



MINISTRY OF EDUCATION

Kasem

Berem Tɔnɔ Se Ko Pa Sɛkɔndere Sikuula

BERENO TɔNɔ



BENA YATɔ TU



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Kasem

Berem Tɔnɔ Se Ko Pa Sɛkɔndere Sikuula

BERENO TONɔ

Bena Yatɔ Tu



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

KASEM TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh



©2026 Ministry of Education

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



CONTENTS

INTRODUCTION FOR THE YEAR THREE TEACHER MANUAL	V
TAYUU: DWADA	1
Tayu-balaŋa: Dwaŋa/lara me na maŋe to	1
WIIKI 1 TU	5
Woyuu: Totoŋa kateiri botarebia na maŋe lara wone	5
WIIKA 2 TU	10
Woyuu Yiga tu: Dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa (Turn-taking)	10
Tayuu: DwaDa	19
Tayu-Balaŋa: Fɔnɔloji (Taane Sooro Kikia)	19
WIIKA 3 TU	21
Woyuu: Taane sooro kikia (soo jirim kikia)	21
WIIKA 4 TU	26
Woyuu: Taane sooro kikia (Selabole yedaa kikia)	26
TAYUU: DWADA	33
Tayu-balaŋa: Gare	33
WIIKA 5 TU	35
Woyuu: Tapun-yuu de Tapun-saŋena	35
WIIKA 6 TU	40
Woyuu: Tapun-yuu de tapun-saŋena	40
TAYUU: TAANE DE DE TOTODA	47
Tayu-balaŋa: Kasem Taane dem Poponem Wade	47
WIIKA 7 TU	49
Woyuu: Botarebia Moone	49
WIIKA 8 TU	54
Woyuu: Botarebu-doora moone	54
TAYUU: TAANE DE DE TOTODA	59
Tayu-balaŋa: Botarebia de ba yedaa	59
WIIKA 9 TU	61
Woyuu: Tapuni de de wo wonnu	61
WIIKA 10 TU	67
Woyuu: Tapuna Dwoa - Yedaa (Structure)	67
WIIKA 11 TU	71
Woyuu: Tapuna dwoa - Totoŋa (Function)	71

TAANE DE DE TOTODA	78
Tapun-balaṇa: Tapane poponem	78
Tayuu: Taane de de totoṇa	78
Tapun-balaṇa: Ni ṇwaṇa de poponem pipiriteo	78
WIIKA 12 TU	81
Woyuu: Ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning)	81
WIIKA 13 TU	90
Woyuu: Pipiriteo	90
WIIKA 14 TU	95
Woyuu: Pipiriteo Wade	95
TAYUU: NABAARA KIKIA DE DAM DIM	102
Tayu-balaṇa: Nabaara Kikia	102
WIIKA 15 TU	104
Woyuu: Kura (Festivals) Dim	104
WIIKA 16 TU	110
Woyuu: Ka kwei kura dim ka yeiri daane (Comparison) Ghana ne	110
TAYUU: NABAARA KIKIA DE DAM DIM	120
Tayu-balaṇa: Nabaara Kikia	120
WIIKA 17 TU	122
Woyuu: Toone	122
WIIKI 18 TU	128
Woyuu: Ka yeiri lui keim daane Ghana nabaara dwoa yam wone	128
TAYUU: LARA KASEM TAANE DEM NE	142
Tayu-balaṇa: Ni Lara	142
WIIKA 19 TU	144
Woyuu: Totoṇa lei	144
WIIKI 20 TU	149
Woyuu: Dwea Seina (Highlife) Lei	149
TAYUU: LARA KASEM TAANE DEM NE	157
Tayu-balaṇa: Poponem Lara	157
WIIKA 21 TU	159
Woyuu: Seina taane	159
WIIKA 22 TU	165
Woyuu: Seina Taane Wo Yeem (Appreciation)	165
WIIKI 23 TU	169
Woyuu: Seina Taane Wo Yeem	169

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

The Year Three Teacher Manual has two main objectives:

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

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

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

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

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

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

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

ACKNOWLEDGEMENTS

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

The writing team was made up of the following members:

National Council for Curriculum and Assessment	
Name of Staff	Designation
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Dr. Mercy Nyamekye	Ag. Director, Research, Planning, Monitoring, and Evaluation
Joana Adua Vanderpuije	Ag. Director, Instructional Resources Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Nii Boye Tagoe	Senior Curriculum Development Officer
Juliet Owusu-Ansah	Principal Curriculum Development Officer
Samuel Owusu Ansah	Principal Curriculum Development Officer
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer
Stephen Acquah	Principal Curriculum Development Officer
Thomas Kumah Osei	Principal Curriculum Development Officer
Ayuuba Sullivan	Principal Curriculum Development Officer
Dr.Jephtar Adu-Mensah	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Richard Teye	Principal Standards, Assessment and Quality Assurance Officer (SAQA)
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer (SAQA)
Bridget Aku Anku	Principal, Standards, Assessment and Quality Assurance Officer (SAQA)
Francis Agbalenyo	Principal Research, Planning, Monitoring and Evaluation Officer
Joseph Barwuah	Senior Instructional Resource Officer
Samuel Amankwa Ogyampo	Senior Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer

Writers		
Name	Name of Institution	Subject
Bernard Adobaw	West African Examinations Council	Accounting
Emmanuel Kodwo Arthur	Institute of Chartered Accountants, Ghana	
Benedicta Ama Yekua Etuafu	Ogyedom SHTS	Additional Mathematics
Innocent Nunana Duncan	KNUST SHS	
Benedicta Carbilba Foli	Pope John's SHS & Minor Seminary, Koforidua	Agricultural Science
David Esela Zigah	Achimota School	
Prof. Jakpasu Victor Kofi Afun	Kwame Nkrumah University of Science and Technology	
Eric Morgan Asante	St. Peter's Boys SHS	Agriculture
Prof. Frederick Adzitey	University for Development Studies, Tamale	
Akuffo Twumhene Frederick	Koforidua SHTS	Applied Technology
Emmanuel Korletey	Benso SHTS	
Firmin Anewuoh	Presbyterian College of Education, Akropong	
Isaac Buckman	Armed Forces SHTS	
Kunquuri Philip	Kumasi Senior High Technical School	
Lavoe Daniel Kwaku	Sokode SHTS	
Philip Turkson	St Joseph's SHTS, Bekwai	
Dr. Sherry Kwabla Amedorme	Univ. of Skills Training and Entrepreneurial Development	
Walter Banuenumah	Univ. of Skills Training and Entrepreneurial Development	
Wisdom Dzidzienyo Adzraku	Univ. of Skills Training and Entrepreneurial Development	
Abass Umar Mohammed	University of Ghana, Legon	Arabic
Mohammed Mahey Ibrahim	Tijjaniya Senior High School, Kumasi	

Writers		
Name	Name of Institution	Subject
Dr. Ebenezer Acquah	University of Education, Winneba	Art and Design Studio and Foundation
Dr. Mantey Jectey-Nyarko	Kwame Nkrumah University of Science and Technology	
Kwame Opoku-Bonsu	Kwame Nkrumah University of Science and Technology	
Seyram kojo Adipah	GES- Ga East	
David Kofi Oppong	Kwame Nkrumah University of Science and Technology	Aviation and Aerospace
Obed Frimpong	Zipline International	
Jo Ann Naa Dei Neequaye	Nyakrom SHTS	Biology
Paul Beeton Damoah	Prempeh College, Kumasi	
Dr. Daniel Akwei Addo	Kwame Nkrumah University of Science and Technology	Biomedical Science
Dr. Mrs. Dorothy Araba Yakoba Agyapong	Kwame Nkrumah University of Science and Technology	
Avole Baba Ansbert	Bolga SHS	Business Management
Emmanuel Caesar Ayamba	Bolgatanga Technical University	
Faustina Graham	GES HQ	
Bismark Kwame Tunu	Opoku Ware School, Kumasi	Chemistry
Patrick Nsobila Awumbire	Bolgatanga S.H.S.	
Francis Normanyo	Mt Mary College of Education	Christian Religious Studies & Islamic Religious Studies
Francis Opoku	Valley View University	
Haruna Zagoon-Sayeed	University of Ghana	
Kabiru Soumana	GES HQ	
Richardson Addai-Mununkum	University of Education, Winneba	
Seth Tweneboah	University of Education, Winneba	
Jusinta Kwakyewaa (Rev.Sr.)	St Francis SHTS, Akim Oda	Clothing and Textiles
Rahimatu Yakubu	Potsin T.I Ahmadiyya SHS	
Dordoe Raphael Senyo	Ziavi SHTS	Computing and ICT
Gaddafi Abdul-salaam	Kwame Nkrumah University of Science and Technology	
Kwasi Abankwa Anokye	Ghana Education Service	

Writers		
Name	Name of Institution	Subject
Gabriel Boafo	Kwabeng Anglican Senior High Technical School	Design and Communication Technology
Mensah Henry Angmor	Anglican Senior High School, Kumasi	
Phyllis Mensah	University of Skills Training and Entrepreneurial Development (	
Charlotte Kpogli	Ho Technical University	Economics
Salitsi Freeman Etonam	Anlo SHS, Anloga	
Daniel Kwesi Agbogbo	Kwabeng Anglican Senior High Tech School	Engineering
Dr Valentina Osei-Himah	Atebubu College of Education	
Benjamin Orrison Akrono	Islamic Girls' SHS	English Language
Esther Okaitsoe Armah	Mangoase SHS	
Kukua Andoh Robertson	Breman Asikuma SHS	
Perfect Quarshie	Mawuko Girls SHS, Ho	
Ama Achiaa - Afriyie	St. Louis SHS, Kumasi	Food and Nutrition
Lily-Versta Nyarko	Mancell Girls SHTS, Kumasi	
Osmanu Ibrahim	Mount Mary College of Education, Somanya	French
Mawufemor Kwame Agorgli	Akim Asafo SHS	
Comfort Korkor Sam	University for Development Studies, Tamale	General Science
Robert Arhin	S.D.A SHS, Akim Sekyere	
Ishmael Yaw Dadson	University of Education, Winneba	Geography
Prof Ebenezer Owusu -Sekyere	University for Development Studies, Tamale	
Raymond Nsiah-Asare	Methodist Girls' SHS, Mamfe	
Catherine Ekua Mensah	University of Cape Cape	Ghanaian Language
David Sarpei Nunoo	University of Education, Winneba	
Prof Kwasi Adomako	University of Education, Winneba	
Arko Blay Augustine	University of Education, Winneba	
Josephine Akosua Gbagbo	Ngleshie Amanfro SHS	Government
Anitha Oforiwah Adu-Boahen	University of Education, Winneba	
Prince Essiaw	Enchi College of Education	History

Writers		
Name	Name of Institution	Subject
Blessington Dzah	Ziavi SHTS	Literature-in-English
Juliana Akomea	Mangoase SHS	
Dorcas Akosua Opoku	Winneba SHS	Management in Living
Grace Annagmeng Mwini	Tumu College of Education	
Eric Abban	Mt. Marys College of Education, Somanya	Mathematics
Isaac Buabeng	Mamprobi Sempe 2 JHS	
Benjamin Ofori	Cocoa Research Institute of Ghana Primary School	Music
Cosmas W. K. Mereku	University of Education, Winneba	
Davies Obiri Danso	New Juaben SHS	
Prof. Joshua Alfred Amuah	University of Ghana, Legon	
Evans Kofi Mati	GES HQ	
Wilson Klebi	GES HQ	
Professor Emmanuel Obed Acquah	University of Education, Winneba	
Chris Ampomah Mensah	Bolgatanga S.H.S	Performing Arts
Doreen Deedee Quarcoo	University of Education, Winneba	
Dr. Latipher Osei Appiah-Agyei	University of Education, Winneba	
Albert Sackey	KNUST SHS	Physical Education and Health (Core and Elective)
Ebenezer Ewiah-Quarm	Nkroful Agric SHS	
Evans Asare Yeboah	Adisadel College	
John Benedict Nyarko	Adisadel College	
Mary Aku Ogum	University of Cape Coast	
Dr Linus Kweku Labik	KNUST	Physics
Sylvester Affram	Kwabeng Anglican SHTS	
Anthony Mensah	Abetifi Presbyterian College of Education	RME
Clement Nsorwineh Atigah	Tamale SHS	
Eliel Keelson	Kwame Nkrumah University of Science and Technology	Robotics
Isaac Nzoley	Wesley Girls High School	

Writers		
Name	Name of Institution	Subject
Jemima Ayensu	Holy Child Girls SHS, Cape Coast	Social Studies
Mohammed Adam, Ph.D.	University of Education, Winneba	
Simon Tengan	Wa Senior High Technical School	
Franklina Kabio-Danlebo	University of Ghana	Spanish
Mishael Annoh-Achampong	University of Media, Art and Communication	
Augustina Gloria Henyo	West African Examinations Council	Inclusive Education
Dr. Gideon Kwesi Obosu	University of Cape Coast	
Dr. Daniel Fobi	University of Education, Winneba	
Dr. Martha-Pearl Okai	University of Cape Coast	
Francis Kweku Essel	Ashesi University	
Richard Doku	Mampong/Akw SHTS For The Deaf	
Yao Mati Abotsi	Ghana Blind Union	
Seth Kwame Ativor	Okuapemman SHS, Akropong	
Bernard Duorinaah	Presbyterian College of Education	
Evans Odei	Achimota Senior High School	

Reviewers		
Name of Reviewer	Institution	Subject
Ms. Ivy Eklemet	Univ. of Professional Studies, Accra	Accounting
Francis Tornyenor	Pope John SHS & Minor Seminary, Koforidua	Additional Mathematics
Selina Acheampong	Univ. College of Agriculture and Environmental	Agricultural Science
Mr. Godwin B. K. Doli	Municipal Educ. Office, Amasaman	Agriculture
Abdullah Musah Abdullah	Univ. of Media Arts & Communication, UniMAC	Arabic
Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh	Art and Design Studio
Ernest Kwasi Elelakpodia	Hope College, Gomoa Fetteh	Art and Design Foundation
Okyere Kojo Alex	Ada College of Education	Automotive & Metal Technology
Dr. Augustine Akuoko Kwarteng	Univ. of Mines and Technology	Aviation & Aerospace Engineering

Reviewers		
Name of Reviewer	Institution	Subject
Rev. Joseph Kweku Delanyo	formerly of Hope College, Gomoa Fetteh	Biology
Dr. Irene Adzo Agbo	Univ. of Professional Studies, Accra	Biomedical Science
Mr. Alex A. Appah	Christ Calvary Prep. Sch.	Building Construction & Woodwork Technology
Mr. Emmanuel Boakye	Ghana Employers Association	Business Management
Joyce Okreyewa Odei	Hope College, Gomoa Fetteh	Chemistry
Rosemary Quarcoo	Department of Clothing and Textiles, UEW	Clothing and Textiles
Esme Serwaa Boateng	Ghana National College, Cape Coast	Design & Communication Technology
Dr. Kofi Kamasa	Department of Management Studies, UMaT	Economics
Dr. Emmanuel Ampoma Affum	Telecom Engineering Department, KNUST	Electrical & Electronics Technology
Dr. Albert Kotawoke Awopone	Univ. of Skills Training & Entrepreneurial Development	Engineering
Prof. Philip Gborsong	University of Cape Coast	English Language
Sylvia Baaba Yankey		Food and Nutrition
Gregory Nana Kobina Nketsia Mensah	Mfantsipim School, Cape Coast	French
Joyce Okreyewa Odei	Hope College, Gomoa Fetteh	General Science
Prof Kofi Adu Boahen	University of Education, Winneba	Geography
Prof. Regina Caesar	University of Education, Winneba	Ghanaian Languages
Clement Adu Acheampong	Prempeh College SHS, Kumasi	Government
Prof Wilson Yayoh	Univertsity of Cape Coast	History
Felicia Archeresuah	Nkoronza Technical Institute	Information Communication Technology
Dr. Frank Kwabena Nyarko	Kwame Nkrumah Univ. of Science and Technology	Manufacturing Engineering
Ezekiel Osei Bonsu	Bono East Regional Education Office, Nkoranza	Mathematics
Ms. Anna Holdbrooke	Swedru Senior High School	Management in Living

Reviewers		
Name of Reviewer	Institution	Subject
Prof Mark-Millas Fish	University of Education, Winneba	Music
Francis Maxwell Ayamba	Atebubu College of Education	Physical Education and Health Core
Sulemana Ahmed Tijani	Atebubu College of Education	Physical Education and Health Elective
Dr. Godfred Asare Yeboah	University of Education, Winneba	Performing Arts
Peter Bekoe	Our Lady of Mount Carmel Girls SHS, Techiman	Physics
Christain Kwarteng Mensah Oppong	Prempeh College, Kumasi	Religious and Moral Education
Dr. Yaw Okraku-Yirenki	Kofi-Annan Centre of Excellence in ICT	Robotics
Samuel Larbi	St Louis Girls SHS, Kumasi	Social Studies
Prof. Jonson Asunka	University of Ghana Legon	Spanish

Translators		
Subject	Name	Institution
EUE	Joseph Kofi Avunyra	Bureau of Ghana Languages
	Gabriel Kwame Agbemehia	University of Education, Winneba
GA	Eric Ashitey Tetteh	Mount Sinai Senior High School
	Vincent Nii Baah Bannor	University of Ghana
MFANTSE	Afari-Sackey Francis	Bisease Senior High School
	Margaret Mensah	Gomoa Central Education office
GONJA	Akuro JohnPaul	Salaga Senior High School
	Issahaku Yatasu	Buipe Technical Institute
KASEM	Catherine Abongwe	Paga Senior High School
	Monica B. Chirakezim	Awe Senior High Technical School
ASANTE TWI	Peter Fosu	Akrokerri College of Education
	Emmanuel Kyei-Poku	Wesley College of Education
AKUAPEM TWI	Dansoaa Gbeve Priscilla	New Juaben Senior High School
	Esther Ankomah Frempong	Barekese Senior High School

Translators		
Subject	Name	Institution
GURENE	Samuel Adongo Apaare	Accra College of Education
	Daniel Asom Akolgo	UEW Ajumako
NZEMA	Benjamin Agyarko	Nkroful Nyaneba Model School
	Arthur Alex Ebambey	GES, Nzema East Municipal
DANGME	Samuel Narh Kwao	Ada Senior High School
	Francis Tei Otchere Sarpong (Rtd)	GES
DAGAARE	Gilbieri Jonathan Laamiitey	GES, Sawla Tuna Kalba DEO
	Dorkar Sophia Miletaa	Fongo Islamic JHS, Wa
DAGBANI	Mohammed Abubakari Rashid	E. P. College of Education, Bimbilla
	Abu Amos	Zangbalun D/A JHS, Kumbungu
	Mohammed Osman Nindow	UDS, Tamale
GILLBT	Peter Wangara Amoak	
	Ernest Nniakyire	
	Mark Dundaa	
	Gilbert Konlan	
	Richmond Barnes	

POPWARA YIGA TU: TOTOŃA KATEIRI BOTAREBIA LARA MAŃA NE

TAYUU: ȦWAŃA

Tayu-balana: Ȧwana/lara me na mane to

Berem Teena: *Ma totona kateiri botarebia balo na mane to á bwe leile wonnu telo na jege te ke abam teo kom ne de logo bana teene dem ne to.*

Berem Teena Kamuna: Ke n bere ka lare lanyerane (effective communication) wakia wonnu tedwonna bana ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto wó ma totona kateiri botarebia balo na mane to ka ȡone leile wonnu telo na jege te ke abam teo kom ne de logo bana teene dem ne to ka toȡe dedaane ka ma ka lare lanyerane ya na mane tei to bana ne. Popwara kanto twonȡi kolo dé na zamese bene dedoa de bena yalei di sem ne to mo. Zenzamesa wó ma totona kateiri botarebia balo na mane to ba lare leile wonnu telo na jege te ke abam teo kom ne de logo bana teene dem ne to ye ba wó bere dedoa dedoa maȡa kweem/ pȡ se ko yi-m maȡa (turn taking) wakia kalo na mane to ba na wora ba lara. Popwara kanto ne, zenzamesa wó zamese dedoa dedoa maȡa kweem wakia kalo na mane to na ye kolo to de tei ba na wó ma ka ba toȡe to. Ba ta wó zamese kolo na tei ye ba ke dedoa dedoa maȡa kweem ȡwana maȡa ne to ba daare ba taa ke ko ba nii kelase ne, ye ba ke ko ba de maama ȡwea ne. Popwara kanto wó woli zenzamesa se ba ma totona kateiri botarebia balo na mane to ba bwe leile wonnu telo na jege te ke abam teo kom ne de logo bana teene dem ne to se ko pa ba taa wae ba lare lanyerane ye ba lara yam jege kuri. Popwara kanto jege ȡwaane ka pa-m, ko dage Kasem zamesem yerane bana ne amaa ka jege wola berem kateira yadwonna zamesem bana ne nenene Feilim de taana yadwonna de. Bereno kwaane se o ma berem chwei, berem zola de wonnu telo maama na wó zeini zenzamesa se ba ȡone ba bere ba bobona to ba maa zeini zamesem.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiiki 1 Tu:** *Ma totona kateiri botarebia na mane to n ma-n lare de maama (Use appropriate registers in everyday communication).*
- **Wiika 2 Tu:**
 - a. Bere dedoa dedoa maȡa kweem/ pȡ se ko yi-m maȡa wakeeru na mane to lara wone (Demonstrate appropriate turn taking skills in communication)*
 - b. Bwe leile wonnu telo na jege te ke abam teo kom ne de logo bana teene dem ne to bobwea ko tȡge de n na wó ma totona kateiri botarebia balo na mane to n toȡe tei to (Discuss contemporary local and global issues using the appropriate registers in the language).*

BEREM NATŌGA MAANA KUKUANU

Berem natŋga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege Chana Sŋrem baŋa ne (Problem-Based Learning (PBL)) dem jege se de ke de chwoðe selo na sŋre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tŋge da o zamesem boboŋa yadwonna de wade se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwoðe sedwonna nenene nŋono dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). Chwoðe sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sŋre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wó wane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwoŋi botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natŋga kalo na me ka toŋe popwara kanto ne to woli zenzamesa mo se ba taa jege wakeeru, kuri niiri de ka-boŋe ka-virigi. N na wó nii se n lware zenzamesa bam zamesem na vei tei to wó zeini mo se ba zamesem vu yiga. Ka-faŋe-ka-nii natŋga kalo na me ka toŋe to zeini bereno wom mo se o maane o nii zenzamesa bam ná nigi wonnu telo ba na zamese Kasem taane dem wone to kuri. Ywono diinim maŋa jei betŋ tu (Level 3) na ye ka-boŋe-ka-virigi to bwia yam ye se zenzameso wom tetere mo popone o bere o boboŋa woŋo baŋa ne. Zenzamesa wó kwei tayuu ba ke lelagem ko baŋa ne se ko maa maane ba na wó wane ba boŋe ba virigi tei to de ba na nigi dedoa dedoa maŋa kweem/pŋ se ko yi-m maŋa kuri chekke tei to. Ba ta wó ma totoŋa kateiri botarebia na maŋe to ba bwe leile wonnu telo na jege te ke abam teo kom ne de logo baŋa teene dem ne to. Berena jege se ba faŋe-ka-nii maŋa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko tŋge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Bereno Ka Maane Ka Gwaane Nŋn-dwi Maama da (Teacher's notes on Inclusion)

Ta-n yei: Bereno jege se o taa yei zenzamesa maama, ko woli de balo na jege bwona dwi dwi (Special Education Needs and Disabilities) to ni ne mo ko ná tu tŋnŋ zamesem totoŋe maama baŋa ne. Bereno jege se o pwooli o tigisi o zamesem dem se de maŋe de zenzamesa bam dedoa dedoa na wae ba zamese tei to mo ko tŋge de bereno na wó ma kolo ba bwoi we, “Universal Design for Learning (UDL)” o toŋe tei to.

N wó wane n ke tento ko tŋge de n na wó:

- Pa chwei dede na wó pa zenzamesa kwei ba tetere ba ke zamesem dem wone to (maana: ma kikia dwi dwi n toŋe nenene bobwea, nyenyero, totoŋa se zenzamesa ke, de kómpiuta wonnu na wó pa zenzamesa taa jege lago ba pae zamesem dem).
- Pa zenzamesa pwola se ba tóge chwei dede ba bere ba boboŋa (Maana: pa labaare ko tóge tapane, zombwori selo baŋa ba tóge da ba cheigi taane to, nyenyero, kebera, de wonnu maŋem kukuanu).
- Pa zenzamesa pwola se ba tóge chwei dede ba ke wonnu ba daare ba bere ba boboŋa (Maana: pa zenzamesa chwoŋa se ba tóge chwei dede nenene ŋwaŋa, poponem, naa wonnu lam baŋa ne, naa ba ta ma zeina zola ba toŋe).

Ko woli da, berena jege se ba nii berem chwoŋa kalo na maŋe to mo ko tóge de ba na wó nii kolo na jege ŋwaane ko pae zenzameso nenene n na wó pa zenzameso maŋa n woli da, ka ma zeina zola ka toŋe, pa totoŋa yalo kuri niiri na ye mɔle to, naa ka pa yuudwonna zeini daane ne ko ná maŋe. Chwei sento pae zenzamesa bam maama kwei ba tetere mo ba ke zamesem dem wone pae ko mae daane.

Magezina yalo maama na mae ya ŋɔɔne to jege se ya taa ŋɔɔne ya maŋe tei na wó pa ba taa ni to mo ye ya daare ya jege tayum na veere to. Magezina yam ye se ya taa jege wolo na wó ma jea o maŋe se zenzamesa balo na ye zɔkɔro to taa ni. Mini pwooni delo na wora sinii kom leem maŋa ne se ko pa nyenyero tem taa nae to ni ba jege se de taa damma balo na jege daanem ba yia ne to ŋwaane. Garew wonnu jege se te popone tei na wó woli balo na jege yia bwona to mo se ba de wane ba ga. Maana, lilwoa tɔn-gaaro (braille or ebraille), naa ba na wó ma leile ywono magezina (electronic formats) ba ke tɔn-garro se ko pa taana yalo na popone magezina yam wone to taa gara se lilwoa taa cheiga.

Zenzamesa balo na jege yedaa bwona to wó wane ba ma wonnu telo na wó leiri ba yera yam daa kam konto yuu ne to se ko pa ba ná dwei woŋo se ba ni dwaanem ba yera yam wone. Ba ta wó ma wonnu telo na maŋe to ba zeini ba tetere se ba taa wae ba via nenene gwaaro yutunnu, gwaaro nachei de wonnu tedwonna ne ba na lage ba jeini balei balei ba ke totoŋe, naa ba na lage ba jeini gurupa wone naa ba na lage se ba vu kelase dem yiga.

Zenzamesa balo na ye zɔkɔro to wó wane ba da bɔɔde (board) delo baŋa ba na tóge da ba lare to ba bere totoŋa yalo ba na ke to. Zenzamesa balo de na ware ba ŋɔɔne lanyerane to wó wane ba maase wolo na ŋɔɔne to nivɔɔro tem se ba lware o na te kolo to, naa ba ma jeŋa ba maŋe naa ba popone tɔɔɔ naa kómpiuta baŋa ne de ba tetere botarebia se ko pa ba ni taane. Zenzamesa balo zwa na ba ni lanyerane to jege se ba ke wonnu telo na maŋe to mo ba zwa ne se ko woli ba se ba taa ni. Zenzamesa balo na jege daanem yia seeni to wó wane ba tóge kómpiuta wo-zeinnu nenene ka ja poponem ka vu garew wone, kolo na puri tɔn-zwa ko tetere ne de wonnu tedwonna baŋa ne ba bere ba leira.

Zamesem Woyum (Learning Indicators)	Ywono Diinim Maŋa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei</i> (Assessment Strategy and/or mode)
3.1.1. LI.1 Ma totoŋa kateiri botarebia na maŋe to n ma-n toŋe de maama lara wone.	2	<i>Ka-ga-leira ka-bere kelase ne</i> (Class Presentation)

3.1.1. LI.2 Bere dedoa dedoa maŃa kweem/ pɔ se ko yi-m maŃa (turn taking) wakeeru na maŃe to lara wone.	3	Sɔŋɔ totoŋa (Homework)
3.1.1. LI.3 Ma totoŋa kateiri botarebia na maŃe to Kasem ne n ma-n bwe leile wonnu na jege te ke teo konto ne de logo baŋa maama ne.	2	Gurupi totoŋa (Project based)

WIIKI 1 TU

Zamesem Woyuu: *Ma totoŋa kateiri botarebia na maŋe to ba maa toŋe de maama lara wone*

WOYUU: TOTOŊA KATEIRI BOTAREBIA NA MAŊE LARA WONE

Gulim

Bene Yiga Tu	Wiiki 1 Tu de Wiika 2 Tu 1. Maŋe Kasem vawola yam memaŋa ko zege wonnu tento (maana: nivɔɔro kikia, dindeilimi zeŋim, de dindeilimi dem daa kalo na zeŋi to) baŋa ne. 2. Maŋe konsonanta yam na wo Kasem ne to memaŋa (maana: kwora mumunim, me sɔɔ kom na ke to de tatei sɔɔ kom na ke to).
Bena Yalei Tu	Wiiki Yiga Tu de Wiika Yalei Tu 1. Bere selabola dwoa (porem de peem) Kasem taane dem ne 2. Bwe selabole yedaa Kasem ne botarebia mɔɔnem baŋa ne.

Totoŋa kateiri botarebia memaŋa (Explanation of register): Totoŋa kateiri botarebia ye taana yalo dwi dwi ba na mae ba lara ko tɔge de kolo ŋwaane lara yam na lare to mo. Konto ye gɔgɔ /nɔɔno na me taane na maŋe to o toŋe totoŋa dwi dwi baŋa ne to mo. Maana, dé na vei dɔgeta sɔŋɔ naa asigiti, dé yeini dé ni botarebia mo dé na ba mae ba dé lare de maama. Maana mo ye, bochare magem, jana diinim, liri, liri jwonim jei, dɔgeta tu diga, neese tu, garelwei zɔɔm de tedwonna. Ne konto tei to, dé ta wae dé boŋe dé nii totoŋa kateiri botarebia balo na mae ba toŋe lɔɔ ne/ taane dim jei ne, wonnu bwoom baŋa ne, tɔɔ zamesem de totoŋa yadwonna baŋa ne.

Gɔgɔ na me taane ko toŋe ko chwoŋa ne a fɔge a te botarebia, konto ye ko yera de botarebu wom konto nɔɔ na me-ko toŋe lara de lara wone naa nɔɔno de nɔɔno na me-o toŋe. Maana mo ye botarebu wonto, ‘sɔŋɔ’ na me o toŋe varem de kɔɔ baŋa ne, ko zege ko pae ‘tio’ mo, konto pa se botarebu wom kuri ye o yera de o na me o toŋe nabiinu yedaa (yera daa) baŋa ne.

Me maama dé na wora to naa kolo/wolo maama dé na jeeri to, dé yeini dé ŋɔɔne taane delo na maŋe to mo dedaane dé cheiginu/cheigina bam ye dé ta nii kolo lara yam na te ko taane to mo. Taane delo dé na mae dé ŋɔɔna de balo dé na yei naa dé na jege yedaane de ba to ye de yera de taane delo dé na mae dé lare de nɔɔ-kamuna balo dé na wo me de ba to.

Totoŋa kateiri botarebia dwoa (Types of registers): Dé jege totoŋa kateiri botarebia na mae ba toŋe yiseena (Formal) de bwoŋa taana (Informal) wone to.

Totoŋa kateiri botarebia yiseena taane wone (Formal registers): Taana dwi dwi na me ya toŋe ko tɔge de ya na seene yia tei to, kolo chekke taane dem na te to, ye de tɔge wade selo na bere taane na jege se de taa ye tei chekke to. Totoŋa kateiri botarebia yiseena taane wone mae ba toŋe tɔɔ zamesem baŋa ne, totoŋa jei ne, naa kikia yalo maama na seene yia to wone mo se ko pa taane ta de veere, ye de pa se bobwea tere de wone, de maa ta bere zula, ye tento maama jege ŋwaane. Ba na me totoŋa kateiri botarebia yiseena taane wone ba toŋe, ko pa se lara mo veere ye ko pa se ka ba ni da taane kuri ba daga. Botarebia banto dwi bere cheigina bam, kolo ŋwaane ba na popone taane dem to, naa totoŋa jeiga kam mo negero. Ba jege kuri totoŋe wone ba na bere ywono de baare delo nɔɔna jege taane baŋa ne

to mo. Ba ná mē totoŃa kateiri botarebia yiseena taane wone ba toŃe lara wone lanyerane, ko pa se lara yam na lare kolo Ńwaane to kuri dem mo veere jasse, ye ya bere negero.

TotoŃa Kateiri Botarebia Yiseena Taane Wone Nyenyero (Characteristics)

Taane na zege Chekke (Standard language): TotoŃa kateiri botarebia yiseena taane wone ba mae botarebu-chichwoaru, botarebia balo kateira fenfee na yei to (regional dialects), de kwēera taana ba Ńōone taane na zege chekke to wone, ko jege se ko taa ye taane delo na maŃe to mo.

Botarebia kurim (Precise vocabulary): Yiseena taane yeini de mae botarebia kuri niiri na jege boboŃa belesem (technical), naa botarebia na meene ba tē to mo ba ke totoŃe dedwoŃi ye ba vei de kolo Ńwaane taane dem na popone to mo.

Tapuni kuni yedē (Complex sentence structures): Ba mae tapuni kuni, takuku-nabwona de tedwonna mo ba yeini ba maa popone yiseena taane.

Bobwea Tera (Objectivity): Yiseena taane tē che-pwona mo, de ba jege ka gwaane ka tetere boboŃa wonnu naa ko na ye tei n yera ne to da, de kampwara de wone.

Kwor-taŃa na bere zula (Respectful tone): Kwor-taŃa kalo na mae ka Ńōone yiseena taane to bere zula de negero mo.

TotoŃa kateiri botarebia bwoŃa taane wone: Taane dento dwi ye delo na wo seene yia, de maa ye yuudwoŃo / bwoŃa taane ye dé yeini dé Ńōone de dē maama dedaane dé badwonna, diga tiina, yuudwonna de ntanēete baŃa ne mo. Botarebia banto mae ba Ńōone yedanō, yeino de nōono nyenyego taane mo. TotoŃa kateiri botarebia na mae ba Ńōone bwoŃa taane to woli-m se n lware nōona dedē mo ye n ke yedanō de ba badwonna. Ko pa se nōono wae o bere o nyenyego, ko na ye tei o yera ne de o boboŃa. TotoŃa kateiri botarebia pae nōono wae o bere o na ye wolo to. Ko ta jege se-n maane we konto wone de, botarebia bam ta kuri ba teiri mo. Maana, a nōono, baaro, badwoŃi, ... to dwi maama ye balo na mae ba toŃe leile Ńwea taana wone to mo.

TotoŃa kateiri botarebia BwoŃa taane wone to Nyenyegero (Characteristics)

YuudwoŃo taane (Colloquial language): TotoŃa kateiri botarebia bwoŃa taane wone kuni dedē mae yuudwoŃo/kwēera ŃwaŃa mo ko toŃa, de botarebia balo kateira fenfee yei (regional dialects) to mo ba mae ba toŃe taane delo na wo seene yia to ne.

Botarebu-mwalo (Relaxed vocabulary): Botarebia balo dé na mae dé Ńōone dē maama to nenēene ka-gwoni botarebia ka-yage mo mae ba tē taane na wo seene yia.

Tapuni mōlo yedē (Simple sentence structures): Tapuni mwalo, ko woli de tapuna na wo toore de taane wonnu nenēene sōoro, botarebia de tacheiŃa na pa se taane vei lanyerane to mo ba mae ba Ńōone taane delo na wo seene yia to naa bwoŃa taane.

Nōono Tetere Kwor-taŃa (Personal tone): BwoŃa taane bere taro wom boboŃa de o nyenyego mo.

Meo (Familiarity): Dē maama lara ne naa bwoŃa taane wone balo na wora ba lare to mae botarebia na bere we ba yei daane to mo ba lara.

Zamesem Totoŋa

Bere totoŋa kateiri botarebia balo n na wó ta-n lage se n ni taana yanto dedoa dedoa baŋa ne to;

- a. *Maana: Dogeta na pɛ-m de se-n ba-n na-o: liri*
- b. *Mwoto naa loore kweeno na wora o ŋɔɔne de wolo na tu se o kwe o wonjo to: bireika, mwoto naa loore taya*
- c. *Wodi-yeiginu ŋɔɔne de wolo na lage o yeigi wodi to: zoŋa, wodi*
- d. *Berenon na bere jeilo to na ŋɔɔne de kelase bia: gwaane daane, le n yage*
- e. *Sikuuli bu na wora o zamese gɔgerem (art) totoŋa to ŋɔɔne de o berenon: nyenyego, berase, peinti,*
- f. *Bakeir-bu na ŋɔɔne de o nu-nakwe sikuuli bia siu maŋa ne: de-n wea, a jege yezura, n dana na,*
- g. *Badwonna balei na ŋɔɔne boole magem taane: mage n pa, boole, gwooli,*

Berem natɔga Maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baŋa ne (Problem-Based Learning (PBL)) nɔɔno dedoa dedoa totoŋe de gurupi totoŋe (individual and group work)

1. Gurupi totoŋe: Zenzamesa wó kuri tayuu kodwonjo botarebia ba nunji berenon na pɛ ba totoŋa kateiri botarebia balo to wone ba daare ba bwe ba bobwea.

Berenon taa beeri o nii se o woli se zenzameso maama da o ke totoŋe dem o daare o pa zeina yalo maama zenzameso dwi maama na wó taa lage to ne ko ná maje.

2. Zenzamesa balei balei totoŋe: Zenzamesa lwoni lara ba ke ba bere se ya zege bobonjekurim yadwonna baŋa ne nenɛene nabaara kikia (maana: wo-ywonjo (generosity), swono, ka ke wonnu ja ja (transparency), kampwara tera (fairness), de peenem (endurance)), Ka-nii-chɔɔ (Science), Tekenwoloji (Technology), Wonnu keim ywono (Engineering), de Jeelim (Mathematics) ye ba bwoi te maama kukuanu we STEM to, Baara de kaana ka taa mae daane (Gender Equality) de Ka taa gwaane nɔn-dwi maama wonnu keim wone (Social Inclusion) ye ba bwoi tento maama kukuanu we GESI to, ka gomese ka ma maana ka toŋe (energy efficiency), yezura (health), dedaane teo konto de teene dedwonna yera taana (local and international issues).
3. Kelase dem maama totoŋe (Whole class activity):
 - a. Nii n daare n cheigi ke-bera kam se n laam popone totoŋa kateiri botarebia balo na me ba toŋe to.
 - b. Kwei ba n gwaane de balo ba na pɛ abam totoŋe dwi dwi, jeiga dwi dwi, de tayum dwi dwi baŋa ne to wone.
 - c. Wolo na ŋɔɔne to me botarebia na bere yiseena to o toŋe lara yam maama wone na?

Wo-chɛero telo baŋa ne dé na wó ke Ka-faŋe-ka-nii to (Key Assessments): ‘DoK Level 2’ – Gurupa ka-ga-leira kelase ne

Ti na á yiga se á ba á ŋɔɔne kelase ne ba na ke bu yere pam tei abam daa kam ne to baŋa ne. (Makka 12)

- a. Popone totoŋa kateiri botarebia balo n na wó ma-n ɲɔɔne taane dem baŋa ne to n tiŋi.
- b. Bere kolo na ke ye ka-kuri totoŋa kateiri botarebia jege ɲwaane ye ko pae kolo dé na ɲɔɔne dedaane dé cheigina bam to veere to.
- c. Boŋe n nii ko na wó ke tei se totoŋa kateiri botarebia za ne cheigina bam ná bwei bwia.
- d. Ta n leira yam n bere kelase dem.

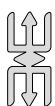
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

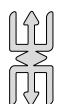
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

WIIKA 2 TU

Zamesem Woyum

1. Bere dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa (turn taking) wakeeru na maŋe to lara wone.
2. Bwe leile wonnu telo na jege te ke abam teo kom ne de logo baŋa teene dem ne to bobwea ko tɔge de n na wó ma totonja kateiri botarebia balo na maŋe to n toŋe to

Gulim

Bene Dedwe	Wiika 3 Tu: Popone n bere bobonj-kura n nunji lara yalo naa tapane delo na maŋe to ne. Maana: nabaara kikia (negero, woywoŋo, ka-se ka-pa daane de tedwonna), tɔnɔ zamesem, bu-yeiga, wonnu na gilimi debam, sabu-seja koom, GESI, de tedwonna.
Bena Yalei	Wiika 2 Tu: 1. Maŋe kwori na ye kolo to se ko veere, se-n daare n nii de dwoa (Maana: kuri, baŋa, tetare, diinim de tedwonna) de de totonja, 2. Bwe kwori totonja bobwea (Maana, taane wade, botarebu de kateiri taana baŋa ne)

WOYUU YIGA TU: DEDOA DEDOA MAŊA KWEEM/ Pɔ SE KO YI-M MAŊA (TURN-TAKING)

Dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa (Turn-taking) na ye kolo to: Konto ye lara/ ŋwaŋa maŋa ne balo na ŋɔɔne to na yeini ba zuri yera ba pa daane se ko ná yi wolo maŋa se o ŋɔɔne to mo, ye konto pa se lara yam vei lanyerane ye ya jege kuri. Nɔɔno dedoa mo yeini o ŋɔɔne ye wodwoŋi/babam cheiga, konto bere we nɔɔna balo na ŋɔɔne to ba læene daane ba nɔɔna lara maŋa ne. Konto mo pa se nɔɔna tɛ ba bobonja ba bere daane ye ba ba læene daane yɔɔ yerane, ko maa pa se ba ni da taane kuri ye lara yam vei lanyerane.

Dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa natɔgese (turn taking strategies):
Dedoa dedoa maŋa kweem dage bedwe nabaara kikia yadaara de jei maama ne. Wade mo yeini se bere pɔm dem dedwarem na wó taa mae tei to, wonnu na wó tigisi tei de ŋwaŋa kam na wó ŋɔɔne tei lara maŋa ne to. Maŋa kadwoŋi ne, balo na wora ba lare to yeini ba læene daane mo kuni dede ba ŋɔɔne, babam maa yeini ba da zula chwoŋa ne ba ŋɔɔne ye ko wo yi ba maŋa. Taana yalo ba na wae ba dae yiga ba tea se ba daare ba læene ba ŋɔɔne zula chwoŋa ne to mo ye, a lwoori se a de a ni da naa, a wó wane a woli woŋo da na, ko woli de bwia yalo na wó zeini ba se taane veere to. Se n wane n zeini dedoa dedoa maŋa kweem kikio kom, woli zenzamesa se ba lware we ba jege se ba pa zula mo nɔɔna badwonna se ba yé de ba ni ba taane wone ba na wora ba nɔɔna. Bereno wó wane o ke o bere o daare o bere zenzamesa tetei ba na wó wane ba ma ni taane naa ba yera yam mɛ maama ba bere we ko yi nɔɔno wodwoŋi maŋa se o ŋɔɔne. Zeini zenzamesa se ba zuri ba yera ba daare ba taa pɔe se ko na yi ba maŋa se ba ŋɔɔne. Bereno ta wae o mae wonnu telo na nae de yia to o bere ko na ye wolo maŋa se o ŋɔɔne lara maŋa ne to.

Kolo ŋwaane dé ke dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa (turn taking) ŋwaŋa / taane maŋa ne

Ko woli se balo na ŋɔɔne to wane ba pa se lara yam vu lanyerane mo. Ko ta pa se nɔɔna balo na lare to yedaane nua ye ba lware daane ko tɔge de ko na wó zeini zenzamesa se ba lare de

nɔɔna badwonna zula chwoŋa ne tei to. Ko maa ta woli balo na ŋɔɔne to se ba bere ba boboŋa na ye tei woŋo kolo ba swoi to baŋa ne lara wone. Ko daa ta woli pa se balo na ŋɔɔne to jege baare de ŋwaŋa wakia de maama lara wone. Ko woli pa se nɔɔna cheigi lanyerane ko tɔge ko na wó zeini zenzamesa se ba cheigi se ba daare ba ni labaare delo badwonna na jege to kuri se ba laam wane ba leiri de. Ko ta zeini zenzamesa se ba taa jege lara wakia ko tɔge de ko na wó bere ba se ba lware maŋa kalo de tatei ba na wó bere ba boboŋa, ba daare ba pa leira yalo na maŋe se ko tɔge lara na jege se ya taa vei tei to. Ko woli pa se dé ni wade selo na pa se lara ywomma to kuri, nenɛene ka-zuri yera, ka-bere boboŋa de ka-pa ka dwonji chwoŋa se o ŋɔɔne se ko zeini kuri niiri. Ko ta woli da, ko pa se dé wae dé tetere dé jaana: ba ná pɔge pa ko yi ba maŋa ye ba ŋɔɔne, ko bere bia ba na wó wane ba bane ba ja tei to na ye wo-cheɔ nabiinu ŋwea ne to mo.

Ka ke dedoa dedoa maŋa kweem/pɔ se ko yi-m maŋa (turn-taking) ka bere: Berena nii se ba pa pwola se zenzamesa ke ba bere ba yuudwonna bam ba na ke dedoa dedoa maŋa kweem tei to. (Zenzamesa wó wane ba mage nikantɔɔ tayuu baŋa ne, ye ba laam kwei maŋa se ba dedoa dedoa ga ba leira yam ba bere kelase dem ko tɔge de wonnu telo ba na se ba pa de telo ba na wo se to baŋa ne, ba pa leira balo na wo se banto boboŋa yam to baŋa ne). Tayum tedwonna maana mo tento:

1. Ba pa chwoŋa se zenzamesa balo na wo sekɔndere sikuuli ne to taa jege fwoona sikuula yam ne na?
2. Tega yibia leirim na jege daanem delo wodiiru keim naa te bero baŋa ne de tega kam kweem baŋa ne to. (Bia bam ke dedoa dedoa maŋa kweem se ba ma ba bere da boboŋa de kolo na wó zeini to).
3. Ba we n tɔge bobwea yadwonna yiga mo tayuu konto baŋa ne; ‘Che se nɔɔna yé ma worabaaro ba toŋe sikuula yam ne’. Ke na á bere á na wó ke tei á ke konto to. (Nii wonnu tento: nii tatei balo na wora ba ke nikantɔɔ kom to na leene daane ba ŋɔɔne zula chwoŋa ne to, ba bwei bwia se wonnu veere te pa ba ye ba nii se nia sam kwe, ba bere ba boboŋa ye ba pa leira balo na wo se banto boboŋa yam to baŋa ne). N wó ke te mo n da bobwea yam yiga se ya ke?

Berem Natɔga Maana (Pedagogical Exemplars)

Gurupi totoŋe/ Ka gwaane daane ka zamese (Group work/Collaborative learning)

1. Kelase dem maama bobwea keim
 - a. Jwoori á nii boboŋe kura se ko tɔge de á na wó la/maŋe woŋo se ko zege taane na nae/kwei wonnu tei to baŋa ne.
 - b. Pa se zenzamesa balo ywono na vei yiga to ke ba bere pɔ se ko yi n maŋa/ dedoa dedoa maŋa kweem na ke tei lara wone to.
 - c. Cheigi na zombwori wo lara se á da dedoa dedoa maŋa kweem/pɔ se ko yi n maŋa (turn-taking) naga kam á ke lara yam bobwea se ko tɔge de á na ke dedoa dedoa maŋa kweem dem tei to (naa konto tera) ko tɔge de kolo n na nigi/maase to wone.
2. Zenzamesa balei balei totoŋe (Pair work)
 - a. Ma na dedoa dedoa maŋa kweem na maŋe to á lare se ko zege bereno na pe abam maana (scenario) yadwonji to baŋa ne.

- b. Kuri tapane n nuŃi wonnu nenene nabaara kikia, 'STEM', 'GESI', ka gomesa ka ma mna ka toŃe (energy efficiency), digiru kweem, abam teo kom de teene dedwonna yera taane, de yezura baŃa ne á daare á ga de, popone na boboŃ-kuri(a) yam na wo lara yam wone to se á daare á bwe ya bobwea ye á baa swei se á toŃe dedoa dedoa maŃa kweem/po se ko yi n maŃa (turn-taking) wade sem.

Ka-faŃe-ka-nii: Betu tu (DoK Level 3): Ka-bone ka-virigi: SoŃo totoŃe, dedoa dedoa nyem

1. N toŃe n wo gurupi ne mo se á ke bobwea na te kura dim Ghana ne to taane.
 - a. MaŃe n na wo ke tei n ma dedoa dedoa maŃa kweem chwodea kam n ma-n toŃe n gwaane n kwora bobwea yam ne to. (Makka 7)
 - b. Bwe wonnu tetu telo Ńwaane ba na ke dedoa dedoa maŃa kweem lara wone to. (Makka 3)
2. Dé kwei ko we nmo mo ye nikantogɔ magem tigusim dem na wo abam sikuuli dem ne to yiga tu, bwe chwei setu nmo na wo da se ko zeini nikantog-magenam bam se ba ma dedoa dedoa maŃa kweem/po se ko yi n maŃa (turn-taking) ba toŃe to. (Makka 5)

Woyuu Balei tu: Tayum na jege te ŃoŃe (Topical issues)

Leile wonnu taana (**Contemporary issues**): Leile taana ye taana yalo na jege Ńwaane ye ya te nabiina yedaane, poletagesa naa pipiu taana na jege daanem kateiri baŃa ne to mo. Ya nam ye taana yalo na maŃe se ŃoŃa bwe ya bobwea se ba bere ba boboŃa ya baŃa ne to, ba tiŃi wadaa ya Ńwaane naa kateiri kwei zega ya baŃa ne to mo. Taana yanto dwi woli pa se dé lware ŃoŃa boboŃa ye ya zeini gɔmente de wade tiŃim, ye ya bere yedano kolo na wora gɔmente dedaane de ŃoŃ-bia laŃa ne to.

TotoŃa kateiri botarebia na maŃe to tayum tedwonna baŃa ne: Botarebia balo ŃoŃo maama na yei ba ni ne ye ba jege botarebia bam konto ba ke totoŃa dwi dwi se ko pa lara vu lanyerane to. Maana, botarebia badwonna na mae ba toŃe totoŃa yadwonna naa wonnu tedwonna baŃa ne;

Varem de kɔŃo: Varem de kɔŃo wonnu lelagem wone, wodiiru keim, vara niim, ywona, tega, vala, wo-bia, kara, popoŃo, ywona goŃnem, varem zola, ...

Sabu-seŃa koom Ńweene: na, sabu-seŃa, magazina, tega, wonnu na gilimi debam to, tio, naneero/bwi, ...

TɔŃo zamesem: Kelase, bereno, zenzamesa, tɔŃno, yutunnu, kelase diga, teesa, garem, ywono, zamesem ne, ...

Kompiuta ywono: Kompiuta, labaare, imeeli, AI, Wi-Fi, ntanete, de tedwonna, ape (app), ...

Zamesem TotoŃa

TotoŃa kateiri botarebia bam na wo kuri ne to bere we ba ye totoŃa yo nyem mo?

- a. botarebu, takukua, tacheiŃi, poponem makka, yereleirinu, ...
- b. kɔŃte, tadira, loya, taane dim, ŃoŃo na ke o sa, dansea, sareya, ...
- c. digiru, na-lɔŃo, ni-cheo, liri, yezura, ...

Berem Natɔga Maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning)

1. Nɔɔno dedoa dedoa totoŋe de gurupi totoŋe
 - a. Zenzamesa bwɛ chwei selo dé na wó tɔge da dé taa nii wonnu telo na gilimi debam to baŋa ne na jege ŋwaane tei to.
 - b. Zenzamesa maase botarebu-yum telo na mɛ te toŋe bobwea yam ne to.
 - c. Zenzamesa mɛ botarebu-yum tem ba ŋɔɔne tayum telo na wo ba kateiri dem ne to taane.
 - d. Zenzamesa ta dɛ naga kam konto ba ŋɔɔne bereno na kuri tayuu kolo se ba ŋɔɔne ko baŋa ne to taane.

Wo-chɛɛro telo baŋa ne dé na wó ke Ka-faŋe-ka-nii to: ‘DoK Level 3’ – Gurupi Totoŋa Kuri tayum tento wone dedoa

Ma totoŋa kateiri botarebia na maŋe to n ma-n;

- a. yɛ n bere logo baŋa teene maama ka pipi daane na jege kolo ko ke Ghana pipiu baŋa ne to.
- b. zane n bere kolo na wo yiniga de yezura niim laŋa ne teene delo na wora de jiri to wone.
- c. bere n boboŋa tega yibia leirim na jege kolo ko ke varem de kɔɔ baŋa ne Ghana ne to n daare n bere chwei selo na wó che daanem dem konto to.

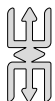
PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

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

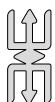
- The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

2. 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

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



Note

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

30 minutes

Enactment

3. 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?

iii. did any misconceptions surface and if so, how were they addressed?

5 minutes

Reflection

4. 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).
5. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
6. 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.

Ka-jwoori ka-nii Popwara Yiga Tu (Section 1 Review)

Popwara kanto ke bobwea totonja kateiri botarebia balo na mane lara wone to baŋa ne, dedoa dedoa maŋa kweem garem maŋa ne de totonja kateiri botarebia na mae ba toŋe tayum telo naŋa na jege ba ŋoŋe to baŋa ne. Ka mane totonja kateiri botarebia dwa seina ka bere zenzamesa. Ka bwe totonja kateiri botarebia na mane lara wone to bobwea. Ka ta zamese chwoŋe selo ba na toŋe da ba ke dedoa dedoa maŋa kweem to de kolo ŋwaane dedoa dedoa maŋa kweem jege nyooŋe lara/ŋwaŋa wone to. Ko woli da, ka bere zenzamesa tayum telo taane ba jege ba ŋoŋe leile to na ye kolo to ye ka bere zenzamesa se ba ma dedoa dedoa maŋa kweem chwoŋe sem ba ke bobwea tayum telo naŋa na jege ba ŋoŋe to baŋa ne. Ba daa ta wó wane ba ma dedoa dedoa maŋa kweem ba toŋe ba de maama ŋwaŋa wone se ko pa ba lara de ba badwonna vu lanyerane. Dé jege teena we zenzamesa ná zamese popwara kanto ba ti, ba wó ma dedoa dedoa maŋa kweem natogese sem ba toŋe me naŋ-kogŋ na yeini ba bwe tayum telo naŋa na jege ba ŋoŋe to bobwea. Ba wó na ywono kolo ba na wó wane ba mo botarebia na jege kuri, ba bere poŋrem delo na wo botarebia bam kura yam laŋa ne to de ba na wó ma botarebia balo na mane to ba lare lanyerane tei to.

TATEI N NA WÓ MAKKE KA-FAŋE-KA-NII KOM TO WIIKI 1 TU

Makka yam na wó vu tei to (Rubrics for scoring the presentation)

Wakeeru (Skills)	<i>Ko tiini ko lamma ko gaale</i> (Makka 4)	<i>Ko tiini ko lamma</i> (Makka 3)	<i>Ko gare mo/ ko mane mo</i> (Makka 2)	<i>N jege se n terege mo</i> (Makke 1)
---------------------	--	---------------------------------------	--	---

Ka-ga-leira (boboŋe dem nyɔɔne) (Presentation (Content and organisation))	Kolo na wo kelase leira yam garem ne to bwe bu yere pam na ye kolo chekke to de chwei selo ba na tɔge da ba maa ke de to. Ba ke lelagement mo ba na labaare delo chekke na wó vu de taane dem to. Kolo ba na wó ta taane dem baŋa ne to jege se ko taa ye chega mo ye ba wó tigisi ko se ko pa ko kuri veere jasse. Kolo maama na manje se ko maa ta bu yere pam taane to jege se ko taa wora mo.	Kolo na wo leira yam garem wone kelase ne to ye se ko bere we zenzamesa bam nigi chwei selo ba na tɔge da ba ke bu yere to kuri, kolo na me ko ta bu yere pam na ye kolo to jege se ko manje de taane dem mo ye ko tigisi lanyerane. Wonnu tem manjem wae te dae bedwe naa ba wae ba ba nae taana ba maa zeini boboŋa yalo ba na bere to. Wonnu telo na manje to jege se te taa wora mo.	Leira yam garem kelase ne bere we zenzamesa nigi bu yere pam na ye kolo to kuri. Maana wonnu fenfee yerane mo wora lelagement dem ba na ke ba na labaare delo taane dem baŋa ne to wone, ye ba nyɔɔne chega taane dem baŋa ne ye/naa ba ta taana yalo na me ya zeini wonnu telo ba na tage to. Leira yam jege wonnu na wo manje daane, wonnu na tage te dwoori de/naa wonnu na wo tage te veere.	Leira yam garem kelase ne bere we zenzamesa wo nigi bu yere pam na ye kolo to kuri (maana, bu yere pam na ye kolo to manjem). Ba na me bu yere pam totoŋa kateiri botarebia balo ba popone to ba daga. Wonnu telo ba na me ba ta bu yere pam na ye kolo to wo manje daane ye/naa te vugimi boboŋa. Wonnu telo na manje se te taa wo taane dem wone to tera ye te ta wo tigisi lanyerane.
Ka-ga-leira (Wonnu tigusim) (Presentation (Design))	‘Slides’ yam ke ya tɔge chwoŋa lanyerane ye ya tiini ya lamma, ye ya ta jege pwoli na ye napwonnu, nyenyero na lamma, poponem dem maa manje yiga ye ya jege nyenyero na me te toŋe pa ko tɔge chwoŋa. Tusim tera (wonnu kuri niiri, poponem makka, botarebia bam poponem de tedwonna maa- ma tɔge chwoŋa) ‘slides’ yam baŋa ne.	‘Slides’ yam ke ya tɔge chwoŋa chekke ye ya lamma, ye ya ta jege pwoli na ye napwonnu, nyenyero na lamma, poponem dem maa manje yiga ‘slides’ yam de zanzam ne. Nyenyero maa ma te toŋe pa ko tɔge chwoŋa. Tusim wora fenfee yerane mo (wonnu kuri niiri, poponem makka, botarebia bam poponem de tedwonna baŋa ne) ‘slides’ yam baŋa ne.	‘Slides’ yam jege wonnu nenene pwoli na ye napwonnu, nyenyero, de/naa poponem maama ya wone amaa te wo manje daane ye/naa ya jege wonnu tedwonna na me te toŋe te tiini te gaale naa te na me te toŋe tei to na wo tɔge chwoŋa. Tusim wo wonnu tedwonna wone (wonnu kuri niiri, poponem makka, botarebia bam poponem de tedwonna baŋa ne) ‘slides’ yam baŋa ne.	‘Slides’ yam ba lamma ye ya wo jege nyenyero fenfee naa ya manje ya ba jege nyenyero ye/naa nyenyero mo tiini te su ya wo. Wonnu, (nenene nyenyero), ná me te toŋe, ba ba jaane te ba tui ‘slides’ yam dedoa dedoa wone. Leira yam garem manja ne, wonnu wo tigisi lanyerane se ko pa boboŋa yam maama na wo taane dem wone to te taane dedwe. Tusim gaale (wonnu kuri niiri, poponem makka, botarebia bam poponem de tedwonna baŋa ne) ‘slides’ yam wone.

Ka-ga-leira (ka-ma-ni ka-tole) (Presenta- tion (Oral delivery))	Leira yam gage ya tɔge chwoŋa lanyerane chekke ye ba tɔge maŋa kalo ba na pɛ gurupi maama to (miti fiinlei). Gurupi dem nɔɔna bam dedoa dedoa leira yam garem mae daane mo. Ba leira yam na ye tei to de ba na gage ya tei to bere we ba ti ba yiga mo.	Leira yam gage ya tɔge chwoŋa lanyerane ye ba bere ka lare lanyerane wa- keeru, ba maa daare fee se ba tɔge maŋa kalo ba na pɛ gurupi maama to (miti fi- inlei). Gurupi dem nɔɔno maama gaga ye wonnu tedwonna na wo ba leira yam wone to bere we ba ti ba yiga mo.	Leira yam gage ya tɔge chwoŋa ye ba bere lara wakeeru ted- wonna. Ba leira yam garem maŋa gaale/wo yi maŋa kalo ba na pɛ gurupi maama to (miti fiinlei). Gurupi dem nɔɔno badwonna gage ba dwoni babam. Ba jege se ba ti ba yiga ba dwoni ba na ke tei to.	Leira yam wo gage ya tɔge chwoŋa ye ba bere we ba ba jege lara wakeeru ted- wonna. Ba leira yam garem maŋa tiini ko gaale/muri maŋa kalo ba na pɛ gurupi maa- ma to (miti fiinlei) ye/ naa gurupi dem nɔɔno maama wo tɔge o ga leira yam. Ko bere we ba wo ti ba yiga mo.
--	---	---	---	---

WIIKA 2 TU

WOYUU YIGA TU

1. a) *Se n wane n pa ba ma dedoa dedoa maŋa kweem ba toŋe to, ke wonnu tento:*
 - i. *Tiŋi wade (Establish ground rules)*
 - ii. *Pa maŋa se ba maa ŋɔɔne (Use a speaking order)*
 - iii. *Zeŋi n jea se ko bere (Raise hands for signals)*
 - iv. *Le nɔɔno se o da bobwea yam yiga (Appoint a facilitator to manage the discussion)*
 - v. *Cheigi lanyerane (Listen attentively)*
 - vi. *Ta-n nege maŋa (Respect time)*
 - vii. *Ŋɔɔne de nɔɔno maama se o kwaane o bere o boboŋa (Encourage participants to contribute)*

Popone/bwoŋi dedoa dedoa maŋa kweem wakeeru terepae tem baŋa ne – pa makka 7

Popone/bwoŋi wakeeru tem teredo memaŋa yam wone -pa makka 6

Popone/bwoŋi wakeeru tem tenu memaŋa yam wone – pa makka 5

Popone/bwoŋi wakeeru tem tena memaŋa yam wone – pa makka 4

Popone/bwoŋi wakeeru tem tetɔ memaŋa yam wone – pa makka 3

Popone/bwoŋi wakeeru tem telei memaŋa yam wone – pa makka 2

Popone/bwoŋi wakeeru tem dedoa memaŋa yam wone – pa makke1

b) *Wonnu tento mo bere kolo ŋwaane ye ko ye konto to:*

- i. *Ko pae negero*
- ii. *Ko pae nɔɔna bam dedoa dedoa kikia mae daane*
- iii. *Ko pae nɔɔna poore yera ba ke kikia lela lela*
- iv. *Ko cho ka ke ka dwoni daane*

v. *Ko woli kuri niiri*

vi. *Ko pae nɔɔna ke yedaane de badwonna*

Wolo na pɛ baŋa wonnu tem wone tetɔ - pa makka 3

Wolo na pɛ baŋa wonnu tem wone telei – pa makka 2

Wolo na pɛ baŋa wonnu tem wone dedoa – pa makke 1

Jwoori n vu n nii wakeeru telo na wo bwia 1a ne to se n pa wakia kalo maama na wo sikuuli nikantɔɔ magem totoŋe dem ne to makke dedoa.

WOYUU BALEI TU (Makka 16)

	<i>Ko tiini ko lamma ko gaale</i> (Makka 7-8)	<i>Ko tiini ko lamma</i> (Makka 5-6)	<i>Ko gare mo/ ko maŋe mo</i> (Makka 3-4)	<i>N jege se n terege mo</i> (Makka 1 - 2)
Boboŋe dem Nyɔɔne (Content)	Boboŋa yam popone ya yalese pa ko tɔge chwoŋa. Labaare dem taane dem wone to veere maŋa maama ye boboŋa yalo ba na bere to vei de kolo ba na popone ko baŋa ne to.	Boboŋa yam maama popone ya yalese. Labaare dem taane dem wone to maama veere ye boboŋa yalo ba na bere to yeini ya vei de kolo ba na popone ko baŋa ne to. Wonnu tedwonna wo maŋe daane.	Boboŋa yadwon-na mo popone ya yalese. Labaare dem taane dem wone to wo veere maŋa kadwoŋi ne, ye labaaare dem dedwoŋi ta ba vei de kolo ba na popone ko baŋa ne to.	Tapun-mollo. Labaare dem taane dem wone to wo veere ye de fenfee yerane mo vei de kolo ba na popone ko baŋa ne to.
Botarebia de taane wade (Vocabulary and grammar)	Totoŋa kateiri botarebia na maŋe to mo mae ba toŋe maŋa maama. Botarebia dede na vei de tayuu kom to mo mɛ ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee yerane mo.	Totoŋa kateiri botarebia na maŋe to mo mɛ ba toŋe. Botarebia dwi dwi na vei de tayuu kom to mo mɛ ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee yerane mo ye maŋa kadwoŋi ne tusim dem daga.	Totoŋa kateiri botarebia na wo maŋe maŋa kadwoŋi ne to mo mɛ ba toŋe. Ba kwaane se ba ma botarebia na vei de tayuu kom to ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee mo ye de ke de tulisa, ye maŋa kadwoŋi ne tusim dem daga.	Totoŋa kateiri botarebia na wo maŋe to mo mɛ ba toŋe. Botarebia na vei de tayuu kom to ba daga naa ba maŋe ba tera. Tusim wonnu kuri niiri baŋa ne ye fenfee mo ye tedwonna daga, tusim dem ta maa ke de tulisi.

POPWARE SELEI TU: TAANE SƆƆRO KIKIA / FƆNƆLƆJI

Tayuu: **ŋwaŋa**

Tayu-Balaŋa: **Fɔnɔlɔji (Taane Sɔɔro Kikia)**

Berem Teena: *Ma ywono kolo n na jega taane sɔɔro kikia ne to n toŋe lara wone.*

Berem Teena Kamuna: Bere ywono de kuri niiri sɔɔro kikia baŋa ne Kasem taane dem ne.

Ta-n yei konto ni ne

Ke zenzamesa bam gurupa ne n pa ba gurupi lelagem totoŋe Wika yatɔ ne n daare n pa ba maŋa se ba maa gurim de kem. Ma Appe de ba bwoi we SS to se-n ma-n pane lelagem totoŋe dem dedaane de makka yam na wó vu tei to. Zenzamesa bam na gurim ba lelagem totoŋe dem jege se de makke mo ko ne ni ne ye makka yam kwei ya ke SAP kom ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto twoŋi bobwea yalo na ke sɔɔro kikia baŋa ne bena yalo na ke to wone mo. Zenzamesa wó bwe sɔɔro kikia, zamese selabole kikia dwi dwi ye ba daare ba bwe selabole yedaa kikia Kasem taane dem ne. Ywono konto mo wó woli se ba wane ba popone botarebia, ba bwoŋi botarebia ba daare ba ga se ko tɔge chwoŋa, ye ba ta daare ba ni botarebia kuri lanyerane. Ko woli da, ywono konto ta wó zeini se lara taa jege kuri ye ŋwaŋa de taa vei lanyerane. Ko ta woli da, ko wó zeini zenzamesa se ba mɔ botarebia ye ko pa se zenzamesa taa yei botarebia de. Ko daa ta woli da, taane sɔɔro kikia kuri niiri zeini se zenzamesa mo lware wadɛ selo na wo taane wone to memaŋa, de taane na leiri tei maŋa de maŋa to. Popwara kanto jege ŋwaane ka pa-m, ko dage Kasem zamesem yerane baŋa ne amaa ka jege wola berem kateira yadwonna zamesem baŋa ne nenɛne Feilim, French de taana yadwonna de. Bereno kwaane se o ma berem chwei, berem zola de wonnu telo maama na wó zeini zenzamesa se ba ŋɔɔne ba bere ba boboŋa to ba maa zeini zamesem ne.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

Wiika 3 Tu: *Maŋe taane sɔɔro kikia memaŋa Kasem taane dem ne. (Maana: sɔɔ jirim kikia (Explain phonological processes specific to the language of study. (E.g., assimilatory processes))*

Wiika 4 Tu: *Bwe taane sɔɔro kikia memaŋa Kasem taane dem ne. (selabole yedaa kikia (Discuss the phonological processes specific to the language (syllable structure processes))*

BEREM NATƆGA MAANA KUKUNUA

Berem natɔga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning (PBL)) dem jege se de ke de chwode selo na sɔre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tɔge da o zamesem boboŋa yadwonna de wadɛ se ko dage ka weeni ka bere

boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwoɗe sedwonna nenɛɛne nɔɔno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwoɗe sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sɔre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wó wane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwoŋi botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natɔga kalo na me ka toŋe popwara kanto ne to wó maase zenzamesa ywono diinim, kuri niiri de ka-boŋe ka-virigi baŋa ne. N na wó nii se n lware zenzamesa bam zamesem na vei tei to wó zeini mo se ba zamesem vu yiga. Ka-faŋe-ka-nii natɔga kalo na me ka toŋe to zeini bereno wom mo se o maane o nii zenzamesa bam nigi wonnu telo ba na zamese Kasem taane dem wone to kuri na. Level 2 ye tapane kukwi bwia mo zenzamesa na wó leiri ye ba laam ba kelase ba ga ba bere kelase dem se bereno nii zenzamesa na wae ba ɲɔɔne tei taane baŋa ne to. Level 3 bwia yam maa ye se zenzameso wom tetere mo popone o bere o boboŋa woŋo baŋa ne naa ka-kwei tayuu ka-ke lelagem ko baŋa ne se ko maa maane zenzamesa na wó wane ba boŋe ba virigi tei to de ba na nigi taane sɔɔro kikia kuri chekke tei to. Berena jege se ba faŋe-ka-nii maŋa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko tɔge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Zamesem Woyum (Learning Indicators)	Ywono Diinim Maŋa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei (Assessment Strategy and/or mode)</i>
3.1.2. LI.1 Maŋe taane sɔɔro kikia memaŋa Kasem taane dem ne. (Maana: sɔɔ jirim kikia).	2	<i>Tapane (Essay)</i>
3.1.2. LI.2 Bwe taane sɔɔro kikia bobwea Kasem taane dem ne (selabole yedaa kikia).	3	<i>Lelagem totoŋe (Case study)</i>

WIIKA 3 TU

Zamesem Woyuu: *Maɲe taane sƆƆro kikia memaɲa Kasem taane dem ne (Maana: sƆƆ jirim kikia*

Gulim

Bene Yiga Tu	Wiika 2 Tu 1. Maɲe vawola na zege mɛ botarebia wone Kasem ne to se ko veere (Maana, botarebu boboa ne, tetare ne, kweila ne. 2. Maɲe kɔnsonanta na zege mɛ botarebia wone Kasem ne to se ko veere (Maana, botarebu boboa ne, tetare ne, kweila ne.
Bene Yalei Tu	Wiika 2 Tu: Bwɛ kwori totoɲa bobwea (Maana, taane wadɛ, botarebu de kateiri dedwoɲi taana baɲa ne).

WOYUU: TAANE SƆƆRO KIKIA (SƆƆ JIRIM KIKIA)

Taane sƆƆro kikia memaɲa (Explanation of phonological processes):

Taane sƆƆro kikia ye kikia mo na ke ne maɲa kalo wolo na wora o ɲɔɔne to na wae o kwei sƆƆro o leiri tedwonna yuu ne se ko pa ɲwaɲa ke mwale yerane to mo. Dé ta wó wane dé ta we ko ye wadɛ selo nɔɔno na yeini o ma o toɲe se ko pa se sƆƆro naa botarebia beeri ke mwale to mo. Taane sƆƆro kikia yam wae ya pɔɔre kuni bele mo, sƆƆro jirim kikia de selabole yedaa kikia. N wó yeini n maane wonnu tento dedoa dedoa n ná wora n ɲɔɔne maɲa ne yerane mo.

Taane sƆƆro kikia dwoa (Types of phonological processes)

SƆƆ jirim kikia (Assimilatory processes) ye taane sƆƆro kikia mo na pa se sƆƆ na bwola de kodwoɲi, ko beeri laam yeini ko ba ko nye de ko na bwola de kolo to mo. Kikia yanto mo pa se sƆƆro nyenyero wae te leira ko tɔge de te na zege te twe de sƆƆro telo botarebu wone to. Kikia yanto woli mo se dé lware wadɛ selo na cho sƆƆro na toɲe tei taane wone to, ye ko ta wae ko pa se taane dem wonnu tedwonna leira maɲa kadwoɲi ne. SƆƆ jirim kikia yam tɔge chwei dede mo ya ke, nenɛene yalo na wo kuri ne to.

Ni gugurim (Labialisation): Konto ye kɔnsonante na yeini de kwei ni gugurim nyenyego de woli nyenyero telo dento tetere na maɲe de jega to ne ko tɔge de ba na ke de mɛ ni dem wone to mo. Konto yeini ko ke maɲa kalo kwaga vawola yam, nenɛene /u, o, ɔ/ naa vawole chichworo /w/ na tɔge kɔnsonante kwaga botarebu beeri maɲa ne to mo. Makke delo/woɲo kolo na mae ko bere ni gugurim to ye [^w] mo. Maana mo ye botarebia balo na saɲe to, dé wó na we ni gugurim wora ba beeri maɲa ne: dwane [d^wane], kwei [k^wei], pu [p^wu], go [g^wo].

Momɔɲɔɲɔ (Nasalisation): Konto ye maɲa kalo ni sƆƆ na yeini ko zege ko bwola de momɔɲɔɲɔ kɔnsonante to mo. Vawola mo yeini ya wae ya jiri momɔɲɔɲɔ sƆƆro, amaa maɲa kadwoɲi ne, kɔnsonanta yalo keim maɲa ne vio na tɔge ni ko nuɲi to yadwonna de ye momɔɲɔɲɔ sƆƆro mo. Makke delo na bere momɔɲɔɲɔ to ye [[~]]. Maana, na [nã], mu [mũ], de yadwonna.

Vawola nimɔɲɔ (Vowel Harmony): Kikia yanto ye maɲa kalo vawola yalo nyenyero na ba nye daane botarebu wone to laam na tu ya nye daane ɲwaɲa nyenyego kodwoɲi baɲa ne to mo. Kasem botarebia poponem ne, vawola yam yeini ya kuri ya ni mo ya zoore botarebia wone. Vawola nimɔɲɔ wadaa kam ɲwaane, Kasem vawola fuga kam pɔɔre ya ke di selei ne

mo, sete A de sete B. Sete A vawola yam mo ye /i, e, ɜ, o, u/; ye sete B vawola yam ye /a, ɛ, ɔ, ʊ, ɪ/. Kuni dede, di selei sento vawola ba leene daane ko ná dage we botarebia balei naa kɔɔ mo ga gwaane daane ba mɔ botarebu dedoa naa botarebu wom na dae Kasem botarebu chekke mo. Maana: bia, bwoŋi, sinuga, (sete A vawola yerane mo wo botarebia banto ne); kaane, sole, vole, (sete B vawola yerane mo wo botarebia banto ne de); botarebu, nikaana, (botarebia banto mɔɔnem wo tɔge vawola nimɔɔ wadaa kam beŋwaane botarebia balei mo gwaane daane ba mɔ botarebia bam konto dedoa dedoa.)

Zamesem Totoŋa

1. Zane taane sɔɔro kikia yam na wo Kasem taane dem ne to wone n bere te na ye kolo to.
2. Maŋe se ko veere taane sɔɔro kikia yanto kuri ne to na ye yalo to:
 - a. Ni gugurim (Labialisation)
 - b. Selabole lweem (Elision)
 - c. Momɔŋɔɔ (Nasalisation)
3. Pa taane sɔɔro kikia yam dedoa dedoa maana yalei yalei.
4. Zamese botarebia banto beeri, se-n pa n boboŋa vu taane sɔɔro kikia yalo na wora ba beeri maŋa ne to.
 - a. Keinseini
 - b. Taankugu
 - c. Kambia

Berem Natɔga Maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning): Nɔɔno dedoa dedoa totoŋe de gurupi totoŋe:

1. Gurupa na jege zenzamesa ywono na ba mae daane to
 - a. Gurupa wó ke bobwea se ya maŋe ‘taane sɔɔro kikia’ na ye kolo to se ya daare ya pa maana.
 - b. Gurupa wó boŋe se ba na wonnu ba maa ke bobwea sɔɔ nyenyego jirim kikia dwoa yam baŋa ne nenɛene ni gugurim, vawola nimɔɔ, de momɔŋɔɔ.
 - c. Zenzamesa wó jeini gurupa ne ye ba pa ba daare ba zane botarebia na ye maana ba pae sɔɔ nyenyego jirim kikia yam dedoa dedoa dé na bwe ya bobwea to.
2. Zenzamesa balei balei totoŋe (Pair work)

Zane botarebia balo ba na pɛ-m to wone n daare n maane n nii sɔɔ nyenyego jirim kikio dwi delo na me ko toŋe to (bereno kwaane o nii botarebia se ba maŋe de sɔɔ nyenyego jirim kikia yam)

 - a. Ga n leira yam se kelase dem maama bwe ya bobwea.

Bereno taa beeri o nii se o woli se zenzameso maama da o ke totoŋe dem o daare o pa zeina yalo maama zenzameso dwi maama na wó taa lage to ne ko ná maŋe.

Wo-cheero telo baɲa ne dé na wó ke Ka-faje-ka-nii to: DoK Level 2 – Maɲa Dedoɔ Lelagem Totoɲe (Research Project)

1. Maɲe sɔɔro nyenyego jirim kikia yaɔ memaɲa Kasem taane dem ne n daare n pa ya dedoa dedoa maana yaɔ yaɔ.
2. Maɲe serem delo na wora segelem (epenthesis) de lweem (elision) laɲa ne n daare n pa maana yaɔ yaɔ Kasem taane dem wone.

Lelagem tayuu se ko ma ko ke maana

Nmo kateiri dem ne, n maane we se lara vu lanyerane to, cheigim de dedoa dedoa maɲa kweem mo jege se ko taa wora ɲwaɲa maɲa ne. jeini na gurupa ne se á:

- a. Lelage/daane á nii tatei nɔɔna na mae dedoa dedoa maɲa kweem ba toɲa ba na wora ba ke bobwea sɔɲɔ ne naa sikuuli ne to.
- b. Bere n na wó ke wonnu telo se ko pa ɲwaɲa de cheigim taa lamma to.
- c. Popone n daare n ke n bere kukuanu tatei nɔɔna na mae zula taane de dedoa dedoa maɲa kweem ba sɔre chana kateira yam wone to.

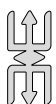
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

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

3. 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).
4. 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

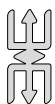
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

5. 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**

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

**Note**

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

30 minutes**Enactment**

7. 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**

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

10. 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.

WIIKA 4 TU

Zamesem Woyuu: *Bwɛ taane sɔɔro kikia Kasem taane dem wone (selabole yedaa kikia)*

Gulim

Bene Yiga tu	Wiika 2 1. Maɲe vawola na zoore botarebia wone tei Kasem taane dem ne to (Maana, botarebu boboa ne, tetare ne de kweila ne. 2. Maɲe kɔnsonanta na zoore botarebia wone tei Kasem taane dem ne to (Maana, botarebu boboa ne, tetare ne de kweila ne.
Bena yalei	Wiika 2 1. Maɲe se ko veere kwori na ye kolo to se n pa n bobɔɲa taa wo de dwoa yam baɲa ne. 2. Bwɛ kwori totoɲa yam bobwea (maana, taane wade, kateiri dedwoɲi taana baɲa ne.

WOYUU: TAANE SƆƆRO KIKIA (SELABOLE YEDAA KIKIA)

Taane sɔɔro kikia (Explanation of phonological processes) na ye kolo to: Taane sɔɔro kikia ye maɲa kalo wolo na wora o ɲɔɔne to na wae o kwei sɔɔro o leiri tedwonna yuu ne ɲwaɲa ne to mo. Dé ta wó wane dé ta we ko ye wade selo nɔɔno na yeini o ma o toɲe se ko pa se sɔɔro naa botarebia beeri ke mwale to mo. Taane sɔɔro kikia yam wae ya pɔɔre ya zege tento, selabole yedaa kikia, ka leiri woɲo yuu ne kikia, de/naa nyenyego jirim kikia. Yanto dedoa dedoa ye kikia yam yadwonna mo kwei ya gwaane daane.

Selabole yedaa kikia Kasem taane dem ne: Kikeeru tem konto tedwonna mo ye ka-woli sɔɔ botarebu wone (epenthesis), sɔɔ naa selabole lweem (deletion), sɔɔ naa selabole zega jei leirim (metathesis), de tedwonna:

Sɔɔ / selabole lweem (Deletion/Elision): Sɔɔ naa selabole lweem ye taane sɔɔro kikia mo sɔɔro naa wonnu tedwonna na yeini te le botarebu wone maɲa kadwoɲi ne se ko pa se botarebu wom beeri ke mwale to mo. Kikia konto pa se botarebia bwɔɲim ba chamma ye kolo na pa se keim dem konto ke to zege taane kikia wonnu dwi dwi baɲa ne mo, ne sɔɔro beeri de sɔɔro tem zega jei ne te na bwola de telo to mo bere sɔɔ nujim. Konto yeini ko ke de maama taane wone mo, mɛ kom sɔɔro tedwonna na yeini te lwei te daare se botarebu wom beeri ke mwale mwale ye o kuri ta toore to. Sɔɔ lweem ke botarebia balo dé na mae dé lare de maama taane wone to mo, dedaane botarebia balo dé na jwoɲi dé nuɲi ta-ge wone to. Sɔɔ lweem wae ko ke se ko pa selabole yedaa tɔge chwoɲa, ko fɔge ko dage n na lage n jwoɲi botarebia n nuɲi ta-ge wone. Ko wae ko leiri botarebu nyenyego de o yedaa. Sɔɔ lweem wae ko ke botarebu daa kalo maama ne de ko maɲe o boboa ne, tetare ne, dedaane kweila ne. Ko wae ko pae botarebu nyenyego leira ye konto pa taane yedaa de zae.

Sɔɔ lweem (Deletion) ke totoɲe na jege ɲwaane chekke to mo ko na tu ka taa ni taana dwi dwi de wonnu na leiri tei taane wone to baɲa ne, konto nam mo wó zeini se n lware n na wó ɲɔɔne tei nɔɔna wone de kateira yadwonne ne to. Sɔɔ lweem wae ko ke jei dwi dwi ne mo botarebu wone.

- Botarebu boboa ne: Ko wae ko ke botarebu boboa ne maɲa kalo boboa sɔɔ/sɔɔro naa selabole dem na lwei botarebu beeri maɲa ne to. Maana: ka-kɔɔ --- kɔɔ; nasɔɲo ---sɔɲo.

- b. Botarebu tetare ne: Konto ye maɲa kalo lweem dem na ke botarebu tetare ne to mo. Maana: kambi-balaɲa ('a' mo lwei), na-kamunu ('ao' mo lwei), chwo-zwono (selabola yalei 'ro' de 'na' mo lwei). Poponem de ɲwaɲa maɲa ne mo sɔɔ kom naa selabole dem yeini de lwei botarebia bam wone. Amaa, botarebia balo na saɲe to ne, ɲwaɲa maɲa ne mo sɔɔ kom yeini ko lwei: dae ('g' mo lwei).
- c. Botarebu kweila ne: Lweem dem yeini de ke botarebu wom kweila ne mo. Maana: sikuuli ----sikuu/sukuu, kali --- kal (jaw), saɲe --- saɲ, de yadwonna.

Sɔɔ gwaanem / segelem (*Epenthesis*): Konto ye taane sɔɔro kikio mo na yeini ko pa se sɔɔ gwaane botarebu wone se ko pa botarebu beeri wane ko tɔge taane dem wadaa naa se ko pa botarebu wom selabole yedaa kam tɔge chwoɲa. Ka-kwei sɔɔ ka-gwaane botarebu wone yeini ko pwe kɔnsonanta yalo na tɔge da kwaga ye ko wo maɲe to mo daane se ko pa botarebu wom wane o bwoɲi lanyerane ('bucket' wó ji 'bɔgete', 'plate' wó ji 'pileiti'). Sɔɔ gwaanem / segelem kikio wae ko tui botarebu wom daa kalo maama ne de ye ko laam jege daanem botarebia mɔɔnem de ba beeri baɲa ne. Ka-kwei sɔɔ ka-gwaane botarebu wone yeini ko ta ke se ko che kɔnsonanta mo se ya yé kweeli botarebia taana dede wone (Maana: 'ball' wó ji 'bɔɔle', 'court' wó ji kɔɔte). Se n ni ka-kwei sɔɔ ka-gwaane botarebu wone kuri to woli mo se n ye taane n lware tei de na mae sɔɔro de toɲa se ko pa botarebia beeri taa ye mwale to. Maana: 'Government' wó ji 'gɔɔmente', 'pen' wó ji 'pɛene'.

Sɔɔro naa selabola zega jei leirim/tulimim (Metathesis) ye kikio mo na yeini ko leiri sɔɔro naa selabola zega jei naa ko fɔge ko tigisa sɔɔro botarebia wone pa se ba beeri leiri. Kikio konto yeini ko ke ko tetere ne mo se ko pa leira ba taane dem wone, ye konto ta wae ko jaane leira ko tui sɔɔro wade selo na woli se taane ɲɔɔne de tɔge chwoɲa to baɲa. Sɔɔro naa selabola zega jei leirim/tulimim ye kikio kolo kom, wolo na ɲɔɔne to, na ke tei se ko pa botarebia beeri taa ye mwale naa boboɲa yam na yeini ya ke kolo to woli nɔɔno mo se o wane o ɲɔɔne lanyerane ye ko leiri taane dem, ne ko na kwei maɲa. Maana, de maama taane wone, dé yeini dé ni nɔɔna na bwoɲi botarebia ba tusa/dwoora. Zenzamesa de berena ke daane se á beeri maana á kateira yam ne. Maana mo tento feilim ne se n ma-n ke kuri niiri: "cholera" can be pronounced as "chorela", "malaria becomes maralia", "animal becomes aminal" and lasuku becomes lakusu.

Zamesem Totoɲa

1. Bere n daare n maɲe selabole yedaa kikia yam na jege kolo se ya ke botarebia banto baɲa ne to:
 - a. 'Bucket' wó ji bɔgete
 - b. 'Tomatoes' wó ji chamantoa
 - c. 'sikuuli' wó ji-sikuu
2. Bere botarebia banto selabole yedaa kam (V, KV, KVK, etc.) na ye tei to
 - a. Kukula
 - b. dem
 - c. Kambia
3. Bere Kasem taane dem selabole yedaa kam na ye tei to.
4. Pa botarebia maana na bere selabole yedaa kam to.

Berem Natɔga Maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baɲa ne (Problem-Based learning): nɔɔno dedoa dedoa totoɲe de gurupi totoɲe:

1. Gurupa na jege zenzamesa ywono na ba mae daane to (Mixed ability group)
 - a. Bwɛ taane sɔɔro kikia bobwea se n pa n boboɲa taa wo selabole yedaa kikia baɲa ne (Sɔɔ naa selabole lweem (elision), sɔɔ naa selabole zega jei leirim (metathesis), ka woli sɔɔ botarebu wone (epenthesis)).
 - b. Pa maana yato yato kikia yam dedoa dedoa baɲa ne n daare n zane ya wone.

2. Zenzamesa balei balei totoɲe (Pair work)

Zane botarebia balo ba na pe abam to wone se á daare á maane á nii selabole kikia dwoa yalo na mɛ ya toɲe to bobwea se á daare á ga á leira yam kelase ne se ba bwɛ ya bobwea.

Wo-chɛero telo baɲa ne dé na wó ke Ka-faɲe-ka-nii to: ‘DoK Level 3 – Wonnu lelagem totoɲe

Lelagem totoɲe

Abam kateiri dem ne, nmo maane we botarebia badwonna beeri ye de yera de ba poponem na ye tei to. Beeri botarbia bam konto dwi fiinnlei n popone n tiɲi se n daare n lelage n nii sɔɔro kikia yalo na ke ba baɲa ne to. (Makka 100)

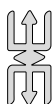
PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

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

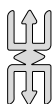
- a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

Ka-jwoori ka-nii Popware Selei Tu (Section 2 Review)

Popwara kanto jwoori ka nii wonnu telo maama berem na ke te baɲa ne wiika yalei yalo na ke to ne mo. Popwara kanto ne, ba maɲe taane sƆƆro kikia yadwonna Kasem taane dem ne to memaɲa ba bere zenzamesa. Dé zamese sƆƆ jirim de selabole yedaa kikia yam na ye kolo to. Dé jege teena we, zenzamesa na zamese popwara kanto ba ti, ba wó bere ywono de kuri niiri taane sƆƆro kikia yanto baɲa ne ye ywono kom konto laam wó zeini ba se ba wane ba bwoɲi botarebia se ba tɔge chwoɲa ba daare ba ga lanyerane. Ba bwe taane sƆƆro kikia dwoa yalei yam dedoa dedoa dwoa yam de bobwea ye ba gwaane maana na maɲe to da se ya kuri dem veere jasse.

TATEI N NA WÓ MAKKE KA-FAŋE-KA-NII KOM TO

WIIKA 3 TU

1. SƆƆ jirim kikia ye ni gugurim (labialisation), momɔɲɔɔ (nasalisation), de vawola nimɔɔ (vowel harmony) mo.

Ya dedoa dedoa maɲem de maana yatɔ yatɔ wffi na makka yatɔ yatɔ.

Ya dedoa dedoa maɲem de maana yalei yalei wó na makka yalei yalei.

Ya dedoa dedoa maɲem de maana dedoa dedoa wó na makke dedoa dedoa.

2. Serem chekke dem ye:

1. Kikia: segelem gwaane wonnu mo da, amaa lweem le wonnu mo de yaga.

2. Daanem (Effect): segelem leiri taane dem yedaa de de kuri mo, amaa lweem leiri beeri mo ye de pae beeri ke mɔle mɔle amaa de ba leiri botarebia kura kuni dede.

3. Ko na te kolo to (context): Segelem de lweem ke taane kikia dwi dwi wone mo, nenene mɔfena/botarebia mɔɔnem, sƆƆro keim, de tapuna mɔɔnem baɲa ne.

Serem dedoa dedoa bobwea de maana yatɔ yatɔ wó na makka yatɔ.

Serem dedoa dedoa bobwea de maana yalei yalei wó na makka yalei.

Serem dedoa dedoa bobwea de maana dedoa dedoa wó na makke dedoa.

WIIKA 4 TU

Makka yam na wó ke tei Kasem ne to – Lelagem (Case Study): SƆƆ jirim (Assimilation)

I. Boboom (Makka10)

1. Ko yera taane de ko na tɛ kolo to (Background and Context) - (se ko yi makka 3)
 - a. Bobo sɔɔ jirim tayuu kom se ko veere
 - b. Sɔɔ jirim na jege ɲwaane (Relevance of assimilation)
 - c. tei Kasem taane dem ne to
2. Bweem na tiɲim Lelagem ɲwaane (Research Question) de Berem teena (Objectives) - (se ko yi makka 4)
 - a. Lelagem bwia na veere to (Clear research question)
 - b. Lelagem totoɲe dem berem teena na meene ya tɛ woɲo kodwoɲi (Specific objectives of the case study)
3. Lelagem totoɲe dem Nyɔɔre (Significance of the Study) - (se ko yi makka 3)
 - a. Sɔɔ jirim kuri niiri nyɔɔre Kasem ne
 - b. Ko na wae ko mae ko toɲe mɛ (Potential applications) naa ko na bere kolo (implications)

II. Tɔn-garro telo na mɛ te ke lelagem dem to (Literature Review) - Makka15

1. Nɔɔna badwonna de na popone kolo tayuu kom baɲa ne to (Theoretical Framework) - (se ko yi makka 5)
 - a. Tane sɔɔro kikia kuri niiri
 - b. Ka ma nɔɔna na tage taana yalo (theories) ye ya vei de lelagem totoɲe dem to ka toɲe
2. Taane maama de de na tɛ kolo (se ko yi makka 5)
 - a. Ka jwoori ka nii (Overview) Kasem taane dem
 - b. Nɔɔna na maɲe ba ke lelagem delo sɔɔ jirim baɲa ne Kasem taane dem ne to
3. Ka ye wonnu ka vu yiga (Critical Analysis) - (se ko yi makka 5)
 - a. Tɔnno telo na maɲe te wora to wo wonnu zanem
 - b. Ka nii pwoli selo n wora naa mɛ na maɲe se ba ke lelagem ba vu yiga ko baɲa ne to.

III. Chwode (Methodology) - (Makka15)

1. Ka beeri ka jwoɲi labaare (Data Collection) - (se ko yi makka 5)
 - a. Chwei selo ba na dae da ba beeri ba jwoɲi labaare to maɲem (Maana, ntaviu, taana zombwori baɲa ne (recordings)).
 - b. Maɲe se ko bere we chwode sem konto mo maɲe se se ma se toɲe
2. Labaare dem n na jwoɲi to yeem (Data Analysis) - (se ko yi makka 5)
 - a. Labaare dem n na jwoɲi to yeem chwode maɲem
 - b. Chwode sem maɲe de bwia yam na lage lelagem to

3. Mɛ na muri (Limitations) - (se ko yi makka 5)

- a. Bere murim na wae de tui mɛ to (Acknowledgment of potential limitations)
- b. Chwei selo n na wó tɔge da n ma-n kwɛ murim dem na wo mɛ to (Strategies to address limitations)

IV. Kolo na nuɲi da ko ba to de bobwea (Results and Discussion) - (Makka 25)**1. Kolo n na nɛ to garem/poponem (Presentation of Findings) - (Makka15)**

- a. Popone/ga labaare delo n na beeri n jwoɲi to se de veere
- b. Ma maana naa nyenyero n toɲe lanyerane chekke

2. Wonnu yɛɛm (Analysis) de te na bere kolo (Interpretation) - (Makka10)

- a. Ka yɛ sɔɔ jirim na ke tei to wone n vu yiga
- b. Ta wonnu telo nmo na nɛ to yera taane se ko tɔge de tɔnno telo na maɲe te wora ye te jege taane dem konto dwi to.

3. Ko na bere kolo (Implications) - (Makka 5)

- a. Ko na bere kolo taane berem, de zamesem de de wadɛ tiɲim baɲa ne to bobwea.

V. Gurim de Kolo nɔɔna badwonna na wó wane ba nii to (Makka 25)**1. Kolo n na nɛ to taane kukuanu (Summary of Findings) - (Makka 5)**

- a. Woyum telo n na nɛ to taane kukuanu se ko veere (Clear summary of key findings)

2. Gurim (Conclusion) - (Makka 5)

- a. Gurim delo na maɲe ye de ja lelagem totoɲe dem maama de ke daane to.

3. Kolo nɔɔna badwonna na wó wane ba nii (Recommendations) - (Makka 10)

- a. Wonnu telo nɔɔna na wó wane ba ke lelagem te baɲa ne jwa seeni, taane berem baɲa ne, naa wadɛ tiɲim baɲa ne to.

VI. Wonnu tigisim, poponem dem nyenyego, de tɔnno telo na mɛ te toɲe to (Organisation, Style, and References) - (Makka10)**1. Wonnu tigisim de te na tɔge da kwaga tei to (Organisation and Coherence) - (Makka 5)**

- a. Wonnu na tole lanyerane tei de te tigisim (Logical flow and organisation) - (Makka 5)

2. Poponem nyenyego (Writing Style) - (Makka 3)

- a. Wonnu veerem, te kukwiim, de te na tigisi te tɔge da kwaga tei poponem wone to (Clarity, concision, and coherence of writing)

3. Tɔnno telo na mɛ te toɲe to de te poponna yera poponem (References and Citations) - (Makka 2)

- a. Popone tɔnno telo na mɛ te toɲe to yera, poponna bam yera, bena yalo ba na popone te to, de wonnu tedwonna telo maama na maɲe se te tɔge chwoɲa chekke (Proper citation and referencing).

POPWARE SETO TU: TAPUN-YUU DE TAPUN-SAŊENA

TAYUU: ɲWAŋA

Tayu-balaŋa: Gareɲ

Berem Teena: *Ma ywono kolo n na jege tapun-yuu de tapun-saŋena lwarem baŋa ne to n ma-n le boboŋ-kura tapana wone.*

Berem Teena Kamuna: Bere ywono de kuri niiri tapun-yuu de tapun-saŋena baŋa ne tapana wone Kasem taane dem ne.

Ta-n yei konto ni ne

Ke Semeŋeta-Tetare Teese dem wiika yaredo tu ne. De jege se de ke de nuŋi zamesem /berem delo maama na ke ko zege wiiki dedwe tu se ko vu ko yi wiika yanu tu to ne mo. Nii teibole dem na bere makka yam na wó vu tei to (Table of Specification and Structure of the Paper) ne se-n ma-n zeini n tetere. Zenzamesa bam tɔn-zwa yam jege ya makke mo ko ne nia ne ye n kwei ba na jaane makka yalo to n ke SAP kom ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto twoŋi dé na maŋe dé zamese popware selo bene dedoa de bena yalei di sem ne boboŋ-kura lwarem baŋa ne to mo. Popwara kanto ne, zenzamesa wó jwoori ba nii boboŋ-kura na ye kolo tapane naa lara wone to. Dé wó vu yiga se dé bwe tapun-yuu de tapun-saŋena bobwea dé daare dé le / lware ya tapana naa labaare wone. Ywono kolo zenzamesa na wó na tapun-yuu de tapun-saŋena zamesem baŋa ne to wó pa se ba poponem de ka lare de nɔɔna vu lanyerane. Ko ta wó woli ba se ba tɔge swa chwoŋa ne ba bere ba boboŋa lara wone. Ko woli da, ko wó pa se zenzamesa wane ba pɔɔre boboŋ-kura yalo na tiini ya jege ɲwaane de yalo na ba tiini ya jege ɲwaane to daane. Konto wó woli ba se ba wane tapan-dedwaaro ba gwo ya kukwi se ko zeini ba se ba ni lara kuri. Popwara kanto jege ɲwaane ka pa-m, ko dage Kasem zamesem yerane baŋa ne amaa ka jege wola berem kateira yadwonna zamesem baŋa ne nenɛene Feilim, French de taana yadwonna de. Ka ta wó pa zenzamesa ywono de kuri niiri chekke taane poponem de ɲwaŋa baŋa ne. Bereno jege se o ma berem natɔgeŋe na wó pa zenzamesa bere ba boboŋa to, berem zola dwi dwi, se o daare o taa yei we zenzamesa dage bedwe wonnu dede baŋa ne, se o ta ma ka-faŋe-ka-nii chwei dwi dwi o toŋe se ko pa zamesem vu yiga.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

Wiika 5 Tu: *Lware tapun-yuu de tapun-saŋena tapane wone (Identify topic and supporting sentences in a text).*

Wiik 6 Tu: *Ma ywono kolo n na jega tapun-yuu de tapun-saŋena baŋa ne to n ma-n le boboŋ-kura tapane wone (Apply the knowledge of topic and supporting sentences to bring out main ideas from texts).*

BEREM NATOGA MAANA KUKUANU

Berem natoga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege Chana Sorem baŋa ne (Problem-Based learning) dem jege se de ke de chwode selo na sore chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tɔge da o zamesem boboŋa yadwonna de wade se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwode sedwonna nenɛne nɔɔno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwode sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sore chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wó wane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwoŋi botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Popwara kanto ka-faŋe-ka-nii chwodea kam wó maane wonnu ka nii zenzamesa ywono diinim, wonnu kuri niiri de ka-boŋe-ka-virigi baŋa ne. Zenzamesa bam leira yam maasem wó pa bereno lware o na wó ke kolo se ko zeini ba se ba zamesem taa vei yiga to. Ka-faŋe-ka-nii chwodea kam woli mo se berena maase zenzamesa ba nii ba na nigi wonnu kura tei to se ba zeini ba se ba wane ba na yiga veiga wonnu telo ba na zamese Kasem ne to baŋa ne. Ywono diinim balei tu (level 2) bwia yam jege tapane kukwi naa ka-ga leira kelase ne mo se bereno wane o maase o nii zenzamesa na wó bere ba ywono tei woŋo baŋa ne ye ba daare ba ke ko ba nii to. Ywono diinim batɔ tu (Level 3) ka-boŋe-ka-virigi bwia yam maa wo tapana de wonnu lelagem totoŋe baŋa ne se bereno maa maase o nii zenzamesa na boŋe ba virigi tei de ba na ni taane sɔɔro kikia yam kuri chekke tei to. Berena jege se ba ma ka-faŋe-ka-nii maŋa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko tɔge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Zamesem Woyum (Indicators)	Ywono Diinim Maŋa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei</i> (Assessment Strategy and/or mode)
Lware tapun-yuu de tapun-sajena tapane wone.	2	Bwia bweem (Questioning)
Ma ywono kolo n na jega tapun-yuu de tapun-sajena baŋa ne to n ma-n le boboŋ-kura tapane wone.	3	Semeŋeta tetare tɛɛsa (Mid-Semester Examination)

WIIKA 5 TU

Zamesem Woyuu: *Lware tapun-yuu de tapun-sajena tapane wone*

Gulim

Bene Yiga tu	Wiika 3 Tu 1. Ma ywono kolo n na jege ka-zuri yera ka-ga (skimming) de ka-baane ka-nii (scanning) baŋa ne to n ga tapuna na maŋe to n daare n leiri bwia tapane dem baŋa ne. 2. Ma chwoɗe n ma-n bwe ka-zuri yera ka-ga bobwea (Maana: Ka ma yia ka tɔge naa ka ma noa ka bere botarebia naa tacheiŋa, de tedwonna.
Bena Yalei tu	Wiiki 3 Tu 1. Bere boboŋ-kura yalo na wo lara wone to. 2. Bwe boboŋ-kura yam na wo lara wone to bobwea.

WOYUU: TAPUN-YUU DE TAPUN-SAJENA

Tapun-yuu Memaja: Tapun-yuu ye tapuni delo na bobo garem kateiri dem to mo ko tɔge de ko na wó ta tayuu kolo na ye garem kateiri dem boboŋ-kuri to. Tapun-yuu kom jege se ko taa ye kukuanu mo ye ko ta jege se ko pa boboŋ-kuri delo na wo garem kateiri dem ne to kuri mo nuŋi jasse, ye ko ta tei se ko taa jege boboŋe delo poponno wom na lage se o bere to mo. Tapun-yuu kom jege se ko taa bwola naa ko taa wo tapuni delo na bobo garem kateiri dem to wone mo. Ko woli da, ko ye se ko taa vei de tapane dem maama tayuu kom mo se ko bere we te nye daane. Tayuu konto “sekɔndere sikuuli tiim” tapun-yuu maana wae ya ye “Sekɔndere sikuuli tiim jege nyɔɔre wonnu dwi dwi ŋwaane mo”.

Tapun-sajena Memaja:

Tapun-sajena balo na wo garem kateiri wone to woli se ya ye boboŋ-kuri delo na wo tapun-yuu kom wone to mo se de yalese. Tapun-sajena wae ya ye yalo na tiini ya jege ŋwaane naa yalo na ba tiini ya jege ŋwaane to. Tapun-sajena na ke kolo garem kateiri wone to ye se ya maŋe tapun-yuu kom mo se ko veere naa ya ye ko wone se ko yalese. Tapun-sajena pae labaare zanzam nenɛene chega naa maana naa wonnu telo nmo na yei tapun-yuu kom baŋa ne to se te zeini ko. Ko pae gareno wom wonnu telo na wó woli se o ni boboŋ-kuri dem kuri to ko tɔge de ya na wó maŋe se ko veere ya daare ya woli maana da to naa ya ta pa se dé lware kolo ŋwaane ye taane dedwoŋi ye chega naa de tɔge chwoŋa to. N wó na tapun-sajena garem kateiri dem tetare ne mo – ya na saŋe tapun-yuu kom, ye ya ta tui ya daare ya pae tapuni delo na guri garem kateiri dem to naa tapuni delo na bere we n twoŋi de baŋa nyene dem mo to. Tapun-sajena jege se ya taa ye yalei (2) se ko taa vei – yana (4) mo garem kateiri wone, ye ya ye se ya tigisi ya tɔge da kwaga mo se ko da chwoŋa, ye ya ba jege se ya bobo tayuu naa boboŋe doore.

N na wora n zeini zenzamesa se ba popone tapun-sajena, n jege se n pa ba lware we tapun-sajena bam jege se ba taa jege nyenyego kodwoŋi mo na leigi ba de tapun-yuu kom daane. Ka ma leim (transition) botarebia naa tacheiŋa ka torje wae ko pa se tapun-sajena bam de tapun-yuu kom leim dem ke mwale yerane. Zeini ba se ba taa mae labaare delo na jege ŋwaane to yerane ba popona, nii garena bam na nigi wonnu kura ba yi me to, boboŋa yalo na zeini to jege se ya taa jege woŋo mo ya ke daane ye tapuni maama yeini de woli se garem kateiri dem popone de yalese mo.

Tapun-sajena maana bobon-kuri dento baja ne: Leile loora yam jege njina na lamma to mo.

Tapun-sajena yanto wó wane ya ma ya manje bobonje dento se de kuri veere de bere garena:

1. Njini delo na lamma to ye delo na pae loora dem damma to mo.
2. Njini delo na lamma to leiri bone yuu ne mo berwaane de tiini de jege dam ye de kweem ba chamma.
3. Njina yalo na lamma to woli mo se dé na maa vei jei se dé yi da lela de zurim ye foone tera ko na ye dé tetere loore to nwaane.

Tapun-sajena banto dedoa dedoa zeini bobon-kuri dem mo ko tóge de labaare delo de na wó pa gareno wom to naa kolo nwaane labaare dem na popone to se ko woli se n ni poponno wom bobonje dem kuri. Poponno wó wane o ma tapun-sajena yam wolo maama o toje. Se n wane n kuri tapun-sajeno wolo na tiini o manje to wó zege poponno wom na kwaane se o ta kolo garem kateiri dem ne to baja ne mo.

Ka-lware Tapun-yuu de Tapun-sajena tapane wone: Se-n wane n lware tapun-yuu de tapun-sajena tapane wone, ta-n yei ya dedoa dedoa nyenyero tem na wo tapane dem wone to ni ne.

Zamesem Totoja

1. Manje se ko veere tapun-yuu de tapun-sajena na sere daane tei to.
2. a. Ga taana yalo maama na zeini to garem kateiri delo na wo kuri ne to wone se n daare n boje n nii bobonja yalo bobwea ya na ke to.
b. Popone tapun-yuu n pa garem kateiri dento kuri ne to.

A na jaane a bobonja a jwoori bena morro bi, bia nogo de funogo (1990) ko taa vei manja kam ne, a yeini a guli wonnu telo ba déem na bere TV baja ne ye te ywomma to mo. Bena yam konto ne, a déem yeini a swoi se a taa nii Gambwe kweera (Akan drama) yadwonna ba na ke ya Ghana na tei TV totoja jeiga kalo to baja ne We de tete ne maama mo. A lage 'Adadzewa' na ke o totoja yam tei kweera yam ne to – a yei chekke we wolo maama daama na nii kweera yam konto to de lage o taane. 'Adadzewa' daama na ke kolo kweera yam wone to jege ywoani lanyerane ye ko pa se a lage se a nii kweera yam a ti. A wae a gula 'Adadzewa' de keira bam badwonna daama na ke kolo maama kweera yam wone to. Ko daane amo we ba daa ba ke kweera yam konto, se yanto déem zaa tóge ya woli kweera yalo Ghana tiina dede na swoi ya niim TV baja ne to mo.

3. Manje se ko veere kolo nwaane n na popone kolo kom n na popone se ko taa ye tapun-yuu to.

Berem Natoga Maana (Pedagogical Exemplars)

Ka tóge nwanja baja ka ke zamesem chwođe (Talking for learning approaches)

1. Kelase dem maama bobwea
Bwe tapun-yuu de tapun-sajena bobwea.
2. Gurupa na jege zenzamesa ywono na ba mae daane to (Mixed ability group)
 - a. Ga tapane na jege bobonjekurim yanto wolo maama, nabaara kikia, tekenwoloji, liri, loora diinim, etc.

- b. Popone tapun-yuu kolo na wo tapane dem wone to.
- c. Popone tapun-saŋena balo na wo tapane dem wone to.
- d. Ga á leira yam kelase ne se ba bwe ya bobwea.

Beren o taa beeri o nii se o woli se zenzameso maama da o ke totoŋe dem o daare o pa zeina yalo maama zenzameso dwi maama na wó taa lage to ne ko ná maŋe. Pa zeina zenzamesa balo na jege bwona to (SEND) a fɔge a te balo zwa na ba ni chekke to.

Wo-cheero telo baŋa ne dé na wó ke ka-faŋe-ka-nii to: DoK Level 3 – Bwia bweem (Questioning)

1. Ga tapane dem na wo kuri ne to se-n le de tapun-yuu kom dedaane tapun-saŋena bam n nuŋi de wone. (Makka 4)

Teeni gwonim, wo-yɔɔro na chɔge vio kom de tega yibia leira mo pa se ŋwea jeeri chana ko tɔge de ŋwea na ba ke ka chwoŋa ne (biodiversity) tei Ghana ne to. Dé na lage se dé teo kom kwe, dé jege se dé kwei zega mo se ko che teeni dem, vara bam, de dé na nae na dé nuŋi me maama to chɔgem. Dé na ke zeina wonnu nenene teeni jeirim, dé yage digiru keim yɔɔ yɔɔ, dé daare dé nii dé na bam baŋa ne lanyerane, dé wó wane dé woli se Ghana na jege wo-laaro telo maama to taa wora se bia balo na wó ba jwa seeni to de na te baŋa nyɔɔre. Nɔɔno maama na wó wane o ke kolo fee to de wó zeini ye dé maama na gwaane daane, leira chekke mo wó ba ko na tu wonnu telo na gilimi debam to choom baŋa ne.

2. Nmo boŋe we tapun-yuu kom ye kɔ mo garem kateiri dem na wo baŋa tapane dem ne to jega? (Makke 1)
3. Maŋe chwei seto memaŋa se se veere se-n bere tatei tapun-saŋena na wae ya zeini tapun-yuu se ko popone ko yalese to. (Makka 3)
4. Popone garem kateiri tayuu konto baŋa ne, ‘sikuuli veina mo wó pore chwoŋa se n ji nɔɔno’ se n daare n bere tapun-yuu de tapun-saŋena bam na wo garem kateiri dem wone to. Gigili tapun-yuu kom n daare n lo bibeiri tapun-saŋena bam maama kura ne. (Makka 7)

PLC Session 5

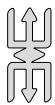
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

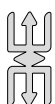
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

WIIKA 6 TU

Zamesem Woyuu: *Ma ywono kolo n na jega tapun-yuu de tapun-sajena baŋa ne to n ma-n le boboŋ-kura tapane wone*

Gulim

Bene Yiga Tu	Wiika 3 Tu 1. Ma ywono kolo n na jega ka-zuri yera ka-ga (skimming) de ka-baane ka-nii (scanning) baŋa ne to n ga tapuna na maŋe to n daare n leiri bwia tapana yam baŋa ne. 2. Ma chwoɖe selo na maŋe to n ma-n bwe ka-zuri yera ka-ga bobwea (Maana: Ka ma yia ka tɔge naa ka ma noa ka bere botarebia naa tacheiŋa, de tedwonna.
Bena Yalei Tu	Wiika 3 Tu 1. Bere boboŋ-kura yalo na wo lara wone to. 2. Bwe boboŋ-kura yam na wo lara wone to bobwea.

WOYUU: TAPUN-YUU DE TAPUN-SAJENA

Boboŋ-kura memaŋa tapane wone: Boboŋ-kuri ye woŋo kolo chekke garem kateiri dem na te ko taane to mo. De ye boboŋe delo na tiini de jega ŋwaane tayuu kom baŋa ne to mo. Se n wane n lware boboŋ-kuri dem, n jega se n bwei n tetere bwia yanto mo: Be mo ba tea ko ja ko vu nɔɔno wom, woŋo kom, naa boboŋe dem seeni? Boboŋ-kuri dem wae de wo garem kateiri dem daa kalo maama, amaa de yeini de wo tapuni delo na bobo garem kateiri dem to wone mo.

Ka-lware Tapun-yuu de tapun-sajena tapane wone: Se-n wane n lware tapun-yuu de tapun-sajena tapane wone, ta-n yei ya dedoa dedoa nyenyero tem na wo tapane dem wone to ni ne.

Zamesem Totoŋa

1. Jwoori n fɔge n nii wonnu telo n na popone n tiŋi tapun-yuu de tapun-sajena baŋa ne to ko tɔge de n na wó ta-n gare ye n bwe te to.
2. Maŋe wonnu tɔɔ n na jega se n nii n na lage se n lware tapun-yuu na ye kolo tapane wone to.
3. Maŋe wonnu tɔɔ n na jega se n nii n na lage se n lware tapun-sajena na ye yalo tapane wone to.

Berem Natɔga Maana (Pedagogical Rxemplars)

Ka tɔge ŋwaŋa baŋa ka zamese chwoɖe (Talking for learning approaches): Kelase dem maama bobwea:

- a. Jwoori á nii tapun-yuu de tapun-sajena na ye kolo to maŋem.
- b. Bwe na boboŋ-kura kuri na ye kolo to tapane wone.

1. Gurupa na jega zenzamesa ywono na ba mae daane to (Mixed ability group):

- a. Ga se n daare n zane tapane dem na wo kuri ne to wone se ko zege ywono kolo nmo na jege tapun-yuu de tapun-sajena baŋa ne to. Popone boboŋ-kuri dem, tapun-yuu kom de tapun-sajena bam.

Ko nuŋi faŋa, wonnu dede mo jege woŋo se te ke de nabɔɔ dwoa (ethnic groups) dwi dwi yalo na wo Ghana ne to lei baŋa ne. Wonnu nenɛne taane, wonnu telo na gilimi debam to (environment), nabaara kikia dwi dwi, pɔletegesa, de nɔɔna pulim na vei tei to (population movement) maama wae te jege woŋo se te ke de lei sem, ye tento maama zo da wone (intermingled) mo. Dwi maama na wo kateira wone to na jiri tei wonnu dwi dwi baŋa ne teo kom ne to dae bedwe. Konto bere we nɔɔna balo na nuŋi dwoa yam dedoa dedoa wone to di wodiiru teiri teiri mo, tega yibia de maa dae bedwe, ye ba ta jeeri nɔɔna de na nuŋi dwoa teiri teiri ne to. Dwoa yam dedoa dedoa jirim na ye tei to dae bedwe ye ba vei jei sedwonna ba dwoi babam. Nɔɔna de wonnu telo na jege te ke to mo ne ba dedoa dedoa baŋa wɔɔɔ. Ko woli da, gɔmente dedoa ba di dam kateira yam dedoa dedoa baŋa ne, ye konto de mo wae ko jege woŋo se ko ke de lei sem nyenyego na nye tei to. Wonnu tento de tedwonna mo jege woŋo se te ke de lei na tei se se taa ye tei Ghana ne to.

Labaare dento baŋa ne to kwei de nuŋi: 'Indigenous Musical Culture in Ghana: A Contemporary Perspective' Dr Akosua Elebi, 2015 (THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES Vol. 3, Issue 7)

- b. Ga á leira yam se ba ke ya bobwea.

Wo-chæero telo baŋa ne dé na wó ke ka-faŋe-ka-nii to: DoK Level 3 - Kelase Totoŋa

1. Ga tapane dem na wo kuri ne to se n daare n le boboŋ-kura yam n popone n tiŋi. (Makka 2)

Garem kateiri na tigisi lanyerane to jege boboŋe dedwe mo de wone, de na wo tapuni wone ye ba bwoi de we tapun-yuu to. Tapun-yuu jege totoŋa dede mo na jege ŋwaane: de zeini tapane dem tapun-yuu chekke kom mo; ko jaane taane delo maama na wo gare dem wone to ko ke daane ye ko bere tapuna yam na wó tigisi tei ya tɔge da kwaga to; ye ko bere gareno wom kolo baŋa ne bobwea na wó ke to de tatei berem kateiri dem na wó ke ko bobwea to. Garena yeini ba nii tapuna yalo fenfee na bobo gare dem kateiri dem to mo se ba lware de boboŋ-yuu kom de kolo ko na te to. Konto mo pa se ko jege ŋwaane se n ma tapun-yuu n bobo gare dem kateiri dem to. Maŋa kadwoŋi ne de, ko yeini ko lamma se n ja tapuni dedwoŋi mo n ba yiga se n laam daare n pa tapun-yuu kom saŋe. Maana mo ye, tapuni delo na jaane n boboŋa de zege baŋa gare dem kateiri dem ne de ba gare dem kateiri delo na saŋe ne to (linking sentence), naa tapuni delo na pae gare dem kateiri dem yera labaare to.

Ko wora we gare dem kateira maama ye se ya taa jege tapun-yuu mo, maŋa kadwoŋi wora gare dem kateiri wae de ba tei se de taa jege tapun-yuu. Maana: N wó wane n ba-n gwaane tapun-yuu gare dem kateiri delo na tole kikia to wone, gare dem kateiri delo ná twoŋi dedwoŋi (na jege tapun-yuu) n na maŋe n da yiga n ta de taane to, naa tapuna yam maama na wo gare dem kateiri dem ne to na te boboŋe yuu kodwoŋi taane. Amaa n gare dem kateira yam dede ye se ya taa jege tapun-yuu mo.

2. Maŋe se ko veere n na wó ke tatei n lware tapun-yuu to. (Makka 4)
3. Maŋe se ko veere tatei tapun-sajena na woli se boboŋ-kuri delo na wo tapane wone to wane de popone de yalese. (Makka 4)

Semseta-Tetare Tēse Yedaa

Ke Semseta-Tetare Tēse dem. De jege se de ke de nuŋi zamesem /berem delo maama na ke ko zege wiiki dedwe tu se ko vu ko yi wiika yanu tu to ne mo. Nii teibole dem na bere makka yam na wó vu tei to (*Table of Specification and Structure of the Paper*) ne se-n ma-n zeini n tetere. Zenzamesa bam tɔn-zwa yam jege ya makke mo ko ne nia ne ye n kwei ba na jaane makka yalo to n ke **SAP** kom ne.

Semseta-Tetare Tēse Yedaa

Popwara A: Amela Mela Saa Bwia= 20

Popwara B: Tapane – Bwia yam Dedoa

Popwara C: Tapane Poponem Bwia – Bwia yam Dedoa

Teibole na bere tei popwara A de B tēse dem bwia yam na wó ke to

Wiiki	Woyuu	Bwia Dwi	Ywono Diinim Maŋem Jei (DoK Levels)				Maama jiili
			1	2	3	4	
1	Totoŋa kateiri botarebia na maŋe to ka maa ŋɔɔne taane	AMELA MELA SAA (MCQs)	2	1	-		3
		TAPANE (ESSAY)	-	-	1		1
2	Dedoa dedoa maŋa kweem/ pɔ se ko yi-m maŋa (turn taking) Tayum na jege te ŋɔɔne (Topical issues)	AMELA MELA SAA (MCQs)	1	2	2		5
		TAPANE (ESSAY)	-	-	-		
3	Taane sɔɔro kikia (sɔɔ jirim kikia)	AMELA MELA SAA (MCQs)	-	2	1		3
		TAPANE (ESSAY)	-	-	-		
4	Taane sɔɔro kikia (Selabole yedaa kikia)	AMELA MELA SAA (MCQs)	3	1	1		5
		TAPANE (ESSAY)					
5	Tapun-yuu de Tapun-saŋena	AMELA MELA SAA (MCQs)		2	2		4
		Tapane/Sensɔla (Passage)			1		1
		Maama jiili	6	8	8		22

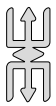
PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

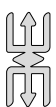
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

Ka-jwoori ka-nii Popware Seto Tu (Section 3 Review)

Popwara kanto bwe tapun-yuu de tapun-sajena bobwea mo. Popwara kanto ne, dé zamese tapun-yuu de tapun-sajena na ye balo to, ba nyenyero de tatei n na wó lware ba tapana wone de jei sedwonna ne to, de n na wó ke tatei n popone ba to. Dé me ywono kom dé toje garem kateira baja ne se dé wane dé lware tapun-yuu de tapun-sajena. Dé jege teena we zenzamesa na zamese popwara kanto ba ti, ba wó bere ywono de kuri niiri tapun-yuu de tapun-sajena baja ne se ba wane ba na bobon-kura yalo na wo tapana wone to. Ko wó zeini ba se ko pa ba poponem, njwana, garem de ka bonje chekke wakeeru taa lamma naa te na yiga veija.

TATEI N NA WÓ MAKKE KA-FAŊE-KA-NII KOM TO

WIIKA 5 TU

Leira (Answers)

1. Tapun-yuu ye

- a) Teeni gwonim, wo-yɔɔro na chɔge vio kom de tega yibia leira mo pa se ɲwea jeeri chana ko tɔge de ɲwea na ba ke ka chwoŋa ne (biodiversity) tei Ghana ne to. (Makke 1)

Tapun-saŋena bam ye

- a. Dé na lage se dé teo kom kwe, dé jege se dé kwei zega mo se ko che teeni dem, vara bam, de dé na nae na dé nuŋi me maama to chɔgem.
- b. Dé na ke zeina wonnu nenɛɛne teeni jeirim, dé yage digiru keim yɔɔ yɔɔ, dé daare dé nii dé na bam baŋa ne lanyerane, dé wó wane dé woli se Ghana na jege wo-laaro telo maama to taa wora se bia balo na wó ba jwa seeni to de na te baŋa nyɔɔre.

Nɔɔno maama na wó wane o ke kolo fee to de wó zeini ye dé maama na gwaane daane, leira chekke mo wó ba ko na tu wonnu telo na gilimi debam to choom baŋa ne.

Tapun-saŋena bam dedoa dedoa poponem/lwarem ye makke dedoa mo 1 mark

2. Tapane dem tayuu kom ye

‘Wonnu telo na gilimi debam to niim Ghana ne’ – makke dedoa (Tayuu kolo maama ba na wó pa ye ko bwola/vei de tapane dem to - Makka 1/2)

3. Tapun-saŋena woli mo se tapun-yuu kom popone ko yalese ko tɔge chwei sento:

- a. ka-pa maana (Providing evidence)
- b. ka-manjem se ko veere de ka-ke yeɛm (Explaining and elaborating)
- c. Pae wonnu tigisi te tɔge da kwaga (Building coherence)
- d. Pa nikantɔɔ magem ke dam (Strengthening argument)
- e. ka taa pae wonnu veera (Enhancing clarity)
- f. ka taa pae se wonnu jege chega (Building credibility)

Pa ya dedoa dedoa makke dedwe dedwe

Baŋa wonnu tem tetɔ telo maama – Makka 3

Baŋa wonnu tem telei telo maama – Makka 2

Baŋa wonnu tem dedoa kalo maama – Makke 1

4. Konto ye garem kateiri maana mo na jege tapun-yuu de tapun-saŋena. Tapun-yuu kom botarebia bam mo tiini ba zwora ye tapun-saŋena bam botarebia bam ba tiini ba zwora.

Sikuuli veija mo wó pore chwoŋa se n ji nɔɔno ye ko pae teo jira. (Tapun-yuu)
Ghana ne, tɔɔ zamesem mo pae nɔɔna ywono, wakeeru, de ka-bone ka virigi ye ko pa se ba wó wane ba zeini teo kweɛm. Ba na kwei ba jejegero ba ke tɔɔ zamesem baŋa ne, Ghana tiina wó wane ba che yiniga, ko wó pa ba ji nɔɔna ye ba ɲwea lamma,

ko ta maa wó pa se ba ŋwea taa jege kuri jwa seeni ye ba kateira jira. Tɔnɔ zamesem mo ye kolo na jege ŋwaane ko pae nabiinu ye teo nae yiga veɪŋa to. (Tapun-saŋena)

*I. Tapun-yuu kom berem – **Makke dedwe***

*Tapun-saŋena bam berem – **Makka 3***

Makka yatɔ yadwonna wae ya pae ya woli da ne poponem dem lane, taane wadɛ na tɔge se chwoŋa ne dedaane botarebia na maŋe to na mɛ ko toŋe.

*Botarebia dwi dwi, totoŋa kateiri botarebia na maŋe, taane wadɛ/wonnu kuri niiri tusim na wora fenfee. – **Makka 3***

*Botarebia badwonna dwi dwi, totoŋa kateiri botarebia na maŋe, wonnu kuri niiri tusim na wora fenfee ye taane wadɛ tusim daga. – **Makka 2***

*Wonnu tulisi, totoŋa kateiri botarebia na wo maŋe, tusi fenfee de ye delo na daga maama wora kuni dedɛ. – **Makke 1***

WIIKA 6 TU

1. Boboŋ-kura ye

a) *Garem kateiri delo na tigisi lanyerane chekke to yeini de jege boboŋe dedwe yerane mo ye boboŋe dem konto mo garem kateiri dem maama tɛ de taane.*

b) *Tapun-yuu jege ŋwaane ko pae garem kateiri maama.*

a. *Boboŋ-kura yam poponem/leem – boboŋ-kuri maama makke dedoa = Makka 2*

2. *Se n wane n lware boboŋ-kura tapane wone to, wonnu tento mo mae te toŋa: ga tayuu kom, le/popone tapun-yuu kom, beeri boboŋa yalo na tulisi to, le/popone botarebu-kura de tacheiŋa, se á daare á gwoni tapane dem kukuanu. Makka 4*

a. *Wakeeru tena tem maama na pea - makka 4*

b. *Wakeeru tetɔ na pea - makka 3*

c. *Wakeeru telei na pea - makka 2*

d. *Wakia dedoa na pea -makke 1*

3. *Tapun-saŋena ke wonnu tento mo: pae maana, maŋe wonnu pae te veera, pae nikantɔgɔ magem ke dam ye ko pae wonnu tigisi lanyerane. Te dedendoa makka 4*

a. *Pa makka 4, wonnu tena tem maama ná tu maŋem dem wone*

b. *Pa makka 3, wonnu tetɔ ná tu maŋem dem wone*

c. *Pa. makka 2, wonnu telei ná tu maŋem dem wone*

d. *Pa makke 1, woŋo dedoa ná tu maŋem dem wone*

POPWARE SENA TU: BOTAREBIA MƆƆNEM CHWODE

TAYUU: TAANE DE DE TOTOŋA

Tayu-balaŋa: Kasem Taane dem Poponem Wade

Berem Teena: *Ma ywono kolo n ne botarebia mƆƆnem chwode baŋa ne to n ma-n mƆ botarebu-doora.*

Berem Teena Kamuna: Bere botarebia mƆƆnem chwode sem kuri niiri Kasem ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto ne, zenzamesa wó na botarebia mƆƆnem chwode sem na ye selo to Kasem taane dem ne. Dayiga tu, ba wó zamese botarebia mƆƆnem chwode na ye selo to de se na jege ɣwaane tei botarebia mƆƆnem baŋa ne Kasem taane dem ne to. Ba wó jeeri botarebia mƆƆnem chwode sedwonna na vei de Kasem taane dem to. Ywono konto wó zeini zenzamesa se ba lware botarebia badwonna mwale mwale ye ba ta maane babam na nurji taana yalo ne to.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 7 Tu:** *Bwe botarebia mƆƆnem chwode (ta-ge botarebia jwonim/jenem, ka-bwonjika-tulisi, ta-ge botarebia lwonim, etc.) sem bobwea. (Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.))*
- **Wiika 8 Tu:** *Ma botarebia mƆƆnem chwode dwi dwi n ma-n mƆ botarebu-doora (Use the various processes of word formation to form new words)*

BEREM NATƆGA MAANA KUKUANU

Ko maŋe se berena ma zamesem na zege Chana Sɔrem baŋa ne (Problem-Based learning), gurupi totoŋa dedaane kelase maama totoŋa mo ba toŋe tayu-balaŋa kanto baŋa ne. Berem natƆga kakam kalo berena na jege se ba taa mae ba toŋe to ye se ba zege badwonna boboŋa/ywono na de yiga (building on what others say) tei konto dwi baŋa ne to mo ba maa zeini ba boboŋa bero. Ywoseeni, zenzamesa jege pwola se ba ye leira yalo ba yuudwonna bam kelase dem ne na wó pa to wone mo se ba pa ba de bobwea na jege kuri to naa boboŋa na lamma to ya baŋa ne. Bereno wom mo jege se o da zenzamesa yiga se ba ke bobwea botarebia mƆƆnem chwode na ye kolo to baŋa ne. Zenzamesa jege se ba bwe botarebia mƆƆnem chwode dwoa yam se ba daare ba pa maana na maŋe to Kasem ne. Zenzamesa wae ba mae ywono konto ba mƆƆne botarebu-doora na jege kuri to Kasem ne ye ba daare ba wae ba ɔge ba gare kolo ba toŋe to baŋa ne se ko yɔɔre chekke.

KA-FAŋE-KA-NII TOLEM KUKUANU

Popwara kanto berem dem ke wiika yarepe de nana wone mo. Ya dedoa dedoa jege wocheero telo baŋa ne dé na wó ke ka-faŋe-ka-nii to de bwia na me ya ke maana to mo. Wiika yarepae tu jege ka-faŋe-ka-nii wo-kuri na zege ywono diinim maŋem dem ba bwoi we DOK to na ye maŋem belei tu baŋa ne mo. Konto bere we zenzamesa jege se ba ke kuri niiri kebera mo wonnu/boboŋa ywono kolo ba ne to ne se ba wane ba pa bwia yam leira. Wiika nana tu ka-faŋe-ka-nii kom zege ywono diinim maŋem dem ba bwoi we DOK to na maŋem bana tu baŋa ne mo na bere we zenzamesa jege se ba bere ba boboŋa bero wakia, ka-ma boboŋa ka-mo de chana soorem waki sem mo se ba ma ba soere chane.

Zamesem woyum (Learning Indicators)	<i>Ywono Diinim Maŋa Jei (DOK Level)</i>	<i>Ka-faŋe-ka-nii natɔga de/ naa ka na nye tei (Assessment Strategy and/or Mode)</i>
Bwe botarebia mƆƆnem chwode (ta-ge botarebia jwoŋim/jenem, ka-bwoŋi-ka-tulisi, ta-ge botarebia lwonim, etc.) sem bobwea. (Discuss the various processes of word formation (borrowing, reduplication, coinage, etc.))	3	Kelase totoŋa (Class Exercise)
Ma botarebia mƆƆnem chwode dwi dwi n ma-n mo botarebu-doora (Use the various processes of word formation to form new words)	4	<i>Pwotifwolio (Portfolio)</i>

WIIKA 7 TU

Zamesem Woyuu: *Bwe botarebia mƆƆnem chwode (ta-ge botarebia jwonim/jenem, ka-bwonji-ka-tulisi, ta-ge botarebia lwonim, etc.) sem bobwea*

Gulim

Bena Yalei Tu

Wiika Yanu Tu: Zane n nii afegesa na toje kolo Kasem ne to.

WOYUU: BOTAREBIA MƆƆNEM CHWODE

Botarebia mƆƆnem chwode na ye kolo to: Botarebia mƆƆnem chwode ye chwode dwi dwi mo wora na tɔge da ko mƆƆne botarebu-doora Kasem ne. Chwode sento ye selo na fɔge ba deimisi botarebia balo na maɲe ba wo taane dem ne to naa ba gwaane ba daane se ba ji botarebu-doora na bere ba kura de ba totona na ye dwi dwi to.

Botarebia mƆƆnem chwode dwoa

- a. **Jirim (Derivation):** Afegesa mo kwei ya gwaane botarebia balo na maɲe ba wo taane dem ne to pae ba laam ji/mɔ botarebu-doora. Perefege se ye afegese mo na kwei de woli botarebu boboa ne to. Nfege se ye afegese na kwei de ke botarebu wone mo. Sɔfege se ye afegese mo na kwei de woli botarebu kweila ne to ye sakumfege se ye yalo na tui botarebu boboa de kweila ne to mo.

Maana mo tento:

nlei (n + lei)

lwonim (lwoni + m)

Gaaro (gaa + r + o)

Anugayere (a + nuga + yere)

- b. **Botarebia twonjim (Compounding):** Botarebia balei naa ba na daga to na kwei ba gwaane daane ba ma ba mɔ botarebu-dooro.

Maana

Digabu (diga + bu), yina (yi + na), bugani (buga + ni),

- c. **Botarebia wo wonnu gwaanem (Blending):** Ka kwei botarebia wo wonnu ka ke daane se ko maa mɔ botarebu-dooro.

Maana

Sapwonjo (sana + napwonjo), yeil-bɔɔ (yeili + bɔɔne), nufooore (nuga + nafoore),

Bereni nii maana o woli da.

- d. **Selabole (botarebu) gwonim/fɔm (Clipping):** Tatei botarebu na gwoni o wone kukuanu se ko maa mɔ botarebu-dooro to.

Maana

lwei (selwei), chene (garechene), na (naneo),

NB: Bereni woli maana yayam da.

- e. **Botarebu diga leirim (Conversion):** Ka leiri botarebu diga ye botarebu wom nyenyego wo leiri/zage.

Maana

nƆna (keimbotarebu), nƆna (yere), teiri (yere), teiri (keimbtoarebu), kwe (keimbotarebu), kwe (yerecini), etc.

NB: Bereno woli maana yayam da.

- f. **Botarebu-chichwoaru gwaanem (Acronym):** Ka kwei tacheiƆa boboa poponem nyenyero ka ke daane se-n ma-n mƆ botarebu-dooro.

Maana

KADA (Kasem Developers Association), ie30u (Konto mae ko guli zenzamesa mo sƣte A vawola yam lwarem baƆa ne), KNUST (Kwame Nkrumah University of Science and Technology), etc.

GILLBT (Ghana Institute of Linguistics, Literacy and Bible Translation)

NAVASCO (Navrongo Senior Secondary School)

NB: Bereno de zenzamesa lage na maana yadwonna Ɔ gwaane da.

- g. **Ka gwoni afegese botarebu wone (back formation):** Ka le botarebu wo woƆo se ko ma ko mƆ botarebu-dooro.

Maana

Ta (ko nuƆi taane wone), ka (kana), swo (swogo), mi (mini), etc.

berena ke maana Ɔ woli yanto ne.

NB: Kwaane se-Ɔ bwe botarebia mƆƆnem chwode sesem na wo Kasem taane dem ne to Ɔ woli da.

Botarebia mƆƆnem chwode na jege Ɔwaane/nyƆƆre tei to (Importance of word formation processes)

Botarebia mƆƆnem chwode ye wocheƆ mo ko pae taane bero dedaane de jirim. Ba woli pae taane botarebia mo pula, konto pae balo na ƆƆƆne de to wae ba ƆƆƆne boboƆe-doora taane, wodonno keim wonnu jirim de kikei-doora. Botarebia mƆƆnem chwode kuri niiri wae ko zeini-m se-n lware taane yedaa de de mƆƆnem mo lanyerane.

Zamesem TotoƆa

1. MaƆe botarebia mƆƆnem chwode na ye kolo to.
2. Le botarebia mƆƆnem chwode sem n tiƆi n daare n tole kolo na pae se ye konto to.
3. Bwe botarebia mƆƆnem chwode na jege nyƆƆre delo Kasem ne to.

Berem NatƆga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sƆrem baƆa ne (Problem-based learning): Kelase dem maama totoƆe
 - a. Bwe botarebia mƆƆnem chwei sem (ta-Ɔe botarebia jwonƆim/jenem (Borrowing),

bwoŋi-ka-tulisi (Reduplication), ta-gɛ botarebia lwonim (Coinage), etc.) bobwea.

- Pa maana.
- Ga nmo na popone kolo to/leira yam n bere n dwonna bam.

Ka-faŋe-ka-nii betɔ tu (DoK Level 3): Ka-boŋe ka-virigi – Kelase wone Totɔŋa

1. Maŋe botarebia mƆƆNEM chwode sem na wo kuri ne to seina. (Makka 8)
 - b. Ta-gɛ botarebia jwoŋim/jenem (Borrowing)
 - c. Ka-bwoŋi-ka-tulisi (Reduplication)
 - d. Ta-gɛ botarebia lwonim (Coinage)
 - e. Botarebia gwaanem (Compounding)
 - f. Botarebia wo wonnu gwaanem (Blending)
 - g. Ka-gwoni afegese botarebu wone (Back-forming)
 - h. Selabole (botarebu) gwonim/fɔm (Clipping)
 - i. Afegesa gwaanem (Affixation)
2. Ma maana yanu n ma-n maŋe n bere botarebia mƆƆNEM chwode selo na tiini se jege wola Kasem taane dem jirim ne to. (Makka 5)
3. Ma wonnu tetɔ n maŋe kolo ŋwaane botarebia mƆƆNEM chwode na jege nyɔɔre se pae Kasem taane dem to. (Makka 3)
4. Ma ywono kolo nmo na jege ko na zege leira yam n pɛ bwia yalei de yatɔ ne to se-n yeiri Kasem botarebia mƆƆNEM chwode sem de taane dedem (Ghana taana yam wone naa delo na dage Ghana taane to) nyem. (Makka 8)

PLC Session 7

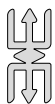
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

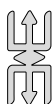
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes**Reflection**

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

WIIKA 8 TU

Zamesem Woyuu: *Ma botarebia mɔɔnem chwode sem dedoa dedoa n ma-n mɔ botarebu-doora*

Gulim

Bena Yalei Tu

Wiika 5: Zane afegesa na mae ya toje tei to Kasem ne.

WOYUU: BOTAREBU-DOORA MɔɔNEM

Jwoori n nii wiika 7 tu labaare dem

Zamesem Totoŋa

1. Ma boboŋa yam n jege botarebia mɔɔnem chwode zamesem dem ne to se-n ma-n mɔ botarebu-doora – ta-n ye gɔgɔ ba mɔɔnem ne!
2. Ma botarebia bam n na mɔɔne to n ma-n mɔ tapuna na jege kuri to
3. Ga n leira yam n bere kelase dem se ba ke ya bobwea.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Ka zege badwonna boboŋa/ywono baŋa ne (Building on what others say): kelase dem maama totoŋa:
 - Ka ja boboŋa bweem (Brainstorm) dwi dwi ka ba daane botarebia mɔɔnem chwode sem baŋa ne.
 - Zenzamesa balei balei totoŋe/ ka ke daane balei ka toje: ma ywono kolo na ne botarebia mɔɔnem chwode sem baŋa ne se-n mɔ botarebu-doora.

Kwei á botarebu-doora bam á bere kelase dem se á ke ya bobwea.

- Bereno ke botarebia dede dwi dwi se ko pa zenzamesa laam kuri ba se ba vu de botarebia mɔɔnem chwode sem.

Ka-faŋe-ka-nii bena tu: Ka-boŋe ka-yalese (DoK Level 4) - Pwotifwolio

Ke pwotifwolio kolo (linguistic portfolio) na mae ko maase tatei botarebia mɔɔnem chwode sem na woli botarebu-doora mɔɔnem Kasem ne to.

PLC Session 8

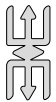
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

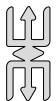
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Ka Jwoori Ka Nii Popware Sena Tu (Section 4 Review)

Popwara kanto nii botarebia mƆƆnem chwode sem mo. Ba bere zenzamesa botarebia mƆƆnem chwode selo na wo Kasem taane dem wone to mo. Konto zeini zenzamesa se ba lware botarebia bera mo wo lara wone ye ba nuŋi Kasem taane dem wone. Zenzamesa ye se ba ni chwode sento kuri mo se ba daare ba pa botarebia mƆƆnem chwode sem dedoa dedoa maana.

TATEI N NA WÓ MAKKE KA-FAŋE-KA-NII KOM TO

WIIKA 7 TU

1. *Botarebia mƆƆnem chwode sem dedoa dedoa maŋem (maana, ta-ge botarebia jwoŋim/jenem (borrowing), ka-bwoŋi-ka-tulisi (reduplication), ta-ge botarebia lwonim (coinage), botarebia twoŋim (compounding), botarebu wo wonnu gwaanem (blending), ka gwoni afegese botarebu wone (back-formation), selabole (botarebu) gwonim/fɔm (clipping), afegesa gwaanem (affixation)) – Makke dedwe dedwe*
2. - Maana yalo na pe to na ye yanu mo – Makka 5

- Maana yalo na pe to na ye yana – Makka 4
- Maana yalo na pe to na ye yatɔ – Makka 3
- Maana yalo na pe to na ye yalei – Makka 2
- Maana yalo na pe to na ye dedoa – Makka 1

3. *Boboŋa na jege kura to wone yadwonna (Possible reasons): Taane kuri niiri, taane yedaa, taane poponem, taane berem de de zamesem dedaane botarebia jirim/yalesem*
 - Boboŋa yatɔ bwεem – Makka 3
 - Boboŋa yalei bwεem – Makka 2
 - Boboŋe dedwe bwεem – Makka 1
4. *Makka 7 se ko taa vei 8 to: Leira yalo na pe to na ye yalo na tiini ya ye wonnu pa se te veere jasse ye maana de wora, ko woli de bobwea na bere wonnu na nye daane tei de te na sere daane tei ko na tu tatei de kolo ŋwaane ba na mčone botarebia to, de kolo na tei pa se chwode sento jege nyɔɔre se pae taane maama to.*

Makka 5 se ko taa vei 6 to: Leira yalo na pe to na ye yalo na tiini ya ye wonnu pa se te veere jasse ye maana yalei naa dede de wora, ko woli de bobwea na bere wonnu na nye daane tei de te na sere daane tei ko na tu tatei de kolo ŋwaane ba na mčone botarebia to. Kolo na tei pa se chwode sento jege nyɔɔre se pae taane dem to labaare fee de na gwaane da.

Makka 3 se ko taa vei 4 to: Leira yalo na pe to na ye jege maana dede ye amaa ya wo tiini ya tɔge chwoŋa. Bere wonnu na nye daane tei de te na sere daane tei ko na tu tatei de kolo ŋwaane ba na mčone botarebia to. Ko na tage fee naa ko wo tage kolokolo ko jaa vu chwode sem nyɔɔre baŋa ne.

Makka 1 se ko taa vei 2 to: Leira yalo na pe to na ba jege wonnu na veere jasse ye te bere kuri niiri fee ko tɔge de tatei botarebia mčonem chwode sem na toŋe taana yayam wone to. Maana yadwonna na maŋe to Kasem ne.

WIIKA 8 TU

Makka yam na wó vu tei ka-faŋe-ka-nii na ye pwotifwolio to ne

1. *Boboŋe dem nyɔɔne (Content) -(Makka 40)*

1. *Kolo na maŋe de kuri yeem (Relevance and Depth) (15):*
 - a. *Pwotifwolio kom wonnu vei tate mo se ko maŋe de tayuu kom?*
 - b. *Boboŋe dem nyɔɔne poponem bere swa ye de jege kuri na?*
2. *Wonnu tigusim de yedaa (Organisation and Structure) (10):*
 - a. *Pwotifwolio kom labaare dem tigisi pae de gareem vei lanyerane na?*
 - b. *Ko wo wonnu tem peini te tɔge te na ye se te taa ye tei to na?*
3. *Ywono de kuri niiri (Knowledge and Understanding) (10):*
 - a. *Ka ke pwotifwolio kom bere we kuri niiri wo boboŋekurim dem ne na?*
4. *Ka-boŋe ka-virigi dedaane wonnu yeem (Critical Thinking and Analysis) (5):*

- Pwotifwolio kom bere wonnu na bere we ka-boŋe ka-virigi dedaane wonnu yeem kwei te maa mɔ ko to na?

II. Ka-ga-leira (Presentation) de Ka boŋe ka ke (Creativity) (30)

1. Wonnu na nae de yia (Visual Appeal) de tigiŋim na jege nenɔŋɔ (Design) to (15):
 - a. Pwotifwolio kom bere wonnu na nae de yia to na ye te tigiŋi de nenɔŋɔ na?
2. Wonnu veerem (Clarity) de te na tɔge da kwaga tei to (Coherence) (10):
 - a. Wonnu veerem, te kukwiim, de te na tigiŋi te tɔge da kwaga tei poponem dem wone to ye tusim tera na?
3. Ka boŋe ka ke (Creativity) de ka ye ka yera (Originality) (5):
 - a. Pwotifwolio bere ka boŋe ka ke (Creativity) de ka ye ka yera (Originality) ka-ga-leira yam wone na?

Ka-jwoori-ka-boŋe (Reflection) dedaane Ka-faŋe-ka-tete-ka-nii (Self-Assessment) (30)

1. Ka-jwoori-ka-boŋe zamesem dem baŋa ne (15):
 - a. Pwotifwolio kom jege boboŋa wonnu telo na pae ka-jwoori-ka-boŋe zamesem dem baŋa ne to na?

Chwoŋa kadwoŋi na woli da to (Additional Criteria) (15)

 - a. Ko pɛere dem maŋa de maŋa na mae tei (Nii ka ke lela/ka taa yei maŋa lela ni ne dedaane ko pɛere dem natɔgeŋe)

POPWARE SENU TU: TAPUNI

TAYUU: TAANE DE DE TOTOŃA

Tayu-balaŃa: **Botarebia de ba yedaa**

Berem Teena: *Ye tapuna wo wonnu de ya dwoa wone.*

Berem Teena Kamuna: Bere ywono de kuri niiri tapuna wo wonnu de ya dwoa baŃa ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto ne, zenzamesa wó na berem tapuni yedaa kam na ye tei Kasem taane dem wone to baŃa ne. Ba wó ye tapuni ye ba laam póre de wone ba zege ba bere de wo wonnu tem ye ba nii tapuni dwoa yalo ba na mōone to. Ywono konto mo wó woli zenzamesa se ba wane ba kuri tapuna yalo na maŃe to ba ma ba toŃe ba de maama lara wone de tapana poponem maŃa ne.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 9 Tu:** *Bwe wonnu telo na wo tapuni wone to bobwea (Maana: tacheiŃa de takukwi) (Discuss the various components of sentence (e.g., phrases and clauses)).*
- **Wiika 10 Tu:** *Bwe tapuni dwoa yam bobwea (Discuss the types of sentences).*
- **Wiika 11 Tu:** *Ye tapuni dwoa yam wone ko zege ya totoŃa baŃa ne. (Analyse the types of sentences according to function).*

BEREM NATŃGA MAANA KUKUANU

Berena jege se ba ma zenzamesa ka lelage ka sōre chana zamesem, gurupi totoŃe de kelase dem maama totoŃa chwođe sem mo ba ma ba bere tayu-balaŃa kanto. Bobo se n pa zenzamesa jeini gurupa ne se ba mō tapuna, ba zane tapuna yam wone ba daare ba ye ya wone ba bere ya dedoa dedoa wo na jege wonnu telo to. Gurupa yam wó ga ba leira yam se ba bwe ya bobwea. Zenzamesa bam dedoa dedoa de wó mō tapuna ba daare ba ye ya wone ba bere wonnu telo na wo tapuna yam wone to. Zenzamesa bam dedoa dedoa wó ga ba leira yam se ba bwe ya bobwea. Bereno kwaane o Ńōone de zenzamesa bam se ba se da boboŃa wonnu maŃem baŃa ne ba daare ba bwei bwia se ba ni wonnu kura.

KA-FAŃE-KA-NII TOLEM KUKUANU

Wiika 9 tu, 10 tu de 11 tu wo popwara kanto wone. Ya dedoa dedoa jege wo-cheero telo de na wó ke Ka-faŃe-ka-nii to mo. Wiika 9 tu Ka-faŃe-ka-nii kom wo DoK level 2 baŃa ne mo, wiika 10 tu Ka-faŃe-ka-nii maa ye DoK level 4, ye wiika 11 tu ne, ba wó nii DoK level 3 mo. DoK levels yam nii se zenzamesa mo boŃe ba virigi chekke, ba ma ba tetere boboŃa ba ke

wonnu ye ko woli dedaane chana sɔrem wakia de. Ba jege se ba taa wae ba boŋe ba virigi mo, ba sɔre chana yalo na tiini ya lira to ko woli de ka boŋe chekke wakia kikia.

Zamesem Woyum (Indicators)	Ywono Diinim Maŋa Jei 'DOK Level'	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei (Assessment Strategy and/or mode)</i>
Bwe tapuna wo wonnu tem dedoa dedoa bobwea (Maana: tacheiŋa de takukwi) (Discuss the various components of sentence (e.g., phrases and clauses))	2	<i>Kelase totoŋa (Class exercise)</i>
Bwe tapuni dwoa yam bobwea (Discuss the types of Sentences).	4	<i>Kelase totoŋa (Class exercise)</i>
Ye tapuni dwoa yam wone ko zege ya totoŋa baŋa ne (Analyse the types of sentences according to function).	3	<i>Sɔŋɔ totoŋa (Homework)</i>

WIIKA 9 TU

Zamesem Woyuu: Bwe tapuna wo wonnu tem dedoa dedoa bobwea (Maana: tacheiŋa de takukwi)

Gulim

Bene Yiga Tu	Wiika 10 Tu: Tɔge wade selo na wora yera de yereleirina poponem banja ne to n ma-n mo tapuna.
Bena Yalei Tu	Wiika 6 Tu: Ma taleirina dwoa yam na wo Kasem ne to n ma-n mo tapuna.

WOYUU: TAPUNI DE DE WO WONNU

Tapuni (Sentence): Tapuni ye taane mo na te boboŋe na toore naa de veere to. De nam ta jege botarebia mo de wone ye ba jege nyenyego kodwoŋi na pa se ba nye daane ye de daa ta jege kuri na veere to.

Tapuni nyenyero chekke (Key characteristics)

- De boboŋe dem veere / toore (Complete thought): Tapuni te boboŋe na toore naa de veere to mo.
- Taane yedaa wade (Grammatical structure): Tapuni jege yedaa dwi dedwoŋi mo, ye kanto mo ye Taankugu (subject) Keimbotarebu (verb) Keimjwoŋinu (object) (TKK (SVO)).
- Poponem makka (Punctuation): Tapuni jege poponem makka nenɛene taane paare (.), kɔma (,), bwia gwola/makke (?) naa ŋwana makke (!) mo.

Tapuna dwoa

- Tapuni na te taane (Declarative sentence): Tapuni dento dwi te taane na ye chega naa de na ba jege bobwea to mo. Tapuni dento kweeli de taane paare makke dem mo. Maana mo ye 'Weyuu kom ye napwoŋo mo.'
- Bwia tapuna (Interrogative sentence): De ye tapuni delo dwi na bwei bwia to mo. Tapuni dento dwi yeini de kweeli de bwia gwola/makke mo. Maana mo ye 'Wo mo wo diga kam ne?'
- Tapuni na bere fefeo (Imperative sentence): De ye tapuni dwi delo na fe nɔɔno se o ke woŋo to mo. Maana mo ye 'Pe diga kam ni.'
- Ŋwana tapuna (Exclamatory sentence): De ye tapuni delo na bere kolo na wo nɔɔno boboŋa ne to mo. Maana mo ye 'De dem zem zaa lamma!' Tapane dento kweeli de ŋwana makke mo.

Tapuni wo wonnu (Components of a sentence): Tapuni jege wonnu zanzam mo na toŋe daane se te pa tapuni dem labaare dem taa jege kuri. Wonnu telo na wo tapuni wone to tedwonna mo tento:

- Taankugu (subject):** Taankugu kolo na wo tapane wone to ye yere naa yereleirinu naa yere tacheiŋi delo tapuni dem na te de taane to mo. Ko ye nɔɔno, jeiga, woŋo,

naa bobonje na ke kikia kolo na wo tapuni dem wone to mo. Maana: **Nɔn-dedɔɔ kom** yeigi luusiseiŋa balanja mo.

- b. Keimbotarebu (verb):** Keimbotarebu ye kikia yalo na jege ya ke tapuni wone naa ko na ye tei taankugu kom yera ne to mo. Ko ye botarebu wolo na pa se dé lware taankugu kom na wora ko ke kikia yalo to naa kolo na wora ko ke taankugu kom to mo. Taankugu kom ke be mo (a) ne? Taankugu kom **yeigi**
- c. Keimjwoŋinu (object):** Yere delo naa yereleirinu wolo na jwoŋi keimbotarebu wom kikia yam to naa kikia yam na dwei wolo/kolo to mo ye keimjwoŋinu wom. Keimjwoŋina dwoa yalei mo wora, yanto mo ye keimjwoŋinu yiga tu (direct) de keimjwoŋinu belei tu (indirect) taankugu kom na wo (a) ne to yeigi be mo? ... **luusiseiŋa**.

Keimbotarebu wom kikia yam yeini ya ke ya yɔɔre keimjwoŋinu yiga tu wom mo (Maana: Kade dole **sabu kom**). Keimjwoŋinu balei tu wom yeini o da woŋo kodwoŋi banya ne mo o maa jwoŋi keimbotarebu wom kikia yam se ya ba yɔɔre-o (Ba pe pensele dem **Ayaga** mo.). ‘Ayaga’ mo ye keimjwoŋinu balei tu wom beŋwaane peere dem ye ‘pensele’ mo ye de laam yi ‘Ayaga’.

Woseinnu / Yereiseini (modifier): Woseinnu / Yereiseini ye botarebia balo na pae labaare dedwoŋi ba woli da ko ja ko vu taankugu, keimbotarebu naa keimjwoŋinu seeni to mo. Ba mae te memaja, ba te te na mae tei, naa ba pae dé lware botarebia badwonna kura tapuni dem wone. Maana: Taankugu kom yeigi luusiseiŋa dwi do mo? ...**balanja**.

- d. Taannaga (complement):** Ko ye botarebu naa tacheiŋi mo na pae labaare delo na jege ŋwaane to se ko pa tapuni kuri nuŋi jasse. Konto wae ko ye yere, yereleirinu naa tacheiŋi delo na pae labaare ko ja ko vu taankugu naa keimjwoŋinu banya ne to. Maana: Anuga ye nenɔn-chɔɔ mo. Nenɔn-chɔɔ ye taannaga mo ko pae taankugu kom.

Maana: Ye tapuna yanto wone n le ya wo wonnu tem.

‘Lɔɔre nazwono kamunu kom tɔge ywo.’

Taankugu: Lɔɔre nazwono kamunu kom

Keimbotarebu: tɔge

Keimjwoŋinu: o tera (tapuni dem ba jege keimjwoŋinu yiga tu)

Woseinnu: kamunu, nazwono (ko pae taankugu kom kuri nuŋi jasse)

Taannaga: ywo (ka pae keimbotarebu wom labaare dedwoŋi mo ka woli da)

N ná nigi wonnu telo na wo tapuni wone to kuri, n wó wane n ye n daare n mɔ tapuna na lamma ye ya jege kuri to se n ma-n wane n ta n labaare dem se de veere.

Tacheiŋi (phrase): Tacheiŋi ye botarebu (bot.) mo naa botarebia mo tu daane ye ba ke totoŋe tapuni wone ye de ba jege taankugu de keimbotarebu maama tapuni wone bedwe banya ne se ko pa de wane de taa ye tapuni. De nam ba jege yere, yereiseina, naa keineseina, se ko pa tapuni dem kuri taa lira.

Tacheiŋa dwoa (Types of phrases)

- a. Yere tacheiŋi (noun phrase):** Dento ke ne yere mo tapuni wone. Maana mo ye: ‘baaro’, ‘bogete dem’, ‘mun-na de zoŋa’

- b. **Keimbotarebu tacheiŋi (verb phrase):** Dento ke ne keimbotarebu mo tapuni wone. Maana mo ye: ‘duri’, ‘maa vei’, ‘wó di’, ‘daa ta tua’
- c. **Yereseini tacheiŋi (adjective phrase):** Dento seini yere mo. Maana mo ye: ‘kamunu’, ‘nazwono’, ‘laao’, ‘nabwom’
- d. **Keinseini tacheiŋi (adverb phrase):** Dento seini keimbotarebu, yereseini naa dedwoŋi keinseini mo. Maana mo ye: ‘lela lela’, ‘tetente’, ‘Kajeilo yaga ne’, ‘luu baredo’, ‘ywo’
- e. **Botarebia yedaane berem tacheiŋi (prepositional/postpositional phrase):** dento seini yere mo. Maana mo ye: ‘teibole dem **kuri** ne’, ‘zoŋa kam **wone**’, ‘kabira kam **baŋa** ne’

Takukwi (Clauses)

Takukua ye botarebia mo tu daane ye ka jege taankugu (TK) de Keimbotarebu (Kbt). Ka ye kalo na tiini ko jege ŋwaane tapuni yedaa wone to mo, ye ka tɛ taane naa ka jege boboŋe na jege kuri naa de na wae de ba jege kuri to.

Takukwi Dwoa (Types of Clauses)

1. **Takuku-dɛɛre (Independent Clause):** Takuku-dɛɛre ye takukua kalo na jege taankugu de keimbotarebu ye de ta tɛ taane na jege kuri to. Takuku-dɛɛre wae de zege de yerane nenɛɛne tapuni tei to. Takukua kanto dwi ná zege ka yerane ka jege kuri.

Maana

“A vei gaao mo.”

“O go o ni-chɛɛre.”

2. **Takuku-nabwom (Dependent Clause):** Takukua na jege taankugu de keimbotarebu amaa ka boboŋe dem wo tage de toore. Ka ye kalo na baa wane ka zege ka yerane se ka taa ye tapuna to mo.

Maana

“Kolo ŋwaane a swei a wea wodi to” (jege se ka sale de takuku-dɛɛre mo se ka boboŋe dem guri/veere jasse).

“Ko de ko we doa ya nena” (jege se ka sale de takuku-dɛɛre mo se ka boboŋe dem veere jasse).

Takukwi Maana Tapuna Wone

1. **Tapuni Mɔlɔ (Simple Sentence):** Takuku-dɛɛre dedoa. Maana: “A swoi tooro.”
1. **Tapuni Zɔgɔ (Compound Sentence):** Tapuni dento dwi ne, leim taleirina mo yeini ya lei takuku-dɛɛra yalei naa yalo na dwoi konto to daane. Maana: “A swoi tooro mo, ye a choro kom swoi maasa.”
2. **Tapuni Kuni (Complex Sentence):** Dento jege takuku-dɛɛre dedoa de takuku-nabwonu dedoa naa takuku-nabwona na dwoi dedoa to mo de wone. Maana: “A vei yaga kolo ŋwaane a lage dwo-bia mo.”
3. **Tapuni Junjuu (Compound-Complex Sentence):** De jege takuku-dɛɛra na dwoi dedoa de takuku-nabwonu dedoa naa ba na daga to mo.

Maana: “A vei yaga kolo nwaane a lage dwo-bia mo, ye a nyaane wom tɔge a kwaga.”

Takukwi Nyɔɔre (Importance of Clauses)

Takukwi:

1. tɛ taana na dumma (express complex thoughts): Se pae debam taana na jege kuri ye dé wae dé yɛ ya wone chekke.
2. pae tapuna yede dwi dwi (create varied sentence structures): Se woli poponna de balo na nɔɔne to se ba wane ba pa boboɔa dwi dwi tei ya maɛe to.
3. bere yedaane nyenyego (convey relationships): Se bere yedaane nyenyego kolo na wora nɔɔna boboɔa na ye tei de wonnu na jege te ke to laɔa ne.

N ná nigi takukwi kuri, ko wó pa se n poponem de n nwaɔa wakeeru taa lamma ye n wae n lare de nɔɔna lanyerane.

Zamesem Totoɔa

1. Maɛe tapuni nyenyero tem memaɔa.
2. Pa tapuni mɔɔɔ, tapuni zɔɔɔ, tapuni kuni de tapuni junjuu maana.
3. Laam ga n leira/boboɔa yam kelase ne se ba ke bobwea ya baɔa ne.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sɔrem baɔa ne (Problem-Based learning): Kelase dem maama totoɔe:

Bwe tapuni na ye kolo to bobwea.

- Zenzamesa balei balei totoɔe (Pair work):

Zenzamesa jeini daane balei balei ba gwaane daane ba maɛe tapuni na ye kolo to ba daare ba ma maana ba bwe tapuni de de yedaa na ye tei to bobwea.

Kelase dem maama gwaane daane ba ke bobwea tacheiɔi de takukua de ya dedoa dedoa dwoa yam de baɔa ne.

Wo-chɛero telo baɔa ne dé na wó ke ka-faɛe-ka-nii to (DoK Level 2): - Kelase Totoɔa

1. Maɛe se ko veere chekke tapuni na ye kolo to. Makka 4
2. Maɛe se ko veere wonnu tenu na pae tacheiɔa de takukwi sere daane to. Ma maana n pa se serem dem dedoa dedoa veere. Makka 10
3. Ye tapuna yanto wone n bere ya wo wonnu tem. Makka 3
 - a. O kwei wodi kom.
 - b. Nɔɔna bam ye lein-leena mo
 - c. Vala bam jwoɔi vɔɔɔ kom Amena tei ne mo.
 - d. Ba wo ne naao kom.

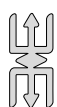
PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

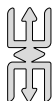
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

WIIKA 10 TU

Zamesem Woyuu: *Bwe tapuni dwoa yam bobwea*

Gulim

Bene Yiga tu	Wiika 10: Tɔge wadɛ selo na wora yera de yereleirina poponem maŋa ne to n ma-n popone tapuna.
Bena yalei tu	Wiika 6: Ma taleirina dwoa yam na wo Kasem ne to n ma-n mɔ tapuna.

WOYUU: TAPUNA DWOA - YEDAA (STRUCTURE)

1. Tapuni na ye kolo to
2. Tapuni mɔlɔ
3. Tapuni zɔgɔ
4. Tapuni kuni
5. Tapuni junjuu

Tapuni (Sentence): Tapuni ye taane mo na te bobɔŋe na toore naa de veere to. De nam ta jege botarebia mo de wone ye ba jege nyenyego kodwoŋi na pa se ba nye daane ye de daa ta jege kuri na veere to.

Tapuna Dwoa -Yadaa (Structure)

- a. Tapuni mɔlɔ (Simple sentence):** Ko ye tapuni mo na jege takuku-dɛɛre dedoa ye takukua kam de jege taankugu de keimbotarebu ka wone. Maana: ‘Bia bam tua.’ ‘Dé wo vei sɔŋɔ.’
- b. Tapuni zɔgɔ (Compound sentence):** Tapuni dento jege takuku-dɛɛra yalei mo leim taleirina na leigi ya daane) nenɛɛne de, ye, amaa, naa, konto to etc). Maana mo ye: ‘A swoi tɔnno garem ye a kwo swoi sinii niim.’ ‘O vei yaga, amaa o swei se o yeigi bworobworo.’
- c. Tapuni Kuni (Complex sentence):** Dento jege takuku-dɛɛre dedoa de takuku-nabwonu dedoa naa takuku-nabwona na dwoi dedoa to mo de wone. Maana: “A wo vei sikuuli kolo ŋwaane a ba jege yezura.” (takuku-nabwonu wom ye kolo ŋwaane a ba jege yezura). ‘De ko de we doa nena, dé ta vei kara kam.’ (takuku-nabwonu wom ye ko wora we doa nena)
- d. Tapuni junjuu (Compound-complex sentence):** De jege takuku-dɛɛra na dwoi dedoa de takuku-nabwonu dedoa naa ba na daga to mo. Maana: “A vei yaga kolo ŋwaane a lage dwo-bia mo, ye a nyaane wom tɔge a kwaga.”

Zamesem Totoŋa

1. Popone n bere tapuna yanto dedoa dedoa na ye tapuni dwoa yalo to:
 - a. Wea kam ni chamma Ghana dɛ sedwonna ne.
 - b. A swoi tɔnno garem, ye poponno wolo a na lage chekke to mo ye Rose Achana.

- c. Ghana na ye teo na lamma to ɲwaane, veira balo na tui ba nii jei-laaro to dede mo tui bene maama.
2. Mo tapuna se ko tɔge de ya dwoa yam:
 - a. Tapuni mɔɔ na te Ghana wodiiru taane.
 - b. Tapuni zɔɔ na te Ghana kura yalei taane.
 - c. Tapuni kuni na te tɔɔ zamesem nyɔɔre Ghana ne.
3. Ye tapuni dwoa yanto wone n daare n popone n bere ya yede na nye tei to.
 - a. Ghana ye teo mo West Africa ne, ye ko jege nabaara kikia na lamma chekke.
 - b. De ko de we doa nena, vala bam ta toje mo kare sem ne.
 - c. Kɔɔte kamunu kom wo Accra ne mo.
4. Leiri tapuni mwalo tento se te ji tapuni zware naa tapuni kuni.
 - a. Ghana ye teo na lamma mo.
 - b. Sikuuli bia bam zamese chekke mo se ba maa popone ba teesa yam.

Berem Natɔga maana (Pedagogical Exemplars)

Kelase dem maama totoje

- Kelase dem bwe tapun-dwoa bobwea (tapun-mɔɔ, tapun-zɔɔ, tapun-kuni de tapun-junjuu)
- Zenzamesa bam dedoa dedoa popone tapun-dwoa yalo na me ya toje tapane dedwoɲi ba na pe ba to wone.

Wo-cheero telo baɲa ne de na wo ke ka-faɲe-ka-nii to: DoK Level 2 - Kelase Totoɲa

Ga tapane dem na wo kuri ne to se n daare n le tapuni dwoa yalo poponno wom na me o toje de wone to n popone n tiɲi (mɔɔ, zɔɔ, kuni).

Sikuuli bia dede mae ntanɛte mo ba toje de maama. Ba mae de ba zamesa ba daare ba ɲɔɔne de ba badwonna. Amaa, ko mae se ko taa ye konto na? Tɔn-yeinna badwonna boje we nɔn-dɔɲo kom tiini ba mae ntanɛte dem ba toje mo. Ba boje we sikuuli bia balo na mae labaare tɔɔno naa tɔɔno tedwonna ba ke lelagem to nae ko nyɔɔre lanyerane ko dwoi balo na mae ntanɛte to kolo ɲwaane banto mae yupunju chekke mo ko toja. N se na? (Makka 3)

1. Ye n bere tapuna dwoa yam na woli tei pa se tapane dem maama kuri nuɲi jasse to. (Makka 6)
2. Ma ywono kolo n na jege to n ma-n mo tapuna yato yato maana n pa tapuni dwoa yanto dedoa dedoa. (Makka 9)
 - a. Tapuni mɔɔ
 - b. Tapuni zɔɔ
 - c. Tapuni kuni

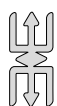
PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

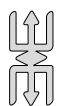
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

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

5 minutes**Reflection**

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

WIIKA 11 TU

Zamesem Woyuu: *Ye tapuni dwoa yam wone ko zege ya totoŋa baŋa ne*

Gulim

Bene Yiga Tu	Wiika 10 Tu: Tɔge wade selo na wora yera de yereleirina poponem baŋa ne to n ma-n mɔ tapuna.
Bena Yalei Tu	Wiika 6 Tu: Ma taleirina dwoa yam na wo Kasem ne to n ma-n mɔ tapuna.

WOYUU: TAPUNA DWOA - TOTOŋA (FUNCTION)

1. Taane
2. Bwia
3. Fefeo
4. Ŋwana

Tapuni (Sentence): Tapuni ye taane mo na te boboŋe na toore naa de veere to. De nam ta jege botarebia mo de wone ye ba jege nyenyego kodwoŋi na pa se ba nye daane ye de daa ta jege kuri na veere to.

Tapuni nyenyero chekke (Key characteristics)

1. De boboŋe dem veere / toore (Complete thought): Tapuni te boboŋe na toore naa de veere to mo.
2. Taane yedaa (Grammatical structure): Tapuni jege yedaa dwi dedwoŋi mo, ye kanto mo ye Taankugu (subject) Keimbotarebu (verb) Keimjwoŋinu (object) (TKK (SVO)).
3. Poponem makka (Punctuation): Tapuni jege poponem makka nenɛene taane paare (.), kɔma (,), bwia gwola/ makke (?) naa ŋwana makke (!)mo.

Tapuna dwoa ko zege ya totoŋa (function) baŋa ne

1. Tapuni na te taane (Declarative sentence): Tapuni dento dwi te taane na ye chega naa de na ba jege bobwea to mo. Tapuni dento kweeli de taane paare makke dem mo. Maana: Weyuu kom ye napwoŋo mo.
2. Bwia tapuna (Interrogative sentence): De ye tapuni delo dwi na mae de bwei bwia to mo. Tapuni dento dwi yeini de kweeli de bwia gwola/ makke mo. Maana mo ye: Wɔ mo wo diga kam wone?
3. Tapuni na bere Fefeo tapuni (Imperative sentence): De ye tapuni dwi delo na fe nɔɔno se o ke woŋo to mo. Tapuni dento dwi wae de kweeli de fefeo make (ŋwana/ taane paare). Maana mo ye ‘Vei!’ ‘Pe bwooro kom.’
4. Ŋwana tapuni (Exclamatory sentence): De ye tapuni delo na bere kolo na wo nɔɔno boboŋa ne naa ko na ye tei nɔɔno yera wone to mo. Maana mo ye ‘De dem zem zaa lamma!’ ‘Taane nam yi amo naa!’

Zamesem Totoŋa

1. Popone tapuni dwi dem (taane, bwia de fefeo) n pa yalo na wo kuri ne tento maama dedoa dedoa:
 - a. Wɔ mo wo tu?
 - b. Pwoopo, pe bwooro kom.
 - c. Wea kam ni damma Accra na wo Ghana ne to.
2. Mɔ tapuna se ko tɔge de ya dwoa yam:
 - a. Tapuni na tɛ taane se ko tɔge de nabaara kikia na wo Ghana ne to.
 - b. Bwia tapuni se ko tɔge de nɔn-yuu na tabe (historical figure) ko wo Ghana ne.
 - c. Tapuni na bere Fefeo se ko tɔge de ka taa zeini nɔɔna badwonna.
3. Leiri tapuna yanto kuri ne to se ya ji tapuna dwoa yam na wo beraketa yam wone to:
 - a. Ghana ye teo na lamma mo. (bwia)
 - b. Ghana teo kom yuu tu yere mo be? (taane)
 - c. A lage wola mo. (fefeo)
4. Pɔɔre tapuna yalo na wo kuri ne to n zege se n bere ya na ye tapuna dwoa yalo to, laam pa nmo tetere maana tapuni dwi maama baŋa ne.
 - a. Maŋa kam ye kɔ mo?
 - b. Vei n dɔ!
 - c. Sɔŋɔ kom ye balanŋa mo.
 - d. Yé di.

Berem Natɔga Maana (Pedagogical Exemplars)

Zenzamesa balei balei totoŋe (Pair work activity):

- a. Zenzamesa ke daane balei balei se ba bwe tapuna totoŋa de ya nyenyero bobwea.
- b. Zenzamesa balei balei wó pa tapuni totoŋa maana.
- c. Zenzamesa wó pa ba tetere maana tapun-dwoa yam dedoa dedoa baŋa ne.

Wo-chɛero telo baŋa ne dé na wó ke ka-faŋe-ka-nii to: Level 3 - Sɔŋɔ Totoŋa

1. Maŋe se ko veere tapuni dwoa yanto na sere daane tei to: taane, fefeo, de bwia, se n tetere daare n pa tapuni dwoa yam konto dedoa dedoa maana. (Makka 6)
2. Pɔɔre tapuni dwoa yanto n zege se ko tɔge de ya na toŋe totoŋa yalo to se n daare n maŋe se ko veere tapuni dwi dem yedaa, poponem makke de botarebia bam na wo de wone to na tɔge ba zeini totoŋe delo de na ke to tei.
 - a. Achana maa viira.
 - b. A nam zaa swoi moo!
 - c. O we be mo?
 - d. Dé ke yaga.

- e. Zaje ywo!
- f. Ba tu na?
- g. Ko zaa ba ni a yera ne ywoo!
- h. Bia bam zem wó vu sikuuli.
- i. Bera mo ke tento?

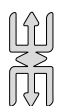
PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

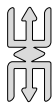
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

Ka-jwoori ka-nii Popware Senu Tu (Section 5 Review)

Popwara kanto bwe tapuna de ya dwoa taane bobwea mo. Dwoa yam maa pɔɔre ya zege se ko bere ya yedaa de ya totoŋa mo. Zenzamesa na nigi popwara kanto kuri, ko wó zeini bam ba se ba wane ba mɔ tapuna na mage to tapana poponem de ba ŋwaŋa wone. Konto wó zeini ba se ba taa wae ba ŋɔɔne Kasem taane dem lanyerane. Popwara kanto jege ŋwaane ka pa-m, ko dage Kasem zamesem yerane baŋa ne amaa ka jege wola Feilim zamesem baŋa ne de taana yadwonna neneene French de Arabic tento.

TATEI N NA WÓ MAKKE KA-FAŋE-KA-NII KOM TO

WIIKA 9 TU

Makka yam na wó vu tei to (Making scheme)

1. **Tapuni majem** (Tapuni ye **botarebia** mo tu daane ye ba te **boboŋe** na **toore** naa de veere to. De yeini de jege **taankugu** de **keimbotarebu** mo)

- a. *Makka 4 ne botarebu-kura bana ná mɛ ba toŋe*
- b. *Makka 3 ne botarebu-kura batɔ ná mɛ ba toŋe*
- c. *Makka 2 ne botarebu-kura balei ná mɛ ba toŋe*
- d. *Makke 1 ne botarebu-kuri dedoa ná mɛ o toŋe*

2. Tacheiŋa de Takukwi: Wo-kura na bere serem

Makke dedwe ko pa serem dedoa dedoa maama baŋa ne ko daare make dedoa ko pae maane delo na tɔga

1. Yedaa (Structure)

Tacheiŋi (Phrase): Botarebia na tu daane ye ba ba jege taankugu de keimbotarebu ba wone (Maana: diga kam wone)

Takukua (clause): Botarebia na tu daane ye ba jege taankugu de keimbotarebu ba wone (Maana: A mage boole mo)

2. Toorem (Completeness):

Tacheiŋi (phrase): De boboŋe dem ba toora

Takukua (clause): de wae de jege boboŋe delo na toore to (e.g., O mɔne mo).

3. Totoŋa (Function)

Tacheiŋi (phrase): Ko totoŋa mo ye taane wo woŋo (Maana: wopwolo chekke ye yereseini mo).

Takukua (clause): wae ka zege ka yerane se ka taa ye tapuni naa ka totoŋa ye ka ye tapuni wo woŋo kamunu mo (Maana: A wó na-m jwa ne).

4. Wae ka zega (Independence)

Tacheiŋi (phrase): Zege ka sale de woŋo; ware ka zege ka yerane se ka taa ye tapuni (maana, ko seene yia chekke).

Takukua (clause): wae ka zege ka yerane (Maana: A vei sɔŋɔ) naa ka ware ka zege ka yerane ye ka wo sale de woŋo (Maana: A na bugi to ŋwaane).

5. Kuri (Meaning)

Tacheiŋi (phrase): Pae labaare mo de gwaane da amaa de boboŋe dem wo veere (Maana: dedaani seeni).

Takukua (clause): Ka jege boboŋe na toore mo ye ka ta jege taankugu de keimbotarebu (Maana: A wó na-m dedaani seeni).

3. *Pa makke dedoa ko maŋe de zenzameso na wane o ye tapuni pa ko tɔge chwoŋa o le de wo wonnu tem.*

WIIKA 10 TU (Makka18)

1. a. *Tapuni dwoa yatɔ na le ko nuŋi tapane dem wone – Makka 3*
 b. *Tapuni dwoa yalei na le ko nuŋi tapane dem wone – Makka 2*
 c. *Tapuni dwoa dedwe na le de nuŋi tapane dem wone – Makke 1*
2. *Maana ko tɔge de tapun-dwi maama na ke kolo tapane wone to memaŋa mo tento:*
3. *“Tapuni mwalo mo mae te bobo tapane se de taa jege nonoga kalo na wó ja gareno wom boboŋa to. Taane delo na ye chega ye de ba jege bobwea to”*
4. a. *Tapun-dwoa yatɔ na ke kolo tapane dem wone se de maama taa jege kuri to memaŋa – Makka 5-6*
 b. *Tapun-dwoa yalei na ke kolo tapane wone se de maama taa jege kuri to memaŋa – Makka 3-4*
 c. *Tapun-dwi dedoa na ke kolo tapane wone se de maama taa jege kuri to memaŋa – Makka 1-2*
 a. *Tapuni mɔlɔ (Simple sentence)*
 - i. *Maana yatɔ ná pɛ ya tɔge chwoŋa - Makka 3*
 - ii. *Maana yalei ná pɛ ya tɔge chwoŋa – Makka 2*
 - iii. *Maana dedoa ná pɛ ka tɔge chwoŋa - Makke 1*
- b. *Tapuni zɔgɔ (Compound sentence)*
 - i. *Maana yatɔ ná pɛ ya tɔge chwoŋa – Makka 3*
 - ii. *Maana yalei ná pɛ ya tɔge chwoŋa – Makka 2*
 - iii. *Maana dedoa ná pɛ ka tɔge chwoŋa – Makke 1*
- c. *Tapuni kuni (Complex sentence)*
 - i. *Maana yatɔ ná pɛ ya tɔge chwoŋa – Makka 3*
 - ii. *Maana yalei ná pɛ ya tɔge chwoŋa – Makka 2*
 - iii. *Maana dedoa ná pɛ ka tɔge chwoŋa – Makke 1*

NB: *Semeseta tiim teesa yam wó ma labaare na nuŋi wiika yiga tu se ko vu fuga tu to wone mo.*

WIIKA 11 TU (Makka 16)

1. *Pa makke dedoa ne zenzameso ná pɛ woŋo dedoa dedoa serem naa o ná tage woŋo dedoa dedoa na ye kolo to taane ye makke dedoa wó pa balo na pɛ maana ba woli da to. (Makka 6)*
2. *Pa makke dedea ne o ná wane o bere tapuni dedoa dedoa na ye tapun-dwi delo to pa ko tɔge chwoŋa o daare o maŋe kukuanu kolo na tei ye de ye tapun-dwi dem konto to. Maana: Tapuni dem yem bwia tapuni mo kolo ŋwaane de jege bwia makke mo de kweila ne. (Makka 10)*

POPWARE SEREDO TU: GAREM DE PIPIRITEO

TAANE DE DE TOTONJA

Tapun-balaŋa: **Tapane poponem**

Berem Teena: *Ma ywono kolo n na jega ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) baŋa ne to n ma-n ta kukuanu labaare delo na wo tapane wone to.*

Berem Teena Kamuna: Bere ywono de kuri niiri kukuanu poponem baŋa ne.

Tayuu: **Taane de de totonja**

Tapun-balaŋa: **Ni nwaŋa de poponem pipiriteo**

Berem Teena: *Ma ywono kolo n na jega pipiriteo wade de ko dwoa baŋa ne to n ma-n pipiri tapane.*

Berem Teena Kamuna: Bere ywono de kuri niiri lara pipirim baŋa ne.

Ta-n yei konto ni ne

Ke **Ka-ke-ka-nii Tεese yiga tu kom** (Conduct Practice Paper 1). De jege se de ke de nuŋi zamesem /berem delo maama na ke ko zege Bene dedwe tu se ko vu ko yi Bena yatɔ tu to ne mo. Nii teibole dem na bere makka yam na wó vu tei to (**Table of Specification and Structure of the Paper**) ne se-n ma-n zeini n tetere. Zenzamesa bam tɔn-zwa yam jege ya makke mo ko ne nia ne ye n kwei ba na jaane makka yalo to n ke **SAP** kom ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto wó ke bobwea ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) chwode sem baŋa ne se ko maa gwoni tapane kukuanu. Ba wó bere zenzamesa chwei selo ba na wó tɔge se ba wane ba ke ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) lanyerane to se ko woli ba se ba na bobon-kura yalo na wo tapane wone to de tapane dem maama na bere kolo to. Ba laam wó ma ywono kolo ba na jega ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) baŋa ne to ba maa gwoni tapana kukuanu. Ba ta wó bere zenzamesa wakeeru telo na wó zeini ba se ba wane ba ke pipiriteo to. Ba wó pa zenzamesa pipiri botarebia, tacheiŋa, takukwi, tapuna de tapana Feilim wone ba ja ba vu Kasem wone. Popwara kanto jege nwaane ka pa-m, ko dage Kasem zamesem yerane baŋa ne amaa ka jege wola berem kateira yadwonna zamesem baŋa ne nenεene Feilim de taana yadwonna de. Popwara kam wó woli zenzamesa se ba taa jege ywono de kuri niiri ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) baŋa ne se ko pa ba wane ba taa popone taana

kukuanu se ya tɔge chwoŋa. Ka ta wó woli zenzamesa se ba wane ba ke pipiriteo se ko da chwoŋa. Bereno kwaane se o ma chwei de berem zola na maŋe to o daare o da chwei na wó pa bu maama ni berem dem kuri ye o faŋe ba o nii ko chwoŋa ne se ko zeini zamesem.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 12 Tu:** *Ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) ba lware bobon-kura yalo na wo tapane wone se ba daare ba gwonɩ ya kukuanu (Use skimming and scanning to identify main ideas from a given text to be summarised).*
- **Wiika 13 Tu:** *Bwe na pipiriteo dwoa yam bobwea (Maana: Botarebia bam kura na ye tei to pipiriteo, tapane kuri niiri pipiriteo, pipiriteo na ba tɔge wadaa / pipiriteo keim yoo yerane (Discuss the types of translation (E.g., word for word, meaning based, unduly free, etc.)).*
- **Wiika 14 Tu:** *Bwe pipiriteo wade sem bobwea (Maana: ywono ta-dwoori de ta-doore dem ne, nabaara kikia ywono, taane dem wade na ye tei to ywono, botarebia ywono, etc. (the rules of translation (e.g., knowledge of the source and target languages, cultural competence, grammatical and linguistic competence, etc.)).*

BEREM NATOGA MAANA KUKUANU

Berem natogese selo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege Chana Sɔrem baŋa ne (Problem-Based Learning (PBL)) dem jege se de ke de chwoɔde selo na sɔre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tɔge da o zamesem bobonɩ yadwonna de wade se ko dage ka weeni ka bere bobonɩ wonjo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwoɔde sedwonna nenɛne noono dedoa dedoa zamesem (individual learning), zenzamesa balei balei totonje (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability)/bakeiri de busankam maama gurupi ne (gender groupings), de kelase dem maama totonɩ (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwoɔde sento zeini zenzamesa mo se ba taa jege ka bonje ka virigi wakia (critical thinking skills), ka taa wae ka sɔre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wóowane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwonim de de zanem. Ka ta ka twoŋi noona badwonna na tage kolo to ye se ko ke de zenzamesa na wó ta taane ba yuudwonna bam na tage kolo to baŋa ne to, ye ba daare ba gwaane ba bobonɩ da se ko pa ba se da bobonɩ naa ba ni da taane kuri to mo. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totonje dedwonji mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwonji botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa bobonɩ (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii chwei selo na me se toŋe popwara kanto ne to woli zenzamesa mo se ba taa jege wakeeru, kuri niiri de ka-bonje ka-virigi. N na wó nii se n lware zenzamesa bam zamesem na vei tei to wó zeini mo se ba zamesem vu yiga. Ka-faŋe-ka-nii chwoɔdea kalo na me ka toŋe to zeini bereno wom mo se o maane o nii zenzamesa bam nigi wonnu telo ba na zamese

Kasem taane dem wone to kuri na. Level 2 ye tapane kukwi bwia mo zenzamesa na wó leiri ye ba laam ba kelase ba ga ba bere kelase dem se-n nii zenzamesa na wae ba ḡḡone tei taane baṅa ne to. Level 3 bwia yam maa ye se zenzameso wom tetere mo popone o bere o boboṅa woṅo baṅa ne naa ka-kwei tayuu ka-ke lelagem ko baṅa ne se ko maa maane zenzamesa na wó wane ba boṅe ba virigi tei to de ba na nigi dedoa dedoa maṅa kweem/ pḡ se ko yi-m maṅa kuri tei de ka ma totoṅa kateiri botarebia na maṅe to ka bwe teo konto de teene dedwonna taana. Berena jege se ba ma ka-faṅe-ka-nii maṅa maama (formative) de zamesem gurim ka-faṅe-ka-nii (summative) dwoa yam mo ba toṅe se ba maa na labaare ko tḡge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Popone kukuanu Ka-faṅe-ka-nii chwodea kalo na me ka toṅe to se ka vu de zamesem woyuu kam.

Zamesem Woyum (Learnng Indicators)	Ywono Diinim Maṅa Jei 'DOK Level'	<i>Ka-faṅe-ka-nii natḡga de/naa ka na nye tei (Assessment Strategy and/or mode)</i>
Ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) ba bere boboṅ-kura yalo na wo tapane wone se ba daare ba gwoni ya kukuanu.	2	Ka-ke-ka-nii tḡese (Practice Paper)
Bwe na pipiriteo dwoa yam bobwea (Maana: Botarebia bam kura na ye tei to pipiriteo, tapane kuri niiri pipiriteo, pipiriteo na ba tḡge wadaa / pipiriteo keim yḡḡ yerane (Discuss the types of translation.	4	<i>Kelase totoṅa (Class exercise)</i>
Bwe pipiriteo wade sem bobwea	3	<i>Gurupi totoṅa (Group work/ project)</i>

WIIKA 12 TU

Zamesem Woyuu: *Ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) ba bere bobon-kura yalo na wo tapane wone se á daare á gwoni de kukuanu*

Gulim

Bene Yiga Tu	Wiika 4 Tu: Ma ywono kolo n na jege ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) banja ne to n ma-n ga n daare n sore chana yalo na wo njwea ne to.
Bena Yalei Tu	Wiika 4 Tu: Bwe ka-ga-ka-maŋe-yiga nyenyero tem bobwea (ka-baane-ka-nii (skimming), ka-zuri yera ka-ga (scanning), etc)

WOYUU: KA-BAANE KA-NII (SKIMMING) DE KA-ZURI YERA KA-GA (SCANNING)

Ka-baane-ka-nii (Skimming): Konto ye n na wó dole n yia tapane wone se n lware bobonje delo chekke de na lage se de bere to, de bobon-kura, de de yedaa to mo. Ka-baane-ka-nii (skimming) woli garena mo se ba lware tayum chekke tapane dem wone, ba ni poponno wom bobonje delo o na me o popone labaare dem to kuri ye ba ta ba choge maŋa.

Ka-zuri yera ka-ga (Scanning): Konto ye se n ga tapane dem lela lela se n beeri labaare dedwonji mo de wone nenene botarebu-yum, tacheiŋa, chana da, yera, bwia yadwonna leira, de wonnu tedwonna. Ko woli garena wom mo se o na labaare dewonji o na laga, o leiri bwia ye o ta lelage wonnu wone lanyerane o nia.

Ka-baane-ka-nii (skimming) de ka-zuri-yera-ka-ga (scanning) nyɔɔre

Bobwea yam na wo banja ne to pe se dé lware we, ka-baane-ka-nii (skimming) de ka-zuri-yera-ka-ga (scanning) ye wakeeru telo na woli kuri niiri de ka-ga lanyerane to mo. Konto njwaane to, garena ná jege ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) wakeeru tem, ko pae ba wae ba gare lanyerane, bwoŋi botarebia pa ba toora ye garem dem toge chwoŋa ne de na jege se de taa ye tei to.

Zamesem Totoŋa

Ga atekele dem wo labaare dem na wo kuri ne to

1. Baane labaare dem wone se n bere tayum de wone.
2. Zuri yera n ga atekele dem se-n beeri (i) wolo na me sabu o zeini totonje dem to (ii) teene dedwonna na nae nyɔɔre ba nuŋi totonje dem ne to (iii) vala bagera mo ne totonje dem nyɔɔre
3. Ma n tetere botarebia n popone tapane dem labaare dem kukuanu (summarise).

Vala de balo maama na jege woŋo se ba ke de varem de kɔnɔ to na dwoi morro tetɔ to nae nyɔɔre ba nuŋi chwei selo ba na toge da ba jwoŋi Lampwooru to Totoŋe-naga Chwei dwi dwi Naga kam na wo Afereka ne ba na bwoi we 'Revenue Diversification Pathways in Africa through Bio-based and Circular Agricultural Innovations (DIVAGRI)' to wola banja ne.

Bena yana totonje dem European Union na me ba sabu ba nii de banja ne to nii se wodiiru telo vala na vare ba nae to mo puli ko toge de ba na wó da chwoŋa kalo se ba zeini vala na wo Afereka bube Te-balwa (Sub-Saharan) bam ne to se ba na sabu ba daare ba taa ke pipiiru.

Vala bam daa ta nae/ne serem/ke zamesem koresem wonnu na wó fɔge varem kikia to baɲa ne wea kam de tega kam ɲwaane Feilim ne ba na tɛ konto we ‘Solar Desalination Greenhouse, Multifunctional constructed wetlands, Ethnobotanical and intercropping, Biogas, Integrated biorefinery (mushroom production, essential oil extraction, black soldier fly technology etc), SLECI irrigation system and Biochar’ to mo.

Dé na yage Ghana kwaga ne, totoɲe dem ta woli vala balo na wo South Africa, Namibia, Botswana de Mozambique ne to.

Labaare dem kwei de nuɲi ywo mo : <https://ghanaiantimes.com.gh/3000-smallholder-farmers-receive-training-in-agriculture-innovations/>

Berem chwei maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baɲa ne (Problem-Based Learning): Kelase dem maama totoɲe:

- Jwoori á nii ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) na ye kolo to.
- Ma tapane delo ba na pɛ abam to á ke á bere ka-gwoni taane kukuanu na ke tei to.

Zenzamesa balei balei totoɲe (Pair work):

- Bwɛ ka-gwoni taane kukuanu poponem bobwea.
- Ma ywono kolo á na jege ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) baɲa ne to á le boboɲ-kura á nuɲi tapane dem wone se á popone de kukuanu.
- Ga á leira yam kelase ne se ba bwɛ ya bobwea.

Wo-chɛero telo baɲa ne dé na wó ke ka-faɲe-ka-nii to – Ka-ke-ka-nii Tɛse Yiga tu Ka-faɲe-ka-nii Maɲa Maama: DoK Level 2 - Sɔɲɔ totoɲa

1. Maɲe se ko veere wonnu telei na pa se ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) sere daane to. (Makka 4)
2. Bwɛ chwei setɔ n na wó tɔge da n ma-n bere boboɲ-kura yalo na wo tapane wone to. (Makka 3)
3. Ma ywono kolo n na jege boboɲ-kura baɲa ne to n ma-n popone tapuna na wo muri nana to garem kateiri dedwe labaare delo na wo tapane dem wone to kukuanu. (Makka13)

N yeini n ke bɛ mo n ná ba wora n ke kolokolo dɛ dem wone? Bɛ mo woli-m pa se n ke konto? Nmo gage labaare ko tɔge de nɔɔna badwonna na ke kolo ba na ba jege totoɲe to na? Maɲa kanto ne, nɔɔno wom mae maɲa kam o ke kolo maama o na lage to mo. O mae o maɲa kam o ke kolo maama o na lage to mo de wolo maama de.

Nɔɔna badwonna yeini ba se se ba si mo maɲa kalo ba na ba wora ba toɲe to. Konto woli mo se-n si se-n da-n na dam. Ko pae dé yupunnu sia ye te pae dé wae dé boɲe lanyerane kolo ɲwaane dé baa toɲe kolokolo dé na ba wora dé toɲa.

Nɔɔno maama jege se o taa jege maɲa mo o sia ne o na toɲe kolo o na jege se o ke to o ti. Siu maa jege ɲwaane chekke kolo ɲwaane konto mo zeini pa se nɔɔno ba tiini o toɲe o gaala. Dé siu maɲa kam pae debam pwola mo pae dé yupunnu/boboɲa sia naa te peini tega ne beɲwaane konto pae dé ba buga.

KA-KE-KA-NII TEESE YIGA TU**WONNU NA WÓ VU TEI TEESE TON-ZWE YIGA TU NE TO**

Berena jege se ba popone bwia fiinnu (50) mo popwara kanto ne.

TAYU-BALAJA	ZAMESEM WOYUU/WOYUM	KA-FAJE-KA-NII MAJA JEI		
		L1 30%	L2 40%	L3 30%
KASEM TAANE DEM SORO (FONOLJI)	1. Ma wonnu telo na maje to n ma-n maje vawola yam na wo Kasem ne to seina (Maana: nivoro kikia, dindeilimi zeijim, de dindeilimi dem daa)	1 1 1	1 1 1	1 1 1
	2. Ma wonnu telo na maje to n ma-n maje konsonanta yam na wo Kasem ne to seina (Maana: kwora zuzugim/mumunim, me soro kom na ke to, de tatei vio kom na nuji to)		1	
	3. Maje se ko veere vawola na wae ya zege me Kasem botarebia wone to (botarebu boboa ne, tetare ne de kweila ne)			
	4. Popone selabola dwoa yam (porem de peem) Kasem ne.			
	5. Bwe selabole yedaa kam na ye tei Kasem ne botarebia mornem maja ne to.			
	6. Maje se ko veere kwori na ye kolo to se n daare n nii dwoa yam (Maana: kuri, baya, tetare de diinim)			
	7. Maje taane soro kikia memaja se ya veere (Maana: soro jirim kikia).			
	8. Bwe taane soro kikia Kasem taane dem ne (selabole yedaa kikia).			
BOTARE-BIA DE BA YEDAA KASEM POPONEM WADE	1. Zege yera dwoa yam baya ne n pore ya n tihi pwei pwei (Maana: yere kachege, yere molo, yere badwio, yere garo, de tedwonna).	1 1	1 1 1	1 1 1
	2. Pore keinseina dwoa yam n tihi pwei pwei (Maana: tatei, jeiga. Maja, keim dagemko na yi me)			
	3. Zane n nii afegesa na toje kolo Kasem taane dem ne to.			
	4. Ma taleirina dwoa yam na wo Kasem ne to n mo tapuna.			
	5. Maje takuku-dwoa yam seina n daare n pore ya dwoa yam n zege.			
	6. Bwe tapuni wo wonnu tem bobwea (Maana: tacheija de takukwi).			
	7. Ye tapuni dwoa yam wone ko zege ya totona baya ne.			
	1. Toge wade selo na wora yera de yereleirina poponem baya ne to n ma-n mo tapuna.	1	1 1 1	1 1 1
	2. Toge wade selo na wora yereseina poponem baya ne to n ma-n mo tapuna.			
	3. Bwe botarebia mornem chwei selo na wora Kasem taane dem ne to bobwea (botarebia gwaanem, botarebu-chichwoaru gwaanem, tage botarebia jwojim, afegesa gwaanem).			
	4. Bwe poponem makka bobwea (Maana: taane paare makke, koma, kolon, kolon chichworo, de tedwonna) de kwori makke.			

	5. <i>Bwe botarebia mɔɔnem chwei sem bobwea (tage botarebia jwɔɔjim, ka-bwɔɔji-ka-tulisi, tage botarebia lwonim, de sed-wonna).</i> 6. <i>Ma chwei selo dwi dwi na tɔge da se mɔɔne botarebia to n ma-n mɔ botarebu-doora.</i>			
NABAARA	1. <i>Zane wa yera yam wone se-n daare n nii ya boboa na zege me de kolo ɲwaame ya na wora to.</i>	1	1	1
KIKIA	2. <i>Bwe chwei selo n na wó tɔge se-n ke nɔn-keiri chullu n pa busankan-pwoli de bakeir-pwoli to (wonnu telo na ke: se nɔn-keiri chullu laam ke, nɔn-keiri chullu keim mɔɔa ne de nɔn-keiri chullu kikia yam kwaga ne)</i>	1	1	1
NABAARA	3. <i>Kwei ba na ke nɔn-keiri chullu tei Kasoɲo ne to n ma-n mɔɔe de jei sedwonna ne ba na ke te tei to.</i>	1		1
DAM DIM	4. <i>Bwe chwei selo ba na tɔge da ba maa ke kadiri chullu kikia to bobwea n daare n ta kikia yanto na jege nyɔɔre delo Kasena nabaara kikia yam ne to.</i>			
	5. <i>Bwe leile wonnu na jege kolo se te ke nabaara kadiri chullu kikia bɔɔa ne to bobwea.</i>			
	6. <i>Ma Kasena diga dwi naga kam na ye tei to n ma-n mɔɔe de nabaara kikia yadwonna nyem Ghana ne.</i>			
	7. <i>Bwe Kasena nabaara kura yam bobwea n daare n ta ya wola.</i>			
	8. <i>Kwei Kasena nabaara kura yam n ma-n yeiri de nabaara yadwonna de na wo Ghana ne to kura se n nii ya na nye ye ya sere daane tei to.</i>			
	9. <i>Kwei Kasena nabaara lua keim chullu tem n ma-n yeiri de nabaara yadwonna de na wo Ghana ne to lua keim chullu se n nii te na nye ye te sere daane tei to.</i>			
	1. <i>Zane nabaara dam dim yedaa kam wone (kwo, diga yuu tu, diga dwi yuu tu.)</i>	1	1	1
	2. <i>Zane nabaara dam dim yedaa kam wone (pɛ, pwa-balwa, pa-tijina, de badwonna)</i>			1
	3. <i>Zane nabaara dam dim yedaa kam wone.</i>			
	4. <i>Zane leile taane dim naga kam wone.</i>			
	5. <i>Yeiri nabaara chwɔɔɲa vuvuga kwɛɛm naga kam de leile vuvu-ga kwɛɛm naga kam daane se-n ta se na nye ye se sere daane tei to.</i>			
NI LARA	1. <i>Zane Kasena na lwom yedaa kam wone (boboa - wara, tetare - labaare dem, gurim - ni gwonim)</i>	1		
	2. <i>Bwe lua lei bobwea (se totoɲa de se nyɔɔre)</i>	1	1	1
	3. <i>Ye dende yedaa de se dwoa wone.</i>		1	
	4. <i>Zane dende-kenkagela yedaa kam wone.</i>			
	5. <i>Bwe totoɲa lei, tigura lei, kwɛɛra lei de bia gana lei bobwea.</i>			
	6. <i>Zane n daare n ye leile ɲwea seina (contemporary highlife) lei wone.</i>			

POPONEM LARA	1. Bwε sensola wo wonnu tem bobwea (Maana: keira, bobo- jekurim, sensola kam naga, jeiga de maŋa kalo kikia yam na ke to).	1		
	2. Ye sensola wone (tayuu, bobojekurim, botarebia kurim, taa- na diira, de tedwonna).	1	1	1
	3. Zane kwεera (na popone ya tigi to) wone se n le kwεera wo wonnu telo na mε te toje to.	1	1	1
	4. Ye kwεera (na popone ya tigi to) wone.		1	1
	5. Popone n daare n bwε seina taane wo wonnu (Maana: popon- no botarebia kurim, bobojekurim, pwoa, gene, nonoga taana, sɔɔnem, de tedwonna) bobwea.			
	6. Zane seina taana na popone ya tigi to wone.			
KO MAANA JIILI		15	20	15

WONNU NA WÓ VU TEI TEESE TŌN-ZWA YALEI TU NE TO

Tεese dem na wó vu tei to/Yedaa

POPWARA / KATEIRI A – Tapane GareM (Makka 10)

Tapane na jege botarebia na vei bia yatɔ (300) ko taa vei bia yatɔ de finnu (350) to na ye sensola to mo wó pa zenzamesa bam ye de jege bwia fuga na saje to se ba pa ya leira. (Mitibia 30)

POPWARA / KATEIRI B – Taane sɔɔro kikia/fɔnɔlɔji (Makka 10)

Bwia yalei mo wó taa wora se zenzamesa twori ya dedoa ba pa ya leira se ko maa na/jwoŋi makka fuga. (Mitibia15)

POPWARA / KATEIRI C – Ni ŋwaŋa / Poponem Pipiriteo (Makka 30)

Tapane na jege botarebia bia yalei de finnu na ye Feilim to mo wó kwei de pa zenzamesa se ba pipiri de ba vu Kasem ne (Mitibia 30)

POPOWARA D – Tapane Poponem (Makka 30)

Tayum tena mo wó kwei te pa se zenzamesa tapane popone te baŋa ne ye zenzamesa bam jege se ba twori te dedoa yerane mo ba popone ko baŋa ne ye botarebia bam wo muri bia finntɔ se ba na makka fnntɔ (Four topics for composition will be set and candidates will be required to write an essay of not less than 300 words on one of them for 30 marks). Tapane dwoa yam to dwonna mo wó taa wo tεese dem ne (The following types of writing will be tested).

Tolem Tapane (Narrative), Maŋem Tapane (Descriptive), Nikantɔɔ magem Tapane (Argumentative), Ni Taane Tapane (Speech Writing), Tɔnɔ/Leta Poponem (Letter Writing), Woŋo Keim Tapane (Expository) (50 minutes)

POPWARA E – POPONEM LARA (MAKKA 20)

Popwara kanto ne, bwia yam wó pɔɔre kuni betɔ (3) mo ko tɔge lara dwoa yam (sensola, kwεera de seina taane) na ye tei to se ko pa zenzamesa se ba kuri ya wone ba leiri. (Makka 25)

TAYU-BALAŋA	ZAMESEM WOYUU/WOYUM	KA-FAŋE-KA-NII MAŋA JEI		
		L1	L2	L3

GAREM FONOLLOJI	1. Ma ywono kolo n na jege tapun-yuu de tapun-sajena baja ne to n le bobon-kura yalo na wo tapana wone to.			1
	1. Ma wonnu telo na maje to n maje Kasem konsonanta yam seina (Maana: kwora mumunim/zuzugim, konsonanta yam keim jei, vio kom na nurji tei konsonanta yam keim maja ne to). 2. Bwe taane sooro kikia na ye tei Kasem taane dem ne to (selabole yedaa).		1	1
TAPANE POPONEM NI PIPIRITEO DE POPONEM PIPIR- ITEO	1. Popone tolem tapane. 2. Popone wonjo keim tapane. 3. Popone nikantogo tapane. 4. Popone yiseena tonno.			1 1 1 1
	1. Pipiri tapana n zege ta-dwoori ne n ja-n vu ta-doore ne se ko toge pipiriteo dwoa yam. (Maana: Botarebia bam kura na ye tei to pipiriteo, tapane kuri niiri pipiriteo, pipiriteo na ba toge wadaa / pipiriteo keim yoo yerane, etc.)			1
POPONEM LARA	1. Bwe sensola wo wonnu telo na me te torje to bobwea (Maana: keira, bobonkurim, sensola naga, jeiga de maja, poponno kwoara, etc). 2. Ye kweera (na popone ya tigi to) wone. 3. Popone n daare n bwe seina taane wo wonnu (Maana: poponno botarebia kurim, bobonkurim, pwoa, gene, nonoga taana, soonem, de tedwonna) bobwea.			1 1 1
	KO MAANA JIILI		1	10

WONNU NA WO VU TEI TEESE TON-ZWA YATO TU NE TO

Teease dem na wo vu tei to/Yedaa

TON-ZWA YATO TU – Ni Iwaja

Teease dento pɔɔre kuni betɔ mo ye dé wó taa jege me wolo na ni teease dem baja ne to de zenzamesa bam dedoa dedoa na lage ba ke teease dem to na wó lare. Lara yam konto wó kwei miti finnnlei mo ye de jege makka finnnu mo. Teease dem jege de seredo mo na pɔɔre se ke gurupa yalei wone (Option A and Option B). Ba wó taa leiri gurupa yam konto mo bene maama wone se ko che ka-tulisi bwia. Wolo na nii teease dem baja ne to wó pa zenzamesa bam maane teease dem na wó ke tei to.

TAYU- BALAŊA	ZAMESEM WOYUM	KA-FAŊE-KA-NII MAŊA JEI		
		L1	L2	L3
IWAŊA/ LARA ME NA MAŊE TO FONOLLOJI GAREM	1. Bwe bobonja yalo na maje ye ya wo tapane delo ba na pe-m ne to bobwea. Maana: nabaara kikia (negero, woywono, ka-se-ka-pa-daane, de tedwonna)			1

	1. <i>Ma wonnu telo na mape to n ma-n mape konsonanta yam na wo Kasem ne to seina (Maana: kwora zuzugim/mumu-nim, me soo kom na ke to, de tatei vio kom na nuni to)</i>		1	
	1. <i>Ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) n ma-n beeri labaare naa boboa yadwonna tapane dem wone.</i> 2. <i>Ma ywono kolo n na jege tapun-yuu de tapun-sajena baya ne to n ma-n le bobon-kuri n nuni tapane wone.</i>	1		1
NABAARA KIKIA	1. <i>Zane wa yera yam wone se-n daare n nii ya boboa na zege me de kolo nwaame ya na wora to.</i> 2. <i>Bwe chwei selo ba na toge da ba maa ke kadiri chullu kikia to bobwea n daare n ta kikia yanto na jege nyore delo Kasena nabaara kikia yam ne to.</i> 3. <i>Bwe Kasena nabaara kura yam bobwea n daare n ta ya wola.</i>	1	1 1	
NI LARA	1. <i>Zane Kasena na lwom yedaa kam wone (boboa - wara, tetare - labaare dem, gurim - ni gwonim)</i> 2. <i>Kasena nabaara kura yam bobwea n daare n ta ya wola.</i> 3. <i>Kwei Kasena nabaara lua keim chullu tem n ma-n yeiri de nabaara yadwonna de na wo Ghana ne to lua keim chullu se n nii te na nye ye te sere daane tei to.</i>	1	1	1
	KO MAAMA JILI	3	4	3

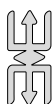
PLC Session 12

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**

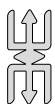
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

10 minutes**Content Exploration**

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

**Note**

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

20 minutes**Enactment**

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

- 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.

WIIKA 13 TU

Zamesem Woyuu: *Bwe na pipiriteo dwoa yam bobwea (Maana: Botarebia bam kura na ye tei to pipiriteo, tapane kuri niiri pipiriteo, pipiriteo na ba tɔge wadaa / pipiriteo keim yɔɔ yerane).*

Gulim

Bene Yiga Tu	Wiika 6 Tu: Bwe ni pipiriteo (Oral Interpretation) bobwea se-n pa n boboŋa taa wo wonnu tent baŋa ne, ka-cheigi lanyerane, kolo n nigi to poponem (encoding) dedaane botarebia beeri (decoding), etc.
--------------------	---

WOYUU: PIPIRITEO

1. Pipiriteo na ye kolo to
2. Pipiriteo nyɔɔre
3. Pipiriteo dwoa

Pipiriteo (Translation): Pipiriteo ye chwoŋa kalo n na wó tɔge da n leiri tapane naa ŋwaŋa n zege ta-dwoori ne n ja-n vu ta-doore wone ye de kuri, kolo ŋwaane ba popone de to de kolo na wo de wone to wo leiri to mo.

Pipiriteo Nyɔɔre (Importance): Pipiriteo woli mo se pwola kalo na wo taana tetare ne to se, konto wó zeini nɔɔna zanzam taane kuri niiri baŋa ne ye ko wó pa se logo baŋa nɔɔna maama ke daane ba daare ba lare daane. Wonnu tento tedwonna mo ye pipiriteo zamesem nyɔɔre:

1. Ko woli logo baŋa maama ka-lare daane (Facilitates Global Communication): Pipiriteo mo pa se nɔɔna balo na ŋɔɔne taana dwi dwi logo kom baŋa ne to ni da taana.
2. Ka-lware da nabaara kikia (Cultural Exchange): Ko pa se ba tɛ da boboŋa, lara (poponem de ni lara), ye ba bere ba ywono na ye tei to ko na tu ba nabaara kikia baŋa ne.
3. Papiu (Business and Trade): Pipiriteo woli mo se teene taa wae de pipi de dedwonna.
4. Sikuuli veinɔ de wonnu lelagem (Education and Research): Ko pa se dé nae ywono ye ko ta zeini zenzamesa na wo logo baŋa ne to maŋa maama de ba zamesem.
5. Logo baŋa teene dem yedaane (Diplomacy and International Relations): Ya jege ŋwaane chekke kolo ŋwaane ya pa se gɔmenta de teene dedwonna lara mo vei lanyerane.
6. Nɔɔna nae labaare (Access to Information): Pipiriteo tapana pae dé ni labaare, dé nae totoŋa, ye ko pa se logo baŋa nɔɔna maama nae chwoŋa ba ke wonnu.
7. Ko pae dé ni da taane kuri ye dé jege da ŋwaŋa (Promotes Understanding and Empathy): Ba na pipiri taane ba ja ba vo taane delo nɔɔna dede na ni to ne, ko pa se ba ni de kuri, ba se ba pae daane ye ba ke daane.

Pipiriteo dwoa

1. Botarebia bam kura na ye tei to pipiriteo (Word-for-Word Translation)

Ka-pipiri taane ko tɔge de botarebia kura na ye tei to tɔge botarebia bam dedoa dedoa kura na ye tei tapane dem wone to mo. Konto ba tɔge botarebia bam na mɛ ba tɔge tei tapane dem wone to, ta-gungwoli selo wone botarebia bam na wora to, naa wonnu telo na wó woli kuri niiri ta-doore dem wone to. Pipiriteo konto dwi ba pae taane dem tɔge pipiriteo wadaa naa de kuri nuŋi lanyerane.

2. Tapane kuri niiri pipiriteo (Meaning-Based Translation)

Pipiriteo konto dwi pa se ta-dwoori dem kuri dem de kolo ŋwaane ba na popone de to jege ŋwaane mo taane dem pipirim maŋa ne se ko dae botarebia bam kura na ye tei dedoa dedoa to tapane dem wone. Pipiriteo konto dwi tɛ nabaara kikia, taane yedaa naa de zamesem, dedaane taane wone wonnu telo na woli kuri niiri **pipiriteo** keim maŋa ne to taane mo. **Pipiriteo konto dwi mo nɔɔna dede ke.**

3. Pipiriteo keim yɔɔ yerane (Unduly Free Translation):

Pipiriteo konto dwi ye taane pipirim delo na ba ke de tɔge wadaa to mo, pipiriteo konto ba tɔge ta-dwoori dem yedaa, de na popone kolo ŋwaane to naa de kuri dem wae de ye de yera kɔtaa. Ko wora we, **pipiriteo na ba tɔge wadaa pa se taane pipirim ye mwale mwale**, ko wae ko leiri taane dem kuri naa ko le labaare na jege ŋwaane to ko yaga. Ko wae ko mae ko tɔge jei sedwonna nenɛene, ka-ma-boboŋa ka-popone (creative writing) baŋa ne, pipiriteena wae ba maŋe botarebia dede naa ba tɔge chwei sedwonna ba ma ba toŋa ta-doore dem wone ko dwoni ta-dwoori dem ne ywo seeni. Amaa taane pipirim dento dwi wae de jege daanem pipiriteo kolo na jege yiseena (formal translations) to baŋa ne.

Zamesem Totoŋa

1. Á ke na daane batɔ batɔ á zamese ba na lare tatei jei dwi dwi ne to ko tɔge de á na wó ke á bere (acting out) wonnu (scenarios) telo na wo kuri ne to (maana, yaga ne, asigiti ne, naa sikuuli ne).
 - a. Yaga ne (nɔɔno dedoa mo jege wonnu o yeiga, nɔɔno dedoa de maa ye bimbeeru na tole o nii wo-laaro (tourist), wolo na pipiri bimbeeru wom taane dem Feilim ne o jaane o vei Kasem ne).
 - b. Asigiti na wo England ne to (nɔɔno dedoa mo ye dɔgeta tu, nɔɔno dedoa maa ye jaweenoo na ye nawaaro to, nɔɔno dedoa de maa pipiri dɔgeta tu wom taane dem Feilim ne o jaane o vei Kasem ne o bere nawaaro wolo na weele to).
 - c. Kasem kelase ne (nɔɔno dedoa mo ye bereno, nɔɔno dedoa maa ye zenzameso dooro na nuŋi England, nɔɔno dedoa laam maa pipiri kolo bereno wom na tɛ de Kasem to o bere zenzameso dooro wom).

Berem Natɔga Maana (Pedagogical Exemplars)

Bwe pipiriteo de ko dwoa yam bobwea (maana, Botarebia bam kura na ye tei to pipiriteo (Word-for-word), **tapane kuri niiri pipiriteo** (meaning based), **pipiriteo na ba tɔge wadaa** / pipiriteo keim yɔɔ yerane (unduly free), etc.)

1. Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning): Kelase dem maama totoŋe:
 - Jwoori á nii pipiriteo na ye kolo to.

- Jwoori á nii pipiriteɔ nyenyero (ka-ni se ka-daare ka-ɲɔne taana yam maama yalei, ywono ka ma totoɲa kateiri botarebia balo na maɲe to ka toɲe taana yam maama yalei baɲa ne, etc.).
 - Bwɛ pipiriteɔ de ko dwoa yam bobwea (maana, Botarebia bam kura na ye tei to pipiriteɔ, botarebu yuu botarebu yuu **pipiriteɔ** (literal translation), **pipiriteɔ na ba tɔge wadaa** / pipiriteɔ keim yɔɔ yerane, **tapane kuri niiri pipiriteɔ, pipiriteɔ na pɛ ta-dwoori dem kuri nuɲi jasse to** (faithful translation), **botarebia kuri ka sale daane pipiriteɔ** (semantic translation), ka ma nonoga taana ka ke **pipiriteɔ** (idiomatic translation), lara pipiriteɔ (communicative translation), etc.)
2. Gurupi tototɔ/ ka gwaane daane ka zamese (Group work/collaborative learning): Gurupa na jege zenzamesa ywono na ba mae daane to (Mixed ability):
- Ga tapane na jege botarebia bia yatɔ (300) naa ba na dwoi konto to se á daare á pipiri de á zege ta-dwoori ne á vu ta-doore wone.
 - Ga á leira yam se ba bwɛ ya bobwea.

Wo-chɛero telo baɲa ne dé na wó ke ka-faɲe-ka-nii to: DoK Level 4- Kelase Totoɲa

1. Maɲe pipiriteɔ memaɲa se ko veere n daare n ta chwei setɔ selo na bere we ko jege ɲwaane ko pae nmo taane dem bero (development) to. (Makka 4)
2. Nmo na ye zenzameso wolo na jege pipiriteɔ ywono to, abam sikuuli dem mo ke jeirwo se ba maa tei ba daare ba pa pɛera balo na ke lanyerane to, ba maa pa-m sikuuli yuu tu wom na lage o ɲɔne kolo to se n pipiri n ta. Maɲe pipiriteɔ dwi delo n na wó ma n toɲe to memaɲa se n daare n ta kolo ɲwaane n na kuri konto se n ma n toɲe to. (Makka 4)
3. Ye n bere taane dento nmo na sɛ de tei to.

“Ka-pipiri taane yɔɔ yerane jege daanem ye ko wo maɲe kɔtaa”

N jege se-n ta-n jege boboɲa berem labaare mo se-n wane n tiɲi wonnu ko tɔge tayuu kom ye n guri ko de nmo boboɲa na ye tei to. (Makka 12)

PLC Session 13

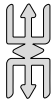
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

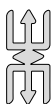
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

WIIKA 14 TU

Zamesem Woyuu: *Bwe pipiriteo wade sem bobwea (Maana: ywono ta-dwoori de ta-doore dem wone, nabaara kikia ywono, taane dem wade ywono, de tedwonna*

Gulim

Bene Yiga Tu	Wiika 3 Tu: <i>Bwe ni pipiriteo bobwea se n pa n bobonja taa wo ka-cheigi lanyerane</i> , kolo n nigi to poponem (encoding) dedaane botraebia beeri(decoding), etc.
-----------------	---

WOYUU: PIPIRITEO WADE

Ka-jwoori ka-nii (Revision) pipiriteo na ye kolo to

Jwoori n vu n nii wiika 13 tu ne se n wó na pipiriteo na ye kolo, ko dwoa, de ko wola.

Pipiriteo Keim Wade (Rules of translation): Ka tóge wade sento wó zeini pipiriteena se ba pipiri taana se ya taa lamma ye ya lare bobonje naa labaare delo ta-dwoori dem na jege to lanyerane.

1. Ta-n jege taana yam maama yalei ywono (Have knowledge of both languages): Ta-n jege ywono taana yam maama yalei wone se n kuri botarebia balo na mane to n na wora n pipiri taane.
2. Taa ye bedwe / Ko mane daane (Accuracy): Pipiri ta-dwoori dem se de kuri, de na te kolo, dedaane kolo nwaane ba na popone de to taa ye bedwe de ta-doore dem.
3. Taa jege chega (Fidelity): Kwaane se n tóge ta-dwoori dem kwor-tanja kam, dedaane de na popone tei, de tapane dem bobonje dem na ye delo to, n ma-n pipiri taane dem.
4. Kuri jasse Veerem (Clarity): Kwaane se n pa tapane delo na pipiri to kuri toore ye de ye mwale se n ni de kuri.
5. Ka-taa-nege-da Nabaara wonnu (Cultural sensitivity): Ta-n yei nabaara kikia na sere daane tei to se n daare n ke pipiriteo kom se ko da chwonja.
6. Taane kuri niiri (Contextual understanding): Kwaane se n ni ta-dwoori dem na te kolo to kuri se n wane n pipiri taane dem se de da chwonja.
7. Ka-taa-ye bedwe (Consistency): Ma botarebia balo n na me n popone to n toje ko chwonja ne n daare n tigisi taane dem lanyerane.
8. Ta-gungwoli (Idiomatic expressions): Pipiri ta-gugwoli, taana yalo na ba seene yia de nonoga taana se ya da chwonja lanyerane.
9. Cheigina bam n teene to (Target audience): Ta-n yei tapane dem cheigina/ garena bam taane, ba nabaara kikia, de kolo na jege nwaane ko pae ba to.
10. Tapane dem na popone tei de de kwor-tanja (Style and tone): Yé pa se ta-dwoori dem tapane dem na popone tei to de de kwor-tanja kam jei.
11. Ka-fóge ka-ga ka-deimisi (Proofreading and editing): Fóge n ga n daare n deimisi tapane delo na pipiri to se me tusim na wora to se n ja-n zege se de yóore.

Zamesem Totoŋa

1. Bwe pipiriteo keim maŋa ne ko maŋe daane (accuracy) na jege wola yalo to bobwea.
2. Be mo ke ye pipiriteo na wo ke ko maŋe daane ko wae ko pa se n ba ni taane dem kuri?
3. Pipiri taane dento n ja-n vu Kasem ne.

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.

Berem Natoga Maana (Pedagogical Exemplars)

1. Twoŋi kolo kom nɔɔna badwonna na te to wone (Building on what others say): Kelase dem maama totoŋe:
 - Bwe pipiriteo wade sem. (Maana, ywono ta-dwoori (source language) dem de ta-doore dem (target languages) wone, nabaara wonnu ywono (cultural competence), taane dem wade ywono (grammatical competence) dedaane taane dem na mae de toŋe tei to ywono (linguistic competence), de tetem bobwea.
 - Nɔɔno dedoa dedoa totoŋe (Individual activity):
 - Ga tapane na jege botarebia bia yatɔ (300) naa ba na dwoi konto to á daare á pipiri de.
 - Ga na pipiriteo kolo á ke to á bere kelase dem.

Wo-cheero telo baŋa ne dé na wó ke ka-faŋe-ka-nii to: DoK Level 3 - Soŋo Totoŋa

1. Zane pipiriteo wade sem wone, popone wade sem n twoŋi da kwaga se ko bere se na jege ŋwaane se dwoi daane tei to ko toge de nmo boboŋa na ye tei to se baŋa ne. Maŋe zega kam nmo na kwei to memaŋa se ko veere jasse.
2. Ma pipiriteo wade sem n toŋe se-n pipiri tapane dento kuri ne to n ja-n vu Kasem ne.

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

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

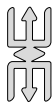
PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

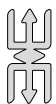
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Ka-jwoori ka-nii Popware Seredo Tu (Section 6 Review)

Popwara kanto jwoori ka nii berem kateira yalo ba na bere wiika fuga yalei tu (12) ne, wiika fuga yatɔ (13) tu ne, de wiika fuga yanu (14) tu ne to mo. Ka daa ta bwe pipiriteɔ na ye kolo to de ko yera taane, ye kolo de na jege ɲwaane to mo ye pipiriteɔ wakeeru tem, ye kolo na kweeli to maa ye ka ma pipiriteɔ wakeeru tem ka maa pipiri tapane delo ba na pɛ-m to ka ja ka vu Kasem ne. Dé jege teena we zenzamesa na zamese popwara kanto ba ti, ba wó ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) wakeeru tem ba maa popone tapana wo labaare kukuanu ye ba ta ma wakeeru telo ba na jege pipiriteɔ baɲa ne to ba maa pipiri tapana yalo ba na pɛ zenzamesa to ba ja ba vu Kasem ne.

TATEI N NA WÓ MAKKE KA-FAŊE-KA-NII KOM TO

WIIKA 12 TU

1. Pa makke dedoa serem dedoa dedoa baŋa ne n daare n pa makke dedoa wolo na maŋe o woli da to. (se ko yi makka 4)
2. Pa makke dedoa chwoŋa dedoa dedoa baŋa ne (se ko yi makka 3)
3. Wonnu tem na tei se ta taa vei tei (rubrics) to (Makka 12)

***Maane konto: Ta-n yei we kukuanu poponem dem ne tapuna ná pɛ pa ya dwoni tapuna nana, ko bere we ya maŋe ya gare ya ye kafe mo ya ba jege makke (Summaries that are over 8 sentences long automatically score 0 for application)**

	Ko tiini ko lamma ko gaale (7-8)	Ko tiini ko lam-ma (5-6)	Ko gare mo/ ko maŋe mo (3-4)	N jege se n terege mo (1-2)
Ka-ma-ywono-ka-toŋe (Application)	Tapane dem gwonim dem ye kukuanu mo ye de veere. Bob-oŋ-kura yam maama wora.	Tapane dem gwonim dem ye kukuanu mo ye de veere. Bob-oŋ-kura yam yadwonna mo wora.	Tapane dem gwonim dem le boboŋ-kura yadwonna mo de yage ye ya yadwonna de wo veere.	Tapane dem gwonim dem jwoori de jege wonnu dede mo na kwei te nunji tapane dem wone ye bobo-kura yam dede tera ye ya ta wo tage ya veere de.

	Ko tiini ko lam-ma ko gaale (4)	Ko tiini ko lam-ma (3)	Ko gare mo/ ko maŋe mo (2)	N jege se n terege mo (1)
Botarebia poponem, poponem makka de taane wade	Tusim fenfee yerane.	Kolo tusim na ba daga to dedwoŋi, kolo tusim na daga to maama wora.	Tusim na ba daga ye de ke maŋa maama to wora, tusim dedwoŋi na daga to de maa wora.	Tusim na daga ye de ke maŋa maama to wora ye tusim na ba dage to de wora.

WIIKA 13 TU

1. (Leira maana) Pipiriteo ye **chwoŋa** kalo n na wó toŋe da n **leiri tapane** naa ŋwaŋa n zege **ta-dwoori** ne n ja-n vu **ta-doore** wone ye de **kuri**, kolo ŋwaane ba popone de to de kolo na wo de wone to wo leiri to mo.

Pipiriteo nyɔɔre (zenzameso wó wane o bwoŋi wonnu tento telo maama wone tetɔ)

- a. Ko woli logo baŋa maama ka-lare daane
- b. Ka-lware da nabaara kikia
- c. Pipiu
- d. Sikuuli veija de wonnu lelagem
- e. Logo baŋa teene dem yedaane
- f. Nɔɔna nae labaare

g. Ko pae dé ni da taane kuri ye dé jege da nwanja

2. Pa make dedwe ne leira yalo na mape to banya ne n daare n pa makke dedwe dedwe kolo na ye nwaane to ddedoa dedoa banya ne (se ko yi makka 4 ya maama jiili)

<i>Ko tiini ko lamma ko gaale (Makka 4)</i>	<i>Ko tiini ko lamma (Makka 3)</i>	<i>Ko gare mo/ ko mape mo (Makka 2)</i>	<i>N jege se n terege mo (Makke 1)</i>
<i>Dwoa yam yalo na wó twori to dedaane ka wane ka ta ya chega maama (pa kolo nwaane bobonja yatɔ se ko taa vei (3+ reasons))</i>	<i>Dwoa yam yalo na wó twori to dedaane ka wane ka ta ya chega maama (pa kolo nwaane bobonja yalei se ko taa vei (2+ reasons))</i>	<i>Dwoa yam yalo na wó twori to ko woli kolo nwaane bobonje dwe.</i>	<i>Dwoa yam yalo na wó twori to, ka wane ka ta ya chega tɔge ko tera.</i>

3.

	<i>Ko tiini ko lamma ko gaale (Makka 7 - 8)</i>	<i>Ko tiini ko lamma (Makka 5 -6)</i>	<i>Ko gare mo/ ko mape mo (Makka 3 - 4)</i>	<i>N jege se n terege mo (Makke 1 - 2)</i>
<i>Bobonje dem Nyɔɔne (Content)</i>	<i>Bere ba bobonja ba vu yiga nikantɔgo kom magem banya ne ba daare ba ma maana na mape to ba toje. Bobonja yam tage ya veere ye ya dwei nɔɔna</i>	<i>Bere ba bobonja ba vu yiga nikantɔgo kom magem banya ne ba daare ba ma maana na mape to ba toje. Gurim dem veere.</i>	<i>Ke nikantɔgo na lamma to ye ba mae maana ba toja maa maana yam ye wonnu tedwonna yerane banya ne mo. Gurim wora maa de wo veere mo.</i>	<i>Nikantɔgo kom magem jege maana fenfee mo naa maana mape ya wae ya tera se ya zeini bobonja yam. Gurim tera naa bobonja yam wo veere kotaa.</i>

	<i>Ko tiini ko lamma ko gaale (Makka 4)</i>	<i>Ko tiini ko lamma (Makka 3)</i>	<i>Ko gare mo/ ko mape mo (Makka 2)</i>	<i>N jege se n terege mo (Makke 1)</i>
<i>Wonnu tigi-sim, botarebia poponem, poponem makka de taane wade</i>	<i>Yedaa kam veere, tusim fenfee wora.</i>	<i>Yedaa kam maama veere, kolo tusim na ba daga de kolo tusim na daga to wora.</i>	<i>Wo tage pa ko veere mape kadwoji ne, tusim na ba daga ye de ke mape maa-ma to wora, tusim dedwoji na daga to de maa wora.</i>	<i>Wo tage pa ko veere, tusim na ba daga de tusim na daga ye ya ke mape maama to wora.</i>

WIIKA 14 TU

1. Pa makke dedwe wadaa dedoa maama na me ka toje to banya ne. Maana 1. A boje we n na jege ywono chekke taana yam maama yalei ne mo ye kolo na tiini ko jege nwaane lanyerane benwaane ko pae pwola mo se n kuri totonja kateiri botarebia na mape to se n ma-n ke n pipiriteo kom.

Wade sedwonna ba na tage se taane to wae se ye Ko mane daane (Accuracy), Taa jege chega (Fidelity), Veerem (Clarity), Ka-taa-nege-da Nabaara wonnu (Cultural sensitivity), Taane kuri niiri (Contextual understanding), etc.

2. Pa makke dedoa ne tapuni delo maama na pipiri de tɔge chwoŋa

Tapuna nana ná pipiri ya tɔge chwoŋa – Makka 8

Tapuna yarepae ná pipiri ya tɔge chwoŋa -

Makka 7

Tapuna yaredo ná pipiri ya tɔge chwoŋa -

Makka 6

Tapuna yanu ná pipiri ya tɔge chwoŋa -

Makka 5

Tapuna yana ná pipiri ya tɔge chwoŋa -

Makka 4

Tapuna yatɔ ná pipiri ya tɔge chwoŋa -

Makka 3

Tapuna yalei ná pipiri ya tɔge chwoŋa -

Makka 2

Tapuni dedoa ná pipiri de tɔge chwoŋa -

Makke 1

POPWARE SEREPAE TU: KURA DIM

TAYUU: NABAARA KIKIA DE DAM DIM

Tayu-balaŋa: Nabaara Kikia

Berem Teena: *Zane kuri dim na jege nyɔɔre delo nabaara dwoa yam na wo Ghana ne to ne*

Berem Teena Kamuna: Bere-n ywono dedaane kuri niiri nabaara kura dim baŋa ne

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto ke bobwea nabaara kikia de dam dim baŋa ne mo. Ka bwe wonnu nabaara kura dim de ya na jege ŋwaane tei Ghana ne to bobwea. Zenzamesa wó zamese boboŋa yanto ko maŋe de Ghana nɔɔna bam nabaara kikia ye ba ma ywono kolo ba wó na to se ba wane ba yeiri kura dim na vei tei to daane nabaara dwoa yam dwi dwi to wone Ghana ne. Konto ywono wó zeini zenzamesa se ba me banto nabaara kikia dedaane babam nabaara kikia de. Ka ta wó zeini se nabaara kikia yé jei. Zenzamesa wó maane ye ba ni babam nabaara kikia kuri ye konto nam wae ko jaane yedaane de ka-nege da nabaara wonnu ko tui. Popwara kanto jege ŋwaane ka pae zenzamesa ko dae Kasem zamesem dem yerane baŋa ne amaa ka ta jege woŋo se ka ke de social studies de Faŋa wonnu berem zamesem (History). Popwara kanto pae zenzamesa ywono bero diinim mo ye ko pae ba jege kuri niiri banto nabaara kikia dedaane babam nyene ŋwea na vei tei to wonnu baŋa ne. Bereno kwaaane se o ma berem chwei na pae zamesem jege pempanno to, zamesem zola, kikeeru dwi dwi dedaane ka-faŋe-ka-nii dwi dwi o toŋe se ko ma ko zeini zamesem.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 15 Tu: Kura (Festivals)**
- **Wiika 16 Tu: Ka yeiri Ghana nabaara kura dim daane (Comparison of festival celebrations in Ghana)**

BEREM NATŌGA MAANA KUKUANU

Berem natŋga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning (PBL)) dem jege se de ke de chwode selo na sɔre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tɔge da o zamesem boboŋa yadwonna de wade se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwode sedwonna nenɛne nɔɔno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). Chwode sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia

(critical thinking skills), ka taa wae ka sɔre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wó wane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwoŋi botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natɔga kalo na me ka toŋe popwara kanto ne to nii se wonnu mo ke te maŋe daane ko na tu zenzamesa wakia diinim zanem, wonnu kuri niiri ko woli de ka-boŋe-ka-virigi na ke tei to baŋa ne. Ka pa zenzamesa lware ba zamesem na vei tei maŋa maama to zeini mo pae zenzamesa ywono vei yiga. Ka-faŋe-ka-nii natɔga kam me chwei na woli se ko ma ko maane zenzamesa na jege kuri niiri delo nabaara kura dim ne Ghana ne to mo ka toŋe.

Ywono diinim maŋa jei bena tu (Level 4) vei de ka-boŋe-ka-yalese mo. Ka-faŋe-ka-nii bwia yam zege bwia bweem (questioning) ne mo, ko vu tapane kukua ne naa ka ma ni ka ta leira se ko ma ko maane tei zenzamesa na wó wane ba bere ba boboŋa woŋo baŋa ne ye ba ma ya ba toŋe to. Berena jege se ba ma ka-faŋe-ka-nii maŋa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko toŋe de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Pa ka-faŋe-ka-nii kukuanu na vei de zamesem woyuu kom to. Maana,

Zamesem woyum (Learning Indicators)	Ywono Diinim Maŋa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei (Assessment Strategy and/or Mode)</i>
Bwe nabaara kura dim Kasena ŋwea ne dedaane ya nyɔɔre bobwea (Discuss the traditional festivals in the respective culture and their significance).	4	<i>Bwia bweem (Questioning)</i>
Ka ye se ka yeiri Kasena nabaara kura dim de nabaara dwi dwi na wo Ghana ne to kura dim daane (Compare and contrast the festivals in the respective cultures to those of other cultures of Ghana.).	4	<i>Bwia bweem (Questioning)</i>

WIIKA 15 TU

Zamesem Woyuu: *Bwe nabaara kura dim Kasena ηwea ne dedaane ya nyɔɔre bobwea*

WOYUU: KURA (FESTIVALS) DIM

Kura na ye yalo to maɲem/tolem: Nabaara kura ye kikeeru mo na kwei maɲa te maa jira /tigisi se ko ma ko bere nabaara kikia na jege ηwaane tei de/naa jworo wone boboɲekura yalo na wora, kuni dede ya mae taane kuri niiri na ye de teiri, lei de se mo ya toɲa.

Nabaara dwoa yam nae Nyɔɔre delo Kura dim ne to:

Kura jege ηwaane dwi dwi ko pae nɔn-bia bam. Yanto yadwonna mo ye:

- a. Nabaara kikia ba jia (Preservation of culture): Kura ye kikeeru mo na bere kateiri nabɔɔ ye ba ta mae ko ba zuli wa yam. Ba tɔge kura dim baɲa ne ba guli tatei kateiri dedwoɲi na bobo, yiga tiina/bembe selo na woli pa wonnu ke ye ba ta wo yage te se te ke to gula. Kura ta ye kikeeru telo na mae te guli bembe selo na jaɲe pa ba zeili veira balo na tu logo kom ba kwaane se ba taa tei ko to, balo de na zeini pa ba jwoori ba jwoɲi ba te sem to, balo na ye taleira tiina ba teibi jaweero, balo deém na jaɲe ba vere teo kom wo-kenkagela wonnu naa chana wone to, naa nɔn-dwoa badwonna ba na ke wonnu na jaane wola te ba teo kom to gula. Kura dim ye maɲa mo nɔɔna na kwei ba mae ba tei ye ba zuli tangwana, chira, de wa yalo na zeini ba kateiri dem dedaane teo kom maama to.
- b. Yiporo zamesem (Education): Kura dim ye maɲa mo pwola na peini pae nɔn-donno maane nabaara wonnu ye ba zamese te keim ko woli de jworo bero wonnu, gegana de yera koresem kayiɲu.
- c. Nisɛem de yedaane (Reunion): Kura dim ye maɲa kalo nɔɔna na kwei se ba taa jwoori ba kugu jei naa ba boboa jeiga ne, ye konto mo bere ba na ye balo chekke to naa ba kugu jeiga na nuɲi me to. Nɔn-bia bam tui daane ba toɲe de nimɔɔ ba sware chana yalo na wo kateiri dem ne, ye ba jaɲe ba beeri wopwolo de ηwea jejegero.
- d. Pipiu nyɔɔre (Economic value): Kanto ye maɲa mo kateiri dem nɔɔna na wae ba ke pipiu pae ba nae sabia ba zeini ba tetere ko maɲe de nɔɔna zanzam na tui kateiri dem wo ka maɲa ne to.
- e. Kwɛem (Development): Kura dim ye maɲa kalo ba na mae ba nae sabia pae ko jaane kwɛem ko tui kateiri dem wone to mo. Maɲa kanto wɛene, yiga tiina de kateiri dem nɔn-bia ke leɔ mo se ba ma ba ke kwɛem wonnu ba pa kateiri dem de wonnu tedwonna na jege ηwaane ηwea ne nenɛene na, sikuuli, yaga, de wonnu telo maama kateiri dem na wó taa lage to.
- f. Gegana de kwɛera (Entertainment): Kura dim ye maɲa kalo na pae pwola se gegana de kwɛera dwi maama ke kateiri dem ne ko maɲe dedaane jworo bero wone de nabaara kikia wone to mo.
- g. Ka-lwoori Chira de tangwana/wa (Appeal to deities): Kura dim ta ye maɲa kalo nɔɔna na wae ba te wonnu na vei tei ba ηwea ne ye daanem wora to ba daare ba lwoori wola wa yam tei ne se ba taa nae zeina yalo na gare to se ηwea ke lam ko pa ba.

Nabaara kura dwoa (Types): Ghana wone maama, nabaara kura dwi dwi mo ba di ko tɔge de kikio kom na ye kolo to. Kura yanto ye faao kura de nabaara lei keim kura, yanto mo wora bene dem wone maama, se ba maa bere nabaara kikia na zage daane to. Nii kura yam yadwonna mo tento:

Faao Kura (Harvest Festivals) Maana

Kasena Faao Kuri: Dento ye kuri delo na di Kasena Nankana jeɲa kam ne to mo. Ba di kuri dento bene bene mo. Kasena-nankana jeɲa kam wo Ghana bube baɲa ne mo. Kateir-kamuna nenɛene Chaana, Paga, Kayɔɔ de Navɔɔ dedaane ya kateir-balwa samyiga seeni, jazem seeni, jagwia seeni de birakwaga seeni maama. Ba di Faao kuri ko zege Kwea Chana kam ne se ko vu ko yi Gungunfugu Chana kam ne mo. Birinyɔne Chana kam wone mo kasono jeɲa kam te-faaro tem tiɲi de ba mae ba di faao kuri bene bene. Maɲa kanto mo nɔɔna toɲe faao ba ti ye ba ja wodiiru tem ba zo di. Ba yeini ba ja ba wodi-donno tem mo ba jeeri se ba ma ba ke ba wa yam lei. Kateiri maama de de delo na maɲe de pa ba to mo ba wó di kuri dem amaa Birinyɔne Chana ne mo de di.

Homowo Kuri: Dento ye kuri delo Ankara tiina na wo Accra te-ni dem na wo Ghana tega kuri ne to mo di de se ba maa guli kan-chera kadwoɲi deém na jaane ba to kweelim. Kuri dem dim maɲa ne, kikeeru ne wonnu magem de se wora, lei leenim de ka ke wodiiru dwi dwi ne “kpokpoi” to se ba pɔɔre ba tei daane ye sana nyɔɔm de gaale.

Gologo Kuri: Dento ye Tong-Zuf tiina (Talese tiina) na wo Upper East Rijini na wo Ghana bube baɲa ne to mo di kuri dem se ba maa ke wa yam lei de ba na toɲe ba na wodiiru to ba daare ba lwoori wa yam se ya che ba wolɔɔno dwi maama wone.

Samanpiid Kuri: Tebura na wo Ghana bube ne Upper East Rijini samyiga seeni to mo di kuri dento se ba maa ke wa yam lei de ya na cho ba tei de ba na toɲe ba varem totoɲa yam ba ti ye ba na wodiiru to se ba di ko de zurim.

Asogli Pea Kuri: Faao kuri delo Asogli tiina na ye Ayekwei tiina na nuɲi volta na wo Ghana ne to mo di de se ba maa ke wa de chira bam lei de pea faao kom na neene tei to.

Kundum Kuri: Faao kuri delo Ahanta de Nzema tiina na wo Ghana Western Rijini dem ne to na di. Kuri dento ye se ba maa ke wa yam lei mo de ba na ke faao kom ba ti to dedaane ba faao kom na neene chekke tei to.

Ngmayem Kuri: Dento ye Krobo tiina na wo Eastern Rijini ne Ghana ne to mo di de se ba maa guri faao totoɲa yam ye ba ke wa yam lei de ba faao kom na neene tei to

Odwira Kuri: Akropong-Akwapim tiina na wo Eastern Rijini ne Ghana sapaɲa baɲa ne to mo di faao kuri dento se ba maa guli faɲa ɲwea lane ye de dim maa kwe (purify) tega kam mo.

Nabaara Lei Keim Kura (Ancestral Festivals)

Adae Kese Festival: Kuri delo dem Gambwe na di se ko taa pae ba chira bam zula ba daare ba dae daane ba lwoori swolim, ye ba ke jeirwo kamunu, ba ta daare ba mage ye ba sae kuri dem dim maɲa ne.

Akwasidae Kuri: Kuri delo Gambwe na ke wiika yaredo yaredo maama maɲa ne se ba maa pa ba chira bam zula to. De keim ne, nabaara wonnu magem, se, wodiiru, de sana maama wora.

Hogbetsotso Kuri: Kuri dem Aɲona tiina bam na wo Volta Rijini ne to na di se ba taa maa guli ba deém na nuɲi Notsie teo kom ba na bwoi we Togo leile to, ba ba Ghana ba laam na zoore jei selo ne to.

Fetu Afahye Kuri: De ye nabaara lei keim kuri dim delo Fante tiina na wo Cape Coast de Elmina ne to na di to mo se ba ke wa yam dedaane chira bam lei.

Feok Kuri: Kuri dem dim ye se ko pa Tebura na wo Ghana bube ne Upper East Rijini samyiga seeni to maama mo taa guli ba na wane ba zeili Zambarema tiina balo ba bwoi we Babatu de Samori to mo kabe yaga nwaane to.

Bugum Kuri: Kuri dento yere ta mo ye “Mini Kuri”. De ye Northern de Upper East Rijina yam kuri kamunu dedoo mo. Ba di kuri dento Wejɔɔna boboa chana ne mo (maɲa dede Do-liu ko taa vei Wɔmodaabu Chane sem ne) da nogo de ne. Ba di kuri dem se ko taa guli ba mo nwea ne. Wejɔɔna tei ne ko ye Noah nabworo kom gula mo, se nabaara bam tei ne pe bu wom na jei ye ba beeri-o to gula mo.

Kura Yadwonna (Other Festivals)

Do-woro kuri: Do-woro de ye Kasena kura yam ba di bene maama to wone mo. Bene dem wone tega kam na tiini ka lone ye ka buli se varem totoɲa sanwara ke to, do-fara kadwoɲi mo yeini ka ne. Deém to, Lonwea Chana kam tetare ne (15th March) mo doa kam nene pae ba wae ba di kuri dento. De ko de we leile dwe sem daa ba tui se maɲa ne, Kasena ta guli ba di de ne doa kam na maɲe ka lu tega ne mo.

Ga-kwea de ye kuri mo Kasena ta na di. Dento kuri dem di Pare Chana kam tiim ne mo. Kokuri to, kuri dim bere we vala bam wane ba go ga-dwoɲo ne ba na paare ba wodiiru tem ba ti. Ko jege ba wopwolo se ba taa teene we ba wó toɲe ba zo di ko na daare ga-biu varem yerane se wodiiru tem fɔge. Kuri dento di ko toge de so-yum tem ná ti yiga se ba di de mo ye de dage delo kateiri maama na jege se de di de bedwe naa maɲa dedoa to.

NB. Á wó na labaare se ko zeini kuri niiri á ná gage Nabaarese J. A. (2024) Kasena Nabaara Kikia, tɔɔ kom. Lelage na kura yadwonna á woli da.

Aboakyir Kuri: Kuri dento ye delo Effutu tiina na wo Winneba ne; Ghana naneo ni teene dem dedoa na wo rijini delo na wo Ghana tetare ne to mo di de. De dim ne, nɔn-bia bam jege tɔɔnem kikia ba na ke ye ba wó ja woɲa mo ba jwoori teo kom pwooni se ba ke kaanem ba taa maa gula ba na nuɲi me ba baa jeini jei sem konto ne laamkam to.

Bakatue Kuri: Elmina tiina na wo Central Rijini ne Ghana ne to mo di Bakatue Kuri dem. Kuri dem bere ywona jaanem na bobo maɲa kalo to mo. Bene maama ne, Chaara Chana kam dayiga Totoɲa-bobo de Totoɲa Da-yalei da yam ne mo ba di kuri dento. Bakatue ye Fante taane dem botarebu mo o kuri na ye “Naneo na weem”. Kuri dem yeini de bobo Totoɲa-bobo de ne mo. De dento ne mo ba yeini ba ke chulu wonnu maama. Totoɲa Da-yalei de ne, ba pa-faro wom de nɔn-bia bam wó pa chulu wodiiru ba na bwoi we “eto” to ba wa yam. Wodiiru kom yeini ko ye pe mo ba mumugi ba ke abe nuga de chehare da. Ba laam maa lwoori zurim ba buga we dem ba bwoi we “Nana Brenya” to tei ne.

Damba Kuri: Dento ye kuri delo Dagwana, Gonja tiina, Mamporese tiina de Nanumba tiina na wo Ghana baɲa seeni; Northern Rijini na ye Dagwoɲa jeɲa kam to mo di de. De ye se ko maa taa guli ye ko zuli Prophet Muhammed lora de de o yere pam mo. Kuri dem kwei da yalei mo de mae de tia. Kuri dem pɔɔre kuni beto mo: Somo Damba – dim dem bobo de kikeeru na ye wonnu magem de se (damba se), Naa Damba (Pwa-fara yuu tu) – kuri dem nyɔɔne dem de ne, pwa bam dwi dwi mo yeini ba la daane de nenɔɲa gwea na jege fera to. Wejɔɔna chane seto sem wone mo ba di de.

Akwanbo Kuri: Dento ye ‘chwei kwɛem’ kuri mo ye balo na di kuri dento to mo ye nɔɔna na nuɲi Ajumako, Breman Esiam, Enyan Abaasa to, de dedwonna. Ba yeini ba maa kwe chwei

selo ba na tɔge da ba vei ba bui sem nia, tangwana jei, kare de jei selo maama ba na jeeri ba ke kateiri dem totona to mo. Ba maa ta daare ba ma ba zuli ba chira, tangwana, de balo maama na bobo ba kwe jei sem ba jeini da to de. Ba kwei wiiki dedwe mo ba ke kuri dento Do-liu Chana kam ne. Gegana de wodiiru dwi dwi yeini te wora kuri dem dim ne.

Asafotufiami Kuri: Ada ye jei mo na wo Accra Rijini dem na wo Ghana ne to. Nɔɔna bam konto mo di Asafotufiami kuri dem. De ye se de pa ba taa guli ba nabaara bam ka jaje ka lu se ba zege Ile Ife ne ba ba laam na wo me leile to. Do-liu chana kam boboa wiiki dem ne mo ba di kuri dento. Totona Dayato se ko vu ko yi Totona Dayanu. Ba ke se ba maa guli ba nabaara bam na ne wono kolo jara baje ne se ba wane ba zege Ile Ife ne ba vu ba na wo me leile to.

Kloyosikplemi Kuri: Yilo Krobo tiina bam mo di kuri dento se ko taa pae ba guli ba chwoja veiɔa ba na zege Kloyomi (Krobo peo) ne ba yi jei selo ba na zoore da leile to.

Zamesem Totonɔ

1. Maɔe se ko veere nabaara kura dim na ye kolo to.
2. Pa kura dwoa yato ba na di ya Ghana ne to n daare n pa maana yalei yalei dwi maama baje ne.
3. Pa kuri delo abam jei ne ba na di de to se-n daare n bwe-n bere wonnu teto telo ɔwaane abam kateiri nɔɔna bam ta na wo taa di de to.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sɔrem baje ne (Problem-Based learning):

- Kelase dem maama totona: Bwe nabaara kura dim na ye kolo to.

2. Gurupi totonɔ/ka ba daane ka toɔe (Group work/collaborative learning):

Gurupa na jege zenzamesa ywono na ba mae daane to (mixed ability group):

- Bwe na kura dim dwoa na wo Ghana ne to bobwea.
- Pa kura dim nyɔɔra na wora nabaara dwi dwi ne Ghana ne.
- Nii na sinii nabaara dwoa yam na wo Ghana ne to kura dim baje ne.

3. Kelase dem maama bobwea:

- Bwe na sinii kom bobonɔ dem nyɔɔne dem na ye kolo to (Be/Wɔ ɔwaane mo ba yaa wora ba di kuri dem? Wɔ mo wora o di kuri dem? Benwaane mo bay aa wora ba di kuri dem? Maɔa kɔ (maɔa kam bene dem wone to) mo kuri dem yaa kea?)
- Ga á na maane kolo á nuɔi sinii kom ne to á bere se-á ke ko bobwea.

Ka-faje-ka-nii bena tu: Ka-bonɔ ka-yalese (Level 4): Bwia bweem (Questioning)

1. Ye se-n daare n bere nyenyero de te kura nabaara kura dim baje ne abam nabaara kateiri dem ne. (Makka10)
2. Zane se-n bere tei nabaara kura dim na ke teo kwɛem dedaane ɔwea na vei tei to baje ne. (Makka10)

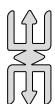
PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

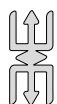
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

Zamesem woyuu: *Ye se-n daare n yeiri Kasena nabaara kura dim de nabaara dwi dwi na wo Ghana ne to kura dim daane*

WOYUU: KA KWEI KURA DIM KA YEIRI DAANE (COMPARISON) GHANA NE

Kura dim Ghana ne (Ka-jwoori-ka-guli): Nabaara kura dim ye nabaara de/naa jworo wone kikeeru mo nɔɔna badwonna na bobo ye ba ke ko nuɲi faɲa to. Ya dim ye se ko ma ko bere chullu tedwonna keim de nabaara bobonekura na jege ɲwaane to, kuni dede ya mae taane kuri niiri na ye de teiri, lei de se naa gegane mo ba toɲa.

Tatei kura dim dwi dwi na ke Ghana de sedwonna ne: Nabɔɔɔ dwoa yam dwi dwi na di ba kura tei to ye teiri teiri mo. Wonnu tento kuri ne to bere woyum tedwonna mo kura dim maɲa ne Ghana ne.

Kasena Faaɔ kuri: Dento ye kuri delo na di Kasena Nankana jeɲa kam ne to mo. Ba di kuri dento bene bene mo. Kasena Nankana jeɲa kam wo Ghana bube baɲa ne mo. Kateir-kamuna nenɛene Chaana, Paga, Kayɔɔ de Navɔɔ dedaane ya kateir-balwa samyiga seeni, jazem seeni, jagwia seeni de birakwaga seeni maama. Ba di Faaɔ kuri ko zege Kwea Chana se ko vu ko yi Gungunfugu Chana kam ne mo. Birinyɔne Chana kam wone mo kasoɲo jeɲa kam te-faaro tem tiɲi de ba mae ba di faao kuri bene bene. Maɲa kanto mo nɔɔna toɲe faao ba ti ye ba ja wodiiru tem ba zo di. Ba yeini ba ja ba wodi-donno tem mo ba jeeri se ba ma ba ke ba wa yam lei. Kateiri maama de de delo na maɲe de pa ba to mo ba wó di kuri dem amaa Birinyɔne Chana ne mo de di.

Faaɔ kuri dim Maɲa: Kuri dem dim wae de kwei da yarepae mo se de maa ti, de de de totoɲe mo kuri dem maɲa ne. Boboa kikia – Nawuura yam nakwa yeini ba la Kasena nabaara wodiiru dwi dwi mo ba ja ba vu teo kom pa-faro wom sɔɲɔ boboa de dem ne. Da yalei tu de ne, baara, kaana de bia maama yeini ba nuɲi mo ba kwe teo kom. Ko na zege da yatɔ se ko taa vei da yaredo de ne, teo kom pa-faro, nakwa de tega tu yeini ba jeeri ba ke bobwea ye ba daare ba toɲe nabaara wonnu telo na wó pa se kuri dem di lanyerane to yera totoɲa. Da yarepae yam de ne mo kɔ-fɔɔ yeini ko jeeri me ba na kuri se ba di kuri dem da to. De dem konto ne, kateiri pwa maama de nɔɔn-yum dede mo yeini ba toɲe ba wora. Nɔɔna dwi dwi na zege yiga yiga to de wó vu da. Ba yeini ba ke nabaara kweera dwi dwi: nagela, jɔɲɔ, lei ye ba laare lelara ba nyigisia daane. De dem konto ne, ba yeini ba saɲe Kasena sana de wodiiru dwi dwi pae nɔɔna yeiga. Pa-faro wom yeini o toɲe kuri dem jeirwo kom baɲa ne mo o lwoori wola nɔɔna de gɔmente tei ne se o maa kwe teo kom. Ba wó ke kateiri dem wo kweem, diga dwi maama de sɔ-yum leɔ, jeirwo/jworo balwa balwa jeɲa de yiga fɔgem nalwom. Nabaare wodiiru lam, vara pam, sana chirigim de ba zam, wodiiru tem saɲem yiga tiim de wó ke. Kateir-balwa bam naa de sem wó jeeri pa-faro wom sɔɲɔ ne ba lare ye ba mage jwanno, gullu ye kaana de mage lenle, lein-leena de maa leeni lei ye sedwonna vei de zwe kokɔgem. Nɔɔna babam de maa tae bia, badaara de wɔe senye, ye badwonna de ke jaɲa de vale dolem ba woli da. Jwor-fɔɔ kom laam maa ke de dem tetere ne, kaanem de gegana dwi dwi maa ta ke de lane. Ba di Faaɔ kuri se ba maa ke wa yam lei mo de ba na wane ba nuɲi kadwi sem ye ba jwoori di de wodiiru to. Ba ta mae ba lwoori Baɲa We yezura mo se ba wane ba di ba wodiiru tem de yezura naa lam. Kuri dem dim maɲa ne, kikeeru ne wonnu magem de se, lei leenim, lelare de ka ke nabaara wodiiru dwi dwi se ba pɔɔre ba pa daane

dedaane sana nyɔɔm maaama wora. Nabaara wodiiru neneene sia saɲem, pɛɛla fɔgem, tentaara keim, kapwonnu, gola solem de dwoa dwi dwi ne, dwo-vɔɔro, de pwora maama yeini ba wora. Ko woli da, gingilima keim, kukula keim, maasa de kwoosa fɔgem, sa-soɲo saɲem de tedwonna de maa wora. Ba wó ma vara dwi dwi ne cheeni, bone, peeni de naane ba ke kaanem. Nabaara gar-zore dwi dwi ne banaara, garebwoori de manchwallo, nabe, tankwallo læm de tedwonna de maa wora. Tento maama ke ye gegana-keira dwi dwi wora se ba taa kwɛere pae ko jege ywoani de wopwolo. Ko woli da, da yanto ne maama nabaara wodiiru tem dwi dwi mo saɲe jei maama pae nɔn-bia bam mae ba guli faɲa kam ye ko ta bere faao neenem.

Faao kuri dim nyɔɔre: Ba di faao kuri dem se ba maa ke Baɲa We, chira de tangwana lei mo de faao kom na neene, ba na toɲe ko ba guri de yezura ye ba na wodiiru to. De jaane nimɔɔ de wopwolo de tui nɔn-bia bam laɲa ne. De ta jaane kwɛem de tui. Nɔɔn-donno de bia zamese nabaara wonnu kuri dem dim maɲa ne. Ko pae pipiu vei ka maɲa ne de. Ko ta pae ko guli faɲa/ nabɔɔ, woyum, telo na tui galam galam to, zurim, wopwolo, de tedwonna.

Feok kuri: Kuri dento ye Tebura na di kuri delo bene bene Birinyɔne Chana kam ne ka wiika yatɔ maɲa ne to mo. Tebura na wo Ghana bube ne Upper East Rijini samyiga seeni to kateira yadwonna mo ye Sandema, Kadema, Kanjaga, Wiaga, Fumbisi, Chuchuliga, de Seniase. Feok Kuri dem dim nam wora se ko pa Tebura maama mo taa guli ba na wane ba zeili Zambarema tiina balo ba bwoi we Babatu de Samori to mo. Zambarema tiina bam deém tu laɲa kam ne ba ke kabe yeiga mo 1880 bena yam ne. Tebura bam ta daare ba ke tangwana de Baɲa We lei mo de ba na wora ye ba na dam ba wane ba toɲe faao ba ti tei to. Feok ye Tebura botarebu mo o kuri na ye “wodiiru neenem” to. Gegana dwi dwi de nabaara wodiiru dede mo yeini te pae kuri dem dim jege nenɔɲa ko maa jaane kɔɔ na ye dwi-ge to ko vei da.

Kuri dem dim: Kuri dem dim de ne, kɔɔ kom yeini ko ba daane mo; kateiri dem pwa de ba sisein-nɔɔna, ba nɔn-bia de veira na nuɲi jei dwi dwi to mo jeeri ba di kuri dem. Nɔɔna bam yeini ba saɲe sana de nabaara wodiiru dwi dwi ba di ye ba nyoa. Wodiiru neneene pɔgela, sia, gole, gingilima, muna viirim maama wora ye ba fɔge maasa de kwoosa de da. Pa-faro wom de tega tu wom wó ke kaanem ba ke wa yam lei de ba kwoa bam deém na ke kolo to ye ba lwoori Baɲa We swolim banto naɲona bam na toɲe faao ba ti to ɲwaane, ko laam daare seɔ mo. Na-lwoori kom ne, ba wae ba goe vara ne naane, cheeni de var-balwa ne bone de peeni to se ko laam woli de wodiiru tem de sana. Chira bam de wa yam wó da yiga ba di se ko daare se nɔn-bia bam di se ba na swolim. Ba mage gullu, kwoari de gungwei, wi wui jei maama ye kaana de wuli ba pae ba. Ko woli da, ba laare lelare ba chichia ye ba dole chichwoa ba chɔgesa ba bere ba deém na ke bembɛene delo ba zeili Babatu ba to. Gegana kam dwi dwi de nabaara wodiiru dede yeini te pae kuri dem dim jege nenɔɲa ko maa jaane kɔɔ na ye dwi-ge to ko vei da. **Kuri dem Nyɔɔre:** Kuri dento dim jege nyɔɔre dede ko pae Tebura maama de nɔɔna zanzam mo. Kokuri to nɔn-bia maane we zurigaluu mo tei dane ne ba deém na wane ba ke ni daane ba zeili Babatu de o dwonna bam to. Konto nimɔɔ ta mo wó pa ba ɲwe-laao zem. Ghana ne, kura dede ne Feok kuri dim bere we nimɔɔ ye wo-laao mo nabiinu ɲwea ne.

Bugum kuri: Kuri dento yere ta mo ye “Mini Kuri”. De ye Northern de Upper East Rijina yam kuri kamunu dedoo mo. Ba di kuri dento Wejɔɔna boboa chana kam ne mo (maɲa dede Do-liu ko taa vei Wɔmodaabu Chane sem ne) da nogo de ne. Ko na ye Wejɔɔna tei ne, ba ke se ko taa ye gulim mo ko pae ba We tontoɲeno Noah (Nuhu) nabworo kom deém na pugili na bam baɲa ne ye ko laam ba ko zege to ye tete ne mo. Ba maa laɲe mini de lɔnno se ko pa pwooni. Ba laam maa di kuri se ko guli ba kikio kom konto. Ko na ye nabaara kikio ne, Mini Kuri dem dim kuri mo ye we, ko ye gulim mo ko pae ba ba deém na beeri pa-bu na jei to ye

ko bere pwooni na wae yibiri tei to mo. Pɛ bu deém mo jei. O kwo wom maa pa nɔɔna beeri-o. Ba beeri ba zwoori wɛ mo ye ba wo nɛ-o. Kaanem yiga tu maa pa ba boore ba yera de liri se ko che ba chana wone ye o we, “Yé jwoori na, á ná wo nɛ-o!” Ba laam maa laɲe mɔɔla ba zo goa kam. Ba vei ba na bu wom na tigi tio kuri ne o doa. Ba maa ja-o ba jwoori sɔɲɔ. Ba di Bugum Kuri dem tete ne mo. Pɛ mo yeini o laɲe mini dem yiga ye o nɔɔna bam laam laɲe wonto tei ne. Ba laam vei ye ba leeni tigura lei ye ba lelege ba kasoro mina yam wɛ ne. Ba yeini ba de mina yam jeiga kadoa ne mo teo kom daa ne mo mɛ na maɲe to ye ba daare ba bwori teeni vɔɔro ba jwoori teo kom wone. Kuri dem nyɔɔre mo ye se de taa guli ba wonnu na ke ba nabaara ɲwea ne to. Ba ta mae ba lwoori ba wa yam mo maɲa kam konto se ya pa ba va ba na wodiu. Baara de swɛ liri ba na bwoi we “walegu” se ko che ba chana wone. Ko ye baare chullu keim maɲa mo. Nabaara kikeeru dwi dwi; na-lwom, gegana keim, wodiiru keim de te dim de wopwolo totoɲa gaale ko pae ko jege ɲwea seina de ywoani. Ko nam ta woli pae baara seere ba tetere yiga fɔgem de chullu keim dem ɲwaane. Nabaara zol-zora ne garebwori de manchollo, nater-lɔɔro de yupwi ba konto maama wora. Ba mae wonnu ne nabaara pweero, minzwonnu, chichwoa, seene, tɛ de chena mo ba toɲa. Ko yeini ko ye baara totoɲe mo amaa, kateiri dem maama de ba maɲe kwaga ne ye veira de yeini ba zege daa ne ba nii ko na vei tei to.

Gologo kuri: Dento ye Tong-Zuf tiina na wo Upper East Rijini na wo Ghana bube baɲa ne to (Talese tiina) mo di de se ba maa lwoori ba wa yam se ya che ba wolɔɔno dwi maama wone se ba daare ba na wodiu totoɲa maɲa kam na beene to ne. Ba di kuri dento Lonwea Chana naa Lweeru Chana kam ne mo se ko daare se varem totoɲa maɲa chekke yi. Kuri dem dim ye se ko bere ba na jege chega tei ba pae ba tangwana Nnoo de Golib to mo. Kuri dem dim maɲa ne, kikeeru ne wonnu magem de sɛ wora, lei leenim de ka ke wodiiru dwi dwi to se ba pɔɔre ba tei daane de sana nyɔɔm maama de wora. Baara wó zo gar-kuri kukwi mo ye ba pu yupwi ba daare ba daɲe pepaaro ba ba ne ko daare ye kaana bam vɔ pepaaro ba nyɔɔna ne ba de tega ne ye ba ta jujugi gwaaro ba yum ne.

Homowo kuri dem dim ye Ankara tiina na wo Accra na wo Ghana ne to mo di de. Kuri dem di Do-liu Chana kam naa Gware Chana kam ne mo bene maama. De dim na vei tei to mo tento kukuanu:

Yiga tiim (Preparations)

Nabaara yam kaanem tu wom na kaane o pae wa yam to mo yeini o da yiga o du kamaane se ko taa ye maɲem na bere warem de chana maɲa se ko pa tega kam. Ka pe (ban) sɔɔ keim dedaane wonnu magem maɲa maa leere ko saɲe.

Se ba jwoori ba pore sɔɔ keim dem to, ba wó ke chullu de dem ba na bwoi we, “odadao” to ne. Ba wó kaane naneo kom, ye konto kwaga ne yuywa kuri dem ba bwoi we, “yeeyeyee” to de laam saɲe. Homowo kuri dem dim chekke maa ba Do-liu chana kam wiika yalei tu Luudedoa de ne.

Ba saɲe nabaara wodiiru ne kolo yere na ye “kpokpoi” (ba mae kamaana mɔɔle na nyɔɔne to mo ba ke ko) to.

Ba wó ti nabaara gwaaro de zola yiga ba daare ba kwɛ jeiga kam se ka taa jege nenɔɲa.

Dim dem ne (Celebrations)

Kuri dem boboom ne, nabaara chwoɲa yiga tiina de nɔn-yum telo na beene kuri dem to laam wó twoɲi da kwaga ba baa jeini ye nabaara chwoɲa yiga tiina bam mo wó taa wo yiga ne.

Nabaara lei de se de wó ke ko jei sem ne.

Balo na wo kuri dem ne to wó zo nabaara gwaaro de zombila na maɲe de te to.

Ba ke kaanem ba pae wa yam de chira bam.

Nabaara chwoŋa yiga tiina bam laam maa mi kpokpoi kom, nabaara wodiuru kom ba na ke kuri dim maɲa ne yerane to.

Diga dwi maama de maa ke ba kpokpoi ye ba pɔɔre ba pae daane de sane dedwonna de.

Baara bam maa di wodiuru zoŋa dedoa wone.

Kikia na ye woyum (Key Activities)

Dim de wopwolo (Feasting and merriment): Ba pɔɔre nabaara wodiuru ba pae daane ba daare ba di ye ba ke gegana de wopwolo.

Nabaara wonnu magem de sɛ: Sɛ na mae dane de ke to ke se ko maa bere Ankara tiina bam nabaara kikia mo.

Nabaara kikia berem / Ka ke nabaara kikia ka bere (Cultural displays): Nabaara gɔgerem wonnu, kamɔrro, dedaane gegana de wora.

Ba yeini ba guri de lei keim chulu keim mo ba na bwoi ko we, “ŋɔɔ wala” (ka-lwoori wɛ ka-pa daane maɲa) dedaane tseɛɛ bulemɔ (ka-yage wonnu na ke te ke to) to.

Ko na bere kolo to (Significance)

Homowo kuri dem dim ye Ankara tiina faao kuri dim maɲa mo ye ba woli lei keim da se ko pa wa yam ba faao kom na neene to ŋwaane.

Ko jaane nisɛɛm, nabaara wonnu dedaane kateiri yedaane ko tui daane.

Ka yeiri kuri dim Ghana ne daane (Maɲa kanto ne, zenzamesa ye se ba zamese nabaara yadwonna kura dim se ba maa yeiri de Kasena nabaara kura yam) Maana mo tento kuri ne.

Kikeeru telo ba ke to

N ta we kura yam maama dim ne, chullu keim, wonnu magem, sɛ, lei leenim, de chira, nabaara de tangwana kaanem maama wora.

Serem (difference) na wora kura yam ne to

1. Kolo na ye ko yera to: Faao Kuri ye Kasena Nankana jeɲa kam ne mo ba di de ye Feok ye Tebura mo di de.
2. De kuri na nuɲi mɛ: Faao ye Wɛ de chira lei keim mo fa-ni wodiuru neenem ŋwaane. Feok ye gulim de lei keim mo ko toge de Wɛ de chira bam na zeini ba pa se ba wane Zambarema tiina bam ba zeili to.
3. Chullu de kikeeru: Kura yam maama yalei jege chullu kikia amaa te ye teiri teiri mo. Zola de wonnu na mɛ te toge to de sere daane.

Homowo de Pea Kura

1. Homowo

Ga tiina na wo Ankara ne to mo di de. Homowo na tɛ kolo to mo ye ‘ka yeeri kana’ ye de ye kuri mo na di se ko taa mae ko guli nɔɔna bam na wane ba toge de dane ba zuri kan-cherega kadwoɲi ka maɲa ne to.

2. Pea Kuri

Nenɛɛne yadwonna yam to, Pea Kuri de ye Asogli tiina mo di se ba ke wa yam de chira bam lei de ba faao na neene to.

Homowo de Pea kura yam di se ba bere we ba nɛ wodiiru dedɛ mo. Kolo na pa se ya ba nye daane to mo ye, Pea Kuri di Gware Chana kam ne mo ye Homowo di Do-liu Chana kam ne.

Woyum na nye (similarities)daane kura yam dim ne

Nabaara kura yam zanzam yeini ya ke se ya maa ke lei mo ye ko zuli chira, tangwana de wa yadwonna. Kura dim maɲa ne, kikeeru ne na lwom, wonnu magem, sɛ, de wopwolo wonnu mo wora.

Woyum na sere daane kura yam dim ne

Woyum telo na sere daane to jege woɲo se ko ke de nabɔɔ, lei de sɛ dwi dwi, ko woli de ya dim dem maɲa na zage daane tei to.

Zamesem Totoɲe

Ti nikantɔɔ magem yiga kukuanu na bere sɛem naa veo to tayuu kom baɲa ne:

“Ko ye nɔn-dɔɲo kom mo jege se ba taa ke nabaara kura dim se ba wane ba taa jege ba nabaara wonnu tem se te yɛ jei.”

Berem Natɔga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sɛrem baɲa ne (Problem-Based learning): Kelase dem maama bobwea
 - Jwoori á nii nabaara kura dim bobɔɲe dem na ye kolo to.
 - Bwɛ nabaara dwoa yalo na wo Ghana ne to nabaara kura dim bobwea.
 - Bwɛ nyɔɔre delo na wora ba kura yam dim baɲa ne to bobwea.
2. Gurupi totoɲe/ Ka ba daane ka ke zamesem: Gurupa na jege zenzamesa ywono na ba mae daane to (mixed ability group)
 1. Gurupa yam wó kwei ba nabaara kura de nabaara yadwonna kura ba yeiri daane ye ba daare ba ye ya wone.

Ka-faɲe-ka-nii bena tu: Ka-boɲe ka-yalese (Level 4): Bwia bweem (Questioning)

1. Popone kura yanu na di Ghana ne to yera n tiɲi se n daare n bere nɔɔna balo na di ya dedoa dedoa to. (makka 5)
2. Kwei kuri delo abam kateiri ne ba na di de to n ma-n yeiri de yalo n popone n tiɲi baɲa ne to wone dedoa. (Maana, kura yam yera, bere nɔɔna balo na di ya to, maɲa dedaane tatei ba na di ya to, chullu kikeeru telo na ke kura yanto dim maɲa ne to, ya keim na jege ɲwaane tei to, etc.). (makka 12)
3. Nɔɔna badwonna boɲe we nabaara kura dim maɲa ke zem logo kom ne. Popone tɔɔ se ko jage se-n bere ya na jege ɲwaane de nyɔɔre tei leile logo kom ne to. Ma wonnu na ye ja ja to n ke maana n bere ko tɔge de ywono kom n jege kura dwi dwi dim baɲa ne to se-n ye n bere ba ná ba di kura yam konto, ko na wó ke kolo kateiri baɲa ne to. (12 marks)

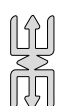
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

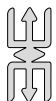
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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

**Note**

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Ka-jwoori ka-nii popware Serepae Tu (Section 7 Review)

Wiika fuga yanu de fuga yaredo tu bwe nabaara kura dim taane, ya dwoa de ya nyɔɔre mo. Popwara kam kwei nabaara kura yalei yalei mo ya yeiri daane se ka bere ya na nye daane ye ya sere daane tei to. Konto ye se ko woli zenzamesa mo se ba taa yei ba tete nabaara kura yam de nabaara yadwonna kura de. Dé jege teena we zenzamesa ná zamese popwara kanto ba ti, ba wó taa yei ba kugu na nunji me de ba nabaara kikia

ye ba fɔge ba jaane ba nabaara kikia yam lanyerane. Ko wó zeini zenzamesa se ba ba daane ba di kura yam. Ba wó zamese se ba taa wae ba ke wonnu ba gɔgera, ba boje wonnu wone ba vei yiga ye ba nae botarebia se ba maa ɲɔɔne taana ba teo de teene dedwoɲi tayum baɲa ne.

TATEI N NA WÓ MAKKE KA-FAŋE-KA-NII KOM TO

WIIKA 15 TU

Bwia 1 tu: Zane se-n daare n bere nyenyero de te kura nabaara kura dim baɲa ne abam nabaara kateiri dem ne. (Makka10)

Berenom wom jege se o bwei o tetere bwia yanto mo o na wora o boje o nia o na wó pa makke delo ko tɔge de o na wó ma wonnu telo na wo kuri ne to o toje to.

- 1. Ka lware nyenyego: Zenzameso wom wó wane o lware nyenyero tedwonna de te kura nabaara kuri kikia yam ne na?*
- 2. Zane nyenyero tem wone: Zenzameso wom wó wane o zane nyenyero tento na jege nyɔɔre delo to wone ye o daare o bere te na ke kolo kuri dem dim kikia yam ne to na?*
- 3. Kwei zega (Drawing conclusions): Zenzameso wom wó wane o kwei zega na jege kuri ko tɔge de nyenyero tento de kikia yalo na wo kateiri dem ne to na?*

Tatei n na wó makke

Makka 9 – 10: Zanem de gurim na tiini de lamma, ye de bere nyenyego kom de daare de ta ko kuri na ye kolo to.

Makka 7 – 8: Zanem de gurim na lamma, ye de bere nyenyego kom de daare de ta ko kuri na ye kolo to pa ko maɲe yiga.

Makka 5 – 6: Zanem de gurim na maɲe, ye de bere nyenyego kom de daare de ta ko kuri na ye kolo to fee.

Makke 1 – 4: Zanem de gurim na wo tɔge da, ye de bere nyenyego kom de daare de ta ko kuri na ye kolo to fenfee naa de maɲe de wo bere nyenyego kom ye de wo tage ko kuri na ye kolo to.

Bwia 2: Zane se-n bere tei nabaara kura dim na ke teo kweem dedaane ɲwea na vei tei to (social accountability) baɲa ne. (Makka10).

Berenom wom bwei o tetere bwia yanto ko tɔge de o na wó ma wonnu telo na bere tatei o na wó makke to o toje o ná wora o nii makke delo o na wó pa to.

- 1. Ka ni teo kweem kuri: Zenzameso wó wane o bere kuri niiri teo kweem de wonnu telo na wo de wone to baɲa ne na?*
- 2. Nabaara kura totoje: Zenzameso wom wó wane o bere nabaara kura na wó ke tei ya ja teo kweem (national development) de ka bere ka na me sabu de wonnu tedwonna ka toje tei to (social accountability) baɲa ne na?*
- 3. Maana de wonnu na mae te ke maana (Examples and evidence): Zenzameso wó wane o pa maana na maɲe to na o daare o pa wonnu na mae te ke maana to na maɲe to se ko zeini zanem dem na?*
- 4. Gurim (Conclusion): zenzameso wom wó wane o bere o na nigi wonnu kura tei ko tɔge de teo kweem de ka bere ka na me sabu de wonnu tedwonna ka toje tei to baɲa ne na?*

Tatei n na wó makke

- Makka 9 – 10: Zanem na tiini de lamma, na bere kuri niiri teo kweem de nabaara kura na toje kolo to baɗa ne. Tage boboɗa (points) yalo na jege maana na maɗe to taane maɗa maama. Gurim dem veere ye de jege wola.

- Makka 7 – 8: Zanem na lamma, na bere kuri niiri wonnu tedwonna baɗa ne ko tɔge de teo kweem de nabaara kura na toje kolo to baɗa ne. Tage vigiri boboɗa (points) yalo na jege maana na maɗe to taane maɗa maama. Gurim dem veere.

- Makka 5 – 6: Zanem na maɗe to, na bere kuri niiri wonnu tedwonna baɗa ne ko tɔge de teo kweem de nabaara kura na toje kolo to baɗa ne. Tage vigiri boboɗa (points) yalo na jege maana na maɗe to taane maɗa maama. Gurim wora amaa de wo veere.

- Makka 1-4: Zanem na wo maɗe to, na bere kuri niiri fee naa de na wo bere kuri niiri ko tɔge de teo kweem de nabaara kura na toje kolo to baɗa ne. Tage vigiri boboɗa (points) yalo na jege maana na maɗe to taane maɗa maama. Ko wo bere we gurim.

WIKA 16 TU

Bwia 1

- Pa makke dedoa ne kuri dem yere de nɔɔna balo na di de to ná popone pa ko da chwoɗa.

Bwia 2 (Makka 12)

Pa makka se ya yi yalei yalei wonnu tem na kwei te yeiri daane to dedoa dedoa baɗa ne ko ja ko nuɗi kuri labaare/poponem dem ne.

(Makka 2 – ka maɗe wonnu daane pa ko veere, makke 1- maana bere we wonnu kwei te maɗe daane amaa ko wae ko wo veere)

1. Nabaara kura yera de ya kura na bere kolo
2. Nɔɔna de ba totoɗa.
1. Maɗa kalo kura yam na di to
2. Tatei kura yam na di to
3. Chullu keim de chullu kikia maana yaredo (6). Te nyɔɔre de te na jege kolo se te ke kateira baɗa ne to.

Bwia 3: (Makka 12)

Tatei makka yam na wó pa (Rubric)

	Ko tiini ko lamma (Makka 4)	Ko lamma (Makka 3)	Ko gare mo/ ko maɗe mo (Makka 2)	N jege se n terege mo (Makke 1)
Taane dem Nyɔɔne (Content)	Leira yam tiini ya nyɔɔne woɗo baɗa ne chekke ye ya veere, ye ya ta bere ya poponno wom boboɗa kuni dede ya wone.	Leira yam nyɔɔne woɗo baɗa ne pa ko veere, ye ya ta bere ya poponno wom boboɗa kuni dede ya wone	Leira yam jege labaare delo ba na lage to amaa maɗa kadwoɗi ne de kuri ba toora	Tapuni kukwi na jege naa na ba jege maana na bere poponno wom boboɗa to.

<i>Wonnu yεεm (Analysis)</i>	<i>Bere ko na jege wonnu telo dede se te ke kateira dwi dwi banja ne ye ba bere we ba tiini ba ni ba nabaara kura yam na bere kolo to kuri.</i>	<i>Bere ko na jege kolo se ko ke kateira yalei banja ne ye ba bere we ba nigi ba nabaara kura yam na bere kolo to kuri.</i>	<i>Bere ko na jege kolo se ko ke ba teterere kateiri banja ne. Bere we ba nigi kateira yad- wonna nabaara kura yam na bere kolo to kuri fee.</i>	<i>Zanem fee ko tɔge de ko na jege kolo se ko ke to na bere kuri niiri fee na- baara kura nyɔɔre banja ne.</i>
<i>Taane wade de botarebia</i>	<i>Botarebia na daga to dwi dwi. Ko tɔge chwoŋa maŋa maama</i>	<i>Botarebia dwi dwi. Ko daare fenfee se ko tɔge chwoŋa.</i>	<i>Botarebia bad- wonna dwi dwi. Kolo na tɔge chwoŋa to daga ko dwoi kolo na wo tge chwoŋa</i>	<i>Tulisim. Tusim daga.</i>

POPWARE NANA TU: TOONE DE LUI CHULLU KIKIA

TAYUU: NABAARA KIKIA DE DAM DIM

Tayu-balaŋa: Nabaara Kikia

Berem Teena Balaŋa: *Ma ywono kolo n jege ko tɔge toone na ye kolo to baŋa ne se-n ma-n bwe lui keim wonnu na nye daane de te na sere daane tei nabaara dwoa yadwonna ne to.*

Berem Teena Kamunu: Bere ywono de kuri niiri ko tɔge toone de lui chullu kikia na vei tei to.

Ta-n yei konto ni ne

*Ke **Ka-ke-ka-nii Teese yalei tu kom** (Conduct **Practice Paper 2**) wiika Fuga nana tu ne. De jege se de ke de nuŋi zamesem /berem delo maama na ke ko zege Bene dedwe tu se ko vu ko yi Bena yatɔ tu to ne mo. Nii teibole dem na bere makka yam na wó vu tei to (**Table of Specification and Structure of the Paper**) ne se-n ma-n zeini n tetere. Zenzamesa bam tɔn-zwa yam jege ya makke mo ko nɛ nia ne ye n kwei ba na jaane makka yalo to n ke **SAP** kom ne.*

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto ke bobwea nabaara kikia de dam dim baŋa ne mo. Zenzamesa wó zamese wonnu ko tɔge de toone na ye kolo to baŋa ne, kolo na tei pae toone goe to, toone dwoa, daanem delo na wora dedaane toone choom chwei na mae se cho toone to. Ba ta wó ke zamesem lui keim wonnu, lui dwoa, lui keim chullu dedaane leile nabaara kikia yadwonna ye ba ma ywono kolo ba na wó na to se ba wane ba yeiri banto nabaara lui chullu kikia na vei tei to dedaane nabaara dwoa yam dwi dwi to Ghana ne daane. Konto ywono wó zeini zenzamesa se ba me banto nabaara kikia dedaane babam nabaara kikia de. Ka ta wó zeini se nabaara kikia yé jei. Zenzamesa wó maane ye ba ni babam nabaara kikia kuri ye konto nam wae ko jaane yedaane de ka-nege da nabaara wonnu ko tui. Popwara kanto jege ŋwaane ka pae zenzamesa ko dae Kasem zamesem dem yerane baŋa ne amaa ka ta jege wonjo se ka ke de social studies de Faŋa wonnu berem zamesem (History) de. Popwara kanto pae zenzamesa ywono bero diini baŋa mo de kuri niiri ko pae ba banto nabaara kikia dedaane babam nyene ŋwea chekke wonnu baŋa ne. Bereno kwaaane se o ma berem chwei na pae zamesem jege pempanno to, zamesem zola, kikeeru dwi dwi dedaane ka-faŋe-ka-nii dwi dwi o toŋe se ko ma ko zeini zamesem.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

Wiika 17 Tu: *Bwe wonnu ko ja ko vu toone seeni (Discuss issues relating to death).*

Wiika 18 Tu: *Zane se-n daare n kwei Kasena nabaara lui chullu kikia n yeiri dedaane nabaara yadwonna na wo Ghana ne to nyena (Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana).*

BEREM NATŌGA MAANA KUKUANU

Berem natŏga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege Chana Sŏrem baŋa ne (Problem-Based learning (PBL)) dem jege se de ke de chwodε selo na sŏre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tŏge da o zamesem boboŋa yadwonna de wadε se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwodε sedwonna nenεene nŏŋno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwodε sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sŏre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wóŋwane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba sε ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwonji botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natŏga kalo na mε ka toŋe popwara kanto ne to nii se wonnu mo ke te maŋe daane ko na tu zenzamesa wakia diinim zanem, wonnu kuri niiri ko woli de ka-boŋe-ka-virigi na ke tei to baŋa ne. Ka pa zenzamesa lware ba zamesem na vei tei maŋa maama to zeini mo pae zenzamesa ywono vei yiga. Ka-faŋe-ka-nii natŏga kam mε chwei na woli se ko ma ko maane zenzamesa na jege kuri niiri delo toone de lui chullu kikia baŋa ne Ghana ne to mo. Ywono diinim maŋa jei bena tu (level 4) wora ko na vei de ka-boŋe-ka-yalese to. Ka-faŋe-ka-nii bwia yam bobo de bwia bweem mo, ko vu tapane kukua naa ka ma ni ka tole baŋa ne se ko ma ko maane tei zenzamesa na wó wane ba bere ba boboŋa ye ba ma ya ba ke wonnu to. Berena jege se ba ma Ka-faŋe-ka-nii maŋa maama (formative) de zamesem gurim Ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko tŏge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi mε to.

Zamesem woyum (Indicators)	Ywono diinim maŋa jei (DOK Level)	<i>Ka-faŋe-ka-nii natŏga de/naa ka na nye tei (Assessment Strategy and/or Mode)</i>
3.3.1. LI.1 Bwε wonnu ko ja ko vu toone seeni (Discuss issues relating to death).	4	Bobwea
3.3.1. LI.2 Zane se-n daare n kwei Kasena nabaara lui chullu kikia n ma-n yeiri dedaane nabaara yayam na wo Ghana ne to lui chullu kikia. (Compare and contrast funeral rites of the respective cultures to those of other cultures in Ghana)	4	Bwia bweem (Questioning)

WIIKA 17 TU

Zamesem Woyuu: *Bwe wonnu ko ja ko vu toone seeni*

WOYUU: TOONE

Toone na ye kolo to: Toone ye nɔɔno ɲwea gurim mo tega baɲa ne. Ko ye maɲa kam nɔɔno ɲwea na tu ka gurim ne ye nɔɔn-nɔɔno daa ba jege ko dam se o ja ka o jwoori to mo; maɲa kam nɔɔno yera de o jworo/siu na pwe daane to mo. Taa yei we toone na ye kolo to kuri ye teiri teiri mo ko na tu nabaara dwi dwi ne, wadaa toton-naga ne, de yezura zamesem chwei ne.

Wonnu telo na pae toone goe to tedwonna

1. Kokweero: Nɔɔna na tiini ba kwe ba gaale, ba to ba we toone mo.
2. Zaaza keina: Zaaza keina nenɛene buga jaanem, ka nuɲi wonjo yuu ka to ne tio de diga tento wae ko pae nɔɔna gae ba ɲwea.
3. Jaweero: Jaweero ne A-go-tee, sikili jaweo, paa, ni-cheɔ, jana-diinim de tedwonna dede wae te pae nɔɔna gae ba ɲwea ba ná wo ne teibim.
4. Duuni/swala: Duuna/sonswala naa kasɔɔ wae ko pae nɔɔna gae ba ɲwea.
5. We yuu wonnu chɔgem: We yuu wonnu chɔgem nenɛene mini zweem, doa bagem, do-vio, de kabira na to ka pane nɔɔna, de tedwonna wae te pae nɔɔna gae ba ɲwea.
6. Ka go ka tetere: Nɔɔna wae ba ke wonnu ba ti ba tetere ɲwea ne ka zo seo, ka nyo liri, ka lei ɲona, de tedwonna.
7. Jworo wone/cherem kikia: Dé jege bonjem we tangwana wae ya pae nɔɔna gae ba ɲwea ba na chɔge ya yiga naa nɔɔna ná ke wonnu ba chɔge chullu. Chera de wae ba pae nɔɔna gae ba ɲwea (Berena maɲe wonnu tento na ke tei kasɔɔ ne to).

Toone dwoa yalei mo wora: We toone (Natural death) de chane toone (unnatural death).

We toone: We toone ye toone delo na goe ko zege jaweo naa yera yam tetere kokweero baɲa ne to mo.

Chane toone: Chane toone ye toone delo na goe ye de ba tɔge we kikia nenɛene jaweero de kokweero baɲa ne amaa ko zege pwooni wonnu (external factors) baɲa ne mo. Maana mo saɲe tento:

1. **Nɔɔn-gora toone (Homicidal death):** Dento ye nɔɔno naa nɔɔn-kɔɔ na go nɔɔno to mo. N ná paale n go nɔɔno mo ba bwoi we nɔɔn-gora, amaa ko ná dae pal-kia, ba bwoi konto we tusim naa asedente mo tua.
2. **Zaaza keini /asedente toone (Accidental death):** Dento ye toone na nuɲi kolo nɔɔno na wo jeeli naa o ba teene ko ye ko zaaza ko ke to nenɛene loɔre zaaza keina, do-fare, jaweero na loɔrese ye dé yaa ba jeeli, buga jaanem, de tedwonna. Konto ye kolo toone dem na dae pale-kia to mo.
3. **Ka go ka tetere (Suicidal death):** Konto ye maɲa kalo nɔɔno na ti o tetere ɲwea to mo. Maɲa dede, ko zege daanem delo nɔɔno na jege to baɲa ne mo naa yupuɲu vugimim

nenεene boboŋa na tiini ya jege nɔɔno naa ɲwea na chana tei to ɲwaane. Ka go ka tetere ye kolo na seene yia to mo boboŋa yezura niim seeni se ko wae ko teiba naa ko choa ne dé na nii kotu baŋa ne ye dé pa-o zeina na maŋe to.

Toone na jege daanem delo to: Ko wora we nɔɔno wε toone wae de pae o si yaara yalo wone o na wora to, toone yeini de jege daanem mo de pae nɔɔna chwei dedε wone. Wonnu tento mo ye toone na jege daanem delo to

1. Boboŋe Daanem (Emotional Effects): Toone jaane suurim de keira naa wo-chɔɔɔ mo de tui. Nɔɔno wolo n na swoi to ná tega, ko yeini ko pa sɔŋɔ kom tiina de to wom fara maama jege wo-chɔɔɔ ko maŋe de wo-soo, veo, bane, de foone delo na yi ba to.
2. ɲwea na vei tei to de ka taa pɔɔre ka tetere (Social effects and isolation): Ka taa zege ka yerane de ka ba zoore nɔɔna wone ye kolo na ba jege zore ko pae balo na gε ba nɔɔna to mo. Mε sedwonna ne, balo na zoore ba yerane to yeini ba wora ba yerane mo ye ba ba nae naa ba wae ba nae wola fee mo. Diga tiina na daare kwaga ne to yaare mo ko tɔge de zeina na tera ko pae ba to, beɲwaane ba nɔɔno wom daa ba ɲwe se o taa zeini ba.
3. Sabu totoŋa daanem de sabu-gεere (Economic Effects and Financial burden): Toone wae de pae sabu-gεere, konto gwaane de jene delo maama na ke lui keim ne, asigiti de liri jene, dedaane toone dem na jaane nɔn-kweo na wae o toŋe to, ko bere we dwi dem ge zeinnu.
4. Yupunnu vugimim (Trauma, mental health and other psychological effects): Toone, ko fɔge ko dwoi pɔpɔ toone naa delo na tiini de kwoori wo to naa yupunnu vugimim toone, wae de pae boboŋa vugimim, foone, de boboŋa jaweero tedwonna.
5. Yedaa yezura tera (Physical health decline): Bwona de boboŋa wone bæsem delo toone dem jaane de ba to wae ko pae ye-goɑ daanem ne yetana leirim, bwona, ka ware ka dɔ, yedaa wɔɔm de ni swolim. Ko ta wae ko jaane daanem ko tui nabwona baŋa naa balo na maŋe ba jege jaweero tedwonna to naa balo na ba zura to baŋa.
6. Ka ga nabiina zeina (Loss of human resources): Toone jaane daanem mo ko tui ye ko pae tontɔŋena de zeina wonnu ba daga. Tontɔŋena jia, ko fɔge ko dwoi chane toone mo na go bia de bu-donno ye banto ya mo ye teo kom jwa.
7. Jworo (Spiritual) Daanem: Pɔpɔ toone naa chane toone wó wane de pa nɔɔno boboŋa taa ye belei belei de Baŋa Wε wolo kotu na ke boŋem de o ye o kaane-o de o wo maama to.

Chwei sedwonna na wae se zeini toone choom: Chwei dedε wora na wó wane se che toone ye ko woli ɲwe-laao. Sento fee mo tento kuri ne.

ɲwea wonnu leirim (Lifestyle Changes)

1. Wodi-ɲoŋo/ wodi na pae yezura (Healthy diet): Dé jege se dé taa yei wonnu telo dé na di to ni ne mo. Ko jege ɲwaane se dé di wodi kolo na pae yezura to ne tiobia, dwo-vɔɔro, wo-bia, de yera bero diira ba na bwai we ‘protein’ to mo. Konto woli ye-kuuru tem bero mo.
2. Yera koresem kikia maŋa maama (Regular exercise): Dé jege se dé ke yedaa wo totoŋa mo ne veina, durim, naa yera koresem kikia yadwonna mo. Jawɔɔ wae ko ba woli pae jana duri lanyerane yera yam wone, konto jege ɲwea chane nɔɔno ɲwea wone.

3. Ka yé taa nyo namwale (Not smoking): Nyoa jege daanem ka pae ye-goā kam, konto to, dé jege se dé yage namwale nyoom naa namwale leinim mo. Ko daane yera de selo na jege ŋwaane ye ko wae ko pae noono gae o ŋwea to.
4. Ka nyo sana ka maŋe (Limited alcohol consumption): Ko lamma se dé yage sana nyoom dede naa sana nyoom bage bage, amaa wolo ná lage se o nyo sana, kotu nyo o maŋe.

Choom Wonnu (Preventive Care)

1. Ka taa vei ka nii ka yezura baŋa ne maŋa maama (Regular health check-ups)

Ka na maŋa se ka taa vei ka nii ka yezura baŋa ne maŋa maama dedaane yera niim wae ko zeini pae jaweo boboom lware lela ye ko wae ko cho se ko yé ke baŋa.

2. Liri Zoom (Vaccinations)

Dé jege se dé seene yia mo dé ke liri zoom maŋa kalo maama na maŋe to dé ŋwea ne. Ka kwei zoom liri se chwoŋa ne woli noono mo se o ŋwea ke dedo. Maana, ba zo bia se ko che jaweero tento dwonna mo, gongwarema, nicheo, de tedwonna, se ko woli ba yezura maŋa de maŋa.

3. Jaweo teilim (Disease management)

Jaweero tetem ye jawe-dwonno naa jawe-bajeeru mo, ye liri mo ba mae ba teili te. Ka teili jawe-dwonno tento dwi ne sikili jaweo naa jana diinim jaweo, n na nae te lir-ŋwe, ko wae ko woli pae noono ŋwe o daana.

Choom Kikia (Safety Precautions)

1. Beilinta voom loore wone (Wearing seatbelts): Ka vo ka tetere loore ne n na wora n chwo naa n na wo loore wone woli mo pae yezura wora.
2. Helementa pum (Helmet use): Ka pu yu-kwoli naa helemente n ná wora n diini pupu/luusiseiŋa naa n wo toton-donna yadwonna wone ye kolo na woli pae ko cho chane toone mo. Yu-kwoli dem na pugi yuu ne ko cho yuu kom naa yu-champoa kam lom mo n na nuŋi pupu naa luusiseiŋa yuu n to tega ne.
3. Che ka to tega ne (Fall prevention): Ko jege ŋwaane se n kwaane n ke kolo na wó woli se-n che n ka to tega ne to mo, nenene ka ke n natera kura lanyerane se ya yé taa seera, tiŋi garemanzwanno telo na ba seeri to n di ni ne, guguni na na lwogi tega ne diga ne me na seeri to se ko che siseira, yé ta-n swoi mōro naa bworu wo veiŋa, de tedwonna.
4. Pempale baŋa wade (Traffic rules): Ka toge pempale baŋa wade nenene n ná chwo loore naa pupu naa luusiseiŋa naa n ze vei ne mo se n lene pempale pa ko cho zaaza keim naa asedenta de toone mo. Konto bere we balo na wo pempala yam baŋa ne to jege se ba toge pempale baŋa wade chekke mo.

Yupunnu yezura (Mental Health)

1. Boboŋ-fara daanem niim (Stress management): Kwaane se-n yage ka taa boŋe dede, n na tiini n boŋa ko wae ko pae n yuu vuvuga, nam ta-n ke wonnu ne ka peini ka si, ka lare de fara naa ka guli wonnu telo na wó woli se n boboŋa taa tigi jeiga dedoa to.
2. Ka zeini yupunnu yezura (Mental health support): Ka na balo na jege ywono yupunnu yezura seeni to naa zeina tigisina yupunnu yezura baŋa ne to wó woli-m ne n ná maane we n jege boboŋa daanem, konto wó woli se ko che toona yadwonna.

3. Ka che zaaza keina dedaane chɔgem (Avoiding accidents and disasters): Ke kokwaana yalo na wó woli se-n che mina dim, nenɛɛne ka ke wonnu na zeini pae dé lware we mini lage de ja jei to sane dem ne ye dé tiŋi wonnu telo na wae te jaane mini mwale yerane to daa daa se te yé twe mini naa lonem jei se te ja lela.
4. Ka yé taa gwaane de balo na jege ɲwe-balwaaro nenɛɛne ɲweena, sa-nyɔra, ka boole de nɔɔna kaana/banna de tedwonna to. Ka taa cheigi nikaana berem nawaara tei ne ye n tɔge ɲwea chullu te chwoŋa ne wó woli se ko che yupunnu daanem.

Nabaara dwoa yadwonna na wo Ghana ne to lui chullu kikia yadwonna

NB: Bereno nii zenzamesa tɔnɔ kom wone se mɛ na jege labaare nabaara dwoa yadwonna lui chullu kikia baŋa ne to se-n na labaare dedɛ n woli n tetere.

Zamesem Totoŋe

Zane daanem delo toone na jege de pae sɔŋɔ kom tiina dedaane to wom badwonna to wone yana (4).

Berem Natɔga Maana (Pedagogical Exemplars)

Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning): Kelase dem maama bobwea: Bwɛ toone na ye kolo to bobwea.

1. Gurupi totoŋa/ boboŋa ka gwaane daane: Bwɛ toone dwoa yalo na wo nabaara wone to bobwea.
2. Zenzamese balei ka gwaane ka toŋe: Zane toone na ke kolo to.
3. Kelase dem maama: Bwɛ na se á daare á bere toone choom chwei sedwonna na wó wane se toŋe to.

Ka-faŋe-ka-nii bena tu: Ka-boŋe ka-yalese (Level 4): Bobwea

1. Ke lelagem se-n nii wonnu tenu na tei ye toone goe mwale yerane abam kateiri dem ne to se-n daare n zane te wone se-n ta kolo kom kateiri dem nae toone dento tetere baŋa ne to.
2. N na ye wolo na bere chega to, ye wonnu wone n bere tatei n na wó zamese nɔɔna se ba lware kolo ba na wó ke se ba che chane toone abam kateiri dem ne.

PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

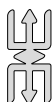
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

WIIKI 18 TU

Zamesem woyum: *Zane se-n daare n kwei Kasena nabaara lui chullu kikia n yeiri dedaane nabaara yadwonna na wo Ghana ne to nyena*

WOYUU: KA YEIRI LUI KEIM DAANE GHANA NABAARA DWOA YAM WONE

Lui de lui chullu kikia: Lui ye tei ηwea chwei selo ba se se ba tɔge da ba zuli to ye ko maa ye chwei na bere we debam de to wom pwe dayiga ne mo. Lui keim ye kikio kolo naŋona na ke ba zeini to wom se o wane o vu churu de zurim naa lane to mo. Lui maŋa ye chwoŋa/pwola kalo kateiri nɔɔna na tɔge da ba bere ba de to wom yedaane na ye tei to mo. Lui keim ye nabaara chullu kikeeru na ke se ba laam suli to wom, to wom sulim maŋa ne de o sulim kwaga ne to mo. Chullu keina yanto zage daane ye se wade ye yera yera nabaara dwoa yam na sere daane to ηwaane. Kateiri dem nɔɔna lae daane mo ye ba zeini lua kam tu, ye ba di lua kam tei na maŋe to. Lui ye ηwea chwoŋa woŋo dedoa mo na jaane nɔɔna dede ko tui daane-ye ko pae ba guli to wom daama na ηoe ηwea kalo to. Ko ye natɔga mo na tigisi ka tiga, ka jege boboom, tetare de kwola/gurim.

Lui dwoa (types): Dé jege lui dwoa ye ya dedoa dedoa na ye kolo to wó zege nabaara naa wechwei kikia baŋa ne mo. Yalo na wó bwe ywo to mo ye:

1. Nabaara chwoŋa lui
2. lu-lea
3. Ka kwei ka seigi
4. Lu-fuli
5. Kiristabia wechwoŋa lui keim
6. Wejɔɔna lui keim
7. Lu-kenkagela (Pe lua, kabaga lua, busesenja lua, kapua lua, nayɔɔɔ lua, nɔɔn-piu, doa na bage nɔɔno lua, nɔɔno na go o tetere, buga na jaane nɔɔno, etc.)

(NB. *Nabaara di sem naa kateira yam dwi dwi ne to jege chwei teiri teiri mo ba na ke ba lui. Lelage na se á na labaare á woli da.*)

Lui kem nyɔɔre (Importance): Lui keim jege nyɔɔre chekke mo ko pae nabaara dwoa yam. Nyɔɔra yam yadwonna na wo lui keim ne to mo tento kuri ne.

1. Ko ye kolo kom na pae dé wae dé guli to wom deém na wo ηwea ne, o wo-keeru na ye tei de kolo o ke pa ko mae ko guli o gula to mo. Lui keim maŋa ne, ba leeni lusei, ba gare to wom sein a ye ba tole to wom ηwea ya na vei tei to maama mo ba yeini ba woli da. Ka ye pwola mo se ko maa bere ba deém na ηoge ba ηwea tei logo baŋa ne de nɔɔna balo o na wora de ba to. Sein a yanto yeini ya woli pae nɔɔna ke wo-laaro naa ba zae ba keina.
2. Lua keim pae nɔɔna bochara mo peini tega ne dedaane wochɔɔɔ, wosoo de kolo ba ya na ba teene ye ko ba to ηwaane. Lua keim jaane boboŋ-zura mo ko tui nɔɔno na ge o faro to kwaga ne. Ko tɔge de ba na tei ye ba di lua kam tei to pae nɔɔna dede na chwoŋa se ba taa te ba boboŋa na ye tei wolo na tege to baŋa ne.

3. Lua keim maŋa mo ye kalo na pae chwoŋa se nɔɔno wane o keeri o bane ye o bwe o bobaŋa de ko na ye tei o yera ne to de o dwonna. Ko ta ye pwola mo ko pae nɔɔno se ba gane daane wochɔɔ kom wone, konto mo bere dwi yedaane chane wɛɛne.
4. Lui keim ye pwola mo na jaane dwi, diga tiina de badwonna ko tui daane. Ka pae yedaane nua, ye ka zeini daane wora ko pa-m maŋa kalo n na lage zeina yam to. Lua keim maŋa ne, dwi dem tiina de ba chorro tui daane ba ke bana ye ko pae ba suli to wom ko chwoŋa ne, ye nɔɔno maama yeini o jege totoŋe se o ke se ko zeini lua kam keim. Kanto pae pwola mo se chorro de badwonna fɔge daane se ba bane to wom lanyerane.
5. Lua keim pae pwola mo se ko maa guri nɔɔno wom ŋwea na ti tei tega baŋa ne to.

Ka yeiri (Comparison) lui keim Chullu daane Nabaara Kikia Yadwonna Wone

Labaare delo na wo bobwea yam wone daa kanto ne to ye berem mo ko tɔge de Kasena ŋwea de ba na ke ba lui tei pae se ye se yera dé na yeiri se de nabaara yadwonna nyena.

Kasena Lua Keim Chullu

Kasena ŋwea ne, toone dage kolo kom na ye wo-kenkagele to, se ba nigi ko kuri we Wɛ ke de se ko pa ŋwea mo leiri. Kasena nabaara ne, ba de yei ye ba se we ŋwea nɔɔni Wɛ tei ne mo. Nɔɔno ná dɔ ye o zaŋe o ye naŋom mo amaa o ná wo zaŋe, ko bere we o tege mo. Konto mo ba we, Wɛ jwoŋi kotu momwɛ. Konto ŋwaane mo nɔɔno ná tega, o dwi tiina kwaane mo se ba bane o se o yi mɛ o jworo kom vei to – chira logo. “Konto mo ba bwoi we churu to. Kasena nam tage ba taane we lua ye ba lu mo. Ko kuri mo lua ye nawuuri dem maama totoŋe mo. Konto ŋwaane mo toone ná goa, nawuuri dem nɔɔna yeini ba lu ba vu lua kam se ba fɔge to wom se-o yi o kwoa tei. Kasena yei we nabiinu ná tega kotu wo jei...” (Nabaara Kikia:pg 95). Lua nam na ye se kɔɔɔ teili daane ba toŋe to, ko ta bere we kikeeru tem dwoi dedoa mo lua keim ne. Lua keim ye dwi dwi mo ko tɔge de kateira na sere daane tei de toone dem na ye delo to, dedaane to wom de na ye baaro mo naa kaane mo, konto mo pae chullu kikeeru tem de zage daane lua keim ne. Kasena pɔɔre lua keim ba zege kuni belei mo, ba jege lu-lea de lu-fuli mo. Lua dwoa yanto wolo maama nam jege chullu kikia ya teiri mo se ko ke dé na bwoi we lua totoŋa to. Kasena jege boŋem we nabiinu ŋwea jege wonnu teto mo; jworo, chiru de yera. Nɔɔno ná tega, o jworo kom wó jwoori Wɛ tei mo, o chiru wom maa vu churu ye o yera yam ba maa suli tega ne se ya ji teero. Nabiinu na ŋwe o ŋwea kam tei to mo wó pa o jworo yi Wɛ tei o ná tege de ne. Ko kuri mo keim laaro pae wo-laaro mo toone kwaga ne, keim balwarro de maa jege chɔgem ko pae nabiinu.

Lua keim dwoa

Lu-lea: Konto bere nɔɔno na tega ye ba jege o ye-nɔɔna yam se ba laam suli to mo. Kotu daa na ba ŋwe to mo pae o ye to to. Toone ná goa, to wom dwi tiina mo wó jeini daane ba ke bana ko ŋwaane se ba nii wonnu na wó vu tei to se ba wane ba bane to wom se-o yi churu. Nɔɔn-dwi delo maama ná tega pa ba leere ba ke lua kam, konto ye lu-lea mo ko na ye to wom tege o tigi de o yera yam to ŋwaane.

To keim/sulim (to gurim)

Nɔɔno ná tega, sɔɔɔ kom tiina de dwi dem mo wó jeini daane ba bane ye ba daare ba kwe to wom. Kwɛɛm dem baŋa ne, ba wó swɛ to wom mo yiga. O ná ye baaro, ba wó liŋi-o jɔɔɔ, ba zo gar-bwora de yipuga. Ko ná ye kaane, ba maa wó liŋi-o gareyi-zwom ye ba vɔ o ni de

to ni ŋona. Ba ná kwe to wom ba ti, ba wó bwoŋi kwo-bu mo se o ba o nii ye ba daare ba ja lua kam, ye ba laam keeri ka.

Kasena jege yibeeli koom dwoa yalei mo. Ba jege timbu yibeeli de kabaga yibeeli koom. Timbu yibeeli yeini de ye kikilu mo de tu tega vole vole. De ná tu tega, ba laam wó ko de ba gare se ko maŋe peiga se to wom wane o peini. Kabaga yibeeli dem ye gɔɔ mo wó mage se ba suli o da.

Sulim dem dwi dwi dedaane de kwaga kikia yam ne, zenzamesa de bereno ke na lelagem se-á na labaare na woli kuri niiri. Kwaane na á ga nabaara kikia tɔnɔ kom se á na labaare á woli da.

Lu-fuli: Lua keim dento ye kolo na ke kwaga yerane to mo twa sulim kwaga ne Kasena nabaara chwoŋa ne to. Kasena tei ne, lua fulim ye chwodea mo ba tɔge da ba kwe chwoŋa se chiru wom yi churu. Nɔɔno na tege pa ba suli ba ti, ko daare se ba fuli o lua mo. Ba jege boŋem we ba ná wo fuli to wom lua kam, o wó maŋe chwoŋa ne mo o baa yi o kwoa tei, konto mo pa se ba fuli lui kasoŋo ne. Kasena nam ba fuli to maama lua. Lui sedwonna de ba daane ye ba fuli se, ko fe mo se ba ti yiga se ba wane ba ke sesem, ko maa pae ko kwei maŋa se ba ke se.

Kuni dede, ba ba pae bu-donno lui peini se daana ye ba fula. Ko na ye bia balo ta na ba jege nyaana to ná tega, ba ba fuli banto lui. Bu wom ná ye bakeira mo, da yatɔ weene, ba wó vu o lu-voro yerane mo ye ko ti. Ko ná ye busankana, ba maa vu o lu-voro da yana weene.

Ko ná ye nɔn-kwea naa kania, ba yeini ba tiŋi lua kam mo se ba wane ba lage lu-fuli wonnu se ba laam fuli. Lua kam fulim pɔɔre ka zege kuni betɔ mo; yibeela zworim, fulim de minchwɔŋo nuŋim (Nabaara kikia, pg.98).

Zamesem Totoŋa

1. Bwe n bere tatei n na boŋe we leile lui keim ke kolo banto ŋwea ne to;
 - a. Lua kam diga tiina dedaane ba fara.
 - b. Kateiri dem maama.
2. Ye se-n bere boboŋe dem we leile lua keim ye kolo na jege ŋwaane nabaara kikia twɔŋim baŋa ne to.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning): Kelase dem maama bweem:
 - a. Jwoori á nii toone na ye kolo to dedaane wonnu tedwonna na woli da to.
 - b. Bwe lui keim dedaane se dwoa yalo na wo Kasena nabaara ne to bobwea.
 - c. Bwe lui keim chullu telo na wora nɔn-dwoa banto baŋa ne to bobwea: pwa, kaanem tiina, kapui, bia dedaane babam.
 - d. Bwe leile ŋwea wonnu na wo lui keim chullu ne to bobwea.
2. Gurupi totoŋe/ Ka ba daane ka ke zamesem: Zane se-á daare á kwei Kasena nabaara lui chullu kikia á yeiri dedaane nabaara yadwonna na wo Ghana ne to nyena.
 - a. Kelase dem maama totoŋe

- b. Nii na sinii ko tɔge de lui chullu keim dwoa baɲa ne. Maana, pɛ lua keim, kaanem tu, etc.
- c. Ke na á bere ba na ke lua keim tei to.

Ka-faɲe-ka-nii bena tu (Key Assessment): Ka-boɲe ka-yalese (Level 4) - Bwia bweem

1. Bwɛ n bere lui keim dwoa yalei na wo abam kateiri dem ne to n daare n ye lui keim dem na jege nyɔɔre delo to.
2. Bwɛ n bere tei nɔɔna banto dwi lui keim na ye to abam kateiri dem ne: Pɛ lua, kapua lua dedaane busesenja lua.
3. Kwei lui keim na ye tei abam kateiri dem ne to n ma-n yeiri de lui na ke tei kateiri dedem ne to.
4. Bwɛ n bere leile woɲo dedoa ba na kwei ba gwaane de nabaara lui keim ne abam kateiri dem ne to n daare n bere tatei n na wó zeini se ko za to.

Ka-ke-ka-nii tɛɛse yalei tu (Practice Paper 2)

Ke **Ka-ke-ka-nii Tɛɛse yalei tu kom** (Conduct Practice Paper 2). De jege se de ke de nuɲi zamesem /berem delo maama na ke ko zege Bene dedwe tu se ko vu ko yi Bena yatɔ tu to ne mo. Nii teibole dem na bere makka yam na wó vu tei to (**Table of Specification and Structure of the Paper**) ne se-n ma-n zeini n tetere. Zenzamesa bam tɔn-zwa yam jege ya makke mo ko ne nia ne ye n kwei ba na jaane makka yalo to n ke **SAP** kom ne.

KA-KE-KA-NII TɛɛSE YALEI TU

WONNU NA WÓ VU TEI TɛɛSE TɔN-ZWɛ YIGA TU NE TO

Berena jege se ba popone bwia fiɲnu (50) popwara kanto ne.

TAYU-BALAɲA	ZAMESEM WOYUU/WOYUM	KA-FAɲE-KA-NII MAɲA JEI		
		L1 30%	L2 40%	L3 30%
KASEM TAANE DEM SɔɔRO (FɔNɔLɔJI)	1. Ma wonnu telo na maɲe to n ma-n maɲe vawola yam na wo Kasem ne to seina (Maana: nivɔɔro kikia, dindeilimi zeigim, de dindeilimi dem daa) 2. Ma wonnu telo na maɲe to n ma-n maɲe kɔnsonanta yam na wo Kasem ne to seina (Maana: kwora zuzugim/mumunim, mɛ sɔɔ kom na ke to, de tatei vio kom na nuɲi to) 3. Maɲe se ko veere vawola na wae ya zege mɛ Kasem botarebia wone to (botarebu boboa ne, tetare ne de kweila ne) 4. Popone selabola dwoa yam (porem de peem) Kasem ne. 5. Bwɛ selabole yedaa kam na ye tei Kasem ne botarebia mɔɔ-nem maɲa ne to. 6. Maɲe se ko veere kwori na ye kolo to se n daare n nii dwoa yam (Maana: kuri, baɲa, tetare de diinim) 7. Maɲe taane sɔɔro kikia memaɲa se ya veere (Maana: sɔɔ jirim kikia). 8. Bwɛ taane sɔɔro kikia Kasem taane dem ne (selabole yedaa kikia).	1 1 1	1 1 1	1 1

BOTARE- BIA DE BA YEDAA KASEM POPONEM WADE	1. Zege yera dwoa yam banja ne n pɔɔre ya n tini pwei pwei (Maana: yere kachege, yere mɔɔ, yere badwio, yere garɔ, de tedwonna). 2. Pɔɔre keinseina dwoa yam n tini pwei pwei (Maana: tatei, jeiga. Manja, keim dagemko na yi mɛ) 3. Zane n nii afegesa na toɲe kolo Kasem taane dem ne to. 4. Ma taleirina dwoa yam na wo Kasem ne to n mɔ tapuna. 5. Manje takuku-dwoa yam seina n daare n pɔɔre ya dwoa yam n zege. 6. Bwe tapuni wo wonnu tem bobwea (Maana: tacheiɲa de takukwi). 7. Ye tapuni dwoa yam wone ko zege ya totonja banja ne.	1 1	1 1 1	1 1
	1. Tɔge wade selo na wora yera de yereleirina poponem banja ne to n ma-n mɔ tapuna. 2. Tɔge wade selo na wora yereseina poponem banja ne to n ma-n mɔ tapuna. 3. Bwe botarebia mɔɔnem chwei selo na wora Kasem taane dem ne to bobwea (botarebia gwaanem, botarebu-chichwoaru gwaanem, tage botarebia jwonjim, afegesa gwaanem). 4. Bwe poponem makka bobwea (Maana: taane paare makke, kɔma, kɔɔn, kɔɔn chichworo, de tedwonna) de kwori makke. 5. Bwe botarebia mɔɔnem chwei sem bobwea (tage botarebia jwonjim, ka-bwonji-ka-tulisi, tage botarebia lwonim, de sedwonna). 6. Ma chwei selo dwi dwi na tɔge da se mɔɔne botarebia to n ma-n mɔ botarebu-doora.	1	1 1 1	1 1
NABAARA KIKIA NABAARA DAM DIM	1. Zane wa yera yam wone se-n daare n nii ya boboa na zege mɛ de kolo ɲwaame ya na wora to. 2. Bwe chwei selo n na wɔ tɔge se-n ke nɔn-keiri chullu n pa busankan-pwoli de bakeir-pwoli to (wonnu telo na ke: se nɔn-keiri chullu laam ke, nɔn-keiri chullu keim manja ne de nɔn-keiri chullu kikia yam kwaga ne) 3. Kwei ba na ke nɔn-keiri chullu tei Kasoɲo ne to n ma-n manje de jei sedwonna ne ba na ke te tei to. 4. Bwe chwei selo ba na tɔge da ba maa ke kadiri chullu kikia to bobwea n daare n ta kikia yanto na jege nyɔɔre delo Kasena nabaara kikia yam ne to. 5. Bwe leile wonnu na jege kolo se te ke nabaara kadiri chullu kikia banja ne to bobwea. 6. Ma Kasena diga dwi naga kam na ye tei to n ma-n manje de nabaara kikia yadwonna nyem Ghana ne. 7. Bwe Kasena nabaara kura yam bobwea n daare n ta ya wola. 8. Kwei Kasena nabaara kura yam n ma-n yeiri de nabaara yadwonna de na wo Ghana ne to kura se n nii ya na nye ye ya sere daane tei to. 9. Kwei Kasena nabaara lua keim chullu tem n ma-n yeiri de nabaara yadwonna de na wo Ghana ne to lua keim chullu se n nii te na nye ye te sere daane tei to.	1 1 1	1 1	1 1

	1. Zane nabaara dam dim yedaa kam wone (kwo, diga yuu tu, diga dwi yuu tu.) 2. Zane nabaara dam dim yedaa kam wone (pɛ, pwa-balwa, pa-tijina, de badwonna) 3. Zane nabaara dam dim yedaa kam wone. 4. Zane leile taane dim naga kam wone. 5. Yeiri nabaara chwoŋa vuvuga kwɛɛm naga kam de leile vuvuga kwɛɛm naga kam daane se-n ta se na nye ye se sere daane tei to.	1	1 1	1 1
NI LARA	7. Zane Kasena na lwom yedaa kam wone (boboa - wara, tetare - labaare dem, gurim - ni gwonim) 8. Bwɛ lua lei bobwea (se totoŋa de se nyɔɔre) 9. Yɛ dende yedaa de se dwoa wone. 10. Zane dende-kenkagela yedaa kam wone. 11. Bwɛ totoŋa lei, tigura lei, kwɛɛra lei de bia gana lei bobwea. 12. Zane n daare n yɛ leile ŋwea seina (contemporary high-life) lei wone.	1 1	1 1 1	1
POPONEM LARA	7. Bwɛ sensɔla wo wonnu tem bobwea (Maana: keira, bobo-ŋekurim, sensɔla kam naga, jeiga de maŋa kalo kikia yam na ke to). 8. Yɛ sensɔla wone (tayuu, boboŋekurim, botarebia kurim, taana diira, de tedwonna). 9. Zane kwɛɛra (na popone ya tigi to) wone se n le kwɛɛra wo wonnu telo na mɛ te toŋe to. 10. Yɛ kwɛɛra (na popone ya tigi to) wone. 11. Popone n daare n bwɛ seina taane wo wonnu (Maana: poponno botarebia kurim, boboŋekurim, pwoa, gene, nonoga taana, sɔɔnem, de tedwonna) bobwea. 12. Zane seina taana na popone ya tigi to wone.	1 1 1	1 1 1	1 1 1
	KO MAANA JIILI	15	20	15

WONNU NA WÓ VU TEI TEESE TŌN-ZWA YALEI TU NE TO

Tɛɛse dem na wó vu tei to/Yedaa

POPWARA / KATEIRI A – Tapane Gareɛm (Makka 10)

Tapane na jege botarebia na vei bia yatɔ (300) ko taa vei bia yatɔ de finnu (350) to na ye sensɔla to mo wó pa zenzamesa bam ye de jege bwia fuga na saŋe to se ba pa ya leira (Mitibia 30)

POPWARA / KATEIRI B – Taane sɔɔro kikia/fɔnɔlɔji (Makka 10)

Bwia yalei mo wó taa wora se zenzamesa twori ya dedoa ba pa ya leira se ko maa na/jwoŋi makka fuga. (Mitibia 15)

POPWARA / KATEIRI C – Ni ŋwaŋa / Poponem Pipirteɔ (Makka 30)

Tapane na ne botarebia bia yalei de finnu (250) na ye Feilim to mo wó kwei de pa zenzamesa se ba pipiri de ba vu Kasem ne (Mitibia 30)

POPOWARA D – Tapane Poponem (Makka 30)

Tayum tena mo wó kwei te pa se zenzamesa tapane popone te baŋa ne ye zenzamesa bam jege se ba twori te dedoa yerane mo ba popone ko baŋa ne ye botrebia bam wo muri bia finnto se ba na makka finnto (Four topics for composition will be set and candidates will be required to write an essay of not less than 300 words on one of them for 30 marks). Tapane dwoa yam to dwonna mo wó taa wo tēese dm ne (The following types of writing will be tested).

Tolem Tapane (Narrative), Maŋem Tapane (Descriptive), Nikantogo Magem Tapane (Argumentative), Ni Taane Tapane (Speech Writing), Tɔnɔ/Leta Poponem (Letter Writing), Woŋo Keim Tapane (Expository) (Mitibia 50)

POPWARA E – POPONEM LARA (MAKKA 20)

Popwara kanto ne, bwia yam wó pɔɔre kuni beto (3) mo ko tɔge lara dwoa yam (sensɔla, kwɛɛra de seina taane) na ye tei to se ko pa zenzamesa se ba kuri ya wone ba leiri. (Makka 25)

TAYU-BALAŋA	ZAMESEM WOYUU/WOYUM	KA-FAŋE-KA-NII MAŋA JEI		
		L1	L2	L3
GAREM FONLOJI	2. Ma ywono kolo n na jege tapun-yuu de tapun-saŋena baŋa ne to n le boboŋ-kura yalo na wo tapana wone to.			1
	3. Ma wonnu telo na maŋe to n maŋe Kasem konsonanta yam seina (Maana: kwora mumunim/zuzugim, konsonanta yam keim jei, vio kom na nuri tei konsonanta yam keim maŋa ne to).		1	1
	4. Bwe taane sɔɔro kikia na ye tei Kasem taane dem ne to (selabole yedaa).			
TAPANE POPONEM NI PIPIRITEɔ DE POPONEM PIPIR- ITEɔ	5. Popone tolem tapane.			1
	6. Popone woŋo keim tapane.			1
	7. Popone nikantogo tapane.			1
	8. Popone yiseena tɔnno.			1
	2. Pipiri tapana n zege ta-dwoori ne n ja-n vu ta-doore ne se ko tɔge pipiriteɔ dwoa yam. (Maana: Botarebia bam kura na ye tei to pipiriteɔ, tapane kuri niiri pipiriteɔ, pipiriteɔ na ba tɔge wadaa / pipiriteɔ keim yɔɔ yerane , etc.)			1
POPONEM LARA	4. Bwe sensɔla wo wonnu telo na mɛ te toŋe to bobwea (Maana: keira, boboŋekurim, sensɔla naga, jeiga de maŋa, poponno kwoara, etc).			1
	5. Ye kwɛɛra (na popone ya tigi to) wone.			1
	6. Popone n daare n bwe seina taane wo wonnu (Maana: poponno botarebia kurim, boboŋekurim, pwoa, gene, nonoga taana, sɔɔnem, de tedwonna) bobwea.			1
	KO MAANA JIILI		1	10

WONNU NA WÓ VU TEI TĒESE TŌN-ZWA YATŌ TU NE

Tēese dem na wó vu tei to/Yedaa

TƆN-ZWA YATƆ TU - Ni Ɔwaja

Tɛɛse dento pɔɔre kuni betɔ mo ye dɛ wó taa jege mɛ wolo na ni tɛɛse dem baɲa ne to de zenzamesa bam dedoa dedoa na lage ba ke tɛɛse dem to na wó lare. Lara yam konto wó kwei miti fiinnlei mo ye de jege makka fiinnu mo. Tɛɛse dem jege dɛ seredo mo na pɔɔre se ke gurupa yalei wone (Kuri A de Kuri B). Ba wó taa leiri gurupa yam konto mo bene maama wone se ko che ka-tulisi bwia. Wolo na nii tɛɛse dem baɲa ne to wó pa zenzamesa bam maane tɛɛse dem na wó ke tei to.

TAYU-BALAƆA	ZAMESEM WOYUM	KA-FAƆE-KA-NII MAƆA JEI		
		L1	L2	L3
ƆWAƆA/ LARA Mɛ NA MAƆE TO FƆNƆLƆJI GAREM	1. Bwɛ boboɲa yalo na maɲe ye ya wo tapane delo ba na pɛ-m ne to bobwea. Maana: nabaara kikia (negero, woywoɲo, ka-sɛ-ka-pa-daane, de tedwonna)			1
	1. Ma wonnu telo na maɲe to n ma-n maɲe kɔnsonanta yam na wo Kasem ne to seina (Maana: kwora zuzugim/mumunim, mɛ sɔɔ kom na ke to, de tatei vio kom na nunji to)		1	
	1. Ma ka-baane ka-nii (skimming) de ka-zuri yera ka-ga (scanning) n ma-n beeri labaare naa boboa yadwonna tapane dem wone. 2. Ma ywono kolo n na jege tapun-yuu de tapun-saɲena baɲa ne to n ma-n le boboɲ-kuri n nunji tapane wone.	1		1
NABAARA KIKIA	1. Zane wa yera yam wone se-n daare n nii ya boboa na zege mɛ de kolo ɲwaame ya na wora to. 2. Bwɛ chwei selo ba na tɔge da ba maa ke kadiri chullu kikia to bobwea n daare n ta kikia yanto na jege nyɔɔre delo Kasena nabaara kikia yam ne to. 3. Bwɛ Kasena nabaara kura yam bobwea n daare n ta ya wola.	1	1 1	
NI LARA	1. Zane Kasena na lwom yedaa kam wone (boboa - wara, tetare - labaare dem, gurim - ni gwonim) 2. Kasena nabaara kura yam bobwea n daare n ta ya wola. 3. Kwei Kasena nabaara lua keim chullu tem n ma-n yeiri de na-baara yadwonna de na wo Ghana ne to lua keim chullu se n nii te na nye ye te sere daane tei to.	1	1	1
	KO MAAMA JIILI	3	4	3

PLC Session 18

55 minutes
Planning & Reviewing the Learning Plan

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

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

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



Note

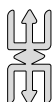
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

20 minutes**Enactment**

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

5 minutes**Reflection**

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

Ka-jwoori ka-nii Popware Nana Tu (Section 8 Review)

Popwara kanto jwoori ka nii berem kateira yalo ba na bere wiika fuga yarepae (17) de wiika fuga nana (18) ne to mo. Ka daa ta bwe toone de lui chullu, se dwoa de se nyɔɔre. Zamesem woyum tento jege ɲwaane Kasem zamesem baɲa ne, te na woli se zenzamesa taa jege ywono ye ba bere yisuuri ba tete nabaara kikia de nɔɔna badwonna nabaara kikia baɲa ne to ɲwaane. Dé jege teena we zenzamesa ná zamese popwara kanto ba ti, ba wó taa yei ba kugu na nuɲi mɛ de ba nabaara kikia ye ba fɔge ba jaane ba nabaara kikia yam lanyerane. Ko wó zeini zenzamesa se ba ba daane ba di kura yam. Ba wó zamese se ba taa wae ba ke wonnu ba gɔgera, ba boɲe wonnu wone ba vei yiga ye ba nae botarebia se ba maa ɲɔɔne taana ba teo de teene dedwoɲi tayum baɲa ne.

TATEI N NA WÓ MAKKE KA-FAŊE-KA-NII KOM TO

WIIKA 17 TU

Bwia 1: Ke lelagem se-n nii wonnu tenu na tei ye toone goe mwale yerane abam kateiri dem ne to se-n daare n zane te wone se-n ta kolo kom kateiri dem nae toone dento tetere baɲa ne to. (Makka 15)

Berenom bom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. Wonnu na jaane toone te tui to lwarem: Zenzameso bom wó wane o bere/lware wonnu tenu na yeini te jaane toone te tui ba kateira yam ne to na?
2. Wonnu na jaane toone te tui to zanem/yem: Zenzameso bom wó wane o zane wonnu telo na jaane toone te tui to dedoa dedoa wone ko woli de daanem delo de na jege de pae kateiri dem to wone na?
3. Yem dem na yi me (Depth of analysis): Zenzameso bom bere ywono na lumma/chekke ko tge de wonnu telo na jaane toone te tui de daanem delo de na jege nɔɔna baɔa ne to.

Tatei n na wó makke

- Makka 13-15: Lelagem de zanem na tiini de lamma, ye de bere wonnu pa te veere ye wonnu ye te vu yiga ko tge de wonnu telo na jaane toone te tui to baɔa ne.

- Makka 10-12: Lelagem de zanem na lamma, na bere wonnu tedwonna ye wonnu ye ko tge de wonnu telo na jaane toone te tui to baɔa ne.

- Makka 7-9: Lelagem de zanem na maɔe, na bere wonnu fee ye wonnu ye ko tge de wonnu telo na jaane toone te tui to baɔa ne.

- Makka 0-6: Lelagem de zanem na wo maɔe, na bere wonnu fee ye wonnu ye ko tge de wonnu telo na jaane toone te tui to baɔa ne naa wonnu berem de te yem tera.

Bwia 2: N na ye wolo na bere chega to, ye wonnu wone n bere tatei n na wó zamese nɔɔna se ba lware kolo ba na wó ke se ba che chane toone abam kateiri dem ne. (Makka 15)

Berenom bom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. Berem teena na veere: Zamesem ywono/Tɔɔ zamesem totoɔe dem berem teena yam veere ye ya meene ya te woɔo na?
2. Balo na ye cheigina to: N lware balo na lage ba cheigi to chekke, ye zamesem ywono/tɔɔ zamesem natge sem vei de ba na lage kolo to na?
3. Zamesem ywono/tɔɔ zamesem natge: Zamesem ywono/tɔɔ zamesem natge sem maɔe, ye se ka ma ka toɔe ba chamma se daare se tge nabaara kikia na?
2. Zanem de ka tge ka maase wonnu ka nii: Ba ke tigusim ba tiɔi se ba maa zane ba nii zamesem ywono/tɔɔ zamesem totoɔe dem ye chekke ye kateiri dem tge wonnu na ke tei to ne se de maase de nii na?

- Makka 13-15: Zamesem ywono/Tɔɔ zamesem tigusim na tiini de lamma, de jege berem teena na veere, natge na ye chekke, ye tigusim ta ke de pa wonnu zanem de ka tge ka maase wonnu ka nii.

- Makka 10-12: Zamesem ywono/Tɔɔ zamesem tigusim na lamma, de jege berem teena yadwonna de natge sedwonna na veere.

- Makka 10-12: Zamesem ywono/Tɔɔ zamesem tigusim na maɔe, de jege berem teena de natge na veere fee.

- Makka 0-6: Zamesem ywono/Tɔɔ zamesem tigusim na wo maɔe, de jege berem teena de natge na veere fenfee naa te maɔe te wo veere.

WIIKA 18 TU

Tatei n na wó makke

Bwia 1: Bwε n bere lui keim dwoa yalei na wo abam kateiri dem ne to n daare n ye lui keim dem na jege nyɔɔre delo to. (Makka 15)

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. *Lui chullu maɲem: Zenzameso wom wó wane o maɲe lui chullu dwoa yalei ba na ke banto kateiri dem ne to na?*
2. *Lui chullu nyɔɔre: Zenzameso wom wó wane o zane lui chullu nyɔɔre dem wone, se o woli nyɔɔre dem na jege ɲwaane tei nabaara kikia, yedaane keim, de jworo wone tei to na?*
3. *Yεem dem na yi mε (Depth of analysis): Zenzameso wom bere kuri niiri chekke ko tɔge de lui chullu de te nyɔɔre baɲa ne na?*

Tatei n na wó makke

- Makka 13-15: Bobwea de zanem na tiini de lamma, na jege lui chullu na maɲe te veere ye te ye te wone se ko vu yiga.

- Makka 10-12: Bobwea de zanem na lamma, ye ba maɲe lui chullu memaɲa ba daare ba ye te wone se ko maɲe yiga.

- Makka 7-9: Bobwea de zanem na maɲe, ye ba maɲe lui chullu memaɲa ba daare ba ye te wone fee.

- Makka 0-6: Bobwea de zanem na wo ke lanyerane, ye ba maɲe lui chullu memaɲa ba daare ba ye te wone fenfee naa ba wo maɲe te memaɲa ba daare ba ye te.

Bwia 2: Bwε n bere tei nɔɔna banto dwi lui keim na ye to abam kateiri dem ne: Pε lua, kapua lua dedaane busesenja lua. (Makka 15)

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. *Serem (differences) dem memaɲa: Zenzameso wom wó wane o maɲe serem delo na wo lua chullu kikia ne to o pa gurupi maama na?*
2. *Ka ye nyɔɔre wone (Analysis of significance): Zenzameso wom wó wane o zane serem dem na jege nyɔɔre delo to wone, se o woli nabaara kikia de yedaane keim na jege kolo se ko ke de nyɔɔre dem to na?*
3. *Kuri niiri na maɲe mε to (Depth of understanding): Zenzameso wom bere ywono chekke lui chullu de te nyɔɔre baɲa ne na?*

Tatei n na wó makke

- Makka 13-15: Bobwea na tiini ya lamma, na jege serem na maɲe pa de veere ye de ye de vu yiga.

- Makka 10-12: Bobwea na lamma, ye ya maɲe serem dem memaɲa ba daare ba ye de se ko maɲe yiga.

- Makka 7-9: Bobwea na maɲe, ye ya maɲe serem dem memaɲa ba daare ba ye de wone fee.

- Makka 0-6: Bobwea na wo maɲe, ye ba maɲe serem dem memaɲa ba daare ba ye de wone fenfee naa ba wo maɲe de memaɲa ba daare ba ye de wone.

Bwia 3: Kwei lui keim na ye tei abam kateiri dem ne to n ma-n yeiri de lui na ke tei kateiri dedem ne to. (Makka 15)

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. *Lua chullu kikia manem: Zenzameso wom wó wane o manje kateira yalei lua chullu memanja na?*
2. *Ka kwei lua chullu ka yeiri (comparison) daane: Zenzameso wom wó wane o kwei lua chullu tem o manje daane ne na?*
3. *Yɛɛm dem na ke de manje mɛ to (Depth of analysis): Zenzameso wom bere kuri niiri chekke lua chullu de te nyɔɔre banja ne na?*

Tatei n na wó makke

- Makka 13-15: Ka kwei wonnu ka manje daane na tiini de lamma, na jege lua chullu na manje pa te veere ye te ye te vu yiga.

- Makka 10-12: Ka kwei wonnu ka manje daane na lamma, ye ko jege lua chullu memanja de wonnu yɛɛm na manje yiga.

- Makka 7-9: Ka kwei wonnu ka manje daane na lamma fee, ye ko jege lua chullu memanja de wonnu yɛɛm fee.

- 0-6 marks: Poor comparison, with little or no description and analysis of funeral rites.

Makka 0-6: Ka kwei wonnu ka manje daane na wo manje, ye ko jege lua chullu memanja de wonnu yɛɛm fenfee naa ko ba jege tento kolokolo.

Bwia 4: Bwɛ n bere leile woŋo dedoa ba na kwei ba gwaane de nabaara lui keim ne abam kateiri dem ne to n daare n bere tatei n na wó zeini se ko za to.

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke:

1. *Wonnu berem (identification): Zenzameso wom wó wane o bere leile woŋo na kwei ko gwaane lua chullu kikia wone na?*
2. *Ka zane wonnu/chane (Analysis of issue) wone: Zenzameso wom wó wane o zane woŋo/chane dem wone, se o gwaane wonnu telo na jaane de te ba de daanem delo woŋo/chane dem na jaane de ba to na?*
3. *Chane sɔrem chwei (Mitigation strategies): Zenzameso wó wane o ta chwei selo chekke na wó wane se sɔre chane dem to na?*
4. *Chwei na wó wane se ma se toŋe de se lane (Feasibility and effectiveness): Chwei selo na wó ma se toŋe to manje ye se lamma na?*

Tatei n na wó makke

- Makka 13-15: Bobwea na tiini ya lamma, ye ya bere ya daare ya zane woŋo/chane dem wone pa ko veere, ye bobwea yam ta jege chane sɔrem chwei na lamma.

- Makka 10-12: Bobwea na lamma, ye ya bere ya daare ya zane woŋo/chane dem wone pa ko manje yiga, ye bobwea yam ta jege chane sɔrem chwei sedwonna ya wone.

- Makka 7-9: Bobwea na manje, ye ya bere ya daare ya zane woŋo/chane dem wone fee, ye bobwea yam ta jege chane sɔrem chwei fee ya wone.

- *Makka 7-9: Bobwea na wo mane, ye ya bere ya daare ya zane woŋo/chane dem wone fenfee naa ya wo bere ya daare ya zane woŋo/chane dem wone, ye bobwea yam ta jege chane sɔrem chwei fenfee ya wone naa chane sɔrem chwei tera.*

POPWARE NOGO TU: LEI

TAYUU: LARA KASEM TAANE DEM NE

Tayu-balaŋa: Ni Lara

Berem Teena Balaŋa: *Ma ywono kolo n jege lei nyenyero baŋa ne to n ma-n pane lei.*

Berem Teena Kamunu: Bere n na yei kolo de n na ni wonnu kuri tei lei baŋa ne to.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto ke bobwea totoŋa lei selo na wora Ghana nɔn-bia bam ni lara wone to ko woli dedaane ŋwea seina lei baŋa ne mo. Ka ta nii totoŋa lei na ye kolo to, se dwoa dedaane se na jege ŋwaane tei to mo. Ŋwea seina lei seeni, ka wó bwe dwoa, yedaa, se na jege ŋwaane tei to dedaane chwei selo na wora ŋwea seina lei zanem ne to. Ywono kolo ba wó na totoŋa lei dedaane leile ŋwea baŋa ne to wó zeini zenzamesa mo se ba na wakia kalo ba na wó wane ba puli ba tetere lei to. Popwara kanto jege ŋwaane ka pae zenzamesa ko dage Kasem zamesem dem yerane baŋa ne amaa ka ta jege woŋo se ka ke de lei de lara wonnu (music and literature studies) berem de zamesem baŋa ne. Popwara kanto pae zenzamesa ywono bero diinim de kuri niiri mo banto tetere nabaara kikia dedaane mɔɔnem wakia (creative skills) baŋa ne. Bereno kwaaane se o ma berem chwei na pae zamesem jege pempanno to, zamesem zola, kikeeru dwi dwi dedaane ka-faŋe-ka-nii dwi dwi o toŋe se ko ma ko zeini zamesem.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 19 Tu:** *Totoŋa lei (Work songs)*
- **Wiika 20 Tu:** *Ŋwea seina (Highlife) lei*

BEREM NATŌGA MAANA KUKUANU

Berem natŋga kalo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam nenɛɛne Zamesem na zege Chana Sɔrem baŋa ne (Problem-Based Learning (PBL)). Ka mɛ natŋga kanto na jege se ka ke de chwoɔɔ selo na sɔre chana yalo na chamma ye ya wo ŋwea wone to mo ka toŋe. Konto wó pa zenzameso tɔge da o zamesem boboŋa yadwonna de wadɛ se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwoɔɔ sedwonna nenɛɛne nɔɔno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability groupings)/ zenzamesa dwi dwi ka gwaane daane gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwoɔɔ sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sɔre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective

communication skills). Konto ta wó wane ko pa chwoŋa se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwoŋim de de zanem. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoŋe dedwoŋi mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwoŋi botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboŋa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natɔga kalo na me ka toŋe popwara kanto ne to bere tei wakia diinim zanem na ke, wonnu kuri niiri na ke ko woli de ka-boŋe-ka-virirgi na ke zenzamesa tei ne to mo. Ka pa zenzamesa lware ba zamesem na vei tei maŋa maama to zeini mo pae zenzamesa ywono vei yiga. Ka-faŋe-ka-nii natɔga kam me chwei na woli se ko ma ko maane zenzamesa na jege kuri niiri delo lei baŋa ne Ghana ne to mo ko toŋe. Ywono diinim maŋa jei bena tu (level 4) wora ko na vei de ka-boŋe-ka-yalese to. Ka-faŋe-ka-nii bwia yam bobo de bwia bweem mo, ko vu tapane kukua naa ka ma ni ka tole baŋa ne se ko ma ko maane tei zenzamesa na wó wane ba bere ba boboŋa ye ba ma ya ba ke wonnu to. Berena jege se ba ma ka-faŋe-ka-nii maŋa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toŋe se ba maa na labaare ko toŋe de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Pa *ka-faŋe-ka-nii kukuanu na vei de* zamesem woyuu kom to. Maana,

Zamesem woyum (Indicators)	Ywono Diin-im Maŋa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei (Assessment Strategy and/or Mode)</i>
3.4.1. LI.1 Bwe totoŋa lei na ye selo to bobwea.	4	Bobwea (Discussion)
3.4.1. LI.2 Ye n daare n zane ŋwea seina lei wone.	4	Ka-ga-leira (Presentation)

WIIKA 19 TU

Zamesem Woyuu: *Bwɛ totoŋa lei na ye selo to bobwea*

WOYUU: TOTONJA LEI

Ka tole lei na ye kolo to: Leiŋa ye kolo na puli de sɔɔnem ye ko ke ko nuŋi nabiinu kwoara ne to mo. Kwoara kam mo yeini ka pae lei sem ywoani ko zege sɔɔ de kokonem delo na vei de ka to. Lei jege nyenyero ne seinā taane tei to mo. Se jege nonoga taana de sɔɔnem. Lei popone se ke gene de pwoa wone mo. Gene sento yeini se tui se tulisi mo kuni dede leiŋa kam wone. Lei wo botarebia yeini ba jege kuri na lira to mo ye ba ye balo na vage to naa ba tiini ba zaŋe se ko maa bere woŋo na ye ko teiri to.

Totoŋa leiŋa: Totoŋa leiŋa ye leiŋa kalo ba na leeni ba mae ba toŋa, ye nɔɔno dedoa wae o leeni ka ne o na wora o toŋe naa ka jege woŋo se ka ke de totoŋe dwi dedwoŋi naa tigura leiŋa tento. Totoŋa lei ye lei mo na leeni totoŋa wone se nɔɔna taa mae ba toŋa, nenɛene varem, ywona gɔɔnem, sare/tetwaro sɔɔm, kamɔrro mɔɔnem, de yadwonna se ko taa pae tontoŋena yera waara, ko pae dane de pempanno pae totoŋa vei chekke. Kuni dede, totoŋa leiŋa yeini ka ye lein-gwona mo ye ka mɔɔnem naa ka jaanem ba chamma. Ba yeini ba mɔɔne lei sento ye ba se se mo se ko pa se totoŋa yam taa wae ya toŋa. Se na leeni se tulisi to pae ko ye mwale se nɔɔno maama wane o taa tɔge o leeni se.

Totoŋa dwoa de ya lei: se maa jege woŋo se se ke de tolem, maŋem, naa tigura to...

Leiŋa dwi delo na wó leeni to tɔge ko na ye totoŋa yalo to mo. Lei selo na ye varem nyem, se wo botarebia bam dede mo te varem dem taane. Ko ná ye teero keim, leiŋa kam ne dé wó ni botarebia de na jege se ba ke de teero to mo. Totoŋa lei vei dedaane dé nabaara totoŋa yam dede mo. Totoŋa lei maana:

Varem leiŋa: A vage a kara buga chwoga ne naa!

A vage a kara buga chwoga ne naa!

A kaane nam ná vei se o gwoni veo,

Ve o nam ná tera se o gwoni saa naa

Se saa nam ná tera se o gwori pwora o baa saŋe-o furi

Sɔɔ/sɔɔ perem leiŋa: A nu kwei kataa n mɔ ye n ke da

A nu kwei kataa n mɔ ye n ke da

Dé wa momoge

A kwo kwei kataa n mɔ ye n ke da

Dé wa momoge

Debam yé boŋo dwei

Ba we n lage nabea ka nyagele nyagele

Se dé wa momoge ba naa

Nuga magem leiŋa: Sɔŋɔ yuu kanu-gwoo!

Sɔŋɔ yuu kanu-gwoo!

Ke lala n ba naa
 Sɔŋɔ yuu kanu-gwoo
 Ke lala n ba naa
 A saŋe-a sia de swoona daane
 Ya zege ya chore ya wuura
 Nuga ná daane naa a-zaŋe a-nuŋ' a yagem da naa!

Muni chom leiŋa: A cho a muni nege nege

A cho a muni nege nege

A cho a muni nege nege

Se a diga tu ná tu se-a woware a pa-o se-o viiri

A cho a muni nege nege

A cho a muni nege nege

A cho a muni nege nege

Se a tenkana ná tu se-a ke na a pa-o se o nyɔ

NB: *Berena de zenzamesa beeri totoŋa dwoa yadwonna yam de lei maana ba woli da.*

Totoŋa lei Nyɔɔre

Ko zege kolo dé na maane dé nuŋi totoŋa lei na ye kolo ne to, se nyɔɔre na ye yalo to yadwonna mo tento.

1. Totoŋa lei pae tontoŋena bam nae pempanno pa se totoŋa yam toŋe ya vei yiga ye se woli pae totoŋa guri lela.
2. Lei sem wo lein-bia bam pae se ywomma ko pae tontoŋena bam pa se ba wae ba toŋe ye ba ba buga.
3. Se bwoŋi nɔɔna pae ba tui totoŋe dem ne. Se pae nɔɔna lware totoŋe dem ni ne.
4. Totoŋa lei mae se pae nikaana.
5. Totoŋa lei mae se seini tontoŋena bam ye se ta mae se ŋwaane/poone babam de.
6. Totoŋa lei mae se cho foone ye se zeili nɔn-balwaaro se ba yé ke tontoŋena bam balwarem.

Zamesem Totoŋa

1. Pa se ko zege Kasena nabaara lei sem baŋa ne, nmo boŋe we totoŋa leiŋa kuri ye be mo?
2. Maŋe se ko veere totoŋa lei dwoa yalo na wo Kasem ne to se n daare n ma maana yato n bere.
3. Ma boboŋa yato n bere kolo na tei ye abam kateiri tontoŋena mae totoŋa lei ba toŋe to.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Ka puli taane se ko maa ke zamesem (Initiating talk for learning): Kelase dem maama:
 - a. Bwe totoŋa lei na ye kolo to bobwea.

- b. Bwɛ totona lei dwoa.
- c. Bwɛ totona lei na jege nyɔɔre delo to bobwea.

2. Gurupi totonɛ/ka ba daane ka tonɛ (Group work/collaborative learning):

- a. Zenzamesa balei balei totonɛ (Pair work): Zane totona leiɲa na popone ka tigi to wone (beerɛ bobɔɲekurim, yedaa, taane diira, poponno botarebia kurim, tapane dem na popone tei, etc.).
- b. Ka-ma-boboɲa ka-ke-ka-nii zamesem (Experiential learning): Pane totona leiɲa n daare n leeni ka.

Ka-faɲe-ka-nii bena tu (Key Assessment): Ka-boɲe ka-yalese: Bobwea (discussion)

1. La totona lei dwoa yalei n ke daane se-n daare n yɛ se yedaa, se na pane tei (sɔɔ, se sɔɔnem/ywoani) dedaane taane diira (literary devices) yalo na mɛ ya tonɛ (metafɔ, simili, ka-leir-ka-ji, bobɔɲa yia maanem, aletesene, nyenyego/sembɔlizimi, etc) to. (Makka 16)
2. Bwɛ wonnu tetɔ totona lei na ke se pae abam kateiri dem to. (Makka 6)
3. Ma ywono kom n jege lara baɲa ne to, pane totona leiɲa se ko tɔge de nmo na lage se-n tonɛ totonɛ delo jwa seeni to baɲa ne. (Makka 6)

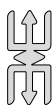
PLC Session 19

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

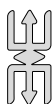
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

WIIKI 20 TU

Zamesem Woyuu: *Ye n daare n zane ηwea seina (highlife) lei wone*

WOYUU: **ηWEA SEINA (HIGHLIFE) LEI**

ηwea Seina Lei Na Ye Kolo To

ηwea seina lei de ye Ghana tiina lei dwi dem wone mo. ηwea seina lei na ye Ghana tiina lei sem wone to ye selo na vei de wonnu dwi dwi magem na kwei taana yadwonna se gwaane dedaane feili teene dem duduura to mo. Sento ye lei selo dwi lein-pulina na kwei ηwea na vei tei to ba maa puli leiηa ba gwaane taana yadwonna de feila jɔɔ wonnu magem da to mo. Se deēm bobo faηa kabεene dem wεene mo Afereka teene zanzam ne bena morro morro fuga nogo (19th century) maηa kam ne ko fɔge ko dwoi bwi-nia teene dem ne. Leile lei sento dwi de laam jage taana de teene dedε wone mo Ghana ne – Kasena, Nankana, Sesaala, Gambwε, etc.

ηwea Seina Lei Dwoa (types)

1. Zwe kokɔgem lei/jɔɔ lei

Lei sento leenim ne lein-leena bam kokɔge zwe mo pa ko tɔge lei sem ye se kokɔgem dem de sɔɔ kom tɔge ko pae lein-bia bam nonogo mo. Kateira dedε Kasoηo ne jege lein-leena banto dwonna. Maana, Apuuri de Logoyɔɔ (Kajeilo), Apuuri (Kayɔɔ ne), Logochwei de Kabaa (Nabio ne), Atega Ayesana (Bɔnea), Lamase (Bɔnea), Vogose (Nyangoa), Kaya, Yiadam de Pwavere Kofi ba (Kajeilo), Bugani Abel (Chaana Sabɔɔ), etc. Abam de boηe abam dε sem ne naa kateira yadwonna ne, se-á ke maana á woli da.

2. Lei na vei de dwondwooru (band)

Debam logo lein-pulina de pane lei ye se vei de dwondwooru se ba bere ba boboηa ηwea wonnu tedwonna baηa ne se cheigina taa mae ba lare ba tetere. Ko ye pwola mo nɔɔna na dae da ba pae badwonna nikaana, ba tei daane naa ba lwε ηwea to. Lein-leena bam/ lein-pulina bam mae Kasem taane dem de taana yadwonna ne Feilim, Gambwεene, etc., mo ba leena ye ba laam gwaane kolo ba bwoi we ‘band’ to da. Maana, Abubakare Kaba, Humble Herbert, Anthony Zunga (Zuηa), Wεbadoa Edward Azambawo, Collins Nabaarese, Mary Azobane, Alaye Gang, Michael Adangba, Wiyaala (Sesaalo), Kaya Bu, etc.

3. Kɔɔ Tam lei

Kɔɔ ye gegana zola dwi wone mo ye ko tam vei de lei pae se jege ywoani. Se wae se mae se gwε naa se sae gegana keim wεene. Maana, Isaac Abana Pwasaare (Kajeilo ne), Boηeni Emmanuel (Chaana Sabɔɔ), etc.

4. Wεchwei lei

Kasena lei na pane se mae se bere Wε taane, wε wara, zuli ye se tei Wε. Leile konto, lein-pulina dedε mo pane lei ba pae se vei de wεchwei sem na bere kolo to. Ba kwei nabaara de leile ηwea wonnu mo ba gwaane daane. Maana, Wεbadoa Edward Azambawo, Mary Azobane, Collins Nabaarese, Michael Adangba, Tagoe Sisters, Jane and Bernice, etc.

Ŋwea Seina Lei Nyenyego

Lei yeini se jege yedaa naa se vei de nyenyero na ye te teiri to mo se tɔga, ye ŋwea seinā lei de nam toje de nyenyero dwe dem konto mo. Nyenyero telo na vei de ŋwea seinā lei sem to mo tento:

Gegana Zola

Ŋwea seinā lei na jege nyenyego kolo nɔɔna dede na yei to mo ye lei sem na vei de gegana zola to. Gegana zola yam yadwonna mo ye:

1. Feila kɔɔ/Guitar: Kuni dede konto mo pa se-o lei sem jege ywoani ko na kwei ko gwaane lein-pulinu wom kwoara kam ne.
2. Nabwanno: Nabwanno dwi dwi balwa, kamuna, wi de namuna maama woli mo pae lei sem de gegana zola yadwonna yam mane daane lanyerane.
3. Gullu: Nabaara gullu, Afereka gullu naa pwooni yiga teene dem gullu pa se lei sem sɔɔ mo zaɲa.
4. Kiibɔɔde (Keyboard): Konto ye kolo de na gwaane da ko pa se lei jege nonogo to mo.

Lei Yedaa

Ŋwea seinā lei jege yedaa mo ne sento

1. Ka-mɔ leiɲa se ba-sɛ (Call-and-response): Konto keini dem dwi ba jege zore lei dwi dento leenim maɲa ne. Nɔɔno dedoa mo yeini o da yiga o mɔ leiɲa kam ye sɛɛna bam naa balo na jaane ba pa-o to de laam taje ba jwɔɲi ye ko seeri ko guri. O bage lein-bu ye badwonna da ba ja ka.
2. Leenim dem nyenyego (Melodic patterns): Ŋwea seinā lei na jege nyenyego kolo nɔɔna dede na yei to mo ye ka-ta ka-tulisi ye konto mo yeini ko jaane cheigina dede bobɔɲa.
3. Nimɔɔ (Harmony): Ŋwea seinā lei na jege nyenyego kolo nɔɔna dede na yei to mo ye lei sem na wae se twoɲi ye se seeri tei to pae ko mane daane de lane.
4. Ŋwea seinā lei na jege nyenyego kolo nɔɔna dede na yei to mo ye se na mae sɔɔro dwi dwi se toje bedwe baɲa ne to (te mage te zaɲe ye te tua).

Leiɲa Yedaa

Ko na tu yedaa ne, ŋwea seinā lei yeini se jege wonnu tento mo

1. Boboom: Ba kokɔge lei zola/gegana wonnu tem se ko maa bobo lei sem.
2. Pwei (verse): Lein-leenu wom mae se o tole taane naa o pae labaare mo.
3. Kɔɔ sɛɛm (Chorus): Se sɛɛm de se ka-ta-ka-tulisi delo na ywomma to fɔge ko te bobɔɲekurim dem mo kukuanu.
4. “Bridge”: Gegana zola kokɔgem naa kwoari sem kikia leiɲa wone pa se ka ye ka yera mo ye ka ywomma.

Lei sem Bobɔɲekurim

Ŋwea seinā lei jege bobɔɲekurim delo na tu leiɲa kam wo maama to mo. Wonnu tento ye lei sem bobɔɲekurim dwoa yam yadwonna mo konto:

1. Swono de yedaane (Love and relationships): Lei zanzam mo puli se nuŋi swono, bwon-dira, de yedaane baŋa ne.
2. Ŋwea wonnu taane (Social commentary): Lei sento dwi dem yeini se tɛ ŋwea wone ko na vei tei to mo nenɛne pɔletegesa, yiniga, jaweero, de ka ba mae daane (inequality)

Nabaara wonnu

Woyum telo tem lei sento na pae to mo ye se bere nabɔɔ, faŋa, etc.

Ŋwea Seina Lei Na Jege Ŋwaane Tei To

1. Dé mae se dé tei kikia yalo deém na wo teo kom ne to mo ye se ti dé yiga se dé jeeri yalo jwa na wó ke to.
2. Se kwe bobɔŋa ye se pae ba lware nabaara kikia yalo dwi dwi dé na jege teo kom ne to.
3. Se jaane dwi ka-lware-daane (cultural identity) se tui: Se pae dé lware nabaara dwoa beŋwaane se bobo bena morro morro fuga nogo na kɛ to boboa (early 19th century) ne mo ye ba wae ba gwaane taana yadwonna de Kasem daane ba leena.
4. Faŋa wonnu gulim (Historical heritage): Dé mae se dé guli faŋa mo, ne Ghana na ke tei ba jaŋe ba vere ba tetere Feili je ne to.
5. Nikaana (Highlife music often addresses social issues): Se ye pwola mo nɔɔna na tɔge da ba kaane daane wonnu zanzam nenɛne swono, yedaane, woloŋo, taane dim, ka-li-pera, pɔletegesa, de tedwonna baŋa ne.
6. Se jaane nɔɔna se tui dayiga ne pa se ba lara ye ko pae yedɔɔ.
7. Lein-leena de nɔɔna babam de nae ba ni wodiu lei sem baŋa ne mo. Lei sem konto wae se lare nɔn-dwoa (nɔn-kweero, bia, yiniga tiina, sabia tiina etc) maama.
8. Ŋwea seinalei tɔge se wo lein-dwoa yadwonna wone mo, se maa pae lei leenim de lein-dwoa bam pula.
9. Se pae dé zamese ye dé lware nabaara wonnu.

Ta-n yei we se-n zane lei wone, n jege se-n ke ne labaara yayam ne wonnu zanem na vei tei to mo. Ma lei wo wonnu tem n ke bobwea yam (lein-bia ywoani (lein-bia ywoani (melody), sɔɔ (rhythm), nimɔɔ (harmony), lein-bia (lyrics), gegana zola (instrumentation), kwoari (vocals)).

Zamesem Totoŋe

Puli nikantɔɔ kuri fee n bere n se naa n ve mo taane dento baŋa ne: “Ŋwea seinalei sem ye selo na tiini se jaane Ghana nabaara kikia se nuŋi pwooni yiga teene dem to mo”.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Ka puli taane se ko maa ke zamesem (Initiating talk for learning) - Kelase dem maama:
 - Bwe ŋwea seinalei na ye kolo to bobwea.
 - Bwe ŋwea seinalei dwoa yam bobwea.
 - Bwe ŋwea seinalei na jege kolo nyɔɔre to bobwea.
2. Gurupi totoŋe/ka ba daane ka zamese (Group work/collaborative learning):

- a. Zenzamesa balei balei totoŋe (Pair work)
 - Cheigi na ŋwea seina leiŋa se á daare á zane ka lein-bia bam de ka yedaa kam.
 - Zane ŋwea seina leiŋa kam wone.
- b. Ka-ma-boboŋa ka-ke-ka-nii zamesem (Experiential Learning):
 - Leeni na leile ŋwea seina lei.
 - Puli na ŋwea seina lei.
- c. Kelase dem maama: Bwɛ lei selo á puli to bobwea.

Ka-faŋe-ka-nii (Key Assessment): Bena tu (Level 4) Ka-boŋe ka-yalese - Ka-ga-leira

Kwei maana n ma-n toŋe se n yɛ tei ŋwea seina lei sem na vei ko na zege 1950 bena yam na ke to se ko ba ko yi zem to. N wae n nii ŋwea seina lei sem dwoa, lei sem kwɛɛra zola, dedaane n na kwei chwei selo n ma-n toŋe naa lein-bia bam na vei tei/ba na soŋne tei to. (Makka 16)

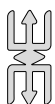
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

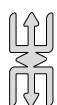
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

8. Remember to

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

Ka-jwoori ka-nii Popware Nogo Tu (Section 9 Review)

Popwara kanto bwe lei bobwea mo. Ka bere zenzamesa totona lei de nwea seina lei mo. Dé nii lei, totona lei de nwea seina lei memaṇa na ye tei to mo. Lei de lei pulim ywono wó pa se zenzamesa taa yei botarebia dede chekke de taane wakeeru. Ko woli ka boṇe ka ke wonnu, ka-boṇe-ka-virigi, de ka ṇoṇe ka bere ka boboṇa. Leiṇa zanem zeini zenzamesa mo se ba taa wae ba boṇe ba viriga, ba bere wonnu kura, ba daare ba taa jege wonnu yeem wakeeru. Ko woli da, ko zeini se zenzamesa lware ywono kolo ba na jege to ye ba laam wó nii se ywono kom konto di baṇa se ko woli ba jwa seeni. Popwara kanto vei de berem kateira yadwonna nenene Faṇa wonnu berem zamesem (History), Feili lara (literature in English), de Lei (music) mo. Popware kanto daa ta woli se nōṇa mo taa ṇwane ba pae daane, ka pae nōṇa lware wonnu telo na ke faṇa faṇa to, nabaara kikia, de yedaane na vei tei to. Ka taa kwei lei ka ke ka yuu ne ye ka guli se de ka puli lei woli ka taa guli wonnu, pae baare, de ka ṇoṇe nōn-kōṇo wone wakia mo. Bereno ke kokwaana se o ma berem natōṇese de berem zola yalo na wó pa bereno de zenzamesa maama ṇoṇe to, ka-faṇe-ka-nii chwoṇe selo na wó zeini zenzamesa bam dedoa dedoa zamesem to.

TATEI N NA WÓ MAKKE KA-FAṆE-KA-NII KOM TO

WIIKA 19 TU

- Bwia 1:* La totona lei dwoa yalei n ke daane se-n daare n ye se yedaa, se na pane tei (sōṇ, se sōṇem/ywoani) dedaane taane diira (literary devices) yalo na me ya toṇe (metafo, simili, ka-leir-ka-ji, boboṇa yia maanem, aletesene, nyenyego/sembolizimi, etc) to. (Makka 16)

	<i>Ko tiini ko lamma ko gaale (Makka 7-8)</i>	<i>Ko tiini ko lamma (Makka 5-6)</i>	<i>Ko tōṇe da (Makka 3-4)</i>	<i>N jege se n terege mo (Makka 1-2)</i>
<i>Boboṇe dem Nyōṇe (Content)</i>	<i>Kuri lei selei na maṇe to ye o bere se nyenyero dede ye te ye jasse to.</i>	<i>Kuri lei selei na maṇe to ye o bere se nyenyero.</i>	<i>Kuri lei selei na maṇe to ye o bere se nyenyero ted-wonna. Wonnu kuri wo veere maṇa kadwoṇi ne.</i>	<i>Kuri leiṇa dedoa na maṇe to. Bere o na nigi leiṇa kam nyenyero naa ka yedaa kuri tei to fenfee. Wonnu kuri wo veere.</i>

Wonnu yεem (Analysis)	Zane nyenyero telo ba na nε to wone kuni dedε se ba ta te na ke kolo to ye ba daare ba kwei lei sem ba yeiri daane.	Zane nyenyero tem dedε ba na nε to wone se ba ta te na ke kolo to ye ba daare ba kwei lei sem ba yeiri daane.	Zane nyenyego dedoa ko taa vei telei wone na ke kolo to ye wonnu fee mo ke te tɔge chwoŋa.	Wonnu zanem vei de nyenyero tem na ke kolo to naa wonnu zanem dem ba vei de nyenyero tem na ke kolo to
--------------------------	--	--	---	---

Bwia 2: Bwε wonnu tɔtɔ totoŋa lei na ke se pae abam kateiri dem to. (Makka 6)

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke: Ta-n yei we zenzameso baa wane o ja o dwoni makka 1-2 ne o ná wo wane o ta wonnu tɔtɔ totoŋa lei na ke to.

1. Totoŋa lei na ke kolo to lwarem: Zenzameso wom wó wane o ta/lware **wonnu tɔtɔ totoŋa lei na ke se pae abam kateiri dem to na?**
2. Totoŋa lei na ke kolo to zanem: Zenzameso wom wó wane o zane totoŋa lei na ke kolo to dedoa dedoa nyɔɔre, ko woli de se na ke kolo kateiri banja ne to na?

Tatei n na wó makke

- Makka 5-6: Bobwea na tiini ya lamma, na bere totoŋa lei na ke wonnu telo to ye ya yε te wone.
- Makka 3-4: Bobwea na lamma, na bere totoŋa lei na ke wonnu telo tedwonna to ye ya yε te wone.
- Makka 1-2: Bobwea na maŋe, ye ya bere totoŋa lei na ke wonnu telo fenfee to ye ya yε te wone.

Bwia 3: Pane totoŋa leiŋa se ko tɔge de nmo na lage se-n toŋe totoŋe delo jwa seeni to banja ne. (Makka 6)

Berenom wom bwei o tetere bwia yanto na wo kuri ne to se o laam daare o pa makke.

1. Ka boŋe ka ke (Creativity) de ka ye ka yera (originality): Totoŋa leiŋa kam ye kalo ba na boŋe ba ke de boboŋ-doora ye ka ye ka yera to mo na?
2. Ka vei de totoŋe dem: Totoŋa leiŋa kam vei de totoŋe delo zenzameso wom na wó taa lage se o ke jwa seeni to na?
3. Yedaa de ka poponem: Totoŋa leiŋa kam yedaa kam tigisi ka tɔge chwoŋa ye ka (leiŋa) popone lanyerane na?

Tatei n na wó makke

- Makka 5-6: Totoŋa leiŋa na tiini ka lamma, ye ba boŋe ba ke ka de boboŋ-doora, ka maa vei de totoŋa yam, ye ka yedaa kam de tigisi lanyerane.
- Makka 3-4: Totoŋa leiŋa na lamma, ye ba boŋe ba ke ka de boboŋ-doora, ka maa vei de totoŋa yam, ye ka yedaa kam de tigisi lanyerane.
- Makka 1-2: Totoŋa leiŋa na maŋe, ye ka-boŋe ka ke de boboŋ-doora, ka-taa vei de totoŋa yam, de ka yedaa kam maama popone te tɔge chwoŋa fee.
- Makke Tera (0): Totoŋa leiŋa na wo maŋe, ye ka-boŋe ka ke de boboŋ-doora, ka-taa vei de totoŋa yam, de ka yedaa kam maama popone te tɔge chwoŋa fenfee naa tento wolowolo maŋe te tera.

WIIKA 20 TU

1. Ka ga leira (Makka 16)

	<i>Ko tiini ko lamma ko gaale (Makka 7-8)</i>	<i>Ko lamma (Makka 5-6)</i>	<i>Ko tɔge da (Makka 3-4)</i>	<i>N jege se n terege mo (Makka 1-2)</i>
<i>Bobo- ɲe dem nyɔɔne (Content)</i>	<i>Ma maana yana naa yalo na dwoi konto to n bere wonnu na nye daane tei, te na sere daane tei de te na vei tei to</i>	<i>Ma maana yato naa yalo na dwoi konto to n bere wonnu na nye daane tei, te na sere daane tei de te na vei tei to</i>	<i>Ma maana yalei naa yalo na dwoi konto to n bere wonnu na nye daane tei, te na sere daane tei de te na vei tei to. Wonnu kuri wo veere maɲa kadwoɲi ne.</i>	<i>Bere ywono fenfee ye-rane mo ɲwea seina lei baɲa ne ko tɔge de kolo o na zamese bene dem maama wone to</i>
<i>Won- nu yɛɛm (Analysis)</i>	<i>Kuni dedɛ, o zane kolo na pɛ leira ba ɲwea seina lei ne to</i>	<i>Maɲa kadwoɲi ne, o zane kolo na pɛ leira ba ɲwea seina lei ne to</i>	<i>Ke kokwaana se o zane kolo na pɛ leira ba ɲwea seina lei ne to ye o wo ke ko pa ko da chwoɲa lanyerane</i>	<i>Zanem fenfee na vei de kolo na pɛ leira ba ɲwea seina lei ne to naa zanem maɲe de wo ke se ko bere kolo na pɛ leira ba ɲwea seina lei ne to</i>

POPWARE FUGA TU: SEINA TAANE

TAYUU: LARA KASEM TAANE DEM NE

Tayu-balaŋa: Poponem Lara

Berem Teena: *Ma ywono kolo n na ne n nuŋi seina taane wo wonnu baŋa ne to n ma-n zane seina taane wone.*

Berem Teena Kamuna: Bere ywono dedaane kuri niiri seina taane na ye kolo to baŋa ne.

BOBOOM DE POPWARA KAM LABAARE KUKUANU

Popwara kanto wó nii poponem lara na ye tei naa ya na ye kolo to mo. Lara dwi delo bobwea yam na wó ke ya baŋa ne to ye seina taane mo. Á ta wó bwe seina taane wo zanem na ye tei to. Popwara kanto jege ŋwaane ka pae zenzamesa ko dae Kasem zamesem dem yerane baŋa ne amaa ka ta jege woŋo se ka ke de berem kateira yadwonna nenɛɛne Feilim Taane dem, Lara Feilim (English literature) ne dedaane berem kateira yayam de. Popwara kanto pae zenzamesa ywono bero diinim mo de kuri niiri ka ma seina taane wo wonnu ka ke seina taane zanem baŋa ne. Bereno kwaane se o ma berem chwei na pae zamesem jege pempanno to, zamesem zola, kikeeru dwi dwi dedaane ka-faŋe-ka-nii dwi dwi o toŋe se ko ma ko zeini zamesem. Bereno taa yei zenzamesa balo na jege tɔnɔ zamesem yiniga/daanem to ni ne.

Wiika yalo de zamesem woyum (indicators) telo na wo popwara kam ne to:

- **Wiika 21 Tu:** *Popone n daare n bwe seina taane wo wonnu tem (Maana; poponno botarebia kurim, boboŋekurim, pwoa, gene, taane diira, sɔɔnem, etc.)*
- **Wiika 22 Tu:** *Zane seina taana na popone ya tigi to wone (Appreciate poetry texts).*
- **Wiika 23 Tu:** *Zane seina taana na popone ya tigi to wone (Appreciate poetry texts).*

BEREM NATɔGA MAANA KUKUANU

Berem natɔgese selo na wo ywo to bere chwei dwi dwi mo se dé taa mae dé bere Ghana taana yam. Zamesem na zege Chana Sɔrem baŋa ne (Problem-Based Learning (PBL)) dem jege se de ke de chwoɖe selo na sɔre chana yalo na chamma ye ya wo ŋwea wone to mo. Konto wó pa zenzameso tɔge da o zamesem boboŋa yadwonna de wade se ko dage ka weeni ka bere boboŋa woŋo baŋa ne de ka guli ka ta wonnu chega chwoŋa ne yerane. Konto jege se ko ke de chwoɖe sedwonna nenɛɛne nɔɔno dedoa dedoa zamesem (individual learning), zenzamesa balei balei totoŋe (pair work), Gurupa na jege zenzamesa ywono na ba mae daane to (mixed-ability)/bakeiri de busankam maama gurupi ne (mixed gender groupings), de kelase dem maama totoŋa (whole class activities), ko woli de ka ga leira kelase ne (class presentation). chwoɖe sento zeini zenzamesa mo se ba taa jege ka boŋe ka virigi wakia (critical thinking skills), ka taa wae ka sɔre chana wakia (problem-solving abilities), de ka taa lare lanyerane wakia (effective communication skills). Konto ta wó wane ko pa chwoŋa

se zenzamesa ba daane ba zamese (collaboration), ba se ba pa daane (teamwork) de ba na wó se yiga tiini (leadership) to. Zenzamesa wó zamese labaare jwojim de de zanem.

Ka ta ka twonji nɔɔna badwonna na tage kolo to ye se ko ke de zenzamesa na wó ta taane ba yuudwonna bam na tage kolo to baɗa ne to, ye ba daare ba gwaane ba boboɗa da se ko pa ba se da boboɗa naa ba ni da taane kuri to mo. Ko ná ye zenzamesa balo na jege ywono chekke to, ba jege se ba pa ba totoɗe dedwonji mo ba woli da se ba da ba yuudwonna bam yiga se ba ji ba yuudwonna berena (peer-teachers) na wó woli ba dwonna (colleagues) bam se ba ni wonnu telo ba na lage ba bere ba to kuri chekke. Berena jege se ba taa yei zenzamesa balo na ware ba bwonji botarebia lanyerane de balo na ware ba lare lanyerane to ni ne mo se ba daare ba wane ba leiri zenzamesa bam vwa boboɗa (misconceptions).

KA-FAŋE-KA-NII TOLEM KUKUANU

Ka-faŋe-ka-nii natɔga kalo na me ka toɗe popwara kanto ne to bere tei wakia diinim zanem na ke, wonnu kuri niiri na ke ko woli de ka-boɗe-ka-virigi na ke zenzamesa tei ne to mo. Ka pa zenzamesa lware ba zamesem na vei tei maɗa maama to zeini mo pae zenzamesa ywono vei yiga. Ka-faŋe-ka-nii natɔga kam me chwei na woli se ko ma ko maane zenzamesa na jege kuri niiri delo ko tɔge de kolo ba bere ba Kasem ne to mo ko toɗe. Ywono diinim maɗa jei betɔ tu (level 3) na ye ka-boɗe-ka-virigi to bwia yam tui ne tapane kukua dwi mo naa ka-maane ka-nii chane dwi zamesem (case studies) se ko ma ko belese zenzamesa ka-boɗe-ka-virigi de ka-boɗe-chekke kuri niiri seina taane zanem baɗa ne de ka ma seina taane wo wonnu ka zane seina taane dem. Berena jege se ba ma ka-faŋe-ka-nii maɗa maama (formative) de zamesem gurim ka-faŋe-ka-nii (summative) dwoa yam mo ba toɗe se ba maa na labaare ko tɔge de zenzamesa bam dedoa dedoa zamesem na vei tei to, ko woli de makka yalo ba na jaane to se bereno wom wane o lware zenzamesa bam zamesem ywono na yi me to.

Zamesem woyum (Indicators)	Ywono Diinim Maɗa Jei (DOK Level)	<i>Ka-faŋe-ka-nii natɔga de/naa ka na nye tei</i> (Assessment Strategy and/or Mode)
Popone n daare n bwe seina taane wo wonnu tem (maana; poponno botarebia kurim, bob- orjekurim, pwoa, gene, taane diira, sɔɔnem, etc.)	3	Sɔɗɔ totoɗa (Homework)
Zane seina taana na popone ya tigi to wone (Appreciate poetry texts).	4	Kelase totoɗa (Class exercise)
Zane seina taana na popone ya tigi to wone (Appreciate poetry texts).	4	Ka-lelage ka-nii tototɗe (Project)

WIIKA 21 TU

Zamesem woyuu: *Popone n daare n bwe seina taane wo wonnu tem (Maana; poponno botarebia kurim, bobojekurim, pwoa, gene, taane diira, sɔɔnem, etc.*

Gulim

Bene Yiga tu	Wiika 6 Tu: Bwe ni taane pipiriteɔ (Oral Interpretation) bobwea n daare se n tiini n nii ka cheigi chekke, kolo n nigi to poponem (encoding) dedaane botarebia beeri (decoding), de tedwonna lanyerane.
--------------	---

WOYUU: SEINA TAANE

1. Ka tole seina taane na ye kolo to
2. Seina taane wo wonnu
3. Seina taane yedaa
4. Seina taane nyɔɔre

Seina Taane (Poem) na ye kolo to maɲem

Seina taane ye taane poponem delo dwi na mae sɔɔnem nyenyero, nonoga taane, sɔɔ, ywono berem, boboɲa de ko na ye tei chekke nɔɔno yera ne ye ko tɔge boboɲa maanem to mo de toɲa. Seina taane poponem ye chwoɲa mo nɔɔno na tɔge da o ta ta-dɛere o ma o bere o boboɲa/kalo na wo o wone to, ye ka pae poponna pwola na ye ka yera to se ba pa boboɲ-kura de ko na ye tei nɔɔno yera ne to nuɲi de lane. Seina taane yeini de mae taane nyenyero/diira mo de toɲa ne: **metafɔ, simili, boboɲa yia maanem (Imagery), sɔɔnem (Rhyme)** dedaane sɔ-dwi (Rhythm).

Seina Taane Nyenyero (characteristics)

1. De tɛ taane
2. De bere kolo na wora ko ke n boboɲa ne
3. Seina taane pa se dé ni wonnu kura (de pae labaare na jege ɲwaane, boboɲa, naa ka ma botarebia fee ka-ke boboɲa yia maanem)
4. Kuni dedɛ de mae nonoga taane de toɲa

Seina Taane (Poetry) Wo Wonnu (Elements)

Seina taane ye taane delo poponem na ye de teiri ye de yeini de mae taane diira mo de toɲe se de kuri nuɲi jasse se de daare de bere ko na ye tei nɔɔno yera ne to.

Popwara kanto wó nii seina taane dwoa yana baɲa ne mo:

1. Swono seina (Sonnet)
2. Saa (Free verse)
3. Sensɔla dwonɲi seina taane (Narrative poem)
4. Leiɲa dwonɲi Seina taane (Lyric poem)

Seina taane na wae de ke wonnu telo to tedwonna mo tento:

1. De gwi (evoke) boboŋa (emotions)
2. De tole sensola
3. De zane boboŋa (ideas) wone
4. De mae de ke totoŋ-dwoa na ye ya teiri (specific atmosphere) to

Seina taane wo wonnu telo na ye woyum to tedwonna mo ye:

1. **Boboŋa yia maanem (Imagery):** Boboŋa yia maanem ye ka ma taane mo ka ma nyenyero gareno wom boboŋa ne. Konto wae ko ye wonnu telo na nae de yia to maŋem, zwa-niiri, lwoni, laŋe, de dwei.
2. **Poponno botarebia kurim (Diction):** Konto ye botarebia de taane dwi delo na kuri se de ma de puli seinā taane dem to mo. Poponno botarebia kurim kikia yam ye dwi dwi mo. Yanto ye yiseena nyem, yedaane taane, seinā taane de yuudwonna/ bwoŋa taane mo. Seinā taane poponno wom yeini o zuri yera mo o kuri botarebia de taane se o ma o pane taane na ye de teiri ye o mae kwoara kadwoŋi o pae de yi gerana se o ta o boboŋa kolo o na jege to baŋa ne. Poponno wae o mae tento kuri ne to o toŋa.
 - a. Botarebia kurim: Poponno wom na kuri botarebia tei chekke se o maa pa o taane dem kuri nuŋi se o daare o ma o bere ko na ye tei poponno wom yera ne (tone) to.
 - b. Ko na ye tei poponno wom yera ne (tone): Konto ye tei poponno wom na me botarebia o ta o kikia de boboŋa yalo maama o na jege to mo. Tatei poponno wom na tigisi o botarebia bam to wo pa se n lware ko na ye tei o yera ne to.
 - c. Ta-dwi na me de toŋe: Taane delo seinā poponna (poets) bam mae ba toŋe to woli mo se ko wane ko pa kolo ba jege to kuri nuŋi. Taane dem wae de ye yiseena nyem, yedaane taane, seinā, naa yuudwonna/bwoŋa taana.
3. **Boboŋekurim (theme):** Tento mo ye boboŋ-kura, ta-kuri, naa boboŋa yalo chekke seinā taane naa lara woŋo na zege te baŋa ne to. De wae de ye ŋwea wonnu baŋa ne, kateiri, nabiinu ywono seeni, swono, toone, ka vere ka tetere, tia dedaane tayuu kolo maama na maŋe to.
4. **Gene pwoa (Stanzas):** Ka la gene ka ke daane se se ji popwara naa se se ke daane jiili. Se wae se jege soŋnem yedaa, soŋ naa yedaa na ye ka teiri to.
5. **Gene (lines):** Seinā taane gena kam ye botarebia bam dedoa dedoa na geene daane tei bedwe baŋa ne ba peini jiili to mo seinā taane dem ne, ye botarebia bam tigiŋsim dem ke de toŋe chwoŋa kadwoŋi mo naa ba ke pa se soŋnem dedwoŋi mo wora.
6. **Taane Diira (Literary Devices):** Taane diira ye poponna na me taane ba toŋe chwoŋa kadwoŋi ne se ko pa wonnu kura nuŋi jasse naa ko bere ko na ye tei yera wone to, naa ko gwi(evoke) boboŋa to mo. Konto maana mo ye metafo, simili, boboŋa yia maanem, sembolezimi de tetem dede dede.
7. **Soŋnem (Rhyme):** Seinā taana dede jege soŋnem mo ye de ye so-dwi dedwe mo na tu de tulisi botarebia kweila ne se ko ma ko toŋe seinā taane wone se ko de taa jege leiŋa soŋnem dem dwi dwonji naa soŋ. Soŋnem wae de woli seinā taane dem yedaa, nyenyego, ye ko pae seinā taane dem soŋne ne lei tei to.

Seina Taane Yedaa

Seina taane yedaa kam ye tatei seinā taane dem na ke de ke daane naa de na tigisi tei to mo. Ko zege de gene sem na peini tei, pwoa yam, de sɔɔnem de de sɔɔ. Seina taane dem yedaa kam wae ka tɔge ka zeini de kuri berem/ jaane kuri niiri ko tui, ko na ye tei taro yera ne, ye ko pae gareno swa. Seina taane poponna yeini ba mae yedaa keim dwi dwi mo ba mae ba tɔge seinā taane pulim ne se ba wane ba boboŋa ba bere ya na ye ya teiri tei to. Seina taane jege nyenyero tento mo na ke daane te mɔɔne de yedaa kam:

1. Nyenyego (Form)

Seina taane dem maama na tigi tei to nyenyego de nyenyero tem na vei tei to, nenɛene swono seinā (sonnet), saa (free verse) naa sensɔla leiŋa (ballad).

2. Gene Pwoa (Stanzas)

Ka la gene ka ke daane se se ji popwara naa se taa ye jiili, ye se wae se jege sɔɔnem yedaa naa sɔɔ to. Poponna yeini ba ma pwola mo naa ba fofɔ gene pwei mo se ba pwe pwoa yam daane.

3. Gene (Lines)

Seina taane gena kam ye botarebia bam dedoa dedoa na geene daane tei bedwe baŋa ne se gene sem konto laam ke daane se mɔ seinā taane dem to mo, ye gene sem dedwarem de se sɔɔnem wae se dage bedwe.

4. Sɔɔnem Yedaa (Rhyme Scheme)

Sɔɔnem dem na wo seinā taane wone to ye sɔɔro tulisim na tɔge sɔ-dwi dedoa gene sɔɔnem nyenyego kom na mɛ ko tɔge tei seinā taane dem wone to mo, nenɛene gene kweila/gurim sɔɔnem naa gena tetare/wone sɔɔnem.

5. Sɔɔ (Metre)

Selabola yalo beeri na zaŋa de yalo beeri na ba zaŋa seinā taane wone, ye konto wae ko pae sɔɔ na ywomma to wora seinā taane dem garem maŋa ne.

1. Gene wo Gwonim (Line Breaks)

Konto ye seinā taane wone mɛ gena na guri ye kakam twoŋi/bobo to mo, ye konto wae ko pae seinā taane dem garem zae.

2. Boboŋa Yia Maanem de Nonoga Taane (Imagery and Figurative Language)

Konto ye ka ma boboŋa yia maanem nyenyero (sensory details) de taane diira mo ka maŋe wonnu se te veere se te daare te gwi (evoke) boboŋe (emotions).

Zamesem Totoŋa

1. Ga n daare n ye seinā taane dento wone, bere wonnu tento:

Wɛ Popona - A. L. Danti

Feila fulu ná toŋa

Wɔ mo nae ko fane sem

Wɔ mo su ko totoŋa yam

Nabiinu ná ke lanyerane
 O lane keini zaa ba nae
 Nabiina ná yeiri lane keini
 Wonto mo ba nae lanyerane
 Yé yage lane keini
 Se wε popone o tiŋi mo

- a. Boboŋekurim (Theme)
 - b. Boboŋa yia maanem (Imagery)
 - c. Nonoga taane (Figurative language)
 - d. Ko na ye tei yera wone (Tone)
2. Bere se-n daare n maŋe se ko veere seina diira na toŋe kolo seina taane wone to, nenεene:
- a. Metafo
 - b. Simili
 - c. Ka-leiri-ka-ji
 - d. Sembolizimi

Berem Natɔga Maana (Pedagogical Exemplars)

1. Zamesem na zege chana sɔrem baŋa ne (Problem-Based learning): Kelase dem maama totoŋe:
 - a. Maŋe se ko veere seina taane na ye kolo to.
 - b. Bwε seina taane wo wonnu tem (maana., poponno botarebia kurim, boboŋekurim, pwoa, gene, taane diira, sɔɔnem, etc.) bobwea.
 - c. Bwε ko na jege ŋwaane tei se seina taane zamesem taa ke to.
 - d. Ke-á bere (Model) dé na tε (recital) seina taane tei to.
2. Gurupi totoŋe/ka ba daane ka toŋe (Group work/Collaborative learning)
 - a. Zenzamesa bale balei totoŋe (Pair work): Bwε seina taane ko nuŋi seina taana yalo dé jege se dé zamesem to wone.
 - b. Nɔɔno dedoa dedoa totoŋe (Individual activity): Ma ywono kolo n nε seina taane wo wonnu baŋa ne to se-n ma-n pane n tetere seina taane.

Ka-faŋe-ka-nii (Key Assessment) Bena tu: Ka-boŋe ka-virigi (Level 3) - Sɔŋɔ totoŋa

Zege ywono kolo n na nε n nuŋi seina taane baŋa ne to, n puli seina taane na jege pwoa to yatɔ boboŋekurim yalo na wo kuri ne to baŋa ne (Makka 16):

- a. Ka-gwooni-ka-tetere (Humility)
- b. Ka-sε-ka-pa-daane (Tolerance)
- c. Yiga tiina (Leadership)
- d. Chega tɔgem (Honesty)

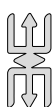
PLC Session 21

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

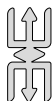
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

WIIKA 22 TU

Zamesem Woyuu: *Zane seina taane na popone de tigi to wone*

Gulim

Bene Yiga Tu	Wiika 6 Tu: Bwɛ ni taane pipiriteɔ bobwea n daare se n tiini n nii ka cheigi chekke, kolo n nigi to poponem (encoding) dedaane botarebia beeri (decoding), de tedwonna lanyerane.
--------------	---

WOYUU: SEINA TAANE WO YƐƐM (APPRECIATION)

Ga labaare ko ja ko nuɲi kwaga wiiki dem berem dem wone seina taane baɲa ne se ko pa n guli wonnu.

Seina Taane Wo Yɛɛm

1. Ga seina taane dem

Ga seina taane delo ba kuri to kuni dede se-n ni de na tage kolo to, ko na ye tei taro yera ne to dedaane de na mɛ taane delo de toɲe to maama kuri.

1. Beeri/Popone Boboɲekurim dem

Popone seina taane dem boboɲ-yuu/nyɔɔne dem (central idea) naa boboɲekurim dem (theme).

2. Boboɲa yia maanem (Imagery) de Nonoga Taane (Figurative Language) Lelagem/yɛɛm (Analyse)

Popone n daare n zane boboɲa yia maanem nyenyero (ka ma yera wonnu ka maane wonnu (sensory details)), metafo, simili, ka-leiri-ka-ji, sembolizimi, de tedwonna na me te toɲe tei to.

3. Zane seina taane dem Yedaa kam wone

Nii wonnu tento: Pwoa yagera seina taane dem na jege to, sɔɔnem yedaa, sɔɔ, gene wo gwonim, etc.

4. Zane taane de ko na ye tei yera ne to (Tone)

Yɛ n nii: Lware tatei taane dem na mɛ de popone to (yiseena/bwoɲi), ko na ye tei taro yera ne (kikia/ boboɲe delo o na lage o bere to).

5. Beeri taane diira

Beeri: aliteirisini/aletesene, aswonanse, genga, ka-si gena wone (caesura)

6. Bere Wonnu Kuri (Interpret Meaning)

Nii wonnu tento: Kuri jasse (Literal meaning), kuri lim (figurative meaning), sembolizimi, poponno boboɲe (Author's purpose)

7. Zane ko na ye tei boboɲa wone/yera wone (Emotional Resonance)

Nii seina taane dem na pae ko ye tatei nmo yera wone to ye beɲwaane mo ko ye konto to.

8. Nii Jei de Maŋa kam baŋa ne (Consider Context)

Boŋe n nii: Jei de Maŋa na bere/jege/Faŋa wonnu (Historical context), nabaara wonnu de maŋa (Cultural context), poponno wom na ye wolo to

9. Bere kuri niiri (Synthesise Your Understanding)

Kwei nmo na ne wonnu telo de ywono kolo nmo na jega seinā taane dem baŋa ne to se ko tɔge dedaane de na tɛ kolo to se ko woli-m se-n ni de kuri chekke.

Zamesem Totoŋe

Zenzamesa tɔge seinā taane wo zanem natɔgese sem se ba ma ba ye seinā taane delo n na wó kuri n pa ba to wone.

Berem Natɔga Maana (Pedagogical Exemplars)

1. Ka puli taane se ko maa ke zamesem (Initiating talk for learning): Kelase dem maama totoŋe:
 - a. Jwoori á nii sensɔla dedaane kweera wo wonnu tem baŋa ne.
 - b. Bwe seinā taane wo wonnu tem bobwea.
 - c. Le seinā taane wo wonnu n nuŋi seinā taane delo ba pɛ to wone.
2. Gurupi totoŋe/ka ba daane ka toŋe (Group work/collaborative learning): Zenzamesa balei balei totoŋe (Pair work)
 - a. Ga seinā taane n nuŋi seinā taana yalo abam na tei se á zamese to wone.
 - b. Le seinā taane wo wonnu n nuŋi seinā taane delo n gage to wone.

Ka-faŋe-ka-nii (Key Assessment): Bena tu (DoK Level 4) Ka-boŋe ka-yalese - Kelase wo Totoŋa

Bwia 1

Zane n bere seinā taane poponno wom na me boboŋa yia maanem taana yalo de sembolizimi o toŋe tatei seinā taane dento “We Bu-kwea” ye Alexis A. Danti ye de poponno to, se n bere ko na woli seinā taane dem boboŋekurim dem tei to. Kwei maana yadwonna n nuŋi seinā taane dem wo se n ma-n zeini n taane dem. (Makka 24)

Bwia 2

Kwei seinā taana yanto yalei “Nazwoni” Alexis A. Danti na popone to de “Ko Nɔɔno Dwoŋi” Lwarence Ayiwah na popone to n yeiri daane. Tate mo ba me ko na ye tei yera wone (tone) dedaane taane ba toŋe ya maama yalei wone?

Bwia 3

Zane n bere poponno wom na me metafo o toŋe ko chwoŋa ne tei se o maa bere boboŋekurim dem na ye delo seinā taane dento “Pu-seŋa” Alexis A. Danti na popone to. Bere faŋa wonnu na me te toŋe tei seinā taane dem wone to de poponno wom boboŋe dem o me o popone seinā taane dem to.

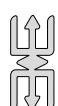
PLC Session 22

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

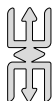
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

WIIKI 23 TU

Zamesem Woyuu: *Zane seina taana na popone ya tigi to wone*

Gulim

Bene Yiga tu	Wiika 6 Tu: Bwε ni taane pipiriteɔ (Oral Interpretation) bobwea n daare se n tiini n nii ka cheigi chekke, kolo n nigi to poponem (encoding) dedaane botarebia beeri (decoding) baɲa ne lanyerane.
--------------	--

WOYUU: SEINA TAANE WO Y&E

Seina taane na ye kolo to gulim (revision): *Jwoori n nii labaare wiika 21 dedaane 22 wone se-n ni seina taane na ye kolo to kuri dedaane wonnu telo n na wó maane te ni ne n ná wora n ye seina taane wone to.*

Wonnu telo n na wó nii n ná wora n zane seina taane wone to

Natɔgesε sedwonna se-n da seina taane zanem ne.

1. Kuri boboɲekurim dem: Boboɲε yuu kom naa labaare dem chekke seina taane poponno wom pε to.
2. Beerε boboɲa yia maanem nyenyero: Ka ma yera wonnu ka maa maane kikeeru na ke nyenyero ja ja.
3. Nii na tatei ko na ye seina taane poponno wom yera ne to: Seina taane poponno wom na ke tei naa ko na ye tei o yera wone taane dem baɲa ne to.
4. Seina taane poponno wom botarebia kurim, tapuna yalo o na mε o popone de o na popone seina taane dem tei to.
5. Beerε se-n na taane diira/seina diira: Konto gwaane de nonoga taane nenεene metafo, simili ka-leiri-ka-ji, sembolizimi, etc.
6. Yedaa: Seina taane dem tigrisim ne, de woli de pwoa keim de gene wo gwonim mo.
7. Sɔɔnem de sɔɔ: Ka ma sɔɔnem de sɔɔ ka mɔ leiɲa dwoɲi. Konto de nam ta wae ko ke ye sɔɔnem naa sɔɔ tera.
8. Jei de maɲa: Faɲa wonnu, nabaara wonnu, de nɔɔno tetere boboɲa poponem dem na zege da to.
9. Ko bere boboɲa/yera wone maana: Seina taane dem wae de bere ko na ye tei poponno wom boboɲa ne to se ko pa taane dem dwei garena bam.
10. Seina taane poponno boboɲε dem: Seina taane poponno wom boboɲε dem de o labaare dem. Seina taane poponno wom boboɲε dem de o labaare dem ye delo na dumma naa de jege kuri maɲa maama to na?
11. Sembolizimi: Ka ma wonnu, nyenyero, naa wonnu tetem na zege te pa kolo na ba nae de yia to ka toɲε.
12. "Allusion": Ka nii zeina twanno, wo-kenkagela boɲem, naa faɲa wonnu kikeeru.

13. Sea (Irony): Maɲa dede de ye kwɛɛra taane mo na me de ta kolo n ya-n na teene se n ke de kolo na wora ko ke chekke to baɲa ne.
14. Sɔɔ dwi nyena (Sound Devices): Taane delo dwi na tɔge sɔɔ kolo dé nigi to nɔɔ naa ko yɔɔre ko ye botarebu na bere sɔɔ chekke ye konto peeri taane dem mo ye ko woli pae taane dem jege ywoani to mo ye sɔɔ dwi nonoga taane. Sɔɔro wonnu/diira (sound devices): chwei nenɛene aleteresene, aswonanse, de kɔnsonanta.

Se-n ma wonnu tento n toɲe, garena wae ba ni sein a taane dem kuri chekke ye ba zane de ba vei yiga se ba na de boboɲekurim de de panem dem lane.

Zamesem Totoɲa

1. Pane sein a taane na jege gene pwoa yatɔ to boboɲekurim dento ‘ka-se-ka-pa-daane’ (‘tolerance’) baɲa ne.
2. Ko maɲe de kolo n ya-n zamese sein a taane baɲa ne to, kuri taane diira yalo maama n me n toɲe sein a taane dem wone to.

Yage Ka Taa ba tɔge Wadaa Ka Ko Sabu-Seɲa – (Stop Galamsey (Ernest Obeng))

Tega kam yaa neene mo ko daare ye ba lo debam
 Dé kwoa me ba ɲwea maama mo ba toɲe ba che ka
 Kagoa kam yaa ye mo suru, nabare sem yaa ye mo lorigamaɲi
 Tega kam yaa jege diira, ka wo peini te-bwori
 Tega kam neene, bu-lɔɔ ka pae kɔɔ
 Sabu-seɲa de tetem peiga jei, jejegero sɔɲɔ
 Ko daa dage konto dwoɲi debam maɲa kam ne
 Konto to, beɲwaane mo ba mae sabu-seɲa koom ɲweene ba chɔge tega kam
 Dé jigi nɔn-yɔɔro, sabu-seɲa ɲwaane
 Dé kagoa kam na su de teeni to laam jigi kapwoara, nii wosoo na yi debam!
 Dé bunɔro de dambwi sem na wora ba wea, ye teeni de toa
 Dé bwi sem na bam laam jigi na-gongolo
 Ga-vara, duri tega yia maama
 Tega kam laam tigi de bwoaru dedaane kasol-mum mo
 Ka na nae kolo yerane to ye magazini na mae ya ko tega to yeila mo
 Dé chɔge kolo we na ke to ye dé ba boɲe dé jwa boboɲa
 Sabu mo ye kolo dé para, dé swei dé nu Ghana swia
 Bwi sem na ná we, dé wó nyo sabu-dala yam na ye pesewasa to na?
 Teeni da ana ware de nuɲi tega kam ne, dé wó di /done sabu-twanno tem na?
 Dé ba jege bobwea, We swɛ dé tega kam swolim
 Dé ná chɔge tega kam, We wó bwei debam jwa seeni.
 Woɲo ná wora dé jege se dé ke zem
 Pa na dé yage sabu-seɲa koom ɲweene

Seina taane dento kwei de nuɲi pwola kanto ne mo ye dé laam ke deimisim fee de baɲa ne.
 (Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Berem Natɔga Maana (Pedagogical Exemplars)

1. Ka puli taane se ko maa ke zamesem (Initiating talk for learning) - Kelase dem maama:
 - a. Jwoori á nii seina taane wo wonnu tem baɲa ne.
 - b. Bwɛ seina taane wo wonnu tem bobwea.
 - c. Bwɛ chwei selo na wora seina taane zanem ne to bobwea.
 - d. Ke-n bere ba na zane seina taane tei to.
2. Gurupi totoŋe/ka ba daane ka toŋe (Group work/collaborative learning) – Zenzamesa balei balei totoŋe (Pair work):
 - a. Ga seina taane n nuŋi seina taana yalo abam na tei se á zamese to wone.
 - b. Ma kolo n zamese ko zege seina taane zanem baɲa ne to n ma-n zane seina taane delo n yɔɔre n ga n ti to.

Ka-faŋe-ka-nii (Key Assessment) Bena tu (Level 4): Ka-boŋe ka-yalese - Sɔŋɔ totoŋe

1. Puli swono seina (seina taane na jege gene nana to) boboŋekurim delo nmo boboŋa na de to baɲa ne se ko tɔge de nmo tetere ŋwea na ne kolo to naa de vu de Ghana nabaara kikia. (Makka 16)
2. Ye seina taane delo n na puli to wone. (Makka 24)

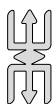
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

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

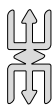
3. Plan the week's key assessment with your app

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



Note

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

30 minutes

Enactment

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

Ka-jwoori ka-nii Popware Fuga Tu (Section 10 Review)

Popwara kanto jwoori ka nii berem kateira yalo maama ba na bere wiika fiinnlei dedoa (21), wiika fiinnlei yalei (22) de wiika fiinnlei yato (23) ne to mo. Ka ta bwe seina taane na ye tei naa de na ye delo to bobwea. Ka daa ta bwe wonnu telo na wo seina taane wone de seina taane na jege nyɔɔre delo to bobwea. Popwara kanto zeini zenzamesa mo se ba wane ba ma seina taane wo wonnu tem ba ma ba puli seina taana dwi dwi se ba daare ba zane ya wone. Dé jege teena we zenzamesa ná zamese popwara kanto ba ti, ba wó ma ywono kolo ba ne to ba maa zane seina taana Feilim Taane dem de Lara Feilim (English literature) ne.

TATEI N NA WÓ MAKKE KA-FAŊE-KA-NII KOM TO

WIIKA 21TU

Makka yam na wó vu tei to (Makka16)

WOYUU BALEI TU (Makka 16)

	<i>Ko tiini ko lamma ko gaale</i> (Makka 7-8)	<i>Ko tiini ko lamma</i> (Makka 5-6)	<i>Ko gare mo/ ko manje mo</i> (Makka 3-4)	<i>N jege se n terege mo</i> (Makka 1 - 2)
Boboŋe dem Nyɔɔne (Content)	Boboŋa yam popone ya yalese pa ko tɔge chwoŋa. Labaare dem taane dem wone to veere manja maama ye boboŋa yalo ba na bere to vei de kolo ba na popone ko banja ne to.	Boboŋa yam maama popone ya yalese. Labaare dem taane dem wone to maama veere ye boboŋa yalo ba na bere to yeini ya vei de kolo ba na popone ko banja ne to. Wonnu tedwonna wo manje daane.	Boboŋa yadwon-na mo popone ya yalese. Labaare dem taane dem wone to wo veere manja kadwoŋi ne, ye labaaare dem dedwoŋi ta ba vei de kolo ba na popone ko banja ne to.	Tapun-mollo. Labaare dem taane dem wone to wo veere ye de fenfee yerane mo vei de kolo ba na popone ko banja ne to.

Botarebia de taane wade (Vocabulary and grammar)	Totoŋa kateiri botarebia na maŋe to mo mae ba toŋe maŋa maama. Botarebia dede na vei de tayuu kom to mo mae ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee yerane mo.	Totoŋa kateiri botarebia na maŋe to mo mae ba toŋe. Botarebia dwi dwi na vei de tayuu kom to mo mae ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee yerane mo ye maŋa kadwoŋi ne tusim dem daga.	Totoŋa kateiri botarebia na wo maŋe maŋa kadwoŋi ne to mo mae ba toŋe. Ba kwaane se ba ma botarebia na vei de tayuu kom to ba toŋe. Tusim wonnu kuri niiri baŋa ne ye fenfee mo ye de ke de tulisa, ye maŋa kadwoŋi ne tusim dem daga.	Totoŋa kateiri botarebia na wo maŋe to mo mae ba toŋe. Botarebia na vei de tayuu kom to ba daga naa ba maŋe ba tera. Tusim wonnu kuri niiri baŋa ne ye fenfee mo ye tedwonna daga, tusim dem ta maa ke de tulisi.
--	--	--	--	---

WIIKA 22 TU

Bwia 1

	Ko tiini ko lamma ko gaale (Makka 7-8)	Ko tiini ko lamma (Makka 5-6)	<i>Ko gare mo/ ko maŋe mo</i> (Makka 3-4)	<i>N jege se n mo</i> (Makke 1-2)
Boboŋe dem Nyɔɔne (Content)	Ko bere kuri niiri na tiini de lamma de gaale to na wora tei seina taane dem boboŋekurim ne, dedaane jei de maŋa na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na lamma to na wora tei seina taane dem boboŋekurim ne, dedaane jei de maŋa na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na gare fee to na wora seina taane dem boboŋekurim ne, dedaane jei de maŋa na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na muri to na wora tei seina taane dem boboŋekurim ne, dedaane jei de maŋa na jege Faŋa wonnu to (Historical context) baŋa ne.
Wonnu yɛɛm (Analysis)	Zane de baare seina taane wo wonnu na toŋe kolo seina taane baŋa ne to, n daare n pa maana na maŋe to n woli da.	Zane seina taane wo wonnu tem tedwonna na toŋe kolo seina taane baŋa ne to, n daare n pa te dede maana.	Wane ba lware seina taane wo wonnu tem tedwonna amaa maŋa kakam ne ko chana se ba bere te na toŋe kolo seina taane baŋa ne to.	Zanem dem ke seina taane wo wonnu fenfee yerane baŋa ne mo.

Wonnu tigiſim, yedaa de te yɔɔrem (Organisation, structure and accuracy).	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye dedaane poponem nyenyero telo na ye chekke to ye taane dem wade sem ba daga de wone.	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye to. De sem sedwonna jege poponem nyenyero poponem tusim naa taane dem wade sem de daga de wone.	Tapane dem yedaa kam wo veere maŋa kadwoŋi ne. Poponem nyenyero poponem (spelling) tusim daga naa taane dem wade sem de daga ye te tui titwon-twono de wone.	Yedaa kam tera konto ko pae tapane dem. Tusim tui de daga.
---	--	---	--	--

Bwia 2

	Ko tiini ko lamma ko gaale (Makka 7-8)	Ko tiini ko lamma (Makka 5-6)	<i>Ko gare mo/ko maŋe mo</i> (Makka 3-4)	<i>N jege se n terege mo</i> (Makke 1-2)
Content Boboŋe dem nyɔɔne (Content)	Bere kuri niiri na tiini de lamma de gaale seinā taane dem na bere ko na ye tei yera wone to (tone) dedaane poponno wom botarebia kurim baŋa ne.	Bere kuri niiri na tiini de lamma seinā taane dem na bere ko na ye tei yera wone to (tone), dedaane poponno wom botarebia kurim baŋa ne.	Bere kuri niiri dedwoŋi seinā taane dem na bere ko na ye tei yera wone to (tone), dedaane poponno wom botarebia kurim baŋa ne.	Bere kuri niiri fee seinā taane dem na bere ko na ye tei yera wone to (tone), dedaane poponno wom botarebia kurim baŋa ne.
Wonnu yɛɛm (Analysis)	Zane de baare seinā taane wo wonnu na toge kolo seinā taane baŋa ne to, n daare n pa maana na maŋe to n woli da.	Zane seinā taane wo wonnu tem tedwonna na toge kolo seinā taane baŋa ne to, n daare n pa te dede maana.	Wane ba lware seinā taane wo wonnu tem tedwonna amaa maŋa kakam ne ko chana se ba bere te na toge kolo seinā taane baŋa ne to.	Zanem dem ke seinā taane wo wonnu fenfee yerane baŋa ne mo.
Wonnu tigiſim, yedaa de te yɔɔrem (Organisation, structure and accuracy).	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye dedaane poponem nyenyero telo na ye chekke to ye taane dem wade sem ba daga de wone.	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye to. De sem sedwonna jege poponem nyenyero poponem tusim naa taane dem wade sem de daga de wone.	Tapane dem yedaa kam wo veere maŋa kadwoŋi ne. Poponem nyenyero poponem (spelling) tusim daga naa taane dem wade sem de daga ye te tui titwon-twono de wone.	Yedaa kam tera konto ko pae tapane dem. Tusim tui de daga.

Bwia 3

	Ko tiini ko lamma ko gaale (Makka 7-8)	Ko tiini ko lamma (Makka 5-6)	<i>Ko gare mo/ ko marje mo</i> (Makka 3-4)	<i>N jege se n terege mo</i> (Makka1-2)
Boboŋe dem Nyɔɔne (Content)	Ko bere kuri niiri na tiini de lamma de gaale ka ma metafo dedaane maŋa de jeiga na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na tiini de lamma ka ma metafo dedaane maŋa de jeiga na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na gare fee to ka ma metafo dedaane maŋa de jeiga na jege Faŋa wonnu to (Historical context) baŋa ne.	Ko bere kuri niiri na muri fee to ka ma metafo dedaane maŋa de jeiga na jege Faŋa wonnu to (Historical context) baŋa ne.
Wonnu yɛɛm (Analysis)	Zane de baare seina taane wo wonnu na toŋe kolo seina taane baŋa ne to, n daare n pa maa-na na marje to n woli da.	Zane seina taane wo wonnu tem tedwonna na toŋe kolo seina taane baŋa ne to, n daare n pa te dede maana.	Wane ba lware seina taane wo wonnu tem tedwonna amaa maŋa kakam ne ko chana se ba bere te na toŋe kolo seina taane baŋa ne to.	Zanem dem ke seina taane wo wonnu fenfee yerane baŋa ne mo.
Wonnu tigisim, yedaa de te yɔɔrem (Organisation, structure and accuracy).	Tapane dem popone de toŋe tei de yedaa kam na jege se ka taa ye dedaane poponem nyenyero telo na ye chekke to ye taane dem wade sem ba daga de wone.	Tapane dem popone de toŋe tei de yedaa kam na jege se ka taa ye to. De sem sedwonna jege poponem nyenyero poponem tusim naa taane dem wade sem de daga de wone.	Tapane dem yedaa kam wo veere maŋa kadwoŋi ne. Poponem nyenyero poponem (spelling) tusim daga naa taane dem wade sem de daga ye te tui titwon-twono de wone.	Yedaa kam tera konto ko pae tapane dem. Tusim tui de daga.

WIIKA 23**Bwia 1**

	Ko tiini ko lamma ko gaale (Makka 4)	Ko tiini ko lamma (Makka 3)	<i>Ko gare mo/ ko marje mo</i> (Makka 2)	<i>N jege se n terege mo</i> (Makke1)
Boboŋe dem Nyɔɔne (Content)	Boboŋekurim dem veere maŋa maama ye de ye delo na marje to.	Boboŋekurim dem ye delo na veere ye de to.	Ko ba veere maŋa kadwoŋi ne se ko bere boboŋekurim dem na ye delo naa nyɔɔre delo de jege totoŋe dem wone to.	Ko chana se-n ma seina taane dem boboŋekurim dem n lware de.

Taane diira (Literary devices)	Taane diira dwi dwi na me ya toje pa ko yore se ya taa jege kolo se ya ke gareno yera wone to.	Taane diira na me ya toje pa ko yore se ya taa jege kolo se ya ke gareno yera wone to.	Taane diira yad-wonna mo me ya toje amaa ya jege na kolo se ya ke gareno yera wone to fee yerane mo.	Taane diira fee naa taane diira wo me ya toje.
Ka boje ka ke (Creativity) de ka taa jege wakia (flier)	Seina taane dem garem ywomma ye de jaane garena boboja.	Seina taane dem de garem ywomma ye garena lage se bag a de ba guri.	Seina taane dem popone de maje chekke ye de jege nyenyero fee na lamma naa de ba jege te.	Seina taane dem garem chamma chekke ye de ba ywomma.
Wonnu tigi-sim, yedaa de te yore (Organisation, structure and accuracy).	Seina taane dem popone de toje tei de yedaa kam na jege se ka taa ye dedaane poponem nyenyero telo na ye chekke to ye taane dem wade sem ba daga de wone.	Seina taane dem popone de toje tei de yedaa kam na jege se ka taa ye to. De sem sedwonna jege poponem nyenyero poponem tusim naa taane dem wade sem de daga de wone.	Seina taane dem yedaa kam wo veere manja kad-wonji ne. Poponem nyenyero poponem (spelling) tusim daga naa taane dem wade sem de daga ye te tui titwon-twono de wone.	Yedaa kam tera konto ko pae sein taane dem. Tusim tui de daga.

Bwia 2

	Ko tiini ko lamma ko gaale (Makka 7-8)	Ko tiini ko lamma (Makka 5-6)	<i>Ko gare mo/ ko maje mo</i> (Makka 3-4)	<i>N jege se n terege mo</i> (Makke 1-2)
Boboje dem Nyone (Content)	Ko bere kuri niiri na tiini de lamma de gaale to na wora tei sein taane dem bobojekurim ne, dedaane jei de manja na jege Faja wonnu to (Historical context) banya ne.	Ko bere kuri niiri na lamma to na wora tei sein taane dem bobojekurim ne, dedaane jei de manja na jege Faja wonnu to (Historical context) banya ne.	Ko bere kuri niiri na gare fee to na wora sein taane dem bobojekurim ne, dedaane jei de manja na jege Faja wonnu to (Historical context) banya ne.	Ko bere kuri niiri na muri to na wora tei sein taane dem bobojekurim ne, dedaane jei de manja na jege Faja wonnu to (Historical context) banya ne.
Wonnu yem (Analysis)	Zane de baare sein taane wo wonnu na toje kolo sein taane banya ne to, n daare n pa maana na maje to n woli da.	Zane sein taane wo wonnu tem tedwonna na toje kolo sein taane banya ne to, n daare n pa te dede maana.	Wane ba lware sein taane wo wonnu tem tedwonna amaa manja kakam ne ko chana se ba bere te na toje kolo sein taane banya ne to.	Zanem dem ke sein taane wo wonnu fenfee yerane banya ne mo.

Wonnu tigi-sim, yedaa de te yɔɔrem (Organisation, structure and accuracy).	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye dedaane poponem nyenyero telo na ye chekke to ye taane dem wadɛ sem ba daga de wone.	Tapane dem popone de tɔge tei de yedaa kam na jege se ka taa ye to. Dɛ sem sedwon-na jege poponem nyenyero poponem tusim naa taane dem wadɛ sem de daga de wone.	Tapane dem yedaa kam wo veere maɲa kadwoɲi ne. Poponem nyenyero poponem (spelling) tusim daga naa taane dem wadɛ sem de daga ye te tui titwon-twono de wone.	Yedaa kam tera konto ko pae tapane dem. Tusim tui de daga.
--	--	--	--	--

REFERENCES

1. Abakah, E.N. (2006). Where have all the consonantal phonemes of Akan gone? *Journal of Philosophy and Culture* 1(2), 21-48.
2. Adomako, K. (2018). Velar palatalization in Akan: A reconsideration. *Journal of West African Languages* 45 (2), 1-16.
3. Agyekum, K. (2007). *Introduction to literature*. Media design.
4. Agyekum, K. (2011). *Akan kasadwini*. Dwumfuor Publication.
5. Agyekum, K. (2013). *Introduction to literature*. Adwensa Publications (Gh) Ltd.
6. Aronoff, M. & Rees, M. J. (2020). *The handbook of linguistics*. Willey-Blackwell.
7. Asante, K.T. (2018). Intimate knowledge of the country: Factionalism in the Mid Nineteenth Century Gold Coast Administration. *African Economic History*. 46(2), 63-92 doi: 101353/ae.2018.006.ISSN 2163-9108
8. Asare, A.J. T & Orffson Offei, E. (2023). Substitution phonological patterns in the English speech of Ghanaian children. *Journal of Social Science and Humanities*. Elsevier
9. Asubonteng, E., Asenso, C.O, & Busia, K. A. (2019). *Akan kasadwini adesua*. College of Distance education, University of Cape Coast.
10. Ayiwah, L. (2013). *Kuri Boboja: Kasem Poetry*. Tamale: GILLBT-Press.
11. Bailey, S. (2015). *Academic writing: A handbook for international students (4th ed.)*. Routledge.
12. Barker, M. (2018). *In other words: A coursebook on translation (3rd ed.)*. Routledge
13. Bauer, L. (2019). *The Oxford reference guide to English morphology*. Oxford University Press.
14. Booij, G.E. (2021). *The construction of words: advances in construction morphology*. Springer.
15. Coffie, M. M. (2012). "Dance band highlife: Analytical study of Ebo Taylor, Stan Plange and Kwadwo Donkoh.," Unpublished M. Phil Thesis., University of Ghana.
16. Coffie, M. M. (2020). Redefining Ghanaian highlife music in modern times. *American Journal of Humanities and Social Sciences Research (AJHSSR)* e-ISSN :2378-703X Volume-4, Issue-1, pp-18-29
17. Collins, J. (1994). *Highlife Time*. Anansesem Press.
18. Connel, F.M (2016). *A textbook for the study of poetry*. Norwood Press.
19. Danti, A.L (2007). *Lei de Seina Taane*. Winneba: DE-MISKA.
20. Elebi, A. (2015). *Indigenous Musical Culture in Ghana: A Contemporary Perspective*. Unpublished.
21. Fabus, R. (2011). *Assessment of articulation and phonological disorders*. Story Brook University, NY (2011)

22. Hacker, D., & Sommer, N. (2020). *The Bedford handbook* (11th ed.). Bedford/ St. Martins
23. Henry, D.J. (2019). *The effective reader*. Cambridge University Press.
24. Hope, P.A., Brown, P. and Mensah C. E. (2019). *Mfantse Kasadwin Adzesua*. College of Distance education, University of Cape coast.
25. Nabaarese, J. A. (2024). *Kasena Nabaara Kikia*. Tamale: GILLBT-Press.
26. Nyarko I, Adomako, K. & Odoom, J (2023). Assessing the phonological processes in Akan child language. *Ghana Journal of Linguistics* 12.1 24-47.
27. Oshima, A. & Hogue, A. (2014). *Introduction to academic writing* (4th ed.). Pearson Education.
28. Plag, L. & Balling, L. W. (2020). *Morphological theory and English word formation*. De Gruyter Mouton.
29. Schegloff, E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society*, 29(1), 1–63.
30. Schegloff, E. A. (2007). *Sequence Organization in Interaction*. Cambridge University Press.
31. Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Centre for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practice-guides.
32. Stein-Rubin, C., Fabus, R. L., Fabus, R., & Gironda, F. (2012). Assessment of articulation and phonological disorders. In a guide to clinical assessment and professional report writing in speech language pathology (pp. 139–176). essay, Cengage Learning. *The International Journal of Humanities & Social Studies* Vol. (3) 7.
33. Wainwright, J. (2004). *The basic poetry*. London: Routledge.