka a karema kyelle a karembiiri yele pare bammo Dagaare poɔ kyaare bone naŋ ba naŋ wuli ba. A wuluu dɔɔ a weleme 3 poɔ, teeron zuluŋ soorebie la ka ba maŋ ko a karembiiri. A soorebie ama maŋ waa la yelyagesegeraa soorebie ka a karembiiri ana baŋ le a karembie naŋ na baŋ teere gaa toore. A weleme ŋa meŋ kyaare la yelbi-iruŋ de di ne dĚme yel-kye-kotaa saŋa kyaare yel-erre mine naŋ ere pampana a donee poɔ. karemamine seŋ ka ba tu sobi-tĚtĚe a na gyenne a karembiiri ana nye duoro kyaare le ba zannoo yele naŋ kyene.

Karema wuluu yelsegere kyaare bi-iruŋ iruŋ lantaa wuluu

NB: karembiiri zaa ane karembiiri na naŋ beere seŋ ka ba zaa poɔ a wuluu ane zannoo yel-erre poɔ. Aseŋ ka karemamine maŋ maale ba wuluu yelsegere ka a kyaare a karembiiri zaa naŋ be a karendie poɔ.

A ma na baŋ nye la eebo ka a karema na:

- Ko a karembiiri toŋ parĚe a zannoo saŋa (aseŋ dĚme diibu, nimir bonyere zannoo boma, nuuri yel-erre, ane tontomboma mine naŋ na veŋ ka a karembiiri enne e nyageron)
- Ko a karembiiri mannoo tĚtĚe (Aseŋ sġgere duoro terebo, toori yelwonni, nimir bonnyere, e-wulibo, ane mannoo naŋ seŋ ne a biiri parebammo)
- Ko karembiiri yel-eron ane yelyelli yaga (aseŋ karembiiri de yeli yelbu, sġgere, enfuomo maaloo soŋ iri ne soorebie nĚ)

Aseŋ ka karemamine kaa iri wuluu sobie mine naŋ na soŋ karembiiri ba zannoo poɔ, aseŋ a taa wagere kaŋa ko karembiiri a yi a zannoo wagere puorin, zannoo yelteere mine, yel-erre mine bee karembiiri taa sommo a zannoo saŋa. A wuluu dɔɔ ama maŋ tee la karebiiri ka ba ta zo kye bare taa a zannoo poɔ.

Aseŋ ka yeldemanne bigruu be be ko a zannezannanema na mine naŋ waa to-gbara. Sini meŋ seŋ ka o kyaane yaga ko a banan naŋ ba nyere soŋ ka ba meŋ toɔ nye. Aseŋ ka zonne bonkanne be be aseŋ bireel bee anan na baŋ naŋ leere sġgere eŋ yelyaga poɔ ka ba na woŋ.

Zannezannema na endaare ziiri mine naŋ ba tonɔ soŋ, aseŋ banan naŋ ba toɔna kyene seŋ ka ba taa gbġġe lġ, daare ane a taa mine. A ama na soŋ ba la ka ba maŋ toɔ kyene a lan ne ba taaba.

Gbara zannezannema na baŋ maŋ mare la a ba toma kyaare a ba zannoo a karendie dankyini zu. Muu na kaara la nġgbeme mannoo, nuuri mannoo bee sġgebo bee ka ba sġge bamnne yelbie. Zannezannema banan naŋ ba nyere na de la zannoo bonteere mine naŋ maŋ soŋ leere sġgere eŋ yelyaga poɔ ka ba woŋ.

Yelboore	DOL Weleme	<i>Gyennoo sobie</i>
3.1.1.L1.1 Yelbi-iruŋ bebiri zaa dĚme diibu poɔ	2	Karendie yelmanne

3.1.1. LI.2 E-wuli yel-kyε-kotaa gɔɔlon dɛmɛ diibu poɔ	3	Yiri toma
3.1.1. LI.3 De yelbi-irun di dɛmɛ kyaare yeɛ mine naŋ eɛ a tembilii ane a donɛɛŋ pampana.	2	Peeroo

DAA 1**Zannoo yelboɔraa:** *Yelbi-iruŋ bebiri zaa dɛmɛ diibu poɔ***Leeteeroo**

Yuoni 1	Daa 1 1. De segebinyanene boɔloo ziiri bigiri ne segebinyanene Dagaare poɔ. (asen, nɔgbɛmɛ man-noo, ze le duobu, ane ze le lomboe) 2. Bigiri segebidaare (asen voonoo, boɔloo zie, boɔloo iruŋ)
Yuoni 2	1. Daa 2 1. Wuli kɔkɔtɛge parɛɛ (kɔkɔ-tɛge yuɔraa ane kɔkɔtɛge pɔgere) Ghana kɔkɔɛ poɔ. 2. Di dɛmɛ kyaare kɔkɔ-tɛge meeroŋ yelbie maaloo poɔ.

YELNYɔGERAA: DƐME DIIBU YELBI-IRUŊ

Yelbi-iruŋ mannoo: O waa la tɛtɛɛlon na naŋ be kɔkɔre poɔ a yi bone na eŋe a dɛmɛ naŋ dire. a maŋ kyaare la tonɔɛ mine yelzuri. Aseŋ ka fooŋ gaa asibiti, fo na nye la yelbi-boɔrɔ mine naŋ ba waa te bebiri yelyelli yelbie. Amine la, zɛɛ duobu, tɛɛnɛɛ, sikiri duobu, tɛɛ die, kaabo die, nɛɛɛ. A lɛ ne o zu, te meŋ na baŋ teere la yelbi-iruŋ mine kyaare lɔɔ, yaako duoro ŋmɛ yaaroo, gan-zanne ane tomboɔrɔ mine taa.

A gɔbaa kɔkɔre ŋa, gaŋ a zaa yelbie, maŋ waa la tɛtɛɛ ane neɛ naŋ na de a yelbie ne a zu bebiri zaa dɛmɛ diibu poɔ. Aseŋ a yelbiri ‘kuoli’ tɛge waa la tɛtɛɛ bebiri zaa yelyaga poɔ, koɔbo poɔ o waa kuolun emmo, o meŋ na baŋ e la boŋkaŋa neɛ naŋ di gaali (asen dɔɔ nyuubu poɔ.

Bebiri zaa yel-erre poɔ, te yelyelli maŋ waa la tɛtɛɛ a yi nemboɔrɔ na ane bone na a yelɛ naŋ kyaare. Wetaaba kɔkɔre ane noba naŋ waa nembere kɔkɔre maŋ waa tɛtɛɛ.

Yelbi-iruŋ parɛɛ: Ana gyeremɛ ane wetaaba yelbi-iruŋ.

Gyeremɛ yelbi-iruŋ: A aŋa la beɛ noba naŋ sage a tuuro ka o waa kɔkɔre naŋ seŋ ne duoro terebo. Gyerema yelbie ama taa la ka kɔkɔre gɔbaa maŋ de tere duoro, zannoo yeltarre poɔ, bee yeltegere mine poɔ ka pare saa welweli. Gyerema yelbie maŋ soŋ la ka duoro terebo saa welweli ka bonnoo ba kyebe. A yelbie ama taa maŋ wullo la yelɛ bammo gɔɔlon, yelɛ baŋ eebo. A maŋ wulo la gyeremɛ ko a kyelekyellebe

GYEREMɛ YELBI-IRUŊ:**Gyeremɛ yelbi-iruŋ waalon**

Kɔkɔre naŋ seŋ ne: A yelbie ama ba ba boɔra, zel-wɔɔ yelbie, a paalon kɔkɔkpele ane wetaaba yelbie.

Yelbidaadaa: Gyerema yelbi-iruŋ maŋ e la daadaa, lerema, bee soli ziiri na a naŋ be ka pare bammo kyaane

Yel-leremɛ meeroŋ: gyeremɛ yelbi-iruŋ na baŋ taa la yel-leremɛ meeroŋ, yelgbɔge yieme ane gyeremɛ yeltuuri mine

Yelmennoo poɔ: Gyerema kɔkɔre maŋ waa yelmeŋe yon, a ba maŋ pukyaare neɛ kaŋa yon teeroŋ bee neɛ enkyere bee nonne boore.

Gyereme kəkōgaale: Kəkōgaale maŋ wullo la yeŋe bammo, gyere-me, sigiruu milluu

Wetaaba yelbi-iruŋ: A kəkōre ŋa maŋ bale la, o ba maŋ taa pigibu zaa a te bebiri zaa deme diibu poɔ. A yelbie ama la ka wetaaba, dōgereba, tontontaaba maŋ de dire ne ba deme bebiri zaa. A maŋ veŋ la ka nyōge taa kaŋa be be noba naŋ dire a deme kpakyagaŋ. Aseŋ baŋ ka a yeŋe ama zaa poɔ kye yelbiboorɔ mine meŋ be la be aseŋ, awo, lee teeroo, zōmeŋa boɔbo, nenyaga zōmeŋa, waa la entenet poɔ yeltare. Noba maŋ tu la a wetaaba yelbi-iruŋ ama zie a nyōge taa baaloŋ a entenet zu. A maŋ veŋ la ka nee yeli o pobooɔbo yeli. Wetaaba yelbie na baŋ wuli nee tutaaba bee o laŋkpeereba.

WETAABA YELBI-IRUŊ WAALON

Yelbie naŋ bale: Wetaaba kəkōre e la bebiri zaa yelyelli kəkōre poɔ. A maŋ taa la yelbi-kye-ŋmaara

Yeldaa meeroŋ: Gbɛɛ yaga wetaaba yelbi-iruŋ maŋ taa la yeldaa meeroŋ, kye taa yeŋe naŋ are a yoŋ yoŋ.

Kəkōgaale pukyaaraa: A kəkōre maŋ pukyaare la a yeliyele enkyere ane o waaloŋ

Milluu: Yelbi-iruŋ naŋ milli ba la ka wetaaba deme de yeli ne yeŋe.

ZANNOO TOMA

Yelbi-iruŋ mine kyaare a yeŋe ama naŋ tu;

- a. *Aseŋ:Doota te nyaabo: tēē*
- b. *Feta naŋ yeŋe yeŋe korɔ nee naŋ bone naŋ saa: kɔba, sepana, hama,*
- c. *Bondi-korɔ naŋ yeŋe yeŋe bondi-daara: bondi-pareɛ, laa*
- d. *Karema naŋ yeŋe yeŋe korɔ o karembiiri: gane kannoo, de lantaa,*
- e. *Karembie naŋ yeŋe yeŋe kora o karema: zeeloŋ, penti, borɔse,*
- f. *Dɔɔlee ne o makoma naŋ yeŋe yeŋe towogi zu: haloo, fo ŋmenaa*
- g. *Zōmenne bayi naŋ yeŋe yeŋe boll ŋmeebo zie: ŋme, boll*

WULUU SOBIE MINE

Yeli maaloo zannoo sobie (yoŋ ane laŋgbuli toma)

1. Laŋgbuli toma: gbuli zaa maŋ kaairi yelzuri a va va a iri yelbie mine a yi kaarema yelbie o naŋ tere poɔ.

Aseŋ ka a Karema maŋ yoɔra a karendie poɔ a na nyɛ ka karembiiri sereŋ tona a la toma kye tee a banaŋ naŋ ba toɔna.

2. Bayiri toma: Karembiiri dēene wuli deme diibu kyaare yelzuri mine aseŋ yipōge yeltuuri (aseŋ, nōmmo, yelmennoo, nu-yuo, nemennoo, ane kanyiri taabo), nuuri toma sakue, sentaaloŋ *ane nee zaa sagediibu a laŋkpeereboŋ*. Tonveele yeŋe, laafeeloo yeŋe ane yeŋe mine naŋ ere a tembili ane a donɛɛ zaa poɔ. A karema na baŋ tee la a karembiiri ne soorebie mine ka a soŋ a deme diibu.

3. Karendie biiri zaa yel-eraa

1. Kaa a dēene kye kyelle a kaa-iri a yelbi-iruŋ naŋ be a deme diibu poɔ.

2. De a yelbi-iruŋ poɔ a yelbie na naŋ daŋ be be koronŋ kyaare a ama kaŋa, tonɔɔ, ziiri, ane yelzuri.
3. A yelyele yelbie tori ne a dĚme diibu?

PEEROO TOMA: DOK WELEME 2- GBULO MANNEWULUU

Nare a manne wuli yuori porebo yeltuuri fo laŋkpeɛbo poɔ. (magere 12)

- a. Wuli a yelbi-iruŋ fo naŋ na de manne ne a yeɔ.
- b. Manne wuli a yelbi-iruŋ kaairibu ananso naŋ na soŋ ka a mannewuluu ŋa pare kyaane ko a kyellekyelleba
- c. Wuli le a yelbie naŋ na kyilli ka a kyellekyellebe na soore fo soorebie.
- d. De a toma wuli a karembiiri a karendie poɔ

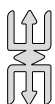
PLC SESSION 1

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).



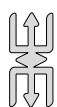
Note

- 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–lg, 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.

DAA 2

Zannoo yelboore

1. *E-wuli yeli-kye-kotaa gɔɔlon dɛmɛ diibu poɔ*
2. *De a yelbi-iruŋ di dɛmɛ kyaare ne yel-erre mine naŋ ɛɛ pampana te tenne ane a donnɛɛŋ*

Lecteeroo

Yuoni 1	Daa 3; Yelbulo bammo yelyaga yelbu poɔ. Aseŋ. Yipɔge yeltuuri (gyeremɛ, nimimaaron, taa sagedeebo ane a mine taaba), ganzanne, bibiiri zuubu, paalon, ziyuo yelɛ Ghana poɔ, salema tuubu, GESI, a mine kaŋa.
Yuoni 2	Daa 2. 1. Manne bone naŋ la kɔkɔgaale, kuri zu ɛŋ a zagere (aseŋ, sigibu, duobu, soga, duoro, sigire ane a mine kaŋa) ane a tontonɛ. 2. Di dɛmɛ kyaare kɔkɔgaale tontonɛ (aseŋ kɔkɔre merɛ, yelbie, kɔkɔkpɛɛ)

YELNYɔGERAA 1: YEL-KYE-KOTAA

Bone na la yel-kye-kotaa: O waa la dɛmɛ diibu zannoo bɔgere ŋa noba naŋ maŋ yele yelɛ kye korɔ taa. Lɛ wuli ka ŋmaa kpeɛbo ba maŋ kyebe ka kaŋ a zaa a yele a yelɛ. yel-kye-kotaa poɔ a yelyele maŋ kyele la o tɔ ka o yeli baare kye ka meŋ yeli. A ŋa maŋ soŋ la ka a dɛmɛ diibu kyeŋ

Yel-kye-kotaa sobie: yel-kye-kotaa taa la begɛ mine wuli vuo terebo, tutaalon ane yeli yelibu gɔɔlon dɛmɛ diibu saŋa. Yel-kye-kotaa nɔbinni ama na baŋ waa la tɛtɛɛ yipɔge zaa poɔ ane o pare bammo. A mine kaŋa ŋmaa kpeɛbo na baŋ be be la. Bamine maŋ wuli la gyereɛ a ŋmaa kpeɛbo saŋa. A gyereɛ wuluu mine a ŋmaa kpeɛbo saŋa la, aseŋ ‘Gaafara’ bee N poɔ yelkaŋa?’ ane soorebiri kaŋa peeroo. Tɛ karembiiri, ka ba baŋ ka a seŋ ka ba (aseŋ ka karembiiri wuli gyereɛ tɔgele o tɔ teeron. A karema na baŋ wuli la karembiiri noore wolloo ane endaa mannoo naŋ wullo ka a ta la a yelyele kaŋa ka o na yeli yelɛ. Aseŋ ka karembiiri maŋ taa kanyiri a zanna kye nyɔge ba meŋa a na kyele ka o tɔ yeli baare. A karema meŋ na ba de la wuluu ane zannoo bonteere tɛ ne a karembiiri ka na nyɛ a baŋ aŋ la kyere na yeli a yelɛ.

Yel-kye-kotaa ananso dɛmɛ diibu saŋa: yel-kye-kotaa maŋ soŋ la ka a dɛmɛ diibu kyeŋ velaa A yelyele kaŋa zaa maŋ taa la vuo ana wuli o teeron. O maŋ soŋ la ka noba nyɔge taa. O maŋ veŋ la ka a yelyelibe baŋ bone na ba naŋ boɔɔ. Noba maŋ tu la yel-kye-kotaa zie a nyɔge taa kye wuli taa gyereɛ dɛmɛ diibu saŋa. Yel-kye-kotaa maŋ soŋ dɛmɛ diribe ka ba wuli ba yelboɔroo a dɛmɛ diibu poɔ. Yel-kye-kotaa maŋ soŋ la a noba naŋ dire a dɛmɛ ka ba taa meŋa sagediibu a ba bebiri yelyelli poɔ. Yel-kye-kotaa maŋ tɛ la zannezannema ka ba kyele woŋ yelɛ soŋ a baŋ ba taaba mine duoro muni sere ka ba wuli ba teeron. O maŋ veŋ la ka zannezannema zanne dɛmɛ diibu gɔɔlon ane lɛ anaŋ seŋ ka ba wuli ba teeron a dɛmɛ diibu poɔ. Yel-kye-kotaa maŋ soŋ la bibiiri ka tɔɔ nyɔge laŋkpeɛbo begɛ mine aseŋ kanyiri taabo, poŋ-kotaa, yeli-ka-n yeli ka a lɛ maŋ wane yeli parebammo. O meŋ maŋ soŋ la ka nyɔge o meŋa: kyelebo, wulo bibiiri meŋa bantaabo ane kanyiri.

Yel-kye-kotaa e-wulibu: karema kuri mannoo ko karembiiri ka ba dēene wuli yel-kye-kotaa. (karembiiri na tōo ŋme la nōkpeene, kyaare a yelzu, a manne kye ko taa). Mannoo mine ama naŋ tu:

1. Sinia Haae karembiiri taa la sori ka ba gaa ne tangaraa sakue poɔ?
2. A zie leebo yelwonni kyaare koɔbo ane a tentere lee maaloo (ye de ye wuli teeron kye bo a yelwonni ama gaabo zie).
3. Ba yeli ka fo tee karembiiri ka ba di deme kyaare ne a yelzu ŋa; iri orɔbare bare te sakue poɔ). Dēene wuli le o naŋ na tu e. (teebo: kaa le ba naŋ na ŋmaara kpeere ne gyere me, ba naŋ maŋ tu soore soorebie ane ba yelbawontaa, ba teeron wulibu ane yelyaga lee yelkyaare a nōkpeene ŋmeebo.) Wola ka fo tee a biiri ka ba tōo di a deme?

WULUU SOBIE MINE

Langbuli toma/lamboore zannoo

Karendie gbuli deme diibu

- a. Lee teere yelbulo kyaare enfuoni maaloo/ bigiri bone naŋ la mapo Dagaare poɔ.
- b. Togelee yel-kye-kotaa deme diibu ne a karembiiri mine
- c. Kyelle tepo demmo diibu kaŋa. Ye di deme kyaare yel-kye-kotaa na naŋ be demmo ye naŋ kyelle a tepo zu. Boŋ ka ba woŋ bee woŋ /nye.

Bayirri toma

- a. De yel-kye-kotaa gɔɔlon dēene wuli ne demmo mannoo kaŋa fo karema naŋ ko ye.
- b. Kanne sɛgere naŋ kyaare a ama, asen yipɔge yeltuuri, nuuri toma zannoo, GESI, tonsonne tommo, zimaale, yiri ane a tendaa zaa pampana yel-erre, lããfeelon. Wuli a yelbulo a yelyaga poɔ. Di deme kyaare yel-kye-kotaa bege.

Peeroo Toma: DoK 3—yon yon yiri toma

Fo poɔ la gbuli kaŋa ka ye dire deme kyaare yipɔge tige naŋ be Ghana poɔ.

- a. Bigiri le fo naŋ na de yel-kye-kotaa sobie di ne a deme (magere 7)
- b. Di deme kyaare yel-kye-kotaa ananso ata. (magere 3)

Fo naŋ waa a nōkpēen-ŋme wulwulo a sakuuri poɔ, di deme kyaare sobie naŋ na tee yel-kye-kotaa a nōkpēene ŋmeerebe zie. (magere 5)

YELNYŊGERAA 2: YEL-ERRE MINE

Pampana yel-erre: pampana yel-erre la yel-tegre mine a asen, lanjkpeebo, paati bee daa diibu yelwonni mine, ka a sen ka noba hakela lee be a zie. A yel-ere ama maŋ lee la gyamaa teeron kye son maale a gomenente nɔ-binni a ven ka a paalon noba ne a ba nembere yele wonotaa.

Yelbi-irun kyaare yelzuri mine: Yelbi-irun mine noba bee gɔɔre naŋ maŋ de dire ne deme kyaare yelzuri mine;

Asen

Daborekakye: Daborekakye yeltare peeroo, weɛ boŋkoore maaloo, donne zu kaabo, zonnyɔge yele, koɔla, koɔreba, bombie, we-kpon, kuolon, we-bilii koɔreba, koɔbo tontomboma.....

Galamsee: bogi-tu loore, koɔ, salema, mansumo, zie, koɔla, kɔ-gbɛɛ, tēēnɛɛ.....

Gan-zane: zannoo yeltuuri, karendie, karema, karembiiri, gama, kogri, zannoo yelnyɔgere, gyennoo, yembammo.....

TOMA

Tombuo yelbi-iruŋ la a ama naŋ tu?

- a. Yelbie, yelgbɔge, yelɲmaa, begebie, yoleɛɛ
- b. Nyɔge, yelfaa, sɛɛɛ diibu, pɔgebo, kɔto tontona
- c. Weɛ, kyɪ, donne, kuuri, katapeela, koɔla

WULUU SOBIE MINE

1. Yeli maaloo zannoo sobie. Yoŋ yoŋ ane gbuli toma.

Gbulo

- a. Karembiiri di demɛ kyaare koɔla kaabo
- b. Karembiri sɛge a yelbi-zuri naŋ yi a demɛ diibu pɔɔ biŋ.
- c. Karembiiri de a yelbi-zuri a yeli ne yeɛ kyaare yelzu yuo kaŋa.
- d. Karembiiri la maaleŋ de a yelbi-zuri ne a zu di demɛ kyaare yelzu yuo. Karema bee a karembie kaŋa de a karebiiri wēɛ a demɛ diibu pɔɔ.

PEEROO TOMA: DOK WELEME 3- GBULI TOMA

Kaa iri a yelzuri ama kaŋa naŋ tu

De yelbi-iruŋ;

- a. gyɛle ziyuo yelwonni kyaare Ghana libi-yeɛ
- b. lee peere naŋe ane lããfeelon yeɛ tenne naŋ ba yuo baare pɔɔ.
- c. kpulli ne zie leebo yelwonni kyaare daborekakye Ghana pɔɔ. wuli sobie na naŋ soŋ ka a yelwonni ama ŋmɛ fere.

PLC SESSION 2

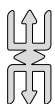
45 minutes

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.

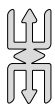
3. Plan the week's key assessment with your app

- 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.

WĒlemĒ I maalenkaabo

A wĒlemĒ ŋa yeli la yelĕ kyaare yelbi-iruŋ dĒmĒ diibu, yel-kyĕ-kotaa, ane yelzuri mine. Karembiiri da zanne la bone naŋ la yel-iruŋ ane a zagere. Ba da la zanne la yel-kyĕ-kotaa sobie ane bone naŋ so ka yel-kyĕ-kotaa taa tɔna dĒmĒ diibu poɔ. Karembiiri meŋ da la zanne la bone naŋ la yelkpaŋkpaŋ mine naŋ ere. Karembiiri da tu la yel-kyĕ-kotaa sobie di ne dĒmĒ kyaare a yel-erre ama. Ka a karembiiri zanne yeli zaa naŋ be a wĒlemĒ ŋa poɔ baare, o naŋ baŋ soŋ ba la ka ba toɔ di dĒmĒ soŋ kyaare a yel-erre kpaŋkpaŋ ama. Karembiiri meŋ na zanne la bammoo kyaare yelbie meɛbo, yelbie tɛtɛɛ parebammo ane diibu.

Nɔ-IRRI YELTUURI

Daa I

Nɔ-irri magere yelzuri.

Goolɔŋ	Gaarebanyɛ (magere 4)	Mɔɛ yaga (magere3)	Mɔɛ (magere 2)	maale ŋe faŋa
Mannoo (yɛmbulo) ane tutaalonɔŋ	. Mannoo naŋ wulo deme diibu wel- weli kyaare bileɛ yuori porebo ane yeltuuri. peeroo naŋ wulo duori sonne naŋ waa serroŋ. Yɛmbulo tu la taa soŋ ka a nandaare zaa naŋ seŋ ne be be.	Mannoo naŋ wulo parebammo kyaare bileɛ yuori porebo yeltuuri naŋ soma. Yɛmbulo tu taa soŋ kyɛ pɔge taa bonnoo. Kyɛ taa a nandaare naŋ seŋe ne.	Mannoo naŋ wulo parebammo kyaare bileɛ yuori porebo yeltuuri. Serroŋ fɛɛ la be a yelpɛɛre duoro ane duoro naŋ teɛɛ a yelzu maŋ e la fɛɛ. . Yɛmbulo pare- bammo maŋ kyaane velaa.	Parebammo kyaare a yuori porebo yeltuuri ba kye a mannoo pɔɔ (aseŋ yuori porebo bigiruu). yelbie naŋ wulo yelɛ kyaare yuori porebo ba maŋ saale yɛmbulo maŋ taa la buriburi yelɛ bee a ba tori. Nandaare naŋ seŋe ne maŋ bɔre la.
Mannoo (maaloo)	selaade maŋ nyɛɛ la, a veɛɛ kyɛ taa sɛgere fɛɛ a enfuoni kaŋa zaa eŋɛ. Maa eŋɛ iri zeelonɔ ane kɔtɔmbilii. Gbɛɛ yaga gbɛ- ɲmɛ ba maŋ kyebe a selaade pɔɔ. (kɔkɔre merɛ, tɛgebo, yelbie boɔloo)	selaade sonne maaloo naŋ taa zi-pelaa, yelnyɛɛ ane sɛge fɛɛ maŋ be la be. Zeelonɔ ane kɔtɔm- lii emmo maŋ seŋe ne la. Gbɛ-ɲmɛ ba maŋ seŋ bone (kɔkɔre merɛ, tɛgebo, yel- bie boɔloo amk)	Efuomo maŋ taa zi-kyɛkyɛɛ, yel- nyɛɛ ane sɛgere. Bee eŋ zeelonɔ bee a kɔtɔmbilii naŋ ba seŋe ne. gbɛ-ɲmɛ mine maŋ be la be a se- laade pɔɔ (kɔkɔre merɛ, tɛgebo, sɛgebie boɔloo, tutaalonɔ amk.)	Gbɛɛ yaga se- laade yelnyɛɛ ba maŋ veɛɛ kyɛ taa sɛgere gyamaa. Yelnyɛɛ maŋ e la fɛɛ bee kyebe togtogi bee a eŋɛ zeelonɔ bee a kɔtɔmbilii gaali. Duori saama zie (aseŋ, enfuomo), ba maŋ kyaara enne a selaade pɔɔ. mannoo ŋmaare ŋmaare la a ba tu taa soŋ a selaade pɔɔ. Gbɛ-ɲmɛ yaga be la be.(kɔkɔre merɛ, tɛge- bo, sɛgebie boɔloo, tutaalonɔ amk.)

Mannoo (noore wolloo	Noore wollo da e la soŋ soŋ ka a mannoo wagere ba pare (minti 20). Gbulo zaa mannoo wagere seŋ la taa. Narebo da kyeŋ la soŋ	noore wolloo mannoo da wuli la dƐmƐ diibu gɔɔlonŋ naŋ soma. A mannoo wagere da peeŋ la a vuo na anaŋ seŋ ka gbuli zaa maŋ de manne ne a yeŋ baare (minti 20) . Noore wollo naŋ e soŋ soŋ ka a mannoo wagere ba pare (minti 20). Gbulo zaa mannoo wagere seŋ la taa. Narebo da kyeŋ la soŋ	A noore wolloo mannoo mine ane a dƐmƐ diibu gɔɔlonŋ ba soma te baare. kyeŋ fɛɛ ka ba ta a mannoo vuo na ba naŋ ba. Yeŋ yaga narebo da na be be la.	noore wolloo mannoo ane dƐmƐ diibu gɔɔlonŋ da ba kyeŋ soŋ . A mannoo wa-gere da pare la yaga/ŋmaa bare gaŋ a vuo anaŋ seŋ ka a mannoo baare. A gbuli biiri zaa naane da manne. Ba da ba nare togtogi.
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Daa 2

Yelnyɔgeraa I

1. a) yel-kye-kotaa yeltuuri:

- i. Maale beɛ
- i. Ka ba maŋ yeli kye ko taa
- ii. Zege nu a tere mannoo
- iii. Iri a dƐmƐ diibu wedere
- iv. Eŋ toori a kyelle
- v. Kaa wagere zie
- vi. Teɛ karembiiri ka wuli ba teɛroŋ

Yel-kye-kotaa gɔɔlonŋ ayopoi bigiruu-magere- 7

Yel-kye-kotaa gɔɔlonŋ ayooɔbo bigiruu-magere -6

Yel-kye-kotaa gɔɔlonŋ anuu bigiruu-magere- 5

Yel-kye-kotaa gɔɔlonŋ anaare bigiruu-magere-4

Yel-kye-kotaa gɔɔlonŋ ata bigiruu-magere- 3

Yel-kye-kotaa gɔɔlonŋ ayi bigiruu-magere- 2

Yel-kye-kotaa gɔɔlonŋ bonyeni bigiruu-magere-1

i.

b) Ananso la

i. gyereɛ wulibu

ii. kaŋa zaa maŋ poɔ la a toma poɔ

iii. enyuo

iv. parebammo

v. nɔ-laŋ

vi. nyɔge taa

Ananso ata mine- magere – 3

Ananso ayi mine- magere – 2

Ananso bonyeni kaŋ- maga – 1

Lee kaa gɔɔlon na mine pore sooroo 1 (a) poɔ kye tere a magere ko a gɔɔlon kaŋa zaa naŋ a nɔkpɛene ɲmeɛbo poɔ

Zannoo yelnyɔgeraa 2 (magere 16)

	Garebanyɛ(magere7-8)	Mɔɛ yaga (5-6)	Mɔɛ (3-4)	maalen ɛŋ faŋa (magere 1-2)
Yɛmbulo	Yelbulo wuobu wagere zaa. Duoro muni maŋ kyaane la wagere zaa ane yelbuli sonne	yelbulo wuobu. duoro muni maŋ kyaane la . amine kaŋa bonnoo maŋ be la be.	yelbulo minewuobu. Wagere kaŋa duoro muni ba maŋ kyaare a tonooɛ.	Yeldaare. Gbɛɛ yaga duoro muni ba maŋ kyaane kye wullo duoro fɛɛ
Yelbie ane kɔkɔɛ merɛ	Yelbisonne maŋ be be wagere zaa. Yelzuri yaga ane a yelbi-iruŋ.Gbɛ-ɲmɛ kɔkɔ merɛ poɔ ba maŋ e yaga bee kyebe.			

WELEME 2: VOONEBIE BAMMO SOBIE

Yelzu: Noore wolloo dɛmɛ diibu

Yelzu ulee: Voonebie bammo (voonebie bammo sobie)

Zannoo yelnyere: Wuli bammo kyaare voonebie zannoo.

Zannoo yelboore: E-wuli fo yembammo kyaare voonebie bammo sobie Dagaare poɔ

Hint



Assign Group Project to learners in Week 3 and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

WELEME KYOOROO ANE KYEYUOBU

A weleme ɲa kyogi la a zannoo na ye naɲ zanne a yuomo naɲ tole poɔ. Karembiiri naɲ zanne la vonnebie bammo sobie, kɔkɔtege pareɛ kye di demɛ kyaare kɔkɔtege meeron sobie Dagaare poɔ. Yembammo kyaare a zannoo ɲa na soɲ la a karembiiri ka ba baɲ yelbie segebo goɔlon, yelbie boole ka a tori, kannoo ane yelbie tege bammo. O na gaa la niɲe te tee karembiiri ka ba demɛ diibu kyeɲ soɲ. A la waana meɲ o na soɲ la ka ba yelbie bammo yeɛ baa. Voonebie sobie bammo maɲ soɲ manne wuli la voonebie bammo sobie begɛ Dagaare poɔ. A weleme ɲa yelzanne ba taa tɔna kyaare Dagaare yon, o meɲ taa la tɔna kyaare zannoo boɲere mine asen Bɔrefɔ kɔkɔre, Faranseelɛ kɔkɔre ane kɔkɔ-boorɔ mine. A weleme ɲa na tee la karembiiri ne yeɲ zuluɲ ane voonebie bammo sobie parebammo Dagaare poɔ. A karema sen ka o de wuluu dɔlɔ naɲ soma, wuluu ane zannoo bonteere ane gyennoo sobie a tee ne a zannoo.

A dare ane a zannoo yelboore na naɲ be a weleme poɔ la:

Daa 3: Manne wuli vonnebie bammo sobie Dagaare poɔ (Aseɲ voonebie tutaalon sobie)

Daa 4: Di demɛ kyaare voonebie bammo sobie Dagaare poɔ. (kɔkɔtege sobie meeron)

WULUU DɔLɔ KYOOROO

WULUU ANE ZANNOO DABIE KYOOROO

A WELEME ɲA WULO LA BONE NAɲ LA WULUU ANE ZANNOO DɔLɔ DAGAARE POɔ.

Yeɛ maale emmo zannoo taa la wuluu dɔlɔ mine naɲ maɲ soɲ maale donɛ zu yelwonni mine la ka ba maɲ de tee ne karembiiri bone naɲ la ka ba na zanne a gaɲ a manne yeɛ ko ba. A dɔlɔ ama mine yon zannoo, bayirri toma, dɔɔbilii ane pɔgebilii lantaa ane a karendie biiri zaa lantaa ton a karendie toma. A wuluu ane zannoo dɔlɔ ama maɲ tee la teeron zuluɲ

gɔɔlonɔ baabo yeɛ, yelwonni maale emmo ane dɛmɛ diibu gɔɔlonɔ. A mɛnɔ mɛnɔ tere la vuo kaŋa ka ba toɔ laŋ toŋ a toma. Karembiiri mɛnɔ de la boma a gyele a kaa. Ba mɛnɔ de toma a poɔ a karembiiri na zuri naŋ dire vũũ ka ba na waa wederebe a wuli ba taaba. A ŋa mɛnɔ soŋ la ka toɔ baŋ bone na a karema naŋ wuli ba tɛgɛ. A seŋ ka karemamane kyelle a karembiiri na naŋ ba toɔna boɔɔ a yelbie ane ba naŋ taa dɛmɛ diibu yelferee mine a soŋ ba ka kyɛn soŋ.

PEEROO KYOOROO

A weleme ŋa poɔ a peeroo dabiri ŋa naŋ soŋ la yeɛ gyelebo gɔɔlonɔ, bone pare bammoo ane teeronɔ zulun gɔɔlonɔ bammoo. Wagere zaa duoro lee terebo ŋaŋ kyaare a zannoo mɛnɔ soŋ la ka a karembie zannoo duoro saa. A peeroo wuluu dɔɔɔ ŋa mɛnɔ soŋ la ka a karema kyelle a karembiiri yeɛ pare bammoo kyaare bone naŋ ba naŋ wuli ba. A wuluu dɔɔɔ a weleme 3 poɔ, teeronɔ zulun soorebie la ka ba mɛnɔ ko a karembiiri. A soorebie ama mɛnɔ waa la yelyagesegeraa soorebie ka a karembiiri a na baŋ le a karembie naŋ na baŋ teere gaa toɔre. A weleme ŋa mɛnɔ kyaare la yelbi-irunɔ de di ne dɛmɛ yel-kye-kotaa saŋa kyaare yel-erre mine naŋ ere pampana a donɛɛ poɔ. Karemamane seŋ ka ba tu sobi-tɛtɛɛ a na gyenne a karembiiri a nye duoro kyaare le ba zannoo yeɛ naŋ kyɛnɛ.

Yelboore	DOK	Gyennoo sobiri
3.1.2. LI.1 Manne wuli voonebie bammoo sobie (aseŋ voonebie tutaalonɔ sobie)	2	Yelyagesegeraa
3.1.2. LI.2 Di dɛmɛ kyaare voonebie zannoo sobie (kɔkɔtɛgɛ meeronɔ sobie)	3	Yelkaŋa zannoo

DAA 3

Zannoo yelnyɔgeraa: *mane wuli voonebie bammo sobie Dagaare poɔ (Aseɲ voonebie tutaalon sobie)*

Leeteeeroo

Yuoni 1	Daa 2 1. Manne wuli segebinyanene are ziiri Dagaare yelbie poɔ (aseɲ yelbiri piiluu, sogaa ane baaraa) 2. Manne wuli segebidaare are ziiri Dagaare yelbie poɔ (Aseɲ, yelbiri piiluu, sogaa ane baaraa)
Yuoni 2	Daa 2: Di demɛ kyaare kɔkɔgaale tontonne (kɔkɔre mere, yelbie, kɔkɔkpɛɛ)

ZANNOO YELNYɔGERAA: VOONEBIE BAMMO SOBIE (VOONEBIE TUTAALON)

Voonoo bammo sobie la leeroo kaɲa naɲ wulo tuuruɲ kaɲa yelyele naɲ maɲ tu a leere voonebiri yelbiri ka a boɔloo yeli yelbu poɔ na e mɔɔ. A meɲ na waa la beɛ mine naɲ be be a maɲ soɲ ka a voonebiri boɔloo e mɔɔ a kɔkɔreɲ. Voonoobie bammo sobie po-eɲ voonebie tuulon sobie ane kɔkɔtege meeroɲ sobie. A sobie ama kaɲa zaa maɲ toɲ la toma yeli yelbu saɲa.

VOONEBIE BAMMO SOBIE PARɛɛ

Voonebie tutaalon: Voonebie bammo sobiri e la yelbie boɔloo saɲa a voonebie mine naɲ peeɓe a taaba mine aseɲ a boɔloo ziiri, maɲ de a taaba arezie kye ka a mine fuo yi ka a le na veɲ ka a yeɓe yeluu e mɔɔ le ko a neɛ naɲ yeɓe a yeɓe. A ɲaa na baɲ soɲ manne wuli la voonebie zannoo beɛ ane a tuubu sobie a kɔkɔreɲ. Yelbie kpɛtaa sobie waa la yaga. A mine la a ama naɲ tu:

Nɔgbame boɔloo zie: A ɲa wulo la a saɲa na a segebidaa boɔloo saɲa a nɔgbama a nɔgbama maɲ maalen fuuli yaga a poɔ o boɔloo aroozie meɲa. A yeli ɲa eɛ la saɲa na segebinyaa-fuulo tesɛɲ; /u, o, ɔ/ bee nɔgbane ne zelkpaa naɲ mare a talambaalon kye ka segebidaa tuuro a boɔloo poɔ. Bommanna te naɲ maɲ de wuli nɔgbama la [w]. Yeldemanne mine la ama naɲ tu: Boɔ [b^woɔ], Toɔre [t^woɔre], Kolokolo[k^wolok^wolo]

Tamanyene ne zelle kpaare: A ɲa wulo la Ka a yi a segebidaare boɔloo zie puoriɲ, a segebidaa maɲ nyɛ la zeɓe sogaa ka o iri do te pɔge a tamanyen. A ɲaa maɲ be be la, ka a niɲe segebinyanɛ aseɲ /i, e, ɛ/ wa tu a segebidaa tantan le yelbiri poɔ. A o bondemannewulaa la [j]. Yeldemannewulli mine Dagaare poɔ la: pɛ [p^jɛ de [d^jɛ] ane a taa mine.

Nyɔ-eronɲ: A voonebiri boɔloo maɲ waa la nyɔ-ereme ka onan wa peeɓe nyɔ-ereme voonebidaa. Voonebinyanene zaa na baɲ waa la nyɔ-ereme voonebie. Kye wagere kaɲa meɲ voonebidaare mine maɲ waa la nyɔereme. Nyɔ-eronɲ taa la parɛɛ ayi. Ana la, nyɔ-ereme voonebinyanene ane nyɔ-ereme voonebidaare. Nyɔ-eronɲ bondemannewulaa la [ɲ]. Aseɲ dāã, kãã, zēɛ ane a taa mine

Voonebinyanene kpɛtaalon: A ɲaa poɔ, voonebie mine naɲ ba e bonyeni a boɔloo poɔ maɲ fere leɛ la yeni ka anan wa lan yelbiri boɔloo zie. Kpɛtaalon tɛtɛɛ la be be. Ana la ATR,

duobu kpetaa, fuuluu kpetaa, amk. Aseɲ; Dagaare poɔ, ATR be be la; do+re maɲ lee la “dori” bee “dɔre”

ZANNOO TOMA

1. Bɔ voonebie bammo sobie naɲ be Dagaare poɔ.
2. Manne wuli voonebie bammo sobie ama naɲ tu a puliɲ:
 - a. Nɔgbama boɔloo zie
 - b. Iri-baroo
 - c. Tamanyene ne zelle kpaare:
3. Sege yeldemanne ayi kyaare a voonebie bammo sobie na naɲ be sazu.
4. Zanne a yelbie naɲ tu boɔloo. Eɲ toori a voonebie bammo sobie na naɲ be a yelbie poɔ.
 Kɔndoge
 Bembie
 tendaana

WULUU SOBIE MINE

Yeɛ maale emmo zanno (yoɲ yoɲ ane laɲ gbuli toma)

1. Bi-iruɲ iruɲ lantaa gbuli
 - a. Gbulo di dɛmɛ kyaare bone na naɲ la ‘voonebie bammo sobie’ kye wuli yeldemanne mine
 - b. Gbulo yeli yeɛ a na nye yelzuri di ne dɛmɛ kyaare ne voonebie tutaaloɲ sobie aseɲ nɔgbama boɔloo zie, tamanyene boɔloo zie, segebinyanene kpetaaloɲ, nyɔ-ɛroɲ naɲ be Dagaare poɔ.
 - c. Gbuli kaɲa zaa maɲ sege yelbie kyaare a voonebie tutaaloɲ sobie ama kaɲa zaa.
2. Bayiri toma
 - a. Gyele yelbie mine a wuli voonebie tutaaloɲ sobie na poɔ anaɲ be.
 - b. Di dɛmɛ kyaare a peereɲyere.

Teacher should regularly move among students in the class to make sure every learner is involved and to offer the needed help to the different categories of learners when necessary.

Peeroo toma: DoK weleme 2 – peere-zuluɲ toma.

1. Bigiri voonebie tutaaloɲ sobie mine ata. Wuli yeldemanne ata ata kyaare a sobie ama kaɲa zaa.
2. Manne wuli demaroo ane iri-baroo tɛtɛɛloɲ. Wuli a kaɲa zaa yeldemanne ata ata Dagaare poɔ

PEERE-ZULUɲ YELZU YELDEMANNEWULAA

A fo teɲɛ poɔ, fo nye la ka kyelloo ane yel-kye-kotaa maɲ be la dɛmɛ diibu poɔ. A ye gbulo poɔ;

- Peere le noba nan man yele kye korɔ taa demɛ diibu wagere sakuuriŋ bee yiriŋ.
- Wuli gyogi sonne nan be demɛ diibu poɔ kyaare yeli yelbu ane kyelloo
- Nare a dɛene ŋmaa le wuli le noba nan man de gyereɛ kɔkɔre di ne demɛ kye de yel-kye-kotaa maale ne yelwona kaŋa eŋ.

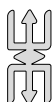
PLC SESSION 3

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.

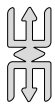
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

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.

DAA 4

Zannoo yelnyɔgeraa: *Di demɛ kyaare voonebie bammo sobie Dagaare kɔkɔre poɔ(kɔkɔtɛgɛ sobie meɛroŋ)*

Leetɛeroo

Yuoni 1	Daa 2 1. Manne wuli sɛgebinyanene areziiri yelbie poɔ (asɛŋ yelbiri piiluu, soga, ane baaraa.) 2. Manne wuli sɛgebidaare areziiri yelbie poɔ (asɛŋ yelbiri piiluu, sogaa ane baaraa)
Yuoni 2	Daa 2 1. Manne wuli bone naŋ kɔkɔgaale parɛɛ (sigibu, duobu, soga, duoro, sigire, amk) ane a tontonne 2. Di demɛ kyaare kɔkɔgaale tontonne (kɔkɔre mere, yelbie, kɔkɔkpɛɛ)

YELNYɔGERAA: VOONEBIE BAMMO SOBIE (KɔKɔTɛGɛ SOBIE MEɛROŋ)

Voonebie bammo sobie mannoo: voonebie bammo sobie waa la voonebie tutaalonŋ naŋ a kɔkɔre yelibe naŋ maŋ de voonebiri kaŋa leere ne voonebiri kaŋa zu ka yele yelibu na e mɔɔ. O meŋ na baŋ waa la mere mine naŋ be kɔkɔre poɔ naŋ maŋ tɛɛ ka yelbie boɔloo waa mɔɔ. A voonebie bammo sobie na baŋ wele eŋ la zagere, kɔkɔtɛgɛ sobie meɛroŋ, leeroo sobie, ane/bee voonebie tutaalonŋ sobie. A ama kaŋa zaa maŋ waa la sobie mine naŋ maŋ lantaa.

Dagaare kɔkɔtɛgɛ sobie meɛroŋ: amine la demaroo, iribaroo noore voonebie yelbie, ane amine taaba:

Iribaroo: Iribaroo waa la voonebie bammo sobiri kaŋa voonebie mine maŋ ŋmaa yi yelbiri poɔ a soŋ ka yelbiri boɔloo e mɔɔ. A ŋaa maŋ veŋ la ka yelbiri boɔloo e mɔɔ. Kɔkɔyobo mine boɔloo maŋ kpɛ la a yele ŋa poɔ. Voonebie na poɔ a voonebiri naŋ be la na wuli o iribaroo. Ka voonebiriŋ pore yelbie mine poɔ, o ba maŋ yaa kyɛ iri bare ka a yelbie boɔloo e mɔɔ. Iribaroo naŋ baŋ kpɛ la yelbikorɔ bee fo naŋ pɛŋ yelbiri enne a yelbikorɔ poɔ. A maŋ tɔɔ maale la kɔkɔtɛgɛ meɛroŋ naŋ ba tori eŋ ka a yelbiri boɔlo e mɔɔ, gbɛɛ yaga yelbie pɛmmo saŋa. A maŋ baŋ kyilli la yelbiri maaloo sobiri. O maŋ soŋ la kɔkɔre pare bammo ane a kɔkɔre kyilluu, bonso kɔkɔkpɛɛ maŋ tɔɔ kpɛ la be a yeli yelibu tuuruŋ poɔ. Iribaroo na baŋ e la a yelbiri poɔ vo-tɛɛtɛɛ

- Yelbiri piiluu: iribaroo naŋ be la a yelbiri piiluu ka a sɛgebidaa bee sɛgebidaare na naŋ piilii a yelbiri wa yi. Aseŋ; kɔɔ lee ɔɔ, kɔɔ lee ɔɔ, pɔge lee ɔge amk.
- A iribaroo maŋ be la a yelbiri soga. Aseŋ nyergaaguu na lee la “nyereguu” bodaduoraa. Na lee la “boduoraa” pɔgesarelee na lee la “pɔgelee” amk
- Yelbiri baaraa. Iribaroo na baŋ be a la yelbiri baaraa, gaŋ a zaa yelbi-penne poɔ. Aseŋ “petrol” lee la “petro”. Aseŋ, sakuuri na lee la “sakuu”,

Demaroo: Yelbiri demaroo kyaare la voonebie zannoo sobie ŋa ba naŋ maŋ de voonoo a poɔ yelbiri naŋ danŋ be be. A ŋaa maŋ soŋ la a yelbiri boɔloo tori bee soŋ ka a kɔkɔtɛgɛ yelbie wele velaa. A sobiri ŋa na baŋ e kyaare la a voonebie lamboe mine a wane leebo kaŋa kyaare yelbie maaloo bee a boɔloo kɔkɔre kaŋa poɔ. Demaroo parebammo maŋ soŋ gyele la le

kɔkɔrɛ nan man leere ba voonebie meeron ka a son boɔloo. (Aseɲ “bucket” na lee la ‘bokiti’, “plate” na lee” pileti”).

Noore voonebie yelbie: O waa zannoo bɔgere bammo kana nan man e ka yelbiri segebo lee maalen sege ka le ven ka yelbiri boɔloo kyilli. A yelbie ama boɔloo man wa la a meɲa. A man kpe fere la a voonebie zannoo bammo bege. Noore voonebie yelbie poɔ man wuli la le a kɔkɔre deme nan man lee yelbiri ka a boɔloo e mɔɔ ko ba bee yen baabo enen a kyaare nee yelyaga baabo enen te ta wagere na a kɔkɔre nan lee. Yelbie boɔloo nan ba man tori te bebiri zaa yelyaga poɔ. A yelbie ama mine la ‘nyeregaaguu’ vrs ‘nyereguugaa’

ZANNOO TOMA

3. Manne wuli kɔkɔtɛge sobie meeron kye wuli a lebo sobiri na a yelbie ama nan tu.
 - a. Gbiri lee gbili
 - b. Ko o lee koo
4. Bon kɔkɔtɛge tuurun (V, CV, CVC amk.) la ka a yelbie tu.
 - a. Badere
 - b. Bebelaa
 - c. Popeelon
5. Wuli kɔkɔtɛge tuurun meeron Dagaare poɔ.
6. Sege yeldemanne yelbie ka a tu a tuurun ɲa.

WULUU SOBIE MINE

Yeli maale emmo zannoo (yon yon ane gbuli toma)

1. Yen tɛtɛɛ lantaa gbuli
 - a. Di deme kyaare voonebie bammo sobie a kuri zu en kɔkɔtɛge sobie meeron (iribaroo, noore voonebie yelbie, demaroo amk)
 - b. Gyele yeldemanne ata ata kyaare a kɔkɔtɛge sobie ama
2. Bayiri toma

Gyele yelbie mine kye wuli a kɔkɔtɛge sobie zagere na poɔ anan be. de wuli fo taaba ka ye di deme

PEEROO TOMA: DOK 3- YELKANA ZANNOO

Yelkana mannoo

Fo nye la ka fo lan kpeerebe noore yelbie boɔloo a segebo ba yitaa. Sege a yelbie na mine taaba lezare kye peere a voonebie bammo sobie na nan be a poɔ. (magere 100)

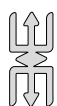
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Note

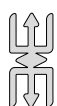
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **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
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Wɛlemɛ 2 Maalenkaabo

A wɛlemɛ ɲa maalen kaa la anan zaa yɛ nan zanne dare ayi nan tɔle puorɲ. A wɛlemɛ ɲa poɔ a zannezanna da zanne la bone nan la voonebie bammo sobie. Te zanne la voonebie tutaalon ane kɔkɔtɛgɛ sobie meeron. Ba da di la demɛ kyaare voonebie bammo sobie zagere ayi. A wɛlemɛ ɲa zannoo baaraa puorɲ zannezannema na wuli la yembammo kyaare a voonebie bammo sobie ama ka a tee ba ka ba man tɔɔ boole yelbie ka tori ba kannoo poɔ.

PEEROO NJ-IRRI SOBIE

Daa 3

1. Voonebie tutaalon sobie la nɔgbama boɔloo zie, tamanyene, nyɔ-ɛron, ane segebinyanene kpetaalon.

Kaɲa zaa bigiruu ne yeldemanne ata (Magere 3)

Kaɲa zaa bigiruu ne yeldemanne ayi (Magere 3)

Kaɲa zaa bigiruu ne yeldemannaa bonyeni (magere1)

2. Tɛtɛelon la:

a. Sobie: Demarebo maɲ de poɔ la kyɛ ka iribaroo iri bare

b. Leeroo: Demarebo maɲ kyilli la a yelbiri pare kyɛ ka iribaroo e ka a yelbiri boɔloo e mɔɔ kyɛ gbɛɛ yaga a yelbiri pare ba maɲ kyilli.

c. waalon: Demarebo ane iribarebomaɲ tu la kɔkɔre yelturi mine, ka ana la yelbie meɛbo, voonebie, bee kɔkɔre mere.

Tɛtɛelon ata kyaare a kaɲa zaa naɲ taa yeldemanne ata (magere 3)

Tɛtɛelon ayi kyaare a kaɲa zaa naɲ taa yeldemanne ayi (magere 2)

Tɛtɛelon bonyeni kyaare a kaɲa zaa naɲ taa yeldemanne bonyeni(magere1)

Daa 4

Yelkaɲa zannoo magere terebo: Dagaare voonebie tutaalon

I. Kyɛyuobu (magere 10)

1. Yeli yiibu zie ane o beraa (magere 3)
 - a. Kyɛyuobu pare naɲ kyaane kyaare a yelzu voonebie tutaalon
 - b. Voonebie tutaalon yelsonne Dagaare kɔkɔre poɔ.
2. Peeroo soorebiri ane yelboɔraa (magere 4)
 - a. Peeroo soorebiri muni naɲ kyaane
 - b. Yeli zannoo yelboɔraa kaɲa.
3. Yeli zannoo tɔna (magere 3)
 - a. Voonebie tutaalon parebammo tɔna a kɔkɔre poɔ.
 - b. yeli te naɲ na tɔɔ de toɲ ne toma

II. Sɛgere mine maalenkaabo (magere 15)

1. Narebo (magere 5)
 - a. Voonebie parebammo sobie
 - b. Application of relevant theories
2. Kɔkɔre naɲ tori (magere 5)
 - a. kɔkɔ-kaaribu dɔla

b. kɔkɔre kpetaalon peerenyerre.

3. Gyelebo naŋ tori (magere 5)

a. Sɛgere naŋ be be yelnyerre

b. Bɔ yelpɛere paaba furi a vori

III. Dabie (magere 15)

a. Duoro boɔbo dabie bigiruu (asɛŋ noba pɛeroo, tepo duoro deebo)

b. Dabie ananso

Duoro welebo (magere 5)

a. Duoro welebo dɔlɔ bigiruu.

a. Appropriateness of methods for the research question

3. Yelkyerre mine (magere 5)

c. Yeli mine naŋ na baŋ wa ne yelkyerre

d. Sobiri te naŋ na tu a maale yelkyerre.

IV. Peerenyere ane dɛmɛ diibu (magere 25)

1. Peerenyere mannoo magere (15)

a. Yɛlɛ mannoo pare naŋ kyaane

b. Yeldemanne wuluu

2. Gyelebo ane noɔre bigruu (magere 10)

a. Gyɛle zuluŋ kyaare kpetaalon tutaa

b. Yelnyerre noɔre bigruu kyaare sɛgere naŋ daŋ be be.

3. Yeli naŋ na baŋ wa (magere 5)

a. Di dɛmɛ kyaare yeli naŋ na ba wa a kɔkɔre zannoo yelbinni poɔ.

V. Kpulluu ane yeli mine fo naŋ nyɛ a boɔra ka a be be (magere 25)

1. yelnyerre kyoɔroo

a. yelzuri naŋ nyɛ kyoɔroo ka a kyaane.

2. Kpulluu (magere 5)

c. Kpulluu naŋ nyɔge a zannoo zaa lantaa.

3. Yelnyerre fo naŋ boɔra ka a be be (magere 10)

b. Yelnyerre fo naŋ boɔra ka a be be dare kaŋa kɔkɔre wulluu ne a yelbinni toma zuɪŋ

VI. Tutaalon, gɔolon ane dare kaŋa yelboɔre zuɪŋ (magere 10)

1. Tutaalon ka a kpɛ velaa (magere 5)

a. Totaalon naŋ taa noɔ ne pare bammo.

2. Sɛgere ɔɔlonɔ (magere 3)
 - a. Ka a kyaane, a e ɲmaanmaa kyɛ ka a sɛgere tutaa vela.
3. Yeli bɔ-yiziiri ane a sɛgesɛɛ yuori poroo (magere 2)
 - a. Sɛgesɛgereba yuori poroo naɲ tori ane a yeli bɔ-yiziiri

WĒLEMĒ 3: YELZU ANE YĒLKPEĒ

Yelzu: **Noore wolloo dɛmɛ**

Yelzu ulee: **Kannoo**

Zannoo peerenyɛre: *De yɛmbammo kyaare yelzu ane yɛlkpeɛ bammo kaairi ne yelbulo sɛgere poɔ.*

Zannoo yelboɔraa: Yelzu ane yɛlkpeɛ yɛmbammo ane parebammo Dagaare sɛgere poɔ.

Hint



Conduct the **Mid-Semester Examination** in week 6. It should cover contents taught from Week 1 to 5. Refer to the **Table of Specification and Structure of the Paper** to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

KYɛYUOBU ANE WĒLEMĒ KYOɔROO

A wɛlemɛ ɲa tɔnne la anaɲ yɛ naɲ zanne kyaare yelbulo bammo yuoni bonyeni ane ayi poɔ. A wɛlemɛ ɲa poɔ, zannezanna naɲ lee teere la bone naɲ la yelbulo sɛgere bee yelyagesɛgeraa poɔ. Te na gaa la niɲe te di dɛmɛ kyaare yelzu ane yɛlkpeɛ a wuli a yelbulo sɛgere bee yelyagesɛgeraa poɔ. Yelzu ane yɛlkpeɛ yɛmbammo na tee la zannezannema ka ba sɛgebo ne dɛmɛ diibu gɔɔlonɲ maalenɲ do. O naɲ soɲ ba la ka ba wuli ba teeronɲ dɛmɛ diibu saɲa. O na soɲ ba la ka ba baɲ yelbulo tɛtɛelonɲ. A ɲaa na soɲ ba ka ba kyoore yelyagesɛgeraa kye ka ba yele parebammo do saa. A wɛlemɛ ɲa yelzanne ba taa tɔna kyaare Dagaare yonɲ, o meɲ taa la tɔna kyaare zannoo bɔgere mine asenɲ Bɔrefɔ kɔkɔre, Faranseelɛ kɔkɔre ane kɔkɔ-boorɔ mine. A wɛlemɛ ɲa na tee la karembiiri ne yɛɲ zuluɲ ane voonebie bammo sobie parebammo Dagaare poɔ. A karema senɲ ka o de wuluu dɔɔɔ naɲ soma, wuluu ane zannoo bonteere ane gyennoo sobie a tee ne a zannoo.

Dare ane zannoo yelboore a wɛlemɛ ɲa poɔ la:

Daa 5: Yelzu ane yɛlkpeɛ bammo sɛgere poɔ

Daa 6: De yeɛ yelzu ane yɛlkpeɛ bammo kaairi ne yelbulo sɛgere poɔ.

WULUU SOBIE KYOɔROO

A wɛlemɛ ɲa wulo la bone naɲ la wuluu ane zannoo dɔɔɔ Dagaare poɔ.

Yeli maale emmo zannoo taa la wuluu dɔɔɔ mine naɲ maɲ soɲ maale doneɛ zu yelwonni mine la ka ba maɲ de tee ne karembiiri bone naɲ la ka ba na zanne a gaɲ yeɛ mannoo A dɔɔɔ ama mine la yonɲ zannoo, ayirri toma, dɔɔɔbilii ane pɔgebilii lantaa ane a karendie biiri zaa lantaa tonɲ a karendie toma. A wuluu ane zannoo dɔɔɔ ama maɲ tee la teeronɲ zuluɲ gɔɔlonɲ baabo yeɛ, yelwonni maale emmo ane dɛmɛ diibu gɔɔlonɲ. A meɲ maɲ tere la voo kana ka ba toɔ laɲ tonɲ a toma. Karembiiri maɲ de la boma a gyɛle a kaa. Ba maɲ de la toma

a poɔ a karembiiri na zuri naŋ dire vũũ ka ba na waa wederebe a wuli ba taaba. A ŋa maŋ soŋ la ka toɔ baŋ bone na a karema naŋ wuli ba tɛgɛ. A seŋ ka karemamane kyelle a karembiiri na naŋ ba toɔna boɔlɔ a yelbie ane ba naŋ taa dɛmɛ diibu yelferee mine a soŋ ba.

PEEROO KYOOROO

A welemé ŋa poɔ a peeroo dabiri ŋa naŋ soŋ la boma gyelebo gɔɔlon, bone pare bammoo ane teeron zulun gɔɔlon bammoo. Wagere zaa duoro lee terebo naŋ kyaare a zannoo maŋ soŋ la ka a karembie zannoo duoro saa. A peeroo wuluu dɔlɔ ŋa maŋ soŋ la ka a karema kyelle a karembiiri yeɛ pare bammoo Dagaare poɔ kyaare bone naŋ ba naŋ wuli ba. A wuluu dɔlɔ a welemé 3 poɔ, teeron zulun soorebie la ka ba maŋ ko a karembiiri. A soorebie ama maŋ waa la yelyagesegeraa soorebie ka a karembiiri ana baŋ le a karembie naŋ na baŋ teere gaa toɔre. A welemé ŋa meŋ kyaare la yelbi-irun de di ne dɛmɛ yel-kye-kotaa saŋa kyaare yel-erre mine naŋ ere pampana a donɛ poɔ. Karemamane seŋ ka ba tu sobi-tɛtɛɛ a na gyenne a karembiiri ana nye duoro kyaare le ba zannoo yeɛ naŋ kyenɛ.

Yelboɔraaa	welemé	Gyenooo waalon
Yeɛ yelzu ane yelkpele bammoo	2	Soorebie sooroo
De yeɛ yelzu ane yelkpele bammoo kaairi ne yelbulo segere poɔ.	3	Sɛmɛsta soga gyennoo

DAA 5**Zannoo yelboɔraa:** *Yēle yelzu ane yēlkpele bammo sēgere poɔ*

Leeteeroo

Yuoni 1	Daa 3 De kanne wieu wieu ane kanne bɔē bɔē yembammo kanne ne sēgere kaɲa kye iri soorebie naɲ tu nɛ Di dɛmɛ kyaare kanne bɔē bɔē sobie (asɛɲ nimirɪ kaabo bee nubiri naɲ tuulo boɔɔ yelbiri bee yelɲmaa amk)
Yuoni 2	Daa 3 3. Yelbulo bammo dɛmɛ diibu poɔ 4. Di dɛmɛ kyaare yelbulo yelyaga poɔ.

YELNYɔGERAA: YĒLE YELZU ANE YĒLKPEĒ

Yēle yelzu mannoo: Yēle yelzu la a dabegere kyeyuoro. O maɲ wulo la a yelbuli a dabegere poɔ. A yēle yelzu sɛɲ ka o e ɲmaa kye naɲ wulo a yelbuli a dabegere poɔ, a wulo a sēgesēgere boɔbo kyaare a yelnyɔgeraa. Asɛɲ ka o be bee pɛle a dabegere-dɛɲ. Ama, asɛɲ ka o kyaare a yelyagesēgeraa yelzu. Yēle yelzu yeldemannaa ko a yelzu ɲa “sinia haaɛ kuuri baaroo” na baɲ e la “Sinia Haaɛ sakuuri baaroo taa la tɔna ane ananso tɛtɛɛ”.

YĒLKPEĒ MANNOO

Yēlkpele la maɲ yuo a yelbuli a dabegere poɔ. Yēlkpele na baɲ e la yeltegere bee yelbilii. A yēlkpele la maɲ manna a la yēle kyaare a yēle yelzu. A yēle yēlkpele la duori- menne naɲ maɲ tee a yēle yelzu ka o pare kyaane. Yēle yēlkpele maɲ ko la kannekanna a yēle peeteree zaa ka o na baɲ a yēle yelzu parebammo, bee a wulo duoro kyaare bone naɲ so ka waa yelmeɲa bee tori. Yēle yēlkpele maɲ be la dabegere sogaa, a be yēle yelzu puoriɲ, ane yēle na naɲ kpulli a dabegere. Yēle yēlkpele ayi te ta anaare la sɛɲ a a maɲ be a dabegere poɔ naɲ tutaa soɲ kye ba piili ne yelzu paalaa.

Ka foonɲ na tɛɛ neɛ ka o na sɛge yēle yēlkpele, kuri zu eɲ a yēle yēlkpele ane yēle yelzu nyɔgetaa tutaalon yelsonne. Yelbi-tɔnne bee yelɲmaara maɲ soɲ la a nyɔgetaa ɲa ka pare kyaane velaa zaa. Kaa a kannekanna parebammo faɲa ta zie kye tɛɛ o ka kpulli ne duoro naɲ taa yonɲ. Yēle yēlkpele sɛɲ ka tutaa aɲa boma naɲ sugili taa, ka a yēle kaɲa wuli teeronɲ na nan soɲ wuo a dabegere.

Yēle yēlkpele yeldemannaa kyaare a yelbulii ɲa “igyin la maɲ soɲ pampana bonzoraɛ ka a too kyene.

De yēle yēlkpele ama naɲ tu manne ne a yelbuli ɲa ko a kannekanna:

1. Kãã diibu la maɲ soɲ a igyin ka o too zoro
2. A igyin la leere wie zu bonso a taa la faɲa kye ka a kaabo meɲ e mɔɔ.
3. Igyin bonzoraɛ maɲ soɲ la ka te gaa zie kaɲa wieu ane emmaaronɲ ka yelfaa ba kyebɛ.

A yele ama kaŋa zaa tee la a yelbuli a veŋ ka kannekanna nye duoro na naŋ soŋ ka o baŋ a bone na o naŋ kanne pare kye baŋ a segere poteeron. Yele yelkpele sonne kaairibu maŋ wulo la bone a segere naŋ boɔɔ ka o be a dabegere poɔ.

Yele yelzu ane yele yelkpele bammoo.

Yelsoore mine fo naŋ na kaa kye baŋ iri yele yelzu ane yele yelkpele yelyagesegeraa poɔ.

ZANNOO TOMA

1. Manne wuli yele yelzu ane yele yelkpele teeteelon.
2. (a) Kanne a yelkpele zaa a dabegere poɔ soŋ kye wuli bone yele a naŋ yeli kyaare a yelbulo

(b) Sege a dabagere ŋa na tu yele yelzu

N maŋ lee teere la ennoɔ yele mine naŋ da be Ghana tiivi zu a yuoni 1990. Podaare zaa tensoga N da maŋ naŋ ka n kaara Kɔmbɔnne deene (Akan drama) tiivi zuŋ.) N da naŋ la le a dɛɛndɛɛne Adadzewa naŋ da maŋ e a yele le. N baŋ ka nee zaa naŋ kaa a sini ŋa meŋ na naŋ la a dɛɛndɛɛne ŋa. Adadzewa yel-erre da maŋ veŋ la ka nye a deene baaraa. N maŋ lee teere la Adadzewa deene gyirri zaa ane o taaba mine dɛɛne. Ghana noba yaga da naŋ la la deene na. A e la posaanaa yaga ne ba naŋ iri a dɛɛne ŋa bare a tiivi zu.

3. Manne wuli a yele yelzu fo naŋ sege ananso

WULUU SOBIE

Yeli yelbu dabie

1. Karendie zaa deme diibu.
Di deme kyaare yele yelzu ane yele yelkpele.
2. Karembi-irun irun gbuli.
 - a. Kanne segere kaŋa zaa naŋ kyaare a yelzuri ama kaŋa, yipɔge yeltuuri, boma maaloo gɔɔlon, tɛɛ, amk
 - b. Wuli a yele yelzu a segere poɔ.
 - c. Wuli a yele yelkpele a segere poɔ.
 - d. De fo na-iri wuli a fo karembitaa ka ye di deme.

PEEROO TOMA: DOK 3- SOOROO

1. Kanne a segere ŋa tu kye wuli a yele yelzu ane a yelkpele naŋ be o be o poɔ. (magere 4)
Yelwonni mine Ghana poɔ la teere bone kyebo, zie saamo ane zie leebo. A seŋ ka te eŋ faŋa a go te tuuri, donne ane kɔŋ-gbɛɛ. Yel-erre mine a eebo naŋ na gu a tentere la teere selebo, a ŋmaa sagere bone lɔɔbo bare ane kɔn-gbɛɛ zu kaabo. A ŋaa na soŋ la ka a tentere na naŋ kyene soma ko a nandaare noba. te zaa ferebo tom aka te kaara a tentere a ta sãã o.
2. A sazu dabegere ŋa yelzu la boŋ a yelyagesegeraa ŋa poɔ? (magere1)
3. Manne wuli sobie ata naŋ na wuli le yelkpele naŋ maŋ tee a wuo a yele yelzu. (magere 3)

4. Sɛge yɛlɛ ɛŋ dabegere bonyeni kyaare a yelnyɔgeraa ŋa “gan-zanne la maŋ waneŋ maaloŋ” kyɛ wuli yɛlɛ yelzu ane yelkpele. toɔ soɔmaa gɔlle wuli a yɛlɛ yelzu kyɛ tɔɔ soɔmaa a yelkpele zaa parɛɛŋ (magere 7).

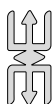
PLC SESSION 5

45 minutes

Planning & Reviewing the Learning Plan

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

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.

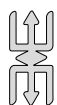
3. Plan the week’s key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAA 6

Zannoo yelboɔraa: *de yele yelzu ane yelkpele yembammo kaa iri ne yelbulo segere poɔ.*

Leeteeroo

Yuoni 1	Daa 3 1. De kanne wieu wieu ane kanne boɛ boɛ yembammo kanne segere kaɲa kye iri soorebie naɲ tu nɔɛ 2. Di demɛ kyaare kanne wieu wieu sobie (aseɲ nimirɪ kaabo bee nubiri naɲ tuulo boɔɔ yelbiri bee yelɲmaa amk)
Yuoni 2	Daa 3 1. Bo a demɔ ɲa yelzu 2. Di demɛ kyaare yelbulo yelyaga yeluu poɔ. Yelbulo bammo demɛ diibu poɔ. 3. Di demɛ kyaare yelbulo yelyaga poɔ.

ZANNOO YELNYɔGERAA: **YELE YELZU ANE YELKPELE**

Yelbulo mannoo segere poɔ: A yelbuli a segeseɣere teeroɲ a dabegere poɔ. Ona la a yelnimizie kyaare a yelzu. Ka fooɲ na bo a yelbuli, soore fomeɲa a soorebiri ɲa: Boɲ la ka ba yeli kyaare a neɛ, bone bee a yeli (a yelzu)? A yelbuli are ziiri na baɲ waa la tɛtɛɛ a dabegere poɔ, gbɛɛ yaga a yelbuli maɲ waa yeldaa. Gbɛɛ yaga o maɲ piili la a dabegere. A segeseɣe pãã maɲ tee la a yelbuli ane a yelkpele naɲ waa a dabegere kyelee.

Yele yelzu ane yelkpele bammo segere poɔ. Yelsoore mine fo naɲ na kaa kye baɲ iri yele yelzu ane yelkpele yelyagesegeraa poɔ.

Zannoo toma

1. Kanne yelsegebinni kyaare yele yelzu ane yelkpele.
2. Manne wuli yele mine ata anaɲ seɲ ka fo kaa kye baɲ yele yelzu segere poɔ.
3. Manne wuli yele mine ata anaɲ seɲ ka fo kaa kye baɲ yelkpele segere poɔ.

Wuluu sobie

1. Yeli yelbu dabie: Karembiiri zaa demɛ diibu:
 - a. Yele yelzu ane yelkpele leekaabo
 - b. Di demɛ kyaare yelbulo tɛɣe segere kaɲa poɔ.
2. Karemb-irun irun lantaa gbuli
 - a. Kanne kye gyele a yelyagesegeraa naɲ tu. Wuli a yelbuli, a yele yelzu ane a yelkpele.

Aɲa mannoo poɔ, yele yaga da kyeɲ kpe la boɔɔ boɔɔ yiele ɲmeɛbo a Ghana poɔ. A yele mine naɲ kyeɲ kpe la kɔkɔre, kpezie, yipɔge tɛtɛɛ, paati yeltare, ane yɔlantaa zaa la vili taa. A boɔɔ kaɲa zaa taa la zie ba naɲ zeɲ. Aɲaa wuli ka boore tɛtɛɛ zaa dire la bondi-tɛtɛɛ, ka a tentere waaloɲ ba waa yeni kye ka ba laɲna ne boore yobo. Boɔɔ kaɲa zaa da taa la wagere na ba naɲ de gaa ne zitɛtɛɛ gaɲ a boɔɔ mine. Yeli kaɲa ɲa la ka ba iri a loɲ a paaloɲ. Ama, le ba wuli ka ba noba zu kaabo da e la yeni. A yeli meɲ kyeɲ kpe la a yiele ɲmeɛbo gɔɔloɲ. Ama ane yele yaga kpe la Ghana yiele ɲmeɛbo yeltuuri.

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

b. Manne ko fo karembitaa ka ye di deme

PEEROO TOMA: DOK WELEMÉ 3- KARENDIE YEL-ERAA

1. Kanne a segere na nan tu a pulin kye wuli a yelbulo. (Magere 2)

Yele nan tutaa son dabegere poɔ man tee la a yelbuli. O man be la yele poɔ ka te man boole o ka yele yelzu. Yele yelzu nimize-tontonne yaga: O man tee la yelyagesegeraa yelzu, o man e la ka a yembulo lantaa kye ka o wuli a yele tutaalon a dabegere poɔ. O man dɔre la a kannekanna kyaare a yelnyɔgeraa ane bone na nan be a dabegere poɔ. A kannekannema man kaa la yele awola mine nan piili a dabegere a na ban a yelnyɔgeraa ane dabegere teeron. Anaso ka a man sen ka a yele yelzu man be a dabegere piiluu. Wagera kana men a yele yelzu man tu la yele puorin. Aseɲ ka a yele nan tɔnnɔ dabegere ne puori dabegere bee wulo duoro yizie.

Ama, dabegere gyamaa sen ka a taa yele yelzu, kye yele mine zuin waga kana a ba man taa yele yelzu. Aseɲ ka yel-erre mannoo wa tutaa a dabegere poɔ fo na ban iri la a yele yelzu bare, ka a dabegere wuobu nan wa kyaare a yelbuli fo nan piili (ne a yele yelzu) a puori dabegere poɔ, bee ka a yele zaa nan be a dabegere poɔ kyaare a yelnimizee pare kyaane. Dabegere kpon zie zaa sen ka a taa yele yelzu.

2. Manne wuli le fo nan na e ban yelbulo (magere 4)

3. Manne wuli le yelkpele nan na son wuo segere kana yelbuli (magere 4)

Semesta nmaa gyennoo meeron

Welemé A : nɔ-iri yaga soorebie= magere 20

Welemé B : kannebanjaapare--soorebiri 1

Welemé C : yelyagesegeraa-- soorebiri 1

Tabol nan wulo welemé A ane B toma.

Daa	Zannoo yelnyɔgeraa	Soorebie irun	DoK welemé				A zaa lantaa
			1	2	3	4	
1	Yelbi-irun deme diibu poɔ	s Nɔ-iri yaga soorebie	2	1	-		3
		Yelyagesegeraa segebo	-	-	1		1
2	Yel-kye-kotaa Yelnimizeere mine	Nɔ-iri yaga soorebie	1	2	2		5
		Yelyagesegeraa segebo	-	-	-		

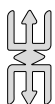
3	Voonebie bammo sobie (Voonebie tutaalon)	Nɔ-iri yaga soorebie	-	2	1		3
		Yelyagesegeraa segebo	-	-	-		
4	voonebie bammo sobie (kokɔtege sobie meeron)	Nɔ-iri yaga soorebie	3	1	1		5
		Yelyagesegeraa segebo					
5	Yele yelzu ane yelkpele	Nɔ-iri yaga soorebie		2	2		4
		Kannebanaapare			1		1
		A zaa lantaa	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

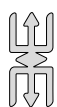
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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-lg, 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

- transfer your chats into your learning planner template.
- 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).
- integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Wélemé 3 maalenkaabo

Te zanne yelē yelzu ane yelkpele a wélemé ŋa poɔ, te la zanne la bone naŋ la yelē yelzu ane yelkpele, a meeroŋ ane a bammo sɛgere poɔ, ane a sɛgebo. Te wuli la yembammo kyaare dabegere ane yelē yelzu ne yelkpele. A wélemé ŋa zannoo baaraa puoriŋ zannezannema na wuli la yembammo kyaare yelē yelzu ane yelkpele pare bammo a na toɔ kaairi yelbulo sɛgere poɔ. Ama na tee ba la ba sɛgebo, yeli yelbu, kannoo ane teeroŋ zuluŋ gɔɔloŋ poɔ.

PEEROO MAGERE TEREBO

DAA 5

Nɔ-irri

- Yelē yelzu Yelwonni mine Ghana poɔ la teere bone kyebo, zie saamo ane zie leebo*
A yelē yelkpele la
 - Aseŋ ka te kaara tuuri/teere, donne ane kɔn-gbɛɛ zu velaa.*
 - Yel-erre mine a eebo naŋ na gu a tentere la teere selebo, a ŋmaa sagere bone lɔɔbo bare ane kɔn-gbɛɛ zu kaabo*
 - Te zaa ferebo tom aka te kaara a tentere a ta sãã o. A ŋaa na soŋ la ka a tentere na naŋ kyenɛ soma ko a nandaare noba*

Tere magere 1 ko a yelē yelkpele kaŋa

- A yelē yelzu la*
‘Gaana Tentere guubu’-magere 1(yelzu kaŋa zaa naŋ peele a onaj naŋ be a sɛgere poɔ magere ½)
- Yelē yelkpele maŋ tee la a yelē yelzu ane ama naŋ tu:*
 - Duoro terebo*
 - Manne gaa tɔɔre*
 - Yelē tutaaloŋ*
 - Nɔkpeene arezie*
 - Yelē pare kyaanoo*
 - Sagedeebo*

Magere bonyeni ko a kaŋa zaa

A saazu deme na ata porebo –magere 3

A saazu deme na ayi porebo –magere 2

A saazu deme na bonyeni porebo –magere 1

3. Dabegere **na** wulo yele yelzu ane yele yelkpele. A yele yelzu la segere soore na kyε segere **na** e yele yelkpele

Gan-zanne la na wane la nensaalaa ane paalon baabo yele (yele yelzu).

Gaana poɔ, gan-zanne ko la noba bammo, gɔɔlon ane yeŋ-zulun ka ba de de soŋ ne a paalon baabo yele. gan-zanne na naŋ ŋme la naŋe fere, a teε daa diibu yeltare ka o do saa yuo sovelaa ko a nandaare noba. Gan-zanne e la yelkpon ko nensaalaa ane a paalon baabo. (Yele yelkpele)

Yele yelzu wulibu -magere 1

Yele yelkpele ata wulibu –magere 3

Ka gɔɔlon, kɔkɔre bammo begε wa be be, tere magere 3 poɔ

Mannoo tεtεε ane yelbi-irun, gbε-ŋme fẽẽ naŋ be kɔkɔre merε poɔ -- magere 3

Mannoo mine, yelbie naŋ seŋ ne, gbε-ŋme fẽẽ kyaare yeltegre ane yelbilii a kɔkɔre merε poɔ. --magere 2

Yelbie pulluu, yelbi-irun pare naŋ ba kyaane, gbε-ŋme yaga kyaare yeltegere ane yelbilii a kɔkɔre merε poɔ.

DAA 6

1. Yelbulo la

- a. Dabagere soŋ naŋ teε a yelbuli
- b. Dabegere zaa yelnimizeε la yele yelzu

Yelbulo bammo –tere magere 1 ko a kaŋa zaa =magere 2

2. Tu ama a bɔ yele yelzu segere poɔ: yelzu kannoo, yele yelzu bammo, yelbulo naŋ pulli, yelbi-tegere ne yelŋmaara bammo ane a segere kyoo-roo—magere 4

- d. Gɔɔlon zaa anaare terebo-, magere 4
- e. Gɔɔlon ata terebo—magere 3
- f. Gɔɔlon ayi terebo-magere 2
- g. Gɔɔlon bonyeni terebo –magere 1

3. Yele yelkpele naŋ tontonne la ama naŋ tu: wuli duoro naŋ waa serron, manne gaa tɔɔre, nɔkpeene arezie ane tutaalon. Magere 4 ko a kaŋa zaa.

- a. Nanadaare anaare zaa mannoo—magere 4
- b. Nanadaare ata mannoo—magere 3
- c. Nanadaare ayi mannoo—magere 2
- d. Nanadaare bonyeni mannoo—magere 1

WĒLEMĔ 4 YELBIE MAALOO SOBIE

Yelzu: Kòkòre ane o yeluu

Zannoo peerenyere: *De yelbie maaloo bammo maale ne yelbipaala*

Zannoo yelnyɔgeraa: Wuli yelbie maaloo sobie pare bammo Dagaare poɔ.

KYɔYUOBƲ ANE WĒLEMĔ KYOƆROO

A wĕlemĕ ɲa poɔ, zannezannema na piili la yelbie maaloo sobie zannoo Dagaare poɔ. Ba na daɲ zanne la bone naɲ la yelbie maaloo ane yelbie maaloo ananso. Ba na zanne la yelbie maaloo sobie mine. A yelbie maaloo sobie yembammoo na soɲ la a zannezannema ka ba tɔɔ baɲ yelbisaama kye wuli kòkòre buo yelbie naɲ la.

A zannoo yelboɔre a dare ama poɔ la:

- **Daa 7:** di dĕmĕ kyaare yelbie maaloo sobie (pĕmmo, pulluu, kuribu ane a taa mine.
- **Daa 8:** De a yelbie maaloo sobie mine maale ne yelbipaala

WULUU SOBIE KYOƆROO

Karema de yeli maale emmoo zanno, laɲ-gbuli toma ane karendie biiri zaa yel-erre wuli ne a yelzu ulee ɲa. A wuluu dɔɔ kaɲa la ka a karema tɔnne a wuluu kyaare noba mine yelyelli. A zie ɲa karembiiri na gyɛle la ba taaba teɛroɲ bee nɔ-iri. A karema na de la karembiiri ka ba di dĕmĕ kyaare bone na la yelbie maaloo sobie. Karembiiri na di la dĕmĕ kyaare yelbie maaloo zagere kye pore yeldemanne mine. Karema tee a karembiiri ka ba baɲ a tuuruɲ ɲa a kòkòre poɔ. Karembiiri de a bammo ɲa maale yelbie naɲ taa tɛge.

PEEROO KYOƆROO

Dare 7 ane 8 la be a wĕlemĕ ɲa poɔ. Kaɲa zaa taa la o gyennoo ane o soorebie. Daa 7 gyennoo kyaare la DoK wĕlemĕ 2. O boɔbo la ka karembiiri wuli yembammo kyaare soorebienɛ iribu. Daa 8 gyennoo kyaare la DoK 4 wĕlemĕ. A kye ɲa karembiiri na de la yeɲ zuluɲ yeɛ bammo gɔɔloɲ, kuribu ane yeli maale emmo faɲa a maale ne yelkaɲa eɲ.

Yelboɔre	DoK wĕlemĕ	Gyennoo sobiri bee waaloɲ
Yelbie maaloo sobie dĕmĕ diibuu(pĕmmo, pulluu, kuribu ane mine kaɲa)	3	Karendie yel-erre
De yelbie maaloo sobie maale ne yelbipaala	4	Yelnarebinni

DAA 7

Zannoo yelbooraa: *Yelbie maaloo sobie deme diibu (pemma, pulluu, kuribu amk)*

Leeteeroo

Yuoni 2

Daa 5: Yelbipeele tontonne Dagaare karkore poɔ.

ZANNOO YELNYOGERAA: **YELBIE MAALOO SOBIE**

Boɗ la yelbie maaloo sobie: yelbiri maaloo sobiri la lenɛɛ ba naɗ tu a maale yelbie eɗ karkore poɔ. A sobie ama mine la yelbiri koron leeroo bee de yelbie lantaa a maale yelbiri paalaa ka o muni ane a tontone kyilli.

Yelbie maaloo sobie zagere

- a. **Yelbimaale kpegle:** yelbipeele la maɗ mare yelbiri kaɗa ka o lee yelbiiri paalaa. Puori kpegelaa waa la marre naɗ maɗ wa kye ko a yelbiri ma. Niɗe kpegle la kpegelaa naɗ maɗ tu a yelbiri ma. Kpefuri kpegelaa maɗ be la a yelbiri soga kye ka yelbiri galloo kpegelaa galle a yelbiri ma.

Yeldemanne mine la

popeelon(poɔ +peelon)

bamine (ba +mine)

- b. **Fɔɔ mare taa:** yelbie ayi bee gaɗ le la maɗ lantaa a maale yelbiri paalaa
Aseɗ Karemazuzee (karema+zuzee), Gbarenaa (Gbare+naa), zukɔɔlon (zu +kɔɔlon)
- c. **ŋmaa mare:** yelbiri ŋmaara ayi naɗ lantaa maale yelbipaalaa
Aseɗ Saɗmane (saa+ŋmaane), Saɗmene (saa+Naaɗmene) ŋmena (ŋmene +naalon)
- d. **Kye ŋmaabo:** Yelbiri naɗ ŋmaa bare a maale yelbipaala.
ŋmene (Naaɗmene), Kuri (kurikuni), kɔlaa (kɔkɔlaa) belaa (bebelaa)amk
- e. **Leeroo**
 Yelbiri leeroo la yelbiri naɗ leere eɗ zage kaɗa poɔ kye ba kyilli o segebo bee boɔloo.
tole (bigruu yelbiri), **tole** (eron yelbiri)
- f. **maaron** (bigiruu yelbiri) **maaron** (yuori yelbiri)
- g. **Leemaaloo.** Yelbiri kyelee ŋmaa barebo ana maale yelbiripaalaa.
Aseɗ, kare (o yi la karema poɔ), yeli (o yi la yelibiri poɔ)

Yelbie maaloo yelsonne

Yelbie maaloo sobie waa la yelkpon karkore baabo poɔ. A maɗ ven la ka a karkore deme kuri yelbipaala bee bo yelpaala mine yoe. A yelbi-paala ama maɗ bigire la teeron paala, boma maaloo goɔlon ane yelbulo mine a e ka a karkore taa tegron. Yelbie maaloo sobie pare bammo na son ka fo toɔ gyele ka karkore meeron.

Zannoo Toma

1. Manne bigiri bone naŋ la yelbie sobie.
2. Pore Dagaare yelbie maaloo sobie mine kye wuli fo ananso.
3. Di demɛ kyaare yelbie maaloo sobie tɔna.

Wuluu dɔɔ

1. Yeli maale emmoo zannoo: (karendie biiri zaa yel-erre)
 - Di demɛ kyaare yelbie maaloo sobie
 - Pore yeldemanne
 - De fo toma wuli a karema.

PEEROO: DOK 3- KARENDIE BIIRI ZAA YEL-ERRE

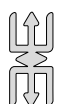
1. Bigiri a yelbie maaloo sobie ama naŋ tu (magere 8)
 - a. pɛmmo
 - b. pulluu
 - c. kuri
 - d. fɔɔ mare taa
 - e. ŋmaa mare
 - f. lee maaloo
 - g. kye-ŋmaabo
 - h. yelbi-kpɛgele maaloo
2. Di demɛ kyaare yelbie maaloo sobie . Wuli yeldemanne anuu(magere 5)
3. Di demɛ kyaare yele ata naŋ so ka yelbie maaloo sobie e nimizeɛ a kɔkɔre pɔɔ.
4. De soorebie 2 ane 3 nɔ-iri ,de a yelbie maaloo sobiri pere taa ne kɔkɔre kaŋa.(magere 8).

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.

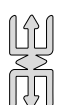
3. Plan the week's key assessment with your app

- 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.

DAA 8*Zannoo yelboɔraa: De yelbie maaloo sobie maale ne yelbipaala***Leeteeroo**

Yuoni 2	Daa 5: Yelbipeeɛ boɔbo
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ZANNOO YELNYɔGERAA: YELBIPAALA MAALOO

Daa 7 yembulo leekaabu

Zannoo Toma

1. De fo yembammo kyaare yelbie maaloo sobie maale yelbipaala.-taa gɔɔlon kaja!
2. De a yelbie maale yeɛ naŋ taa tege.
3. De wuli a karembiiri ka ye di deme.

Wuluu sobie

1. De foŋ teeron poɔ anan noba naŋ yeli: karembiiri zaa yel-erre.
 - E ka a karembiiri wuli ba teeron kyaare yelbie maaloo sobie.
 - Bayiri toma: de yeŋ na fo naŋ zanne kyaare yelbie maaloo maale ne yelbipaala.
De a yelbipaala wuli a karembiiri ka ye di deme
 - Karema ko a karembiiri yelbie mine ka ba wuli anan naŋ waa Dagaare yelbie.

PEEROO TOMA: DOK WELEMƎ 4- KAREMBIIRI YEL-ERRE BIMMO BONE. (POTEFOLIO)

Maale yelbie bimmo bone naŋ maŋ wulo ɛ yelbie maaloo sobie naŋ soŋ maale yelbipaala a kɔkɔre poɔ

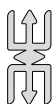
PLC SESSION 8

45 minutes	Planning & Reviewing the Learning Plan
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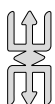
3. Plan the week's key assessment with your app

- 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)
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Wɛlemɛ 4 maalenkaabo

A wɛlemɛ ŋa kyaare la yelbie maaloo sobie. Zannezannema da zanne la yelbie maaloo sobie yɛrɛɛ lɛ kye pãã de ba teeronɔ zaa eŋ a yelbie maaloo sobie na naŋ e nimizeɛ a kɔkɔre poɔ. A ŋaa soŋ la a karembiiri na baŋ yelyaga yelbie naŋ ba poɔ Dagaare yelbie poɔ. A zannoo baaroo puoriŋ karembiiri seŋ ka ba baŋ bone naŋ la yelbie maaloo sobie kye wuli yeldemanne mine kyaare a sobiri kaŋa zaa.

PEEROO Nɔ-IRRI MAGERE

Yelbie maaloo sobiri kaŋa zaa bugruu (aseŋ, pemmo, pulluu, kuribu, fɔɔ mare taa, ŋmaa-marebo, leɛmaaloo, kye-ŋmaabo, marre)- magere 1 ko a kaŋa zaa

1. *Yeldemanneullu anuu segebo- magere 5*
Yeldemanneullu anaare segebo- magere 4
Yeldemanneullu ata segebo- magere 3
Yeldemanneullu ayi segebo- magere 2
Yeldemanneullu bonyeni segebo- magere 1
2. *Ananso mine: kɔkɔre meeronɔ, kckɔre ta kpi, kɔkɔre wuluu ne zannoo ane yelbie baabo parebammo*
 - *Di demɛ kyaare ananso mine ata -magere 3*

- Di demε kyaare ananso mine ayi -magere 2
- Di demε kyaare ananso kaŋa bonyeni -magere 1

2. Ka nɔ-iraa mannoo wa kyaane welweli kyε taa yeldemanneulli ata bee a gaŋ lε, a yeli yeλε kyaare yitaaloŋ ane tεtεeloŋ naŋ be yelbie maaloo sobie poɔ ane lε a kaŋa zaa ane a tɔna kɔkɔre poɔ (magere 7-8)

Ka nɔ-iraa mannoo wa kyaane welweli kyε taa yeldemanneulli ayi bee a gaŋ lε, a yeli yeλε kyaare yitaaloŋ ane tεtεeloŋ naŋ be yelbie maaloo sobie poɔ ane lε a kaŋa zaa ane a tɔna kɔkɔre poɔ (magere 5-6)

Ka nɔ-iraa mannoo wa taa yeldemanneulli yaga kyε ka a mine ba tori lε, a yeli yeλε kyaare yitaaloŋ ane tεtεeloŋ naŋ be yelbie maaloo sobie poɔ. ka a karembie wa pore fε̃ε lε bee ba pore togtogi (magere 3-4)

Ka a nɔ-iraa pare ba wa kyaane, a ba wulo bee a wuli parebammoo fε̃ε lε kyaare yelbie sobie (magere 1-2)

Daa 8

meŋa leεpeeroo magere terebo

1. Yembulo (magere 40)

1. A tɔna ne o zuluŋ (magere 15)

- i. Boŋ ka a fo meŋa peeroo yelnyerre taa ko a yelzu?
- ii. A yembulu wuli la vela?

2. Duoro tutaaloŋ ane a meeroŋ

- a. A meŋa peeroo yelnyere tula taa velaa ka neŋ na tɔɔ kpε a poɔ mɔɔ ?
- b. A duoro tutaaloŋ veela la a taa kaabo?

3. Bammo ane pare bammo; (magere 10)

- a. A peeroo yelnyerre kyaare la a yelzu pare bammo?

4. Teeroŋ zuluŋ ane gyelebo (magere 5)

- A peere nyerre wuli la teeroŋ zuluŋ ane gyelebo?

II. yeli wuluu gɔɔloŋ (magere 10)

- i. A toma naŋ veela a taa kaabo (magere 15)

- a. A toma maale la velaa, a taa kaabo?

2. Duoro naŋ kyaane a tutaa velaa (magere 10)

- a. A segere kyaane la vela, a bat aa gbεε ŋmeebo mine?

3. Meŋa teeroŋ toma bee meŋa soobo toma (magere 5)

- a. A toma e la fo meŋa teeroŋ toma, fob a kaa neε kaŋa deni kyε e?

Leεteeroo ane meŋa leεpeeroo

i. *Zannoo lesteeroo (magere 15)*

a. *A duoro taa la meŋa lesteeroo kaŋa naŋ kyaare a zannoo*

Sobiri kaŋa naŋ la poɔ (magere 15)

a.

Toma baaroo ne a terebo vuo (Teere baŋ ka toma toŋ wiēu ane saŋa naŋ seŋ ka fo baare a toma e la nimizee.)

WELEMƐ 5: YELE

Yelzu: Kɔkɔre ane o yelibu

Yelzu-Kpɛgela: Kɔkɔre Merɛ Ne O Meɛron

Zannoo yelboɔrre: *gyelle yele nandaare ane yele parɛɛ.*

Yelnyɔgeraa arezie: wuli fo bammo ane pare bammo kyaare yele nandaare ane yele parɛɛ.

KYɛYUOBƐ ANE A KYOɔROO

A welemɛ ɲa poɔ, karembiiri na zanne la yele meɛron a Gaana kɔkɔrɛ poɔ te na gyɛle la yele a poɲ o eɲ nandaare poɔ a kyɛ baɲ yele na parɛɛ ba naɲ sege. Aɲa na soɲ la karembiiri ka ba iri yele naɲ seɲ bebiri zaa yelyelli poɔ ane ba yelyagesɛgeraa poɔ.

A dare ama yelnyɔgere arezie a welemɛ ɲa poɔ la a ama naɲ tu:

- Daa 9: Di dɛmɛ kyaare yele nandaare mine (asɛɲ; yelɲmaare ane yelgbɔgere)
- Daa 10: Di dɛmɛ kyaare yele parɛɛ
- Daa 11: Gyɛle yele kyaaa yi o toma.

KYOɔROO ANE WULUU GɔɔLOɲ YELTUURI

A seɲ ka karemaɲine de yeli kaɲa yelzu a kyɛ wuli a biiri. A yelzu-kpɛgelaa ɲa wulluu na e la gbulo poɔ bee a karendie zaa. A gbulo poɔ, karembiiri na sege la yele, a gyɛle a yele, a kyɛ bɔ a yele nandaare. A gbuli pãã na de la ba yelnyɛrre wuli a karendie zaa ka ba di dɛmɛ. Karembie kaɲa zaa meɲ pãã na sege la yele, a kyɛ ɲmaare o eɲ endaare poɔ. A karembie pãã na de la a yele wuli a karendie zaa ka ba di dɛmɛ. A karema o dɔre karembiiri ka ba sage ba taaba toma kyɛ soɲ a di dɛmɛ kyaare a toma.

PEEROO TOMA KYOɔROO

Dare 9,10 ane 11 la be a welemɛ ɲa poɔ Kaɲa zaa taa la o peeroo toma. Daa 9 peeroo toma kyaare la DoK 2, ka daa 10 peeroo toma kyaare DoK 4 kyɛ ka a daa 11 peeroo toma kyaare DoK 3. A DoK ama wullo la lenɛ karembiiri zannoo ane ba yeɲ poɔ gɔɔloɲ naɲ do seɲ. A na tɔɔ kpɛ ba yeɲ poɔ a maale yeli. A seɲ ka a karembiiri teɛron e zuluɲ a na tɔɔ maale yel-lerema ba yeɲ poɔ.

Yelnyɔgere are zie	DOK are zie	Peeroo toma dɔla
Di dɛmɛ kyaare yele nandaare (asɛɲ, yelɲmaa na e yelgbɔge)	2	Karendie poɔ toma
Di dɛmɛ kyaare yele parɛɛ	4	Karendie poɔ toma
gyɛle yele a yi o toma	3	Yiri toma.

DAA 9

Zannoo yelboɔraa: *di demɛ kyaare yelɛ nandaare (tesen, yelɛmaare, ane yelgbɔgere.)*

Leeteeroo

Yuoni 1	Daa 10: De begɛ naŋ be yuori yelbie ane yoleɛɛ yelbie sɛgebo poɔ a sɛge yelɛ.
Yuoni 2	Daa 6: De tagemarre parɛɛ sɛge ne yelɛ.

YELBOɔRAA: **YELE NE O NANDAARE**

Yelɛ: • Yelɛ la yelbie te naŋ tu a begɛ zaa nɛnɛ kyɛ de a lantaa a kɔkɔre poɔ ka o taa duoro kaŋa.

Yelɛ waalonɗ mine. Ana la ama naŋ tu:

- a. Yelɛ naŋ maŋ wuli teeronɗ daa bee yelbuli.
- a. Kɔkɔre meeronɗ begɛ tuubu; Yelɛ zaa sɛŋ ka o tu a kɔkɔre meeronɗ begɛ naŋ bebe. Tesen; (SVO,)
- b. Tɛgebo; Yelɛ maŋ taa la tɛgebo magere mine asen, pennoo (,) sooroo (?), tannoo(!).

Yelɛ parɛɛ;

- a. Yelyelbaraa: yelɛ naŋ deɛ biŋ yeli kaŋa. A yelɛ ŋa maŋ baare la ne tɛgebo magre. Asen; “A karembiiri sɛge la gyennoo”.
- b. Yelsooraa; a yelɛ pare ŋa maŋ soore la soorebiri. A yelɛ pare ŋa maŋ baare ne la sooroo magere. Asen mine la ama. “Yen ka a magedalee be?” “a wagere yeli ka boŋ?” Fo e la maaronɗ?
- c. Yeltommo, a yelɛ ŋa maŋ wulo la faŋa kaŋa bee wuluu kaŋa ne kpɛɛo kaŋa. Asen; “ko ma magedalee”, pɔge a dendɔre.
- d. Yeltannoo yelɛ; a yelɛ ŋa maŋ tanna la a kpaala yelɛ kaŋa sukyirdɔŋ. Asen; “nye bebiri naŋ waa!” “garebanye!”

Yelɛ nandaare;

Yelɛ nandaare yelparɛɛ mine naŋ maŋ lantaa ka a yelɛ taa pare bommo A mine la ama naŋ tu;

- a. *Ere;*
A yuori yelbiri bee a yoleɛɛ yelbiri naŋ ere a eron a yelɛ poɔ. O boɔbo maŋ kyaareɛ, boŋ, aŋ, bee ammine ka a yelɛ kyaare. Asen; a karema tere la gyennoo.
Eron; Yelbiri na naŋ wulo bone a ere naŋ e bee a ere yel-eraa la a eron. Asen; a karembiiri ŋmɛ la bole. A boɔ kpɛɛ la.
- b. *Etere;*
A yuori yelbiri bee a yoleɛɛ na a eron naŋ e kyaare la a etere. A etere la ona naŋ nye a eron dɔgɗon a ere naŋ e. etere e la parɛɛ ayi; a etere ane a ekyaare.

- a. *A etere man nye la a eron dogron dendeje le. Asej; "ba nye la a baage". A yelbiri "baage"; la a etere.*
- b. *A ekyaare man nye la a eron dogron tu aroozie zie.*
- c. *Asej; "ba de la a kyɔɔtaa ko te" "N da la baage ko ba". A yelbie nan kyaane, "te" "ba" la a eterebe. Kye ka a yelbie na soɔmaa nan toɔne a pareɛɛ e a arooziiri.*

A pegeraa

A pegerɛ la yelbiri na nan de duoro poɔ a erɛ, a eron bee ka a etere kyaane velaa.

A man pege la, a wullo a kye son ka a yelbiri pare saan velaa a yele poɔ.

Asej; "A yir iwogi na le la" a yelbiri wogi pegerɛ la.

Use this link for detailed information on complements

<https://byjus.com/english/complement/>

- d. Maale- enne.

Ona la yelbiri na nan de duoro kpeene mine poɔ ka a yele pare baare velaa. O na ban e la yuori yelbiri, bigruu, bee yelɔmaa nan tere duoro nan kyaare a erɛ bee a ekyaare. A yelbiri man tu la a eron sonna. Asej; "Ba biɲ o la naalon". "O waa la nenson".

Ka foon ban yele nandaare pare, fo na man tɔɔ gyele la kye sege yele nan taa pare bammo.

- e. Yelɔmaa: Yelɔmaa la yelbie nan lantaa a tona toma yele poɔ, kye a ba man taa erɛ ane eron a na tɔɔ maale yele nan taa pare bammo. Yelɔmaa na ban are ko la yuori yelbiri, bigruu, eronwulluu, nan tɛɛne yele.

Yelɔmaa pareɛ:

- a. Yuori yelɔmaa: o man tona la yuori yelbiri toma yele poɔ. asej, "tabole", "dɔɔ", "a basɔgelaa"
- b. Eron yelɔmaa: o man toma la eron toma yele poɔ. Asej; "zoro", "da direɲ"
- c. Bigruu yelɔmaa: o man tɛɛne la a yuori yelbiri yele poɔ. Asej; "kpon", "sɔgelaa", "poɔ pellaɛ yaga"
- d. Eronwulluu yelɔmaa: o man tɛɛne la eron, bigruu, bee o to eronwulluu yele poɔ. Asej; "wieɯ zaa", "gbeliɲ pie saɲa", "Wadaa", "baguo saɲa"
- e. Aroozie yelɔmaa: o man piili ne la aroozie yelbiri kye tɛɛne yuori yelbiri bee eron yelbiri. Asej; "A tee puliɲ", "ne emmaaron kpon", "die poɔ", "niɲe", "lomboriɲ"

Yelgbɔgere

Yelgbɔge la yelbie nan lantaa a maale yele nan taa erɛ ane etere (eron), o e la yele meeron yelkpon nan wullo yele pare bammo bee pare ba bammo.

Yelgbɔgere pareɛ;

1. Yelgbɔge sommenɛ.

Yelgbɔge nan taa erɛ ane eron, a taa duoro nan taa pare bammo. O na ban are la o yon a waa yele nan taa pare. A yelgbɔge ɲa man taa la pare a ba la boore yelbiri zaa bee wulibu kaɲa ka o na son o ka o taa pare.

Aseŋ;

- b. “N gaa la Wa”
- c. “Ba maŋ doge la zenoo bebiri zaa”

2. Yelgboge yieme:

O maŋ taa la ere ane eroŋ kye o ba maŋ taa duoro naŋ taa pare bammo.

Aseŋ;

- a. “N naŋ da wa gere yiri”
- b. “A ŋmenaa naŋ da tole yaga zuin. (o boora la yelgboge sommenja na poa a too taa pare bammo)

Yelgbogere mine naŋ be yele poa.

1. Yeldaa. (yelgboge sommenje bonyeni)

Aseŋ i. “N noŋ la kapala”.

- i. ‘N maŋ zanne la sakuurin’
- ii. “Ba maŋ yieli la yirin’

2. Yelekparema;

A yele ŋa poa, yelgboge sommene ayi la ka tagemaraa de lantaa.

Aseŋ; “N noŋ la bondirii maaloo kye ka N yoodoo meŋ noŋ koo dugibu.”

3. Yelelerema;

A yele ŋa poa, yelgboge sommenja ane yelgboge yieme bee yelgboge yieme yaga la maŋ lantaa. A yelgboge yieme koŋ too are o yoŋ a taa pare bammo.

Aseŋ; “A zie naŋ maa zuin, n yere la kparetegroŋ”

4. Yelkpare-lerema;

Yelgboge somenne ayi la ka tagemaraa tage lantaa ka o waa yele, tombiri maŋ too tage a la mare taa ka yelgboge yieme bonyeni poa. Yelgboger somenne yaga ane yelgboge yieme la maŋ lantaa a maale yelkpare-lerema.

Yelgbogere tona;

Yelgbogere maŋ soŋ la ka:

- 1. Wuli teeroŋ zuluŋ. A maŋ veŋ la ka te yeli yele ka o kpe a kyaane meŋ.
- 2. A maŋ wane la yele meeroŋ teete. A maŋ veŋ la ka a kake yelibu bee kannoo taa gooloŋ.
- 3. A maŋ wullo la lenee yelbulo naŋ kpe taa.
Ka fooŋ baŋ yelgbogere, fo kake yelibu bee segebo maŋ baa la. Fo yele yelbu maŋ taa la noo kaŋa.

Zannoo toma

- 1. Manne wuli yele waaloŋ

2. Sɛge asen mine ko a yelparɛ ama; yeldaa, yelkparema, yel-lerema ane yelkparelerema.
3. De a fo yelnyerre wuli fo taaba ka ye di demɛ a karendie poɔ.

Wuluu sobie mine

1. Yeli maaloo zannoo sobie. Karendie zaa yel-lerre.

Di demɛ kyaare bone nan la yeɛ

- Bayiri toma.

Ye lan bayiri a di demɛ kyaare yeɛ ane o parɛɛ, a bɔ asen mine. A karendie zaa di demɛ kyaare yelɲmaare ane yelgbɔgere ane a parɛɛ.

Peeroo toma: DoK 2. Karendie yel-erre.

1. Manne wuli bone nan la yeɛ. Magere 4
2. Manne wuli tɛtɛɛlon anuu nan be yelɲmaa ane yelgbɔge poɔ. De asemmine a tɛtɛɛlon ka a kyaane. Magere 10
3. ɲmaare a yeɛ ama en a nandaare poɔ [asen mine Dagaare poɔ] magere 3
 - a. A bie kono la.
 - a. N saa ko la boɔ
 - b. Bayɔɔ gere la wee
 - c. A bie dire la kapala.

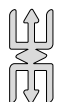
PLC SESSION 9

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

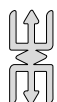
- The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

- 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-lg, 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.

DAA 10

Zannoo yelboore: *Di deme kyaa yele*

Leeteeroo

Yuoni 1	Daa 10: Sege yele mine. De begɛ naŋ be yuori yelbie ane yolerɛ yelbie segebo toŋ ne toma.
Tuoni 2	De tagemarre parɛɛ maale ne yele.

ZANNOO YELNYŊGERAA: **YELE PARɛɛ**

1. Bone naŋ la yele
2. Yeldaa
3. Yelkparema
4. Yel-lerema

Yele: Yele la yelbie naŋ lantaa a taa a kora duoro naŋ taa teeron yeni bee yelbuli. O maŋ e la yelbie naŋ lantaa a tu a kɔkɔre segebo begɛ a tere duoro naŋ taa pare bammo.

Yele parɛɛ;

Yeldaa:

- a. O e la yele naŋ taa yelgbɔge sommenɛ bonyeni kye taa ere ane eron) o maŋ wullo la teeron yeni). Aseŋ, “A dɔɔlee zo la”, “O di la bondirii”.
- b. Yelkparema
O waa la yele parɛɛ ŋa naŋ taa yelgbɔge sommenne ayi bee a gaŋ le tagemaraa naŋ tage lantaa. Tagemarre aseŋ (bee, ane, aneazaa, sere, ka
- c. Yel-leremɛ;

O e la yele na tagemaraa naŋ tage yelgbɔge somenne ane yelgbɔge yieme bonyeni lantaa.

Aseŋ, “A ne a zaa ka saa mire la, kye ba da gaa la boma daabo. “a ne a zaa ka saa mire la”, e la yelgbɔge yieme. Ka (ba da gaa la boma daabo”) e la (yelgbɔge yieme).

Zannoo toma;

1. Wuli a yele ama parɛɛ
 - a. A ŋmenaa puri kyaare la Gyerebaa paalonɔ.
 - b. N naŋ la gama kannoo, ka n segesegerenɔnaa e Dããsee.
 - c. Gaana naŋ waa paalonɔ velaa zuinɔ, noba yaga waana la yuoni zaa.
2. Sege yele yi a parɛɛ ama.
 - a. Yeldaa kyaare Gaana bondirii
 - b. Yelkparema kyaare Gaana tige ayi mine.
 - c. Yel-lerema kyaare sakuuri gaabo tɔna.

3. Gyele a yele ama a bo a meeron
 - a. Gaana e la paalon nensogela paalon, a kye taa yipoge-tegon
 - b. A ne a zaa ka saa mire la, a kooreba nan tona la a ween.
 - c. A kootokpon be la Ankara po.
4. Leere a yeldaare ama en yelkparema ane yel-lerema po.
 - a. Gaana e la paalon velaa
 - b. A karembiiri zanna la yaga ba gyennoo zui.

WULLUU SOBIE AREZIIRI

Karendie zaa yel-erre

- Karendie di deme kyaare yele paree (yeldaa, yelkparema ane yel-lerema)
- Karembie zaa sege yele paree (yeldaa, yelkparema ane yel-lerema)

Karembiiri wuli yele paree nan be segere po.

PEEROO TOMA: DOK 4 – KARENDIE TOMA

Kanne a segere na nan tu kye bo yele paree na a segesege nan de ton ne toma, (yeldaa, yelkparema, ane yel-lerema)

Karembiiri yaga dere la kompiitarre tona ne toma. Ba nan de a la zanna ne ane a yeli yele ko ba zommenne. A taabo taa la laafeelon en? Ba yeli ka karembiiri nan peere yele gama po la ka ba yen nan yuo yaga. Fo sagee la?

1. Gyele wuli lenee a yele paree nan son ka a segere taa pare bammo. (magere 9)
2. De fo bammo a bo asen mine ko a yele paree ama.
 - a. Yeldaa
 - b. Yelkparema
 - c. Yel-lerema.

PLC SESSION 10

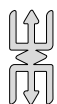
45 minutes

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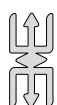
3. Plan the week's key assessment with your app

- 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)
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DAA 11

Zannoo yelnyere areziiri: *gyele yele parɛɛ tu a tontonne zie.*

Leetɛɛroo

Yuoni 1	Daa 10: de yuori yelbie ane yoleɛɛ yelbie sɛgebo sɛge ne yele
Yuoni 2.	Daa 6: de tagamarre parɛɛ sɛge ne yele Dagaare poɔ.
Yuoni 1	Daa 10: Sɛge yele mine. De begɛ naŋ be yuori yelbie ane yoleɛɛ yelbie sɛgebo toŋ ne toma.
Tuoni 2	Daa 6: De tagemare parɛɛ sɛge maale ne yele

ZANNOO YELBOɔRAA: YELE PARɛɛ

1. Yelyelbaraa (yeli bare)
2. Yelsooraa yele (a soore yele)
3. Yeltommo (a tanne)

Yele: Yele la yelbie naŋ lantaa a taa a tere duoro naŋ taa pare bammo. O maŋ e la yelbie naŋ lantaa a tu a kɔkɔre sɛgebo begɛ a tere duoro naŋ taa pare bammo.

Yelewaalon

- i. Taa pare bammo: Yele naŋ tori maŋ taa la duoro naŋ taa pare bammo.
- ii. Kɔkɔre begɛ: Yele zaa seŋ ka o tuuro a kɔkɔre begɛ naŋ be be. tesɛŋ, SVO
- iii. Tɛgebo: a seŋ ka yele taa tɛgebo naŋ guuro o kannoo. Tesɛŋ, tɛgebo tombiri(.), pennoo (.), sooroo (?), tannoo (!).

Yele parɛɛ naŋ kyaare a tontonne la a ama naŋ tu:

1. Yelyelbaraa: yele naŋ deɛ biŋ yeli kaŋa. A yele ŋa maŋ baare la ne baaroo tombiri (.) Aseŋ; “A karembiiri sɛge la gyennoo”
2. Yelsooraa; A yele pare ŋa maŋ soore la soorebiri. A yele pare ŋa maŋ baare ne la sooroo tombiri (?). Aseŋ mine la ama. “Yen ka a magedalee be?” “a wagere yeli ka boŋ?” Fo e la maaron?
3. Yeltommo: A yele ŋa maŋ wulo la faŋa kaŋa bee wuloo kaŋa ne kpɛɛo kaŋa. Aseŋ; “ko ma magedalee”, Fo nyu la a kɔɔ”. pɔge a dendɔre.
4. Yeltannoo; A yele ŋa maŋ tanna la a kpaala yele kaŋa sukyirdɔɔŋ. Aseŋ; “nye bebiri naŋ waa!” “garebanye!”

Zannoo toma;

1. Wuli a yele ama kaŋa zaa parɛɛ, (yelyelbaraa, yelsooraa, yeltommo).
 - a. Ganaa tenkpon zaa la yen?
 - b. Zeloo zaa page a gbori.
 - c. Gaana be la nensɔglɔ paalon poɔ.

2. Sege yele kyaare a parɛɛ ama.
 - a. Yelyelbaraa yele kyaare Gaana yipɔge.
 - a. Yelsooraa yele kyaare Ganaa dakoron bone kaŋa.
 - b. yeltommo yele kyaare neɛ sommo bee tommo.
3. Leere a yele ama a parɛɛ na naŋ sege eŋ a manwuoraa poɔ.
 - a. Gaana e la paalon velaa (yelsooraa)
 - b. A Gaana gɔmenɛnte zuleɛɛ yuori la bon (yelyelbaraa)
 - c. N boɔra la sommo (yeltommo)
4. Wuli a yele ama parɛɛ kye wuli yeldemannaa bonyeni ko kaŋa zaa.
 1. Wagre buo la ŋa?
 2. Gaa te gaŋ!
 3. A yiri waa la bile fɛɛ.

Wulluu sobie

Bayiri toma:

- Bayiri poɔ, ye di demɛ kyaare yele tontonne ane a waalonɗ.
- Bayiri poɔ, bɔ asemmine kyaare yele tontonne.
- Karembiiri bɔ asemmine kyaare a yele parɛɛ ata na naŋ be be.

Peeroo toma: 3 – Yiri toma

1. Wuli tɛtɛelon naŋ be a yele parɛɛ ama poɔ a kye bɔ asemmine ko a; yelyelbaraa, yelsooraa, yeltannoo (magere 6)
2. Poŋ a yele ama eŋ a yele tontonne parɛɛŋ kye manne wuli a yele meɛron, tegebo mine, a ne lenɛɛ a yelbie naŋ soŋ taa ka a yele taa pare bammo.
 - a. Kɔŋ kpɛ ma la.
 - b. N poɔ peɛ la.
 - c. Fo na gbiri la be?
 - d. Zeŋ teŋa!
 - e. Bayɔɔ boɔ la.
 - f. Pɔgelee la?
 - g. Kpeɛɛ waana.
 - h. Dere da la nɔɔtɛɛ
 - i. Fo beɛɛ la be?

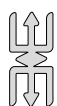
PLC SESSION 11

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

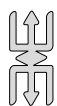
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

Wɛlemɛ 5 lɛɛpɛɛroo

A wɛlemɛ ɲa di la dɛmɛ kyaare yɛlɛ parɛɛ. tɛ da wɛlɛ la a parɛɛ ama ɛɲ a tontonne, anɛ a mɛɛroɲ. A wɛlemɛ ɲa bammo na soɲ la ka karembiiri tɔɔ sɛgɛ yɛlɛ bɛɛ yɛlyagesɛgɛraa ka o tori bɛɛ ka a bo noɔrɛ yɛli tori. A ɲa na soɲ la ka ba noɔrɛ yuo a Dagaare yelibo anɛ o zannoo poɔ. a Dagaare zannoo yon naane, kyɛ o na toɔ soɲ la zanazanneba a zannoo bɔgɛrɛ mine tesɛɲ Bɔrɛfɔ, Faranseelɛɛ anɛ kɔkɔɛ yaga mine poɔ.

PEEROO Nɔ-IRRI MAGERE TEREBO

Daa 9

Magere terebo

1. *Yele mannoo (yele la **yelbie** nan kyɔ tutaa a wullo **teeron yen**i. O nan taa la ere ane etere.*
 - a. *Ka mannoo wa taa yelbie anaare (marege 4)*
 - b. *Ka mannoo wa taa yelbie ata (marege 3)*
 - c. *Ka mannoo wa taa yelbie ayi (marege 2)*
 - d. *Ka mannoo wa taa yelbiri bonyeni (marege 1)*
 2. *Yelɲmaa ane yelgboge tɛtɛɛlon*
Tere magere 1 ka a karembie wa wuli tɛtɛɛlon bonyeni ane magre 1 ka onan wa wuli yeldemannewulaa
 1. *Meeron*
Yelɲmaa: yelbie nan kyɔ tutaa kye ba taa ere ane eron (asen pake poɔ)
Yelgboge: yelbie nan kyɔ tutaa a taa ere ane eron. (asen N ɲme la bol)
 2. *Paalebo*
Yelɲmaa: o ba nan wuli teeron gbuli (asen, kogi pulin)
Yelgboge: o nan wuli teeron yen (asen, o zenɛɛɲ.
 3. *Tontonne*
Yelɲmaa: o nan wullo la yelbie gangye yen (asen, soɔ bimbin, bigruu yelɲmaa)
Yelgboge: o na nan are la o yon a waa yele. (asen, ten a nye la taa bieu)
 4. *Meɲa soobo*
Yelɲmaa: yieme; o kon nan are o yon a waa yele (asen (nimizee la)
Yelgboge: sommeɲa: o na nan are la o yon a waa yele (asen, N da gaa la die) bee yieme (N nan da bale zuin)
 5. *Muni*
Yelɲmaa: o nan wullo la duori kpegele kye ba wullo teeron nan paale (asen, a baguo).
Yelgboge: o nan wullo la teeron daa nan taa ere ane eron.
 - a. *Yele nan tori kye wele en o nandaare (magere 3)*
- Daa 10 (magere 18)**
1.
 - a. *Wuli a yele parɛ ata yelyagesegeraa – magere 3*
 - b. *Wuli a yele parɛ ayi yelyagesegeraa – magere 2*
 - c. *Wuli a yele parɛ bonyeni yelyagesegeraa – magere 1*
 2. *Yeldemannaa nan wullo yele mannoo asen an a nan tu:*
 3. *“Yeldaa la yele nan nan piili yelyagesegeraa segebo ka o nyoge a kannekanna teeron daadaa le . yelbulo nan kyaane wulibu”*
 4.
 - a. *A yele zagere ata muni manne wuluu kyaare a yelyagesageraa (magere 5-6)*
 - a. *Yele zagere ayi muni manne wuluu kyaare a yelyagesageraa (magere 3-4)*
 - b. *A yele zagere bonyeni muni manne wuluu kyaare a yelyagesageraa (magere 1-2)*

- a. Yeldaa
 - i. Yeldemanneulli ata nan tori - magere 3
 - ii. Yeldemanneulli ayi nan tori - magere 2
 - iii. Yeldemanneulaa bonyeni nan tori - magere 1
- b. Yelkparema
 - i. Yeldemanneulli ata nan tori - magere 3
 - ii. Yeldemanneulli ayi nan tori - magere 2
 - iii. Yeldemanneulaa bonyeni nan tori - magere 1
- c. Yel-lereme
 - i. Yeldemanneulli ata nan tori - magere 3
 - ii. Yeldemanneulli ayi nan tori - magere 2
 - iii. Yeldemanneulaa bonyeni nan tori - magere 1

NB: Semesta baaraa gyennoo na yi la yembulo na ban zanne dare 1 -10 poɔ

DAA 11 (Magere 16)

1. Tɛɛtɛlon/ bigiruu kana zaa bonyeni wulibu – magere 1 ane yeldemanne wulibu- magere 1 (magere 6)

Tere magere 1 ko Yele parɛɛ welebo kana zaa nan tori ane mannoo nmaa le asen, o waa yelsooroo bonso o taa sooroo tegebo. (magere 10)

WĒLEMĒ 6: KANNOO ANE LEEROO

Yelzu: Kòkòre ane o yelibu

Yelzu-Kpɛgela: leeroo manne-wuluu (noore mannoo ane leeroo)

Zannoo yelnyerre: *De leere parɛɛ ane a begɛ bammo a leere ne sɛgere.*

Yelnyɔgeraa: Wuli yɛɛ leeroo bammo a kyɛ de toŋ ne toma.

Hint



Maale meŋa dɛnnoo gyennoo 1.

A seŋ ka a gyennoo pɔge kyaare ana na zaa fo naŋ wuli a yi yuoni 1 te ta yuoni 3. Kaa a wɛlemɛ baaraa zie a de a meeroŋ na naŋ be a daga pɔɔ ka o soŋ fo. A karembiiri toma seŋ ka fo mage kyɛ sɛge a fo yelnyerre biŋ wieũ zaa.

WĒLEMĒ KYOŌROO KYɛYUOBU

A wɛlemɛ ŋa toma zaa kyaare la lɛ te naŋ na de kanne wiẽo wiẽo ane kanne bɔɛ bɔɛ gɔɔloŋ a kyoore ne yelyagesɛgeraa. Zannezanema na zanne la gɔɔloŋ na ba naŋ na de kanne wiẽo wiẽo ane kanne bɔɛ bɔɛ a na tɔɔ baŋ duori zuri zuri yelyagesɛgeraa pɔɔ. Ba pãã na de la a gɔɔloŋ ŋa kyoore ne yelyagesɛgeraa. Zannezanema meŋ na la zanne la leeroo. Ba na leere la, yelbie, yelŋmaara, yelgbɔgere ane yɛɛ a yi ne Bɔrefɔ pɔɔ a eŋ Dagaare pɔɔ. A zannoo ŋa koŋ taa tɔna ko Dagaare zannoo yon, kyɛ o na soŋ la Bɔrefɔ ane a zannoo bɔgere mine meŋ. A wɛlemɛ na soŋ la ka a zannezanema yeŋ yuo kyaare kanne wiẽo wiẽo ane kanne bɔɛ bɔɛ pɔɔ ka ba na tɔɔ toŋ sɛgere kyoŋroo toma. A na la soŋ la zannezanema ka ba taa kòkòre leeroo gɔɔloŋ yaga. A karema seŋ ka o bɔ wulluu sobie yaga ane zannoo bonteere ka a soŋ ka a zannoo taa noɔ ko a biiri.

A dare ane a zannoo areziiri te naŋ na kaa la a ama naŋ tu:

- Daa 12: De kanne wiẽu wiẽu ane kanne bɔɛ bɔɛ ka a soŋ fo ka fo wuli yelzuri sɛgere pɔɔ.
- Daa 13: Di dɛmɛ kyaare leeroo parɛɛ (yelbie ne o yelbie leeroo, yeli pare bammo leeroo, ane leeroo yɛrɛɛ)
- Daa 14: Di dɛmɛ kyaare leeroo begɛ (Aseŋ, kòkòdɛŋ ane kòkòyiilun bammo yipɔge pɔɔ yɛɛ leeroo, kòkòre begɛ guubu leeroo, ane a kòkòre zannoo leeroo)

WULLUU SOBIE KYOŌROO

A wulluu sobie ba naŋ de wuli ne a karembiiri Dagaare a wɛlemɛ ŋa naŋ tu e la sobiyaga.

Yeli maaloo zannoo (PBL) e la sobiri kan te nan man de te lankepebo poɔ yelwona kaɲa wuli ne ka a biiri tu a be kye zanne yi yeli mena a kye ta bona yeli. Wulluu sobie yaga la be be; teseɲ, bie yon zannoo, bayiri poɔ zannoo, gbulo poɔ zannoo ane karendie zaa zannoo. Kaɲa la toma de wuli fo taaba zannoo. A sobie ama man son la ka a karembie taa teeron zuluɲ gɔɔlon. Yeli maaloo ane noore wolloo gɔɔlon man baa la. A ɲa men la e la sobiri kaɲa karembiiri nan na tu a tɔɔ taa noyeni, a lomboora, a lan tona, a kye men baara be wederoo gɔɔlon. Karembiiri na zanne la lenɛ ba nan na man yeli mine lantaa kye gyele a.

Are a fo taaba yelnyerre zu a bɔ amine poɔ ka ye zaa sage de a.a zanezanema na bammo nan fo saa, te na la bɔ la toma mine poɔ ba. Teseɲ; Karema mine ba gu son, a ban karembiiri na nan ba toɔna boɔla yelbie son bee nan taa yelwona yeli yelibu poɔ a son ka ba taaba ta ere ba laara.

LEPEEROO KYOORO

A lepeeroo sobiri ɲa are la ka fo de gɔɔlon meɛbo peerenyerre a tee ne karembiiri hakele ka ba ban bone na yeɛ ba nan man kanna. Ka a peeroo ɲa be be saɲa zaa, a man son la ka a zannoo baara. A peeroo sobiri ɲa man son la taa a kɔkɔre zannoo pare bammo. DoK 2 gɔɔlon meɛbo soorebie ane segere kannoo bee noore wolloo man son la ka karembiiri tɔɔ de noore wolle yeɛ ka a taa pare bammo. DoK 3, teere zuluɲ soorebie la man yi segere poɔ ka te peere karembiiri teeron zuluɲ ane pare bammo nan kyaare e-kye-kotaa a na tɔɔ gyele yeɛ nan be te paalon ane paalon yobo poɔ. Karema o de peeroo parɛ sobie a bɔ duoro yi karembie zaa zannoo ta zie. Tere magere a peerenyerre poɔ zaa.

Bɔ peerenyerre kyooroo a pere ne a zannoo yelboore.

Zannoo yelboorre	DOK	Peeroo sobiri
De kanne wiɛu wiɛu ane kanne bɔɛ bɔɛ a bɔ segere kyooro a yelzu.	2	Mena dennoo gane.
Di dame kyaare peeroo parɛ (Aseɲ, yelbie daɛɛ leeroo, pare bammo leeroo, leeroo yerɛ amk)	4	Karendie toma
Di dame kyaare leeroo bege	3	Gbuli poɔ toma.

DAA 12

Zannoo yelboore: De kanne wiëu wiëu ane kanne boë boë gɔɔlon a bo yelzuri segere kaja fo nan na kyooore poɔ

Leeperoo daa

Yuoni 1	Daa 4: De kanne wiëu wiëu ane kanne boë boë gɔɔlon a kanne kye de maale ne yelwona kaja.
Yuoni 2	Daa 4: Di dem kyaare kannezulun (kanne wiëu wiëu ane kanne boë boë)

YELBOORAA: KANNE WIËU WIËU ANE KANNE BOË BOË

KANNE WIËU

Kanne wieu wieu poɔ, te maŋ kanne la a segere wieu le a na nye yelbuli na a segere nan kyaare, a yelbulo ane a meeron. Kanne wieu wieu maŋ soŋ la ka kannekanna bo a yelzuri, baŋ a segere ananso a kye ta saã wagere meŋ.

KANNE BOË BOË

A kannoo ŋa poɔ, te maŋ kanna la boora duoro mine teseŋ; yelbizuri, yelŋmaare, A maŋ soŋ la a kannekanna ka o bo soorebie no-irri velaa zaa.

Kanne wiëu wiëu ane kanne boë boë yelsonne

Kanne wiëu wiëu ane kanne boë boë e la gɔɔlon nimizee mine nan maŋ soŋ ka kannebaŋaapare do saa. A zuŋ, ka neŋ zanne a kanne wiëu wiëu ane a kanne boë boë gɔɔlon ama soŋ, kannekannema kannoo na are la velaa a tori meŋ.

ZANNOO TOMA

1. Kanne a segere ŋa wiëu wiëu a bo a yelzuri
2. Kanne a segere ŋa boë boë a (i) wuli nee nan soŋ ne libie ka a toma toŋ. (ii) paalon na mine nan dire a toma tona. (ii) Kooreba bawola la di a toma tona.
3. De fo meŋa yelbie a kyooore a segere.

Kooreba ane koobo tonɔe noba mine nan pare noba turaata la a koobo yeltuuron paala ŋa a nye tona ne libe yaga. A tonoo ŋa la ka ba maŋ boole ka DIVA-GRI. A nensogelo paalon noba maŋ tu la boŋkoore poore a maale boma nan maŋ sonna ba a ba nyɔvore poɔ.

A yuomo anaare tonnoore ŋa nan nyere sommo yi nansaale teŋa ŋa ba nan maŋ boole ka EU nimizee zaa la ka ba to a yelpaala ama zie ka koobo do saa ka libiyele taa ŋ-ɔbo, ka noba nye toma tona a nensogela paalon poɔ.

A noba na nye la zannoo kaja kyaare ba nan na maŋ tɔgele ŋmena tolon ka a lee vüü ane toŋ yaga mine te seŋ gurri koobo, dabgere koobo ane tonne yaga.

A yi Gaana puorin, paalon mine teseŋ South Africa, Namibia, Boswana ane Mozambique meŋ poɔ la a toma ŋa poɔ.

Source: <https://ghanaianimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>

WULLUU SOBIE AREZIIIEI

Yeli maaloo zannoo: karendie zaa yel-erre

- Leepeere kanne wiëu wiëu ane kanne bõe bõe
- Sègere kyoɔroo

Bayiri poɔ;

- Di dème kyaare sègere kyoɔroo
- De kanne wiëu wiëu ane kanne bõe bõe gɔɔlon a bɔ yelbulo sègere kyoɔraa poɔ.
- De a fo yelnyerre wuli ka ye di dème kyaare a.

PEEROO TOMA – YEL-ERRE GANE 1

Zannoo poɔ leeperoo DoK 2 – Yiri toma

1. Wuli tɛtɛɛlon ayi naɲ be kanne wiëu wiëu ane kanne bõe bõe poɔ
2. Di dème kyaare sobie ata mine te naɲ maɲ tu a bɔ yelbulo sègere poɔ.
3. De yelbulo bammo a kyoɔre a sègere ɲa eɲ dabege-yeni poɔ, ka a ta pare yele anii.

Ka foonɲ wa taa vuo, boɲ ka fo maɲ ere? Boɲ la ko fo kyelloo ka fo e a ana? Fo kanne la yele, boɲ fo taaba naɲ maɲ ere ba vuo saɲa? Saɲa na nee naɲ ba taa yel-eraa zaa la ka te maɲ yeli ka vuo. A wagere ɲa poɔ, a soba maɲ ere la o yelboɔraa kaɲa naɲ yuoro o eɲa. O yelboɔraa yonɲ ka o ne o taaba maɲ e ka ba eɲa mää.

Mine maɲ penne la a ba vuo saɲa. A ɲa maɲ veɲ la ka ba iri balebo. A eɲa ane a teeronɲ maɲ penne la a la taa faɲa kaɲa bonso, a vuo na saɲa, te ba maɲ toɲ ferebo toma zaa.

Nee zaa seɲ ne la pennoo vuo ka o naɲ toɲ o ferebo toma baare. A pennoo vuo ɲa e la nimizee bonso, o maɲ gu te la ka te ta toɲ pare te faɲa. A pennoo vuo ɲa maɲ veɲ la ka te yeɲ penne bonso, teeronɲ zuluɲ toma ba maɲ la be be.

MEŊA NAREBO GYENNOO GANE 1

SOOREBIE IRUŊ YELDEMANNAA KO SINIA HAAE KARENDERI AYI.

Karemamine na sege la soorebie 50 kyaare a weleme ɲa

YELZU ULEE	ZANNOO YELBOɔRE	Peeroo toma		
		L1 30%	L2 40%	L3 30%
BOɔLOO ANE A ZANNOO	1. Bigiri Dagaare segebinyanene a wullo (aseɲ, nɔgbama arezie, ze le duobu, ane ze le lombœ mine) 2. Bigiri Dagaare segebidaare a wuli (aseɲ, voonoo, boɔloo zie ane boɔlon iruŋ.) 3. Manne wuli Dagaare segebinyanene arezie (yelbiri piiluu, sog a baaraa)	1	1	1

	4. Kɔkɔtege parɛ bammo (kɔkɔtege yuori ane kɔkɔtege pɔgere) 5. Di demɛ kyaare kɔkɔtege meeron yelbie maaloo pɔɔ. 6. Manne wuli bone nan la kɔkɔgaale kyaare a parɛ (asen do, sigi, sogi, duoro, sigire amk) ane a tontonne. 7. Manne wuli voonebie zannoo sobie Dagaare pɔɔ (asen voonebie tutaalon.)	1	1	
KɔKɔRE MERɛ	1. wuli yoe yelbie zagere (asen yomenne, bonweere yoe, yofuu, yoseene, amk) 2. wuli eronwuluu zagere (asen, lɛɛɛɛ, zie, wagere, amk) 3. peere yelbipeele tontonne 4. De tagemarre parɛ maale ne yeɛ 5. Bigiri kyɛ wele yelgbɔgere en a zagere pɔɔ 6. Di demɛ kyaare yeɛ bɔgere (asen yelɣmaa ane yelgbɔge) 7. Gyɛle yeɛ parɛ tontonne	1 1	 1 1	 1 1
DAGAARE SɛGEBO BEGE	1. De sɛgebo kyaare yoe yelbie ane yoleere maale ne yeɛ. 2. De sɛgebo kyaare bigiruu yelbie maale ne yeɛ. 3. Di demɛ kyaare Dagaare yelbie maaloo sobie (fɔɔ mare taa, kyɛ-ɣmaabo, pemmo, kuribu, pulluu marre) 4. di demɛ kyaare tɛgebo (tombiri, pennoo, tombi- kyɛɛ) ane sɛgebi-wolle. 5. De yelbie maaloo sobie maale ne yelbi-paala.	1	 1 1	 1 1
YIPɔGE YEL- TUURI	1. Peere bɔ ɣmemɛ/tebe yoe a kuri zu en a yiibu zie 2. Di demɛ kyaare kponnuɔ pɔɔ kpebon yeltuorisobie. (Sere, meɣe ane a puoriɣ. 3. De a kponnuɔ kpebo yeltuuriɣere ne boorɔ mine deme. 4. Di demɛ kyaare kulta yeltuuri ane a yelsonne a yipɔge pɔɔ. 5. Di demɛ kyaare pampana yel-erre nan zɔɔra teere kulta yeltuuri 6. De fob al yel-erre pere ne bal mine nan be Gaana pɔɔ. yel-erre. 7. Di demɛ kyaare sããkonnoɔ tige ane a yelsonne 8. wuli boorɔ boorɔ tige yitaalon ane tɛtɛelon 9. wuli boorɔ boorɔ tige yeltuuri yitaalon ane tɛtɛelon	1 1 1	1 1	 1 1
SããKONNOɔ NOBA ZU KAA- BO	1. Peere sããkonnoɔ noba zu kaabo yeɛ (saa, yidaandɔɔ, balzuzɛɛ) 2. Peere bɔ sããkonnoɔ noba zu kaabo meeron (naa, nabili, nabinne) 3. peere bɔ sããkonnoɔ boba zu kaabo 4. gyɛle pampana sere diibu yeɛ 5. wuli dakoron sanja ane pampana yelbawontaa maaloo emmo yitaalon ane tɛtɛelon	 1	1 1	 1

yelkããyelli	1. wuli kaaloo meeron (kpenne boɔloo, duoro terebo, baar-oo.) 2. Di demɛ kyaare koŋkombie (tontonne ae yelsonne 3. Gyɛle lɔba meeron ane a parɛ. 4. Pɛɛre lɔb-wogiri meeron. 5. Di demɛ kyaare toma yiele, zɔɔre yiele, dɛɛne yiele ane biyaale yiele. 6. gyɛle pampaana haae laefo yiele	1		
			1	
			1	
				1
		1	1	
YELKÃÃSɛGERE	1. Di demɛ kyaare sellewogi nandaare (dɛɛnedɛɛnemɛ, yel-nyɔgeraa, paabo, wuobu, amk) 2. Gyɛle sellewogi sɛgere (yelzu, yelnyɔgeraa, yelbie, gɔɔrombie) 3. wuli dɛɛban nandaare 4. Gyɛle dɛɛban sɛger 5. di demɛ kyaare sɛgewiiri nandaare (asɛɲ, yelbie, yel-nyɔgere, vulontakpolo, duulo, gɔɔrombie, amk) 6. Gyɛle sɛgewiiraa sɛgere	1		
		1	1	1
			1	1
		1		
			1	1
	A ZAA LAANTAA	15	20	15

SOOREBIE IRUŊ YELDEMANNA KO SINIA HAAE KARENDERI AYI.

Soorebie meeron

Weleme A- kannoo (magere 10)

Yelyagesɛgeraa yelbie naŋ ta yelbie 300-350 ane soorebie pie naŋ yi a sɛgere poɔ. Karembie na iri la a soorebie zaa nɔɛ. (minti 30)

WELEME B voonebie zannoo (magere 10)

Soorebie na kyaare la voonebie zannoo ka a karembie iri bonyeni noɔre (magere 10) minti 15

WELEME C noɔre mannoo/leeroo (magere 30)

Karembiiri leere yelyagesɛgeraa naŋ be Bɔrefɔ poɔ ka a yelbie ta 250 eŋ Dagaare poɔ. (minti 30)

WELEME D- yelyagesɛgeraa (magere 30)

Yelyagesɛgeraa soorebie anaare la be a weleme ŋa poɔ. Karembiiri na kaa iri la soorebiri bonyeni a sɛge ka a yelbie ta 300 (magere 30). A gyennoo soorebie seŋ ka a kyaare a yelyagesɛgeraa parɛ ama. Yelmannoo, yelbigiri, nɔkpɛne ŋmɛbo, gane/letɛ sɛgebo, yel-e mannoo (minti 50)

WELEME D –Yelkããsɛgere (magere 20)

A weleme ŋa poɔ, soorebie ata la na be be. A na kyaare yelkããma bɔgere (sellewogi, dɛɛban ane sɛgewiiraa. Karembie na iri la soorebiri bonyeni a o noɔre. (minti 25).

YELZU ULEE	ZANNOO YELBOɔRE	L1 30%	L2 40%	L3 30%
BOɔLOO ANE A ZANNOO	1. Bigiri Dagaare sɛgebinyanene a wullo (asɛɲ, nɔgbama arezie, ze le duobu, ane ze le lomboe mine) 2. Bigiri Dagaare sɛgebidaare a wuli (asɛɲ, voonoo, boɔloo zie ane boɔlon iruŋ.)	1	1	

	3. Manne wuli Dagaare segebinyanjene arezieb (yelbiri piiluu, sog aane baaraa) 4. Kɔkɔtege parɛɛ bammo (kɔkɔtege yuori ane kɔkɔtege pɔgere) 5. Di demɛ kyaare kɔkɔtege meeron yelbie maaloo pɔɔ. 6. Manne wuli bone nan la kɔkɔgaale kyaare a parɛɛ (aseɗ do, sigi, sog aane duoro, sigire amk) ane a ton-tonne. 7. Manne wuli voonebie zannoo sobie Dagaare pɔɔ (aseɗ voonebie tutaalon.)	1	1	1
VOONEBIE ZANNOO	De parebammo kyaare yelzu ane yeɛ yelkpɛɛ iri ne yelbulo yi segere pɔɔ			1
	Bigiri Dagaare segebidaare a wullo a voonoo, boɔloo zie ane boɔloo irun Di demɛ kyaare voonebie zannoo sobie (kɔkɔtege meeron)		1	1
YELYAGESERAA SEGEBO NOɔRE MANNOO ANE LEEROO	Sege yelmannoo yelyageraa Sege yel-emannoo yelyagesegera Sege nokpeɛn-ɲmɛ yelyagesegeraa Sege a yeli/toma boɔbo letɛ			1 1 1 1
	De leeroo yɛmbammo leere ne kɔkɔɗɛɗ ɛɗ kɔkɔyiilun pɔɔ (yelbie daɛɛ leeroo, parebammo leeroo, leere yɔllaa, amk)			1
YELKÃÃSɛGERE	Di demɛ kyaare sellewogi nandaare (dɛɛnedɛɛnemɛ, yel-nyɔgeraa, paabo, wuobu, amk) Gyele dɛɛbanɗ segere Di demɛ kyaare segewiiri nandaare (aseɗ, yelbie, yel-nyɔgere, vulontakpolo, duulo, goɔrombie, amk)			1 1 1
	A ZAA LANTAA		1	10

Soorebie waalon

Gane 3 (noore wolloo yelyelli)

A gane na po-ey la gangyere ata. O kyaare a karembiiri ane a karema deme diibu: A deme diibu na na kore ta minti anuu. (magere 50). Foole ayombo la be be a po-ey foqlaa A ane B. Soorebie pulluu zuin a gbulo ama man kyille la yuoni zaa. A karema na yeli la yele nmaa le kyaare a gyennoo yelzuri.

YELZU ULEE	ZANNOO YELBOORE	PEEROO TAABO ZIE		
		L1	L2	L3
NOORE WOL- LOO/DEME DIIBU	1. Di deme kyaare yelbulo yi yelyaga poɔ asen Yipɔge yel-erre (gyereme, nimimaaron taa sagedeebo amk) ganzanne, bibile zuubu, teɣe baabo yeɣe salema tuubu, GESI, STEM amk.			1

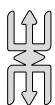
VOONEBIE ZANNOO	1. <i>Bigiri Dagaare segebidaare a wullo a voonoo, boɔloo zie ane boɔloo iruŋ</i>		1	
KANNOO	<i>De kanne wieu wieu ane kanne bɔɛ bɔɛ kannoo iri duoro bee yelbulo yi segere poɔ</i> <i>De parebammo kyaare yelzu ane yeɛ yeɛkpɛɛ iri ne yelbulo yi segere poɔ</i>	1		1
YIPɔGE YEL- TUURI	1. <i>Wuli tebe/ŋmemɛ yoe kyaare a yizie ane a ananso</i> 2. <i>Di demɛ kyaare kyaare kulta a yeltuuri ane a yelsonne a yipɔge poɔ</i> 3. <i>di demɛ kyaare sããkonnoŋ tige ane a tɔna</i>	1	1 1	
YELKÃÃYELLI	<i>Wuli kaaloo meeroŋ (kpenne boɔloo, duoro terebo, baaroo.</i> <i>Di demɛ kyaare sããkonnoŋ tige ane a tɔna</i> <i>Wuli yitaaloŋ ane tɛtɛeloŋ nan a be booro parɛ naŋ be Gaana poɔ yipɔge</i>	1	1	1
	A ZAA LANTAA	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.

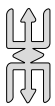
3. Plan the Student Assessment Portal (SAP) Assessment (*Practice Paper 1*)

- 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.

DAA 13

Zannoo yelboɔraa: *Di dɛmɛ kyaare leeroo parɛɛ (Aseŋ, yelbiri ne o yelbiri leeroo, pare bammo leeroo, ane leeroo yereɛ amk)*

Leeteeeroo

Yuoni 1

Daa 6: Di dɛmɛ kyaare noore wolloo ane kyelloo naŋ e soŋ

ZANNOO YELBOɔRAA: LEEROO

1. Bone naŋ la leeroo
2. Leeroo tɔna
3. Leeroo parɛɛ.

Leeroo: Leeroo la sobiri na te naŋ maŋ tu a leere segere yi kɔkɔre kaŋa poɔ aŋ kɔkɔyuo poɔ kye ka a yeli pare bee a yeli tontonne ba kyilli. A kɔkɔre na a segere naŋ be la ka te boɔla a kɔkɔ-dɛŋ. Kye ka a kɔkɔre na poɔ te naŋ leere enne waa. Kɔkɔyiiluŋ.

Leeroo tɔna: A veŋ ka te wono taa yeɛ, a veŋ ka nemboora zaa tɔɔ di dɛmɛ ne nɔyeni. A leeroo yelsonne mine la a ama naŋ tu:

1. Paalonŋ yobo noba lamboore; leeroo maŋ soŋ la ka kɔkɔ-yobo yeli yeɛ ko taa a taa pare bammo.
1. Yipɔge poŋ-kotaa; a maŋ ko la sori ka te wuli taa yembulo mine, a wuli taa bammo naŋ kyaare te sãakonnoŋ mine,
2. Daa diibu,; paalonŋ yobo daa diibu aɛɛ leeroo poɔ ka foonŋ na boɔra ka fo baŋ yeɛ naŋ ere paalonŋ yobo poɔ, leeroo la na soŋ fo.
3. Zannoo yelboɔre; zannoo kaŋa naŋ sege eŋ kɔkɔyuo poɔ na baŋ taa la tɔna ko neɛ kaŋa naŋ boɔra duoro a segre na poɔ. Ka a segereŋ leere te kɔkɔre bannaa poɔ o na taa la sommo.
4. Paalonŋ tɛtɛɛ lamboore; leeroo taa la sommo ko a paalonŋ gɔmenente ne paalonŋ yomo lamboore ane dɛmɛ diibu.
5. Duoro nyaabo; segre leeroo maŋ veŋ la ka duoro be be ko neɛ zaa naŋ boɔra ka o baŋ bone nan be bee ere paalonŋ kaŋa poɔ. Azuiŋ, vuo maŋ bebe la ka neɛ na tu a nye o yelboɔraa kaŋa paalonŋ tuo poɔ.
6. Pare bammo ane nyonono terebo maŋ do la saa; ka segereŋ leere eŋ kɔkɔyuo poɔ, paalonŋ yobo dɛmɛ maŋ taa la yeɛ pare bammo kyaare paalonŋ kaŋa. A le na veŋ la ka paalonŋ yobo taa nyonono ne nɔyeni ko paalonŋ yobo.

Leeroo parɛɛ;

Te taa leeroo parɛɛ yaga. Kye a ana naŋ pore yaga zaa la; yeɛ pare bammo leeroo, yelbie dãẽẽ leeroo ane leere yolle.

1. Yebie daẽẽ leeroo

A leeroo ɲa poɔ, yelbiri zaa naɲ be a sɛgere poɔ la ka te maɲ leere. Te ba maɲ kaa a yelbiri tontonne bee yelsenkpege, bee sokpɔgere a yeɛ poɔ. Gbɛɛ yaga, a leeroo ɲa ba taa pare bammo.

2. Yeɛ pare bammo leeroo;

A leeroo ɲa maɲ arɛɛ a yeɛ bare bommo. Bone na a Kɔkɔdɛndɛɲ naɲ wulo la ka a leere maɲ leere eɲ a Kɔkɔyiilun poɔ. A leeroo ɲa maɲ kaara la a kɔkɔre yipɔge, a kɔkɔre yelibu, ane yeli naɲ erɛ. A leeroo ɲa maɲ are la velaa a waa o waalonɲ a kye tori meɲ. A leeroo parɛɛ ɲa la pore yaga.

3. Leeroo yerɛɛ;

A leeroo parɛɛ ɲa e la zagela le yeli zaa ba pigi o. A leeroo ɲa maɲ ta la sɔga bare a sɛgre pare bammo ane a sɛgre meeronɲ zaa bare. A ne a zaa ka a leeroo ɲa maɲ ko la a leeleere sori ka o wuli o bammo naɲ seɲ le na, kye o maɲ bare la vuo ka neɛ na baɲ wuli a sɛgre pare o boɔboɲ bee ka yelzuri mine bee duori sonne mine bɔre a leeroo poɔ. Te na baɲ de a la toɲ ne dɛɛbaɲ toma. Gɔɔlonɲ wuluu zie la ka a leeleere maɲ de o meɲa yelboɔraa poɔ ka a yeɛ taa nɔɔ kaɲa. Kye a ne a zaa, a leeroo ɲa taa la yelwonni, ka ananɲ ta ka te bɔ duori-nimizee kaɲa o poɔ.

ZANNOO TOMA

1. Ye poɲ yemenne eɲ gbulo ata ata a dɛɛne wuli dɛmɛ diibu dɛmɛ diibu kyaare yeli tɛtɛɛ ama naɲ tu (daa poɔ, asibiti poɔ bee sakuuri poɔ.) De leere ɲmaara di a dɛmɛ.
 - a. Daa poɔ (nenyeni na koɔɔ la boma, nenyeni na e la saana, nenyeni na leere la yeɛ a yi Bɔrefo a enɛ daggarɛ poɔ kora a saana)
 - b. England asibiti poɔ (nenyeni e la dɔɔta, nenyeni e la nenyanaa naɲ beere, nenyeni la leere a dɔɔta noɔre yeɛ kora a baalonɲ.)
 - c. Karendie poɔ (nenyeni la a karema, nenyeni la karembi-paalaa naɲ yi England, nenyeni la leere bone na yeɛ a karema naɲ yeɛ koɔ a karembi-paalaa)

WULUU SOBIE

Di dɛmɛ kyaare leeroo ane o parɛɛ (asenɲ yelbie daẽẽ, parebammo, leere yɔlle amk)

1. Yeli maale emmo zannoo: karendie biiri zaa yel-eraa:
 - Leɛ kaa bone naɲ la leeroo
 - Leɛ kaa leeroo meeronɲ (kɔkɔɛ zaa ayi bammo, yelbie pare bammo kyaare a kɔkɔɛ ayi amk)
 - Di dɛmɛ kyaare leeroo parɛɛ (asenɲ, yelbie daẽẽ leeroo,
2. Gbuli toma/lamboore zannoo: faɲa tazie tɛtɛɛ biiri lantaa
 - Kanne sɛgere yelbie naɲ na ta 300 bee a pare le a leere o yi a kɔkɔdɛɲ a eɲ a kɔkɔyiilun poɔ.
 - Manne wuli ka ye di dɛmɛ

PEEROO: DOK WELEMÉ 4 – KARENDIE YEL-ERAA

1. Manne wuli leeroo kyɛ pore sobie ata mine wullo o yelsonne kyaare fo kɔkɔre baabo. (magere 4)
2. Fo naŋ waa leeroo karembie, ba ko fo la yelyagesɛgeraa ka fo leere ko fo karemazuzee ka o kanne a sskuuri bebi-kpoŋ kaŋa dare. Bigiri leeroo parɛɛ ata fo naŋ na leere a sɛgere eŋ. Wuli fo ananso (magere 4)
3. Gyele wuli lɛ fo naŋ sage a yelluu ŋa ta.

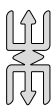
PLC SESSION 13

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.

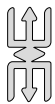
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAA 14

Zannoo yelboɔraa: *di deme kyaare leeroo bege (Aseɗ, kɔkɔma ane a kɔkɔboɔraa bammo, yipɔge bammo, kɔkɔre bege ane a yelbu bammo, amk)*

Leɛpeeroo

Yuoni 1	<i>Daa 3: Di deme kyaare noɔre wolloo leeroo, veɗ ka fo nimizee kyaare kyelloo gɔɔlon ane yeli pare bammo gɔɔlon.</i>
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ZANNOO YELNYɔGERAA: LEEROO BEGE

Leeroo leekaabo.

Kaa daa 13 a baɗ bone naɗ la leeroo, leeroo paree ane leeroo yelsonne.

A leeroo bege mine la a ama;

1. Baɗ a kɔkɔe zaa ayi velaa. Taa gɔɔlon ane bammo yaga a kɔkɔe zaa poɔ a na toɔ iri yelbie na naɗ na tere duoro naɗ taa pare bammo.
2. Leere ka a toro; leere boɗ na naɗ be a Kɔkɔdɛndɛɗ poɔ ka a waa le.
3. Yelmenne; taa yelmeɗa ko a Kɔkɔdɛndɛɗ a ta ɗmaara yelyobo enne a leeroo poɔ.
4. Ka a kyaane; Veɗ ka a leeroo kyaane, ka a o pare bammo e mɔɔ.
5. Baɗ ne yipɔge yeɛ; a leeroo poɔ, veɗ ka a Kɔkɔyiilun yipɔge sãã weliweli.
6. Yelbie pare bammo; kanne a Kɔkɔdɛndɛɗ baɗ a pare velaa kye veɗ ka leeroo meɗ taa a pare bammo na.
7. Ta tullo yeɛ; bone fo naɗ yeli zenɛ, la yeli a le bieo.
8. Yeldegɛ leeroo; leere yeldegɛ; leere yeldegɛ, wetaaba noɔre ane yelkaama ka a tori.
9. Kyelekyelleba; veɗ ka teeroɗ gaa neɛ na fo naɗ yeɛ a yeɛ kora, yipɔge yeɛ bee a neɛ yelboɔraa.
10. Gɔɔlon bee a kɔkɔre duobu ne o sigibu; veɗ ka fo leeroo tu lenɛɛ a Kɔkɔdɛndɛɗ naɗ waa.
11. Kanne maaloo; la kanne a leeroo a peere a, a kye maale a ka a tori velaa.

ZANNOO TOMA

1. Di deme kyaare leeroo naɗ tori tɔna
2. Wola ka leeroo naɗ ba tori na e wane yelbawontaa?
3. Leere segere ɗmaa ɗa

A seɗ baɗ ka, leeroo yeɛɛ, maɗ nye la o meɗa yi a kɔkɔma meeroɗ zie, o duoro zie ane o pare zie. Ane a zaa ka a leero yeɛɛ leeroo e la mɔla, kye o maɗ tɔɔ tulo la duoro tereboɗ. Te na baɗ de o la toɗ ne deene toma kye o koɗ baɗ toɗ duori nimizee toma.

WULUU SOBIE

1. Karendie biiri zaa yel-eraa

- Di deme kyaare leeroo beɛ (kəkɔɔɛɲ ane kəkɔyiilun parebammo, yipɔge yeltuuri bammo, kəkɔre mere beɛ bammo amk)
- Kanne sɛgere naɲ ta yelbie 300 bee a gaɲ lɛ kyɛ leere o.
- De wuli a karendie biiri

PEEROO TOMA: DOK 3 – YIRI TOMA

1. Bɔ a leeroo mbeɛ anuu na, kyɛ de fo teeron sɛge a ka a tut aa yi onan naɲ e nimizeɛ a tuuro taa sigire. Wuli a fo ananso.
2. De a leeroo beɛ ka a soɲ fo ka fo leere a sɛge ɲa naɲ tu.

Ganaa e la paalon kaɲa neɛ zaɲ naɲ baɲ o yipɔge ane ba saakonnoɲ yeltuuri yeɛ naɲ do ta lɛ. Yelkpon kaɲa naɲ be Ganaa noba sãakonnoɲ poɔ la ba tige maaloo. A tige maɲ tage la noba lantaa ka a ba nɔyeni taa ɔɲ-ɔɔbo. Aseɲ; Homɔwɔ tigiri, Ga (Ankara) noba naɲ maɲ di. A tigr ɲa zie, yipɔge bondirii mine teseɲ, kpokpoi la ka ba maɲ maale ka noba lantaa a puori ba ɲmemɛ naɲ soɲ b aba koɔbo poɔ.

A tige ama yelsonne e la yaga. A ba are ka Ganaa noba lantaa di yon, kyɛ a maɲ tere la vuo ka a noba wuli ba sãakonnoɲ naɲ veɛla lɛ. Ganaa noba maɲ tu la ba yiele, seere ane ba bonsuuri zie a wuli ba sãakonnoɲ. Gaana noba maɲ wuli la ba sãakonnoɲ ne popeɛlon. A maɲ tu la a tige ama zie ka baapaaba zanne yeli yaga kyaar a ba sãakonnoɲ. A veɲ ka a sãakonnoɲ maale biɲ ko puori deme a ba kpiire.

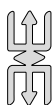
PLC SESSION 14

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

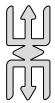
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

- 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
 - was the concept explained in a way that a learner with no prior knowledge could follow?
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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).
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Wεleme 6 leεpeεroo

A wεleme ηa lee peere la ana na zaa te naη zanne daa 12, 13, ane 14 poɔ. A wεleme di la demε kyaare kanne wiεu wiεu ane kanne bεε bεε naη maη soη tōɔ leere segere. O la soη la baη leeroo ane a leeroo yeltare zaa, tesen, leeroo gɔɔloη n ate naη maη de a leere ne segere en Dagaare poɔ. Aseη ka zanezaneba naη zanne a wεleme ηa tōɔ de kanne wiεu wiεu ane kanne bεε bεε gɔɔloη a kyooε segere a kyε la tōɔ leere segere en kɔkɔyuo poɔ.

PEEROO Nɔ-IRRI MAGERE TEREBO

DAA 12

1. Tere magere bonyeni ko a tεεtεeloη kaηa zaa, ane magere 1 ko a mannoo naη tu. (a te magere 4)
2. Dabie wulibu – magere 1 ko a dabiri kaηa zaa (te ta magere 3)
3. Yelzuri (magere 12)

NB; kyooeroo naη gaη yeε 8, tere magere 0

	Garebanyε (7-8)	Mεε yaga (5-6)	Mεε (3-4)	En faηa1-2
Tonne tommo	kyooeroo naη tu a begere naη tori kyε taa a yelbulo zaa ka o muni kyaane	kyooeroo naη tori kyε taa yelbulo yaga.	kyooeroo naη taa dabere mine yi a segere poɔ kyε ba taa a yelbulo mine bee ka a muni ba kyaane.	kyooeroo kpoη zaa naη waa a segere na lee sege biη ka yelbulo kpoη zaa ba kyebe bee ka o muni ba kyaane

	Garebanyε (4)	mεε yaga (3)	mεε (2)	en faηa (1)
yelbie segebo, tεgebo, ane kɔkɔre mere	gbε-ηmε fēē kyaare yelbilii	gbε-ηmε mine kyaare yelbilii ane a mine fēē kyaare yeltegereε.	gbε-ηmε yaga kyaare yelbilii ane a mine kyaare yeltegereε	gbε-ηmε yaga kyaare a yelbilii ane yeltegereε.

DAA 13

1. (Nɔ-iraa yeldemanaa) Leeroo: Leeroo la sobiri na te nanj nanj tu a leere sɛgere yi kɔkɔre kaɲa poɔ anj kɔkɔyuo poɔ kyɛ ka a yeli pare bee a yeli tontonne ba kyilli.

Leeroo tɔna (ka karembie ama nanj tu mine ata)

- a. Paalonj yobo noba lamboore
- b. Yipɔge poɲ-kotaa
- c. Daa diibu
- d. Zannoo yelboore;
- e. Paalonj tɛtɛɛ lamboore
- f. Duoro nyaabo.
- g. Pare bammo ane nyonono wulibu

2. Leeroo mannoo nanj tori magere 1, leeroo tɔna kaɲa zaa wulibu magere 1 (te ta magere 4)

Garebanyɛ (magere 4)	Mɔɛ yaga (magere 3)	(mɔɛ magere 2)	Enj faɲa (magere 1)
zage kaa iribu ka o manne kyaane (3 ane ananso wulibu)	zage kaa iribu ka o manne kyaane (2 ane ananso wulibu)	zage kaa-iribu ane ananso bonyeni wulibu	zage kaa-iribu, ka manno kyebe

3.

	Garebanyɛ (magere 7-8)	Mɔɛ yaga (magere 5-6)	Mɔɛ yaga (magere 3-4)	Enj faɲa (magere 1-2)
yembulo	Nɔkpeɛne ɲmɛɛbo nanj tu velaa a wullo yeldemanne nanj tori kyɛ ka kpulluu baare soɲ.	Nɔkpeɛne ɲmɛɛbo nanj tu velaa kyɛ ka a tutaalonj ba tu velaa te baare. Ka a kpullu baare soɲ.	nɔkpeɛne nanj soma a taa yeldemanne kyɛ are ko lambo-yeni kyɛ ka a kpulluu muni ba saa welweli.	nɔkpeɛne ɲmɛɛbo nanj taa yeldemanne fɛɛ bee togtogi kyaare a yelzu. Ba taa kpulluu bee ka muni ba kyaane

	garebanyɛ (magere 4)	mɔɛ yaga (magere 3)	mɔɛ (magere 2)	Enj faɲa (magere 1)
Tutaalonj, yelbie sɛgebo tɛgebo ane kɔkɔre merɛ	muni nanj kyaane welweli ka gbɛ-ɲmɛ fɛɛ be be	muni nanj kyaane kyɛ ka gbɛ-ɲmɛ fɛɛ kyaare yelbibii ane yeltegrɛ be be	amine muni ba kyaane kyɛ ka gbɛ-ɲmɛ kyaare yelbilii ane yeltegrɛ be be.	muni ba kyaane kyɛ gbɛ-ɲmɛ yaga.

DAA 14

1. Begere kaɲa zaa mannoo, magere 1. Aseɲ N teɛronj la ka foonj taa yeɲ zuluɲ kyaare a kɔkɔɛ zaa ayi na soɲ fo la ka fo tɔɔ iri yelbie na nanj seɲ ne ka foonj na leere yelɛ.

A begere mine na ban kyaare toribu, serron, welweli, yipɔge, parebammo amk.

2. Yɛɛ kaɲa zaa leeroo naɲ tori tere magere 1

Yɛɛ 8 leeroo naɲ tori-- magere 8

Yɛɛ 7 leeroo naɲ tori--magere 7

Yɛɛ 6 leeroo naɲ tori-- magere 6

Yɛɛ 5 leeroo naɲ tori—magere 5

Yɛɛ 4 leeroo naɲ tori--magere 4

Yɛɛ 3 leeroo naɲ tori--magere 3

Yɛɛ 2 leeroo naɲ tori—magere 2

Yɛɛ 1 leeroo naɲ tori-magere 1

WELEME 7: TIGE

YIPƆGE YELTUURI ANE NOBA ZU KAABO

Yelzu kpɛgela: **YIPƆGE YELTUURI**

Zannoo yelnyerre: *Peere tige yelsonne naŋ be Gaana yipɔge poɔ.*

Yelboore arezie: Wuli fo bammo kyaare sããkoŋ-tige

WELEME KYɛYUOBƆ KYOƆROO

Weleme ŋa kaa la a sããkonnoŋ tontonne ane noba zu kaabo A weleme ŋa na kaa la Gaana sããkonnoŋ tige ane a tɔna. Te na la kaa la bone naŋ la yipɔge ane a tɔna a naŋ taa ko a noba. Zannezaneba na zanne la fo yipɔge yeltarre a kyɛ de a ka a soŋ fo ka fo zanne nenyobo yipɔge. A ŋa gaa la niŋe a soŋ fo ka fo baŋ bone na yipɔge naŋ taa ko nensaala nyɔvore. A weleme ŋa na kaa la lenɛɛ nemboora zaa a Gaana poɔ naŋ maŋ maale ba tige a ba sããkonnoŋ poɔ. A ŋa na soŋ fo la ka fo baŋ lenɛɛ ane ananso nemboora zaa naŋ maŋ maale ba tige. A ŋa na veŋ la ka te nemboora zaa sage de taa, a taa nɔlaŋ ko taa a te yelmaale zaa poɔ. A weleme ŋa taa latɔna ko a fo Dagaare zannoo yoŋ, kyɛ a na soŋ fo la a zannoo bɔgere mine tesɛŋ Noba laŋkpeɛbo yeɛ ane a Gaana yipɔge yeɛ.

A karema seŋ ka o bɔ wulluu sobie yaga ane zannoo bonteere ka a soŋ ka a zannoo taa noɔ ko a biiri.

A dare ane a yelnyɔgere a weleme ŋa poɔ la a ama:

- Daa 15: Tige
- Daa 16: Gaana tige de pɛretaa.

WULLUU SOBIE KYOƆROO

Wulluu sobie na a weleme ŋa naŋ de wuli ne a karenbiiri e la yaga. Yeli maalo sobiri e la a sobiri kana naŋ maŋ soŋ ka te tɔɔ maale yelerema mine naŋ sereŋ ere te poɔ. o maŋ soŋ la ka a karembie baŋ yeli nyaga zaa. Dɔla mine tesɛŋ, gbulo poɔ toma, bayiri toma, pulintaa toma ane karendie zaa toma la ka a wulluu sobiri ŋa maŋ de toŋ ne toma. A sobiri ŋa maŋ soŋ la ka a karembie teeroŋ gɔɔloŋ e zuluŋ, a tɔɔ maale yelwona a kaŋa o meŋa, ka a o noore wolloo kyaane velaa. O maŋ soŋ la ka karembiiri baŋ lantaa toma, sonata toma, ane wederoŋ toma. Karembiiri meŋ na la tɔɔ zanne la yeɛ gyelebo a na tɔɔ kpɛ andonɛɛ tononɛ zaa poɔ. a karembiiri nay ɛ naŋ you yaga, a karema na de toma mine poɔ ba, tesɛŋ wedere tom aka ba soŋ ka a karendie taabo e mɔɔ, ka zannoo do saa. karema mine seŋ ka ba baŋ ka karembiiri mine nɛ taa la yelwona ba yelbie boɔloo bee yeli yelibu zie. Karema mine de ba gɔɔloŋ zaa a gu ne a biiri bama taaba ka ba ta e ba laara.

PEEROO TOMA KYOORO

A peeroo toma sobiri na are la ka o peere ban goolon na zaa bee bammo na zaa, pare bammo zaa ane tyeroon zuluŋ zaa nan be a karembiiri zie a soŋ ka o do saa. Yelpeere-nyerre man soŋ la ka biiri zannoo baara. A peeroo sobiri a weleme na poɔ na soŋ la ka karembiiri yeli pare bammo kyaare sãakonnon tige Gaana poɔ kyaane velaa. Dok 4 be be la ka o tee karembiiri ka ba taa teeroon zuluŋ a peeroo soorebie piili ne lasɛgere ŋmaa, yelyage sɛgeraa, bee noore wolloo ane lenɛɛ ba nan na tɔɔ de ba bammo ton ne toma. a seŋ ka karema mine de peeroo sobie yaga ton ne toma a bo duoro kyaare a karembie kana zaa zannoo ane a ba toma magere, a nye lenɛɛ ba zannoo nan duro.

Bo kyooŋ kyaare a peeroo yelnyerre a manne ne a zannoo yelboore.

Yelboore	DOK Foɔlaa	Peeroo sobiri
Di demɛ kyaare tige a boora yipɔge poɔ ane a yelsonne.	4	Sooroo
De a fo paalon tige peretaa ne nemboore yobo tige a Gaana poɔ.	4	Sooroo.

DAA 15

Zannoo yelboora: *Di deme kyaare tige a kəkəboorɔ poɔ kyɛ wuli a yelsonne*

ZANNOO YELBOORE: **TIGE**

Tige manne bigruu: Tigri la yeli noba naŋ nare a maale. A tigri ŋa maŋ taa la yelzu kaŋa bee a ananso kaŋa.

Nemboora tige de pɛretaa

Tige tɔna te yipɔge poɔ.

Sããkonnoŋ tige taa la tɔna yaga ko a noba sobie yaga zaa poɔ. A mine la:

YIPɔGE MAALEBIMMU

- a. Tige maaloo e la sobiri kaŋa te naŋ maŋ tu a maale te yipɔge biŋ ka a ta bɔre.
- a. A maŋ teere te la lenɛɛ a teŋa naŋ piili, ka te la baŋ a te wɛderebe naŋ ŋmaa te teŋa.
- b. Amaŋ tu la tige zie ka baŋ te wɛdereba naŋ zɔɔ de a teŋa ko te, le ba naŋ zɔɔ de tempaaba, le baŋ zɔɔ de te yi yelwonni mine zie, ane le a te wɛdereba nyɔvore naŋ guuro a te yel-erre.
- c. Tige e la ziiri na te naŋ maŋ tu a sɔre ŋmemɛ a kyɛ puori ba ameseɛɛ ba naŋ soŋ te a te bomboore poɔ zuɪŋ.
- d. Zannoo;
- e. Tige zie, yel-erre yaga la ka te maŋ e, gaŋgarre ŋmeebo ne seere, yelwiiri yelibu, sensele selloon, (pampana ne dakoron sensele) naŋ maŋ soŋ ka te zanne yeli kaŋa a kyɛ zanne yelpaaba poɔ.
- f. A maŋ tu la tige zie a zanne te sããkonnoŋ nɔbinni, ane a te seere poɔ yel-erre. A na tu la kyɛ ka te de a te yipɔge eŋ te puori deme nuuriŋ.

NɔYENI NE LAMBOORE

1. Tige saŋa, noba maŋ yi la zitɔba a wa lantaa. A noba bama maŋ yi la sããkonŋ tɛɛtɛɛ poɔ kyɛ na zanne yi neyobo zie. A ŋa maŋ wa ne la nɔyeni a te laŋkpeɛbo poɔ.
2. A maŋ tu la tige zie ka neɛ naŋ bɔre lee wa o sããkonnoŋ poɔ. Ka ba na lee e ba menne.
3. Noba maŋ laŋ la taa tɔɔ maale yelkpeɛŋa kaŋa ko a teŋa. O maŋ wa ne la nyɔvopaalaa nan gere ne te niŋe.

Libiyɛle.

1. Tige maŋ tage la a paalonŋ noba ane paalonŋ yobo noba lantaa. A zuɪŋ a maŋ la ka te nyɛ libie a soŋ ne te menne ane a te paalonŋ baabo.
2. Nenyaga naŋ maŋ lantaa zuɪŋ, te maŋ di la daa a nyɛ libie ka a te paalonŋ baa.

Temaale;

1. Te maŋ tu la tige zie a kyeere libie maale ne a teŋa bee a paalonŋ.

2. Tige zie, paalonɔ bibere maɔ wa la yirin a soɔ a paalonɔ ne ziyuo boma, tesen kōɔ, sakue, daa, ane ziyuo boma mine a paalonɔ naɔ boɔra.

ŊMEMPUORI ANE TE SEERE MAALOO

1. Sããkonnonɔ tige arɛ te yipɔge ane a te sagediibu. A tige ama zie, boɔmale-karre maɔ tu la be a kye maale ba noba seere yeɛ. Noba naɔ boɔra a tebe ane a kpenne sommo maɔ nye a la a tige zie.
2. Noba naɔ taa posããna kaɔa maɔ tu la a kye a de ba yelwonni zaa ko a tebe ka a iri ba yi ne a yelwona poɔ, a kye soɔ ba ka ba yeɛ maale.

SÃÃKONNONɔ TIGE PARɛɛ

Ganaa paalonɔ zaa poɔ sããkonnonɔ tige maaloo be be la. Kaɔa zaa maaloo taala lenɛɛ a naɔ maɔ tu. A tige ama mine e la, koɔbo tigiri ane kpenne maaloo tigiri. A yuoni zaa poɔ la ka a maɔ di. Ye e ka te kaa koɔbo tige mine ane kpenne maale tige mine naɔ maala a Gaana paalonɔ poɔ.

Koɔbo tige

1. Homowo tigri: Ga noba naɔ be Ankara la maɔ di a lee teere koɔ baaroo. A tigri ɔa zie gangarre ɔmeebo ne seere la zie zaa. Ba maɔ maale la bondiparɛɛ tesen, kpokpoi, a poɔ ko taa.
2. Gologo tigri: Talensi naɔ be Gurunsi paalonɔ poɔ tigri la. A tigri ɔa poɔ ka ba maɔ soɛ weɛ boma maaloo. Ba maɔ la soɛ la ka a ɔmemɛ guuro ba a ba koɔbo toma poɔ. Tolon kyuu poɔ la ka a tigri ɔa maɔ di.
3. Samampiid tigri: Bulsa noba naɔ be Gurunsi paalonɔ la maɔ di a tigri ɔa. Ba maɔ tu la a tigri zie
4. Asogli Waare tigri: Asogli noba naɔ be Nyugbe paalonɔ la dire a tigri ɔa. Ba maɔ tu la a tigri ɔa zie a puori a kpenne ane a tebe naɔ soɔ ba ka a ba waare maale velaa. Aɔa tige zaa poɔ na, seere ne diibu man be la a tigri ɔa poɔ.
5. Kundum tigri: Ahanta ane Nzema noba naɔ be Zẽebaa paalonɔ la maɔ di a tigri ɔa. A tigri ɔa puoro la a ɔmemɛ ane a kpenne ameseɛɛ ba naɔ gu ba a ba koɔbo poɔ.
6. Ngmayem tigri: Krobo noba naɔ be Tanɔɔ paalonɔ la maɔ di a tigri ɔa. Weɛ boma kyebo baaraa saɔa la ka ba maɔ di a tigri ɔa. Ba meɔ maɔ puoro la a kpenne ane a tebe bareka ne a naɔ soɔ ba a ba koɔbo toma poɔ.
7. Odwira tigri: Akropong – Akwapim noba naɔ be Tanɔɔ paalonɔ la maɔ di a tigri ɔa, a lee teere ba sããkommine zoɔɛ ane ba weɛ maaloo.

KPENNE TIGE

Adae Kese: Santere la dire a tigiri ɔa. Ba maɔ maale la a tigiri ɔa aka ba iri ba kpemɛ yuori a kye tu a be soɛ a kpemɛ ka ba guuro ba. Boɔmeɛɛ ne seere la a tigiri ɔa zie.

Akwasidae tigiri: Santere la dire a tigiri ɔa dare ayooɔbo zaa. Ba maɔ maale la a tigiri a ire baa kpemɛ yuori. Boɔmeɛɛ ne seere la a tigiri ɔa poɔ.

Hogbetsotso tigiri: Anmone la dire a tigiri na. Ba man di la a tigiri na a lee teere lenee ba saakommine nan da yi Notsie a wa zene Togo paalon po. Anlo Ewe noba nan be Volta paalon la man di a tigiri na.

Fetu AfahyeTigiri: Fantere la man di a tigiri na. Koobo tigiri la ka ba puori ba tebe ane ba kpeme nan gu ba a ba koobo po ka ba nye wee boma yaga.

TIGE MINE NAN LA PO

1. Aboakyir tigri; Effutu noba nan be Winneba la man di a tigri na. A walaa nyogbo are ko la lenee ba saakommine nan wa zen a Winneba po.
2. Bakatue Tigri; Elimina noba nan be Central Region la man di a tigri na. Zoma nyogbo piiluu sana la ka ba man maale a tigri na. Gbori mombo ane seere la man be a tigri na zie.
3. Damba tigri; Dagombare, Gonjare, ane Nanumbare nan be Dagben- Zabage paalon la man di a tigri na. Prophet Muhammed dogbo bebiri leeteeeroo tigri la.
4. Akwanbo tigri; Ajumako, Breman, Enyan Abaasa la man di a tegri na. ka ba teere lenee ba Saakommine nan da ko soe gaa ne kolle ka na nye ko. A tigri men la kora la ba saakommine gyerema kana.
5. Asafotufiami Tigri; Ado noba nan be Ankara paalon la man di a tigri na. ka ba lee teere lenee ba saakommine nan zaa sana na ba nan yi Ile Ife a kpe a Gaana po.
6. Kloyosikplemi tigri; Yilo Krobo noba la man di a tigri na. Ka ba lee teere lenee ba saakommine nan yi a Krobo tanne zu a wa zen a ba zenzie zene.

ZANNOO TOMA

1. Manne wuli bone nan la saankonnon tigiri
2. Wuli tigi ata nan dire Gaana po kye pore yeldemanne ayi ko a kana zaa.
3. Wuli tigiri na nan dire fo paalon po. gyele yele mine ata nan kyene so ka ba nan dire a tigiri na.

WULUU SOBIE

1. Yeli maale emmo zannoo
 - Karendie biiri zaa yel-eraa: Di deme kyaare tige diibu.
 - Gbuli toma/lamboore zannoo
 - Yen-irun lantaa gbuli toma
 - Di deme kyaare tige nan dire Gaana po
 - Wuli yipoge tige yelsonne
 - Kaa saankonnon tigiri sini nan wullo yipoge yele Gaana po.
1. karendie biiri zaa deme diibu
 - Di deme kyaare a sini yembulo (Bon/A la ka ba da maala? A la da maala? Bonso ka ba da maala? Yen la ka da maala? Wagere buo (sana buo a yuoni po)
 - Wuli fo yelnyere yi a sini po ka ye di ne deme

PEEROO TOMA: DOK 4 SOOROO

1. Gyele kye kpulli yeŋe kyaare tɔzoma naŋ be sããkonnoo tige yel-erre poɔ muni a fo laŋkpeɛbo poɔ. (magere 10)
2. Peere sããkonnoo tige tontonno kyaare a teŋe baabo yeŋe.

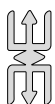
PLC SESSION 15

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.

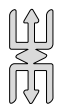
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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. 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.

DAA 16

Zannoo yelboɔraa: *de Gaana tige ane nemboore yobo tige pere taa a bo a tɛtɛɛlon ane a yitaalon*

ZANNOO YELNYɔGERAA: GAANA POɔ TIGE MAALOO DE MANNE NE TAA

Gaana tige (leelenkaabo). Sããkonnoŋ tige e la yelmaale mine naŋ yi dasaŋa yipɔge poɔ, a e la sagediibu, ane sããkon-yeltuuri nemboora poɔ. Yeltuuri mine la maŋ be a tige maaloo poɔ, ameseere puoruu, ane kaaloo naŋ be a noba poɔ. Tige maaloo saŋa booro zaa taa o kɔkɔre ane a yiele te naŋ maŋ yieli. A taa la a gaŋgarre ŋmeɛbo ane a seere te naŋ maŋ see a tigiri zie.

Lenɛɛ Ganna deme naŋ maŋ di ba tige. Boore tɛtɛɛ taa la sobie tɛtɛɛ kyaare ba tige maaloo.

Ama naŋ tu wullo la Gaana tige maaloo sobie mine.:

Homowo tigiri e la Ga noba naŋ be Aŋkaraa poɔ tigiri. Ba maŋ di la a tigiri ŋa ɔɔgore kyuu poɔ yuoni zaa. A yeltuuri kyoooro la ama:

NAREBO

A bagemaala la maŋ leere a kpenne zu a nare a zie. Ba maŋ bore la kamaana ka le wuli ka ba na bare la gɔnne eebo kye puori ko a paalon. A ŋa maŋ veŋ la ka ba biŋ bege kyaare gaŋgarre ŋmeɛbo ane gɔnne eebo. A bege ŋa iribaroo saŋa, ba maŋ tu la yeltuuri mine ba naŋ boɔɔ “odadao”. Ba maŋ maale la a mane, ane yeere tigiri naŋ di “yeeyee”. A Homowo tigiri maaloo yelbere pãã maŋ tu la a ɔɔgore Yɔdaare ayi soba poɔ.

Ba maŋ maale la sããkonnoŋ bondirii aseŋ kpokpoi (mɔle la ka ba de maale ne)

Ba maŋ maale sããkonŋ bonsuuri ane zie narebo ka o veɛɛ

Tigiri diibu

A tigiri diibu maŋ piili ne la sokooɔraa zu kyemmo, a boɔmaalkare la maŋ de wɛɛ a kyemmo ŋa saŋa.

Sããkonŋ yiele ane seere maŋ be la be

Noba maŋ su la sããkon-bonsuuri ane peeme

Ba maŋ ko la a kpenne kyooɔtaare

A boɔmaalkare maŋ mere la a kpokpoi, a boore maaloo yon saŋa bondi-maalaa la.

Yi-ŋmama meŋ maŋ maale la bamenne kpokpoi a po taa.

Doba maŋ laŋ di la laa yeni poɔ a wuli nolan.

YEL-ERRE

Diibu ane popeɛlon: Neɛ zaa naŋ be a tigiri zie maŋ nye la boŋ kaŋa di.

Yipɔge yiele ane seere: A noba maŋ see la a wuli ba yipɔge.

Yipɔge yel-erre wulibu: ba maŋ wuli la a dakoron saŋa bommaale ane yel-erre.

A tigiri diibu maŋ kpulli ne la bareka puoruu ba naŋ boɔɔ ɲɔɔ wala (yelsonne yelbu wagere) ane tseɛ bulemɔ (lɔɔ yeli naŋ pare bare)

YELSONNE

Ka ba puori a kpenne bareka ne a naŋ ka ba boŋkoɔre maale velaa.

O maŋ tage la noba laŋ taa, a wullo yipɔge,

Odwira tigiri: Fanteakwa namine ne ba noba naŋ be Easten Region la maŋ di a tigiri ɲa. Ziiri ba naŋ dire a tigiri ɲa la, Akropon, Akwapim, Aburi, Larteh ane Mamfi amk. September ane October kyiiri poɔ la ka ba maŋ di o yuoni zaa. Weɛ boma deebo saŋa la ka ba maŋ di a tigiri ɲa. A saŋa na bondirii maŋ gore la. A tigiri ɲa zie la ka ba maŋ tu a puori ba sããkommine ane a ba teɛ naŋ sonna ba. Ka waare saŋa la, ka ameseɛre puoru laŋ, ka weɛ boma deebo saŋa la, yeli ba naŋ maŋ e la ka ba “de bondirii ko ba kpeme”.

Owdira tigiri taa la dasaŋa yeltuuri mine naŋ be be te ta zene. ɲaa la ka a maŋ tu:

ADAEBUTU

A saŋa ɲa la ka ba zeŋ zomm a teɛre kye puoro. Sere ka ba di a tigiri, ba maŋ de la beri lezaayi, a iri ba menne yi gɔne poɔ ane koe maaloo zaa naŋ be a Akwapem paalon zaa poɔ. Nee zaa naŋ bat u a begere ɲa maŋ nye la dɔberon kaŋa.

ODWIRA TIGIRI:

A santere sagediibu poɔ, ba sage la ka naa ba kpiire. Kyɛ a naa maŋ kuli la o teŋaŋ. Yendaa na a tigiri saŋa, a noba maŋ maale la a teŋa sori. A noba maŋ maale la a sori na naŋ yi Akropon a a teŋkpon, Okwapeman a te ta a ban amine ummu zie ba naŋ maŋ boɔle ka Amanprobi. Abrafo ane a naa, Adumahene la maŋ de wɛɛ ka ba toŋ a tonnoɔre ɲa. A sori maaloo ɲa wullo la ka a kpemme na wa la a tigiri zie a Okwapehene nayirin.

ODWIRA YIDAARE

Ba sage la ka a Odwira Tigiri e la tioiri na naŋ biŋ ko nabiiri. A bebiri ɲa dare, a Gyaasehene naŋ e a nabilii kaŋa naŋ be a Akuapem paalon naŋ e a namine zaa segesegere maŋ boɔle la a Banuhene (namine ummu zie naa) ka o wa a nayirin.

A Gyaasehene pãã na yeli ko la a Bunuhene ka a Okuapehene ba naŋ boɔle ka Omanhene, nare la ka o di a Odwira tigiri. A Bunuhene pãã na toŋ la a Gyaasehene ka o kpe a wegyaŋ poɔ, zie na ba naŋ unno a namine ka o te sɔre a namine kpemme (nananom) a de a Odwira tigiri wa ko a Okuapehene.

A la yi be, Odwira Yidaare, a nakogiri ayopɔe na zaa naŋ be a Akuapem paalon maŋ iri la nob aka bare ba paalon gbɛbɔreŋ a te you a wapaala diibu noɔ. Kubri yirin la ka ba maŋ e a yeli ɲa. Ka a yeli ɲa naŋ ba e, kyiirun la ka nee di wapaalaa a Akuapem paalon poɔ. wapaala ba kpeera a teŋaŋ. A nakpon, Okuapehene naŋ zeŋ la a kyele ka a Baanuhene ane o nob aka ba de a Odwira maaloo wa ko o. Baanuhene ane o noba la maŋ de a sããkommine maalo wa ko a naa ka a Odwira tigiri pãã piili.

Ka a Baanuhene lee wa ta o nag aa la Okuapehene naŋ zeŋ ka pene page o zu. Ba sage la ka a Baanuhene ane Okuapehene yon la maŋ tɔɔ de ba nimir nye a maaloo a kpeme naŋ tere. Ka a ɲa wa e baare, sori pãã yuoe la ka gɔne tɔɔ goŋ a paalon.

ODWIRA TADAARE

A bebiri na dare, a Akropong noba maŋ yi la lantaa a kono. Ba maŋ yere la bonsɔglɔ ane bonzeere. Yideme maŋ laŋ la taa a koŋ ba noba naŋ kpi a yuomo na poɔ. a Akuapehene pãã na yɔ la a nakogiri ayopɔe na zaa yienj a puori ba. A nakogiri la - Aboasa, Asona, Twafo, Benkum, Kyeame ane Akrahene.

Bebi pipi, a kpemmɛ (nananom) zaa naŋ kpi, ban a maale la ba kuori, a ko ba gyereɛ. a kpemɛ (nananom) na sori ba naŋ maale na wa poɔ ba la a tigiri diibu poɔ.

ODWIRA NADAARE

Okuapem noba sage la ka Naanmen be be la, a kora o gyereɛma kye naŋ kora ba nakpong Omanhene - Ofori Kuma kogi zu soba meŋ gyereɛma. A bebiri na, Okuapem naa maŋ yere la peemɛ naŋ veela a zeŋ o nakogi zu ka noba waana puoro o ne gyereɛma.

A bebiri na, pɔgesareveela maŋ yi la a naa niŋe sɔgae a wuli ba menne. Kaŋa la a naa pɔge. A pɔge na nnare la a ko a o sere sããkombondirii kaŋa ba naŋ boɔla "Eto". A puoriŋ, a namine ummu zie kaara – bunuhene ne a o noba na kyɔŋ la taa a te de a "Eto" gaa ne Nsurem – a Okuapeman naa dendɛŋ yaa pareŋ a te ko a kpemɛ ka ba di. A namine na zaa meŋ pãã na tu la.

Gbeliŋ 7 zimaane saŋa, a Okuapehene ane nabili banuu-Gyaasehene, Benkumhene, Nifahene, Adontenhene ane Kurontihene maŋ gaa la nakogiri die tee ŋ noɔre ka ba na enne la a Ofori Kuma Naa. A yeli ŋa eebo wuli ka a Akuapem paaloŋ noba taa la noɔre yeni.

A tensoga saŋa gbeliŋ 10 baŋ maŋ pɔge la a soe ka neɛ zaa ta be yeŋe ana wagere na. Akropong teŋe maŋ e la seretete le , ka a paaloŋ zu ŋmaareba pãã de a Akuapeman nakogri ane a peemɛ yi ne a Akropong gaa ne Ademi mu (dakoroŋ saŋa bar) an ate tu a peeroo yeltuuri. Ka ba naŋ wa lee waana, ba maŋ de la bammene, nakogiri ane naa peemɛ wuli a Akuapehehe. Kyiiruŋ la ka neɛ naŋ ba waa bakaŋa nye ba yeltuura ŋa eebo saŋa. A bagere deme maŋ laŋ la taa ka a Okuapehene manne wuli enkpongpoli yaabo.o maŋ de la bagere peŋmaa pɔge o meŋe kye ka ba ŋme malfa gbere bota. A malfa ŋmeebo ŋa wuli ka ba baare la a bebiri na y el-erre. A le meŋ la wuli ka a Omanhene la ta sori ka o de a a lammo kpong wɛɛ ka zie wa nyaa.

ODWIRA NUDAARE

A bebiri ŋa la saakonnoŋ yeltuuri bebibaaraa. Akuapem namine, kpambeere ane a teŋe deme maŋ laŋ taa Mpeniase poɔ (a te-dɛŋ selebo a bebi-fɔɔ daare Akropong, ka a paaloŋ tenkpong tu a be nye o yuori Okuapeman. Mpeniase e la a Akuapem naa paaloŋ noba nyɔvore yeŋe zaa zie. Noba maŋ gere la be wagere zaa a enne o). A ŋmempuori wɛderebe, gɔmenente tontonnema, ane bamine la maŋ laŋ a tigiri ŋa zie. Akuapehene maŋ pele la a yel-erre na zaa naŋ da e a yuonkoraa poɔ kye pãã manne a temaale yeŋe naŋ na e yuompaalaa poɔ ko a noba. A gɔmenente tontonnema ane a noba maŋ yeli la yelonne ko a Akuapehene.

Omanhene la maŋ manne yeŋe naŋ ere a paaloŋ poɔ ko Okuapeman. Tige mine naŋ di pare wuli ka a bebiri ŋa daare la ka ba da maŋ nye saama yaga. A tensoga saŋa yel-erre yaga maŋ be la a tigiri zie, ka a mine la kɔnsɛte ane pɔɔ ne sarre naŋ wullo ba yelveele. Yaako diribe maŋ tu la be a ŋme ba daa diibu yeŋe yaare.

Odwira e la tigiri naŋ taa sããkon-yeŋe naŋ taa tegeroŋ, nuuri bommaale, yelveele, yiele bondirii amk. Yipɔge boɔbo yel-erre ama maŋ soŋ yuo la sori ko yelpaala. Te naŋ la te yipɔge,

a kaara o zie, kye wuli bone na te nan nyere o poɔ. Ka foon wa non a Akuapem noba yeɛ, a vuo la ɲa, wa puori te a zanne te yipɔge yeɛ mine.

ODWIRA DA YODAARE ANE PODAARE

Yeltuuri yaga ba man kyebe a Yodaare, kye yel-erre asen bol-ɲmɛ, kyakya, bie emmo kyakya amk. Baapaalba nan be a yirin enyuo deene man la. A podaare a Akuapem ‘Krontihene’ man taa la a venven lammo kpon kyaare a Odwira tigi.

FETU AFAHYE

Fetu Afayhe waa la Cape Coast noba yuoni yuoni zaa tigi. Ba man lee teere la ba zonnyɔge ane yeltuuri mine ana de bareka puoruu ko a Oguaa ɲmeme 77 kye maale a zie ka o veɛɛ.

A tigi narebo man piili la ɔɔgore dabaaraa poɔ. A vuo ɲa poɔ saama yaga man kpe la a Oguaa naa paalon. A tigi menja bebiri man e la a Setɔmbare Yodaare denden.

Sere a tigi bebiri menja, a ɔmanhen man pɔge la omena die poɔ daagbuli. A menja pɔgebo vuo ɲa sana o man gyele la yeɛ kye sɔre yembammo yi ɔboɔdze ane a kpenne zie. O doɔtare men man kaa la o enja laafeelon yeɛ a sɛgere o en ka o taa kpeen gu ne a tigi yel-erre. A die pɔgebo bebibaaraa daare o man yi la ne doɔlon ka noba nye o kye ka o paa gaa a nakogi die te bare koɔ. O man sɔre maaloo yi a Oguaa ɲmeme 77 zie. A paalon noba sage de la ka ɲmeme ama la maala ba yeɛ.

Ba man bin la bege kyaare gonne, zonnyɔge a Fosu baa poɔ. a yeɛ ama tuubu man tere sori ko a ɲmeme ka de weɛ a tee nare a tigi. a yeli ɲa man e Setɔmbare bebiri denden daare.

A Fosu baa kaareba (Emissafo) nan yi a Oguaa naa paalon man kaale la a baa noɔren kye boole a kpenne ka ba digi yelfaa zaa nan na pɔge a saama na nan waana a tigi zie. Ba man pore la ko ana nye zoma yaga ane bondaanon.

“Emuntumadadze”- a tege la “bebi-son” a bibiri ɲa la neɛ zaa man yi son maale a zie ka o veɛɛ. Ba man penti la a yie ka a na veɛɛ sere ka a ‘Bakatue’ lammo kpon bebiri ta.

ɔɔgore Yedaare baaraa zaa noba man gaa la a Fosu baa nan peɛle a bagere zie tensoga san. Noba yaga man gaa la be a na nye a paalon boomaalkarre yel-erre. Ba man e la a yel-erre ama ka zie te nyaa. Ba man ɲmeere la gangare ka a boomaal-kare seere. Ba man boole la a kpenne a peere nye bone na nan e a yuoni nan waana. A Yidaare men yel-erre yaga man e la asen boore yeltuuri, a ɲmenaa sana kyakya ane gbori ɲmaabo be la be ka a ɔmanhen wa kaale baare a baa noɔren. A zonnyɔge bege ba nan da bin zuin, ɔmanhen la a denden soba nan sen ka o loɔ a zonkyogi gbere bota a na tere sori ka noba paa piili a zoma nyɔgebo. Ka a ɔmanhen wa nyɔge zoma yaga wuli ka a zonnyɔge vuo na waa velaa. Malfare man ɲmeere la a yeli ɲa eebo sana. Ba man boole o ka “Bakatue”

A namine nan kaara a Oguaa naa paalon man iri Tadaare bebiri ana tuori de a yiri biiri nan yire ziiri waana. Asafo noba man ɲmeere la gangare kye seere a bibiri ɲa daare. O e la bantaa ane yelbawontaa maale emmo bebiri.

Ba man taa la ɲmempuori tigi a Nana Paprata bagere paren a Nadaare tensoga sana. Yeltuuri ane seere (“Adammba”) man be la be a na boole a kpenne ane a ɲmeme ka boomaalkarre na toɔ to tokparaa. A yeli ɲa man e la ka zie te nyaa. A yeltuura ɲa yelkpon zaa la ka ka ba kare sefaare na nan be a Oguaa naa paalon. Nadare la ka ba man de a na maale ne a paalon a vuo ɲa poɔ. Sere a zie maaloo yeltuuri, ba man de la a nadere gaa ne Nana Tabir bagre te peere a paa kyelle ne a bebikpon daare. Papratam la ka naabo ɲa man te ko. A tigi

bebi-venven daare a nakpon ane a nabilii man zen la tee pare kye yele yele koro a yideme ne saama zaa nan be a tigiri na zie. Ba man lee terere la ba yele mine ba nan da man e. Ka ba nan wa yeli a yele ko a noba baare, a omanhen ne a nabilii man kyen ta la Tabir nmene dendore, a zie na a naabo nan len bin. A omanhen man kaale la kye tu yeltuuri mine a boole ba saakommine ka ba na wa son ba, o paa man iri so-diraa kore ne a naabo ko a nmemε.

A naabo koobo puorin la ka Fetu tigiri man ta o venven a Setombare poɔ Yodaare dendɛn. A bebiri na man tage noba lantaa kyaare a Asafo noba. A noba man are la a Cape Coast sokponni zu a yi Kotokuraba tu a nmen-di-kpon te ta a naa yiri. Gaana paalon lombɔe noba man gaa la Cape Coast a na te di a tigiri na. Namine man lan la taa a na gyee a Oguaa naa paalon yelwonni mine ane a Asafo noba yel-erre kyaare a paalon guubu yele. A bebiri na daare, gangare nmeεbo, seere ane kaaloo man be be la ka ba na toɔ kpe a yuompaalaa poɔ ne emmaaron.

Yelpaala Afahye paalon seere, bondi-pareε tεtεε maaloo, bɔl-nme, bonsuuri tεtεε ane yipɔge bommaale mine man ven la ka a tigiri yel-erre veele, gan a zaa Afahye pɔgenaa seere nee zaa nan man boɔɔ ka o nye. A tigiri baaroo puorin keresta nmempuori pareε man lan la taa Podaare Victoria pake poɔ puori Naanmene ameseere ne o nan son ka a tigiri yele kyen velaa. A bibiri na daare men ba man sore la libie kyaare teje maaloo yele. A yeli na zuin, a omanhen, o namine ane a teje nembere zaa la man gaa a nmendie. Ba man moole ko la a noba a yuni nan waana tigiri bebiri.

Gaana tige de manne taa: (A kye zannezana nan zanne tige yele a de manne ne ba tenkɔɔ tige Odwira ane Fetu Afahye waa la tigi bere Gaana poɔ a taa tɔna men. A man wullo la Gaana tenkɔɔ ane saaikonnon yele. A taa la tεtεelon)

Odwira tigiri

1. Noba nan man di a tigiri: Akan noba nan be Akwamu ane Akyem tenne.
2. Yelboɔraa: ka ba peere a kye maale paalon, a taa nolan ane kpɛɛn
3. Yel-erre: yeltuuri, gangare nmeεbo, seere, yiele ane kpenne ne nmemε kyɔɔtaare terebo.
4. Tigiri diibu vuo: Bebie yaga

Fetu Afahye;

1. Noba man di a tigiri: Oguaa noba nan be Cape Coast.
2. Yelboɔraa: Ka ba lee teere ba saaikonnon, yipɔge ane ba nolan yele.
3. Yel-erre: Yeltuuri, gangare nmeεbo, seere, yiele ane Oguaa nmemε maaloo
4. Tigiri diibu vuo: daa gbuli.

Tεtεelon

1. Akan boora yaga la dire a Odwira tigi kye ka Fetu Afahye e Oguaa noba nan be Cape Coast yon tigi.
2. Dakoron poɔ, Odwira taa la saadayeli kana nan yi Akan Naalon poɔ kye ka Fetu Afahye men mare a Oguaa noba saaikonnon poɔ.
3. Ba yel-erre poɔ: A neazaa ka a tige zaa ayi taa la boɔmaale ane yipɔge a poɔ, a yipɔge yel-erre ba e bonyeni

Zannoo Toma

Nare nakpeene nan wullo sagebo ba sagebo kyaare a yelzu na:

‘Baapaalba ferebo toma la ka ba poɔ tige maaloo poɔ ka a yipɔge ta kpi’

Wuluu sobie

1. Yeli maale emmo zannoo: karendie biiri zaa deme diibu
 - Sããkonnoŋ tige leɛkaabo
 - Di deme kyaare Gaana yipɔge sããkonnoŋ tige a kuri zu eŋ a parɛɛ.
 - Di deme kyaare sããkonnoŋ tige tɔna.
2. Gbuli toma/ lamboore zannoo: karembi-irunŋ gbuli
 - Gbulo pere kye wele ba yipɔge tige ane boorɔ mine deme naŋ be Gaana poɔ.

PEEROO TOMA: DOK 4- SOOROO

1. Pore sããkonnoŋ tige mine anuu Gaana paalonŋ kye wuli nemboorɔ na naŋ maŋ di a tige ama. (magere 5)
2. De tigri kaŋa fo teŋe deme naŋ di pere ne a anaŋ kaŋa fo naŋ pore. (Aseŋ a tige yoe, nemboorɔ naŋ maŋ di o, dabuo ane lenɛɛ ba naŋ maŋ di, a tigiri yeltuuri, a tige tɔna amk. (magere 12)
3. Noba mine teere ka tige diibu e la yeɛ naŋ pare a ba la soma te lanŋkpeɛboŋ. Sege gane a wullo tɔna na anaŋ taa ko te pampana Gaana. wuli yelnyere a tee ne a yeli ŋa. (magere 12)

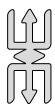
PLC SESSION 16

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

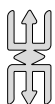
- The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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-lg, 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?

- 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.

Wɛlemɛ 7 maalenkaabo

Dare pie ne anuu ane pie ne ayɔɔbo di la demɛ kyaare sããkonnoŋ tige, a parɛɛ ne yelsonne. O wullo la tige yitaaloŋ ane tɛtɛɛloŋ. A ŋaa na vɛŋ la ka zannezannema de ba tɛɛroŋ eŋ ba yipɔge yel-erre poɔ. A wɛlemɛ na zannoo baaroo saɲa zannezannema na boorɔ la ka ba baŋ ba yizie, ba yipɔge yeltuuri, a nyɔge a ka a ta kpi. A naŋ tɛɛ la karembiiri ka ba laŋ taa a di tige. Karembiiri meŋ na zanne la yɛŋ a baŋ yelbie mine boorɔ ba naŋ na maŋ de di demɛ kyaare yel-erre mine naŋ ɛɛ ba ba laŋkpeɛbo ane a donnɛɛ zaa.

PEEROO Nɔ-IRRI MAGERE TEREBO

DAA 15

Sooroo1: Gyele kyɛ wuli tɔzoma mine a tɛge kyaare yipɔge tige yel-erre a fo laŋkpeɛbo poɔ. (magere10)

Karema na soore la omeŋa a soorebie ama naŋ tu kyɛ tere a magere.

1. *Tɔzoma bammo: A karebie na baŋ wuli bondemanne mine kyaare yipɔge tige yel-erre tɛge?*
2. *Tɔzoma gyelebo: A karembie na baŋ gyele la a yelsonne ane a tontonne kyaare a tige yel-erre?*
3. *Kpulluu: A karembie na baŋ manne la tɔzoma tɔna a ba laŋkpeɛboŋ?*

Magere terebo tuubu

- *magere 9-10: Tɔzoma gyelebo naŋ saa welweli, a bammo ane tɛge mannoo*
- *magere 7-8 Tɔzoma gyelebo naŋ soma, a bammo ane tɛge mannoo*
- *magere5-6: Tɔzoma gyelebo naŋ ba soma, mine bammo ane tɛge mannoo*
- *magere 1-4: Tɔzoma gyelebo, bammo ane a tɛge naŋ kyaane fɛɛ bee ba kyaane togtogi.*

Sooroo 2. Yelpeere nyyerre tige poɔ naŋ na soŋ ka zie you a te laŋkpeɛbo poɔ. (magere 10)

Karema na soore la omena a soorebie ama nan tu kye tere a magere.

1. *Paalon baabo yele parebammo: karembie na nan wuli la bammo kyaare a paalon ane o nandaare?*
2. *Saankon-tige yelnyograa: A karembie na nan tɔɔ gyele wuli la saankon-tige yelnyograa kyaare a paalon baabo yele?*
3. *Yeldemanne ane yelnyere: A karembie na tɔɔ pore yeldemanne ane yelnyere nan tori a tee ne a gyelebo na?*
4. *Kpulluu: A karembie na nan wuli la saankon-tige yelsonne kyaare a paalon baabo yele?*

Magere terebo tuubu

- *magere 9-10 saakon-tige tontonne gyelebo nan saa welweli ane a parebammo kyaare a paalon baabo yele. Yelbulo ane serron yelnyere wulibu ka a kpulluu kyaane a taa tɛɛ.*
- *magere 7-8 saakon-tige tontonne gyelebo nan kyaane ane a parebammo kyaare a paalon baabo yele. Yelbulo ane serron yelnyere wulibu ka a kpulluu kyaane a taa tɛɛ.*
- *magere 5-6 saakon-tige tontonne gyelebo nan kyaane ane a parebammo fɛɛ kyaare a paalon baabo yele. Yelbulo ane serron yelnyere wulibu ane kpulluu ba kyaane.*
- *magere 1-4 saakon-tige tontonne gyelebo nan ba kyaane te baare ane a parebammo kyaare a paalon baabo yele. Yelbulo ane serron yelnyere wulibu fɛɛ bee togtogi. A ba taa kpulluu*

DAA 16

Sooroo 1

Tigiri yuori ane noba na nan nan di o- magere 1

Sooroo 2 (magere 12)

Ka ama nan tu a pulin perebo wa tori – magere te ta 2

(Ka a perebo a kyaane kye tori magere 2, perebo nan taa serron kye pɔge ba kyaane—magere 1)

1. *Tige yoe ane a tɛɛ*
2. *Noba ane ba tontonne*
3. *Tigri diibu wagre*
4. *Tigiri diibu sobie*
5. *Yel-erre ane yeltuuri*
6. *Yelsonne a paalon pɔɔ.*

Sooroo 3 (magere 12)

Yelzuri

	<i>garebanye (magere 4)</i>	<i>mɔɛ yaga (magere 3)</i>	<i>mɔɛ (magere 2)</i>	<i>En fanja (magere 1)</i>
<i>yembulo</i>	<i>nɔ-iraa a yelnyere nan son ka o kyaane welweli</i>	<i>nɔ-iraa nan saa velaa kye ka a mennon nan be a pɔɔ ba maalen kyaane</i>	<i>Nɔ-iraa nan taa duoro nan sen ne kye ka a parebammo ba kyaane.</i>	<i>yel-ɲmaara nan taa serron bee ba taa togtogi kyaare a nɔ-iraa</i>

<i>gyelebo</i>	<i>wuli teeron yaga kyaare paalon tɛtɛ tige yelnɔgeraa parebammo</i>	<i>wuli teeron ayi kyaare paalon tɛtɛ tige yel- nɔgeraa parebammo</i>	<i>wuli teeron kyaare mena paalon tige yelnɔgeraa pare- bammo</i>	<i>Gyelebo fēē kyaare tige yelsonne</i>
<i>kɔkre merɛ ane yelbie</i>	<i>yelbie gyamaa nan tori</i>	<i>yelbie yaga tori</i>	<i>yelbie mine nan tori</i>	<i>yelbie pulluu. Gbɛ- nmɛ yaga</i>

WELEMƎ 8: KŨŨ ANE KOMAALE YELTUURI

Yelzu: Yipɔge Yel-Erre Ane Noba Zu Kaabo

Yelzu ulee: yipɔge yel-erre

Zannoo yelnyere: *De yembammo kyaare bone naŋ la kũũ di deme kyaare yitaaloŋ ane tɛtɛeloŋ na naŋ be yipɔge tɛtɛɛ komaale poɔ*

Zannoo yelnyɔgeraa: Wuli kũũ ane komaale yeltuuri parebammo.

Hint



Conduct **Practice Paper 2** in Week 18. It should cover contents taught from Year 1 to 3. Refer to the **Table of Specification and Structure of the Paper** at the end of this section to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

Welemɛ kyooɔroo Kyɛyuobu;

A welemɛ ɲa wuli la bone naŋ la kũũ. O la gaa nimitɔɔre a kaa bone naŋ maŋ wa ne kũũ, kũũ parɛɛ ane kũũ ɲmaa baroo. A zannezannema meŋ na zanne la kuori maaloo, koe parɛɛ, kuori maalebo tɔna ane pampan komaale. Te la kaa la nembooroɔ zaa kuori maaloo de manne ne taa. A kũũ ane a kuori maaloo bammo na soŋ la ka zannezannema baŋ a komaale sobie ama a ba sãakonnoŋ poɔ ane a ba yipɔge meŋa zaa. Fo na baŋ la kye sage lenɛɛ booreyobo naŋ maŋ maale ba koe ka fooŋ de a manne ne a fo deni. A welemɛ ɲa baaraa zaa, fo na taa la sagedetaa, nɔyeni ane lenɛɛ te naŋ na taa a te sãakonnoŋ ka o ta kpi. A welemɛ ɲa yeɛ ne yipɔge zannoo boɔgere ane laŋkpeɛbo zannoo boɔgre taa la yelyeni.

Dare ane yelboore naŋ be a welemɛ ɲa poɔ:

Daa 17: Di deme kyaare yeɛ mine naŋ maŋ wane kũũ

Daa 18: De Gaana nob a komaale ane nembooreyobo comaale pere taa a bo a yitaaloŋ ne a tɛtɛeloŋ.

WULUU SOBIE KYOOɔROO

A welemɛ ɲa wulo la bone naŋ la wuluu ane zannoo doɔɔ Dagaare poɔ.

Yeli maale emmo zannoo taa la wuluu doɔɔ mine naŋ maŋ soŋ maale doneɛ zu yelwonni mine la ka ba maŋ de tee ne karembiiri bone naŋ la ka ba na zanne a gaŋ yeɛ mannoo A doɔɔ ama mine la yoŋ zannoo, ayirri toma, doɔɔbilibi ane poɔgebilibi lantaa ane a karendie biiri zaa lantaa toŋ a karendie toma. A wuluu ane zannoo doɔɔ ama maŋ tee la teeroŋ zuluŋ goɔloŋ baabo yeɛ, yelwonni maale emmo ane deme diibu goɔloŋ. A meŋ maŋ tere la vuo kaŋa ka ba toɔ laŋ toŋ a toma. Karembiiri maŋ de la boma a gyele a kaa. Ba maŋ de la toma a poɔ a karembiiri na zuri naŋ dire vũũ ka ba na waa wederebe a wuli ba taaba. A ɲa maŋ soŋ la ka toɔ baŋ bone na a karema naŋ wuli ba tege. A seŋ ka karemamane kyelle a karembiiri na naŋ ba toɔna boɔɔ a yelbie ane ba naŋ taa deme diibu yelferee mine a soŋ ba.

LEEPEEROO KYOCROO

A leepeeroo sobiri a weleme ŋa poɔ are ka o peere lenɛɛ gɔɔlon mine naŋ zanne ta ɛ, pare bammo naŋ do ta ɛ, ane lenɛɛ a zannoo zaa baabo naŋ do ta ɛ. A peeroo toma de la sobie yaga naŋ na soŋ ka karembiiri baŋ bone naŋ la kŭŭ ane komaale naŋ be Gaana poɔ. Te taa la DoK 4 peeroo toma. O meŋ kyaare la teɛroŋ zuluŋ. A leepeeroo soorebie maŋ piili fɛɛ kye duoro; yelɛmaa, yelyagesɛgeraa noɔre wolloo ka ba peere lenɛɛ a karembie naŋ tɔɔna noɔre wolloo ane yeli mine mannoo. Aseŋ ka karema mine bɔ peeroo sobie yaga a bɔ duoro kyaare a karembie kaŋa zaa zannoo duobu, a karembie magere ane yelnyere na zaa naŋ kyaare a karembie.

yelboɔre	DOK weleme	peeroo sobie
3.3.1. LI.1 Di dɛmɛ kyaare kŭŭ yeltare	4	dɛmɛ diibu
3.3.1. LI.2 De fo paalonɔ komaale pɛre taa ne nembooro yobo komaale Gaana poɔ.	4	sooroo

DAA 17*Zannoo yelboɔraa: kŭŭ yeltare deme diibu***ZANNOO YELBOɔRAA: KŪŪ****Bone naŋ la kŭŭ;**

Kŭŭ piilu la saŋ a na nee eŋa naŋ ba la dɔɔna bee nee vooroŋ naŋ baare. Nyɔvore baaroo zie la kŭŭ. Nee bee doŋɔ nyɔvore baaroo zie la kŭŭ. A ŋmaa ŋmaa zaa la, kŭŭ la saŋa na nee naŋ ba la voora bonso, o endaa tontombone zaa ba la tona.

Yeɛ mine naŋ maŋ wa ne kŭŭ:

1. Korebo: ka neeŋ kore yaga zaa o na kpi la.
2. Sori zu kŭŭ: ka looreŋ le ne nee, ka nee le kɔɔ poɔ, ka nee yi tee zu le, a soba na baŋ kpi la.
3. Baaloŋ: baaloŋ mine teseŋ; gbemele,, zēēdo baaloŋ, maaroŋ, binzēē, kyaara, sukyiri baaloŋ ane a mine na baŋ ko la nee.
4. Pɔre: pɔre, bee tēē faa (vatuo bee tēēsoɔglaa) na baŋ ko la nee.
5. Nyaŋema: Teseŋ vūūzele, sasekpoŋ, ane yiri naŋ le pɔge nee na baŋ wa ne la kŭŭ.
6. Daseele: nee maŋ toɔ le la daseele a iri o meŋa nyɔvore.
7. Vooroŋ faa/Sooŋ: te sage la ka vooroŋ faare mine be be la a na baŋ iri fo nyɔvore ka fooŋ tonfaa kaŋa a teŋa poɔ bee ka fooŋ saā kyiire mine. Soɔba na baŋ iri la nee nyɔvore. (karema wuli karembiiri sooŋ kŭŭ ka a kyaane)

Kŭŭ parɛɛ;

Kŭŭ parɛɛ ayi la be be, ka ana la baaloŋ kŭŭ ane pŭŭ kŭŭ

Baaloŋ kŭŭ: Baaloŋ kŭŭ la ona naŋ waa nee naŋ beere zuiŋ bee korebo zuiŋ kye ka uribi kaŋa teseŋ sori zu kŭŭ bee tēē tuo nyuubu kyebe. A ŋmaa ŋmaa zaa la korebo bee baaloŋ naŋ ko nee la baaloŋ kŭŭ.

Kŭŭ uraa

Teeroŋ soorebiri

A yi baaloŋ kŭŭ puoriŋ, yeli mine na baŋ uri la nee ka o kpi. Ye di deme kyaare a yeli uraa ama kye wuli ye taaba a ye yelnyerre.

Pampana, ye kanne a ama naŋ tu a de poɔ a ye yelnyerre poɔ. Pŭŭ kŭŭ la yeli kaŋa naŋ uri nee ka o kpi.

Kŭŭ puoriŋ yelwonni;

Te maŋ yeli k aka neeŋ kpi, o penɛɛ la o baaloŋ poɔ, kye yelwonni yaga zaa la ka o maŋ bare ko o puori deme.

A yelwonni mine a ama:

Libiyele;

Ka neeŋ kpi, sane maŋ be be la. A kuori maaloo ane o ummu zaa e la sama. Sama maŋ yɔɔ la. Ka nee da be be tona kaara ne a yideme, o kŭŭ puoriŋ, libie ba la yire o zie waana. A ŋa maŋ wa ne la naŋ ane dɔge ko a yideme.

1. Teeron; Noba mine sukyiri maŋ ŋmare la o nenɔnnaa kŭŭ zuŋ. A zuŋ, posāā, meŋa gyɛbaroo, ane dabēe maŋ be la o noba zie. Kŭŭ maŋ wa ne la posāā ko a kuori deme.
2. Lan̄kpeɛbo yelwonni; Noba naŋ bɔre ba nɔnneba, gbɛe yaga ba maŋ iri la ba menne yi noba poɔ. A maŋ e la a le ka ba e ba yon̄ tɛge. Ba ba maŋ taa sonna tesen̄ saŋa na a kpeema naŋ da be be a sonna ba ne a ba bomboɔre.

En̄a lāāfeelon̄ sigruu; A balebo ne a enkyoɔre naŋ maŋ pɔge nee o nɔnna kŭŭ puoriŋ maŋ ko o la baalon̄. A soba en̄a na baŋ kyilli la, a maŋ bale saŋa zaa, gɔɔŋ ba kyebe, en̄-ɔɔre ane noɔre ba maŋ noma ne bondirii. A maŋ e la tuo ko banaŋ naŋ dan̄ ba laara ne ba lāāfeelon̄. Zudɔɔŋ maŋ be be la.

Kŭŭ, gaŋ a zaa, kŭŭ uraa maŋ veŋ la ka nee zu dɔɔŋ. Mine ma tɔɔ yaara la.

Tontonneba ŋmaa baroo; Kŭŭ maŋ veŋ ka a paalon̄ bee a yiri tontombiiri ŋmaa sigi. Tontonneba ŋmaa sigi la saŋa na kŭŭ uraa kaŋa naŋ pɔge nee, gaŋ a zaa baapaala. Nan e a nendaare kaŋa paalon̄ wɛdereba.

See poɔ yelfere; Kŭŭ kaŋa maŋ veŋ la ka nee yeldeebo baare. Ba yeŋ maŋ bɔre la bonso ba ba maŋ baŋ bone naŋ so ka a ba ŋmene/ ŋmemɛ zagere ba bare.

Meŋa guubu kŭŭ en̄e:

1. Pigre fo meŋa kaara;

Nare fo meŋa biŋ a gere dɔɔta ka ba kaara fo ka baalon̄ kaŋa ta sɔgle kpe fo en̄a. Ka foon̄ gere kaara fo meŋa fo na tɔɔ baŋ la baalon̄ kaŋa yeɛ wiɛu a faa fo meŋa.

2. Kyɔgebo;

A seŋ ka te maŋ gaa te kyɔge wagre la wagre zaa ka baalon̄ kaŋa ta kpe te. Nyuuro tēē sonne dɔɔta naŋ wuli fo. A seŋ bibiiri kyɔge, gbekŭŭ tēē, binzēē tēē, kɔron̄ tēē amk. Ba kyɔgera wagere zaa ka a ba lāāfeelon̄ are o gbɛe zu.

Baalon̄ mine saŋemo eɛ tuo, kye tēēnɛe be be la a na tɔɔ taa a ka a ta sāā fo. Ka a baalon̄ ama nyere kaabo ane tēē sonne, tesen̄ sikiri baalon̄, zēēdo baalon̄, a soba na taa a la kye ka o nyɔvore naŋ gaa tɔɔre.

Meŋa guubu yeltuuri

1. Lɔɔre belente emmo: ka foon̄ en̄ a lɔɔre belente kye mɔna, fo gu la fo meŋa.
2. Popo zuŋmane: Ka foon̄ vɔgle zuŋmane kye zɔŋ popo bee kuriwiri, fo gu la fo meŋa yi kŭŭ uraa poɔ. Ka foon̄ vɔgle a zuŋmane a kye te le, fo gu la a fo zukoɔre ka o ta ŋmare.
3. Gu fo meŋa leebo poɔ; a seŋ ka fo gu fo meŋa a ta le. Aseŋ gu fo meŋa yi fo naŋ na sare, mee le kɔɔ bare zisalansalaŋ zu, ta kyene zi memereɛ poɔ amk.
4. 6.Terafeke begɛ: Ka foon̄ wa mɔna lɔɔre bee a zɔŋ moto, a ganna sori, tuuro a sori zu begɛ zaa a ta kpe kŭŭ poɔ. A ŋa wuli ka sɔkyeneba zaa tuuro a sori zu begɛ.

Zudɔɔŋ baalon̄:

1. En̄a dɔgron̄ kaabo: maŋ mɔɔ kye iri balebo na naŋ na ko fo zubaalon̄. Maŋ gaŋ penne a de fo teeron̄ biŋ teŋa.

2. Zubaalon sommo: Bɔ sommo yi dɔɔta zie ka foon wa nye ka yeɛ mine dɔɔnɔ fo la. A na faa fo la yi kŭŭ poɔ.
3. Tage fo meɲa yi yel-uraa zaa zie: gu fo meɲa yi vŭŭzele zie, ta veɲ ka bone naɲ nyɔgra vŭŭ peelee zitolon.
4. Tage fo meɲa yi tonfaa teseɲ zuubu, dāānyu, a ta boɔra noba pɔgeba. A yeɛ ama na baɲ sãã la fo zu lããfeelon. Zubaalon na baɲ ko fo la eɲa dɔgrol naɲ na baɲ wa ne kŭŭ. Kyelle nembere wuluu kye gu fo meɲa yi kyiire poɔ ka fo zu ta dɔɔɲ.

ZANNOO TOMA

Gyele kŭŭ puorin yelwonni (4) a kŭŭ yideme ane zɔmenne naɲ maɲ nye.

WULUU SOBIE

Yeli maale emmo zannoo

- Karendie biiri zaa deme diibu: Di deme kyaare bone na la kŭŭ.
- Gbuli toma/ yeɲ teɛteɛ lantaa: Di deme kyaare kŭŭ parɛɛ
- Bayiri toma: peeɛ kŭŭ puorin yelwonni
- Karendie biiri zaa: Di deme kyaare kŭŭ guubu sobie mine a kpulli ne weleme yelzanne.

PEEROO TOMA: DOK 4 – DEME DIIBU

1. Peeɛ wuli yeɛ mine naɲ na baɲ wane kŭŭ a fo laɲkpeebo poɔ.
2. Fo naɲ wedere na, manne wuli le fo naɲ na wuli a fo teɲe deme ka ba gu bamenne yi kŭŭ uraa poɔ.

PLC SESSION 17

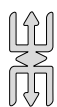
45 minutes

Planning & Reviewing the Learning Plan

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

8. 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).
9. 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.

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

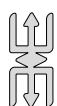
- a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

11. 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

12. 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

13. 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).
14. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
15. 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.

DAA 18

Zannoo yelboɔraa: *Wele yitaalon tɛtɛɛlon na nan be boorɔ boorɔ yipɔge komaale yeltuuri poɔ*

ZANNOO YELNYɔGERAA: GAANA YIPɔGE BOORɔ BOORɔ KOMAALE YELTUURI DE PɛRE TAA

Koe ane komaale yeltuuri: Koe waa la yeltuuri mine noba nan man tu a maale ba kpema en dapare soriɲ. kamaale la a yelbaara te nan man maale ka nevoba soɲ a kpeema ka o yi doneɛ zu a gaa dapare ne lããfee. Komaale e la sobi-soɲ kaɲa noba nan sage a man tu a be kyɛwuli, a maale ba lanɲkpeebo en. Komaale la ana na zaa te nan man e te te a kũũ ummu. A komaale sobie ama e la tɛtɛɛ nemboorɔ poɔ. a yeltuuri bege ba man e la tɛtɛɛ. a teɲa deme man poɔ la a koɲkonoma poɔa moore ko taa, a kyɛ wuli nɔmmo ko a kpeeme tesen o yel-erre o voron saɲa na. komaale e la yeltuuri kaɲa nee zaa nan poɔ o poɔ. a kpeeme meɲa gba man poɔ la a komaale poɔ. kamaale soribie nare biɲ la – a taa piilaa, sɔga, ane baaraa.

Komaale pareɛ:

Nemboore tɛtɛɛ taa la komaale sobi-tɛtɛɛ a komaale saɲa. Tesen, Mfantse, bat aa la Eyipa/sikasa, Dɛtseyi/fundahɔ ane fea

Kuori maaloo taa la tɔna yaga a nemboora zaa poɔ.

A komaale yelsonne mine la a ama nan tu:

1. A man soɲ la ka te ire a kpeema yuori ane o tonsonne a teɲa zu. A komaale zie, te man sɔre la a kpeema yelsonne zaa o nan wa toɲ a teɲa. Sori la ka te ban lenɛɛ a soba nan soɲ a paalon ane o noba. A ama man ven la ka nee tɔgle o yelsonne bee ka nee lee o teeron bee o nyɔvore yeli mine ena.
2. Komaale man soɲ dii la kotuo soba sukyiri. Komaale man soɲ la ka nee iri balebo yi kuori yelwonni mine nan be o zuɲ. Kotuo deme man nye la sori a ko a kpeema gyereɲa. Sori la ka noba na di dansee kyaare a kpeema ka enne maa.
3. Komaale zie la ka mooreteroo man be. A ma ko la sori ka nee wuli o posãã ne a kũũ nan ko o nenɔnnaa. A wuli la yideme nyɔgetaa yeltuo saɲa.
4. Yideme ane zɔmenne man tu la komaale a maale taa, ka nɔyeni kpe ba. A man tage la yideme lantaa ba yelmaale poɔ. Sontaa man tɔɔ yi la be, ka ba sonna taa. A yideme zaa man lan la taa a bɔ a kpeema sɔgloo zie. A ɲa e la sori kaɲa nan yuo ko yideme ka lantaa a taa nɔyeni a tɔɔ beele a ba nenɔnnaa en dapare soriɲ.
5. Komaale poɔ la ka te man tu a bare a kpeeme nyɔvore yele zaa a teɲa zu. A yeltuuri na zaa ba nan man tu la wulo a teɲa noba ka a kpeema ba la poɔ te poɔ. O gaa la ne o yeli zaa. A yeltuuri ama la dansee ka a soba sereɲ bare la doneɛ a gaa dapare.

Boore tɛtɛɛ komaale yeltuuri de manne taa. ɲaa la ka Mfantse man maaale ba kuori. (Karema wuli a karembiiri ba yipɔge komaale yeltuuri kyɛ pãã de manne ne boore yobo nan be Gaana poɔ deme.).

Dɛtseyi/ Fundahɔ;

A ɲa e la kuori yeltuuri ba nan man tu a yi nee kũũ te ta o bogi kpeebo. A dasaɲa na ka nee kpi, ba man dan en la a teɲa naa duoro. Kyɛ pãã en a teɲa deme duoro. Ba pãã na maale la

a kpeema biŋ velaa ka o ta sãã kye ka ba nare a kuori. A kũũ maaloo poɔ, bamine maŋ tage la a kũũ eŋa kōɔ zaa bare. Ziiri mine, dāākpeene la ka maŋ kyiri eŋ kpeema nyabaŋ. Ba maŋ de la vae mine maale na a kũũ ka o ta sãã wiẽu. A kpeema biiri ferebo toma la ka ba so a kpeema kōɔ. Kye a yiri pɔgebere meŋ na baŋ so la a kũũ kōɔ. Kye ferebo la ka a kpeema bikpoŋ de wẽe de kōɔ mere a kpeema sere ka o yɔɔmine pãã soŋ o.

Ba maŋ kyeene a kũũ zu kpala, a de o nubi-eeme. kɔntolon la ka ba maŋ so a kũũ gbere bota. Sere a kũũ koɔ suobu a yideme maŋ wa ne la boma ama; sapɔ, fanfanne, bɔɔdoba, pɔɔda ane konsoboma mine zaa. Ka a kōɔ so baare ba na yere o la bonsuuri a gaale godo zu. Noba maŋ be be la a guuro a kpeema ka zie te nyaa a te ta o ummu saŋa.

Kũũ ummu boma: Mfantsera sage la kũũ lee-iruu yeɛ. Azuiŋ ba de la ka sori ka a kpeeme gere a na te kpe dapare a la iri tona o toma. A ŋaa zuiŋ ba maŋ de la boma sokyene naŋ maŋ taa gaa ne sori. A kpeema biiri la maŋ da a kũũ daga. Ba maŋ la bɔ la seŋe, wagyere, kapuri, ane libie. Zɔmenne mine meŋ na baŋ wa ne la boma na wa eŋ a ba nɔnna sori. A na baŋ e la libie, wagyere, nubi-fenteɛ amk. Ba maŋ de la a boma ama eŋ a daga poɔ ũũ ne a kpeema.

Kũũ ũũmu: Ka ba naŋ wa tu a yeltuuri ama baare, ba maŋ kaale la kye pãã de a kũũ eŋ a daga poɔ te ũũ. A yiri poɔ dɔba la maŋ tuo a kũu gaa ne a ũũmu zie. A kũũ ũũmu puoriŋ baa maŋ lee kuli. Lammo naŋ be be la ka noba korɔ ba kyɔɔtaare.

EYIPA ANAA SIKASA

A dasaŋa na ka neeŋ kpi, o beri lezaayi puoriŋ la ka maŋ maale o kuori. Yɔɔdaare ane Nadaare bebiri la ka ba daŋ maŋ maale a kuori. Pampana ba maŋ la veŋ la ka a kũũ kɔɔre a dɔɔta yiri a kpeeme die poɔ. Ba maŋ biŋ la tabol, a dere kyɔɔtaare. A kuori maŋ piili la ŋmena gbeliŋ yeni saŋa. Ka a kuori bebiriŋ ta, ba maŋ bɔ la maaron a biŋ kogiri ka kowaneba zeŋ. A kuori yideme maŋ yere la kpape-zeere bee kpape-sɔglɔ. Mine maŋ kyeneɛ gbekpala. A pɔgeba mine maŋ poŋ la ba zuri. Yiele, gangare ne seere maŋ be la be. A kotuo deme la maŋ zeŋ a niŋe. Ba maŋ de la kōɔ a puori ne a kowaneba ba waabo yaane. Ka banaŋ ko a kowaneba a kōɔ baare, a kowaneba meŋ na tere la ba kyɔɔtaare. A kuori deme pãã na gaa puori ba la ba naŋ soŋ ba. Zimaane gbeliŋ ayɔɔbo saŋa ba maŋ wele la a kuori. Ka zien nyaa, ba maŋ la laŋ la taa a la de kyɔɔtaare. Ziiri mine ba maŋ de la a kyɔɔtaare wuli ka neɛ zaa nye. Ka a kpeema bare la pɔge, ba maŋ de la a kopɔge tu na a kopɔge maaloo sobie. Eyipa bee Sikasa la kũũ ummu puoriŋ yeltuuri.

FEA

Fea waa la bibiiri ba naŋ dɔge, ka kaŋa daŋ kpi kuori yeltuuri. O ba maŋ waa ko-kpoŋ. Pelee yon la ka ba maŋ de dɔgele kogi zu ka noba enne kyɔɔtaare. Ba ba maŋ moɔle wuli a kyɔɔtaare na ba naŋ nye. A ba seŋ ka o waa tigiri. Ba sagedeebo la ka a kuori ŋa wa e ŋa tigi ka a kũũ na wa nyɔge a biiri kyeɛɛ na. Noba ba kono, bondirii yon ka ba maŋ dire.

Yel-erre paala kpe la komaale poɔ a Gaana nemboora zaa poɔ. A dakoron yeltuuri ane a yel-paala laŋ la taa. Yel-paaba mine naŋ kpe a te komaale mine la a ama naŋ tu:

Libisãã gaalii: pampana, yideme maŋ boɔra la ka ba maale kuori ka a be noba nɔɛ ka ba yeɛ. Ba maŋ nye la ka ba maale la a kuori ka o ta be, a seŋ ne a kpeema. Azuiŋ komaale pampana taa la sane yaga. Yideme maŋ wuli la ba bondaanon naŋ ta le. A yeli ŋa maŋ sãã la kperaa ba yerebo zie, ba bondirii, a kũũ daga, ane a ziiri mine ba naŋ maŋ te zeŋ a maale a kuori. A kyilluu ŋa zaa la ka ba wuli ba arezie a laŋkpeebo poɔ.

Kompiitare lee kpeere la a komaale poɔ: A dasaɲa na, a yideme zaa la maɲ lantaa a maale kuori, pampana, nee maɲ zeɲ la paalonɲ yuo kye kaara kuori tiivi poɔ bee ticktalk poɔ, bee facebook poɔ, ba moole la koe walanse poɔ amk. A yelpaaba ama deɛ duoro la saa. A ama maɲ veɲ la ka nee tōɔ zeɲ o teɲa bee ziyuo kye kpe a kuori ka o ba nee gbere a kuori zie. Ziiri mine, a gaɲ a zaa a baapaaba, ba maɲ ŋmaa la a komaale zaa eɲ sini poɔ biɲ kaara. Ama zaa , sama la.

Sāākonnoɲ komaale sobie ane ne kerestaalonɲ komaale sobie maɲ laɲ la taa pampana: kerestaalonɲ ŋme kpe la te komaale poɔ ka yeli yaga kyilli pampana. Pampana, Gaana noba yaga maɲ de la a sāākonnoɲ komaale yel-erre ane a kerestabiiri komaale lantaa. Tesenɲ a kŭŭ ummu mesa ane, ane ŋmensore. A ŋa wulo la lenɛɛ Gaana noba naɲ de puoruu ne sāākoɲ toma melle taa ka a zaa laɲ kyenɛ.

Komaale lee la daa diibu: pampana, te taa la noba naɲ me komaale yie, a maala noba koe kora ba. Ka a ŋaa veɲ ka kuori lee libie boɔbo zie nimizeɛ zaa. A komaale dadiribe bama la maɲ maale bondirii, maale a kŭŭ deloo zie, maale a kŭŭ daga, a kuori kommu gba, ba na la maɲ koɲ. Ba maɲ maale la ka a kuori taa nōɔ kaɲa. A ŋaa taa la yelsonne ane a yelfaare a ko komaale. A yelsonɲ zaa la ka a kotuo deme ba maɲ bale, kye a maɲ wa ne la sane a ko a yideme.

Kuori lee la pɔlloo wulibo zie: nee zaa boɔra la ka o wuli lenɛɛ ba kuori naɲ veɛɛ seɲ. Ba maɲ kyilli la yeli zaa a wulo ba bammo naɲ ta ɛ, ba gangarre ŋmeɛbo, ba seɛre, be yiele, yelwiiri yelbu ane bomaale mine ba naɲ maɲ maale ka a veɛɛ ka noba kaare. Ama zaa wullo la gyerema kaɲa kora a kpeema

A yideme ne a teɲa noba ferebo toma kyilli la: a yideme sāākoɲ toma mine naɲ ba ferebo toma tesenɲ, kŭŭ tuobu, yideme koyiri, amk zaa la bɔre. a saɲa na a yideme naɲ maɲ so a kuori yel-erre zaa na, pampana kuori maaloo ba la e yideme yoɲ yeli. A ŋa tagra la noba lanna taa. A veɲ la ka laɲkpeebo la do saa.

Zannoo toma

1. Di deme kyaare

- a. kŭŭ yideme ane zɔmenne
- b. Teɲe

Wuluu sobie

1. Yeli maale emmo zannoo: krendie biiri zaa deme diibu

- Leɛkaa kŭŭ ane yeɛ mine naɲ kyaare o
- Di deme kyaare koe ane a pareɛ.
- Di deme kyaare komaale tɛtɛɛ kyaare naa, bɔɔmaaleba, pɔgepoore bibiiri ane bamine taaba.

2. Gbuli toma / lamboore zannoo: wuli yitaalonɲ ane tɛtɛɛelonɲ na naɲ kyaare komaale a fo yipɔge ane a yipɔge mine naɲ be Gaana poɔ.

- Karendie biiri zaa yel-eraa.
- Kaa komaale yeltuuri sini, asenɲ, naa komaale, tendaana amk
- Dɛene wuli ɛ ba naɲ maɲ maale kuori.

PEEROO TOMA: DOK 4 – SOOROO

1. Di dème kyaare fo teje komaale ayi yeltuuri kye gyéle wuli a tóna.
2. Di dème tɛtɛɛlonɔŋ naŋ be kyaare a noba bama: naa, tendaana pɔge poore ane bibiiri.
3. De fo teje komaale yeltuuri manne ne paalonɔŋ you komaale
4. Di dème kyaare yeltuura a kaŋa bonyeni naŋ be pampana kuori maaloo pɔɔ kye lɛ ba naŋ na e ka a yeli balaa ŋmaa bare.

MEŊA NAREBO GYENNOO GANE 2

Maale mena narebo gyennoo 2. A seŋ ka o kyaare bone na zaa fo naŋ wuli a yuoni 1 te ta yuoni 3. Kaa tabole ŋa naŋ tu a nyɛ a baaraa zie gyennoo meeronɔŋ ka a soŋ fo. Aseŋ ka fo mage a karembiiri toma wiɛu kye sɛge a fo peerenyerre eŋ a SAP pɔɔ.

MEŊA NAREBO GYENNOO GANE 2.

SOOREBIE IRUŊ YELDEMANNA KO SINIA HAAE KARENDERI AYI.

Karemamine na sɛge la soorebie 50 kyaare a welemɛ ŋa

YELZU ULEE	ZANNOO YELBOɔRE	gyennoo taabo zie		
		L1 30%	L2 40%	L3 30%
VOOBEBIE BOɔLOO ANE A ZANNOO	1. Bigiri Dagaare sɛgebinyanɛne a wullo (aseŋ, nɔgbama arezie, zele duobu, ane zele lomboe mine)	1		
		1	1	1
	2. Bigiri Dagaare sɛgebidaare a wuli (aseŋ, voonoo, boɔloo zie ane boɔlonɔŋ iruŋ.)	1	1	1
	3. Manne wuli Dagaare sɛgebinyanɛne arezie (yelbiri piiluu, sog a ane baaraa)		1	
	4. Kɔkɔtɛge parɛɛ bammo (kɔkɔtɛge yuori ane kɔkɔtɛge pɔgere)			
	5. Di dème kyaare kɔkɔtɛge meeronɔŋ yelbie maaloo pɔɔ.			
	6. Manne wuli bone naŋ la kɔkɔgaale kyaare a parɛɛ (aseŋ do, sigi, sog a, duoro, sigire amk) ane a tontonɛne.			
KɔKɔRE MERɛ	7. Manne wuli voonebie zannoo sobie Dagaare pɔɔ (aseŋ voonebie tutaalonɔŋ.)			
	1. wuli yoe yelbie zagere(aseŋ yomenne, bonweere yoe, yofuu, yoseene, amk)	1		
		1	1	1
	2. wuli eronwuluu zagere (aseŋ, lɛɛɛɛ, zie, wagere ,amk)		1	1
	3. peere yelbipeelɛ tontonɛne		1	
	4. De tagemarre parɛɛ maale ne yelɛ			
	5. Bigiri kye wele yelgbɔgere eŋ a zagere pɔɔ			
	6. Di dème kyaare yelɛ bɔgere(aseŋ yelɛmaa ane yelgbɔge)			
	7. Gyele yelɛ parɛɛ tontonɛne			

DAGAARE SEGEBO BEGE	1. <i>De segebo kyaare yoe yelbie ane yoleere maale ne yele.</i> 1. <i>De segebo kyaare bigiruu yelbie maale ne yele.</i> 2. <i>Di deme kyaare Dagaare yelbie maaloo sobie (fɔɔ mare taa, kye-ɲmaabo, pemmo, kuribu, pulluu marre)</i> 3. <i>di deme kyaare tegebo (tombiri, pennoo, tombi- kyē) ane segebi-wolle.</i> 4. <i>De yelbie maaloo sobie maale ne yelbi-paala.</i>	1	1 1 1	1 1
YIPɔGE YEL- TUURI	1. <i>Peere bɔ ɲmemɛ/tebe yoe a kuri zu enj a yiibu zie\</i> 2. <i>.Di deme kyaare kponnuɲ poɔ kpebon yeltuuri sobie.(Sere, meɲe ane a puoriɲ.</i> 3. <i>De a kponnuɲ kpeɛbo yeltuuri pere ne boorɔ mine deme.</i> 4. <i>Di deme kyaare kulta a yeltuuri ane a yelsonne a yipɔge poɔ.</i> 5. <i>Di deme kyaare pampana yel-erre naɲ zɔɔra te r</i> 6. <i>De fo bale yel-erre pere ne bale mine naɲ be Gaana poɔ. yel-erre.</i> 7. <i>Di deme kyaare sããkonnoɲ tige ane a yelsonne</i> 8. <i>wuli boorɔ boorɔ tige yitaaloɲ ane tɛtɛɛloɲ wuli boorɔ boorɔ tige yeltuuri yitaaloɲ ane tɛtɛɛloɲ</i>	1 1 1	1 1 1	1 1 1
SÃÃKONNOɲ NOBA ZU KAA- BO	6. <i>Peere sããkonnoɲ noba zu kaabo yele (saa, yidaandɔɔ, balzuzee)</i> 7. <i>Peere bɔ sããkonnoɲ noba zu kaabo meeroɲ (naa, nabillii, nabinne)</i> 8. <i>peere bɔ sããkonnoɲ boba zu kaabo</i> 9. <i>gyele pampana sere diibu yele</i> 10. <i>wuli dakoroɲ saɲa ane pampana yelbawontaa maaloo emmo yitaaloɲ ane tɛtɛɛloɲ</i>	1	1 1	1 1
Yelkããyelli	1. <i>wuli kaaloo meeroɲ (kpenne boɔloo, duoro terebo, baar-oo.)</i> 1. <i>Di deme kyaare koɲkombie (tontonne ae yelsonne</i> 2. <i>Gyele lɔba meeroɲ ane a pare.</i> 3. <i>Peere lɔb-wogiri meeroɲ.</i> 4. <i>Di deme kyaare toma yiele, zɔɔre yiele, dẽene yiele ane biyaale yiele.</i> 5. <i>gyele pampaana haae laefo yiele</i>	1 1	1 1 1	1
YELKÃÃSɛGERE	5. <i>Di deme kyaare sellewogi nandaare (dẽenedẽeneme, yelnyɔgeraa, paabo, wuobu, amk)</i> 6. <i>Gyele sellewogi segere (yelzu, yelnyɔgeraa, yelbie, gɔɔrombie)</i> 7. <i>wuli dẽebaɲ nandaare</i> 8. <i>Gyele dẽebaɲ seger</i> 9. <i>di deme kyaare sege wiiri nandaare (aseɲ, yelbie, yelnyɔgere, vulontakpolo, duulo, gɔɔrombie, amk)</i> 10. <i>Gyele sege wiiraa segere</i>	1 1 1	1 1 1	1 1 1
	A ZAA LAANTAA	15	20	15

SOOREBIE IRUŊ YELDEMANNA KO SINIA HAAE KARENDERI AYI.*Soorebie meeroŋ***Weleme A- kannoo (magere 10)*****Yelyagesegeraa yelbie naŋ ta yelbie 300-350 ane soorebie pie naŋ yi a segere poɔ. Karembie na iri la a soorebie zaa nɛ. (minti 30)*****WELEME B voonebie zannoo (magere 10)*****Soorebie na kyaare la voonebie zannoo ka a karembie iri bonyeni noore (magere 10) minti 15*****WELEME C noore mannoo/leeroo (magere 30)***Karembiiri leere yelyagesegeraa naŋ be Bɔrefɔ poɔ ka a yelbie ta 250 eŋ Dagaare poɔ (minti 30)***WELEME D- yelyagesegeraa (magere 30)***Yelyagesegeraa soorebie anaare la be a weleme ŋa poɔ. Karembiiri na kaa iri la soorebiri bonyeni a sege ka a yelbie ta 300. (magere 30). A gyennoo soorebie seŋ ka a kyaare a yelyagesegeraa pareɛ ama. Yelmannoo, yelbigiri, nɔkpɛene ŋmeɛbo, gane/lete segebo, yel-e mannoo (minti 50)***WELEME D –Yelkããsegere (magere 20)***A weleme ŋa poɔ, soorebie ata la na be be. A na kyaare yelkããma bɔgere (sellewogi, dɛɛbaŋ ane segewiiraa. Karembie na iri la soorebiri bonyeni a o noore. (minti 25).*

YELZU ULEE	ZANNOO YELBOɔRE	PEEROO TAABO ZIE		
		L1	L2	L3
kannoo	2. De parebammo kyaare yelzu ane yelɛ yelkpɛɛ iri ne yelb-ulo yi segere poɔ			1
voonebie zannoo	3. Bigiri Dagaare segebidaare a wullo a voonoo, boɔloo zie ane boɔloo iruŋ 4. Di dɛmɛ kyaare voonebie zannoo sobie (kɔkɔtɛge meeroŋ)		1	1
YELYAGESERAA SEGEBO	Sege yelmannoo yelyageraa Sege yel-emannoo yelyagesegera Sege nɔkpɛɛn-ŋmɛ yelyagesegeraa Sege a yeli/toma boɔbo lete			1 1 1 1
NOɔRE MANNOO ANE LEEROO	De leeroo yɛmbammo leere ne kɔkɔdɛŋ eŋ kɔkɔyiilun poɔ (yelbie daɛɛ leeroo, parebammo leeroo, leere yɔllaa, amk)			1
YELKÃÃSEGERE	Di dɛmɛ kyaare sellewogi nandaare (dɛɛnedɛɛnemɛ, yel-nyɔgeraa, paabo, wuobu, amk) Gyele dɛɛbaŋ segere Di dɛmɛ kyaare segewiiri nandaare (aseŋ, yelbie, yelnyɔgere, vulontakpolo, duulo, gɔɔrombie, amk)			1 1 1
	A ZAA LANTAA		1	10

Gyennoo meɛroŋ**Gane 3 (noɔre wolloo yelyelli)**

A gane na po-eŋ la gangyere ata. O kyaare a karembiiri ane a karema demɛ diibu: A demɛ diibu ŋa na kɔɔre ta minti anuu. (magere 50). Foɔle ayɔɔbo la be be a po-eŋ foɔlaa A ane B. Soorebie pulluu zuɪŋ a gbulo ama maŋ kyille la yuoni zaa. A karema na yeli la yeɛ ŋmaa lɛ kyaare a gyennoo yelzuri.

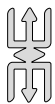
YELZU ULEE	ZANNOO YELBOɔRE	GYENNOO TAABO ZIE		
		L1	L2	L3
NOɔRE WOLLOO/ DEME DIIBU VOONEBIE ZANNOO KANNOO	3. Di demɛ kyaare yelbulo yi yelyaga poɔ aserŋ Yipɔge yel-erre (gyeremɛ, nimimaaron taa sagedeebo amk) ganzanne, bibile zuubu, teŋɛ baabo yeɛ salema tuubu, GESI, STEM amk.			1
	2. Bigiri Dagaare segebidaare a wullo a voonoo, boɔloo zie ane boɔloo iruŋ		1	
	3. de kanne wieu wieu ane kanne boɛ boɛ kannoo iri duoro bee yelbulo yi segere poɔ 4. de parebammo kyaare yelzu ane yeɛ yelkpɛɛ iri ne yelbulo yi segere poɔ	1		1
YIPɔGE YELTUURI	wuli tebe/ŋmemɛ yoe kyaare a yizie ane a ananso di demɛ kyaare kyaare kulta yeltuuri ane a yelsonne a yipɔge poɔ di demɛ kyaare teŋkɔ tige ane a yelsonne	1	1 1	
YELKǺǺYELLI	wuli kaaloo meɛroŋ (kpenne boɔloo, duoro terebo, baar-oo. di demɛ kyaare sǺǺkonnoŋ tige ane a tɔna wuli yitaaloŋ ane tɛtɛɛloŋ nan a be booro parɛ nan be Gaana poɔ yipɔge	1	1	1
	A ZAA LANTAA	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

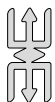
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the Student Assessment Portal (SAP) Assessment (*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.

Wɛlemɛ 8 maalenkaabo

A wɛlemɛ ɲa maalenkaa la daa pie ne ayopoi ane pie ne anii yelzanne. O di dɛmɛ kyaare kŭŭ, komaale yeltuuri, a parɛɛ ane a tɔna. A ama taa la tɔna a kɔkɔre zannoo poɔ. A bammɔ maɲ soɲ la karembiiri ka ba taa ba yipɔge teeronɲ kye la baɲ booro kaɲa meɲ yipɔge yeɛ. a wɛlemɛ ɲa zannoo baaroo saɲ, a karembiiri na tɔɔ taa la ba yiziiri, yipɔge yeltuuri teeronɲ ka a ta kpi. O naɲ veɲ la ka karembiiri maɲ lan taa a nyɔge taa a e yeli kaɲa. Ba meɲ na zanne la yeɲ kaɲa na naɲ soɲ ba nyɔge yelbie mine naɲ kyaare ba lanɲkpeebo ane a donɛɛ zaa yel-erre.

PEEROO Nɔ-IRI MAGERE TEREBO

Daa 17

Sooroo 1: peere kye gyɛle yeɛ mine anuu naɲ maɲ veɲ ka noba kpiire yaga a fo lanɲkpeeboɲ.

Aseɲ ka karema soore o meɲa a soorebie sere kye tere a magere.

1. Bone naɲ wane a kŭŭ: A karembie na baɲ wuli la yeɛ anuu naɲ veɲ ka o paalonɲ kpiire?
2. Gyɛle a yel-wanee ama: a karebie na tɔɔ gyɛle la a yel-wanee ama, a wulo

3. Gyele zuluŋ: a karebie wuli la parebammo kyaare a bone naŋ veŋ ane a dɔgeroŋ?

Magere terebo sobie

Magere 13-15: peere sonne ane gyelebo

Peeroo ane wolloo velaa, ka a anaso mine gyelle (magere 10 – 12)

Peeroo ane wolloo velaa kye anaso gyelebo kyebe (magere 7 -9)

Peeroo ane wolloo ba kyaabo ka a anaso gyelebo e fēē le (magere 0 -6)

Sooroo 2: Fo naŋ e nee naŋ ŋmeere yeŋe yaara, wola ka fo na wuli fo teŋa noba sobiri na ba naŋ na tu a ŋmaa kŭŭ wiēu bare? (magere15)

A karema o soore a soorebie ama sere kye tere a magere.

1. Yelnyɔgeraa naŋ kyaane. A wuluu yelnyɔgeraa kyaane la?
2. Kyekyeleba, fo baŋ la a kyekyeleba velaa, a wuluu sober kyaare la a kyekyeleba bammo ane ba boɔbo?
3. Awuluu sobie; a wuluu sobie taa la faŋa bee tɔna a wuluu poɔ, a taa la kpezie a yipɔge poɔ?
4. Peerenyerre ane leekaabo; Fo nare la ka fo peere a kye lee kaa a wuluu na fo naŋ wuli ka a toŋ la toma a fo teŋa poɔ?
 - Narebo naŋ veela, ka a yelnyɔgere kyaane, ka a wuluu sobie taa faŋa, ka peerenyaabo nare biŋ (magere 13 – 15)
 - Ka wuluu sobie velaa kye ka yelnyɔge ane a wuluu sobie a fēē le (magere 10 -12)
 - Ka wuluu narebo e fēē, ka yelnyɔgere ane a wuluu sobie e fēē (magere 7 – 9)
 - Ka wulluu ba veela, ka yelnyɔgere ane a wuluu sobie e fēē, (0 – 6)

Daa 18

Magere terebo;

Sooroo 1: di demɛ kyaare kopareɛ ayi ye naŋ maŋ maale a ye teŋa poɔ. peere a komaale ama yelsonne mone. (magere15)

A karemamine soore ba menne a soorebie ama kye tere a magere:

1. Komaale manewuluu; a karembie na tōɔ mane wuli la a komaale kyaare kaomaale yelsonne, komaale yipɔge yeltuuri naŋ be a ba teŋa poɔ?
2. Komaale yelsonne; a karembie na tōɔ peere nye la a komaale yelsonne te kyaare yipɔge hyeltuuri, ba laŋkpeɛbo ane a ba seere yeŋe zaa poɔ?
3. Boŋ gyelebo gɔɔlonŋ la ka a karebie wuli tu o bammokyaare komaale ane a komaale yelsonne?

Magere terebo sobie;

Demɛ naŋ veela, a taa peere nyerre, ka manewulluu naŋ kyaane bebe ka komaale yeltuuri gyele velaa, (magere 13 – 15)

Demɛ naŋ veela fēē, a taa peere nyerre, ka manewulluu naŋ kyaane fēē bebe ka komaale yeltuuri gyele (magere 10 – 12)

Demɛ fēē a taa peere nyerre, ka manewulluu e fee le, ka komaale yeltuuri gyele, (magere 7 – 9)

Deme ane peere nyerre e ba veela, ka manewulluu e fee le, ka komaale yeltuuri gyele fēē le, (magere 0 – 6)

Sooroo 2: Di deme kyaare a nemboora bama komaale yeltuuri a ye teja poɔ: namine, tendaamba, pɔgepoɔ, bibile (magere 15)

A karemamine soore ba menne a soorebie ama kye tere a magere:

1. *Tɛtɛɛlonɔ manewulluu; a karembie na tōɔ mane wuli a tɛtɛɛlonɔ naŋ be a nemboora bama komaale?*
2. *Gyele zuluŋ bee wolle a yelsonne; a karembie na tōɔ wolle la a yelsonne naŋ be a komaale tɛtɛɛlonɔ naŋ be a nemboora bama komaale yeltuuri kyaare ba yipɔge, ane a ba lanɲkpeɛbo poɔ?*
3. *Pare bammo; a karembie na tōɔ wuli la o pare bammo naŋ ta le kyaare komaale yeltuuri ane a yelsonne?*

Magere terebo sobie;

1. *Deme diibu naŋ veela ka manne wulluu kyaane ka a tɛtɛɛlonɔ gyelebo kyaane (magere 13 - 15)*
2. *Deme diibu velaa ka manne wulluu ane tɛtɛɛlonɔ fēē be be (magere 13 – 15)*
3. *Deme diibu fēē, ka manne wulluu ane tɛtɛɛlonɔ fēē ane gyelebo (magere 13 - 15)*
4. *Deme diibu ba kyebe, ka manne wulluu ane tɛtɛɛlonɔ gyelebo fēē le (magere 13 - 15)*

Sooroo 3: De fo teja komaale sobie pere taa ne tenjyuo komaale sobie (magere 15)

- *A karemamine soore ba menne a soorebie ama kye tere a magere:*
- *Komaale manne wulluu; a karembie na tōɔ manne wuli la a ba teja komaale ane a tenjyuo komaale?*
- *Komaale de pere taa; a karembie na tōɔ de la a ba teja komaale ane a tenjyuo komaale pere taa a nye a yitaalonɔ ane a tɛtɛɛlonɔ?*
- *Gyele zuluŋ; a karembie na tōɔ wuli la o bammo naŋ ta le kyaare komaale sobie ane a yelsonne?*

Magere terebo sobie;

1. *Pere taa naŋ veela, ka manne wulluu kyaane ane komaale yeltuuri gyelebo naŋ kyaane (magere 13 – 15)*
2. *Pere taa fēē naŋ veela, ka manne wulluu kyaane ane komaale yeltuuri gyelebo be be (magere 13 – 15)*
3. *Pere taa fēē ka manne wulluu ane komaale yeltuuri gyelebo e fēē, (magere 13 – 15)*
4. *Pere taa naŋ kyebe, ka manne wulluu e fēē ane komaale yeltuuri gyelebo fēē (magere 13 – 15)*

Sooroo 4; Di deme kyaare pampana komaale sobie yeɛ fo teja poɔ a kye wuli lenɛɛ te naŋ e ka a ŋmaa bare. (magere15)

A karemamine soore ba menne a soorebie ama kye tere a magere:

1. *A komaale yeltare bammo; A karembie na tōw wuli la a pampana yeltare nan̄ kpε komaale yeltuuri po?*
2. *Yeltare gyelebo; A karembie na tōw gyele la a yeltare, ane a anaso ane a yelkyerre?*
3. *Ŋmaabaroo sobie; A karembie na tōw bɔ la sobie mine te nan̄ na tu ka a yeltarre ama ŋmaa bare?*
4. *A yeltare faŋa; a sobie na taa la faŋa na tōw soŋ ka a yeltarre na ŋmaa bare?*

Magere terebo sobie:

1. *Demε diibu nan̄ kyaane, ka yeltarre meŋ nyε vela, ka a yeltarre gyele vela ka a sobie te nan̄ na tu ŋmaa a bare meŋ kyaane, (magere13 – 15)*
2. *Demε diibu nan̄ kyaane fēē, ka yeltarre meŋ nyε fēē ka a yeltarre gyele be be ka a sobie te nan̄ na tu ŋmaa a bare meŋ be be fēē lε (magere13 – 15)*
3. *Demε diibu fēē, ka yeltarre meŋ nyε, ka a yeltarre gyele e fēē lε ka a sobie te nan̄ na tu ŋmaa a bare meŋe fēē (magere13 – 15)*
4. *Demε diibu e fēē, ka yeltarre ba bɔ, ka a yeltarre gyele e fēē, ka a sobie te nan̄ na tu ŋmaa a bare ba kyebe, (magere13 – 15)*

WĒLEMƎ 9: YIELE

Yelzu: Yelkããma

Yelzu-ulee: Yelkããyelli

Zannoo yelnyere: *De yembammo kyaare yiele meeronj maale ne yielunj*

Zannoo yelboore: Yiele parebammo

KYƎYUOBƎ ANE WĒLEMƎ KYOƆROO

A wĕlemƎ ƚa di la dƎmƎ kyaare toma yiele ane pampana haae laefo yiele Ghana poƆ. O manne wuli la toma yiele, a pareƎ ane a yelsonne. O la di la dƎmƎ kyaare pampana haae laefu yiele pareƎ, a meeronj, a yelsonne ane a gyelebo sobie. Haae laefo yiele parebammo naƚ soƚ la zannezannema ka ba zanne yieli-ƚmƎ gƆƆlonj. A wĕlemƎ ƚa parebammo ba kyaare Dagaare zannoo yonj, kyƎ o kyaare yiele ane yelkaama zannoo. A wĕlemƎ ƚa na tee la zannezannema ne yeƚ zulunj ka ba baƚ ba yipƆge ane yeli maaloo gƆƆlonj. A karema seƚ ka o de wuluu ane zannoo dabie sonne, wuluu ane zannoo bonteere, ane peeroo sobie tee ne zannoo.

Dare ane zannoo yelboore a wĕlemƎ ƚa poƆ la:

Daa 19: toma yiele

Daa 20: haae laefu yiele

WULUU ANE ZANNOO DABIE KYOƆROO

A wĕlemƎ ƚa wulo la bone naƚ la wuluu ane zannoo dƆƆ Dagaare poƆ.

Yeli maale emmo zannoo taa la wuluu dƆƆ mine naƚ maƚ soƚ maale doneƎ zu yelwonni mine la ka ba maƚ de tee ne karembiiri bone naƚ la ka ba na zanne a gaƚ a manne yeƎ ko ba. A dƆƆ ama mine yonj yonj zannoo, bayirri toma, dƆƆbilii ane pƆgebilii lantaa ane a karendie biiri zaa lantaa tonj a karendie toma. A wuluu ane zannoo dƆƆ ama maƚ tee la teeronj zulunj gƆƆlonj baabo yeƎ, yelwonni maale emmo ane dƎmƎ diibu gƆƆlonj. A meƚ maƚ tere la voo kaƚa ka ba toƆ laƚ tonj a toma. Karembiiri maƚ de la boma a gyele a kaa. Ba maƚ de toma a poƆ a karembiiri na zuri naƚ dire vũũ ka ba na

PEEROO KYOƆROO

A wĕlemƎ ƚa poƆ a peeroo dabiri ƚa naƚ soƚ la boma gyelebo gƆƆlonj, bone pare bammoo ane teeronj zulunj gƆƆlonj bammoo. Wagere zaa duoro lee terebo maƚ kyaare a zannoo maƚ soƚ la ka a karembie zannoo duoro saa. A peeroo wuluu dƆƆ ƚa maƚ soƚ la karembiiri ka ba baƚ yiele parebammo A wuluu dƆƆ a wĕlemƎ 4 poƆ, teeron zulunj soorebie la ka ba maƚ ko a karembiiri. Peeroo soorebie maƚ yi la yelsoore, yelyagesegere ƚmaara, bee noore wolloo

manno a na peere karembiiri faɗa ta Karemamine seɗ ka ba tu sobi-teetee a na gyyenne a karembiiri ana nye duoro kyaare le ba zannoo yele naɗ kyene.

Provide a summary of the assessment used against the indicator. For instance

Zannoo Yelboɗraa	DoK weleme	Gyennoo sobiri
3.4.1. LI.1 Di deme kyaare toma yiele	4	Deme diibu
3.4.1. LI.2 Gyele pampana haae laefu yiele	4	Mannoo

DAA 19

Zannoo yelboɔraa: *di deme kyaare toma yiele*

ZANNOO YELNYɔGERAA: **TOMA YIELE**

TOMA YIELE MANNOO

Yieluŋ la yelbinoore nensaalaa naŋ maŋ wuo a kyeere bee ŋmeere. Yiele waa la a kɔkɔre lanlee bammo. Yiele taa la yelwiiri meeroŋ. A maŋ taa la gɔɔrombie ane lanleebu. Yiele maŋ sege eŋ la teeme ane vulontokpolo poɔ. a teeme ama maŋ pulli la a meŋa a yieluŋ poɔ. A yieluŋ yelbie maŋ taa la munzuluŋ ane yelbi-teene.

Toma yiele: Toma yieluŋ maŋ kyaare la tone kaŋa booro ka noba maŋ yiele a toma wagere. Toma yiele la yieluŋ tontonema naŋ maŋ kyeere ba toma saŋa. A maŋ dɔre la a tontonema ka ba toŋ a toma gaa tɔre bee wieoŋ. A mime la koɔbo yiele, zonnyɔge yiele, di-lɔɔ yiele, di-paŋ yiele ka-ŋme yiele.

TOMA YIELE PARɛɛ

Zoŋ-nyɔge yiele

Dabegeraa woo, wa nyɔge ma k'n yi(2x)

Wa nyɔge ma k'n yi yee yee

Wa nyɔge ma k'n yi

Gaa baa ba nyɔge zom

Kye nyɔge tetebaa

Ŋmaa zu lɔɔ bare

Kye de gyaale saabo

Toma yiele yelsonne

- A maŋ ko la a tonetonema faŋa kaŋa booro ka ba toŋ a toma wienŋ.
- A maŋ e la ka tontonema enne yuoro kye e nyageroŋ ka ba tona toma.
- A maŋ veŋ la ka noba baŋ tone na ba naŋ tona
- A maŋ dɔro la noba
- Toma yiele maŋ pugro tonetonema
- Toma yiele maŋ iri la dabɛɛ bare tonetonema eŋeŋ.

ZANNOO TOMA

1. Wola ka fo na manne wuli toma yieluŋ a fo yipɔge poɔ?
2. De yeldemanne mine ata manne wuli ne toma yiele a fo yipɔge poɔ.
3. Pore yeɛ ata mine zuŋ fo teŋe deme naŋ maŋ yieli toma yiele.

WULUU SOBIE

1. Piili yeŋe yelbu: karendie biiri za

- Di demɛ kyaare toma yiele
- Di demɛ kyaare toma yiele parɛɛ
- Di demɛ kyaare toma yiele tɔna

1. Lan-gbuli toma/ lantaa zannoo

- a. Bayiri toma: gyɛle toma yieluŋ sɛgere (a yelnyɔgeraa, meɛroŋ, gɔɔrombie, yelbie gɔɔloŋ amk)
- b. Yeŋe toɔ eebo zannoo: maale toma yieluŋ a yieli.

GYENNOO: DOK 4 – DEMɛ DIIBU

1. Gyele fo yipɔge toma yiele ayi mine wuli a meɛroŋ, waaloŋ(lanleebo) ane gɔɔrombie naŋ be be (aseŋ so-eŋ, damanne, nensaaloŋ, yelfuomo, (magere 16)
2. Di demɛ kyaare toma yiele tontonne ata (magere 6)
3. De yelkããma yembammo maale ne yieluŋ bonyeni kyaare ne toma na fo naŋ boɔɔ ka fo wa tona nandaare kaŋa (magere 6)

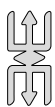
PLC SESSION 19

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.

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

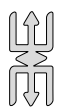
- The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

- 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

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
 - 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.

DAA 20

Zannoo yelboɔraa: *gyele pampana haae laefo yiele*

ZANNOO YELNYɔGERAA: HAAE LAEFO YIELE

Bone nan la haae laefo yiele: Haae laefo e la yielun ɔgere na nan pore Ghana yiele poɔ. Haae laefo la yielun a tenne deme yiele yaga nan man lan taa ane a nensɔgelɔ. A yiele ama piiluu la a Gaana mannoɔre tenne poɔ. A haae laefo yiele ama da waa la yiele ko a nensɔglɔ nan a taa boma a da e a paalon nembere a nempeela bonne sana. A haae laefo yiele ama da kpe la andonɛ zaa tobon. Amine la Jazz Kings, Cape Coast Sugar Babies ane Accra Orchestra nan peele Gaana mane noɔre.

Haae laefo pareɛ

1. **Be-dãã yielun:** Sierra Leone deme man boole la a yielun ka maringa. Noba nan da kpeere mannoɔre la da piili a yiele ama nmeɛbo. Ba da man de la bamenne bonnmeere a poɔ a anan a yaako –erebe nan wa ne nme ne a yielun. Be-dãã kooreba, gbor-nmaareba, noba nan man toma mama poɔ ane be-dãã nyuuribo la da man kyelle a yiele ama taa.
2. **Beraas-ban haae laefo:** O e la haae laefo yielun ɔɔlon na nan yitaa ne nempeele gangare nan be nempeele yikyogilikolo a nensɔgelɔ paalon poɔ. Solgyare da man wuli la a yiel-nmeerebe bama a yiele na ba nan da man nmeere maakyere ne a nmeɛbo. A yiele ama ane a teje deme yiele man meele la taa ka seere na yuori nan di *adaha* ane bonnmeere mine men ba nan boole *konkoma*.
3. **Gyutaae haae laefo seere:** Haae laefo seere te la nyaga tembere poɔ. Haae laefo seere ɔɔre mine la “Tempos”. Gyutaae haae laefo da taa la seere gbuli bilii a kori poɔ. Ba da man de la bonnmeere ba nan de mie maale asen korigyon ane a gyutaae nme lantaa. Ba de la *dagomba* yiel nme ɔɔlon ba na pen yi Kru gbori-nmaareba nan yi Liberia. Yiele yielun, gangare nmeɛbo man be la haae laefo yiele nmeɛbo poɔ.
4. **ɔgere haae laefo:** Ghana noba nan be Germany la da maale a haae laefo yiele. O waa la ɔgere na fɔnki, disiko nan da lantaa. O da O da nye la o yuori na ɔgere haae laefo bonso Ghana noba yaga nan da be Germany da zen la Hamburg teje poɔ. Noba nan yɔviire Ghana ne Germany kpakyaga la da nmeere a yielun na. A yielun ɔɔlon pampana la bigire a o tontonni; a yuoni 1990 baaraa la ka yiel maaleba de nansaale bonnmeere yon en yielun nmeɛbo poɔ.
5. **nmendie haae laefo:** o waa la yielun ɔgere na nan pore Ghana paalon . nmendie haae laefo be la nmempuori ane yipɔge yel-erre soga. A ɔgere na ne ɔgere haae laefo da boɔra ka a yitaa kye ka na piiluu yi haleluuya nmempuoriba zie.

ZANNOO YELBOɔRAA: HAAE LAEFO YIELE PARE BAMMOO

Haae laefo e la yielun ɔgere na nan pore Ghana yiele poɔ. Haae laefo la yielun a tenne deme yiele yaga nan man lan taa ane a nensɔgelɔ. A yiele ama piiluu la agaana mannoɔre tyenne poɔ. a haae laefo yiele ama da waa la yiele ko a nensɔglɔ nan a taa boma a da e a paalon nembere a nempeela bonne sana. A haae laefo yiele ama da kpe la andonɛ zaa tobon.

Pampana haae laefo meeron:

BONNEMEERE

Bonnemeere nmebo

Bonnemeere yiele poɔ e la yelkpon haae laefo yielun poɔ. A bonnemeere ama mine tu:

1. Gyutaa: onan la a yielun noɔ nyaa bonnemeeraa
2. Eele: wule, foora man wuli a yielon kpetaalon.
3. Gangare: Nensogelo saankomine gangare bee nempeele gangare la man tere a lanleebu.
4. Gylbie, “peano” ane amine la man ko a yiele noɔ kana.

YIELUN MEERON

1. 1.Kyebo ane sagebo: a na la tutaalon na la pore ka a yiel-yiele kana la kyeere bee nmeere ka bamine sagera.
2. Yelbinoore tutaalon :o man wuli la a yielun wuobu ane o noɔ
3. Kpetaalon: a yielbie ane a bonnemeere man kpe la taa velaa.
4. Lanleebu; haae laefo man taa la lanleebu kana nan waa lerma le, fo man nye la lanlee teete ka a lantaa dendege.

YIELUN MEERON

- Kyeyuobu: a bonnemeere la man tere a yiele vonoo
- Kyebo: a yieliyiele man tere la senselloo bee duoro
- Sogbo: enyuo, enyore a kyore en a yelnyogeraa
- Teeteelon: bonnemeeraa bee kore bgre na nan wulo yel-gyamaa ane teeteelon

YIELI-BIE YELNYGERE

Haee laefo yiele taa la yelnygere a yielun zaa poɔ. A yelnygere mine la tu a pulin:

- Nmmo ane neelon: haae laefo yiele yaga zie zaa taa la yelnyogeraa nan kyaare nmmo, btaa yele ane neelon
- Lankeebo yeltare: haae laefo yielun man maala la lankeebo yele enne, asen paati yele, nandaanon, ane gan-taa yele.

Yipoge yiele yeltuuri

Yiele man tee la Ghana paalon yipoge,saakonnon ane saadayel yeltuuri ka a do saa.

- A nyogera la sukyie kye wullo a paalon arezie
- A duoro la yipoge. Haee laefo yiele e la Gaana bommanaa kana nan are ko Gaana.
- Haee laefo yiele na ban wulli la Gaana yeli zaa. A yi pampana te ta a nasamine bone sana na zaa.
- Haee laefo yiele denne la noba lankeebo poɔ.

- Haae laefo tagera la noba laɲna taa
- Haae laefo yuori naɲ do la gaɲ yielboora zaa a Gaana poɔ kyɛ.
- Haae laefo la ka yielbooro zaa tuuro.
- Haae laefo guuro la a Gaana sãakonnoɲ ane te yipɔge mine

ZANNOO TOMA

Ŋme nɔ-kpeɛne wuli fo sagebo bee basagebo kyaare a yelzu” haae laefo yiele la duori Gaana yipɔge”

WULUU SOBIE

1. Piili yeɛ yelbu: karendie biiri zaa yel-eraa
 - Di demɛ kyaare haae laefo yiele
 - Di demɛ kyaare haae laefo yiele parɛɛ
 - Di demɛ kyaare haae laefo yiele tɔna
2. Gbuli/lamboore zannoo
 - a. Bayiri toma
 - Kyelle haae laefo yieluɲ kyɛ gyɛle a yelbie ane o meɛroɲ
 - Gyɛle haae laefo yiele.
 - b. Toɔ eebo zannoo
 - Yieli pampana haae laefo yiele
 - Maale haae laefo yiele
 - c. Karembiiri zaa: Di demɛ kyaare a yiele ba naɲ maale.

GYENNOO: DOK WELEMÉ 4- YEL-MANNOO

Wuli kyɛ tere yeldemanne le Gaana naɲ e a baa a yi a yuoni 1957 a wa ta zine. Fo yelteere naɲ toɔ kyaare la haae laefo yiele parɛɛ, boɲɲmeɛre, maaloo dabie. (magere16)

PLC SESSION 20

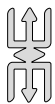
45 minutes

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

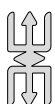
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

Wɛlemɛ 9 maalenkaabo

A wɛlemɛ ɲa di la dɛmɛ kyaare yiele. Zannezannema da zanne la toma yiele ane haae laefo. Te yelnimizeɛ da are ko la yiele bigruu, toma yiele ane haae laefo. Yiele yembammo ane maaloo yɛɲ na vɛle la zannezannema niɲɛ kyaare yelbi-sonne boɔbo ane kɔkɔre gɔɔlonɔ. O maɲ wane la teɛronɔ fuomo, teɛronɔ zuluɲ yelɛ mannoo. Yiele gyɛlebo maɲ soɲ la zannezannema ne teɛronɔ zuluɲ, noɔre woloo mannoo ane yelɛ welebo gɔɔlonɔ. O meɲ maɲ soɲ la ka zannezannema tɔɔ kaa-iri ba nandaare kaɲa yelboɔraa a nare kyaare o.

A wɛlemɛ ɲa taa la yele mine kyaare ne zannoo bɔgere mine asɛɲ saadayeli, yelkããma, ane yiele. O zɛge la la yel-parebammo kyɛ wuli dakoronɔ saɲa yel-erre, yipɔge yeltuuri ane noba lammo ka a do saa. Yiele zannoo ane a maaloo maɲ wane la teɛronɔ, sagediibu ane gyamaa poɔ yeli yelbu gɔɔlonɔ. A karema sɛɲ ka o de wuluu ane zannoo dabie sonne, wuluu ane zannoo bonteere, welebo ane gyenoo dabie tɛɛ ne zannoo.

PEEROO Nɔ-IRI MAGERE TEREBO

Daa19

Soorebiri 1: Gyɛle fo yipɔge toma yiele ayi waalonɔ, meɛronɔ (lanleebu) ane a gɔɔrombie na naɲ be a poɔ (so-ɛɲ, damannaa, nensaalonɔ, yelfuomo)

	<i>Garebanyə (magere 7-8)</i>	<i>Mə yaga (magere 5-6)</i>	<i>mə (3-4)</i>	<i>en fanja (magere1-2)</i>
<i>Yəmbulo bammo</i>	<i>Yiele ayi meeron yaga parebammo mannoo ka a pare kyaane welweli</i>	<i>Yiele ayi meeron awola mine parebammo mannoo ka a pare kyaane</i>	<i>Yiele ayi meeron parebammo mannoo yaga ka a pare ba kyaane</i>	<i>Yieluñ bonyeni meeron ka a parebammo ba kyaare</i>
<i>gyelebo</i>	<i>yiele bammo ane a nandaare gyelebo nañ saa welweli</i>	<i>yiele bammo ane a nandaare mine gyelebo</i>	<i>yieluñ nandaare bonyeni bee ayi gyelebo nañ ba kyaane son</i>	<i>gyelebo nañ kyaare a nañdaare kañaa zaa</i>

Soorebiri 2: di demə kyaare toma yiele tontone ata a fo lañkpebo. (magere 6)

Karema na soore la omeñ a soorebie ama sere ka o tere a magere. Fo koñ bañ ko tere a a magere ka a gañ magere 1-2 ka banañ ba pore toma tontone ata.

- 1. Tontone bammo: A karembiiri na tōw wuli la toma yiele tontone a ba lañkpebo?*
- 2. Tontone gyelebo: A karembiiri na tōw gyele la a tontone kañaa zaa ane a yelwaanoo a lañkpeboñ?*

Magebo sobie:

Magere -5-6: Demə diibu nañ wulo tontone zaa parebammo ane a gyelebo nañ kyaane welweli.

Magere -3-4: Demə diibu nañ wulo tontone mine parebammo ane a gyelebo nañ kyaane fēē.

Magere -1-2: Demə diibu nañ wulo tontone parebammo ane a gyelebo nañ ba kyaane vela.

Sooroo 3: Maale toma yieluñ boyeni ka o kyaare fo nandaare kañaa tonoo.

Karema na soore la omeñ a soorebie ama sere ka o tere a magere.

- 1. Kuribu ane serroñ: A toma yieluñ e la bonkuraa ane serroñ?*
- 2. Tōna: a toma yieluñ kyaare la a karembie nandaare kañaa tonoo?*
- 3. Meeron ane waaloñ: A yieluñ maale la son?*

Magebo sobie

Magere -5-6: Toma yieluñ nañ soma yaga zaa a waa bonkuraa, a taa tōna ane meeron nañ soma.

Magere -3-4: Toma yieluñ nañ soma kye a waa bonkuraa, tōna ane meeron mine.

Magere -1-2: Toma yieluñ nañ soma fēē kye a waa bonkuraa, tōna ane meeron fēē mine.

Magere -0: toma yieluñ nañ ba soma togtogi a ba waa bonkuraa, ba taa tōna ane meeron.

Daa 20

1. Mannoo (magere16)

	<i>garebanyə (magere7-8)</i>	<i>mə yaga(magere5-6)</i>	<i>mə (magere 3-4)</i>	<i>Fanja (magere 1-2)</i>
<i>yəmbulo</i>	<i>yitaaloñ ane tətətəloñ yeldemanne anaare bee a gañ lə nañ kyaane welweli</i>	<i>yitaaloñ ane tətətəloñ yeldemanne ata bee a gañ lə bammo</i>	<i>yitaaloñ ane tətətəloñ yeldemanne ayi bee a gañ lə bammo. Ka amine pare ba kyaane</i>	<i>. yəmbammo fēē kyaare haae laefo yiele</i>

<i>Gyelebo</i>	<i>Haae laefo yiele ηmeebo kyilluu an- anso gyelebo nanj saa welweli.</i>	<i>Haae laefo yiele ηmeebo kyilluu mine ananso gyelebo.</i>	<i>Haae laefo yiele ηmeebo kyilluu ananso gyelebo nanj ba kyaane sonj.</i>	<i>Ba tōō gyele haae laefo yiele ηmeebo kyilluu ananso ka a tori.</i>
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WELEMÉ 10: SĖGEWIIRAA

Yelzu: **Yelkããsegere**

Zannoo yelnyere: *De sėgewiiraa nandaare yembammo gyele ne yelwiiraa.*

Zannoo yelnyogeraa: E-wuli sėgewiiraa yembammo ane parebammo.

WELEMÉ KYOĖROO ANE KYEYUOBU

A welemé ŋa di la dème kyaare yelkããsegere. A bɔgere te naŋ na di dème kyaare la yelwiiraa. Zannezannema na zanne la sėgewwiiraa nandaare. Ba meŋ na di la dème kyaare sėgewiiraa gyelebo. A welemé ŋa yelzanne ba taa tɔna kyaare Dagaare yonŋ zannoo, o meŋ taa la tɔna kyaare zannoo bɔgere mine asenŋ Bɔrefɔ kɔkɔre, yelkããma ane zannoo bɔgere mine. A welemé ŋa na tee la karembiiri ne yeŋ zuluŋ ane sėgewiiraa parebammo ane gyelebo sobie parebammo Dagaare poɔ. A karema senŋ ka o de wuluu dɔlɔ naŋ soma, wuluu ane zannoo bonteere ane gyennoo sobie a tee ne a zannoo. Karema senŋ ka o teeronŋ kyaare karembiiri naŋ toɔna yelboɔre.

A dare ane a yelboɔre la ama:

- Daa 21: sėgewiiraa nandaare bammo ane dème diibu (asenŋ yelbie, yelzuri, vulotakpolo, teeme, gɔɔrombie lanleebu amk)
- Daa 22: sėgewiiraa sėgere gyelebo
- Daa 23: sėgewiiraa sėgere gyele

WULUU ANE ZANNOO DABIE KYOĖROO

A welemé ŋa wulo la bone naŋ la wuluu ane zannoo dɔlɔ Dagaare poɔ.

Yeli maale emmo zannoo taa la wuluu dɔlɔ mine naŋ maŋ soŋ maale donɛ zu yelwonni mine la ka ba maŋ de tee ne karembiiri bone naŋ la ka ba na zanne a gaŋ a manne yeɛ ko ba. A dɔlɔ ama mine la yonŋ zannoo, bayirri toma, dɔɔbilii ane pɔgebilii lantaa ane a karendie biiri zaa lantaa toŋ a karendie toma. A wuluu ane zannoo dɔlɔ ama maŋ tee la teeronŋ zuluŋ gɔɔlonŋ baabo yeɛ, yelwonni maale emmo ane dème diibu gɔɔlonŋ. a meŋ maŋ tere la vuo kaŋa ka ba toɔ laŋ toŋ a toma. Karembiiri maŋ de la boma a gyele a kaa. Ba maŋ de toma a poɔ a karembiiri na zuri naŋ dire vũũ ka ba na waa wederebe a wuli ba taaba. A ŋa maŋ soŋ la ka toɔ baŋ bone na a karema naŋ wuli ba tɛgɛ. a sen ka karemaŋ kyelle a karembiiri na naŋ ba toɔna boɔlɔ a yelbie ane ba naŋ taa dème diibu yelferee mine a soŋ ba ka kyenŋ soŋ.

PEEROO KYOĖROO

A welemé ŋa poɔ a peeroo dabiri ŋa naŋ soŋ la boma gyelebo gɔɔlonŋ, bone pare bammoo ane teeronŋ zuluŋ gɔɔlonŋ bammo. Wagere zaa duoro lee terebo maŋ kyaare a zannoo maŋ soŋ la

ka a karembie zannoo duoro saa. A peeroo wuloo dóló ña mañ soñ la ka a karema kyelle a karembiiri yele pare bammo Dagaare poɔ kyaare bone nañ ba nañ wuli ba. A wuloo dóló a welemé 3 poɔ, teeroñ zuluñ soorebie la ka ba mañ ko a karembiiri ka ba na tōɔ gyele segewiiraa kye de a segewiiraa nandaare gyele ne segewiiraa segere. Karemaine señ ka ba tu sobi-tēetē a na gyenne a karembiiri ana nye duoro kyaare le ba zannoo yele nañ kyene.

Yelboore	DOK welemé	<i>Gyennoo sobie</i>
segewiiraa nandaare bammo ane dēme diibu (aseñ yelbie, yelzuri, vulotakpolo, teeme, gɔɔrombie lanleebu amk)	3	Yiri toma
Segewiiraa gyelebo	4	Karendie yel-erre
Segewiiraa gyelebo	4	Peeroo toma

DAA 21

Zannoo yelboore: *Bɔ kyɛ di dɛmɛ kyaare sɛgɛwiiraa nandaare (asɛɲ; yɛlbiɛ iruɲ, yɛlzu, vulotokpoli, duulo, yɛlkããbie, lanleebu amk.)*

Leɛpeɛroo

Yuoni 1	Daa 6: Di dɛmɛ ne noore wolloo bigiruu kyelloo yelsonne.
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- I. Zannoo yelnyɔgeraa: Sɛgɛwiiraa
- II. Sɛgɛwiiraa mannoo
- III. Sɛgɛwiiraa nandaare
- IV. Sɛgeiiraa meeroɲ
- V. Sɛgɛwiiraa tɔna

SEGEWIIRAA

Sɛgɛwiiraa e la mɛɲɛ pukyaare yelyelli ane duoro terebo. A maɲ vɛɲ la ka sɛgesɛgere yi ne teeroɲ leremɛ ane enkyere gɔɔloɲ. Yelwiiraa taa la gɔɔrombie, ka a mine la so-eɲ, damannaa, yelfuoni, ane lanleebu

YELWIIRAA WAALON

1. Kããma kɔkɔre
2. Enkyere
3. Munzulɔɲ (duoro terebo, enkyere bee enfuomo na maɲ dɛrɛ yɛlbiɛ fẽẽ)
4. Gbɛɛ yaga o maɲ taa la yɛlbikããma

SEGEWIIRAA NANDAARE:

Sɛgɛwiiraa la sɛgere gɔɔloɲ kaɲa te naɲ maɲ de yɛlkããbie sɛge ne ka o taa noɔ kaɲa. A yɛlkããmbie ama maɲ vɛɲ la ka a sɛgɛwiiraa taa pare bammo ane enkyere.

A welemɛ ɲa na kaa la a sɛgɛwiiraa parɛɛ anaare na naɲ be be.

1. Teemɛ pie ne anaare sɛgɛwiiraa
2. Teemɛ yɛrɛɛ
3. Mannoo sɛgɛwiiraa
4. Yiele sɛgɛwiiraa

SEGEWIIRAA ANANSO MINE LA A AMA

1. O maɲ wullo la enkyere
2. O maɲ manne la senselloo
3. Yelbulo boɔbo
4. Sɛgɛwiiraa nandaare mine la

SĖGEWIIRAA NANDAARE

1. Yelnyɔgeraa

A ɲa la dakypare yelbulo, duoro bee a yelwiiraa pare bammo bee a kaama naɲ maɲ boɔra. O na baɲ kyaare laa noba laɲkpeebo, nensaala waalonɲ, nɔmmo, kũũ, sommeɲa, puubu bee yelzuri mine.

2. Yelfuoni

Yelfuomo la kannekanna naɲ maɲ maale efuomo o teeronɲ poɔ. Gbɛɛ yaga a maɲ kyaare la nyaabo wommu, nyuu, lennoo ane texture

3. Yelbi-irunɲ kaa iribu

Yelbi-irunɲ la yelbie ane kɔkɔre ba naɲ maɲ sɛge ne yelwiiraa. A yelwiiraa sɛgesɛgere maɲ kaa la soɲ kye kaa iri a yelbie ane a kɔkɔre

- a. Yelbie iribu: a yelwiiraa sɛgesɛgere maɲ kaa iri la yelbie mine booro naɲ taa tɛge ane kɔkɔgaale.
- b. Kɔkɔgaale: A ɲa la enkyere na a sɛgesɛgere naɲ taa kyaare a bone na o nan sɛgere. Yelbie zie la ka a sɛgesɛgere maɲ tu nye a enkyere ɲa. A sɛgesɛgere yelbie tutaalonɲ la maɲ wuli a kɔkɔgaale.
- c. Kɔkɔre gɔolonɲ: kɔkɔre zie la ka a sɛgere maɲ tu kye wuli o teeronɲ tɛge. a kɔkɔre na baɲ e la gyeremɛ, wɛtaaba, gɔolonɲ, bee wolloo/ wɛtaaba kɔkɔre

4. Yelkãama kɔkɔre la kɔkɔre kaɲa te naɲ maɲ de a ɲmaa yempoɔ enfuoni, a zɛge enkyere bee a de gɔolonɲ wuli yelbulo

5. Damannaa

O e la yelunɲ ɲa neɛ naɲ maɲ de boma ayi naɲ ba yitaa manne ne taa yelwiiraa poɔ. Yelbiri naɲ soɲ ka a gɔoronɲ ɲa nye eebo la “ɲa bee aɲa”. Ba dire la aɲa dobaare; Bayɔɔ taa la yɛɲ aɲa Solomon.

6. So-eɲ

O e la yelkaɲa naɲ wulo bonkaɲa bee bone kaɲawaalonɲ ba naɲ maɲ de ko o tɔ kaɲa. Aseɲ ; A dɔɔ gbɛɲni meɲe la. Ayɔɔ la gyena o taaba zaa poɔ.

7. Lanleebo

Yelwiiri yaga taa la lanleebo naɲ pullo voonebie naɲ yitaa a yelbie baaraa. Ka voonebie ayi bee gaɲ lɛ voonoo wa e yenɪ a yelbiri baaraa, ba maɲ yeli ka a yelbie taa la lanleebo. A yelbie mine lanleebo maɲ be la a yelbiri soga wagere kaɲa. Sɛgesɛgerebe maɲ de lanleebo sɛge ne yelwiiraa ka o taa yielun meeronɲ. Lanleebo maɲ baɲ ko la yelwiiraa meeronɲ kaɲa, tutaalonɲ a vɛɲ ka o waa ɲa yielunɲ.

YELWIIRAA MEERONɲ

Yelwiiraa meeronɲ wulo la a tutaalonɲ. O maɲ wuli la a lɛ a teemɛ, vulontakpolo, lanleebo naɲ tutaa. A meeronɲ la maɲ wuli a yelwiiraa tɛge, kɔkɔgaale, lɛ o naɲ are ko a kannekanna. Yelwiiraa sɛgesɛgerebe maɲ tu la meeronɲ tɛtɛelonɲ zie a e ka ba teeronɲ ane enkyere yɛlɛ be o toɔraa kye taa noɔ. A meeronɲ ama mine la:

1. Waalon

A yelwiiraa waalon ane o tutaalon asey “sonnet” (duulo pie ne anaare yelwiiraa), free verse (yelwiiraa vulontakpolo nan ba wele taa bee a lanleebo nan are ziyeni)

2. Vulotankpolo

Vulontakpolo la duulo bee teeme nan lantaa a waa foɔlaa, a taa la lanleebo bammo bee tagebo kana. Segesegere nan wele la vulotankpolo ka vuo na be a kpakyagan.

3. Teeme

Teeme yelwiiraa poɔ la yelbie nan kyɔn tutaa a yelwiiraa foɔlaa poɔ, o wogirun ane a lanleebu na nan e la tɛtɛɛ. A teeme na nan e la yelɛ; o na nan e la yelɲmaa bee yelbie awola mine.

4. Lanleebu bammo

A lanleebu bammo la yelwiiraa segere tutaalon bee voonebie tutaalon. Yelbie na nan lan le la a teeme baaraan bee o sogɔ.

5. Tagebo

Kɔkɔtege wogri ane kɔkɔtege ɲmaara a yelwiiraa poɔ nan wuli la lanleebu kana boorɔ. Asey, a yelbiri na meɲa tadebo taa kɔkɔtege-wogi bonyeni ane kɔkɔtege ɲmaa bonyeni. A yelbiri segewiiraa taa la kɔkɔtegere ata, ka ayi waa kɔkɔtege wogri ka kɔkɔtege ɲmaa meɲ waa bonyeni. Kɔkɔtege wogri ane kɔkɔtege ɲmaara lantaa gbulo la ka te boɔla tage-sembo yelwiiraa poɔ.

6. Teeme Tɔnne

Ama nan wuli la ka ka teeme kana la baare a yelwiiraa, teeme kana meɲ piili. A ɲa waa la kparaama a yelwiiraa poɔ bonso o nan soɲ la ka yelwiiraa yelbu kyeɲ soɲ. Teeme tɔnne nan are ko la pennoo ka tegebie ba wa kye a yelwiiraa poɔ.

ZANNOO TOMA**1. Kanne kye gyɛle teeme bonyeni yelwiiraa, a wuli a ama nan tu.**

- a. Yelnyɔgeraa
- b. Yelfuomo
- c. Yelbi-kããma kɔkɔre
- d. Kɔkɔgaale

2. Manne wuli a ama nan tu yelwiiraa poɔ:

- a. So-eɲ
- b. Damaanaa
- c. Nensaalɔn
- d. Tɔzoma

WULUU SOBIE**1. Yeli-maale-emmo zannoo: karendie biiri zaa yel-eraa**

- Segewiiraa mannoo
- Di deme kyaare segewiiraa nandaare (aseŋ. Yelbie, yelnyɔgeraa, vulotokpolo, duulo, gɔɔrombie, amk)
- Yelwiiraa yeli wulibu.

2. Gbuli toma/lamboore zannoo

- Bayiri toma: Di deme kyaare yelwiiraa a yi segewiiraa segere poɔ.
- Yoŋ yoŋ yel-erre: De yembammo kyaare segewiiraa maale ne yelwiiraa

GYENNOO DOK 3- YIRI TOMA

De bammo na fo naŋ zanne kyaare segewiiraa, maale vulotakpolo ata yelwiiraa kyaare a yelzuri ama naŋ tu:(magere 16)

- a. Sigirumilluu
- b. Taaba sagediibu
- c. Kponnuŋ
- d. Yelmennon

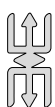
PLC SESSION 21

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

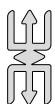
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAA 22**Zannoo yelboore:** *segewiiraa segere gyelebo***Leeteeroo**

Yuoni 1

Daa 6: Di dame kyaare wolloo/noore dame mannoo ka o kyaare kyelloo,

ZANNOO YELNYŌGERAA: SEGEWIIRAA GYELEBO

Kanne yelsɛgerebinni kyaare yelwiiri fo nan zanne daa nan pare a lee teere fomenja.

SEGEWIIRAA GYELEBO**1. Kanne a yelwiiraa**

Kanne a yelwiiraa gbɛ yaga a ban yembulo kɔkɔgaale, ane a kɔkɔre pare.

2. Yelnyɔgeraa bammo

Bo a segesɛgere yelbuli bee a yelnyɔgeraa.

3. Wele yelfuomo ane yelkããbie

Wuli kyɛ wele yelfuomo, so-en, damannaa, nensaalon, tɔzoma

4. Kaa a segesɛgere meeron gɔolon

Teere: vulotakpolo wuobu, lanleebu, tagebo, teeme ŋmaa

5. Peere kɔkɔre ane kɔkɔgaale

Gyelebo: kɔkɔre gɔolon (gyereme/wetaaba) kɔkɔgaale (enkyere wulibu)

6. Gɔɔrombie bammo

Gɔɔrombie boɔbo: voonebidaare pulluu, amk

Parebammo wulibu

7. Teere: Pare dɛdɛrɛɛ, pare zuluŋ, tɔzoma, segesɛgere ananso**8. Enkyere leɛpeeroo**

Wuli le a yelwiiraa nan dɔɔŋ fo enɛ ane fo ananso.

9. Kaa nye bone nan la

Teeron kyaare: saadayeli bone, yipɔge bone, segesɛgere yizie

10. Wuli fo parebammo

De fo yelnyere nan na tee ka fo pare bammo do saa

ZANNOO TOMA

Zannezannema tu a dabie ama nan tu kyɛ gyele yelwiiraa ane o nandaare

WULUU DɔLɔ**1. yele yelibu piiluu: karendie biiri za a yel-eraa**

- Leɛ teere senselle-wogi ane dēɛbaŋ nandaare
- Di dɛmɛ kyaare sɛgewiiraa nandaare
- Sɛgewiiraa nandaare bammo yelwiiraa poɔ

2. Gbuli toma/lamboore zannoo: Bayiri toma

- Kanne sɛgewiiraa
- Wuli a sɛgewiiraa nandaare a yelwiiraa yɛ naŋ kanne poɔ.

GYENNOO: DOK WĒLEMĒ 4- KARENDIE YEL-ERAA

Sooro 1

Wele yelfuomo ane tɔzoma a yelwiiraa ŋa poɔ. ‘The Road Not Taken’ by Robert Frost yeli la yɛl kyaare yelzu kaa-iribu ane a yel-wane. De yeldemanne mine boorɔ tɛɛ ne fo nɔ-kpɛɛne ŋmɛɛbo. (magere 24)

Sooroo 2

Pere kyɛ wɛle a kɔkɔgaale ane a kɔkɔre naŋ be a yelwiiri The Colossus” - Emma Lazarus ane “Still I Rise” - Maya Angelou poɔ, “. Wola ka a sɛgere kɔkɔgaale ane a kɔkɔre wuli duoro kyaare a yelwiiraa kaŋa zaa?

Sooroo 3

Gyele lɛnɛɛ a sɛgesɛgere naŋ de so-eŋ a wuli ne a sɛgewiiraa yelzu a sɛgiiraa “Mother to Son” -Langston Hughes poɔ. tɛɛ a sɛgewiiraa duoro saŋa/yizie ane a sɛgesɛgere ananso a kyɛ gyele.

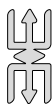
PLC SESSION 22

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.

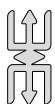
3. Plan the week's key assessment with your app

- 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
 - 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-lg, 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?

- 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.

DAA 23

Zannoo yelboɔraa: Segewiiraa

Leeteeroo

Yuoni 1	Di dɛmɛ kyaare wolloo/noɔre dɛmɛ mannoo ka o kyaare kyelloo.
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YELNYɔGERAA: SEGEWIIRAA GYELEBO

Yelwiiraa parebammo leeteeroo: kaa dare 21 ane 22 a nye yelwiiraa mannoo ane yelɛ fo naŋ n akaa ka fɔɔ na gyele yelwiiraa

Segewiiraa gyelebo Yelsoore

Yelwiiraa gyelebo dabie.

1. Bɔ a yelnyɔgeraa: A yelbuli bee a duoro na a sɛgesɛgere naŋ tere.
1. Bɔ yelfuoni: A yeŋ poɔ yelfuoni maŋ maale enfuomo naŋ waa soŋ.
2. Wuli a sɛgesɛgere kɔkɔgaale:
3. Kɔkɔre na a sɛgesɛgere naŋ sege ne a yelwiiraa:
4. Bɔ gɔɔrombie: A ana la yelkããbie, so-eŋ, damannaa, nensaaloŋ, ane tɔzoma, amine meŋ la sɛgebidaare pulluu, gɔmbulo ane a mine taa.
5. Meeroŋ: A yelwiiraa wuobu dandaare tesen; vulontokpolli, teeme ane tɛene tɔnne.
6. Lanleebo ane metre: tagebo mine naŋ maŋ veŋ ka a yelwiiraa taa yieluŋ waaloŋ.
7. Arezie: yelwiiraa zaa taa la yipɔge kaŋa ane a nee naŋ sɛgere zemmo kaŋa poɔ o naŋ be.
8. Enkyere: lenɛ a yelwiiraa naŋ na tɔɔ tɔ nee sukyiri.
9. Sɛgesɛgere ananso: A sɛgesɛgere poteere ane duoro. A sɛgesɛgere poteeroŋ la maŋ tere a duoro. A sɛgere meŋ teeroŋ la a yelkpoŋ.
10. Yelmannaa: Te naŋ maŋ de boma, zeeloŋ, bee nandaare mine a wuli teeroŋ te naŋ koŋ nye
11. Yelluraa; te naŋ maŋ tu sɛgeyobo poɔ a nye duoro eŋ a te sɛgere poɔ. a duoro ama na baŋ yi la kanekoro poɔ, sããdayeli kaŋa poɔ amk.
12. Marekpeɛbo; elaabo yeli la. A taa dɛɛ waaloŋ. Te maŋ de a la manne ne yeli naŋ seŋ ka a ere ane yeli naŋ ere.
13. Voonoo gɔɔloŋ: Gɔɔloŋ sobie mine asen sɛgebidaare pulluu, sɛgebinyanene pulluu ane voonebie kpetaaloŋ.

Kannekanna naŋ tu yelsoore ama na baŋ la a yelwiiraa tege a tɔɔ gyele o ka o pare bammo ane a gɔɔloŋ kyaane.

ZANNOO TOMA

1. Maale vulontokpolo anaare sɛgeraa ka a o yelzu e ‘veŋkotaa’

2. De bammo na fo naŋ zanne yi a sĕgewiiri na fo naŋ zanne a bɔ yelkããbie mine ba naŋ de toŋ ne toma.

Te kare galamsee (Ernest Obeng)

A tengbane taa la noɔ
 Ka te sããkomine taa o ne noɔ
 A teere da veelɛ la
 A kolle meŋ da nyegrɛ la
 Tengbaŋ bondaana ka galamsee koorɔ
Pampana kolle kono la, a kono hiine
Ka teere kono a kono viire.
A da ba waa le te saamine saŋa
 Te poɔ sãã la, salema eŋɛ
 Ka te tuuri weere
 Te kolle leere zēē
 Ka zoma voora faana
 Ka donne lere kpiire
 Te kolveele leere mɛmɛrɛɛ
 A voone vereverɛɛ
 Ke te nendaare kaŋa baare
 Libie la nimizee, ka Gaana e zamayele
 Ŋmen maalɛ te tengbama kyerete
 Ka te ba e yeli kaŋa, te na koŋ la tabaŋ
 Ye iri ka te zɔɔ galamsee
 A ta koŋ dayere

WULUU Dɔɔɔ

1. Yeli yelbu piiluu zannoo: karedie biiri zaa yel-eraa:
 - Leɛ teere yelwiiraa nandaare
 - Di demɛ kyaare sĕgewiiraa nandaare
 - Di demɛ kyaare sĕgewiira gyelebo sobie
 - Yelwiiraa gyele wulibu
2. Gbuli toma/ lamboore zannoo- bayiri toma
 - Kanne a sĕgewiiraa segere.
 - De sĕgewiiraa gyelebo sobie gyele ne a sĕgewiiraa fo naŋ deɛ kanne baare.

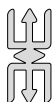
GYENNOO: DOK 4 – YIRI TOMA

1. Maale teeme anii yelwiiraa kyaare fo yelzu boɔraa naŋ wulo fo nyɔvore yele bee Gaana yipɔge. (magere 16)
2. Gyele a yelwiiraa na foŋ naŋ maale. (magere24)

PLC SESSION 23**45 minutes****Planning & Reviewing the Learning Plan**

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**Note**

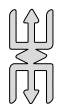
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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
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30 minutes

Enactment

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 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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5 minutes

Reflection

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Wélemé 10 maalenkaabo

A wélemé ɲa maalenj kaa a yelzanne na zaa a dare 21, 22 ane 23. O di la dème kyaare yelwiiraa waalonj. O la di la dème kyaare yelwiiraa nandaare ane o yelsonne, leeroo ane o yeltare. O yelnimizee da kyaare la yelwiiraa nandaare de maale yelwiiri tɛtɛɛ ane a parɛɛ ane a gyelebo. Ka a zannezannema wa zanne a yeɛ zaa a wélemé ɲa baare, o na baɲ de la a yeɲ na o naɲ zanne gyele ne Dagaare yelwiiraa ane yelkããma

GYENNOO NJ-IRI MAGERE TEREBO

Daa 21

Yelzuri (magere 16)

	Garebanyɛ (magere 7-8)	Mɔɛ yaga (magere 5-6)	Mɔɛ (magere 3-4)	en faɲa (magere 1-2)
Yɛmbulo	Yelbulo baabo wagere zaa. Duoro muni maɲ kyaane la welweli wagere zaa ane yelbulsonne	Yelbulo baabo gbɛɛ yaga Gbɛɛ yaga duoro muni maɲ kyaane ane yelbulsonne. Amine maɲ taa la bonnoo	Yelbulo mine maɲ baa la. Wagere kaɲa duoro pare ba maɲ kyaane, ka a du- oro mine ba maɲ kyaare a yel-eraa.	Yelgbolo Duoro muni ba maɲ kyaane gbɛɛ yaga. Duori fɛɛ terebo
Yelbie ane kɔkɔre mɛɛ	Yelbisonne sɛgebo wagere zaa Yelbie yaga sɛgebo kyaare yelzu booro kaɲa. Kɔkɔre mɛɛ gbɛ- ɲmɛ ba maɲ waa yaga	Yelbisonne sɛgebo gbɛɛ yaga Yelbie fɛɛ sɛgebo kyaare yelzu booro kaɲa Gbɛ-ɲmɛ mine kyaare kɔkɔre mɛɛ.	Wagere kaɲa yel- bie ba maɲ tori Gbɛ-ɲmɛ yaga kyaare kɔkɔre mɛɛ.	Yelbie ba maɲ tori ne a yel-eraa togtogi Yeldemanne fɛɛ bee togtogi kyaare yelzu booro kaɲa Gbɛ-ɲmɛ yaga kɔkɔre mɛɛ poɔ.

Daa 22

Sooroo 1

	Garebanyɛ (magere 7-8)	Mɔɛ yaga (magere 5-6)	Mɔɛ (magere 3-4)	Maalenj en faɲa (magere1-2)
Yɛmbulo	Wuli yeɲ zuluj parebammo kyaare yelwiiraa yelnyɔgeraa ane yeli na o naɲ kyaare	. Wuli yɛmbammo kyaare yelwiiraa yelnyɔgeraa ane yeli na o naɲ kyaare	Wuli yɛmbammo mine kyaare yel- wiiraa yelnyɔger- aa ane yeli na o naɲ kyaare	Wuli yɛmbammo fɛɛ kyaare yelwiiraa yelzu ane yeli na o naɲ kyaare

Welebo	Gyele yelwiiraa nandaare ne meja sagediibu kye wuli yeldemanneullu nan tori.	Gyele yelwiiraa nandaare mine a wuli yeldemanneullu mine.	Nandaare tōo bammo kye ba too na wuli a kye ba gyele ka a seŋ ne.	yelwiiraa nandaare ba tōo gyelebo
Yeŋe tutaalon, meeron ane a toribu	Yelyagesegeraa nan taa tutaalon meeron ane yelbie boooloo ba nan taa gbe-ŋme yaga.	Yelyagesegeraa tuutalon nan saa velaa. Yelbie boooloo gbe-ŋme wagere kanja.	Yelyagesegeraa meeron tutaalon ba kyaane. Gbeŋ yaga gbe-ŋme yaga nan be la a yelbie boooloo eŋe.	Yelyagesegeraa segebo tutaalon ba kyaane. Gbe-ŋme waa la yaga.

Sooro 2

	Garebanye (magere 7-8)	Mɔɛ yaga (magere 5-6)	Mɔɛ (magere 3-4)	eŋ fanja (magere1-2)
Yeŋbulo	Wuli yeŋbammo sonne kyaare yelwiiraa kɔkɔgaale ane kɔkɔre kaa-iribu.	Wuli parebammo son kyaare yelwiiraa kɔkɔgaale ane kɔkɔre kaa-iribu.	Wuli yeŋbammo mine kyaare yelwiiraa kɔkɔgaale ane Kɔkɔre kaa-iribu	Yeŋbammo fēē kyaare yelwiiraa kɔkɔgaale ane kɔkɔre kaa-iribu
Welebo	Gyele yelwiiraa nandaare ne meja sagediibu kye wuli yeldemanneullu nan tori	Gyele yelwiiraa nandaare mine a wuli yeldemanneullu mine	Nandaare tōo bammo kye ba too na wuli a kye ba gyele ka a seŋ ne.	Yelwiiraa nandaare ba tōo gyelebo
Yeŋe tutaalon, meeron ane a toribu	Yelyagesegeraa nan taa tutaalon meeron ane yelbie boooloo ba nan taa gbe-ŋme yaga	Yelyagesegeraa tuutalon nan saa velaa. Yelbie boooloo gbe-ŋme wagere kanja	Yelyagesegeraa meeron tutaalon ba kyaane. Gbeŋ yaga gbe-ŋme yaga nan be la a yelbie boooloo eŋe	Yelyagesegeraa segebo tutaalon ba kyaane. Gbe-ŋme waa la yaga

Sooro 3

	Garebanye (magere 7-8)	mɔɛ yaga (magere -6)	mɔɛ (magere 3-4)	
Yeŋbulo	Wuli yeŋbammo sonne kyaare so-eŋ ane bone na yeli o nan kyaare parebammo	Wuli yeŋbammo kyaare so-eŋ ane bone na yeli o nan kyaare parebammo	Wuli yeŋbammo mine kyaare so-eŋ ane bone na yeli o nan kyaare parebammo.	Yeŋbammo fēē kyaare so-eŋ ane bone na yeli o nan kyaare parebammo.

Welebo	Gyele yelwiiraa nandaare ne meja sagediibu kye wuli yeldemanneulli nan tori.	Gyele yelwiiraa nandaare mine a wuli yeldemanneulli mine	Nandaare tōo bammo kye ba to na wuli a kye ba gyele ka a seŋ ne.	Yelwiiraa nandaare ba tōo gyelebo
Yeŋe tutaalon, meeron ane a toribu	Yelyagesegeraa nan taa tutaalon meeron ane yelbie boɔloo ba nan taa gbɛ-ŋme yaga	Yelyagesegeraa tuutalon nan saa velaa. Yelbie boɔloo gbɛ-ŋme wagere kana	Yelyagesegeraa meeron tutaalon ba kyaane. Gbɛ yaga gbɛ-ŋme yaga nan be la a yelbie boɔloo eŋe	Yelyagesegeraa segebo tutaalon ba kyaane. Gbɛ-ŋme waa la yaga

Daa 23

Sooro 1

	Garebanye (magere 4)	mɔɛ yaga (magere 3)	mɔɛ (magere 2)	En faŋa a zannoo poɔ (magere 1)
Yembulo	. Pare nan kyaane la wagere zaa kye taa yeŋ wulibu.	Gbɛ yaga yelnyɔgeraa pare nan kyaane kye taa yeŋ wulibu.	A yelnyɔgeraa pare ba nan kyaane velaa bee ao ba taa yeŋ wulibu.	Yelnyɔgeraa ba kyaane a yelwiiraa
Gɔɔrombie				
Yeli kuribu ane gɔɔlon	Yelwiiraa nan yuoro la eŋe kye nan nyɔge a kannekanna teeron daadaa le	Yelwiiraa bɔgere mine nan yuoro la eŋe ka a kannekanna nan boɔɔ na kanne o baare.	Yelwiiraa nan taa nandaare fɛɛ bee ba taa togtogi.	A yelwiiraa kannoo waa la tuo kye ba la yuoro eŋe
Yeŋe tutaalon, meeron ane a toribu	Yelyagesegeraa nan taa tutaalon meeron ane yelbie boɔloo ba nan taa gbɛ-ŋme yaga	Yelyagesegeraa tuutalon nan saa velaa. Yelbie boɔloo gbɛ-ŋme wagere kana	Yelyagesegeraa meeron tutaalon ba kyaane. Gbɛ yaga gbɛ-ŋme yaga nan be la a yelbie boɔloo eŋe	Yelyagesegeraa segebo tutaalon ba kyaane. Gbɛ-ŋme waa la yaga

Soorebiri 2

	Garebanye (magere -8)	(mɔɛ yaga (magere 55-))	mɔɛ (magere 3-4)	
Yelbulo	Wuli yembammo sonne yaga kyaare yelwiiraa yelnyɔraa ane bone na yeli o nan kyaare parebammo	Wuli yembammo son kyaare yelwiiraa yelnyɔraa ane bone na yeli o nan kyaare parebammo.	Wuli yembammo mine kyaare yelwiiraa yelnyɔgeraa ane bone na yeli o nan kyaare parebammo	Wuli yembammo fɛɛ kyaare yelwiiraa yelnyɔgeraa ane bone na o nan kyaare

Welebo	Gyele yelwiiraa nandaare ne meŋa sagediibu kye wuli yeldemanneulli nan tori	Gyele yelwiiraa nandaare mine a wuli yeldemanneulli mine	Nandaare tōo bammo kye ba toɔ na wuli a kye ba gyele ka a seŋ ne	Yelwiiraa nandaare ba tōo gyelebo ka a seŋ
Yele tutaalon, meeron ane a toribu	Yelyagesegeraa nan taa tutaalon meeron ane yelbie boɔloo ba nan taa gbɛ-ŋmɛ yaga	Yelyagesegeraa tuutalon nan saa velaa. Yelbie boɔloo gbɛ-ŋmɛ wagere kana	Yelyagesegeraa meeron tutaalon ba kyaane. Gbɛɛ yaga gbɛ-ŋmɛ yaga nan be la a yelbie boɔloo enɛ	Yelyagesegeraa segebo tutaalon ba kyaane. Gbɛ-ŋmɛ waa la yaga

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