



MINISTRY OF EDUCATION

GA

for Senior High Schools

Tsoolo Kudomo Wolo



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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

GA

For Senior High Schools

Tsɔɔlɔ Kudɔmɔ Wolo

Afi Ete



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

GA TEACHER MANUAL

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Introduction

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

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

The Year Three Teacher Manual has two main objectives:

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

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

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

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

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

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

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

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

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MLIJAA 1: WIEMOKULIBII NI AKETSUO NII YE SANEGBAA MLI

OTI: SANEGBAA

Oti Mlijaa: Sanegbaa/Wiemɔ Ye Nɔ Pɔtɛɛ Ko He

Nikasemɔ gbɛkpamɔ: *Kɛ wiemɔkulibii ni sa atsu nii kɛgba ɲmɛnɛɲmɛnɛ kɛ jɛɲ maji saji komɛi ahe.*

Nɔ ni kaselɔi baanyɛ amɛfɛɛ: *Ajie hesalɛ kpo kɛgba sane jogbaɲɲ ye saji pɔtɛɛ komɛi amlɛ.*

HIEGBELEMɔ Kɛ MLIJAA NɔDOOMɔ

Mlijaa nɛɛ kweɔ bɔ ni akɛ wiemɔkulibii ni sa tsuo nii jogbaɲɲ kɛwɛɔ ɲmɛnɛɲmɛnɛ kɛ jɛɲmajɛ saji ahe ni awɛ naagbaɪ ahe jogbaɲɲ. Mlijaa nɛɛ baatsa nɔ ni akase momo ye Afi 1, mlijaa 2 lɛ nɔ. Kaselɔi kɛ wiemɔkulibii ni sa baatsu nii kɛwɛ ɲmɛnɛɲmɛnɛ kɛ jɛɲmajɛ saji ahe beiaɲ ni amɛkɛ mɛɛ ye sanegbaa mli (turn taking) ɲaagbɛ lɛ tsuo nii ye amɛsanegbaa lɛ mli lɛ. Mlijaa nɛɛ mli lɛ, kaselɔi baakase mɛɛ ye sanegbaa mli (turn taking) ni amɛkɛtsu nii ye klasɪ lɛ mli kɛ amɛwalashihilɛi amlɛ. Mlijaa nɛɛ baawa kaselɔi ni amɛkɛ wiemɔkulibii ni sa agba ɲmɛnɛɲmɛnɛ kɛ jɛɲmajɛ saji ahe kɛjie shishinumɔ pɔtɛɛ kpo ye sanegbaa mli. Mlijaa nɛɛ he hia kɛha bɔ jogbaɲɲ akɛ kaselɔ, jɛɛ ye Ga wiemɔ lɛ kasemɔ pɛ hewɔ shi mon ɛkɛ tsakpaa ko baa nikasemɔi krokomɛi tamɔ Blɔfo wiemɔ lɛ kɛ wiemɔi krokomɛi lɛ amlɛ. Esa akɛ tsɔɔlɔ lɛ kɛ nitsɔɔmɔ ɲaagbɛi kɛ kaa he gbɛjianɔtoo kpakpa atsu nii kɛye ebua nikasemɔ lɛ.

Otsii kɛ nibii ni akase ye mlijaa nɛɛ mli lɛ ji:

- **Otsi 1:** Kɛ wiemɔkulibii ni sa atsu nii ye daadaa sanegbaa mli.
- **Otsi 2:**
 - a. Ajie mɛɛ ye sanegbaa mli (turn taking) he ɲaagbɛ ye sanegbaa mli kpo.
 - b. Kɛ wiemɔkulibii ni sa ye wiemɔ lɛ mli lɛ agbaa ɲmɛnɛɲmɛnɛ kɛ jɛɲmajɛ saji ahe sane.

NITSɔɔMɔ ɲAAGBɛ Lɛ NɔDOOMɔ

Nitsɔɔmɔ ɲaagbɛ ni akɛtsu nii ye mlijaa nɛɛ mli lɛ kɛ nitsɔɔmɔ ɲaagbɛi babaoɔ ni akɛtsɔɔ nii ye Ghana wiemɔi amlɛ lɛ tsuo nii.

Sanenaataomɔ he Nikasemɔ (Problem-Based Learning) ji ɲaagbɛ ni akɛ jɛɲ saji ni ale lɛ tsuo nii ye nikasemɔ mli kɛwaa ni kaselɔi ashishinumɔ kɛ nifeemɔ aya hiɛ. Etamɔɔ nɔ ni atɔɔ mɔ nii lɛ traalɛ. Eji ɲaagbɛi pɔtɛɛ komɛi tamɔ ankroankro nikasemɔ, mɛi enyɔnyɔɔnyɔ nitsumɔ, kuu ni afutu mɛi kɛ klasɪ muu lɛ fɛɛ. Nifeemɔ nɛɛ baanyɛ eha hesalɛ ye yɪŋkaa, saji anaataomɔ

ke sanegbaa ke wiemo mli aya hie pam. Eke hegbei tamɔ ekomefeemo ke hienyiemo baa. Kaselɔi hu kaseɔ bɔ ni amɛbaanye amehara saji komɛi ni amɛpɛi mli. Ye kaselɔi ni ye dromo nikenii hu mli le, ahaa amɛ nitsumɔi le ekomei ke fataa he ni amɛfee hienyiemo nitsumɔ tamɔ tsɔɔlɔ ni amɛnyiɛ amɛkaselɔi ahie kena shishinumɔ ni mli kwo ye nɔ ni atsɔɔ le he. Esa ake tsɔɔlɔi akadi kaselɔi ni ye tseremo ke sanegbaa naagbaai le ni ametsɔ ɲaagbe nɔ keɲaje susumo gbohii le.

KAA HE NɔDOOMɔ

Kaa ɲaagbe ni aketsu nii ye mlijaa nɛɛ mli le ɲmeɔ kaa ɲaagbei krokomɛi keha hesalenamɔ, shishinumɔ ni mli kwo ke yɲkaa gbɛ. Naajiemɔ kpitiokpitiohamɔ le haa kaselɔi anikasemo muu le yaa hie. Kaa ɲaagbe ke ɲaagbei ni waa kekadiɔ kaselɔi ashishinumɔ ye Ga wiemo le kasemo he. Ahaa ɲele ete yɲkaa he sanebimɔi (level 3 strategic reasoning) ketsɔ niɲmaa loo saji amli nikasemo kewke kaselɔi le asusumɔi ke amɛniiashishinumɔ mlikwɔle ye mɛɛ ye sanegbaa le mli (turn taking) ke bɔ ni amɛke wiemokulibii ni sa gbaa ɲmɛnɛɲmɛnɛ ke jɛɲ maji saji ahe sane le. Esa ake tsɔɔlɔ le aka kaselɔi le beiaɲ ni nikasemo le yaa nɔ le nɔɲɲ ke nikasemo le naagbee hu bɔ ni afee ni ena nibii babaoɔ kekɔ kaselɔi le eko fɛɛ eko amɔɔɛɲbɔɔ, mii ni enaa ye kaa le mli, ke nɔ ni jɛɔ mli kebaa keha amɛnɔyaa.

Tsɔɔlɔ akadi enɛ

Esa ake ake kaselɔi fɛɛ, ni mɛi ni ye gbɔmɔtsonɲ naagba ni blɔfo tseɔ le Special Education Needs and Disabilities (SEND) le fata he le awo nikasemo nifeemɔi le eko fɛɛ eko mli. Esa ake tsɔɔlɔi aje gbɛ ato nikasemo le he gbejiano jogbaɲɲ ni amɛke Universal Design for learning (UDL) ɲaagbe le atsu nii bɔ ni afee ni eɲme nikasemo hiamɔ nibii srɔto le agbɛ.

Nine aaanye ashe enɛ nɔ ketsɔ

- Nitsɔɔmɔ ɲaagbei srɔtoi (nitsumɔi srɔtoi tamɔ sanegbaai, nibii ni anaa, nibii ni ataraa he, ke ekrokomɛi ni fata he).
- Atsɔɔ gbɛi srɔtoi anɔ ni aketsɔɔ nii le (niɲmaa, gbɛemo nibii, nibii ni anaa, ke mligbalamɔi ni ka shi).
- Aɲme gbɛi srɔtoi keha nifeemo ke gbetsɔɔmɔ (aɲme kaselɔi agbɛ keha sanebimɔi ahetoɔ ketsɔ wiemo, niɲmaa, niteɲmɔ nɔ).

Keɲata he le, esa ake tsɔɔlɔi le adamɔ kaselɔi ahiamɔ nibii anɔ ni ekudɔ enitsɔɔmɔ le tamɔ eto be srɔto eha amɛ, eke yelikɛbuamɔ nibii atsu nii, etsake nitsumɔ le hie loo eha nanemɛi aye abua amɛhe keɲi efi. ɲaagbei ni haa kaselɔi le eko fɛɛ eko ke amɛhe woɔ nitsɔɔmɔ ke nikasemo le mli.

OTSI 1

Nikasemo gbekpamo: *Ke wiemokulibii ni sa atsu nii ye daadaa sanegbaa mli*

Kaimo

Afi 1	Otsii 1 ke 2 1. Daamo nibii ni ja no ketsoo vaoli gbemai le amla (tamo., naabufeemo, lilei henowomo ke egbehe) 2. Daamo nibii ni ja no ketsoo konsonanti gbemai le amla (tamo., gbekpaa shikamo, he ni afee ye, bo ni gbemai le je gbo)
Afi 2	Otsii 1 ke 2 1. Tsommo blawa henci ye Ga mli 2. Gbalamo blawa jeba le mli ye Ga wiemokulibii asoo mli.

OTII AHE NI ASUSUO LE: WIEMOKULIBII NI SA KEHA SANEGBAA

1. **Wiemokubii hee amligbalamo:** Rejista nee ji wiemoi henci sratoi ni aketsuo nii ni damoo wieloi le no potee ni awies he le no. Ekomei ji wiemokulibii sratoi ni aketsuo nii ye nitsumohei sratoi amla le. Tamo, keji otee datrefonyo loo helatsamohe le, wake wiemokulibii komai kpeo ni woketsuuu nii ye wodaadaa sanegbaai amla. Wiemokulibii nee ekomei ji, tsofai, atridii, neesifonyo, helasaa, setoskopu, ke ekrokomai ni fata he. Ye nakai gbe noho no le, wobaanye wona wiemokulibii potee ni aketsuo nii ye mlawoohe, adafitswaa, sukuu, ke nitsumohei krokomei hu amla.

Gbe srato no ni ake wiemo, titri, wiemokulibii hee le tsuo nii ye tsake baa bo ni gbomo flo ko ke nakai wiemokulibii le noho tsuo nii yye sanegbaa mli. Nokwemonii ji, wiemokuli 'mouse' ye blofo mli ni aketsuo nii daadaa le, eji wiemo kroko ko kwraa ye kompiuta mli. Eeenye efee kwakwe ni anaa ye kpatashi loo tsone ni aketsuo nii ye kompiuta mli.

Ye no fee no mli le, wake wiemokulibii ni sa tsuo nii ye no potee ni wowies le he. Srato ye wiemo ni woketsuo nii ye tipenfoi asanegbaa mli le ke gbenaa hieloi le no le ten.

Rejistai henci le ji: wiemokulibii ni aketsuo nii ye agwaseian ke tipenfoi sanegbaa mli.

2. **Wiemokulibii ni aketsuo nii ye agwaseian sanegbaa mli:** Ene ji gbai ano ni ake wiemokulibii ni sa tsuo nii ye sanegbaa mli. Ake agwaseian wiemokulibii tsuo nii titri ye nitsumohei, sukuu nifeemai loo agwaseian nifeemai amla ni fanfeemo, otii ke bule ahe hia jogban. Keji ake agwaseian wiemokulibii tsu nii le, ehaa sanegbaa feo fan. Gbei kpakpa no ni ake agwaseian tsuo nii le eie hesale, nyemo ke hewale ko kpo.

Agwaseian Wiemokulibii Sui

Eke wiemo le dientsɛ tsuo nii

Agwaseian wiemokulibii ke oblan wiemoi, akutso loo kuubuu awiemoi loo wiemokulibii fafai tsuuu nii ejaake ameke wiemo le dientsɛ tsuo nii.

Eke wiemokulibii hee ni ja tsuo nii

Agwaseian wiemokulibii ke wiemokulibii kuku ni sa no he ni awieo le tsuo nii

Sanemuji hanɗsii amlɪ

Bei pii le, anaa agwaseian wiemokulibii ye sanemuji hanɗsii amlɪ.

Eye yinɗoo pɔtɛɛ ko

Agwaseian wiemokulinii hie oti pɔtɛɛ ko, edamɔɔ ankroankro susumoi, henumoi loo mlijemo no.

Eke gbee ni ka shi tsuo nii

Gbee ni aketsuo nii ye agwaseian wiemokulibii amlɪ le jieo hesale, jwenɗomɗikwɔle, bule ke heshibaa kpo.

Tipenfoi Awiemokulibii

Neke wiemo heno nee le, gbejianɗoo ko be he ni mo fee mo nyeo eketsuo nii ni anaa ye daadaa sanegbaai amlɪ. Bei pii le ye nanemei, wekumei, intaneti le mei anaanyobo mli.

Tipenfoi awiemokulibii sui komɛi

Ake wiemokulibii kukuji, wiemokulibii ni ye srɔto eha kpokpaabii pɔtɛɛ tsuo nii ye tipenfoi awiemokulibii mli.

Wiemokulibii hee le ka shi

Wiemo ni aketsuo nii ye tipenfoi aɗele le ka shi, tamɔ daadaa wiemokulibii hee tamɔ wiemokulibii ni aɗɔɔ no.

Sanemuu ganee

Bei pii le, anaa tipenfoi awiemokulibii ye sanemuu ganeei amlɪ, tamɔ sanemuji ni yeko emuu ke wiemokulibii kukuji ni akeɗɔɔ sanegbaa mli

Ake mɔdiɗntɛ gbee tsuo nii

Neke wiemo heno nee jieo wielɔ le henumo ke esu kpo.

Ame le wiemokulibii le jogbanɗ

Mei ni ke neke tipenfoi awiemokulibii le tsuo nii le nuɔ wiemokulibii nee ashishi jogbanɗ.

Nitsumo

Nyetsoa wiemokulibii komei ni nyesusuo ake akebaatsu nii ye hei nee aml;e

- a. *Nokwemano: datrefonyo ke helatsa ko sanegbaa mli: tsofa,*
- b. *Tsonesaalo ke mo ni tsone efite le sanegbaa mli*
- c. *Mei ni ke niyenii baa ye niyelihe le ke gbai le asanegbaa mli: niyenii,*
- d. *Akuntaabuu tsolo ke ekaselo ye nikasemo tsu mli: ajiekemli, abohe,*
- e. *Kaselo ni miikase niteng he nii ke etsolo, su, brashi,*
- f. *Gbekenuu ni ke enaa miigba sane ye telefonu no: oshwie,*
- g. *Nanemei enye ni miigba bawu he sane: bawu, tswa, ntan.*

Nitsommo Ke Nikasemo Naagbe He Nitsumoi**Sanenaataamo he Nikasemo (Problem-Based Learning) (ankroankro ke kuu)**

1. **Kuu nitsumo:** Kuunbii le ako oti pote ko ni yoo wiemokulibii henoi srtoi ni tsolo le ha ame le mli ni ameka ameyin ye he.

Tsolo le anyie ame no ye klasi le mli bo ni afee ni kaselo le eko fee eko ke ameha awo nifeemo mli le ni ameye amebua ame ye bei ni ametao yelikebuamo mli.

2. **Mei enyonyonyo nitsumo:** Kaselo baako oti pote ko ye ni tsolo nifeemo kpakpa (ejurafeemo, suomo, anokwayeli), jenshikpamo, tekinoloji, tsaji ahe nilee ke akuntaabuu ni blofo tso le (STEM), Gender Equality and Social Inclusion (GESI), hewalekpakpanamo, akutson ke jemaji saji ahe ni amekewo shwemo mli. Tsolo le baaha sanebimoi komei ni baakudo ni eye ebua sanegbaa le.

3. **Klasi muu le fee nitsumo**

- a. Akwe ni abo shwemo le toi ni ahara wiemokulibii ni aketsu nii ye sanegbaa le mli le.
- b. Ke wiemokulibii krokomei afata wiemokulibii ni aha ye nitsumo loo yitso le eko fee eko le he.
- c. Ani wielo le ke wiemokulibii ni sa tsu nii ye amesanegbaa le mli fee?

Kaa Oti: DoK Ndele 2 – Kuu Nifeemoi

Tsommo bo ni afo abifao kpojiemo ye okutso mli ahaa. (*mii 12*)

- a. Omalamo wiemokulibii ni okabaatsu nii ye onitsommo le mli.
- b. Tsommo no hewo ni wiemokulibii ni ohara le he hiaa keha onitsommo le.
- c. Tsommo bo ni wiemokulibii le aaanye atsake keji onme gbe keha sanebimoi.
- d. Tsommo klasi le.

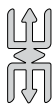
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

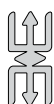
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

OTSI 2

Nikasemo gbeƙpamɔi

1. *Ajie hesale ye mɛɛ ye sanegbaa mli 'turn taking' kpo ye sanegbaa mli*
2. *Adamɔ wiemokulibii ni ja nɔ ƙegba ɲmenɲmenɲ akutso ƙe jɛɲmaji saji ahe*

Kaimɔ

Afi 1	Otsi 3: Atsɔɔ otii potɛɛ ƙɛɛ sanegbaa ƙɛdɛɛ ko mli. Nifeemɔ ƙpakpa (mɔbuu, ɛƙpakpafeemɔ), sukuuyaa, gbeƙɛbii amɔmɔ, GESI, ƙe ɛkrokomei ni fata he.
Afi 2	Otsi 2 1. Agbala gbee mli, ni akwe ehenci le amlɛ (nɔ ni ye ɲwei, nɔ ni ye shishi, nɔ ni miiba shi, nɔ ni miiya ɲwei ƙe ɛkrokomei ni fata he) ƙe amenitsumɔi 2. Agba gbee nitsumɔi ƙomei ahe sane. (nɔ ni ƙe tsakemo baa wiemokulibii ƙe sanemuu ten).

OTII AHE NI ASUSUƆ LE I: Mɛɛ YE SANEGBAA MLI

Eji beiaɲ ni sanegbalɔi le tsakeɔ mɔ ni wiemo le ye sanegbaa le mli, ni haa gbejianɔtoo ƙe shishinumɔ ko baa sanegbaa le he. Wielɔi le ekome wiew ni mɛi ni eshwe le feɔ dioo. Ene haa sanegbaa ƙe jweɲmɔtsɔɔmɔ ye sanegbalɔi le atɛɲ le yaa nɔ yɔɔ ni eyeɔ emuu hu.

1. **Daagbei ni yɔɔ mɛɛ ye sanegbaa mli (turn taking) he:** Mɛɛ ye sanegbaa mli (Turn taking) he nifeemɔ le ye srɔto ye kusumii ƙe nifeemɔi amlɛ. Nɔ hewɔ ji aƙɛ, akutsoɲ nifeemɔi ni ƙweɔ be, bɔ ni wiemo le yaa le ye le kudɔɔ sanegbaa le. Bei ƙomei le, ye sanegbaa mli le, sanegbalɔi le fɔlɔɔ amɛnaa ni ɛkrokomei hu tsɔɔ bule ƙe gbei ƙpakpai aɔ. Wiemokulibii ƙomei ni aketsuo nii ƙɛɛ ootao ofo mɔ ko wiemo mli le ji 'miiba fioo', 'manyɛ mawie nɔ ko' ƙe sanebimɔi ni akɛtaoɔ niashishinumɔ. Ye nifeemɔ nɛɛ mli le, esa aƙɛ eyɔse ni okj woo aha bei ni mɛi ƙrokomei wiew le. Wiemokulibii ƙomei tamɔ 'mɛni ji osusumɔ? 'mitsɔɔ mijweɲmɔ, obaanye owie ƙe okaditoo nibii ƙomei tamɔ yitso hosomɔ tsɔɔ be mli ni eshe sanegbalɔ ko nɔ ni ebaawie. Esa aƙɛ ona tsui ni oye ohe nɔ be mli ni omɛɔ le. Ƙɛha anyɛ aha mɛɛ ye sanegbaa mli aya hie le, esa aƙɛ tsɔɔlɔ le anyie kaselɔi ahie ƙeyoo beiaɲ ni eshe mɔ kroko nɔ ni eewie ni amɛkafo mli. Tsɔɔlɔi baanye amɛtsɔɔ okaditoo loo mutɔɔ wiemoi ƙɛtsɔɔ beiaɲ ni eshe mɔ ko nɔ ni ewie. Esa aƙɛ atsɔse kaselɔi ni amɛɲme amɛtsui shi ni amɛye amɛhe nɔ beiaɲ ni amɛmɛɔ ni eshe amɛnɔ le. Tsɔɔlɔi baanye eƙɛ betɔɔlɔ hu akai kaselɔi le ƙɛɛ mɔ ko ewie eta ni eshe mɔ kroko nɔ ni ebaawie.
2. **Nɔ hewɔ ni amɛɔ ye sanegbaa mli:** Mɛɛ ye sanegbaa mli haa sanegbalɔi le naa be ni sa ƙɛkudɔɔ sanegbaa le. Ehaa sanegbalɔi le eko fɛɛ eko naa be ƙɛtsɔɔ ejweɲmɔ. Ehaa mɔ fɛɛ mɔ ƙe ehe woo sanegbaa le mli. Mɛɛ ye sanegbaa mli hu ƙe tsakpaa ƙpakpa baa ni ehaa naanyobɔɔ ni yɔɔ sanegbalɔi le atɛɲ le yaa hie ƙɛɛ aɲme kaselɔi agbe ni amɛƙɛ amɛhe shara ye bule gbei aɔ. Mɛɛ ye sanegbaa mli haa sanegbalɔi le tsɔɔ nɔ potɛɛ ni amɛye he miishɛɛ ye sanegbaa le mli. Mɛɛ ye sanegbaa mli haa sanegbaa naa hewale ye amɛdaadaa sanegbaa mli. Ye kaselɔi atɛɲ le, mɛɛ ye sanegbaa mli haa amɛtoiboo yaa hie ƙɛtsɔ kaselɔi

atsoomo ni amebo wiemo ni yoo sanegbaa le mli le toi jogbaŋŋ ni amenu shishi dani ametsoo amejweŋmo ye he. Ehaa amehe hu saa ye sanegbaa mli keji atsoo kaseloi ni ametsoo amejweŋmo ni gbei ni sa no ketsoo sanegbaa ni mo fee mo miitsoo ejweŋmo le no. Mee ye sanegbaa mli le haa gbekebii moo mlai ni aketsuo nii ye akutso mli le tamo tsuishitoo, nijaa, niashishinum ke ekrokomei ni fata he. Ekoŋŋ le, ehaa kaseloi nyee ameyee amehe no: beiaŋ ni amemee ni eshe ameno le tsoo gbekebii le tsuishitoo ke henoyeli, ni ji nibii komei ni ahe hia jogbaŋŋ ye adesa walashihile mli.

3. **Mee ye sanegbaa mli kpojiemo:** Tsoloi asha mfoniri ko ni kaseloi le kewo shwemo mli. (Kaseloi baanye amegba yitso ko he kadaa, ni akeme ni eshe ameno ni ameketsoo amejweŋmo ni amejie nibii komei ni ejaaa gbe ni awie le anaa). Nokwemonii komei ji:
 - a. Ani esa ake aŋme sekondre sukuu kaseloi agbe ni ameke telefonu aya sukuu?
 - b. Naagbai komei ni baa niyenii saji ahe keji kooŋŋ le mli tsake. (Kaseloi le eko fee eko atsoo amejweŋmo)
 - c. Afa bo ni okwe sanegbaa ye yitso nee no; “Agu rɔba nibii ye wɔsukuui le amli noŋŋ”. Ke nifeemo nee awo shwemo mli. (Nibii komei ni sa ake okadi: kwemo bo ni kaseloi le ke amehe sharia ye heshibaa mli, bo ni amebio saji ni ke hoo ame atroma ke bo ni amefee keji aheee amejweŋmotsoomo le awooo mli, ke bo ni ameke amejweŋmotsoomoi ŋmee jara). Te obaakwe sanegbaa nee no oha teŋŋ?

Nitsoomo Daagbe He Sanebimoi

Kuun nitsumo

1. Klasi muu le fee sanegbaa
 - a. Nyetenja mfoniri ko ni shaa otii le fee ni awie le mfoniri.
 - b. Kaseloi ni boo modeŋ jogbaŋŋ le ke mee ye sanegbaa mli atsu nii.
 - c. Nyeeboa sanegbaa le toi ni nyeebaa bo ni ameme ye sanegbaa le mli le he sane ekomeiekomei. Nyetsoda hei ni amebomodeŋ ke hei ni ametsuuu nii ye ye sanegbaa ni obo toi le mli.
2. Mei enyonyoono nitsumo
 - a. Kaseloi ke mee ye sanegbaa he nilee ni sa atsu nii ni ameke nifeemoo potee ni tsoolo le baaha le kewo shwemo mli.
 - b. Haramo sane ko ye otii tamo subaŋ kpakpa, STEM, GESI, srawa hewale he saji, falefalefeemo, akutso ke jengmaji saji, hewalekpakpamo he ni okane. Tsoomo oti loo otii ni yoo sanegbaa le mli ni oke mee ye sanegbaa mli he mlai le atsu nii kegba he sane.

Kaa Oti: DoK Dele 3 – Ankroankro Nitsumo

1. Ofata mei ni miigba afiyeli ye Ghana he sane.
 - a. Tsoomo bo ni oke mee ye sanegbaa mli baatsu nii kegala sane le mli (*mii 7*)

- b. Gbala nibii ete komɛi ahewɔ ni ake mɛɛ yɛ sanegbaa mli tsuɔ nii yɛ sanegbaa nɛ mli. (*mii 3*)
2. Ake mɔ ko nii miikwe kadaɗgbamɔ yɛ osukuu mli lɛ. tsɔɔmɔ gbɛi enumɔ komɛi anɔ ni obaanye oha kadaɗgbaloɪ lɛ ke mɛɛ yɛ sanegbaa mli atsu nii, (*mii 5*).

OTII AHE NI ASUSUƆ Lɛ 2: NAAGBA OTII

1. **Ɖmɛnɛɣmɛnɛ naagbai:** Ɖmɛnɛɣmɛnɛ maɗ, shika gbɛfaɗ koo akutsoɗ naagbai wuji ni ninaa akutsoɗbii ni hiaa ake agba he sane, awo mlai loo akutso lɛ afa he naji. Naagbai nɛɛ kudɔɔ mɛi asusumɔ ni enaa nɔnyɛɛ yɛ amralo lɛ mlai ke enifeemɔi amlɪ ni ejieɔ tsakpaa ni ka maɗbii ke amralo lɛ tej lɛ kpo.
2. **Wiemokulibii ni sa keha yitseɪ pɔtɛɛ komɛi:** Eji wiemokulibii hee ni mɛi loo nitsulɔi ehe awo mli ni amɛkegbaa amenitsumɔ loo nifeemɔ lɛ he sane. Tamɔ, wiemokulibii ni aketsuo nii yɛ nitsumɔheɪ komɛi ji;
 - a. **Okwaayeli:** ɣmɔshi niyenii, kɔi, klante, shikpɔɗ, okwaafoi, dumɔwui, fetilaiza, nitsumɔdadei,
 - b. **Galamsey:** eskaveta, nu, shika tsuru, tsɔnei, nui, ojarawate, shikpɔɗɗ, kemika, ke nii ke nii
 - c. **Sukuuyaa:** Tsɔɔɔ, nikasemɔ tsuɗ, nikaselɔi apɔɔtaa (student portal), maɗoo oha, nitsulɔi apɔɔtaa (staff portal), kaa, nikasemɔ gbɛjianɔtoo wolo (course outline), ke nii ke nii.
 - d. **Tɛkinɔɔji:** kɔmpiuta, deeta, emeeli, AI, Wi-Fi, nigbalamɔ, deetabeesi, softwɛɛ, haadiwɛɛ.

Nikasemɔ Nitsumɔ

Meni nitsumɔhe mli ake wiemokulibii nɛɛ tsuɔ nii yɛ?

- a. Wiemokuli, sanefa, sanekuku, niɗmaa mli okadii, najiangbɛi
- b. Sanetɛ, kojolo, kpabuu, shikagbele
- c. Kɔmpiuta, deetabeesi, softwɛɛ, emeeli

Nitsɔɔmɔ Kɛ Nikasemɔ Ɗaagbɛ He Nitsumɔi

Sanenaataamɔ he Nikasemɔ (Problem-based learning)

1. Ankroankro ke kuu nitsumɔ

Kuui amlɪ

- a. Kaselɔi atsɔɔ sɛɛnamɔi ni yɔɔ sanegbaa yɛ akutsoɗ ke gbɛi anɔ ni abaanye aha nɔnyɛɛ ke shweremɔ aba akutso lɛ mli.
- b. Kaselɔi aɗmala wiemokulibii otii ni jejee kpo yɛ sanegbaa lɛ mli lɛ.
- c. Kaselɔi adamɔ wiemokulibii hee lɛ nɔ kɛwie naagba otii ni yɔɔ akutso lɛ mli lɛ he.

- d. Kaseloi afee nifeemo le ekoŋŋ ni amekewie naagba ni tsoolo le ha le he loo aha kaseloi ni jweŋmo mli kwo le ahie sanegbaa le hie.

Kaa Oti: DoK Ɗele 3 – Kuu Nitsumo

Haramo yitsele le ateq eko fee eko ni aha le.

Kɛ wiemokulibii ni sa:

- a. Awie tsakemo ni jɛŋmaji le kɛba Ghanaman le no.
- b. Apei tsakpaa ni yoo no ni jɛo ohia kɛ hewalekpakpanamo mli kɛbaa ye maji ni miishwere le ano.
- c. Aha naamuu ye naagbai ni kooɔɔɔŋ tsakemo kɛbaa okwaayeli no ye Ghana kɛ ŋaagbei ni abaanye atso no kɛsa naagbaai nɛɛ anaa.

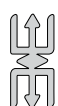
PLC Session 2

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.

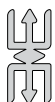
3. Plan the week's key assessment with your app

- 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.

Mlijaa 1 Mlikwεmɔ

Mlijaa nεε ewie wiemokulibii ni sa ni aketsuo nii ye sanegbaa mli, mεε ye sanegbaa mli ke wiemokulibii ni akewieo naagba otii ahe. Agbele rejista henoi le ahie atsɔ kaselɔi ni atsɔ ame shishi. Awie wiemokulibii ni sa ye sanegbaa mli le he. Amekase naagbei ni aketsuo nii ye sanegbaa mli ke no hewo ni mεε ye sanegbaa mli he hiaa ye sanegbaa mli. Ekoŋ le, efele naagba otii le ahie atsɔ kaselɔi ni aha amεke mεε ye sanegbaa mli naagbei le tsu nii kεwie naagba otii le ahe, ni amεke naagbei nεε tsu nii ye amεke amenanemεi adaadaa sanegbaa mli bo ni afee ni sanegbaa le aya le yoo. Gbεkpamɔ le ji akε, ye mlijaa nεε naagbee mli le, amεke mεε ye sanegbaa mli naagbei le baatsu nii kεwie naagba otii wuji ahe, ana nilee ni sa kεso wiemokulibii ni shishinumɔ ye he, atsɔ srɔto ni yoo wiemokulibii shishinumɔ teni ni amenye amεke wiemokulibii ni sa agba sane.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 1

Gbejianotoo keha nifeemo dikimo

Dai	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Nitsoomo (mlinii) ke enaato	Nitsoomo mlinii le jieo abifao kpojiemo ke egbejianotooi le amligbalamo mli. Shigbelelmo trilii hehiao jogbari ye otii ke saji ni ahe hiao le akpojiemo mli. Nitsoomo mlinii le ja, emli ka shi ni ato naa jogbari. Nibii fee ni ahe hiao le ye mli.	Nitsoomo mlinii le jieo shishinumo ye abifao kpojiemo gbejianotooi le amli fitsofitso. Nitsoomo mlinii le ja ni ato naa jogbari. Nibii komei ni yoo nitsoomo mlinii le mli le yeee hegbo loo anaaa piamo keha tsakpaai ni awie he le. Ake nibii fee ni ahe hiao le woo mli.	Nitsoomo mlinii le tsao abifao kpojiemo le shishinumo fitsofitso. Shigbelelmo fioo ko pe yoo ni piaa otii ni atsi ta le see. Wiemoi le ekomei ejaaa, atsooo shishi jogbari ni ekomei hu be fari.	Presentation Nitsoomo mlinii le tsao ake mo le nuuu abifao kpojiemo nifeemo le shishi (abifao kpojiemo mligbalamo) Wiemokulibii ni aketsu nii ye abifao kpojiemo le mli le be shifimo ko. Wiemoi le yeee emuu. Nibii ni ahe hiao le elaafe ni afutu le hu.
Nitsoomo (Gbejianotoo)	Ato slaidii le anaa jogbari, eye feo ni ake, ato niqmaa le naa jogbari, mfonirii ni niqmaai le hu faa tso. Ake suui ke mfonirii etsu nii bo ni sa. Tomoi komei tamo (tseremo, niqmaa mlai, niqmaa mli okadii, niqmaa le anaato, k.n.k.n) be slaidi le mli.	Ato slaidii le anaa jogbari ni sa niqmaai, niqmaai le faaa tso ye slaidi le no. Ake sui ke mfonirii etsu nii jogbari. Tomoi le faa tso (tseremo, niqmaa mlai, niqmaa mli okadii, niqmaa le anaato, k.n.k.n)	Afutu mfonirii ke niqmai le ni ake sui ke nibii krokomei tsuuu nii jogbari. Tomoi komei ye mli (tseremo, niqmaa mlai, niqmaa mli okadii, niqmaa le anaato, k.n.k.n) ye slaidi le mli.	Slaidi le efee hanjsii ni niqmaai le efa tso ni mfonirii ko kwraa be mli. Ake sui hu tsuuu nii jogbari. Keji ake miidia (mfonirii) tsu nii le, atsooo he ni ana keje ye slaidi le no. Gbejianotoo ko kwraa pe nitsoomo le he. Tomoi le faa (tseremo, niqmaa mlai, niqmaa mli okadii, niqmaa le anaato, k.n.k.n) ye slaidi le no.

Nitsɔɔmɔ (Wiemɔ le diɛntsɛ)	Etsuo nii jogbanɔ ye nitsɔɔmɔ ni ato he gbejianɔ ye be kukuoo mli (miniti 20). Kuɔnbii le eko fɛe eko wiemo ye nitsɔɔmɔ le mli. Efee fanɔ ake amɛsaa amɛhe.	Etsuo nii jogbanɔ ye nitsɔɔmɔ mli ni ejieo hesale ye wiemo mli ye be kukuoo ni akɛha kuu mli (miniti 20). Kuɔnbii le eko fɛe eko wie ni eje kpo fanɔ ake amɛsaa amɛhe.	Eboɔɔ mɔɔɔn tso ye nitsɔɔmɔ le mli ni tsoo ake ehe esako tso ye wiemo mli. Eho be ni ato le he fioo. Kuɔnbii le ekomɛi wie fe ekomɛi. Amɛmiihia hesaamo jogbanɔ.	Eboɔɔ mɔɔɔn kwraa ye nitsɔɔmɔ le mli ni tsoo ake ehe esako kwraa ye wiemo mli. Amɛnitsɔɔmɔ le ho be ni ato le he kwraa ni jeee kuɔnbii le fɛe ni wie. Eje kpo fanɔ ake amɛsaaa amɛhe.
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OTSI 2

NIKASEMɔ HE NI ASUSUɔ LE 1

1.

a. Kɛha mɛɛ ye sanegbaa mli (turn taking) atsu nii le, feemo nibii nɛɛ:

- i. Too mlai komei ashishi
- ii. Kɛ wiemo he gbejianɔtoo atsu nii
- iii. Wo online no ketsɔo ake ootao owie
- iv. Wo naadaalo ko ni ekudo sanegbaa le
- v. Bo toi jogbanɔ
- vi. Buu be
- vii. Wo sanegbalɔi le ahewale ni amɛtsɔo amɛjwɛɔmɔ

- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei kpawo ni yoo ɔei le fɛe mli le - mii 7*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ ekpaa mli le - mii 6*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ enumɔ mli le - mii 5*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ enumɔmli le - mii 4*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ etɛmli le - mii 3*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ enyo mli le - mii 2*
- *Keji etsi mɛɛ ye sanegbaa mli ɔaagbei ni yoo ɔei le atɛɔ eko mli le - mi 1*

b. Otii nɛɛ ahewo:

- i. Ehaa bule yaa hie
- ii. Ehaa mo fɛe mo ke ehe woɔ mli.
- iii. Ehaa ake he woɔ mli jogbanɔ.
- iv. Ehaaa mo kome too ahe sanegbaa le kɛfo etsitsi.
- v. Eke shishinumɔ baa

vi. Eke tsakpaanamɔ loo naanyobɔɔ baa

- *Keji enma otii ete ni yɔɔ ŋwei le mli le - mii 3*
- *Keji enma otii le mli enyɔ le - mii 2*
- *Keji enma otii mli ekome le - mi 1*
- *Kwemɔ hesale ni atsi ta ye sabimɔ la mli le ni oha hesalei ni ajie kpo ye sukuu kadaangbamɔ le mli le mii*

OTI HE NI AWIEɔ LE 2 (mii 16)

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieɔ otii le ahe. Wiemɔi le mli ka shi ni ehe hia keha sanegbaa le.	Awieɔ otii le ahe. Wiemɔi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumɔ ntai komɛi ye mli.	Awieɔ otii komɛi ahe. Wiemɔi le be farɛ tso ni wiemɔi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemɔi le be farɛ ni wiemɔi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niɲmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemɔ tsuo nii. Tɔmɔi ye niɲmaa mlai le mli le ye mleɔ.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemɔ tsuo nii. Tɔmɔi bibiibii komɛi ye niɲmaa mlai le mli ni bei komɛi le eji tɔmɔ oti.	Bei komɛi le ake wiemokulibii ni sa tsuuu nii. Mei komɛi bɔɔ mɔɔɛɛ ake amɛke wiemokulibii ni wies yitso le he le tsuo nii. Tɔmɔ bibii ni bei komɛi le eji tɔmɔ otii.	Wiemokulibii le ewieeee oti le he. Nokwemɔnii bibioo ye ni wies yitso wiemokulibii le he. Tɔmɔi bibii ke wuji fɛɛ jeɔ kpo farɛ.

MLIJAA 2: FƆNƆLOJI GBEJIANƆTOOI

OTI: SANEGBAA

Oti Mlijaa: FƆnƆloji (FƆnƆloji GbejianƆtooi)

Nikasemɔ gbɛkpamɔi: Ake nilee ni ana keje fƆnƆloji gbejianƆtooi le amli le atsu nii ye sanegbaa mli.

No ni kaselɔi baanyɛ amfee: Aje nilee ke shishinumɔ kpo ye fƆnƆloji gbejianƆtooi ye Ga mli.

Niahefɛlemɔ



Ha kaselɔi nitsumɔ ni amfee ye kuui amli ye Otsi 3 le no ni oha ame be ni sa ni amekfee. Ke SS app le afee sanebimɔi ke mlai le. Adiki kaselɔi anitsumɔ le keji amegbe naa nɔnɔ ni ake amimii le awo SAP le no.

HIɛGBELEMɔ KE MLIJAA LE NƆDOOMɔ

Mlijaa nɛɛ tsaa fƆnƆloji gbejianƆtooi ni wɔkase ye afii ni eho le amli. Kaselɔi baakase fƆnƆloji gbejianƆtooi, amɛbaakase blawa henɔi ke blawa jebɔ ye Ga mli. Nilee ni amɛbaana ye mli le baaye ebua ame ye wiemɔkulibii atsemɔ, nikanemɔ, ke wiemɔkulibii ashishinumɔ mli jogbanɔ. No ji ake, nilee ni amɛbaana ye nikasemɔ nɛɛ mli le baaha amenye amena hesale ye sanegbaa mli. Ekoɔn le, ebaaha kaselɔi ana wiemɔkulibii hee babao ni esaa eha amehie aba amehie no ye wiemɔkulibii le ahe. Agbenɛ hu le, fƆnƆloji gbejianƆtooi le ashishinumɔ le baawa kegala fƆnƆloji mlai ke gbejianƆtooi ni kudɔ wiemɔ le ke tsakemɔi ni baa wiemɔ le mli. Mlijaa nɛɛ he hia kaselɔi jee ye Ga wiemɔ le mli pɛ, shi eke tsakpaa ko baa nikasemɔi tamɔ Blofo, ke maji krokomei ano wiemɔi le hu. Mlijaa nɛɛ waa kaselɔi ni amekɛ nilee ni amena le atsu nii kenu fƆnƆloji gbejianƆtooi ye Ga wiemɔ le mli le shishi. Esa ake tsɔɔlɔ le abɔ mɔɔɔn ni eha mɔ fɛɛ mɔ ke ehe awo nikasemɔ le mli, eke ɔaagbei srɔtoi atsu nii ni eha kaai ni sa beianɔ ni nikasemɔ le yaa no le bɔ ni afee ni eye ebua kaselɔi le.

Otsii ke gbɛkpamɔi ni yɔɔ mlijaa nɛɛ mli ji:

- **Otsi 3:** Agbala fƆnƆloji gbejianƆtooi ni yɔɔ Ga mli (tamɔ, gbɛemɔ nɔyeli gbejianƆtooi)
- **Otsi 4:** Awie fƆnƆloji gbejianƆtooi ni yɔɔ Ga wiemɔ le mli (blawa jebɔi)

NIKASEMɔ ƆAAGBEI LE ANƆDOOMɔ

Nikasemɔ ɔaagbe ni aketsu nii ye mlijaa nɛɛ mli le ke Ga wiemɔ kasemɔ ke etsɔomɔ le yeo hegɔ. Sanenaataomɔ he Nikasemɔ (Problem-Based Learning) ji ɔaagbei ni ake jenɔ naagbai tsuɔ nii ketɔɔ kaselɔi anii. Ɔaagbei komei ni yɔɔ mli ji ankroankro nikasemɔ, kuu enyɔnyɔnyɔ,

kuu ni afutu kaselɔi le ke klasi muu le fee nitsumɔ ke klasi le nitsɔmɔ. Neke ɲaagbei nee baanye eha kaselɔi ayiŋkaa aya hie, amehe asa ye naagbai anaamuu mli, ni amena hesale ye wiemɔ mli. Eke hegbei tamɔ, nitsumɔ mli ekomefeemɔ, kuuy nitsumɔ ke hienyiemo hesale fee baa. Kaselɔi baakase bo ni amebaana wiemɔ ni ameketsu nii. Kaselɔi ni le nii fe nine le, ahaa ame nitsumɔ le eko kefataa he ni ahaa amenyieo amenanemei le ekomei ahie ni ameyeo amebuaa ame kena shishinumɔ ni mli kwo ye no ni atsɔo ye fɔnɔlɔji gbejjanɔtooi le he le. Esa ake tsɔɔlɔ le akadi kaselɔi ni ye tseremo ke wiemɔ naagbai le ni etsɔ ɲaagbe no keku nakai naagba le naa.

KAA NɔDOOMɔ

Kaa ɲaa gbe ni aketsu nii ye mlijaa nee mli le boɔ mɔdeɲ ake mo fee mo baana hesale pepepe, kaselɔi le niiashishinumɔ ke amesusumɔi baaya hie. Yelikebuamɔ kpitiokpitio ni tsɔɔlɔ kehaa kaselɔi beiaɲ ni nitsumɔ le miiya no le yeo bua kaselɔi le kenaa shidaamɔ kpakpa ye nikasemɔ le mli. Kaa ɲaagbei le ke ɲaagbei ni kadiɔ kaselɔi aniiashishinumɔ ke amenoyaa ye no ni atsɔo le he. Dele 2 heno sanebimɔi le ekomei ji saneɲmaa kuku loo monaa wiemɔ nitsɔmɔ ni akena kaselɔi amɔdeɲboɔ. Ahaa ame ɲele 3 yiŋkaa sanebimɔi ketso saneɲmaa loo nii amlipeimo kena bo ni kaselɔi susumɔ ke niiashishinumɔ ye fɔnɔlɔji gbejjanɔtooi le ahe. Esa ake tsɔɔlɔi aka kaselɔi le ye gbei srɔtoi ano beiaɲ ni nikasemɔ le miiya no lolo ke nikasemɔ le naagbee hu kena kaselɔi le eko fee eko amɔdeɲboɔ ke mii ni amena ke hei ni esa ake aye abua ame ye.

Gbeɲpamɔ	DOK ɲele	Kaa Daagbe / heno
3.1.2. LI.1 Gbalamɔ fɔnɔlɔji gbejjanɔtooi ni yoo Ga mli. (gbeemo noyeli gbejjanɔtooi)	2	Sanenmaa
3.1.2. LI.2 Gbalamɔ fɔnɔlɔji gbejjanɔtooi ni yoo Ga mli. (Blawa jebo henci)	3	Niiɲɲeimo

OTSI 3

Nikasemɔ gbɛkpamɔ: *Gbalamɔ fɔnɔlɔji gbejianɔtooi ni yɔɔ Ga mli ɛ mli. (gbɛemɔ nɔyeli gbejianɔtooi)*

Kaimɔ

Afi 1	Otsi 2 1. Gbalamɔ Ga vaoli kpojee ɛ mli. (e.g., wiemɔkuli shishijee, teɲ kɛ naagbee) 2. Gbalamɔ Ga kɔnsonanti kpojee ɛ mli (e.g., wiemɔkuli shishijee, teɲ kɛ naagbee)
Afi 2	Otsi 2: Gbalamɔ gbee nitsumɔ amli (e.g., sanemuu amli, wiemɔkulibii amli kɛ wiemɔi amli)

OTII AHE NI ASUSUɔ Lɛ: FɔNɔLɔJI GBɛJIANɔTOOI (GBɛEMɔ NɔYELI GBɛJIANɔTOOI)

Fɔnɔlɔji gbejianɔtooi mligbalamɔ: Fɔnɔlɔji gbejianɔtooi ji ɲaagbei ni haa gbɛemɔi ni wielɔi ketsuɔ nii ɛ tsakeɔ bɔ ni afee ni wiemɔ afee mɛɔ. Abaanye agbala mli hu akɛ eji mɛɔi ni aketsuɔ ni kɛha wiemɔkulibii atseremɔ afee mɛɔ. Ajara fɔnɔlɔji gbejianɔtooo ɛ awo gbɛemɔ nɔyeli kɛ blawa shikamɔ mli. Anaa gbejianɔtooi enyɔ ɛ fɛɛ yɛ wiemɔ mli pɛ.

Fɔnɔlɔji Gbejianɔtooi Henɔi

Gbɛemɔ nɔyeli gbejianɔtooi: ji fɔnɔlɔji ɲaagbe ni baa keji gbɛemɔ ko kɔ gbɛemɔ ni eberɲke ɛ ɛ su ni eke tsakemɔ baa esɔmɔ kɛ efeemɔ mli. Gbejianɔtooo nɛɛ baanye eke tsakemɔ aba bɔ ni asɔɔ gbɛemɔi ɛ ni ehaa anaa alofon yɛ hei ni gbɛemɔ ɛ jies kpo yɛ ɛ. Gbejianɔtooo nɛɛ waa kegbalaa gbejianɔtooi ni kudɔɔ wiemɔ, kɛ tsakemɔi ni eba wiemɔi amli yɛ bei pɔtɛɛ ko mli. Gbɛemɔ nɔyeli jies ehe kpo yɛ gbei srɔtoi anɔ. Ekomei ji:

- Naabu kokloo feemɔ:** Enɛ ji gbɛ nɔ ni kɔnsonanti gbɛemɔ naa naabu kokloo su ko kɛfataa he ni asɔɔ gbɛemɔ ɛ yɛ ɛ. Enɛ baa keji vaoli kokoloo tamɔ /u, o, ɔ/ loo glaadi /w/, nyie kɔnsonanti ko sɛɛ kpaakpa yɛ tseremɔ mli. Okadi ni akeyɔɔ naabu kokloo feemɔ ji [w]. Anaa naabufemɔ yɛ wiemɔkulibii ni baa nɛɛ amli; Oko [Okwo], Kotei [kwotei], Kwakwe [Kwakwe], googa [gwooga].
- Daan agbafemɔ:** Eji gbejianɔtooo ko ni kɔnsonanti gbɛemɔ ko naa lilei ɛ henɔwomɔ keninaa daan agba ɛ kɛfataa he ni asɔɔ yɛ ɛ. Anaa gbejianɔtooo nɛɛ keji hie vaoli /i, e, ɛ/ nyie kɔnsonanti gbɛemɔ ko sɛɛ kpaakpa. Okadi ni akeyɔsɛɔ ɛ ji [j]. Nɔkwemɔnii komei ji; ti [tji], pia [pjia].
- Gugɔɲjian gbɛemɔfeemɔ:** Eji beian ni naabu gbɛemɔ ko fɛɔ gugɔɲjian keji eje kpo yɛ he ni gugɔɲ vaoli ko yɔɔ. Bei pii ɛ, vaoli titri ni tsɔɔ nɛke gbejianɔtooo ɛ mli shi bei komei ɛ, naabu kɔnsonantii komei hu nyɛɔ etsɔɔ gugɔɲjian gbɛemɔ. No hewɔ ɛ, aye gugɔɲjian gbɛemɔ henɔi enyɔ. Nomɛi ji vaoli gugɔɲjian gbɛemɔ kɛ kɔnsonanti gugɔɲjian gbɛemɔ.

Vaoli guguǝǝǝǝǝǝǝ ji nǝ ni afǝǝ naa yǝ Ga wiemǝ lǝ mli. Okadi ni akǝyǝǝǝ lǝ ji [˜]. Nǝkwǝmǝnǝ kǝmǝi ji: nu [nũ], ma [mã], duǝ [dũŋ].

Nikasemǝ he nitsumǝ

1. Gbalamǝ fónlójí gbẹ̀jìǎńtòótí ni yǝǝ Ga wiemǝ lǝ mli.
2. Gbakamǝ fónlójí gbẹ̀jìǎńtòótí ni baa nǝǝ amlí:
 - a. Naabu kokloo feemǝ
 - b. Gbǝǝǝ laajemǝ
 - c. Daanǝ agba feemǝ
3. Ha nǝkwǝmǝnǝi etǝtǝtǝtǝ yǝ fónlójí gbẹ̀jìǎńtòótí ni yǝǝ ŋwǝi lǝ eko fǝǝ eko shishi.
4. Kaa bǝ ni atǝǝ wiemǝkulibii lǝ okwǝ ni oha ohǝ ama fónlójí gbẹ̀jìǎńtòótí ni yǝǝ mli lǝ nǝ.
 - a. Pialǝ
 - b. Sane
 - c. Nihelǝ
 - d. Kotoku
 - e. Bibioo

Nitsǝǝǝ Kǝ Nikasemǝ Naagbǝ He Nitsumǝ

Sanenaataomǝ he Nikasemǝ (Problem-Based Learning) – (ankroankro kǝ kuu)

1. Kuu ni afutu mǝi ni bǝǝ mǝǝǝ kǝ mǝi ni ebǝǝ mǝǝǝ tǝǝ lǝ.
 - a. Kuui lǝ agbala fónlójí gbẹ̀jìǎńtòótí lǝ amǝ ni amǝha nǝkwǝmǝnǝi yǝ eko fǝǝ eko he.
 - b. Kuui lǝ aka amǝyǝŋ kǝgba gbǝǝǝ nǝyeli hǝnǝi tamǝ naabu kokloo feemǝ, daanǝagba feemǝ, guguǝǝǝǝǝǝǝ feemǝ kǝ ekrokǝmǝi ni fata he lǝ he sane.
 - c. Kaselǝi yǝ kuui amlí aha nǝkwǝmǝnǝi yǝ gbǝǝǝ nǝyeli hǝnǝi ni awǝ he lǝ eko fǝǝ eko shishi ni amǝpǝi mli.
2. Mǝi enyǝnyǝǝnyǝ nitsumǝ
 - a. Apǝi wiemǝkulibii ni aha amǝ lǝ mli ni amǝtǝǝ gbǝǝǝ nǝyeli hǝnǝ ni akǝtsu nii lǝ (tǝǝǝ aha nǝkwǝmǝnǝi kǝmǝi yǝ Ga mli)
 - b. Baatǝǝ klasi lǝ onitsumǝ lǝ.

Tǝǝǝ lǝ anyǝ amǝ nǝ yǝ klasi lǝ mli bǝ ni afǝǝ ni kaselǝi lǝ eko fǝǝ eko kǝ amǝhe awo nǝfǝǝmǝ mli lǝ ni amǝyǝ amǝbua amǝ yǝ bǝi ni amǝtaǝǝ yǝlikǝbuamǝ mli.

Kaa Oti: DoK Nǝlǝ 2 – Shigbǝlǝmǝ

1. Gbalamǝ gbǝǝǝ nǝyeli gbẹ̀jìǎńtòótí etǝ ni yǝǝ Ga mli ni oha nǝkwǝmǝnǝi etǝtǝtǝtǝ yǝ eko fǝǝ eko shishi.

2. Tsɔɔmɔ srɔto ni yɔɔ gbɛɛmɔ mlihɔlɔmɔ kɛ gbɛɛmɔ laajɛmɔ tɛŋ ni oha nɔkwɛmɔnii yɛ eko fɛɛ eko shishi.

Shigbɛɛmɔ yitsei komɛi

Yɛ okutso lɛ mli lɛ, ani oyɔsɛ akɛ sanegbaa kpakpa fɛɛ lɛ, toiboo kɛ mɛɛ yaa nɔ yɛ sanegbaa lɛ mli. Nyɛtsua nii yɛ kuui amli

- Kɛtsɔɔ bɔ ni mɛi mɛɔ yɛ sane ko he wiɛmɔ mli yɛ shiai loo yɛ sukuui amli.
- Atsɔɔ wiɛmɔ kɛ toiboo subaŋ kpakpai.
- Kɛsaa he kɛjie shwɛmɔ kpo kɛtsɔɔ bɔ ni mɛi kɛ wiɛmɔi ni bulɛ yɛ he gbaa sane kɛtaoɔ akutso lɛ naagbai lɛ atsabaa.

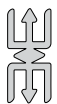
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

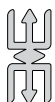
3. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP).

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

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

OTSI 4

Nikasemo gbɛkpamɔ: *Agbala fɔnɔlɔji gbeɣjianɔtooi ni yɔɔ Ga wiemo le mli le (blawa shikamo gbeɣjianɔtooi)*

Kaimɔ

Afi 1	Otsi 2 1. Gbalamo Ga vaoli kpojee le mli. (e.g., wiemokuli shishijee, teɲ ke naagbee) 2. Gbalamo Ga konsonanti kpojee le mli (e.g., wiemokuli shishijee, teɲ ke naagbee)
Afi 2	Otsi 2: Gbalamo gbee nitsumo amli (e.g., sanemuu amli, wiemokulibii amli ke wiemoi amli)

OTII AHE NI ASUSUO LE: FɔNɔLɔJI GBɛJIANɔTOO (BLAWA SHIKAMO GBɛJIANɔTOOI)

Blawa Shikamo Gbeɣjianɔtooi

Blawa shikamo gbeɣjianɔtooi le ke tsakemo baa blawa shikamo le mli ye Ga wiemo le mli. Ekomei ji vaoli gbɛemo mliholomo, gbɛemo laajemo, gbɛemo gbɛhe tsakemo ke ekrokomai ni fata he. Blawa shikamo gbeɣjianɔtooi le boɔ mɔɔɔn ake wiemokulibii le tsuo nii jogbanɲ ni wiemokulibii tamo wiemokulibii ni ama le ke Ga blawa shikamo le yeo hegbo.

1. **Gbɛemo Laajemo:** Gbɛemo laajemo ji fɔnɔlɔji gbeɣjianɔtooi ni haa gbɛemo ko laajeo ye wiemokulibii amli ye he potee ye tseremo mli. Neke gbeɣjianɔtooi nee haa tseremo feo mleo ni edamoo liɲwistiki nibii komai ano tamo ehaa gbɛemo le soomo le feo mleo ye fonetisi shihile mli. Ejieo ehe kpo titri ye wiemo mli, ni ahaa gbɛemoi komai laajeo bo ni afee ni wiemo le aya le oya. Gbɛemo laajemo jieo ehe kpo ye wiemokulibii komai amli ye Ga wiemo le mli ke ye wiemokulibii ni ama keba Ga wiemo le mli hu. Anyeo aketsuo nii hu kesaa blawa shikamo ni ejaaa gbe hu, titri ji wiemokulibii ni ama. Enyeo eke tsakemo baa wiemokulibii ni abaanye ana keje nakai wiemokuli le mli ni esaa mɔfɔlɔji he hu. Gbɛemo laajemo haa wonuo tsakemo ni baa wiemoi amli ni ejieo tsakemo ni akutso loo kuu ko kebaa gbɛemo le tseremo mli.

Gbɛemo laajemo jieo ehe kpo ye hei srɔtoi ye wiemokuli mli

a. Shishijee gbɛhe

Ebaa ye wiemokuli le shishijee ni klenklen gbɛemo ye wiemokuli le mli laajeo. Tamo mi akutu feo mikutu, mi ŋkatie feo mikatie.

b. Naagbee gbɛhe

Gbɛemo laajemo le jieo ehe kpo ye wiemokuli le naagbee. Tamo “petrol” feo petro. Anaa ene titri ye wiemokulibii ni ama ejaake konsonanti gbɛemoi enyiee amesee ye Ga wiemo le mli; hewo le atsɔo gbeɣjianɔtooi nee no kesaa konsonanti ni nyie amesee le naa. Tamo [skul] feo [sukuu].

2. **Gbeemɔ Mlihɔlɔmɔ:** Gbeemɔ mlihɔlɔmɔ ji fɔnɔlɔji gbejianotoo ni haa ake gbeemɔ hɔlɔ wiemɔkuli mli bɔ ni afee ni anye atse loo kesaa eblawa shikamɔ le. Bei pii le, ake gbeemɔ le hɔlɔ wiemɔkulibii amlɔ bɔ ni afee ni ehɔlɔ kɔnsonanti gbeemɔi ni tsara nɔ le koni anye atse. Tamɔ “skul” feɔ sukuu, “date” feɔ deiti, ball feɔ bɔɔlu. Gbeemɔ mlihɔlɔmɔ le haa wɔnuɔ bɔ ni fɔnɔlɔji gbejianotoo le tsuɔ nii wiemɔ mli ni eha esɔmɔ afee mleɔ. Tamɔ gbeemɔ laajemɔ le, gbeemɔ mlihɔlɔmɔ ye hei srɔtoi ye wiemɔkulibii amlɔ.
3. **Gbeemɔ gbehe tsakemɔ:** Gbeemɔ gbehe tsakemɔ ji liɲwistiki gbejianotoo ko ni haa atsakeɔ gbeemɔi loo blawai ashikamɔ ye wiemɔkuli mli ni ke tsakemɔ baa etseremɔ ke fonetisi gbejianotoo mli. Tsakemɔ ni baa wiemɔ le he le haa gbejianotoo nɛe jieɔ ehe kpo ni eke tsakemɔ hu baa fɔnɔlɔji mlai ni kudɔɔ gbeemɔi le. Gbeemɔ gbehe tsakemɔ tsɔɔ bɔ ni wielɔi tsakeɔ wiemɔ le hie bɔ ni afee ni etsemɔ afee mleɔ loo anye anu shishi ni etsuɔ nitsumɔ kple ye gbeemɔ le nɔyaa ke wiemɔ le tsakemɔ ye bei amlɔ. Tamɔ bɔ ni atsakeɔ tseremɔi ahie ye wɔdaa daa wiemɔi amlɔ. Wiemɔkulibii ni atserɛɛ le jogbanɲ le ekomɛi ji kɔshikɔshi/shikɔshikɔ, tokota/kotoka, lajeko/lakoje.

Nikasemɔ he nitsumɔ

1. Tsɔmɔ ni ogbala blawa shikamɔ gbejianotoo hencɔ ni yɔɔ wiemɔkulibii ni baa nɛe amlɔ:
 - a. Milk tsakeɔ kefeɔ mliki
 - b. School tsakeɔ kefeɔ sukuu
 - c. Technology tsakeɔ kefeɔ tekinɔlɔji.
2. Tsɔmɔ blawa jebɔ ni yɔɔ wiemɔkulibii ni baa nɛe amlɔ
 - a. Akutu
 - b. Akwadu
 - c. Googa
3. Tsɔmɔ blawa jebɔ hencɔ ni yɔɔ Ga wiemɔ le mli.
4. Ha nɔkwɛmɔnii ni jeɔ jebɔi nɛe akpo

Nitsɔmɔ Ke Nikasemɔ Naagbe He Nitsumɔ

Sanenaataomɔ he Nikasemɔ (Problem-Based Learning) - (ankroankro ke kuu)

1. Kuu ni afutu meɔi ni bɔɔ mɔɔɔn ke meɔi ni ebɔɔ mɔɔɔn tsɔ le.
 - a. Agbala fɔnɔlɔji gbejianotoo le amlɔ titri blawa shikamɔ gbejianotoo ni yɔɔ Ga mli le (gbeemɔ laajemɔ, gbeemɔ gbehe tsakemɔ, gbeemɔ mlihɔlɔmɔ).
 - b. Ha hencɔ nɛe eko fɛe eko he nɔkwɛmɔnii ni opei mli.
2. Meɔi enyɔnyɔnyɔ nitsumɔ

Apei wiemɔkulibii ni aha amɛ le mli ni ametsɔɔ blawa shikamɔ gbejianotoo hencɔ ni aketsu nii le ni koni klasi le agba he sane (tsɔɔlɔ aha nɔkwɛmɔnii komɛi ye Ga mli)

Kaa Otii: DoK Nɛɛ 3 – Niiamlipɛimɔ

Sane

Yɛ okutso lɛ mli lɛ, oyɔse akɛ, srɔto ko yɛ bɔ ni atseɔ wiemɔkulibii komɛi kɛ bɔ ni aɲmalaa lɛ teŋ. Taomɔ wiemɔkulibii nɛɛ nyɔŋmai enyɔ ni okwe fɔnɔlɔji gbejjanɔtooo henci ni yɔɔ mli lɛ (mii 100)

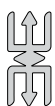
PLC Session 4

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).



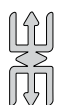
Note

- 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.

Mlijaa 2 Mlikwɛmɔ

Mlijaa nɛɛ baakwɛ nɔ fɛɛ nɔ ni akase yɛ otsii enyɔ ni eho lɛ mli. Mlijaa nɛɛ mli lɛ, agbala fɔnɔlɔji gbejianɔtooi lɛ amlɪ atsɔɔ kaselɔi. Wɔkase gbɛɛmɔ nɔyeli kɛ blawa shikamɔ gbejianɔtooi lɛ amlɪ. Agbala hɛnɔi bibii ni yɔɔ fɔnɔlɔji gbejianɔtooi nɛɛ ashishi lɛ ni akɛ nɔkwɛmɔnii fi sɛɛ. Gbɛkpamɔ lɛ ji akɛ kɛji kaselɔi gbe mlijaa nɛɛ naa lɛ, amɛbaajie nilee yɛ nɛkɛ fɔnɔlɔji gbejianɔtooi nɛɛ amlɪ lɛ atsetsɛɛ wiemɔkulibii jogbaŋŋ ni amɛkane nii jogbaŋŋ hu.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 3

1. Gbeɛmɔnɔyeli gbejianɔtooi le ji naabu kokloo feemɔ, daanagba feemɔ, gugɔngbeemɔ feemɔ.

Mii 3 keha gbejianɔtooi le eko fɛe eko ke ehe nɔkwɛmɔnii

Mii 2 keha gbejianɔtooi le atɛɲ enyɔ ke ehe nɔkwɛmɔnii

Mi 1 keha gbejianɔtooi le atɛɲ ekome ke ehe nɔkwɛmɔnɔ

2. Srɔtoi otii le ji:

- a. **Gbejianɔtooi:** Gbeemɔ mlihɔlɔ ke eko fataa he shi gbeemɔ laajemɔ jeɔ eko ye mli.
- b. **Nɔnyɛɛ:** Gbeemɔ mlihɔlɔmɔ tsakeɔ gbeemɔ le jebɔ loo eshishinumɔ shi gbeemɔ laajemɔ tsakeɔ tseremɔ le shi bei pii le etsakeee wiemɔkulibii le ashishinumɔ le.
- c. **Nifeemɔ:** Gbeemɔ mlihɔlɔmɔ ke gbeemɔ laajemɔ jeɔ ehe kpo ye liɲwiskiti gbei srɔtoi anɔ, tamɔ mɔfɔlɔji, fɔnɔlɔji loo sintasi.

Mii 3 keha nɔkwɛmɔnii srɔtoi ni atsi ta le eko fɛe eko shishi

Mii 2 keha nɔkwɛmɔnii enyɔ ye srɔtoi ni atsi ta le shishi

Mi 1 keha nɔkwɛmɔnɔ kome ye srɔtoi ni atsi ta le shishi.

OTSI 4

Bɔ ni abaadiki sane ko mlikwemɔ: Gbeemɔ nɔyeli ye Ga wiemɔ le mli

I. Hiegbelɛmɔ (*mii 10*)

1. Shishijee wiemɔi (*aaafee mii 3*)
 - a. Hiegbelɛmɔ faɲɲ ye gbeemɔ nɔyeli yitso le ahe.
 - b. Gbeemɔ nɔyeli he sɛɛnamɔi ye Ga wiemɔ le mli.
2. Shigbelɛmɔ he sanɛbimɔi ke gbɛkpamɔi (*keyashi mii 4*)
 - a. Shigbelɛmɔ sanɛbimɔ ni ye faɲɲ.
 - b. Gbɛkpamɔi kredɛɛ ni he hiaa shigbelɔmɔ le.
3. Shigbelɛmɔ le hesɛɛnamɔ (*keyashi mii 3*)
 - a. Gbeemɔ nɔyeli shishinumɔ ye Ga wiemɔ le mli le he sɛɛnamɔ
 - b. Bɔ ni akebaatsu nii ke esɛɛ saji

II. Nibii ni aɲmala ye yitso le he (*mii 15*)

1. Shigbelɛmɔ he ɲaagbei le nɔmimaa (*keyashi 5*)
 - a. Fɔnɔlɔji gbejianɔtooi le ashishinumɔ

- b. Bɔ ni ake ɲaagbei ni sa le tsuo nii
- 2. Nifeemo ni damo wiemo le no (*mii 5*)
 - a. Ga wiemo le jebo
 - b. Shigbelemo krokomɛi ni atso hie afee ye gbeemo noyeli ye Ga wiemo le mli
- 3. Mlipoimo fitsofitso (*keyashi mii 5*)
 - a. Nibii ni aɲmala ye yitso le he le mliphimo
 - b. Gbei ni ashimo ye shigbelemo le mli ni abaanye atsu he nii wɔsɛɛ le yopomo

III. ɲaagbe (*mii 15*)

- 1. Saji le aharamo (*keyashi mii 5*)
 - a. Saji haramo ɲaagbei le amligbalamo (tamo, sanegbaa, monaa wiemo lala)
 - b. No hewo ni oke ɲaagbe le tsu nii le.
- 2. Sane le mlipoimo (*keyashi mii 5*)
 - a. Sane mlipoimo ɲaagbei le mlitsɔɔmo
 - b. No hewo ni ɲaagbei le ja keha shigbelemo sanebimo le
- 3. Shimɔhei (*keyashi mii 5*)
 - a. Esa ake oyoo shimɔhei komei ni aanyɛ eje kpo.
 - b. ɲaagbei ni akebaasa naatsii le anaa

IV. Saji ni je kpo le amlitsɔɔmo (*mii 25*)

- 1. Gbalamo saji ni je kpo le amli (*mii 15 marks*)
 - a. Jiemɔ saji le akpo ye gbɛ faɲɲ no.
 - b. Nokwemonii ni sa ni aketsu nii
- 2. Mlipoimo ke Shishitsɔɔmo (*mii 10*)
 - a. Gbeemo noyeli mlipoimo fitsofitso.
 - b. Damo shigbelemo ni afee le no ketsɔɔ saji ni je kpo le amli.
- 3. Sɛɛ saji (*mii 5*)
 - a. Nonyɛɛ ni enaa ye wiemo le tsɔɔmo, ekasemo loo mlawoo he le mligbalamo.

V. Naamuu ke jweɲmɔtsɔɔmo (*mii 25*)

- 1. Saji le anɔdoomo (*mii 5*)
 - a. Saji ni jejee kpo le anɔdoomo
- 2. Naamuu (*mii 5*)
 - a. Naamuu ni ja ni wies shigbelemo le fee he.
- 3. Jweɲmɔtsɔɔmo (*mii 10*)
 - a. Jweɲmɔtsɔɔmo keha wɔsɛɛ shigbelemo, wiemo le tsɔɔmo loo wiemo le he mlawoo

VI. Naatoo, Jebɔ ke woji ni ana yelikebuamɔ ye (*mii 10*)

- 1. Naatoo ke tsakpaa (*mii 5*)**
 - a.** Bɔ ni ato niɲmaa le naa ye ɲaa gbe nɔ.
- 2. Niɲmaa ɲaa (*mii 3*)**
 - a.** Niɲmaa faɲɲ ke tsakpaa ye niɲmaa mli.
- 3. Yelikebuamɔ woji atastii (*mii 2*)**
 - a.** Mei ni eɲmala nii ye shigbelemɔ le he ni oketsu nii le atatsii jogbaɲɲ.

MLIJAA 3: SANEMUU OTI KƐ SANEMUU OTI WALƆ

OTI: SANEGBAA

Oti Mlijaa: Nikanemɔ

Nikasemɔ Gbɛkpamɔ: *Kɛ nilee ni ona kɛjɛ sanemuu oti kɛ sanemuu oti walɔ mlitsɔɔmɔ lɛ ajje otii akpo yɛ niɲmaa mli.*

Nɔ ni kaselɔi baanyɛ amɛfee: *Jiemɔ shishinumɔ kpo yɛ sanemuu oti kɛ sanemuu oti walɔ he yɛ niɲmaa mli yɛ Ga wiemɔ lɛ mli.*

Niahefɛlemɔ

Feemɔ Mid-Semester Kaa yɛ otsi 6 lɛ nɔ. Esa akɛ edamɔ otsi 1 keyashi otsi 5 nɔ. Kwemɔ Table of Specification and Structure of the Paper lɛ nɔ ni ekudɔ bo. Adiki kaselɔi aniyɲmaai lɛ ni akɛ nɔ ni amɛna lɛ awo SAP lɛ mli.

HIƐGBELEMɔ KƐ MLIJAA NɔDOOMɔ

Mlijaa nɛɛ tsaa otii ni wɔtsɔ hiɛ kɛkase yɛ afii enyɔ lɛ mli lɛ anɔ. Mlijaa nɛɛ mli lɛ, kaselɔi baakai amɛhe yɛ susumɔi otii ni yɔɔ niɲmaa loo sanegbaa mli he nikasemɔ lɛ nɔ. Wɔbaatsa nɔ ni wɔwie sanemuu oti kɛ sanemuu oti walɔ he sane ni wɔya nɔ ni wɔtsɔɔ hei ni amɛyɔɔ yɛ niɲmaa loo nikanemɔ ko mli. Nilee yɛ sanemuu oti kɛ sanemuu oti walɔ he lɛ baaye ebua kaselɔi ni amɛhe akpo yɛ niɲmaa kɛ sanegbaa mli. Amɛbaanyɛ amɛha jwɛɲmɔtsɔɔmɔi ni amli kwɔ hu yɛ sanegbaai amli. Ekoɲɲ lɛ, ebaawa kaselɔi ni amɛtsɔɔ srɔto ni yɔɔ susumɔi ni ahe hia jogbanɲ kɛ nɔ ni he ehiaaa tsɔ yɛ sanegbaai amli. Enɛ baaha amɛnyɛ amɛdoo nikanemɔ nɔ ni eha amɛniashishinumɔ hu aya hiɛ pam. Mlijaa nɛɛ he hia kaselɔi jeeɛ yɛ Ga wiemɔ lɛ mli pɛ, shi eke tsakpaa ko baa nikasemɔi tamɔ Blofo, kɛ maji krokomei anɔ wiemɔi lɛ hu. Aakpa tsɔɔlɔi agbɛ akɛ amɛkɛ nikasemɔ heno ni haa kaselɔi taɔɔ saji anaa, kɛ klasi muu fɛɛ nitsumɔ atɔɔɔ yitso nɛɛ.

Otsii kɛ gbɛkpamɔi ni yɔɔ mlijaa nɛɛ mli ji:

- **Otsi 5:** Tsɔɔmɔ sanemuu oti kɛ sanemuu oti walɔ yɛ niɲmaa mli
- **Otsi 6:** Kɛ nilee ni ona yɛ sanemuu oti kɛ sanemuu oti walɔ mli lɛ ahara otii yɛ niɲmaai amli.

NITSɔɔMɔ KƐ NIKASEMɔ ɲAAGBɛ NɔDOOMɔ

Akɛ ɲaagbɛi babaoɔ tsu nii yɛ nitsɔɔmɔ kɛ nikasemɔ ɲaagbɛi ni akɛtsu nii yɛ mlijaa nɛɛ tsɔɔmɔ mli. Sanenaataomɔ he Nikasemɔ (Problem-Based Learning) ji ɲaagbɛ ni akɛ jɛɲ saji ni ale lɛ

tsuo nii ye nikasemo mli kewaa kaseloi ashishinumoi ni nifeemo aya hie. Etamooo no ni atsoo mo nii le traal le. Eji naagbei potee komai tamo ankroankro nikasemo, mei enyonyonyo nitsumo, kuu ni afutu mei ke klasi muu le fee. Nifeemo nee baanye eha hesale ye yinka, saji anaataomo ke sanegbaa ke wiemo mli aya hie pam. Eke hegbei tamo ekomefeemo ke hiennyemo baa. Kaseloi hu kaseo bo ni amebaanye amehara saji komai ni amepai mli. Ye kaseloi ni ye dromo nikenii hu mli le, ahaa ame nitsumoi le ekomei ke fataa he ni amefee hiennyemo nitsumo tamo tsoolo ni amenyie amekaseloi ahie kena shishinumoi ni mli kwo ye no ni atsoo le he. Esa ake tsooloi akadi kaseloi ni ye tseremo ke sanegbaa naagbaai le ni ametsa naagbe no kejaje susumo gbohii le.

KAA NODOOMO

Kaa naa gbe ni aketsu nii ye mlijaa nee mli le boo mosen ake mo fee mo baana hesale perepere, kaseloi le niiashishinumoi ke amesusumoi baaya hie. Yelikebuamo kpitiokpitio ni tsoolo kehaa kaseloi beia ni nitsumo le miiya no le yeo bua kaseloi le kenaa shidaamo kpakpa ye nikasemo le mli. Kaa naagbei le ke naagbei ni kadio kaseloi aniiashishinumoi ke amenoyaa ye no ni atsoo le he. Dole 2 heno sanebimoi le ekomei ji sanejmaa kuku loo monaa wiemo nitsommo ni akana kaseloi amosenboo. Ahaa ame nele 3 yinka sanebimoi ketso sanejmaa loo nii amlipemo kena bo ni kaseloi susumo ke niiashishinumoi ye fonoloji gbejianotooi le ahe. Esa ake tsooloi aka kaseloi le ye gbei sratoi ano beia ni nikasemo le miiya no lolo ke nikasemo le naagbee hu kena kaseloi le eko fee eko amosenboo ke mii ni amena ke hei ni esa ake aye abua ame ye.

Gbekpamoi	DOK nele	Kaa Naagbe/ heno
Tsomo sanemuu oti ke sanemuu oti walo ye nijmaa mli	2	<i>Sanebimo</i>
Ke nilee ni ona ye sanemuu oti ke sanemuu oti walo mli le ahara otii ye nijmaai aml.	3	Mid-Semester Kaa

OTSI 5

Nikasemo gbεkamɔ: *Tsɔɔmɔ sanemuu oti kε sanemuu oti walɔ yε niŋmaa mli*

Kaimɔ

Afi1	Otsi 3 1. Daamɔ nilee yε nikanemo hishie kε nikanemo vii nɔ kekane niŋmaa ko ni oha sanebimɔi ni yɔɔ shishi lε ahetoo. 2. Wiemɔ nikanemo vii ŋaagbei lε ahe (hiŋmei loo waobii tsiɔ, wiemɔkulibii loo sanekukuji anaa, kε ekrokomɛi ni fata he)
Afi 2	Otsi 3 1. Tsɔɔmɔ susumɔ otii ni yɔɔ sanegbaa ko mli. 2. Gbalamɔ oti wuji ni yɔɔ sanegbaa mli.

OTSII AHE NI ASUSUɔ Lε: SANEMUU OTI Kε SANEMUU OTI WALɔ

1. **Sanemuu oti mligbalamɔ:** Sanemuu oti ji sanemuu ko ni jieɔ susumɔ oti ni yɔɔ kuku ko mli kpo. Bei pii lε, sanemuu oti lε ji wiemɔ ni jeɔ kuku lε shishi (shi jee be fεε be). Esa ake sanemuu oti lε mli wiemɔ lε afee kuku yε be mli ni ehaa kuku lε mli susumɔ oti lε mli ka shi faŋŋ lolo, ni etsɔɔ oti ni niŋmalɔ lε miisumɔ ni ewie yε nakai sanemuu oti lε he lε hu. Esa ake eje kpo yε kuku lε mli klɛŋklɛŋ wiemɔ lε mli loo ebɛŋkε. Agbɛnε hu, ehe miihia ni eke sanemuu oti muu lε fεε ni yɔɔ kuku lε mli loo niŋmaa lε mli lε abɔ he koni ekwε ake eke ehe kpaa gbee. Tamɔ ɔkwemɔnɔ nεε, sanemuu oti ni yɔɔ kuku ko mli yε sanemaa ko ni yitso ji “Sεenamɔ yε sukuuyaa he” lε baanyε afee “Nitsumɔ ni awoɔ nyɔmɔ jogbaŋŋ ni anaa lε ji sεenamɔi ni he hiaa fe fεε ni yɔɔ sukuuyaa he lε atɛŋ ekome.”
2. **Sanemuu oti walɔ mligbalamɔ:** Sanemuu oti walɔ ni yɔɔ kuku ko mli lε maa oti ni sanemuu oti lε wieɔ he lε nɔ mi. Esaa egbalaa oti ni sanemuu oti lε wieɔ he lε mli. Eji sanemuu henɔ ni haa nɔmimaa kε piamɔ wiemɔi kεkɔ nɔ ni sanemuu oti lε wieɔ he lε. Sanemuu oti walɔ lε haa kanelɔi lε naa shishinumɔ ni mli kwɔ yε sanemuu oti lε wieɔ he lε ni etsɔɔ nɔ hewɔ ni nɔ fεε nɔ he ni awieɔ he lε yε mli lε. Bei pii lε, anaa sanemuu oti walɔi nεε yε kuku lε tɛŋ. No ji ake, enyieɔ sanemuu oti lε sεε ni ebaa dani naamuu wiemɔi lε baa yε kuku lε mli. Bei komɛi hu lε, sanemuu oti walɔ lε nyεɔ ejεɔ kuku lε shishi, Kε ehooɔ kwraa lε, sanemuu ni fεɔ sanemuu oti walɔi yε kuku mli lε afee sanemuji enyɔ keyashi ejwε yε kuku kome mli. Esa ake ato amε naa jogbaŋŋ ni ekawie yitso hee loo susumɔ hee kpo he.

Keji oonyie kaselɔi ahie kaŋmala sanemuu oti walɔi lε, maa nɔ mii ake ehe hia ake tsakpaa aba sanemuu oti lε kε sanemuu oti walɔi lε atɛŋ. Wiemɔkulibii kε sanekukuji ashishitsɔmɔ lε hu haa tsakpaa lε jeɔ kpo faŋŋ. Ha amεke nibii ni ahe hia pε awo mli ni amεke kanelɔi lε aniishishinumɔ ŋεlε hu awo amεjwɛŋmɔ mli. Esa ake sanemuu oti walɔi lε eko fεε eko

atsa no ni awieo le no ni eko fee eko hu awa ni shewiemu muu ni yoo kuku le mli le anme jara no.

Sanemuu oti walo komai ni baanye ahi sanemuu oti nee shishi ji: Sukuyaa he hiaa jogbanj.

- a. Ehaa mei naa nilee kejeo nikasemoi tamo akuntaabuu, jeshikpamo he saji, Ghanaman wiemo ke adeboo nibii aml.
- b. Eyeo ebua man le noyaa hu ketso nitsuloi ni he esa tamo tsoloi, datrefoi, manhebuloi ke onukpai ye akutsei aml.
- c. Mei kpanaa ni yoo wokustei le aml ni wonaa le fee etsomo sukuu tsosemo le mli da.

Sanemuji nee eko fee eko wieo sanemuu oti le he ni ehaa kaneloi le no fee no ni baaye ebua ame kenu shewiemu le shishi. Niymalo ko baanye eke sanemuu oti walo le aten eko fee eko atsu nii. Sanemuu oti walo ni ja fe fee haramo le damoo no ni niymalo le tao ekenme jara no ye kuku le mli le.

3. **Sanemuu oti ke sanemuu oti walo yoomo ye niymaa mli.** Daamo sanemuji le asui ano ketsoo no ni ji sanemuu oti ke no ni ji sanemuu oti walo ye niymaa loo kuku ko mli.

Nikasemo he kaai

1. Gbalamo srto ni yoo sanemuu oti ke sanemuu oti walo mli.

2.

- a. Kanemo sanemuu walo ni baa nee ni ojwen no ni ji oti ni awieo he le he.
- b. Dmaa sanemuu oti keha nikanemo ni baa nee he.

Keji misusu afi 1990 le, mikai nibii kpakpai ni koo TV no nifeemoi ahe le. Ye afi 1990 mli le, minaa Akan shwemo ni ajieo ye GTV no le kwemo he miishae waa daa Hogbaa gbek. Misumoo bo ni Adadzewa jieo egbefan nifeemo le akpo eha le waa - miye nomimaa ake mo fee ni kwe ye nakai bea le hu sumoo enifeemo le. Adadzewa nitsumoi le ye miishae waa ni eke nifeemo babao fata shwemo le he. Mikai nifeemoi ke nibii fee ni Adadzewa ke mei krokomai ni fata he le jie le kpo le. Ehaa miyeo hejaramo ake Akan shwemo le he ehiaaa dany, shi eji TV no nifeemoi ni Ghanabii babao sumoo waa ye nakai bea le mli.

3. Tsomoo no hewo ni oyma no ake sanemuu oti le.

Nitsomoo Ke Nikasemo Daagbe He Kaai

Wiemo keha nikasemo he gaagbei

1. Klasi muu sanegbaa
Agba sanemuu oti ke sanemuu oti walo he sane.
2. Kuu ni afutu mei ni boo moden ke mei ni ebooo moden tso le.
 - a. Kanemo no ko ye otii eee ahe; nifeemo kpakpa, tekinoloji, tsofa, gbefaa, ke nii ke nii.

- b. Tsɔɔmɔ sanemuu oti ni yɔɔ nikanemɔ le mli le.
- c. Tsɔɔmɔ sanemuu oti walɔi ni nikanemɔ le mli le.
- d. Baatsɔɔ ye klasɩ muu le hie.

Esa ake tsɔɔɔ le atsɔmɔ klasɩ le ten kpitiokpitiɔ ni ebɔ mɔɔɔn ake kaselɔi le eko fɛɛ eko ke amɛhe miiwo nifeemɔ le mli ni eye ebua amɛ ye beiaɔ ni amɛhe efi amɛ. Ha ohie aya kaselɔi ni ye gbɔmɔtsɔɔ naagba ni blɔfo tseɔ le Special Education Needs and Disabilities (SEND) le anɔ titri mɛi ni ye naagba ye wiemɔ he le.

Kaa Oti: DoK Nɛle 3 – Sanebimɔ

1. Kanemɔ nɔ ni baa nɛɛ ni otsɔɔ sanemuu oti ke sanemuu oti walɔi ni yɔɔ mli le. **(mii 4)**

Shikwɛɛ wiemɔ nɔyaa ji shishijee sukuu otii le atɛɛ ekome ni he hia jogbaɔɔ. Bei pii le, eshishinumɔ le ye mleɔ: ake naawiemɔ tsuuu nii ake nikasemɔ gbenei krokomɛi amlɩ ye sukuu mli, eji nɔ kome ko hu ni he hia keha hewoloɔ, jwɛɛmɔɔ ke akutsoɔ dale hu mli. Bei pii le, gbekɛ ni eye afii ejwɛ naa tseɔ ye emawiemɔ mli ni enuɔ shishi wiemɔ le shishi ni eketsuɔ nii. Etsɔɔ nɔ kenaa saji ketsɔ sanebimɔ nɔ. Enyɛɔ egbalaa, etaa adesa, etɔ wiemɔ mli loo ebɔ he sane, etsɔɔ keji eheɔ oti ko ewoɔ mli loo eheee ewoo mli. Etsɔɔ nɔ kegbaa esusumɔi ahe sane shi etsɔɔ nɔ kenuɔ nɔ ni mɛi krokomɛi wieɔ le shishi.

2. Meni osusuɔ ake eji yitso ni yɔɔ kuku ni yɔɔ ɔwɛi le mli le? **(mi 1)**
3. Tsɔɔmɔ gbɛi etɛ komei anɔ ni sanemuu oti walɔi le yeɔ buaa sanemuu oti le ye kuku mli. **(mii 3)**
4. Dmaa kuku ye oti nɛɛ he; ‘sukuyaa ji samfee ni gbeleɔ shweremɔ agbo le’ ni otsɔɔ sanemuu oti ke sanemuu oti walɔi ni yɔɔ kuku le mli le. Dikimɔ sanemuu oti le kokloo ni ofo sanemuu oti walɔi le ashishi. **(mii 7)**

PLC Session 5

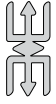
45 minutes

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.

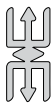
3. Plan the week's key assessment with your app

- 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.

OTSI 6

Nikasemo gbεkpamɔ: *Kε nilee ni ona ye sanemuu oti kε sanemuu oti walo mli le ahara otii ye niŋmaai amlɪ*

Kaimɔ

Afi 1	Otsi 3 1. Daamɔ nilee ye nikanemɔ hiehie kε nikanemɔ vii nɔ kekane niŋmaa ko ni oha sanebimɔi ni yɔɔ shishi le aheto. 2. Wiemɔ nikanemɔ vii ŋaagbei le ahe (hiŋmei loo waobii tsimɔ, wiemɔkulibii loo sanekukuji anaa, kε ekrokomei ni fata he)
Afi 2	Otsi 3 1. Tsɔɔmɔ susumɔ otii ni yɔɔ sanegbaa ko mli. 2. Gbalamɔ oti wuji ni yɔɔ sanegbaa mli.

OTII AHE NI ASUSUO LE: SANEMUU OTI Kε SANEMUU OTI WALO

1. **Susumɔ otii ni yɔɔ sanemuu mli mligbalamɔ:** Susumɔ oti ji oti ni yɔɔ kuku le mli le. Eji susumɔ ni he hiaa fe fεε ye yitso le he. Dani obaanye otsɔɔ susumɔ oti le, bi ohe saji nεε: Meni awie kekɔ mɔ le, nɔ le, loo susumɔ (yitso le) he le? Anaa susumɔ oti le ye hei srɔtoi ye kuku le mli. Bei pii le, susumɔ oti le ye sanemuu le mli, ni eji klenklen sanemuu le. Niŋmalɔ le kε kukuji ni eshwe le piaa susumɔ oti le.
2. **Sanemuu oti kε sanemuu oti walo yoomɔ ye niŋmaa mli:** Daamɔ sanemuji le asui ano ketsɔɔ nɔ ni ji sanemuu oti kε nɔ ni ji sanemuu oti walo ye niŋmaa loo kuku ko mli.

Nikasemo he kaai

1. Nyekanea ni nyegbaa nɔ ni akase ye sanemuu oti kε sanemuu oti walo he le ni nyekεkaia nyεhe.
2. Tsɔɔmɔ nibii ete komei ni akwεɔ keji aatsɔɔ sanemuu oti ye niŋmaa ko mli.
3. Tsɔɔmɔ nibii ete komei ni akwεɔ keji aatsɔɔ sanemuu oti walo ye niŋmaa ko mli.

Nitsɔɔmɔ Kε Nikasemo Ŋaagbe He Kaa

1. Kε kaselɔi atsɔmɔ ŋaagbei le amlɪ. Klasi muu sanegbaa:
 - a. Tswiamɔ sanemuu oti kε sanemuu oti walo mligbalamɔ le mli ekoŋŋ.
 - b. Tsɔɔmɔ susumɔ oti ni yɔɔ niŋmaa ko mli le shishi.
2. Kuu ni afutu mɛi ni bɔɔ mɔɔɔn kε mɛi ni ebɔɔɔ mɔɔɔn tsɔ le:

- a. Kanemɔ sane ni baa nɛɛ ni odamɔ onilee yɛ sanemuu oti ke sanemuu oti walɔ nɔ kɛpɛi mli. Tsɔɔmɔ susumɔ oti lɛ, sanemuu oti lɛ ke sanemuu oti walɔi lɛ.

Nɔ ni akeyɔɔ gbeke ko ake gbeke kpakpa ji egbenaa nitsumɔ. Gbeke fɛɛ ni tsuɔ egbenaa nii lɛ atɛɔ lɛ gbeke kpakpa. Gbeke fɛɛ gbeke yɛ nitsumɔi komɛi yɛ shia, akutso mli ni eyɔɔ ke sukuu. Yɛ shia mli lɛ gbeke kpakpa gbenaa nitsumɔi lɛ ekomɛi ji keji ote shi leebi lɛ osaa osaa ni oka nɔ lɛ dani ojeɔ kpo, Keji oje kpo lɛ ŋa mɔ fɛɛ mɔ, onukpa jio, otipɛɲfonyo jio. Agbena ogbenaa ji owa ni asaa shia lɛ tamɔ tsu mli beɛmɔ, nibii ahetsuumɔ ke agbo naa saamɔ. Eji onitsumɔ hu ake ke atsu bo lɛ oya. Yɛ akutso lɛ mli hu eji ogbenaa ake oke woo aha mɔ fɛɛ mɔ titri lɛ mɛi ni yɛ bo onukpa. Esa ni ole bɔ ni akɛɔ ofainɛ ke oyiwaladɔŋɣ.

- b. Klasi lɛ agba he sane.

Kaa Oti: DoK ɔɛɛ 3 – Tsuŋ Nitsumɔ

1. Kanemɔ sane ni baa nɛɛ ni otsɔɔ susumɔ oti ni yɔɔ mli. **(mii 2)**

Yɛ yinɔsaji amlɛ lɛ, nibii babaoɔ ena akutseianɣbii akui ni yɔɔ Ghana lɛ lalai anɔ hewalɛ. Wiemɔ, shihilɛ, kusumii srɔtoi, mankuramɔ, ke gbɔmɛi ayibɔ ni yaa hiɛ lɛ ena lalai lɛ anɔ hewalɛ, ni enɛɛmɛi fɛɛ ke amɛhe efutu. Akutseianɣbii akuu fɛɛ akutso jɛ man lɛ nɔ heko srɔto. Enɛ tsɔɔ ake mɛi ni jɛ akutsei srɔtoi lɛ amlɛ lɛ yɛɔ niyenii srɔtoi, amɛkɛ kɔɔyɔŋ tsakemɔi srɔtoi kpeɔ, ni amɛkɛ gbɔmɛi ni jɛ akutsei srɔtoi amlɛ lɛ kpeɔ. Kuu fɛɛ kuu faa keyaa hei srɔtoi fe ekrokomɛi, ni no hewɔ lɛ gbɔmɛi ke shihilɛi srɔtoi na eko fɛɛ eko nɔ hewalɛ. Agbenɛ, jeeɛ ake akutso fɛɛ akutso tsuuu nii yɛ nɔyeli kome shishi, ni no hu ha amɛna lalai ahe gbejianɔtoo lɛ nɔ hewalɛ waa. Enɛɛmɛi ke nibii krokomɛi eha lalai ahe kusumii ni yɔɔ Ghana lɛ anɔ hewalɛ.

2. Tsɔɔmɔ bɔ ni ona susumɔ otii lɛ. **(mii 4)**

3. Tsɔɔmɔ bɔ ni sanemuu oti walɔi lɛ yɛɔ buaa susumɔ oti ni yɔɔ niŋmaa ko mli lɛ. **(mii 4)**



STRUCTURE FOR MID-SEMESTER EXAMINATION

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

Kaa Ni Afeɔ Ye Nikasemɔ Lε Tenj Lε Jebɔ

Mlijaa A: Sanebimɔi ni aharaa ye hetooi atenj = Sanebimɔi 20

Mlijaa B: Nikanemɔ – Sanebimɔ 1

Mlijaa C: Niɲmaa he sanebimɔ – 1 Question

Bɔ ni afeɔ mlijaa A kε B he sanebimɔi lε

Otsi	Oti he ni asusuo lε	Sanebimɔ henɔi	DoK ɲɛlɛi				Fεε
			1	2	3	4	
1	Sanebimɔi ni sa ye sanegbaa mli.	MCQs	2	1	-		3
		Sanenɲmaa	-	-	1		1
2	Mεε ye sanegbaa mli (Turn taking) Saji Otii	MCQs	1	2	2		5
		Sanenɲmaa	-	-	-		
3	Fɔnɔlɔji gbeɲɲanɔtooi (Gbεεmɔ nɔyeli gbeɲɲanɔtooi)	MCQs	-	2	1		3
		Sanenɲmaa	-	-	-		
4	Fɔnɔlɔji gbeɲɲanɔtooi (Blawa shikamɔ gbeɲɲanɔtooi)	MCQs	3	1	1		5
		Sanenɲmaa					
5	Sanemuu oti kε sanemuu oti walo	MCQs		2	2		4
		Nikanemɔ			1		1
		Fεε	6	8	8		22

PLC Session 6

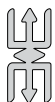
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

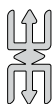
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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 - 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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Mlijaa 3 Mlikwεmɔ

Mlijaa nεε wie sanemuu oti kε sanemuu oti walɔi ahe. Yε mlijaa nεε mli lε, wɔkase nɔ ni sanemuu oti kε sanemuu oti walɔ ji, amεsui kε bɔ ni anaa amε yε nikanemɔ ko mli kε bɔ ni aɲmaa amε hu. Wɔkε nilee ni wɔna lε tsu nii yε kukuji lε amli kεna sanemuu oti kε sanemuu oti walɔi lε. Aakpa gbε akε kεji kaselɔi tsɔ mlijaa nεε nikasemɔ nεε mli kεho lε, amεbaajie nilee kε shishinumɔ kpo yε sanemuu oti kε sanemuu oti walɔi ahe kεna susumɔ otii ni yɔɔ niɲmaai amli. Amεhe baakpɔ yε niɲmaa, wiemɔ, nikanemɔ kε yiɲkaa mli.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 5

Hetooi

1. Sanemuu oti le ji

- a. 'Ghana's biodiversity is facing threats from deforestation, pollution and climate change' - **1 mark**

The supporting sentences are:

- i. As a nation, we must take action to protect our forests, wildlife and water resources.
- ii. By adopting sustainable practices, such as planting trees, reducing waste and conserving water, we can help preserve Ghana's natural beauty for future generations.
- iii. Every small effort counts and collective action can make a significant difference in safeguarding our environment.

1 mark for each supporting sentence identified

2. Sanemuu Oti ni yoo nikanemo le mli ke ji

'Environmental conservation in Ghana' - **1 mark** (Any other topic given that is close to the passage - **1/2 mark**)

3. Sanemuu oti walɔi le waa kenaa sanemuu oti le ye gbei nee anɔ:

- a. Otii ni fiɔ sɛɛ
- b. Mligbalamɔ
- c. Tsakpaa baa sanemuji le atɛɲ
- d. Otii ni piaa sanemuji le asɛɛ
- e. Ehaa niɲmaa le feɔ faɲɲ
- f. Ehaa nɔmimaa

*Eko fɛɛ eko hiɛ **mi 1**.*

*Nibii ni yoo ηwɛi le atɛɲ etɛ - **mii 3***

*Nibii ni yoo ηwɛi le atɛɲ enyɔ - **mii 2***

*Nibii ni yoo ηwɛi le atɛɲ ekome - **mi 1***

4. Kuku henɔ ko ni adiki sanemuu oti le wuɔfɔ ke sanemuu oti walɔi le eɲɔli

Education is the key to unlocking individual and national potential. (Topic sentence)

In Ghana, education empowers people with knowledge, skills, and critical thinking, enabling them to contribute to the country's development. By investing in education,

Ghanaians can break cycles of poverty, improve their socio-economic status and build a brighter future for themselves and their communities. Education is a vital tool for personal growth and national progress. **(Supporting sentences)**

*Sanemuu oti le kpojiemɔ - **mi 1***

*Sanemuu oti walo kpojiemɔ - **mii 3***

Abaanyɛ aha mii keyashi 3 yɛ niɲmaa jebɔ, niɲmaa mla ke wiemɔkulibii hee ni akɛtsu nii le.

Mii 3– *Varied vocabulary, appropriate register, a few minor grammatical errors.*

2 marks – *Some variety of vocabulary, generally appropriate register, some minor and a few major grammatical errors.*

1 mark – *Repetitive, register not always appropriate, frequent minor/major errors.*

OTSI 6

1. Main ideas are:
 - a. A well-organised paragraph typically supports a single controlling idea.
 - b. Topic sentence is essential for every paragraph.
 - i. Identifying the main ideas - **1 mark** for each = **2 marks**
2. In determining the main idea of a text the following are used: reading the title, identifying the topic sentence, looking for repeated ideas, identifying key words and phrases and summarising the text. **4 marks**
 - a. Giving all four skills - **4 marks**
 - b. Giving three skills - **3 marks**
 - c. Giving two skills - **2 marks**
 - d. Giving one skill - **1 mark**
3. Supporting sentences do the following: provide evidence, explain and elaborate, build a stronger argument and enhance coherence. **4 marks each**
 - a. **4 marks** if all four points feature in the explanation.
 - b. **3 marks** if three points feature in the explanation.
 - c. **2 marks** if two points feature in the explanation.
 - d. **1 mark** if one point features in the explanation.

MLIJAA 4: WIEMOKULIBII ASO GBEJIANOTOOI

OTI: WIEMO KE ENITSUMO

Oti Mlijaa: **Ga Ninma He Mlai**

Nikasemo gbekpam: *Ake wiemokulibii aso gbejianotoo he nilee le aso wiemokulibii hee.*

No ni kaseloi baanyɛ amɛfee: *Ajie shishinumɔ kpo ye wiemokulibii aso gbejianotooi le mli.*

HIGBELEMO KE MLIJAA NODOOMO

Mlijaa nɛɛ mli le, abaatsɔ kaseloi wiemokulibii aso gbejianotooi ni yoo Ga wiemo le mli le. Klenklen le, amɛbaakase wiemokulibii aso gbejianotooi ni yoo Ga mli le ke amɛhe sɛɛnamoi. Abaagbele wiemokulibii aso gbejianotooi nɛɛ ekomei ahie atsɔ amɛ dani abaatsɔ amɛ no ni yoo Ga mli le. Nilee nɛɛ baaye ebua kaseloi keyɔse wiemokulibii hee oya ni amɛtsɔ wiemo mli ni amɛje.

Otsii ke gbekpamoi ni yoo mlijaa nɛɛ mli ji:

- **Otsi 7:** Gbalamo wiemokulibii aso gbejianotooi ni yoo Ga mli le amli (ama wiemoi, ntoonotoo, aso, ke ekrokomɛi ni fata he)
- **Otsi 8:** Ke wiemokulibii aso gbejianotooi nɛɛ aso wiemokulibii hee

NITSOOMO NAAGBE NODOOMO

Aakpa ake tsɔkoɔi ke nikasemo heno ni haa kaseloi muo naagbai anaa, kuɔ nitsumo ke klasi muu le fɛɛ nitsumo atsu nii ketsɔ yitso nɛɛ. Nitsoomo naagbe kroko ni aakpa gbe ake tsɔlo le ketsu nii ji ake amɛbaama no ni mei kromomɛi wieo le no mi. Biɛ le, esa ake aɔmɛ kaseloi agbe ketsɔ amɛjwɛɔmɔi ye gbe kpakpa no ye no ni amɛnanemɛi aheto loo susumoi ahe. Tsɔlo le anyie kaseloi ahie kegba wiemokulibii aso gbejianotoo le he sane. Esa ake kaseloi agba wiemokulibii aso gbejianotoo heno le ahe sane ni amɛha nokwɛmonii ye Ga mli. Tsɔlo le baanye kaseloi le ni ekadi bo ni wiemokulibii le yaa le le ye Ga wiemo le mli. Kaseloi le baanye amɛke amɛjwɛɔmɔi aso wiemokulibii he ni shishinumɔ ye he ni amɛdiɛntse amɛkwe mli.

KAA NODOOMO

Mlijaa nɛɛ kwɛɔ otsii 7 ke 8. Eko fɛɛ eko hie ekaa otii nɛɛle ke ehe sanɛbimoi. Otsi 7 kaa oti ke damoo DoK nɛɛle 2 no ni biɔ ake kaseloi ajie shishinumɔ kpo ye no ni amɛkase le he ni amɛkɛha sanɛbimoi le aheto. Otsi 8 kaa le damoo DoK nɛɛle 4 no ni akpaa gbe ake kaseloi ajie yinka hesale ke naagba naamomo hesale kpo ke nu naagbai anaa.

Gbekpamɔi	DOK ηελε	Kaa Naagbe/ heno
Gbalamo wiemokulibii asso gbejianotooi ni yoo Ga mli le amli (ama wiemoi, notoonotoo, asso, ke ekrokomɛi ni fata he)	3	<i>Tsun nitsumo</i>
Ke wiemokulibii asso gbejianotooi neɛ asso wiemokulibii hee	4	<i>Potufolio</i>

OTSI 7

Nikasemo gbekpamo: *Gbalamo wiemokulibii asɔɔ gbejianotooi ni yɔɔ Ga mli le amli (ama wiemoi, natoonotoo, asɔ, ke ekrokomɛi ni fata he)*

Kaimo

Afi 2	Otsi 5: Akwe afisi nitsumo ye Ga mli le amli.
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NIKASEMO OTI: WIEMOKULIBII ASO GBEJIANOTOOI

Meni ji wiemokulibii asɔɔ gbejianotooi: Eji naagbe ni atsɔɔ kenaa wiemokulibii hee kwraa kebaa wiemo ko mli loo aketsomɔ wiemokulibii ni ye momo loo bo ni ake wiemokulibii ekomei tsaraa ekomei ano kenaa wiemokulibii hee ni shishinumɔ ye mli.

Wiemokulibii asɔɔ gbejianotooi henci

- a. Afisifeemo:** Ake afisi tsaa wiemokulibii no kenaa wiemokulibii hee. Hie afisi ji afisii ni aketsaa wiemokulitso le ye hie gbe. Neke afisi heno nee baa dani wiemokulitso le baa. Ake see afisi tsaa wiemokulitso le see gbe. Ake tej afisi woɔ wiemokulitso le tej ni ake awotej afisi boleɔ wiemokulitso le.

Nɔkwemɔnii komɛi ji:

- i. Yeli (ye + li)
- ii. Shwemo (shwe + mo)
- iii. Tsɔɔlo (tsɔɔ + lo)
- iv. Gbekɛbii (gbekɛ + bii)
- v. Sɛii (sɛi + i)

- b. Wiemonta:** Wiemokulibii enyo loo ete ni aketsaa kefoɔ wiemokuli hee.

Nɔkwemɔnii

- Wiemonta (wiemo + nta), gbɛiwiemo (gbɛi + wiemo), lamlu (la + mlu)

- c. Afoatsa:** Eji gbe no ni atsɔɔ kenaa wiemokulibii he ketso wiemokulibii fagbe ni aketsaraa eko no.

Nɔkwemɔnii

- Nakutso (nane + kuku + tso), yitsɔi (yitej + tsoi).

- d. Afɔɔɔɔ:** Eji gbe no ni atsɔɔ kefoɔ wiemokul no kuku kenaa wiemokuli hee.

Nɔkwemɔnii

- Akwele (AK), Laatele (Tele), yitsɔi (yi)

- e. **Notoonotoo:** Ye wiemakulibii asoo heno nee mli le, atio wiemakulibii muu le loo fa mli. Be komai le, tsakemo fioo ko baa wiemakulibii hee ni aso le mli.

Nokwemonii

- Oyaoya, Eteteete, notoonotoo, ankroankro.

- f. **Wiemakulibii ni ama:** Eji gbe no ni amaa wiemakulibii kejeo wiemo krokomei amla kebaa Ga wiemo le mli.

Nokwemonii

- Faneshin, televishin, ofisi, telefonu, fronoo

- g. **Wiemakulibii ni aso:** Eji gbe no ni atsoo kesoo wiemakulibii hee kehaa nibii hee ni yoo wiemo le mli. Ye heno nee mli le, anaa wiemakulibii he kwraa loo ake wiemakulibii ni ye momo ni aketsuuu ni le ha wiemakulibii ko. Bei pii le, asoo wiemakulibii hee nee ketsimo wiemakulibii afoji komai ni be wiemo le mli le

Nokwemonii

- Sekpe, Man ko ta man ko no, Tsale wote, Kwashiorkor

Wiemakulii asoo gbejianotoo ahe seenamoi

Wiemakulibii asoo gbejianotoo ahe hia jogbanj beian ni wiemoi tsakeo le. Amehaa wieloi soo wiemakulibii hee ketsoo nibii, tekinoloji ke susumoi komai ashishi ni haa wiemo le naa wiemakulibii babao.

Wiemakulibii asoo gbejianotoo nee ashishinum le baaha onye onya owiemo le shikamo ke ejebo le he.

Nikasemo Nitsumoi

1. Gbalamo wiemakulibii asoo gbejianotoo mli.
2. Haramo wiemakulibii asoo gbejianotoo le ateg enyo ni aketsuo nii ye Ga mli ni otsoo no hewo.
3. Tsoomo wiemakulibii asoo gbejianotoo nee ahe seenamoi.

Nikasemo Naagbe He Sanebimoi

1. Nikasemo heno ni haa amuo naagbai anaa: Klasi muu fee
 - Gbalamo wiemakulibii asoo gbejianotoo ni yoo Ga mli le amla (ama wiemoi, notoonotoo, aso, ke ekrokomei ni fata he)
 - Ha nokwemonii ke fi see
 - Baawie ohetoo le he.

Kaa Oti: DoK Nɛɛ 3 – Tsun Nitsumo

1. Gbalamo wiemakulibii asoo gbejianotooi ni baa nɛɛ amli (*mii 8*)
 - a. Wiemakulibii ni ama
 - b. Notoonotoo
 - c. Wiemakulibii ni aso
 - d. Wiemonta
 - e. Afoatsa
 - f. Afolonɔ
 - g. Afisifeemo
2. Ke nokwemɔnii enumo agbala wiemakulibii asoo gbejianotooi ni yoo Ga wiemo le mli (*mii 5*)
3. Tsɔɔmo no hewo ni wiemakulibii asoo gbejianotoo he hiaa ye Ga wiemo mli. (*mii 3*)
4. Daamo ohetoo ye sanebimɔi 2 ke 3 le no ni oke wiemakulibii asoo gbejianotoo ye Ga wiemo mli le ato wiemo krokomei ahe. (*mii 8*)

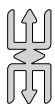
PLC Session 7

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.

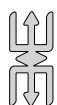
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

OTSI 8

Nikasemo gbekpamɔ: *Kɛ wiemokulibii asoo gbejianotoo nɛɛ asoo wiemokulibii hee*

Kaimo

Afi 2 **Otsi 5:** Akwɛ afisi nitsumo yɛ Ga mli lɛ amlɪ.

NIKASEMO OTI: WIEMOKULIBII HEE ASOO

Kanemo otsi 7 nikasemo lɛ mli

Nikasemo he Kaai

1. Kɛ nilee ni ona kɛjɛ wiemokulibii asoo gbejianotoo lɛ asoo wiemokulibii hee.
2. Kɛ wiemokulibii ni oso lɛ afee sanemuji ni shishinumɔ yɛ he.
3. Baatsɔɔ yɛ klasi lɛ hiɛ ni awie he.

Nikasemo Kɛ Nitsɔɔmɔ Daagbɛ He Nitsumo

1. Wiemo no ni mɛi krokomei wie lɛ he. Klass muu nitsumo
 - Jwɛɣmɔ wiemokulibii asoo gbejianotoo lɛ ahe.
 - Mɛi enyɔnyɔnyɔ: Kɛ nilee ni ona yɛ wiemokulibii asoo gbejianotoo amlɪ lɛ asoo wiemokulibii hee.

Kɛ wiemokulibii hee ni oso lɛ atsɔɔ klasi lɛ ni awie he.

 - Tsɔɔlɔ aha wiemokulibii ni eha kaselɔi kɛ nilee ni amɛna kɛjɛ asoo gbejianotoo mli lɛ atsɔɔ wiemokulibii ni yɔɔ amɛwiemo lɛ mli.

Kaa Oti: DoK Nɛlɛ 4 – Pɔtufolio

Feemo liɣwistiki pɔtufolio ni tsɔɔ bɔ ni wiemokulibii asoo gbejianotoo ewa kɛna wiemokulibii hee kɛba Ga wiemo lɛ mli.

PLC Session 8

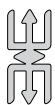
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

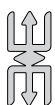
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Mlijaa 4 Mlikwɛmɔ

Mlijaa nɛɛ kwe wiemokulibii asoo gbejianotoo amlɛ. Atsɔ kaselɔi wiemokulibii asoo gbejianotoo fɛɛ ni ayɔɔ lɛ ni atsɔ amɛ emli nɔ ni akɛtsuɔ nii yɛ Ga mli. Enɛ wa kaselɔi kɛna wiemokulibii ni ejɛɛ Ga wiemɔ lɛ mli. Aakpa gbɛ akɛ kaselɔ baanu nikasemɔ lɛ shishi ni amɛha wiemokulibii asoo gbejianotoo lɛ eko fɛɛ eko he nokwɛmɔnii yɛ Ga mli.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 7

1. Gbeemnonoyeli gbejianotooi le ji naabu kokloo feemo, daanagba feemo, gugongbeemo feemo.

Mii 3 keha gbejianotooi le eko fee eko ke ehe nokwemonii

Mii 2 keha gbejianotooi le aten enyo ke ehe nokwemonii

Mi 1 keha gbejianotooi le aten ekome ke ehe nokwemono

2. Sratoi otii le ji:

- a. **Gbejianotoo:** Gbeemo mliholo ke eko fataa he shi gbeemo laajemo jeo eko ye mli.
- b. **Nonyee:** Gbeemo mliholomo tsakeo gbeemo le jebalo eshishinum shi gbeemo laajemo tsakeo tsereemo le shi bei pii le etsakeee wiemokulibii le ashishinum le.
- c. **Nifeemo:** Gbeemo mliholomo ke gbeemo laajemo jeo ehe kpo ye lihwiskiti gbei sratoi ano, tamo mofolji, fonolji loo sintasi.

Mii 3 keha nokwemonii sratoi ni atsi ta le eko fee eko shishi

Mii 2 keha nokwemonii enyo ye sratoi ni atsi ta le shishi

Mi 1 keha nokwemono kome ye sratoi ni atsi ta le shishi.

OTSI 8

Bo ni abaadiki sane ko mlikwemo: Gbeemo noyeli ye Ga wiemo le mli

I. Hieglemo (mii 10)

1. Shishijee wiemoi (*aaafee mii 3*)
 - a. Hieglemo fanji ye gbeemo noyeli yitso le ahe.
 - b. Gbeemo noyeli he seenamoi ye Ga wiemo le mli.
2. Shigbelemo he sanebimoi ke gbekpamoi (*keyashi mii 4*)
 - a. Shigbelemo sanebimo ni ye fanji.
 - b. Gbekpamoi kredde ni he hiaa shigbelomo le.
3. Shigbelemo le hesenamoi (*keyashi mii 3*)
 - a. Gbeemo noyeli shishinum ye Ga wiemo le mli le he seenamo
 - b. Bo ni akebaatsu nii ke esee saji

II. Nibii ni anmala ye yitso le he (mii 15)

1. Shigbelemo he naagbei le nomimaa (*keyashi 5*)

- a. Fənołoji gbejianotooi le ashishinumə
 - b. Bo ni ake ɲaagbei ni sa le tsuo nii
2. Nifeemə ni damə wiemə le no (*mii 5*)
- a. Ga wiemə le jebə
 - b. Shigbeleməi krokomei ni atso hie afee ye gbεemə nɔyeli ye Ga wiemə le mli
3. Mliphimə fitsofitso (*keyashi mii 5*)
- a. Nibii ni aɲmala ye yitso le he le mliphimə
 - b. Gbei ni ashimə ye shigbelemə le mli ni abaanye atsu he nii wəsεε le yopomə

MLIJAA 5: SANEMUU

OTI: WIEM KƐ ENSITSUMO

Oti Mlijaa: **Wiemo Mlai**

Nikasemo gbekpamɔ: *Apɛi sanemuu henci lɛ amlɪ.*

Nɔ ni kaselɔi baanyɛ amɛfɛɛ: *Ajɛ nilee kɛ shishinumɔ yɛ sanemuji henci lɛ amlɪ.*

HIƐGBELEMɔ KƐ MLIJAA NɔDOOMɔ

Mlijaa nɛɛ mli lɛ, abaatsɔɔ kaselɔi sanemuu jebɔ yɛ Ga mli. Amɛbaapɛi sanemuu lɛ mli ni amɛtsɔɔ nibii ni yɔɔ mli kɛ sanemuu ni amɛfɛɛ lɛ henci. Nilee nɛɛ baawa kaselɔi kɛhara sanemuji ni ja yɛ amɛdaadaa sanegbaa kɛ niɲmaai amlɪ.

Otsii kɛ gbekpamɔi ni yɔɔ mlijaa nɛɛ mli ji:

- **Otsi 9:** Gbalamɔ nibii ni fɛɔ sanemuu lɛ mli (tamɔ, sanekuku kɛ sanefa)
- **Otsi 10:** Gbalamɔ sanemuu henci lɛ amlɪ.
- **Otsi 11:** Adamɔ sanemuu lɛ nitsumɔi anɔ kɛpɛi sanemuu mli.

NITSɔɔMɔ ɔAAGBɛ NɔDOOMɔ

Aakpa tsɔɔlɔi agbɛ akɛ amɛkɛ nikasemo henci ni haa kaselɔi haa naajiemɔ kɛhaa naagbai kɛ klasmuu fɛɛ nitsumɔ atsɔɔ yitso nɛɛ. Kaselɔi yɛ kuui amlɪ aha sanemuji, amɛpɛi sanemuji lɛ amlɪ ni amɛtsɔɔ nibii ni fɛɔ sanemuu lɛ. Kuui lɛ baabatsɔɔ klasi lɛ. Kaselɔi lɛ baaha sanemuji ekomeiekomei ni amɛjara mli. Kaselɔi lɛ ekomeiekomei hu baabatsɔɔ klasi lɛ. Esa akɛ tsɔɔlɔ lɛ awajɛ kaselɔi ni amɛhɛ amɛnanɛmɛi lɛ amligbalamɔi lɛ awo mli ni amɛbibii saji yɛ hei ni amɛnuuu shishi.

KAA NɔDOOMɔ

Mlijaa nɛɛ kwɛɔ otsii 9, 10 kɛ 11. Eko fɛɛ eko hiɛ ehe kaa oti. Otsi 9 kaa otsi lɛ damɔɔ DoK ɲɛlɛ 2 nɔ, otsi 10 kaa lɛ damɔɔ DoK ɲɛlɛ 4 nɔ ni otsi 11 hɛ kaa lɛ damɔɔ DoK ɲɛlɛ 3 nɔ. Nɛkɛ DoK ɲɛlɛi lɛ akpaa gbɛ akɛ kaselɔi ajɛ yɲkɛa hesalɛ kɛ naagba naamɔmɔ hesalɛ kpo kɛ nu naagbai anaa.

Gbekpamɔi	DOK ɲɛlɛ	Kaa ɲaagbɛ/ henci
<i>Gbalamɔ nibii ni fɛɔ sanemuu mli (Tamɔ, sanekuku, kɛ sanefa)</i>	2	<i>Tsurɲ nitsumɔ</i>
<i>Gbalamɔ sanemuu henci lɛ amlɪ</i>	4	<i>Tsurɲ nitsumɔ/</i>
<i>Adamɔ sanemuu nitsumɔi lɛ anɔ kɛpɛi sanemuu henci lɛ amlɪ.</i>	3	<i>Shia nitsumɔ</i>

OTSI 9

Nikasemo gbekpamo: *Gbalamo nibii ni feo sanemuu mli (Tamo, sanekuku, ke sanefa)*

Kaimo

Afi 1	Otsi 10: Daamo mlai ni akemaa gbeiwiemoi ke najiangbei le ano keha sanemuji.
Afi 2	Otsi 6: Ke tsalbi ni yoo Ga mli le atsu nii keha sanemuji nee.

OTII AHE NI ASUSUO LE: SANEMUU KE NIBII NI YOO MLI

Sanemuu: Sanemuu ji wiemokulibii enyo keyaa ni aketsa ni shishinum yee he ni akējieo oti ko he loo jieo sheewiemo ko kpo.

Sanemuu Sui otii

- Sanemuu jieo susumo ni eye emuu kpo
- Sanemuu nyieo jebɔ potee ko no, tamo feelo-feemowiemɔ-helo (SVO)
- Sanemuu ke niɲmaa mli okadii le tsuo nii. Bei pii le ake omashi (.), sanebimo okadi (?), loo boo okadi (!) le muo sanemuu naa.

Sanemuu Henci

- Kεemo sanemuu:** Eji sanemuu heno ko ni keo sane loo oti ko. Bei pii le, ake omashi okadi le muo neke sanemuu heno nee naa. nokwemono ji Adote tee sukuu.
- Sanemuu ni bio sane:** Eji sanemuu heno ko ni bio sane. Ake sanebimo okadi le muo sanemuu heno nee naa. nokwemonii ji namo ji ofolbi?
- Famo Sanemuu:** Eji sanemuu heno ko ni akεfaa mo. Nokwemono ji; Da shinaa le.
- Boo sanemuu:** Eji sanemuu heno ni jieo henumo kple ko kpo. Bei pii le, ake boo okadi le muo sanemuu heno nee naa. nokwemono ji; Ao gbele!

Nibii ni yoo sanemuu mli: Anaa nibii babao yee sanemuu mli ni waa kejieo shishinum le kpo le. Nibii nee ekomei ji:

- Feelɔ:** Sanemuu le feelo ji gbeiwiemo loo najiangbei loo gbeiwiemo kuku ni sanemuu le wies he le. Eji mo ko, he, no ko, loo yinto ko ni feo no he ni awies he yee sanemuu le mli le. **Nokwemono ji: Oblanuu kakadaɲɲ le ehe tsone hee.**
- Feemowiemɔ:** Feemowiemɔ le ji nifeemo ni yaa no yee sanemuu le mli le. Eji wiemokuli ni tsɔɔ wo no ni feelo le feo loo no ni ninaa feelo le. Feemowiemɔ ni yoo sanemuu ni yoo (a) le mli ji he.
- Helo/nonalɔ:** Helo loo nonalɔ ji gbeiwiemo loo najiangbei ni naa no le loo nifeemo ni yoo sanemuu le mli le yaa shio le le. Aye helo/nonalɔ henci enyo. Helo/nonalɔ tuuntu ke helo/

nɔnalɔ ni nifeemɔ lɛ ninaaa lɛ tuuntu. Mɛni feelɔ ni yɔɔ (a) lɛ mli lɛ he lɛ? ... tsɔne heeFeelɔ tuuntu lɛ ji mɔ ni nifeemɔ ni yɔɔ feemɔwiemɔ lɛ ninaa lɛ tuunutu lɛ (tamɔ, Ehe tsɔne.). Nifeemɔ ni yɔɔ feemɔwiemɔ lɛ mli lɛ ninaaa helɔ/nɔnalɔ hɛnɔ kroko lɛ tuuntu. Bei pii lɛ akɛ gbɛhegbɛi ni yɔɔ helɔ/nɔnalɔ hɛnɔ nɛɛ. (Tamɔ, Kojo he atade ha mi). Biɛ lɛ, atade lɛ ji helɔ ni naaa nifeemɔ lɛ he sɛɛ tuuntu lɛ.

- d. **Mligbalalɔi:** Mligbalalɔi ji wiemɔkulibii ni wɛɔ feelɔ, feemɔwiemɔ loo helɔ lɛ he. Enyɛɔ egbalaa wiemɔkulibii krokomei ashishinumɔ yɛ sanemuu lɛ mli.

Mɛni wolo hɛnɔ ohe lɛ? Nɔ ni sɛɛ asrasu lɛ...

- e. **Yigbelɔ:** Yigbelɔ ji wiemɔkuli loo sanekuku ni kɛ gbɛɔ shishinumɔ ni sanemuu mli lɛ yi. Ebaanyɛ efɛe gbɛiwiemɔ, sutsɔɔlɔ loo sanekuku ni wɛɔ feelɔ loo helɔ lɛ he. Nkwɛmɔnɔ, Olokwe he yɛ fɛɔ. Enɛ ji feelɔ yigbelɔ.

Nɔkwɛmɔnɔ: Tsɛrɛmɔ sanemuji nii baa nɛɛ amlɛ.

Kwei he atade diŋ ko

Feelɔ: Kwei

Feemɔwiemɔ: he

Helɔ: atade

Sutsɔɔlɔ: diŋ

Kɛji onuɔ nibii ni yɔɔ sanemuu mli lɛ ashishi lɛ, obaanyɛ afɛe sanemuu kpakpa ni shishinumɔ yɛ he.

- f. **Sanekuku:** Eji wiemɔkulibii enyɔ loo etɛ yɛ sanemuu mli ni bɛ feemɔwiemɔ. Esa akɛ ale akɛ, sanekuku bɛ shishinumɔ. Sanekuku nyɛɔ etsuɔ nii akɛ gbɛiwiemɔi, sutsɔɔlɔi loo mligbalalɔi ni wkɛ wiemɔi komɛi fataa sanemuu lɛ he.

Sanekuku hɛnɔi

- a. **Gbɛiwiemɔ sanekuku:** Etsuɔ nii akɛ gbɛiwiemɔ yɛ sanemuu ko mli. Nɔkwɛmɔnii ji: nuu, googa ko, gbɛɛ agbo lɛ.
- b. **Feemɔwiemɔ sanekuku:** Etsuɔ nii akɛ feemɔwiemɔ yɛ sanemuu mli: Nɔkwɛmɔnii ji: ba, baaye, baabajɔ.
- c. **Sutsɔɔlɔ sanekuku:** Etsuɔ gbɛiwiemɔ su. Nɔkwɛmɔnii ji: agbo, miishɛɛ tɔ, eyɛŋ futaa.
- d. **Mligbalamɔ sanekuku:** Egbalaa feemɔwiemɔ, sutsɔɔlɔ loo mligbalamɔ kroko mli. Nɔkwɛmɔnii komɛi ji: leebi maŋkpa, nyɛ gbɛkɛ, ŋmɛji etɛ,
- e. **Gbɛhegbɛi sanekuku:** Gbɛhegbɛi ji wiemɔ oti ni yɔɔ mli ni egbalaa gbɛiwiemɔ loo feemɔwiemɔ mli. Nɔkwɛmɔnii komɛi ji: okplɔ lɛ shishi, kpaa lɛ nɔ.

Sanefa

Eji wiemɔkulibii enyɔ loo etɛ ni hiɛ feelɔ kɛ helɔ. Eji sanemuu shishijɛ hɛnɔ ni jɛɔ susumɔ ni eye emuu loo eyeko emuu kpo.

Sanefa henci

1. **Sanefa Oti:** Eji sanefa ni hiε feelo ke helo ni jieo susumo ni eye emuu kpo. Ekome enyεo edamoo shi kejieo shishinumoo ko kpo.

Nokwemɔnii

- a. Miyahe omoo ke shito
 - b. Kwei ba bie
2. **Sanefa kpasalo:** Eji sanefa ni hiε feelo ke feemowiemoo shi ejieεe shishinumoo ni eye emuu kpo. Ekome enyεεε edamoo shi ye kefee sanemuu.

Nokwemɔnii

- a. Ake homoo miiye le hewo le (ehiaa sanefa oti dani ebaaye emuu)
- b. Ejaake ebe hewale (ehiaa sanefa oti dani ebaaye emuu)

Sanefafai ahe nokwemɔnii ye Sanemuu mli

1. **Sanemuu ganee:** Ehie sanefa oti kome

Nokwemɔnɔ: Misumoo omoo jogbaŋŋ.

2. **Sanemuu nta:** Eji sanefa otii enyo loo ete keyaa ni ake tsalo etsa ame.

Nokwemɔnɔ: Misumoo omoo jogbaŋŋ shi minyemi yoo le sumoo banku ke shito.

3. **Sanemuu hanɔsii:** Heno neε hiε sanefa oti kome ke sanefa kpasalo ekome loo enyo.

Nokwemɔnɔ: Mihaye omoo ejaake misumoo jogbaŋŋ.

Sanefa he sɛɛnamɔi

Sanefafai waa:

1. Kejieo susumo ni eye emuu kpo.
2. Ehaa ake sanemuu henci sɔtoɔi ŋmεo jara. Ehaa niŋmalɔi ke wielɔi ke gbee ke gbei sɔtoɔi aɔo tsuo nii ye niŋmaa ke wiemo mli.
3. Sanefa he shishinumoo le waa ni onaa hesale ye niŋmaa ke wiemo mli ni.

Keji onu sanefafai ashishi le ehaa ohe saa ye oniŋmaa ke wiemo mli ni onyεo ogbaa sane jogbaŋŋ.

Nikasemo Nitsumɔi

1. Gbalamoo sanemuu he sui le amlɔi.
2. Ha nokwemɔnii ye sanemuu ganee, sanemuu nta, ke sanemuu hanɔsii ashishi.
3. Jiemoo osusumoo le akpo otsoo klasi le ni agba he sane.

Nikasemɔ He Kaa

1. Nikasemɔ heno ni haa anaa naajiemɔ kɛha sanebimɔi: Klasi muu fɛɛ nitsumɔ

Gbalamɔ sanemuu mli

- a. Mɛi enyɔnyɔnyɔ nitsumɔ:

Mɛi enyɔnyɔnyɔ atsu nii yɛ kuu mli kɛgbala sanemuu kɛ ehe nibii lɛ amli ni amɛha nɔkwɛmɔnii.

Klasi muu lɛ fɛɛ afee ekome kɛgbala sanekuku kɛ sanefa kɛ amɛhɛnɔi lɛ amli.

Kaa Oti: DoK Nɛlɛ 2 – Tsunɔ Nitsumɔ

1. Gbalamɔ nɔ ni ji sanemuu mli. *Mii 4*
2. Tsɔɔmɔ srɔtoi enumɔ ni yɔɔ sanekuku kɛ sanefa ten. Ha nɔkwɛmɔnii ni ja yɛ eko fɛɛ eko shishi. *Mii 10*
3. Tserɛmɔ sanemuji ni baa nɛɛ amli. *Mii 3*
 - a. Tsɔɔlɔ lɛ ye omɔ
 - b. Abifao lɛ miifo
 - c. Bɔɔlu lɛ ka okpɔlɔ lɛ shishi
 - d. Atade diɲ lɛ egbee shi.

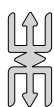
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

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



Note

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

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

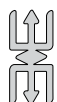
- The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through the problem individually for 3–4 minutes
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Note

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

30 minutes

Enactment

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

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

- i.** was the concept explained in a way that a learner with no prior knowledge could follow?
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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.

OTSI 10

Nikasemo gbekpamɔ: *Gbalamɔ sanemuu henci le amlɔ*

Kaimɔ

Afi 1	Otsi 10: Daamɔ mlai ni akɛɲmaa gbɛiwiemɔi kɛ najiangbɛi lɛ anɔ kɛha sanemuji.
Afi 2	Otsi 6: Kɛ tsalɔi ni yoo Ga mli lɛ atsu nii kɛha sanemuji nɛɛ.

OTII AHE NI ASUSUO Lɛ: SANEMUU HENCI

1. Sanemuu mlitsɔɔmɔ
2. Sanemuu ganee
3. Sanemuu nta
4. Sanemuu haɲtsii

Sanemuu: Sanemuu ji wiemɔkulibii enyɔ keyaa ni akɛtsa ni shishinumɔ yɛ he ni akɛjiesɔ oti ko he loo jiesɔ shɛɛwiemɔ ko kpo.

Sanemuu Henci

1. **Sanemuu ganee:** Ehie sanefa oti kome
Nɔkwɛmɔɔ: Misumɔɔ omɔ jogbaɲɲ.
2. **Sanemuu nta:** Eji sanefa otii enyɔ loo etɛ keyaa ni akɛ tsalɔ etsa amɛ.
Nɔkwɛmɔɔ: Misumɔɔ omɔ jogbaɲɲ shi minyɛmi yoo lɛ sumɔɔ banku kɛ shito.
3. **Sanemuu haɲtsii:** Hencɔ nɛɛ hie sanefa oti kome kɛ sanefa kpasalɔi ekome loo enyɔ.
Nɔkwɛmɔɔ: Mihaye omɔ ejaake misumɔɔ jogbaɲɲ.

Nikasemo he kaa

1. Tsɔɔmɔ sanemuu hencɔ ni akɛtsu nii yɛ sanemuji ni baa nɛɛ amlɔ
 - a. Hulu lɛ nyoo shi yɛ anai.
 - b. Misumɔɔ niyenii shi misumɔɔɔ nihoomɔ
 - c. Ghanamanɲ lɛ mli yɛ fɛo hewɔ lɛ gbɔ babaoɔ basaraa wɔ daa afi.
2. Feemɔ sanemuji yɛ henci nɛɛ anɔ:
 - a. Sanemuu ganee ni wiesɔ Ghana niyenii he
 - b. Sanemuu nta ni wiesɔ afiyeli he
 - c. Sanemuu haɲtsii ni wiesɔ sukuuyaa he sɛɛnamɔi ahe.

3. Pɛimɔ sanemuji nɛɛ amlɪ ni ɔtsɔɔ ejebɔ
 - a. Nugbɔ miinɛ moŋ nɛ shi okwaafoi lɛ miitsu nii lolo
 - b. Saneyelihe wulu lɛ yɛ Ga
 - c. Gamɛi lɛ kɛ amɛfiyeli lɛ shwɛɛɛ kwraa.
4. Feemɔ sanemuu ganee nɛɛ sanemuu haŋtsii
 - a. Ghana maŋ lɛ mli yɛ fɛo naakpa.
 - b. Kaselɔi lɛ miikase nii waa kɛha amɛkaa lɛ.

Nitsɔɔmɔ Daagbɛ He Kaa

Klasi muu nitsumɔ

- a. Klasi lɛ agba sanemuu henɔi lɛ ahe sane (ganee, nta kɛ haŋtsii)
- b. Kaselɔi ekomeiekomei aha nɔkwɛmɔnii yɛ sanemuu henɔ lɛ anɔ (ganee, nta kɛ haŋtsii)

Kaselɔi atɔɔ sanemuu henɔi ni akɛtsu nii yɛ niŋmaa ko mli.

Kaa Oti: Dok Dɛlɛ 4 – Tsuŋ Nitsumɔ

Kanemɔ sane ni baa nɛɛ ni ɔtsɔɔ sanemuu henɔi srɔtoi ni ni ŋmalɔ lɛ kɛtsu nii lɛ (ganee, nta kɛ haŋtsii).

Kaselɔi babao kɛ intanɛti lɛ tsuɔ nii daa gbi. Amɛkɛkaseɔ nii ni amɛtsɔɔ nɔ ni amɛkɛ amɛnanɛmɛi hu gbaa sane. Tsɛbeɛ, ehi lo? Woloŋlelɔi komɛi heɔ yɛɔ amɛ gbekɛbii babao kɛ amɛhiɛ fɔɔ intanɛti nɛɛ nɔ tsɔ. Amɛsusuo akɛ kaselɔi ni fɛɔ amɛshigbelemɔ lɛ yɛ woji kɛ niŋmaai amlɪ lɛ shwereɔ fe ekrokomɛi lɛ ejaake nikanemɔ hiaa yinŋkaa jogbaŋŋ. Ani okɛ amɛ kpaa gbee? (*mii 3*)

1. Tsɔɔmɔ bɔ ni sanemuu henɔi nɛɛ waa kɛjies shishinumɔ ni yɔɔ nikanemɔ lɛ mli lɛ kpo. (*mii 6*)

Kɛ nilee ni ona lɛ afɛɛ sanemuji etɛtɛtɛ yɛ sanemuu henɔi nɛɛ amlɪ. (*mii 9*)

PLC Session 10

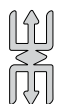
45 minutes

Planning & Reviewing the Learning Plan

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Note

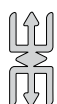
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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

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

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OTSI 11

Nikasemo gbekpamo: *Daamo sanemuu le nitsumoi ano kpei sanemuu mli*

Kaimo

Afi 1	Otsi 10: Daamo mlai ni akemaa gbeiwemai ke najiangbei le ano kha sanemuji.
Afi 2	Otsi 6: Ke tsalbi ni yoo Ga mli le atsu nii kha sanemuji nee.

OTII AHE NI ASUSUO LE: SANEMUU HENCI

1. Keemo sanemuu
2. Sanemuu ni bio sane
3. Sanemuu ni akfaa

Sanemuu: Sanemuu ji wiemokulibii enyo keyaa ni aketsa ni shishinum yee he ni akajieo oti ko he loo jieo sheewiem ko kpo.

Sanemuu Sui otii

- i. Sanemuu jieo susumo ni eye emuu kpo
- ii. Sanemuu nyieo jebɔ pɔtɛɛ ko nɔ, tamɔ feelɔ-feemɔwiemɔ-helo (SVO)
- iii. Sanemuu ke nigmaa mli okadii le tsuo nii. Bei pii le ake omashi (.), sanebimɔ okadi (?), loo boo okadi (!) le muo sanemuu naa.

Sanemuu Henci

- a. **Keemo sanemuu:** Eji sanemuu henco ko ni keo sane loo oti ko. Bei pii le, ake omashi okadi le muo neke sanemuu henco nee naa. nokwemɔnɔ ji Adote tee sukuu.
- b. **Sanemuu ni bio sane:** Eji sanemuu henco ko ni bio sane. Ake sanebimɔ okadi le muo sanemuu henco nee naa. nokwemɔnii ji namo ji ofolbi?
- c. **Famo Sanemuu:** Eji sanemuu henco ko ni akfaa mɔ. Nokwemɔnɔ ji; Da shinaa le.
- d. **Boo sanemuu:** Eji sanemuu henco ni jieo henumo kple ko kpo. Bei pii le, ake boo okadi le muo sanemuu henco nee naa. nokwemɔnɔ ji; Ao gbele!

Nikasemo he kaa

1. Tsɔɔmɔ sanemuu henco (keemo, sanebimɔ ke famo) ni aketsu nii yee sanemuji nee amlɛ le:
 - a. Meni maɲ nɔ oje?
 - b. Feemo diɲɲ.
 - c. Nugbo miine yee Osu.

2. Feemo sanemuji ye henci nɛɛ aɔ:
 - a. Keemo sanemuu ni wieso kusum he.
 - b. Sanebimo sanemuu ye Ghana blema saji ahe.
 - c. Famo sanemuu ye mo wamo he.
3. Tsakemo sanemuji ni baa ee keya sanemuu heno ni yoo akribatsa le mli le:
 - a. Ghana man le mli ye feo naakpa. (sanebimo)
 - b. Meni ji Ghana man le hiennyelo le gbei? (keemo)
 - c. Mo ko awa mi. (famo)
4. Jaramo sanemuji ni baa nɛɛ owo ehenci le amlɩ ni bo diɛntse oha nokwemono ye eko fee eko shishi.
 - a. Enyie atswa?
 - b. Yaawo!
 - c. Shia le mli ejo.

Nitsomɔ Ke Nikasemo Naagbe He Nitsumo

Mei enyonyonyo nitsumo:

- Mei enyonyonyo ye kuui amlɩ awie sanemuu nitsumo ke nibii ni yoo mli le ahe.
- Mei enyonyonyo ye kuu mli aha nokwemonii sanemuu nitsumo le ahe.
- Kaselo aha amediɛntse amenokwemonii ye henci le eko fee eko he.

Kaa Oti: Dɛle 3 – Shia Nitsumo

1. Tsomɔ srɔto ni yoo sanemuji henci le amlɩ: keemo, famo, ke sanebimo sanemuu ni oha nokwemonii ye eko fee eko shishi.
2. Jaramo sanemuji ni baa nɛɛ amlɩ owo amenitsumo le ashishi ni otsɔ bo ni ejebɔ, niɲmaa mli okadii ke wiemokulibii ni oketsu nii ye mli le yeo buaa enitsumo le.
 - a. Homo miye mi.
 - b. Mimii eshe mihe.
 - c. Negbe oyaa?
 - d. Amele baaye nii.
 - e. Ta shi!
 - f. Meebe obaaba?
 - g. Ataa ba bie.
 - h. Kaata stoovi le he.
 - i. Meni feo bo?

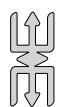
PLC Session 11

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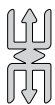
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

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30 minutes

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Mlijaa 5 Mlikwεmɔ

Mlijaa nɛɛ wie sanemuu henɔi lɛ ahe. Aja henɔi lɛ amlɪ kɛwo jebɔ kɛ nitsumɔ amlɪ. Mlijaa nɛɛ shishinumɔ lɛ baawa kaselɔi ni amɛfee sanemuji kpakpai kɛji amɛmiiɲma nii loo amɛmiiwie. Ene baaha kaselɔi anaa atse yɛ Ga wiemɔ lɛ mli. Ejee yɛ Ga wiemɔ lɛ mli pɛ shi yɛ Blɔfo kɛ nikasemɔi krokomei tamɔ Arabic kɛ French.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 9

Bɔ ni abaadiki sane ko mlikwɛmɔ: Gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli

I. Hiegbelemɔ (*mii 10*)

1. Shishijee wiɛmɔ (*aaafee mii 3*)
 - a. Hiegbelemɔ faɲɲ yɛ gbɛɛmɔ nɔyeli yitso lɛ ahe.
 - b. Gbɛɛmɔ nɔyeli he sɛɛnamɔ yɛ Ga wiɛmɔ lɛ mli.
2. Shigbelemɔ he sanebimɔ kɛ gbɛkpamɔ (*keyashi mii 4*)
 - a. Shigbelemɔ sanebimɔ ni yɛ faɲɲ.
 - b. Gbɛkpamɔ krɛdɛɛ ni he hiaa shigbelɔmɔ lɛ.
3. Shigbelemɔ lɛ hesɛɛnamɔ (*keyashi mii 3*)
 - a. Gbɛɛmɔ nɔyeli shishinumɔ yɛ Ga wiɛmɔ lɛ mli lɛ he sɛɛnamɔ
 - b. Bɔ ni akɛbaatsu nii kɛ esɛɛ saji

II. Nibii ni aɲmala yɛ yitso lɛ he (*mii 15*)

1. Shigbelemɔ he ɲaagbei lɛ nɔmimaa (*keyashi 5*)
 - a. Fɔnɔlɔji gbɛjianɔtooi lɛ ashishinumɔ
 - b. Bɔ ni akɛ ɲaagbei ni sa lɛ tsuɔ nii
2. Nifeɛmɔ ni damɔ wiɛmɔ lɛ nɔ (*mii 5*)
 - a. Ga wiɛmɔ lɛ jɛbɔ
 - b. Shigbelemɔ krokomɛi ni atso hie afee yɛ gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli
3. Mlipeimɔ fitsofitso (*keyashi mii 5*)
 - a. Nibii ni aɲmala yɛ yitso lɛ he lɛ mliphimɔ
 - b. Gbɛi ni ashimɔ yɛ shigbelemɔ lɛ mli ni abaanye atsu he nii wɔsɛɛ lɛ yopomɔ

OTSI 10 (18 marks)

Bɔ ni abaadiki sane ko mlikwɛmɔ: Gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli

I. Hiegbelemɔ (*mii 10*)

1. Shishijee wiɛmɔ (*aaafee mii 3*)
 - a. Hiegbelemɔ faɲɲ yɛ gbɛɛmɔ nɔyeli yitso lɛ ahe.
 - b. Gbɛɛmɔ nɔyeli he sɛɛnamɔ yɛ Ga wiɛmɔ lɛ mli.
2. Shigbelemɔ he sanebimɔ kɛ gbɛkpamɔ (*keyashi mii 4*)
 - a. Shigbelemɔ sanebimɔ ni yɛ faɲɲ.

- b. Gbekpamɔi krɛdɛɛ ni he hiaa shigbelɔmɔ lɛ.
- 3. Shigbelɛmɔ lɛ hesɛɛnamɔ (*keyashi mii 3*)
 - a. Gbɛɛmɔ nɔyeli shishinumɔ yɛ Ga wiɛmɔ lɛ mli lɛ he sɛɛnamɔ
 - b. Bɔ ni akɛbaatsu nii kɛ esɛɛ saji

OTSI 11

I. Nibii ni aɲmala yɛ yitso lɛ he (*mii 15*)

- 1. Shigbelɛmɔ he ɲaagbei lɛ nɔmimaa (*keyashi 5*)
 - a. Fɔnɔlɔji gbɛjianɔtooi lɛ ashishinumɔ
 - b. Bɔ ni akɛ ɲaagbei ni sa lɛ tsuɔ nii
- 2. Nifeɛmɔ ni damɔ wiɛmɔ lɛ nɔ (*mii 5*)
 - a. Ga wiɛmɔ lɛ jɛbɔ
 - b. Shigbelɛmɔi krokɔmɛi ni atso hiɛ afɛɛ yɛ gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli
- 3. Mlipeimɔ fitsofitso (*keyashi mii 5*)
 - a. Nibii ni aɲmala yɛ yitso lɛ he lɛ mliphimɔ
 - b. Gbɛi ni ashimɔ yɛ shigbelɛmɔ lɛ mli ni abaanyɛ atsu he nii wɔsɛɛ lɛ yopomɔ

MLIJAA 6: NIKANEMO KE SANESHISHITSOOMO

OTI: WIEMO KE NITSUMO

Oti Mlijaa: **Sanenɲmaa**

Nikasemo gbɛkpamɔ: *Ake nilee ni ayɔɔ ye nikanemo hiehie ke nikanemo vii he le adoo/ afo sane loo niɲmaa ko no kuku.*

No ni kaselɔi baanyɛ amɛfee: *Ajie nilee ke niiashishinumɔ kpo ye nɔdoomɔ/ kukufoo ɲmaa he.*

OTI: WIEMO KE NITSUMO

Oti Mlijaa: **Sanenaajiemɔ Ke Saneshishitsoomo**

Nikasemo Gbɛkpamɔ: *Ake nilee ni ayɔɔ ye saneshishitsoomo henci ke ehe mlai le atsu nii ketsoɔ niɲmai komɛi ashishi.*

No ni kaselɔi baanyɛ amɛfee: *Ajie nilee ke niiashishinumɔ kpo ye saneshishitsoomo he.*

Niahefɛlemɔ



Feemo Practice Paper 1. Esani okɔ keje nibii ni atsoɔ keje Afi 1 keyashi 3. Kwemo specification ke structure of the paper ni yɔɔ mlijaa nɛɛ naagbee le no keha yelikebuamɔ. Kadimo kaselɔi awoji oya ni otswa mii le owo SAP le no.

HIEGBELEMɔ KE MLIJAA LE NODOOMɔ

Mlijaa nɛɛ wiesɔ bɔ ni ake nikanemo hiehie ke nikanemo vii ɲaagbei le tsuɔ nii kedoo loo foo niɲmai kakadaji anɔ kuku. Ake kaselɔi baatsɔ ɲaagbei ni haa nikanemo hiehie ke nikanemo vii yeo emuu le mli bɔ ni afee ni amenye ameyɔse ni amena otii pɔtee ke otii krokomei ni yɔɔ niɲmai amli. No see le, amɛke nikanemo hiehie ke nikanemo vii he nilee le baadoo saji anɔ. Ake kaselɔi baatsɔ saneshishitsoomo he ɲai amli hu. Abaaha ametsɔɔ wiemoi, sanekukuji, sanefai, sanemuji ke kukujiɲ anɲmai ashishi keje Blofo wiemo le mli keba Ghana shikwee wiemoi srɔtoi ni akaseɔ le amli. Mlijaa nɛɛ he hiaa kaselɔi jogbaɲɲ jee ye shikwee wiemoi le akaseɔ le amli pe shi moɲ amɛbaale nikasemo tsakpaa ni ka Shikwee wiemoi le ke nikasemoi krokomei tamɔ Blofo ke ekrokomei le atɛɲ. Mlijaa nɛɛ woɔ kaselɔi ahewale ni amenaa nilee ye nikanemo hiehie ke nikanemo vii keha nɔdoomɔ emuuyeli. Eyoɔ ebuaa kaselɔi hu ke ɲai keha saneshishitsoomo emuuyeli. Aawo tsɔɔlɔi le ahewale bɔ ni afee ni amɛke nitsoomo he ɲai ni haa

kaseloi ke amehere woo nikasemo ke nitsoomo le mli ke yelikebuamo nibii srotoi atsu nii koni ewa nitsoomo ke nikasemo fee.

Otsii ke nikasemo gbejianotoo ni koo mlijaa nee he ne:

- **Otsi 12:** Ke nikanemo hiehie ke nikanemo vii he nilee ahara otii potee ni yoo niqmaa ko ni abaadoo no mli.
- **Otsi 13:** Awie saneshishitsoomo henoi le ahe. (N.k., wiemokulibii asaneshishitsoomo, saneshishitsoomo ni damo shishinum no, Saneshishitsoomo ni damo shishitsoolo le diengtse naa no, kn.kn)
- **Otsi 14:** Awie saneshishitsoomo mlai le ahe (n.k., nilee ye wiemoi ni abaatsoo sane le shishi keya ke wiemoi ni atsoo sane le shishi ye le, kusum he nilee, wiemo mli akpoi kn.kn)

NITSOOMO KE NIKASEMO DAAGBEI LE ANODOOMO

Nitsoomo he naa ni aketsu nii ye mlijaa nee mli wies naagbei srotoi ni aketsoo shikwee wiemoi le he.

Sanenaataomo Nikasemo: ye naagbe nee mli le, ake jenshihile mli saji too nikasemo le he ni no haa kaseloi nuu nibii ashishi faŋŋ fe nitsoomo naagbe ni awies nibii ahe tamoo bo ni amaji le. Daagbei tamoo mo kome nikasemo, ku nitsumo, hii ke yei amlijaramo loo amefutumo ke nitsumo ke klasi muu fee nifeemo fee ho sanenaataomo nikasemo nee shishi. Daagbeii nee yeo ebuaa niahesusumo vii, hetootamo keha saji anaamomo ke naatsele. Ehaa kaseloi ahegbe ni ametsuo loo amekaseo nii ye kui amla ni amekaseo hienyiemo hu. Kaseloi baanye ayose naagba ko hu ni ametao hetoo ke tsoo shishi fitsofitso.

Kaseloi baanye amedamo nibii ni mei krokomei ewies le ano ni ametsoo amejwenmo ye he, keji amewieeee keshiii le, amebaafi wiemo le see kpenŋ ni amebaawie he jogbaŋŋ. Kaseloi ni nikasemo sheo shonŋ le, abaaha ame gbenaa krokomei tamoo ku hienyiemo, tipenfoi anitsooloi koni ameye amebua amenanemei krokomei le koni amenu no ni tsoolo le etsoo le shishi jogbaŋŋ. Esa ake tsooloi leo kaseloi ni yoo nitsemo ke wiemoi amla naagbai koni ametsoo naagbei ano keku susumoi ni ejaaa fee anaa ye klasi le mli.

KAA NODOOMO

Kaa naagbe ye mlijaa nee shishi yeo ebuaa niaashishinum ke niahesusumo vii ye kaseloi agbefaŋ. Kaa kpitiokpitioo haa anaa kaseloi ashidaamo ke ame noyaa. Kaa naagbe ni aketsuo nii le yeo ebuaa ni ayoseo kaseloi aniaashishinum shidaamo ye shikwee wiemo ni atsoo le mli. Niqmaa kukuji loo monaa wiemo fata Dele 2 sanebimo he naa le he, ni no no atsoo aleo bo ni kaseloi wies nibii ahe amehaa. Ye Dele 3 le, abio saji ni haa asusoo niibii ahe vii ketsoo niqmaa kukuji loo kakadaji ano kekaa kaseloi ajwenmo mlikwole ke shishinum ni ameyoo sanegbaa gbejianotoo he ke agwaseiaŋ wiemoi ni esani ameketsu nii ye maŋ ke jenjen saji amla le ahe. Esa ake tsooloi ke kaa naagbei srotoi atsu nii koni amekena kaseloi amodenbo, mii ni amenaa ke hetoo keha ame nikasemo noyaa.

Nodoomo keha kaa ke ame gbekpamo.

Gβεkpamɔ	DoK Nεε	Kaa ηaagβε
Ake nikanemo hiehie ke nikanemo vii he nilee le ahara otii potee ni yoo niηmaa ko ni abaado no mli	2	Practice paper
Awie saneshishitsoomo henci le ahe (N.k., wiemokulibii, shishinumɔ saneshishitsɔɔ, kn. Kn.)	4	Sukuu nitsumɔ
Awie saneshitsoomo mlai le ahe	3	Ku nitsumɔ

OTSI 12

Nikasemo gbekpamɔ: *Ke nikanemo hiehie ke nikanemo vii he nilee atsu nii kehara otii potee ni yoo niɲmaa ko ni abaadoo no mli*

Kaimo

Afi 1	Otsi 4: Ake nilee ni oyoo ye nikanemo hiehie ke nikanemo vii he le akane nii ni aketao hetoo aha jenshihile mli naagbai
Afi 2	Otsi 4: Awie nikanemo gbajaa gbeji le ahe (nikanemo hiehie , nikanemo vii, kn.)

OTII AHE NI ASUSUO LE: NIKANEMO HIEHIE KE NIKANEMO VII

Nikanemo Hiehie: Ye ene shishi, akweo niɲmaa le mli oyaoyai kenaa no potee he ni niɲmaa le wiew, otii gbajaa ke niɲmaa le jebɔ. Nikanemo hiehie yee ebuaa ni anaa niɲmaa le mli otii, ehaa anuo ɲmalɔ le yigtoo le shishi ni efiteee be hu.

Nikanemo Vii: Ye ene shishi le, akpaa niɲmaa le mli ketao otii potee komei tamɔ wiemokulibii hee, sanefafai loo sanebimɔi ahetoo keha shigbelemo emuuyeli.

Nikanemo hiehie ke nikanemo vii hesɛɛnamɔi

Nikanemo hiehie ke nikanemo vii ɲaagbei le ahe hiaa jogbaɲɲ keha niiashishinumɔ ke nikanemo. Keji mɔ ko he kpɔ ye nikanemo hiehie ke nikanemo vii mli le, eyee ebuaa enikanemo jogbaɲɲ.

Nikasemo He Nitsumo

Kanemo shiemo niɲmaa ni yoo shishi le

1. Kwemo niɲmaa le mli ni ohara otii potee ni yoo niɲmaa le mli.
2. Kpaa niɲmaa le mli ni otao (i) mɔ ni to nitsumo le shishi (ii) maji krokomei ni naa nitsumo le he see (ii) okwaafai abo ni na he see.
3. Doomo niɲmaa le no ye bo dieɲte wiemo mli.
 - Mei fe 3,000 ni ji okwaafai bibii ke amralofai ni yoo ku ni kweo okwaayeli noyaa le ena shika ni ana keje Diversification Pathways ye Afrika ketsɔ Circular Agriculture Innovation (DVIA-GRI) nitsumo le he see.
 - Afii ejwe nitsumo ni European Union to shishi le kwe gbe ni ni abaatsɔ ni shweremo aba okwaafai anidumo ke nikpamɔ mli ketsɔ shikataomɔ gbejianɔtoo komei amli keha okwaafai ni yoo Sub-Saharan Afrika le.
 - Mei ni na hegbe le na tsɔsemɔ ye bo ni atsɔɔ ɲoo nu keyaa nuɲma mli, nitsumɔi srɔtoi ye hei ni nu yoo, nidumo sui ke nidumɔi ɲaa srɔtoi, Biogas, Integrated biorefinery (mle namɔ, mu kpakpa namɔ, black soldier fly technology ke nii ke nii) SLECI irrigation system ke Biochar

- *Ye Ghana sɛɛ lɛ, aje nitsumo nɛɛ hu shishi ye South Africa, Namibia, Botswana ke Mozambique.*

He ni ana ye: <https://ghanaiantimes.com.gh/3000-smallholder-farmer-receive-training-in-agriculture-innovation/>

Nikasemo Ke Nitsoomo He Naa

Sanenaataomo Nikasemo: Klasi muu le fɛɛ nifeemo

- Ati nikanemo hiehie ke nikanemo vii nikasemo le mli ekonɔ
- Aha nɔdoomo nɔkwemɔnɔ.
- Mɛi enyɔnyɔnyɔ anitsumo:
- Awie nɔdoomo niɔmaa he
- Ake nilee ni ana ye nikanemo hiehie ke nikanemo vii he le ayɔse susumɔi otii ni yɔɔ niɔmaa ni adoo nɔ le mli.

Kaa Oti: Nitsumo Wolo I

Kaa ni afeɔ be ni nikasemo miiya nɔ DoK ɛɛle 2- **Shia Nitsumo**

1. Gbalamo mli ni otsɔɔ srɔto enyɔ ni yɔɔ nikanemo hiehie ke nikanemo vii teɔ. (*mii 4*)
2. Tsɔɔmo gbɛii ete anɔ ni abaatsɔ keyɔse susumɔ otii ni yɔɔ niɔmaa ko mli. (*mii 4*)
3. Ake nilee ni ana ye susumɔ otii ahe le adoo saji nɛɛ anɔ ye kukujian shi ekafa fe sanemuji kpaanyɔ:
 - a. Meni ofeɔ ye odekanamo mli? Meni woɔ bo hewale ke feɔ nakai nɔ le? Ani okane nɔ ko ye nibii ni mɛi feɔ ye amɛdekanamo mli? Be ni mɔ ko naa keɔɔ ehe ni etsuuu nii ji dekanamo be. Ye nɛke be nɛɛ amli le, gbɔmo nɛɛ feɔ nibii ni le diɛntse esumɔ ye be ni esumɔ mli. Eke mɛi ni esumɔ yeɔ be le, ni eyeɔ ebe le bo ni le diɛntse esumɔ.
 - b. Mɛi komɛi hu jɔɔ amɛhe ye amɛdekamo be mli. Enɛ yeɔ ebua amɛ kenaa hewale hee. Gbɔmɔtso le ke jwɛɔmɔ naa hegbe keɔɔ amɛhe kenaa hewale hee ejaake akpaaa gbɛ ake wɔbaatsu nitsumo ko kwraa ye dekanamo be le mli.
 - c. Esa ake mɔ fɛɛ naa deka keji etsu nɔ akpaa gbɛ ye edɛɔ le egbe naa. Dekanamɔ be he hiaa jogbanɔ ejaake ewaa wɔ koni wɔkatsu nii fe nine. Wɔ dekanamo be le haa wɔjɔɔ wɔjwɛɔmɔ he ejaake wɔjɔɔ tolɛ nitsumo naa foi.



PRACTICE PAPER 1

ITEM SPECIFICATION TABLE FOR PAPER ONE

Tsɔɔlɔi afee kaa sanebimɔi 50 kɛha mlijaa nɛɛ.

Oti Mlijaa	NIKASEMO GBƐKPAMO(I)	KAA HENOI		
		L1 30%	L2 40%	L3 30%
FONETISI KƐ FONOLOJI	1. Daamo nibii ni akɛsusuo vaoli gbɛɛmɔi lɛ ni okɛsusu Ga vaoli gbɛɛmɔi lɛ (n.k., lilei shikamo, naabufeemo, lilei henɔwomo)	1		
		1	1	1
	2. Daamo nibii ni akɛsusuo konsonanti gbɛɛmɔi lɛ ni okɛsusu Ga konsonanti gbɛɛmɔi lɛ (n.k. gbeekpaa shikamo, he ni aso yɛ kɛ bo ni kɔɔyɔɔ lɛ jɛɔ kpo ehaa)	1	1	1
			1	
	3. Gbalamo vaoli kpojɛɛ mli yɛ Ga mli (n.k. wiemɔkuli shishijɛɛ, tɛɲ kɛ naagbɛɛ)			
	4. Tsɔɔmo blawa hɛnoɪ (vaoli naagbɛɛ kɛ konsonanti naagbɛɛ) ni ayɔɔ yɛ Ga mli lɛ amli.			
	5. Gbalamo Ga blawa jɛbo mli yɛ wiemɔkulibii asɔɔ mli.			
	6. Gbalamo gbɛɛ kɛ ehɛnoɪ lɛ amli (n.k. gbɛɛ ni yɛ ŋwɛi, gbɛɛ ni yɛ shishi, gbɛɛ ni miiya ŋwɛi kɛ gbɛɛ ni miiba shi) kɛ enitsumɔi.			
NIDMAA HE MLAI	7. Gbalamo fonoloji gbɛɛɲanɔtooi ni ayɔɔ yɛ Ga mli lɛ amli. (n.k. gbɛɛmo nɔyeli gbɛɛɲanɔtooi)			
	8. Gbalamo fonoloji gbɛɛɲanɔtooi ni ayɔɔ yɛ Ga mli lɛ amli. (n.k. blawa nɔyeli gbɛɛɲanɔtooi)			
	1. Jaramo gbɛɛwiemɔi amli owo amɛhɛnoɪ lɛ ashishi (kwamangbɛi, kɔsuiangbɛi, kɔɔyɔɔɲ gbɛi, gbɛi kushao kɛ ekrokomei ni fata he.	1		
		1	1	1
	2. Jaramo mligbalaloɪ owo amɛhɛnoɪ lɛ ashishi. (no ni tsɔɔ be, bo ni afee no ko aha, k.n.k.n.)		1	1
			1	
	3. Tsɔɔmo bo ni akɛ afisii tsuo nii yɛ Ga wiemo lɛ mli.			
	4. Kɛ tsalo hɛnoɪ ni ayɔɔ yɛ Ga mli lɛ afee sanemuji.			
	5. Gbalamo sanefa mli ni otsɔɔ ehɛnoɪ lɛ.			
	6. Gbalamo nibii ni fɛɔ sanemuu mli lɛ amli (n.k. sanekukuji kɛ sanefafai)			
	7. Pɛimo sanemuu hɛnoɪ yɛ amɛtsumɔi ano lɛ amli.			

GA NIÐMAA MLAI	1. Daamo mlai ni akeɲmaa gbeiwiemoi ke najiangbei ano le kefee sanemuji. 2. Daamo mlai ni akeɲmaa sutsoolo no le kefee sanemuji. 3. Gbalamo Ga wiemoɲulibii asoo gbeɲɲanotoo le amli (wiemoɲta, afolono, wiemoɲmaa, afisifeemo) 4. Tsoomo niɲmaa mli okadii ahe (omashi, alogo, boo okadi, omashi alogo) 5. Tsoomo gbeɲɲanotoo ni aketsuo nii ye wiemoɲulibii asoo mli le. (wiemoɲmaa, nootonotoo, k.n.k.n.) 6. Daamo gbeɲɲanotoo nee ano ni okeso wiemoɲulibii hee.	1	1	1
KUSUM NIFEEMO	1. Gbalamo wowoi agbei amli ni otsoo bo ni ameɲabo ade ke no hewo ni ameɲa le. 2. Gbalamo kpokuafoi hetsuu nifeemo le amli (kusum ni afeɲ dani hetsuu le jeɲ shishi, nbe mli ni nifeemo le miiya no keya nifeemo le see) 3. Ke Ga kpokuafoi ahetsuu nifeemo le ato kusum krokomei ano le he. 4. Gbalamo gbeɲɲanotoo ni yaa no ye gbalamlibotemo mli ke eseenamoi ahe. 5. Tsoomo ɲmenenɲmene tsakemoi ni eba gbalamlibotemo he ni naagba eba tsutsu gbalamlibotemo le he. 6. Ke Ga weku tokpaai le ato kusumi krokomei aweku tokpaa le he. 7. Gbalamo Ga obɲade afiyelii le amli ni otsoo ameɲe seenamoi. 8. Ke Ga afiyeli le ato kusumi krokomei ye Ghana afiyeli le he. 9. Ke Ga yarafeemo kusum le ato kusum krokomei ye Ghana ayarafeemo le he.	1 1 1	1 1 1	1 1 1
KUSUMNAA MADKURAMO	1. Tsoomo shikwee saneyli jebo le he (tse, weku nukpa, weku tokpaa yitso) 2. Tsoomo shikwee saneyli jebo (maɲtsemei, maɲhiɲyieloi) 3. . Tsoomo shikwee saneyli jebo le mli. 4. Tsoomo bo ni ɲmenenɲmene saneyeli yoo. 5. Tsoomo srɲto ni yoo shikwee/blema saneyeli ke ɲmenenɲmene saneyeli teɲ.	1	1 1	1 1
ÐAAD SAJI	1. Gbalamo Ga ɲkpaiyeli jebo le mli (gbegbelemo, wiemo, naamuu) 2. Gbalamo yarawoo lalai amli (enitsumo ke ehe seenamoi) 3. Peimo ajenu jebo ke eheno le amli. 4. Gbalamo alabaaloo jebo le mli. 5. Tsoomo nitsumo lalao, tayaa lalai, shwemo lalai ke abifaowolemo lala	1 1	1 1 1	1

WOJIAN SAJI	1. Gbalamɔ adesa otui lε amlɪ (n.k. shwɛlɔi, oti, nifeemɔ anaatoo, nifeemɔ lε he k.n.k.n.)	1		
	2. Nya adesa ko he (yitso lε, otii, wiemɔkulibii ni aketsi nii, wiemɔheɣɔɔɔwɔlɔi, k.n.k.n.)	1	1	1
	3. Gbalamɔ shwemɔ otui lε amlɪ.	1	1	1
	4. Nya shwemɔ ko he.		1	1
	5. Tsɔɔmɔ ni ogbala lalawiemɔ otui lε amlɪ (n.k. otii, wiemɔkulibii ni aketsu nii, kukuji, liamɔ, wiemɔ heɣɔɔmɔwɔlɔi, shitiimɔ k.n.k.n.)			
	6. Nya lalawiemɔ ko he.			
TOTAL		15	20	15

ITEM SPECIFICATION TABLE FOR PAPER TWO-SHS GHANAIAN LANGUAGE

Wolo lε jebɔ

MLIJAA A – Nikanemo (mii 10)

Abaaha sanesεεkɔmɔ ni hiε wiemɔkulibii 300-350 yε adesa nɔ ni sanebimɔi nyɔɣma yε eshishi. Aakpa gbε akε kaselɔi aha fεε ahetoo. (mii 30)

MLIJAA B – Fɔnɔɔɔɔɔɔ (mii 10)

Abaaha kaselɔi sanebimɔi enyɔ ni amɛha hetoo. Abaadiki sanebimɔ lε eko fεε eko mii nyɔɣma. (mii 15)

MLIJAA C – Wiemɔshishitsɔɔmɔ/Saneshishitsɔɔmɔ (mii 30)

Abaaha sane ko ni hiε wiemɔkulibii 250 yε Blɔfo mli ni kaselɔi atsɔɔ shishi kɛba Ga mli. (mii 30)

MLIJAA D – Saneymaa (mii 30)

Abaaha saneymaa he sanebimɔi ejwε ni esa akε kaselɔi aɣma saneymaa ni hiε wiemɔkulibii aaafεε 300. Abaadiki eko fεε eko mii 30. Abaahara kaa sanebimɔi lε yε henɔi ni baa nεε ashishi.

Gbaa saneymaa, kadaɣgbamɔ saneymaa, mɔnaawiemɔ saneymaa, majemɔ woloɣmaa. (mii 50)

MLIJAA E – Wojian saji (mii 20)

Mlijaa nεε mli lε, abaaha sanebimɔi etε yε jεɣ saji henɔi lε ashishi (adesa, shwemɔ kε lalawiemɔ) koni kaselɔi akɔ emli ekome. (mii 25)

OTI MLIJAA	NIKASEMɔ GBεKPAMɔ(I)	KAA DεLε		
		L1	L2	L3
NIKANEMɔ	1. Kε nilee ni ona yε sanemuu oti kε sanemuu oti walo mli lε ajie susumɔ otii ni yɔɔ nikanemɔi amlɪ lε akpo.			1

FONOLOJI	1. Daamo nibii ni akɛsusuo kɔnsonanti gbɛɛmɔi lɛ ni okɛsusuo Ga kɔnsonanti gbɛɛmɔi lɛ (n.k. gbeekpaa shikamɔ, he ni aso yɛ kɛ bɔ ni kɔɔyɔɔ lɛ jɛɔ kpo ehaa) 2. Gbalamɔ fonoloji gbɛɛɛɛntooi ni ayɔɔ yɛ Ga mli lɛ amlɛ. (n.k. blawa nɔyeli gbɛɛɛɛntooi)		1	1
SANEDMAA WIEMɔSHISHITSɔɔMɔ Kɛ	1. Feemɔsane ko ni gbaa sane 2. Compose an expository essay 1. Feemɔsane ko yɛ kadangbamɔ he 2. Feemɔ agwaseian wolɔɔmaa			1 1 1 1
SANESHISHITSɔɔMɔ	1. Kɛ saneshishitsɔɔmɔ hɛnɔi lɛ atsu nii kɛtsɔɔ sane ko shishi kɛɛ wiemɔ ko mli keya wiemɔ kroko mli (wiemɔkulibii ekomeiekomei, nɔ ni damɔ shishinumɔ nɔ, shishitsɔɔmɔ traɔ k.n.k.n)			1
WOJIAN SAJI	1. Gbalamɔ adesa otui lɛ amlɛ (n.k. shwɛloɛ, oti, nifeemɔ anaatoo, nifeemɔ lɛ he k.n.k.n.) 2. Nya shwɛmɔ ko he 3. Tsɔɔmɔ ni ogbala lalawiemɔ otui lɛ amlɛ (n.k. otii, wiemɔkulibii ni akɛtsu nii, kukuji, liamɔ, wiemɔ hɛɛɔɔmɔwɔloɛ, shitiimɔ k.n.k.n.)			1 1 1
	TOTAL		1	10

ITEM SPECIFICATION TABLE FOR PAPER THREE-SHS GHANAIAN LANGUAGE

Wolo lɛ jɛɔ

PAPER 3 (Sanegbaa)

Kaa nɛɛ hiɛ mlijaai etɛ (3) ni kasɛloɛ lɛ kɛ tsɔɔloɛ lɛ sanegbaa hu baahi mli. Kasɛloɛ lɛ eko fɛɛ eko kɛ tsɔɔloɛ lɛ asanegbaa lɛ baaye minitii 20. Mii ni yɔɔ he ji nyɔɔɔmai enumɔ (50). Ayɛ kuui ekpaa ni ajara amɛ mli awoA kɛ B ml. Daa afi lɛ abaatsa hetooi lɛ ahie bɔ ni afɛɛ ni tsakemɔ aba sanebimɔi lɛ he. Kadiloɛ lɛ baaha kasɛloɛ lɛ kaa lɛ he mlai lɛ.

OTI MLIJAA	NIKASEMɔ GBɛKPAMɔ	KAA DɛLEI		
		L1	L2	L3
SANEGBAA	Gbalamɔ susumɔi kɛ otii ni ahara kɛɛ sanegbai mli. N.k. nifeemɔ kpakpai (mɔbuu, toinjɔle, suɔmɔ kɛ ekrokomei), sukuu tsɔsemɔ, GESI, STEM k.n.k.n)			1
FONOLOJI	Daamo nibii ni akɛsusuo kɔnsonanti gbɛɛmɔi lɛ ni okɛsusuo Ga kɔnsonanti gbɛɛmɔi lɛ (n.k. gbeekpaa shikamɔ, he ni aso yɛ kɛ bɔ ni kɔɔyɔɔ lɛ jɛɔ kpo ehaa)		1	

NIKANEMO	1. Kε nikanemo hiehie kε nikanemo vii atsu nii kehara otii ni yoo nikanemoi aml. 2. Kε nilee ni ona ye sanemuu oti kε sanemuu oti walo mli ε ajie susumo otii ni yoo nikanemoi aml ε akpo.	1		1
KUSUM NIFEEMOI	1. Gbalamo wowoi agbei aml ni otsoo bo ni amebabo ade kε no hewo ni ameba ε. 2. Gbalamo gbejianotoo ni yaa no ye gbalamlibotemo mli kε esenamoi ahe. 3. Gbalamo Ga obode afiyelii ε aml ni otsoo amehε sεenamoi.	1	1 1	
NAAN SAJI	1. Gbalamo Ga nkpaiyeli jebε ε mli (gbegbelemo, wiemo, naamuu) 2. Gbalamo Ga obode afiyelii ε aml ni otsoo amehε sεenamoi. 3. Kε Ga yarafeemo kusum ε ato kusum krokomei ye Ghana ayarafeemo ε he.	1	1	1
TOTAL		3	4	3

PLC Session 12

55 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

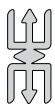
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

20 minutes

Enactment

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

- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

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

OTSI 13

Nikasemo gbɛkpamɔ: *Agba saneshishitsɔɔmɔ henɔi le ahe sane (Nk, wiemɔkulibii ekomeiekomei asaneshishitsɔɔmɔ, saneshishitsɔɔmɔ ni damɔ shishinumɔ nɔ, Saneshishitsɔɔmɔ ni damɔ shishitsɔɔlɔ le diɛntse ɲaa nɔ, kn.kn)*

Kaimɔ

Afi 1 **Otsi 6:** Agba mɔnaa sanenaajiemɔ he sane be mli ni aakwe toiboo veveeve, shishinumɔ ke shisitsɔɔmɔ, kn.kn.

OTII AHE NI ASUSUO LE: SANESHISHITSɔɔMɔ

1. Nɔ ni saneshishitsɔɔmɔ ji.
2. Saneshishitsɔɔmɔ he sɛenamɔi
3. Saneshishitsɔɔmɔ henɔi

Saneshishitsɔɔmɔ: Saneshishitsɔɔmɔ ji gbe nɔ ni atsɔɔ ketsakeɔ niɲmaa aloo wiemɔ kejeɔ wiemɔ ko mli keyaa wiemɔ kroko mli ni shishinumɔ, yɛntoo kredɛɛ ke shɛɛ wiemɔ ni yɔɔ klɛɲklɛɲ wiemɔ le mli tsakeɛɛ.

Saneshihitsɔɔmɔ he sɛenamɔi: Saneshishitsɔɔmɔ ke tsakpaa ko baa wiemɔi atɛɲ, ehaa shishinumɔ baa jɛɲ nilee he, ni ekweɔ ni shramɔ ke sanegbaa feɔ jogbaɲɲ. Naa saneshishitsɔɔmɔ kasemɔ he sɛenamɔ

Ehaa maji ke amɛhe shraa: Eke shishinumɔ baa mɛi ni miiwie wiemɔi srɔtoi atɛɲ.

1. Kusum krokomei ahe nilee: Ehaa hegbe ni mɛi kɛtsɔɔ amɛjwɛɲmɔ, saji ke nilee ni kɔɔ mɛi krokomei akusum he.
2. Nitsumɔ ke Jarayeli: Ehe hiaa jogbaɲɲ kɛha maɲsɛɛ nitsumɔ, jarayeli ke bɔ ni afeɔ asheɔ loo amajeɔ nibii.
3. Sukuuyaa ke Shigbelemɔ: Ehaa nilee ke sukuuyaa he nibii baa sɛenamɔ ye jɛɲ.
4. Sharamɔ ni ka maji maji atɛɲ: Ehe baa sɛenamɔ kɛha maɲnɔkwelɔi ke maji maji atɛɲ sharamɔ kpakpa.
5. Ehaa anaa nibii ni yaa nɔ: Ehaa hegbe ni anaa nibii ni yaa nɔ, ke egbeleɔ nitsumɔ gbe kɛha mɛi fɛɛ ni yɔɔ jɛɲ.
6. Eyeɔ ebuaa shishinumɔ ke henumɔ: Ehaa maji maji nuɔ amɛhe shishi, ni ewoɔ ekomefeemɔ mli hewale.

Saneshishitsɔɔmɔ Henɔi

1. Wiemɔkulibii ekomeiekomei Saneshishitsɔɔmɔ
2. Ye henɔ nɛɛ shishi le, atɔɔ wiemɔkuli le aŋkroaŋkro ashishi ye niŋmaa le mli, akwɛɛɛ yĩntoo, ŋaa loo wiemɔ ni atɔɔ niŋmaa le shishi le keyaa le kusum. Neke henɔ nɛɛ haaa anu sane le shishi jogbaŋŋ.
3. Saneshishitsɔɔmɔ ni damɔ shishinumɔ nɔ
4. Ye ene shishi le, ataɔɔ niŋmaa muu le fɛɛ shishinumɔ fee wiemɔkulibii aŋkroaŋkro ashishitsɔɔmɔ. Neke saneshishitsɔɔmɔ henɔ nɛɛ kwɛɔ kusum, wiemɔ ke jɛŋshihile saji ni miiya nɔ nakai ŋmeletswaa le mli ni aketsɔɔ sane le shishi bɔ ni eyɔɔ ni anaa shishitsɔɔmɔi ni ja.
5. Saneshishitsɔɔmɔ ni damɔ shishitsɔɔlɔ le diɛntse ŋaa nɔ

Neke saneshishitsɔɔmɔ henɔ nɛɛ gbɛi kroko ji “overly free loo loose translation” neke ŋaa nɛɛ jɛɔ niŋmaa le jɛbɔ loo eshishinumɔ le ŋle nɔ kwraa. Eye mli ake saneshishitsɔɔmɔ be kpɛŋŋ moŋ nɛ shi keji akwɛɛɛ ni ahi ni ake henɔ nɛɛ tsu nii fe nine le, shishitsɔɔmɔ le eyafɛŋ faŋŋ loo oti komei baalaje ye shishitsɔɔmɔ le mli. Abaanye aketsu nii ye ŋaa niŋmaa ni ji ‘creative writing’ mli shi keji akemii tsu nii trili ye agwaseiaŋ saneshishitsɔɔmɔ mli le sane baaba.

Nikasemɔ He Nitsumɔ

1. Ye kui etetɛɛɛ amlɪ le, nyekaa saneshishitsɔɔmɔ ye nifeemɔi srɔtoɪ amlɪ tamɔ (ye jara le nɔ, helatsamɔhe loo sukuu) nyetsɔɔ wiemɔi loo sanekukujɪ komei ni nyefɔɔ nuu le ashishi.
 - a. Ye jara le nɔ (mɔ kome baanye afee nihɔɔlɔ, mɔ kroko hu gbɔ ni eba shishramɔ ke mɔ kome hu ni miitsɔɔ gbɔ le sane shishi kemiiɓa shikwɛɛ wiemɔ le mli)
 - b. Ye helatsamɔhe ye Amerika (mɔ kome baafɛɛ datrefonyo, mɔ kome hu baafɛɛ onukpa ni be hewale, ke mɔ kome hu ni miitsɔɔ sane le shishi kemiiha helatɛ le ke datrefonyo le kemiiɛ Blɔfo kemiiɓa shikwɛɛ wiemɔ le mli)
 - c. Ye Ga wiemɔ nikasemɔ tsu le mli (mɔ kome baafɛɛ tsɔɔlɔ, mɔ kome baafɛɛ nikasɛlɔ hee ni eɛ Ablotsiri eba etseko, mɔ kome hu baatsɔɔ nɔ ni tsɔɔlɔ le wɛɔ shishi eha kasɛlɔ hee le)

Nitsɔɔmɔ Ke Nikasemɔ He Ɗai

Gbaa saneshishitsɔɔmɔ ke ehenɔi le ahe sane (N.k., wiemɔkulibii asaneshishitsɔɔmɔ, saneshishitsɔɔmɔ ni damɔ shishinumɔ nɔ, Saneshishitsɔɔmɔ ni damɔ shishitsɔɔlɔ le diɛntse ŋaa nɔ, kn.kn)

- Tii saneshishitsɔɔmɔ yitso le mli ekoŋŋ
- Tii saneshishitsɔɔmɔ he mlai le amlɪ ekoŋŋ (nu wiemɔi enyɔ le fɛɛ ahishi, nilee ye rejista ni ja ke nitsumɔ he ye wiemɔi enyɔ le fɛɛ mli, kn.kn)
- Tii saneshishitsɔɔmɔ henɔi le amlɪ (wiemɔkulibii asaneshishitsɔɔmɔ, shishinumɔ saneshishitsɔɔmɔ, sanegbaa saneshishitsɔɔmɔ ke ekrokomei ni fata he le)

2. Kuu Nitsumo

- a. Kanemo niymaa ko ni kele aashe wiemokulibii 300 loo no ni fe nakai ni otsoo shishi keje wiemo ni niymaa le yoo le keja wiemo kroko mli.
- b. Too gbejiano keha ehe wiemo.

Kaa Oti: DoK Nɛɛ 4 – Nitsumo

1. Gbalamo saneshishitsoomo mli ni oha gbɛi ete komei ano ni ehe hiaa keha owiemo le noyaa ke shweremo. (*mii 4*)
2. Ake saneshitsoomo nikaselo le, aha bo shee wiemo ni tsɔɔlonukpa le baawie ye osukuu le Naawiemɔ ke Nikee nifeemo le shishi ni esani atsɔɔ shishi. Tsɔɔmo saneshishitsoomo heno ni okebaatsu nii ke no hewo ni ohara nakai heno le? (*mii 4*)
3. Wiemo ketsɔɔ bo ni oke sane nɛɛ kpaa gbee ohaa
 “Loose translation ehiii ni ejaaa kɔkɔko”
 Esa ni osaa ohe ni oto osusumoi le anaa jogbanɔ ni omu fɛɛ naa ke osusumo (*mii 12*)

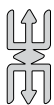
PLC Session 13

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

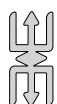
- a. The key assessment for the week is ***class exercise***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

OTSI 14

Nikasemo gbekpamɔ: *Awie saneshishitsoomo mli mlai le ahe (Nk. Nilee ye wiemo ni abaatsɔɔ sane le shishi keya ke wiemo ni atsɔɔ sane le shishi ye le, kusum he nilee, wiemo mli mlai / akpoi ke natsɛɛ kn.kn)*

Kaimo

Afi 1

Otsi 3: Agba monaa saneshishitsoomo he sane be mli ni aakwe toiboo veveeve kn.kn.

OTII AHE NI ASUSUO LE: SANESHISHITSOOMO HE MLAI

Tii Saneshishitsoomo Mli Ekonɔ

Kwemo **otsi 13** keha saneshitsɔtsoomo mligbalamo, ehenci ke eheseenamoi le.

Saneshishitsoomo he mlai: Keji saneshishitsɔɔ ko ke neke mlai nee tsu nii jogbanɔ le, ebaanye etsɔɔ sane fee sane shishi ni shishinumɔ ni yoo sane le mli baafee fanɔ no ji shishitsoomo le baaye emuu.

1. **Nilee ye wiemoi enyo le fee ahe:** Esa ake saneshishitsɔɔ le he akpo ye wiemoi enyo le fee amli jogbanɔ bo ni afee ni eke rejista ni ja atsu nii keji etsɔɔ sane le shishi.
2. **Esa ake shishitsoomo le aja:** Tsoomo sane le shishi ni eke wiemo ni eyoo mli momo le shihinumɔ le aye hegbo.
3. **Anɔkwayeli:** Kaatsake shishinumɔ, jebɔ loo gbee ni yoo wiemo/ niɔmaa momo le mli keji ootsɔɔ shishi kemiiya wiemo kroko le mli. Ye niɔmaa / wiemo momo le anɔkwa.
4. **Esa ake shishitsoomo le afee fanɔ:** Bɔɔ mɔdeɔ ni sane / niɔmaa ni otsɔɔ shishi le afee fanɔ ni ekahie shishinumoi sɔto.
5. **Kusum he nilee:** Esa ni okwe wiemo mli ni otsɔɔ sane le shishi keyaa le kusum ke amenifeemɔ koni otsɔɔ sane le shishi nakai
6. **Esa ni ole yintoɔ ni hoo sane/niɔmaa le see:** Esa ni onu sane le shishi jogbanɔ dani obɔi shishitsoomo'
7. **Esa ni oniɔmaa /wiemo le afee ekome:** Esaaa ni otsakeɔ wiemoikulibii otii ke ɔaa ni oketsuɔ nii le.
8. **Fɔɔwiemoi:** Tsoomo fɔɔwiemoi, abei ke wiemoheɔɔɔmɔwolɔi le aketsu nii le ashishi jogbanɔ.
9. **Toibolɔi/ Nikanelɔi:** Kwemo toibolɔi loo kanelɔi le awiemo, kusum ke nibii ni he hiaa ame.
10. **ɔaa ke gbee:** Kaatsake wiemo/ niɔmaa momo le ɔaa ke gbee le.
11. **Kanemo oniɔmaa le mli ekonɔ ni osaa emli tomɔi fee.**

Nikasemɔ He Nitsumɔ

1. Tsɔɔmɔ nɔ hewɔ ni esa ake atsɔɔ sane shishi ni eja le pɛpɛpɛ le
2. Meni haa shishinumɔ eyabaaa saneshishitsɔɔmɔ ni ejaaa he le?
3. Tsɔɔmɔ niɲmaa kuku nɛɛ shishi kɛba Ga mli

Ale le ake “overly free loo loose translation”, neke ɲaa nɛɛ jɛɔ niɲmaa le ejɛɔ loo eshishinumɔ le ɲle nɔ kwraa. Eye mli ake saneshishitsɔɔmɔ be kpɛɲɲ mon nɛ, shi keji akwɛɛ ni ahi ni ake hɛnɔ nɛɛ tsu nii fe nine le, shishitsɔɔmɔ le eyafɛɲ fɲɲ loo oti komei baalaje ye shishitsɔɔmɔ le mli. Abaanye aketsu nii ye ɲaa niɲmaa ni ji ‘creative writing’ mli shi keji akemiitsu nii trilii ye agwaseiaɲ saneshishitsɔɔmɔ mli le sane baaba.

Nitsɔɔmɔ Ke Nikasemɔ He ɲai

1. Daamɔ nɔ ni mɛi krokomei wieɔ anɔ: Klasi muu fɛɛ nifeemɔ
 - Wiemɔ saneshishitsɔɔmɔ mlai le ahe. (n.k., nilee ye wiemɔi enyɔ le fɛɛ amli, kusum he nilee, wiemɔ mli mlai/ akpɔi ke naatsele, kn.kn)
 - Mɔ kome nifeemɔ
 - Kanemɔ niɲmaa ko ni emli wiemɔkulibii sheɔ 300 loo nɔ ni fe nakai ni otsɔɔ shishi.
 - Ke sane ni otsɔɔ shishi le aba klasi ni nyɛ fɛɛ nyegbaa he sane.

Kaa Oti: Dok ɲɛɛ 3 – Shia Nitsumɔ

1. Kwemɔ saneshishitsɔɔmɔ he mlai enumɔ le, ye osusumɔ naa le, too amɛnaa osusumɔ naa ye nɔkwɔle naa. Tsɔɔmɔ nɔ hewɔ ni oto naa nakai le.
2. Ke saneshishitsɔɔmɔ he mlai le atsu nii ni otsɔɔ niɲmaa nɛɛ shishi kɛba owiemɔ le mli.

Ale Ghana jogbaɲ ye ekusum nifeemɔ le ahewɔ. Afiyeli ji Ghana kusum ni he yɔɔ sɛɛnamɔ jogbaɲ, ebuaa mɛi anaa ni eke ekomefeemɔ baa. Nɔkwemɔnɔ, Afi ni Gamei yeɔ ni ji Hɔmɔwɔ le yafɛɔ miisheɛ ke mlifimɔ be. Ye afiyeli le mli le, ahoɔ shikwɛɛ niyenii tamɔ kpokpoi, ni mɛi fɛɔ ekome amɛke tsui jurɔ daa shi ye nikpamɔ babao le hewɔ.

Anyɛɲ atsi afiyeli heseɛnamɔi le fɛɛ ata. Ehaaa mɛi ke amɛmanɲ ana tsakpaa kɛkɛ shi mon ejieɔ nibii ke kusum srɔtoi ni man le yɔɔ ketsɔɔ je le. Ketsɔ lalai, joo, shikwɛɛ hesaamɔ mli le, Ghanabii jieɔ amɛkusum kpo. Keji yinɔbii bibii ni baa le ke amɛhe wo afiyeli ke kusum nifeemɔi amli le, amɛbaakase blema saji ke kusum he nibii ni baawa kɛbaa shikwɛɛ nibii nɛɛ ayi keha wɔsɛɛ yinɔbii krokomei ni nyie sɛɛ le.

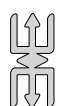
PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

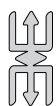
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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

**Note**

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Mlijaa 6 Mlikwεmɔ

Mlijaa nεε kwe nibii ni akase ye otsii 12, 13 ke 14 le mli. Awie bɔ ni nikanemo hiehie ke nikanemo vii yeɔ ebuaa ye nɔdoomɔ mli. Awie saneshishitsoomɔ ke ehe saji ahe titri le saneshishitsoomɔ he ɲai srɔtoi ni baaye ebua keji aatsɔɔ sane ko shishi kemiiba shikwεε wiemɔ le mli. Gbεkpamɔ le ji ake, be ni ake kaselɔi baatsɔomɔ yitseɪ nεε amli ata le, amεbaanyε amεke nilee ni amena keje nikanemo hiehie ke nikanemo vii ɲai le amli le adoo saji anɔ ni amenye ametsɔɔ saji ashishi keba shikwεε wiemɔ pɔtεε ko mli hu.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 12

Afi 1	Otsi - Daamo nilee ye nikanemo hiehie ke nikanemo vii no kekane niijmaa ko ni oha sanebimoi ni yoo shishi le ahetoo. - Wiemo nikanemo vii ngaagbei le ahe (hiijmai loo waobii tsimo, wiemokulibii loo sanekukuji anaa, ke ekrokomei ni fata he)
Afi 2	Otsi - Tsoomo susumo otii ni yoo sanegbaa ko mli. 2. Gbalamo oti wuji ni yoo sanegbaa mli.

OTSI 13

Susumo otii ni yoo sanemuu mli mligbalamo: Susumo oti ji oti ni yoo kuku le mli le. Eji susumo ni he hiaa fe fee ye yitso le he. Dani obaanye otsoo susumo oti le, bi ohe saji nee: Meni awie keko mo le, no le, loo susumo (yitso le) he le? Anaa susumo oti le ye hei sratoi ye kuku le mli. Bei pii le, susumo oti le ye sanemuu le mli, ni eji klenklen sanemuu le. Niijmal le ke kukuji ni eshwe le piaa susumo oti le.

Sanemuu oti ke sanemuu oti walo yoomo ye niijmaa mli. Daamo sanemuji le asui ano ketsoo no ni ji sanemuu oti ke no ni ji sanemuu oti walo ye niijmaa loo kuku ko mli.

NIKASEMO HE KAAI

- Nyekanea ni nyegbaa no ni akase ye sanemuu oti ke sanemuu oti walo he le ni nyekakaia nyeh.
- Tsoomo nibii ete komai ni akweo keji aatsoo sanemuu oti ye niijmaa ko mli.
- Tsoomo nibii ete komai ni akweo keji aatsoo sanemuu oti walo ye niijmaa ko mli.

Nitsoomo ke nikasemo ngaagbe he kaa

- Ke kaseloi atsomo ngaagbei le amli. Klasi muu sanegbaa:
 - Tswiamo sanemuu oti ke sanemuu oti walo mligbalamo le mli ekoj.
 - Tsoomo susumo oti ni yoo niijmaa ko mli le shishi.
- Kuu ni afutu mai ni booo moden ke mai ni ebooo moden tso le:
 - Kanemo sane ni baa nee ni odamo onilee ye sanemuu oti ke sanemuu oti walo no kepei mli. Tsoomo susumo oti le, sanemuu oti le ke sanemuu oti waloi le.

No ni akeyoo gbeke ko ake gbeke kpakpa ji eghenaa nitsumo. Gbeke fee ni tsuo eghenaa nii le atseo le gbeke kpakpa. Gbeke fee gbeke ye nitsumoi komai ye shia, akutso mli ni eyoo ke sukuu. Ye shia mli le gbeke kpakpa gbenaa nitsumoi le ekomai ji keji ote shi leebi le osaa osaa ni oka no le dani

ojeo kpo, Keji oje kpo le na mo fee mo, onukpa jio, otipenfonyo jio. Agbena ogbenaa ji owa ni asaa shia le tamso tsu mli beemso, nibii ahetsuumso ke agbo naa saamso. Eji onitsumso hu ake ke atsu bo le oya. Ye akutso le mli hu eji ogbenaa ake oke woo aha mo fee mo titri le mei ni ye bo onukpa. Esa ni ole bo ni akewo ofaine ke oyiwaladonny.

b. Kiasi le agba he sane.

OTSI 14

1. Kanemo sane ni baa nee ni otsoo susumo oti ni yoo mli. *(mii 2)*

Ye yinwsaji amlie le, nibii babao ena akutseianbii akui ni yoo Ghana le lalai anso hewale. Wiemo, shihile, kusumii srotoi, mankuramo, ke gbomei ayibo ni yaa hie le ena lalai le anso hewale, ni enemei fee ke amehie efutu. Akutseianbii akui fee akutso je man le no heko sroto. Ena tsoo ake mei ni je akutsei srotoi le amlie le yeo niyenii srotoi, ameke kwoyoyi tsakemoi srotoi kpeo, ni ameke gbomei ni je akutsei srotoi amlie le kpeo. Kuu fee kuu faa keyaa hei srotoi fe ekrokomiei, ni no hewo le gbomei ke shihilei srotoi na eko fee eko no hewale. Agbene, jee ake akutso fee akutso tsuuu nii ye nanyi kome shishi, ni no hu ha amena lalai ahe gbejianotoo le no hewale waa. Enemei ke nibii krokomiei eha lalai ahe kusumii ni yoo Ghana le anso hewale.

2. Tsoomo bo ni ona susumo otii le. *(mii 4)*

3. Tsoomo bo ni sanemouu oti waloi le yeo buaa susumo oti ni yoo nigmaa ko mli le. *(mii 4)*

MLIJAA 7: AFIYELI

OTI: KUSUM NIFEEMOI KE MANKURAMO

Oti Mlijaa: **Kusum Nifeemoi**

Nikasemo gbekpamo: *Ale senaamoi ni yoo afii srɔtoi ni ayeo ye kui srɔtoi ni yoo Ghana le amlɪ.*

Oti gbajaa: *Atsɔo nilee ke niiashishinumɔ ye afii srɔtoi le ahe*

HISGBELEMŌ KE MLIJAA LE NŌDOOMŌ

Mlijaa nɛe kweɔ kusum nifeemoi ke mankuramɔ. Ewieɔ shikwee afii ke amɛhe sɛenamoi ahe. Kaselɔi baakase oti nɛe keje Ghana shikwee kusum srɔtoi le amlɪ ni amɛke nilee ni amɛbaana le baawie bɔ ni kui srɔtoi le yeo amɛfii le amɛhaa. Keji kaselɔi kase ene le, amɛbaale amɛ diɛntse amɛman kusum ke kusumi krokomei ni yoo Ghana man le mli le. Ebaawa kebaa kusum yi. Kaselɔi baanɔ kusum he nibii ashishi ni amɛbaanya kusumi krokomei ahe hu ni eke ekomefeemɔ baaba. Mlijaa nɛe he hiaa kaselɔi jogbanɔ jee ye shikwee le kasemɔ mli pɛ keke shi mon tsakpaa ka eke jej saji ke blema saji anikasemɔ le tenɔ. Mlijaa nɛe wajeɔ kaselɔi ni egbeleɔ amɛjwɛnɔmɔ mli ni amenuɔ amɛ diɛntse amɛ kusum shishi ke mei krokomei anɔ hu. Aawo tsɔɔlɔ le hewale ni eke sanegbaa nitsɔomɔ he ɔai srɔtoi, yelikebuamɔ nibii srɔtoi ke kaahamɔ ɔaagbei srɔtoi atsu nii ni eha nikaemɔ aye emuu.

Otsii ke nikasemɔ gbejianɔtoo ni kɔɔ mlijaa nɛe he nɛ:

- **Otsi 15:** Afiyeli
- **Otsi 16:** Afii srɔtoi ni ayeo ye Ghana le.

NITSŌOMŌ KE NIKASEMŌ ɔAAGBEI LE ANŌDOOMŌ

Nitsɔomɔ he ɔaa ni aketsu nii ye mlijaa nɛe mli wieɔ ɔaagbei srɔtoi ni aketsɔ shikwee wiemɔi le he.

Sanenaataomɔ Nikasemɔ: ye ɔaagbe nɛe mli le, ake jɛnshihile mli saji too nikasemɔ le he ni no haa kaselɔi nuɔ nibii ashishi fanɔ fe nitsɔomɔ ɔaagbe ni awieɔ nibii ahe tamɔ bɔ ni amɛji le. ɔaagbei tamɔ mɔ kome nikasemɔ, ku nitsumɔ, hii ke yei amlijaramɔ loo amɛfutumɔ ke nitsumɔ ke klasi muu fɛe nifeemɔ fɛe hɔ sanenaataomɔ nikasemɔ nɛe shishi. ɔaagbeii nɛe yeo ebuaa niahesusumɔ vii, hetootamɔ keha saji anaamomɔ ke naatsele. Ehaa kaselɔi ahegbe ni ametsuo loo amɛkaseɔ nii ye kui amlɪ ni amɛkaseɔ hienyiɛmɔ hu. Kaselɔi baanye ayɔse naagba ko hu ni ametao hetoo ke tsɔ shishi fitsofitso.

Kaselɔi baanye amedamɔ nibii ni mei krokomei ewieɔ le anɔ ni ametsɔɔ amejweɲmɔ ye he, keji amewieeee keshiii le, amɛbaafi wiemɔ le see kpeɲɲ ni amɛbaawie he jogbaɲɲ. Kaselɔi ni nikasemɔ sheɔ shɔɲɲ le, abaaha ame gbenaa krokomei tamɔ ku hienyiemo, tipɛɲfoi anitsɔɔlɔi koni ameye amɛbua amenanemei krokomei le koni amenu nɔ ni tsɔɔlɔ le etsɔɔ le shishi jogbaɲɲ. Esa ake tsɔɔlɔi leɔ kaselɔi ni yɔɔ nitsemɔ ke wiemoi amlɔi naagbai koni ametsɔɔ ɲaagbei anɔ keku susumɔi ni ejaaa fee anaa ye klasɔi le mli.

KAA NɔDOOMɔ

Kaa ɲaagbe ye mlijaa nɛɛ shishi yeɔ ebuaa niahishinumɔ ke niahesusumɔ vii ye kaselɔi agbefaɲ. Kaa kpitiokpitioo haa anaa kaselɔi le ashidaamɔ ke amenɔyaa. Kaa yeɔ ebuaa ni anaa kaselɔi aniashishinumɔ shidaamɔ ye shikwee afiyeli ye Ghana nikasemɔ le mli. Aye ɲele 4 kaa ni kweɔ niahesusumɔ vii mli. Kaa nɛɛ nɔyaa damɔ sanebimɔi, niɲmaa kukuji ke mɔnaa wiemoi anɔ kekaa kaselɔi amɔɔɲɔɔ ye bɔ ni amewieɔ nibii ahe amehaa ke bɔ ni ameketsuɔ nii. Esa ake tsɔɔlɔi ke kaa ɲaagbei srɔtoi atsu nii koni amekena kaselɔi amɔɔɲɔɔ, mii ni ame naa keha ame nɔyaa.

Nɔdoomɔ keha kaa ke ame gbekpamɔ.

Gbekpamɔi	DoK Nɛle	Kaa ɲaagbe
Agba kui ke afii ni ameyeɔ ke amɛhesɛɛnamɔi le ahe sane	4	Sanebimo
Ke afii srɔtoi ni ayeɔ ye Ghana le atotoi amɛhe	4	Sanebimo

OTSI 15

Nikasemo gbekpamo: *Awie shikwɛɛ afiyeli kɛ amɛhe sɛenamɔi lɛ ahe*

YITSO OTI NI AKWEO: AFIYELI

1. **Afiyeli shishitsɔɔmɔ:** Afiyeli ji kusum nifeemɔi ni ku loo maŋ ko nɔ bii feɔ kegbaa blema sane loo mumɔŋ nifeemɔi ketsɔ wiemɔi, lalai kɛ jooshwemɔi anɔ.
2. **Afiyeli hesɛenamɔi:** Afiyeli he ye sɛenamɔi babao. Ekomei nɛ:
 - a. **Afiyeli kusum yibaamɔ:** Eji nifeemɔi ni damɔ shi ha maŋ lɛ ni atsoɔ na ake woo kaa woweɪ lɛ. Akekaio bɔ ni fee ni atswa maŋ loo akutso ko ama shi, hienyielɔi kɛ kakalɔi ni damɔ shi keha hemɔkeyelii ni amehie mli lɛ. Ake afiyeli nifeemɔi lɛ kaio kakalɔi ni huu keshi mei kpɔji, ni amekpɔkpɔi shikpɔji hee, kwe mei, wuu keshi naagbai ni nina amɛ lɛ. Afiyeli beiaŋ ji be ni mei kekaio mumɔi ni he ba seenamɔ keha akutso kɛ maŋ lɛ.
 - b. **Tsɔsemɔ:** Atsoɔ afiyeli nɔ atsɔsɛɔ yinɔbii ni baa ketsɔ kusum nifeemɔi, mumɔŋ nifeemɔi kɛ akanshii kɛ shwemɔi anɔ.
 - c. **Ekomefeemɔ:** Afiyeli nifeemɔi lɛ haa mei kuɔ amɛsɛɛ keyaa amemaŋ, ni no tsɔɔ mei ni amɛji. Mei nɛɛ feɔ ekome keyeɔ naagbai anɔ, ni amɛpleɔ nibii ni baaha amɛ miisheɛ kɛ ninamɔ he.
 - d. **Ye Shikagbefaŋ:** Neke be nɛɛ ji be ni akutsonɔbii lɛ yeɔ jara kebuaa shika naa kehaa amɛ diɛntse amɛhe ejaake mei babao ji mei ni baa akutso lɛ mli.
 - e. **Nɔyaa kɛ shweremɔ:** Afiyeli beiaŋ lɛ abua shika naa keha nɔyaa kɛ shweremɔ nibii ye akutso lɛ mli. Ye neke be nɛɛ amli lɛ, hienyielɔi kɛ maŋbii lɛ waa kɛ maŋ nɔyaa kɛ shweremɔ nibii tamɔ nubu jee, sukuu aloo jara maa, kɛ nibii krokomei ni he baahia akutsonɔbii lɛ.
 - f. **Hietserɛjiemɔ:** Afiyeli kɛ nifeemɔi babao ni kɛ misheɛ baa nyie. Ehaa mei nyaa amɛŋaa ahe ye mumɔi kɛ kusum gbefaŋ.
 - g. **Woweɪ anibimɔ:** Afiyeli ji be amli ni mei kɛ amɛnaagbai kɛ nibimɔi shwieɔ woweɪ lɛ ahie koni amena amɛ mɔbɔ ni ameye amɛbua amɛ.
3. **Afiyeli henɔi:** Ayeɔ afii srɔtoi ye Ghana maji lɛ fɛɛ anɔ.

Ekomei ji nikpamɔ afiyelii kɛ blemabii afiyelii, ni ayeɔ ye afi lɛ mli fɛɛ, ketsɔɔ kusum agbojee srɔtoi. Ekomei ni ale jogbaŋ nɛ:

Nikpamɔ afiyelii

1. **Hɔmɔwɔ Afiyeli:** Gamei ni yɔɔ Ga Kpokpaa lɛ nɔ ni yeɔ neke afi nɛɛ kekaio hɔmɔ ni naa wa lɛ naagbee, kɛ shikwɛɛ lalai, joo, kɛ niyenii srɔtoi tamɔ kpokpoi.
2. **Gologo Afiyeli:** Yiteŋ Boka Kpokpaa nɔ bii kaio kedaa woweɪ lɛ ashi keha nikpamɔ babao ni ametsɔɔ nɔ kɛ bio amɛ hebuu hu.

3. **Samanpiid Afiyeli:** Builsabii ni yoo Yiteŋ Boka Kpokpaa le no ji mei ni yeo aŋi nee keɗaa woweɪ le aŋi keha maŋbii le ke ameneŋmashi nibii le ahe buu .
4. **Asogli Yeɛ Afiyeli:** Afiyeli ni Asoglibii ni yoo Shwilao Kpokpaa le no yeo keɗaa woweɪ le aŋi keha yeɛ babao ni amena le.
5. **Kundum Afiyeli:** Nikpamo afiyeli ni Ahanta ke Nzemamei ni yoo Anai Kpokpaa le no le yeo keɗaa woweɪ le aŋi keha niyenii ni ebu le hewoŋ.
6. **Ngmayem Afiyeli:** Boka kpokpaa no bii ni yeo aŋi nee kekadio naagbee nikpamo le keɗaa woweɪ le aŋi keha nikpamo babao.
7. **Odwira Afiyeli:** Nikpamo afiyeli ni Akropong-Akwapimeɪ yeo ye Boka Kpokpaa le no keɗaa woweɪ le aŋi keha nikpamo babao.

Blemabii le Afiyelii

1. **Aɗae Kese Afiyeli:** Ashantemeɪ ji mei ni yeo neke aŋi nee kekaio tsemeɪ le ni ametsoo no kebio joomo kejeo amedeŋ ketsɔ gwaboo, miyii ke jooshwemo amlɪ.
2. **Akwasidae Afiyeli:** Ashantemeɪ kekaio tsemeɪ le daa otsii ekpaa ketsɔ shikwee miyii, joo, niyenii ashwamo ke daji afosemo mli.
3. **Hogbetsotso Afiyeli:** Akekaio Ewemeɪ agbefaa wulu keje Notsie ni ji nmenenemene Togo le. Aŋlomeɪ ni yeo aŋi nee ye Shwilao Kpokpaa le no.
4. **Fetu Afahye Afiyeli:** Nikpamo afiyeli ni Fantemeɪ ni yoo Cape Coast ke Elmina yeo kekaio wowoɪ ke tsemeɪ le.

Afiyelii krokomeɪ

1. **Aboakyir Afiyeli:** Effutumeɪ ni yoo Shinkpa le ji mei ni yeo, ke adowa gɔbimo le ketsoo amegbefaa wulu le mli sane.
2. **Bakatue Afiyeli:** Akekadio wuoyaa beiaŋ, Elminabii ni yoo Teŋ Kpokpaa le no bii ke lele kudomo ke shikwee jooshwemo tsɔ naa.
3. **Damba Afiyeli:** Dagombabii, Gonjabii, Nanaumbabii ni yoo Kooyi Kpokpaa le no ni yeo kekaio Gbalɔ Muhammed fomo ke egbeiwoo.
4. **Akwambo Afiyeli:** Ajumako, Breman Esiam, Enyan Abaasa ke ekrokomeɪ ni fata he le ji mei yeo aŋi nee kegbaa gbe ni ameketsoo woo ni ameyoo keha tsemeɪ le.
5. **Asafotufiami Afiyeli:** Adameɪ ni yoo Ga Kpokpaa le no bii ji mei ni yeo neke aŋi nee kekaio tai ni tsemeɪ le huu keje Ile Ife kebashe he ni ameyoo nmenenemene le.
6. **Kloyosikplemi Afiyeli:** Yilo Krɔɔbii ji mei ni yeo kekaio amegbefaa wulu keje Kloyomi (Krɔɔ goŋ le) kebashe he ni ameyoo nmenenemene le.

Nikasemo Le He Nitsumo

1. Meni ji afiyeli?
2. Ha afiyeli henoi ete ni ayeo ye Ghana ni oha nokwemonii enyonyoonyo keha eko fee eko.
3. Tsɔomo afiyeli ni okutsoŋbii le yeo ni otsɔo nibii ete hewo ni amebaahie afiyeli le mli.

Nikasemɔ Kɛ Nitsɔɔmɔ He Ɗai

1. Sanenaataomɔ nikasemɔ
2. Klasi muu le fɛɛ nitsumɔ: Agba afiyeli kusum he sane
3. Ku nitsumɔ

Yɛ kui ni hiɛ hewalɛi sɔtoɪ

- Awie afii sɔtoɪ ni ayeɔ yɛ Ghana le ahe
- Ha seenamɔi ni yɔɔ afii sɔtoɪ ni ayeɔ yɛ Ghana le.
- Kwemɔ Ghana afiyeli kusum sɔtoɪ le he vidio
- 4. Klasi muu fɛɛ sanegbaa
 - Wiemɔ otii ni yɔɔ vidio le mli. (Meni/Namɔ he afi ayeɔ le? Namɔ ni yeɔ afi le? Meni hewɔ ayeɔ afi le? Nɛgbɛ ayeɔ afi le ye? Mɛɛ be mli ye afi le mli ayeɔ nakai afi le?
 - Too gbejianɔ ni owie nibii ni oyɔse ye vidio le mli le ahe.

Kaa Oti: DoK Ɗɛɛ 4 – Sanebimɔ

1. Taomɔ mli ni otsɔɔ nɔ ni afi ni ayeɔ ye okutso le mli le damɔ shi eha ke shishinumɔ ni nyiɛ sɛɛ. (*mii 10*)
2. Tsɔɔmɔ afiyeli gbenaa ye maɲ nɔyaa ke akɔntaabuu mli. (*mii 10*)

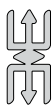
PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

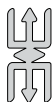
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

OTSI 16

Nikasemo gbekpamɔ: *Kɛ afii srɔtoi ni ayɔɔ yɛ Ghana lɛ atotoi amɛhe*

OTII AHE NI ASUSUO Lɛ: AFII SRɔTOI NI AYEɔ GHANA LE

1. **Afi ni ayeɔ lɛ Ghana (Mlitii):** Afiyeli ji kusum loo mumɔn nifeemɔi ko ni maɲ ko efo efo shi ni ameyɛɔ kɛkaio blema sane ko. Ayeɔ afii kɛkadio nifeemɔi, loo akegbaa kusum he otii komei ketsɔ agwaseian wiemɔi, joi kɛ lalai amli.
2. **Bɔ ni ayeɔ afii yɛ Ghana maji komei anɔ:** Shikwɛɛ kui srɔtoi yɛ gbɛ srɔto nɔ ni ameyɛɔ amɛfi. Kuku nɛɛ baatsɔɔ otii komei yɛ afii komei ni ayeɔ yɛ Ghana lɛ.
3. **Hɔmɔwɔ Afi lɛ** ji afi ni Gamei yɛɔ. Ayeɔ afi yɛ manyawale nyɔɔn lɛ nɔ daa afi. Naa bɔ ni ayeɔ afi lɛ.:

Hesaamɔi

Wulomɔi ni ji wowɛi lɛ anaadaalo lɛ baa shi. Amɛduɔ ŋmaa (abele) ni no damɔ shi ha dioofeemɔ kɛ be ni akɛsolɛɔ kehaa maɲ lɛ. Aguɔ hoofeemɔ nifeemɔi fɛɛ.

Kɛji abaagbele gbɛ ni ji gbi ni akɛ dioofeemɔ kusum lɛ baaba naagbee lɛ afeɔ kusum ko ni atseɔ lɛ odadao nɔshwiemɔ. Abuleɔ ŋshɔ kɛkɛ lɛ akɛ haaji akusum ni ale lɛ akɛ yeeyeyee tsa sɛɛ. Ayeɔ Hɔmɔwɔ lɛ Hɔɔ ni ji enyɔ nɔ yɛ Manyawale nyɔɔn lɛ nɔ.

Ahoɔ kpokpoi.

Awoɔ shikwɛɛ atadei

Afiyeli lɛ

Kɛji aje afi lɛ shishi lɛ, maɲ lumɛi, hienyielɔi kɛ maɲbii lɛ toɔ sɛnɛɛ.

Alaa shikwɛɛ lalai ni ajoɔ.

Maɲ lumɛi kɛ maɲbii fɛɛ wulaa amɛhe kɛ shikwɛɛ hesaamɔ nibii.

Ashwaa nii ahaa wowɛi lɛ kɛ hiimeji ni amɛtsɔmɔ amɛsɛɛ lɛ.

Maɲ lumɛi lɛ shwaa kpokpoi, niyenii ni akeyɛɔ afi lɛ.

Wekui srɔtoi hu hoɔ kpokpoi nɛɛ eko ni amɛjaa.

Ahaa hii fɛɛ yɛɔ nii yɛ ka kome mli ketsɔɔ ekomefeemɔ.

Nifeemɔ Otii

1. **Niyeli kɛ mlifimɔ:** Ajaa shikwɛɛ niyenii, ni mɛi feɔ ekome kenya.
2. **Shikwɛɛ lalai kɛ joo:** Ashwɛɔ joi srɔtoi kɛjieɔ Ga kusum lɛ kpo ketsɔɔ je lɛ.
3. **Kusum nibii akpojiemɔ:** Ajieɔ shikwɛɛ ŋai, nitɛŋmɔi kɛ nifeemɔi akpo.
4. Amuɔ afi lɛ naa kɛ shidaa ni ji ŋɔɔ wala (ɛji be ni akebaa shade kpakpa) kɛ tsese bulemɔ (aɲmɛɔ nibii fɛɛ ni eho lɛ fɛɛ ahe)

Sɛɛnamɔ

Hɔmɔwɔ afi ni Gamei yeɔ le tsɔɔ nikpamɔ wulu be ni amɛnɔɔ shidaa kple amɛhaa wɔwei le nikpamɔ babao le hewɔɲ.

Eke ekomefeemɔ baa ni eke tsakpaa baa manɓii le atɛɲ.

Odwira Afiyeli Lɛ

Manɓtsemɛi ke mei ni je Fanteakwa ye Boka kpokpa le nɔ yeɔ neke afi nɛɛ. Mei le je Akrokpong-Akuapim, Aburi, Larteh ke Mamfe kn.kn yeɔ neke afi nɛɛ. Ayeɔ afi le ye Gbo ke Antɔɲ nyɔɔɲ le nɔ. Ayeɔ afi nɛɛ ye nikpamɔ beiaɲ be mli ni niyenii ebu ni manɓii le tsɔɔ nɔ nɔ kɛdaa hiimeji ni etsɔmɔ amɛ sɛɛ le ashi. Akeni eji yeleyeli afi le, ahaa hiimeji le niyenii ketsɔɔ ake niyenii ebu.

Ato Odwira afi le naa keje blema ni yinɔbii le feɔ le nakai pɛpɛpɛ.

Adaebutu

Eji dioofeemɔ be. Aguɔ hoofeemɔ ke yarafeemɔ fɛɛ naa gbii nyɔɲmai ejwe ye Akuapem dani ayeɔ Odwira le. Mei ni kuɔ neke mla nɛɛ nɔ le, agbalaa ametoi.

Odwira gbi Ju

Ye Akan kusum naa le, hemɔkeyeli ko ye ake manɓtsemɛi gbooo, moɲ amɛyahio akrowa ko. Odwira gbi ju le, agbaa gbɛ keyaa akrowa nɛɛ. Neke teemɔɲ nifeemɔ nɛɛ mli le, agbaa gbɛ le kejeɔ Akropɔɲ man le tɛɲ ni ji Okuapeman man wulu le keyaa lumei agɔɔ ni atseɔ le *Amanprobi* le. Man le blafo le ke amɛ manɓtse le ji mei ni nyieɔ neke blema kusum nɛɛ hie. Neke gbegbamɔ nɛɛ tsɔɔ ake hiimeji (Nananom) le baabafata amɛhe keye Odwira le ye Okuapehene manɓsewe le.

Odwira gbi Jufo

Hemɔkeyeli le ji ake Odwira ji mumɔɲ nikeenii ni hiimeji le kɛhaa manɓtseyeli weku le. Ye neke gbi nɛɛ nɔ le, Gyaasehene – niji manɓtse ni fata manɓtsemɛi bibii le enumɔ le ahe ye Akuapem ke lumei krokomei le tseɔ Banmuhene (Lumei afuuhe ke hiimeji le anaadalɔ) le kpee.

Gyaasehene le woɔ Banmuhene le toi nɔ ake Okuapehene ni ale le ake Omanhene le efɛe kralo ake ebaaye Odwira. Gyaasehene le faa Banmuhene le koni eya koo le mli, he ni gɔɔ le yɔɔ le, koni eke hiimeji (Nananom) le ayawie ni eke Odwira le aje Nananom le aɲɔɔ kɛbaha Okuapehene.

Ekoɲ ye Odwira da Jufo le, sei shiai kpawo le naadaalo le baajieɔ ye le hee ni afa le kpo. Afeɔ ene ye Kubri shia le mli. Dani neke gbi ke be nɛɛ baashe le, aahi ake mɔ ko baasa ye le hee nɛɛ naa ye Akuapem man. Okuapehene le taa manɓjaranɔ ni emɛɔ Baamuhene ke ewebii le koni eke Odwira jɔmɔ le aje hiimeji le aɲɔɔ kɛba koni anye aye Odwira le.

Keji Banmuhene le bashe pɛ, etsio ebeɲkeɔ Okuapehene le, ni ake mama haa amɛyiten, hemɔkeyeli le ji ake Banmuhene ke Okuapehene pɛ naa nɔ ni hiimeji le keɔ amɛ le. No sɛɛ le, agbeleɔ hoofeemɔ le naa.

Odwira gbi Sho

Gbi nɛɛ nɔ lɛ, Akropɔŋ maŋ muu lɛ fɛɛ yɛɔ awerɛho. Awulaa kɛ nidiŋ kɛ nitsuru, wekui bua amɛhe naa kɛfoɔ mɛi ni etsɔmɔ amɛsɛɛ lɛ. Okuapɛhɛnɛ lɛ yasraa lumɔyɛli shiai ni yɔɔ Akropɔŋ lɛ – Aboasa, Asona, Twafo, Benkum, Kyeame kɛ Akrahɛnɛ ni eke amɛyafɔɔ.

Ajiesɔ shishi maŋkɛ, akaio hiimeji (Nananom) kɛ maŋbii fɛɛ ni amɛgboi yɛ afi ni eho lɛ mli yɛ shia fɛɛ shia ni yɔɔ Akropɔŋ lɛ mli. Hiimeji (Nananom) ni agba amɛgbɛ lɛ, aheɔ ayɛɔ yɛ mumɔŋ gbɛfaŋ ake amɛbafata Odwira afiyeli lɛ he.

Odwira gbi Soo

Okuapɛman heɔ Nyɔŋmɔ nɔ amɛyɛɔ ni be mli ni amɛdaa lɛ shi lɛ, amɛjajɛɔ amɛwoo kɛ bulɛ amɛhaa Omanhɛnɛ – mɔ ni ta Ofori Kuma sɛi lɛ nɔ lɛ. Nɛkɛ gbi nɛɛ nɔ lɛ. Okuapɛhɛnɛ woo atade fɛɛfɛɔ, etaa maŋ jara nɔ ni hɛrɛɔ mɛi kɛ gbɔi ni amɛba ɛŋɔ lɛ.

Nɛkɛ beiaŋ lɛ, oblayoo fioo, ni ji omahɛnɛ sɛi he yɛi lɛ atɛŋ mɔ kome kpaa maŋ lɛ gbɛjɛgbɛi lɛ anɔ ni eke niyenii srɔto ‘Eto’ bahaa ewu lɛ. Gbɛkɛnaashi lɛ, Banmuhɛnɛ kɛ ewebii lɛ kɛ eto yaa Nsurem – klɛŋklɛŋ omanhɛnɛ lɛ toohe lɛ. Maŋtsɛmɛi ni je lumɛi ashiai krokɛmɛi lɛ nyiesɛɛ.

Gbɛkɛ ŋmɛji kpawo mli lɛ, Okuapɛhɛnɛ kɛ maŋtsɛmɛi bibii enumɔ lɛ – Gyaasɛhɛnɛ, Benkumhɛnɛ, Nifahɛnɛ, Adontɛnhɛnɛ kɛ Kurontihɛnɛ yaa sɛi tsuji lɛ mli ekomeiekɛmɛi ni amɛyawajɛɔ amɛkita kɛha Ofori Kuma Sɛi lɛ. Eɛ ji kusum nifeemɔ ko ni tsɔɔ Akuapɛm ekomefɛemɔ.

Kɛji atswa gbɛkɛ ŋmɛji 10 keyaa lɛ, esaaa ni ajiesɔ kpo, ɛnɛ kadio duŋ nifeemɔ. Akropɔŋ fɛɛ fɛɔ dioo be mli ni blafoi woo sɛii kɛ Okuapɛman hewulamɔ nibii kɛtsɔɔ Akropɔŋ gbɛi lɛ anɔ keyaa Ademi mu (blema faa) kɛha amɛhe tsumɔ. Kɛji amɛku amɛsɛɛ amɛba lɛ, amɛkɛ amɛ diɛntɛ amɛhe, sɛii kɛ hewulamɔ nibii lɛ fɛɛ ni atsuu amɛhe lɛ baahaa Okuapɛhɛnɛ. Ayɛɔ aheɔ ake esaaa ni maŋnyo ni fataaa ku lɛ he lɛ naa amɛ yɛ nɛkɛ teemɔŋ nifeemɔ nɛɛ mli. Yɛ kusum nifeemɔ nɛɛ mli lɛ, Okuapɛhɛnɛ lɛ jiesɔ ehe flo ni ake mama bihii kɛmɛi fio lɛ ni etswaa tu shii etɛ kɛtsɔɔ ake, ake kusum kɛ gbi lɛ eba naagbɛɛ. Eɛ hu tsɔɔ ake Omanhɛnɛ ɛna hegbe ni ebo gwa ni nɔ ji nɔ ni afɛɔ gbi ni nyie sɛɛ lɛ.

Odwira gbi Sohaa

Gbi nɛɛ he hiaa jogbaŋŋ ejaake nɔ nɔ ayɛɔ afi lɛ diɛntɛ lɛ. Maŋtsɛmɛi, onukpai kɛ Okuapɛmanbii yakpɛɔ yɛ Mpeniase – (tso klɛŋklɛŋ ni adu be mli ni Akropɔŋ batsɔ Okuapɛman maŋ wulu lɛ. Mpeniase nɛɛ ebatsɔ okadi ni damɔ shi kɛha Okuapɛman mumɔ) Maŋ hienyielɔi kɛ mɛi krokɛmɛi fɛɛ baa. Okuapɛhɛnɛ lɛ tsɔɔ nibii ni etɛɛ nɔ yɛ maŋ lɛ mli afi ni eho lɛ mli ni etsɔɔ nibii ni abaafɛɛ afi heɛ lɛ mli ni kɛ nɔyaa kɛ shweremɔ baaba. Okuapɛhɛnɛ lɛ heɔ shɛɛwiemɔi fɛɛ ni je maŋ onukpai kɛ ewebii ni yɔɔ maŋsɛɛ kɛ ɛmaŋ lɛ fɛɛ adɛŋ.

Okuapɛhɛnɛ lɛ kɛ ɛnaawiemɔ haa Okapɛmanbii. Afii ni eho lɛ tsɔɔ ake gbi nɛɛ nɔ lɛ, gbɔi babao baa maŋ lɛ mli. Kɛ je na lɛ, ashweɔ shwemɔi pii. Nitsumɔheɛi wuji hu tsɔɔ nɔ nɔ amɛkɛhɔɔ amɛ nibii kɛji amɛpia nifeemɔi lɛ ni amɛ hu amɛkɛ nibii heɛ ba jaraŋ.

Kusum nifeemɔi eyi Odwira afiyeli lɛ mli tɔ, ŋaa, lalai, hesaamɔ kɛ niyenii. Kusum nifeemɔi nɛɛ gbɛlɛɔ gbɛi heɛ ehaa maŋbii kɛ gbɔi ni baa afiyeli lɛ fɛɛ. Wɔsumɔɔ wɔkusum lɛ, wɔbaa wɔnibii ayi ni wɔtsɔɔ shishi yɛ ŋlɛ fɛɛ nɔ ejaake ejra wa ha wɔ. Kɛji osumɔɔ Akuapɛmɛi asane

ye ame wiemo ni yoo srɔto le hewo le, ene ji hegbe ni oyasra ame. Womiibashe wohe pam ake wobaakpee bo ni wɔjie wokusum le kpo wɔtsɔ bo ke je le.

Odwirea gbi Hɔɔ Ke Hɔgbaa

Hɔɔ titri le, no ko feemo be tso shi nifeemoi krokomei ni ji shwemoi tamɔ boɔlutswaa, ke shwemoi krokomei yaa no ni oblahii ke oblayei le keshejeɔ amemii ye man le mli.

Hɔgbaa le, Akuapem Krontihene le boɔ gwa srɔto ko ni akemuɔ Odwirea afiyeli le naa.

Fetu Afahye

Fetu Afahye ji afi ni Oguaamei ke amemaɔtsemei le yeo ye Ten kpokpaa le no. Ayeo kakaio loo babao ashamo ye ɲsho le mli, ni amefeo kusum kedaa wowe 77 ni yoo Oguaaman le shi, ni ametsɔ no no hu kesaa ameman le mli.

Hesaamo keha afi le jieo shishi kejeo naagbee otsi ni yoo manyawale nyooɔ le mli le. Neke be nee amli le, amekewhereo gboi ni jeo je len he fee he kebaa ameman ke amemaɔbii ni amefafai gbe kebaa Oguaaman ekonɔ. Ajieo afi le diɛntse shishi kleɔkleɔ Hɔɔ ni yoo Gbo nyooɔ le mli le no.

Dani abaaye afi le diɛntse le, ake Omanen le woo tsuɔ otsi. Be mli ni awo le tsuɔ le, esoleo ni ebio nilee keje boɔ le (Oboadze) ke hiimeji le adeɔ, ni ebio hewale ye mumo ke heloo gbefan fee koni enye eje kpo ye hewale mli ni ejweɔmo mli hu aka keha nifeemoi ni nyie see le bo ni afee ni afi le aye emuu. Keji ake Omanen tsuwo nifeemo le ba naagbee le, ebaa manjarano ni eyaa sei tsu le mli ayayeo ɲkpai ekebaa joɔmo kejeo Oguaaman wowe 77 le adeɔ, amehemokeyeli ji ake, ame amekweo Oguaaman le no.

Dani abaaje afi le shishi le, aguo hoofeemo nifeemoi fee anaa ni ahee Fosu kpaakpo le mli bo ni afee jen ajo. Afeɔ ene koni mumo ni yoo Oguaaman le anyie nifeemo le hie ni amekudo mei ni too nifeemo le he gbejianotoo le. Afeɔ ene dani gbi kleɔkleɔ ni yoo Gbo le sheo.

Fosu mukpo le nokwelo (Emissafo) ni yoo Oguaa le yeo ɲkpai ye kpaakpo le naa ni ebaatse mumo le koni ameshwie mumo foji ke oshrai ni baanina gboi ni baa afi le keya see fleɔ. Ayeo ɲkpai le hu kebaa loo babao, ɲmoɔshi nibii babao ke shweremo hu.

Emuntumadadze le – “shishitsɔmo ji ‘hewale gbi’ – gbi ni oblahii ke oblayei ke hiimeji ke yeimeji kesaa akutso le mli. Amejieo goɔtai amli ni ameshaa tsui ni yoo akutso le fee ahe, yinto le ji ake amebaasaa akutso le mli ni emli afee feo keha gwaboo wulu ni ji “Bakatue” le.

Ashio kpe ye Fosu mukpo gbatsu le naa daa Ju naagbee ni yoo Manyawale nyooɔ le mli. Mei babao babuaa shi ye gbatsu le naa kekweo nibii ni woɔtsemei le feo ye amekutso le mli. Atsu nitsumo nee keyashio eno jetseremo be mli ni ayio mii ni woɔtsemei le joɔ. Atseɔ hiimeji le amumo le koni amegba no ni baaya no ye afi hee le mli. Eno jetseremo Jufo hu le, afeɔ nibii pii. \Afeɔ kusum ye Fosu gbatsu le naa, ni naagbee le ake leji daa ye Fosu mukpo le mli keji Omanen ye ɲkpai eta.

Akeni ahaa mo ko ahe ye Fosu mukpo le mli bei nee amli hewo le, Omanen le ji mo kleɔkleɔ ni fo yaa shii ete ke gbeleɔ mukpo le naa kehaa man le. Loo pii ni Omanhene le shaa le tso ake amebaana loo pii afi ni nyie see le. Mei bayeo nifeemo le he odase be mli atswaraa tu. Atseɔ ene Bakatue.

Manɔtsemei ni yoo Oguaa le koo Sho kenmeo shi ni amekereheo Oguaabii le. Ayio mii ni Asafo kui kpawo le joo. Ake gbi nee kpataa bei ni mei tsoo no ameleo amehue hu.

Afeo kusum ko hu ye Nana Paprata gbatsu le naa Soo gbekere. Ajo Adammba ketseo hiimeji le amumoi le koni wɔntsemei le anye agba. Afeo kusum nee keyashio jetseremo. Oti le ji atsuu Oguaaman le he ni ashwie mumoi foji fiaa. Neke be nee amli le, agbeo tsina kejuraa Oguaaman. Dani abaajura man le, ake kooloo le yaa Nana Tabir gbatsu le naa ni ayatsuo he keha afoleshaa kple nee. Ayashaa afole le ye Papratam. Aketoo sliki tso ni Omanhen taa shishi ye gwaboo le shishi le he okadi. Eke emantsemei bibii le ke man onukpai le taa shi ye Tabri gbatsu le naa he ni ake tsina afimo enaji le enmo le. Omanhen yee nkpai ni etsuo kusum komei, etseo hiimeji le ni amebaawa Oguaaman. Bie le, ekoo kakla ni ekegbeo tsina le ehaa woji le.

Keji Omanhen sha afole le eta le, Ayee afi le dieɔtse Hoo klenklen ni yoo Gbo nyoo le no le. Neke gbi nee no le, Asafo kui le too srene kenyeo Oguaa keje Kotokuraba kebaa blohum ni yoo mantsewe le. Mei jee hei hei baa amebakweo afi nee. Aboo gwa neke gbi nee no ni awieo saji ni gbaa Oguaa naa ni akpaa Asafo kui kpawo le afai koni amebu Oguaaman he. Ayio mii, ajo ni ayee nkpai kekpeo man kebaa afi hee le mli ke toinjo le ke shweremo.

Omenenmene le awoo afi le hesole ke Afahye joo, boolutswaa, atadei ke hesaamo, ke kusum nibii akpojiemo ke 'Miss Afahye' nifeemo le.

Keji agbe afi le naa le, Hogbaa le asafo kui (solemoi) fee feo ekome ni amejaa ye Victoria Park kedaa Nyoomo shi ake Eye ebua Oguaa ni afiyeli le efie shweshweeshwe. Kefatahe le, atsoo no aketao shika kehaa Oguaaman. Ketso ene no le, Omanhen ke enukpai le yaa solemofoemo nee ni ameke hegbe le tswaa gbi ni abaaye afi le ye afi hee ni abaabote le mli le.

Srɔtoi ni yoo Afii ni ayee ye Ghana le: (Bie le, esa ake kaselo akase maji krokomei ano afii ni ametsoo srɔtoi ni yoo ameten) Nokwemonii ne.

Odwira Afiyeli Le

1. **Mei ni yee:** Akanmei, ni ji Akwamumei ke mei ni je Akyem le.
2. **Oti:** Koni ajura man le ke akutsei le, ni anya ekomefoemo ke hewale ni man le yoo le he.
3. **Nifeemoi:** Kusumi, mii ayii, joo, lalai ke hiimeji ke wowe le anihamo
4. **Be:** Afee le otsi

Fetu Afahye

1. **Mei ni yee:** Oguaamei ni yoo Cape Coast le.
2. **Oti:** Koni akai Oguaamei ablema sane, kusum ke ekomefoemo.
3. **Nifeemoi:** Kusumi, mii ayii, lalai ke lalai ke afoleshaa keha Oguaa wowe le.
4. **Be:** Eyeo otsi

Srɔtoi

1. **Mei pɔtee ni yee:** Akan ku gbajaa yee Odwira, shi Fetu Afahye le Oguaamei ni yoo Cape Coast le pe yee.

2. **Blema saji:** Odwira blema saji le damo Akan mantseyelii le ano, shi Fetu Afahye le Oguaamei ablema saji ke kusum pe ano edamo.
3. **Kusum nifeemɔi:** Nifeemɔi nee fee damo kusumi ano shi eko fee eko ye srɔto.

Nikasemo Nitsumo

Saamo ohe ni oha agba kadaa ni ji awie aha loo awie ashi yitso le:

“Eji oblahii ke oblayei le agbenaa ake amekɛ amehɛ baawo shikwee afiyelii le amlɛ bo ni afee ni amekusum le akalaaje.”

Nikasemo Ke Nitsɔɔmo He Nai

1. Sanenaataamo Nikasemo: Klasi muu fee sanegbaa
 - Tii Afiyeli nikasemo le mli ekonɔ
 - Agba shikwee afiyeli srɔtoi ni ayeo ye Ghana le, akwe henɔi le.
 - Agba afiyeli srɔtoi le ahe seenamo.
2. Kuu nitsumo/ Afutu kaselɔi le ye amemodenɔɔ naa
 - Kui srɔtoi le atsɔɔ srɔtoi ke nibii ni haa afii le ekomei yeo hegbo le.

Kaa Oti: Dok Dɛɛ 4 – Sanebimo

1. Tse afii enumo komei ni ayeo ye Ghana ke mei ni yeo. (*mii 5*)
2. Ke oman afi le ato afii ni otse le atɛɛ ekome he. (Nk., afi le gbɛi, mei ni yeo, bo ni ayeo le, kusum nifeemɔi komei ke afi le he seenamo kn.kn. (*mii 12*))
3. Mei komei heo yeo ake shikwee afii abe eho. Dmaa wolo hiegbelɛmo ni otsɔɔ amehɛ seenamo keha nmenɛnmenɛ Ghanaman shihile. Ke nilee ni ona ye afii srɔtoi ni okase le ahe le atsɔɔ nɔnyee ni ekebaa man ni yee le ano. (*mii 12*)

PLC Session 16

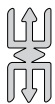
45 minutes

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.

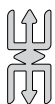
3. Plan the week's key assessment with your app

- 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.

Mlijaa 7 Mlikwɛmɔ

Otsii nyɔŋma ke enumɔ ke nyɔŋma ke ekpaa le, wɔwie shikwɛɛ afiyelii, amehenɔi ke sɛɛnamɔi ahe. Wɔkɔ afii enyɔ ni wɔtsɔɔ nɔ ni feɔ amɛ srɔtoi ke nɔ ni haa ameyɛɔ hegbo. Afee ene koni kaselɔi ale amɛ diɛntse amekusum ni amenya mei krokomei anɔ he hu. Gbɛkpamɔ le ji ake, be mli ni akaseɔ mlijaa nɛɛ he nii le, kaselɔi baale amɛ kusum koni amɛ baayi. Ebaawo kaselɔi ahewale koni amɛtsa yaa keye afii le. Amɛbaakase ŋai, amɛbaatɛŋ mfoniri ye amɛjwɛŋmɔ mli ni amɛbaana wiemɔi hee ni amɛkɛbaatsu nii ye maŋ ke jɛŋ saji anibii ahewiemɔ mli.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 15

1. Sanemuu oti le ji

- a. ‘Ghana’s biodiversity is facing threats from deforestation, pollution and climate change’ - 1 mark

The supporting sentences are:

- i. As a nation, we must take action to protect our forests, wildlife and water resources.
- ii. By adopting sustainable practices, such as planting trees, reducing waste and conserving water, we can help preserve Ghana’s natural beauty for future generations.
- iii. Every small effort counts and collective action can make a significant difference in safeguarding our environment.

1 mark for each supporting sentence identified

2. Sanemuu Oti ni yɔɔ nikanemo le mli ke ji

‘Environmental conservation in Ghana’ - **1 mark** (Any other topic given that is close to the passage - **1/2 mark**)

3. Sanemuu oti waloi le waa kenaa sanemuu oti le ye gbɛi nɛɛ anɔ:

- a. Otii ni fiɔ sɛɛ
- b. Mligbalamɔ
- c. Tsakpaa baa sanemuji le atɛɲ
- d. Otii ni piaa sanemuji le asɛɛ
- e. Ehaa niɲmaa le feɔ faɲɲ
- f. Ehaa nɔmimaa

*Eko fɛɛ eko hiɛ **mi 1**.*

*Nibii ni yɔɔ ɲwɛi le atɛɲ etɛ - **mii 3***

*Nibii ni yɔɔ ɲwɛi le atɛɲ enyɔ - **mii 2***

*Nibii ni yɔɔ ɲwɛi le atɛɲ ekome - **mi 1***

OTSI 16

Bɔ ni abaadiki sane ko mlikwɛmɔ: Gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli

I. Hiegbɛlɛmɔ (*mii 10*)

1. Shishijee wiɛmɔ (*aaafee mii 3*)
 - a. Hiegbɛlɛmɔ faɲɲ yɛ gbɛɛmɔ nɔyeli yitso lɛ ahe.
 - b. Gbɛɛmɔ nɔyeli he sɛɛnamɔ yɛ Ga wiɛmɔ lɛ mli.
2. Shigbɛlɛmɔ he sanɛbimɔ kɛ gbɛkpamɔ (*keyashi mii 4*)
 - a. Shigbɛlɛmɔ sanɛbimɔ ni yɛ faɲɲ.
 - b. Gbɛkpamɔ krɛdɛɛ ni he hiaa shigbɛlɛmɔ lɛ.
3. Shigbɛlɛmɔ lɛ hesɛɛnamɔ (*keyashi mii 3*)
 - a. Gbɛɛmɔ nɔyeli shishinumɔ yɛ Ga wiɛmɔ lɛ mli lɛ he sɛɛnamɔ
 - b. Bɔ ni akɛbaatsu nii kɛ esɛɛ saji

II. Nibii ni aɲmala yɛ yitso lɛ he (*mii 15*)

1. Shigbɛlɛmɔ he ɲaagbɛi lɛ nɔmimaa (*keyashi 5*)
 - a. Fɔnɔlɔji gbɛɲianɔtooi lɛ ashishinumɔ
 - b. Bɔ ni akɛ ɲaagbɛi ni sa lɛ tsuɔ nii
2. Nifeɛmɔ ni damɔ wiɛmɔ lɛ nɔ (*mii 5*)
 - a. Ga wiɛmɔ lɛ jɛbɔ
 - b. Shigbɛlɛmɔi krokomei ni atso hie afee yɛ gbɛɛmɔ nɔyeli yɛ Ga wiɛmɔ lɛ mli
3. Mlipeimɔ fitsofitso (*keyashi mii 5*)
 - a. Nibii ni aɲmala yɛ yitso lɛ he lɛ mliɲhimɔ
 - b. Gbɛi ni ashimɔ yɛ shigbɛlɛmɔ lɛ mli ni abaanyɛ atsu he nii wɔsɛɛ lɛ yopomɔ

MLIJAA 8: GBELE KE YARAFEEMO

OTI: KUSUM NIFEEMOI KE MANKURAMO

Oti Mlijaa: **Kusum Nifeemoi**

Nikasemo Gbekpamo: *Ake nilee ni ayɔɔ ye gbele ke yarafeemo he le atsoo srɔto ke nibii ni haa yarafeemo kusumi ye maji srɔtoi ano le yeo hegbo.*

No ni kaselɔi baanye amefee: *Tsoomo nilee ke niiashishinumɔ ye gbele ke yarafeemo he.*

Niahefɛlemo



Feemo Practice Paper 2 ni yoo Otsi 18. Esani oko keje nibii ni atsoo keje Year 1 keyashi 3. Kwemo specification ke structure of the paper ni yoo mlijaa nee naagbee le no keha yelikebuamɔ. Kadimo kaselɔi awoji oya ni otswa mii le owo SAP le no.

HIɛGBELEMɔ KE MLIJAA LE NODOOMɔ

Mlijaa nee baawie gbele ke yarafeemo he ye kusum nifeemoi ke mankuramo yitso le shishi. Kaselɔi baakase no ni gbele ji, no ni kebaa, ehenɔi, nonyee ke gbei ano ni abaanye atsoo keku gbele naa. Amebaakase yarafeemo, yarafeemo henɔi, yarafeemo he seenamo ke tsakemoi ni eba nmenenmene yarafeemo mli. Amebaatsɔo srɔtoi ke nibii ni haa yarafeemoi krokomei ke amekusum no le yeo hegbo. Nilee ke niiashishinumɔ ye yarafeemo he le baaye ebua kaselɔi ni amebaale amekusum ke mei krokomei ano. Kaselɔi baanu kusum he nibii ashishi ni amebaanya kusumi krokomei ahe hu ni eke ekomefeemo baaba. Mlijaa nee he hiaa kaselɔi jogbaɲɲ jeee ye shikwee wiemo le kasemo mli pe keke shi moɲ tsakpaa ni ka eke jeɲ saji ke blema saji anikasemo le teɲ. Mlijaa nee wajeo kaselɔi ni egbeleo amejwenɲmɔ mli ni amenuo ame dientse ame kusum shishi ke mei krokomei ano hu. Aawo tsoolo le hewale ni eke sanegbaa nitsɔomo he ɲai srɔtoi, yelikebuamɔ nibii srɔtoi ke kaahamo ɲaagbei srɔtoi atsu nii ni eha nikaemo aye emuu.

Otsii ke nikasemo gbekpamo ni koo mlijaa nee he ne:

- **Otsi 17:** Gbele he saji
- **Otsi 18:** Abaatsɔo srɔtoi ke nibii ni haa yarafeemoi yeo hegbo ye Ghana shikwee kui srɔtoi le atɛɲ.

NITSOOMO KE NIKASEMO ɲAAGBEI LE ANODOOMɔ

Nitsɔomo he ɲaa ni aketsu nii ye mlijaa nee mli wiewo ɲaagbei srɔtoi ni aketsɔo shikwee wiemoi le he.

Sanenaataomɔ Nikasemɔ: ye ɲaagbe nɛɛ mli le, ake jɛnshihile mli saji too nikasemɔ le he ni no haa kaselɔi nuɔ nibii ashishi faɲɲ fe nitsɔomɔ ɲaagbe ni awieɔ nibii ahe tamɔ bɔ ni amɛji le. Ɖaagbei tamɔ mɔ kome nikasemɔ, ku nitsumɔ, hii ke yei amlijaramɔ loo amɛfutumɔ ke nitsumɔ ke klasi muu fɛɛ nifeemɔ fɛɛ hɔ sanenaataomɔ nikasemɔ nɛɛ shishi. Ɖaagbeii nɛɛ yeɔ ebuaa niahesusumɔ vii, hetootamɔ keha saji anaamomɔ ke naatsele. Ehaa kaselɔi ahegbe ni ametsuo loo amekaseɔ nii ye kui amli ni amekaseɔ hienyiemɔ hu. Kaselɔi baanye ayɔse naagba ko hu ni ametao hetoo ke tsɔɔ shishi fitsofitso.

Kaselɔi baanye amɛdamɔ nibii ni mɛi krokomei ewieɔ le anɔ ni ametsɔɔ amɛjwɛɲmɔ ye he, keji amɛwiewee keshiii le, amɛbaafi wiemɔ le see kpɛɲɲ ni amɛbaawie he jogbaɲɲ. Kaselɔi ni nikasemɔ sheɔ shɔɲɲ le, abaaha amɛ gbɛnaa krokomei tamɔ ku hienyiemɔ, tipɛɲfoi anitsɔɔlɔi koni amɛye amɛbua amenanemɛi krokomei le koni amenu nɔ ni tsɔɔlɔ le etsɔɔ le shishi jogbaɲɲ. Esa ake tsɔɔlɔi leɔ kaselɔi ni yɔɔ nitsemɔ ke wiemɔi amli naagbai koni ametsɔɔ ɲaagbei anɔ keku susumɔi ni ejaaa fɛɛ anaa ye klasi le mli.

KAA NɔDOOMɔ

Kaa ɲaagbe ye mlijaa nɛɛ shishi yeɔ ebuaa niaahishinumɔ ke niahesusumɔ vii ye kaselɔi agbefaɲ. Kaa kpitiokpitioo haa anaa kaselɔi le ashidaamɔ ke amenɔyaa. Kaa yeɔ ebuaa ni anaa kaselɔi anishishinumɔ shidaamɔ ye gbele ke yarafeemɔ kusum ni afeɔ ye Ghana le ahe. Aye ɲɛle 4 kaa ni kweɔ niahesusumɔ vii mli. Kaa nɛɛ nɔyaa damɔ sanebimɔi, niɲmaa kukuji ke mɔnaa wiemɔi anɔ kekaa kaselɔi amɔɔɛɲbɔɔ ye bɔ ni amɛwiewe nibii ahe amehaa ke bɔ ni ameketsuo nii. Esa ake tsɔɔlɔi ke kaa ɲaagbei srɔtoi atsu nii koni amekena kaselɔi amɔɔɛɲbɔɔ, mii ni amɛ naa keha amɛ nɔyaa.

Gbɛkpamɔi	DoK Ɖɛle	Kaa hɛnɔ
LI.1.3.3.1 Nibii ni kɔɔ gbele he sanegbaa	4	Sanegbaa
LI.2.3.3.1 Abaatsɔɔ srɔtoi ke nibii ni haa yarafeemɔ kusum nifeemɔi le ekomei yeɔ hegbo ye Ghana shikwɛɛ kui srɔtoi le atɛɲ.	4	Sanebimɔ

OTSI 17

Nikasemo gbekpamo: *Agba saji ni kɔɔ gbele he*

OTII AHE NI ASUSUO Lɛ: GBELE

Gbele: Gbele ji nɔ ni foɔ adesa wala sɛɛ ye shikpon nɛɛ nɔ. Eji nɔ ko ni keji eba le anyɛɛɛ atsake ye adesa walashihile mli: adesa susuma/mumo le shio egbomɔtso le mli. Esa ni ale ake gbele shishitsɔɔmo ye srɔtoi ye kusumi srɔtoi le amli, mla naa ke gbomɔtson kwemo mli saji. (Shishitsɔɔlɔi/ tsɔɔlɔi atsɔɔ gbele shishi tamɔ bɔ ni eyɔɔ ye amekusum le mli le)

Nibii komɛi ni kɛ gbele baa

- **Dale:** keji mei da ni amegbolɔ le, amegboio
- **Oshrai:** oshrai tamɔ tsɔji oshrai, nu miimo, loo shigbeemo keje tsu kakadaŋ yiten kn, le ebaanye egbe mei.
- **Helai:** Helai tamɔ HIV/AIDS, sikli hela, atridii, musunƙɔɔ, tsui hela ke ekrokomei le haa mei wala ŋmeɔ ame keji amɔɔ naa.
- **Loomɔi:** Loomɔi ke tsofai gbohii nyeɔ egbeɔ mei.
- **Adebɔɔ mli oshrai:** Adebɔɔ mli oshrai tamɔ la, nugbo ni naa wa, tsui ni ekumɔɔ egbeɔ mei anɔ ke ekrokomei hu kpataa mei awala hie
- **Hegbee:** Mei dientse jeɔ gbe amegbeɔ amehe
- **Mumɔi/ Ayekpemo:** Ayeɔ aheɔ ake woji nyeɔ amegbeɔ mei keji ameto ame nɔ loo keji amekɛ shade fɔŋ ba maŋ mli keji ameto mla nɔ. Ayei hu nyeɔ amegbeɔ mei. (Tsɔɔlɔ agbala ene mli ye ame kusum naa)

Gbele Henci: Nyɔŋmɔjeŋ Gbele Kɛ Kpatu Gbele

1. **Nyɔŋmɔjeŋ gbele:** Gbele ni agboɔ keji ada loo hela ye mɔ ni etsɔ mli ke gbo.
2. **Kpatu gbele:** Ene le jee dale loo hela gbeɔ mei le. Enemei ji:
3. **Shia gbele:** Ene le mɔ kome loo mei enyɔ gbeɔ mɔ le. Ye mla naa le keji aje gbe agbe mɔ le atseɔ le ‘murder’ ni keji ajee gbe le atse le ‘manslaughter’
4. **Oshra gbele:** Ene le, oshra ni ke neke gbele nɛɛ baa. Abuɔ neke gbele heno nɛɛ ake oshra keji jee mɔ le dientse fo ewala nɔ loo hela ni gbe mɔ le. Ebaanye efɛe tsone/lɔre oshra, shigbeemo ni naa wa kn.kn.
5. **Nɔ ni gbele kebaa mɔ nɔ:** Eye mli mon ake gbele foɔ adesa tɔle sɛɛ, shi gbele dientse nyeɔ eke nibii foji baa adesa nɔ ye gbei pii anɔ. Naa ekomei:
 - *Henumɔ naagbai:* Gbele haa ayeɔ awereho. Suɔlɔ ko gbele haa weku muu ke nanemei fɛɛ awere hoɔ amehe ni amenaaa miisheɛ.

- *Shramo mli naagbai*: gbele haa akpoɔ mei, titri le mei ni ame pe ameyɔɔ loo mei ni ke mei pii be tsakpaa kpakpa ko. Mei ni ashio ye see le naaa yelikebuamo ni mo ni etso esee le kehaa ame le donɔ.
- *Shika gbefan naagbai*: Gbele ke nyomo baa titri le yarafeemo mli nyomoi, helatsamo mli nyomoi, mei anitsumo mli nyomowoo nyeo enmeo ame tete po.
- *Jweɲmo mli naagbai*: Gbele titri le kpatu gbele woo mei jweɲmo.
- *Hewale shibaa*: Gbele mli naagbai nyeo ehaa hela moɔ mei titri le mei ni egbojo momo loo mei ni hela ye amehi momo
- *Nitsumo mli naagbai*: Gbe baaka nitsumoi ke gbehei ni mei ni egboi kpatu gbele le hie ye nitsumohei srɔtoi le amlɔ titri le keji gbekebi ke oblahii ke oblayei gboi, ni no yen ebuaɲ maɲ le wosee.
- *Mumɔɲ naagbai*: Kpatu gbele haa mei jeo amehemakeyelii loo Nyomɔ he ɲwane.

6. Gbei komei ano ni abaanye atso keku gbele naa: Aye gbei pii ano ni adesai baanye ametsɔ no keku gbele naa. Naa ekomei:

Subaɲ Tsakemo

1. **Niyenii kpakpa yeli:** Esa ni aye niyenii ni hewale yoo mli tamo aduawai, yelibai ke niyenii krokomei ni hewale yoo amemli.
2. **Kpɔiaɲgbɔlemo:** Esa ake wɔfo wɔkpɔiaɲ gbɔlemo, wɔ fo nyiemo, wɔ fo foijee loo kpɔiaɲgbɔlemoi nifeemoi srɔtoi feemo.
3. **Akpa sheremo:** akpa tsofa foji asheremo loo fuu
4. **Akwe daa ni wa numo:** Esa ni akwe ni akanu daa fee nine loo akpa numo kwraa.

Henɔkwemo

1. **Afo helatsamohe le sramo:** Esa ake afo helatsamohe le sramo keha gbomotso le mlikwemo koni keji hela ko etee ye gbomotso le mli le, ana mra ni aku naa.
2. **Tsofagbuu:** Esa ni wɔgbulo ni wɔkolo tsofa ni sa, no hu yeo ebuaa
3. **Hela nɔkwemo:** Esa ni mei ni yoo helai komei tamo sikli hela loo tsui hela le akwe amehi no jogbaɲɲ ni amejweɲ no amekoloo ametsofai le.

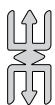
Nibii ni esa ake wɔhiɛ ahi no ni wɔfee

- **‘Sitibeeti woo’:** Esa ake awo sitibeeti keji aakudo loo ata tsoji amlɔ.
- **‘Helmetiwoo:** Esa ake abu helmeti keji aata moto loo baisiko no.
- **Shigbeemo naakuu:** Esa ni ato gbejiano keku shigbeemo naa, tamo abaafee nibii ni abaanye amomo mli keji aanyie loo aakwo nii loo anyiee nibii ni shaneɔ ano.
- **Trafiki mla nɔyeli:** Keji aakudo tsoji loo aafɔ gbe mli le, esa ake aye mlai le ano koni akena oshra loo agboi

Jweηmo shikamo mli hewale

1. **Hejoomo:** Ajo he bo ni sa ni akajweη pii
2. **Jweηmo mli hewalenamo yelikebuamo:** Esa ake abi yelikebuamo keje jweηmo mli hewalenamo nitsulbi loo yelikebuamo kui adeη.
3. **Oshrai anaakuu:** Esa ni ato lajee he gbejiano, ake nibii ni woo la aka beηke nibii ni jeo la.
4. Esa ake atsi he keje subaηi foji tamo juu, daanumo trilii ke ajwamaηboo he. Abu onukpai, ni aye mlai ano.

Yarafeemo Kusum Ye Ghana Maji Le Ekomei Ano



Note

Tsoolo le akwe yarafeemo kusum ye Ghana maji le ekomei ano he niηmaa le ye baafa 56-58 ye nikaselo gbetsoomo le mli.

Nikasemo Nitsumo

Apei naagbai ejwe (4) ni gbele kebaa mo ni etso esee le weku ke nanemei ano

Nikasemo Kε Nitsoomo He Dai

Sanenaataomo Nikasemo

- **Klasi muu fee sanegbaa:** Agba gbele he sane.
- **Ku nitsumo:** Awie gbele henoi le ahe ye kusum naa.
- **Mei enyonyonyo anitsumo:** Atsoo naagbai ni gbele kebaa.
- **Klasi muu fee:** Awie gbei komei ano ni abaanye atso keku gbele naa he.

Kaa Oti: DoK Dele 4 – Sanegbaa

1. Taomo nibii enumo ni ke gbele baa ye akutso le mli ni atao nibii otii ni ke neke gbele nee baa ke nonyee ni gbele le yoo ye akutso le no
2. Ake naawielo le, tsoomo bo ni obaatsoo okutsongbii le gbe no ni amebaanye ametsa no keku gbele naa.

PLC Session 17

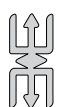
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

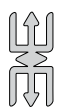
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes

Enactment

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

5 minutes

Reflection

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

OTSI 18

Nikasemo gbekpamɔ: *Ake yarafeemo kusum ni afeɔ ye Ghana maji srɔtoi le anɔ le atotoo amɛhe*

OTI HE NI AWIEɔ: SRɔTO NI Yɔɔ YARAFEEMɔ KUSUM YE GHANA MAJI LE SRɔTOI LE ANɔ

1. **Gbele ke yarafeemo:** Yarafeemo ji gbe kpakpa nɔ ni man muu fee ehe ewo mli ake wekumei ke manbii fee atso nɔ kewo mɔ ni etsɔ esee le gbe. Yarafeemo ji naagbee kusum loo nifeemo ni mei ni yɔɔ wala mli feɔ kewaa mɔ ni egbo le kekpalaa le keje hiekalɔi atɛn keyaa gbohiiatɛn ye toinjo le mli. Yarafeemo ji gbe ni ahe awo mli ake akutsɔnbii le atso nɔ amekema amekema mɔ ni egbo le tsakpaa le nɔ mi ekonɔ. Yarafeemo ji kusum nifeemo ni afeɔ kefuɔ/ toɔ mɔ ni egbo le.

Kusum nifeemo nɛɛ, esoro bɔ ni man fee man feɔ eno ehaa ke mlai ni yɔɔ he hu. Akutsɔnbii le ke weku le yeɔ awereho ni amenyaa shihile hu ni mɔ ni etsɔ esee le bahi. Yarafeemo kusum le ji kusum ko ni saa mɔ fee mɔ he- gbonyo le tete po fata he. Ato nifeemo le naa, shishijee, tɛn ke naagbee.

2. **Yarafeemo henɔi:** Man fee man ke eyarafeemo henɔi ke bɔ ni amefee ameyara amehaa. Fantemei ye *Eyipa/sikasa, Detseyi/fundahɔ ke fea*. (**Tsɔɔɔ ke shishitsɔɔɔɔi atso shishi ye amekusum naa**)
3. **Yarafeemo he seenamɔi:** Yarafeemo he hiaa jogbanɔ ye maji amlɔ. Naa ehe seenamɔi le ekomei:
 - Ehaa anyaa mei awalashihile saji ahe titri le nibii ni mɔ ni etsɔ esee le bafee. Keji aaye afi le, agbaa mei awalashihile mli saji ketsɔ lalai ke wiemoi amlɔ ni akekanfoɔ mei ni egboi le. Eji hegbe ni anaa ake je le jaa loo gbaa nibii ni amefee ameha ameman le. Amesane woo mei krokomei ahewale koni amefee ekpakpa loo ametsake amesuban.
 - Yarafeemo waa ni egbeɔ dole ni yɔɔ mei amlɔ be mli ni amesuoɔ le egbo see. Keji awo gbonyo le hie nyam ye eyarafeemo mli le, mei kaio eshihile kpakpa.
 - Yarafeemo haa mei yeɔ awereho ye gbe kpakpa nɔ ni mei nuɔ he ehaa amɛhe. Ehaa mei yeɔ awereho kutuu, ni etsɔ tsakpaa ni ka wekumei atɛn nakai beian.
 - Yarafeemo haa wekumei ke nanemei kpeɔ ekonɔ. Yara shishi ji he ko ni mei bakpeɔ ye, ni etsɔ tsakpaa ni ameyɔɔ, ni no yafeɔ yelikebuamɔ nɔ ye be ni amehiaa amɛhe titri le.
 - Yarafeemo yafeɔ adesa naagbee kusum ye shikpon nɛɛ nɔ.
4. **Srɔto ni yɔɔ yarafeemo kusum henɔi le atɛn ye Ghana maji le srɔtoi le anɔ:** Naa bɔ ni Gamei feɔ ameyara amehaa. (*Tsɔɔɔi atso bɔ ni afeɔ le ye amekusum naa ni ameketo bɔ ni Ghana maji krokomei le feɔ le le he*)

Gbele He Kusumii

Onukpai kpeɔ keji mɔ le gbee shi nɔŋŋ.

- a. Amrɔ ni mɔ le gbo le, akεεε
- b. Ajajeɔ gbonyo le ni ajuɔ ehe.
- c. Ashεɔ eyi ni ajaleɔ ahe.
- d. Ashaa egbɔmɔtso he ni ajaleɔ ehe (keje enane shishi keyaa ηwei).
- e. Afɔɔ le abonuo ni atsumɔɔ ehe (abonua le gbɔjɔɔ gbonyo le).
- f. Ashaa le sawie ni awoɔ le agblama (Pɔɔda).
- g. Atseɔ le tekle (ke yoo ni le – bue, ke nuu ni le - agu) ni asaa ehe dani akε le fɔɔ shi. No sεε le aboo yaafɔ. Sεε mli dani awoɔ le keyaa mɔtsire.

Kaimɔ

Tsutsu ko le, ataa gbonyo le shi ye tsu ko mli. Aku nu futuo kanfa ni akεmaa enaa keβεjeɔ le.

Sisatsεmɔ (Sisa Kplekεmɔ)

Wekumεi yatseɔ gbonyo le sisi ketao nɔ pεtεε ni gbe le. Keji loomɔ le, awoɔ nu (baa) keshwaa gbonyo le he dani ajuɔ ehe.

Kotsagbamɔ

Eji klεŋklεŋ kusum ni afeɔ haa gbonyo le dani ajuɔ ehe haa le.

- a. Afeɔ ye tsemεi awe.
- b. Wekumεi ni kpeɔ kegbaa kotsa le.
- c. Wu loo ηa ke wekumεi ye nibii ni amεkeεbaa.
- d. Atoɔ nibii le ashwieɔ saa nɔ.
- e. Atsereɔ kotsai le amli ni afoɔɔ abonuai le amli ni akεyaa hejuuhe.
- f. Tsεsεε haa abonoai ke sawie.
- g. Nyεsεε haa kotsa (taakotsa akwabii ejwe) bosaa ke abonuai
- h. Da haa kotsa ke samlia, sawie ke abonuai, krɔbɔ ke ayilɔ loo mlɔgo, mama shishi ke ηwei (adasa).
- i. Wu haa helenii ke kuumɔ kpaa, tekle, adeka ke atade.

Kaimɔ

Bii ji mεi ni fuɔ amεtse adeka ye kusum naa. Ni yoo ni be wu ke bii le, etsεsεε weku fuɔ le adeka

Gbonyo Hejuu

Ayeo nkpai kejeo gbonyo le hejuu shishi. Ahaa okulafoyo le mo ewu nane waobii (gonti) ni ajuo ahaa le. Akpaa gbonyo le krɔbo ke ayilo. No se le, ashishwuaa den keke le, akebu gbonyo le musu no (akehaa gbonyo le due) keke le asaa le afɔ shi.

- **Ketre** - Gbejianotoo ko ni ato ye yara no ni atsɔɔ no keheo fuu (shika)
- **Faafuo** – Keji asaa gbonyo he le, wekumei fo le faa – Ahaa shika nigbonyo le kefo faa keya gbohiajen.

Tselɛgbamo

Eji kusum ni aketseo hiekalo ke gbonyo ten. Ahaa nuu onukpa ni to nɛke kusum nɛɛ.

Agbaa tsere mli enyo keji aaye nkpai. Afɔ keshwieo gbonyo le hie. Akpaa gbɛ ake ekome abu shi ni okome hu ata shi. Afamo me ejwe (hii soŋŋ) kejeo tsese weku mli. Ahaa hiekalo le ko no ni taa shi le ni ekpeo. Ake no ni bu shi le haa gbonyo le kehaa.

Gbonyo No Womo

Awo gbonyo le adeka mli. Ayeo nkpai ni awo eno (Ake adeka le saa shi shii ete). Ake daa to kome nyieo gbonyo le hie ni ayafuo le.

Gɔŋyaa

Atere gbonyo le (eniji yajeo hie ni eyitso yajeo se). Shianyoo ko ke enine abeku saa adeka le najiashi he shii ete kehaa gbonyo le kpoo.

Abayan

Mama bibioo ni yaratsemei kefo amenineshi (abeku gbɛ). Akewooo den, akenmieo shikpo ni akoo ke nine abeku. Mei ni yara le ko amehe waa ji mei ni fio.

Gbele Sɛ Kusum

- Saisaramo:** Atsuo nɛke kusum nɛɛ gbi ni afu gbonyo le no jetseremo. Blema ko le, ake daa yaa go mli. Dmenemene le, wekumei kpeo ni ayeo nkpai.
- Akontaabuu:** Eji kusum ni afe kebuo gbonyo le he akontaa. Keji mo ko naaa gbɛ ni efu gbonyo le, enyeo efuo le nɛ bean.
- Saanojiemo:** Eji kusum ni afe haa nuu ni na egbo dani eke yoo kroko hio shi. Atse yoo le susuma ni abio le gbɛ.

Kaimo

Atse yoo le ake **kuayeliŋa**. Aka shika ke abonua kpawo (7) ke daa yaa he ni ameyoo le ni ayeo nkpai. Ayaa nshɔnaa ni atsuo nɛke kusum nɛɛ. Yarayoo nukpa ni tsuo kusum nɛɛ. Ekanee nsho kei kpawo ni etsio nuu le ewoo nsho le mli keke le nuu le eje kpo. Afe nifeemo nɛɛ shii ete, aka abonua le kpaa nuu le he. Ashio nsho le naa ni nuu le yaju ehe keke le aye nkpai kemu kusum le naa.

- iv. **Okulafeemo:** Keji yoo ko wu gbo le, atoo be ni afeo okula haa yoo le. Anyeo ake yoo le haa nuu le nyemi uu ni ekwe bii le. Atseo kusum nee *kuayeli*.
- v. **Niaankwemo:** Atsuo neke kusum nee Ju, Soo kee Hoo ye tsemei awe. Aje shishi shwane aafee nmele akpaa gbekε nmeji ekpaa perepere.

Gboshinii

Eji kusum ni afeo dani ajara mo ni egbo le jwetri loo nibii ni eshi ye esee. Ayeo nkpai ketsoo no kebio sisa le gbe bo ni afee ni enme gbe keha enibii amlikwemo.

Gboshinii hesenamo

- i. Akεbaa mo ni egbo le nibii ayi ni eka gbe.
- ii. Ehaa bii naa hienokamo ye jen.
- iii. Eyeo bua bii kenaa amedεn nii ni amεke eko tsuo nii.
- iv. Okulafo le tsoo no kenaa kwemo kpakpa.
- v. Nibii jaa kehaa bi hii titri le haa gboshinii le hio weku le mli noηη.
- vi. Bii ke amefolo hie shi jogbanη bo ni afee ni amεgboshinii le akεbo ame ye folo gbele see.

Naa bo ni Fantemei hu feo ameno le amehaa:

Detseyi/fundaho

Enε ji kusum ni afeo keje be ni mo ko baatsoo esee keyashi efuu. Blema beian le, keji mo ko gbo le, mantse ni yoo man loo akutso le mli le klenklen toi no ayawoo. No see dani akεo manjbii ke mo ni egbo le wekumei. Akuraa gbonyo le be fioo koni wekumei ke nakai be le asaa amεhe. Ye gbonyo le kuramo mli le, anyeo anaa amemli nu. Be komei hu le, ahaa gbonyo le daa ni naa wa koni emusun nibii le akafite. Akewoo le tsofa hu. Eji gbonyo le bii le agbenaa ake amεju amεha amefolo le shi mon, yei onukpai ni yoo weku le hu baanye afee. Ye fee mli le, esa ake bi nukpa le ke nu shwieo eno klenklen dani bibii le anyie see. Asheo gbonyo le yitsoi ni ajieo ewaonaa. Ake nu la juo ehaa gbonyo le shii ete. Dani abaju gbonyo le he le, weku le ke kotsa, papam, samla, paada ke hejuu nibii krokomei baa ni akεjuo ahaa le. Keji aju aha le ata le, asaa ehe ni ake le foo saa no. Mei / kui sratoi baa ni amεbashio kpe keyashio eno jetsereemo be ni sa ake ayafu gbonyo le.

- **Nibii ni akεfu gbonyo:** Fantemei heo ameyeo ake gbele le gbefaa ni, ni mo ni egbo le yaatsa eshihile le no ye gbohiajen. Enε hewo le, amehaa le nibii fee ni ehe hiaa gbefalo. Ebii le haa adeka ni akεfu le. Ahaa la saa, saanobo, sune, pioto, mamai ke shika fee. Suoloi krokomei ke nibii sratoi baaha gbonyo le ni amεke le yeo shee. Ebaanye efεe shika, duku, wao ga. Ake nibii nee woo gbonyo adeka le mli.
- **Fuu:** Keji afee kusumi nee ata le, ayeo nkpai ni ake gbonyo le woo adeka le mli koni ayafu le. Hii ni yoo shia le mli le tere gbonyo le keyaa goo le mli, wekumei nyieo see ni ayatoo le. Keji afu le ata le, abaa shia. No see le aboo gwa ni mei baataa shishi ni akεo nii.

Eyipa loo sikasa

Keji mo ko gbo le, gbii nyonmai ejwe see dani afeɔ eyara. Afoɔ yarafeemo Hoo ke Soo. Biane le, ake okpoloi mamoo shi keha nikeehe mo. Ajeɔ jara le shishi shwane nmele kome mli. Keji ato be keha yara le, ashio abalai kehaa gboi ni baaba yara le shishi le. Wekumei feɔ nidiŋ loo nitsuru. Mei komei ke amenaji foji nyieɔ. Yei komei sheɔ/ kuɔ ameyitsɔi. Alaa be mli ni ayio mii. Weku ni agbo ye amenɔ le taa hie. Keji mei baɔa ame eta le, ahaa ame he ko ametaa ni akpeɔ ame ke namɔi ke daji. Keji aha ame daa eta le, amekoɔ nii. Yaratsemei le yaɔaa ame ekonɔ ketsoo ake amehie eso amehie. Dmeji ekpaa mli le, akpaa yara le. Enɔ jetsere mo leebi le, amebuaa amehie naa ekonɔ koni amehie nikee. Be komei le ake nibii komei haa mei ni ba yara le. Keji mo ni egbo le shi eja ye ee le, ake le tsoo okulafo kusum le mli. *Afeɔ eyipa loo sikasa* kusum le keji afu gbomo le momo.

Fea

Fea ji yara ni afeɔ ahaa bi klenklen ni gboɔ ye folo ko bii atenɔ. Afeee yara agbo ko. Ake tsensi bibioo ko ni maa shi keha nikee. Ashiee nikee le. Anyaaa hu. Aheɔ ayeɔ ake keji afee neke yara nee jogbaɔ le, gbele mumo le mii baashe ehe ni ebaabaɔ bii krokomei ni eshwe le hu keya, Afooo pii, ayeee nii pii ni anyaaa gbonyo le he hu.

Tsakemoi ni eba nmenemene yarafeemo mli

Dmenemene le atsake yarafeemo hie ye Ghana shikwee kui srɔtoi le babao amlɔ, atsake kusum le hie ni afutu le ke nmenemene nibii ni ebaye no le. Naa ekomei:

- **Yarafeemo he nyomɔɔ:** nmenemene le, yarafeemo yara ewa. Mei tsoo no kejieɔ amehie kpo, shika ni ameyoo ke gbena ni amehie. Jee gbonyo le hienyamwo akweɔ donɔ shi mon koni manbii ale weku le gbena ye man le mli.
- **Tekinloji:** Ake teknoloji etsake nibii pii ahie ye yarafeemo mli, ajieɔ yara le ye t.v no, afoɔ nine atseɔ mei ye intaneti le no ni ashieɔ yara le tete po ye no ni mei pii naa he anuo. Ene hewo le, mei efaa gbe kejee shonɔ ke amehie ebaawooo yarafeemo mli donɔ.
- **Ake kusum ke kristofoi ajamon hemokeyli efutu yarafeemo:** Biane le, afutu yara kusum nifeemo ke kristofoi ajamon mli hemokeylii, eyafeɔ solemo ahaa gbonyo le ye solemotsui amlɔ, kpeshii he saji kn.kn. Neke futumo nee tsoo he ni gbonyo le je ke jamo mli ni Ghanabii pii yoo.
- **Jarayeli:** Biane le mei tsoo yarafeemo no kefeɔ shika. Nihooloi, gbonyo tsu mli saaloi, lalatswaloi, gbonyo adeka kpelo ke mei ni woo mei anaa nmolo naa shika waa ye yarafeemo mli. Neke nifeemo nee ye nonyee kpakpa ke egbonyo fee ye yarafeemo no.
- **Daa kpojiemo:** Yarafeemo ebatsoo he ni mei jieɔ amɔaa kpo ye, mei ni joo shikwee joo, ni ameyio mii ke lalai srɔtoi afolei, mei ni keɔ lalawiemo ke mei ni teno nii tete baa shishi. Atsoo enemai ano akewoo gbonyo le hie nyam.
- **Weku ke man le gbena tsakemo:** Yarafeemo tsoo man ke weku tsakpaa shi mon, man ke weku gbena ye yarafeemo mli etsake ye bo ni ameke amehie woo yarafeemo le mli ke shika gbekpamo.

Nikasemo Nitsumo

1. Tsɔɔmo nɔyεε ni ηmenenemene yarafeemo nifeemoi yɔɔ yε:
 - a. weku ke nanemei ni agbo ye ameno le.
 - b. maη le.
2. Gbalamo susumo neε mli otsɔɔ ake ηmenenemene yarafeemo nifeemoi he hiaa ye shikweε kusum nifeemoi le amli.

Nikasemo Kε Nitsɔɔmo Naagbei

1. **Sanenaataomo nikasemo:** Klasi muu sanegbaa
 - Nyetia gbele ke ehe saji le amli.
 - Wiemo yarafeemo ke eheno ni yɔɔ kusum le mli le ahe.
 - Wiemo yarafeemo kusum ni afeɔ ahaa mei neε: maηtsemei, wɔηtsemei, yei hɔlɔi, gbekebii ke mei foji.
 - Wiemo ηmenenemene tsakemoi ni eba yarafeemoi amli le.
2. **Ku nitsumo:** Nyeke yarafeemo kusum ni afeɔ ye Ghana maji srɔtoi le ano le atotoa amehe ni nyetsɔa srɔto ke nibii ni haa kusumi le ke amehe yeɔ hegbo.
 - Klasi muu fεε nifeemo
 - Kwemo yarafeemo heno srɔtoi le ahe viidio. Nk., maηtsemei ayarafeemo, wɔηtsemei ayarafeemo.
 - Nyeke yarafeemo kusum srɔtoi le awoɔ shwemo mli.

Kaa Oti: DoK Nεle 4 – Sanebimɔi

1. Gbaa yarafeemo heno enyo ni afeɔ ye okutsoη le he sane ni otsɔɔ seenamɔ ni yɔɔ yarafeemo kusumi neε ahe.
2. Tsɔɔmo srɔtoi ni yɔɔ yarafeemo kusumi ni afeɔ ahaa mei neε ye okutso le mli: maηtsemei, wɔηtsemei, yeihɔlɔi ke gbekebii.
3. Ke yara ni afeɔ ye okutso le mli le ato yara ni afeɔ ye akutso kroko mli he.
4. Tsɔɔmo naagba kome ni yɔɔ ηmenenemene yarafeemo kusum nifeemoi le ahe ye okutso le mli ni tsɔɔ bo ni abaanye amɔ naa.

Practice Paper 2

Feemo **Practice Paper**. Esani okɔ keje nibii ni atsɔɔ keje Year 1 keyashi 3. Kwemo **specification ke structure of the paper** ni yɔɔ mlijaa neε naagbee le nɔ keha yelikebuamo. Kadimo kaselɔi awoji oya ni otswa mii le owo SAP le nɔ.



PRACTICE PAPER 2

ITEM SPECIFICATION TABLE FOR PAPER ONE

Teachers are to set a total of 50 questions for this section

OTI MLIJAA	NIKASEMŌ GBẸKPAMŌ(I)	KAA DẸLEI		
		L1 30%	L2 40%	L3 30%
FONẸTSI KẸ FONOLŌJI	1. DaamŌ nibii ni akẹsusuŌ vaoli gbẹẹmŌi lẹ ni okẹsusu Ga vaoli gbẹẹmŌi lẹ (N.K., lilei shikamŌ, naabufeemo, lilei henŌwomŌ)	1 1 1	1 1 1	1 1 1
	2. DaamŌ nibii ni akẹsusuŌ kŏnsonanti gbẹẹmŌi lẹ ni okẹsusu Ga kŏnsonanti gbẹẹmŌi lẹ (n.k. gbẹekpaa shikamŌ, he ni aso yẹ kẹ bŌ ni kŏyŏyŏ lẹ jẹŌ kpo ehaa)		1	
	3. GbalamŌ vaoli kpojẹ mli yẹ Ga mli (n.k. wiemŌkuli shishijẹ, terj kẹ naagbẹe)			
	4. TsŏomŌ blawa henŌi (vaoli naagbẹe kẹ kŏnsonanti naagbẹe) ni ayŏyŏ yẹ Ga mli lẹ amli.			
	5. GbalamŌ Ga blawa jẹbŌ mli yẹ wiemŌkulibii asŏŏ mli.			
	6. GbalamŌ gbẹe kẹ ehenoŌi lẹ amli (n.k. gbẹe ni yẹ ɣwẹi, gbẹe ni yẹ shishi, gbẹe ni miiya ɣwẹi kẹ gbẹe ni miiba shi) kẹ enitsumŌi.			
	7. GbalamŌ fonolŌji gbẹjjanŌtooi ni ayŏyŏ yẹ Ga mli lẹ amli. (n.k. gbẹẹmŌ nŏyeli gbẹjjanŌtooi)			
	8. GbalamŌ fonolŌji gbẹjjanŌtooi ni ayŏyŏ yẹ Ga mli lẹ amli. (n.k. blawa nŏyeli gbẹjjanŌtooi)			
NIḌMAA HE MLAI	1. JaramŌ gbẹiwiemŌi amli owo amehenoŌi lẹ ashishi (kwamangbẹi, kŏsuiangbẹi, kŏyŏyŏyŏ gbẹi, gbẹi kushao kẹ ekrokomei ni fata he.	1 1	1 1 1	1 1 1
	2. JaramŌ mligbalalŌi owo amehenoŌi lẹ ashishi. (nŏ ni tsŏŏ be, bŌ ni afẹe nŏ ko aha, k.n.k.n.)		1 1	1
	3. TsŏomŌ bŌ ni akẹ afisii tsuŌ nii yẹ Ga wiemŌ lẹ mli.			
	4. Kẹ tsalŌ henŌi ni ayŏyŏ yẹ Ga mli lẹ afẹe sanemuji.			
	5. GbalamŌ sanefa mli ni otsŏŏ ehenoŌi lẹ.			
	6. GbalamŌ nibii ni fẹŌ sanemuu mli lẹ amli (n.k. sanekukuji kẹ sanefafai)			
	7. PẹimŌ sanemuu henŌi yẹ ametsumŌi anŌ lẹ amli.			

GA NIŊMAA MLAI	1. Daamo mlai ni akerɲmaa gbɛiwiemoi kε najiangbɛii ano lε kεfee sanemuji. 2. Daamo mlai ni akerɲmaa sutsɔɔɔ no lε kεfee sanemuji. 3. Gbalamo Ga wiemoɲulibii asoo gbɛɲianɔtoo lε amlɪ (wiemoɲta, afɔɔɔ, wiemoɲmaa, afisifeemo) 4. Tsɔɔmo niɲmaa mli okadii ahe (omashi, alɔɔ, boo okadi, omashi alɔɔ) 5. Tsɔɔmo gbɛɲianɔtoo ni aketsuo nii yε wiemoɲulibii asoo mli lε. (wiemoɲmaa, ɲotoonotoo, k.n.k.n.) 6. Daamo gbɛɲianɔtoo nεε ano ni okεso wiemoɲulibii hee.	1	1 1 1	1 1
KUSUM NIFEEMOI	1. Gbalamo wowoi agbɛii amlɪ ni otsɔɔ bo ni amɛbabo ade kε no hewo ni amɛba lε. 2. Gbalamo kpokuafoi hetsuu nifemo lε amlɪ (kusum ni afɛo dani hetsuu lε jɛo shishi, nbe mli ni nifeemo lε miiya no kɛya nifeemo lε sɛɛ) 3. Kε Ga kpokuafoi ahetsuu nifeemo lε ato kusum krokomei ano lε he. 4. Gbalamo gbɛɲianɔtoo ni yaa no yε gbalamlibotemo mli kε esɛɛnamoi ahe. 5. Tsɔɔmo ɲmɛɲɲmɛɲ tsakemoi ni eba gbalamlibotemo he ni naagba eba tsutsu gbalamlibotemo lε he. 6. Kε Ga weku tɔkpaa lε ato kusumi krokomei aweku tɔkpaa lε he. 7. Gbalamo Ga oboade afiyelii lε amlɪ ni otsɔɔ amɛhe sɛɛnamoi. 8. Kε Ga afiyeli lε ato kusumi krokomei yε Ghana afiyeli lε he. 9. Kε Ga yarafeemo kusum lε ato kusum krokomei yε Ghana ayarafeemo lε he.	1 1 1	1 1	1 1 1
SHIKWEE MAŊKURAMO	1. Tsɔɔmo shikwɛɛ saneyli jɛbo lε he (tsɛ, weku nukpa, weku tɔkpaa yitso) 2. Tsɔɔmo shikwɛɛ saneyli jɛbo (maɲtɛmɛi, maɲhiɛɲielɔi) 3. Tsɔɔmo shikwɛɛ saneyli jɛbo lε mli. 4. Tsɔɔmo bo ni ɲmɛɲɲmɛɲ saneyli yoo. 5. Tsɔɔmo srɔto ni yoo shikwɛɛ/blema saneyeli kε ɲmɛɲɲmɛɲ saneyeli tɛɲ.	1	1 1	1 1

ƊAAN SAJI	1. Gbalamo Ga ɲkpaiyeli jebo le mli (gbegbelemo, wiemo, naamuu)	1		
	2. Gbalamo yarawoo lalai amli (enitsumo ke ehe seenamoi)	1	1	1
	3. Peimo ajenu jebo ke ehenci le amli.		1	
	4. Gbalamo alabaaloo jebo le mli.		1	
	5. Tsɔɔmo nitsumo lalao, tayaa lalai, shwemo lalai ke abifaowolemo lala			
WOJIAN SAJI	1. Gbalamo adesa otui le amli (n.k. shwɛɔi, oti, nifeemo anaatoo, nifeemo le he k.n.k.n.)	1		
	2. Nya adesa ko he (yitso le, otii, wiemo kulibii ni aketsi nii, wiemo henɔɔɔwɔɔɔi, k.n.k.n.)	1	1	1
	3. Gbalamo shwemo otui le amli.		1	1
	4. Nya shwemoi komei ahe.			
	5. Tsɔɔmo ni ogbala lalawiemotui le amli (n.k. otii, wiemo kulibii ni aketsu nii, kukuji, liamo, wiemo henɔɔɔwɔɔɔi, shitiimo k.n.k.n.)			
	6. Nya lalawiemoi komei ahe.			
TOTAL		15	20	15

ITEM SPECIFICATION TABLE FOR PAPER TWO-SHS GHANAIAN LANGUAGE

Wolo le jebo

MLIJAA A – Nikanemo (mii 10)

Abaaha sanesɛɛkomo ni hie wiemo kulibii 300-350 ye adesa no ni sanebimoi nyoma ye eshishi. Aakpa gbe ake kaselɔi aha fee ahetoo. (mii 30)

MLIJAA B – Fɔnɔɔɔɔɔɔ (mii 10)

Abaaha kaselɔi sanebimoi enyo ni amɛha hetoo. Abaadiki sanebimo le eko fee eko mii nyoma. (mii 15)

MLIJAA C – Wiemo shishitsɔɔɔɔ/Saneshishitsɔɔɔɔ (mii 30)

Abaaha sane ko ni hie wiemo kulibii 250 ye Blofo mli ni kaselɔi atsɔɔ shishi keba Ga mli. (mii 30)

MLIJAA D – Sanɛɛmaa (mii 30)

Abaaha sanɛɛmaa he sanebimoi ejwe ni esa ake kaselɔi aɲma sanɛɛmaa ni hie wiemo kulibii aaafee 300. Abaadiki eko fee eko mii 30. Abaahara kaa sanebimoi le ye henci ni baa nee ashishi.

Gbaa sanɛɛmaa, kadaɲgbamɔ sanɛɛmaa, mɔnaawiemɔ sanɛɛmaa, majemɔ woloɲmaa. (mii 50)

MLIJAA E – Wojian saji (mii 20)

Mlijaa nεε mli lε, abaaha sanebimɔi etε yε jεη saji henɔi lε ashishi (adesa, shwεmɔ kε lalawiemɔ) koni kaselɔi akɔ emli ekome. (*mii 25*)

OTI MLIJAA	NIKASEMɔ GBεKPAMɔ(I)	KAA ƊELE		
		L1	L2	L3
NIKANEMO	1. Kε nilee ni ona yε sanemuu oti kε sanemuu oti walo mli lε ajie susumo otii ni yoo nikanemɔi amli lε akpo.			1
FONOLOJI	1. Daamo nibii ni akεsusuo konsonanti gbεemɔi lε ni okεsusu Ga konsonanti gbεemɔi lε (n.k. gbeekpaa shikamo, he ni aso yε kε bo ni kooɔɔo lε jεo kpo ehaa) 2. Gbalamo fonoloji gbεjianotooi ni ayoo yε Ga mli lε amli. (n.k. blawa noyeli gbεjianotooi)		1	1
SANEƊMAA	1. Feemoane ko ni gbaa sane 2. Compose an expository essay 3. Feemoane ko yε kadanɔgbamo he 4. Feemo agwaseianɔ wolonɔmaa			1 1 1 1
WIEMOSHISHITSOOMO Kε SANESHISHITSOOMO	1. Kε saneshishitsoomo henɔi lε atsu nii ketsoo sane ko shishi keje wiemo ko mli keya wiemo kroko mli (wiemo kulibii ekomeiekomei, no ni damo shishinumɔ no, shishitsoomo traɔ k.n.k.n)			1
WOJIAN SAJI	1. Gbalamo adesa otui lε amli (n.k. shwelo, oti, nifeemo anaato, nifeemo lε he k.n.k.n.) 2. Nya shwemo ko he 3. Tsoomo ni ogbala lalawiemɔ otui lε amli (n.k. otii, wiemo kulibii ni aketsu nii, kukuji, liamo, wiemo henɔomowolɔi, shitiimo k.n.k.n.)			1 1 1
	TOTAL		1	10



ITEM SPECIFICATION TABLE FOR PAPER THREE-SHS GHANAIAN LANGUAGE

Wolo le jebɔ

PAPER 3 (Sanegbaa)

Kaa nee hie mlijaai ete (3) ni kaselɔi le ke tsɔɔlɔ le sanegbaa hu baahi mli. Kaselɔ le eko fɛe eko ke tsɔɔlɔ le asanegbaa le baaye minitii 20. Mii ni yɔɔ he ji nyɔɔmai enumɔ (50). Ayɛ kuui ekpaa ni ajara amɛ mli awoA ke B ml. Daa afi le abaatsa hetooi le ahie bɔ ni afɛe ni tsakemɔ aba sanebimɔi le he. Kadilɔ le baaha kaselɔ le kaa le he mlai le.

OTI MLIJAA	NIKASEMɔ GBɛKPAMɔ	KAA ɔLEɔI		
		L1	L2	L3
SANEGBAA	1. Gbalamɔ susumɔi ke otii ni ahara keje sanegbai mli. N.k. nifeemo kpakpai (mɔbuu, toinjɔle, suomɔ ke ekrokomei), sukuu tsɔsemo, GESI, STEM k.n.k.n)			1
FɔNɔLɔJI	Daamɔ nibii ni akɛsusuɔ kɔnsonanti gbɛemɔi le ni okɛsusu Ga kɔnsonanti gbɛemɔi le (n.k. gbɛekpaa shikamɔ, he ni asɔ ye ke bɔ ni kɔɔyɔɔ le jeɔ kpo ehaa)		1	
NIKANEMɔ	1. Ke nikanemɔ hiehie ke nikanemɔ vii atsu nii kehara otii ni yɔɔ nikanemɔi aml. 2. Ke nilee ni ona ye sanemuu oti ke sanemuu oti walo mli le ajie susumɔ otii ni yɔɔ nikanemɔi aml le akpo.	1		1
KUSUM NIFEEMɔI	1. Gbalamɔ wowɔi agbɛii aml ni otsɔɔ bɔ ni amɛbabo ade ke no hewɔ ni amɛba le. 2. Gbalamɔ gbɛjianɔtoo ni yaa no ye gbalamlibotemɔ mli ke esɛenamɔi ahe. 3. Gbalamɔ Ga obɔade afiyelii le aml ni otsɔɔ amɛhe sɛenamɔi.	1	1 1	
ɔAAN SAJI	1. Gbalamɔ Ga nkpaileyi jebɔ le mli (gbɛgbelema, wiema, naamuu) 2. Gbalamɔ Ga obɔade afiyelii le aml ni otsɔɔ amɛhe sɛenamɔi. 3. Ke Ga yarafeemo kusum le ato kusum krokomei ye Ghana ayarafeemo le he.	1	1	1
	TOTAL	3	4	3

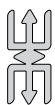
PLC Session 18

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.

Mlijaa 8 Mlikwεmɔ

Mlijaa nεε kwe nibii ni akase ye otsii nyɔɔma kε kpawo kε nyɔɔma kε kpaanyɔ lε mli. Awie gbele kε yarafeemo kusumi lε ahe, amehenɔi kε seenamɔi. Afee ene koni kaselɔi ale amε diɛɛtse amekusum ni amenya mei krokomei anɔ he hu. Gbekpamɔ lε ji akε, be mli ni akaseɔ mlijaa nεε he nii lε, kaselɔi baale amε kusum koni amε baayi. Ebaawo kaselɔi ahewale koni amεfee ekome kε nya kusumi nifeemɔi ahe. Amεbaakase ηai, amεbaateɲ mfoniri ye amεjweɲmɔ mli ni amεbaana wiemɔi hee ni amεkebaatsu nii ye maɲ kε jeɲ saji anibii ahewiemɔ mli.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 17

NIKASEMŌ HE NI ASUSUŌ LƐ 1

1.

a. Ke ha mɛɛ yɛ sanegbaa mli (turn taking) atsu nii Ƽ, feemo nibii nɛɛ:

- i. Too mlai komɛi ashishi
- ii. Ke wiemo he gbɛjianotoo atsu nii
- iii. Wo online nɔ ketsoo akɛ ootao owie
- iv. Wo naadaalo ko ni ekudo sanegbaa Ƽ
- v. Bo toi jogbaŋŋ
- vi. Buu be
- vii. Wo sanegbalɔi Ƽ ahewale ni amɛtsɔo amɛjwɛŋmo

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei kpawo ni yɔɔ ŋɛi Ƽ fɛɛ mli Ƽ - mii 7

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ ekpaa mli Ƽ - mii 6

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ enumɔ mli Ƽ - mii 5

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ enumɔmli Ƽ - mii 4

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ etɛmli Ƽ - mii 3

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ enyɔ mli Ƽ - mii 2

Keji etsi mɛɛ yɛ sanegbaa mli ŋaagbei ni yɔɔ ŋɛi Ƽ atɛŋ eko mli Ƽ - mi 1

b. Otii nɛɛ ahewo:

- i. Ehaa bule yaa hie
- ii. Ehaa mo fɛɛ mo ke ehe woɔ mli.
- iii. Ehaa akɛ he woɔ mli jogbaŋŋ.
- iv. Ehaaa mo kome too ahe sanegbaa Ƽ kɛfo etsitsi.
- v. Eke shishinumɔ baa
- vi. Eke tsakpaanamɔ loo naanyoboo baa

Keji eŋma otii etɛ ni yɔɔ ŋwɛi Ƽ mli Ƽ - mii 3

Keji eŋma otii Ƽ mli enyɔ Ƽ - mii 2

Keji eŋma otii mli ekome Ƽ - mi 1

Kwemo hesale ni atsi ta yɛ sabimo la mli Ƽ ni oha hesale ni ajie kpo yɛ sukuu kadaangbamɔ Ƽ mli Ƽ mii

OTSI 18

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumota komei ye mli.	Awieo otii komei ahe. Wiemoi le be fanḡ tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanḡ ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niḡmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi ye niḡmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi bibiibii komei ye niḡmaa mlai le mli ni bei komei le eji tomo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei boɔ moɔeḡ ake amekε wiemokulibii ni wies yitso le he le tsuo nii. Tomo bibii ni bei komei le eji tomo otii.	Wiemokulibii le ewieeee oti le he. Nokwemonii bibioo ye ni wies yitso wiemokulibii le he. Tomoi bibii ke wuji fee jeo kpo fanḡ.

MLIJAA 9: LALAI

OTI: JEDNILEE YƐ GHANA SHIKWƐƐ WIEMO LƐ MLI

Oti Mlijaa: **Daan Saji**

Nikasemo Gbekpam: *Ake nilee ni ayɔɔ ye lalai ahe sui le asɔɔ lalai*

No ni kaselɔi baanye amefee: *Atsɔɔ nilee ke shishinumɔ ni ayɔɔ ye lalai ahe*

HIƐGBELEMɔ KE MLIJAA LƐ NODOOMɔ

Mlijaa nɛe wies obɔade lalai tritri le nitsumɔ ke shwemoi lalai ahe. Ekweɔ no ni nitsumɔ lalai ji, ehenoɔ ke ehe seenamɔi. Ekwe shwemo lalai hu, ewies ehenoɔ, jebɔ, seenamɔi ke bɔ ni feɔ ni anyaa lalai nɛe ahe. Nilee ni yɔɔ nitsumɔ ke shwemo lalai ahe le baawa kaselɔi ni amehabaasa keji amemiifo amedientse ame lalai. Neke mlijaa nɛe he ye seenamɔi keha kaselɔi jee ye Ghana shikwee wiemo kasemo mli potee shi eke tsakpaa hu baa lala ke jennilee nikasemo le mli. Mlijaa le hu haa kaselɔi anilee ni mli kwo ke shishinumɔ ye ame dientse amekusum ke ɲaa naa. Abi ni tsɔɔlɔ le ana nilee ye gbejianotoo, nibii, tsakemoi ke kaa he ɲai ni yeɔ ebuaa kaselɔi le.

Otsii ke nokwemoi ni mlijaa le wie he:

- **Otsi 19:** Nitsumɔ lalai
- **Otsi 20:** Shwemo lalai

NITSOOMɔ KE NIKASEMɔ ƆAAGBEI LƐ ANODOOMɔ

Nitsoomɔ he ɲaa ni aketsu nii ye mlijaa nɛe mli wies ɲaagbei sɔtoɔi ni aketsɔɔ shikwee wiemoi le he.

Sanenaataomɔ Nikasemo: ye ɲaagbe nɛe mli le, ake jenshihile mli saji too nikasemo le he ni no haa kaselɔi nuɔ nibii ashishi faɲɲ fe nitsoomɔ ɲaagbe ni awies nibii ahe tamɔ bɔ ni amɛji le. Ɔaagbei tamɔ mɔ kome nikasemo, ku nitsumɔ, hii ke yei amlijaramɔ loo amefutumɔ ke nitsumɔ ke klasi muu fee nifeemo fee ho sanenaataomɔ nikasemo nɛe shishi. Ɔaagbeii nɛe yeɔ ebuaa niahesusumɔ vii, hetootamɔ keha saji anaamomɔ ke naatsele. Ehaa kaselɔi ahegbe ni ametsuo loo amekaseɔ nii ye kui amli ni amekaseɔ hienyiemo hu. Kaselɔi baanye ayɔse naagba ko hu ni ametao hetoo ke tsɔɔ shishi fitsofitso.

Kaselɔi baanye amedamɔ nibii ni mei krokomei ewies le ano ni ametsɔɔ amejwenɲmɔ ye he, keji amewieeee keshiii le, amebaafi wiemo le see kpeɲɲ ni amebaawie he jogbaɲɲ. Kaselɔi ni nikasemo sheɔ shɔɲɲ le, abaaha ame gbenaa krokomei tamɔ ku hienyiemo, tipenfoi anitsɔɔlɔi koni ameye amebua amenanemei krokomei le koni amenu no ni tsɔɔlɔ le etsɔɔ le shishi jogbaɲɲ.

Esa ake tsɔɔlɔi leɔ kaselɔi ni yɔɔ nitsemɔ ke wiemoi amlɔi naagbai koni ametsɔɔ ɲaagbei anɔ kɛku susumɔi ni ejaaa fɛɛ anaa ye klasɔi le mli.

KAA NɔDOOMɔ

Kaa ɲaagbe ye mlijaa nɛɛ shishi yeɔ ebuaa nɪahishinumɔ ke nɪahesusumɔ vii ye kaselɔi agbefan. Kaa kpitiokpitioo haa anaa kaselɔi le ashidaamɔ ke amenɔyaa. Kaa yeɔ ebuaa ni anaa kaselɔi anishishinumɔ shidaamɔ ye shikweɛ afiyeli ye Ghana nikasemɔ le mli. Aye ɲɛle 4 kaa ni kweɔ nɪahesusumɔ vii mli. Kaa nɛɛ nɔyaa damɔ sanebimɔi, niɲmaa kukuji ke mɔnaa wiemoi anɔ kekaa kaselɔi amɔdenɲɔɔ ye bɔ ni amewieɔ nibii ahe amehaa ke bɔ ni ameketsuɔ nii. Esa ake tsɔɔlɔi ke kaa ɲaagbei srɔtoi atsu nii koni amekena kaselɔi amɔdenɲɔɔ, mii ni amɛ naa keha amɛ nɔyaa.

Kaa ni ke nikasemɔ gbejianɔtoo yaa

Nikasemɔ gbɛkpamɔi	DoK Nɛle	Kaa heno
L1.1.4.4.1 Awie nitsumɔ lalai ahe	4	Sanegbaa
L1.2.3.4.1 Atao ni anya ɲmɛnɛɲmɛnɛ shwɛmɔ lalai ahe.	4	Sanebimɔ

OTSI 19

Nikasemo gbekpamci: *Awie nitsumo lalai ahe*

OTII AHE NI ASUSUO LE: NITSUMO LALAI

1. **Lalai amligbalam:** Lala ji ni wiemoi ni asoo ni ake gbee laa. Gbee nee hio melodi ni gbee henci ke diofoemo yoo mli. Lalai ye lalawiemoo sui le eko. Wiemohejowoloi ye fee mli ni ameye 'rhyme'. Agmalaa lalai ye liamoi ke kukuji amli- atio amemli ye lala le mli. Liamoi le asee kelee ni abaanye ati amemli. Wiemoi ni yoo lalai amli hie shishinumoi ni mli kwo ni amaa ame no mi.
2. **Nitsumo lala:** Nitsumo lala ji lalai ni ke nitsumoi hie tsakpaa. Alaa keji aatsu no ko, loo nitsumo le diengtse he lala ni aso, loo lala ni wieshio nibii. Alaa nitsumo lalai keji aatsu nii tamoo wuoyaa, okwaayeli, jarayeli ke sojme nitsumo koni akekanya nitsuloi ni ametsu nii le oya loo ametsu ketse. (Nitsumo lalai, henci ke nokwemonii le, soro man fee man ke eno. Saneshishitsooloi/tsooloi atsoo shishi/atsoo le bo ni eyoo ye le amekusum naa)
3. **Nitsumo lalai ahenci:** No ni gbaa sane, no ni akesusuo nibii atsoo, lalai ni akewieshio ashio nibii .

Nitsumo Lalai ye Ga mli

kwaayeli: Kosee duade

Kosee duade ahuuu eee

Kosee duade ahuuu eeee

Shi ebo momo 2x

Agwao, agwao agwao duade agwao 2x

Ha mana eko maye 2x

Ataa Kofi oo

Agwao, agwao agwao duade agwao 2x

Wuoyaa

Wuolei ke loo eba eee 2x

Nyehaa woyaa okwafoi anoo,

Woyango duade

Wobaaye fufui eee

Womiiha nye ayekoo.

Nitsumo Lalai ahe sɛɛnamci

- Amewoo nitsuloi ahewale ni ewaa ame amegbeo amenitsumo naa oya.

- Wiemoi ni yoo lalai le amli le woo nitsulbi ahewale ni ameboo nitsumo le he moden.
- Atsoo no aketswaa nitsumo le ahe adafi.
- Ake nitsumo lalai jiew nitsulbi ayi koni egbala mei krokomei hu.
- Nitsumo lalai haa gbeyei momoo mei foji ni baato ameyin ake amebaapila nitsulbi le.

Nikasemo Nitsumo

1. Ye bo ni nibii yaa no ye okusum le mli le, te obaatsoo nitsumo lala shishi oha tenn?
2. Haramo nokwemonii ete ye okusum le mli ni ogbala nitsumo lalai henci le amli.
3. Tsommo nibii ete ahewo ni nitsulbi ni yoo okutso le mli le ke nitsumo lalai tsuo nii.

Nikasemo Ke Nitsommo He Dai

1. Nikasemo he sanegbaa: Klasi muu fee
 - Nyewiea nitsumo lalai ahe
 - Nyewiea nitsumo lala henci le ahe
 - Nyewiea nitsumo lalai ahe seenamoi
2. Kuu Nitsumo
 - a. Mei enyonyonyo nitsumo: Akwe nitsumo lalai amli wiemo (ahara otii, akwe jeb, wiemohejoomwolbi, wiemo ke naa, kn.kn)
 - b. Nifeemo mli nikasemo: Foo ni ola nitsumo lala.

Kaa Otui: DoK Dale 4- Sanegbaa

1. Haramo nitssumo lalai henci enyo keje okusum le mli koni owie ejeb, eshikamo, (rhythm, melodi) ke wiemo hejoomwolbi ni aketsu nii le mli (no ni, tam no, ookee gbomo, mfoniri, konsonanti notoonotoo, okadii ke nii ke nii). *(mii 16)*
2. Wiemo nibii ete ni nitsumo lalai feo ye okutso le mli. *(mii 6)*
3. Ketso onilee ni oyoo ye jejnilee saji ahe le, sommo nitsumo lala keha nitsumo ni obaasumo ake otsu wo see le. *(mii 6)*

PLC Session 19

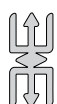
45 minutes

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

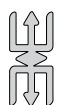
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

OTSI 20

Nikasemo gbekpamo: *Awie shwemo lalai ahe*

OTII AHE NI ASUSUO LE: SHWEMO LALAI

Shwemo Lalai

Shwemo lalai le alaa ye shwemo be mli. Blema le, Ga yei ke hii fee ye shwemoi babao ni kejjaje nmo ke wuo aba shia ni je ena ni no ko feemo be le, ayaa blohuian loo ataraa koishi loo kpo tej ni ashweo. Dmenenmene le, nakai shihile le be donj ejaake nibii babao etsake shi mon oboade nifeemoi ye, mei ni efee. Ga yei shweo **adaawe** ni ametuo **ampe** ni hii tswaa **ntoosa**, ameshio **amejo** ni ameshweo **ajamanaa** ke shwemoi srtoi babao.

Adaawe ji yei ashwemoi le eko ni shwemo nee mli lam fa naakpa. Oblayi le laa lalai

srtoi ni ekomai koo gbalashihile mli nromi ke joomi ahe. Oblahii ni bekenjo shwemo nee naa hegbe kenaa amehfatalbi. Ye lalai le alam mli le, mo ko wo lala le ni fabii le hereo no. Mo ni wo lala le ji **Boma** ni mei ni hereo no ji **Asafo**.

Shwemo lalai srtoi komi

Namo ye le awui? Boma: Namu ye le awui? Asafo: Awui? Boma: Namu ye le awui? Asafo: Awui? Ayatse dokita ei; N'atse le aha mi ei; Dokita Bruce eye m'terema Dokita Bruce eye m'terema Dokita Bruce eye m'terema Dokita Bruce eye m'terema	Timintimij nyemaale Timintimij, nyemaale, Nyemaale ee klikli, Klikli loo musuade, Musuade modua, Modua modua sakumo tetrere, Ei ajenkuma ke Osamanjolin kony
Ga yei nyeee wiebi amo Boma: Adaawe! Asafo: Anteeboo! Boma: Ga yei nyeee wiebi amo! Asafo: Ga yei nyeee wiebi amo! Boma: Ga yei nyeee wiebi amo! Asafo: Ga yei nyeee wiebi amo! Agbuntso lele ebaka nsho naa, Ga yei nyeee wiebi amo! Agbuntso lele ebaka nsho naa, Ga yei nyeee wiebi amo!	Shaayoo baaye nii Boma: Shaayoo baaye nii ei, yoo! Asafo: Shaayoo baaye nii ei, yoo! Boma: Obi le ta shi ha bo, Asafo: Shaayoo baaye nii ei, yoo! Boma: Tsensi hemo miiara, Asafo: Shaayoo baaye nii ei, yoo! Boma: Enmomi kuku toro, Asafo: Shaayoo baaye nii ei, yoo!

Shwemo Lalai ahe sɛɛnamɔi

- Amejies hietsere.
- Eke ekomefeemo ke miiheɛ baa.
- Emli ni tsɔseɔ mɔ.

Nikasemo Nitsumɔ

1. Meni ji shwemo lala?
2. Ke nokwemonii ye okusum le mli atsɔɔ shwemo lala henɔi ni ayɔɔ.

Nikasemo Ke Nitsɔɔmɔ He ɔai

1. Sanegbaa: klasi muu fɛɛ
 - Agba shwemo lalai ahe sane
 - Agba shwemo lalai henɔi le ahe sane
 - Awie shwemoi hesɛɛnamɔi le ahe.

Kaa Otui: DoK ɔɛɛ 4- Sanegbaa

Ketsɔ onilee ni oyɔɔ ye jɛɣnilee saji ahe le, sɔɔmɔ shwemo ko he lala (mii 6)

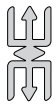
PLC Session 20

45 minutes

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Note

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3. 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 topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
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- 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.
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8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Mlijaa 9 Mlikwɛmɔ

Mlijaa nɛɛ wie lalai ahe. Atsɔɔ kaselɔi lala henɔi srɔtoi lɛ: nitsumɔ lala kɛ shwɛmɔ lala. Wɔkɛ wɔhie ma lalai, nitsumɔ lalai amligbalamɔ he. Nilee ni ana yɛ lalai kɛ lalai asɔɔ lɛ baawa kaselɔi kɛna wiemɔkulibii he ni amɛna hesalɛ yɛ wiemɔ lɛ mli. Ehaa yɛnkɛ, wiemɔshishitsɔɔmɔ kɛ nianpɛimɔ hesalɛ yaa hie. Kɛfata he lɛ, ehaa kaselɔi yɔsɛɔ amɛdromɔ nikenii ni amɛtsuɔ ehe nii kɛha amɛwɔsɛɛ he. Mlijaa nɛɛ kɛ nikanemɔi krokomei tamɔ yɛnɔ saji akasemɔ, jɛj nilee kɛ lala yɛ tsakpaa. Mlijaa nɛɛ haa wɔnuɔ he haa mɛi ni wɔnyɛɔ wɔtsɔɔ wɔjwɛɣmɔ yɛ blema nifeemɔ, kusum nifeemɔ kɛ akutson nifeemɔi amlɛ. Lalai asɔɔ kɛ emɔmɔ yɛ yitson lɛ haa wɔnaa hesalɛ yɛ nikaimɔ, agbo naa wiemɔ kɛ hiekaa yɛ wiemɔ mli mli. Awo tsɔɔlɔ lɛ hewalɛ ni eke nitsɔɔmɔ ɲaagbɛi srɔtoi, yelikɛbuamɔ nibii kɛ kaa ɲaagbɛ srɔtoi atsu nii kɛye ebua kaselɔi.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 19

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumō ntai komei ye mli.	Awieo otii komei ahe. Wiemoi le be fanḡ tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanḡ ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niḡmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tōmoi ye niḡmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tōmoi bibiibii komei ye niḡmaa mlai le mli ni bei komei le eji tōmo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei bōo mōdeḡ ake amēke wiemokulibii ni wies yitso le he le tsuo nii. Tōmo bibii ni bei komei le eji tōmo otii.	Wiemokulibii le ewieeee oti le he. Nōkwemōnii bibioo ye ni wies yitso wiemokulibii le he. Tōmoi bibii ke wuji fēe jeo kpo fanḡ.

OTSI 20

1.

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumō ntai komei ye mli.	Awieo otii komei ahe. Wiemoi le be fanḡ tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanḡ ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niḡmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tōmoi ye niḡmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tōmoi bibiibii komei ye niḡmaa mlai le mli ni bei komei le eji tōmo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei bōo mōdeḡ ake amēke wiemokulibii ni wies yitso le he le tsuo nii. Tōmo bibii ni bei komei le eji tōmo otii.	Wiemokulibii le ewieeee oti le he. Nōkwemōnii bibioo ye ni wies yitso wiemokulibii le he. Tōmoi bibii ke wuji fēe jeo kpo fanḡ.

MLIJAA 10: LALAWIEMO

OTI: JED NILEE

Oti Mlijaa: WOJIAN SAJI

Nikasemo Gbekpamo: *Ake nilee ni ayɔɔ ye lalawiemɔi ahe le anya lalawiemɔi ahe*

No ni kaselɔi baanye amefee: *Ajie nilee ke niiashishinumɔ ye lalawiemɔi ahe kpo atsɔɔ*

HIGBELEMO KE MLIJAALE NODOOMO

Mlijaa nɛe wiesɔ wojian asaji he. Wojian asaji henɔ ni abaawie ji lalawiemɔ. Ake kaselɔi baatsɔ lalawiemɔ henyamɔ otii le amlɔ. Abaawie lalawiemɔ henyamɔ hu he. Neke mlijaa nɛe hee ye seenamɔi keha kaselɔi jee ye Ghana wiemo kasemo mli potɛe shi eke tsakpaa hu baa lala ke jɛɛnilee kasemo. Mlijaa le hu haa kaselɔi nilee ni mli kwɔ ke shishinumɔ ye amediɛntse amekusum ke ɲaa naa. Abi ni tsɔɔlɔ le ana nilee ye gbejianɔtoo, nibii, tsakemoi ke kaa he ɲai ni yeo ebua kaselɔi le.

Otsii ke nikasemo gbejianɔtoo ni mlijaa le wiesɔ he:

- **Otsi 21:** Ayɔse ni awie lalawiemɔ mli otii le ahe (lalawiemɔ le mli wiemoi, otii, kukuji, liamɔi, wiemoheɲɔɔmɔwolɔi, shitiimɔi kn.kn)
- **Otsi 22:** Lalawiemɔi ahenyamɔ
- **Otsi 23:** Lalawiemɔi ahenyamɔ

NITSOOMO KE NIKASEMO ɲAAGBEI LE ANODOOMO

Nitsoomo he ɲaa ni aketsu nii ye mlijaa nɛe mli wiesɔ ɲaagbei srɔtoi ni aketsɔɔ shikwee wiemoi le he.

Sanenaataomo Nikasemo: ye ɲaagbe nɛe mli le, ake jɛɛshihile mli saji too nikasemo le he ni no haa kaselɔi nuɔ nibii ashishi faɲɲ fe nitsoomo ɲaagbe ni awiesɔ nibii ahe tamɔ bo ni amɛji le. ɲaagbei tamɔ mo kome nikasemo, ku nitsumɔ, hii ke yei amlɔjaramɔ loo amɛfutumɔ ke nitsumɔ ke klasi muu fɛe nifeemo fɛe ho sanenaataomo nikasemo nɛe shishi. ɲaagbeii nɛe yeo ebuaa niahesusumɔ vii, hetootamɔ keha saji anaamomɔ ke naatsele. Ehaa kaselɔi ahegbe ni ametsuo loo amekaseɔ nii ye kui amlɔ ni amekaseɔ hienyiemɔ hu. Kaselɔi baanye ayɔse naagba ko hu ni ametao hetoo ke tsɔɔ shishi fitsofitso.

Kaselɔi baanye amɛdamɔ nibii ni mei krokomei ewiesɔ le ano ni ametsɔɔ amɛjwɛɲmɔ ye he, keji amɛwiesee keshiii le, amɛbaafi wiemo le see kpɛɲɲ ni amɛbaawie he jogbaɲɲ. Kaselɔi ni nikasemo sheɔ shɔɲɲ le, abaaha amɛ gbenaa krokomei tamɔ ku hienyiemɔ, tipɛɲfoi anitsɔɔlɔi koni amɛye amɛbua amɛnanemɛi krokomei le koni amenu no ni tsɔɔlɔ le etsɔɔ le shishi jogbaɲɲ.

Esa ake tsɔɔlɔi leɔ kaselɔi ni yɔɔ nitsemɔ ke wiemɔi amlɔi naagbai koni ametsɔɔ ɲaagbei aɔ kɛku susumɔi ni ejaaa fɛɛ anaa ye klasɔi le mli.

KAA NɔDOOMɔ

Kaa ɲaagbe ye mlijaa nɛɛ shishi yeɔ ebuaa niiahishinumɔ ke niiahesusumɔ vii ye kaselɔi agbefaɲ. Kaa kpitiokpitioo haa anaa kaselɔi le ashidaamɔ ke amɛɔyaa. Kaa yeɔ ebuaa ni anaa kaselɔi aniishishinumɔ shidaamɔ ye Ga wiemɔ nikasemɔ le mli. Ye ɔɔlɔ 3 le, ahaa niiahesusumɔ vii he kaa ketsɔɔ niɲmaa kukuji loo kakadaji aɔ kɛkaa kaselɔi ajweɲmɔ mlikwɔle ke shishinumɔ ni ameyɔɔ ye lalawiemɔ henyamɔ he ke bɔ ni amɛke otii le baatsu nii kenya lalawiemɔ ko he. Esa ake tsɔɔlɔi ke kaa ɲaagbei sɔtɔi atsu nii koni amɛkena kaselɔi amɔɔɛɲbɔɔ, amɛmii ke hetoo kɛha amenikasemɔ muu le nɔyaa.

Kaa ni ke nikasemɔ gbejianɔtoo yaa

Nikasemɔ gbɛkpamɔ	DoK ɲɛɛ	Kaa hɛɔ
Ayɔse ni awie lalawiemɔ mli otii la ahe (nk., kukuji, liamɔi, wiemɔɛɲɔɔmɔwɔlɔi kn.kn)	3	Shia nitsumɔ
Lalawiemɔi ahenyamɔ	4	Sukuu nitsumɔ
Lalawiemɔi ahenyamɔ	4	Nitsumɔ

OTSI 21

Nikasemɔ gbɛkpamɔ: *Ayɔse ni awie lalawiemɔ mli otii ɛ ahe (nk., lalawiemɔ ɛ mli wiemɔi, otii, kukuji, liamɔi, wiemɔheɣɔwɔwɔlɔi, shitiimɔi, kn.kn)*

OTI HE NI AWIEɔ: LALAWIEMɔ

1. Lalawiemɔ mligbalamɔ
2. Lalawiemɔ mli otii
3. Lalawiemɔ jebɔ
4. Lalawiemɔ he sɛenamɔ

Lalawiemɔ mligbalamɔ

Lalawiemɔ ji niɣmaa ko ni ake wiemɔ tsuɔ nii ye ɣaa gbɛ nɔ kɛsɔɔ kɛjiesɔ susumɔ, henumɔ loo yinɔo pɔtɛɛ ko kpo. Eji gbɛ kple nɔ ni ɣmalɔi tsɔɔ nɔ kɛjiesɔ amɛhesale kpo ni amɛke shɛewiemɔ pɔtɛɛ ko fɔɔ jaraɣ. Bei pii ɛ, lalawiemɔi kɛ wiemɔheɣɔwɔwɔlɔi tsuɔ nii, ekomei ji: Tamɔ no, No ni, abumama kɛ mfonirishamɔ.

Lalawiemɔ Sui

- Wiemɔi ni aketsɔɔ jwɛɣmɔ
- Henumɔ
- Shishinumɔ ni mli kwɔ (ake wiemɔkulibii fioo ko pɛ kɛkɛ shaa nibii babaoɔ ahe mfoniri)
- Ake agwaseiaɣ wiemɔi tsuɔ nii.

Lalawiemɔ mli otii

Lalawiemɔ ni gbɛ srɔto ko nɔ ni atɔɔ aɣmaa nii ni ake wiemɔheɣɔwɔwɔlɔi babaoɔ tsuɔ nii kɛjiesɔ shishinumɔ kɛ henumɔ kpo.

Mlijaa nɛɛ baakwɛ lalawiemɔ hɛnɔi ejwɛ:

1. Lalawiemɔ ni hie liamɔ nyɔɣma kɛ ejwɛ.
2. Lalawiemɔi ni hie liamɔi kɛ kukuji srɔtoi abɔ ni ehieɛɛ gbɛjianɔtoɔ ko
3. Lalawiemɔ ni gbɛaa sane
4. Lalawiemɔ ni jiesɔ henumɔ kpo

Lalawiemɔ nitsumɔi krokomei

- Akejiesɔ henumɔ kpo
- Akɛtaa adesa
- Akɛtaoɔ saji anaa

1. **Mfonirishamɔ:** Eji gbɛ nɔ ni akɛ wiemɔ shaa nibii komei ahe mfoniri yɛ nikanɛlɔi ajwɛŋmɔ mli. Enyɛɔ eyafɛɔ nibii komei ni anaa ahe susumɔ kɛtsɔɔmɔ, gbɛɛmɔi, fu, nibii aŋɔɔmɔ kɛ joomɔ kɛ nibii asu.
2. **Wiemɔkulibii aharamɔ:** Eji wiemɔkulibii ni aharaa kɛsɔɔ lalawiemɔ lɛ. Lalawiemɔfolɔ lɛ jɛɔ gbɛ eharaa wiemɔkulibii lɛ kɛ sɔɔ gbɛɛ srɔto ko ni mɔɔ kanelɔi lɛ ajwɛŋmɔ ni kɛ shɛɛwiemɔ lɛ hu ŋmɛɔ jara. Kɛha anyɛ akɛ shishinumɔ lɛ aŋmɛ jaraŋ lɛ, lalawiemɔfolɔ lɛ kɛ nibii nɛɛ ŋmɛɔ tsuɔ nii:
 - a. **Wiemɔkulibii haramɔ:** Eji wiemɔkulibii ni lalawiemɔfolɔ lɛ kɛtsuɔ ni kɛjɛɔ shishinumɔ kɛ gbɛɛ lɛ kpo.
 - b. **Gbɛɛ:** Eji hɛnɔumɔ ni lalawiemɔfolɔ lɛ kɛŋmaa lalawiemɔ lɛ. Eji hɛnumɔ kɛ jɛmba ni lalawiemɔfolɔ lɛ tsɔ wiemɔkulibii nɔ kɛŋmɛ jara. Bɔ ni lalawiemɔfolɔ lɛ toɔ wiemɔkulibii lɛ anaa lɛ hu tsɔɔ gbɛɛ ni ɛkɛŋma lalawiemɔ lɛ.
 - c. **Daagbɛ:** Wiemɔ ni lalawiemɔfolɔ lɛ tsɔ kɛjɛ eyiŋtoɔ lɛ kpo. Ebaanyɛ efɛɛ agwaseiaŋ nɔ, tipɛŋfoi anɔ, lalawiemɔ hɛnɔ, loo sanɛgbaa nɔ.
3. **Oti:** Enɛ ji yiŋtoɔ, shɛɛwiemɔ loo nɔ pɛtɛɛ hɛ ni lalawiemɔ lɛ wɛɔ lɛ. Ebaanyɛ ɛkɔ adɛsa walashihilɛ, akutso, adɛbɔɔ nibii, suɔmɔ, gbɛlɛ, hɛyɛli, yiŋiɛmɔ loo yitsei krokomei ahe.
4. **Kukuji:** Eji liamɔi ni ajara amɛmli kɛwo kuui amli, ni yɛ hiɛ shitiimɔ hɛnɔ kome. Lalawiemɔfolɔi shiɔ gbɛ kɛjaraa kukuji lɛ ɛko fɛɛ ɛko amli.
5. **Liamɔi:** Eji wiemɔkulibii ni atsɛɛ yɛ kpaa kome nɔ ni fɛɔ lalawiemɔ lɛ. Ekomei fɛɔ kakadaji ni ekomei hu fɛɔ kukuji. Amɛnaagbɛɛ gbɛɛmɔi lɛ hu nyɛɔ efɛɔ srɔto. Liamɔi lɛ nyɛɔ efɛɔ sanɛmuu, enyɛɔ efɛɔ sanɛkuku loo wiemɔkulibii fioo ko pɛ hu.
6. **Wiemɔhɛŋɔɔmɔwolɔi:** Eji gbɛ nɔ ni atsɔɔ kɛ wiemɔ ni shishinumɔ bɛ hiɛhiɛ tsuɔ nii kɛtɛɔ hɛnuɔ shi loo tsɔɔ jwɛŋmɔ. Nɔkwɛmɔnii ji nɔ ni, tamɔ nɔ, mfonirishamɔ, oookɛɛgbɔmɔ kɛ ɛkrokomei ni fata hɛ.
7. **Shitiimɔi:** Eji ŋaa nɔ ni atsɔɔ nɔ akɛtsuɔ lalawiemɔ hɛ nii, bɛ pii lɛ atɔɔ liamɔi komei amli ni eha lɛ lala su titri naagbɛɛ liamɔi lɛ. Ehaa lalawiemɔ lɛ ŋɔɔ ni ɛtsakɛɔ ɛjɛbɔ lɛ hu.

Lalawiemɔ Jɛbɔ

Lalawiemɔ lɛ jɛbɔ ji bɔ ni atɔɔ lalawiemɔ lɛ naa. Eji liamɔ, kukuji kɛ shitiimɔi. Bɛi pii lɛ, lalawiemɔ jɛbɔ lɛ nyɛɔ eyɛɔ ɛbuaa yɛ shishinumɔ muu kɛ gbɛɛ namɔ ni ɛnaa nɔnyɛɛ yɛ kanelɔi anɔ. Bɛi pii lɛ, lalawiemɔi kɛ jɛbɔi srɔtoi kɛjɛɔ hɛnumɔi kɛ susumɔi akpo yɛ gbɛ srɔto ko. Jɛbɔi nɛɛ ɛkomei ji:

1. **Shikamɔ:** Bɔ ni lalawiemɔ lɛ yɔɔ ehaa kɛ ɛshikamɔ, tamɔ sonɛti (lalawiemɔ ni hiɛ liamɔi 14), lalawiemɔi aŋmaaa yɛ kukuji amli)
2. **Kukuji:** Eji liamɔi ni ajara amɛmli kɛwo kuui amli, ni yɛ hiɛ shitiimɔ hɛnɔ kome. Lalawiemɔfolɔi shiɔ gbɛ kɛjaraa kukuji lɛ ɛko fɛɛ ɛko amli.
3. **Liamɔi:** Eji wiemɔkulibii ni atsɛɛ yɛ kpaa kome nɔ ni fɛɔ lalawiemɔ lɛ. Ekomei fɛɔ kakadaji ni ekomei hu fɛɔ kukuji. Amɛnaagbɛɛ gbɛɛmɔi lɛ hu nyɛɔ efɛɔ srɔto. Liamɔi lɛ nyɛɔ efɛɔ sanɛmuu, enyɛɔ efɛɔ sanɛkuku loo wiemɔkulibii fioo ko pɛ hu.

4. **Shitiimɔ henɔ:** Eji shiitiimɔi ni aketsuo nii ye lalawiemɔ le mli, titri le ye liamɔ le naagbee gbe.
5. **Liamɔ mlitseremɔ:** Eji hei ye lalawiemɔ mli ni liamɔ hee tsaa nɔ ye he ni liamɔ ni eho le gbeɔ naa ye le. Enɛ he hia ye lalawiemɔ mli ejaake ehaa liamɔi le tsaa nɔ ni lalawiemɔ le hu yaa le oyaoya. Bei komei hu le, lalawiemɔ mlitserermɔ tsɔɔ mumɔ shrao ye bei amli ni ake niɲmaa mli okadii tsuuu nii.
6. **Mfonirishamɔ ke Agwaseiaɲ Wiemɔi:** Mfonirishamɔ ɲaa gbe le ke wiemɔheɲɔɔmɔwolɔi ni aketsuo nii le susuo nibii ni awieɔ amɛhe le etsɔɔ ni eteɔ henumɔ shi.

Nikasemɔ Nitsumɔi

1. Kanemɔ ni onya lalawiemɔ kuku nɛɛ he ni ohara:
Takwa jɛkɛ! Takwa jɛkɛ!
Oketeke le baa nɛɛ;
Kpeɲleɲ-kpeɲleɲ, Kpeɲleɲ-kpeɲleɲ,
Dade ke dade ɲɔɔ;
Poko-poko, poko-poko,
Lasu pukɔɲ faa nɛɛ!
Kwei o! Kwei-kweii o, Kwei o!
 - a. oti
 - b. mfonrishamɔ
 - d. agwaseiaɲ wiemɔ
 - e. gbee
2. Tsɔɔmɔ ni ogbala wiemɔheɲɔɔmɔwolɔi ni yɔɔ lalawiemɔ le mli tamɔ:
 - a. Atimli
 - b. No ni
 - d. Gbeigbeelo

Nitsɔɔmɔ Ke Nikasemɔ ɲaagbei

1. **Sanenaataomɔ nikasemɔ:** klasi muu fɛɛ nitsumɔ
 - Meni ji lalawiemɔ
 - Nyewiea lalawiemɔ mli otii le ahe
 - Nyewiea lalawiemɔ he sɛɛnamɔi le ahe
 - Nyekɛa lalawiemɔ
2. **Ku nitsumɔ**
 - *Mei enyɔɲyɔɲyɔ nitsumɔ:* Nyewiea lalawiemɔ ko he

- *Mɔ kome nifeemɔ*: Akɛ nilee ni ayɔɔ yɛ lalawiemɔ mli otii lɛ ahe lɛ asɔ lalawiemɔ.

Kaa Oti: DoK Ɗɛlɛ 3- Shia Nitsumɔ

Daamɔ nilee ni ona yɛ lalawiemɔi ahe lɛ nɔ ni osɔ lalawiemɔ ni hie kukuji etɛ yɛ otii nɛɛ atɛɛ ekome nɔ

- Heshibaa
- Toinjɔlɛ
- Onukpayeli
- Anɔkwayeli

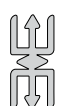
PLC Session 21

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

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

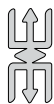
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

OTSI 22

Nikasemɔ Gbɛkpamɔ: *Lalawiemɔ henyamɔ*

Akwɛ nɔ ni eho

Afi 1

Otsi 6: Agba mɔnaa saneshishitsɔmɔ he sane be mli ni aakwɛ toiboo veveeve kn.kn.

OTII AHE NI ASUSUɔ Lɛ: LALAWIEMɔ HENYAMɔ

Kanemɔ nibii ni aɲmala yɛ lalawiemɔ he nyeseɛ otsi lɛ ni okɛkai ohe.

Lalawiemɔ Henyamɔ

1. **Kanemɔ Lalawiemɔ lɛ:** Kanemɔ lalawiemɔ ni ahara lɛ shii abɔ ni onu emli wiemɔ lɛ, gbee (henumɔ ni akɛɲma lalawiemɔ loo wiemɔkulibii ni akɛtsu lɛ) shishi kɛ wiemɔ lɛ.
2. **Tsɔmɔ Otii lɛ:** Tsɔmɔ otii ni lalawiemɔ lɛ mli lɛ. Otii ni yɔɔ lalawiemɔ lɛ mli lɛ nyɛɔ efɛɔ; toinɲɔlɛ, suɔmɔ, hiɛmiamɔ, gbele, awɛrɛhoo kɛ ekrokomei ni fata he.
3. **Kpa mfonirii kɛ wiemɔi haɲtsii lɛ ahe mama:** Kwemɔ bɔ ni akɛ mfonirishamɔ (henumɔ nibii), no ni, tamɔ no. oookɛɛ gbɔmɔ, awohe, kɛ ekrokomei etsu nii lɛ.
4. **Kwemɔ lalawiemɔ lɛ jebɔ:** Nibii komei ni ahe hia yɛ lalawiemɔ lɛ jebɔ lɛ mli ji:
 - a. Kukuji abɔ ni yɔ lalawiemɔ lɛ mli.
 - b. Kwemɔ shitiimɔ hɛnɔ lɛ. Kɛ niɲmaa okadi ‘A, B, D...’ kɛtsɔɔ srɔto ni yɔɔ shitiimɔ hɛnɔ lɛ amli. Kwemɔ nɔkwemɔnɔ nɛɛ nɔ

Aflimata

Aflimata bibioo ko A

Ni hɔmɔ miiye lɛ B

Esɔmɔ shi, esɔmɔ shi C

Gɔbi gɔbi gɔbi, D

Ni jwɛ, jwɛ, jwɛ ni etu. E

- c. Liamɔ mligbalamɔ

5. Kwemɔ Wiemɔ kɛ Gbee ni akɛtsuu lɛ

- a. Kwemɔ wiemɔ hɛnɔ ni akɛtsuu lɛ. Keji eji hiedɔɔ nɔ, tipɛɲfoi loo nɔ ni haa mɔ ko tsakeɔ ejwɛɲmɔ.
- b. Kwemɔ gbee lɛ (subaɲ/henumɔ) – bɔɔ mɔɔɲ akɛ obaaha nɔkwemɔnii!

6. Haramō Wiemō Heḡḡmōwolbi le

Taomō wiemō heḡḡmōwolbi komēi tamō:

- a. *Kōnsonanti gbεemōi:* Eji kōnsonanti gbεemō henō kome ni akeje wiemōkulibii ashishi ni tsara amēhe nō yē liamō mli.
- b. *Vaoli gbεemōi:* Eji vaoli gbεemō henō kome ni akeje wiemōkulibii ashishi ni tsara amēhe nō yē liamō. Tamō nō, kē wiemō heḡḡmōwolbi krokomei ni aketsu nii yē lalawiemō le mli.

7. Gbalamō shishinumō le mli

Kadimō nibii nεε:

- a. *Hiehie shishinumō:* Eji klenḡklenḡ shishinumō ni anaa.
- b. *Shishinumō ni mli kwō:* Eji shishinumō ni tēke wiemōkulibii loo wiemōkukuji ni yōō lalawiemō le mli le hiehie shishinumō le nō.
- c. *Ḍmalō le yinḡtoo:* Ḍmalō le yinḡtoo le ji oti ni lalawiemōfolō le kēḡma lalawiemō le. Yinḡtoo le gbalaa mei ajwεḡmō kēbaa nō ni yaa nō le nō ni ewōō oblantai le aḡaa.

8. Tsōomō oshidaamō yē henumō gbεfaḡ: Tsōomō henumō ni lalawiemō le kēbaa ni otsōō nō hewōō.

9. Ha ohie aka Nifeemō le nō

Wiemō nibii nεε amli:

- a. *Blema saji:* Eji beiaḡ ni aḡmaa lalawiemō le kεgbalaa winō saji loo kē shaa wōsεε jεḡ le he mfoniri. Kaimō akε kεji lalawiemō le miiwie ḡmεnεḡmεnε saji ahe tete kεje beiaḡ ni aḡma le le, blema nifeemō le ahe hiaa ejaake ekudōō ḡmalō le.
- b. *Kusumō nifeemō:* Lalawiemō ko kusum le feō hemōkεyeli nibii, wiemō le shishijee, akutsoḡ nifeemōi loo kuu ko mli ni asōō lalawiemō le yē le.
- c. *He ni Ḍmalō le jε:* Ene tsōō nibii ni ḡmalō le etsō mli, enitsumō kē esubaḡ. He ni ḡmalō le jε le naa nōnyεε yē wiemōkulibii ni eketsuō nii kē nibii krokomei hu.

10. Buamō oshishinumō le naa: Daamō onilee yē otii ni yōō nifeemōi le amli le nō kēbua nibii ni oyōse yē lalawiemō mli kēna shishinumō ni mli kwō yē lalawiemō le mli.

Nitsōomō Kε Nikasemō Ḍaagbεi

1. Sanεgbaa: Kласi muu fee nifeemō

- Ati lalawiemō kē shwemō otii le amli ekonḡ
- Agba lalawiemō otii le ahe sane
- Ahara lalawiemō mli otii le yē lalawiemōi amli

2. Ku nitsumō

- Akane lalawiemō ko
- Ahara lalawiemō mli otii ni yōō lalawiemō ni akane le mli

Kaa Oti – Dok Dɛɛ 4 – Sukuu Mitsumɔ

1. Kleɲkleɲ sanebimɔ 1

Tsɔɔmɔ bɔ ni lalawiemɔ ŋmalɔ le ke mfonirishamɔ tsu nii ye *Shamansheo (Vincent Okunnor)* lalawiemɔ le mli.

2. Sanebimɔ 2

Dmalamɔ wiemɔheɲɔɔmɔwolɔi fɛɛ ni yɔɔ *Nugbo lalawiemɔ le mli*. Eko fɛɛ eko le ke liamɔ ko ye lalawiemɔ le mli le afata he.

3. Sanebimɔ 3

Bo diɛntse sɔɔ lalawiemɔ ni hie kukuji ete ke liamɔi ejweɲweɲwe.

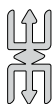
PLC Session 22

45 minutes

Planning & Reviewing the Learning Plan

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

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



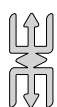
Note

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

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

10 minutes Content Exploration

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


Note

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

30 minutes Enactment

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

5 minutes Reflection

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

8. Remember to

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

OTSI 23

Nikasemɔ gbɛkpamɔ: *Lalawiemɔ henyamɔ*

Kaimɔ

Afi 1

Agba mɔnaa saneshishitsɔmɔ he sane be mli ni aakwe toiboo veveeve kn.kn.

OTII AHE NI ASUSUɔ Lɛ: LALAWIEMɔ HENYAMɔ

Ati lalawiemɔ ji mli: Kwemɔ otsi 21 ke 22 kena mligbalamɔ ni yɔɔ lalawiemɔ he ke nibii ni adamɔ no kenya lalawiemɔ he.

Nibii Ni Esa Ake Akwe Keji Aanya Lalawiemɔ He

Gbejianɔtoo ni baa nɛɛ ji nibii komɛi ni esa ake wɔdamɔ no kenya lalawiemɔ ko he.

1. **Oti:** No ji sheewiemɔ loo oti ni lalawiemɔ lɛ hie lɛ.
2. **Mfonirishamɔ:** Bɔ ni ake henumɔ nibii komɛi shaa mfoniri nibii ahe ye woyitsei amlɛ.
3. **Gbee** ni akeɲma lalawiemɔ lɛ: Lalawiemɔfolɔ lɛ subaɲ loo eshidaamɔ ye henumɔ gbefan keha oti lɛ.
4. **Wiemɔi ni aketsu nii:** Wiemɔkulibii ni lalawiemɔfolɔ lɛ ketsu nii, sintasi ke bɔ ni eɲma enii lɛ eha.
5. **Wiemɔ heɲɔmɔwolɔi:** Enemɛi ji heɲɔmɔwolɔi ni aketsu nii tamɔ: no ni, tamɔ no, oookɛɛ gbɔmɔ ke awohe, ke krokomei tamɔ gbɛigbɛɛɔ, kɔsonanti shiteɛɛɔ.
6. **Jebɔ:** Eji lalawiemɔ lɛ shikamɔ. Tamɔ liamɔi, kukuji ke liamɔi mligbalamɔ.
7. **Shitiimɔ:** Eji bɔ ni ake shitiimɔ tsuɔ nii kefeɔ lala heno ko. Enyɛɔ ebaa lɛ hu ake, shitiimɔ be ekomei amlɛ.
8. **Nifeemɔ:** Blema, kusumɔ ke mɔ diɛntse nifeemɔi aɔ ni adamɔ no keɲma lalawiemɔ lɛ.
9. **Henumɔ shihɛlemɔ:** Bɔ ni lalawiemɔ lɛ teɔ henumɔ shi ni ekɔɔ kanelɔi ahe eko lɛ.
10. **Lalawiemɔfolɔ lɛ yɛntoo:** Lalawiemɔfolɔ lɛ yɛntoo ke sheewiemɔ lɛ. Ani sɛɛnamɔ baa lalawiemɔfolɔ lɛ yɛntoo lɛ he?
11. **Okaditoo:** Nibii, sui, ke okadii ni akɛdamɔ shi haa susumɔi.
12. **Alushiɲ** (Allusion): Nɔkwɛɔmɔnii hamɔ keje niɲmaai krokomei, adesai loo yino saji ni tee no lɛ amlɛ.
13. **Ga sɛɛsɛɛ:** Eji gbɛ no ni atsɔɔ naaɲmɔɔ no ketsɔɔ srɔto ye no ni sa ni ofee ke no ni yaa no lɛ teɲ.

14. Gbɛemɔi he heɣɔmɔwɔlɔi: Heɣɔmɔwɔlɔi tamɔ, shiterɛlɔi, vaoli heno kome kɛ kɔnsonatii.

Keji wɔdamɔ nibii nɛɛ anɔ lɛ, kanelɔi baanyɛ ana shishinumɔ ni mli kwɔ ni amɛnya lalawiemɔ lɛ shishitsɔmɔ, otii kɛ ɣaagbɛ ni akɛɣma nii lɛ he.

Nikasemɔ Mli Nitsumɔ

1. Sɔmɔ lalawiemɔ ni hiɛ kukuji etɛ, oti lɛ ji ‘tsuishitoo’
2. Kekɔ nɔ ni okase yɛ lalawiemɔ he tsuutsu lɛ, tsɔmɔ heɣɔmɔwɔlɔi ni akɛtsu ni yɛ lalawiemɔ nɛɛ he.

Shamansheo (Vincent Okunnor)

*Mishienye jurɔ ni midɔɔ ohe;
Ni mitsui shweɔ o daadaa,
Bo okeme mitaɔɔ yɛ teemɔ mli,
Mike o ato ajina nɛɛ.
Aha mi wolo ni miyajɔɔ mihe,
No hewɔ mifoɔ mihe fioo nɛɛ;
Shi he pɔtɛɛ ni miyaa lɛ mileee,
Ni be ni maku misɛɛ hu minako.
Mi lɛ, naa, minɔ bɛ kaama,
Shi bo kɛ wɔshwiei lɛ moɣ eshwɛ;
Okɛ naashwɔmɔ kɛ suɔmɔ
Abaa amɛyi tamɔ wuɔ kɛ ebii.
Shɛɛ wɔkuuyɔbii lɛ oha mi,
Ni oka he ola lamɔ kɛ ɣɔmɔ;
Kɛ ashɛ agbo hiɛ futɛfute lɛ, too he okɛɛ:
Kpaoo, je ena yaa sɛɛ!*

Nikasemɔ Kɛ Nitsɔmɔ He ɗai

1. Nikasemɔ mli sanegbaa: Klasi muu lɛ fɛɛ nifeemɔ:
 - Tii lalawiemɔ mli otii amlɛ
 - Wiemɔ lalawiemɔ oti ahe.
 - Wiemɔ gbɛi anɔ ni kenya lalawiemɔ he.
 - Nya lalawiemɔ ko he
2. Ku mli nitsumɔ/ ekomefeemɔ nikasemɔ- Mei enynɔɔnɔɔ nitsumɔ
 - Kanemɔ lalawiemɔ keje lalawiemɔ wolo lɛ mli.
 - Ake nilee ni ayɔɔ yɛ lalawiemɔ henyamɔ he lɛ anya lalawiemɔ okane lɛ he.

Kaa Oti: DoK Dɛɛ 4 -Shia Nitsumɔ

1. Sɔɔmɔ sɔneti (lalawiemɔ ni hiɛ liamɔ kpaanyɔ) yɛ oti ni osumɔɔ ni kɔɔ owala mli sane loo Ghana kusum he. (*mii 16*)
2. Nya lalawiemɔ ni osɔɔ lɛ he. (*mii 24*)

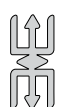
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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Note

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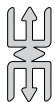
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

- 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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30 minutes

Enactment

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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.

Mlijaa 10 Mlikwɛmɔ

Nɛkɛ mlijaa nɛɛ kwɛɔ nibii fɛɛ ni atsoɔ yɛ otsii 21, 22 kɛ 23 lɛ mli. Ewie lalawiemɔ jɛbɔ hɛ. Ewie lalawiemɔ mli otii kɛ ehɛɛɛnamɔi ahe hu, saneshishitsɔɔmɔ kɛ ehe saji krokomei ahe. Nɔ ni akwɛɔ lɛ damɔ bɔ ni akɛ lalawiemɔ mli otii lɛ sɔɔ lalawiemɔ srɔtoi kɛ ehɛɔile, kɛ amɛhe nyamɔ. Gbɛkpamɔ lɛ ji akɛ keji akɛ kasɛɔi tsɔ mlijaa nɛɛ mli, amɛkɛ nilee ni amɛna lɛ baanya lalawiemɔ hɛ yɛ Blɔfo wiemɔ mli kɛ Blɔfo jɛɣnilee saji ahe.



MARKING SCHEMES FOR THE KEY ASSESSMENTS

OTSI 21

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieso otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieso otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumo ntai komei ye mli.	Awieso otii komei ahe. Wiemoi le be fanj tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanj ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niqmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi ye niqmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi bibibii komei ye niqmaa mlai le mli ni bei komei le eji tomo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei booo modanj ake amekke wiemokulibii ni wieso yitso le he le tsuo nii. Tomo bibii ni bei komei le eji tomo otii.	Wiemokulibii le ewieeee oti le he. Nokwemnonii bibioo ye ni wieso yitso wiemokulibii le he. Tomoi bibii ke wuji fee jeo kpo fanj.

OTSI 22

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieso otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieso otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumo ntai komei ye mli.	Awieso otii komei ahe. Wiemoi le be fanj tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanj ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niqmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi ye niqmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi bibibii komei ye niqmaa mlai le mli ni bei komei le eji tomo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei booo modanj ake amekke wiemokulibii ni wieso yitso le he le tsuo nii. Tomo bibii ni bei komei le eji tomo otii.	Wiemokulibii le ewieeee oti le he. Nokwemnonii bibioo ye ni wieso yitso wiemokulibii le he. Tomoi bibii ke wuji fee jeo kpo fanj.

OTSI 23

	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumo ntai komei ye mli.	Awieo otii komei ahe. Wiemoi le be fanj tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanj ni wiemoi ni ahe hiaa sanegbaa le faaa.
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	Excellent (7-8 marks)	Very Good (5-6 marks)	Satisfactory (3-4 marks)	Needs improvement (1-2 marks)
Mlinii	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia keha sanegbaa le.	Awieo otii le ahe. Wiemoi le mli ka shi ni ehe hia sanegbaa le hu shi shishinumo ntai komei ye mli.	Awieo otii komei ahe. Wiemoi le be fanj tso ni wiemoi le ekomei ahe ehiaa ye sanegbaa le mli.	Sanemuji ganee. Wiemoi le be fanj ni wiemoi ni ahe hiaa sanegbaa le faaa.
Wiemokulibii hee ke niqmaa mlai	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi ye niqmaa mlai le mli le ye mleo.	Ake wiemokulibii ni ja tsu nii. Ake wiemokulibii ni sa keha yitso le he wiemo tsuo nii. Tomoi bibiibii komei ye niqmaa mlai le mli ni bei komei le eji tomo oti.	Bei komei le ake wiemokulibii ni sa tsuuu nii. Mei komei boɔ moɔɔɔ ake amekɔ wiemokulibii ni wio yitso le he le tsuo nii. Tomo bibii ni bei komei le eji tomo otii.	Wiemokulibii le ewieeee oti le he. Nokwemonii bibioo ye ni wio yitso wiemokulibii le he. Tomoi bibii ke wuji fee jeɔ kpo fanj.

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