



MINISTRY OF EDUCATION

Evegbegbalē

Na Sekendrisukuwo

NUFIALA JE AFỌDOFEFIAGBALĒ



JE 3LIA



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Evegbegbalē

Na Sekendrisukuwo

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ƵE 3LIA



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

EDE TEACHER MANUAL

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Introduction for the Year Three Teacher Manual

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

The Year Three Teacher Manual has two main objectives:

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

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

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

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

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

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

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its

accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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AKPA 1: NYA TŌXE SIWO WOZĀNA LE DZEĐOĐO ME

NUSŌSRŌ JE ALŌDZE: DZEĐOĐO

AlŌdze la fe Memama: **Dzedođo/ Nufofo tso nyati ađe ɲu**

NusŌsrŌ fe Metsonu: *Zā nya vevi siwo dze la nàtsɔ adzro nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo la me.*

NusŌsrŌ fe Dzidzeti: *Ɖe wò ɲutete ku ɔe dzedođo tso nyati tɔxewo ɲu nyuie fia.*

NUUŌŌU KPLE AKPA SIA JE TOTŌDEME

Akpa sia ku ɔe nya tɔxewo zazā atso afo nu tso nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo la ɲu eye wògalɔ dzedođo nyuie tso nyati tɔxewo ɲu ɔe eme. Akpa sia nye nu siwo wosrŌ le Ɖe 1 fe akpa 2lia me la fe tutuɔɔɔɔ. NusrŌlawo azā nya tɔxewo atso afo nu le nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo la ɲu. Le dzedođo sia me la, woade amesinukpɔkpɔ le dzedođo me fe aɔaɲu afia. Le akpa sia la, nusrŌlawo asrŌ nu tso amesinukpɔkpɔ le dzedođo me kple ale si wowɔne la ɲu.

WoagasrŌ nu tso susu siwo ta wòle be woagbɔ dzi ɔi ame ɔeka nawu efe nufofo ɲu hafi ame bubu nafo nu la ɲu eye woakpɔ wo nɔewo si nu le dzedođo me le sukuxɔ me, ahanɔ ewɔm le wofe gbe sia gbe dzedođo me. NusŌsrŌ fe akpa sia akpe ɔe nusrŌlawo ɲu be woazā nya tɔxe siwo dze la le nufofo tso nu siwo le dzɔdzɔm le Ghana kple xexea me godoo la ɲu be woate ɲu afo nu nyuie eye gɔmesese nana nya siwo gblɔm wole la si. Akpa sia le vevie na nusrŌlawo menye le EvegbesrŌ ɔeɔe ko me o, ke boɲ le nusŌsrŌ bubu siwo do ka kplii abe Inlisisigbe kple gbe bubuwo ene la me eye wòle vevie na wo le dzedođo hā me. Míele ɲusē dom nufiala la be wòazā nufiamɔnu siwo ana be nusrŌlawo nawɔ wɔfe vovovowo, nufianu vovovowo, eye wòawɔ wɔna vovovo siwo anye ɲuɔɔɔ na nusrŌlawo fe nusrŌhiahiāwo wotɔxewotɔxee kple nusŌsrŌdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɔa kple metsonua fe dzeside siwo ɲu nusŌsrŌ fe akpa sia fo nu tso la woe nye:

Kɔsiɔa 1: *Zā nya tɔxewo nàtsɔ afo nu tso nyati tɔxewo ɲu le gbe sia gbe dzedođo me.*

Kɔsiɔa 2: *a. Ɖe amesinukpɔkpɔ le dzedođo me fe aɔaɲu nyuitɔ fia.*

b. Dzro nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo la me to nya tɔxe siwo dze la zazā me.

NUFIAMŌNUWO JE TOTŌDEME

Nufiamɔnu siwo wozā le akpa sia la lo mɔnu geɔe siwo dzi wotona fiaa nu le Evegbe me la ɔe eme. NusŌsrŌ tso kuxiwo ɔeɔe ɔa ɲu lo mɔnu siwo me wozāa agbemekuxiwo fe kpɔɔɔɔnuwo le abe nusrŌmɔnu ene la be woatsɔ ado nusrŌlawo fe nusŌsrŌ tso nyatiwo kple ɔoɔ siwo dzi woazɔ le kuxiwo ɔeɔe ɔa me ɲu ɔe ɲɔɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko ɲu la ɔe eme. Egalɔ mɔnu tɔxewo abe nusŌsrŌ le ame ɔokui si, ame eveve fe ɔɔɔɔsiwɔwɔ, ame siwo ɲu ɲutete vovovowo le alo ɲutsuviwo kple nyɔnuviwo fe hatsotso ɔeka me nana

kple klase la katā fe nuwōna siwo dometo adewoe nye numedede na klase la ene de eme. Mōnu siawo tea ɲu doa ta me deto bubu, kuxiwo dede da fe ɲutete kple dzedodo kple ame nɔewo fe aɖaɲuwo de ɲɔ. Egata ɲu naa dekaɔɔ, hamedɔɔ kple amenunɔ fe mɔnukpɔkpɔwo nusrɔlawo. Nusrɔlawo hā ate ɲu asrɔ ale si woaxɔ nutsotsowo eye woadzro wo me ahalé ɲku de wo ɲu kple susu be wòatu wofe aɖaɲuwo do hena dɔwɔɖiawo wɔ. Le nusrɔla susuɖaɖetɔwo gome la, wowɔ dodo de dɔdeasi bubuwo wɔ ɲu na wo abe amenunɔ fe dofe siwo dometo adewoe nye nufiafia nusrɔhatiwo ene la be woafia afɔdofe wofe nusrɔhatiwo be woase nu siwo fiam wole wo la gome nyuie. Miele afɔ dom afɔta na nufialawo be woalé ɲku de nusrɔla siwo fe nyayɔɔ kple nufɔfo ɲu kpɔtsɔtsɔ le la ɲu eye woadé kuxi siawo da aɖaɲutɔ.

NUSRƆDODO KPƆ FE TOTODEME

Nusrɔdodo kpɔ fe aɖaɲu si wozā le akpa sia la akpɔ nusrɔlawo fe aɖaɲuwo tutu do, nyatiwo gome sese kple susu deto dede fe nyawo gbɔ le wofe nusrɔwo dodo kpɔ me le dodo si dze la nu. Nutsotsonana nusrɔlawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrɔlawo fe ɲɔɔyi kple blibodede le nusrɔ me la de ɲɔ. Nusrɔdodo kpɔ fe aɖaɲu la lo mōnu siwo dzi woato akpɔ ale si nusrɔlawo se dezā siwo woɖuna le Ghana la gome la de eme. Nusrɔdodo kpɔ fe Dofe 4lia si te gbe de susu deto dede dzi la hā li. Nusrɔdodo kpɔ fe biabiawo dze egome tso biabia bɔbɔetɔ dzi yi de biabia sesɛtɔ dzi ale: biabia kpuikpuikpuiwo ɲu dodo, nyadu kpuikpuikpuiwo tsotso alo numedede tso nyatiwo ɲu, nyatiwo me dede kple nu siwo ku de wo ɲu la wɔwɔ fe ɲutete si le nusrɔlawo si la dodo kpɔ. Ele be nufialawo nawɔ nusrɔdodo kpɔ si wowɔna le nusrɔyi kple esi wowɔna le nusrɔ vɔ megbe la fe aɖaɲu vovovowo ɲu do atɔ axɔ nutsotso tso nusrɔla de sia de fe dɔwɔwɔ ɲu. Esia lo nusrɔlawo fe adzɔwo kple nutsotso bubuwo de eme hena wofe ɲɔɔyi le nusrɔ me.

Dzesidenya na nufiala tso mɔnukpɔkpɔnana nusrɔla de sia de ɲu

Dzesidenya: Nusrɔlawo katā, siwo lo Nusrɔla kple Nuwɔameto siwo Hiā Alɔdodo Tɔxewo de eme la, nekpɔ gome le nuwɔna de sia de si le edzi yim le nufiafia me la me. Ele be nufialawo nawɔ dodo de nusrɔla vovovo siwo le sukuxɔ me la fe nusrɔ ɲu to nufiaɖodo si nye nusrɔlawo fe nusrɔ gomesese fe mɔxenuwo dede da la ɲu do wɔwɔ me hena wofe nusrɔdodo de ɲɔ.

Woate ɲu awo esia to:

- Mɔnukpɔkpɔ vovovowo nana nusrɔlawo me be woawɔ nuwɔnawo le nusrɔ me (kpɔɖeɲu: nuwɔna vovovowo wɔwɔ le nufiafia me abe numedzodzro, nufianu kpɔkplenkuwo zazā, dɔdeasiwo wɔwɔ kple egbenkuvuvu fe nusrɔmɔwo zazā be nusrɔlawo nakpɔ dzidzo de nusrɔa ɲuti.)
- Nufiafia nusrɔlawo le mɔ vovovowo dzi (kpɔɖeɲu: nufiafia to nuɲlɔɖiwo, nufianu sekpletowo, nufianu kpɔkplenkuwo, deɖefiawo kple numededewo zazā me).
- Mɔdede hena wɔnawo wɔwɔ kple nyawo gbɔgbɔ le mɔ vovovowo dzi (kpɔɖeɲu: de mɔ na nusrɔlawo be woado nyawo ɲu to nufɔfo, nuɲɔɲɔ, nutata alo kɔmpitamɔwo zazā me).

Kpe de esiawo ɲu la, nufialawo nezā ɲkuléle de nusrɔla vovovo siwo le sukuxɔ me la fe hiahiawo ɲu le nufiafia me. Newɔ esia to yeyi sɔgbɔ nana, egbenkuvuvu fe nusrɔmɔwo zazā, asitɔtɔ le dɔdeasiwo ɲu na nusrɔla adewo alo mɔnana nusrɔlawo be woafia nu wo nɔewo me ne ehiā. Mōnu siawo ana be nusrɔla de sia de akpɔ gome le nusrɔ la me eye wòase nu si fiam wole la gome.

Le nufianu sekpleto alo kpɔkpɛŋkuwo zazā me la, ele be woalé mɔ na wo ale si dze. Le nufianu kpɔkpɛŋkuwo gome la, ele be woanɔ nu siwo gblɔm wole la ŋlɔm ɔe edzi alo anɔ dzesiwo wɔm ɔe edzi be nusrɔla siwo mesea nu o la nakpɔ wo axlɛ. Ele na nufiala la be akaɖi si le sukuxɔ si me wɔle viɖiowo ɔe ge le la nanɔ ɔɔɔ nu be nusrɔla siwo metea ŋu kpɔa nu tututu o la hā nate ŋu akpɔe nyuie. Ele be agbalɛ xexlɛwo nanɔ nɔnɔme si me ŋkunɔwo nate ŋu axlɛe la me. Le kpɔɖɛŋu me, ele be woatrɔ agbalɛ xexlɛwo ɔe ŋkunɔwo fe agbalɛwo me alo woawɔe ɔe nɔnɔme si me egbenkuvuvu fe nusrɔmɔwo nate ŋu axlɛe na ŋkunɔwo nase.

Ele be nufiala la nana be nusrɔla siwo si asi mele o la nazā ŋutilā fe akpa bubu aɖe atso aka nufianu siwo wowɔ be woalé kple asi la. Ehiā be nusrɔla siwo metea ŋu zɔna o la, nazā bunɔwo fe keke, atitɔɖɛŋuwo, ne ehiā be woazɔ tso tefe ɖeka ayi tefe bubu le sukuxɔ me, vevietɔ nenye be woazɔ ayi hatsotso si me woanɔ awɔ hamedɔ le la me alo ado ɔe klase la ŋɔ.

Ele be woatsɔ nunɔkpe tɔxe siwo dzi woate ŋu aŋlɔ nu ɔo la na nusrɔla siwo nye tokuwo la be woanɔ wofoe ŋuɔɔɔ ɔe edzi na klase la nakpɔ. Le nusrɔla siwo nufɔfo ɖea fu na gome la, ele be woalé ŋku ɔe wofoe nuyiwo ŋu be woase nya siwo gblɔm wole la alo woana woagblɔ wofoe nyawo to dzesiwo wɔwɔ me alo woanɔ wofoe ŋuɔɔɔwo kple asi alo afo wo le mɔ dzi. Nusrɔla siwo nukpɔkpɔ ɖea fu na la ate ŋu agblɔ wofoe ŋuɔɔɔwo na klase la to egbenkuvuvu fe nusrɔmɔ siwo nana be wokpɔa nu siwo le kɔmpita dzi eye wosea nu siwo wonɔ la zazā me.

Ŋlɔ nusɔsrɔdodo kpɔ fe ɔfofe si wozā na metsonua fe dzeside la. Le kpɔɖɛŋu me:

Metsonua fe Dzesidewo	Nunya fe Ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaŋu kple/alɔ Mɔnu
3.1.1. LI.1 Zā nya tɔxe siwo dze la le gbe sia gbe dzedɔɔ me.	2lia	Nufɔfo na klase la tso nyati aɖe ŋu
3.1.1. LI.2 Ɖe amesinukpɔkpɔ le dzedɔɔ me fe aɖaŋu nyuitɔ fia.	3lia	Afemedɔdeasi
3.1.1. LI.3 Dzro nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo la me to nya tɔxe siwo dze la zazā me.	2lia	Dɔdeasi si woawɔ le ɣeyiɣi aɖe me (prodzɛti)

KOSIDA 1

Metsonua fe dzeside: *Zā nya tọxe siwo dze la le gbe sia gbe dzedodo me*

Numetoto

Fe 1	Kosida 1 kple 2lia 1. Ɖo Euegbe fe ablodɛgbedidiwo to dzidzetiwo siwo dze la zazā me (kpɔɖɛɛ: aɖe fe akpa, aɖe fe kɔkɔme kple nuyi fe nɔnɔme) 2. Ɖo Euegbe fe xaxagbedidiwo to dzidzetiwo siwo dze la zazā me. (kpɔɖɛɛ: dzɔtsofe, dodonɔnɔme kple zinyenye).
Fe 2lia	Kosida 1 kple 2lia 1. De dzesi nukɔkɔ fe hawo (nɔnuvo kple manɔnuvo) le Euegbe me. 2. Dzro nukɔkɔ fe tutudo me le Euegbenyawo tutu ɔo me.

NYATI: NYA TỌXEWỌ ZAZĀ LE DZEDODO ME

Nya tọxe siwo ku ɔe nyati aɖe ɲu la me ɖeɖe: Nya tọxe siwo mǐezāna le dzedodo tso nyati aɖe ɲu me la toa vovo ku ɔe nyati si fomevi ɲu mǐele nu fom le la ɲu. Esia lo nya tọxe siwo ku ɔe dɔwɔɖuia kple dɔwɔna vovovowo ɲu la ɔe eme. Le kpɔɖɛɛ me, ne mǐeyi ɔe ɖɔkita gbɔ alo dɔyɔfe la, mǐesea nya aɖe siwo mǐezāna le mǐafe gbe sia gbe dzedodo me o. Le kpɔɖɛɛ me, dzi fe dɔwɔwɔ, vu si le lāme fe dɔwɔwɔ fe ɲusē, mɔ si wotsɔna doa dzi fe dɔwɔwɔ kpɔ, atikewo, sukli si le lāme la fe gbɔsɔsɔ, xɔ si me ɖɔkita kpɔa dɔnɔwo gbɔ le kple dɔnɔdzikpɔla. Nenema ke, mǐate ɲu ase nya vovovowo ku ɔe dɔwɔɖuia vovovowo abe seɲutidɔwɔwɔ, lāmesēdɔ, agblededɔ kple bubuawo ene ɲu.

Nenye be wozā nya aɖe tọxe la, efia be ale si wozā nya la to vovo tso ale si wozāne le gbe sia gbe dzedodo me alo ale si ame siwo menya nu tso dɔwɔɖuia ma ɲu o la zāne ene gbɔ. Le kpɔɖɛɛ me, ne woyɔ ‘xɔ’ le lānyinyi me la, gɔmesese si le esi la to vovo tso ne woyɔ ‘xɔ’ le xɔtudo me la gbɔ.

Le mǐafe gbe sia gbe dzedodo me la, mǐefoa nu vovovo ku ɔe ame si mǐele nu fom kpɔlii kple nyati si ɲu mǐele nu fom le la ɲu. Ale si mǐefoa nu kple mǐa xɔlɔwo la toa vovo tso ale si mǐefoa nu nenye be mǐedo go ame siwo menye mǐa hatiwo o.

Nya tọxe siwo wozāna le nufɔfo tso nyati aɖe ɲu me fe hawo: Esiwo me wozāa nya tọxewo le kple esiwo me womezāa nya tọxewo le o la.

NYA TỌXE SIWO WOZĀNA LE DZEDODO TSO NYATI AɖE ɲU ME: Esia nye nya tọxe siwo wozāna le dzedodo tso nyati aɖe ɲu la zazā le dzedodo me. Wozāa nya tọxewo le nufɔfo tso dɔwɔɖuia tọxewo, alo wɔna siwo me wozɔna ɔe ɖodo tọxewo nu le la. Wodina le wɔna kple dɔwɔɖuia tọxe siwo ɲu bubu le la me be nuwo me nakɔ abe ale si tututu wole ene. Nenye be wozā nya tọxewo le dzedodo siwo zɔna ɔe ɖodo tọxewo nu me la, nyati siwo ɲu wole nu fom le la me kɔna nyuie. Nya tọxewo zazā le dzedodo siwo zɔna ɔe ɖodo tọxewo nu me la ɖene fiana be amewo ɔu tu na nu si ɲu wole nu fom le la, wonya nu si gblɔm wole eye kakadedzi le wo si ku ɔe nu si ɲu wole nu fom le la ɲu. Nenye be amewo zā nya tọxewo tso ɔo nu tso nyatiwo ɲu nyuie la, wofe nufowo me kɔna eye wɔɖene fiana be woɔu tu na nu si gblɔm wole si dea bubu wo ɲu.

Nya TẸXẸ Siwo Wozāna Le Dzedodo Siwo Zona De Dodo TẸXẸWO Nu Me La Fe Dzesidenowo

1. Nya tẸxẹ siwo wozāna le nufofọ tso nyati aḡe ɲu me la zazā

Nya tẸxẹ siwo wozāna le nufofọ tso nyati aḡe ɲu me la zazā melo gbetagbe, nya siwo mele dodo nu o kple nya siwo wozāna le gbe sia gbe dzedodo me la ḡe eme o, elabena wozāa nyawo ḡe dodo tẸxẹ aḡe nu.

2. Nya si tututu dze la zazā

Nya tẸxẹ siwo wotsona foa nu tso nyatiwo ɲu la wone be wogbloa nya si tututu wodi be woagblo la.

3. Nyagbe vovovowo zazā

Elɔ nyagbe vovovowo zazā ḡe eme.

4. Nu si tututu wodi be woagblo la gbogblo

Nya tẸxẹwo zazā atso fo nu tso nuwo ɲu la wone be miete ɲu gbloa nya si miedi be miagblo la tututu. Ewone be miegbloa miafe susu, seselelame alo nazabubuwo ko o.

5. Gbedodo hafi afo nu na ame

Mieda gbe hafi foa nu eye miedene fiana le miafe nufu me be mienya nu tso nu si ɲu miele nu fom le nenye be mieza nya tẸxẹwo tso fo nu le nyatiwo ɲu.

Nya siwo wozāna le gbe sia gbe dzedodo me: Nya siwo wozāna le gbe sia gbe dzedodo me la nye esiwo ɲu dodo tẸxẹ aḡeke mele o la. Wonye nya siwo wozāna gbe sia gbe, eye nufolawo tea ɲu za wo tona gbloa nya si wodi be yewoagblo la faa. Zi geḡe la, dzedodo sia yia edzi le xolwo, fometwo, kple ame siwo dome kadodo kplikplikpli le la dome. Wozāa wo nenye be wole nu fom le nyakakamnu totoewo (dugbadzanyakakafewo) dzi hā. Le dzedodo siawo me la, tadodzinu lae nye be woah kadodo nyui ade ame nɔewo dome kple nufofọ tso ame dokui ɲu. De dzesii be le go sia me hā la, nya siwo wozāna la na tẸxẹ. Le kpodeɲu me, wozāa nyawo abe kakati, ayiti, ahakpahe, kpezee, ahakpakpa, ahayɔɔ, ahadeḡe, deketi kple bubuawo le ahakpakpa me. Nya siawo kpena ḡe wo ɲu be wotea ɲu foa nu tso do sia wowa ɲu.

Nya Siwo Wozāna Le Gbe Sia Gbe Dzedodowo Me La Fe Dzesidenowo

1. Nya siwo mele dodo tẸxẹ aḡeke nu o la zazā

Nya siwo wozāna le gbe sia gbe dzedodo me la lo gbetagbe, nya siwo mele dodo tẸxẹ aḡeke nu o la zazā ḡe eme.

2. Nya siwo wozāna le gbe sia gbe dzedodo me

Wowo nya siwo wozāna le gbe sia gbe dzedodo me abe nyawo toto ḡe eme ene ɲu do.

3. Nyagbe kpokploewo fe tutudo

Le gbe sia gbe dzedodo me la, wowo nyagbe kpokploewo ɲu do. Nyagbe siwo ɲu do wowo la fe ḡewo menyee nyagbe deblibo o, eye gomesese deblibo hā mena ḡewo si o.

4. Ame nuto fe seselelāme gbogblo

Le gbe sia gbe dzedo do me la, nufola la dea eya nuto fe seselelāme kple susuwo gblona faa.

5. Ame nnewo nyanya

Le gbe sia gbe dzedo do me la, nufolawo denɛ fiana be yewonya yewo nnewo xoxo.

Nuwɔnawo

De dze si nya tɔxe siwo nàkpɔ mɔ na be yease la le dzedo do siwo gbɔna la me.

- Kpɔdeɲu: dzedo do kple dɔkita: atike, ...*
- Fita/vudzraɖola aɖe kple ame si tɔ vu ve be woawo la: breki, taya, mɔmemi, ...*
- Nuɖuɖuzrala kple nuflelawo: nuɖuɖu, gagbagba, de edzi, ...*
- Akɔntafiala kple efe nusrɔlawo: kpekpeɖeɲu, dɛdɛtsome, tata si si dzogoe ene le, togodo...*
- Nusrɔla si le nu srɔm tso nutatanutinunya ɲu kple efe nufiala: aɲɔ, aɲɔsinu, amadede,...*
- ɲutsuvi aɖe si le dze dɔm kple maaaa le kafomɔ dzi le mɔkeke me: mama, ɲɔ na wò, ...*
- Xɔlɛ eve aɖe siwo le dze dɔm le bɔlufefe: age, kpɛkula, etso aɖ le ete,...*

Nufiamɔnuwo

Nusɔsrɔ tso kuxiwo dɛɖe ɖa ɲu (ame dɛkaɖeka fe dɔdeasi kple hamedɔdeasi)

- Hamedɔdeasi: Hatsotso ɖe sia ɖe netia nyati dɛka tso nyati tɔxe siwo nufiala ana wo la dome eye woabu ta me tso nya tɔxe siwo woazã le dzedo do tso nyatia ɲu la ɲu.

Nufiala la netsa le nusrɔlawo dome le klase la be wòakpɔ egbo be nusrɔla ɖe sia ɖe le gome kpɔm le hamedɔdeasi la me eye wòakpe ɖe nusrɔlawo ɲu, ne ehiã.

- Ame eveve fe dɔdeasi: Nusrɔlawo newo fefe aɖe si me woado dze tso nyati siwo gbɔna la dometo dɛka si woatia la ɲu le la: (dɔmenyowɔwɔ, lɔlɛ, nutefewɔwɔ, nu nyui wɔwɔ kple kutrikuku), nusɔsrɔ tso dzɔdzɔmenutinunya, mɔɖaɲuɲutinunya kple akɔntaɲutinunya ɲu (STEM), gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple ɲutsuviwo le hadomegbenɔnyawo me (GESI), latrɩkɩɲusɛzazã ɖe dɔdo nyuito nu, lãmesɛmenɔnyawo kple nya siwo le dzɔdzɔm le Ghana kple xexea me godoo)

Nufiala la ate ɲu abia nya siwo akpe ɖe nusrɔlawo ɲu la le numedzodzro la me.

- Klase la katã fe nuwɔna:

- Kpɔ fefea eye nàde dze si nya tɔxe siwo wozã le dzedo do me la.
- Tɔ nya tɔxe siwo wozã le dzedo do me la kpe ɖe esiwo wona mi xoxoxo ku ɖe dɔwɔɖuia, dɔwɔfe kple nyatiwo ɲu la ɲu.
- Ɖe dzedolawo zã nya tɔxe siwo dze le nufɔfo tso nyati la ɲu me le dzedo do la katã mea?

Nusr̄ fe Nyati Veviwo Dodo Kp̄: Nunya fe Dofe 2lia – Hatsotsowo fe n̄dodowo gb̄gb̄ na klase la

Midzra d̄o miagbl̄o ale si wow̄a vihehedegok̄onu le miafe nuto me la na klase la. (adz̄o 12)

- Min̄l̄o nya t̄oxe siwo z̄a ge miele le n̄dodowa gb̄gb̄ na klase la me la da d̄i.
- Mide dzesi susu siwo ta nya t̄oxe siwo mien̄l̄o da d̄i la le vevie le nuf̄ofo tso nyatia n̄u me d̄o la.
- Midzro ale si t̄otr̄o ate n̄u ava le nya t̄oxe siwo mien̄l̄o da d̄i la me nenye be miele miafe nusr̄hatiwo fe biabiawo n̄u d̄om la me.
- Migbl̄o miafe n̄dod̄o la na klase la.

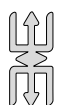
PLC Session 1

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.

- 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.

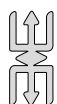
- Plan the week's key assessment with your app
 - The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

KƆSIƆA 2LIA

Metsonua fe Dzesidewo

1. *Ɖe amesinukpƆkpƆ fe aɖaɖu nyuitɔ le dzedɔɔ me fia*
2. *Dzro nu siwo le dzɔdzɔm le Ghana kple xexea me godoo la me to nya tɔxe siwo dze la zazā me*

Numetoto

Fe 1	Kɔsiɖa 3lia: De dzesi nyati veviwo le dzedɔɔ me. Kpɔɖeɖu: degbenɔɔ vavā siwo ɖu asixɔɔ le (amebubu, dɔmenyo, ame nɔewo gɔme sese kple bubuawo), sukudede, ɖeviwo kpɔkpɔ de dɔ sesẽ wɔwɔ me, mīa nɔfewo, dɔwɔfewo ɔɔɔ ɖe Ghana, tomenu xɔasiwo kuku, gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple ɖutsuviwo le hadomegbenɔnyawo me (GESI) kple bubuawo.
Fe 2lia	Kɔsiɖa 2lia 1. Ɖe nu si gbedɔɔ nye la me eye nāfo nu tso efe hawo ɖu (kpɔɖeɖu: gbeɔɔ, gbekɔ, evedomesi, gbekɔ-bɔɔ, gbeɔɔ-kɔɔ). 2. Dzro gbedɔɔ fe wɔfewo me (vovototodede nyawo fe gɔmesese dome, vovototodede nyahawo dome, vovototodede gbetagbewo dome)

NYATI: AMESINUKPƆKPƆ LE DZEƆƆƆ ME

Nu si amesinukpɔkpɔ le dzedɔɔ me nye: Esia nye ale si ame siwo le dze ɔm la kpɔa nufola si nu be wɔawu efe nufola nu hafi nyasela bubu nafo nu. Esia wɔnɛ be dzedɔɔ la zɔna ɖe ɔɔɔ nyuitɔ nu eye amewo sea nya siwo gbɔm wole le dzedɔɔ la me la gɔme. Nufola ɖeka foa nu le yeyiɣi ɖeka me hafi ame bubu foa nu. Esia ɖea ame eve alo wu nenema fe nufɔfo le yeyiɣi ɖeka me la dzi kpɔɔ. Esia wɔnɛ be wosea nya si gbɔm ame aɖe le la gɔme eye dzedɔɔ la yia edzi nyuie.

Amesinukpɔkpɔ le dzedɔɔ me fe aɖaɖuwo: Amesinukpɔkpɔ le dzedɔɔ me fe mɔnuwo to vovo tso gbeɔgbɔha ɖeka me yi bubu me, eye wɔgato vovo tso dzedɔɔ ɖeka gbɔ yi bubu gbɔ. Ele alea elabena hadomegbenɔɔ fe ɔɔɔwɔ wɔa dɔ ɖe yeyiɣi si me ame aɖe nafo nu le, ɔɔɔ si nu wɔafo nu le kple nɔnɔme si me wɔafo nu le le dzedɔɔ me la dzi. Ye aɖewo yi la, dzedɔlawo tea ɖu foa nu le yeyiɣi ɖeka me, ke dzedɔɔ aɖewo zɔna ɖe ɔɔɔ tɔxe aɖe nu si ɖea bubu fiana. Nya siwo wozāna nenye be nyasela aɖe di be yeafo nu le esime nufola la le nu fom la fe kpɔɖeɖuwoe nye ‘nyemedɔ afo ve dzi na wò o’, ‘mate ɖu atsɔ nya aɖe akpeea?’. Wotea ɖu gbɔa dzi ɖi nufola la wua nya la nu hafi wobiasa nya tso nu si wɔgbɔ va yi la ɖu be woaxɔ numekɔɔ. Le dzedɔɔ me la, ele be nàgbɔ dzi ɖi ame si le nu fom la nawu efe nufola nu hafi nāfo nu. Nya tɔxe aɖewo abe ‘nu ka nèkpɔ tso eɖu?’, ‘nya si medi be magbɔ tso eɖu lae nye esia’, ‘àte ɖu afo nu azɔ’ kple bubuawo ɖene fiana be nufola la wu nya si gbɔm wòle la nu. Tadodo ɖe ame aɖe gbɔ hã nye dzesi be amea nafo nu. Ele be nàgbɔ dzi ɖi nufola la nafo nu vɔ hafi nāfo nu. Ne èle to ɔm nya si gbɔm wole na wò la, ele be nàɔ ɔɔɔezizi me.

Nufiala la nezā ɖeɖefia wòatsɔ afia ale si wozāa nyawo kple dzesiwo tsɔna ɖene fiana be nufola la fo nu vɔ eye wòdi be ame bubu hã nafo nu. Do ɖusẽ nusɔlawo be woagbɔ dzi ɖi eye woadu wo ɔkuiwo dzi nenye be yeyiɣi mede na wo be woafɔ nu o. Nufiala la nezā

dzesiwo alo gafodokui wòatsɔ ana nyanya nusrɔlawo be nufola la wu efe nufoa nu eye yeyiyi de be ame bubu nafa nu.

Susu si ta wokpɔa ame si nu le dzedodo me dɔ:

Susu si ta wòle be nufola la nafa nu awu enu hafi nyasela la nafa nu dɔ lae nye esiwo gbɔna:

Amesinukpɔkpɔ wɔnɛ be dzedolawo tea ɲu kpɔa mɔ gblɔa nya siwo wodi be yewoagblɔ la. Enana be mɔnukpɔkpɔ sua dzedolawo dometo dɛ sia dɛ si be wòafɔa nu le dzedodoa me. Enana be ame sia ame fɔa nu eye dzedodo la metsia ame vɛ adewo ko si me o. Ehea kadodo nyuitɔ dea amewo dome. Amesinukpɔkpɔ le dzedodo me kpɛna dɛ dzedolawo ɲu be woɖea dzedodoa fe akpa si vivi wo nu la fiana to nufɔfo memie tso ɛɲu me. Enana be dzidefo dɔa amewo si eye wosrɔa nufɔfo fe aɖaɲu nyuitɔ le dzedodo me. Le nusrɔlawo dome la, amesinukpɔkpɔ doa toɖodo nyui fe aɖaɲu dɛ ɲɔɔ si wɔnɛ be wotea ɲu dɔa to nyuie sea amewo fe nyawo hafi fɔa nu le dzedodo me. Edzia dzedodo fe aɖaɲu nyuitɔ dɛ edzi le nusrɔlawo dome eye wòwɔnɛ be wosrɔa ale si woɖe wofe susu agblɔ le dzedodo me la. Amesinukpɔkpɔ le dzedodo me kpɛna dɛ nusrɔlawo ɲu be wosrɔa hadomegbenɔɔ nyuitɔwo abe dzigbɔɖi, detsɔleme kple ame nɔewo gɔme sese le dzedodo me ene. Gawu la, efɔa amedokuidziɖuɖu, amesinukpɔkpɔ kple dzigbɔɖi siwo nye agbenɔɔ fe akpa siwo le vevie la dɛ nusrɔlawo me.

Amesinukpɔkpɔ le dzedodo me dɛɖe fia:

Nufiala la nena nusrɔlawo naɖo dze tso nyati aɖe ɲu eye woɖe amesinukpɔkpɔ afia le dzedodo la me. (Nusrɔlawo ate ɲu ahe nya tso nyati aɖe ɲu. Le nyahehe sia me la, ele be woagbɔ dzi dɔi akpɔ wo nɔewo si nu hafi woagblɔ wofe susuwo ku dɛ akpa siwo dzi wode kple akpa siwo ɲu wotsi tsitre dɔ la ɲu.) Nyati siwo ɲu woate ɲu ahe nya le la dometo adewo nye:

- De wòle be woɖe mɔ na sekendrisukuviwo woazã kafomɔ le sukuwo mea?
- Yame fe tɔtrɔ fe dɔwɔwɔ dɛ nuɖuɖu fe anyinɔɔ dzi kple belɛle na nu siwo le xexea me la. (Nusrɔlawo neɖe wofe susuwo gblɔ eye woafɔ nu tso ale si woɖu efe nugblɛfewo dzi ɲu dɛkaɖeka.)
- Wobia tso asiwò be nàɔ ɲɔɔ na numedzodzro aɖe si ku dɛ nyati sia ɲu: ‘Asidodo aɲenuwo zazã le sukuwo me dzi.’ Miwɔ numedzodzro la. (Afɔɖofe adewo: Milé ɲku dɛ ale si numedzrolawo dometo aɖe fɔ nu bubutɔe le esime nɔvia nɔ nu fom, ale si wobia nya tso nya siwo ame aɖe gblɔ la kple ale si wowɔ le esime womeda asi dɛ nya si nufola aɖe gblɔ la dzi o, ale si woɖe wofe susu gblɔ kple ale si wowɔ le esime wofe susu tsi tsitre dɛ ame aɖe fe susu ɲu la ɲu.) Aleke nàkpɔ numedzodzro la dzie?

Nufiamɔnuwo

Hamedɔdeasi/Nusrɔ le ha me

- Klase la katã fe numedzodzro
- Mito nu si nyati veviwo nye la me to nufɔfo tso nya vevi siwo ku dɛ ɛɲu la tata dɛ agbalɛ dzi alo nufɔfo tso ɛɲuti me.
- Miɖe amesinukpɔkpɔ le dzedodo me to dzedodo kple nusrɔla susuɖaɖeto siwo le klase la dometo adewo me la fia.
- Miɖo to dzedodo aɖe si wolé dɛ mɔ dzi la eye miadzro amesinukpɔkpɔ alo ale si nyaselawo fɔ nu de nufola fe nufɔfo me la me.

5. Ame eveve fe dɔdeasi

- a. Miɔo dze tso nyati aɔe si miafe nufiala atso na mi la ɲu.
- b. Mitia nuɲlɔɔi aɔe tso nyati siwo ku ɔe degbenɔɔ vavã siwo ɲu asixɔɔ le, nusɔsrɔ tso dzɔdzɔmenɲutinunya, mɔɔaɲuɲutinunya kple akɔntaɲutinunya ɲu (STEM), gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple ɲutsuviwo le hadomegbenɔnyawo me (GESI), latrikiɲusɛzazã ɔe ɔɔɔ nyuitɔ nu, dzadzenyenye, nya siwo le dzɔdzɔm le Ghana kple xexea me godoo kpakple lãmesɛmenɔnyawo ɲu la dometo ɔeka eye miaxlɛe. Mide dzeɔ nyati vevi siwo le nuɲlɔɔia me la eye miadzro eme to amesinukpɔkpɔ fe aɔaɲuzazã me.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe ɔɔfe 3lia – Ame ɔekaɔeka fe Afemedɔdeasi

1. Èle gome kpɔm le numedzodzro aɔe si ku ɔe dezãwo ɔuɔu le Ghana la ɲu me.
 - a. Fo nu tso ale si nãwɔ amesinukpɔkpɔ fe aɔaɲuwo ɲu ɔo le numedzodzroa me la ɲu. (adzo 7)
 - b. Dzro susu etɔ aɔe siwo ta wɔle be woakpɔ ame si nu le dzedɔɔ me ɔo la me. (adzo 3)
2. Abe ame si le nyahehe aɔe dzi kpɔm le miafe sukua me ene la, dzro mɔ ene aɔe siwo nu nãkpɔ egbo be nyahelawo kpɔ wo nɔewo si nu le nyahehea me la me. (adzo 5)

NYATI 2LIA: NYA SIWO LE AMEWO NU

Nu siwo le dzɔdzɔm le egbenkekewo me: Nu siwo le dzɔdzɔm le egbenkekewo me la nye nu nyui alo nu gbegblɛ siwo le dzɔdzɔm le dukɔa me fifia siwo me wɔle be dukɔmeviwo nadzro to nufɔfo tso wo ɲu, se kple ɔɔɔowo wɔwɔ tso wo ɲu alo dukɔmeviwo fe ɔwɔwɔ tso wo ɲu me hena wo dodo ɔe ɲɔɔ alo wo nu tsitsi. Nu siawo ate ɲu anye kuxi siwo ku ɔe hadomegbenɔɔ, dunyahehe, alo gɔkpɔmɔnunyawo vevitɔwo ɲu. Nya siwo gblɔm amewo le la tea ɲu trɔa dumeviwo fe susu ku ɔe nudzɔdzɔawo ɲuti eye wowɔa ɔo ɔe dziɔuɔu fe ɔɔɔowo dzi. Esia ɔea kadodo si le dukɔmeviwo kple dziɔuɔua dome la fiana.

Nya siwo dzɔ le Ghana siwo ɲu wɔle be woanɔ nu fom le la dometo aɔewoe nye: Sekendrisukudede Femaxee fe ɔɔɔoa, tomenu xɔasiwo kuku ɔe madzemadze dzi, ɔwɔwɔ le ɲeke kple zã me fe ɔɔɔoa, lãmesɛmenɔnyawo kple bubuawo.

Nya tɔxe siwo wozãna le nufɔfo tso nyati tɔxe aɔe ɲu me

Nya tɔxe siwo wozãna le nufɔfo tso nyati tɔxe aɔe ɲu me la zazã doa dzedɔɔ tso nyati la ɲu ɔe ɲɔɔ. Nya tɔxe siwo woate ɲu azã le nufɔfo tso nyati tɔxe aɔewo ɲu me lae nye esiwo gbɔna:

1. Yunivesitidede/Sukukɔkɔdede: nusɔsrɔ, nusɔrɔfe, nusɔrlawo fe nutsotsoxɔfe si wodana ɔe intaneti dzi, nufialawo fe nutsotsoxɔfe si wodana ɔe intaneti dzi, nusɔrla siwo le fe gbãto me, dodokpɔ sue, nusɔɔɔɔ kple bubuawo.
2. Tomeni xɔasiwo kuku ɔe madzemadze dzi: sikakumɔwo, tsi, sika, mɔwo, anyigba, tɔsisiwo, atikewo kple bubuawo.
3. Agbledede: agblemenukuwo, ɔkpɔkpɔlɔ, fetilaiza, akpanyinyi, agbledenuwo, lãnyinyi, lãwo, avaɔɔɔ, atikuwo, agblegãwo, anyigba kple bubuawo.

4. Kōmpitaŋutinunya: kōmpita, nutsotso, yimeli, AI, ‘bundle’, ‘Wi-Fi’, ‘database’, ‘browser’, ‘hardware’, ‘software’

Dodeasi

Dɔwɔɖuia kawo me woate ɲu azã nya tɔxɛ siwo gbɔna la le?

1. nya siwo le gbeḡḡḡḡḡḡ aḡe me, nyagbekḡḡḡḡḡḡ, nyakḡḡḡḡḡḡ, nyanjutidzesi, ḡḡḡḡḡḡḡḡḡḡ
2. ameléle, sedzidada, hlḡḡdodo, ḡḡḡḡḡḡḡḡḡ, afiatsoḡḡḡḡ, amededemḡḡ, ḡḡḡḡḡḡḡḡḡḡḡḡ
3. zukpe, ḡḡ, ḡḡḡḡ, be, akami, ḡḡḡḡḡḡ

Nufiamɔnuwo

Nusɔsrɔ̃ si ku ɔɛ kuxiwo ɔɛɔɛ ɔa ɲu

1. Ame ḍekaḍeka fe ḍeasi kple hameḍeasi:
 - a. Nusr̄lawo nedzro beléle na dzɔdzɔmenuwo fe vevinyenye kple nu siwo woawo be womatsr̄ o la me.
 - b. Nusr̄lawo nen̄lo nya vevi siwo wose le numedzodzro la me la da ɖi.
 - c. Nusr̄lawo nezã nya vevi siwo won̄lo da ɖi la atso afo nu tso nu bubu siwo le dzɔdzɔm le egben̄kekewo me la ɖu.
 - d. Nusr̄lawo negazo ɖe afɔɖofe siwo dzi wozo gbã la dzi le nufɔfo tso nyati bubu si nufiala atso na wo la ɖu me. Nufiala la nebia tso nusr̄la susud̄ad̄etowo si be woano ngo na numedzodzro la wɔwɔ.

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 3lia – Hamedɔdeasi
Tia nyati siwo gbɔna la dometɔ deka

Zã nya tɔxɛ siwo dze la nàtsɔ:

- adzro asitsatsa le xexemedukɔwo dome fe dɔwɔwɔ de Ghana dukɔa fe gakpɔmɔnunyawo dzi me.
- ada kadodo si le ahedada kple lāmesēmenɔnyawo fe metsonuwo dome le dukɔ siwo mekpɔ de ŋɔ tututu o la me la kpɔ.
- atso nya me le yame fe tɔtrɔ fe wɔfe de agbledenyawo le Ghana dukɔa me dzi eye nàde afɔdɔfe siwo dzi míazɔ atsi nu siawo fe nugblɛfewo nu la gblɔ.

PLC Session 2

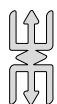
45 minutes

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

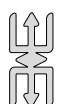
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

Akpa 1: Tafɔfo

Akpa sia dzro nya tɔxe siwo wozāna le dzedɔdo tso nyati ade ɲu, amesinukpɔkpɔ kple nya tɔxe siwo míezāna le nufɔfo tso nu siwo le dzɔdzɔm le egbenkekewo me le Ghana kple xexea me godoo ɲu la me. Nusrɔlawo srɔ nu tso nya tɔxe siwo míezāna le dzedɔdo me kple wofe hawo ɲu. Edzro nya tɔxe siwo wozāna le dzedɔdo me la me. Wogasrɔ nu tso afɔɔfofe siwo wozāna le amesinukpɔkpɔ me kple susu siwo ta amesinukpɔkpɔ le dzedɔdo me le vevie dɔ la ɲu. Gawu la, nusrɔlawo gasrɔ nu tso nu siwo le dzɔdzɔm le Ghana kple xexea me godoo la ɲu eye wodo ɲusɛ wo be woawɔ amesinukpɔkpɔ fe aɖaɲu ɲu dɔ le dzedɔdo tso nudzɔdzɔ siawo ɲu me. Esia ana be woate ɲu anɔ ame si nu kpɔm le wofe gbe sia gbe dzedɔdo kple wo xɔlɔwo me si awɔe be wofe dzedɔdowo nazo dɛ dɔdo nyuitɔ nu. Míele mɔ kpɔm be ne nusrɔlawo wu nusɔsrɔ sia nu vɔ la, woate ɲu akpɔ ame si nu nenyɛ be wole dzedɔm tso nu siwo le dzɔdzɔm le Ghana kple xexea me godoo la ɲu. Gakpe dɛ enu la, woanya ale si woatu nya siwo si gɔmesese le la dɔ, ade dzeɛsi vovototo si le nyawo fe gɔmesese si la dome kple ale si woazā wo nyuie le dzedɔdo me la.



ASIDEDE NUSRŌŃ JE NYATI VEVIWO DODO KPƆ TE JE ƆƆƆOWO

KƆSIƆA 1

Adzɔnananɔtiɔɔɔowo le asidede ɔɔɔɔɔowo gbɔgbɔ te me

Adɔɔɔowo	Enyo ɔɔɔɔɔ (adɔ 4)	Enyo ɔɔɔ (adɔ 3)	Enyo (adɔ 2)	Ehiā na asitɔɔ (adɔ 1)
ɔɔɔɔɔowo gbɔgbɔ (nyati kple tutuɔ)	Nusrŏlawo zā nya vevi siwo dze le dzedɔɔ me la tɔ dzro vihehedegokɔnu me memie. Ede dze si be wowo nugmekuku gedɔ tso nyati la ɔ. Nu si vihehedegokɔnu nye kple ale si wowo la le ɔɔɔ nu eye eme kɔ. Nu sia nu si hiā be woagblɔ la le ɔɔɔ si wona la me.	Nusrŏlawo zā nya vevi siwo dze le dzedɔɔ me la tɔ de wofe nugmesese ku de vihehedegokɔnu ɔ fia blibo. ɔɔɔ siwo wona la fe akpa gāto le etefe. ɔɔɔ adewo mele etefe o alo womedɔ kpe nya siwo wogblɔ la dometo adewo dzi o. Nu sia nu si hiā be woagblɔ la le ɔɔɔ si wona la me.	ɔɔɔ la de fia be nusrŏlawo se vihehedegokɔnuwo gome gbadzaa. Nutsotso vɛ adewo de fia be nugmekuku yi edzi le dzedede ale si wowo vihehedegokɔnu kple kpedɔɔ nya siwo dzi me. Nya siwo wogblɔ la dometo adewo mele eme o; dewo mele ɔɔɔ nu o eye womedɔ nya siwo wogblɔ la dometo adewo me nyuie o alo wo me meko tututu o.	ɔɔɔ la de fia be nusrŏlawo mese vihehedegokɔnuwo gome o (le kpɔɔɔ me: nya vihehedegokɔnu de de). Womezā nya tɔxe siwo dze la le nufoto tso vihehedegokɔnu me tututu o. Gomesese mele nutsotso siwo wona la si tututu o eye nya siwo wogblɔ la fe akpa gāto mele etefe o. Womegbɔ nu sia nu si hiā be woagblɔ la o eye ɔɔɔ mele ɔɔɔ nu o.
ɔɔɔɔɔowo gbɔgbɔ (Nɔɔɔme)	Silaiɔi la le nɔɔɔ nyui ade me, wowo adɔɔ ɔ dɔ le ewo me to dometsotso nyuitɔ de de, nɔɔɔmetatawo kple nya siwo meso gbɔ fūu o la zazā le silaiɔiawo dometo de sia de dzi. Wowo amadede kple ale si nunɔɔɔwo nadze le silaiɔiawo dzi la ɔ dɔ. Vodadawo siwo ku de gbenutise, nyanutidzesiwo zazā, nyawo ɔɔɔ, nyawo fe ɔɔɔnɔɔ le silaiɔiawo dzi la mele ɔɔɔawo me o.	Wowo silaiɔi la wonya kpɔ nyuie to dometsotso nyuitɔ de de, nɔɔɔmetatawo kple nya siwo meso gbɔ fūu o la zazā le silaiɔiawo dometo gedɔ dzi me. Wowo amadede kple ale si nunɔɔɔwo nadze le silaiɔiawo dzi la ɔ dɔ de ɔɔɔ nu. Vodada siwo ku de gbenutise, nyanutidzesiwo zazā, nyawo ɔɔɔ, nyawo fe ɔɔɔnɔɔ le silaiɔiawo dzi la meso gbɔ de ɔɔɔawo me o.	Wozā dometsotso, nɔɔɔmetatawo kple nya vɛ adewo ko le silaiɔi la wɔ me gake womele ɔɔɔ nu o kple/alowozā amadedewo kple ale si nunɔɔɔwo nadze le silaiɔiawo dzi la dewo fūu akpa. Vodada adewo le le eme le kpɔɔɔ me vodada siwo ku de gbenutise, nyanutidzesiwo zazā, nyawo ɔɔɔ, nyawo fe ɔɔɔnɔɔ le silaiɔiawo dzi kple bubuawo le ɔɔɔawo me o.	Silaiɔiawo menyakpɔ o eye nyawo so gbɔ de silaiɔi deka dzi. Womezā nɔɔɔmetatawo o alo wozā vɛ adewo ko kple/alowogazā amadede kple ale si nunɔɔɔwo nadze le silaiɔiawo dzi la fūu akpa. Wowo vodada gedɔ siwo ku de gbenutise, nyanutidzesiwo zazā, nyawo ɔɔɔ, nyawo fe ɔɔɔnɔɔ le silaiɔiawo dzi la ɔ.

<i>Ɔuɔɔɔwɔ gbɔgbɔ</i>	<i>Wɔgbɔ Ɔuɔɔɔ le ɔɔɔ nyuitɔ kekeake nu le ƆeyiƆ si wona wo la me (miniti 20). Hatsotsomenɔlawo dometɔ ɔe sia ɔe kpɔ gome le Ɔuɔɔɔ gbɔgbɔ me sɔsɔe. Eɔe dzesi be wowɔ dzadzraɔ ɔe Ɔuɔɔɔ gbɔgbɔ Ɔu nyuie.</i>	<i>Wɔgbɔ Ɔuɔɔɔ le ɔɔɔ nyuitɔ nu to nufɔɔ fe aɔaƆu nyuitɔ ɔeɔe fia me le ƆeyiƆ si wona wo la me (miniti 20). Hatsotsomenɔlawo dometɔ ɔe sia ɔe kpɔ gome le Ɔuɔɔɔ gbɔgbɔ me. Eɔe dzesi be wowɔ dzadzraɔ ɔe Ɔuɔɔɔ fe akpa geɔe gbɔgbɔ Ɔu me.</i>	<i>Wɔgbɔ Ɔuɔɔɔ ɔewɔɔewɔe to numeɔeɔe fe aɔaƆu ɔeɔe fia me. Wɔgbɔ Ɔuɔɔɔ la wɔ gbɔ ƆeyiƆ si wona wo la dzi vie alo mede ƆeyiƆ la tututu o. Hatsotsomenɔlawo dometɔ aɔewɔ kpɔ gome le Ɔuɔɔɔ gbɔgbɔ me wu ɔewɔ. Womewɔ dzadzraɔ ɔe Ɔuɔɔɔ gbɔgbɔ Ɔu tututu o.</i>	<i>Womegbɔ Ɔuɔɔɔ nyuie o. Numeɔeɔe fe aɔaƆu si wɔe fia le Ɔuɔɔɔ gbɔgbɔ me la mede dzi fo o. Wɔgbɔ Ɔuɔɔɔ la wɔ gbɔ ƆeyiƆ si wona wo la dzi alo mede ƆeyiƆ la o. Hatsotsomenɔlawo dometɔ aɔewɔ kpɔ gome le Ɔuɔɔɔ gbɔgbɔ me wu ɔewɔ. Womewɔ dzadzraɔ ɔe Ɔuɔɔɔ gbɔgbɔ Ɔu o.</i>
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KOSIDA 2LIA

NYATI 1

1. a) Be woakpɔ ame si nu le dzedɔɔ me la, ele be woawɔ nu siwo gbɔna la:

- i. Woawɔ se kple ɔɔɔ siwo dzi woawɔ la ada ɔi gbã.
- ii. Woawɔ ɔe ɔɔɔ si nu woafɔ nu le la dzi.
- iii. Woado asi ɔe dzi eye woayɔ wo hafi woafɔ nu.
- iv. Woatɔ asi ame aɔe si anɔ Ɔgɔ na numedzodzroa la dzi.
- v. Woafɔ to nyuie.
- vi. Woawɔ ɔe game dzi
- vii. Woado Ɔusẽ dzedɔlawo be woafɔ wofe susu agbɔ.

Na adzɔ 7 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ adre Ɔu.

Na adzɔ 6 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ ade Ɔu.

Na adzɔ 5 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu dometɔ la atɔ Ɔu.

Na adzɔ 4 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ ene Ɔu.

Na adzɔ 3 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ etɔ Ɔu.

Na adzɔ 2 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ eve Ɔu.

Na adzɔ 1 nenye be nusrɔla la fo nu tso aɔaƆu siwo hiã le amesinukpɔkpɔ me Ɔu la dometɔ ɔeka Ɔu.

b) *Susu siwo ta wokpɔa ame si nu le dzedodo me do lae nye esiwo gbɔna:*

- i. *Edeā amebubu fiana.*
- ii. *Enana be mɔnukpɔkpɔ sɔsɔe sua nufolawo si.*
- iii. *Enana be ame sia ame fɔa nu le dzedodo me.*
- iv. *Enana be dzedodo metsia ame vɛ adewo ko si me o.*
- v. *Edoa ame nɔewo gɔme sese de ngɔ.*
- vi. *Ehea kadodo nyui dea amewo dome.*

Na adzo 3 nenye be nusrɔla la nlo susu siawo dometo etɔ.

Na adzo 2 nenye be nusrɔla la nlo susu siawo dometo eve.

Na adzo 1 nenye be nusrɔla la nlo susu siawo dometo deka.

Lé nku de adanu siwo nu wofo nu tsoe le biabia 1a me la nu eye nana adzo deka deka na adanuawo dometo de sia de si wode dzeii le nyahehe si wowo tso sukudede nu me la.

NYATI 2 (adzo 16)

	Enyo ntɔntɔ (adzo 7-8)	Enyo ntɔ (adzo 5-6)	Enyo (adzo 3-4)	Ehiā na asitɔtrɔ (adzo 1-2)
Nyati	<i>Wo de susuwo katā me de do do nu. Gbedeasi siwo wogblo la me ko nyuie eye kadodo le wo katā dome nyuie.</i>	<i>Wo de susu adewo me de do do nu. Gbedeasi siwo wogblo la me ko eye kadodo le wo dome. Gomesese vovovowo le nya siwo si wogblo la si.</i>	<i>Wo de susu adewo me. Gomesese mele gbedeasi siwo wo de gblo la dometo adewo si o.</i>	<i>Wozā nyagbe kpokploewo le wofo nufɔa me. Nya adɛ siwo wogblo la me meko o eye womeku de nya si gblom wole la hā nu tututu o.</i>
Nyawo zazā kple gbenutise	<i>Wozā nya tɔxe siwo dze la le do do nu le wofo nufɔa katā me.</i> <i>Wozā nya siwo dze la dometo gedɛ le nufɔfo tso nyatia nu me.</i> <i>Gbenutise fe vodada meso gbo de eme tututu o.</i>	<i>Wozā nya tɔxe siwo dze la le wofo nufɔa me.</i> <i>Wozā nya siwo dze la dometo gedɛ le nufɔfo tso nyatia nu me.</i> <i>Gbenutise fe vodada gedewo le nufɔa me.</i>	<i>Nya tɔxe siwo wozā ye adewo yi mele do do nu o. Wo dometo adewo dze agbagba zā nya tɔxe siwo dze la. Gbenutise fe vodada gedewo le nufɔa me.</i>	<i>Wozā nya tɔxe siwo medze o la le nufɔfo tso nyatiawo nu me. Wozā nya tɔxe siwo dze la dometo vɛ adewo fe kpɔdeɲu alo womezā wofo kpɔdeɲuwo o la. Gbenutise fe vodada gedewo le nufɔa me.</i>

Akpa 2lia: Gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi

NUSƆSRƆ FE ALƆDZE: DZEDƆDƆ

Alɔdze la fe Memama: **Gbediqiutinunya (Gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi)**

Nusɔsrɔ fe Metsonu: *Zã wò nunya tso gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi ɲu le dzedɔdɔ me.*

Nusɔsrɔ fe Dzidzeti: *Ɖe wò nunya kple gɔmesese tso gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi le Evegbe me ɲu fia.*

Afɔdɔfɔta

Na hamedɔdeasi si woawɔ le yeyiƷi aɔ me nusrɔlawo le kɔsiɔ 3lia me eye na yeyiƷi si dze la wo be woatsɔ awɔ dɔ la. Zã ‘SS App’ (Evegbe) la nàtsɔ adi dɔdeasi la kple nu siwo nusrɔlawo nawɔ haƷi axɔ adzɔ la. Ele be nàde asi dɔdeasia te ne èxɔe enumake eye nàde adzɔawo STP la me.

NUUƆƆU KPLE AKPA SIA FE TOTƆDEME

Nusɔsrɔ fe akpa sia tu dɛ nu si nusrɔlawo srɔ tso gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi ɲu si me miedzro le fe si va yi me la dzi. Nusrɔlawo adzro gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnuwo, nukɔkɔ fe tutuɔdɔ fe ha siwo le Evegbe me la me. Nunyanya tso gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi ɲu akpe dɛ nusrɔlawo ɲu be woate ɲu aƷɔ gbediqi siwo tu nyawo dɔ la nyuie, aƷɔ nyawo nyuie, axlẽ nu nyuie eye woase nyawo gɔme nyuie. Nunyanya tso nu siawo ɲu awɔe be nusrɔlawo nate ɲu aɔdɔ dze nyuie eye gɔmesese nana woƷe dzedɔdɔwo si. Kpe dɛ enu la, awɔe be nusrɔlawo nanya nu tso nya vovovowo ɲu le Evegbe me. Gawu la, gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi gɔme sese akpe dɛ nusrɔlawo ɲu be woade se siwo kplɔ gbediqiwo fe hadede kple wo nɛwo kple ale si nya aɔdɔwo trɔna le Evegbe me la me. Akpa sia le vevie na nusrɔlawo menye le Evegbesɔsrɔ dɛdɛ ko me o, ke boɲ le nusɔsrɔ bubu siwo do ka kplii abe Inglisigbe, Fransegbe kple gbegbɔgbɔ bubuwo ene la me. Akpa sia ana be nusrɔlawo nanya nu tso gbediqiwo ɲu eye woase gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi le Evegbe me la gɔme. Miele ɲusẽ dom nufiala la be wɔazã nufiamɔnu siwo ana be nusrɔlawo nawɔ wɔfe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye ɲuɔdɔdɔ na nusrɔlawo fe nusrɔhiahiãwo wotɔxewotɔxɛ kple nusɔsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɔ kple metsonua fe dzeside siwo ɲu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

Kɔsiɔ 3lia: *Ɖe gbediqiwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu siwo le Evegbe me la me.*

Kɔsiɔ 4lia: *Dzro mɔ siwo dzi wotrɔa asi le nukɔkɔwo ɲu le Evegbe me la me.*

NUFIAMɔNUWO JE TOTOḡEME

Nufiamɔnu siwo wozã le akpa sia la lɔ mɔnu geḡe siwo dzi wotona fiaa nu le Ewegbe me la dɛ eme. Nusɔsrɔ̃ tso kuxiwo dɛḡe dɛ ɲu lɔ mɔnu siwo me wozãa agbemekuxiwo fe kpɔḡeɲuwo le abe nusɔsrɔ̃mɔnu ene la be woatsɔ ado nusɔrlawo fe nusɔsrɔ̃ tso nyatiwo kple dɔḡowo siwo dzi woazɔ le kuxiwo dɛḡe dɛ me ɲu dɛ ɲɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko ɲu la dɛ eme. Egalɔ mɔnu tɔxewo abe nusɔsrɔ̃ le ame dɔkui si, ame eveve fe dɔdeasiwɔwɔ, ame siwo ɲu ɲutete vovovowo le alo ɲutsuviwo kple nyɔnuviwo fe hatsotso dɛka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo aḡewoe nye numedɛḡe na klase la ene dɛ eme. Mɔnu siawo tea ɲu doa ta me deto bubu, kuxiwo dɛḡe dɛ fe ɲutete kple dzedɔḡo kple ame nɛwo fe aḡaɲuwo dɛ ɲɔ. Egatea ɲu naa dɛkawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwɔ nusɔrlawo. Nusɔrlawo asrɔ̃ ale si woaxɔ nutsotsowo eye woadzro wo me la me. Le nusɔrla susudagɛtɔwɔ gome la, wowɔ dɔḡo dɛ dɔdeasi bubuwo wɔwɔ ɲu na wo abe amenunɔnɔ fe dɔfe siwo dometo aḡewoe nye nufiafia nusɔrhatiwo ene la be woafia afɔḡefe wo fe nusɔrhatiwo be woase nu siwo fiam wole wo la gɔme nyuie. Miele afɔ dɔm afɔta na nufialawo be woalɛ ɲku dɛ nusɔrla siwo fe nyayɔwɔ kple nufɔfo ɲu kpɔtsɔtsɔ le la ɲu eye woagɛ kuxi siawo dɛ aḡaɲutɔe.

NUSɔSRɔ̃DODO KPɔ JE TOTOḡEME

Nusɔsrɔ̃dodo kpɔ fe aḡaɲu si wozã le akpa sia la akpɔ nusɔrlawo fe aḡaɲuwo tutu dɔ, nyatiwo gɔme sese kple susu deto dɛḡe fe nyawo gbɔ le wo fe nusɔsrɔ̃wo dodo kpɔ me le dɔḡo si dze la nu. Nutsotsonana nusɔrlawo edziedzi doa tutudɔwɔna siwo le edzi yim fifia hena nusɔrlawo fe ɲɔyiyi kple blibodede le nusɔsrɔ̃ me la dɛ ɲɔ. Nusɔsrɔ̃dodo kpɔ fe aḡaɲu la lɔ mɔnu siwo dzi woato akpɔ ale si nusɔrlawo se dezã siwo woḡuna le Ghana la gɔmee la dɛ eme. Nusɔsrɔ̃dodo kpɔ fe Dɔfe 2lia si te gbe dɛ nunyazazã dzi la lɔ nyadu kpuiwo tsotso alo nu siwo ɲu nusɔrlawo ke dɔ la gbɔgbɔ be woatsɔ ado nusɔrlawo fe ɲutete le nu siwo wosrɔ̃ la gɔme sese kple wo wɔwɔ la kpɔ. Woḡo Nunya fe Dɔfe 3lia fe biabia siwo nye nyadutsotsobiabiawo kple biabia siwo ɲu dɔḡo hiã ta me deto bubu la na nusɔrlawo. Wowɔ esia kple susu be woatsɔ ado nusɔrlawo fe ta me deto bubu ku dɛ gbediḡiwo fe dɔwɔwɔ dɛ wo nɛwo dzi ɲu kpɔ. Ele be nufialawo nawɔ nusɔsrɔ̃dodo kpɔ si wowɔna le nusɔrɔ̃yi kple esi wowɔna le nusɔsrɔ̃ vɔ megbe la fe aḡaɲu vovovowo ɲu dɔ atɔ axɔ nutsotso tso nusɔrla dɛ sia dɛ fe dɔwɔwɔ ɲu. Esia lɔ nusɔrlawo fe adzɔwɔ kple nutsotso bubuwo dɛ eme hena wo fe ɲɔyiyi le nusɔsrɔ̃ me.

ɲlɔ nusɔsrɔ̃dodo kpɔ fe dɔfe si wozã na metsonua fe dzeside la. Le kpɔḡeɲu me:

Metsonua fe Dzesidewo	Nunya fe Dɔfe	Nusɔsrɔ̃dodo kpɔ fe Aḡaɲu kple/alɔ Mɔnu
3.1.2. LI.1 Dɛ gbediḡiwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu siwo le Ewegbe me la me.	2lia	Nyadutsotso
3.1.2. LI.2 Dzro mɔ siwo dzi wotrɔa asi le nukɔkɔwɔ ɲu le Ewegbe me la me.	3lia	Nugɔmekuku

KOSIDA 3LIA

Metsonua fe Dzeside: *Ɖe gbediḡiwo fe dɔwɔwɔ ɔe wo nɔewo dzi fe mɔnu siwo le Euegbe me la me*

Numetoto

Fe 1	Kosida 2lia: Ɖe ablɔdegbediḡiwo fe nɔfe le Euegbenyawo me la me. (Kpɔɔɔɔ: nya fe gɔmedzefe, titina kple nuwufe) Fo nu tso xaxagbediḡiwo fe nɔfe le Euegbenyawo me ɲu.
Fe 2lia	Kosida 2lia: Dzro gbedɔɔ fe wɔfewo me (kpɔɔɔɔ: vovototodede nyawo fe gɔmesese me, vovototodede nyahawo me, vovototodede gbetagbewo dome)

NYATI: GBEḢIḢIWO FE DɔWɔWɔ ƉE WO NɔEWO DZI (ASITɔTRɔ LE GBEḢIḢIWO ɲU)

Gbediḡiwo fe dɔwɔwɔ ɔe wo nɔewo dzi gɔmedɔɔ: Gbediḡiwo fe dɔwɔwɔ ɔe wo nɔewo dzi nye mɔ siwo dzi nufolawo tona be woana nyawo yɔyɔ nana bɔbɔe. Míate ɲu agblɔ be enye se kple ɔɔɔ siwo dzi wozɔna be nyawo yɔyɔ nana bɔbɔe le gbeḡbɔḡbɔ ɔe me la.

Gbediḡiwo fe dɔwɔwɔ ɔe wo nɔewo dzi fe mɔnuwo

Asitɔtrɔ le gbediḡiwo ɲu fe mɔnuwo nye mɔnu siwo dzi gbediḡiwo ɔe tsi dea gbediḡi bubu siwo fo xlã wo la le hewɔa ɔɔ ɔe wo wɔwɔ kple wo yɔyɔ dzi. Mɔnu siawo tea ɲu hea tɔtrɔ vaa ale si gbediḡiwo zua gbediḡi ma fe tɔtrɔe (ayegbediḡi) la me ku ɔe gbediḡi siwo fo xlãe la ɲu. Mɔnu siawo kpɔna ɔe mía ɲu be mífoa nu tso se kple ɔɔɔ siwo ku ɔe gbediḡiwo fe zɔzɔ kple wo nɔewo le gbeḡbɔḡbɔ ɔe me la ɲu. Eganana be mífoa nu tso se siwo kplɔa gbediḡiwo fe zɔzɔ wo nɔewo le gbeḡbɔḡbɔwo me godoo kple ale si wotrɔnae la hã ɲu. Míetrɔa asi le gbediḡiwo ɲu to mɔ siwo ḡbɔna la dzi:

Megbeblɔdegbediḡi fe dɔwɔwɔ ɔe xaxagbediḡi dzi

Esia nye asitɔtrɔ si me nuyi nogo fe nɔnɔme kpɔna ɔe nɔnɔme si le xaxagbediḡi ɔe ɲu tsã la ɲu le la. Nu sia dzɔna nenye be ablɔdegbediḡi siwo wowɔna kple nuyi nogo /u, o, ɔ/ la kplɔ xaxagbediḡi ɔe ɔɔ.

Esia fia be nenye be ablɔdegbediḡi nuyinogotɔwo, /u, o, ɔ/, kplɔ xaxagbediḡi ɔe ɔɔ la, ɔe tsi dea xaxagbediḡi la eye xaxagbediḡi la dona kple nuyi nogo fe nɔnɔme ɔe. Dzesi si wotsɔna dea dzesi asitɔtrɔ fe sia lae nye [w]. Megbeblɔdegbediḡi fe dɔwɔwɔ ɔe xaxagbediḡi dzi ɔe dzesi le kpɔɔɔɔ siwo ḡbɔna la me: [k^wu], [d^wu], [g^wo], [x^wɔ].

Dzimeblɔdegbediḡi fe dɔwɔwɔ ɔe xaxagbediḡi dzi

Esia nye asitɔtrɔ si me wodoa ɔe tsi dea fe titina ɔe akpaɔ ɲu le le xaxagbediḡi ɔe wɔwɔ me. Nu sia dzɔna nenye be ablɔdegbediḡi /i/ kplɔ xaxagbediḡi ɔe ɔɔ aduadu. Dzesi si wotsɔna dea dzesi dzimeblɔdegbediḡi fe dɔwɔwɔ ɔe xaxagbediḡi dzi lae nye [i]. Nya siwo me dzimeblɔdegbediḡi fe dɔwɔwɔ ɔe xaxagbediḡi dzi dze le lae nye esiwo ḡbɔna:

[asigbe] – [aʃigbe]

[azito] - [aʒito]

[atike] - [aʃike]

Ye adewo yi la, nenyɛ be ɲɔɔgbɛblɔdegbediɖi dzimɛto /i/ kplɔ nyɛɲuxaxagbediɖi dɔ la, nyɛɲuxaxagbediɖi la trɔna zua nye kple akpaɲɔ xaxagbediɖi. Le kpɔɖɛɲu me:

[dzugbe] – [ɖʒugbe]

[ati] – [aʃi]

[asi] – [aʃi]

[azi] – [aʒi]

Nu sia dzɔna le Aɲlɔgbe me koɲ.

Numegbediɖi fe ɲɔtimegbediɖizuzu

Esia nye numegbediɖi aɖɛ si kplɔ ɲɔtimɛxaxagbegbediɖi aɖɛ dɔ la fe ɲɔtimegbediɖizuzu. Zi gedɛ la, ablɔdegbediɖiwoe trɔna zua ɲɔtimegbediɖi. Ke ye adewo yi la, numɛxaxagbediɖi adewo hã trɔna zua ɲɔtimegbediɖi. Le esia ta la, numegbediɖi fe ɲɔtimɛxaxagbediɖizuzu fe ha evee li. Woawoe nye numɛblɔdegbediɖi fe ɲɔtimeblɔdegbediɖizuzu kple numɛxaxagbediɖi fe ɲɔtimɛxaxagbediɖizuzu. Dzesi si wɔtsɔna dea dzesi numegbediɖi fe ɲɔtimegbediɖizuzu lae nye [˜]. Le kpɔɖɛɲu me, nu [nũ], mu [mũ], mo [mõ], mi [mĩ], lõ [lõ̃], lã [lã̃].

Ablɔdegbediɖiwo fe dɔwɔwɔ dɛ wo nɛwo dzi

Le Euegbe me la, ablɔdegbediɖiwo tea ɲu wɔa dɔ dɛ wo nɛwo dzi le nufo me. Zi gedɛ la, esia dzɔna kple susu be ablɔdegbediɖi siwo kplɔ wo nɛwo dɔ la nana kɔkɔ dɛka nu. Esia wɔnɛ be nenyɛ be ablɔdegbediɖi eve kplɔ wo nɛwo dɔ la, dɛka tea ɲu yia dzi alo dɔɖina be wo domɛto eveawo katã nana kasa nu. Le kpɔɖɛɲu me, ne fidonkɔtefenɔnya ame etɔlia xexlɛmedekɛto /i/ de ha kple dɔwɔnya si wu enu kple ablɔdegbediɖi siwo si kɔkɔme bubu le, /o, e/, la fidonkɔtefenɔnya ame etɔlia xexlɛme dekɛto /i/ la hea ablɔdegbediɖi si wu dɔwɔnya la nu la wozua /i/. Kpɔɖɛɲu:

/Adzo ko dadi/. – /Adzo ko + i/. = /Adzo kui/.

/Kofi ɔɔ nɔvia/. – Kofi ɔɔ + i. = /Adzo ɔui/.

Nu sia tea ɲu dzɔna nenyɛ be wokpe suenyenyefianyakui /i/ dɛ ɲkɔnya la hã ɲu. Le kpɔɖɛɲu me:

Elinam fle gbɔnɔ. - Elinam fle gbɔnɔ + i. = Elinam fle gbɔnɔ-i.

Kɔɖɛɲu siawo dzena le Aɲlɔgbe me koɲ. Ke le Evedome la, ablɔdegbediɖi si wu dɔwɔnya la nu la hea fidonkɔtefenɔnya ame etɔlia xexlɛmedekɛto /i/ la wɔdɔɖina boɲ. Kpɔɖɛɲu:

Adzo ko dadi. – Adzo ko + i. = Adzo koe.

Kofi fo nɔvia. – Kofi fo + i. = Adzo foe.

Dɔdeasi

1. Dzro gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu siwo le Euegbe me la me.
2. Dɛ nu si gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu siwo gbɔna la nye la me:

- a. numegbediwo fe ɲɔtimegbediwozuzu
 - b. gbediwo fe dodo le nya me
 - c. dzimeblɔdegbediwo fe dɔwɔwɔ dɛ xaxagbediwo dzi
3. ɲlɔ gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu siwo nɛɲlɔ la fe kpɔɔɲu eveve da di.
4. Te nya siwo gbɔna la yɔyɔ kpɔ eye nɛde dzeɛ asitɔtrɔ le gbediwo ɲu fe mɔnu siwo yi edzi le nyaawo yɔyɔ me la me wotɔxewotɔxɛɛ.
- a. amɔku
 - b. kunyowu
 - c. asi

Nufiamɔnuwo

Nusrɔ tso kuxiwo dɛdɛ dɔ ɲu (ame dɛkɛdɛka fe dɔdeasi kple hamedɔdeasi)

1. Nusrɔla siwo ɲu ɲutete vovovowo le la fe dɔwɔwɔ le hatsotso me
 - a. Hatsotso dɛ sia dɛ nedzro nu si gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi nye la me eye wɔana wofe kpɔɔɲuwo.
 - b. Hatsotso dɛ sia dɛ nehe susu tso gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnuwo abe megbeblɔdegbediwo fe dɔwɔwɔ dɛ xaxagbediwo dzi, dzimeblɔdegbediwo fe dɔwɔwɔ dɛ xaxagbediwo dzi, ablɔdegbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi, numegbediwo fe ɲɔtimegbediwozuzu kple ablɔdegbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi ene ɲu eye woadzro wo me wotɔxewotɔxɛɛ.
 - c. Nusrɔlawo nena asitɔtrɔ le nukɔkɔwo ɲu fe mɔnu siwo me woadzro la dometo dɛ sia dɛ fe kpɔɔɲuwo le wofe hatsotsowo me.
2. Ame eveve fe dɔdeasi
 - a. Lé ɲku dɛ nya siwo nufiala ana mi la ɲu eye nɛde dzeɛ gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnu si yi edzi le wo me la. (Nufiala la nena nya adewo fe kpɔɔɲuwo nusrɔlawo)
 - b. Migblɔ miafe ɲuɔɔɔ la na klase la hena emedzodzro.

Nufiala la neɛi tsa le nusrɔlawo dome le sukuxɔa me edziedzi eye wɔakpɔ egbɔ be nusrɔla dɛ sia dɛ kpɔ gome le dɔdeasi la wɔwɔ me eye wɔakpe dɛ nusrɔla siwo ahiã na alɔdodo la ɲu.

Nusrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Dɔfe 2lia – Nugɔmekuku

1. Dɛ gbediwo fe dɔwɔwɔ dɛ wo nɛwo dzi fe mɔnuwo dometo etɔ adewo me eye nana wo dometo dɛ sia dɛ fe kpɔɔɲu etɔetɔ.
2. Dɛ vovototo si le gbediwo fe gege dɛ nya me kple gbediwo fe dodo le nya me la dome eye nana wofe kpɔɔɲu etɔetɔ adewo.

Nugɔmekuku fe nyati

Miede dzeɛi le miafe nuto me be dzedomɔnu nyuitɔ lɔ toɔɔɔ kple amesinukpɔkpɔ dɛ eme. Mino hatsotso me miawɔ dɔ si gbɔna la:

- Miwɔ nugɔmekuku tso ale si amewo kpɔa wo nɛwo si nu le dzedɔdɔ me nenye be wole nyati aɛ me dzrom la ɲu.
- Mide dzeɛ nuwɔna siwo dɛa nufɔfo kple toɔdɔ fe mɔnu nyuiwo fiana la.
- Midzra dɔ miawɔ fefe kpui aɛ si tso ale si amewo fɔa nu bubutɛ eye wokpɔa wo nɛwo si nu nenye be wole numedzodzro aɛ wɔm hena kuxi aɛ dɛdɛ dɔ le nutoa me fia.

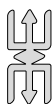
PLC Session 3

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.

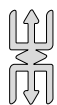
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).
 - a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

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.

KOSIDA 4LIA

Metsonua fe Dzeside: *Dzro asitɔtrɔ le nukɔkɔwo ɲu fe mɔnu siwo le Ewegbe me la me*

Numetoto

Fe 1	Kosida 2lia 1. Dɛ ablɔdɛgbediqiwo fe nɔfe le Ewegbenyawo me me (kpɔɔɔɔ: nya fe gɔmedzefe, titina kple nuwufe) 2. Explain the distribution of consonants of the Ghanaian language (e.g., word initial, medial and final). Dɛ xaxagbediqiwo fe nɔfe le Ewegbenyawo me me (kpɔɔɔɔ: nya fe gɔmedzefe, titina kple nuwufe)
Fe 2lia	Kosida 2lia 1. Dɛ nu si gbedɔɔɔ nye la me eye nɔdzro efe hawo me (kpɔɔɔɔ: gbekɔkɔ, gbeɔɔɔ, gbedɔɔ evedomesitɔ, gbeɔɔɔ kɔkɔ kple gbekɔkɔ ɔɔɔ) 2. Kosida 2lia: Dzro gbedɔɔɔ fe wɔfewo me (kpɔɔɔɔ: vovototodede nyawo fe gɔmesese me, vovototodede nyahawo me, vovototodede gbetagbewo dome)

NYATI: ASITɔTRɔ LE NUKɔKɔWO ɲU FE MɔNUWO

Asitɔtrɔ le nukɔkɔwo ɲu me dɛdɛ: Asitɔtrɔ le nukɔkɔwo ɲu nye mɔnu si me nufolawo tea ɲu trɔa asi le nukɔkɔwo ɲu le to gbediqiwo dede alo dɛdɛ le nyawo me me be nyawo yɔyɔ nana ɔɔɔɔ. Miate ɲu agblɔ be enye se kple dɔdɔ siwo dzi wozɔna dɔ be nyawo yɔyɔ nana ɔɔɔɔ. Asitɔtrɔ le nukɔkɔwo ɲu fe mɔnuwo fe kpɔɔɔɔwoe nye: gbediqiwo fe dodo le nya me kple gbediqiwo fe gege dɛ nya me kple bubuawo.

Asitɔtrɔ le nukɔkɔwo ɲu fe mɔnu siwo le Ewegbe me: Asitɔtrɔ le nukɔkɔwo ɲu fe mɔnu siwo le Ewegbe me la woe nye: gbediqiwo fe dodo le nya me kple gbediqiwo fe gege dɛ nya me.

Gbediqiwo fe dodo le nya me

Gbediqiwo fe dodo le nya me nye asitɔtrɔ si me gbediqi adewo dona le nya adewo me le nufɔ me la. Asitɔtrɔ sia tea ɲu wɔnɛ be nyawo yɔyɔ nana ɔɔɔɔ. Nu sia dzɔna zi gedɛ le nufɔ me ko le esime wɔdɛa gbediqi adewo le nyawo me be wo yɔyɔ nana ɔɔɔɔ. Gbediqiwo fe dodo le nya me tea ɲu dzɔna le Ewegbenya dzɔsoafewo kple nya yeyewo dome. Gbediqiwo dona le nyawo me be woatsɔ atrɔ asi le nukɔkɔ siwo mesɔ dɛ Ewegbe fe nukɔkɔ fe tutuɔɔ nu o, vevietɔ nenyɛ be woyɛ nyawo la ɲu. Asitɔtrɔ sia tea ɲu hea tɔtrɔ vɛ nyawo fe tutuɔɔ me. Gbediqiwo fe dodo le nya me wɔnɛ be mietɛa ɲu sea vovototo siwo le gbegbɔgbɔwo kple tɔtrɔ si vaa gbegbɔgbɔwo me la me eye esia tea ɲu dɛa ameha adewo fe nufɔ kple gbetagbewo fe wɔfɛ dɛ gbegbɔgbɔ dzi fiana.

Gbediqiwo fe dodo le nya me le vevie le tɔtrɔ siwo yi edzi le gbegbɔgbɔ adɛ me la gɔmesese me eye wɔdɛa Ewegbe fe gbetagbe si dom ame adɛ le la fiana. Gbediqiwo tea ɲu dona le nya fe akpa sia akpa me.

1. Nya fe gɔmedzefe

Le Euegbe me la, ablɔdegbediḡi si le nya aḡe fe gɔmedzefe la tea ŋu dona le nya la nu. Le kpɔḡeŋu me, ‘Agbozume’ azu ‘Gbozume’, ‘Afiadɛnyigba’ azu ‘Fiadɛnyigba’, ‘atama’ tea ŋu zua ‘tama’ le nufo me.

2. Nya fe titina

Le asitɔtrɔ sia me la, gbediḡi la dona le nya la fe titina. Esia tea ŋu dzɔna le xaxagbediḡiwo gome koŋ le nufo me. Le kpɔḡeŋu me, ne miɛgbugbɔ ‘fle’ yɔ wòzu ‘flefle’ la, /l/ si le ‘fle’ gbãtɔ me la dona eye nya la zua ‘fefle’. Kpɔ kpɔḡeŋu siawo hã ḡa; dzra – dzadzra, xlẽ – xexlẽ, klɔ – kɔklɔ

3. Nya fe nuwufe

Gbediḡiwo tea ŋu dona le nyawo fe nuwufe. Le Euegbe me la, xaxagbegbediḡiwo koŋue dona le nyawo fe nuwufe. Nenye be miɛye nyawo tso gbe bubu me la, miɛtrɔa asi le nya la ŋu be wòasɔ dɛ Euegbenya fe tutuḡo nu. Le esia wɔwɔ me la, miɛtea ŋu ḡea gbediḡi aḡewo ḡa le nyawo fe nuwufe. Kpɔḡeŋu: [sku:l] = [suku]. Le go sia me la, esi wònye Euegbe fe nukɔkɔ fe tutuḡo meḡe mɔ be /l/ nawu nya nu le gbea me o ta la, miɛḡe gbediḡi /l/ la le nya la nu.

Gbediḡiwo fe gege dɛ nya me

Gbediḡiwo fe gege dɛ nya me nye mɔ si nu wotea ŋu tsɔa gbediḡi aḡewo kpena dɛ nya aḡewo ŋu le be woate ŋu anya yɔ alo be nya la nate ŋu azɔ dɛ se si kplɔ nukɔkɔ fe tutuḡo le gbegbɔgbɔ la me la dzi. Le Euegbe me, vevietɔ le Aŋlɔwo dome la, nenye be wole ŋkɔnya siwo nye nukɔkɔ ḡekawo yɔm la, wotea ŋu kpea ablɔdegbediḡi dɛ nya la fe gɔmedzefe ŋu. Kpɔḡeŋu: gbɔ̃ - [əgbɔ̃], sɔ - [əsɔ] kple bubuawo.

Gbediḡiwo tea ŋu gena dɛ nya me nenye be miɛdi be miɛḡe xaxagbediḡiwo fe kplifofo siwo mezo dɛ gbegbɔgbɔ la fe nukɔkɔ fe tutuḡo nu o la be wòate ŋu anya yɔ. Le kpɔḡeŋu me, [ska:f] = [sikafu], [sta:ts] = [sitatsi]. Ye aḡewo yi la, nenye be nya si woɛ la wu enu kple xaxagbediḡi si mewua nya nu le Euegbe me o la, wokpea ablɔdegbediḡi aḡe dɛ nya la ŋu be wòate ŋu awɔ dɛ Euegbe fe nukɔkɔ fe ḡɔḡowo nu eye wòanya yɔ. Kpɔḡeŋu: [bakit] = [bɔkiti].

Dɔdeasi

- De dzesi asitɔtrɔ le nukɔkɔwo ŋu fe mɔnu siwo yi edzi le nya siwo gbɔna la me eye nàḡe wo me:
 - [bakit] va zu [bɔkiti]
 - [sku:l] va zu [suku]
 - Amedzikɔfe va zu Medzikɔfe
- De dzesi nukɔkɔ fe tutuḡo siwo le nya siwo gbɔna la me la wotɔxɛwotɔxɛ.
 - ama
 - dzrovi
 - ŋkeke
- De dzesi nukɔkɔ fe tutuḡo siwo le Euegbe me la.
- Ŋlɔ nya siwo ḡo kpe nukɔkɔ fe tutuḡo siwo nɛŋlɔ le (3) me la dzi la fe kpɔḡeŋuwo.

Nufiamɔnuwo

Nusɔsrɔ̃ tso kuxiwo dɛdɛ dɛ ɲu (ame dɛkadɛka fe dɔdeasi kple hamedɔdeasi)

- Nusrɔ̃la siwo ɲu ɲutete vovovowo le la fe dɔwɔwɔ le hatsotso me
 - a. Midzro asitɔtrɔ le nukɔkɔwo fe tutuɔɔ ɲu fe mɔnu siwo le Ewegebe me la me (kpɔɔɔɲu: gbediqiwo fe dodo le nya me, gbediqiwo fe gege dɛ nya me)
 - b. Mina asitɔtrɔ le nukɔkɔwo fe tutuɔɔ ɲu fe mɔnu siwo me miedzro la fe kpɔɔɔɲu etɔ̃etɔ̃ eye miadzro wo me.
3. Ame eveve fe dɔdeasi
- Milé ɲku dɛ nya siwo gbɔna la ɲu eye miade dzeɔi nukɔkɔ fe tutuɔɔ fe mɔnu siwo dze le wo me la. Emegbe la, migblɔ miafe ɲuɔɔɔ la na klase la hena wo me dzodzro. (wɔtsi, koklozi, ɲlawu, suku, dzadzra, ɲɔɲlɔ)

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 3lia – Nugɔmekuku

Nudzɔdzɔ fe kpɔɔɔɲu

Miede dzeɔi le miafe nuto me be ale si míeyɔa nyawo la to vovo tso ale si míenɔa nyawo gbɔ. Miede dzeɔi nya siawo dometɔ blaeye eye miawɔ nugɔmekuku tso gbediqiwo fe tɔtrɔ kple asitɔtrɔ si yi edzi le wo me la ɲu. (adzɔ 100)

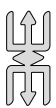
PLC Session 4

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).



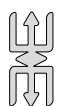
Note

- 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
 - 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.

Akpa 2lia: Tafoto

Akpa sia fo nu siwo nḡfia le kḡsiḡa eve siwo va yi me la ta. Le akpa sia la, nusrḡlawo srḡ gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi kple asitḡtrḡ le nukḡḡwo ḡu. Miedzro gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi kple asitḡtrḡ le nukḡḡwo ḡu fe mḡnuwo me dḡkaḡeka. Míafe mḡkpḡkpḡe nye be le nusḡsrḡ sia me toto vḡ megbe la, nusrḡlawo ate ḡu aḡe woḡe nunya kple ḡomesese ku dḡ gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi kple asitḡtrḡ le nukḡḡwo ḡu fia. Nusrḡlawo azḡ woḡe nunya tso nu siawo ḡu le nyawo yḡyḡ kple nuxexlḡ nyuie me.



ASIDEDE NUSRṲLA FE NYATI VEWIWO DODO KPṲ TE FE ḡṲṲṲṲṲ

KṲSṲḲA 3LIA

1. Asitṡṡṡ le gbediḡiwo ḡu fe mṡnuwoe nye megbeblṡdegbediḡi fe dṡwṡw dṡ xaxagbediḡi dzi, dzimeblṡdegbediḡi fe dṡwṡw dṡ xaxagbediḡi dzi, numegbediḡi fe ḡṡtimegbediḡizuzu kple ablṡdegbediḡiwo fe dṡwṡw dṡ wo nṡewo dzi.

Na adṡṡ 3 nenye be nusrṡla la dṡ nyati la gṡme eye wṡna kpṡḡḡu etṡ

Na adṡṡ 2 nenye be nusrṡla la dṡ nyati la gṡme eye wṡna kpṡḡḡu eve.

Na adṡṡ 1 nenye be nusrṡla la dṡ nyati la gṡme eye wṡna kpṡḡḡu dṡka.

2. Vovototo vevitṡwoe nye:

- Ale si wowṡa asitṡṡṡ la: Le gbediḡiwo fe gege dṡ nukṡṡṡ me la, wokpea gbediḡi bubu dṡ nukṡṡṡṡ ḡu, ke le gbediḡiwo fe dodo le nya me me la, wṡḡea gbediḡi le nukṡṡṡ la me.
- Wṡfe: Gbediḡiwo fe gege dṡ nukṡṡṡ me trṡa nya la fe gṡmesese, ke gbediḡiwo fe dodo le nya me metrṡa nya la fe gṡmesese o.
- Yeyiyi si me asitṡṡṡ la yia edzi: Gbediḡiwo fe gege dṡ nya me kple gbediḡiwo fe dodo le nya me dzṡna le nyawo tutu dṡ, gbediḡiḡutinunya kple nyagbewo tutu dṡ me.

Na adṡṡ 3 nenye be nusrṡla la dzro vovototoa me eye wṡna kpṡḡḡu etṡ.

Na adṡṡ 2 nenye be nusrṡla la dzro vovototoa me eye wṡna kpṡḡḡu eve.

Na adṡṡ 1 nenye be nusrṡla la dzro vovototoa me eye wṡna kpṡḡḡu dṡka.

KṲSṲḲA 4LIA

Adṡṡnanaḡutidṡḡṡwo le asidede nugṡmekuku si wowṡ la te me: Asitṡṡṡ gbediḡiwo ḡu le Evegbe me

I. Nuvuvu (adṡṡ 10)

1. Nugṡmekuku la gṡme dṡḡṡ anyi kple nu si ḡu wṡku dṡ (na adṡṡ 1 va se dṡ 3)
 - a. Nenybe be nusrṡla la ḡṡṡ nuvuvu si me kṡ tso gbediḡiwo fe dṡwṡw dṡ wo nṡewo dzi ḡu la.
 - b. Nenybe be nusrṡla la dṡ gbediḡiwo fe dṡwṡw dṡ wo nṡewo dzi fe vevinyenye le Evegbe me me.
2. Nugṡmekuku la fe taḡṡḡzinu kple biabiawo (na adṡṡ 1 va se dṡ adṡṡ 4)
 - a. Nugṡmekukubiabia la me kṡ.
 - b. Nugṡmekuku la fe taḡṡḡzinuwo me kṡ.
3. Nugṡmekuku la fe vevinyenye (na adṡṡ 1 va se dṡ adṡṡ 3)
 - a. Gbediḡiwo fe dṡwṡw dṡ wo nṡewo dzi le Evegbe me la gṡme sese fe vidṡwo
 - b. Ale si gbediḡiwo tea ḡu wṡa dṡ dṡ wo nṡewo dzi alo wṡfe metsonuwo

II. Agbalṡwo me dzṡḡro (adṡṡ 15)

1. Susuḡoanyi si da megbe na dḡa la (na adḡo 1 va se dḡ adḡo 5)
 - a. Gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi gḡme sese
 - b. Susuḡoanyi siwo ku dḡ gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi ḡu dḡ wḡw
2. Ale si nu sia dzḡna le Euegbe me (na adḡo 1 va se dḡ adḡo 5)
 - a. Nufofo tso Euegbe ḡu
 - b. Nugḡmekuku siwo ḡḡḡḡḡḡḡ wḡ tso gbediḡiwo fe dḡwḡw dḡ wo nḡewo dzi ḡu
3. Numedzodzro tsitototo (na adḡo 1 va se dḡ adḡo 5)
 - a. Nu siwo ḡḡḡḡḡḡḡ wḡ la me dzodzro
 - b. Dzesidede nu siwo womete ḡu wḡ o la alo nu bubu siwo li wḡle be woawḡ la

III. Nugḡmekumḡnu (adḡo 15)

1. Nutsotsoxḡḡḡ (na adḡo 1 va se dḡ adḡo 5)
 - a. Nutsotsoxḡḡḡ fe mḡnuwo (le kpḡḡḡḡ me: gbebiabia, nuwo léle dḡ mḡ dzi)
 - b. Susu siwo ta wozḡ nugḡmekumḡnuawḡ dḡ la
2. Nutsotso siwo woxḡ la me dzodzro (na adḡo 1 va se dḡ adḡo 5)
 - a. Nugḡmekuku la fe nutsotsowo me dzodzro fe mḡnuwo
 - b. Nugḡmekumḡnu siwo wozḡ na nugḡmekubiabiawḡ la fe dḡḡḡḡḡḡḡḡ
3. Kuxiwo (na adḡo 1 va se dḡ adḡo 5)
 - a. Dzesidede kuxi siwo aḡe fu na nugḡmekuku la
 - b. Mḡ siwo dzi woato aḡe kuxi siawḡ dḡa

IV. Nugḡmekuku la fe metsonuwo me me dzodzro (adḡo 25)

1. Metsonuwo gḡme gbḡgbḡḡ (adḡo 15)
 - a. Nufofo tso nutsotsoawḡ ḡu
 - b. Kpḡḡḡḡḡḡ zazḡ nyuie alo nyawḡ me dḡḡḡ
2. Nuwo me dzodzro kple wo gḡme dḡḡḡ (adḡo 10)
 - a. Gbediḡi fe dḡwḡw dḡ wo nḡewo dzi fe mḡnuwo me dḡḡḡ tsitotsito
 - b. Nu siwo ḡu woke dḡ la me dḡḡḡ to ḡkuléle dḡ nu siwo ḡḡḡḡḡḡḡ wḡ va yi la ḡu me.
3. Metsonuwo fe wḡfewḡ (adḡo 5)
 - a. Nugḡmekuku la fe metsonuwo fe wḡfe le gbefiafia, gbesḡsrḡ kple dḡḡḡḡḡḡḡ dḡ gbefiafia kple esḡsrḡ ḡu me.

V. Tafofo kple Aḡḡḡḡḡḡḡ (adḡo 25)

1. Nugḡmekuku la fe totḡḡḡḡḡ (adḡo 5)
 - a. Nyati vevi siwo ḡu woke dḡ la fe totḡḡḡḡḡ
2. Tafofo (adḡo 5)
 - a. Tafofo nyui si to nugḡmekuku la katḡ dḡ eme.
3. Aḡḡḡḡḡḡḡḡḡḡ (adḡo 10)

- a. Aḡaḡudodo hena nugɔmekuku bubuwo wɔwɔ, gbefiafia alo dodoɔwɔwɔ dɛ gbefiafia ḡu

VI. Tutudo, Nunlɔtsiã kple Kpekpedeḡuxɔfewo (adzo 10)

1. Tutudo kple Dodoɔnɔnɔwɔ (adzo 5)

- a. Nugɔmekuku la fe zɔdɛdɛ dɛ dodo nyuitɔ nu kple efe tutudo

2. Nunlɔtsiã (adzo 3)

- a. Nunḡḡlɔ la me fe kɔkɔ, tafofo kple dodoɔnɔnɔwɔ

3. Kpekpedeḡuxɔfewo kple ḡgɔdoawo fe dɔwo zazã (adzo 2)

- a. ḡgɔdoawo fe dɔwɔwɔwɔ kple kpekpedeḡuxɔfewo ḡḡlɔ dɛ dodo nu

Akpa 3lia: NyaTINYAgbe kple alɔdonyagbeWO

NUSƆSRƆ JE ALƆDZE: DZEƆOƆO

Alɔdze la fe Memama: Nuxexlẽ

Nusɔsrɔ fe Metsonu: *Zã wò nunya ku ɔe dzesidede nyatinyagbe kple alɔdonyagbe ɲu nàtsɔ ade dzeɖi nyati veviwo le nunlɔɖi me.*

Nusɔsrɔ fe Dzidzeti: *Ɖe wò nunya kple gɔmesese ku ɔe dzesidede nyatinyagbe kple alɔdonyagbewo le nunlɔɖi siwo le Evegbe me la ɲu fia.*

Afɔɔafɔta

Wɔ sukudefe fe memama fe dodokpɔ sue la na nusrɔlawo le kɔsiɖa 6lia me. Dodokpɔ sue la nelɔ nu siwo nusrɔlawo srɔ tso kɔsiɖa 1 va se ɔe 5lia me la ɔe eme. Kpɔ **dodokpɔbiabiawo fe hatsotsowo kple wofe nɔnɔme fe tata** la dzi be wɔakpe ɔe ɲuwò le dodokpɔ la ɔɔɔ me. Ele be nàde asi nusrɔlawo fe ɔɔa te enumake eye nàde adzɔawo STP me.

NUUUUU KPLE AKPA SIA JE TOTƆEME

Nusɔsrɔ fe akpa sia tu ɔe nu si nusrɔlawo srɔ tso dzesidede nyati veviwo le nunlɔɖi me le fe gbãtɔ kple evelia me la dzi. Le nusɔsrɔ fe akpa sia la, nusrɔlawo ato nu si wosrɔ va yi tso nyati vevi siwo le nunlɔɖiwo me la ɲu la me. Míayi edzi adzro nyatinyagbe kple alɔdonyagbewo me eye míade dzeɖi wo le nunlɔɖiwo me. Nunyanya tso nyatinyagbe kple alɔdonyagbe ɲu ado nusrɔlawo fe nunɔɲɔ kple nufofo fe aɖaɲuwo ɔe ɲɔ. Akpe ɔe nusrɔlawo ɲu be woado dze memie tso nyati vovovowo ɲu. Gawu la, akpe ɔe nusrɔlawo ɲu be woade dzeɖi nutsotso siwo le vevie kple esiwo mele vevie le nunlɔɖiwo me o la. Esia awɔe be woate ɲu ato nunlɔɖiwo ɔe eme eye wɔado wofe nunlɔɖiwo gɔme sese ɔe ɲɔ. Akpa sia le vevie na nusrɔlawo menye le Evegbesɔsrɔ ɔeɔ ko me o, ke boɲ le nusɔsrɔ bubu siwo do ka kplii abe Inlisigbe, Fransegbe kple gbe bubuwo ene la me. Akpa sia ana be nunya deto kple gɔmesese ku ɔe nunɔɲɔ kple nufofo fe aɖaɲuwo ɲu nasu nusrɔlawo si. Míele ɲusẽ dom nufiala la be wɔazã nufiamɔnu siwo ana be nusrɔlawo nawɔ wɔfe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye ɲuɔɔɔ na nusrɔlawo fe nusrɔhiahiãwo wotɔxewotɔxɛ kple nusɔsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɖa kple metsonua fe dzeɖi siwo ɲu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

Kɔsiɖa 5lia: *De dzeɖi nyatinyagbe kple alɔdonyagbewo le nunlɔɖiwo me.*

Kɔsiɖa 6lia: *Zã wò nunya tso nyatinyagbe kple alɔdonyagbewo ɲu nàtsɔ ahe nyati vevi siwo le nunlɔɖiwo me la ɔe go.*

NUFIAMɔNUWO JE TOTODEME

Nufiamɔnu siwo wozã le akpa sia la lɔ mɔnu geɖe siwo dzi wotona fiaa nu le Ewegebe me la ɖe eme. Nusɔsrɔ tso kuxiwo ɖeɖe ɖa ɔ nu lɔ mɔnu siwo me wozãa agbemekuxiwo fe kpɔɖeɣuwo le abe nusrɔmɔnu ene la be woatsɔ ado nusrɔlawo fe nusɔsrɔ tso nyatiwo kple ɖoɖo siwo dzi woazɔ le kuxiwo ɖeɖe ɖa me ɔ nu ɖe ɔ ɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko ɔ nu la ɖe eme. Egalɔ mɔnu tɔxewo abe nusɔsrɔ le ame ɖokui si, ame eveve fe ɖɔɖeasiwɔwɔ, ame siwo ɔ nu ɔ tutete vovovowo le alo ɔ ntsuviwo kple nyɔnuviwo fe hatsotso ɖeka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo aɖewoe nye numeɖeɖe na klase la ene ɖe eme. Mɔnu siawo tea ɔ nu doa ta me deto bubu, kuxiwo ɖeɖe ɖa fe ɔ tutete kple dzedoɖo kple ame nɔewo fe aɖaɣuwo ɖe ɔ ɔ. Egatea ɔ nu naa ɖekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwo nusrɔlawo. Nusrɔlawo asrɔ ale si woaxlɛ nunlɔɖiwo, aɖo to dzedoɖowo eye woadzro wo me la hã. Le nusrɔla susudaɖetɔwo gome la, wowɔ ɖoɖo ɖe ɖɔɖeasi bubuwo wɔwɔ ɔ nu na wo abe amenunɔnɔ fe ɖofe siwo dometo aɖewoe nye nufiafia nusrɔhatiwo ene la be woafia afɔɖofe wofe nusrɔhatiwo be woase nu siwo fiam wole wo la gome nyuie. Miele afɔ ɖom afɔta na nufialawo be wotalɛ ɔ nku ɖe nusrɔla siwo fe nyayɔyɔ kple nufɔfo ɔ nu kpɔtsɔtsɔ le la ɔ nu eye woadɛ kuxi siawo ɖa aɖaɣutɔ.

NUSɔSRɔDODO KPɔ JE TOTODEME

Nusɔsrɔdodo kpɔ fe aɖaɣu si wozã le akpa sia la akpɔ nusrɔlawo fe aɖaɣuwo tutu ɖo, nyatiwo gome sese kple susu deto ɖeɖe fe nyawo gbɔ le wofe nusɔsrɔwo dodo kpɔ me le ɖoɖo si dze la nu. Nutsotsonana nusrɔlawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrɔlawo fe ɔ ɔyiyi kple blibodede le nusɔsrɔ me la ɖe ɔ ɔ. Nusɔsrɔdodo kpɔ fe aɖaɣu la lɔ mɔnu siwo dzi woato akpɔ ale si nusrɔlawo se nu siwo fiam wole wo le Ewegebe me la gome la ɖe eme. Nusɔsrɔdodo kpɔ fe ɖofe 2lia si te gbe ɖe nunyazazã dzi la lɔ nyadu kpuiwo tsotso alo nu siwo ɔ nu nusrɔlawo ke ɖo la gbɔgbɔ be woatsɔ ado nusrɔlawo fe ɔ tutete le nu siwo wosrɔ la gome sese kple wo wɔwɔ la kpɔ. Woɖo Nunya fe ɖofe 3lia fe biabia siwo nye nyadutsotsobiabiawo kple biabia siwo ɔ nu ɖoɖo hiã ta me deto bubu la na nusrɔlawo. Wowɔ esia kple susu be woatsɔ ado nusrɔlawo fe ta me deto bubu ku ɖe nyatinyagbe, alɔdonyagbewo kple nyati vevi siwo le nunlɔɖiwo me la ɔ nu kpɔ. Ele be nufialawo nawo nusɔsrɔdodo kpɔ si wowɔna le nusrɔyi kple esi wowɔna le nusɔsrɔ vɔ megbe la fe aɖaɣu vovovowo ɔ nu ɖo atsɔ axɔ nutsotso tso nusrɔla ɖe sia ɖe fe ɖɔwɔwɔ ɔ nu. Esia lɔ nusrɔlawo fe adzɔwo kple nutsotso bubuwo ɖe eme hena wofe ɔ ɔyiyi le nusɔsrɔ me.

ɔ nu nusɔsrɔdodo kpɔ fe ɖofe si wozã na metsonua fe dzeside la. Le kpɔɖeɣu me:

Metsonua fe Dzesidewo	Nunya fe ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaɣu kple/alɔ Mɔnu
De dzesi nyatinyagbe kple alɔdonyagbewo le nunlɔɖiwo me.	2lia	Nyabiabia
Zã wò nunya tso nyatinyagbe kple alɔdonyagbewo ɔ nu le dzesidede nyati vevi siwo le nunlɔɖiwo me la me.	3lia	Sukudefe fe memama fe dodokpɔ sue

KOSIDA 5LIA

Metsonua fe Dzeside: *De dzesi nyatinyagbe kple alɔdonyagbewo le nunlɔɖi me*

Numetoto

Fe 1	Kosida 3lia 1. Zã wò nunya ku ɖe nuxexlē dzradzradzra kple nunlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi ŋu nàtsɔ axlē nunlɔɖiwo eye nàɖo biabiawo siwo ku ɖe nunlɔɖia ŋu la ŋu. 2. Dzro nunlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaŋu me (kpɔɖeŋu: ŋku alo asibidetsɔtsɔ adi nyawo alo nyakɔsɔkɔsɔwo kple bubuawo)
Fe 2lia	Kosida 3lia 1. De dzesi nyati vevi siwo le dzedɔɖo me la. 2. Dzro nyati vevi siwo le dzedɔɖo me la me.

NYATI: NYATINYAGBE KPLE ALɔDONYAGBEWO

Nu si nyatinyagbe nye: Nyatinyagbe nye nyagbe si ɖea nyati vevi si le nyabo aɖe me la ɖe go. Zi geɖe la, nyatinyagbe tea ŋu nɔa nyagbe gbãtɔ si le nyabo me la me. Ele be nyatinyagbe la nana kpokploe, evɔa wɔafo nu tso nu si tututu nunlɔla la di be yeagblo tso nyati la ŋu la ŋu. Ele be wɔadze le nyagbe gbãtɔ la me alo megadidi fũu tso egbo o. Gawu la, ele be wɔado ka kple nyati vevi si le nunlɔɖia alo nyadua me la be wɔaɖe efe vevinyenye afia le nyadu la me. Le kpɔɖeŋu me, nyabo aɖe fe nyatinyagbe le nyadu aɖe si fe tanyae nye “Sekendrisukudede” me la ate ŋu anye “Sekendrisukudede le vevie ɖe susu vovovowo ta.”

Nu si alɔdonyagbe nye

Alɔdonyagbe siwo le nyabo aɖe me la nye nyagbe siwo ɖea nyati vevi si le nyatinyagbe la me la me. Alɔdonyagbe gãtɔ kple vitɔwo nɔa nyabo me. Alɔdonyagbe siwo le nyabo aɖe me la ɖea nya si le nyatinyagbe la me. Alɔdonyagbe nye nyagbe siwo naa nutsotso siwo ɖoa kpe nyati veviwo dzi le nyabo la me la. Alɔdonyagbewo naa nutsotso detowo nuxlēla la be wɔase nyati veviwo me to kpɔɖeŋuwo kple numeɖeɖewo zazã me. Woganaa nutsotso siwo ɖea susu si ta nya si gbɔm wole la le eme alo mele eme o la fiana. Àte ŋu akpɔ alɔdonyagbewo le nyaboa fe titina – Ekplɔa nyatinyagbe la ɖo eye wɔdoa ŋɔ na nyatafonyagbe alo nyagbe siwo me abɔgedonyawo le la. Zi geɖe la, alɔdonyagbe siwo nɔa nyagbe me la menɔa sue wu eve (2) o eye womesɔa gbɔ wu ene (4) hã o. Ele be woado alɔdonyagbewo ɖe ɖoɖo nyuitɔ nu eye woaku ɖe wò nɛwo ŋu. Mele be woadze nyati yeye alo avu susu yeye aɖeke nu o.

Nenye be èle alɔ dom nusrɔlawo be woanlɔ alɔdonyagbewo la, te gbe ɖe kadodo nyuitɔ si nɔa alɔdonyagbe kple nyatinyagbe dome la fe vevinyenye dzi. Abɔgedonyawo zazã hã ate ŋu akpe ɖe nusrɔlawo ŋu be kadodo si nɔa alɔdonyagbe kple nyatinyagbewo dome la nadze gaglã le wofo nunɔŋlɔwo me. Do alɔ nusrɔlawo be woazã nutsotso siwo le vevie la ɖeɖe ko to ŋkuléle ɖe nugomesese fe ŋutete si le nuxlēla la si me. Ele be alɔdonyagbewo nado alɔ wo nɛwo kple susu be nyagbeawo nawo wofo wofo le nyaboa fe blibodede me.

Woate ŋu azã alɔdonyagbe siwo gbɔna la atsɔ aɖe nyati “*Uu geɖe siwo li fifia la fe indziniwo zãa mɔmemiwo*” me na nuxlēlawo.

- Indzini siwo le vuwo me la tea ŋu zãa mɔmemi siwo wɔne bena vuwo tea ŋu zɔna

la.

- b. Indzini siwo mɔmemiwo la xɔ ɔe sɔwo tefe elabena ɲusẽ le wo ɲu wu eye wo dzadzra ɔo mesesẽ o.
- c. Indzini siwo zãa mɔmemiwo la nana be miedɔa tefe siwo yim miele la kaba le dedinɔɔ me le lɔriwo kple agbakɔwuwo me.

Nyati siawo dometo ɔe sia ɔe do alɔ nyati vevi la to nya siwo akpe ɔe nuxlẽla ɲu be wɔase nu si ɲu nuɲlɔla la le nu fom le la gɔme la gbɔgbɔ me. Nuɲlɔla ade ate ɲu azã alɔdonyagbe etɔ siawo dometo ɔe sia ɔe. Alɔdonyagbe si nuɲlɔla ade zãna la kuna ɔe nu si wɔdi be yeagblo le nyabo la me la ɲu.

Dzesidede nyatinyagbe kple alɔdonyagbewo le nuɲlɔɖiwo me: Nenyɛ be ɛdi be yeade dzesi nyatinyagbe kple alɔdonyagbewo le nuɲlɔɖiwo me la, ele be nɛlẽ ɲku ɔe wofe dzesidenuwo ɲu le nuɲlɔɖi la me.

Dɔdeasi

De vovototo si le nyatinyagbe kple alɔdonyagbe dome la me.

- (a) Xlẽ alɔdonyagbe siwo le nyabo si gbɔna la me eye nɛde ɲugble tso nyati si me wɔzro la ɲu.
- (b) ɲlɔ nyatinyagbe si le nyabo si gbɔna la me la da ɖi.

Tamebubu le ale si mienɔ agbe le fe 1990 me ɲu la nana be medɔa ɲku nu siwo miekpɔna le tivivo dzi la dzi. Le fe 1990 me la, melãa fefe si wɔɖena le Evegbe me le GTV dzi kɔsɔɖa sia kɔsɔɖa fiẽ la. Melã ale si Fo Senyo wɔna le fefe la me. Meka ɔe edzi be ame sia ame si kpɔnɛ ye ma yi la lãa efe nya. Fo Senyo fe wɔfewo le fefea me nya kpɔna ɲuto eye wɔwɔnɛ be ame adeke medina be yeatso le tivi la gbɔ o. Medo ɲku ale si Fo Senyo wɔna le nuwɔwɔwo kple nukpɔkpɔwo katã me la dzi. Medo ɲku fefea fe akpa siwo katã Fo Senyo kple etɔwo wɔna la dzi. Etena ɔe dzinye be ame gedɛ meganya nu tso fefe sia ɲu o, evɔa eyae nye modzakadewɔna vevitɔwo dometo ɖeka le Ghana le ye ma yiwo me.

De susu ti ta nɛbu be nyatinyagbe si le nyaboa me lae nye esi nɛɲlɔ da ɖi la me.

Nufiamɔnuwo

Nɔfofo tso nusɔsrɔ fe nyati ɲu

1. Klase la katã fe nuwɔna
2. Midzro nyatinyagbe kple alɔdonyagbe me.
3. Nusrɔla siwo ɲu ɲutete vovovowo le la fe dɔwɔwɔ le hatsotso me
1. Mixlẽ nuɲlɔɖi siwo ku ɔe nyatiwo abe degbenɔɔ vavã siwo ɲu asixɔɔ le, mɔɖaɲuɲutinunya, atikewo, mɔzɔzɔ, kple bubuawo ene la ɲu.
2. Mide dzesi nyatinyagbe si le nuɲlɔɖi la me la.
3. Mide dzesi alɔdonyagbewo le nuɲlɔɖi la me.
4. Migblo miafe ɲuɔɔɔwo na klase la hena wo me dzodzro.

Nufiala nezɔ to nusrɔlawo dome edziedzi le sukuxɔa me eye wɔakpɔ egbɔ be nusrɔla ɔe sia ɔe kpɔ gome le dɔa wɔwɔ me. Nufiala nena kpekpeɖe si dze la nusrɔla vovovo siwo le sukuxɔa me la ne ehiã. Do alɔ nusrɔla siwo hiã kpekpeɖeɲu tɔxewo, vevietɔ nusrɔla siwo nufɔfo ɖea fu na la.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 3lia – Nyabiabia

- a. Xlẽ nunlɔɖi si gbɔna la eye nàde dzeɖi nyatinyagbe kple alɔdonyagbe siwo le eme la. (adzo 4)

Avewo tsɔtsrɔ, tsisiwo dome gbeɖlẽ kple yame fe tɔtrɔ nye nu siwo le fu ɖem na nu gbagbe fomevi vovovo siwo le Ghana la. Abe dukɔ ene la, ele be míalé be na míafe avewo, gbemelãwo kple tsisiwo. Nenyé be míewɔ nu siwo ana be nu siawo matsrɔ kenken o abe atiwo dodo, beléle na gbeɖɔɔwo be womakaka o kple beléle na tsisiwo be wo dome magblẽ o la, awɔe be dzɔdzɔmenu xɔasi siwo le Ghana la anɔ anyi dzidzime bubuwo. Nu suetɔ kekeake si míawɔ la le vevie eye míafe wɔfe vovovowo awɔe be dzɔdzɔmenu siawo matsrɔ o.

- b. Nyati ka ɲu nèbu be nunlɔɖi si me woɖe nyabo sia tso la ku ɖo? (adzo 1)
- c. Ɖe mɔ etɔ siwo nu alɔdonyagbewo kpɛna ɖe nyatinyagbewo ɲu le la me. (adzo 3)
- d. Ʋlɔ nyabo ɖeka tso nyati ‘Sukudede vɔa dzidzedzekpɔkpɔ fe agbowo na ame’ eye nàde dzeɖi nyatinyagbe kple alɔdonyagbe siwo le nyabo la me la. Te togodo ɖe nyatinyagbea ɲu eye nàde fli ɖe alɔdonyagbewo katã te. (adzo 7)

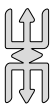
PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

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

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



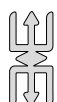
Note

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

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

10 minutes **Content Exploration**

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

**Note**

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

30 minutes **Enactment**

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

5 minutes **Reflection**

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

KOSIDA 6LIA

Metsonua fe Dzeside: *Zã wò nunya tso nyatinyagbe kple alɔdonyagbewo ɲu nàtsɔ ade dzesi nyati vevi siwo le nunlɔɖiwo me la*

Numetoto

Fe 1	Kosida 3lia: 1. Zã wò nunya ku ɖe nuxelē dzradzradzra kple nunlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi ɲu nàtsɔ axlē nunlɔɖiwo eye nàɖo biabiawo siwo ku ɖe nunlɔɖia ɲu la ɲu. 2. Dzro nunlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaɲu me (kpɔɖeɲu: ɲku alo asibidetsɔtsɔ adi nyawo alo nyakɔsɔkɔsɔwo kple bubuawo)
Fe 2lia	Kosida 3lia: 1. De dzesi nyati vevi siwo le dzedoɖo me la. 2. Dzro nyati vevi siwo le dzedoɖo me la me.

NYATI: NYATINYAGBE KPLE ALɔDONYAGBE

Nyati vevi siwo le nunlɔɖi me la me ɖeɖe: Abe ale si nènɔya ene la, nyati vevi lae nye nu si ɲu nyabo la ku ɖo. Be nàde dzesi nyati vevi aɖe le nyabo me la, bia nya siawo ɖokuiwò: Nya ka gbɔm wole tso ame, nu alo susu la ɲu? Nyati vevi la nɔa nyabo la fe akpa vovovowo gake zi geɖe la, enɔa nyagbe gbãtɔ si le nyabo la me la me. Nunlɔla la tsɔa nyagbe mamle siwo le nyabo la me la ɖoa kpe nyati vevi la dzi.

Dzesidede nyatinyagbe kple alɔdonyagbewo le nunlɔɖiwo me: Ne míedi be míade dzesi nyatinyagbe kple alɔdonyagbewo le nunlɔɖiwo me la, ele be míalé ɲku ɖe wofe dzesidenuwɔ ɲu le nyabo la me.

Dɔdeasi

1. To nulédji siwo ku ɖe nyatinyagbe kple alɔdonyagbewo me to nulédjiawo xexlē kple wo me dzodzro me.
2. Ɖe nu siwo ɲu woléa ɲku ɖo le dzesidede nyatinyagbe le nunlɔɖiwo me me la dometo etɔ me.
3. Ɖe nu siwo ɲu woléa ɲku ɖo le dzesidede alɔdonyagbewo le nunlɔɖiwo me me la dometo etɔ me.

Nufiamɔnuwo

Nufofo tso nusɔsrɔ fe nyati ɲu: Klase la katã fe nuwɔna

1. To nu si nyatinyagbe kple alɔdonyagbewo nye la me.
2. Dzro nu si nyati veviwo nye la me.
 - Nusrɔla siwo ɲu ɲutete vovovowo le la fe ɖɔwɔwɔ le hatsotso me

- a. Mixlẽ nunlɔɖi si gbɔna la eye miadzro eme to miafe nunya tso nyatinyagbe kple alɔdonyagbewo ɲu zazã me. De dzesi nyati vevi, nyatinyagbe kple alɔdonyagbe siwo le nunlɔɖia me la.

Le blemanyatotowo nu la, nu gedewoe wɔ dɔ de gbegblɔha vovovo siwo le Ghana la fe hadzidziwo dzi. Gbegblɔ, nuto, vovototo le degbenɔɔ me, dunyahehe kple amewo fe vuvu tso tefe deka yi bubu la woe fo fu wɔ dɔ de hadzidziwo dzi. Gbegblɔha de sia de to tɔtrɔ vovovowo me le dukɔa fe akpa vovovowo. Esia fia be ame siwo le gbegblɔha vovovowo me la ɖua nu vovovowo, toa ya me fe nɔnɔme vovovowo me, eye wodoa ka kple gbegblɔha vovovowo. Gbegblɔ de sia de zɔ to tefe vovovowo eye ame vovovowo fe wɔnawo kple numetoto vovovowo wɔ dɔ de wo dzi vovovo. Gawu la, nuto de sia de menɔ dziɖuɖu deka te o, siwo tea ɲu wɔa dɔ de nɔnɔme siwo me wodzia hae la dzi. Nu siawo kple bubuwo wɔ dɔ de ale si gbegblɔha de sia de dzia ha la dzi le Ghana.

Tefe si wodɖi tsoe: Elebi, A. (2015). Indigenous Musical Culture in Ghana: A Contemporary Perspective. The International Journal of Humanities & Social Studies, 3(7).

- b. Migblɔ miafe ɲuɖoɖowo na klase la hena wo me dzodzro.

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 3lia – Sukuxɔmedɔdeasi

- a. Xlẽ nunlɔɖi si gbɔna la eye nàde dzesi nyati veviwo le eme. (adzo 2)

Nyati deka si nɔa nyagbe si woyɔna be nyatinyagbe me la koe nɔa nyabo deblibo de sia de me. Wɔfe vevi vovovowo le nyatinyagbe si. Esiawo dometɔ adewoe nye: eɖoa kpe nyati vevi si le nunlɔɖia me la dzi; etoa nu siwo ɲu nyaboa fo nu tso la de eme eye wòdea ɖoɖo si nu nyagbewo anɔ le nyaboa me la fianaa; enaa nyanya nuxlɛla la tso nu si ɲu nyaboa ku ɖo la ɲu. Zi gede la, nuxlɛlawo lɛa ɲku de nyagbe siwo dze nyaboa gɔme la ɲu tɔna dea dzesi nu si ɲu nyagbo la fo nu tso kple nu siwo wogblɔ tso nyatia ɲu le nyaboa me la ɲu. Nu sia tae wòle vevie be nyatinyagbe la nɔɔ nyabo la fe gɔmedzefe ɖo. Ke hã la, le go adewo me la, enyo be nyagbe ade nado ɲgɔ na nyatinyagbe la - le kpɔɖeɲu me, nyagbe si do abɔge kple nyabo yeye la kple esi va yi la alo nyagbe si fo nu tso nu si ɲu nyabo la afo nu tsoe la ɲu.

Togbo be ele be nyatinyagbe nɔɔ nyabo de sia de me hã la, le go adewo me la, ate ɲu adzo be nyabo ade mahiã nyatinyagbe o. Le kpɔɖeɲu me, àte aɲlɔ nyabo ade nyatinyagbe manɔmee nenyɛ be nyabo la fo nu tso ɖoɖo si nu nudzɔdzɔ adewo le la ɲu, nenyɛ be nyabo la fo nu tso nyatinyagbe si me wodzro le nyabo si va yi me la ɲu, alo nenyɛ be nyagbe siwo katã le nyaboa me la fo nu tso nyati si le nunlɔɖia me la ɲu la. Ke hã la, ele be nyatinyagbe nɔɔ nyabo gede siwo nàɲlɔ la me.

- b. Ɖe ale si nɛwɔ de dzesi nyati vevi le nunlɔɖia me la ɲu. (adzo 4)
- c. Ɖe ale si alɔdonyagbewo do alɔ nyati vevi la me deɖe le nunlɔɖia me la me. (adzo 4)

Sukudefe fe Memama fe Dodokpɔ Sue fe Nɔnɔme

Na sukudefe fe memama fe dodokpɔ sue la nusɔrlawo. Dodokpɔ la nelɔ nu siwo nusɔrlawo srɔ̃ tso Kɔsiɖa 1 va se de 5lia la de eme. Kpɔ tata si dzi wonɔlɔ nu siwo dodokpɔ la alɔ de eme kple dodokpɔ la fe nɔnɔme ɖo la dzi be wòakpe de ɲuwò. Ele be nàde asi nusɔrlawo fe dɔa te enumake eye nàde adzɔawo STP me.

Sukudefe fe Memama fe Dodokpɔ Sue fe Nɔnɔme

Akpa A : Azitiatia le azi me biabiawo (AAB) - Biabia 20

Akpa B : Nunlɔɖi - Biabia 1

Akpa C : Nyadutsotsobiabia – Biabia 1

DODOKPɔBIABIAWO FE HATSOTSOWO KPLE WOFE NɔNɔME FE TATA NA AKPA A KPLE AKPA B

Kɔsiɖa	Nyati	Biabia fe hawo	Nunya fe ɖofe				Fufɔfo
			1	2	3	4	
1	Nya tɔxɛ siwo wozāna le dzedoɖo me	AAB	2	1	-		3
		Nyadutsotso	-	-	1		1
2	Amesinukpɔkpɔ le dzedoɖo me Nya si le amewo nu	AAB	1	2	2		5
		Nyadutsotso	-	-	-		
3	Gbediɖiwo fe dɔwɔwɔ ɖe wo nɔewo dzi	AAB	-	2	1		3
		Nyadutsotso	-	-	-		
4	Asitɔtrɔ le nukokɔwo ŋu	AAB	3	1	1		5
		Nyadutsotso					
5	Nyatinyagbe kple alɔdonyagbe	AAB		2	2		4
		Nunlɔɖi			1		1
		Fufɔfo	6	8	8		22

PLC Session 6

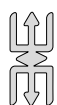
45 minutes

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

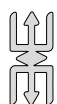
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

Akpa 3lia: Tafofo

Akpa sia dzro nyatinyagbe kple alɔdonyagbewo me. Le akpa sia la, míesrɔ̃ nu tso nu si nyatinyagbe kple alɔdonyagbewo nye, wofe dzesidenuwɔ, ale si míade dzesi wo le nuɲɔɖiwo me kple ale si míanɔ wo la ɲu. Míezã nunya si su mía si la tso de dzesi nyatinyagbe kple alɔdonyagbewo le nyabowo me. Míele mɔ kpɔm be le nusɔsrɔ̃ si le akpa sia sɔsrɔ̃ vɔ megbe la, nusrɔlawo ate ɲu azã wofe nunya kple gɔmesese ku de nyatinyagbe kple alɔdonyagbewo ɲu atso ade dzesi nyati veviwo le nuɲɔɖiwo me. Agado nusrɔlawo fe nuɲɔɲɔ, nufofo, nuxexlẽ kple tamebubu fe aɖaɲuwo de ɲɔ.



ASIDEDE NUSƆSRƆ JE NYATI VEWIWO DODO KPƆ TE JE ƉOƉOWO

KƆSIƉA 5LIA

Ɔɔdɔdowo

1. Nyatinyagbe lae nye:

- a) 'Avewo tsɔtsrɔ, ɔsisiwo dome gbegblẽ kple yame fe ɔtrɔ nye nu siwo le fu ɔem na nu gbagbe fomevi vovovo siwo le Ghana la' – adzɔ 1

Alɔdonyagbewoe nye esiwo gbɔna:

- Abe dukɔ ene la, ele be míalé be na míafe avewo, gbemelãwo kple ɔsisiwo.
- Nenye be míewɔ nu siwo ana be nu siawo matsrɔ keɛkeɛ o abe atiwo dodo, beléle na gbeɔɔwo be womakaka o kple beléle na ɔsisiwo be wo dome magblẽ o la, awɔe be dzɔdzɔmenu xɔasi siwo le Ghana la anyi dzidzime bubuwo.
- Nu sueto kekeake si míawɔ la le vevie eye míafe wɔfe vovovowo awɔe be dzɔdzɔmenu siawo matsrɔ o.

Na adzɔ 1 na alɔdonyagbe ɔe sia ɔe si wode dzesii la.

2. Nyati si le nɔlɔɔia si lae nye

'Beléle na nu gbagbe siwo le Ghana la' – adzɔ 1 (Na adzɔ ½ nenye be nusrɔla ɲlɔ nyati aɔe si te ɔe esia ɲu vie la.

3. Alɔdonyagbe la kpena ɔe nyatinyagbea ɲu le mɔ siwo gbɔna la ɲu me:

- Nyati vevi si le nyatinyagbea me ɔeɔ me
- Nutsotsonana siwo ɔoa kpe nyati veviwo dzi
- Enana be kadodo nyuiwo nɔa nya si gblɔm wole le nɔlɔɔia me la me.
- Enaa kpɔɔɔɔwo kple numeɔe si wɔne be nuxlɛla sea nɔlɔɔia gɔme.
- Enana be nyati siwo le nyatinyagbea me la me kɔna nyuie.
- Enana be wonyana nenye be nya si gblɔm wole la le eme alo mele eme o.

1 mark each. Na adzɔ 1 na wo dometo ɔe sia ɔe si wonlɔ la.

Na adzɔ 3 nenye be nusrɔla la ɲlɔ wo dometo etɔ aɔewo.

Na adzɔ 2 nenye be nusrɔla la ɲlɔ wo dometo eve aɔewo.

Na adzɔ 1 nenye be nusrɔla la ɲlɔ wo dometo deka aɔewo.

4. Le nyabo fe kpɔɔɔ si gbɔna me la, wode ama nyatinyagbe la eye wote fli ɔe alɔdonyagbewo te.

Sukudede vua dzidzedzekpɔkpɔ fe agbowo na amewo kple ɲutete si le dukɔ bliboa si (Nyatinyagbe)

Le Ghana dukɔ me la, sukudede doa amewo fe nunya, aɔaɲu kple ta me deto bubu ɔe ɲɔ si doa alɔ dukɔa fe ɲɔɔɔyi. To alɔdodo sukudenyawo me la, ahedada si le Ghanatɔwo dome la nu atsi, wofe gakpɔmɔnnyawo akpɔ ɲɔɔɔyi eye etsɔ me nyui aɔe asu wo kple wofe

nutometɔwo si. Sukudede nye mɔ vevi ɖeka si dzi míetona doa mía ɖokui kple dukɔa ɖe ŋɔ.
(Alɔdonyagbe)

Na adzɔ 1 nenye be nusrɔ̃la la de dzesi nyatinyagbe la.

Na adzɔ 3 nenye be nusrɔ̃la la de dzesi alɔdonyagbewo.

Àte ŋu ana adzɔ 1 va se ɖe 3 ku ɖe nunɔ̃ɔla fe nɔnɔme, gbenjutise kple nya siwo nusrɔ̃la la zã la ŋu.

Adzɔ 3 – Nusrɔ̃la la zã nya vovovowo, nya tɔxe siwo dze la, eye wòwɔ gbenjutise fe vodada ve adewo ko.

Adzɔ 2 – Nusrɔ̃la la zã nyawo, nya tɔxe siwo dze la dometo ve adewo, eye wòwɔ gbenjutise fe vodada ve adewo ko.

Adzɔ 1 – Nusrɔ̃la gbugbo nya ɖeka aɖe zã zi gedɛ, mezã nya tɔxe siwo dze la ɖe ɖoɖo nu o eye wowo gbenjutise fe vodada gedɛ.

KOSIDA 6LIA

1. Nyati veviawoe nye

a) Nyati ɖeka si nɔa nyagbe si woyɔna be nyatinyagbe me la koe nɔa nyabo deblibo ɖe sia ɖe me. Wɔfe vevi vovovowo le nyatinyagbe si.

b) Nyatinyagbe le vevie le nyabo ɖe sia ɖe me.

a. Dzesidede nyati veviwo – na adzɔ 1 na nyati veviwo dometo ɖe sia ɖe = adzɔ 2

2. Wozãa aɖaɖu siwo gbɔna la le dzesidede nyati vevi si le nunɔ̃ɔɖi aɖe me la me: nunɔ̃ɔɖi la xexlẽ, dzesidede nyatinyagbe la, ŋkulẽle ɖe susu siwo wogbugbo gblɔ la ŋu, dzesidede nya veviwo kple nyakɔsɔkɔsɔwo kple nunɔ̃ɔɖi la toto ɖe eme.

a. Na adzɔ 4 nenye be nusrɔ̃la la ŋlɔ aɖaɖuawo dometo eneawo katã.

b. Na adzɔ 3 nenye be nusrɔ̃la la ŋlɔ aɖaɖuawo dometo etɔ̃.

c. Na adzɔ 2 nenye be nusrɔ̃la la ŋlɔ aɖaɖuawo dometo eve.

d. Na adzɔ 1 nenye be nusrɔ̃la la ŋlɔ aɖaɖuawo dometo ɖeka.

3. Alɔdonyagbewo wɔa nu siwo gbɔna la: wonaa nutsotso detowo nuxlẽla la be wòase nyati vevi la gɔme, woɖea nyati vevi si le nyatinyagbe la me, woɖoa kpe nyati veviwo dzi, woɖea susu si ta nya si gblɔm wole la le eme ɖo la me. Na adzɔ 4 na wo dometo ɖe sia ɖe.

a. Na adzɔ 4 nenye be ɖɔ siwo alɔdonyagbewo wɔna la dometo eneawo katã dze le numedede la me.

b. Na adzɔ 3 nenye be ɖɔ siwo alɔdonyagbewo wɔna la dometo etɔ̃ dze le numedede la me.

c. Na adzɔ 2 nenye be ɖɔ siwo alɔdonyagbewo wɔna la dometo eve dze le numedede la me.

d. Na adzɔ 1 nenye be ɖɔ siwo alɔdonyagbewo wɔna la dometo ɖeka dze le numedede la me.

AKPA 4LIA: NYATUTUDOMONUWO

NUSƆSRƆ FE ALƆDZE: GBEŋUTISE

Alɔdze la fe Memama: **Evegbe fe gbenlɔsewo**

Nusɔsrɔ fe Metsonu: *Zā wò nunya tso nyatutudomonuwo ɲu nàtsɔ atu nya yeyewo ɔo.*

Nusɔsrɔ fe Dzidzeti: *Ɖe wò nugomesese tso nyatutudomonuwo le Evegbe me ɲu fia.*

NUUUUU KPLE AKPA SIA FE TOTODEME

Le akpa sia la, nusrɔlawo asrɔ nu tso nyatutudomonu siwo le Evegbe me la ɲu. Gbã la, woasrɔ nu tso nu si nyatutudomonu nye la kple efe vevinyenye le Evegbesɔsrɔ me ɲu. Woayi edzi asrɔ nu tso nyatutudomonu aɖewo ɲu hafi alé ɲku ɔe nyatutudomonu siwo le Evegbe me la ɲu. Nu siawo nyanya akpe ɔe nusrɔlawo ɲu be woade dze si nya siwo womenya tsã o la ahagblɔ esiwo menye Evegbenyawo o la.

Kɔsiɖa kple metsonua fe dze siwo ɲu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

Kɔsiɖa 7lia: Dzro nyatutudomonu fe hawo me (nyayeɣe, gbugbuyɔ, nya yeye wɔwɔ kple bubuawo)

Kɔsiɖa 8lia: Zā nyatutudomonu siwo le Evegbe me la nàtsɔ atu nya yeyewo ɔo.

NUFIAMONUWO FE TOTODEME

Míele mɔ kpɔm be nufialawo nazã nufiamonu siwo lɔ nusɔsrɔ si ku ɔe kuxiwo ɔe ɔa ɲu, ɔwɔwɔ le ha me kple klase la katã fe nuwɔna ɔe eme la le alɔdze la fe memama sia fiafia me. Nufiamonu bubu si nufiala la nagazã lae nye nufiamonu si nana be nusrɔlawo tuna ɔe nya siwo nusrɔlawo dometo aɖewo gblɔ do ɲgɔ la dzi. Le nufiamonu sia ɲu ɔo wɔwɔ me la, wobiana tso nusrɔlawo si be woafɔ ɲku ɔe ɲuɔɔɔwɔ alo susu siwo wofe sukuhatiwo gblɔ la me eye wogblɔa nu siwo wokpɔ tso wofe ɲuɔɔɔwɔ alo susuwo ɲu la. Nufiala la neno ɲgɔ na nusrɔlawo woadzro nyatutudomonuwo me. Nusrɔlawo nedzro nyatutudomonu fe hatsotsowo me eye woana wofe kpɔɖeɲuwo le Evegbe me. Nufialawo ate ɲu akpe ɔe nusrɔlawo ɲu be woade dze si ale si nyatutudomonuwo wɔa ɔe le Evegbe me. Nusrɔlawo ate ɲu azã nu siwo wosrɔ la atsɔ atu nyawo ɔo le Evegbe me eye woaxlẽ wo ato eme ahaɔ vodadawo ɔo.

NUSƆSRƆDODO KPƆ FE TOTODEME

Akpa sia fo nu tso kɔsiɖa 7lia kple 8lia fe nusɔsrɔwo ɲu. Kɔsiɖa siawo dometo ɔe sia ɔe fe nusɔsrɔ kple efe nyati veviwo dodo kpɔ fe ɔe kple biabiawo fe kpɔɖeɲu li. Woawɔ nusɔsrɔ fe nyati veviwo dodo kpɔ fe ɔe 2lia ɲu ɔo le kɔsiɖa 7lia me. Nusɔsrɔdodo kpɔ fe ɔe sia dina tso nusrɔlawo si be woade wofe gomesese ku ɔe nyatiwo ɲu to nunya siwo su wo si la zazã me le biabia aɖewo ɲu ɔo me. Kɔsiɖa 8lia lɔ nusɔsrɔdodo kpɔ fe ɔe 4lia ɔe eme. Le nusɔsrɔdodo kpɔ fe ɔe sia me la, nusrɔlawo aɖe susu deto ɔe ɔe aɖaɲuwo, aɖaɲuwɔwɔ

kple kuxiwo dede da fe ntete si awɛ be woate ɲu aɖe kuxiwo da la afia.

Metsonua fe Dzesidewo	Nunya fe Ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaɲu kple/alo Monu
Dzro nyatutudomɔnu siwo le Ewege me la me (kpɔɖeɲu: nyayeɣe, gbugboɣɔ, nyakpedenyaɲu, nyatefofu kple bubuawo)	3lia	Sukuxɔmedɔdeasi
Zã nyatutudomɔnu siwo le Ewege me la nàtsɔ atu nya yeyewo ɖo.	4lia	Pɔtfolio

KOSIDA 7LIA

Metsonua fe Dzeside: Dzro nyatutudomonu siwo le Ewegbe me la me (nyagheye, gbugbaya, nyakpedenyanu, kple bubuawo)

Numetoto

Fe 2lia	Kosida 5lia: Dzro nyakpedenyanu zazã le Ewegbenyawo tutuɔ me.
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NYATI: NYATUTUDOMONUWO

Nu si nyatutudomonuwo nye:

Monu siawo la nya yeyewo wawo to asitɔtrɔ le nya siwo li xoxo alo nyawo fofo fu ahatsɔ awo nya yeye siwo si gomesese le la de eme. Le kpɔɖeɖu me, miewɔa nya yeye nenyɛ be miekpe nyanunyakpe megbedoto {-e} de nkɔnyaɖɔnya 'nyui' nu wɔzua dɔwɔnyaɖɔnya 'nyuie'.

Nyatutudomonu fe hawo

- Nyakpedenyanu:** Nyanunyakpe nye nyakpe siwo wokpena de nyawo fe ke nu tsɔna tua nya yeyewo ɔ. Woma nyanunyakpewo de ha vovovowo me ku de tefe si wole na nyake la nu. Tefe siawoe nye ngɔgbɛ (edoa ngɔ na nyake la) kple megbe (edoa megbe na nyake la abe ale si wɔdze le kpɔɖeɖuawo me ene). Nyanunyakpewo tea nu gena de dome na nyake la eye dewo tea nu dea mɔ na nyake la wɔgena de dome na wo. Ke esiawo mede dzesi le Ewegbe me o. Efe kpɔɖeɖuwo le Inglisigbe kple gbe bubuwo me. Dze agbagba naxlẽ nu tso wo nu.

Wofe kpɔɖeɖu aɖewoe nye esiwo gbɔna:

- kplɔwo
 - wɔa dɔ
 - nyuie
 - kpuie
- b. **Nyatefofu:** Wofoa nya deka alo eve fu tsɔ wɔa nya yeye.

Kpɔɖeɖu

- agbeli + amɔ = agbelimɔ
- koklo + xɔ = kokloxɔ
- ne + mi = nemi
- ka + fo + mɔ = kafomɔ
- nu + dɔ + kplɔ = nuɖukplɔ

Gbugbaya

Enye nyatutudomonu si me wogbugbɔa nyake bliboa alo nyake la fe akpa aɖe yɔna le la hena nya yeye wawo. Ye aɖewo yi la, asitɔtrɔ vi aɖewo yia edzi abe gbediɖi aɖewo fe dodo

le nya la me ene. Kpɔɔɔɔɔɔ adewoe nye:

va = vava

dzo = dzodzo

du = duɔdu

dzra = dzadzra

fle = fefle

srɔ̃ = sɔsrɔ̃

Nyayeye

Nyayeye nye nyatutudomonu si me woyea nyawo tso gbeɔɔɔɔɔɔ bubu me. Ye adewo yi la, wotrɔa asi enu be woaso de gbeɔɔɔ si me woyee de la fe nukɔkɔ fe tutuɔ nu. Nyayeye fe kpɔɔɔɔɔɔ adɛ siwo le Eweɔbe me la woe nye:

‘Siketi’ si woye tso Inglisigbe me la.

‘Fesre’ woye tso Germangbe me la.

‘Belɛti si woye tso Inglisigbe me la

Nyatutudomonuwo fe vevinyenye

Nyatutudomonuwo le vevie hena gbeɔɔɔɔɔɔwo fe tsitsidɛdzi. Wonana be nya siwo le gbeɔɔɔɔɔɔwo me la dzina de edzi. Esia wɔnɛ be gbea dolawo tea nu foa nu tso susu alo nu yeyewo nu. Esia wɔnɛ be dzedoɔ le amewo dome yia edzi nyuie. Wò nunya ku de nyatutudomonuwo nu akpe de nuwò le gbesɔsrɔ̃ me elabena àte nu ase alo adɛ nya gedɛ gɔme eye nàfo nu tso efe tutuɔ nu. Kpuie ko la, nyatutudomonu nye monu vevi adɛ si dzi nàte nu ato adzi nya siwo nɛnya le Eweɔbe me la de edzi.

Dɔdeasi

1. Gblɔ nu si nyatutudomonu nye la.
2. De dzesi nyatutudomonu siwo le Eweɔbe me la eye nàde wo me.
3. Dzro nyatutudomonuwo fe vevinyenyewo me le Eweɔbe me.

Nufiamonuwo

1. Nusɔsrɔ̃ si ku de kuxiwo deɛde da nu: Klase la katã fe nuwɔna
 - Midzro nyatutudomonu siwo le Eweɔbe me la me (kpɔɔɔɔɔɔ: nyayeye, gbugbɔɔɔ, nyakpedenyanu kple bubuawo me)
 - Mina wofe kpɔɔɔɔɔɔ
 - Migblɔ miafe nuɔɔɔ la na klase la.

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Dɔfe 3lia – Sukuxɔmedɔdeasi

1. Jo nu tso nyatutudomonu siwo gbɔna la nu: (adzo 8)
 - a. nyayeye

- b. gbugbɔgblo
 - c. nyatefofu
 - d. nyakpedenyanu
2. Midzro nyatutudomɔnu siwo le Evegbe me la me to kpɔɖɛɲu atɔ̃ zazã me. (adzɔ 5)
 3. Midzro susu etɔ̃ aɖe siwo ta nyatutudomɔnuwo le vevie le Evegbe me ɖo la me. (adzɔ 3)
 4. To ɲuɖoɖo siwo miena le biabia evelia kple etɔ̃lia fe ɲuɖoɖowo zazã me la, mitsɔ nyatutudomɔnu siwo le Evegbe me la sɔ kple gbe bubu aɖe tɔ. (adzɔ 8)

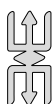
PLC Session 7

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.

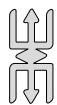
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

KOSIDA 8LIA

Metsonua fe Dzeside: *Zã nyatutudomonu siwo le Evegbe me la nàtsɔ atu nya yeyewo ɔo*

Numetoto

Fe 2lia	Kosida 5lia: Dzro nyakpedenyanu zazã le Evegbenyawo tutuɔ me.
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NYATI: NYA YEYEWO TUTU ƉO

To nu siwo nusrɔlawo srɔ le kosida 7lia me la me kple wo.

Dɔdeasi

1. Zã nu si nɛnya tso nyatutudomonuwo nu la nàtsɔ atu nya yeyewo ɔo – miwɛ aɖaɖutɔe!
2. Zã nya siwo nɛwɔ la nàtsɔ atu nyagbewo ɔo.
3. Gblɔ wò ɖuɖoɖowo na klase la.

Nufiamonuwo

1. Tutu ɔe nu si ame bubuwo gblɔ la dzi. Klase la katã fe nuwɔna:
 - Mihe susu tso nyatutudomonu vovovo siwo le Evegbe me la nu.
 - Ame eveve fe dɔdeasi: Mizã nu siwo miesrɔ tso nyatutudomonuwo nu la miatsɔ atu nya yeyewo ɔo.

Miyɔ nya yeye siwo mietu ɔo la na klase la.

- Nufiala lanena nya aɖewo nusrɔlawo eye wòabia tso wo si be woade dzesi nya siwo nye Evegbenyawo le wo dome la to nu siwo wosrɔ tso nyatutudomonu nu le Evegbe me la zazã me.

Nusrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 4lia – Pɔtifolio

Miwɔ pɔtifolio si ku ɔe wɔfe si nyatutudomonuwo wɔna le nya yeyewo tutu ɔo me le Evegbe me la nu.

PLC Session 8

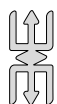
45 minutes

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
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 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
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Note

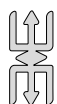
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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30 minutes

Enactment

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

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.

Akpa 4lia: Tafofo

Akpa sia fo nu tso nyatutudomonuwo nu. Edzro nyatutudomonu siwo siwo le Euegbe me. Nusɔsrɔ sia kpe de nusɔlawo nu be wote nu de dzesi nya siwo menye Euegbenyawo o la le nuɔlɔdiwo me. Miele mɔ kpɔm be nusɔlawo nase nu si nyatutudomonuwo nye la gome, ade dzesi wofe ha siwo le Euegbe me la eye woana haawo dometɔ de sia de fe kpɔdejuwo.



ASIDEDE NUSŪSRŌ JE NYATI VEVİWO DODO KPŌ TE JE ĐOĐOWO

KŌSİĐA 7LIA

1. Nyatutudomonuwo me dēdē (kpādeṇu: nyayeye, gbugbōgblo, nyatefofu kple nyakpedenyanu) – na adzō dēka na wo dometo dē sia dē
2. - Na adzō 5 nenye be nusrōla la na kpādeṇu atō.
 - Na adzō 4 nenye be nusrōla la na kpādeṇu ene.
 - Na adzō 3 nenye be nusrōla la na kpādeṇu etō.
 - Na adzō 2 nenye be nusrōla la na kpādeṇu eve.
 - Na adzō 1 nenye be nusrōla la na kpādeṇu dēka.
3. Susu siwo ta nyatutudomonuwo le vevie le Evegbe me dō: Wonana be mīesea gbegbōgblo fe tutuḍo me, wokpena dē mīa ṇu le nuṇṇṇlō me, wodea mīa dzi le nyawo dzidzi dē edzi me le gbegbōgblo me.
 - Na adzō 3 nenye be nusrōla la dzro susu etō me.
 - Na adzō 2 nenye be nusrōla la dzro susu eve me.
 - Na adzō 1 nenye be nusrōla la dzro susu dēka me.
4. Na adzō 7-8 nenye be nusrōla la ṇlō ṇuḍoḍo deto eye wōna kpādeṇu etō alo wu nenema le gbe eveawo me. Eḍe sōsōminasē kple vovototo si le ale si wotua nyawo dō kple susu si ta wotua wo dō la me. Egblō ale si nyatutudomonuwo le vevie le gbegbōgblo me la.
 Na adzō 5-6 nenye be nusrōla la ṇlō ṇuḍoḍo eye wōna kpādeṇu eve alo wu nenema le gbe eveawo me. Eḍe sōsōminasē kple vovototo si le ale si wotua nyawo dō kple susu si ta wotua wo dō la me. Egblō ale si nyatutudomonuwo le vevie le gbegbōgblo me la dometo aḍewo.
 Na adzō 3-4 nenye be nusrōla la ṇlō ṇuḍoḍo eye wōna kpādeṇu geḍewo gake wo dometo aḍewo mele etefe o. Eḍe sōsōminasē kple vovototo si le ale si wotua nyawo dō kple susu si ta wotua wo dō la me. Egblō ale si nyatutudomonuwo le vevie le gbegbōgblo me la dometo vε aḍewo ko alo megblo kura o.
 Na adzō 1-2 nenye be nusrōla la nusrōla la mena ṇuḍoḍo kple kpādeṇu siwo dze la o alo meḍe gomesese tso ale si wotua nyawo dō le gbegbōgblo me la o. Ena Evegbe fe kpādeṇu siwo le etefe la.

KŌSİĐA 8LIA

Adzōnanaṇutiḍoḍowo le asidede pōtifolio te me

I. Nyati (adzō 40)

1. Vevinyenye kple todede (adzō 15)
 - a. Aleke nu siwo le pōtifolio la me la ku dē nyati la ṇue?
 - b. Đe wotia nu siwo le pōtifolio la me dē ḍoḍonua?
2. Nōnōme kple Tutuḍo (adzō 10)

- a. *Ðe nusrõla la dɔ nuwo dɛ pɔtifolio la me dɛ dɔdɔ nyuitɔ nu eye nu siwo le eme la kpɔkpɔ le bɔbɔe?*
- b. *Ðe woɔdɔ nu siwo le pɔtifolio la me dɛ dɔdɔ tɔxɛ aɔe nua?*

3. Nunya kple Nugɔmesese (adzɔ 10)

- a. *Ðe pɔtifolio la dɛe fia be nusrõla la se nyati la gɔme mahã?*

4. Ta me deto bubu kple ŋkuléle dɛ nu ŋu (adzɔ 5)

- *Ðe pɔtifolio la dɛ ta me deto bubu kple ŋkuléle dɛ nu ŋu fiaa?*

II. Aɔaɔuwɔwɔ le pɔtifolio la wɔwɔ me (adzɔ 30)

1. Ale si pɔtifolio la nyakpɔe (adzɔ 15)

- a. *Ðe wowɔ pɔtifolio la eye wɔnya kpɔa?*

2. Ale si nuwo me kɔ kple ale si wole dɔdɔ nu (adzɔ 10)

- a. *Ðe nunɔɔlɔa me kɔ, le kpokploe eye vodadawo mele eme oa?*

3. Aɔaɔuwɔwɔ kple Nu yeye toto vɛ (adzɔ 5)

- a. *Ðe pɔtifolio la dɛ aɔaɔuwɔwɔ kple nu yeye toto vɛ fiaa?*

Ŋugbledede kple Ame dɔkui me dzodzro (adzɔ 30)

1. Ŋugbledede tso nusɔsrɔ ŋu (adzɔ 15)

- a. *Ðe nu siwo dɛ ŋugbledede tso nu siwo wosrɔ ŋu la dɛ dzesi le pɔtifolio la mea?*

Adzɔnananɔutidɔdɔ bubuwo (adzɔ 15)

- a. *Gamedziwɔwɔ kple Dɔa dede asi (Lé ŋku dɛ ale si nusrõla la de dɔa asi dɛ game dzi kple ale si wɔwɔ dɛ dɔdede asi fe dɔdɔwo dzi ŋu.)*

Akpa 5lia: nyagbe

NUSƆSRƆ FE ALƆDZE: GBEŋUTISE

Alɔdze la fe memama: **Nyawo kple wofe tutuɔ**

Nusɔsrɔ fe Metsonu: *Dzro nu siwo tua nyagbe ɔ kple nyagbe fe hawo me.*

Nusɔsrɔ fe Dzidzetiwo: *Ɖe wò nunya kple gɔmesese ku ɔ nu siwo tua nyagbe ɔ kple nyagbe fe hawo ŋu la fia.*

NUUƆƆU KPLE AKPA LA FE TOTƆƆEME

Le nusɔsrɔ fe akpa sia la, nusrɔlawo asrɔ nu tso nyagbe fe tutuɔ le Evegbe me ŋu. Woalé ŋku ɔ nyagbewo ŋu, ama wo ɔ nu siwo tu wo ɔ la nu eye woade dze si nyagbe fe ha siwo wonye la. Nunyanya tso nu siawo ŋu akpe ɔ nusrɔlawo ŋu be woazã nyagbe siwo dze la le wofe gbe sia gbe dzedɔɔ kple nyaduwo tsotso me.

Kɔsiɔ kple metsonua fe dzeside siwo ŋu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

Kɔsiɔ 9lia: Dzro nu siwo tua nyagbe ɔ la me. (kpɔɔŋu: nyakɔsɔkɔsɔwo kple nyagbekɔsɔkɔsɔwo)

Kɔsiɔ 10lia: Dzro nyagbe fe hawo me.

Kɔsiɔ 11lia: Dzro nyagbe fe hawo me ku ɔ wofe wɔfewo ŋu.

NUFIAMƆNUWO FE TOTƆƆEME

Míele mɔ kpɔm be nufialawo nazã nufiamɔnu siwo lɔ nusɔsrɔ si ku ɔ kuxiwo ɔɔɔ ɔ la ŋu, ɔwɔwɔ le ha me kple klase la katã fe nuwɔna ɔ eme la le alɔdze la fe memama sia fiafia me. Nufiamɔnu bubu si nufiala la nagazã lae nye nufiamɔnu si nana be nusrɔlawo tuna ɔ nya siwo nusrɔlawo dometo aɔewo gblɔ do ŋɔ la dzi. Le nufiamɔnu sia ŋu ɔ wɔwɔ me la, wobiana tso nusrɔlawo si be woafɔ ŋku ɔ nɔɔɔɔwo alo susu siwo wofe sukuhatiwo gblɔ la me eye wogblɔ nu siwo wokpɔ tso wofe nɔɔɔɔwo alo susuwo ŋu la. Nufiala la neno ŋɔ na nusrɔlawo woadzro nyatutuɔɔmɔnuwo me. Nusrɔlawo nedzro nyatutuɔɔmɔnu fe hatsotsowo me eye woana wofe kpɔɔŋuwo le Evegbe me. Nufialawo ate ŋu akpe ɔ nusrɔlawo ŋu be woade dze si ale si nyatutuɔɔmɔnuwo wɔa ɔ le Evegbe me. Nusrɔlawo ate ŋu azã nu siwo wosrɔ la atsɔ atu nyawo ɔ le Evegbe me eye woaxlɛ wo ato eme ahaɔ vodadawo ɔ.

NUSƆSRƆDODO KPƆ FE TOTƆƆEME

Nusɔsrɔ fe akpa sia lɔ kɔsiɔ 9lia, 10lia kple 11lia ɔ eme. Kɔsiɔ siawo dometo ɔ sia ɔ fe nusɔsrɔ kple efe nyati veviwo dodo kpɔ fe ɔfe kple biabiawo fe kpɔɔŋuwo li. Woawɔ nusɔsrɔ fe nyati veviwo dodo kpɔ fe ɔfe 2lia ŋu ɔ le kɔsiɔ 9lia me. Kɔsiɔ 10lia wɔ

nusɔsrɔ̃ fe nyati veviwo dodo kpɔ fe ɔfofe 4lia ɲu dɔ, eye kɔsiɔ 11lia zã ɔfofe 4lia tɔ. Nusɔsrɔ̃dodo kpɔ fe ɔfofe sia biana tso nusɔrlawo si be woade susu deto ɔɔfe fe aɔɲuwo, aɔɲuwɔwɔ kple kuxiwo ɔɔfe ɔa fe ɲutete si awɔe be woate ɲu aɔ kuxiwo ɔa la afia. Míele mɔ kpɔm be nusɔrlawo aɔ tamebubu deto, kuxiwo ɔɔfe ɔa kple susudeɔfe fe aɔɲuwo afia.

Ɔlɔ nusɔsrɔ̃dodo kpɔ fe ɔfofe si wozã na metsonua fe dzeside la. Le kpɔɔɲu me:

Metsonua fe Dzesidewo	Nunya fe Ɖofo	Nusɔsrɔ̃dodo kpɔ fe Aɔɲu kple/alo Mɔnu
Dzro nu siwo tu nyagbe ɔa la me (kpɔɔɲu: nyakɔɔkɔɔwɔ kple nyagbekɔɔkɔɔwɔ)	2lia	Sukuxɔmedɔdeasi
Dzro nyagbe fe hawo me.	4lia	Sukuxɔmedɔdeasi
Dzro nyagbe fe hawo me ku ɔe wofe wɔfewo ɲu.	3lia	Afemedɔdeasi

KOSIDA 9LIA

Metsonua fe Dzeside: *Dzro nu siwo tu nyagbe do la me. (kpɔdɛɲu: nyakɔɔɔɔɔɔɔ kple nyagbekɔɔɔɔɔɔɔ)*

Numetoto

Fe 1	Kɔsɪdɔ 10lia: Tu nyagbewo dɔ to se kple dɔdɔ siwo ku de ŋkɔnya kple ŋkɔtefenɔnyawo ŋɔŋlɔ ŋu la zazã me.
Fe 2lia	Kɔsɪdɔ 6lia: Tu nyagbewo dɔ to kɔsanya fe ha siwo le Euegbe me la zazã me.

NYATI: NYAGBE KPLE NU SIWO TUI ÐO

Nyagbe: Nyagbe nye nyawo fe fufɔfo si dea susu deblibo de go. Nyagbe tea nu nyea nyatakaka, nyabiabia, gbɛdɛdɛ alo seselelɛme dɛdɛ fia. Zi gedɛ la, nuwɔfe kple dɔwɔfe tea nu na nyagbe me. Wotua nyagbe do to se kple doɔ siwo le gbɛgbɔgbɔ aɛ me la dzi wɔwɔ me.

Nyagbe fe dzesidenu vevi adewoe nye esiwo gbɔna:

i. **Susu Deblibo**

Nyagbe dea susu deblibo de go. Le kpodeŋu me: ‘Afenɔ Dziedzɔm yi asi me.’ Mínya ame si ɲu nyagbea ku do kple afi si wòyi la.

ii. **Gbenjutise Fe Tutudo**

Nyagbe zɔna ɔe gbenɔtise fe tutuɔo tɔxe aɔe nu. Ku ɔe gbegbɔgblo la ɔu la, nyagbe fe gbenɔtise fe tutuɔo vovovowo abe Nuwɔfeɔ Dɔwɔfe Fidofo (NDF), Dɔwɔfe Nuwɔfe Fidofo (DNF) kple bubuawo ene li. Le Ewege me la, nyagbe fe gbenɔtise fe tutuɔo nye Nuwɔfe Dɔwɔfe Fidofo. Kpɔ kpɔɔɔ siwo gbɔna la.

ηutsu la du te.

Đevi la yi suku.

Danye ɖa akplẽ.

iii. Nyanutidzesiwo

Nyanjutidzesiwo abe tɔtɔdzesi (.), gbɔviedzesi (,), biabiadzese (?), ylidodzese (!), yletivitoasike (;) kple bubuawo ene nɔa nyagbe me.

Kpɔɔɛnu: Nufiala la fle nunlɔti, agbalẽ kple flitenu.

Nyagbe fe hawo ku de woƣe wɔfewo ɲu

Nyagbe fe hawo ku de wofe wafewo nu lae nye esiwo gbana:

- a. Nyagbe nyatakato: Enye nyagbe si foa nu tso nane nu alo kaa nya ta. Nyagbe fe ha sia wua enu kple tɔtɔdzi. Kpɔɔnu: Woelinam yi suku. Danye gbɔ. Tsi dza etso.

- b. Nyagbe nyabiatɔ: Enye nyagbe fe ha si biaa nya. Nyagbe fe ha sia wua enu kple biabiazesi. Wofe kpɔɖɛɖɛnuwoe nye: Afi ka nunlɔti la le? Ga nenie fo? Efoa?
- c. Nyagbe gbedetɔ: Enye nyagbe si ɖea gbe alo dea se. Le kpɔɖɛɖɛ me: Tso nunlɔti la nam. Mɛgano tsi ma o. Dzudzɔ nu gbegblẽ wɔwɔ.
- d. Nyagbe seselelɛmefiatɔ: Enye nyagbe si ɖea seselelɛme fiana alo ɖoa kpe nu dzi. Efe kpɔɖɛɖɛ me: Ɔkeke nyui kae nye esia! Enyo ɔtu loo! Hũu, ede fu loo!

Nu siwo tu nyagbe ɖo: Nu vovovowoe fo fu tu nyagbe ɖo. Nu siwo tu nyagbe ɖo lae nye nuwɔfe, dɔwɔfe, fidofe kple ɖɔfe. Lé ŋku ɖe wofe gɔmedede siwo gbɔna la ɔ:

- a. **Nuwɔfe:** Esia nye ŋkɔnya alo ŋkɔtefenɔnya si ɔ dɔwɔnya la foa nu tsona la. Enye nu si alo ame si ɔ nyagbea foa nu tsona la. Le kpɔɖɛɖɛ me: **Nyɔnu la ɖu ye.**
- b. **Dɔwɔnya:** Enye nya si foa nu tso dɔ si wɔm nuwɔla le le nyagbe ade me la ɔ. Egaɖea nuwɔla la fe nɔnɔme fiana le nyagbe me. Nu ka nuwɔla si le nyagbe (a) me la wɔ? Nuwɔla la **ɖu ye.**
- c. **Fidofe:** Ŋkɔnya alo ŋkɔtefenɔnya si kpɛna ɖe dɔwɔnya ɔ be nyagbea fe gɔmesese nade blibo lae fidola. Fidola nyea amegbetɔ alo nane si dzi nuwɔla la wɔa dɔ ɖo la. Fidola fe ha evee le Euegbe me. Esiawoe nye fidola gbɔtɔ kple fidola evelia. Nu ka nuwɔla si le nyagbe (a) me la dzi? Edzi ha.

Fidola gbɔtɔ nye fidola si kplɔa dɔwɔnya la ɖo aduadua. Le kpɔɖɛɖɛ me: Wofɔ **bagi** ade. Nya **bagi** nye fidola gbɔtɔ le nyagbe ‘Wofɔ **bagi** ade.’

- d. Fidola evelia nye ŋkɔnya alo ŋkɔtefenɔnya si kplɔa fidola gbɔtɔ ɖo aduadu le nyagbe me. Le kpɔɖɛɖɛ me: Fofonye ɖo asi **glã**. Ama na gam.

Nya siwo wode amae le nyagbe eve siwo va yi me la le fidola evelia.

e. **Ɔɖfe**

Esiae nye nya si naa nutsotso bubu alo foa nu tso nuwɔla, dɔwɔnya alo fidola la ɔ le nyagbe me. Etea ɔ nyea ŋkɔnyadɔnya alo dɔwɔnyadɔnya. Le kpɔɖɛɖɛ me: Xɔ **kɔkɔ** la mu. Ama fu du **sesie**. Nya siwo wode amae la le ɖɔfewo le nyagbe etɔawo me.

Nyakɔsɔkɔsɔwɔ: Nyakɔsɔkɔsɔ nye nya alo nyawo fe fufɔfo siwo wɔa dɔ ɖeka ade le nyagbe me. Zi gedɛ la, nuwɔla kple dɔwɔla menɔa eme o. Womeɖea susu deblibo ɖe go o. Nyakɔsɔkɔsɔ nye nyagbe fe akpa ade si nɔa nyagbe me la. Nyakɔsɔkɔsɔwɔ tea ɔ wɔa dɔ abe ŋkɔnya, dɔwɔnya, ŋkɔnyadɔnya alo dɔwɔnyadɔnya ene hefoa nu tso ŋkɔnya alo dɔwɔnya la ɔ le nyagbe me.

Nyakɔsɔkɔsɔ fe hawo

- a. Ŋkɔnyakɔsɔkɔsɔ: Ŋkɔnyakɔsɔkɔsɔ nye nyakɔsɔkɔsɔ si fe ta nye ŋkɔnya alo ŋkɔtefenɔnya la. ewɔa dɔ abe ŋkɔnya ene le nyagbe me. Efe kpɔɖɛɖɛ adewoe nye: ɔtsu, ɖevi la, ati lolo la, tsi kplu ɖeka.
- b. Dɔwɔnyakɔsɔkɔsɔ: Ewɔa dɔ abe dɔwɔnya ene le nyagbe me. Efe kpɔɖɛɖɛ adewoe nye: va, yi, ayi, zɔna.
- c. Ŋkɔnyadɔnyakɔsɔkɔsɔ: Efoa nu tso ŋkɔnya la ɔ. Efe kpɔɖɛɖɛ adewoe nye: kɔkɔ, lolo akpa, dzɔatsu, xoxo.
- d. Dɔwɔnyadɔnyakɔsɔkɔsɔ: Edɔa dɔwɔnya le nyagbe me. Efe kpɔɖɛɖɛ adewoe nye: blewu, kabakaba, ɖɔɖɔɖɔ

Nyagbekɔsɔkɔsɔ

Nyagbekɔsɔkɔsɔ nye nyawo fe fufɔfo si me nuwɔfe kple dɔwɔfe le la. Wotea ɲu nɔa wo ɖokuiwo si ɖea susu deblibo ɖe go. Ye aɖewo yi la, susu si nyagbekɔsɔkɔsɔ ɖena ɖe go la medea blibo o.

Nyagbekɔsɔkɔsɔ fe hawo

1. **Nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ:** Nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ nye nyagbekɔsɔkɔsɔ si me nuwɔfe kple dɔwɔfe le la eye wɔɖea susu deblibo ɖe go. Etea ɲu nɔa eɖokui si wɔa nyagbe. Gɔmesese nɔa nyagbekɔsɔkɔsɔ sia si eye mehiãa gɔmedede alo nya bubu aɖeke alo nyakɔsɔkɔsɔ bubu aɖeke be gɔmesese deblibo nasu esi o.

Kpɔɖeɲu:

- a. Mezo mɔ yi Agbozume.
- b. Woɖaa nuɖuɖu viviwo gbe sia gbe.

2. **Nyagbekɔsɔkɔsɔ ɖokuisimanɔtɔ:** Enye nyagbekɔsɔkɔsɔ si metea ɲu nɔa eɖokui si o elabena susu si le eme la mede blibo o. Nuwɔfe kple dɔwɔfe nɔa eme gake medea susu deblibo ɖe go o. Wogayɔne be nyagbekɔsɔkɔsɔ manɔɖokuisitɔ. Ehiãa nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ be wɔawɔ nyagbe elabena metea ɲu nɔa eɖokui si tua nyagbe ɖo o.

Kpɔɖeɲu:

- a. “Esi menɔ afe me yim la,” (Ehiã nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ be efe gɔmesese nade blibo.)
- b. “*Elabena ɲɔɔ le vuvum*” (Ehiã nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ be efe gɔmesese nade blibo)

Nyagbekɔsɔkɔsɔ fe kpɔɖeɲuwo le nyagbewo me

1. Nyagbe Kpokploe

Nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ ɖekae tua nyagbe kpokploe ɖo.

Kpɔɖeɲu:

- a. *Mesrɔ nu le suku.*
- b. *Wodzi ha le afe me.*
- c. Xɔ yeye la mu.

2. Nyagbe Fokpli

Nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ eve alo wu nenema foa fu kple nyablanya hetua nyagbe kplanya ɖo. Kpɔɖeɲu:

- a. *Melɔa nuɖaɖa, eye fonye lɔa tsifufu.*
- b. *Elikplim dɔ alɔ gake Mawulɔm nɔ nu zã blibo la katã.*

3. Nyagbe Kplanyaa

Nyagbekɔsɔkɔsɔ ɖokuisinɔtɔ ɖeka kple nyagbekɔsɔkɔsɔ ɖokuisimanɔtɔ ɖeka alo wu nenemae foa fu tua nyagbe kplanyaa ɖo. Nyagbekɔsɔkɔsɔ ɖokuisimanɔtɔ ɖede mate ɲu anɔ eɖokui si aɖe gɔmesese deblibo ɖe go o.

Kpɔɖeɲu:

“Esi vuvɔ nɔ wɔwɔm ta la, medo vuvɔmewu.”

Le nyagbe sia me la, “Medo vuvɔmewu” nye nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ eye “Esi vuvɔ nɔ wɔwɔm ta la,” nye nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔ.

4. Nyagbe Fokpli-Kplanyaa

Nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ eve alo wu nenema kple nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔ deka alo wu nenema kpakple gbɔviedzesi, yletivitoasike kple nyablanya kuɖeɖutɔwoe foa fu tua nyagbe fe ha sia ɔ. Nyagbekɔsɔkɔsɔ ɔkuisinɔtɔ geɖewo kple nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔ deka alo wu nenema tune ɔ.

Kpɔɖeɖu: Togbo be edze dɔ hã la, ewu dɔ la wɔwɔ nu, eya ta edzo yi afe me.

“Ewu dɔ la nu” kple “edzo yi afe me” nye nyagbekɔsɔkɔsɔ ɔkuisinɔtɔwo. “Togbo be edze dɔ hã la,” nye nyagbekɔsɔkɔsɔ ɔkuisimanɔtɔ eye “eya ta” nye nyablanya kuɖeɖutɔ.

Nyagbekɔsɔkɔsɔ fe vevinyenyewo

Nyagbekɔsɔkɔsɔwo kpɛna ɔe mia ɲu le nu siwo gbɔna la wɔwɔ me:

1. Susu vovovowo ɔeɖe gblɔ: Mieteɛ ɲu ɔeɛ susu vovovowo gblɔna nyuie.
2. Nyagbe vovovowo tutu ɔ: Wokpɛna ɔe nɔɲɔlawo kple nufolawo ɲu be woteɛ ɲu ɔeɛ wofe seselelame vovovowo gblɔna to ma vovovowo nu.
3. Numedɔe: Enana be mieteɛ ɲu ɔeɛ susu si ta wowɔ nane ɔ la fiana.

Nyagbekɔsɔkɔsɔwo gɔme sese ate ɲu ado miafe nɔɲɔɲɔ kple nufɔfo ɔe ɲgo.

Dɔdeasi

1. Dzro nyagbe fe dzesidenuwɔ me.
2. ɲɔ nyagbe kpokploe, nyagbe fokpli, nyagbe kplanya kple nyagbe fokpli-kplanya fe kpɔɖeɖu ɔekaɔeka da ɔi.
3. Gblɔ wɔ ɲuɔɔɔawo na klase la hena wo me dzodzro.

Nufiamɔnuwo

- Nusɔsrɔ si ku ɔe kuxiwo ɔeɖe ɔa ɲu: Klase la katã fe numedzodzro
 - i. Midzro nu si nyagbe nye la me.
- Ame eveve fe dɔdeasi:

Ame eveve nedzro nu si nyagbe nye kple nu siwo tui ɔ la me eye woana kpɔɖeɖuwɔ.

Klase la katã nedzro nyakɔsɔkɔsɔ, nyagbekɔsɔkɔsɔ kple wofe hawo me.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe ɔfoe 2lia – Sukuxɔmedɔdeasi

1. ɔe nu si tututu nyagbe nye la me. (adzo 4)
2. ɔe vovototo atɔ aɔe siwo le nyakɔsɔkɔsɔ kple nyagbekɔsɔkɔsɔwo dome la me. ɔo kpe vovototo ɔe sia ɔe dzi kple kpɔɖeɖuwɔ. (adzo 10)
3. Ma nyagbe siwo gbɔna la ɔe nu siwo tu wo ɔ la me.

- a. Nufiala la ɖu mɔlu.
- b. Nusrɔlawo yi suku.
- c. Miesrɔ nu vevie.
- d. Ati lolo la mu gbloo.

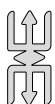
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

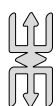
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

KOSIDA 10LIA

Metsonua fe Dzeside: *Dzro nyagbe fe hawo me*

Numetoto

Fe 1	Kosida 10lia: Tu nyagbewo do to se kple doɔdo siwo ku de nkɔnya kple nkɔtefenɔnyawo ɔɔɔɔ ɔɔ la zazã me.
Fe 2lia	Tu nyagbewo do to kɔsanya fe ha siwo le Euegbe me la zazã me.

NYATI: NYAGBE FE HAWO LE TUTUÐO NU

1. Nu si nyagbe nye
2. Nyagbe kpokploe
3. Nyagbe fokpli
4. Nyakpe kplanyaa

Nyagbe: Nyagbe nye nyawo fe fufɔfo si dea susu deblibo de go. Nyagbe tea ɔɔ nyea nyatakaka, nyabiabia, gbedede alo seselelãme dede fia. Zi gedede la, nuwɔfe kple dɔwɔfe tea ɔɔ nɔa nyagbe me. Wotua nyagbe do to se kple doɔdo siwo le gbegbɔgblo ade me la dzi wɔwɔ me.

Nyagbe fe hawo le tutuɔdo nu

- Nyagbe kpokploe:** Enye nyagbe si me nyagbekɔsɔkɔsɔ dokuisinɔto deka le la. Zi gedede la, dɔwɔnya deka nɔa nyagbe kpokploe me. Kpɔɔɔɔ: Deviwo du nu. ɔɔsuvi la fu du. Edzo.
- Nyagbe fokpli:** Nyagbekɔsɔkɔsɔ dokuisinɔto eve si wote fo fu kple nyablanya makudɔɔto (gake, eye, loo alo) lae tua nyagbe fe ha sia do. Kpɔɔɔɔ: ɔɔsuwo yi agble **gake** nyɔnuwo yi asi me. Nya '**gake**' te nyagbekɔsɔkɔsɔ dokuisinɔto eve fo fu tu nyagbe deka do. Ama srɔ agbalẽ **eye** Adzoto kpɔ tivi. Ye adewo yi la, miewɔa nyablanyawo ɔɔ do le nyagbe fokpli tutu do me o. Dɔwɔnya siwo le eme la tuna de wo nɔewo nu. Kpɔɔɔɔ: Ama fle mɔlu da du.
- Nyagbe kplanyaa:** Enye nyagbe si tea nyagbekɔsɔkɔsɔ dokuisinɔto kple nyagbekɔsɔkɔsɔ dokuisimanɔto deka teti foa fu to nyablanya kudɔɔto zazã me. Kpɔɔɔɔ: Togbo be tsi nɔ dzadzam hã la, woyi de asi me. 'Togbo be tsi nɔ dzadzam hã la,' nye nyagbekɔsɔkɔsɔ dokuisimanɔto eye 'woyi de asi me' nye nyagbekɔsɔkɔsɔ dokuisinɔto.
- Nyagbe Fokpli-Kplanyaa**
Nyagbe fe ha sia lo nyagbekɔsɔkɔsɔ dokuisinɔto eve alo wu nenema kple nyagbekɔsɔkɔsɔ dokuisimanɔto deka alo wu nenema de eme to gbɔviedzesi, ɔɔtivitoasike kple nyablanya kudɔɔto zazã me. Nyagbekɔsɔkɔsɔ dokuisinɔto gedewo kple nyagbekɔsɔkɔsɔ dokuisimanɔto deka alo wu nenema tune do. Nyagbe fe ha sia tea nyagbe fokpli kple nyagbe kplanyaa foa fu.

Kpɔɔɔɔ: Togbo be edze do hã la, ewu do la wɔwɔ nu, eya ta edzo yi afe me.

“Ewu dɔ la nu” kple “edzo yi afe me” nye nyagbekɔsɔkɔsɔ ɖokuisinɔtɔwo. “Togbo be edze dɔ hã la,” nye nyagbekɔsɔkɔsɔ ɖokuisimanɔtɔ eye “eya ta” nye nyablanya kuɖeɖutɔ.

Dze agbagba nàma nyagbe si gbɔna la abe ale si míewɔe va yi ene.

“Míedɔe be míaɖu du togbo be gbafi nɔ wɔwɔm hã elabena dufufu vivia mía nu.”

Dɔdeasi

1. De dzeɖi nyagbe fe ha si me nyagbe siwo gbɔna la le la ku ɖe wofe tutuɖo ɔu wotɔxewotɔxɛe.
 - a. Ye dzena ɔdi sia ɔdi.
 - b. Melɔa agbalẽxexlẽ eye agbalẽ si melɔa xexlẽ vevie la fe tanyae nye *Agbemɔ*.
 - c. Esi Ghana nye du nyui aɖe ta la, modzakatsaɖila gedewo vaa dukɔa me fe sia fe.
2. Tu nyagbewo ɖo to afɔɖofe siawo zazã me:
 - a. Nyagbe kpokploe tso Eweawo fe nuɖuɖu aɖe ɔu.
 - b. Nyagbe fokpli tso dezã siwo woɖuna le Ghana la dometo eve aɖewo ɔu.
 - c. Nyagbe kplanyaa tso sukudede fe viɖewo ɔu.
3. Flɔ ɔku ɖe nyagbe siwo gbɔna la me eye nàde dzeɖi wofe tutuɖo.
 - a. Ghana nye dukɔ nyui aɖe le Yetɔɖofe Afrika eye domenɔnu xɔasiwo le esi.
 - b. Togbo be tsi le dzadzam hã la, agbledelawo gale dɔ wɔm le agble me kokoko.
 - c. Uɔnudrɔ̃fegã la le Gẽ.
4. Trɔ nyagbe kpokploe siwo gbɔna la woazu nyagbe fokpli alo nyagbe kplanyaa.
 - a. Ghana nye dukɔ nyui aɖe.
 - b. Nusrɔ̃lawo le nu srɔ̃m kple ɔkubiã hena dodokpɔwɔwɔ.

Nufiamɔnuwo

Klase la katã fe numedzodzro

- Klase la nedzro nyagbe fe hawo me (nyagbe kpokploe, nyagbe fokpli kple nyagbe kplanyaa)
- Ame sia ame nenɔ nyagbe fe hawo dometo ɖe sia ɖe fe kpɔɖeɖuwo da ɖi (kpɔɖeɖu: nyagbe kpokploe, nyagbe fokpli kple nyagbe kplanyaa).

Nusrɔ̃lawo nede dzeɖi nyagbe fe ha siwo wozã le nuɔlɔɖi aɖe si nufiala ana wo me la.

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe ɖofe 4lia – Sukuxɔmedɔdeasi

1. Xlẽ nuɔlɔɖi si gbɔna la eye nàde dzeɖi nyagbe fe hawo (kpɔɖeɖu; nyagbe kpokploe, nyagbe fokpli kple nyagbe kplanyaa) le eme.

Nusrɔ̃la gedewo zãa intaneti gbe sia gbe. Wozãne le wofe nusɔsrɔ̃ me eye wozãne le dzedɔɖo

me kple wo xɔlɔwo. Ke hã la, ɔe ezazã nya? Agbalẽnyala gã aɔewo xɔe se be togbɔ be intanetizazã ɔea vi na mí hãɔheawo fe gbe sia gbe gbenɔnɔ va ku ɔe wɔna vovovowo wɔwɔ le intaneti dzi ɔu akpa. Wobui be nusrɔla siwo ɔe be yewoawɔ nugɔmekuku to agbalẽwo alo agbalẽ siwo me wodea amewo fe nugɔmekukuwo zazã me la kpɔa dzidzedze wu. Agbalẽawo zazã wɔnɛ be wosrɔa nu geɔewo to nuxexlẽ me. Ɖe nɛda asi ɔe nya sia dzia? (adzɔ 3)

2. Flɔ ɔku ɔe ale si nyagbe fe haawo do alo gɔmesese si le nunlɔɖi la si la me. (adzɔ 6)
3. Zã wò nunya ku ɔe nyagbewo ɔu nàtsɔ atu nyagbe fe ha siwo gbɔna la fe kpɔɖɛnu etɔetɔ ɔo wotɔxewotɔxɛɛ.
 - a. Nyagbe kpokploe
 - b. Nyagbe fokpli
 - c. Nyagbe kpanyaa

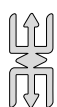
PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

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

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



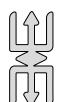
Note

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

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

10 minutes **Content Exploration**

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


Note

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

30 minutes **Enactment**

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

5 minutes **Reflection**

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

KOSIDA 11LIA

Metsonua fe Dzeside: *Flo ŋku de nyagbe fe hawo me ku de wofo wɔfewo ŋu.*

Numetoto

Fe 1	Kosida 10lia: Tu nyagbewo do to se kple doɖo siwo ku de ŋkonya kple ŋkɔtefenɔnyawo ŋɔŋɔ ŋu la zazã me.
Fe 2lia	Kosida 6lia: Tu nyagbewo do to kɔsanya fe ha siwo le Evegbe me la zazã me.

NYATI: NYAGBE FE HAWO KU DE WOFO WɔFEWO NU

1. Nyagbe nyatakato
2. Nyagbe nyabiatɔ
3. Nyagbe gbedeto

Nyagbe: Nyagbe nye nyawo fe fufofo si dea susu deblibo de go. Nyagbe tea ŋu nyea nyatakaka, nyabiabia, gbedede alo seselelãme dede fia. Zi gedede la, nuwɔfe kple dɔwɔfe tea ŋu nɔa nyagbe me. Wotua nyagbe do to se kple doɖo siwo le gbegbɔgbɔ ade me la dzi wɔwɔ me.

Nyagbe fe dzesidenu veviwo

Nyagbe fe dzesidenu vevi adewoe nye esiwo gbɔna:

i. Susu Deblibo

Ele be susu si le nyagbe me la nade blibo. Le kpɔɖeɖu me: ‘Afenɔ Dziedzɔm yi asi me.’ Mienya ame si ŋu nyagbea ku do kple afi si wɔyi la.

ii. Gbenutise Fe Tutuɖo

Nyagbe zɔna de gbenutise fe tutuɖo tɔxɛ ade nu. Ku de gbegbɔgbɔ la ŋu la, nyagbe fe gbenutise fe tutuɖo vovovowo abe Nuwɔfea Dɔwɔfe Fidofe (NDF), Dɔwɔfe Nuwɔfe Fidofe (DNF) kple bubuawo ene li. Le Evegbe me la, nyagbe fe gbenutise fe tutuɖoe nye Nuwɔfe Dɔwɔfe Fidofe. Kpɔ kpɔɖeɖu siwo gbɔna la.

Ŋutsu la du te.

Devi la yi suku.

Danye da akplẽ.

iii. Nyanutidzesiwo

Nyanutidzesiwo abe tɔtɔdzesi (.), gbɔviedzesi (,), biabiadzesi (?), ylidodzesi (!), yletivitoasike (;) kple bubuawo ene nɔa nyagbe me.

Kpɔɖeɖu: Nufiala la fle nunɔti, agbalẽ kple flitenu.

Nyagbe fe hawo ku de wofe wɔfewo ɲu

- Nyagbe nyatakato: Enye nyagbe si foa nu tso nane ɲu alo kaa nya ta. Nyagbe fe ha sia wua enu kple totɔdzesi. Kpɔɖeɲu: Woelinam yi suku. Danye gbɔ. Tsi dza etsɔ.
- Nyagbe nyabiatɔ: Enye nyagbe fe ha si biao nya. Nyagbe fe ha sia wua enu kple biabiadzesi. Wofe kpɔɖeɲuwoe nye: Afi ka nuɲɔti la le? Ga nenie fo? Efoa?
- Nyagbe gbɛɖeto: Enye nyagbe si dea gbe alo dea se. Le kpɔɖeɲu me: Tso nuɲɔti la nam. Mègano tsi ma o. Dzudzɔ nu gbegblẽ wɔwɔ.
- Nyagbe seselelãmefiatɔ: Enye nyagbe si dea seselelãme fiana alo doa kpe nu dzi. Efe kpɔɖeɲue nye: Ʋkeke nyui kae nye esia! Enyo ɲuto loo! Hũu, ede fu loo!

Dɔdeasi

- De dzesi nyagbe fe ha (nyatakato, nyabiatɔ, gbɛɖeto kple seselelãmefiatɔ) si me nyagbe siwo gbɔna la le la wotɔxewotɔxɛ.
 - Dukɔ kae nye Ghana fe toxɔdu?
 - Mede kuku, tu vɔa.
 - Ye dze ɲdi sia.
- Tu nyagbewo do to afɔɖofe nu siwo gbɔna la zazã me wotɔxewotɔxɛ:
 - Nyagbe nyatakato tso Eveawo fe degbenɔɔ ɲu.
 - Nyagbe nyabiatɔ tso ame ɲuta ade si le Ghana la ɲu.
 - Nyagbe gbɛɖeto tso kpekpeɖeɲunana ame nɔewo ɲu.
- Trɔ nyagbe siwo gbɔna la de nyagbe fe ha siwo wonɔ de wo gbɔ le kpɔtɔ me la me.
 - Ghana nye dukɔ nyui ade. (nyabiatɔ)
 - Ghana fe dukplɔla ɲkɔ de? (nyatakato)
 - Mehiã kpekpeɖeɲu. (gbɛɖeto)
- Ma nyagbe siwo gbɔna la de wofe hawo me eye nɔɲɔ wo dometo de sia de fe kpɔɖeɲu dekaɖeka.
 - Ga nenie fo?
 - Yi damlo anyi!
 - Xɔ la le sue ɲuto.

Nufiamɔnuwo

Ame eveve fe nuwɔna

- Midzro nyagbe fe wɔfewo kple dzesidenuwɔ me.
- Mina nyagbe fe ha siwo ku de wofe wɔfewo ɲu la fe kpɔɖeɲuwo.
- Mina miawo ɲuto fe kpɔɖeɲuwo na nyagbe fe hawo dometo de sia de.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ðofe 3lia – Afemedɔdeasi

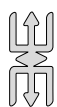
1. Gblɔ vovototo si le nyagbe fe ha siwo gbɔna la dome: nyatakato, gbedeto, nyabiatɔ kple seselelāmeɖiatɔ. Na wo dometo de sia fe fe kpɔdeɲu dekaɖeka.
2. Ma nyagbe siwo gbɔna la de nyagbe fe ha siwo ku de wofe wɔfewo ɲu la me eye nade ale si nyagbe fe tutuɖo, nyanɔtidzesiwo kple nya siwo tui do la de wofe wɔfe fia la me.
 - a. Do le wuyem.
 - b. Dzi le dzɔyem.
 - c. Evivia?
 - d. Ami, va miɖu nu.
 - e. No anyi.
 - f. De nedeɲu nua?
 - g. Hɔu! Ele nyonyo ge.
 - h. Mɛgawɔe o.
 - i. Agbeledelawo la gbɔ.
 - j. Va no gbɔnye.

PLC Session 11

45 minutes
Planning & Reviewing the Learning Plan

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

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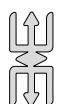
Note

- 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. 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.

Akpa 5lia: Totoeme

Nusɔsrɔ̃ fe akpa sia dzro nyagbe kple efe hawo me. Woma nyagbewo ɔe hawo me ku ɔe wofe wɔfe kple tutuɔo nu. Akpa sia gɔmesese akpe ɔe nusɔrlawo nu be woatu nyagbe dedito wo ɔo nenye be wole nyadu tsom alo le dze ɔom. Esia ana be nusɔrlawo ate nu ado Ewegbɛa nyuie. Menye Ewegbɛ ɔe ɔe ɔsrɔ̃ me ko nusɔsrɔ̃ sia akpe ɔe nusɔrlawo nu le o, ke boɲ ate nu akpe ɔe nusɔrlawo nu le gbɛgbɔgbɔ bubuwo abe Inlɪsɪgbe, Fransegbe kple Arabiagbe ene ɔsrɔ̃ me.



ASIDEDE NUSŔŔŔ JE NYATI VEWIWO DODO KPŔ TE JE ĐOĐOWO

KŔSİĐA 9LIA

Adzɔnananɔtiđođowo

1. Nyagbe gɔme đeđe (Nyagbe nye nyawo fe fufɔfo si đea susu deblibo đe go. Nuwɔfe kple dɔwɔfe nɔa nyagbe me.)
 - a. Na adzɔ 4 nenye be nusŕŕla la zã nya vewiawo dometo ene.
 - b. Na adzɔ 3 nenye be nusŕŕla la zã nya vewiawo dometo etŕ.
 - c. Na adzɔ 2 nenye be nusŕŕla la zã nya vewiawo dometo eve.
 - d. Na adzɔ 1 nenye be nusŕŕla la zã nya vewiawo dometo đeka.

2. Nyakɔɔɔɔɔɔ kple Nyagbekɔɔɔɔɔɔswo: Vovototo vevito siwo le wo dome

Na adzɔ đeka na vovototo đe sia đe si wona la eye nãna adzɔ 1 na kpɔđeɲu si wona na vovototoawo dometo đe sia đe la.

1. Tutuđo

Nyakɔɔɔɔɔɔ: Nyawo fe fufɔfo si me nuwɔfe kple dɔwɔfe mele o (kpɔđeɲu: le paki dzi)

Nyagbekɔɔɔɔɔɔ: Nyawo fe fufɔfo si me nuwɔfe kple dɔwɔfe le (kpɔđeɲu: Mefo bɔlu.)

2. Susu fe blibodede

Nyakɔɔɔɔɔɔ: Međea susu deblibo đe go o. (kpɔđeɲu: le tɔdzisasŕã la dzi)

Nyagbekɔɔɔɔɔɔ: Ate ɲu ađe susu deblibo đe go (kpɔđeɲu: Eko nu.)

3. Wɔfe

Nyakɔɔɔɔɔɔ: Wɔa dɔ abe nyaha đeka ene le nyagbe me (kpɔđeɲu: nyɔnuvi dzetugbe abe ɲkɔnyadɔnya ene)

Nyagbekɔɔɔɔɔɔ: Etea ɲu nɔa edokui si wɔa dɔ abe nyagbe ene alo wɔa dɔ abe nyagbe bliboa fe akpa ađe ene. (Kpɔđeɲu: Míado go etsɔ.)

4. Đokuisinɔɔ

Nyakɔɔɔɔɔɔ: Manɔđokuisi: metea ɲu nɔa edokui si wɔa nyagbe deblibo o (kpɔđeɲu: vevidodonu)

Clause: Can be independent (e.g., I went home) or dependent (e.g., because I was tired).

Nyagbekɔɔɔɔɔɔ: Etea ɲu nɔa edokui si (kpɔđeɲu: Meyi afe me.) alo metea ɲu nɔa edokui si o (kpɔđeɲu: elabena đeđi te ɲunye).

5. Gɔmesese

Nyakɔɔɔɔɔɔ: Eđea gɔmesese ađe đe go gake susu deblibo menɔa eme o (kpɔđeɲu: le ɲdi me)

Nyagbekɔɔɔɔɔɔ: Eđea susu deblibo đe go to nuwɔfe kple dɔwɔfezazã me (kpɔđeɲu: Míado go le ɲdi me.)

- a. 3. Na adzɔ 1 na nyagbe đe sia đe si woma nyuie đe nu siwo tui đo la me la ta.

KOSIDA 10LIA (adzɔ 18)

- a. Na adzɔ 3 nenyɛ be nusrɔ̃la la te ɲu de dzeɛ si nyagbe fe ha etɔ̃ le nɲɔɔɔla me.
 - b. Na adzɔ 2 nenyɛ be nusrɔ̃la la te ɲu de dzeɛ si nyagbe fe ha eve le nɲɔɔɔla me.
 - c. Na adzɔ 1 nenyɛ be nusrɔ̃la la te ɲu de dzeɛ si nyagbe fe ha ɔ̃ka le nɲɔɔɔla me.
1. Ale si nyagbe fe ha aɔ̃ do alɔ ɔ̃meɛɛ si le nɲɔɔɔla la si la fe kpɔ̃ɔ̃ɔ̃ nɲe esi ɔ̃na:
 2. “Wozɔ̃ nyagbe kpokploe tɔ̃ vu nɲɔɔɔla nu be wɔ̃na nuwuvu la nahe nuxlɛ̃la fe susu va nɲɔɔɔla la ɔ̃ ɛnumake. Wozɔ̃ tɔ̃ ɔ̃ nɲsotso aɔ̃ewo ɔ̃ go.”
 - a. Na adzɔ 5-6 nenyɛ be nusrɔ̃la la ɔ̃ ale si nyagbe fe ha etɔ̃wo na ɔ̃meɛɛ si le nɲɔɔɔla la si la me kɔ̃ nyuie la me.
 - b. Na adzɔ 3-4 nenyɛ be nusrɔ̃la la ɔ̃ ale si nyagbe fe ha eve na ɔ̃meɛɛ si le nɲɔɔɔla la si la me kɔ̃ nyuie la me.
 - c. Na adzɔ 1-2 nenyɛ be nusrɔ̃la la ɔ̃ ale si nyagbe fe ha ɔ̃ka na ɔ̃meɛɛ si le nɲɔɔɔla la si la me kɔ̃ nyuie la me.
 3.
 - a. Nyagbe kpokploe
 - i. Na adzɔ 3 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ etɔ̃ nyuie.
 - ii. Na adzɔ 2 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ eve nyuie.
 - iii. Na adzɔ 1 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ ɔ̃ka nyuie.
 - b. Nyagbe fokpli
 - i. Na adzɔ 3 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ etɔ̃ nyuie.
 - ii. Na adzɔ 2 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ eve nyuie.
 - iii. Na adzɔ 1 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ ɔ̃ka nyuie.
 - c. Nyagbe kplanyaa
 - i. Na adzɔ 3 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ etɔ̃ nyuie.
 - ii. Na adzɔ 2 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ eve nyuie.
 - iii. Na adzɔ 1 nenyɛ be nusrɔ̃la la ɲɔ̃ kpɔ̃ɔ̃ɔ̃ ɔ̃ka nyuie.

DZESIDENYA: Woadɔ̃ sukudefe fe memama fe nuwuwu fe dodokpɔ̃ biabiawo tso nu siwo wosrɔ̃ le kɔ̃siɔ̃ 1 va se ɔ̃ 10lia dzi me.

KOSIDA 11LIA (adzɔ 16)

1. Na adzɔ 1 na vovototo/ɔ̃medede ɔ̃ sia ɔ̃ si nusrɔ̃la la na la eye nàna adzɔ 1 na kpɔ̃ɔ̃ɔ̃ ɔ̃ sia ɔ̃ si wɔ̃na la. (adzɔ 6)
2. Na adzɔ 1 nenyɛ be nusrɔ̃la la ma nyagbe ɔ̃ sia ɔ̃ ɔ̃ efe ha me nyuie heɔ̃ ale si nyagbea fe tutuɔ̃, nyanɲutidzɛsiwo kple nya siwo tui ɔ̃ la ɔ̃ wofe wɔ̃fe fiaɛ la me. (adzɔ 10)

AKPA 6LIA: NUXEXLĒ KPLE NUŊLƆƆIGƆMEƆƆƆƆ

NUSƆSRƆ FE ALƆDZE: GBEŊUTISE

AlƆdze la fe Memama: Nyadutsotso

NusƆsrƆ fe Metsonu: *Zā wò nunya ku Ɔe nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi ŋu nàtsɔ ato nuŋlƆƆi aƆe Ɔe eme.*

NusƆsrƆ fe Dzidzetiwo: *Ɔe nunya kple gɔmesese ku Ɔe nuŋlƆƆimetoto ŋu fia.*

AfɔƆaƆta

Wɔ **biabia siwo woakpɔ mɔ na le dodokpɔ dzi - dodokpɔgbalĕ 1** la fe dodokpɔ na wo. Dodokpɔ la nɛlɔ nu siwo nusɔrlawo srɔ tso fe 1 va se Ɔe 3lia me la Ɔe eme. Kpɔ **dodokpɔbiabiawo fe hatsotsowo kple wofe nɔnɔme fe tata** la dzi be wɔakpe Ɔe ŋuwò le dodokpɔ la ƆoƆo me. *Ele be nàde asi nusɔrlawo fe Ɔa te enumake eye nàde adzɔawo STP me.*

NUUƆƆU KPLE AKPA SIA FE TOTƆƆEME

NusƆsrƆ fe akpa sia dzro nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi fe aƆaŋuwo zazā atɔ ato nuŋlƆƆi legbewo Ɔe eme me. Nusɔrlawo asrɔ nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi fe aƆaŋu kple susu be woate ŋu aƆe dzeɔi nyati vevi siwo le nuŋlƆƆiwo me la. Woazā nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi fe aƆaŋuwo atɔ ato nuŋlƆƆiwo Ɔe eme hā. Gawu la, woana nusɔrlawo naƆe nyawo, nyakɔsɔkɔsɔwɔ, nyagbekɔsɔkɔsɔwɔ, nyagbewo kple nuŋlƆƆiwo gɔme tso Ŋlisigbe me yi Ɔe Evegbe me. NusƆsrƆ fe akpa sia le vevie na nusɔrlawo, menye le Evegbe Ɔe Ɔe sɔsrɔ me o, ke boŋ le nusƆsrɔ bubu siwo do ka kpɔlii abe Ŋlisigbe ene la me. Akpa sia gatu nusɔrlawo fe nunya kple aƆaŋu siwo ku Ɔe nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi ŋu la Ɔe edzi be woate ŋu awɔ nuŋlƆƆitotodeme nyuie. Miele ŋusɛ dom nufiala la be wɔazā nufiamɔnu siwo ana be nusɔrlawo nawɔ wɔfe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye ŋuƆoƆo na nusɔrlawo fe nusɔrhiahiawo wotɔxewotɔxɛ la kple nusƆsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

KɔsiƆa kple metsonua fe dzeside siwo ŋu nusƆsrɔ fe akpa sia fo nu tso la woe nye:

1. **KɔsiƆa 12lia:** Use skimming and scanning to identify main ideas from a given text to be summarised Zā nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi le dzeside nyati vevi siwo le nuŋlƆƆi siwo woatsɔ na wò be nàto Ɔe eme la me la. / Zā nuxexlĕ dzradzradzra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aƆe didi ŋu nàtsɔ aƆe dzeɔi nyati vevi siwo le nuŋlƆƆi si to ge nàla Ɔe eme la me.
2. **KɔsiƆa 13lia:** Discuss the types of translation (E.g., word for word, meaning based, unduly free, etc.) Dzro nuŋlƆƆigɔmeƆƆƆƆ fe hawo me. (Le kpɔƆeŋu me, nuŋlƆƆigɔmeƆƆƆƆ nyadɛnyanuto, akuakua, nyadodɛnyadzito kple bubuawo)

3. **Kɔsiɖa 14lia:** Discuss the rules of translation (e.g., knowledge of the source and target languages, cultural competence, grammatical and linguistic competence etc.) Dzro nunjldigomedeɖe fe sewo me (kpɔɖeɲu: gbe eveawo nyanya, gomesese dedito didi, nya si le nunjldi la me la tututu gbɔgblo, nyawo zazã be wo me nako, dekonu eveawo ɲu bubu, nuxlɛlawo ɲu bubu kple bubuawo)

NUFIAMONUWO FE TOTODEME

Nufiamonu siwo wozã le akpa sia la lo monu geɖe siwo dzi wotona fiaa nu le Evegbe me la ɖe eme. Nusɔsrɔ tso kuxiwo ɖeɖe ɖa ɲu lo monu siwo me wozãa agbemekuxiwo fe kpɔɖeɲuwo le abe nusrɔmonu ene la be woatsɔ ado nusrɔlawo fe nusɔsrɔ tso nyatiwo kple ɖoɖowo siwo dzi woazɔ le kuxiwo ɖeɖe ɖa me ɲu ɖe ɲɔ wu be woagblo nyatefenyawo tso nyatiawo ko ɲu la ɖe eme. Egalɔ monu tɔxewo abe nusɔsrɔ le ame ɖokui si, ame eveve fe dɔdeasiwɔwɔ, ame siwo ɲu ɲutete vovovowo le alo ɲutsuviwo kple nyɔnuviwo fe hatsotso ɖeka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo aɖewoe nye numedeɖe na klase la ene ɖe eme. Monu siawo tea ɲu doa ta me deto bubu, kuxiwo ɖeɖe ɖa fe ɲutete kple dzedoɖo kple ame nɔewo fe aɖaɲuwo ɖe ɲɔ. Egatea ɲu naa ɖekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe monukpɔkpɔwɔ nusrɔlawo.

Nya siwo ame bubuwo gblo la dzi dede lo nusrɔlawo fe ɲkufɔfɔ ɖe nya siwo wofe nusrɔhatiwo gblo la kple nya bubuwo tsɔtsɔ akpee ɖe eme kple susu be wo katã nada asi ɖe edzi. Le nusrɔla susuɖaɖetɔwɔ gome la, wowɔ ɖoɖo ɖe dɔdeasi bubuwo wɔwɔ ɲu na wo abe amenunɔnɔ fe ɖofe siwo dometo aɖewoe nye nufiafia nusrɔhatiwo ene la be woafia afɔɖofe wofe nusrɔhatiwo be woase nu siwo fiam wole wo la gome nyuie. Miele afɔ dom afɔta na nufialawo be woalɛ ɲku ɖe nusrɔla siwo fe nyayɔyɔ kple nufɔfo ɲu kpɔtsɔtsɔ le la ɲu eye woade kuxi siawo ɖa aɖaɲutɔe.

NUSOsrɔDODO KPɔ FE TOTODEME

Nusɔsrɔdodo kpɔ fe aɖaɲu si wozã le akpa sia la akpɔ nusrɔlawo fe aɖaɲuwo tutu ɖo, nyatiwo gome sese kple susu deto ɖeɖe fe nyawo gbɔ le wofe nusɔsrɔwo dodo kpɔ me le ɖoɖo si dze la nu. Nutsotsonana nusrɔlawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrɔlawo fe ɲɔyiyi kple blibodede le nusɔsrɔ me la ɖe ɲɔ. Nusɔsrɔdodo kpɔ fe aɖaɲu la lo monu siwo dzi woato akpɔ ale si nusrɔlawo se nu siwo fiam wole wo le Evegbe me la gome la ɖe eme. Nusɔsrɔdodo kpɔ fe ɖofe 2lia si te gbe ɖe nunyazazã dzi la lo nyadu kpuiwo tsotso alo nu siwo ɲu nusrɔlawo ke ɖo la gbɔgblo be woatsɔ ado nusrɔlawo fe ɲutete le nu siwo wosrɔ la gome sese kple wo wɔwɔ la kpɔ. Woɖo Nunya fe ɖofe 3lia fe biabia siwo nye nyadutsotsobiabiawo kple biabia siwo ɲu ɖoɖo hiã ta me deto bubu la na nusrɔlawo. Wowɔ esia kple susu be woatsɔ ado nusrɔlawo fe ta me deto bubu ku ɖe gbɛɖiɖiwo fe dɔwɔwɔ ɖe wo nɔewo dzi ɲu kpɔ.

Ele be nufialawo nawɔ nusɔsrɔdodo kpɔ si wowɔna le nusrɔyi kple esi wowɔna le nusɔsrɔ vɔ megbe la fe aɖaɲu vovovowo ɲu dɔ atɔ axɔ nutsotso tso nusrɔla ɖe sia ɖe fe dɔwɔwɔ ɲu. Esia lo nusrɔlawo fe adzɔwo kple nutsotso bubuwo ɖe eme hena wofe ɲɔyiyi le nusɔsrɔ me.

ɲlo nusɔsrɔdodo kpɔ fe ɖofe si wozã na metsonuwo fe dzeside la. Le kpɔɖeɲu me:

Metsonua fe Dzesidewo	Nunya fe ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaɲu kple/alɔ Monu
Zã nuxexlɛ dzradzradzra kple nunjldimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaɲu natsɔ ade dzesi nyati vevi siwo le nunjldi si to ge nãla ɖe eme la me.	2lia	Biabia siwo woakpɔ mo na le dodokpɔ dzi

Dzro nunldigomede fe hawo me. (kpodeju: nunldigomede nyadenyanuto, akuakua, nyadodenyadzito kple bubuawo)	4lia	<i>Sukuxomededeasi</i>
Dzro nunldigomede fe sewo me.	3lia	<i>Hamededeasi/Dedeasi si woawo le yeyi afe me</i>

WEEK 12

Metsonua fe Dzeside: *Zā nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaŋu nàtsɔ aɖe dzesi nyati vevi siwo le nuŋlƆƆi si to ge nàla ɖe eme la me*

Numetoto

Fe 1	Kɔsiɖa 4lia: Zā nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaŋu nàtsɔ axlē nu be woate ŋu akpe ɖe ŋuwò le wò gbe sia gbe gbenɔnɔ me.
Fe 2lia	Kɔsiɖa 4lia: Dzro nuxexlē tsitotsito fe dzesidenowo me (nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi kple bubuawo)

NYATI: NUXEXLĒ DZRADZRADZRA KPLE NUŊLƆƆIMETOTO HENA NYATAKAKA TƆXƐ AƉE DIDI

Nuxexlē dźradźradźra: Menye ye sia yie míexlēa nu be míanya nu tso nu si ŋu nuŋlƆƆia ku ɖo la ŋu tsitotsito o. ke boŋ be míanya nu si ŋu nuŋlƆƆi la ku ɖo gbadzaa ko. Nuxexlē sia yom míele be nuxexlē dźradźradźra. Nuxexlē dźradźradźra nye mo si dzi míexlēa nuŋlƆƆi aɖe dźradźradźra le be míade dzesi nu si ŋu nuŋlƆƆi la ku ɖo gbadzaa, susu vevi siwo le eme kple nuŋlƆƆi la fe tutuɖo ko ŋu. Míewɔa nuxexlē sia ŋu ɖo be míanya nyati vevi si ŋu nuŋlƆƆia ku ɖo la, be míase susu si ta nuŋlƆƆa la ŋlɔ nua ɖo eye be míagblɛ yeyiɣi o.

NuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi: Ye bubu yiwo la, míadi be míade dzesi nya tɔxɛ aɖe le nuŋlƆƆi aɖe ko me ke menye nu sia nu si le nuŋlƆƆi la me o. Woyɔa nuŋlƆƆi sia be nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi. Eɔ ŋkutsatsa dźradźradźra le nuŋlƆƆi me ɖe eme hena nyatakaka alo nutsotso tɔxɛ aɖewo abe nya veviwo, nyakɔsɔkɔsɔwo, yletin̄keke, ŋkɔwo, ŋuɖoɖo na biabia aɖe kple bubuawo ene didi ɖe eme. Ekpena ɖe nuxlɛla ŋu be wòadɔ biabiawo ŋu eye wòaku nu gome nyuie.

Nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi fe vevinyenye

Nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi nye aɖaŋu vevi aɖe si doa nugomesese kple nuxexlē nyuie ɖe ŋɔ. Eya ta nenyɛ be nuxexlē dźradźradźra kple nuŋlƆƆimetoto hena nyatakaka tɔxɛ aɖe didi fe aɖaŋu ma nuxlɛlawo la, wotea ŋu xlɛa nu memie.

Dɔdeasi

Xlē nuŋlƆƆi si gbɔna la.

1. Xlē nuŋlƆƆi la to eme dźradźradźra be nàde dzesi nyati vevi siwo le eme la.
2. To nuŋlƆƆi la me be nàde dzesi (i) ame siwo de ga ɖoɖo la me la (ii) dukɔ bubu siwo le gome kpom le ɖoɖoa me la (iii) agbledelawo fe xexlɛme si kpɔ gome le ɖoɖoa me
3. To nuŋlƆƆi la ɖe eme to wò nuto wò nyawo zazã me.

Agble vi dela siwo fe xexlɛme wu 3,000 kple ame siwo fe wɔfe hiã le agbledenyawo me le Afrika la kpɔ gome le agbleden̄utidɔɖo si ku ɖe egben̄kuvuvu fe agbledede ŋu hena wofe gakpɔm̄nunyawo dodo ɖe ŋɔ la fe wɔnawo me.

Fe ene fe dodo si me Europe Dukowo fe Habobo de ga la fe tadodzinue nye be woado agblemenuku siwo agbledelawo kpɔna la fe gbɔsɔ de nɔ to mɔ vovovo siwo dzi agbledelawo nato akpɔ ga la fe mɔnukpɔkpɔnana Afrika dukɔ siwo mele Afrika fe Anyiehe gome o la.

Wona hehe agbledela siwo kpo gome le doḍoa sia me la tso solarjusezazã atso atrɔ dzetsi alo tsi manyomanyo wòazu tsi nyui la ɲu, amatsiwo dodo de agblemenukuwo dome, gasideḍe tso agblemenuwo fe akpa si susuno nenye be wode esiahiã la le wo me me, vlogbledede, amideḍe le agblemenukuwo me, anyinyinyi, fomizinyinyi kple bubuawo. Wogakplo wo to agbledemonu si me wodea tsi agblemenukuwo le la zazã me.

Menye Ghana dukɔ deɖe ko me wowo ɖoɖo sia me do le o. Wogawɔ emedo le dukɔ vovovowo me abe South Afrika, Namibia, Motswana kple Mozambique me hã.

Tefe si wo di tsoe: <https://ghanaiantimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>



Nufiamɔnuwo

Nusɔsrɔ̃ si ku ɖe kuxiwo ɖeɖe ɖa ŋu: Klase la katã fe nuwɔna

- To nu si nuxexlẽ dzzradzzradzra kple nuṅlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi nye la me.
- To nuṅlɔɖi aɖe si woana wò la ɖe eme.
Ame eveve fe dɔɖeasi
- Midzro nu si nuṅlɔɖitotoɖeme nye la me.
- Mizā miafe nunya tso nuxexlẽ dzzradzzradzra kple nuṅlɔɖimetoto hena nyatakaka tɔxɛ aɖe didi ṅu fe aɖaṅu miatsɔ ade dzeɖi nyati vevi siwo le nuṅlɔɖi si to ge miala ɖe eme la.
- Migblɔ miafe ṅudodo la na klase la.

Nusɔsrɔ̃ ʃe Nyati Veviwo Dodo Kpɔ: Biabia siwo woakpɔ mɔ na le dodokpɔ dzi

Nusɔsr̥dodo kpɔ si wowɔna le nusr̥yi: Nunya fe ɔofe 2lia – Afemedɔdeasi

1. De vovototo eve aḑe siwo le nuxexlẽ dzradzradzra kple nuṅlɔḑimetoto hena nyatakaka tɔxɛ aḑe didi dome la me.
2. Dzro mɔnu siwo dzi wotona dea dzesi nyati vevi siwo le nuṅlɔḑi me la dometo etɔ me.
3. Zã wò nunya tso nyati veviwo ɲu nàtsɔ ato nuṅlɔḑi si gbɔna la ɔe eme le nyabo ɔeka me. Kpɔ egbɔ be nyagbe siwo anɔ nyaboa me la mawu nyagbe enyi o.

Nu ka nètɔna le wò vovoyiwo? Nu kae doa ɲusẽ wò be nètɔa nu ma? De nètɔlẽ nu tso nu si

amewo wɔna le wofe vovoyiwo ɲu kpɔa? Yeyiɲi si me amewo megawɔa dɔ adeke o vevieto nenye be wowɔ wofe dɔdeasiwo vɔ lae nye vovoyi. Le yeyiɲi siawo me la, amewo tea ɲu wɔa nu siwo wolɔ la. Wozãa wofe yeyiɲi la dɛ nu si wodi be yewoawɔ kple ame si ɲu wodi be yewoazãe dɔ la ɲu.

Ame adewo tea ɲu dɛna dɛ eme le wofe vovoyiwo. Esia wɔnɛ be wodɛna dɛ eme nyuie eye ɲusẽ yeye gaɔoa wo ɲu. Esia gatua wofe ɲutilã kple susuwo dɔ elabena womegawɔa dɔ adeke le wofe vovoyiwo o.

Ame sia ame hiã dɛdɛdeme le vovoyi le dɔwɔwɔ vɔ megbe. Vovoyiwo le vevie elabena wonana be miewɔa dɔ tsoa eme o. Vovoyiwo nana be mɛafe susu dɛna dɛ eme. Esia wɔnɛ be dɛdɛ metea mɛa ɲu le dɔwɔwɔ me o.

BIABIA SIWO WOAKPɔ Mɔ NA LE DODOKPɔ DZI - DODOKPɔGBALĒ 1 DODOKPɔBIABIAWO JE HATSOTSOWO KPLE WOFE NɔNɔME JE TATA NA DODOKPɔGBALĒ 1

Nufialawo nɛdɔ biabia 50 tso akpa sia me

ALɔDZE LA JE MEMAMA	METSONUA(WO) JE DZESIDE	NUSɔSRɔ̃ JE NYATI VEVIWO DODO KPɔ JE ɔOFE		
		ɔOFE 1 30%	ɔOFE 2 40%	ɔOFE 3 30%
GBEDIDINUTINUNYA	Ɖɔ Evɛgbe fe abɔdɛgbedidɛiwo to dzidzɛti siwo dze la zazã me (kpɔdɛɲu: adɛ fe akpa, adɛ fe kɔkɔme kple nuyi fe nɔnɔme)			
	Ɖɔ Evɛgbe fe xaxagbedidɛi to dzidzɛti siwo dze la zazã me (kpɔdɛɲu: dzɔtsofe, dodonɔnɔme kple zinyenye)			
	Gblɔ abɔdɛgbedidɛiwo fe wɔfewo le Evɛgbe me (kpɔdɛɲu: nya fe gɔmedzefe, titina kple nuwufe)			
	De dzɛsi nukɔkɔ fe hawo (nɔnuvo kple manɔnuvo) le Evɛgbe me.	1	1	1
	Dzro Evɛgbe fe nukɔkɔ fe tutuɔo me le Evɛgbenyawo tutu dɔ me.	1	1	1
	Ɖɛ nu si gbedɔdɔ nye, efe hawo (kpɔdɛɲu: gbeɔɔɔ, gbekɔkɔ, gbedɔdɔ evedomesi, gbeɔɔɔ liato, gbekɔkɔ dɛabu kple bubuawo) kple wɔfewo me.			
	Ɖɛ nu si gbedidɛiwo fe dɔwɔwɔ dɛ wo nɔewo dzi nye le Evɛgbe me la me (kpɔdɛɲu: gbedidɛiwo fe tɔtrɔ).			
	Dzro asitɔtrɔ le nukɔkɔwo ɲu me le Evɛgbe me.			

	Ma nkonyawo de wofe hawo me (kpodeju: nkonya tɔxewo, bɔbɔwo, susumenkɔnya, nukpotinkonyawo, kple bubuawo)			
	Ma dawonyadɔnya de wofe hawo me (kpodeju: dawonyadɔnya nɔnɔmefiatɔ, tefefiatɔ, yeyiyifiatɔ, kpekpemefiatɔ)			
	Dzro nyanjunyakpewo zazã me le Ewegebe me.	1	1	
	Tu nyagbewo do to kɔsanya fe ha siwo le Ewegebe me la zazã me.	1	1 1	1 1
	Do nu si nyagbekɔɔkɔɔwo nye la eye nama wo de wofe hawo me.			
	Dzro nu siwo tu nyagbe do la me (kpodeju: nyakɔɔkɔɔ kple nyagbekɔɔkɔɔ)			
	Dzro nyagbe fe hawo ku de wofe wafewo nu me.			
NYAWO KPLE WOFE TUTUÐO				
SE KPLE ÐODO SIWO KU DE EUGBEŋɔŋLO NU				
	Tu nyagbewo do to se kple dodo siwo ku de nkɔnya kple nkɔtefenɔnyawo ŋɔŋlo nu la zazã me.			
	Tu nyagbewo do to se kple dodo siwo ku de nkonyadɔnyawo ŋɔŋlo nu la zazã me.			
	Dzro nyatutudomɔnuwo le Ewegebe me me (nyatefofu, nyaɣeye, gbugboɔ, nyakpedenyanu).			
	Dzro nyanjutidzesiwo (kpodeju: tɔtɔdzesi, gbɔviedzesi, nyalemegbedzesi, yletivitoasike kple bubuawo) kple nyatamedzesiwo me.	1	1 1 1	1 1
	Dzro nyatutudomɔnu fe ha siwo gbɔna la me (nyatefofu, nyaɣeye, gbugboɔ, nyakpedenyanu kple bubuawo)			
	Zã nyatutudomɔnu fe ha vovowowo naɔtsɔ atu nya yeyewo do.			
	Dzro subɔsubɔŋkɔwo me eye nalé ŋku de wofe dzɔtsofe kple susu si ta wotsɔa ŋkɔ siawo do la nu.			
	Dzro ale si wowɔa tsitsimekɔnuwo la me (gbɔtowɔwɔ/tudedeasei: kɔnu siwo doa ŋɔ na gbɔtowɔwɔ/tudedeasei, gbɔtowɔwɔ/tudedeasei la nutɔ wɔwɔ kple kɔnu siwo wowɔna le gbɔtowɔwɔ/tudedeaseiwɔwɔ vɔ megbe).	1	1	1
	Tsɔ ale si wowɔa tsitsimekɔnuwo le miafe dekɔnu me la sɔ kple dekɔnu bubuwo tɔ.	1 1	1 1	1 1tb
	Dzro kɔnu siwo Eveawo wɔna le dekɔnusrɔdeɖe me kple wofe vevinyenyewo me.			
	Dzro ale si egbenkububu fe wɔnwɔ le dɔ wɔm de dekɔnusrɔdeɖe fe kɔnuwo wɔwɔ dzi la me.			
	Tsɔ Eveawo fe hlɔwo sɔ kple dekɔnu bubu si le Ghana la fe hlɔwo tɔ.			

DEGBENONWO DEKONUDZIÐUDU	Dzro dezā siwo Eveawo duna kple wofe vevinyenyewo me. Dzro sɔsɔminasɔe kple vovototo siwo le dezā siwo Eveawo duna kple esiwo dekonu bubu siwo le Ghana la duna la dome la me. Dzro sɔsɔminasɔe kple vovototo siwo le Eveawo fe kukɔnuwo wɔwɔ kple esiwo dekonu bubu siwo le Ghana la wɔna la dome la me.			
	Dzro dekonudzidudu fe nɔnɔme me to nufɔfo tso ame siwo gbɔna la fe wɔfewo me me: (vifofo, fometatɔ, hlɔtatɔ) Dzro dekonudzidudu fe nɔnɔme me to nufɔfo tso ame siwo gbɔna la fe wɔfewo me me: (fia, tofiawo, fiatɔwo) . Dzro dekonudzidudu fe nɔnɔme me. Flɔ ŋku dɛ egbenkusuusu fe sɔnudɔdrɔmɔnuwo me. Dzro sɔsɔminasɔe kple vovototo siwo le dekonusɔnudrɔmɔnuwo kple egbenkusuusu fe sɔnudrɔmɔnuwo me la me.	1	1 1	1 1
NUMENYADUWO	Dzro tsifodj fe dɔfewo me le Euegbe me (nuusu, tsia ŋutɔ fofo di, tafofo) Dzro avihewo fe wɔfewo me. Flɔ ŋku dɛ adzowo fe tutudɔ kple hawo me. Dzro alobalowo fe tutudɔ me. Dzro dɔwɔhawo, avahawo, fefehawo kple vinublehawo me. Dzro hailaifuha siwo dzim wole le egbenkekewo me la me.	1 1	1 1 1	1
NYADU ŊLŌÐIWO	Dzro nu siwo ŋutinya lɔ dɛ eme la me (kpɔdɛŋu: nuwolawo, nyati, nudzɔdzɔwo fe dɔdonunɔnɔ, tefe kple yeyiɣi, nukpɔsusu, kple bubuawo) Dzro ŋutinya me (tanya, nyati, gbezazā, gbɛdɛŋuwo, kple bubuawo) Dzro nu siwo fefenyaduwo lɔ dɛ eme la me. Dzro fefenyadu aɛ me. De dzesi nu siwo hakpanya lɔ dɛ eme la eye nɔdzro wo me (kpɔdɛŋu: nyatiwo, kpukpuiwo, fliwo, gbɛdɛŋuwo, gbɛdidi dɛka fomeviwo fe nya aɛwo me nɔnɔ kple bubuawo). Dzro hakpanya aɛ me.	1 1 1	1 1 1	1 1 1
	FUFUFO	15	20	15

DODOKPŌBIABIAWO JE HATSOTSOWO KPLE WOFE NŌNŌME JE TATA NA DODOKPŌGBALĒ EVELIA - SHS EUEGBE

DodokpŌ la fe nŌnŌme

AKPA A – NuxexlĒ (adzo 10)

WoatsŌ ŋutinya aḑe si fe didime anŌ abe nya 300-350 ene la na nusrŌlawo eye woado biabia ewo tso eḡu. Woabia tso nusrŌlawo si be woado biabiawo katā ḡu. (miniti 30)

AKPA B – Gbediḑiḡutinunya (adzo 10)

Woado biabia eve na nusrŌlawo eye woabia tso wo si be woado wo dometo ḑeka ko ḡu hena adzo 10 xŌxŌ (miniti 15)

AKPA C – NunjŌḑigŌmedeḑe (adzo 30)

WoatsŌ nunjŌḑi aḑe si fe didime anŌ abe nya 250 ene si le Inḡlisigbe me la na nusrŌlawo eye woabia tso wo si be woade egŌme ḑe Evegbe me. (miniti 30)

AKPA D – Nyadutsotso (adzo 30)

Woado nyadutsotsobiabia ene tso nyati ene ḡu na nusrŌlawo eye woabia tso wo si be woatsŌ nyadu si fe didime anye nya 300 la tso wo ḡu wotŌxewotŌxee. Biabia ḑe sia ḑe axŌ adzo 30. Woabia nya tso nyadu fe ha siwo gbŌna la ḡu: nyatonyadu, nuḑŌnyadu, nyahenyadu, nufŌḡŌḡlŌ, lŌtaḡŌḡlŌ, numeḑenyadu (adzo 50)

AKPA E – Nyadu ḡlŌḑi (adzo 20)

Le akpa sia la, woado biabia etŌ tso nyadu fe ha etŌawo (ḡutinya, fefenyadu kple hakpanya) ḡu eye nusrŌlawo naḑo ḑeka ko ḡu (miniti 25)

ALŌDZE LA FE MEMAMA	METSONUA FE DZESIDE(WO)	NUSŌSRŌ JE NYATI VEWIWO DODO KPŌ JE ḐOFE		
		ḐOFE 1	ḐOFE 2LIA	ḐOFE 3LIA
NUXEXLĒ GBEDIDIDḡUTINUNYA	Zā wŌ nunya tso nyatinyagbe kple alŌdonyagbewo ḡu nātsŌ ade dze si nyati vewiwo le nunjŌḑiwo me.			1
	ḐŌ xaxagbediḑi siwo le Evegbe me la to dzidzeti siwo dze la zazā me (kpŌḑeḡu: dzŌtsofe, dodonŌnŌme kple zinyenye,) Dzro asitŌtrŌ le nukŌkŌwo ḡu fe mŌnuwo me le Evegbe me.		1	1

NYADUTSOTSO NUFOGOMEDĒDE KPLE GBEGOMEDĒDE	Tso nyatonyadu.			1
	Tso numedenyadu.			1
	Tso nyahenyadu.			1
	ŋlɔ dɔwɔfeleta.			1
	Zā wò nunya ku ɔe nunldigomedeɔe fe hawo ŋu nàtsɔ aɔe nunldi aɔe gɔme tso gbe deka me yi gbe bubu me. (Le kpɔɔɔɔ me, nunldigomedeɔe nyadenyanuto, akuakua, nyadoɔenyadzito kple bubuawo)			1
NYADU ŊLɔDI	Dzro nu siwo ŋutinya lɔ ɔe eme la me. (kpɔɔɔɔ: nuwɔla, nyati, ŋutinya fe zɔzɔme, tefe kple yeyiɔi, nukpɔsusu, kple bubuawo.)			1
	Dzro fefenyadu me.			1
	De dzesi nu siwo hakpanya lɔ ɔe eme la eye nàdzro wo me (kpɔɔɔɔ: gbezazā, nyati, kpukpuiwo, fliwo, gbedɔɔɔwo, gbediɔi deka fe tutu ɔe nu le nyawo me.)			1
	FUFOFO		1	10

DODOKPɔBIABIAWO JE HATSOTSOWO KPLE WOFE NɔNɔME JE TATA NA DODOKPɔGBALĒ 3LIA – SHS EUGBE

Dodokpɔ la fe nɔnɔme

DodokpɔgbalĒ 3lia (Toɔɔɔ kple Nufofo)

Dodokpɔ sia aɔ akpa etɔ (3) me eye aɔe dzedoɔo le nusrɔla kple dodokpɔɔla dome ɔe eme. Dzedoɔo sia aɔe mini 20 eye woana adzɔ 50 ɔe eta. Dodokpɔ la katā le akpa aɔe me eye wogama wo ɔe akpa gā eve me, Akpa A kple Akpa B. Woana biabiawo dɔlim fe sia fe kple susu be womagaɔo biabia siwo woɔo va yi la ake o. Dodokpɔɔla la afo nu tso ale si woade asi dodokpɔ la te kple adzɔ si woana la ŋu na nusrɔlawo.

ALɔDZE LA JE MEMAMA	METSONUA JE DZESIDE(WO)	NUSɔSRɔ JE NYATI VEVIWO DODO KPɔ JE ɔOFE		
		ɔOFE 1	ɔOFE 2	ɔOFE 3
DZEDOɔO/NUFOFO TSO NYATIWO ŊU GBEDIDINUTINUNYA NUXELĒ	1. Dzro susu kple nyati vevi siwo le dzedoɔo aɔe me la me. Kpɔɔɔɔ: degbenɔɔo vavā siwo ŋu asixɔɔ le (amebubu, dɔmenyo, ame nɔewo gɔme sese kple bubuawo), sukudede, ɔeviwo kpɔkpɔ de dɔ sesē wɔwɔ me, mīa nɔfewo, dɔwɔfewo ɔoɔo ɔe Ghana, tomenu xɔasiwo kuku, gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple ŋutsuviwo le hadomegbenɔnyawo me (GESI) kple bubuawo.			1

	1. Ða Euegbe fe xaxagbediwo to dzidzeti siwo dze la zazā me (kpɔɔɔɔ: dzɔtsofe, dodonɔɔme kple zinyenye)		1	
	1. Zā nuxelē dɔradɔradɔra kple nunldimetoto hena nyatakaka tɔxɛ ade didi fe aɔaɔ natsɔ ade dzesi nutschotso alo susu siwo le nunldiwo me la. 2. Zā wò nunya tso nyatinyagbe kple alɔdonyagbewo ɔu natsɔ ade dzesi nyati vevi siwo le nunldiwo me la.	1		1
DEGBENONON	1. Dzro subɔsubɔɔkɔwo me eye nālɛ ɔku dɛ wofe dzɔtsofe kple susu si ta wotsɔa ɔkɔ siawo dɔ la ɔu. 2. Dzro kɔnu siwo Eueawo wɔna le dekonusrɔdɛdɛ me kple wofe vevinyenyewo me. 3. Dzro dezā siwo Eueawo duna kple wofe vevinyenyewo me.	1	1 1	
NUMENYADUWO	1. Dzro tsifodɔ fe dɔfowo me le Euegbe me (nuuuu, tsia ɔuto fofo dɔ, tafɔfo) 2. Dzro dezā siwo Eueawo duna kple wofe vevinyenyewo me. 3. Dzro sɔsɔminasɛ kple vovototo siwo le Eueawo fe kukɔnuwo wɔwɔ kple esiwo dekonu bubu siwo le Ghana la wɔna la dome la me.	1	1	1
	FUFUFO	3	4	3

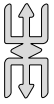
PLC Session 12

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.

- 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

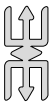
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

- Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP). (**Practice Paper 1**)
 - Chat with your app to review the test specification table for Practice Paper 1.
 - 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.
 - Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

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



Note

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

20 minutes

Enactment

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

5 minutes**Reflection**

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

KOSIDA 13LIA

Metsonua fe Dzeside: Dzro nunldigomede fe hawo me (kpodeju: nunldigomede nyadenyanuto, akuakua, nyadodenyadzito kple bubuawo)

Numetoto

Fe I	Kosida 6lia: Dzro nufogomede me to nkulele de tododo nyui, nugomesese, nufofa kple bubuawo nu me.
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NYATI: NUNLDIGOMEDE

1. Nu si nunldigomede nye
2. Nunldigomede fe vevinyenye
3. Nunldigomede fe hawo

Nunldigomede: Nunldigomede nye monu si me wotrɔa nunldi ade tso gbe deka me yi bubu me le esime gomesese si le gbe gbato me, nudzadzɔ si nu nunldi la ku do kple nu siwo le gbe gbato me la, ganɔa gbe evelia me. Gbe si me nunldi la le lae nye gbe gbato eye woyɔa gbe si me wode nua gome do la be gbe evelia.

Nunldigomede fe vevinyenye: Ku de numede si va yi nu la, miata nu agblo be nunldigomede dea kuxi siwo ku de ame nɛwo fe gbe gome masemase nu la da. Edoa ame nɛwo gome sese fe nyawo de ngo, eye wowone be xexemedukwo tea nu doa dze kple wo nɛwo. Egahea dekawo dea dukwo dome. Nunldigomede fe vide adewoe nye esiwo gbɔna:

1. Ame nɛwo gome sese le xexea me godoo: Nunldigomede wone be ame siwo le gbe vovovowo dom le xexea me godoo la sea wo nɛwo gome.
2. Degbenɔɔ Vovovowo Sɔsrɔ: Ewone be ame siwo le gbegbloha vovovowo me la tea nu dea wofe susuwo, nyaduwo kple nunya si le wo si la gbɔna na wo nɛwo. Nenyɛ be ɛte nu xlɛ nunldi ade si gome wode tso gbe bubu ade me la, ate nu ase wofe nunya, degbenɔɔ, dzixɔse kple bubuawo gome.
3. Asitsatsa: Nunldigomede le vevie le asitsatsa le gbetadukwo me me. Nunldi siwo gome wode la kpɛna de mia nu be miɛnyaa nu si le edzi yim le xexea me fe akpa sia akpa la.
4. Agbalɛsrɔnyawo kple Nugomɛkuku: Nenyɛ be nunya ade le nunldi si le gbegbloha ade si gome miɛse o la me la, miata nu ase egome nenyɛ be wode egome de gbegbloha si gome miɛse la me eye wɔate nu azu agbalɛ si miata nu asrɔ la.
5. Kadodo kple duka vovovowo: Nunldi siwo gome wode la ate nu awɔe be dzedodo le dziɖuɖu kple dukwo dome atso afo nyuie.
6. Nutsotsoxɔ fe mɔnukpɔkpɔ: Nunldi siwo gome wode la ate nu ana mɔnukpɔkpɔ amewo be woaxɔ nutsotso tso dɔwɔwɔ kple mɔnukpɔkpɔ siwo li na amewo le xexea me godoo la nu.

- 7 Ame nɛwɔ gɔme sese kple vevesese dɛ ame nɛwɔ ɲu: Nɛnye be wɔdɛ nunldiwo gɔme dɛ gbe si gɔme mĩese me la, enana be mĩesea mĩa nɛwɔ gɔme, ɔua mĩa ɔkuiwo dzi eye wòhea ɔkawɔwɔ dea mĩa dome le xexea me godoo.

Nunldigomɛdɛdɛ fe hawo

Nunldigomɛdɛdɛ fe ha vovovowo li, gake esiwo bɔ wu la dometo aɔewoe nye nunldigomɛdɛdɛ nyadenyanuto, nunldigomɛdɛdɛ akuakua, kple nunldigomɛdɛdɛ nyadodenyadzito.

1. Nunldigomɛdɛdɛ Nyadenyanuto:

Enye nunldigomɛdɛdɛ si me wɔdɛa nyawo gɔme dɛ gɔmesese si le nyawo si ɔkadeka nu le ɲkuléle dɛ nu siwo ɲu wofo nu le, lododowo kple vovototo siwo le gbe gbãto kple evelia me la manɔmee. Nunldigomɛdɛdɛ fe ha sia tea ɲu nana be gɔmesese si le nunldi la si la toa vovo tso gɔmedɛdɛ si wowɔ la gbɔ alo nunldigomɛdɛdɛ si wowɔ la mesɔna dɛ ale si gbea dolawo foa nue la dzi o.

2. Nunldigomɛdɛdɛ Akuakua:

Nunldigomɛdɛdɛ fe ha sia fe taɔodzinue nye be wɔdɛ gɔmesese si tututu le nunldia si le gbe gbãto me la me, ke menye gɔmedɛdɛ si le nya ɔkadekawo si gɔmedɛdɛ ko o. Nunldigomɛdɛdɛ fe ha sia léa ɲku dɛ dekonunyawo, se siwo kplɔa nyawo zazã le gbea me la kple gɔmesese si le nyaawo si ku dɛ ale si wozã wo la ɲu. Wowɔa esia kple susu be gɔmesese si le nunldia si le gbe gbãto me la nana esi le gbe evelia me, eye wòana abe ale si tututu gbea dolawo gblɔa nya siwo wogblɔ la ene. Nunldigomɛdɛdɛ fe ha sia bɔ wu.

3. Nunldigomɛdɛdɛ Nyadodenyadzito

Nunldigomɛdɛdɛ fe ha sia dana le nunldi la fe tutuɔ, nu si ɲu wòfo nu le kple gɔmesese dzi. Togbɔ be nunldigomɛdɛdɛ nyadodenyadzito dɛ mɔ be wotea ɲu tsɔa nya siwo mele nunldia me o la kpea nyawoe le gɔmedɛdɛ me hã la, etea ɲu wɔnɛ be gɔmesese bubu nɔa gɔmedɛdɛ si wowɔ la si alo nutsotso vevi aɔewo tea ɲu buna le gɔmedɛdɛ si wowɔ la me. Wotea ɲu zãa nunldigomɛdɛdɛ fe ha sia le go aɔewo me abe le nyadu ɲldiwo ɲɔɲɔ ene me. Le esia me la, nunldigomɛdɛdɛ la tea ɲu tsɔa nya siwo mele nunldi la me o, alo nunltsiã si womezã le nunldi la me o la kpenɛ, gake nu sia tea ɲu hea kuxiwo ve le nunldigomɛdɛdɛ fe ha bubuwo me.

Dɔdeasi

1. Ame etɔetɔ nɛnɔ hatsotso me eye woawɔ fefe si me woadɔ dze le la le tefe vovovowo abe asi me, ɔɔɔɔfe, alo suku ene. Le fefea me la, miwɔ nufɔ gɔmedɛdɛ ɲu ɔ to nyawo gɔme ɔdɛ me.
 - a. Le fefe si woawɔ le asia me me la, ame ɔka nɛnye nudzrɔla, ame bubu nanye nuflela si mese gbe o, eye ame etɔlia nanye nufogomɛdɛdɛ aɔ nya siwo gblɔm nudzrɔla kple nuflela la le la gɔme ɔm na wo nɛwɔ dɛ Inlɔsigbe kple Evegbe me.
 - b. Le fefe si woawɔ le ɔɔɔɔfe me la, ame ɔka nɛnye ɔkita, ame bubu nanye ame tsitsi aɔ si nye ɔɔɔɔ la, eye ame etɔlia nanye nufogomɛdɛdɛ aɔ nya siwo gblɔm ɔkita kple ɔɔɔɔ la le la gɔme ɔm na wo nɛwɔ dɛ Inlɔsigbe kple Evegbe me.

- c. Le fefe si woawo le Ewegbe klasea me la, ame deka neny nufiala, ame bubu nanye nusrōla yeye aḍe si tso ablotsi va sukua me la eye ame etōlia nanye ame si ano nya si gblom nufilala le de Ewegbe me la me dem na nusrōla yeye la.

Nufiamonuwo

Dzro nunldigomedeḍe kple efe hawo me (kpodeḅu: nunldigomedeḍe nyadenyanuto, akuakua, nyadodenyadzito kple bubuawo)

1. Nusorō si ku de kuxiwo deḍe da ḅu: Klase la katā fe nuwona:
 - To nu si nunldigomedeḍe nye la me.
 - To nunldigomedeḍe fe dzesidenuwo me (se gbe evea gome, nunyanya tso nya siwo taxe siwo wozāna le gbe eveawo me kple bubuawo.)
 - Dzro nunldigomedeḍe fe hawo me (kpodeḅu: nunldigomedeḍe nyadenyanuto, akuakua, nyadodenyadzito, Gbegomedeḍe Nyuito, Gbegomedeḍe si sōna de dōwofewo fe dōdowo nu kple bubuawo)
2. Hamededeasi/Nusorō le ha me
 - Xlē nunldi aḍe si adidi abe nya 300 alo wu nenema ene eye nāde egome tso Ewegbe me yi de Inglisigbe me.
 - Migblo miafe ḅuḍoḍo la na klase la hena emedzodzo.

Nusorō fe Nyati Veviwo Dodo Kpo: Nunya fe Dofe 4lia – Sukuxomededeasi

1. De nu si nunldigomedeḍe nye la me eye nāgblo mo siwo nu wōle vevie le Ewegbe fe ḅgoyiyi me la dometo etō. (adzo 4)
2. Abe nusrōla siwo le nunldigomedeḍe srōm ene la, wotsō nufō aḍe si sukutato axlē na nusrōlawo le sukua fe ḅkekenyuizā dzi la na wō. De nunldigomedeḍe fe ha si nāzā kple susu si ta nāzāe dō la me (adzo 4).
3. Dzro ale si nēda asi de nyati si gbōna la dzi la me:

Nunldigomedeḍe nyadodenyadzito menyo o, eye medze be woawo o.”

Fo nu tso akpa eveawo katā ḅu eye nāfo eta kple akpa si dzi nēde la. (adzo 12)

PLC Session 13

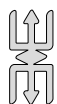
45 minutes

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.

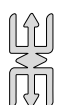
3. Plan the week's key assessment with your app

- 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.

KOSIDA 14LIA

Metsonua fe Dzeside: Dzro nunjodigomedede fe sewo me (kpodeju: gbe eveawo nyanya, gomesese dedito didi, nya si le nunjodi la me la tututu gbogblo, nyawo zazã be wo me nako, dekonu eveawo nu bubu, nuxlêlawo nu bubu kple bubuawo)

Numetoto

Fe I	Kosida 3lia: Dzro nufogomedede me to nkulêle de todofo nyui, nyawo gome sese, nufofa, kple bubuawo nu me.
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NYATI: NUNJODIGOMEDEDE FE SEWO

Nu si nunjodigomedede nye la me toto

Yi de kosida 13lia fe nusɔsrɔ gbo nàkpɔ nu si nunjodigomedede nye la, efe hawo kple vevinyenyewo.

Nunjodigomedede fe sewo: Se adewo li siwo dzi wozona nenye be wole nunjodi ade gome dem tso gbe deka me yi gbe bubu me. To zozo de se siawo dzi me la, nunjodigomedela la tea nu wɔa nunjodigomedede si dea gomesese si le gbe gbato me la gome de gbe evelia me nu do.

Nunjodigomedede fe se adewoe nye esiwo gbɔna:

1. Gbe eveawo nyanya: Ele be nanya gbe eveawo kple susu be nate nu azã nya siwo dze la le nunjodiwo gome dede me.
2. Gomesese dedito didi: De gomesese, nu siwo le nunjodi la me kple nudzodzɔ si nu nunjodi la ku do la me pepere.
3. Nya si le nunjodi la me la tututu gbogblo: Dze agbagba be seselelame, atsiã kple taɔodzɔnu si le nunjodi la si la dze le gomedede si nẽwo la me.
4. Nyawo zazã be wo me nako: Kpo egbo be gomedede si nẽwo la me ko hele kpokploe eye egomesese le bɔbɔe.
5. Dekonu eveawo nu bubu: Bu vovototo si le dekonu eveawo dome la nu eye natro asi le nunjodigomedede si nãwo la nu be wɔasɔ de dekonu eveawo nu.
6. Gomesese le ale si wozã nyawo nu: Ele be nase nunjodi la gome ku de ale si wozã nyawo la nu be nate nu ade egome tututu.
7. Nyawo zazã le alo deka dzi: Kpo egbo be nya, atsiã kple asitɔtro le nunjodi la nu la le alo deka dzi.
8. Adaganawo kple lododowo: De adaganawo, lododowo kple nyamenyawo gome nyuie.
9. Nuxlêlawo nu bubu: Bu ame siwo nẽle nunjodigomedede la wɔm na la fe gbegbogblo, dekonu kple hiahiawo nu.
10. Nunjotsiã kple seselelame: Dze agbagba be gbenjotsiã kple seselelame si le nunjodia me la mebu le gomedede si nẽwo la me o.
11. Nunjodi la xelẽ to eme kple dɔdɔdowɔwɔ: Xlẽ gomedede si nẽwo la to eme eye nade dze si vodada siwo le eme la ahaɔ wo do.

Dodeasi

1. Dzro vide si le nu si le gbe gbãto me la tututu gome dede de gbe evelia me fe vevinyenyewo me.
2. Aleke nunldigomedede si meso kple nu si le gbe gbãto me o la hea ame newo gome masese ve?
3. De nunldi si gbana la gome de Evegbe me.

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

Nufiamonuwo

1. Tutu de nu siwo ame bubuwo gblo la dzi: Klase la katã fe nuwona:
 - Midzro nunldigomedede fe sewo me (kpodeɲu: gbe eveawo nyanya, gomesese dedito didi, nya si le nunldi la me la tututu gbogblo, nyawo zazã be wo me nakɔ, dekonu eveawo ɲu bubu, nuxlɛlawo ɲu bubu kple bubuawo)
 - Ame dekadeka fe nuwona:
 - Xlɛ nunldi si fe didime ano abe nya 300 alo wu nenema ene eye nade egome.
 - Xlɛ nunldigomedede si newo la na klase la.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpo: Nunya fe Dofe 3lia – Afemedodeasi

1. Da nunldigomedede fe se atɔawo kpo eye nado wo de wofe vevinyenye fe doɔo nu. Gblo susu si ta nado wo de doɔo ma nu do la.
2. Zã nunldigomedede fe sewo natsɔ ade nunldi si gbana la me de Evegbe gome.

Ghana is known for its rich cultural heritage and diverse traditions. One of the most significant aspects of Ghanaian culture is the celebration of festivals, which bring people together and promote unity. For example, the Homowo Festival celebrated by the Ga people in Accra is a time of great joy and feasting. During this festival, traditional dishes like kpokpoi are prepared, and people come together to give thanks for the harvest.

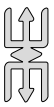
The importance of these festivals cannot be overstated. They not only provide an opportunity for Ghanaians to reconnect with their roots but also showcase the country's cultural diversity to the world. Through music, dance, and traditional attire, Ghanaians proudly display their heritage. By participating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

PLC Session 14

45 minutes
Planning & Reviewing the Learning Plan

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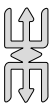
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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Akpa 6lia: Tafofo

Nusɔsrɔ̃ fe akpa sia fo nu siwo míesrɔ̃ tso kɔsiɖa 12lia, 13lia kple 14lia me la ta. Edzro ale si nuxexlē dɔradɔradzra kple nunldimetoto hena nyatakaka tɔxe aɖe didi fe aɖajuwo kpena ɖe mía ɲu le nunlditotodeme me la me. Egadzro nunldigomedeɖe kple nu siwo ku ɖe eɲu la me, vevieto nunldigomedeɖe fe aɖaju kple ale si woazã nunldigomedeɖe fe aɖajuwo atso aɖe nunldiwo gɔme tso gbe ɖeka me yi bubu me. Míekpɔ mɔ be le nusɔsrɔ̃ si le akpa sia la sɔsrɔ̃ vɔ megbe la, nusɔrlawo ate ɲu azã nuxexlē dɔradɔradzra kple nunldimetoto hena nyatakaka tɔxe aɖe didi fe aɖajuwo atso ato nunldiwo ɖe eme eye woazã nunldigomedeɖe fe aɖajuwo atso aɖe nunldiwo gɔme tso gbe ɖeka me yi ɖe gbe bubu me.



ASIDEDE NUSŌSRŌ JE NYATI VEVIWO DODO KPŌ TE JE ĐOĐOWO

KŌSIĐA 12LIA

1. Na adzŏ 1 na vovototo đe sia đe si nusrŏla la ŋlŏ la eye nàna adzŏ 1 na emedede. (Na adzŏ 1 va se đe 4)
2. Na adzŏ đeka na mŏnu đe sia đe si wode dzesii la (Na adzŏ 1 va se đe adzŏ 3)
3. Adzŏnanaŋutidodo (adzŏ 12)

*Dzesidenya: Na adzŏ 0 na nunyazazā le totođeme siwo didi wu nyagbe 8 la me.

	Enyo ŋutoŋuto (7-8)	Enyo ŋuto (5-6)	Enyo (3-4)	Ehiā na asitotro (adzŏ 1-2)
Nunyazazā	Totođeme la le kpokploe eye eme kŏ. Susu veviwo katā le eme.	Totođeme la le kpokploe eye eme kŏ. Susu veviwo dometo gedde le eme.	Nya siwo le nunjŏdia me la dometo adewo le totođeme la me eye susu vevi siwo le nunjŏdia me la dometo adewo mele totođeme la me o alo wo me mekŏ o.	Wozā nya siwo le nunjŏdia me la fe akpa gātŏ le totođeme la ŋŋlŏ me. Wogbugbŏ nya siwo le nunjŏdia me la dometo gedewo ŋlŏ đe totođeme la me eye susu vevi siwo le nunjŏdia me la fe akpa gātŏwo mele totođeme la me o alo wo me mekŏ o.

	Enyo ŋutoŋuto (adzŏ 4)	Enyo ŋuto (adzŏ 3)	Enyo (adzŏ 2)	Ehiā na asitotro (adzŏ 1)
Nyawo ŋŋlŏ, nyanutidzesiwo zazā kple gbenutise	Ewo vodada ve adewo.	Ewo vodada vivivi gedewo	Ewo vodada vivivi gedewo fūu.	Ewo vodada gedewo fūu.

KŌSIĐA 13LIA

1. (Ŋudodoa fe Kpodeŋu) Nunjŏdigomedede nye mŏnu si me wotrŏa nunjŏdi adde tso gbe đeka me yi bubu me le esime gŏmesese si le gbe gbātŏ me, nudzadzŏ si ŋu nunjŏdi la ku do kple nu siwo le gbe gbātŏ me la, ganŏa gbe evelia me.

Nunjŏdigomedede fe vevinyenye (nusrŏlawo ate ŋu ayŏ vevinyenye siawo dometo etŏ)

- a) Edoa ame nŏewo gŏme sese le xexea me godoo đe ŋŋ.
- b) Enana be wosrŏa degbenŏŋ vovovowo.
- c) Enana be gbe vovovo dolawo tea ŋu tsa asi kple wo nŏewo.
- d) Edoa agbalŏsrŏnyawo kple nugŏmekuku fe wŏnawo đe ŋŋ
- e) Eheka kadodo dea xexemedukŏwo dome:
- f) Enaa nutsotsoxŏxŏ fe mŏnukpŏkpŏ mí.

g) Edoa ame nɛewo gɔme sese kple vevesese dɛ ame nɛewo ɲu dɛ ɲgɔ.

2. Na adzɔ 1 nenye be nusrɔ̃la la dɛ nunjɔdigɔmedɛdɛ me nyuie eye nàna adzɔ 1 dɛ vevinyenye dɛ sia dɛ si wonjɔ la ta (na adzɔ 1 va se dɛ 4 na biabia sia)

Enyo ɲutɔɲutɔ (adzɔ 4)	Enyo ɲutɔ (adzɔ 4)	Enyo (adzɔ 2)	Ehiã na asitɔtrɔ (adzɔ 1)
<i>Ha si wòtia kple susu si ta wòtia dɔ (susu 3 alo wu)</i>	<i>Ha si wòtia kple susu si ta wòtia dɔ (susu 2 alo wu)</i>	<i>Ha si wòtia kple susu dɛka si ta wòtia dɔ</i>	<i>Ha si wòtia, susu si ta wòtia dɔ la manamana</i>

3.

	Enyo ɲutɔɲutɔ (adzɔ 7-8)	Enyo ɲutɔ (adzɔ 5-6)	Enyo (adzɔ 3-4)	Ehiã na asitɔtrɔ (adzɔ 1)
<i>Nyati</i>	<i>Nyati la me dɛdɛ de to eye wòna kpɔɔɲu deditɔwo. Tafofo la me kɔ eye wòdze ame sia ame ɲu.</i>	<i>Nyati la me dɛdɛ de to eye wòna kpɔɔɲu deditɔwo. Nusrɔ̃la la dze agbagba be nu sia nu nanc dɔdɔ nu. Tafofo la me kɔ.</i>	<i>Nyati la me dɛdɛ de to eye wòdɔ kpe edzi kple kpɔɔɲu deditɔwo. Nusrɔ̃la la dze agbagba be nu sia nu nanc dɔdɔ nu. Tafofo la me kɔ.</i>	<i>Ezã kpɔɔɲu vɛ aɔewo tɔ dɔ kpe nyati la dzi alo mezã kpɔɔɲu aɔeke o. Mefo eta o, alo tafofo la me mekɔ o.</i>

	Enyo ɲutɔɲutɔ (adzɔ 4)	Enyo ɲutɔ (adzɔ 3)	Enyo (adzɔ 2)	Ehiã na asitɔtrɔ (adzɔ 1)
<i>Tutuɔ, nyawo ɲɔɲɔ, nyanɲutidzesiwo zazã kple gberɲutise</i>	<i>Tutuɔ la me kɔ; ewɔ vodada vivivi aɔewo</i>	<i>Tutuɔ la me kɔ gbadzaa; ewɔ vodada vivivi gedɛwo</i>	<i>Eme mekɔ tututu o; ewɔ vodada vivivi gedɛwo</i>	<i>Eme mekɔ o; ewɔ vodada vivivi gedɛwo fũu</i>

KOSIDA 14LIA

Na adzɔ 1 dɛ se dɛ sia dɛ si woda kpɔ la ta. Le kpɔɔɲu me, meka dɛ edzi be nu nyanya tso gbe eveawo ɲu lae le vevie wu elabena enana be mɛtia nya siwo dze la le nunjɔdigɔmedɛdɛ me.

Se bubu siwo woagate ɲu aɔ lae nye gɔmesese deditɔ didi, nya si le nunjɔdɔ la me la tututu gbɔgbɔ, nyawo zazã be wo me nakɔ, dekonu eveawo ɲu bubu, gɔmesese le ale si wòzã nyawoe la si kple bubuawo.

1. Na adzɔ 1 nenye be nusrɔ̃la la dɛ nyagbeawo dometɔ dɛ sia dɛ me nyuie.

Na adzɔ 8 nenye be nusrɔ̃la la dɛ nyagbe 8 me nyuie.

Na adzɔ 7 nenye be nusrɔ̃la la dɛ nyagbe 7 me nyuie.

Na adzɔ 6 nenye be nusrɔ̃la la dɛ nyagbe 6 me nyuie.

Na adzɔ 5 nenye be nusrɔ̃la la dɛ nyagbe 5 me nyuie.

Na adzɔ 4 nenye be nusrɔ̃la la dɛ nyagbe 4 me nyuie.

Na adzɔ 3 nenye be nusrɔ̃la la dɛ nyagbe 3 me nyuie.

Na adzɔ 2 nenye be nusrɔ̃la la dɛ nyagbe 2 me nyuie.

Na adzɔ 1 nenye be nusrɔ̃la la dɛ nyagbe 1 me nyuie.

AKPA 7LIA: DEZĀWO

NUSŪSRŌ JE ALŌDZE: DEGBENŌNŌWO KPLE DEKŌNUDZIDUĐU

AlŌdze la je Memama: **DegbenŌnŌwo**

Nusŭsrŏ fe Metsonu: *Dzro dezāwo ɖuɖu fe vevinyenyewo le gbegblɔha vovovo siwo le Ghana la me.*

Nusŭsrŏ fe Dzidzeti: *Ɖe nunya kple gomesese ku ɖe dezāwo ɖuɖu nu fia.*

NUUUDU KPLE AKPA SIA JE TOTŌDEME

Akpa sia fo nu tso degbenŏnŏ kple dekonudziɖuɖu nu. Edzro dezāwo ɖuɖu le Ghana kple wofe vevinyenyewo me. Nusrŏlawo asrŏ nu tso dezāwo ɖuɖu le gbegblɔha siwo le Ghana la dome nu, eye woazā nunya si asu wo si la atso aso ale si woɖua dezāwo le gbegblɔha vovovowo dome le Ghana la kple wo nɔewo. Nusrŏlawo fe nunyanya tso dezāwo ɖuɖu nu akpe ɖe wo nu be woase wofe dekonu kple dekonu bubu siwo le Ghana la gome nyuie. Agakpe ɖe mia nu le dekonulɛle ɖe te fe wɔnawo hã me. Nusrŏlawo ase gbegblɔha bubuwo fe dekonuwo gome si ate nu ado ɖekawɔwɔ kple amedokuidziɖuɖu le dekonunyawo me fe wɔnawo ɖe ngu. Nusŭsrŏ fe akpa sia le vevie na nusrŏlawo, menye le Ewebe ɖeɖe sŭsrŏ me o, ke boŋ le nusŭsrŏ siwo do ka kple hadomegbenŏnŏɖutinunya kple blemanudzɔdzɔwo la hã. Akpa sia gatu nusrŏlawo fe nunya kple gomesese siwo ku ɖe woawo nuto fe dekonumetɔwo kple dekonu bubu me tɔwo fe degbenŏnyawo nu la ɖo. Miele nusɛ dom nufiala la be wɔazā nufiamɔnu siwo ana be nusrŏlawo nawo wofe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye nuɖoɖo na nusrŏlawo fe nusrŏhiahiawo wotɔxewotɔxee la kple nusŭsrŏdodo kpo fe mɔnu vovovowo le nufiafia me.

Kɔsiɖa kple metsonua fe dzeside siwo nu nusŭsrŏ fe akpa sia fo nu tso la woe nye:

- **Kɔsiɖa 15lia:** Dezāwo
- **Kɔsiɖa 16lia:** Dezā siwo woɖuna le Ghana la sɔsɔ kple wo nɔewo

NUFIAMŌNUWO JE TOTŌDEME

Nufiamɔnu siwo wozā le akpa sia la lo mɔnu geɖe siwo dzi wotona fiaa nu le Ewebe me la ɖe eme. Nusŭsrŏ tso kuxiwo ɖeɖe ɖa nu lo mɔnu siwo me wozāa agbemekuxiwo fe kpɔɖeɖuwo le abe nusrŏmɔnu ene la be woatsɔ ado nusrŏlawo fe nusŭsrŏ tso nyatiwo kple ɖoɖo siwo dzi woazɔ le kuxiwo ɖeɖe ɖa me nu ɖe ngu wu be woagblo nyatefenyawo tso nyatiawo ko nu la ɖe eme. Egalɔ mɔnu tɔxewo abe nusŭsrŏ le ame ɖokui si, ame eveve fe dɔdeasiwɔwɔ, ame siwo nu nɔtete vovovowo le alo nɔtsuviwo kple nyɔnuviwo fe hatsotso ɖeka me nɔnɔ kple klase la katā fe nuwɔna siwo dometo adewoe nye numedɖe na klase la ene ɖe eme. Mɔnu siawo tea nu doa ta me deto bubu, kuxiwo ɖeɖe ɖa fe nɔtete kple dzedoɖo kple ame nɔewo fe aɖaɖuwo ɖe ngu. Egatea nu naa ɖekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwo nusrŏlawo. Nusrŏlawo hã ate nu asrŏ ale si woaxɔ nutsotsowo eye woadzro

wo me ahalé ŋku dɛ wo ŋu kple susu be wòatu wofe aɖaŋuwo dɔ hena dɔwɔɖuiawo wɔwɔ. Le nusrɔ̃la susuɖaɖɛtɔwo gome la, wowɔ dɔdɔ dɛ dɔdeasi bubuwo wɔwɔ ŋu na wo abe amenunɔtɔ fe dɔfe siwo dometɔ aɖewoe nye nufiafia nusrɔ̃hatiwo ene la be woafia afɔdɔfe wofe nusrɔ̃hatiwo be woase nu siwo fiam wole wo la gɔme nyuie. Míele afɔ dɔm afɔta na nufialawo be woalé ŋku dɛ nusrɔ̃la siwo fe nyayɔyɔ kple nufɔfo ŋu kpɔtsɔtsɔ le la ŋu eye woade kuxi siawo ɖa aɖaŋutɔe.

NUSŔSRĎDODO KPɔ FE TOTODĖME

Nusŕsrċdodo kpɔ fe aɖaŋu si wozã le akpa sia la akpɔ nusrɔ̃lawo fe aɖaŋuwo tutu dɔ, nyatiwo gɔme sese kple susu deto dɛdɛ fe nyawo gbɔ le wofe nusŕsrċwo dodo kpɔ me le dɔdɔ si dze la nu. Nutsotsonana nusrɔ̃lawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrɔ̃lawo fe ŋgɔyiyi kple blibodede le nusŕsrċ me la dɛ ŋɔ. Nusŕsrċdodo kpɔ fe aɖaŋu la lɔ mɔnu siwo dzi woato akpɔ ale si nusrɔ̃lawo se dezã siwo woɖuna le Ghana la gɔmee la dɛ eme. Nusŕsrċdodo kpɔ fe Dɔfe 4lia si te gbe dɛ susu deto dɛdɛ dzi la hã li. Nusŕsrċdodo kpɔ fe biabiawo dze egɔme tso biabia bɔbɔetɔ dzi yi dɛ biabia sesɛtɔ dzi ale: biabia kpuikpuikpuiwo ŋu dɔdɔ, nyadu kpuikpuikpuiwo tsotso alo numedɛdɛ tso nyatiwo ŋu, nyatiwo me dɛdɛ kple nu siwo ku dɛ wo ŋu la wɔwɔ fe ŋutete si le nusrɔ̃lawo si la dodo kpɔ. Ele be nufialawo nawɔ nusŕsrċdodo kpɔ si wowɔna le nusrɔ̃yi kple esi wowɔna le nusŕsrċ vɔ megbe la fe aɖaŋu vovovowo ŋu dɔ atɔ axɔ nutsotso tso nusrɔ̃la dɛ sia dɛ fe dɔwɔwɔ ŋu. Esia lɔ nusrɔ̃lawo fe adzɔwo kple nutsotso bubuwo dɛ eme hena wofe ŋgɔyiyi le nusŕsrċ me.

Ŋlɔ nusŕsrċdodo kpɔ fe dɔfe si wozã na metsonua fe dzeside la. Le kpɔɖeŋu me

Metsonua fe Dzesidewo	Nunya fe Dɔfe	Nusŕsrċdodo kpɔ fe Aɖaŋu kple/alɔ Mɔnu
Dzro gbegblɔhawo fe dezã vovovo siwo woɖuna kple wofe vevinyenyewo me	4	Nyabiabia
Dzro sɔsɔminasɛ kple vovototo siwo le dezã vovovo siwo gbegblɔha vovovowo ɖuna le Ghana dome la me.	4	Nyabiabia

KOSIDA 15LIA

Metsonua fe Dzeside: *Dzro gbegblhawo fe dezā vovovo siwo woḍuna la kple wofe vevinyenyewo me*

NYATI: DEZĀWO

Dezāwo me ɖeɖe: Dezāwo nye kɔnu siwo woḍo anyi etefe didi la fe wɔnawo wɔwɔ si me woḍea degbenɔɔ vevitɔwo kple/alo gbɔgbɔmenuwɔnawo fiana le la. Zi geɖe la, wozāa degbe le mɔ tɔxe nu le wɔna aɖewo wɔwɔ me eye wofoa devuwo, dzia dekonuha tɔxewo heɖua ye ɖe wo dzi.

Dezāwo fe vevinyenye le gbegblhawo dome: Dezāwo le vevie na amehawo le mɔ geɖewo nu. Esiawo dometo aɖewoe nye:

- Dekonuléle ɖe te: Dezāwo ɖuɖu nye wɔna siwo me amehawo ɖea wofe dekonu fiana eye wodea bubu mawuawo ŋu le la. Wotoa dezāwo ɖuɖu me ɖoa ŋku ale si wotso du aɖe la dzi eye wodea bubu kplɔla/nunɔla alo kalɛto siwo nɔ ŋɔ le dua tsotso me kple agbenɔɔ vavā siwo me wolé ɖe asi la dzi. To dezāwo ɖuɖu me la, woḍoa ŋku mía tɔgbui kple kalɛto siwo wɔ ava kple futɔwo hegbugbo anyigba yeyewo xɔ, siwo to dzɔdzɔmefɔkuwo me kple nutefewɔla siwo fe wɔfewo gale ɖo wɔm ɖe míafe agbenɔɔ dzi la dzi. Dezāwo nye wɔna siwo me amewo dea bubu gbɔgbɔ siwo kpɔa wo dedu kple wofe dukɔwo ta hena a ɖagbe wo la ŋu le la.
- Nufiafia amewo: Dezāduɖuwo va zu nufiafia fe akpa aɖe si me wotona fiaa degbenɔɔ vavā siwo ŋu mídea asixɔɔe la tso dzidzime ɖeka dzi yi ɖe bubu dzi le mɔ tɔxe aɖe nu to gbɔgbɔmenuwɔnawo wɔwɔ, hoviuli kple fefewo wɔwɔ me.
- Ɖekawɔwɔ kple Hadomegbenɔnyawo Dodo ɖe ŋɔ: Le dezāɖuyiwo la, amewo trɔna ɖe wofe dzɔtsofe fe kɔnu siwo ɖea ame si fomevi wonye la fia la ŋu. Ameawo wɔa ɖeka be yewoaɖu kuxiwo dzi eye wodzea agbagba be yewoakpɔ dzidzo kple kesinɔnuwo le agbe me.
- Gakpɔmɔnunyawo: Dezāwo ɖuɖu nye yeyiɣi si me nutometɔwo tea ŋu dzraa wofe adzɔnuwo hekpɔa ga geɖe tso wo me elabena ame geɖewo vaa nutoa me flea nu na wo.
- Ŋɔyiyi: Dezāduɖuwo nye yeyiɣi siwo me amewo dia ga ɖe ŋɔyidɔwo wɔwɔ le nutoa me ŋu le la. Le yeyiɣi sia me la, fiawo kple dumeviwo dzɔa ga ɖe ŋɔyidɔwo kple nu hiahiā bubu aɖewo abe tsi, suku, asi kple nu bubu siwo dumeviwo ate ŋu agahiā na la didi ŋu.
- Modzakadeɖe: Dezāwo ɖuɖu wɔne be ame hatsotso vovovowo/ame siwo le ɖofe vovovowo/ame ɖe sia ɖe kpɔa dzidzo tso aɖaɖunuwɔna siwo be ɖe wo deduwo me le gbɔgbɔmenuwɔnawo kple dekonunyawo me la ŋu.
- Gbedodoɖa na mawuawo: Dezāwo ɖuɖu ganye yeyiɣi si me amewo ɖea wofe vevesese kple dzimaɖitsitsiwo gblɔna na mawuawo hedoa gbe ɖa na wo be woave yewo nu eye woakpe ɖe yewo ŋu be nu nadze edzi na yewo le agbe me.

Dezāwo fe hawo: Le Ghana dukɔa me la, woɖua dezā vovovowo ku ɖe taɖodzinu aɖe ta. Dezā siawo dometo aɖewo nyea nuɖezāwo kple ŋkuɖodzizā siwo woḍuna le fea katā me siwo me woḍea wofe dekonu xɔasi vovovowo fiana le la. Nuɖezā kple ŋkuɖodzizā vevi siwo woḍuna le Ghana la dometo aɖewoe nye:

Nuñezāwo

Hōmōwōzā: Gēawoe nye ameha siwo ɖua Hōmōwōzā le Gē kple efe nutowo me tsɔna ɖoa ŋku dɔwuame sesē aɖe fe nuwuwu dzi. Le azā la ɖuyi la, wowɔa wɔna vovovowo abe vufɔfo kple yedɖu, hadzidzi, nuɖuɖu tɔxe aɖe si nye kpokpoi kple ahawo mama ene.

Gologozā: Talensitɔwoe nye ameha siwo ɖua Gologozā le Yedzefe Gbegādzi Nuto me tsɔna bɔa mawuawo be woana yewoɔɔ agblemenukuwo le agbɔsɔsɔ gā aɖe me eye be woakpo yewo ta le agbledeyi si le ŋgɔ na yewo la me.

Samanpiidzā: Builsatɔwoe nye ameha siwo ɖua Samanpiidzā le Yedzefe Gbegādzi Nuto me tsɔna daa akpe na mawuawo ɖe wo kple wofe agblemenukuwo ta kpɔkpɔ le agbledeyi la ta.

Asɔgliawo fe Tezā: Enye nuñezā si Asɔgliawo ɖuna le Amugā Nutoa me tsɔna daa akpe na mawuawo kple tɔgbeawo ɖe wofe tewo fe ɖoɖo nyuie ta la.

Kundumzā: Enye nuñezā si Ahantatɔ kple Nzematɔ siwo le Yedzefe Nuto me la ɖuna. Woɖua azā sia tsɔna daa akpe na mawuawo ɖe agblemenukuwo ŋeɖe le agbɔsɔsɔ me ta.

Ngmayemzā: Aklɔbɔtɔwo ɖua Ngmayemzā le Yedzefe Nutoa me tsɔna ɖoa ŋku nuɖeyi fe nuwuwu dzi eye wodaa akpe na mawuawo ɖe agblemenukuwo ŋeɖe le agbɔsɔsɔ me ta.

Odwirazā: Enye nuñezā si Akropɔng-Akwapimtɔwo ɖuna le Yedzefe Nuto me tsɔna daa akpe na mawuawo ɖe agblemenukuwo ŋeɖe le agbɔsɔsɔ me ta.

Ŋkuɖodzizā

Aɖae Kesezā: Aɖae Kesezā nye azā si Ashiantiawo ɖuna tsɔna dea bubu tɔgbeawo ŋu hebiaa yayra tso wo gbɔ. Wowɔa dutɔfotakpekpe gāwo eye vufɔfo kple yedɖu hā yia edzi.

Akwasidaezā: Ashiantiawo ɖua azā sia le kɔsiɖa ade sia kɔsiɖa ade me tsɔna dea bubu tɔgbeawo. Kpe ɖe esiawo ŋu la, wowɔa wɔna vovovowo abe devufɔfo, yedɖu, nuɖuɖu kple nunonowo mama ene.

Hogbetsotsozā: Enye azā si Aŋlɔawo ɖuna le Amugā Nutoa me tsɔna ɖoa ŋku wo tɔgbuiwo fe vuvu tso Ŋɔtsiē le Togo dukɔa me la dzi.

Fetu Afahyezā: Enye azā si Fantitɔ siwo le Cape Coast kple Elmina la ɖuna tsɔna dea bubu mawuawo kple tɔgbeawo ŋu.

Dezā Bubuwo

Ahlɔelɔlezā: Enye azā si Efututɔwo ɖuna le Winneba si me woléa ahlɔe le abe wo tɔgbuiwo fe mɔzɔzɔ fe dzeside ene.

Bakatuezā: Elminatɔ siwo le Titina Nutoa me la ɖua Bakatuezā tsɔna ɖoa ŋku ɖɔkplɔyi fe gɔmedzedze dzi. Wokua tɔdzivuwu le azā la ɖuɖu me eye wofoa devuwu hā.

Dambazā: Dagombatɔwo, Gonjatɔwo kple Nanumbatɔwo ɖua Dambazā le Gbegādzi Nutoa me tsɔna ɖoa ŋku Nyagblɔɖila Muhammad fe dzidzi kple ŋkɔnanae dzi.

Akwambɔzā: Enye azā si Ajumakotɔwo, Breman Esiamtɔwo, Enyan Abaasatɔwo kple du bubuwo ɖuna tsɔna taa tɔmemɔwo, agblemɔwo kple tefe bubu siwo dumeviwo zāna la. Wogaɖua azā sia tsɔna dea bubu tɔgbeawo ŋu.

Asafotufiamizā: Enye azā si Adatɔ siwo le Gē Nutoa me la ɖuna tsɔna ɖoa ŋku ava siwo wo tɔgbuiwo wo le wofe mɔzɔzɔ tso Ile Ife va ɖo tefe si wole egbe la dzi.

Kloyosikplemizā: Enye azā si Yilo Krobotɔwo ɖuna tsɔna ɖoa ŋku wofe mɔzɔzɔ tso Kloyomi (Krobo to dzi) va ɖo tefe si wole egbe la dzi.

Dodeasi

1. Ēe nu si dezā nye la me.
2. Ŋlɔ dezā siwo woɖuna le Ghana la fe hatsotso etɔ̃ eye nàna wo dometɔ ɖe sia ɖe fe kpɔɖeɲu eveve.
3. Yɔ dezā si woɖuna le miafe nuto me la eye nàflɔ ŋku ɖe susu etɔ̃ aɖe siwo ta wòhiã be miafe nutometɔwo naganɔ azã sia ɖum ɖo la me.

Nufiamɔnuwo

1. Nusɔsrɔ si ku ɖe kuxiwo ɖeɖe ɖa ŋu
 - Klase la katã fe nuwɔna: Midzro dezāwo ɖuɖu me.
2. Hamedodeasi/Nusɔsrɔ le ha me
Nusrɔla siwo ŋu ŋutete vovovowo le la fe dɔwɔwɔ le hatsotso
 - Midzro dezā siwo woɖuna le Ghana la fe hawo me.
 - Mina dezā si gbegblɔha vovovo siwo le Ghana la ɖuna la fe vevinyenye.
 - Mikpɔ viɖio siwo ku ɖe dezā siwo gbegblɔha vovovowo ɖuna le Ghana la.
3. Klase la katã fe numedzodzro
 - Midzro nu siwo miekpɔ le viɖio la me la me. (**Nu/ame ka** ŋu azã la ɖuɖu ku ɖo? **Ame kawoe** le azã la ɖum? **Nu ka ta** wole azã la ɖum ɖo? **Afi ka** wole azã la ɖum le? **Ye ka yi** (yleti ka me) woɖu azã la?)
 - Migblɔ nu siwo ŋu mielɛ ŋku ɖo le viɖio la me la hena klase la fe numedzodzro.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 4lia – Nyabiabia

1. Lé ŋku ɖe gɔmesese si le dzesi siwo wozāna le dezā si woɖuna le miafe nuto me la ŋu la eye nàtso nya me le eɲu. (adɔ 10)
2. Flɔ ŋku ɖe dezāwo fe wɔfe le dukɔa fe ŋgɔyinyawo kple akɔntanana tso hadomegbenɔnɔ fe wɔnawo ŋu me. (adɔ 10)

PLC Session 15

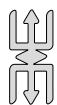
45 minutes

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.

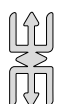
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

KOSIDA 16LIA

Metsonua fe dzeside: *Dzro sɔsɔminasɛ kple vovototo siwo le dezā vovovo siwo gbegblɔha vovovowo duna le Ghana la dome la me*

NYATI: DEZĀ SIWO WOÐUNA LE GHANA LA SƆSƆ KPLE WO NƆEWO

Dezā siwo woḍuna le Ghana (Numetoto): Dezāwo nye dekonuzā kple/alo wɔna siwo ku ɔe gbɔgbɔmekɔnuwo ɲu siwo ameha aɔe ɔoa anyi etefe didi la wɔwɔ tso yeyi yi yeyi. Woḍua dezāwo tsɔna ɔoa ɲku kɔnu kple wɔna aɔewo dzi, alo tsɔna naa gbedeasi vevi siwo ku ɔe dekonu ɲu la amewo. Zi geɔe la, wozāa degbe le wɔna tɔxɛ aɔewo wɔwɔ me eye wofoa devuwo, dzia dekonuha tɔxewo heɔua ye ɔe wo dzi.

Ale si woḍua dezā vovovowo le Ghana: Gbegblɔha vovovowo ɔua wofe dezāwo le mɔ vovovowo nu. Dezā siwo woḍuna le Ghana kple wofe dzesidenuwɔ dometo aɔewo nye esiwo gbɔna.

Hɔmɔwɔzā: Gɛawo ɔua Hɔmɔwɔzā le Gɛ le Ghana dukɔa me. Woḍua azā la le Dasiamime me fe sia fe. Azā la ɔuɔu fe toɔɔmee nye esi gbɔna:

Dzadzraɔwɔwɔ

Trɔnua si le mawuawo tefe la wɔa dzadzraɔ ɔoa ɲɔ. Wofāa bli tsɔna ɔea ɔɔɔezizi le yeyi aɔe me kple gbedodoɔa na anyigba la fe dzeside fiana. Wɔna sia yome vusedede nɔna.

Hafi woaɔe vuse la, wowɔa kɔnuwo le ɲkeke si woyɔna be “odadao” la dzi. Wodea nu tɔ (wowɔa kɔnu na atsiafu la) eye emegbe la, evenɔviwo fe azā si nye “yeeyeyee” la kplɔnɛ ɔ. Hɔmɔwɔzā la ɲuto ɔuɔu kplɔa wɔna sia(wo) ɔ le Memliɔa evelia gbe le Dasiamime me.

Woḍaa dekonunuduwo abe kpokpoi (si wotsɔa amɔku si tsi la ɔane la) ene.

Wotɔa dekonunudodowo eye woḍaa atsyɔ na tefe vovovo siwo wɔna veviwo yia edzi le la.

Azā la ɔuɔu

Wodzea azā la ɔuɔu gɔme kple tsatsa le ablo dzi. Fiawo, dumegāwo kple ame ɲkutawo nɔa ɲɔgbɛ le wɔna sia wɔwɔ me.

Wofoa devuwo heɔua ye ɔe wo dzi.

Azāɔulaawo ɔoa dekonuwuwo alo taa dekonuvɔwo.

Wosaa vɔ na mawuawo kple tɔgbɛawo.

Fiawo kple dumegāwo wua kpokpoi, dekonunuduwo si woḍana le azā la dzi ko.

Fomeawo hā ɔaa woawo ɲuto fe kpokpoi hemana na wofe afekɔmetɔwo.

Ʋutsuwo ɔua nu le agba ɔeka me tsɔna ɔea ɔekawɔwɔ fe dzeside fiana.

Wɔna Veviwo

Nuduwo kple dzidzɔkpɔkpɔ: Womaa dekonunuduwo eye amewo foa fu kpɔa dzidzɔ.

Devufofo kple yedufu: Woɖua ye kple ɖusẽ tsɔna ɖea Gẽawo fe degbenɔwɔ fiana.

Dekɔnuwɔnawo: Woɖea aɖaɖunuwɔwɔwɔ fiana to dekonunutatawo, dekonunukpakpawo kple bubuawo me.

Wofoa azã la ta kple akpedakɔnu si woyɔna be ‘ɖɔwala (nyuididiname) kple ‘tsese bulemɔ’ (asidede le nu siwo dzɔ va yi la ɖu) la.

Vevinyenye

Gẽawo ɖua Hɔmɔwɔzã tsɔna ɖoa ɖku wofe nuɖeyi dzi eye wodaa akpe na mawuawo ɖe nuɖeɖe le agbɔwɔ me ta.

Edoa ɖekawɔwɔ, dekonu kple domenɔnuwo léle te kpakple dumeviwo fe kadodo nyui me nɔwɔ fe wɔnawo ɖe ɖɔ.

Odwirazã nye dezã si fia kple ame siwo tso Fanteakwa Nuto me le Ghana fe Yedzefe Nuto me la ɖuna. Ame siwo tso Akropong-Akuapem, Aburi, Larteh, Mamfe kple bubuawo le Yedzefe Nuto me la ɖua Odwirazã la. Woɖua dezã sia fe sia fe le Anyɔnyɔ kple Kele me. Le dekonu nu la, yeyiɔ si wotiana na azã la ɖuɖu la doa go ɖe nyea nuɖeyi, si me nuɖuɖu bɔna le la me. Le yeyiɔ sia me la, wodaa akpe na tɔgbewo. Abe tezã la ɖuɖu ene la, woɖea akpedada fiaa tɔgbewo to tedzawuwu na wo me.

Woɖua Odwirazã la le ɖoɖo tɔxe aɖe nu. Woɖo ɖoɖo tɔxe sia anyi le dekonu nu tso blematɔwo dzi va se ɖe egbe eye wozɔna ɖe edzi ale:

Adaebutu (Usedede)

Esia nye yeyiɔ si me wodea ɖugble le ɖoɖoezizi me fe yeyiɔ le. Wodea vuse le ɖkeke blaene siwo doa ɖɔ na Odwirazã la ɖuɖu la me le Akuapem nutoa katã me. Woɖoa asi ylidodo kple kukɔnuwo wɔwɔ fomevi ɖe sia ɖe fe wɔnawo dzi.

Odwirazã fe Dzodagbe

Le Bluawo dome la, dzixɔse li be fia mekuna o, ke boɖ ‘eyia kɔfe’. Le Odwirazã fe Dzodagbe la, wowɔa mɔtakɔnu si me wotaa mɔ si yi kɔfe si me wobuna be fiawo yina la me. Kɔnu sia wɔwɔ lo mɔ siwo dzi wotona le azã la ɖuɖu me la tata ɖe eme tso Akropong fe titina si nye Okuapeman fe toxɔdu yi ɖe fiasã si woyɔna be Amanprobi la me. Ablafowo kple wofe fia (Adumhene) la nɔa ɖɔ le blemakɔnu sia wɔwɔ me. Mɔtata sia nye dzeside be tɔgbewo (Nananom) ava ɖu azã la kpli yewo le Okuapefia (Okuapehene) fe fiasã me.

Odwirazã fe Bladagbe

Woxɔ se be Odwirazã la nye gbɔgbɔmenunana tso hlɔ si me tɔwo ɖua fia la gbɔ. Le ɖkeke sia dzi la, Gyaasehene – Akuapem nutoa fe dufia atɔawo dometɔ ɖeka si nye ɖɔgbeto na fiawo katã la kpea Banmuhene (Fiagã si le fiasã la me kple agbonuglã na tɔgbewo fe wɔnawo) wòyia egbɔ.

Gyaasehene la naa nyanya Banmuhene la be Okuapehene si wogayɔna be Omanhene la le klalo na Odwirazãɖuɖu la. Gyaasehene la dea ɖɔ asi na Banmuhene la be wòatrɔ ayi ɖe ave kɔkɔe, afi si fiasã la le la me, ade dahũ kple tɔgbewo (Nananom) eye wòatsɔ Odwirazã la tso tɔgbewo gbɔ ve na Okuapehene la.

Le Odwirazã fe Bladagbe ake la, tɔgbuizikpui 7 siwo le Akropong la fe fomea hea te yeye si woho la ɖe go. Wowɔa wɔna sia le Kubri fe afe me. Do ɖɔ na ɖkeke kple gafofo sia la, se

mede mɔ be ame adeke naɖɔ te yeye kpɔ le Akuapem duwo dometo adeke me o. Se mede mɔ be woadui le dua me hã o. Okuapehene nɔa zi me helalaa Baamuhene kple ejutimewo be woatsɔ Odwirazã fe yayra vɛ na ye. Nenyɛ be Baamuhene kple ejutimewo trɔ gbɔ kple Odwirazã fe yayra la ko hafi woate ɲu aɖu Odwirazã la.

Nenyɛ be Baamuhene la trɔ gbɔ la, eyina ɖe Okuapehene la gbɔ, eye wotsɔa azãɖuwo tsyɔa ta na wo elabena woxɔe se be Baamuhene la kple Okuapehene la koe kpɔ nu si tɔgbeawo tsɔ na wo la. Le kɔnu sia wɔwɔ vɔ megbe la, woɖea vuse la.

Odwirazã fe Kuɖagbe

Le ɲkeke sia dzi la, Akropong duwo katã gena ɖe konyifafa me. Wowɔa nu yibɔ kple nu yi eye fometɔwo foa fu hefaa konyi tso ameyinugbewo ɲu. Okuapehene la ɖia tsa yia zikpuixɔ adre siwo katã le Akropong siwo nye – Aboasa, Asona, Twafo, Benkum, Kyeame kple Akrahene – la hefaa konyi kple wo.

Tso fɔɲli me la, woɖoa ɲku tɔgbeawo (Nananom) kple dumevi siwo katã ku le fe si va yi me la dzi le afeko ɖe sia ɖe me le Akropong hede bubu wo ɲu. Wobuna be tɔgbe siwo yewota mɔ na abe azã la ɖuɖu fe akpa ade ene la nɔa yewo dome le Odwirazã la ɖuɖu me.

Odwirazã fe Yawoɖagbe

Okuapem dua (Okuapeman) xɔ Mawugã dzi se eye nenyɛ be wosa akpedavɔ nɛ la, woawo hã ɖoa kpe wofe nutefewɔwɔ dzi na Omanhene – ame si le Ofori Kuma fe zi dzi. Le ɲkeke sia dzi la, Okuapehene nɔa atsyɔɖɔɖɔ tɔxɛ ade me eye wɔnɔa zi me hexɔa ame siwo katã va dea ta agu nɛ la.

Le yeyiɣi sia me la, ɖetugbivi ade si nye Omanhene srɔwo dometo ɖeka le dekonu nu la, zɔna toa dua fe ablɔ gãwo dzi hetsɔa nuɖuɖu tɔxɛ ade si nye “Eto” la na srɔa. Emegbe le ɲkekea me la, fiasã la fe agbonuglã – si nye Banmuhene la kple ejutimewo zɔa ablɔwo dzi hetsɔa “Eto” la yina ɖe Nsurem – Omanhene gbãto fe yɔdokpe dzi si nye tefe kɔkɔefe gbãto la hena nuɖuɖu tɔgbeawo. Fia bubu siwo tso fiafomewo me la hã naa nuɖuɖu tɔgbeawo.

Le fiẽ ga 7 me la, Okuapehene kple efe dufia atɔawo – Gyaasehene, Benkumhene, Nifahene, Adontenhene kple Kurontihene – yina ɖe tɔgbuizikpuixɔ kɔkɔewo me ɖekaɖeka ɖagbugbɔa adzɔgbe ɖena na Ofori Kumazi la tso wofe nutefewɔwɔ ɲu. Kɔnu vevi sia wɔwɔ nye ɖasediɖi tso Akuapem Fiaɖufea fe ɖekawɔwɔ ɲu.

Le zã ga 10 me la, wodea se si tsi tsitre ɖe dodo le zã me ɲu. Ɖoɖoe zina le zã me le Akropong duwo me elabena ablafo wo tsɔa Okuapeman fe tɔgbuizikpuiwo kple atsyɔɖɔɖɔwo toa Akropong dua fe ablɔ siwo dzi wometona o la dzi yina ɖe Ademi mu (blematɔsisi) hena kɔnu si nye tsilele na tɔgbuizikpuiawo la wɔwɔ. Le wofe tɔtrɔ gbɔ me la, wotsɔa wo ɖokuiwo ɖafiaa Okuapehene hetsɔa tɔgbuizikpuiawo kple atsyɔɖɔɖɔ siwo wole tsi na la nɛ. Le kɔnu sia wɔyi la, woxɔe se be mele be ame siwo menye kɔnuwɔlaawo o la dometo adeke nakpɔ wo o. Le bebemekɔnu sia wɔwɔ me la, Okuapehene la ɖea amama hafi wotsyɔa avɔ kɔkɔe ade nɛ eye wɔdaa tu zi etɔ tsɔna ɖea ɲkekea kple kɔnu la fe nuwuwu fiana. Esia gaɖee fia be Omanhene la kpɔ ɲusẽ awɔ dutofotakpekpe gã la le ɲkeke si kplɔ esia ɖo la dzi.

Odwirazã fe Fiɖagbe

ɲkeke sia le vevie elabena eya dzi wofoa azã la ta le le kɔnuwo wɔwɔ kple dekonuwɔnawo ɖeɖe fia me. Fiawo, dumegãwo kple Okuapemantɔwo foa fu ɖe Mpeniase (ati gbãto si wodo le esime Akropong zu toxɔdu na Okuapeman la fe ɲkeke gbãto dzi la te. Ɖe esia ta la, Mpeniase va zu tefe si Akuapeman fiaɖufea wɔa gbɔgbɔmekɔnuwo le la) ɖadea ta agu

le gaglāgbe. Ame kpekpe vovovowo abe mawudɔwɔlawo, dziɖuɖua fe ame dɔdɔwo kple bubuawo ene vaa dutofotakpekpe sia eye Okuapehene gblɔa nu siwo yi edzi le fe si va yi me la kple ngɔyido siwo woade to me le fe yeyea me la na ameawo. Okuapehene la xɔa nyuidiname gbedeasiwo tso dziɖuɖua kple efe etevi siwo le afe kple gbe siaa la gbɔ.

Omanhene la gblɔa ale si nuwo le edzi yim le fiaɖuafea la na Okuapeman dua. Ŋkuléle ɖe azã siwo woɖu le fe siwo va yi me la ŋu la ɖee fia be ŋkeke sia dzi koŋ woxɔa amedzro geɖewo le le azã la ɖuɖu me. Wɔna vovovowo abe fefewɔwɔ, tugbefiaɖodo kple bubuawo ene yia edzi le zã me. Adzɔnuwo fe dɔwɔfewo zãa mɔnukpɔkɔ sia doa boblo wofe adzɔnuwo to alɔdodo azã la kple wɔna tɔxe aɖewo wɔwɔ me.

Odwirazã la nye azãɖuɖu si me woɖea deɖɔnu xɔasiwo, aɖaɖunuwo, atsyɖɖodo, hadzidzi, nutata kple nuɖuɖuwo fiana le la. Woɖea deɖɔnuwɔna vovovowo fiana eye wovua mɔnukpɔkɔ yeyewo fe agbowo na dumeviwo. Míelɔa míafe deɖɔnu, kpɔa míafe nuwo fe dedinɔɔ ta eye míeɖea nu si wònye na mí la fiana. Ne mí Akuapemtɔwo fe nuwɔna kple míafe gbeɖɔgblo tɔxe la nyo ŋuwò la, mɔnukpɔkɔ su asiwò be nàsrã mí kpɔ. Anye dada na mí be míado dzaa na wò eye míade míafe deɖɔnu afia wò kple xexea me katã.

Odwirazã fe Memliɖagbe kple Kɔsiɖagbe

Le Memliɖagbe la, womewɔa kɔnu aɖeke o, ke boŋ dumeviwo ulia ho le fefe vovovowo abe afɔbɔlufɔfo, atidada kple bubuawo ene me. Zi geɖe la sɔheawo wɔa wɔna siawo abe modzakadeɖe kple dzidzɔdodo ɖe ame nɔewo ŋu le nutoa me ene.

Le Kɔsiɖagbe la, Krontihene na Akuapem dua wɔa dutofotakpekpe tɔxe aɖe abe Odwirazã la ɖuɖu fe akpa aɖe ene tɔna foa azã la ta.

Fetu Afahyezã

Fetu Afahyezã nye dezã si fiawo kple dumevi siwo tso Cape Coast Nuto me le Titina Nuto me le Ghana la ɖuna fe sia fe. Woɖua azã sia tɔna ɖoa ŋku lã sɔgbɔ ɖeɖe le atsiafu me dzi. Wogaɖunɛ tɔna saa akpedavɔ na Oguaa Nutoa fe mawu blaadre-vɔ-adreawo (77) kpe ɖe nutoa me dzadzra ɖo ŋu.

Dzadzraɖowɔwɔ ɖe azã la ɖuɖu ŋu dzea egɔme le Dasiamime fe kɔsiɖa memlɛtɔ me. Le yeyiɣi sia me la, Oguaa nutoa xɔa amedzro vovovowo tso tefe geɖewo. Oguaa vidzidzi siwo le du vovovowo me le dukɔa me kple esiwo le gbetadukɔwo me siaa hã gbɔna. Azã la nuto ɖuɖu yia edzi le Anyɔnɔ fe Memliɖa gbãtɔ gbe.

Do ŋɔ na azã la nuto ɖuɖu la, wofoa dufia (Omanhen) la dea xɔ kɔsiɖa ɖeka. Le dufia la fe xɔmenɔɔ fe yeyiɣi sia me la, dufia la dea ŋugble eye wòbiaa nunya tso Wɔla (Oboadze) la kple tɔgbeawo gbɔ. Ye aɖewo yi ne ehiã la, enana efe ɖɔkita kpɔa egbɔ kple susu be wòanɔ lãmesẽ me eye efe susu nanɔ tenu ale be wòate ŋu awɔ wɔna kple dɔdeasi siwo le ŋɔ ne la hena azã la fe dzidzedze. Le dufia la fofo de xɔ fe kɔnuwo wɔwɔ vɔ megbe la, edona ɖe dutɔfo le atsyɖɖodo gã aɖe me eye wòyia zikpuixɔ me ɖafoa tsi ɖi hebiaa yayra tso Oguaa mawuawo blaadre-vɔ-adreawo (77) siwo dzi amewo xɔ se be woawoe kpɔa Oguaa nutoa dzi la.

Ele vevie be míade dzesii be do ŋɔ na azã la ɖuɖu la, wodea vuse eye wogadea se ɖe lãɖeɖe le Fosu Tagba la me ŋu, kple susu be togefafa kple ŋutifafa nanɔ anyi. Woxɔe se be wɔna siawo wɔne be Oguaa mawuawo nɔa ŋɔ na ame siwo wɔa ɖodowo ɖe azã la ɖuɖu ŋu la. Zi geɖe la, wowɔa kɔnu sia doa ŋɔ na Anyɔnɔ fe ŋkeke 1.

Oguaa nutoa fe Fosu Tagbamu dzi kpɔlawo (Emissafo) hã foa tsi ɖi le azizãdzi (tefe si tagbamu la de nu atsiafu me le la) eye woyɔa tɔgbeawo fe gbɔgbɔwo be woade dzɔgbevɔe

de sia de si adi be yeadō agba me na amedzro siwo le azā la dum la dā. Susu si ta wogafoa tsia dī dō lae nye be woana yewoadē lā sōgbō, agblemenukuwo nawō na yewo le agbōsōsō me, eye nu nadze edzi na yewo.

Dumedzradogbe hena lāmesēmenōnō (“Emuntumadadze”) — Enye nkeke si dzi sōhewo kple tsitsiawo siaa dzraa wo nāfewo dō to gbēdudūwo dēdē le gōtawo me kple aṇōsisi na xōwo kple nutoa me be woanya kpō hafi woadū azā la ṇuto si nye “Bakatue” la.

Le Dasiamime fe Dzoḍa mamlētō de sia de gbe la, wodōa ṇu le Fosu Tagbamu la to si te de efe trōfea ṇu la. Ame sōgbō adewo foa fu de trōfea be yeawoakpō trōnua kple amegāsi siwo le nutoa me la fe amlimatsitsi tefe. Zi gedē la, wowōa wōna sia le zā blibo la katā me va se de ṇufōke. Le wōna sia wōwō me la, wofoa vu eye trōnua kple amegāsiwo dūa yē. Woyōa wo tōgbuitōgbuiwo fe gbōgbōwo be woagblō nu siwo adzō le fe si gbōna la me la na yewo. Wōna gedewo yia edzi le Blaḍa si kplō Dzoḍa sia gbe dō la dzi abe kōnuwo wōwō le Fosu trōkpō nu eye mlēba le nkekea me la, wovlia ho le tōdziwukuku me le Fosu Tagba la dzi amewo kpōna le dufia (Omanhen) la fe tsifofo dī le azizā nu vō megbe.

Abe se si wode de lāḍēdē le Fosu Tagbamu la me ṇu do ṇgō la dēdē ene la, dufia (Omanhen) lae nye ame gbātō si daa dō de tagbamu la me zi etō tōna dea sedede la dā hena lāḍēdē le tōa me. Nenyē be dufia (Omanhen) la de lā sōgbō la, enye dzeside be woadē lā le agbōsōsō me le lāḍeyi si gbōna la me. Ame tōxē adewoe kpōa wōna sia tefe eye wonōa tu dam le wōna la wōwō me. Wōna siae woyōna be “Bakatue”.

Le Kuḍagbe la, Oguaa Nutomefiawo xōa Cape Coast vidzidziwo hedoa dzaa na wo. Asafoha siwo nye dedinōnōdzikpōha adreawo la foa vu heḍua yē le nkeke sia dzi. Eganye nkeke si dzi amewo bōa ha kple wo nōewo eye wōḍea masōmasōwo keṇ le la.

Wowōa subōsubōwōna adē le Nana Paprata fe trōkpō nu le Yawoḍagbe fe zā me kpēna de kōnuwo wōwō kple yēdudū (“Adammba”) ṇu tōna yōa tōgbeawo fe gbōgbōwo kple susu be trōnuawo kple amegāsiwo nate ṇu aka dufa. Zi gedē la wōna sia yia edzi vuu va se de ṇu fe keke. Taḍodzinu vevitō si ta wowōa kōnu sia dō lae nye be woanya gbōgbō baḍa adē si aṇō Oguaa Nutoa me la dā. Zi gedē le yeyiṇi sia me la, wotsōa nyitsu saa vōe de Oguaa Nutoa ṇu. Do ṇgō na vōsa sia la, wotsōa nyitsu la yia Nana Tabir fe trōkpō nu ḍaklōa nyitsu la ṇu hena vō la sasa le nkeke gā la dzi. Wowua nyi la emegbe le Papratam, tefe si ḍetifuti adē le la. Gbe si gbe wole azā la ta fom la, fiagā (Omanhen) la nōa zi me le atsyōḍoḍo me le ḍetifuti la te eye efe dufiawo, tofiawo kple dumegāwo nōa eṇuti eye wōfoa nu na Oguaa vidzidziwo kple amedzroawo hegaḍoa ṇku nu siwo dzō va yi le blema la hā dzi na wo. Le nufoa megbe la, fiagā (Omanhen) la kple efe dufiawo kple tofiawo zōna yia Tabir trōfea, tefe si wotsia ka afō na nyitsu la dō la. Fiagā la foa tsi dī eye wōgawōa kōnu vovovowo le afi ma hegbōna na tōgbeawo be woave Oguaa Nutoa nu. Le yeyiṇi sia me la, etsōa adekpui adē eye wōwua nyi la na trōawo.

Le vōsa la wōwō vō megbe la, wofoa Fetu Afahyezāla ta le Anyōnyō fe Memliḍa gbātō gbe. Le nkeke sia dzi la, nukpōla tōxē gedewo dona vana kpōna Asafohawo fe gbōlōlō si yia edzi zi gedē le Cape Coast dūa fe ablōwo dzi tso Kotokuraba to Chapel Sqare yi de fiasā la me. Ame gedewo tsoa dukōa fe akpa vovovowo dīa tsa vaa Cape Coast ḍakpōa azā sia dūdu tefe. Fiawo wōa dutofotakpekpe le nkeke sia dzi tōna dea ṇugble le nu siwo le fu ḍem na Oguaa Nutoa kple Asafohawo ṇu be woate ṇu akpō Oguaa Nutoa fe dedinōnōnyawo ta. Uufofo, yēdudū kple tsifofo dī yia edzi le nkeke sia dzi be woatsō adze fe yeye si me wokpōa mō na ṇutifafa kple nudzedziname le la gōme.

Egbenkuvuuu fe wōnawo abe Afahye nutoa fe hovioli le yēdudū, dekonunūdudūwo ḍaḍa, afōbōlufōfo, dekonunūdodowo kple aḍaṇunu bubu gedē siwo nye dekonu fe akpa adē la wōwō me nye wōna siwo dōa atsyō na azā la dūdu, vevietō yē si Tugbefia Mama Afahye

ɔuna le atsiã tɔxɛ aɔe me la, nye nukpɔkpɔ.

Le azãɔɔɔ fe ŋkeke siawo megbe la, wogawɔa sɔlemetakpekpe gã aɔe le Kɔsiɔagbe. Sɔlemeha vovovo siwo le nutoa me la foa fu ɔe Victoria Park hewɔa sɔleme ɔekae tsɔna daa akpe na Mawu ɔe Oguaa nutometɔwo fe azãɔɔɔ le ŋutifafa me ta. Kpe ɔe esia ŋu la, wogatoa wɔna sia me diaa ga na Oguaa Nutoa. ɔe esia ta la, fiagã la, efe fiawo kple dumegãwo dea sɔlemetakpekpe gã sia eye wozãa mɔnukpɔkpɔ sia ɔea gbefã le ŋkeke si dzi woagaɔ azã la le le fe si gbɔna me la ŋu.

Dezã siwo woɔuna le Ghana la sɔsɔ kple wo nɔewo: (*Le yeyi si me la, ele be nusrɔlawo nasrɔ nu tso dezã bubu ŋu eye woatsɔ wo asɔ kple wo tɔ.*) Le kpɔɔɔ me:

Odwirazã kple Fetu Afahyezã nye dezã vevi siwo woɔuna le Ghana la. Woɔea degbenɔɔ fe domeniyinu xɔasi kple deɔnu siwo le Ghana nutowo me la fiana, gake vovototo tɔxewo le wo dome:

Odwirazã

1. Ameha/Gbegbloha si ɔune: Bluawo, vevietɔ/ dometɔ siwo nye Akwamuawo kple Akyemɔwo.
2. Taɔɔɔzinu: Be woatsɔ awɔ gbɔgbɔmedzadzraɔ, akplɔ dua me, eye woakpɔ dzidzɔ tso ɔekawɔwo kple ŋusɛ si le fiaɔufe me la ŋu.
3. Wɔna siwo yia edzi: Kɔnuwo wɔwɔ, vufɔfo, yedɔɔ, hadzidzi kple vɔsasa na tɔgbewo kple trɔwo.
4. Yeyi si fe didime: Woɔua azã sia le ŋkeke geɔewo me.

Fetu Afahyezã

1. Gbegbloha si ɔune: Oguaatɔ siwo le Cape Coast
2. Taɔɔɔzinu: Woɔune tsɔna ɔoa ŋku Oguaatɔwo fe blemanudzɔdzɔwo, deɔnu kple ɔekawɔwo dzi.
3. Wɔna siwo yia edzi: kɔnuwo wɔwɔ, vufɔfo, yedɔɔ, hadzidzi kple vɔsasa na Oguaa trɔwo.
4. Yeyi si fe didime: Woɔua azã sia le kɔsiɔa ɔeka me.

Vovototo Vevitɔwo

1. Wɔna tɔxewo: Bluawo fe akpa gãtɔ ɔua Odwirazã, gake Oguaatɔ siwo le Cape Coast la ɔua Fetu Afahyezã.
2. Blemanudzɔdzɔwo: Blemanudzɔdzɔ siwo ku ɔe Odwirazãɔɔɔ ŋu la do tso Bluawo fe fiaɔufewo, gake Fetu Afahyezã ku ɔe Oguaatɔwo ɔeɔ fe blemanudzɔdzɔwo kple deɔnu ŋu.
3. Kɔnuwo kple wɔnawo: Le esime wowɔa kɔnuwo kple deɔnuwɔnawo le dezã eveawo ɔɔɔ me la, wofe kɔnu kple degbenɔɔ tɔxewo to vovo tso wo nɔewo gbɔ.

Dodeasi

Ŋlɔ nyahehe kpui aɔe nàtsɔ ade nyati si gbɔna la dzi alo nàtsi tsitre ɔe ɛɲu: “Enye sɔheawo fe dodeasi be woano gome kpɔm le dezāwo ɔɔɔ me hena wofe domenyinuwo léle ɔe te”

Nufiamɔnuwo

1. Nusɔsrɔ tso kuxiwo ɔɔɔ ɔa ɲu: Klase la katā fe numedzodzro
 - Mito nusɔsrɔ si ku ɔe dezāwo ɔɔɔ ɲu la me.
 - Midzro dezā siwo gbegblɔha siwo le Ghana la ɔuna la me, vevieto wofe hawo.
 - Midzro dezāwo fe vevinyenye le miafe nuto me me.
2. Hamedodeasi/Nusɔsrɔ le ha me: Nusrɔla siwo ɲu ɲutete vovovowo le la fe ɔwɔwɔ le hatsotso me
 - Hatsotsowo nedzro sɔsɔminasɔe kple vovototo siwo le dezā siwo woɔuna le wofe gbegblɔha me kple esiwo gbegblɔha bubuwo ɔuna le Ghana la dome la me.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe ɔɔfe 4lia - Nyabiabia

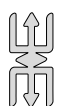
1. Yɔ dezā atɔ aɔe siwo woɔuna le Ghana la kple gbegblɔha siwo ɔua wo la wotɔxewotɔxɛ. (adzo 5)
2. Tso dezā siwo woɔuna le miafe nuto me la dometo ɔeka sɔ kple esiwo nɛyɔ va yi la dometo ɔeka. (Le kpɔɔɛɲu me, dezāawo fe ɲkɔwo, gbegblɔha siwo ɔua wo, yeyiɲi siwo me woɔua wo, ale si woɔua wo, kɔnu siwo wowɔna le dezā siawo ɔɔɔ me, dezāawo fe vevinyenyewo kple bubuawo. (adzo 12)
3. Ame aɔewo xɔe se be dezāwo ɔɔɔ megahiā le egbenkuvuvu fe yeyiɲiwo me o. Ŋlɔ leta nàɔe dezāwo ɔɔɔ fe vevinyenye kple nuvānyenye na Ghana dukɔa le egbenkuvuvu fe yeyiɲiwo me gblɔ gbadzaa. Zā wò nunya ku ɔe dezā vovovowo ɔɔɔ ɲu nàtsɔ aɔo kpe wò numedɔe la dzi eye nàflɔ ɲku ɔe nu siwo dezāwo maɔumaɔu ate ɲu agblɛ le nuto vovovowo ɲu la me (adzo 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.

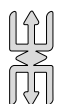
3. Plan the week's key assessment with your app

- 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.

Akpa 7lia: Tafofo

Kosiɖa wuiatɔlia kple wuiadelia dzro nu me tso dezāwo, wofe hawo, kple wofe vevinyenye ɔ. Etsɔ dezā eve sɔ kple wo nɔewo be woakpa sɔsɔminasɔe kple vovototo siwo le wo dome la ɖa. Wowo esia kple susu be nusrɔlawo nanya nu tso woawo ɔtɔ fe dekonu ɔ eye woase gbegblɔha bubuwo fe dekonuwo gome. Míafe mɔkpɔkpɔe nye be le nusɔsrɔ sia me toto va megbe la, nusrɔlawo atrɔ ɖe wofe dzɔtsofe, wofe dekonu, wo de tɔwo fe agbenɔɔ vavā siwo ɔ asixɔɔ le kple wo deduwo ɔ eye woalé wo ɖe te. Agakpe ɖe nusrɔlawo ɔ eye wɔdado ɔusɛ wo be woawo ɖeka eye woakpa dzidzo ɖe wofe dekonuwo ɔ. Agana woasrɔ ale si woabu ta me, ahaɖe aɖaɔ eye woasrɔ nya vovovowo be woate ɔ azā nya siawo le dzedɔɖo tso nu siwo le edzi yim le dukɔa me kple xexea me godoo la ɔ.



ASIDEDE NUSRŌ JE NYATI VEVIWO DODO KPŌ TE JE DODOWO

KOSIDA 15LIA

Biabia 1: Lé ŋku de gomesese si le dzesi siwo wozāna le dezā si woḡuna le miafe nuto me la ŋu la eye nātso nya me le eṇu. (adzo 10)

Nufiala la nebia nya siwo gbōna la eḡokui hafi wōanya adzo si yeana nusrōlawo.

- 1. Dzesidede dzesiawo: De nusrōla la te ŋu de dzesi dzesi tōxe siwo wozāna le dezāḡuḡu me kple wofe gomesesea?*
- 2. Dzesiawo me dzodzro: De nusrōla la te ŋu dzro dzesiawo fe vevinyenye kple wofe wḡfewo me le dezāḡuḡu mea?*
- 3. Nyametsotso: De nusrōla la te ŋu tso nya me nyuie ku de dzesiawo fe vevinyenye ŋu le dezāḡuḡu me le wofe nutoa mea?*

Adzōnanaṇutiḡoḡowo

- Na adzo 9-10 de numedzodzro kple nyametsotso deblibo, dzesidede dzesiawo kple wofe vevinyenyewo me deḡe ta.*
- Na adzo 7-8 de numedzodzro kple nyametsotso nyuitō, dzesidede dzesiawo dometo aḡewo kple wofe vevinyenyewo me deḡe ta*
- Na adzo 5-6 de numedzodzro kple nyametsotso si ka de eme, dzesidede dzesiawo dometo vḡ aḡewo kple wofe vevinyenyewo me deḡe ta*
- Na adzo 1-4 de numedzodzro kple nyametsotso si menyo kura o, dzesidede dzesiawo dometo vḡ aḡewo alo dzesimademade dzesiawo kple wofe vevinyenyewo me deḡe ta*

Biabia 2: Flō ŋku de dezāwo fe wḡfe le dukḡa fe ṇḡyinyawo kple akōntanana tso hadomegbenḡḡo fe wḡnawo ŋu me. (adzo 10)

Nufiala la nebia nya siwo gbōna la eḡokui hafi wōanya adzo si wōana nusrōlawo.

- 1. Dukḡa fe ṇḡyiyi fe gomesese: De nusrōla la te ŋu de dukḡa fe ṇḡyiyi kple akōntanana tso hadomegbenḡḡo fe wḡnawo ŋu mea?*
- 2. Dezā fe wḡfewo: De nusrōla la te ŋu flō ŋku de dezāwo fe wḡfe le dukḡa fe ṇḡyiyi kple akōntanana tso hadomegbenḡḡo fe wḡnawo ŋu mea?*
- 3. Kpḡḡeṇuwo kple kpḡḡodzinyawo: De nusrōla la te ŋu na kpḡḡeṇu veviwo kple kpḡḡodzinyawo tso ḡo kpe efe numedzodzro la dzia?*
- 4. Nyametsotso: De nusrōla la te ŋu wḡ nyametsotso nyui aḡewo ku de dezāwo fe vevinyenye le dukḡa fe ṇḡyiyi kple akōntanana tso hadomegbenḡḡo fe wḡnawo ŋu mea?*

Adzōnanaṇutiḡoḡowo

- Na adzo 9-10 de numedzodzro kple nyametsotso deblibo, gomesese nyuitō ku de dezāwo fe wḡfe le dukḡa fe ṇḡyiyi me kple kpḡḡeṇu siwo dze la nana ta. Nyametsotso la me kḡ eye wowḡ dḡ de nya si nusrōla la gblō la dzi.*
- Conclusion is clear. Na adzo 7-8 de numedzodzro kple nyametsotso nyui, gomesese nyuitō ku de dezāwo fe wḡfe le dukḡa fe ṇḡyiyi me kple kpḡḡeṇuwo nana ta. Nyametsotso la me kḡ.*

- Na adzɔ 5-6 dɛ numedzodzro kple nyametsotso nyui, gɔmesese si ka dɛ eme ku dɛ dezāwo fe wɔfe le dukɔa fe ngɔyiyi me kple kpɔɖɛɖu aɖewo nana ta. Nyametsotso le eme gake eme meko o.
- Na adzɔ 1-4 dɛ numedzodzro kple nyametsotso si menyo kura o, gɔmesese si mede blibo o alo nu gɔme masemase ku dɛ dezāwo fe wɔfe le dukɔa fe ngɔyiyi me kple kpɔɖɛɖu vɛ aɖewo kple kpɔɖɛɖu manamana ta. Nyametsotso aɖeke mele eme o.

KOSIDA 16LIA

Biabia 1

- Na adzɔ 1 na dezā dɛ sia dɛ fe ŋkɔ si wonɔ nyuie kple ame siwo dɔne la.

Biabia 2lia (adzɔ 12)

Na adzɔ 2 na nu dɛ sia dɛ si wosɔ kple wo nɔewo tso nu siwo gbɔna la nu.

(Na dzo 2 nenye be sɔsɔminasɔe la le etefe eye eme ko, Na adzɔ 1 nenye be sɔsɔminasɔe la le etefe vɔa eme meko o)

1. Dezāwo fe ŋkɔwo kple susu siwo ta woɖune dɔ
2. Ame siwo dɔne kple nu siwo wowɔna
 1. Yeyiyi si me woɖua azā la
 2. Ale si woɖua dezā lae
 3. Kɔnu siwo wowɔna
 4. Dezā fe vevinyenye kple efe dɔwɔwɔ dɛ amewo dzi

Biabia 3: (adzɔ 12)

Adzɔnanaɖutidodo

	Enyo ɖutɔɖutɔ (adzɔ 4)	Enyo ɖutɔ (adzɔ 3)	Enyo (2 marks)	Ehiā na asitɔtrɔ (adzɔ 1)
Nyati	Ŋuɖodo deto si me ko si me wòdɔ kpe nya siwo wògbɔ la dzi kple kpɔɖɛɖuwo le la.	Ŋuɖodo deto si me ko eye wòdɔ kpe nya siwo wògbɔ la dometo aɖewo dzi kple kpɔɖɛɖuwo.	Ŋuɖodo la dɔ nya siwo wobia la nu gake wo me meko tututu o. Ena kpɔɖɛɖu vɛ aɖewo.	Ezā nyagbe kpuiwo gake meɖo kpe nya siwo wògbɔ la dzi tututu alo meɖo kpe edzi kura o.
Numedzodzro	Eɖe susu tso wɔfe vovovo siwo dezāwo dudu wɔna le nuto vovovowo me la nu gblɔ to gɔmesese deto ku dɛ nuto vovovoawo fe dezāwo dudu nu dɛdɛ fia me.	Eɖe susu tso wɔfe vovovo siwo dezāwo dudu wɔna le nuto eve me la nu gblɔ to gɔmesese nyuito ku dɛ nuto vovovoawo fe dezāwo dudu nu dɛdɛ fia me.	Eɖe susu tso wɔfe vovovo siwo dezāwo dudu wɔna le efe nuto me la nu gblɔ. Mete nu dɛ gɔmesese tso nuto bubuawo fe dezāwo dudu nu gblɔ tututu o	Meɖe susu tso wɔfe siwo dezāwo dudu wɔna kple gɔmesese tso dezāwo dudu fe vevinyenye nu gblɔ tututu o.
Gbenɖutise kple nyawo zazā	Ezā nya vovovo geɖewo. Nyaawo fe akpa gāto le etefe.	Ezā nya vovovowo. Nya geɖewo le etefe.	Ezā nya aɖewo. Nya si le etefe la sɔ gblɔ wu esiwo mele etefe o.	Ezā nya dɛka fomeviwo zi geɖe. Ewo vodada geɖewo.

AKPA 8lia: ku kple kukɔnuwo

NUSƆSRƆ FE ALƆDZE: DEGBENƆNƆWO KPLE DEKƆNUDZIDUƆU

Alɔdze la fe Memama: Degbenɔnɔwo

Nusɔsrɔ fe Metsonu: *Zā nunya tso ku ɲu nàtsɔ adzro sɔsɔminasɛ kple vovototo siwo le gbegblɔha bubuwo fe kukɔnuwo wɔwɔ dome la me.*

Nusɔsrɔ fe Dzidzeti: *Ɖe nunya kple gɔmesese ku ɔe ku kple kukɔnuwo wɔwɔ ɲu fia.*

Afɔɔafɔta

Wɔ biabia siwo woakpɔ mɔ na le dodokpɔ dzi - dodokpɔgbalɛ 2 la fe dodokpɔ na wo le kɔsiɔ 18lia me. Dodokpɔ la nelɔ nu siwo nusɔrlawo srɔ tso Fe 1 va se ɔe 3lia me la ɔe eme. Kpɔ dodokpɔbiabiawo fe hatsotsowo kple wofe nɔnɔme fe tata la dzi be wɔakpe ɔe ɲuwò le dodokpɔ la ɔɔɔ me. Ele be nàde asi nusɔrlawo fe ɔa te enumake eye nàde adzɔawo STP me.

NUUƆƆU KPLE AKPA SIA FE TOTƆEME

Akpa sia dzro ku kple kukɔnuwo wɔwɔ me le nusɔsrɔ tso degbenɔnɔwo kple dekonudziɔɔɔ ɲu me. Nusɔrlawo asrɔ nu tso ku, nu siwo hea ku vɛ, ku fe hawo, ku fe metsonuwo, kple mɔ siwo nu woate ɲu atsi ku kpo kuku nu le la ɲu. Woagasrɔ nu tso kukɔnuwo, kukɔnuwo fe hawo, kukɔnuwo fe vevinyenye kple egbenɔkɔvɔvɔ fe kukɔnuwo wɔwɔ le Ghana ɲu. Woatsɔ ale si wowɔa kukɔnuwo le wofe gbegblɔha me asɔ kple kple gbegblɔha bubuawo tɔ. Nusɔrlawo fe nunya kple gɔmesese ku ɔe ku kple kukɔnuwo ɲu ana be woase kɔnu siawo gɔme nyuie le wofe dekonu kple dekonu bubuwo me. Woase nuwɔna siwo yia edzi le dekonu bubuwo me la gɔme. Esia ado ɔekawɔwɔ, amɔkuidziɔɔɔ le dekonunyawo me kple dekonulɛle ɔe te fe wɔnawo ɔe ɲɔ. Nusɔsrɔ fe akpa sia le vevie na nusɔrlawo, menye le Evegbe ɔe sɔsrɔ me o, ke boɲ le nusɔsrɔ siwo do ka kple hadomegbenɔnɔɲutinunya kple blemanudzɔdzɔwɔ la hã. Akpa sia gatu nusɔrlawo fe nunya kple gɔmesese siwo ku ɔe woawo ɲutɔ fe dekonumetɔwɔ kple dekonu bubu me tɔwo fe degbenɔnyawo ɲu la ɔe. Miele ɲusɛ dom nufiala la be wɔazã nufiamɔnu siwo ana be nusɔrlawo nawɔ wɔfe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye ɲuɔɔɔ na nusɔrlawo fe nusɔrhiahiãwɔ wotɔxewotɔxee la kple nusɔsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɔ kple metsonua fe dzeside siwo ɲu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

Kɔsiɔ 17lia: Dzro nu siwo ku ɔe ku ɲu la me.

Week Kɔsiɔ 18lia: Dzro sɔsɔminasɛ kple vovototo siwo le kukɔnu siwo gbegblɔha bubuwo wɔna le Ghana la dome la me.

NUFIAMɔNUWO JE TOTODOME

Nufiamɔnu siwo wozã le akpa sia la lo mɔnu geɖe siwo dzi wotona fiaa nu le Ewegebe me la ɖe eme. Nusɔsrɔ tso kuxiwo ɖeɖe ɖa nu lo mɔnu siwo me wozãa agbemekuxiwo fe kpɔɖeɲuwo le abe nusrɔmɔnu ene la be woatsɔ ado nusrɔlawo fe nusɔsrɔ tso nyatiwo kple ɖoɖo siwo dzi woazɔ le kuxiwo ɖeɖe ɖa me nu ɖe nɔwɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko nu la ɖe eme. Egalɔ mɔnu tɔxewo abe nusɔsrɔ le ame ɖokui si, ame eveve fe dɔdeasiwɔwɔ, ame siwo nu nɔtete vovovowo le alo nɔtsuviwo kple nyɔnuviwo fe hatsotso ɖeka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo aɖewoe nye numeɖeɖe na klase la ene ɖe eme. Mɔnu siawo tea nu doa ta me deto bubu, kuxiwo ɖeɖe ɖa fe nɔtete kple dzedɔɖo kple ame nɔewo fe aɖaɲuwo ɖe nɔwɔ. Egate a nu naa ɖekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwɔ nusrɔlawo. Nusrɔlawo agasrɔ nu tso ale si woatsɔ nu vovovowo siwo wosrɔ la asɔ kple wo nɔewo la nu be woawɔ tiatia nyuitɔ si aɖe vi na wo le agbalẽsrɔnyawo, agbemenuɔsrɔwɔ kple dɔwɔɖuiawo wɔwɔ me la. Le nusrɔla susudɔɖetɔwɔ gome la, wowɔ ɖoɖo ɖe dɔdeasi bubuwo wɔwɔ nu na wo abe amenunɔnɔ fe ɖofe siwo dometo aɖewoe nye nufiafia nusrɔhatiwo ene la be woafia afɔɖofe wofe nusrɔhatiwo be woase nu siwo fiam wole wo la gome nyuie. Míele afɔ ɖom afɔta na nufialawo be woalé nku ɖe nusrɔla siwo fe nyayɔyɔ kple nufɔfo nu kpɔtsɔtsɔ le la nu eye woade kuxi siawo ɖa aɖaɲutɔe.

NUSɔSRɔDODO KPɔ JE TOTODOME

Nusɔsrɔdodo kpɔ fe aɖaɲu si wozã le akpa sia la akpɔ nusrɔlawo fe aɖaɲuwo tutu ɖo, nyatiwo gome sese kple susu deto ɖeɖe fe nyawo gbɔ le wofe nusɔsrɔwɔ dodo kpɔ me le ɖoɖo si dze la nu. Nutsotsonana nusrɔlawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrɔlawo fe nɔwɔyiyi kple blibodede le nusɔsrɔ me la ɖe nɔwɔ. Nusɔsrɔdodo kpɔ fe aɖaɲu la lo mɔnu siwo dzi woato akpɔ ale si nusrɔlawo se ku kple kukɔnuwo wɔwɔ le Ghana gome la ɖe eme. Nusɔsrɔdodo kpɔ fe ɖofe 4lia si te gbe ɖe susu deto ɖeɖe dzi la hã li. Nusɔsrɔdodo kpɔ fe biabiawo dze egome tso biabia bɔbɔeto dzi yi ɖe biabia seseto dzi ale: biabia kpuikpuikpuiwo nu ɖoɖo, nyadu kpuikpuikpuiwo tsotso alo numeɖeɖe tso nyatiwo nu, nyatiwo me ɖeɖe kple nu siwo ku ɖe wo nu la wɔwɔ fe nɔtete si le nusrɔlawo si la dodo kpɔ. Ele be nufialawo nawɔ nusɔsrɔdodo kpɔ si wowɔna le nusrɔyi kple esi wowɔna le nusɔsrɔ vɔ megebe la fe aɖaɲu vovovowo nu dɔ atɔ axɔ nutsotso tso nusrɔla ɖe sia ɖe fe dɔwɔwɔ nu. Esia lo nusrɔlawo fe adzɔwɔ kple nutsotso bubuwo ɖe eme hena wofe nɔwɔyiyi le nusɔsrɔ me.

Ŋlɔ nusɔsrɔdodo kpɔ fe ɖofe si wozã na metsonua fe dzeside la. Le kpɔɖeɲu me:

Metsonua fe Dzesidewo	Nunya fe ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaɲu kple/ alo Mɔnu
3.3.1. LI.1 Dzro nu siwo ku ɖe ku nu la me.	4	Numedzodzro
3.3.1. LI.2 Dzro sɔsɔminasɔe kple vovototo siwo le kukɔnu siwo gbegblɔha bubuwo wɔna le Ghana la dome la me.	4	Nyabiabia

KOSIDA 17LIA

Metsonua fe Dzeside: *Dzro nu siwo ku de ku nu la me*

NYATI: KU

Nu si ku nye: Ku nye yeyi si me amegbetɔ fe ɲutilã dzudzɔa dɔwɔwɔ alo agbe megale eme o. Enye agbe fe nuwuwu le anyigba dzi. Eganye agbe fe amememanɔmanɔ. Ku nye amegbetɔ alo lã fe agbe fe nuwuwu. Kpuie ko la, ku nye yeyi si me agbe megale amegbetɔ me o le esime efe ɲutinuwo megale dɔ wɔm o la ta.

Nu siwo hea ku vɛ la dometo adewo

- **Tsitsi:** Le dzɔdzɔme fe dɔdɔ nu la, ne amewo tsi fũu la, wokuna.
- **Afɔkuwo:** Afɔkuwo abe lɔrifɔkuwo, tɔmetsitsi, gege tso kɔkɔfe abe ati alo xɔ dzi ene ate ɲu ana amewo naku.
- **Dɔlɛlewo:** Dɔlɛlewo abe HIV/AIDS (dikanàkudɔ), suklidɔ, asrãdɔ, afɔdzidedɔ, vusɔgbɔdɔ kple dɔlɛle bubu gedewo ate ɲu aɖe amewo fe agbe ɖa nenye be womekpɔ wo gbɔ kaba o.
- **Nuwɔwɔ de ame dzi:** Nuwɔwɔ de ame dzi ate ɲu aɖe amewo fe agbe ɖa.
- **Dzɔdzɔmefɔkuwo:** Dzɔdzɔmefɔkuwo abe dzodzeafe, tsidɛame, xɔwo fe mumu de ame dzi kple bubuawo ate ɲu ahe ku vɛ.
- **Amedokuiwuwu:** Ame adewo tea ɲu ɖea woawo ɲuto fe agbe ɖa alo wua wo dɔkuiwo.
- **Gbɔgbɔwo/adzewo:** Amewo xɛ se be gbɔgbɔwo/trɔwo tea ɲu ɖea amewo fe agbe ɖa nenye be amewo dze agɔ le wo dzi alo nenye be wohe dzɔgbevɔ vɛ na dua to nutsitsriwo wɔwɔ me. Adzewo hã tea ɲu hea ku vɛ na amewo. (Nufialawo neɖe ale si nu siawo dzɔna le Eveawo dome la me).

Ku fe hawo: Ku nyuiwo kple ku vɔwo

Ku nyuiwo: Wonye ku si amewo kuna to dɔlɛle alo tsitsi me le dzɔdzɔme fe dɔdɔ nu.

Ku vɔwo: Wonye ku siwo nu bubu siwo menye tsitsi alo dɔlɛle o la hena vɛ la. Wo dometo adewoe nye:

Amewuwu: Esia dzɔna nenye be ame ɖeka aɖe wu ame bubu aɖe alo ameha aɖe sɔ de ame aɖe ɲu wu. Amewuwu tea ɲu dzɔna le mɔ eve nu. Ye aɖewo yi la, amewula(wo) ɖoa amea wuwu hewuna, gake le ye bubu yiwo la amewula(wo) meɖoa amea wuwu o, ke boɲ edzɔna to dzɔgbevɔ me.

Afɔkuku: Esia nye ku si dzɔna to afɔkuwo abe lɔrifɔkuwo, tsidɛame, dɔxɔleameɲu makpɔmɔnawo, tɔmetsitsi kple bubuawo me ene. Wobua ku sia fomeviwo be wonye afɔkukuwo nenye be womedɔe hafi wòdzɔ o (amedokuiwuwu), womekpɔ mɔ ne o alo womebui be adzɔ o (dɔlɛle) ko. Ate ɲu adzɔ to lɔrifɔkuwo me alo ne aɖe ɖiɖi eye wòdze anyi (nuvevi wɛ vevie) la me.

Amedokuiwuwu: Ku sia dzɔna nenye be ame aɖe ɖo wɔna aɖe wɔ tɔ de eya ɲuto fe agbe ɖa lɔlɔnufaataɛ.

Ku fe metsonuwo: Togbɔ be ku nyuiwo tea ɲu nana be fukpekpe siwo me tom ame aɖe le la wua enu hã la, ku tea ɲu gblɛa nu le amegbetɔfomea ɲu le mɔ gedewo nu. Ku fe metsonu adewoe nye esiwo gbɔna:

- Nuxaxa kple blanuiléle: Ku hea nuxaxa kple blanuiléle ve: Lólótowo fe kuku tea nu hea vevesese, blanuiléle kple nuxaxa gã aḍe vaa fometowo kple xólówo dzi.
- Hadomegbenonyawo kple agadéde ɖa le amewo nu: Ku tea nu nana be amewo ɖea aga ɖa le amewo nu, vevieto ame siwo ɖeɖe koe na anyi le wo ɖokuiwo si alo ame siwo kpɔa alɔdodo ve aḍewo ko tso amewo gbo la. Fometo siwo wogblẽ ɖe megbea la tea nu toa fukpekpe geḍewo me ɖe ameyinugbea fe alɔdodo si womegakpɔna tso ame bubuwo gbo o la ta.
- Gakpɔmɔnunyawo kple ganyawo fe kuxiwo: Ku tea nu hea ganyawo fe kuxi gã aḍe vaa amewo dzi siwo dometo aḍewo nye kufewo xexe, kɔdzifewo xexe kple ale si ameyinugbea fe ga siwo wòkpɔna la nu tsona la.
- Tamebubu kple tɔtɔ le ame ɖokui me: Ku, vevieto ku kpatawo tea nu hea tamebubu, dzimaɖitsitsi, nuxaxa, tɔtɔ le ame ɖokui me kple susu fe tenunɔnɔ nɔti kuxi bubuwo ve.
- Gbɔdzɔgbɔdzɔ le nutilã me: Nuteɖeamedzi kple nuxaxa siwo ku hena vaa amewo dzi la gblẽa nu le wofo lãmesẽmenɔnɔ nu, vevieto wo dometo siwo nu nɔtete mele o alo ɖɔléle aḍewo le fu ɖem na xoxoxo la.
- Dɔwɔlawo fe Anyimanɔmanɔ: Dɔwɔlawo fe gbɔsɔsɔ dzi ɖena kpɔtɔna, vevieto ne ku vɔwo le ɖevi kple sɔhe siwo nye dua/dukɔa fe etsɔ me la wum.
- Gbɔgbɔmenyawo: Ku kpata alo ku vɔwo tea nu nana be amewo fe xɔse uvuuna eye wotea nu bɔa nya gbɔgbɔ si dzi woxɔ se alo Mawugã la.

Mɔ siwo dzi míate nu atsi ku kpo kuku nu le la dometo aḍewo: Mɔ geḍewo li siwo dzi míate nu ato atsi ku kpo kuku nu eye míado míafe dedinɔnɔ fe nyawo ɖe nɔ. Wo dometo aḍewo nye esiwo gbɔna.

Asitɔtrɔ le Míafe Agbenɔnɔwo nu

- Nuɖuɖu deamedziwo ɖuɖu: Ele vevie be míadu nu siwo me amenyinuwo le la le agbɔsɔsɔ si dze la nu. Nuɖuɖu siawo dometo aḍewo nye atikutsetsewo, amagbewo, kuinuwo kple nuɖuɖu siwo me amenyinu si nana míetsina la mesɔ gbo ɖo fũu o la.
- Kamedede enuenu: Ele be míano kame dem enuenu to azolizɔzɔ, dufufu alo lãmesẽwɔna bubuwo me.
- Siga alo gbe vɔ manomano: Ele be míadzudɔzɔ siganono alo atamanuwo zazã.
- Ahanono ɖe nku nu: Ele be míano aha ɖe nku nu alo míadzudɔzɔ enono kura/agbe nu le egbo.

Beléle na Ame ɖokui

- Lãmesẽmenɔnɔ fe Dodokpɔwɔwɔ Enuenu: ɖodɔwɔwɔ ɖe lãmesẽmenɔnɔ fe dodokpɔwɔwɔ nu enuenu ate nu awɔe be ne ɖɔléle aḍe le lãme na mí la, woate nu akpɔe kaba hena enutsitsi.
- Abuidodowo: Abui siwo hiã la dodo ɖe ɖodo nu kple atike siwo dze la nono ɖe ɖodo nu tea nu doa ame fe agbe ɖe nɔ.
- ɖɔlélewo gbo kpɔkpɔ: Asitɔtrɔ le ɖɔléle vɔɖiwo abe suklidɔ alo vusɔgbɔɖɔ ene nu to atike gbɔsɔsɔ si dze la nono ɖe ɖodo nyuito nu me la tea nu doa ame fe agbe ɖe nɔ.

Dedinɔnɔɖutidodo

1. Uu fe beletibabla: Ele be vukulawo kple vuɖolawo siaa nabla uu fe beleti nenyɛ be wole vu me.
2. Dedinɔnɔkukudɔɖɔ: Dedinɔnɔkukudɔɖɔ (Motokukudɔɖɔ) hafi anɔ dzokeke (moto) dom alo anɔ dɔ bubu aɖe si ate ɖu ahe afɔku ve wɔm la.
3. Anyidzedzenutsitsi: Ele vevie be míadze agbagba be míaganɔ anyi dzem o to asiléfewo wɔwɔ ɖe atrakpuiwo ɖu alo afɔtutunu siwo meɖiɖina o la zazã me.
4. Lɔrimɔdzizɔwɔ/vukuku fe sewo dzi wɔwɔ: Lɔrimɔdzizɔwɔ/vukuku fe sewo dzi wɔwɔ nenyɛ be míele vu kum alo le mɔ me tsom la ate ɖu atsi afɔkuwo kple ku nu.

Susu fe Tenunɔnɔ

- Tamebubu fũu: Dze agbagba nàɖe tamebubu si ate ɖu agblẽ nu le wò susu ɖu la dzi kpɔtɔ to wɔna siwo ɖea tamebubu dzi kpɔtɔna la wɔwɔ me.
- Susu fe tenunɔnɔ tutu ɖo: Ele be míadi kpekpeɖeɖu tso susumedɔɖutinunyalawo alo alɔdohawo gbɔ.
- Mɔxexe na afɔkuwo: Ele be míade afɔ aɖewo atɔ atsi dzodzeafe nu abe mɔ siwo dea dzesi dzudzɔtutu ene la dede xɔwo ɖu kple nu siwo léa dzo kabakaba la tete ɖa xaa tso dzo gbɔ.
- Tete ɖa xaa tso agbe madeamedziwo nɔnɔ abe amebeble, ahamumu kple amesrɔxɔwɔ ene gbɔ. Toɖodo ame tsitsiwo kple wɔwɔ ɖe nutsitsri siwo le ameha la dome la dzi.

Gbegblɔha siwo le Ghana la fe Kukonuwo Dometɔ aɖewo

Dzesidenya: Nufiala la nextlẽ nulédɔ siwo ku ɖe kukonuwo wɔwɔ le gbegblɔha aɖewo me ɖu le nusrɔla fe agbalẽ fe axa 56-58 la hena nutsotso geɖe xɔwɔ tso gbegbɔgblo bubuwo fe kukonuwo wɔwɔ ɖu.

Dodeasi

Dzro ku fe metsonu ene (4) aɖe siwofometɔwo kple xɔlɔwo kpɔna la me.

Nufiamɔnuwo

Nusɔsrɔ tso kuxiwo ɖeɖe ɖa ɖu

- Klase la katã fe numedzodzro: Midzro nu si ku nye la me.
- Hamedodeasi/ame siwo ɖu ɖutete vovovowo le la fe nuwɔna le ha me: Midzro ku fe hawo me abe ale si wòle miafe dekonu me ene.
- Ame eveve fe nuwɔna: Mida ku fe metsonuwo kpɔ.
- Klase la katã: Midzro mɔ siwo nu míatsi ku kpo kuku nu le la dometɔ aɖewo me eye miatso nya me le eme.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe ɖofe 4lia - Numedzodzro

1. Miwɔ nugɔmekuku tso nu siwo hea ku ve wu le miafe nuto me la dometɔ atɔ ɖu eye miadzro nu siawo kple ale si wole dɔ wɔm ɖe nutoa dzi la me (adzo 15).

2. Abe ame si le didim be yeatsi ku kpo kuku nu ene la, de dze si nàde nu me na miafe nutometɔwo tso ale si woawɔ atsi ku kpo kuku nu la ɲu (adzɔ 15).

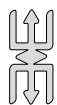
PLC Session 17

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

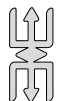
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

5 minutes

Reflection

- 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).
- Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
- Remember to
 - transfer your chats into your learning planner template.
 - read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

KOSIDA 18LIA

Metsonua fe dzeside: *Dzro sɔsɔminasɛ kple vovototo siwo le kukonu siwo gbegblɔha bubuwo wɔna le Ghana la dome la me*

NYATI: KUKONU SIWO WOWONA LE GBEGBLɔHAWO DOME LE GHANA LA SƆSƆ KPLE WO NƆEWO

Amedɔɔi kple kukonuwo wɔwɔ: Amedɔɔi nye mɔnu siwo dzi amehawo da asi ɔo la siwo dzi wotona dea bubu mamlɛto ameyinugbewo ɲu hafi ɔia wo eye wo kple ame gbagbewo dome klāna la. Amedɔɔi nye wɔna siwo ame gbagbewo wɔna na ame kukuwo tsɔna kpena ɔe wofe mɔzɔzɔ yi tsiẽfe le ɲutifafa me ɲu. Kukonuwo wɔwɔ nye mɔnu siwo dzi dumeviwo da asi ɔo siwo dzi wotona ɔoa kpe kadodomenɔɔ kple ame nɛwo dzi eye woɔea wofe hadomegbenɔɔ fiana le la. Kukonuwo nye dekonu siwo ku ɔe ameyinugbewo ɔiɔi ɲu la wɔwɔ. Konu siawo to vovo tso dekonu ɔeka gbɔ yi bubu gbɔ, eye zi geɔe la, wowɔna ɔe se kple ɔoɔo tɔxɛ aɔewo dzi le kukonu siawo wɔwɔ me. Dumeviwo faa konyi hexaa nu eye woɔoa ɲku ameyinugbea fe agbenɔyi dzi hɔea bubu mamlɛto enu. Amedɔɔi nye xɔxɔdehamekonu si me ame sia ame kpɔa gome le la kpe ɔe ameyinugbea ɲu. Enye wɔna si wowɔna ɔe ɔoɔo tɔxɛ aɔe nu la eye gɔmedzedze, dziyiɔi kple nuwuwu li nɛ.

Kukonuwo wɔwɔ fe hawo: Kukonuwo fe ha vovovowo kple konu vovovowo le gbegblɔha vovovowo si wowɔna le kutefewo.

Kukonuwo fe vevinyenye: Kukonuwo wɔwɔ nye wɔna vevi aɔe siwo le gbegblɔha geɔewo dome. Kukonuwo fe vevinyenyewo dometo aɔewoe nye esiwo gbɔna:

- Wonana be wodea bubu mamlɛto ameyinugbea ɲu to nufɔfo tso efe agbenɔɔɲutinya kple domenyinu siwo wogblɛ ɔe megbea la ɲu kple amenutikɔnyawo gbɔgbɔ me. Le kukonuwo wɔwɔ me la, wofoa nu tso ameyinugbea fe agbenɔɔ ɲu to avihewo dzidzi me. Enyea mɔnukpɔkpɔ be woɔe ale si ameyinugbea fe agbenɔɔ wɔ ɔo ɔe ame bubuwo dzi la afia. Ameyinugbewo fe agbenɔɔɲutinya siawo wɔa ɔo ɔe amewo dzi be woawɔ nyui alo atrɔ wofe agbenɔɔ.
- Kukonuwo wɔwɔ kpena ɔe amewo ɲu be nuxaxa, konyifafa, bubu na ame ɔokui, dzimaɔitsitsi kple blanuilɛle siwo ku hena va fomea kple lɔlɔtɔwo dzi la dzi ɔena kpɔtɔ. Kukonuwo wɔwɔ doa ɲusɛ ame siwo bu na wo ɔokuiwo ɔe wofe lɔlɔtɔwo fe kuku ta la be woagbugbɔ aɔo wo ɔokuiwo me.
- Kutefewo nye tefe siwo konyifafa, nuxaxa kple seselelāmewo ɔeɔe fia yia edzi le. Enaa mɔnukpɔkpɔ amewo be woafa konyi kple wo nɛwo si ɔo kpe ɔekawɔwɔ fe kadodo siwo le fometɔwo dome la fe vevinyenye dzi le yeyiɔi sesɛwo me.
- Kukonuwo wɔwɔ hea kadodo dea fometɔwo kple xɔlɔwo dome. Kutefe nye tefe si amewo gatsya ka kple wo nɛwo le eye kadodo si le amewo dome la gasɛa ɲu ɔe edzi si wɔnɛ be amewo naa kpekpeɔenɲu wo nɛwo nenyɛ be ame aɔe le hiahia me.
- Kukonuwo wɔwɔ ɔenɛ fiana be ame aɔe fe agbenɔɔ le anyigba sia dzi wu enu.

Gbegblɔhawo fe kukonuwo wɔwɔ fe hawo sɔsɔ kple wo nɛwo: *Ale si Fantitɔwo wɔa wofe kukonuwoe nye esi gbɔna. (Nufiala la nefia ale si wowɔa kukonu le Eveawo dome la eye woatsɛ asɔ kple Fantiawo kple gbegblɔha bubuawo tɔ)*

Detseyi/Fundaho

Esia nye kukonu siwo wowona tso yeyi si ame aɖe ku va se ɖe yeyi si me woɖi la dzi la. Le blema la, ne ame aɖe ku la, wonaa nyanya dufia gbã. Emegbe la, wonaa nyanya fometwo kple dumeviwo hã. Wotrɔa asi le ameyinugbeawo nu be womagblẽ o alo woana anyi nkeke ve aɖewo kufomea natsɔ awɔ dzadzraɖoe. Le asitɔtrɔ le ameyinugbeawo nu me la, wotea nu ɖoa wo do nu kple susu be wofo lãmetiwo natsyɔ le lãme na wo. Ye aɖewo yi la, wokpea aha sesẽ na ameyinugbeawo be womagblẽ o. Wogatea nu tua mía de nuveviwo abe adrike ene sina na wo. Enye ameyinugbea fe viwo fe dɔdeasi be woale tsi na wo dzilawo gake nyɔnu tsitsi siwo le kufomea me la hã tea nu wɔnɛ. Ke hã la, ele be ameyinugbeawo fe ngɔgbevi hlẽ tsi ɖe wo dzi gbã (hlɔtsi) hafi wo vi mamleawo nate nu akpe enu le tsilele na ameyinugbea me. Woflɔa ta na ame kukuawo eye woɖea fetsu hã na wo. Wolea tsi dzodzoe na ameyinugbeawo zi etɔ. Hafi woale tsi na ameyinugbeawo la, kufomea tsɔa akutsa, tsiletse (papahũ), adzalẽ, pɔɖa, kple nu bubu siwo wozãna le tsilele me la. Ne wole tsia na wo vɔ la, wodzrana ɖo na wo eye woglãa wo ɖe aba dzi. Ame vovovowo nɔa ameyinugbeawo gbo vu nu kena va se ɖe yeyi si wòle be woɖi wo.

Nu siwo wozãna le amediji me: Mfantse/Fantitwo xɔe se be ku nye mɔzɔzɔ eya ta ameyinugbewo gayia wofo mɔzɔzɔ dzi le tsiẽfe. Ɖe susu sia ta la, wodia nu siwo katã mɔzɔlawo ate nu ahiã la na wo. Ameyinugbea fe viwo fle aɖaka la hena amediji. Wodia aba, abadzivo, suɖi, awuwo kple ga na wo. Lɔlɔtɔ bubu aɖewo tsɔa ameyinugbea fe nu siwo wodi be yewoatsɔ ado hede nyui ne la ve. Nu siawo tea nu nyea ga, taku, alo asige. Wotsɔa nu siawo kpena ɖe ameyinugbea nu le aɖaka la me.

Amediji: Le kɔnu siawo wɔwɔ megbe la, wofoa tsi ɖi eye wodea ameyinugbea aɖaka hena ediji. Nutsu siwo le fomea me la tsɔa ameyinugbea yina ɖe amedibo me eye fometɔ bubuwo kplɔa wo ɖo ɖaɖia wo. Le amediji vɔ megbe la, wotrɔna gbɔna vaa afe me. Emegbe la, wofoa fu ɖe kua tefe hena kukonu mamleawo wɔwɔ. Wonana amewo nɔa anyi eye wodoa gbe na wo nɔewo. Amewo naa kuga kple nunana bubuwo.

Eyipa Anaa Sikasa

Tsã la, woɖoa kukonuwo wɔna le kua fe dzɔdzɔ fe nkeke blaene megbe le Memliɖagbewo kple Yawoɖagbewo. Togbo be ameyinugbewo tea nu nɔa fridzi me yeyi didi le egbenkekewo me hã la, ye aɖewo yi la, fridzitwo fe ɖoɖo aɖewo wɔe be ameyinugbewo megale fridzi me nɔm fũu o. Woɖoa kplɔ hexɔa nunanawo. Wodzea kukonuwo wɔwɔ gɔme abe nɔɔ ga ɖeka me ene. Ne kukonuwo wɔwɔ fe nkekea ɖo la, wowɔa agbadwo ɖe duawo me alo wodzraa du siwo me dutofotakpekpeɖewo le la ɖo hena kukonuwo wɔwɔ le afi ma. Kufomeawo wɔa nu yibo alo nu yi. Ame aɖewo zɔa afɔ fuflu. Nyɔnu aɖewo flɔa wofo tawo. Wofoa vuwo eye wodzia hawo. Zi geɖe la, kufomea nɔa ngɔgbe le kua tefe. Wodoa dzaa na konyifalawo eye wonaa aha wo. Ne wona aha wo vɔ la, konyifalawo naa wofo nunanawo. Kufomea trɔna yina ɖe wo gbo gadoa gbe na wo hedaa akpe na wo. Ne efo abe fiẽ ga ade (6:00) ene la, kukonuwo wɔwɔ wua enu. Ne nu ke la, wogafoa fu gaxɔa nunana bubuwo. Ye aɖewo yi la, woɖea konyifalawo fe nunana aɖewo fiana. Ne ameyinugbea nye nutsu eye srɔ le esi la, wowɔa aho na nyɔnu. Eyipa alo Sikasa nye kukonuwo wɔwɔ le ameyinugbewo ɖiɖi vɔ megbe.

Vididi zi gbãtɔ

Enye kukonu si fomevi wowona na ɖevi gbãtɔ si ku le nɔviawo dome la. Ku sia fomevi menyea ku gã o. Gadzɔgba ko wodana ɖe kplɔ dzi be amewo nadzɔ wofo kugawo ɖe eme.

Womeɖea gbefã le gadzɔdzɔ la ɲu o. Womewɔa kukɔnuwo o; Womefoa vu alo ɖua ye abe ale si wowɔnɛ le kukɔnu bubuwo wɔwɔ me la ene o. Woxɛ se be ne wowɔ kukɔnuawo la, ku fe gbɔgbɔ ate ɲu ava kplɔ ɖevi mamɛawo adzoe. Womefaa avi o, ke boɲ woɖua nu ɖia fo nyuie eye wokpɔa dzidzɔ.

Kukɔnuwo wɔwɔ le egbenkekewo me

Le egbenkekewo me la, gbeɓlɔha siwo le Ghana la wɔa kukɔnuwo to deɔnu kple egbenkuvuvu fe kukɔnuwɔwɔ ɖe du me. Nu siwo yia edzi le egbenkuvuvu fe kukɔnuwo wɔwɔ me la dometo aɖewoe nye esiwo gbɔna:

Increased Extravagance: Funerals have become more elaborate and expensive, showcasing family wealth and social status. This shift is driven by the desire to honour the deceased with grandeur and to affirm the family's position in society.

Ga geɖe gbegblẽ ɖe kukɔnuwo wɔwɔ ɲu fe dzidzidedzi: Kukɔnuwo wɔwɔ va le ta kekem ɖe edzi si wɛ be wo wɔwɔ le asi xɔm, elabena kufomeawo le didim be yewoade yewofe gakpɔkpɔ kple ɖofe si le yewo si la fiana to ga geɖe gbegblẽ ɖe kukɔnuwo wɔwɔ ɲu me. Nu si le tɔtrɔ sia hem vɛ lae nye fometɔwo/kufomeawo fe didi be yewoade bubu mamɛto ameyinugbea ɲu le atsyɔɖoɖo gã aɖe me atɔ aɖo kpe fomea fe ɖofe le ɖua me la dzi.

Mɔɖaɲuɲutinunyazazã: Mɔɖaɲuɲutinunyazazã le kukɔnuwo wɔwɔ me le tɔtrɔ geɖewo hem vɛ. Kukɔnuwo wɔwɔ ɖeɖe le tiviwo alo nyakakamɔnu totoewo (dugbadzanyakakafewo) dzi, kutsitsi/kpekeɓbalẽɖoɖo ɖe amewo le intaneti dzi, kugbefãɖeɖe le nyakakamɔnu totoewo dzi va le bɔbɔm fifia. Esia wɔnɛ be ame geɖewo kpɔa gome le kukɔnuwo wɔwɔ me le wo nɔfewo.

Dekɔnu kple Kristotɔwo fe kukɔnuwo wɔwɔ ɖe du: Nu si le edzi yim le Ghana fe nuto geɖewo me fifia lae nye be wole deɔnu fe kukɔnuwo kple Kristotɔwo fe kukɔnuwo wɔm le kuteɖe ɖeka abe amedidikiɔnuwo wɔwɔ le sɔleme, ɲudɔɔ kple bubuawo ene. Kukɔnu siawo wɔwɔ ɖekae ɖe Ghanatɔwo fe deɔnudzixɔse kple subɔsubɔ wɔnawo fe dzeside siwo le wo ɲu la fia.

Kudzadzra na amewo be woawɔ: Kukɔnuwo wɔwɔ va nye gakpɔmɔnu vevi aɖe si me ɔwɔla/ɔwɔfe tɔxewo wɔa ɔ vovovowo le abe nuɖaɖa, atsyɔɖoɖo na tefe, vufɔfo, aɖakakpakpa, avihewo dzidzi kple modzakadewɔna bubuwo ene. Kudzadzra na amewo woawɔ fe ɔwɔwɔ ɖe kukɔnuwo wɔwɔ dzi fe viɖewo kple kuxiwo li.

Aɖaɲunuwo ɖeɖe fia: Kuteɖewo va zu tefe siwo wole aɖaɲunuwo ɖem le fiafiam le le atsyɔɖoɖo me abe vufɔfo, yeɖuɖu, hadzidzi, hailaifuhawo fofo, hakpanyagbɔgbɔ kple aɖaɲunu bubuwo wɔwɔ (nu tatawo kple nu kpakpawo) ene la. Wozãa aɖaɲunu siawo tɔna ɖoa ɲku agbe si ameyinugbea nɔ kple domeniyinu siwo wògbɛ ɖi la dzi.

Kufomea kple dumeviwo fe wɔfewo fe tɔtrɔ: Kukɔnuwo wɔwɔ gale ɖofe vevi aɖe wɔm le kadodomenɔkɔ kple ame nɔewo kple dumeviwo fe ɖekawɔwɔ dodo ɖe ɲgo me. Ke hã la, kufomea kple dumeviwo fe wɔfewo le tɔtrɔm le kukɔnuwo wɔwɔ me eye nuwo le tɔtrɔm le amewo fe gomekpɔkpɔ kple gadzɔdzɔ le kukɔnuwo wɔwɔ me ɲu.

Dɔdeasi

1. Dzro egbenkuvuvu fe kukɔnuwo wɔwɔ fe kelili kple ale si wofe metsonuwo wɔa ɔ ɖe ame siwo gbɔna la dzi la me:
 - a. Kufomea kple xɔlɔwo
 - b. ɖua

2. Jlo ŋku de ale si egbenkububu fe kukɔnuwo le vevie le dekonuléle de te me.

Nufiamɔnuwo

1. Nusɔsrɔ tso kuxiwo dede da nu: Klase la katã fe numedzodzro
 - Midzro ku kple nu siwo ku de enu la me.
 - Midzro kukɔnuwo kple wofo ha siwo le Eveawo dome la me.
 - Midzro kukɔnu si fomevi wowɔna na ame siwo gbɔna la me: fiawo, trɔnuawo, funɔwo, deiviwo kple bubuawo.
 - Midzro wɔna siwo le edzi yim le egbenkububu fe kukɔnuwo wɔwɔ me la me.
2. Hamedɔdeasi/Nusɔsrɔ le ha me: Midzro sɔsɔminasɔe kple vovototo siwo le Eveawo fe kukɔnuwo wɔwɔ kple gbegblɔha bubu siwo le Ghana la to dome la me.
 - Klase la katã fe nuwɔna
 - Mikpo vidio ku de kukɔnuwo wɔwɔ fomevi siwo gbɔna la nu. Le kpɔdeɖu me, fia ade fe kukɔnuwo wɔwɔ, trɔnua ade fe kukɔnuwo wɔwɔ kple bubuawo.
 - Miwo fefe tso kukɔnu si miekpo la nu.

Nusɔsrɔ fe Nyati Veviwo Dodo kpɔ: Nunya fe Dofe 4lia – Nyabiabia

1. Dzro kukɔnu si fomeviwo wowɔna le miafe nuto me la dometo eve me eye nàda kukɔnuawo fe vevinyenyewo kpɔ.
2. Dzro vovototo siwo le kukɔnu si fomevi wowɔna le miafe nuto me na ame siwo gbɔna la me: fiawo, trɔnuawo, funɔwo, kple deiviwo.
3. Tso kukɔnu siwo wowɔna le miafe nuto me la so kple kukɔnu siwo wowɔna le nuto bubu me la.
4. Dzro nu deka ade si wɔm wole le egbenkububu fe kukɔnuwo wɔwɔ me le miafe nuto me la me eye nàde ale si woate nu ade ewɔwɔ dzi kpɔto la fia.

Wo **biabia siwo woakpo mɔ na le dodokpo dzi - dodokpɔgbalẽ 2** la fe dodokpo na wo. Dodokpo la nelo nu siwo nusɔrlawo srɔ tso fe 1 va se de 3lia me la de eme. Kpo **dodokpɔbiabiawo fe hatsotsowo kple wofo nɔnɔme fe tata** la dzi be wɔakpe de nuwɔ le dodokpo la dodo me. Ele be nàde asi nusɔrlawo fe dɔa te enumake eye nàde adzɔawo STP me.

BIABIA SIWO WOAKPO Mɔ NA LE DODOKPO DZI - DODOKPɔGBALẼ 2LIA

DODOKPɔBIABIAWO FE HATSOTSOWO KPLE WOFO NɔNɔME FE TATA NA DODOKPɔGBALẼ 1

Nufialawo nɛdo biabia 50 tso akpa sia me

ALDZE LA FE MEMAMA	METSONUA(WO) FE DZESIDE	NUSɔSRɔ FE NYATI VEVIWO DODO KPɔ FE DɔFE		
		DɔFE 1	DɔFE 2	DɔFE 3
		30%	40%	30%

GBEƉIƉIŋUTINUNYA	Ɖo Euegbe fe ablodegbediƉiwo to dzidzeti siwo dze la zazā me (kpodeŋu: ade fe akpa, ade fe kake me kple nuyi fe nonome)			
	Ɖo Euegbe fe xaxagbediƉi to dzidzeti siwo dze la zazā me (kpodeŋu: dzotsofe, dodonome kple zinyenye)			
	Gblo ablodegbediƉiwo fe wafewo le Euegbe me (kpodeŋu: nya fe gomedzeƉe, titina kple nuwufe)			
	De dzeƉi nukaka fe hawo (nonuvo kple manonuvo) le Euegbe me.	1		
	Dzro Euegbe fe nukaka fe tutudo me le Euegbenyawo tutu do me.	1	1	1
	Ɖe nu si gbedado nye, efe hawo (kpodeŋu: gbedaba, gbedaka, gbedado evedomesi, gbedaba liato, gbedaka diabu kple bubuawo) kple wafewo me.	1	1	1
	Ɖe nu si gbediƉiwo fe dawawo de wo newo dzi nye le Euegbe me la me (kpodeŋu: gbediƉiwo fe toto). Dzro asitoto le nukakawo nu me le Euegbe me.	1	1	1
NYAWO KPLE WOFE TUTUDO SE KPLE ƉODO SIWO KU ƉE EUEGBEŋILO ŋU	Ma ŋkonyawo de wofe hawo me (kpodeŋu: ŋkonya toxe wo, babawo, susumenkyanya, nukpotinkyanyawo, kple bubuawo)			
	Ma dawonyadonya de wofe hawo me (kpodeŋu: dawonyadonya nonomefiato, tefefiato, yeyiyifiato, kpekpe mefiato)			
	Dzro nyaŋunyakpewo zazā me le Euegbe me.	1	1	
	Tu nyagbewo do to kpanya fe ha siwo le Euegbe me la zazā me.	1	1	1
	Ɖo nu si nyagbekasakawo nye la eye nama wo de wofe hawo me.		1	
	Dzro nu siwo tu nyagbe do la me (kpodeŋu: nyakasakawo kple nyagbekasakawo)			
	Dzro nyagbe fe hawo ku de wofe wafewo nu me.			
	Tu nyagbewo do to se kple do do siwo ku de ŋkonya kple ŋkotefenyawo ŋi lo nu la zazā me.			
	Tu nyagbewo do to se kple do do siwo ku de ŋkonyadonyawo ŋi lo nu la zazā me.			
	Dzro nyatutudomawo le Euegbe me me (nyatefofu, nyaxeye, gbugbya, nyakpedenyanu).		1	
	Dzro nyaŋutidze siwo (kpodeŋu: totodzi, gbaviedze, nyalemegbedze, yletivitoasike kple bubuawo) kple nyatamedze siwo me.	1	1	1
	Dzro nyatutudomawo fe ha siwo gbana la me (nyatefofu, nyaxeye, gbugbya, nyakpedenyanu kple bubuawo)		1	
	Za nyatutudomawo fe ha vovowo natsa atu nya yeyewo do.		1	

DEGBENONWO DEKONUDZIÐUDU	Dzro subosubonkwo me eye nàlé ŋku de wofe dzotsofe kple susu si ta wotsa ŋko siawo do la ŋu. Dzro ale si wowa tsitsimekonuwo la me (gbotowawo/tudedease: konu siwo doa ngo na gbotowawo/tudedease, gbotowawo/tudedease la nuto wawo kple konu siwo wowona le gbotowawo/tudedeaseiwawo vo megbe). Tso ale si wowa tsitsimekonuwo le miafe dekonu me la so kple dekonu bubuwo to. Dzro konu siwo Eweawo wona le dekonusrɔde de me kple wofe vevinyenyewo me. Dzro ale si egbenkuusu fe wawo le do wam de dekonusrɔde fe konuwo wawo dzi la me. Tso Eweawo fe hlɔwo so kple dekonu bubu si le Ghana la fe hlɔwo to. Dzro dezã siwo Eweawo duna kple wofe vevinyenyewo me. Dzro sɔsɔminasɔ kple vovototo siwo le dezã siwo Eweawo duna kple esiwo dekonu bubu siwo le Ghana la duna la dome la me. Dzro sɔsɔminasɔ kple vovototo siwo le Eweawo fe kukonuwo wawo kple esiwo dekonu bubu siwo le Ghana la wona la dome la me.	1 1 1 	1 1 1 	1 1 1tb
	Dzro dekonudziɖu de fe nɔnɔme me to nufɔfo tso ame siwo gbɔna la fe wafewo me me: (vifofo, fometato, hlɔtato) Dzro dekonudziɖu de fe nɔnɔme me to nufɔfo tso ame siwo gbɔna la fe wafewo me me: (fia, tofiawo, fiatowo) . Dzro dekonudziɖu de fe nɔnɔme me. Flɔ ŋku de egbenkuusu fe vɔnudrɔmɔnuwo me. Dzro sɔsɔminasɔ kple vovototo siwo le dekonuvɔnudrɔmɔnuwo kple egbenkuusu fe vɔnudrɔmɔnuwo me la me.	1 	1 1 	1 1
NUMENYADUWO	Dzro tsifodɔ fe dɔfewo me le Ewege me (nuusu, tsia nuto fofo di, tafɔfo) Dzro avihewo fe wafewo me. Flɔ ŋku de adzowo fe tutudo kple hawo me. Dzro alobalowo fe tutudo me. Dzro dɔwɔhawo, avahawo, fefehawo kple vinublehawo me. Dzro hailaifuha siwo dzim wole le egbenkekewo me la me.	1 1 1 	1 1 1 	1

NYADU ƷLƆƆIWO	Dzro nu siwo Ʒutinya lo ɔe eme la me (kpɔɔɔɔɔ: nuwɔlawo, nyati, nudzɔdzɔwo fe ɔɔɔɔnɔnɔ, tefe kple ɔeyiɔ, nukpɔsusu, kple bubuawo)			
	Dzro Ʒutinya me (tanya, nyati, gbezazã, gbedɔɔɔwo, kple bubuawo)	1		
	Dzro nu siwo fefenyaduwo lo ɔe eme la me.	1	1	1
	Dzro fefenyadu aɔe me.	1	1	1
	De dzesi nu siwo hakpanya lo ɔe eme la eye nãdzro wo me (kpɔɔɔɔɔ: nyatiwo, kpukpuiwo, fliwo, gbedɔɔwo, gbediɔi ɔeka fomeviwo fe nya aɔewo me nɔnɔ kple bubuawo).		1	1
	Dzro hakpanya aɔe me.			
	ƷUFƆƆƆ	15	20	15

DODOKPƆBIABIAWO FE HATSOTSOWO KPLE WOFE NƆNƆME FE TATA NA DODOKPƆGBALĒ 2LIA - SHS EUEGBE

Dodokpɔ la fe nɔnɔme

AKPA A – NuxexlĒ (adzɔ 10)

Woatsɔ Ʒutinya aɔe si fe didime aɔe abe nya 300-350 ene la na nusrɔlawo eye woaɔo biabia ewo tso ɔɔ. Woabia tso nusrɔlawo si be woaɔo biabiawo katã Ʒu. (miniti 30)

AKPA B – Gbediɔiɔutinunya (adzɔ 10)

Woaɔo biabia eve na nusrɔlawo eye woabia tso wo si be woaɔo wo dometɔ ɔeka ko Ʒu hena adzɔ 10 xɔxɔ (miniti 15)

AKPA C – Nunlɔɔigɔmedede (adzɔ 30)

Woatsɔ nunlɔɔi aɔe si fe didime aɔe abe nya 250 ene si le Inlɔsigbe me la na nusrɔlawo eye woabia tso wo si be woaɔe egɔme ɔe Euegbe me. (miniti 30)

AKPA D – Nyadutsotso (adzɔ 30)

Woaɔo nyadutsotsobiabia ene tso nyati ene Ʒu na nusrɔlawo eye woabia tso wo si be woaɔo nyadu si fe didime anye nya 300 la tso wo Ʒu wotɔxewotɔxɛ. Biabia ɔe sia ɔe axɔ adzɔ 30. Woabia nya tso nyadu fe ha siwo gbɔna la Ʒu: nyatonyadu, nuɔɔnyadu, nyahenyadu, nufɔɔɔɔlɔ, lɛtaɔɔɔlɔ, numeɔɔnyadu (adzɔ 50)

AKPA E – Nyadu Ʒlɔɔi (adzɔ 20)

Le akpa sia la, woaɔo biabia etɔ tso nyadu fe ha etɔawo (Ʒutinya, fefenyadu kple hakpanya) Ʒu eye nusrɔlawo naɔo ɔeka ko Ʒu (miniti 25)

ALƆDZE LA FE MEMAMA	METSONUA FE DZESIDE(WO)	NUSƆSRĒ FE NYATI VEVIIWO DODO KPƆ FE ƆOFE		
		ƆOFE 1	ƆOFE 2LIA	ƆOFE 3LIA

NUXEXLĔ GBEƆƆƆƆƆUTINUNYA	Zā wò nunya tso nyatinyagbe kple alɔdonyagbewo ɔ nu nàtsɔ ade dzesi nyati veviwo le nuɔlɔɔɔ me.			1
	Ɖɔ xaxagbediɔ siwo le Euegbe me la to dzidzeti siwo dze la zazā me (kpɔɔɔɔ: dzɔtsofe, dodonɔɔme kple zinyenye,) Dzro asitɔɔ le nukɔkɔwo ɔ nu fe mɔnuwo me le Euegbe me.		1	1
NYADUTSOTSO NUFOGOMEƆƆƆ KPLE GBEGOMEƆƆƆ	Tso nyatonyadu. Tso numeɔnyadu. Tso nyahenyadu. Ɔlɔ dɔwɔfeɔta.			1 1 1 1
	Zā wò nunya ku ɔ nu nɔlɔɔɔmeɔɔ ɔ fe hawo ɔ nu nàtsɔ ade nuɔlɔɔɔ ade gɔme tso gbe ɔka me yi gbe bubu me. (Le kpɔɔɔɔ me, nuɔlɔɔɔmeɔɔ nyadɔnyanuto, akuakua, nyadɔnyadzito kple bubuawo)			1
NYADU ƆLɔƆ	Dzro nu siwo ɔtunya lɔ ɔ me la me. (kpɔɔɔɔ: nuwɔla, nyati, ɔtunya fe zɔzɔme, tefe kple ɔyeyi, nukpɔsusu, kple bubuawo.) Dzro fefenyadu me. De dzesi nu siwo hakpanya lɔ ɔ me la eye nàdzro wo me (kpɔɔɔɔ: gbezazā, nyati, kpukpuiwo, fliwo, gbedɔnuwo, gbediɔ ɔka fe tutu ɔ nu le nyawo me.)			1 1 1
	FUFUFO		1	10

DODOKPɔBIABIWO FE HATSOTSOWO KPLE WOFE NɔNɔME FE TATA NA DODOKPɔGBALĔ 3LIA – SHS EUEGBE

Dodokpɔ la fe nɔnɔme

DodokpɔgbalĔ 3lia (Toɔɔɔ kple Nufɔfo)

Dodokpɔ sia aɔ akpa etɔ (3) me eye alɔ dzedɔɔ le nusrɔla kple dodokpɔdola dome ɔ me. Dzedɔɔ sia aɔ miniti 20 eye woana adzɔ 50 ɔ eta. Dodokpɔ la katā le akpa ade me eye wogama wo ɔ akpa gā eve me, Akpa A kple Akpa B. Woana biabiawo ɔlim fe sia fe kple susu be womagaɔ biabia siwo woɔ va yi la ake o. Dodokpɔdola la afo nu tso ale si woade asi dodokpɔ la te kple adzɔ si woana la ɔ nu na nusrɔlawo.

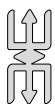
ALƆDZE LA JE MEMAMA	METSONUA JE DZESIDE(WO)	NUSƆSRƆ JE NYATI VEVIWO DODO KPƆ JE ƉOFE		
		ƉOFE 1	ƉOFE 2	ƉOFE 3
DZEDƉƉO/NUFOFO TSO NYATIWO ƆU GBEƉIƉIƆUTINUNYA NUXEXLƐ	Dzro susu kple nyati vevi siwo le dzedƉƉo aƉe me la me. KpɔƉenɔ: degbenɔɔ vavã siwo Ɔu asixɔɔ le (amebubu, dɔmenyo, ame nɔewo gɔme sese kple bubuawo), sukudede, Ɖeviwo kpɔkpɔ de dɔ sesẽ wɔwɔ me, mia nɔfewo, dɔwɔfewo ƉoƉo Ɖe Ghana, tomenu xɔasiwo kuku, gomekpɔkpɔ sɔsɔe nana nyɔnuviwo kple Ɔutsuviwo le hadomegbenɔnyawo me (GESI) kple bubuawo.			1
	Ɖo Euegbe fe xaxagbediƉiwo to dzidzeti siwo dze la zazã me (kpɔƉenɔ: dzɔtsofe, dodonɔɔme kple zinyenye)		1	
	Zã nuxexlẽ dzradzradzra kple nunɔƉiƉimetoto hena nyatakaka tɔxɛ aƉe didi fe aƉaƆu nɔtsɔ aƉe dzesi nutsotso alo susu siwo le nunɔƉiwo me la. Zã wò nunya tso nyatinyagbe kple alɔdonyagbewo Ɔu nɔtsɔ aƉe dzesi nyati vevi siwo le nunɔƉiwo me la.	1		1
DEGBENƆNƆ	Dzro subɔsubɔɔkɔwo me eye nɔlẽ Ɔku Ɖe wofe dzɔtsofe kple susu si ta wotsɔa Ɔkɔ siawo Ɖo la Ɔu. Dzro kɔnu siwo Eueawo wɔna le deƉɔnusrɔƉede me kple wofe vevinyenyewo me. Dzro dezã siwo Eueawo Ɖuna kple wofe vevinyenyewo me.	1	1 1	
NUMENYADUWO	Dzro tsifodi fe Ɖofewo me le Euegbe me (nuvuu, tsia Ɔuto fofo Ɖi, tafɔfo) Dzro dezã siwo Eueawo Ɖuna kple wofe vevinyenyewo me. Dzro sɔsɔminasɔe kple vovototo siwo le Eueawo fe kukɔnuwo wɔwɔ kple esiwo deƉɔnu bubu siwo le Ghana la wɔna la dome la me.	1	1	1
	FUFOFO	3	4	3

PLC Session 18

55 minutes Planning & Reviewing the Learning Plan

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

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



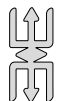
Note

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

3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).(**Practice Paper 2**)
 - a. Chat with your app to review the test specification table for Practice Paper 2.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
 - c. Review and refine the Paper (NTS 3k-3q).

10 minutes Content Exploration

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



Note

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

20 minutes

Enactment

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

5 minutes

Reflection

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

Akpa 8lia: Tafɔfo

Akpa sia ku ɔe nu siwo nɛfia le kɔsiɔa wuiadrelia kple wuienyilia me la fe tafɔfo ɔu. Edzro ku kple kukɔnuwo wɔwɔ, wofe hawo kple vevinyenyewo me. Metsonua fe dzeside siawo le vevie le Ghana gbegbɔgbɔwɔ sɔsrɔ me elabena awɔe be nusrɔlawo nanya nu tso woawo ɔtu fe deƙɔnu ɔu eye woase ameha bubuwo fe deƙɔnuwo gɔme. Míafe mɔkpɔkpɔe nye be le nusɔsrɔ sia me toto vɔ megbe la, nusrɔlawo atrɔ ɔe wofe dzɔtsofe, wofe deƙɔnu, wo de tɔwo fe agbenɔɔ vavã siwo ɔu asixɔɔ le kple wo deduwo ɔu eye woalé wo ɔe te. Agakpe ɔe nusrɔlawo ɔu eye wòado ɔusẽ wo be woawo ɔeka eye woakpɔ dzidzɔ le wofe deƙɔnuwo ɔu. Agana woasrɔ ale si woabu ta me ahaɔe aɔaɔu eye woasrɔ nya vovovowo be woate ɔu azã nya siawo le dzedɔɔ tso nu siwo le edzi yim le dukɔa me kple xexea me godoo la ɔu.



ASIDEDE NUSRŌ JE NYATI VEVIWO DODO KPŌ TE JE ĐOĐOWO

KOSIĐA 17LIA

Biabia 1: Miwo nugmekuku tso nu siwo hea ku ve wu le miafe nuto me la dometo atɔ̃ ɲu eye miadzro nu siawo kple ale si wole dɔ wɔm de nutoa dzi la me (adzɔ 15).

Nufiala la nebia nya siwo gbɔna la edokui hafi wɔana adzɔ nusrɔlawo.

1. *Dzesidede nu siwo hea ku ve: De nusrɔla la te ɲu de dzesi nu siwo hea ku ve la dometo atɔ̃ adewo le wofe nuto mea?*
2. *Nu siwo hea ku ve la me dzodzro: De nusrɔla la te ɲu dzro nu siwo hea ku ve la me kple ale si wole dɔ wɔm de nutoa me dzi la mea?*
3. *Numedzodzro la fe todede: De nusrɔla la de gomesese deto ku de nu siwo hea ku ve kple efe dɔwɔwɔ de amewo dzi la fiaa?*

Adzɔnananjutidodowo

Na adzɔ 13 - 15 de nugmekuku kple numedzodzro deblibo si me nusrɔla la de dzesi nu siwo hea ku ve eye wɔde wo me wo me kɔ nyuie la ta.

Na adzɔ 10 - 12 de nugmekuku kple numedzodzro nyuitɔ si me nusrɔla la de dzesi nu siwo hea ku ve la dometo adewo eye wɔde wo me la ta.

Na adzɔ 7 - 9 de nugmekuku kple numedzodzro si ka de eme si me nusrɔla la mede dzesi nu siwo hea ku ve la heɖe wo me tututu o la ta.

Na adzɔ 0-6 de nugmekuku kple numedzodzro si menyɔ kura o si me nusrɔla la mede dzesi nu siwo hea ku ve la heɖe wo me tututu o alo de dzesi ve adewo ko la ta.

Biabia 2lia: Abe ame si le didim be yeatsi ku kpo kuku nu ene la, de dzesi ale si nàde nu me na miafe nutometɔwo tso ale si woawɔ atsi ku kpo kuku nu la ɲu. (adzɔ 15)

Nufiala la nebia nya siwo gbɔna la edokui hafi wɔana adzɔ nusrɔlawo.

1. *Tadodzɔnu siwo me kɔ: Đoɖo siwo wowɔ de numedede na ameawo ɲu la fe tadodzɔnuwo me kɔ eye wole tɔxɛɛa?*
2. *Ame siwo woawɔ numedede la na: Wode dzesi ame siwo woawɔ numedede la na, eye doɖo siwo wowɔ de numedede ɲuti la ku de nyaselawo fe nuhihiãwo ɲua?*
3. *Đoɖo siwo wowɔ de numedede na ameawo ɲu: Đoɖo siwo wowɔ de numedede na ameawo ɲu la nyo, woate ɲu akpɔ ta nɛ eye wode degbenɔnɔ fe wɔnawo fiaa?*
1. *Đoɖoa dodo kpɔ kple Afɔdodo na amewo: Đoɖo adewo li ku de doɖo siwo wowɔ de numedede na ameawo ɲu la dodo kpɔ kple afɔdodo na ame siwo le nutoa me la ɲua?*
 - *Na adzɔ 13-15 nenye be doɖo siwo wowɔ de numedede na ameawo ɲu la de blibo, tadodzɔnuwo me kɔ, wonyo eye doɖo li ku de edodo kpɔ kple afɔdodo na amewo ɲu.*
 - *Na adzɔ 10-12 nenye be doɖo siwo wowɔ de numedede na ameawo ɲu la nyo, tadodzɔnu adewo kple doɖowo me kɔ.*
 - *Na adzɔ 7-9 nenye be doɖo siwo wowɔ de numedede na ameawo ɲu la ka de eme, tadodzɔnuwo kple doɖowo me mekɔ tututu o.*

- Na adzɔ 0-6 nenye be dɔdɔ siwo wowɔ de numedede na ameawo ɲu la menyo kura o, eye taɔdɔzinu kple dɔdɔ ve adewo ɲu ko wowɔ dɔdɔ dɔ alo womewɔ dɔdɔ de ɲu kura o.

KOSIDA 18LIA

Adzɔnananɔtiɔdɔdɔ

Biabia 1: Dzro kukɔnu si fomeviwo wowɔna le miafe nuto me la dometo eve kple wofe vevinyenyewo me. (adzɔ 15)

Nufiala la nebia nya siwo gbɔna la edokui hafi wɔɔnya adzɔ si yeana nusrɔlawo.

1. Nufɔfo tso kukɔnuwo ɲu: De nusrɔla la te ɲu fo nu tso kukɔnu fe ha eve ade siwo wowɔna le wofe nuto me la ɲua?
2. Kukɔnuwo fe vevinyenyewo: De nusrɔla la ate ɲu adzro kukɔnuwo fe vevinyenyewo me kpe de vevinyenye siwo ku de degbenɔɔ, hadomegbenɔɔ kple gbɔgbɔmenyawo ɲua?
3. Numedzodzro la fe todede: De nusrɔla la de gɔmesese deto ku de kukɔnuwo kple wofe vevinyenyewo ɲu fiaa?

Adzɔnananɔtiɔdɔdɔwo

- Na adzɔ 13-15 de numedzodzro deblibo si de nufɔfo kple gɔmesese deto tso kukɔnuwo wɔwɔ ɲu fia la ta.
- Na adzɔ 10-12 de numedzodzro nyuitɔ si de nufɔfo kple gɔmesese ade tso kukɔnuwo wɔwɔ ɲu fia la ta.
- Na adzɔ 7-9 de numedzodzro si ka de eme si mede nufɔfo kple gɔmesese tso kukɔnuwo wɔwɔ ɲu fia tututu o la ta.
- Na adzɔ 0-6 de numedzodzro si menyo kura o si me nufɔfo kple gɔmesese tso kukɔnuwo wɔwɔ ɲu me mekɔ tututu o alo womezã wo le eme kura o la ta.

Biabia 2lia: Dzro vovototo siwo le kukɔnu si fomevi wowɔna le miafe nuto me na ame siwo gbɔna la me: fiawo, trɔnuawo, funɔwo kple deviwo. (adzɔ 15)

Nufiala la nebia nya siwo gbɔna la edokui hafi wɔɔnya adzɔ si wɔana nusrɔlawo.

1. Nufɔfo tso vovototoawo ɲu: De nusrɔla la ate ɲu afo nu tso vovototo siwo le kukɔnuawo dometo de sia de dome la ɲua?
2. Vevinyenyewo me dzodzro: De nusrɔla la ate ɲu adzro vovototo siawo fe vevinyenyewo me kpe de esiwo ku de dekonu kple hadomegbenɔɔwɔ ɲua?
3. Gɔmesese fe todede: De nusrɔla la de gɔmesese deto ku de kukɔnuwo wɔwɔ kple wofe vevinyenyewo ɲu fiaa?

Adzɔnananɔtiɔdɔdɔwo

- Na adzɔ 13-15 de numedzodzro deblibo, nufɔfo tso vovototo siwo me kɔ ɲu kple gɔmesese deto dede fia ta.
- Na adzɔ 10-12 de numedzodzro nyuitɔ, nufɔfo tso vovototo adewo ɲu kple gɔmesesede fia ta.
- Na adzɔ 7-9 de numedzodzro si ka de eme si me womefo nu tso vovototo ɲu hedegɔmesese fia le tututu o la ta.

- Na adzɔ 0-6 ɔe numedzodzro si menyo kura o si me womefo nu tso vovototowo ɔu heɔe gɔmesese fia le o alo fo nu vɛ aɔe alo ɔe gɔmesese vɛ aɔe fia le la ta.

Biabia 3lia: Tso kukɔnu siwo wowɔna le miafe nuto me la so kple kukɔnu siwo wowɔna le nuto bubu me la. (adzɔ 15)

Nufiala la nebia nya siwo gbɔna la eɔokui hafi wɔɔnya adzɔ si wɔɔna nusrɔlawo.

1. Nufɔfo tso kukɔnuwo ɔu: Ɖe nusrɔla la te ɔu fo nu tso nuto eveawo fe kukɔnuwo wɔwɔ ɔua?
2. Kukɔnuawo sɔsɔ kple wo nɔewo: Ɖe nusrɔla la te ɔu tso kukɔnuawo sɔ kple wo nɔewo kpe ɔe sɔsɔminasɔe kple vovototowo ɔua?
3. Numedzodzro la fe todede: Ɖe nusrɔla la ɔe gɔmesese deto ku ɔe kukɔnuwo wɔwɔ kple wofe vevinyenye ɔu fiaa?

Adzɔnanaɔutiɔɔɔowo

Na adzɔ 13-15 ɔe kukɔnuawo sɔsɔ kple wo nɔewo fe blibodede kple numedzodzro deto ku ɔe kukɔnuawo wɔwɔ ɔu ɔeɔe fia ta.

Na adzɔ 10-12 ɔe kukɔnuawo sɔsɔ kple wo nɔewo nyuie kple numedzodzro ku ɔe kukɔnuawo wɔwɔ ɔu ɔeɔe fia ta.

Na adzɔ 7-9 ɔe kukɔnuawo sɔsɔ kple wo nɔewo, kple numedzodzro ku ɔe kukɔnuawo wɔwɔ ɔu maɔemaɔe fia tututu ta.

Na adzɔ 0-6 ɔe kukɔnuawo sɔsɔ kple wo nɔewo si menyo kura o, kple numedzodzro vɛ aɔe wɔwɔ alo mawɔmawɔ ku ɔe kukɔnuawo wɔwɔ ɔu ta.

Biabia 4lia: Dzro nu ɔeka aɔe si wɔm wole le egbenkuvuvu fe kukɔnuwo wɔwɔ me le miafe nuto me la me eye nàɔe ale si woate ɔu aɔe ewɔwɔ dzi kpɔtɔ la fia. (adzɔ 15)

Nufiala la nebia nya siwo gbɔna la eɔokui hafi wɔɔnya adzɔ si wɔɔna nusrɔlawo.

1. Dzesidede nyati la: Ɖe nusrɔla la te ɔu de dzesi nu ɔeka aɔe si wɔm wole le egbenkuvuvu fe kukɔnuwo wɔwɔ mea?
2. Nyati la me dzodzro: Ɖe nusrɔla la te ɔu dzro nua me kpe ɔe nu siwo hene vɛ kple efe ɔwɔwɔ ɔe amewo dzi ɔu mea?
3. Edziɔeɔe kpɔtɔ: Ɖe nusrɔla la te ɔu do susu vevi aɔewo ɔa siwo ate ɔu aɔe edzi kpɔtɔa?
4. Susu la me ɔa wɔwɔ kple efe nyonyo: Ɖe susuawo nyo eye wo me ɔa anya wɔa?

Adzɔnanaɔutiɔɔɔowo

Na adzɔ 13-15 ɔe numedzodzro fe blibodede, dzesidede kple numedzodzro si me kɔ kple nu siwo woatsɔ aɔe ewɔwɔ dzi kpɔtɔ la ɔeɔe fia ta.

Na adzɔ 10-12 ɔe numedzodzro nyuitɔ, dzesidede kple numedzodzro aɔe wɔwɔ kple nu siwo woatsɔ aɔe ewɔwɔ dzi kpɔtɔ la dometɔ aɔewo ɔeɔe fia ta.

Na adzɔ 7-9 ɔe numedzodzro si ka ɔe eme, dzesidede kple numedzodzro kple nu siwo woatsɔ aɔe ewɔwɔ dzi kpɔtɔ la maɔemaɔe gbɔ tututu ta.

Na adzɔ 0-6 ɔe numedzodzro si menyo kura o, dzesidede, numedzodzro kple nu siwo woatsɔ aɔe ewɔwɔ dzi kpɔtɔ la maɔemaɔe fia alo maɔemaɔe fia tututu ta.

AKPA 9LIA: HAWO

NUSƆSRƆ JE ALƆDZE: EUEGBE JE NYADUWO

Alɔdze la fe Memama: **Numenyaduwo**

Nusɔsrɔ fe Metsonu: *Zā wò nunya tso hawo fe dzesidenuwo ɲu nàtsɔ akpa hawo.*

Nusɔsrɔ fe Dzidzeti: *Ɖe wò nunya kple gomesese ku ɔe hawo ɲu fia.*

NUUUUU KPLE AKPA SIA JE TOTODEME

Akpa sia dzro dɔwɔhawo kple egbenkuvuvu fe hailaifuhawo me le Euegbe fe numenyaduwo me dzodzro me. Efo nu tso dɔwɔhawo me ɔeɔe, wofe hatsotsowo kple vevinyenye ɲu. Akpa si ku ɔe hailaifuhawo ɲu la hã dzro hailaifuhawo fe hatsotsowo, tutuɔo, vevinyenye kple ɔoɔo siwo dzi wozɔna le hailaifuhawo me dzodzro me la me. Nusrɔlawo fe nunyanya tso dɔwɔhawo kple hailaifuhawo ɲu akpe ɔe wo ɲu be hakpaɔaɲuwo nasu wo si kple susu be woate ɲu akpa woawo ɲuto fe hawo. Nusɔsrɔ fe akpa sia le vevie na nusrɔlawo, menye le Euegbe ɔeɔe sɔsrɔ me o, ke boɲ le nusɔsrɔ siwo do ka kple hadzidzi kple nyaduwo la hã me. Akpa sia gatu nusrɔlawo fe nunya kple gomesese siwo ku ɔe woawo ɲuto fe deƙɔnu kple ɔaɲuwo zazã ɲu la ɔo. Míele ɲusẽ dom nufiala la be wòazã nufiamɔnu siwo ana be nusrɔlawo nawɔ wɔfe vovovowo, nufianu vovovowo, eye wòawɔ wɔna vovovo siwo anye ɲuɔɔo na nusrɔlawo fe nusrɔhihiãwo wotɔxewotɔxee la kple nusɔsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɔa kple metsonua fe dzeside siwo ɲu nusɔsrɔ fe akpa sia fo nu tso la woe nye:

- **Kɔsiɔa 19lia:** Dɔwɔhawo
- **Kɔsiɔa 20lia:** Hailaifuhawo

NUFIAMɔNUWO JE TOTODEME

Nufiamɔnu siwo wozã le akpa sia la la mɔnu geɔe siwo dzi wotona fiaa nu le Euegbe me la ɔe eme. Nusɔsrɔ tso kuxiwo ɔeɔe ɔa ɲu la mɔnu siwo me wozãa agbemekuxiwo fe kpɔɔeɲuwo le abe nusrɔmɔnu ene la be woatsɔ ado nusrɔlawo fe nusɔsrɔ tso nyatiwo kple ɔoɔo siwo dzi woawɔ le kuxiwo ɔeɔe ɔa me ɲu ɔe ɲɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko ɲu la ɔe eme. Egalɔ mɔnu tɔxewo abe nusɔsrɔ le ame ɔokui si, ame eveve fe dɔdeasiwɔwɔ, ame siwo ɲu ɲutete vovovowo le alo ɲutsuviwo kple nyɔnuviwo fe hatsotso ɔeka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo adewoe nye numeɔeɔe na klase la ene ɔe eme. Mɔnu siawo tea ɲu doa ta me deto bubu, kuxiwo ɔeɔe ɔa fe ɲutete kple dzedoɔo kple ame nɔewo fe ɔaɲuwo ɔe ɲɔ. Egatea ɲu naa ɔekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwɔ nusrɔlawo. Nusrɔlawo asrɔ ale si woaxɔ nutsotsowo eye woadzro wo me la hã. Le nusrɔla susuɔaɔeɔe gome la, wowɔ ɔoɔo ɔe dɔdeasi bubuwo wɔwɔ ɲu na wo abe amenunɔnɔ fe ɔoɔe siwo dometo adewoe nye nufiafia nusrɔhatiwo ene la be woafia afɔɔoɔe wofe nusrɔhatiwo be woase nu siwo fiam wole wo la gome nyuie. Míele afɔ ɔom afɔta na

nufialawo be woalé ŋku dɛ nusrōla siwo fe nyayɔɔ kple nufɔfo ŋu kpɔtsɔtsɔ le la ŋu eye woade kuxi siawo da aɖaɖutɔe.

NUSƆSRƆDODO KPƆ FE TOTODEME

Nusɔsrɔdodo kpɔ fe aɖaɖu si wozã le akpa sia la akpɔ nusrōlawo fe aɖaɖuwo tutu dɔ, nyatiwo gɔme sese kple susu deto dɛdɛ fe nyawo gbɔ le wofe nusɔsrɔwo dodo kpɔ me le dɔdɔ si dze la nu. Nutsotsonana nusrōlawo edziedzi doa tutuɖowɔna siwo le edzi yim fifia hena nusrōlawo fe ŋgɔyi kple blibodede le nusɔsrɔ me la dɛ ŋɔ. Nusɔsrɔdodo kpɔ fe aɖaɖu la lo mɔnu siwo dzi woato akpɔ ale si nusrōlawo se hadzidziwo gɔmee la dɛ eme. Nusɔsrɔdodo kpɔ fe Ɖofe 4lia si te gbe dɛ susu deto dɛdɛ dzi la hã li. Nusɔsrɔdodo kpɔ fe biabiawo dze egɔme tso biabia bobɔetɔ dzi yi dɛ biabia sesɛtɔ dzi ale: biabia kpuikpuikpuiwo ŋu dɔdɔ, nyadu kpuikpuikpuiwo tsotso alo numedɛdɛ tso nyatiwo ŋu, nyatiwo me dɛdɛ kple nu siwo ku dɛ wo ŋu la wɔwɔ fe ŋutete si le nusrōlawo si la dodo kpɔ. Ele be nufialawo nawɔ nusɔsrɔdodo kpɔ si wowɔna le nusrɔyi kple esi wowɔna le nusɔsrɔ vɔ megbe la fe aɖaɖu vovovowo ŋu dɔ atsɔ axɔ nutsotso tso nusrōla dɛ sia dɛ fe dɔwɔwɔ ŋu. Esia lo nusrōlawo fe adzɔwo kple nutsotso bubuwo dɛ eme hena wofe ŋgɔyi le nusɔsrɔ me.

Ŋɔ nusɔsrɔdodo kpɔ fe Ɖofe si wozã na metsonua fe dzeside la. Le kpɔɖeɖu me:

Metsonua fe Dzesidewo	Nunya fe Ɖofe	Nusɔsrɔdodo kpɔ fe Aɖaɖu kple/alo Mɔnu
3.4.1. LI.1 Dzro dɔwɔhawo me.	4lia	Numedzodzro
3.4.1. LI.2 Dzro hailaifuha siwo dzim wole le egberɣekewo me la me.	4lia	Nufɔfo tso nyati la ŋu le ŋuɖɔdɔ la gbɔgblo me

KOSIDA 19LIA

Metsonua fe Dzeside: *Dzro dɔwɔhawo me.*

NYATI: DɔWɔHAWO

Hawo me dede: Ha nye nya kpakpa si me wotua nyawo ɔ le ɔɔɔ tɔxɛ ade nu le eye wotsɔa hadzigbe kpɛna ɔ ɛɲu la. Zi gedɛ la, wozãa hadzigbe si lɔ gbediɔwo yɔyɔ kple kpizizi fe tutuɔ le ɔɔɔ tɔxɛ ade nu la ɔ ɛme. Hakpanya fe dzesidenuwo nɔa hawo si. Gbedɔɲuwo nɔa hawo me eye wotua wo ɔ be woadze ga dzi. Wonɔa hawo ɔ fliwo kple kpukpuiwo me. Ye adewo yi la, wogbugbɔa fli siawo dzina le ha la dzidzi me. Zi gedɛ la, fli siawo medidina o, eye wotea ɲu gbugbɔna dzia wo. Gɔmesese deto nɔa nya siwo le hawo me la si eye wotea gbe ɔ wo dzi hena ɔ tɔxɛ wɔwɔ.

Dɔwɔha: Dɔwɔha nye ha si do ka kple dɔwɔna ade si wodzina le ɔ la wɔwɔ me alo ha si ku ɔ dɔdeasi ade ɲu alo ha si tsi tsitre ɔ wɔna manyomanyo abe kuviawɔwɔ ene la ɲu. Dɔwɔhawo nye ha siwo wodzina le dɔwɔnawo abe agbledede, ɔkpɔkpɔ, asitsatsa kple nututu ene la wɔwɔ me be woado ɲusɛ dɔwɔlawo be woawɔ ɔ kaba, sesɛ alo yeyiɔ didi ade.

Dɔwɔha fe hawo: wonyea nyatoto, nuɔɔɔ alo tsitre tsitsi ɔ wɔna manyomanyo wɔwɔ ɲu

Dɔwɔha fe Kpɔɔɲu Adewo Adedaha fe Kpɔɔɲu

Mègadɛ o, malée, mègadɛ o.

Adela, mègadɛ o, malée, mègadɛ o.

Malée kple asi, ade ya lolo malée kple asi.

Malée kple asi, ade ya lolo malée kple asi.

Malée kple asi, ade ya lolo malée kple asi.

Malée kple asi, ade ya lolo malée kple asi.

Agbleha fe Kpɔɔɲu

Meyi tɔnye gbɔ masa agbleka

Tɔnye be agbleka meli wosana o.

Meyi nɔnye gbɔ masa agbleka

Nɔnye be agbleka meli wosana o.

Ɔdi ɲdie nye agbledede,

Yetrɔ yetrɔ menye agbledede o.

Miku tsi ne anyigba nano hee.

Voliwoe, miku tsi ne anyigba nano hee.

Lebla menoa ti o

Tɔwɔde nye agbeli kple negbo.

Menoa ti o

Tɔwòde nye agbeli kple negbo.

Menoa ti o

Tɔwòde nye agbeli kple negbo.

Ɖɔkpɔɔha fe Kpɔɔɔɔɔ

Ɖɔɔɔ menya be fu kpem míele o hã?

Ho nenie nɛflem?

Ɖɔɔɔ menya be fu kpem míele o hã?

Ho nenie nɛflem?

Ho nenie nɛflem?

Ho nenie nɛflem?

Ɖɔɔɔ menya be fu kpem míele o hã?

Ho nenie nɛflem?

Ɖɔɔɔ me' nu nyamaa?

Akɔ, akɔ.

Ɖɔɔɔ me' nu nyamaa?

Akɔ akɔ

Nufiala la nekpɔ adedaha fe kpɔɔɔɔɔ si le nusrɔla fe agbalẽ fe axa 94 la.

Ɖɔwɔhawo fe Vevinyenye

- Wodoa ɔusẽ ɔwɔlawo eye wonana be wowua ɔɔa nu kaba.
- Nyati siwo le haawo me la ɔɔa ɔusẽ ɔwɔlawo be woawɔ ɔɔa sesĩe.
- Enye boblododo ɔɔa si fomevi wɔm wole la.
- Ɖɔwɔhawo ɔɔa aɔaɔɔ na mí.
- Ɖɔwɔhawo kafua ɔwɔlawo eye wosia ahama dea kuviatɔwo.
- Ɖɔwɔhawo ɔɔa vɔvɔ le lãme na amewo eye wodea vɔvɔ lãme na ame baɔawo be womawɔ nuvevi ɔwɔlawo o.

Ɖɔɔeasi

1. Le wò susu nu ɔɔa, aleke nàɔɔ ɔwɔha gɔmee?
2. Ɖe ɔwɔha fe hatsotsowo dometɔ etɔ me eye nàna wo fe kpɔɔɔɔɔ wotɔɔwotɔɔɔ.
3. Gblɔ susu etɔ aɔɔ siwo ta ɔwɔla siwo le miafe nuto me la dzia ɔwɔhawo ɔɔa la.

Nufiamɔnuwo

1. Nufɔfo tso nusɔsrɔ ɔɔa nu vuvu: Klase la katã
 - a. Midzro ɔwɔhawo me.

- b. Midzro dɔwɔha fe hatsotsowo me.
 - c. Midzro dɔwɔhawo fe vevinyenye me.
2. Hamedɔdeasi/Nusɔsrɔ le ha me
- a. Ame eveve fe dɔdeasi: Midzro dɔwɔha aɔe me (Mide dzesi nyati, tutuɔ, gbedɔɔuwo, gbezazã, gbenlɔtsiã kple bubuawo.)
 - b. Nusɔsrɔ to nua wɔwɔ me. Mikpa dɔwɔha aɔe miadzi.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Ɖofe 4lia - Numedzodzro

1. De dzesi dɔwɔha eve aɔewo le Eveawo dome eye nàdzro wofe tutuɔ (gadzidzedze, hadzigbe) kple gbedɔɔu siwo wozã (nusɔnu, nyasɔnya, gbetɔdonu, susumenutata, xaxagbediɔi ɔka tudenuwo, dzesi kple bubuawo) la me. (adzɔ 16)
2. Dzro dɔwɔhawo fe wɔfe etɔ aɔewo me le miafe nuto me. (adzɔ 6)
3. Zã wò nunya ku ɔe nyaduwo ŋu nàtsɔ akpa dɔwɔha aɔe tso ɔ si nàdi be yeawɔ le etsɔ me la ŋu. (adzɔ 6)

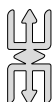
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

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

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



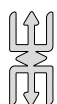
Note

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

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

10 minutes **Content Exploration**

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


Note

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

30 minutes **Enactment**

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

5 minutes **Reflection**

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

KOSIDA 2OLIA

Metsonua fe Dzeside: *Dzro hailaifuha siwo dzim wole le egbenkekewo me la me*

NYATI: HAILAIFUHAWO

Nu si hailaifuhawo nye: Hailaifuhawo nye Ghana ha siwo me wozãa Afrika hadzimɔnuwo kple yevuwo fe hadzinuwo kple hadzigbewo le la. Hadzidzi fe ha sia dzɔ tso futadu siwo le Ghana la me tso 1801 va se de 1900 me. Hailaifuhawo nye hadzidzi si ame nkuta siwo le Afrika le yeyiɣi si me yevuawo nɔ Ghana dzi dɔm la lãa toɖoɖoe la. Enye ha si hadziha vovovowo abe ‘Jazz Kings’, ‘Cape Coast Sugar Babies’ kple ‘Accra Orchestra’ ene siwo le futaduwo me le Ghana la dzina.

Hailaifuhawo fe hatsotsowo

1. **Dehanofehawo:** Wogayɔa ha siawo be ‘maringa’ le Sierra Leone dukɔa me. Hadzidzi sia dze egɔme tso futaduwo me le esime mia de hadzilawo dze hadzinu siwo asitsalawo tsɔna ve la zazã gɔme. Wozãa hadzinu siawo kpena de wofe dekonuto siwo wowo kple ka abe dzita ene kple vuwo nu le ha siawo dzidzi me. Wodzia ha siawo le dehadzrafe sue siwo woɖo de melidzefewo, afi si melikulawo, melimedɔwɔlawo kple ame siwo wɔa dɔ le melidzefeawo la nɔna henɔa ha siawo sem nenye be wole deha nom.
2. **Hailaifuha Si Dzi Wofoa Brazibani Ɖo:** Enye hailaifuhawo fe hatsotso si de sɔsɔ ge kple yevuwo tɔ siwo wodzina le mɔgãwo me hefoa brazibani de edzi le Yetodɔfe Afrika dukɔwo me la. Asrafowo zãa hadzila siwo le nutoa me la le wofe brazibanihabɔɔ me eye asrafoawo fiaa ha siwo dzi woɖea abɔ ɖo la wo. Asrafowo fe hadziha sia kpea hadzimɔnu vovovowo de esiwo dzi woɖea abɔ ɖo la nu si wɔne be woɖua ye si woyɔna be ‘adaha’ la de ha la dzi le atsiã tɔxe ade me. Ye bubu ade si wogaɖuna de ha siawo dzi lae nye ‘konkoma’.
3. **Hailaifuha si dzi wofoa dzita ɖo heɖua ye de edzi:** Hailaifuha fe hatsotso sia dzilawo bɔ de du gãwo me wu. Yeɖula ve ade siwo tɔ hailaifuhadzidzi kple yeɖuɖu abe wofe dɔwɔɖua ene la woe le hadziha sia me. Le kpɔɖeɣu me, Tempos hadziha. Bani ve aɖewo koe wozãna le ha sia dzidzi me. Le gɔmedzedzea me la, kɔfewo me koɣ wòbɔ ɖo wu. Wozãa hadzinu siwo wowo kple kawo abe *seprewa* kple dzita ene la. Wogazãa hadzimɔnu si *Dagombatɔwo* ye tso *Kru* melimedɔwɔlawo gbɔ siwo tso Liberia gbɔ la hã. Le hadzimɔnu sia me la, wozãa asibide eve tsɔna foa dzita la le atsiã tɔxe ade me. Wofoa vu, dzia ha eye wofoa akpakpewo.
4. **Bɔgahailaifuha:** Ghanatɔ siwo nɔ Germany dukɔa me la woe dze bɔgahailaifuha dzidzi gɔme. Wowɔa ‘funk’, ‘disco’, kple ‘synth-pop’ nu dɔ le wofe hadzidziwo me. Woxe se be nu si ta woyɔne be bɔgahailaifu ɖo la nye be Ghanatɔ siwo nɔ Germany le ye ma yiwo me la fe akpa gãtɔwo nɔ Hamburg. Ame siwo zɔa mɔ tso Ghana yia Germany la woe wɔa hadzidzi sia nu dɔ. Tɔtrɔ va hadzinu siwo wozãna tsã la me. Egbe la, wozãa hadzinu siwo wɔa egbenkuuvu fe mɔɖaɣunutinunyawo nu dɔ. Va se de fe 1990-1999 fe nuwuwu lɔfo la, wodze hadzinu siwo wɔa latrikijusẽ nu dɔ la zazã gɔme tsɔna léa hailaifuhawo de agba dzi.
5. **Mawunyahailaifuhawo:** Enye hailaifuhawo fe hatsotso si bɔ de Ghanatɔwo kple Ghanatɔ siwo le dukɔ bubuwo me la dome wu. Mawunyahailaifuhawo hea kadodo

dea subsubonyawo kple degbenonyawo me. Hailaifuha sia di bogahailaifuha gake mawunya na hailaifuhawo fe hatsotso sia me.

Hailaifuha siwo dzim wole le egbenkekewo me la fe tutudo: Tutudo siwo dzi hailaifuhawo zana do ko la woe nye esiwo gbana:

Hadzinuwo zazã

- Dzita: Enye hadzinuwo vevitowo dometo deka si nana ha la vivina.
- Kpẽwo: Kpẽ siwo woyona be ‘trumpet’, ‘saxophone’, kple ‘trombone’ wo nye hadzinu siwo nana be hadzidzi la wa deka eye wovivina.”
- Uwo: Wozãa u siwo Afrikatowo fona kple yevuwo fe uwo si wone be hadzidzi la na ga dzi.
- Sankuwo: sankuwo wone be hadzidzi la vivina eye wonya sena na to.

Nu siwo hailaifuhadzidzi la de eme

- Hadzila deka fe ha fe akpa ade dzidzi kple hadzila bubuwo fe enudodo: Le hailaifuhawo me la, hadzila deka dzia ha la fe akpa ade eye hadzila bubuwo doa nu ne.
- Gadzidedze: Hailaifuhawo dea ga dzi le nonome txe ade si nya sena na to la me.
- Alo deka dzi nono: Dzesidenu txe deka si le hailaifu hawo nu lae nye ale si hadzinuwo kata wa deka henana be ha la zana de dodo txe ade nu eye wonya sena.
- Gatoto vovovowo: Dzesidenu txe deka si le hailaifuhawo nu lae nye ale si gatoto deka alo wu nenema na hailaifuhawo me. Gatoto de sia de na ga txe ade dzi eye wowo deka henana be ha la lea ade.

Hailaifuhawo fe tutudo

- Nuuvu: Wokaa asi hadzinuawo nu eye wofe di di dea seselelame kple gadzidedze fiana doa ngo.

Ha la fe nyati: Hadzila la gblã nya eye wonaa gbedeasi.

- Ha la fe akpa adewo gbugbodzi: Wogbugba ha la fe akpa siwo toa nyati vevito la de eme la dzina.
- Hadzinuwo kple hadzigbe fe dekawawo: Hadzinuwo kple ha la dzidzi si naa hadzigbe vovovowo na ha la si.

Nyatiwo

- Lolõ kple ahiãdzede: Many highlife songs focus on the themes of love, romance, and relationships. Hailaifuha gedewo kuna de lolõnya kple ahiãdzede nu.
- Nufufo tso hadomegbenonyawo nu: Hailaifuhawo foa nu tso hadomegbenonyawo abe dunyahehe, ahedada kple azitiatia le azi me nu.

Domenyinuwo léle ɔ́e te

Nu vevi ɔ́eka si le hailaifuhawo ɔ́u lae nye be wozãɛ tsɔ́na léa Ghana fe dekonunyawo, degbenɔ́ɔ kple blemanyawo ɔ́e te.

Hailaifuha siwo dzim wole le egbenɔ́ɔkewo me la fe vevinyenye

- Ghana hailaifuhawo nye ɔ́asediɔ́i gbagbe tso dukɔ́a fe bubudede efe blemanuwo ɔ́u le esime wole mɔ́kpɔ́kpɔ́ me na nu yeyewo le etsɔ́ me.
- Wonye ha siwo fe nu léa dzi na amewo eye woɔ́ea dekonu kple domenyninu xɔ́asi siwo le dukɔ́a si la fiana.
- Woɔ́ea dekonu fe dzeside fiana: Hailaifuhawo nye Ghana fe dekonu kple domenyninuwo fe dzeside siwo dzidzi dze egɔ́me tso fe 1801 va se ɔ́e fe 1900 me la. Wonye Bluawo fe dekonuha siwo wodzina ɔ́e yevuawo fe hadzitsiãwo dzi to yevuawo fe hadzinuwo zazã me.
- Xotutu tso domenyninuwo ɔ́u: Blemanyatoto Le blemanyatotowo nu la, hailaifuhawo tea ɔ́u tua xo tso Ghana dukɔ́a ɔ́u abe yevuawo fe Ghana dukɔ́a dzi ɔ́u kple Ghanatɔ́wo fe viɔ́li hena ɔ́okuisixɔ́ɔ fe wɔ́nawo ene ɔ́u.
- Zi geɔ́e la, hailaifuhawo foa nu tso hadomegbenɔ́ɔnyawo abe lɔ́lɔ́nyawo, dunyahehe, nukeklẽ, nu fitifiti wɔ́wɔ́ kple nu dzɔ́dzɔ́e wɔ́wɔ́ le hadomegbenɔ́ɔnyawo me ene.
- Hailaifuhawo hea ɔ́ekawɔ́wɔ́ dea amewo dome, eye wodoa hadomegbenɔ́ɔ le nutowo me fe wɔ́nawo ɔ́e ɔ́gɔ́.
- Hailaifuhawo nye hadzidzi fe hatsotso si bɔ́ ɔ́e Ghana la siwo ɔ́ea modzaka na ame geɔ́e siwo le hatsotso vovovowo me la.
- Hailaifuhawo le ɔ́ɔ́ wɔ́m ɔ́e ha bubu siwo wodzina le Ghana dukɔ́a me abe afrobiti kple hipulaifu ene dzi si wɔ́e be hadzidzi sia fe hatsotso le ta kekem ɔ́e edzi le Ghana.
- Hailaifuhawo léa Ghana dekonuwo kple agbenɔ́ɔ siwo ɔ́u mídea asixɔ́ɔe la ɔ́e te.

Ɖoɔ́o siwo dzi wozɔ́na le hailaifuhawo me dzodzro me la sɔ́ kple esiwo dzi wozɔ́na le nyadu fe ha bubuwo me dzodzro me.

Dɔ́deasi

Mihe nya miade nyati si gbɔ́na la dzi alo miatsi tsitre ɔ́e ɛɔ́u: “Hailaifuhawo nye mɔ́nu gãto kekeake si Ghana fe dekonunyawo tona gena ɔ́e gbetadukɔ́wo me.”

Nufiamɔ́nuwo

1. Nufɔ́fo tso nusɔ́srɔ́ ɔ́u nu vuvu - Klase la katã fe nuwɔ́na.
 - Midzro hailaifuhawo me.
 - Midzro hailaifuhawo fe hatsotsowo me.
 - Midzro hailaifuha siwo dzim wole le egbenɔ́ɔkewo me la fe vevinyenye me.
2. Hamedɔ́deasi/Nusɔ́srɔ́ le ha me
 - a. Ame eveve fe dɔ́deasi
 - Miɔ́to miase hailaifuha aɔ́e eye miadzro ha la fe nyawo kple tutuɔ́o me.
 - Midzro hailaifuhawo me.

- b. Nusɔsrɔ̃ to nua wɔwɔ me
 - Midzi hailaifuha siwo dzim wole le egbenkekewo me la dometɔ adewo.
 - Mikpa hailaifuha adewo.
- c. Klase la katã fe nuwɔna: Midzro ha siwo miekpa la me.

Nusɔsrɔ̃ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 4lia – Nufofo tso nyati adɛ ɲu

Dzro tɔtrɔ siwo me hailaifuhawo to le Ghana tso fe 1950 lɔfo va se ɛ egbenkekewo dzi la me to kpɔɛɲuwo nana me. Àte ɲu azã hailaifuhawo fe hatsotsowo, hadzinu siwo wozãna, mɔnu siwo dzi wotona léa hailaifuhawo ɛ agba dzi le alo ha la fe nyawo (adzɔ 16)

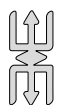
PLC Session 20

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).



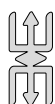
Note

- 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.

Akpa 9lia: Tafofo

Akpa sia fo nusɔsrɔ si ku de hawo ɲu la ta. Nusrɔlawo srɔ nu tso dɔwɔhawo kple hailaifuhawo ɲu. Míafe taɔɔdzinu vevitɔwoe nye nufɔfo tso dɔwɔhawo kple hailaifuhawo ɲu. Nusrɔlawo fe nunyanya tso hawo kple hakpakpa ɲu awɔe be woanya nu tso nya geɖewo ɲu eye gbezazã fe aɖaɲuwo nasu wo si. Esia atu nusrɔlawo fe susudeɖe, aɖaɲuwɔwɔ tamebubu kple nufɔfo fe aɖaɲuwo ɖo. Hawo me dzodzro kpena de nusrɔlawo ɲu be wotua ta me deto bubu, nyamedeɖe kple ɲkuléle de nu ɲu tsitotsito fe aɖaɲuwo ɖo. Akpa sia do ka kple nusɔsrɔ bubu siwo ku de blemanudzɔdzɔwɔ, Inglisigbe me nyaduwo ɲuti nusɔsrɔ kple hadzidzi ɲu la. Akpa sia gado nusrɔlawo fe nugɔmesese tso blemanudzɔdzɔwɔ, dekonuwo kple amewo fe mɔzɔzɔ ɲu de ɲɔ. Hawo léle de ta me kple hakpakpa naa dzidefo mí eye wɔtua míafe susuwo kple nufɔfo le amewo dome fe aɖaɲuwo ɖo. Míele ɲusẽ dom nufiala la be wɔazã nufiaɖaɲu siwo nana be nusrɔlawo wɔa numedzodzro, nufianuwo, nufiaɖaɲu vovovowo kple nusɔsrɔ la fe nyati veviwo dodo kpɔ fe aɖaɲuwo atso ado alɔ nusrɔlawo be woate ɲu asrɔ nu le wo ɖokuiwo si.



ASIDEDE NUSŢSRŢ JE NYATI VEVIWO DODO KPŢ TE JE ĐOĐOWO

KŢSİĐA 19LIA

Biabia 1: De dzesi đwŵha eve ađewo le Eveawo dome eye nàdzro wofe tutuđo, (gadzigbe) kple gbedan̄u siwo wozã (nusŵnu, nyasŵnya, gbetadonu, susumenutata, xaxagbediđi đeka tudenuwo, dzesi kple bubuawo) la me. (adzo 16)

	Enyo ɣutɔɣuto (adzo 7-8)	Enyo ɣuto (adzo 5-6)	Enyo (adzo 3-4)	Ehiã na asitɔtro (adzo 1-2)
Nyati	<i>Etia đwŵha eve ađewo eye wòto asi dzesidenu siwo le eme la dzi wo me ko nyuie.</i>	<i>Etia đwŵha eve ađewo eye wòto asi dzesidenu siwo le eme la dzi.</i>	<i>Etia đwŵha eve ađewo eye wòto asi dzesidenu ađewo dzi le eme. Eme meko tututu o.</i>	<i>Etia đwŵha đeka ađe. Gomesese mele dzesidenuwo alo tutuđo la si tututu o. Eme meko o.</i>
Analysis Numedzodzro	<i>Edzro dzesidenu siwo dzi wòto asii la fe đwŵwɔ đe ha la dzi me đe dodo nu eye wòto ha eveawo so kple wo nɔewo.</i>	<i>Edzro dzesidenu siwo dzi wòto asii la dometo gedewo fe đwŵwɔ đe ha la dzi me eye wòdze ha eveawo so kple wo nɔewo gome.</i>	<i>Edzro dzesidenu đeka alo eve fe đwŵwɔ đe ha la dzi me gake wo me meko tututu o.</i>	<i>Medzro dzesidenu siwo le vevie la fe đwŵwɔ đe ha la dzi me o alo vɛ ađewo me ko wòdzro.</i>

Biabia 2lia: Dzro đwŵhawo fe wofe etĩ ađewo me le miafe nuto me. (adzo 6)

Nufiala la nebia nya siawo edokui hafi wòana adzo nusrlawo. De dzesii be nusrla ađeke mate ɣu axo adzo wòawu 1-2 nenye be mede dzesi wofe etĩ ađe siwo đwŵhawo wɔna la o.

- 1. Dzesidede wafewo: Đe nusrla la ate ɣu ade dzesi đwŵha fe wofe etĩ ađewo le wofe nuto mea?*
- 2. Wafewo me dzodzro: Đe nusrla la ate ɣu adzro wofeawo dometo đe sia đe fe vevinyenye me kpe đe efe đwŵwɔ đe nutoa me dzi mea?*

Adzonanajutiđođowo

Na adzo 5-6 nenye be nusrla la wɔ numedzodzro nyuito kekeake si me wòde dzesi ha la fe wofe siwo me ko le la.

Na adzo 3-4 nenye be nusrla la wɔ numedzodzro la nyuie eye wòde dzesi ha la fe wofe ađewo.

Na adzo 1-2 nenye be nusrla la wɔ numedzodzro si ka đe eme la eye wòde dzesi ha la fe wafewo.

Biabia 3lia: Zã wò nunya ku đe nyaduwo ɣu nàtsɔ akpa đwŵha ađe tso do si nàdi be yeawo le etsɔ me la ɣu. (adzo 6)

Nufiala la nebia nya siawo edokui hafi wòana adzo nusrlawo.

- 1. Hakpadanuzazã kple ha la fe adodoenyenye: Hakpadanuwu dze le ha la me eye eđe dzesi be ha la nye ha adodoea?*

2. Vevinyenye na dɔwɔwɔ: Ha la le vevie le dɔ si nusrɔla la adi be yeawɔ le etsɔ me mea?

3. Tutuɔ: De dɔwɔha la fe tutuɔ le dɔdɔ nua?

Adzɔnananɔtiɔdɔdɔwo

Na adzɔ 5-6 nenye be nusrɔla la kpa dɔwɔha nyuitɔ kekeake si me wɔde hakpaɔɔɔ, vevinyenye kple tutuɔ nyuitɔ fia le la.

Na adzɔ 3-4 nenye be nusrɔla la kpa dɔwɔha nyuitɔ si me wɔde hakpaɔɔɔ adewo, vevinyenye kple tutuɔ fia le la.

Na adzɔ 1-2 nenye be dɔwɔha si nusrɔla la kpa la ka de eme gake mede hakpaɔɔɔwo, vevinyenye kple tutuɔ fia tututu o la.

Na adzɔ 0 nenye be dɔwɔha si nusrɔla la kpa la menyo o alo hakpaɔɔɔwo, efe vevinyenye kple tutuɔ menyo o.

KOSIDA 20LIA

1. Nɔdɔdɔ la gbɔgbɔ (adzɔ 16)

	Enyo nɔtɔnɔtɔ (adzɔ 7-8)	Enyo nɔtɔ (adzɔ 5-6)	Enyo (adzɔ 3-4)	Ehiã na asitɔtɔ (adzɔ 1-2)
Nyati	Ede dzeɔi sɔsɔminasɔewo, vovototowo kple tutuɔ nyuie to kpɔdeɔu ene alo wu nenema zazã me.	Ede dzeɔi sɔsɔminasɔewo, vovototowo kple tutuɔ to kpɔdeɔu etɔ alo wu nenema zazã me.	Ede dzeɔi sɔsɔminasɔewo, vovototowo kple tutuɔ to kpɔdeɔu eve alo wu nenema zazã me.	Mede nunya ku de hailaifuha siwo dzim wole fe gedewo nye esia la fia tututu o.
Numedzodzro	Edzro susu siwo ta tɔtɔwɔ le vavam hailaifuhawo me dɔ la me le dɔdɔ nu.	Edzro susu ade siwo ta tɔtɔwɔ le vavam hailaifuhawo me dɔ la me.	Medzro susu siwo ta tɔtɔwɔ le vavam hailaifuhawo me dɔ la me tututu o.	Medzro susu vevi siwo ta tɔtɔwɔ le vavam hailaifuhawo me dɔ la me o alo susu ve adewo me ko wɔdzro.

AKPA 10LIA: HAKPANYAWO

NUSƆSRƆ FE ALƆDZE: EUEGBE FE NYADUWO

Alɔdze la fe Memama: **Nyadu ɲɔɖiwo**

Nusɔsrɔ fe Metsonu: *Zā wò nunya tso nu siwo hakpanya lɔ ɖe eme la ɲu nàtsɔ adzro hakpanyawo me.*

Nusɔsrɔ fe Dzidzeti: *Ɖe wò nunya kple gɔmesese ku ɖe hakpanyawo ɲu fia.*

NUUƆƆU KPLE AKPA SIA FE TOTƆEME

Akpa sia fo nu tso nyadu ɲɔɖiwo me dzodzro ɲu. Nyadu ɲɔɖi fe ha si me woadzro lae nye hakpanya. Nusrɔlawo asrɔ nu tso nu siwo hakpanya lɔ ɖe eme la ɲu. Woagasrɔ nu tso hakpanyawo me dzodzro ɲu. Akpa sia le vevie na nusrɔlawo, menye le Euegbe ɖeɖe sɔsrɔ me ko o, ke boɲ le nusɔsrɔ bubu siwo do ka kplii abe ɲɲlisigbe, ɲɲlisigbe fe nyaduwo ɲuti nusɔsrɔ kple nusɔsrɔ bubuwo ene. Akpa sia gatu nusrɔlawo fe nunya kple gɔmesese ku ɖe hakpanyawo me dzodzro ɲu fe aɖaɲuwo ɖo to nu siwo hakpanya lɔ ɖe eme la zazā me. Míele ɲusẽ dom nufiala la be wòazā nufiamɔnu siwo ana be nusrɔlawo nawɔ wɔfe vovovowo, nufianu vovovowo, wɔna vovovo siwo anye ɲuɖoɖo na nusrɔlawo fe nusrɔhiahiãwo wotɔxewotɔxɛ la kple nusɔsrɔdodo kpɔ fe mɔnu vovovowo le nufiafia me.

Kɔsiɖa kple metsonua fe dzeside siwo ɲu akpa sia fo nu tso la woe nye:

- **Kɔsiɖa 21lia:** De dzesi nu siwo hakpanya lɔ ɖe eme la eye nàdzro wo me (Kpɔɖeɲu: gbezazā, nyatiwo, kpukpuiwo, fliwo, gbedɔɲuwo, gbediɖi ɖeka zazā le nya aɖewo me kple bubuawo).
- **Kɔsiɖa 22lia:** Dzro hakpanyawo me.
- **Kɔsiɖa 23lia:** Dzro hakpanyawo me.

NUFIAMɔNUWO FE TOTƆEME

Nufiamɔnu siwo wozā le akpa sia la lɔ mɔnu geɖe siwo dzi wotona fiaa nu le Euegbe me la ɖe eme. Nusɔsrɔ tso kuxiwo ɖeɖe ɖa ɲu lɔ mɔnu siwo me wozāa agbemekuxiwo fe kpɔɖeɲuwo le abe nusrɔmɔnu ene la be woatsɔ ado nusrɔlawo fe nusɔsrɔ tso nyatiwo kple ɖoɖowo siwo dzi woazɔ le kuxiwo ɖeɖe ɖa me ɲu ɖe ɲɔ wu be woagblɔ nyatefenyawo tso nyatiawo ko ɲu la ɖe eme. Egalɔ mɔnu tɔxɛwo abe nusɔsrɔ le ame ɖokui si, ame eveve fe ɖɔdeasiwɔwɔ, ame siwo ɲu ɲutete vovovowo le alo ɲutsuviwo kple nyɔnuviwo fe hatsotso ɖeka me nɔnɔ kple klase la katã fe nuwɔna siwo dometo aɖewoe nye numeɖeɖe na klase la ene ɖe eme. Mɔnu siawo tea ɲu doa ta me deto bubu, kuxiwo ɖeɖe ɖa fe ɲutete kple dzedoɖo kple ame nɛwo fe aɖaɲuwo ɖe ɲɔ. Egatea ɲu naa ɖekawɔwɔ, hamedɔwɔwɔ kple amenunɔnɔ fe mɔnukpɔkpɔwɔ nusrɔlawo. Nusrɔlawo asrɔ nu tso ale si woaxɔ nutsotsowo eye woadzro wo me la ɲu.

Nya siwo ame bubuwo gbl̩ la dzi dede l̩ nusr̩lawo fe ŋkuf̩f̩l̩ d̩e nya siwo wofe nusr̩hatiwo gbl̩ la me kple nya bubuwo ts̩ts̩ akpee d̩e eme kple susu be wo kat̩ nada asi d̩e edzi. Le nusr̩la susuḍaḍet̩wo gome la, wow̩ ḍoḍo d̩e ḍḍeasi bubuwo w̩w̩ ŋu na wo abe amenun̩w̩ d̩e ḍofe siwo domet̩ aḍewoe nye nufiafia nusr̩hatiwo ene la be woafia af̩ḍofe wofe nusr̩hatiwo be woase nu siwo fiam wole wo la gome nyuie. Míele af̩ ḍom af̩ta na nufialawo be woalé ŋku d̩e nusr̩la siwo fe nyay̩y̩o kple nuf̩fo ŋu kp̩ts̩ts̩ le la ŋu eye woade kuxi siawo ḍa aḍan̩t̩e.

NUS̩SR̩DODO KP̩ FE TOT̩ḐEME

Nus̩sr̩dodo kp̩ fe aḍan̩ si woz̩ le akpa sia la akp̩ nusr̩lawo fe aḍan̩wo tutu ḍo, nyatiwo g̩me sese kple susu deto ḍeḍe fe nyawo gb̩ le wofe nus̩sr̩wo dodo kp̩ me le ḍoḍo si dze la nu. Nutsotsonana nusr̩lawo edziedzi doa tutuḍow̩na siwo le edzi yim fifia hena nusr̩lawo fe ŋg̩y̩yi kple blibodede le nus̩sr̩ me la d̩e ŋg̩. Nus̩sr̩dodo kp̩ fe aḍan̩ la l̩ m̩nu siwo dzi woato akp̩ ale si nusr̩lawo se nu siwo fiam wole wo le Evegbe me la g̩mee la d̩e eme. Woḍo Nunya fe Ḑofe 3lia fe biabia siwo nye nyadutsotsobiabiawo kple biabia siwo ŋu ḍoḍo hiã ta me deto bubu la na nusr̩lawo. Wow̩ esia kple susu be woats̩ ad̩o nusr̩lawo fe ta me deto bubu kple hakpanyawo me dzodzro g̩me sese nyuie kpakple nu siwo hakpanya l̩ d̩e eme la zaz̩ at̩s̩ adzro hakpanyawo me kp̩. Ele be nufialawo naw̩ nus̩sr̩dodo kp̩ si wow̩na le nusr̩yi kple esi wow̩na le nus̩sr̩ v̩ megbe la fe aḍan̩ vovovowo ŋu ḍo at̩s̩ ax̩ nutsotso tso nusr̩la d̩e sia d̩e fe ḍ̩w̩w̩ ŋu. Esia l̩ nusr̩lawo fe adz̩wo kple nutsotso bubuwo d̩e eme hena wofe ŋg̩y̩yi le nus̩sr̩ me.

Ŋl̩ nus̩sr̩dodo kp̩ fe ḍofe si woz̩ na metsonua fe dzeside la. Le kp̩ḍen̩ me:

Metsonua fe Dzesidewo	Nunya fe Ḑofe	Nus̩sr̩dodo kp̩ fe Aḍan̩ kple/alo M̩nu
De dzesi nu siwo hakpanya l̩ d̩e eme la eye n̩dzro wo me (Kp̩ḍen̩: gbezaz̩, nyatiwo, kpukpuiwo, fliwo, gbedan̩wo, gbediḍi ḍeka zaz̩ le nya aḍewo me kple bubuawo).	3lia	Afemed̩deasi
Dzro hakpanyawo me.	4lia	Sukux̩med̩deasi
Dzro hakpanyawo me.	4lia	Ḑḍeasi si woaw̩ le yey̩yi aḍe me

KOSIDA 21LIA

Metsonua fe Dzeside: *De dzesi nu siwo hakpanya lo de eme la eye nàdzro wo me (Kpɔɔɔɔɔɔ: gbezazã, nyatiwo, kpukpuiwo, fliwo, gbedanjuwo, gbediqi deka zazã le nya adewo me kple bubuawo)*

Numetoto

Fe 2	Kosida 23lia: De dzesi nu siwo hakpanya lo de eme la eye nàdzro wo me (kpɔɔɔɔɔɔ: gbezazã, nyatiwo, kpukpuiwo, fliwo, gbedanjuwo, gbediqi deka zazã kple bubuawo.)
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NYATI: HAKPANYAWO

- I. Nu si hakpanya nye
- II. Nu siwo hakpanya lo de eme
- III. Hakpanya fe tutuɔ
- IV. Hakpanya fe vevinyenye

Nu si hakpanya nye

Hakpanya nye nya kpakpa si wonɔna de fli kple kpukpuiwo me si me wozãa gbedanjuwo le eye nya siwo dea seselelãme, susuwo kple adanjuwo fiana la nɔa eme. Hakpanyawo nye mɔnu si hakpalawo tona dea nya siwo wodi be yewoagblo, susu detowo kple seselelãmewo fiana tɔxɛ adanjutɔ. Zi geɖe la, wozãa gbedanju adewo abe **nusɔnu**, **nyasɔnya**, **susumenutata**, **nya siwo wu nu kple gbediqi deka fomeviwo**, **hakpanya fe gadzidzedze** kple bubuawo ene le hakpanyawo me.

Hakpanyawo fe Dzesidenuwɔ

1. Wozã gbe adanjutɔ tɔna gblɔa nya si wodi be yewoagblo la.
2. Eɖea seselelãme fiana.
3. Gɔmesese deto nɔa esi (Woɖea nyawo, seselelãme, alo susumenutata gblɔna to nya vɛwo zazã me.)
4. Wozãa gbedanjuwo zi geɖe.

Nu siwo hakpanyawo lo de eme

Hakpanya nye nyadu tɔxɛ si me wozãa gbedanju vovovowo le tɔna dea gɔmesese kple seselelãme fiana.

Akpa sia afo nu tso hakpanya fe ha ene adewo ɔ:

1. Konyifaha/ Avihe
2. Lolɔha
3. Kafukafuha
4. Dzidzɔha

Taɔɔɔɔɔɔ vovovowo nɔa hakpanyawo si. Taɔɔɔɔɔɔ siawo dometo adewoe nye be:

1. Woɔɔɔɔɔɔ seselelãme afia

2. Woagblo ntunya
3. Woadzro susuwo me
4. Woawo do tɔxɛ dɛ hakpanyaxlɛla la dzi.

Nu siwo hakpanya lo dɛ eme la fe vevitɔwo dometo adɛwoe nye:

1. **Susumenutata**

Susumetata nye gbezazã adanɔtɔɛ be nuxlɛla la nate ɔu akpɔ nu si tututu xlɛm wɔle la fe nɔnɔmetata le efe susu me. Zi gedɛ la, wozãa nya siwo wɔne be nuxlɛla la tea ɔu kpɔa, sea, vevɛa, kaa asi alo dɔa nu siwo ɔu hakpanya fo nu tsoe la ɔu.

2. **Gbezazã**

Gbezazã nye ale si wotiaa nyawo hetɔa asi le gbegbɔgblo ɔu le hakpanyanɔɔlo me la. Hakpala la tiaa nyawo adanɔtɔɛ eye wɔtrɔa asi le gbegbɔgblo la ɔu hekpaɔ nya si wɔdi be yeagblo la si hea nuxlɛlawo fe susu dɛ nyadu la ɔu be gɔmesese nyuitɔ nasu wo si. Be nuxlɛla la nase nu si gblɔm hakpanya la le gɔme la, hakpala la tea ɔu zãa nu siwo gbɔna la:

- a. Nyawo tiatia: Hakpala la fe nya tɔxɛwo zazã atɔ adɛ gɔmesese kple seselelãme afia.
- b. Nunɔla fe seselelãme: Enye seselelãme si le nunɔla la si ku dɛ nu si ɔlɔm wɔle ɔu la. Enye nɔnɔme alo seselelãme si tututu hakpala la dɛ fia to nyawo zazã me la.
- c. Gbenɔtsiã: Gbe si fomevi hakpalawo zã la hã tea ɔu dɛa gɔmesese si le wo si la fiana. Gbe la tea ɔu nyea esi wozãna le dɔwɔfewo, esi xolɔwo zãna, esi le hakpanya fe nɔnɔme me alo esi wozãna le dzedɔdɔ me la.

3. **Nyatiwo**

Esia nye susu, gbedeasi alo nya vevitɔ siwo ɔuti hakpanya alo nyadu adɛ fo nu tsoe. Ate ɔu aku dɛ agbenɔɔ, amewo, amegbetɔ fe nɔnɔme, alo nyati bubu adɛ ɔu.

4. **Kpukpuiwo**

Kpukpuiwo nye hakpanya fe fli adɛ siwo foa fu tua hakpanya fe akpa adɛ dɔ la. Wotea ɔu zãa gbɛɔɔ dɛka fomevi adɛ le nya adɛwo me, dzea ga dzi eye wotua hakpanya la dɔ.

5. **Fliwo**

Hakpanya fe fliwo nye nya siwo tu wo nɛwo dɛ enu tso miame yi dɛ dɔsime le la. Zi gedɛ la, woɔa fliwo dɛ nɔnɔme tɔxɛ adɛ nu alo wodzea ga dzi.

6. **Gbedanɔwo**

Gbedanɔ nye adanɔ siwo wozãna le gbezazã me be woatsɔ adɛ susumetata kple seselelãme afia alo adɛ susuwo agblo. Gbedanɔ fe kpɔdɛnɔwo dometo adɛwoe nye nusɔnu, nyasɔnya, susumenutata, dzesi kple bubuawo.

7. **Gbediɔ dɛka zazã le nyawo me**

Gbediɔ dɛka zazã le nyawo me nye gbɛɔɔ dɛka adɛ gbɔgbɔɔ le nyawo me le fliawo fe nuwufe. Zi gedɛ la, hakpalawo zãa gbɛɔɔ dɛka le nyaawo me be hakpanya la nanɔ ga dzi. Gbediɔ dɛkawo zazã le nyawo me tea ɔu tua hakpanya fe nɔnɔme kple gadzinɔɔ dɔ kple susu be woate ɔu adzii.

Hakpanya fe tutuḍo

Hakpanya fe tutuḍo nye ale si woḍo hakpanya la ɔe ɔoḍo nue. Hakpanya fe tutuḍo tea ɲu wɔa ɔe ɔomesese blibo si le hakpanya la si, hakpala la fe seselelāme kple nuxlēla la dzi. Zi geḍe la, hakpalawo zāa tutuḍomɔnu vovovowo tɔna ɔea wo fe susuwo kple seselelāmewo fiana le mɔ tɔxe nu kple aḍaɲu me. Nu siwo la hakpanya fe tutuḍo ɔe eme la dometo aḍewoe nye:

Nɔnɔme

Nɔnɔme kple tutuḍo si fomevi le hakpanya aḍe si la. Etea ɲu kuna ɔe fli xexlēme si le hakpanya la si la ɲu.

Kpukpui

Kpukpui nye hakpanya fe fli aḍewo fofo fu le memama ɔeka me si fe nya tɔxe aḍewo me gbeḍiḍi ɔeka aḍewo nɔna alo dzea ga dzi le la.

Fliwo

Hakpanya fe fliwo nye nya siwo tu wo nɔewo ɔe enu tso miame yi ɔe ɔusime le fli ɔeka dzi si fe didime kple gadzidzedze tea ɲu toa vovo la.

Hakpanya fe Gadzidzedze

Hakpanyawo dzea ga dzi le nɔnɔme tɔxe aḍe si nya sena na to la me.

Dɔdeasi

1. Xlē hakpanya si gbɔna la eye nàde dze si nu siwo gbɔna la le eme:

Akpalu fe Tenu

Kua mebe yeawu nye ɲuto o.

Aɲgba si ke tre ɔiḍi la, eyae gatre a gege.

Nya kae wo kuvia nam ale?

Akpalu fe tenu ɔeka la dze ta.

Fifi mebo ahɔhlɔ esi!

Susɔea, mɔmlɔea wɔm.

Ame aḍewo be magadzi ha o.

Nu mewɔa ame wogbea ha dzidzi o.

Amegãxoxowo doa hamelo be

“Ta meyina glã xaxana o”

Esi nye ha ta ku ko la,

Kua nede mítso!

(Hesinɔ Akpalu)

- a. Nyati
 - b. Susumenutata
 - c. Gbaḍaṅu
 - d. Hakpanyaṅlola fe seselelāme
2. De dzesi gbeḍaṅuwo le hakpanya aḍe eme abe esiwo gbṅa la ene:
- a. Nusṅnu
 - b. Nyasṅnya
 - c. Gbetṅdonu
 - d. Dzesizazā

Nufiamṅnuwo

1. Nusṅsrṅ tso kuxiwo ḍeḍe ḍa ṅu: Klase la katā fe nuwṅna
 - Miḍe nu si hakpanya nye la me.
 - Midzro nu siwo hakpanya lṅ ḍe eme la me (kpṅḍeṅu: gbezazā, nyatiwo, kpukpuiwo, fliwo, gbeḍaṅuwo, gbeḍiḍi ḍeka zazā le nya aḍewo me kple bubuawo).
 - Midzro susu siwo ta hakpanyasṅsrṅ le vevie ḍo la me.
 - Migblṅ hakpanya aḍe.
2. Hamedṅdeasi/Nusṅsrṅ le ha me
 - Ame eveve fe nuwṅna: Midzro hakpanya tiatiawo dometṅ ḍeka me.
 - Ame ḍekaḍeka fe nuwṅna: Zā wṅ nunya tso nu siwo hakpanya lṅ ḍe eme la ṅu nātsṅ akpa hakpanya aḍe.

Nusṅsrṅ fe Nyati Veviwo Ḍodo Kpṅ: Nunya fe Ḍofe 3lia – Afemedṅdeasi

Zā wṅ nunya ku ḍe hakpanya ṅu nātsṅ akpa hakpanya aḍe si anṅ kpukpui etṅ me la tso nyati siwo gbṅa la dometṅ ḍeka ṅu (adzṅ16):

- a. Ḍokuibṅbṅ
- b. Ḍokuidziḍuḍu
- c. Amenunṅṅṅ
- d. Nyatefetoto

PLC Session 21

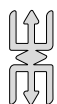
45 minutes

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

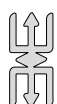
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

KOSIDA 22LIA

Metsonua fe Dzeside: *Dzro hakpanyawo me*

Numetoto

Fe 2	Kosida 23lia: De dzesi nu siwo hakpanya lo de eme la eye nàdzro wo me (kpodeŋu: gbezazã, nyatiwo, kpukpuiwo, fliwo, gbedanjo, gbedidi deka zazã kple bubuawo.)
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NYATI: HAKPANYAWO ME DZODZRO

Xlẽ hakpanya siwo me miedzro le kosida si va yi me la fe nulẽdiwo me abe numetoto ene.

Hakpanyawo me dzodzro

1. Xlẽ hakpanya la

Xlẽ hakpanya la zi geɖe be nàse efe nyawo, seselelãme kple gbezazã gome.

2. De dzesi nyati la

De dzesi hakpanya la fe nyati.

3. Lé ŋku de susumenutata kple gbedanjo nu

De dzesi susumenutata (ale si nèkpɔ, se, vevẽ, kaa asii alo ɖo hakpanya la kpɔ le susu me) nusɔnu, nyasɔnya, gbetɔdonu, dzesizazã eye nàdzro ale si wozã wo la me.

4. Lé ŋku de hakpanya la fe tutuɖo nu

Nu vevi siwo nu wòle be nàlé ŋku ɖo la woe nye: kpukpui xexlẽme si le hakpanya la si, fli xexlẽme si le hakpanya la si, fliawo fe didime, hakpanya la fe gadzidzedze

5. Dzro gbezazã kple seselelãme me

Lé ŋku de gbezazã (gbe si wozãna le dɔwɔfewo/esi xɔlɔwo zãna), seselelãme si le hakpanya la si la nu.

6. De dzesi gbedanjo

Tso ŋku di na xaxagbedidi deka tudenuwo, abɔdegbedidi deka tudenuwo, nyasɔnya kple gbedanjo bubu siwo wozãna le hakpanya me la.

7. Gɔmesese siwo le hakpanya la si me dzodzro

Lé ŋku de nu siwo gbɔna la nu: Gɔmesese gbadzaa, gɔmesese deto, dzesizazã kple hakpanyanlɔla fe taɖodzinu

8. Dzro hakpanya la fe seselelãme me

De dzesi seselelãme si va na wò la eye nàde eme.

9. Lé ŋku de ale si wozã nyawo nu

Bu nu siwo gbɔna la nu: Yeyiɣi si me nu si nu hakanya la fo nu tso la dzo, dekonunyawo, ame si fomevi hakpanyanlɔla nye la.

10. Gɔmesese nyuito didi

Zã nu siwo ɲu nɛlɛ ɲku dɔ le hakpanya la me kple wò nunya ku dɛ ale si wozã nyawoe la ɲu be nàte ɲu ase hakpanya la gɔme nyuie.

Dɔdeasi

Nusrɔlawo nezɔ dɛ hakpanyawo me dzodzro fe afɔɔfowo dzi eye wozã nunya tso nu siwo hakpanyawo lɔ dɛ eme la ɲu le hakpanya aɔ si woana wo la me dzodzro me.

Nufiamɔnuwo

1. Nufɔfo tso nusɔsrɔ fe nyati ɲu: Klase la katã fe nuwɔna
 - Mito nu siwo ɲutinya kple fefenyadu lɔ dɛ eme la me.
 - Midzro nu siwo hakpanya lɔ dɛ eme la me.
 - Mide dzeɛ si nu siwo hakpanya lɔ dɛ eme la le hakpanya aɔ me.
2. Hamedɔdeasi/Nusɔsrɔ le ha me: Ame eveve fe dɔdeasi
 - Xlɛ hakpanya tiatiawo dometɔ aɔ.
 - Mide dzeɛ si nu siwo hakpanya lɔ dɛ eme la le hakpanya la me.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Dɔfe 4lia – Sukuxɔmedɔdeasi

Biabia 1

Midzro ale si hakpanyanlɔla la fe susumenutata kple dzeɛsiwo zazã wɔ dɔ dɛ nyati si le hakpanya si fe tanyae nye “Ama dzi vi” me dzi la me. Dɔ kpe wò ɲuɔɔɔ la dzi to kpɔɔɔ siwo le hakpanya la me la zazã me. (adzɔ 24)

Ama dzi vi

Ama dzi vi nyui aɔ le Porto Novo
 Yleti si va yi me
 Efe ɲkuwo fu pram, pram, pram,
 Adzugo le keye, taɔa le yibɔɔ, mlɔmlɔmlɔ;
 Efe alɔgo le kpɔdzɔɔ, nu le butuie
 Alɔnu le trikpo, hetso tem, tem
 Ga le kɔme nɛ eye efe fodo
 ɲe dɛ edzi gbli, gbli, gbli
 Efe dzime le gbadaa
 Sobowo le kpo, kpo, kpo
 Afɔbidɛwo kple asibidɛwo le ta, ta, ta.
 Efe avi dɔ ha si dɔlawo dzi le krismas!
 Ama dzi vi nyui aɔ le Porto Novo,
 Yleti si va yi me.

(I.K. Hoh)

Biabia 2lia

Midzro sɔsɔminasɔe kple vovototo siwo le ale si hakpanya siwo gbɔna la ɲlɔlawo zã gbe kple ale si woɖe woƒe seselelãmewo ɖe go la dome la me. Aleke gbezazã wɔ ɖɔ ɖe hakpanyaawo fe gbedeasiwo dzi wotɔxɛwotɔxɛe?

Akpalu fe Tenu

Kua mebe yeawu nye ɲuto o.
 Angba si ke tre ɖiɖi la, eyae gatrege gege.
 Nya kae wɔ kuvia nam ale?
 Akpalu fe tenu ɖeka la dze ta.
 Fifi mebo ahɔhlɔ esi!
 Susɔea, mɔmlɔea wɔm.
 Ame aɖewo be magadzi ha o.
 Nu mewɔa ame wogbea ha dzidzi o.
 Amegãxoxowo doa hamelo be
 “Ta meyina glã xaxana o”
 Esi nye ha ta ku ko la,
 Kua nede mítso!
(Hesinɔ Akpalu)

Medze klo zigbozi enyi

Medze klo zigbozi enyi wòzu vlo mewɔ
Ta mele ɲɔɖoawo nu,
Ne ame nanɔ kplɔɖoawo me o.
Domɛɔawo ya zu dzogbede;
Kutsetse meli o, ɖɔɖɔde hã bo wo
Aɔ kae medze na se;
Se te num le kodzegbe ale?
Medze klo zigbozi enyi, wòzu ahe mefo.
Medze klo zigbozi enyi wòzu agba meɖu
Nu eve hã wɔa akplɛ le agba mea?
Srɔ mele ɲunye o ɖe, vi ya manɔ ɲunye oa?
Dɔmlɔawo negava do dzivee nam
Mayi nya gbɔ ge ada aɖe o.
Meɖa aha mede ho o,
Nu ka 'vie mafa ɖe xatsi ɲu?
Medze klo zigbozi enyi, wòzu asi tɔtɔ mede!
(Pascal Kpodo)

Biabia 3lia

Midzro gbedeasi si le hakpanya si gbɔna me la me. Miɔo kpe miafe nɔdɔdowo wo dzi kple kpɔɔɔ siwo tso hakpanya la me la.

Mae kple nɔviwò

Anyigba si le afɔ te na mí la ɔkae.
 Ya si le nɔti me na mí la ɔka koe.
 Dziŋgɔli si sã 'gba ɔe mía tame la nye ɔka.
 Dzokpe gã si fum míele le nɔ,
 Kakati si bina le mía nɔ le zã nye ɔka.
 Se nɔto wɔ esiawo katã ɔɔɔɔɔ,
 Hena xexe blibo la katã fe zazã.
 Esiwo asu mía nu la vana na mí zi ɔka,
 Ke esiwo masu o la tsana le mía dzi.
 Ame siwo gbɔ yea trɔ mo ɔo la kpɔa kekeli,
 Ame siwo gbɔ yea ɔe mo ɔa le la nɔa tsizi me.
 Esiawo katã ɔoa kpe 'dzi na mí
 Be ye sia te nuwo katã la, ɔkae.
 Ho si le go me na wò,
 Aha si le 'gbazi me na wò,
 Nu sia nu si su asiwò la, ɔkae,
 Eya ta mae kple nɔviwò.

(Pascal Kpodo)

PLC Session 22

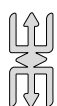
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

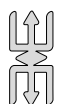
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

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

KOSIDA 23LIA

Metsonua fe Dzeside: *Dzro hakpanyawo me*

Numetoto

Fe 2	Kosida 23lia: De dzesi nu siwo hakpanya lo de eme la eye nàdzro wo me (kpɔɔɔɔɔɔ: gbezazã, nyatiwo, kpukpuiwo, fliwo, gbedanwo, gbedidi deka zazã kple bubuawo.)
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NYATI: HAKPANYAWO ME DZODZRO

Nu si hakpanya nye la me toto: Kpɔ nu si hakpanya nye la kple nu siwo ɔu woléa ɔku dɔ le hakpanyawo me dzodzro me la le kosida 21lia kple 22lia fe nusɔsrɔwo me.

Nu Siwo ɔu Woléa ɔku Dɔ Le Hakpanyawo Me Dzodzro Me

NYATI: SUSU ALO GBEDEASI VEV SI ɔU HAKPANYA LA FO NU TSOE

1. **Susumenutata:** ɔutinu siwo míezãna tsɔna kpɔa nu, sea nu, vevéa nu, kaa asii nu ɔu alo dɔa nu se kpɔ la zazã atso akpɔ nɔnɔmetatawo le susu me.
2. **Seselelãme si le hakpanyanlɔla la si:** Nɔnɔme alo seselelãme si le hakpanyanlɔla la si ku de nyati la ɔu.
3. **Gbezazã:** Nya, gbenutise, gbenlotsiã siwo hakpanyanlɔla la zã la.
4. **Gbedanwo:** Esia lo gbedanwo abe nusɔnu, nyasɔnya, gbetɔdonu, dzesizazã, kple gbedanwo bubuawo abe xaxagbedidi tudenuwo zazã, gbedidinyawo zazã kple bubuawo ene de eme.
5. **Tutudo:** Dɔdɔ si nu woɔo hakpanya la dɔ si lo fliwo kple kpukpuiwo de eme la.
6. **Gbedidi deka zazã:** De dzesi ale si hakpanyanlɔla la zã gbedidi deka le nya adewo me kple ale si hakpanya la dze ga dzi la.
7. **Nu siwo ɔu wolé ɔku dɔ:** Blemanudzɔdzɔwo, dekɔnu kple hakpanyanlɔla la fe nutefekpɔkpɔ siwo wozã le hakpanya la ɔɔɔɔ me
8. **Seselelãme:** Seselelãme siwo va na wò le hakpanya la xexlẽ vɔ megbe
9. **Hakpanyanlɔla fe taɔɔdzinu:** Hakpanyanlɔla la fe taɔɔdzinu kple gbedeasi.
10. **Dzesizazã:** Nuwo, alo amadedewo, zazã atso ade susuwo afia.
11. **Nyadu bubuwo me nyawo zazã:** Nufɔfo tso nuɔɔɔɔ bubuwo, amlimanyawo, Biblia me nudzɔdzɔwo alo blemanudzɔdzɔwo ɔu.
12. **Fuflugbadodo:** Enye nu si dzo la fe vovo toto na nu si wokpɔ mɔ na la.
13. **Gbedididi deka tudenuwo ɔu dɔ wɔwɔ:** Adanwo siwo zazã lo xaxagbedidi deka tudenuwo kple ablodegbedidi deka tudenuwo de eme.

To ɔkuléle de nu siawo ɔu me la, nuxlélawo ate ɔu ase hakpanya fe nyatiwo, gbenlotsiã kple gbedanwo siwo wozã le hakpanya la me la gɔme nyuie.

Dodeasi

1. Kpa hakpanya si anɔ kpukpui etɔ me la tso nyati ‘ɔokuidziɔɔ’ ɲu.
2. Ku ɔe nu siwo nɛsrɔ tso hakpanyawo ɲu va yi ɲu la, de dzeɛsi gbedanɲu siwo katã nɛzã le hakpanya la me la.

Dzudzɔ galamsewɔwɔ (Ernest Obeng)

Anyigba la xɔ asi hafi miedzɔ
 Mía fofowo tsɔ woɛ agbe sa vɔ ɔe efe dedinɔwɔ ta
 Awewo do, tɔsisiwo me kɔ
 Anyigbaa da ami; meɔi gbɔlo o
 Anyigbaa xɔ asi, ame geɔewo fe dzɔtsofe
 Tomenu xɔasiwo nɔfe, kesinɔnuwo dzraɔfe
 Menɔ alea le mía ɲɔli o
 Ke nu ka ta natsɔ galamse agblɛ edome ɔo?
 Míafe dziwo ku atri ɔe sikakuku ta
 Míafe awewo le ga me, míafe vu sã kɔ
 Míafe tɔsisiwo le nonom, míafe atiwo le tsɔtsrɔm
 Míafe tɔsisiwo blu kpɔɔkpɔɔ keɲ
 Gbemelãwo ka hlɛ
 Anyigba la zu ba finyafinya kple kewɔ keɲ
 Uɔdemɔ gãwo fe aduwo ko woɔe ɔe edzi
 Míegblɛa dzɔdzɔmenuwo dome eye míebua etsɔ me ɲu o
 Míeti ga yome ɲlɔ mía Denyigba Ghana be
 Ne tɔsisiawo no vɔ keɲ ɔe, kpeviga la no ge míelea?
 Ne atiwo keɲ tsrɔ le anyigba la dzi ɔe, gagbalɛawo ɔu ge míelea?
 Woyra anyigba la ɔikeke aɔeke manɔmee
 Ne míegblɛ edomea, dzɔdzɔme matsɔe ake mí gbede o
 Ne nane li míate ɲu awɔ egbe la
 Mina míadzudzɔ galamse, tomenu xɔasiwo kuku ɔe madzemadze dzi.

(Tefe si wo ɔee tsoe : <https://www.modernghana.com/poems/11719/stop-galamsey.html>)



Nufiamɔnuwo

1. Nufɔfo tso nusɔsrɔ ɲu nu uvu: Klase la katã fe nuwɔna:
 - Mito nu siwo hakpanya lɔ ɔe eme la me.
 - Midzro nu siwo hakpanya lɔ ɔe eme la me.

- Midzro afɔɔɔfe siwo dzi wozɔna le hakpanyawo me dzodzro me la me.
 - Midzro hakpanya aɔe me.
2. Hamedɔdeasi/Nusɔsrɔ le ha me – Ame eveve fe dɔdeasi
- Mixlɛ hakpanya aɔe tso hakpanya tiatiawo dome.
 - Mizã nunya ku ɔe afɔɔɔfe siwo dzi wozɔna le hakpanyawo me dzodzro me ŋu la miatsɔ adzro hakpanya si miexlɛ fifia la me.

Nusɔsrɔ fe Nyati Veviwo Dodo Kpɔ: Nunya fe Ɖofe 4lia – Afemedɔdeasi

1. Kpa hakpanya si anye fli enyi la tso nyati si ku ɔe wò nutefekpɔkpɔ alo miafe dekonu ŋu la. (adzɔ 16)
2. Dzro hakpanya si nèkpa la me. (adzɔ 24)

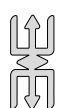
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

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



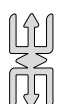
Note

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

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

10 minutes **Content Exploration**

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


Note

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

30 minutes **Enactment**

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

5 minutes **Reflection**

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

Akpa 10lia: Tafofo

Akpa sia fo nu tso nu siwo nɛfia le kɔsiɖa 21lia, 22lia, kple 23lia me la me dzodzro ɲu. Edzro hakpanya fe nɔnɔme me. Egadzro nu siwo hakpanya lo ɖe eme kple hakpanya fe vevinyenye hã me. Nusɔsrɔ sia fe taɖodzinue nye be nusrɔlawo nazã nu siwo hakpanya lo ɖe eme la atso akpa hakpanya vovovowo eye woadzro wo me. Míele mɔ kpɔm be le akpa sia sɔsrɔ vo megbe la, nusrɔlawo ate ɲu azã nunya si asu wo si la atso adzro hakpanyawo me le Ewegbe kple Inlisisigbe me.



ASIDEDE NUSCSRŃ JE NYATI VEVIWO DODO KPŃ TE JE ĐOĐOWO

KOSIDA 21LIA

Adzonananutidodowo (adzo 16)

	Enyo nutonuto (adzo 7-8)	Enyo nuto (adzo 5-6)	Enyo (adzo 3-4)	Ehiã na asitotro (adzo 1-2)
Nyati	Susu siwo wòde gbl̃ la mele dodo nu o. Gbedeasiwo le dodo nu, wo me kɔ eye susuwo le vevie	Ede susuwo gbl̃ gbadzaa. Gbedeasiwo me kɔ eye susuwo le vevie. Gomesese vovovowo le nya siwo wogbl̃ la si.	Ede susuwo gbl̃. Gbedeasi adewo me mekɔ o eye nya siwo wogbl̃ la dometo adewo mele vevie o.	Ezã nyagbe kpokploewo. Gbedeasi gedewo me mekɔ o eye nya siwo wogbl̃ la dometo adewo mele vevie tututu o.
Nyawo zazã kple gbenutise	Ezã nya tɔxe siwo dze la de dodo nu. Ezã nya vovovo siwo ku de nyati la ɲu. Gbenutise fe vodadawo meso gbo o.	Ezã nya tɔxe siwo dze la gbadzaa. Ezã nya vovovo siwo ku de nyati la ɲu la dometo gedewo. Ewo gbenutise fe vodada adewo gake meso gbo o.	Nya tɔxe siwo wozã la mele dodo nu o. Ezã nya siwo ku de nyati la ɲu la dometo ve adewo. Ewo gbenutise fe vodada adewo.	Nya tɔxe siwo wozã la dometo gedewo mele dodo nu o. Ezã nya siwo ku de nyati la ɲu la dometo adewo alo mezã wo kura o. Ewo gbenutise fe vodada gedewo.

KOSIDA 22LIA

Biabia 1

	Enyo nutonuto (adzo 7-8)	Enyo nuto (adzo 5-6)	Enyo (adzo 3-4)	Ehiã na asitotro (adzo 1-2)
Nyati	Ede gomesese deblibo ku de hakpanya fe nyati kple nudzodzɔ siwo ɲu wòfo nu le la fia.	Ede gomesese nyuito ku de hakpanya fe nyati kple nudzodzɔ siwo ɲu wòfo nu le la fia.	Ede gomesese ade ku de hakpanya fe nyati kple nudzodzɔ siwo ɲu wòfo nu le la fia.	Mede gomesese ku de hakpanya fe nyati kple nudzodzɔ siwo ɲu wòfo nu le la fia tututu o
Numedzodzro	Edzro nu siwo hakpanya lo de eme la fe dɔwɔwɔ de hakpanya la dzi me kple dzidefo eye wòna kpɔɔɔ siwo dze la.	Edzro nu siwo hakpanya lo de eme la dometo adewo fe dɔwɔwɔ de hakpanya la dzi me eye wòna wo dometo gedewo fe kpɔɔɔ.	Ete ɲu de dze si nu siwo hakpanya lo de eme la gake mete ɲu de wofe dɔwɔwɔ de hakpanya la dzi me tututu o.	Medzro nu siwo hakpanya lo de eme la me tututu o.

<i>Nɔnɔme, Tutuɔ kple nyati la fe nyatefenyenye</i>	<i>Nyadu la fe tutuɔ le ɔɔɔ nu eye nyawo ɔɔɔ kple gbenutise fe vodadawo mesɔ gbɔ tututu o.</i>	<i>Nyadu la fe tutuɔ le ɔɔɔ nu gbadzaa. Nyawo ɔɔɔ kple gbenutise fe vodadawo sɔ gbɔ le tefe gedewo.</i>	<i>Nyadu la fe tutuɔ me meko o. Nyawo ɔɔɔ kple gbenutise fe vodada gedewo le eme.</i>	<i>Nyadu la fe tutuɔ mele ɔɔɔ nu tututu o. Vodada gedewo le eme.</i>
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Biabia 2lia

	Enyo ɔtɔɔtɔ (adzo 7-8)	Enyo ɔtɔ (adzo 5-6)	Enyo (Adzo 3-4)	Ehiã na asitɔtrɔ (adzo 1-2)
<i>Nyati</i>	<i>Eɔe ɔmesese deblibo ku ɔe hakpanya la fe seselelãme kple gbezazã ɔu fia.</i>	<i>Eɔe ɔmesese nyuitɔ ku ɔe hakpanya la fe seselelãme kple gbezazã ɔu fia.</i>	<i>Eɔe ɔmesese aɔe ku ɔe hakpanya la fe seselelãme kple gbezazã ɔu fia.</i>	<i>Meɔe ɔmesese ku ɔe hakpanya la fe seselelãme kple gbezazã ɔu fia tututu o.</i>
<i>Numedzodzro</i>	<i>Edzro nu siwo hakpanya la ɔe eme la fe ɔɔɔ ɔe hakpanya la dzi me kple dzidefo eye wɔna kpɔɔɔ siwo dze la.</i>	<i>Edzro nu siwo hakpanya la ɔe eme la dometo aɔewo fe ɔɔɔ ɔe hakpanya la dzi me eye wɔna wo dometo geɔe fe kpɔɔɔ.</i>	<i>Ete ɔu de dzesi nu siwo hakpanya la ɔe eme la gake mete ɔu ɔe wofe ɔɔɔ ɔe hakpanya dzi me tututu o.</i>	<i>Medzro nu siwo hakpanya la ɔe eme la me tututu o.</i>
<i>Tutuɔ kple nyati la fe nyatefenyenye</i>	<i>Nyadu la fe tutuɔ le ɔɔɔ nu eye nyawo ɔɔɔ kple gbenutise fe vodadawo mesɔ gbɔ tututu o.</i>	<i>Nyadu la fe tutuɔ le ɔɔɔ nu gbadzaa. Nyawo ɔɔɔ kple gbenutise fe vodadawo sɔ gbɔ le tefe gedewo.</i>	<i>Nyadu la fe tutuɔ me meko o. Nyawo ɔɔɔ kple gbenutise fe vodada gedewo le eme.</i>	<i>Nyadu la fe tutuɔ mele ɔɔɔ nu tututu o. Vodada gedewo le eme.</i>

Biabia 3lia

	Enyo ɔtɔɔtɔ (adzo 7-8)	Enyo ɔtɔ (adzo 5-6)	Enyo (adzo 3-4)	Ehiã na asitɔtrɔ (adzo 1-2)
<i>Nyati</i>	<i>Eɔe ɔmesese deblibo ku ɔe nusɔnuzazã kple nudzɔdzɔ siwo ɔu hakpanya la fo nu le la fia.</i>	<i>Eɔe ɔmesese nyuitɔ ku ɔe nusɔnuzazã kple nudzɔdzɔ siwo ɔu hakpanya la fo nu le la fia.</i>	<i>Eɔe ɔmesese aɔe ku ɔe nusɔnuzazã kple nudzɔdzɔ siwo ɔu hakpanya la fo nu le la fia.</i>	<i>Meɔe ɔmesese ku ɔe nusɔnuzazã kple nudzɔdzɔ siwo ɔu hakpanya la fo nu le la fia tututu o.</i>

Numedzodzro	Edzro nu siwo hakpanya lo de eme la fe dɔwɔwɔ de hakpanya la dzi me kple dzidefo eye wòna kpɔɔɔ siwo dze la.	Edzro nu siwo hakpanya lo de eme la dometo adewo fe dɔwɔwɔ de hakpanya la dzi me eye wòna wo dometo gedɛ fe kpɔɔɔ.	Ete nu de dze si nu siwo hakpanya lo de eme la gake mete nu de wofe dɔwɔwɔ de hakpanya dzi me tututu o.	Medzro nu siwo hakpanya lo de eme la me tututu o.
Tutuɔ kple nyati la fe nyatefenyenye	Nyadu la fe tutuɔ le dɔɔ nu eye nyawo ɔɔɔ kple gbenutise fe vodadawo meso gbɔ tututu o.	Nyadu la fe tutuɔ le dɔɔ nu gbadzaa. Nyawo ɔɔɔ kple gbenutise fe vodadawo so gbɔ le tefe gedewo.	Nyadu la fe tutuɔ me meko kura o. Nyawo ɔɔɔ kple gbenutise fe vodada gedewo le eme.	Nyadu la fe tutuɔ mele dɔɔ nu tututu o. Vodada gedewo le eme.

KOSIDA 23LIA

Biabia 1

	Enyo ɔtɔɔtɔ (adzo 4)	Very Good Enyo ɔtɔ (adzo 3)	Satisfactory Enyo (adzo 2)	Ehiã na asitɔtro (adzo 1)
Nyati	Nyati la me ko hele dɔɔ nu eye wòle vevie.	Nyati la me ko eye wòle vevie.	Nyati la me meko tututu o eye mele vevie na dɔdeasi la o.	Mete nu de hakpanya la fe nyati gbɔ o.
Gbedanɔwo zazã	Ezã gbedanɔ vovovowo de dɔɔ nu be woawɔ dɔ de hakpanyaxlɛla dzi	Ezã gbedanɔwo be woawɔ dɔ de hakpanyaxlɛla dzi	. Ezã gbedanɔ adewo gake womate nu awɔ dɔ de hakpanyaxlɛla dzi tututu o.	Mezã gbedanɔ adeke o alo ezã ve adewo ko.
Adanɔ kple ɔtɔɔɔɔɔ fia	Hakpanya la do dzidzo na ame eye hakpanyaxlɛlawo fe susu tro de enu enumake	Hakpanya la fe akpa adewo do dzidzo na ame eye hakpanyaxlɛla la adi be yeaxlɛ awu enu	Hakpanya la le dɔɔ nu gake womezã hakpanya fe dzesidenu siwo dze la o alo ve adewo ko wozã le eme	Hakpanya la xexlɛ sesɛ eye medo dzidzo na ame o.
Tutuɔ kple nyati la fe nyatefenyenye	Hakpanya la fe tutuɔ le dɔɔ nu eye nyawo ɔɔɔ kple gbenutise fe vodadawo meso gbɔ tututu o.	Hakpanya la fe tutuɔ le dɔɔ nu eye nyawo ɔɔɔ kple gbenutise fe vodadawo so gbɔ le tefe gedewo.	Hakpanya la fe tutuɔ me meko kura o. Nyawo ɔɔɔ kple gbenutise fe vodada gedewo le eme.	Hakpanya la fe tutuɔ mele dɔɔ nu tututu o. Vodada gedewo le eme.

Biabia 2lia

	Enyo ɲutɔɲuta (adzo 7-8)	Enyo ɲuta (adzo 5-6)	Enyo (adzo 3-4)	Ehiã na asitɔtrɔ (adzo 1-2)
Nyati	<i>Ede gomesese deblibo ku de hakpanya fe nyati kple nudzɔdzɔ siwo ɲu wòfo nu le la fia.</i>	<i>Ede gomesese nyuito ku de hakpanya fe nyati kple nudzɔdzɔ siwo ɲu wòfo nu le la fia.</i>	<i>Ede gomesese aɖe ku de hakpanya fe nyati kple nudzɔdzɔ siwo ɲu wòfo nu le la fia.</i>	<i>Mede gomesese ku de hakpanya fe nyati kple nudzɔdzɔ siwo ɲu wòfo nu le la fia tututu o</i>
Numedzodzro	<i>Edzro nu siwo hakpanya la de eme la fe dɔwɔwɔ de hakpanya la dzi me kple dzidefo eye wòna kpɔɖɛɲu siwo dze la.</i>	<i>Edzro nu siwo hakpanya la de eme la dometo aɖewo fe dɔwɔwɔ de hakpanya la dzi me eye wòna wo dometo geɖe fe kpɔɖɛɲuwo.</i>	<i>Ete ɲu de dzesi nu siwo hakpanya la de eme la gake mete ɲu de wofe dɔwɔwɔ de hakpanya la dzi me tututu o.</i>	<i>Medzro nu siwo hakpanya la de eme la me tututu o.</i>
Tutuɖo kple nyati la fe nyatefenyenye	<i>Nyadu la fe tutuɖo le ɖoɖo nu eye nyawo ɲɔɲɔ kple gbenutise fe vodadawo meso gbɔ tututu o.</i>	<i>Nyadu la fe tutuɖo le ɖoɖo nu gbadzaa. Nyawo ɲɔɲɔ kple gbenutise fe vodadawo so gbɔ le tefe geɖewo.</i>	<i>Nyadu la fe tutuɖo me meko o. Nyawo ɲɔɲɔ kple gbenutise fe vodada geɖewo le eme.</i>	<i>Nyadu la fe tutuɖo mele ɖoɖo nu tututu o. Vodada geɖewo le eme.</i>

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