



MINISTRY OF EDUCATION

Nzema

Kilehilevolɛ Adengilelɛ Buluku

SUKUNWIO

Bango Nsa



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Nzema

Kilehilevolɛ Adengileleɛ Buluku

Sukunwio

Bango Nsa



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

NZEMA 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	VI
ACKNOWLEDGEMENTS	VIII
NGYĒNU 1: ADWELIEDWĒMGBŌKĒ MŌŌ YĒFA YĒDI NGITANWO LA	1
ƐZUKOALƐDEƐ: ADWELIELILƐ	1
ƐzukoalƐdeƐ Ngane: AdwelielilƐ/NgitanwolilƐ MŌŌ Gyi Bodane Zo La	1
DAPƐNE 1	4
MŌŌ Gyi YƐ Nye Zo La: AdwelielilƐ/NgitanwolilƐ ƐdendƐmunli	4
DAPƐNE 2	9
MŌŌ Gyi YƐ Nye Zo La 1: Mekenloa ƐdendƐmunli	9
NGYĒNU 2: ALƐRA/ƐNELE ƐHAKYILE NDENLE	18
ƐZUKOALƐDEƐ: ADWELIELILƐ	18
ƐzukoalƐdeƐ Ngane: Fŏnŏlŏgyi (AlerƐ/Ɛnele Ɛhakyile ndenle)	18
DAPƐNE 3	20
MŌŌ Gyi YƐ Nye Zo La: AlerƐ/Ɛnele Ɛhakyile ndenle (AgŏnwŏlƐvƐlƐyƐle ndenle)	20
DapƐne 4	25
MŌŌ Gyi YƐ Nye Zo La: AlerƐ/Ɛnele Ɛhakyile ndenle (Ɛnelekpŏke ngyehyƐle ndenle)	25
NGYĒNU 3: TIDWƐKƐ NEE BOAVO ƐDENDƐMUNLI	32
ƐZUKOALƐDEƐ: ADWELIELILƐ	32
ƐzukoalƐdeƐ Ngane: Ɛgengale	32
DAPƐNE 5	34
MŌŌ Gyi YƐ Nye Zo La: TidwƐkƐ nee boavo ƐdendƐmunli	34
DAPƐNE 6	39
MŌŌ Gyi YƐ Nye Zo La: TidwƐkƐ nee boavo ƐdendƐmunli	39
NGYĒNU 4: NDENLE MŌŌ YƐDUA ZO YƐNYIA EDWƐKƐMGBŌKƐ FOFOLƐ LA	46
ƐZUKOALƐDEƐ: ANƐƐ NEE YƐ GYIMALILƐ	46
ƐzukoalƐdeƐ Ngane: MƐla mŌŌ bƐdua zo bƐkƐle Nzema anƐƐ ne la	46
DAPƐNE 7	48
MŌŌ Gyi YƐ Nye Zo La: Ndenle mŌŌ yƐdua zo yƐnyia edwƐkekpŏke fofolƐ la	48
DAPƐNE 8	52
MŌŌ Gyi YƐ Nye Zo La: EdwƐkƐmgbŏke fofolƐ Ɛnyianle	52
NGYĒNU 5: ƐDENDƐMUNLI	57
ƐZUKOALƐDEƐ: ANƐƐ NEE YƐ GYIMALILƐ	57
ƐzukoalƐdeƐ Ngane: EdwƐkƐmgbŏke nee NgyehyƐle	57

DAPENE 9	59
Moo Gyi Ye Nye Zo La: Edendemunli ne nee ye ngyehyenu	59
DAPENE 10	65
Moo Gyi Ye Nye Zo La: Edendemunli ngakyile	65
DAPENE 11	69
Moo Gyi Ye Nye Zo La: Edendemunli ngakyile	69
NGYENU 6: EGENGALÉ NEE ANEĖHAKYILÉ	75
ẸZUKOALÉDEẸ: ANEẸ NEE YE GYIMALILÉ	75
ẸzukoalédeẸ Ngane: Nwobiehanlé	75
ẸZUKOALÉDEẸ: ANEẸ NEE YE GYIMALILÉ	75
ẸzukoalédeẸ Ngane: AneĖbohilelé nee aneĖhakyile	75
DAPENE 12	78
Moo Gyi Ye Nye Zo La: Adawu-nu heledébolé nee Adawu-nu mgbolokabolé	78
DAPENE 13	87
Moo Gyi Ye Nye Zo La: AneĖhakyile	87
DAPENE 14	92
Moo Gyi Ye Nye Zo La: Mela moo bédúá zó békakýí aneé lá	92
NGYENU 7: ẸVOYIA	98
ẸZUKOALÉDEẸ: MAANDEẸ NVẸYEBANVẸYEBÁ NEE MAANLE ẸBULÉ	98
ẸzukoalédeẸ Ngane: Maandé Nvẹyebanvẹyeba	98
DAPENE 15	100
Moo Gyi Ye Nye Zo La: Ẹvoyia	100
DAPENE 16	105
Moo Gyi Ye Nye Zo La: Ẹvoyia Moo Bédi Wó Gana Lá Anwo Ndotonwoyélé	105
NGYENU 8: ẸWULÉ NEE ẸZENÉYÉLÉ	117
ẸZUKOALÉDEẸ: MAANDEẸ NVẸYEBANVẸYEBÁ NEE MAANLE ẸBULÉ	117
ẸzukoalédeẸ Ngane: Maandé Nvẹyebanvẹyeba	117
DAPENE 17	119
Moo Gyi Ye Nye Zo La.: Ẹwulé	119
DAPENE 18 NE	124
Moo Gyi Ye Nye Zo La: Ké maandé ngakyile moo wó Gana sí yé bẹ ẹzène lá anwo ndotonwoyélé	124
NGYENU 9: EDWÉNE	139
ẸZUKOALÉDEẸ: NZEMA EDWÉKÉ	139
ẸzukoalédeẸ Ngane: Anloanudwéke	139
DAPENE 19	141
Moo Gyi Ye Nye Zo La: Gyimayélé edwéne	141
DAPENE 20	145
Moo Gyi Ye Nye Zo La: Haelaefe edwéne	145

NGYENU 10: EDWEKEDWENDOLE	153
EZUKOALEDEE: NZEMA EDWEKE	153
Ezukoaledēe ngane: Ngelēhēledwēke	153
DAPENE 21	155
Mɔɔ Gyi Ye Nye Zo La: Edwēkēdwēndole	155
WEEK DAPENE 22	161
Mɔɔ Gyi Ye Nye Zo La: Edwēkēdwēndole Nvefenuyele	161
DAPENE 23	165
Mɔɔ Gyi Ye Nye Zo La: Edwēkēdwēndole Nvefenuyele	165
MOALELEKA	174

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 Nzema 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. Jephthar 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 Johns 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	
Kunkyuuri 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	Government
Josephine Akosua Gbagbo	Ngleshie Amanfro SHS	
Anitha Oforiwah Adu-Boahen	University of Education, Winneba	History
Prince Essiaw	Enchi College of Education	

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	University 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	

NGYENU 1: ADWELIEDWEMGBØKE MØØ YEFA YEDI NGITANWO LA

EZUKOALEDEE: ADWELIELILE

Ɛzukoaledes Ngane: Adwelielile/Ngitanwolile Møø Gyi Bodane Zo La

Ɛzukoaledes Guabel: *Dua adweliedwemgbøke møø di munli la azo wowø adwenle wø ye maanle ye nee aleεabo adwuleso edweke nwo.*

Ɛzukoaledes Bodane Titili: Kile ke εkehola εkeli ngitanwo møø di munli kpale la wø edweke kpøkyee bie mø anwo.

MUKENYE NEE NGYENU NE SIKALEPELE

Ngyenu εhye ngyinlazo a le adenle møø ye balua zo yeava adweliedwemgbøke møø di munli la yeali ngitanwo wø ye maanle ye nee aleεabo adwuleso edweke kpøkyee bie anwo la. Ngyenu εhye nuninyene ne adiabo ne bagyinla εvole ko ne anu ngyenu nwio ezukoaledes møø bezukoa ye deba la azo. Sukoavoma ne bava adweliedwemgbøke møø di munli la ali ngitanwo ava ye maanle ye nee aleεabo adwuleso edweke nwo wø meke ko ne ala møø beleda mekenloa edendele sukoanyia føonwo ne ali wø be adwelielile nu la. Wø ngyenu εhye anu, sukoavoma bazukoa debie ava mekenloa edendele yee ke besi befa bedi gyima la anwo. Eza bebazukoa deemøti befa mekenloa edendele bedi gyima wø adwelielile nu la na beazukoa ke besi befa mekenloa edendele bedi gyima wø be sukulu sua ne anu, bøbø wø be dahudahu εbelabøle nu. Ngyenu εhye baboa sukoavoma amaa beava adweliedwemgbøke møø di munli la beawowø adwenle wø ye maanle ye nee aleεabo edweke nwo na ndelebebo møø di munli la ara be ngitanwolile nu. Ngyenu εhye anwo engyia emmaa sukoavoma wø Nzema anee ne angome ezukoale nu na emomu ngitanwolile møø ø nee ezukoaledes ngakyile møø le ke Nrelenza nee anee gyene gyene le la. Yewula kilehilevole ne anwosesebe ke ølua debiehilele ngyehyelee ndenle møø kile ngitanwolile, debiehilele ninyene(bokame), subane ngakyile alilale nee soneayele zo øboa sukoavoma ne.

Dapene ne mø nee ezukoaledes bodane ne mø møø ngyenu εhye neenlea la a le:

- **Dapene 1:** *Fa adweliedwemgbøke møø di munli la di gyima wø dahuu ngitanwolile nu.*
- **Dapene 2:**
 - a. *Kile ke yesi yefa mekenloa edendele sukoanyia yedi gyima wø ngitanwolile nu la.*
 - b. *Dua adweliedwemgbøke møø di munli la azo wowø adwenle wø ye maanle ye nee aleεabo edweke nwo wø Nzema nu.*

DEBIEHILELE NDENLE NE SIKALÉPÉLÉ

Debiehilele ndenle ne mɔ mɔ di gyima wɔ ngyenu ɛhye anu la le ndenle dɔɔnwɔ mɔɔ bɛdua zo bɛkile Nzema anee ne la. Debiezukoale mɔɔ gyi ngyegyeye zo la kile ndenle mɔɔ yɛdua ewiade-ɛnyeɛzo ngyegyeye kpomgbondee zo yɛboa sukoavoma yemaa bɛsukoa adwenlehilele nee ngyehyele bɛ tela kɛ yɛkile bɛ kɛ deɛ ne si de fɔɔnwɔ la. Ɔkile ndenle kpɔkyee mɔɔ le kɛ bahole, menli nwio nwio gyimalile, mɔdenlebɔle/mraale nee mrenyia mɔɔ ɛli afonla la ekpunli nu ɛgualɛ yɛɛ sukoavoma ne amuala debiezukoale/ɛhilele. Ndenle ɛhye mɔ baboa amaa sukoavoma ne anyia sukoanyia mɔɔ maa bɛdwenle fɔɔnwɔ, bɛnyia ngyegyeye nloa sɔbele na bɛnyia ngitanwolile sukoanyia mɔɔ di munli la. Eza bɛbahola bɛamaa adenyia mɔɔ kile ahualile, ngamɔnu gyimalile nee menli nyunlu ɛlile. Sukoavoma mɔɔ lɛ ahyɛɛdeɛ la, bahola anyia gyima biekɔ kɛ kilehilevole-boavo na bɛaboa bɛ gɔnwɔ mɔ sukoavoma amaa bɛanyia ndelebebo kpale wɔ deɛ ne mɔɔ bɛkɛhil ɛla anwo. Yetu kilehilevolema fole kɛ, ɔwɔ kɛ bɛda bɛ nwo zo wɔ sukoavoma mɔɔ lɛ edwɛkɛmgbokɛ ɛbobɔle nee ɛdendɛlɛnu ngyegyeye la anwo na bɛva nrelebe adenle zo bɛnyia ngyegyeye ne anwo sɔbele.

SONEAYELE NE SIKALÉPÉLÉ

Ngyenu ɛhye soneayele ngyehyele mgbondabule ne le mɔɔ kile sukoanyia ɛnyianle, adwenle ndelebebo nee ɛdwenlenle fɔɔnwɔ a. Muale mɔɔ ba wazowazo la boa maa anyunluhɔle nee sukoavo mumua ne munlilile kɔ zo. Soneayele ngyehyele ne dua ndenle mɔɔ boa maa yɛfa yɛ nye yedi sukoavoma ne ndelebebo mɔɔ bɛle yɛ wɔ ninyene mɔɔ bɛhile bɛ wɔ Nzema anee ne anu la anzi. Sonea gyinlabelɛ 3 ne mɔɔ le ɛdwenlenle fɔɔnwɔ la, dua nwobiehanle anzɛ debie-nwo ɛzukoale adenle zo a biza sukoavoma ne ɛdwenlenle fɔɔnwɔ nee ndelebebo mɔɔ anu mia la anwo kpuyia wɔ mekenloa ɛdendɛle nee adweliedwemgbokɛ mɔɔ di munli na yɛfa yɛwowɔ adwenle wɔ yɛ maanle yɛ nee aleɛabo edwɛkɛ nwo la anwo a. Ɔwɔ kɛ kilehilevolema dua debiehilele nu mekɛ nee awielee soneayele ngyehyele zo nyia sukoavo ko biala mɔdenlebɔle nwo dasele, mɔɔ mra nee muale boka yɛ la amaa bɛ anyunluhɔle mumua ne ala ali.

Kilehilevole ngakyele edwɛkɛ

Kakye ɛhye: Ɔwɔ kɛ sukoavoma ne amuala, bɔbɔ sukoavoma mɔɔ le bɔtɔvole anzɛ lɛ nwonane nu ngyegyeye bɛ la nyia adenle mɔɔ baboa bɛ la wɔ ɛzukoaledeɛ gyimalile biala anu. Ɔwɔ kɛ kilehilevolema bɔ bɛ adwenle nu siezie ɛzukoaledeɛ ngyehyele ne amaa yeaboa sukoavo ko biala ngyianledeɛ wɔ debiezukoale ne anu.

Ndenle ɛhye mɔ bahola amaa wɔadwu bodane ne anwo:

- Dua ngitanwolile ndenle ngakyile zo (ndonwo, fa gyimalile ngakyile mɔɔ le kɛ adwenlewowɔle, ninyene mɔɔ yɛfa yɛ nye yenwu bɛ, gyima mɔɔ bɛfa bɛ sa bɛyɛ, adwuleso ninyene) amaa sukoavoma adwenle ali debiehilele ne anzi.
- Dua ndenle ngakyile dɔɔnwɔ azo kile deɛ ne (ndonwo, dua ɛgengadeɛ, ɛnele mɔɔ bɛhye begua milahyinli zo, ninyene mɔɔ yɛfa yɛ nye yenwu bɛ, yɛkile, nee ngilehilenu sikale adenle zo kile deɛ ne).
- Maa nyelee nee adwenlehilele ngakyile nwo adenle (ndonwo, maa sukoavoma ne adenle maa bɛlua ɛdendɛle, ɛhelele, nvoninli ɛdɔɔle anzɛ moale ninyene zo bɛmaa muale.

Mɔɔ boka yɛ biekɔ la, ɔwɔ kɛ kilehilevolema dua debiehilele ndenle mɔɔ boa sukoavo ko biala la azo, mɔɔ le kɛ mekɛ biekɔ ɛmaanle, moale ayɛdeɛ mɔɔ bɛfa bɛdi gyima, gyimalile nu

ehakyile anzeé sukoavoma móo boa be nwo la anwo adenle emaanle. Ngyehyelee ehye móo boa maa sukoavo ko biala fa ɔ nwo wula debiezukoale ne anu.

Ɔwó ké debie biala móo befa betie edweke anzeé befa benea vidio la ane ne ye móo ɔfeta na vidio ne nyia ye ngelehele ne wó zole anzeé nyia edendele sekelenee abohilele móo baboa sukoavoma móo anzo edi la. Ɔwó ké vidio ne kenlaneé ne boa sukoavoma móo be debienwunle wó aze la. Ɔwó ké egengale ninyene ne ye móo boa anyezinlirama a. Ndonwo, anyezinlirama buluku/kelata anzeé adwuleso moale tekenlogyi móo kakyi egengadee ye ye edendele la.

Ɔwó ké sukoavoma móo le bɔɔvole na bele ediale nu ngyegyele la nyia sonlabaka ne nveyeba moale ninyene móo baboa amaa beava be sa beazo nvonili nu na beanwu ké ɔsi ɔde la. Beva ediale nu moale ayedee móo le ké ebia-ehwili, kpóma móo befa bewula be nvonloma nu betia la yee debie biala móo boa maa betu be bo amaa beahola beaye menli nwio nwio gyima, mɔdenlebɔle móo eli afonla ekpunli gyima anzeé beadudu agyake beagyinla sukoavoma ne amuala anyunlu.

Sukoavoma móo anzo edi la bahola ava ngitanwolile taboa/bɔdo aye be gyima. Bebahola beanlea sukoavoma móo le edendele nu ngyegyele la anloa mbabonle ne wó meké móo belétende la anzeé sekelenee anzeé be ehelele anzeé bebava be ti anwo edwekemgbóké beabo (wó kómputa zo). Ɔwó ké sukoavoma móo anzo nu ye se la fa edwekediele moale ninyene móo le ɔɔnwó la tuodua be nzo nu. Sukoavoma móo anye ennwu anzeé ennwu debie kpale la bahola ava adwuleso moale ninyene móo le ké ninyene móo kakyi ngelehele ye ye edendele la, móo ɔbuke mukele la, móo maa nvoninli/ngelehele móo benea ye wó tiivi zo la ye mgbole, móo kile maa yenwu debie wó tiivi zo la, yee móo kakyi edendele ye ye egengadee la ali gyima.

Ezukoaledée Bodane	<i>Sonea Gynlabele</i>	<i>Soneayele Ngyehyelee nee/an-zeé Ndenle</i>
3.1.1. LI.1 Fa adweliedwemgbóké móo di munli la di gyima wó dahuu ngitanwolile nu.	2	Sukoavoma- deegvadole
3.1.1. LI.2 Kile ké yesi yefa mekenloa edendele sukonyia móo di munli la yédi gyima wó ngitanwolile nu la.	3	Suanu gyima
3.1.1. LI.3 Dua adweliedwemgbóké móo di munli la azo wowó adwenle wó ye maanle ye nee aleɛabo adwuleso edweké nwo wó anee ne anu.	2	Nvedenvedenu gyima

DAPENE 1

Ezukoaledes Bodane: *Fa adweliedwemgboké foonwo di gyima wa dahuu ngitanwolile nu*

Nufunlanle

Evole 1	Dapene 1 nee 2 1. Dua ndenle foonwo ne mo azo kilehile Nzema vawolo ne mo (Ndonwo, Enloanle mbabonle ne gyinlabelé, etafinlimale ne anwumahole nee etafinlimale ne nleka ne mo). 2. Dua ndenle foonwo ne mo azo kilehile Nzema konsonante ne mo (Ndonwo, ye ebóle(ewozole), eleka moó bebo ye la yee ke besi bebo ye la)
Evole 2	Dapene 1 nee 2 1. Kile enelemboké ngakyile ne mo (obuke nee ombuke) moó wa anee ne anu la. 2. Wowo adwenle wa enelekpoké ngyehyelee ne moó yedua zo yenyia edwekemgboké wa anee ne anu la anwo.

MÓO GYI YÉ NYE ZO LA: ADWELIEDWEMGBOKÉ FOONWO MÓO YÉFA YÉDI ADWELIE LA

Adweliedwemgboké abohilele: Adweliedwemgboké kile anee ngakyile moó olua ngitanwolile bodane bie ati yefa yedi gyima la. Ehye boka anee kpokyee bie moó yefa yedi ngitanwo na ofale gyima ngakyile nwo la. Ndonwo a le ke, saa ekó doketa anzee asopiti a, yeyia edwekemgboké bie moó yenna yenli dahuu adwelie la. Ndonwo a le, ke ahonle ne si bó la, mogyamolozo, setetosukopo, ayilehilele, ayile, asikyele gyinlabelé, ayilelieleleka, kpokedelenwo edwekemiza sua nu, nee neese. Zohane ala yee yebahola yeadwenle mela nwo adweliedwemgboké, nolobole nwo adweliedwemgboké, nwomazukoale nwo adweliedwemgboké nee gyima gyene bie moó anwo a.

Anee kpokyee ehye moó yefa yedi gyima la, bóbo edwekemgboké ne mo le ngakyile fi edwekemgboké zohane ala moó yefa yedi adwelie la anzee awie biala fa di adwelie la anwo. Ndonwo, edwekekpké kila (mawoso) moó yefa yedi adwelie dahuu la ndelebebo ne le ngakyile, saa eba komputayele nu a. Obahola yeaye nane kila ne moó ba ye azua ne moó anu moó le ngakyile fi moó wa komputa nwo la.

Wo nyeele biala moó yekeyia la anu, yefa edendele moó di munli wa adwelielile ne anwo la a ye nee awie tende a. Anee moó yefa ye nee menli moó ye nee be le agonwolevale/ngitanwolile tende la le ngakyile fi anee moó yefa ye nee awie moó ye gyinlabelé wa anwuma la di ngitanwo la anwo.

Adweliedwemgboké ngakyile: Yele foonwohilele nee engile-foonwo adweliedwemgboké.

Foonwohilele adweliedwemgboké: Anee ngakyile moó le foonwo, odi munli na anee ne anu mela die to nu la. Yeta yefa foonwohilele adweliedwemgboké yedi gyima wa ekpunli gyima kpokyee bie moó anu, nwomazukoalenu, anzee baguanu edweke bie moó ndelebebo, nchalehilele nee ebule nwo hyia la anu. Foonwohilele adweliedwemgboké anwo hyia oluake oboa omaa adwelie ne anye da eke na osi mgbonde adenle. Bekile ebule bema tievolema, bodane anzee gyimafane. Be nwo hyia wa ekpunli gyima nleka oluake bekile sonla moó le debie nwo adwenle kpale kpale la, moó ze dee bie ye la nee tumi. Saa menli fa foonwohilele adweliedwemgboké di gyima wa ye adenle zo a, omaa ngitanwolile moó ko zo wa adenle ngakyile zo la anye da eke, odi munli na okile ebule.

Subane maa Foonwohilele Adweliedwemgbóké lè la

Anee ne di munli na bedie beto nu: Foonwohilele adweliedwemgbóké fa anee maa di munli na bedie beto nu la di gyima na te anee maa enli munli, efenle nee anee ko ne ala ngakyilehanle ɔ.

Edwekemgbóké maa le foonwo: Foonwohilele adweliedwemgbóké fa edwekemgbóké maa le foonwo na aka bodane ne anwo edweke kpokyee la ɔdi gyima.

Edendemunli kpomgbondee ngyehyelee: Foonwohilele adweliedwemgbóké bahola ava edendemunli kpomgbondee ngyehyelee, maa edendefoa ekyi nee edwekemgbóké anze edendesinli maa keha adwenle bobo nu wa edendemunli nu boka nwole la ali gyima.

Nohalehilele: Foonwohilele anee kile ke dee ne si de foonwo la, ɔsi be ti anwo adwenle, nganeedelee, anze mɔguazo adenle.

Enele maa ɔkile ebule: Foonwohilele adweliedwemgbóké maa yefa yedi adwelie la le maa menli ekpunli bie die to nu, ɔkile ebule nee enilile la.

Engile-foonwo adweliedwemgbóké: Ehye le anee ngakyile, maa la aze, yee meke doonwo ne ala onli munli na yenwu be wa ye dahuu adwelielile nu la. Meke doonwo ne ala, ɔko zo wa agonwolema, mbusua, atipenema, adwuleso ngitanwolile bamazo, nee menli maa ye nee be le ngitanwolile bie la avinli. Wa eke, maa gyi ye nye zo la a le agonwoleyele, tenlabelenu ngitanwolile nee be nwo alilale. Maa ɔwa ke yeye ye nzonle la a le ke, wa adenle ehye azo bobo edwekemgbóké kpokpyee bie maa a yefa yedi gyima a. Ndonwo, edwekemgbóké maa le ke *kulo*, *adwenlekpoke*, *agonwoleyele*, *agonwolema*..... le maa yenwu be wa adwuleso ngitanwolile bamazo/ndendazo a. Engile-foonwo adweliedwemgbóké boa maa tenlabelenu ngitanwolile ko zo na ye nee awie fa agonwole. Beboa bema menli kile ke besi bede la, be nganeedelee nee be adwenlekpoke maa bele la. Engile-foonwo adweliedwemgbóké bahola aboa amaa awie anwu ke ɔboka ekpunli bie anwo yee be nee tenlabelenu ekpunli bie le ko na ehye maa ekpunlinuwale nwo adenle.

Subane maa Engile-foonwo Adweliedwemgbóké lè la

Anee maa enli munli: Engile-foonwo adweliedwemgbóké ta fa anee maa enli munli ehanle, efenle, anee ko ne ala ngakyilehanle di gyima.

Edwekekpoke maa la aze: Adweliedwemgbóké maa enle foonwo la fa anee maa enva aneemela adenle zo maa le ke, edwekekpoke maa bepe ye sinli na ɔfinde ye dahuu adwelielile nu la ɔdi gyima.

Edendemunli sikale ngyehyelee: Adweliedwemgbóké maa enle foonwo la ta finde edendemunli azikale ngyehyelee maa le ke, edendemunli maa edwekemgbóké bie maa minli nu la yee adwelielile nu aleradweke ngyebangyeba bie maa anu.

Subanehilele: Anee maa enle foonwo la da tendevole ne subane ali.

Agonwolevala: Agonwolevala nee adwenle ehyele bie wa menli maa fa adweliedwemgbóké maa enle foonwo di ngitanwo la avinli.

Ɛzukoaledee Gyima

Kilehile adweliedwemgbóké maa e nye la ke ekede wa nyeele ehye maa anu la;

a. *Doketa enwunle: ayile,*

- b. *Fitanli m̀̀ẁ̀ ̀̀etende ahile awie m̀̀ẁ̀ ̀̀ye ye gyima la: bileke, taye,*
- c. *Aleat̀̀nevole ̀̀etende ahile awie m̀̀ẁ̀ t̀̀ ale la: aleed̀̀le kelata, ale,*
- d. *Kilehilevole m̀̀ẁ̀ kile Mgbonda la ̀̀etende ahile sukoavoma: fab̀̀nuyele, koadelatela*
- e. *Sukoavo m̀̀ẁ̀ sukoa ke besi bed̀̀le debie la ̀̀etende ahile kilehilevole: nwos̀̀hovole, bol̀̀so, penti,*
- f. *Kakula nrenyia m̀̀ẁ̀ nee ̀̀ nla ̀̀etende fonu zo ẁ̀ enwomenlelele kenle la: halo, maha o!*
- g. *Ag̀̀nwolema nwio m̀̀ẁ̀ ̀̀etende ẁ̀ bolobole bo la: pase, bolo,*

Debiehilele Ndenle

Debiezukoale m̀̀ẁ̀ gyi ngyegyele zo la (bahole nee ekpunli gyima)

1. Ekpunli gyima: Ekpunli ne m̀̀ eyeye edwekemb̀̀ke m̀̀ẁ̀ ẁ̀ adweliedwemb̀̀ke m̀̀ẁ̀ kilehilevole ne ̀̀va ̀̀maa be la na behile be adwenle ẁ̀ nwole.

Ɔẁ̀ ke kilehilevole ne kp̀̀sa sukoavoma ne anwo zo wazowazo ẁ̀ sukulu sua ne anu amaa yeanwu ye ke sukoavo ko biala ̀̀leye bie na yeava moale m̀̀ẁ̀ ̀̀feta la yeaboa sukoavoma ekpunli ngakyile m̀̀ẁ̀ hyia moale la.

2. Menli nwio nwio gyima: Sukoavoma ne ̀̀ye adwelielile yekile ẁ̀ bodane bie m̀̀ m̀̀ẁ̀ beva m̀̀ẁ̀ le ke, ezuavole ne maandee (Ndonwo, atiakunlukpalleyele, ehulole, ǹ̀halelele, pelepelerile nee abotanenyianle), Abodeenwo nrelebe, Tekenolgyi, Yigyiniayele nee Mgbonda, Mrenyia nee Mraale atipeneyele nee tenlabelenu adenyia, anwosesebe munlilile, kpokedele, ye maanle ye nee aleabo edweke nwo.
3. Sukoavoma k̀̀s̀̀oti gyima
 - a. Nea na tie yekile ne na kilehile adweliedwemb̀̀ke m̀̀ẁ̀ ẁ̀ adwelielile ne anu la.
 - b. Fa adweliedwemb̀̀ke ne bie boka m̀̀ẁ̀ beli moa beva beli gyima ẁ̀ gymayele, gymafane nee tidweke ne anu la anwo.
 - c. Asoo tendevolema ne vale f̀̀onwohilele lile gyima ẁ̀ adwelielile ne anu h̀̀le awielee ̀̀?

Sonea Titili: Sonea gyinlabelle 2 – Ekpunli deegvadole gyimalile

Behile ke besi beto duma ẁ̀ be sua zo la na bedo ye gua. (mra 12)

- a. Behile adweliedwemb̀̀ke ne m̀̀ m̀̀ẁ̀ bebava beali gyima ne la.
- b. Behile deem̀̀ti adweliedwemb̀̀ke ne m̀̀ m̀̀ẁ̀ beva la anwo hyia na bebaboa amaa be gyimalile ne ali munli ẁ̀ tievolema ne anyunlu la.
- c. Bezuzu ke adweliedwemb̀̀ke ne m̀̀ kezi kehakyi ẁ̀ meke m̀̀ẁ̀ tievolema ne kebiza be kpuyia la anwo.
- d. Beva be gyima ne bedo sukoavoma ne amuala anyunlu.

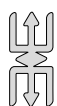
PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

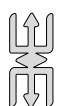
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

DAPENE 2

Ɛzukoaledes Bodane

1. *Kile ké yesi yefa mekenloa edendele sukoanya móo di munli la yedi gyima wá ngitanwolile nu la.*
2. *Dua anee ne anu adweliedwemgboké móo di munli la azo wowo adwenle wá ye maanle ye nee aleεabo adwuleso edweké nwo.*

Nufunlanle

Ɛvole 1	Dapene 3: Kile adwenle titili móo wá adwelielile móo le fónwo la anu. Ndonwo, ezuavole ne maandee (εbule, ahunyele, abotane yee móo bokεboka nwo la), nwomazukoale, mbεda εdεnele, nyambɔyia, gyima gyima móo wowo Gana, agudeεdule, Abɔdeenwo nrelebe, Tεkenɔlɔgyi, Yigyiniayele nee Mgbonda, Mrenyia nee Mraale atipeneyele, tenlabelenu adenyia nee móo εha la.
Ɛvole 2	Dapene 2 1. Kilehile edwekεkpókε “enele” anu na neenlea ye ngakyile ne mó. (Ndonwo, anwuma, aze, anwumahɔle, azerale) nee gyima móo ɔdi la. 2. Wowo adwenle wá gyima móo ene le di la anwo (Ndonwo, aneemela, edwekεmgbokε, anee ko ne ala ngakyilehanle)

MÓO GYI YÉ NYE ZO LA 1: MEKENLOA ƐDENDELE

Mekenloa Ɛdendele: Mekenloa Ɛdendele le ngitanwolile nu nyee móo maa tendεvolema biala nyia adenle tendε la; tendεvole ko biala tendε na ɔ gónwo adie. Ɛhye kile ké tendεvolema enwolo be nwo Ɛdendele nu wá meké móo adwelielile ne εlékɔ zolε la. Wá mekenloa Ɛdendele nu, tendεvole ko biala tendε wá ye meké nu, na be nzo abo Ɛdendele (ɔwá nu ké ɔta ɔkɔ zo) biala ka aze. Ɛhye boa maa adwenlehilele móo kɔ zo wá tendεvolema avinli la kɔ zo (toa zo) woladada na ɔmaa adwelielile ne di munli.

Mekenloa Ɛdendele ngyehyele: Tenlabelenu mela a kile mekenloa Ɛdendele meké dodo, ye ndoɔdoazo yee Ɛdendele ne subane wá adwelielile ne anu a. Mekenloa Ɛdendele le ngakyile wá maandee nee bodane ko biala anwo. Ɔdwo meké ne bie a, menli móo di adwelie ne la ko biala pε ɔ gónwo Ɛdendele ne azo wá meké móo ɔtεdwulale ye edweké ne la, bie móo noko fa enilile nee εbule adenle zo. Edwekεhanle bie móo móo menli fa di gyima wá meké móo bewolo tendεvole bie Ɛdendele nu wá enilile adenle zo la a le ‘mesεle wá’, anzεε ‘mekola mefa bie meboka ye ɔ?’, nee ndoazo kpuyia móo maa ndelebebo kpale la. Amaa wáaye mekenloa Ɛdendele nwo moale la, kile sukoavoma maa benwu na beva εbule bεmaa be gónwo meké wá adwelielile meké nu. Wá mekenloa Ɛdendele nu, ɔwá ké enwu menli gyene meké εdee na efa εbule εmaa be. Kilehilevole ne bahola aye neazo nyee anzεε ahile edwekεhanle nee sεkelenee Ɛdendele nyee móo ɔkile ké yedwu tendεvole bie meké móo ɔwá ké ɔtende la. Ɔwá ké besi sukoavoma ne adua na besukoa abotanenyianle nee be nwo gyeleenyε εziele wá meké móo bekende be meké εdee la. Kilehilevole ne noko bahola ava ngakyeledee móo yefa ye nye yenwu ye anzεε wate ahile móo ye meké εdwo móo ɔwá ké ɔtende la.

Deemɔti yefa Mekenloa Ɛdendele Yedi Gyima wá Adwelielile nu la: Mekenloa Ɛdendele boa tendεvolema ɔmaa besiezie be nwo na bεdi adwelie ne móo ngyegyele biala enle nu a. Ɔboa ɔmaa tendεvole ko biala nyia adenle na ɔkile ye adwenle wá adwelielile ne anu. Ɔmaa

menli fa be nwo wula adwelielile ne anu na yeangyinla eleka ko. Mekenloa edendele eza boa hyehye tenlabelenu ngitanwolile kpale wɔ tendevolema avinli na ɔmaa sukoavoma adenle ɔmaa beka be nwo bebɔ nu wɔ ebule adenle zo. Mekenloa edendele boa menli mɔɔ di adwelie ne la ɔmaa bekile adwelielile ne eleka mɔɔ be nye die nwole kpale la. Wɔ sukoavoma afoa nu, ɔwula be anwosesebe ɔmaa beye enzonle betie na bete awie mɔ edweke bo kolaa na beahile adwenle wɔ nwole. Eza ɔmaa sukoavoma nyia ngitanwolilenu sukoanyia na ɔmaa benwu meke nee ke bebazi beahile be adwenle wɔ adwelielile nu la. Mekenloa edendele boa mbɛda maa benyia tenlabelenu mɛla, mɔɔ le ke abotane, ehyle, nee atubelile wɔ ngitanwolile nu amaa be ndelebebo anyi. Eza noko ɔboa ɔsiezie adwenlenu nganeedele: bekende amaa yeadwu be nwo zo la, maa ngakula sukoa be nwo zo ehomole nee abotane mɔɔ bele ebɛlabɔle nu sukoanyia mɔɔ hyia la.

Mekenloa edendele nwo yekile: Ɔwɔ ke kilehilevolema maa sukoavoma ne mekenloa edendele edwendonwo na be nee be gɔnwɔ sukoavoma ne ye nwole yekile. (Sukoavoma bahola azu kpolera wɔ tidweke ne anwo, beanyia meke beava be kpolera ne nee nwole muale beado gua) Edwendonwo ne anwo ndonwo ene:

1. Ɔwɔ ke bɛmaa sukunwiɔ sukoavoma adenle bɛmaa befa mobale fonu beɔi gyima wɔ sukulu ɔ?
2. Ngyegyɛle mɔɔ maanlenu ehakyile le wɔ alee nee nyambɔyia banɛbɔle nwo la. (Awie biala enyia meke ehile ye adwenle nee nwole sɔbele).
3. Beyɛ wɔ ke eyɛ edwekebizebizavole wɔ adwenlenwowɔ gyimalile wɔ tidweke ehɛ anwo; ‘Bɛdua wolɔba wolɔba ninyɛne wɔ ye sukulu ne mɔ anu kekala’. Kile ke ebazi wɔayɛ ehɛ anwo yekile la. (Nzuzule bie mɔ: Nea ke menli mɔɔ wowɔ adwenle ne la si wolo be gɔnwɔ mɔ edendele nu wɔ enilile adenle zo la, ke besi bebiza ndoazo kpuyia la, yɛ saa be nee be gɔnwɔ enyɛ adwenle a mɔɔ beyɛ la, ke besi befa be adwenle beɔi gua yɛ muale mɔɔ befa bɛmaa, saa awie nee be enyɛ adwenle a.

Debiehile Ndenle

Ekpunli Gyima/Ngamɔnu debiezukoale

1. Sukoavoma ne amuala adwenle ewowɔle
 - a. Dua nvoninli zo ye mobɔnu wɔ adwenle titili nwo/fa adwenle nvoninli ye ngilehilenu wɔ anɛɛ adenle zo.
 - b. E nee sukoavoma mɔɔ bɔ be nwo mɔdenle la bie mɔ ezukoa ke besi befa mekenloa edendele beɔi gyima wɔ adwelielile nu la.
 - c. Bɛɔie adwelielile mɔɔ behɛ ye eneɛ la na belua mekenloa edendele adenle zo bewowɔ adwenle wɔ nwole.
2. Menli nwiɔ nwiɔ gyima
 - a. Belua mekenloa edendele sukoanyia mɔɔ le fɔɔnwɔ la azo na beyɛ yekile wɔ adwelielile edwendonwo mɔɔ be kilehilevole ne eɛa ɛmaa be la anwo.
 - b. Bekpɔnde egengadeɛ mɔɔ benyianle beɛvile nleka mɔɔ le ke ezuavole ne maandɛɛ (maanyeleɛ), abɔdeenwo nrelebe, tekenɔlogyi, yigyiniayeɛ, mgbondahileɛ, mrenyia nee mraale atipɛneyeɛ, tenlabelenu adenyia, anwosesebe munlilile, bɔkɔbɔkɔyeɛ, ye maanle ye nee aleeabo edweke, kpɔkedele, na bekenga, behile adwenle titili ne

mó móo wó adwelielile ne anu la na belua mekenloa edendele mela adenle zo bewowó adwenle wó nwolé.

Sonea Titili: Sonea Gyinlabele 3 – Bahole Suanu gyima

1. Eboka ekpunli móo wowó adwenle wó maandee evoyia móo bedi wó Gana la anwo.
 - a. Kile ké ebazi wóalua mekenloa edendele ngyehyelee zo wóahile wó adwenle wó adwenle ewowóle ne anu la. (mra 7)
 - b. Wowó adwenle wó ninyene nsa móo óti yefa mekenloa edendele yédi gyima wó adwelielile nu la anwo. (mra 3)
2. Kémó edawó a éle edwekebizebizavole/ebianu-tenlavole wó wó sukulu ne anu edwenwo nu la, wowó adwenle wó ndenle nnu móo ébalua zo wóamaa kpolerasuvoma ne ava mekenloa edendele ali gyima la anwo. (mra 5)

Móo Gyi Yé Nye Zo La 2: Edwéke móo yédi nwolé adwelie la bie mó

Adwuleso edwéke: Adwuleso edwéke kile tenlabelenu, maanyele, anzee ezukoa nee gualile nwo ngyegyele móo élékó zo na óhyia ké maanlema ne keli nwolé adwelie, keye nwolé ngyehyele anzee ezuavole ne kédu nwolé agyake la. Edwéke ne siezie maanlema ne adwenlehilele yéé bele arane ngyehyele adiabo, na óda ngitanwo ngakyile móo wó maanlema nee bé arane ne avinli la ali.

Tidwéke kpókyee bie mó anwo adweliedwemgbóke: Edwékemgbóke bie mó móo menli anzee gymayevoma ekpunli bie die to nu na befa bedi ngitanwo na ódi munli la.

Eyazonlé nee naneziele: Eyazonlé nee naneziele nwo nvedenvedenuyele, aleenyianlé, anzee naneziele ededele, féle gymayele, azele, eyezonléma, mra, eyamgbóle, fetelaeza, aleelile eyazonléma, eyazonlé mbulale.....

Galamese: esekaveta, nzule, nvutuke, milahyinli, nyambóyia, azele, baka, azudenle, mède, ayile.....

Nwomazukoale: debiehilele ereladane buluku, sukulu sua nu, kilehilevole, sukoavoma, mbuluku, mbia/ekponle, nwomazukoale munlilile, soneayele, egengale, adwenle/nrelebe

Adwuleso Ngitanwolile Ninyene: kómputa, deta, yimeli, bandele, waefae, belawoza, edwezieleleka, twe, sáfetewee, hadewee.....

Ezukoaledes Gyima

Duzu gyima a adweliedwemgbóke éhye mó vi nu a?

- a) edwekékpóke, edendefoa, edendesinli, éhelele sèkelenee, dumagya
- b) kye, etane, edwékelile, fòlebuale, ndenebuavolema
- c) anwoma, mgboto, asede, akalanye, nzule

Debiehilele Ndenle

Debiezukoale móo gyi ngyegyele zo

1. Baholɛ nee ekpunli gyima

Ekpunli ekpunli

- Sukoavoma ɛwowɔ adwenle wɔ nvasoɛ mɔɔ wɔ nyambɔyia ne anwobanebɔle nwo na bɛhile ndenle mɔɔ yɛdua zo a nyambɔyia ne kɛdenla ɛkɛ ne dahuu la.
- Sukoavoma ɛhɛle edwekemgbokɛ titili mɔɔ wɔ adwenle ɛwowɔle ne anu la.
- Sukoavoma ne ɛva edwekemgbokɛ titili ne mɔ ɛha edwekɛ titili mɔɔ wɔ bɛ suazo la anwo edwekɛ.
- Sukoavoma ne eza ɛva edwekɛ mɔɔ kilehilevolɛ ne ɛva ɛmaa bɛ la ɛzi ndenle ne mɔ azo bieko anzɛɛ sukoavoma mɔɔ bɔ bɛ nwo mɔdenle la ɛli adwenle ɛwowɔle ne anyunlu.

Sɔnea Titili: Sɔnea Gyinlabelɛ 3 – Ekpunli Gyima

Ye tidwɛkɛ ɛhye mɔ anu ko

Fa adweliedwemgbokɛ mɔɔ di munli la;

- neenlea kɛ ewiade koyɛle si ka Gana gualilɛ nee ye ezukoa nwo gyinlabelɛ la.
- bu mgbonda wɔ ngitanwolile mɔɔ la ɛhyia nee kpɔkɛdele guabelɛ avinli wɔ maanle maanle mɔɔ bɔ zo mɔɔ ɛlɛpele anyunluhɔle la anwo.
- kile wɔ adwulaleɛ edwekɛ wɔ ngyegyɛle mɔɔ maanlenu ɛhakyilɛ lɛ ye wɔ Gana ɛyazonlɛ nee nanezielɛ nwo la na kile ngyehyɛle mɔɔ bɛfa bɛgua adenle nu a ɔbazo ngyegyɛle ɛhye anloa la.

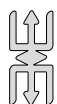
PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

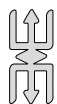
3. Plan the week's key assessment with your app

- 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

- 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

- 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

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.

Ngyenu 1 Ne Mobonu

Ngyenu ehye ewowɔ adwenle wɔ adweliedwemgbókè mɔɔ di munli na yefa yedi adwelie la, mekenloa edendele yee edweke mɔɔ yedi nwole adwelie la anwo adweliedwemgbókè nwo. Sukoavoma ne enwu adweliedwemgbókè ngilehielenu nee ye ngakyile ne mɔ. Yewowɔ adwenle wɔ adweliedwemgbókè mɔɔ di munli na yefa yedi ngitanwo la anwo. Eza bezukoa mekenloa edendele ngyehyelee ne yee deemɔti mekenloa edendele anwo hyia wɔ ngitanwolile/adwelielile nu la. Sukoavoma ne enwu edweke mɔɔ yedi nwole adwelie la yee kɛ besi befa mekenloa edendele ngyehyelee beka nwole edweke la na ɔlua zo be nee be gɔnwo mɔ ezukoa kɛ besi befa mekenloa edendele bedi dahuu adwelie la amaa be edendele adoa zo woladada. Yele anyelazo kɛ, sukoavoma ne kaho ngyenu ehye anu awie la, bebava mekenloa edendele ngyehyelee beali gyima wɔ meke mɔɔ bewowɔ adwenle wɔ adwelie bie anwo la. Bebania adwenle nee nrelebe ndenle mɔɔ bebalua zo beanya edwekemgbókè mɔɔ maa ndelebebo, bebanwu eweene mɔɔ la edwekemgbókè ndelebebo avinli na beava edwekemgbókè mɔɔ le fɔnwo la beali adwelie mɔɔ di munli la.

SONEA TITILI NE MỌ ANWO MRA ẸMAANLE(ẸMAAKELE) NGYEHYELEẸ

DAPENE 1

Ndenle mọọ ẹbalua zo wọamaa deeguadole ne anwo mra ne la

Sukonyia	Ọdi munli kpale (mra 4)	Ọdi munli (mra 3)	Ọsọ enyele (mra 2)	Ọhyia moale (era 1)
Deeguadole ne (nuninyene nee adwenle ẹzieziele)	Deeguadole ne nuninyene ne kile dumadonle nee ndenle mọọ ẹdua zo bẹto duma la anwo adwenle ẹwowa le mọọ di munli la. Nvedenvedenu ne le mọọ le dasele nee nchale edwẹke a. Nuninyene ne le fọnwọ, ọdọdọa zo yee ọ nye la ẹke. Debie biala mọọ anwo hyia la wọ nu.	Deeguadole ne nuninyene ne kile dumadonle ndenle ne ndelebebo mọọ di munli la. Nuninyene ne dọnwọ ne ala le fọnwọ yee ọdi ngyehyelezo. Ọle ninyene bie mọ mọ kile adwenle ngakyile a yee ngitanwolile ne bie enle ngyinlazo. Ninyene mọọ anwo hyia la wọ nuhua.	Deeguadole ne nuninyene mumua ne kile dumadonle ne ndelebebo. Nvedenvedenu ne dasele/nchale edwẹke ne mọ mọ boad edwẹkehanle ne mọ la anzo. Nuninyene ne engile fọnwọ kpale, ọkile adwenle ngakyile, ngilehilenu mọọ enli munli yee/anzee ọ nye enla ẹke.	Deeguadole ne engile dumadonle nwo ndelebebo. Dasele biala enle nu mọ kile ke dumadonle nwo adweliedwemgboké wọ nu a. Ndelebebo enle nuninyene ne anu yee/anzee ninyene dọnwọ wọ nu mọ enle fọnwọ a. Ninyene mọọ anwo hyia la enle nuhua yee ngyehyele ne le basabasa a.
Deeguadole (Ẹzieziele)	Bezizie gyima ne anu ninyene mọọ yefa ye nye yenwu be la gyeleenyee, ọle kenlema yee nuhua ndetenu ne di munli, ninyene mọọ yefa ye nye yenwu be yee ngelehele ngyiky wọ ye fọa nee fọa. Ọ nye ne nee nvoninli ne mọ di munli. Aneemela, ẹhelele sekelenee nee ẹsepele nvonlee ngyiky bie mọ wọ nu.	Bezizie gyima ne ndetenu ne, ninyene mọọ yefa ye nye yenwu be la le gyeleenyee yee ngelehele ngyiky wọ fọa ne bie mọ. Ọ nye ne nee nvoninli ne di munli. Aneemela, ẹhelele sekelenee nee ẹsepele nvonlee ngyiky bie mọ wọ nu.	Gyima ne le ndetenu, ninyene mọọ yefa ye nye yenwu be la nee egengadee ne le gyeleenyee noko akee ọle perepere. Ọ nye nee nvoninli ne mọ enli munli. Aneemela, ẹhelele sekelenee, ẹsepele nvonlee bie mọ wọ gyima ne anu.	Ninyene mọọ yefa ye nye yenwu be la enle ngenlema yee egengadee dọnwọ wọ nuhua tele nvoninli anzee nvoninli enle nuhua fee. Ọ nye ne le molozo. Gyima ne egua mgbata, ngitanwolile enle gyima ne anu. Aneemela, ẹhelele sekelenee nee ẹsepele nvonlee dọnwọ wọ nuhua.

Deegvadole (Bé-nloanu ed- wekehanle	Béluale bé-nloanu edwekehanle tagy- ee zo a bedole bé gyima ne kpaanu a. Ekpunli ne lile bé meké zo. (mini- ti 20). Menli móo wó ekpunli ne anu amuala lile gyima ne bie. Bé anwom- oale ne di daselé.	Béluale bé-nloanu edwekehanle tagy- ee zo a bedole bé gyima ne kpaanu a. Ngitanwolile ne le móo di munli a. Ekpunli ne bikyele meké ne móo befá bedi gyima ne la anwo. Menli móo wó ekpunli ne anu amuala lile gyima ne bie. Bé anwo- moale ne di daselé wó gyima ne foa ne bie.	Ekpunli ne ed- wekehanle ne di munli ekyii. Ngitanwolile ne enli munli kpale. Beanli bé meké ne nye anzéé meké ne bole. Ekpunli ne anu menli ne bie lile gyima delale bie mó. Bé anwo- moale ne anzi pii.	Ekpunli ne ed- wekehanle ne enli munli fee. Ngitanwolile ne enli munli kpale. Beanli bé meké ne nye anzéé meké ne bole móo bevale bemaanle bé la. Té ekpunli ne anu menli ne amuala a lile gyima ne a. Beamboa bé nwo fee zehae.
---	--	---	--	---

DAPÉNE 2

MÓO GYI YÉ NYE ZO LA 1

1. a) Amaa wáwa mekenloa edendele wáali gyima la, yé ehýe mó:

- i. Fa gyimalile ne anwo mela gua adenle nu
- ii. Fa edendele nidizo di gyima
- iii. Kpogya é sa zo fa kile móo ekulo ké éye la
- iv. Ye adengilevole móo badele adwenle éwówóle ne la
- v. Yé é nzo gyélemgbéenyé tie
- vi. Fa meké di gyima
- vii. Si menli móo di gyima ne la adua maa behile bé adwenle

Mekenloa edendele sukoanyia nsuu ne móo wó anwuma la ébobóle - mra 7

Mekenloa edendele sukoanyia ne móo anu nsia ébobóle wó ngilehilenu ne anu - mra 6

Mekenloa edendele sukoanyia ne móo anu nnu ébobóle wó ngilehilenu ne anu - mra 5

Mekenloa edendele sukoanyia ne móo anu nna ébobóle wó ngilehilenu ne anu - mra 4

Mekenloa edendele sukoanyia ne móo anu nsa ébobóle wó ngilehilenu ne anu - mra 3

Mekenloa edendele sukoanyia ne móo anu nwíwó ébobóle wó ngilehilenu ne anu - mra 2

Mekenloa edendele sukoanyia ne ko ébólé wó ngilehielenu ne anu - era 1

b) Deemóti bie móo a wó éke la:

- i. Okile ebule
- ii. Ommaa awie endende dónwo endela ó gónwo
- iii. Omaa awie biala fa ó nwo wula gyimalile ne anu
- iv. Ommaa sonla ko enva edendele meké ne amuala
- v. Omaa ndelebebo

vi. *Ómaa agónwolévalé ba menli avinli*

Deemóti ne anu nsa - mra 3

Deemóti ne anu nwíó - mra 2

Deemóti ne anu ko - era 1

Nea sukoanyia ne móó bebóbóle wó kpuyia 1a la na maa sukoanyia ne mó móó behile wó sukulu edwenwo ne anu la ko biala anwo mra.

MÓO GYI YÉ NYE ZO LA 2 (mra 16)

	Ódi munli kpale (mra 7-8)	Ódi munli (mra 5-6)	Óso enyele (mra 3-4)	Óhya moale (mra 1-2)
Nuninyene (Móó wó nu la)	Adwenlekpóké ne mó anu éhilehilele le fónwo. Edwéke agbóké ne mó anye deda éké yéé adwenlekpóké le móó anwo hyia a.	Adwenlekpóké mumua ne anu éhilehilele ne le fónwo. Edwéke agbóké mumua ne nee adwenlekpóké ne anwo hyia. Ndelebebo móó bo ko wowó nu.	Behilehile adwenlekpóké ne mó bie anu. Ódwo éleka ne bie a ndelebebo énlé edwéke ne anu yéé edwéke ne bie mó anwo éngyia wó gyima ne anu.	Édendémunli azikalé. Edwéke agbóké ne mó anye énlá éké yéé edwéke móó anwo hyia móó wó nu la le ékyi.
Edwékémgbóké nee aneéméla	Adweliedwémgbóké móó di munli na ólé fónwo la wó nu. Béva tidwéke ne anwo edwékémgbóké kpókyee dónwo béli gyima. Aneéméla nvonléé ngyikyí móó wowó nu la anzo.	Béva adweliedwémgbóké béli gyima. Béva tidwéke ne anwo edwékémgbóké kpókyee béli gyima. Aneéméla nvonléé ngyikyí wowó nu yéé ódwo méké ne bie a nvonléé ne le titili.	Ódwo méké ne bie a adweliedwémgbóké ne énlí munli. Bó módenlé ké béfa tidwéke ne anwo edwékémgbóké kpókyee béali gyima. Aneéméla nvonléé ngyikyí dónwo wowó nu yéé nvonléé titili bie mó noko wowó nu.	Adweliedwémgbóké ne mó dónwo énlí munli. Tidwéke ne anwo edwékémgbóké ne le ékyi anzéé nwolé ndonwo fee énlé nu. Aneéméla nvonléé ngyikyí nee titili dónwo wowó nu.

NGYENU 2: ALERA/ENELE EHAKYILE NDENLE

EZUKOALADEE: ADWELIELILE

Ezukoaladee Ngane: **Fɔnɔlɔgi (Alera/enele ehakyile ndenle)**

Ezukoaladee Guabele: *Fa adwenle mɔ wɔ alera/enele ehakyile ndenle ne mɔ anwo la di gyima wɔ adwelielile nu.*

Ezukoaladee Bodane Titili: Kile adwenle nee ndelebebo mɔ wɔ Nzema alera/enele ehakyile ndenle ne mɔ anwo la.

Azedinle

Maa sukoavoma ne Ekpunli Nvedenvedenu Gyima wɔ Dapene 3 ne anu na maa be meke mɔ baboa amaa beawie la. Dua ‘SS App’ ne azo twe nvedenvedenu gyima ne nee nwole ngyehyele ne noko. Owɔ ke sukoavoma ne nvedenvedenu gyima ne emaakele ne ye ndende na efa nwole guabele ne egua sukoavoma mraziele eleka ne (STP ne azo)

MUKENYE NEE NGYENU NE SIKALɔPELE

Ngyenu ehye adiabo ne gyi alera/enele ehakyile ndenle ne mɔ mɔ yewowɔ nwole adwenle wɔ ewole ne mɔ mɔ eze eho la azo. Sukoavoma ne bawowɔ adwenle wɔ alera/enele ehakyile ndenle ne mɔ anwo, bebazukoa debie beava enelekpɔke ndenle ngakyile ne mɔ anwo na beawowɔ adwenle wɔ enelekpɔke ngyehyele ndenle mɔ wɔ anee ne anu la anwo. Bieko, obaboa sukoavoma amaa be edwekemgbɔke enyianle aho ɔ nyunlu na beanwu ke edwekemgbɔke si de la. Eza alera/enele ehakyile ndenle ne mɔ boa na bekilehile alera ehakyile mela ne mɔ anu, mela ngakyile mɔ wɔ anee nwo, yee ke anee kpule ne kakyi wɔ meke nu la. Ngyenu ehye anwo engyia emmaa sukoavoma wɔ Nzema anee ne angome ezukoale nu, na emomu ngitanwolile mɔ ɔ nee ezukoaladee mɔ le ke Nrelenza, Felanze nee anee gyene gyene le la. Ngyenu ehye boa sukoavoma maa benyia adwenle molozo nee ndelebebo mɔ bamaa beava alera ehakyile ndenle ne mɔ beali gyima wɔ Nzema anee ne anu la. Yesi kilehilevole ne adua ke ɔva debiehilele ngitanwolile ngyehyele ngakyile, moale ninyene(bokame), sukoavoma mɔdenlebɔle ngakyile nwo debiehilele nee sɔneayele ngyehyele ngakyile ɔboa debiezukoale ne.

Dapene ne mɔ nee ezukoaladee bodane ne mɔ mɔ ngyenu ehye neenlea la a le:

- **Dapene 3:** Kilehile alera/enele ehakyile ndenle mɔ wɔ Nzema anee ne anu la anu. (Ndonwo, agɔnwolevalɔyele ndenle)
- **Dapene 4:** Wowɔ adwenle wɔ alera/enele ehakyile ndenle mɔ wɔ Nzema anee ne anu la anwo. (enelekpɔke ngyehyele ndenle)

DEBIEHILELE NDENLE NE SIKALEPELE

Debiehilele ndenle ne mɔ mɔ di gyima wɔ ngyenu ehye anu la le ndenle dɔɔnwɔ mɔ bɛdua zo bekile Nzema anee ne la. Debiezukoale mɔ gyi ngyegyeye zo la kile ndenle mɔ yɛdua ewiade-enyeezo ngyegyeye kpomgbondee zo yɛboa sukoavoma yemaa besukoa adwenlehilele nee ngyehyele bie tela ke yɛkile bɛ ke deɛ ne si de fɔɔnwɔ la. Ɔkile ndenle kpɔkyee mɔ le ke bahole debiezukoale, menli nwio nwio gyima, mɔdenlebɔle/mraale nee mrenyia mɔ eli afonla ekpunli nu eguale yɛ sukoavoma ne amuala debiezukoale/ehilele. Ndenle ehye mɔ baboa amaa sukoavoma ne anyia sukoanyia mɔ maa bɛdwenle fɔɔnwɔ, bɛnyia ngyegyeye nloa sɔbele na bɛnyia ngitanwolile sukoanyia mɔ di munli la. Eza bɛbahola bɛamaa sukoavoma adenyia mɔ kile ahualile, ngamɔnu gymayele nee menli nyunlu elile. Sukoavoma ne bazukoa ke besi bɛnyia edweke anzɛ adwenle bie la na bɛaye nwole nvefenu. Sukoavoma mɔ le ahyeledɛ la, bahola anyia gyima bieko ke kilehilevole-boavo na bɛaboa bɛ gɔnwɔ mɔ sukoavoma amaa bɛanyia ndelebebo kpale wɔ alera/enele ehakyile ndenle ne mɔ anwo. Yetu kilehilevolema fole ke, ɔwɔ ke bɛda bɛ nwo zo wɔ sukoavoma mɔ le edwekemgbɔke ebobɔle nee ɛdendɛlɛnu ngyegyeye la anwo na bɛva nrelebe adenle zo bɛnyia ngyegyeye mɔ ɛnle zo na belie bɛdo nu la anwo sɔbele.

SONEAYELE NE SIKALEPELE

Ngyenu ehye anu sukoavoma soneayele ngyehyele mgbondabule ne le mɔ kile sukoanyia enyanle, adwenle ndelebebo nee ɛdwenlenle fɔɔnwɔ a. Muale mɔ ba wazowazo la boa maa anyunluhɔle yɛ sukoavoma mumua ne munlilile kɔ zo. Soneayele ngyehyele ne dua ndenle mɔ boa maa yɛfa yɛ nye yɛdi sukoavoma ne ndelebebo mɔ bele ye wɔ ninyene mɔ bɛhile bɛ wɔ Nzema anee ne anu la anzi. Sonea gyinlabelɛ 2 ne mɔ le sukoanyia enyanle la, dua nwobiehanle azikale anzɛ bɛ-nloanu gymalile zo a bu sukoavoma ne anwo mgbonda wɔ ke besi bekilehile adwenle bie anu na bɛfa bɛdi gyima la anwo a. Sonea gyinlabelɛ 3 ne mɔ le ɛdwenlenle fɔɔnwɔ edwekemiza la, dua nwobiehanle anzɛ debie-nwo ɛzukoale adenle zo a biza sukoavoma ne ɛdwenlenle fɔɔnwɔ nee ndelebebo mɔ anu mia la anwo kpuyia wɔ alera/enele ehakyile ndenle ne mɔ anwo a. Ɔwɔ ke kilehilevolema dua ngɔzo (mekɛ mɔ bɛlesukoa debie la) nee awielee soneayele ngyehyele zo nyia sukoavo ko biala mɔdenlebɔle nwo dasele, mɔ mra nee muale boka ye guabele ne anwo la, amaa bɛ anyunluhɔle mumua ne ala ali.

Ɛzukoaledɛ Bodane	Sonea Gyinlabelɛ	Soneayele Ngyehyele nee/anzɛ ndenle
3.1.2. LI.1 Kilehile alera/enele ehakyile ndenle mɔ wɔ Nzema anee ne anu la anu. (Ndonwo; agɔnwolevaleyɛle ndenle)	2	Nwobiehanle nzinren-zinra
3.1.2. LI.2 Wowɔ adwenle wɔ alera/enele ehakyile ndenle mɔ wɔ Nzema anee ne anu la anwo. (ɛnelekpɔke ngyehyele ndenle)	3	Debie-nwo ɛzukoale

DAPENE 3

Ezukoaledes Bodane: *Wowo adwenle wo alera/enele ehakyile ndenle mo wo Nzema anee ne anu la anwo. (enelekpoke ngyehyelee ndenle)*

Nufunlanle

Evole1	Dapene 2 1. Kilehile gyima mo vawolo di wo Nzema anee ne anu la anu. (ndonwo, edwelekpoke ne molebebo, avinli nee awielee) 2. Kilehile gyima mo konsanante di wo Nzema anee ne anu la anu (ndonwo, edwelekpoke ne molebebo, avinli nee awielee).
Evole 2	Dapene 2: Wowo adwenle wo gyima mo enelee di la anwo (Ndonwo, aneemela, edwekemgbake, anee ko ne ala ngakyilehanle)

MOWO GYI YE NYE ZO LA: ALERA/ENELE EHAKYILE NDENLE (AGONWOLEVALEYELE NDENLE)

Alera/enele ehakyile ndenle abohilele: Alera/enele ehakyile ndenle le nyeele bie mo o si na tendevolema fa zo senza alera amaa edendele ne aye sikale la. Eza yekola yekile nu ke, ale mela bie mo belie bedo nu amaa anee nu edwengyeba ebobole aye sikale la. Yekola yegua alera/enele ehakyile ndenle ne mo wo agonwolevalleyele ndenle nee enelekpoke ngyehyelee ndenle abo.

Alera/enele ehakyile ndenle ngakyile

Agonwolevalleyele ndenle le alera/enele ehakyile ndenle mo alera bie asee nee o gonwo mo o nee ye tu la alera ne ye ko, na oka ke yesi yebow ye la. Adenle ehye kola maa ngakyile ba ke yesi yenwu fonime ke asee ale alofonu olua alera mo ebonyia ye la na ogyegye ye alilale ne. Adenle ehye boa kilehile ke anee enelee mela ne (fonologyi) nee mela mo wo anee nwo la yee aneenu ninyene kpule ne si kakyi wo meke bie anu la anu. Agonwolevalleyele si wo ndenle doonwo mo le ke ehye mo la azo:

Be-nloa kulukuluyele: Ehye kile adenle mo konsanante dua zo nyia mbabonle ne kulukuluyele gyinlabele bieko boka odaye mumua ne eleka mo bebaw ye la. Ehye si wo meke mo kulukuluyele vawolo mo le ke /u, o, ɔ/ anzee labiale-vela /w/, doa konsanante bie ndinli zo la. Sekelenee mo yefa yekile be-nloa kulukuluyele la a le [w]. Ndonwo, wo edwemgbake ehye mo anu, yenwu be-nloa kulukuluyele wo be ebale nu: kukue [k^wuk^wue], Koasi [k^woæsi], bote [b^wote], kokoa [k^wok^woa], nee mo eha la.

Be-nloa tetelleyele: Ehye kile adenle mo konsanante dua zo nyia etafinlimale ne avinli ekpogyale mo toa enloanle ne wo anwuma (tale ketekete) oboka odaye mumua ne eleka mo bebaw ye la. Ehye si wo meke mo etafinlimale ne ati vawolo mo le ke /i, e, ɛ/ doa konsanante ne ndinli zo la. Yefa sekelenee [j] a yesie o gyake anu a. Ndonwo mo wo anee ne anu la bie a le pe [p^jɛ], te [t^jɛ], de [d^jɛ], pia[p^jia] nee mo eha la.

Abonyiboleyle: Ehye le meke mo be-nloanu alera kakyi abonyibole wo eleka mo abonyibole konsanante wo la. Vawolo ne mo a ta kakyi abonyibole ne a, noko odwu meke ne bie a, be-nloanu konsanante noko kola kakyi abonyibole. Zohane ati, yele abonyiboleyle ngakyile

nwio, beme a le vawolo abonyiboleyeye yee konsante abonyiboleyeye. Abonyiboleyeye sekelenee ne a le [ˈ]. Ndonwo a le na [nã], nnu [nnũ], ...

Vawolo Koyele: Ehye kile alera/enele ehakyile adenle maa vawolo ne maa maa wa edwekɛkpɛke ko anu na benle subane ko la dua zo nyia subane ko wa edendele nu la. Yele vawolo koyele ngakyile, maa bie maa a le Etafinlimale ne abo ekpogyale koyele, etafinlimale ne anwumahole koyele, kulukuluyele koyele nee maa eha la. Ndonwo ɔ+di(ɔdi) kakyi [odi].

Ezukoaledde Gyima

1. Neenlea adwenle maa wa alera/enele ehakyile ndenle ne maa maa wonwu be wa anee ne anu la.
2. Kilehile alera ehakyile ndenle ehye maa anu:
 - a. Be-nloa kulukuluyele
 - b. eminlinle
 - c. Be-nloa teteleyele
3. Maa alera ehakyile ndenle ne maa wa anwuma eke ne la biala anwo ndonwo nwio.
4. Sukoa edwekɛmgbɛke ehye maa ebobɛle, wa meke maa eleye alera/enele ehakyile ndenle ne maa nzonle la.
 - a. mbɛda
 - b. ɔdi
 - c. maandee

Debiehilele Ndenle

Debiezukoale maa gyi ngyegyele zo la (bahole nee ekpunli gyima)

1. Ekpunli maa nuhua sukoavoma ne maa denlebole enze la
 - a. Ekpunli ne maa ewowa adwenle na behilehile adwenle maa wa 'alera ehakyile ndenle' ne anwo la anu na bema nwole ndonwo.
 - b. Ekpunli ne maa ewowa na behile adwenle wa agɔnwolevaleyeye ndenle maa le ke be-nloa kulukuluyele, be-nloa teteleyele, vawolo koyele, abonyiboleyeye maa wa anee ne anu la anwo.
 - c. Sukoavoma ne egua ye ekpunli ekpunli na beye nvefenu wa edwekɛmgbɛke maa ba agɔnwolevaleyeye ndenle ne maa maa bewowa nwole adwenle la ko biala abo la.
2. Menli nwio nwio gyima
 - a. Benleenlea edwekɛmgbɛke ne maa anu na behile agɔnwolevaleyeye adenle hole maa di gyima wa ko biala anu la.
Ɔwa ke kilehilevole ne maa edwekɛmgbɛke ne maa.
 - b. Beva be gyima ne bedo sukoavoma ne amuala anyunlu na bewowa adwenle wa nwole.

Ɔwɔ kɛ kilehilevole ne kpɔsa sukoavoma ne anwo zo wazowazo wɔ sukulu sua ne anu amaa yeanwu ye kɛ sukoavo ko biala elɛye bie na yeava moale mɔɔ ɔfeta la yeaboa sukoavoma ekpunli ngakyile mɔɔ hyia moale la.

Sɔnea Titili: Sɔnea Gyinlabele 2 – Nvedenvedenu Gyima

1. Kile kɛ agɔnwɔlɛvalɛyele ndenle nsa mɔɔ wɔ wɔ anɛɛ ne anu la si de, na maa ko biala anwo ndonwo nsa.
2. Kilehile nu maa yɛnwu ɛweɛne mɔɔ la nveanuyele nee ɛkpɔnele/ɛminlile avinli la na maa ko biala anwo ndonwo nsa wɔ anɛɛ ne anu.

Nvedenvedenu Tidweke Ndonwo

Wɔ wɔ sua ne azo, wɔnwu kɛ adwelielile kpale gyi edwekɛdiele nee mekenloa ɛdendɛle zo, wɔ meke mɔɔ yɛletendɛ la. Bɛgua bɛ nwo ekpunli na;

- Bɛye nvedenvedenu wɔ kɛ menli si nyia meke tendɛ wɔ meke mɔɔ bɛlɛwowɔ adwenle wɔ edweke nwo wɔ suanu anzɛɛ sukulu la anwo.
- Bɛhile subane kpale mɔɔ wɔ ɛdendɛle nee ɛdiele nwo la.
- Bɛye anwomoale na bɛye yɛkile ezinra ko mɔɔ kile kɛ menli si dua anɛɛ mɔɔ kile ɛbule nee mekenloa ɛdendɛle ndenle zo la bɛkponde ezuavole ngyɛgyɛle nwo sɔbelɛ.

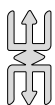
PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

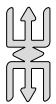
3. Plan the Student Transcript Portal (STP) Assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

DAPENE 4

Ezukoaledes Bodane: Wowo adwenle wo alera/enele ehakyile ndenle mwo wo Nzema anee ne anu la anwo. (enelekpoke ngyehyelee ndenle)

Nufunlanle

Evole 1	Dapene 2 1. Kilehile gyima mwo vawolo di wo Nzema anee ne anu la anu (ndonwo, edwekekpoke ne mōlebebo, avinli nee awielee). 2. Kilehile gyima mwo konsɔnante di wo Nzema anee ne anu la anu (ndonwo, edwekekpoke ne mōlebebo, avinli nee awielee).
Evole 2	Dapene 3 1. Kile enelee dees hole na neenlea ye ngakyile ne mwo. (Ndonwo, anwuma nee aze) 2. Wowo adwenle wo gyima mwo enelee di la anwo (Ndonwo, aneemela, edwekemgbake, anee ko ne ala ngakyilehanle)

MWO GYI YE NYE ZO LA: ALERA/ENELE EHAKYILE NDENLE (ENELEKPÖKE NGYEHYELEE NDENLE)

Alera/enele ehakyile ndenle abohilele: Alera/enele ehakyile ndenle le nyeele bie mwo asi na tendevolema fa zo senza alera amaa edendele ne aye sikale la. Eza yekola yekile nu ke, ole mela bie mwo belie bedo nu amaa anee nu edwengyebe ebale aye sikale la. Yekola yegua alera/enele ehakyile ndenle ne mwo enelekpoke ngyehyelee ndenle nee agɔnwɔlevaleyee ndenle abo. Ehye mwo ko biala le ndenle ngakyile mwo ka be nwo edweke a.

Enelekpoke ngyehyelee ndenle ne mwo: Enelekpoke ngyehyelee ndenle ne mwo a le nveanuyee, ekpɔnele/emɪnlinle, nee mwo bokeboka nwɔle la:

Ekpɔnele/emɪnlinle: Ekpɔnele/Emɪnlinle le alera ehakyile adenle mwo alera anzee edwekekpoke foa ne bie kpɔne anzee minli wo adenle bie azo amaa ye ebale aye sikale la. Adenle ehye maa edwekekpoke ebale ye sikale yee ehye si olua aneeyee ninyene ngakyile, mwo le ke edwekekpoke bie sikale ebale yee fɔnɛteke ngyehyelee mwo bo alera nwo yia la. Meke dɔɔnwo ne ala ɔta asi wo edendele mwo enli munli anzee enle fɔɔnwo la anu, mwo alera bie kpɔne la. Ekpɔnele/emɪnlinle di gyima wo edwekemgbake mwo anee le la anu yee meke mwo nyevole anee edwemgbake kewolo anee ne anu la. Eza noko ɔkola ɔye enelekpoke ngyehyelee mwo le nvonlee la boe, bɔbɔ wo meke mwo nyevole-anees edwemgbake elɛwolo anee ne anu la. ɔkola ɔkakyi edwekekpoke ndelenu na ɔgyegye mɔfeme ngyehyelee. Ekpɔnele/emɪnlinle di gyima titili wo ke yesi yete ngakyile mwo wo anee nu la abo oluake, ɔkile ke tenlabelenu nee anee ko ne ala ngakyile ehanle si fa nzenzalee ba edendele ngyehyelee nu la. Ekpɔnele/emɪnlinle kola si eleka ngakyile wo edwekekpoke nu.

- a. Wo edwekekpoke mōlebebo: ɔkola asi wo edwekekpoke ne mōlebebo. Wo eke, alera ne mwo li moa la kpɔne anzee minli. Ndonwo a le “alee elile” ye “aleelile”, “Koasi Ekyi” ye “Koasikyɪ”, “Wo sane ene” ye “Wo sane ne”, “Akuba era” ye “Akuba ra” nee mwo eha la.

- b. Wā edwēkēkpōkē avinli: Ēhye le mōw alera ne kpōne anzē minli wā edwēkēkpōkē ne avinli la. Ndonwo a le “meabia” yē “mabia”, “beali” yē “bali”, “wāanye” yē “wanye” nee mōw ēha la.
- c. Wā edwēkēkpōkē awieleē: Ēkpōnele/ēminlinle ne si wā edwēkēkpōkē ne awieleē. Ndonwo a le “baka ne” yē “baka n”, “nrenyia ne’ yē nrenyia n”, “Yeha ndane” yē “Yeha ndan” nee mōw ēha la.

Nveanuyele: Nveanuyele kile alera ēhakyile adenle mōw befā alera beboka edwēkēkpōkē nwo amaa yeaboa wā yē ēbōle nu anzē amaa edwēkēkpōkē ne anyia ēnelekpōkē ngyehyēleē fōwōwō ne la. Alera ne mōw yēfā yēboka edwēkēkpōkē ne anwo la mekē dōwōwō ne si zōhane amaa yeakpakyekpakye kōnsōnante mōwōwō mōw ēnli munli la anu na yeaboa wā edwēkēkpōkē ne ēbōle nu. (Ndonwo, “bucket” kakyi yē “bokiti”, “plate” kakyi yē “pelete”). Nveanuyele kō zo amaa yeazi kōnsōnante bie mō mōw bēndwula edwēkēkpōkē wā aneē ne anu la adenle. (Ndonwo, “ball” kakyi yē “bōlo”, “school” kakyi yē “sukulu”. Nveanuyele ndelebēbo boa maa yēyē nvefenu wā kē wāyē na yēava alera/ēnele ēhakyile ngyehyēleē ne yēali gyima anzē yēanyia adenle mōw wōmmaa edwēkēkpōkē bie ēbōle ēnyē se la. Kē mōw ēkpōnele/ēminlinle de la, zōhane ala a nveanu kola di gyima wā edwēmgbōkē ēleka biala a.

Ēzukoalēdeē Gyima

1. Kile na kilehile nu maa yēnwu ēnelekpōkē ngyehyēleē ndenle mōw edwēmgbōkē ēhye mō ēva nu la:
 - a. Bucket kakyi yē bokiti
 - b. Koasi Ekyi kakyi yē Koasikyī
 - c. beali kakyi yē bali
2. Kile ēnelekpōkē ngyehyēleē (KV, VKV nee mōw ēha la) mōw wā edwēmgbōkē ēhye mō anu la.
 - a. Konwo
 - b. ēlēnriandi
 - c. pelasililile
3. Kile ēnelekpōkē ngyehyēleē ne mō mōw wā aneē ne anu la.
4. Maa ēnelekpōkē ngyehyēleē ne mō mōw wōhile la anwo ndonwo(edwēmgbōkē)

Debiehilele Ndenle

Debiezukoale mōw gyi ngyegyēle zo la (bahole nee ekpunli gyima)

1. Ekpunli mōw nuhua sukoavoma ne mōdenlebōle ēnzē la
 - a. Bēwōwō adwenle wā alera ēhakyile ndenle mōw dua ēnelekpōkē ngyehyēleē adenle zo wā aneē ne anu la anwo.
 - b. Bēmaa ndenle ne biala anwo ndonwo nsa na befefe nu.
2. Menli nwio nwio gyima

Benleenlea edwekemgbake ne ma na behile enelekpake nyehyeele adenle hole ma di gyima wa nu la na beva bedo sukoavoma ne amuala anyunlu bema bewowa adwenle wa nwole. [sukulu, baage, aleelile, Koawoky].

Sonea titili: Gyinlabel 3 – Debie-nwo ezukoale

Edwendonwo

Wa wa sua ne azo, wonwu ke edwekemgbake(ane) bie ma ma beka la le ngakyile fi ke besi bekele be la anwo. Kponde zshane edwekemgbake ne abulanwio na fefe nu kponde alera/enele ehakyile ndenle ma beko nu la. (mra 100).

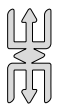
PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

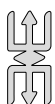
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Ngɛnu 2 Ne Mobonu

Ngɛnu ehye le ezukoaledɛe biala mɔɔ behile ye wɔ awieleɛ dapɛne nwiɔ ne anu la mobonu. Wɔ ngɛnu ehye anu, sukoavoma ne ezukoa anee ne anu alɛra/enele ehakyile ndenle bie mɔ ngilehilenu. Yezukoa agɔnwolɛvalɛyɛle yɛe eneɛkpɔke ngyehyɛleɛ ndenle ne mɔ. Yɛlua ndonwo mɔɔ fɛta la azo yɛwowɔ adwenle wɔ alɛra/enele ehakyile ndenle ngakyile ekpunli nwiɔ ne anwo. Yɛle anyelazo kɛ, sukoavoma ne kahɔ ngɛnu ehye anu awie la, bebahile adwenle nee ndelebebo mɔɔ wɔ alɛra ehakyile ndenle ngakyile ehye anwo na beagyinla adwenle ne azo beabobo edwekemgbɔke wɔ adenle fɔɔnwo ne azo na eza beagenga kɛ mɔɔ ɔfɛta la.

SONEA TITILI NE Mɔ ANWO MRA ɛMAANLE(ɛMAAKELE) NGYEHYɛLEɛ

DAPɛNE 3

1. Agɔnwolɛvalɛyɛle ndenle ne a le be-nloa kulukuluyɛle, be-nloa tɛtɛɛyɛle, abonyibɔɛyɛle nee vawolo koyɛle.

Ngilehilenu nsa biala nee nwole ndonwo nsa le mra 3

Ngilehilenu nwiɔ biala nee nwole ndonwo nwiɔ le mra 2

Ngilehilenu ko biala nee nwole ndonwo ko le era 1

2. Eweɛne titili mɔɔ la be avinli la a le:

1. Adenle: Nveanuyɛle fa alɛra boka edwekekpɔke ne yɛe ekpɔnele ne ye alɛra fi edwekekpɔke ne anu.
2. Gyima: Nveanuyɛle kakyi kɛ edwekekpɔke ne si de la yɛe ekpɔnele ne maa edwekekpɔke ne ye sikale anzɛɛ kakyi kɛ yɛsi yɛbo edwekekpɔke ne la noko akee meke dɔɔnwo ne ala ye ndelebebo ne engakyi.
3. Eleka mɔɔ ɔdi gyima la: Nveanuyɛle nee ekpɔnele di gyima wɔ anɛyɛle ndenle ngakyile nu, mɔɔ le kɛ mɔfɔlɔgyi, fɔnɔlɔgyi, anzɛɛ anɛehɛlele ngyehyɛleɛ nu (sentase)

Adwenlewowɔle nsa biala nee nwole ndonwo nsa le mra 3

Adwenlewowɔle nwiɔ biala nee nwole ndonwo nwiɔ le mra 2

Adwenlewowɔle ko biala nee nwole ndonwo ko le era 1

DAPɛNE 4

Debie-nwo ezukoale ne anwo mra ɛmaanle ngyehyɛleɛ: Agɔnwolɛvalɛyɛle mɔɔ wɔ Nzema anee ne anu la

I. Mukenye (mra 10)

1. Abobɔle nee Ngyinlazo (era 1 kɔkpula mra 3)

- a. Agɔnwɔlevaleɣele tidweke ne anwo mukenye fɔɔnwɔ.
- b. Nvasɔe mɔɔ wɔ agɔnwɔlevaleɣele zo wɔ Nzema anee ne anu la
- 2. Nvedenvedenu ne kpuyia nee Bodane ne mɔ (era 1 kɔkpula mra 4)
 - a. Nvedenvedenu kpuyia mɔɔ di munli
 - b. Debie-nwo ezukoale ne anwo bodane kpɔkyee ne mɔ
- 3. Nvedenvedenu ne anwo nvasɔe (era 1 kɔkpula 3)
 - a. Nvasɔe mɔɔ wɔ agɔnwɔlevaleɣele ndelebebo nwo wɔ anee ne anu la
 - b. Ke yesi yefa yedi gyima la anwo nzuzule anzee mɔɔ ɔfa ɔba la

II. Mbulukunu Enleenleanle (mra 15)

- 1. Tidweke ne anwo adwenlehilele (mukenye) (era 1 kɔkpula 5)
 - a. Alɛra ɛhakyile ndenle ne anwo ndelebebo
 - b. Adwenlehilele ngakyile mɔɔ di munli la alilale
- 2. Anee ne ngyinlazo (era 1 kɔkpula 5)
 - a. Adwenle mɔɔ wɔ Nzema anee ne anwo la sinlipɛle.
 - b. Agɔnwɔlevaleɣele nwo nvedenvedenu dɛba mɔɔ beye wɔ anee ne anu la.
- 3. Nfefenu mɔɔ hyia (mɔɔ anu mia) la (era 1 kɔkpula 5)
 - a. Mbuluku dɛba nu enleenleanle nwo mgbondabule
 - b. Mɔɔ ɛminli nu la alilale anzee mɔɔ bekola beye nwole nvedenvedenu la

III. Nvedenvedenu Adenle (mra 15)

- 1. Adwenleliele ne (era 1 kɔkpula 5)
 - a. Adwenleliele ndenle ne mɔ (ndonwo, be-nloa edondonle, enelehyele)
 - b. Deɛmɔti bevale ndenle zɔhane la
- 2. Adwenleliele ne anwo nfefenu (era 1 kɔkpula 5)
 - a. Ke adwenleliele ne anwo nfefenu ndenle ne si de la
 - b. Nvedenvedenu ne anwo kpuyia ne munlilile
- 3. Nvedenvedenu ne anwo ngyegyɛle (era 1 kɔkpula 5)
 - a. Ngyegyɛle ne alilale (die to nu ke ngyegyɛle wɔ nwole)
 - b. Ngyegyɛle ne anwo moale ndenle (ndenle mɔɔ befa beɔɔ ngyegyɛle ne anloa la)

IV. Nvedenvedenu ne guabele nee nwole adwenlenwowɔ (mra 25)

- 1. Gyimalile guabele ne alilale (mra 15)
 - a. Gyimalile mumua ne kpaanudole
 - b. Ndonwo anzee ngilenunvoninli mɔɔ di munli wɔ gyimalile ne anwo la
- 2. Nfefenuyɛle nee Ngilehilenu (mra10)

- a. Agɔnwɔlɛvɛɔyɛɛ ndenle ne anwo nvefenuyɛɛ dɔɔnwɔ.
- b. Guabelɛ ne anwo ngilehilenu mɔɔ gyi mbulukɔ deba nu ɛnleenleanɛ zo la.

3. Nvasɔɛ/ngyegyeɛ (5 marks)

- a. Nvasɔɛ anzɛɛ ngyegyeɛ mɔɔ ɔɛ ye wɔ anɛɛ ɛhileɛ, ɛzukoalɛ, anzɛɛ ngyehyeɛ zo la anwo adwenle ɛwowɔɛ.

V. Adwulalɛ nee Nzuzulɛ (mra 25)

1. Guabelɛ ne sikalɛpɛɛ (mra 5)

- a. Guabelɛ titili ne sikalɛpɛɛ

2. Adwulalɛ (mra 5)

- a. Adwulalɛ mɔɔ di munli na ɔkeha nvedenvedenu ne nveyeba ne amuala ɔbobo nu la

3. Nzuzulɛ (mra10)

- a. Nzuzulɛ mɔɔ baboa kenlebie nvedenvedenu, anɛɛ ɛhileɛ, anzɛɛ ngyehyeɛ la

VI. Ngyehyeɛ, bɛ-sa anloa nee Moaleleka (mra10)

1. Adwenleziezieɛ nee ye ndoɔdoazohileɛ (mra5)

- a. Kɛ gyima ne adwenle ne mɔ ndoɔdoazo ne si de la.

2. Bɛ-sa anloa (kɛ bɛzi bɛhɛɛ ye la) (mra3)

- a. Ngilehilenu, sikalɛ, yɛɛ adwenle mɔɔ wɔ ngelɛhɛɛ ne anu la ndoɔdoazohileɛ

3. Moaleleka nee Nyialeka (mra 2)

- a. Moalɛ nleka nee ɛnyianɛ nleka ne mɔ fɔɔnwɔ ɛhɛɛɛ

NGYENU 3: TIDWEKE NEE BOAVO EDENDĚMUNLI

EZUKOALEDEE: ADWELIELILE

Ɛzukoaledes Ngane: Ɛgengale

Ɛzukoaledes Guabel: *Dua adwenle mɔɔ wɔ tidweke nee boavo edendġmunli ehilele nwo la azo kponde adwenle titili wɔ egengades nu.*

Ɛzukoaledes Bodane Titili: Kile adwenle nee ndelebebo mɔɔ wɔ tidweke edendġmunli nee boavo edendġmunli nwo wɔ Nzema egengades/adawu nu.

Azedinle

Ƴe **Sukulu Ɛvole ne Ngyenu Avinli Sonea** ne wɔ dapene 6 ne anu. Ɔwɔ ke nuninyene ne Ƴe debie mɔɔ wɔhile wɔvi dapene 1 ne kɔkpula 5 ne la. Nea **Edwekemiza Ɛkponle ne nee Sonea Kelata Ngyehyeles** ne azo maa ɔhile wɔ adenle. Ɔwɔ ke sukoavoma sonea ne emaakele ne Ƴe ndende na efa nwole guabele ne egua sukoavoma mraziele eleka ne (STP' ne azo).

MUKENYE NEE NGYENU NE SIKALEPELE

Ngyenu ehye le adwenle titili ehilele ngyenu ne mɔɔ wɔ ewole ko nee nwio ne anu la ndoazo. Wɔ ngyenu ehye anu, sukoavoma ne babobo egengades anze adwelielile nu adwenle titili ne azo. Ƴebadoo zo Ƴeawowa adwenle wɔ tidweke nee boavo edendġmunli nwo na Ƴeahile be wɔ egengades/adawu nu. Adwenle mɔɔ wɔ tidweke edendġmunli nee boavo edendġmunli ne mɔ anwo la baboa sukoavoma amaa be ehilele nee ngitanwolile sukoanyia aho ɔ nyunlu. Ɔbaboa be amaa beahile be adwenle mɔɔ to enzoni nu la wɔ adwelielile mɔɔ elekɔ zo la anu. Bieko, ɔbaboa sukoavoma ne amaa beanu eweene mɔɔ la adwenlehilele mɔɔ anwo hyia kpale kpale nee mɔɔ anwo engyia kpale la avinli - ehye baboa amaa beape adawu bie sikale na be adwelielile nu ndelebebo aho ɔ nyunlu. Ngyenu ehye anwo engyia emmaa sukoavoma ne wɔ Nzema anee ne ezukoale nu angome, na emomu, ɔbamaa beanyia ngitanwolile mɔɔ wɔ nwobiehilele ezukoaledes gyene nu la anwo. Ngyenu ne boa sukoavoma maa benyia adwenle molozo nee ndelebebo mɔɔ bamaa beava ehilele nee edendele sukoanyia beali gyima wɔ Nzema anee ne anu la. Ƴesi kilehilevole ne adua ke ɔva debiehilele ngitanwolile ngyehyeles ngakyile, moale ninyene(bokame), sukoavoma mɔdenlebole ngakyile nwo debiehilele nee soneayele ngyehyeles ngakyile ɔboa debiezukoale ne.

Dapene ne mɔ nee bodane ne mɔ mɔɔ ngyenu ehye neenlea la a le:

- **Dapene 5:** Kile tidweke nee boavo edendġmunli wɔ egengades bie anu.
- **Dapene 6:** Dua adwenle mɔɔ wɔ tidweke nee boavo edendġmunli nwo la azo kponde adwenle titili wɔ egengades nu.

DEBIEHILELE NĐENLE NE SIKALEPELE

Debiehilele ndenle ne mɔ mɔ di gyima wɔ ngyenu ehye anu la le ndenle dɔɔnwɔ mɔ bɛdua zo bɛkile Nzema anee ne la. Debiezukoale mɔ gyi ngyegyeye zo la kile ndenle mɔ yɛdua ewiade-enyeezo ngyegyeye kpomgbondee zo yɛboa sukoavoma yemaa bɛsukoa adwenlehilele nee ngyehyele bɛ tela kɛ yɛkile bɛ kɛ dɛɛ ne si de fɔɔnwɔ la. Ɔkile ndenle kpɔkyee mɔ le kɛ bahole debiezukoale, menli nwio nwio gyima, sukoavoma mɔ bɛ mɔdenlebɔle enze/mraale nee mrenyia mɔ eli afonla la ekpunli nu eguale yɛ sukoavoma ne amuala gyimalile mɔ deeguadole boka ye la. Ndenle ehye mɔ baboa amaa sukoavoma ne anyia sukoanyia mɔ maa bɛdwenle fɔɔnwɔ, benyia ngyegyeye nloa sɔbele na benyia ngitanwolile sukoanyia mɔ di munli la. Eza bɛbahola bɛamaa sukoavoma adenyia mɔ kile ahualile, ngamɔnu gymayele nee menli nyunlu elile. Sukoavoma ne bazukoa adawu egengale, adwelie ediele na bɛaye nwole nvefenu. Sukoavoma mɔ le ahyeledɛe la, bahola anyia gyima bieko kɛ kilehilevole-boavo na bɛaboa bɛ gɔnwɔ mɔ sukoavoma amaa bɛanyia ndelebebo kpale wɔ tidweke nee boavo edendɛmunli ehilele nwo na bɛava bɛali gyima. Yetu kilehilevolema fole kɛ, ɔwɔ kɛ beda bɛ nwo zo wɔ sukoavoma mɔ le edwekemgbɔke ebobɔle nee edendele nu ngyegyeye la anwo na bɛva nrelebe adenle zo benyia ngyegyeye mɔ enle zo na belie bɛdo nu la anwo sɔbele.

SONEAYELE NE SIKALEPELE

Ngyenu ehye anu sukoavoma soneayele ngyehyele mgbondabule ne le mɔ kile sukoanyia enyianle, adwenle ndelebebo nee edwenlenle fɔɔnwɔ a. Muale mɔ ba wazowazo la boa maa anyunluhɔle yɛ sukoavo mumua ne munlilile kɔ zo. Soneayele ngyehyele ne dua ndenle mɔ boa maa yɛfa ye nye yɛdi sukoavoma ne ndelebebo mɔ bɛle ye wɔ ninyene mɔ behile bɛ wɔ Nzema anee ne anu la anzi. Sonea gyinlabelɛ 2 ne mɔ le sukoanyia enyianle la, dua nwobiehanle azikale anzɛ bɛ-nloanu gyimalile zo a bu sukoavoma ne anwo mgbonda wɔ kɛ besi bɛkilehile adwenle bɛ anu na bɛfa bɛdi gyima la a. Sonea gyinlabelɛ 3 ne mɔ le edwenlenle fɔɔnwɔ la edwekemiza ne, dua nwobiehanle anzɛ edwendonwo adenle zo a biza sukoavoma ne edwenlenle fɔɔnwɔ nee ndelebebo mɔ anu mia la anwo kpuyia wɔ tidweke nee boavo edendɛmunli ne mɔ anwo a. Ɔwɔ kɛ kilehilevolema dua ngɔzo (meke mɔ bɛɛsukoa debie la) nee awielee soneayele ngyehyele zo nyia sukoavo ko biala mɔdenlebɔle nwo dasele, mɔ mra nee muale boka ye guabele ne anwo la, amaa bɛ anyunluhɔle mumua ne ala ali.

Ezukoaledɛe Bodane	Sonea Gyinlabelɛ	<i>Soneayele Ngyehyele nee/ anzɛ Ndenle</i>
Kile tidweke nee boavo edendɛmunli wɔ egengadeɛ bɛ anu.	2	Edwekebizebizale
Dua adwenle mɔ wɔ tidweke nee boavo edendɛmunli nwo la azo kpɔndɛ adwenle titili wɔ egengadeɛ bɛ anu.	3	Sukulu Eɔle Ngyenu Avinli Sonea

DAPENE 5

Ezukoaledes Bodane: *Kile tidweke nee boavo edendĚmunli wā egengades bie anu.*

Nufunlanle

Evole 1	Dapene 3 1. Dua adawu-nu hēlēdebōlē nee adawu-nu mgbōlōkabōlē zo kenga adawu mōō di munli la na yeye edwēbodele nwo edwēkēmiza mōō wā nwole la anloa. 2. Dua ngyehyeleē adenle zo wowō adwenle wā adawu-nu mgbōlōkabōlē nwo (ndonwo, ēfa ē nye anzēē ē sa wākpōla nu, edwēkēmgbōkē anzēē edendēsini nee mōō bokeboka nwole la ēhilelē).
Evole 2	Dapene 3 1. Kilehile adwenle titili ne mō mōō wā adwelielile nu la. 2. Wowō adwenle wā adwenle titili ne mō mōō wā adwelielile nu la anwo.

MŌŌ GYI YĚ NYE ZO LA: **TIDWEKE NEE BOAVO EDENDĚMUNLI**

Tidweke EdendĚmunli abohilele: Tidweke edendĚmunli le edendĚmunli mōō da edendĚkpunli ne mōō kile tidweke ko ne mōō le edendĚkpunli ne anu adwenle titili ne ali la. Ōwō kē tidweke edendĚmunli ne yē sikalē noko akee ōda adwenle titili ne ali, na eza ōka adwenlekpōkē ne mōō kēlēvo ne kulo kē ōkēlē ōfa bodane zōhane ne anwo la edwēkē. Ōwō kē ōda ali wā alimoa edendĚmunli ne anu anzēē ōbikye yē wā edendĚkpunli ne anu. Mōō doa yē bieko la a le kē, ōwō kē ō nee adawu ne anzēē nwobiehanlē ne anu tidweke mumua ne nyia ngitanwo amaa nvasōē ara zolē. Tidweke edendĚmunli anwo ndonwo mōō wā tidweke ēhye, “sukunwio ewiele” anwo la bahola aye, “Sukunwio ewiele anwo le nvasōē ngakyile dōōnwo”.

Boavo edendĚmunli abohilele:

Boavo edendĚmunli mōō wā edendĚkpunli nu la kilehile adwenle titili ne mōō tidweke edendĚmunli ne da yē ali la anu. Boavo edendĚmunli kola yē mōō le titili anzēē ekyi a. Boavo edendĚmunli ne mōō wā edendĚkpunli nu la bahilehile tidweke edendĚmunli ne anu. Boavo edendĚmunli le edendĚmunli mōō dua dasele nee nōhale edwēkē zo ka edwēkē dōōnwo mōō boa adwenle titili ne la. Boavo edendĚmunli maa kengavole nyia edwēkē dōōnwo mōō maa ōte adwenle titili ne abo a, anzēē ōle dasele mōō kile dēēmōti edwēkēhanlē ne le nōhale anzēē fōōnwo la. Ebahola wōanwu boavo edendĚmunli ne wā edendĚkpunli avinli - ōdoa tidweke edendĚmunli ne, yēē ōba kolaa na adwulaleē edendĚmunli ne ara anzēē edendĚkpunli fofolē abo ō bo. Ōwō kē ōta ōyē edendĚmunli nwio (2) mōō kōkpula nna (4) wā edendĚkpunli nu yēē ōwō kē ōtoōdoa zo na eza ōmbō tidweke anzēē adwenle fofolē bo.

Saa ēlēboa sukoavoma wōamaa beahele boavo edendĚmunli a, tinli nvasōē mōō wā ngitanwo fōōnwo mōō wā boavo edendĚmunli ko biala yēē tidweke edendĚmunli ne avinli la azo. Edwēkēmgbōkē anzēē edendēsini mōō yēfa yēbō edendĚkpunli anzēē edendĚmunli bo la bahola amaa ngitanwo ēhye mō anye ala ēkē. Si sukoavoma ne adua maa bēva edwēkē mōō anwo hyia la angome bēboka yē na bēdwenle kē kengavole ne bazi ade ō bo la anwo. Ōwō kē boavo adwenle biala yē ngyinlazo maa fofolē, na edendĚmunli ko biala boa maa edendĚkpunli mumua ne ēhelele di munli.

Adwenle titili ēhye anwo boavo edendĚmunli ndonwo: *Yigyine mōō fa nwole anwosesebe yē gyima la a maa adwuleso ahale anwosesebe maa betu a.*

Boavo edendĚmunli ehye mɔ bahola aye ngyinlazo ahilehile adwenlekpɔke ehye anu ahile kengavolema:

1. Yigyine mɔ fa nwole anwosesebe ye gyima la yela patulo maa kale nyia anwosesebe tu ɔ bo.
2. Yigyine mɔ fa nwole anwosesebe ye gyima la lile ekpɔnwɔ agyake anu ɔluake be nwo ye se kpale yee be ezieziele enye se.
3. Yigyine mɔ fa nwole anwosesebe ye gyima la maa adendule ye nde, eza ɔmaa ye nwo tɔ ye wɔ ye ahale nu anzondwole nu.

EdendĚmunli ehye mɔ ko biala boa adwenle titili ne na bɛmaa kengavo ne edweke anzee adenle bɛmaa ɔte adwenle mɔ kele vole ne le la abo. Kele vole bie bahola ava boavo edendĚmunli nsa ne anu ko biala ali gyima. Boavo edendĚmunli mɔ di munli la evale gyi mɔ kele vole ne kpɔnde ke ɔda ye ali wɔ edendĚkpunli ne anu la azo.

Tidweke nee boavo edendĚmunli ehilele wɔ egengadee nu: Amaa wɔahile tidweke nee boavo edendĚmunli wɔ egengadee nu la, gyinla ko biala subane mɔ ɔda ye ali wɔ adawu ne anu la azo.

Ezukoaledɛe Gyima

1. Kilehile nu maa yenwu eweene mɔ la tidweke edendĚmunli nee boavo edendĚmunli avinli la.
2. (a) Kenga boavo adwenlehilele ne mɔ wɔ edendĚkpunli ne mɔ wɔ aze eke anu la amuala na dwenledwenle adwenlekpɔke ne mɔ bewowɔ adwenle wɔ nwole la anwo.
(b) Kele edendĚkpunli ne mɔ wɔ aze eke la anwo tidweke edendĚmunli.

Saa me adwenle kɔ evole 1990 ne anu a, mekakyɛ anyeliɛ yekile mɔ enee kɔ zo wɔ tiivi zo la. Wɔ evole 1990 ne anu, me nye liele Akane nwɔhoa mɔ enee kɔ zo wɔ GTV Mole nɔzo biala la anwo. Mengulole ke enee Adadzewa si di ye gyima mɔ bekeva bekwula ɔ sa la. Medie medi ke, awie biala mɔ nleanle bie zɔhane meke ne anu la noko anye liele ɔ nwo. Gyima mɔ Adadzewa lile la ye le azibenwo na ɔmaanle ezinzele dɔɔnwɔ rale nwɔhoa ne anu. Mekakyɛ nyelee nee nzideɛ mɔ Adadzewa yee nwɔhoativoma gyene mɔ lile nwɔhoa ne bie la ye le la amuala. Ɔye me nyane ke ene Akane nwɔhoa ne duma eminli, noko akee enee ɔboka Gana tiivi yekile mɔ liele duma wɔ zɔhane meke ne anu la anwo.

3. Kilehile nu maa yenwu deemɔti ehelele zɔhane tidweke edendĚmunli ne la.

Debiehilele Ndenle

Debiezukoale nwo edendele ndenle

1. Sukoavoma ne amuala adwenlenwowɔ

Wowɔ adwenle wɔ tidweke nee boavo edendĚmunli nwo.

2. Ekpunli mɔ nuhua sukoavoma ne mɔdenlebole enze la
 - a. Kenga egengadee mɔ ka bodane ehye mɔ anu biala anwo edweke la; maanyeele, tekenɔlgyi, ayileyele, adendule, nee mɔ eha la.
 - b. Kile tidweke edendĚmunli mɔ wɔ egengadee ne anu la.

- c. Kilehile boavo edendĚmunli ne mɔ mɔ wɔ egengadee ne anu la.
- d. Fa to sukoavoma ne amuala anyunlu maa bɛwowɔ adwenle wɔ nwole.

Ɔwɔ ke kilehilevole ne kpɔsakpɔsa sukoavoma ne anwo zo wazowazo wɔ sukulu sua ne anu amaa yeanwu ye ke sukoavo ko biala elɛye bie na yeava moale mɔ ɔfeta la yeaboa sukoavoma ekpunli ngakyile mɔ hyia moale la. Eza fa moale bieko boa sukoavoma mɔ le bɔtɔvole anzee le nwonanenu sinlidɔle bie la, bɔbɔ bedabe mɔ beɛ edendeɛ nu ngyegyele la.

Sɔnea Titili: Sɔnea Gyinlabelɛ 3 – Edwɛkɛbizebizale

1. Kenga adawu ne mɔ wɔ aze eke la na kile tidweke edendĚmunli nee boavo edendĚmunli ne mɔ mɔ wɔ nu la. (mra 4)

Gana azele nee nuhua nyambɔdee muala eleko ngyegyele nu ɔlua ehoayele, azule nee anwoma ezɛkyele yee maanlenu ehakyile ti. Ɔwɔ ke maanle ne tudu agyake na yebo ye ehoayele, kpɔkɛnu ninyene nee nzule nwo bane. Saa yɛdua nyelee mɔ maa ninyene tenla eke dahuu, mɔ le ke mbaka eluale, ninyene ezɛkyele adenzile nee nzule nwo baneɔle zo a, yebahola yeabɔ Gana nyambɔdee kenlema ne anwo bane yɛamaa kenlebie awolendoazo. Nyelee ekyi biala anwo hyia yee ngamɔnu agyake edule le nvasoe kpole wɔ ye nyambɔyia ne anwobaneɔle nu.

2. Boni a edwenle ke ɔle edendĚkpunli ne mɔ wɔ anwuma eke ne la nwobie ne tidweke ne a. (ɛra 1)
3. Kilehile nu maa yenwu ndenle nsa mɔ boavo edendĚmunli dua zo ka edwɛke fa tidweke edendĚmunli ne anwo la. (mra 3)
4. Kele bodane ehye anwo edendĚkpunli, ‘nwomazukoale le sanve mɔ buke boɛlile anlenke a’ na kile tidweke edendĚmunli nee boavo edendĚmunli ne mɔ mɔ wɔ edendĚkpunli ne anu la. (mra 7)

PLC Session 5

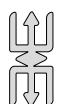
45 minutes

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.

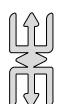
3. Plan the week's key assessment with your app

- 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
- 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.

DAPENE 6

Ezukoaledes Bodane: *Dua adwenle maa wa tidweke nee boavo edendumunli nwo la azo kponde adwenle titili wa egengades bie anu*

Nufunlanle

Evole 1	Dapene 3 1. Dua adawu-nu heledede nne adawu-nu mgbolokabole zo kenga adawu maa di munli la na yeye edwebodele nwo edwekemiza maa wa nwole la anloa. 2. Dua ngyehyele adenle zo wowo adwenle wa adawu-nu mgbolokabole nwo (ndonwo, efa e nye anze e sa wakpola nu, edwekemgbokwe anze edendesinli nee maa bokedoka nwole la ehilele).
Evole 2	Dapene 3 1. Kilehile adwenle titili ne maa maa wa adwelielile nu la. 2. Wowo adwenle wa adwenle titili ne maa maa wa adwelielile bie anu la anwo.

MAA GYI YE NYE ZO LA: TIDWEKE NEE BOAVO EDENDUMUNLI

Egengades nu adwenle titili abohilele: Adwenle titili ne a le kpoke maa edendumunli ne gyi zo la. Ode adwenle maa anwo le nvasoe kpale kpale wa tidweke ne anwo la. Amaa wawanwu adwenle titili ne la, biza e nwo kpuyia ehye: Duzu edweke a beleka beava ahenele, dee anze tidweke ne anwo a? Adwenle titili ne finde eleka ngakyile wa edendekpunli ne anu. Adwenle titili ne ta ye edendumunli, yee meke donwo ne ala ole edendumunli ne maa li moa la. Kelevole ne akee fa edendekpunli ne maa eha la boa adwenle titili ne.

Egengades nu tidweke nee boavo edendumunli ehilele: Amaa wahile egengades bie anu tidweke ne nee boavo edendumunli ne maa la, gyinla ko biala subane maa oda ye ali wa adawu ne anu la azo.

Ezukoaledes Gyima

1. Ye mobonu wa tidweke edendumunli nee boavo edendumunli ne anwo wa meke maa elokenga na wawowa adwenle wa nwole la.
2. Kilehile nu maa yenwu ninyene nsa maa owa ke enea wa meke maa elokile tidweke edendumunli wa egengades bie anu la.
3. Kilehile nu maa yenwu ninyene nsa maa owa ke enea wa meke maa elokilehile boavo edendumunli ne maa wa egengades bie anu la.

Debiehilele ndenle

1. Debiezukoale nwo edendele ndenle: Sukoavoma ne amuala adwenlenwowa:
 - a. Beye mobonu wa tidweke nee boavo edendumunli ne maa abohilele ne anwo.
 - b. Bewowa adwenle wa ngilenu maa egengades nu adwenle titili le la anwo.
2. Ekpunli maa nuhua sukoavoma ne modenlebole enze la:

- a. Bęgyinla adwenle mōō bęle ye wō tidweke nee boavo edendęmunli nwo la azo bęgenga na bęye nvefenu wō adawu ne mōō wō aze eke la anu.

Wō tetedweke nu, ninyene dōōnwo ne ala ęva nzenzaleę era Gana aneę ekpunli ngakyile edwendole nu. Aneę, nyambōyia, maandę ngakyile, maanyele, nee menli adendule mōō ęli afonla la a ęva nzenzaleę era edwene ne anu a. Aneę ekpunli ko biala kō nzenzaleę nu wō maanle ne anu nleka ngakyile. ęhye kile ke, menli mōō vi aneę ekpunli ngakyile ne mō anu la di aleę ngakyile, nyia maanlenu gyinlabelę ngakyile, na bę nee menli mōō vi aneę ekpunli ngakyile nu la nyia ngitanwolilę. Ke ekpunli ko biala dule 3 bo hōle nleka gyene ęlale 3 gōōnwo la yele ngakyile, zōhane ati menli nee nzidweke mōō vale nzenzaleę ne rale la yele ngakyile. Bieko a le ke, ekpunli ko biala anvea arane ko ne ala abo, na ęhye eza vale nzenzaleę kpole rale ke bęsi bęto bę edwene la anu. ęhye mōō nee ninyene mōō ęha la a ęva nzenzaleę era Gana edwene maandę ne anu a.

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

- b. Będo ye gua bęmaa bęwowō adwenle wō nwole.

Sōnea Titili: Sōnea Gyinlabelę 3 – Sukulu Gyima

1. Kenga ęgengadeę ne mōō wō aze eke la na kile nuhua adwenle titili ne mō. (mra 2)

Edendękpunli mōō bęziezie ye fōōnwo la ka edweke fa adwenle ko kye anwo, mōō edendęmunli mōō bęfele ye tidweke edendęmunli a da ye ali la. Tidweke edendęmunli di gyima dōōnwo: 3ka edweke 3boa nwobie ne edwekehanle ne; 3keha edendękpunli ne anu nuninyene ne 3bobo nu na 3kile ke edendęmunli ne mō bazi adodōa zole la; yeę 3kile kengavole ne bodane mōō bębawowō adwenle wō nwole la nee ke edendękpunli ne bawowō adwenle wō nwole la. Kengavolema ta nea edendęmunli ekyi mōō li moa wō edendękpunli ne anu la fa kile bodane ne yeę adenle mōō edendękpunli ne lua zo la. Zōhane ati a meke dōōnwo ne ala 3hyia ke tidweke edendęmunli bara edendękpunli ne mōlebebo la. Noko akee, 3dwo meke ne bie a, 3hyia ke edendęmunli gyene ba kolaa na tidweke edendęmunli ne adoa zole —ndonwo a le edendęmunli mōō ka edendękpunli ęba nee fofole mōō doa ye bō nu la, anzęę mōō maa mōlebebo ngilehilenu la.

Đwō ke edendękpunli dōōnwo ne ala nyia tidweke edendęmunli edeę, noko yele meke bie mō mōō edendękpunli ębangyia tidweke edendęmunli nwo a. Ndonwo, ębahola wōaye tidweke edendęmunli wōavi edendękpunli mōō tu nzidweke mōō dōōdōa zole la anwo kolakola ne anu, saa edendękpunli ne ęlekilehile adwenle mōō beli moa bęha nwole edweke (tidweke edendęmunli) wō edendękpunli mōō ęze ęhō la anu a, anzęę saa edendęmunli ne mō amuala nee nwole edweke muala mōō wō edendękpunli ne anu la kile agbōke titili a.

2. Kilehile nu maa yenwu ke ębazi wōanwu adwenle titili ne mō la. (mra 4)
3. Kilehile nu maa yenwu ke boavo edendęmunli ne mō si boa adwenle titili ne mōō wō ęgengadeę nu la. (mra 4)

Sukulu ęvole Ne Ngyenu Avinli Sōnea Ne Anwo Ngyehyeleę

Ye Sukulu ęvole Ne Ngyenu Avinli Sōnea Ne. Đwō ke nuninyene ne ye debie mōō wōhile wōvi dapene 1 ne kōkpula 5 ne la. Nea Edwekemiza ękponle ne nee Sōnea Kelata Ngyehyeleę ne azo maa 3hile wō adenle. Đwō ke sukoavoma ne sōnea ęmaakele ne ye ndende na ęfa nwole guabelę ne ęgua sukoavoma ne mrazięle ęleka ne (STP ne azo).

Sukulu Ɛvole Ne Ngyenu Avinli Sonea Ne Anwo Ngyehyelee

Ngyenu A : Edwekemiza maa benea nu beye ye nyelebenloa ne ma anu ko la - Edwekemiza 20

Ngyenu B : Adawu – Edwekemiza 1

Ngyenu C : Nwobiehanle Edwekemiza– Edwekemiza 1

Ngyenu A nee B ne anwo edwekemiza ehelele ngyehyelee ekponle ne.

Dapene	Maa gyi ye nye zo la	Edwekemiza hole	Sonea Gynla-bele				Dodo
			1	2	3	4	
1	Adweliedwemgbake foonwo maa yefa yedi adwelie la	Edwekemiza maa benea nu beye ye nyelebenloa ne ma anu ko la	2	1	-		3
		Nwobiehanle	-	-	1		1
2	Mekenloa Edendele Edweke maa yedi nwole adwelie la bie ma	Edwekemiza maa benea nu beye ye nyel-elebenloa ne ma anu ko la	1	2	2		5
		Nwobiehanle	-	-	-		
3	Alera/enele ehakyile ndenle (Agonwolenaleyele ndenle)	Edwekemiza maa benea nu beye ye nyelebenloa ne ma anu ko la	-	2	1		3
		Nwobiehanle	-	-	-		
4	Alera/enele ehakyile ndenle (Enelakpake ngyehyelee ndenle)	Edwekemiza maa benea nu beye ye nyelebenloa ne ma anu ko la	3	1	1		5
		Nwobiehanle					
5	Tidweke nee boavo edendemunli	Edwekemiza maa benea nu beye ye nyelebenloa ne ma anu ko la		2	2		4
		Adawu			1		1
		Dodo	6	8	8		22

PLC Session 6

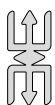
45 minutes

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

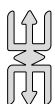
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the Student Transcript Portal (STP) Assessment with your app
- 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.

Ngyenu 3 Ne Mobonu

Ngyenu ehye wowɔle adwenle wɔ tidweke edendɛmunli nee boavo edendɛmunli anwo. Wɔ ngyenu ehye anu, yezukoa ke tidweke edendɛmunli nee boavo edendɛmunli si de la, be subane nee ke yebazi yɛanwu be wɔ adawu nu la, bɔbɔ ke yɛsi yɛkele be la. Yɛgyinla adwenle mɔ wɔ edendɛkpunli nwo la azo yɛhile tidweke edendɛmunli nee boavo edendɛmunli. Yɛle anyelazo ke, sukoavoma ne kahɔ ngyenu ehye anu awie la, bebɔgyinla adwenle nee ndelebebo mɔ wɔ tidweke nee boavo edendɛmunli nwo la azo beahile adwenle titili mɔ wɔ ɛgengadeɛ bie anu la. Eza be ehelele, edendɛle, ɛgengale nee edwenlenle sukoanyia ne baho ɔ nyunlu.

SONEA TITILI NE MƆ ANWO MRA EMAANLE(EMAAKELE) NGYEHYELE

DAPENE 5

Nyelebenloa ne mƆ

1. Tidweke edendumunli ne a le

- a) ‘Gana azele nee nuhua nyambodee muala eleko ngyegyele nu olua ehoayele, azule nee anwoma ezekele yee maanlenu ehakyile ti’- era 1

Boavo edendumunli ne mƆ a le

- a. Ɔwo ke maanle ne tudu agyake na yebo ye ehoayele, kpokenu ninyene nee nzule nwo bane.
- b. Saa yedua nyele mƆ maa ninyene tenla eke dahuu, mƆ le ke mbaka eluale, ninyene ezekele adenzile nee nzule nwo banebole zo a, yebahola yeabo Gana nyambodee kenlema ne anwo bane yeamaa kenlebie awolendoazo.
- c. Nyele ekyi biala anwo hyia yee ngamɔnu agyakedule le nvasoe kpole wo ye nyambɔyia ne anwobanebole nu.

Boavo edendumunli ko biala le era 1

2. Adawu ne anu tidweke ne a le

‘Gana nyambɔyia anwobanebole’ - era 1(Tidweke biala mƆ bikye adawu ne la - 1/2)

3. Boavo edendumunli ne mƆ boa kilehile tidweke edendumunli ne anu wo ndenle ehye mƆ azo:

- a. Ɔmaa tidweke ne nyia dasele
- b. Ɔmaa ngilehilenu nee ndelenu dɔɔnwo
- c. Ɔkile ngitanwolile
- d. Ɔmaa kpolerazule nyia ngyinlazo
- e. Ɔmaa ndelebebo
- f. Ɔkile nɔhale

ko biala le era 1.

MƆ wo anwuma ne la anu nsa - mra 3

MƆ wo anwuma ne la anu nwio - mra 2

MƆ wo anwuma ne la anu ko- era 1

4. Edendekpunli boka tidweke nee boavo edendumunli anwo ndonwo a wo eke la

Nwomazukoale le sanve mƆ buke dasanli nee maanle ninyemgbale mƆ vea la. (Tidweke edendumunli)

Wo Gana, nwomazukoale maa menli nwu nrelebe, nyia sukoanyia nee adwenle mƆ anu mia na ehye maa beboa maanle ne wo anyunluhole nu. Saa ezukoa ko nwomazukoale nu a, Ganama bahola azi ehyia adenle, tenlabelenu gyinlabel bakpogya na beaziezie kenlebie kpale beamaa

bē nwo nee bē azua ne mō. Nwomazukoals le adenyia kpole maa dasanli enyinlē nee maanle anyunluhōlē. (Boavo edendēmunli ne mō)

Okile tidweke edendēmunli ne a - era1

Okile boavo edendēmunli ne mō a - mra 3

Maa mra ko mōw kōkpula nsa la wō bē-sa anloa ne, aneemēla nee edwekemgbōke nwo.

Mra 3 – Edwekemgbōke ngakyile dōonwo, adweliedwemgbōke mōw di munli, aneemēla nvonles ngyikyī.

Mra 2 – Edwekemgbōke ngakyile bie mō, adweliedwemgbōke mōw di munli, aneemēla nvonles ngyikyī bie mō yēē titili ekyī.

era 1 – Nzizohilelē, adweliedwemgbōke ne enda enli munli, nvonles ngyikyī/tiili dōonwo

DAPENE 6

1. Adwenle titili ne mō a le

a) Edendēkpunli mōw beziezie ye fōonwo la ta boa adwenle titili ko kye.

b) Tidweke edendēmunli anwo hyia wō edendēkpunli biala anu.

a. Adwenle titili ne mō ehilelē - ko biala le era 1 = mra 2

2. Bēgyinla ehye mō azo a bekile egengadeē nu adwenle titili a: Duma (tidweke) ne egengale, tidweke edendēmunli ne ehilelē/enwunlē, edweke mōw bezi zo la ekpondelē, edwekemgbōke nee edendesinli ehilelē yēē egengadeē ne sikalepēlē. mra 4

a. Omaa sukoanyia nna ne amuala a - mra 4

b. Omaa sukoanyia ne anu nsa a - mra 3

c. Omaa sukoanyia ne anu nwio a - mra 2

d. Omaa sukoanyia ne anu ko a - era1

3. Boavo edendēmunli di gyima ehye mō: omaa dasele, ngilehilenu nee ndelenu, omaa kpolerazule ne nyia ngyinlazo, okile ngitanwolilē mra 4

a. Saa agbōke nna ne amuala finde ngilehilenu ne anu a, maa mra 4.

b. Saa agbōke ne anu nsa finde ngilehilenu ne anu a, maa mra 3.

c. Saa agbōke ne anu nwio finde ngilehilenu ne anu a, maa mra 2.

d. Saa agbōke ne anu ko finde ngilehilenu ne anu a, maa era 1.

NGYENU 4: NDENLE MƆƆ YEDUA ZO YENYIA EDWEKEMGBƆKE FOFOLƆ LA

ƐZUKOALƐDEƐ: ANEE NEE YE GYIMALILƆ

ƐzukoalƐdeƐ Ngane: **Mɛla mɔɔ bɛdua zo bɛkɛlɛ Nzema anee ne la**

ƐzukoalƐdeƐ Guabelɛ: *Dua adwenle mɔɔ wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔke la azo nyia edwekemgbɔke fofolɛ.*

ƐzukoalƐdeƐ Bodane Titili: Kile ndelebebo mɔɔ wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔke wɔ Nzema anee ne anu la anwo.

MUKENYE NEE NGYENU NE SIKALƐPƐLƆ

Ngyenu ɛhye buke ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔke wɔ Nzema anee ne anu la anye kile sukoavoma ne. Mɔɔ li moa, bebazukoa kɛ edwekekpɔke ɛnyianlɛ si de la yɛɛ nvasoe mɔɔ wɔ edwekekpɔke ɛnyianlɛ zo wɔ Nzema anee ne ɛzukoale nu la. Eza bebazukoa ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔke wɔ Nzema anee ne anu la bie mɔ. Adwenle ɛhye baboa sukoavoma amaa ɛɛnwu edwekemgbɔke mɔɔ benze bɛ la ndɛndɛ na ɛɛhile Gana anee hole mɔɔ zɔhane edwekemgbɔke ne mɔ vi nu la.

Dapene ne mɔ nee bodane ne mɔ mɔɔ ngyenu ɛhye neenlea la a le:

- **Dapene 7:** Wowɔ adwenle wɔ ndenle ngakyile mɔɔ yɛdua zo yɛnyia edwekemgbɔke fofolɛ la anwo (nyeɔlɛ-aneɛyɛlɛ, edwenzizoyɛlɛ, edwɛfofolɛyɛlɛ nee mɔɔ ɛha la)
- **Dapene 8:** Dua ndenle ngakyile mɔɔ yɛdua zo yɛnyia edwekemgbɔke fofolɛ la azo nyia edwekemgbɔke fofolɛ.

DEBIEHILELƆ NDENLE NE SIKALƐPƐLƆ

Yɛ nye la kɛ kilehilevolɛma balua debiezukoale mɔɔ gyi ngyegyele zo la, ekpunli gyima yɛɛ sukoavoma ne amuala gyimalilɛ zo a bahile ɛzukoalƐdeƐ ngane ɛhye a. Debiehilelɛ adenle bieko mɔɔ ɔwɔ kɛ kilehilevolɛma dua zo la a le mɔɔ begyinla mɔɔ awie kɛha la azo la. Wɔ ɛke, ɔwɔ kɛ sukoavoma nyia adenle ka bɛ gɔnwɔ mɔ nyelebenloa anzɛɛ adwenlehilelɛ ne anwo bie wɔ ye adenle fɔɔnwɔ zo. Ɔwɔ kɛ kilehilevolɛ ne di sukoavoma ne anyunlu maa ɛɛwowɔ adwenle wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔke fofolɛ la anwo. Ɔwɔ kɛ sukoavoma wowɔ adwenle wɔ ndenle ngakyile mɔɔ yɛdua zo yɛnyia edwekemgbɔke la anwo na ɛɛmaa nwolɛ ndonwɔ wɔ Nzema anee ne anu. Kilehilevolɛ ne bahola aboa sukoavoma amaa ɛɛnwu anee ne anu ngyehyɛlɛ/ndenle bie mɔ. Sukoavoma bahola alua ɛhye mɔ azo anyia edwekemgbɔke mɔɔ maa ndelebebo wɔ anee ne anu la na ɛɛagenga bɛ gyima ɛdeɛ nu.

SƆNEAYELE NE SIKALEPELE

Ngɛnu ehye ka dapene 7 nee 8 ne mɔ anwo edweke. Ko biala le ɔ ti anwo sɔnea titili gyinlabelɛ yɛ edwekemiza ndonwo bie mɔ. Wɔ dapene 7 ne anu, sɔnea titili ne gyi sɔnea gyinlabelɛ 2 ne mɔ maa sukoavoma gyinla ndelebebo nee adwenle mɔɔ benyia ye la azo beyeye kpuyia nloa la. Dapene 8 ne gyi sɔnea gyinlabelɛ 4 ne mɔ ɔwɔ ke sukoavoma kile adwenlenu sukoanya, adwenlebole nee ngyegyele nloa sɔbele mɔdenlebole na bekponde ngyegyele nloa sɔbele la azo.

Ezukoaledɛ Bodane	Sɔnea Gyinlabelɛ	Sɔneayele Ngyehyele nee/an-zɛ Ndenle
Wowɔ adwenle wɔ ndenle ngakyile mɔɔ yɛdua zo yenyia edwekemgbɔke fofole la anwo (nyebole-aneeyele, ed-wenzizoyele, edwefofoleyele nee mɔɔ eha la)	3	<i>Sukulu gyima</i>
Dua ndenle ngakyile mɔɔ yɛdua zo yenyia edwekemgbɔke fofole la azo nyia edwekemgbɔke.	4	<i>Gyima mɔɔ befa besie la (Pɔto-folio)</i>

DAPENE 7

Ezukoaledes Bodane: *Wowo adwenle wọ ndenle ngakyile mọọ yedua zo yenyia edwekemgbọke fofolé la anwo (nyevole-aneeyele, edwenzizoyele, edwefofolẹyele nee mọọ eha la)*

Nufunlanle

Evole 2

Dapene 5: Neenlea na kile ke besị bẹfa mgbọkye mọfeme bẹdi gyima wọ anee ne anu la.

MỌỌ GYI YÉ NYE ZO LA: NDENLE MỌỌ YEDUA ZO YENYIA EDWEKEMGBỌKE FOFOLÉ LA

Duzu a le ndenle mọọ yedua zo yenyia edwekemgbọke la? Ndenle mọọ yedua zo yenyia edwekemgbọke kile ndenle mọọ maa yenyia edwekemgbọke fofolé wọ anee nu la. Ndenle ehye mọ kile ke yesi yekakyyihakyyi anzee yefa edwemgbọke mọọ wọ anee ne anu la yebobo nu na yenyia edwemgbọke fofolé mọọ maa ndelebebo la.

Ndenle ngakyile mọọ yedua zo yenyia edwemgbọke fofolé la

- a. Aguale:** Yefa mgbọkye mọfeme yebeta edwekekpọke mọọ wọ anee ne anu la na yenyia edwekekpọke fofolé. Nzizo mọfeme a le mgbọkye mọfeme mọọ yefa yesi edwekekpọke ninli ne azo la. Nzozo mọfeme a le mgbọkye mọfeme mọọ yefa yeso edwekekpọke ninli ne azo la. Nveanu mọfeme a le mgbọkye mọfeme mọọ yefa yefea edwekekpọke ninli ne anu la yee yefa nzizo-nzozo mọfeme yesuozua edwekekpọke ndinli ko ne ala.

Ndonwo bie mọ a wọ eke la:

Mbaka (m + baka)

Kelevole (kele + vole)

Kpalẹyele (kpale + ye)

- b. Edwemnwoyele:** Yefa edwekemgbọke nwio anzee mọọ bo zohane la yebobo nu yenyia edwekekpọke fofolé.

Ndonwo

Tofea (to + fea), banekunlu (bane + kunlu), ebolosenle (eboloso + senle), nee mọọ eha la

- c. Bokanwoyele:** Yefa edwemgbọke nwio anzee mọọ bo zo la azinli azinli yebobo nu yenyia edwekekpọke fofolé.

Ndonwo

awozidweke (awozinli + edweke), Amowa (Amonle + ewale), nee mọọ eha la.

- d. Edwembeyoyele/Edwezopole:** Ehye le adenle mọọ yedua zo yepẹ edwekekpọke bie sinli na yenyia edwekekpọke fofolé la.

Ndonwo

azu (azubole), ade (adenle), nee mọọ eha la.

- e. **Edwenu-edwedebanyianle:** Yekpɔne edwekɛkpɔke eleka ne bie na yenyia edwekɛkpɔke fofole.

Ndonwo

Sinli (vi sinlipɛlɛ), kpaanu (vi kpaanudolɛ), nee mɔɔ eha la.

Nvasoɛ mɔɔ wɔ ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofole zo la

Ndenle mɔɔ yɛdua zo yenyia edwekɛkpɔke la anwo hyia ɔluake ɔmaa anɛɛ nyia edwekemgbɔke maa ninyɛne nee adwenle fofole na ɔnyi. Bɛmaa tendɛvolema nyia edwekemgbɔke fofole kilehile kɛ ninyɛne fofole, tɛkenɔlogyi nee adwenle bie si de la anu na ehye boa anɛɛ ne ehanle nee kɛ ɔsi ɔkakyihakyi la.

Ndenle mɔɔ yɛdua zo yenyia edwekɛkpɔke la abodelɛ kola maa yɛ nye die anɛɛ ngyehyɛlee nee kɛ ɔsi ɔde la anwo.

Ezukoalɛdeɛ Gyima

1. Kile adwenle mɔɔ wɔ ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofole nwo la anu.
2. Kile (yɛ) ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofole wɔ anɛɛ ne anu la na kile deɛmɔti.
3. Wowɔ adwenle wɔ nvasoɛ mɔɔ wɔ ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofole zo la anwo.

Debiehileɛ Ndenle

1. Debiezukoale mɔɔ gyi ngyɛgyɛle zo la: Sukoavoma ne amuala gyimalilɛ
 - Bɛwowɔ adwenle wɔ ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofole la anwo (nyɛvole-anɛɛyɛlɛ, nzizoyɛlɛ, edwɛfofoleyɛlɛ, nee mɔɔ eha la).
 - Bɛmaa nwole ndonwo.
 - Bɛva bɛ gyima ne bɛdo sukoavoma ne amuala anyunlu

Sɔnea Titili: Sɔnea Gyinlabelɛ 3 - Sukulu gyima

1. Kilehile nu maa yɛnwu kɛ ndenle ne mɔɔ yɛdua zo yenyia edwekemgbɔke mɔɔ wɔ aze eke la si de la. (mra 8)
 - a. nyɛvole-anɛɛyɛlɛ
 - b. edwɛnzizoyɛlɛ
 - c. edwɛfofoleyɛlɛ
 - d. mɔnwoyɛlɛ
 - e. bɔkanwoyɛlɛ
 - f. Edwenu-edwedebanyianle
 - g. edwɛzoyɛlɛ
 - h. mgbɔkyɛ mɔfɛmɛyɛlɛ

2. Dua ndonwo nnu azo, wowɔ adwenle wɔ ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofolɛ wɔ wɔ anee ne anu la anwo. (mra 5)
3. Wowɔ adwenle wɔ ninyene nsa mɔɔ ɔti ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke fofolɛ la anwo lɛ nvasoɛ wɔ wɔ anee ne anu la anwo. (mra 3)
4. Gyinla wɔ nyelebenloa ne mɔ mɔɔ wɔ edwekemiza nwiɔ nee nsa ne anwo la azo, fa ndenle mɔɔ yɛdua zo yenyia edwekemgbɔke wɔ wɔ anee ne anu la toto anee gyene edee nwo (Gana anee anzɛɛ gyene) (mra 8)

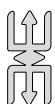
PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

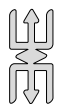
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

DAPENE 8

Ezukoaledɛɛ Bodane: *Dua ndenle ngakyile mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ fofolɛ la azo nyia edwekemgbɔɔƆƆ fofolɛ*

Nufunlanɛ

Evolɛ 2

Dapene 5: Neɛnlea na kile kɛ bɛsi bɛfa mgbɔkye mɔfeme bɛdi gyima wɔ anɛɛ ne anu la

MƆƆ GYI Yɛ NYE ZO LA: EDWEKEMGBƆƆƆ FOFOLƆ ɛNYIANLƆ

Bobɔ nuninyene mɔɔ wɔ dapene 7 ne anu la azo.

Ezukoaledɛɛ Gyima

1. Gyinla adwenle mɔɔ ɛɛ ye wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ la azo kɛɛ edwekemgbɔɔƆƆ fofolɛ – bɔ adwenle!
2. Fa edwekemgbɔɔƆƆ ne mɔ mɔɔ wɔnyia bɛ la kɛɛhɛɛ ɛdɛndɛmunli mɔɔ ndelebɛbo wɔ nu la.
3. Fa to sukoavoma ne amuala anyunlu maa bɛwowɔ adwenle wɔ nwoɛ.

Debiehileɛ Ndenle

1. Gyinla mɔɔ awie mɔ ka la azo: Sukoavoma ne amuala gyimalile:
 - Bɛhilehile adwenle wɔ ndenle ngakyile mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ la anwo.
 - Menli nwiɔ nwiɔ gyima: Bɛgyinla adwenle mɔɔ bɛnyia ye wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ la azo bɛhɛɛ edwekemgbɔɔƆƆ fofolɛ.
 - Bɛva edwekemgbɔɔƆƆ fofolɛ ne mɔ bɛdo sukoavoma ne amuala anyunlu bɛmaa bɛwowɔ nwoɛ adwenle.
 - Kilehilevole ne ɛmaa sukoavoma ne edwekemgbɔɔƆƆ na bɛgyinla adwenle mɔɔ bɛɛ ye wɔ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ la azo bɛhile/bɛha nuhua mɔɔ vi bɛ anɛɛ ne anu la.

Sɔnea Titili: Sɔnea Gyinlabelɛ 4 – Gyima mɔɔ bɛfa bɛsie la (Pɔtofolio)

Bu anɛɛyɛɛ gyima mɔɔ bɛfa bɛsie la anwo mgbonda mɔɔ kile kɛ ndenle mɔɔ yɛdua zo yɛnyia edwekemgbɔɔƆƆ la ɛzi ɛboa ɛmaa yɛnyia edwekemgbɔɔƆƆ fofolɛ wɔ wɔ anɛɛ ne anu la.

PLC Session 8

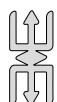
45 minutes

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

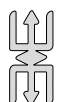
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

Ngyɛnu 4 Ne Mobɔnu

Ngyɛnu ɛhye ka ndenle mɔɔ yɛdua zo yɛnyia edwɛkɛmgbɔkɛ la anwo edwɛkɛ. Bɛhile sukoavoma ne ndenle mɔɔ yɛdua zo yɛnyia edwɛkɛmgbɔkɛ nee kɛ yɛsi yɛdua zɔhane ndenle ne azo yɛnyia edwɛkɛmgbɔkɛ wɔ Nzema anɛɛ ne anu la. ɛhye boale sukoavoma ne maanle bɛnwunle adwɛlielile nu edwɛkɛmgbɔkɛ mɔɔ ɛmboka bɛ anɛɛ ne anu edwɛkɛmgbɔkɛ nwo la. Yɛ nye la kɛ sukoavoma ne kɛde adwenle ɛhye abo na bɛamaa Nzema anɛɛ ne anu edwɛkɛmgbɔkɛ ndonwo mɔɔ vɛa ndenle mɔɔ yɛdua zo yɛnyia edwɛkɛmgbɔkɛ la ko biala abo la.

SƆNEA TITILI NE MƆ ANWO MRA ƐMAANLE(ƐMAAKELE) NGYEHYEELE

DAPƐNE 7

1. *Kile maa yenwu ke ndenle mƆƆ yedua zo yenyia edwekemgbƆke la ko biala si de la. ndonwo; nyevole-aneeyele, edwenzizoyele, edwefofoleyele, mƆnwoyele, bokanwoyele, edwenu-edwedebanyianle, edwezopele, mgbƆkye mƆfemeyele) - ko biala era 1*
2. - *Saa Ɔmaa ndonwo nnu a - mra 5*
 - *Saa Ɔmaa ndonwo nna a - mra 4*
 - *Saa Ɔmaa ndonwo nsa a - mra 3*
 - *Saa Ɔmaa ndonwo nwiƆ a - mra 2*
 - *Saa Ɔmaa ndonwo ko a- era 1*
3. *DeemƆti bie mƆ: Ɛte anee ne ngyehyele abo, aneenwo edweke ehelɛɛ, anee ehilele nee ezukoale yee edwekemgbƆke dƆƆnwo enyianle.*
 - *DeemƆti nsa anwo adwenlenwowƆ - mra 3*
 - *DeemƆti nwiƆ anwo adwenlenwowƆ - mra 2*
 - *DeemƆti ko anwo adwenlenwowƆ - era 1*
4. *Mra 7-8: Nyelebenloa mƆƆ kile adwenle mƆƆ anu mia kpale, Ɔmaa ndonwo nsa anzee mƆƆ bo la wƆ anee ko biala anwo, Ɔsuzu koyele nee eweene mƆƆ kile ke yesi yenyia nee deemƆti yenyia edwekemgbƆke yee ke ndenle ehye mƆ si ye nvasoe maa anee ne mƆ ko biala la.*
Mra 5-6: Nyelebenloa mƆƆ kile adwenle mƆƆ anu mia kpale, Ɔmaa ndonwo nwiƆ anzee mƆƆ bo la wƆ anee ko biala anwo, Ɔsuzu koyele nee eweene mƆƆ kile ke yesi yenyia nee deemƆti yenyia edwekemgbƆke yee ke ndenle ehye mƆ si ye nvasoe maa anee ne mƆ ko biala la bie mƆ.
Mra 3-4: Nyelebenloa ne maa ndonwo dƆƆnwo noko akee bie mƆ enli munli. Ɔkile koyele nee eweene mƆƆ la be avinli wƆ ke besi benyia be edwekemgbƆke ne la. Nvasoe mƆƆ yehile wƆ ndenle ne mƆ azo la le ekyi bie anzee yeangile bie fee a.
Mra 1-2: Saa nyelebenloa ne engile mƆƆ le fƆƆnwo na Ɔkile ke besi befa ndenle mƆƆ bedua zo benyiaedwekemgbƆke wƆ anee gyene nu la anwo ndelebebo ekyi bie a. Ɔmaa ndonwo mƆƆ le fƆƆnwo la wƆ Nzema anee ne anwo a.

DAPƐNE 8

Gyima mƆƆ befa besie la(pƆtofolio) mra Ɛmaanle (Ɛmaakele) ngyehyele ne anwo ndonwo

I. *Nuninyene (40)*

1. *Bole mƆƆ Ɔsonle nee ke nu si mia la (ke Ɔsi Ɔde): (15)*
 - a. *Ke gyima ne anu ninyene ne si ka tidweke ne anwo edweke Ɛ?*
 - b. *Asoo nuninyene ne kile mƆƆ maa ndelebebo na Ɔkile adwenle Ɔ?*
2. *Adwenle ezieziele nee Ngyehyele (10):*

a. Asoo beziezie gyima ne anwo edweke ne gyeleenyé yé nuhwa ninyene ne ekpondéle enye se ọ?

b. Asoo beziezie ninyene mọj wọ nu la bema bedododa zo fọnwọ ọ?

3. Adwenle nee ndelebebo (10):

a. Asoo gyima ne anwo edweke ne kile ndelebebo mọj wọ bodane ne anwo la ọ?

4. Adwenle mọj anu mia nee nvefenuyéle (5):

- Asoo gyima ne anwo edweke ne le dasele mọj kile adwenle mọj anu mia nee nwolé nvefenuyéle ọ?

II. Gyima ne kpaanudole (Deegvadole) nee Adwenlebọle (30)

1. Gyima ne kenlema nee Ye ezieziéle (15):

a. Asoo gyima ne anwo edweke ne le debie kenlema na beziezie ye boe ọ?

2. Ngelehele ne anye la éké yé ọdododa zolé (10):

a. Asoo ngelehele ne anye la éké, ọka bodane ne anwo edweke fọnwọ, yé nvonléle enle nuhwa ọ?

3. Adwenlebọle nee adwenle fofolehilele (5):

a. Asoo gyima ne anwo edweke ne kile adwenlebọle yé adwenle mọj le fofole la na ọnlé awie gyima mọj yeyé ye dẹba la ọ?

Gyima ne anwo mgbodabule (30)

1. Debiezukoale nwo mgbondabule (15):

a. Asoo gyima ne bu debiezukoale adwenle nee sukoanwu anwo mgbonda ọ?

Adenle bieko (15)

a. Meke zo elilé nee Gyima ne ehọlé (Nea gyima ne ndende ewiele yé ye ehọlé ngyehyées ne mọ azo elilé)

NGYENU 5: EDENDĚMUNLI

EZUKOALĚDEĚ: ANĚ NEE YE GYIMALILĚ

EzukoalĚdeĚ Ngane: EdwĚkĚmgbĚkĚ nee NgyehyĚlĚ

EzukoalĚdeĚ GuabelĚ: *YĚ edendĚmunli ngyehyĚnu nee edendĚmunli ngakyile ne mĚ anwo nvefenu.*

EzukoalĚdeĚ Bodane Titili: Kile adwenle nee ndelebĚbo mĚ wĚ edendĚmunli ngyehyĚnu nee edendĚmunli ngakyile ne mĚ anwo la.

MUKENYE NEE NGYENU NE SIKALĚPĚLĚ

Ngyenu ěhye buke edendĚmunli ngyehyĚlĚ ne mĚ wĚ Nzema anĚ ne anu la anye kile sukoavoma ne. BĚbayĚ edendĚmunli nvefenu wĚ ye ngyehyĚnu nwo na bĚahile edendĚmunli holĚ mĚ bĚhĚlĚ la. Adwenle ěhye baboa sukoavoma ne amaa bĚava edendĚmunli mĚ di munli la bĚali gyima wĚ dahuu adwĚlielilĚ yĚ nwobĚhanlĚ mĚ wowale la anu.

Dapene ne mĚ nee bodane ne mĚ mĚ ngyenu ěhye neenlea la a le:

- **Dapene 9:** WowĚ adwenle wĚ edendĚmunli ngyehyĚnu ngakyile ne mĚ anwo (ndonwo, edendĚsinli nee edendĚfoa)
- **Dapene 10:** WowĚ adwenle wĚ edendĚmunli ngakyile ne mĚ anwo.
- **Dapene 11:** Gyinla gyima mĚ edendĚmunli ngakyile ne mĚ di la azo na yĚ ko biala anwo nvefenu.

DEBIEHILELĚ NDENLE NE SIKALĚPĚLĚ

YĚ nye la kĚ kilehilevolĚma balua debiezukoalĚ mĚ gyi ngyegyele zo la, ěkpunli gyima yĚ sukoavoma ne amuala gyimalilĚ zo a bĚahile ězukoalĚdeĚ ngane ěhye a. WĚ bĚ ěkpunli nu, mĚ li moa, ōwĚ kĚ sukoavoma ne kĚlĚhĚlĚ edendĚmunli, na bĚfefe nu bĚkile ko biala ngyehyĚnu ne. ěkpunli ne mĚ bava ado sukoavoma ne amuala anyunlu amaa bĚawowĚ adwenle wĚ nwolĚ. Sukoavo ko biala noko bahĚlĚhĚlĚ edendĚmunli na bĚahyehyĚ nu. Sukoavo ne noko bava ado sukoavoma ne amuala anyunlu na bĚawowĚ adwenle wĚ nwolĚ. ōwĚ kĚ kilehilevolĚ ne si sukoavoma ne adua maa bĚdie ko biala ngilehilenu ne beto nu na bĚbiza nwolĚ kpuyia bĚdie ngilehilenu.

SĚNEAYĚLĚ NE SIKALĚPĚLĚ

Ngyenu ěhye ka dapene 9, 10 nee 11 ne mĚ anwo edwĚkĚ. Ko biala lĚ ō ti anwo sĚnea titili. Dapene 9 ne sĚnea titili ne gyi sĚnea gyinlabele 2 ne azo, dapene 10 sĚnea ne gyi sĚnea gyinlabele 4 ne azo yĚ dapene 11 ne gyi sĚnea gyinlabele 3 ne azo. SĚnea gyinlabele ěhye mĚ maa sukoavoma ne kile adwenlenu sukoanyia, adwenlebĚlĚ nee ngyegyele nloa sĚbele

mɔdenlebɔle molozo. Ɔwɔ ke eza beda edwenlenle mɔɔ kɔ moa, ngyegyele kpomgbondee nloa sɔbele yee adwenle gyegye nwo sukoanyia ali.

Ezukoaledɛɛ Bodane	<i>Sɔnea Gyinlabelɛ</i>	<i>Sɔneayɛle Ngyehyɛleɛ nee/ anzɛɛ Ndenle</i>
Wowɔ adwenle wɔ edendumunli ngyehyɛnu ngakyile ne mɔ anwo (ndonwo, edendɛsinli nee edendɛfoa)	2	<i>Sukulu gyima</i>
Wowɔ adwenle wɔ edendumunli ngakyile ne mɔ anwo.	4	<i>Sukulu gyima</i>
Gyinla gyima mɔɔ edendumunli ngakyile ne mɔ di la azo na yɛ ko biala anwo nvefenu.	3	<i>Suanu gyima</i>

DAPENE 9

Ezukoaledes Bodane: *Wowo adwenle wo edendemunli ngyehyenu ngakyile ne mo anwo (ndonwo, edendesinli nee edendefoa)*

Nufunlanle

Evole 1	Dapene 10: Dua mela mo wo duma nee dumagya ehetele nwo la azo kehelele edendemunli.
Evole 2	Dapene 6: Dua monukpoke ngakyile ne mo azo kehelele edendemunli.

MOO GYI YE NYE ZO LA: EDENDEMUNLI NE NEE YE NGYEHYENU

Edendemunli: Edendemunli le anee nveyeba ekpunli mo kile adwenle mo di munli la. Olee edwekemgbake ekpunli mo aneemela ngitanwolile wo be avinli na ole ndelebebo mo le foonwo la.

Subane titili mo wo edendemunli nwo la

- O kile adwenle mumua: Edendemunli da adwenle mumua ali.
- Aneemela ngyehyele: Edendemunli di aneemela ngyehyele kpokyee zo, mo le ke yevo-yekpoke-nyiavo/dievo (Yv. Ykp. Ny. /Dv.).
- Ehetele sekelenee: Meke foonwo ne ala edendemunli nyia ehetele sekelenee mo le ke gyinla (.), ezinzele (,), edwekemiza (?) anzee ndeanu sekelenee (!).

Edendemunli ngakyile

- Edwekehanle edendemunli: Edendemunli mo ka edweke mo le nohale anzee yefa yeba amanee la. Yefa gyinla sekelenee yedwula edendemunli ehye. Ndonwo a le 'Sukoavoma ne helele sonea.'
- Edwekemiza edendemunli: Edendemunli mo yefa yebiza kpuyia la. Meke biala yefa edwekemiza sekelenee a yedwula ye a. Ndonwo a le 'Nwane a wo sua ne anu a?'
- Emianle edendemunli: Edendemunli mo soa awie anzee maa awie ye nyeele mo onle ye adwenle nu ke nye la. Ndonwo a le 'To anlenke ne anu.'
- Ndeanu edendemunli: Edendemunli mo kile sonla nganeedele mo anu ye se anzee ndinlizo (edweke zo etinlinle) la. Ndonwo a le 'Wio! erale bie! Ndeanu sekelenee dwula edendemunli ehye.'

Edendemunli ngyehyenu: Edendemunli le edwekemgbake ngakyile mo keha bo nu na yeamaa ngilenu mo le foonwo a. Edendemunli ngyehyenu bie mo a wo eke la:

- Yevo:** Yevo ne a le edendemunli ne anu duma anzee dumagya anzee duma edendesinli ne mo edendemunli ne ka o nwo edweke la. Ole sonla, eleka, debie anzee adwenle ne mo ye nyeele ne mo edendemunli ne kile la. **Ndonwo: Nrenyia tendenle ne dale buluku anwo amunli ne.**
- Yekpoke:** Yekpoke ne a le nyeele ne anzee gyinlabelle ne mo edendemunli ne kile la. Ole edwekekpoke ne mo ka mo yevo ne eleye la kile ye a anzee mo elesi yevo ne anwo zo la. Duzu a yevo ne yeke wo (a) anu a? Yevo ne dale

- c. **Nyiavo/Dievo:** Nyiavo ne a le duma anzee dumagya ne maa yekpake ne nyee ne tia ye la. Duzu a yevo ne dle wo (a) anu a? Buluku.

Dievo ne a le maa nyia nyee ne anwo nvasoe wo edendemunli ne anu la. (Ndonwo, 'Ovale pensele ne omaanle ye.')

- d. **Ngilenu:** Ngilenu le edwekemgbake maa ka edweke fa yevo ne, yekpake anze nyiavo/dievo ne anwo la. Bekile dodo, anze bekile edwekemgbake gyene bie maa anu. Duzu buluku a yevo ne dle a? Anwo amunli ne
- e. **Boavo:** Boavo a le edwekekake anze edendesinli maa boa maa edendemunli ndelebebo ne anye da eke la. Okola nye duma, dumangilenu anze edendesinli maa ka edweke fa yevo anze nyiavo/dievo ne anwo la. Ndonwo, Kofi le nrenyia kenlema. 'Nrenyia kenlema' ne le yevo ne boavo.

Ndonwo: Kyehye edendemunli ehye anu.

'Kale buluwo kpole ne vale awodenle ne anwuma.'

Yevo: Kale buluwo kpole ne

Yekpake: vale

Nyiavo: Bie enle nu (wo adenle ehye azo nyiavo/dievo enle edendemunli ne anu)

Ngilenu: buluwo, kpole (bema yevo ne nyia ndelebebo ddonwo)

Boavo: awodenle ne anwuma (oka edweke ddonwo o fa yekpake ne anwo)

Saa ete edendemunli ngyehyenu abo a, ebahola wafefe edendemunli nu na wafefele edendemunli maa le ddonwo kpale na ale ngilenu maa anye la eke la (ndelebebo wo nu la).

Edendesinli: Edendesinli a le edwekemgbake ekpunli maa di gyima bo nu wo edendemunli nu na ale yevo ne yekpake maa maa edendemunli nyia ndelebebo la. Edendesinli kola di gyima ke duma, dumangilenu anze yekpakengilenu maa o fa edweke ddonwo oboka edendemunli na omaa nye kpomgbondee la.

Edendesinli ngakyile

- a. Duma edendesinli: Odi gyima ke duma wo edendemunli nu. Ndonwo bie maa a le: 'nrenyia', 'bokiti', 'Twea kpole ne', 'Tii kanrele ko'
- b. Yekpake edendesinli: Odi gyima ke yekpake. Ndonwo a le: 'bela', 'le', 'elenriandi', 'lile'
- c. Dumangilenu edendesinli : Kilehile duma anu. Ndonwo a le 'tetebonle', 'bile', 'ngoane ngome' 'anyeliele molozo'
- d. Yekpakengilenu edendesinli: Kilehile yekpake, dumangilenu anze yekpakengilenu gyene anu. Ndonwo a le 'ndende kpale', 'nwonlomo ne', 'Teleku Bokazo gua nu', 'done nsa'
- e. Elekakpake edendesinli: O fa duma oba o bo na elekakpake adwula ye. Ndonwo a le 'ekponle ne abo'.

Edendefoa

Edendefoa a le edwekemgbake ekpunli maa le yevo ne ngilenukpake (yekpake) la. Ale edendemunli nveyeba adiabo ngyehyeele maa kile adwenle maa di munli anze enli munli la.

Edendefoa Ngakyile

1. **Edendefoa Titili:** Edendefoa mɔɔ lɛ yɛvo nee yɛkpɔkɛ na ɔkile adwenle mɔɔ di munli la. Ɔ ngome ɔkola ɔgyinla ɔ gyakɛ azo kɛ edendemunli.

Ndonwo

“Mengɔle efiade ne.”

“Ɖlile nwonlomo alee.”

2. **Edendefoa Ekyi:** Edendefoa mɔɔ lɛ yɛvo nee yɛkpɔkɛ noko akee ɔngile adwenle mɔɔ di munli la.

Ndonwo

“Ɖluakɛ me rɛle vile me ewiazo alee” (ɔhyia edendefoa titili amaa yeali munli)

“Enee ezule ne ɛlɛtɔ ɛdee” (ɔhyia edendefoa titili amaa yeali munli)

Edendefoa anwo Ndonwo wɔ Edendemunli nu

1. **Edendemunli Sikale:** Edendefoa titili ko.

Ndonwo: “Mekulo akyɛkɛ”

2. **Edendemunli Mɔnwo:** Edendefoa titili nwɔɔ anzɛɛ mɔɔ bo zɔhane mɔɔ mɔnukpɔkɛ titili ɛha bɛ ɛbɔ nu la.

Ndonwo: “Mekulo bisiketi yɛɛ me diema raale ne kulo keki.”

3. **Edendemunli Kpomgbondɛɛ:** Edendefoa titili ko yɛɛ edendefoa ekyi ko anzɛɛ mɔɔ bo zɔhane.

Ndonwo: “Mengɔle efiade ne ɔluakɛ enee mehyia meleke.”

4. **Edendemunli Mɔnwo-Kpomgbondɛɛ:** Edendefoa titili dɔɔnwo yɛɛ edendefoa ekyi ko anzɛɛ mɔɔ bo zɔhane.

Ndonwo: “Mengɔle efiade ne ɔluakɛ enee mehyia meleke, yɛɛ me diema ne nee me hɔle.”

Nvasoɛ mɔɔ wɔ Edendefoa zo la

Edendefoa boa maa:

1. Ɔkile adwenle mɔɔ lɛ kpomgbondɛɛ la: Bɛmaa edwɛkɛ ngyikyɛ bie mɔ nyia ndelebɛbo dɔɔnwo anwo adenle.
2. Ɖmaa yɛnyia edendemunli ngyehyɛlɛ ngakyile: Bɛboa kɛlɛvoma nee tendɛvoma bɛmaa bɛda bɛ subane nee kɛ besi benwo bɛ edwɛkɛ ngakyile la ali.
3. Ɔkile ngitanwolilɛ: Bekile ngitanwolilɛ mɔɔ la adwenle nee nzidwɛkɛ avinli la.

Saa ɛtɛ edendefoa abo a, ɔbamaa wɔ ɛhɛlɛlɛ nee edendɛlɛ sukoanyia ahɔ ɔ nyunlu na wɔahile adwenle mɔɔ di munli la.

Ɛzukoaɛdɛɛ Gyima

1. Kilehile nu maa yɛnwu subane mɔɔ edendemunli lɛ la.

2. Maa edendĚmunli sikale, edendĚmunli mġnwo, edendĚmunli kpomgbondee yĚ edendĚmunli mġnwo-kpomgbondee anwo ndonwo.
3. Fa wġ adwenle ne to gua maa bĚwowġ adwenle wġ nwolĚ.

DebiehileĚ Ndenle

1. Debiezukoale mġ gyi ngyegyele zo la: Sukoavoma ne amuala gyimalile

Wowġ adwenle wġ edendĚmunli nwo.

- Menli nwġ nwġ gyima:

Menli nwġ nwġ ne Ěbġ nu Ěhile edendĚmunli anu na bĚgyinla ndonwo zo bĚwowġ adwenle wġ ye ngyehyĚnu ne anwo.

Sukoavoma ne amuala Ěbġ nu Ěwowġ adwenle wġ edendĚsinli nee edendĚfoa yĚ be ngakyile ne mġ anwo.

Sġnea Titili: Sġnea GyinlabelĚ 2 – Sukulu Gyima

1. Kilehile nu maa yĚnwu kĚ edendĚmunli si de kpġkyee la mra 4
2. Kilehile nu maa yĚnwu ĚweĚne 5 mġ deda edendĚsinli nee edendĚfoa avinli la. Fa ndonwo kilehile ĚweĚne ko biala anu. Mra 10
3. KyehyĚ edendĚmunli ĚhyĚ mġ biala anu na kile ekpunli mġ bĚveĚvea bĚ bo la. Mra 3
 - a. Bane fofolĚ ne Ěbu.
 - b. NyĚvolĚlieĚ sua ne le kenlema.
 - c. Kilehilevole ne lile awule.
 - d. Gyemise hġle sua ne anu.

PLC Session 9

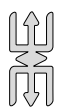
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

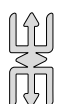
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

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

5 minutes	Reflection
-----------	------------

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

DAPENE 10

Ezukoaledes Bodane: *Wowo adwenle wo edendemunli ngakyile ne mo anwo*

Nufunlanle

Evole1	Dapene 10: Dua mela mo wo duma nee dumagya ehelele nwo la azo kehelele edendemunli.
Evole 2	Dapene 6: Dua monukpoke ngakyile ne mo azo kehelele edendemunli.

MOO GYI YE NYE ZO LA: EDENDĚMUNLI NGAKYILE

1. Adwenle mo wo edendemunli anwo la
2. Edendemunli sikale
3. Edendemunli monwo
4. Edendemunli kpomgbondee

Edendemunli: Edendemunli le anee nveyeba ekpunli mo kile adwenle mo di munli la. Oe edwekemgbake ekpunli mo anemela ngitanwolile wo be avinli na ndelebebo wo nu la.

Edendemunli ngakyile

- Edendemunli sikale:** Edendemunli mo le edendefoa titili ko mo yevo nee yekpoke wo nu la. Okile adwenle mo di munli la. Ndonwo a le 'Kakula nrenyia ne nriandi.' 'Odi ewiazo ale.'
- Edendemunli monwo:** Edendemunli mo le edendefoa titili nwio anzee mo bo zohane na monukpoke titili eha be ebo nu la. Ndonwo a le 'Mekulo mbuluku egengale yee me ze kulo tiivi enleanle. 'Ohole efiade ne noko yeando kpanwo ne.'
- Edendemunli kpomgbondee:** Edendemunli mo le edendefoa titili ko yee edendefoa ekyi ko anzee mo bo zohane la. Ndonwo a le 'Mengole efiade ne oluake enee mehyia asikyele' (edendefoa ekyi ne a le oluake enee mehyia asikyele). 'Enee ezule ne eleto edee, yehole nwchoaleka ne.' (edendefoa ekyi ne a le enee ezule ne eleto edee).

Ezukoaledes Gyima

1. Kile edendemunli hole mo ehye mo biala le la.
 - a. Ewia ne tudu wo Gana senzendudulee.
 - b. Mekulo mbuluku egengale, yee kelevole mo me nye die o nwo kpale la a le Ama Ata Aidoo.
 - c. Kemoo Gana le maanle kenlema la ati menli donwo ba eke akpasa evole biala.
2. Kpomgba edendemunli mo kile ehye mo la:
 - a. Edendemunli sikale mo fale Gana ale nwo la.
 - b. Edendemunli monwo mo fale Gana evoyia nwio anwo la.
 - c. Edendemunli kpomgbondee mo fale nvasoe mo wo sukuluhole zo wo Gana la.

3. Fefe edendĚmunli ehye mō anu na kile bē ngyehyelee ne mō.
 - a. Gana le Abibile Senzendōlee maanle, yēe ɔle maandee agyadee mō sonle bole a.
 - b. Ezule ne elēto edee noko eyazonlēma ne tēye gyima wō azēle ne azo.
 - c. Maanzinli kōoto ne wō Ngenla.
4. Kakyi edendĚmunli sikale ehye mō kō edendĚmunli mōnwo nee kpomgbondee nu.
 - a. Gana le maanle kenlēma.
 - b. Sukoavoma ne elēsukoa kpale ahōhele bē sōnea.

Debiehilele Ndenle

Sukoavoma ne amuala gyima

- Sukoavoma ne ewowō adwenle wō edendĚmunli ngakyile ne mō anwo (sikale, mōnwo nee kpomgbondee)
- Sukoavo ko biala ehele edendĚmunli ngakyile ne anwo ndonwo (sikale, mōnwo nee kpomgbondee)
- Sukoavoma ne ehile edendĚmunli hole mō bēva bēli gyima wō egengadee bie anu la.

Sōnea Titili: Sōnea Gyinlabelē 4 – Sukulu Gyima

Kenga adawu ne mō wō aze eke la na kile edendĚmunli ngakyile (sikale, mōnwo, kpomgbondee) mō kelevole ne vale lile gyima la.

Sukoavoma dōnwo fa yintanete ne di gyima kenle ko biala. Befa besukoa debie yēe eza bē nee bē gōnwo mō di adwelie wō zole. Noko akee, asoo ɔboa ɔ? Menli mō ebe wō nwomazukoale nu la die di kē, ngakula mgbavole nee mbelera ne akee eva bē nwo edo yintanete ne azo somaa. Bē adwenle a le kē sukoavoma mō dua mbuluku zo yē nvedenvedenu la di komin ɔluakē benyia adwenlenu gyimalile mō wō egengale zo la anwo nvasoe. E nee bē yē adwenle ɔ? (mra 3)

1. Kile kē edendĚmunli ngakyile ne mō si boa ndelebebo mō wō adawu ne anu la. (mra 6)
2. Fa wō adwenle kēle edendĚmunli ngakyile ehye mō ko biala anwo ndonwo nsa. (mra 9)
 - a. EdendĚmunli sikale
 - b. EdendĚmunli mōnwo
 - c. EdendĚmunli kpomgbondee

PLC Session 10

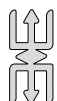
45 minutes

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

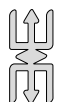
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAPENE 11

Ezukoaledes Bodane: *Gyinla gyima mɔɔ edendemunli di la azo ye nvefenu wɔ edendemunli ngakyile ne mɔ anwo.*

Nufunlanle

Evole 1	Dapene10: Dua mela mɔɔ wɔ duma nee dumagya ehelɛ nwo la azo kelɛhelɛ edendemunli.
Evole 2	Dapene 6: Dua mɔnukpɔke ngakyile ne mɔ azo kelɛhelɛ edendemunli.

Mɔɔ GYI YE NYE ZO LA: EDENDĚMUNLI NGAKYILE

1. Edwekehanle
2. Edwekemiza
3. Emianle

Edendemunli: Edendemunli le anee nveyeba ekpunli mɔɔ kile adwenle mɔɔ di munli la. Oe edwekemgbɔke ekpunli mɔɔ aneemela ngitanwolile wɔ be avinli na ndelebebo wɔ nu a.

Subane titili mɔɔ wɔ edendemunli nwo la

- i. Adwenle mɔɔ di munli: Edendemunli kile adwenle mɔɔ di munli la.
- ii. Aneemela ngyehyelee: Edendemunli di aneemela ngyehyelee kpɔkyee zo, mɔɔ le ke Yevo-yekpɔke-nyiavo/dievo (Yv. Ykp. Ny.)
- iii. Ehelɛle sekelenee: Meke dɔɔnwo ne ala edendemunli nyia ehelɛle sekelenee mɔ le ke gyinla (.), ezinzele (,), edwekemiza (?) anzee ndeanu sekelenee (!).

Edendemunli ngakyile

- a. Edwekehanle edendemunli: Edendemunli mɔɔ ka edweke mɔɔ le nɔhale anzee yefa yebɔ amanee la. Yefa gyinla sekelenee yedwula edendemunli ehye. Ndonwo a le 'Sukoavoma ne helele sɔnea.'
- b. Edwekemiza edendemunli: Edendemunli mɔɔ yefa yebiza kpuyia la. Meke biala yefa edwekemiza sekelenee a yedwula ye a. Ndonwo a le 'Nwane a wɔ sua ne anu a?'
- c. Emianle edendemunli: Edendemunli mɔɔ soa awie anzee maa awie ye nyeele mɔɔ ɔnle ye adwenle nu ke ɔye la. Ndonwo a le 'To anlenke ne anu.'

Ezukoaledes Gyima

1. Kile edendemunli hole (edwekehanle, edwekemiza nee emianle) mɔɔ ehye mɔ ko biala le la:
 - a. Gana suakpole a le boni?
 - b. Mebodo wɔ, to anlenke ne anu.
 - c. Ewia ne bɔ Ngenla Sɔlɔ wɔ Gana.
2. Kpomgba edendemunli mɔɔ kile ngakyile ehye mɔ la:

- a. Edwɛkɛhanlɛ ɛdɛndɛmunli mɔɔ fale Gana maandɛ nwo la.
 - b. Edwɛkɛmiza ɛdɛndɛmunli mɔɔ fale Gana tete-sonla titili bie anwo la.
 - c. ɛmianlɛ ɛdɛndɛmunli mɔɔ fale awie mɔ ɛboalɛ nwo la.
3. Kakyi ɛdɛndɛmunli ɛhyɛ mɔ kɔ ɛdɛndɛmunli hole mɔɔ bɛhile wɔ ekuku ne anu la:
- a. Gana le maanle kɛnlɛma (edwɛkɛmiza)
 - b. Kɛ bɛfɛlɛ Gana maanle kpɔnyinli ne ɛ? (edwɛkɛhanlɛ)
 - c. Mɛhyia moalɛ. (ɛmianlɛ)
4. Kile ɛdɛndɛmunli hole mɔɔ wɔ aze ɛke la, na maa ngakyile ne ko biala anwo ndonwo ko.
- Bɛbɔ dɔnɛ nyɛ?
 - Kɔ kɔla!
 - Sua ne le ɛkyi somaa.

Debiehilelɛ Ndenle

Menli nwiɔ nwiɔ gyimalilɛ:

- Menli nwiɔ nwiɔ ɛbɔ nu ɛwowɔ adwenle wɔ gyima mɔɔ ɛdɛndɛmunli di nee subane mɔɔ ɛdɛndɛmunli lɛ la anwo.
- Menli nwiɔ nwiɔ ɛmaa gyima mɔɔ ɛdɛndɛmunli di la anwo ndonwo.
- Sukoavoma ne ɛmaa ɛdɛndɛmunli ngakyile ne ko biala anwo ndonwo.

Sɔnea Titili: Sɔnea Gyinlabelɛ 3 – Suanu Gyima

1. Kile ɛweɛne mɔɔ la ɛdɛndɛmunli ngakyile ɛhyɛ mɔ avinli la: edwɛkɛhanlɛ, ɛmianlɛ, nee edwɛkɛmiza, na kɛlɛ ko biala anwo ndonwo. (mra 6)
2. Gua ɛdɛndɛmunli ɛhyɛ mɔ wɔ bɛ gyima mɔɔ bɛdi la abo na kilehile nu maa yɛnwu kɛ ɛdɛndɛmunli ngyɛhyɛlɛ, ɛhɛlɛlɛ sɛkɛlɛnɛ yɛ kɛ bɛzi bɛhɛlɛ bɛ la si boa yɛ gyima mɔɔ ɔdi la
 - a. ɛhɔnɛ ɛlɛku mɛ.
 - b. Mɛ nyɛ ɛliɛ.
 - c. ɛlɛda ɔ?
 - d. Kɛ mɛdwu ɛke ala ɛnɛ.
 - e. Tɛnla aze!
 - f. Nienwu a kpavolɛ ne vi a?
 - g. Mɛmbale wɔ ɛkɛ.
 - h. Maanle Kpɔnyinli rale ayia ne abo.
 - i. ɛ nyɛ ɛlɛyɛ wɔ nyane ɔ?

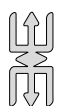
PLC Session 11

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

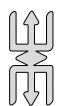
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

5 minutes

Reflection

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

Ngyenu 5 Ne Mobɔnu

Ngyenu ehye wowɔ adwenle wɔ edendɛmunli nee bɛ ngakyile ne mɔ anwo. Yɛluale gyima mɔɔ bɛdi nee ngyehyeleɛ zo yɛguale bɛ ngakyile ne mɔ ekpunli nu. Ndelebebo mɔɔ wɔ ngyenu ehye anwo la baboa amaa sukoavoma ahelehele edendɛmunli fɔɔnwo wɔ meke mɔɔ bɛkɛle nwobiehanle anzɛɛ bɛdi bɛ-nloanu adwelie la. Ehye bamaa sukoavoma anloa ade wɔ Nzema aneɛ ne anu. Tɛ kɛ ehye anwo hyia maa Nzema aneɛ ne ezukoale angome na emomu, Nrelenza nee aneɛ gyɛne ezukoaledɛɛ mɔɔ le kɛ Felanze nee Arelabeke la.

SONEA TITILI NE MŌ ANWO MRA EMAANLE(EMAKELE) NGYEHYELE

DAPENE 9

Mra emaanle(emaakele) ngyehyele

1. EdendĚmunli ngilehilenu (*EdendĚmunli le edwekemgbake ekpunli mŏ kile adwenle mŏ di munli la. Ōle yevo nee nyiavo/dievo*).
 - a. Mra 4 saa edwekemgbake titili ne nna a lile gyima wŏ nu a
 - b. Mra 3 saa edwekemgbake titili ne nsa a lile gyima wŏ nu a
 - c. Mra 2 saa edwekemgbake titili ne nwiŏ a lile gyima wŏ nu a
 - d. Era 1 saa edwekemgbake titili ne ko a lile gyima wŏ nu a
2. EdendĚsinli nee EdendĚfoa: Eweene titili

Maa eweene ne ko biala anwo era 1 yee ndonwo mŏ zua ye la noko era 1.

1. Ngyehyele

EdendĚsinli: Edwekemgbake ekpunli mŏ enle yevo nee yekpake la (ndonwo, nwŏhoaleka ne)

EdendĚfoa: Edwekemgbake ekpunli mŏ le yevo nee yekpake la (ndonwo, Mebŏ bŏlo.)

2. Munlilile

EdendĚsinli: Ōngile adwenle mŏ di munli a (ndonwo, twene ne abo).

EdendĚfoa: Ōkola ŏkile adwenle mŏ di munli la (ndonwo, Ōzelele).

3. Gyima

EdendĚsinli: Ōdi aneemela ekpunli gyima ko kye (ndonwo, anyeliele kpale le dumangilenu edendĚsinli).

EdendĚfoa: Ōkola ŏgyinla ke edendĚmunli anzee ŏdi gyima wŏ edendĚmunli mŏ wale la anu. (ndonwo, Mebanwu wŏ ehyema).

4. Atianwolile

EdendĚsinli: Ōnli ŏ ti anwo; Ōngola ŏngyinla ke edendĚmunli (ndonwo, edweke kpole).

EdendĚfoa: Ōkola ŏdi ŏ ti anwo (ndonwo, Mengŏle sua nu) anzee ŏnli ŏ ti anwo (ndonwo, ŏluake enee meve).

5. Ndelebebo

EdendĚsinli: Ōmaa ngilehilenu noko ŏngile adwenle mŏ di munli a (ndonwo, nwonlomŏ ne)

EdendĚfoa: Ōkile adwenle mŏ di munli kpale la yee ŏle yevo nee ngilenukpake (ndonwo, Mebanwu wŏ nwonlomŏ).

3. Maa edendĚmunli biala mŏ behyehye nuhua fŏŏnwo la biala anwo era 1

DAPENE 10 (mra 18)

1. a. EdendĚmunli ngakyile nsa ne ehilele wŏ adawu ne anu – mra 3

- b. *Edendumunli ngakyile nsa ne anu nwio ehilele wo adawu ne anu – mra 2*
- c. *Edendumunli ngakyile nsa ne anu ko ehilele wo adawu ne anu – era 1*

Ngilehilenu maw kile ke edendumunli ngakyile ne bie si boa maa ndelebebo ba adawu ne anu la anwo ndonwo kola ye ehye:

“Yefa edendumunli sikale yebuke egengades anye amaa ye mdebebo ne aye maw kengavole ne anye die nwole a.”

- a. *Ngilehilenu maw kile ke edendumunli ngakyile nsa ne maw si boa maa ndelebebo ba adawu ne anu la – mra 5-6*
- b. *Ngilehilenu maw kile ke edendumunli ngakyile ne nwio si boa maa ndelebebo ba adawu ne anu la – mra 3-4*
- c. *Ngilehilenu maw kile ke edendumunli ngakyile ne ko si boa maa ndelebebo ba adawu ne anu la – mra 1-2*

2 a. *Edendumunli sikale*

- i. *Ndonwo nsa maw le fawwo la – mra 3*
- ii. *Ndonwo nwio maw le fawwo la – mra 2*
- iii. *Ndonwo ko maw le fawwo la – era 1*

b. *Edendumunli mawwo*

- i. *Ndonwo nsa maw le fawwo la – mra 3*
- ii. *Ndonwo nwio maw le fawwo la – mra 2*
- iii. *Ndonwo ko maw le fawwo la – era 1*

c. *Edendumunli kpomgbondee*

- i. *Ndonwo nsa maw le fawwo la – mra 3*
- ii. *Ndonwo nwio maw le fawwo la – mra 2*
- iii. *Ndonwo ko maw le fawwo la – era 1*

Kakye: *Sukulu ewole ne ngyenu awielee sonea ne bagyinla nuninyene maw wo dapene 1-10 ne azo.*

DAPENE 11 (mra 16)

1. *Maa eweene/ngilehilenu ko biala anwo era 1 yee ndonwo maw zua ye la noko era 1(mra 6)*
2. *Maa edendumunli maw vea ye ekpunli fawwo ne abo la nee nwole ngilehilenu ekyi ko biala anwo era 1. Ndonwo, Ole edwekemiza edendumunli oluake edwekemiza sekelenee a dwula ye a. (mra 10)*

NGYENU 6: EGENGALƐ NEE ANƐSHAKYILƐ

ƐZUKOALƐDEƐ: ANƐƐ NEE YE GYIMALILƐ

ƐzukoalƐdeƐ Ngane: **NwobiehanlƐ**

ƐzukoalƐdeƐ GuabelƐ: *Dua adawu-nu heledɛbɔlɛ nee adawu-nu mgbɔɔkabɔlɛ adwenle zo pɛ adawu sikalɛ.*

ƐzukoalƐdeƐ Bodane Titili: Kile adwenle nee ndelebebo mɔɔ wɔ deɛ-sikalɛpɛlɛ nwo la.

ƐZUKOALƐDEƐ: ANƐƐ NEE YE GYIMALILƐ

ƐzukoalƐdeƐ Ngane: **Anɛbohilelɛ nee anɛshakyilɛ**

ƐzukoalƐdeƐ GuabelƐ: *Fa (Dua) adwenle mɔɔ wɔ anɛshakyilɛ ndenle ngakyilɛ ne nee mɛla mɔɔ wɔ nwo la azo kakyi egengadeɛ mɔɔ wɔ anɛ ko anu la kɔ gyene nu.*

ƐzukoalƐdeƐ Bodane Titili: Kile adwenle nee ndelebebo mɔɔ wɔ adwenlezuzulɛ ɛhakyilɛ nu la anwo.

Azedinlɛ

Yɛ Deɛzukoale (Sɔnea) Kelata 1. Ɔwɔ kɛ ɔneɛnlea nuninyene mɔɔ behile ye wɔ evolɛ ko (bango ko) ne mɔɔ kɔdwu evolɛ nsa (bango nsa) ne la. Sia kɔnlea **Edwekemiza ɛkponle ne mɔɔ kile deɛ kpɔkyee ne nee ngyehyeleɛ mɔɔ wɔ kelata ne** anwo la wɔ ngyenu ɛhye awieleɛ amaa yeaboa wɔ. Ɔwɔ kɛ emaa ke sukoavoma ne mɔ ngelata ne ɛkɛ ne ala na ɛkelɛ mra ne wɔ sukoavoma mrazielɛ eleka ne (STP ne azo).

MUKENYE NEE NGYENU NE SIKALƐPƐLƐ

Ngyenu ɛhye gyi adwenle ɛwɔwɔlɛ mɔɔ gyi adawu-nu heledɛbɔlɛ nee adawu-nu mgbɔɔkabɔlɛ mɔɔ befa beapɛ adawu tendenle sikalɛ la azo. Ɔbava sukoavoma yeava adawu-nu heledɛbɔlɛ nee adawu-nu mgbɔɔkabɔlɛ mɔɔ di munli la anu amaa beahola beahile adwenle titili nee adwenle kpule ne mɔɔ wɔ adawu nu la. Akee bebalua adawu-nu heledɛbɔlɛ nee adawu-nu mgbɔɔkabɔlɛ adenle zo beapɛ adawu sikalɛ. Eza bebava sukoavoma ne beava ndenle mɔɔ bedua zo bekakyi anɛɛ la anu. Bebamaa beahakyi edwekemgbɔkɛ, ɛdendɛsinli, ɛdendɛfoa, ɛdendɛmunli nee adawu beavi Nrelenza nu beahɔ Nzema nu. Ngyenu ɛhye engyia emmaa sukoavoma ne wɔ Nzema nu angome kye na emomu ɔ nee ɛzukoalƐdeɛ mɔɔ le kɛ Nrelenza nee gyene bie mɔ noko le ngitanwolile. Ngyenu ɛhye baboa amaa sukoavoma anyia adawu-nu heledɛbɔlɛ nee adawu-nu mgbɔɔkabɔlɛ nwo adwenle mɔɔ anu mia na ndelebebo wɔ nu amaa be nwo amia wɔ deɛ sikalɛpɛlɛ nu. Eza ɔbaboa yeamaa sukoavoma ne anyia sukoanyia mɔɔ

anwo hyia wɔ aneĖhakyilé mɔɔ di munli la anu. Owula kilehilevolé ne anwosesebe ké ɔva debiehilelé ndenle mɔɔ boa ngitanwolilé, moale ninyene(bokame), sukoavoma nwomazukoale mɔdenlebɔlé ngakyile nee sɔnea ndenle ngakyile ɔboa debiezukoale ne.

Dapene ne mɔ nee ezukoaledé bodane ne mɔ mɔɔ ngyenu ehye di nwole gyima la a le:

1. **Dapene 12:** Dua adawu-nu hɛledɛbɔlé nee mgbɔɔkɔbɔlé zo kile adwenle titili mɔɔ wɔ egengadé bie anu la na pɛ egengadé ne sikalé
2. **Dapene 13:** Wowɔ adwenle wɔ aneĖhakyilé ngakyile ne mɔ anwo (Ndonwo, AneĖhakyilé mɔɔ gyi edwɛmgbɔké zo, mɔɔ gyi ndelebebo zo, mɔɔ gyi aneĖkakyivo ne ndelebebo zo nee mɔɔ eha la)
3. **Dapene 14:** Wowɔ adwenle wɔ mɛla mɔɔ bɛdua zo bɛkakyi aneĖ la anwo (ndonwo, mɔɔ wɔ aneĖ mɔɔ li moa nee mɔɔ ɔtɔ zo nwɔ anwo, maandé, mɔɔ wɔ aneĖmɛla nee aneĖ aneĖ ezukoale nwo nee mɔɔ eha la)

DEBIEHILELÉ NDENLE NE SIKALÉPÉLÉ

Ndenle mɔɔ bɛdua zo bɛkile debie mɔɔ bɛva bɛli gyima wɔ ngyenu ehye anu la le ndenle mɔɔ bɛdua zo bɛkile Nzema aneĖ ne la.

Debiezukoale mɔɔ gyi ngyegyélé zo la kile ké bɛsi bɛdua ngyegyélé kpomgbondee mɔɔ sisi ewiade anu kofee la azo bɛaboa sukoavoma amaa bɛazukoa adwenle nee mɛla tɛla ké bɛkeva nɔhale ne nee adwenle bie mɔ bɛkɛdo gua zɔhane ala la. Ndenle kpɔkyee mɔɔ boka ye la a le, baholé debiezukoale, menli nwɔ nwɔ gyimayélé, sukoavoma mɔɔ bɛ debiezukoale nu mɔdenlebɔlé ɛnzɛ la ekpunli nu ɛgualé/mrenyia nee mraale ekpunli nu ɛgualé, yɛ gyimalilé mɔɔ sukoavoma ne kɔsɔti bɔ nu ye la nee dé mɔɔ sukoavoma ne kɔsɔti fa to gua la. Ndenle ehye mɔ bamaa bɛadwenle bɛahɔ moa, bɛanyia adwenle mɔɔ bɛfa bɛsɔ ngyegyélé nloa, na bɛanyia ngitanwolilé sukoanyia mɔɔ di munli a.

Bɛtoa mɔɔ menli gyene eha azo la kile ké, sukoavoma ye nvedenvedenu ahile bɛ adwenle wɔ agbɔké mɔɔ bɛ gɔnwɔ mɔ sukoavoma ehire la anwo na bɛava bie bɛazɔ zo amaa bɛaye adwenle ko. Wɔ sukoavoma mɔɔ lɛ debiezukoale nu ahyɛledé la afoa nu, bɛmaa bɛ gyima bieko mɔɔ kile ké bɛbali bɛ gɔnwɔ mɔ sukoavoma anyunlu bɛaboa bɛ amaa bɛanyia ndelebebo mɔɔ anu mia la wɔ adwenle mɔɔ bɛkɛhile la anwo bɛaboka bɛ dé ne. Bɛboa kilehilevoléma bɛmaa bɛnwu sukoavoma mɔɔ lɛ ngyegyélé wɔ edwɛkɛmgbɔké ɛbobɔlé nee ngitanwolilé nu la anwo na bɛdua nɛlɛbɛ adenle zo bɛsɔ mɔɔ ɔnlɛ zo na bɛlie bɛdo nu ké ɔlɛ nɔhale la anloa.

SONEAYÉLÉ NE SIKALÉPÉLÉ

Ndenle mɔɔ bɛdua zo bɛsɔ sukoavoma ne bɛnea mɔɔ wɔ ngyenu ehye anu la nea ké, bɛndɔ sinli wɔ sukoanyia ɛnyianlé, ndelebebo mɔɔ gyi bodane zo, yɛ edwenlenlé mɔɔ lɛ fɔnwɔ la anu. Nyelebenloa mɔɔ ba wazowazo la boa maa sukoavo ne nyia anyunluhɔlé na ɔdi munli wɔ ɛnyinlé nu. Adenle mɔɔ bɛdua zo bɛsɔ sukoavoma ne bɛnea la boa maa bɛfa bɛ nye bɛdi ndelebebo mɔɔ bɛkenyia ye wɔ adwenle mɔɔ bɛkɛhile ye Nzema aneĖ ne anu la anzi.

Sɔnea gyinlabelé 2 ne mɔɔ lɛ sukoanyia ɛnyianlé kpuyia ne mɔɔ kile nwobiehanlé nzinrenzinra anzɛ bɛ-nloanu deɛguadolé la, sɔ sukoavoma ne mɔdenlebɔlé mɔɔ kile ké bɛsi bɛda adwenle ali la nea. Bɛdua nwobiehanlé anzɛ nzidɛ bie anwo ezukoale zo bɛfa sɔnea gyinlabelé 3 ne kpuyia ne mɔ bɛsɔ ké sukoavoma ne si dwenle fɔnwɔ na bɛ ndelebebo nu mia wɔ mekɛ mɔɔ bɛlɛfa adweliedwɛmgbɔké fɔnwɔ ne mɔ bɛawowɔ adwenle wɔ edwɛké mɔɔ sisi ye maanle ye nee ewiade anu wɔ mekenloa ɛdɛdɛlé nu la bɛnea. Owɔ ké kilehilevoléma dua ndenle

ngakyile zo sɔ sukoavoma ne nea wɔ meke mɔɔ bɛgua zo bɛlesukoa nee bɛ ɛzukoalɛ ngyehyɛlɛ meke ne awielee la, amaa bɛanyia adwenle wɔ, kɛ sukoavo ko biala mɔdenlebɔlɛ si de la, mra mɔɔ bɛnyia nee nylebenloa mɔɔ kile bɛ anyunhɔlɛ gyinlabelɛ la anwo.

Fa sɔnea ne sikalɛpɛlɛ ne sua ɛzukoalɛdɛɛ bodane ne.

Ɛzukoalɛdɛɛ bodane	Sɔnea gyinlabelɛ	<i>Sɔneagyɛlɛ ngyehyɛlɛ nee/anzɛɛ ndenle.</i>
Dua adawu-nu hɛlɛdɛbɔlɛ nee adawu-nu mgbɔlɔkabɔlɛ zo kile adwenle titili ne mɔ mɔɔ wɔ ɛgengadɛɛ bie anu la na fa pɛ ye sikalɛ.	2	Deezukoalɛ (sɔnea) kelata
Wowɔ adwenle wɔ anɛɛhakyilɛ ngakyile ne mɔ anwo (Ndonwo, mɔɔ gyi edwɛkɛmgbɔkɛ zo, mɔɔ gyi ndelebɛbo zo, mɔɔ gyi anɛɛkakyivo ne ndelebɛbo zo nee mɔɔ ɛha la)	4	<i>Sukulu gyima</i>
Wowɔ adwenle wɔ mɛla mɔɔ bɛdua zo bɛkakyi anɛɛ la anwo.	3	<i>Ekpunli gyima/nvedenvedenu gyima</i>

DAPENE 12

Ezukoaledes Bodane: *Dua adawu-nu heledεbole nee adawu-nu mgbolεkabole zo kile adwenle titili ne mε mε wε egengadeε bie anu la na fa pe ye sikale.*

Nufunlanle dapene ne mε.

Evole 1	Dapene 4: Dua adwenle mε wε adawu-nu heledεbole nee adawu-nu mgbolεkabole nwo la azo kenga na sε ngyegyele kofee mε si εbelabole nu la anloa.
Evole 2	Dapene 4: Wowε adwenle wε subane mε egengale mε Anu-mia le la anwo (adawu-nu heledεbole, adawu-nu mgbolεkabole, nee mε εha la).

Mεε GYI YE NYE ZO LA: ADAWU-NU HELEDεBOLE NEE ADAWU-NU MGBOLεKABOLE

Adawu-nu heledεbole: Ole ke, εnea egengadeε nu ndende amaa wεanyia adwenle kpule ne mε wε nu, adwenle titili ne mε, yeε ngyehyeleε. Adawu-nu heledεbole boa kengavoma εmaa benwu tidweke titili ne mε. Beyε bete deemεti kelevo ne helele egengadeε ne la abo yeε eza εmmaa benzekye meke.

Adawu-nu mgbolεkabole: Ole ke εfa egengadeε bie anu ndende wεakponde adwenle kpεkyee bie mε le ke edwekemgbεke titili, εdendesinli, anzεε kpuyia kpεkyee bie anwo nyelebenloa la. Oboa εmaa kengavo nwu adwenle kpεkyee bie, yeye kpuyia nloa na beyε nvedenvedenu mε le fεεnwε la.

Nvasoe mε wε adawu-nu heledεbole nee adawu-nu mgbolεkabole zo la

Adawu-nu heledεbole nee adawu-nu mgbolεkabole le sukoanyia mε anwo hyia na εmaa yeanyia anyunluhεle wε deεbodele nee debie boε egengale nu a. Yemεti, saa kengavoma nwu adawu-nu heledεbole nee adawu-nu mgbolεkabole sukoanyia ne boε a, εbahola yeamaa be nwo aye se wε debie boε egengale nu na be egengale adodoa zo.

Ezukoaledes Gyima

Kenga adwelie kelata ne mε wε aze εke la

1. Bε adwelie kelata ne anu helede na kile adwenle titili ne mε mε wε nu la.
2. Bε mgbolεka wε adwelie kelata ne anu na kponde (i) ahenle mε vale gyima ne anwo kake ne la. (ii) maanle maanle gyene mε εlenyia gyima ne anwo nvasoe la. (iii) eyazonlema nye a enyia nvasoe wε zo a.
3. Dua ε ti anwo edwekemgbεke zo pe adwelie kelata ne sikale.

Eyazonlema mε be dodo bo apenle nsa (3,000) la nee menli mε ka bie a εye boε wε eyazonle nu la enyia ezukoa mε Abibilema fa boa eyazonlema la evi menli mε fa ninyene mε yenyia yefi eyazonle nu ye gyima nee azokoeeε mε kakyihakyi ninyene mε yenyia yefi eyazonle nu wε ndenle ngakyile zo maa εye nvasoe la εke.

Evole nna gyima ne mε Yuwulopuma Ngamεnu Eku ne vale nwole kake la bodane a le ke, bedua ezukoakpondele ndenle ngakyile nee gyima gyima mε fa ezukoa ba la adenyia zo beaboa eyazonlema mε ye εya di aleε la nee eyazonlema mε dede εya ngyikyι ngyikyι la, mε bewε Abibile Maanle Eεle-ekyi ne azo la amaa ninyene (nεba) mε benyia be befi eyazonle nu la aho ε nyunlu.

Menli mɔɔ nyianle nvasoe ne bie la nyianle ndetele wɔ adwuleso sua mɔɔ besi befa beduolua alee alee na ofa ewia okakyi nzule mɔɔ le ngyenle la nzukpa amaa alee, eleka mɔɔ besiezie befa beduolua ninyene na nye gyima ngakyile gyene mɔɔ bo ko la, nɔba ngakyile eluoluale nee ke yesi yefa yedi gyima wɔ ye maandee nu la, senle-anwoma, milahyinli mɔɔ fa nɔba nee ewula ewula na okakyi be oko ninyene ngakyile mɔɔ yefa yedi gyima la anu (domo/mile eluale, nwole mɔɔ sonle bole la ehwenle, ngekeba mɔɔ befa bekakyi nɔba nwo ninyene mɔɔ ezekye la bemaɔ nye ninyene mɔɔ anwo hyia la nee mɔɔ eha la), nzule mɔɔ befa beduolua ninyene yee emulike kpokye mɔɔ beye bemaɔ azele na bewula ye azelebo la (bayoka) anwo.

Saa eye Gana a, gyima ne eza eleko zo amaa eyazonlema mɔɔ wɔ Abibile Nyiake, Namibia, Botswana, yee Mozambique maanle nu la.

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

Debiehilele Ndenle

Debiezukoale mɔɔ gyi ngyegyele zo la: Sukoavoma ne amuala gyima

- Befunla adawu-nu heledɛbole nee adawu-nu mgbɔɔkabɔle anu.
- Behɛle ndonwo mɔɔ kile adawu bie sikalepele la.

Menli nwio nwio gyima:

- Bewowɔ adwenle wɔ sikalepele ehɛlele anwo.
- Belua adawu-nu heledɛbole nee adawu-nu mgbɔɔkabɔle zo behile adwenle titili ne mɔ mɔ wɔ egengadee bie mɔɔ bepe ye sikale la anu.
- Bedo ye gua bemaɔ bewowɔ adwenle wɔ nwole.

Sonea Titili - Deezukoale (Sonea) Kelata 1

Debiezukoale meke nu sonea gyinlabelɛ 2 –**Suanu gyima**

1. Kilehile eweene nwio mɔɔ la adawu-nu heledɛbole nee adawu-nu mgbɔɔkabɔle avinli la (Mra 4)
2. Wowɔ adwenle wɔ ndenle nsa mɔɔ bedua zo bekile adwenle titili mɔɔ wɔ egengadee bie anu la anwo.
3. Dua mɔɔ eze wɔ adwenle titili nwo la azo fa edendemunli mɔɔ embo motwe la pe adawu ne mɔɔ wɔ aze eke la sikale wɔ edendekpunli ko anu:

Duzu a eye ye wɔ meke mɔɔ enle debie eye la a? Duzu a wula wɔ anwosesebe maa eye dee zɔhane a? Wɔgenga wɔva mɔɔ awie mɔ ye wɔ meke mɔɔ benle debie beye la anwo ɔ? Meke ne mɔɔ awie enle debie mɔɔ ɔle ye gyima ke ɔwɔ ke nye la a befele ye alagye meke a. Ke ɔsi okulo ke ɔdi ye meke ne nee awie mɔɔ okulo ke ɔ nee ye di meke ne la a ofa nye gyima a.

Awie mɔ bie fa be alagye meke ne die be enwomenle. Ehye boa maa besie anwosesebe mɔɔ bele la bie. Nwonane ne nee adwenle ne nyia adenle gyinla be gyake azo bieko ɔluake ɔnle emianle ke yekeye gyima ngakyile biala wɔ ye alagye meke nu.

Awie biala hyia alagye meke wɔ ye gyima mɔɔ ɔwɔ ke nye la eyele nzi. Nvasoe wɔ alagye meke zo ɔluake ɔbo ye nwo bane ɔfi ewele mɔɔ gymamolozo fa ba la anwo.

DEEZUKOALE (S3NEA) KÉLATA 1

ALIMOA KÉLATA NE ANWO NINYÉNE(EDWÉKEMIZA) NGYEHYÉLÉ/ KP3KYEEHILELÉ ÉKPONLE NE

Kilehilevolema ehéle kpuyia abulanlu (50) w3 ngyenu éhye anwo

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	S3NEA GYINLABLELÉ NE M3		
		Gy.1 30%	Gy.2 40%	Gy.3 30%
F3NETEKE NEE F3N3L3GYI	1. <i>Dua ndenle f33nwo ne m3 azo kile ké Nzema vawolo ne m3 si de la (ndonwo, éloanlé mbabonle ne gyinlabele, étafinlimale ne anwumah3le nee étafinlimale nleka ne m3).</i>	1		
	2. <i>Dua ndenle f33nwo ne m3 azo kile ké Nzema k3333nante ne m3 si de la (ndonwo, ye éb3lé(éwozolé), éleka m33 b3b3 ye la y33 ké b3si b3b3 ye la).</i>		1	
	3. <i>Kilehile vawolo gyimalilé ne m33 w3 Nzema an33 ne anwo la anu. (ndonwo, m33 b3 edw3333kp3ké bo, m33 finde edw3333kp3ké avinli, m33 dwula edw3333kp3ké)</i>			1
	4. <i>Kile énelemgb3ké ngakyile m33 w3 Nzema an33 ne anu la. (3buke nee 3mbuke)</i>	1		
	5. <i>Wow3 adwenle w3 Nzema an33 ne énelekp3ké ngye-hy33 ne anwo w3 edw3333kp3ké ényianlé nu.</i>			
	6. <i>Gyinla énele ngakyile ne m3 azo (anwuma nee aze) kilehile énele nu.</i>			
	7. <i>Kilehile al3ra/énele éhakyile ndenle ne m3 m33 w3 Nzema an33 ne anu la anu (ndonwo, ag33w3lévale ndenle ne m3)</i>		1	
	8. <i>Wow3 adwenle w3 al3ra/énele éhakyile ndenle ne m33 w3 Nzema an33 ne anu la anwo (ndonwo, énelemgb3ké ngyehy33 ndenle ne m3)</i>	1	1	1
EDWÉKEMG3KÉ NEE NGYEHYÉLÉ	1. <i>Gua anluma w3 b3 ékpunli ngakyile ne m3 anu (ndonwo, duma kp3lé, duma gy3ne, duma gyegye, duma munli nee m33 éha la)</i>	1		
	2. <i>Gua y3kp3k3ngilenu w3 b3 ngakyile ne m3 anu (ndonwo, k3si, éleka, meké, éleka m33 3dwu)</i>			
	3. <i>N33nlea ké b3si b3fa mgb3kye m3feme b3di gyima w3 Nzema an33 ne anu la.</i>		1	
	4. <i>Dua m33nukp3ké ngakyile ne m3 azo kéléhéle édend3munli w3 Nzema an33 ne anu.</i>	1		
	5. <i>Kile édend3foa ngakyile ne m3 na kilehile ko biala anu.</i>		1	
	6. <i>Wow3 adwenle w3 édend3munli ngyehy3nu ne anwo (ndonwo, édend3sinli nee édend3foa)</i>			
	7. <i>Dua gyima m33 édend3munli di la azo na n33nlea édend3munli ngakyile ne m3.</i>		1	1 1

<i>MELA MƆƆ BƐDUA ZO BƐKƐLE NZEMA ANEƐ NE LA</i>	1. <i>Dua mela mƆƆ wƆ duma nee dumagya nwo la azo kƐlƐhƐlƐ Ɛdendɛmunli.</i> 2. <i>Gyinla mela mƆƆ wƆ dumangilenu nwo la azo kƐlƐhƐlƐ Ɛdendɛmunli.</i> 3. <i>WowƆ adwenle wƆ ndenle mƆƆ yɛdua zo yɛnyia ɛdwɛkɛmgbɔkɛ fofolɛ wƆ Nzema aneƐ ne anu la anwo (ɛdwɛmɔnwoyɛlɛ, ɛdwɛmbɛzoyɛlɛ, nyɛvolɛ-aneɛyɛlɛ, mgbɔkyɛ mɔfɛmɛyɛlɛ)</i> 4. <i>WowƆ adwenle wƆ ɛhɛlɛlɛ sɛkɛlɛnɛɛ (ɛdendɛmgbakɛyɛdɛɛ) ne mɔ anwo (gyinla, ɛzinzelɛ, ngilenu, ngilɛ-nukyɛ nee mƆƆ ɛha la)</i> 5. <i>WowƆ adwenle wƆ ndenle ngakyile mƆƆ yɛdua zo yɛnyia ɛdwɛkɛmgbɔkɛ fofolɛ la anwo (nyɛvolɛ aneɛyɛlɛ, ɛdwɛnzizoyɛlɛ, ɛdwɛfofolɛyɛlɛ(kɔnyɛnegyi) nee mƆƆ ɛha la).</i> 6. <i>Dua ndenle ngakyile ne mƆƆ yɛdua zo yɛnyia ɛdwɛkɛmgbɔkɛ fofolɛ wƆ aneƐ ne anu la azo kile kɛ yɛsi yɛnyia ɛdwɛkɛmgbɔkɛ la.</i>	1	1 1	1 1
<i>MAANDEƐ NVƐYE-BANVƐYEBA</i>	1. <i>Gyinla ɛleka mƆƆ bɛ bo vi nee dɛɛmɔti beto la azo kilehile awozonle anluma anu.</i> 2. <i>WowƆ adwenle wƆ ndenle mƆƆ bɛdua zo bɛsie kakula bɛlɛra aze la anwo (fuamunli azeziɛlɛ: (kolaa na bɛabu maamulɛ ne, maamulɛ mekɛ ne, yɛɛ maamulɛ ne anzi)</i> 3. <i>Fa kɛ Nzema si sie kakula bɛlɛra aze la toto maandɛɛ ngakyile ne mɔ maamulɛ ɛdɛɛ ne anwo.</i> 4. <i>WowƆ adwenle wƆ kɛ bɛsi bɛgya raalɛ nee nvasoɛ mƆƆ wƆ zo la anwo.</i> 5. <i>WowƆ adwenle wƆ adwuleso ninyɛnɛ/nyɛlɛɛ mƆƆ ɛrawolo tete agyalɛ maamulɛ ne anu la anwo.</i> 6. <i>Fa kɛ Nzema mbusua ne mɔ si de la toto mbusua mƆƆ wƆ aneƐ aneƐ ngakyile ne mɔ anu la anwo.</i> 7. <i>WowƆ adwenle wƆ tete ɛvoyia ngakyile ne mɔ nee nvasoɛ mƆƆ bɛlɛ la anwo.</i> 8. <i>Fa Nzema tete ɛvoyia ne toto maandɛɛ ngakyile ne mɔ ɛdɛɛ ne anwo na kilehile koyɛlɛ nee ɛwɛɛnɛ mƆƆ wƆ bɛ avinli la.</i> 9. <i>. Fa Nzema ɛzɛnɛyɛlɛ maamulɛ ne toto maandɛɛ gyɛnɛ mɔ ɛdɛɛ ne anwo na kilehile koyɛlɛ nee ɛwɛɛnɛ mƆƆ wƆ bɛ avinli la.</i>	1 1 1 1	1 1 1 1	1 1 1 1
<i>TETE MAANLE ƐBULE (AMAAMUO)</i>	1. <i>Nɛɛnlea tete maanle ɛbulɛ ngyɛhyɛlɛɛ ne (sɛlɛ, awukenu kpanyinli, abusua kpanyinli)</i> 2. <i>Nɛɛnlea tete maanle ɛbulɛ ngyɛhyɛlɛɛ ne (maanle belemgbunli, suazo belemgbunli, biasievoma, nee mƆƆ ɛha la).</i> 3. <i>. Nɛɛnlea tete maanle ɛbulɛ ngyɛhyɛlɛɛ ne.</i> 4. <i>Nɛɛnlea kɛ adwuleso(kɔɔto) ɛdwɛkɛlilɛ ngyɛhyɛlɛɛ ne si de la.</i> 5. <i>Kilehile koyɛlɛ nee ɛwɛɛnɛ mƆƆ wƆ tete ɛdwɛkɛlilɛ ndenle ne nee adwuleso ɛdwɛkɛlilɛ ɛdɛɛ ne anwo la.</i>	1 1	1 1	1 1

ANLOANUDWEKÉ	1. Neenlea ngyehyelee mɔɔ edeneyele le la (sunsum ne mɔ enelele, nrelalee ne, adwulalee). 2. Wowɔ adwenle wɔ mraale ezunle(awoleyele) anwo (gyima nee nvasoe). 3. Neenlea ngyehyelee mɔɔ agyebé le la nee agyebé ngakyile ne mɔ. 4. Neenlea ngyehyelee mɔɔ agyiba le la 5. Wowɔ adwenle wɔ gyimayelee edwene, konle edwene, nwochoa edwene nee adoma-nwochoahanle edwene nwo. 6. Neenlea na ye nvefenu wɔ adwuleso haelaefe edwene nwo.	1	1	1
NGELEHELEDWEKÉ	1. Wowɔ adwenle wɔ nuninyene mɔɔ wɔ adawu nu la anwo (ndonwo, numenli, bodane, ngyehyelee, nzileka, adawubɔɔ nee mɔɔ eha la). 2. Ye nvefenu wɔ adawu egengadee nu (ye duma, bodane, anee, aneenu ninyene, nee mɔɔ eha la). 3. Neenlea nuninyene mɔɔ wɔ nwochoa nu la. 4. Ye nvefenu wɔ nwochoa egengadee nu. 5. Kile na wowɔ adwenle wɔ nuninyene mɔɔ wɔ edwekedwendole nu la anwo (ndonwo, anee, bodane, ekpunli (edwekpunli), ehonlone, aneenu ninyene, alerakoyele nee mɔɔ eha la). 6. Ye nvefenu wɔ edwekedwendole nu.	1	1	1
	DODO	15	20	15

SONEA KELATA Mɔɔ ɔTɔ ZO NWIO LA ANWO NINYENE(EDWEKEMIZA) NGYEHYELEE/DEKPOKYEEHILELE EKPONLE – SUKUNWIO NZEMA

Ngyehyelee mɔɔ kelata ne le la

NGYENU A –Egengale (Mra 10)

Bebava edwebodele adawu mɔɔ le edwekemgbɔke 300 – 350 la beamaa wɔ na beagyinla zo beabiza wɔ kpuyia 10. ɔwɔ ke soneayevoma ne mɔ yeye kpuyia ne mɔ amuala anloa. (Miniti 30)

NGYENU B –Fɔnɔlɔgyi (Mra 10)

Bebahéle kpuyia nwio beamaa soneayevoma ne anlea nu aye ko anloa na beamaa ye mra 10. (Miniti 15)

NGYENU C - Aneebohilele/Aneehakyile (Mra 30)

Bebava adawu mɔɔ behéle ye wɔ Nrelenza nu na ɔle edwekemgbɔke keye 250 la beamaa soneayevoma ne mɔ ke behakyi ye behɔ Nzema nu. (Miniti 30)

NGYENU D –Nwobiehanle (Mra 30)

Bebahéle nwobiehanle kpuyia nna mɔɔ ɔwɔ ke soneayevoma ne fa edwekemgbɔke mɔɔ dwu 300 la kéle nuhua ko anwo edweke maa bema ye mra 30. Nwobiehanle ehélele ngakyile ehye mɔ a bebava beazo be beanlea a: Kolakoladule, Keside, Kpolerazule, Baguanu Edendele ehélele, Kelata ehélele, Deaalilale(debieyele/debiehilele). (Miniti 50)

NGYENU E - Ngelēhēdweke (Mra 20)

Wō ngyenu ēhye anu, bebabiza kpuyia nsa wō ngelēhēdweke asa ngane nsa (adawu, nwōhoa nee edwēkēdwendole) ne mō anwo, na sōneyevoma ne aye nuhua ko anloa. (Miniti 25)

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	SŌNEA GYINLABLEE NE MŌ		
		Gy.1	Gy.2	Gy.3
EGENGALÉ	1. Dua adwenle mō ēlē ye wō tidwēke nee boavo edendemunli anwo la azo kile adwenle titili mō wō egengadee nu la.			1
FŌNŌLŌGYI	1. Dua adenle fōnōwo ne azo kilehile kē Nzema kōnsōnante ne mō si de la (ndonwo, ewozolē, ēleka mō bebo ye la, yēē kē bēsi bebo ye la) 2. Wowō adwenle wō alera/enele ēhakyile ndenle ne mō wō Nzema anee ne anu la anwo (enelemgbōke ngyehyēle ndenle ne mō)		1	1
NWOBIEHANLE	1. Kēlē Kolakoladule nwobie. 2. Kēlē deēalilalē(debieyēlē/debiehilelē) nwobie. 3. Kēlē kpolerazulē nwobie. 4. . Kēlē gyimanu kelata			1 1 1 1
ANEBOHILEE NEE ANEĖHAKYILE	1. Dua aneēhakyile ndenle ngakyile ne mō azo na kakyi egengadee mō wō alimōa anee nu la kō anee mō wō zo nwiō la anu (mō gyi edwēkemgbōke ne mō azo, mō gyi ndelebebo zo nee mō gyi aneēkakyivo ne ndelebebo zo la)			1
NGELĖHĖLEDWEKE	1. Wowō adwenle wō nuninyene mō wō adawu nu la anwo (ndonwo, numenli, bodane, ngyehyēle, nzileka, adawubōvo nee mō ēha la). 2. Yē nvēfenu wō adawu egengadee nu. 3. Kile na wowō adwenle wō nuninyene mō wō edwēkēdwendole nu la anwo (ndonwo, anee, bodane, ekpunli (edwēkpunli), ehonlone, anee nu ninyene, alerakoyēle nee mō ēha la).			1 1 1
	DODO		1	10

KELATA NE MŌ WŌ ZO NSA LA ANWO NINYENE(EDWĖKĖMIZA) NGYEHYĖLEĖ/DEĖKPŌKYĖEHILEĖ ĖKPONLE – SUKUNWIO NZEMA.

Ngryehyēleē mō kelata ne lē la.

KELATA 3 (Bē-nloanu Adwelielilē)

Kelata ēhye lē ngyenu nsa mō sōneyevoma ne nee sōnea-neazovo ne ngitanwolilē boka ye a. Ngitanwolilē mō bahō zo wō sōneyevoma ko biala nee sōnea-neazovo ne avinli la bayē miniti 20 mō bēva mra 50 bēzua ye a. Ōlē ngyehyēnu nsia mō bēgua ye ekpunli A nee B anu a. Bēbahakyihakyi ekpunli ne mō amaa bēanva kpuyia ko ne ala bēamba evolē biala. Sōnea-neazovo ne baha sōnea ne anwo ngyehyēleē ne anwo edwēkē yēahilē sōneyevoma ne.

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	SONEA GYINLABLEE NE MO		
		Gy.1	Gy.2	Gy.3
ADWELIELILE/ NGITANWO- LILE MOO GYI BODANE ZO LA	1. Wowo adwenle wo edweke mo anwo hyia mo beye bevi adwenwowo nu la anwo. Ndonwo, mo maandee die to nu (ebule, ahunyele, nliendonu nee gyene mo), nwomazukoale, mbede edonele, nyambogyia, gyimamgbole mo wo Gana la, agudeedule, mrenyia nee mraale atipeneyele, tenlabelenu adenyia, abodeenwo nrelebe, tekenlogyi, Yigyiniayele, mgbonda nee mo eha la.			1
FONLOGYI	1. Dua ndenle fowwo ne azo kilehile ke Nzema konsanante ne mo si de la (ndonwo, ewozole, eleka mo bebo ye la, yee ke besi bebo ye la).		1	
EGENGALÉ	1. Dua adawu-nu heledobole nee adawu-nu mgbolokabole zo na kile adwenle mo wo egengadee nu la. 2. Dua adwenle mo ele ye wo tidweke nee boavo edendemunli anwo la azo kile adwenle titili mo wo egengadee nu la.	1		1
MAANDEE NVEYEBAN- VEYEBAN	1. Gynla eleka mo be bo vi nee deemoti beto la azo kilehile awozonle anluma anu. 2. Wowo adwenle wo ndenle mo bedua zo begya raale la nee nwole nvasoe mo wo maandee ne anu la anwo. 3. Wowo adwenle wo tete evoyia mo Nzemama di la nee nwole nvasoe ne mo anwo.	1	1 1	
ANLOA- NUDWEKE	1. Neenlea ngyehyelee mo edeneyele le la (sunsum ne mo evelele, nrelalee ne, adwulalee). 2. Wowo adwenle wo tete evoyia mo Nzemama di la nee nwole nvasoe ne mo anwo. 3. Fa Nzema ezeneyele maamule ne toto maandee gyene mo edee ne anwo na kilehile koyele ne eweene mo wo be avinli la.	1	1	1
	DODO	3	4	3

PLC Session 12

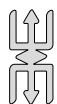
55 minutes

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

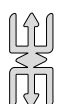
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

20 minutes

Enactment

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

5 minutes

Reflection

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

DAPENE 13

Ezukoaledes Bodane: Wowo adwenle wo aneĖhakyilé ndenle ngakyile ne mo anwo (Ndonwo, mo gyi edwekemgboké zo la, mo gyi ndelebebo zo, mo gyi aneĖkakyivo ne ndelebebo zo la nee mo eha la).

Nufunlanle

Evole 1	Dapene 6: Dua ediele mo di munli, nrelaledole nee ndelebebo nyianle zo wowo adwenle wo aneĖbohilele nee mo bokéboka nwo la anwo.
---------	---

MOO GYI YE NYE ZO LA: ANEĖHAKYILÉ

1. Adwenle mo wo aneĖhakyile nwo la.
2. Nvasoe mo wo aneĖhakyile zo la.
3. AneĖhakyile ngakyile.

AneĖhakyile: AneĖhakyile kile adenle ne mo yedua zo yekakyi egengadee mo wo ane ko anu la yeko gyene nu wo meke mo yenea ke alimoa ndelebebo ne, eleka mo egengadee ne anzi vi nee nuninyene ne engakyi la.

Nvasoe mo wo aneĖhakyile zo la: AneĖhakyile di gyima titili na oye eweene eweene mo deda ane ane ne mo avinli la ofi eke, omaa yenyia ndelebebo wo mo ko zo ewiade eleka biala la anwo, yee oboa wo maanle maanle ngitanwolile nee ngamɔnɔlile nu. Nvasoe bie mo mo wo aneĖhakyile ezukoale zo la a le ehye mo:

1. Oboa omaa ngitanwolile ko zo wo aleabo: AneĖhakyile boa maa menli mo ka ane ngakyile wo aleabo la ko biala te mo o gonwo kehile la abo.
2. Maandee Ezukoale: Oboa omaa yeda adwenle, edweke, nee nzuzule ali wo maandee ngakyile ne mo anu. Saa ekola ekenga egengadee mo behakyi ye bevi menli ekpunli gyene ane nu la a, ekola ekile anyezole wo be adwenle nzuzule, maandee, diedi nee mo eha la anwo.
3. Ndonielile nee Gualile: AneĖhakyile anwo hyia wo maanle maanle zo ndonielile, gualile nee ebelabole nu. Amaa wɔanwu na wɔade mo eleko zo wo ewiade eleka biala la, egengadee mo behakyi ye la anwo hyia kpale.
4. Nwomazukoale nee Nvedenvedenuyele: Yekola yenwu adwenle nzuzule mo bela ye ali wo egengadee mo behale ye ane gyene nu la wo meke mo bekehakyi bekera ane mo yete anu la, na omaa obaye nwomazukoale nu moale.
5. Adwenlekoyele (Anlokonleyele) nee Maanle maanle ngitanwolile: Egengadee mo behakyi ye ane gyene nu la kola boa maa ngitanwolile mo di munli la ko zo wo arane nee maanle maanle ngakyile ne mo avinli.
6. Omaa yete mo eleko zo la: Egengadee mo behakyi ye ane gyene nu la kola maa yete mo eleko zo, moale nee adenyia mo wo eke maa menli mo wo ewiade eleka biala la.

7. NdelebēbonyianlĒ nee Nganeēkodelē: Saa bēkakyi egengadeē bēkō anee mō yete la anu a, ōboa ōmaa ewiade amra kōsōti te bē nwo ō bo, bēdie mō menli gyene ēlēye la bēto nu yēē ōfa ahualilē ōba.

Aneehakyilē ngakyilē

1. Aneehakyilē mō gyi edwēkēmbōkē ne mō ndelebēbo zo la

Ēhye le aneehakyilē adenle ne mō bēdua ngilenu tenlene ne mō edwēkēmbōkē ne mō lē la azo bēkakyi anee ne tela kē bēkenlea ēleka mō bēhēlē ye, ēdendēdenle ne mō anzēē ngilenu ngakyilē mō ōlē ye wō anee ne mō tō zo nwiō anu la. Adenle ēhye kola maa yēkakyi anee mō ye ndelebēbo ēnwīe munli di anzēē ēnlē fōōnwō la.

2. Aneehakyilē mō gyi ndelebēbo zo la

Ēhye le aneehakyilē adenle mō bēdua ngilenu nee bodane fōōnwō mō alimōa egengadeē ne lē la azo a bēkakyi bēkō anee gyene nu kē mō ōde la tela kē bēkēgyinla edwēkēmbōkē ne mō abohilēlē zo la. Adenle ēhye gyinla maandēē, anee ne mō, nee ēweēne mō gyinlabele ne fa ba la azo amaa yēahakyi anee ne kē mō ōde la fōōnwō.

3. Aneehakyilē mō gyi aneehakyivo ne ndelebēbo zo la

Aneehakyilē ngakyilē ēhye duma biekō a le anlē-ngyēkyeleē anzēē aneehakyilē mō adenle la nwo. Adenle ēhye te ō nwo fi ngyēhyeleē, nuninyēne anzēē ngilenu mō alimōa egengadeē ne lē la anwo. Ōwō nu kē aneehakyilē mō gyi aneehakyivo ne ndelebēbo zo la maa kakyivo ne adenle maa ōkile ye adwenle, ōkola ōfa ngilēhilenu ngakyilē ōba yēē akee ninyēne mō anwo hyia la noko kola minli nu. Yēkola yēfa yēdi gyima wō ēleka ne bie, mō le kē adwenlebōlē ēhēlēlē, emomu ēhye kola fa ngyēgyelē ba aneehakyilē mō gyi ngyēhyeleē fōōnwō zo la anu.

Ēzukoalēdeē Gyima

1. Wō ekpunli mō menli nsa nsa a wō nu la anu, bēli ngitanwō wō edwēkē mō anzi vi nleka ngakyilē la anwo na bēye mō wō aze ēke la mō bēhile (ndonwō, gua nu, asopiti, anzēē sukulu) wō mekē mō bēlēfa ēdendēsinli nee edwēkēhanlē mō anwo ēnvea la ēhakyilē beali gyima la.
 - a. Wō gua ne anu (sonla ko ēlētōne ninyēne, ko le awīe mō ēhō anyelielē akpōsa, yēē ko ēlēkakyi ahenle ne mō ēhō anyelielē akpōsa ne la Nrelenza ne ahō Nzema nu yeamaa ye)
 - b. Wō Nrelenza abolokyi asopiti ēke ne (sonla ko le dōketa, ko le sonla kpanyinli mō endē kpōkē, yēē ko ēlēkakyi anee ne yeavi Nrelenza nu ahō Nzema nu yeamaa wuleravole ne nee dōketa ne).
 - c. Bēsukoa Nzema wō sukulu sua ne anu la (sonla ko le kilēhilevolē, ko le sukoavo fofolē mō vi Nrelenza abolokyi, yēē sonla ko ēlēkakyi mō kilēhilevolē ne ēlēka la amaa sukoavo fofolē ne)

Debīhīlēē Ndenle

Wowō adwenle wō aneehakyilē nee ye ngakyilē ne mō anwo (ndonwō, mō gyi edwēkēmbōkē ne ndelebēbo zo, mō gyi ndelebēbo zo, mō gyi aneehakyivo ne ndelebēbo zo nee mō ēha la)

1. Debiezukoale mɔɔ gyi ngyegyeyɛ zo la: Sukoavoma ne amuala gyima:
 - Bɛfunla adwenle mɔɔ wɔ aneehakyile nwo la anu.
 - Bɛfunla subane mɔɔ aneehakyile le la anu (te na ka anee nwiɔ ne, adwenle mɔɔ wɔ adweliedwɛmgbɔkɛ fɔɔnwo ne mɔɔ bɛfa bɛdi ngitanwo wɔ anee nwiɔ ne mɔ anu la, nee mɔɔ ɛha la anwo).
 - Bɛwowɔ adwenle wɔ aneehakyile ngakyile ne mɔ anwo (ndonwo, aneehakyile mɔɔ gyi edwɛkɛmgbɔkɛ ne mɔ azo, mɔɔ anye ɛnvea (tenlene ne), mɔɔ ɛngyi mɛla zo, mɔɔ anye fea la, mɔɔ kile ngitanwolile nee mɔɔ ɛha la).
2. Ekpunli gyima/ ngamɔnu debiezukoale: Ekpunli mɔɔ bɛ mɔdenlebɔle ɛnzɛ la:
 - Bɛgenga ɛgengadeɛ mɔɔ ye edwɛkɛmgbɔkɛ ne mɔ bayɛ 300 anzɛɛ mɔɔ bo la na bɛhakyi anee ne bɛvi Nrelenza nu bɛhɔ Nzema nu.
 - Bɛdo ye gua bɛmaa bɛwowɔ adwenle wɔ nwole

Sɔnea Titili: Gyinlabelɛ 4 – Sukulu Gyima

1. Kilehile aneehakyile anu na kile ndenle nsa mɔɔ ɔle nvasoɛ ɔmaa Nzema anee ne ɛnyinle/ anyunluhɔle la. (Mra 4)
2. Kɛmɔ ɛle sukoavo mɔɔ ɛkakyi anee la, bɛva edwɛkɛ mɔɔ wɔ kilehilevole kpanyinli ne baha ye wɔ sukulu ne baguanu ɛdendɛle ne abazobɔle ayia ne abo la bɛmaa wɔ kɛ ɛhakyi anee ne. Kile aneehakyile ngakyile ne mɔɔ ɛbava wɔali gyima la yɛɛ deɛmɔti ɛbava yemɔ la. (Mra 4)
3. Neenlea na kile kɛ ɛsi ɛdie edwɛkɛ ɛhyɛ ɛto nu la.

“Aneehakyile mɔɔ gyi aneehakyivo ne ndelebebo zo la ye ɛzulole na eza ɔnli munli”.

Ɔwɔ kɛ wɔ kpolerazule ne ka ye afoa nu nwiɔ ne anwo bie pɛpɛpɛpɛ na akee wɔava wɔ adwenle kpule ne mɔɔ wɔzuzu la wɔadwula ye. (Mra 12)

PLC Session 13

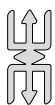
45 minutes

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.

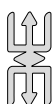
3. Plan the week's key assessment with your app

- 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.

DAPĒNE 14

Ezukoalēdes Bodane: *Wowo adwenle wo mela mwo bedua zo bekakyi anee la anwo (ndonwo, mwo wo alimoo anee nee mwo ɔto zo nwio anwo, maandee, mwo wo aneemela nee anee anee ezukoale nwo nee mwo eha la)*

Nufunlanle

Evole 1	Dapene 3: Gyinla deediēle mwo di munli la, nrelaleedole nee ndelebeɓonyianle azo na wowo adwenle wo be-nloanu aneebohilele anwo.
---------	--

MWO GYI YE NYE ZO LA: MELA MWO BEDUA ZO BEKAKYI ANEE LA

Adwenle mwo wo aneehakyile nwo la anwo mobonuyele.

Sia ko dapene 13 ne azo konlea ngilenu mwo aneehakyile le la, aneehakyile ngakyile, yee nvasoe mwo wo zo la.

Mela mwo bedua zo bekakyi anee la: Mwo aneehakyivoma ne elēdi mela ehye mo azo la, bebaye aneehakyile gyima mwo di munli kpale na ɔto nrelalee ne ke mwo bedwenle nwo wo alimoo egengadee ne anu la.

1. Be anee nwio ne anu: ɔwo ke eye awie mwo ebe wo anee nwio ne anu amaa wɔanwu edwekemgbake fɔonwo ne mwo ebava wɔali gyima wo meke mwo elēkakyi anee la.
2. Fɔonwohilele: Kakyi ye ke mwo ngilenu ne, nuninyene nee eleka mwo ɔ nzi vi la si de wo alimoo egengadee ne anu la pɛpɛpɛ.
3. Pɛlepɛlelele: Gyinla kelevo ne subane, edwekpomgba (edwenwo) nee adwenle mwo alimoo egengadee ne le la azo pɛpɛpɛ.
4. Maa ngilenu fɔonwo: Nwu ye ke egengadee ne mwo wɔhakyi ye la anu la eke, ɔle sikale, yee benve na beade ɔ bo.
5. ɔdi maandee zo: Nea eweene mwo deda maandee ne mo anu na dua zo kakyi anee ne ke mwo ɔde ala la.
6. Ndelebebo mwo vi eleka mwo behele dee ne la: Te eleka mwo alimoo egengadee ne anzi vi la abo amaa wo aneehakyile ne aye fɔonwo.
7. Adwenle ko ehilele (Dee ko ne ala ehilele): Gyinla edwekemgbake, edwekpomgba (edwenwo) nee ngyehyele ko ne ala mwo wɔva wɔli gyima la azo.
8. Anee mwo anye fea: Kakyi edendedenle, edwekemgbake (anee) mwo befa bedi adwelie, nee anee mwo bevea ɔ nye la pɛpɛpɛ.
9. Menli mwo bagenga la: Dwenle menli mwo elēkakyi anee ne wɔamaa be la anee, be maandee nee be ngyianle ne mo anwo.
10. Edwekpomgba (edwenwo) nee kelevo subane: Maa edwekpomgba (edwenwo) nee kelevo subane ne mwo wo alimoo egengadee ne anu la egyinla ke mwo ɔde la (Mmakakyi ye).
11. Egengadee ne anu egengale nee nu ekpale: Kpa egengadee ne mwo wɔhakyi ye la anu na yeye nvonlee ne mo maa ɔli munli

Ezukoalede Gyima

1. Wowɔ adwenle wɔ nvasoe mɔ fɔnwohilele le ye wɔ aneɛhakyile nu la anwo.
2. Ke aneɛhakyile mɔ ɛnle fɔnwɔ la si fa mgbonde ba ɛ?
3. Kakyi egengadee ezinra ehye kɔ Nzema nu.

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.

Debiehile Ndenle

1. Ɛtoa mɔ awie mɔ gyene eha la azo: Sukoavoma ne amuala gyima:
 - Bɛwowɔ adwenle wɔ mɛla mɔ bɛdua zo bɛkakyi aneɛ la anwo (ndonwo, mɔ wɔ alimoa aneɛ ne nee mɔ ɔwɔ zo nwɔ anwo, maandɛ, mɔ wɔ aneɛmɛla nee aneɛ aneɛ ezukoale nee mɔ eha la anwo).
 - Bahole gyima:
 - Kenga egengadee mɔ le edwɛkɛmgɔkɛ keye 300 anzɛɛ mɔ bo zo la na kakyi aneɛ ne.
 - To ye gua maa bɛwowɔ adwenle wɔ nwɔle.

Sɔnea Titili: Sɔnea Gyinlabelɛ 3 – Suanu gyima

1. To mɛla nnu mɔ bɛdua zo bɛkakyi aneɛ la tone nu, gyinla bole mɔ bɛsonle la azo na kile bɛ nidizo ke mɔ wɔ adwenle kile wɔ la. Akee kile deɛmɔti ɛbole kpɔke zɔhane la.
2. Dua mɛla ne mɔ bɛfa bɛkakyi aneɛ la azo kakyi egengadee ehye kɔ Nzema nu.

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

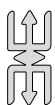
45 minutes

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

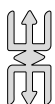
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

5 minutes
Reflection

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

Ngyɛnu 6 Ne Mɔbɔnu

Ngyɛnu ɛhye le mɔbɔnu maa ɛzukoalɛdɛɛ mɔɔ bɛhile ye wɔ dapɛne 12, 13 nee 14 ne mɔ anu la. Yewowɔ adwenle wɔ kɛ adawu-nu hɛlɛdɛbɔlɛ nee adawu-nu mgbɔɔkɔbɔlɛ mɔ si boa wɔ adawu sikalɛpɛlɛ nu la. Eza yewowɔ adwenle wɔ anɛɛhakyilɛ nee ninyɛne mɔɔ zuozua ye la anwo, bɔbɔ sukoanyia mɔɔ bɛfa bɛkakyi anɛɛ la yɛɛ awiɛlɛɛ kolaa ne, kɛ bɛsi bɛfa anɛɛhakyilɛ sukoanyia ne bɛkakyi adawu bɛkɔ Nzema nu la. Yɛlɛ anyɛlazo kɛ, sukoavoma kahɔ ngyɛnu ɛhye anu awiɛ la, bɛbava adawu-nu hɛlɛdɛbɔlɛ nee mgbɔɔkɔbɔlɛ sukoanyia ne bɛali gyima wɔ ɛgɛngadɛɛ sikalɛpɛlɛ nu na eza bɛava sukoanyia mɔɔ bɛnyia wɔ anɛɛhakyilɛ nwo la bɛahakyi ɛgɛngadɛɛ bie mɔ bɛahɔ Nzema anɛɛ nu.

SONEA TITILI NE MƆ ANWO MRA EMAANLÉ(EMAAKELÉ) NGYEHYELÉ

DAPENE 12

1. Maa era 1 wɔ eweene (ngakyile) ko biala mɔɔ behéle la yee era 1 wɔ ngilehilenu mɔɔ zua ye la anwo. (kɔdwu mra 4)
2. Maa era 1 wɔ ndenle ko biala mɔɔ behile la anwo. (Kɔdwu mra 3)
3. Mela (Mra 12)

*Kakye: Mra biala enle eke emmaa sikalepele mɔɔ bo edendemunli mɔtwe la wɔ gyimalile ne anwo.

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔsɔ enyele (Mra 3-4)	Ɔhyia moale (Era1-2)
Gyimalile	Sikalepele ne di munli na ɔ nye la eke. Adwenle titili ne mɔ amuala wɔ nu.	Sikalepele ne di munli na ɔ nye la eke. Adwenle titili ne mɔ dɔɔnwɔ wɔ nu.	Sikalepele ne kile ngilehilenu mɔɔ vi egengadee ne anu yee adwenle titili ne mɔ bie eminli anzee anye enla eke.	Sikalepele ne kile mɔɔ bezia behéle egengadee ne dɔɔnwɔ yee adwenle titili ne mɔ dɔɔnwɔ eminli anzee anye enla eke.

	Ɔdi munli kpale (Mra 4)	Ɔdi munli (Mra 3)	Ɔsɔ enyele (Mra 2)	Ɔhyia moale (Era1)
Ɛsepele, ehélele sɛkelenee nee aneemela	Nvonlee ekyi bie	Nvonlee ekyi bie mɔ, nee nvonlee titili ekyi bie	Nvonlee ekyi ndoɔdoazoyele, yee nvonlee titili bie mɔ.	Nvonlee titili nee ekyi ndoɔdoazoyele.

DAPENE 13

1. (Nyelebenloa ndonwo) Aneeshakyile kile **adenle ne mɔɔ yɛdua zo yɛkakyi egengadee** anzee **edendele** mɔɔ wɔ **anee** ko anu la yɛkɔ gyene nu wɔ meke mɔɔ yenea ke **alimoa ndelebebo** ne, eleka mɔɔ egengadee ne anzi vi nee nuninyene ne engakyi la.

Nvasoe mɔɔ wɔ aneshakyile zo la (sukoavo ne kola bobɔ ehye mɔ anu nsa biala)

- a) Ɔboa ɔmaa ngitanwolile kɔ zo wɔ ewiade
 - b) Maandee ezukoale
 - c) Ndonielile nee gualile
 - d) Nwomazukoale nee nvedenvedenuyele
 - e) Adwenlekoyele (Anlokonleyele) nee Maanle maanle ngitanwolile
 - f) Ɔmaa yete mɔɔ élékɔ zo la
 - g) Ndelebebonyianle nee Nganeekodele
2. Maa era 1 wɔ aneshakyile ngilenu mɔɔ le fɔɔnwɔ la anwo na maa nvasoe ko biala mɔɔ bekehile la anwo era 1 (Gyima ne anwo mra kɔdwu 4)

<i>Ɔdi munli kpale (Mra 4)</i>	<i>Ɔdi munli (Mra 3)</i>	<i>Ɔso enyele (Mra 2)</i>	<i>Ɔhyia moale (Era 1)</i>
<i>Nuhua ne maa ɔvale nee ngilenu kpule ne maa ɔmaanle (3+ deɛmɔti)</i>	<i>Nuhua ne maa ɔvale nee ngilenu maa ɔmaanle (2+ deɛmɔti)</i>	<i>Nuhua ne maa ɔvale nee ngilenu ko maa ɔmaanle</i>	<i>Nuhua ne maa ɔvale, ngilenu emboka ye.</i>

3.

	<i>Ɔdi munli kpale (Mra 7-8)</i>	<i>Ɔdi munli (Mra 5-6)</i>	<i>Ɔso enyele (Mra 3-4)</i>	<i>Ɔhyia moale (Era 1-2)</i>
<i>Nun-inyene</i>	<i>Agbɔke maa anu mia kpale, ɔka kpolerazule ne afoa nwiɔ ne anwo bie pɛpɛpɛ na ɔfa ndonwo fɔɔɔɔ ɔdi gyima la. Nuhua la eke na ɔle adwulalee maa di adwenle la.</i>	<i>Agbɔke maa anu mia na ɔfa ndonwo fɔɔɔɔ ɔdi gyima, ɔka afoa nwiɔ ne anwo bie. Ɔle adwulalee maa anu la eke.</i>	<i>Agbɔke maa le fɔɔɔɔ, ɔye a ndonwo zua ye yee ɔka eleka ko anwo bie. Ɔle adwulalee yee nuhua enda enla eke.</i>	<i>Kpolerazule agbɔke maa nwole ndonwo le ekyi bie anzeɛ ɔnla adwenle ali la. Ɔnle adwulalee anzeɛ ɔle bie a, nuhua enla eke fee.</i>

	<i>Ɔdi munli kpale (Mra 4)</i>	<i>Ɔdi munli (Mra 3)</i>	<i>Ɔso enyele (Mra 2)</i>	<i>Ɔhyia moale (Era 1)</i>
<i>Adwenle ezieziele, eɛɛɛɛ, ehelele sekelelee nee aneemela.</i>	<i>Ɔle ngyehyelee maa le fɔɔɔɔ na nvonlee ngyikyi bie a ɔa nu la.</i>	<i>Ɔle ngyehyelee maa le fɔɔɔɔ, nvonlee ngyikyi bie maa ɔa nu, yee nvonlee titili ekyi ɔa nu la.</i>	<i>Ndelebebo enle nu, nvonlee ngyikyi dɔɔɔɔ ɔa nu, na nvonlee titili bie maa ɔa nu la.</i>	<i>Maa ye ndelebebo ne tɔ sinli na ɔle nvonlee ngyikyi nee titili dɔɔɔɔ la.</i>

DAPENE 14

1. Maa era 1 ɔa mela ko biala maa bebado ye tone nu la anwo. Ndonwo, Me adwenle se me ke, enyia adwenle maa anu mia ɔa anee nwiɔ ne anwoa ɔle debie maa anwo hyia titili a, ɔluake ɔbaboa yeamaa ɔava adweliedwemgbɔke maa le fɔɔɔɔ la ɔahakyi anee ne.

Mela gyene maa yebobɔle zo la kola ye, fɔɔɔwohilele, pɛpɛlelele, maandeɛ zo elile, ndelebebo maa vi eleka maa behelɛle deɛ ne, nee maa eha la.

2. Fa era 1 maa edendemunli maa behakyi ye fɔɔɔɔ la
 - Edendemunli mɔtwe maa behakyi be fɔɔɔɔ la le - mra 8
 - Edendemunli nsuu maa behakyi be fɔɔɔɔ la le - mra 7
 - Edendemunli nsia maa behakyi be fɔɔɔɔ la le - mra 6
 - Edendemunli nnu maa behakyi be fɔɔɔɔ la le - mra 5
 - Edendemunli nna maa behakyi be fɔɔɔɔ la le - mra 4
 - Edendemunli nsa maa behakyi be fɔɔɔɔ la le - mra 3
 - Edendemunli nwiɔ maa behakyi be fɔɔɔɔ la le - mra 2
 - Edendemunli ko maa behakyi ye fɔɔɔɔ la le - era 1

NGYENU 7: EVOYIA

EZUKOALEDEE: MAANDEE NVHEYEBANVEYEBA NEE MAANLE EBULE

Ezukoaledes Ngane: Maandee Nveyebanveyeba

Ezukoaledes Guabel: *Neenlea nvasoe maa wa evoyia maa wa Gana maandee ngakyile ne ma azo la.*

Ezukoaledes Bobane Tititli: Kile adwenle nee ndelebebo maa wa tete evoyia nwo la.

MUKENYE NEE NGYENU NE SIKALEPELE

Ngyenu ehye neenlea maandee nveyebanveyeba nee maanle ebule. Owowa adwenle wa Gana tete evoyia ne ma nee nvasoe maa wa zole la anwo. Sukoavoma bazukoa ehye wa Gana maandee ngakyile ne ma anu na bealua adwenle ne maa bebanyia ye la azo beaye ndotonwo beahile ke evoyia ne ma si ko zo wa Gana maandee ngakyile ne ma anu la. Adwenle maa wa ehye anwo la baboa amaa sukoavoma anwu maa wa be maandee nu nee Gana maandee gyene ne ma anu la. Eza baboa yeamaa beabo maandee ne anwo bane. Sukoavoma bade o bo na beahile anyezole beamaa maandee maa menli ekpunli gyene ne ma le la na lua zo ngamwulile nee maandee nliendonu aho zo. Ngyenu ehye enle nvasoe emmaa Nzema anee ne ezukoale angome kye na eza o nee ye tenlabelenu nee tetedweke nwo debiezukoale le ngitanwolile. Ngyenu ne maa sukoavoma nyia adwenle maa anu mia na omaa bete ke be maandee ne nee menli ekpunli gyene ma edee ne si di gyima kofee wa ebelaabole nu la abo. Owula kilehilevole ne anwosesebe ke ova debiehilele ndenle maa boa ngitanwolile, moale ninyene(bokame), sukoavoma nwomazukoale mndenlebole ngakyile nee sonea ndenle ngakyile oboa debiezukoale ne.

Dapene ne ma nee ezukoaledes ne ma maa ngyenu ne neenlea la a le:

- **Dapene 15:** Evoyia
- **Dapene 16:** Evoyia maa bedi wa Gana la anwo ndotonwoyele

DEBIEHILELE NDENLE NE SIKALEPELE

Ndenle maa bedua zo bekile debie maa beva beli gyima wa ngyenu ehye anu la le ndenle maa bedua zo bekile Nzema anee ne la.

Debiezukoale maa gyi ngyegyele zo la kile ke besi bedua ngyegyele kpomgbondee maa sisi ewiade anu kofee la azo beaboa sukoavoma amaa beazukoa adwenle nee mela tela ke bekeva nchale ne nee adwenle bie ma bekedo gua zohane ala la. Ndenle kpokyee maa boka ye la a le, bahole debiezukoale, menli nwio nwio gyimaye, sukoavoma maa be debiezukoale nu mndenlebole enze la ekpunli nu eguale/mrenyia nee mraale ekpunli nu eguale, yee gyimalile maa sukoavoma ne kowoti bo nu ye la nee dee maa sukoavoma ne kowoti fa to gua la. Ndenle ehye ma bamaa beadwenle beaho moa, beanyia adwenle maa befa beso ngyegyele nloa, na

beanyia ngitanwolile sukoanyia mɔɔ di munli a. Eza ɔkola ɔbuke adenle ɔmaa ngamɔnɔlile, ekpunli gyimalile nee kpanyinlile. Sukoavoma eza bazukoa ke besi betondo awie mɔ anloa bedielie adwenle na beye nu nvefenu la amaa beanyia sukoanyia mɔɔ befafa bedi gyima la. Wɔ sukoavoma mɔɔ le debiezukoale nu ahyeledede la afoa nu, bemaa be gyima bieko mɔɔ kile ke bebali be gɔnwo mɔ sukoavoma anyunlu beaboa be amaa beanyia ndelebebo mɔɔ anu mia la wɔ adwenle mɔɔ bekɛhile la anwo beaboka be dee ne. Beboa kilehilevolema bemaa benwu sukoavoma mɔɔ le ngyegyeye wɔ edwekemgbɔke ebobɔle nee ngitanwolile nu la anwo na bealua nrelebe adenle zo beazɔ mɔɔ ɔnle zo na belie bedo nu ke ɔle nɔhale la anloa.

SONEAYELE NE SIKALEPELE

Ndenle mɔɔ bedua zo besɔ sukoavoma ne benea mɔɔ wɔ ngyenu ehye anu la nea ke, bendɔ sinli wɔ sukoanyia enyianle, ndelebebo mɔɔ gyi bodane zo, yee edwenlenle mɔɔ le fɔɔnwo la anu. Nyelebenloa mɔɔ ba wazowazo la boa maa sukoavo ne nyia anyunluhɔle na ɔdi munli wɔ enyinle nu. Adenle mɔɔ bedua zo besɔ sukoavoma ne benea la boa maa befafa be nye bedi ndelebebo mɔɔ sukoavoma ne le ye wɔ Gana tete evoyia ne mɔ anwo la anzi. Sɔnea gyinlabele 4 ne mɔɔ kile ke sukoavoma si dwenle fɔɔnwo na be ndelebebo nu mia la wɔ eke. Sɔnea kpuyia ne mɔɔ bɔ ɔ bo fi edwekebizebizale kɔkpula nwobiehanle nzinrenzinra, anzee benloanu deaalilale mɔɔ sɔ sukoavoma mɔndenlebole mɔɔ kile ke besi beda adwenle ali na befafa bedi gyima la nea. Ɔwɔ ke kilehilevolema dua ndenle ngakyile zo sɔ sukoavoma ne nea wɔ meke mɔɔ begua zo belesukoa nee be ezukoale ngyehyelee meke ne awielee la, amaa beanyia adwenle wɔ, ke sukoavo ko biala mɔndenlebole si de la, mra mɔɔ benyia nee nyelebenloa mɔɔ kile be anyunluhɔle gyinlabele la anwo.

Fa sɔnea ne mɔɔ bevale belile gyima la sikalepele ne sua ezukoaledede bodane ne. Ndonwo

Ezukoaledede bodane	Sɔnea gyinlabele	Sɔneayele ngyehyelee nee/ anzee ndenle.
Wowɔ adwenle wɔ Nzema tete evoyia (kundum) ne nee nvasoe mɔɔ ɔle la anwo.	4	Edwekebizebizale
Fa Nzema tete evoyia (kundum) ne toto anee anee gyene mɔɔ wɔ Gana la mɔ edee ne anwo na kile koyele nee eweene mɔɔ wɔ be avinli la.	4	Edwekebizebizale

DAPENE 15

Ezukoaledes Bodane: *Wowo adwenle wo tete evoyia mo Nzemama di la nee nvasoe mo wo zo la anwo*

MOW GYI YE NYE ZO LA: EVOYIA

Evoyia abohilele: Tete evoyia a le nyeele anzee gyimalile mo abo vi tete na okile maandee nee sunsum nu bodane mo anwo hyia la. Meke doonwo ne ala, ofa anee, edwene nee agole kpokyee bie azo a odi gyima a.

Nvasoe mo wo evoyia zo wo maandee nu la: Nvasoe mo wo evoyia zo la zonle. Bie mo a le ehye:

- a. Maandee anwo banebole: Evoyia le nyeele anzee gyimalile mo kile ezuavole ne tetedweke na owula awozonle ne mo anyunlunya a. Bedua zo bekile ke bezile bekyekyele sua bie la, mgbanyima/titilima mo rakyekyele sua ne, yee nyeele mo bevale belile gyima la. Evoyia le nyeele mo bedua zo bekakye titilima mo honle tiale nyevole, belieliele azele fofole, tete menli, menli mo honle tiale abodeenu munzule anzee titilima subane mo ka azele ye azo ebelabole la. Evoyia le nyeele mo yedua zo yefa enilile yemaa sunsum ne mo mo anwo rale nvasoe maanle azua nee maanle ne la.
- b. Debiezukoale: Evoyia le debiezukoale adenle na olua zo bekola bekakyi tete subane kpale ne bema awozendoazo fofole wo ndenle ngakyile kpokyee mo fa sunsum nu subanehilele, ezule nee nwohoalile obo nu la azo.
- c. Ngamounilile: Evoyialile le meke mo menli sia ba eleka mo be bo vi anzee be maanle nu a, mo boka awozidweke mo kile be menli hole la. Menli ne fa koyele ka be nwo bo nu amaa beali ngyegyele nwo zo, na beakponde ebelabole mo anyeliele wo nu na ononle bole la.
- d. Ezukoa gyinlabele: Ehye le meke mo ezuavole ne kola di gua nyia be ezukoa a, oluake menli doonwo ba sua ne azo.
- e. Anyunluhole: Evoyialile le meke mo befa bebooboa ezukoa nloa beye anyunluhole gyima wo sua zo a. Wo meke ehye anu, mgbanyinli nee ezuavole ne keha be sa aze fa boa anyunluhole gyima mo le ke nzule, sukulu, gua nee debie gyene biala mo sua ne bahyia nwole la.
- f. Anyeliele: Evoyialile maa adenle maa menli ekpunli ngakyile biala die be nye wo sunsum nu nee maandee gyinlabele mo be sua ne le la anwo.
- g. Ngyianledee ebizale: Evoyialile eza le meke mo menli kola da be nyanelile nee adwenleadwenle wo ehulole nu kile awozonle ne mo amaa beanwu be anwunvone na beaboa be amaa beanyia tenlabele kpale a.

Tete evoyia ngakyile: Wo Gana eleka biala, bedi tete evoyia ngakyile. Ehye mo a le mo bedi bekakye alele (alele evoyia) nee mo bedi kekakye mowuamra la, mo beda ye ali wo evole mumua ne anu bekile bole mo maandee ngakyile ne mo anu nyeele ne sonle la. Mo yedi nwole dasele la bie mo a wo eke la:

Evoyia mɔɔ bɛdi bɛkakyɛ ɛbuhɛnle (alɛɛ evoyia) la.

Hɔmɔwɔ (Homowo) Evoyia: Ngenlama mɔɔ wɔ Ngenla maanzinli koatee ne anu la di na bɛfa bɛkakyɛ/bɛkile ɛhɔnehɛlɛ nu abodelɛ ne awieleɛ. Wɔ evoyialilɛ ne anu, gyimalilɛ (nyelee) mɔɔ le kɛ tete (maamule nwo) kenlebɔlɛ nee agolezile, evoyia ne anwo alɛɛ mɔɔ le kɛ 'kpokpoi' la ɛhyɛlɛ kɔ zo.

Gologo Evoyia: Menli ekpunli ne mɔɔ wɔ Sɔlɔ Senzenduduleɛ Maanzinli ne anu la di fa yɛ awozonle ne mɔ mo kɛ bɛmaa bɛnyia ɛbuhɛnle kpale la na bɛsɛlɛ anwobanebɔlɛ.

Samanpiidi (Samanpiid) Evoyia: Bulisama mɔɔ wɔ Sɔlɔ Senzenduduleɛ Maanzinli ne anu la a di evoyia ɛhyɛ fa yɛ bɛ awozonle ne mɔ mo kɛ bɛbɔ menli nee nɔba nwo bane wɔ ɛyazonle ɛlobɔ ne anu la.

Asogili Elue Evoyia: Alɛɛ evoyia mɔɔ Asogili (Asogli) amra mɔɔ wɔ Anwɔnla maanle nu la di fa yɛ bɛ awozonle nee mɔwuamra ne mɔ mo kɛ bɛmaa bɛnyia elue dɔɔnwo wɔ ɛbuhɛnle ne anu la.

Kundum (Abisa) Evoyia: Aleɛnyianlɛ (Ebuhɛnle) evoyia mɔɔ Nyendama nee Nzemama mɔɔ wɔ Senzenduleɛ Maanzinli ne anu di la. Bɛfa evoyia ɛhyɛ bɛyɛ awozonle ne mɔ mo kɛ bɛmaa bɛnyia ɛbuhɛnle kpale la.

Ngemayɛmɛ (Ngmayem) Evoyia: Kolɔboma mɔɔ wɔ Senzenduduleɛ Maanzinli nu la di evoyia ne fa kile ɛbuhɛnle ne awieleɛ na bɛyɛ awozonle ne mɔ mo kɛ bɛmaa bɛnyia ɛbuhɛnle kpale la.

Ɔdwula (Odwira) Evoyia: Ɔhyɛ a le ɛbuhɛnle (alɛɛ) evoyia ne mɔɔ Akulɔpɔno-Akuapɛma mɔɔ wɔ Senzenduduleɛ Maanzinli ne anu la di fa yɛ bɛ awozonle ne mɔ mo kɛ bɛmaa bɛnyia ɛbuhɛnle kpale la.

Evoyia Mɔɔ Bɛdi Bɛkakyɛ Mɔwuamra La.

Adaɛ Kɛsɛ Evoyia: Nzandɛlɛma di evoyia ɛhyɛ wula mɔwuamra anyunlunyia, bɛbɔ anyɛliɛlɛ gua koatee, bɛbɔ kenle na bɛsi agole.

Akwasidaɛ Evoyia: Nzandɛlɛma di evoyia ne siane nsia biala fa wula mɔwuamra anyunlunyia, bɛfa tete kenlebɔlɛ, agolezile, alɛɛ nee nza ɛhyɛlɛ bɛboka nwolɛ.

Hogbetsotso Evoyia: Evoyia mɔɔ Anlo Anwɔnlama mɔɔ wɔ Anwɔnla Maanzinli ne anu la di kakyɛ kɛ bɛzile bɛvile Notsie mɔɔ ɛnɛ bɛfɛlɛ yɛ Togo bɛrale la.

Fetu Evoyia: Evoyia mɔɔ Nvandɛma mɔɔ wɔ Gua nee Ɛlimina (Ɛdina) la di fa kakyɛ mɔwuamra la.

Evoyia Gyɛnɛ Bie Mɔ

Aboakyele (Aboakyir) Evoyia: Efutuma mɔɔ wɔ Simpa (Winneba) la a di a. Bɛdi weɛlɛ ɛbɔlɛ bɛfa bɛyɛ sɛkɛlɛnɛɛ bɛkile bɛ adɛndulɛ ne (ɛlɛka mɔɔ bɛvi bɛrabɔlɛ asɛsɛɛ wɔ ɛlɛka mɔɔ bɛdɛ yɛ kɛkala la).

Bakatoi (Bakatue) Evoyia: Bɛdi bɛkile fɛlɛhyɛlɛ ɛlobɔ ne abobɔlɛ. Ɛliminama mɔɔ wɔ Avinli Maanzinli nu la a di a. Bɛfa ɛlɛnɛhanlɛ ɛzulɛ nee tete kenlebɔlɛ a bɛsua evoyia ne ɛlilɛ a.

Damba Evoyia: Dagombama, Gongyama, yɛɛ Nanumbama mɔɔ wɔ Ɛsɛlɛnu (Anwuma) Maanzinli ne anu la a di a. Bɛdi bɛkakyɛ Kpɔmavolɛ Mohammed awolɛ nee yɛ dumadonle ne.

Akwɛnɔɔ Evoyia: Menli mɔɔ wɔ Adwumako, Breman Esiem, Enyan Abaasa nee gyɛnɛ bie mɔ mɔɔ boka nwo la di evoyia ne fa bɔ/buke adɛnle na eza bɛkakyɛ mɔwuamra ne.

Asafotufiam Evojia: Adaama mɔɔ wɔ Ngenla Maanzinli Koatee ne anu la a di a. Bɛdi bɛkakye konle mɔɔ bɛ nlenyia mɔ mɔɔ ɛwu ɛhɔ (mɔwuumra) la honle wɔ mekɛ mɔɔ bevi 'Ile Ife' bɛba eleka mɔɔ bɛde ye kekala la.

Koloyosikpelemi (Kloyosikplemi) Evojia: Yilo Kolɔboma di kakye bɛ adendule ne wɔ mekɛ mɔɔ bevi 'Kloyomi' (Kolɔboma boka ne) bɛba eleka mɔɔ bɛde kekala la.

Ezukoaledɛ Gyima

1. Kilehile tete ɛvojia anu.
2. Kile tete ɛvojia ngakyile nsa mɔɔ bɛdi ye Gana la na maa ko biala anwo ndonwo nwiɔ.
3. Kile ɛvojia mɔɔ ezuvole mɔɔ wɔ wɔ suazo la di na neenlea deɛmɔti bɛbahɔ zo beali zɛhae ɛvojia ne la anu nsa.

Debiehile Ndenle

1. Ezukoaledɛ Mɔɔ Gyi Ngyegyele Zo La

- Sukoavoma ne amuala gyima: Bɛwowɔ adwenle wɔ tete ɛvojia anwo.

2. Ekpunli gyima/ Ngamɔnu debiezukoale

Wɔ ekpunli mɔɔ bɛ mɔdenleɔle ɛnze la anu;

- Bɛwowɔ adwenle wɔ ɛvojia ngakyile mɔɔ bɛdi wɔ Gana la anwo.
- Bɛhile nvasɔɛ mɔɔ wɔ Gana maandɛ ngakyile ne mɔ ɛvojia zo la.
- Bɛnlea vidio wɔ Gana maandɛ ngakyile ne mɔ tete ɛvojia ne mɔ anwo.

3. Sukoavoma kɔɔɔti adwenle ɛwowɔle

- Bɛwowɔ adwenle wɔ vidio ne anwo (**Duzu/Nwane** a ɛnee bɛɛkakye ye a? **Nwane** a ɛnee ɛɛkakye a? **Duzu ati** a ɛnee bɛɛkakye a? **Nienwu** a ɛnee bɛɛye ngakyile ne a? **Kenlenzu** (ɛvole ne anu mekɛ ne) a ɛnee bɛɛye ngakyile ne a?
- Bɛva mɔɔ bɛnwunle ye wɔ vidio ne anwo la bɛdo gua bɛmaa bɛwowɔ adwenle wɔ nwole.

Sɔnea Titili: Sɔnea Gyinlabele 4 –Edwekɛbizibizale

1. Neenlea na kile sɛkeleneɛ mɔɔ wɔ wɔ sua zo tete ɛvojia ne anu nyɛleɛ ne mɔ anwo la na kile ngilenu mɔɔ zua bɛ la. (Mra 10)
2. Neenlea gyima mɔɔ tete ɛvojia ne mɔ di wɔ maanle ne anyunluhɔle nee tɛnlabelɛnu mgbondabule nu la. (Mra 10)

PLC Session 15

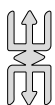
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

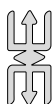
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

DAPENE 16

Ezukoaledes Bodane: *Fa wɔ sua zo tete evoyia ne toto Gana maandee ngakyile ne mɔ anu edee ne anwo na kilehile koyele nee eweene mɔ deda be avinli la*

Mɔɔ GYI YE NYE ZO LA: EVOYIA Mɔɔ BEDI Wɔ GANA LA ANWO NDOTONWOYELE

Evoyia mɔɔ wɔ Gana la (Mobɔnu): Tete evoyia ne mɔ le maandee nee/anzee sunsum nu gyima mɔɔ menli ekpunli kpɔkyee bie ehyehye na beye vi tete dedee eradwu ene la. Bedi bekakye sunsum nu maamule nee gyimalile bie mɔ anzee befa beto nrelalee wɔ maandee ne anu bodane bie mɔ mɔɔ anwo hyia la anwo. Beta bedua anee ne anu edwene nee agole kpɔkyee zo a bedi a.

Ke besi bedi evoyia mɔɔ wɔ Gana nleka ngakyile ne mɔ la: Menli ekpunli biala (mɔɔ be anee le ko la) le ndenle ngakyile mɔɔ bedua zo bedi be evoyia ne mɔ a. Subane kpɔkyee bie mɔ mɔɔ evoyia mɔɔ bedi ye Gana la bie mɔ le la a le ehye mɔ:

Hɔmɔwɔ Evoyia le evoyia mɔɔ Ngenlama mɔɔ wɔ Gana la a di a. Ehole biala anu, bedi evoyia ne wɔ Siane Ewɔkele ne anu. Evoyialile ne sikalepele a wɔ aze eke la.

Anwomoale meke ne

Maanle kɔmenle ne mɔɔ gyi awozonle ne mɔ agyake anu la bu abobɔle maamule. Bedua abele befa bekile diiyele meke ne nee azele ne nzelele. Nyelee ehye fa be wolo ahenlebole nee dedeyele eduale meke ne anu.

Amaa beaye taboa anzee ndane ne mɔɔ la dedeyele ne azo la, bebu kenle ko maamule mɔɔ befele ye “odadao” la. Bekpɔda nyevile ne na ndalema evoyia ne mɔɔ befele ye “yeeyeyee” la adoa zo. Hɔmɔwɔ evoyia elile titili mumua ne toa zo wɔ Siane Ewɔkele ne anu Fole mɔɔ ɔto zole nwɔ ne la.

Beto evoyia ne alee alee mɔɔ le ke “kpokpoi” (befa abele edɔke mɔɔ ebo adubue la a beye a). Bekpomgba evoyialile ne anwo adeladee na besiezie eleka eleka mɔɔ ɔfeta la.

Evoyia ne elile

Evoyialile ne babɔ ɔ bo a, maanle mgbanyima ne nee menli titili mɔɔ bedo esale bevele be la to elɔnwɔne di ezuavole ne anyunlu na beko.

Beto maandee ne anwo edwene na besi nwole agole ngakyile.

Menli mɔɔ di evoyia ne la wulowula be maandee ne anwo adeladee nee be nwo ezieziele ninyene ne mɔ.

Bebo azu bemaa awozonle nee mɔwumra ne mɔ.

Maanle mgbanyima ne mɔ kponde “kpokpoi”, maandee ne anwo alee mɔɔ beto ye wɔ evoyialile meke ne anu ala la.

Mbusua ngakyile ne mɔ noko to be “kpokpoi” edee na bekye bemaa be aako ne anu amra.

Bemaa mrenyia ne mɔ to esale (di alee) wɔ kyenze ko anu fa kile koyele.

Gyimalile Titili Ne Mɔ

Aleelile nee anyeliele: Bekye maandeɛ ne anwo aleɛ na menli bɔ nu dielie bɛ nye.

Tete (Maandeɛ ne anwo) kenlebɔle nee agolezile: Befɔ anwosesebe bebɔ ahenle na besi agole beda Ngenlama maandeɛ ne ali.

Maandeɛ nwo nyelee yekile: Beda tete ninyene, besanloa gyima nee maandeɛ nyelee ngakyile ali bekile.

Befɔ moyele maamule mɔ befɛle ye “ɲɔ wala” (boelile nrelaleɛ ɛmaanle meke yɛɛ “tsese bulemɔ” beto mɔ yekpanwo la beagua ye la) bedwula evoyialile ne.

Bole mɔɔ ɔsonle

Bedi Hɔmɔwɔ evoyia ne bekakye Ngenlama ebuhɛnle elobɔ meke ne na beyɛ awozonle ne mɔ mo kɛ bɛmaa benyia ebuhɛnle kpale (aleɛ dɔɔnwo) la.

Ɔkpogya koyele, tete maandeɛ nee maanle ngyekyelee.

Ɔdwila (Odwira) Evoyia le evoyia mɔ arelemgbunli nee ezuavole mɔ wɔ Fanteakwa Maangyeba ne mɔ wɔ Gana Senzenduduleɛ Maanzilnli nu la a di evoyia ne a. Bedi Ɔdwila (Odwira) evoyia ne wɔ meke mɔ bekɛnyia aleɛ dɔɔnwo (meke dɔɔnwo ne ala ɔle elue) wɔ ebuhɛnle ne anu la. Menli mɔ wɔ Akulɔpɔno-Akuapem, Abuli, Late nee Manfe la a di a. Bedi ye Siane Ɛhɔnla anzɛɛ Siane Bulu ne anu wɔ evole biala. Wɔ maamule nu, behyehye evoyialile meke ne bɛmaa ɔ nee ebuhɛnle meke mɔ bekɛnyia aleɛ dɔɔnwo la kɔ; na bealua zo beyɛ mɔwumra ne mo. Kemɔ ɔle elue evoyia la, bebɔ azu koatee kpale befɔ beyɛ mo wɔ awozonle ne mɔ aleɛ ɛmaanle nu.

Ɔdwila (Odwira) evoyialile ne dua tete awolendoazo maandeɛ mɔ bedɔ alagye behyehye la azo yɛɛ kɛ ɔkɔ ye la ene:

Adaebutu

Ɛhye le koonwuyele meke mɔ befɔ bedwenle a. Ɔkɔ zo kenle abulanla kolaa na Ɔdwila (Odwira) evoyialile ne ara zo. Betua anzɛɛ beka ndane beto dedeyele biala nee ɛzeneyele mɔ kɔ zo wɔ Akuapem maanle ne anu eleka biala la azo. Betwe menli mɔ kɛbulu mɛla ne azo la anzo kɛ beanye anzomeleke la.

Ɔdwila (Odwira) Kenlenzile

Wɔ Akanema maamule nu, beɛ diedi kɛ belemgbunli ɛnwu ɛɛ. Emomu, belemgbunli ne kɔ “namule nu”. Wɔ Ɔdwila Kenlenzile ne, bebɔ adenle ne mɔ kɔ namule ɛhye azo la. Nwuanzanwuanza fealeranu gyimalile meke ɛhye anu, bebɔ ademgbale ne mɔ bedua zo beyɛ maandeɛ ne la anu, befi Akulɔpɔno mɔ le Akuapem maanle ne suakpole la azo bekɔdwu Alehele Azie ne mɔ eza befɛle ye “Amanprobi” la. “Abrafo” (maanle ne menli mɔ twe ɛtaneyevoma anzo la) ne nee bɛ belemgbunli ne, “Adumhene” ne a di mɔmoane maamule nyelee ne anyunlu a. Adenle ebɔle ne le sɛkelɛneɛ mɔ kile kɛ, bɛ nlenyia mɔ/mɔwumra baraboka Ɔdwila evoyialile ne anwo wɔ Akuapem maanle belemgbunli (Okuapehene) sua nu.

Ɔdwila (Odwira) Dweke

Beɛ diedi kɛ, Ɔdwila evoyia ne le sunsum nu ahyɛɛdeɛ mɔ mɔwumra vale hyele alehele abusua (suakunlu abusua) ne mɔ di sua ne azo bia ne la a. Wɔ kenle ɛhye, Gyasehyenle ne – Akuapem Arelemgbunli Bialile Eleka ne anu suazo arelemgbunli nnu ne mɔ ko mɔ eza ɔla

alehele ne mɔ maamule biala anloa la to esale fele “Banmuhene” ne (Belemgbunli ne mɔ nea Alehele Azie ne na ɔsie mɔwuamra ne la).

Gyasehyenle ne dua maamule adenle zo bɔ “Banmuhene” ne amanee ke Akuapem Maanle Belemgbunli (Okuapehene) ne mɔ eza befele ye ‘Omanhene’ la eye anwomoale ewie ke ɔbali ɔdwila evoyia ne. Gyasehyenle ne maa “Banmuhene” ne gyima ke ɔzia ɔhoaye ne anu, eleka mɔ Alehele Azie ne wɔ la na ɔ nee mɔwuamra edende na ɔlie ɔdwila ɔvi Nana mɔ eke ne ɔrele Akuapem Maanle Belemgbunli ne.

Wɔ ɔdwila Dwɛke ko ne ala anu, eza arelemgbunli mbia nsuu ne mɔ wɔ Akulɔpɔno la agyake anu gyinlavolema ne da elue fofole ne ali (ye elue ne kile). Beye ehye wɔ “Kubri” sua ne anu. ɔle kyibadee ke ekeli elue fofole ne bie wɔ Akuapem maanle ne anu kolaa na kenle nee ɔnehwele ehye adwu. Eza bemmaa nwole adenle wɔ sua ne azo. Akuapem Maanle Belemgbunli ne batenla bagua ne anu na ɔkende “Banmuhene” ne nee ye menli ne mɔ ɔmaa befa ɔdwila nyilale ne beba. Kyese “Banmuhene” ne nee ye menli ne mɔ sia fa nyilale ne fi mɔwuamra ne la ba kolaa na beahola beali ɔdwila evoyia ne.

“Banmuhene” ne sia ba a, ɔko Akuapem Maanle Belemgbunli ne eke, na beava maande ne anwo edanle beagua be ti zo. Bele diedi ke, “Banmuhene” ne nee Akuapem Maanle Belemgbunli (Okuapehene) ne mɔ angome a nwu mɔ mɔwuamra eva era la a. Ehye anzi, beye taboa anzee ndane ne mɔ la dedeyele zo la.

ɔdwila (Odwira) Maanle

Wɔ kenle ehye anu, Akulɔpɔno maanle kpule ne wolo alɔbɔlelele (monlekpolele) gyinlabele nu. Be aheda nee be anwozieziele mɔ kile sekelenee ne la le bile nee kɔkɔle. Kemɔ mbusuama bayia nu na be kɔɔɔti bebo nu besu menli mɔ eho be ekela nzi la, Akuapem Maanle Belemgbunli ne kpɔla arelemgbunli mbia azua nsuu ne mɔ mɔ wɔ Akulɔpɔno – Aboasa, Asoana, Twafo, Benkum, Kyeame nee Akrahene na ɔkyekye be rele.

Bebo ɔ bo aleebahye ne, bekakyehakye mɔwuamra kɔɔɔti (Nana mɔ) nee ezuavole mɔ wɔ aako ko biala anu wɔ Akulɔpɔno mɔ ewu evole ne mɔ eze anu na bewula be anyunlunyia. Besuzu ke mɔwuamra mɔ ɔlua be ti a bebole adenle ne la eraboka ɔdwila (Odwira) evoyalile ne anwo.

ɔdwila (Odwira) Kule

Akuapem maanle ne die Damentlangoate Nyamenle ne di na mɔ belefɔ moyele beamaa ye la, enee belemia ngyekyele ne mɔ be nee Maanle Belemgbunli ne – mɔ de “Ofori Kuma” bia ne azo le la anu. Wɔ kenle ehye anu, Akuapem Maanle Belemgbunli ne fa ye belemgbunli bia ne anwo ninyene mɔ ɔfeta la siezie ɔ nwo. ɔkɔtenla bagua ne anu na ɔdielie awie biala mɔ ɔfa enilile yearele ye la.

Wɔ meke ehye anu, belera ekyi ko, Maanle Belemgbunli ne bia ne anwo nwuvole ne mɔ anu ko kɔ sua ne azo nwɔlɔne titili ne mɔ azo akpɔsa ke ɔkava ale mɔ sonle bole la “Afɔɔ” yeamaa ɔ hu. Nzinlii, wɔ kenle ne anu, menli mɔ alehele azie ne wɔ be sa nu la – “Banmuhene” ne nee ye menli ne mɔ fa Afɔɔ to elɔnwɔne kɔ “Nsurem” – Akuapem maanle ne Maanle Belemgbunli mɔ li moa la nwuanzanwuanza enwomenleliele eleka mɔ li moa la ke, bekamaa mɔwuamra ale. Arelemgbunli mɔ vi mbia azua ngakyile ne mɔ azo la toa zo zɔhane ala.

ɔbo ɔ bo wɔ nɔsole ɔne nsuu, Akuapem maanle belemgbunli ne nee ye suazo-aralemgbunli ne mɔ - Gyasehyenle, Benezohyenle, Femazohyenle, Nyiakɛhyenle yee Solɔhyenle, ne mɔ ko nwuanzanwuanza mbia azua ne mɔ anu ngoko ke, bekamia be ngyekyele ne anu na beali

amonle ke, bebava nɔhalelile beazua “Ofori Kuma” bia ne anzi. Maamule titili ehye da ye ali ke (di dasele), Akuapem maanle ne le koyele.

Nɔɔzo dɔne bulu bɔ a, bedi mela bema awie biala da ke asee awozinli eva be la. Akulɔɔno maanle ne kɔ diiyele nu wɔ meke mɔɔ menli mɔɔ twe etaneyevoma anzo (Abrafo) la fa Akuapem maanle ne mbia nee ninyene mɔɔ kile be tumi ne la dua nwɔlɔne ne mɔɔ eye koonwu la azo fi Akulɔɔno kɔ ‘Ademi mu’ (azudenle bie mɔɔ anwo le tetedweke la) ke bekabu nwuanzanwuanza ebiale maamule ne. Besia beba a, befa be nwo bekɔkile Akuapem maanle belemgbunli ne na befa mbia ne nee ninyene ne mɔɔ kile be tumilile ne la bewula ɔ sa. Ɔle be diedi ke, wɔ zehae maamule meke ye anu, ɔle kyibadee ke awie biala mɔɔ emboka be la kenwu be. Wɔ fealeranu maamule ehye ebule nu, Akuapem maanle belemgbunli ne kpa ɔ nwo na ɔfa nwuanzanwuanza edanle bie ɔkyekye ɔ nwo ɔfa ɔkile sekelenee. Ɔto etu fane nsa ɔkile ke, kenle ne nee evoyialile ne era awielee. Ehye eza kile ke maanle belemgbunli ne le tumi ke ɔbabɔ evoyialile ne anzi gua ne mɔɔ doa zo wɔ ye alehyenle nu la.

Ɔdwila (Odwira) Yale

Kenle ehye a le maamule nee tete evoyialile nyelee ne awielee a. Arelemgbunli ne mɔ, maanle mgbanyima, nee ezuavole mɔɔ wɔ Akuapem maanle ne anu la kɔɔɔti kɔyia “Mpeniase” – (alimoa baka mɔɔ beluale wɔ kenle ne mɔɔ li moa wɔ meke mɔɔ Akulɔɔno rayele Akuapem maanle ne suakpole la. Ɔti a “Mpeniase” tede Akuapem Arelemgbunli Bialile Eleka ne sunsum ne mɔ ngoane sekelenee a) ke bekile enilile wɔ bagua ne anu a. Saa Selevolema, Aranenu mgbanyinli nee gyene bie mɔ ba a, Akuapem maanle belemgbunli ne ye nzenzalee wɔ evole ne ngyehyelee ne anu na ɔfa gyima nee anyunluhɔle gyimalile mɔɔ wɔ evole fofole ne anu la ɔto gua. Akuapem maanle belemgbunli ne nyia boelile nrelalee fi Arane ne nee ye menli ne mɔ eke. Bie vi ye maanle ye anu yee bie vi abolokyi ɔdaye.

Akuapem maanle belemgbunli ne fa Akuapem maanle ne gyinlabelle nee ye adwenlekpɔke ne ɔto ezuavole ne anyunlu. Alimoa evoyialile ne mɔ kile ke, kenle ehye a nyevole ba kpole kpale a. Gyimalile ngakyile mɔɔ le ke kɔnsɛte nee anwofeleko maandeɛhilele ezule fa nɔe ne bɔkɔɔ. Kɔmpɛle (Ninyeneyele gyima gyima) ne mɔ dua adenyia ehye azo tɔnedɔne be ninyene mɔɔ beye la, wɔ meke mɔɔ bekeva gyimalile bie anwo kake ne la.

Ɔdwila (Odwira) le ayera mɔɔ le maamule anu evuanle, sonla nyelee mɔɔ to adwenle bie anwo nrelalee, subanehilele, edwene, deeyele nee alea a. Mɔɔ maande ne da ye ali la siezie adwenle na ɔbɔ adenle ɔmaa ninyene fofole eyele. Yekulo ye maamule ne, yebɔ ye dee ne anwo bane na yeda bole mɔɔ ɔsonle ɔmaa ye la ali wɔ eleka biala. Saa e nye elie Akuapema nee ye anee ne mɔɔ da nzonle la anwo a, ehye le adenyia maa wɔ ke ekekpla ye. Yebava anyeliele yɛalie wɔ kenlema zo na yeala ye maamule nee maande ne ali yeahile wɔ nee ewiade amra kɔɔɔti amaa beanwu ye.

Ɔdwila (Odwira) Fole nee Mole

Benye evoyialile ne anwo gyima kpaziwɔke biala wɔ kenle ehye, bɔbɔ Fole ne, ke bɔlobɔle nee ninyene gyene bie mɔ anwo ezule ala a kɔ zo maa mgbavole nee mbelera ne mɔ fa dielie be nye wɔ azua ne mɔ azo a.

Mole ne, Sɔlɔ belemgbunli ne mɔɔ wɔ Akuapem la bɔ gua bedevinli titili bie mɔɔ kile ke evoyialile ne edwu ye kpɔmgbɔse la, na ɔfa evoyialile ne ɔba awielee.

Fetu Evoyia

Fetu evoyia ne le evole nloa evoyia mɔɔ arelemgbunli nee ezuavole mɔɔ wɔ Gua Arelemgbunli Bialile Eleka ne mɔɔ wɔ Gana Avinli Maanzinli nu la a di a. Bedi bekile meke mɔɔ bekenyia

ebuhenle kpale bekevi nyevile nu la (bekehye fele kpale la) na bedua zo bebu moyele maamule bema Gua Arelemgbunli Bialile Eleka ne awozonle abulasuu nee nsuu (77) ne yee sua ne azo enilile.

Anwomoale maa befa beali evoyia ne la bo bo wo dapene ne maa li awielee wo Siane Ewakele ne anu la. Wo meke ehye anu, nyevole ngakyile (mgbanyinli nee ngakula) maa anzi vi maandee nee gyimayele nleka ngakyile ne maa anu la nee sua ne azo amra maa wo adendule nu wo ewiade eleka biala la bayia nu wo Gua Arelemgbunli Bialile Eleka ne. Evoyia ne elile mumua ne bo bo wo Fole maa li moa wo Siane Ehonla ne anu la anu.

Kolaa na beali evoyia mumua ne la, bewula maanle belemgbunli ne sua nu dapene. Wo sua nu ewulale meke ehye anu, nye nzelele na obiza nrelebe nee anwosesebe maa bamaa yeahola yeali ye gyima wo evole ne elile nu la ofi bovole (Oboadze) ne nee mawuamra ne maa eke. Eza onaa ke ye kpakedele gyimayevoma ne kema ye nwonanenu nee ye adwenlenu kpakedele keli munli na yeahola yeali gyima ne maa la o nyunlu wo evoyalile ne anu la peperepe. Wo maanle belemgbunli ne sua nu ewulale ne awielee, ofinde baguanu anwosesebe nu nee anyunlunyia nu na oko bia sua ne anu okoye edene (okogua nza) osele nyilale ofi Gua maanle ne awozonle abulasuu nee nsuu ne maa maa ezuavole ne diedi ke beme a bebu Gua maanle ne la eke.

Eza yela ali ke, kolaa na beali evoyia ne la, betua dedeyele yee felehyele maa ko zo wo Fosu Azule ne anu la, amaa beanyia anzondwole nee koonwuyele. Bedie bedi ke ehye maa Gua maanle komenle ne nyia tumi na odi menli maa tudu agyake wo evoyalile ne ngyehyele nwo kpakebole la anyunlu. Ehye si kolaa na Siane Ehonla ne kenle maa li moa la adwu.

Menli maa Fosu Azule Tandane (Emissafo) ne wo be sa nu wo Gua Arelemgbunli Bialile Eleka ne la noko ye edene (gua nza) wo azule ne nee nyevile ne abole na befele mawuamra ne maa sunsum ke bekpa munzule biala maa kedo nyevole maa bali evoyia ne bie la begua ye lo. Eza bedua edeneyele ne azo befele ebuhenle kpale wo felehyele nee alee ddonwo enyianle nu na befele boelile.

“Emuntumadadze” ne - maa abo kile “kpakedele kenle” ne la – le kenle maa ngakula nee mgbanyinli koocto bo nu di sua ne azo eni na besiezie be kandiba a. Beyeye ewula maa ezi gota nu adenle na bekeha azua maa wo eke ne la anwo ayile (penti). Maa gyi be nye zo la a le ke, bema sua ne azo aye kenlema kolaa na “Bakatue” guabole koatee mumua ne adwu zo.

Siane Ewakele ne anu Kenlenzile maa li awielee la, besi ngakyele epe wo Fosu Azule ne anloa wo ye bozonle sua ne anwo. Menli ddonwo koya bozonle sua ne anwo ke bekanlea maanle komenle nrenyia ne yee maanle komenle raale ne nyelee (maamule) ne. Komenle nrenyia ne nee komenle raale ne nyelee ehye ta ko zo nae ne dedee badwu ye alehyenle ne wo meke maa kenlebole nee agolezile eli afonla la. Befele na befele mawuamra sunsum ne maa ke behile maa bazi evole bieko anu la. Alehyenle Dweke ne, gyimalile ddonwo maa bie a le Fosu bozonle sua ne anwo sunsum nu maamulebule la ko zo. Ye awielee wo alehyenle ne anu, nlenehanle ezule ko zo wo azule ne azo wo maanle belemgbunli ne edeneyele ne anzi.

Kema beduale azule ne anu felehyele wo alimaa ne la ati, maanle belemgbunli ne dimoa gua ye avonle ne wo azule ne anu fane nsa na obuke azule ne omaa maanle kpule ne. Fele ddonwo ne maa maanle belemgbunli ne kehye la kile boelile maa bara felehyele elobo ne anu la. Menli ekpunli titili bie a di nyelee ehye anwo dasele a wo adu etotole meke ne anu a. Befele ehye “Bakatue” (Azulebukele).

Arelemgbunli maa wo Gua Arelemgbunli Bialile Eleka ne la tu Maanle sie eke ke befa bealie Gua ezuavole maa vi adenle nzi eleba la na beaye be akoaba. Wo kenle ehye anu, Asafoma

ekpunli ekpunli nsuu ne mɔ wɔ arelemgbunli bialile eleka ne la noko fa kenlebɔle nee agolezile di gyima. Eza ɔle kenle mɔ bɛfa bɛsiezie bɛ avinli na bɛdi ngamɔnu a.

Dweke nɛ ne, bɛbu sunsum nu ezonlenle nwo maamule wɔ “Nana Paprata” bozonle sua ne anyunlu. Bɛfa sunsum nu maamulebule nee agolezile (“Adammba”) bɛfɛlɛvɛle mɔwuaamra sunsum ne mɔ kɛ bɛboa bɛmaa ahɔmenle ne mɔ ɛhile mɔ bazi la. Maamule ɛhye kɔ zo dedee kɔkpula ye alehyenle ne. Bodane titili ne mɔ maamule ɛhye le la a le kɛ, bɛtu sunsum ɛtane biala mɔ wɔ Gua Arelemgbunli Bialile Eleka ne la. Wɔ meke ɛhye ko ne ala anu, dahuu bekya enlanke mɔ bɛbava bɛabia Gua Arelemgbunli Bialile Eleka ne na bɛade nwole a. Kolaa na anwodele (ɛbiale) gyima ɛhye ahɔ zo la, bɛ nee enlanke ne kɔ “Nana Tabir” bozonle sua ne eleka ne bekɔte nwo na bɛava bɛabɔ azu ne wɔ kenle titili ne.

Amozii, bɛfa enlanke nyili ɛhye bɛbɔ azu wɔ “Papratam”. Bɛta bekile kɛ, yemɔ a le dwese baka ne mɔ maanle belemgbunli ne, ye azua zo arelemgbunli, nee arelemgbunli ngyikyi ne mɔ mɔ maanle mgbanyima ne mɔ ɛbɔ ɔ nwo ɛyia la tɛnla ɔ bo na bɛfa bɛ nloa edweke mɔ fale tete nyeele ne anwo la bɛto ezuavole nee nyevole mɔ wɔ Gua Arelemgbunli Bialile Eleka ne la anyunlu a. Wɔ baguanu ɛdendele ne anzi, maanle belemgbunli ne mɔ ye azua zo arelemgbunli nee arelemgbunli ngyikyi ne mɔ ɛbɔ ɔ nwo ɛyia la tudu agyake kɔ “Tabir” bozonle sua ne eleka mɔ bɛhenda enlanke ne la. Maanle belemgbunli ne ye ɛdene na ɔbu sunsum nu maamule dɔɔnwɔ ɔsele ɔ nlenyia mɔ kɛ bɛrali Gua maanle ne agyinlanu. Meke ɛhye, akee ɔfa dadeɛ anloa twɔndwɔ mɔ bɛfa bɛdi awu la ɔku ɛlanke ne ɔmaa awozonle ne mɔ.

Wɔ maanle belemgbunli ne azubɔle ne anzi, Fetu evoyia ne dwu ye kpɔmgbɔse ne wɔ Siane ɛhɔnla ne anu Fole mɔ li moa la azo. Kenle kpɔkyee ɛhye le kenle mɔ twe menli adwenle sie Asafoma eku eku ne mɔ to ɛlɔnwɔne fa Gua nwoɔne ne mɔ azo, ɔvi “Kotokuraba” ɔfa “Chapel Square” dedee ɔkɔdwu belemgbunli sua nu la azo. Menli vi maanle ye eleka biala ba Gua banea evoyia ɛhye bie. Bɛbɔ gua koatee kpale bɛmaa arelemgbunli ne mɔ bɛmaa bɛdwenledwnle ngyegyɛle mɔ Gua Arelemgbunli Bialile Eleka ne le la anwo yɛɛ Asafoma eku eku nsuu ne kɛ bɛboa wɔ Gua Arelemgbunli Bialile Eleka ne anwo banɛbɔle nwo. Kenle ɛhye dwu a, bɛdua kenlebɔle, agolezile nee ɛdeneyɛle zo bɛfa maanle ne bɛwula anzondwɔle nee boɛlile evole fofole ne anu.

Ninyene mɔ ɛlekɔ zo mɔ le kɛ, maanle evoyia ne agolezile, kɛ bɛsi bɛto maandɛɛ ne anwo aleɛ, bɔlobɔle nwohoa, ndanle nee tete adɛladeɛ ɛwulale nee ninyene ngakyile mɔ bɛva bɛ sa bɛye la, bɔbɔ mbɛlera ne mɔ evoyialile agolezile ɛzule ne baboka mɔ evoyia ne le la anwo na ɔkpogya ye zo.

Saa evoyialile maamule nee nyeele ne mɔ kɔ awielee a, ye Mole a anyeliele bedevinli ne wɔ a. Keleseenema ezonlenle ne mɔ kɔɔɔti bɔ nu ye ngamɔnu ezonlenle wɔ “Victoria Paake” bɛfa moyele bɛmaa Nyanenle bedevinli ne kɛ yeboa Gua Arelemgbunli Bialile Eleka ne yemaa yeli ye evoyia ne anzondwɔle nu a. Mɔ doa ye bieko la a le kɛ, kenle ne eza le meke mɔ bɛfa bɛsɛlezɛle moale ezukoa bɛmaa Gua Arelemgbunli Bialile Eleka ne a. Ye zɔhane ati, maanle belemgbunli ne, ye arelemgbunli nee ye mgbanyima ne kɔ asɔne ne bie na bɛdua adenyia ɛhye azo bɛfa kenle mɔ bɛbali evole ne wɔ evole bieko anu la bɛto gua.

Evoyia Mɔ Bɛdi Wɔ Gana La Anwo Ndotonwoyɛle: *(Meke ɛhye, ɔwɔ kɛ sukoavoma sukoa kɛ bɛsi bɛdi evoyia ngakyile mɔ enle bɛ maandɛɛ nu la na bɛfa betoto bɛ deɛ ne anwo)* Ndonwo a le ɛhye:

ɔdwila (Odwira) evoyia ne nee Fetu evoyia ne mɔ sonle bole wɔ Gana. Bɛda Gana anɛɛ anɛɛ ekpunli ne mɔ tete maandɛɛ nee maamule anu evuanle ne ali noko akee ɛweɛne deda bɛ nu.:

Ɔdwila (Odwira) Evoyia

1. Menli mɔɔ di la: Akanema, titili Akwamu nee Akyem maanle ne.
1. Bodane: Bɛdi bɛkpɔla maanle ne anwo, bɛdi azua ne mɔ azo eni na bɛkile koyɛɛ nee anwosesebɛ mɔɔ maanle ne lɛ la.
2. Gyimalilɛ/Nyɛlɛ: Bɛfa maamulɛbulɛ, kenlebɔlɛ, agolezilɛ, edwendolɛ bɛsua ye na bɛbɔ azu bɛmaa mɔwuamra nee sunsum ne mɔ (awozonle)
3. Mɛkɛ dodo: Ɔfa kenle dɔɔnwo.

Fetu Evoyia

1. Menli mɔɔ di: Ɔguama mɔɔ wɔ Gua la a di a.
2. Bodane: Bɛdi bɛkakye Ɔguama tetedwɛkɛ, maandɛɛ nee koyɛɛ.
3. Gyimalilɛ/Nyɛlɛ: Bɛfa maamulɛbulɛ, kenlebɔlɛ, agolezilɛ, edwendolɛ bɛsua ye na bɛbɔ azu bɛmaa Gua awozonle ne mɔ.
1. Mɛkɛ dodo: Bɛdi ye dapɛne ko.

Ɛwɛɛne titili mɔɔ la bɛ avinli la

1. Kpɔkyeehilelɛ nu: Akanema ekpunli dɔɔnwo a di Ɔdwila a yɛɛ Ɔguama mɔɔ wɔ Gua la ala a di Fetu evoyia ne a.
1. Tetedwɛkɛ afoa nu: Ɔdwila (Odwira) abo vi Akane belemgbunli maanle ne tetedwɛkɛ nu yɛɛ Fetu evoyia ne abo beta Guama tetedwɛkɛ nee bɛ maandɛɛ ne anwo ketee.
2. Maamulɛ nee nyɛlɛ: Ɔlɛ zɔ kɛ bɛbu maamulɛ na bɛyɛ maandɛɛ nu nyɛlɛ wɔ evoyia nwiɔ ne mɔ biala anu noko akee maamulɛ nee nyɛlɛ ɛhyɛ mɔ kakyi wɔ evoyia ko biala anu.

Ezukoalɛdɛ Gyima

Dua kpolerazulɛ ezinra zo maa yɛnwu kɛ ɛdie tidwɛkɛ ɛhyɛ ɛto nu anzɛɛ ɛnlie ɛndo nu:

“Ɔlɛ mgbavolɛ nee mbɛlɛra gyima kɛ bɛkeli evoyia amaa bɛabɔ bɛ maandɛɛ agyadɛɛ ne anwo bane.”

Debiehilelɛ Ndenle

1. Ezukoalɛdɛ Mɔɔ Gyi Ngyɛgyɛlɛ Zo La: Sukoavoma ne amuala adwenlewɔwɔlɛ
 - Bɛfunla tete evoyialilɛ ne mɔ anu.
 - Bɛgyinla evoyia ngakyilɛ ne mɔ azo bɛwowɔ adwenle wɔ tete evoyia mɔɔ Gana maandɛɛ ngakyilɛ ne mɔ di la anwo.
 - Bɛwowɔ adwenle wɔ nvasɔɛ mɔɔ wɔ tete evoyia mɔɔ bɛdi la anwo.
2. Ekpunli Gyima/Ngamɔnu debiezukoalɛ: Ekpunli mɔɔ bɛ mɔdenlebɔlɛ ɛnzɛ la
 - Ekpunli ne mɔ ɛva bɛ evoyia mɔɔ bɛdi la bɛtoto maandɛɛ ngakyilɛ mɔɔ wɔ Gana la ɛdɛɛ ne mɔ anwo na bɛhile koyɛɛ nee ɛwɛɛne mɔɔ deda bɛ nu la.

Sɔnea Titili: Sɔnea Gyinlabelɛ 4 –Edwɛkɛbizebizalɛ

1. Bobɔ tete evoyia mɔɔ bɛdi ye wɔ Gana la anu nnu na kile menli mɔɔ di ko biala la. (Mra 5)
2. Fa evoyia mɔɔ bɛdi wɔ wɔ sua zo la anu ko toto evoyia nnu ne mɔɔ wɔbɔbɔ la anu ko anwo. (Ndonwo, evoyia ne mɔ aluma, menli mɔɔ di, meke mɔɔ bɛdi yɛɛ ke bɛsi bɛdi ye la, nyelee nee maamule mɔɔ kɔ zo wɔ evoyia ne mɔ elile nu la, nvasoe mɔɔ wɔ evoyia ne mɔ azo, nee mɔɔ eha la). (Mra 12)
3. Menli bie adwenle kile bɛ ke, tete evoyia mɔɔ yɛdi la ekpanwo wɔ ɛnɛ meke ye anu. Kɛle kɛlata (wɔ adwelie kɛlata nu) na kile nvasoe mɔɔ ɔlɛ nee bole mɔɔ ɔsonle ɔmaa adwuleso Gana la. Dua dodo mɔɔ wɔnlea la anwo adwenle mɔɔ ɛlɛ la azo fa dasele sua ye na kile ngyegyɛle mɔɔ saa bɛanli a, ɔkola ɔto azua ngakyile ne mɔ la. (Mra 12)

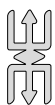
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

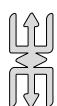
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Ngýenu 7 Ne Mobonu

Dapene bulu nee nnu ne yee bulu nee nsia ne ewowa adwenle wa tete evoyia ne mo anwo, be ngakyile nee bole moa besonle (nvasoe) la. Yeva tete evoyia nwo yetoto nwole yehile koyele nee eweene moa la be avinli la. Be ye ehye amaa sukoavoma anwu moa bele ye wa be maande nu la na beava ebule beamaa maande moa menli ekpunli gyene le la. Yele anyelazo ke, saa sukoavoma fa ehye anu wie a, be bahwe babikye eleka moa be bo vi, be maande, be subane (nyelee moa bedie beto nu) nee be tetedweke na beabo nwole bane. Obawula sukoavoma anwosesebe amaa beaha beabo nu na beali evoyia ne. Eza obamaa beazukoa ninyene fofoleyele (adwenle), adwenlebole, na beanyia edwekemgbake moa bebava beali ye maanle ye nee ewiade anu adwelie a.

SONEA TITILI NE MO ANWO MRA EMAANLE(EMAAKELE) NGYEHYELE

DAPENE 15

Kpuyia 1: Neenlea na kile sekelenee nee nyelee moa wa tete evoyia moa wa wa sua zo la anu nee ngilenu moa zua be la (*Mra10*)

Owa ke kilehilevole ne bizebiza o nwo kpuyia ehye mo wa meke moa olesi gyinla wa mra emaanle ngyehyele ne moa wa aze eke anwo la.

1. *Sekelenee ne ehilele:* Asoo sukoavo ne bahola ahile sekelenee kpokyee nee ngilenu moa bele ye wa tete evoyia ne nyelee ne mo anwo o?
2. *Sekelenee ne enleenleanle:* Asoo sukoavo ne bahola ahilehile (anleenlea) nvasoe moa sekelenee ne mo le nee gyima moa bedi wa nyelee moa wa evoyia ne anu la o?
3. *Guabelhilele (Adwenlehilele):* Asoo sukoavo ne bahola ahile adwenle moa di munli wa nvasoe moa sua ne nyia ye wa sekelenee nee nyelee ehye mo azo la o?

Mra emaanle ne anwo mela

-Mra 9-10 Enleenleanle nee guabelhilele moa di munli bokoo, moa kilehile sekeleneedweke ne mo na omaa ngilenu moa le foonwo la.

-Mra 7-8 Enleenleanle nee guabelhilele moa le foonwo, moa kilehile sekeleneedweke ne mo bie nee be ngilenu la.

-Mra 5-6 Enleenleanle nee guabelhilele moa owa enyele ekyii, na o le sinlidole wa sekeleneedweke ne mo nee be ngilenu ehilele nu la.

-Mra 1-4 Enleenleanle nee guabelhilele moa enli munli, na okilehile sekeleneedweke ne mo nee be ngilenu ne ekyi anzee ongile bie fee la.

Kpuyia 2: Neenlea gyima moa tete evoyia ne mo di wa maanle ne anyunluhole nee tenlabelenu mgbondabule nu la. (*Mra10 s*)

Owa ke kilehilevole ne bizebiza o nwo kpuyia ehye mo wa meke moa olesi gyinla wa mra emaanle ngyehyele ne moa wa aze eke anwo la.

1. *Ndelebeonyianle nee maanle anyunluhɔle: Asoo sukoavo ne bahola ahile ndelebebo mɔɔ wɔ maanle anyunluhɔle nu la nee ye nveyebanveyeba (ngane) ne mɔ ɔ?*
2. *Gyima mɔɔ tete evoyia di la: Asoo sukoavo ne bahola ahilehile gyima mɔɔ tete evoyia di boa wɔ maanle ne anyunluhɔle nee tenlabelenu mgbondabule nu la ɔ?*
3. *Ndonwomaanle nee daselɛhilele: Asoo sukoavo ne bahola amaa ndonwo nee dasele mɔɔ le fɔɔnwo la ava azua be nzuzule (tɔnenudole) ne ɔ?*
4. *Guabelɛhilele (Adwenlehilele): Asoo sukoavo ne bahola ahile adwenle mɔɔ di munli wɔ nvasoe mɔɔ wɔ tete evoyia ne mɔ azo wɔ maanle ne anyunluhɔle nee tenlabelenu mgbondabule nu la ɔ?*

Mra emaanle ne anwo mela

-Mra 9-10 Neenleanu nee adwenlehilele mɔɔ di munli bɔkɔɔ la ɛhilele, mɔɔ kile maanle anyunluhɔle ndelebebo fɔɔnwo nee gyima mɔɔ tete evoyia ne mɔ di la.

-Mra 7-8 Neenleanu nee adwenlehilele mɔɔ le fɔɔnwo, na ɔkile ndelebebo bie mɔ mɔɔ maanle anyunluhɔle kile nee gyima mɔɔ tete evoyia ne mɔ di la bie.

-Mra 5-6 Neenleanu nee adwenlehilele mɔɔ sɔ enyele ekyii, na ɔle sinlidɔle wɔ ndelebebo mɔɔ maanle anyunluhɔle kile nee gyima mɔɔ tete evoyia ne mɔ di anu la.

-Mra 1-4 Neenleanu nee adwenlehilele mɔɔ enli munli, ɔfa dasele ekyi ɔsua ye agbɔke ne mɔ anzee ɔnva bie fee na eza ɔnle adwulalee adwenlehilele biala la.

DAPENE 16

Kpuyia 1

- Fa era 1 maa evoyia ko biala mɔɔ ɔkehɛle ye duma ne fɔɔnwo na ɔkehile menli hole mɔɔ di zɔhane evoyia ne la.

Kpuyia 2. (Mra 12)

Maa mra mɔɔ kɔɔdwu nwio (2) wɔ ninyene mɔɔ wɔ aze eke la ko biala anwo ndotonwoyele nwo.

(Maa mra nwio (2) wɔ ndotonwoyele mɔɔ ndelebebo wɔ nu na ɔle fɔɔnwo la anwo, na maa era ko (1) wɔ adwenle mɔɔ kile ndotonwoyele na ndelebebo fɔɔnwo enle nu la anwo).

1. *Evoyia ne mɔ anluma nee be ngilehilenu*
2. *Menli nee be gyima*
2. *Mekɛ mɔɔ bedi evoyia ne mɔ la*
3. *Kɛ besi bedi evoyia ne mɔ la*
4. *Nyelee nee maamule ne. Be nvasoe nee bole mɔɔ besonle wɔ sua ne azo la.*

Kpuyia 3: (Mra 12)

Mela

	<i>Ɔdi munli kpale (Mra 4)</i>	<i>Ɔdi munli (Mra 3)</i>	<i>Ɔso enyele (Mra 2)</i>	<i>Ɔhya moale (era 1)</i>
<i>Nuninyene (mɔ mɔ nu la)</i>	<i>Nwole edweke dɔɔnwɔ, nyel-ebenloa ne anye la eke yee nwole edwekehanle biala le dasele.</i>	<i>Nwole edweke dɔɔnwɔ, nyelebenloa ne anye la eke. Nwole edwekehanle ne mɔ bie le dasele.</i>	<i>Nyelebenloa ne maa nwole edweke mɔ hyia la noko akee ɔdwu meke ne bie a ɔ nye enla eke. Dasele enda enzua ye.</i>	<i>Edendɛmunli nzinrenzinra mɔ dasele ekyi bie anzee ehwee enzua nwole edweke ehanle ne la.</i>
<i>Nvefenuyele (nwole adwenle ehilele)</i>	<i>Saa ɔkile nvasoe mɔ mɔ envoyia ne mɔ azo nee bole mɔ envoyia ne mɔ sonle la dɔɔnwɔ ɔmaa azua ne mɔ, na ndelebebo mɔ mɔ nwole la anu mia kpale a.</i>	<i>Saa ɔkile nvasoe mɔ mɔ envoyia ne mɔ azo nee bole mɔ envoyia ne mɔ sonle maa azua ngakyile nwɔ, na ndelebebo mɔ mɔ nwole la le fɔɔnwɔ a.</i>	<i>Saa ɔkile nvasoe mɔ mɔ envoyia zo nee bole mɔ mɔ sonle ɔmaa ye sua zo, na ndelebebo mɔ mɔ nwole la ɔ sinli mɔ azua gyene mɔ edee ne anwo a.</i>	<i>Saa ɔkile bole mɔ mɔ envoyia sonle la ekyi bie, mɔ kile ke ndelebebo mɔ mɔ nvasoe mɔ envoyia le anwo la le ekyi bie a.</i>
<i>Aneemela nee edwekemgbɔke</i>	<i>Saa ɔmaa ed-wekemgbɔke ngakyile dɔɔnwɔ mɔ mɔ be ɔɔɔti asee le fɔɔnwɔ la a.</i>	<i>Saa ɔmaa ed-wekemgbɔke ngakyile mɔ mɔ nuhua dɔɔnwɔ le fɔɔnwɔ a.</i>	<i>Saa ɔmaa ed-wekemgbɔke ngakyile bie mɔ na mɔ le fɔɔnwɔ la zonle tela mɔ mɔ enle fɔɔnwɔ la a.</i>	<i>Saa nvonlee ko ne ala mɔ mɔ ye la ɔɔdo a.</i>

NGYENU 8: EWULE NEE EZENEYELÉ

ΕΖΥΚΟΑΛΕΔΕΣ: ΜΑΑΝΔΕΣ ΝΥΕΥΕΒΑΝΥΕΥΕΒΑ ΝΕΕ ΜΑΑΝΛΕ ΕΒΥΛΕ

Εζυκοαλεδες Ngane: **Maandes Nveyebanveyeba**

Εζυκοαλεδες Guabel: *Gyinla adwenle mɔɔ wɔ ewule nwo la azo na kile koyele nee eweene mɔɔ wɔ maandes ngakyile ne mɔ ezeneyele maamule nyelee ne mɔ anwo la.*

Εζυκοαλεδες Bodane Titili: Kile adwenle nee ndelebebo mɔɔ wɔ ewule nee ezeneyele maamule nwo la.

Azedinle

Ye Deszukoale (sɔnea) Kelata 2 ne wɔ dapene 18 ne anu. Dwa ke ɔneenlea nuninyene mɔɔ behile ye wɔ ewole ko (bango ko) ne mɔɔ kodwu ewole nsa (bango nsa) ne la. Sia kɔnlea Edwekemiza ekponle ne mɔɔ kile des kpɔkyee ne nee ngyehyelee mɔɔ wɔ kelata ne anwo la wɔ ngyenu ehye awielee amaa yeaboa wɔ. Dwa ke emaa ke sukoavoma ne mɔ ngelata ne eke ne ala na ekele mra ne wɔ sukoavoma mraiele eleka ne (STP ne azo).

ΜΥΚΕΝΥΕ ΝΕΕ ΝΓΥΕΝΥ ΝΕ ΣΙΚΑΛΕΡΕΛΕ

Ngyenu ehye wowɔ adwenle wɔ ewule nee ezeneyele mɔɔ vea maandes nveyebanveyeba nee maanle ebule ezukoaledes ne abo la anwo. Sukoavoma bazukoa debie ava ewule, ninyene mɔɔ twehwe ewule ba, ewule ngakyile, ngyegyele mɔɔ ewule fa ba, nee ndenle bie mɔ mɔɔ bedua zo besi ewule adenle la anwo. Eza bebazukoa debie wɔ ezeneyele, ezeneyele ngakyile, nvasoe mɔɔ wɔ ezeneyele zo yee adwuleso nyelee mɔɔ erawolo Ganama ezeneyele nu la anwo. Bebava ke besi beye be ezene la beatoto maandes gyene ne mɔ edee ne anwo. Adwenle nee ndelebebo mɔɔ sukoavoma banyia ye wɔ ewule nee ezeneyele nwo la baboa amaa beanwu mɔɔ kɔ zo wɔ be maandes ne nee maandes gyene mɔ anu la.

Bebanyia ndelebebo na beava enilile (anyezole) beamaa maandes gyene mɔ na ɔlua zo koyele, maandes mɔɔ bedie beado nu nee nwole banebole ara. Ngyenu ehye engyia emmaa sukoavoma ne wɔ Nzema anee ne angome ezukoale nu na eza ɔ nee ezukoaledes mɔɔ fale tenlabelenu nee tetedweke mɔ anwo la le ngitanwolile. Ngyenu ne boa maa sukoavoma nyia adwenle mɔɔ nuhua buke nee ndelebebo wɔ be maandes ne nee maandes gyene mɔ anwo wɔ ebelaɔle nu. Dwula kilehilevole ne anwosesebe ke ɔva debiehilele ndenle mɔɔ boa ngitanwolile, moale ninyene (bokame), sukoavoma nwomazukoale mɔdenlebole ngakyile nee sɔnea ndenle ngakyile ɔboa debiezukoale ne.

Dapene ne mɔ nee ezukoaledes bodane ne mɔɔ ngyenu ne neenlea la a le:

Dapene 17: Wowɔ adwenle wɔ ninyene mɔɔ fale ewule nwo la anwo.

Dapene 18: Fa ke Nzema si ye ezene la toto maandee gyene maa wɔ Gana la maa edee ne anwo na kilehile koyele nee eweene maa deda be nu la.

DEBIEHILELÉ NDENLE NE SIKALÉPÉLÉ

Ndenle maa bedua zo bekile debie maa beva beli gyima wɔ ngyenu ehye anu la le ndenle maa bedua zo bekile Nzema anee ne la. Debiezukoale maa gyi ngyegyele zo la kile ke besi bedua ngyegyele kpomgbondee maa sisi ewiade anu kofee la azo beboa sukoavoma amaa beazukoa adwenle nee mela tela ke bekeva nɔhale ne nee adwenle bie maa bekedo gua zɔhane ala la. Ndenle kpɔkyee maa boka ye la a le, bahole debiezukoale, menli nwiɔ nwiɔ gyimayele, sukoavoma maa be debiezukoale nu mɔdenlebɔle enze la ekpunli nu eguale/mrenyia nee mraale ekpunli nu eguale, yee gyimalile maa sukoavoma ne kɔsɔti bɔ nu ye la nee dee maa sukoavoma ne kɔsɔti fa to gua la. Ndenle ehye maa bamaa beadwenle beahɔ moa, beanyia adwenle maa befa beso ngyegyele nloa, na beanyia ngitanwolile sukoanyia maa di munli a. Eza ɔkola ɔbuke adenle ɔmaa ngamɔnɔlile, ekpunli gyimalile nee kpanyinlilile. Sukoavoma eza bazukoa ndotonwoyele na beahile maa baboa be nee ye ngilenu maa ɔle ye wɔ nwomazukoale nu, meke tendenle debie ezukoale nee gyima nu la. Wɔ sukoavoma maa le debiezukoale nu ahyeledede la afoa nu, bɛmaa be gyima bieko maa kile ke bebali be gɔnwo maa sukoavoma anyunlu beaboa be amaa beanyia ndelebebo maa anu mia la wɔ adwenle maa bekehile la anwo beaboka be dee ne. Beboa kilehilevolema bɛmaa benwu sukoavoma maa le ngyegyele wɔ edwekemgbɔke ebobɔle nee ngitanwolile nu la anwo na bealua nrelebe adenle zo beazɔ maa ɔnle zɔ na belie bedo nu ke ɔle nɔhale la anloa.

SONEAYELÉ NE SIKALÉPÉLÉ

Ndenle maa bedua zo beso sukoavoma ne bɛnea maa wɔ ngyenu ehye anu la nea ke, bendɔ sinli wɔ sukoanyia enyianle, ndelebebo maa gyi bodane zo, yee edwenlenle maa le fɔɔnwo la anu. Nyelebenloa maa ba wazowazo la boa maa sukoavo ne nyia anyunluhɔle na ɔdi munli wɔ enyinle nu. Adenle maa bedua zo beso sukoavoma ne bɛnea la boa maa befa be nye bedi ndelebebo maa sukoavoma ne le ye wɔ ewule nee ezene ngakyile maa beye ye Gana la anzi. Sɔnea gyinlabele 4 ne maa kile ke sukoavoma si dwenle fɔɔnwo na be ndelebebo nu mia la wɔ eke. Sɔnea kpuyia ne maa bɔ ɔ bo fi edwekebizebizale kɔkpula nwobiehanle nzinrenzinra, anze be-nloanu deaalilale maa sɔ sukoavoma mɔdenlebɔle maa kile ke besi beda adwenle ali na befa bedi gyima nea la. Ɔwɔ ke kilehilevolema dua ndenle ngakyile zo sɔ sukoavoma ne nea wɔ meke maa begua zo belesukoa nee be ezukoale ngyehyelee meke ne awielee la, amaa beanyia adwenle wɔ, ke sukoavo ko biala mɔdenlebɔle si de la, mra maa benyia nee nyelebenloa maa kile be anyunluhɔle gyinlabele la anwo.

Ezukoaledede bodane	Sɔnea Gyinlabele	Sɔneayele ngyehyelee nee/anze ndenle.
3.3.1. LI.1 Wowɔ adwenle wɔ ninyene maa fale ewule nwo la anwo.	4	Adwenlewowɔle
3.3.1. LI.2 Fa ke Nzema si ye ezene la toto maandee gyene maa wɔ Gana la maa edee ne anwo na kilehile koyele nee eweene maa deda be nu la.	4	Edwekebizebizale

DAPENE 17

Ezukoaledes Bodane: *Wowo adwenle wo ninyene maa fale ewule nwo la anwo*

MAA GYI YE NYE ZO LA.: EWULE

Ewule abohilele: Ewule le sonla ebelabole awielee wo azele ye azo. Ole sonla ngoane zo epele maa bengola benziane ye a; meke ne maa sonla ekela/sunsum ne fi nwonane ne anu la. Owo ke yenwu ke, ngilenu maa ewule le la le ngakyile wo maandee ko biala anu, mela nee kpokedele/ayileyele nyehyelee nu. (kilehilevolema ehile ewule anu ke maa ode wo maandee ne anu la)

Ninyene bie maa maa twehwe ewule ba la

- Kpanyinliyele: Saa menli nyi doonwo a bewu beti-anwo ewule.
- Esiane: Esiane, maa le ke kale esiane, azulenu ewule, evi baka anzee sua zo anwuma ebato aze a, kola pe sonla ngoane zo.
- Nwonanenu ewule: Ewule ewule maa le ke Eesi, asikyele ewule, ebunlu, ahundule, mogyamolozo, nee gyene bie maa bahola ape sonla ngoane zo, saa yeanye be ayile kpale a.
- Amowa: Amowa nee nyidane (ayile etotole) bahola ape sonla ngoane zo.
- Dwevole: Dwevole maa le ke senle eyeleyalale, ahumu, yee azua maa bu gua menli nwo zo la nee gyene bie maa kola fa ewule ba.
- Be-nwo ehunle: Menli kola dua adenle bie azo die be ngoane fi be sa nu.
- Sunsum/Nyene: Yele diedi ke, ninyene maa yesonle be (awozonle nee sunsum maa eha) la kola die menli ngoane fi be sa nu wo meke maa bekevo be la anzee saa befa munzule bie beba be sua zo lua kyibadee maa bebulu zo a, bekola bedie be ngoane. Nyene noko kola ku menli (kilehilevolema ehile ke ehie maa si ko zo wo maandee ne anu la).

Ewule ngakyile: Beti-anwo ewule nee ewule maa enle beti-anwo ewule la

Beti-anwo ewule: Beti-anwo ewule kile ewule maa si lua anwodole anzee nwonane muamua ne enyinle ndenle zo la.

Ewule maa enle beti-anwo ewule: Ehie kile ewule maa enlua kpanyinliyele (enyinle) anzee ewule ewule nyehyele zo na dua alienwo ninyene bie maa azo a oja la. Ehie maa a le:

Awulile ewule – Ehie le meke maa awie anzee menli ekpunli kehu awie la. Saa ahenle maa hunle sonla ne la anye la nwo a, yefele ye kodiawuyele, na saa o nye enla nwo a hunle ahenle a yese ole esiane.

Esianenu (etofoo) ewule – Ehie le ewule maa si arelevile nu. Ehie si wo meke maa be nye enla la. Okola o si kale esiane nu anzee saa awie tele na oto aze a (maa anu mia la).

Be-nwo ehunle kile nyelee anzee meke maa awie keboa kehu o nwo anzee o nye la nwo na okehu o nwo la.

Ngyegyele maw ewule fa ba la: Ole zo amgba ke beti-anwo ewule kola pe ewele maw awie eleko nu la azo, na ewule mumua ne le ngyegyele dɔnwɔ wɔ sonla ebelaɔle nu.

- Nganeedelenu ngyegyele: Ewule fa alɔɔlelele nee deeminlele ba. Saa kulovole bie fi nu a, ɔkola ɔfa gyinlabelenu nganeedele maw anu ye se, nyanelile, haghahagyayele, nee alɔɔlelele ɔbele mbusuama nee agɔnwolema.
- Menli tenlabelenu ngyegyele nee atwebenwo: Ewule kola maa menli twe be nwo fi menli ekpunli nwo, bɔbɔ menli maw be ngome a bede anzee benle tenlabelenu moale kpaziwɔke biala la. Mbusua maw bekegyakyi be wɔ be nzi la anwo kola kyele be ɔluake bennyia moale ke maw ahenle ne maw kewu la de aze a bekenyia ye la.
- Ebelaɔle nu ngyegyele nee gya nwo adeso: Ewule kola fa ezukoa nwo anwongyelele bedevinli maw le ke, ezene nwo kakeɔle, kpɔkedele (ayileyele) nwo kakeɔle nee gya eminlinle ba.
- Adwenleadwenle, adwenlenu kpɔkedele nee adwenlenu ngyegyele: Ewule, bɔbɔ arelevile nu anzee nyane ewule, kola kɔwie adwenle ezekyele, haghahagyayele maw ye ezulole yee alɔɔlelele, abodele yee adwenlenu ngyegyele gyene bie maw.
- Kpɔkedele zo te: Ewele nee ewule ne anwo adwenleadwenle bahola aha kpɔkedele, bɔbɔ menli maw anwo kyele be anzee le ewule wɔ be nwo deba la.
- Sonla moale eminlinle: Ewule ka sonla anwosesebe kemaw moale ne azo te la ati. Sonla adwenle nee anwosesebe maw ɔfa ɔye gyima la azo te, bɔbɔ saa esiane nu ewule ku ngakula anzee mgbavole nee mbelera maw ye gyima na bele maanle ye kenlebie la a.
- Sunsum nu Ngyegyele: Arelevilenu ewule anzee ewule maw enle beti-anwo ewule la kola maa awie biza ye diedi maw ɔle la anzee Nyamenle bedevinli ne maw ye diedi wɔ ye nu la edweke.

Ndenle bie maw yedua zo yesi ewule adenle la: Yele ndenle dɔnwɔ maw sonla kola dua zo si ewule maw ɔnle ke ɔsi la anwo adenle na yemaa menli kpɔkedele mumua ne ko ɔ nyunlu a. Nuhua ndonwo maw a le ehye maw:

Ke Dwa Ke Yesi Yebu Ye Ebela La.

- Aleɔ kpale elile: Dwa ke edi aleɔ maw aleɔnu ninyene maw nwonane ne hyia maw le ke bakamra, aleemra, setakye nee pulotine maw enlome enle nu eyi ye tekere la.
- Ye agbɔkenu ekpundikpundile ndoɔdoazo: Dwa ke yefa ye nwo yewula nyelee maw maa nwonane ne keha ɔ nwo dahuu maw le ke, ediale, enriandile, anzee bɔlobɔle nee gyene maw maw eha la anu.
- Mmano ninyene maw fa esike ko wɔ nu la: Dwa ke sonla gyakyi ninyene maw fa esike ko ye nu la anzee kyi maw befa teba beye la enlonle.
- Nza maw anu ye se la enlonle zo edele: Dwa ke yegyakyi nza maw anu ye se la enlonle anzee eno ye ndenle kpale zo.

Nyelee Maw Si Ewule Adenle La.

- Ye agbɔkenu enleenleanle wazowazo: Saa eye wɔ agbɔkenu enleenleanle nwo ngyehyele wazowazo na eta eneenlea wɔ mogya nu a, ɔboa ɔmaa benwu ewule ewule maw kevinde e nwo la ndende zo na beazi ye adenle.

- Silibole: Saa befa awie beto silibole maa anwo hyia la azo na ono ye ayile foonwo ne a, okola omaa ahenle ne tenla aze kye.
- Ewule ededele: Saa efa nyile foonwo ne edede koango ewule ehye maa, maa le ke asikyele ewule anzee mogyamolozo a, okola omaa ahenle tenla aze kye.

Anwobanebole Mela Zo Elile

- Kale ebia nu belele ne ebale: Saa eleka kale a, owa ke ebo wa ebia ne anu belele ne.
- Kyele kpatuu maa bo be ti anwobane la (helemete) ezoale: Owa ke esoa kyele ketekete ne maa bo be ti anwo bane la (helemete) wa meke maa eleka moto anzee eleye gyima gyene bie maa ebodale wa nu kpale la.
- Azedole nwo adenle ezile: Ohya ke yekye ngyehyele maa le ke, yefa mbulale maa yeso nu la yeaziezie kpolike anzee adenle nloa, yefa ekpa maa azo enle teteletetele la yeye gyima na yesi azedole nwo adenle.
- Saa yedi kale adenle zo adengile mela ne azo wa meke maa yeleka kale anzee yelepe nu wa kale adenle nu a, okola osi esiane anzee ewule maa anree kezi la adenle.

Adwenlenu Kpokede

- Ewele ededele: Owa ke eye nyeele anzee gyima maa maa ete ewele zo maa le ke adwenle maa besie ye koonwu la.
- Adwenlenu kpokede moale: Owa ke ekpode moale efi kpokede gyimayevoma maa neenlea adwenle nu anzee menli ekpunli maa ye moale la eke.
- Twe e nwo fi esiane nee dwawole nwo: Eye ngyehyele maa le ke, edua milahyinli maa kola kile ke esike evinde eleka bie yee efa ninyene maa engye na azo senle la wazie eleka maa enlo la.
- Twe e nwo fi subane etane etane maa le ke dufulelile, nzabole, yee nwuvole evale nwo. Anzomelekyele nee maanle kyibadee zo elile si sonla adwenlenu ngyegyele adenle.

Gana Maandee Ngakyile Ne Bie Ma Ezeneyele

Kakye: Owa ke kilehilevole ne sia konea maa beha ye wa maandee ngakyile ne ma bie ezeneyele nwo wa sukoavoma buluku ne anu wa mukele 56 - 58 la na yeanyia ezeneyele gyene bie ma anwo adwenle.

Ezukoaledee Gyima

Neenlea ngyegyele nna (4) maa ewule fa maa awie maa kewu la abusua ne nee o gonwo ma la.

Debiehilele Ndenle

Ezukoale Maa Gyi Ngyegyele Zo La

- Sukoavoma ne amuala adwenle ewowole: Bewowa adwenle wa ngilenu maa ewule le la anwo.
- Ekpunli Gyima/Ekpunli maa be modenlebole enze la: Bewowa adwenle wa Nzema ewule ngakyile ne ma anwo.
- Menli nwio nwio gyima: Benleenlea ngyegyele maa ewule fa ba la.

- Sukoavoma ne amuala: Bɛwowa adwenle na behile ndenle bie mɔ mɔ yɛdua zo yɛsi ewule adenle la.

Sɔnea Titili: Sɔnea Gyinlabele 4 – Adwenlewowɔle

1. Yɛ nvedenvedenu wɔ ninyɛne nnu mɔ ta fa ewule ba wɔ sua zo la anwo na neɛnlea dee mɔ twehwe ewule ɛhye mɔ ba la nee ngyegyɛle mɔ ɔfa ɔbɛle wɔ sua zo amra la.
2. Kɛmɔ ɛtende/ɛdi adwelie wɔ ninyɛne nwo la, kile kɛ ɛbazi wɔahilehile wɔ sua zo amra ndenle mɔ bɛdua zo bɛsi ewule mɔ ɔnle kɛ ɔba adenle la.

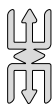
PLC Session 17

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.

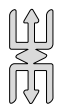
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAPENE 18

Ezukoaledes Bodane: *Fa ke besi beye ezene wo wo maanle nu la toto maandee gyene ne mo edee ne anwo na kilehile koyele nee eweene mo deda be nu la*

MOO GYI YE NYE ZO LA: KE MAANDEE NGAKYILE MOO WO GANA SI YE BE EZENE LA ANWO NDOTONWOYELE

Ezene nee ezeneyele maamule: Ezeneyle a le maanlema nyelee moo ezuavole ne die to nu fa enilile maa awie moo kewu la na be nee ye kpakye nwonnda a. Ezeneyle le gyimalile moo maa menli moo le ngoane la boa awie moo kewu maa otu ye nchale adenle ne anzondwole nu ko monvonle a. Ezeneyle le nyelee moo ezuavole ne die to nu na bedua zo bekile be tenlabelenu ehulole a. Ezeneyle le tete maamule moo beye wo awie moo kewu la eziele nwo la. Maamule ehye mo kakyihakyi wo maandee ngakyile nee maanzinli ngakyile ne mo anu. Maamule ne mo le maamela kpakye moo kile ke bezi beye ezene ne a. Ezuavole ne nee menli moo dee ne edo be nye zo la bo nu su na befa bekakye ebela moo ahenle bole la. Ezeneyle le sonla mekenloa maandee moo ka awie ko biala nee ahenle ne moo kewu la a. Ole maamule moo ole ngyehyelee foonwo a. Ole molebebo, avinli nee ye awielee.

Ezene ngakyile: Menli ekpunli (menli moo ka anee ko) ko biala le ezene ngakyile moo beye a yee maamule ngakyile moo bebu wo be ezeneyele ne anu a. Ndonwo, Nvandema le “Eyipa/Sikasa” (ezene mumua ne/nza ezukoa), “Detseyi/Fundaho” (moo funli ne la aze la). yee “fea”. **Kilehilevole ne ehile moo wo Nzema maandee nu la.**

Nvasoe moo wo ezeneyele zo la: Ezeneyle le maandee moo anwo hyia kpale wo menli ekpunli ngakyile ne mo anu a. Nvasoe moo wo zole la bie mo a doa zo la:

- Oboa omaa yekakye ahenle moo ewu la ebela bole ne, o nwo edweke, nee ye subane. Wo ezeneyele meke ne anu, bedua awoleyele (mraale ezunle) zo beka ahenle moo ewu la ebela bole nu edweke, beka moo oyele la na bedi o nwo dasele. Ole adenyia meke moo yedua zo yeda kpale moo ahenle moo ewu la yele maanle be maanle ne nee ezuavole ne la ali. Daselelele adawu ehye kenya menli gyene maa beye kpale anzee bekakye be ebela bole ne.
- Ezeneylele boa maa menli moo be dehele ne ewu la sia nyia be kpakedele. Moo belewula ahenle moo ewu la anyunlunya na beleyye ye la omaa menli nyia nganelele bie maa moo ewu la.
- Ezeneylele buke adenle foonwo maa bekile be nyane na beda nganelele nee gyinlabelle moo bewo nu la ali. Eza omaa menli bo nu kile be nyane, moo kile ke e nee wo abusua ne avinli si de wo ngyianle meke nu la.
- Ezeneylele le meke moo ye nee ye abusua ne nee agonwole di adwelie a. Ole eleka moo yesia yedi ahua na yekye ye nwo file moo anu mia kpale la amaa yeaye moale adenle yeamaa meke moo awie kehya la.
- Ezeneylele bo adenle maa besa awie moo kewu la ebela moo obole ye azele ye azo la anloa.

Ezeneyle ngakyile moo wo maandee ne mo anu la anwo ndotonwoyele: Ke Nvandema si ye be ezene ngakyile ne mo la ene:

(Ɔwɔ kɛ kilehilevole ne kile mɔɔ kɔ zo wɔ Nzema maandee ne anu la na ɔfa ɔtoto maandee gyene edee nwo)

Mɔɔ funli ne la aze la (Detseyi/fundahɔ)

Ɛhye a le maamule mɔɔ bebu wɔ meke mɔɔ awie kɛwu la kɔdwu ye ɛziele meke a. Mɔmoane ne, saa awie wu a, beɔi moa beɔɔ sua ne azo belemgbunli amanee. Yemo anzi, beɔɔ ezuvole ne nee abusua ne noko amanee. Ɛnee bebame funli ne beto ɛke ne ekyii mɔɔ ɔnzɛkye na abusua ne ahold aziezie ɔ nwo. Mɔɔ beleɔɔ ɔ nwo bane amaa yeanzɛkye la, bekola bɛmaa nzule mɔɔ wɔ ye nu la twe. Ɔdwule meke ne bie la, beguale nza mɔɔ anu ye se la wɔ funli ne anyale nu beɔɔle nwole bane. Eza bevale tete ninyene mɔɔ ɛnee befa bete ninyene nwo mɔɔ bie a le pelekoma la bebamenle funli ne. Ɔle mrale gyima kɛ bebia funli ne noko akee mbusua mraale mgbanyinli kola ye. Emomu, ɔwɔ kɛ rale kpinyinli ne kpode nzule ɔ nwo kolaa na mrale mɔɔ ɛha la azo nu. Bekpa funli ne enrinli na bepepe ye mbɔweele. Ɛnee befa nzule wuluwulu bebia funli ne fane nsa. Kolaa na bebia funli ne la, abusua ne fa emiane, tohulu, saminda, pawoda nee ninyene mɔɔ befa bebia la beba. Ɛbiale ne anzi, besiezie be na beto be mgbu nu. Meke biala, menli ngakyile wɔ be nwo ɛke ne sinza be dedee kɔdwu alehyenle mɔɔ ɔwɔ kɛ besie be la.

Ninyene mɔɔ befa besie funli la: Nvandema le diedi kɛ, ewule le adendule ɔti ahenle mɔɔ ɛwu la kadoa ye ɛbelabɔle zo wɔ monvonle. Ɛhye ati bɛmaa ye debie biala mɔɔ adendulenli kɛhyia la. Mrale ne mɔɔ a fa ɛleka ne a. Bɛmaa ye ɛkpa, ɛkpazodanle, esumi, ndanle yɛɛ ezukoa. Alɔvole gyene noko fa be ninyene mɔɔ bekulo kɛ befa begyakyi funli ne adenle la beba. Ɛhye kola ye ezukoa, hameteduku anzɛɛ mgbodelera. Begua ninyene ɛhye mɔ ɛleka ne anu bɛmaa funli ne nee ye kɔ.

Funliziele: Bebu maamule ɛhye mɔ bewie a, beye edene na beado funli ne baka nu kɛ bekazie ye. Mrenyia mɔɔ wɔ aako ne anu la soa funli ne na mbusuama mɔɔ ɛha la adoa be kɛ bekazie funli ne. Besie ye bewie a beko sua nu bekoɔɔ gua betenla aze kɛ bedielie be azielee nee ninyene mɔɔ bekeva bekebu maamule la.

Ɛzene mumua ne anzɛɛ nza ezukoa (Eyipa anaa sikasa)

Ɛnee saa awie wu a, ɔ nzi kenle abulanla, mɔɔ le Fole nee Kule la a beye ɛzene ne a. Besiezie ekponle kɛ bedielie be azielee ne. Beɔɔ ezeneyle ne abo keye ewiazo done ko. Saa kenle ne mɔɔ bekehile la dwu a, beɔɔ kpɔda na beaye ayia ne wɔ ɔ bo. Mbusuama kedeheda ndanle bile anzɛɛ kɔkɔle. Bie mɔ gua be gyake aze. Mraale bie mɔ kpa be ti enrinli ne. Beto edwene na beɔɔ kenle. Menli mɔɔ anwo ɛha la tenledenla ayia ne anyunlu. Beɔɔa menli mɔɔ kera ɛzene ne la ahye na bɛmaa be nza. Nza ne anzi, bedabe noko befa be azielee ne bɛmaa. Menli mɔɔ ɛzene ne gyi be gyake azo la sia kɔ be ɛke kobiza be ahye na bekile anyezɔle wɔ mɔɔ beye bɛmaa be la anwo. Beɔɔ nɔsolɛ keye done nsia a, betu apo. Ye alehyenle nu, betenla aze bieko betoa be azielee elieliele ne azo. Ɔdwu meke ne bie a, menli mɔɔ kile be ehulole la fa ninyene bie mɔ finde bagua nu na beda ye ali. Saa ahenle mɔɔ kɛwu la le nrenyia na ɔgyakyile raale a, bɛmaa ɔkyi kunlane. “Eyipa anzɛɛ Sikasa” a le meke mɔɔ beye ɛzene muamua ne a. Ɔsi funli ne ɛziele nzi.

Ɛvera wu a (Fea)

“Fea” le ɛzene ngakyile mɔɔ beye bɛmaa kakula mɔɔ keli moa kɛwu wɔ mrale mɔɔ awovole kɛwo be anu la. Ɛhye ɛnle ɛzene koatee. Befu debie mɔɔ bekola befa bedielie ezukoa la a besie ekponle zo na menli fa be moale (azielee) gua nu a. Benla ezukoa ne mɔɔ bekenyia ye la bole

ne ali. Ezene titili biala eyele enle eke. Be diedi ne a le ke, beye evɛra ezene a, ewule sunsum ne barava ngakula ne mɔɔ eha (ɔ mediema ne mɔ) la aho. Bɛnzu bɛnli nyane biala, aleelile dɔɔnwo nee anyeliele a kɔ zo a.

Adwuleso nyeele mɔɔ ewolo ezeneyele nu la

Adwuleso ezeneyele nyeele mɔɔ wɔ Gana maandee ne mɔ anu la da ngakyile mɔɔ kile ke tete nee ene meke ye nyeele eli afonla wɔ ye maamule nu la ali. Adwuleso nyeele ne mɔ bie a wɔ eke la:

Ezeneyele Bole Eno: Ezeneyele akee eraye debie koatee na ye bole eho anwuma somaa, mɔɔ kile abusua ne anwonyia nee ye ebɛlabɔlɛnu gyinlabelɛ a. Nzenzalee ehye era ɔlua ehulole mɔɔ bɛnyia ye ke bɛwula ahenle mɔɔ ewu la anyunlunyia kpale na yeahile abusua ne gyinlabelɛ mɔɔ bɛle wɔ maanle ne anu la.

Bɛva Adwuleso Tekɛnɔlɔgyi (nyeele adwenle) Bɛwula Nu: Tekɛnɔlɔgyi (adwuleso nyeele adwenle) ehakyi ezeneyele maamule ne mɔ, eva nyeele mɔɔ le ke, bɛkola beye ye wɔ tiivi zo wɔ meke mɔɔ ezeneyele ne elɛkɔ zo la, bɛto esale bɛfele menli wɔ adwuleso ndenle (degetale) zo, yɛe bɛbɔ ezene nwo nolo ne wɔ adwuleso ngitanwolile bama ne azo. Ehye maa menli dɔɔnwo fa bɛ nwo wula ezeneyele ne anu wɔ meke mɔɔ bɛwɔ bɛ azua nu la.

Tete Maamule nee Keleseɛnema Nyeele Eli Afonla: Tete Akanema ezeneyele maamule ne nee Keleseɛnema ezonlenle nu nyeele nee bɛ diedi ne afonlalile elɛkɔ zo kpale wɔ Gana maanle ye anu. Bie mɔ a le, awuvole ezonlenle, epezile mɔɔ kɔ zo wɔ asɔne sua nu nee mɔɔ eha la. Afonlalile (mbɔnu) ehye kile ke Ganama dɔɔnwo maandee nee ezonlenle subanehilele ne ezi eye kpomgbondee la.

Ezeneyele Ehakyi Gualile: Ene meke ye, bɛzizi ezeneyele azua mɔɔ bɛdielie ezene beye bɛmaa mbusua ne mɔ a. Ezeneyele gyimalile azokoele ne eraye ezukoakpondɛle azokoele mɔɔ anwo hyia kpale a, yɛe gyima gyima elɛye ezukoakpondɛle gyima mɔɔ le ke, aleɛdonle, ezieziele, edwenebɔle, elɛka ezieziele, nee anyeliele ngakyile amaa mbusua a. Gualile ehye anwo le nvasoe nee ngyegyele wɔ ezeneyele zo.

Ezeneyele Eraye Kenlemahilele Debie: Ezeneyele eraye elɛka mɔɔ yɛda kenlemayele ali a. Ezeneyele da kenlemayele ali, mɔɔ yɛnwu ye wɔ tete edwene mɔɔ bɛfa kenle bɛbɔ, agole, edwɛkɛdwɛndole ehanle nee ninyene mɔɔ bɛdɔlɔ la. Ninyene ehye mɔ maa yɛnwu ahenle mɔɔ ewu la ebɛla mɔɔ ɔrabɔle nee mɔɔ ɔlegyakyi yeamaa ɔ nzi amra la.

Abusua nee Maanle Ne Gyima Ehakyi: Meke ko ne ala mɔɔ abusua nee maanle ne gyima mɔɔ ɔwɔ ke bɛdi bɛboa, mɔɔ bɛsuzu ke ɔwɔ ke beye nee ezukoa eyele (eboale) elɛkakyi la, enzeneyele bahɔ zo ali ye gyima ke ɔboa ngamɔnɔlile nee maanlema koyele.

Ezukoalede Gyima

1. Wowɔ adwenle wɔ adwuleso ezeneyele nyeele mɔɔ eralie bia nee tɛnlabelɛnu ngyegyele/nvasoe mɔɔ ɔle ye wɔ;
 - a. ahenle mɔɔ kɛwu la abusua ne nee agɔnwolɛma anwo zo la.
 - b. ezuavole (sua ne) ne anwo zo la.
2. Neenlea adwenle nzuzule mɔɔ kile ke adwuleso ezeneyele maamule ne le debie mɔɔ anwo hyia maa ye maandee la.

Debiehilele Ndenle

1. Debiezukoale Maa Gyí Ngyegyele Zo La: Sukoavoma kóssóti adwenlewowale
 - Befunla ewule nee nwole edweke maa zuozua ye la anu.
 - Bəwowa adwenle wə ezeneyele nee ezene ngakyile maa wə Nzema maandee ne anu la anwo.
 - Bəwowa adwenle wə ezeneyele ngakyile (ezene maamule ngakyile maa bəbu) maa bəye bəmaa menli ehye maa la: arelemgbunli, ahəmenle, nrenzevolema, etəfo, mbəda maa kəwu, nee maa eha la anwo.
 - Bəwowa adwenle wə adwuleso nyeele maa ɛrawolo ezeneyele nu la anwo.
2. Ekpunli Gyima/Ngamonu debiezukoale: Fa ke besi bəye ezene wə wə maandee ne anu la toto maandee gyene maa wə Gana la maa edee ne anwo na kilehile koyele nee eweene maa deda be nu la.
 - Sukoavoma ne amuala gyimalile
 - Benlea vidio wə ezeneyele ngakyile ne maa anwo. Ndonwo, belemgbunli ezene, kəmenle ezene, nee maa eha la.
 - Bəye yekile wə ke besi bəye ezene la anwo.

Sonea Titili: Gyinlabela 4 –Edwekebizebizale

1. Wowo adwenle wə ezene ngakyile nwio maa bəye wə wə sua zo la anwo na neenlea nvasoe (bole maa ɔsonle) maa wə ezeneyele ne azo la.
2. Wowo adwenle wə eweene maa deda ezene maa wə sua zo amra ye maa menli ehye maa avinli la anwo: arelemgbunli, ahəmenle, nrenzevolema nee mbəda maa kəwu la.
3. Fa ke besi bəye ezene wə wə sua zo la toto maa bəye ye wə sua gyene zo la anwo.
4. Wowo adwenle wə adwuleso nyeele maa ɛrawolo ezeneyele maamule ne anu la maa ko anwo na kile ke yebazi yəaha ye aze (yɛazo ɔ nloa) la.

Deezukoale (Sonea) kelata 2

Ye Deezukoale (Sonea) Kelata 2 ne. Owə ke ɔneenlea nuninyene maa bəhile ye wə ewole ko (bango ko) ne maa kədwu ewole nsa (bango nsa) ne la. Sia kənlea **Edwekemiza ekponle ne maa kile dee kpəkyee ne nee ngyehyele maa wə kelata ne** anwo la wə ngyenu ehye awielee amaa yeaboa wə. Owə ke ɛmaake sukoavoma ne maa ngelata ne eke ne ala na ekele mra ne wə sukoavoma mraiele eleka ne (STP ne azo).

DEEZUKOALE (SONEA) KELATA 2

KELATA KO NE ANWO NINYENE (EDWEKEMIZA) KPCKYEEHILELE EKPONLE NE

Kilehilevolema ehela kpuyia abulanlu (50) wa ngyenu ehya anwo.

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	SONEA GYINLABLEE NE MO		
		Gy.1 30%	Gy.2 40%	Gy.3 30%
FONETEKE NEE FONOLGYI	9. <i>Dua ndenle fawo ne mo azo kile ke Nzema vawolo ne mo si de la (ndonwo, enloanle mbabonle ne gyin-labelle, etafinlimalle ne anwumahole yee etafinlimalle nleka ne mo)</i>	1		
	10. <i>Dua ndenle fawo ne mo azo kile ke Nzema konsanante ne mo si de la (ndonwo, ye ebale (ewozole), eleka mo yeb ye la yee ke yesi yeb ye la).</i>		1	
	11. <i>Kilehile vawolo gyimalile ne mo wa Nzema anee ne anwo la anu. (ndonwo, mo ba edwekekpake bo, mo finde edwekekpake avinli, mo dwula edwekekpake)</i>			1
	12. <i>Kile enelemgbake ngakyile mo wa Nzema anee ne anu la (abuke nee abuke)</i>			
	13. <i>Kilehile Nzema anee ne enelekpake ngyehyee ne wa edwekekpake enyanle nu.</i>	1		
	14. <i>Gyinla enele ngakyile ne mo azo (anwuma nee aze) kilehile enele nu.</i>			
	15. <i>Kilehile alera/enele ehakyile ndenle ne mo mo wa Nzema anee ne anu la anu (ndonwo, agonwolevale ndenle ne mo)</i>		1	
	16. <i>Wowo adwenle wa alera/enele ehakyile ndenle ne mo wa Nzema anee ne anu la anwo (ndonwo, enelemgbake ngyehyee ne mo)</i>	1	1	1
EDWEKEMGBAKE NEE NGYEHYLEE	8. <i>Gua anluma wa be ekpunli ngakyile ne mo anu (ndonwo, duma kpale, duma gyene, duma gyegye, duma munli nee mo eha la)</i>	1		
	9. <i>Gua yekpakengilenu wa be ngakyile ne mo anu (ndonwo, kesi, eleka, meke, eleka mo adwu)</i>		1	
	10. <i>Neenlea ke besi befa mgbakye mafeme bedi gyima wa Nzema anee ne anu la.</i>			
	11. <i>Dua monukpake ngakyile ne mo azo kelhele edendemunli wa Nzema anee ne anu.</i>	1	1	
	12. <i>Kile edendefoa ngakyile ne mo na kilehile ko biala anu.</i>			
	13. <i>Wowo adwenle wa edendemunli ngyehysnu ne anwo (ndonwo, edendesinli nee edendefoa)</i>			1
	14. <i>Dua gyima mo edendemunli di la azo na neenlea edendemunli ngakyile ne mo.</i>		1	1

MEĻA MĶĶ BĒDUA ZO BĒKĒLE NZEMA ANĒE NE LA	7. Dua mēla mōō wō duma nee dumagya nwo la azo kēlēlē edendēmuni. 8. Gyinla mēla mōō wō dumangilenu nwo la azo kēlēlē edendēmuni. 9. Wowō adwenle wō ndenle mōō yēdua zo yenyia edwēkemgbōkē fofolē wō Nzema anēē ne anu la anwo (edwēmōnwoyēlē, edwēmbezoyēlē, nyēvolē- anēyēlē, mgbōkye mōfemeyēlē) 10. Wowō adwenle wō ēlēlē sēkēlēnēē (ēdendēmgbakyyedēē) ne mō anwo (gyinla, ēzinzēlē, ngilenu, ngilenukyi nee mōō ēha la) 11. Wowō adwenle wō ndenle ngakyile mōō yēdua zo yenyia edwēkemgbōkē fofolē la anwo (nyēvolē- anēyēlē, edwēnzizoyēlē, edwēfofolēyēlē (kōnyenēgyi) nee mōō ēha la). 12. Dua ndenle ngakyile ne mōō yēdua zo yenyia edwēkemgbōkē fofolē wō anēē ne anu la azo kile kē yēsi yenyia edwēkemgbōkē la.	1	1 1	1 1
MAANDEE NVĒYE- BANVĒYEBA	10. Gyinla ēlēka mōō bē bo vi nee dēmōti beto la azo kilehile awozonle anluma anu. 11. Wowō adwenle wō ndenle mōō bēdua zo bēsie kaku-la bēlēra aze la anwo (fuamunli azeziēlē: kolaa na bēabu maamulē ne, maamulē mekē ne, yēē maamulē ne anzi). 12. Fa kē Nzema si sie Kakula bēlēra aze la toto maandēē ngakyile ne mō maamulē ēdēē ne anwo. 13. Wowō adwenle wō kē bēsi bēgya raalē nee nvasōē mōō wō zolē la anwo. 14. Wowō adwenle wō adwuleso ninyēnē/nyēlēē mōō ērawolo tete agyalē maamulē ne anu la anwo. 15. Fa kē Nzema mbusua ne mō si de la toto mbusua mōō wō anēē anēē ngakyile ne mō anu la anwo. 16. Wowō adwenle wō tete ēvoyia ngakyile ne mō nee nvasōē mōō bēlē la anwo. 17. Fa Nzema tete ēvoyia ne toto maandēē ngakyile ne mō ēdēē ne anwo na kilehile koyēlē nee ēwēēne mōō wō bē avinli la. 18. Fa Nzema ēzeneyēlē maamulē ne toto maandēē gyēne ne mō ēdēē ne anwo na kilehile koyēlē nee ēwēēne mōō wō bē avinli la.	1 1 1 1	1 1 1 1	1 1 1 1

TETE MAANLE EBULE (AMAAMUO)	6. Neenlea tete maanle ebule ngyehyelee ne (sela, awukenu kpanyinli, abusua kpanyinli) 7. Neenlea tete maanle ebule ngyehyelee ne (maanle belemgbunli, suazo belemgbunli, biasievoma, nee maa eha la) 8. Neenlea tete maanle ebule ngyehyelee ne. 9. Neenlea ke adwuleso edwekelile(kooto) ngyehyelee ne si de la. 10. Kilehile koyele nee eweene maa wa tete edwekelile ndenle ne nee adwuleso edwekelile(kooto) edee ne anwo la.	1	1	1
ANLOANUDWEKE	7. Neenlea ngyehyelee maa edeneyele le la (sunsum ne maa enelele, nrelalee ne, adwulalee). 8. Wowo adwenle wa mraale ezunle(awoleyele) anwo (gyima nee nvasoe). 9. Neenlea ngyehyelee maa agyee le la nee agyee ngakyile ne maa. 10. Neenlea ngyehyelee maa agyiba le la. 11. Wowo adwenle wa gymayele edwene, konle edwene, nwohoa edwene yee adoma nwohoahanle edwene nwo. 12. Neenlea na ye nvefenu wa adwuleso haelaefe edwene nu.	1	1	1
NGELEHELEDWEKE	7. Wowo adwenle wa nuninyene maa wa adawu nu la anwo (ndonwo, numenli, bodane, ngyehyelee, nzileka, adawubono nee maa eha la). 8. Ye nvefenu wa adawu egengadee nu (ye duma, bodane, anee, aneenu ninyene, nee maa eha la). 9. Neenlea nuninyene maa wa nwohoa nu la. 10. Ye nvefenu wa nwohoa egengadee nu. 11. Kile na wowo adwenle wa nuninyene maa wa edwekedwendole nu la anwo (ndonwo, anee, bodane, ekpunli (edwekpunli), ehonlone, aneenu ninyene, alerakoyele nee maa eha la). 12. Ye nvefenu wa edwekedwendole nu.	1 1 1	1 1 1	1 1 1
	DODO	15	20	15

SONEA KELATA MAJOTO ZO NWIO LA ANWO NINYENE (EDWEKEMIZA) NGYEHYELEE/DEKPOKYEEHILELE EKPONLE – SUKUNWIO NZEMA

Ngyehyelee maa kelata ne le la

NGYENU A –Egengale (Mra 10)

Bebava edwebodele adawu maa le edwekemgbake 300 – 350 la beamaa wa na beagynla zo beabiza wa kpuyia 10. Owa ke soneayevoma ne maa yeye kpuyia ne maa amuala anloa. (Miniti 30)

NGYENU B –Fonologyi (Mra 10)

Bebahle kpuyia nwio beamaa soneayevoma ne anlea nu aye ko anloa na beamaa ye mra 10. (Miniti 15)

NGYENU C - Anebohilele/Aneshakyile (Mra 30)

Bebava adawu maa bebele ye wa Nrelenza nu na ole edwekemgbake keye 250 la beamaa soneayevoma ne maa ke behakyi ye beha Nzema nu. (Miniti 30)

NGYENU D –Nwobiehanle (Mra 30)

Bebahale nwobiehanle kpuyia nna maa owa ke soneayevoma ne fa edwekemgbake maa dwu 300 la kele nuhua ko anwo edweke maa beama ye mra 30 a. Nwobiehanle ehalele ngakyile ehye maa a bebava beazo be beanlea a: Kolakoladule, Kaside, Kpolerazule, Baguanu Edendele ehalele, Kelata ehalele, Deaalilale (Debieyele/debiehilele) (Mitini 50)

NGYENU E - Ngelheledweke (Mra 20)

Wa ngyenu ehye anu, bebabiza kpuyia nsa wa ngelheledweke asa ngane nsa (adawu, nwchoa nee edwekedwendole) ne maa anwo, na soneayevoma ne aye nuhua ko anloa. (Miniti 25)

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	SONEA GYINLABLEE NE MO		
		Gy.1	Gy.2	Gy.3
EGENGALÉ	2. Dua adwenle maa ele ye wa tidweke nee boavo edendemunli anwo la azo kile adwenle titili maa wa egengadee nu la.			1
FONOLGYI	3. Dua adenle foonwo ne azo kilehile Nzema konsokante ne maa (ndonwo, ye ebale(ewozole), eleka maa bebo ye la, yee ke besi bebo ye la) 4. Wowo adwenle wa alera/enele ehakyile ndenle ne maa wa Nzema anee ne anu la anwo (enelemgbake ngyehyelee ndenle ne maa)		1	1
NWOBIEHANLE	5. Kele kolakoladule nwobie. 6. Kele deaalilale (Debieyele/debiehilele) nwobie. 7. Kele kpolerazule nwobie. 8. Kele gyimanu kelata (kelata kpale/ kpanyinli kelata)			1 1 1 1
ANEBOHILELE NEE ANESHAKYILE	2. Dua aneshakyile ndenle ngakyile ne maa azo na kakyi egengadee maa wa alimoo anee nu la ka anee maa oto zo nwio la anu (maa gyi edwekemgbake ne maa azo, maa gyi ndelebebo zo nee maa gyi aneekakyivo ne ndelebebo zo la)			1
NGELEHELEDWEKE	4. Wowo adwenle wa nuninyene maa wa adawu nu la anwo (ndonwo, numenli, bodane, ngyehyelee, nzileka, adawubovo nee maa eha la). 5. Ye nvefenu wa adawu egengadee nu. 6. Kile na wowo adwenle wa nuninyene maa wa edwekedwendole nu la anwo (ndonwo, anee, bodane, ekpunli (edwekpunli), ehonlone, aneenu ninyene, alerakoyele nee maa eha la).			1 1 1
	DODO		1	10

SONEA KELATA NE MỌWỌTỌ ZO NSALA ANWO NINYENE(EDWEKEMIZA) NGYEHYELE/DEKPOKYEEHILELE EKPONLE – SUKUNWIO NZEMA.

Ngwehyele mọw kelata ne le la.

KELATA 3 (Be-nloanu adwelielile)

Kelata ehye le ngyenu nsa mọw soneayeno ne nee sonea-neazovo ne ngitanwolile boka ye a. Ngitanwolile mọw baw zo wọ soneayeno ko biala nee sonea-neazovo ne avinli la baye miniti 20 mọw beva mra 50 bezua ye a. Oe ngyehyenu nsia mọw begua ye ekpunli A nee B anu a. Bebahakyihakyi ekpunli ne mọ amaa beanva kpuyia ko ne ala beamba ewole biala. Sonea-neazovo ne baha sonea ne anwo ngyehyele ne anwo edweke ahile soneayevoma ne.

EZUKOALEDEE NGANE	EZUKOALEDEE BODANE	SONEA GYINLABLEE NE MỌ		
		Gy.1	Gy.2	Gy.3
ADWELIELILE/NGI-TANWOLILE MỌW GYI BODANE ZO LA	1. Wowo adwenle wọ edweke mọw anwo hyia mọw beye bevi adwenwowo nu la anwo. Ndonwo, Mọw maandee die to nu (ebule, ahunyele, nliendo-nu nee gyene bie mọ), nwomazukoale, mbede edonele, nyamboyia, gymamgbole mọw wọ Gana la, agudeedule, mrenyia nee mraale atipeneyele, ten-labelenu adenyia, abodeenwo nrelebe, tekenologyi, Yiginiaye, Mgbonda nee mọw eha la.			1
FONOLGYI	2. Dua adenle foww ne azo kilehile Nzema konsanante ne mọ (ndonwo, (ye ebule) ewozole, eleka mọw bebo ye la, yee ke besi bebo ye la)		1	
EGENGALÉ	3. Dua adawu-nu helededule nee adawu-nu mgboloka-bole zo na kile adwenle mọw wọ egengadee nu la. 4. Dua adwenle mọw ele ye wọ tidweke nee boavo edendemunli anwo la azo kile adwenle titili mọw wọ egengadee nu la.	1		1
MAANDEE NVÉYE-BANVÉYEBA	4. Gynla eleka mọw be bo vi nee deemoti beto la azo kilehile awozonle anluma anu. 5. Wowo adwenle wọ ndenle mọw bedua zo begya raale la nee nwole nvasoe mọw wọ maandee ne anu la anwo. 6. Wowo adwenle wọ tete evoyia mọw Nzemama di la nee nwole nvasoe ne mọ anwo.		1 1 1	
ANLOANUDWEKE	4. Neenlea ngyehyele mọw edeneyele le la (sunsum ne mọ ewele, nrelalee ne, adwulalee) 5. Wowo adwenle wọ tete evoyia nee nwole nvasoe mọw wọ Nzema maandee ne anu la anwo. 6. Fa Nzema ezeneyele maamule ne toto maandee gyene mọ edee ne anwo na kilehile koyele nee eweene mọw wọ be avinli la.	1	1	1
	DODO	3	4	3

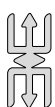
PLC Session 18

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

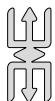
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

3. Plan the Student Transcript Portal (STP) 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

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

5 minutes

Reflection

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

Ngyenu 8 Ne Mobonu

Ngyenu ehye le mobonu maa ezukoaledɛe maa behilele ye wɔ dapene bulu ne nsuu yɛe dapene bulu ne mɔtwe ne mɔ anu la. Yewowa adwenle wɔ ewule, ezeneyle, be ngakyile ne nvasoe maa bele la anwo. Bodane ehye mɔ anwo hyia wɔ Nzema anee ne ezukoale nu, ɔluake ɔbaboa yeamaa sukoavoma ne abɔ be ebela ke maa be maandee ne kile la na beava enilile beamaa menli ekpunli gyene maandee edee ne. Yele anyelazo ke, saa sukoavoma fa ehye anu wie a, bebahwe babikye eleka maa be bo vi,

be maandee, be subane (nyelee maa bedie beto nu) nee be tetedweke na beabo nwole bane. Obawula sukoavoma anwosesebe amaa beaha beabo nu. Eza obamaa beazukoa ninyene fofoleyele (adwenle), adwenlebole, na beanyia edwekemgbake maa bebava beali ye maanle ye nee ewiade anu adwelie a.

SONEA TITILI NE MA ANWO MRA EMAANLE (EMAAKELE) NGYEHYELE

DAPENE 17

Kpuyia 1: Ye nvedenvedenu wa ninyene nnu maa fa ewule ba wa sua zo la anwo na neenlea be. (Mra15)

Ɔwa ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye ma kolaa na yeamaa mra ne:

1. *Ninyene ne maa fa ewule ba la ehilele: Asoo sukoavo ne bahola ahile ninyene nnu maa fa ewule ba ye sua zo la ɔ?*
2. *Ninyene maa fa ewule ba la enleenleanle: Asoo sukoavo ne bahola anlea na yeahilehile ninyene ne maa fa ewule ba la ma ko biala anu ɔ?*
3. *Ke ngilenu ne si de la: Asoo sukoavo ne adwenle (ndelebebo) maa ɔda ye ali wa ninyene maa fa ewule ba nee nwole ngyeyle ne anwo la anu mia ɔ?*

Mra emaanle ne anwo mela

-Mra 13-15 Nvedenvedenu nee adwenlehilele maa di munli bokwa, na ɔkilehile ninyene ne maa fa ewule ba nee nwole ngilenu maa anu mia la.

-Mra 10-12 Nvedenvedenu nee adwenlehilele maa le fɔɔnwo, na ɔkilehile ninyene maa fa ewule ba la bie ma nee be ngilehilenu.

-Mra 7-9 Nvedenvedenu nee adwenlehilele maa so enyele ekyii, na ɔle sinlidɔle wa ninyene ne maa fa ewule ba nee nwole ngilehilenu ne anwo la.

-Mra 0-6 Nvedenvedenu nee adwenlehilele maa enli munli, na ɔkile ninyene maa fa ewule ba nee nwole ngilehilenu ekyi bie anzee ɔngile bie fee la.

Kpuyia 2: Kemɔ etende/edi adwelie wa ninyene nwo la, kile ke ebazi wɔahilehile wa sua zo amra ndenle maa bedua zo besi ewule maa ɔnle ke ɔba adenle la. (Mra15)

Ɔwa ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye ma kolaa na yeamaa mra ne:

1. *Bodane maa ndelebebo wa nu: Asoo ndelebebo fɔɔnwo wa bodane maa deehilele ngyehyele ne gyi zo la anu na eza ɔkile debie kpɔkyee (fɔɔnwo) ɔ?*
2. *Tievolɛma (menli maa gyi e nye zo la): Wɔnwu menli fɔɔnwo ne maa ngilehilele ne kɔmaa be la yee ndenle maa bedua zo beye ngilehilele ne la le maa fale be ngyianle nwo la ɔ?*
3. *Ndenle maa bedua zo beye ngilehilele ne la: Asoo ndenle ne maa bedua zo beye ngilehilele ne la di munli, ɔdi gyima yee ɔdua maandee ngyehyele zo ɔ?*
4. *Mgbondabule nee ɔnzilile: Asoo adwenle ngyehyele maa ebava wɔabu mgbonda wa ngilehilele ne muntlile nee ezuavole ne anzilile nwo la wa eke ɔ?*

- Mra 13-15: Deehilele ne anwo adwenle ngyehyele maa di munli, ɔle bodane maa ndelebebo wa nu, ndenle maa di munli, na ɔle dee ne anwo mgbondabule nee ɔnzilile nwo ngyehyele la.

- *Mra 10-12: Ɔle deshilele ne anwo adwenle ngyehyelele mɔ le fɔɔnwo, bodane bie mɔ mɔ ndelebebo wɔ nu nee ndenle mɔ bedua zo beaye ngilehilele ne la.*

- *Mra 7-9: Ɔle deshilele ne anwo adwenle ngyehyelele mɔ sɔ enyele ekyii, na bodane nee ndenle ne mɔ tɔ sinli ekyii la.*

- *Mra 0-6: Saa deshilele ne anwo adwenle ngyehyelele ne enli munli, na ndelebebo ekyi wɔ bodane ne anu anzɛɛ ndelebebo fee enle nu yɛɛ ndenle ne mɔ anzo a.*

DAPENE 18

Mra ɛmaanle ne anwo ngyehyelele

Kpuyia 1: Wowɔ adwenle wɔ ezene ngakyile nwio mɔ beye wɔ wɔ sua zo la anwo na bu nvasoe mɔ bele la anwo mgbonda. (Mra15)

Ɔwɔ ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye mɔ kolaa na yeadwenle mra mɔ ɔfa yeamaa la anwo:

1. *Ke ezeneyle ne si de la: Asoo sukoavo ne bahola ahilehile ye adwenle wɔ ezene ngakyile nwio mɔ beye wɔ ye sua zo la anwo ɔ?*
2. *Nvasoe mɔ wɔ ezeneyle zo la: Asoo sukoavo ne bahola abu nvasoe mɔ wɔ ezeneyle zo, mɔ kile maandɛ, menli tenlabelenu nee sunsum nunvasoe la anwo mgbonda ɔ?*
3. *Ke ngilenu ne anu si mia la: Asoo sukoavo ne da adwenle mɔ ɔkile ndelebebo mɔ anu mia la ali wɔ nvasoe mɔ wɔ ezeneyle zo la anwo ɔ?*

Mra ɛmaanle ne anwo mela

- *Mra 13-15: Saa ɔkile ezeneylele nwo adwenlewowɔle nee mgbondabule mɔ di munli, na ye ngilehilenu ne anu mia a.*

- *Mra 10-12: Saa ɔkile ezeneylele nwo adwenlewowɔle nee mgbondabule mɔ le fɔɔnwo, na ye ngilehilenu ne bie mɔ le fɔɔnwo a.*

- *Mra 7-9: Saa ɔkile ezeneylele nwo adwenlewowɔle nee mgbondabule mɔ ɔsɔ enyele ekyii, na ye ngilehilenu ne tɔ sinli ekyii a.*

- *Mra 0-6: Saa ɔngile ezeneylele nwo adwenlewowɔle nee mgbondabule mɔ di munli, ɔmaa ngilehilenu nee nvefenuyele ekyi bie wɔ ezeneylele nwo anzɛɛ ɔmmaa bie fee a.*

Kpuyia 2: Wowɔ adwenle wɔ eweene mɔ la ezene ngakyile mɔ wɔ sua zo amra ye maa arelemgbunli, ahɔmenle, nrenzevolema nee mbɛda la anwo. (Mra15)

Ɔwɔ ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye mɔ kolaa na yeadwenle mra mɔ ɔfa yeamaa la anwo:

1. *Ɔweene ne mɔ ehilehilele: Asoo sukoavo ne bahola ahile eweene(ngakyile) mɔ la ekpunli ko biala ezeneylele nu la ɔ?*
2. *Nvasoe ne anu nvefenuyele: Asoo sukoavo ne bahola aye nvefenu wɔ nvasoe mɔ wɔ eweene ehye mɔ azo, nee ngilenu mɔ ɔle ye wɔ maandɛ nee menli tenlabelenu la anwo ɔ?*
3. *Ke ndelebebo ne anu si mia la: Asoo sukoavo ne kile ndelebebo mɔ anu mia la wɔ ezeneylele nee nvasoe mɔ wɔ zo la anwo ɔ?*

Mra ɛmaanle ne anwo mela

- *Mra 13-15: Saa ɔkile adwenlewowɔle mɔɔ di munli, ndelebebo wɔ ye ngilehilenu ne anu na eweene ne mɔ anu nvefenuyele ne anu mia a.*

- *Mra 10-12: Saa ɔkile ezeneyele nwo adwenlewowɔle mɔɔ le fɔɔnwo, na ɔmaa ngilehilenu bie mɔ nee eweene ne mɔ anwo nvefenu mɔɔ le fɔɔnwo a.*

- *Mra 7-9: Saa ɔkile ezeneyele nwo adwenlewowɔle mɔɔ ɔɔ enyele ekyii, na ɔle sinlidɔle wɔ ye ngilehilenu ne nee eweene ne mɔ anu nvefenuyele ne anwo a.*

- *Mra 0-6: Saa ɔngile ezeneyele nwo adwenlewowɔle mɔɔ di munli, ɔmaa ngilehilenu nee eweene ne mɔ anwo nvefenuyele ekyi bie anzɛɛ ɔmmaa bie fee a.*

Kpuyia 3: Fa kɛ besi beye ezene wɔ wɔ sua zo la toto mɔɔ beye ye wɔ sua gyene zo la anwo. (Mra15)

Ɔwɔ kɛ kilehilevole ne bizebiza ɔ nwo kpuyia ɛhye mɔ kolaa na yeadwenle mra mɔɔ ɔfa yeamaa la anwo:

1. *Kɛ ezeneyele si de la: Asoo sukoavo ne bahola ahile kɛ azua nwiɔ ne mɔ biala si ye bɛ ezene la ɔ?*
2. *Ezeneyele nwo ndotonwoyele: Asoo sukoavo ne bahola ava kɛ besi beye ezene ne mɔ la atoto nwo na yeahile koyele nee eweene mɔɔ deda bɛ avinli la ɔ?*
3. *Kɛ nvefenuyele ne anu si mia la: Asoo sukoavo ne adwenle mɔɔ ɔda ye ali wɔ nvefenuyele ne anwo la kile ndelebebo mɔɔ anu mia la wɔ ezeneyele nee nvasoe mɔɔ wɔ zole la anwo ɔ?*

Mra ɛmaanle ne anwo mɛla

- *Mra 13-15: Saa ɔkile ezeneyele nwo ndotonwoyele mɔɔ di munli, ngilehilenu nee nvefenuyele mɔɔ kile ndelebebo fɔɔnwo la a.*

- *Mra 10-12: Saa ɔkile ezeneyele nwo ndotonwoyele mɔɔ le fɔɔnwo, mɔɔ ɔle ngilehilenu nee nvefenuyele bie mɔ a.*

- *Mra 7-9: Saa ɔkile ezeneyele nwo ndotonwoyele mɔɔ ɔɔ enyele ekyii, na ɔle sinlidɔle wɔ ye ngilehilenu nee nvefenuyele ne anwo a.*

- *Mra 0-6: Saa ɔngile ezeneyele nwo ndotonwoyele mɔɔ di munli, na ɔmaa ngilehilenu nee nvefenuyele ekyi anzɛɛ ɔmmaa bie fee a.*

Kpuyia 4: Wowɔ adwenle wɔ adwuleso nyeele mɔɔ ɛrawolo ezeneyele maamule ne anu la mɔ ko anwo na kile kɛ yebazi yeaha ye aze (yeazɔ ɔ nloa) la. (Mra 15)

Ɔwɔ kɛ kilehilevole ne bizebiza ɔ nwo kpuyia ɛhye mɔ kolaa na yeadwenle mra mɔɔ ɔfa yeamaa la anwo:

1. *Nyeele ne ɛhilele: Asoo sukoavo ne bahola ahile adwuleso nyeele mɔɔ ɛrawolo ezeneyele maamule ne anu la ɔ?*
2. *Nyeele ne anu nvefenuyele: Asoo sukoavo ne bahola ahile nyeele ne, ninyene mɔɔ fa ba nee ngyegyele mɔɔ ɔ nee ye lua la anwo nvefenu ɔ?*
3. *Ye azehanle (ɔ nloa ɛzɔle): Asoo sukoavo ne bahola ahile ndenle mɔɔ ɔdi munli mɔɔ yebava yeaha (yeazɔ ɔ nloa) nyeele ne aze la ɔ?*
4. *Gyimalile nee munlilile: Asoo ndenle ne mɔɔ sukoavo ne ɛhile (ɛzuzu) la di gyima na ɔdi munli ɔ?*

Mra ɛmaanle ne anwo mɛla

- *Mra 13-15: Saa ɔkile adwenlewowɔle mɔɔ ɔdi munli, nyeele ne ehilele nee nuhua efefenle mɔɔ ndelebebo wɔ nu, nee ndenle mɔɔ di munli mɔɔ bebava beazɔ ɔ nloa la a.*
- *Mra 10-12: Saa ɔkile adwenlewowɔle mɔɔ le fɔɔnwo, ɔkile nyeele ne nee nwole nvefenuyele ne bie, yee ndenle bie mɔɔ bebava beazɔ ɔ nloa la a.*
- *Mra 7-9: Saa ɔkile adwenlewowɔle mɔɔ ɔɔ enyele ekyii, na ye nyeele ne ehilele nee nuhua efefenle ne yee nyeele ne anloazɔle (azehanle) ne tɔ sinli a.*
- *Mra 0-6: Saa ɔngile adwenlewowɔle mɔɔ ɔdi munli, ɔkile nyeele ne nee nuhua efefenle yee ndenle mɔɔ befa besɔ ɔ nloa la ekyi anzee ɔngile bie fee a.*

NGYENU 9: EDWENE

EZUKOALEDEE: *NZEMA EDWÈKÈ*

Ezukoaledes Ngane: *Anloanudwèkè*

Ezukoaledes Guabel: *Dua subane mɔɔ edwene le la azo kɛɛ (hyehye) edwene.*

Ezukoaledes Bodane Titili: Kile adwenle nee ndelebebo mɔɔ ɛɛ ye wɔ edwene nwo la.

MUKENYE NEE NGYENU NE SIKALÈPÈLÈ

Ngyenu ehye wowɔ adwenle wɔ gyimayele edwene mɔɔ vea Ganama anloanudwèkè abo la nee adwuleso haelaefe edwene ne mɔ anwo. Ɖneenlea ngilenu mɔɔ gyimayele edwene le la, ye ngakyile nee nvasoe mɔɔ wɔ zo. Foa ne mɔɔ nea haelaefe edwene edee ne la noko wowɔ adwenle wɔ haelaefe edwene ngakyile ne mɔ, ngyehyelee, nvasoe mɔɔ ɔɛ nee ndenle mɔɔ bedua zo beye nuhua nvefenu la anwo. Adwenle mɔɔ wɔ gyimayele nee haelaefe edwene nwo la baboa sukoavoma ne amaa beanyia sukoanyia mɔɔ bebava beahɛɛ (beahyehye) be edwene la. Ngyenu ehye engyia emmaa sukoavoma ne wɔ Nzema anee ne angome ezukoale nu na eza ɔ nee ezukoaledes mɔɔ fale edwene nee edwèkè mɔ anwo la le ngitanwolile. Ngyenu ne boa maa sukoavoma nyia adwenle mɔɔ nuhua buke nee ndelebebo wɔ be maandes ne nee ninyene fofoleyele sukoanyia nwo. Ɖwula kilehilevole ne anwosesebe kɛ ɔva debiehilele ndenle mɔɔ boa ngitanwolile, moale ninyene (bokame), sukoavoma nwomazukoale mɔdenlebɔɛ ngakyile nee sɔnea ndenle ngakyile ɔboa debiezukoale ne.

Dapene ne mɔ nee ezukoaledes bodane ne mɔ mɔɔ ngyenu ne neenlea la a le:

- **Dapene 19:** Gyimayele edwene
- **Dapene 20:** Haelaefe edwene

DEBIEHILELÈ NDENLE NE SIKALÈPÈLÈ

Ndenle mɔɔ bedua zo bekile debie mɔɔ beva beli gyima wɔ ngyenu ehye anu la le ndenle mɔɔ bedua zo bekile Nzema anee ne la. Debiezukoale mɔɔ gyi ngyegyele zo la kile kɛ, bedua ngyegyele kpomgbondee mɔɔ sisi ewiade anu kofee la azo beaboa sukoavoma amaa beazukoa adwenle nee mɛla tɛla kɛ bekɛva nɔhale ne nee adwenle bie mɔ bekɛdo gua zɔhane ala la. Ndenle kpɔkyee mɔɔ boka ye la a le, bahole debiezukoale, menli nwɔɔ nwɔɔ gyimalile, sukoavoma mɔɔ be debiezukoale nu mɔdenlebɔɛ enze la ekpunli nu eguale/mrenyia nee mraale ekpunli nu eguale, yɛe gyima mɔɔ sukoavoma ne kɔsɔti bɔ nu ye la nee dee mɔɔ sukoavoma ne kɔsɔti fa to gua la. Ndenle ehye mɔ bamaa beadwenle beahɔ moa, beanyia adwenle mɔɔ befɔ beɔ ngyegyele nloa, na beanyia ngitanwolile sukoanyia mɔɔ di munli a. Eza ɔkola ɔbuke adenle ɔmaa ngamɔnɔlile, ekpunli gyimalile nee kpanyinlilile. Sukoavoma eza bazukoa adwenle elieliele na beafefe nu. Wɔ sukoavoma mɔɔ le debiezukoale nu ahyeledes la afoa nu, bamaa be gyima bieko mɔɔ kile kɛ bebali be gɔnwo mɔ sukoavoma anyunlu

beaboa be amaa beanyia ndelebebo mɔɔ anu mia la wɔ adwenle mɔɔ bekehile la anwo beaboka be dee ne. Beboa kilehilevolema bema benwu sukoavoma mɔɔ le ngyegyele wɔ edwekemgbɔke ebobɔle nee ngitanwolile nu la anwo na bealua nrelebe adenle zo beazɔ mɔɔ onle zo na belie bedo nu ke ɔle nɔhale la anloa.

SONEAYELE NE SIKALEPELE

Ndenle mɔɔ bedua zo besɔ sukoavoma ne benea mɔɔ wɔ ngyenu ehye anu la nea ke, bendɔ sinli wɔ sukoanyia enyianle, ndelebebo mɔɔ gyi bodane zo, yee edwenlenle mɔɔ le fɔɔnwo la anu. Nyelebenloa mɔɔ ba wazowazo la boa maa sukoavo ne nyia anyunluhɔle na ɔdi munli wɔ enyinle nu. Adenle mɔɔ bedua zo besɔ sukoavoma ne benea la boa maa befa be nye bedi ndelebebo mɔɔ sukoavoma ne le ye wɔ edwene nu la anzi. Sɔnea gyinlabelɛ 4 ne mɔɔ kile ke sukoavoma si dwenle fɔɔnwo na be ndelebebo nu mia la wɔ eke. Sɔnea kpuyia ne mɔɔ bɔ ɔ bo fi edwekebizebizale kɔkpula nwobiehanle nzinrenzinra, anzee be-nloanu deaalilale mɔɔ sɔ sukoavoma mɔdenlebɔle mɔɔ kile ke besi beda adwenle ali na befa bedi gyima la ɔnea. Ɔwɔ ke kilehilevolema dua ndenle ngakyile zo sɔ sukoavoma ne nea wɔ meke mɔɔ begua zo belesukoa nee be ezukoale ngyehyelee meke ne awielee la, amaa beanyia adwenle wɔ, ke sukoavo ko biala mɔdenlebɔle si de la, mra mɔɔ benyia nee nyelebenloa mɔɔ kile be anyunluhɔle gyinlabelɛ la anwo.

Fa sɔnea ne mɔɔ bevale belile gyima la sikalepele ne sua ezukoaledɛ bodane ne. Ndonwo;

Ezukoaledɛ Bodane	Sɔnea Gyinlabelɛ	Sɔneayele ngyehyelee nee/anzee ndenle
3.4.1. LI.1 Wowɔ adwenle wɔ gymayele edwene anwo.	4	Adwenlewowɔle
3.4.1. LI.2 Neenlea na ye nvefenu wɔ adwuleso haelaefe edwene nu.	4	Deegquadole

DAPENE 19

Ezukoaledes Bodane: *Wowo adwenle wo gyimayele edwene anwo*

MDO GYI YE NYE ZO LA: GYIMAYELE EDWENE

Edwene abohilele: Edwene le edwenwo mdo sonla fa o ne ye a. Enele ne a ta fa feleko ne mdo alera ngyehyele ne nee diiyele le la ba a. Edwene le edwekedwendole subane. Bele aneenu ninyene nee alerakoyele. Bekele edwene ehonlone ehonlone yee ekpunli ekpunli. Odwu meke ne bie a, beye ehonlone ehye mo nzizo wo edwene ne anu kosoati. Ehonlone ne mo ta ye nzinrenzinra yee okola nye mdo besisi ye zo a. Edwekemgbake mdo wo edwene nu la ta nyia ngilenu mdo anu mia yee betinli zo anzee besi zo bekile dee titili bie.

Gyimayele edwene: Gyimayele edwene kile edwene mdo beta gyima bie anwo kyengye la. Okola nye mdo awie elaye gyima ne a oto la anzee mdo zua gyima bie anzee boko mdo beto betia awie la. Gyimayele edwene le edwene mdo befa beye gyima mdo le ke, eyazonle, felehyele (adwenehole), deenwole, dezele, gualile yee bulale adwinlilile, amaa yeaboa gyimayevoma ne amaa beaye ye ndende, anwosesebe nu nee meke tendenle nu (beaye gyima ne beahye). (Gyimayele edwene, be ngakyile ne mo nee ndonwo ne mo le ngakyile wo maandee ko biala anu. Owo ke kilehilevole ne kile mdo wo Nzema maandee ne anu la)

Gyimayele edwene ngakyile: Adawudweke mdo zua ye, ke osi ode anzee edwene mdo beto betia (beto bekile anyebolole) la...

Nzema gyimayele edwene ndonwo

Mehyia mo, nwane a ba aa 2x

Mehyia mo

Eloba elo zo

Mehyia mo

Mehyia mo, Kaku Ananze a baye me mo a 3X

Mehyia mo

Mehyia mo! mo! mo!

Mehyia mo.

Nvandema gyimayele edwene ndonwo

Sisiw Mbo

Sisiw mbo, tabon mbo 2x

Iyi ye adze a woye a?

Iyi ye adze a woye a aa?

Ofar nye kwan tabon a

Okwan ko n'ekyir o!

Sisiw mbo, tabon mbo 2x

Mbowa Ho Na Erogor

Mbowa ho na erogor

Buo oo!

Mbowa ho na erogor

Yaw Foso

Bombodu

Mbowa ho na erogor?

Ɔwɔ kɛ kilehilevole ne sia kɔnea bɔlelile edwene ndonwo ne mɔw wɔ sukoavoma buluku ne mukele 67 la.

Nvasoe mɔw wɔ gyimayele edwene zo la

- Ɔmaa gyimayevoma ne ye adwenle ko na bebɔ nu bewie gyima ne ndende.
- Edwekemgbɔke ne mɔw wɔ edwene ne mɔ anu la wula gyimayevoma ne anwosesebe maa beye gyima esesebe.
- Ɔle adenle mɔw bedua zo bebɔ gyima hole ne nolo a.
- Befɔ gyimayele edwene betu fole.
- Befɔ gyimayele edwene bekanvo gyimayevoma yee eza befɔ bedi awie mɔ ngoame.
- Gyimayele edwene ye ezulole fi gyimayevoma nu na ɔnwunlonwunla etanedivoma ɔmaa benriandi gyimayevoma.

Ɛzukoaledɛ Gyima

1. Saa ɛgyinla mɔw si wɔ maandɛ nu la azo a, kɛ ebazi wɔahile gyimayele edwene nu ɛ?
2. Fa ndonwo nsa wɔ wɔ maandɛ ne anu na gyinla zo kilehile gyimayele edwene ngakyile ne mɔ anu.
3. Maa ngilenu nsa fa kile deɛmɔti wɔ sua zo amra fa gyimayele edwene di gyima la.

Debiehile Ndenle

1. Ɛdua ɛdendɛle zo wɔazukoa: Sukoavoma kɔsɔti
 - Wowɔ adwenle wɔ gyimayele edwene anwo.
 - Wowɔ adwenle wɔ gyimayele edwene ngakyile ne mɔ anwo.
 - Wowɔ adwenle wɔ nvasoe mɔw wɔ gyimayele edwene zo la anwo.
2. Ekpunli gyima/ngamɔnu debiezukoale
 - a. Menli nwiɔ nwiɔ gyima: Beye nvefenu wɔ gyimayele edwene ɛgengɛdɛ nu (Bɛhile bodane ne, ngyehyeleɛ, anɛnu ninyene, anɛɛ, edwekpomgba (edwenwo) nee mɔw ɛha la.)
 - b. Deɛnleanle debiezukoale: Hyehye (kɛɛ) gyimayele edwene na to.

Sɔnea Titili: Sɔnea Gyinlabele 4 - Adwenlewɔle

1. Fa wɔ maandɛ ne anu gyimayele edwene nwiɔ na ye nvefenu wɔ bɛ ngyehyeleɛ mɔw bɛɛ, mɔw wɔ nu (edwendo-subane, ye feleko) nee anɛnu ninyene mɔw bɛvale belile gyima la (ɛreledendɛ, edwekenzɔho, sonlayele, adwenlenu nvoninli (adwenvoninli), kɔnsɔnante alɛranzizo, sɛkelɛnɛedweke nee mɔw bokɛboka nwolɛ la) anu. (Mra16)
2. Wowɔ adwenle wɔ gyima nsa mɔw gyimayele edwene di maa wɔ sua zo amra la anwo. (Mra 6)

3. Dua adwenle mɔɔ ɛɛ ye wɔ edwɛkɛ nwo la azo na kyehye (nwo) gyimayɛɛ edwene ko wɔ gyima mɔɔ ɛkulo kɛ kenlebie ɛye la anwo (Mra 6)

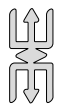
PLC Session 19

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.

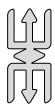
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAPENE 20

Ezukoaledes Bodane: *Neenlea na ye nvefenu wa adwuleso haelaefe edwene nu.*

MDO GYI YE NYE ZO LA: **HAELAEFE EDWENE**

Haelaefe edwene abohilele:

Haelaefe le Gana edwene maa fa Abibilema edwendo-subane ngakyile nee alɔfole ne maa edwenebɔle ninyene eneɛ ne bo nu la, maa bɔle ɔ bo wa enweanloa azua ne maa azo wa enyoya bulu nee ngɔnla ne anu la. Haelaefe enee wa eke ne maa tete ne abibile mgbanyinli maa le dibele(gyinlabela) la wa meke maa enee yevea alɔfole ne maa arane ne abo la. Enee edwendolema eku maa le ke, “Jaaz Kings”, “Cape Coast Sugar Babies” yee “Accra Orchestra” maa maa wa Gana enweanloa la a bo a.

Haelaefe ngakyile

1. **Dɔka/Nza bo edwene:** Edwene ehye, maa eza befele ye “maringa” wa “Sierra Leone” la enee le ngakyile ne maa ko maa bɔle ɔ bo wa enweanloa wa meke maa azeaze edwendovoma bɔle ɔ bo ke befa edwenebɔle ninyene maa bekola befa beko eleka maa guadivoma a vale rale la. Bevale azeaze edwenebɔle ninyene nee edwenebɔle ninyene maa ebo zo a nye alera la bewulale nu. Bebole edwene ehye maa wa nzanlonle nleka nleka maa anwo wa aze wa meli agyinlaɛ maa meli nu gyimayevoma, menli maa wula anzee ye ninyene wa meli nu nee azeaze gyimayevoma maa anwo wa aze banlo nza na beadie edwene la.
2. **Banwo (Konɛte):** Ehye le haelaefe ehane ne maa zɔho alɔfole ne maa banwo ne maa wa Yuwulopuma arane maa wa Abibile Senzendole Maanle ne eleka biala la. Sogyama ne maa fa azeaze edwendovoma maa wa be banwo eku ne anu na betete be wa edwene maa befa beɔto elɔnwɔne beko la anwo. Ewulale maa bevale edwene maa befa beɔto elɔnwɔne beko bewulale Gana azeaze edwene maa le edwendo subane ngakyile anu la a vale agolezile bie maa befele ye “adaha” yee gyene maa befa azeaze edwenebɔle ninyene bebo maa ye duma a le “konkoma” la rale a.
3. **Agole nee getae bane haelaefe:** Agole bane haelaefe ezo ndinli kpale wa azuamgbɔle zo. Ehye maa le agole bane ngyikyɛ gyikyɛ maa le be ndetele ne anwo amodinli kelata maa le ke “Tempos” la. Getae bane haelaefe a tetele eku ngyikyɛ ngyikyɛ maa enee yeta yenwu be wa namu namu ne maa anu a. Bevale edwenebɔle ninyene maa beva nyema beye maa le ke sepelewa nee getae la belile gyima. Eza bevale maa Dagombama nyianle ye vile Labelia meli nu gyimayevoma ne eke ne la nee getae lile gyima na benyianle getaemaa ane le ngakyile la. Agole bane haelaefe ne eza hilele edwendole, ahenle yee kaka mbaka nwiɔ ne ebole.
4. **Bɔga haelaefe:** Ganama maa enee wa Gyemani a hyehyele haelaefe edwene ehye a. Bevale ye subane ne bebokale fanke, disiko yee senate-pɔpe. Bedie bedi ke, edwene ngakyile ehye nyianle ye duma Bɔga haelaefe ne ɔluake enee Ganama dodo ne ala de Hambɔge. Edwene ne rayele adenduvoma maa lile akɔneaba wa Gyemani nee Gana la edee. Beba adwuleso tekenɔlgyi a beala ye ali a. Elɛko evole 1990 ne awieleɛ la, enee befa edwenebɔle ninyene maa fa lateleke anwosesebe nye gyima la angome a beye a.
5. **Asɔne edwene maa le haelaefe la:** Bekile ke ɔle haelaefe edwene ne maa anu ko maa elie duma kpale emaa Ganama maa de Gana nee maa bewa adendule nu la. Edwene ngakyile

ehye zōho Bōga Haelaefe, na ɔnyia ye ehaneyele ne ɔfi Kalesemateke Keleseɛnema nee Pentikɔsoma ezonlenle edwene ngyehyele nu.

Ke adwuleso haelaefe edwene ne ngyehyele si de la: Haelaefe edwene di ngyehyele fɔɔnwo zo:

Edwenebɔle ninyene

- Getae: Meks dɔɔnwo ne ala ɔle eneɛ debie abobɔle.
- Hɔno: Aweene(tonlɔpɛte), sazofonu nee tolombou mɔ fa koyele nee moahɔle boka edwene ne.
- Ahenle: Tete Abibilema ahenle ne mɔ anzɛ alɔfole ne mɔ edeɛ ne maa edwendo-subane.
- Sanwule: Sentɛsaeza nee piano mɔ maa ye alɛra ngakyile nee eneɛ mɔɔ bɔ nu ye edwene la.

Edwenebɔle Ngyehyele

- Eneɛle nee nliezo: Ngyehyele ehye le mɔɔ yɛta yenwu ye wɔ haelaefe edwene nu la. Edwendovoma ne mɔ ko keva edwene ne kpɔke ne bie la enee menli mɔɔ eha la elie zo.
- Eneɛle ngyehyele: ɔle subane mɔɔ da eneɛle mɔɔ kye menli la yɛɛ nzizoyele ngyehyele ali.
- Koyele: Subane titili ko mɔɔ haelaefe edwene le la a le ye alɛra nee eneɛle koyele mɔɔ ɔkɔ ɔ nyunlu la amaa edwene ne anu aye enlomboɛ.
- Edwendo-subane mɔɔ anu mia: Subane ko mɔɔ yɛta yenwu ye wɔ haelaefe edwene nu la a le ke, ɔda edwendo-subane ngakyile mɔɔ anu mia la ali (edwendo-subane nwɔɔ anzɛ mɔɔ bo la mɔɔ ko ba enee mɔɔ doa ye la era.) yɛɛ ɔfa enelenuyeyele milahyinli ɔdi gyima (ɔyeye eneɛle ne bie ɔmaa be nwo ye se anzɛ beye betɛɛ).

Edwene Ngyehyele

- Mukenye: Befa edwenebɔle ninyene bekile eneɛle nee edwendo-subane bebuke edwene ne anye.
- Ekpunli: Edwendovo ne bɔ adawu anzɛ maa nrelaleɛ edweke.
- Nrelaleɛ Edweke Ne Nzizoyele: Nzizodweke mɔɔ twe sonla na ɔpe bodane ne sikale la.
- Ngamɔnunyele: Edwenebɔle ninyene ne anzɛ ye nloa anu edweke mɔɔ keha ninyene gyene gyene nee ngakyile bɔ nu la.

Edwendole bodane

- Ehulole nee eluale: Haelaefe edwene dɔɔnwo ne ala ngyinlazo le ehulole, elɔlelile, nee menli eluale nu edweke.
- Menli tenlabelenu adawubɔle: Haelaefe edwene ta ka menli edenlanle anzɛ ebelabɔle nu edweke mɔɔ le ke, maanyele, ehyia nee atipene mɔɔ yembɔ wɔ ebelabɔle nu la.

Maandɛ agyadɛ

Edwene kola kpogya Gana maandɛ, maamule nee tetedweke.

Nvasoe mɔɔ wɔ adwuleso haelaefe zo la

- Gana haelaefe edwene ne le dasele mɔɔ kile ke maanle ne si wula ye tete (mgbanyinli) anyunlunyia na ɔdie kenlebie ɔto nu la.
- Ɔka ahonle na ɔda ye tete maandee anu evuanle (elomboe) ne mɔɔ kile ye maanle ne la ali.
- Ɔmaa maandee da nzonle: Haelaefe edwene le sekelenee mɔɔ kile nzonle mɔɔ Gana maandee nee ye tete ne de la, kemɔ ɔbole ɔ bo wɔ evoya 20 ne anu na ɔlefa Akanema tete edwene nee alɔfole edwenebole ninyene yee ngyehyelee yeabo nu la. Ɔda Gana tetedweke mɔɔ kile meke mɔɔ enee yevea alɔfole arane ne abo nee ye epelele mɔɔ yepelele ke yedie fanwodi la ali.
- Haelaefe edwene ta ka menli tenlabele anzee ebelabole nu edweke mɔɔ le ke, ehulole, maanyele, yee pelepelelile.
- Haelaefe edwene ka menli bo nu, maa bete nganee ke bele menli ko na bele ekpunlinuwale ngyekyelee.
- Haelaefe le tete edwene mɔɔ elie duma wɔ Gana a, mɔɔ ɔdielie menli mɔɔ wɔ evole ngakyile nee gyinlabele ekpunli ngakyile ne mɔ ƙɔsɔti anu la anye a.
- Haelaefe eboa Gana edwene fane gyene bie mɔ mɔ le ke, Afulobiiti, Hepelaefe, na ɔlua zo yedele Gana edwene fane ne mɔ anu.
- Haelaefe edwene boa maa yebo Gana maandee, maamule nee maanyelee nwo bane.

Ndenle mɔɔ bedua zo beye nvefenu wɔ haelaefe edwene nu la nee mɔɔ bedua zo befefe edweke asa ngane gyene ne mɔ anu la edee ne le ko.

Ɛzukoaledee Gyima

Kele kpolerazule mɔɔ kile ke edie edweke ehye ɛto nu anzee enlie endo nu la “Haelaefe edwene a le debie titili mɔɔ tɔne Gana maandee wɔ maanle maanle zo a”.

Debiehile Ndenle

1. Ɛdua edendele zo wɔazukoa- Sukoavoma ne amuala gyimalile

- Bɛwowɔ adwenle wɔ haelaefe edwene anwo.
- Bɛwowɔ adwenle wɔ haelaefe edwene ngakyile ne mɔ anwo.
- Bɛwowɔ adwenle wɔ nvasoe mɔɔ wɔ adwuleso haelaefe edwene ne mɔ azo la anwo.

2. Ekpunli gyima/ngamɔnu debiezukoale

a. Menli nwiɔ nwiɔ gyima

- Bedie haelaefe edwene na beye nvefenu wɔ nuhua edwekemgbake ne nee ngyehyelee mɔɔ edwene ne le la anwo.
- Beye nvefenu wɔ haelaefe edwene ne anu.

b. Deenleanle debiezukoale

- Bedo adwuleso haelaefe edwene.

- Bɛhyehyɛ (bɛhɛɛ) haelaefe edwene.
- c. Sukoavoma ne amuala: Bɛwowɔ adwenle wɔ edwene ne mɔɔ bɛhyehyɛ (bɛhɛɛ) la anwo.

Sɔnea Titili: Sɔnea Gyinlabele 4 –Deɛguadole

Maa ndonwo fa kilehile kɛ Gana haelaefe edwene ɛzi ɛhakyi (nzenzanlee), ɔvi ɛvole 1950 ne anu ɛradwu ɛnɛ mekɛ ye la. Ɛbahola wɔanleenlea haelaefe edwene ngakyile ne mɔ, edwenebɔle ninyene mɔɔ bɛvale bɛlile gyima, ndenle mɔɔ bɛvale zo bɛbɔle anzɛɛ edwɛkɛmgbɔkɛ ne mɔ. (Mra 16).

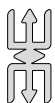
PLC Session 20

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

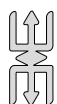
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Ngýenu 9 Ne Mobonu

Ngýenu ehye wowole adwenle wɔ edwene anwo. Bevale sukoavoma ne bevale gyimayele edwene nee haelaefe anu. Yevale ye adwenle yeziele ke edwene si de, gyimayele edwene nee haelaefe azo. Adwenle mɔɔ wɔ edwene nwo nee edwene ehyehyele (edwene ehelēle) nwo la babo adenle amaa sukoavoma ne anwu edwekemgbake mɔɔ anu pi nee anee nwo sukoanyia. Oboa omaa bedwenle, bebɔ adwenle, na bekile be adwenle (bedi adwelie). Edwene nu nvefenuyele boa sukoavoma omaa bedwenle beko moa, bekilehile anee bo na bekola beneenlea dee bie anu bekile be adwenle wɔ nwole. Bieko, oboa omaa sukoavoma nwo ahyelende mɔɔ bele la na besiezie ye amaa beava beali gyima wɔ kenlebie. Beva ngýenu ehye bezua edweke mɔɔ wɔ Nrelenza nu la nee edwene. Ngýenu ne kpogya nganeedele na omaa benwu mɔɔ wɔ tetedweke, maandee nu maamule nee menli tenlabelenu agyakedule nwo la. Edwene ehyehyele nee ye ehakyele boa maa benyia fasie, akenrazile (diedi) nee sukoanyia mɔɔ befa betende bagua nu la. Owula kilehilevole ne anwosebe ke ova debiehilele ndenle mɔɔ boa ngitanwolile, moale ninyene (bokame), sukoavoma nwomazukoale mɔdenlebɔle ngakyile nee sɔnea ndenle ngakyile oboa debiezukoale ne.

SONEA TITILI NE Mɔ ANWO MRA EMAANLE(EMAAKELE) NGYEHYELE

DAPENE 19

Kpuyia 1: Fa wɔ maandee ne anu gyimayele edwene nwɔ na ye nvefenu wɔ be ngyehyele mɔɔ bele, mɔɔ wɔ nu (edwendo-subane, ye felēko) nee anee nu ninyene mɔɔ bevale belile gyima la (ereledende, edwekenzɔho, sonlayele, adwenlenunvoninli (adwenvoninli), konsɔnante aleranzizo, sekeleneedweke nee mɔɔ bokeboka ye la) anu. (Mra 16)

	<i>Ɔdi munli kpale (Mra 7-8)</i>	<i>Ɔdi munli Mra (5-6)</i>	<i>Ɔɔ enyele (Mra 3-4)</i>	<i>Ɔhyia moale (Mra 1-2)</i>
<i>Nuninyene (mɔɔ wɔ nu la)</i>	<i>Edwene nwɔ mɔɔ feta na benlea subane ngakyile mɔɔ edwene le la azo fɔɔnwɔ a behile la.</i>	<i>Edwene nwɔ mɔɔ feta na benlea subane bie mɔ mɔɔ edwene le la azo behile la.</i>	<i>Edwene nwɔ mɔɔ feta na benlea subane mɔɔ edwene le la bie mɔ azo behile mɔɔ ɔye a ye ngilenu ne tɔ sinli la.</i>	<i>Ɔfa edwene ko mɔɔ feta la. Ye ndelebebo mɔɔ wɔ edwene ne subane nee ngyehyele mɔɔ ɔle anwo la le ekyi. Ye ngilenu tɔ sinli.</i>
<i>Nvefenuyele (nwɔle adwenle ehilele)</i>	<i>Saa adwenle mɔɔ wɔ edwene subane ne mɔɔ yehile anwo la toɔdozo na ɔfa edwene ne mɔ ɔtoto nwɔle a.</i>	<i>Saa ɔkile adwenle wɔ edwene subane ne mɔɔ yehile la anu dɔɔnwɔ anwo na ɔɔ ɔ bo ke ɔfa edwene ne mɔ yea-toto nwo a.</i>	<i>Saa ɔkile adwenle wɔ edwene ne subane mɔɔ yehile la anu ko mɔɔ ko nwɔ la anwo na ɔtɔ sinli a.</i>	<i>Saa ɔkile adwenle mɔɔ le fɔɔnwɔ wɔ subane mɔɔ edwene le la anwo ekyi a anzee ɔngile bie fee a.</i>

Kpuyia 2: Wowɔ adwenle wɔ gyima nsa mɔɔ gyimayele edwene di maa wɔ sua zo amra la anwo. (Mra 6)

Ɔwɔ ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye mɔ kolaa na yeava mra yeamaa. Nwu ye ke, saa sukoavoma etekilele gyima nsa mɔɔ gyimayele edwene di a, benrehola benrenyia mra mɔɔ bo 1 – 2.

- 1. Gyima ehilele: Asoo sukoavo ne bahola ahile gyima nsa mɔɔ gyimayele edwene di maa ye sua zo amra la ɔ?*
- 2. Gyima ne anwo adwenle ehilele: Asoo sukoavo ne bahola ahile nvasoe mɔɔ wɔ gyima ko biala mɔɔ gyimayele edwene di maa sua ne azo amra la ɔ?*

Mra emaanle ne anwo ngyehyelee

- Mra 5-6: Saa adwenlewɔle ne di munli kpale, ɔkile gyima ne fɔɔnwo na ɔkile nwole adwenle (ɔfefe nu boe a) mɔɔ feta la a.

- Mra 3-4: Saa adwenlewɔle ne le fɔɔnwo na ɔkile gyima ne mɔ bie nee nwole adwenle ehilele a.

- Mra 1-2: Saa adwenlewɔle ne sɔ enyele ekyii na gyima ne mɔ ehilele nee nwole adwenle ehilele ne tɔ sinli a.

Kpuyia 3: Kele (hyehye) gyimayele edwene ko wɔ gyima mɔɔ ebahulo ke kenlebie ekye la anwo. (Mra 6)

Ɔwɔ ke kilehilevole ne bizebiza ɔ nwo kpuyia ehye mɔ kolaa na yeamaa mra.

- 1. Adwenlebɔle nee deebobɔlehilele: Asoo gyimayele edwene ne kile debie mɔɔ bebɔ adwenle a beye ye fofole na ɔkile ke ɔle mɔlebebo (kpale) la ɔ?*
- 2. Bole mɔɔ ɔsonle ɔmaa gyima la: Asoo gyimayele edwene ne sonle bole maa gyima ne mɔɔ sukoavo ne bahulo ke ɔkye ye kenlebie la ɔ?*
- 3. Ngyehyelee nee ye ehilele/ehyehyele: Asoo gyimayele edwene ne le ngyehyelee mɔɔ le fɔɔnwo la na behile (behhye) ye boe ɔ?*

Mra emaanle ne anwo mela

- Mra 5-6: Saa gyimayele edwene ne di munli kpale, ɔkile mɔɔ bebɔ adwenle a behhye ye fofole a, ɔsonle bole na ɔle ngyehyelee mɔɔ di munli a.

- Mra 3-4: Saa gyimayele edwene ne le fɔɔnwo, ɔkile adwenlebɔle, ɔsonle bole nee ngyehyelee bie mɔ a.

- Mra 1-2: Saa gyimayele edwene ne sɔ enyele ekyii, ɔkile adwenlebɔle, ɔsonle bole nee ngyehyelee mɔɔ le sinlidɔle ekyii a.

-Mra 0: Saa gyimayele edwene ne enli munli, ɔngile adwenlebɔle, ɔnsonle bole, yee ngyehyelee ekyi bie anzee ɔngile ehye mɔ bie fee a.

DAPENE 20

1. Deɛguadolɛ (Mra 16)

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔɔɔ enyele (Mra 3-4)	Ɔhyia moale (Mra 1-2)
Nuniyene (mɔɔ wɔ nu la)	Ɔfa ndonwo nna anzɛɛ dɔɔnwo ɔkilehile koyele, ɛweɛne nee anyunluhɔle mɔɔ ndelebebo fɔɔnwo wɔ nu a.	Ɔfa ndonwo nsa anzɛɛ dɔɔnwo ɔkilehile koyele, ɛweɛne nee an- yunluhɔle a.	Ɔfa ndonwo nwiɔ anzɛɛ dɔɔnwo ɔkile- hile koyele, ɛweɛne, nee anyunluhɔle, na ɔdwu meke ne bie a ye ndelebebo enwie munli di a.	Ɔkilehile adwenle ekyi bie wɔ haelaefe edwene ne anwo wɔ ɛvole ne kɔɔɔti anu a.
Nvefenuyele (nwolɛ ad- wenle ɛhilele)	Saa adwenle mɔɔ ɔbahile ye wɔ deɛmɔti nzen- zanlee (ɛhaky- ile) zɔhane hɔle zole wɔ haelaefe edwene nu la di munli a (ɔsisi zo a)	Saa ɔdwu meke ne bie a adwenle mɔɔ ɔbahile la kile deɛmɔti nzen- zanlee (ɛhakyile) zɔhane hɔle zole wɔ haelaefe ed- wene nu a.	Saa ɔbɔ mɔdenle ke ɔbahile deɛmɔti nzenzanlee (ɛhaky- ile) zɔhane ne hɔle zo wɔ haelaefe edwene nu a.	Saa adwenle mɔɔ ɔbahile la ek yi fale deɛmɔti nzenzanlee (ɛhakyile) zɔhane hɔle zole wɔ haelaefe edwene nu anzɛɛ bie fee envale nwo a.

NGYENU 10: EDWEKEDWENDOLE

EZUKOALADEE: NZEMA EDWEKE

Ɛzukoaladee ngane: Ngɛlɛhɛɛdwɛkɛ

Ɛzukoaladee Guabelɛ: *Dua adwenle maa wɔ nuninyene maa wɔ edwekedwendole nu la azo na ye nvefenu wɔ edwekedwendole nwo.*

Ɛzukoaladee Bodane Titili: Kile adwenle nee ndelebebo maa wɔ edwekedwendole nwo la.

MUKENYE NEE NGYENU NE SIKALɛPɛɛ

Ngyenu ehye adwenlewowɔle ne gyi ngɛlɛhɛɛdwɛkɛ zo. Ɔ sa ngane ne maa yɛbawowa adwenle wɔ nwole la a le edwekedwendole. Bebaɔ sukoavoma beaɔ nuninyene maa wɔ edwekedwendole nu la anu. Eza bebaɔwowa adwenle wɔ edwekedwendole nu nvefenuyeye nwo. Ngyenu ehye anwo engyia eɔmaa Nzema anee ne ezukoale angome kye na eza ɔ nee ezukoaladee ngakyile maa le ke Nrelenza anee, edweke maa wɔ Nrelenza anee ne anu la nee gyene bie maa le ngitanwolile. Ngyenu ne boaa maa sukoavoma ne adwenle nu buke na be ndelebebo di munli wɔ edwekedwendole nu nvefenuyele nwo wɔ meke maa beɛfa nuninyene maa wɔ edwekedwendole nu beaye gyima la. Owula kilehilevole ne anwosesebe ke ɔɔa ndenle maa beɔɔa zo bekile debie maa boaa maa ngitanwolile ko zo, moale ninyene(bokame), dechilele maa neenlea sukoavo ko biala mɔdenlebole la yee ndenle ngakyile maa beɔɔa zo beɔ sukoavoma benea la beboaa beɔmaa debiezukoale ne eho zo. Owaa ke kilehilevole ne nwo sukoavoma maa le ngylanle kpɔkyee bie wɔ nwomazukoale nu la.

Dapene ne maa nee ezukoaladee bodane ne maa maa ngyenu ne neenlea la a le:

- **Dapene 21:** Kile na wowa adwenle wɔ nuninyene maa wɔ edwekedwendole nu la (ndonwo, anee, bodane, ekpunli (edwekpunli), ehonlone, aneeɔ ninyene, alɛrakoyele nee maa eha la) anwo.
- **Dapene 22:** Ye nvefenu wɔ edwekedwendole egengadee nu.
- **Dapene 23:** Ye nvefenu wɔ edwekedwendole egengadee nu.

DEBIEHILELE NDENLE NE SIKALɛPɛɛ

Ndenle maa beɔɔa zo bekile debie maa beaɔ beɔ gyima wɔ ngyenu ehye anu la le ndenle maa beɔɔa zo bekile Nzema anee ne la.

Debiezukoale maa gyi ngyegyeye zo la kile ke, beɔɔa ngyegyeye kpomgbondee maa sisi ewiade anu kofee la azo beaɔaa sukoavoma amaa beazukoa adwenle nee mela tela ke bekeɔa nɔhale ne nee adwenle bie maa bekeɔo gua zɔhane ala la. Ndenle kpɔkyee maa boka ye la a le, bahole debiezukoale, menli nwiɔ nwiɔ gyimalile, sukoavoma maa be debiezukoale nu mɔdenlebole enze la ekpunli nu eguale/mrenyia nee mraale ekpunli nu eguale, yee gyima maa sukoavoma

ne kɔsɔti bɔ nu ye la nee deɛ mɔ sukoavoma ne kɔsɔti fa to gua la. Ndenle ehye mɔ bamaa beadwenle beahɔ moa, beanyia adwenle mɔ befa beɔ ngyegyeye nloa, na beanyia ngitanwolile sukoanyia mɔ di munli a. Eza ɔkola ɔbuke adenle ɔmaa ngamɔnɔlile, ekpunli gyimalile nee kpanyinlile. Sukoavoma eza bazukoa adwenle elieliele na beafefe nu.

Ɛtoa mɔ menli gyene eha la azo a, ɔkile ke, sukoavoma kile be adwenle (tende ava) wɔ agbɔke mɔ be gɔnwo mɔ sukoavoma ehile la na beava bie dɔnwo beaboka ye amaa beaye adwenle ko. Wɔ sukoavoma mɔ le debiezukoale nu ahyeledeɛ la afoa nu, bamaa be gyima bieko mɔ kile ke bebali be gɔnwo mɔ sukoavoma anyunlu beaboa be amaa beanyia ndelebebo mɔ anu mia la wɔ adwenle mɔ bekehile la anwo beaboka be deɛ ne. Beboa kilehilevolema bamaa benwu sukoavoma mɔ le ngyegyeye wɔ edwekɛmgbɔke ebobɔle nee ngitanwolile nu la anwo na belua nrelebe adenle zo bezo mɔ ɔnle zo na belie bedo nu ke ɔle nɔhale la anloa.

SONEAYELE NE SIKALEPELE

Ndenle mɔ bedua zo beɔ sukoavoma ne benea mɔ wɔ ngyenu ehye anu la nea ke, bendɔ sinli wɔ sukoanyia enyanle, ndelebebo mɔ gyi bodane zo, yeɛ edwenlenle mɔ le fɔnwo la anu. Nyelebenloa mɔ ba wazowazo la boa maa sukoavo ne nyia anyunluhɔle na ɔdi munli wɔ enyinle nu. Adenle mɔ bedua zo beɔ sukoavoma ne benea la boa maa befa be nye bedi ndelebebo mɔ sukoavoma ne le ye wɔ mɔ behile ye wɔ Nzema anee ne anu la anzi. Bedua nwobiehanle anzeɛ nzideɛ bie anwo ezukoale zo befa sɔnea gyinlabelɛ 3 ne kpuyia ne mɔ beɔ ke sukoavoma ne si dwenle fɔnwo la nee ndelebebo mɔ bele ye wɔ edwekɛdwendole nvefenuyele nwo yeɛ ke besi bedua nuninyene mɔ wɔ edwekɛdwendole nu la azo befefe edwekɛdwendole nu la benea. Ɔwɔ ke kilehilevolema dua ndenle ngakyile zo sɔ sukoavoma ne nea wɔ meke mɔ begua zo belesukoa nee be ezukoale ngyehyeleɛ meke ne awieleɛ la, amaa beanyia adwenle wɔ, ke sukoavo ko biala mɔdenleboɛ si de la, mra mɔ benyia nee nyelebenloa mɔ kile be anyunluhɔle gyinlabelɛ la anwo.

Ezukoaledɛ Bodane	Sɔnea Gyinlabelɛ	Sɔneayele ngyehyeleɛ nee/ anzeɛ ndenle
Kile na wowɔ adwenle wɔ nuninyene mɔ wɔ edwekɛdwendole nu la (ndonwo, anee, bodane, ehonlone, aneenu ninyene alerakoyele nee mɔ eha la) anwo.	3	Suanu gyima
Ye nvefenu wɔ edwekɛdwendole egengadeɛ nu.	4	Sukulu gyima
Ye nvefenu wɔ edwekɛdwendole egengadeɛ nu.	4	Nvedenvedenu gyima

DAPENE 21

Ezukoaledes Bodane: *Kile na wowo adwenle wo nuninyene maa wo edwekedwendole nu la (ndonwo, anes, bodane, ehonlone, aneenu ninyene, alerakoyele nee maa eha la) anwo.*

Nufunlanle

Evole 1	Dapene 6: Gynla debie boe ediele, nrelaledole nee ndelebebonyanle zo wowo adwenle wo be-nloanu anebohilele anwo.
---------	--

MAA GYI YE NYE ZO LA: EDWEKEDWENDOLE

- I. Edwekedwendole abohilele
- II. Nuninyene maa wo edwekedwendole nu la.
- III. Ngyehyelee maa edwekedwendole le la
- IV. Nvasoe maa wo edwekedwendole zo la

Edwekedwendole abohilele

Edwekedwendole a le ngelehele (eheladee) maa dua adwenlenwonle nee adwenlebole zo da adwenle, nganeedelee nee nzuzule ali la. Edwekedwendole le debie maa sonle bole kpale wo ye nwo adawubole nee ngitanwolile nu, maa maa kelevoma da adwenle maa anu mia nee nganeedelee wo ndenle ngakyile nee adwenlenwonle zo la. Edwekedwendole ta fa aneenu ninyene ngakyile maa le ke ereledende, edwekenzoho, adwenvoninli, alerakoyele yee edwendo-subane di gyima.

Subane Maa Edwekedwendole Le La

1. Adwelielile anes
2. Nganeedelee enyianle
3. Ngilenu maa anu ko (Fa edwekemgbake ekyi bie to nrelalee maa sonle bole, nganeedelee, anze adwenlenu nvoninli)
4. Ota ofa anes maa anye fea la odi gyima.

Nuninyene maa wo edwekedwendole nu la

Edwekedwendole le eheladee ngakyile bie maa dua aneenu ninyene ngakyile zo da ngilenu nee gynlabele anze nganeedelee ali la.

Ngyenu ehye bagyinla edwekedwendole ngakyile nna azo.

1. Sonete
2. Enledwendo-subane edwekedwendole
3. Adawu edwekedwendole
4. Laleke edwekedwendole

Edwekedwendole le bodane ehye ma boka gyene bie ma anwo:

1. Befa bekenyia nganeedelee.
2. Befa bebɔ adawu.
3. Befa bekilehile adwenle.
4. Befa benwo gyinlabelɛ kpɔkyee bie.

Nuninyene titili mɔ wɔ edwekedwendole nu la bie mɔ a le:

1. Adwenlenu nvoninli (Adwenvoninli)

Adwenlenu nvoninli kile anee mɔ beva benwo enyelezo debie nvoninli wɔ kengavole ne adwenle nu la. Beta befa nganeedelee nveyeba ne mɔ kilehile ke esi enwu debie, ete alɛra, ete nvoanle, ete feleko wɔ e tafilima azo yee ke debie nwo si de la bɛdi gyima.

2. Anee

Ehye kile edwekemgbɔke nee anee hole mɔ beva benwo edwekedwendole ne la. Anee gua ye ngakyile. Bemɛ a le mgbanyinli anee (anee kpale), adwuleso anee (mɔ enwie munli di), edwekedwendo anee, anzee tete anee. Edwekedwendo kelevo ne dua nrelebe adenle zo kpa edwekemgbɔke nee anee kpɔkyee nwo edwendo eneɛ ngakyile bie mɔ twe kengavoma la na ɔda ngilenu mɔ ɔkponde ke benyia ye la ali.

1. Edwekemgbɔke ekpale/evale: Edwekedwendo kelevo ne edwekemgbɔke kpɔkyee mɔ ɔfa ɔto nrelalee ne na ɔkile kelevo subane ne la.
2. Kelevo subane: Subane nee nganeedelee mɔ kelevo ne dua edwekemgbɔke zo da ye ali la.
3. Edwekpomgba (edwenwo): Anee ne kola ye mgbanyinli anee (anee kpale), adwuleso anee (mɔ enwie munli di), edwekedwendo anee, adwelielile anzee tete anee.

3. Bodane

Bodane a le adwenle kpɔkyee ne, nrelalee, anzee ngilenu mɔ edwekedwendole anzee edweke neenlea la. Ɔkola ɔye mɔ fale ebelabole, ezuavole (maanlema), sonla subane, anzee tidweke gyene bie mɔ anwo la.

4. Ekpunli (Edwekpunli)

Ekpunli (edwekpunli) a le ehonlone ne mɔ ngyenu anzee ekpunli nu eguale, mɔ kola nyia alerakoyele ngyehyelee kpɔkyee bie, mita anze ngyehyelee la.

5. Ehonlone

Ehonlone mɔ wɔ edwekedwendole nu la a le edwekemgbɔke mɔ doɔdoɔ zo wɔ edendele ko anu mɔ ye edwekedwendole munli ne la. Beta bɛdua ngyehyelee kpɔkyee anzee edwendo-subane bie azo a besiezie ye a.

6. Aneenu Ninyene

Aneenu ninyene a le adenle bie mɔ kelevo dua zo da adwenle (ngilenu) ali, nwo kelevo subane, anzee kenya nganeedelee la. Ndonwo a le ereledende, edwekenzocho, adwenlenu nvoninli (adwenvoninli), sekeleneedweke, nee doɔnwo mɔ.

7. Alerakoyele

Alerakoyele kile alɛra ko ne ala nzizoyele mɔ finde edwekemgbɔke ne mɔ awielee la. Kelevoma ta fa alerakoyele di gyima wɔ edwekedwendole nu fa nwo edwendo-subane ne. Alerakoyele kola fa ngyehyelee, ke dee si de yee edwendo boka edwekedwendole ne anwo.

Ngryehyelee maa edwekedwendole le la

Edwekedwendole ngryehyelee kile ke bezi behale anzee beziezie edwekedwendole ne la. Okile ke bezi beziezie ehonlone, ekpunli (edwekpunli), alerakoyele nee edwendo-subane ne maa la. Ngryehyelee maa edwekedwendole le la boa ngilenu munli ne maa wa edwekedwendole ne anu la, kelevo subane ne na aka kengavo ne. Kelevoma ta dua ngryehyelee ngakyile zo nwo be adwenle nee nganeedelee wa ndenle ngakyile yee nrelaleedole zo. Ngryehyelee ehye maa kola ye:

1. Subane

Edwekedwendole ne bobele nee ke asi ode la, maa le ke sonete (edwekedwendole maa le ehonlone bulu nee nna), enledwendo-subane edwekedwendole (edwekedwendole maa enle ekpunli ngryehyenu anzee ye alerakoyele ne engakyi la) anzee balade (adawu edwekedwendole maa benwo la)

2. Ekpunli (Edwekpunli)

Ehonlone ne maa ngyenu anzee ekpunli nu eguale, maa kola nyia alerakoyele ngryehyelee kpokyee bie anzee mita la.

3. Ehonlone

Ehonlone maa wa edwekedwendole nu la a le edwekemgbake maa doodoa zo wa edendele ko anu maa ye edwekedwendole munli ne la. Ye tendenle nee edwendo-subane maa ole la kola kakyi.

4. Alerakoyele Ngryehyelee

Alerakoyele ngryehyelee maa wa edwekedwendole nu la kile ke bezi beva alerakoyele ne beli gyima wa edwekedwendole ne anu, maa le awielee alerakoyele anzee avinli alerakoyele la.

5. Mita

Okile enelemgbake anwumahale nee azerale maa wa edwekedwendole nu, maa kola nyia edwendo-subane la.

6. Ehonlone Mbepalee

Ehye kile ke ehonlone ne maa si pepe (be molebebo nee awielee) maa kola ka ke edwekedwendole ne si toodoa zo la.

7. Adwenlenu nvoninli (Adwenvoninli) nee Anee maa anye fea la.

Nganeedelee ninyene ne maa maa yefa yedi gyima nee aneenu ninyene maa yefa yenwo ke dee bie si de nee nganee enyianle la.

Ezukoaledee Gyima

Kenga edwekedwendole maa le ekpunli (edwekpunli) ko la, neenlea nu na kilehile ehye maa:

Boka Biala Maa Mevo La

Wa boka biala maa mevo la,
Wa bole biala maa me gyake kpulale la,
Wa mogya nee ehenlera nee evinli biala,

*Wɔ mgbeleralile nee anwoyeyelale ne anu
Me ahonle dole moyele edwene
Ehye mɔ maanle mengyinlanle kpundii!*

1.
 - a. Bodane
 - b. Adwenlenu nvoninli (adwenvoninli)
 - c. Anee mɔ anye fea la
 - d. Kelevo subane
2. Kpɔnde na kilehile ke bezi beva aneenu (edwekedwendole) ninyene mɔ le ke ehye mɔ beli gyima la:
 - a. Ereledende
 - b. Edwekenzɔho
 - c. Sonlayele
 - d. Sekeleneedweke

Debiehile Ndenle

1. Debiezukoale Mɔ Gyi Ngyegye Zo La: Sukoavoma ne amuala gyimalile
 - Behilehile edwekedwendole anu.
 - Bɛwowɔ adwenle wɔ nuninyene mɔ wɔ edwekedwendole nu la anwo (ndonwo, anee, bodane, ekpunli, ehonlone, aneenu ninyene, alerakoyele nee mɔ eha la).
 - Bɛwowɔ adwenle wɔ nvasɔe mɔ wɔ edwekedwendole ezukoale zo la anwo.
 - Behile ke besi beka edwekedwendole la
2. Ekpunli gyima/Ngamɔnu debiezukoale
 - Menli nwɔ nwɔ gyimalile: Bɛwowɔ adwenle wɔ edwekedwendole bie mɔ vi edwekedwendole egengadee ekpunli bie anu la anwo.
 - Bahole gyimalile: Dua adwenle mɔ wɔ nuninyene mɔ wɔ edwekedwendole nu la azo kele (hyehye/nwo) edwekedwendole.

Sonea Titili: Sonea Gyinlabel 3 - Suanu gyima

Dua adwenle mɔ wɔnya ye wɔ edwekedwendole nwo la azo kele (hyehye) edwekedwendole ko mɔ le ekpunli (edwekpunli) nsa la wɔ bodane mɔ wɔ aze eke la mɔ anu ko anwo. (Mra 16)

- a. Anwoazebelele
- b. Nliendonu
- c. Kpanyinlilile
- d. Nɔhalɛlile

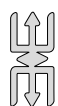
PLC Session 21

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

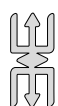
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAPENE 22

Ezukoaledes Bodane: *Ye nvefenu wa edwekedwendole egengades nu.*

Nufunlanle

Evole 1	Dapene 6: Gynla edweke boe ediele, nrelaledole nee ndelebebonyanle zo wowo adwenle wa be-nloanu aneebohilele anwo.
---------	--

MOW GYI YE NYE ZO LA: EDWEKEDWENDOLE NVEFENUYELE

Kenga mow wachele ye wa edwekedwendole nwo wa alimoa dapene ne anu la na fa ye mobonu (fa kakyehakye wa adwenle).

Edwekedwendole nvefenuyele

1. Kenga edwekedwendole ne

Kenga edwekedwendole ne mow wakpa nu waye la fane dɔɔnwo amaa wade mow ko nu la, kelevole subane ne (gynlabele anze nganeedele mow oda ye ali nee/anze adweliedwemgbake ne mow beva beli gyima la munli mow odi la) nee anee ne abo.

2. Kile/Kpondɛ bodane ne

Kile adwenle ne mow edwekedwendole ne gyi zo la anze bodane ne.

3. Neenlea adwenlenu nvoninli nee anee mow anye fea la.

Kpondɛ na neenlea gyima mow beva adwenlenu nvoninli (nganeedele nwo edweke), ereledende, edwekenzho, sonlayele, nee sekeleneedweke ne mow beli la.

4. Neenlea ngyehyele mow edwekedwendole ne le la

Dwenle ehye mow: ekpunli (edwekpunli), alerakoyele ngyehyele, mita nee ehonlone mbepeler anwo.

5. Neenlea anee nee kelevo subane

Nea na ka ehye mow anwo edweke: Anee hole/Edwekpomgba ne (mgbanyinli anee (anee kpale)/adwuleso anee (anee mow enwie munli di), kelevo subane (subane/nganeedele mow oda ye ali.

Kpondɛ: Konsɔnante aleranzizo, vawolo aleranzizo, anvahelēsekelene, nee ezinzele ne mow.

6. Ndelebebo ehilele/Ngilehilenuyele

Nea ehye: Ngilenu tenlene, ngilenu mow anye fea, sekeleneedweke, nee kelevo adwenle ne mow.

7. Nea Nganeedele Enyianle

Kile ke edwekedwendole ne si maa eye la nee deemoti.

8. Nea eleka mow ɔ nzi vi la

Dwenle ehye anwo: Mow fale tetedweke, maandee mow ɔvi nu nee kelevo ne anzi la anwo.

9. Neenlea wɔ ndelebebo ne anu.

Fa mɔ wɔnwu ye edwekedwendole ne anwo la nee ndelebebo mɔ anu mia mɔ wɔnya ye edwekedwendole ne anwo la bɔ nu.

Ɛzukoaledɛ gyima

Sukoavoma dua ndenle ne mɔ azo na bɛyɛ nvefenu wɔ edwekedwendole bie nee nuninyene mɔ wɔ nu la anwo.

Debiehile Ndenle

1. Ɛdua ɛdendɛ zo wɔazukoa: Sukoavoma ne amuala gyimalile

- Bɛyɛ mobɔnu wɔ nuninyene mɔ wɔ adawu nee nwɔhoa nu la anwo.
- Bɛwowɔ adwenle wɔ nuninyene mɔ wɔ edwekedwendole nu la anwo.
- Bɛhile nuninyene mɔ wɔ edwekedwendole nu la wɔ edwekedwendole bie anu.

2. Ekpunli gyima/Ngamɔnu debiezukoale: Menli nwɔ nwɔ gyima

- Bɛgenga edwekedwendole ɛgengadɛ wɔ (bɛvi) edwekedwendole buluku nu.
- Bɛhilehile nuninyene mɔ wɔ edwekedwendole nu la wɔ edwekedwendole ne mɔ bɛgenga la anu.

Sɔnea Titili: Sɔnea Gyinlabelɛ 4 – Sukulu gyima

Kpuyia 1

Neenlea na kile wɔ adwenle wɔ, kɛ gyima mɔ kɛlɛvo ne vale adwenlenu nvoninli nee sɛkɛlɛnɛdwekɛ lile wɔ edwekedwendole, “Ehyia Anyezota” mɔ J. Crosby Anaan hɛlɛlɛ anu la si boa ye bodane mɔ ɔvale la nee nvasoɛ mɔ wɔ zo la anwo. Fa ndonwo kpɔkpɔ bie mɔ mɔ wɔ ɛgengadɛ ne anu la sua adwenle ne mɔ wɔhile la. (Mra 24)

Kpuyia 2

Fa kɛlɛvo subane ne nee anɛ holɛ ne mɔ bɛva beli gyima wɔ edwekedwendole nwɔ ɛhyɛ mɔ; “Bolonyia Ɛra” mɔ J. Crosby Anaan hɛlɛlɛ yɛɛ “Anoma nee Ɛnɛ” mɔ P. Armo Kangah Asilijoe hɛlɛlɛ anu la toto nwole na kilehile koyɛlɛ nee ɛweɛne mɔ deda bɛ avinli la. Kɛ kɛlɛvo subane ne nee anɛ ne mɔ bɛvale belile gyima la si boa adwenlekpɔkɛ (nrɛlɛlɛ) ne mɔ edwekedwendole ne mɔ ko biala da ye ali la ɛ?

Kpuyia 3

Bu mgbonda kile kɛ ɛrɛlɛdɛndɛ ne mɔ kɛlɛvo ne vale lale bodane ne mɔ wɔ edwekedwendole, “Na Wɔmɔ Ɛ?” mɔ F. Ehoma Kwaw hɛlɛlɛ anu la si di munli la. Dwenle tetedwekɛ nee kɛlɛvo ne adwenle mɔ zua ɔ nzi la anwo.

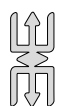
PLC Session 22

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

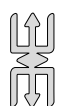
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAPENE 23

Ezukoaledes Bodane: *Ye nvefenu wɔ edwekedwendole egengades nu.*

Nufunlanle

Evole 1	Gyinla edweke boe ediele, nrelaledole nee ndelebonyianle zo wowo adwenle wɔ be-nloanu aneebohilele anwo.
---------	--

MƆƆ GYI YE NYE ZO LA: EDWEKEDWENDOLE NVEFENUYELE

Adwenle mɔɔ wɔ edwekedwendole nwo la anwo mobɔnyele: Nea ngilenu mɔɔ edwekedwendole le la nee ninyene mɔɔ ɔwɔ ke enea wɔ meke mɔɔ eye nvefenu wɔ edwekedwendole nu la anwo edweke wɔ dapene 21 nee 22 ne mɔ ezukoaledes ne anu.

Ninyene Mɔɔ Ɔwɔ Ke Enea Wɔ Meke Mɔɔ Eleye Nvefenu Wɔ Edwekedwendole Nu La

- Bodane:** Adwenlekpɔke anzee nrelalee ne mɔɔ kelevo ne eleto la.
- Adwenlenu nvoninli (adwenvoninli):** Efa nganeedele nveyeba ne mɔɔ wɔanwo nvoninli wɔ adwenle nu.
- Kelevo subane:** Nyeele (subane) anzee nganeedele gyinlabelle ne mɔɔ kelevo ne da ye ali kile kengavo ne la.
- Anee (anee hole):** Edwekemgbɔke mɔɔ kelevo ne vale lile gyima, ke ɔzile ɔmaanle bedoɔdoale zo la nee ye edwekpomgba ne.
- Anee nu ninyene:** Ndenle mɔɔ bedua zo befa ereledende, edwekenzɔho, sonlayele, yee sekeleneedweke ne mɔɔ bedi gyima la.
- Ngryehyele:** Edwekedwendole ne ezieziele yee ekpunli (edwekpunli) eyele nee ehonlone mbepɔlee ne.
- Alerakoyele nee Mita:** Alerakoyele nee mita mɔɔ befa benwo edwendo ne la.
- Eleka mɔɔ behɛle ye (eleka mɔɔ ɔ nzi vi la):** Meke, maandee nee kelevo ne gyinlabelle mɔɔ ɔvale ɔhelele edwekedwendole ne la.
- Nganeedele Enyianle:** Ke edwekedwendole ne si maa kengavo ne te nganee na ɔ nee ye di ngitanwo la.
- Kelevo Adwenle:** Adwenlekpɔke mɔɔ kelevo ne le nee nrelalee ne.
- Sekeleneedweke:** Ninyene, nwosohovole, anzee nuninyene ngakyile mɔɔ befa besie adwenle mɔɔ le gyegye agyake anu la.
- Edwendonwo:** Eye ngakyele wɔava edweke wɔatoto egengades gyene, awozidweke anzee tete nyeele nwo.
- Agolobenwodweke:** Ezeleke edweke mɔɔ beka bekile mɔɔ bekponde tela mɔɔ si/kɔ zo mumua ne la.
- Alerayedweke:** Adwenle mɔɔ le ke konsɔnante aleranzizo (edwemgbɔke abobɔle), vawolo aleranzizo yee konsɔnante aleranzizo mɔɔ finde edwekemgbɔke avinli anzee awielee(konsɔnanse).

Maa belenea ninyene ehye ma la, kengavoma bahola anyia ndelebebo maa anu mia na bealie ngilenu maa edwekedwendole ne le la, ye bodane ne yee gyima maa beva aneenu ninyene beli wa edwekedwendole ne enwole nu la beado nu.

Ezukoaledes Gyima

1. Kela (hyehye/nwo) edwekedwendole maa le ekpunli (edwekpunli) nsa la wa bodane ehye, "Nliendonu" anwo.
2. Gyinla maa wali moa wazukoa ye wa edwekedwendole nwo la azo na kilehile aneenu ninyene maa evale elile gyima wa edwekedwendole ne anu la koooti.

Gyakyi Galamese (Ernest Obeng)

Enee ezukoa wa azela ne anu kolaa na beawo ye
 Ye ze ma vale be enwomenle bole nwole bane
 Enee ehoayele ne ma anu pi, azumgbale ne ma anye te
 Enee alea wa azela ne anu, onla eke ne wienyi
 Ezukoa wa azela ne anu, ninyene doonwo awodee
 Azelebo ninyene sua, anwonyia ezieleka
 Yeanye zo wa ye meke zo
 Oti, duzu ati a yelefa galamese yesekye ye a
 Yekpunli ye ahonle, lua nvutuke ti
 Bedo ye ehoayele ne efiade, eyele ehye ye mogya ne
 Ye azule ne ma elewe, ye mbaka ne ma elawu
 Ye azumgbale ne ma anye ehakyihakyi
 Nane nane ne ma elenriandi akponde
 Azela ne ehakyi ndetele nee mulutu
 Maa ote koooti a le esekaveta gye nane ne
 Yesekye nyambodee na yendwenle ye kenlebie ne anwo
 Ezukoa ala a yekponde a, ye ele fi Omo Gana
 Saa azule ne ma we a, yebanlo pesewa mbulale ne ma o?
 Onle ke azela ne fifi mbaka bieko o, yebali ezukoa ngelata ne ma o?
 Yenlie yenli ke beyila ye azela ne o
 Saa yesekye ye a, awolendoazo babua ye ndene
 Saa yele debie yeye ye ene a
 Bemaa yegyakyi azela bo ninyene edule maa enva mela adenle zo la; galamese
 (Nyialeke : <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Debiezukoale Ndenle

1. Edua edendele zo wazukoa: Sukoavoma ne amuala gyimalile
 - Beye mobonu wa nuninyene maa wa edwekedwendole nu la anwo.
 - Bewowa adwenle wa nuninyene maa wa edwekedwendole nu la anwo.
 - Bewowa adwenle wa ndenle ne maa bedua zo beye nvefenu wa edwekedwendole nu la anwo.

- Behile ke besi befefe edwekedwendole nu la.

2. Ekpunli gyima/ ngamɔnu debiezukoale –Menli nwio nwio gyima

- Begenga edwekedwendole egengadee wa (bevi) edwekedwendole buluku nu.
- Belua ndenle ne mɔɔ bedua zo befefe edwekedwendole nu la azo befefe edwekedwendole ne mɔɔ begenga ye kekala la anu.

Sɔnea Titili: Sɔnea Gyinlabele 4 - Suanu gyima

1. Gyinla bodane mɔɔ ekulo na ɔfale sukoanwu (anwubiele) mɔɔ ele anzee Gana maandee nwo la azo nwo (hyehye) sɔnete (edwekedwendole mɔɔ le ehonlone 14 la). (Mra 16)
2. Ye nvefenu wa edwekedwendole ne mɔɔ wonwo (wohyehye) ye kekala la anu. (Mra 24)

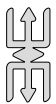
PLC Session 23

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

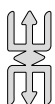
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Ngýenu 10 Ne Mobɔnu

Ngýenu ehye le mobɔnu maa ezukoaledɛe mɔɔ bɛhile ye dapɛne 21, 22 nee 23 ne mɔ kɔɔɔti anu la. Yewowɔ adwenle wɔ ke edwekedwendole si de la anwo. Eza ɔwɔwɔle adwenle wɔ nuninyɛne mɔɔ wɔ edwekedwendole nu nee nvasɔe mɔɔ wɔ zo la, aneɛhakyile nee nwole edweke mɔɔ zuozua ye la anwo. Benleanle ke bɛdua nuninyɛne mɔɔ wɔ edwekedwendole nu la azo benwo (bɛhyehyɛ) edwekedwendole ngakyile na bɛfefe edwekedwendole ne mɔɔ benwo la mɔ anu. Yɛ anyelazo a le ke, saa sukoavoma fa ngýenu ehye anu wie a, bɛbava adwenle ne mɔɔ benyia ye la bɛaye nvefenu wɔ edwekedwendole mɔɔ wɔ Nrelenza anɛe ne anu nee Nrelenza edweke nu la anu.

SONEA TITILI NE Mɔ ANWO MRA ɛMAANLE (ɛMAAKELE) NGYEHYɛLEɛ

DAPɛNE 21

Mɛla (Mra 16)

	ɔdi munli kpale (Mra 7-8)	ɔdi munli (Mra 5-6)	ɔɔɔ enyele (Mra 3-4)	ɔhyia moale (Mra 1-2)
Nuninyɛne (mɔɔ wɔ nu la)	Saa adwenle ne mɔɔ yehilehile la doɔdoɔ zo fɔɔnwɔ a. Ndelebebo mɔɔ le fɔɔnwɔ wɔ adwenle ne mɔɔ yehilehile la anu na ɔfale mɔɔ bɛbiza la anwo a.	Saa adwenle ne mɔɔ yehilehile la le fɔɔnwɔ a. Ndelebebo mɔɔ le fɔɔnwɔ na ɔta ɔfale mɔɔ bɛbiza la anwo a. ɔkile adwenle mɔɔ ye ngilenu ne anye enle ko bie mɔ a.	Saa ɔkilehile adwenle ne bie mɔ a. Ndelebebo mɔɔ wɔ adwenle ne mɔɔ yehilehile la tɔ sinli wɔ ɛleka bie na bie envale mɔɔ bɛbiza la anwo a.	Saa ɔmaa ɛdende-munli mɔɔ le sikale sikale na yeangilehile nu a. Ndelebebo mɔɔ wɔ adwenle ne anwo la enle fɔɔnwɔ na eza ekyi bie a fale mɔɔ bɛbiza la anwo a.
Edwekɛmg-bɔke nee anɛemɛla	Saa ɔfa adwelied-wɛmgɔke mɔɔ le fɔɔnwɔ la ɔdi gyima mɔɔ fɛta la a. ɔfa edwekɛmg-bɔke dɔɔnwɔ mɔɔ fale tidweke kpɔkyee ne anwo la ɔdi gyima a. Saa nvonlee mɔɔ wɔ anɛemɛla gyimalile ne anwo la anzo a.	Saa ɔfa adwelied-wɛmgɔke mɔɔ le fɔɔnwɔ la ɔdi gyima a. ɔfa edwekɛmg-bɔke bie mɔ mɔɔ fale tidweke kpɔkyee ne anwo la ɔdi gyima a. Saa nvonlee ngikyiyi ngikyiyi wɔ anɛemɛla gyimalile ne anwo na ɔdwu meke ne bie a ɔye nvonlee titili a.	Saa ɔdwu meke ne bie a adwelied-wɛmgɔke ne mɔ enle fɔɔnwɔ a. ɔbɔ mɔdenle ke ɔfa edwekɛmg-bɔke mɔɔ fale tidweke kpɔkyee ne anwo la ɔdi gyima a. Saa nvonlee ngikyiyi ngikyiyi ne mɔɔ wɔ anɛemɛla gyimalile ne anwo la toɔdoɔ zo na eza ɔle nvonlee titili bie mɔ a.	Saa meke dɔɔnwɔ ne ala adwelied-wɛmg-bɔke ne mɔ envale mɔɔ bɛbiza la anwo a. Saa edwekɛmg-bɔke ekyi bie a fale tidweke kpɔkyee ne anwo anzeɛ bie fee envale nwo a. Saa nvonlee ngikyiyi ngikyiyi nee titili ne mɔ toɔdoɔ zo wɔ anɛemɛla gyimalile ne anu a.

DAPENE 22

Kpuyia 1

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔso enyele (Mra 3-4)	Ɔhyia moale (Mra 1-2)
Nuninyene (mɔɔ wɔ nu la)	Saa ɔkile bodane ne anwo ndelebebo mɔɔ di munli kpale nee meke hole mɔɔ behelɛle ye nu a.	Saa ɔkile bodane ne anwo ndelebebo mɔɔ le fɔɔnwɔ nee meke hole mɔɔ behelɛle ye nu a.	Saa ɔkile bodane ne anwo ndelebebo mɔɔ so enyele ekyii nee meke hole mɔɔ behelɛle ye nu a.	Saa ɔkile bodane ne anwo ndelebebo nee meke hole mɔɔ le sinlidɔle a.
Nvefenuyele (nwɔle adwenle ehilele)	Saa ɔneenlea na ɔkilehile adwenle mɔɔ di munli kpale wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la beli na ɔmaa nwɔle ndonwo mɔɔ le fɔɔnwɔ a.	Saa ɔneenlea na ɔkilehile adwenle mɔɔ le fɔɔnwɔ la wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ beli na ɔmaa nuhua dɔɔnwɔ anwo ndonwo a.	Saa ɔkola ɔkilehile nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ, na ɔdwu meke ne bie a ɔngola ɔngilehile ke bezi beva beli gyima la a.	Saa ɔkilehile adwenle ekyi bie ala wɔ nuninyene mɔɔ wɔ edwekedwendole nu la anwo a.
Adwenle eziez-iele, ngyehyelee nee fɔɔnwɔhilele	Saa nwobie ne dua ngyehyelee fɔɔnwɔ ne azo na edwekemgbɔke ne mɔ esepɛle nee aneemɛla ne anwo nvonlee anzo a.	Saa nwobie ne dua ngyehyelee fɔɔnwɔ ne azo na ɔdwu meke ne bie a nvonlee mɔɔ finde edwekemgbɔke ne mɔ esepɛle nee aneemɛla ne anwo la le titili a.	Saa ɔdwu meke ne bie a nwobie ne enva ngyehyelee fɔɔnwɔ ne azo, na edwekemgbɔke ne mɔ esepɛle nee aneemɛla ne anwo nvonlee titili ne mɔ toɔdoɔ zo dɔɔnwɔ a.	Saa nwobie ne dua ngyehyelee fɔɔnwɔ ne azo ekyi bie ala, na nvonlee ne mɔɔ wɔ nu la dɔɔdoɔ zo a.

Kpuyia 2

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔso enyele (Mra 3-4)	Ɔhyia moale (Mra 1-2)
Nuninyene (mɔɔ wɔ nu la)	Saa ɔkile ndelebebo mɔɔ di munli kpale la wɔ kelevɔ subane ne nee anee hole mɔɔ beva beli gyima la anwo a.	Saa ɔkile ndelebebo mɔɔ le fɔɔnwɔ la wɔ kelevɔ subane ne nee anee hole mɔɔ beva beli gyima la anwo a.	Saa ɔkile ndelebebo mɔɔ so enyele ekyii la wɔ kelevɔ subane ne nee anee hole mɔɔ beva beli gyima la anwo a.	Saa ɔkile ndelebebo ekyi bie ala wɔ kelevɔ subane ne nee anee hole mɔɔ beva beli gyima la anwo a.

Nvefenuyele (nwole adwenle ehilele)	Saa ɔneenlea na ɔkilehile adwenle mɔɔ di munli kpale wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la beli na ɔmaa nwole ndonwo mɔɔ le fɔɔnwo a.	Saa ɔneenlea na ɔkilehile adwenle mɔɔ le fɔɔnwo la wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ beli na ɔmaa nuhua dɔɔnwo anwo ndonwo a.	Saa ɔkola ɔkilehile nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ, na ɔdwu meke ne bie a ɔngola ɔngilehile ke bezi beva beli gyima la a.	Saa ɔkilehile adwenle ekyi bie ala wɔ nuninyene mɔɔ wɔ edwekedwendole nu la anwo a.
Adwenle ɛzieziele, ngyehyelee nee fɔɔnwohilele	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nvonlee anzo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo bie azo na ɔdwu meke ne bie a nvonlee mɔɔ finde edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo la le titili a.	Saa ɔdwu meke ne bie a nwobie ne ɛnva ngyehyelee fɔɔnwo ne azo, na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nvonlee titili ne mɔ toɔdoɔ zo dɔɔnwo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo ekyi bie ala, na nvonlee ne mɔɔ wɔ nu la dɔɔdoɔ zo a.

Kpuyia 3

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔɔɔ ɛnyeɛ (Mra 3-4)	Ɔhyia moale (Mra 1-2)
Nuninyene (mɔɔ wɔ nu la)	Saa ɔkile ndelebebo mɔɔ di munli kpale la wɔ gyima mɔɔ beva ɛɛɛɛdende ne beli la anwo a.	Saa ɔkile ndelebebo mɔɔ le fɔɔnwo la wɔ gyima mɔɔ beva ɛɛɛɛdende ne beli la anwo a.	Saa ɔkile ndelebebo mɔɔ ɔɔɔ ɛnyeɛ ekyi la wɔ gyima mɔɔ beva ɛɛɛɛdende ne beli la anwo a.	Saa ɔkile ndelebebo ekyi bie ala wɔ gyima mɔɔ beva ɛɛɛɛdende ne beli la anwo a.
Nvefenuyele (nwole adwenle ehilele)	Saa ɔneenlea na ɔkilehile adwenle mɔɔ di munli kpale wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la beli na ɔmaa nwole ndonwo mɔɔ le fɔɔnwo a.	Saa ɔneenlea na ɔkilehile adwenle mɔɔ le fɔɔnwo la wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ beli na ɔmaa nuhua dɔɔnwo anwo ndonwo a.	Saa ɔkola ɔkilehile nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔɔ, na ɔdwu meke ne bie a ɔngola ɔngilehile ke bezi beva beli gyima la a.	Saa ɔkilehile adwenle ekyi bie ala wɔ nuninyene mɔɔ wɔ edwekedwendole nu la anwo a.
Adwenle ɛzieziele, ngyehyelee nee fɔɔnwohilele	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nvonlee anzo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo bie azo na ɔdwu meke ne bie a nvonlee mɔɔ finde edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo la le titili a.	Saa ɔdwu meke ne bie a nwobie ne ɛnva ngyehyelee fɔɔnwo ne azo, na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nvonlee titili ne mɔ toɔdoɔ zo dɔɔnwo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo ekyi bie ala, na nvonlee ne mɔɔ wɔ nu la dɔɔdoɔ zo a.

DAPENE 23

Kpuyia 1

	Ɔdi munli kpale (Mra 4)	Ɔdi munli (Mra 3)	Ɔso enyele (Mra 2)	Ɔhyia moale (Era 1)
Nuninyene (mɔɔ wɔ nu la)	Saa bodane ne di munli kpale na ɔle fɔɔnwɔ a.	Saa ndelebebo wɔ bodane ne anu na ɔle fɔɔnwɔ a.	Saa bodane ne anye enla eke kpale na eza ɔnwie fɔɔnwɔ ye a.	Saa bodane ne nee edwekedwendole ne engɔ a.
Aneenu ninyene	Saa ɔfa aneenu ninyene dɔɔnwɔ mɔɔ di munli la ɔdi gyima ɔmaa ɔka (ɔtwe) kengavo ne a.	Saa ɔfa aneenu ninyene ɔdi gyima ɔmaa ɔka (ɔtwe) kengavo ne a.	Saa ɔfa aneenu ninyene bie mɔ ɔdi gyima na ɔbahola yeaha (yeahwe) kengavo ne ekyii a.	Saa ɔfa aneenu ninyene ekyi bie ala ɔdi gyima anzee yeana bie fee yeana gyima a.
Adwenleɔle nee fɛleko(anyeliele)	Saa edwekedwendole ne anu ye fe (ɔye anyeliele) na ɔtwe kengavo ne adwenle eke ne ala a.	Saa edwekedwendole ne eleka ne bie ye anyeliele na ɔtwe kengavo ne ke ɔkenga ɔwie a.	Saa ɔle edwekedwendole mɔɔ ɔso enyele na ɔda subane mɔɔ edwekedwendole le la ekyi ali anzee ɔnla bie ali fee a.	Saa edwekedwendole ne egengale ye se na ɔnye anyeliele a.
Adwenle eziez-iele, ngyehyelee nee fɔɔnwohilele	Saa edwekedwendole ne dua ngyehyelee fɔɔnwɔ ne azo na edwekemgbɔke ne mɔ esepɛle nee aneemela ne anwo nvonlee anzo a.	Saa edwekedwendole ne dua ngyehyelee fɔɔnwɔ bie azo na ɔdwu meke ne bie a nvonlee mɔɔ finde edwekemgbɔke ne mɔ esepɛle nee aneemela ne anwo la le titili a.	Saa ɔdwu meke ne bie a edwekedwendole ne enva ngyehyelee fɔɔnwɔ ne azo, yee edwekemgbɔke ne mɔ esepɛle nee aneemela ne anwo nvonlee titili ne mɔ toɔdoɔ zo dɔɔnwɔ a.	Saa edwekedwendole ne dua ngyehyelee fɔɔnwɔ ne azo ekyi bie ala, na nvonlee ne mɔɔ wɔ nu la dɔɔdoɔ zo a.

Kpuyia 2

	Ɔdi munli kpale (Mra 7-8)	Ɔdi munli (Mra 5-6)	Ɔso enyele (Mra 3-4)	Ɔhyia moale (Mra 1-2)
Nuninyene (mɔɔ wɔ nu la)	Saa ɔkile ndelebebo mɔɔ di munli kpale la wɔ bodane mɔɔ wɔ edwekedwendole ne anu nee meke mɔɔ behɛlele la anwo a.	Saa ɔkile ndelebebo mɔɔ le fɔɔnwɔ la wɔ bodane ne mɔɔ wɔ edwekedwendole ne anu nee meke mɔɔ behɛlele ye nu la anwo a.	Saa ɔkile ndelebebo mɔɔ ɔso enyele ekyii la wɔ bodane ne mɔɔ wɔ edwekedwendole ne anu nee meke mɔɔ behɛlele la anwo a.	Saa ɔkile ndelebebo ekyi bie ala wɔ bodane ne mɔɔ wɔ edwekedwendole ne anu nee meke mɔɔ behɛlele ye nu la anwo a.

Nvefenuyele (nwole ad- wenle ehilele)	Saa ɔneenlea na ɔkilehile adwenle mɔɔ di munli kpale wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la bɛli na ɔmaa nwole ndonwo mɔɔ le fɔɔnwo a.	Saa ɔneenlea na ɔkilehile adwenle mɔɔ le fɔɔnwo la wɔ gyima mɔɔ beva nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔ bɛli na ɔmaa nuhua dɔɔnwo anwo ndonwo a.	Saa ɔkola ɔkilehile nuninyene mɔɔ wɔ edwekedwendole nu la bie mɔ, na ɔdwu mekɛ ne bie a ɔngo- la ɔngilehile kɛ bezi beva bɛli gyima la a.	Saa ɔkilehile adwenle ekyi bie ala wɔ nun- inyene mɔɔ wɔ edwekedwendole nu la anwo a.
Adwenle ɛzieziele, ngyehyelee nee fɔɔn- wohilele	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nwonlee anzo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo bie azo na ɔdwu mekɛ ne bie a nwonlee mɔɔ finde edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo la le titili a.	Saa ɔdwu mekɛ ne bie a nwobie ne ɛnva ngyehyelee fɔɔnwo ne azo, na edwekemgbɔke ne mɔ ɛsepele nee aneemela ne anwo nwonlee titili ne mɔ toɔdoɔ zo dɔɔnwo a.	Saa nwobie ne dua ngyehyelee fɔɔnwo ne azo ekyii bie ala, na nwonlee ne mɔɔ wɔ nu la doɔdoɔ zo a.

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. Bailey, S. (2015). *Academic writing: A handbook for international students (4th ed.)*. Routledge.
11. Barker, M. (2018). *In other words: A coursebook on translation (3rd ed.)*. Routledge
12. Bauer, L. (2019). *The Oxford reference guide to English morphology*. Oxford University Press.
13. Booij, G.E. (2021). *The construction of words: advances in construction morphology*. Springer.
14. Coffie, M. M. (2012). "Dance band highlife: Analytical study of Ebo Taylor, Stan Plange and Kwadwo Donkoh.," Unpublished M. Phil Thesis., University of Ghana.
15. 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
16. Collins, J. (1994). *Highlife Time*. Anansesem Press.
17. Connel, F.M (2016). *A textbook for the study of poetry*. Norwood Press.
18. Elebi, A. (2015). *Indigenous Musical Culture in Ghana: A Contemporary Perspective*. Unpublished.
19. Fabus, R. (2011). *Assessment of articulation and phonological disorders*. Story Brook University, NY (2011)
20. Hacker, D., & Sommer, N. (2020). *The Bedford handbook (11th ed.)*. Bedford/ St. Martins
21. Henry, D.J. (2019). *The effective reader*. Cambridge University Press.

21. Hope, P.A., Brown, P. and Mensah C. E. (2019). *Mfantse Kasadwin Adzesua*. College of Distance education, University of Cape coast.
22. Nyarko I, Adomako, K. & Odoom, J (2023). Assessing the phonological processes in Akan child language. *Ghana Journal of Linguistics* 12.1: 24-47.
23. Oshima, A. & Hogue, A. (2014). *Introduction to academic writing (4th ed.)*. Pearson Education.
24. Plag, L. & Balling, L. W. (2020). *Morphological theory and English word formation*. De Gruyter Mouton.
25. Schegloff, E. A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society*, 29(1), 1–63.
26. Schegloff, E. A. (2007). *Sequence Organization in Interaction*. Cambridge University Press.
27. 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](https://whatworks.ed.gov/publications/practice-guides).
28. 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.
29. Wainwright, J. (2004). *The basic poetry*. London: Routledge.
30. Annan, Crosby J. (2021). *Nzema Kotoko I & II*. Luckyfour Publishers.
31. Aboagye, P. A. K (1965). *Nzema nee Nrelenza Edwebohilele Buluku*. Ghana Publishing Corporation.
32. F. Ehoma Kwaw (2008). *Maandee Ye Enlomboe*: Ghana
33. F. Ehoma Kwaw (2008). *Aneemela Taagye Ne*: Ghana
34. F. Ehoma Kwaw (2008) *Meka Bie*: Ghana
35. J. Crosby Anaan () *Kpomavole Ako*
36. P. Armo Kangah Asilijoe (1977) *Ekuzoa Mese Me Ne*: BGL, Accra

