



MINISTRY OF EDUCATION

Dagbani

Zaŋ n-ti Sinia Haai Shikuriti

KARIMBA BUKU

Karinduu Yuma 3



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Dagbani

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

DAGBANI 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 Dagbani 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.

ACKNOWLEDGEMENTS

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

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YAYILI 1: N-GAHIM BACHINIMA N-DI ALIZAMA

BAŊSIM: ALIZAMA DIBU

Baŋsim-Yayili: **Alizama Dibu/Alizama Dibu Be Ni Yuuni Li Shem**

Bɔhimbu Haŋkaya ŋan Tu Gbaabu: N-zaŋ bachi sheŋa ŋan tuhi n-kahigi zeman' pala tiŋkpansi mini dunia yela.

Baŋsim Nianima: N-kahigi wuhi bieri sheŋa alizama dibu vienyela yiko.

PILIGU MINI KOLIVAAI YAYILI

Yayili ŋo jendila bachinima gahimbu din tuhi zaŋ tum tuma alizama di n-jendi zeman' pala tiŋkpansi mini dunia yela ni alizama dibu vienyela bieri sheŋa ni. Yayili ŋo yen kpaŋsila baŋsim sheli di ni puun bɔhim Karinduu Yuun' Yini, Yayili 2 puuni. Karimbihi ni zaŋ bachinima gahimbu n-di alizama n-jendi zeman' pala tiŋkpansi mini dunia yela vienyela ka naan yi wuhi taba deebu baŋsim be alizama dibu puuni. Yayili ŋo puuni, karimbihi ni bɔhim baŋsim zaŋ kpa taba deebu mini di ni yen tooi zaŋ li n-tum tuma shem. Be ni lahi bɔhim daliri sheŋa ŋan che ka di deer taba alizama dibu puuni ka zaŋ taba deebu tum tuma karinduu puuni, ni be bieyukulo biehihi ni. Yayili ŋo ni soŋ karimbihi ka be zaŋ bachi gahimbu ŋan tuhi n-kahigi tiŋgbani mini dunia yela n-di alizama din mali gbunni vienyela. Yayili ŋo nyela din kpa talahi n-ti karimbihi ka Dagbani bɔhimbu puuni ko, di lahi che ka di nyari baŋsim bɔhimbu yay' sheŋa ŋan kpini taba kamani Silimiinsili mini zuliya yeltɔy' sheŋa dabam ni alizama dibu ni kpini ka kpieri taba ni shem. Di kpaŋsiri karimba ni o zaŋmi wuhubu sodol' sheli din yen che ka sokam timdi nuu, bɔhimbu nema, woliginsim ni zahimbu so' sheŋa ŋan yen soŋ bɔhimbu, n-tum tuma.

Yayili ŋo dakulonima mini ŋa bɔhimbu sodolisi n-nye:

- Dakulo 1: N-zaŋ bachinima gahimbu din tuhi n-tum tuma bieyukulo kam alizama dibu ni
- Dakulo 2: a. N-kahigi wuhi taba deebu baŋsim din tuhi alizama dibu puuni
b. *N-zaŋ bachinima gahimbu vienyela n-tum tuma kahigi zeman' pala tiŋkpansi mini dunia yela zuliya yeltɔya maa puuni*

WUhibu SOYA BɔHIMBU MILINSI MINI SHEHIRANIMA KOLIVAAI

Wuhibu soya bɔhimbu milinsi mini shehiranima yayili ŋo ni zaŋla Dagbani ba-sim wuhibu soya pam n-tum tuma.

Muyusugu-Ni Nam Bɔhindi Sheli nyela so' sheli di ni mali dunia muyusugu sheŋa ŋan kpema ka be biehihi puuni n-leei so' sheli din kpaŋsiri shikurubihi baŋsim bɔhimbu ni zalisi

n-chihiri yelmaŋli mini baŋsim zaŋ wuhi. Di zaŋla so' sheŋa ŋan niŋda kamani ninvuy' yino bōhimbu, niriba ayiyi tuma, ban baŋsim du mini ban baŋsim bi du/dabba mini payiba bōŋbōŋ pubu, ni karinduu zaa tuma nti pahi zaŋ tuma wuhi karinduu. Soya ŋo ni tooi kpaŋsi nimmoo tehibu baŋsim yelmuyisira-malibu yiko ni alizama dibu vienyela baŋsim. Ŋa ni tooi lahi ti layim tum tuma mini toontali soli. Ban bōhindi ni tooi bōhim lahabli deebu mini di vihibu. Karimbi' sheba Naawuni ni larigi baŋsim la, di ni tooi pahi ba tuma ka be tum toontali tuma, ka be leei ban yen wuhiri be taba din yen che ka be yuuni be karimbitaba ka be nya be ni bōhim baŋsim sheli maa gbaari zilinli. Di kpamdi karimbanima jaande ni be mi karimbi' sheba ban mali bachinima bolibu mini alizama dibu muyusugu ka zaŋ baŋsim n-nee be nini ka yih di ni gbaai gbaari bieri sheŋa.'

ZAHIMBU KOLIVAAI

Yayili ŋo zahimbu soli che ka baŋsim kpaŋsibu zahimbu, baŋsim gbaabu ni teh' pariga balibu kam be di puni. M-baŋda ka wuhiri binsheli din niŋda saha kam che ka karimbia baŋsim pahira ka zoosim be o biehigu ni. Zahimbu baŋsim maa zaŋla so' sheŋa ŋan sōŋdi doli yuuni karimbihi ni gbaari baŋsim sheli di ni wuhi ba Dagbani ni. Yayili 3 teh' pariga bōhisi nyela di ni mali lahabali bee yel' sheli bōhimbu n-zahindi karimbihi teh' parisi mini gbaari zilinli ŋan jendi taba deebu mini bachinima gahimbu zaŋ tum tuma tiŋkpansi mini dunia yela alizama dibu ni vienyela. Karimbanima tu ka be zaŋ zahimbu so' sheŋa ŋan be payapaya n-layim karimbia kam kpaŋmaŋa lahabali, n-ti pahi ninvuy' yino kam pōri mini m-baŋdi ka wuhiri binsheli din diŋda be b#himbu tooni chandi ni.'

Karimba buku din jendi sokam zaŋ pahi

TEEMA: Karimbia kam, nti pahi ban mali Baŋsim Bōhimbu Muyusugu ni Nandaamba tu ka di zaŋ ba pahi bōhimbu tuuni kam puuni vienyela. Karimbanima tu ni be nam wuhibu sodol' sheŋa ŋan zaŋ karimbia kam bōhimbu yel' bōr' sheŋa ŋan wali n-tum tuma.

Di ni tooi nye dimbōŋo di yi niŋ ka di

- M-mali so' bōbigu n-tumdi tuma wuhibu ni(shehira., m-mali tuun' bōbigu kamani alizama dibu, binyer' sheŋa ŋa ni ni tooi nya, tuun' sheŋa di ni ni tooi tumdi be maŋmansi, tabibi maŋina din yen che ka bi zaŋa kuli be wuhibu maa ni saha sheli kam).
- N-tiri so' bōbigu ka be mali bŋ mansi wuhira (shehira., m-mali sabbu wuhiri lahabali, di ni wumdi yeltōya binyer' sheŋa ni, binyer' sheŋa ŋa ni ni tooi nya, buyusibu ni kahigiri jihi).
- N-deeri tuum' bōbigu mini haŋkali bōbigu (shehira., n-che ka karimbihi yera n-labisira, n-sabira, n-ŋmeri anfooni bee m-mali maŋin' sheŋa ŋan sōŋda n-tumdi tuma).

Din pahi, karimbanima tu ni be mali wuhiri sheli din mali karimbia bin' bōra kamani n-tiri saha pahira, m-mali maŋin' sheŋa ŋan sōŋda n-tumdi tuma, n-tayiri tuma, bee n-ti soli ka ban maŋmansi sōŋdi taba luy' sheŋa ŋan bōri sōŋsim. Soya ŋo cherimi ka karimbia kam nuu timbu ni maŋa zaŋ wuhi nye yim.

Di ni mali binshēŋa n-wumdi maa zaa tu ni yeltōya ne vienyela ka mali din kpariti li bee ka di mali di ni tooi kahigi yeltōy' sheli di ni buyusiri n-tiri karimbi' sheba ban bi wumdi vienyela. Sinii maa nelinsi tu ka ti zaŋ karimbi' sheba ban dii bi ne vienyela yel' bōra n-tumdi tuma. Karimbu nema tu ka karimbi' sheba ban dii bi ne tooi mali li kuri be bukaata, shehira, nintarinsi buku bee ka di be pōhim zuyu ka di ni tooi zaŋ tabibi maŋina n-wum lahabal' sheli din sabi do gbana ni.

Karimbi' sheba ban nye nandaamba, ban bi tooi chana tu ka be zaŋ ningbuŋ yay' sheŋa dabam n-shihi anfooni sheŋa ŋan ni tooi nya ka shihi ka zaŋ binyer' sheŋa ŋan soŋdi chandi kamani gbariti chechenima, da' sheŋa ŋan dihira, di yi layindi puri ban mali baŋsim mini ban dii ka baŋsim boŋboŋ ka di soŋ ba ka be chaŋ m-pahi be taba zuŋu bee n-chaŋ karinduu toon.

Karimbi' sheba ban bi wumdi ni tooi zaŋ dukpunisabirili sheli di ni ni tooi zaŋ sheli di alizama n-zaŋ be tuma wuhi karinduu. Karimbi' sheba ban bi tooi yera ni tooi doli karindi naŋgbampiba bee buyusibu bee n-zaŋ be maŋmansa bachinima n-sabi. Karimbi' sheba ban bi tooi wumda tu ka zaŋ binyer' sheŋa ŋan soŋdi wumbu n-niŋ be tibivoya ni. Karimbi' sheba ban dii bi ne vienyela ni tooi zaŋ binyer' sheŋa ŋan soŋdi tayiri lahabali din sabi n-leei yeltɔɔa, binyer' sheŋa ŋan yeligiri bachinima, maŋin' sheŋa ŋan tirita ni ŋan ni tooi baŋ yeltɔɔili n-zaŋ wuhi be tuma

Sodolisi	DOK Yaɣili	<i>Zahimbu soli mini/bee di ni zahindi shem</i>
3.1.1. LI.1 N-zaŋ bachinima gahimbu din tuhi n-tum tuma biɛyukam alizama dibu ni.	2	Zaŋ Wuhi Karinduu
3.1.1. LI.2 N-wuhi taba deebu baŋsim alizama dibu ni vienyela.	3	Yiŋa tuma
3.1.1. LI.3 N-zaŋ zuliya yeltɔɔa bachinima gahimbu din tuhi kahigi tingbani zeman' pala mini dinia zaa yelimuyisira.	2	Saha wayila tuma tumbu

DAKULO 1

Bɔhimbu Sodoligu: *N-zaŋ bachinima gahimbu din tuhi n-tum tuma bieyukam alizama dibu ni*

Labilihi

Kariŋduu yuuni 1	Dakulo 1 mini 2 1. Zaŋmi di ni tu ni di doli binshɛŋa (shehira, nangbampibili bieyigu, zilinli wuyibu tariga ni zilinli luy' sheli din wuyira) m-buyisi Dagbani vaawulinima. 2. Zaŋmi di ni tu ni di doli binshɛŋa (shehira, kumsi, pɔhim gbaabu shee ni pɔhim maa ni yiri na shem) m-buyisi Dagbani konsɔnantinima.
Kariŋduu yuuma 2	Dakulo 1 mini 2 1. M-baŋ Dagbani bachijilli balibu(din ka nyaaŋa mini din mali nyaaŋa) . 2. N-kahigi bachijilli maa bieyigu Dagbani bachima nambu ni .

Di Ni Jɛndi Luy' Sheli: Alizama dibu bachinima gahimbu vienyɛla

Bachinima gahimbu kahigibu: Bachinima gahimbu nyɛla di ni mali yeltɔy' bɔbigu n-tumdi tuma n-doli ŋun diri alizama daliri. Dimbɔŋɔ nyɛla din zaŋ baŋdiba ni mali tuma du' zuɣiri yeltɔya n-tumdi tuma m-pahi. Shehira, ti yi chaŋ dɔyite sani bee ashibiti, ti chirigiri bachi shɛŋa ti ni bi tooi mali tumdi tuma ti bieyukam alizama dibu ni. Shehira, vuhim bieyigu, zim dubu bee siyibu, tima deebu/dabu gbaŋ, tima, shikiri ni paai shem, tima deebu duu, zahimbu duu, ni neesi. Lala n-lahi nye li, ti ni tooi tɛhi kpa zalisi bachinima gahimbu polo, daabilim bachinima gahimbu, baŋsim bɔhimbu bachinima gahimbu ni tuun' shɛŋa dabam.

Baŋdiba yeltɔya zaŋ tum tuma, di bahi bahindi bachi gahinda, waligiy ka che di ni mali lala bachi maa n-tumdi tuma alizama kam dibu ni bee ŋun baŋsim bi ziligi. Shehira, bachi maa 'sambu' mali gbunni kɔŋkɔba, bieyukulo yeltɔya puuni mini samasama tuma polo. Di ni tooi nya n-labi so dɔro ka di waligi ka che n-kɔhi ŋun che ka o yiŋa su sayiri ni samasamatali puuni. .

Yelli kam ni ti ni be, ti yeri yeltɔy' sheli din tuhi n-tiri ninvuy' so ti ni diri alizama n-tira ni be ni yuuni li shem bee luy' sheli alizama maa ni dira. Yeltɔy' sheli ti ni yeri ti taba ni waligiya ka che yeltɔy' sheli ti ni yera ti mini ban be zaashe' kara ni yi layim.

Bachinima gahimbu balibu: Di malila tuma duri mini luy' shɛŋa ŋan pa tuma duri bachinima gahimbu.

Tuma duri bachinima gahimbu: Yeltɔy' kɔŋkɔba yirila tuma duri, n-yeli tuhi dede ni n-zaŋ yeltɔy' sheli din mali dariza zalisi. Tuma duri bachinima gahimbu tooi mali tumdi tuma baŋsim bɔhimbu bee tuma duri ni be ni yuuni li shem luy' sheli neesim, sokam ni nye ka di nye shem, ka jlima nye bimbɔra. Tuma duri bachinima gahimbu nyɛla din kpa talahi dama ŋa kpansiri alizama dibu nelinsi ka baligiri nangbaŋkpeeni. Ŋa wuhiri ban wumdi jilima, be ni yuuni li shem bee tuma duu. Ŋa nyɛla bimbɔra tuma duri puuni ŋan wuhiri baŋsim, milinsi ni yiko. Nira yi zaŋ tuma duri bachinima gahimbu n-tum tuma vienyɛla, alizama dibu be ni yuuni li shem neerimi ni jilima.

Tuma Duri Bachinima Gahimbu Nahingbana

Zuliya yeltɔy' sheli din mali jilima: Tuma duri bachinima gahimbu guri ka cheri daa sa bachinima mini zuliya yeltɔy' sheli din be zileli yay' sheli polo be yi zaɗ zuliya yeltɔy' sheli din mali jilima n-tum tuma.

Bachi sheli din tuhi: Tuma duri bachinima gahimbu tooi malila bachi sheɗa ɗan tuhi, baɗsim yay' sheli bachi gahinda ɗan kpini yeltɔya maa n-tumdi tuma be ni yuuni li shem yayili maa ni.

Yeltɔyinabirili bieɗigu: Tuma duri bachinima gahimbu ni tooi zaɗ yeltɔyinabirili bieɗigu n-tum tuma, nti pahi yeltɔyɨma' tuyirili mini bachigbunda sheɗa ɗan wuhiri jilima.

Adalichi: Tuma duri bachinima gahimbu mali adalichi, ka bi mali nira maɗmaɗa teha, suhuyiyisili, bee adalichi.

Jilima yee: Ye' sheli tuma duri bachinima gahimbu tooi wuhirila jilima.

Luy' sheɗa ɗan pa tuma duri bachinima gahimbu: Yeltɔya balli ɗo zaɗ tum tuma nyela din bala, nira ni o kpee alizama dibu, ka tooi ziri daa sa yee din tooi be bieyukam zonima, dɔyiriba, ninvuy' sheba ban miri taba pam, pɔhim zuɗu ni niriba sunsuuni bieɗigu alizama dibu ni. Kpe nia maa nyela di yooi soli, m-bo bieɗigu niriba sunsuuni ka wuhiri bieɗigu. Di tu ni di baɗ ni, di mini be ni yuuni li shem maa zaa, bachinima maa nyela di ni mali sheɗa n-tumdi tuma baɗsim yay' koŋkoɓa ni. Shehira: bachinima kamani, ɗum yeli, zo ɓɓu, pɔhim zuɗu zori... bela pɔhim zuɗu yeltɔya ni. Luy' sheli din pa tuma duri bachinima gahimbu soɗdi kpuriti bieɗigu ka kpaɗsiri bieɗigu niriba sunsuuni. ɗa cheri ka niriba wuhiri be ni nye sheba, suhuyiyisili ni teha. Luy' sheli din pa tuma duri bachinima gahimbu tooi wuhiri niriba ni yi sheli na din wuhiri nira ni yi luy' sheli na.

Luy' Sheɗa ɗan Pa Tuma Duri Bachinima Gahimbu Nahingbana

Daa sa bachinima: Luy' sheɗa ɗan pa tuma duri bachinima gahimbu tooi malila daa sa yeltɔya, yel' golisi, bachi kpema, ni zuliya yeltɔy' sheli din be zileli yay' sheli polo.

Yel' balli bachigahinda: Yeltɔy' sheli din pa tuma duri yeltɔya nyela nira ni o kpee alizama dibu, ni bieyukam bachigahinda nti pahi n-ɗmaai bachi yay' sheli bee bachi muna bahi ka di nye bachi ni n-zaɗ bachikoɓa zali bachinima zaashee.

Yeltɔy' gaɗa bieɗigu: Luy' sheɗa ɗan pa tuma duri bachinima gahimbu tooi mali yeltɔy' gaɗa bieɗigu, nti pahi yeltɔy' sheli din haɗkali wali ni alizama yel' gola.

Nira yee: Luy' sheɗa ɗan pa tuma duri yeltɔya nyela nira yeltɔya, yeli bahi maɗa ni suhu ni teha ka yeri ɗun yeri maa bieɗigu bee o ni nye so yeltɔya ni suhu ni bieɗigu.'

Milinsi: Luy' sheɗa ɗan pa tuma duri bachinima gahimbu tooi nyela di ni pun mali sheli milinsi bee ɗun yeri mini ɗun wumda ni pun mali sheli milinsi.

Bɔhimbu Tuma

Baɗmiya yi ni ɓori ni yi wum bachinima gahindi sheɗa yel' sheɗa ɗan doya ɗo ni;

- a. Shehira: dɔyite saha tibu: tim,
- b. Fita diri alizama n-tiri loorilana: breechi, taaya
- c. Bindirikɔha diri bindir' dara alizama: bindirigu

- d. *Laasabu malibu karimba diri alizama n-tiri o karimbihi: layimbu, waligibu,*
- e. *Silimiinsili karimbia diri o karimba alizama: bachinima, vaawulinima, yeltɔya,*
- f. *Karimbia diri paasi ka diri o yaapaya tangalimia zuyu: haloo, antire,*
- g. *Zonima ayi diri alizama n-jendi bolli: paasi, bolli,*

Wuhibu Soya Shehiranima

Bɔhimbu Din Jendi Muyusugu (ninvuɣ' yino mini bɔŋ tuma)

1. Bɔŋ tuma: Bɔŋdi piimi baŋsim yay' yini bachigahinda karimba ni gahim bachinima maa ka zamzam.
Karima tu ni o kuli gindi karinduu maa n-che ka karimbia kam zaya be di ni bɔhindi binsheli maa ni ka ti ban dii bi gbaari maa sɔŋsim sheli be ni bɔra saha sheli di ni bɔri li.
2. Niriba ayiyi tuma: Karimbihi kperi alizama dibu kperigu n-jendi yeltɔyikpana kamani kaya ni tada dariza (shehira, pini tibo, yurilim, adalichi ni suhukpeeni), Sainsi, Tekinoloji, Enjiniya tuma, ni Matimatiisi (STEM), Payitali mini Dotali yimtali ni N-zaŋ ba pahi biehiɣu ni, binsheli din nye (GESI) la, niyilimbuɣum mini kpama tuma vienyela, alaafee, ni tingbani mini tinduya ni yel' muyisira. Karimba ni tooi ti bɔh' sheŋa ŋan yen gu, n-sɔŋ ka pili alizama dibu.
3. Karinduu zaa tuma
 - a. Yulimi ka wum kperigu sheli be ni kperiti maa ka baŋ bachi gahinda alizama maa dibu puuni.
 - b. Pahimi di ni pun ti tuma, tuma duri ni baŋsim yayili maa bachi sheŋa di ni gahim maa.
 - c. Ban yeri maa zaŋ di ni tu be doli zali sheli n-tum tuma alizama maa dibu maa ni?

Zahimbu Gahindili: DoK Yayili 2 – Bɔŋ Tuma Zaŋ Wuhi

Malimi shili n-zaŋ tuma din jendi a zileli ni di ni pindi zuyu shem n-wuhi karinduu. (Pɔri 12)

- a. Pemi bachi sheŋa zaa a ni gahim ni a zaŋ wuhi maa n-sɔŋ.
- b. Baŋmi daliri din che ka di pii bachi sheŋa di ni gahim maa nyela din kpa talahi zaŋ ti tuma maa zaŋ wuhi ban wumdi maa neesim.
- c. Buɣisi baŋ bachinima gahimbu ni ni tooi taɣi shem di yi sayi ti ban wumdi maa bɔhisi.
- d. Zaŋmi a tuma n-wuhi karinduu maa zaa.

PLC Session 1

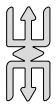
45 minutes

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

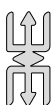
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAKULO 2

Bɔhimbu sodolisi

1. *Wuhimi taba deebu baɗsim alizama dibu puuni vienyela*
2. *Zaɗmi bachinima gahimbu vienyela n-kahigi zɛman' pala tinɗkansi mini duniya yeltɔɣa*

Labilihi

Karinduu Yuuni 1	Dakulo 3: Baɗmi teha gahinda yeltɔɣ' sheli din tuhi ni. Shehira, kaya ni tada darizanima (jilima, nambɔzɔbo, saɣi ti ni ɗan kpalim), baɗsim bɔhimbu, bihi gbahi du tinɗuya nti kɔhi, zileli, mazina zaɗ tum tuma Gana, salima gbibu, GESI, ni ɗan kpalim.
Karinduu Yuma 2	Dakulo 2 1. Kahigimi binsheli din nye yee, che ka a zaɣa be di balibu ni (shehira, din lu, din du, din lura, din dura, ni ɗan kpalim) ni tuma. 2. Kahigimi yee tuma (shehira, giraama tuuni, bachi gbunni woliginsim, bɔb' sheli yeltɔɣa).

Di Ni Jɛndi Luy' Sheli 1: Taba deebu

Taba deebu baɗsim: Taba deebu nyela alizama dibu tuun' sheli ban diri alizama diri ka deerri taba; ka ninvuy' yino yera ka ɗuni maa wumda, o gba saha yi paai ka yera ka ɗuni maa gba wumda. Di wuhirimi ni ban diri alizama maa bi chirisiri taba alizama dibu maa puuni. Taba deebu puuni, ninvuy' yino n-yera saha sheli kam nti che n-ti ninvuy' yino, chirisibu (amaa yeligu maa yerimi pari taba), baligirimi. Dimbɔɗɔ che ka alizamdiriba mali be teha n-tiri taba ka kpaɗsi alizama dibu vienyela.

Taba deebu soya: Taba deebu woliginsim dolila kali ni be ni yuuni li shem. Dimbɔɗɔ daliri nyemi di dolila biehiɗu zalisi ɗan wuhiri saha, di ni pe n-doli taba shem, yeltɔɣa baɗsim alizama dibu saha. Saha sheɗa, alizamdiriba alizama dibu ni ni tooi ɗmaari taba yeligu waawaayili, ka sheba mi ni tooi zaɗ jilima soya n-tum tuma. Di ni tooi mali jilima yeltɔɣ' sheɗa n-ɗmaari taba yeltɔɣa n-nye “Pahimi suɣulo” bee “N ni tooi pahi binsheli?” ni bɔhisi ɗan bɔri binsheli kahigibu. Taba deebu puuni, di tu ni a saɣi ti ka ti sheba yeligu saha jilima. Ka mali yeltɔɣ' sheɗa ɗan buyisiri kamani ‘Wula ka a tehi?’ ‘N ni mali sheli zaa m-bala., ‘A saha m-bala.’ ni ɗan pahi, ni buyisibu kamani n-zaɗ noli tiri so wuhirila so saha. Di tuya ka a mali suɣulo ka gu a maɗa n-guhira. Karimba ni tooi lahi zaɗ binyer' sheɗa ɗan ni tooi nya bee ɗan wuhiri saha n-sɔɗ wuhi ɗun saha paai ni o di alizama alizama dibu puuni. “”“I”

Alizama puuni taba deebu daliri: Taba deebu che ka alizamdiriba kpaɗsi alizama dibu taba sunsuuni. Di che ka alizamdiriba mali nye saha n-tɔhi be teha. Di che ka alizama dibu nye sokam ni ni tooi be sheli ni ka sokam dira. Taba deebu nyela di ni zaɗdi sheli n-kpaɗsiri biehiɗu mini alizamdiriba sunsuuni biehiɗu di yi che ka karimbihi mini be taba wum ti taba ni jilima soya. Taba deebu sɔɗdi ban diri alizama ka be wuhiri alizama dibu luy' sheli be ni bɔri pam. Taba deebu sɔɗdi alizamdiriba ka be nyari ka be zɔri dabiɛm. Karimbihi puuni, taba deebu kpaɗsiri wumbu di yi niɗ ka di wuhi karimbihi ka be wumdi vienyela ka gbaari sheba yeltɔɣa ka naan yi labisira. Di lahi kpaɗsiri alizama dibu baɗsim karimbihi ni di yi niɗ ka di sɔɗ ba ka be baɗ saha sheli ni be ni yen yeli be teha ka labisi vienyela be yi doli chama-ka-labina alizama dibu biehiɗu ni. Taba deebu sɔɗdi bihi ka be gbaari biehiɗu zalisi kamani suɣulo, pini tibu ni labibu na alizama dibu ni ka kpaɗsiri gbaabu. Yaha, di kpaɗsiri

suhu dihibu: n-guhiri be saha, wuhiri bihi be maŋsi gbubbu mini suɣulo, ɲan nye talahi biɛhigu baŋsim.

Taba deebu buyisi wuhi: Karimbanima tu ni bɔ shehira n-ti karimbihi ka be mini be karibi' taba kperi kperigu n-jendi taba deebu. (Karimbihi ni tooi kpe naŋgbaŋkpeeni n-jendi baŋsim yayili, taba deebu n-zaŋ be ni mali sheli ni be ni chihiri sheli n-wuhi). Shehira sheŋa n-nhye:

1. Di tu ni di che ka sɛkɛndire shikurubihi gbubi foonnima shikuruti ni?
2. Saha tayibu barina n-ti bindirigu bayaana ɲinbu ni zileli tayibu. (Deemiya taba n-zaŋ yi teha mini yi ni mali li shem n-wuhi taba).
3. A nyela ɲun tiri alizamdiriba soli ka be diri alizama ka tiri taba alizama dibu din jendi baŋsim yayili; 'Karimiya lɔbanima ti shikuruti ni pumpɔŋɔ'. Kperimiya kperigu n-wuhi di ni yen tum tuma ɲɔ shem. (Buyisir' sheŋa: Yulimi ban be alizama dibu ni ni deeritaba shem ni jilima, be bɔhiri bɔh' sheŋa ɲan che kahigibu beni ka gbubi naŋgbaŋkpeeni, n-yeɛ be teha ka labisiri chibu). Wula ka a yen yuli alizama maa?

Wuhibu Soya Shehiranima

Bɔŋ tuma/Layim Bɔhim

1. Karinduu zaa kahigibu
 - a. N-namdi/m-buyisiri baŋsim maapu ka ɲa zaŋ kpa zuliya yeltɔya polo n-labilihi yelikpana.
 - b. Zaŋmi karimbi' sheba ban baŋsim du n-tum wuhi taba deebu alizama dibu puuni.
 - c. Wummi alizan' sheli di ni ɲmeri maa ka zaŋ taba deebu n-kahigi alizama maa n-jendi taba deebu sheli yi ni wum/nya
2. Niriba ayiyi tuma
 - a. Zaŋmiya shehira sheli yi karimba ni ti ya ka zaŋ taba deebu baŋsim n-Kperi kperigu vienyela.
 - b. Piimi lagabali ɲan jendi baŋsim yay' sheŋa kamani kaya ni tada dariza, STEM, GESI, niyilimbuɣum mini kpama tuma tumbu vienyela, sabita, tiŋkpansi mini duniya yelmuyusira, alaafɛe ka karim li, baŋmiya ka kahigi yelkpani(a) alizama maa ni ka maai yi maŋa n-doli taba deebu zalisi.

Zahimbu Gahinda: DoK Yayili 3 – Ninvuɣ' Yino Yiŋa Tuma

1. A bela bɔŋ ni alizama dibu din jendi Gana kaya ni tada churi.
 - a. Buyisimi ani yen tooi zaŋ taba deebu soya n-tɔhi a haŋkali alizama dibu maa ni shem. (pɔri 7)
 - b. Kahigimi daliri ata sheŋa ɲan che ka di deeritaba alizama dibu ni. (pɔri 3)
2. A nyela ɲun yuuni a shikuru naŋgbaŋkpeeni ɲmɛbu zuɣu, kahigimi soya ata ɲan yen kpaŋsi taba deebu ban ɲmeri naŋgbaŋkpeeni maa sunsuuni. (pɔri 5)

Di Ni Jendi Luy' Sheli 2: Yeltɔy' Gahinda

Ʒeman' Pala Yeltɔya: Ʒeman' pala yeltɔya nyela biehu, polatiisi bee daabilim yelmuƷisira Ʒan na kuli muƷusiri Ʒileli ka di bɔri salo ƷiliƷkom tɔhibu, zalisi bee Ʒileli tuma. Yela Ʒɔ maani salo teha ka che ka gomnanti tumdi doli li, ka ni tooi vo gomnanti tuuntumsa kpa di polo, ka kahigiri biehu' sheli din be gomnanti mini salo maa sunsuuni.

Bachinima gahimbu din tu ni di zaƷ tum tuma baƷsim bay' sheli polo: Salo bee tuuntumdiba ni mali bachigahinda sheƷa n-ɔiri alizama baƷsim yay' sheli ni alizama dibu vienyela zuƷu. Tuma du' sheƷa bachigahinda sheƷa shehira n-nyɛ;

Pukparigu: pukparilim vihu, bimbila niƷbu, bee biƷkɔbiri gulibu, zahim, tiƷbani, pukpariba, bimbira, tihi, kulum, pukpar' sheba ban kɔri pal' bihi, pukparilim neembɔra...

Salima gbibu: esikaveeta, kom, salima, maƷina, Ʒileli, tiƷbani, tihi, kulisi, mekuri, tim...

BaƷsim bɔhimbu: karikulɔm, karinduu, karimba, karimbihi, bukunima, kuyisi, baƷsim bɔhimbu nianima, zahimbu, karimbu, baƷsim...

Kompiwuta Bɔhimbu BaƷsim: kompiwuta, lahabali, iimeli, AI, bandili, Waa-Fa, faali, kpaabu, sɔfiwe...

Bɔhimbu Tuma

Tuun' dini bachigahinda ka bachi sheƷa Ʒan do gbunni Ʒɔ be?

- a. bachinima, yeltɔyima, yeltɔyimasɔƷu, bia bahibu, bachizaanili
- b. gbaabu, tuum' bieƷu, sariya karibu, yeltɔyili, jaaji
- c. gaasi, yelmaana, asidi, alikali, pH, soliventi

Wuhibu Soya Shehiranima

Bɔhimbu din jendi muƷusigu

1. NinvuƷ' yino mini bɔƷ tuma

BɔƷdi

- a. Karimbihi kahigimi Ʒileli gubu daanfaani mini so' sheƷa di ni yen doli n-kpaƷsi Ʒileli biehu vienyela.
- b. karibihi sabimi bachigahinda sheƷa be ni nya alizama maa dibu ni.
- c. karimbihi zaƷmi bachigahinda sheƷa di ni nya maa n-di alizama n-jendi Ʒileli ni yel' sheƷa dabam.
- d. karimbihi labi zaƷ soya maa n-yuli karimba ni pii yel' sheli dabam bee che ka ban bɔhim yayi be taba zuƷu be alizama maa dibu tooni.

Zahimbu Gahindili: DoK Yayili 3 – BɔƷ Tuma

Piimi baƷsim yay' sheƷa di ni ti Ʒɔ puuni one

N-zaƷdi bachi gahindi sheƷa Ʒan tuhi;

- a. N-kahigiri duniya zaa daabilim ni muƷusiri Gana daabilim shem.

- b. N-zahindi biɛh' sheli din be fara mini alaafɛɛ ni ʒiri binshɛɲa sunsuuni tiŋ' shɛɲa ban na bɔri lɛbiginsim.
- c. N-yɛli a tɛha zaŋ kpa muɣusigu sheli din be saha tayibu ni n-ti Gana pukparilim mini so' shɛɲa di ni ni tooi doli n-gu muɣusigu ɲɔ.

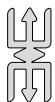
PLC Session 2

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.

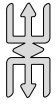
3. Plan the week's key assessment with your app
 - a. The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

Yayili 1 Labilihi

Yayili ɲɔ di alizama n-jendi *bachinima gahim n-di alizama vienyela, taba deebu ni yeltɔy' gahinda*. Di wuhi karimbihi bachinima gahimbu mini ɲa balibu ni nye sheɲa. Bachi sheɲa di ni tu ni di zaɲ tum tuma vienyela nyela di ni bɔhim sheli. Be lahi bɔhim taba deebu soya mini daliri sheɲa ɲan che ka taba deebu mali anfaani alizama dibu ni. Yaha, di lahi le karimbihi yeltɔy' gahinda baɲsim luy' sheli di ni kpaɲsi ba ni be zaɲ taba deebu soya n-di alizama n-jendi yeltɔy' gahinda sheɲa ka di che ka be mali taba deebu n-tumdi tuma be mini be zonima bieyukulo alizama dibu din yen che ka alizama dibu valigi ba. Di bɔri ni karimbihi yi bɔhim yayili ɲɔ naai, be ni zaɲ taba deebu soya n-tum tuma be yi diri alizama n-jendi yeltɔy' gahinda luy' sheli polo. Be ni mali baɲsim sheli din yen che ka be nam bachi sheɲa ɲan mali gbunni, ka waligi bachinima gbunni, ka zaɲ ɲa di alizama vienyela.

PƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 1

Rubrics for scoring the presentation

Baɲsim	Vienyelinga zaa (pɔri 4)	Vienyelinga (pɔri 3)	'Di ni bɔri li shem' (pɔri 2)	'M-bɔri kpaɲsibu' (pɔɣu 1)
Tuma zaɲ wuhi salo (Baɲsim) mini tuma piebu)	Baɲsim tuma zaɲ wuhi salo wuhiri zuɣu pinibu mini di soya kahigiri sheli din ziligi. Vihigu tu ni di niɲ tam ti kaya ni wuhi shem. din kam tu ni di be di puuni tu ni di yina	Tuma zaɲ wuhi salo wuhiri yeltɔhikpani zaɲ kpa kahigibu maa polo kamani bia zuɣu pinibu mini di soya. Vihigu maa ni tooi mali yeligola di kahigibu maa puuni.	Tuma zaɲ wuhi niriba ni too wuhi sokam ni kuli mi bia zuɣu pini shem, Di ni wuhi ni ihigu maa dii bi niɲ vienyela. Lahibali dii kani ni di kahigi bee n-sahiti yel' sega din yina lahibali maa ni tooi bi tam kalli zuɣu.	Tuma zaɲ wuhi salo wuhirimi ni bi ka be vihigu maa baɲsim (shehira, zuɣu pinibu ni nye sheli). Yela pam n-wuhiri ni bia zuɣu ppinibu ni zilinkom kani. Yeltɔyikpani maa bi ne ka birigi ka che di ni nye shem.
Tuma zaɲ wuhi (Sodoligu)	Siladinima ne ka maali vienyela, ka viela ka tooi yaa taba ni di ni tu shem, kama mini afoonm yina la di ni tu sheli ka zaɲ tum tuma vienyela Di ka chirɲ di puuni, (bachi pubu, sabbu bibahira, bachinima ɲmebu) silidi maa zuɣu.	Siladinima ne ka maali vienyela, ka viela ka tooi yaa taba ni di ni tu shem, kama mini afoonm yina la di ni tu sheli ka zaɲ tum tuma vienyela Di ka chirɲ di puuni, (bachi pubu, sabbu bibahira, bachinima ɲmebu) silidi maa zuɣu.	Siladinima yi zooi ka di mali polo pam, ka bi ne/ka lahibali maa bi doli taba bee ka bachi. Anfoonima mini kama zaɲ tum tuma luy' sheɲa ɲn bi tu. Chirɲ shega beni (kamani, bachi pubu, sabbu bibahira, bachinima ɲmebu) silidi maa zuɣu.	Siladinima zaa ka anfooni bee lahibali, bee ka lahibali beni ka ka zuɣu. Anfoonima mini kama ni tooi bi lunzahim ka di kuli kni zaa. Chirɲ pam tooi beni (kamani bachi pubu, sabbu bibahira, bachinima ɲmebu) silidi maa zuɣu.

Tuma zaŋ wuhi salo (Yeltɔɣa yelibu)	Milinsi zaŋ kpa yeltɔɣ yelibu polo wuhi yeltɔɣa yelibu baŋsim ka tooi naai saha ka boŋ maa tooi zaŋ be tuma wuhi salo kamani (minti 20 laasabu) maa zuɣu ni. Ŋun kam be boŋ puuni tu ni kpaŋla be maŋa yim	Milinsi zaŋ kpa yeltɔɣ yelibu polo wuhi yeltɔɣa yelibu baŋsim ka tooi naai saha ka boŋ maa tooi zaŋ be tuma wuhi salo kamani (minti 20 laasabu) maa zuɣu ni. Ŋun kam be boŋ puuni tu ni o tim nuu.	Be tuma zaŋ wuhi salo nyela din so biela. Be yeltɔɣa wuhimi ni be kpaŋ be maŋa. Be ku saha yaɣa biela beni di tu ni be ku saha sheli Niriba an be boŋ maa ni sheba nyela ban kpaŋ be maŋa gari sheba. Yela pam di na beni ka di tu ni be di na yeli.	Yeltɔha maa bi chani di ni tu shem. be wuh-ila alizama dibu zilinsi ka be mi be ni niŋdi shɛi. Pa ŋun kam be boŋ maa puuni n-tim nuu tuma maa zaŋ wuhi salo ni. Di wu-hirimi ni niriba maa bi maali sheli vienyeŋaa
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DAKULO 2

DI NI JENDI LUY' SHELI1

1. a) *Taba deebu niŋbu, niŋmi ŋan dolina ŋɔ:*

- i. *Zalimi zalisi*
- ii. *Zaŋmi yeɗuyiri ti taba*
- iii. *Nuhi kpuyibu n-ti*
- iv. *Pümi so ka o lihi tuma za wuhi salo maa zuɣu.*
- v. *Wummi vienyeŋa*
- vi. *Mi saha zuɣu*
- vii. *Che ka ŋun kam be bo puuni mali nuu timbu*
N-kali sochibisi ayɔpɔin ŋan be zuyusa ŋɔ zaa – pɔri 7
N-kali sochibisi ayɔbu ŋan be zuyusa ŋɔ zaa- pɔri 6
N-kali sochibisi anu ŋan be zuyusa ŋɔ zaa- pɔri 5
N-kali sochibisi anahi ŋan be zuyusa ŋɔ zaa- pɔri 4
N-kali sochibisi ata ŋan be zuyusa ŋɔ zaa- pɔri 3
N-kali sochibisi ayi ŋan be zuyusa ŋɔ zaa- pɔri 2
N-kali sochibisi yini ŋan be zuyusa ŋɔ zaa- pɔɣu 1

b) *Dalirinima maa m-boŋɔ:*

- i. *Di kpaŋsiri jilima*
- ii. *Di che ka sokam malila nuu tuimbu*
- iii. *Di kpaŋsiri layim tum*
- iv. *Di guri ka cheri so gri o kpee*
- v. *Di soŋdi gbaabu*
- vi. *Di kpaŋsiri taba baŋbu*
Din be zuyusaa ŋɔ puuni dba ata- pɔri 3

Din be zuyusaa ŋɔ puuni diba ayi-pɔri 2

Di puuni zayi yini- pɔyu 1

Lihimi bɔhisi di be 1a puuni maaa ka ti pɔri di yini kam n-jendi shikuru nagbankpeeni.

DI NI JENDI LUY' SHELI 2 (pɔri 16)

	<i>'Vienyelinga zaa'</i> (pɔri 7-8)	<i>'Vienyelinga'</i> (pɔri 5-6)	<i>'Di ni bɔri li shem'</i> (pɔri 3-4)	<i>M-bɔri kpaŋsibu</i> (pɔri 1-2)
Baŋsim	Yelkpana nyela di ni kuli namdi sheŋa. Lahabali nyela din kuli ne ka yelkpana tuhi.	Yelkpana nyela di ni kuli namdi sheŋa. Lahabali nyela din kuli ne ka yelkpana tooi tuhi. Sheŋa bi ne.	Yelkpana sheŋa namya. Lahabali ni tooi bi ne ka lahabali sheŋa bi tu ni di zaŋ ŋa tum tuma,	Yeltɔɣ' gansi. Lahabali kuli tooi bi ne ka tiri lahabali din tuhi biɛla.
Bachigahinda mini giraama	Bachinima ga- himbu tooi zaŋ tum tuma. Baŋsim yayili bachigahinda zaŋ tum tuma. Giraama chiriŋ ŋan dii bi muɣisi- si kani.	Bachigahimbu zaŋ tum tuma tooi tuhiya. Baŋsim yayili bach- igahinda zaŋ tum tuma. Giraama chiriŋ ŋan dii bi muɣisi sheŋa ka saha sheli ka muɣisi.	Bachinima gahimbu bi tuhi saha sheŋa. M-buyisi di ni zaŋ baŋsim yayili bachi- gahinda n-tum tuma. Giraama chiriŋ sheŋa ŋan dii bi muɣisi mini ŋan muɣisi sheŋa beni.	Bachinima ga- himbu tooi bi doli tuma. Baŋsim yayili shehira bachiga- hinda biɛla bee n-kani zaa. Giraama chiriŋ sheŋa ŋan dii bi muɣisi mini ŋan muɣisi beni.

YAYILI 2: FONOLOJI TUMA SOYA

BAŊSIM: ALIZAMA DIBU

Baŋsim Yayili: Fonoloji (fonoloji tuma soya)

Bɔhimbu Haŋkaya Ŋan Tu Gbaabu: N-zaŋ fonoloji tuma soya n-tum tuma alizama dibu ni

Baŋsim Nianima: N-wuhi Dagbani fonoloji tuma soya baŋsim mini gbaabu

Buyisi Baŋ

Timi karimbihi Bɔŋ saha wayila tuma Dakulo 3 ni ka ti ba sah' sheli di ni tu ni be naai li. Zaŋmi SS Apu n-yihi saha wayila tuma maa mini di sodoligu na. Yulimi karimbihi saha wayila tuma maa yomyom ka zaŋ be pɔri n-niŋ SAP puuni.

PILIGU MINI YAYILI KOLIVAAI

Yayili ŋɔ tuyirila fonoloji tuma soya di ni kahigi Yuma din gari maa. Karimbihi ni kahigi fonoloji tuma soya, m-bɔhim bachijilli soya balibu ka kahigi bachijilli biebigu soya Dagbani ni. M-mali dimbɔŋ baŋsim ni sɔŋ karimbihi ka be bachinima ŋmɛbu baŋsim kpaŋsi, m-boli bachininima vienyela, n-karim vienyela ka nya bachinima gbaari maŋli. M-mali lala baŋsim ŋɔ nyela din yɛn tahi alizama dibu vienyela na. Yaha, di ni kpaŋsi karimbihi bachigahida mini bachinima zaŋ tum tuma dede. Di ni lahi, fonoloji tuma soya baŋsim nyela din ni sɔŋ n-kahigi fonoloji zalisi mini so' sheŋa zuliya yeltɔya ni mali nti pahi yel' sheŋa ŋan che ka zuliya yeltɔya tayiri doli saha. Yayili ŋɔ mali bukaata n-ti karimbihi pa be ni yuuni li shem Dagbani ko, di gbundi baŋsim yay' sheŋa kamani Silimiinsili, Farinsi, ni zuliya yeltɔy' sheŋa ŋan pahi. Yayili maa sɔŋdi karimbihi ni baŋsim zilinli ni fonoloji tuma soya zaŋ tum tuma Dagbani ni. Karimba maa tu ni o zaŋ bɔhimbu so' sheli di ni che ka karimbihi tim nuu, nɛma, wailginsim ni zahimbu soya din sɔŋdi bɔhimbu.

Dakulonima maa mini yayili ŋɔ sodolisi n-nye:

Dakulo 3: Kahigimi Dagbani fonoloji tuma soya. (Shehira, nahibu tuma soya)

Dakulo 4: Kahigimi Dagbani fonoloji tuma soya (bachijilli biebigu tuma soya)

WUHIBU SOYA SHEHIRANIMA KOLIVAAI

Wuhibu soya shehiranima di ni zaŋ tum tuma yayili ŋɔ nyela Dagbani baŋsim wuhibu so' bɔbigu. Bɔhimbu din jendi muayusigu nyela so' sheŋa din zaŋ biebigu ni muayusigu sheŋa n-tum tuma n-kpaŋsi karimbihi baŋsim bɔhimbu mini zalisi din chihiri yeltmaŋli zaŋ wuhi baŋsim. Di zaŋ soya kamani ninvuy' yino bɔhimbu, niriba ayiyi bɔhimbu, bɔŋ ŋan gabi/ payitali bee dotali bɔŋdi ni karinduu zaa tuma nti pahi zaŋ wuhi karinduu. Soya ŋɔ ni tooi kpaŋsiri nimmoo teha baŋsim, yela malibu yikonima, ni alizama dibu vienyela. Ŋa ni tooi

lahi kpaŋsi layim tum mini toontali. Karimbihi ni bɔhim lahabali deebu ka zahim li. Bi' sheba Naawuni ni larigi fahim, di ni pahi ba tuma ka be tum toontali tuma n-wuhiri be taba din yen che ka be yuuni be karimbitaba ka be nya gbaari maŋli zaŋ chaŋ fonoloji tuma soy baŋsim sheli di ni bɔhim maa. Karimbanima teemi karimbihi bachinima bolibu mini alizama dibu muyusigu yela ka zaŋ baŋsim yihi teh' galima maa.

ZAHIMBU KOLIVAAI

Zahimbu so' sheli di ni zaŋ tuma yayili ŋɔ ni che ka di zahindi baŋsim kpaŋsibu, baŋsim gbaabu ni karimbihi soya tehibu. N-che ka karimbihi mi din chana saha kam nyela din tahiri kpaŋmaŋa mini karimbihi binsheli kam toon' tibo. Zahimbu soya zaŋla so' sheŋa ŋan sɔŋdi n-doli karimbihi Dagbani baŋsim sheli di ni bɔhim gbaabu ni be baŋsim dubu. lahabal' jihi bee yeltɔya zaŋ wuhi pahila yayili 2 baŋsim kpaŋsibu bɔhisi ni ni di zahim karimbihi yiko ni be wuhi baŋsim ka zaŋ ŋa tum tuma. Yayili 3 tehibu so' chibiga bɔhisi ka di zaŋ lahabali bee yela bɔhimbu n-zahim karimbihi teha chibisi mini fonoloji tuma soya gbaari maŋli. Karimbanima tu ni be zaŋ zahindi sheli din zahindi karimbihi saha kam mini zahindi sheli din guhiri zahindi binsheli kam yi naai soya n-deei ninvuy' yino kam kpaŋmaŋa lahabali, nti pahi pɔri ni lahabali din yen wuhi binsheli kam dubu. '

Sodolisi	DOK Yayili	Zahimbu Soya mini/bee di ni zahindi shɛm
3.1.2. LI.1 Kahigimi fonoloji tuma soya Dagbani ni. (Shehira, nahibu soya)	2	Lahabali
3.1.2. LI.2 Kahigimi fonoloji tuma soya Dagbani ni (bachijilli biɛhigu soya)	3	Yɛlli bɔhimbu

DAKULO 3

Bɔhimbu Sodoligu: *Kahigimi Dagbani fonoloji tuma soya (Shehira, Nahibu tuma soya)*

Labilihi

Karinduu Yuuni 1	Dakulo 2 1. Kahigimi vaawulinima ni kperi dooni bachinima ni shem Dagbani ni (shehira, bachi piligu, sunsuuni ni nyaana). 2. Kahigimi konsɔnatinima ni kperi dooni bachinima ni shem Dagbani n (shehira, bachi piligu, sunsuuni ni nyaana).
Karinduu Yuma 2	Dakulo 2: Kahigimi yee tuma (shehira, giraama tuuni, bachinima gbunni tuuni, zileli ni yeltɔɣ' sheli sheba ni yera)

Di Ni Jɛndi Luy' Sheli: Fonoloji tuma soya (Nahibu tuma soya)

Fonoloji tuma soya kahigibu: Fonoloji tuma soya nyela alizamdiriba ni mali kumsi/vuri dooni sheɲa ɲan ni tooi baɲ ka di ɲmaari be yeltɔɣa jia ni n-tumdi tuma. Di ni tooi yeli ni di nyela zal' sheɲa di ni mali tumdi tuma di ni di ɲmaai yeltɔɣa yayili bolibu jiajia. Di ni tooi pu fonoloji tuma soya n-niɲ nahibu tuma soya mini bachijilli bieɲigu tuma soya. Tuma soya ɲo yini kam nyela di ni yen nyala sheli ti daaalizama dibu ni ko.

Dagbani fonoloji tuma soya balibu

Nahibu tuma soya nyela fonoloji tuma soya luy' sheli bachikɔbili vuri/kumsi yi deei di ni do n-tabi bachikɔb' sheli maa nahingban' sheɲa di ni di pun ka di bolibu ni ka di che ka di bolibu tayi n-doli di ni doni tabili bachikɔb' sheli maa. Soya ɲo ni tooi che ka foonim tayi di bieɲigu n-leei alofoonnima n-doli kumsi sheli di ni do n-tabiya maa. Soli ɲo sɔɲdi kahigiri fonoloji zalisi mini so' sheɲa ɲan be zuliya yeltɔɣa ni, nti pahi yeltɔɣa binsheli kam ni tayiri doli zɛmana shem. Nahibu bieɲigu soya ni tooi yina pam kamani ɲan do gbunni ɲo.

Noli mulimbu: Dimbɔɲo nyela tuma so' sheli din wuhiri konsɔnanti ni deer noli mulimbu nahingbana m-pahi di ni di pun mali nahingban' sheɲa di bolibu ni pɔhim gbaabu shee. Soli ɲo kanimi na saha sheli kam vaawuli sheli din mulindi noli di bolibu ni, kamani /u, o, ɔ/ bee nangbampiba mini tayinga ni konsɔnanti ɲo /w/, yi kuli doni m-pani konsɔnanti zuyu di bolibu ni. Dalinli ɲo [w] ka di mali tumdi tuma n-wuhiri noli mulimbu. Shehira, bachi sheɲa ɲan do gbunni ɲo puuni, ti nya ka noli mulimbu be ɲa bolibu ni: koligu [k^woligu], Kuyili [k^wuyili], nyɔɲ [ny^wɔɲ], zɔɲ [z^wɔɲ].

Tayinga ni kumsi tayibu: Dimbɔɲo nyela so' sheli din zaɲdi zilinli sunsuuni zuyusaa wuyibu du zaɲ chaɲ noli ni zuyusaa (tayinga kpeeni) m-pahi di pɔhim ni di pun gbaari luy' sheli polo. Din tahiri dimbɔɲo na nyela di yi ti niɲ ka konsɔnanti kuli doni tabili tooni vaawuli kamani /i, e, ɛ/. Dalinli sheli di ni mali wuhiri li n-nye [ɪ]. ɲan do gbunni ɲo nyela Dagbani shehira: pieyu [p^ɪɛyu], kpe [kp^ɪe], teha [t^ɪɛha] ni ɲan pahi.

Nyekpurilim: Dimbɔɲo nyela saha sheli vuri/kumsi din pɔhim yirina noli ni yi mali nyekpurilim nahingbana di yi doni tabili konsɔnanti nyekpurigu. Vaawulinima n-tooi nye ɲan deer nyekpurilim, amaa saha sheɲa, noli ni konsɔnanti sheɲa ni tooi deei nyekpurilim. Dinzuɲu, nyekpurilim pu la buyi, ɲannima n-nye vaawuli nyekpurilim mini konsɔnanti nyekpurilim. Dalinli sheli di ni mali wuhiri nyekpurilim n-nye [ɿ]. Shehira, ma [mã], na [nã], ɲubi [ɲũbi].

Vaawulinima nahibu: Dimbɔŋɔ nyela fonoloji tuma biɛhigu so' sheli vaawulinima ŋan ka nahingban' yini yi pa mali nahingban' yini yeltɔyili ni. Vaawuli nahibu mali balibu, Zilinli Wuyibu Tariga (ZWT) nahibu, durilim nahibu, noli mulimbu nahibu, ni ŋan pahi. Shehira, [a] tayiri leeri [o] ti yeltɔya ni.

Bɔhimbu Tuma

1. Zahimmi fonoloji tuma soya baŋsim sheli di ni mali tumdi tuma Dagbani ni.
2. Kahigimi fonoloji tuma so' sheŋa ŋan do gbunni ŋɔ:
 - a. Noli mulimbu
 - b. Ŋmaabahi
 - c. Tayinga ni kumsi tayibu
3. Timi fonoloji tuma soya ŋan do zuɣusaa ŋɔ yini kam shehira dibaayiyi.
4. Bolimi bachi sheŋa ŋan do gbunni ŋɔ, che ka a zaya be fonoloji tuma so' sheŋa ŋan beni
 - a. nimmoo
 - b. nimpuri
 - c. tinsi

Wuhibu Soya Shehiranima

Bɔhimbu Din Jendi Muyusigu (Ninvuy' yino mini bɔŋ tuma)

1. Bɔŋ ŋan gabi
 - a. Bɔŋdi ni dimiya alizama n-kahigi fonoloji tuma soya ni nye binsheli ka ti shehira.
 - b. Bɔŋdi Zamzam n-ya teha n-kahigi nahibu tuma soya balibu kamani noli mulimbu, tayinga ni kumsi tayibu; vaawuli nahibu, nyekpurilim, ŋan be Dagbani ni.
 - c. Karimbihi bɔŋdi ni timi ka Zamzam bachinima shehira sheŋa ŋan be nahibu tuma so' sheŋa di ni di alizama n-jendi maa yini kam.
2. Niriba ayiyi tuma
 - a. Zammi di ni ti bachi sheŋa ŋɔ ka wuhi nahibu tuma soya bal' sheli di ni zaŋ tum tuma (Karimba timi ŋa Dagbani shehira) .
 - b. Zaŋmiya yi tuma n-wuhi karinduu ka be di alizama n-jendi li.

Karima tu ni o kuli gindi karinduu maa n-che ka karimbia kam zaya be di ni bɔhindi binsheli maa ni ka ti ban dii bi gbaari maa sɔŋsim sheli be ni bɔra saha sheli di ni bɔri.

Zahimbu Gahindili: DoK Yayili 2 – Vihigu Saha Wayila Tuma

1. Buyisimi nahibu tuma soya ata Dagbani ni ka ti di yini kam shehira ata.
2. Kahigi wuhi waliginsim sheli din be kpehibu mini ŋmaabahi sunsuuni ka ti di yini kam shehira ata Dagbani ni.

Vihigu Baŋsim Yayili Shehira

A zileli ni, a kpahimmi n-nya ka wumbu mini taba deebu nyela din kpaŋsiri alizama vienyela yeltɔya yelibu ni. Layimiya n-tum nya

- Vhimiya niriba ni deeru taba shem be yi diri alizama yiya bee shikuru ni.
- Baŋmiya yeltɔy' sheli din yeli viela mini wumbu biɛhigu.
- Malimiya shili n-kperi kper' ŋmaa n-wuhi niriba ni zaŋ jilima yeltɔya mini taba deebu m-mali zileli yelmuyusira shem.

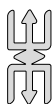
PLC Session 3

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.

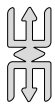
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

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.

DAKULO 4

Bɔhimbu sodoligu: *Kahigimi Dagbani fonoloji tuma soya (bachijilli bieɓigu tuma soya)*

Labilihi

Karinduu Yuuni 1	Dakulo 2 1. Kahigimi vaawulinima ni kperi dooni bachinima ni shem Dagbani ni (shehira, bachi piligu, sunsuuni ni nyaɓa). 2. Kahigimi konsɔnantinima ni kperi dooni bachinima ni shem Dagbani ni (shehira, bachi piligu, sunsuuni ni nyaɓa).
Karinduu Yuma 2	Dakulo 2 1. Kahigimi binsheli din nye yee, che ka a zaɓa be di balibu ni (shehira, din lu, din du, din lura, din dura, ni ɗan kpalim) ni tuma. 2. Kahigimi yee tuma (shehira, giraama tuuni, bachi gbunni woliginsim, bɔb' sheli yeltɔɓa).

Di Ni Jendi Luy' Sheli: Fonoloji tuma soya (Bachijilli bieɓigu tuma soya)

Fonoloji tuma soya kahigibu: Fonoloji tuma soya nyela alizamdiriba ni mali kumsi/vuri dooni sheɗa ɗan ni tooi baɗ ka di ɗmaari be yeltɔɓa jia ni n-tumdi tuma. Di ni tooi yeli ni di nyela zal' sheɗa di ni mali tumdi tuma di ni di ɗmaai yeltɔɓa yayili bolibu jiajia. Di ni tooi pu fonoloji tuma soya n-niɗ nahibu tuma soya mini bachijilli bieɓigu tuma soya. Tuma soya ɗo yini kam nyela din zaɗ tuma so' sheli dabam m-pahi.

Bachijilli bieɓigu tuma soya Dagbani ni: Kpehibu, ɗmaabahi, ni ɗan kpalim m-pahi nyela din be bachijilli bieɓigu tuma soya puuni:

Yihibu/ɗmaabahi: ɗmaabahi nyela fonoloji tuma bieɓigu din wuhiri vuri/kumsi bee bachi yay' sheli ni yihi bachi bachi ni be ni yuuni li shem din yen che ka ti bolibu bi to. Soli ɗo ni tooi che ka bolibu bi to ka yeltɔɓa baɗsim diri pam nti pahi bolibu baligibu ni vuri/kumsi maa dooshee fonetisi ni n-tooi tahiri li na. Di tooi yirina nira mini o kpee yeligu ni, di yi ti niɗ ka di yihi kumsi/vu' sheli ni bolibu chaɗ vienyela. ɗmaabahi ni tooi yina bachinima luy' sheli kam kamani bachi tooni, bachi sunsuuni ni bachi nyaɓa. Di tooi tahiri bachinima bieɓigu tayibu na ka tahiri mɔfɔloji bieɓigu na.

ɗmaabahi nyela din mali tuun' kpeeni zaɗ chaɗ zuliya yeltɔɓa woliginsim mini tayibu, dama di ni tooi wuhi bieɓigu mini zuliya yeltɔɓa ni che ka vuri/kumsi ni doli taba shem.

- Tooni: Di ni tooi yina tooni, di yi niɗ ka tooni vuri/kumsi maa yihi bachi. Dagbani bi mali ɗmaabahi ɗo n-tumdi tuma.
- Sunsuuni: Dimbɔɗo nyela din yirina bachi maa sunsuuni. Dagbani bi mali dimbɔɗo n-tumdi tuma
- Nyaɓa: ɗmaabahi yirina bachi nyaɓa. Shehira, di tooi yirina saha sheli ti yi ti yen zaɗ bachinima ayi n-layim taba ka ɗa leei bachi yini kamani [nini + puri = nimpuri], [tani + chera = tan' chera] ni din pahi.

Kpehibu: Kpehibu nyela fonoloji tuma bieɓigu di yi zaɗ vuri/kumsi m-kpehi bachi sheli din pun beni maa puuni din yen kpaɗsi bolibu bee ka di che ka bachi maa mali mali bachijilli

bieh' sheli din tuhi. N-kpehi vuri/kumsi bachi sheli din pun beni maa puuni tooi nɛndi ni di yihi konsɔnanti taba sheli di ni bi bɔri din yɛn che ka bachi maa bolibu niɲ vienyela (shehira. "bɔbgu" leeri "bɔbigu", "karli" leeri "karili"). Kpehibu gbaabu sɔɲdi ka di kahigiri zuliyanima yeltɔya fonoloji biebigu ka zaɲ li m-booni kumsi ka di bi to. Kamani ɲmaabahi kpehibu ni tooi yina bachi puuni shelikam.

Bɔhimbu Tuma

1. Baɲmi ka kahigi bachijilli tuma so' sheli di ni zaɲ tuma bachi sheɲa ɲan do gbunni ɲɔ:

- a. Nimdibiga
- b. Nimpuri

Baanjir' nyɔɲ

2. Baɲmi bacjilli bal' sheli (V, KV, KVK, din pahi) din be bachi sheɲa ɲan do gbunni ɲɔ

- a. Kɔdu
- b. Guui

Suhupielli

3. Baɲmi bachijilli biebigu ni doli shem Dagbani ni.
4. Zaɲmi shehira n-wuhi di ni doli taba shem maa.

Wuhibu Soya Shehiranima

Bɔhimbu din jendi muyusigu (ninvuy' yino mini bɔɲ tuma)

1. Bɔɲ din gabi

- a. Kahigimi fonoloji tuma soya ka che ka a zaya be Dagbani bachijilli biebigu tuma soli ni (ɲmaabahi, kpehibu, din pahi).
- b. Timi tuma soli kam shehira ata ka kahigi ɲa.

2. Niriba ayi tuma

Zamzam bachi sheɲa di ni ti ka baɲ bacjilli biebigu tuma soli bal' sheli di ni zaɲ tum tuma ka zaɲ wuhi ka di kahigi [pay' vieliga, nintam, kosalli].

Zahimbu gahindili: DoK Yayili 3 – Yelli bɔhimbu

Yelli shehira

A gileli ni, a kpahimya ka bachi sheɲa di ni yeri waliya ka che ɲa sabbu. Bomi lala bachinima maa pishi ka vihi fonoloji tuma soya ɲan be ɲa ni. (pɔri 100)

PLC Session 4

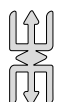
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

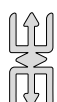
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

Yayili 2 Labilihi

Yayili ɲɔ nyela din labilihi di ni wuhi baɲsim sheɲa dakulo ayi din garila. Yayili ɲɔ ni, karimbihi daa nya Dagbani fonoloji tuma soya kahigibu. Ti bɔhim nahibu mini bachijilli biɛhigu tuma soya. Fonoloji tuma soya balibu dibaayi maa zaa nya kahigiri zilinli ni shehira. Karimbihi yi bɔhim naai yayili ɲɔ, di tu ni karimbihi wuhi fonoloji tuma baɲsim mini gbaabu ɲɔ ka zaɲ baɲsim maa m-boli bachinima di ni tu shem ka karim vienyela.

ƆƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 3

1. Nahibu tuma n-nye nangbampiba, nagbampiba yeligibu, nyekpurisi nti pahi vaawuli sahiti

Kahigibu yi kahigi ka ti shehira diba ata vieyelinga pɔri ata (3)

Kahigibu yi kahigi ka ti shehira diba ayi pɔri ayi (2).

Kahigibu yi kahigi ka ti shehirili zaɣ' yini (1) pɔ' yini.

2. *Di waliginsim maa n-nyɛ:*

1. *kpehibu pahirimi ka yihibu yihira.*
2. *Tuma: kpehibu tahirila biɛhigu bee gbunni, ka yihibu mi kolivaai bolii amaaka lee bi tahiri bachi maa gbunni sahakam.*
3. *Luy' sheli di ni yirina: kpehibu mini yihibu zaa yirila yeltɔya pbaɲsim puuni na, kamani bachinima biɛhigu, bachikɔba kumsi baɲsim be yeltɔya piebu baɲsim.*

Kahigibu yi kahigi ka ti shehira diba ata vieyelinga pɔri ata (3)

Kahigibu yi kahigi ka ti shehira diba ayi pɔri ayi (2).

Kahigibu yi kahigi ka ti shehirili zaɣ' yini (1) pɔ' yini.

DAKULO 4

Vihigu pɔri tibu sodoligu: Nahibu Ghana zuliya puuni.

I. Piligu (pɔri 10)

1. Di ni jendi sheli mini lahibali (hali ni pɔri 3).
 - a. Satar' tuuli yi kahigi jendi nahibu.
 - b. Nahibu anfaani zaɲti Ghana zuliya
2. Vihigu bɔhisi mini nia (hali ni pɔri 4)
 - a. Vihigu bɔhisi yi ne
 - b. Vihigu nia maa nyabili ni nyɛ sheli.
3. vihigu daanfaani (hali ni pɔri 3)
 - a. Anfaani zaɲ kpa nahibu milinsi zaɲ kpa nahibu zuliya ni.
 - b. Di zaɲ tum tuma mini di gbuni

II. Kundivihira (pɔri 15)

1. Zaligu din gbubi vihigu (pɔri 5)
 - a. Bachikɔba kumsi baɲsim milinsi
 - b. Zaligu din gbubi vihigu zaɲ tum tuma vienyelinga
2. Zuliya zaɲ tum tuma vienyelinga (hali ni pɔri 5)
 - a. Zuliya maa ni nyɛ sheli
 - b. Vihigu din pun niɲ jendi nahibu zuliya maa ni.
3. Vihigu din vihi vienyela (hali ni pɔri 5)
 - a. Vihigu din niɲ jendi bɔhimu yayili kahigibu
 - b. Soli din wuhiri saha sheli vihigu

III. Vihigu Sodolgu (pɔri 15)

1. Vihigu lahibali deebu (hali ni pɔri 5)
 - a. Viigu lahibali deebu sodoligu (shɛhira, bɔhisi bɔhibu, lahibali yaabu)
 - b. Vihigu sodoligu neebu
2. Vihigu yeligbahira kahigibu (hli ni pɔri 5)
 - a. Vihigu yeligbahira solidigu kahigibu
 - b. Vihigu bɔhisi sodolgu
3. Vihigu yel' muyisira (hali ni pɔri 5)
 - a. Vihigu yel' muyisira ni nye sheɲa
 - b. Sochib' sheɲa ɲan yen maali yel' muyisira.

IV. Yeligbahira mini di kahigibu (pɔri 25)

1. Vihigu kahigibu (pɔri15)
 - a. Vihigu lahibali neebu
 - b. Shɛhira mini khigibu vienyelinga
2. Yeligbahira kahigibu mini Neebu (pɔri 10)
 - a. Nahibu kahigibu vienyelinga.
 - b. Kahigibu din kahigi tam kalinli zuyu n-jendi Kundivihira
3. Di ni nye shem (pɔri 5)
 - a. Zamzam zuliya wuhibu mini bɔhimbu bee zaligu.

V. Kolivaai mini Vihigu wuhibu (pɔri 25)

1. Yeligbahira kolivaai (pɔri 5)
 - a. Vihigu ni vihi nya sheli kahigibu
2. kolivaai (pɔri 5)
 - a. Kolivaai di kahigiri vihigu maa
3. Din tu shem (pɔri 10)
 - a. Wuhi vihigu ni di tooi lahi niɲ jendi sheli vihigu ni, zuliya bɔhibu ni, bee zaligu.

VI. Tuma piebu, sasabirinu mini kundivihira (pɔri 10)

1. Tuma piebu mini gbunni (pɔri 5)
 - a. Ka di doli soli ka pe vienyelinga.
2. Sabbu Baɲsim (pɔri 3)
 - a. Di tu ni sabbu ne, gbunni, doli soli
3. Kundivihira (pɔri 2)
 - a. Tuma puuni kundviira zaɲ tum tuma vienyela

YAYILI 3: YELTƆY' SHELI DIN ZIRI LAHABALI YELTƆYIKPANI MINI YELTƆY' SHEŋA ŋAN SƆŋDA

BAŋSIM: **ALIZAMA DIBU**

Baŋsim yayili: **Karimbu**

Bɔhimbu Haŋkaya ŋan Tu Gbaabu: Use the knowledge of identifying topic and supporting sentences to bring out key ideas from texts.

Baŋsim Nianima: Demonstrate knowledge and understanding of topic sentences and supporting sentences in texts/passages in the Ghanaian languages.

Buyisi wuhi

Zahimmi karimbihi **Bɔhimbu Sunsuuni Zahimbudakulo 6 ni**. Zahimbu maa tu ni di mali di ni bɔhim baŋsim sheŋa dakulo 1 hali ni dakulo 5 ni.. Yulimi teebuli sheli din wuhi binshelikam ni mini zahimbu maa biehigu ka di sɔŋ a. Karimmiya gbana tu di vihi yomyom ka kpehi pɔri maa SAP ni.

PILIGU MINI YAYILI KOLIVAAI

Yayili ŋɔ nyela din tuyiri yay' sheŋa di ni pun bɔhim yay' sheŋa din jendi y[ɪ]kpana baŋbu karinduu yuun' yini mini yuma ayi ni. Yayili ŋɔ ni, karimbihi ni labilihi lahabli bee alizama dibu puuni yelkpani. Ti ni tuyi n-di alizama n-jendi yeltɔy' sheli din yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda ka chaŋ nti baŋ ŋa lahabli puuni, Yeltɔy' sheli din ziri lahabali yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda milinsi ni sɔŋ n-kpaŋsi karimbihi sabbu mini alizama dibu baŋsim. Di ni sɔŋ ba ka be tɔhiri haŋkali vienyela alizama dibu ni. Din pahi, di ni sɔŋ karimbihi ka be ni tooi waligi teha sheŋa ŋan nye talahi mini teha sheŋa ŋan pa talahi dimbɔŋɔ ni sɔŋ ba ka be kolivaai lahabali ka kpaŋsi alizama gbaabu vienyela. Yayili ŋɔ nyela din kpa talahi n-ti karimbihi, pa Dagbani kɔŋkɔ bɔhimbu polo amaa m-baŋ ŋan kpini baŋsim yay' sheŋa shem kamani Silimiinsili, Farinsi ni zuliya yeltɔy' sheŋa ŋan pahi. Yayili maa tiri karimbihi baŋsim sheli din zilima mini yeltɔya sabbu mini yeltɔya yelibu baŋsim biehigu puuni Karimba tu ni zaŋ bɔhimbu so' sheŋa ŋan che ka karimbihi timdi nuu, nema, waliginbu mini zahimbu soya n-sɔŋ bɔhimbu.

Dakulonima maa mini yayili ŋɔ sodolisi n-nye:

Dakulo 5: M-baŋ yeltɔy' sheli din ziri lahabali yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda lahabali puuni.

Dakulo 6: N-zaŋ yeltɔy' sheli din ziri lahabali yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda baŋsim n-yihi yelkpana na lahabali puuni.

WUhibu soya shehiranima kolivaaɪ

Wuhibu soya shehiranima di ni zaŋ tum tuma yayili ŋɔ nyela Dagbani baŋsim wuhibu so' bɔbigu. Bɔhimbu din jendi muayusigu nyela so' sheŋa din zaŋ biehiɣu ni muɣusigu sheŋa n-tum tuma n-kpaŋsi karimbihi baŋsim bɔhimbu mini zalisi din chihiri yeltmaŋli zaŋ wuhi baŋsim. Di zaŋ soya kamani ninvuy' yino bɔhimbu, niriba ayiyi bɔhimbu, bɔŋ ŋan gabi/payitali bee dotali bɔŋdi ni karinduu zaa tuma nti pahi zaŋ wuhi karinduu. Soya ŋɔ ni tooi kpaŋsiri nimmo teha baŋsim, yela malibu yikonima, ni alizama dibu vienyela. Ŋa ni tooi lahi kpaŋsi layim tum mini toontali. Karimbihi ni bɔhim lahabali deebu ka zahim li. Bi' sheba Naawuni ni larigi fahim, di ni pahi ba tuma ka be tum toontali tuma n-wuhiri be taba din yen che ka be yuuni be karimbitaba ka be nya gbaari maŋli zaŋ chaŋ fonoloji tuma soy baŋsim sheli di ni bɔhim maa. Karimbanima teemi karimbihi bachinima bolibu mini alizama dibu muɣusigu yela ka zaŋ baŋsim yihi teh' galima maa.

ZAHIMBU KOLIVAAɪ

Zahimbu so' sheli di ni zaŋ tuma yayili ŋɔ ni che ka di zahindi baŋsim kpaŋsibu, baŋsim gbaabu ni karimbihi soya tehibu. N-che ka karimbihi mi din chana saha kam nyela din tahiri kpaŋmaŋa mini karimbihi binsheli kam toon' tibo. Zahimbu soya zaŋla so' sheŋa ŋan sɔŋdi n-doli karimbihi Dagbani baŋsim sheli di ni bɔhim gbaabu ni be baŋsim dubu. lahabal' jihi bee yeltɔya zaŋ wuhi pahila yayili 2 baŋsim kpaŋsibu bɔhisi ni ni di zahim karimbihi yiko ni be wuhi baŋsim ka zaŋ ŋa tum tuma. Yayili 3 tehibu so' chibiga bɔhisi ka di zaŋ lahabali bee yela bɔhimbu n-zahim karimbihi teha chibisi mini fonoloji tuma soya gbaari maŋli. Karimbanima tu ni be zaŋ zahindi sheli din zahindi karimbihi saha kam mini zahindi sheli din guhiri zahindi binsheli kam yi naai soya n-deei ninvuy' yino kam kpaŋmaŋa lahabali, nti pahi pɔri ni lahabali din yen wuhi binsheli kam dubu.

Sodolisi	DOK Yayili	<i>Zahimbu Soli mini/bee di ni zahindi shem</i>
M-baŋ yeltɔy' sheli din Ƴiri lahabali yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda lahabali puuni.	2	Bɔhisi Bɔhibu
N-zaŋ yeltɔy' sheli din Ƴiri lahabali yeltɔyikpani mini yeltɔy' sheŋa ŋan sɔŋda baŋsim n-yihi yelkpana na lahabali puuni	3	Wuhibu Pirigili Zahimbu

DAKULO 5

Bŧhimbu Sodoligu: *M-baŶ yeltŶy' sheli din ziri lahabali yeltŶyikpani mini yeltŶy' sheŶa Ƨan sŶŶda lahabali puuni*

Labilihi

Karinduu Yuuni 1	Dakulo 3 1. N-zaŶ pari-karim mini pari-vihi baŶsim n-karim lahabal' sheli din nye yelmanli ka labi-si karimgbaai bŧhisi. 2. ZaŶmi soya (shehira, nina bee nubile zaŶ doli karimbu, m-bŧri bachinima bee yeltŶyigmasŧri, din pahi) n-kahigi par-vihi.
Karinduu Yuma 2	Dakulo 3 1. M-baŶ alizama puuni yelkpana. 2. N-kahigi alizama yelkpana.

Di Ni Jendi Luy' Sheli: YeltŶy' sheŶa din ziri satarili yeltŶyikpani mini yeltŶy' sheŶa Ƨan sŶŶda

YeltŶy' sheli din ziri satarili yeltŶyikpani kahigibu: YeltŶy' sheli din ziri satarili yeltŶyikpani nyela yeltŶy' sheli din be satarili puuni n-yihiri satarili ni ziri haŶkali sheli na. YeltŶy' sheli din ziri satarili yeltŶyikpani tooi nyela yeltŶy' sheli din piini (amaa pa saha sheli kam) satarili. YeltŶy' sheli din ziri satarili yeltŶyikpani tu ka di ka gbaliŶ ka lee na kuli kahigiri satarili yeltŶyikpani maa, ka lahi wuhiri sasabiri maa ni bŧri ni o yeli yeltŶy' sheli zaŶ chaŶ lala yelli maa polo. Di tu ni di yina satarili tuuli yeltŶyili maa puuni bee ka di miri satarili tuuli yeltŶyili maa. Yaha, di tu ka di kpini lahabali maa maŶmaŶa zaa ni jendi binsheli din yen che ka di mali gbunni. Shehira, yeltŶy' sheli din ziri satarili yeltŶyikpani yeltŶyili Ƨŧ "Shikuru chandi daanfaani" ni tooi nye "N-nya tuun' sheli din yŧri viela nyela anfaani sheŶa din be shikuru chandi puuni yini."

YeltŶy' sheŶa Ƨan sŶŶda kahigibu:

YeltŶy' sheli din sŶŶdi kahigiri yeltŶy' sheŶa Ƨan ziri satarili yeltŶyikpana. YeltŶy' sheli din sŶŶdi ni tooi nye jenda bee ka di pa jendi. Lahabali puuni yeltŶy' sheŶa Ƨan sŶŶdi kahigirila yeltŶy' sheli din ziri satarili yeltŶyikpani maa. YeltŶy' sheli din sŶŶdi nyela yeltŶy' sheli din mali yelmanli bee shehira lahabal' sheli din sŶŶdi yelkpani bee di ni yeri yeltŶy' sheli. YeltŶy' sheŶa Ƨan sŶŶdi kahigiri tiri ƶun karindi din yen che ka o gbaai yelkpani bee shehira din yen wuhi ni di ni yeril yeltŶy' sheli maa nyela yelmanli. A ni nya yeltŶy' sheŶa Ƨan sŶŶdi satarili sunsuuni – yeltŶy' sheli din ziri lahabali yeltŶyikpani nyaŶa ka kanna yeltŶy' sheli din kooni vaari tooni. Satarili tooi malila dibaayi (2) hali – anahi (4) yeltŶy' sheŶa Ƨan sŶŶdi ka ƶa pe doli taba vienyela ka bi piini yel' palli bee yelkpan' palli.

Di yi yen sŶŶ karimbihi ka be sabi yeltŶy' sheŶa Ƨan sŶŶda, kpaŶsimi yeltŶy' sheŶa Ƨan sŶŶdi yini kam mini yeltŶy' sheli din ziri satarili yeltŶyikpani ni kpini shem. Bachigbunda mini yeltŶyigmasŧri zaŶ tum tuma ni tooi sŶŶ n-neeŶ ƶa ni kpini taba ƶŧ shem. KpaŶsimi lahabal' sheŶa Ƨan tu ni ƶa beni zaŶ pahi ka mali ƶun karindi maa gbaabu tariga n-tumdi tuma. Yelkpan' sheŶa Ƨan sŶŶdi tu ka ƶa lahabali durimi tamdi taba zuyu ka yeltŶyili kam pahirila satarili maa zaa lebŶi viela.

Yelkpani yeltŏy' sheŋa ŋan sŏŋdi shehira n-nyɛ: *Ƴeman' pala loorinima chanimi ni injin sheŋa ŋan mali buyum.*

Yeltŏy' sheŋa ŋan sŏŋdi ŋan do gunni ŋɔ nyela di ni ni tooi zaŋ sheŋa n-kahgi yelkpani ŋɔ n-ti ban karinda:

1. Injin sheli din mali buyum nyela injin sheli din diri kpam m-mali guura.
2. Injin sheŋa ŋan mali buyum deela wari dama ŋa mali yaa n-gari wari ka ŋa malibu bi to.
3. Injin sheŋa ŋan mali buyum che ka ti chani soya yomyom ni haŋkalidoo ni ti maŋmansɩ loorinima ka muɣusigu sheli kani.

Yeltŏya ŋɔ yini kam sŏŋdila yelkpani maa n-kahigiri tiri ŋun karindi maa lahabali bee be ni yuuni li shem ka di sŏŋ gbaai sasabira maa ni bŏri binsheli. Sasabira ni tooi zaŋ yeltŏy' sheŋ ŋan sŏŋdi ŋɔ puuni dibaata. M-pii di puuni ŋan vieli yayi di zaa dolila sasabira maa ni bŏri ni nya binsheli satarili maa ni.

Yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŏŋdi baŋbu lahabali puuni. N-tooɩ baŋ yeltŏy' sheŋa ŋan ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŏŋdi kahigiri ŋa lahabali puuni, zaŋmi ŋa zaɣ' yini kam nahingbana lahabali puuni n-tum tuma.

Bɔhimbu Tuma

1. Kahigimi waliginsim sheli din be yeltŏy' sheŋa ŋan ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŏŋdi sunsuuni.
2. (a) Karimmi yel; sheŋa ŋan sŏŋdi satar' sheli din do gbunni ŋɔ ka tehi zaŋ kpa yelkpan' sheŋa ŋa ni kahigiri polo.
(b) Sabimi satar' sheli din do gbunni ŋɔ yeltŏy' sheli din ziri satarili yeltŏyikpani.

N yi tehiri 1990 puuni, yuma din garila, n teerila be ni daa niŋdi binyer' sheŋa TV zuɣu. 1990 yuma puuni, n daa wumdi nyayisim pam n yi daa yi yuuni kambɔnsi kperigu Gana TV zuɣu Alahiri dali yuŋ kam. N daa bŏri Adadzewa ni daa kperiti shem maa pam – n dihitabili ni ŋun kam daa yuli li lala saha gba daa bŏri o. Adadzewa kperibu maa daa nyayisa ka pahiri kperigu maa guhibu. N teerila Adadzewa ni daa kperiti binshɛŋa zaa ni ban daa pahi maa. Di bieri ma Kambɔnsi kperigu maa ni bi lahi wuligi gili maa, amaa di da nyela Gananima ni daa bŏri be ni daa niŋdi binyer' sheŋa TV zuɣu la puuni yini lala saha maa.

3. Explain your reason for what you have written as the topic sentence.

Wuhibu Soya Shehiranima

Yeltŏya yeli m-bɔhim soya

1. Karinduu zaa alizama dibu

Kahigimi yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŏŋda.

2. Bɔŋ din gabi
 - a. Karimmi lahabali din yi yeltŏyikpana sheli puuni na, kaya ni tada dariza, tɛkinoloji, dɔyitetali, soya dolibu ni ŋan pahi.
 - b. Baŋmi yeltŏy' sheli din ziri satarili yeltŏyikpani lahabali maa puuni.

- c. Baŋmi yeltŶy' sheŋa ŋan sŋŋdi lahabali maa puuni.
- d. Zaŋmi a ni nya sheli n-wuhi karinduu ka di di alizama n-kahigi li.

Karima tu ni o kuli gindi karinduu maa n-che ka karimbia kam zaya be di ni bŋhindi binsheli maa ni ka ti ban dii bi gbaari maa sŋsim sheli be ni bŋra saha sheli di ni bŋra. Timi karimbi' sheba ban mali SEND sŋsim m-pahi di bahi bahindi ban bi tooi yeri vienyela.

Zahimbu Gahindili: DoK Yayili 3 – Bŋhisi Bŋhibu

1. Karimmi lahabal' sh[li din do gbunni ŋŋ ka baŋ yeltŶy' sheli din ziri satarili yeltŶyikpani mini yeltŶy' sheŋa ŋan sŋŋdi di puuni. (Pŋri 4)

Gana binnema waliginsim nyela din nyeri muyusigu din yirina tihi ŋmabu ni, pŋhim sayimbu ni saha tayibu. Di tu ni ti niŋ binsheli din yen gu ti nyŋna, binnema ni kulisi. Ti yi kpuyi tuun' sheŋa ŋan kamani tihi sabu, m-baligiri sayiri ka bi sayindi ti kulisi, ti ni tooi sŋŋ n-gu Gana Naawuni namter' viela n-ti ninvuy' sheba ban yen be sŋhibieyu ni. Kpaŋmaŋa bielifu nyela din pahi kalinli ni ka ti zaa tuuntumsa ni tooi tahi waliginsim na ti zileli ni.

2. Bŋ ka a tŋhi ni satar' sheli din do zuŋusaa maa yeltŶyikpani ni nyŋ? (Pŋri 1)
3. Zaŋmi soya ata n-kahigi yeltŶy' sheli din sŋŋdi ni mi tooi pahi lebigi ka kahigi yeltŶy' sheli din ziri satarilil yeltŶyikpani shem. (Pŋri 3)
4. Sabimi satarili n-jendi yelkpani 'baŋsim bŋhimbu nyela shaafe sheli din yoori toontibo' ka baŋ yeltŶy' sheli din ziri satarili yeltŶyikpani mini yeŋltŶy' sheŋa ŋan sŋŋdi satarili maa puuni. Boomi n-gili yeltŶy' sheli din ziri satarili yeltŶyikpani ka booi yeŋltŶy' sheŋa ŋan sŋŋdi gbunni. (Pŋri 7)

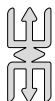
PLC Session 5

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

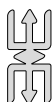
- The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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-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?

- 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.

DAKULO 6

Bɔhimbu Sodoligu: *Zaŋmi a yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋdi milinsi n-yihi yelkpana lahabali maa puuni*

Labilihi

Karinduu Yuuni 1	Dakulo 3 1. N-zaŋ pari-karim mini pari-vihi baŋsim n-karim lahabal' sheli din nye yelmanli ka labisi karimgbaai bɔhisi 2. Zaŋmi soya (shehira, nina bee nubile zaŋ doli karimbu, m-bɔri bachinima bee yeltŏyigmasɔri, din pahi) n-kahigi par-vihi.
Karinduu Yuma 2	Dakulo 3 1. M-baŋ alizama puuni yelkpana. 2. N-kahigi alizama yelkpana.

Di Ni Jɛndi Luy' Sheli: Yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋda

Yelkpani kahigibu lahabali puuni: Yelkpani nyela satarili ni ziri lahabal' sheli. Yeltŏyikpani nyela lahabali satarili ni me gili haŋkali sheli. Din yen che ka yi baŋ yeltŏyikpani lahabali puuni, bɔhimiya yi maŋsi bɔhigu ŋɔ: Bɔ ka di yeli zaŋ kpa nira, bini, bee tɛha maa polo (baŋsim yayili) Yeltŏyikpani ni tooi yina luyilikam satarili puuni amaa di tooi kuli yirimina satarili tuuli yeltŏyili maa puuni. Ka sasabira maa naan yi zaŋ yeltŏy' sheŋa ŋan kpalim maa n-sŋŋ kahigi yeltŏyikpani maa.

Yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋdi baŋbu lahabali puuni. N-tooi baŋ yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋda lahabali puuni, zaŋmi ŋa zaŋ' yini kam nahingbana lahabali puuni n-tum tuma.

Bɔhimbu Tuma

1. Karimmi ka kahigi yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋda n-labilihi ŋa.
2. Kahigimi yela ata sheŋa di ni tu ni zaŋ m-baŋ yeltŏy' sheli din ziri satarili yeltŏyikpani lahabali puuni.
3. Kahigimi yela ata sheŋa di ni tu ni zaŋ m-baŋ yeltŏy' sheŋa ŋan sŋŋda.

Wuhibu Soya Shehiranima

1. Yeltŏya yeli m-bɔhim soya: Karinduu zaa alizama dibu:
 - a. Labilihi yeltŏy' sheli din ziri satarili yeltŏyikpani mini yeltŏy' sheŋa ŋan sŋŋda kahigibu.
 - b. Kahigimi yelkpani gbunni lahabali puuni.
2. Bɔŋ din gabi:

- a. Zaŋmi a yeltŲy' sheli din ziri satarili yeltŲyikpani mini yeltŲy' sheŅa Ņan sŲŅda milinsi n-karim ka kahigi lahabal' sheli din do gbunni ŋɔ. Baŋmi yelkpani maa, yeltŲy' sheli din ziri satarili yeltŲyikpani mini yeltŲy' sheŅa Ņan sŲŅda.

Kurumbuni sa yeltŲya puuni, binyera pam n-daa che ka Gana zuliyanima yila be di ni daa be shem maa. Zuliya yeltŲya daa tayiri yila maa, zileli biehiɣu, kaya ni tada, polatiisi ni daadambieligu chandi, dimbŲŋɔnima zaa kpemi n-layim taba ni. Zuliya kam woli yila tingbani maa luy' sheli polo na. DimbŲŋɔ wuhirmi ni ninvuy' sheba ban yi zuliya kam puuni na dirila bindir' kŲŋkŲba, ka mali shieɣu mini wuun' kŲŋkŲba, ka be mini ban bi yi zuliya yini ni na yela kperi taba ni. Zuliya kam chandi mini luy' sheŅa be ni chana wolimi dinzuɣu, zuliya kam daa malila ninvuy' sheba mini binsheli din daa tayi be biehiɣu. Yaha, zuliya kam daa bi yi nam so' yini na, ka di gba daa nyela din che ka be yila nuu woli. DimbŲŋɔ mini yel' sheŅa n-da che ka Gana kaya ni tada yila be di ni daa be shem maa. Di ni yi luy' sheli polo

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

- b. Zaŋmi wuhi ka di di alizama n-jendi li.

Zahimbu Gahindili: DoK Yayili 3 – Karinduu Tuma

1. Karimmi lahabal' sheli din do gbunni ŋɔ ka baŋ di yelkpana. (PŲri 2)

Satar' sheli din pe vienyela sŲŋdi bee n-kahigiri yelkpan' yini, din yiri na yeltŲy' sheli di ni booni yeltŲy' sheli din ziri satarili yeltŲyikpani. YeltŲy' sheli din ziri satarili yeltŲyikpani mali tuun' sheŅa Ņan kpa talahi: di kahigiri bee n-sŲŋdi yeltŲyili din yeri lahabali ni yen jendi binsheli; di layindi satarili baŋsim yayili ka wuhiri yeltŲya ni tu ni ŋa pa taba shem; ka sayisiri ŋun karindi zaŋ chaŋ baŋsim yay' sheli di ni yen di alizama n-jendi ni satarili maa ni yen kahigi li shem. Dina n-che ka di kuli tooi viela ni zaŋ yeltŲy' sheli din ziri satarili yeltŲyikpani n-niŋ satarili piligu. Amaa, saha sheli, di ni niŋ vienyela ni di zaŋ yeltŲy' sheli na ka naan yi ti yeltŲy' sheli din ziri satarili yeltŲyikpani – shehira, yeltŲy' sheli din gbundi satarili ŋɔ mini satar' sheli din be zuɣusaa ŋɔ, bee din piini lahabali.

Di mini satarili kam tu ni di mali yeltŲy' sheli din ziri satarili yeltŲyikpani, di mali saha sheŅa satarili ni bi tu ni di mali yeltŲy' sheli din ziri satarili yeltŲyikpani. Shehira, a ni tooi yayi yeltŲy' sheli din ziri satarili yeltŲyikpani m-bahi satarili din wuhiri binshŲa ni niŋ shem, d yi niŋ ka satarili maa na yeri yelkpan' sheŅa a ni pili (ni yeltŲy' sheli din ziri satarili yeltŲyikpani) satar' sheli din be zuɣusaa maa, bee yeltŲy' sheŅa mini kahigibu zaa yerila yelkpani maa yela. Amaa a satara pam tu ni ŋa mali yeltŲy' sheli din ziri satarili yeltŲyikpani.

2. Kahigimi a ni yen baŋ yelkpani shem. (PŲri 4)

3. Kahigimi yeltŲy' sheŅa Ņan sŲŋdi ni ni tooi sŲŋ kahigi yelkpani lahabali ni shem. (pŲri 4)

Wuhibu Pirigili Zahimbu Biehiɣu

Zahimmi Wuhibu Pirigili Zahimbu. Di tu ni di ni wuhi baŋsim yay' sheŅa Dakulo 1 hali ni Dakulo 5 zaa be di puuni. Yulimi Teebuli Sheli Din Kahigiri mini Zahimbu maa Biehiɣu ka di sŲŋ a. Yulimi karimbihi tuma gbana yomyom ka zaŋ pŲri maa n-kpehi SAP puuni

Wuhibu Pirigili Zahimbu

Yayili A: Pari-Pii Bɔhisi = Bɔhisi 20

Yayili B: Lahabali – Bɔhigu 1

Yayili C: Lahabali Bɔhigu – Bɔhigu 1

Teebuli sheli din kahigiri Yayili A mini B bɔhisi bɔhibu

Dakulo	Di ni jendi luy' sheli	Bɔhisi balibu	DoK Yaya				Di zaa ni yiɣisi shɛm
			1	2	3	4	
1	Alizama dibu bachinima gahimbu din tuhi Appropriate registers for conversation	MCQs	2	1	-		3
		LAHABALI	-	-	1		1
2	Taba deebu Yel' gahinda	MCQs	1	2	2		5
		LAHABALI	-	-	-		
3	Fonoloji tuma soya (Nahibu tuma soya)	MCQs	-	2	1		3
		LAHABALI	-	-	-		
4	Fonoloji tuma soya (Bachjilli biɛhigu tuma soya)	MCQs	3	1	1		5
		LAHABALI					
5	YeltɔY' sheli din Ʒiri satarili yeltɔYikpani mini yeltɔY' sheŋa ŋan sɔŋda	MCQs		2	2		4
		Lahabali			1		1
		Di zaa ni yiɣisi shɛm	6	8	8		22

PLC Session 6

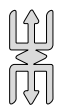
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

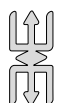
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

Yayili 3 Labilihi

Yayili ŋa kahigila yeltƆy' sheli din Ɛiri satarili yeltƆykpani mini yeltƆy' sheŋa ŋan sƆŋda. Yayili ŋa puuni, ti bƆhim yeltƆy' sheli din Ɛiri satarili yeltƆykpani mini yeltƆy' sheŋa ŋan sƆŋda ni nye binshera, ŋa nahingbana ni di ni yen tooi baŋ ŋa shem lahabali puuni nti pahi ŋa sabbu. Ti zaŋ lahabali milinsi m-baŋ yeltƆy' sheli din Ɛiri satarili yeltƆykpani mini yeltƆy' sheŋa ŋan sƆŋda. Di tu ni karimbihi ni bƆhim yayili ŋa naai ŋa, be ni wuhi yeltƆy' sheli din Ɛiri satarili yeltƆykpani mini yeltƆy' sheŋa ŋan sƆŋda milinsi mini gbaabu n-yihi yelkpana na lahabali puuni. Be sabbu, wumbu, karimbu ni tehibu baŋsim gba ni kpaŋsi.

PƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA**DAKULO 5***Labisibu*

1. *YeltƆy' sheli din Ɛiri yeltƆykpani nyela*
 - a) *'Ghana's biodiversity is facing threats from deforestation, pollution and climate change'*
- 1 mark

The supporting sentences are

- a. Tingbani, di tuya ni ti kpuyi sohibisi n-tooi gu ka tahi nyɔŋ, muyunti binkɔbiri nti pahi kulisi.
- b. Toontibo biebigu ŋɔ yi sahi dee kamani, tih sabu, sairi bahibu yiriŋ mini kulisi gubu, ti ni tooi gu Ghana tingbani namteri nti soh' biehungi nima.
- c. Kpanmaŋa kam din pɔri nyela din mali nuu timbu zaŋ kpa gu ka tahi ni zileli.

Pɔ' yini (1) zaŋti yelkpan' kam.

2. Lahibali puuni yeltɔyikpani nyela

'Ghana zileli gu k tahi' Pɔ' yini (yelkpani kam din miri lahibali maa yeltɔyikpani pɔyɔ pirigili 1/2)

3. Yeltɔyikpana kahigibu yeltɔya sɔŋdimi n-yeligiri yeltɔyikpani maa kamani din doli ŋɔ na:

- a. Di yihiri yelimŋli
- b. Di kahigiri ka neeri yela
- c. Di sɔŋdi ka di doli soli
- d. Di yeligiri teha
- e. Ka bɔri kahiginsim na
- f. Di bɔri yeda

Pɔ yini (1) kam zaŋ ti di yini kam.

Din dolina diba ata pɔri 3

Din dolina ŋɔ diba ayi pɔri 2

Din dolina ŋɔ zaŋ' yii pɔ' yini

4. Satarili din dolina ŋɔ nyela din mali shehirili zaŋ kpa yeltɔyikpana mini din kahigiri yeltɔyikpana polo, ŋan di shim ŋɔ yini kam nyela yeltɔyikpani ka din nye zaŋ' nuyiso maa mi nye din kahigiri yeltɔyikpana.

Shikuru nyela din yihiri nira mini tingbana baŋsim polo. (Yeltɔyikpani yeltɔyili)

Ghana ŋɔ puuni, shikuru bɔhimbu nyela din leri niriba baŋsim, tuma ni haŋkal parisi, ka che ka be tooi tabiri sɔŋdi tingbani ŋɔ toontibo. Arizichi ku n-niŋ shikuru bɔhimbu ni, Ghana ni tooi tuhi nyan fara, ka kpaŋsi be lay' dbo soya ka bɔ bier' suŋ ti be maŋsi mini be zileli. Shikuru bɔhimbu nyela din bɔri lebinginsim tiri daadam mini tingbni. (Yeltɔyikpani kahigibu yeltɔya)

Yeltɔyikpani wuhibu – pɔ' yini (1)

Yeltɔyikpani kahigibu yeltɔya wuhibu pɔei ata (3)

Hali ni pɔri at (3) ni tooi ti di yi niŋ biebigu, bachi pubu baŋsim mini bachinima ŋmebu

Pɔri ata (3)- Bachinima din lunzahim, yeltɔya din kpini yeltɔyikpani maa ni bachima ŋmebu chirin yi bi yahi lala.

Pɔri ayi (2)- Bachinima di lunzahim, yeltɔha di kpini yeltɔyikpani maa, ni bachinima chirin yi galisi biela.

Pɔ' yini (1)- Labiyeli, yeltɔya maa yi bi kpini yeltɔyikpani maa n-ti pahi bachinima ŋmbu chirin yi galisi.

DAKULO 6

1. Yelkpana nyela

- a) Satarili Ņan sabi vienyela nyela din sŏndi yelkpan' yini di ni.
- b) Yeltŏyikpani nyela din kpa Talahi satarili kam puuni.
- a. Wuhimi yeltŏyikpani ni nye sheli- pŏ' yini kam = pŏri ayi (2)

Yeltŏyikpani wuhibu lahibali puuni, Ņan dolina Ņŏ ka ti mali tumdi tuma: yeltŏyili maa zuyu karimbu, yeltŏyikpani yeltŏyili, yeltŏy' sheli in labiyeli, hanjali sheli di labiyeli, bhigahinda mini yeltŏyijmahi ka kolivaai lahibali maa. Pŏri 4

- a. Ti banšim diba anahi – Pŏri 4
- b. Ti banšim diba ata- pŏri 3
- c. Ti banšim diba ayi- pŏri 2
- d. Ti banšim yii – pŏyu

2. Yeltŏya din sŏndi yeltŏyikpani tumdila tuun' sheŅa Ņan dolina Ņŏ, di neera, ka kahigira, ka che ka tŏha nyari neesim. Pŏri 4 kam.

- a. Pŏri 4 di yi niŅ ka kahigimi maa puuni yelkpana anahi n-yina.
- b. Pŏri 3 di yi niŅ ka kahigimi maa puuni yelkpana ata n-yina.
- c. Pŏri 2 di yi niŅ ka kahigimi maa puuni yelkpana ayi n-yina
- d. Pŏ' yini di yi niŅ ka kahigimi maa puuni yelkpan' yini n-yina

YAYILI 4: BACHINIMA NAMBU SOYA

BAŊSIM: ZULIYA YELTƆYA MINI DI ZAŊ TUM TUMA

Baŋsim yayili: **Zalisi din doli Dagbani sabbu**

Bɔhimbu haŋkaya ŋan tu gbaabu: *Zaŋmi bachinima nambu soya baŋsim n-tum tuma ka nam bachi pala.*

Baŋsim Nianima: Wuhimi Dagbani bachinima nambu soya baŋsim.

PILIGU MINI YAYILI KOLIOVAAI

yayili ŋɔ ni di yen zaŋla bachinima nambu soya n-wuhi karimbihi be ni bɔhindi zuliya yeltɔy' sheli ni. Tuuli, be yen bɔhinla bachinima nambu soya ni nye sheli be zuliya yeltɔya ni. Di saha ka din naan yi zaŋ bachinima banbu soya shehira n-wuhi ba pɔi ka naan yi zaŋ nia kpa bachinima bambu soya din be be zuliya yeltɔy' sheli be ni bɔhindi ni. Baŋsim ŋɔ yen sɔŋ karimbihi ka be baŋ bachi sheŋa be ni bi mi ni araha, ka wuhi zuliya yeltɔy' sheli bachinima maa ni be.

Dakulo mini nia sheli din be yayili ŋɔ ni n-nye:

- **Dakulo 7:** *Zamzam bachinima nambu soya (bachi paŋda, bachi yini labi boli, bachi palli sheŋa di ni nam ect.*
- **Dakulo 8:** *N-zaŋ bachinima nambu soya maa n-nam bachi pala.*

WUHIBU SOYA SHEHIRANIMA KOLIVAAI

Karimbanima tuya ka be zaŋ bɔhimbu din nye muƷisugu dini, karimbihi pubu mini karinzɔŋ ni tuma kam n-wuhi baŋsim yayili ŋɔ. Wuhibu sodol' sheli di ni tu ni karimbanima lahi zaŋ wuhi nyela ka be du n-tam sheba gba ni yeli shem zuƷu. Kpe ŋɔ karimbanima tuya ka be che ka karimbihi bɔhi be taba bɔhisi zaŋ jendi be ni ti labisugu sheli bee be tɔyino. Di tuya ni karimba gari tooni ka o mini karimbihi Zamzam bachinima nambu soya. Karimbihi maa tumi ni be Zamzam nachinima nambu soya ka ti shehira be zuliya sheli be ni bɔhindi maa ni. Karimba maa ni tooi sɔŋ karimbihi maa ka be tooi chirigi bachinima nambu so' sheli be yeltɔya ni. Karimbiamaa ni tooi zaŋ lala tɔyino ŋɔ n-nam bachinima be yeltɔya ni, ka labi karim be tuma maa m-maali li dede. tuya ka be

ZAHIMBU KOLIVAAI

Yayili jendila Dakulo 7 mini 8. Di yini kam malila di dahalali zahimbu tariga mini bɔhisi biela. Dakulo 7 ŋuna, zahimbu maa jendila DoK level 2, din bɔri ni karimbihi wuhi baŋsim ni baŋsim maa baŋbu, ka zaŋ baŋsim sheli be nya maa n-labisi bɔhisi. Dakulo 8 zahimbu jendila DoK level 4, din bɔri ni karimbihi wuhi zuƷupurini baŋsim, baŋsim nambu nti pahi maaligu bɔ n-ti muƷisugu haŋkaya n-zaŋ bɔ maaligu n-ti muƷisugu.

Sodolisi	DOK Level	<i>Zahimbu Soli/sodoligu</i>
Zamzam bachinima nambu soya sheja ti ni mala (bachi banbu, bachi yini labi boli, bachi pala nambu etc.	3	Karinzoŋ ni Tuma
Zanmi bachi nambu soya sheja ti ni mali maa n-nam bachi pala.	4	<i>Bshimbu nɛma</i>

DAKULO 7

Bəhimbu Sodoligu: *Zamzam bachi nambu so' sheŋa ti ni mala (bachi paŋbu, bachi yini labi boli, bachi palli nambu, etc.)*

Labilihi

Karinduu
Yuma 2

Dakulo 5: Vihimi bielpahira zaŋ tum tuma Ghana zuliya yeltɔɣanima ni

Di Ni Jendi Luy' Sheli: Bachi nambu soya

Bɔ n-nye bachi nambu soya? Bchinambu soyua jendila so' sheŋa ti n idola n-namdi bachinima zuliya yeltɔɣa ni. Lala soya nyela bachinima chilimbu bee ka ti layim ŋa n-nam bachinima din mali gbunni, ka ŋa gbunni mini ŋa tuma woligi.

Bachi nambu soya balibu

- a. **Bahi pubu balibu tayibu:** Di malila bielpahira m-bahiri bachinima zuyu n-namdi bachi pala. Tooni bielpahira nyela ti ni mali sheli m-pahira pɔinya ni bachi tuŋa. Nyaŋa bielpahira nyela din kanna bachi nyayili nyaŋa. Sunsuuni bielpahirili nyela din kanna bachi nyayili sunsuuni, ka bielpahirili din zɔri gindi gili bachi maa tooni mini di nyaŋa zaa.

Shɛhira sheŋa m-b kpe:

Dabu (da + bu)

Turi (tu + ri)

- b. **Bachinima layimbu:** Bachi diba ayi bee bachinima pam n-layim n-nam bachi palli.

Shɛhira

Daabia (daa + bia), nogalli (noo + galli) dakolisayibɔrili (dakoli + sayibɔrili) etc.

- c. **Bachi gaŋa din bachi pubu balibu galisi (convention):** Bachi pubu balibu taya ka di biehiɣu bi tayi.

Shɛhira

ba (verb), ba (noun), ba (pronoun)

Bachi nambu soya daanfaani

Bachi nambu soya kpala Talahi ni zuliya yeltɔɣa zaŋ li n-tum tuma. Di nyela din che ka niriba namdi bachi pala din yen buyisi yel' pala, bachinima mini bahigu din che ka zuliya yeltɔɣa tooi tɔyisira ka mali yaya.

Nira yi baŋ bachi nambu soya ni nye sheli, o ni tooi payi zuliya yeltɔɣa biehiɣu nti pahi zuliya yeltɔɣa ni namdi sheli.

Bɔhimbu Tuma

1. Buyisimi nachi nambu soli ni nye sheli
2. Piimi bachi nambu soya din be a zuliya yeltɔya ni ka wuhi di ni nye sheli
3. Zamzam bachi nambu soli daanfaani n-ti Ghana zuliya yeltɔya.

Wuhibu Soya Shɛhiranima

1. Bɔhimbu din jendi maali bɔ n-ti muɣisugu: Karinzɔŋ ni tuma
 - Zamzam bachi nambu soya (bachi baŋbu, bachi yini labi boli, bachi palli nambu ect.)
 - Wuhimi shɛhira.
 - Zaŋmi a tuma tahi karimba sani.

Zahimbu shɛŋa nia ni kpa: DoK Level 3 - Karinzɔŋ ni Tuma

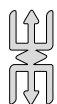
1. Wuhimi bachinambu saoya ŋan do gbunni ŋɔ (Pɔri 8)
 - a. Bachi paŋbu
 - b. Bachi yini labi boli
 - c. Bachi palli nambu
 - d. Bachinima layi,mbu
 - e. biɛlimpahira zaŋ tum tuma
2. Zaŋmi shɛhira diba anu, Zamzam bachi nambu soya din be a zuliya yeltɔya ni (pɔri 5)
3. Zamzam daliri diba ata sheli din che ka bachi nambu soya mali anfaani a zuliya yeltɔya bɔhimbu ni (pɔri 3)
4. Zaŋmi a labisugu din be bɔhigu (2) mini (3) ni maa n-zaŋ buyisi bachi nambu soya din be Ghana zuliya sheli ni gba bee din pa Ghana zuliya gba (pɔri 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.

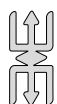
3. Plan the week's key assessment with your app

- 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.

DAKULO 8

Bɔhimbu Sodoligu: *Zaŋmi bachi nambu soya maa n-nam bachi pala*

Labilihi

Karinduu Yuma 2	Dakulo 5: Vihimi bielimpahira zaŋ tum tuma yeltɔya Ghana zuliyanima ni.
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Di Ni Jɛndi Luy' Shɛli: Bachi pala nambu

Labi wuhi lahibali din be dakulo 7 ni maa

Bɔhimbu Tuma

1. Zaŋmi a bachi nambu soya baŋsim n-nam bachi pala – wuhimi a nambu baŋsim!
2. Zaŋmi bachinima maa n-nam yeltɔya din mali gbunni.
3. Zaŋmi a tuma n-wuhi karimbihi maa ka be kahigi li

Wuhibu Soya Shɛhiranima

1. N-du tam shɛba gba ni yeli shɛm polo: Karinzɔŋ ni tuma:

- Labi zamzam bachi nambu soya la.
- Niriba ayiyi tuma: Zaŋ baŋsim shɛli a ni nya bachi nambu soya ni n-nam bachi pala.

Zaŋmi bachi pala n-wuhi karimbihi ka yi Zamzam li.

- Karimba sabi bachi shɛŋa ka bɔhi karimbihi ni be baŋmi din yi be zuliya yeltɔya ni na, zaŋ jɛndi be naŋsim ni bachi nambu soya polo.

Zahimbu Gahindili: DoK Level 4 – wuhibu nema

Nambu yeltɔya nema din zahindi bachi nambu soya ni tum tuma shɛm bachi pala nambu ni a zuliya yeltɔya ni.

PLC Session 8

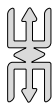
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).

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



Note

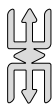
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3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **portfolio**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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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Yayili 4 labilihi

Yayili ɔɔ jendila bachi nambu soya. Di di wuhila karimbihi bachi nambu soya din bɔbi tuui yayili kam. Ka naanyi jendi bachi nambu soya din be be zuliya yeltɔya ni. Bimbɔɔ sɔɔla karimbihi ka be tooi baɔ bachinima din be lahibali dibu ni ka ka be zuliya yeltɔya ni. Karimbihi tumi ka be baɔ bɔhimbu maa ka ti shehira be zuliya yeltɔya ni, din lun n-zahim bachi nambu soya maa.

ƆƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 7

1. *Wuhimi bachi nambu soli kam ni nye sheli (e.g., bachi paɔbu, bachi labi boli pachi pala nambu, bisлимпahira zaɔ tum tuma) - 1 mark each*
2. *Shehira diba anu tibu - 5 marks,*
 - *Shehira diba anahi tibu - 4 marks*
 - *Shehira diba ata tibu - 3 marks*
 - *Shehira diba ayi tibu - 2 marks*
 - *Shehira zay' yini tibu - 1 mark*

3. *Dalirinima: Zuliya yeltɔya biɛhigu banbu, zuliya yeltɔya sabi nin bukunima ni, zuliya yeltɔya wuhibu nti pahi bɔhimbu mini bachinima kalinli yeligibu.*
- *Daliri diba ata kahigibu - 3 marks*
 - *Daliri diba ayi kahigibu - 2 marks*
 - *Dalir' yini kahigibu iscussing - 1 mark*
4. *7-8 Labisigu din labisi kpe puuni ka ti dalirinima a ata bee shehiranima din zooi zuliya kam ni, ka wuhi bachinima nambu soya woliginsim mini na ni kpini taba shem nti pahi lala woliginsim na kpa talahi nti zuliya yeltɔya kam shem.*
- 5-6 marks: Labisigu din kpe puuni, ka ti shehiranima ayi bee garibu zuliya yeltɔya kam ni ka lahi wuhi pachinima nambu soya woliginsim mini na ni kpini taba shem nti pahi bachinima ni namdi shem.*
- 3-4 marks: Labisigu din ti shehirinima pam amaa ka na pa yelimanli. Ka lahi wuhi bachi nambu soya woliginsim ni na ni kpini taba shem. O yi bi wuhi bachinima nambu soya ni kpa talahi shem, bee o yi yeli biɛla n-kpa di polo.*
- 1-2 marks: Labisigu din ka yembahiga ka bi ne, ka bi lahi wuhi bachi nambu soya ni tumdi tuma zuliya yeltɔy' sheɲa ni shem. O yi ti shehira din nye yelimanli o zuliya yeltɔya ni.*

DAKULO 8

Pori Tibu Sodoligu Shehira Din Zahindi "Portfolio"

I. *Baɲsim (40)*

1. *Di yelimanɲtali mini di ni zani sheli (15):*
 - a. *Wula ka 'portfolio' maa tooi baɲsi 'topic' maa?*
 - b. *Baɲsim wuhiya ka mali yembahiga vienyela?*
2. *Labisigu layisibu mini di biɛhigu (10):*
 - a. *'portfolio' maa layisiya ka ni tooi yuli vienyela?*
 - b. *'portfolio' maa nema maa doli taba vienyela?*
3. *Baɲsim mini gbaabu (10):*
 - a. *'Portfolio' maa wuhi baɲsim sheli din be baɲsim yayili maa ni?*
4. *Tiɛh' zilima mini vihibu (5):*
 - *'Portfolio' maa wuhiya ni tiɛh' zilima mini vihibu be dini?*

II. *'Zaɲ wuhi mini Bin' Pala Nambu' (30)*

1. *Nini ni vielim mini golisigu (15):*
 - a. *'portfolio' maa vielu nini ni ka lahi golisi vienyela?*
2. *Nelinsi mini di taba kpribu (10):*
 - a. *Sabbu maa ne, di kolimya, ka lahi ka chirin?*
3. *'Nambu mini zay' palitali (5):*

- a. *'Portfolio' maa zuhiya ni nambu mini zaɣ' palitali be di ni?*

Labi yuli mini maɲa zahimbu (30)

1. Bɔhimbu ni labi yuli (15):

- a. *Portfolio' maa mali labi yuli mini bɔhimbu yeligbahira di ni?*

Soli din pahi (15)

- a. *Saha mini tuma zaɲ ti (Zaɲmi karimbihi shikuru kandina taligu taligu mini tama zaɲ ti dabisili n-tum tuma)*

YAYILI 5: YELTŲILI

BAŊSIM: ZULIYA YELTŲA MINI DI ZAŊ TUM TUMA

Baŋsim yayili: **Bachinima mini ŋa biehi**

Bɔhimbu haŋkaya ŋan tu bɔhimbu: *Kpahim yeltŲa yaŋa nti pahi yeltŲa balibu*

Baŋsim nianima: N-wuhi baŋsim ni yeltŲa yaŋa mini yeltŲa balibu

PILIGU MINI YAYILI KOLIVAAI

Yayili ŋɔ ni, karimbihi ni bɔhim Ghana zuliya yeltŲa biehi. Be ni vihi yeltŲili ka pirigi li niŋ di yaŋa ni ka wuhi yeltŲy' sheli be ni nam maa balibu. Lala baŋsim ŋɔ yen sɔŋla karimbihi ka be gahim yeltŲa din tuhi be bieyukulo alizama dibu n inti pahi be lahibaya sabbu ni.

Dakulonima mini nia sheli din be yayili ŋɔ ni n-nye:

- **Dakulo 9:** Kahigimi yeltŲili yaŋa (e.g. yeltŲiŋmasɔri mini yeltŲiŋmahi)
- **Dakulo 10:** kahigimi yeltŲa balibu
- **Dakulo 11:** vihimi yeltŲa balibu zaŋ jendi ti tuma.

WUHIBU SOYA SHEHIRANIMA KOLIVAAI

Karimbanima tuya ka be zaŋla bɔhim din nye maaligu bɔ n-ti muɣusugu, bɔŋ tuma, karinduu zaa tuma n-wuhi baŋsim yayili ŋɔ. Ti yi yen zaŋ bɔŋ tuma m-pili, karimbihi yen namla yeltŲa, ka vihi yeltŲa maa, ka wuhi yeltŲa maa yini kam yaŋa ni nye sheli. Lala bɔŋ maa yen yimina n-ti zaŋ be tuma n-wuhi ka karimbihi maa kahigi li. Karimba maa tuya ka o kpaŋsi karimbihi maa ka be sayi n-ti sokam kahigibu ka bɔhi bɔhisi ka di kahigi n-ti ba.

ZAHIMBU KOILIVAAI

Yayili maa jendila dakulo 9, 10 niti pahi 11. Di zaŋy' yini kam malila di zahimbu. Dakulo 9 ŋuna, di zahimbu jendila DoK level 2, ka dakulo 10 zahimbu jendi DoK level 4, ka dakulo 11 zahimbu jendi DoK level 3. DoK levels maa bɔrimi ni karimbihi wuhi zuɣupuri baŋsim din tirisi, yeltŲa nambu baŋsim nti pahi maaligu bɔ n-ti muɣusugu baŋsim. Be lahi tuya ka be wuhi tiehibu din tirisi, maaligu bɔ n-ti muɣusug' kara nti pahi tieh' zilima tiehibu.

Sodolisi	DOK Yayili	Bɔhimbu Soya mini/soli
Kahigimi yeltŲa yaŋy' sheŋa din beni (e.g., yeltŲiŋmasɔri mini yeltŲiŋmahi)	2	<i>karinzɔŋ ni tuma</i>
Kahigimi yeltŲa balibu	4	<i>Karinzɔŋ ni tuma</i>
Vihimi yeltŲa balibu zaŋ jendi di tuma	3	<i>Ziŋa tuma</i>

DAKULO 9

Bɔhimbu sodoligu: *Kahigimi yeltɔyili yayi din beni (e.g., yeltɔyɪnmasɔri mini yeltɔyɪnmani)*

Labilihi

Karinduu Yuuni 1	Dakulo 10: Nammi yetɔya ka zaŋ zalisi din doli bachinamda mini bachizaana sabu n-kpehi jina ni.
Karinduu Yuma 2	Dakulo 6: Zaŋmi bachituyira din be Ghana zuliya yeltɔya balibu ni n-nam yeltɔya

Yayili din nia kpa: Yeltɔyili mini di yaya

Yeltɔyili: Yeltɔyili nyela zuliya yeltɔya yayili din ziri yembahiga bee tieha. Di zooya ka di nyela bachinima n-layim pe taba ka ziri lahibali din mali gbunni.

Yeltɔyili nahingbana din yi zahira

- Yembahiga: Yeltɔyili malila yembahiga bee tieha.
- Girama biehi: Yeltɔyili dolila girama biehi sheli, kamani bachikpani-bachiniŋdili-niŋsimdeera (SVO)
- Bibahira bahibu: Yeltɔyi tooi malila bibahirili kamani ‘full-stop’ (.), bɔhigu bia (?) bee yekpeeni bia (!).

Yeltɔya balibu

- Yeltɔyili din tiri lahibali: Di nyela yeltɔyili din kahigi yelimaŋ’ sheli bee yelisim sheli m-bahina. Lala yeltɔyili balibu ŋɔ naarimi ni ‘full-stop’. shehira n-nye, ‘Doo maa nyela pukpara.’
- Yeltɔyili din bɔhiri bɔhigu: Di nyela yeltɔyili bal’ sheli din bɔhiri bɔhigu. Lala yeltɔyili ŋɔ tooi naarimi ni bɔhigu bia. Shehira kamani, ‘Ŋuni m-be duu maa ni?’
- Yeltɔyili din zaandi zaligu: Di nyela yeltɔyili bal’ sheli din zaandi zaligu bee tuma. shehira n-nye, ‘Yɔmi punu maa.’
- Yekpeeni yeltɔyili: Di nyela yeltɔyili bali’ sheli wuhiri ninsala suhuyurilim bee ninsala ni kpaŋsi sheli. shehira n-nye ‘Dabisi’ vielli m-bɔŋ!’ Lala yeltɔya balli naarimi ni yekpeeni bia.

Yeltɔya yaya: Yeltɔya nyela din tooi mali yaya ašem din layim ka tiri lahibali din mali gbunni. Yeltɔyili yaya maa sheŋa m-bɔŋ:

- Bachikpani:** Yeltɔyili bachikpani nyela bachinamdili bee bachizaanili bee bachinamdili yeltɔyɪnmasɔyɔ sheli yeltɔyili maa ni jendi. Dina n-nye ninsala, luy’ sheli, binsheli bee tieha din tumdi tuun’ sheli din be yeltɔyili maa ni. Shehira: ‘Doo maa dala buku pielli.’
- Bachiniŋdili:** Baniniŋdili maa nyela niŋsim biehi sheli din be yeltɔyili maa ni. Di nyela bachi sheli din yeri ti bachikpani maa ni niŋ binsheli, bee binsheli din niŋdi bachikpani maa. Bɔ ka bachikpani maa niŋ (a) ni? Bachikpani maa dala.....

- c. **Niņsimdeera:** Niņsimdeera maa nyela bachinamdili bee bachinaanili din deerī bachiniṇḍili maa niņsim. Niņsimdeera diba ayi m-beni, ḡa n-nye ‘direct’ niņsimdeera nti pahi ‘indirect’ niņsimdeera. Bɔ ka niņsimdeera din be (a) ni maa da?... buku palli.

‘Direct’ niņsimdeera maa deerila niņsim sheli bachiniṇḍili maa ni niṇḍa. (e.g, ‘O ḡmela bolli maa’). ‘Indirect’ niņsimdeera maa deerila ‘indirect’ niņsim sheli bachiniṇḍili maa ni niṇḍa (e.g., Danaa zaṇḡa chinchini maa n-ti Amina.

- d. **Modifaaya:** Modifaaya nyela bachi sheṇa ḡan tiri lahibali zaṇḡ jendi bachikpani maa, nachiniṇḍili maa bee niņsimdeera maa. Modifaayanima buyisirimi, ka kahigiri bachi sheṇa gbunni yeltŲyili puuni. Buku bɔ ka bachikpani maa da? Buku pielli.

Kompilimenti: Kompilimenti nyela bachi bee yeltŲyinqmasŲyū din koondi vaari yeltŲyili gbunni. Di ni tooi nye bachinamdili, bachibuyisirili bee yeltŲyinqmasŲyū din din tiri bachikpani maa bee niṇḍimdeera maa lahibali. sherhira: ‘Danaa viela’ nyela din Kompilimenti din kahigira bachikpani (Danaa) maa.

Sahehira: Woligimi yeltŲya ḡan dolina ḡɔ n-niṇ ḡa yaya ni.

‘Loori kar’ zee maa duhi du palli maa zuyusaa.’

Bachikpani: Loori kar’ zee

Bachiniṇḍili: duhi

Niņsimdeera: di ka niņsimdeera (Di yi ti niṇ lala yeltŲyili maa ka ‘direct’ niņsimdeera)

Modifaaya: karili, zee (Di yerila bachikpani maa yeltŲya)

Kompilimenti: palli maa zuyusaa (Di yerila bachiniṇḍili maa yeltŲya)

A yi baṇ yeltŲyili yaya ni nye sheli, a ni tooi nama yeltŲya ḡan mali gbunni vienyela ka di wuhiri a ni bɔri ni a yeli shem

YeltŲyinqmasŲyū: YeltŲyinqmasŲyū nyela bachinima din layim n-nye yeltŲyili puuni yay’ sheṇa, amaa ka ka bachikpani mini bachiniṇḍili din yen che ka di nye yeltŲyili din pali. YeltŲyinqmasŲri ni tooi tumdi bachinambili tuma, bachibuyisira tuma bee bachiniṇḍipahira tuma, m-pahiri yeltŲyili dariza ka neeri li.

YeltŲyinqmasŲyū balibu

- Bachinamdili yeltŲyinqmasŲyū: Di tumdila nachinamdili tuma yeltŲyili ni. Shehira n-nye; ‘doo’, ‘bɔkati’ ‘Ba’ karili maa.’ ‘Ti’ kopu.’
- Bachiniṇḍili yeltŲyinqmasŲyū: Di tumdila bachiniṇḍili tuma yeltŲyili ni. Shehira n-nye; ‘kana’, ‘n-guura’, ‘n-di’ etc.
- Bachibuyisirili yeltŲyinqmasŲyū : Di kahigirila bachi namdili yeltŲyili ni. Shehira n-nye; ‘karili/titali’, ‘sabinli’, ‘tiṇ’ luyuli’, ‘baaji bila’ etc.
- Bachiniṇḍipahirili yeltŲyinqmasŲyū: Di kahigirila bachiniṇḍipahirili, bachibuyisirili bee bachiniṇḍipahir’ sheli yaha yeltŲyili ni. Shehira n-nye; ‘yonyom’, ‘pam’ ‘asiba’, ‘Abaubuu daa ni’, ‘kuriga anahi’ etc.

YeltŲyinqmahi

YeltŲyinqma nyela bachi din pe n-doya ka mali bachikpani mini bachiniṇḍili. Dina n-nye yeltŲyili bieḡigu nyabili din mali yembahiga din pali bee din bi pali.

Yeltöyinqmahi balibu

1. Yeltöyinqmaa din za di gama zuyu. Di nyela yeltöyinqmasöy' sheli din mali bachikpani mini bachinindili. Di ni tooi zani di ko ka nye yeltöyili.

Shehira

'N chanla shitöyü maa ni.'

'Paya maa dila nangbansuuli.'

2. Yeltöyinqmasöyü din bi za di gama zuyu: Di nyela yeltöyinqmasöy' sheli din mali bachikpani mini bachinindili amaa ka ka yembahiga din pali. Di ku tooi zani di ko n-nye yeltöyili.

Shehira:

'Dama n daa tamla n kuli yela' (di bõrila yeltöyinqmasöyü din za di gama zuyu ni di kahigi yembahiga din be dini)

'Hali saa daa miri maa zaa yoli' (di bõrila yeltöyinqmasöyü din za di gama zuyu ni di kahigi yembahiga din be dini)

Yeltöyinqmahi shehira yeltöya ni

1. **Yeltöy' gaja:** Di malila yeltöyinqmaa din za di gama zay' yini

Shehira: 'N yuri sayim.'

2. **Yeltöya bõbigu:** Di malila yeltöyinqmasõri din su di maña diba ayi bee garibu ka bachituyirili tuyu ña.

Shehira: 'N yurila sayim, ka m bieli mi yuri shinqaafa.'

3. **Yeltöyinqabirili:** Di malila yeltöyinqmasöyü din su bi maña zay' yin ni yeltöyinqmasõri din bi su di maña zay' yini bee yay' bõbigu.

Shehira: 'N daa chanla shitöyü maa ni dama n-daa bõrila shichiri.'

4. **Yeltöyinqabirili:** Di malila yeltöyinqmasõri din su di maña zay' bõbigu ni yeltöyinqmasöyü din su di maña zay' yini bee yay' bõbigu.

Shehira: N daa chanla shitöyü maa ni dama n-daa bõrila shichiri ka m bieli gba daa doli ma chan.'

Yeltöyinqmahi Daanfaani

Yeltöyinqahi sõi di ti ka ti:

1. Wuhiri ti tieha: Di che ka ti tooi yeri yeltöy' bihi din be yeltöya ni ka kahigiri yela.
1. Namdi yeltöy' koliñkõba: Di sõi di sasabiriba mini ban karinda ka be yeri yeltöy' koliñkõba nti pahi ye' koliñkõba.
2. Yeri mabiligu din be niriba ti tieha mini yela sunsuuni: Di wuhiri mabiligu din be tieha mini yela bee niñsim sunsuuni.

A yi ban yeltöyinqmaa biẽhigu, a ni tooi kpañsi a sabbu mini a yetöya tõiisibu bañsim, ka tooi di alizama vienyela.

Bõhimbu Tuma

1. Buyisimi yeltöyili nahingbana.

2. Timi yeltŏy' gaŋa shehira, yeltŏya ayi shehira, yeltŏyibŏbigu shehira nti pahi yeltŏyinabirili shehira.
3. Zaŋmi a tieha ni nye sheli n-zaŋ wuhi karimbitaba ka be vihi li.

Wuhibu Soya Shehiranima

1. Bŏhimbu din jendi maaligu bŏ n-ti yelli. Karinduu zaa tuma.
Vihimi yeltŏyili ni nye sheli.
 - Niriba ayi layim n-tum:
Niriba ayi layimmi tum ka buyisi ka vihi yelitŏyili mini di shehira.
Karinduu zaa layimmi tum ka vihi yeltŏyinqmasŏyu mini yeltŏyinqmaa nti pahi ŋa balibu.

Zahimbu Gahindili: DoK Level 2- karinzŏŋ ni tuma

1. Buyisimi ka kahigi yeltŏyili ni nye sheli ni achiika. Pŏri 4
2. Kahigimi woliginsim diba anu sheli din be yeltŏyinqmasŏyu mini yeltŏyinqmaa sunsuuni. Zaŋmi shehirili n-kahigi di yini kam. pŏri 10
3. Wurimmi yeltŏya ŋan dolina ŋŏ zaa yini kam n-niŋ di yaya yaya ni.
 - a. Amina chaŋla daa nti da sima.
 - b. Tido b ani ka liyiri zuyu, o bi daa biŋŋmaa.
 - c. Danaa dila yili fali.
 - d. Dangana diri o maŋa pam.

PLC Session 9

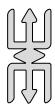
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

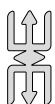
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

DAKULO 10

Bɔhimbu Sodoligu: *Vihimi yeltɔya balibu*

Labilihi

Karinduu Yuuni 1	Dakulo 10: zaŋmi zalisi din jen bachinamda mini bachizaana sabbu n-nam yeltɔya.
Karinduu Yuma 2	Dakulo 6: Zaŋmi bachituyira balibu n-nam yeltɔya a zuliya yeltɔya ni

Di Ni Jendi Luy' Sheli: Yeltɔya balibu

1. Yeltɔya balibu
2. Yeltɔy' gaŋa
3. Yeltɔya ayi
4. Yeltɔyibɔbigu

Yeltɔyili: Yeltɔyili nyela yeltɔya yay' sheli din wuhiri yembahiga din pali. Di tooi nyela bachinima din pe n-doli taba ka kpini taba girima puuni ka ziri yembahiga.

Yeltɔya balibu

- Yeltɔy' gaŋa:** Di nyela yeltɔyili din mali yeltɔyinqmasɔyɔu din su di maŋa zaɣ' yin inti pahi bachikpani mini bachiniŋdili. Di malila yembahiga din pali. Shehira: 'Bia maa guumi', O dila wuntaŋbindirigu.'
- Yeltɔya ayi:** Di nyela yeltɔya bal' sheli din mali yeltɔyinqmasɔri din su di maŋa ayi bee garibu ka bachituyirili tuyu ŋa. Kamani amaa, ni, bee, etc. Bɔhimi bɔhigu. Shehira n-nyɛ; 'N yuri bukunima karimbu pam, ka m ba mi yuri sinii yulibu.' O chaŋla shitɔyɔu maa ni amaa ka tam boroboro dabu.'
- Yeltɔyibɔbigu:** Yeltɔyili balibu din mali yeltɔyinqmaa din su di maŋa zaɣ' yin inti pahi yeltɔyinqmatuyirili zaɣ' yini bee garibu. Shehira n-nyɛ; 'N chaŋla shitɔyɔu maa ni dama n di bɔrila shichiri. (Yeltɔyinqaa din bi su di maŋa maa n-nyɛ, 'dama n di bɔrila shichiri') 'Hali saa daa kuli miri maa zaa yoli, ti daa chaŋla paaki maa ni. (Yeltɔyinqmaa din bi su di maŋa maa n-nyɛ, 'hali saa maa daa kuli miri maa zaa yoli').

Bɔhimbu Tuma

1. Wuhimi yeltɔy' sheŋa ŋan dolina ŋɔ zaa balibu
 - a. Wuntaŋa puhirila wulimpuhili Ghana.
 - b. N yuri bukunima karimbu, ka n ni yu sasabir' so n-nyɛ Bawa Abubakari (Sibdoo)
 - c. Ghana ni nye tindu' vielli zuɣu, yuuni kam ban gɔri kaari tinsi kanna la Ghana.
2. Nammi yeltɔya zaŋ jendi yeltɔya balibu ni bal' sheli.
 - a. Yeltɔy' gaŋa din jendi Ghana bindir' sheli.

- b. Yeltōya ayi zaŋ jendi Ghana churi ni churi ayi.
 - c. Yeltōyibōbigu zaŋ jendi shikuru karim baŋsim daanfaani Ghana ŋɔ.
3. Vihimi yeltōya ŋan dolina ŋɔ ka wuhi ŋa yaɣa biɛhigu.
- a. Ghana nyela tindu' sheli din be West Africa, ka di kaya ni taada vieli pam.
 - b. Saa ni miri maa zaa yoli, kpariba maa na kuli tumdila puu maa ni.
 - c. High Court bela Accra.
4. Lɛbigimi yeltōya ŋan dolina ŋɔ n-niŋ yeltōy' gaŋa bee yeltōya ayi ni.
- a. Ghana nyela tindu' vielli.
 - b. Karimbihi maa karindila nimɔhi n-guhiri be zahimbu.

Wuhibu Soya Shɛhiranima

Karinduu zaa tuma

- Karimbihi mini karimba ni vihi yeltōya ni nye sheli (yeltōy' gaŋa, yeltōya ayi nti pahi yeltōyibōbigu).
- Karimbihi ni sabi yeltōya balibu shɛhira (yeltōy' gaŋa, yeltōya ayi nti pahi yeltōyibōbigu).
- Karimbihi ni wuhi yeltōya bal' sheli din be sabbu ni.

Zahimbu Gahindili: DoK Level 4 - Karinzɔŋ ni Tuma

1. Karimmi lahiba' sheli din doya ŋɔ ka wuhi yeltōya bal' shɛŋa ŋa ni nye (yeltōy' gaŋa, yeltōya ayi nti pahi yeltōyibōbigu) sasabira maa ni zaŋ sheli n-tum tuma.

N karimbihi kperila intanet biɛyukulo. Be mali li mi m-bɔhinda ka be mini be zonima lahi diri alizama di zuɣu. Amaa, di ka barina? Karim baŋsim baŋdi shɛba dihi tabili ni bipola lahi zaŋ be nyinyiyi nyi intanet nti lahi yayi. Be tiehimi ni karimbihi ban mali bukunima mini 'journals' n-niŋdi vihigu dirila nasara dama be ni mali be zuɣupuri n-karindi la zuɣu. A sayi ti? (Pɔri 3)

2. Zahimmi yeltōya balibu maa ni sɔŋ ka lahibali maa gbunni yina shɛm (Pɔri 6)
3. Zaŋmi a baŋsim n-nam yeltōya shɛhira diba ata zaŋ jendi yeltōya balibu ŋan dolina ŋɔ. (pɔri 9)
- a. Yeltōy' gaŋa
 - b. Yeltōy' bōbigu
 - c. Yeltōyinabirili

PLC Session 10

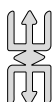
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

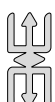
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



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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).
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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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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.

DAKULO 11

Bəhimbu Sodoligu: *Zahimmi yeltəya balibu zaŋ jendi diu tuma*

Labi teei

Karinduu Yuuni 1	Dakulo 10: Zaŋmi bachinamda mini bachizaana sabuu zalisi n-nam yeltəya
Karinduu Yuma 2	Dakulo 6: Zaŋmi bachituyira balibu n-nam yeltəya Ghana zuliya yeltəya ni.

Yayili din nia kpa: Yeltəya balibu

1. Yeltəyili din tiri lahibali
2. Yeltəyili din bəhiri bəhigu
3. Yeltəyili din zaandi zalibu

Yeltəyili: Yeltəyili nyela zuliya yeltəya yay' sheli din wuhiri yembahiga din pali. Di tooi nyela bachinima yi pe n-doli taba ŋan girima kpini taba ka ziri yembahiga din pali.

Yeltəya nahingbana din yi zahira

- i. Yembahiga din pali: Yeltəyili wuhirila yembahiga bee yem din pali.
- ii. Girima biehu: Yeltəya dolina girima zal' sheli, kamani bachikpani-bachiniŋdili-niŋsimdeera. (SVO).
- iii. Bibahira zaŋ tum tuma: Saha pampam yeltəya be tooi bahirila bibahira yeltəya bibahira kamani zanibu bia (.), bəhigu bia (?), bee yekpeeni bia (!).

Yeltəya balibu

- a. Yeltəyili din tiri lahibali: Di nyela yeltəya bal' sheli din yeri yeltəy' sheli din nye yelimaŋli bee yelisim sheli. Lala yeltəyili ŋo naarimi ni zanibu bia. Shehira; 'Sagbani pielimi.'
- b. Yeltəyili din bəhiri bəhigu: D nyela yeltəya bal' sheli din bəhiri bəhigu. Lala yeltəya ŋo tooi naarimi ni bəhigu bia. Shehira n-nye 'Ŋuni m-be duu maa ni?
- c. Yeltəyili din zaandi zaligu: Di nyela yeltəyili bal' sheli tiri so tuma bee ka di zaandi so zaligu. Di ni tooi naai ni yekpeeni bia. Shehira; 'Chama! 'Yomi punu maa!

Bəhimbu Tuma

1. Wuhimi yeltəya ŋan dolina ŋo balibu ni nye sheli (yeltəyili din tiri lahibali, yeltəyili din bəhiri bəhigu, yeltəyili din zaandi zaligu)
 - a. Tiŋ' dini n-nye Ghana tiŋzuŋu?
 - b. Dimi suŋulo yomi punu maa.
 - c. Ghana wuntaŋa nyeerila Accra zuŋusaa.
2. Nammi yeltəya n-jendi yeltəyili bal' sheŋa.

- a. YeltŶyili ni tiri lahibali n-jendi Ghana kali.
 - b. YeltŶyili din bŶhiri bŶhigu zaŋ jendi Ghana ninvuyugahindi so yela.
 - c. YeltŶyili din zaandi zaligu din jendi sheba sŶbu.
3. LŶbigimi yeltŶya ŋan doya ŋŶ n-niŋ yeltŶya bal' sheŋa ŋan be biraakets ŋŶ ni:
- a. Ghana nyela tindu' suŋ (yeltŶyili din bŶhiri bŶhigu)
 - b. Wula n-nye Ghana zuylana yuli? (YeltŶyili din tiri lahibali)
 - c. M bŶrila sŶsim (YeltŶyili din zaandi zaligu)
4. Pumi yeltŶya ŋan do ggunni ŋŶ, ka nam a malimaŋa shehira n-jendi di balibu yini kam.
- Sah' dini m-bŶŋŶ?
 - Chama n-ti gbihi!
 - Yili maa pŶri pam.

Wuhibu Soya Shehiranima

Yiriba ayi layim n-tum tuma:

- Niriba ayi layim n-tum n-kahigi yeltŶya tum anti pahi ŋa nahingbana.
- Niriba ayi layim nam yeltŶya nahingbana maa shehira.
- Karimbihi zaŋ yeltŶyili balibu kam n-nam be dahalali shehira.

Zahimbu Gahindili: Yayili 3 – Yiŋa tuma

1. Buyisimi woliginsim din be yeltŶya ŋan dolina ŋŶ: YeltŶyili din tiri lahibali, yeltŶyili din zaandi zaligu nti pahi yeltŶya din bŶhiri bŶhigu, ka nam di yini kam shehira. (PŶri 6)
2. Pumi yeltŶya ŋan dolina ŋŶ n-zaŋ jendi ŋa tuma, ka kahigi wuhi yeltŶya maa biehiŋi, di bibahira nti pahi di bachinima ni doli taba shem ni sŶŋ wuhi di tuma shem. Di bibahira ni sŶŋ.
 - a. Tamale ni Accra waya pam.
 - b. Shikuru duu maa pŶra
 - c. Ya ka Danaa chaŋ?
 - d. Dawuni dala bua.
 - e. Zaŋmi o chaŋ!
 - f. Tinkani ka a yina?
 - g. M ba yuri takai wabu pam.
 - h. Be daa dŶyi o la Chimsi ni.

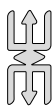
PLC Session 11

45 minutes

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

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Note

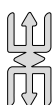
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3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

YAYILI 5 LABILIHI

Yayili ɲo kahila yeltɔya mini ɲa balibu. Balibu maa di pumu n-doli biɛhigu mini tuma. Yayili ɲo bɔhimbu mini gbaabu yen sɔɲla karimbihi ka be tooi nam yeltɔy' viela be yi ti sabiri lahibaya bee be daalizama dibu ni. Dimbɔɲo yen chemi ka karimbihi noli valigi be balli maa zaɲ di alizama. Dimbɔɲo bi yen sɔɲ ba la be balli ni ko, amaa ni Shimiinsili mini zuliya sheɲa ni kamani Farinsi mini Laribu.

PƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA**DAKULO 9***'Marking scheme'*

1. Kahigimi yeltŏyili ni nye sheli (Yeltŏyili nyela **bachinima** ŋan layim ka wuhiri **yem din pali**. Di zooya ka di wuhirila bachikapni mini niŋsimdeera.)

- a. *Pɔri 4: di yi niŋ ka bachikana diba anahi yina.*
- b. *Pɔri 3: di yi niŋ ka bachikpana ata yina.*
- c. *Pɔri 2: di yi niŋ ka bachikpana ayi yina.*
- d. *Pɔri 1: di ni niŋ ka bachikan' yini yina.*

2. Yeltŏyinqmasɔri mini yeltŏyinqmahi: Woliginsim din yi zahira.

Karimbia yi ti woliginsim zay' yini ka a ti o pɔri 1, ka lahi ti pɔri 1 o yi ti di shehira.

1. Biehigu

Yeltŏyinqmasɔyɔ: Di nyela bachinima ŋan layim ka ka bachikpani mini bachiniŋdili ŋ layim (e.g., loori ni)

Yeltŏyinqmaa: Di nyela bachinima ŋan layim ka mali bachikpani mini niŋsim ŋan layim (e.g., N kɔri vuyisi)

2. Yem palibu

Yeltŏyinqmasɔyɔ: Di bi wuhiri yem din pali. (e.g., teebuli maa lɔŋni)

Yeltŏyinqmaa: Di wuhirila yem din pali (e.g., O laya.)

3. Tuma

Yeltŏyinqmasɔyɔ: Di tumdila bachi pubu balibu tuun' yini. (e.g., *pay' zee maa*, ka di wuhiri bachibuɣisirili yeltŏyinqmasɔyɔ.

Yeltŏyinqmaa: Di ni tooi zani di ko ka nye yeltŏyili bee ka di tumdi yeltŏyili yay' sheli tuma (e.g., N ni ya bieɣuni.)

4. Maŋa sulinsi

Yeltŏyinqmasɔyɔ: Di bi su di maŋa; di ku tooi zani di gama zuɣu n-nye yeltŏyili din yem pali. (chaŋ daa).

Yeltŏyinqmaa: Di ni tooi su di maŋa. (e.g., N kulila yiŋa) bee ka di bi su di maŋa (e.g., Di ni daa wum ma zuɣu).

5. Gbunni

Yeltŏyinqmasɔyɔ: Di pahiri yeltŏyili lahibali amaa di ka yem din pali (e.g., kuriga anu saha maa).

Yeltŏyinqmaa: Di zaŋla bachikpani mini niŋsimdeera n-tiri yembahiga din pali (e.g., N ni nya asiba ŋɔ).

- a. *3. Karimbia yi wuhi yeltŏyili ka pu li niŋ di yaya vienyela, ka a ti pɔri 1.*

DAKULO10 (Pɔri 18)

1. a. *Wuhimi yeltŏyili balibu diba ata la din be lahibali maa ni - pɔri 3*
- b. *Wuhimi yeltŏyili balibu diba ayi la din be lahibali maa ni pɔri - 2*
- c. *Wuhimi yeltŏyili bal' yini din be lahibali maa ni - pɔri1*

2. *Yeltŏyili balibu tuma kahigibu shehira ni tooi nye ŋan dolina ŋɔ:*
3. *‘Yeltŏy’ gaŋa mali piindila lahibali din yen che ka lahibali maa piligu mali wumbu ka vo ŋun karindi maa haŋkali na.’*
4.
 - a. *Karimbia yi kahigi yeltŏya balibu diba ata maa tuma ni nye sheli lahibali gbunni baŋbu ni - pɔri 5-6*
 - b. *Karimbia yi kahigi yeltŏya balibu diba ata tuma ni nye sheli lahibali gbunni baŋbu ni - pɔri 3-4*
 - c. *Karimbia yi kahigi yeltŏya bal’ yini tum a ni nye sheli lahibali gbunni baŋbu ni – pɔri 1-2-3.*
 - a. *Yeltŏy’ aŋa*
 - i. *Pɔri 3; karimbia yi ti shehira diba ata ka di tuhi*
 - ii. *Pɔri 2; karimbia yi ti shehira diba ayi ka di tuhi*
 - iii. *Pɔri 1; karimbia yi ti shehir’ yini ka di tuhi*
 - b. *Yeltŏya ayi*
 - i. *Pɔri 3; karimbia yi ti shehira diba ata ka di tuhi*
 - ii. *Pɔri 2; karimbia yi ti shehira ayi ka di tuhi*
 - iii. *Pɔri1; karimbia yi ti shehira zay’ yini ka ka di tuhi*
 - c. *Yeltŏy’ nabirili*
 - i. *Pɔri 3; karimbia yi ti shehira diba ata ka di tuhi*
 - ii. *Pɔri 2; karimbia yi ti shehira diba ayi ka di tuhi*
 - iii. *Pɔri 1; karimbia yi ti shehira zay’ yini ka di tuhi*

TEEMA: *Di yen zaŋla baŋsim din be dakulo 1-10 puuni n-zahim karimbihi semesta pahigu zahimbu ni*

DAKULO 11 (Pɔri 16)

1. *Timi buyisibu bee woliginsim din ti vienyela zaa pɔri 1, ka lahi ti pɔri 1 karimbia yi ti di shehira. (pɔri 6)*
2. *Karimbia yi ti yeltŏyili balibu kam vienyela ka ti shehirili ka a ti o pɔri1, e.g., Di nyela yeltŏyili din bɔhiri bɔhigu dama di malila bɔhigu bia (pɔri 10).*

YAYILI 6: KARIMBU MINI LAHIBALI LEBIGIBU

BAŊSIM: ZULIYA YELTɔYA MINI ŊA TUMA

Baŋsim yayili: **Sabbu**

Bɔhimbu hankaya ŋan tu baŋbu: *Zaŋmi pari-karim mini pari-vihi baŋsim n-kolivaai lahibali.*

Baŋsim Nianima: Wuhimi kolivaai sabbu baŋsim

BAŊSIM: ZULIYA YELTɔYA MINI ŊA TUMA

Baŋsim yayili: **Nolini yeltɔya lebigibu mini lahibali lebigibu**

Bɔhimbu hankaya ŋan tu baŋbu: *Zaŋmi lahibali lebigibu balibu mini yeltɔya lebigibu baŋsim*

Baŋsim nianima: Wuhimi yeltɔya lebigibu baŋsim mini di gbunni baŋbu.

Buyisi Wuhi

Nammi karimbihi zahimbu bɔhisi. Di tuya ni bɔhisi maa bɔbi tuui a ni wuhi ba sheli Yuuni 1 ni hali ni Yunni 3 ni. Yulimi lala zahimbu bɔhisi maa lahibali nti pahi di biebigu yayili ŋɔ bahigu ka di sɔŋ a. karimbihi gbana maa tuya ka di maaki nini pɔbbu ni neebu ka kperi pɔri maa SAP ni.

PILIGU MINI YAYILI KOLIVAAI

Yayili ŋɔ jendila pari-karim mini pari-vihi baŋsim zaŋ chaŋ kolivaai lahibali polo. Karimbihi yen bɔhimla pari-karim mini pari-vihi baŋsim din yen che ka be tooi baŋ lahibali ni yeltɔyikpana mini lahibali ni ziri lahiba' sheli zaa. Di saha be yen zaŋla pari-karim mini pari-vihi baŋsim n-kolivaai lahibali. Karimbihi lahi yen bɔhimla yeltɔya lebigibu baŋsim. Di yen chemi ka be lebigi bachinima, yeltɔyɛnmasɔri, yeltɔyɛnmahi, yeltɔya nti pahi lahibaya n-yi Shimiinsili ni n-kpehi be zuliya yeltɔya ni. Yayili ŋɔ nyela din mali anfaani n-ti karimbihi ka di pala be zuliya yeltɔya ni ko, amaa di ni sɔŋ ba zaŋ chaŋ baŋsim yay' sheŋa ni gba, kamani Shimiinsili mini baŋsim yay' sheŋa din pahi. Yayili ŋɔ maandila karimbihi shili ka be baŋ pari-karim mini pari-vihi vienyela din yen che ka be tooi sabi kolivaai vienyela. Di lahi maandi karimbihi shili ka be ni tooi lebigi yeltɔya din doli soli. Karimba maa tuya ka o zaŋ wuhibu ni bɔhimbu haŋkal' parisi, sodola, bɔhimbu nema nti pahi zahimbu sodola din yen sɔŋ bɔhimbu n-tum tuma.

Dakulo maa mini sodola yayili ni jendi n-nye:

- Dakulo 12: Zaŋmi pari-karim mini pari-vihi baŋsim m-baŋ lahibali din yen kolivaai ni yeltɔyikpana.

- Dakulo 13: Kahigimi lahibali lebigibu balibu (shehira, bachi-ni-bachi gbunni, Yeltɔya gbunni, yeltɔya lebigibu din ka zalisi etc.)
- Dakulo 14: Kahigimi lahibali lebigibu zalisi (shehira: baɲsim ni lahiba' kurili maa mini lahiba' palli maa. Girima mini zuliya yeltɔya baɲsim etc.)

WUHIMBU SOYA SHEHIRANIMA KOLIVAAI

Bɔhimbu milinsi shehira din zaɲ tum tuma yayili ɲɔ jendila sodol' bɔbigu din yen zaɲ wuhi Ghana zuliya yeltɔya baɲsim.

Bɔhimbu din jendi muyusugu, jendila sodola din gbaai biebigu ni yelimuyisira nyela din zaɲ tum tuma wuhibu ni, din yen sɔɲsi karimbihi baɲsim bɔhimbu. Di jemdila sodol' gahinda kamani ninuy' yini bɔhimbu, niriba ayi layim tum, karimbihi pubu bɔɲ bɔɲ nti pahi karinduu zaa tuma sodoligu, ni karinzɔɲ ni zaɲ tuma n-wuhi niriba. Lala sodola ɲɔ ni tooi kpaɲsi tiehibu karimbihi ni, Bɔhimbu din jendi muyusugu baɲsim kpaɲsibu, nti pahi alizama dibu baɲsim. Di ni tooi lahi yooi soya n-ti layim tum mini toontali. Karimbihi gba ni tooi bɔhim be ni yen deei lahibali ka kahigi li shem.

N-yeli pahi sheba yeltɔya zuɲu nyemi ka karimbihi galim tɔyino sheɲa be karimbitaba ni niɲ, ka pahiri sheɲa lala tɔyino maa zuɲu din yen che ka be zaa ti sayi n-ti yel' yini. Karimbihi ban niɲ Katari ka mali fahim ɲun di tiri ba la tuun' pala, kamani ka be tumdi toontali tuma n-sɔɲdi be karimbitaba ka be gba baɲ baɲsim sheli be ni bɔhindi maa. Di teeri karimbanima karimbihi ban mali bachinima bolibu mini alizama dibu muyusugu yela, ka yihi ba be ni tiehiri sheli ka di pa yelimaɲli ni.

ZAHIMBU KOLIVAAI

Zahimbu sodol' sheli yayili ɲɔ ni zaɲ tum tuma kpaɲsila sodol' sheli din za yim, ka kpaɲsi baɲsim toontibo, ni karimbihi baɲsim gbaabu nti pahi be tieha kpaɲsibu. Karimba yi labisiri karimbihi yelimuyisira mini be bɔhisi yonyom, di kpaɲsirila be bɔhimbu ni be toontibo. Zahimbu sodoligu maa zaɲla hankal' sheɲa din ni sɔɲ n-yuundi karimbihi zuliya yeltɔya baɲsim sheli be ni wuhiri ba maa gbaabu. 'Level 2 skills building questions' jendila lahiba' ɲmahi bee nolini alizama dibu din yen zahim karimbihi baɲsim ni yela baɲbu. 'Level 3' tieha pɔhsi nyela din bɔhira ka zaɲdi lahibaya bee ɲmahima ni di zaɲ zahim karimbihi tieha. Ka lahi zaɲ bachinima din tuhi n-kagiri Ghana mini tinduya ni yela. Karimbanima tuya ka be zaɲ zahimbu sodol' bɔbigu, ka di ti ba lahibali zaɲ chaɲ karimbihi bɔhimbu polo nti pahi be bɔhisi labisibu din yen che ka be ti tooni ni bɔhimbu.

Timi zahimbu sodol' sheli sheli a ni zaɲ tum tuma n-ti bɔhimbu ɲɔ sodoligu.

Sodoligu	'DOK Yayili'	Zahimbu soya mini/sodolisi
Zaɲmi pari-karim mini pari-vihi m-baɲ yelikpan' sheɲa din yen kolivaa lahibali ni.	2	'Bɔhimbu Gbaɲ'
Kahigimi lahibali lebigibu balibu (shehira: bachi-nibachi, bachinima gbunni, lahibali gbunni, lahibali lebigibu din ka zalisi, etc.)	4	<i>Karinzɔɲ ni tuma</i>
Kahigimi lahibali lebigibu zalisi	3	<i>'Bɔɲ tuma/saha wayila tuma'</i>

DAKULO 12

Bɔhimbu Sodoligu: *N-zaŋ pari-karim mini pari-vihi m-baŋ lahabal' sheli din yen kolivaai yelkpana*

Labilihi dakulo

Karinduu Yuuni 1	Dakulo 4: N-zaŋ pari-karim mini pari-vihi n-karim ka mali biɔhigu puuni yelmuɣisira.
Karinduu Yuma 2	Dakulo 4: Kahigimi karimbu din ziligi nahingbana (pari-karim, pari-vihi, din pahi)

Di Ni Jɛndi Luy' Sheli: Pari-karim mini Pari-vihi

Pari-karim: Nyela kuli kari n-gili sabbu ni a nya di haŋkali ni jendi sheli, yeltɔyikpani, ni di bieɔhiga. Parikarim sɔŋdila ŋun karinda ka o baŋ lahibali yeltɔyikpani, di sasabira daliri ka lahi sɔŋdi n-tiri nira saha.

Pari-vihi: Nyela Di nyela nira kuli karim n-gili sabbu yom ni a nya di haŋkali ni jendi sheli, yeltɔyikpani, ni di bieɔhiga. Pari-vihi sɔŋdi ŋun karinda maa ka o labisiri bɔhisi ka niŋdi vihigu vienyela.

Pari-karim mini pari-vihi daanfaani

Pari-karim mini pari-vihi nyela so' sheŋa din sɔŋdi karimgbaai karimbu vienyela. Dinzuɣu, yi yi baŋ parikarim mini parivihi vienyela, yi nyela ban yen tooi karim ka gbaai ka kpaŋsi yi karimbu vienyela.

Bɔhimbu Tuma

Karimmi lahabal' palli din do gbunni ŋɔ

1. Pari-karim lahabali maa ka baŋ yelkpana maa.
2. Pari-vihi lahabali maa m-bɔ (i) ŋun daa di liyiri ka tuma maa tum (ii) tindu' sheŋa ŋan di tuma maa daanfaani (iii) pukpariba ala n-di anfaani
3. Zaŋmi a maŋmaŋa bachinima n-kolivaai lahabali maa.

Pukpariba mini pukparilim tumayili ninvuy' sokam ŋun mali nuu timbu niriba yayi niriba 3,000 nyela ban di Farigu Waligibu Soya Gbansaila Tingbani puuni ("Revenue Diversification Pathways in Africa") zaŋla Binkura Lebigibu mini Pukparilim Baŋsim Pala Tuma ("Bio-based and Circular Agricultural Innovations (DIVAGRI) Project".) n-di anfaani.

Yuma Anahi tuma maa, Silimiin' tingbana layiŋgu sheli di ni boli "European Union" la n-nyɛ ban diri liyiri n-niŋdi di puuni, ka be nia nyemi ni pahi pukpariba zaŋ arizichi pam mini daabilim ko n-kpuyi din yen che ka be zani be naba ayi zuyu Gbaŋzabila Tingbana ni.

Ban di anfaani maa deei baŋsim lebu zaŋ chaŋ Wuntaŋa Payibu Zalibu, Tingban' sheŋa ŋan maha ka mali tuum' bɔbigu, Baŋsim yay' sheli din zaŋ Naawuni namteri mini daadama bieɔhigu mini bimbila biribu, n-zaŋ Binyera n-lebigi gaasi, N-layim binyera n-lebigi ŋa n-leei binsheli (maleɣu kɔbu, kpam kpibu, sooja sabinli zoo tekinoloji, din pahi), SLECI wuuni kɔbu mini sala ŋan mali voya.

Di yi yihi Gana, tuma nyela Gban̄sabila tingban' sheli be ni booni South Africa, Namibia, Botswana ni Mozambique pukpariba gba nyela di ni mali sheli n-tumdi tuma.

Di ni yi luy' sheli polo na : <https://ghanaiantimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>

Wuhibu Soya Shehiranima

Bɔhimbu din jendi muyusigu: Karinduu zaa tuma

- Labilihi parin̄karim mini par-vihi ban̄sim.
- Timi tuuli lahabal' sheli di ni ti maa kolivaai.

Niriba ayiyi tuma:

- Kahigimi kolivaai sabbu.
- Zaŋmi pari-karim mini pari-vihi ban̄sim m-baŋ yelkpan' gahinda ŋan be lahabal' sheli di ni yen kolivaai maa puuni.
- Zaŋmi a ni nye n-wuhi ka di di alizama.

Zahimbu Gahindili- Tuma Gbaŋ 1

Zahimbu Din Kanna Wuhibu Nyaŋa DoK Yayili 2 – **Yiŋa Tuma**

1. Kahigimi waliginsim dibaayi sheŋa ŋan be pari-karim mini pari-vihi sunsuuni. (pɔri 4)
2. Kahigimi soya ata din yen che ka di baŋ yelkpana lahabali puuni.
3. Zaŋmi yelkpana milinsi n-kolivaai lahabal' sheli din do gbunni ka di kpalim satar' yini din bi yayi yeltɔya anii:

Bɔ ka a niŋdi saha sheli a ni bi niŋdi binsheli? Bɔ n-che ka a niŋdi lala? A karim binsheli zaŋ kpa niriba ni niŋdi binsheli saha sheli be ni bi niŋdi binsheli? Saha sheli nira ni bi tumdi tuun' sheli a ni kuli tumdi n-nye maŋa vuhim saha. Saha ŋɔ, nira niŋdila binsheli o ni yu ni oniŋ ni saha sheli o ni nya. O diri o saha o ni bɔri shem ni o ni bɔri ni di li ni ninvuy' so o ni bɔra.

Ninvuy' sheba piila vuhim lala saha maa. Dimbɔŋɔ sɔŋdi ba ka be yaa kpaŋsira. Ningbuna maa mini zuɣupuri maa nyari soli n-vuhira dama di bi kpa talahi ni ti tum tuun' sheli lala saha maa.

Sokam bɔri maŋa vuhim saha saha sheli di ni tum talahi tuma n-naai. Maŋa vuhim saha nyela din mali anfaani dama di guri ti ka cheri tuma tum yayi ti yaa zuɣu. Ti maŋmaŋa vuhim saha tiri ti zuɣupuri vuhim dama di che ka ti ni tum tuun' sheŋa jelinsi yira.

TUMA GBAŊ 1

GBAŊ YINI TEEBULI SHELI DIN KAHIGIRI BINSHELI

Karimbanima yen bɔhila bɔhisi 50

BAŊSIM YAYILI	BɔHIMBU SODOLIGU(SI)	ZAHIMBU YAYA
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		Y1 30%	Y2 40%	Y3 30%
<i>FONETI-SI MINI FONOLOJI</i>	1. <i>Zaŋmi so' sheŋa di ni tu ni di doli m-buɣisi Dagbani vaawulinima (Shehira, naŋgbampibili bieɣigu, zilinli wuyibu tariga ni zilinli luy' sheli din wuyira).</i> 2. <i>Zaŋmi so' sheŋa di ni tu ni di doli m-buɣisi Dagbani konsɔnantinima parameters (shehira, kumsi, pɔhim gbaabu shee, pɔhim ni yirina shem).</i> 3. <i>Kahigimi vaawulinima ni yirina Dagbani bachinima puuni (bachi piligu, sunsuuni ni nyaɔɔa).</i> 4. <i>Baŋmi bachijilli balibu (din mali nyaɔɔa mini din ka nyaɔɔa).</i> 5. <i>Kahigimi Dagbani bachijilli bieɣigu tuma soya bachi pala nam-bu ni.</i> 6. <i>Kahigimi yee ka che ka a zaɣa be di balibu ni (shehira, din lu, din du, din be sunsuuni, din dura, din lura, din pahi.) mini di tuma.</i> 7. <i>Kahigimi fonoloji tuma soya Dagbani ni (shehira, nahibu tuma soya).</i> 8. <i>Kahigimi fonoloji tuma soya Dagbani ni (bachijilli bieɣigu tuma soya).</i>	1 1 1	1 1 1	1 1
<i>BACHINIMA MINI ŋA BIEHIGU DAGBANI SABBU ZAL-ISI</i>	1. <i>Pumi bachinamda n-doli ŋa balibu (shehira, bachinadi maŋli, bachinamdi yaɣu, bachinamdi sɔyirili, bachinamda ŋan ni tooi shihi.)</i> 2. <i>Pumi bachiniŋdipahira n-doli ŋa balibu (shehira, bieɣigu, niɣsim shee, saha, di ni niŋ shem).</i> 3. <i>Kahigimi bielimpahira zaŋ tum tuma Dagbani ni.</i> 4. <i>Nammi yeltɔɣa ni bachigbunda balibu Dagbani ni.</i> 5. <i>Buyisimi ka kahigi yeltɔɣiŋmahi balibu.</i> 6. <i>Kahigimi yeltɔɣili yaɣa (shehira, yeltɔɣiŋmasɔri mini yeltɔɣiŋmahi).</i> 7. <i>Kahigi yeltɔɣa balibu n-doli ŋa tuma.</i>	1 1	1 1 1	1 1
	1. <i>Doli Dagbani sabbu zalisi zaŋ chaŋ bachinamda mini bachizaana polo n-nam yeltɔɣa.</i> 2. <i>Nammi yeltɔɣa ŋan zaŋ Dagbani bachibuɣisira sabbu zalisi n-tum tuma.</i> 3. <i>Kahigimi Dagbani bachi pala nambu tuma soya (bachi bɔbigu zaŋ laɣim nam bachi yini, paŋbu, bielimpahira, n-ŋmaai bachi yaɣ' sheli bahi ka di leei bachi).</i> 4. <i>Kahigimi bibagira (shehira, zanibu bia, vuhum bia, yekpeeni bia, din pahi) mini dalima.</i> 5. <i>Kahigimi bachi pala nambu tuma so' sheŋa di mali (paŋbu, labiboli, bachi pala nambu, din pahi.).</i> 6. <i>Zaŋmi bachi pala nambu so' sheŋa di ni mali n-nam bachi pala.</i>	1	1 1 1	1 1

KAYA NI TADA TUMA TRADI- TIONAL GOVERN- ANCE	1. Kahigimi buy' yuya ka che ka a zaya be di piligu mini di daliri ni. 2. Kahigimi so' sheŋa ŋan yihiri sangaya n-kpehiri nira zaashee (balanga sangaya yihibu: pɔi, yihibu ni ni nyaana). 3. Zaŋmi a kaya ni taada ni doli so' sheŋa n-vihiri sangaya n-kpehiri nira niŋkurilim ni m-mayisi kali sheŋa ni niŋdi li shem 4. Kahigimi so' sheŋa ŋan be paya kpuyibu sangaya yihibu ni di daanfaani ti kaya ni taada puuni. 5. Kahigimi zeman' pala yela ni mali muɣusigu sheli zaŋ chan kaya ni taada paya kpuyibu sangaya yihibu polo. 6. Zaŋmi a kali puuni danj soya m-mayisi Gana kali sheli danj soya. 7. Kahigimi churi a kali puuni ka ti ŋa daafaani. 8. Zaŋmi a kali puuni churi m-mayisi Gana kali sheŋa ni churi 9. Zaŋmi a kali puuni kuya maalibu mini Gana kali sheŋ ni kuya maalibu.	1 1 1	1 1 1	1 1 1
	1. Zahimmi nam soya biehighu (ba, dɔɣim kpema, danj kpema). 2. Kahigimi nam soya biehighu (nazuxu, tinjkpansi nanima, nagba-hiriba.). 3. . kahigimi nam soya maa biehighu. 4. Zahimmi zeman' pala kootu sariya karibu soya 5. Zaŋmi nayili zaba maalibu soya mini zeman' pala zaba maali-bu soya m-mayisi taba.	1	1 1	1 1
NOLINI BAŊSIM	1. Kahigimi kom bahibu biehighu Dagbani ni (kpiimba kpahi neei, lahabali, naabu) 2. Kahigimi kuyila (tuma mini afaani). 3. Kahigimi salinloha biehighu mini salinloha balibu. 4. Zahimmi yodara salima biehighu. 5. Kahigimi tuma yila, ziɛm yila, diɛma yila ni biyoli yila. 6. Zahimmi ka vihi zeman' pala haailaafu yila.	1 1	1 1 1	1
WRITTEN LITERATURE	1. Kahigimi salinwayinli bielima(shehira, ninvuy' sheba ban be di puuni, yeltɔyikpani, niŋsim ni niŋ pe taba shem, niŋsim shee, sasabira teha, din pahi). 2. Vihimi salinwayinli lahabali (yuli, yeltɔyikpani, bachinima gahimbu, litiricha bielima) 3. Zahimmi kperigu bielima. 4. Vihimi kperigu lahabali 5. Baŋmi ka kahigi yeltɔyitayimalisi bielima (shehira, bachinima gahimbu, yeltɔyikpana, satara, kulisi, litiricha bielima, lunza-him, din pahi.). 6. Vihimi yeltɔyitayimalisi lahabali.	1 1 1	1 1 1	1 1 1
	TOTAL	15	20	15

GBAN AYI TEEBULI SHELI DIN KAHIGIRI BINSHELI – SHS DAGBANI

Gban maa biebigu

YAYILI A – Karimbu (pɔri 10)

Di yen ti la salinwayinli karimgbaai lahabali din bachinima nye 300-350 ka bɔh' bɔhisi pia zan kpa di polo. Karimbihi tu ni be labisi bɔhisi maa zaa. (minti 30)

YAYILI B – Fonoloji (pɔri 10)

Bɔhisi ayi ka di yen bɔhi ka karimbihi labisi yini ka deei pɔri 10. (minti 15)

YAYILI C – Yeltɔya Lebigibu/Lahabali Lebigibu (pɔri 30)

Di ni ti Silimiinsili lahabal' sheli din bachinima nye 250 ka karimbihi lebigi li n-kpehi Dagbani ni. (minti 30)

YAYILI D – Lahabali Sabbu (pɔri 30)

Di yen bɔhila lahabali sabbu bɔhisi n-jendi ban̄sim yaya anahi ka di tu ni karimbihi pii di puuni yini n-sabi lahabal' sheli din bachinima bi pooi 300 ka deei pɔri 30. sabbu balibu nan do gbunni nɔ nyela di ni yen zahim sheɲa.

N-wuhiri binsheli ni nin̄ shem, Buyisibu, Nangbankpeeni Zilinkom Sabbu, Gban Sabbu, Kahigbu (minti 50)

YAYILI E – Ban̄sim Sabirili(pɔri 20)

Yayili nɔ puuni, bɔhisi ata nan̄ jendi litiricha balibu (salinwayinli, kperigu ni yeltɔyitayimalisi) ka di bɔra ni karimbihi pii yini. (25 minutes)

BAŊSIM YAYILI	BCHIMBU SODOLIGU(SI)	ZAHIMBU YAYILI		
		L1	L2	L3
KARIMBU FONOLOJI	1. Zan̄mi yeltɔɣ' sheli din ziri satarli yeltɔɣikpani mini yeltɔɣ' sheɲa nan̄ sɔɲda milinsi n-yihi yelkpani na lahabali puuni			1
	1. Zan̄mi sodol' sheɲa (shehira, kumsi, pɔhim gbaabu shee ni pɔhim maa ni yirina shem) di ni tu m-buyusi Dagbani konsɔnantinima . 2. Kahigimi Dagbani fonoloji tuma soya (bachijilli biebigu tuma soya).		1	1
LAHABALI NAMBU YELTɔYA LEBIGIBU MINI LAHABALI LEBIGIBU	1. Nammi lahabal' sheli din wuhiri binsheli ni nin̄ shem 2. Nammi lahabal' sheli din kahigira 3. Nammi nangbankpeeni lahabali 4. Sabimi tuma gban̄.			1 1 1 1
	1. Zan̄mi lebigibu balibu n-lebigi di ni yi zuliya sheli ni na n-kpehi zuliya sheli ni dabam (bachi yini kam lebigibu, lebigibu din doli gbunni, lebigir' yaɣu, din pahi.).			1

BAŊSIM SABIRILI	1. Kahigimi salinwayinli(shehira, ninvuy' sheba ban be di puuni, lahabali ni pe taba shem, niŋsim shee, sasabira teha, din pahi.). 2. Vihimi kperigu 3. Baŋmi ka kahigi yeltɔyitayimalisi bielima (shehira, bachinima gahimbu, yeltɔyikpani, satarili, litiricha bielima, lunzahim, din pahi.).			1 1 1
	DI ZAA NI YIYISI SHEM		1	10

GBAŊ ATA TEEBULI SHELI DIN KAHIGIRI BINSHELI – SHS DAGBANI

Gbaŋ maa biebigu

GBAŊ 3 (Yeltɔya Yelibu)

Gbaŋ ɲɔ nyela din mali yaya ata (3) ka yen nyela karimbia maa mini ɲun zahindi o maa alizama dibu Karimbia kam mini ɲun zahindi o maa daalizama maa dibu yen dila minti 20 ka mali pɔri 50. Di nyela yaya ayɔbu ka pu ɲa n-ɲiŋ A mini B pari pii. Pubu maa yen kannami ka tiri taba yuuni yuuni din yen che ka boh' yinsi bi yirina yuuni kam. ɲun zahindi maa ni yeli karimbihi binsheli din be zahimbu maa piligu/zuyusaa .

BAŊSIM YAYILI	BŊHIMBU SODOLIGU	ZAHIMBU YAYA		
		Y1	Y2	Y3
ALIZAMA DIBU BE NI YUUNILI SHEM FONOLOJI KARIMBU	1. M-pii alizama dibu n-kahigi yel' sheŋa mini teh' sheŋa ɲan mali anfaani. Shehira, Kaya ni taada dariza (jilima, pinitibo, deebu ni sheŋa), baŋsim bɔhimbu, bihi zu n-kɔhi, zileli, mazina zaŋ tum tuma Gana puuni, GESI, STEM, din pahi.			1
	1. N-zaŋ di ni tu ni di doli so' sheŋa m-buyisi Dagbani konsɔnantini-ma(shehira, kumsi, pɔhim maa ni gbaari lux' sheli ni pɔhim ni yirina shem).		1	
	1. N-zaŋ pari-karim mini pari-vihi n-yihi lahabali bee teha lahabali puuni 2. N-zaŋ yeltɔy' sheli din ziri satarili yeltɔyikpani mini yeltɔy' sheŋa ɲan sɔŋda n-yihi yelkpana na lahabali puuni.	1		1
KAYA NI TAADA TUMA	1. N-vihi buy' yuya ka zaŋ zaya ɲiŋ ɲa piligu mini daliri puuni. 2. N-kahigi so' sheŋa ɲan be paya kpuyibu sangaya yihibu mini ɲa daanfaani din be kaya ni taada puuni. 3. N-kahigi kaya churi Dagbaŋ kali puuni mini di anfaani.	1	1	
NOLINI BAŊSIM	1. N-kahigi kom bahibu biebigu Dagbani ni (kpahi neei, lahabali, naabu) 2. N-kahigi kaya churi Dagbaŋ kali puuni mini di anfaani. 3. N-zaŋ sangaya sheŋa ɲan be Dagbaŋ kuya maalibu m-mayisi Gana kali sheŋa ni dabam.	1	1	1
	DI ZAA NI YIYISI SHEM	3	4	3

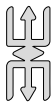
PLC Session 12

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.

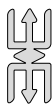
3. Plan the Student Assessment Portal (SAP) Assessment (*Practice Paper 1*)
 - a. Chat with your app to review the test specification table for Practice Paper 1.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the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

DAKULO 13

Bəhimbu Sodoligu: *Kahigimi lebigibu balibu (Shehira, bachi yini kam lebigibu, lebigi doli gbunni, lebigir' yayu, din pahi)*

Labilihi

Karinduu Yuuni 1	Dakulo 6: Kahigimi Yeltəya Lebigibu ka zaxa be, wumbu, zaŋ sɔyi mini fasara viligibu, din pahi ni.
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Di Ni Jəndi Luy' Sheli: Lebigibu

1. Lebigibu baŋsim
2. Lebigibu daanfaani
3. Lebigibu balibu

Lebigibu: Lebigibu nyela so' sheli di ni doli n-tayiri lahabal' sheli din be zuliya yeltəy' sheli puuni n-kpehi zuliya yeltəy' sheli ni dabam ka di gbunni bi tayi, be ni yuuni li shem, ni baŋsim sheli yela di ni yera.

Lebigibu Daanfaani: Lebigibu timdi nuu zuliyanima yeltəya sunsuuni muyusugu vienyela, dunia zaa gbaabu kpaŋsibu, ka sɔŋdi wuligiri alizama dibu andunia yaaŋa zuyu zaa. N-nye anfaani sheŋa ŋan be lebigibu baŋbu puuni:

1. Di Sɔŋdi Wuligiri Alizama Dibu Andunia Yaaŋa Zuyu Zaa: Lebigibu che ka niriba tooi yeri zuliya yeltəy' kɔŋkɔba dunia yaaŋa zuyu din yen che ka gbaari taba yeltəya.
2. Kaya Ni Tada Kəhibu: Di tiri soli ka di kəhiri haŋkaya, litiricha, mini baŋsim kaya ni tada bɔbigu ni. Nira yi ni tooi karim di ni lebigi lahabal' sheli ninvuy' sheba dabam ni niŋ, dilana maa ni puhi ka payi be baŋsim, kaya ni tada, be ni dihi binsheli tabili, ŋan pahi.
3. Kəhimma ni Daabilim: Lebigibu kpa talahi n-ti tinduya zuyu daabilim ni daabilim. N-tooi baŋ binsheli din niŋda dunia tinduya ni, lahabali lebigibu ni sɔŋsi pam.
4. Baŋsim Bəhimbu mini Vihigu: Lahabali puuni baŋsim sheli di ni zaŋ zuliya sheli yeltəya ni ni tooi zaŋ li tum tuma di yi lebig li n-kpehi di ni mi zuliya yeltəy' sheli ni, ka di che ka lahabali maa lee di ni tooi bəhim sheli.
5. Jilima Mini Biehigu Din Be Tingbana Sunsuuni: Lahabal' sheli di ni lebigi kpa talahi n-ti alizama dibu vienyela gomnantinima mini tingbana sunsuuni.
6. Lahibali Deebu Soya: di ni lebig lahabal' sheli ni tooi lee so' sheli di ni doli n-deei lahabaya zaa, tuumanima, ni sɔŋsim sheŋa niriba ni ni tooi nya duni yaaŋa zuyu zaa.
7. N-Sɔŋdi Gbaabu Mini Nambɔzɔbɔ: Di yi niŋ ka lahabali lebigi niŋ zuliya yeltəy' sheli puuni nira ni mi, di kpaŋsirila dunia zaa gbaabu, tayideei, layim gbaai.

Lebigibu balibu

1. Bachi Yini Kam Lebigibu

Dimbɔŋɔ nyela lebigiri sheli din lebigiri bachi yini kam ka bi yuuni be ni yuuni li shem, yeltəyinyima ŋan be di ni yen lebigi lahabali kpehi yeltəy' sheli maa. Soli ŋɔ ni tooi che ka gbunni bi tuhi.

1. N-doli-Gbunni Lebigibu

So' sheli din zaŋ lahabali maa gbunni zaa ni be ni yuuni li shem m-bahi tooni ka ni di doli bachi yini kam gbunni. Soli ŋo zaŋla kali, yeltɔya baŋsim bɔhimbu mini bieħ' sheli ni di ni be n-zaŋ lebigi vienyela ni dede.

2. Lebigir' Yayu

Lebigibu lahi nyela di ni booni sheli lebigir' sheli din bi doli. Soli ŋo nyela din chirin yi polo ka bi doli lahabal' sheli di ni lebigiri maa bieħigu, yel' sheli di ni zira ni di gbunni. Di mini lebigibu ŋo che ka ŋun lebigiri mali tayibu yiko, di ni tooi tahi lebigir' sheli din ka gbunni na bee ka lahabal' sheŋa ŋan kpa talahi yi lebigibu maa ni. Di ni tooi zaŋ li tum tuma luy' sheŋa, kamani lahabali nambu ni, ka ŋun lebigir' ni tooi pahi o maŋmaŋa yeltɔy' sheli bee sasabirinu ka ŋa ka lahabal' sheli di ni lebigiri maa puuni, amaa ni tooi mali muyusugu lebigibu ni.

Bɔhimbu Tuma

1. Niriba atata bɔŋdi ni, zaŋmiya alizama dibu ŋan mali waliginsim zaŋ chaŋ be ni yuuni li shem n-kperi kperigu n-jendi shehiranima ŋan do gbunni ŋo (shehira, daa ni, ashibiti, bee shikuru), zaŋmiya yeltɔyɪŋmasɔri ŋan yoli mini yeltɔya n-tum tuma
 - a. Daa ni(ninvuy' yino n-nye daabia, ninvuy' yino sana, ninvuy' yino n-nye ŋun lebigiri silimiinsili n-tiri sana maa Dagbani ni)
 - b. England ashibiti ni (ninvuy' yino nyela dɔyite, ninvuy' yino nye bara ŋun nye ninkurili ni dɔyite ŋun lebigiri silimiinsili n-kpehiri Dagbani ni)
 - c. Yi Dagbani karinduu puuni (ninvuy' yino nyela karimba, ninvuy' yino nyela karimbi' palli ŋun yi England na, ninvuy' yino lebigiri karimba maa ni yeli shem n-ti karimbi' palli maa)

Wuhibu Soya Shehiranima

Kahigimi lebigibu balibu (Shehira, bachi yini kam lebigibu, lebigi doli gbunni, lebigir' yayu, din pahi,)

1. Bɔhimbu din jendi muyusigu: Karinduu zaa tuma:

- Labilihi lebigibu baŋsim
- Labilihi lebigibu nahingbana (n-gbaai ka tɔyisiri zuliya dibaayi maa zaa, zuliya dibaayi maa zaa bachinima gahimbu milinsi, din pahi).
- Kahigimi lebigibu balibu (shehira, Shehira, bachi yini kam lebigibu, lebigi doli gbunni, lebigir' yayu, gbunni lebigibu, yeltɔyiniyima lebigibu, alizama dibu lebigibu, din pahi).

2. Bɔŋ tuma/layim bɔhim: Bɔŋ din gabi:

- Karimmi lahabali din bachinma paai 300 bee din gari ka lebigi li di ni be zuliya sheli maa ni n-niŋ zuliya sheli dabam ni.
- Zaŋmi li wuhi ka di di alizama n-jendi li.

Zahimbu Gahindili: DoK Yayili 4 – Karinduu Tuma

1. Kahigimi lebigibu ka ti soya ata sheŋa din che ka di mali anfaani n-ti Dagbani lebiginsim. (pɔri 4)
2. A nyela lebigibu karimbua, ka be ti a yeltɔy' sheli karimbakpema ni yen ti shikuru yeltɔya mini pina tibu dabisili ni a lebigi. Buyisimi lebigibu bal' sheli a ni yen zaŋ tum tuma ka ti a daliri. (pɔri 4)
3. Kahigimi a ni sayi ti yeligu ŋɔ shem.
“Lebigir’ yayu be pam ka ku tooi nye din tuhi”

Di tu ni a che ka sokam ni tooi ti teha naŋgbankpeeni ŋɔ ni ka naai ni a teha zaŋ kpa yeligu maa polo. (Pɔri 12)

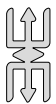
PLC Session 13

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).



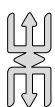
Note

- 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.

DAKULO 14

Bɔhimbu Sodoligu: Kahigimi lebigibu zalisi (shehira, lahabal' sheli di ni yen lebigi maa ni be zuliya sheli mini di ni yen lebigi kpehi zuliya sheli ni maa zaa baɲsim, kaya ni tada milinsi, giraama mini zuliya yeltɔya baɲsim, ni ɲan pahi.)

Labilihi

Karinduu Yuuni 1	Dakulo 3: Kahigimi yeltɔya lebigibu, che ka a zaya be wumbu, zaɲ sɔyi mini viligi fasara, ɲan pahi ni.
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Di Ni Jɛndi Luy' Sheli: Lebigibu zalisi

Lebigibu baɲsim labilihi

Yulimi dakulo 13 n-nye lebigibu ni nye binsheli, di balibu ni di daanfaani.

Lebigibu zalisi: Di yi doli zalisi ɲɔ, ban lebigiri ni tooi lebigi lahabal' sheli din gbunni ne ka tiri lahabal' sheli di ni bɔra .

1. M-mali zuliya yeltɔya ayi maa zaa baɲsim: N-nye ɲun mali zuliya yeltɔya ayi maa zaa baɲsim din yen che ka a tooi gahim bachinima vienyela a yi lebigira.
2. Dede: N-lebigi lahabal' sheli di ni yen lebigi maa gbunni, yel' sheli di ni zira, ni be ni yuuni li shem vienyela.
3. Zeyimtali: Ze yim ti lahabal' sheli di ni lebigiri maa yee, sabirinu ni di ni mali nia sheli.
4. Lahabali din ne: Kpaɲmi a maɲa ka lahabal' sheli a ni lebigi maa ne, zaɲ' ɲmaa ka di gbaabu bi to.
5. Kali ni tada yela: Zaɲmi a zaya niɲ waliginsim sheli din be kaya ni tadanima sunsuuni ka lebigi doli li.
6. Be ni yuuni li shem gbaabu: N-gbaai be ni yuuni li shem lahabal' sheli di ni yen lebigi maa ka lebigi li vienyela.
7. Nimpataba: Zoomi ka di bi tayiri binyera yuya, sasabirinu, ni malisabi.
8. Yeltɔyiniyima: Lebigimi yeltɔyiniyima, biekulo yeltɔya, ni yeltɔyimuna vienyela.
9. Ban yen zaɲ li tum tuma: Zaɲmi ban yen zaɲ li tum tuma zuliya yeltɔya, kaya ni tada, ni bimbɔra n-tum tuma.
10. Sasabirinu mini yee: Gumi lahabal' sheli di ni lebigiri maa sasabirinu mini di yee.
11. Labi karim mini mali niɲ: Labi lihi ka mali lahabal' sheli di ni lebigi maa n-yihi chiriɲ ka di vieligi.

Bɔhimbu Tuma

1. Kahigimi lebigibu puuni dede tali daanfaani
2. Wula ka lahabal' sheli din lebigi dede yen che lahabali gbunni bi gbaabu wali?
3. Lebigimi lahabal' ɲmaa ɲɔ n-kpehi Dagbani ni

Dina n-lahi nye lebigir' yayu, soli ɲo nyela lebigir' sheli din biɛhigu, baɲsim, bee gbunni, bi doli lahabal' sheli di ni lebigiri maa. ' Di mini lebigibu bi doli binsheli kam talahi, lebigir' yayu soli ni tooi tahi gbunni kɔɲkɔba bee ka lahabal' sheli din kpa talahi barigi. Di ni tooi zaɲ li tum tuma luy' sheɲa kamani lahabali nambu amaa ka ni tooi tahi muyusigu na lebigibu ni.

Wuhibu Soya Shehiranima

1. M-meri tamdi niriba ni yeli shem: Karinduu zaa tuma:

- Kahigimi lebigibu zalisi. (shehira, shehira, lahabal' sheli di ni yen lebigi maa ni be zuliya sheli mini di ni yen lebigi kpehi zuliya sheli ni maa zaa baɲsim, kaya ni tada milinsi, giraama mini zuliya yeltɔya baɲsim, ni ɲan pahi).
- Ninvuy' yino tuma:
- Karimmi lahabal' sheli din bachinma paai 300 bee n-yayi ka lebigi li.
- Zaɲmi di ni lebigi lahabal' sheli maa n-wuhi karinduu.

Zahimbu Gahindili: DoK Yayili 3 – Yɛɲa Tuma

1. Zahimbu lebigibu zalisi anu, pemi ɲa doli a ni tehi ni ɲa ni tu ni ɲa doli taba shem. Timi a teha maa daliri.
2. Zaɲmi lebigibu zalisi maa n-lebigi lahabal' sheli din do gbunni ɲo n-kpehi Dagbani ni.

Di mili Gana ni di kaya kpaɲsibu mini di tada waliginsim. Gana kaya puuni bin' yini din nye talahi nyela churi puhibu, din layindi niriba ka kpaɲsiri naɲgbanyini na. Shehira, Homowo chuyu din nye Aɲkarinsi ni puhiri sheli Aɲkara la puhibu saha nyela di ka nyu mini suhupielli saha. Chuyu ɲo puhibu saha, kaya ni tada bindira kamani kpokpoi nyela bi ni duyiri sheli, ka niriba layindi m-puhiri ka payiri ni be ni yihi puzuri sheli maa.

Anfaani sheli din be churi ɲo puhibu puuni bi pɔra. Di pala din yen ti Gananima soli ka be layindi taba be ni yi luy' sheli polo na ko amaa n-wuhi tingbani maa kaya ni tada din wali n-ti duniya. Yila, wahi, ni kaya nema wuhibu puuni, Gananima wuhirila be ni nye sheba ni jiri.' M-pahiri puhiri churi ɲo, bipola ni tooi bɔhim be pilli ni be kaya ni tada dariza, n-kpaɲsiri tada tuyibu n-zaani ban yen doli nyaɲa na.

PLC Session 14

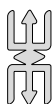
45 minutes

Planning & Reviewing the Learning Plan

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

1. Use your subject specific app to explore the content before planning, ask the app to
 - a. explain the week's concepts in a way that would make it easier for learners to understand
 - b. identify three common misconceptions learners may have and how to address them using Ghanaian contexts (NTS 3a, 3g and 3m).
2. Use your subject specific app to plan your lesson, ask the app to

- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

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

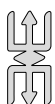
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

Yayili 6 Labilihi

Yayili ɛɔ nyela din labilihi baɔsim yay' sheɔa di ni wuhi dakulo 12, 13, ni 14 puuni. Di kahigi pari-krim mini pari-vihi ni sɔɔdi kooni vaari lahabli shem. Di lahi kahigi lebigibu mini di yel' sheɔa, lebigibu baɔsim ka zaɔ lebigibu baɔsim n-lebigi di ni ti lahabal' sheli n-kpehi Dagbani puuni m-bahindi. Di tu ni karimbihi ni bohim yayili ɛɔ naai ɛɔ, be ni zaɔ pari-karim mini pari-vihi baɔsim zaɔ chaɔ lahabali kolivaai polo n-tum tuma ka lahi zaɔ lebigibu baɔsim n-lebigi di ni ti lahabal' sheli n-kpehi Dagbani puuni.

ƆƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 12

1. *Karimbia yi ti woliginsim kam din beni ka a ti o pɔɔyɔ 1, ka lahi ti pɔɔyɔ 1 o yi ti di shehira. (hali ni pɔri 4)*
2. *Karimbia yi wuhi sodoligu kam ka a ti o pɔɔyɔ 1 (hali ni pɔri 3)*
3. *'Piligu yeltɔɔa' (pɔri 12)*

**Teema: Kolivaai sheɔa ɛɔan yayi yeltɔɔa 8 nyela ɛɔan ni nya pɔri 0 zaɔ tum tuma ni*

	<i>'Vienyelinga zaa' (7-8)</i>	<i>'Vienyelinga' (5-6)</i>	<i>'Di ni bɔri li shem' (3-4)</i>	<i>'M-bɔri kpaɲsibu' (1-2)</i>
<i>'Zaŋ tum tuma'</i>	<i>'Kolivaai maa kuli nyela zaɣ' jia ka ne. Yeltɔɣikpana maa zaa paɲiya.'</i>	<i>'Kolivaai maa nyela din kuli nye zaɣ' jia ka ne. Yeltɔɣikpana maa pam paɲiya.'</i>	<i>'Kolivaai maa malila lahabali maa yeltɔɣ' sheŋa di puuni ka yeltɔɣikpana sheŋa ka di puuni bee m-bi ne.'</i>	<i>'Kolivaai maa pam nyela di ni yaai yeltɔɣ' sheŋa lahabali maa puuni ka yeltɔɣikpana maa nyela ŋan ka di puuni bee m-bi ne.'</i>

	<i>'Vienyelinga zaa' (4)</i>	<i>'Vienyelinga' (3)</i>	<i>'Di ni bɔri li shem' (2)</i>	<i>'M-bɔri kpaɲsibu' (1)</i>
<i>'Bachinima ŋmebu, bibahira mini giraa-ma.'</i>	<i>'Chiriŋ sheŋa ŋan dii bi muɣisi biela.'</i>	<i>'Chiriŋ sheŋa ŋan dii bi muɣisi mini chiriŋ sheŋa ŋan muɣisi biela.'</i>	<i>'Chiriŋ sheŋa ŋan dii bi muɣisi labiri yirina, chiriŋ sheŋa ŋan muɣisi.'</i>	<i>'Chiriŋ sheŋa ŋan muɣisi labiri yirina mini chiriŋ sheŋa ŋan dii bi muɣisi.'</i>

DAKULO 13

1. (Labisigu shehira) Lahibali lebigibu nyela so' sheli ti ni doli n-lebigiri yeltɔɣa n-yiri zuliya sheli ni n-kpehiri zuliya sheli ni ka gbunni maa na kuli za dede.

Lahibali lebigibu daafaani (Karimbihi ni tooi boli ŋan doli na ŋɔ yini kam)

- a. Di sɔŋdi zileli alizama dibu
 - b. Ti tooi baŋbu sheba gba taada ni nye sheli
 - c. Di kpaɲsiri daabiligu
 - d. Di kpaɲsiri karim baɲsim mini vihigu niŋbu
 - e. Di wuhiri bulichintali mini tinduya ni milinsi
 - f. Di che ka ti tooi nyari lahibaya
 - g. Di kpaɲsiri sayi n-ti taba nambozobo ni taba
2. Timi lahibali lebigibu ni nye sheli buyisibu vienyela pɔri 1, ka ti daanfaani zaɣ' yini kam pɔri 1 (hali ni pɔri 4)

<i>'Vienyelinga zaa' (pɔri 4)</i>	<i>'Vienyelinga' (pɔri 3)</i>	<i>'Di ni bɔri li shem' (pɔri 2)</i>	<i>'M-bɔri kpaɲsibu' (pɔɣu 1)</i>
<i>N-sabi sheŋa ka ti daliri zaa (dalirinima 3+)</i>	<i>N-sabi sheŋa ka ti dali-ri (dalirinima 2+)</i>	<i>N-sabi sheŋa ka ti daliri.</i>	<i>N-sabi sheŋa ka bi ti daliri</i>

3.

	<i>'Vienyelinga zaa' (pɔri 7-8)</i>	<i>'Vienyelinga' (pɔri 5-6)</i>	<i>'Di ni bɔri li shem' (pɔri 3-4)</i>	<i>'M-bɔri kpaɲsibu' (pɔri 1-2)</i>
<i>'Baɲsim yayili'</i>	<i>'Nangbankpeen' shɛ-li din ziligi ka mali shehira sheɲa ɲan tuhi. N-ne ka mali yel' sheɲa ɲan voori haɲkali.'</i>	<i>'Nangbankpeen' sheli din ziligi ka mali shehira sheɲa ɲan tuhi, m-buxisi ni di mali yel' sheɲa ɲan ne.'</i>	<i>'Nngbankpeen' sheli din tooi ne saha sheɲa ɲan mali shehiranima amaa ka tooi nye din bi ziligi. Ka mali yel' sheɲa ɲan kuli bi ne saha sheli kam.'</i>	<i>'nangbankpeeni mali bee n-ka shehirani-ma biɛla ɲan yɛn sɔɲ tɛha. Di ka yel' sheɲa ɲan ne.'</i>

	<i>'Vienyelinga zaa' (pɔri 4)</i>	<i>'Vienyelinga' (pɔri 3)</i>	<i>'Di ni bɔri li shem' (pɔri 2)</i>	<i>'M-bɔri kpaɲsibu' (pɔɣu 1)</i>
<i>'Tɛha pɛbu, bachinma ɲmɛbu, bihibahibu ni giraama.'</i>	<i>'Biɛhigu din ne, chiriɲ sheɲa ɲan dii bi muxisi biɛla.'</i>	<i>'Biɛhigu din tooi kuli ne, chiriɲ sheɲa ɲan dii bi muxisi, chiriɲ sheɲa ɲan muxisi biɛla.'</i>	<i>'M-bi ne saha sheɲa, chiriɲ sheɲa ɲan dii bi muxisi pam, chiriɲ sheɲa ɲan muxisi sheɲa.'</i>	<i>'M-bi ne, chiriɲ sheɲa ɲan dii bi muxisi pam mini chiriɲ sheɲa ɲan muxisi.'</i>

DAKULO 14

1. *Timi zaligu din kam zahim pɔri 1. E..g. 1, N tiehiya ni nira yi mali zuliya diba ayi maa zaa milinsi di mali anfaanim, dama di ni ti o soli ka o tooi zaɲ bachinima din tuhi n-tum tuma o lahibali lebigibu shee.*

Zal' sheɲa gba be ni boli ni tooi nin yelimanli, 'fidelity', 'clarity', 'cultural sensitivity', 'contextual' 'understanding', etc.

2. *Yeltɔyili kam din lebigi vienyela ka a ti pɔri 1*

Yeltɔya 8 yi lebigi vienyela; - pɔri 8

Yeltɔya 7 yi lebigi vienyela; - pɔri 7

Yeltɔya 6 yi lebigi vienyela; - pɔri 6

Yeltɔya 5 yi lebigi vienyela; - pɔri 5

Yeltɔya 4 yi lebigi vienyela; - pɔri 4

Yeltɔya 3 yi lebigi vienyela; - pɔri 3

Yeltɔya 2 yi lebigi vienyela; - pɔri 2

Yeltɔyili 1 yi lebigi vienyela; - pɔri 1

YAYILI 7: CHURI

BAŊSIM: KAYA NI TAADA MINI NAMA SOYA

Baŋsim Yayili: Kaya ni taada Tuma

Bɔhimbu Haŋkaya ŋan tu gbaabu: *Zahimmi chuyu ni mali anfaani sheli zaŋ ti kaya ni taada sheŋa ŋan be Ghana puli ni*

Baŋsim yayili nianima: Wuhimi a gbaabu mini a baŋsim n-jendi kali churi

PILIGU MINI BɔHIMBU YAYILI KɔLIVAAI

Yayili ŋɔ yulila kaya ni taada tuma mini nama soya. Di kahigi la kali churi ni ŋa daanfaaninima Ghana puli ni. Baŋsim sheli karimbihi ni yen bɔhim zaŋ jendi kaya ni taada nima ŋan be Ghana ŋɔ nyela din ni sɔŋ ba ka be tooi zaŋ kali chu' sheŋa ŋan puhiri Ghana puli ni maa mayisi taba. Di lahi nyela din yen sɔŋ zali kaya ni taada daaziya. Karimbihi nyela ban yen baŋ ka payi kaya ni taada sheŋa gba zaa, be karim din dee yi ziligi din kpaŋsi naŋgbanyini mini tayidee taba kaya ni taada. Yayili ŋɔ nyela din mali anfaani n-ti karimbihi pa di ni nye Ghana zuliya bala baŋsim bɔhimbu yayila kɔŋko amaa di lahi yoori la soli tiri biebigu baŋsim bɔhimbu mini tahiri baŋsim bɔhimbu. Yayili maa puuni ka karimbihi yen nyala baŋsim din ziligi ka mali bukaata zaŋ ti be maŋmaŋa kaya ni taada nti pahi biebigu puuni yelimuyisira. Karimba maa tuma n-nye li ni o bo wuhibu soya mini nema ka bo so' sheŋa o ni yen doli ti karimbihi maa tuma ni zahimbu nima din yen sɔŋ be bɔhimbu.

Bakɔninima mini sodolisi ŋan be yayili ŋɔ puuni n-nye:

- Dakulo 15: Churi
- Dakulo 16: Ghana puli ni churi puhibu zaŋ mayisi taba

KɔLIVAAI DIN JENDI WUHIBU SOYA SHEHIRANIMA

Wuhibu bɔhimbu soya shehiranima ŋan be yayili ŋɔ ni chaŋmi ti gbaai soya balibu ŋan be Ghana zuliya balli yeltɔya wuhibu polo.

Bɔhimbu din jendi muyisigu wuhibu puuni, di zandila wuhibu soya din nye Andunia-yili muyisigu sheŋa ŋan beni n-wuhiri shikuribihi ka tibigiri shikuribihi ni jilima be bɔhimbu puuni, lala ŋɔ mini kariŋduu puuni yeltɔya karim ti karimbihi nyela kɔŋɔba. Di zirila baŋsim sheŋa kamani ninyino bɔhimbu, niriba ayi layim tum, bɔŋ ŋan gabi/paya bee doo bɔna ni kariŋduu zaasa tuma layim tum. Lala wuhibu soya ŋɔ nyela din ni sɔŋ bo nimmo tehibu baŋsim, yiko din ni tooi nyan muyisigu, ni alima vienyela dibu baŋsim. Din tooi lahi wuhi shikuribihi kpalanzuya gbunibu, layim tum mini toondaantali. Karimbihi nyela ban lahi yen bɔhim lahibali deebu ka zaŋ be baŋsim n-zam li be tuma shee. Shikuribihi ban mali fahim pam ni niŋkali la mi, di bɔrila tuma kamani wuhibu m-pahi ba ka be wuhiri be taba maa din yen che ka be gba tooi mali gbaai be ni wuhi ba sheli maa vienyela. Be wuhi la karimbanima

ni be zaŋ be zaya niŋ shikuribihi bachinima bolibu mini muyisigu sheŋa ŋan be be alizama dibu ni ka gabigiri yeltɔy' gaba ni baŋsim.

ZAHIMBU KOLIVAAI

Zahimbu soya ŋan be yayili ŋɔ puuni chaŋmi ti gbaai shikuribihi baŋsim mebu, konsepitinima baŋbu mini be nimmɔhi tehi zilima. Pɔri ti m-pa taba nyela din ziri tayibu na ka sɔŋdi yeligiri shikurbila baŋsim. Zahimbu soya maa kpuyila nianima ni di sɔŋ baŋ shikuribihi gbaabu zaŋ chaŋ kali churi Ghana puli ni. Duri anahi zahimbu beni n-jendila nimmɔhi teha zilima. Zahimbu bɔhisi yirila bɔhibu ni na, ni lahibal' jihi ni bee lahibaya karimbu ni din yen ti shikuribihi yiko ka be tooi yeri kahiri konsebitinima and zaŋdi ŋa tumdi tuma. Karimbanima tu ni be kpuyi soya n-zahindi shikuribihi bɔhimbu saha mini bahibu saha din yen che ka be layim lahibaya zaŋ kpa shikuribihi maa kpaŋmaŋa polo, ka tiri ba pɔri be bɔhimbu toontibo polo.

Nammi kolivaai ti zahimbu sodoligu ŋɔ. kamani ŋmahinli

sodolisi	DOK Tariga	<i>zahimbu soli ni/bee balibu</i>
Kahigimi kali churi mini di daanfaani kaya ni taada puuni.	4	bɔhisi bɔhibu
Zaŋmi kaya ni taada sheŋa ŋan be Ghana churi mayisi taba.	4	bɔhisi bɔhibu

DAKULO 15

Bɔhimbu sodoligu: *Kahigimi kali churi mini di daanfaani kaya ni taada puuni*

Bɔhimbu janda: Churi

Churi kahigibu: Kali churi nyela layinsi sheɲa din pili saha wayila n-yeri kaya ni taada mini/bee shii taachinima, ka yeltɔy' gahinda yeri di puuni, bee ka bɛnkumda ni waa beni.

Churi daanfaani ni nye sheli ti kaya: Churi daanfaaninima galisiya. Ŋa puuni sheɲa n-dolina ŋɔ:

- a. Kaya ni tada zalibu- Churi nyela layinsi sheɲa ŋan zanti tiɲa kali ka lahi payiri buɲa. Be zaɲdi lala layinsi maa yeri tiɲa niɲ shem ti zani, ni toondaannima/nabiyɔnsi ban daa zali tiɲa maa ni taada sheɲa be ni daa gbuba. Churi nyela layinsi sheɲa puuni be ni teeri nabiyɔnsi ban daa tuhi gbapiela la, n-labi deei be tingbana, n-tibi niriba, ka tuhi alomonima zuɲu la, bee ninvuy' sheba ban daa nye andunia yuzaaniba kurumbuna maa ni. Churi nyela layinsi sheɲa puuni niriba ni maani be wuna ban yuuni be tiɲa mini tingbani zuɲu.
- b. Shikuru baɲsim: Churi leela bɔhimbu baɲsim yay' sheli niɲkura ni mali kaya ni taada wuhiri bihi ka di yi di ko, ka layindi buɲa jama mini diema balibu.
- c. Labi tɔyisi: Churi nyela layinsi ŋan ziri niriba labisiri be yanima bee tingbandɔyirisi ni, din wuhiri ni tingbani maa dahalali n-nye ba. Niriba maa sɔɲdila taba nangbanyindi tom yi paai ba, m-bɔri suhupielli mini toontibo be biehiɲu ni.
- d. Daabiligu kpaɲsibu: Dimbɔɲɔ nyela saha sheli tiɲbihi maa ni niɲdi daabiligu nyari liyiri, din niɲ ka salo pam yen kpe tiɲa maa ni maa.
- e. Lebiginsim: Churi nyela layinsi sheɲa puuni be yihiri liyiri na tumdi lebiginsim tuma din be tiɲa maa ni. Lala saha ŋɔ, toondaannima mini tiɲbihi niɲdila dagonia zaɲ chaɲ lebiginsim tuma polo ni yiɲa yelibɔra kamani kom, shikuru duri bee daa, ni din kam pahi mali bukaata ti tiɲa maa.
- f. Diema ni yiyijem: Churi puuni ka paya ni bia kam nyari soli yuuni tabiibi mini kaya ni taada ŋan be tiɲa maa ni.
- g. Buɲa pulibu: Churi puhibu lahi nyela saha sheɲa niriba ni tooi mali be suhugarigu mini dabiem suhigu n-sɔɲdi be wuna din yen che ka wuna maa maali be bukaatanima ka be biehiɲu tayi.::

Kali churi balibu: Ghana tingbani ni, kali churi pam ka niriba puhira. Ŋa puuni sheɲa n-nye bindirigu kpuyibu chuyu mini kpiimba chuyu, din puhiri yuuni puli, n-wuhiri kaya ni taada balibu. Ŋan be niriba milnsi puuni m-bɔɲɔ.

Bindirigu kpuyibu Churi: Homowo Chuyu: Ga niriba ban zi Ankara la m-puhiri li n-teeri nangbantɔyɔ daa na mali ba shem, kali yila mini wahi beni ni kali bindir' parisi kamani kpokpoi.

Gologo Chuyu: Boliga yayili niriba m-puhiri li payiri wuna ni be ni larigi ba bindirigu pam maa ka suhuri bɔri gubu.

Samanpiid Chuyu: Builsa niriba ban zi Boliga yayili m-puhiri li payiri be wuna ni be ni daa gu niriba mini bimbila kɔbu maa saha maa.

Asogli Nyuli Chuyu: Bindirigu kpuyibu chuyu n-nye li ka Asogli niriba ban 3i Volta yayili la mali payiri be wuna ni be ni larigi ba bindirigu pam maa.

Kundum Chuyu: Bindirigu kpuyibu chuyu n-nye li ka Ahanta mini Nzema niriba ban 3i Western yayili la puhiri li payiri be wuna ni be ni larigi ba bindirigu pam maa.

Ngmayem Chuyu: Eastern yayili niriba m-puhiri li n-wuhiri ni be kpuyi be bindira naai ka payiri be wuna ni be ni larigi ba bindirigu pam maa.

Odwira Chuyu: Bindirigu kpuyibu chuyu n-nye li ka Akropong-Akwapim niriba ban 3i Eastern yayili la puhiri li payiri be wuna ni be ni larigi ba bindirigu pam maa.

Kpiimba Churi

Adae Kese Chuyu: Kambonsi m-puhiri li payiri be yaannima ka suhiri bori alibarika, ka zinahigunima mini gunḡḡa ni waa wabu beni.

Akwasidae Chuyu: Kambonsi m-puhiri li bakɔi dibaayɔbu kam, m-payi be yaannima, ka kali gunḡḡa ḡmera, ka waa wara, ka bindira mini binnyura tarita.

Hogbetsotso Chuyu: Di wuhirila Aligbe nima ban daa zo yaakooro yi Notsie din nye zuḡ Togo ḡ, be puuni ban nye Anlo nima n-3i Volta yayili la m-puhiri li.

Fetu Afahye Chuyu: Bindirigu kpuyibu chuyu n-nye li ka fantenima ban 3i Cape Coast mini Elmina la puhiri li payiri be wuna mini be yaannima.

Churi ḡan pahi

Aboakyir Chuyu: Effutu niriba ban 3i Winneba la m-puhiri li, yuunikamyilli ka be yen ku ka di wuhiri be ni zo yaakooro shem.

Bakatue Chuyu: Elmina niriba ban 3i central yayili la m-puhiri li. Be yen duhiri la ḡarima nyanḡi taba ka gunḡḡa ḡmera. Di puhibu wuhirila be zahim gbahibu saha.

Damba: Dagbamba mini Zabayisi ni Nanumba m-puhiri li tudu yayili ḡ n-teeri anabi Mahamanḡ dɔyim yela.

Akwanbɔ Chuyu: Ajumako, Breman Esiam, Enyan Abaasa ni be yayili maa luy' sheḡa niriba m-puhiri li. Be yirimi na m-maani be timpuuni ni soli din kuni be kuliga ni mini be puri ni ka nuhi be kpiimba kom.

Asafotufiami Chuyu: Asafotufiami chuyu: Ada niriba ban 3i Ankara la m-puhiri li n-teeri tub' sheḡa be yaannima ni daa tuhi saha sheli be ni zɔri yaakooro n-yiri Ile Ife ni be ti zini be ni 3i luy' sheli zuḡ ḡ.

Kloyosikplemi Chuyu: Yilo Krobo nima m-puhiri li n-teeri be ni daa zo yaakooro shem, din daa zaḡ ba yina Kloyomi la (Krobo zoya ni) ka be ti zini be ni 3i luy' sheli zuḡ ḡ.

Bɔhimbu Tuma

1. Kahigi wuhi kali chuyu ni nye sheli.
2. Zaḡmi shehira dibaayiyi n-wuhi kali churi balibu dibaata sheḡa ḡan puhiri Ghana puli ni.
3. Wuhimi a yanima ni puhiri chu' sheli ka ti daliri dibaata sheḡa zuḡ be ni puhiri lala chuyu maa.

Wuhibu Soya Shehiranima

1. Bɔhimbu din jendi muyisigu
 - Kariɔduu zaa tuma: Kahigimiya kali churi.
2. Bɔɲ tuma/bɔhimbu din jendi layim tum
 - Bɔɲ ɲan gabi puuni
 - Kahigimiya churi balibu sheɲa ɲan puhiri Ghana puli ni.
 - Wuhimi kaya ni taada churi ɲan puhiri Ghana puli ni daanfaani.
 - Lihimi viidiyo din jendi kaya ni taada sheɲa ɲan be Ghana puli ni ni puhiri kali chuyu shem.
3. Kariɔduu zaa kahigibu
 - Kahigimiya din be viidiyo maa ni (Bɔ/ɲuni ka chuyu jendi? Banima di puhiri maa? Bɔzuɣu ka be di puhiri maa? Ya ka be di puhiri maa? Bɔ saha (yuuni saha) ka be di puhiri maa?
 - Zariɲmiya yi ni nya binsheyu viidiyo maa ni sɔɲ yi kariɔduu ka yi kahigi li.

Zahimbu din gahim: DoK Level 4 bɔhisi bɔhibu

1. Zammi ka wuhi a zaashee zaɲ kpa ɲmahima ɲan be kali chuyu puhibu din puhiri a ya ka wuhi di gbunni. (Pɔri 10)
2. Wuhimi kali churi tuma zaɲ chaɲ tingbani lebiginsim mini kahigimaɲa ti niriba. (Pɔri 10)

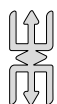
PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

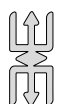
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

- 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.

DAKULO 16

Bɔhimbu sodoligu: *Zaŋmi kaya ni taada sheŋa ŋan be Ghana puli ni puhiri be kali churi shem m-mayisi taba*

Bɔhimbu janda: Ghana puli churi puhibu zaŋ mayisi taba

Ghana puli ni churi: Kali churi nyela kaya ni taada mini shihiraniima ka ninvuy' sheba nam zaŋ ti be maŋa n-doli be taarihi ni pili shem. be puhiri li mi yihiri chiha ka landi layinsi, bee n-zaŋ biŋkumda mini waa tɔyisiri kaya ni taada taachinima ŋan mali bukaata.

Churi ni puhiri shem Ghana bɔba ni yaya: Balli kam malila be ni puhiri be churi shem. Yel' gahinda din niŋdi chu' sheŋa puhibu ni Ghana puli ni n-dolina ŋɔ.

Ga niriba ban ʒi Ankara la m-puhiri li. Di puhiri la yuuni kam August goli ni. Di ni puhiri shem ka ti kolivaai ŋɔ:

Shili maalibu

Buyilaannima maa n-yen zani buya maa zaani m-mali luy' sheli be ni yen puhu chuyu maa. Be biriti la kawaani ni di wuhi shini ka suhu aduwa ti tingbani maa saha. Dimbɔŋɔ wuhirimi ni guŋgɔna ŋmebu mini vuri yɔbu zaa nyela be ni yen kari sheli. Vuri yi ti yen yɔbu, shee chiha ka be yihi dabisili sheli be boli "odadao" dali. Be yi maali teeku naai, di nyaanga be yen puhila chuyubila, be ni mi sheli "yeeyeyee" la. Homowo chuyu maa maŋmaŋa puhiri la Asibiri din pahiri ayi August goli puuni. Kali bindira kamani kpokpoi (din nye moli mɔnibu la) ka be mɔnda.

Be ni she kali sutura mini dimaŋa nema.

Di puhibu ni pu shem

Be piini la chuyu maa puhibu ni chandi, ka kali kpamba mini asanzanima be tooni ka sokam doli. Kali biŋkumda mini wahi wabu ni deei ʒia zaa. Deendiemdiba yen yela kali mini dimaŋa nema. Be ni ti be buya mini be kpiimba bindirigu.

Kali kpamba maa ni niŋ kpokpoi n-yayinti gili, kali bindir' sheli be ni mɔndi chuyu maani maa. Daŋ kam gba ni mɔni be kpokpoi ka be mini be yiŋnima di. Dabba ni layim n-di ŋman' yini ni n-wuhi naŋgbanyini.

Tuun' gahinda

Di ka nyu: Be ni tari kali bindira, ka niriba na nti di ka nyu.

Kali guŋgɔna mini waa wabu: Be ni wa Ga kaya ni taada wahi wuhi salo.

Kali wuhibu: Be ni zaŋ kali baŋsima mini diema wuhi salo. Di naarimi ni niriba puhibu ka be boli li ŋɔɔ wala (yelisuma suhi ti taba saha) ni tsele bulemɔ (yeltɔy' kura tambu).

Anfaani

Homowo chuyu nyela Ga niriba bindira kpuyibu chuyu ka be puhiri li payiri be wuna ni bi ni larigi ba bindirigu pam maa. Di kpaŋsiri naŋgbanyini mini kaya ni taada ni tiŋa shebu.

Odwira chuyu: Fanteakwa nanima mini Fanteakwanima ban Ghana Eastern yayili la m-puhiri li. [Akropong-Akuapim](#) mini [Aburi](#), Larteh, ni [Mamfe](#) nima gba puhiri la Odwira chuyu. Di nyela be ni puhiri sheli yuuni kam September mini October goli ni. Be zaanila chuyu maa puhibu dabisi n-doli bindira kpuyibu saha di yi ti niŋ ka bindirigu niŋ pam; di saha ka niriba maa zaŋdi payibu niŋ ka ŋmali tiri be kpiimba. Di ni nye nyuli chuyu, be yen niŋ la bindirigu zuhi be kpiimba ka di wuhiri payibu sheli be ni mali tiri kpiimba maa ni be ni larigi ba bindirigu pam maa.

Odwira chuyu puhibu dolila kali kurili din zani yuui kurumbuna maani ha ka be doli li ka di puhiri doli:

Adaebutu

Dimbɔŋɔ nyela saha sheli be ni mali suhira. Odwira chuyu puhibu yi pili, be kariti la vurivuri mini kuya maalibu bieyu pihinahi Akuapem tingbani ni. Ban birigi zali ŋɔ nyela be ni yen darigi sheba tiba n-doli zaligu.

Odwira Atani dali

Kambɔnsi taada puuni, be dihitabili nyemi ni naa bi kpira. O nayi “chanila tingkpaŋa”. Odwira Atani dali, be maanila lala so’ sheli din kuni tingkpaŋa maa. Lala ashilo ni yelli puuni, be yen malila chuyu maa puhibu soli n-yi Akropong tingpuuni, din nye tingzuɣu zaŋ ti Okuapeman la, hali ni be nanima gbala ni be ni mi sheli Amanprobi la. Ban be be taada kurili ŋɔ tooni n-nye nayili ban darigiri niriba tiba (Abrafo) mini be naa, Adumhene. Soli maa malibu wuhirimi kadama ti kpiimba ni kana ti pahi ka ti puhi Odwira chuyu, Okuapehene nayili.

Odwira Atalaata dali

Dihitabili puuni, Odwira nyela chuyu sheli din nye pini n-yi kpiimba ban yina nam dunoli ni maa sani na. Lala dabisili ŋɔ dali, Gyaasehene ŋun nye naa m-be Akuapem kparibɔɣu ni la ka nye ŋun yuuni nayili warinachimba zaa zuɣu la yen tim mi m-boli Banmuhene(ŋun darigiri taali tumdiba tiba ka lahi nye buyilana). Gyaasehene yen tim mi nti yeli Banmuhene ni Okuapehene, be ni lahi mi so Omanhene, mali sheli ni o puhi Odwira chuyu. Gyaasehene yen tim la Baamuhene ni o labimi buyili maa ni, nanima gbala biehiɣu shee maa nti ŋme nupuyu ti kpiimba maa (Nananom) ka deei Odwira chuyu maa Nananom maa sani n-kuna ti ti Okuapehene.

Yaha, Odwira Atalaata dabisili maa, kpamba ayɔpɔin yen yi Akropong na nti vuri yuli. Dimbɔŋɔ niŋdila Kubri yili dundɔŋ puuni. Chihili n-nye li ni so di nyuli Akuapem tingbani ni pɔi ka be naan vuri nyuli. Di lahi chihiri timpani gba zaasa. Okuapehene yen zimi guhiri Baamuhene mini o niriba ni be zi alibarika sheli din Odwira ni n-labi na. Baamuhene mini o niriba ban dee yi labina, di saha ka pa yen pili Odwira chuyu puhibu.

Baamuhene ŋun dee yi kuli labina, o yen gbuligi la Okuapehene tibili, be yen bɔbi bɔbi la kali chinchina, be dihitabili puuni Baamuhene mini Okuapehene kɔŋko n-nyari binsheɣu kpiimba ni zandi tiri baa maa. Be yi niŋ lala naai, ka vuri pa ni tooi lahi yo.

Odwira Alaaba dali

Lala dabisili ŋɔ dali asiba, Akropong nima zaa yen bela kuyila kumdi. Be yen yela neen’ sabila mini zay’ zɛhi ka daŋ kam layim n-kumdi be niriba ban kpi zuɣu. Okuapehene mi

yen gilimi puhi o kpamba ayɔpɔin maa zaasa be yinsi Akropong – Aboasa, Asona, Twafo, Benkum, Kyeame ni Akrahene n-ti niŋ ba dangana.

Danyibu biekaali, kpiimba (Nananom) ti pahi tiŋbihi ban daŋ tooni Akropong yiŋa yuuni din yoli gari maa puuni nyela be ni teei sheba zaa yela. Kpiimba maa (Nananom), be ni maali soli sheba zuɣu maa, nyela ban gba yen pahi puhi Odwira chuyu maa.

Odwira Alaamishi dali

Okuapeman nima dihila kpɛŋlana Naawuni tabili ka zaŋdi payibu tiri o, be lahi zaŋdi be yɛda tiri Omanhene- ŋuni n-zi Ofori Kuma kuyu zuɣu. Lala dabisili ŋɔ, Okuapehene yen yela sutura din mali kama ni gab' viela, o ni yina nti zini ka sokam kanna ti puhiri o.

Lala saha ŋɔ puuni, omanhene napayiba maa puuni napayibila sani maa, yen chaŋmi gili sodahi ŋan be tiŋpuuni maa ka ni nyela bindir' pariga din nye “Eto” ka o yen zaŋ ti ti o yidana. Di yi ti tooi biela, buyilana zaŋ ti nanima siliga maa– Banmuhene mini o niriba yen deela “Eto” tahi Nsurem – be ni daa tuui zaŋ Okuapeman tuuli naa omanhene ti sɔyi luy' sheli la, n-ti ti be kpiimba. Na' sheba ban yi kuyisi dunoya ni maa gba yen doli ba mi chaŋ.

Yun kurigu ayɔpɔin yi ŋme, Okuapehene mini o kparibɔyiri nanima anu – Gyaasehene mini Benkumhene ni Nifahene nti pahi Adontenhene ni Kurontihene, chanila kali kuyisi duu la ni, ka be zay' yino kam maan labi dihi tabili ka po pɔri kadama be ni zaŋ yɛda zaa niŋ Ofori Kuma kuyu maa ni. Lala layingu titali nyela din wuhiri ni nangbanyini be Akuapem nama puuni.

Yun kurigu pia yi ŋme, danɗuu ka yen niŋ, ka boli li bumbɔni. Akropong tiŋgbani ni zaa yen Fahimi surum ka nayili ban darigiri niriba tiba (Abrafo) deei kuyisi maa mini Okuapeman nam nema n-doli Akropong so' daa din nye bopieligu maa hali ni Ademi mu (mɔy' kurili) ni ka be payi yihi chiha maa. Be yi labirina, be zaŋdila be mansi mini kuy' sheli be ni payi maa nti tabili Okuapehene nam nema maa zaa n-ti ti Okuapehene. Dihitabili n-nye, lala chiha ŋɔ yihibu saha, di chihiri ni tiŋbia nina ayi ŋɔ pali ba be chandi maa puuni. Lala layingu ŋɔ puuni, Okuapehene yen fuyimi ka che o zayim n-gobi kali chinchini ka ŋme malifa kukoya ata ka di wuhi ni dabisili maa chuyu maa puhibu naami maa. Dimbɔŋɔ lahi wuhirimi ni Omanhene m-mali di yiko ni o layim zama dabisili din paya maa ni.

Odwira Alizumba dali

Dabisili ŋɔ n-nye chuyu maa nimmɔhi chiha mini kaya yihibu dabisili. Okuapeman naa mini o kpamba nti pahi niriba yen zinila zinahigu Mpeniase – (tuuli ti' sheli be ni daa sa Akropong ni daa leei Okuapeman tiŋzuɣu la. the first tree planted on the first day that Akropong became the capital of Okuapeman. Mpeniase maa, kpalim la bukaata tia n-zaŋ ti Akuapem mini di tiŋkpansi) ka be chani ti kaari li. Adiini kpamba, gɔmnanti tuntumdiba ni ban pahi zaa chanila lala zii maa ni, Okuapehene yen karim la yuuni maa yeliniŋda mini lebiginsim tuun' sheŋa be ni yen tum yuun' palli maa puuni. Okuapehene naa nyela ŋun yen deei zuɣ' suŋ lahibaya din yen yi gɔmnanti mini o kpamba ban be yiŋa mini ban be tinduya ni zaa sani na.

Okuapehene nyela ŋun yen zaŋ o zilinkom n-ti Okuapeman nima. Chu' sheŋa din pun puhi wuhiya kadama lala zii ŋɔ puuni ka saamba kanna pam. Din dali yun yen nyela diema noli ka zalizali deegɔri luyili. Tuma duzuyiri nyela ban mali lala saha ŋɔ maa kɔhiri be nema, be yi kana layingu maa tabi sɔŋ ka be gba nya luy' sheli zali be nema.

Odwira chuyu nyela puhibu nyela din layindi kaya mini tuumbaŋsim ni golisigu nti tabili biŋkumda, nema yebu mini bindirigu. Ti kaya ni taada maa nyela din maani niriba ka yoori so’ pala tiri ba. Ti yu la ti kali maa, ka guri ti dintoli, ka kahigiri di ni binsheyu ti ti luyilikam. Di yi niŋ ka a suhu gbaai Akuapem nima ni ti zuliya yeltɔy’ gahindili maa, a zuɣ’ suŋ saha m-bɔŋɔ ni a kana ti kaai ti. Di nyela ban yen niŋ a maraaba ka wuhi ti kaya ka a nimi dunia zaasa nya.

Odwira Asibiri mini Alahiri dali

Lala Asibiri dali ŋɔ ka tuun’ kpeen’ sheli pahila tuma kamani diema kamani bolli kɔmpatiisa, mini dara kɔmpatiisa ka yayili maa bipola zaa diemdi ni suhupielli.

Alahiri dali, Akuapem ‘Krontihene’ yen layim la nalayingu din gahim, din nye Odwira chuyu puhibu bahigu.

Fetu Afahye

Fetu Afahye nyela chu’ sheli cape coast nima puhiri yuuni kam Ghana central yayili. Be puhiri li mi m-payiri be ni gbahi nya sheli zahim, ka yihi chiha m-payi be buya 77 ban be Oguaa tingbani ni ka lahi malimali be ya maa.

August goli bahi ka chuyu ŋɔ puhibu piina. Lala saha ŋɔ, Oguaa yayili tiŋkpansi maa zaa deer la saamba ban nye bihi ni niŋkura zaasa, n-yi tingbani bɔba ni yaɣa na bee Oguaa tiŋbihi ban be tinduya ni. Chuyu ŋɔ maŋmaŋa piini la September goli puuni tuuli Asibiri maa.

Be yen zaŋla Omanhen niŋ duu bakɔi, pɔi ka chuyu maa puhibu naan yi pili. Saha sheli o ni be duu ŋɔ, o yen suhuri la Naawuni (Oboadze) mini kpiimba m-bɔri tɛhizilinli, ka lahi che ka o dɔyite lihiri o daalaafee zuɣu, ŋun dee yi mali di bukaata, din yen che ka o ti yina ka mali alaafee o niŋgbuna ni mini o dahaŋkali puuni, n-tooɪ tuun’ sheŋa ŋan zia guli o maa, kamani o tuma din nye o yuli ka chuyu maa puhu ni alaafee. Omanhen duu maa benibu dabisa yi naai, o yen yimi na ni salo ni jilima n-chaŋ be kuyu yili maa ni nti bahi kom, m-bɔri alibarika Oguaa buya 77 maa sani, Oguaa nima ni dihi sheba tabili ni ban yuuni be tingbani zuɣu.

It is also noted that before the festival, there is a ban on noise making, as well as fishing in the Fosu Lagoon, to ensure a quiet and peaceful environment. It is believed that this is done to allow the spirits of Oguaa state to take over and lead the planners of the festival. This is usually observed before 1 September.

Kali kpamba ban guli Fosu kuliga maa (Emissafo) din be Oguaa tingbani ni maa gba bahiri la kom kuliga maa kulinoli ka ŋme kuŋa ti be kpiimba ni be tayimi yel’ bieɣu kam din yen paagi saamba ban yen pahi puhu chuyu maa. Kom maa bahibu daliri lahi nyela be suhi nya zahim pam gbahi ka nya bimbila ni toontibo.

“Emuntumadadze”— di gbunni nyemi “alaafee dabisili” – dabisili sheli bihi ni niŋkura zaa ni niŋdi kpaŋmaŋa m-maani be sambana ni, ka yaari gootanima puuni sayiri ka peentiri be duri, ka be nia nyela be bo kashi niŋ tingbani maa ni pɔi ka zinahigu dabisili maa dali “Bakatue” naan yi paagi.

August goli bahigu Atani dali kam, be yen layim la buyili din miri Fosu kuliga maa yuŋ n-suhi be duuma. Salo pam yen layim la buyili maa ni ni be nya be ya maa tindaannima mini tidaampayiba. Lala zii ŋɔ piini la yuŋ hali ni asiba ka tindaannima mini tidaampayiba ŋɔ kuli ŋmeri guŋgɔna ka wari wahi. Be ni ŋme nubuyu niŋ be kpiimba ka be yeli din yen

niŋ yuuni din kanna. N-neegi bieyu Atalaata, ka be yihi chiha Fosu buyili maa ni, wuntaŋni ka be niŋ ŋarim duhibu kɔmpatiisa Fosu kuliga maa ni, Ōmanhen yi ti bahi kom kulinoli maa ni n-naai.

Di ni daa niŋ ka be kari zahim gbahibu Fosu kuliga maa ni maa zuyu, Ōmanhen nye tuuli ŋun yen zaŋ o laŋa m-bahi kuliga maa puuni buta poi ka sokam naan pili zahim gbahibu yaha. Din dee yi niŋ ka Ōmanhen tooi gbahi zahim pam, dindina di wuhiya ni yuuni maa puli ni be nyela ban yen gbahi zahim pam. Lala layingu ŋo puuni salo pam nyela ban yen beni yuuni ninyula ka malifa dari ŋo kuli kumdi mi. be booni la dimboŋo “Bakatue”. Oguaa yayili maa nanima zaasa yihiri la Alaaba dali ka di nya saamba ban yiri cape coast la deebu mini maraaba dabisili. Dabisili ŋo puuni Asafo sapashinnima yen zalila waa, sapashin bɔna ayɔpɔin ban be yayili maa. Di lahi nyela dabisi’ sheli be ni mali tɔyisira ka maani taba sunsuuni.

Alaamishi dali yuŋ, be yen zalila wuni suhubo Nana Paprata buyili ni, n-yihi chiha ka wa wahi (“Adammba”) m-boli be kpiimba ka be ti tindaannima mini tindaampayiba maa bayiri buyibu yiko. Layingu piini la yuŋ hali ni asiba. Layingu ŋo nia kpani nyemi ni di kari alizin’ bieyu kam ka che Oguaa yayili maa zaa. Lala saha ŋo yaha, be lahi kɔrigiri la nayilaa m-maani Oguaa tingbani maa. Malin ŋo yi yen niŋ, be yen zaŋla nayilaa tahi Nana Tabir buyili ni ka o ti yihi chiha din be o nii ka be naan yi tooi kɔrigi o kpalinƙpaa dabisili maa. Papratam ka be kɔrigiri nayilaa ŋo. Be mi la zii ŋo guŋa, ka Ōmanhen yen yina chuyu maa maŋmaŋa dali, ka o mini o kpambaliba ni kparibɔyiri zaasa ti zini, ka jina duu kpamba pe n-gili o ka o diri fiila tiri saamba ban ka maa na mini Oguaa yayili nima maa zaa, n-teeri ba yel’ sheŋa ŋan pun niŋ gari. Ōmanhen yi di fiila maa naai, o yen chaŋmi yi, ka o kpamba mini o kparibɔyiri kuli pe n-gili ka be chaŋ Tabir buyili ni, ni ka be lɔri nahu maa naba. Ōmanhen ni bahi kom ka yihi chih’ sheŋa ŋan tu yihibu, m-booni o yaannima ni be zaŋ be nuu pa Oguaa tingbani zuyu. Di yi ti paagi saha ŋo, o deer la sua n-kɔrigi nahu maa ti buya maa.

Ōmanhen kɔrigili ŋo nyaanga, Fetu chuyu maa paala di bahigu maa, September goli Asibiri tuuli. Dabisili ŋo ka Asafo sapashinnima yen zali ninyula din yi di ko m-mali yulibu, n-doli cape coast pala din gbaai Kotokuraba hali ti yi Chapel Square hali ni nayili. Niriba yirila tingbani bɔba ni yaya na nti puhiri lala chuyu ŋo. Be yen layim la nalayingu lala dabisili ŋo ni be zam yelimuyisira ŋan be Oguaa yayili maa zaa nti tabili Asafo sapashin’ buna ayɔpɔin maa zaa n-kpaŋsi Oguaa yayili maa gulinsi. Dabisili ŋo ni, be ŋmeri la guŋɔna ka wari wahi ka bahiri kom ni suhudoo mini toontibo kpe ba na yuun’ palli maa ni.

zeman’ pala yeliniŋda, kamani Afahye waa, kali bindira duyibu, bolli ŋmebu, kali sutura yebu, ni kaya ni taada binyera maalibu, zaasa pa pahimi n-kɔhiri chuyu maa nin’ viela tiri kɔmpininima, di pahi bahindi Afahye pay’ vieliga golisibu mini o wa’ sheli din gbaari nina la wabu.

Chuyu maa puhibu dabisa yi gari, bahigu zinahigu maa luri la Alahiri dali, ka dolodolonima zaa layim Victoria Park m-payi Naawuni ni o ni niŋ yiko ka Oguaa yayili nima puhi chuyu maa ni suhudoo maa. Din lahi pahi, dabisili maa lahi nyela be ni mali sheli n-deeri Naawuni zuyu tiri Oguaa tingbani maa. Lala ŋo puuni, Ōmanhen mini o kpamba ni o kparibɔyiri zaa chani la choochi maa ni, nimaani ka be yen wuhi dabisi’ sheli chuyu maa yi ti yen lu nyavuli dali na.

Ghana puli ni churi puhibu zaŋ mayisi taba: (*Pɔmpɔŋo, shikuribihi yen bɔhim la chu’ sheŋa ni puhiri shem ka zaŋ ŋa mayisi be maŋmaŋa ni puhiri chu’ sheŋa*)

Shehira n-dolina ŋo

Odwira min Fetu Afahye churi zaasa nyela anfaani churi Ghana puli ni, ɲa zaasa wuhiri la kaya ni taada ɲan be Ghana tinsi ni, amaa waliginsim nyela din be ɲa sunsuuni:

Odwira Chuyu

1. Ban puhiri li n-nye: Kambɔnsi, ban be Akwamu mini Akyem yaya maa.
2. Daliri: Ni payineei tingbani maa, ka be ya maa be kashi, kpaɲsi nangbanyini mini yaa din be be tingbani maa ni.
3. Tuma: chiha yihibu, guɲɔna ɲmɛbu, wahi wabu, yila yilibu, ni kpiimba mini buya bindira tibu.
4. Yuusim: Di paari dabisi' gbaliɲ.

Fetu Afahy

1. Ban puhiri li n-nye: Cape coast Oguaa niriba.
2. Daliri: Ni be teei Oguaa niriba taarihi, be kaya ni taada ni nangbanyini.
3. Tuma: Chiha yihibum guɲɔna ɲmɛbu, yila yilibu, ni biɲkɔbiri kunti Oguaa buya.
4. Yuusim: Bakɔi ka be mali puhiri li.

Waliginsima ɲan gahim

1. Ban puhiri li: Kambɔnsi zaa m-puhiri Odwira, ka Oguaa niriba ban ʒi Cape coast la mi ko puhiri Fetu Afahye.
2. Taarihi polo: Odwira pilli pili la Kambɔntiɲa, ka Fetu Afahye mi kpini Oguaa niriba taarihi mini kaya ni taada.
3. Chiha mini jama: Churi ayi maa zaasa puhibu ni, chiha yihira ka kaya ni taada tuma niɲda, taada mini kaya sheɲa bahi walimi.

Bɔhimbu Tuma

Nammi nangbankpeeni n-sayi ti bee n-zayisi yeltɔyili ɲɔ:

Bipola tuma n-nye li ni be zaɲ nuu pahi kali churi puhibu ni, din yen che ka be kaya ni taada niɲ nyevuli.

Wuhibu Soya Shehiranima

1. Bɔhimbu din jendi muɲisigu: Whole class discussion Kariɲduu zaa tuma
 - Labimiya karim kali churi
 - Kahigimiya kali churi ɲan be Ghana kaya ni taadanima ni ka a yaa dahi di balibu maa polo.
 - Kahigimiya kali churi daanfaani ɲa kaya ni taadanima maa puuni.
2. Bɔɲ tuma/ bɔhimbu din jendi layim tum bɔɲ din gabi ni
 - Bɔna zaɲmi kali churi ɲan be be kaya ni taadanima m-mayisi bambala kaya ni taadanima.

Zahimbu gahindili: DoK Tariga 4 bɔhisi bɔhibu

1. Wuhimi kali churi anu sheɲa ɲan puhiri Ghana puli ni ka wuhi ninvuy' sheba ban puhiri ɲa zay' yini kam. (Pɔri 5)
2. Zaɲmi chu' sheɲa yi ni puuri a ya maa zay' yini m-ɲmahim chu' sheɲa a ni wuhi maa zay' yini. (Kamani ɲmahinli, churi maa yuya, ninvuy' sheba ban puhiri ɲa, bɔ saha ka ɲa puhira ni wula ka ɲa puhira, chih' sheɲa be ni yihiri lala churi ɲɔ ni, churi maa daanfaannima. (Pɔri 12)
3. Ninvuy' sheba dihimu tabili kadama kali churi lahi ka la bukaata ninneesim biɛhigu ɲɔ saha. Sabimi gbaɲ n-wuhi ɲa bukaata mini anfaani zaɲ ti Ghana, ninneesim saha ɲɔ. Zaɲmi a mali baɲsim sheli zaɲ kpa churi polo n-wuhi lahinli ka zam dalinli sheli din yen be tiɲ' kɔɲkɔba zuɲu, ban dee yi bi puhiri chuyɲu. (Pɔri 12)

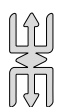
PLC Session 16

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).



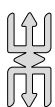
Note

- 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
 - 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.

Yayili 7 labi lihi

Bakɔi pinaanu mini pinaayɔbu kahigi la kali churi, ɲa balibu mini anfaani. Di zaɲ kali churi dibaayi m-mayisi taba ni di nya di ɲmaya mini waliginsima. Ti niɲ la lala ɲɔ ni ti che ka shikuribihi labisi be zaɲa be kali churi puuni ka payi ninvuy' sheba gba kaya ni taada. Ti malila tahima kadama shikuribihi yi karim yayili ɲɔ hali ti yi, be ni mali biɛhigu ni be pilli shee, kaya ni taada, be darizanima, be vurili ka gu li zali. Di ni sɔɲ kpaɲsi shikuribihi ka be tooi layindi diri ka nyura. Be ni bɔhim yeltɔya nambu baɲsim mini teha nambu ni bachinima milinsi n-tooi diri fiila zaɲ jendi tiɲbihili mini dunia yeltɔya.

PɔRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 15

Bɔhigu 1: Zamma ka koogi a yeltɔya zaɲ jendi ɲmahima sheɲa ɲan be a ya kali churi puhibu ni, ka wuhi ɲa ni ziri gbunnsi sheɲa. (Pɔri pia (10))

Karimbanima maa tu ni be bɔhi be maɲa bɔhisi be yi ti yen zaɲ pɔri tibu sodolisi sheɲa ɲan do gbunni ɲɔ tum tuma.

1. *ɲmahima baɲbu: shikuribihi maa ti tooi baɲ ɲmahima sheɲa ɲan be be ya churi puhibu ni mini ɲa gbunni?*
2. *ɲmahima zambu: Shikuribihi maa ni tooi zam anfaani sheɲa ɲan be lala ɲmahima ɲɔ puuni ni ɲa tuma ni nye sheli kali churi puhibu ni?*
3. *Yeltɔya koobu: Shikuribihi maa ni tooi zaɲ haɲkali n-koogi yeltɔya zaɲ jendi anfaani sheɲa ɲan be lala ɲmahima puuni be ya maa ni?*

Pɔtibo sodolisi

- *Pɔri - 9-10: Zambu mini koobu din niɲ vienyelinga pam, ni ɲmahima baɲbu mini lebigibu*
- *Pɔri -7-8: Zambu mini koobu din niɲ vienyela, ni ɲmahima sheɲa baɲbu mini lebigibu*
- *Pɔri -5-6: Zambu mini koobu din niɲ chirichi, ni ɲmahima biela baɲbu mini lebigibu.*
- *Pɔri -1-4: Zambu mini koori chɔyɲgu, din ka ɲmahima baɲbu mini lebigibu*

Bɔhigu 2: Wuhimi kali churi tuma ni nye sheli zaɲ chaɲ tiɲgbani lebiginsim mini biɛhigu maaligu (Pɔri pia (10))

Karimbanima simsi ni be bɔhi be maɲa bɔhisi be yi ti yen pii pɔri tibu sodolisi ɲan do gbunni ɲɔ.

1. *Tiɲgbani lebiginsim baɲbu: Shikuribihi maa ni tooi zaɲ be baɲsim m-buyisi wuhi tiɲgbani lebiginsim mini di yaya?*
2. *Kali churi tuma: Shikuribihi maa ni tooi wuhi kali churi tuma ni nye sheli tiɲgbani lebiginsim mini biɛhigu maaligu*

3. *Shehiranima mini lahinli: Shikuribihi ni tooi wuhi shehiranima ŋan mali bukaata mini lahinli n-sɔŋ be Zahimbu?*
4. *Koobu: Shikuribihi ni tooi koori sheli din mali gbunni zaŋ jendi kali churi daanfaaninima tingbani lebiginsim mini biehiɣu maaligu polo?*

Pɔri tibu sodolisi

Pɔri -9-10: Zahimbu din niŋ vienyelinga pam, ni tingbani lebiginsim mini kali churi tuma baŋmbu. N-tuyi kpaŋsiri labisibunima ni lahinli din tuhi. Koobu nyela din ne ka mali dalinli.

Pɔri -17-8: Zahimbu din niŋ vienyelinga, ni tingbani lebiginsim mini kali churi tuma baŋbu. N-kpaŋsiri labisibunima maa zaa ni lahinli din tuhi.

- Pɔri -5-6: Zahimbu din niŋ chirichi, m-mali baŋsim biela zaŋ chaŋ tingbani lebiginsim mini kali churi tuma polo. N-kpaŋsiri labisibunima ni lahinli din tuhi saha sheŋa. N-zaŋ koobu pahi, amaa ka kahigibu ka dinni.

Pɔri -1-4: Zahimbu chɔyɛŋgu, din ka tingbani lebiginsi mini kali churi tuma baŋsim di puuni. Lahinli sheli kani n-kpaŋsiri labisibu. Koobu kani.

DAKULO 16

Bɔhigu 1

-Chuyu kam yi sabi vienyela ka ninvuy' sheba ban puhiri lala chuyu maa sabi vienyela, pɔyu 1.

Bɔhigu 2. (Pɔri pinaayi (12))

Yuya ŋan do gbunni ŋɔ zuyu ni, timi ŋa zaŋ' yini kam pɔri 2.

(Pɔri 2 – mayisibu din niŋ ne ka niŋ dede, pɔyu 1 – mayisibu lahinli beni amaa ka ka kahigibu)

1. *Churi yuya mini ŋa gbunni*
2. *Niriba mini be tuma*
2. *Saha sheli churi maa ni puhira*
3. *Churi maa ni puhiri shem*
4. *Maliŋ mini chiha*

Anfaani ni dalinli sheli di ni mali zaŋ ti tiŋa.

Bɔhigu 3:(Pɔri pinaayi (12))

Rubric

	<i>Vienyelinga pam (pɔri 4)</i>	<i>vienyelinga) (pɔri 3)</i>	<i>nintiyili (pɔri 2)</i>	<i>m-bɔri maŋa kpaŋsibu (pɔyu 1)</i>
<i>Din be di ni</i>	<i>Labisibu din kahigi kpe puuni vienyelinga ka labisibu maa mali yeltɔɣ' kpana din lahinli tuyiri kpaŋsira.</i>	<i>Labisibu din kahigi kpe puuni ka ne. Saha sheŋa, yeltɔɣ' kpana ŋan be dinni maa lahinli tooi kpaŋsira</i>	<i>Labisibu maa puuni mali lahibali sheli be ni bɔra amaa ka kahigibu dii ka dinni. Saha sheŋa, lahinli pahira.</i>	<i>Yeltɔɣ' jihi din ka lahinli din kpaŋsiri yeltɔɣ' kpana.</i>

<i>Zambu</i>	<i>N-tehi dalima gbalin n-ti tiŋsi pam n-wu- hiri milinsi zaŋ kpa be churi polo.</i>	<i>. N-tehi dalima n-ti tiŋsi ayi n-wuhiri milinsi zaŋ kpa be churi polo.</i>	<i>festivals. N-tehi dalima n-ti a ya. N-wuhi milinsi zaŋ kpa tiŋa maa churi polo</i>	<i>Zambu din bi galisi dalima din wuhiri milinsi bie- la zaŋ kpa churi polo.</i>
<i>Yeltɔya mini bachinima milinsi</i>	<i>Bachinima balibu milinsi din galisi. N-tooɪ zooi n-nye dede saha kam.</i>	<i>Bachinima balibu milinsi. N-tooɪ zooi n-nye dede</i>	<i>Bachi sheŋa milinsi. Din niŋ dede.</i>	<i>Labi niŋ Frequent errors. Saha kam chirim- bu</i>

YAYILI 8: KUM MINI KULI MAALIBU

BAŊSIM: KAYA NI TAADA TUMA MINI NAMA SOYA

Baŋsim yayili: **Kaya ni taada tuma**

Bɔhimbu haŋkaya ŋan tu gbaabu: Zaŋmi baŋsim sheli a ni nya zaŋ jendi kum maa n-kahigi ŋmahima mini waginsima ŋan be kaya ni taada sheŋa kuya maalibu puuni.

Bɔhimbu nianima: Wuhimi a baŋsim mini a milinsi zaŋ kpa kum mini kuya maalibu

Hint



Zalimi bɔhimbu Takarigbaŋ 2 bakɔi 18 puuni. Di tumu ni tooi layim yi ni bɔhim binsheŋa zaa yuun' 1 hali ni yuma 3. Lihimi yayili ŋɔ bahigu sipesifikeeshion teebuli mini takarigbaŋ biehiɣu ka di sɔŋ a. Di tu ni yi ti shikuribihi zahimbu gbana pɔri yomyom ka kpehi pɔri maa SAP puuni.

PILIGU MINI BɔHIMBU YAYILI KɔLIVAAI

Yayili ŋɔ kahigi la kum mini kuya maalibu din jendi kaya ni taada tuma mini nama soya la. Shikuribihi nyela ban yen bɔhim binsheŋu din nye kum, ni din tahiri kum na, ni kum balibu, ni barina sheŋa di ni mali nti pahi so' sheŋa nira ni yen doli n-tayɔ o maŋa ka che kum. Be lahi nyela ban yen bɔhim kuli maalibu ni nye binsheŋu, ni di balibu, ni kuli maalibu daanfaaninima nti pahi zaman' pala ŋɔ shel' sheŋa ŋan kpe kuya maalibu ni Ghana puli ni. Be ni zaŋ be kaya ni taada puuni kuli ni maani shem m-mayisi kaya ni taada sheŋa maalibu. Baŋsim ni milinsi sheŋa shikuribihi ni yen nya zaŋ jendi kum mini kuya maalibu maa yen sɔŋ ba mi ka be baŋ be kaya ni taada mini kaya taada sheŋa ŋan be Ghana puli ni. Be ni baŋ ka payi kaya ni taada sheŋa ka di kpaŋsi nangbanyini, n-kpaŋsi taba kaya ni taada tayideei mini zalibu. Di malila bukaata ni a karim yayili ŋɔ pa di ni jendi Ghana zuliya yeltɔya bɔhimbu la ko zuɣu amaa di ni chaŋ ti gbaai baŋsim yayili din jendi biehiɣu bɔhimbu ni kurumbuni ni lahibali la zuɣu. Yayili maa nyela din yen ti shikuribihi baŋsim din ziligi ni milinsi zaŋ kpa be kaya ni taada polo ni kaya ni taada sheŋa ŋan pahi biehiɣu ni. Karimba maa nyela be ni kpaŋsi ninvuy' so ni o zaŋmi bɔhimbu soya, ni bɔhimbu nema ŋan mali jiri, walinsima mini zahimbu soya n-kpehi o wuhibu ni n-sɔŋ shikuribihi.

Bakɔinima mini sodolisi sheŋa yayili ŋɔ ni kahigi maa n-nye:

- **Dakulo 17:** Kahigimi yel' sheŋa ŋan kpini kum.
- **Dakulo 18:** Zaŋmi a kaya ni taada m-mayisi kaya ni taada sheŋa ŋan be Ghana puli ni.

BƏHIMBU YAYILI PILIGU MINI DI KOLIVAARI

Bəhimbu sodolisi nən be yayili nə maa ni maa zirila Ghana zuliya bala wuhibu balibu pam. Bəhimbu din jendi muysisigu nyela din zaŋdi anduia yel' muysisira nən gam ka nə leei so' sheli di yen doli duhi shikuribihi kəsebitinima mini zalikpana bəhimbu din nye nyintahili ni shehiranima mini kəsebitinima karimpieligu karim ti shikuribihi. Di malila bəhimbu so' parisi di puuni kamani ninyino bəhimbu, niriba ayi layim tum, bəŋ din gabi ni kariŋduu zaa tuma m-pahi lahibali karim ti kariŋduu. Lala bəhimbu soya nə duhiri la nimmoo təhibu baŋsim lebigibu, muysisigu-nyanbu yiko ni alizama dibu baŋsim. Din tooi lahi ti soli ka karimbibi layimdi gbaara, n-layindi tumda ka mali toondaantali. Shikuribihi ni lahi bəhim binyera taba mayisibu din ni che ka be tooi piigi piiri suŋ be karim bəmma ni, saha sheli kam bəhimbu ni tuma puuni. Shikuribi' sheba mali fahim pam mini ban mali ninkpali maa mi, di yen bəla tuumpahira m-pahi ba kamani toondaantali tuma tumbu ka be leei karimbanima n-ti be Shikuribi' taba maa n-səŋdi ba ka be gba tooi gbaari kəsebiti sheŋa ti ni wuhi maa vienyela. Be wuhi karimbanima ni be mali zaya ni shikuribihi ban mali muysisigu zaŋ kpa bachinima bolibu mini alizama dibu polo ka tooi səŋdi ba n-yihiri ba zilinsi puuni ni baŋsim.

ZAHIMBU KOLIVAARI

Zahimbu soya nən be yayili nə puuni chaŋmi ti gbaai shikuribihi baŋsim mebu, kəsebitinima baŋbu mini be nimməhi tehi zilima. Pəri ti m-pa taba nyela din ziri tayibu na ka səŋdi yeligiri shikurbila baŋsim. Zahimbu soya maa kpuyila nianima ni di səŋ baŋ shikuribihi gbaabu zaŋ chaŋ kuya maalibu Ghana puli ni. Duri anahi zahimbu beni n-jendila nimməhi təha zilima. Zahimbu bəhisi yirila bəhibu ni na, ni lahibal' jihi ni bee lahibaya karimbu ni din yen ti shikuribihi yiko ka be tooi yeri kahiri kəsebitinima and zaŋdi nə tumdi tuma. Karimbanima tu ni be kpuyi soya n-zahindi shikuribihi bəhimbu saha mini bahibu saha din yen che ka be layim lahibaya zaŋ kpa shikuribihi maa kpaŋmaŋa polo, ka tiri ba pəri be bəhimbu toontibo polo.

sodolisi	DOK Tariga	<i>zahimbu soli ni/bee balibu</i>
3.3.1. LI.1. Kahigimi yel' sheŋa nən kpini kum	4	Kahigibu
3.3.1. LI.2 Zaŋmi kaya ni taada sheŋa nən be Ghana kuya maalibu mayisi taba.	4	Bəhisi bəhibu

DAKULO 17

Bɔhimbu sodolisi: *Kahigimi yel' sheŋa ŋan kpini kum*

Bɔhimbu janda: Kum

Din nye kum:

Kum nyela daadam nyevuli yi naai dunia nyaanga zuɣu. Di nyela daadam nyevuli naabu din ka labisibu na; saha sheli daamdama shii ni yiri ka cheri ningbuɗ. Di tu ni yi baɗ kadama, kum difinishion walimi n-doli kaya ni taadanima, alaafɛ tuma yili nima ni yeli sheli (tiransileetanima/karimbanima simsi ka be difaini kum n-jendi di ni nye shem be kaya ni taada puuni)

Yel' sheŋa ŋan tahiri kum na

- Kuriginsim: Daadama yi ti gbaai kpamli pam, be yen kpi la be doro kum.
- Saratinima: Saratinima kamani loori saratinima, kodili, saazuɣu lubuna kamani tia, yili ni tooi di daadam nyevuli.
- Doriti: Doriti kamani HIV/AIDS, shikiri doro, tirikanyera, sapuɣu doro ni din pahipahi ni tooi di daadam nyevuli din dee yi niɗ ka o bi nya tibiri suɗ.
- Sambunima: Sambunima mini shiriku niɗbu ni tooi di daadam nyevuli.
- Gamonima: Gamonima kamani buyum dili, satahinsi, ni ya lummarigi daadama, ni din pahipahi, ni tooi tahi kum na.
- Maɗa kubu: Daadam ni tooi yili o maɗa mia n-di o maɗmaɗa nyevuli.
- Sotali/kpiinyinima: Daadama malila dihitabili kadama buya ni tooi deei nira nyevuli din dee yi niɗ ka lala nira maa tum birigi ba bee m-tum yel' biɛɣu din nye taali tiɗa maani. Sonima gba tooi cheri ka daadam koɗdi o nyevuli (karimbanima kahigi wuhi di ni nye shem kali maani).

Kum balibu: Doro kum mini kpirikpeɗ.

Doro kum: Natural death occurs as a result of the aging process or disease. Doro kum daliri yiri la kuriginsim bee doro gbaabu ni na.

Kpirikpeɗ: Dimbɔɗɔ nyela kum sheli din yirina daliri sheli zuɣu, pa ni kuriginsim be doriti puuni. Ŋa n-nye:

Ninvuyikuli: Dimbɔɗɔ nyemi so yi kpi ka di nyela ninvuy' so n-ku bee ninvuy' bɔɗ n-layim ku o. ti ni tooi boli lala kubu ɗɔ ninvuyikuli din dee yi nyela be shela da n-ku o, amaa din dee yi nyela be bi she da, ti ni tooi boli li sarati.

Sarati kum: dimbɔɗɔ nyela kum sheli din kura ka di sababi n-nye sarati libigirili kamani loori sarati, lur' kpeɗ, dor' libigirili, ni din pahipahi. Dimbɔɗɔ nyela kum sheli din ka shili maalibu.

Maɗa kubu: Di nyela niɗsim bee saha sheli ninsala ni sheri da diri o maɗmaɗa nyevuli.

Doro kum nyela din ni tooi ŋmaai wahala ka che daadam, amaa kum maɗmaɗa nyela yel' biɛɣu m-paari ninsalinima so' bɔbu puuni. Kum barinanima puuni sheŋa n-dolina ɗɔ:

- Teha: kum tahiri suhugarigu mini dangana na. suhuni yura kɔŋbu nyela din ziri teha din nyoora na, suhusayingu, mini nahingu na simnima mini dɔyiriba sunsuuni.
- bihigu nyaanlabibo mini waligi maɲa n-ti zia: kum ni tooi che nira waligi o maɲa n-ti zia, di bahi bahindi ban ko beni bee ban dii bi nyari sɔŋsim bihigu ni. Kpim maa ni che bahi maa nyela ban ni tooi di wahala, di yi niŋ ka be bi nyari sɔŋsim sheli.
- layidili mini fakari: kum nyela din tooi tahi fakari na, bini din gbaai kuli maalibu layidibo, ashibiti liyiri, ni tuma kɔŋbu.
- birimbu, haŋkali dambu ni zuɣupuri ni yeligola ŋan pahi: Kum, di pahi bahindi kpirikpeŋ, nyela din ni tooi tahi birimbu, suhufunli, suhugarigu ni haŋkali dambo sheŋa na.
- ningbuna daafaalee vuubu: kum ni ziri tehi sheli mini wumsim sheli maa ni tooi tahi alaafee kalinsi ningbana ni na, di pahi bahindi ban pun nya barinima bee ban pun mali dor' kura be nii.
- Tuuntumdiba boobu: Daadama ban tumda nyela ban boora, banlee kpirikpeŋ yi ti niŋ bihi mini bipola ban nye tingbani sɔhibieɣu kpamba sunsuuni.
- Sotali: Kpirikpeŋ ni tooi che ka daadam zilisi o yiimaani zaŋ kpa o duuma polo.

So' sheŋa nira ni yen doli tayi kum: Soya pam beni ka ninsala yen doli n-tooi tayi o maɲa ka che kpirikpeŋ ka kpaŋsi o daalaafee. Lala soya maa sheŋa shehiranima m-bɔŋɔ.

Bihigu tayibu

- Alaafee bindira: Dimi alaafee bindira kamani binwala, zɛvarivari, bindir' kuma ni bindira ŋan tiri ningbuna ni alaafee.
- Ningbuna chɔr' pa taba saha kam: Chɔrimi amaɲa m-pari taba kamani chandi, guubu ni diema ni yiyijem sheŋa ŋan pahi.
- Shigaari chebu: Cheli shigaari bee tabili kam nyubu.
- Daam nyu n-sayisi: Nyumi li biɛla bee ka a zo n-yi di nyu ni.

Alaafee bɔnti maɲa

- Zoomi ka a chaŋ n-ti yuli a daalaafee zuɣu ashibiti ni: Bɔmi saha n-chani ka be ti zahindi a ka ŋmaari a foto, din tooi sɔŋ a ka a nyari doriti ŋan be a nii ka daŋdi ŋmari ŋa noya.
- Sheriga chibbu: Zaŋmi sher' sheŋa mini ti' sheŋa dɔyite ni wuhi a ni a bɔma ka di tooi darigi o nyevuli.
- Doro banbu: A yi yen bam dor' sheŋa ŋan ka tilaa, kamani shikiri doro bee zim doro, nyin nyami ti' maɲa n-vaanda, din tooi darigi o nyevuli.

Maɲa gubu soya

- Loori balati gabu: Gami balati pɔi ka naan yi duhi loori.
- Helimanti pilibu: Pilimi helimanti pɔi ka naan yi kpe dansi binyera puuni.
- Maɲa gu ka che lubu: Bɔmi soya n-gu amaɲa ka che binyahiri lubu, kamani nusuriti piribu bee ka a dooni sɔŋ sheŋa din bi saligira zuɣu.

- Doli tiraafiki zalisi a yi ti duhira bee n-yen yayi palli n-gu amaja ka che sarati mini kum. Haɲkali polo alaafée
- Wumsim karibu: Bɔmi binsheɣu din yen yihiri a jilinsi kamani n-va n-ɣia a ko niɲda.
- Haɲkali daalaafée sɔɣsim: Bɔmi sɔɣsim haɲkali tuma yili nima sani bee alaafée sayinsi ɲan sɔɲda sani.
- Saratinima mini alobonima tayibu: Bɔmi soya n-gu buyum dili, kamani kpatuya din yen baɲdi nyɔhi yibu, ka che ka nema din gbaari buyum yomyom niɲ katiɲa ka che buyum.
- Che biehi' yɔya kamani kɔrinfahili, danyuli, ni niriba payiba layibu. Wummi niɲkura yeligu ka miri din chihira.

Ghan kaya ni taada nima puuni sheɲa kuya maalibu

Baɲma: Di simsi ni karimba maa viigi takarigbana 56-58 din be shikuribihi bɔhimbu buku maa puuni maa n-nya lahibali pahi zaɲ jendi kuya maalibu kaya ni taada sheɲa ɲan pahi maa ni.

Bɔhimbu tuma

Zammi barina dibaahi sheɲa kum ni mali zaɲ ti ɲun kpi maa simnima ni dɔyiriba.

Wuhibu soya shehiranima

Bɔhimbu din jendi muɣisigu

- Kariɲduu zaa kahigibu: Kahigimiya din nye kum.
- Bɔɲ tuma / Bɔɲ ɲan gabi: Kahigimiya kum balibu kaya ni taada maa puuni.
- Niriba ayi layim tum: Zahimiya kum barinanima.
- Kariɲduu zaa: Kahigimiya ka kooi so' sheɲa nira ni yen doli tayi kum.

Zahimbu gahindili: Tariga 4 - Kahigibu

1. Niɲmi vihigu jendi yela dibaanu sheɲa ɲan tahiri kum na a ya ka zam yel' sheɲa ɲan tahiri lala kum ɲɔ na ka wuhi lahinli sheli di ni mali zaɲ ti tiɲ' sheli kum maa ni ku maa.
2. Nyini lebiginsim karachi, baɲsim dini ka a ni tooi zaɲ le a yanima, zaɲ jendi be ni yen gu be mansi ka che kpirikpeɲ yi ya maa ni shem.

PLC Session 17

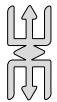
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

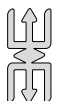
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

DAKULO 18

Bɔhimbu sodoligu: *Zaŋmi kaya ni taada sheŋa ŋan be Ghana kuya maalibu mayisi taba*

Bɔhimbu janda: Ghana kaya ni taadanima kuya maalibu zaŋ mayisi taba

Kuya nyela yel' sheŋa biehiɣu ni sayiti ka timbihi zaŋ ŋa kumsiri ka chebisiri ŋun kani. Kuya nyela layinsi ka ban na ne layinda n-kulisiri kpim o yaannima tooni baalim. Kuli maalibu nyela yel' sheŋa biehiɣu ni sayiti ka timbihi mali sheri taba ka wuhiri be ninsalisili. Kuya maalibu nyela kali malin ka be maana zaŋ jendi ninvuy' so ŋun kani maa soyiɣu. Lala malin ŋo yela koŋkoɓa zuliya kam puuni ka ŋa zaɣ' yini kam mali zal' sheli di gbubi li. Timbihi maa yen bola niriba ban mali kuyila kumbu baŋsim, ka kum kum lala ŋun kani maa zuɣu. Kuli nyela nangbantom, din paari sokam –n-ti tabili kpim maa maŋmaŋa. Di nyela layingu sheli din mali piligu, sunsuuni ni bahigu.

Kuya balibu: Kaya ni taada kam malila be ni maani kuli shem. Ŋmahinli kamani Mfantse, malila *Eyipa/sikasa, Detseyi/fundahɔ ni fea*

(Karimbanima/tiransileetanima tu ni be wuhi/n-lebigi binsheyu din niŋdi be kaya ni taada puuni)

Kuya daanfaani: kuya nyela ŋan mali anfaani pam ti kaya ni taadanima. Anfaaninima sheŋa n-dolina ŋo:

- Di soŋsirimi ka suhupielli niŋda zaŋ chaŋ kpim maa biehiɣu, o taarihi ni o ni daa zali yu' sheli polo. Kuli ŋo maalibu ni, kuyila yiina n-teeri kpim maa biehiɣu ni daa nye shem, o doɣim lahibali ni tuun, suma teebu. Di nyela saha sheli be ni mali yeri o daa ku bukaata sheli dunia ŋo ni soŋsim sheli o ni daa zaŋ ti o mini ban be. Lala lahibali tibu nyela din yen soŋ tayi niriba hala ka be tayi be biehiɣu.
- Kuya soŋda ka niriba nii kahigira, be yi ti koŋ be yura. Yura ŋo malin maa ni, o kuyili, niriba tooi teeri yeri yeltɔɣ' gahinda kuyili maa.
- Kuya nyela luy' sheŋa niriba ni niŋdi nandahima mini namɔɣu niŋdi taba. Di lahi tirila niriba soli ka be layindi wuhiri be suhugarigu ni nye sheli, ka di wuhiri miisim saha anfaani sheli din be daŋ layimbu ni.
- Kuya nyela so' sheli din layindi daŋ mini zosimli. Di nyela luy' sheli daŋ bihi ni tɔɣisira ka labiri sheri taba vienyeɣa, n-gubiri soŋdi taba yela di yi ti niŋ ka di mali bukaata ni be soŋ so
- Kuya n-wuhiri ni zaɣila dunia zii naaya.

Ghana kaya ni taadanima kuya maalibu zaŋ mayisi taba:

Mfantse ni nima ni maani be kuya shem m-boŋo. *(Di tu ni karimbanima wuhi kaya ni taada maa puuni yeliniŋda ka zaŋ ŋaa mayisi Ghana puli ni kaya ni taada sheŋa ŋan pahi)*

Detseyi/fundahɔ

Dimboŋo nyela chih' sheŋa be ni yihira daadam ni kpi saha sheli zaŋ hali ni o soyiɣu saha. zaman' kurili maa ha, nira yi daa yi kani, tuuli be ni yen garigi so n-nye tiŋa maa naa. Di nyaanga, ka be naan yi garigi daŋ bihi mini timbihi. Be daa yi yen soŋ kpim, be yen payimi

yihi pihim maa o ningbuna puuni. Saha sheŋa mi be daa yi bɔri ni be sɔŋ so be kpaarila da' tulli n-nyuhi o. Be daa lahi mali binnyɔma kamani kanaafiri n-sɔŋdi kpim. Kpim maa bihi n-simsi ni be suugi o kom. Tɔ amaa daŋ maa puuni payikpema gba ni tooi niŋ li. Tɔ amaa, di tumi ni bikpema sani maa n-daŋ niŋ kom shihi o poi ka o tuzohi maa naan yi pahi o zuɣu. Be yen pinila kpim maa ka ŋmahi o nyinnyehi. Kom din bii zaliŋ ka be mali suuri kpim maa buta zuɣu. Poi ka be yen suugi kpim maa, daŋ maa yen zila chibo, sɔyiso, bodua, poora nti pahi kosuri binyera. Be yi suugi o kom naai, be yen mali o la shili ka zaŋ o sɔŋ garo zuɣu. Be yen bɔla niriba ka be yuuni ka tiri taba hali ka biɛyɔ ti neei, ka be naan bo simsibu n-ti o.

Neen' sheŋa be ni mali sɔyiri kpim: Mfantse niriba malila dihitabili kadama kum nyɛla gorim ka kpiimba gori chana ni be ti tuyi be biɛhigu be yaannima sani. Lala ŋɔ zuɣu, be yen bɔla sochanda ni mali bukaata ni binyer' sheŋa zaa. Be yi yen so o bihi maa m-bɔri kum daadaka na. sɔŋ, kuntu, difiɛli, sutura, ni liyiri nyɛla neen' sheŋa be ni mali n-tira. Kpim maa simnima gba ni tooi bo neen' sheŋa be ni bɔri ni be zaŋ chebisi o na. Din tooi nyɛ liyiri, sariga bee nintuhi. Be zandila lala nɛma ŋɔ niŋdi kum daadaka maa puuni m-pahi kpim maa zuɣu.

Sɔyibu: Be yi niŋ lala maliŋ ŋɔ naai, be yen bahila kom, ka zaŋ kpim maa n-simsi. Kpim maa yiŋa bidibisi n-yen zi o ka ban pahi mi biɛli o nti simsi o. Be yi simsi n-naai, ka be labi yiŋa. Be ni layim zamaatu, n-deei pina mini sɔŋsima.

Eyipa anaa sika

Be daa yi zaanila kuya daa biɛyɔ pihinahi nyaanga. Kuya daa yi maani la Asibiri mini Alaamishi dabisa. Saha ŋɔ ŋuna be zaani la teebuya n-deeri sɔŋsima niriba sani. Kuli maa piinila wuntaŋani kurigu yini zuɣuni. Kuli maa biɛyɔ yi ti neei, be yen zalila kanoopinima din yen deei saamba bee tiŋa maa yi mali diema duu ka be zaŋ kuli tahi nimaani. Daŋ maa yen yɛla neen' sabila bee neen' zɛhi. Sheba yen chanila napɔnzana. Pay' sheba yen pilila be zuɣiri. Yila yen yiinimi gabiri binƙumda ni. Ninvuy' kpema n-tooɪ ziini zama maa tooni. Be ni niŋ saamba ban kana ni be ti puhi ba ti zuɣusuŋ maa maraaba ka ti ba binnyura. Be yi ti ba binnyura ŋɔ naai, be gba ni zaŋ be sɔŋsim n-ti. Kumaaniba ŋɔ ni labi be sani nti puhi ka payi ba. Zaŋ chaŋ zaawuni kurigu ayɔbu, kuli maa yen naami. N-kaai biɛyɔ asiba, ka be lahi layim na nti deei sɔŋsim sheŋa din na beni. Saha sheŋa beni, be ni tooi bo binyer' sheŋa lahi ti kunzoriba maa. Di yi niŋ ka kpim maa kpi ka che o paya ka be zaŋ o zili kataba. Eyipa, bee Sikasa, nyemi be yi maali so kuli o sɔyibu nyaanga.

Fea

Fea nyɛla ku' sheli be ni maana di yi ti niŋ ka bi' so kpi tuuli o ba bihi ni. Dimbɔŋɔ pa ku' karili. Gbambila ka be kuli yen zaŋ tam teebuli zuɣu ka niriba zaŋ be sɔŋsima niŋ di puuni. Be bi mooni lala sɔŋsim ŋɔ. Maliŋ sheli ka di puuni. Be dihitabili nyemi, ban dee yi mali lala kuli tatabo, kpiimba maa ni tooi deei bi' sheba ban kpalam daŋ maa puuni. Kuhigu kani, di ka nyu n-kuli yen nye li.

Zaman' pala yɛla ŋan pahi kuli maalibu ni

Ninneesim ŋɔ saha kuya maalibu nyɛla din pa yem pam Ghana ka niriba pa niyim yelimuyira n-kpehi kaya ni taada nima maani. Yelimuyira maa puuni sheŋa m-bɔŋɔ:

Layisayimbo kpaŋsibu: Kuya pa leela din kpaŋsi ka niŋ shaara, n-wuhiri daŋ buni mini zaashee. Di shehira n-nyɛ kahin' sheli be pa shera, kubiyaaye sheli be ni pa piira, bindir' sheŋa be ni yen duyi, kum daadaka sheli be ni yen maali ni luyisheli be ni maali kuli maa.

Ninneesim zamana tabiibi baɗsim zaɗ kpehi biɗhigu puuni: Ninneesim zamana tabiibi nyela din tayi kuya maalibu, n-zaɗ yel' pala kamani live streaming, digital invitations, ni pohim zuɗu molonima pa zooi n-niɗ bayana. Dimboɗo chemi ka niriba pam pa be kuya maalibu ni.

Kaya ni taada mini dolodolo yeliniɗda layimbu: Di pa zooya pam kambɓansi kuya maalibu puuni ka be layindi dolodolo daadiini yeliniɗda mini be kaya ni taada kamani dolodolo nima ni pa soɗiri shem be choochi nima ni, kum yi ku ka zama layim, ni din pahipahi. Lala layimbu ɗo wuhirila kali maa yeligibu ka wuhiri niriba daadiini nye sheli Ghana.

Anashaarasili zaɗ kpehi kuya maalibu ni: Kuya maalibu pa leela layibɓhibo shee, ka daabihi pa ginda boori tumanima kamani duyili, nacheensi dihibu, biɗkumda ɗmebu, kum daadaka maalibu, kuyila yilibu ni di ka nyu nima ni be tum. Lala anashaarasili malila di nimbieri ni di ninsuma zaɗ ti kuya maalibu. Lala anashaarasili ɗo malila di ninsuma mini di nimbieri nye sheli zaɗ ti kuya maalibu.

Zaya zaɗ niɗ nachiindihiriba tuma ni: Kuya maalibu pa leela nachiinsi dibu shee, ka kali biɗkumda ni, wahi ni, highlife biɗkumda ni, yeltɔyitayimalisi yelibu ni, ni ɗmahingbana yaabu nima zaa pa beni. Lala yela ɗo zaa nyela be ni mali sheɗa maani kpim maa zuɗu.

Daɗ mini tiɗa tuma tayibu: Kuya maalibu lahi nyela din kpansiri nangbanyini niriba sunsuuni ka kpansiri nangbanyini tiɗa ni. To amaa, tuuntumsa ɗan be daɗ mini tiɗa sunsuuni n-nye din wali, ka be teha zaɗ chaɗ maliɗ mini liyiri tohibunima polo pa tayi.

Bɓhimbu tuma

1. Kahigimi tayibu mini barina sheɗa ninneesim kuya maalibu ni mali zaɗ ti;
 - a. Simnima mini doɗiriba nangbantom maa paai maa.
 - b. Tiɗa maa.
2. Wuhimi a nyabu zaɗ chaɗ zeman' pala kuya maalibu daanfaani zaɗ ti kaya ni taada.

Wuhibu soya shehiranima

1. Bɓhimbu din jendi muyisigu: Kariɗduu zaa kahigibu
 - Labiya karim kum mini di ni ziri yel' sheɗa.
 - Kahigimiya kuya mini di balibu ɗan be kaya ni taada puuni.
 - Kahigimiya ninvuy' sheba ban dolina ɗo kuya ni maani shem: nanima, tindaannima, payipuhinima, bihi ni ban pahi.
 - Kahigimiya zeman' pala ɗo yeliniɗda ɗan be kuli maalibu ni.
2. Boɗ tuma/ nangbaniyini bɓhimbu: Zaɗmi kaya ni taada sheɗa ɗan be Ghana kuya maalibu mayisi taba.
 - Kariɗduu zaa tuma

Lihimiya viidiyo din jendi kuya balibu. Shehira, na' kuli maalibu, tindaan' kuli maalibu,

- Kperimiya kperigu n-jendi kuli maalibu.

Zahimbu gahindili: DoK Tariga 4 –Bɓhisi bɓhibu

1. Kahigimi kuya balibu dibaayi sheɗa be ni maana a ya ka wuhi ɗa daanfaaninima.

2. Kahigimi waliginsim sheŋa ŋan be ninvuy' sheba ban dolina ŋo kuya maalibu ni a ya: nanima, tindaannima, payipuhinima, ni bihi.
3. Zaŋmi kuli ni maani shem a ya m-mayisi tiŋ' sheli kuli maalibu.
4. Kahigimi zeman' pala ŋo kuya maalibu yel' yini sheli din be a ya ka wuhi din ni tooi baligi shem.

Bɔhimbu takarigbaŋ 2

Zalimi bɔhimbu Takarigbaŋ 2. Di tumu ni tooi layim yi ni bɔhim binsheŋa zaa yuun' 1 hali ni yuma 3. Lihimi yayili ŋo bahigu sipesifikeeshion teebuli mini takarigbaŋ biehiŋu ka di sɔŋ a. Di tu ni yi ti shikuribihi zahimbu gbana pɔri yomyom ka kpɛhi pɔri maa SAP puuni.

BɔHIMBU TAKARIGBAŋ 2

SIPESIFIKEESHIN TEEBULI NEENI ZAŋ TI TAKARIGBAŋ YINIKarimbanima yen bɔhi la bɔhisi din kalinli yiyisi bɔhisi 50 yayili ŋo

<i>BAŋSIM YAYILI</i>	<i>BɔHIMBU SODOLISI</i>	<i>ZAHIMBU TARISI</i>		
		<i>L1 30%</i>	<i>L2 40%</i>	<i>L3 30%</i>
<i>FONITISI MINI FONOLOJI</i>	9. Zaŋmi sodolisi ŋan tuhi n-kahigi Ghana zuliya yeltɔɣa vaawulinima (shehira, nangbampiba biehiŋu, zilinli ni wuyi shem,)	1		
		1	1	1
		1	1	1
	10. Zaŋmi sodolisi ŋan tuhi n-kahigi Ghana zuliya yeltɔɣa kɔnsɔnantinima (shehira, kumsi, pɔhim ni gbaai luyishe-li, ni pɔhim ni gbaai shem).		1	
	11. Kahigimi vaawulinima ni pu shem Ghana zuliya yeltɔɣa puuni (shehira, bachi tooni, bachi sunsuuni ni bachi nyaanga)			
	12. Wuhimi bachijila balibu (nyayili mini bielimpahirili) din be Ghana zuliya yeltɔɣa puuni.			
	13. Kahigimi bachijila pubu biehiŋu Ghana zuliya yeltɔɣa puuni.			
	14. Kahigimi yee balibu sheŋa ti ni mali (shehira, yee din siyi, yee din du, yee din du biela, yee din dura, yee din siyira etc.)			
<i>BACHINI-MA MINI ŋA BIEHIGU</i>	15. Kahigimi fonoloji tuma soyana zuliya yeltɔɣa bɔhimbu ni (shehira, nahibu soya)			
	16. Kahigimi fonoloji tuma soyana zuliya yeltɔɣa bɔhimbu ni (shehira, bachijila biehiŋu soya)			
<i>BACHINI-MA MINI ŋA BIEHIGU</i>	8. Pumi bachinamda n-doli ŋa balibu (shehira, bachinam-dimaŋa, bachinamdiyari, bachinamdisɔyira, bachinam-da din ni tooi nya ka shihi etc.)	1		
		1	1	1
			1	1
<i>BACHINI-MA MINI ŋA BIEHIGU</i>	9. Pumi bachibuyisira n-doli ŋa balibu (shehira, bachi buyi-sirili din wuhiri niŋsim ni niŋ shem, bachibuyisirili din wuhiri niŋsim ni niŋ shelipolo, bachibuyisirili din wuhiri niŋsim ni niŋ saha sheli, bachibuyisirili din wuhiri niŋsim ni niŋ paai shem).		1	

ZALISI ƊAN JENDI GHANA ZULIYA YELTOYA SAB- BU	10. <i>Zahimmi bielimpahira ni yirina shem Ghana zuliya yeltoya sabbu ni shem.</i> 11. <i>Zanmi bachituyira n-nam yeltoya Ghana zuliya yeltoya puuni</i> 12. <i>Kahigimi yeltoyingmaa ka wuhi yeltoyingmahi balibu.</i> 13. <i>Kahigimi yeltoya balibu (shehira, yeltoyingmasori mini yeltoyingmahi) (e.g. phrases and clauses).</i> 14. <i>Zanmi yeltoya tuma n-zam yeltoya balibu sheja ti ni mali.</i>			
	7. <i>Zanmi sabbu zalisi ƙan gbubi bachinamda mini bachizaa-na n-nam yeltoya.</i> 8. <i>Zanmi sabbu zalisi ƙan gbubi bachibuyisira n-nam yeltoya.</i> 9. <i>Kahigimi bachi nambu soya ƙan be ghana zuliya yeltoya puuni (bachinima layimbu, bachi ƙmaabahi, bachi banbu, bielimpahira).</i> 10. <i>Kahigimi bachi bibahira (zanibu bia, vuhim bia, kolon, semi-kolon etc. ni bachi dalimbu bihi.</i> 11. <i>Kahigimi bachi nambu sodolisi (panbu, bachi labi sabi, bachi pala nambu, etc.)</i> 12. <i>Zanmi bachi nambu sodolisi maa n-nam a tofoli bachi pala.</i>	1	1 1 1	1 1 1
KAYA NI TAA- DA TUMA NAM SOYA	10. <i>Zahimmi buya yuya n-dalim be pilli mini daliri.</i> 11. <i>Kahigimi so' soya ƙan be nira balaga ninbu ni (balaga ninbu chiha: di pili poi, di yihibu, ni di yihibu nyaana)</i> 12. <i>Zanmi ti kaya ni taadanima maa balaga chiha m-mayisi kaya ni taada sheja dina</i> 13. <i>Kahigimi so' sheja ƙan be payikpuyibo ni ka wuhi ƙa daanfaani ti kaya ni taada puuni.</i> 14. <i>Kahigimi zaman ƙo yel' pala ƙan nye barina zan payikpuyibo.</i> 15. <i>Zanmi kaya ni taadanima dunoya ƙan be Ghana puli ni maa m-mayisi taba.</i> 16. <i>Kahigimi kali churi ƙan be ti kaya ni taadanima maa ni ka wuhi ƙa daanfaaninima.</i> 17. <i>Zanmi kaya ni taada chu' sheja ƙan be Ghana puli ni maa m-mayisi taba.</i> 18. <i>Zanmi kaya ni taada ku' sheja ƙan be Ghana puli ni maa m-mayisi taba.</i>	1 1 1	1 1 1	1 1 1
	6. <i>Zahimmi kali nam soya biehighu ni nye shem (ba, dan kpema, dunoli kpema).</i> 7. <i>Zahimmi kali nam soya biehighu ni nye shem (naa, kpariboyiri, nagbahiriba etc.).</i> 8. <i>Zahimmi kali nam soya biehighu ni nye shem.</i> 9. <i>Kahigimi zaman' pala kootu sariya karibu ni nye shem</i> 10. <i>Zanmi nayili nangbakpeeni kubu soya mini zaman' pala kootu nangbakpeeni kubu soya maa m-mayisi taba</i>	1	1 1	1 1

NOLINI BAŊSIM	7. <i>Zahimmi kom bahibu soya ni nye shem Ghana zuliya yeltɔya puunni (piligu, lahibali, koobu)</i>	1		
		1	1	1
	8. <i>Kahigimi kuyila (tuma mini anfaani)</i>		1	
	9. <i>Zammi salinluha nahimgbana mini di balibu.</i>		1	
	10. <i>Zahimmi yoodara salima nahimgbana.</i>			
	11. <i>Kahigimi tuma yila, diema yila ni biyola yila.</i>			
	12. <i>Zahimmi ka payi zaman' pala ŋɔ highlife yila.</i>			
BAŊSIM SABI- RILI	7. <i>kahigimi salinwayiŋli wula ŋɔ (kperikperitiba, yeltɔyik-pani, niŋsim ni pe shem, luɣ' sheli niŋsim ni niŋ, nyabu puuni etc.).</i>	1		
		1	1	1
	8. <i>Payimi salinwayiŋli lahibali sabbunima (yuli, yeltɔyik-pani, bachinima gahimbu, litiricha bielimaa, etc.)</i>		1	1
	9. <i>Zahimmi wula ŋan be kperigu puuni.</i>			
	10. <i>Payimi kperigu sabbu</i>			
	11. <i>lihim ka kahigi yeltɔya baŋsim wula (bachinima gahimbu, yeltɔyikpana, satara, kulisi, bachi bielima, lunzahim, etc.)</i>			
	12. <i>Payimi yeltɔya baŋsim sabbunima.</i>			
	DI NI YIYISI SHEM	15	20	15

SIPESIFIKEESHION TEEBULI NEENI ZAŋ TI TAKARIGBAŋ DIN PAHIRI AYI- SHS GHANAIAŋ LANGUAGE

Zahimbu gbaŋ maa biehiɣu

–YAYILI A-karimbu (pɔri pia)

Ti ni ti karingbaai salinwayiŋli lahibali din bachinima kalinli yiyisi 300-350 ka bɔhi bɔhisi pia n-jendi li. Shikuribihi yen labisi la bɔhisi maa zaa. (minti pihita)

–YAYILI B- fonoloji (pɔri pia)

Bɔhimi bɔhisi ayi ka shikuribihi maa labisi ŋa zay' yini kam, bɔhigu kam labisibu nyela pɔri pia. (minti pinaanu)

YAYILI C- intapiriteeshion/tiransileesion (pɔri pihita)

Ti ni ti lahibali silimiinsili ni din bachinima kalinli yiyisi 250 ka shikuribihi lebige li n-niŋ be zuliya yeltɔya ni. (minti pihita)

YAYILI D- Sabbu

Ti ni bo yuya dibaanaŋhi n-ti shikuribihi ka be piigi zay' yini n-sabi gbaŋ din bachinima kalinli yiyisi 300 bachinima ka nya pɔri pihita (30). Ti bɔhisi maa yen jendi la ŋan dolina ŋɔ.

Teetɔyisi lahibali, lahibali din buyisira, nangbankpeeni alizama dibu, alizama dibu sabbu, gbaŋ sabbu, yeltɔyikahigirili sabbu

(minti pihinu)

YAYILI E- Baŋsim sabirili (pɔri pishi)

Yayili ŋɔ puuni, ti yen bɔhila bɔhisi ata (3) n-jendi litiricha bielima (salinwayiŋli, kperigu ni yeltɔyitayimalisi) ka shikuribihi maa piigi zay' yini n-labisi. (minti pishinaanu)

BAŊSIM YAYILI	BOHIMBU SODOLISI	ZAHIMBU TARISI		
		L1	L2	L3
KARIMBU FONOLOJI	2. Zaŋmi a yuli mini yeltɔɣa baŋsim n-yihi haŋkali gahinda na lahibali maa ni.			1
	3. Zaŋmi sodolisi ŋan tuhi n-kahigi Ghana zuliya yeltɔɣa kɔn-sonantinima (shehira, kumsi, pɔhim ni gbaai luyisheli, ni pɔhim ni gbaai shem).		1	1
	4. Kahigimi zuliya yeltɔɣa fonoloji sodolisi ŋan gahim (bachijilli biehighu sodolisi)			
LAHIBALI SAB-BU INTAPIRITEESH- ION MINI TI- RANSILEESHION	5. sabimi teetɔyisi lahibali			1
	6. sabimi yeltɔɣikahigirili lahibali			1
	7. sabimi naŋgbankpeeni alizama dibu			1
	8. . Sabimi tuma duri gbana.			1
	2. zaŋmi tiransileeshion balibu baŋsim n-ɛbigi lahibali n-yi zuliya balli n-niŋ tinzun balli puuni (bachi bielima gbunni ɛbigibu, gbunni ɛbigibu, ɛbigibu din ka zalisi, etc.)			1
BAŊSIM SABI-RILI	4. kahigimi salinwayiŋli wula ŋɔ (shehira, kperikperitiba, yeltɔɣikpani, niŋsim ni pe shem, luy' sheli, nyabu puuni, etc.)			1
	5. Paɣimi kperigu lahibali			1
	6. Wuhimi ka kahigi yeltɔɣa baŋsim wula ŋɔ (shehira, ba-chinima gahimbu, yeltɔɣikpana, satara, kulisi, lahibaya ŋan sabi doya, lunzahimnima, etc.)			1
	DI NI YIYISI SHEM		1	10

SIPESIFIKEESHION TEEBULI NEENI ZAIŋ TI TAKARIGBANA ATA- SHS GHANA ZULIYA BALA

Zahimbu gbaŋ maa biehighu

TAKARIGBAIŋ 3 (Nolini alizama dibu)

Zahimbu gbaŋ ŋɔ yen malila yaya ata (3) ka nye alizama dibu shikuribila maa mini zahimbu karimba maa sunsuuni. Alizama kam din yen di shikuribila maa mini zahimbu karimba maa sunsuuni yen dila minti pishi, ka nye pɔri pihinu (50). Di nyela bohisi ayɔbu m-pu do yayili A mini yayili B puuni. Yayili kam nyela din yen tayira yuuni kam din yen che ka di bi labiri bohiri bohi' yinsi. Zahimbu karimba maa ni le shikuribihi maa baŋsim zaŋ chaŋ zahim gbaŋ maa pɔri ni yen ti shem.

BAŊSIM YAYILI	BOHIMBU SODOLISI	ZAHIMBU TARISI		
		L1	L2	L3
ALIZAMA DIBU/AL-IZAMA DIBU BE NI YUUNI LI SHEM FONOLOJI KARIMBU	2. kahigimi teha mini hanƙaya ƚan mali bukaatanima ƚan yina baŋsim yaƣa maa ni maa. Shehira, kali dariz-anima (jilima, nirilim, deeshini ni ƚan pahi), karim baŋsim, bihi zu n-ƙoƙi, ƣileli, Ghana tuma duzuƣiri, silima gbibu, GESI, STEM, etc.			1
	2. Zaŋmi sodolisi ƚan tuhi n-kahigi Ghana zuliya yeltƣa kɔnsonantinima (shehira, kumsi, pɔhim ni gbaai luƣisheli, ni pɔhim ni gbaai shem).		1	
	3. Zaŋmi pari-vihi mini pari-karim baŋsim n-yihi lahibali bee hanƙaya ƚan be lahibali maa ni. 4. Zaŋmi a yuli mini yeltƣa baŋsim n-yihi hanƙali gahinda na lahibali maa ni	1		1
KAYA NI TAADA TUMA	4. Zahimmi buya yuya n-dalim be pilli mini daliri. 5. Kahigimi so' sheƣa ƚan be payikpuƣibo ni ka wuhi ƣa daanfaani ti kaya ni taada puuni. 6. Kahigimi kali churi mini di daanfaani kaya ni taada puuni.	1	1 1	
NOLINI BAŊSIM	4. Zahimmi kom bahibu soya ni nye shem Ghana zuliya yeltƣa puunni (piligu, lahibali, koobu) 5. Kahigimi kali churi mini di daanfaani kaya ni taada puuni 6. Zaŋmi kaya ni taada sheƣa ƚan be Ghana kuya maali-bu maƣisi taba.	1	1	1
	DI NI YIƳISI SHEM	3	4	3

PLC Session 18

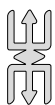
55 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

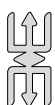
3. Plan the Student Assessment Portal (SAP) Assessment (*Practice Paper 2*)

- 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.

Yayili 8 Labi yuli

Yayili ɔɔ puuni ti yen labimi yuli bɔhimbu sheli ti ni pun niɲ bakɔi pinaayɔɔɔin mini pinaanii puuni maa. Di jendila kum mini kuli maalibu, di balibu mini di daanfaninima. Lala sodolisi ɔɔ nyela din mali bukaata Ghana zuliya yeltɔya bɔhimbu puuni dama di yen chemi ka shikuribihi mali zaya ni be maɲmaɲa kali ka payi niriba kaya. Ti nia nyemi ni shikuribihi yi karim yayili ɔɔ naai, be ni mali gbaai be pilli shee, be kaya ni taada, be darizanima, be ni yina luy' sheli ka gu li zali. Di yen sɔɲmi kpaɲsi shikuribihi ka be layindi puhiri churi. Be ni lahi bɔhim yeltɔya nambu, m-mali ninkpali ka baɲ bachinima zaɲ di alizama jendi tinkpansi mini andunia yela.

PɔRI TIBU GBAɲ ZAɲ TI ZAHIMBU GAHIMDA

DAKULO 17

Bɔhigu 1: Niɲmi vihigu n-jendi yela anu ɲan tahiri kum na tiɲa ni ka zam ɲa. (pɔri pinaanu) Karimbanima maa simsi ni be bɔhi be maɲa bɔhisi ɲan dolina ɔɔ pɔi ka naan ti pɔyu :

1. *Yel' sheɲa ɲan tahiri kum na baɲbu: shikuribihi maa ni tooi baɲ yela anu sheɲa ɲan tahiri kum na be ya?*
2. *Yel' sheɲa ɲan tahiri kum na zambu: Shikuribihi maa ni tooi zam yela maa zay' yini kam, n-tabili ɲa dalirinima mini ɲa barina n-ti be ya maa?*

3. Zambu zilim: Shikuribila maa buyisi wuhi o gbaabu ziliŋ zaŋ jendi yela maa mini di barinanima?

Pɔri tibu sodolisi

Pɔri -13-15: Vihigu mini zambu din niŋ vienyelinga pam, ni yel' sheŋa ŋan tahiri kum na banbu din ne mini zambu din zilimma.

Pɔri - 10-12: Vihigu mini zambu din niŋ vienyelinga, ni yel' sheŋa ŋan tahiri kum na banbu din ne biela mini zambu din zilimmi biela.

Pɔri -7-9: Vihigu mini zambu din niŋ chirichi, ni yel' sheŋa ŋan tahiri kum na banbu mini zambu din pɔra.

- 0-6 marks Pɔri - 0-6: Vihigu mini zambu chɔyingu, din ka yel' sheŋa ŋan tahiri kum na banbu mini zambu.

Bɔhigu 2: Nyini lebiginsim karachi, banŋsim dini ka a ni tooi zaŋ le a niriba, zaŋ jendi be ni yen gu be mansi ka che kpirikpeŋ yi ya maa ni shem. (pɔri pinaanu (15)

Karimbanima maa tu ni be bɔhi be maŋa bɔhisi ŋan dolina ŋɔ pɔi ka naan ti pɔyu:

1. *Nianima nebu: Shikuru banŋsim maa nianima ne ka doli soli?*
2. *Ninlihiriba sheba din bɔra: A piigi ninlihiriba sheba ban yen beni ka dayiri kani, ka shikuru banŋsim soya maa lunti be yelibɔra?*
3. *Karim banŋsim soya: A shikuru banŋsim sodolisi maa mali yaa, tayibu ka doli kaya ni taada?*

Zahimbu mini naba dolibu: A lo nia ni a zahim shikuru banŋsim zii maa niinyambo ka doli naba chaŋ tinjkaŋa maa ni?

Pɔri - 13-15: Shikuru banŋsim nia vienyelinga pam, ni nianima ŋan ne, sodolisi ŋan mali yaa, ka mali nia ni zahimbu mini naba dolibu.

Pɔri - 10-12: Shikuru banŋsim nia vienyelinga, ni nianima ŋan ne mini sodolisi biela.

Pɔri - 7-9: Shikuru banŋsim nia din niŋ chirichi, ni niama mini sodolisi ŋan pɔra.

Pɔri - 0-6 Shikuru banŋsim nia chɔyingu, din ka nianima mini sodolisi.

DAKULO 18

Pɔri tibu gban

Bɔhigu 1: Kahigimi kuya balibu dibaayi sheŋa ni maani shem a ya ka wuhi kuya maa daanfaaninima. (pɔri pinaanu (15)

Karimbanima maa tu ni be bɔhi be maŋa bɔhisi ŋan dolina ŋɔ pɔi ka naan ti pɔyu:

1. *Kuya maalibu buyisibu: shikuribihi maa ni tooi buyisi kuya balibu dibaayi be ni maani be ya?*
2. *Kuya maalibu daanfaaninima: Shikuribihi maa ni tooi wuhi kuya maalibu daanfaaninima, n-ti tabili be kaya ni taada, be biehiŋu ni shiitali daanfaaninima?*
3. *Zambu zilim: Shikuribila maa buyisi wuhi o gbaabu ziliŋ zaŋ jendi kuya maalibu mini di daanfaaninima?*

Pɔtibo sodolisi

Pɔri - 13-15: Kahigibu mini wuhibu din niŋ vienyelinga pam, ni kuya buyisibu din ne mini zambu din ziligi.

Pɔri - 10-12: Kahigibu mini wuhibu din niŋ vienyelinga, ni kuya buyisibu din ne mini zambu din ziligi biɛla.

Pɔri - 7-9: Kahigibu mini wuhibu din niŋ chirichi, ni kuya buyisibu din ne mini zambu din ziligi pɔra.

Pɔri - 0-6: Kahigibu mini wuhiri chɔyɛngu, din ka kuya buyisibu mini zambu.

Bɔhigu 2: Kahigimi waliginsim sheŋa ŋan be ninvuy' sheba ban dolina ŋɔ kuya maalibu ni a ya. nanima, tindaannima, payipuhinima, ni bihi. (pɔri pinaanu 15) Karimbanima maa tu ni be bɔhi be maŋa bɔhisi ŋan dolina ŋɔ pɔi ka naan ti pɔyu:

1. Waliginsima buyisibu: Shikuribila maa ni tooi buyisi bɔŋ kam puuni kuya ni maani shem?
2. Anfaaninima zambu: Shikuribila maa ni tooi zam waliginsima maa daanfaaninima, n-ti tabili be kaya ni taada mini be biɛhigu yɛla?
3. Gbaabu zilim: Shikuribila maa buyisi wuhi o gbaabu ziliŋ zaŋ jendi kuya maalibu mini di daanfaaninima?

Pɔri tibu sodolisi

Pɔri - 13-15: Kahigibu din niŋ vienyelinga pam, ni buyisibu din ne mini waliginsima zambu din ziligi.

Pɔri - 10-12: Kahigibu din niŋ vienyelinga, ni buyisibu mini waliginsima zambu.

Pɔri - 7-9: Kahigibu din niŋ chirichi, ni buyisibu mini waliginsima zambu biɛla.

Pɔri - 0-6: Kahigiri chɔyɛngu, din ka buyisibu mini waliginsima zambu.

Bɔhigu 3: Zaŋmi a ya kuya maalibu m-mayisi tiŋ' sheli kuya maalibu. (Pɔri pinaanu 15)

Karimbanima maa tu ni be bɔhi be maŋa bɔhisi ŋan dolina ŋɔ pɔi ka naan ti pɔyu:

1. Kuya maalibu buyisibu: Shikuribila maa ni tooi buyisi tinsi ayi maa kuya maalibu?
2. Kuya maalibu zaŋ mayisi taba: Shikuribila maa ni tooi zaŋ kuya maa maalibu mayisi taba, n-ti tabili ŋa ŋmahima mini waliginsima?
3. Zambu zilim: Shikuribila maa buyisi wuhi o gbaabu zaŋ jendi kuya maalibu mini ŋa daanfaaninima?

Pɔri tibu sodolisi

Pɔri - 13-15: Mayisibu din niŋ vienyelinga pam, ni kuya maalibu buyisibu din ne mini zambu din ziligi.

Pɔri - 10-12: Mayisibu din niŋ vienyelinga, ni kuya maalibu buyisibu mini zambu biɛla.

Pɔri - 7-9: Mayisibu din niŋ chirichi, ni kuya maalibu buyisibu mini zambu din pɔra.

Pɔri - 0-6: Mayisiri chɔyɛngu, din ka kuya maalibu buyisibu mini zambu.

Bɔhigu 4: Kahigimi zɛman' pala ŋɔ yelimuyisir' yini din kpini kuya maalibu a ya ka wuhi ŋa barinanima ni bali shem. (pɔri pinaanu 15)

Karimbanima maa tu ni be bɔhi be maŋa bɔhisi ŋan dolina ŋɔ pɔi ka naan ti pɔyu:

1. *Yelimuyisiri yihibu: Shikuribila maa tooi yihi zaman' pala ɲɔ yelimuyisir' sheli din kpini kuya maalibu?*
2. *Yelimuyisirili zambu:*
3. *Barinanima baligibu soya: Shikuribila maa ni tooi zan so' kpema m-baligi yelimuyisirili maa?*
4. *Kɔrisi mini niinyambo: So' sheɲa o ni kpuyi maa mali kɔhisi ni niinyambo?*

Pɔri tibu sodolisi

Pɔri - 13-15: Kahigibu din niɲ vienyelinga pam, ni yelimuyisira yihibu mini zambu din ne, ni baligibu soya ɲan ne.

Pɔri - 10-12: Kahigibu din niɲ vienyelinga pam, ni yelimuyisira yihibu mini zambu, ni baligibu soya biɛla.

Pɔri - 7-9: Kahigibu din niɲ chirichi, ni yelimuyisira yihibu mini zambu, ni baligibu soya ɲan pɔra.

Pɔri - 0-6: Kahigir' chɔyɪngu, din ka yelimuyisira yihibu mini zambu, ka ka baligibu soya.

YAYILI 9: YILA

BAŊSIM: GHANA ZULIYA YELTɔYA LITIRICHA

Baŋsim yayili: Nolini baŋsim

Bɔhimbu Haŋkaya ŋan tu gbaabu: *Zaŋmi baŋsim sheli a ni nya zaŋ kpa yila nahingbana maa n-nam yila. Baŋsim nianima: Wuhimi a baŋsim mini gbaabu zaŋ jendi yila.*

BɔHIMBU YAYILI PILIGU MINI DI KɔLIVAAl

Yayili ŋɔ kahigi la tuma yila ŋan be Ghana nolini baŋsim puuni ka lahi yen kahigi zɛman' pala ŋɔ highlife yila. Di nyela din yeli zaŋ kpa tuma yila ni nya binsheɣu polo, di balibu mini di daanfaaninima. Yayili sheli din yeri highlife yela maa gba yen kahigi la di balibu, nahingbana, anfaaninima ni so' soya nira ni yen doli m-payi highlife yila. Baŋsim sheli shikuribihi ni yen nya tuma yila mini highlife yila ŋɔ bɔhimbu ni maa ni sɔŋ ba ka be tooi nam yila be toli. Di malila bukaata ni a karim yayili ŋɔ pa di ni jendi Ghana zuliya yeltɔya bɔhimbu la ko zuɣu amaa di ni lahi gbuni kpalanzuya ni biŋkumda mini litiricha bɔhimbu la. Yayili maa nyela din yen ti shikuribihi baŋsim din ziligi ni milinsi zaŋ kpa be kaya ni taada polo mini binyera malibu baŋsim. Karimba maa nyela be ni kpaŋsi ninvuy' so ni o zaŋmi bɔhimbu soya, ni bɔhimbu nema ŋan mali jiri, walinsima mini zahimbu soya n-kpehi o wuhibu ni n-sɔŋ shikuribihi.

- Bakɔinima mini sodolisi ŋan be yayili ŋɔ puuni n-nye:
- Dakulo 19: Yuma yila
- Dakulo 20: Highlife yila

KɔLIVAAl DIN JENDI WUHIBU SOYA SHEHIRANIMA

Bɔhimbu din jendi muyisigu wuhibu puuni, di zandila wuhibu soya din nye Andunia-yili muyisigu sheŋa ŋan beni n-wuhiri shikuribihi ka tibigiri shikuribihi ni jilima be bɔhimbu puuni, lala ŋɔ mini kariŋduu puuni yeltɔya karim ti karimbihi nyela kɔŋɔba. Di zirila baŋsim sheŋa kamani ninyino bɔhimbu, niriba ayi layim tum, bɔŋ ŋan gabi/paya bee doo bɔna ni kariŋduu zaasa tuma layim tum. Lala wuhibu soya ŋɔ nyela din ni sɔŋ bo nimmo tɛhibu baŋsim, yiko din ni tooi nyaŋ muyisigu, ni alima vienyela dibu baŋsim. Din tooi lahi wuhi shikuribihi kpalanzuya gbunibu, layim tum mini toondaantali. Karimbihi nyela ban lahi yen bɔhim lahibali deebu ka zaŋ be baŋsim n-zam li be tuma shee. Shikuribihi ban mali fahim pam ni niŋkali la mi, di bɔrila tuma kamani wuhibu m-pahi ba ka be wuhiri be taba maa din yen che ka be gba tooi mali gbaai be ni wuhi ba sheli maa vienyela. Be wuhi la karimbanima ni be zaŋ be zaɣa niŋ shikuribihi bachinima bolibu mini muyisigu sheŋa ŋan be be alizama dibu ni ka gabigiri yeltɔy' gaba ni baŋsim.

ZAHIMBU KOLIVAAI

Zahimbu soya ɲan be yayili ɲɔ puuni chaɲmi ti gbaai shikuribihi baɲsim mebu, konsepitinima baɲbu mini be nimmɔhi tehi zilima. Pɔri ti m-pa taba nyela din ʒiri tayibu na ka sɔɲdi yeligiri shikurbila baɲsim. Zahimbu soya maa kpuyila nianima ni di sɔɲ baɲ shikuribihi gbaabu zaɲ chaɲ yila polo. Duri anahi zahimbu beni n-jendila nimmɔhi teha zilima. Zahimbu bɔhisi yirila bɔhibu ni na, ni lahibal' jihi ni bee lahibaya karimbu ni din yen ti shikuribihi yiko ka be tooi yeri kahiri konsebitinima and zaɲdi ɲa tumdi tuma. Karimbanima tu ni be kpuyi soya n-zahindi shikuribihi bɔhimbu saha mini bahibu saha din yen che ka be layim lahibaya zaɲ kpa shikuribihi maa kpaɲmaɲa polo, ka tiri ba pɔri be bɔhimbu toontibo polo.

Nammi kolivaai ti zahimbu sodoligu ɲɔ. kamani ɲmahinli

Sodolisi	DOK Tariga	<i>zahimbu soli ni/bee balibu</i>
3.4.1. LI.1 Kahigimi tuma yila	4	Kahigibu
3.4.1. LI.2 zahimmi ka paɲi ʒɛman' pala highlife yila	4	karim lahibali wuhi karingduu

DAKULO 19

Bəhimbu sodoligu: *Kahigimi tuma yila*

Bəhimbu janda: Tuma yila

Yila yelikahigi: Yilli nyela bɛnkumda nambu din nye daadam ni zaŋ o kukɔ' balli m-pa bɛnkumda maa zuyu. kukɔli ɛɔ nyela din ziri vu' sheli din nyayisa ni shinigu. Yila malila yelitayitayimalisi nahingbana. Litiricha bielima ni lunzahimnima. Yila sabbu bela kulisi mini satara puuni. Kulisi ɛɔ ni tooi nye zay' ɛmahika labiri yirina. Bachinima ɛnan be yila puuni nyela ɛnan mali gbunni pam ka kpaŋsiri ninyambo.

Tuma yilli:

Tuma yilli nyela bɛnkumda puuni sheli din kpini tuma, nira ni tooi yiina ka tumdi tuun' sheli bee n-yiini yil' sheli din kpini tuuni, bee din nye ayirimo yilli. Tuma yila nyela yil' sheŋa ti ni yiina lebira tuma ni kamani putuma ni, zahim gbahibu ni, tana wuyibu ni, tuya kpebu ni, daabiligu shee, ni kurubu shee din yen che ka ti gurigi ti maŋa n-tumdi yom ka lahi tum yuui.

(Tuma yila, di balibu mini shehiranima nyela dolina kaya ni taada. Tiransileetanima/karimbanima tu ni be lebige/n-wuhi din nye shem kaya ni taada maa puuni)

Tuma yila balibu: Lahibali sabbu din yeri di ni niŋ shem, lahibali sabbu din buyisiri niŋsim bee bini bee ayirimo yilli.

Karimba maa simsi ni o yuli tɔhigu yilli shehira din be shikuribihi bəhimbu buku takarigbaŋ 67 la puuni.

Tuma yila daanfanimima

- Di kpansiri tuntumdiba kɔba ni ka che ka tuma maa daŋdi naabu.
- Bachi sheŋa ɛnan be yila maa ni maa kpaŋsiri la tuntumdiba ka be tumda.
- Di nyela din mooni tuun' sheli din tumdi maa.
- Tuma yila nyela din tiri sayisigu.
- Tuma yila nyela din payiri tuntumdiba ka lahi nye din ɛhahi sheba.
- Tuma yila yiini yihiri dabiem ka varisiri ninvuy' bieri ka cheri tuntumdiba.

Bəhimbu Tuma

1. A yi yen yeli kahigi tuma yilli ni nye binsheyu a kaya ni taada puuni, wula ka a yen tooi sɔŋ li?
2. Zaŋmi shehira dibaata din yi a kaya ni taada puuni n-yelikahigi tuma yila balibu.
3. Timi diliri dibaata sheŋa zuyu a ya tuntumdiba ni yiini tuma yila.

Wuhibu Soya Shehiranima

1. Bəhimbu alizama kpuribu: Kariŋduu zaa

- Kahimiya tuma yila
- Kahigimiya tuma yila balibu
- Kahigimiya tuma yila daanfaaninima

2. Bɔŋ tuma/ Nangbaniyini bɔhimbu

- Niriba ayi layim tum: Zammiya tuma yilli sabbu (Yihimiya yeltɔyikpani, nahingbaŋ, litiricha bielima, bachinima gahimbu, sabirinu, etc.)
- Kpahimbu bɔhimbu: Nammiya yilli ka yili li.

Zahimbu gahinda: DoK 4 Tariga 4 - Kahigibu

- Deemiya yila balibu yi kaya ni taada puuni ka zam ŋa nahingbana, nambu (biŋkumda lunzahim, kuko' balli) ni litiricha ŋan be ŋa puuni maa (zaŋbuyisi, zaŋŋmahim, zanzalizaani, anfooni, Kɔnsonanti vuyinsi pa taba, ŋmahinli etc.) (pɔri pinaayɔbu 16)
- Kahimiya tuma dibaata sheŋa tuma yila ni tumdi tiri yi ya. (pɔri ayɔbu)
- Zaŋmiya yi litiricha baŋsim, n-nam tuma yil' yini n-ti yi ni mali nia ni yi ti tum bieyuni. (pɔri ayɔbu 6)

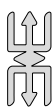
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

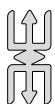
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-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.

DAKULO 20

Bɔhimbu sodoligu: *Zahimmi ka payi zeman' pala highlife yila*

Bɔhimbu janda: Highlife yila

Binsheyu din nye highlife yila: Highlife nyela Ghana yila din layim bɛnkumda bɔbigu ɲan nye gbansabilintɛna bɛnkumda mini gbampiela bɛnkumda din daa be tiɲ' kura ɲan daa za m-miri teeku la yuun' kurumbuna la ha m-pa zuɲɔ ti ni mi sheli Ghana ɲɔ. Daba gbahibu zaamani maani highlife mini nam n-daa pun be, ka be bɛnkumda bɔna pam daa beni kamani jazz kings, Cape Coast Sugar Babies ni Accra Orchestra din be Ghana coast soli zuɲu la.

Highlife balibu

1. **Palm-wine Bɛnkumda:** Sierra Leone nima mi li la maringa, di daa nyela highlife bal' sheli din daa pili teeku yuya yayili, ka lala saha baansi daa pili mali kɔhigɔriba ni daa ziri nuuni bɛnkumda sheɲa na n-ti tiri ba ka be mali ɲa ɲmera. Be daa tooi ɲmeri li la 4/4 mita nima la ni. Lala bɛnkumda ɲɔ, be daa ɲmerila dayiya ni ka kpatoonsi, kulipalinima, mini di saha gɔmnanti tuntumdiba wumda ka nyuri be dama.
2. **Brass-band highlife:** Highlife bal' sheli din ɲmani western brass band din ɲmani gbampiela tiɲa dini West Africa yayili zaa. Linjimanima daa malila baansi be brass band ɲɔ puuni n-wuhiri ba linjinwaa yila. Lala linjinwaa ɲɔ mini bɛnkumda lunzahim ka be layim n-nam highlife bal' sheli din yuli booni *adaha*, n-ti tabili highlife bal' sheli din niɲ asama bɛnkumda din yuli booni *konkoma*.
3. **Waa mini jitaai highlife band:** Waa mini jitaai baansi highlife band tooi zoola fɔna ni. Dimbɔɲɔ nima band bihi, kamani ɲmahinli, Tempos ɲɔ. Jitaai highlife band malila band bihi di puuni, piligu maa di daa yoli la tiɲkpansi puuni pam. Bimpiebira kamani Seprewa mini jitaai ka be daa mali ɲmera. Be daa lahi ɲmeri *Dagbamba wa'* sheli be ni daa paɲ Kru kpatoonsi ban daa yina Liberia la sani n-daa nam be maɲmaɲa highlife din daa ɲmeri ni nubihɛ ayi la. Waa mini jitaai baansi highlife band daa lahi yiini yila, n-ɲmeri guɲgɔna mini feensi.
4. **Burger highlife:** Ghana bilichinnima ban daa zi Jaaman la n-daa nam lala highlife ɲɔ. Di layimla funk, disco, ni synth-pop. Be daa boli li la burger highlife dama Ghana bilichinnima daa galisimi n-zi Hamburg. Di bɛnkumda maa daa pa leela ghana yaakooro zɔriba ban daa gɔri chani Jaamani la ni ɲmeri sheli. Ti ni tooi buyisi li n-jendi ninneesim tabiibi baɲsima; ɲan daa beni yuma 90 la puuni la, n-daa mali bɛnkumda nɛma ɲan daa nye niyilimbuyum dini la.
5. **Jama highlife:** Di nyela yil' sheɲa ɲan mali yuya Ghananima mini tinduyanima sani la puuni zay' yini. Jama highlife layimla adiini mini pop taada. Lala yila balli ɲɔ mini Burger Highlife ɲmanila taba, amaa ka din lee nye dolodolo nima ni pili sheli.

zeman' pala highlife yila nahingbana: Highlife yila nahingbana pumi doli:

Bɛnkumda nɛma

- Jitaai: Di nyela din kumsi nyayisa.
- Kikahi: gberi, silimiinkikah nyela din pahiri bɛnkumda maa golisigu mini yaa.

- Gungɔna: Gbansabin gungɔna bee silimiin gungɔna zaa ɲmebu lurimi zahimda
- Kiibɔdinima: Sintasaizenima bee piyanonima nyela din pahiri vielim mini lɔɲ nyayisili.

Bɪŋkumda biɛhigu

- Boligu mini sayigu: Dimbɔɲɔ nyela highlife bɪŋkumda so' sheli din mali sayibu ka baanga yen yiina ka sheba mi sayira.
- Lɔmbala lumpa taba: highlife nahingbana puuni be tooi yiina ka labiri yiina ka be Lumbala ɲɔ kuli luri m-pari taba zuɣu.
- Golisigu: Highlife bɪŋkumda nema maa puuni sheli din mali yili golisi ni layim yili ti tooni din pahiri bɪŋkumda maa yaa.
- Kumsi lunzahim galisim: Highlife bɪŋkumda nema maa puuni sheli nyemi di kumsi tooi lurimi zahinda ka di galisi pam (kumsi lunzahim dibaayi bee din kari lala) ni sinkupeeshin (Di wandi la biitinima sɔɲda ka ɲɲɲdi yaa bee chɔyimata)

Yilli biɛhigu

- Piligu: Bɪŋkumda nema n-yen kum ka di yee mini kumsi lunzahim.
- Vesi: yiliyiina yen yiina n-salindi salima bee n-tiri lahibali.
- Kɔɔsi: yilli maa yeltɔyikpani ka be yen yihi yiina ka labiri yiini li.
- Biriiji: Di nyela neeni bee yila maa yay' sheli din pahiri yila maa kumsi bɔɲ.

Yeltɔyikpana sabbu

- Yurilim mini mamlimamli: Highlife yila taachinima jendila yurilim, taba shihibu ni mamlimamli
- Biɛhigu yeltɔɣa yelibu: Highlife yila tooi yerila biɛhigu yeltɔɣaa kamani siyaasa, fakari, ni dimmɔɲ

Kaya ni taada

Yila nyela ɲan ni tooi kɔhi Ghana kaya ni taadanimini mini taarihi.

Ʒeman' pala highlife daanfaaninima

- Ghana highlife bɪŋkumda nyela tingbani ɲɔ buni zaana din teeri din daa pun gari yela ka yuuni sɔhibiɛɣu zuɣu
- Ʒa deela niriba suhuri zaasa ka wuhiri tingbana ɲɔ kaya ni taada yaha
- Di wuhiri nira kali ni nye sheli: Ghana highlife kɔŋkumda nyela din wuhiri Ghana kaya ni taada din pili 20th Ʒamana la ni, n-layindi kambɔnsi bɪŋkumda mini silimiin bɪŋkumda nema mini di ɲmebu. Taarihi puuni, highlife nyela din ni tooi ti Ghana tingbani taarihi, ni daba gbahibu saha mini di maɲ sulinsi tuhi deei taarihi.
- Highlife bɪŋkumda tooi yerila yeliniɲda ɲan be biɛhigu ni kamani yurilim, siyaasa, biem, kɔɔinfahili, ni biɛhigu yelimaɲli.
- Highlife bɪŋkumda kpaɲiri nangbanyini, n-layindi tinsi nangbanyinga biɛhigu.
- Highlife na kuli nyela bɪŋkumda bal' sheli din zali yuli Ghana puli ni, m-bɔri diema ni yiɣijem tiri paya ni bia kam ni asanzanima.

- Highlife n-yihi binƙumda bal' sheƙa kamani Afrobeat mini Hiplife na, ka di zuƙu che ka Ghana binƙunda nmebu yeligi.
- Highlife binƙumda soƙsimi teei ka tayi Ghana kaya ni taada mini di dariza.

So' sheƙa nira ni yen doli m-payi liticha bal' sheƙa, lala soli maa ka o yen doli payi highlife yila.

Bɔhimbu Tuma Nammi nangbankpeen nmebo n-sayiti bee n-zayisi yeligu din dolina nɔ: "Highlife yila n-nye Ghana kaya ni taada gonaate".

Wuhibu soya Shehiranima

1. Bɔhimbu alizama kpuribu - Kariɗduu zaa

- Kahimiya highlife yila
- Kahimiya highlife yila balibu
- Kahigimiya zeman' pala highlife yila daanfaaninima

2. Bɔɗ tuma/nangbanyini bɔhimbu

a. Niriba ayi layim tum

- Wummiya highlife yilli ka zam di kulisi maa mini di biɛhigu.
- Payimiya highlife yila

b. Kpahimbu bɔhimbu

- Yilimiya zeman' pala highlife yila
- Nammiya highlife yila

c. Kariɗduu zaa: Kahigimiya yil' sheƙa yi ni nam maa.

Zahimbu gahindili: DoK Tariga⁴ – Karim ti kariɗduu

Zaɗmiya shehiranima, n-zam Ghana highlife binƙumda ni daa pili shem 1950 yuma zaɗna ni zuƙu. Yi ni tooi yuli zaɗ kpa highlife balibu, binƙumda neen' sheƙa be ni daa mali, be ni doli so' seli n-nmeri bee n-sabiri be yila. (pɔri pinaayɔbu 16)

PLC Session 20

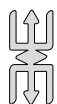
45 minutes

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.

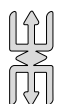
3. Plan the week's key assessment with your app

- 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.

Yayili 19 Labi lihi

Yayili ɲɔ kahigiri la yila. Shikuribihi nyela ban pun bɔhim tuma yila mini highlife. Ti zaya dahila yila mini tuma yila ni highlife buyisibu polo. Yila baɲsim mini di sabbu baɲsim yela din yen sɔɲ shikuribihi ka be milinsi bachinima mini be yeltɔya baɲsim kpaɲsi. Di kpaɲsiri la teha nambu, teha nam sabi, ni maɲa yeli kahigi. Yila payibu nyela din sɔɲdi shikuribihi ka be tooi mali nimmɔhi teha, nolini yeltɔya lebigibu, ni zambu baɲsim. Din lahi pahi, di lahi sɔɲdi la shikuribihi ka baɲdi be ni mali fahim pam tuun' sheli puuni ka kpaɲsiri lala tuma n-guri sɔhibieyuni. Yayili ɲɔ mini bɔhimbu yaya kamani taarihi bɔhimbu, silimiinsili litiricha bɔhimbu, ni biɲkumda. Yayili maa lahi yen sɔɲ la shikuribihi ka be nya niriba nambɔyu ka zaɲ be haɲkal' zilima n-sɔɲ ba zaɲ kpa be zama layimbu, kaya ni taada mini be biehi polo. Yila gbaabu mini sabbu kpaɲsiri la nira gbaabu, suhuzia, ni o zama ni daalizama dibu baɲsim. Ti daa kpaɲsi karimba maa ni o zaɲmi wuhibu soya ɲan mali fiila dibu, wuhibu nema, wuhibu din jendi waliginsim ni zahimbu soya n-sɔɲ shikuribila gangaɲa bɔhimbu.

ƆƆRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 19

Bɔhigu 1: Yihimi tuma yila dibaayi a kaya ni taada ka zam ɲa biehiɲu, sabbu (kumsi lunzahim, kuko' nyayisili) ni litiricha bielima ɲan be dinni (zambuyisi, zaɲɲmahim, zanzalizaani, anfooni, kɔnsonanti vuyinsi pa taba, ɲmahinli etc.) (ƆƆri pinaayɔbu 16)

	<i>Vienyelinga pam (pɔri7-8)</i>	<i>vienyelinga (pɔri 5-6)</i>	<i>nintiyili (pɔri 3-4)</i>	<i>M-bɔri bɔhim pahi (pɔri1-2)</i>
<i>Din be di ni</i>	<i>Yila dibaayi nan payi ka na nahingban' yelima yihi n-ne doya</i>	<i>Yila dibaayi nan payi ka na nahingban' yelima yihi.</i>	<i>Yila dibaayi nan payi ka na nahingban' yelima dii bi yihi n-ne doya saha sheja.</i>	<i>. Yilli din payi. Nahingbana bee biehigu milinsi biela. N-ka nin-neesim.</i>
<i>zambu</i>	<i>N-zamdi nahingban sheli din yihi maa daanfaani m-pari taba ka zanji yila mayisiri taba</i>	<i>N-zamdi nahingban sheli din yihi maa daanfaani pam ka piini yila maa zan mayisi taba</i>	<i>N-zamdi yil' ganja - yila ayi nahingbana din nasara bi galisi.</i>	<i>N-zam biela bee m-bi zam nahingbana maa.</i>

Bɔhigu 2: Kahigimi bukaatanima ata sheja tuma yila ni mali a ya. (pɔri ayɔbu 6).

Karimbanima maa tu ni be bɔhi be manja bɔhisi ɲɔ pɔi ka naan yi ti pɔyu. Baɲmiya kadama shikuribila ku tooi nya pɔri n-yayi 1-2 be yi bi yihi tuma yila bukaatanima ata na.

1. **Bukaatanima yihibu:** Shikuribila maa ni tooi yihi bukaatanima ata sheja tuma yila ni mali be ya?
2. **Bukaatanima zambu:** Shikuribila maa ni tooi zam bukaata kam daanfani, n-ti tabili sɔɲsim zan ti be ya maa?

Pɔtibo sodolisi

Pɔri - 5-6: Kahigibu din niɲ vienyelinga pam, ni butaanima yihibu mini zambu din ne.

Pɔri - 3-4: Kahigibu din niɲ vienyelinga, ni butaanima yihibu mini zambu sheja.

Pɔri - 1-2: Kahigibu din niɲ chirichi, ni butaanima yihibu mini zambu din pɔra.

Bɔhigu 3: Nammi tuma yil' gan' sheli a ni mali nia ni a sa yili sɔhibieyuni. (pɔri ayɔbu 6)

karimbanima maa tu ni be bɔhi be manja bɔhisi ɲɔ pɔi ka naan yi ti pɔyu.

1. **Lahibali nambu mini zay' man tali:** Tuma yilli maa mali nambu ka nye zay' manli?
2. **Kpa talahi n-ti tuma:** Tuma yil' sheli shikuribila maa ni yen sa yili sɔhibieyuni maa kpa tahali n-ti tuma maa?
3. **Biehigu mini sabbu:** Yilli maa sabi doni vienyelinga?

Pɔtibo sodolisi

Pɔri -5-6: Tuma yila din yili vienyelinga pam, ni lahibali sabbu, talahi kpabu, ni nahingban sun.

Pɔri - 3-4: Tuma yila din yili vienyelinga, ni lahibali sabbu, talahi kpabu, ni nahingbana sheli.

Pɔri - 1-2: Tuma yila din yili chirichi, ni lahibali sabbu, talahi kpabu, ni nahingbana din pɔra.

Pɔri - 0: Tuma yila din yili chɔyimata, din ka lahibali sabbu, talahi kpabu, ni nahingbana.

DAKULO 20

1. **karim lahibali wuhi karinduu** (pɔri pinaayɔbu 16)

	<i>Viɛnyɛlinga pam (pɔri7-8)</i>	<i>viɛnyɛlinga (pɔri 5-6)</i>	<i>nintiɣili (pɔri 3-4)</i>	<i>M-bɔri bɔhim pahi (pɔri1-2)</i>
<i>Din be di ni</i>	<i>Ŋmahima,wali- ginsima ni toontibo yihiya viɛnyɛlinga ka shehiranima an- ahi bee din gari lala ti.</i>	<i>Ŋmahima,waligin- sima ni toontibo yihiya ka shehir- anima ata bee din gari lala ti.</i>	<i>Ŋmahima,waliginsima ni toontibo yihiya ka shehiranima ayi bee din gari lala ti.</i>	<i>N-wuhi baɣsim biɛla zaɣ jɛndi highlife biɣkumda yuuni maa zaa.</i>
<i>Zambu</i>	<i>N-zam daliri sheɣa ɲan tahi taɣibu na high- life biɣkumda ni m-pa taba.</i>	<i>N-zam daliri sheɣa ɲan tahi taɣibu na highlife biɣkumda ni saha sheɣa.</i>	<i>M-mo ni o zam daliri sheɣa ɲan tahi taɣibu na highlife biɣkumda ni ka mali nasara biɛla.</i>	<i>M-mali biɛla bee n-ka zambu din kpa talahi ti highlife biɣ- kumda taɣibu.</i>

YAYILI 10: YELTŶITAYIMALISI

BAŊSIM: GHANA ZULIYA YELTŶA LITIRICHA

Baŋsim yayili: Baŋsim sabirili

Bɔhimbu Haŋkaya ŋan tu gbaabu: YELTŶITAYIMALISI

Zaŋmi a yeltŶitayimalisi yaya milinsi m-payi yeltŶitayimalisinima

Baŋsim nianima: Wuhimi baŋsim mini gbaabu zaŋ chaŋ yeltŶitayimalisi polo

BɔHIMBU YAYILI PILIGU MINI DI KɔLIVAAl

Yayili ŋɔ zaya dahila baŋsim sabiliri kahigibu polo. Ti ni yen kahigi di bal' sheli maa n-nye yeltŶitayimalisi. Shikuribihi nyela ti ni yen wuhi sheba yeltŶitayimalisi yaya. be lahi nyela ban yen kahigi yeltŶitayimalisi payibu. Yayili ŋɔ nyela din mali anfaani n-ti karimbihi ka di ni nye Ghana zuliya bala baŋsim bɔhimbu yayila kɔŋko amaa di lahi yoori la soli tiri silimiinsili bɔhimbu, silimiinsili litiricha bɔhimbu, ni ŋan pahi. Yayili maa puuni ka karimbihi yen nyala baŋsim din ziligi ka ni tooi zaŋ yeltŶitayimalisi yaya m-baŋ yeltŶitayimalisi payibu. Karimba maa tuma n-nye li ni o bo wuhibu soya mini nema ka bo so' sheŋa o ni yen doli ti karimbihi maa tuma ni zahimbu nima din yen sɔŋ be bɔhimbu. Karimba simsi ni o niŋ zaya ni shikuribihi sheba ban karim baŋsim bɔmma nye zaŋ' gahinda la.

Baŋsinima mini sodolisi ŋan be yayili ŋɔ puuni n-nye:

- **Dakulo 21:** Yihimi ka kahigi yeltŶitayimalisi yaya (e.g, bachinima gahimbu, yeltŶikpana, satara, kulisi, litiricha bielima, lunuzahim etc.)
- **Dakulo 22:** Payimi yeltŶitayimalisi sabbunima.
- **Dakulo 23:** Payimi yeltŶitayimalisi sabbunima.

KɔLIVAAl DIN JENDI WUHIBU SOYA SHEHIRANIM

Wuhibu soya shehiranima din be yayili ŋɔ bɔbi la Ghana zuliya yeltŶa wuhibu sodolisi.

Bɔhimbu din jendi muyisigu wuhibu puuni, di zandila wuhibu soya din nye Andunia-yili muyisigu sheŋa ŋan beni n-wuhiri shikuribihi ka tibigiri shikuribihi ni jilima be bɔhimbu puuni, lala ŋɔ mini kariŋduu puuni yeltŶa karim ti karimbihi nyela kɔŋɔba. Di zirila baŋsim sheŋa kamani ninyino bɔhimbu, niriba ayi layim tum, bɔŋ ŋan gabi/paya bee doo bɔna ni kariŋduu zaasa tuma layim tum. Lala wuhibu soya ŋɔ nyela din ni sɔŋ bo nimmo tɛhibu baŋsim, yiko din ni tooi nyaŋ muyisigu, ni alima vienyela dibu baŋsim. Din tooi lahi wuhi shikuribihi kpalanzuya gbunibu, layim tum mini toondaantali. Karimbihi nyela ban lahi yen bɔhim lahibali deebu ka zaŋ be baŋsim n-zam li be tuma shee.

Shikuribihi ni tooi zaŋ be shikuribihi taba ni yeli yeltŶy' sheli n-nya yeltŶy' pala di puuni m-payi yeltŶy' sheli be ni pun mali maa zuŋu din kuli yen che ka be zaa sayiti yeltŶy' gaŋa.

Shikuribihi ban mali fahim pam ni niŋkali la mi, di bɔrila tuma kamani wuhibu m-pahi ba ka be wuhiri be taba maa din yen che ka be gba tooi mali gbaai be ni wuhi ba sheli maa vienyela. Be wuhi la karimbanima ni be zaŋ be zaya niŋ shikuribihi bachinima bolibu mini muyisigu sheŋa ŋan be be alizama dibu ni ka gabigiri yeltɔy' gaba ni baŋsim.

ZAHIMBU KOLIVAAI

Zahimbu soya ŋan be yayili ŋɔ puuni chaŋmi ti gbaai shikuribihi baŋsim mebu, kɔnsepitinima baŋbu mini be nimmɔhi tehi zilima. Pɔri ti m-pa taba nyela din ziri tayibu na ka sɔŋdi yeligiri shikurbila baŋsim. Zahimbu soya maa kpuyila nianima ni di sɔŋ baŋ shikuribihi gbaabu zaŋ chaŋ kali churi Ghana puli ni. Duri anahi zahimbu beni n-jendila nimmɔhi teha zilima. Zahimbu bɔhisi yirila bɔhibu ni na, ni lahibal' jihi ni bee lahibaya karimbu ni din yen ti shikuribihi yiko ka be tooi yeri kahiri kɔnsebitinima and zaŋdi ŋa tumdi tuma. Karimbanima tu ni be kpuyi soya n-zahindi shikuribihi bɔhimbu saha mini bahibu saha din yen che ka be layim lahibaya zaŋ kpa shikuribihi maa kpaŋmaŋa polo, ka tiri ba pɔri be bɔhimbu toontibo polo.

Sodolisi	DOK tariga	<i>zahimbu soli ni/bee balibu</i>
Yihimi ka kahigi yeltɔyitayimalisi yaya (e.g, bachinima gahimbu, yeltɔyikpana, satara, kulisi, litiricha bielima, lunzahim etc.)	3	Yiŋa tuma
Paɣimi yeltɔyitayimalisi sabbunima.	4	KariŋduuTuma
Paɣimi yeltɔyitayimalisi sabbunima.	4	Saha wayila tuma

DAKULO 21

B̂himbu sodoligu: *Yihimi ka kahigi yeltŷitayimalisi yaya (e.g, bachinima gahimbu, yeltŷikpana, satara, kulisi, litiricha bielima, lunzahim etc.)*

Labi yuli

Yuuni 1	Bakɔi 6: Kahigimi nolini yeltŷa lebgibu ka a zaya dahi vienyela wumbu, n-zanɔi sɔɣira mini n-vili-giri fasara.
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B̂himbu janda: Yeltŷitayimalisi

- I. Yeltŷitayimalisi yelikahigi
- II. Yeltŷitayimalisi yaya
- III. Yeltŷitayimalisi nahingbana
- IV. Yeltŷitayimalisi daanfaaninima

Yeltŷitayimalisi difinishin

Yeltŷitayimalisi nyela sabiri sheli din nye daadam zanɔi baɲsim mini teha salim salinli n-kahigi o maɲa, o suhuni yelli ni o haɲkaya. Yeltŷa baɲsim nyela yeltŷa yeli kahigi maɲa din tiri sasabira soli ka o zanɔi teha buna mini o suhuni yela niɲɔi sabbu din gahim ka viela. Yeltŷitamayilisi sabbu ɜirila litiricha bielima kamani: **zanɔibuyisi, zanɔimahim, anfooni, lunzahim ni kumsi lumpa taba.**

Yeltŷitayimalisinima Nahingbana

1. Yeltŷa tɔyisi kahigi
2. Teha din niɲ dawama
3. Gbunni jia (Lahibali, teha bee anfooni din bachinima kalinli pɔra)
4. N-tooɪ mali yeltŷiniyinda

Yeltŷa baɲsim Yaya

Yeltŷa baɲsim nyela sabiri sheli din zanɔi litiricha bielima kahigiri gbunni mini teha. Yayili ɲɔ yen kahigi la yeltŷitayimalisi balibu dibaanihi:

1. Kulisi pinaanihi yeltŷitayimalisi
2. Yeltŷitayimalisi din ka kumsi lunzahim di puuni
3. Yeltŷitayimalisi din salindi salinli
4. Sasabira maɲmaɲa yeltŷitayimalisi

Yeltŷitayimalisi tuntumsa puuni sheɲa m-bɔɲɔ:

1. Ni di tahi teha na
2. Ni di salim salinli

3. Ni di zahim haŋkaya

4. Ni di nam

Yeltŏya baŋsim yay' gahinda puuni sheŋa n-nye:

1. Anfooni

Anfooni nyela yeltŏya din namdi anfooni n-niŋdi ŋun karinda zuyu ni. Dimbŏŋ nyela din buyisiri yuligu, kumsi, nyŏm, lama, ni bini bieŋigu.

2. Bachinima gahimbu

Bachinima gahimbu nyela sasabira ni gahindi bachinima n-namdi yeltŏyitayimalisi shem. Sasabira maa maarila o maŋa n-gahindi bachinima mini yeltŏya ka o sabbu maa gahim ka o kukŏli va ŋun karimdi maa haŋkali n-niŋ gbunni gbaabu ni. Sasabira maa yi bŏri o ni sabbu gbunni yi polo, o ni tooi ŋan doli ŋŏ na n-tum tuma:

- a. Piibu: Sasabira maa ni zaŋdi bachi gahinda sheŋa n-kahigiri gbunni mini yee din be o sabbu maani.
 - b. Yee: Di nyela sasabira maa ni zaŋdi bachinima n-wuhiri o bieŋigu bee o teha ni nye sheli.
 - c. Sabirinu: Yeltŏya maa ni tooi nye nimmŏhi yeltŏya, bieŋulo yeltŏya, yeltŏyitayimalisi, alizama dibu.
3. **Yeltŏyikpana:** Yeltŏyikpana nyela haŋkaya, lahibaya, bee baŋsim sheŋa yeltŏyitayimalisi bee lahibali sabirili ni zahimda. Din tooi yeri jendiri nyevuli, bieŋigu, ninsal' nama, bee yu' sheŋa gba zaa.
 4. **Satara:** Satara nyela sasabira ni layindi kulisi bŏŋbŏŋ n-niŋ yeltŏyitayimalisi puuni. Ŋa malila di zuyu lunzahim, wayilim tatariga, mita, bee nahingbaŋ.
 5. **Kulisi:** Kulisi nyela zuliya yeltŏya bachi gansi ŋan bachikŏba kumsi pe m-pa be n-lunzahim.
 6. **Litiricha bielima:** Litiricha bielini nyela sasabiriba ni zaŋdi be baŋsima n-wuhiri gbunni, n-namdi yee bee n-tiri teha.
 7. **Lunzahimnima:** Lunzahim nyela bachikŏba ŋan kumsi ŋmani taba kum pa taba bachinima bolibu bahigu, di tooi biela yeltŏyitayimalisi puuni n-namdi kumsi maŋa bee kumsi kum pa taba.

Yeltŏyitayimalisinima nahingbana

Yeltŏyitayimalisi nahingbana nyela sasabira ni layim bee m-pe li shem. Yeltŏyitayimalisi maa nahingbana ni tooi wuhi ŋun yen karim li maa gbunni mini yee din be dinni. Sasabiriba tooi malila nahingbaŋ kŏŋkŏba be sabbu nima puuni ka di sŏŋdi ba ka be tooi yeri be haŋkaya ni nye sheli. Lala nahingbana maa n-nye:

1. **Bieŋigu:** Yeltŏyitayimalisi maa bieŋigu mini ni sodolisi kamani Kulisi pinaanahi yeltŏyitayimalisi, Yeltŏyitayimalisi din ka kumsi lunzahim di puuni, bee Yeltŏyitayimalisi din salindi salinli.
2. **Satara:** Kulisi layim niŋ yaya bee satara ni bŏŋbŏŋ, din yen tiri kumsi lunzahim bee mita.
3. **Kulisi:** Ŋa nyela zuliya yeltŏya bachi gansi ŋan bachikŏba kumsi pe m-pa be n-lunzahim

4. **Lunzahim:** YeltŶitayimalisi maa puuni kumsi lunzahim sheŶa Ŷan beni, kamani satara tarisi bee satara maa puuni kumsi lunzahimnima.
5. **Mita:** Di nyela bachi jila Ŷan be yeltŶitayimalisi bachinima ni ka di namdi lunzahim.
6. **Kuliga tarisi:** Di nyela kulisi ni naari shem, ka di ni tooi gayim yeltŶitayimalisi sabbu yaabu mini di karimbu.
7. **Anfooni mini yeltŶiniyiŶda:** N-zaŶ ninsala kpehima mini litiricha bielima n-nam lahibali buyisira Ŷan ne ka tahi teha na.

BŶhimbu Tuma

1. Karimmi ka zam satar' yini yeltŶitayimalisi, n-yihi:
(*BAIŶMA: Tiransileeta tu ni o sabi satar' yini yeltŶitamayimalisi zuiya balli yeltŶya bŶhimbu maa ni*)
 - a. YeltŶyikpani
 - b. Anfooni
 - c. YeltŶiniyiŶda
 - d. Yee
2. Yihimi ka kahigi litiricha bielima Ŷan yirina yeltŶitayimalisi puuni na, kamani:
 - a. ZaŶbuyisi
 - b. ZaŶŶmahim
 - c. Zanzalizaani
 - d. Ŷmahinli

Wuhibu soya Shehiranima

1. BŶhimbu din jendi MuŶisigu: KariŶduu zaa tuma
 - Wuhimi yeltŶya baŶsim
 - Kahigimi yeltŶya baŶsim yaŶa maa. (e.g, bachinima gahimbu, YeltŶyikpana, satara, kulisi, bachi bielima, lunzahim, etc.)
 - Kahigimi yeltŶya baŶsim buhimbu daanfaani.
 - Karimmi yeltŶitayimalisi.
2. BŶŶ tuma/ naŶgbanyini bŶhimbu
 - Niriba ayi layim tuma: Kahigimiya yeltŶitayimalisi din yi yeltŶya baŶsim sabbu ni na.
 - Ninyino tuma: ZaŶmi a yeltŶitayimalisi yaŶa baŶsim n-nam yeltŶitayimalisi.

Zahimbu gahindili: DoK Tariga 3 - YiŶa tuma

ZaŶmi baŶsim sheli a ni nya yeltŶya baŶsim bŶhimbu ni maa n-nam satara dibaata yeltŶitayimalisi n-jendi yeltŶyikpan' sheŶa Ŷan do gbunni puuni zaŶ' yini. (pŶri pinaayŶbu 16)

- a. Biehigu
- b. Deeshini
- c. Toondaantali
- d. YelimarŶli

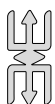
PLC Session 21

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

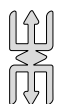
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAKULO 22

Bɔhimbu sodoligu: *Payimi yeltɔya baɲsim sabbu*

Labi yuli

Yuuni 1	Bakɔi 6: Kahigimi nolini yeltɔya lɛbgibu ka a zaɣa dahi vienyela wumbu, n-zaɲdi sɔyira mini n-viligiri fasara.
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Bɔhimbu Janda: Yeltɔya baɲsim payibu

Karimmi jendi yeltɔyitayimalisi din be bakɔi din garila puuni ka di zani ti labi yihi.

Yeltɔya baɲsim payibu

1. Karimmi yeltɔyitayimalisi maa

Karimmi yeltɔyitayimalisi maa bushem m-baɲ din be di ni, yee ni zuliya yeltɔya.

2. Yihimi yeltɔyikpani maa

Baɲmi yeltɔyitayimalisi maa ni ziri haɲkali bee yeltɔyikpan' sheli.

3. Language Zammi anfooni mini yeltɔyiniyinda

Yihimi ka zam be ni mali: anfooni (ninsala kpahima), Zaɲbuyisi, Zaɲɲmahim, Zanzalizaani, ɲmahinli

4. Vihimi yeltɔyitayimalisi nahingbana

Lihimi: Satarili nambu, lunzahim, mita, kuligu tarisi

5. Wuhimi zuliya yeltɔya mini yee

Zamma: Zuliya balli yeltɔya (tuma duri yeltɔya/simli yeltɔya)tone yee (Biɛhigu/ tɛha tibu) (attitude/emotion conveyed)

6. Yihimi litiricha bielima

Yuli bo: Kɔnsonanti vuyinsi lu m-pa taba, vaawuli vuyinsi lu m-pa taba, kulisi ɲan ka sabbu bibahira sabi pa taba, kulisi ɲan mali sabbu bibahira

7. Tɔyisi lɛbigi gbunni

Lihimi: Lahibali gbunni, yeltɔyiniyinda gbunni, ɲmahinli, sasabira tuma

8. Wuhimi Tɛha din niɲ dawama

Baɲmi yeltɔyitayimalisi maa ni che niɲdi a shem ka ti daliri.

9. Lihimi be ni yuuni li shem

Tɛhimi: Be ni yuuni li shem taarihi puuni, be ni yuuni li shem kaya ni taada puuni, sasabira ni yi luy' sheli na

10. Layimmi a gbaabu

Zaɲmi a kpahiɲ mini baɲsim din ziligi zaɲ kpa yeltɔyitayimalisi polo n-layim taba.

Bɔhimbu Tuma

Shikurihibi doli so' sheɲa din tu ni be doli, m-payi yeltŏyitayimalisi mini di yaya.

Wuhibu soya Shehiranima

1. Bɔhimbu alizama kpuribu: Kariɲduu zaa Tuma
 - Labimiya n-karim salinwayinli mini kperigu yaya.
 - Kahigimiya yeltŏya baɲsim yaya maa
 - Yihimiya yeltŏya baɲsim yaya yeltŏyitayimalisi puuni.
2. Bɔɲ tuma/nanɲbanyini bɔhimbu: Niriba ayi layim tum tuma
 - Karimmiya yeltŏya baɲsim sabbu din be buku ni.
 - Yihimi yeltŏya baɲsim yaya ɲan be yeltŏyitayimalisi sheli yi ni karim maa puuni.

Zahimbu gahindili: DoK tariga 4 – Tuma**Bɔhigu 1**

Zammi sasabira ni zaɲ anfooni mini ɲmahinli tum tuma shem yeltŏyitayimalisi ɲɔ puuni “The Road Not Taken” Robert Frost ni sabi sheli, din tɔhi yeltŏyikpani maa zaasa piibu mini di tuma zuɲu. Zaɲmi shehira sheɲa ɲan be sabbu maa puuni maa ka ɲa sɔɲ a nanɲbankpeeni maa ɲmebu. (pɔri pishinaanahi 24)

Bɔhigu 2

Zaɲmi yeltŏyitayimalisi dibaayi ɲɔ puuni yee mini zuliya yeltŏya m-mayisi taba, “The New Colossus” Emma Lazarus sabbu mini “Still I Rise” Maya Angelou sabbu.

Bɔhigu 3

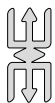
Wuhimi sasabira ni zaɲ zaɲbuyisi sheli tum tuma o yeltŏyitayimalisi yeltŏyikpani maa tibu puuni bukaata “Mother to Son” Langston Hughes sabbu. A zam maa puuni, zaɲmi niriba ni yuuni taarihi shem mini sasabira maa tuma n-tum tuma.

PLC Session 22**45 minutes****Planning & Reviewing the Learning Plan**

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

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

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



Note

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

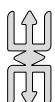
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

DAKULO 23

Bɔhimbu sodoligu: *Payimi yeltŶya baŋsim sabbunima*

labi yuli

Yuuni 1	Kahigimi nolini yeltŶya lebgibu ka a zaɣa dahi vienyela wumbu, n-zaŋdi sɔyira mini n-viligiri fasara.
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Bɔhimbu janda: YeltŶya baŋsim Payibu

YeltŶyitayimalisi labi lihi: Labi lihi bakɔi 21 mini 22 n-nya yeltŶyitayimalisi kahigibu mini binyer' sheŋa zuɣu din tu ni nira lihi yeltŶyitayimalisi payibu ni

Binyer' sheŋa zuɣu din tu ni nira lihi yeltŶyitayimalisi payibu ni

- YeltŶyikpani:** Haŋkali bee lahibali kpani sheli sasabira maa wuhira.
- Anfooni:** N-zaŋdi kpehima n-namdi anfooninima ŋan ne.
- Yee:** Sasabira biehighu bee teha zaŋ chaŋ baŋsim maa polo.
- Zuliya yeltŶya:** Sasabira ni piiri bachinima mini bachijila ni sabirinu' sheŋa.
- Litiricha bielima:** Litiricha bielima kamani zaŋbuyisi, zaŋŋmahim, zanzalizaani, ni ŋmahinli.
- Nahingbana:** YeltŶyitayitamalisi layimbu, n-ti tabili satara mini kulisi tarisi.
- Lunzahim mini mita:** Lunzahim mini mita zaŋ tum tuma biŋkumda nambu puuni.
- Be ni yuuni li shem:** Taarihi, kaya ni taada, ni be ni yuuni ninsala maŋmaŋa shem yeltŶyitayimalisi sheli daa sabi maa puuni.
- Teħa din niŋ dawama:** YeltŶyitayimalisi maa ni yiko teħa tibu mini ŋun karindi maa haŋkali gbaabu ni.
- Sasabira Tuma:** Sasabira maa nia mini o lahibali.
- Ŋmahinli:** Binyera, niŋgbuŋkoma, ni yay' sheŋa ŋan pahi zaŋ zali haŋkal' sɔyira zaani.
- Zamayisi:** Lihimi sabbu gbaŋ sheŋa, lahiɣibisi lahibaya, bee taarihi layinsi.
- Ansarisi:** Waliginsim din be din na yen niŋ mini din pun niŋ sunsuuni zaŋ tum tuma.
- Vubielima:** Litiricha bielima kamani kɔnsonanti vuyinsi pa taba, vaawuli vuyinsi pa taba, ni kɔnsonanti yini vu m-pa taba.

Shikuribihi yi baŋ binyera ŋɔ vienyelinga, be ni baŋ ka payi yeltŶyitayimalisi gbunni, yeltŶyikpana, ni lahibali sabbu.

Bɔhimbu Tuma

1. Nammi satara dibaata yeltŏyitayimalisi n-jendi yeltŏyikpani ŋɔ ‘Deeshini’
2. Zaŋmi a ni bɔhim binsheɣu zaŋ kpa yeltŏyitayimalisinima tuuli maa, yihimi litiricha bielima ŋan be yeltŏyitayimalisi maa puuni.

Cheliya Salima Yirin Gbibu (Galamsay) (Ernest Obeng)

Tingbani maa daa pun beni pɔi ni ti dɔyim
 Ti banima daa guri li mi ni be nyevuya
 Tihi maa puuni daa kuli zimsimi, mɔya maa daa kuli nemi
 Tam maa daa malila kum, di daa bi dɔya zaɣ’ zaŋli
 Tingbani maa mali anfaani pam, n-nye tolana n-ti niriba pam
 Tingbani nama teri biehighu shee, buni daazia zalibu shee
 Ti saha maa ka lala n-daa nye li
 Dizuyu, bɔ n-che ka yi zuri n-gbiri salima ni yi sayim li?
 Ti suhuri kpihima m-maagi, ka sheli, ti salima zuɣu
 Ti tihi layim gbum kpela jariyaari, ti zima gbihimi
 Ti biensi la kuurimi, ti tihi la kuurimi
 Ti mɔya la tayiri la kama
 Mɔyini bin̄kubiri la, zɔri la yemoyemo
 Tingbani maa pa kpalim la bayayiri mini taŋkpazim
 Di ni kuli wumdi binsheɣu damli, katapilanima nyin’ sheɣa ŋan dira

Ti zaa zɔmi doli liyiri, n-tam Ghana tingbani nyela
 Ti mɔya maa nyuuma, ti ni sayi nyu pesewa chenjinima?
 Ti tingbani maa di lahi bili tihi yaha, ti ni sayi ŋubi shiiri gbambielim maa?
 Ti ka zilisigu sheli, alibarika be ti tingbani maa ni
 Ti cheli li di ni sayim dɔya shem maa, daligu ni di ti
 Ti yi ni tooi niŋ binsheɣu zuŋɔ
 Ti cheliya salima zungbi; galamsee

(Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Wuhibu soya Shehiranima

1. Bɔhimbu alizama kpuribu: Kariŋduu zaa tuma:
 - Labimiya n-karim yeltŏyitayimlisi yaya maa
 - Kahigimya yeltŏya baŋsim yaya maa
 - Kahigimiya yeltŏya baŋsim payibu sodoligu
 - Yeltŏyitayimlisi payibu soya
2. Bɔŋ tuma/ nan̄gbanyini bɔhimbu – Niriba ayi layim tum tuma
 - Karimmiya yeltŏya baŋsim sabbu din be buku ni

- Zañmi yeltɔya baɲsim payibu sodoligu maa m-payi yeltɔya baɲsim sabbu sheli a ni kuli yoli karim maa.

Zahiimbu gahindili: DoK tariga 4 – Yiɲa tuma

1. Nammi kulisi anii yeltɔyitayimalisi n-jendi a totoli yeltɔyikpani sheli din yeri a ni nya yeltɔy' sheɲa bieɲigu puuni bee Ghana kaya ni taada puuni. (pɔri pinaayɔbu 16)
2. Appreciate the poem you have created. Payimi yeltɔyitayimalisi sheli a ni nam maa. (pɔri pishinaanahi) (24 marks)

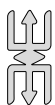
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

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

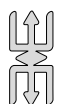
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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
 - 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.

Yayili 10 Labi lihi

Yayili ŋɔ puuni ti yen labimi yuli bɔhimbu sheli ti ni pun niŋ bakɔi 21, 22 mini 23 maa. Di kahigi la yeltɔyitayimalisi biehiɣu. Di lahi kahigi la yeltɔyitayimalisi yaya mini di daanfaninima. Tiransileeshin mini di yelimuyisira. Ti zaya daa bela yeltɔyitayimalisi yaya zaŋ nam yeltɔyitayimalisi balibu ka payi yeltɔyitayimalisi sheŋa din nam maa. Ti nia puuni, shikuribihi yi karim yayili ŋɔ zaasa naai, be ni tooi zaŋ baŋsim sheli be ni nya maa m-paya silimiinsili yeltɔyitayimalisi mini silimiinsili litiricha.

PɔRI TIBU SODOLIGU N-TI ZAHIMBU GAHINDA

DAKULO 21

Pɔri tibu teebuli (pɔri pinaayɔbu)

	Vienyelinga pam (pɔri 7-8)	Vienyelinga (pɔri 5-6)	Nintiɣili) (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	Haŋkaya yirina pari taba. Lahiba-ya ne m-pa taba ka kaŋkaya mali bukaata	Kaŋkaya yirina jilli. Lahibaya mini haŋkaya mali bukaata jilli. Zilisigu yeltɔɣ' sheŋa.	Haŋkaya sheŋa yina. Lahibali bi ne saha sheŋa, ka lahibali maa ka bukaata n-ti tuma.	Yeltɔɣ' gansi. Lahiba-ya bi ne saha sheŋa ka lahibali bukaata nye biela.
Bachinima milinsi mini yeltɔɣa milinsi	M-payi rejista m-pa taba. Yelik-pana bachinima milinsi zoomya pam di ni. Yeltɔɣa puuni chirumbu bi zoogi.	M-payi rejista m-pa taba jilli. Yelikpana bachinima milinsi zoomya di ni. Yeltɔɣa puuni chirumbu yirina saha sheŋa.	Rejista payibu bi niŋ dede. M-mo biela ni bachinima milinsi. Niŋ pa taba bila ni yeltɔɣa chirumbu din galisi	Rejista tooi zooi ka di bi taɣilindiri tuma. Yelikpani bachinima milinsi shehiranima kani. Niŋ pa taba bila ni yeltɔɣa chirumbu din galisi

DAKULO 22

Bɔhigu 1

	Vienyelinga pam (pɔri 7-8)	Vienyelinga (pɔri 5-6)	Nintiɣili (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	N-wuhi yeltɔyitayimalisi yeltɔyikpani vienyelinga pam, ni be ni yuuni taarihi shem.	N-wuhi yeltɔyitayimalisi yeltɔyikpani gbaabu vienyelinga, ni be ni yuuni taarihi shem.	N-wuhi yeltɔyitayimalisi yeltɔyikpani gbaabu ni be ni yuuni taarihi shem	N-wuhi yeltɔyitayimalisi yeltɔyikpani gbaabu biela, ni be ni yuuni taarihi shem.
zambu	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-ti shehiranima ŋan lunuzahim	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-zooi shehiranima ŋan lunuzahim tibu.	N-tooi yihi yeltɔyitayimalisi yaya puuni sheŋa amaa saha sheŋa ka ŋa daanfaaninima tibu niŋ tom.	Yeltɔyitayimalisi yaya zambu din pɔri pam.

Layimbu, nahingbana ni zeyimtalɩ	Gbaŋ sabbu doli nahingbana din mali gbaabu ka bachinima ŋmebu mini chirimbu din be yeltɔya ni nye biela.	Gbaŋ sabbu doli nahingbana din mali gbaabu jilli. Saha sheŋa bachinima ŋmebu mini chirimbu din be yeltɔya ni nye din galisi.	Saha sheŋa sabbu nahingbana ka nin-neesim. Saha kam bachinima ŋmebu mini chirimbu din be yeltɔya ni nye din galisi.	Sabbu nahingbana nyela biela. Chirimbu yimina saha kam.
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Bɔhigu 2

	Vienyelinga pam (pɔri 7-8)	Vienyelinga (pɔri 5-6)	Nintiyili (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	N-wuhi yeltɔyitayimalisi yee gbaabu vienyelinga pam, ni zuliya yeltɔya piibu.	N-wuhi yeltɔyitayimalisi yee gbaabu vienyelinga, ni zuliya yeltɔya piibu.	N-wuhi yeltɔyitayimalisi yee gbaa biela, ni zuliya yeltɔya piibu.	N-wuhi yeltɔyitayimalisi yee gbaa din pɔra, ni zuliya yeltɔya piibu.
Zambu	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-ti shehiranima ŋan lunuzahim	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-zooi shehiranima ŋan lunuzahim tibu.	N-tooɩ yihi yeltɔyitayimalisi yaya puuni sheŋa amaa saha sheŋa ka ŋa daanfaaninima tibu niŋ tom.	Yeltɔyitayimalisi yaya zambu din pɔri pam.
Layimbu, nahingbana ni zeyimtalɩ	Gbaŋ sabbu doli nahingbana din mali gbaabu ka bachinima ŋmebu mini chirimbu din be yeltɔya ni nye biela.	Gbaŋ sabbu doli nahingbana din mali gbaabu jilli. Saha sheŋa bachinima ŋmebu mini chirimbu din be yeltɔya ni nye din galisi.	Saha sheŋa sabbu nahingbana ka nin-neesim. Saha kam bachinima ŋmebu mini chirimbu din be yeltɔya ni nye din galisi.	Sabbu nahingbana nyela biela. Chirimbu yimina saha kam.

Bɔhigu 3

	Vienyelinga pam (pɔri 7-8)	Vienyelinga (pɔri 5-6)	Nintiyili (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	N-wuhi zaŋbuyisi gbaabu vienyelinga pam, ni be ni yuuni taarihi shem.	N-wuhi zaŋbuyisi gbaabu vienyelinga, ni be ni yuuni taarihi shem	N-wuhi zaŋbuyisi gbaabu ni be ni yuuni taarihi shem	N-wuhi zaŋbuyisi gbaabu biela, ni be ni yuuni taarihi shem.
zambu	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-ti shehiranima ŋan lunuzahim	N-wuhi yeltɔyitayimalisi yaya anfaani ni suhuzia, n-zooi shehiranima ŋan lunuzahim tibu.	N-tooɩ yihi yeltɔyitayimalisi yaya puuni sheŋa amaa saha sheŋa ka ŋa daanfaaninima tibu niŋ tom.	Yeltɔyitayimalisi yaya zambu din pɔri pam.

Layimbu, nahingbana ni zeyimtali	Gbaɲ sabbu doli nahingbana din mali gbaabu ka bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ biɛla.	Gbaɲ sabbu doli nahingbana din mali gbaabu jilli. Saha sheɲa bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ din galisi.	Saha sheɲa sabbu nahingbana ka ninneesim. Saha kam bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ din galisi.	Sabbu nahingbana nyɛla biɛla. Chirimbu yimina saha kam
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DAKULO 23**Bɔhigu 1**

	Vienyelinga pam (pɔri 7-8)	Vienyelinga (pɔri 5-6)	Nintiyili (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	Yeltɔɣikpani ne m-pa taba ka mali bukaata	Yeltɔɣikpani ne ka mali bukaata jilli	Saha sheɲa yeltɔɣikpani maa bi ne bee n-ka bukaata	N-niɲ tom ni yeltɔɣikpani maa kpini yeltɔɣitayimalisi maa.
litiricha biɛlima	O zaɲ litiricha biɛlim' bɔɲ n-niɲ vienyelinga ni di sɔɲ ɲun karindi maa.	O zaɲ Litiricha biɛlima ben-niɲ ni di sɔɲ ɲun karindi.	O zaɲ litiricha biɛlim' sheɲa n-niɲ amaa ɲa bukaata ni tooi pɔra.	O bi zaɲ itiricha biɛlima niɲ.
Baɲsim nam-dili mini fahim gahindili	Yeltɔɣitayimalisi maa mali karimbu ka va ɲun karindi maa zaɣa niɲ di karimbu ni.	Yeltɔɣitayimalisi maa yaɣ' sheɲa mali karimbu ka ɲun karimdi maa bɔri ni o bahi karim li naai.	Yeltɔɣitayimalisi din din nahingbana bi galisi bee din ka nahingbana.	Yeltɔɣitayimalisi maa karimbu tomi ka ka nyayisim.
Layimbu, nahingbana ni zeyimtali	Yeltɔɣitayimalisi maa doli nahingbana din mali gbaabu ka bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ biɛla.	Yeltɔɣitayimalisi maa nahingbana din mali gbaabu jilli. Saha sheɲa bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ din galisi.	Saha sheɲa yeltɔɣitayimalisi maa nahingbana ka ninneesim. Saha kam bachinima ɲmebu mini chirimbu din be yeltɔɣa ni nyɛ din galisi.	Yeltɔɣitayimalisi maa nahingbana nyɛla biɛla. Chirimbu yimina saha kam.

Bɔhigu 2

	Viɛnyelinga pam (pɔri 7-8)	Viɛnyelinga (pɔri 5-6)	Nintiyili (pɔri3-4)	M-bɔri bɔhim pahi (pɔri 1-2)
Din be di ni	N-wuhi yeltŶitayimal- isi yeltŶik- pani gbaabu viɛnyelinga pam, ni bɛ ni yuuni taarihi shɛm.	N-wuhi yeltŶitayimalisi yeltŶikpani gbaa- bu viɛnyelinga, ni bɛ ni yuuni taarihi shɛm.	N-wuhi yeltŶitayimalisi yeltŶikpani gbaabu ni bɛ ni yuuni taari- hi shɛm.	N-wuhi yeltŶitayimalisi yeltŶikpani gbaabu biɛla, ni bɛ ni yuuni taarihi shɛm.
Zambu	N-wuhi yeltŶitayimalisi yaya anfaani ni suhuzia, n-ti shehiranima ŋan lunzahim	N-wuhi yeltŶitayimalisi yaya anfaani ni suhuzia, n-zooi shehiranima ŋan lunzahim tibu.	N-tooi yihi yeltŶitamayimalisi yaya puuni sheŋa amaa saha sheŋa ka ŋa daanfaaninima tibu niŋ tom.	YeltŶitayimalisi yaya zambu din pɔri pam.
Layimbu, nahingbana ni zeyimtali	Gbaŋ sabbu doli nahingbana din mali gbaabu ka bachinima ŋmɛ- bu mini chirimbu din be yeltŶa ni nye biɛla.	Gbaŋ sabbu doli nahingbana din mali gbaabu jilli. Saha sheŋa bachin- ima ŋmɛbu mini chirimbu din be yeltŶa ni nye din galisi.	Saha sheŋa sabbu nahingbana ka nin- neesim. Saha kam bachinima ŋmɛbu mini chirimbu din be yeltŶa ni nye din galisi.	Sabbu nahingbana nyela biɛla. Chirimbu yimina saha kam.

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