



MINISTRY OF EDUCATION

Gurenε

Bo'ora Sekandere Sukuu

PA'ALA GONJO

YUUMA ATÃ



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Gurenε Bo'ora Sekandere Sukuu

PA'ALA GOND

Yuuma Atã



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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

The Year Three Teacher Manual has two main objectives:

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

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

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

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

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

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

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

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YEŊO 1: SƆSEGA TƆGUM NARESUM/GƆNGƆMA

ZUO: NUURE SƆSEGA

Zubɔka: Zi'an Mɔpi Sɔsega

Zamesego Nyuuro: *Dike tɔgum naresum/gɔngɔma sɔsera zina beere so'olum la tingɔɔɔ zuo yela.*

Zamesego la Pa'alego Nyu'ɔ: Ta'am nyanɛ dike zi'an mɔpi sɔsega paɲa sɔsɛ.

PƆSEGA LA YEŊO GI'I ŊMAARE

Yenkuna wa nimmu'ure yele de la tu bise tɔgum naresum/gɔngɔma tuuma n de sɛla tu san tɔgera zina beere yela tu so'olum puan la tingɔɔɔ wa zuo yela suɲa suɲa sɔsega zi'isi mɔpi puan. Yenkuna wan tagele/pa'ase la tu pugum diɲɛ zamesɛ sɛla yuune 1, yeŋo 2 gɔɔɔ la puan la.

Zamesereba la wan ta'am tara tɔgum naresum/gɔngɔma sɔsera so'olum la tingɔɔɔ wa zuo zina beere yela gee nyanɛ tara taaba sɔsɛɲɔ pansɪ sɔsera ba sɔsega puan. Yenkuna wa puan, zamesereba la wan zamesɛ sɔsega sɔsɛɲɔ puti'ire n de sɛla la ba wan ita se'em. Ba wan kelum zamesɛ sɛla n sɔi gee ti la nara ti ba nyɔkera bamisi gee sɔsɛna taana sɔsega puan gee ita sɔsɛɲɔ ba zamesego deom, tu san yalege e, ba daare woo vom yela puan. Yenkuna wa wan suɲɛ zamesereba ti ba ta'am dike tɔgum naresum/gɔngɔma n nari sɔsera so'olum la tingɔɔɔ yela ti ba ta'am sɔsera sɔsega n n nimmu'ure gee tara vuure. Yenkuna wa de la nimmu'ure yeŋo bɔ'ɔra zamesereba la dagi la Ghana tɔgum zamesego puan ma'a gee la me bo'ori tu la sore ti tu ta'am bɔkera yela la zamesɛ tɔgum busebo wuu Solemiine la tɔgum busebo la sɔsega. Pa'ala la sum ti a maasum amiɲa gee tara yem zamesego sɔsega sɔa, lɔgerɔ, bɔgesego la asɛsɛmenti sɔa suɲɛra zamesego la.

Bakɔi duma la zamesego puti'ira la n boi yeŋo wa puan la de a:

- **Bakɔi 1:** Tara Tɔgum Naresum/Gɔngɔma Sɔsera Suɲa Suɲa daare woo sɔsega puan.
- **Bakɔi 2:**
 - a. *Pa'ale tu wan taaba sɔsɛɲɔ pansɪ sɔsera sɔsega puan.*
 - b. *Tara tɔgum naresum/gɔngɔma seba n de ma'a sɔsera zina beere la tingɔɔɔ yela.*

PA'ALEGO LA ZAMESEGO TUUMA AŊMAE GI'I

Zamesego Tuuma si'a n boi yenkuna wa puan la tari fɔla zo'e zo'e Ghana tɔgum pa'alego puti'ire puan. Yele-N Boi-Zamesego (YBZ) tari la fɔla ti tu dɔla pa'ala kɔma la ba wan iɲɛ se'em ta'am maala yelekara n boi tingɔɔɔ wa zuo dena yele-minɛre yela ti ba dɔla bilam ti a dena zamesego sore ti ba zamesera puti'ira la wara yela gee base ba ni kɔ'ɔm le tari ba n zamesɛ sɛla la nuu wa'am biɲɛ la. Ba de la fɔla mɔpi wuu nera ayima woo zamesego, nereba

bayi bayi tuune, dike nereba pansi n boi tɔka tɔka/ pugeto ma'a bii budibito ma'a tigere la zamesego deom puan tuuma nyaa ta pa'ase a tɔge-pa'ale. Fɔle-ana wa n bo'ori zamesereba la ati'isepaa pansi, yele-maalego pansi la ata'am sɔsera suɔa suɔa pansi. Ba me ta'am kelum bo yɔ'ɔɔ ti ba suɔera taaba, lagum-tuna la ba nentɔlega yele. Zamesereba la me wan kelum zamese ba wan iɛe se'em to'e deeta gee ta'am garesɛ. San dena zamesereba seba n tari yine bo'olum la, see ti fu bo bama tuuma pa'ase ti ba tuna nentɔleba tuuma wuu ba pa'ala ba taaba la se'em ti ba wan suɔe ba taaba zamesego deom la puan ti ba ta'am nye bɔkere dɔla ba pa'ale ba sela la puan. Tu ka'am Pa'aleba ti ba mina zamseba seba n tari yelebea yi'a la sɔsega daaɔo yela ta'am suɔe ba suɔa suɔa.

ASESEMENTI GI'I ɲMAARE

Yenkuna wa puan aseseменти fɔla la kalam de la tu geele bise ba mi'ilum, puti'ire bɔkere la bɔkere ti'isego. Saɔa woo fu san base ti lasebaare lebera paara kɔma la ti ba bɔkera ba iti sela la suɔeri me ti ba zamesego tɔla neɔan. Aseseменти fɔla la suɔeri me ti fu ta'am baɔera kɔma la n bɔkeri Ghana tɔgum (Gurenɛ) la ti ba pa'ala ba la se'em.

Bo kɔma la beɛna 3 ti'isego fɔla sokere duma n de puti'ire tebegere gulesego sokere duma bii yele mɔpi viisego sokere duma ti fu ta'am geele bɔke kɔma la ti'isego la ba bɔkeri sɔsɛɔ sɔsega paara se'em la ba mi'ilum beene n boi se'em la tɔgum naresum/gɔngɔma ba so'olum la tingɔɔ sɔsega puan.

Pa'aleba sum ti ba tara la zamesego tiɔasuka aseseменти la zamesego ba'asego asesementi fɔla geɛla kɔma ta'am baɔera bia woo zamesego n kini se'em lasebaare, nyaa pa'ase ba teesi kale bu'a la yuune la za'a kale bu'a n kini se'em ti ba ta'am tole neɔa.

Pa'aleba bise nera woo pa'asego

NB: Zamesebaa za'a, ta pa'ase la seba n tari Zamesego Daaɔo Yela la seba n de Tarenduma, see ti ba dike ba pa'ase zamesego woo puan suɔa suɔa. Pa'aleba la sum ti ba mina gee maasum ba zamesego gɔɔ la suɔa se'em ti zamesa woo wan ta'am lagum zamese gee daaɔo kan bɔna.

Ba wan iɛe ɲwana dɔla la;

- Dɔla sɔa zo'e zo'e paara kɔma (m.w., tara tuuma tɔka tɔka wuu alagunsɔsera, nimpilum lɔgerɔ, nu'usi-tuuma, la kompiita ti zameseba puti'ire bɔna zamesego la puan).
- Dɔla sɔa zo'e zo'e pa'ala (m.w., gulese lasebaare iɛe gɔɔ puan bo ba, nereba kuusi, nimpilum lɔgerɔ, aɲe-pa'ale, la yela garesego).
- Bo fɔla zo'e zo'e ti kɔma ta'am pa'ale ba puti'ira (m.w., fu ta'am base ti kɔma la lebesɛ tɔge, gulesego lebesego, dɔleɲɛ, bii ba tara lɔgerɔ ita pa'ala).

Le pa'ase, pa'aleba sum ti ba bise la pa'alego sosi'a ti ba wan ta'am doose pa'ale ti bia woo ta'am bɔke, ta bɔ'ɔra zamesego saɔa pa'asa, teesena zamesego sɔa, teesena tuuma la, bii base ti kɔma la suɔera taaba wuu la ni san ta nara. Bana n wan base ti kɔma la za'a ta'am lagum zamesa dɔla taaba.

Fɔɔra la sinii woo ti fu dike pa'asa fu pa'alego la puan, see ti fu bise ti ba nyeta suɔa, yesera ti la ta'am wuna, bii fu tara nu'usi niisena pa'ala ti seba n tuba n ka wuni la me bɔke fum boti ti ba iɛe sela la. Kompiita bugum la sum ti fu sigese bu la tiɔa ti seba nini n tari daaɔo la lagum po nyeta. Kaalego gɔɔ nari ti tu bɔna la zi'an ti nera woo wan paɛ la seba nini n

tari daaŋɔ la m.w., fɔɔsi birali duma sum ti bɔna kompiita puan ti ba san tɔge ti a lebesɛ tɔge bo ba ti ba bii kompiita la lebesɛ bɔkɛ.

Zamesɛba sɛba n de tarenduma, sɛba n kan ta'am kiŋɛ sum ba bisɛ la ba wan iŋɛ se'em suŋɛ ba ti ba ti ba pɛ zamesegɔ zi'an la.

Fɔɔsi la wasi ta'am dike magazine ti sɛka n wan ta'am suŋɛ ba ti ba wuna gee bɔkɛra ba n zamesɛri sɛla. Zamesɛba sɛba n ka ta'am tɔgera suŋa suŋa la fu ta'am bisɛ ba nɔgbana/nɔgana bɔkɛ bama n boti ba yeɛ sɛla. Bii ba gulesɛ ba boti ti ba yeɛ sɛla la bii a dike nu'o pa'ale bii di'ise iŋɛ kompiita zuo.

Zamesegɔ Puti'ire (Indicators)	DOK Level	<i>Aseɛsementi Fɔla /bii sɔa</i>
3.1.1. LI.1 Tara tɔgum naresu/gɔngɔma sɔsɛra daare woo.	2	Zamesegɔ Deom Asɔsɛpa'ale
3.1.1. LI.2 Iŋɛ-pa'ale sɔɔsɛŋɔ sɔsɛga n sɔsɛri se'em.	3	Yire Tuune
3.1.1. LI.3 Tara tɔgum naresum/gɔngɔma sɔsɛra zina beere yeɛ la tingɔŋɔ zuo yeɛla.	2	Tuunkatɛ

BAKOI 1

Zamesego Puti'ire: *Tara tɔgum naresum/gɔngɔma sɔsɛra tu daare woo sɔsɛga puan*

Tagesego

Yuune 1	Bakoi 1 la 2 1. Dike tɔgum lɔgerɔ la pa'ale Gurenɛ kɔdaasi la (m.w., nɔgbama aɲa, zeleɲa zɔɲa la sika la zeleɲa kinkɛlesi). 2. Dike tɔgum lɔgerɔ la pa'ale Gurenɛ kɔnya'asi la (m.w., miinjo, kuusi itego zi'isi, la kuusi la n iti se'em).
Yuuma 2	Bakoi 1 la 2 swws 1. Pa'ale vo'osum buuri (ayo'e base la ayulebese) Gurenɛ tɔgum puan. 2. Sɔsɛ pa'ale Gurenɛ tɔgum vo'osum naane n ani se'em yelebea naaɲo puan.

KANKAŊI ZI'AN: TƆGUM NARESUM/GƆNGƆMA SƆBA N NARI TI TU TARA SƆSERA

TƆGUM NARESUM/GƆNGƆMA GARESEGO: Tɔgum naresum/gɔngɔma de la tɔgum zo'e zo'e ti tu tara sɔsɛra yesera fum n tɔgeri bɔ'ɔra nɛremina la sɛla ti fu bɔta. Bana za'a de la tuuma zi'isun sɔsɛga tɔgum n boi yima yima se'em. Mageɛ wuu fum san kiɲɛ asibetun/dɔgeta, fu wan wum yelebea asi'a ti fu ka wuna a taaba daare woo. Mageɛ wuu fu ziim ka zo'e, fu suure n ɲme'eri se'em, tiim, fu inya skier n boi se'em beene, tiim to'osego zi'an, la nɛesi. Bala nuu, ti fu san biɛ wara duma tɔgum, sɛba n koosi lɔgerɔ tɔgum, sukuu duma tɔgum la tuuma zi'isi zo'e zo'e tɔgum bu boi tɔka tɔka la bala.

Tɔgum tuuma wa n boi fole fole wa la, yele yele wuu tɔgum naresum naane, base ti yelebea la ti sɛba n boi dɔgeta tara sɔsɛra la, yelebea ana nuu ti mina n boi yire mina dike tɔgum gee ba tɔgum la wan bɔna tɔka tɔka. Mageɛ wuu yelebire wa 'sagirega' tari la vɔa yima yima yesera zi'an ti ba yi yelebire wa. La san dɛna la kompiita tuuma zi'an, a de la kompiita sagirega zugɔpika la ti fu ni gure fu nu'usum di'isa la gee la san dɛna la yire, a de bunvɔa la n boi bɔ'ɔm ɔbera lɔgerɔ sa'ana basera la. Tɔgum yelebea la ti tu tara sɔsɛra la taaba daare la boi la a tɔka la fum kiɲɛ kpɛ'ema zi'an ta tɔgera bɔ'ɔra e.

Tɔgum naresum/gɔngɔma buuri buuri: Tu tari la sunkpe'enduma tɔgum naresum/gɔngɔma la zuo-taaba tɔgum naresum/gɔngɔma (informal registers).

Sunkpe'enduma Naresum Tɔgum: Ina de la tɔgum la n naam nara ti ba tɔgera bu dɔla se'em sɔsɛga puan la kɔ'm bala. Sunkpe'enduma naresum/gɔngɔma tɔgum de la tɔgum ti tu tara tɔgera tuuma zi'isi, sukuu zamesego puan, bii birikinduma zi'an ti la niɛ, dɛna tintɔɔ dee ti girema bɔna ti la dɛna la nimmu'ure paa. Sanseka woo ti ba tara sunkpe'enduma naresum/gɔngɔma tɔgum wa sɔsɛra, la ni zeke tɔgum la saazuon dee ti bu niɛ. Fu san tara sunkpe'enduma tɔgum naresum/gɔngɔma tɔgera la pa'ali la fum bi'e se'em, ba kumese fu se'em, la kpɛ'ɛɲo.

Sunkpe'enduma Tɔgum Naresum/Gɔngɔma Aɲa

1. Bu Ka Tari Tɔgeyooro

Sunkpe'enduma tɔgum naresum/gɔngɔma ka tari agire-kua tɔgera, a ka tari mam tiɲa tɔgum ɲwana, la a ka tari saare tɔgum.

2. Tintɔɔ Tɔgum Naane

Ssunkpe'enduma tɔgum naresum/gɔngɔma ni kɔ'ɔm dena la tintɔɔ tɔgum, tuuma zi'an tɔgum, bii tigere diyima mɔpi tɔgum naane ti ba tara sɔsera la taaba.

3. Yelesum n ta' ka zɔna naana

Sunkpe'enduma tɔgum naresum/gɔngɔma tari la yelesum n ta' ka zɔna yelesum duma ba sɔsega puan.

4. Alanari

Sunkpe'enduma tɔgum naresum/gɔngɔma tɔgeri dɔla la naresum, bu nera la ti'ise se'em, bu ka tari sunsua, bii fu lugesu.

5. Girema bu'a kua zɔŋa/sika

Sunkpe'enduma tɔgum naresum/gɔngɔma kua zɔŋa la sika pa'ali la ba mi'ilum n pae se'em, girema, la miŋa nyɔkere.

Zuo Taaba Tɔgum Naresum/gɔngɔma: Tɔgebuna taaba wa, de la ama'e-miŋa, de'ɛŋo, tɔgeyooro, la saare tɔgum dee me kɔ'ɔm bɔna tu daare woo sɔsega puan – la ni dena la zɔduma, yi-nereba, zuo taaba, la fum la seba n mi taaba. Kalam, sela n boi la de la nera ka dikera a tadaana tɔgum ti la dena daaŋɔ. La sum ti ya mina yeti kalam me, tu tari la yelebea mɔpi. Magese wuu: yelebea wuu n budaa, zɔɔ nyɔka, zuo taaba lagesegɔ kudele zuo za'a boi la sosali miidia zuo. Zuo taaba tɔgum naresum/gɔngɔma tari la nereba lagna taaba. Ba bo'ori la sore ti nereba ta'am tɔgera ba puti'ire n de se'em, pa'ala bama n de nereseba la ba suure n ani se'em.

Zuo Taaba Tɔgum Naresum/gɔngɔma Aŋa

1. Saare Tɔgum

Saare tɔgum, agire-kua tɔgum, tɔgeyooro la tiŋa tɔgum tib a tara sɔsera zuo taaba tɔgum naresum/gɔngɔma puan.

2. Ma'e miŋa tɔgum naane

Tɔgum woo n de zuo taaba tɔgum tari la fai tɔgum, ta pa'ase bu de la daare woo tɔgum naane n de wuu atɔgeri gmeresa.

3. Yelesun-yɔŋa naana

Saŋa zo'e zo'e yelesun-yɔsi n ni bɔna zuo taaba tɔgum naresum/gɔngɔma puan, ta pa'ase yelesun-gira la yelɔ'ɔɔ sɔsega.

4. Fumiŋa kua zɔŋa/sika

Zuo taaba tɔgum naresum/gɔngɔma n ni tara la suure tɔgum la nera la miŋa n de mina.

5. Maleŋɔ

Fu san bisera zuo taaba tɔgum naresum/gɔngɔma puan, maleŋɔ bii taaba mi'ilum n ni bɔna nereseba la n sɔseri la tiŋasuka.

Zamesego Tuuma

Pa'ale tŋgum naresum/gŋngŋma ti fu wan wum zesina wa puan;

1. Mageŋe wuu: fu ye ti fu ta nye la dogeta: tiim,
2. Mina n maali la n tŋgeri bŋ'ŋra nera wa'am ti a maale a loore; birekeri, loore na'are,
3. Dikŋŋsa n tŋgeri bŋ'ŋra mina n da'ari: diisi buuri buuri, dia,
4. Maasi tikiya n tŋgeri bŋ'ŋra zamesego deo nereba la: adike pa'ase, ayese base, giisi-sinaasi,
5. Sukuu bia n tŋgeri bŋ'ŋra a tikiya: mu'ungŋ, birasi, penti,
6. Budibila ti base ba sore ti a bŋna yire gee tŋgera bŋ'ŋra a mayaaba foni zuo: haloo, wuntŋŋŋa,
7. Zŋduma bayi n boi bini ŋme'era boole gee tŋgera bŋ'ŋra taaba:paase, boole,

Zamesego la Pa'alego Tuuma

Yele-Maalego Zamesego (N ma'a la alagungube tuune)

1. Alagungube tuune: Pa'ala wan dike tŋgum naresum/gŋngŋma tŋka tŋka bo zameseba la ti ba loe ayima sŋse.

Tikiya la sum ti a dŋla kaara bisera se'em ti bia woo wan lagum tum tuune la gee suŋe ba ti bia woo bŋke gee ta'am iŋe sela n nari.

2. Bayi bayi tuune: Zameseba de'empa'ale doose sŋsega yelenyu'ŋ mageŋe wuu buuri nereba la naresum yela (m.w., bo'olum, nŋŋere, ma'a ma'a itego, la ŋmibega) Sansi, Tekenŋlogi, Iŋineerin, la Maasi, Pŋŋene/Budaane Zŋne la Pa'ase Zuo Taaba Puan, paŋa, imma'asum, la so'olum la nasaatiŋan yela. Tikiya la ta'am sŋkera ba sokere duma seba n wan suŋe kŋma la ti ba ta'am sŋsera gee bŋkera.
3. Zamesego deo la za'a tuune
 - a. Biŋe dee selese ade'empa'ale la gee pa'ale tŋgum naresum/gŋngŋma n de yelebisi'a sŋsega la puan.
 - b. Dike pa'ase tŋgum naresum/gŋngŋma seba ti tu pugum bo doose tuuma zi'isum, tigera, la yelezuo la.
 - c. Tŋgereba nyanŋe dike tŋgum naresum/gŋngŋma seba n de ma'a sŋse ba sŋsega la za'a?

Asŋesementi kankani: DoK Beene 2 – Tigera Asŋsepa'ale

Maasum gee sŋse pa'ale yu'ure sika n iti se'em ya sŋ'olum puan. (kŋla 12)

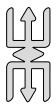
- a. Guleŋe pa'ale tŋgum naresum se'em ti fu wan dike iŋe asŋsepa'ale la.
- b. Pa'ale sela n ta'ase ti tŋgum naresum busebo dŋna nimmu'ure suŋera ti asŋsepa'ale niira peelemi bŋ'ŋra kelesereba la.
- c. Buŋe tŋgum naresum n wan ta'am tee se'em fu san tŋ'ŋsa sokere duma kelesereba la zi'an.
- d. Sŋse fu tuune la yele pa'ale zamesego deo la.

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. 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

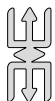
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

5. 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 errors made 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

6. 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

7. 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).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. 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.

BAKƆI 2

Zamesego Puti'ira

1. *Pa'ale taaba sƆsɛŋɔ n iti se'em sƆsega puan*
2. *Tara tɔgum naresum/gɔngɔma sƆsɛra zina beere yela la tingɔŋɔ zuo yela*

Tagesego

Yuune 1	Bakɔi 3: Pa'ale puti'ira kankaŋi sƆsega puan. M.w., buuri nereba la naresum yela (girema, taaba ziile, nana taaba la baseba), sukuu zamesego, a nyɔgeri kɔma kɔɔsa, kɔrum kɔrum, ɔgemaalego n boi Ghana wa, salema tu'a, GESI, etc.
Yuune 2	Bakɔi 2 1. Garese pa'ale kua zɔŋa/sika puti'ire n de sela, yele yele ba buuri buuri (m.w., kua sika, zuon, tinjasuka, zɔŋa la lua etc) la ba tuuma. 2. Sɔse kua zɔŋa/sika tuuma (m.w., tɔgum naane, yelebea, tɔgum yima yima).

NYU'Ɔ KANKAŊI 1: SƆSɛŋɔ

SƆsɛŋɔ de la sela ti tu ita sƆsega puan saŋa woo. A de la sela ti nereba san ni sƆsɛra ayima n ni tɔgera ti atadaana la sakera ti a san tɔge ba'ase ti eŋa me sɔe tɔgera gee ti a me sakera. Ti ŋwana vuure de la nereba san sƆsɛra ba ka libeli taaba. SƆsega sƆsɛŋɔ puan, ayima ni nye la saŋa ta'am tɔge ba'ase gee ti ayima me tɔge. Ŋwana ni base ti nereba la ta'am sƆsɛra me suŋa suŋa digesa puti'ira bɔ'ɔra taaba gee ti pupeelum bɔna.

SƆsɛŋɔ N Iti Se'em: SƆsɛŋɔ wa boi la tɔka tɔka ti buuri woo la bama n iti sƆsɛŋɔ tɔgum se'em la zisesi mɔpi ti ba ita sƆsɛŋɔ tɔgum wa. Sela n soi la, ba iti sƆsɛŋɔ tɔgum wa dɔla buuri malema n de si'a n de wuu la yuuri paara se'em, la doli taaba se'em la tɔgum n tɔgeri se'em sƆsega puan. Sansi sisesi boi me ti seba n sƆseri ayima ni kɔ'ɔm libela dee ka selesa a tadaana la n yeti se'em la, dee ti baseba me bɔ'ɔra taaba girema ni tɔgera ŋwana baalam baalam bɔ'ɔra taaba. Ba ni tara yelesum seba sƆsɛra baalam baalam sƆsega puan la ni dena la 'gaafara ti n yele fu sela,' 'n wan nyanɛ pa'ase sela fum n yele sela wa puan?', dee nyaa ta'am dike a sokere la soke bɔke sƆsega la. SƆsɛŋɔ sƆsega puan, see ti fu mina dee bɔ'ɔra nerebana duma la me girema. Ba ni tara la yelesum bana wa 'fu ti'ise la ŋwani?', 'mam n tari sela za'a n bala', 'la boi la fum zi'an' etc ta'ase ba gɔgesɛ zuo pa'ale yeti a saŋa pae ti a me yele sela. Fu sum ti fu nyɔke la fumiŋa dee tara sugeri gura ti la san pae ti fu me tɔge.

Sela Zuo Ti SƆsɛŋɔ Nara SƆsega Puan

Sela n soi ti la nara ti tu sƆsɛna taaba sƆsɛra la baseba n ŋwana:

1. SƆsɛŋɔ sƆsega puan, la base ti nereba la ta'am sƆsɛra wuna taaba nuuren la suŋa suŋa.
2. Nera woo tara sore me ti a me ta'am po dike a puti'ire pa'ase sƆsega la puan.
3. La base ti nera woo sƆsega pa'ase me dee ti a ganɛ taaba ka bɔna bini.
4. La base ti nereba dɔla bilam nyɔgera zɔtɔ dee ti sadɔtɔ yɔ'ɔsa bɔ'ɔra ba.
5. La base ti nereba la nyanɛ pa'ala la sela ti ba suure ke.
6. La de kumesgo bɔ'ɔra nereba dee base ti fu zamesɛ nereba zi'an tɔgum suŋa suŋa.
7. La base ti nera la yo'e la tuba selesa me suŋa suŋa ta'am bɔkera sƆsega la.

8. La baſe ti fu zameſa la taaba zi'an sŏsega wara wuu ſugeri, nyŏke n miŋa, dee sŏſera.
9. La pa'ase la se'em ti fu wan ta'am ſunsua di'ira wuu fum nyŏkeri-fumiŋa se'em n de ſela n de nimmu'ure paa.

Iŋepa'ale Sŏsseŋŏ sŏsega n iti se'em: Tikiya la ee sŏsega bo kŏma la lagum la ba taaba la ti ba iŋe a-iŋepa'ale zmeſego deo la puan tib a biſe. (Sukuu kŏma ta'am loe yelezuo ŋme nŏkpe'ene di yele, ma'e bamisi sŏſena taaba lebeſa taaba sŏsega).

Mageſe wuu yele-ana taaba wa:

1. La nari ti tu bo ſeba n boi ſekandire sukuu la fole ti ba ti ba tara foni duma kina sukuu?
2. Tinteere n tara daanſeto paara tu di akua puan la tu kŏrum kŏrum tarega. (Dike ya sŏsseŋŏ sŏsega sŏſe pa'ale tu wan dooſe se'em maale yele wa).
3. Ba loe fu me ti fu biſe ka'ase sŏsega ti ka zuo deſa la; 'Ba gu wurŏba duma tu sukuu puan nanane wa'. Iŋe ade'empa'ale pa'ale fum wan iŋe yele wa la ŋwani? (Fum wan dooſe se'em ŋwana: biſe nereba ni sŏſera giregera se'em baalam baalam la, ba ni tabege ſoke la ſokere pa'ase gee ba me ſan pugum ka ſake fu puti'ire ba kan zabe, ba me ni pa'ale la bama puti'ire n de se'em gee lebeſe ba tadaana nuure la). Fum yeti fu ka'ase sŏsega la ŋwani ŋwani?

Zameſego la Pa'alego Tuuma

Alagungube tuune/Anaſ-taaba zameſego

1. Deo la za'a sŏsega
 - a. Maam biſe putedaasi la/pa'ale sŏsseŋŏ sŏsega n de ſela mŏpi Gurene puan.
 - b. Ka'ase sukuu kŏnkureba sŏsseŋŏ sŏsega
 - c. Seleſe nereba n sŏſeni taaba sŏſera ti ba dike iŋe tepe puan dŏla sŏsseŋŏ sŏsega n iti se'em.
2. Bayi bayi tuune
 - a. Dike ya sŏsseŋŏ sŏsega la ya de'em-pa'ale sŏsega zuo ti tikiya la dike bo ya la sŏſe ba iti sŏsseŋŏ se'em.
 - b. Loe sŏsega zuo ze'ele wuu buuri Malema puan, nereba naresum yela, STEM, GESI, tu bugum paŋa, degerŏ yela, ſo'olum la timpabere zuo yela, imma'asum la fu kaale, dee pa'ale putedaasi la n boi sŏsega la puan la dee ti ba sŏſe dŏla sŏsseŋŏ sŏsega wara la n de se'em la.

Aſeſementi kankani: DoK Beene 3 – Nera woo yire tuune

1. Fu pa'aseri la tigere puan sŏsega yeſera buuri puan kibesi n boi Gaana tiŋa puan.
 - a. Gäreſe pa'ale fu wan dike sŏsseŋŏ sŏsga ſŏa ta'am ſuŋe sŏsega la se'em. (kŏla 7)
 - b. Dike puti'ira atŏ sŏſe pa'ale ſela n ta'aseri sŏsseŋŏ sŏsega puan. (kŏla 3)
2. Fum n de mina n biſeri nŏkpe'ene ŋmi'a guleſego yela ya sukuu la puan la, sŏſe pa'ale ſoſi'a anuu ti fu wan nyaŋe baſe ti sŏsseŋŏ sŏsega bŏna bŏ'ra ſeba n ŋmi'iri nŏkpe'ene la. (kŏla 5)

Kankaŋi Zi'an 2: Yeletuula

Zina beere yela: Zina beere yela de la yelesi'a n iti zina beere wa dŋla tu taaba lagesego, pŋletisi, bii nutatum daaŋŋ yela n kŋ'om paara tu nanani wa nara ti tu vaɛ isege saazuo. Yele-ana wa base ti nereba ta'am ni dike ba puti'ira pa'ase gŋmena wara, nyaa ni base ti nereba la gŋmena la tiŋasuka kina suŋa.

Tŋgum Zuo Mŋpi la Bu Naresum/gŋngŋma: Fu san tara sela n nari bii tŋgum naane n doose tŋgum zuo mŋpi la base ti sŋsega kina la suŋa suŋa. Tigera asi'a la a tŋgum naane n ŋwana n boi tilum wa:

1. Sukuu Kara puan: pa'alego, pa'alego dekaɛ, sukuu bia pŋta, levuli 100, tuntuna pŋta, kiisi, pa'alego sŋa gŋŋ.
2. Alakpikeri: katapila, ko'om, salema, magezim, tiŋa, makure, tiim.
3. Kua la Gu'ulego: bumbule, zim, bugelego, kua lŋgerŋ, dumbuulego, biŋere zi'an, biile, selega, kaareba sikaali pika, tiŋa.
4. ICT: kompiita, deeta, imeeli, AI, bundeli, Wi-Fi, burawuza, deeta biŋe zi'an, lŋrum, sŋfiti wɛɛ, haadi wɛɛ, etc.
5. Pŋgedire/Sire-ele: budaa la a pŋga, pŋgedire buuri buuri, pŋgesule, lŋgeke'elega, pŋga, sira, budasuŋŋ, pŋgesŋsuŋŋ, limesego, etc.

Zamesego Tuuma

Tuun-ana bɛɛ zi'an ti yelebɛa wa bŋna?

- a) Yelebire, kulŋsi, yelebinaare, du'usi, yusŋsɛŋa
- b) Nyŋke page, tuunfe'esa, tŋgum kootum, page sareka, gɛɛgi
- c) gaasi, yaarum ko'om, bateri ko'om, PH

Zamesego la Pa'alego Tuuma

Yele-N Boi Zi'an-zamesego

1. N ma'a la alagungube tuune (Individual and group work)

Alagungube

- a. Zameseba sŋse la nari ti tu kŋrum kŋrum ana suŋa se'em gee pa'ale sosi'a ti tu wan doose gu tu kŋrum kŋrum la ti la ana suŋa saŋa woo.
- b. Zameseba gulesɛ yeledaasi la ti ba wum sŋsega la puan la biŋe.
- c. Zameseba dike yeledaasi la ti ba gulesɛ biŋe (b) la sŋse ba tiŋa yela asi'a.
- d. Zameseba le maam dike putedina nuu iŋe tuune la ti tikiya la loe bo ba la bii ba taaba la tole nɛŋa biɛ ti ba lagum sŋse.

Asɛɛsɛmenti Kankaŋi: Beene 3 – Alagungube Tuune

Loe yelezuto wa puan ayima

Dike tŋgum naresum/gŋngŋma sɛba n ma'a;

- a. garese pa'ale nasaane n tari daanseko bo'ora tu Ghana wa nutatum yela.
- b. geele bise nɔɔ la imma'asum n ani se'em tinsesi n nan boi bini maala wa puan.
- c. pa'ale fum puti'ire n de se'em yesera la tinteere wa daaɔ yela n de si'a tu Ghana wa kua la gɔ'legɔ puan gee pa'ale tu wan iɛ se'em ta'am gu daaɔ wa.

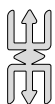
PLC Session 2

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.

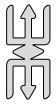
3. Plan the week's key assessment with your app
 - a. The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 ‘Can I do this correctly, and do I understand why?’
- 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.

30 minutes

Enactment

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

5 minutes

Reflection

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

Yeŋo 1 Amaabise

Yenkuna wa puan tu sɔsɛ la tɔgum naresum/gɔngɔma sɛba n nari ti tu tara sɔsera, taaba sɔsɛŋɔ la tɔgum naresum/gɔngɔma sɔsega yeletuula puan. Tu pa’alɛ zameseba la yelep’a’legɔ la tɔgum naresum/gɔngɔma buuri buuri. Tu me kelum zamesɛ tɔgum

naresum/gŏngŏma mŏpi ti tu tara tŏgera. Ba me le zamese folesi'a ti tu wan dŏla ita sŏsŏŏŏ sŏsega la sela n sŏi ti la nara ti tu sŏsŏsena taaba sŏsega puan. Tu me kelum bise yeletuula ti tu base ti ya bŏke taaba sŏsŏŏŏ n nari se'em ti ba dike sŏsega iŏŏ taaba sŏsŏŏŏ sŏse bise. Tu boti ti zameseba la san ta ba'ase yenkuna wa, ba wan ta'am dike taaba sŏsŏŏŏ sŏa la sŏse la ba taaba. Ba wan nye mi'ilum sebo ti ba ta'am gulese yelebŏa n tari vuure, nyanŏe pa'ale yelebŏa vuure n boi a to'ore se'em la sŏsega vuure.

ASEESEMENTI KANKAŊI KĀLE BU'A

BAKŌI 1

Asŏsepa'ale kĀle bu'a n doli se'em

Pansi	A ba'am mŏ me (kĀla 4)	Suŏa suŏa (kĀla 3)	A mŏ ya (kĀla 2)	Nari demesego (kĀle 1)
Asŏsepa'ale (sela n boi bini) la tigesego	Sela n boi asŏsepa'ale la puan la pa'ali la yu'ure sika malema la a sŏa suŏa suŏa. Viisego suŏa suŏa n base ti la niŏ peelemi pa'ala nimmu'ure la tintŏŏ lasebaare duma. Sela n boi bini la de la ma'a gee me niŏ doose la nari se'em la. Sela n nari ti la bŏna bini la boi bini.	Sela n boi asŏsepa'ale la puan la pa'ali la sosi'a ti ba dŏla sigera yu'ure bŏkere suŏa suŏa. Sela n boi bini la kŏ'ŏm tigesego doose la la nari se'em la. Ta'am tara sela n ka doose ma'a bii sela n boi bini la ta'am kan tara suŏere. Sela n nari ti la bŏna bini la boi bini.	Sela n boi asŏsepa'ale la puan la pa'ali la yu'ure sika malema bŏkere suŏa suŏa. Viisego yela ta'am ka zo'e pa'ala nimmu'ure lasebaare la tintŏŏ yela la/bii suŏera ba yele se'em la. Sela n boi bini la yela asi'a ta'am dagaŏa tintŏŏ, ka dŏla, leregere yima yima, la/bii ta'am ka niŏ.	Sela n boi asŏsepa'ale la puan la pa'ali la yu'ure sika n ka tari bŏkere (m.w., yu'ure sika malema n de sela). Sela n pa'ali yu'ure malema tŏgum naresum la ka zo'e. Sela n boi bini la tari la bulembu'a la/bii tari la sela n kŏ'ŏm dagaŏa tintŏŏ. Sela n nari ti la bŏna bini la ka boi bini bii la ka tigesego.
Asŏsepa'ale (DĀalego)	Asŏsepa'ale pŏgera la kŏ'ŏm gulese doose la la nari se'em la ti yŏ'ŏrŏ gĀ'are suga suŏa, nyeta suŏa suŏa, ti yelesum la neŏa niŏ bala suŏa suŏa. DĀalego duma base ti yelesum la nara me. Gi'a gi'a leni, tuure ka boi bini (yelebŏa naresum la a gunguma, gu'usi, yelebŏa gulesego, demesego la baseba).	Asŏsepa'ale pŏgera la kŏ'ŏm gulese doose la la nari se'em la ti yŏ'ŏrŏ gĀ'are suga suŏa, nyeta suŏa suŏa, ti yelesum la neŏa niŏ bala yelesum la luga zo'e zo'e. DĀalego duma base ti yelesum la nara me. Gi'a gi'a leni, tuure ka boi bini (yelebŏa naresum la a gunguma, gu'usi, yelebŏa gulesego, demesego la baseba).	Asŏsepa'ale pŏgera la kŏ'ŏm gŏrege me la yŏ'ŏrŏ n pelege nyeta suŏa suŏa, gee/bii yelesum la neŏa ka niŏ bala suŏa suŏa. DĀalego duma base ti yelesum la nara me. Tuure boi bini (yelebŏa naresum la a gunguma, gu'usi, yelebŏa gulesego, demesego la baseba).	Asŏsepa'ale pŏgera la ka gulese doose la la nari se'em la ti yŏ'ŏrŏ gĀ'are suga suŏa, nyeta suŏa suŏa, ti yelesum la neŏa niŏ bala suŏa suŏa. Wal-esi bii TV zuo (fŏŏra), la san pugum bŏna, gee la ka niŏ yelesum la puan. Asŏsepa'ale la ka doli taaba. Tuure zo'e zo'e n boi bini (yelebŏa naresum la a gunguma, gu'usi, yelebŏa gulesego, demesego la baseba).

Asŏsepa'ale (Nuure sŏsega)	Asŏsepa'ale la ba'am ana la sunja bŏna sanseka ti ba la puan bŏ'ora tigere la ti ba sŏse pa'ale (mita 20 puan). Tigere la nereba zā'a lagum sŏse pa'ale suna me. Asŏsepa'ale la kŏ'om pa'ale me sunja sunja.	Asŏsepa'ale la kŏ'om kiŋe la sunja sunja pa'ala sŏsesunja pansi gee me doose sanja la bŏ tigere la nereba zā'a ti ba sŏse pa'ale (mita 20 puan). Tigere la nereba zā'a lagum sŏse pa'ale suna me gee ti asŏsepa'ale la kŏ'om pa'ale bŏba zo'e zo'e ti ba maas- um me sunja sunja.	Asŏsepa'ale la kiŋe sunja pa'ala ti ba tari sŏsesunja pans fii wa. Sanja zŏe/ pŏe la fii wa bŏ ba. Tigere la nereba baseba sŏse gana baseba. Ba nari ni ti ba sŏse pa'ale pa'ase me.	Asŏsepa'ale la ka ba'am kiŋe sunja pa'ala sŏsesunja pan- si. Sanja la zŏe/pŏe me ti ba sŏse pa'ale gee/ bii ti nereba la zā'a ka sŏse. La kŏ'om pa'ale me sunja sunja ti ba ka maasum.
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BAKŌI 2

NYU'Ō KANKAŊI ZI'AN 1

1. a) Gee ti a sŏseri sŏsena bŏna, iŋe sela n boi tilum wa:

- i. Biŋe ya wara duma
- ii. Iŋe ya sŏsega la n nari ti ka dŏla se'em
- iii. Zēge ya nu'usi ti la pa'ale ti se'ere n boi
- iv. Loe ya nera ti a bisera sŏsega la zuo
- v. Kelesa sunja sunja
- vi. Dŏla sanja
- vii. Ka'am nera woo ti ba bŏ ba puti'ira

San ta'am yi a sŏseri sŏsena pans siyopŏi n boi zuon wa – kāla 7

San ta'am yi a sŏseri sŏsena pans siyoobi n boi zuon wa – kāla 6

San ta'am yi a sŏseri sŏsena pans sinuu n boi zuon wa – kāla 5

San ta'am yi a sŏseri sŏsena pans sinaasi n boi zuon wa – kāla 4

San ta'am yi a sŏseri sŏsena pans sitā n boi zuon wa – kāla 3

San ta'am yi a sŏseri sŏsena pans siyi n boi zuon wa – kāla 2

San ta'am yi a sŏseri sŏsena pans kayina n boi zuon wa – kālē 1

b) Putēsi'a n ta'ase la n ŋwana:

- i. La pa'ase gilema
- ii. La baseri ti nera woo pa'asegŏ bini zuna me
- iii. La pa'aseri la inkpeŋere sŏsega la puan
- iv. La gu'uri la a gani taaba
- v. La pa'aseri la bŏkere
- vi. La baseri ti sŏsega dŏla la nari se'em la

Putēsi'a n boi zuon wa atã – kãla 3

Putēsi'a n boi zuon wa ayi – kãla 2

Putēsi'a n boi zuon wa diyima – kãle 1

Lebe ta bise pansesi n boi sokere 1a puan la gee bɔ paŋa woo kãle n boi sukuu nɔkpe'ene yelesum la puan la.

NYU'Ŋ KANKAŊI ZI'AN 2 (Kãla16)

	A ba'am mɔ me (kãla 7-8)	Suŋa suŋa (kãla 5-6)	A mɔ ya (kãla 3-4)	Nari demesego (kãla 1-2)
Sela n boi bini (Content)	Putĩ'ira la kɔ'ɔm doose la suŋa suŋa. Lasebaare la kɔ'ɔm niε me gee ti putĩ'ira la me dena nim-mu'ure.	Putĩ'ira la kɔ'ɔm doose la suŋa suŋa. Lasebaare la kɔ'ɔm niε me gee ti putĩ'ira la me dena nimmu'ure. Baseba de la putiyagema	Putĩ'ira asi'a boi bini. Yelesum la ta'am ka niε, gee ti lasebaare me dagaena nim-mu'ure bɔ'ɔra tuune la.	Yelesum yɔsi. Yelesum la ta'am ni ka niε gee ti nim-mu'ure lasebaare fii wa bɔna bini.
Yelebea mi'il-um la yelebea naresum la a gunguma (Vocabulary and grammar)	Tɔgum naresum la kɔ'ɔm doose mε. Zuo mɔpi yelebea naresum la a gunguma boi bini suŋa suŋa. Yelebea naresum la a gunguma tuure ka ba'am bɔna bini bala.	Tɔgum naresum kɔ'ɔm bɔna bini mε. Zuo mɔpi yelebea naresum la a gunguma boi bini. Yelebea naresum la a gunguma baseba fii wa ta'am bɔna gee ti tuukãra baseba ta'am ni ta make bɔna.	Tɔgum naresum ta'am dagaena ma'a. Baseba ta'am bɔta ti ba dike zuo mɔpi yelebea naresum la a gunguma tum. Yelebea naresum la a gunguma tuure fii wa la tuukãra baseba.	Tɔgum naresum ni kɔ'ɔm ka dena ma'a. Zuo mɔpi yelebea naresum la a gunguma magesego fii wa bii n pugum ka bɔna bini. Yelebea naresum la a gunguma tuure fii wa bii tuukãra n boi bini.

YEŊO 2: KUUSI NAAŊO SƆA

ZUO: NUURE SƆSEGA

Zuboka: Kuusi Naanjo (kuusi naanjo sɔa)

Zamesego Nyuuro: *Dike fu kuusi naanjo mi'ilum sɔa sɔse sɔsega puan.*

Zamesego la Pa'alego Nyu'ɔ: *Inepa'ale kuusi naanjo mi'ilum la bokere sɔa Gurene puan.*

Bise

Dike Alagungube Tum Tuunkate bo zameseba la bakɔi 3 la puan gee bo saɲa zo'e ti ba ta'am tum ba'ase wa'am na. Ba san tum ba'ase tari wa'am see ti fu kɔ'om make bilam lebesa dike bo ba gee dike maki la ke'ese SAP la puan.

PƆSEGA LA YEŊO LA GI'I ŊMAARE

Yenkuna wa tageli la yuunsi'a n pugum tole la puan Gurene kuusi naanjo la zuo. Zameseba la wan sɔse kuusi naanjo sɔa, zamese vo'osum buuri buuri sɔa la vo'osum aɲa sɔa Gurene puan. Kuusi naanjo mi'ilum wa wan suɲe ti kɔma la ta'am gulesu yelebea suɲa suɲa, yi'ira yelebea la suɲa, kaala suɲa suɲa, gee tara bokere suɲa suɲa yelebea puan. Tu boti ti tu yele se'em la de la fu san tara kuusi naanjo mi'ilum la wan suɲe ti fu ta'am sɔsɔra suɲa suɲa. Le tita, la wan suɲe ti zameseba la ta'am nye tɔgum naresum naanjo gee malum yelebea la vɔa. La me kelum suɲe garese pa'ale la kuusi naanjo sɔa wara la so-ana wa tuuma, nyaa ta pa'ase la tɔgum teere n ni iɲe se'em ti la ni ta pae saɲa ti bu tee la. Yenkena de la nimmu'ure yeɲo ti ku kɔ'om ka dena nimmu'ure bɔ'ɔra la fum mina n zameseri Gurene ma'a gee la suɲeri ti fu ta'am zamesa tɔgum busebo n de wuu English, French la tɔgum busebo zo'e zo'e. Yenkena bo zameseba la la panseka ti ba wan ta'am bɔke tɔgum kuusi naanjo sɔa Gurene puan. Tikiya sum ti a tara la zamesego fɔla zo'e zo'e, zamesego lɔgerɔ, aseesementi sɔa zo'e zo'e suɲera kɔma ti ba ta'am zamesa.

Bakɔi seba la zamesego puti'ira si'a ti tu wan bise yenkena wa puan la de la:

Bakɔi 3: *Garese pa'ale kuusi naanjo sɔa n de sela Gurene tɔgum puan (M.w., kuusi taare sɔa)*

Bakɔi 4: *Sɔse kuusi naanjo sɔa mɔpi Gurene tɔgum puan (vo'osum naane sɔa)*

ZAMESEGO LA PA'ALEGO TUUMA GI'I ŊMAARE

Zamesego Tuuma si'a n boi yenkena wa puan la tari fɔla zo'e zo'e Ghana tɔgum pa'alego puti'ire puan. Yele-N Boi-Zamesego (YBZ) tari la fɔla ti tu dɔla pa'ala kɔma la ba wan iɲe se'em ta'am maala yelekara n boi tingɔɲo wa zuo dena yele-miɲere yela ti ba dɔla bilam ti a dena zamesego sore ti ba zamesera puti'ira la wara yela gee base ba ni kɔ'om le tari ba n zamese sela la nuu wa'am biɲe la. Ba de la fɔla mɔpi wuu nera ayima woo zamesego, nereba bayi bayi tuune, dike nereba pansa n boi tɔka tɔka/ pugeto ma'a bii budibito ma'a tigere la

zamesego deom puan tuuma nyaa ta pa'ase a tɔge-pa'ale. Fɔle-ana wa n bo'ori zamesereba la ati'isepaa pansɩ, yele-maalego pansɩ la ata'am sɔsɛra suŋa suŋa pansɩ. Ba me ta'am kelum bo yɔ'ɔɔ ti ba suŋera taaba, lagum-tuna la ba nentɔlega yele. Zamesereba la me wan kelum zamese ba wan iŋe se'em to'e deeta gee ta'am garesɛ. San dɛna zamesereba seba n tari yine bo'olum la, see ti fu bo bama tuuma pa'ase ti ba tuna nentɔleba tuuma wuu ba pa'ala ba taaba la se'em ti ba wan suŋe ba taaba zamesego deom la puan ti ba ta'am nye bɔkere dɔla ba pa'ale ba sela la puan. Tu ka'am Pa'aleba ti ba mina zamseba seba n tari yelebea yi'a la sɔsɛga daaŋo yela ta'am suŋe ba suŋa suŋa.

ASEESEMENTI GI'I ŊMAARE

Yenkuna wa puan aseseменти fɔla la kalam de la tu geele bise ba mi'ilum, puti'ire bɔkere la bɔkere ti'isego. Saŋa woo fu san base ti lasebaare lebera paara kɔma la ti ba bɔkera ba iti sela la suŋeri me ti ba zamesego tɔla neŋan. Aseseменти fɔla la suŋeri me ti fu ta'am baŋera kɔma la n bɔkeri Ghana tɔgum (Gurenɛ) la ti ba pa'ala ba la se'em. Bo kɔma la beena 3 ti'isego fɔla sokere duma n de puti'ire tɛbegerɛ gulesego sokere duma bii yele mɔpi viisego sokere duma ti fu ta'am geele bɔke kɔma la ti'isego la ba bɔkeri kuusi naaŋo sɔa paara se'em la ba mi'ilum beene n boi se'em la tɔgum kuusi naaŋo sɔa. Pa'aleba sum ti ba tara la zamesego tinasuka aseseменти la zamesego ba'asego aseseменти fɔla geela kɔma ta'am baŋera bia woo zamesego n kini se'em lasebaare, nyaa pa'ase ba tɛesi kale bu'a la yuune la za'a kale bu'a n kini se'em ti ba ta'am tole neŋa.

Zamesego Puti'ira	DOK Beene	Aseseменти Fɔla la a/ bii Aŋa
3.1.2. LI.1 Garesɛ pa'ale kuusi naaŋo sɔa Gurenɛ tɔgun puan. (M.w., kuusi taare sɔa)	2	Gulesewoko
3.1.2. LI.2 Sɔsɛ pa'ale kuusi naaŋo sɔa n de sela mɔpi Gurenɛ puan (vo'osu naane sɔa)	3	Yele mɔpi viisego

BAKOI 3

Zamesego Puti'ire: *Garese pa'ale kuusi naanjo sɔa mɔpi Gurene tɔgum puan (M.w., kuusi taare sɔa)*

Tagesego

Yuune 1	Bakoi 2 1. Garese pa'ale Gurene kudaasi la n boi zi'an bɔba yelebire puan (m.w., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego/ki'ileŋa). 2. Garese pa'ale Gurene knya'asi la n boi zi'an bɔba yelebire puan m.w., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego/ki'ileŋa).
Yuune 2	Bakoi 2: Sɔse pa'ale kua zɔŋa/sika tuuma (m.w., tɔgum naanjo, yelebire, tɔgum yima yima)

KANKAŋI ZI'AN: KUUSI NAAŋJO SɔA (PHONOLOGICAL PROCESSES) (KUUSI TAARE SɔA)

Kuusi naanjo sɔa garesego: de la kuusi naanjo sɔa zi'an ti kuusi la yi'a puan kayima yi'a ŋwɔne ni tae kayima ti si yi'ira ŋwɔna taaba yesera la si bɔŋa zi'an yelebire puan. Ba de la tɔgum wara ti tu dɔla ta'am yi'ira tɔgum yelebea ŋwana naana. Kuusi naanjo sɔa pu la buyi ti ba dena la kuusi taare la vo'osum naane sɔa. Tɔgum puan ma'a ti ti tu wan ta'am bɔgesse bana za'a wuu tu nis an tɔgera.

Kuusi naanjo sɔa buri buuri

Kuusi taare sɔa de la kuusi naanjo sore diyima ti kua ni tee ka yi'a ti la yi'ira ŋwɔna la kɔseka n pɔri/du ka la. La ta'am base ti kuusi tee si yi'a bii kuusi teesena si yi'a yesera la sib oi yelebire la zi'an bɔba. So-ana wa suŋeri me ti tu wan ta'am gārese pa'ale kuusi naanjo wara duma la sosi'a n boi tɔgum la puan, ta pa'ase tɔgum la yelekāra n teeseni saŋa zo'e zo'e la. Kuusi taare sɔa wa ta'am bɔna dɔla la fɔla zo'e zo'e puan n de wuu folesi'a n boi tilum wa.

Nɔgbama kilesego: ŋwana wa de la zi'an ti kɔnya'aŋa la ni eera nɔgbana kilesego pa'asera kamaŋa itego zi'an la. Sodina wa ni bɔna la zi'an ti nɔgbana kilesego kudaasi n de wuu /u, o, ɔ/ bii nagbana-pulaka (labial-velar) la ni nyɔsɔra taaba si yi'a puan wuu /w/ yi'a puan. Dāalesɛka ti ba tara dāala kɔsina taaba la de la [w]. Magese wuu sela n boi yelebi-ana wa yi'a puan fu wan peregere kilesego wuu Bɔlega [b^wɔlega] Gurene, Kube [k^wube] Akan, kotei [k^wotei] Ga, Hohoe [h^wɔh^wɔe] Ewe.

Zeleepulaka: Kalam de la sose'ere ta pa'ase kuusi la n pugum diŋe ita zi'an la, kɔnya'asi la itego puan zeleŋa la tiŋasuka ni maam zēke zom la zuon ta pɔra zeleepulaka la. Sodina wa ni ita la sanseka ti neŋa kɔdaasi wa /i, e, ɛ/ ni kɔ'om tabege doose kɔnya'asi la poore. Magese wuu pɛ', tɛ'.

Nyɔan Puan Kuusi: ŋwana de la nuuren kɔdaa n lebege nyɔan puan kɔdaa yesera la ka n boi nyɔan puan kɔnya'asi tiŋasuka la. Kɔdaasi n tari nyɔan dāalesi wa gee kɔnya'asi la kɔ'om dena la nyɔa puan kɔnya'asi (m, n, ŋ). Dāalesɛka ti tu tara pa'ala nyuan nyɔan puan kɔdaasi wa de la (˜). Magese wuu dī, bā, pī, tū, zē. Gurene puan, kɔdaa san dena nyɔa puan kɔdaa gee dɔla nyɔan puan kɔnya'aŋa, tu ka le dikera nyɔan dāalega la ita bini. Magese wuu nu'usi, ŋma, nyaa.

Zeleŋa Turega/Dɔlegere Kɔdaasi:ŋwana wa de la kuusi naaŋo sose'ere ti kɔdasesi aŋa n ŋwɔni taaba la ni dɔla taaba tɔgum la gulesego puan. Zeleŋa turega/dɔlegere kɔdaasi ti Solemiine puan ba ni ŋmae gi'i ti la de la kɔdaasi ti zeleŋa turega kɔdaasi san girege la zeleŋa dɔlegere kɔdaasi la gulesego puan, kayima yi'a ni tae kayima la me. Zeleŋa dɔlegere kɔdaasi (e, i, o, u) la Zeleŋa turega kɔdaasi (ɛ, ɔ, ɪ, ʊ, a).

Zamesego Tuuma

1. Viise bise sɛla ti ba ni yeti ti kuusi naaŋo sɔa Gurene tɔgum la puan.
2. Garese pa'ale kuusi naaŋo sɔa wa n boi tilum wa:
 - a. Nɔgbama kilesego
 - b. Kua zɔkere
 - c. Zelempulaka
3. Ee lebesego bo kuusi naaŋo sɔa ayima woo n boi zuon wa.
4. Tɔgesum yi yelebea wa n boi tilum wa zamese, gee base ti fu puti'ire bɔna kuusi naaŋo sɔa la puan.
 - a. Butila, butewula, kulenifo
 - b. Zonko'om, imma'asum
 - c. Bunse'ela, dakuure

Zamesego la Pa'alego Tuuma

Yele-N Boi_Zi'an zamesego (N ma'a la alagungube tuune)

1. Tarenduma la pansi дума girege taaba
 - a. Lagum taaba sɔse garese pa'ale sɛla n de 'kuusi naaŋo sɔa' gee digese yelebea magese pa'ale.
 - b. Lagum taaba sɔse digese puti'ira bo taaba pa'ale kuusi taare buuri buuri sɔa wuu *Nɔgbama kilesego, Zelempulaka, Zeleŋa Turega/Dɔlegere Kɔdaasi la Nyɔan Puan Kuusi n boi Gurene tɔgum la puan la.*
 - c. Zameseba la wan pu taaba iŋe tigera puan gee sɔse kuusi naaŋo sɔa wa gee nyaa gulese yelebea magese pa'ale kuusi naaŋo sɔa wa ayima woo.
2. Bayi bayi tuune
 - a. Geele bise yelebea wa gee pa'ale kuusi taare buuri ina beɛ ti ba dike gulese.
 - b. Dike ya tuune la sɔse pa'ale zamesego deo la za'a ti ya lagum sɔse.

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

Aseesementi Kankaŋi: DoK Beene 2 – Viisego Tuunkate

1. Gulese pa'ale kuusi taare buuri buuri buta (3) n boi Gurene tɔgum puan gee loose yelebea magese pa'ale ayima woo.

2. Garese pa'ale 'adike ke'ese' la asaambase n boi tɔka tɔka se'em gee digese yelebea ata (3) ata (3) magese pa'ale.

Viiseɔ Zuto la Baseba n Iɔwana

Ya so'olum puan, fu nye yeti ti taaba sɔsɛŋɔ sɔsega de la sela n nari ti selese gee me ta'am sɔe tɔge wuu ya san tɔgera. Alagungube tuune;

- a. Viise/sogese ya banɛ nɛreba n sɔsɛni taaba se'em sɔsera yire bii sukuu.
- b. Pa'ale selesesunɔ la tɔgesumɔ n iti se'em se'em.
- c. Maasum ya gee iɛ ade'empa'ale pa'ale nɛreba n tari girema tɔgum sɔsɛna taaba se'em sɔsera maala ba so'olum yela.

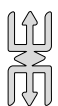
PLC Session 3

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

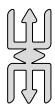
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. 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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKOI 4

Zamesego puti'ire: *Sɔse pa'ale kuusi naaŋo sɔa mɔpi Gurene tɔgum puan (vo'osum naane sɔa)*

Tagesego

Yuune 1	Bakoi 2 1. Garese pa'ale Gurene kudaasi la n boi zi'an bɔba yelebire puan (m.w., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego/ki'ileŋa). 2. Garese pa'ale Gurene knya'asi la n boi zi'an bɔba yelebire puan m.w., yelebire pɔsega, yelebire tiŋasuka, la yelebire ba'asego/ki'ileŋa).
Yuune 2	Bakoi 2 1. Garese pa'ale kua zɔŋa/sika puti'ire n de sela, yele yele ba buuri buuri (m.w., kua sika, zuon, tiŋasuka, zɔŋa la lua etc) la ba tuuma. 2. Sɔse pa'ale kua zɔŋa/sika tuuma (m.w., tɔgum naaŋo, yelebire, tɔgum yima yima)

KANKAŋI ZI'AN: KUUSI NAAŋO SƆA (VO'OSUM NAANE SƆA)

Kuusi naaŋo sɔa gāresego: de la kuusi naaŋo sɔa zi'an ti kuusi la yi'a puan kayima yi'a ŋwɔne ni tae kayima ti si yi'ira ŋwɔna taaba yesera la si bɔŋa zi'an yelebire puan. Ba de la tɔgum wara ti tu dɔla ta'am yi'ira tɔgum yelebea ŋwana naana. Kuusi naaŋo sɔa pu la buyi ti ba dena la kuusi taare la vo'osum naane sɔa. Tɔgum puan ma'a ti ti tu wan ta'am bɔgesa bana za'a wuu tu nis an tɔgera.

Gurene vo'osum naane sɔa: Vo'osum naane sɔa tari daaŋo paara vo'osum naane la me tɔgum la puan. Bana wa de la Adikepa'ase kuusi, asaambase kuusi, la kuusi bɔŋa zi'an teeseŋo la baseba. Vo'osum naane sɔa la baseri ti yelebea sɔsega dɔla ma'a ma'a gee me basera ti yelebea naane, yele yele wuu yelebisi'a ti tu peŋe a, ta'am doose tɔgum la vo'osum naane n de se'em la.

Asaambase/zɔkere: Asaambase de la kuusi naaŋo sore zi'an ti kuusi sisesi ni ka bɔna yelebire la ti di yi'a la ta'am doose tɔgum la wara n de se'em la. Sodina wa baseri yelebire la yi'a dena naana gee me suŋera tɔgum yela asi'a n de wuu kɔsesi n kae kua la base tiŋasuka la yi'a puan. Bala ni yae la bɔna la tu yen sɔsera puan ti kuusi la sisesi ni zɔge ti la ta'am nae. Asaambase ta'am bɔna daare woo tɔgum yelebea puan la sanseka ti tu peŋera yelebea kina tɔgum la puan na.

La me ta'am le bɔna vo'osum sebo naane n ka doose puan, yele yele wuu pemego yelebea puan. La ta'am ta'ase ti teere wa'am yelebea naane puan.

Asaambase tari la nimmu'ure tuune tɔgum bɔkere yima yima la buu teere puan, yesera kɔrenkɔrum la bu pa'ali buse'ere n tɔgeri bu la.

- Yelebire pɔsega kua asaambase/zɔkere:** La ta'am dena yelebire pɔsega yesera la kɔseka n boi pɔsega puan la san yese bii ka bɔna bini. Magese wuu bia san yeti ka yi ka ma, 'mmaa', ka ta'am yeti 'maa'. Gureŋa san yi'ira nera yu'ure 'Akolego', Taleŋa bii Nabera yi'iri la 'kolog'. Bama yese yia kua la 'A' base me gee tee tari ki'ileŋa 'o' la lebe tiŋasuka na. Yetɔgum nyaa lebege la tɔgum gee ye- la zɔke.
- Tiŋasuka kua asaambase/zɔkere:** Kalam n de zi'an ti yelebire la tiŋasuka kuusi sisesi ni zɔge. Magese wuu yidaana, tindaana, pɔgedaana. Yelebi-ana wa de la yelebita'ama

se'ere n sɔi la, tu tari la yire + daana ti la nyaa lebege yidaana. Pa'ale ti 're' yese bini mɛ. Bala miŋa me nuu ti tindaana (tiŋa + daana) la pɔgedaana (pɔka + daana) ana. Fu san le yelebire wa '**zuoputo**' ti '**o**' la ni zɔkɛ gee ti fu nyaa tara '**zuputo**'. Yelebidina me '**siagane**' ti '**a**' la ni zɔkɛ gee ti yelebire la nyaa dena '**sigane**'.

- c. Yelebire ba'asego/ki'ileŋa kua zɔkere: Kalam yelebire la ba'asego/ki'ileŋa kua bii kuusi sisese n zɔge mɛ gee ti tu nye yelebippaale. Mageŋe wuu '**zuugo**' lebege '**zuo**', '**lebeŋe**' nyaa '**lebe**', '**wa'am**' nyaa dena '**wa**', '**maalum**' nyaa dena '**maam**' etc.

Adikepa'ase/adikeke'ese kuusi:

Adikepa'ase/adikeke'ese kuusi de la kuusi naaŋɔ sore diyima ti fu ni dike kua kɛ'ese yelebire puan pa'ase kɔsesi n pugum bɔna bini la ti la suŋe ti di yi'a bii yelebire la vo'osum naane ta'am doose tɔgum la vo'osum naane. Kuusi pa'asego/ke'esego yelebire puan iti ti tu yelese kɔnya'asi ti si da dɔla taaba yelebire puan. Adikepa'ase/adikeke'ese bɔkere la wan suŋe ti fu ta'am gɛrese kuusi naaŋɔ naane gee baŋe si itego. Adikepa'ase/adikeke'ese kuusi ta'am bɔna yelebire la bɔba zɛ'a wuu asaambase/zɔkere n boi se'em la. Adikepa'ase/adikeke'ese yelebea wa zo'e zo'e ni dena la yelebisi'a ti tu pemese la. Mageŋe wuu 'bucket' ti di nyaa dena 'bɔgete', 'pesgo' nyaa dena 'pesego', 'Atubga' nyaa dena 'Atubega', 'Akolgo' nyaa dena 'Akolego' etc.

Kuusi Bɔŋa zi'an Teeseŋo: Kuusi bɔŋa zi'an de la tɔgum fole zi'an ti kuusi bii vo'osum duma dɔla taaba yelebire puan, ta'asera teere yelebire la itego puan. Ijwana wa kɔ'om bɔna me tɔgum teeseŋo puan gee me wan ta'am tari teere wa'am kuusi naaŋɔ wara duma naane puan na. Kuusi bɔŋa zi'an teeseŋo pa'ali la tɔgereba la n malum tɔgum la se'em ti la suŋera yelebea yi'a la puti'ira sɔa dɔlega, ti la tara nimmu'ure nera woo tɔgum maaseŋo la bu teere saŋa woo puan.

Mageŋe wuu yelebea yi'a n ka doli tɔgum la n nari se'em la yesera ti tu wuna tu daare woo sɔsega puan la. Ijwana wa de wuu seka (kase), sele (lese), daka (kada), make (kema), bama (maba).

Zamesego Tuuma

- Pa'ale gee gareŋe pa'ale vo'osum naaŋɔ sosi'a ti yelebea wa n boi tilum doose:
 - Bucket nyaa lebege *bugete*
 - Task nyaa lebege *takisi*
 - Post nyaa lebege *poosi*
- Pa'ale vo'osum naana wa n de (Kd, KnKd, KnKdKn, KnKdKdKn) n boi yelebea wa n boi tilum wa puan
 - A
 - Ba
 - Zom
 - zaam
- Pa'ale Gurene vo'osum naane n ani se'em.
- Guleŋe yelebea n tari Gurene vo'osum naane la ti fu bo zuon la.

Zamesego la Pa'alego Tuuma

Yele-N Boi Zi'an zamesego (n ma'a la alagungumbe tuune)

1. Tarenduma la pansi дума girege taaba
 - a. Sɔse kuusi naaŋo sɔa yele yele wuu vo'osum buuri buuri la yele Gurene tɔgum puan (kuusi zɔka, kua bɔŋa zi'an teeseŋo, adikepa'ase/adikeke'ese)
 - b. Digese yelebea ata ata magese pa'ale ayima woo n ani se'em.
2. Bayi bayi tuune

Gulese Gurene yelebea gee garesse pa'ale vo'osum naane sɔa buuri buuri seba n boi yelebea la ti fu gulese la puan.

Asɛɛsementi kankaŋi: DoK Beene 3 – Yele zamesego

Yele Mɔpi

Fu so'olum, bise nye yeti ti tɔgum yelebea asi'a boi la a tɔka la gulesego yelebea. gulese yelebi-aŋa taaba pisiyi (20) gee viise bise beni kuusi naaŋo sɔa n ta'ase bala la. (100 marks)

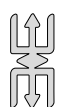
PLC Session 4

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

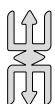
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

- a. The key assessment for the week is **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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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

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

Yeŋo 2 Amaambise

Yenkuna wa puan bise la sela woo ti tu zamese bakɔi ayi n tole la puan. Yenkuna wa, tu daa garese pa'ale zameseba ti ba bɔke kuusi naaŋo sɔa n ani se'em Gurene tɔgum la puan. Tu daa zamese vo'osum kuusi taare and vo'osum naane sɔa. Tu me kelum zamese kuusi naaŋo sɔa buuri buuri la n me sabese tagele buuri buuri buyi la puan la me gee digese yelebea magese pa'ale. Tu mi ti zamesa la san bise yenkuna wa ta ba'ase, n wan bɔke gee ta'am pa'ale kuusi naaŋo sɔa mi'ilum sebo ti a nyanje zamese nye kalam la gee ta'am yi yelebea suŋa suŋa.

ASEESEMENTI KANKAŋI DUMA LA KALE BU'A

BAKɔI 3

- Kuusi naare sɔa la de la nɔgbama kilesego, zelem pulaka, nyua puan kuusi la zeleŋa turega/dɔlegere kɔdaasi.*

Bɔ kale 3 a san nyanje pa'ale bana bata wa za'a suŋa gee digese yelebea magese pa'ale.

Bɔ kale 2 a san nyanje pa'ale ayima woo gee dike yelebea magese buyi pa'ale

Bɔ kale 1 a san nyanje pa'ale ayima woo gee dike magesego ayima pa'ale

- Ba yima yima kankaŋi la de la:*

- Sɔa: Dike ke'ese pa'ase, gee asaabase/zɔkere la dena fu yese base.*

- La wan ana se'em: Adikeke'ese ni tee la yelebire aŋa bii de vuure, gee ti asaabase/zɔkere ni base ti yelebire la dena naana bii tee yelebire la yi'a amaa yelebire la vuure la kan tee.*

- Zi'an ti la ita: Adikeke'ese la asaabase/zɔkere ni ita zi'isi mɔpi tɔgum naaŋo sɔa la puan, magese wuu yelebire naaŋo, kuusi naaŋo bii yelesum naaŋo puan.*

Bɔ kale 3 a san nyanje sɔse digese yelebea ayi magese pa'ale ayima woo n boi a tɔka se'em

Bɔ kale 2 a san nyanje sɔse digese yelebea ata magese pa'ale ayima woo n boi a tɔka se'em

Bɔ kale 3 san nyanje sɔse digese yelebire diyima make pa'ale ayima woo n boi a tɔka se'em

BAKɔI 4

Kale bu'a dɔla Yele Mɔpi: Kuusi taare Gurene tɔgum puan

I. Pɔsega (Bɔ kale 10)

1. La naam se'em la Zi'an ti la ita (bɔ pae kale 3)
 - a. A san nyanɛ pɔse sɔse kuusi taare wa n de sela suŋa suŋa
 - b. A san nyanɛ pa'ale kuusi taare tari yele kankaŋi Gurenɛ tɔgum la puan.
2. Viisego sokere дума la Viisego Puti'ira (bɔ pae kale 4)
 - a. Viisego sokere la san nie suŋa
 - b. Viisego puti'ira la san nie pa'ale mɔpi
3. Viisego tuulum yela (bɔ pae kale 3)
 - a. Kuusi taare bɔkere Gurenɛ tɔgum la puan n de nimmu'ure se'em
 - b. Sela ti la wan dike iŋe bii la wan iŋe ba'ase ti la ana se'em

II. Gɔŋo Viisego Puti'ira (bɔ kale 15)

1. Tiyoresi Naanɛ (bɔ kale paara wuu 5)
 - a. N bɔke kuusi naaŋo sɔa la se'em
 - b. A nyanɛ dike tiyori mina n nari la pa'ase gulese
2. Tɔgum-Mɔpi zi'an (bɔ kale paara wuu 5)
 - a. Amaambise Gurenɛ tɔgum la woo
 - b. Ba tabele iŋe viisego doose kuusi taare tɔgum la puan
3. Garesego Paa (bɔ kale paara wuu 5)
 - a. Geele bise gɔnseto ti ba pugum gulese la
 - b. Pa'ale viisego folese'ere bii zi'an n gee ti ba nan ka iŋe viisego ti la nara ti fu iŋe.

III. Puti'ira lagesego sɔa (kale 15)

1. Deeta to'osego (bɔ kale paara wuu 5)
 - a. Pa'ale fum doose se'em ta'am to'ose deeta la (e.g., sokere дума, wurekɔɔdi)
 - b. Pa'ale sela zuo gee ti fu doose sodine to'ose deeta la
2. Deeta Garesego (bɔ kale paara wuu 5)
 - a. Deeta garesego pa'alego fɔla
 - b. Sore la doose viisego sokere дума la n de se'em la
3. Viisego daaŋo yela (bɔ kale paara wuu 5)
 - a. Ta'am pa'ale daanseto n wan ta'am bɔna viisego la puan
 - b. Folesi'a ti fu doose nyanɛ maale viisego daaŋo yela la

IV. Fum n viise nye sela Sɔsega (kale 25)

1. Asɔse pa'ale sela ti fu viisego la nye (kale 15)
 - a. A nyanɛ pa'ale a deeta la suŋa
 - b. Nyanɛ dike yela magese pa'ale suŋa

2. Garesego la pa'alego (kale10)

- a. Viise baŋe kuusi taare n iti se'em paa paa
- b. Garese pa'ale a viise go la n nye sela dola gono n pugum gulese se'em la

3. Sela n wan iŋe (kale 5)

- a. Soŋera toŋum zamesego, pa'alego bii wara puan la wan ta'am iŋe se'em

V. Viise go kelesago la beere viise go soa pa'alego (kale)

1. Viise go nyuuro ŋmae gi'i (kale 5)

- a. Viise go nyuuro yeledaasi

2. Kelesago (kale 5)

- a. Kelesago seko n ko'om ka'ase viise go la lagum taaba

3. Ka'ango (kale 10)

- a. Beere viise go soa pa'alego, toŋum pa'alego, bii toŋum wara

VI. Tigese go, Sitaali, la Gono puan puti'ira rganisation, (kale10)

1. Tigese go la Puti'ira la n doose taaba se'em (kale 5)

- a. Puti'ira n naari taaba se'em la tigese go

2. Gulese go Yelebea Loosego (kale 3)

- a. Puti'ira niire, mopi, la a naari taaba se'em gulese go puan

3. Fum n nye gono puan puti'ira la zi'an pa'alego (kale 2)

- a. Fum n nye puti'ira la zi'an pa'alego

YEŊO 3: ZUO LA TE'ELEGO YELESUM DUMA

ZUO: NUURE SŌSEGA

Zuboka: Kāalego

Zamesego Nyuuro: *Dike fu sasega zuo la te'elego yelesum mi'ilum pa'ale yeledaasi n boi sasega puan.*

Zamesego la Pa'alego Nyu'ɔ: *Inepa'ale fu mi'ilum la bokere beene n pae se'em yelesum zuo la te'elego yelesum duma Gurene sasega puan.*

Bise

Iɲe Yuune-Tiɲasuka Teesi bakɔi 6 la puan. Sokere duma la sum ti ab ze'ele la bakɔi 1 tari paara 5. Ta teebule la n pa'ale yeti ya iɲe sela mɔpi gee banɛ teesi goɲo la naane n ani se'em gee banɛ iɲe teesi wa. See ti fu kɔ'm make kɔma la pipa duma la bilam nuu gee lebeso dike boba SAP.

PŌSEGA LA YEŊO LA GI'I ŊMAARE

Yenkuna wa kelum dɔla ya pugum diɲe zamese sela yesera putedaasi pa'alego yuune diyima la ayi n tole la puan. Yenkuna wa puan, zameseba la wan le tiise bamisi doose sela n de putedaasi sasega puan. Tu wan kelum tolee neɲa bise yelesum zuo la te'elego puti'ira n de sela sasega puan. Fu san tara yelesum zuo la te'elego puti'ira mi'ilum la wan suɲe ti ya gulesego la tɔgum tɔla neɲa. La suɲeri ba ta'am lagum dikera la ba puti'ira pa'ase sasega puan. La kelum base ti ba bokera la nimmu'ure puti'ira n de si'a sasega puan ti ɲwana wa suɲe base ti ba ta'am ɲmaara la sasega gi'i gee ti ba yela bokere beene tɔla neɲa. Yenkuna de la nimmu'ure yeɲo ti ku kɔ'm ka dena nimmu'ure bɔ'ɔra la fum mina n zameseri Gurene ma'a gee la suɲeri ti fu ta'am zamesa tɔgum busebo n de wuu English, French la tɔgum busebo zo'e zo'e. Yenkuna bo zameseba la la pansɛka ti ba wan ta'am bɔke tɔgum kuusi naago sɔa Gurene puan. Tikiya sum ti a tara la zamesego fɔla zo'e zo'e, zamesego lɔgerɔ, aseɛsementi sɔa zo'e zo'e suɲera kɔma ti ba ta'am zamesa.

Bakɔi seba la zamesego puti'ira si'a ti tu wan bise yenkuna wa puan la de la:

Bakɔi 5: Pa'ale yelesum zuo la te'elego yelesum duma sasega puan.

Bakɔi 6: Dike fu yelesum zuo la te'elego yelesum mi'ilum la ti fu tara la pa'ale putedaasi n boi yelesum puan.

ZAMESEGO LA PA'ALEGO TUUMA GI'I ŊMAARE

Zamesego Tuuma si'a n boi yenkuna wa puan la tari fɔla zo'e zo'e Ghana tɔgum pa'alego puti'ire puan. Yele-N Boi-Zamesego (YBZ) tari la fɔla ti tu dɔla pa'ala kɔma la ba wan iɲe se'em ta'am maala yelekara n boi tingɔɲo wa zuo dena yele-minere yela ti ba dɔla bilam ti a dena zamesego sore ti ba zamesera puti'ira la wara yela gee base ba ni kɔ'm le tari ba n zamese sela la nuu wa'am biɲe la. Ba de la fɔla mɔpi wuu nera ayima woo zamesego, nereba

bayi bayi tuune, dike nereba pansi n boi tɔka tɔka/ pugeto ma'a bii budibito ma'a tigere la zamesego deom puan tuuma nyaa ta pa'ase a tɔge-pa'ale. Fɔle-ana wa n bo'ori zamesereba la ati'isepaa pansi, yele-maalego pansi la ata'am sɔsɛra suŋa suŋa pansi. Ba me ta'am kelum bo yɔ'ɔɔ ti ba suŋera taaba, lagum-tuna la ba nentɔlega yele. Zamesereba la me wan kelum zamese ba wan iŋe se'em to'e deeta gee ta'am garesɛ. San dena zamesereba seba n tari yine bo'olum la, see ti fu bo bama tuuma pa'ase ti ba tuna nentɔleba tuuma wuu ba pa'ala ba taaba la se'em ti ba wan suŋe ba taaba zamesego deom la puan ti ba ta'am nye bɔkere dɔla ba pa'ale ba sela la puan. Tu ka'am Pa'aleba ti ba mina zamseba seba n tari yelebea yi'a la sɔsega daaŋɔ yela ta'am suŋe ba suŋa suŋa.

ASESEMENTI GI'I ŊMAARE

Yenkuna wa puan aseseменти fɔla la kalam de la tu geele bise ba mi'ilum, puti'ire bɔkere la bɔkere ti'isego. Saŋa woo fu san base ti lasebaare lebera paara kɔma la ti ba bɔkera ba iti sela la suŋeri me ti ba zamesego tɔla neŋan. Aseseменти fɔla la suŋeri me ti fu ta'am baŋera kɔma la n bɔkeri Ghana tɔgum (Gurene) la ti ba pa'ala ba la se'em. Bo kɔma la beena 3 ti'isego fɔla sokere duma n de puti'ire tɛbegerɛ gulesego sokere duma bii yele mɔpi viisego sokere duma ti fu ta'am geele bɔke kɔma la ti'isego la ba bɔkeri yelesum zuo la te'elego yelesum duma paara se'em la ba mi'ilum beene n boi se'em la sɔsega puan putɛdaasi. Pa'aleba sum ti ba tara la zamesego tiŋasuka aseseменти la zamesego ba'asego aseseменти fɔla geela kɔma ta'am baŋera bia woo zamesego n kini se'em lasebaare, nyaa pa'ase ba tɛesi kale bu'a la yuune la za'a kale bu'a n kini se'em ti ba ta'am tole neŋa.

Zamesego Puti'ira	DOK Beene	<i>Aseseменти Fɔla bii Aŋa</i>
Pa'ale yelesum zuo la te'elego yelesum sɔsega puan.	2	Sogesego
Dike fu yelesum zuo la te'elego yelesum mi'ilum la pa'ale putɛdaasi sɔsega puan.	3	Yuune-Tiŋasuka Tɛesi

BAKOI 5

Zamesego Puti'ire: *Pa'ale yelesum zuo la te'elego yelesum sɔsega puan*

Tagesego

Yuune 1	Bakoi 3 1. Dike fu agabetole la nima nima kaalego mi'ilum kaale sɔsega gee lebese bokere kaalego sokere duma. 2. Dike fɔla wa (m.w., fum n loberi nini la se'em bii fu nudibila, nyeta yelebea bii yelebinaaresi).
Yuune 2	Bakoi 3 1. Pa'ale putɛdaasi la n de sesi sɔsega puan. 2. Sɔse putɛdaasi la ti fu nye sɔsega la puan la yele.

KANKAŋI ZI'AN: YELESUM ZUO LA TE'ELEGO YELESUM DUMA

Yelesum zuo garesego: Yelesum zuo de la yelesum n boi tigere puan pa'ala putɛdaa n de seka tigere la puan. Yelesum zuo la n ni dena la sela n pɔseri yelesum la tigere la puan. Yelesum zuo nari ti bu ana la ŋwana gi'i gee kelum basera ti putɛdaa la niira tigere la puan, gee pa'ala putɛse'ere ti gulesa la bɔta ti a dike bɔ yesera la sela ti a gulesa la yele. La nari ti la bɔna bii pɔra la yia yelesum la tigere la puan. Le pa'ase, la nari ti la ŋwana me la yelesum la miŋa zuo la bii gulsego la ti vɔure la ta'am bɔna bini. Magese wuu, yelesum zuo n boi tigere puan dena wuu "Sukuu Kine Nimmu'ure yela" wan dena wuu "Yɔsuno to'ore de la nimmu'ure nyuuro yele bɔna sukuu kine puan".

Te'elego yelesum garesego:

Te'elego yelesum n boi tigere puan ni maala la putɛdaa la n boi yelesum zuo la puan la. Te'elego yelesum ta'am dena zuo bii a daga zuo. Te'elego yelesum la n boi tigere la puan wan garese pa'ale yelesum zuo la n boi bini la. Te'elego yelesum de la yelesum n boi sɔsega puan maam tara lasebaare garesa pa'ala putɛdaa la bii a pa'ale ti ba bɔke putɛdaa la suŋa suŋa. Te'elego yelesum la ni bo garesego suŋa suŋa ti mina n kaali la nyanje bɔke putɛdaa la. Fu wan nye te'elego yelesum duma wa la tigere la tiŋasuka-yelesum zuo n kɔ'om tole ba'ase la nuu gee ti kilesego yelesum la banje wa'am na. La ni nara me ti tu tara te'elego yelesum duma 2 paara 4 tigere woo puan gee ti ba tigesee doose taaba wuu la nari se'em la.

Fu san pa'ala kɔma la ti ba banje ba guleseri te'elego yelesum duma se'em, base ti ba banje yeti la nari ti te'elego yelesum woo nari ti di naara dɔla me la yelesum zuo la. Tara yelebisi'a la yelebinaaresi sesi n tari yelesum duma lagna taaba la gulesa ti la suŋe ti yelesum duma la ta'am nae suŋa suŋa. Base ti ba gulesa la sela n de nimmu'ure yela ma'a gee me mina seba n yeti ba kaale la ba mi'ilum beene.

Te'elego yelesum duma bɔ'ora putɛdaa la magesego duma baseba n ŋwana: Zina beere lɔa la ingini duma bugum nyu'a n suŋeri a.

Te'elego yelesum duma wa n boi tilum wa wan ta'am suŋe garese putɛdaa la:

1. Bugum ingini de la loore ingini nyuuri patoro nyeta paŋa zɔta.

2. Bugum ingini la tee ze'ele bo la yeeho/weeho sela n sɔi la ba tari paɲa gaɲe yeeho me gee ti ba maalego ka tɔi.
3. Bugum ingini bɔ'ɔra tu la yɔ'ɔ ti tu ta'am kina sore kalam gee leɓena kalam tumiɲa laa puan la imma'asum.

Te'elego yelesum bana wa ayima woo suɲeri bɔ'ɔra la lasebaare pa'ala ti mina n kaali la ta'am bɔke putɛdaa la ti gulesu la dike gulese la. Gulesu ta'am dike te'elego yelesum duma bana bata wa ayima woo. Fu san wan ta'am loe te'elego yelesum mina n de ma'a la yese la gulesu la n boti ti tari putese'ere wa'am tigere la puan.

Te'elego Yelesum Duma Pa'alego

1. Suɲere yelesum bɔ'ɔri la lasebaare pa'asera yesera putɛdaa la n boi tigere la puan dɔla gaɲesego, magesego, la de n sela gee yalesera yelesum zuo puti'ire la pa'asera.
2. Fu wan nye te'elego yelesum duma la tigere la tiɲasuka, yelesum zuo la pooren la kilesego yelesum la neɲan bɔberɛ.
3. La ni dena la te'elego yelesum duma buyi ta paara bunaasi tigere puan.
4. Bisera yelebɛa la yelebinaaresi n de wuu 'magese wuu, le pa'ase, se'ere n sɔi la, bala iɲa la.'
5. Te'elego yelesum duma ni lebesera la sokere duma n de wuu 'beni n ta'ase? ɲwani? La ba'ase la ɲwani?

Tɛra ti te'elego yelesum sumɔ bɔ'ɔri bu kaaaleba la lasebase'ere ti ba bɔta. Fu nari ti fu mina la fu kaaala la n mi sela (bii ka mina sela) yesera zuo la puan la fu ta'am bɔ te'elego yelesum duma. Dike putɛsi'a n suɲeri taaba pa'ase bini. Te'elego yelesum duma ka suɲeri la putɛdaasi la ma'a gee bu me suɲeri taaba me.

Zamesego Tuuma

1. Garese pa'ale yelesum zuo la te'elego yelesum n boi tɔka tɔka se'em.
2. a. Kaale te'elego puti'ira wa n boi tigere wa puan tilum wa suɲa suɲa gee ti'ise bise puti'ira la ti ba tɔgera a yele la.
b. Ee yelesum zuo bo tigere wa n boi tilum wa. Write a topic sentence for the paragraph below.

Ti'isera bisera 1990 pooren bɔba yeletiisego yesera la mam TV zuo de'ego. 1990 la puan la, mam daa nɔɲe n bisera Akan de'ego la me GTV zuo Alasere daare woo nyu'ungɔ. Mam boti Adadzewa n daa de'em la me. Mam mi ti fum mina woo n daa bise ba sankanɲa la me wan ba'asum bɔta a yele paa. *Adadzewa n daa de'em doose se'em la de la sela ti nera woo puure pee la a de'ego la. Mam kelum zisesi ti Adadzewa la a taaba la daa ze'ele de'em la. La daa mam me la tu ka le tara de'enkuna taaba wa la, amaa ba de'ego la daa de la sela ti nera woo n boi Ghana wa daa bɔta sankanɲa la puan.*

3. Garese pa'ale sela zuo gee ti fu gulese yelesum zuo la fum gulese se'em la.

Zamesego la Pa'alego Tuuma

Tɔgera zamesego fɔla yela

1. Deo la za'a sɔsega

Sɔsɛ yelesum zuo la te'elego yelesum yele.

2. Tarenduma la pansi дума girege taaba

- Loe sɔsega yese yelezuto wa puan ayima, buuri naresum yela, tɛkinɔlɔgi, tiim, tu sore yela la fu kaale.
- Pa'ale yelesum zuo sɔsega puan.
- Pa'ale te'elego yelesum sɔsega puan.
- Iŋe asɔsepa'ale ti deo la za'a lagum sɔsɛ.

Pa'ala sum ti a kaara zamesego deo la puan mɛ bisera se'em ti a wan ta'am base ti zamesa woo lagum pa'ase tuune la puan tuna. Maambise gee bise sujese'ere ti fu wan ta'am dike suŋe seba n tara daaŋɔ la tɔgum ka ta'am tɔgera suŋa la seba n ka wuni suŋa la.

Assessmenti Kankani: DoK Beene 3 - Sogese

- Kaale sɔsega wa n boi tilum wa gee pa'ale yelezuo la te'elego yelesum дума n de seba. (kale 4)

Ghana wa yine bo'olum bii yine n maale sela woo nyaa kɔ'om kiira ba'asa mɛ yesera la kosa'angɔ, tinteere la goto la ti tu ke bini ŋma tiisi la ba'ase la. Wuu tu n de tinseka n soi tumiŋa la, see ti tu iŋe sela n wan gu tu goto la, godunsi la ko'om puan lɔgerɔ la. Tu san loe sose'ere n wan doose suŋe ti sela ti yine dike bo tuze'ele suŋe, see ti tu sele tiisi, tu da sa'ana tu ko'om, tu wanta'am suŋe gu ti tu Ghana wa suŋa la kelum bona bini bo'ora tu kɔma beere. Sela fii woo ti fu iŋe ti la suŋe yele pake mɛ la tu za'a me n wan nae taaba ta'am yele wa maale ti teesune wa'am tu vom puan.

- Beni n de yelezuo bona sɔsega la n boi tigera puan zuon wa la (kale 1)
- Garese pa'ale sɔa ata ti te'elego yelesum дума tara sujera yelesum zuo yelesum дума la puan. (kale 3)

Gulese tigere ti nyu'ɔ la dena 'sukuu kine n de saafi seka n wan ta'am yo'e kulesi la za'a' gee pa'ale yelezuo la te'elego yelesum дума n boi tigere la puan. buɛ beenkinkilega kae mum yelezuo la gee buɛ beene te'elego yelesum дума la tilum. (kale 7)

PLC Session 5

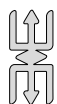
45 minutes

Planning & Reviewing the Learning Plan

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

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

- 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.

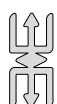
3. Plan the week's key assessment with your app

- 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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKOI 6

Zamesego Puti'ire: *Dike fu yelesum zuo la te'elego yelesum mi'ilum la ti fu tara la pa'ale putēdaasi n boi yelesum puan*

Tagesego

Yuune 1	Bakoi 3 1. Dike fu agabetole la nima nima kaalego mi'ilum kaale sɔsega gee lebesa bokere kaalego sokere duma. 2. Dike fola wa (m.w., fum n loberi nini la se'em bii fu nudibila, nyeta yelebea bii yelesi-naaresi, etc.).
Yuune 2	Bakoi 3 1. Pa'ale putēdaasi la n de sesi sɔsega puan. 2. Sɔse putēdaasi la ti fu nye sɔsega la puan la yele.

KANKAŋI ZI'AN: YELESUM ZUO LA TE'ELEGO YELESUM DUMA

Yelesum Putēdaasi Gāresego

Putēdaa la n de tigere yele mapi. A de la nimmu'ure yele paa yelezuu la puan. Wuu ya pugum diŋe mina se'em la, putēdaasi de la tiŋasuka nyuuna yelesum tigere puan. Gee ti fu ta'am pa'ale putēdaa yelesum puan, soke fumiŋa sokedina wa: Ba yeti la beni yesera nera la, sela la, bii puti'ire la? Putēdaa la ta'am bona zi'isi yima yima tigere la puan, gee zi'an n ba'am dena nimmu'ure de la tigere yia daana yelesum la puan. Gulesa la nyaa ni tara la sela woo n gee yelesum la puan la suŋera putēdaa la tigere la puan.

Pa'ale yelesum zuo la te'elego yelesum sɔsega puan. Gee ti fu ta'am pa'ale yelesum zuo bii te'elego yelesum gulesego puan, see ti fu bisera ba woo la ansi yelesum la puan. Yelesum zuo ansi sisesi ta'am dena sela n boi tilum wa:

1. Yelesum zuo tɔgeri la putēdaa la yele tigere la puan.
2. La ta'am bona tigere la ki'ileŋa bɔbere, gee zo'e zo'e ni bona la tigere la pɔsega yelesum la puan.
3. La gi'iri la kãala la puti'ire.
4. La ni kɔ'om bisera la sela ŋwana mapi gee me kelum yalege ti la ta'am tēbege tole neŋa.
5. La dikeri la putise'ere ti yelesum busebo nye la biŋera tigese'ere n suŋeri la puan.

Zamesego Tuuma

1. Maam kaale yelesum zuo la te'elego yelesum la tiise fumiŋa.
2. Garese yela ata n nari ti fu bisera wuu fu san ɛera yelesum zuo sɔsega puan.
3. Garese yela ata n nari ti fu bisera wuu fu san ɛera te'elego yelesum sɔsega puan

Zamesego la Pa'alego

1. Tɔgera zamesego fɔla yela: Deo za'a sɔsega:

- a. Maam bise yelesum zuo la te'elego yelesum garesego la.
- b. Sɔse putɛdaa vuure n de sela sɔsega puan.

2. Tarenduma la pansi duma girege taaba:

- a. Dike fu yelesum zuo la yelesum te'elego mi'ilum la kaale gee garese sɔsega wa n boi tilum wa. Pa'ale putɛdaa la, yelesum zuo la te'elego yelesum n de seba sɔsega wa puan.

Diimi yeletuunsum puan, yela zo'e zo'e n ta'ase ti buuri woo n boi Ghana tara ba yuuma ti a bɔna tɔka tɔka. Sela n ta'aseri yuuma la de la tɔgum, kɔrenkɔrum, buuri Malema yima yima, gɔbena na'am yela, nereba nuure n zo'ori pa'asera la, bana wa zã'a lagum tuna me. Tɔgum buuri woo boi la tiŋa la bɔbere woo yima yima. Ŋwana wa pa'ale ti tɔgum buuri yima yima la nereba la n diti la diisi yima yima, saŋa la bɔna yima yima, gee lagna taaba saŋa woo maala yela. Buuri tigera la woo eeri la zĩ'isi yima yima, sekera nereba yima yima la yela yima yima. Le pa'ase, dagi gɔbena yiŋa ma'a n biseri buuri la zã'a, ti bala me lagum ta'asera ba yuuma yela me. Yele-ana wa la yela asi'a n lagum ta'asera buuri yuuma yela la Ghana tiŋa wa puan.

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

- b. Inɛ asɔsepa'ale ti ya sɔse.

Asɛɛsementi Kankanji: Yuune-Tiŋasuka Tɛɛsi

1. Kaale sɔsega wa n boi tilum gee pa'ale putɛdaasi la. (kale)

Tige-sune ni tara te'elego bii suŋera la putɛdaa la, ti tu ni yele yeti la yelesum zuo. Yelesum zuo tari la tuuma zo'e zo'e: la te'eli gulesewoko yelesum duma; a tari la sela n boi tigera la puan naara taaba gee bɔ'ɔra puti'ire viisego la n doli se'em; a me kelum ka'ana la mina n kaali la yesera sela ti a yeti a kaale gee pa'ala ba wan sɔse tigera la yela se'em. Seba n kaali la ni bise pɔsega tigere la ti ba baŋe sela mɔpi n boi bini. Bala n sɔi gee ti la nara ti fu ni dike yelesum zuo inɛ pɔsega tigera la puan. Yela zo'e zo'e puan la, daanse'ere, la n inari ti fu dike yelesum busebo pɔse gee ti yelesum zuo la baŋe doose-magese wuu, yelesu, n dikeri yelesum ina naara la yelesum mina n boi zuon la, bii ayima pa'ale la yele la pɔse se'em.

La ta'am dena ti tigera zo'e zo'e tara yelesum zuo, sɔa fii me boi me tigera la puan ti la ka nara ti fu dike yelesum zuo inɛ bini. Magese wuu, fu ta'am kan dike yelesum zuo pa'ase tigere n tuuri yela zo'e zo'e. La san dena ti tigere la kelum tɔgera la puti'ire ti fu dike pɔse la (gee ti yelesum zuo la ka bɔna bini) yia tigere la puan. Bii yelesum duma la sela woo za'a san pa'ala tigere la suŋa suŋa-daanse'ere la pa'ali la putɛdaa la mɔpi. Fu tigera la zo'e zo'e, daanse'ere ba nari ti ba tara la yelesum zuo.

2. Garese pa'ale fu wan inɛ baŋe putɛdaasi la. (kale 4)

3. Garese pa'ale te'elego yelesum duma n suŋeri putɛdaa la se'em sɔsega puan. (kale 4)

Zamesego Saŋa Tiŋasuka Agurebise Naane

Gulese Zamesego Saŋa Tiŋasuka Agurebise la. La nari ti la tara la sela ti ba zamese ze'ele bakɔi 1 ta pae 5. Ta bise pa'alego teebule la Gɔŋɔ la naane ti la suŋe fu. Zamesereba gɔŋɔ la nari ti tu make la kalam gee ti ba nye se'em la dike ki'ise SAP la puan.

Zamesego Saŋa Tiŋasuka Agurebise Naane

Yeŋo A: Apegaŋe sokere дума = Sokere дума 20

Yeŋo B: Yelesum – Sokere 1

Yeŋo C: Gungulesego sokere – Sokere 1

Yeŋo A la B sokere дума gulesego pa'alego teebule

Bakɔi	Nyu'ɔ kankaŋi zi'a	Sokere дума buuri buuri	DoK Beene				Kāla zā'a
			1	2	3	4	
1	Sɔsega tɔgum naresum suŋa	MCQs	2	1	-		3
		GUNGULESEɔ	-	-	1		1
2	Sɔɔseŋɔ sɔsega zuo yela	MCQs	1	2	2		5
		GUNGULESEɔ	-	-	-		
3	Kuusi naaŋɔ sɔa (voole taare sɔa)	MCQs	-	2	1		3
		GUNGULESEɔ	-	-	-		
4	Kuusi naaŋɔ sɔa (Vo'osum naane sɔa)	MCQs	3	1	1		5
		GUNGULESEɔ					
5	Zuo la te'elego yelesum дума	MCQs		2	2		4
		Yelesum			1		1
		Kāla zā'a	6	8	8		22

Yeŋo 3 Amaambise

Yenkuna wa puan, tu sɔse la yelesum zuo la te'elego yelesum дума. Yenkuna wa puan, tu zamese sela n de yelesum zuo la te'elego, ba aŋa la tu wan iŋe se'em ta'am pa'ala ba yelesum puan la tu wan gulese ba se'em. Tu dike la tu tigere mi'ilum la ta'am pa'ale yelesum zuo la te'elego yelesum дума n ani se'em. Tu mi yeti ti sanseka ti zameseba la ta ba'ase yenkunaa wa la, ba wan ta'am iŋe pa'ale mi'ilum la bɔkere la ti ba nye yelesum zuo la te'elego yelesum дума la puan ta'am yese putedaasi la sɔsega la puan. Ba guesego zamesego, tɔgum, kaalego la ti'isego tole neŋa.

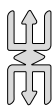
PLC Session 6

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

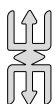
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

30 minutes**Enactment**

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

5 minutes**Reflection**

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

YEŊO 4: YELEBIRE NAAŊO SƆA

ZUO: TƆGUM LA BU TUUMA

Zuboka: Gurene Gulesego Wara дума

Zamesego Nyuuro: *Dike yelebire naaŋo mi'ilum la gulese yelebisāasi.*

Zamesego la Pa'alego Nyu'ɔ: Ine pa'ale yelebire naaŋo sɔa bɔkere la Gurene puan.

POSEGA LA YEŊO KILESEGO

Yenkuna wa puan, zamesereba wan zamese yelebire naaŋo sɔa Gurene puan. Yia daana, ba wan zamese yelebire naaŋo n de sela la di nimmu'ure yela Gurene zamesego puan. Ba nyaa wan zamese yelebire naaŋo sɔa asi'a gee baŋe bise seba n boi Gurene puan. Mi'ilum buna wan suŋe zamesereba ti ba ta'am pa'ale yelebisāasi ŋwana naana gee pa'ale si'a n boi Gurene puan.

Bakɔi дума la a puti'ira n boi yeŋo wa puan de la:

- **Bakɔi 7:** Sɔse pa'ale yelebire naaŋo sɔa yima yima la (pemesego, ayitulese yelebea, yelebisāasi la baseba)
- **Bakɔi 8:** Dike yelebire naaŋo sɔa yima yima la gulese yelebisāasi

PA'ALEGO LA ZAMESEGO TUUMA KILESEGO

Pa'aleba nari ti ba dike dāaŋo beene zamesego, tigere tuune la zamesego deo zā'a tuuma pa'ale zubogekana wa. Pa'alego la zamesego tuune diyima ti pa'aleba nara ti ba dike de la dɔgele baseba n pugum yele se'em la zuo. Kalam, zamesereba nari ti ba geele taaba lebesego bii puti'ira bise ŋwana suŋa suŋa. Pa'ala la suŋe zamesereba la ti ba sɔse pa'ale yelebire naaŋo sɔa n de sela. Zamesereba la sɔse pa'ale yelebire naaŋo buuri buuri gee magese pa'ale Gurene puan. Pa'ala la suŋe zamesereba la ti ba baŋe naane la n doli se'em Gurene puan. Zamesereba la wan dike puti-ana wa gulese yelebea n tari vɔa Gurene puan gee maam kaaale demese bamisi tuuma.

ASESEMENTI KILESEGO

Yenkuna wa tari la bakɔi 7 la 8. Bakɔi woo tari la kamiŋa asesementi kankaŋi beene la sokere дума. Bakɔi 7 asesementi kankaŋi la biseri la DoK beene 2 n eeri ti zamesereba la dike mi'ilensebo ti ba nye la bɔkere lebeso sokere дума. Bakɔi 8 asesementi biseri la DoK beene 4 zi'an ti zamesereba la nara ti ba ine pa'ale ba puti'ira pansa, nigeŋo la yelemalego yiko ti ba ta'am maale yele.

Putĩ'ira	DOK Beene	<i>Assesementi Sore la/bii Aŋa</i>
Sɔse pa'ale yelebire naaŋo sɔa yima yima la (pemesego, ayitulese yelebea, yelebisãasi la baseba)	3	<i>Zamesego deo tuune</i>
Dike yelebire naaŋo sɔa yima yima la gulese yelebisãasi	4	<i>Yeletigesego (Portfolio)</i>

BAKƆI 7

Zamesego Puti'ire: *Sõse pa'ale yelebire naaŋo sƆa yima yima la (pemesego, ayitulese yelebea, yelebisãasi la baseba)*

Tagesego

Yuune 2	BakƆi 5: Bise tabelesi tuuma Gurene puan
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NYU'Ɔ KANKAŊI ZI'AN: YELEBIRE NAAŊO SƆA

Yelebire naaŋo sƆa de la beni? Yelebire naaŋo sƆa de la zi'an ti yelebisãasi dɔla kɪ'ira tɔgum la puan. So-ana wa de la yelebikegesi ti ba maam demese a bii diki a lagum taaba ti a lebege yelebipaale gee tara vũure tɔgum la puan tara vɔa la tuuma yima yima.

Yelebire naaŋo sƆa buuri buuri

Vũure teere: Bana de la tabelesi n naani yelebisãasi la a vɔa. Vũure teere tabelesi puan, yelebire tile deo la yelebire la deo ni tee la ta'am dena bii dagaena buyima. Ɔwana pa'ale ti vũure teere tabelesi ta'am dena deo n ka teeri bii deo n teeri. Vũure teere tabelesi la maali la yelebipaala yesera yelebire tile la puan. Magese wuu: 'ku' ta'am lebege 'kua', 'lu' me ta'am lebege 'lua'. Yelebea 'ku' la 'lu' de la itego yelebea gee nyaa lebege yu'ure yelebea n de 'kua' la 'lua'.

- Yelebita'ama: Yelebea ayi bii n zɔe bala n ni lagum taaba lebege yelebisaane. Ɔwana wa de la yelebipaala naaŋo dɔla yelebea n pae ayi bii zɔe bala lagenɔ puan. Yelebea ayi la ta'am ze'ele deto yima yima puan na bii deyiŋɔ puan na. Magese wuu
 - Buteŋa + wula = Butewula.
 - Bagerɛ + wula = Bagerewula.
 - Fuo + sunɔ = Fusunɔ.
- Kuusi Lagenɔ: Kuusi lagenɔ de la yelebipaala naaŋo n dikeri yelebea ayi luga asi'a lagna taaba. Ɔwana vũure de la yelebea ayi bɔba n lagum taaba lebege yelebipaale. La lebege yelebise'ere la yu'ure de la Lagenɔ. Magese wuu:
 - Wuntɛɛndia (wuntɛɛŋa + dia).
 - Pɔgezɛera (pɔka + zɛera).
 - Bɔtɛɛŋa (bɔ'ɔ + tɛɛŋa).
 - Budaane (budaa + tuune).
- Aŋmae gi'i yelebire: Ɔwana de la zi'an ti yelebea bɔba asi'a ni zɔge gee ti a nyaa lebege yelebipaala. La de la yelebire naaŋo sore ti ba ni yese yelebea la vo'osum duma busebo base. Aŋmae gi'i yelebire la ni kelum tara di vũure la me. Aŋmae gi'i yelebea wa ka nari bu bɔna zi'an ti naresum yela sɔsega bɔna. Gee nananewa, yelebe-aŋa ti tu nyaa tugum tara tu daare woo sɔsega la logerɔ yi'a puan. Magese wuu:
 - Laa (laaga).
 - Baa (baaga).

- c. Sɔɔ (sɔɔgɔ).
 - d. Yae (yaage).
 - e. Da'a (da'aga).
4. Yelebea Teeseŋo: Ŋwana vūure de la yelebire ta'am tee ze'ele tigere diyima puan kinɛ tigere diyima puan gee ti di gulesego bii yi'a la ka tee. Ŋwana de la fu teere yelebire la deo gee ka tɛera ti naane la. Gurene puan, yelebire la ki'ileŋa n ni pa'ala yelebire n teeri yesesa zi'an bɔba. Magese wuu:
- a. Mam **di** (itego) la sagebo bii mam **dia** (yu'ure) la ba'ase me.
 - b. Mam **lobe** (itego) la naafɔ bii naafɔ la **lobega** (yu'ure) to me.
 - c. Adūŋɔ **wa'am** (itego) ni kalam bii Aduŋɔ **wa'aŋɔ** (yu'ure) la dagi pupeelum.
 - d. Bia la **keli** (itego) me bii bia la **keli kãbela** (Itego pa'alega) me.
5. Yia Kuusi Lagenɔ: Yia kuusi lagenɔ naani yesera la yelebire pɔsega kuusi kuusi puan. Ŋwana vūure de la yelebea la pɔsega kuusi ti ba ni dike lagum taaba ti ba nyaa lebege yelebipaale. Gurene puan, tu nan ka tari yelebe-ana wa taaba gee mina san nye yelebea n ani wuu bala, a daana ta'am base ti la yese na ti tu lagum zamese. Solemiine puan ti a bɔna bala. Magese wuu: NASA (National Aeronautics and Space Administration), SCUBA (Self-Contained Underwater Breathing Apparatus). Yia kuusi lagenɔ ni yi'ira ana wuu la de la yelebire diyina la gee dagi kuusi yima yima. Yelebe-ana gulesego ka sageni saŋa gee me basera ti yukara la yelebinaaresi kara yi'a dena la naana.
6. Ayesebase: Dina de la tabelesi ti ba ni yese yelebire puan base ti di nyaa naam yelebipaale ti di vūure bii di tuune bɔna diyina. Magese wuu:

Yelebire la miŋa	Di lebege yelebise'ere
Kua	Ku
Ba'asego	Ba'ase
Demese	Deje
Ligesego	Lige
Kɔreŋɔ	Kɔrum
Ŋmegeɛ	Ŋmekɛ

Yelebire naaŋɔ sɔa nimmu'ure yela

Yelebire naaŋɔ de la nimmu'ure bɔ'ɔra tɔgum maalego yela. Ba bɔ'ɔri tɔgum la yɔ'ɔ ti bu naresum yela zɔ'ɔra pa'asa ti bala me suŋera seba n tɔgeri bu la ti ba ta'am tɔgera putɛpaala, tekenɔlegi, la yelepaala. Ŋwana n base ti sɔsega ŋmereseɔgo ana nyelum.

Yelebire naaŋɔ sɔa mi'ilum suŋeri la ya yelebea naresum zamesego yesera la fu wan ta'am bɔke gee gārese pa'ale yelebea la a naane la. La gi'i la de la, la sose'ere n baseri ti ya tɔgum naresum zamesego tɔla neŋa.

Zamesego Tuuma

1. Pa'ale yelebire naaŋo sƆa n de sƆla.
2. Loe yelebire naaŋo sosi'a n boi Gurenɛ tɔgum la puan gee pa'ale sƆla n sƆi.
3. Sɔse pa'ale yelebire naaŋo sƆa nimmu'ure yela Gurenɛ tɔgum zamesego puan.

Pa'alego la zamesego tuuma

1. Daaŋo Beene Zamesego: Zamesego deo la zã'a tuunɛ.
 - a. Sɔse pa'ale yelebire naaŋo sƆa yima yima la (pemesego, ayitulese yelebea, yelebisãasi la baseba).
 - b. Bɔ yela magesɛ pa'ale.
 - c. Sɔse pa'ale fu tuunɛ la.

Asɛɛsementi kankaŋi: Zamesego deon tuunɛ

1. Gãrese pa'ale yelebire naaŋo sƆa n boi tilum wa (Kala 8):
 - a. Pemesego
 - b. Ayitulese yelebea
 - c. Yelebisãasi
 - d. Yelebita'ama
 - e. Kuusi lagenɔ
 - f. Ayesebase
 - g. Aŋmaɛ gi'i yelebire
 - h. Tabelesi
2. Dike yela anuu sɔse gee magesɛ pa'ale yelebire naaŋo sƆa n de nimmu'ure se'em Gurenɛ puan (Kala 5).
3. Dike yela atã sɔse pa'ale sƆla n sƆi ti yelebire naaŋo sƆa dɛna nimmu'ure Gurenɛ puan (Kala 3).
4. Using your answers to questions two and three, compare word formation processes in your language of study with another language (Ghanaian language or otherwise) (8 marks)

PLC Session 7

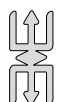
45 minutes

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

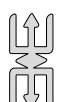
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKOI 8

Zamesego Putĩ'ire: *Dike yebea naaŋo sƆa zo'e zo'e la gulese yebeisãasi*

Tagesego

Yuune 2

Bakoi 5: Biɛ tablesi tuuma Gurene puan

NYU'O KANKAŊI ZI'AN: YELEBISÃASI NAAŊO

Maambise sela n boi bakoi 7 puan la

Zamesego Tuuma

1. Dike fu yebea naaŋo sƆa putĩ'ire la gulese yebeisãasi.
2. Dike yebea la gulese yelesum duma n tari vĩa.
3. Iɛ asõsepa'ale bɔ zamesego deo la ti ya lagum sãse.

Pa'alego la zamesego tuuma

1. Dɔgela baseba n ye se'em la zuo: Zamesego deo la zã'a tuune:
 - a. Tĩ'isi ya suŋa suŋa biɛ yebea naaŋo sƆa la woo.
 - b. Pair work: Abayi tuune: Dike mi'ilensebo ti ya nye yebea naaŋo sƆa puan la gulese yebeisãasi.

Dike yebeisãasi la sãse bɔ zamesego deo la ti ya lagum sãse

- a. Pa'ala gulese yebea gee base ti zamesereba dike ba yebea naaŋo sƆa mi'ilum la pa'ale si'a n boi Gurene puan.

Asɛsementi kankaŋi: Yeletigesego

Gulese tɔgum yeletigesego ti la bisera yelebire naaŋo sƆa n tuni tuunse'ere yebeisãasi naaŋo Gurene puan.

PLC Session 8

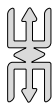
45 minutes

Planning & Reviewing the Learning Plan

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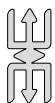
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- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
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 - 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).



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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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Yeŋo 4 Amaambise

Yenkuna wa bise la yelebea naaŋo sɔa. La pa'ale zamesereba yelebea naaŋo sɔa la zã'a gee nyaa bise la yelebea naaŋo sɔa nimmu'ure yela Gurene zamesego puan. Ijwana wa sunɛ zamesereba ti ba ta'am baŋe yelebisi'a n boi sɔsega puan daga Gurene yelebea. Zamesereba nari ti ba ta'am bɔke yelebea naaŋo sɔa la n de sɛla gee dike yelebea Gurene puan magese pa'ale a naaŋo sɔa la woo.

ASEESEMENTI KANKAŊI KĀLE BU'A

BAKƆI 7

1. *Gãrese pa'ala yelebire naaŋo sore woo (m.w., pemesego, ayitulese yelebea, yelebisãasi, yelebita'ama, kuusi lageŋo, ayesebase, aŋmae gi'i yelebire, yelebea tabelego) – ayina woo kãle 1*
2. *Magese pa'ala yela anuu – kãla 5*
 - *Magese pa'ala yela anaasi – kãla 4*
 - *Magese pa'ala yela atã – kãla 3*
 - *Magese pa'ala yela ayi – kãla 2*
 - *Magese pa'ala yele diyina – kãle 1*

3. *Putĩs'ia n wan ta'am bɔna: Tɔgum naane, tɔgum yela ti ba gulesa biɲera, tɔgum pa'alego la zamesego, la yelebea pa'asego bɔkere.*
 - *Sɔsera pa'ala putĩ'ira atã – kãla 3*
 - *Sɔsera pa'ala putĩ'ira ayi – kãla 2*
 - *Sɔsera pa'ala putĩ'ire diyina – kãle 1*
4. *Kãla 7-8: Lebesego n kɔ'om dena ma'a tara amagese pa'ale yela atã bii zɔe bala Gurene puan gee bɔ'ɔra putĩ'ira n ɲwɔni taaba bii n boi yima yima pa'ala yelebea n naani se'em la so-ana wan nimmu'ure yela Gurene puan.*

Kãla 5-6: Lebesego n kɔ'om dena ma'a tara amagese pa'ale yela ayi bii zɔe bala Gurene puan gee bɔ'ɔra putĩ'ira n ɲwɔni taaba bii n boi yima yima pa'ala yelebea n naani se'em. Baseba pa'ale so-ana wan nimmu'ure yela Gurene puan.

Kãla 3-4: Lebesego n tari amagese pa'ale zo'e zo'e gee baseba ta'am dagaena ma'a. Bɔ'ɔra putĩ'ira n ɲwɔni taaba bii n boi yima yima pa'ala yelebea n naani se'em. Pa'ale fũ wa bii pugum ka pa'ale so-ana wa nimmu'ure yela.

Kãla 1-2: Lebesego n ka niɛ gee pa'ala bɔkere fũ wa yesera yelebea naaŋo sɔa n boi tɔgum busebo puan. Magesego la baseba de ma'a Gurene puan.

BAKƆI 8

Yela Aseesementi Kãle Bu'a

I. *Sela n boi bini (40)*

1. *Nimmu'ure la a-iɲe suɲa (15):*
 - a. *Yela la ta'am maale sɔsega la suɲa la ɲwani?*
 - b. *Sela n boi bini la bɔ'ɔri yem yilegere la putĩsune la ɲwani?*
2. *Tigesego la Naane (10):*
 - a. *Yela la tigesego suɲa gee me dena naana ti fu wan ta'am bɔke?*
 - b. *Sela n boi bini la doose taaba suɲa?*
3. *Mi'ilum la Bɔkere (10):*
 - a. *Yela la ta'am iɲe pa'ale yele la zuo bɔkere niire?*
4. *Atĩ'isepae la Gãresego (5):*
 - *Yela la ta'am pa'ale sela n ta'ase la atĩ'isepae la gãresego?*

II. *Asɔsepa'ale la nigeŋo (30)*

1. *Sela n nyeti suɲa suɲa la dǎalum (15):*
 - a. *Yela la nyeti suɲa suɲa gee me dǎale suɲa?*
2. *Niire la Dɔlega (10):*
 - a. *Gulesego la niɛ ya, ana gi'i, gee ti tuure ka bɔna bini?*
3. *Nigeŋo la Sɔna (5):*

a. *Yela la pa'ali nigeŋo la sɔna asɔsepa'ale la puan?*

Atĩ'isebise la fumiŋa aseesementi (30)

1. *Zamesego Atĩ'isebise (15):*

a. *Yela la tari atĩ'isebise suŋa suŋa la zamesego yela putĩ'ira?*

Sosi'a n pa'ase (15)

a. *Saŋa dɔlega la a dike bo (bisera saŋa dɔlega la adike bo wara dɔlega suŋa suŋa)*

YEŊO 5: YELESUM

ZUO: TŌGUM LA BU TUUMA

ZUBŌKA: YELEBĒA LA A NAANĒ

Zamesego Nyuuro: *Gārese yelesum n tari sela la bu buuri buuri.*

Zamesego la Pa’alego Nyu’o: Inġe pa’ale yelesum n tari sela la bu buuri buuri mi’ilum la bokerē.

PŌSEGA LA YEŊO KILESEGO

Yenkuna wa puan, la wan pa’ale zamesereba Gurene yelesum naanē. Ba wan gārese yelesum gee pu bu inġe bu tari sela puan gee pa’ale bu buuri buuri gulesego la puan. Mi’ilum buna wan sunġe zamesereba ti ba ta’am loe yelesum sebo n de ma’a ba daare woo sōsega la gulesego puan.

Bakōi duma la putī’ira n boi yeŋo wa puan de la:

- **Bakōi 9:** Sōse pa’ale yelesum duma n tari sela (m.w., yelebinaaresi, kulōosi duma).
- **Bakōi 10:** Sōse pa’ale yelesum buuri buuri duma.
- **Bakōi 11:** Gārese pa’ale yelesum buuri buuri yesera bu tuuma puan.

PA’ALEGO LA ZAMESEGO TUUMA KILESEGO

Pa’aleba nari ti ba dike dāaŋo beene zamesego, tigere tuunē, la zamesego deo la zā’a tuuma pa’ale zubōgekana wa. Zamesereba pōsega tigera puan de la ba gulese yelesum duma, gārese yelesum la, gee pa’ale yelesum woo n tari sela. Tigera duma wan sōse pa’ale zamesego deo la gee ti ba zā’a nyaa lagum sōse. Zamesera woo wan gulese yelesum gee yelese bu pa’ale bu tari sela la sela. Nera woo me wan sōse pa’ale gee ti zamesego deo la zā’a nyaa lagum sōse. Pa’ala la nari ti a ka’am zamesereba la ti ba nana taaba gāresego gee sogese sokere duma ti ba gārese pa’ale.

ASEESEMENTI KILESEGO

Yeŋo la tari la bakōi 9, 10 la 11. Bakōi woo tari la ka aseesementi. Bakōi 9 aseesementi la kō’om bisera DoK beene 2, ti bakōi 10 aseesementi bisera DoK beene 4 gee ti bakōi 11 bisera DoK beene 3. DoK bana eeri la zamesereba la inġe pa’ale ba pugum diŋe mina sela putī’ire pansi, nigeŋo la yelemmaalego yiko duma. Ba me kelum nara ti ba inġe sela pa’ale atī’ise pae, yelekāra maalego, la putī’ire puan tī’isego pansi.

Putī’ira	DOK Beene	Aseesementi Sore la/bii Aŋa
Sōse pa’ale yelesum n tari sela la sela (m.w., yelebinaaresi la Kulōosi duma).	2	Zamesego deon tuunē

Sõse pa'ale yelesum buuri buuri дума	4	<i>Zamesego deon tuune/</i>
Gãrese pa'ale yelesum buuri buuri дума yesera bu tuuma puan.	3	<i>Yire tuune</i>

BAKOI 9

Zamesego Putĩ'ire: *Sõse pa'ale yelesum dura n tari sela (M.w., yelebinaaresi la Kulwosi dura)*

Tagesego

Yuune 1	Bakci 10: Gulese yelesum dura, bisera yu'ure la yuswoseja dura gulesego wara dura la.
Yuune 2	Bakci 6: Dike Gurene naaresi dura buuri buuri gulese yelesum dura.

NYU'Ŋ KANKAŊI ZI'AN: YELESUM LA BU TARI SELA

Yelesum: Yelesum de la yelebɛa n lagum taaba, tara zuo la nyu'ŋ, ti la bɔ'ɔra putĩ'ire, sokere, pa'alego bii dĩ'ire ye. Yelesum tari la yelebɛa tigere n de yelebɛa naresum la a gunguma basera ti vũure la niira.

Yelesum aŋa kankaŋi

1. Putẽgile: Yelesum tɔgeri la putẽmuune bii putĩ'ire ye.
2. Yelebɛa naresum la a gunguma naane: Yelesum tari la yelebɛa naresum naane mɔpi dɔla n de wuu Ita, Itego, Namesa (IIN).
3. Gu'usi/Du'usi: Yelesum tari la du'usi dāalesi n de wuu Atekeze'ele (.), Ago'e vo'ose (.), Sokere dāalum (?), Dĩ'ire dāalum (!), Seemi kɔlɔm (;) la baseba.

Yelesum dura buuri buuri

Yelesum dura buuri buuri yesera bu tuuma puan de la sela n boi tilum wa:

1. De-yelesum: Yelesum n kɔ'ɔm tɔgera yelemiŋere la n de se'em la. Yelesum buna buuri ni ki'ilum me la atekeze'ele du'usega. Magese wuu: Sukuu kɔma la gulese la agurebise.
2. Sokere yelesum: Yelesum buuri n sokeri sokere. Yelesum buna buuri ni ki'ilena me la sokere dāalega. Magese wuu: Peni la bæ? Saŋa de la ŋwani? La ani ŋwani?
3. Pẽregerɛ yelesum: Yelesum buuri n boi pɛqregerɛ bii pa'ala sela n nari ti fu iŋɛ. Magese wuu: Bɔ mam peni. Da nyu ko'om la.
4. Dĩ'ire yelesum: Yelesum buuri n sɔseri la ba'am ana fu se'em bii sela mɔpi. Magese wuu: Beni dabesesune n ŋwana! Beni yelesune!

Yelesum n tari sela: Yelesum n tari sela la zo'e me ti ba naɛ taaba basera ti lasebaare la vũure niira peeleme. Yelesum na tari sela la baseba n ŋwana boi tilum wa:

1. **Ita:** Yelesum la ita de la yu'ure bii yuswoseja bii yu'ure yelebinaare la n tuni tuune la yelesum la puan la. La de la nera, zi'an, sela bii putĩ'ire la n tuni tuune la yelesum la gāresa la. Magese wuu **budawoko la da la gɔŋɔ ti ku poore dena sabelega.**
2. **Itego:** Itego de la tuune la n gārese bɔna yelesum la puan la. La de la yelebire n yeti tu ita la iti sela bii sela n iti ita la. Magese wuu Atia **ku** baa.
3. **Namesa:** Namesa la de la yu'ure bii yuswoseja la n to'ori itego la n iti sela. Namesereba la boi la buyi n de wuu namesa vɛki la namesa n dagi vɛki. Magese wuu Aduŋɔ ku la **baa.**

- a. Namesa v̄eki de la sela ti namesego bii wuɲere la kɔ'om sigera a zuo tintɔɔ la. Mageɛ wuu ba nye **papɔkɔ la**.

‘Tapɔkɔ’ la n de namesa yelesum la puan.

- b. Namesa n dagi v̄eki de la sela ti itego la wuɲere kɔ'om ka sigera a zuo tintɔɔ la gee neɲa dɔlesega lagum suɲera. Mageɛ wuu ba dike la bo'olum **bɔ tu**. Mam da la tapɔkɔ **bɔ ba**. Yelebesi'a n sobe la ‘tu’ la ‘ba’ de la nameseba n dagi v̄eki gee ti yelebesi'a n buɛ la ‘bɔ’ dena neɲa dɔlesi.

4. **Pa'alega:** Pa'alega de la yelebea n maam pa'asera lasebaare yɛsera ita, itego, bii namesa la yele. Ba g̃areseri mɛ, pa'ala yelebea asi'a v̄uure v̄eki yelesum la puan. Mageɛ wuu yitugema la lu mɛ. ‘Tugema’ la de la pa'alega n pa'ali yire la n de yise'ere taaba gee lu la.
5. **V̄uure pa'alega:** V̄uure pa'alega de la yelebire bii yelebinaare n bɔ'ori nimmu'ure lasebaare ti la ta'am ki'ilum yelesum la v̄uure. Ŋwana wa ta'am dena yu'ure, yupa'alega, bii yelebinaare n bɔ'ori lasebaare yɛsera ita bii namesa la yele. Yelebire bii yelebinaare la ni suɲere itego yelebire la pooren. Mageɛ wuu ba bɔbe e la **na'am**. A ani wuu ani **suɲa la**.

Yele-ana wa puan, v̄uure pa'alesi ‘Na'am’ la ‘suɲa’ nari mɛ ti ba base ti yelesum la v̄uure niɛ.

Mageɛ wuu: Yelese yelesum wa n boi tilum doose bu tari sela la:

‘Lomɔlek̄ate la zɔ doose la pale la’.

Ita: Lomɔlek̄ate la.

Itego: Zɔ.

Namesa: ka boi (dina wa puan yelesum la ka tari naesa v̄eki).

Pa'alega: k̄ate, m̄alega.

V̄uure pa'alega: doose la pale la.

Fu san bɔke yelesum la n tari sela, fu wan ta'am g̃areɛ gee gulese yelesum suɲa, la yelesum duma v̄uure n niɛ suɲa suɲa.

Yelebinaare: Yelebinaare de la yelebea n tigese tuna tuune n tari v̄uure diyima yelesum puan gee me ni ka tara ita bii itego n wan base ti yelesum la muune z̄a'a bɔna bini. Yelebinaaresi ta'am tuna yu'ura, yupa'alesi, bi itego pa'alesi tuune ti la pa'asera yelesum la bɔbere diyima puan.

Yelebinaare buuri buuri

1. Yu'ure yelebinaare: Tuni yu'ure tuune yelesum puan. Mageɛ wuu budaa, bɔgete, bak̄ate la, ko'om la wane.
2. Itego yelebinaare: Tuni la itego tuune. Wa'am, zoti mɛ, wan di.
3. Yupa'alega yelebinaare: Maam pa'ala la yu'ure. Mageɛ wuu k̄ate, sabelega, d̄ɛkɔ.
4. Itego pa'alega yelebinaare: Maam pa'ala la itego, yupa'alega, bii itego pa'alega kayima. Mageɛ wuu b̄aalum, f̄ii f̄ii, bulikan, Siirego da'a, karefa anuu.
5. Neɲa dɔlesi yelebinaare: Pɔseri mɛ la neɲa dɔlesega gee maam pa'ala yu'ure bii itego. Mageɛ wuu teebule la leɲum, tia la tiɲa.

Kulɔɔsi

Kulɔɔsi de la yelebɛa n tigese nae taaba tara ita la itego tɔgera putɛgile yele. La de la yelesum naane n tɔgeri putemuune bii putɛgirega yele.

Kulɔɔsi buuri buuri

1. Ata'am ze'ele kulɔɔsi: Ata'am ze'ele kulɔɔsi de la yelebɛa n tigese taaba tara ita la itego yelebire, tɔgera putɛgile yele. Kulɔɔsi ina ta'am ze'ele a ma'a dena yelesum. Mageɛ wuu:

- a. Mam kiŋe la Solemitiŋa.
- b. *Ba dugeri dinɔ'oma daare woo.*

2. Adolelalesa kulɔɔsi: Kulɔɔsi kana miŋa ma'a kan ta'am ze'ele tara vūure se'ere n soi la di ka tari puti'ire la zā'a. La tari ita la itego gee la ka tɔgeri puti'ire la zā'a. Adolelalesa kulɔɔsi me kelum dena la yelesum vūure n ka nie. Bu eeri la ata'am ze'ele kulɔɔsi ti la base ti yelesum la vūure ta'am nie yesera la bu kan ta'am ze'ele bu ma'a la zuo. Mageɛ wuu:

- a. *Se'em ma'a ti mam kuli ni yire la* (Bu eeri la ata'am ze'ele kulɔɔsi ti bu ta'am ze'ele).
- b. *Se'ere n soi la wuntɛŋa la ba'am sigera me* (Bu eeri la ata'am ze'ele kulɔɔsi ti bu ta'am ze'ele).

Kulɔɔsi duma n boi yelesum puan

1. **Yelesum yɔŋa:** Yelesum yɔŋa tari la ata'am ze'ele kulɔɔsi ayina ma'a. mageɛ wuu: Mam nɔŋe la zonko'om.

1. **Yelesum ta'ane:** Yelesum buna buuri puan, naarega n ni dike ata'am ze'ele kulɔɔsi duma bayi bii n zɔe bala lagum taaba. Mageɛ wuu: *Mam nɔŋe la duka gee ti mam sūɔ me nɔŋe ko'om buŋa.*

2. **Yelesum n ta ka zuna:** Yelesum n ta ka zuna tari la ata'am ze'ele kulɔɔsi ayina la adolelalesa kulɔɔsi ayina bii n zɔe bala. Mageɛ wuu: Mam kiŋe ni la da'a la yesera la mam boti ni la tabuka.

3. **Yelesum ta kãte:** Yelesum takãte tari la ata'am ze'ele kulɔɔsi duma n pae bayi bii zɔe bala la adolelalesa kulɔɔsi ayina bii n zɔe bala. Bala la, a tari la yelesum ta'ane la yelesum n ta ka zuna yela n lagum taaba. *Mageɛ wuu:* Mam kiŋe ni la da'a yesera la mam boti ni la tabuka, gee ti mam tã doose ni mam kiŋe.

Kulɔɔsi nimmu'ure yela

Kulɔɔsi suŋeri me ti tu:

- 1. Ta'am sɔsɛra putɛkãra yela: Ba bɔ'ori tu la puti'ira yima yima la sela woo n boi a puan.
- 2. Gulesera yelesum duma yima yima naana: Ba suŋeri la gulesereba la tɔgereba ti ba bɔ'ora kua sika la ka zɔŋa la tɔgum naresum yima yima.
- 3. Baŋera ŋwɔsum: Ba pa'ali la ŋwɔsunsebo n boi puti'ira la yela tiŋasuka.

Fu san bɔke kulɔɔsi duma, fu gulesego la tɔgum pansɔ wan nye nɛŋa tɔlega gee ti fu ta'am sɔsɛra suŋa suŋa.

Zamesego Tuuma

1. Gãrese pa'ale yelesum aña duma la.
2. Loose yela magese pa'ale yelesum yɔŋa, yelesum ta'ane, yelesum n ta ka zuna, la yelesum takâte.
3. Dike fu puti'ira la sɔse pa'ale ti ya lagum sɔse.

Pa'alego la zamesego tuuma

1. Dãaŋɔ beene zamesego: Zamesego deo la zã'a tuune.
Sɔse pa'ale yelesum n de sela.
 - a. Abayi tuune: Abayi duma la nae taaba la ba pa'ale yelesum n de sela gee dike yela magese sɔse pa'ale yelesum la bu luga. Zamesego deo la zã'a naane taaba tuna gee sɔse pa'ale yelebinaare la kulɔsi, la ba buuri buuri duma.

Assesementi kankaŋi: DoK Beene 2 – Zamesego Deon Tuune

1. Gãrese pa'ale yelesum n kɔ'om dena sela mɔpi. Kãla 4
2. Dike yela 5 gãrese pa'ale yelebinaare la kulɔsi n boi yima yima se'em. Dike yela magese pa'ale yima yima woo. Kãla 10
3. Figese yelesum duma wa n boi tilum wa iŋe bu tari sela woo puan. Kãla 3
 - a. Aduŋɔ ku baa
 - b. Lamɔlega ŋwɔrege me.
 - c. Pɔgemɔlega la tugerɔ la lomɔlega.
 - d. Ba bobɛ e la na'am.

PLC Session 9

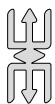
45 minutes

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.

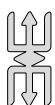
3. Plan the week's key assessment with your app

- 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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- identify the strongest content teacher in a group to lead this activity
 - 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
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

BAKOI 10

Zamesego Puti'ire: *Sõse pa'ale yelesum дума бури бури ла*

Tagesego

Yuune 1	Bakoi 10: Gulese yelesum дума, bisera yu'ure la yusɔɔserɔa дума gulesego wara дума ла.
Yuune 2	Bakoi 6: Dike Gurenɛ naaresi дума бури бури gulesɛ yelesum дума.

NYU'Ŋ KANKAŊI ZI'AN: YELESUM BUURI BUURI DOLA BA NAANE

1. Yelesum n de sela
2. Yelesum yɔŋa
3. Yelesum ta'ane
4. Yelesum n ta ka zuna

Yelesum: Yelesum de la yelebɛa n lagum taaba, tɔgera putɛmuunɛ yele. Yelesum tari la yelebɛa tigere n de yelebɛa naresum la a gunguma basera ti vũure la niira.

Yelesum дума бури бури

- Yelesum yɔŋa:** Yelesum yɔŋa tari la ata'am ze'ele kulɔɔsi ayina ma'a. La tɔgeri la putɛmuunɛ yele. Magesɛ wuu: Budibela la zɔ ya. A diti wuntɛendia.
- Yelesum Ta'ane:** Yelesum buna бури puan, naarega n ni dike ata'am ze'ele kulɔɔsi дума bayi bii n zɔɛ bala lagum taaba n de wuu la, gee, bii, bala la. Magesɛ wuu: mam nɔŋɛ la gɔŋɔ kãalegɔ, gee mam sɔ nɔŋɛ la sinii bisega. A kiŋɛ la lɔgerɔ koosego zi'an la, gee a tam me ka da borebori.
- Yelesum n ta ka zuna:** Yelesum n ta ka zuna tari ata'am ze'ele kulɔɔsi ayina la adolelalesa kulɔɔsi ayina bii n zɔɛ bala. Magesɛ wuu: Mam kiŋɛ ni la lɔgerɔ koosego zi'an la se'ere n sɔi la mam boti ni la sikeri. (Adolelalesa kulɔɔsi la de la *se'ere n sɔi la mam boti ni la sikeri*). Hali la e niiri ni la, tumam kelum kiŋɛ ni la paki la zuo. (Adolelalesa kulɔɔsi de la, 'Hali la e niiri ni la').

Zamesego Tuuma

1. Pa'ale yelesum la бури бури yelesum дума wa n boi tilum wa puan:
 - a. Sũure la zoni la dapooɛ bɔba.
 - b. Mam nɔŋɛ la gɔŋɔ kãalegɔ, gee gunseko ti mam ba'am nɔŋɛ de la Asira-Taŋa.
 - c. Gaana n de tinsuŋa la zuo, tinsi zo'e zo'e kini ka puan me yuune woo.
2. Gulese yelesum дума doose bu бури бури mɔpi puan:
 - a. Yelesum yɔŋa yesera Gurenɛ dia puan.
 - b. Yelesum ta'ane yesera Gurenɛ de'eno yela puan.
 - c. Yelesum n ta ka zuna yesera Gaana gɔŋɔ zamesego nyuuro yela puan.
3. Gãrese yelesum дума wa n boi tilum wa gee pa'ale bu naana:

- a. Gaana de la tiŋa n boi 'West Africa', gee me tara buuri malema n tari tibesum.
 - b. Hali la e niiri ni la, kaareba la kelum boi ni la vatum la puan kɔɔra.
 - c. Kootum kãte la boi la Ankara tiŋa puan.
4. Tee yelesum yɔsi wa n boi tilum wa kiŋe yelesum ta'anɛ la yelesum n ta ka zuna puan.
- a. Gaana de la tinsuŋa.
 - b. Sukuu kɔma zameseri mɛ suŋa suŋa gura ba tɛsi la.

Pa'alego la zamesego tuuma

Zamesego deo zã'a tuune

- b. Zamesego deo la sɔse pa'ale yelesum duma buuri buuri (yelesum yɔŋa, yelesum ta'anɛ la yelesum n ta ka zuna).
- c. Nera woo loose yela gulese pa'ale yelesum duma buuri buuri (yelesum yɔŋa, yelesum ta'anɛ la yelesum n ta ka zuna)

Asɛsɛmentɪ kankanɪ: DoK Beene 4 – Zamesego deon tuune

Kãale lasebaare wa n boi tilum wa gee pa'ale yelesum buuri buuri duma (yelesum yɔŋa, yelesum ta'anɛ, yelesum n ta ka zuna) ti gulese la dike gulese la.

Sukuu kɔma zo'e zo'e tari intaneti tuna mɛ daare woo. Ba tari zamesera mɛ gee sɔsɛra la ba zɔduma. Gee, la tari suŋere? Sɛba n zamesɛ mina yela la sake sira ti sukuu kɔma ba'am dike bamisi delum la intaneti la. Ba tĩ'ise ti sukuu kɔma sɛba n loe ti ba viise doose gɔnɔ la gɔnseto n boi intaneti puan la zo'e zo'e nyeti neŋa tɔlega mɛ yesera la ba putĩ'ira n boi kãalego la puan. Fum sake ya? (Kãla 3)

1. Gãrese pa'ale yelesum buuri buuri duma la n tari suŋese'ere lasebaare la zã'a vūure puan. (Kãla 6)
2. Dike fu mi'ilum la gulese magesego yela atã bɔ yelesum buuri buuri duma n boi tilum wa. (Kãla 9)
 - a. Yelesum yɔŋa
 - b. Yelesum ta'anɛ
 - c. Yelesum n ta ka zuna

PLC Session 10

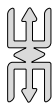
45 minutes

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

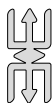
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKOI 11

Zamesego Putĩ'ire: *Gārese pa'alē yelesum дума buuri buuri yesera bu tuuma puan*

Tagesego

Yuune 1	Bakoi 10: Gulese yelesum дума, bisera yu'ure la yusɔɔserja дума gulesego wara дума la.
Yuune 2	Bakoi 6: Dike Gurene naaresi дума buuri buuri gulese yelesum дума.

NYU'Ŋ KANKAŊI ZI'AN: YELESUM DUMA BUURI BUURI

1. Tintɔɔ yelesum (yele)
2. Sokere yelesum (sokere)
3. Pēregerē yelesum (Pēregerē)

Yelesum: Yelesum de la yelebēa n lagum taaba, tɔgera putēmuunē yele. Yelesum tari la yelebēa tigere n de yelebēa naresum la a gunguma basera ti vūure la niira.

Yelesum aŋa kankaŋi

1. Putēgile: Yelesum tɔgeri la putēmuunē bii putĩ'ire yele.
2. Yelebēa naresum la a gunguma naane: Yelesum tari la yelebēa naresum naane mɔpi dɔla n de wuu Ita, Itego, Namesa (IIN).
3. Gu'usi/Du'usi (Punctuation): Yelesum tari la du'usi dāalesi n de wuu Atekeze'ele (.), Ago'e vo'ose (,), Sokere dāalum (?), Dĩ'ire dāalum (!), Seemi kɔlɔm (;) la baseba.

Yelesum дума buuri buuri

1. De-yelesum: Yelesum n yeti yelemiŋere. Yelesum buna buuri ni ki'ilum mē la yelesum ba'asego du'usega. Magese wuu sangbana la sobe mē.
2. Sokere yelesum: Yelesum buuri n sokeri sokere. Yelesum buna buuri ni ba'asera mē la sokere dāalega. Magese wuu ani n boi bɔ'ɔ la puan?
3. Pēregerē yelesum: Yelesum buna buuri ni bɔ'ɔra la pēregerē. Bu ta'am ki'ilum la dĩ'ire dāalega bii yelesum ba'asego dāalega. Magese wuu 'Kiŋe! Yu kuleŋa la.

Zamesego Tuuma

1. Pa'alē yelesum buuri buuri (de-yelesum, sokere yelesum la pēregerē yelesum) yelesum дума wa n boi tilum wa puan:
 - a. Gaana tiŋa la nayire boi la be?
 - b. Zaam zaam, yu kuleŋa la.
 - c. Wuntēŋa la nyekeri la Ankara tiŋa puan.
2. Gulese yelesum дума doose bu buuri buuri mɔpi la n de se'em la:
 - a. De-yelesum yesera Gurene buuri malema puan.
 - b. Sokere yelesum yesera Gurene daami nerekāte yele.

- c. Pēregere yelesum yēsera baseba suŋere ye.
- 3. Tee yelesum дума буури буури n бои тилум ва киҥе yelesum буури мөпи ла n бои wambəgesi puan ла:
 - a. Gaana de la tinsuŋa. (sokere)
 - b. Gaana kuka zuo daana la yu'ure de la ani? (de-yelesum)
 - c. Mam boti la suŋere. (Pēregere)
- 4. Tigese yelesum дума wa n бои тилум ва иҥе бу буури буури ла puan, gee nyaa dike fumiŋa yela magese pa'ale буури буури woo.
 - a. Saŋa boi la ŋwani?
 - b. Kiŋe ta gā'are!
 - c. Yire la ba'am pɔ'e mɛ.

Pa'alego la zamesego tuuma

Abayi tuune:

- a. Abayi дума лагум nae taaba sōse pa'ale yelesum дума туума ла бу аҥа.
- b. Abayi дума ла бə yela magese pa'ale yelesum дума туума.
- c. Zamesereba бə bamisi yela magese pa'ale yelesum буури буури woo.

Asɛsɛmenti kankaŋi: Beene 3 – Yire tuune

- 1. Pa'ale yelesum буури буури дума wa n бои тилум ва yima yima gee dike yelesum buyina magese pa'ale буури буури woo: de-yelesum, pēregere yelesum, la sokere yelesum. (Kāla 6)
- 2. Tigese yelesum дума wa n бои тилум ва doose бу туума puan gee gārese pa'ale yelesum ла naane, gu'usi, la yelebea dɔlega ла n suŋeri бу туума se'em.
 - a. Aduŋɔ de la pa'ala.
 - b. Zĩ'ire tiŋa.
 - c. Dia la beɛ?
 - d. Kɔma la ye la da'a.
 - e. Owu, mbia!
 - f. Pɔka la boi la be?
 - g. Yu kuleŋa la.
 - h. Ataŋa gĩsi mɛ.
 - i. Beni n de sagebɔ?

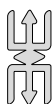
PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

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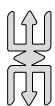
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
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3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

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

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Yeŋo 5 Amaambise

Yenkuna wa sōse pa'ale la yelesum duma la bu buuri buuri. Buuri buuri duma la tigese ni yesera la bu tuuma la naane puan. Yenkuna wa bokerɛ wan suŋɛ zamesereba ti ba gulese yelesum suma ba gɔnɔ guleseɔ bii sōsega yela puan. Ŋwana n wan base ti zamesereba nɔa zake suŋa suŋa Gurene tɔgum zamesego puan. Ŋwana wa dagi la Gurene tɔgum ma'a puan, gee solemiine tɔgum la tɔgum busebo puan.

ASESEMENTI KANKAŊI KĀLE BU'A

BAKCI 9

Kāle bu'a

1. *Yelesum pa'alego (Yelesum de la yebea tigere n pa'ali putemuune. La ni tara la ita la namesa bu puan).*

- a. *Kāla 4 yeledaasi sinaasi san bōna bini.*
- b. *Kāla 3 yeledaasi sitā san bōna bini.*
- c. *Kāla 2 yeledaasi siyi san bōna bini.*
- d. *Kāle 1 yeledaa diyina san bōna bini.*

2. Yelebinaaresi la kulɔɔsi: Yima yima yeledaasi

Dike kālē 1 bɔ yima yima yeledaa woo n boi bini gee dike kālē 1 bɔ yelesi'a n magesi pa'ala la.

1. Naane

Yelebinaare: yebea tigere n ka tari ita la itego lageŋɔ (m.w., paki la zuo).

Kulɔɔsi: Yebea tigere n tari ita la itego lageŋɔ (m.w., Mam ŋmē la boole).

2. Muune muune

Yelebinaare: ka pa'ali putemuune (m.w., kuka la tiŋa).

Kulɔɔsi: Ta'am pa'ale putemuune (m.w., a la mē).

3. Tuune

Yelebinaare: Tuni la tɔgum buyina tuune (m.w., pupeelum n ba'am bōna wuu yupa'alega yelebinaare la).

Kulɔɔsi: Ta'am ze'ele a ma'a dena yelesum bii tuna yelesum n zo'e tuune (m.w., Mam wan nyē fu beere).

4. Ata'am ze'ele

Yelebinaare: Adolelalesa; kan ta'am ze'ele a ma'a dena yelesum muune (m.w., ba'am dena nimmu'urē).

Kulɔɔsi: Ta'am ze'ele a ma'a (m.w., Mam kule yire) bii adolelalesa (m.w., se'ere n soi la mam tarege ni mē).

5. Vūure

Yelebinaare: Bɔ'ɔri la lasebaare pa'asa gee ka tara putemuune (m.w., bulika la).

Kulɔɔsi: Bɔ'ɔri la putemuuna zo'e zo'e ti ita la piredikeeti bōna bini (m.w., mam wan nyē fu bulika la).

- a. *3. Dike kālē 1bɔ yelesum woo n gulese suŋa suŋa figese bōna bu tari sela la puan.*

BAKɔI 10 (kāla 18)

1. a. *Yelesum buuri buuri butā pa'alego lasebaare la puan – kāla 3*

b. *Yelesum buuri buuri buyi pa'alego lasebaare la puan – kāla 2*

c. *Yelesum buuri buuri buyina pa'alego lasebaare la puan – kālē 1*

2. *Yelesum buuri tuune pa'alego ta'am dena wuu sela n boi tilum wa:*

3. “Yelesum yɔsi ni dike pɔse la yelesum la ti la base ti la ta’am ve’e kãaleba la putĩ’ira. Yeleminjere la ni kɔ’ɔm nie me”.
4. a. Gãresego n pa’ali yelesum buuri buuri butã la tuuma lasebaare la vũure puan. kãla 5-6
- b. Gãresego n pa’ali yelesum buuri buuri buyi la tuuma lasebaare la vũure puan. kãla 3-4
Gãresego n pa’ali yelesum buuri buuri buyina la tuuma lasebaare la vũure puan. kãla 1-2
- a. Yelesum yɔŋa
 - i. Kãla 3 la san magese pa’ale yela atã suŋa suŋa
 - ii. Kãla 2 la san magese pa’ale yela ayi suŋa suŋa
 - iii. Kãle 1 la san magese pa’ale yele diyina suŋa suŋa
- b. Yelesum ta’ane
 - i. Kãla 3 la san magese pa’ale yela atã suŋa suŋa
 - ii. Kãla 2 la san magese pa’ale yela ayi suŋa suŋa
 - iii. Kãle 1 la san magese pa’ale yele diyina suŋa suŋa
- c. Yelesum n ta ka zuna
 - i. Kãla 3 la san magese pa’ale yela atã suŋa suŋa
 - ii. Kãla 2 la san magese pa’ale yela ayi suŋa suŋa
 - iii. Kãle 1 la san magese pa’ale yele diyina suŋa suŋa

Tẽra ti: Zamesego saŋa ba’asego agurebise wan gulese doose la sela n boi bini ze’ele bakɔi 1-10.

BAKɔI 11 (Kãla 16)

1. Dike kãle 1 bɔ yima yima/pa’alego woo ti ba gulese gee me dike kãle 1 bɔ magesego woo n boi bini. (Kãla 6)
2. Dike kãle 1 bɔ yelesum woo n tigese suŋa suŋa gee pa’ale ŋwana gi’i. M.w., Bu de la sokere yelesum se’ere n sɔi la bu ki’ilum me la sokere dãalega. (Kãla 10)

YEŊO 6: KĀALEGO LA LEREGERE

ZUO: TŌGUM LA BU TUUNĖ

Zuboka: Yelesum gulesego

Zamesego Nyuuro: *Dike agabe tole kĀalego la nima nima kĀalego mi'ilum la kilese yelesum.*

Zamesego la pa'alego Naresum: *Inġe pa'ale kilesego gulesego mi'ilum la bokere.*

Zuo: Tŏgum la bu tuunĖ

Zuboka: Nuure leregere la gulesego leregere

Zamesego Nyuuro: *Dike leregere buuri buuri дума la leregere wara дума mi'ilum la lerege yelesum.*

Zamesego la Pa'alego Nyu'w: *Inġe pa'ale sŏsega leregere mi'ilum la bokere.*

Putĕpika

Inġe tuunĖ gŏŋŏ 1. La nari ti la tara la yelesi'a ti ya zamese yuunĖ 1 ta pae 3 puan la. Ta bise teebule la n pa'ali yela mŏpi la a naane bŏna yeŋo wa ba'asego puan la ti la suŋe fu. Zamesereba gŏŋŏ la nari ti tu make la kalam, gee ti ba nye se'em la me dike inġe SAP puan.

POSEGA LA YEŊO KILESEGO

Yenkuna wa kŏ'ŏm sŏsera yeŋera la agabe tole kĀalego la nima nima kĀalego sŏa ti fu wa ta'am dike kilese yelesum дума se'em. La wan pa'ale zamesereba la sosi'a ti ba wan ta'am dike agabe tole kĀalego la nima nima kĀalego pa'ale putĕdaasi la lasebasi'a woo n boi yelesum дума puan. Ba nyaa wan dike agabe tole kĀalego la nima nima kĀalego putĕ'ira la kilese yelesum дума. La wan kelum pa'ale zamesereba la leregere pansi. Ba wan base ti ba lerege yelebĕa, yelebinaaresi, kulŏŏsi дума, yelesum дума la gulesego ze'eta solemiine puan ye'esa Gurene puan. Yenkuna wa de nimmu'ure bŏ'ŏra zamesereba darena la Gurene puan ma'a gee zamesego yela asi'a n de wuu solemiine zamesego tuseti zo'e zo'e puan. Yeŋo wa maam kumesera zamesereba me la agabe tole kĀalego la nima nima kĀalego mi'ilum ti ba wan ta'am kilese gulesego ŋwana suŋa suŋa. La me kelum kumesa zamesereba la me la pansesi ti ba wan ta'am inġe leregere suŋa suŋa. Pa'ala la nari me ti a dike sŏsega zamesego maasenŋ sŏa, zamesego lŏgerŏ, yelesego, la asĕesementi sŏa ti la suŋe zamesego la.

Bakŏi дума la zamesego putĕ'ira ti yeŋo wa dike de la:

- **Bakɔi 12:** Dike la agabe tole kĀalego la nima nima kĀalego ti la pa'ale putēdaasi yelesum ti ba wan kilese puan.
- **Bakɔi 13:** Sōse pa'ale leregere buuri buuri duma (M.w., yelebea dola, vūure beene, fai, la baseba).
- **Bakɔi 14:** Sōse pa'ale leregere wara duma la (m.w., tɔgum buyi la mi'ilum, buuri malema mi'ilum, yelebea la yelesum naresum la bu gunguma mi'ilum, la baseba).

ZAMESEGO MAASEŊO SĖA KILESEGO

Zamesego maaseŋo sosi'a n boi yeŋo wa puan de la sĖa zo'e zo'e ti ba dola pa'ala Gurene yela.

Dāaŋo Beene Zamesego (DBZ) de la sosi'a ti ba ni dikera dāaŋo yelesi'a n kĀrege la ti a dēna sosi'a ti ba wan ta'am doose tebege sukuu kōma la zamesego bōkere yela la wara duma n ka doli tintɔ wuu ba sōseri pa'ala yela se'em la.

La de la sĖa ŋwana mōpi n de wuu ayina tuune, bayi tuune, agērege taaba tigera la zamesego deo la zā'a tuuma n de wuu a tole sōse pa'ale. So-ana wa wan ta'am suŋe pa'ase atī'ise pae pansi, dāaŋo yelesumaalego pansi, la sōse suŋa pansi. Ba me ta'am kelum le bō alagentaaba, alagentum, la neŋa duma yō'ɔ. Zamesereba la me wan kelum iŋe viisego gee gārese yela la.

Ba san pa'asera ba putī'ira sela ti baseba pugum diŋe yele la zuo, sukuu kōma la wan ta'am zigese sela ti ba taaba la pugum diŋe yele la gee me pa'ase ba putī'ire bini ti ba ta lagum sake bō yeleyine. Zamesereba seba n mi sela la, ba ni dike la tuune pa'ase ba n de wuu ba lebege pa'ala la ba suŋe ba taaba la ti ba bōke sela ti ba zamese la suŋa suŋa. Pa'aleba nari ti ba bisera zamsereba seba n tari yelebea yi'a la tɔgum dāaŋo la gee suŋe ba ti bōkere bōna.

ASESEMENTI KILESEGO

Yenkuna wa aseesementi sore la bō'ori la geelego n nari se'em pansi pa'asego, bōkere naresum dōlega, la zameserea atī'isenyōke sĖa. Saŋa woo putī'ira bu'a suŋeri maala la sela n oi bini ita la zamesereba la neŋa tōlega yelesuma. Aseesementi sore la dikeri la sosi'a n wan suŋe ti ba ta'am baŋe zamesereba bōkere Gurene uela zamesego puan. Beene 2 sokere duma la de la gulesegira bii a dike nuure sōse pa'ale ti ba ta'am geele zamesa la n ta'am yela gāresa se'em. Beene 3 atī'isenyōke sokere duma dike bō'ora dola la gōngulesego bii gulesewoko puan ti ba ta'am aseese zamesa la tī'iseri dola se'em la asōe iŋe bōkere suŋa suŋa la tɔgum na'asego suŋa suŋa puan ti ba dola sōsega kōrenkōrum la tingōŋo la zā'a yela se'em. Pa'aleba nari ti ba dike la zamesego pōsega la zamesego ba'asego aseesementi duma sĖa yima yima lagese lasebaare duma yesera zamesa tuuma, n de wuu e nye se'em gee lebege pa'ale ba yela la zā'a n lagum taaba dēna se'em.

Bō zamesego putī'ire aseesementi la kilesego

Putī'ira	DOK Beene	Aseesementi Sore la/bii aŋa
Dike ya agabe tole kĀalego la nima nima kĀalego duma la pa'ale putēdaasi yelesum ti ya wan kilese puan	2	Zamesego Gōŋo
Sōse ya pa'ale leregere buuri buuri la (m.w., yelebea dōlega, vūure beene, ayen leregera, la baseba)	4	Zamesego deo tuune
Sōse ya pa'ale leregere wara duma la	3	Tigere tuune/Tuunkāte

BAKŌI 12

Zamesego Putĩ'ire: *Dike ya agabe tole kãalego la nima nima kãalego дума la pa'ale putēdaasi yelesum ti ya wan kilese puan*

Tiisego bakoi дума

Yuune 1	Bakoi 4: Dike ya agabe tole kãalego la nima nima kãalego дума mi'ilum la kãale gee maale vom puan yela.
Yuune 2	Bakoi 4: Sōse ya pa'ale nimmu'ure kãalego ansi (agabe tole kãalego, nima nima kãalego, la baseba)

NYU'Ō KANKAŊI ZI'AN: AGABE TOLE KĀALEGO LA NIMA NIMA KĀALEGO

Agabe tole kãalego: Ŋwana wa de la fu oberi nini yelesum puan ti fu ta'am baŋe putēsi'a n boi bu puan, putēdaasi, la bu naane. Agabe tole kãalego suŋeri kãaleba me ti ba ta'am baŋera yelezura, bōkera gulesu la putĩ'ire gee me ka sagena saŋa.

Nima nima kãalego: Nima nima kãalego de la kãaleseko ti fu ni eera lasebaare ŋwana mōpi yelesum puan n de wuu yelebisāasi, yelebinaaresi, bii sokere дума lebesego. Nima nima kãalego suŋeri kãaleba me ti ba nyeta lasebase'ere mōpi ti ba eera la, lebesa sokere дума, gee me viisera suŋa suŋa.

Agabe Tole Kãalego la Nima Nima Kãalego Nimmu'ure yela

Agabe tole kãalego la nima nima kãalego de la nimmu'ure pansu n suŋeri bōkere kãalego la kãalesuŋo. Fu san nyanŋe tara agabe tole kãalego la nima nima kãalego pansu wa, kãaleba wan ta'am kãala suŋa suŋa ba zamesego yela zā'a puan.

Zamesego Tuuma

Kãale gōmpa'alego wa n boi tilum wa:

1. Doose agabe tole kãalego la puan pa'ale putēdaasi la.
2. Kãale gōmpa'alego la nima nima nye (i) mina n pōse tuune la (ii) tinsesi n nyeti nyuuro tuune la puan (iii) kaareba bale n nye nyuuro bini?
3. Dike fumiŋa yelebea kilese gōmpa'alego la.

Kaareba la kpe'enduma n zōe 3,000 bōna kua la gu'ulego tigere la puan nye nyuuro tigese'ere ti ba yi'ira ti, "Revenue Diversification Pathways" Neresabega sō'olum la puan dōla kua maalego yela puan.

Yuuma anaasi tuunkāte wa ti solemitiŋa дума suŋera la putĩ'ire de la ba bise ligeri yela ge yese tuuma lōgero ligeri la base ti kaareba ta'am nye yō'ō kō base ti dia maale suŋa suŋa neresabega sō'olum la puan.

Seba n nye nyuuro la to'e kumesego me yesera kua la ka lōgero yela bisega puan ti la ta'am base ti kua yela tole neŋa sō'olum дума la puan.

Gaana ma'a la nan ka pae, gee tuunkāte wa pɔse bɔna tinsi n de wuu 'South Africa, Namibia, Botswana and Mozambique' ti kaareba bɔna bini tuna.

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

Zamesego la Pa'alego Tuuma

Dãanɔ Beene Zamesego: Zamesego deo la zã'a tuune.

1. Maambise agabe tole kãalego la nima nima kãalego n de sela.
2. Bɔ yelesum ti ba wan kilese.

Abayi tuune:

1. Sõse ya kilesego gulesego yele.
2. Dike ya agabe tole kãalego la nima nima kãalego mi'ilum la pa'ale putẽdaasi n boi yelesum ti ya wan kilese puan.
3. Iɲe asõsepa'ale ti ya lagum sõse.

Asẽesementi Kankanɔ – Zamesego Gɔɲɔ 1

Zamesego Pɔsega Asẽesementi (Formative Assessment) DoK Beene 2 – Yire Tuune

1. Gãrese yela ayi pa'ale agabe tole kãalego la nima nima kãalego n boi yima yima se'em. (Kala 4)
2. Gãrese pa'ale sɔa atã ti fu wan ta'am doose pa'ale putẽdaasi yelesum puan.
3. Dike putẽdaasi mi'ilum la kilese yelesum wa n boi tilum wa iɲe tigere diyina n ka zɔe yelesum duma bunii puan:

Fum ni san ka tara tuune fum ni ita la beni? Beni n ni basera ti fum ita bala? Fum kãale yesera nereba n ni ka tara tuune gee ita sela? Sanseka ti nera ka tara tuunse'ere n de a pẽregere tuune de la vo'osego saɲa. Sankana wa puan, nera la ni tara a saɲa la ita la sela eɲa miɲa bɔta. A tari a saɲa la ita la eɲa n boti se'em la eɲa n boti ti a nae la mina bɔna.

Nereba baseba ni bɔta la ba dike wa vo'ose. Iɲwana wa suɲeri ba me ti ba nyeta pampaalega pa'asa. Iɲa la putĩ'ire la ni nyɛ la yɔ'ɔ ti ba maam vae isege se'ere n sɔi la la dagi pẽregere ti ba tuna sanseka n de vo'osego saɲa puan.

Nera woo eeri vo'osego saɲa wa me a tuunkãra pooren. Vo'osego saɲa de la nimmu'ure se'ere n sɔi la, la suɲeri me ti tu ka tuna zɔɔra tu paɲa beene. Vo'osego saɲa la base ti tu putĩ'ira vɔ'ɔsa se'ere n sɔi la ka base ti tu tuna zɔɔra tumisi.

A-ŊEBISE GŊŊ 1

GŊŊ KUYINA SOKERE DUMA PA'ALEGO TEEBULE

Pa'aleba de la ba gulese sokere дума n de 50 bɔ yenkuna wa

ZUBOLA	ZAMESEGO PUTĪ'IRA	ASEESEMENTI BEEENA		
		L1 30%	L2 40%	L3 30%
KUUSI ITEGO LA SI NAAŊO	1. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kɔdaasi la (m.w., nɔgbama aŋa, zeleŋa n zēke pae se'em la zeleŋa la zi'an bɔba).	1		
	2. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kɔnya'asi la (m.w., miingo/ka miini, kuusi la n iti zi'an la si iti se'em).	1	1	1
	3. Sɔse pa'ale Gurene kɔdaasi la bɔŋa zi'an (m.w., yelebire pɔse-ga, yelebire tiŋasuka, la yelebire ki'ileŋa).	1	1	1
	4. Pa'ale vo'osum дума buuri buuri (ayo'obase la ayulebese) Gurene puan.			
	5. Sɔse pa'ale Gurene vo'osum naane yelebire naaŋo puan.			
	6. Gārese pa'ale kua zɔŋa/sika n de sela kɔ'om bisera la si buuri buuri дума (m.w., zomesego la sigesego) la si tuuma.			
	7. Gārese pa'ale kuusi naaŋo sɔa mɔpi Gurene puan (m.w., voole taare).			
	8. Gārese pa'ale kuusi naaŋo sɔa mɔpi Gurene puan (Vo'osum naane sɔa).			
YELEBEA LA A NAAŊE GURENE GULESEGO WARA DUMA	1. Tigese yu'ure yelebea yesera a buuri buuri puan (m.w., yumiŋe-a, yuzāsi, putī'ire yu'ure, yusi'a ti fu wan ta'am kalum).	1		
	2. Tigese itego yelebea iŋe a buuri buuri puan (m.w., la iti se'em, la iti zi'an, itego saŋa, la iŋe pae se'em).	1	1	1
	3. Geele bise Gurene tabelesi tuuma.		1	1
	4. Dike Gurene naaresi buuri buuri дума la gulese yelesum дума.		1	
	5. Gārese pa'ale gee tigese kulɔɔsi дума buuri buuri la.			
	6. Sɔse pa'ale yelesum n tari sela la sela la (m.w., yelebinaaresi la kulɔɔsi).			
	7. Gārese pa'ale yelesum дума buuri buuri yesera bu tuuma puan.			
	1. Doose yu'ura la yusɔɔsi gulesego wara дума gulese yelesum дума.	1		
	2. Doose yupa'alesi wara дума la gulese yelesum дума.		1	1
	3. Sɔse pa'ale yelebire naaŋo sɔa Gurene puan (yelebita'ama, yelebisāasi, pemesege, tabelesi).		1	
	4. Sɔāse pa'ale gu'usi (m.w., atekeze'ele, atekevo'ose, kolum, la baseba) la kua limesego дума.			
	5. Sɔse pa'ale yelebire naaŋo sɔa la woo (pemesege, yelebea ayitulese, kuusi laseŋo, la baseba).			
	6. Doose yelebire naaŋo sɔa la gulese yelebisāasi.			

BUURI MALEMA YELE-IRA BUURI PUAN NA'AM YELA	1. Geele bise tingama yu'ure yesera a ze'ele zi'an la sela n soi.		1	
	2. Sōse pa'ale sosi'a ti ba dola dikera nera kī'isa bunkurene puan (m.w., budaane la pōgene kumesego: gee ti ba baŋe pōse, yele la puan, la yele la pooren).	1	1	1
	3. Dike Guresi n doli sosi'a dikera nera kī'isa bunkurene puan la magese la baseba buuri malema yela.	1	1	1
	4. Sōse sosi'a ti ba dola malena pōgedire malema la a nimmu'ure yela buuri malema la puan.	1		1
	5. Sōse pa'ale zina beere yelesi'a n tari dāaŋo paara buuri puan pōgedire malema yela.			
	6. Dike Gurene yizuo yela n tigese doose se'em la magese la baseba buuri yizuo yela n boi Gaana wa.			
	7. Sōse pa'ale Gureŋa buuri kibesi la si nimmu'ure yela.			
	8. Dike Gureŋa buuri kibesi malema la magese la baseba buuri kibesi malema n boi Gaana wa.			
	9. Magese pa'ale Gureŋa kuure malema la baseba kōa malema n ŋwōni taaba gee bōna yima yima se'em Gaana wa.			
	1. Gulese pa'ale buuri puan na'am yela naane (so, yidaana, yizuo kiima).	1	1	1
	2. Gulese pa'ale buuri puan na'am yela naane (naba, nabbesi, nabiisi, la baseba).			1
	3. Gulese pa'ale buuri puan na'am yela naane			
	4. Gārese pa'ale zina beere sōsega gakere yela.			
	5. Magese pa'ale buuri puan nōkpe'ene la zina beere nōkpe'en maalego yela.			
NUURE ZĀALEŊA	1. Sōse pa'ale Gurene koka'are naane (gum lakerē, putī'ire bu'a la kilesego).	1		
	2. Sōse pa'ale kubaasi (tuuma la nimmu'ure).	1	1	1
	3. Gārese pa'ale solengiresi naane la a buuri buuri duma.		1	
	4. Gulese magesegira naane la.			
	5. Sōse pa'ale tuuma yuuma, zabere yuuma, de'ēgo yuuma, la biyaala yuuma.			
	6. Gulese gee gārese pa'ale zina beere hayilayefi yuuma.			
GULESEGO ZĀALEŊA	1. Sōse pa'ale banaa n tari sela la (m.w., yele-iteba, nyu'ō, yele-tigesego, itego zi'an, putī'ire bu'a, la baseba).	1		
	2. Gārese banaa yelesum (Zuo, nyu'ō, yelebea loosego, zāaleŋa yelekigela, la baseba).	1	1	1
	3. Gulese dakere n tari sela.	1	1	1
	4. Gārese dakere yelesum.		1	1
	5. Gulese gee sōse pa'ale dakere n tari sela (m.w., yelebea loosego, nyu'ō, tigera, beena, zāaleŋa yelekigela, ba'asego voole limesego, la baseba)			
	6. Gārese dakere yelesum.			
	KĀLA ZĀ'A	15	20	15

GŊŊO BUYI SOKERE DUMA PA'ALEGO TEEBULE -SHS GURENE TŊGUM

Gŋŋo la naane

YEŊO A – Kāalego (kāla 10)

Bɔkere kāalego n de yelegea 300-350 banaa wan bɔna gee ti sokere дума pia yese bini na. Sukuu kɔma la nari ti lebeso sokere дума la zā'a. (mita 30)

YEŊO B – Yelegea Naanjo (kāla 10)

Sokere дума bayi wan bɔna ti sukuu kɔma la lebeso diyina n tari kāla 10. (mita 15)

YEŊO C - Leregere (kāla 30)

Yelesum n de wuu yelegea 250 wan bɔna Solemiine puan ti ba lerege kinje Gurene puan. (mita 30)

YEŊO D – GUNGULESEGO (Kāla 30)

Yelezuto tunaasi gungulesego wan bɔna gee ti sukuu kɔma la wan gulese gŋŋo yelegea n paɛ 300 kuyima ba puan ti kāla la dena 30. Guleseseto buuri buuri ti ba wan gulese la n bala boi tilum wa.

Yeletūsum gulesego, yelega'alego gulesego, nɔkpe'ene gulesego, Asōsebo Gulesego, Gungulesego, gulesewoko gŋŋo. (Mita 50)

YEŊO E – Gulesego Zāaleŋa (kāla 20)

Yenkuna wa puan, sokere дума batā n wan ze'ele zāaleŋa bɔba la (banaa, de'engo la dakere) bɔ'ɔra sukuu kɔma la ti ba loe ayina. (mita 25)

ZUBOKA	ZAMESEGO PUT'IRA	ASEESENTI BEENA		
		L1	L2	L3
KĀALEGO KUUSI NAAŊO	1. Dike zuo la te'elego yelesum дума mi'ilum la yese putēdaasi yelesum дума puan.			1
	1. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kɔnya'asi la (m.w., miingo/ka miini, kuusi la n iti zi'an la si iti se'em). 2. Sōse pa'ale kuusi naanjo sɔa mɔpi Gurene puan (Vo'osum naane sɔa).		1	1
YELESUM GULE- SEGO NUURE LEREGERE LA GULESEGO LERE- GERE	1. Gulese yeletūsum gŋŋo. 2. Gulese gulesewoko gŋŋo. 3. Gulese nɔkpe'ene gŋŋo. 4. Gulese sunkpe'ema gŋŋo.			1 1 1 1
	1. Dike leregere buuri buuri дума la lerege yelesum ze'ele tɔgum la miŋa puan kinje bu leregeri ye'esa tɔgesebo puan la (yelegea dɔlega, vūure beene, fai leregere, la baseba).			1

GULESEGO ZĀALEŊA	1. Sōse pa'ale banaa n tari sela la (m.w., yele-iteba, nyu'ɔ, yeletigesego, itego zi'an, putĩ'ire bu'a, la base-ba). 2. Gārese de'engo yelesum. 3. Gulese gee sōse pa'ale dakere n tari sela (m.w., yel-ebea loosego, nyu'ɔ, tigera, beena, zāaleŋa yelekigela, ba'asego voole limesego, la baseba).			1 1 1
	KĀLA ZĀ'A		1	10

GŊŊ BUTĀ SOKERE DUMA PA'ALEGO TEEBULE -SHS GURENE TŊGUM

GŊŊ la naane

GŊŊ 3 (NUURE SŌSEGA)

Gŋnkuna wa tari la yeno tutā (3) gee me tara sukuu kōma la mina n makeri la sōsega. Sukuu bia woo la mina n makeri la sōsega wan yue pae la mita 20 n de kāla 50. Bōba ayoobi n tigese bōna A loore la B loore дума puan. Loosego дума la wan teesena me yuune woo ti tagesego da bōna sokere дума la puan. Mina n makeri la wan sōse ŋwana gi'i pa'ale sukuu kōma la yesera agurebise la tigese dola se'em.

ZUBOKA	ZAMESEGO PUTĨ'IRA	ASEESEMENTI BEENA		
		L1	L2	L3
YELESUM PUAN SŌSEGA KUUSI NAAŊŊ KĀALEGO	1. Sōse pa'ale putĩ'ira la nimmu'ure loosego sōsega puan. Magese wuu buuri malema naresum yela (gilema bu'a, tuunsuma, taaba nana la baseba), zamesego, kōma namesego yela, korenkorum, lōgero maalego yela Gaana tiŋa puan, sālema tū'a, 'GESI', 'STEM', la yela asi'a.			1
	1. Dike tōgum lōgero la gārese pa'ale Gurene kōnya'asi la (m.w., miŋo/ka miini, kuusi la n iti zi'an la si iti se'em).		1	
	1. Dike agabe tole kāalego la nima nima kāalego yela la yese lase-baare bii putēdaasi yelesum puan. 2. Dike zuo la te'elego yelesum дума mi'ilum la yese putēdaasi yelesum дума puan.	1		1
BUURI MALE- MA YELE-IRA	1. Geele bise tingama yu'ure yesera a ze'ele zi'an la sela n soi. 2. Sōse pa'ale sosi'a ti ba dola malena pōgedire malema la a nimmu'ure yela Gurene buuri malema puan. 3. Sōse pa'ale Gureŋa buuri puan kibesi la si nimmu'ure yela.	1	1 1	
NUURE ZĀALEŊA	1. Sōse pa'ale Gurene koka'are naane (gum lakere, putĩ'ire bu'a la kilesego). 2. Sōse pa'ale Gureŋa buuri puan kibesi la si nimmu'ure yela. 3. Dike Gurene kuure malema la baseba buuri kuɔa malema magese pa'ale a ŋwōni taaba gee bōna yima yima se'em.	1	1	1
	KĀLA ZĀ'A	3	4	3

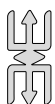
PLC Session 12

55 minutes

Planning & Reviewing the Learning Plan

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

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



Note

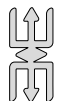
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 ‘Can I do this correctly, and do I understand why?’
- 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.

BAKOI 13

Zamesego Puti'ire: *Sōse pa'ale leregere buuri buuri дума la (m.w., yelebēa dōlega, vūure beene, ayen ita fai, la baseba)*

Tagesego

Yuune 1	Bakoi 6: Sōse pa'ale nuure leregere, kō'om bisera la kelesesunjo, bu'a la to'ore, la baseba.
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NYU'Ŋ KANKAŊI ZI'AN: LEREGERE

1. Leregere n de sela.
2. Leregere nimmu'ure yela.
3. Leregere buuri buuri дума.

Leregere: Leregere de la sose'ere ti tu dola dikera yelesum tōgum busebo puan ye'esa tōgum busebo puan gee ti vuure, bu bōja zi'an la sela n boi bini la kelum dēna la de se'em la fu dikeri bu ze'eta zi'an la.

Leregere nimmu'ure yela: Leregere tuni la nimmu'ure tuuma basera ti bejere ka bōna tōgum puan, basera ti bōkere bōna tingōŋo la zā'a, gee timpabere la zā'a sōsega la taaba lageŋo. Sela n boi tilum wa de la leregere itego nyuuro yela n bala:

1. Tingōŋo Sōsega Sunjere: Leregere sunjeri nereba tōgeri tōgum yima yima tingōŋo la zuo ti ba bōkera taaba.
2. Buuri Malema Teeseŋo: La bō'ori la yō'ō ti tu dikera puti'ira, zāaleŋa, la mi'ilum bō'ora taaba yesera buuri Malema yima yima puan. Fu san wan ta'am kāale leregere yelesum yesera nereba baseba zi'an, fu wan ta'am bōke ba mi'ilum, buuri Malema, sira sakere la yela zo'e zo'e.
3. Koosego la Leebego: Leregere de la nimmu'ure bō'ora satinzāare koosego, leebego, la ligeri tuuma yendene. Gee ti fu wan ta'am baŋe gee bōke sela n iti tinsi sisesi puan, leregere yelesum de la sela n sunjeri paa.
4. Gōno zamesego la Viisego yela: Yelesum mi'ilum yesera ba kō'om gulese bu tōgesebo ti fu ka mina puan la wan ta'am nye bōkere yesera ba san lerege bu kiŋe tōgesebo ti fu mina la puan ti bu nyaa dēna zamesego lōko.
5. Paŋa la Satinsi Taaba Naare: Leregere yelesum wan ta'am dēna nimmu'ure sōsesuŋa bō'ora gōbementi дума la tinsi.
6. Lasebaare Nyēa: Leregere yelesum wan ta'am bō nereba yō'ō ti ba nye lasebaare woo, tuuma, la yō'ō timpabere la zuo.
7. Bōkere Sunjere la zu'usego: Ba san lerege yelesum lebe tōgesebo ti fu mina puan, la sunjeri la tingōŋo la zā'a ti bōkere, zu'usego la alagete'ele bōna.

Leregere Buuri Buuri

1. Yelebēa Dōlega Leregere

Dina de la literali leregere sore ti leregera la ni kō'om leregera la yelebire woo gee ka bisera di bōja zi'an, Idoomatiki, bii bu leregeri ye'esa tōgesebo puan la wara дума. Leregedina wa ta'am tari sela n dagi ma'a wa'am leregere la puan na.

2. Vūure Beene Leregere

Leregedina sore wa kō'om bisera la yelesum la vūure n kō'om dena se'em bu ze'ele zi'an na la nie suŋa suŋa ba leregeri bu ye'esa tōgesebo puan la gana yelebēa dōlega leregere. Leregedina wa doli la buuri Malema, tōgum, la zī'isi la n boi yima yima se'em la ti la ta'am base ti leregere la dena tintō. Leregedina n ba'am dena leregere duma buuri buuri la diyima.

3. A yem ita Leregere

Leregedina buuri me kelum le dena la afai zōe ya bii azāasum base leregere. Sodina wa ba'am base yelesum la miŋa naane, sela n boi bini, bii vūure la mē. Hali a yem ita leregere bō'ori la yō'ō ti leregere la ka tibegē, la ta'am base ti bōkē kan bōna nimmu'ure lasebaare la puan. La ta'am wan tum bōba asi'a n de wuu putī'ire nigeŋo gulesegō puan, zi'an ti leregera la wan ta'am bō yela zo'e zo'e gana sela n boi tōgum la miŋa kuko puan la, gee la me wan dena dāaŋo naresum yela leregere puan.

Zamesegō Tuuma

1. Tigese ya taaba yatā yatā la ya zamese sōsega ze'ele zī'isi yima yima gee ita dōla wuu yelesi'a n boi tilum wa (m.w., da'a puan, asibetin, bii sukuu) dikera yelebinaaresi la yelesum yōsi leregere duma.
 - a. Da'a puan (nera ayima dena kōōsa, ti ayima dena mina n ze'ele zi'an wa'am ti a bise, ti ayima me dena mina n leregeri bō'ora saana la ze'eta solemiine puan ye'esa Gurene puan).
 - b. Asibetin la puan (nera ayima dena dōgeta, ti ayima dena bunkute n bī'iri, ti ayima la me dena mina n leregeri solemiine lebera Gurene puan bō'ora bunkute la n bī'iri la gee me leregera Gurene lebera solemiine puan bō'ora dōgeta la).
 - c. Gurene zamesegō deon (nera ayima dena pa'ala, ti ayima dena sukuu bia n ze'ele solemitiŋa, gee ti ayima la me leregera pa'ala la n yeti sela la bō'ora sukuu bia la).

Zamesegō la Pa'alegō Tuuma

Sōse pa'ale leregere n de sela la leregere buuri buuri duma (m.w., yelebēa dōlega, vūure beene, a yem ita fai, la baseba).

1. Dāaŋo Beene Zamesegō: Zamesegō deo la zā'a tuunē:
 - a. Maambise leregere n de sela.
 - b. Maambise leregere aŋa duma (bōkē gee tōgera tōgum buyi la zā'a, tōgum na'asegō mi'ilum tōgum buyi la puan, la baseba).
 - c. Sōse pa'ale leregere buuri buuri duma la (m.w., yelebēa dōlega, literali leregere, fai leregere, vūure beene leregere, sira sakere leregere, vūure leregere, idoomatiki leregere, sōsega leregere, la baseba).
2. Tigere/alagentaaba zamesegō: Gēregerē tuunē:
 - a. Kāale ya yelesum n tari yelebēa n de wuu 300 bii zōe bala gee lerege bu ze'ele bu bōŋa zi'an la kiŋe ya boti bu bōna tōgesebo puan la.
 - b. Sōse ya pa'ale ti ya zā'a lagum sōse.

Asɛɛsɛmentɪ Kankanji: DoK Beene 4 – Zamesego Deon Tuunɛ

1. Gāresɛ pa'ale leregere gee bɔ yɛla atā pa'ale la de nimmu'urɛ se'em Gurenɛ tɔgum maalego puan. (Kala 4)
2. Fu de sukuu bia n iti leregere la, ba dike la asɔsɛ pa'ale yelesum ti sukuu zuudaana la yeti a kāale wu'urɛ bu'a daare la bɔ fu ti fu lerege. Gāresɛ pa'ale leregere buuri buuri duma la ti fu wan dike inɛ leregere la la sɛla n sɔi. (Kala 4)
3. Gāresɛ pa'ale fum n sake bɔ yelesum wa se'em.
“Sagelesageli leregere de la deŋa gee me ka make dena tintɔɔ”
 Fu nari ti fu bɔ la puti'ira yima yima gee nyaa dike fumiŋa puti'irɛ la ki'ilum. (Kala 12)

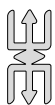
PLC Session 13

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.

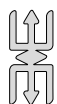
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

- a. identify the strongest content teacher in a group to lead this activity
- 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 ‘Can I do this correctly, and do I understand why?’
- 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.

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.

BAKOI 14

Zamesego Putĩ'ire: *Sõse pa'ale leregere wara дума la (m.w., tɔgum buyi la mi'ilum, buuri malema mi'ilum, tɔgum gunguma la bu naresum)*

Tagesego

Yuune 1	Bakoi 3: Sõse pa'ale nuure leregere, kɔ'om bisera la kelesego suŋa suŋa, bu'a la to'ore, la baseba.
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NYU'Ŋ KANKAŊI ZI'AN: LEREGERE WARА DUMA

Leregere n de sela amaambise

Lebe ta bise leregere n de sela, leregere buuri buuri, la leregere nimmu'ure yela bakoi 13 la puan.

Leregere Wara дума: Leregereba san nyanɛ dɔla leregere wara дума la, ba wan ta'am lerege ŋwana suŋa suŋa ti leregere la tɔgera yelese'ere ti ba ɛera la ŋwana suŋa suŋa. Leregere wara дума la asi'a n ŋwana boi tilum wa:

1. Mina Tɔgum Buyi la Zā'a: Dena mina n mi tɔgum buyi la zā'a gee loe tɔgum na'asego la fu leregere la puan.
2. Nima nima: Lerege yelesum la kuko vūure, sela n boi bini, la bu boi zi'an la suŋa suŋa.
3. Yelemiŋere: Kɔ'om dike yelemiŋere dɔla yelesum la kuko kua limesego, naresum, la putĩ'ire la n de se'em la nuu.
4. Niire: Base ti leregere yelesum la nie, dena gi'i, gee dena naana ti fu ta'am bɔke.
5. Buuri Malema Dɔlega: Bisera buuri Malema la n boi yima yima la gee dike leregere la ti la doose ma'a.
6. Bɔŋa zi'an bɔkere: Bɔke yelesum la bɔŋa zi'an bu kuko la puan gee ta'am lerege bu suŋa suŋa.
7. Yela Taaba Dɔlega: Base ti yelebɛa, gulesego naresum, la demesego la dɔla taaba.
8. Idoomatiki sɔsega: Lerege idoomatiki дума, tɔgezāsi, la zāaleŋa yelegigela suŋa suŋa.
9. Kelesreba: Bisera seba n keleseri fu la tɔgum, ba buuri Malema, la sela ti ba ɛera.
10. Naresum la kua limesego: Zāla yelesum la kuko naresum la bu kua limesego n de se'em la.
11. Amaam Kāale la Demesego: Maam bise gee demese leregere yelesum la ti gelegere da bɔna bini gee ti bu ana suŋa.

Zamesego Tuuma

1. Sõse pa'ale leregesune nimmu'ure yela.
2. Beni n ta'ase ti leregere n ka lerege suŋa ka tara bɔkere?
3. Lerege yelesum girega wa inɛ Gurene puan.

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

Zamesego la Pa'alego Tuuma

Doose baseba n yele se'em la: Zamesego deo la zā'a tuune:

- a. Sōse pa'ale leregere wara дума la (m.w., tōgum buyi la mi'ilum, buuri malema mi'ilum, tōgum gunguma la bu naresum).
- b. Nera woo tuune:
- c. Kāale yelesum n tari yelebea pae 300 bii zōe bala gee lerege bu.
- d. Dike fu lerege sela la sōse bō zamesego deo la.

Asessmenti Kankaŋi: DoK Beene 3 – Yire Tuune (Homework)

1. Asese leregere wara дума anuu la, gulese a tagele taaba yesera a nimmu'ure yela n de si'a fum puti'ire puan. Pa'ale sela n ta'ase bala.
2. Doose leregere wara дума la la fum lerege yelesum wa iŋe Gurene puan.

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

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

PLC Session 14

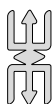
45 minutes

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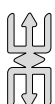
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10 minutes

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Yeŋo 6 Amaambise

Yenkuna wa maambisera la sela woo ti tu zamese bakɔi 12, 13 la 14 puan la. La sɔse pa'ale la agabe tole kãalego la nima nima kãalego n sujeri yelesum kilesego se'em. La me kelum le sɔse pa'ale leregere la sela n boi leregere puan, ti nyu'ɔ kankaŋi la kɔ'ɔm dɛna la leregere pansɪ la leregere pansɪ tuune ti tu tara leregera yelesum ye'esa Gurene puan. La eeri sela de la, zamesereba la san ta ba'asa yeŋo wa, ba wan ta'am dike agabe tole kãalego la nima nima kãalego pansɪ la kilese yelesum gee me kelum dike leregere pansɪ la lerege yelesum iŋe Gurene puan.

ASESEMENTI DUMA KANKAŊI KĀLE BU'A

BAKɔI 12

1. Yima yima gulesego woo tari la kãle 1 gee ti gãresego la me woo tara kãle 1 (ta pae kãla 4).
2. Sore woo ti ba pa'ale tari la kãle 1 (ta pae kãla 3).
3. Kãla la zã'a (kãla 12)

*Tëra ti: Apilekeesin la kilesego yelesum дума la san zɔe 8 la kɔ'ɔm yeti la bɔ fu la zaŋa.

	A ba'am mɔ me (7-8)	Suŋa suŋa (5-6)	A mɔ ya (3-4)	Nari demesego (1-2)
apilekeesin	Kilesego la kɔ'ɔm doose me ŋwana gi'i gee me niɛ. Putĩdaa-si la zã'a boi bini.	Kilesego la kɔ'ɔm doose me ŋwana gi'i gee me niɛ. Putĩdaa-si la zo'e zo'e boi bini.	Kilesego la tari amaam gulese yela asi'a ti a ze'ele yelesum la puan gee ti putĩdaasi la sisesi me bɔrege bii ka niɛ.	Kilesego la tari la atɔgesɛ gulesɛ yela zo'e zo'e n ze'ele yelesum la puan gee ti putĩdaasi la sisesi me bɔrege bii ka niɛ.

	<i>A ba'am mɔ mɛ (4)</i>	<i>Suŋa suŋa (3)</i>	<i>A mɔ ya (2)</i>	<i>Nari demesego (1)</i>
<i>Yelebea gulesego, gu'usi, la yelebea naresu la a gung-uma.</i>	<i>Tuure yela fii wa.</i>	<i>Tuure yela asi'a, tuure yela fii wa.</i>	<i>Tuure yela fii tuuleŋo, tuure yelekāra asi'a.</i>	<i>Tuure yelekāra la yelepigesu tuuleŋo.</i>

BAKCI 13

- (Magese wuu lebesego) Leregere de la **sose'ere** ti tu dɔla **leregera yelesum** bii **sɔsega** ze'eta tɔgum buyima puan ye'esa buyima puan gee ti **bumiŋa vūure**, zi'an, la sela n boi bini la kelum bɔna.

Leregere nimmu'ure yela (Sukuu kɔma la ta'am loe seba n boi tilum wa puan batā)

- Tingɔŋo Sɔsega Suŋere
- Buuri Malema Teeseŋo
- Koosego la Leebego
- Gɔnɔ zamesego la Viisego yela
- Paŋa la Satinsi Taaba Naare
- Lasebaare Nyɛa
- Bɔkere Suŋere la zu'usego

- Ba san nyaŋe pa'ale leregere n de sela fu bɔ kālɛ 1 leregere nimmu'ure yele woo me dɛna kālɛ 1 (ta paɛ kālɛ 4 n de tuune la zā'a)*

<i>A ba'am mɔ mɛ (kālɛ 4)</i>	<i>Suŋa suŋa (kālɛ 3)</i>	<i>A mɔ ya (kālɛ 2)</i>	<i>Nari demesego (kālɛ 1)</i>
<i>Buuri buuri seka ti ba loe gee gārese pa'ale (puti'ira 3 ye'esa)</i>	<i>Buuri buuri seka ti ba loe gee gārese pa'ale (puti'ira 2 ye'esa)</i>	<i>Buuri buuri seka ti ba loe la putisi'a ti ba bɔ.</i>	<i>Buuri buuri seka ti ba loe, gee ka gārese pa'ale</i>

3.

	<i>A ba'am mɔ mɛ (Kālɛ 7-8)</i>	<i>Suŋa suŋa (kālɛ 5-6)</i>	<i>A mɔ ya (kālɛ 3-4)</i>	<i>Nari demesego (kālɛ 1-2)</i>
<i>Sela n boi bini</i>	<i>Nɔkpe'ene n bi'e tara tibesum ti yelesuma magesego bɔna bini. K'iileŋo n niɛ gee tara belegere.</i>	<i>Nɔkpe'ene n bi'e ti yelesuma magesego bɔna bini, muura ti la ze'ele tintɔɔ. Kilesego niɛ.</i>	<i>Nɔkpe'ensune ni tara yela magesa pa'ala, gee la ni bɔna la bɔbeyine. Kilesego la ni bɔna bini gee ku ka niiri.</i>	<i>Nɔkpe'ene la tari la yela fii wa bii ka tari yela ti la ta'am suŋe puti'ira. Kilesego ka boi bii ka niɛ.</i>

	<i>A ba'am mɔ mɛ (kālā 4)</i>	<i>Suŋa suŋa (kālā 3)</i>	<i>A mɔ ya (kālā 2)</i>	<i>Nari demesego (kālā 1)</i>
<i>Tigesego, yelebɛa gule- sego, gu'usi, la yelebɛa naresu la a gunguma.</i>	<i>Naanɛ niɛ, tuure yela fii wa</i>	<i>Naanɛ zã'a niɛ, tuure yela asi'a fii wa, tuure yelekāra.</i>	<i>San ka niɛ sansɛ- ka, tuure yela fii wa tuulenjo, tuure yelkāra asi'a.</i>	<i>Ka niɛ, tuure ye- lepigesi la yele- kāra tuulenjo.</i>

BAKOI 14

1. *Dikɛ kālɛ 1 bɔ wara woo ti ba gulese. M.w., Mam tĩ'ise ti fu san tara mi'ilum zo'e zo'e yesera tɔgum buyi la puan de la nimmu'ure yesera la, la baseri ti fu ta'am lɔɔra tɔgum naresum yela leregere puan la zuo.*

Wara asi'a ti ba yi la ta'am dɛna ma'a, tintɔɔ, niɛ, buuri malema putĩ'ire, zi'an bɔkere, la baseba.

2. *Dikɛ kālɛ 1 bɔ yelesum woo n lerege suŋa*

Yelesum дума 8 n lerege suŋa – kālā 8

Yelesum дума 7 n lerege suŋa – kālā 7

Yelesum дума 6 n lerege suŋa – kālā 6

Yelesum дума 5 n lerege suŋa – kālā 5

Yelesum дума 4 n lerege suŋa – kālā 4

Yelesum дума 3 n lerege suŋa – kālā 3

Yelesum дума 2 n lerege suŋa – kālā 2

Yelesum дума 1 n lerege suŋa – kālā 1

YEŊO 7: KIBESI

ZUO: BUURI MALEMA YELE-IRE LA NA'AM YELA

Zuboka: Buuri Malema Yele-ire

Zamesego Nyuuro: *Geele bise de'eno nimmu'ure yela Gaana togum buura la puan*

Zamesego la Pa'alego Nyu'ɔ: Inɛ pa'ale buuri puan de'eno mi'ilum la bokere

POSEGA LA YEŊO KILESEGO

Yenkuna wa biseri la buuri malema yele-ire la na'am yela. La sɔseri pa'ala la buuri puan de'eno la tu nimmu'ure yela Gaana tiɲa puan. Zamesereba la wan zamese ɲwana wa n de sela Gaana buuri malema puan gee dike mi'ilensebo ti ba wan nye la magese bise de'enseto ti ba de'ena buuri yima yima Gaana tiɲa wa puan la. Mi'ilensebo n boi kalam wa la wan suɲe zamesereba ti ba ta'am dɔla ba buuri malema la baseba buuri malema Gaana tiɲa wa puan. La me wan kelum suɲe ti ba ta'am gu'ura buuri malema la. Zamesereba la wan bokere gee me gārese baseba buuri malema gee base ti nɔyine la buuri malema naɲa bɔna. Yenkuna wa ka de nimmu'ure la Gaana togum buura la ma'a puan gee la me kelum suɲera me zamesego yela asi'a puan. Yenkuna wa maam pa'asera zamesereba la mi'ilum la bamisi buuri malema tuuma bokere la vom puan yela asi'a. Pa'ala la nari ti a dike sɔsega zamesego maaseɲo sɔa, tuuma lɔgerɔ, yelesego yima yima, la asɛesementi duma suɲe zamesego la.

Yeŋo wa n tari bakɔi duma la putɛsi'a de la:

- **Bakɔi 15:** De'eno
- **Bakɔi 16:** De'enseto ti ba de'ena Gaana wa magesego

ZAMESEGO LA PA'ALEGO TUUMA KILESEGO

Zamesego maaseɲo sosi'a ti ba dike yenkuna wa puan de la sɔa zo'e zo'e ti ba pa'ala Gaana togum n de sela.

Daanɔ Beene Zamesego (DBZ) tari la daare woo vom yela dāanɔ n kārege ti la dena sose'ere n tebegeri sukuu kɔma zamesa yela la wara duma, gana ba kɔ'ɔm digesa la de se'em la bɔ'ɔra ba. La de la yela ɲwana mɔpi n de wuu fu ma'a zamesego, abayi zamsego, gēregerɛ pansɪ/ budaasi la pɔgesɛi tigesego, la zamesego la zā'a tuuma, n de wuu asɔse pa'ale. So-ana wa wan ta'am tebege at'iisepae pansɪ maalego, yelemaalego pansɪ, la sɔsesuɲa pansɪ. Ba me wan kelum ta'am bɔ yɔ'ɔ ti taaba tigesego, alagentaaba tum, la neɲa daana tuuma bɔna. Zamesereba seba n mi la, ba ni pa'ase bama la tuuma, n de wuu ba tuna neɲa daana tuune pa'ala gee suɲera ba taaba la ti ba ta'am nye bokere ɲwana suɲa suɲa yesera sela ti ba zamese la. Pa'aleba nari ti ba mina zamesereba seba n tari yelegea yi'a la togum dāanɔ la gee suɲe ti yelegea la nye maalego.

ASƐƐSEMENTI KILESEGO

Yenkuna asƐƐsementi sore la baseri ti paŋa kumesego, yela bɔkerɛ, la zamesereba la tĩ'isego suŋa suŋa geelego dɔla la la nari se'em la. Alebese bɔ saŋa woo suŋeri me ti zo'ore bɔna gee zamesa la me nyɛta maalego. AsƐƐsementi sore la dike la sɔa asi'a ti la ta'am suŋe ti ba baŋe zamesa n bɔkeri Ghana buuri de'eno la se'em. Beene 4 asƐƐsementi n boi ti di zuo kɔ'om kpa la atĩ'ise pae yele. AsƐƐsementi sokere duma la tukeri tɔla la neŋa ze'eta sogesego, gulesegira, bii a dike nuure sɔse pa'ale ti ba ta'am geele zamesereba n wan ta'am pa'ale sela se'em la ba zamesego. Pa'aleba nari ti ba dike zamesego pɔsega la zamesego ba'asego asƐƐsementi sɔa yima yima lagese ba lasebaare la yesera zamesa woo tuuma, n de ba nye se'em la ba ki'ileŋa zã'a n de se'em ti ba wan tuke neŋa.

Bɔ asƐƐsementi kilesego ti ba dike bɔ zamesego putĩ'ira la. Magese wuu

Putĩ'ira	DOK Beene	AsƐƐsementi Sore
Sɔse ya pa'ale buuri puan de'eno la tu nimmu'ure yela yamam buuri puan.	4	Sogesego
Dike yamam buuri puan de'eno la magese la baseba buuri puan de'eno pa'ale tu yima yima la ŋwɔsum yela.	4	Sogesego

BAKOI 15

Zamesego Puti'ire: *Sɔse ya pa'ale buuri puan de'eno la tu nimmu'ure yela yamam buuri puan*

NYU'Ŋ KANKAŊI ZI'AN: KIBESI

Kibesi gāresego: Buuri puan kibesi de la yelesi'a n pugum bɔna saɲa n tole sa ti la tɔgera buuri malema nimmu'ure yela la sia nyu'ŋ yela dɔla tɔgum naane, yuuma la wa'a puan.

Kibesi nimmu'ure yela buuri malema puan: Kibesi nimmu'ure yela buuri malema puan zo'e me. Asi'a n ŋwana boi tilum wa:

1. Buuri malema gu'a: Kibesi de la sela n ze'ele bɔ kɔrenkɔrum la buuri yela gee me kelum dena na'asego bɔ'ɔra yaabeduma. Kibesi la de la sose'ere ti ba dɔla sɔ'olum la n pɪ'ilum se'em, neɲa duma seba n yuum pɪ'ilum sɔ'olum la, la tuulum yelesi'a ti ba sũure ba'am lu. Kibesi de la yelesi'a ti ba dɔla tĩira seba n yuum zabe fãe tiɲa la solemiisi nu'usin la, pɔse zĩ'ire tiɲa la puan, tibe nereba, zabe la yeletooro, bii yeleteba seba n tari teere wa'am asaala vom puan na. Kibesi de la sela ti nereba ni dikera ba puti'ira bɔ'ɔra sia puan pansesi n nari la kɔrenkɔrum la tiɲa la zã'a puan la.
2. Zamesego: Kibesi de la zamesego sore ti ba dɔla bini dikera buuri naresum yela bɔ'ɔra seba n nan yee pooren kina la dɔla sia yela la kibesi yela puan.
3. Nɔnaare: Kibesi de la sanseka ti nereba ni lebera bama n ze'ele zi'an la ti la dena sela n pa'ali bama n sirum de seba. Nereba la nyaa ni nae la nuure ti ba zabe yelesi'a n de yelekãra, gee muura ti ba vɔna summa'asum vom.
4. Ntatum tuulum yela: Ŋwana wa de la sanseka ti tiɲa la duma ni kɔɔsa ti ba nye ligeri suɲe bamisi dɔla nereba zo'e zo'e n ze'ele zĩ'isi yima yima wa'am sɔ'olum la puan na la.
5. Timmaalego: De'eno de la yelesi'a ti tu dɔla bini nyeta ligeri tuna sɔ'olum la timmaalego tuuma. Sankana wa puan, neɲa duma la tiɲa la nereba ni lagesera la ligeri ti ba tum timmaalego tuuma n de ko'om yela, sukuu duma meã, da'asi biɲere, la yelesi'a ti sɔ'olum la ɛera.
6. Nyelum dɔkere: Kibesi bɔ'ɔri sɔ'olum la nereba zã'a la yɔ'ɔ ti ba nyiina ba sɔ'olum la yelenigeɲo yela sia puan la buuri malema yela puan.
7. Yaabeduma zusega: Kibesi me kelum dena la sanseka ti nereba la dɔla bini dikera yelesi'a n daani ba la bɔ'ɔra tingama ti ba zu'use ba gee base ti ba nye vonsumɔ.

Buuri puan De'eno buuri buuri: Ghana tiɲa la zã'a puan, buuri puan kibesi zo'e zo'e ti ba de'ena. Tuna wa de la dia dikere de'eno la yaabeduma de'eno ti ba ni de'ena yuune la puan, pa'ala buuri malema yima yima la n tari tibesum se'em. Kibesi seba n ba'am nie peelemi de la:

Dia dikere Kibesi

Homowo Kibesi: Ga nereba n boi Ankara tiɲa puan la n de'eni ku ti ba pa'ale ti kontuulega la ki'ilum ya, dɔla buuri yuuma, wa'asi, la dia (kpokpoi) duka puan.

Gologo Kibesi: Talensi n boi Bɔlega sɔ'olum la n ni dita kibesina wa ti ba pu'use tingama la ba suɲe ti ba kɔ nye dia suɲa suɲa la gee me keum ɛera gu'a.

Samanpiid Kibesi: Builsa nereba n boi Bolega sɔ'olum la n ni de'ena de'enkuna ti ba pu'use tingama la bama gu'uri ba nereba la dia kua saɲa la puan la.

Asogli Nyuure Kibesi: Dia dikere de'ejo ti Asogli nereba n boi 'Volta' tiɲa puan de'ena bo'ora tingama la yaabeduma fara fara la ba nyaɲe tũ ba nyɔa ba'ase suɲa suɲa la.

Kundum kibesi: Dia dikere kibesi ti Ahanta la Nzema nereba de'ena Sekondi/Takpadaari tiɲa puan bo'ora tingama fara la ba nyaɲe dike dia suɲa suɲa la.

Ngmayem kibesi: Koforedua nereba n de'eni de'enkuna ti ba ki'ilum dia dikere saɲa la gee bo tingama fara la bama n dike dia suɲa suɲa la.

Odwira de'ejo: Kuna de la dia dikere de'ejo ti Akropong-Akwapim nereba n boi Koforedua tiɲa puan de'ena ti ba bo tingama fara la ba nyaɲe dike dia zo'e zo'e la.

Yaabeduma Kibesi

Adae Kese kibesi: Kambūsi n diti kibesina wa ti ba na'ase ba yaabeduma gee zuse ti ba kamaale ba, dola kilesego kibesi, bun-ɲmi'ilenduma la wa'a puan.

Akwasidae kibesi: Kambūsi n diti kibesi wa bakɔi ayoobi woo puan ti ba na'ase ba yaabeduma dola buuri bun-ɲmi'ilenduma puan, wa'a, la dia la daam kãabego puan.

Hogbetsotso kibesi: Gbeesi (Anlo Ewe) n boi Volta sɔ'olum n diti kibesi wa ti ba tĩira ba nɔge ze'ele Notsie (Togo) la yele.

Fetu Afahye kibesi: Fante nereba n boi Cape Coast la Elmina tiɲa puan n diti ba yaabeduma kibesi wa ti ba na'ase tingama la yabeduma.

Kibesi Baseba

Aboakyir kibesi: Effutu nereba n boi Winneba n diti ti ba tera ba buuri walega tũ'usego yele ti la dena dāalum pa'ala ba noka yele.

Bakatue kibesi: Elmina nereba n boi Cape Coast n de'eni de'enkuna ti la pa'ala ba zim nyɔka pɔsega ti ba zɔna ɔɔreɲɔ la zuo la buuri puan bunɲmi'ilenduma.

Damba kibesi: Dagbama, Gonja duma, la Nanumba duma n boi Tamale sɔ'olum n de'eni de'enkuna wa tĩira Yine Nɔde'esa Muhammad dɔgum la a yu'ure sika yele.

Akwanbo kibesi: Ajumako, Beman Esiam, Enyan Abaasa la nereba baseba n de'eni de'enkuna ti ba ɲme sore biɲe gee me na'ase ba yaabeduma.

Asafotufiami kibesi: Ada nereba n boi Ankara sɔ'olum n de'eni de'enkuna tĩira zabesi'a ti ba yaabeduma yuum zabe se'em ma'a ti ba yuum nɔgera yesera Ile Ife kina ba boi zi'an wa la.

Kloyosikplemi kibesi: Yilo Krobo nereba n de'eni kuna tĩira ba yuum nɔgeri ze'eta Kloyomi (Krobo zoore la zuo) kina ba boi zi'an zina beere wa la.

Zamesego Tuuma

1. Gärese pa'ale Gurene buuri puan kibesi n de sela.
2. Bo kibesi buuri buta ti ba dita Ghana tiɲa puan gee dike yela ayi magese pa'ale.
3. Gulese ya so'olum kibesi gee dike yela atã gärese pa'ale sela n ta'ase ti ba wan kelum kibesi wa.

Zamesego la Pa'alego Tuuma

1. Daanɔ Beene Zamesego

- a. Zamesego deo la zã'a tuune: Sõse pa'ale buuri puan de'eno.

2. Tigere tuune/alagentaaba zamesego.

Putĩ'ira boi yima yima gẽregere tigere puan

- a. Sõse ya pa'ale kibesi buuri buuri la ti ba dita Ghana tiŋa wa puan la.
- b. Gulese kibesi nimmu'ure yela n de sela bona tu buuri malema zo'e zo'e wa Ghana wa puan.
- c. Biŋe ya sinii puan yesera buuri buuri kibesi malema zo'e zo'e n boi Ghana wa puan la.

3. Zamesego deo la zã'a sãsega

- a. Sõse ya pa'ale sinii la n tari sela (**Beni/Ani**) ti ba diti ni kibesi la? **Nerebana** n di ni kibesi la? **Beni** n so'i ti ba de'eni ni? **Besa** ti ba de'eni ni? **Sankani** (yuune la saŋa puan) ti ba de'eni ni?
- b. Dike yamam n nye sela sinii la puan la sãse pa'ale ti ya lagum sãse.

Aseementi Kankanj: DoK Beene 4 – Sogesego

1. Gãrese pa'ale gee kilese dãalenseba la võsi'a n boi buuri kibesi la ti ba dita ya sɔ'olum la puan la. (Kala 10)
2. Geele biŋe buuri puan kibesi la tuune n de se'ere timmaalego yela la nerekuuŋo yelemiŋere sãsega puan. (Kala 10)

PLC Session 15

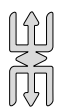
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

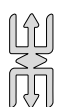
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKOI 16

Zamesego puti'ire: *Dike kibesi la n boi buuri yima yima puan Ghana wa la magese taaba pa'ale yelesi'a n boi yima yima gee ti si'a me nwan taaba*

NYU'Ŋ KANKAŊI ZI'AN: KIBESI TI BA DITA GHANA TIŊA PUAN MAGESEGO

Ghana Kibesi: Buuri puan kibesi de la buuri malema la sia puan tuuma ti nereba baseba iŋe biŋe yeŋera ba tūusum yela puan. Ba diti kibesi pa'ala la yela asi'a puan ti la tɔgera buuri malema nimmu'ure nyu'ŋ yela dɔla tɔgum naane puan, yuuma, la wa'a puan.

Kibesi yima yima n boi Ghana wa la ba diti ba se'em: Buuri tigera yima yima tari la sɔa yima yima ti ba dɔla diti ba kibesi. Sela n boi tilum wa pa'ali la kibesi la n diti se'em Ghana tiŋa puan

Homowo Kibesi de la de'enseko ti Ga nereba dita Ankara tiŋa n boi Ghana wa puan. Kibesi la ni dita la Salurego nmarega la puan yuune woo. Ba diti kibesi wa se'em la n nwan kilese bɔna tilum wa:

Maaseŋɔ

Tindaana la n ze'ele bɔ tingama la n ni maasum zi'an la. Ba ni bure la kareyeena ti la pa'ala sanseka n de siŋa la pu'usego saŋa bɔ'ɔra tiŋa la. Nwan n ni base ti ba gu bunŋmi'ilenduma la voole tiŋa la puan.

Gee ti ba ta'am yo'e voole, malema ti ba ni malum dabesere diyima ti ba yi'ira ti "odadao". Ba ni belum la kulaa la gee ti liiba kibesi ti ba yi'ira ti "yeeyeyee" nyaa dɔla poore. Homowo kibesi la miŋa ni wa'am la Asibi seka n pa'ase buyi daana Salurego nmarega puan la.

Ba ni dugera la ba tiŋa dia n de kpokpoi la (ba ni dike kareyeena zom mi'isemo maale ba).

Ba ni yeera la ba tiŋa lɔgerɔ gee deresego me bɔna bini.

De'engo

Ba ni san yeti ba pɔse de'engo la ba ni tagele me ti tiŋa la neŋa duma la nerekareba bɔna neŋa.

Buuri puan yuuma la wa'a n ni bɔna bini.

Seba n ni bɔna bini la ni ye la buuri la lɔgerɔ la na'asego.

Tingama la yaabeduma kaabego ni bɔna bini me.

Tiŋa la neŋa duma ni dike la kpokpoi n de diseka ti ba dugera de'engo la daare ma'a la miisa zi'an woo.

Yire woo me ni dugu la bamisi kpokpoi tɔta yea.

Ba ni base ti budaasi n lagum di layiŋa puan ti la pa'ala ti nɔyine boi.

Yeledaasi

Dita gee nyiina: Ba ni tɔta la ba tiŋa la dia ti nereba ni lagese taaba de'ena.

Buuri puan bun-nŋmi'ilenduma la wa'a: Paŋa tuuma n ni pa'ala Ga buuri malema n ani se'em.

Buuri malema tuuma: Buuri puan bɔrembɔresi, yagembasa, la tuuma ti ba ni pa'ala.

La nyaa ni ki'ilum me la fara bu'a malema ti ba yi'ira ti “ŋɔɔ wala” (kāsūmɔ saŋa) la “tsese bulemɔ” (ba loberi yekegesi la basera).

Nimmu'ure yela

Homowo kibesi la de la kibesi ti Ga nɛreba dita ka dia dikere saŋa gee bɔ'ɔra tingama ti ba dike dia zo'e la.

La pa'aseri la nɔyine, buuri malema asɔɔvɛ, la sɔ'olum tigesego.

Odwira Kibesi. Fanteakwa sɔ'olum naba la a nɛreba n boi Kambuntiŋa (Eastern Region) n diti kibesi wa. Akropong-Akuapim, Aburi, Larteh, la Mamfe la ba sɔ'olum duma baseba nɛreba n diti Odwira kibesi wa. Ba diti kibesi wa la yuune yuune Sakutega la Fɔɔ ŋmaresi la puan. Buuri malema puan, ba pa'ali kibesi la dabesa dɔla la dia dikere saŋa la sanseka ti dia ni buge la; bala ma'a la ti nɛreba la ni pa'ala ba Yaabeduma bama pɔa n pee se'em. A de LA nyɔa tũ'a kibesi, ba ni tara la “dia bɔ'ɔra ba yaabeduma” ti la dena fara bu'a pa'ala bama n dike dia zo'e se'em.

Odwira kibesi doose la buuri la na'are ti ba maasum ze'ele wunse'erum tũusum puan wa'am wuu sela n boi tilum wa:

Adaebutu

Ŋwana wa de la tĩ'isego saŋa ma'a. Dabesa pinaasi Odwira kibesi la pooren, ba ni yu voole la kɔa me Akuapem sɔ'olum zã'a. Mina san tue yeke-ana wa ba ni dõlege la a daana tubere.

Odwira da

Kambũsi zi'an, la de la ba sira sakere ti naba ka maam kiira. Gee, naba kule “la yire” (village). Odwira kibesi la Atɛni Daare, ba ni piise la sose'ere n doli kula yire la. Yelesabele dina wa de la ba piise malema sore la ze'ele Akropong n de Okuapemam tinkãte la puan ta pae nayire la (Mausoleum) gee ti ba kelum yi'ira ti Amanprobi la. Abrafo (Sɔ'olum Gakereba) la ba naba, Adumhene n ni tara tũusum malema yela la bɔna neŋa ti ba dɔla. Sore la piisego pa'ale ti ba yaabeduma (Nananom) wan wa'am Okuapehene Naba yire na pa'ase Odwira kibesi la puan.

Odwira da

Odwira de la kibesi ti ba sake sira ti ku de la sia puan bo'olum ti ba yaabeduma dike doose nayire yizuo la puan bɔ ba. Dina daare wa, Akuapem buuri sɔ'olum nabibesi banuu la puan ayima (Gyaasehene) la naba kpama duma la zã'a wan yi seba n biseri na'am la yaabeduma yela (Banmuhene) la lagese.

Gyaasehene la nyaa wan yeke Banmuhene ti Okuapehene gee ti ba kelum yi'ira ti Omanhene la, maasum ya ti de'em Odwira kibesi la. Gyaasehene la wan base ti Banmuhene la lebe kẽ yaabeduma goo la puan, zi'an ti na'am yela yire la bɔna la, ta soke yaabeduma (Nananom) la gee tari Odwira la ze'ele Nananom la zi'an wa'am Okuapehene la na.

Letita, Odwira da Tuesday daare la, ba ni loe la nɛreba yese na'am yea 7 la n boi Akropong puan la ti ba tari dia dikepaale nyuure la yese yiya. Ba ni iŋe ŋwana wa la Kubri yire la puan. Gee ti dabesedina la sankana banje pae, la ni kisa me ti nera obe nyupaale la Akuapem sɔ'olum la puan. La me kelum kisa me tiŋa la puan. Okuapehene la ni zi'a la nayire la puan

gee gura ti Baamuhene la a nereba la tari Odwira kamaalego la wa'am na. La ni dena la se'em ma'a ti Baamuhene la a nereba n ta tari yaabeduma kamaalego la lebe na la ti ba nyaa wan ta'am di Odwira kibesi la.

Baamuhene la san diŋe lebe na, a ni pae la Okuapehene la, zi'an ti ba wan dike malema fuo la pagele ba zuo, gee ti la me dena la ba sira sakere ti Baamuhene la Okuapehene la ma'a n nyeti sela ti yaabeduma la dike bo la. Bilam pooren ti ba nyaa wan yo'e voole.

Odwira da

Daandina daare wa, Akropong so'olum la za'a ni bona kuuno puan. Yire woo ni ye la logemolo la logesobelo n de daalum ti ba kela bo'ora nereseba n ki la. Okuapehene la ni kaara bisa la na'am kuges siyopoi la n boi yesi'a Akropong puan dena wuu Aboasa, Asona, Twafo, Benkum, Kyeame la Akrahene ti a bugele ba saa.

Beyiren ti ba ni pose tiira gee na'asa ba yaabeduma (Nananom) la seba za'a n ze'ele Akropong yea puan gee ki yuunsi'a n tole la yele. Yaabeduma la, seba ti ba piise ba sore malema puan la, nyaa ni pa'ase Odwira la puan me sia puan.

Odwira da

Okuapeman ko'om sake sira bo la Na'ayine n de bunlobesego wa la gee me ni bo'ora e fara, ba me ni kelum di'ira la ba sira sakere nu'o bo'ora Omanhene – seba n boi Ofori Kuma na'am kuka puan. Daandina daare wa, Okuapehene ni fure la amiŋa la logepumpoto la misusi, zi'a nayire la puan gee to'osa seba za'a n wa'am na ti ba pu'use e la.

Sankana wa puan, pugelebila, Omanhene poge ba la kayima wan kake ba tiŋa la paledo ye'esa ti ka tari "Eto" disuŋa ta bo ka sira. Dabesere la puan, mina n biseri nabiisi laare zi'an ti ba yi'ira Banmuhene la a nereba wan tagele taaba tari "Eto" kiŋe Nsurem – Okuapeman Omanhene pose pose ga'arego zi'an la ti ba ta diise yaabeduma la. Naduma baseba la n ze'ele na'am yea asi'a puan la me ni doose la bala nuu.

Pose gogo 7 zaanuure, Okuapehene la a nabibesi banuu la - Gyaasehene, Benkumhene, Nifahene, Adontenhene la Kurontihene, ni kiŋe la na'am kuka la n boi zi'an la ti ba ta maam di'e nu'o gee biŋe ba sira sakere nuure la Kuma na'am kuka la. Nimmu'ure malenduna wa de la sela n pa'ali Akuapem So'olum la n tari noyine se'em.

Gogo 10 yu'uno, ba ni page nera woo base la deon, ti la dena lika daalum. Akropong nyaa ni ana la sim gee ti seba n de tiŋa la gakereba la (Abrafo) dike Okuapeman na'am kuka la na'am logero la doose Akropong goo puan sore la kiŋe Ademi mu (kuremi tiusum kulega) ti ba malum sia puan duulum malema la. Ba san lebe na, ba ni dike la bamisi la Na'am kuges la ti ba duulum la Okuapehene la. Ba yeti malen-ana wa puan, la kisi me ti nera n ka ze'ele tiusum la puan nye ba. Malendina wa puan, Okuapehene duma ni ko'ose la beela gee vage bamisi la malema logero gee ti a ŋme bugendo buta pa'ala ti dabesere la malema ki'ileŋo n bala. Ŋwana wa kelum pa'ala ti Omanhene tari yo'wo ti di kibesi la dabese'ere n tagele la.

Odwira da

Dabesedina wa n nyaa ni dena de'ego la buuri malema la za'a ki'ileŋo. Okuapeman naduma, kiinduma la nereba la nyaa ni lagese la Mpeniase (yia tia ti ba pose sele dabesere yia daana daare ti Akropong lebe Okuapeman tinkate la. Ze'ele dindaare la, Mpeniase nyaa de la Akuapem So'olum la sia puan daalevua) ti ba pu'use peele mi. Yine Sabileba, Goben Tuntuneba, la baseba ni lagese me ti Okuapehene dike sela ti ba maambise yuune la puan

gee loe yelesi'a la timmaalego yela yuumpaale la puan la bɔ ba. Okuapehene la nyaa ni to'e la yelesuma Gɔbementi la a nɛreba la zi'an, seba n boi tiŋa wa la seba n pugum bɔna solemitiŋa la zã'a.

Omanhene la ni dike la sela n boi la Nayire la yela bɔ Okuapeman. Kibesi seba n pugum di tole la pa'ale ti daandina wa daare n ni tara nɛreba zo'e gana zã'a. Yu'unɔ la ni kɔ'om dena la kibesi la nyiima ma'a. Tigera zo'e zo'e ni dike la yɔkuna wa muule ba logero yela dɔla suŋere puan gee me ni tara kibesi baseba me pa'ase bini.

Odwira kɔ'om dena la buuri yelesuma ma'a, nu'usi tuuma, yuuma, bɔrembɔresi la dia. Buuri malema a-ɛɛbise la pa'asɛri la sɔsega gee yɔ'ɔra yelepaala pa'asa. Tu nɔŋe tu buuri yela mɛ, gu'ura tumiŋa dinɛ n de sela la, gee me lɛregera pa'ala zi'an woo la vũure n de sela bɔ'ɔra tu. Fu san nɔŋe Akuapem nɛreba la ba tɔgum la, dina de la yɔ'ɔ bɔ'ɔra fu ti fu ta kaɛ ba bisɛ. Ba maasum mɛ ti ba to'e fu la nu'usi siyi gee dike ba buuri yela la pa'ale fum la tiŋa la zã'a ti ya lagum baŋe la ani se'em.

Odwira da

Asibe Daare la ba ni kɔ'om ka tara tuune bala kankaŋi gee tuunsi'a n ni bɔna de la gingileŋa la duma boole ŋmi'a la de'empigesi tuseti ti kɔmpɔalego la ni de'ena keŋera.

Alasedaare, Akuapem 'Krontihene' ni tara la de'ɛŋo n pa'ase Odwira kibesi la puan ti ba kilese de'ɛŋo la.

Fetu Afahye

Fetu Afahye de la yuune yuune de'ɛŋo ti Cape Coast sɔ'olum naduma la ba nɛreba de'ena tiŋa la puan. Ba diti kibesi wa tera la bama n dike dia zo'e zo'e ze'ele kulaam doe na la gee me malena malema bɔ'ɔra Oguaa Sɔ'olum tingama 77 la fara gee me kelum duulena ba gingileŋa la.

Kibesi la maaseŋo ni pɔse la Salurego ŋmarega bakɔi zã'a daana la puan. Sankana wa puan, Oguaa sɔ'olum duma ni tɔ'ɔsa la saama n ze'ele woo kina de'ɛŋo la puan la nɛreba n ze'ele tiŋa wa luga yima yima la seba n ze'ele satinzãare gee dena Oguaa nɛreba. De'ɛŋo la miŋa ni wa'am la Sakutega ŋmarega la bakɔi yia daana la puan na.

Gee ti kibesi la miŋa baŋe pɔse de'ɛŋo, Omanhen la ni suge mɛ ti la ta pae bakɔi. Bɔnkana wa puan, a ni tĩ'isera mɛ gee zusera yem a maala (ɔboadze) la yaabeduma zi'an, gee me kelum ɛera zi'a ti a wan nye tibego a tibeduma zĩ'isum ti la suŋe e ti a ta'am yese de'ɛŋo la puan na la imma'asum la putisune ta'am tum a tuuma suŋa suŋa de'ɛŋo la puan. Omanhen suka la san ba'ase, a nyaa yese la peele mi na ti nɛreba dɔla e la gilema gee ye'esa nayire la puan la puan ti a ka'e ko'om, ɛera kamaalego Oguaa tiŋa tingama 77 la zi'an, seba ti nɛreba sake sira ti bama n biseri Oguaa sɔ'olum zã'a yela la.

Ba ni kelum base ti la nie peele mi ti gee ti de'ɛŋo la baŋe iŋe, ba ni yu voole mɛ, gee ti ba ka sigera Fosu Kulega la puan nyɔgera zim, ti la ta'am base ti la ana suraam gee ti summa'asum bɔna gingileŋa la puan. Ba sake sira ti ŋwana wa iti ti la base ti Oguaa sɔ'olum siisi ta'am sɔe bɔna nɛŋa ti kibesi la maaseŋo yela kiŋe suŋa. Ba ni iŋe ŋwana wa mɛ gee ti Sakutega 1 baŋe pae.

Seba n biseri Fosu Kulega (Emissafo) n boi Oguaa sɔ'olum la me ni ka'e ko'om mɛ kulega la ko'om n ze'eti zi'an ti ba yi ba yaabeduma siisi ti ba gu be'em yelesere woo n wan wa'am de'ɛŋo la puan na. Koka'are la kelum dena la la base ti zim wa'am zo'e, ti ba nye dia zo'e gee me nye logero zo'e.

Imma'asum dabesere (Emuntumadadze): daanse'ere kɔmpɔlego la bunkureba zā'a muura ba mua zā'a ti piise tiŋa la, n de wuu ba va sɔgeseto zā'a n boi gɔta duma puan la gee pente dangɔɔma zā'a n boi sɔ'olum la, ti puti'ire la dena la ba base ti zi'an woo ana suŋa suŋa gee ti "Bakatue" de'engo la baŋe pɔse.

Salurego ŋmarega ba'asego Ateni Daare woo ni dena la daansedaare ti ba ni bɔna Fosu Kulega la n ka zāe la ba tingane la puan yu'ungo bisera sela n iti la. Nerekuungo ni lagese la tingane la puan ti ba bise ba sɔ'olum tindaanduma la n iti se'em la. Itakuna wa ni iŋe la yu'ungo bala ta yilege beere dɔla la tindaanduma la n ŋmi'iri bunŋmi'ilenduma la wa'asi puan. Ba ni yi'ira la yaabeduma siisi ti ba pa'ale sela n wan iŋe yuunse'ere n kini na la puan. Yimbeere Atalaata la me ni tara de'eno zo'e zo'e, n de wuu yelesabela malema Fosu tingane la puan, la Fosu Kulega la ko'om puan zua wunteɛŋa Omanhen koka'are la pooren.

Yesera la ba pugum diŋe yu ti nera da make lobe zim la yia yia la zuo, Omanhen n nyaa ni dena yia daana ti a lobe a yuka, sugenuure butā ti la pa'ale ti ba nyaa yo'e yo'ɔ kulega la puan bɔ nera woo. Omanhen la san nyɔge zim zo'e zo'e la pa'ale ti zim nyɔka zo'e zo'e saŋa kini na. Nereba zo'e zo'e n ni lagese doose bugendɔ ŋmi'a la puan ti ba bise sela n iti la. Ba yi'iri ŋwana la "Bakatue".

Oguaa Sɔ'olum naduma ni loe la Alaareba Daare tɔ'ɔsa gee bɔ'ɔra tiŋa nereba n ze'eti Cape Coast kina na la zaare. Dabesedina wa me kelum dena la Asafo tigera, sɔ'olum bayopɔi la lebeginina duma tigera bunŋmi'ilenduma la wa'asi. La me kelum dena la sɔsega la dāaŋo yela maalego daare.

Alamisi Daare yu'ungo ba ni lagese la Nana Paprata tingane la neŋan iŋe ba sira sakere de'engo, ti yelesabela malema la wa'asi (Adammba) bɔna bini ti ba yi ba yaabeduma siisi lagese ti la suŋe tindaanduma la ti ba ta'am buge gurum yela la. Malendina wa ni tari e la bala ta yilege beere. Sela kankari n ta'ase malendina wa de la ba duulum Oguaa buuri sɔ'olum la zā'a ti sibe'esi da bɔna bini. Sankana wa nuu puan, ba ni ɛera la lɔlega ti ba dike duulum Oguaa buuri sɔ'olum la. Gee ti ba baŋe iŋe duuleŋo wa, ba ni tari lɔlega la kiŋe la Nana Tabir tingane la puan ti ba duulum ka gee ti ba ta'am dike ka kāabe dabesere la daare. Bilam pooren ti ba nyaa ni tari lɔlega la kiŋe Papratam ta kāabe. Ba pa'ale ti ba'asego daare la, gunguno tia zuo ti Omanhen la a nabibesi la zī'a, ti kiinduma la tī gbim gee ti a sɔsera bɔ'ɔra Oguaa tiŋa nereba la saama la n lagese la, tūura pa'ala yelesi'a n pugum diŋe iŋe tole la. A san sɔse bɔ nereba la ba'ase, Omanhen la nyaa ni kina yesera me ti a nabibesi la kiinduma la bilegera dɔla ti ba ye'esa Tabir tinganum, zi'an ti ba bobe lɔlega la ze'ele la. Omanhen la nyaa ni ka'e ko'om la me gee malum malema zo'e zo'e, yi'ira yaabeduma ti ba wa'am Oguaa tiŋa la puan na. Kalam ti a nyaa ni dike su'a ti a kōrege lɔlega la bɔ tingama la.

Omanhen kāabego la pooren, Fetu de'engo la nyaa wa'am ba'asego la Sakutega ŋmarega la Asibi yia daana daare. Dabesedina wa ni tari la nereba buuri yima yima wa'am Asafo tigere tagelego la puan na, se'em ti ba ni toŋe taaba Cape Coast pale dɔɔ la zuo ze'eta Kotokuraba dɔla Chapel Square ye'esa naba yire la. Nereba ni ze'ele tiŋa luga Zā'a wa'am Cape Coast tiŋa puan me na ti ba bise de'engo la. Naduma de'engo ni bɔna dina daare wa ti ba geele bise la yelesi'a n daani Oguaa buuri sɔ'olum la la Asafo tigera ayopɔi la la ba ta'am bise ba wan iŋe se'em ti gu'a bɔna Oguaa Buuri Sɔ'olum la puan. Dabesedina wa ni dena la bunŋmi'ilenduma, wa'asi la koka'asego ti ba tari sɔ'olum kē suma'asum maalego yuumpaale puan.

Zina beere yela n de wuu Afahye sɔ'olum wa'a, ba tiŋa diisi duka, bɔɔla ŋmi'a, buuri lɔgero yea, la buuri malema yela zo'e zo'e, pa'ase me bɔ'ɔra nesi maalego zēkera de'eno la yu'ure, yele yele wuu waseka ti ba yi'ira ti, "Miss Afahye" la. De'engo la dabesa pooren, malema la miŋa nyaa ni dena la Alasere Daare, ti yimpu'useba buuri buuri woo ni lagese taaba Victoria

Park la zuo ti ba bɔ Na'ayine fara la eŋa n suŋe Oguaa Buuri So'olum ti ba nyanɛ ba'ase ba de'eŋo la suma'asum la. Le pa'ase, dabesere la de la sanseka ti ba zusera ligeri bɔ'ɔra Oguaa Buuri So'olum la. Ŋwana wa iŋa, Omanhen la a naduma la kiinduma ni kiŋe yindeon me gee ni doose la bilam muule yuunse'ere n kini na la de'eŋo yele bɔ nereba la.

De'enseto ti ba de'ena Gaana tiŋa puan Magesegɔ (Comparison of festival celebrations in Ghana): (*Sankana wa puan, zamesereba la de la ba zamese de'enseto n dagi bamisi buuri puan de'eno gee nyaa dike de'entuna la magese la bamisi buuri puan de'eno*). Magese wuu:

Odwira de'eŋo la Fetu Afahye de'eŋo zã'a de la nimmu'ure de'eno Gaana tiŋa puan. Tu pa'ali la buuri malema tibesum la Gaana duma so'olum buuri malema yela, gee tu me boi la yima yima:

Odwira Kibesi

1. Seba n de'eni ku: Kambūsi n boi Akropong-Akuapem buuri so'olum la duma n de'eni kuna.
1. Puti'ire (Purpose): Ti ba duulum tiŋa la, piise so'olum la, gee de'em so'olum la nɔyine la yiko de'eŋo.
2. Tuuma (Activities): Buuri puan yelesabela maleŋɔ, bunŋmi'ilenduma, wa'a, yuuma, la tingama la yaabeduma kãabegɔ.
3. Saŋa yuure (Duration): La ni dike la dabesa zo'e zo'e.

Fetu Afahye

1. Seba n de'eni ku: Oguaa nereba n boi Cape Coast.
2. Puti'ire (Purpose): Ba de'eni ku tiira la ba nereba la tūusum, buuri Malema, la nɔyine yele.
3. Tuuma (Activities): Yelesi'a n boi bini de la buuri puan yelesabela maleŋɔ, bunŋmi'ilenduma, wa'a, yuuma, Oguaa tingama la yaabeduma kãabegɔ.
1. Saŋa yuure (Duration): La ni dike pae bakɔi muune me.

Yelesi'a n boi Yima yima

Nyu'ɔ duma: Odwira de la Kambūsi la zã'a tari kibesi dita gee Fetu Afahye kɔ'ɔm dɛna la Oguaa nereba n boi Cape Coast la kibesi.

1. Tūusum zi'an: Odwira tūusum ze'ele la Kambūsi so'olum la puan gee Fetu Afahye me kɔ'ɔm dɛna la Oguaa nereba tūusum la ba buuri malema.
2. Buuri puan yelesabela la Yele-ire: Kibesi la zã'a tari buuri puan yelesabela me gee Malema la n boi yima yima.

Zamesegɔ Tuune

Gulese nɔkpe'ene ŋmi'a ŋwana gi'i sake bii zagese yelesum wa:

“La de la kɔmpɔlegɔ pɛregerɛ tuune ti ba bɔna buuri puan de'eno la puan ti tūusum la ta'am vɔna”.

Zamesego la Pa'alego Tuuma

1. Dãaŋɔ Beene Zamesego: Zamesego deo la zã'a sãsega.
 - a. Maambise ya buuri puan kibesi la.
 - b. Sãse ya pa'ale kibesi buuri buuri n boi Ghana wa, bisera ya tu buuri duma la.
 - c. Sãse ya pa'ale buuri puan kibesi la nimmu'ure yela n de si'a ba buuri malema la puan.
2. Tigere tuune/alagentaaba zamese/Putĩ'ira yima yima gẽregere tigere
 1. Tigera duma la dike buuri malema de'eno la magese pa'ale sela n boi yima yima la sela n ɲwɔni la baseba buuri malema de'eno Ghana wa.

Asɛɛsementi Kankaŋi: DoK Beene 4 – Sogesego

1. (5 marks) Gulese buuri puan kibesi anuu ti ba de'ena Ghana wa gee pa'ale nereseba n diti kibesi wa. (Kala 5)
2. Dike ya tiŋa kibesi ayima magese la kibesi seba ti fu gulese zuon la. Magese wuu kibesi la yu'ure, nereseba n diti kibesi la, sanseka ti ba dita, ba diti kibesi la se'em, malensi'a n ni bɔna de'ego la puan la yela asi'a. (Kala 12)
3. Nereba baseba sake sira ti buuri puan kibesi la saŋa tole me tu zina beere sɔ'olum la puan. Gulese gɔŋɔ pa'ale buuri puan kibesi la nimmu'ure yela n de si'a bɔ'ɔra zina beere Ghana wa. Dike mi'ilensebo ti fu tara yesera kibesi de'ego puan gãrese yela ɲwana vɛki vɛki pa'ale sela n wan iŋe sɔ'olum duma yima yima puan ba san ka le dita kibesi. (Kala 12)

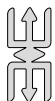
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

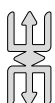
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - identify the strongest content teacher in a group to lead this activity
 - 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
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

Yeŋo 7 Amaambise

Bakɔi pia la anuu la bakɔi pia la ayoobi sɔse pa'ale la buuri puan kibesi, tu buuri buuri, la tu nimmu'ure yela. Tu le digese buuri puan kibesi bayi magese taaba ti tu bise ba yima yima la ba ŋwɔsum n boi zi'an. Ŋwana wa iŋe pa'ale la zamesereba ti ba mina ba buuri malema gee me nana baseba buuri buuri malema. Tu boti sela yenkuna wa puan de la zameseba la san ta ba'asa, ba ta'am lebe nae ba tūsum, ba buuri malema, ba naresum yela, bama n ze'ele zi'an, gee me zāla la suŋa suŋa. La wan suŋe bɔ zameseba la inkpejere ti ba gure taaba mɔpi gee me lagum de'ena. Ba me wan kelum zamese ba nigeni se'em, tī'isera suŋa suŋa gee zaŋe tɔgum naresum yela la ti la suŋe ti ba ta'am tɔgera deon la yiŋa yela suŋa suŋa.

ASƐƐSEMƐNTI DUMA KANKAŊI KĀLE BU'A**BAKƆI 15**

Sokere 1: Gārese gee kilese pa'ale dāalum la vūure n boi buuri kibesi yele-ire puan ya sɔ'olum la puan. (kāla 10)

Pa'ala la nari ti a soke amiŋa soke-ana wa sanseka ti a maasena ti a bɔ kāle dɔla yelesi'a n boi tilum wa puan:

1. *Dāalum pa'alego: Sukuu kɔma la wan ta'am pa'ale dāalum duma mɔpi la bu vūure buuri kibesi yele-ire la puan?*
2. *Dāalum gāresego: Sukuu kɔma la wan ta'am gārese pa'ale dāalesi wa nimmu'ure yela la ba tuuma kibesi yele-ire la puan?*
3. *Ki'ileŋo: Sukuu kɔma la wan kilese ŋwana suŋa suŋa pa'ale dāalesi wa nimmu'ure yela n de si'a bɔna ba sɔ'olum la puan?*

Kāla bu'a la doli se'em

- Kāla 9-10: A ba'am mɔ gāresego la kilesego, ta pa'ase pa'alesuŋo la dāalum leregere.

- Kāla 7-8: Gāresesuŋo la kilesego, ta pa'ase pa'alego baseba la dāalum leregere.

- Kāla 5-6: A mɔ fīi wa gāresego la kilesego, ta pa'ase pa'alego fīi wa la dāalum leregere.

- Kāla 1-4: A ka mɔ gāresego la kilesego, ta pa'ase fīi wa bii ka pa'ale dāalum la leregere.

Sokere 2: Geele bise buuri puan kibesi tuuma n de si'a tiŋa zā'a maalego la nereba vom yela puan. (Kāla 10)

Pa'ala la nari ti a soke amiŋa soke-ana wa sanseka ti a maasena ti a bɔ kālɛ dɔla yelesi'a n boi tilum wa puan:

1. Bɔkera tiŋa la zā'a maalego yela: sukuu bia la wan ta'am iŋe pa'ale bɔkere yesera tiŋa la zā'a maalego yela la sela n boi bini?
2. Buuri puan kibesi tuunɛ: sukuu bia la wan ta'am geele bise buuri puan kibesi tuunɛ n de se'ere ti la tɛbegera tiŋa la zā'a maalego yela la nereba la vom yela?
3. Amagese pa'ale la sela n pa'ale: Sukuu bia la wan ta'am bɔ yela magese pa'ale sela n ta'ase ti la suŋe ka geelego la?
4. Kilesego: Sukuu bia la ta'am kilese pa'ale buuri puan kibesi nimmu'ure yela n de si'a bɔ'ɔra tiŋa la zā'a maalego la nereba vom yela?

Kālɛ bu'a la n doli se'em

- Kāla 9-10: A ba'am mɔ geelego, ta pa'ase tiŋa la zā'a maalego bɔkesune la buuri puan kibesi tuunɛ. Sela n pa'ale la dɔlega suŋa suŋa. kilese la nie mɛ suŋa suŋa.

- Kāla 7-8: Geelesuŋɔ, ta pa'ase tiŋa la zā'a maalego bɔkere yela asi'a la buuri puan kibesi tuunɛ. Sela n pa'ale la dɔlega suŋa suŋa. kilese la nie mɛ suŋa suŋa.

- Kāla 5-6: A mɔ fīi wa, ta pa'ase tiŋa la zā'a maalego bɔkere fīi wa la buuri puan kibesi tuunɛ. Saŋa saŋa dɔlega suŋa suŋa la sela n pa'ale bala la. Kilesego boi bini, gee la ka nie.

- Kāla 1-4: A ka mɔ geelego, ta pa'ase tiŋa la zā'a maalego bɔkere fīi wa bii ka bɔkɛ. Sela fīi wa bii sela ka boi pa'ala eŋa n yeke sela la. Kilesego ka boi.

BAKOI 16

Sokere 1

- Dike kālɛ 1 bɔ ba san gulese kibesi la yu'ure la nereseba n de'eni de'engo la suŋa suŋa.

Sokere 2. (Kāla 12)

Dike kāla pae 2 bɔ lɔkɔ woo ti ba magese pa'ale dɔla sela n boi tilum wa:

(Kāla 2 – magesego n nie suŋa suŋa, kālɛ 1 – magesego la pa'ale ya gee la ka nie)

1. Kibesi yu'ura la a vɔa
2. Nereba la ba tuuma
1. Kibesi la ti ba de'ena sanseka
2. Ba de'eni kiesi la se'em
3. Rites and rituals Malema la yelesabela.
4. Nimmu'ure yela bɔ'ɔra sɔ'ɔlum la.

Sokere 3: (Kāla 12)

Kāla bu'a tigesego

	<i>A ba'am mo me (kāla 4)</i>	<i>Suŋa suŋa (kāla 3)</i>	<i>A mo ya (kāla 2)</i>	<i>Nari demesego (kāle 1)</i>
<i>Sela n boi bini</i>	<i>A ba'am lebesese suŋa gee ti la nie ti yela la dola taaba pa'ala sela n ta'ase.</i>	<i>Lebesesuŋa n ko'om nie. Sela n boi bini la ta'am ni pa'ala sela n ta'ase.</i>	<i>Lebesego n bo'ori lasebase'ere ti ba eera la gee ni ta'am ka nie. Saŋa kaseka la ta'am pa'ala sela n ta'ase.</i>	<i>Yelesum gira n tari sela n ta'ase la bii ka tara sela n ta'ase la bu puan.</i>
<i>Gāresego</i>	<i>Bo sum yela yesera so'olum yima yima duma puan, pa'ala ba bokere kibesi yela puan</i>	<i>Bo sum yela yesera so'olum yima yima bayi puan, pa'ala ba kibesi bokesune.</i>	<i>Bo sum yela yela bamisi so'olum. Pa'ala ba n ka ba'am zo'e se'em yesera baseba so'olum kibesi yela puan.</i>	<i>Sum yela gāresego fi wa pa'ala ba bokere n ka ba'am zo'e se'em yesera kibesi nimmu'ure yela puan.</i>
<i>Yelebea naresum la a gunguma la yelebea mi'ilum</i>	<i>Yelebea mi'ilum zo'e zo'e. Sela woo ta'am ni dena ma'a.</i>	<i>Yelebea yima yima mi'ilum. Ta'am ni ko'om dena ma'a.</i>	<i>Yelebea yima yima mi'ilum. Sela n de ma'a la gani sela n dagi ma'a.</i>	<i>Tulesego. Saŋa woo tuure.</i>

YEŊO 8: KUM LA KUURE MALEMA YELA

ZUO: BUURI MALEMA YELE-IRE LA NA'AM YELA

Zuboka: Buuri Malema Yele-ire

Zamesego Nyuuro: *Dike kum n de sela mi'ilum la sōse pa'ale kɔa malema ŋwɔsum la a yima yima itego buuri baseba kɔa malema puan*

Zamesego la Pa'alego Nyu'ɔ: *Ine pa'ale kum la kɔa malema yela mi'ilum la bɔkere*

Bise

Ine tuune gɔŋɔ 2 bakɔi 18 puan. La nari ti la tara la yelesi'a ti ya zamese zamese yuune 1 ta pae 3 puan la. Ta bise teebule la n pa'ali yela mɔpi la a naane bɔna yeŋo wa ba'asego puan la ti la suŋe fu. Zamesereba gɔŋɔ la nari ti tu make la kalam, gee ti ba nye se'em la me dike ine SAP puan.

POSEGA LA YEŊO KILESEGO

Yenkuna wa sōseri pa'ala la kum la kɔa malema n boi buuri malema yele-ire la a bisega puan. Zamesereba wan zamese yela yesera kum, sela n ta'aseri kum, kum buuri buuri, kum dāaŋɔ yela, la sosi'a ti tu wan ta'am doose gu kum. Ba wan kelum zamese yela yesera kɔa, kɔa buuri buuri, kɔa malema nimmu'ure yela, la zina beere yelesi'a n boi kɔa malema puan Gaana tiŋa wa. Ba wan dike kɔa malema n iti se'em bama buuri malema puan la magese la baseba buuri kɔa malema. Kum la kɔa malema mi'ilum la bɔkere la wan suŋe zamesereba ti ba puti'ira lebe ba buuri malema la baseba buuri malema yela puan Gaana wa. Ba wan bɔke gee gārese baseba buuri malema ti bala wan tari nɔyine, buuri malema naŋa la a gu'a wa'am. Yenkena wa de nimmu'ure bɔ'ɔra zamesereba dagi la Gaana tɔgum buuri puan zamesego ma'a gee la me kelum dikera pa'asera la zamesego tusetɔ n de wuu vom zamesego (social studies) la tūusum (history) yela puan. Yenkena wa maam kumesera la zamesereba pa'asera ba mi'ilum la bɔkere yesera bamisi buuri malema la daare woo vom yela puan. Pa'ala la nari ti a dike la sōsega pa'alego maaseŋɔ sɔa, pa'alego la zamesego lɔgerɔ, yima yima yelesego la aseesementi sɔa ti la suŋe zamesego la.

Bakɔi duma la zamesego putisi'a n boi yeŋo la puan:

Bakɔi 17: *Sōse yelesi'a n boi kum puan.*

Bakɔi 18: *Magese gee pa'ale kɔa malema yela yima yima se'em n boi ya buuri malema la baseba buuri malema puan Gaana wa*

ZAMESEGO LA PA'ALEGO TUUMA KILESEGO

Zamasego maaseŋɔ sɔa la n boi yeŋo wa puan la de la sɔa zo'e zo'e ti ba tara pa'ala Gaana tɔgum n de sela. Dāaŋɔ Beene Zamesego (Problem-Based Learning) de la sosi'a ti ba ni dike

daare woo dāaŋɔ yelekāra ti a dena sosi'a n tebegeeri sukuu koma zamesego yela la a wara duma n kɔ'om dagaena tintɔɔ yelepa'alego n de sela la. La de la yela mɔpi sɔa dɔlega n de wuu nera woo zamesego, abayi tuune, gēregerē tigesego, la zamesego deo la zā'a tuune ta pa'ase zamesego deon asōsepa'ale. So-ana wa wan ta'am tebege atī'ise pae pansi/gunguma pa'asego, dāaŋɔ yelemmaalego yiko, la sōsesuŋa/togensumɔ pansi. La me wan kelum ta'am bɔ alagentaaba tum, tigera puan tuune, la neŋa duma tuune yɔ'ɔ. zamesereba wan kelum zamese yela magesego gee loe loosune ti la wan suŋe ba sukuu yela, vom yela zamesego, la tiŋa la zuo tuuma yela puan. San dena zamesereba seba pugum diŋe mina sela la, ba ta'am dike tuune pa'ase ba n de wuu ba tole neŋa suŋe dena ba taaba la pa'aleba ti ba ta'am bɔke sela ti ba zamese la suŋa suŋa. Pa'aleba nari ti ba mina zamesereba seba n tari yelebea la sōsega dāaŋɔ la gee ni suŋe maale yelesi'a ti ba ka bɔke la ŋwana suŋa suŋa.

ASĒĒSEMENTI KILESEGO

Yenkuna wa asĒĒsementi sore baseri ti pansi pa'asego, yela bɔkere, la zamesereba atī'isepae zo'e zo'e zo'e geelego zumesego n bɔna. Saŋa woo lebesego suŋeri la pa'asera la zamesera bɔkesune. AsĒĒsementi sore la dikeri la sosi'a n suŋeri ti ba baŋera zamesera n bɔke kum la kɔa malema itego Gaana tiŋa puan se'em. Beene 4 asĒĒsementi n boi kɔ'om tɔgera atī'isepae yele kankaŋi. AsĒĒsementi sokere duma la pɔseri la sogesego, gi'i lebesego bii a dike nuure iŋe pa'ale ti la geele zamesera la n tari yigeseko ti a ta'am pa'ale yela gee zamese a. Pa'aleba nari ti ba dike la zamesego puan la zamesego ba'asego asĒĒsementi sɔa yima yima lagese lasebaare yesera zamesera woo tuune puan, magese wuu ba nye se'em la sela n pa'ale ba wan nyanŋe tole neŋa bii ba kan tole yela puan.

Putī'ira	DOK Beene	AsĒĒsementi Sore la/bii la iti se'em
3.3.1. LI.1 Sōse yelesi'a n ŋwɔni la kum.	4	Sōsega
3.3.1. LI.2 Magese gee pa'ale kɔa malema yela yima yima se'em n boi ya buuri malema la baseba buuri malema Gaana tiŋa wa puan	4	Sogesego

BAKOI 17

Zamesego Nyuuro: *Sõse yelesi'a n ɲwɔni la kum*

NYU'Ŋ KANKAŊI ZI'AN: KUM

Kum n de sela: Kum de la nera vom ba'asego tiŋa wa zuo. La de la sela n ka tari gu'a nera vom puan, zi'an ti nera la sia ni yese gee base ingoŋo la. Kum de la sose'ere ti asaala ni basera vɔpa tiŋa gee siŋera ki'intiŋa, a yaabeduma zi'an.

Sela n ta'aseri kum

1. **Kuregere:** Nera san zo'e ta kurege, a ni ki la a-daare-pae-ya kum.
2. **Deŋa:** Deŋa n de wuu loore lua, ko'om n di nera, a ze'ele la sela zuo lu magese wuu tia zuo bii gosego, ta'am base ti nera koŋe a nyuure.
3. **Bã'a:** Bã'asi n de wuu HIV/AIDS, sikeri bã'a, maleereya, nyi'a, puduuma, zuo waka, nera ziim n zoti zɔ'ɔra, la bã'asi sisese san nyɔke nera ti ba ka nyanɛ tĩbe suŋa suŋa, a ta'am doose bini ki me.
4. **Nɔpɔra:** Ba san pɔ nuure bɔ nera gee ti ba ka baŋe kalam lebese nuure la, nera la ta'am ki me.
5. **Yinzuo deŋa:** Yinzuo deŋa n de wuu bugum n tãe, saa nyakere/tãsega, dangoone n lu dĩ nereba, ta'am ta'ase ti nera ki.
6. **Nera n ku amiŋa:** Nera ta'am pire mi'isi, nyu tiim, zom tia zuo lu, bii lu ko'om puan ki.
7. **Siisi/Sũuba:** Nera san tue yaabeduma bii a tum la sela n de kisego sɔ'ɔlum la puan, yaabeduma ta'am ku a daana. Sũuba me ta'am ku kum (Pa'aleba gãrese pa'ale ye-ana wa n iti se'em).

Kum buuri buuri: A daare pae ya kum la kundĩ'iremo

A daare pae ya kum: A-daare-pae-ya kum de la nera n kurege bii bã'a n nyɔke a daana ti a ki.

Kundĩ'iremo: Kumbuna de la yelesi'a n dagi bã'a bii kuregere n ku nera la. Ana wa de la:

Nera/nereba kua: Kumbuna de la nera ti nera bii nereba ku. Ba san mina gee ku nera tu yi'iri bala la nerekuure, gee ba san ka mina gee ku nera, tu yi'iri bala la a-ka-mi gee ku.

Deŋa kum: Buna de la kunsebo ti nera la doose deŋa puan ki. Kumbuna buuri wan ta'am dena deŋa yesera la ba san ka maasum, ka tĩ'isa, bii te'ele nye bu yele. La ta'am doose loore lua puan bii nera la san serege lu.

Nera n pire mi'isi: Dina de la tuunse'ere bii zi'an ti nera la miŋa mina bii ka mina gee ku amiŋa.

Kum dãaŋo yela: A-daare-pae-ya kum ta'am dena nameseseto ti nera la dɔla tu puan tɔla la ki'ileŋo, gee kum la bumiŋa wan ta'am tari dãaŋo n ka ani suŋa sɔa zo'e zo'e puan. Daanseto n boi kum puan la tuseti n ɲwana:

1. **Putĩ'ira dãaŋo:** Kum ta'aseri la sunsũa la kuunɔ. Nera san koŋe a nera, la ni bɔ'ɔra la putĩ'ira dãaŋo, sũdẽka, la sũsagenɔ bɔ'ɔra yire la duma la ba zɔduma.

2. A-ka-tari nera dāaŋɔ la ama'a bɔŋa: Kum ta'am base ti nera nyaa bɔna a ma'a yele yele wuu seba n pugum kī'ira ba ma'a bii ka tara nereba ti ba suŋera ba la. Neresɛba n yee pooren la nyaa wan namesa yesera la ba ka le nyeta suŋese'ere ti ba daa nyeta mina n ki la zi'an la.
3. Nutatum yela dāaŋɔ la ligeri yela zeero: Kum ta'am ta'ase ligeri yela zeero yesera la kuure malema ligesāŋɔ, tibego sama, gee ti ligeri yela me ka le kina.
4. Yembɔre la puti'ira dāaŋɔ: Kum, yele yele wuu kundī'iremo, ta'am ta'ase yembɔregerɛ, puti'ira dāaŋɔ, la imma'asum yela dāaŋɔ zo'e zo'e.
5. Ingane taregere: Taregere la la kum la n kuuri se'em la yela ta'am tara dāaŋɔ paara ingane la mɛ, yele yele wuu seba n ka zāɛ la kum bii seba n tari imma'asum yela dāaŋɔ la.
6. Nereka'alum/A-ka-tari suŋera: Neresaa la tuuma la nyaa yese base mɛ, yele yele wuu kundī'iremo san ku kɔma la seba n nan tari paŋa tuna gee me dɛna sɔ'olum la beere puti'ire la.
7. Sia puan Dāaŋɔ: Kundī'iremo ta'am ta'ase ti nera sɔkera amiŋa sira sakere bii Na'ayine se'ere ti sake sira bɔ la.

Sosi'a ti tu wan ta'am gu kum: Sɔa zo'e zo'e ti neresaa la wan ta'am doose gu a-daare-ka-pae kum gee ti la me kelum suŋɛ ba vom la miŋa. Asi'a fii wa n ŋwana boi tilum wa:

Vom Yela Teere

1. Disuŋa: Dita disūsi gēregera magesɛ wuu tiisi dia, zēvūuro, disesi ti tu kɔra, ɔbera gela, zim, gee mɔgera leemi duma pa'asa.
2. Inkpemesego saŋa woo: Ita sela n de inkpemesego tuuma magesɛ wuu kine, zua, mi'isi lɔbega/ēka, boole ŋmi'a, la nu'usi dī'isego.
3. Base taba nyua: Base taba nyua bii le'esego.
4. Nyuura daam magesa: Nyuura daam magesa bii fu kɔ'om base bu nyua.

Gu'a Yela

1. Bisera fu imma'asum yela saŋa woo: Fu san bɔ saŋa gee kina saŋa woo ti ba bisera fu imma'asum yela la wan suŋɛ ti ba te'ele nyɛ bā'a la gee me bise ba wa iŋɛ se'em gu ka.
2. Paniisi lua/Tiim Vɔlega: Fu san dɔla ba pa'ale ti fu nyuura tiim bii fu luta paniisi se'em la, bala wan suŋɛ ti asaala vom wɔge tiŋa zuo.
3. Bā'asi Bisega: Bula bā'asi n de wuu sikeri bā'a bii nera ziim n zoti zɔ'ora bisega suŋa suŋa wan ta'am base ti nera vom wɔge.

Adiŋete'ele Yela

1. Loore puan sigane lua: Fu tukera la loore see ti fu lu sigane la suŋa suŋa.
2. Bokuwane vuka: Fu san bā'ara la moto bii fu tuni la dɛŋa tuune la nari mɛ ti fu vuge bokuwane.
3. Lua yela gu'a: Mɔ gee bise fu wan iŋɛ se'em ta'am gu lua yela n de wuu yelesi'a n ta'aseri sɛresɛgo.
4. Fu san tukera la loore bii fu yakeri la pale gee dɔla pale zuo bugum wara duma la, la wan gu dɛŋa la kum.

Putĩ'ire Imma'asum Yela

1. Taregere yela bisega: Ita yelesi'a n wan base ti taregere kan ba'am bɔna magese wuu fu tĩ'isera.
2. Putēsune suɣere: Eera suɣere yesera seba n biseri nɛreba utĩ'ira sum yela la zi'an bii suɣere tigera zi'an.
3. Base Deɲa la Pɔgeleɲo Yela: Bise fu wan iɲe se'em ta'am gu bugum dia yela magese wuu fu base ti sela n baseri ti fu baɲera zũ'usi gulega kalam bɔna gee me base ti lɔgeseto n zoti bugum gã'a zi'an zãara la bugum.
4. Yese fumiɲa tuunfĩ'isa puan n de wuu nayigum, daam buka, gee da bɔta nɛreba pɔgeba bii sireba. Nana bunkureba gee me dɔla sɔ'olum la kisa.

Gaana Tiɲa Buuri Baseba Kɔa Malema Yela

Tēra ti: Pa'aleba nari ti ba lebe ta bise kuure malema yela la buuri baseba malema puan n boi pēgera 56-57 zamesereba gɔɲo la puan la yela asi'a kuure malema puan pa'ase.

Zamesego Tuune

Gārese yela anaasi (4) pa'ale kum dāaɲo yela n de si'a paara yire la duma la ba zɔduma.

Zamesego la Pa'alego Tuuma

Dāaɲo Beene Zamesego

1. Zamesego deo zã'a sōsega: Sōse pa'ale kum n de sela.
2. Tigera tuune/Tigera gēregerɛ: Sōse kum buuri buuri n boi buuri malema la puan.
3. Abayi tuune: Geele bise kum dāaɲo yela.
4. Zamesego deo zã'a: Sōse gee kilese pa'ale sosi'a ti tu wan ta'am doose gu kum.

Asɛɛsementi Kankaɲi: DoK Level 4 – Sōsga

1. Viise bise yela anuu n ta'aseri kum ya sɔ'olum la puan gee gārese pa'ale yelesi'a n wan ta'ase kumbuna wa la kum la miɲa n tari sela paara sɔ'olum la.
2. Fum n de mina n boti maalego la, sōse pa'ale fu wan pa'ale fu nɛreba se'em ti ba ta'am gu a-daare-ka-pae kum ya sɔ'olum la puan.

PLC Session 17

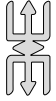
45 minutes

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

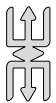
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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
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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.

BAKOI 18

Zamesego Puti'ire: *Magese gee pa'ale kɔa malema yela yima yima se'em n boi ya buuri malema la baseba buuri malema Gaana tiŋa wa puan*

NYU'Ŋ KANKAŊI ZI'AN: GAANA BUURI DUMA KɔA MALEMA MAGESEGO

Kɔa la Kuure malema Yela: Kɔa de la sela nereba sake ti la de la sose'ere ti so'olum la nereba dɔla bini na'asa gee zuusa ki'ima la ti a pae yire suŋa. Kɔa de la malema zã'a daana n ni lagese vɔpa ti ba iŋe sela n wan suŋe ki'ima la ti a ta'am ze'ele vɔpa tiŋa pae yaabeduma zi'an la summa'asum. Kuure de la sela nereba la zã'a sake so'olum la puan ti la sirum de la bala gee pa'ala la tari dãaŋɔ se'em ba vom puan. Kuure malema de la buuri la puan malema ti ba malena dɔla ki'ima la pĩ'a puan. Malen-ana wa boi la yima yima buuri woo malema puan, gee me ni tara la wara asi'a ŋwana mɔpi ti ba dɔla malena a. So'olum la nerenana ni nae la kuyire la duma ti ba lagum kele nera la n ka boi la gee me pa'ala eŋa n daa voi vonsebo taaba tiŋa wa zuo. Kuure de la malema n tari wuŋere paara nera woo hali la se'em n ka boi la. La tari la naane n de wuu pɔsega, tiŋasuka la ba'asego.

Kɔa buuri buuri: Buuri woo tari la kɔa malema yima yima ti ba ni malena kɔa la itego puan. Gurenɛ puan, tu tari la kuma'asere la kuke'eŋa. Pa'ala nyaa gãrese pa'ale la iti se'em buuri la puan.

Kɔa malema Nimmu'ure yela: Kɔa ba'am dena nimmu'ure yela buuri malema puan. Nimmu'ure yela la asi'a n ŋwana gã tilum wa:

1. Ba suŋeri me ti tu nyiina nera la vom yela, la sela ti nera la iŋe biŋe gee kula la. Kuure la Malema puan, ba ni saana nera la vom yela me dɔla kubaŋa, la a vom yela kãalego. La ni dena la yɔ'ɔ ti ba pa'ale nera la n tum suŋe ba vom se'em tiŋa la zuo gee nyaa kula la. *Ŋwana* wa suŋeri baseba me ti ba tɛera ba vom tuna tuunsuma.
 - a. Kɔa Malema la suŋeri me ti tu dɔla bini nyeta tibego. Ba na'asere gee de'ena mina n ki la kuure puan la, nereba ni dɔla la bilam tɛera yelesi'a n iŋe tole la.
 - b. Kɔa Malema bɔ'ori tu la yɔ'ɔ ti tu kela gee dikera yelesi'a n boi tu sũuren la biŋera peelemi. La me kelum bɔ'ora nereba la yɔ'ɔ ti ba yeta sela n daani ba, ti la pa'ala ya yire la duma n nae taaba se'em deŋa saŋa woo puan.
 - c. Kɔa Malema de la sela n dikeri nereba la ba zɔduma lagna taaba. La de la zi'an ti ya ni le maam nae taaba suŋa suŋa gee wan ta'am nye suŋere taaba zi'an.
2. Kɔa Malema de la yɔseko n yelegeri ki'induma fɔregera vɔpa zi'an tiŋa wa zuo.

Kɔa malema buuri buuri yela magesego Buuri malema puan:

Gurenɛ la Mfantse duma n maleni kɔa buuri buuri se'em n ŋwana. *(Pa'ala la nari ti a pa'ale la la iti se'em Gurenɛ puan gee dike magese la buuri baseba kɔa malema n boi Gaana wa)*

Gureŋa Buuri Kuure Malema

Kum n de sela

Wuu vom n pugum ana se'em la, Guresi biŋe ti kum ni dena la yeletoo yele yele wuu la san ku la nereseka n de nerezure bo'ora tiŋa la nereba. Dabeem, susageŋo la noyalegere n ni ko'om pire nereba sua la san dena la bia n ki. Ba ni yeti yelemala n ka boi. Dina wa ni base ti koma gisera gee ka wuna zu'usi nyuunjo gee ti bunkureba me zi'a bura ti'isera ti ani n wan tagele? Gee bimogerega kum ka ba'am tara malema bii kuunjo. La ka tari laare n boi di toka. Ba ta'am ni ko'om iŋe se'em de la ba lae gee nyaa baŋe yele yire la yizuo kiima la bii sobiisi bii daboen duma la.

Di beeren na, la de la sela ti nereba nan ka boke sela n so'i ti Farefari duma dike kuure malema ko'om iŋe nimmu'ure yele paa ba vom puan. Sela n so'i la, kum san ku ti ba ka boke di vuure gee me ka malum kuure malema la, la ni ko'om dena la dena bo'ora ba. Nerebana wa seesi la ni eera nyaara me ti dina wan ta'am base ti ba ta dena sisesi sunsua n sagum. Bala la ba ni bo'ta ti ba lebesa la ki'in-isegere lagum nae la vopa bona vopa tiŋa gee doose la ba kan ta'am lebege la zuo, ba nyaa ni ita wuu saama n eeri ti ba sagum nereba la, nyaa zigera ti ba iŋe sela n wan tari daaŋo wa'am vopa la vom puan na.

Letita, nera san ki, see ti ba maale a kuure malema za'a ba'ase, gee ti a koma nyaa ta'am me e ti a dena bagere ti ba na'asa gee kaabera e ti a dena ma bii so.

Ŋwana wa zuo, kuure de la yele pakere paa Farefari sirasakere puan gee me kelum dena yele diyima ma'a puan ti ba wan ta'am pi nera n ki, gee bala la za'a, ba tari sirasakere ti kum pooren, sela n boi gee la ka ba'ase. Nera la ni kiŋe ta pa'ase la nereseba me n ki puan. Ingane la n kiiri gee sia la ni kelum vona me.

Farefari buuri woo tari sirasakere ti nera san ta kiira, la nari ti a ki suo bii nereseka ti nera la miŋa koe nu'usin. La san le dena ti nera la kurege me, a koma nari ti ba zi'a gee ti yaabeduma yi ba dogera la kiŋe ki'intiŋa. La san ni iŋe bala, la ka le dena sela ti koma la nara ti ba so bayaam gee ta'am iŋe amaa la de la ba yen gure bii bo ba ko'om sanseka ti vom ta yesera ba puan.

Nera san kiira gee ti nera ka gure e, tu ni yeti 'a yeele me', sela n de kisego buuri la puan la puan n bala. Nera san ni ta yeele, see ti ba iŋe kalam ka'e ko'om gee malum duusego malema. Dina n wan base ti nera la ta'am dena yaaba gee gu ti beere sa'am, duulum da dola se'em.

Di beeren na, Farefari buuri kuure malema de la sela n pa'ali beere yele la naresum amaa daaŋo la de la nereseba n ka pa'ase buuri la puan biŋe ti a yen dena la malema deeni ti a saŋa me pugum tole me.

Malema bo'o

Nera san ko'om ki Farefari duma malema puan, ba ni base ti kum la bona la bo'o kuyima ti ba yi'ira 'denya'ana' (yire la malema bo'o) puan gee ti ba zo kalam ta yi sobiisi na. Sobisi de la nereseba n po pa'ase yizuo la puan ti ba lagum naara nuure maala yela ba yizuto la puusin. Sobia la, la se'em n ki la yire la duma (la ta'am dena a koma bii yaasi) wan so kum la gee sie bu zuo pa'ala ti a ka nari ti a tari degero kule, ti sobia la me wan to'e Kameŋebo nom kum la iŋa ti ka iŋe nuga.

Denya'ana de la bo'o ti yire woo nara ti di tara. Bokunjo n de yire woo yia bo'o gee ba ka ba'am ga ku puan. Amaa bo'o san ta po'e yire puan, ba ta'am ni yerum ga ku puan amaa malema san ta bona, see ti ba vae logero za'a yese. Bokunjo n de nimmu'ure bo'o yire la puan ti ba me ni me ku ze'ele la yire la bii deo la tiŋasuka gee me ni me ti ku ana kilega.

Vom la Kum n diŋe bɔna la, Farefari buuri puan, bɔkuna ze'ele bɔ la vom pɔsega la bu ba'asegɔ tingɔŋɔ wa zuo. Farefari buuri yire puan, ba san kɔ'om dɔge bia ti ba sɔ ka gee sɔ ma la me, ba ni dike ba ke la bɔkuna puan gura ba n ta sigɛ bia la yu'ure ba'ase, ti ma la nyaa wan ta'am ke amiŋa bɔ'ɔ la a bia. La de la bɔkuna puan ti bia la tɔ'ɔra ka yia bisega. Bala nuu me, ti la wan kelum dena la bɔkuŋɔ nuu puan ti a wan ta ga'are gee ti ba baŋe tari e yese ta lae, a san zo'e iŋe bunkute, kurege. Farefari duma sirasakere puan, bɔkuŋɔ n de yia la ba'asegɔ zi'an tiŋa wa zuo. Nera ka ki'iri denya'aŋa la puan sanseka ti ba maale kum biŋe. La de la sela n ka bɔ'ɔri gilema. Bala zuo, nera san yeti a ke bini, see ti a yeese a lɔgerɔ za'a ta ta la ligeri san bɔna a fuo nifo puan see ti a yese i za'a gee baŋe ke. La san ta iŋe ti nera tue ke bini la lɔgerɔ bii ligeri, ba ni to'e i bɔ la bayaasi ti ba tara bii ba malum duusego malema gee ta'am dike i tum.

Bɔgerɔ Yeŋega/eere

Wuu asibetin ti dɔgeta duma ni larege kum ti ba viise bise la ba baŋe sela n ta'ase ti nera la ki la, bala nuu ti yire la duma ni tum yizuo la bunkureba bii se'em n ki la budibelekiima ti ba kiŋe бага ta buge baŋe sela n ta'ase ti nera la ki. La wan iŋe se'em ti yele la da yese yiŋa zuo, ba ni tum la yire la puan nera. Farefari puan tu yi'iri yeledina wa la Bɔgerɔ Yeŋega/eere. Sela n ta'ase nera la kum la ta'am dena sela n nari ti di yee yire la ma'a puan bala n sɔi ti ba ni tum yire la puan nera la.

Yiŋa nera ta'am dike yaabeduma n yele sela la yese ta muule zuo, ba ni ka sakera ti yiŋa nera doose kiŋe sankana la. Yela zo'e zo'e n ni ta'ase ti ba e bɔgerɔ gee nyaa ta'am lae kum. Farefari buuri sirasakere puan, la ni dena la yɔ'ɔ bɔ se'em n ki la ti a pa'ale e boti ba lae e se'em. Yelemiŋere la de la, sanseka ni bɔna ti se'em n ki la ni bɔta ti ba tu yɔpɔlegɔ lae e (Farefari puan tu yi'iri bala la Boko/yɔpɔlegɔ) gee dagi yizuo yɔɔ la.

Boko/ Yɔpɔlegɔ

Boko/Yɔpɔlegɔ Farefari puan de la wɔ'ɔrekate ti ba tara bɔ'ɔra neresɛka n de yizuo la ki'ileŋa daana. Dina kɔ'om darena la budaasi ma'a gee pɔgesi me po pa'ase me. Amaa ba san ta bɔ pɔka n ki yɔpɔlegɔ, la ni dena la wɔ'ɔre ti ba le ta vae e ta pa'ase a sira yɔɔ puan ti la dena ti ba ka lae ka sira yɔpɔlegɔ puan. Bii daase'ere eŋa ma'a n yi de ka sɔ bia n yee ka sɔ yire la puan tee ta ki.

La kɔ'om dena se'em de la, Farefari buuri yizuo woo tari la dabozuo ti ba laara neresɛba n ki Yinezuo kum. Amaa yɔpɔlegɔ wa dagi nera woo dine san darena la neresɛka n wan ta'am dena yaaba. Nerekana wa, Farefari buuri sirasakere puan nari ti a dena se'em n kurege dena yizuo kiima bii bunkɛka a buuri la puan, sɔna yizuo la, la бага za'a bisera gee ka'asa ko'om bɔ'ɔra ba la nera woo n boi yire la puan gee me ki la Yinezuo kum. Seba n kiŋe bɔgerɔ la buka la san ta wum yaabeduma n yele sela la gee pa'ale sela la sela n nari ti ba iŋe la san pae na, saŋa pae ya ti ba ka'ase ko'om ti la dena ti ba ku duŋa kaabe, gee ta'am lae kum la, ba wan iŋe la bala nuu. Gee la nari ti fu baŋe ti yele-ana boi la tɔka tɔka yesera la nera la n ze'ele yizuseko la yela asi'a, la ta'am ta pae dabesa ayi bii atã hali la dabesa anuu bii ayoobi gee ti ba nyaa lae kum la. La me ta'am ni iŋe me ti se'em n ki pa'ale eŋa n boti a ga'are denya'aŋa la puan pae dabesa se'em gee ti ba lae e.

Kum la bu maalego

Ba san malum malema la ba'ase, laare saŋa nyaa pae ya. Buuri la dayɔkiima bii neresɛ'em n de buuri la nera wan ta'am pa'ase bayakiinduma la puan ti ba ke denya'aŋa la puan ta maale kum la gee nyaa tari yese zinzakan na. Zinzakan la ti bayaasi la me wan pa'ale taaba paŋa la tiim ti ba baŋe ba se'em n wan pɔbe kum la iŋe suŋɔ puan. Sela n boi dinyima kalam la

de la, Farefari buuri malema puan, Farefari duma ka laare kum daka puan. Ba tari la sunjo kuyima n boi ku toka (Farefari puan ba yi'ira ku ti summenko) ti ba dike miisi pe. Ba ni digese la mi'isi pe miisi la lagum taaba nwana sunja sunja gee dike mu'unjo mu'e miisi la sisese pe kinkelenja boba ti la ana sunja sunja. Sunkuna wa woge me gee yalege ti ku bageleko ka tona.

Nereseka n ki la nyaa wan e kae la a yire la bise ki'ilenja daana ti ba bo e gilema gee ti a ta'am kinje ki'intinja. Bala dayokiima wa gure malema sunjo la n de summenko la, doose yaja yese yija. Gee ti ba baje tari kum la yese yija. Sobia wan zom lalega (daangoonse'ere n toje la yire la naya) nyaa yi se'em n ki la yu'ure kpe'em kpe'em sugenuure buta gee ti a kan sake. Dayokiima wa san yi nwana ba'ase ti se'em ka ze'ele nerekuunjo la puan sake, la pa'ale ti aai, nera la sirum ki me. Dina pa'ale ti nera la vom daa ani sunja gee tekere beene n bala.

Ba nyaa wan ze kum la Kae yire la sugenuure buta (a san dena budaa, a me san dena poka, ba wan Kae la sugenuure bunaasi) gee baje tari kinje dabozuo/Yaaba Daboen ta lae.

Bayaasi

Sela n gee kalam de la kpe'engo la pana. Gilema wan dena la se'em n kpe'em gee bi gana dine. Sankana wa dagi nerewoo n wan ta'am kalum bii gure sunjo la (malema sunjo) san darena la nereseba n yelege bamisi bi'ise bamisi bona ba toka la. Kum ka tari dabeem bii nimbaalega nerebana zi'isin. Ba ka tari neja bo'ora taaba. Ba de la seba ti ba bi'ise ba sunja sunja. Ba de la bayaasi. Bama n soi kum bisera. Ba ni san bona ba tuuma la puan, la ni darena saane ti fu nye ba ti ba nme'era taaba gilema zi'an la nuuren. Gee yelepakeri la de la, ba bise ti nme'a la de la sela n pugum ita ti nerewoo mina la yele ti la san pugum ana la se'em me, bayaseka ka tari ti ka kinje ta yele naba bii pulesi ti ba nme ena me. Ba san pugum nme ti la ana se'em me, nerewoo mi ti la de la daarewoo itego ti bayaasi ita taaba. Zebera la woo me zeberi la laare la saja ti se'em me pugum kan gu ba gee ti zebera la ta nmae bii ba'ase bilam bilam sanseka ti ba ni ko'om dike kum la inje yoo la puan. Pogesi n nyaa wan nme kaasega gee keleni kinkesi dola bayaasi la poore ye'esa Dabozuen la pa'ala ti vom tari soa. Bayaasi la me wan dike sunjo la pagele la ba gobesi bogero zuto kina dola taaba gee duula bala fii fii la sunjo la.

Malema n de se'em de la bayaa san ze kum, ka ka togeri bo'ora se'em hali, a san pugum tarege gee bota ti nera soe e. E wan inje se'em de la a dike nu'o yibese bii a dike nini kpamese pa'ale ti a tarege me bota ti nera soe e. Letita, bayaasi san ze kum kina kina ta ze'ele buyina, la pa'ale ti a tarege me bota ti nera soe e bii yelese'ere n boi bini ti la nara ti ba teesum.

Temple Of Honour (Dabozuo/Yaaba Daboen)

'Yoo' wuu Farefari puan n de se'em la de la kum ga'arego zi'an. Dabozuo/Yaaba Daboen wa me de la zi'an ti ba maala ku yizuseko ti ba laara ba nereba bini la. Kalam n de yisune bo ki'induma. La de la na'asego kasi bimbine. Nera san galum zi'an wa ti ba ka malum di malema, yelese'ere n wan pae a duma la kan tara makere. Gee la me dagi nerawoo n ni ki nara ti ba lae Dabozuo/Yaaba Daboen wa. Yoo la ka ani wuu nasaara yoo n ani se'em la. Ba ni dike la wankilega vugele tinja la nyaa make wane la nuure beene tu yoo la nuure gee nyaa sige bini tu ku puan yalege ti ku ana moko moko puan la sa. Wuu ba boi yoo la nuuren dikera puti'ire ti ba baje se'em n wan dike kum la sige yoo la puan ta binje ti ba lae la, ba puan ayima (nerekana ta'am darena bayaa amaa la nari ti a san ba'ase, a kinje ti ba so e bayaam) ta'am obegge kum la malema sunjo la zuo vabele amiya ti bana la woo nyaa wa'am na sunje e ti ba nyaa dike malema sunjo la yarege kae boko la, bayasesi n gee la wan kae mum amaa sankana wa nokpe'ene nme'a ka le bona bini.

Yele-ana wa za'a san ba'ase, ba nyaa wan dike neresaaala beele wa bo bayakiima ti ka sige yoo la puan ta to'e lae. A san dena la budaa, ba ni nmerenge e to la zuo boba, a me san dena la poka, ba ni nmerenge e to la gobega boba. La ka pa'ale ti nereseka n pi'iri kum nari ti a koom dena bayaa amaa ba san koom ta ba'ase laare la, see ti ba yele yire la bunkureba ti ba malum bayaane malema ti a me po dena bayaa.

Ba san ba'ase, ba nyaa ni lebe kule la kuyiren la. Se'em n ki ti ba tari ta lae la me ki'invom psegga n bala.

Bayaasi wa nyaa wan yuulum la nubela la lebera kula na gee yuuna kuure yuuma.

Nintam wan buura sigera pgesa la koma neta ti beere puti'ire lebege zaasejo. Nerawoo ni koom nme kaasega kela sanseka ti ba ta nye ti bayaasi la ke yire la puan na la. Dina wa pa'ale ti ba nera n ki la nye ga'aresunjo zi'an ti a vo'ose bala a ka le bona la vopa. Yaabeduma la n de nimmu'ure yele paa Farefari kuure malema woo puan ti ba ni pa'ale ti sela la sela ije la, see ti ba koom ije bala nuu.

Yesera la nera la n de nereseka taaba bii n de nerezure se'em tiija la puan la sanseka ti a ki la, ba ta'am koom pa'ale gee maasum kuure itego ba san lae ba'ase. Amaa nera san dena la bunkeka gee ti ba me bo e yopoolego wuu tu pugum garesa pa'ale se'em zuon sa la, see ti saa ni gee ti ba nyaa ta'am maale kuure la.

Mfantse Buuri Kuure Malema

Detseyi/fundaho

Bama de la malema ti ba malena ze'eta sanseka ti nera la ki la ta paara a pi'a. Daami sa la, nera yuum ni san ki, ba yuum ni tie la naba yia. Bilam pooren ti ba nyaa wan nyoge yire la duma la soolum la nereba. Ba yuum ni maale kum la biije me ti la yue fii ti yire la duma ta'am maasum suna suna. Ba yuum ni vi'e la ba ija ko'om la bii ba ka'e sela ije kum la puuren ti bu da pii'e. Ba ni kelum dike la tama bobe kum la zuo. La de la koma la peregere tuune ti ba so kum la gee yire la puan pogenya'asi ta'am ije bala. Gee bikiima la n ni ije ko'om la miise gee ti koma la za'a nyaa lagum suna. Ba ni sie kum la zuo me gee seele bu nu-ĩisi la na-ĩisi. Ba ni daga la ko'om so kum la sugenuure buta. Yire la duma n ni bo soosoo, papa'asa, ki'ibo, ppora, la lageseto za'a ti ba wan dike so kum la. Ba ni maale kum la biije la grego zuo. Nereba zo'e zo'e n ni lagese ti ba bisera kum la ti beere nyaa yilege ti ba lae.

Lageseto ti ba tara lagum laara kum la:

Mfantse nereba sake sira ti kum de la sore gee ti sela n ki la kelum yeti ba vana me yaabeduma tigan sa. Bala la, ba ni lagese la lageseto woo ti nera ti a tari kiije sore la. Koma la n ni bo daka la ti ba lae ba dogera la. Sunjo, sela n yaregeri pagela sunjo la zuo, dafeo, futo, la ligeri ti ba ni bo. ki'ima la nereba n de seba la me ni tari la lageseto ti ba bota wa'am ti ba suuse ba nera la. La ta'am dena ligeri bii nutoo. Logetuna wa ni dike pa'ase la daka la puan ti tu doose kum la kiije.

Pi'a/laare: Malen-ana wa san ba'ase, ba nyaa ni ka'e la ko'om gee dike kum la ije daka la puan ti ba tari ta lae. Yire la budaasi n ni ze kum la kiije yoo la zi'an gee ti budasesi n boi bini la dola poore. Ba san lae ba'ase ba nyaa ni kule la yire. Ba nyaa ni ije la de'engo ti nereba lagese ti ba to'ose bo'olum gee pii'use taaba.

Eyipa anaa sikasa

Ba yuum ni ita kaa la Asibi la Alamisi daare, dabesa pinaasi nera la kum pooren gee nananewa la ka le ba'am yuura bala yesera la ba ni dike ta biije feregere puan gee ti wara me bona bini

la zuo. Ba ni ze'ele la teebula tɔ'ɔsa ligeri. Kuure la ni pɔse la karefere diyina wuntɛɛŋa. Kuure la dabesere san pae ba ni tĩ la pagesi ti ma'asum bɔna ti nɛreba la ta'am zĩ'ire iŋe kuure la. Yire la duma ni ye lɔgesɔbelɔ la lɔgemɔlɔ. Baseba ta'am ni kina nabeɛla. Kuure la nyu'ɔ duma ni zĩ'ire la nɛŋa. Ba ni dike la pu'usegɔ la daam to'e saama la. Ba san to'e ba daam ba'ase ba me ni bɔ la ba nutatum. Kuure la duma ni le doose la poore ta pu'use ba. Kuure la ni ki'ilum la karefa ayooobi zaanuure. Yimbeere bulika ba ni le lagese ti ba to'ose bo'olum. Ki'ima la san base la pokuure, ba ni dike ka doose la pokɔmalema la puan tole. 'Eyipa, or Sikasa' de la Malema ti ba ni malum kum la laare pooren.

Fea

Fea de la kuure buuri ti ba ita bɔ'ɔra biseka n de ka dɔgereba bia yia daana ti ka ki. Dina dagi kukāte. Ba ni dike la lɔkɔ yagele teebule zuo ti nɛreba dike ba nutatum base bini. Nutatum buna ka muuli. De'ɛŋo me ka boi bini. Ba sake sira ti, ba san de'em kum buna wa puan, kum la sia wan dike kɔnseba n gee la zā'a kiŋe. Kuunɔ ka boi bini, dia la de'ɛŋo zo'e zo'e ka boi bini.

Yelési'a n nyaa boi Zina Beere kɔa Malema puan

Zina beere kɔa malema n boi Gaana tiŋa buuri duma puan de la yelesi'a dikeri buuri bii daami yela la zina beere yela lagna taaba. Zina beere yela la asi'a n ŋwana:

Ligesagenɔ: Kɔa malema nyaa ba'am zom la zuon gee iŋe lagefɔ, pa'ala yire la duma taresum la tiŋa zuo vom yela n pae beense'ere. Teendina wa yeseri la ba ni bɔta ti ba na'ase ki'ima la pae se'em ti la pa'ala yire la duma n de seba sɔ'olum la puan.

Zina beere Tekenɔlegi pa'asegɔ: Tekenɔlegi tee kɔa malema yela me, la yelesi'a n de wuu ba ita gee base ti la bɔna zi'an woo ti seba n pugum ka bɔna bini la lagum bisera, digetali puan yi'a, la sɔsega la lasebaare zĩ'isi muulegɔ nyaa ba'am zɔna la saazuon ti nera woo mina la yele. Ŋwana wa bɔ'ɔri nɛreba la yɔ'ɔ ti ba ta'am bɔna ba bɔŋa zĩ'isi gee pa'asera kɔa malema la puan.

Buuri puan yela la Faari yire yela gɛregere: Buuri puan kɔa malema la faari yire kɔa malema lagenɔ yela n nyaa ba'am zɔ'ɔra dena wuu pĩ'a malema yindeto puan, zĩ'irego yela la yela asi'a zo'e zo'e. Yele-ana wa lagenɔ pa'ali la buuri malema la pu'usegɔ sɔa yela n karege ka zuna Gaana duma dāalum zo'e zo'e puan.

Asɔe Iŋe kɔa malema yela: Kɔa yea la nyaa kɔ'om lebege la ligebɔre zi'an, ti tuuma asi'a bɔna dena wuu duka, zi'an la maalegɔ, yuuma, daka maalegɔ, kubaanɔ la yela zo'e zo'e. Ligebɔre yele-ana wa tari la yelesuma la yebebe'ero paara kɔa malema yela la.

Deresego putĩ'ira: Kɔa nyaa de la zi'an ti deresego yela yesera buuri bunŋmi'ilenduma yuuma, wa'a, hayilayefi yuuma, dakere sāanɔ, la bɔrembɔresi yela bɔna bini. Yele-ana pa'ali la nera la n yuum de nereseka buuri.

Yire la sɔ'olum yela teeseŋo: Kɔa malema kelum kɔ'om tuna la nimmu'ure tuune dikera nɛreba yela la sɔ'olum yela lagna taaba. Gee, yire yela la sɔ'olum yela lagenɔ la teesenɛ me, dɔla putĩ'ira teeseŋo n boi pa'asegɔ la ligelagesegɔ yela puan la.

Zamesego Tuuma

1. Sɔse pa'ale zina beere kɔa itego bɔŋa la a tari dāaseto paara:
 - a. kuyire la duma ba zɔduma.
 - b. sɔ'olum la.

2. Bise putēsi'a ti zina beere kɔa malema yela tara ti a dēna nimmu'ure bɔ'ɔra buuri malema sɔɔseŋɔ.

Zamesego Maaseŋɔ Sɔa

1. Dāaŋɔ Beene zamesego: Zamesego deo zā'a sɔsega
 - a. Maambise kum la bu tari yelesi'a.
 - b. Sɔse pa'ale kɔa malema la a buuri buuri buuri malema la puan.
 - c. Sɔse pa'ale kɔa malema buuri buuri malema bɔ'ɔra yelesi'a n boi tilum wa: naduma, tindaanduma, pɔgepua daana, kɔma, la baseba.
 - d. Sɔse pa'ale zina beere yelesi'a n boi kɔa malema yela puan.
2. Tigere tuune/alagentaaba zamesego: Magese pa'ale yelesi'a n boi Gaana buuri duma la puan ŋwɔna taaba la yelesi'a n boi yima yima kɔa malema yela puan.
 - a. Zamesego deo la tuune
 - b. Bise sinii yesera kɔa malema yela buuri buuri puan. Magese wuu naba kuure, tindaana kuure, la baseba.
 - c. Ine pa'ale ba nyu'uri kuure se'em.

Asɛɛsementi Kankaŋi: DoK Beene 4 – Sogesego

1. Sɔse pa'ale kɔa malema buuri buuri ayi ti ba malena ya sɔ'olum puan gee geele bise a nimmu'ure yela.
2. Sɔse pa'ale kɔa malema ti ba malena bɔ'ɔra nereseba n boi tilum wa yima yima n boi bini se'em: naduma, tindaanduma, pɔgepuusi duma, la kɔma.
3. Dike yamam sɔ'olum la kɔa malema magese la baseba sɔ'olum kɔa malema.
4. Sɔse pa'ale zina beere yele diyina n boi kɔa malema yela puan bɔna ya sɔ'olum la gee pa'ale ya wan ine se'em ta'am maale di.

Zamesego Gɔŋɔ 2

Ine agurebise gɔŋɔ 2. La nari ti la dike la sela ti ya zamese yuune 1 ta pae 3. Lebe ta bise pa'alego mɔpi teebule la Gɔŋɔ naane n boi yenkuna wa ki'ileŋa la puan ti la suŋe fu. Zamesereba gɔŋɔ la nari ti la make la kalam, gee dike ba nye se'em la ki'ise SAP puan.

A-ŊEBISE GŊŊO 2

GŊŊO KUYINA SOKERE DUMA PA'ALEGO TEEBULE

Pa'aleba de la ba gulese sokere дума n de 50 bɔ yenkuna wa

ZUBOKA	ZAMESEGO PUTI'IRA	ASEESEMENTI BEENA		
		L1 30%	L2 40%	L3 30%
KUUSI ITEGO LA SI NAAŊO	1. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kɔdaasi la (m.w., nɔgbama aŋa, zeleŋa n zēke pae se'em la zeleŋa la zi'an bɔba).	1		
		1	1	1
		1	1	1
	2. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kɔnya'asi la (m.w., miŋo/ka miini, kuusi la n iti zi'an la si iti se'em).		1	
	3. Sɔse pa'ale Gurene kɔdaasi la bɔŋa zi'an (m.w., yelebire pɔsega, yelebire tiŋasuka, la yelebire ki'ileŋa).			
	4. Pa'ale vo'osum дума buuri buuri (ayo'obase la ayulebese) Gurene puan.			
	5. Sɔse pa'ale Gurene vo'osum naane yelebire naaŋo puan.			
	6. Gārese pa'ale kua zɔŋa/sika n de sela kɔ'ɔm bisera la si buuri buuri дума (m.w., zomesego la sigesego) la si tuuma.			
YELEBEA LA A NAANE GURENE GULE- SEGO WARA DUMA	7. Gārese pa'ale kuusi naaŋo sɔa mɔpi Gurene puan (m.w., voole taare).			
	8. Gārese pa'ale kuusi naaŋo sɔa mɔpi Gurene puan (Vo'osum naane sɔa).			
	1. Tigese yu'ure yelebea yesera a buuri buuri puan (m.w., yumŋe-a, yuzāsi, puti'ire yu'ure, yusi'a ti fu wan ta'am kalum).	1		
		1	1	1
	2. Tigese itego yelebea iŋe a buuri buuri puan (m.w., la iti se'em, la iti zi'an, itego saŋa, la iŋe pae se'em).		1	1
	3. Geele bise Gurene tabelesi tuuma.		1	
	4. Dike Gurene naaresi buuri buuri дума la gulese yelesum дума.			
	5. Gārese pa'ale gee tigese kulɔɔsi дума buuri buuri la.			
	6. Sɔse pa'ale yelesum n tari sela la sela la (m.w., yelebinaar-esi la kulɔɔsi).			
	7. Gārese pa'ale yelesum дума buuri buuri yesera bu tuuma puan.			
	8. Doose yu'ura la yusɔɔsi gulesego wara дума gulese yelesum дума.	1		
	9. Doose yupa'alesi wara дума la gulese yelesum дума.		1	1
	10. Sɔse pa'ale yelebire naaŋo sɔa Gurene puan (yelebita'ama, yelebisāsi, pemesego, tabelesi).		1	
	11. Sɔāse pa'ale gu'usi (m.w., atেকেze'ele, atেকেvo'ose, kɔlum, la baseba) la kua limesego дума.			
	12. Sɔse pa'ale yelebire naaŋo sɔa la woo (pemesego, yelebea ayitulese, kuusi laseŋo, la baseba).			
	13. Doose yelebire naaŋo sɔa la gulese yelebisāsi.			

BUURI MALEMA YELE-IRA BUURI PUAN NA'AM YELA	1. Geele bise tingama yu'ure yesera a ze'ele zi'an la sela n soi. 2. Sōse pa'ale sosi'a ti ba dola dikera nera kī'isa bunkurene puan (m.w., budaane la pōgene kumesego: gee ti ba banje pōse, yele la puan, la yele la pooren). 3. Dike Guresi n doli sosi'a dikera nera kī'isa bunkurene puan la magese la baseba buuri malema yela. 4. Sōse sosi'a ti ba dola malena pōgedire malema la a nim-mu'ure yela buuri malema la puan. 5. Sōse pa'ale zina beere yelesi'a n tari dāanjo paara buuri puan pōgedire malema yela. 6. Dike Gurene yizuo yela n tigese doose se'em la magese la baseba buuri yizuo yela n boi Gaana wa. 7. Sōse pa'ale Gureña buuri kibesi la si nimmu'ure yela. 8. Dike Gureña buuri kibesi malema la magese la baseba buuri kibesi malema n boi Gaana wa. 9. Magese pa'ale Gureña kuure malema la baseba kōa malema n ŋwōni taaba gee bōna yima yima se'em Gaana wa.	1 1 1 1	1 1 1 1	1 1 1 1
	1. Gulese pa'ale buuri puan na'am yela naane (so, yidaana, yizuo kiima). 2. Gulese pa'ale buuri puan na'am yela naane (naba, nabbe-si, nabiisi, la baseba). 3. Gulese pa'ale buuri puan na'am yela naane 4. Gārese pa'ale zina beere sōsega gakerē yela. 5. Magese pa'ale buuri puan nōkpe'ene la zina beere nōk-pe'en maalego yela.	1 1	1 1 1 1	1 1 1 1
NUURE ZĀALEŊA	1. Sōse pa'ale Gurene koka'are naane (gum lakere, putī'ire bu'a la kilesego). 2. Sōse pa'ale kubaasi (tuuma la nimmu'ure). 3. Gārese pa'ale solengiresi naane la a buuri buuri duma. 4. Gulese magesegira naane la. 5. Sōse pa'ale tuuma yuuma, zabere yuuma, de'ējo yuuma, la biyaala yuuma. 6. Gulese gee gārese pa'ale zina beere hayilayefi yuuma.	1 1	1 1 1 1	1 1 1 1
GULESEGO ZĀALEŊA	1. Sōse pa'ale banaa n tari sela la (m.w., yele-iteba, nyu'ō, yeletigesego, itego zi'an, putī'ire bu'a, la baseba). 2. Gārese banaa yelesum (Zuo, nyu'ō, yelebea loosego, zāaleŋa yelekigela, la baseba). 3. Gulese dakere n tari sela. 4. Gārese dakere yelesum. 5. Gulese gee sōse pa'ale dakere n tari sela (m.w., yelebea loosego, nyu'ō, tigera, beena, zāaleŋa yelekigela, ba'asego voole limesego, la baseba). 6. Gārese dakere yelesum.	1 1 1 1	1 1 1 1	1 1 1 1
	KĀLA ZĀ'A	15	20	15

GŊŊO BUYI SOKERE DUMA PA'ALEGŊ TEEBULE -SHS GURENE TŊGUM

GŊŊo la naane

YEŊO A – KāalegŊ (kāla 10)

Bŋkere kāalegŊ n de yelebea 300-350 banaa wan bŋna gee ti sokere дума pia yese bini na. Sukuu kŋma la nari ti lebeso sokere дума la zā'a. (mita 30)

YEŊO B – YELEBEA (kāla 10)

Sokere дума bayi wan bŋna ti sukuu kŋma la lebeso diyina n tari kāla 10. (mita 15)

YEŊO C – Leregere (kāla 30)

Yelesum n de wuu yelebea 250 wan bŋna Solemiine puan ti ba lerege kiŋe Gurene puan. (mita 30)

YEŊO D – GungulesegŊ (kāla 30)

Yelezuto tunaasi gungulesegŊ wan bŋna gee ti sukuu kŋma la wan gulese gŋŋo yelebea n paе 300 kuyima ba puan ti kāla la dēna 30. Guleseseto buuri buuri ti ba wan gulese la n bala boi tilum wa.

Yeletūusum gulesegŊ, yelepa'alegŊ gulesegŊ, nŋkpe'ene gulesegŊ, Asŋsebo GulesegŊ, GungulesegŊ, gulesewoko gŋŋo. (Mita 50)

YEŊO E –GulesegŊ Zāaleŋa (kāla 20)

Yenkuna wa puan, sokere дума batā n wan ze'ele zāaleŋa bŋba la (banaa, de'ēŋo la dakere) bŋ'ŋra sukuu kŋma la ti ba loe ayina. (mita 25)

ZUBŊKA	ZAMESEGŊ PUTĪ'IRA	ASEESEMENTI BEENA		
		L1	L2	L3
KĀALEGŊ YELEBEA NAAŊŊ	1. Dike zuo la te'elego yelesum дума mi'ilum la yese putēdaasi yelesum дума puan.			1
	2. Dike tŋgum lŋgerŋ la gārese pa'ale Gurene kŋnya'asi la (m.w., miŋŋo/ka miini, kuusi la n iti zi'an la si iti se'em).		1	1
	3. Sŋse pa'ale kuusi naaŋŋ sŋa mŋpi Gurene puan (Vo'osum naane sŋa).			
YELESUM GULE- SEGŊ NUURE LERE- GERE LA GULE- SEGŊ LEREGERE	2. Gulese yeletūusum gŋŋo. 3. Gulese gulesewoko gŋŋo. 4. Gulese nŋkpe'ene gŋŋo. 5. Gulese sunkpe'ema gŋŋo.			1 1 1 1
	1. Dike leregere buuri buuri дума la lerege yelesum ze'ele tŋgum la miŋa puan kiŋe bu leregeri ye'esa tŋgesebo puan la (yelebea dŋlega, vūure beene, fai leregere, la baseba).			1

GULESEGO ZĀALEŊA	1. Sōse pa'ale banaa n tari sela la (m.w., yele-iteba, nyu'ɔ, yeletigesego, itego zi'an, putĩ'ire bu'a, la baseba). 2. Gārese de'engo yelesum. 3. Gulese gee sōse pa'ale dakerɛ n tari sela (m.w., yel-ebea loosego, nyu'ɔ, tigera, beɛna, zāaleŋa yelekigela, ba'asego voole limesego, la baseba).			1 1 1
	KĀLA ZĀ'A		1	10

GŊŊO BUTĀ SOKERE DUMA PA'ALEGO TEEBULE -SHS GURENE TŌGUM

GŊŊO la naane

GŊŊO 3 (NUURE SŌSEGA)

Gŋnkuna wa tari la yeno tutā (3) gee me tara sukuu kōma la mina n makeri la sōsega. Sukuu bia woo la mina n makeri la sōsega wan yue paɛ la mita 20 n de kāla 50. Bōba ayoobi n tigese bōna A loore la B loore дума puan. Loosego дума la wan tɛesena mɛ yuune woo ti tagesego da bōna sokere дума la puan. Mina n makeri la wan sōse ŋwana gi'i pa'ale sukuu kōma la yesera agurebise la tigese dola se'em.

ZUBOKA	ZAMESEGO PUTĨ'IRA	ASEESEMENTI BEENA		
		L1	L2	L3
YELESUM PUAN SŌSGA YELEBEA NAAŊO KĀALEGO	2. Sōse pa'ale putĩ'ira la nimmu'ure loosego sōsega puan. Mageɛ wuu buuri malema naresum yela (gilema bu'a, tuunsuma, taaba naja la baseba), zamesego, kōma namesego yela, korenkorum, lɔgerɔ maalego yela Gaa-na tiŋa puan, sālema tū'a, 'GESI', 'STEM', la yela asi'a.			1
	2. Dike tɔgum lɔgerɔ la gārese pa'ale Gurene kōnya'asi la (m.w., miŋo/ka miini, kuusi la n iti zi'an la si iti se'em).		1	
	3. Dike agabe tole kāalego la nima nima kāalego yela la yese lasebaare bii putēdaasi yelesum puan. 4. Dike zuo la te'elego yelesum дума mi'ilum la yese putēdaasi yelesum дума puan	1		1
BUURI MALE- MA YELE-IRE	4. Geele bise tingama yu'ure yesera a ze'ele zi'an la sela n soi. 5. Sōse pa'ale sosi'a ti ba dola malena pɔgedire malema la a nimmu'ure yela Gurene buuri malema puan. 6. Sōse pa'ale Gureŋa buuri puan kibesi la si nimmu'ure yela.	1	1 1	
NUURE ZĀALEŊA	4. Sōse pa'ale Gurene koka'are naane (gum lakere, putĩ'ire bu'a la kilesego). 5. Sōse pa'ale Gureŋa buuri puan kibesi la si nimmu'ure yela. 6. Dike Gurene kuure malema la baseba buuri kuɔa malema mageɛ pa'ale a ŋwɔni taaba gee bōna yima yima se'em.	1	1	1
	KĀLA ZĀ'A	3	4	3

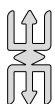
PLC Session 18

55 minutes

Planning & Reviewing the Learning Plan

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

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



Note

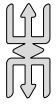
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 ‘Can I do this correctly, and do I understand why?’
- 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.

Yeŋo 8 Amaambise

Yenkuna wa maambisera la zameseseko ti tu pa’ale bakɔi pia la ayopɔi la bakɔi pia la anii puan la. La sɔse pa’ale kum la kuure malema yela, ba buuri buuri, la nimmu’ure yela. Putẽ-ana wa de la nimmu’ure Gaana tɔgum zamesego puan bɔ’ora zamesereba ti ba putĩ’ira ta’am ɲmɛregɛ lebe bamisi buuri malema puan gee ti ba me ta’am gãrese baseba buuri malema yela. Putĩse’ere n boi bini la de la yenkuna wa san ba’asera, zamesereba wan ta’am lebesɛ gure ba tũusum, ba buuri malema, ba tuulum yela, ba

ze'ele zi'an na, gee me gura la. La wan suɲe kpemese zamesereba gĩila ti ba lagum taaba de'em. Ba me wan kelum zamese ti ba ta'am nigum, tĩ'ise, gee nye yelebea naresum la a gunguma ti ba wan ta'am tɔge bamisi yela la tingɔɲo la zã'a yela.

ASSESEMENTI KANKAŊI KĀLE BU'A

BAKCI 17

Sokere 1: Viise bise yelesi'a n ba'am ta'asera kum ya sɔ'olum la puan gee gārese a. (kāla 15)

Pa'ala la nari ti a soke amiɲa la soke-ana wa n boi tilum wa gee ta'am bɔ kāla la:

- 1. Sela n ta'asera pa'alego: Sukuu bia la wan ta'am pa'ale sela n ta'asera kum ba sɔ'olum la puan?*
- 2. Sela n ta'asera gāreseɔ: Sukuu bia la wan ta'am gārese paale sela woo n ta'asera la, ta pa'ase yelesi'a n boi bini la a sum yela sɔ'olum la?*
- 3. Gāresego suɲ suɲa: Sukuu bia la ta'am iɲe pa'ale sela n ta'asera kum la ba dāaɲo yela bɔkere suɲa suɲa?*

Kāla bu'a la n doli se'em

- Kāla 13-15: A ba'am mɔ viisego la gāresego, ta pa'ase pa'alego n nie la sela n ta'asera la gāresego suɲa suɲa.

- Kāla 10-12: Viisesuɲo la gāresesuɲo, ta pa'ase sela n ta'asera pa'alego la gāresego.

- Kāla 7-9: A mɔ ya viisego la gāresego, ta pa'ase sela n ta'asera la pa'alego la gāresego fĩ wa.

- Kāla 0-6: A ka mɔ viisego la gāresego, ta pa'ase sela n ta'asera la pa'alego la gāresego fĩ wa bii pugum ka pa'ale.

Sokere 2: As an advocate, outline how you would educate your people about the prevention of premature death in your community. (15 marks)

The teacher should ask themselves the following questions before awarding a mark:

- 1. Putĩ'ira n nie: Zamesego yela putĩ'ira la nie ya gee dena mɔpi?*
- 2. Nereseba ti ba eera la: La nyaɲe pa'ale nereseba ti ba eera la, gee ti zamesego putĩ'ira la me doose ba boti se'em la?*
- 3. Zamesego sɔa: Zamesego sɔa la suni suɲa, bɔna peelemi, gee me tara buuri malema putĩ'ira?*
- 1. Geelego la adoose poore: Maaseɲo boi ti la geele bise zamesego yela la kini suɲa gee me dɔla sɔ'olum la n boti se'em la?*

- Kāla 13-15: Zamesego maaseɲo yela n ba'am ana suɲa, ta pa'ase putĩ'ira n nie, sosi'a n ani tuni suɲa suɲa, la maaseɲo yela bɔ'ɔra zamesego la adoose poore.

- Kāla 10-12: Zamesego maasesuɲo, ta pa'ase putĩ'si'a la sɔa n nie.

- Kāla 7-9: Zamesego maaseɲo n ka be'elum, ta pa'ase putĩ'ira la sɔa fĩ wa puan.

- Kāla 0-6: Zamesego maaseɲo n ka tari tigere, ta pa'ase putĩ'ira la sɔa n nie bii ka nie fĩ wa puan.

BAKŊI 18*Kāle bu'a**Sokere 1: Sōse pa'ale kɔa malema buuri buuri ti ba nyu'ura ya sɔ'olum la puan gee geele bise kɔa malema la nimmu'ure yela. (Kāla 15)**Pa'ala la nati ti a soke amiŋa soke-ana wa n boi tilum gee ta'am bise enja n wan bɔ kāle la se'em:*

1. *Kɔa malema gāresego: Sukuu bia la wan ta'am gārese pa'ale kɔa malema buuri buuri ayi ti ba malena bama sɔ'olum la puan?*
2. *Kɔa malema nimmu'ure yela: Sukuu bia la wan ta'am geele bise kɔa malema nimmu'ure yela, ta pa'ase ba buuri malema, nereba vom yela, la sia puan nimmu'ure yela?*
3. *Gāresesunjo: Sukuu bia la ta'am iŋe pa'ale kɔa malema la nimmu'ure yela bɔkere sunja sunja?*

*Kāle bu'a la doose se'm**- Kāla 13-15: A ba'am mɔ sōsega la geelego, ta pa'ase kɔa malema gāresego n nie sunja sunja.**- Kāla 10-12: Gāresesunjo la geelesunjo, ta pa'ase kɔa malema gāresego la pa'alego puan.**- Kāla 7-9: A mɔ ya sōsega la geelego, ta pa'ase kɔa malema gāresego la pa'alego n ka zo'e.**- Kāla 0-6: A ka mɔ sōsega la geelego, ta pa'ase kɔa malema pa'alego la gāresego puan.**Sokere 2: Sōse pa'ale yima yima se'em n boi kɔa malema ti ba malena bɔ'ɔra neresɛba n boi tilum wa se'em ya sɔ'olum puan: naduma, tindaanduma, pɔgepuusi duma, la kɔma. (Kāla 15)**Pa'ala la nari ti a soke amiŋa soke-ana wa n boi tilum gee ta'am bise enja n wan bɔ kāle la se'em:*

1. *Yima yima gāresego: Sukuu bia la wan ta'am gārese pa'ale yima yima se'em n boi kɔa malema puan bɔ'ɔra tigere woo?*
2. *Nimmu'ure yela gāresego: Sukuu bia la wan ta'am gārese pa'ale bana wa yima yima nimmu'ure yela, ta pa'ase ba buuri malema la nereba vom yela puan?*
3. *Bɔkere sunja sunja: Sukuu bia lata'am iŋe pa'ale kɔa malema la a nimmu'ure yela bɔkere sunja sunja?*

*Kāle bu'a la n doose se'em**- Kāla 13-15: A ba'am mɔ sōsega, ta pa'ase pa'alego n nie la yima yima gāresego sunja sunja.**- Kāla 10-12: Sōsesunja, ta pa'ase yima yima pa'alego la gāresego baseba.**- Kāla 7-9: A mɔ ya sōsega, ta pa'ase yima yima pa'alego la gāresego n ka zo'e puan.**- Kāla 0-6: A ka mɔ sōsega, ta pa'ase yima yima pa'alego la gāresego fii wa bii ka gārese pa'ale.**Sokere 3: Dike kɔa malema ti ba malena ya sɔ'olum la puan la baseba sɔ'olum kɔa malema magese taaba. (kāla 15)**Pa'ala la nari ti a soke amiŋa soke-ana wa n boi tilum gee ta'am bise enja n wan bɔ kāle la se'em:*

1. *Kɔa malema pa'alego: Sukuu bia la wan ta'am pa'ale kɔa malema sɔ'olum duma bayi la puan?*

2. *Kɔa malema magesegɔ: Sukuu bia la wan ta'am dike kɔa malema la magese taaba, ta pa'ase a ŋwɔni taaba gee bɔna yima yima se'em?*
3. *Gāressegɔ suŋa suŋa: Sukuu bia la ta'am iŋe pa'ale a bɔkere yesera kɔa malema la a nimmu'ure yela?*

Kālɛ bu'a la n doose se'em

- *Kāla 13-15: A ba'am mɔ magesegɔ, ta pa'ase kɔa malema pa'alegɔ n nie la gāresesunɔ.*

- *Kāla 10-12: Magesesunɔ, ta pa'ase kɔa malema pa'alegɔ la gāressegɔ baseba.*

- *Kāla 7-9: A mɔ ya magesegɔ, ta pa'ase kɔa malema pa'alegɔ la gāressegɔ n ka zo'e.*

- *Kāla 0-6: A ka mɔ magesegɔ, ta pa'ase kɔa malema pa'alegɔ la gāressegɔ n de fii wa bii n ka boi bini.*

Sokere 4: Sɔse pa'ale zina beere yelesi'a n boi kɔa malema puan ya sɔ'ɔlum la puan la ya wan iŋe se'em ta'am demese a. (Kāla 15)

Pa'ala la nari ti a soke amiŋa soke-ana wa n boi tilum gee ta'am bise eŋa n wan bɔ kālɛ la se'em:

1. *Yela pa'alegɔ: Sukuu bia la wan pa'ale zina beere yelesi'a n boi kɔa malema puan?*
2. *Yela gāressegɔ: Sukuu bia la wan ta'am gārese yele la, ta pa'ase sela n ta'ase la di dāaŋɔ?*
3. *Maalegɔ sɔa: Sukuu bia la wan ta'am bɔ maalegɔ sosuma ti ba wan doose maale yele la?*
4. *Sela n nyeti la yelesuma: Sosi'a ti ba bɔ la de sela n biseri nyeta gee me ana suŋa?*

Kālɛ bu'a la n doose se'em

- *Kāla 13-15: A ba'am mɔ sɔsega, ta pa'ase pa'alegɔ n nie la gāressegɔ yela, la sosi'a n ani suŋa ti ba wan ta'am doose maale yele la.*

- *Kāla 10-12: Sɔsesunɔ, ta pa'ase pa'alegɔ la gāressegɔ yela asi'a, la maalegɔ sɔa asi'a.*

- *Kāla 7-9: A mɔ ya sɔsega, ta pa'ase pa'alegɔ la gāressegɔ yela n ka zo'e, la maalegɔ sɔa n ka zo'e.*

- *Kāla 0-6: A ka mɔ sɔsega, ta pa'ase pa'alegɔ la gāressegɔ yela fii wa bii gāressegɔ ka boi, la maalegɔ sɔa fii wa bii maalegɔ ka boi.*

YEŊO 9: YUUMA

ZUO: GURENƎ ZĀALEŊA

Zuboka: Nuure/Tɔgum Zāaleŋa

Zamesego Nyuuro: *Dike yuuma aŋa mi'ilum la yuum yuuma.*

Zamesego la pa'alego Nyu'ɔ: Inɛ pa'ale yuuma mi'ilum la bɔkere.

PɔSEGA LA YEŊO KILESEGO

Yenkuna wa sɔseri pa'ala la tuuma yuuma n boi Gaana tɔgum zāaleŋa puan la zina beere wa hayilayefi yuuma yele. La biseri la tuuma yuuma n de sela, a buuri buuri, la a nimmu'ure yela. Hayilayefi yuuma lugere la me sɔseri pa'ala la a buuri buuri, a naane, a nimmu'ure yela, la sosi'a ti ba dɔla gāresa hayilayefi yuuma. Tuuma yuuma la hayilayefi yuuma mi'ilum la wan suŋe ti zamesereba ti ba nye pansesi ti ba wan ta'am dike yuum bamisi yuuma. Yenkuna wa ka de nimmu'ure bɔ'ɔra la Gaana tɔgum zamesego ma'a gee la me kelum dikera la yuuma la zāaleŋa zamesego lagna taaba. Yeŋo la kumeseri zamesereba pa'asera ba mi'ilum la bamisi buuri malema la nigeŋo gulesego tuuma bɔkere pansɩ. Pa'ala la nari ti a dike sɔsega pa'alego maaseŋo, pa'alego la zamesego lɔgero, yelesego yima yima la asɛɛsementi sɔa ti la suŋe zamesego la.

Bakɔi duma la a puti'ira n boi yeŋo wa puan de la:

- **Bakɔi 19:** Tuuma yuuma
- **Bakɔi 20:** Hayilayefi yuuma

PA'ALEGO LA ZAMESEGO TUUMA KILESEGO

Zamesego maaseŋo sɔa n boi yenkuna wa puan de la sɔa zo'e zo'e ti ba tara pa'ala Gaana tɔgum n de sela, n de wuu Dāaŋo Beene Zamesego (DBZ). La de la sosi'a ti daare woo vom dāaŋo yelekāra dena sose'ere ti ba tara tebegera sukuu koma zamesego yesera la de sela la wara duma, gana a kɔ'om sɔse pa'ale tintɔ la de sela. La de la sɔa asi'a ŋwana mɔpi n de wuu nera woo zamesego, abayi tuune, gēregerere nyanjere/budaasi bii pɔgesi tigesego, la zamesego deo la zā'a tuuma ta pa'ase asɔse pa'ale puan. Sɔa ana wa wan ta'am tebege atɩ'ise pae pansɩ, nigeŋo yela, yelemalego yiko, la sɔsesuŋa pansɩ maalego. La wan kelum ta'am bɔ alagantaaba tum, la neŋa duma yɔ'ɔ. zamesereba wan kelum zamese ba iti viisego gee gāresera viisego yela se'em. Seba n pugum diŋe mina la, ba ta'am bɔ ba tuuma pa'ase, n de wuu ba tuna neŋa duma tuuma dena ba taaba la pa'aleba ti ba suŋe ba taaba la ti ba ta'am bɔke ba zamese sela la suŋa suŋa. Pa'aleba nari ti ba mina zamesereba seba n tari yelebea yi'a la sɔsega dāaŋo la gee suŋe maale sela ti ba ka bɔke la suŋa suŋa.

ASƎƎSEMƎNTI KILESEGO

Yenkuna wa asƎƎsementɪ sore la baseri ti tintɔɔ geelego pansɪ pa'asego bɔna, yela bɔkere la zamesereba atɪ'ise pae suɲa suɲa. Alebese bɔ saɲa woo suɲeri pa'asera la zamesera neɲa tɔlega. AsƎƎsementɪ sore la dike sɔa ti la suɲe gure zamesereba yuuma bɔkere suɲa suɲa. Beene 4 asƎƎsementɪ n boi kɔ'om mu'e nini la atɪ'ise pae suɲa suɲa yela. AsƎƎsementɪ sokere duma tukeri neɲa ze'eta la sogesego, gi'i gulesego, bii asɔse pa'ale ti la geele zamesereba n wan ta'am pa'ale yela gee dike a tum se'em. Pa'aleba nari ti ba dike la zamesego puan la zamesego ba'asego asƎƎsementɪ sɔa lagese lasebaare yesera zamesereba la tuuma, ta pa'ase ba nye se'em zamesego sore la puan.

Bɔ asƎƎsementɪ kilesego n doli putɪ'ire la. Magese wuu

Putɪ'ira	DOK Beene	AsƎƎsementɪ Sore la/bii Aɲa
3.4.1. LI.1 Sɔse pa'ale tuuma yuuma	4	Sɔsega
3.4.1. LI.2 Viise gee gārese zina beere hayilayefi yuuma	4	Asɔse pa'ale

BAKOI 19

Zamesego Puti'ire: *Sōse pa'ale tuuma yuuma*

NYU'Ŋ KANKAŊI ZI'AN: TUUMA YUUMA

Yuuma gāresego: Yuuma de la sela ti ba ni tara asaala ita ti zā'asum bōna bini. Yuune de la sela ti nēra tara a kūa gēresa gee nigēna yelebea la a nuuren ti la ana suŋa bō'ora nēreba. Kūa la ni tara la zā'asum dōla voole naane puan yeŋera. Yuuma ani me wuu dakere la. Ba tari la zāaleŋa yelekigela la ba'asego voole limesego duma. Ba ni gulese yuuma la beema la tigera puan. Beena la ta'am ni kō'om tulesera bala ta tue yuune la zā'a. Yuuma puan yelebea bokere to me gee me tara dōlegere bii kō'om togera sela mōpi ye.

Tuuma Yuuma: Tuuma yuune de la yuunse'ere n doli la tuunse'ere ti fu tuna la, ti fu ma'a yuuna gee tuna bii ya de la nerekunjo lagum yuuma bii ayima yuuna basera ya ti ya tuna. Hali ya ta'am yuuma ka bota ti sela iŋe. Tuuma yuuma de la yuunsi'a ti tu ni yuuna kua puan, dia dikere puan, ziga paŋa puan, bole takere puan, yipaale ko'om āka puan, la tuuma zī'isi zo'e zo'e ti la bō'ora tu inkpeŋere ti tu tuna ka tarega.

Tuuma Yuuma Buuri Buuri

Ko'om āka yuuma

Yuun-ana de la si'a pōgesi ni āgera yipaale tōnō ko'om gee yuuna ti la suŋera si ti si ta'am niisena taaba āgera ko'om ka mina taregere. Mageŋe wuu yuunse'ere n boi tilum wa:

Pōgesi san āgera tōnō ko'om

Tu zo'e me yee tu zo'e me yee tu zo'e yee ti ba yae tu

Tu zo'e me yee .., tu zo'e me yee .. ti ba yae tu

Tu gani budaasi tu gani budaasi tu gani budaasi gee pēema kai

Tu gani budaasi .., tu gani budaasi .. gee pēema kai

Sukaam Go'osego yuuma

Yuun-ana de la budaasi tuuma yuuma ti ba yuum ni gō'osa sukuum yu'unjo gee yuum. Ijwana wa yuum ni base ti guum ka tara ba gee ti sukaam la me go'osego kina kalam kalam. Nereba zo'e zo'e yuum ni lagese me kelesa yuuma (mageŋa) la gee lagum gō'osa sukaam la. Budaasi yuum doli la yeledina wa puan nyeta pōgesi sōsa dita. Kōmpōlego la yuum zameseri yuuma la bilam. Biŋe ya yuune wa n boi tilum wa:

Yuune 1

Pugemōlega boi yōŋo tiŋasuka

Mu'e loi loi loi

Pugemōlega boi yōŋo tiŋasuka

Mu'e loi loi loi

Ka so boi yire

Yeŋa yeŋe yeŋe yeŋe

Ka ma boi yire
Yeŋa yeŋe yeŋe yeŋe
Ka sɔ boi yire
Yeŋa yeŋe yeŋe yeŋe
Pugemɔlega boi yɔŋɔ tiŋasuka
Mu'e loi loi loi
Yuune 2

Sakere

Zom pae na tu lagum sɔsa
Zom yala yala kan mɔrege

Itego

Yiyekɛka gã gɔsego wa
Ka gã gɔsego wa
Ka gã gɔsego bo?

Kɔma de'engo yuuma

Bagesinyaka saa saa nima nima.

Bagesinyaka saa saa nima nima ya (2x)

saa saa nima nima (2x)

Ya gaafara ya, ya gaafara

saa nima nima

La ani ŋwani, la ani ŋwani?

saa nima nima

Tu ani sum ya, tu ani sum

saa nima nima

Tu tari lɛkɛ ya, tu tari lɛkɛ

saa nima nima

Tu yi tɛ'ŋra, tu yi tɛ'ŋra

saa nima nima

Tu boti pɛka ya, tu boti pɛka

saa nima nima

Pɛgekani, pɛgekani?

saa nima nima

Pɛgekana, pɛgekana

saa nima nima

A de la bagere pŋka, bagere pŋka

saa nima nima

Tu yi ukera, tu yi ukera

saa nima nima

Ya ta'am ukera, ya ta'am ukera

saa nima nima.

Tuuma Yuuma Nimmu'ure Yela

- A bɔ'ori tuntuneba la paŋa gee suŋera ti ba ba'asera tuune kalam.
- Yuune la yelebea ni kpeŋera la tuntuneba gĩila ti ba tuna zɔ'ora.
- La de la sose'ere ti ba dɔla muula tuune la yele.
- Tuuma yuuma de la kã'aŋɔ bunɔ.
- Tuuma yuuma yuuni pẽgera la tuntuneba la gee me zeregera baseba.
- Tuuma yuuma yuuni zabera la dabeem gee me beŋera nerebe'esi ti ba ka zabera la tuntuneba la.

Zamesego Tuuma

1. Yesera la sela n boi buuri malema la puan, fu wan yeti tuuma yuuma de la beni?
2. Dike yela atã ze'ele ya buuri malema la puan gãrese gee magese pa'ale tuuma yuuma buuri buuri.
3. Bɔ yela atã pa'ale sela n soi ti yamam sɔ'ɔlum дума yuuma tuuma yuuma.

Zamesego la Pa'alego Tuuma

1. Pɔse tɔgum bɔ zamesego: Zamesego deo zã'a.
 - a. Sɔse pa'ale tuuma yuuma.
 - b. Sɔse pa'ale tuuma yuuma buuri buuri.
 - c. Sɔse pa'ale tuuma yuuma nimmu'ure yela.
2. Tigere tuune/alagentaaba zamesego.
 - a. Abayi tuune: Gãrese tuuma yuune yelesum (pa'ale nyu'ɔ la, naane, zãaleŋa yelekigela, yelebea loosego, la baseba).
 - b. A-ɲebise zamesego: Gulese gee yuum tuuma yuune.

Asɛɛsementi Kankaŋi: DoK Beene 4 – Sɔsega

1. Dike tuuma yuuma buuri buuri ayi Gurene buuri malema puan la fu gãrese pa'ale a naane, a yuuni se'em (ba'asego voole naane, nyelum) la zãaleŋa yelekigelesi'a n boi bini

(amakevēki, makeɛ, asaala ŋwɔsum, putī'ire foote, ayitulese yelebea, dāalum, la baseba). (kāla 16)

2. Sɔsɛ pa'ale tuuma yuuma tuuma atā ya sɔ'olum la puan. (kāla 6)
3. Yesera la mi'ilensebo ti fu tara zāalerja puan la, gulese tuuma yuune diyina yesera la tuunse'ere ti fu bɔta ti fu tum beere la zuo. (kāla 6)

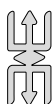
PLC Session 19

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.

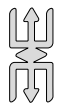
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 ‘Can I do this correctly, and do I understand why?’
- 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.

30 minutes

Enactment

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

5 minutes

Reflection

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

BAKOI 20

Zamesego Puti'ire: *Viise gee gārese zina beere hayilayefi yuuma*

NYU'Ŋ KANKAŊI ZI'AN: HAYILAYEFI YUUMA

Hayilayefi yuuma n de sela: Hayilayefi de la Gaana yuuma sore diyima ti nera woo mina di yele. Hayilayefi de la Gaana дума yuuma n dike neresabelega sɔ'olum kuusi limesego la baseba kunkoke'esi nyelum lagna taaba ti la ze'eta Gaana tinkāra la puan pɔsera yuunkɔbesi siyi la yuumpiseyi la anuu (19th century) n tole. Hayilayefi yuum de la neresabelega yuune sanseka ti tu yuum bɔna yamene puan la, gee ti bunŋmi'ilenduma zo'e zo'e n de wuu "Jazz Kings, Cape Coast Sugar Babies la Accra Orchestra" n boi Gaana tinkāra puan la yuum ŋmi'ira a.

Hayilayefi Naane

1. **Abe daam yuuma:** 'Sierra Leone' дума yi'iri ŋwana la 'maringa' ti la dena la sela n yuum ze'ele tinkāra puan se'em ma'a ti kɔɔseba n ze'ele Portugal yuum pɔse sɔ'olum дума puan ŋmi'ira lɔgepigesi yuun-aŋa puan la. Ba yuum dike la zīla pa'ase bini. Bala iŋa la, yuuma lɔgerɔ la yuum de la tiŋa la дума lɔgerɔ la Prtugaese дума lɔgerɔ. Yuuma la yuum yuuni la abe daam deseto n yuum ka nyeti nereba la puan ka zāe la ko'om zi'an ti seba n doori gee lebera, seba n tuni ko'om la nuuren, la seba n de tuntuneba la yuum ni lagese nyuura gee kelesa yuuma la.
2. **Solemiisi bunŋmi'ilenduma yuuma:** Hayilayefi n yuuni se'em la ŋwɔni me la solemiisi bɔŋa zī'isi n boi 'West Africa' sɔ'olum zā'a. Soogepa la ni dike la tiŋa la yuunyuuneba n boi ba solemiisi yuuma yela la puan la nyaa pa'ale ba ba wan yuuna gee kina dɔla se'em ti la naara. Ba dikeri soogepa yuuma lagna la tiŋa la puan yuuma la base ti wa'a kayima n bɔna ti ba yi'ira ka ti 'adaha' gee ti sela me de naana dena tiŋa puan bunŋmi'ilenduma la dena 'konkoma'.
3. **Wa'a la kɔlɔ Hayilayefi:** Yuun-ana wa ba'am bɔna la tinkāra puan. Bana de la tigepigesi n bala. Kɔlɔ дума la me yuum de la tigepigesi miŋa gee bɔna kinkelesi tinsi puan. Bama ni dike la zīla la gama, wama, la tadɔɔ pɔbe ba kɔlɔ la. Ba me kelum tara la Dagomba itego la taaba, peŋe ze'ele Kru n yese Liberia ti ba iŋe hayilayefi ti ba tara nudibesi siyi limesa itego la. Kɔlɔ hayilayefi la me de la yuuma, ŋmi'a, la dɔɔɔ tuyi ŋmi'a.
4. **Bɔɔga hayilayefi:** Gaana дума n yuum boi Germany tiŋa puan la n yuum iŋe yuun-ana wa. Yuundina naane kɔ'om dike la 'funk', 'disco', la 'synth-pop' lagum taaba. Ba sake sira ti ba yi'iri hayilayefi yuune la bɔɔŋa yesera la Gaana дума zo'e zo'e yuum ki'iri la Hamburg puan. Ba nyaa kɔ'om dike yuune la bɔ la seba n kini Gaana la Germany tinsi puan la. Ba wan ta'am pa'ale di dɔla la zina beere tekenɔlegi yela la, yesera 1990 yuuma puan sa ti a yuunŋ kɔ'om dɔla la bugum lɔgerɔ puan ma'a.
5. **Faari Yire hayilayefi:** De la yuunse'ere buuri ti Gaana дума zo'e zo'e la ba sɔ'olum дума mina di yele. Faari yire hayilayefi base ti yima yima ka le bɔna yimpu'usego yuuma la buuri puan yuuma tiŋasuka. Yuun-ana taaba de la buyina la Bɔɔga hayilayefi, gee di paŋa boi la "Charismatic Christianity la Pentecostalism" puan gee ti di zo'e la Gaana la Nigeria tinsi puan.

Zina beere hayilayefi yuuma naane: Hayilayefi kɔ'om tara la naane dɔla:

Bunŋmi'ilenduma

- a. Kōlego: Kōlego de la bunŋmi'ila ti ba dike zīile, wane, ganɛ, la tadɔɔ pōbe ti ba ni ŋmi'ira gee yuuna ti zā'asum bɔna bini.
- b. Iila/Yiisi: Yiisi la peebege zī'isi zo'e me magese wuu kɔa puan, duunsēkan, peerekan gee iila la peebege zi'an kankari de la kɔa puan la bakolego bii бага daana yire.
- c. Gulo: Gulo de la bunŋmi'ila buuri la ayima ti ba ni ŋmi'ira kuure bii de'engo puan ti nereba wa'ara. Ba ni dike la gama, mi'isi la dɔɔɔ bii gareba pōbe nyaa tara dundore ŋmi'ira limesa. La ni dena la gulego la lusi ti yia nyaa pa'ase bini.
- d. Nu'usi dī'isege: Eŋa de la sela ti ba ni tara nu'usi dī'isa limesa ti a me kela limesa ti ba yi'ira ti 'piano'.

Yuunɔ Naane

- a. Purega/itego la lebesego: Dina de la hayilayefi yuune sore diyima ti ayima ni ita gee ti ayima bii baseba sakera.
- b. Nyelum n doli taaba: Yuune la ni tara la nyelum bii zā'asum n kini dɔla taaba yuune la puan, kina tulesa, kalena nereba puti'ira ti ba bɔta ti ba kelesa yuune la.
- c. Kuusi Taaba Dolega: Yuune la puan, kuusi la ni dɔla la taaba zɔna gee sigera ti yuune la zā'asum.
- d. Kuusi Yima Yima limesego: Hayilayefi yuuma ni tara la kuusi yima yima limesego ti sisesi dena kōbāalesi, ti sisesi me dena kōkāra la kunkobugesa.

Yuune Naane

- a. Pɔsega: Bunŋmi'ila la n ni pɔse kua zɔŋa/sika la ba'asego voole limesego la.
- b. Itego: Yele-ita la yeti la sela bii lasebaare.
- c. Sakere: Sela n pa'ali, ita tulesa gee kilesera putēdaa la. Ita la san iŋe ba'ase sakereba la n nyaa ni sɔe sake yuune la n de se'em la.
- d. Limesego/A-itekī'ira: Kalam de la zi'an ti itego la sakere la ni lagum kina dɔla taaba yuune la puan.

Baana Nyu'ura

- a. Nɔgere la a de n nera: Hayilayefi yuuma zo'e zo'e biseri la nɔgere, kōresi, la a de n nera nyu'ɔ yela.
- b. Nerekuunɔ zi'an yela: Hayilayefi yuuma maali la nerekuunɔ zi'an yela n de wuu na'am yela, nɔɔ yela, la akazuni taaba yela.

Buuri Malema Asɔɔvæ

Yuuma ta'am ita pēgera Gaana buuri Malema, buuri yela, la tūusum yela.

Zina Beere Hayilayefi yuuma nimmu'ure yela

- a. Gaana duma Hayilayefi yuuma tuni la tuunvɔɔsi bɔ'ɔra tiŋa la, la ka nyanɛ na'asa yelesi'a n iŋe tole gee tɔ'ɔra sela n nan kini na la.
- b. La ve'eri la sūure gee pa'ala buuri Malema la n tari tigere se'em bɔ'ɔra tiŋa la.

- c. La bɔ'ɔri la buuri malema pa'alegɔ: Hayilayefi yuuma de la Gaana buuri malema dɔalum pa'ala tu de seba la sela ti ba dike base tu ze'eta yuunkɔbesi siyi la yuumpiseyi la anuu puan sa, dikera Gaana duma buuri yuuma lagona la satinsi sisesi yuuma.
- d. Hayilayefi yuuma ni ɛera la maale la nereba yela n de wuu nɔgere, nasaara na'am yela, la vom naresum yela.
- e. Hayilayefi yuuma lageseri la nereba, basera ti so'olum la taaba zi'an bonɔa bona.
- f. Hayilayefi yuuma kɔ'om dena yuunse'ere ti Gaana duma zã'a mina, ti di dena de'ɛjo bɔ'ɔra nera woo la zi'an woo.
- g. Hayilayefi yuuma nyanɛ soe yuuma asi'a na'are me Gaana tiɲa gee yalegera tola neɲa pa'asera Gaana so'olum la puan.
- h. Hayilayefi yuuma sunɛri me gu'ura gee dikera Gaana buuri Malema la a tuulum yela tola neɲa.

Sosi'a ti ba dɔla gãresa hayilayefi yuuma la doli la sosi'a ti ba dɔla gãresa zãaleɲa yelekigela la nuu.

Zamesegɔ Tuune

Gulese nɔkpene ɲwana gi'i bɔ yelesum wa n boi tilum wa: "Hayilayefi yuuma de la Gaana buuri malema yelekãte n boi tingɔɲɔ la zã'a puan".

Zamesegɔ la Pa'alegɔ Tuuma

1. Zamesegɔ tɔgum pɔsega: Zamesegɔ deo zã'a tuune
 - a. Sɔse pa'ale hayilayefi yuuma.
 - b. Sɔse pa'ale hayilayefi yuuma buuri buuri.
 - c. Sɔse pa'ale zina beere hayilayefi yuum nimmu'ure yela.
2. Tigere tuune/alagentaaba zamesegɔ.
 - a. Abayi tuune
 - i. Kelese hayilayefi yuune gee gãrese baɲa la naane la.
 - ii. Gãrese hayilayefi yuuma la.
 - b. A-ɲebise zamesegɔ.
 - i. Yuum zina beere hayilayefi yuuma
 - ii. Yese hayilayefi yuuma.
 - c. Zamesegɔ deo zã'a: Sɔse pa'ale yuuma la ti ya yese.

Asɛɛsementi Kankɲi: DoK Beene 4 – Asɔsepa'ale

Dike yela magese pa'ale gee gãrese pa'ale hayilayefi yuuma n boi Gaana puan ze'ele 1950s wa pae zina beere wa n tari teese'ere. Fu ta'am dike hayilayefi yuuma buuri buuri, bunɲmi'ilenduma, a naaɲɔ soa bii a yuuni dɔla se'em la ti la sunɛ fu. (kãla 16)

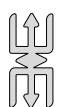
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

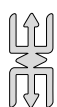
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'

- 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.

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.

Yeŋo 9 Amaambise

Yenkuna wa sōse pa'ale la yuuma yele. La pa'ale zamesereba tuuma yuuma la hayilayefi yuuma. Tu kō'om bisera la yuuma, tuuma yuuma, la hayilayefi gāresego. Yuuma la yuuma yesega mi'ilum wan base ti zamesereba bōke yelebea la tōgum pansi. La suŋeri la tī'isego, nigeŋo tī'isego, la fumiŋa putī'ire bu'a. Yuuma gāresego suŋeri zamesereba me ti ba nyeta atī'ise pae, leregere, la gāresego pansi. Le pa'ase, la suŋeri zamesereba me ti ba baŋera ba bo'olum gee me bisera ba wan iŋe se'em ti la tole neŋa bō ba beere. Yenkuna wa nae me la yela asi'a n de wuu tūusum yela, solemiine zāaleŋa, la yuuma yela. Yeŋo la suŋeri la gīile gee bō'ora yeletūusum yela, buuri malema yela, la nereba zi'an yela. Yuuma tērega la a yesega suŋeri la putī'ire, sūzī'irego, la nerekuuŋo zi'an tōgum pansi. Pa'ala la nari ti a dike la sōsega pa'alego la zamesego sōa, lōgero, yima yima pa'alego la aseesementi sōa ti la suŋe nera woo zamesego.

ASƎƎSEMƎNTI KILEEGO

Yenkuna wa asƎƎsemƎnti sore baseri ti pansi kumesego geelego, yela bƔkere, la zamesereba atĩ'ise pae dena ma'a. A lebesa base ti ba baŋe sela n iti suŋeri zamesereba la me ti zamesego yela tɔla neŋa. AsƎƎsemƎnti sore la diki la soa ti a suŋera baŋera zamsera la bƔkere n pae se'em beene Gaana tɔgum yela ti ba zamese la. Beene 3 tĩ'isego sogese go duma iti bɔ'ɔra ti la ta'am suŋe me ti ba baŋe zamesereba la bƔkere dakere gāresego yela la sela n boi dakere puan. Pa'aleba nari ti ba dike zamesego puan la zamesego ba'asego asƎƎsemƎnti soa lagese zamesereba tuuma lasebaare yesera ba nye sela zamesego sore la puan zā'a.

Putĩ'ira	DOK Beene	<i>AsƎƎsemƎnti Sore la/ bii Aŋa</i>
Pa'ale gee sɔse pa'ale dakere n tari sela (M.w., yebea loosego, nyu'uro, tigera, beena, zāaleŋa yelekigela, ba'asego voole limesego).	3	Yire tuune
G.ārese dakere yelesum.	4	Zamesego deon tuune
Gārese dakere yelesum.	4	Tuunkāte

BAKOI 21

Zamesego Putĩ'ire: *Pa'ale gee sōse pa'ale dakere n tari sela (M.w., yelebea loosego, nyu'urɔ, tigeria, beena, zāaleŋa yelekigela, ba'asego voole limesego)*

Tagesego

Yuune 1	Bakoi 6: Sōse pa'ale Nuure Leregere, kɔ'om bisera kelesesunɔ, bu'a la to'ore.
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NYU'ɔ KANKAŋI ZI'AN: DAKERE

1. Dakere gāresego
2. Dakere n tari sela
3. Dakere naane
4. Dakere nimmu'ure yela

Dakere n de sela

Dakere de la gulesego zaaleŋa kayima, ti gɔngulesa ni tigesɛ a putĩ'ira gulese yela la ŋwana gi'i gi'i dɔla beena la tigeria puan ti la ana suna gee tara yeledāalum tɔgum base ti a putĩ'ire la paara nereba. Dakere duma kɔ'om dena la fu tari tɔgum pa'ala bu voole la bu paŋa la fum n tari zaaleŋa yelekigela de wuu Dakere ni tara la zāaleŋa yelekigela n de wuu **makevēki, makeɛ, putĩ'ire foote, la yelebea ba'asego voole limesego.**

Dakere duma Ansi

1. Putĩ'ira bu'a tɔgum
2. Gĩile kĩ'isego
3. Vūyagema (dikeri la lasebaare n tari tigere, sūure ve'ere, bii putĩ'ire foote dɔla yelebea zo'e zo'e puan).
4. Tari la tɔgum yelekigela.

Dakere n tari sela

Dakere de la gulesego naane n boi diyima tara zāaleŋa yelekigela yima yima pa'ala vūure la sūure aŋa. Yenkena wa biseri la dakere yela anaasi:

1. Sonneti/Beempia la anaasi dakere
2. Fai/abotese'em itego/purega
3. Yeletūsusum dakere
4. Baanɔ dakere

Dakere duma n tari putēsi'a de la:

1. sūure ve'ere
2. sɔlema solerɔ
3. putĩ'ira eere
4. la base ti zi'an la ana suna

Nyu'ɔ yelesi'a ti dakere tara de la:

1. Putĩ'ire foote

Putĩ'ire foote de la tɔgum ti ba tara basera ti la ana wuu foote la bɔna kãaleba la putĩ'ira puan. Ba ni tara la putĩ'ira la tuna n de wuu gãresera pa'ala nyɛa, voole, nyuusego, zã'asum, la suŋa.

2. Yelebea loosego

Yelebea loosego de la fu looseri yelebesi'a la tɔgum ti fu dike gulesɛ dakere la. Mina n guleseri dakere la ni lɔɔsa la yelebea la tɔgesebo ti a wan ta'am suŋa suŋa gee ti kua la tara magelum bɔ'ɔra kãaleba la gee basera ti ba nyɛta ba eeri putẽse'ere la. Gee ba eeri vũse'ere la wan ta'am niɛ suŋa suŋa, mina n guleseri dakere la ni tara la yelesi'a n boi tilum wa gulesa:

- a. Yelebea Loosego: Mina n guleseri dakere la tari la yelebea ŋwana mɔpi lɔɔsa ti vũure la kua zɔŋa/sika la miira.
- b. Kua Zɔŋa/Sika: Ŋwana wa de la la ani mina n guleseri dakere la se'em yɛsɛra a gulesɛgo la puan. La de la halese'ere zã'a biila ani mina n guleseri dakere la se'em dɔla a yelebea puan. Mina n guleseri dakere la n tagele a yelebea la se'em n wan pa'ale kua zɔŋa/sika.
- c. Tɔgum Naresum: Mina n guleseri dakere la n tari tɔgesebo gulesa la n wan kelum pa'ale vũse'ere ti ba ɛɛra la. Tɔgum la ta'am dɛna gilema tɔgum, tɔgesebo n tɔgeri bɔ'ɔra nera woo, dakere, bii sɔsega yendene.

3. Nyu'uro

Bama wa de la putĩ'ira, lasebaare duma, bii sɛla ti dakere bii zãaleŋa tuune bisera. La ta'am dɛna vom yele, kɔrenkɔrum yele, neresaa la naane, nɔŋere yele, kum yele, fai yele, pɛka bii yelezuseko yendene.

4. Tigera

Tigera de la beɛna tigesego n boi yeŋo puan basera ti la dɛna zuo bii yeŋo. Ba tari la ba'asego mɔpi voole limesego, mita bii naane.

5. Beena

Beene la n boi dakere la puan la de la yelebire yɔ'ɔ kuyina ti la base ti dakere la yeŋo gã'are, bala me wan ta'am base ti beene woko la ba'asego voole limesego bɔna yima yima.

Zãaleŋa Yelekigela

Zãaleŋa yelekigela de la gulesɛgo n boi kuyima ti gulesa ni tara basera ti vũure, kua zɔŋa/sika, bii sũve'ere bɔna gulesɛgo la puan. Mageɛ wuu makere, amakevɛki, putĩ'ire foote, dãalum, la baseba.

1. Ba'asego Kuusi Limesego

Ba'asego kuusi limesego dakere puan de la sose'ere ti limesego la dɔla tuna dakere la puan ti la base ti yuune la suŋa bii ba'asego kua limesego la niɛ. Ba'asego kuusi limesego ta'am pa'ase naane, na'are, bii dakere la suŋa.

Dakere Naane

Dakere naane de la dakere la n tigese doose se'em la. Dakere naane la sujeri la di vūure la muune zā'a, kua zɔŋa/sika, gee me sujera mina n kãali la. Mina n guleseri dakere la ni tara la naana yima yima gulesa ti a base ti putĩ'ira la aŋa la nie ti la bɔna la yima sōsega la puan. Naan-ana wa de la:

1. Naane

Dakere la naane la di doli se'em zā'a zā'a de la sɔneti (dakere n de beena 14), abotese'em vɛɛsi (dakere n ka tari tigera yelesego bii ba'asego voole limesegi mɔpi) bii sela ti ba yi'ira ti, "ballad" (ba'asego voole limesego n soleni solene).

2. Tigera

Beena tigesego yeŋo duma puan, sela n tari ba'asego mɔpi voole limesego bii mita.

3. Beena

Tɔgum a zuo woo n lagum taaba dena dakere la, wan ta'am base ti beenewoko la ba'asego voole limesego bɔna yima yima.

4. Ba'asego voole limesego

Ba'asego kua limesego na'are n boi dakere la puan, de wuu ba'asego kua bii tiŋasuka kua limesego duma.

5. Mita

Sose'ere ti vo'osum n dōlegeri bii n ka dōlegeri dakere la puan, ti la ta'am base ti ba'asego kuusi limesego mɔpi bɔna bini.

6. Beensugela

Kalam de la dakere puan zi'an ti beene diyima ki'ilena gee ti diyima me pɔsera.

7. Putĩ'ire foote la yelekigela tɔgum

Kalam de la zi'an ti ba ni tara putĩ'ira yela la zāaleŋa yelekigela gāresa suŋa suŋa ti la ve'era nreba sūure dakere la puan.

Zamesego Tuuma

1. Kāale gee gārese tigere diyina dakere, pa'ala:
 - a. Nyu'ɔ
 - b. Putĩ'ire foote
 - c. Yelekigela tɔgum
 - d. Kua zɔŋa/sika
2. Pa'alɛ gee gārese pa'alɛ zāaleŋa yelekigela n boi dakere la puan n de wuu:
 - a. Amakevɛki
 - b. Makere
 - c. Asaala ŋwɔsum
 - d. Dāalum

Zamesego Maaseŋo Sɔa

1. Dãaŋo Beene zamesego: Zamesego deo la zã'a tuune.
 - a. Gärese pa'ale dakere n de sela.
 - b. Sõse pa'ale dakere n tari sela (M.w., yelebea loosego, nyu'urɔ, tigera, beena, zãaleŋa yelekigela, ba'asego voole limesego).
 - c. Sõse pa'ale dakere zamesego nimmu'ure yela.
 - d. Gulese dakere sãaŋo yele.
2. Tigere tuune/Alagentaaba zamesego.
 - a. Abayi tuune: Sõse pa'ale dakere yesera dakere yelesum puan.
 - b. Nera woo tuune: Dike dakere n tari sela mi'ilum la gulese dakere.

Asɛɛsementi Kankaŋi: DoK Beene 3 – Yire Tuune

Dike mi'ilensebo ti fu tara yesera dakere puan la doose yelesi'a n boi tilum wa puan gulese tigera atã dakere (kãla 16):

- a. Siremiŋa
- b. Taaba puti'ira naŋa
- c. Neŋa daana yele
- d. Yeleminiɛre

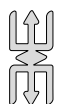
PLC Session 21

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.

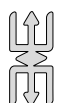
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - identify the strongest content teacher in a group to lead this activity
 - 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
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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.

BAKŊI 22

Zamesego putĩ'ire: *Gārese dakere yelesum*

Tagesego

Yuune 1

Bakŋi 6: Sōse pa'alē Nuure Leregere, kó'om bisera kelesesunjo, bu'a la to'ore.

NYU'Ŋ KANKAŊI ZI'AN: DAKERE GĀRESEGO

Kāale dakere yelesum la boi bakŋi sēba n tole sa la puan ti la dēna amaambise.

Dakere Gāresego

1. Kāale dakere la

Kāale dakere la tagese tagese ta'am bōke sela n boi bini, kua zōŋa/sika, la tōgum la.

1. Pa'alē nyu'ŋ la

Pa'alē/baŋe dakere la putēdaa bii nyu'ŋ la mōpi.

2. Gārese putĩ'ire foote la yelekigela tōgum

Pa'alē gee gārese pa'alē: Putĩ'ire foote, Amakevēki, Makerē, Asaala ŋwōsum, la Dāalum.

3. Bise Dakere la Naane

Bisera: Tigera naanjo, ba'asego voole limesego, mita, beensugela.

4. Geele bise tōgum la kua zōŋa/sika

Gārese: Tōgum la n tōgeri se'em la kua zōŋa/sika.

5. Pa'alē Zāaleŋa Yelekigela

Bise: Kōnya'asi ayitulese, Kōdaasi ayitulese, dakere gulesego n wōge ka tara gu'usega, bēena sū'usego

6. Lerege Vūure

Bisera: Literali vūure, tōgekigela vūure, dāalum, gulesa putĩ'ire.

7. Geele Bise la Kiti fu iŋa paara se'em

8. Bise dakere la n base ti la ana fu se'em la sela n ta'ase bala.

9. Bisera sela n boi bini la

Tĩ'isa yesera: Daami yeletūusum zi'an, buuri malema zi'an, gulesa la n ze'ele zi'an.

10. Dike fu bōkere la lagum taaba

Dike fu bise nye sela dakere la puan la mi'ilum yesera zi'an la fu ta'am bōke dakere la suŋa suŋa.

Zamesego Tuune

Zamesereba doose fola la gārese dakere la di tari sela.

Pa’alego la Zamesego Tuuma

1. Zamesego pōsega tōgum: Zamesego deo la zā’a tuune
 - a. Maambise banaa la de’ejo n tari sela la.
 - b. Sōse pa’ale dakere n tari sela la.
 - c. Pa’ale dakere n tari sela dakere puan.
2. Tigere tuune/alagentaaba zamesego: Abayi tuune
 - a. Kāale dakere yelesum la gōjo puan
 - b. Pa’ale dakere n tari sela la dakere la puan.

Asɛɛsementi Kankaŋi: DoK Beene 4 – Zamesego Deon Tuune

Sokere 1

Gārese pa’ale gulesa la n dike putĩ’ire foote la dāalum gulese dakere n de “Sore La Ka Dike” ti Robert Frost gulese ti la tara suŋese’ere bō’ora nyu’o la loore la di suŋere yela. Dike yela ŋwana mōpi yelesum la puan ti la suŋe fu nōkpe’ene la. (kāla 24)

Sokere 2

Magese pa’ale dakere duma bayi kua zōŋa/sika la tōgum yima yima la ŋwosum: “The New Colossus” ti Emma Lazarus gulese la “Still I Rise” ti Maya Angelous gulese la. Seba n gulese dakere duma la kua zōŋa/sika la tōgum loore tari la beni lasebaare dakere woo puan?

Sokere 3

Geele bise amakevẽki ti mina n gulese dakere la dike basera ti nyu’o n pa’ali nera la n de mina bōna dakere n de “Mother to Son” ti Langston Hughes gulese la. Bisera la yeletūsusum zi’an la mina n gulese dakere la putĩ’ire n de se’ere fu gāresego la puan.

PLC Session 22

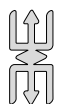
45 minutes

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.

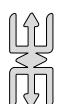
3. Plan the week's key assessment with your app

- 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 genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
 - 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 'Can I do this correctly, and do I understand why?'
- 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.

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

BAKOI 23

Zamesego Putĩ'ire: *Dakere yelesum duma gãresego*

Tagesego

Yuune 1

Bakoi 6: Sõse pa'ale Nuure Leregere, kó'om bisera kelesesunjo, bu'a la to'ore.

NYU'Ō KANKAŊI ZI'AN: DAKERE GÃRESEGO

Dakere n de sela amaambise: *Lebe bakoi duma 21 la 22 ta bise dakere n de sela la yelesi'a n nari ti fu bisera dakere gãresego puan.*

Yelesi'a ti fu nara ti fu bisera Dakere gãresego puan

1. **Nyu'ŋ:** Putĩ'ire la kankaŋi bii lasebase'ere ti dakere la tara la.
1. **Putĩ'ire foote:** La tari la putĩ'ire yela sōsera ti yela la gã'ata suŋa suŋa.
2. **Kua zŋa/sika:** Mina n guleseri dakere la aŋa bii hale ti a tara tu'usa ita la.
3. **Tŋgum:** Mina n gulese dakere la yelebea loosego, yelesum naane, la tŋgum naresum.
4. **Zāaleŋa yelekigela:** Sŋa n de wuu amakevẽki, makeŋe, asaala ŋwŋsum, la dāalum duma.
5. **Naane:** Dakere la tigesego n de wuu tigera naanjo la beensugela.
6. **Ba'asego voole limesego la mita:** Ba ni tara la ba'asego voole limesego la mita duma gulesa ti dakere la ana wuu yuune la.
7. **Zi'an:** Yeletũusum, buuri Malema yela, asaala bŋa zi'an ti ba gulese dakere la.
8. **Nimbāalega aŋa:** Mina n guleseri dakere la tari la putĩse'ere ti a wan ta'am ve'e gee kalum kāaleba la sũure.
9. **Gulesa putĩ'ire:** Gulesera la putĩ'ire n de se'ere la lasebaare la ti a dike bŋ'ora la.
10. **Dāalum:** Ba ni dike la lŋgerŋ, mu'unjo, bii yela asi'a ti a ze'ele bŋ putẽgile la.
11. **Aluusin:** Yesera yelesum duma busebo puan, daami yeletũusum (myths), bii yelesi'a n iŋe tole.
12. **Tŋgelima:** Tŋgeri la sela ti ba eera la yeŋe la sela n sirum iŋe la n boi yima yima se'em.
13. **Zāaleŋa yelekigela:** Sŋa n de wuu kŋnya'asi ayitulese, kŋdaasi ayitulese la kŋnya'asi.

Kāaleba san bisera yeŋe-ana wa ba wan ta'am nye bŋkere suŋa suŋa gee me gãrese dakere vũure, nyu'ŋ, la zāaleŋa yelekigela la zā'a.

Zamesego Tuuma

1. Gulesa tigera atā dakere ti di nyu'ŋ la dēna, “taaba putĩ'ira naŋa”.
2. Yesera sela ya pugum diŋe zamese dakere la puan yia yia sa la, pa'ale zāaleŋa yelekigela la zā'a n boi dakere la puan la.

Base Alakpikera Tū'a (Ernest Obeng)

Tiŋa la yuum ani suŋa me gee ti ba baŋe dɔge tu
 Tu sɔyaabeduma yuum gu'uri ka me la ba vo'osum
 Goo la yuum yu la gbiru, kulaasi la yuum yilese me gā
 Tuntɔnɔ la yuum tari magelum me, ka make bɔna zaŋa
 Tiŋa la ani suŋa me, dɔgum zi'an bɔ'ɔra nereba zo'e zo'e
 Sālema bɔŋa zi'an, taresum gā'a zi'an
 La yuum kɔ'om ka lebege bala tumam dabesa wa puan
 Bala la, beni ti tu wan dike alakpikera sagum ka
 Tu sūa nyaa ma'a ya, sālema iŋa
 Tu goto la yu ya, tu ziim sēle ya
 Tu bɔgesi ku'uri me, tu tiisi kiiri me
 Tu kulesi la lebegri la mu'uŋɔ duma
 Godūsi la, zɔta lebera ke lebera ke
 Tiŋa la nyaa gee la bēgerɔ la puusego ma'a
 La ani se'em wuu sa, de la lose'ere n ŋmati nɔa ayi la
 Tu sagum la yine lɔkɔ gee ka tī'isera tu beere yele
 Lagefɔ n de sela ti tu ɛera, tamena Gaana tu mayaaba tiŋa wa yele
 Ko'om zī'isi la nari ti si ki, tu wan ta'am nyu ligekɔba la?
 Tiŋa la ka nari ti ka le tara tiisi, tu wan ta'am di ligegɔnɔ la?
 Tu ka tari bumbu'um, tu tiŋa la nye kamaalego me
 Tu base ti ka sagum, beere duma n wan gake
 La san nara ti tu iŋe sela zina wa
 Base ya ti tu base tu li'isi tū'ura sālema la; alakpikera

(Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Pa'alego la Zamesego Tuuma

1. Zamesego pɔsega tɔgum: Zamesego deo la zā'a tuune:

- Maambise dakere n tari sela la.
- Sɔse pa'ale dakere n tari sela la.
- Sɔse pa'ale dakere gāresego sɔa la.
- Iŋe pa'ale ba gāresi dakere se'em.

2. Tigere tuune/alagentaaba zamesego: Abayi tuune.

- Kāale dakere yelesum la gɔŋɔ puan.
- Dike dakere gāresego sɔa la gārese dakere yelesum la ti fu nan kāale ba'ase wa.

Asɛɛsementi Daasi: DoK Beene 4 – Yire Tuune

1. Dike nyu'ɔ yelesere ti fumiŋa bɔta la fu gulese dakere n de beena anii ti ba yi'ira ti, 'sonnet' la yesera la fu nyeti yelesi'a n iti Gaana buuri malema puan la. (kāla 16)
2. Gārese pa'ale dakere la ti fu gulese la. (kāla 24)

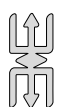
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

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

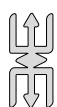
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 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is genuinely challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. identify the strongest content teacher in a group to lead this activity
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30 minutes**Enactment**

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

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

Yejo 10 Amaambise

Yenkuna wa de la ku maambise zameseseto woo ti ya zamese bakɔi duma 21, 22 la 23 puan la. La sɔse pa'ale la dakere n ani se'em. La me kelum sɔse pa'ale dakere n tari sela la a nimmu'ure yela. Laregere la di tari yelesi'a. puti'ire la kɔ'om boi ni la tu dike dakere n tari sela la gulese dakere duma yima yima la dakere buuri buuri gee me gārese dakere la ti tu gulese la. La eeri sela de la zamesereba la san ta ba'ase yejo la, ba wan ta'am dike ba nye mi'ilensebo la gārese dakere duma solemiine tɔgum la solemiine zāaleŋa puan.

ASSESEMENTI KANKAŊI KĀLE BU'A

BAKOI 21

Kāla bu'a tigesego (kāla 16)

	A ba'am mɔ me (kāla 7-8)	Suŋa suŋa (kāla 5-6)	A mɔ ya (kāla 3-4)	Nari demesego (kāla 1-2)
Sela n boi bini	Putĩ'ia la kɔ'om doose la taaba suŋa suŋa. Laseaare kɔ'om niɛ mɛ gee ti putĩ'ira dɛna nimmu'urɛ.	Putĩ'ira la zā'a kɔ'om doose taaba mɛ. Lasebaare duma kɔ'om niɛ mɛ gee ti putĩ'ira me dɛna nimmu'urɛ. Baseba n de vūyagama.	Putĩ'ira asi'a doose ya. Lasebaare ta'am ka niɛ, gee ti lasebaare baseba daga na nimmu'urɛ bɔ'ora tuune la.	Yelesum yɔŋa. Lasebaare ni ta'am ka niɛ gee ti lasebaare la me bɔ'ora nimmu'urɛ fĩi wa.
Yelebea mi'ilum la yelebea naresum la a gunguma	Tɔgum naresum n doose suga suŋa. Yelezuo mɔpi yelebea mi'ilum bɔna bini. Yelebea naresum la a gunguma tuure ka ba'am zo'e bala.	Tɔgum naresum la kɔ'om bɔna bini mɛ. Yelezuo mɔpi yelebea mi'ilum bɔna bini. Yelebea naresum la a gunguma tuure fĩi wa n boi bini gee ni ta make tara tuukāte.	Tɔgum naresum la saŋa kaseka ta'am ni ka doose suŋa. Ta'am ni ta muura ti ba base yelezuo mɔpi yelebea mi'ilum bɔna bini. Yelebea naresum la a gunguma tuure fĩi wa tuuleŋo la yelekāra asi'a.	Tɔgum naresum ni kɔ'om ka dɛna ma'a bɔ'ora tuune la. Fĩi wa bii amagese pa'ale pugum ka bɔna yelezuo mɔpi yelebea mi'ilum la puan. Tuure fĩi wa la yelebea naresum la a gunguma tuukāte.

BAKOI 22

Sokere 1

	A ba'am mɔ me (kāla 7-8)	Suŋa suŋa (kāla 5-6)	A mɔ ya (kāla 3-4)	Nari demesego (kāla 1-2)
Sela n boi bini	Pa'ale a ba'am mɔ me dakere la nyu'ɔ bɔkere la yeletūsum zi'an puan.	Pa'ali la dakere la nyu'ɔ la yeletūsum zi'an bɔkesune.	Pa'ali la dakere la nyu'ɔ la yeletūsum zi'an bɔkere baseba.	Pa'ali la dakere la nyu'ɔ la yeletūsum zi'an bɔkere n ka zo'e.
Gāresego	Biseri la dakere la n tari sela la nimmu'urɛ la sūzĩ'irego, dikera yela n nari magesa pa'ala.	Biseri la dakere la n tari sela la nimmu'urɛ yela asi'a gee tara yela magesa pa'ala zo'e.	Nyaŋe pa'ale dakere n tari sela gee me ta'am pēregera ti a pa'ale a nimmu'urɛ yela.	Dakere la n tari sela la gāresego ka zo'e.

Tigesego, naane la adoose ma'a.	Gulesego n doli naane la yebea gulesego la a nare-sum la a gunguma tuure ka zo'e.	Gulesego la ko'om dola la naane la n de se'em la. Ta'am ni tara yebea gulesego bii yebea naresum la a gunguma tuure.	Gulesego la naane ka niiri saŋa woo. Yebea gulesego bii yebea nare-sum la a gunguma tuukāra n ni ko'om bona bini.	Naanse'ere ti ba pugum mina la fii wa n ni bona bini. Tuure la ba'am zo'ora me.
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Sokere 2

	A ba'am mo me (kāla 7-8)	Suŋa suŋa (kāla 5-6)	A mo ya (kāla 3-4)	Nari demesego (kāla 1-2)
Sela n boi bini	Pa'ale a ba'am mo me dakere la nyu'o bokere la yeletūsum zi'an puan.	Pa'ali la dakere la kua zoŋa/sika la tɔgum loore bokesune.	Pa'ali la dakere la kua zoŋa/sika la tɔgum loore base-ba bokere.	Pa'ali la dakere la kua zoŋa/sika la tɔgum loore bokere n ka zo'e.
Gāresego	Biseri la dakere la n tari sela la nimmu'ure la sūzī'irego, dikera yela n nari magesa pa'ala.	Biseri la dakere la n tari sela la nimmu'ure yela asi'a gee tara yela magesa pa'ala zo'e zo'e.	Nyanje pa'ale dakere n tari sela gee me ta'am pēregera ti a pa'ale a nimmu'ure yela.	Dakere la n tari sela la gāresego ka zo'e.
Tigesego, naane la adoose ma'a.	Gulesego n doli naane la yebea gulesego la a naresum la a gunguma tuure ka zo'e.	Gulesego la ko'om dola la naane la n de se'em la. Ta'am ni tara yebea gulesego bii yebea naresum la a gunguma tuure.	Gulesego la naane ka niiri saŋa woo. Yebea gulesego bii yebea nare-sum la a gunguma tuukāra n ni ko'om bona bini.	Naanse'ere ti ba pugum mina la fii wa n ni bona bini. Tuure la ba'am zo'ora me.

Sokere 3

	A ba'am mo me (kāla 7-8)	Suŋa suŋa (kāla 5-6)	A mo ya (kāla 3-4)	Nari demesego (kāla 1-2)
Sela n boi bini	Pa'ale a ba'am mo me amakevēki bokere la yeletūsum zi'an puan.	Pa'ali la amakevēki tuune bokere, la yeletūsum zi'an puan.	Pa'ali la amakevēki tuuma asi'a bokere, la yeletūsum zi'an puan.	Pa'ali la amakevēki tuuma bokere n ka zo'e, la yeletūsum zi'an puan.
Gāresego	Biseri la dakere la n tari sela la nimmu'ure la sūzī'irego, dikera yela n nari magesa pa'ala.	Biseri la dakere la n tari sela la nimmu'ure yela asi'a gee tara yela magesa pa'ala zo'e zo'e.	Nyanje pa'ale dakere n tari sela gee me ta'am pēregera ti a pa'ale a nimmu'ure yela.	Dakere la n tari sela la gāresego ka zo'e.

Tigesego, naane la adoose ma'a.	Gulesego n doli naane la yelebea gulesego la a nare-sum la a gunguma tuure ka zo'e.	Gulesego la ko'om dola la naane la n de se'em la. Ta'am ni tara yelebea gulesego bii yelebea nare-sum la a gunguma tuure.	Gulesego la naane ka niiri sanya woo. Yelebea gulesego bii yelebea nare-sum la a gunguma tuukara n ni ko'om bona bini.	Naanse'ere ti ba pugum mina la fii wa n ni bona bini. Tuure la ba'am zo'ora me.
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BAKCI 23

Sokere 1

	A ba'am mo me (kala 4)	Suna suna (kala 3)	A mo ya (kala 2)	Nari demesego (kala 1)
Sela n boi bini	Ko'om nie doose me gee tara nimmu'ure nyu'.	Nyu' la ko'om nie me gee me dena nimmu'ure.	La ta'am ni ka nie pa'ale nyu' la n de sela bii ka tara nimmu'ure bo'ora tuune la.	La to me ti fu ta'am dike dakere la nae la nyu' la.
Zaaleŋa yele-kigela	Zaaleŋa yelekigela zo'e zo'e n ni bona bini ti la ta'am sunje mina n kaali la.	Zaaleŋa yelekigela boi bini ti la sunje la mina n kaali la.	Zaaleŋa yelekigela asi'a boi bini gee a ta'am ka tara sunje zo'e.	Zaaleŋa yelekigela fii wa n boi bini bii pugum ka bona bini.
Nigeŋo la yinum mi'ilum	Dakere la ani la suna gee gi'ira seba n kaali la puti'ira kalam kalam.	Dakere la boba asi'a n ani suna gee me basera ti seba n kaali la bota ti ba ba'ase dakere la.	Dakere n pae tara bii ka tara aŋa duma n ko'om zea do'.	Dakere la kaalego to me gee me ka za'asum.
Tigesego, naane la adoose ma'a.	Gulesego n doli naane la yelebea gulesego la a nare-sum la a gunguma tuure ka zo'e.	Dakere la ko'om dola la naane la n de se'em la. Ta'am ni tara yelebea gulesego bii yelebea nare-sum la a gunguma tuure.	Dakere la naane ka niiri sanya woo. Yelebea gulesego bii yelebea nare-sum la a gunguma tuukara n ni ko'om bona bini.	Naanse'ere ti ba pugum mina la fii wa n ni bona bini. Tuure la ba'am zo'ora me.

Sokere 2

	A ba'am mo me (kala 7-8)	Suna suna (kala 5-6)	A mo ya (kala 3-4)	Nari demesego (kala 1-2)
Sela n boi bini	Pa'ale a ba'am mo me dakere la nyu' bokere la yeletuusum zi'an puan.	Pa'ali la dakere la nyu' la yeletuusum zi'an bokesune.	Pa'ali la dakere la nyu' la yeletuusum zi'an bokere baseba.	Pa'ali la dakere la nyu' la yeletuusum zi'an bokere n ka zo'e.

Gāresego	Biseri la dakere la n tari sela la nimmu'ure la sūzĩ'irego, dikera yela n nari magesa pa'ala.	Biseri la dakere la n tari sela la nimmu'ure yela asi'a gee tara yela magesa pa'ala zo'e.	Nyanje pa'ale dakere n tari sela gee me ta'am pēre-gera ti a pa'ale a nimmu'ure yela.	Dakere la n tari sela la gāresego ka zo'e.
Tigesego, naane la adoose ma'a.	Gulesego n doli naane la yelebea gulesego la a nare-sum la a gunguma tuure ka zo'e.	Gulesego la kɔ'ɔm dɔla la naane la n de se'em la. Ta'am ni tara yelebea gulesego bii yelebea naresum la a gunguma tuure.	Gulesego la naane ka niiri sanya woo. Yelebea gulesego bii yelebea nare-sum la a gunguma tuukāra n ni kɔ'ɔm bɔna bini.	Naanse'ere ti ba pugum mina la fīi wa n ni bɔna bini. Tuure la ba'am zɔ'ɔra me.

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