



MINISTRY OF EDUCATION

Ntoaso Sukuu Akuapem Twi Adesua Nhoma

ƆKYERƐKYERƐFO NHOMA



Gyinapɛn 3



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Akuapem Twi for Senior High Schools

Ɔkyerɛkyerɛni Nhoma Afe 3



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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Introduction

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

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

The Year Three Teacher Manual has two main objectives:

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

In this third year, teachers will 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.

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ƆFA 1: NSEMƑUA A ƐFATA WƆ NKITAHODI MU

ADESUADE: NKƆMMƆDI

Adesuade Nkorabata: NkƆmmƆdi Anaa Nkitahodi A Ɛfa Atifiasem Pɔtee Bi Ho

Nea efi adesua mu ba: Sɛ yɛde nsemfua a ɛfata nne mmere yi bedi nkitaho afa yen mpɔtam ne amanaman anaa aman horow so.

Adesuade Titiriw: Sɛ yebetumi adi nkitaho yiye fa nsem pɔtee bi ho.

NNIANIM NE ƆFA NO TƆFABƆ

Ɔfa yi nnyinaso ne sɛ yɛde nsemfua a ɛfata bɛkasa afa nne mmere yi mpɔtam ne aman horow ho nsem na wɔatumi adi nkƆmmƆ yiye afa nsem pɔtee bi a esisi ho. Saa Ɔfa yi bɛtoa nea yɛasua dedaw wɔ Afe a edi kan, Ɔfa ɛto so 2. Na afei nso wɔatumi de kasabere nnuruso (nkƆmmƆdi mu ɔtwɛn) adi dwuma yiye wɔ wɔn nkƆmmƆdi mu. Saa Ɔfa yi, asuafo besua ade biribi afa kasabere nnuruso ne sɛnea wɔde bedi dwuma ne nea enti a kasabere nnuruso hia wɔ nkƆmmƆdi mu na wɔde kasabere nnuruso (nkƆmmƆdi mu ɔtwɛn) adi dwuma wɔ sua dan mu ne wɔn daadaa abrabɔ mu. Ɔfa yi bɛma asuafo anya nkitahodi papa a ntease wom. Saa Ɔfa yi ho mfaso no nni hɔ ma Twi kasa nko ara na mmom ɛwɔ twaka wɔ asuade horow bi te sɛ borɔfo kasa ne kasa horow nkitahodi mu. Ɔkyerɛkyerɛni no nya nkuranhyɛ sɛ ɔde adekyerɛ mu nkitahodi pa, adekyerɛmu akade ne nkarii pa de aboa adesua.

Nnawɔtwe nnawɔtwe ne emu adesua na wɔahyehyɛ wɔ ha yi:

- **Nnawɔtwe 1:** sɛ wɔde nsemfua a ɛfata bedi daadaa nkitaho
- **Nnatwɔtwe 2:**
 - a. sɛ wɔde kasabere nnuruso (nkƆmmƆdi mu ɔtwɛn) ho nimdeɛ bedi dwuma nkitahodi mu
 - b. Sɛ wɔde nne mmere yi mpɔtam ne amanaman mu nsem ho nsemfua a ɛfata bedi dwuma

ADEKYERE HO AKWAN TƆFABƆ

Adekyere ho akwan a yeɔe adi dwuma Ɔfa ha yi gu ahorow wƆ Twi kasa kyere mu.

Ɖhaw-Nnyinaso Adesua (ƉNA) ye kwan a yeɔe wiase mu haw ankasa ye kwan ma asuafo fa so sua ade sɛn sɛ yɛbɛkyere wo Ɖhaw no mu nsennahɔ. Eho akwan no bi ne ankoroankoro adesua, baanuu adesua, nea onnim ade ne nea onim ade reka abom, mmea ne mmarima reka abom ne ɔyɛkyere. Saa akwan yi boa ma asuafo adwen mu ɔ, eboa ma wɔɔdwen kɔ kan, eboa ma wɔsiw haw ano na esan nso boa ma wɔnya nkitahodi ho nimdee amapa. Eboa ma yenya ɔkannifo ma odi nkabom dwumadi anim. Eboa ma asuafo boaboa nsem ano na wɔye mu nhwehwe mu. Asuafo a wɔn adwen mu ɔ anaa wɔwɔ adom akyede, wɔma wɔn adwuma foforo sɛ akannifo ma wɔboa kyere wɔn mfɛfo ade sɛ akyerɛkyerɛfo ma wɔnya nea wɔresua no mu ntease. Eɛ sɛ akyerɛkyerɛfo hu sɛ asuafo no bi wɔ nsemfuabɔ ne nkitahodi mu Ɖhaw na wɔde wɔn nimdee ateneatene wɔn.

NKARII MMUABƆ ANAA TƆFABƆ

Nkarii ho nhyehyɛ a ɛwɔ Ɔfa ha yi hwe sɛ nimdee no nya bɛye pɛpɛɛpɛ na wanya adesua mu ntease ne nnweneho. Bere ano bere ano mmɔakyi boa ma adesua kɔ so na ɛma osuani no adesua kɔ kan. Nkarii ho nhyehyɛ no de akwankyere a eboa ma yehu osuani no ntease wɔ Twi adesua no mu. Nwennweneho a emu ɔ nsem̐misa a ɛto so abiɛsa na yeɔe fa susukyerɛw kwan so anaa nsem̐ a yeɛ mu nhwehwe mu de kari asuafo mmɔdenmmɔ wɔ kasabere nnuruso ne nsem̐fua pɔtee a yeɔe di nkitaho wɔ mpɔtam ne amanaman ahorow nsem̐ mu. Akyerɛkyerɛfo mfa adesua mu ne adesua akyi nkarii ɛhwehwe adesuafo no ho mmɔdemmmɔ, mma wɔnya ne mmɔakyi mfa wɔn adesua ho nkotabu.

Akyerɛkyerɛfo nhyɛ no nso sɛ:

Asuafo nyinaa ne wɔn a wɔwɔ haw wɔ adesua mu ne wɔn a wɔn adi dam nyinaa wɔn mfa wɔn nka adesuaɔe biara ho. Akyerɛkyerɛfo ɛnhyɛ da nye adesua ho nhyehyɛ a eboa adesuafo ahorow nyinaa ma enni nhyehyɛ a edi mu so.

Eyi betumi aye bere a:

- Bere a yɛnam akwan ahorow so ne asuafo redi nkitaho (sɛ ebia., mpensempensemu, ade hwe, sɛ wode wo nsa reye adwuma, abɛfo akade a ɛbema wɔn ani agye adesua ho).
- Kwan ahorow a wobefa so akyere ade (sɛ ebia, akenkan, sɛ wɔretia, sɛ wɔrehwe, ɔyɛkyere ne nkyerɛkyerɛmu tiawa).

- Se worema asuafo ankasa nam akwan ahorow so ayi nsem ano (se ebia, ɔkasa, akyerew mfoniyɛ ne nneɛma a eboa dwumadi).

Bio, ɛsɛ sɛ akyerɛkyerɛfo hwɛ ankoroankoro adehiade ansana woama wɔn ho dwumadi, sɛ ebia, wobɛma wɔn bere dodow, wode adesua ho akade bɛboa, wobɛdandan wɔn dwumadi mu anaa wobɛma wɔn mfɛfo aboa wɔn bere a ehia. Saa akwan ahorow yi eboa ma asuafo no nyinaa enya akwanya de wɔn ho hyɛ adesua mu.

Adesua ho mfi biara a yɛde kyere ade biara ɛsɛ sɛ anoden no yɛ nea eboa adesuafo no na nkyerewee a eba so no ani da ho anaa obi yɛ ho nsɛnkyerenne ma asotifo no. Ɛwɔ sɛ mfi no ano ani kanea no yɛ nea ɛbɛboa wɔn a wɔn ani nhu ade papa. Ɛwɔ sɛ nneɛma a wokenkan nkyerewee no yɛ nea eboa asuafo a wɔn ani afra. Sɛ ebia, beralle (braille) anaa nea ɛwɔ abɛfo mfi so a ebetumi de nkyerewee no akɔ ɔkasa mu.

Asuafo a wɔn adi dam a wɔntumi nkeka wɔn ho yiye no ɛwɔ sɛ wɔma wɔn honam akwaa foforo a ayɛ adwuma de keka mfonɛ ne mfi a ɛma wɔkeka wɔn ho bi te sɛ wheelekyɛɛ, kurɔkyese (crutches), mmaa (kanes, canes) ne wɔkɛse (walkers) bere a wɔnam baanu baanu, bere a ɛsɛ sɛ wɔkɔ wɔn anim.

Wubetumi de kyerewpon asi ho ama asotiwfo na wode asua ade. Mumufo betumi ahwe- ano anaa nsɛnkyerenne anaa kyerew anaa atimtim wɔ w'ankasa nsem mu. Asuafo a wɔn asom yɛ den nso bɛhyɛ afi a ɛbɛboa wɔn ama wɔn atie. Asuafo a wɔn ho ade yiye nso betumi de mfi aboa wɔn. wɔbetumi de mfi aboa wɔn sɛ ebia nea ɛsesa akyerew kɔ kasa mu. (progyeketa).

Ahyɛnsode	DOK Gyinapɛn	Nkarii Akwan
3.1.1. LI.1 fa nsemfua a ɛfata yɛ adwuma wɔ daa nkitahodi mu.	2	suadan mu ɔyɛkyere
3.1.1. LI.2 fa ɔkasa nnurso bere ho nimdeɛ a ɛfata yɛ adwuma wɔ wo nkitahodi mu.	3	ofi dwumadi
3.1.1. LI.3 fa ɔkasa a ɛfata pensɛmpensɛm nnema yi mpɔtam ne aman horow nsem mu	2	nhwehwemu dwumadi

NNAWƆTWE 1

Adesuade Botae: *Fa nsemfua efata di dwuma wɔ daa nkitahodi mu*

Nkae

Afe 1	Nnawɔtwe1 and 2 Fa akyerɛ kwan a efata kyerekyerɛ enne nnyigyei a ɛwɔ Akuapem Twi mu sɛ ebia, anofafa, yebea, tɛkrɛma no sorokɔ ne tɛkrɛma no fa bi). Fa akyerɛ kwan a efata kyerekyerɛ kɔnsonante anaa anom nnyigyei a ɛwɔ Akuapem Twi mu (sɛ ebia, enne, beae ne yebea).
Afe 2	Nnawɔtwe 1 and 2 Asensin anaa selabolo ahorow a ɛwɔ Akuapem Twi mu (mmuae asensin ne ntomu asensin). Pensempensem asensin anaa selabolo nhyehyɛ a ɛwɔ Akuapem Twi nsemfuaye mu.

ANIWƆSOBEA: NSEMFUA EFATA WƆ NKITAHODI MU

Asemfua a Efata Asekyerɛ

Wo ne w'afɛfo no mu bi nni nkɔmmɔ mfa nneɛma a musuaa wɔ sukuu mu enne no mu biako ho. Nsemfua a epuee wɔ mo nkɔmmɔdi no mu bi ne nea ɛwɔ he? Nhweso, sɛ modii nkɔmmɔ no faa Nkonta ho a ɔkyerekyerɛni no kyereɛ mo ade faa atifiaseɛ 'Ekuw' a wɔka no wɔ Borɔfo kasa mu sɛ 'Sets' ho a, anka mode nsemfua bi te sɛ 'nkabom' (union), ahyiae (intersection), mfonɔ anaa dayagram (diagram) ne nea ekeka ho. Eyinom yɛ nsemfua a efata atifiaseɛ no. Eyi na asemfua a efata fa ho. Afei, kenkan nkyerekyerɛmu a ɛwɔ ase ho no.

Nkitahodi no botae tumi ma nsemfua a yɛde di dwuma no sesa. Nhweso, sɛ yeresua ade a efa Fonɔlɔgyi ho a, yɛte nsemfua bi te sɛ asensini, ɔmene, hwemmɔ, nnyigyei yera, akyerɛwde abien a ɛma nnyigyei biako ne nea ekeka ho. Asensini mu nso, wote nsemfua a efata bi te sɛ kwaadu, ɔbɔfo, kwaadubɔni, apii, otemmufo, mmaramifo, lɔyani, ne nea ekeka ho.

Saa ara na wubetumi anya nsemfua a efata wɔ nnwuma ahorow bi te sɛ kaaka, apɔwmuden, kuaye ne nea ekeka ho mu. Asemfua bi tumi nya asekyerɛ foforo wɔ adwuma bi mu. Ma yɛnhwɛ eyi, asemfua 'mouse' a ase kyere 'akura' wɔ mmoayɛn mu no, ase kyere biribi foforo wɔ ICT mu. Saa ara nso na asemfua 'fufuo' asekyerɛ wɔ aduan mu ne n'asekyerɛ wɔ ahosu mu nyɛ adekoro.

Obuo Kasa

Eyi ye se wode nsemfoa a eɗa nidi, kasapa ne ahobrease adi wo wo ne ɔpanyin bi nkitahodi mu. Yetaa de obuo kasa di dwuma wo adwuma mu, nhomasua mu anaase bere a wo ne aban mu mpanyimfo bi ahyia na eho hia se wokasa yiye na woda obuo ne nidi adi. Se yede obuo kasa di dwuma wo bere a efata mu a, ema nkitahodi no ko so waano waano. Se obi tumi de obuo kasa di dwuma senea efata a, ema afoforo hu se ɔye onimdefo, n'ano atew na ɔsan nso wo tumi wo ɔkasa no so.

Mpanyin nkitahodi nsemfoa su

- Kasapa: Wonte kasabru, nnemmafo kasa, nnyensin, efene ne serewato biara wom efise wode kasapa, ɔpo kasa ne nsemfoa a efata na edi dwuma.
- Nsemfoa Amapa: Mpanyin nkitahodi mu no wode nsemfoa amapa ne atifiaseɗ no ko pe na edi dwuma
- Okasamu Kuntann Nhyehyee: Wotaa de okasamu kuntann di dwuma wo mpanyin nkitahodi mu.
- Perepereye: Mpanyin nkitahodi mu no, nokwareɗi anaase perepereye da adi. Enye nea obi susuw, enye nea obi adwen ye no, enye obi nkate enna enye nyiyimusem biara na wode di dwuma na mmom, nokware turodoo na woka.

Ahobreasee nne: Enne a wode kasa wo mpanyin nkitahodi mu no da nimdee, obuo ne nyansa adi.

Tipen Nkitahodi

Yehu anaa yete fene, serewato, nnemmasem ne ahoteseɗ wo daa daa nkitahodi a eko so wo nnamfonom, abusuafo, ayonkofo, komputa so nkitahodi ne nnipa bi a woben wo no ntam efise ɔhye biara nna saa nkitahodi no ho.

Nhweso: Wode nnemmafo kasa, efene, serewato ne ahoteseɗ di dwuma wo tipen nkitahodi mu. ɔhye biara nna nsemfoa a yede di dwuma wo tipen nkitahodi mu no ho. Nsemfoa no tumi ye nea yede di dwuma wo yen daa daa asetena mu no bi te se nsemfoa tiawaye ne nsemfoa ntwaso. Tipen nkitahodi mu no, nkommɔdifo no ka won atenka enna yete won ankasa nne nso wo mu.

Tipen nkitahodi nsemfoa su

Nnemmafo kasa: Wode nnemmafo kasa, fene, serewato ne ahoteseɗ di dwuma wo tipen nkitahodi mu.

Nsemfoa a ɔhye nna ho: ɔhye biara nna nsemfoa a yede di dwuma wo tipen nkitahodi mu no ho. Nsemfoa no tumi ye nea yede di dwuma wo yen daa daa asetena mu no bi te se nsemfoa tiawaye ne nsemfoa ntwaso.

Ɔkasamu tiawa nhyehyee: Wɔtaa de ɔkasamu tiawa di dwuma wɔ tipen nkitahodi mu. Wɔtumi twitwa ɔkasamu no so asinasin yiye nsemfua no bi fi ɔkasamu no mu senea *wɔpɛ biara*.

Nkɔmmɔdifo no ankasa nne: Tipen nkitahodi mu no, nkɔmmɔdifo no ka wɔn atenka enna yete wɔn ankasa nne nso wɔ mu.

Amanniye: Amanniye anaa amannibɔsem tumi kɔ so wɔ tipen nkɔmmɔdifo no ntam.

Adesua Dwumadi

Kyerɛ nsemfua ahorow a wususuw sɛ wobɛte wɔ nkɔmmɔdi a ɛkɔ so wɔ saa mmeae ahorow yi mu.

Nhwɛso:

- a. Ɔyarefo a ɔkɔ dɔkotani nkyen: aduru, pane, atiridii,
- b. Fitani a ɔrekasa kyere obi: breeki, kaa kɔba,
- c. Aduanetɔnfo a ɔkasa kyere obi: banku, fufuu, nkwan
- d. Ɔkyerekyerɛni a ɔkyere nkontabu a ɔrekasa kyere n'adesuafo: nkabom, ntefimu,
- e. Odesuani a osua adwinnii a ɔrekasa kyere ne ɔkyerekyerɛfo: ahosu, boroso, penti,
- f. Abarimaa a ɔrekasa kyere nanabea wɔ fon so wɔ akwamma mu: hello, mema wo aha
- g. Nnamfonom baanu a wɔredi nkɔmmɔ fa bɔɔlobɔ bi ho: paase ma me, bɔ no ntem,

Adekyerekwan Nhwɛso

Adesua a egyina dwumadi so (ankoroankoro ne ekuw dwumadi)

1. *Kuw dwumadi:* Kuw biara nyi atifiaseɔ biako na wɔmfa nsemfua a efata ntoatoa adwen mfa ho.
Ɔkyerekyerɛni no benantew mmofra no mu ahwɛ sɛ obiara redi dwuma no bi na afei waboa wɔn a wɔyɛ mmerɛw no.
2. *Baanu Dwumadi:* Adesuafo baanu yi atifiaseɔ bi te sɛ (ayamyɛ, ɔɔɔ, nokwareɔ, pɛrɛpɛrɛyɛ ne nsiyɛ), Abɔde-mu-nyansapɛ, mfididwuma, Nnadedwuma, ne Akontabu (STEM), Gender Equality ne Social Inclusion (GESI), anyinam nkanea ahobammɔ, apɔwmuden, ɔman yi ne amanhrow

so nsem. Dkyerekyereni betumi ama adesuafo no akwankyerɛ de aboa wɔn wɔ wɔn adwentoatoa no mu.

3. Adesuafo no nyinaa dwumadi

- a. Hwe na tie nkɔmmɔdi yi na kyere nsemfua a efata a wɔde dii dwuma wɔ mu.
- b. Fa nsemfua a efata no bi ka nea efa atifiaseɛ a ɛwɔ ho dedaw no ho.
- c. Akasafo no de nsemfua a efata dii dwuma wɔ wɔn nkɔmmɔdi no mu?

Nkarii Titiriw: DoK Level 2 – Ekuw Nkasaho

Kyerɛw biribi fa Abadinto ho na ka ho aseɛ kyere adesuafo no nyinaa. (mma12)

- a. Kyerɛw nsemfua a efata a wɔde bedi dwuma no.
- b. Kyere nea nti a nsemfua bi ho hia wɔ wo nkasaho no mu ma w'atiefo no.
- c. Hu ɛɛ, ɛɛ woma atiefo no kwan ma wɔbisabisa wo nsem a, ebetumi asesa wo nsemfua no.
- d. Ka wo dwumadi no ho aseɛ kyere w'afɛfo no.

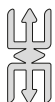
PLC Session 1

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).



AHYENSO

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

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

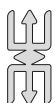
- The key assessment for the week is ***presentation***. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

- 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 a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common error teachers (and learners) make at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



AHYENSO

- *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.

NNAWOTWE 2

Adesuaɗe Botae

1. *Da nkɔmmɔdi-mu-ɔtwɛn (kasabere nnuruso) ho nimdeɛ adi wo nkɔmmɔdi mu*
2. *Adesuafo tumi de nsemfua a efata toatoa adwen fa ɔman yi ne wiase yi mu nsem ho*

Nkae

Afe 1	Nnawɔtwɛ 3: Yi nsempɔw a efata a efa kasapɛn ahorow yi ho Sɛ ebia, amammere ho mfaso (obuo, ayamye, abotare ne nea ekeka ho), nhomasua, mmofra ho guadi, mpɔtam, mfidwuma a ewɔ Ghana, aguditu, “GESI” ne ade.
Afe 2	Nnawɔtwɛ 2 1. kyerekyerɛ enne (toonu)adwensu mu sɛ ebia n’ahorow (nhweso, efam, esoro, mfinimfini, ne sorokɔ, ne famba ne ade.) ne ne dwumadi. 2. Pensempensem enne anaa toonu dwumadi mu. (sɛ ebia, kasa mmara, nsemfuasɛm ne kasa nkorabata).

ANIWOSOBIA 1: NKɔMMɔDI-MU-ɔTWɛN//KASABERE NNURUSO

Nkɔmmɔdi-mu-ɔtwɛn Asekyerɛ

Eyi yɛ bere a nkɔmmɔdifo nya ma edu wɔn so ansa na wɔakasa wo nkɔmmɔdi mu a ema nkɔmmɔdi no tumi kɔ so waano waano ma nkɔmmɔdifo no mu biara nya ntease amapa. Ɔbiako rekasa a, wɔn a aka no yɛ komm tie no a obiara ntware n’ano. Eyi ma nkɔmmɔdifo no tumi kyere wɔn adwen anaase wɔka asem a wɔpɛ sɛ wɔka no pɛpɛpɛ ma nkitahodi no kɔ so tɔtɔtee.

Akwan ahorow a Yɛfa so Nya Nkɔmmɔdi-mu-ɔtwɛn

Nnipakuw biara nko ne kwan a wɔfa so nya saa nkɔmmɔdi-mu-ɔtwɛn yi enna afei nso nkɔmmɔdi-mu-ɔtwɛn a wɔnya no nso tumi gyina dwumadi pɔtee a erekɔ so no so. Efise, nhyehyɛ da mmere dodow a esɛ sɛ ɔkasafɔ bi de ka n’asɛm ho, nea adu ne so sɛ ɔkasa ne kwan a esɛ sɛ ɔfa so kasa wo nkitahodi no mu ho. Bere bi wo hɔ a, wubehu ara prɛkɔpɛ na nkɔmmɔdifo no mu bi atwa wɔn yɔnko ano wo bere a n’ano gu asem so reka enna ebinom nso tumi fa obuo ne nidi kwan so twa wɔn yɔnko ano wo nkɔmmɔdi mu. Nsem a wɔka de twa obi ano ahobrease mu no mu bi ne: Mentwa w’ano, Megye w’ano si yiye, Mede kakra reto wo de no so, Mereka bi ato wo de no so. Afei nso, wutumi bisa asem pɛ nkyerɛkyerɛmu fann. Nkɔmmɔdi-mu-ɔtwɛn mu no, esɛ sɛ wode obuo ne nidi ma wo nkɔmmɔdifo a adu wɔn so a wɔrekasa no. Wubetumi abisa asem bi te sɛ, ‘Asomasi, wususuw dɛn?’, wubetumi nso aka sɛ, ‘M’ano asi’, ‘Asomasi, ase

wo wo' ne nea ekeka ho anaase wubetumi abo wo ti nko akyere foforo bi de akyere no se, adu ne so enti omma n'ano nko. Bere a woretwen se ebedu wo so ama wo nso woakasa no, ese se wunya boaseto ne ahohyeso.

Nea enti a nkommadi-mu-otwen ho hia wo nkommadi mu

Ena nkommadi no ko so waano waano. Ena nkommadifo no mu biara akwannya ma akyere n'adwen. Ede nkabom ba nkommadifo no ntam. Ena nkommadifo no akwannya ma woda won atirimsem adi. Ena nnipa nya akokoduru ne nimdee wo nkommadi mu. Ena yenya otie ho nimdee na esan nso ma nkommadifo no mu biara nya kyefa wo nkommadi no mu. Ena yesua asetena mu nnepa bi te se abodwokyerere, adwenkyere ne nkabom wo nkitahodi mu. Eboa ma yesua ahohyeso - ade a eho hia pa ara wo onipa abrabo mu.

Yereda nkommadi-mu-otwen (kasabere nnuruso) adi

Ma adesuafo nni nkommadi na wonna nkommadi-mu-otwen ho nimdee wom. Wubetumi afa nhweso a edidi so yi bi ama adesuafo adi nkommadi afa ho:

1. Ewe se yebema ntoaso sukuu adesuafo de mobaafon adi dwuma wo sukuu mu?
2. Nsunsuanso a ewim nsakrae anya wo kuaye ne obode bobere so ne kwan a yebefa so asiw ano.
3. Yemfa tabo nto roba a wokra ba oman yi mu no so. (Hwe kwan a akasafo no befa so de nkommadi-mu-otwen adi dwuma.

Adekyerekwan Nhweso

Ekur Dwumadi/Nkabom adesua

1. Adesuafo no nyinaa adwentoatoa
 - a. Ye nsemfua mfon fa bo adwentitiriw no nyinaa akyi.
 - b. Ene adesuafo no bi nye nkommadi – mu - otwen ho akyere.
 - c. Montie nkommadi a wakyere agu apaawa so na monnyina so ntoatoa adwen mfa nkommadi – mu - otwen ho
2. Baanu Dwumadi
 - a. Ma adesuafo no nye nkommadi-mu-otwen ho akyere na hwe se wode saa nimdee yi bedi dwuma a.
 - b. Yi abasem bi fi amammere ne amanne mu, STEM, GESI, anyinam nkanea, ahonidi, Ghana ne amanhorow so nsem, apwumuden na kenkan, na gyina so yiyi adwentitiriw a ewom no wo bere a mode nkommadi-mu-otwen nimdee no reye adwuma.

Nkarii Titiriw: DoK Level 3 – Ankoroankoro Efie dwumadi

1. Woka nnipa bi ho a moretoatoa adwen afa Ghana afahye no mu biako ho.
 - a. Kyerekkyere senea wobesi de nkɔmmɔdi-mu-ɔtwen ho nimdee adi dwuma wɔ adwentoatoa no mu. (mma 7)
 - b. Kyere nneema abiesa a ema nkɔmmɔdi-mu-ɔtwen ho hia wɔ nkitahodi mu. (mma 3)
2. Kyere akwan ahorow num a wobefa so ama nkɔmmɔdi-mu-ɔtwen aye adwuma wɔ nkitahodi mu. (mma 5)

ANIWƆSOBEA 2: ATIFI NSEM PƆTEE BI

Nnemmasem

Nnemmasem anaase nsensem a ereko so a erenya nsunsuanso wɔ amansan so a ehia se ɔmanmu no kasa fa ho, aban ye nhyehyee bi fa ho anaase kuromma tu ho anammɔn. Nsem yi tumi ye asetena mu nsem a edi kan, amanyesem anaase guadi mu ɔhaw ahorow. Nsem no tumi ye nnyinaso ma nnipa adwenkyere na etumi nso ye nnyinaso ma aban nhyehyee ahorow a ema yehu ɔmamma adwenem nsakrae a wɔwɔ wɔ amammu ho. Nnemmasem a ehia se ɔmamma toatoa adwen fa ho no bi ne Ntoaso Sukuu a wɔko no kwa, galamsee, Adwuma biako a nnipa baasa kɔye no da koro, (monkey pox) kwakuo yaree no, ne nea ekeka ho.

Atifiasem pɔtee bi ne Nsemfua a Efata

Se wutumi de nsemfua a efata di dwuma wɔ atifiasem bi ho nkɔmmɔdi mu a, ema mote atifiasem no ase yiye pa ara. Nea ewɔ ase ho no ye nsemfua ahorow a wɔde di dwuma wɔ nnwuma bi mu;

- Kuaye: nnɔbae, mpataa, patrasa, adwinnade, mmoadoma, akorae, aduaba, afutam, akuafo nketewa, asase, ne nea ekeka ho.
- *Galamsee*: eskabeeta, nsuo, sikakɔkɔ, mfidie, asase, asu ahorow, mɛekuri, nnufrae, ne nea ekeka ho.
- Sukuupɔn mu: adesua, adesuadan, adesuafo pɔɔtaa, gyinapɛn 100, akyerɛkyerɛfo pɔɔtaa, schwekumaa, adesua-nhyehyee-nhoma.
- *ICT*: kɔmputa, deeta, email, AI, bandele, Wi-Fi, brawsa, deetabeese, twe, sɔftwɛɛ, haadwɛɛ, ne nea ekeka ho

Adesua Dwumadi

Adwumakuw ben mu na saa nsemfua yi fra?

- a. asemfua, ɔkasamufa, kasasin, akyerew mu agyirahyede, dinnsiananmu
- b. ɔkyere, awudi, asenni, atemmu, atemmufo
- c. Mframagya, afrade, acid, alkali, pH, sɔvente (solvent)

Adekyerekwan Nhwɛso

Adesua a egyina dwumadi so

1. Ankoroankoro ne kuw adwuma

Ekuw

- a. Ma adesuafo ntoatoa adwen mfa kwan a yɛbɛfa so abɔ yen atɛnae ho ban.
- b. Adesuafo kyerew nsentitiriw a ewɔ adwentoatoa no mu.
- c. Adesuafo de nsentitiriw no kasa fa asem foforo a ewɔ kurow no mu ho.
- d. Ma adesuafo no atifiaseɛ foforo na wonkasa mfa ho.

Nkarii Titiriw: DoK Level 3 – Ekuw Adwuma

Yi atifiaseɛ a edidi so yi mu biako

Wode nsemfua a efata redi dwuma;

- a. Paapae nsunsuanso a akwantu nya wɔ ɔman Ghana guadi so no mu.
- b. Ka twaka a eda ohia ne apɔwmuden ntam wɔ amanaman a afei na wɔrefifii se no ho asem.
- c. Dɛn na wubetumi aka afa nsunsuanso a wim nsakrae de ba kuaye so wɔ Ghana ha no ho.

PLC Session 2

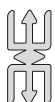
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



AHYENSO

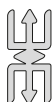
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



AHYENSO

- 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.

Ɔfa 1 Mmɔakyi

Saa Ɔfa yi aka nsem̐fua a efata wƆ nkitahodi mu, kasabere nnuruso ne nsem̐ a eresisi ɔman yi mu. Asuafo asua biribi fa kasafua (nsem̐fua) a efata wƆ nkɔmm̐di no mu nso yeaka ho asem̐. Afei yeasua kasabere nnuruso ho akwan ne nea enti eho hia nkitahodi ne nkɔmm̐ɔɔ mu. Afei nso, adwensu a efa nsem̐ a esisi ho, na yehyee wɔn nkuran se wɔn mfa kasabere nnuruso akwan horow so enni nkɔmm̐ wƆ nsem̐ a esisi ho. Na wɔatɔa so de kasabere nnuruso adi dwuma wƆ wƆ ne wɔn nnamfo daadaa nkɔmm̐di mu. Senea ebeye a wɔn nkɔmm̐di betoam waa. Yehwe kwan se bere a asuafo sua eyinom awie no, wɔbetumi de kasabere nnuruso akwan horow adi dwuma bere a wƆ ne afoforo redi nkitaho afa nsem̐ a eresisi ho, afei wɔbenya nimdee a ese se wɔde fa nsem̐fua a ntease ne nimdee wɔde benya nsem̐fua ho nimdee, akyere nsem̐fua mu ntease na wɔatumi de adi nkɔmm̐ yiye.



SOHWƎ NKYERƎKYEREMU MA ADWUMA TITIRIW NO

NNAWOTWE 1

Akwan a yefa so bu duwmadi no ho nkonta

Nimdee	Papa pa ara (mma 4)	Papa (mma 3)	eye (mma 2)	Ehia nkɔanim (aba 1)
Emu aba ne nhyeyee	ɔɔkyerɛkyerɛ abadinto ne ne nhyehyee no mu fann. Nhwehwɛ mu a emu dɔ, nokwasɛm ne ammanebɔ a ɛho hia no nna adi. Emu aba/emu nsem ye nnidiso a ɛto asom. Nsem a ehia nyinaa ka ho.	Emu aba no nkyerɛ ntease pɔtee a ɛwo edin to nhyehyee nnidiso. Nsem no mu dodow no ara ye nokware na woahyehye no yiye. Ebia nsem mmiako mmiako bi betumi aka a ɛnye pɛpɛɛpɛ, anaa nkabom mmiako mmiako bi nni mmoa. Nsem a ehia nyinaa ka ho.	Emu aba no kyerɛ ntease kɛse bi pɛ wo abadinto ho nsem mu. Nhwehwɛmu kakra bi pɛ na woɔye de huu nsem ne nkyerɛkyerɛmu mmiako mmiako bi de gyinaa akyi. Nsem no bi wo ho a ɛnye pɛpɛɛpɛ, ɛnye fann anaa ntease kɛse nni mu pɛpɛɛpɛ.	Emu aba no kyerɛ sɛ ntease ni ho koraa ma abadinto ho nsem (sɛ ebia, abadinto nkyerɛkyerɛmu koraa mpo). Nhwehwɛmu kakra mpo a ɛfa kasakoa a ɛfata abadinto ho nni ho. \Nsem no bo afidie basabasa na dodow no ara nye nokware pɛpɛɛpɛ. Nneɛma atitiriw a ɛhwehwɛɛ nyinaa nni mu na ne nhyehyee nso basabasa.

Nimdee	Papa pa ara (mma 4)	Papa (mma 3)	eye (mma 2)	Ehia nkɔanim (aba 1)
Nhyehyee	Nhwesode no hyehye ye fe na eda adi fann. Wɔde beae a eda mpan, mfonini ne nkyerewee kakra a efata adi dwuma yiye wɔ nhwesode biara mu. Wɔde kɔla (ahosu) ne nneema a enkanyan ani adi dwuma wɔ akwan a efata pa ara so. Ne mfonini nyinaa mu no, mfomso biara nni mu. (kasa mmara, akyerew mu agyiraehyede, sopellin ne nhyehyee) wɔ nhweso de no mu.	Wɔahyehye nhwesode no yiye a etwetwe ani, efise beae a eda mpan, mfonini ne nkyerewee kakra na ewɔ mu pa ara. Wɔde kɔla (ahosu) ne nneema a enkanyan ani adi dwuma wɔ ɔkwan a efata so. Mfomso a ewɔ mu sua pa ara (kasa mmara mu mfomso, akyerew mu agyiraehyede, sopellin, nhyehyee ne ade.	Nhwesode no mu dodow no ara wɔ beae a eda mpan, mfonini ne nkyerewee nanso ne nyinaa nkɔ perepere anaa wɔde kɔla anaa nneema a enkanyan ani adi dwuma dodow anaa wɔammfa anni dwuma yiye. Mfomso kakra bi wɔ hɔ (kasa mmara, akyerew mu agyiraehyede, sopellin, nhyehyee ne ade.	Nhwesode no dodow no ara nhye ani koraa, nkyerewee na ahye mu ma a mfonini biara nni mu anaa kɔla dodow ne nneema a enkanyan ani abu so dodo. Sɛ wɔde mfonini adi dwuma mpo a, wɔankyerɛ baabi a wɔnya fii wɔ nhwesode no so. Ɔkasa no nhyehyee basabasa na eda adi fann sɛ eye dwumadi biako. Mfomso pii na ewɔ mu daa (kasa mmara, akyerew mu agyiraehyede, sopellin ne nhyehyee) wɔ nhweso de no mu.
Nkasaho (Anodisem) Anom kasa	Ne gua so kasa no kɔɔ so yiye pa ara wɔ ɔkwan a eye fe na na eda adi fann mu. Wɔwiee kasa no perepere wɔ bere a wɔahye ama kuw no (simma 20 perepere). Ekuw no mufo nyinaa nyaa kyefa perepere wɔ ɔkasa no mu. Ahoboa a emu dɔ daa adi.	Ne gua so kasa no kɔɔ so yiye a ekyerɛ nkitahodi mu nimdee pa. Wɔwiee kasa no bennee bere a wɔahye ama kuw no mu pa ara (Simma 20 perepere) Kuw no mufo nyinaa kasae na ahoboa pa daa adi wɔ ne mfonini nyinaa mu dodow no ara.	Ne gua so kasa no ye na ekyerɛ nkitahodi mu nimdee a eda mfinimfini. Wɔgyinaa gua so boroo bere a no ptee. Kuw no mufo binom kasae pii kyen afoforo. Wɔhia ahoboa pii.	Ne gua so kasa no ankɔ so yiye koraa, na nkitahodi mu nimdee no baa fam paa anaaa emu ye mmerew. Wɔboroo bere bere a wɔahye no so pii anaa wɔannu bere no koraa naa enye kuw no mufo nyinaa na wɔkasae. Ahoboa a enni mu koraa daa adi fann.

NNAWƆTWE 2

ANIWƆSOBEA 1

1. a) Senea ebeye a obiara benya kwan akasa nnidiso mu no, ye eyinom:

- i. hyehye mmara nnyinaso mfiase no ara
- ii. Di ɔkasa nnidiso no akyi.
- iii. Wope se wokasa a ma wo nsa so.
- iv. Yi obi si ho se ɔnhwe nkɔmmɔ no so.
- v. Tie no yiye.
- vi. Di bere so.
- vii. Hye nkɔmmɔbofo no nkuran ma obiara nkasa.

Bobɔ akwan ahorow nkɔmmɔdi mu ɔtwen (kasabere nnuruso) ho nimdee no ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso nkyerekyeremu ahorow asia -mma 6

ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso) nkyerekyeremu ahorow num – mma 5

ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso) nkyerekyeremu ahorow anan– mma 4

ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso) nkyerekyeremu ahorow abiesa– mma 3

ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso) nkyerekyeremu ahorow abien – mma 2

ahorow ason- mma 7

Bobɔ nkɔmmɔdi mu ɔtwen (kasabere nnuruso) nkyerekyeremu no mu biako -mma 1

b) Eyi ne mmuae no:

- i. ɛde obu ba
- ii. ɛma obiara nya kwan ye bi

iii. ema obiara yere ne ho ye bi

iv. ema obi nnye mm3so

v. ede ntease ba

vi. ede ay3nkofa ne biakoye ba

Wobob3 emu abies3 – mma 3

Wob3 emu abien a- mma 2

Wob3 emu biako a– mma 1

Fa mmuae a wode mae no w3 asemmisa 1a no gyina so, na fa fa akontaabude biako ma nimdee biara a w3ahu w3 sukuu akasakasa no mu.

ANIW3SOBEA 2 (mma 16)

	Papa pa ara (mma 7-8)	papa (mma 5-6)	eye (mma 4-3)	Ehia nk3anim (mma1-2)
Emu nsem	W3de adwen ahorow no kyerekyere mu yiye bere nyinaa. Nkrasem no da h3 pefee bere nyinaa na emu nsem no bi w3 ntease abien.	W3akyer3kyere adwen no mu yiye. Nkrasem no ntumi nna adi pefee bere nyina.	W3akyer3kyere adwen no bi mu. Nkrasem no ntumi nna adi pefee bere nyina na ebi mu nna h3 na ebi nso ho nhia.	3kasamu tiawa nko ara. Nkrasem no ntaa nna adi pefee na nsem a efata asem no sua.
Nsemfua ne kasa mmara	W3de kasa a efata tebea no di dwuma bere nyinaa. W3de nsemfua pii a efa asemti no ho di dwuma. Kasa mmara mfomso na eba kakraa bi.	Mpen pii no, w3de kasa a efata tebea no di dwuma. W3de nsemfua ahorow a efa asemti no ho di dwuma. Kasa mmara mfomso nketenkete bi ne akese kakraa bi ba bere bi mu.	eto da a kasa no mfata tebea no. w3b3 mm3den se w3de nsemfuaa efa asemti no ho bedi dwuma. Kasa mmara mfomso nketewa ne akese nso taa ba.	Nsemfua kakraa bi anaase obiara nni h3 a efa asemti no ho. Kasa mmara mfomso nketewa ne akese nso taa ba.

ƆFA 2: FɔNɔLɔGYI AKWAN

ADESUADE: NKɔMMɔDI

Adesua Nkorabata: Fɔnɔlɔgyi (Fɔnɔlɔgyi Akwan)

Adesua no Botae Ahorow: *Tumi de Fɔnɔlɔgyi akwan ho nimdee di dwuma wɔ nkɔmmɔdi mu*

Adesua mu Nimdeɛnya: Tumi kyere sɛ wɔte Fɔnɔlɔgyi ase wɔ Akuapem Twi mu

Akwankyerɛ

Fa kuw adwuma ma asuafo no wɔ Dapɛn a ɛto so 3 so mu na ma wɔn bere a ɛfata sɛ wɔde bewie. Fa SS App no yɛ adwuma no ne ne nsusuwii-gyinabea. Sɛ asuafo no wie wɔn adwuma a, monhwe ntɛm na monhyehye wɔn nkontaabu no ngu STP no mu.

NNIANIM NE ƆFA YI TɔFABɔ

Saa ɔfa yi yɛ fɔnɔlɔgyi nhyehyɛe (akwan) a yɛadi ho nkɔmmɔ wɔ mfe a atwam mu no. Asuafo bɛpɛnsɛmpɛnsɛm fɔnɔlɔgyi nhyehyɛe mu na wɔasua asɛnsin anaa selabolo ahorow ne ne nhyehyɛe wɔ ne kasa mu. Adesua yi bɛma asuafo nimdee a wɔde sopelle, abobɔ nsemfua so yiye, wakenkan yiye na wanya nsemfua ntease yiye. Ɛbetoaso ama wɔde nimdee no adi nkɔmmɔ yiye na wɔn nkɔmmɔdi nso atoam waa anaa akɔ yiye. Afei, ɛbeboa ama wahu nsemfua foforo na wahye nsemfua no nso. Bio, ntease a wɔanya wɔ fɔnɔlɔgyi nhyehyɛe no beboa ama watumi akyerɛkyerɛ fɔnɔlɔgyi ho mmara ne n'akwan a ɛwɔ kasa mu. Ɔfa ha yi ɛnnɛ asuafo a wɔresua Ghana kasa nko ara na eho hia wɔn na mmom eho hia asuafo ahorow wɔresua Borɔfo, French ne kasa ahorow. Ɔfa yi boa ma asuafo nya nimdee ne ntease a ɛyɛ adwuma wɔ fɔnɔlɔgyi nhyehyɛe wɔ Ghana kasa ahorow mu. Yehye akyerɛkyerɛfo nkuran sɛ wɔde adekyerɛ akwan a yɛka asuafo no bom, adesua ho akade, nkyerɛkyerɛmu ne nkontabu pa beboa adesua.

Nnawɔtwe ahorow ne mu asuade a yɛbɛfa mu ɔfa ha ne:

- **Nnawɔtwe 3:** Kyere fɔnɔlɔgyi ase wɔ Akuapem Twi mu. (Sɛ ebia, ɔmene)
- **Nnawɔtwe 4:** Toatoa adwen fa fɔnɔlɔgyi ho wɔ Akuapem Twi mu (Asɛnsini/selabolo nhyehyɛe)

ADEKYERE AKWAN TƆFABƆ

Adekyere ho akwan a yeƆe adi dwuma Ɔfa ha yi gu ahorow wɔ Twi kasa kyere mu.

Ɔhaw-Nnyinaso Adesua (ƆNA) ye kwan a yeƆe wiase mu haw ankasa ye kwan ma asuafo fa so sua ade sen se yebekyere wo Ɔhaw no mu nsennaho. Eho akwan no bi ne ankoroankoro adesua, baanuu adesua, nea onnim ade ne nea onim ade reka abom, mmea ne mmarima reka abom ne ɔyɛkyere. Saa akwan yi boa ma asuafo adwen mu ɔ, eboa ma wɔɔwen kɔ kan, eboa ma wɔsiw haw ano na esan nso boa ma wɔnya nkitahodi ho nimdee amapa. Eboa ma yennya ɔkannifo ma odi nkabom dwumadi anim. Eboa ma asuafo boaboa nsem ano na wɔye mu nhwehwe mu. Asuafo a wɔn adwen mu ɔ anaa wɔwɔ adom akyede, wɔma wɔn adwuma foforo se akannifo ma wɔboa kyere wɔn mfefo ade se akyerɛkyerefo ma wɔnya nea wɔresua no mu ntease. Eɛ se akyerɛkyerefo hu se asuafo no bi wɔ nsemfuabo ne nkitahodi mu Ɔhaw na wɔde wɔn nimdee ateneatene wɔn.

NKARII MMUABƆ ANAA TƆFABƆ

Nkarii ho nhyehyee a ewɔ Ɔfa ha yi hwe se nimdee no nya beye pɛpɛɛɛ na wanya adesua mu ntease ne nnweneho. Bere ano bere ano mmɔakyi boa ma adesua kɔ so na ema osuani no adesua kɔ nkan. Nkarii ho nhyehyee no de akwankyere a eboa ma yehu osuani no ntease wɔ Twi adesua no mu. Nimdee sorokɔ levol/lefol/lebol 2 nsemmissa no bi ne susuwkyerew tiawa anaa kasa ma yeƆe yeahwe senea osuani no tumi kyere n'adwensu na ɔde ye adwuma. Nwennweneho a emu ɔ nsemmissa a eto so abiesa na yeƆe fa sussukyerew kwan so anaa nsem a yeye mu nhwehwe mu de kari asuafo mmɔdenmmɔ wɔ kasabere nnuruso ne nsemfua pɔtee a yeƆe di nkitaho wɔ mpɔtam ne amanaman ahorow nsem mu. Akyerɛkyerefo mfa adesua mu ne adesua akyi nkarii ehwehwe adesuafo no ho mmɔdemmmɔ, mma wɔnya ne mmɔakyi mfa wɔn adesua ho nkotabu.

Ahyensode	DOK Gynapɛn	Nkarii Akwan
3.1.2. LI.1 Kyerɛkyere Ɔnɔlɔgyi nhyehyee a ewɔ wo kasa mu. (se ebia, ɔmene nhyehyee anaa akwan)	2	Susukyerew
3.1.2. LI.2 Pensempensem Ɔnɔlɔgyi nhyehyee anaa akwan a ewɔ Akuapem Twi mu (Asensin anaa Selabolo nhyehyee akwan)	3	Nsem sua nhwehwemu

NNAWɔTWE 3

Adesuade Botae: *Kyerɛ fɔnɔlɔgyi ase wɔ Akuapem Twi mu. (Sɛ ebia, ɔmene)*

Nkae

Afe 1	Nnawɔtwe 2 Kyerɛkyerɛ vowol anaa ɛnne nnyigyei dwumadi mu (sɛ ebia, asemfua anim, asemfua mfinimfini, asemfua awiei anaa asemfua akyi). Kyerɛkyerɛ anom nnyigyei dwumadi mu (sɛ ebia, asemfua anim, asemfua mfinimfini, asemfua awiei anaa asemfua akyi).
Afe 2	Nnawɔtwe 2: Pensempensem toonu anaa ɛnne dwumadi (sɛ ebia, kasa mmara, nsemfua mu, kasa nkorabata)

ANIWɔSOBEA: FɔNɔLɔGYI AKWAN (ɔMENE)

Fɔnɔlɔgyi Akwan no Asekyerɛ

Fɔnɔlɔgyi akwan no yɛ nhyehyɛ a akasafo fa so de nnyigyei bi hyɛ nnyigyei foforo ananmu mu ma ɔkasa no ka yɛ mmɛw. Yebetumi asan akyerɛkyerɛ mu sɛ, ɛyɛ mmara ahorow bi a yɛde di dwuma ma nsemfua a ɛwɔ ɔkasa no mu din bobɔ yɛ mmɛw. Yebetumi akyɛ Fɔnɔlɔgyi akwan no mu abien a ɛnonom ne ɔmene ne Asensini Nhyehyɛ. Yehu saa akwan yi wɔ bere a yɛrekasa nko ara.

Fɔnɔlɔgyi Akwan Ahorow

ɔmene: Sɛ yɛka sɛ ɔmene a, ɛne sɛ nnyigyei bi fa nnyigyei a ɛbɛn no su wɔ ne ka anaa ne yɛ mu. Saa kwan yi tumi de nsakrae ba senea foonim sesa bɛyɛ alofon ɛnam nnyigyei a atwa foonim no ho ahyia no. Saa kwan yi na ɛboa ma yetumi kyerekyere nea enti a fɔnɔlɔgyi mmara a ɛda kasasua ho no, sɛ edu bere bi a, etumi sesa mu no. ɔmene tumi ba wɔ akwan ahorow a edidi so yi mu.

Anokurukuruwayɛ

Anokurukuruwayɛ ne sɛ anom nnyigyei bi tumi nya ano kurukuruwa su ka ne beae pɔtee a wɔyɛ no no ho. Saa anokurukuruwayɛ yi si wɔ bere a ɛnne nnyigyei a ɛyɛ kurukuruwa, sɛ ebia /u, o, ɔ/ anaasɛ anom nnyigyei /w/, toa anom nnyigyei bi so pɛɛ wɔ ne ka mu. Ahyensode a yɛde gyina hɔ ma anokurukuruwayɛ ne [w]. Nhwɛso, yenya anokurukuruwayɛ wɔ nsemfua a edidi so yi ka mu: kube [k^wube], Kwasi [k^wæsi].

Tɛkremaɔroko: Tɛkremaɔroko ne sɛ anom nnyigyei bi ka anaa ne yɛ mu no, tɛkrema no mfinimfini ma ne ho so kɔ dadam denden hɔ ma saa anom nnyigyei no nya su foforo ka beae a yeyɛ no no ho. Yenya saa tɛkremaɔroko yi wɔ bere

a anim enne nnyigyei eyinom /i, e, ε/ di anom nnyigyei bi akyi pɛɛ. Yede ahyensode eyi [j] na egyina hɔ ma tekremasorokɔ. Nhweso: pɛ [pʲɛ].

Hwemmɔ

Yenya hwemmɔ wɔ bere a yɛbɔ yɛn hwene ka nnyigyei bi a ɛfa yɛn anom a ɛnam hwenem anom nnyigyei bi a ɛbata ne ho nti. Enne nnyigyei pa ara na yɛtaa bɔ yɛn hwene ka, nanso edu bere bi a, yetumi bɔ yɛn hwene ka anom nnyigyei a ɛfa yɛn anom no bi. ɛnam eyi nti, ɛma yenya hwemmɔ ahorow abien a ɛnonom ne enne nnyigyei hwemmɔ ne anom nnyigyei hwemmɔ. Ahyensode a yede gyina hɔ ma hwemmɔ ne [ɲ]. Nhweso, ma [mã], n+dua dan nnua, ne nea ɛkeka ho.

Enne Nnyigyei Biakoyɛ

Enne nnyigyei biakoyɛ yɛ fonolɔgyi ho mmara bi a ɛkyerɛ sɛ, enne nnyigyei a enni su koro no mfrafra wɔ asemfua bi mu. Enne nnyigyei biakoyɛ gu ahorow bebree a emu bi ne Kankɔ biakoyɛ, tekrema-mpagyae biakoyɛ, kurukuruwayɛ biakoyɛ, ne nea ɛkeka ho. Kankɔ ho nhweso, ɔ+di bɛyɛ [odi].

Adesua Dwumadi

1. Kyerɛkyerɛ fonolɔgyi akwan a ɛwɔ Akuapem Twi mu ase
2. Kyerɛkyerɛ fonolɔgyi akwan a edidi so yi ase:
 - a. Anokurukuruwayɛ
 - b. Enne Nnyigyei Yera
 - c. tekremasorokɔ
3. Ma fonolɔgyi akwan no mu biara ho nhweso abien abien.
4. Bobɔ nsemfua a edidi so yi din mmiako mmiako. Eyɛ a ma w'ani nko fonolɔgyi akwan a ɛba mu no so:
 - a. nnyigyei
 - b. nnidiso
 - c. mmabun

Adekyerɛkwan Nhweso

Adesua a egyina dwumadi so (ankorankora ne ekuw dwumadi)

1. Adesuafo mfrafra mu
 - a. Ekuw biara mfa nhweso a ɛfata nkyerɛkyerɛ fonolɔgyi akwan no mu.

- b. Ekuw biara nka ɔmene ahorow no ho asem se ebia anokurukuruwaye, tekremasorokɔ, enne nnyigyei biakoye, hwemmɔ a ewɔ Akuapem Twi mu.
- c. Adesuafo mma ɔmene ahorow no mu biara ho nhweso.

2. Baanu Dwumadi

- a. Adesuafo mpaapae nsemfua bi mu nhwe ɔmene ko a edi dwuma wɔ mu (ese se ɔkyerɛkyerɛfo no de nhweso a efa kasa no ho)
- b. Ka wo dwumadi no ho asem kyere adesuafo nkae no na montoatoa adwen mfa ho.

Ɔkyerɛkyerɛni no benantew mmofra no mu ahwe se obiara redi dwuma no bi na afei waboa won a wɔye mmerɛw no.

Nkarii Titiriw: DoK Level 2 – Nhwewhemuye Dwumadi

1. Kyerɛkyere ɔmene ahorow abiesa no mu na ma emu biara ho nhweso abiesa abiesa.
2. Kyere nsonsonoe a eɗa nhyemu ne ɔyera ntam na ma emu biara ho nhweso abiesa abiesa Akuapem Twi mu.

Nhwewhemuye Atifiasem ho Nhweso

Woahu wɔ wo kurom se, nkitahodi amapa gyina nkɔmmɔdi – mu- ɔtwen so. Monni dwuma a edi so akuakuw:

- Ye nhwewhemu fa kwan a nkurɔfo fa so nya nkɔmmɔdi– mu - ɔtwen wɔ bere a wɔretoatoa adwen wɔ asem bi ho wɔ sukuu mu anaa efie.
- Monkyere kasa ne otie suban a eye papa.
- Monye ɔyɛkyere kakra bi a eɗa nkɔmmɔdi-mu-ɔtwen adi mfa kwan a mofa so pe ɔhaw bi a ewɔ kurow no mu pomasibere.

PLC Session 3

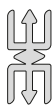
45 minutes

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).



AHYENSO

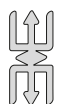
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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).



AHYENSO

- *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.

NNAWɔTWE 4

Adesuade Botae: *Toatoa adwen fa fɔnɔlɔgyi asensini nhyehyee ho*

Nkae

Afe1	Nnawɔtwe 2 Kyerɛkyerɛ vawolo dwumadi a ɛwɔ Akuapem Twi mu (sɛ ebia, asemfua kan(anim), asemfua mfinimfini, asemfua awiei (akyi). 2. Kyerɛkyerɛ kɔnsonante anaa anom nnyigyei mu wɔ Akuapem Twi mu (sɛ (sɛ ebia, asemfua kan(anim), asemfua mfinimfini, asemfua awiei (akyi).
Afe 2	Nnawɔtwe 2 1. Kyerɛkyerɛ toonu (enne) adwensu mu ne titiriw toonu ahorow (sɛ ebia, fam, soro, mfinimfini, sorokɔ ne ne famba ne nea ekeka ho.) ne ne dwumadi. 2. Pensempensem toonu dwumadi mu (nhweso, kasa mmara mu, nsemfua mu, kasa nkorabata).

ANIWɔSOBEA: FɔNɔLɔGYI AKWAN (ASENSINI NHYEHYEE AHOROW)

Fɔnɔlɔgyi Akwan no Asekyerɛ

Fɔnɔlɔgyi akwan no ye nhyehyee a akasafo fa so de nnyigyei bi hye nnyigyei foforo ananmu mu ma ɔkasa no ka ye mmɛw. Yebetumi asan akyerɛkyerɛ mu sɛ, eye mmara ahorow bi a yede di dwuma ma nsemfua a ɛwɔ kasa no mu din bobɔ ye mmɛw. Yebetumi akye Fɔnɔlɔgyi akwan no mu abien a enonom ne ɔmene ne Asensini/selabolo Nhyehyee. Yehu saa akwan yi wɔ bere a yerekasa nko ara.

Asensini Nhyehyee

Kwan a yefa so kasa tumi nya nsunsuanso wɔ asensini nhyehyee so. Nsunsuanso no mu bi ne enne nnyigyei a yede hye asemfua bi mu wɔ bere a yereka saa asemfua no, enne nnyigyei a yeyi fi asemfua bi mu wɔ bere a yereka saa asemfua no, nnyigyei a esesa wɔn gyinabea wɔ asemfua mu wɔ bere a yereka saa asemfua no ne nea ekeka ho.

Enne Nnyigyei Yera: Enne nnyigyei yera ne sɛ, yeagya anaase yeakoro afa enne nnyigyei bi so wɔ asemfua bi mu senea ebeye a saa asemfua no ka beye mmɛw. Hye no nso sɛ, enne nnyigyei yera wɔ kasa anaa fɔnɔlɔgyi mu na mmom enye ɔtɔgrafi mu. Enne nnyigyei yera yi tumi ma nsemfua akenkan anaase ne ka ye mmɛw enam kasa mu nnyigyei bi a ehyia wɔ asemfua no mu nti. Enne nnyigyei yera taa si wɔ kasa a yensusuw ho ansa na yeaka mu senea ebeye a asem a onipa

no reka no betumi aba waa. Ɛnne nnyigyei yera tumi ba nsemfua a ɛwɔ ɔkasa bi mu dada no mu ɛnna afei nso etumi ba nsemfua a yefem ba yen kasa mu no mu. Ɛnne nnyigyei tumi yera wɔ asensini a anhyehye yiye mu ma ɛhyehye yiye, ne titiriw wɔ bere a yerefem nsemfua bi. Etumi sesa asemfua bɔbea ma enya nsunsuanso wɔ saa asemfua no mɔfɔlɔgyi nhyehyee mu. Ɛnne nnyigyei yera di akoten wɔ ɔkasa nnanemu ne emu nsakrae ntease mu, efise, ɛda tumi a ɛwɔ asetena ne ɔkasa nhyehyee mu adi.

Ɛnne nnyigyei tumi yera wɔ asemfua anim, asemfua mfinimfini ɛnna asemfua awiei.

- a. Asemfua anim: Ɛnne nnyigyei yera wɔ asemfua anim wɔ bere a yɛkoro fa ɛnne nnyigyei a edi asemfua bi anim no so a yenka koraa. Sɛ ebia, “me efie” beye “mi fie”.
- b. Asemfua mfinimfini: Eyi si wɔ bere a ɛnne nnyigyei bi yera wɔ asemfua bi mfinimfini wɔ bere a yɛreka saa asemfua no. Sɛ ebia, “adaworoma” beye “adaama” ɛnna “animuonyam” nso beye “anuonyam” wɔ bere a yɛreka saa asemfua no.
- c. Asemfua Awiei: Eyi si wɔ bere a ɛnne nnyigyei bi yera wɔ asemfua bi awiei wɔ bere a yɛreka saa asemfua no. Sɛ ebia, “mekra wo” beye “mekraw”, “me fa mu” beye “me fam”, “gua mu” beye “guam” ne nea ɛkeka ho.

Ɛnne nnyigyei nhyemu (Ahyemu): Ɛnne nnyigyei nhyemu (ahyemu) ye fɔnɔlɔgyi ho mmara bi a ɛma ho kwan ma yede ɛnne nnyigyei bi hye asemfua bi mu ma asemfua no din bɔ ye mmɛw anaase ɛma asemfua no mu nsensini hyehye yiye. Hye a yede ɛnne nnyigyei bi hye asemfua bi mu no boa ma yeyi anom nnyigyei ntoaso fi nsemfua mu ma asemfua no ka ye betɛɛ anaa mmɛw (sɛ ebia, “store” beye “sotɔɔ”, “plate” beye “pileti”). Yede ɛnne nnyigyei nhyemu di dwuma senea ɛbeyɛ a anom nnyigyei a etwa asemfua bi to no befi hɔ (sɛ ebia “ball” beye “bɔɔlo”). Sɛ wote ɛnne nnyigyei nhyemu ase a, ɛboa ma wutumi ye mpensempensemu fa kwan a fɔnɔlɔgyi nhyehyee dandan ne ho boa ma kasa ye mmɛw. Senea ɛnne nnyigyei tumi yera wɔ asemfua anim, asemfua mfinimfini anaa asemfua awiei no, saa ara nso na ɛnne nnyigyei nhyemu tumi ba asemfua anim, asemfua mfinimfini ɛnna asemfua awiei.

Nnyigyei Gynabea-sesa: Nnyigyei Gynabea-sesa ne sɛ yeasesa senea nnyigyei anaase nsensini a ɛwɔ asemfua bi mu si didi so anaase ne nhyehyee na ɛde nsakrae ba asemfua no ka anaa ne din bɔ mu. Eyi tumi si wɔ bere biara esiane sɛ kasa nyini nti, ɛnna afei nso, etumi nya nsunsuanso wɔ fɔnɔlɔgyi mmara ahorow a ɛda kasa ho no so. Mpen pii no, nnyigyei gynabea-sesa da senea akasafo sesa kasa no mu ma ne ka ye mmɛw ɛnna afei nso ɛboa ma wɔn a afei na wɔresua kasa no tumi sua no wɔ bere a wɔmmre ho koraa ne bere mpo a

nsakrae aba kasa no mu. Nhweso, nsemfua a yetaa sesa nnyigyei gyinabea wɔ ne ka mu wɔ borɔfo kasa mu no mu bi ne “cholera” vs. “chorela”, “malaria vs. maralia”, “task” vs. “taks”, “ask” vs. “aks”. Eyinom nso ye nea esi wɔ Akuapem Twi kasa mu ho nhweso, ‘mane ne mena’, ‘ketrema ne tekrema’ ne nea ekeka ho.

Adesua Dwumadi

1. Kyerekyere asensini nhyehyee a edidi so yi mu:
 - a. Bucket dane beye bokiti
 - b. Task dane beye taks
 - c. Post dane beye pos
2. Kyere asensini nhyehyee a edidi so (V, CV, CVC, ne nea ekeka ho) yi wɔ nsemfua a ewɔ ase ha yi mu
 - a. pataku
 - b. bata
 - c. dadewa
3. Kyere asensini nhyehyee a ewɔ Akuapem Twi mu no.
4. Ma asensini nhyehyee no mu biara ho nhweso.

Adekyerekwan Nhweso

Adesua a egyina dwumadi so (ankoroankoro ne ekuw dwumadi)

1. Adesuafo mfrafra mu
 - a. Monka fonolgyi akwan ahorow a ewɔ Akuapem Twi mu no ho asem. Momma mo nkɔmmɔdi no nnyina (enne nnyigyei yera, ahyemu, ne nea ekeka ho so).
 - b. Ma akwan ahorow no mu biara ho nhweso abiesa.
2. Baanu Dwumadi

Ma adesuafo no nsemfua bi na wɔnkyere emu nsensini nhyehyee na wɔnka ho asem nkyere adesuafo nkae no na wɔntoatoa adwen wɔ ho.

Nkarii Titiriw: DoK Level 3 – Adesua a ɛfa Kurow ho

Hwe Atifiasem yi:

Woahu wɔ wo kurom se nsemfua a wɔka no bi ne senea wɔsi kyere no nye adekoro. Fa kurom na kɔkyere nsemfua a etete saa no mu mmiako mmiako aduonu na hwehwe fonolgyi akwan a saa nsemfua no fa so. (mma 100)

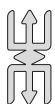
PLC Session 4

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).



AHYENSO

- 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.

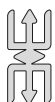
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

Ɔfa 2 Mmɔakyi

Ɔfa ha yi ye nea wakyere wɔ nnawɔtwe abien a atwam nyinaa mmɔakyi. Saa ɔfa yi ɔmaa asuafo nkyerɛkyeremu a ɛfa ƑŃŃŌŌGYI nhyehyee no bi a ɛwɔ wɔn kasa mu. Yesuaa biribi faa ɔmene ne asensin nhyehyee akwan ho. Nneɛma a ɛwɔ ƑŃŃŌŌGYI nhyehyee bi ase no yɛkyerɛkyere mu kɔɔ akyi de nhweso a ɛfata maa no. Yehwe kwan sɛ asuafo bewie ɔfa yi mu adesua no wabenya nimdee ne ntease wɔ saa ƑŃŃŌŌGYI nhyehyee yi ho na wɔde ho nimdee aka nsem na wakenkan nsem no yiye.



SCHWƎ NKYERƎKYERƎMU MA ADWUMA TITIRIW NO

NNAWƆTWE 3

1. ɔmene akwan ahorow no ne anofafa yebea, anobatase, nhwemma ne enne nnyigyei biakoye.

Nkyerɛkyeremu ne nhweso abiɛsa biara no –mma 3

Nkyerɛkyeremu ne nhweso abien biara no-mma 2

Nkyerɛkyeremu ne nhweso biako biara no-mma 1

2. Nsonsonoe titiriw no ne:

1. Ɔkwan a wɔfa so: nea wɔde hye mu ne nea wɔyi fi mu.

2. Nea ɛde ba: nhyemu sesa suban anaa nkyerɛase, bere a oyi hye nnyigyei no mmerew anaa ne bɔbere nanso mpɛn pii no ɛnsesa msemfua no nkyerɛase.

3. Beae ko: nhyemu ne nyifim ba kasa nhyehyee ahorow sɛ ebia; mɔfɔlɔgyi, fɔnɔlɔgyi ne sentaks.

Abiɛsa biara pensɛmpɛnsɛmu ne nhweso abiɛsa nya mma 3

Abien biara pensɛmpɛnsɛmu ne nhweso abien nya mma 2

Biako biara pensɛmpɛnsɛmu ne nhweso biako nya mma 1

NNAWƆTWE 4

Nhwehwemu dwumadi ho nkarii: Ɔmene wɔ Akuapem Twi kasa mu

I. Nnianim (mma 10)

1. Abɔse ne Beae ko (ntra mma 3)

- a. Ɔmene nnianim mu a emu da ho

- b. Ɔmene ho mfaso wɔ Akuapem Twi mu

2. Nhwehwemu nsemmisa ne ne Botae (ntra mma 4)

- a. Nhwehwemu asemmisa a emu da ho

- b. Botae pɔtee a ɛfa nhwehwemu no ho

3. Adesua no ho mfaso (ntra mma 3)

- a. Nea ɛma eho hia sɛ wote ɔmene ase wɔ Akuapem Twi kasa mu

- b. N'akwan ahorow anaa nea efi mu ba

II. Kasadwini mmɔakyi (mma 15)

1. Kasa no ka ho dwumadi (ntra mma 5)
 - a. Fonologyi akwan ahorow no ntease
 - b. Adwenemusem anaa tiori a ehia no dwumadi
2. Kasa Pɔtee No Ho Nsem (ntra mma 5)
 - a. Akuapem Twi no mmuabo
 - b. Nhwehwemu a ewɔ ho fa ɔmene ho kasa mu
3. Nhwehwemu a emu dɔ (ntra mma 5)
 - a. Kasadwini dedaw no ho nsusuwii
 - b. Worehwehwe nea aka mu anaa beae a wobeyɛ nhwehwemu ako anim

III. Dwumadi Akwankyerɛ (mma 15)

1. Nsem anoboa (ntra mma 5)
 - a. Nsem mmoano no akwankyerɛ ho nkyerɛkyermu (sɛ ebia, nkɔmmɔbisa, enne kyere)
 - b. Nea enti wɔpaw saa kwan no
2. Nsem mu nhwehwemu (ntra mma 5)
 - a. Nkyerɛkyeremu fa akwan a wɔde hwehwɛɛ nsem mu ho.
 - b. Sɛnea akwan no fata ma nhwehwemu asemmissa no
3. Nkɔakyi (ntra mma 5)
 - a. Gye tom sɛ nkɔakyi bi betumi aba
 - b. Akwan a wɔbɛfa so adi nkɔakyi no ho dwuma

IV. Nea Efi Nhwehwemu no Mu ne Nkitahodi (mma 25)

1. Nea wuhui no Ho Nkyerɛkyerɛ (mma 15)
 - a. Nsem no ho nkyerɛkyerɛ a emu da ho
 - b. Sɛnea wɔde nhwɛso anaa mfataho dii dwuma yiye
2. Nhwehwemu ne Ntease (mma 10)
 - a. Nhwehwemu a emu dɔ fa ɔmene nhyehyɛ ho

- b. Nkyerease a wode maa nea wuhui no, de toto nhwehwemu a woye dedaw ho.

3. Emuabo (mma 5)

- a. Mpensempensemu a efa kasakyere, kasasua ne kasa ho nhyehyee

V. Awiei ne Agyinatu (mma 25)

1. Nsem no Tofabo anaa ne mmoano (mma 5)

- a. Tofabo anaa mmoano a emu da ho

2. Awiei (mma 5)

- a. Awiei pa a eka nhwehwemu no nyinaaa bom yiye.

3. Agyinatu (mma10)

- a. Agyinatu pa a yede bedi dwuma ama daakye nhwehwemu, kasa nkyerakyere anaa nhyehyee

VI. Nhyehyee, Adeyesu ne Nnyinaso/Nhoma mu mmoa (mma 10)

1. Nhyehyee ne Nnidiso (mma 5)

- a. Nsem a eko so nnidiso perepere ne nhyehyee pa

2. Okwan a Wofa So Kyerew Nsem (mma 3)

- a. Nsem a emu da ho, eye tiawa na etoa so yiye

3. Nhoma mu mmoa ne Nkyerewee mfatoho (2 marks)

- a. Nkyerewee mfatoho ne nhoma mu mmoa a efata pa ara

ƆFA 3: ƆKASAMU TITIRIW NE ƆKASAMU A ƐKYEREKYERE ƆKASAMU TITIRIW MU

ADESUADE: NKOMMODI

ADESUADE NKORABATA: Akenkan

Adesua no Botae Ahorow: Adesuafo tumi gyina wɔn nimdee so hwehwe ɔkasamu titiriw ne ɔkasamu ahorow a ɛkyerekyere ɔkasamu titiriw mu no so hwehwe eyinom wɔ abasem mu.

Adesua mu Nimdeɛnya: Adesuafo de nimdee hwehwe ɔkasamu titiriw ne ɔkasamu ahorow a ɛkyerekyere ɔkasamu titiriw mu no so hwehwe eyinom wɔ abasem mu.

Akwankyerɛ

Ye semesta **Mfinimfini Sɔhwe no** nnawɔwɔtwe a ɛto so asia (6) no mu. Eɛ se emu nsem ka nea wɔakyerɛ afi Nnawɔtwe 1 kosi 5 mu. Hwe **Krataa Nhyehyɛ ne ne Nkyekyemu** pon no so na ɛnkyerɛ wo kwan. Eɛ se wɔkyerɛw asuafo no sɔhwe nkrataa no ntem ara na wɔadehyɛ nkontaahyɛde no nnuru STP mu.

NNIANIM NE ƆFA TƆFABƆ

Ɔfa ha yi ye yeadesua a yɛhwehweɛ adwempɔw titiriw a ɛwɔ kasapɛn mu a yesuaa afe edi kan ne nea ɛto so abien no mu. Ɔfa ha yi nso yebetɛ adwempɔw titiriw adwensu a ɛwɔ ɔkasa mu anaa ɔkasapɛn mu. Yɛbɛtoa so apensempensem ɔkasamu titiriw ne ɔkasamu a ɛkyerekyere titiriw no mu na yeatoaso ahwehwe wɔn wɔ abasem no mu. Nimdee a yebenya wɔ ɔkasamu titiriw ne ɔkasamu a ɛkyerekyere titiriw no mu no bɛboa asuafo ama watumi akyerɛw yiye na wanya nkitahodi ho nimdee nso. Ɛbɛboa wɔn ama watumi adi nkɔmmɔdi a ɛrekɔ so no yiye. Ɛbɛboa asuafo ama wahu adwempɔw a ɛho hia ne adwempɔw a ɛho nhia wɔ abasem mu, eyi bɛboa wɔn ama wabɔ abasem bi mua anaa tɔfa ama wɔasan anya abasem no mu ntease nso. Saa ɔfa ha yi ho hia asuafo wɔ Twi adesua mu na ɛsan nso hia wɔn wɔ Borɔfo kasa, French kasa ne kasa ahorow mu. Ɛma adesuafo nya nimde a emu dɔ ne ntease a ɛboa wɔn ma wɔde kasa di dwuma yiye wɔ akenkan, kasa ne akyerɛw mu. Yɛhyɛ akyerɛkyerɛfo nkuran se wɔde adekyere akwan a yɛka asuafo no bom, adesua ho akade, nkyerekyeremu ne nkontabu pa bɛboa adesua.

Nnawɔtwe ahorow ene mu asuade a yɛbɛfa mu ɔfa ha ne:

- **Nnawɔtwe 5:** kyerɛkyere ɔkasamu tititiriw ne ɔkasamu a erekyerekyere tititiriw no mu.
- **Nnawɔtwe 6:** Sɛ yɛde adesua no ho nimdeɛ beyi ɔkasamu tititiriw ne ɔkasamu a erekyerekyere ɔkasamu tititiriw no mu abasɛm no mu.

ADEKYERE AKWAN TɔFABɔ

Adekyere ho akwan a yɛde adi dwuma ɔfa ha yi gu ahorow wɔ Twi kasa kyere mu.

Ɔhaw-Nnyinaso Adesua (ƆNA) yɛ kwan a yɛde wiase mu haw ankasa yɛ kwan ma asuafo fa so sua ade sɛn sɛ yɛbɛkyere wo ɔhaw no mu nsennahɔ. Ɛho akwan no bi ne ankoroankoro adesua, baanɔ adesua, nea onnim ade ne nea onim ade reka abom, mmea ne mmarima reka abom ne ɔyɛkyere. Saa akwan yi boa ma asuafo adwen mu dɔ, ɛboa ma wɔdwen kɔ kan, ɛboa ma wɔsiw haw ano na ɛsan nso boa ma wɔnya nkitahodi ho nimdeɛ amapa. Ɛboa ma yennya ɔkannifo ma odi nkabom dwumadi anim. Ɛboa ma asuafo boaboa nsem ano na wɔye mu nhwehwe mu. Asuafo a wɔn adwen mu dɔ anaa wɔwɔ adom akyɛde, wɔma wɔn adwuma foforo sɛ akannifo ma wɔboa kyere wɔn mfɛfo ade sɛ akyerekyerefo ma wɔnya nea wɔresua no mu ntease. Wɔnya ntease na wahu ɔkasamu tititiriw ne ɔkasamu a erekyerekyere tititiriw na afei wɔde adi dwuma. Ɛsɛ sɛ akyerekyerefo hu sɛ asuafo no bi wɔ nsemfuabɔ ne nkitahodi mu ɔhaw na wɔde wɔn nimdeɛ ateneatene wɔn.

NKARII MMUABɔ ANAA TɔFABɔ

Nkarii ho nhyehyɛ a ɛwɔ ɔfa ha yi hwe sɛ nimdeɛ no nya bɛyɛ pɛpɛpɛ na wanya adesua mu ntease ne nnwenɛho. Bere ano bere ano mmɔakyi boa ma adesua kɔ so na ɛma osuani no adesua kɔ nkan. Nkarii ho nhyehyɛ no de akwankyerɛ a ɛboa ma yehu osuani no ntease wɔ Twi adesua no mu. Nimdeɛ sorokɔ lɛvol/lɛfol/lɛbol 2 nsemmissa no bi ne susuwkyerɛw tiawa anaa ɔkasa ma yɛde yɛahwe senea osuani no tumi kyere n'adwensu na ɔde yɛ adwuma. Nwennwenɛho a emu dɔ nsemmissa a ɛto so abiesɛ na yɛde fa sussukyerɛw kwan so anaa nsem a yɛyɛ mu nhwehwe mu de kari asuafo mmɔdenmmɔ wɔ ɔkasamu tititiriw ne ɔkasamu a erekyerekyere tititiriw mu. Akyerekyerefo mfa adesua mu ne adesua akyi nkarii ɛhwehwe adesuafo no ho mmɔdemmmɔ, mma wɔnya ne mmɔakyi mfa wɔn adesua ho nkotabu.

Ahyɛnsode	DOK Gyinapɛn	Nkarii Akwan
Kyerɛkyerɛ ɔkasamu titiriw ne ɔkasamu a erekyerɛkyerɛ ɔkasamu titiriw wɔ abasɛm mu.	2	Asemmissa
Fa nimdeɛ a wowɔ wɔ asɛmti kasamu, ɔkasamu titiriw ne ɔkasamu a erekyerɛkyerɛ titiriw mu yiyi adwempɔw titiriw a ɛwɔ abasɛm no mu.	3	Mid-Semesta Schwe

NNAWƆTWE 5

Adesuade Botae: *Hwehwe Ɔkasamu titiriw ne Ɔkasamu a Ǝkyerekyere Ɔkasamu titiriw mu*

Nkae

Afe 1	NnawƆtwe 3 Fa nimdee a wowo wo ɔhareso akenkan ne ɔhareso-ade-hwehwe kenkan abasem na yi ho nsemmissa ano. Momfa akwan horow so mpensempense ɔhareso-ade-hwehwe mu (nhweso, se woretwetwa w'ani anaa wode wo nsa resisi so, worehwehwe nsemfua anaa Ɔkasasin ne nea eke aka ho).
Afe 2	NnawƆtwe 3 1. Kyerekyere adwempɔw titiriw a ewo nkɔmmɔbo mu. 2. Pensempense adwempɔw titiriw a ewo nkɔmmɔbo mu.

ANIWƆSOBEA: ƆKASAMU TITIRIW NE ƆKASAMU A ƎKYEREKYERE ƆKASAMU TITIRIW MU

Dɛn ne Ɔkasamu Titiriw

Ɔkasamu Titiriw ye Ɔkasamu a ewo kasapen mu a ede asentitiriw a ewo kasapen no mu to gua. Mpen pii no, Ɔkasamu titiriw no na edi kasapen anim. Eɛ se Ɔkasamu titiriw no ye tiawa de nanso eɛ se etumi de adwempɔw a ewo kasapen no mu to gua, na ɛsan nso tumi de nea Ɔkyerewfo no pe se Ɔka fa atifiaseɛ no ho pɔtee to gua. Eɛ se eno na eye Ɔkasamu a edi kan pa ara wo kasapen no mu. Bio, eɛ se ene abasem anaa susukyerew no atifiaseɛ nya twaka ma yehu so mfaso wo akyerew no mu. Se ebia, Ɔkasamu titiriw a ewo kasapen bi mu wo susukyerew a n'atifiaseɛ ne “Nhomasua so mfaso” betumi aye “Se wubenya adwumapa aye ye nhomasua so mfaso no mu biako.”

Dɛn ne Ɔkasamu a Ǝkyerekyere Ɔkasamu Titiriw Mu

Ɔkasamu a erekyerekyere Ɔkasamu titiriw mu ye Ɔkasamu ahorow a edi adwentitiriw a Ɔkasamu titiriw no de too gua wo kasapen mu no ho adanse. Ɔkasamu ahorow a Ǝkyerekyere Ɔkasamu titiriw mu no san di dwuma ahorow a edidi so yi. Eboa ma ntease ba adwentitiriw a Ɔkasamu titiriw no de to gua no mu. Ede nokwasem ne adansedide foa adwempɔw a Ɔkasamu titiriw no de to gua no so. Ede nhweso amapa kyerekyere adwempɔw ahorow mu ma akenkanfo te kasapen ahorow ne abasem no nyinaa ase fann. Ede adansedide bata adwempɔw bi ho ma yehu nea enti a saa adwempɔw no ye nokwasem.

Okasamu kumaa a erekyerekyere adwentitiriw yi mu: *Abɛɛfo kaa de ogya na enam.*

Wubetumi de okasamu kumaa a edidi so yi akyerekyere adwentitiriw mu akyere akenkanfo:

1. Engen a ogya wom ye engen ehye fango ma kaa tumi tu mmirika.
2. Engen a ogya wom no na abesi mpɔnkɔ a na yede wɔn tu kwan no ananmu na ɛwɔ ahɔɔden yiye pa ara na se ɛsee nso a, wɔmmre koraa na wɔayɛ no yiye.
3. Engen a ogya wom boa ma yedu beae a yereko ntɛm, asomdwoe mu bɔkɔɔ.

Okasamu ahorow yi mu biara ka biribi foa adwentitiriw no so. Okyerewfo biara betumi de okasamu ahorow abiesa no mu biara adi dwuma. Okasamu a okyerewfo no de bedi dwuma gyina botae a ɔpe se ne nsa ka wɔ kasapɛn no mu so.

Okasamu titiriw ne okasamu kumaa nhwehwɛe wɔ abasɛm mu. Se wubetumi akyere okasamu titiriw ne okasamu kumaa wɔ abasɛm mu a, hye wɔn su nso wɔ abasɛm a ɛwɔ ase ha yi no mu:

Adesua Dwumadi

1. Kyere nsonsonoe a ɛda okasamu titiriw ne okasamu a ekyerekyere okasamu titiriw mu no ntam.
2. a. Kenkan okasamu a ekyerekyere okasamu titiriw no mu no nyinaa na dwɛn adwentitiriw a ɛde to gua no ho.
b. Kyerew okasamu titiriw a ɛwɔ kasapɛn a ɛwɔ fam ha yi mu

Se mebu nkɔmpɔ hwɛ afe 1990 mu a, ɛma mekaakae aseresɛm pii a ɛfa agoru ahorow a na ɛko so wɔ TV so ho. Afe 1990 mu no, na m'ani gye yiye pa ara wɔ Akan drama a na wɔyi no wɔ GTV so Kwasiada anwummere biara no ho. Na m'ani gye sɛnea na Adadzewa si di ne dwuma wɔ sini no mu ho yiye pa ara – na megye di se obiara a na ɔhwɛ saa Akan drama sini no bi saa bere no nso ani gyee ne ho pa ara. Dwuma a na Adadzewa di no ye anika ɛnna afei nso, na ɔde punito pii nso hyehye anaa frafra mu. Mekae adeye ne ahwɛ ahorow a Adadzewa ne agorumma nkae no baa mu no nyinaa. Eye me ya pa ara se wɔagyae Akan drama yi efise na eye sini a wɔyi wɔ TV so a na agye din pa ara a na Ghanafo mpɛmpɛm ani gye ho pa ara yiye saa bere no.

3. Kyerekyere nea enti a wofaa okasamu titiriw bi.

Adekyerekwan Nhweso

Adesua a enam ɔkasa so

1. Adesuafo no nyinaa toatoa adwen

Wɔkasa fa Ɔkasamu titiriw ne Ɔkasamu kumaa ho.

2. Adesuafo Mfrafra mu

a. Ma adesuofo no nkenkan abasem a efa amammerɛ ne amanneɛ ho, abɛɛfo nimdeɛ, mfidie, akwantu ne nea ekeka ho.

b. Kyere ɔkasamu titiriw a ewɔ abasem no mu.

c. Kyere ɔkasamu kumaa wɔ abasem mu.

d. Ka ho asem kyere adesuafo na montoatoa adwen mfa ho.

Ɔkyerekyerɛni no benantew mmofra no mu ahwe sɛ obiara redi dwuma no bi na afei waboa wɔn a wɔye mmerɛw no.

Nkarii Titiriw: DoK Level 3 – Nsɛmmisa

1. Kenkan abasem a ewɔ ase ha yi na hwehwe ɔkasamu titiriw ne ɔkasamu kumaa a ewom. (mma 4)

Nnuatwa, mframabɔne ne ewiem nsakrae resɛɛ Ghana nsase. Yɛyɛ ɔmantease yi, esɛ sɛ yɛyɛ nhyehyɛ ahorow de bɔ yɛn kwae, mmoadoma ne yɛn nsu ho ban. Sɛ yɛdua nnua, na yɛgyae nwura a yetoto gu basabasa na yɛbɔ yɛn nsuo ho ban a, yebetumi abɔ yɛn man Ghana ɔhoɔfɛfo yi ho ban ama nkyirimma anaa awoɔntoatoaso. Obiara mmɔdemmo ho hia enti sɛ yɛka yɛn ho bom a, yebetumi abɔ yɛn atenae ho ban ama yɛn atenae nso abɔ yɛn ho ban.

2. Wususuw sɛ ɔkasamu titiriw no ne nea ewɔ he? (mma 1)

3. Kyerekyerɛ akwan ahorow abiesɛ a ɔkasamu kumaa no boa ma ntease ba abasem no mu. (mma 3)

4. Kyerɛw kasapɛn biako fa atifiaseɛ ‘Nhomasua yɛ kankɔ safoa’ na kyere ɔkasamu titiriw a ewɔ kasapɛn no mu. Twa kanko fa ɔkasamu titiriw no ho na sensan ɔkasamu kumaa no ase. (mma 7)

PLC Session 5

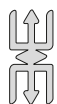
45 minutes

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).



AHYENSO

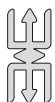
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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).



AHYENSO

- *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.

NNAWOTWE 6

Adesuade Botae: Hwehwe okasamu titiriw ne okasamu a ekyerekyere okasamu titiriw mu wo abasem mu

Nkae

Afe 1	Nnawotwe3 Fa nimdee a wowo wo chareso akenkan ne chareso-ade-hwehwe kenkan abasem na yi ho nsemmissa ano. Momfa akwan horow so mpensempensem chareso-ade-hwehwe mu (nhweso, se woretwetwa w'ani anaa wode wo nsa resisi so, worehwehwe nsemfua anaa okasasin ne nea ekeka ho).
Afe 2	Nnawotwe 3 1. Kyerekyere adwempow titiriw a ewo nkommobo mu. 2. Pensempensem adwempow titiriw a ewo nkommobo mu.

ANIWOSOBIA: OKASAMU TITIRIW NE OKASAMU A EKYEREKYERE OKASAMU TITIRIW MU

Den ne Adwen titiriw wo abasem mu

Senea wunim dedaw no, adwen titiriw ye asem patee a ewo kasapen biako bi mu wo abasem bi mu. Ansa na wubehu adwen titiriw a ewo kasapen bi mu no, bisa wo ho saa asem yi: Den na woreka fa onipa, ade anaa adwenkyere bi ho? Wubetumi ahu adwen titiriw no wo mmeae ahorow wo kasapen mu nanso mpen pii no, eye a na ewo kasapen a edi kasapen no anim no mu. Afei, okyerewfo no de okasamu a aka no kyerekyere adwen titiriw a ewo kasapen no mu no mu.

Okasamu titiriw ne Okasamu a ekyerekyere okasamu titiriw mu nhwehwee wo abasem mu. Ansa na wubetumi ahwehwe okasamu titiriw ne Okasamu a ekyerekyere okasamu titiriw mu wo abasem mu no, hwe won mu biara su wo abasem no mu.

Adesua Dwumadi

1. Bo okasamu titiriw ne okasamu kumaa ho adesua no akyi.
2. Kyere akwan ahorow abiesa a wobefa so ahwehwe okasamu titiriw wo abasem mu.
3. Ka nneema abiesa a wode bedi dwuma wo bere a worehwehwe okasamu kumaa wo abasem mu.

Adekyerekwan Nhweso

1. Adesua a enam okasa so: Adesuafo nyinaa toatoa adwen:
 - a. Bɔ okasamu titiriw ne okasamu kumaa asekyere no akyi.
 - b. Kyere adwen titiriw ase.
2. Adesuafo Mfrafra mu:
 - a. Kenkan abasem a ewɔ ase ha yi na hwehwe okasamu titiriw ne okasamu a ekyerekkyere okasamu titiriw no mu.

Abakɔsem kyere se, nsem bebreɛ na anya nsunsuanso wɔ dwom ahorow a yeto no wɔ ɔman kronkron Ghana ha no so. Kasa, atenaɛ, amammere ne amanne ahorow, amanyesem, atukɔtena nyinaa nkanfua nso anya nsunsuanso wɔ dwom so pa ara. Nnipakuw ahorow no mu biara fi ɔman Ghana afa ahorow no mu baabi. Eyi kyere se, nnipakuw ahorow no mu biara di aduan soronko, hu wim nsakrae soronko enna afei nso wɔne nnipa a wɔfi nnipakuw foforo mu na edi nkitaho. Nnipakuw no mu biara nko ne kwan a wɔfaa so tu kɔtenaa beaɛ a wɔte seesei no efise wɔn mu biara nko ne tebea ne wiase abrabɔ mu nsem a ehyee wɔn maa wɔtu kɔtenaa beaɛ a wɔte seesei no. Bio, nnipakuw no mu biara nko ne akannifo a wɔdii wɔn anim maa wɔtumi tu kɔduu beaɛ a wɔakɔtenatena seesei no, na eyi nso nyaa nsunsuanso nye kumaa wɔ kwan a wɔfa so to wɔn nnwom so. Eyinom ne nsem a anya nsunsuanso wɔ Ghana nnwom nhyehyee ne ne to so pa ara.

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

- b. Ka wo dwumadi no ho asem kyere adesuafo nkae no na montoatoa adwen mfa ho.

Nkarii Titiriw: DoK Level 3 - Dwumadi

1. Kenkan abasem yi na hwehwe adwen titiriw a ewom no. (mma 2)

Amansan aguaberem ye websaet anaase intanete so akade bi a eboa nnipa ma wɔhyia ne afoforo kye adwen fa wɔn ankasa ho. Esan nso ye websaet, simpie anaase kɔmputa so akade bi a wɔfa so de mfonɪ, sini ne abasem ahorow kɔma anaa mane nnipa foforo a wɔn nso de saa akade no di dwuma wɔ intanete no so.

Nnansa yi, amansan aguaberem aboa ama nkitahodi ne nkrato akɔ so yiye pa ara wɔ wiase afanan nyinaa mu. Nnipa tumi di nkitaho waano waano, a emfa ho ne baabi a wɔwɔ wɔ wiase yi mu. Amansan aguaberem akade bebreɛ na ewɔ intanete so, na eboa yiye pa ara ma guadi, ahosepe, nhomasua ne nea ekeka

ho kɔ so pa ara. Amansan aguaberem akade no mu bi ne Twitter, WhatsApp, Facebook, TikTok, Instagram. Amansan aguaberem so wɔ mfaso pa ara efi se eboa nnipa ma wɔn nsa ka dwumadi ahorow ho amannebɔ wɔ ntemso. Aguadifo de wɔn adetɔnne ho dawurobɔ fa amansan aguaberem ma bere tiawa bi mu no, eho amannebɔ hyeta ewiase afanan nyinaa na worekata w'ani ate ara nie, na adwatɔnne no nyinaa asa. Akyerekyerefo ne adesuafo fa amansan aguaberem yi so kye adwen ne adesuada ahorow boa ma nhomasua mu nkitahodi mu yere pampee.

2. Kyerekyere kwan a wofaa so huu adwen titiriw no. (mma 4)
3. Kyerekyere kwan a ɔkasamu nkumaa no fa kyerekyere ɔkasamu titiriw no mu wɔ abasem no mu. (mma 4)

Semesta mfinimfini sɔhwɛ nhyehyɛ

*Ye semesta **Mfinimfini Sɔhwɛ no**. Eɛ se emu nsem ka nea wɔakyere afi Nnawɔtwe 1 kosi 5 mu. Hwɛ **Krataa Nhyehyɛ ne ne Nkyekyemu** pon no so na ɛnkyere wo kwan. Eɛ se wɔkyerew asuafo no sɔhwɛ nkrataa no ntem ara na wɔadehye nkontaahyede no nnuru STP mu.*

Semesta Mfinimfini Sɔhwɛ Nhyehyɛ

Ɔfa A: Nsemmisa a ɛwɔ mmuae pii = nsemmisa 20

Ɔfa B: Abasem/Ayesem – asemmisa 1

Ɔfa C: Susukyerew asemmisa – asemmisa 1

Nsemmisa pon ma ɔfa A ne B

Nnawɔtwe	Aniwɔsobeɔ	Nsemmisa ahorow	(DOK Gyinapɛn)				mmoano
			1	2	3	4	
1	Kasa a ɛfata nkɔmmɔbɔ mu	Nsemisa mmuae a pii wom	2	1	-		3
		Susukyerew	-	-	1		1
2	Kasabere nnuruso Nsem a asisi	Nsemisa mmuae a pii wom	1	2	2		5
		Susuwkyerew	-	-	-		
3	Ɛnɔlɔgyi nhyehyɛ (Ɔmene nhyehyɛ)	Nsemisa mmuae a pii wom	-	2	1		3
		Susukyerew	-	-	-		

Nnawɔtwe	Aniwɔsobea	Nsemisa ahorow	(DOK Gyinapɛn)				mmoano
			1	2	3	4	
4	Ɛnɔlɔgyi nhyehyɛ (Asɛnsin nhyehyɛ akwan)	Nsemisa mmuae a pii wom	3	1	1		5
		Susukyerɛw					
5	Asem̄ti ne mfoaso kasamu	MCQs Nsemisa mmuae a pii wom		2	2		4
		Abasɛm			1		1
		Mmoano	6	8	8		22

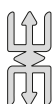
PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

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

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



AHYENSO

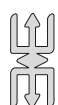
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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).



AHYENSO

- *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.

Ɔfa 3 Mmɔakyi/Nhwehwɛmu

Saa Ɔfa yi kaa asem̄ti kasamu (Ɔkasamu titiriw) ne mfoaso kasamu (Ɔkasamu kumaa) ho asem̄. Ɔfa ha yi nso, yɛasua nea asem̄ti kasamu ne mfoaso kasamu yɛ, wɔn su ahorow ne senea yebehu wɔn wɔ abasem̄ mu na ɛsan nso kaa senea wɔkyerɛw wɔn ho nsem̄. Yɛde nimdeɛ a yenyae no dii dwuma wɔ kasapɛn ne abasem̄ no mu de huu asem̄ti kasamu ne mfoaso kasamu. Wɔhwɛ kwan sɛ, sɛ asuafo awie saa Ɔfa yi a, wɔbetumi ada nimdeɛ ne ntease a wɔwɔ wɔ asem̄ti kasamu ne mfoaso kasamu no ho adi na wɔde atwe adwempɔw titiriw afi abasem̄ no mu. Enti ɛbema wɔn kyerɛw, wɔn kasa, a wɔn akenkan ne adwemu nhwehwɛmu (reasoning skills) ne mmɔdenmmɔ nso atu mpɔn.



SCHWE NKYEREKYEREMU MA ADWUMA TITIRIW NO

NNAWƆTWE 5

Mmuae

1. Ɔkasamu titiriw anaa asemti kasamu no ne

a) ‘Nnuatwa, mframabɔne ne wim nsakrae resɛ Ghana nsase.’ –mma 1

Mmoa kasamu no ne:

- a. Yɛyɛ ɔmantease yi, ɛɛ sɛ yɛyɛ nhyehyɛ ahorow de bɔ yɛn kwae, mmoadoma ne yɛn nsu ho ban.
- b. Sɛ yedua nnua, na yegyae nwura a yɛtoto gu basabasa na yɛbɔ yɛn nsu ho ban a, yebetumi abɔ yɛn man Ghana ɔhoɔfɛfo yi ho ban ama nkyirimma anaa awoɔntoatoaso.
- c. Obiara mmɔdemmo ho hia enti sɛ yɛka yɛn ho bom a, yebetumi abɔ yɛn atɛnae ho ban ama yɛn atɛnae nso abɔ yɛn ho ban.

Mma mmoa ɔkasamu biara aba

2. *Abasɛm no atɛfasɛm nes*

‘Asase ho banbɔ wɔ Ghana’ – mma 1 (Asemti foforo biara a wɔde bɛma a eben asem no ma no aba fa - 1/2)

3. *Mmoa kasamu boa ma wɔtrɛw ɔkasamu titiriw no mu wɔ akwan a edidi so yi so:*

- a. Ɛma adanse
- b. Ɛma nkyerekyeremu ne ntɛw mu
- c. ɛma nsɛm no toatoam anaa didi so
- d. Ɛboa ma akyinnyegyɛ mu yɛ den
- e. Ɛma emu da hɔ yiye
- f. Ɛboa ma yegyɛ tom

Emu biara ma aba l.

Emu abiesɛ biara – mma 3

Emu abien biara – mma 2

Emu biako biara – aba 1

4. *Eyi ye kasapen nhweso a ewo asemti kasamu ne mmoa kasamu.*

Nhomasua ne safoa a ebue ankoroankoro ne ɔman mu ahokokwaw ne tumi ahorow. (Ɔkasamu titiriw)

Ghana mu no, nhomasua hye nnipa den de nimdee, nyansa ne nsusui a emu do ma won na eyi ma wubetumi aboa ma ɔman no anya mpuntu. Se yede sika to nhomasua mu a, Ghanaba biara betumi abubu ohia nkonsɔnkɔnsɔn, bema won asetena ne sika gyinabea anya nkɔso na wɔasi daakye a ehyeren ama won mpɔtam. Nhomasua ye dade pa titiriw ma ankoroankoro nkɔso ne ɔman animko.

Kyerɛ asemti/ɔkasamu titiriw - mma 1.

Kyerɛkyerɛ mmoa kasamu – mma 3.

Hwe ne kyerew suban, kasa nmara ne nsemfua dwumadi ho ma no mma a emoro abiɛsa.

Mma 3 – *Nsemfua ahorow, nsemfua a efata ne kasa mmara mu mfomso kakra.*

Mma 2 – *Nsemfua horow pii kakra, kasa dwumadi a efata mpen pii, mfomso nketewa bi ne mfomso akese kakraa bi wo kasa mmara mu.*

Mma 1 – *Nsemfua ntimu, kasa dwumadi a enye nea efata bere nyinaa, mfomso nketewa/akese a eba mpen pii.*

NNAWɔTWE 6

1. Adwempɔw titiriw

a) Kasapen a wɔakyerew no yiye no gyina adwen titiriw biako so.

b) Ɔkasapen biara hia ɔkasamu titiriw.

a. Se worehwehwe adwen titiriw no – biako biara aba I = mma 2

2. Se wope se ohu adwen titiriw a ewo akyerew bi mu a, nneɛma a edidi so yi na wode di dwuma: asemti no a wobekenkan, nsem a wɔasan aka ho asem a wobehwehwe, nsemfua ne ɔkasamu titiriw a wubehu, ne asem no nnyinaso a wobebɔ no tofa anaa mua. mma 4

a. Se woma nimdee anan no nyinaa a, - mma 4

b. Se woma nimdee abiɛsa no nyinaa a – mma 3

c. Se woma nimdee abien no nyinaa a -mma 2

d. Se woma nimdee biako a -aba 1

3. Mmoa ahorow no di dwuma a edidi so yi: Ema adanse, ekyerekyere m na etrew mu, ede adwen a emu ye den to gua na ema nsem no mu da ho. mma 4
- a. Ema mma 4 se adwemu no nyinaa ba nkyerekyeremu no mu a.
 - b. Ema mma 3 se adwemu no nyinaa ba nkyerekyeremu no mu a.
 - c. Ema mma 2 se adwemu no nyinaa ba nkyerekyeremu no mu a.
 - d. Ema aba 1 se adwemu no nyinaa ba nkyerekyeremu no mu a.

ƆFA 4: NSEM̩FUAYE

ADESUADE: ƆKASA NE ƆKASA DWUMADI

ADESUADE NKORABATA: Akuapem twi kyereɔbea ho mmara

Adesua no Botae: *Adesuafo betumi de nsemfuaye ho nimdee no aye nsemfua foforo.*

Adesua mu Nimdeɛnya: Adesuafo beda wɔn nimdee ne ntease a wɔwɔ wɔ Nsemfuaye ho adi wɔ Akuapem Twi kasa mu.

NNIANIM NE ƆFA YI TƆFABƆ

Saa Ɔfa ha, wɔbɛkyerɛkyerɛ asuafo Ghana kasa a wɔresua no mu nsemfuaye nhyehyee. Nea edi kan no, wɔbesua nsemfuaye adwensu ne nsemfuaye ho hia ehai wɔ Twi kasa adesua mu. Afei ɔbɛma wɔn ahu nsemfuaye bi ansa na wɔde wɔn adwen asi wɔn ankasa kasa a wɔresua no mu nsemfuaye. Saa nimdeɛ yi beboa asuafo no ma wɔahu nsemfua a wɔnnim no ntem na wɔatumi ahu Ghana kasa ko a nsemfua no fi mu.

Nnawɔtwe ne nsenkyerɛnne a Ɔfa yi ka ho asem:

- **Nnawɔtwe 7:** *monka nsemfuaye akwan ho asem (ɔfɛm, nkakuho anaa nsemfua mmɔho, nsemfuaye foforo bɔ anaa kɔnɛgyi ne nea ekeka ho.)*
- **Nnawɔtwe 8:** Fa akwan ahorow no ye nsemfua foforo.

TƆFABƆ NE ADEKYERɛKWAN NHWɛSO

Wɔhwe kwan se akyerɛkyerɛfo de ɔhaw-nnyinaso adesua, kuw dwumadi na bekyere saa adesua nkorabata yi. Ɔkwan foforo a akyerɛkyerɛfo befa so ne se wɔbɛma asuafo no agyina nea wɔn mfɛfo aka no so de wɔn ankasa nsusuwii aka ho. Eɛ se wɔma asuafo no de animdefo kasa ka wɔn mfɛfo mmuae ne wɔn adwen ho. Eɛ se ɔkyerɛkyerɛfo no di asuafo no anim ma wɔka nsemfuaye nhyehyee ho asem. Eɛ se asuafo no ka nsemfuaye ahorow no ho asem na wɔde nhweso fi Akuapem kasa mu. Ɔkyerɛkyerɛfo no betumi aboa asuafo no ama wahu nsɛso ne nhyehyee ahorow a ɛwɔ wɔn kasa no mu. Asuafo no betumi de saa nimdee yi aye nsemfua a ntease wom wɔ Akuapem Twi no mu na wasan ahu wɔn ankasa adwuma mu mfomso nso.

NKARII TƆFABƆ

Ɔfa ha yi befi nnawɔtwe nson ne nnawɔtwe awɔtwe. Nnawɔtwe nson nkarii no gyina nimdee a emu dɔ lɛfol 2 a ɛrehwehwe sɛ asuafo no bekyeekyerɛ wɔn ntease a ɛwɔ adwensu bi ho na wɔde nimdee wɔnya no so abua nsem̐misa. Nnawɔtwe nnɔtwe nkarii no gyina nimdee a emu dɔ lɛfol 4 a ɛrehwehwe sɛ asuafo de adwen mu nimdee a ɛdɔ, adwen foforo a wɔde bɔ nneɛma ne ɔhaw nnyinaso ho nimdee a wɔde siw ɔhaw ano.

Ahyɛnsode	DOK Gyinapɛn	Nkarii Akwan
Mommoboo akwan horow a yɛfa so nya asem̐fua (ɔfɛm, nkakuho, kɛnɛgyi ne nea ɛkeka ho)	3	<i>Klass dwumadi/Asuafo dwumadi</i>
Fa nsem̐fuayɛakwan horow no so na yɛ nsem̐fua foforo	4	<i>Pɔtefoleo /asuafo nnwuma a waboaboa ano</i>

NNAWOTWE 7

Adesuade Botae: *Mommoboo akwan horow a yefa so nya asemfua (ɔfem, nkakuho, kɔenegyi ne nea ekeka ho)*

Nkae

Afe 2	Nnawotwe 5: Kyere senea yesi de mmataho ahorow no di dwuma wɔ Twi mu
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ANIWOSOBEE: AKWAN A YEFA SO NYA NSEMFUA

Dɛn ne Nsemfuaye?

Eyi ye akwan ahorow a yefa so sesa anaa keka nsemfua bobom ma yenya nsemfua foforo a ntease wom. Se ebia, yenya asemfua ‘*nante*’ wɔ bere a yede mmataho -ɛ bebata asemfua ‘*nante*’ ho.

Nsemfuaye Akwan Ahorow

Nyafimu

- Nyafimu ne se yede mmataho bi abata asennua anaa beesi bi ho na asemfua a yenyae no ne asennua anaa beesi no nsemfuakuw a na ewom dedaw no asesa. Se ebia, yede nsianimu {a-} asi ‘pra’ (adeye) anim ama adan ‘apra’ (edin), anaase yede nsiakyi {-ɛ} asi ‘yare’ (adeye) akyi ama adan ‘yareɛ’ (edin). Nsemfua foforo abien na yeaye a enonom ne *apra* ne *yareɛ*.
- Nsemfua Nkabom:** Eyi ye kwan a yefa so nya asemfua wɔ bere yeka nsemfua abien anaa nea eboro saa bom ma ebeye asemfua biako. Yetumi ka asennua abien anaa beesi abien bom de nya asemfua foforo. Se ebia, ‘di’ ne ‘dwuma’ dan dwumadi. Ebetumi aba se, nsemfua abien anaa nea eboro saa a yereka abom no fra nsemfuakuw biako mu enna ebetumi nso aba se, nsemfua a yereka abom no mu biara nko ne nsemfuakuw a efra mu. Hwe nhweso a ewɔ fam hɔ no. 1. Anammɔn ne tu – anammɔntu 2. Adan ne kasa – adankasa 3. Bɔ ne ntoa – Ntoabɔ 4. Bata ne tuo – Batatuo. Nsemfua-Nkabom no mu bi wɔ hɔ a, ne kywere mu no, yede daahye to ntam. Dwennwene ho nhweso no bi ho na ka ho asem kyere w’afefo.
- Ntwaso-Nkabom:** Ntwaso-nkabom ye nsemfua abien a yeyi nea edi kan no awiei fi ho na yeayi asemfua a eto so abien no anim fi ho na yeaka asemfua a edi kan no anim ne asemfua a eto so abien no awiei no abom ama aye asemfua biako. Eyi kyere se, yetumi de nsemfua abien anaa nea eboro saa afa bi bobom ma yenya asemfua foforo. Kwan a yefa so ye anaa nya saa asemfua yi na yefre no ntwaso-nkabom no. Yede ntwaso-nkabom di dwuma wɔ bere a yene yen tipen bi redi nkitaho bi a eye anika mu. Ntwaso-nkabom

ho nhweso no bi nie. Kɔɔdwɔ (Kwadwo + Fɔdwɔ), Kwampra (Kwame + Pepra), Kwaapaa (Kwame + Dapaa)

- d. **Ntwaso:** Eyi mu no, yetwa asemfua a ɛwɔ hɔ dedaw no so de nya asemfua foforo. Eyi nsemfuaye kwan no mu biako a emu no, yeyi asemfua no mu asensini anaa nsensini bi fi ho de nya asemfua foforo. Asenfua a yeatwa so no asekyere nsesa; asekyere no tim nea etim. Mpen pii no, eyi a na emfata se yede nsemfua a yeatwa so ne mpanyin bedi nkitaho. Ntwaso ho nhweso no bi nie, Akos (Akosua), Twum (Twumasi), Kanta (Kantamanto), Boat (Boaten), Braka (Brakatu), Aku (Akua), Ampaa (Ampaaben)

Asope-Koro a Nsemfuakuw Sesa Asenfua: Eyi ye nsemfua a won asope ye adekoro nanso ɛfra nsemfuakuw foforo mu. Eyi kyere se, asemfua bi tumi fi nsemfuakuw bi te se edin mu ko adeye anaase foforo bi mu a n'asope ne n'akenkan tim nea etim. Eyi ne yeresesa asemfua bi nsemfuakuw nanso ne bohea no de, eko so ye senea esi te no ara. Saa nsemfua yi ho nhweso bi ne, Dansoaa **to** aba (adeye) NE Dansoaa **to** so (edin), Abofra no **su** dodo (adeye) NE Abofra no **su** ara ne no (edin), Yɔnkodo **nam** kwan so reba (adeye) NE Yɔnkodo we **nam** (edin), Anima **hu** Ofosu (adeye) NE Anima ye onipa **huu** pa ara (edin).

- e. **Akronim:** Eyi ye akyerewde a edidi nsemfua anim a eka bom ye asemfua biako. Eyi kyere se, yeyi akyerewde a edidi nsemfua bi anim, na yeakeka abobom de aye asemfua foforo. Akronim ho nhweso no bi nie, KAF – Kwame Anɔkye Frempon, OWA- Opoku Ware Amankwaatia, KAA- Kumasi Abuakwa Aberante, KON – Kwame Ɔpon Nimako. Yekenkan Akronim anaase yebɔ din se asemfua biako na mmom enye akyerewde mmiako mmiako. Yede di dwuma te bere ne ɔbre dodow so enna afei nso yede boa ma edin a ne bo ye bona bo ye mmrew anaase kasasin a n'akenkan ye kenkan na akenkan ye mmrew.

- f. **Akyiri-Yie:** Eyi mu no, yeyi mmataho a ɛwɔ asemfua a ɛwɔ hɔ dedaw no akyi fi ho de nya asemfua foforo. Etumi ba se, asemfua foforo no ne asemfua dedaw no asekyere anaa ne dwumadi nye adekoro. Eyi ho nhweso bi na ɛwɔ pon a ɛwɔ ase hɔ no so no.

Asenfua Dada	Akyiri-yie Asenfua
Kyalewate	Kyale
ɔsofo	Ɔso
Odiyifo	Odiyi
Kelewele	Kele

Asemfua Dada	Akyiri-yie Asemfua
Twumasi	Twum
Boateng	Boat

Nkakuho

Eyi ye asemfua a yeƙa ne nyinaa anaa ne fa bi ku ho anaase yeti mu preko, mprenu anaa nea eboro saa de ye asemfua foforo. Nsakrae kakra bi tumi ba saa asemfua no ne ne nkakuho no asope mu. Eyɪ ho nhweso a ewɔ Borɔfo kasa mu no mu bi ni: boo-boo, zig-zag ne flip-flop.

Eho nhweso a ewɔ Ghana kasa ahorow no bi na edidi so yi:

Kasa	Asemfua	Nkakuho
Ga	kɔɔ ‘knot/lump’ ɲoo ‘salt’	kɔɔikɔɔi, ‘lumpy’ ɲooɲoo ‘salty’
Ewe	gblo ‘say’ bla ‘to tie’	gbɔgblo ‘say’ babla ‘to tie’
Akan	Tu’ uproot’ si ‘to alight’	Tutu ‘uproot’ sisi ‘alight’

Nkakuho kyere se yeati asemfua no nyinaa anaase ne fa bi mu biako, abien, abiesa anaa nea eboro saa. Edin nkakuho mu no, edin no tumi sesa fi edin nsemfuakuw mu ko edin nkyerekyeremu mu.

Ɔfem/Boseabo

1. Ko saa linke ahorow yi so na fa w’ankasa nsemfua kyerew wo ntease a wowo no wo ɔfem/boseabo ho anaa wo ne wo mfeɔo nkye saa adwen no.
2. Montena akuakuw na monhwewhwe nsemfua a yeabo no bosea anaase yefem ho nhweso na monhwɛ ekwan a yefaa so kyerewee no a ama abeye Akuapem Twi asemfua.

Nsemfua a wɔafem aƒi Borɔfo kasa mu no bi ne:

Lemon from Arabic	musk from Persian	fjord from Norwegian
Algebra from Arabic	ski from Norwegian	Tango from Spanish
Cafe from French	Yoga from Sanskrit	Sushi from Japanese

Nsemfua a yefem anaa yeabo no bosea aba Akuapem Twi mu ho nhweso no bi na edidi so yi: bokiti, nika, pieto, sukuu, boɔlo, radio, komputa, intanete, kwahyiko, feisbuk, pona, mobaafon, bandele, kyaagya.

Kɔ̃enegyɪ

Eyi ye nsem̐fua bi a ɛwɔ, mpen pii no, Borɔfo kasa mu a yen ara yeafa kwan bi a yebete ase so aka ama abeye Akuapem Twi kasa no mu nsem̐fua no bi. Eyɪ betumi aye asem̐fua foforo koraa anaase asem̐fua bi a ɛwɔ ho dedaw. Yeye nsem̐fua foforo ma eboa ma yetumi di nkitaho amapa wɔ enne mmere yi mu. Nsem̐fua a yeakɔene anaase kɔ̃enegyɪ ho nhweso no bi na ɛwowɔ pon a ɛwɔ ase ho no so no.

Asem̐fua a yeakɔene	Asekyere (Borɔfo)
Kambuu	Camp boot
Kalabule	Callous bullying
Gangalia	Gang leader
Sagranti	Sir Garnet Wesley
Prẽmoo	Peri Martin

Nsem̐fuaye so mfaso

Nsem̐fuaye so wɔ mfaso ma ɔkasa mpontu. Ema ɔkasa nya nsem̐fua beka nea ɛwɔ ho degua no ho na ema won a wode saa ɔkasa no di dwuma no tumi kyere won adwen wɔ nneema a aba foforo wɔ nnipa asetena mu ho, nyansape-mu-nimdee a, mfididwuma, abode-mu-nyansape ne nea ekeka ho. Eyɪ boa ma yetumi ye nsakrae wɔ yen nkitahodi ne yen kasa mu. Nsem̐fuaye ho nimdee ma nsem̐fua foforo sua nye den efise, eboa ma wote nsem̐fua ase san kyerekyere ase ne ne nhyehyee mu. Ne tiaatwa mu ne se, eye kwampa a yefa so nya nsem̐fua foforo beka nea yewɔ dedaw no ho.

Adesua Dwumadi

1. Kyerekyere nsem̐fuaye adwensu akwan anaa nhyehyee mu.
2. Yiyi nsem̐fuaye akwan ahorow a etumi di dwuma wɔ Twi mu na kyere nea enti.
3. Mompensempensem nsakrae a ɛwɔ nsem̐fuaye nhyehyee anaa akwan mu wɔ Twi sua mu.

Adekyerekwan Nhweso

1. Adesua a egyina dwumadi so (adesuafo nyinaa dwumadi)
 - Ka nsem̐fuaye ho asem (ɔfem, nkakuho, kɔ̃enegyɪ ne nea ekeka ho.).
 - Ma nhweso.

- Ka wo dwumadi no ho asem kyere adesuafo nkae no.

Nkarii Titiriw: DoK Level 3 - Dwumadi

- kyerɛkyerɛ nsemfuaye akwan a edidi so yi mu (mma 8)
 - ɔfɛm
 - nkakuho
 - kɔnɛgyi
 - mmɔho
 - ntwaso-nkabom
 - akyi-yiye
 - ntwaso
 - mmatahode
- Fa nhwɛso 5 kyerɛkyerɛ nea enti a nsemfuaye no mu biako ho hia wɔ Akuapem Twi mu. (mma 5)
- Kyerɛ nea enti 3 a ɛma nsemfuaye ho hia wɔ Akuapem Twi kasasua mu. (mma 3)
- Gyina wo mmuae a wode maa nsemmisa 2 ne 3 no so na fa Akuapem Nsemfuaye toto kasa foforo bi mu de ho (mma 8)

PLC Session 7

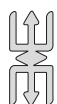
45 minutes

Planning & Reviewing the Learning Plan

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

- 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)

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



AHYENSO

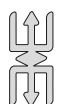
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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).



AHYENSO

- 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.

NNAWOTWE 8

Adesuade Botae: *Fa nsemfuaye akwan ahorow no ye nsemfua foforo.*

Nkae

Afe 2	Nnawotwe 5: Kyere senea yede mmataho ahorow di dwuma wo Twi kasa mu.
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ANIWOBEA: NSEM FUAYE

San ti emu nsem a ewo nnawotwe 7

Adesua Dwumadi

1. Fa wo nimdee a wowo wo nsemfuaye ho no ye nsemfua foforo!
2. Fa wo nsemfua no mu biara ye okasamu.
3. Ka ho asem kyere w'afefo no nyinaa.

Adekyerekwan Nhweso

1. Woreka bi afoa nea obi aka so: Adesuafo/klasse nyinaa dwumadi:
 - Monnwennwene nsemfuaye akwan ahorow no ho.
 - Baanu Dwumadi: Gyina wo nimdee a efa nsemfuaye ho no so ye nsemfua foforo.
2. Ka wo nsemfua foforo no kyere adesuafo nkae no na montoatoa adwen mfa ho
 - okyerkyerani de nsemfua bi bema na wabisa asuafo no ma wakyer nea efi kasa a wosua mu, gyina won nimdee a wowo wo nsemfua nyehyee akwan ho no so.

Nkarii Titiriw: DoK Level 4 – Potefoleo

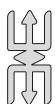
Ye kasa ho potefoleo bi a ekyerkyere senea nsemfuaye akwan anaaa hyehyee aboa ama wahyehye nsemfua foforo wo wo kasa mu.

PLC Session 8

45 minutes	Planning & Reviewing the Learning Plan
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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).



AHYENSO

- *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.*

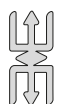
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **portfolio**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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?
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5 minutes

Reflection

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8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).

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

Ɔfa 4 Mmɔakyi

Saa Ɔfa yi ka nsem̐fua hyehye akwan ahorow ho asem. Wɔkyere asuafo no nsem̐fua hyehye akwan no nyinaa mu, na afei wɔde wɔn adwen sii akwan a efa Ghana kasa a wɔresua no ho no so. Eyi boaa asuafo no ma wɔtumi huu nsem̐fua a ewɔ nkɔmmɔbɔ mu a enye wɔn Ghana kasa no mu nsem̐fua ankasa. Wɔhwe kwan se asuafo no bete nsem̐fua hyehye no adwen no ase na wɔde nsem̐fua ho nhweso afi Ghana kasa a wɔresua no mu ama wɔde akwere akwan ahorow no mu biara.



ƆHWƎ NKYERƎKYERƎMU MA ADWUMA TITIRIW NO

NNAWƆTWE 7

1. kyerƎkyerƎ nsemfuaye akwan horow no mu. (se ebia, Ɔfem, nkakuho, kƆenegye, mmɔho, nkabom, akyi-yiye, ntwaso, mmatahode) – biako biara aba 1
2. Nhweso anum biara – mma num 5,
 - Nhweso anan biara – mma 4
 - nhweso abiesa biara – mma 3
 - Nhweso abien biara– mma 2
 - Nnhweso biako biara -aba 1
- 3.Senti: Se wubenya ntease wɔ kasa nhyehyee, kasa ho nsem a yeakyerew ato hɔ, kasa kyere ne kasa sua ne nsemfua tɛwmu.
 - WobƎkyerƎkyerƎ nea enti abiesa mu – mma 3
 - WobƎkyerƎkyerƎ nea enti abien mu - mma 2
 - WobƎkyerƎkyerƎ nea enti biako mu - mma 1
4. mma 7-8: Mmuae a a emu dɔ kese a ɛde nhweso abiesa anaa nea ɛtra saa ma wɔ kasa biara mu, na ɛkyere nseso ne nsonsonoe a ɛwɔ senea ne nea nti a wɔye nsemfua, ne senea saa akwan yi hia ma kasa biara.

Mma 5-6: Mmuae a emu dɔ a ɛde nhweso abien anaa nea ɛtra saa ma wɔ kasa biara mu, na ɛkyere nseso anaa nsonsonoe a ɛwɔ senea ne nea nti a wɔye nsemfua. Wɔbɔɔ senea saa akwan yi hia ma kasa biara ho asem kakra.

Mma 3-4: Mmuae no de nhweso pii ma nanso ebi betumi ahyia se enye nea ɛfata. ɛkyere nseso anaa nsonsonoe a ɛwɔ senea wɔye nsemfua. Wɔammɔ senea akwan no hia ho asem dodo anaa wɔannya anye ho asem koraa.

Mma 1-2: Mmuae no mu nna hɔ fann na ɛkyere ntease kakraa bi pe wɔ senea wɔde nsemfuaye akwan di dwuma wɔ kasa afoforo mu. Wɔde nhweso ahorow a ɛfata bema wɔ Akuapem Twi kasa a wɔresua no mu.

NNAWƆTWE 8

Nhweso Nsusuwii Nhyehyee ma pɔtefolio Nkarii (Nhwewemu)

I. Emu nsem (40)

1. ɛho mfaso ne emu dɔ (15):

- a. Sɛn na pɔtefolio no mu nsem no fa asem a wɔde ama no ho?
- b. Emu nsem no da ntease ne adwen pa adi, na wɔahyehye no yiye ana?

2. Nhyehyɛ ne Akwan (10):

- a. Wɔahyehye pɔtefolio no yiye na ne nhwehwɛmu yɛ mmerɛ ana?
- b. Wɔahyehye nsem no nnidiso so a ntease wom ana?

3. Nimdeɛ ne Ntease (10):

- a. Pɔtefolio no kyere sɛ osuani te asem no ase yiye ana?

4. Adwennwen a Emu Dɔ ne Mpensempensemu (5):

- a. Pɔtefolio no di adwennwen a emu dɔ ho danse ne pensempensemu ana?

II. Ɔyɛkyere ne Ɔbɔadeye (30)

1. Nea ɛye fe ne ne hyehye (15):

- a. Pɔtefolio no ye aniwa fe na wɔahyehye no yiye ana?

2. Emu da hɔ ne ne nnidiso (10):

- a. Akyerɛw no mu da hɔ, ɛye tiawa na enni mfomso ana?

3. Ɔbɔadeye ne Abɔse (5):

- a. Pɔtefolio no da Ɔbɔade ne nneɛma Abɔse adi ana?

III Kɔmpɔbu ne Ankoroankoro ho Nkarii (30)

1. Adesua ho kɔmpɔbu (15):

- a. Pɔtefolio no mu wɔ adwen pa a ɛkyere anaa ɛma osuahyɛ ana?

2 Akwan Foforo (15)

- a. Bere so di ne Bere a worewie dwumadi no (Hwɛ adwuma no ntɛm yɛ ne akwankyerɛ a wɔde ama wo no so)

ƆFA 5: ƆKASAMU

ADESUADE: KASA NE NE DWUMADI

ADESUA NKORABATA: Ɔkasa Mmara

Adesua no Botae: *Paapae Ɔkasamu afa ne n'ahorow mu.*

Adesua mu Nimdeɛnya: Adesuafo tumi da nimdeɛ ne ntease adi wɔ Ɔkasamu afa ne n'ahorow no ho.

NNIANIM NE ƆFA NO MU TƆFABƆ

Ɔfa yi mu, asuafo behu Ɔkasamu nhyehyɛ a ɛwɔ Akuapem Twi mu. Wɔbɛhwehwe Ɔkasamu mu na wɔakyekye mu akɔ afafa ahorow, na wɔahu Ɔkasamu ko a wayɛ. Saa nimdeɛ yi beboa asuafo ma wɔatumi apaw Ɔkasamu a ɛfata de adi dwuma wɔ wɔn daadaa akenkan ne akyerɛw mu.

Nnawɔtwe yi mu ahyensode a ɛwɔ Ɔfa ha yi ne:

- **Nnawɔtwe 9:** pensensempensem Ɔksasmu afafa ahorow no (nhweso, kasasin ne Ɔkasamufa)
- **Nnawɔtwe 10:** yɛbɛpensensempensem Ɔkasamu ahorow bi
- **Nnawɔtwe 11:** gyina Ɔkasamu dwumadi so hwehwe n'ahorow.

ADEKYERɛKWAN HO NHWESO TƆFABƆ

Wɔhwe kwan sɛ akyerɛkyerɛfo de ɔhaw-nnyinaso adesua, kuw dwumadi na bekyere saa adesua nkorabata yi. Ahyɛase no, wɔbɛkyekye asuafo no mu akuwakuw na wɔama Ɔkasamu ahorow na wahwehwe mu ahu afafa a ɛwɔ Ɔkasamu bira mu. Kuw biara bɛma ne nkyerɛkyeremu ama wɔabɔ ho nkɔmmɔ. obiara nso bɛma Ɔkasamu na wakyekye mu afa ahorow, na ɔde ne nkyerɛkyeremu ama nkɔmmɔbɔ. ɛsɛ sɛ ɔkyerɛkyerɛfo yɛ asuafo nkuran ma wɔgye wɔn ho wɔn ho nkyeremu tom na wobisa nsem ma ɔkyerɛkyere mu.

NKARII TƆFABƆ

Saa Ɔfa yi nnawɔtwe 9, 10 ne 11 ho. Nnawɔtwe biara wɔ ne sɔhwe titiriw. Nnawɔtwe 9 mu no, sɔhwe no gyina DoK level 2, so. Nnawɔtwe 10 mu no, egyina DoK level 4 so, na nnawɔtwe 11mu nso gyina DoK level 3 so. Saa Dok

mpɔtam yi hwehwe se asuafo da nimdee a emu do adi, ye ade foforo, na wɔatumi siesie ɔhaw ahorow. Wɔhwe kwan nso se wode adwen a emu do, ɔhaw nnyinaso aduru pa ne nsusuwi a ɛkorɔn beda adi.

Ahyɛnsode	DOK Gyinapɛn	Nkarii Akwan
Pɛnsɛmpɛnsɛm ɔkasamu afafa ahorow no mu (se ebia., ɔkasasin ne ɔkasamufa)	2	<i>Klass/Adesuafo dwumadi</i>
Mompɛnsɛmpɛnsɛm ɔkasamu ahorow no mu	4	<i>Klass/adesuafo dwumadi</i>
Monnyina ɔkasamu dwumadi yi so hwehwe n'ahorow	3	<i>Ofi dwumadi</i>

NNAWƆTWE 9

Adesuade Botae: *Pensempensem Ɔkasamu afafa ahorow no mu (nhweso, Ɔkasasin ne Ɔkasamufa*

Nkae

Afe 1	NnawƆtwe 10: Fa akyerew ho mmara ye Ɔkasamu a efa edin ne edinnsiananmu
Afe 2	NnawƆtwe 6: Fa nkabomde ahorow a ewo Twi kasa mu ye Ɔkasamu ahorow.

ANIWƆSOBEA: ƆKASAMU NE N’AFA AHOROW

Ɔkasamu

Ɔkasamu ye asemfua anaa nsenkuw a ewo ɔyefo ne nkasae a ede adwenmu bi to gua. Adwen a Ɔkasamu de to gua no tumi ye asenka, asemmisa, ɔhye anaase nteamu. Yegyina mmara kunini a ewo Ɔkasa bi mu so na yeye Ɔkasamu.

Ɔkasamu Su Ahorow

- i. Ede adwenmu to gua: Eɛ se ntease a ewo Ɔkasamu bi mu no gyina abrane. Se ebia: Mansa koo guam. Ɔkasamu yi mu no, yehu onipa a Ɔkasamu no fa ne ho enna afei nso yehu beae a ɔkɔe.
- ii. Ɔkasa Mmara Nhyehyee: Ɔkasamu di Ɔkasa mmara nhyehyee pɔtee bi so, se ebia Ɔyefo Adeye Ɔyɛtia (SVO), Adeye Ɔyefo Ɔyɛtia (VSO), ne nea ekeka ho. Eyi gyina Ɔkasa no mu mmara kunini a eda Ɔkasamu ye ho bi so. Nhweso, Ghana ha kasa no mu dodow no ara di SVO nhyehyee so senea yehu wo ase ha yi: a. Ga: Nuɔ le ye kɔmi. b. Akan: Papa no dii fufuu. c. Ewe: ɲutsu la du te. d. Dangme: Dede ye kokote ku.
- iii. Akyerew mu agyiraehyede: Ɔkasamu tumi nya akyerew mu agyiraehyede bi te se nea edidi so yi osiwiei (.), nsanhɔ (,), mmisae (?), nteamude (!), osisan (;), ne nea ekeka ho. Nhweso: Ɔkyerɛkyerɛni no too pen, nhoma ne mpaboa.

Ɔkasamu ahorow (Dwumadi)

- a. *Asenka kasamu:* Eyi ye Ɔkasamu a ede asem, amanebo anaa adwenkyere bi to gua. Yede osiwiei na ewie saa Ɔkasamu yi. Se ebia: Adesuafo no kyerewee sɔhwɛ.
- b. *Asemmisa kasamu:* Eyi ye Ɔkasamu a yede bisa asem. Edu bere bi a, epe mmuae enna edu bere bi nso a, empe mmuae. Yede mmisae na ewie saa Ɔkasamu yi. Eho nhweso no bi na edidi so yi: Kyerewdua no wo hefa? Abɔ ahe? Wo ho te den?

- c. *Ɔhye kasamu*: Eyɛ Ɔkasamu a yede hye obi ma no yɛ biribi. Nhweso, Sɔre! Fa ma me! Gyae! Hye no nso sɛ, esiane sɛ eyɛ ɔhyeso nti no, yede nteamude agyiraehyede (!) na ewie.’
- d. *Nteamu kasamu*: Eyɛ Ɔkasamu a yede kyere sɛ biribi yɛ yen nwanwa, anigye anaase yede ka anwanwasɛm anaa ade a eyɛ hu anaa anigye mmoroso bi ho asem. Eyi nso esiane sɛ eyɛ anwanwasɛm anaa ade a eyɛ hu anaa anigye mmoroso na yede ka ho asem nti no, yede nteamude agyiraehyede (!) na ewie saa anihanehanesɛm no. Eho nhweso no bi nie: Ade bi ni! Sɛ asa! Agye ta! Aduru a eyɛ nwene ni!

Ɔkasamu Afa Ahorow

Ɔkasamu afa nonom ne ɔyɛfo, adeyɛ, ɔyɛtia, edin nkyerɛkyerɛmu ne adeyɛ boafɔ sɛnea yeakyerɛkyere mu wɔ ase ha yi:

- a. **Ɔyɛfo**: Ɔyɛfo yɛ edin anaase dinnsiananmu a edi dwuma bi wɔ Ɔkasamu no mu. Eyɛ ade, nneɛma, onipa anaa nnipa a Ɔkasamu no kasa fa wɔn ho. a. Nhweso: Ɔkyerɛkyerɛni no sɔɔ yen hwɛɛ. **Akongua no** ware. **Odii** ɔmo anɔpa. Nsemfua a yeayɛ no tumm anaa pikapika nonom na eyɛ ɔyɛfo wɔ Ɔkasamu no mu.
- b. **Adeyɛ**: Eyɛ asemfua a ɛkyere dwumadi bi a ɛkɔ so wɔ Ɔkasamu no mu anaase eyɛ asemfua anaa nsemfua a ɛkyere nea ɔyɛfo no reye anaase tebea a ɔyɛfo no wom. Nhweso: Adesuafo no **dii** agoru. Apɔnkye no **awu**.
- c. **Ɔyɛtia**: Eyɛ edin anaa dinnsiananmu a ɔyɛfo no yɛ biribi tia no. Ɔyɛtia no ne onipa anaase ade no a ɔyɛfo no yɛ biribi de tia no no anaase ehu amane no. Ɔyɛtia gu ahorow abien; ɔyɛtia (direct object) ne ogyɛfo (indirect object).
 - a. Ɔgyɛfo no ne onipa anaa ade bi a ɛnam ɔyɛfo no so ma ohu amane wɔ Ɔkasamu no mu. Nhweso: *Mansa wee **aburoo***.

Asemfua ‘aburoo’ na eyɛ ɔyɛtia efise, ɛno ne ade a ehu amane wɔ Ɔkasamu no mu. Ogyɛfo yɛ onipa anaa ade bi a, mpen pii no, ogye biribi fi ɔyɛfo no ho anaase ɔyɛfo no de biribi ma no wɔ Ɔkasamu no mu. Mpen pii no, yede edinanimisibea na ɛda ogyɛfo adi. Nhweso: *Wɔde mpaboa maa **yɛn**. Metɔɔ baage maa **Mansa***. Nsemfua ‘yɛn’ ne ‘Mansa’ a yeayɛ no tumm anaa pikapika nonom na eyɛ ɔgyɛfo no, ɛnna asemfua ‘maa’ a yeasan ase no yɛ edinanimisibea.

- d. **Edin nkyerɛkyerɛmu**: Edin nkyerɛkyerɛmu yɛ asemfua anaa nsemfua a ɛka biribi fa anaa ɛkyerɛkyere edin anaa ɔyɛfo mu ma ɛda ho pefee wɔ Ɔkasamu no mu. Edin nkyerɛkyerɛmu tumi kyere sɛnea biribi su si te, nnipa anaa nneɛma bi dodow ne nea ɛkeka ho wɔ Ɔkasamu mu. Nhweso: Ɛdan

tenten no abu. Asemfua ‘tenten’ no ye edin nkyerekyeremu a erekyerekyerẽ edin anaa asemfua ‘dan’ mu anaase erekasa fa ho.

- e. Adeye boafo:** Eye asemfua anaa kasasin a eboa adeye ma ntease ba ɔkasamu no mu. Eyi tumi ye edin, edin nkyerekyeremu anaase kasasin bi a eka biribi fa ɔyefo anaa ɔyetia no ho wɔ ɔkasamu no mu. Mpen pii no, asemfua anaa kasasin a edi dwuma se adeye boafo no ba adeye ‘ye’ anaa ‘ne’ akyi. Nhweso: 1. Dansoaa ye ababaawa. 2. Mene **odunsinni no.**” Adeye boafo a ewowo nhweso no mu ne ‘ababaawa’ ne ‘odunsinni no’ a eho hia se eboa adeye ‘ye’ ne ‘ne’ ma ntease ba ɔkasamu no mu.

Nhweso

Kyekye ɔkasamu a edidi so yi mu biara mu kɔ n’afa ahorow no mu.

‘Kaa kese bruu no faa abɔnten so.’

Ɔyefo: Kaa kese bruu no

Adeye: faa

Ɔyetia: Ɔyetia biara nni mu

Edin nkyerekyeremu: kese, bruu (ekyerẽkyere kaa no mu)

Adeye boafo: abɔnten so (eboaa ma ntease ba adeye no mu)

Se wote ɔkasamu afa ahorowo no ase a, ema wutumi ye ɔkasamu amapa de ka wo nsem ma w’atiefo te nea worepe akyere ase yiye.

Kasasin

Ɔkasasin ye asemfua anaa nsemfua a eka bom di dwumakoro wɔ ɔkasamu mu. Mpen pii no, kasasin ntaa nnyina ne ho so anaa ntease nni mu. Yehu kasasin wɔ ɔkasamu mu efise eye ɔkasamu afa ahorow no mu biako.

Kasasin ahorow

- a.** Edin Kasasin: Eye edin, edin ne oyikyerẽ, edin, oyikyerẽ ne edin nkyerekyeremu wɔ ɔkasamu mu. Nhweso: ‘ɔbarima’, ‘bokiti bi’ ‘Ɔkraman kese no,’
- b.** Adeye kasasin: Eye adeye. Nhweso: ‘fa’, ‘rekasa,’ ‘beto’
- c.** Ɔkyerefo kasasin: Ekyerekyerẽ adeye mu wɔ ɔkasamu mu. Nhweso ‘ntemso,’ ‘anɔpa’, ‘Asesewa guam’, ‘nnɔabiesa

Ɔkasamufa

Ɔkasamufa ye nsenkuw bi a yehu wɔ ɔkasamu mu a mpen pii no, etumi nya ɔyefo ne nkasae a ntease wom anaa ntease nni mu.

Okasamufa Ahorow

1. **Okasamufa Titiriw:** Eyi ye okasamufa a ewo ɔyefo ne adeye anaa nkasae a ede adwenmu bi to gua. Okasamufa a ete sei no tumi gyina abrane se okasamu. Ntease wo saa okasamufa yi mu a enhia nsemfua foforo biara nka ho ansana ntease a ewo mu no awie mudi. Nhweso: *Minyinii no, mekɔɔ Japan*. ‘mekɔɔ Japan’ no na eye okasamufa titiriw. *Obae no, ɔnoaa aduan dede bi maa me*. ‘ɔnoaa aduan dede bi maa me’ na eye okasamufa titiriw.
2. **Okasamufa kumaa:** Okasamufa kumaa ye okasamufa a entumi nnyina ne ho so, ento asom anaase ntease nni mu. Etumi nya ɔyefo ne adeye nanso emfa adwenmu biara nto gua. Bere biara no, ne ntease gyina okasamufa titiriw bi a ewo okasamu no mu so. Nhweso: *a mereba no, metɔɔ akutu*. ‘Bere a mereba no’ na eye okasamufa kumaa. Ne ntease gyina ‘metɔɔ akutu a eye okasamufa titiriw no so. “*Esiane se na owia no abɔ dodo nti, wɔsɔre kɔe*. ‘Esiane se na owia no abɔ dodo nti’ na eye okasamufa kumaa efise, ento asom, ne ntease nwie pɛye. Ne ntease gyina ‘wɔsɔre kɔe’ a eye okasamufa titiriw no so.

Okasamu ahorow

1. **Okasamu Tiawa:** Okasamu Tiawa ye okasamu a ewo okasamufa titiriw biako pɛ. Nhweso: *Mesua ade wo sukuu mu*.”
2. **Okasamu mmɔho:** Saa okasamu yi mu no, wɔde okasamufa titiriw nkabomde (coordinating conjunction) ka okasamu titiriw abien anaa nea eboro saa bom wo okasamu biako mu Okasamufa a ewo okasamu mmɔho mu no nyinaa ye okasamufa titiriw. Nhweso: *Mekɔɔ ho nanso manto no*.
3. **Okasamu Kuntann:** Okasamu kuntann ye okasamu a yenya okasamufa ahorow abien a eye okasamufa titiriw ne okasamufa kumaa nyinaa bi wo mu Okasamu kuntann mu no, yede okasamufa kumaa nkabomde (subordinating conjunction) na eka okasamufa titiriw ne kumaa no bom ma eye okasamu biako a yefre no okasamu kuntann Okasamu kuntann ye okasamu a ne fa bi ye okasamufa titiriw enna efa bi nso ye okasamufa kumaa. Ntease nni okasamufa kumaa mu, ento asom enna entumi nnyina ne ho so. Nhweso: *Meka kyeree no se ɔmmra*.

Okasamufa so mfaso

Okasamufa boa ma:

1. Yetumi de adwenkyere a emu piw to gua: Okasamufa tumi ma yekyerɛkyere nsem mu fann.

1. Ɛma yetumi ye Ɔkasamu ahorow ma Ɔkasamu nhyehyee ahorow no nyinaa: Ɔkasamufa boa akyerewfo ne akasafo ma wɔye nsakrae wɔ wɔn ɛnne ne kwan a wɔfa so kasa ho.
2. Ɛkyere twaka: Ɔkasamufa ahorow no kyere twaka a ɛda adwenkyere ne dwumadi ahorow.

Se wote Ɔkasamufa ase a, ɛbeboa ama woatumi akyerew yiye na afei nso ama woanya nimdee amapa wɔ wo kasa ne wo nkitahodi mu.

Adesua Dwumadi

1. Kyerekyere Ɔkasamu su.
2. Ma Ɔkasamu a edidi so yi mu biara ho nhweso biako: Ɔkasamu tiawa, Ɔkasamu mmɔho ɛnna Ɔkasamu kuntann.
3. Ka wo mmuae no ho asem kyere w'afefo.

Adekyerekwan Nhweso

1. **Adesua a egyina dwumadi so** (adesuafo nyinaa dwumadi)

Kyere Ɔkasamu ase.

- Baanu Dwumadi:

Adesuafo baanu nkyere Ɔkasamu ase na wɔmfɔ nhweso a ɛfata nkyerekyere n'afa ahorow no mu.

Adesuafo no nyinaa ka wɔn ho bom toatoa adwen fa Ɔkasasin ne Ɔkasamufa ne n'ahorow no ho.

Nkarii Titiriw: DoK Level 2 - Dwumadi

1. Den ne Ɔkasamu. Mma 4
2. Fa nhweso 5 kyerekyere nsonsonoe a ɛda Ɔkasasin ne Ɔkasamufa ntam. Mma 10
3. Kyekye Ɔkasamu yi mu kɔ n'afa ahorow no. Mma 3
 - a. Tikyani no dii ɔmo.

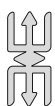
PLC Session 9

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).



AHYENSO

- *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.*

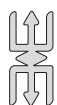
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

NNAWƆTWE 10

Adesuade Botae: *Mompensempensem Ɔkasamu ahorow mu.*

Nkae

Afe 1	NnawƆtwe 10: Monye Ɔkasamu ahorow a mode edin ne dinnsiananmu ho nimdee beye adwuma.
Afe 2	NnawƆtwe 6: momfa nkabomde ahorow a ewo twi mu nye Ɔkasamu

ANIWƆSOBEA: ƆKASAMU AHOROW

1. ƆKASAMU ASEKYERE
2. ƆKASAMU TIAWA
3. ƆKASAMU MMƆHO
4. ƆKASAMU KUNTANN

Ɔkasamu

Ɔkasamu ye asemfua anaa nsenkuw a ewo ɔyefo ne nkasae a ede adwenmu bi to gua. Adwen a Ɔkasamu de to gua no tumi ye asenka, asemmisa, ɔhye anaase nteamu. Yegyina mmara kunini a ewo Ɔkasa bi mu so na yeye Ɔkasamu.

Ɔkasamu Ahorow

- a. **Ɔkasamu Tiawa:** Eye Ɔkasamu a ewo adeye biako anaase ede adwenmu koro pe na eto gua. Se ebia, Mmofra no redidi.
- b. **Ɔkasamu Mmofra:** Eye Ɔkasamu a ewo Ɔkasamufa titiriw abien anaa nea eboro saa a yede Ɔkasamufa titiriw nkabomde (coordinating conjunction) akeka abom ama abeye Ɔkasamu biako. Se ebia, Mmarima no koo afuom **enna** mmea no koo guam. Asemfua ‘enna’ ye Ɔkasamufa titiriw nkabomde a eka Ɔkasamufa titiriw no abien bom ma eye Ɔkasamu biako.
- c. **Ɔkasamu Kuntann:** Eye Ɔkasamu a ewo Ɔkasamufa titiriw ne Ɔkasamufa kumaa nyinaa bi wom a yede Ɔkasamufa kumaa nkabomde akeka Ɔkasamufa ahorow no nyinaa abom ama abeye Ɔkasamu biako. Nhweso, Osuo reto no, wɔkɔdii gua. ‘Osuo reto no’ ye Ɔkasamufa kumaa enna ‘wɔkɔdii gua’ ye Ɔkasamufa titiriw. Ɔkasamufa kumaa nkabomde a eka Ɔkasamufa abien no bom ye ‘no’.

Adesua Dwumadi

1. Kyere ɔkasamu ko (tiawa, mmɔho anaa kuntann):
 - a) Owia bɔ.
 - b) Mepɛ akenkan enna mepɛ ɔkyerɛwfo Ama Ata Aidoo asem.
 - c) Nnipa bebreɛ ba nsrahwe wɔ Ghana efisɛ eyɛ ɔman fɛfɛ.
2. Gyina nea edidi so yi mu biara so ye ɔkasamu biako:
 - a) ɔkasamu tiawa biako fa Ghana aduan ho.
 - b) ɔkasamu mmɔho fa Ghana afahye abien ho.
 - c) ɔkasamu Kuntann fa nhomasua so mfaso wɔ Ghana ha ho.
3. Paapae ɔkasamu a edidi so yi mu na hwe ne nhyehyɛɛ
 - a) Ghana ye ɔman wɔ Abibirem Atɔɛ enna ɛwɔ amammerɛ ne amanne a eyɛ fɛ yiye.
 - b) ɛwom sɛ osuo retɔ, akuafo no reye adwuma.
 - c) Asennii Kunini no wɔ Nkran.
4. Sesa ɔkasamu yi kɔ ɔkasamu mmɔho anaa kuntann
 - a) Ghana ye ɔman fɛfɛ.
 - b) Adesuafo no resua nhoma.

Adekyerɛkwan Nhwɛso

Adesuafo nyinaa dwumadi

- Adesuafo toatoa adwen fa ɔkasamu ahorow ho (tiawa, mmɔho ne kuntann)
- Osuani biara kyerɛw ɔkasamu ahorow no mu biara ho nhwɛso (tiawa, mmɔho ne kuntann)

Adesuafo hwehwe ɔkasamu ahorowd wɔ abasɛm mu.

Nkarii Titiriw: DoK Level 4 - Dwumadi

- Kenkan abasɛm a ɛwɔ ase ha yi na kyere ɔkasamu no mu biara (tiawa, mmɔho, kuntann) sɛnea ɔkyerɛwfo no de adi dwuma wɔ abasɛm no mu.
- *Adesuafo dodow no ara na wɔde intanɛte di dwuma da biara. Wɔde sua ade san ne wɔn nnamfonom de di nkitaho. Nanso asemmisa no ne sɛ, eyɛ kwampa so ana? Nhomanimfo binom susuw sɛ, mmabun no bi gye wɔn ho mminnaa wɔ intanɛte no so dodo. Wɔsusuw sɛ, adesuafo a wɔye wɔn nhwehwɛmu wɔ nhoma mu no na wɔtumi sua ade pa ara efisɛ wɔnya kwan kenkan nneɛma pii a mfonɔi ahorow a ɛwɔ intanɛte so biara ntɔwɔw wɔ wɔn ani so ntwe wɔn adwen mfi*

nea wɔrekenkan no so. Wo ne nhomanimfo yi ye adwen anaase wo ne wɔn nye adwen? (mma 3)

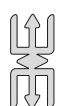
1. Pensempensem kwan a okasamu biara fa so ma ntease ba akenkensem no mu mu. (mma 6)
2. Ye okasamu a edidi soɔ yi mu biara ho nhweso abiɛsa abiɛsa. (mma 9)
 - a. Okasamu tiawa
 - b. Okasamu mmɔho
 - c. Okasamu kuntann

PLC Session 10

45 minutes	Planning & Reviewing the Learning Plan
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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).



AHYENSO

- 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

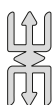
- a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

NNAW3TWE 11

Adesuade Botae: *kyerekyerε 3kasamu ahorow yi ne ne dwumadi mu*

Nkae

Afe 1	Nnaw3twe 10: Monyε 3kasamu ahorow a mode edin ne dinnsiananmu ho nimdes bεyε adwuma.
Afe 2	Nnaw3twe 6: momfa nkabomde ahorow a εw3 twi mu nyε 3kasamu

ANIW3SOBEA: 3KASAMU TIAWA DWUMADI

1. ASENKA (STATEMENT)
2. ASEMISA (QUESTION)
3. 3HYE (COMMAND)

3kasamu

3kasamu yε asemfua anaa nsenkuw a εw3 3yεfo ne nkasae a εde adwenmu bi to gua. Adwen a 3kasamu de to gua no tumi yε asenka, asemmisa, 3hyε anaase nteamu. Yegyina mmara kunini a εw3 3kasa bi mu so na yεyε 3kasamu.

3kasamu su ahorow

- i. Ede adwenmu to gua: Eε sε ntease a εw3 3kasamu bi mu no gyina abrane. Sε ebia: Mansa k33 guam. 3kasamu yi mu no, yehu onipa a 3kasamu no fa ne ho εnna afei nso yehu beae a 3k3ε.
- ii. 3kasa mmara nhyehyεε: 3kasamu di 3kasa mmara nhyehyεε p3tee bi so, sε ebia 3yεfo Adeyε 3yεtia (SVO), Adeyε 3yεfo 3yεtia (VSO), ne nea εkeka ho. Eyi gyina 3kasa no mu mmara kunini a εda 3kasamu yε ho bi so. Nhweso, Ghana ha kasa no mu dodow no ara di SVO nhyehyεε so senea yehu w3 ase ha yi: a. Ga: Nuw lεye k3mi. b. Akan: Papa no dii fufuu. c. Ewe: 3utsu la 3u te. d. Dangme: Dede ye kokote ku.
- iii. Akyerεw mu agyiraehyεde: 3kasamu tumi nya akyerεw mu agyiraehyεde bi te senea edidi so yi osiwiei (.), nsanh3 (.), mmisae (?), nteamude (!), osisan (;), ne nea εkeka ho. Nhweso: 3kyerεkyerεni no t33 pεn, nhoma ne mpaboa.

3kasamu Tiawa Dwumadi

- a. Asenka kasamu: Eyi yε 3kasamu a εde asem, amaneb3 anaa adwenkyerε bi to gua. Yεde osiwiei na ewie saa 3kasamu yi. Sε ebia: Adesuafo no kyerεwee s3hwε.'

- b. Asem̄misa kasamu: Eyi ye Ɔkasamu a yeƀe bisa asem̄. Edu bere bi a, epe mmuae enna edu bere bi nso a, empe mmuae. Yeƀe mmisae na ewie saa Ɔkasamu yi. Eho nhweso no bi na edidi so yi: Kyerewdua no wɔ hefa? Abɔ ahe? Wo ho te den?
- c. Ɔhye kasamu: Eyi Ɔkasamu a yeƀe hye obi ma no ye biribi. Nhweso, Sɔre! Fa ma me! Gyae! Hye no nso se, esiane se eye Ɔhyeso nti no, yeƀe nteamude agyiraehyeƀe (!) na ewie.

Adesua Dwumadi

1. Kyere Ɔkasamu a edidi so yi mu biara dwumadi (asenka, asem̄misa ne Ɔhye):
 - a. Ghana ahenkuro ne he?
 - b. To pon no mu!
 - c. Osu tɔ.
2. Ye Ɔkasamu a edi dwuma a edidi soɔ yi mu biara:
 - a. Asenka kasamu a efa Ghana amammerɛ ne amanneɛ ho.
 - b. Asem̄misa kasamu a efa Ghana abakɔsem mu nnipa bi ho.
 - c. Ɔhye kasamu a efa senea yesi boa afoforo ho.
3. Sesa Ɔkasamu no mu biara kɔ nea wɔde ahye nkatomde mu no:
 - a. Ghana ye ɔman fefe. (asem̄misa)
 - b. Ghana Manpanyin din de den? (asenka)
 - c. Mihia mmoa. (Ɔhye)
4. Fa Ɔkasamu no mu biara hye kuw a efra mu ase na w'ankasa ma wo nhweso.
 - a. Abɔ ahe?
 - b. Kɔda!
 - c. Efiɛ no sua.

Adekyerekwan Nhweso

Baanu Dwumadi:

- Adesuafo baanu biara nkasa mfa Ɔkasamu dwumadi ne ne su ho.
- Adesuafo baanu biara mma Ɔkasamu dwumadi ho nhweso.
- Adesuafo no ara mma Ɔkasamu ahorow no mu biara ho nhweso.

Nkarii Titiriw: Level 3 – Ofi Dwumadi

1. Kyere nsonsonoe a eda okasamu a edidi so yi ntam: asenka, chye ne asemmisa, na ma emu biara ho nhweso biako. (mma 6)
2. Kyere dwuma a okasamu a edidi so yi mu biara di na kyere senea agyirahyede a ewom no boa ma ntease ba mu.
 - a. Ekom de me.
 - b. M'ani agye.
 - c. Woreda ana?
 - d. Amma aba.
 - e. Tena ase!
 - f. Wobeba ana?
 - g. Maba ntem?
 - h. Kofi te kasa.
 - i. W'ani ye wo ya?

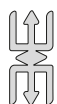
PLC Session 11

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).



AHYENSO

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

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

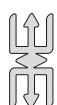
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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).



AHYENSO

- *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?
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5 minutes

Reflection

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

Ɔfa 5

Saa Ɔfa yi ka Ɔkasamu ahorow yi ho asem. wɔahyehye no ne dwumadi ne ne nhyehyee kwan so. Ntease asuafo benya no Ɔfa yi beboa ma waye Ɔkasamu a eye bere a wɔrekyerew susuwkyerew anaa wɔredi nkɔmmɔ. Eyi bema asuafo atumi aka Ghana kasa no yiye na wɔanya kasa mu nimde kɛse. Saa adesua yi nye Ghana kasa nko ara ho. ɛfa Borɔfo kasa ne kasa adesua afoforo te se French ne Arabik (Arabic) nso ho.

SCHWE NKYEREKYEREMU MA ADWUMA TITIRIW NO NNAWƆTWE 9

Schwe Nkyerekyeremu

1. Ɔkasamu nkyerekyeremu (Ɔkasamu ye asemfua anaa nsenkuw a ede adwenmu to gua. Mpen pii no ewo ɔyefo ne ayede).

- a. Se ɔma nsentitiriw anan a mma 4
- b. Se ɔma nsentitiriw abiesa a mma 3
- c. Se ɔma nsentitiriw abien a mma 2
- d. Se ɔma asntitiriw biako a aba 1.

2. Kasasin ne Ɔkasamufa: Nsonsonoe Titiriw a ewo mu

Ma aba 1 mfa ma nsonsonoe biako biara na ma aba 1 ma nhweso biako biara.

1. Nhyehyee

Kasasin: Nsenkuw bi a enni ɔyefo ne adeye nkabom (se ebia, Agoprama no so).

Ɔkasamufa: Nsemfua a ewo ɔyefo ne adeye nkabom (se ebia, meɔɔ bɔɔlo).

2. Peye/Ewie peye

Kasasin: Enkyere adwen a edi mu (se ebia, pon no ase).

Ɔkasamufa: Etumi kyere adwen a edi mu (se ebia, Ɔserewee).

3. Dwumadi

kasasin: Edi dwuma se ɔkasamufa biako pe (se ebia, ani gye pa ara-Nkyerekyeremu kasasin).

Ɔkasamufa: Etumi gyina ne ho se kasamu anaa edi dwuma se ɔkasamu kuntann fa bi (Se ebia, mehu wo ɔkyena).

4. Egyina ne ho so

Kasasin: Ennyina ne ho so; entumi nnyina ne ho se ɔkasamu (se ebia, fe pa ara).

Ɔkasamufa: Etumi gyina ne ho so (se ebia, meɔɔ fie) anaa ennyina ne ho so (se ebia, efise na m'abre).

5. Nkyerease

kasasin: Eka nsem foforo ka ho nanso ntease no nwie pɛyɛ anaa enni mu (sɛ ebia,anɔpa no).

Ɔkasamufa: ede adwen mu to gua a ɛwɔ ɔyɛfo ne nkasae (sɛ ebia,Mehu wo anɔpa).

a. 3. Ɔkasamu biara wakyekyɛ mu afafa no ma aba l.

NNAWƆTWE 10 (mma 18)

1.

a. Yi ɔkasamu ahorow abiesɛa no ho nhweso fi abasɛm no mu – mma 3

b. Yi ɔkasamu ahorow abien fi abasɛm no mu- mma 2

c. Yi ɔkasamu biako fi abasɛm no mu- mma 1

2. Nhweso bi a ɛkyerɛkyerɛ kasamu su bi mmoa no betumi ayɛ sɛnea edidi so yi:

3. “Wɔde kasamu tiawa di dwuma de fi asɛm no ase, na ɛma nnianim asɛm no tumi twe akenkanfo no adwen ntem. Wɔka nokwasɛm no pefee”.

4.

a. Sɛ osuani no kyerɛkyerɛ kasamu ahorow abiesɛa no mmoa ma no nya ntease a ma no mma 5-6.

b. Sɛ osuani no kyerɛkyerɛ kasamu ahorow abien no mmoa ma no nya ntease a ma no mma – 3-4.

Sɛ osuani no kyerɛkyerɛ kasamu biiako no mmoa ma no nya ntease a ma no aba 1-2.

c. Kasa Tiawa

i. Sɛ ɔma nhweso abiesɛa a ɛyɛ a ma no mma 3.

ii. Sɛ ɔma nhweso abien a ɛyɛ a ma no mma 2.

iii. Sɛ ɔma nhweso biako a ɛyɛ a ma no aba biako.

d. Kasamu mmɔho

i. Sɛ ɔma nhweso abiesɛa a ɛyɛ a ma no mma 3.

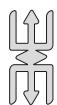
ii. Sɛ ɔma nhweso abien a ɛyɛ a ma no mma 2.

iii. Sɛ ɔma nhweso biako a ɛyɛ a ma no aba biako.

Ɔkasamu Kuntann

i. Sɛ ɔma nhweso abiesɛa a ɛyɛ a ma no mma 3.

- ii. Se ɔma nhweso abien a eye a ma no mma 2.
- iii. Se ɔma nhweso biako a eye a ma no aba biako



AHYENSO

Semesta awiei sɔhwɛ no yɛbɛkyerɛw afi nnawɔtwe 1-10 adesua mu nsem.

NNAWɔTWE 11 (mma 16)

1. Nsonsonoe biako anaa nkyerɛkyerɛmu biako a wɔbɛkyerɛw biara no ma no aba 1 na nhweso a ɛka ho nso (mma 6)
2. ɔkasamu biako biara a wakyerɛ ne su na wɔde nkyerɛkyerɛmu aka ho no ma no aba 1

Nhweso: Eye asemmisa kasamu efise wɔde asemmisa nsɛnkyerɛnne na awie (mma 10)

ƆFA 6: AKENKAN NE ƆKASA ASEKYERE

ADESUADE: ƆKASA NE ƆKASA DWUMADI

ADESUA NKORABATA: Akyerew

Adesua no Botae: *Adesuafo de won nimdee a wɔwɔ wɔ ɔhareso akenkan ne ɔhareso-ade-hwehwe no bɔ abasem tɔfa*

Adesua mu Nimdeɛnya: Adesuafo tumi da tɔfabɔ ho nimdee ne ntease adi

ADESUADE: ƆKASA NE ƆKASA DWUMADI

ADESUA NKORABATA: Intapretahyin ne Ɔkasa Asekyere

Adesua no Botae: *Adesuafo tumi de nimdee a wɔwɔ no kyere ɔkasa ase kɔ kasa foforo mu.*

Adesua mu Nimdeɛnya: Adesuafo tumi da nimdee ne ntease adi wɔ ɔkasa asekyere ho.

Akwankyerɛ

Yɛ Ahoboaboa Dwumadi 1. *Ɛsɛ sɛ ɛyɛ nneɛma ahorow a musua fi Afe 1 kosi 5. Kɔhwɛ Pon Pɔtee ne Schwe Krataa Nhyehyɛ a ɛwɔ ɔfa yi awiei no so mma emmoa wo. Ɛsɛ sɛ wotwa adesuafo no adwuma no ntemso na wode mma a wɔbenya no kɔhyehyɛ STP no mu.*

NNIANIM NE ƆFA YI TɔFABɔ

ɔfa yi fa nea yɛbeyɛ de akenkan ɔhareso akenkan ne ɔhareso ade-hwehwe akwan ahorow adi dwuma de abɔ nsem atenten a yeakenkan no mua ho nkɔmmɔ. Asuafo no bɛfa akwan ahorow a yɛfa so yɛ ɔhareso akenkan ne ɔhareso ade-hwehwe pa ara so de akyerɛ asuafo no ma woahu nsɛntitiriw ne nsem a ɛwɔ nsem a yeakenkan no mu nyinaa. Ɛno akyi no, wɔbɛfa ɔhareso akenkan ne ɔhareso ade-hwehwe adwen no so abɔ nsem a yeakenkan no mua. Wɔbesan nso afa nkyɛase ho nimdee so de akyerɛ asuafo no. Wɔbɛma wɔakyerɛ nsemfua, nsem nkabom, nsem nketewa, kasamu ne nsem atenten ase afi Borɔfo kasa mu akɔ Ghana kasa ahorow pii mu. Ɔfa yi ho hia ma asuafo no nimdee wɔ Ghana kasa ahorow ho nko, na mmom ɛsan nso fa nsem afoforo ho. Ɔfa yi de nimdee

a ɛko akyi ne ntease pa a ɛfa ɔhareso akenkan ne ɔhareso ade-hwehwe ho hye asuafo no den na ama wɔatumi akyere ase yiye. Wɔhye ɔkyerekyerɛfo no nkuran sɛ ɔmfɔ nkyerekyerɛ akwan, nneɛma a yɛde kyere ade, adesua mu nsonsonoe ne sɔhwe akwan ahorow bɛma asuafo no anya anigye de aboa adesua no.

Nnawɔtwe a edidi so yi ne nneɛma a ɔfa yi ka ho asem no ne:

- **Nnawɔtwe 12:** Fa ɔhareso akenkan ne ɔhareso ade-hwehwe hwehwe adwempɔw titiriw a ɛwɔ abasɛm a wɔde ama wo yi sɛ bɔ no tɔfa.
- **Nnawɔtwe 13:** Pɛnsɛmpɛnsɛm nkyerease ahorow yi mu. (Sɛ ebia, nsem nkorenkore anaa nsemfua asekyere, nkyerease a egyina ntease so, ahofadi nkyerease ne nea ɛkeka ho.)
- **Nnawɔtwe 14:** *Mompɛnsɛmpɛnsɛm nkyerease ahorow ho mmara mu* (sɛ ebia, nkyereasefi ne nkyereaseko ho nimdee, kasa abien no ho amammerɛ ne nimdee, kasa abien no ho mmara ne amammerɛ ho nimdee ne nea ɛkeka ho.)

TƆFABƆ NE ADEKYERɛKWAN

Adekyerɛkwan ho nhwɛso ahorow a wɔde adi dwuma wɔ ɔfa yi mu no fa akwan pii a wɔfa so kyere Ghana kasa mu nsem no ho.

Ɔhaw So Nnyinaso (ƆNA) fa akwan a wɔfa so de wiase mu haw ahorow a emu ye den di dwuma sɛ kwan a wɔbɛfa so ahyɛ asuafo nkuran ma wɔasua nnyinasosɛm ne nsem ase, sen sɛ wɔbɛbɔ nsem ne adwen pɔtee bi din tɛtrɛɛ kɛkɛ ama wɔn. Ɛfa akwan pii ho te sɛ ankoroankoro adesua, baanu baanu adwumaye, nnipa a wɔn tumi anaa wɔn bɔbea su ye soronko a wɔbɔ wɔn mpea ne adwumaye a ɛfa klase nyinaa ho a enni ne klase mu ɔyɛkyere. Saa akwan yi betumi ahyɛ nkuran na ama nwenɛho a ɛko anim, ɔhaw ahorow ano bɔ ne nkitahodi pa asɔ mu. Saa ara nso na ebetumi ama kwan ama kuw adwumaye, nkabom adwumaye ne akwankyerɛ. Asuafo besan nso asua sɛnea wɔboaboa nsem ano na wɔasusuw ho.

Adesua a nnyinaso ne nea afoforo ka fa ho sɛ asuafo bɛkasakasa afa nsem a wɔn klasefo kae ho na wɔde bi aka ho na ama wɔaye adwen koro. Ma asuafo a wɔwɔ ɔdom akyɛde na wɔwɔ talɛnte soronko no, wɔde nnwuma afoforo hyɛ wɔn nsa te sɛ akannifo dwumadi sɛ mfɛfo-akyerekyerɛfo a wɔbɛkyere wɔn klasefo kwan na ama wɔanya ntease a emu dɔ wɔ nsem a wɔrekyere wɔn no mu. Wɔkyere akyerekyerɛfo kwan sɛ wɔbɛbɔ wɔn ho mmɔden ahu asuafo a wɔwɔ ɔhaw wɔ nnyigyei ne nkitahodi mu, na wɔafa nyansa kwan so ahyɛ ntease bɔne ahorow ase yiye.

NKARII TƆFABƆ

Nkarii kwan a wɔfa so wɔ ɔfa yi mu ma kwan ma wɔkari asuafo nimdee, wɔn ntease wɔ nsem afa ahorow ho ne akwan a wɔfa so susuw nsem ho pɛpɛɛɛ. Mfiase ne daa nsem a wɔka kyere asuafo wɔ wɔn nkɔso ho no ma kwan ma nneema tu mɔn daa na ɛma asuafo no nyin wɔ akwan pii so. Nkarii kwan yi fa akwan horow a ɛbema a wɔatumi ahu senea asuafo no te Ghana Kasa mu nsem a wɔkyere wɔn no ase fa. Adesua gyinabea 2 nimdee ho nsemmisa fa susukyerew tiawa anaa kasa ahorow ho de asɔ asuafo tumi a wɔde kyere nsem ase ahwe. Adesua gyinabea 3 akwan horow ho nsemmisa nso, wɔnam nsemkyerew anaa nhweso pɔtee bi so na ɛde bebɔ gua na ama wɔasɔ asuafo no nhumu ne wɔn ntease a emu dɔ afa nea afoforo ka ho ne kasamu pa a ɛse se wɔde di dwuma bere a wɔreka mpɔtam ho ne wiase mu nsem ho nkɔmmɔ. Ɛse se akyerɛkyerɛfo de akwan akwan ahorow a wɔfa so sɔ adesua mu nkɔso hwe ne nea wɔfa so ye aiwei schwe di dwuma de boa wɔn na wɔnya nsem fa sukuuni biara ho ne ne su a ɔreyɛ ho, a nea ɛka ho ne ne nkontabu ne nsem a wɔde ma no na ɛno boa ma ohu ne nkɔso a ɔrenya mmere tenten mu.

Ma nkarii a wɔde atia adesua botae no ho tɔfabɔ.

Ahyɛnsode	DOK Gyinapɛn	Nkarii Akwan
Fa ɔhareso akenkan ne ɔhareso ade-hwehwe hwehwe adwempɔ titiriw a ɛwɔ abasɛm mu na bɔ no mua.	2	Schwe nsem
Mompɛnsɛmpɛnsɛm nkyerɛase ahorow mu (Sɛ ebia, nsem nkɔrenkɔrɛ nkyerɛase anaa nsemfua asekyere, nkyerɛase egyina ntease so, ahofadi nkyerɛase ne nea ɛkeka ho.)	4	Adesuafo dwumadi/ klase dwumadi
Mompɛnsɛmpɛnsɛm nkyerɛase ho mmara mu	3	Kuw dwumadi

NNAWƆTWE 12

Adesua Botae: *Adesuafo de wɔn nimdee a wɔwɔ wɔ ɔhareso akenkan ne ɔhareso ade-hwehwe no bɔ abasem tɔfa*

Nnawɔtwe no mu nkae

Afe 1	Nnawɔtwe 4: Fa ɔhareso akenkan ne ɔhareso ade-hwehwe so kenkan asetena mu ɔhaw ahorow.
Afe 2	Nnawɔtwe 4: Mompensempensem akenkan a emu dɔ nhyehyee mu. (ɔhareso akenkan ne ɔhareso ade-hwehwe ne nea ekeka ho).

ANIWƆSOBEA: ƆHARESO AKENKAN NE ƆHARESO-ADE-HWEHWE

Ɔhareso Akenkan

Edu bere bi na yerekenkan ade bi a, eye a na enye nneema ahorow a akenkanne anaa abasem no fa ho nyinaa na yerepe na mmom, eye a na yerepe ade a abasem no fa keke. Eyi na yefre no ɔhareso akenkan no. Ɔhareso akenkan ne se wode w'ani refa abasem bi mu ntemso ahu dekode ptee a abasem no fa ho, adwempɔw a ewom ne ne nhyehyee. Ɔhareso akenkan boa akenkanfo ma wɔtumi hwehwe atifiase ahorow, wɔte ɔkyerɛwfo no botae ase ntem a wɔnsɛ bere nso.

Ɔhareso-ade-hwehwe

Edu bere bi a, eye a na abasem no mu fa baabi kakra bi na yehia a eho nhia se yebekenkan abasem no nyinaa. Akenkan a ete sei na yefre no sɔhareso-ade-hwehwe no. Ene se wohwehwe abasem no mu ntemso de hwehwe nneema bi te se nsentitiriw, kasasin, da, edin, asemmisa bi ho mmuae ptee bi ne nea ekeka ho. Eboa akenkanfo ma wɔbua nsemmisa san nso ye nhwehwemu ntemso.

Ɔhareso akenkan ne ɔhareso-ade-hwehwe so mfaso

Se wohwe adwentoatoa a akɔ so wɔ soro ho no mu a, yehu se ɔhareso akenkan ne ɔhareso-ade-hwehwe ho hia pa ara ma akenkan ne ntease. Enti, se wusua ɔhareso akenkan ne ɔhareso –ade-hwehwe ho nimdee no yiye pa ara a, ebeboa wo ne akenkanfo nyinaa ama moabeɣe akenkanfo nyinaa ama moabeɣe akenkanfo amapa.

Adesua Dwumadi

Kenkan abasem a ewɔ ase ha yi

1. Fa ɔhareso akenkan hwehwe nsentitiriw a ewom.

2. Fa 3haheso- ade-hwehwe hwehwe (i) COVID-19 (ii) CHRAJ (iii) nnipa dodow a wode won ye nkurutudwuma

3. B3 abasem no t3fa.

UN se, efi 2000, ewiaseman ab3 mm3den ara ate mmofra a yede won ye adwumaden so. Nanso, bere kakra a atwam yi mu no, akokoakoko, 3haw ahorow ne COVID-19 ama ohia buruburoo ato nnipa bebre – na eyi ahye mmofra mpempem ama w3asan k3 adwumadenye mu. Nnansa yi ntam besi enne duaa yi mpo no, mmofra beye 3pepem biako ne 3pehansia (160,000,000) na w3w3 ewiase yi mu a w3ye nkurutudwuma a ekyere se, se woyi mmofra du biara gyina h3 a, won mu biako ye nkurutudwuma. Adwumayekuw a w3hwe nnipa yiedi ne atentenee so a w3fre won Commission on Human Rights and Administrative Justice (CHRAJ), de too gua w3 nnadi yi ase se, Ghanafo mma a w3adi mfe enum kosi dunson mu beboro 3pepem biako ne 3peha (1,100,000) na w3ye nkurutudwuma.

Bio, saa mmofra yi mu beye 3ha mu nkyekyemu aduonu nw3twe (28%) na w3ye nkurutudwuma yi bi enna won mu 3ha mu nkyekyemu aduonu ne akyire p3 nson (20.7%) na w3ye won nkurutudwuma no w3 mmeae a eho ye hu pa ara. Asem a eye akomatu pa ara a wode too gua ne se, mmofra beye 3pehanum (500,000) na wonk3 sukuu enam nkurutudwuma a w3ye no nti, won mu 3peha aduosia nw3twe ne ahanum (68,500) nk33 sukuu da, enna won mu beboro 3pehasa, aduw3twe nkron (389,000) nso agyae sukuu abetena efie reye nkurutudwuma.” Eyi ye asem a eha yiye pa ara efise, mmofra a yede won ye nkurutudwuma ye ade a etwe 3man yi kank3 san akyi pa ara efise ema ohia k3 so ara w3 saa nnipa no asetena mu na esan nso si nkyirimma daakye adwumapanya ho kwan.

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

Adekyerekwan nhweso

3haw Nnyinaso-Adesua: Adesuafo nyinna dwumadi

- Ti 3haheso akenkan ne 3haheso ade-hwehwe adwensu mu.
- B3 abasem a wode ama wo no t3fa.

Baanu baau dwumadi:

- Mompensempensem senea w3b3 akyerew t3fa.
- Fa wo nimdee a efa 3haheso akenkan ne 3haheso ade-hwehwe ho no so na hwehwe nsentitiriw a ew3 abasem a wode ama wo se b3 no mua no mu.
- Fa wo mmuae no to gua na mompensempensem mu.

Nkarii Titiriw – S3 wo ho hwe dwumadi 1

Adesua mu nk3so schwe DoK Level 2 – Ofi Dwumadi

1. Kyere nsonsonoe abien a eɔa ɔhareso akenkan ne ɔhareso -ade-hwehwe ntam. (mma 4)
2. Kyere akwan ahorow abien a yefa so hwehwe adwentitiriw wɔ abasem bi mu.
3. Fa ɔkasamu 4 bɔ abasem a ewɔ ase ha yi tɔfa:

Sɛ wunya bere a dɛn na eyɛ a woyɛ? Dɛn na ehyɛ wo nkuran ma woyɛ saa? Woakenkan biribi afa nea nkurɔfo de wɔn bere yɛ ho? Sɛ wonyɛ biribi a eho hia biara a, na yɛka sɛ wowɔ hɔ kwa. Saa bere yi mu no, nea onipa no pɛ biara na ɔde saa bere no yɛ. Nea ɔpɛ na ɔde saa bere no yɛ enna afei nso onipa a ɔpɛ n'asem na ɔne no sɛe saa bere no.

Ebinom de saa bere yi gye wɔn ahome. Eyi boa ma wɔnya ahoɔden foforo. Honam ne adwen no nya ahoɔden foforo efisɛ, asodi biara nna yen so saa bere no.

Eho hia ma onipa biara sɛ onya bere de gye n'ahome wɔ adwumaden bi akyi. Ahomegye so wɔ mfaso efisɛ, emma yennyɛ adwuma mmoro so nkum yen ho. Ahomegye ma yen adwene no bere so te na eɔe ne ho fi adwendwentraso ho.

AHOBOABOA ƆƆHWE 1

PON A ƆKYERE ƆNEA ƆƆHWE 1 NO SI TE

Akyerɛkyerɛfo bea nsemmisa 50 wɔ Ɔfa ha

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII GYINAPEN		
		L1 30%	L2 40%	L3 30%
FENETEKES NE ƆƆNƆLƆGYI	1. Fa enne nnyigyei akwan so kyerɛkyerɛ vowolo a ɛwɔ Akuapem Twi mu (sɛ ebia, anofafa yebea, tɛkrema no sorokɔ ne tɛkrema fa bi).	1		
		1	1	1
		1	1	1
	2. Fa anom nnyigyei akwan so kyerɛkyerɛ anom nnyigyei a ɛwɔ Akuapem Twi mu (sɛ ebia, enne, beae a yeɛ nnyigyei no ne nnyigyei no yebea).		1	
	3. Kyerɛkyerɛ enne nnyigyei dwumadi mu (sɛ ebia, asemfua kan/anim, asemfua mfinimfini ne asemfua awiei/akyi).			
	4. Hwehwe asensin/selabolo ahorow a ɛwɔ Akuapem Twi mu (mmuae ne ntomu).			
	5. Mompensempensem asensin/selabolo nhyehyɛ a wɔ nsemfuaye a ɛwɔ Akuapem Twi mu.			
	6. Kyerɛkyerɛ toonu/enne adwensu ahorow mu (sɛ ebia, soro, fam, mfinimfini, sorokɔ ne famba ne nea ekeka ho) ne ne dwumadi.			
	7. Kyerɛkyerɛ ƆƆnƆlƆgyi nhyehyɛ /akwan ahorow a ɛwɔ kasa no mu (sɛ ebia, ɔmene nhyehyɛ/ akwan).			
	8. Mompensempensem ƆƆnƆlƆgyi nhyehyɛ –(asensin nhyehyɛ ahorow mu).			

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII GYINAPEN		
NSEMFUA NE NHYEHYEE AKUAPEM TWI KASA KYEREW HO MMARA	1. Hyehye edin kɔ n'ahorow mu (se ebia, dinpa , dinhunu, nea yehu ne nea yenhu ne nea ekeka ho) 2. Kyekye adeye asem kɔ n'ahorow mu (se ebia, bere, beae, anoden, yebea). 3. Kyerɛkyerɛ mmataho dwumadi wɔ wo kasa mu. Fa nkabomde ahorow ye ɔkasamu ahorow wɔ Twi kasa mu 4. Hyehye na Kyerɛkyerɛ na ɔkasamu fa ahorow no mu. 5. Mompensempensem ɔkasamu nkyekyemu ahorow no mu (se ebia, kasasin ne ɔkasamufa). 6. Gyina ɔkasamu dwumadi so na kyerekyere ɔkasamu ahorow no mu.	1 1	1 1 1	1 1
	1. Hye mmara a efa edin ne dinnsiananmu kyerew no nso. 2. Hye mmara a efa edin nkyerkyeremu kyerew no nso 3. Mompensempensem nsemfuaye akwan a ewɔ Twi kasa 4. mu no mu (mmɔho, ntwaso, ɔfem, mmataho). 5. Mompensempensem akyerew mu agyiraehyede no mu (se ebia, osiwiei, nsaho, osiprenu ne osisan ne nea ekeka ho) ne nnyigyei mmataho. 6. Mompensempensem nsemfuaye akwan ahorow no mu (ɔfem nkakuho, kɔenegye ne nea ekeka ho). 7. Fa nsemfuaye akwan ahorow no mu biara ye nsemfua foforo.	1	1 1 1	1 1

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII GYINAPEN		
AMAMMERE	1. Hwehwe abosomdin, n'abose ne nea enti.		1	
	2. Pensempensem okwan a wofa so pagyaw abeawa bi ko mpanyinye mu (Bragoru: mfiase, mfinimfini ne awiei).	1	1	1
		1	1	1
		1		1
	3. Fa wo kasa mu amanne a woye de gye mmabun ko mpanyin mu toto kasa foforo amanne mu.			
	4. Pensempensem akwan ahorow a wofa so de gye aware ne so mfaso wo amammere mu.			
	5. Mompensempensem abeefo nneyee bi a anya nsunsuanso wo tete awaregye mu.			
	6. Fa Akan abusuabo nhyehyee toto Ghana amammere foforo ho.			
	7. Mompensempensem tete afahye a ewo amammere ahorow mu ne so mfaso.			
TETE AMAMMU	8. Fa afahye ahorow a ewo Ghana toto ho na hwe baabi a woye no pe ne baabi a ebo abira.			
	9. Fa ayiye ahorow a ewo Ghana toto ho na hwe baabi a woye no pe ne baabi a ebo abira.			
	1. Hwehwe tete amammu kwan nhyehyee yi mu (Agya, abusua panyin, abusuakuw panyin).	1	1	1
	2. Hwehwe tete amammu kwan nhyehyee yi mu (ohene, ahemfo nketewa, asiahene ne nea ekeka ho.).			1
	3. hwehwe tete amammui kwan a ewo tete mu no mu.			
	4. Pesewpesew atemmu nhehyee a ewo ho nne yi.			
	5. Toto tete mansotwe/ntawantawa siesie kwan ne nneyi mansotwe siesie nhyehyee no ho na kyere nea ense ne nea eye pe.			
ANOM/ANO KASADWINI	1. Hwehwe apae/nsagu nhyehyee a ewo Akuapem Twi mu (ofre, amannebo ne awiei)	1		
		1	1	1
	2. Monwennwen nsui ho (ne dwumadi ne so mfaso).		1	
	3. Pesepese abisae (agya reko) ahorow ne ne nhyehyee mu.		1	
	4. Pesewpesew w aboromme nhyehyee no mu.			
	5. Pensempensem adwuma nnwom, oko nnwom, agoru nnwom ne abagyegye nnwom.			
	6. Hwehwe nneyi haelaefo (highlife) nnwom mu na kyere ho anigye.			

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII GYINAPEN		
AKYEREW KASADWINI	1. Pensempensem ayesem mu (se ebia, agorumma/ agofomma, botae, ayesem no nhyehyee, beae ne mmere a asem no sii, ɔkyerewfo no adwen ne nea ekeka ho).	1		
		1	1	1
		1	1	1
	2. Hwehwe ayesem nkyekyemu (atifiasem, botae, emu nsemfua, kasasu ne nea ekeka ho)		1	1
	3. Hwehwe nneema a ewɔ ahwegoru no mu.			
	4. Kyere ahwegoru mu nsem ne emu anigye.			
	5. Hwehwe anwensem mu afafa na mompensempensem mu (se ebia, emu nsem, botae, nkyekyemu, nsensan, kasasu, nnyigyei ntimu ne nea ekeka ho).			
	6. Kyere anwensem ntease ne emu de.			
	MMUABO	15	20	15

PON A ƐKYERE SENE SƆHWE 2 NO SI TE

Nsemmisa no nhyehyee

ƆFA A -Akenkan (mma 10)

Akenkanssem a emu nsemfua dodow beye 300-350 bema na wɔabisa nsemmisa du wɔ ho. Ɛse se asuafo no bua nsemmisa no nyinaa. (simma 30)

ƆFA B – Fɔnɔlɔgyi (mma 10)

Wɔbebisaa nsemfua abien na asuafo no ayi emu biako ano mma 10

ƆFA C –Nsem asekyere (mma 30)

Abasem a emu nsem beye 25 wɔ borɔfo kasa mu na wɔde bema asuafo na wɔakyerere ase akɔ twi mu. (Mma 30)

ƆFA D – susukyerew (mma 30)

Wɔbema asuafo susukyerew atifiasem no ahorow anan na wayi mu biako akyerew. Wɔde nsemfua a ebɔro 300 na ebekyerew mma 30. Akyerew ahorow yi mu bi na wɔde besɔ wɔn ahwe.

Abasem, Nkyerekyeremu, Akyinnyegye, Anodisem kyerew (kasa kyerew), Lete kyerew, Nkyeremu kyerew

(mma 50)

ƆFA E – Akyerew Kasadwini (mma 20)

Ofa ha yi wobema wo nsemmisa abies a efa (abasem, ayesem ne anwensem) nhoma no ho na asuafo no ayi mu biako. (mma 25)

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII GYINAPEN		
		L1	L2	L3
AKENKAN	1. Fa nimdee a wanya fa okasamu titiriw ne mmoa kasamu ho no, fa yi nsentitiriw fi abasem mu.			1
FOJOLLOGYI	1. Kyerekyere(konsonante) anom nnyigyei akwan ahorow no mu (se ebia, enne, beae a yeye nnyigyei no ne nnyigyei yebea). 2. Kyerekyere anom nnyigyei akwan ahorow a ewo Akuapem kasa mu (Asensin/Selabolo akwan nhyehyee).		1	1
SUSUKYEREW	1. Kyerew ayesem anaa abasem 2. Kyerew nkyeremu ho susukyerew 3. Kyerew akyinnnyegye ho susukyerew 4. Kyerew obuo letε ho susukyerew.			1 1 1 1
NKYEREASE NE ASEKYERE	1. Fa nkyerease ahorow no so na kyerekyere abasem a efi kasa bi mu ko kasa foforo mu (nkyerease ne nkyereaseko). (Se ebia; nsem nkorenkore anaa nsemfua asekyere, nkyeresase a egyina ntease so, ahofadi nkyerease ne nea ekeka ho).			1
AKYEREW KASADWINI	1. Pensempensem ayesem mu (se ebia, agorumma/ agofomma ,botae,ayesem no nhyehyee,beae ne mmere a asem no sii, okyerewfo no adwen ne nea ekeka ho). 2. Kyere ahwegoru mu nsem ne emu anigye 3. Hwehwe anwensem mu afafa na mompensempensem mu (se ebia, emu nsem, botae, nkyekyemu, nsensan, kasasu, nnyigyei ntimu ne nea ekeka ho).			1 1 1
	MMUABO		1	10

PON A EKYERE SENE SOWE 3 NO SI TE

Nsemmisaa no nhyehyee

SOWE 3 (Anokasa)

Saa krataa yi benya afa abies na ebefa nsawaso a eda osuani ne sowefo no ntam. Nkitahodi a eda osuanibiara ne sowefo no ntam bedi simma 20 na anya mma

50. Nneema nsia na wɔakyekye mu kɔ Ɔfa A anaa B na afe biara wɔbedandan mu senea ntimu mma. Schwefo no bekyere osuani no nhyehyee ne akwankyerɛ a ɛfa schwe no ho pɔtee.

ADESUA NKORABATA	ADESUA BOTAE	NKARII GYINAPEN		
		L1	L2	L3
NKOMMOBO/ NKRATOA WO ABASEM MU FONOLGYI	1. Susuw nsem ne adwen a ɛfata a efi nsem a wɔapaw mu ho. Nhweso Amammere mu (obu, ayamye abotare anaa boasetɔ ne nea ekeka ho), -nhomasuamu; -mmofra a wɔtɔn wɔ; -nea atwa yen ho ahyia; -mfididwuma a ɛwo Ghana; -fagudetɔ, GESI, STEM ne nea ekeka ho.			1
	1. Kyerekyere (konsonante) anom nnyigyei akwan ahorow no mu (se ebia, enne, beae a yeyɛ nnyigyei no ne nnyigyei yebea).		1	
AKENKAN	1. Fa ɔhareso akenkan ne ɔhareso ade-hwehwe ho nimdeɛ yi nsentitiriw no fi abasem anaa ayɛsem no mu. 2. Fa nimdeɛ wanya fa ɔkasamu titiriw ne mmoa kasamu ho no, fa yi nsentitiriw fi abasem mu.	1		1
AMAMMERɛ	1. Hwehwe abosomdin, n'abɔse ne nea enti. 2. Mopensempansesem kwan ahorow a wɔfa so gye aware ne so mfaso wɔ amammere mue. 3. Mopensempansesem tete afahye a ɛwo yen amammere mu ne so mfaso.	1	1 1	
ANOM/ANO KASADWINI	1. Hhyehye apae/nsagu nhyehyee anaa nnidiso wɔ Akuapem Twi mu. (ɔfre amannebɔ, awiei) 2. Pensempensesem tete afahye ne ho mfaso a ɛwo w'amammere mu. 3. Fa ayiye a ɛwo w'amammere mu toto amammere foforo a ɛwo Ghana ho na kyere nea eyɛ pɛ ne nea enye pɛ.	1	1	1
	MMUABO	3	4	3

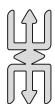
PLC Session 12

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).



AHYENSO

- 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.

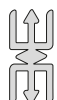
3. Plan the Student Transcript Portal (STP) Assessment (**Practice Paper 1**)
 - a. Chat with your app to review the test specification table for Practice Paper 1.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for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



AHYENSO

- *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-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.

NNAWƆTWE 13

Adesuade Botae: *Ka Ɔkasa asekyere ahorow no ho asem (Se ebia Ɔkasa Asekyere a egyina Nsemfua so, Ɔkasa Asekyere a egyina Ntease so, Mfeafeaho Ɔkasa Asekyere, ne nea ekeka ho)*

Nkae

Afe1	Nnawɔtwe 6: Gyina asowen, nteaseɛ ne nkyerɛase ne nea ekeka ho so pɛnsɛmpɛnsɛm Anokasa Nkyerɛkyerɛmu mu
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ANIWƆSOBEA: NKYERɛASE

1. ƆKASA ASEKYERE WƆ AKYERɛW KWAN SO
2. ƆKASA ASEKYERE SO MFASO
3. ƆKASA ASEKYERE AHOROW

Kasa asekyere wɔ akyerɛw kwan so

Ɔkasa asekyere ne sɛ, worekyere kasa bi ase ako kasa foforo bi mu wɔ akyerɛw kwan so a wonsesa asekyere, amammere ne nea abasɛm a worekyere ase no kasa fa ho pɔtee no. Kasa a abasɛm no wom no na wɔfrɛ no asekyerɛfi kasa enna Ɔkasa a worekyere ase ako mu no nso, yɛfrɛ no asekyerɛkɔ.

kasa asekyere so mfaso: Obi betumi agyina nkyerɛkyerɛmu a ɛwɔ soro hɔ no so aka sɛ, kasa asekyere boa ma nnipa tumi te kasa foforo bi ase, na eyi ma nnipa mpɛmpɛm a wɔwɔ wiase yi mu no nya wɔn ho ntease, nkitahodi amapa ne nkabom. Kasa asekyere so mfaso no bi na edidi so yi:

1. Ɛboa ma wiase nnipa nyinaa tumi di nkitaho: Kasa asekyere boa ma nnipa a wɔka kasa ahorow nyinaa tumi te afoforo de ase.
2. Amammere Sua: Ɛma yetumi kye adwen, kasadwini ne nimdee fa yen amammere ho. Sɛ wutumi kenkan kasa bi asekyere wɔ kasa foforo mu a, ɛma wutumi hu saa nnipakuw no nimdee, wɔn amammere, wɔn gyidie ne nea ekeka ho.
3. Guadi: Kasa asekyere boa ma guadi tumi kɔ so wɔ amanaman so. Sɛ wubetumi ahu nneɛma a ɛrekɔ so wɔ mmeae ahorow a, gye sɛ wokenkan kasa a wɔakyere ase aba wo de mu na eyi bema woahu sɛ mfaso wɔ kasa asekyere so pa ara.

4. Nhomasua ne Nhwehwemuye: Kasa asekyere boa ma wote abasem a na wɔakyerew no wɔ kasa bi a na wote ase mu ase wɔ wo kasa mu na eboa ma wutumi sua nneema pii san ye nhwehwemu ahorow wom.
5. Amansan nkabom ne Ayɔnkofa: Kasa asekyere boa ma amampanyimfo a wɔnka kasa koro tumi di nkitaho amapa.
6. Ema wo nsa ka amanebɔ ne nkrato: Sɛ yekyerɛ kasa bi ase a, eboa ma nnipa nya mu ntease yiye ma wɔtumi hwehwe mmoa ne akwan ahorow wɔ wiase afanan nyinaa.
7. Ema kankɔ ba ntease ne Ahummɔborɔ mu: Sɛ yekyerɛ kasa ase kɔ kasa bi a wunim na wote ase dedaw bi mu a, ema wote nsem a erekɔ so wɔ wiase yi mu no ase, ema wunya boasetɔ ne ahummɔborɔ ma afoforo.

Ɔkasa Asekyere Ahorow

1. Ɔkasa Asekyere a egyina Nsemfua so

Saa kasa asekyere yi mu no, yekyerɛ asemfua biara ase sɛnea yenim no a mpo yenhwe kwan a wɔafa so de adi dwuma wɔ ɔkasamu no mu, sɛ eyɛ kasakoa ne nea ekeka ho wɔ asekyerekɔ kasa no mu. Mpen pii no, eyɛ a na kasa asekyere a ɛte sei no ntaa mfa ntease papa biara mma akenkanfo.

2. Ɔkasa Asekyere a egyina Ntease so

Eyi ye kasa asekyere a egyina asekyerɛfi no mu ntease wɔ asekyerekɔ kasa no mu so na mmom, ɛnye ntease a ɛwɔ nsemfua mmiako mmiako a ɛwɔ asekyerɛfi kasa no mu so. Saa kasa asekyere yi de amammerɛ ne amanneɛ, kasa a ɛfata ne tebea a asekyerekɔ akenkanfo no wɔn di dwuma ma asekyere no mu ntease mu da ho fann. Eyi ne kasa asekyere a ɔmanfo gye tom pa ara a kasa asekyerɛfo taa de di dwuma.

3. Mfeafeaho Kasa Asekyere

Kasa asekyere yi nso ye kasa asekyere a enni nhyehyɛe anaa mmara biara so. Eyi nti, yɛfrɛ no ahosodi anaa ɔdeneho kasa asekyere. Saa kasa asekyere yi nni asekyerekɔ kasa no nhyehyɛe ne emu ntease so. Ɛwom sɛ saa kasa asekyere yi di ne ho so de, nanso etumi dane ade foforo bi koraa ɛnam mfeafeaho ahorow a kasa asekyerɛfo no tumi fi ne pɛ mu de keka ho no nti. Wɔtumi de di dwuma wɔ nhomakyerew mu esiane sɛ ebia na nhomakyerewfo no pɛ sɛ onya kratafa bebreɛ nanso ɛnye efise, etumi ma asem no mu ntease pɔtee no yera.

Adesua Dwumadi

1. Nnipa baasa biara nni nkɔmmɔ mfa atifiasɛm a edidi so yi mu biara ho (nhweso, guam, ayaresabea, sukuu mu).
 - a. Guam (biako yɛ ɔdetɔnfo, biako yɛ nsrahweni, biako yɛ ɔkasa asekyerefo a ɔde borɔfo rekyerekyerɛ nsem mu kyere nsrahweni no).
 - b. Ayaresabea wɔ Enyiresi Aburokyiman mu (biako yɛ dɔkotani, biako yɛ ɔpanyin yarefo, biako yɛ kasa asekyerefo a ɔde borɔfo rekyerekyerɛ nsem mu kyere dɔkotani no)
 - c. Akuapem Twi adesua mu no (biako yɛ ɔkyerekyerɛni, biako yɛ sukuuni hɔho a ofi Enyiresi Aburokyiman mu, biako yɛ kasa asekyerefo a ɔde borɔfo rekyerekyerɛ nsem mu kyere sukuuni hɔho no)

Adekyerekwan Nhweso

Ka ɔkasa asekyere ne n'ahorow no ho asem (sɛ ebia., ɔkasa asekyere a egyina asemfua so, nea egyina ntease so, mfeafeaho, ne nea ekeka ho.)

1. Adesua a egyina dwumadi so: Adesuafo nyinaa dwumadi:

- Bɔ ɔkasa asekyere akyi
- Bɔ kasa asekyerefo su ahorow no akyi (ɛsɛ sɛ ɔte na ɔsan ka ɔkasa no abien, nsemfua a ɛfata a yɛde di dwuma ho nimdeɛ ne nea ekeka ho.).
- Ka ɔkasa asekyere ahorow no ho asem (sɛ ebia, asekyere a egyina nsemfua so, litraa ɔkasa asekyere, ahosodi kasa asekyere, kasa asekyere a egyina ntease so, nokwaredi, ntease, ne nea ekeka ho).

2. Ekuw dwumadi/nkabom adesua: Adesuafo no mfrafra mu:

- Kenkan abasɛm a nsemfua beyɛ 300 wom na kyere ase kɔ kasa foforo.
- Ka wo dwumadi no ho asem kyere adesuafo nkae no na montoatoa adwen wɔ ho.

Nkarii Titiriw: DoK Level 4 - Dwumadi

1. Kyerekyerɛ kasa asekyere ase na ka so mfaso abiesa wɔ kasasua mu. (mma 4)
2. Ka kasa asekyere biako bi a wode bedi dwuma bi na ka nea enti a, wode saa kasa asekyere no na ebedi dwuma no. (mma 4)
3. Paapae asem yi mu; wogyɛ tom anaase wonnye ntom?

“Mfeafeaho kasa asekyere yɛ ade a ɛyɛ hu yiye pa ara”

Ɛyɛ a ma w'adwenkyere no nsi pi na bɔ awiei no mua. ((mma 12)

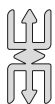
PLC Session 13

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).



AHYENSO

- 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.

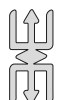
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

NNAWƆTWE 14

Adesuade Botae: *Ka Ɔkasa asekyere ho mmara no ho asem (se ebia, asekyerefi ne asekyerekɔ kasa ho nimdee, amammerɛ ne amanne ho nimdee, kasa mmara ne kasasua ho nimdee, ne nea ekeka ho)*

Nkae

Afe 1	Nnawɔtwe 3: Gyina asowɛn, ntease ne nkyerɛase ne nea ekeka ho so pɛnsɛmpɛnsɛm Anokasa Nkyerɛkyerɛmu mu
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ANIWƆSOBEA: ƆKASA ASEKYERE HO MMARA

Ɔkasa Asekyere Ho Mmɔakyi

Yesan nkɔ nnawɔtwe a ɛto so 13 no, na yenhwe ntease nkyerɛkyerɛmu, ahorow ne so mfaso.

Kasa Asekyere Ho Mmara

Kasa asekyere di mmara ahorow bi so. Sɛ kasa asekyerefo di saa mmara ahorow yi so a, eboa wɔn ma wɔtumi ma wɔn akenkanfo te abasɛm no ase yiye san hu asentitiriw a wɔde too gua wɔ asekyerefi kasa no mu ase fekwɛkwɛ.

1. Ɛsɛ sɛ woyɛ onipa a wote kasa abien no ase: Ɛsɛ sɛ woyɛ obi a wote asekyerefi ne asekyerekɔ kasa no abien ase yiye na atumi ama woayi nsemfua a ɛfata de adi dwuma.
2. Pɛpɛpɛyɛ: Ɛsɛ sɛ wutumi kyere asekyerefi kasa no ase sɛnea ne ntease si te pɛpɛpɛ wɔ wo kasa no mu.
3. Nokwaredi: Bɔ mmɔden sɛ wonnwae anaa wommane mfi asem pɔtee a asekyerefi kasa no reka, ne nhyehyɛ, ɛnne ne ne botae ho.
4. Nkyerɛasefann: Hwɛ sɛ wobɛkyere abasɛm no ase fann sɛnea ɛbɛyɛ a w'akenkanfo mmɛ ho koraa ansa na wɔate ase.
5. Ɛsɛ sɛ wodi w'akenkanfo amammerɛ so: Ɛsɛ sɛ wohwɛ w'akenkanfo no amammerɛ ne wɔn amanneɛ yiye sɛnea ɛbɛyɛ a wonkyerɛw biribi bɔne biara ntia wɔn mma ɛnkɔfa wati-me-waka-me biara mma.
6. Ɛsɛ sɛ wote sɛnea wɔasi de nsemfua no adi dwuma wɔ kasamu ahorow a ɛwɔ abasɛm no mu ase: Ɛsɛ sɛ wote sɛnea wɔasi de nsemfua a adi dwuma wɔ ɔkasamu ahorow a ɛwowɔ asekyerefi abasɛm no mu ase yiye na aboa ama woatumi aye nkyerɛase korogyenn.
7. Anokoro: Ɛsɛ sɛ wutumi de nsemfua koro no ara ka asem koro no ara wɔ mpen dodow biara a saa asemfua no bepue wɔ abasɛm no mu gye sɛ ɛnam

ebia kwan a wɔafa de adi dwuma no nti, ɛma ne ntease sesa na afei nso hyehye abasɛm no wɔ asekyerekɔ no mu sɛnea wɔahyehye no wɔ asekyerɛfi no mu no pɛpɛpɛ.

8. Kasasu ahorow: Kyere kasakoa, ɛbɛ, kasasu ahorow nyinaa ase fann.
9. W'akenkanfo: Hwe nsemfua a w'atiefo no bɛte ase, wɔn amammere ne nneɛma a wɔhia na fa di dwuma pɛpɛpɛ wɔ w'akyerɛw no mu.
10. Nhyehyɛ ne ɛnne: Ɛsɛ sɛ wodi nhyehyɛ ne ɛnne a ɛwɔ asekyerɛfi kasa no mu so wɔ asekyerekɔ kasa no mu.
11. Akenkan ne nsamuyɛ: Nya bere kenkan nea woakyerɛw no mu yiye na hwe siesie mfomso a ɛwom biara ma ɛnye akɔnnɔ.

Adesua Dwumadi

1. Ka ɔkasa asekyere fekɔfekɔ so mfaso ho asɛm
2. Sɛ kasa asekyere bi ankɔyie a, sɛn na esi nya nsunsuanso wɔ ne ntease so?
3. Kyere abasɛm a ɛwɔ ase ha yi ase kɔ Akuapem Twi mu:

Wɔsan frɛ no mmoroso anaa ahofadi mu nkyerɛase. Saa kwan yi twe ne ho fi mfiase nsem no nhyehyɛ, emu nsem ne ne nkyerɛase ho koraa. Ɛwom sɛ ɛtɔ da a, ehia sɛ wɔde ahofadi kakra di dwuma wɔ nkyerɛase mu de, nanso sɛ ahofadi no dɔɔso a, ebetumi ama nkyerɛase no aye mfomso anaa ama nsem a ɛho hia ayera. Wubetumi de saa kwan yi adi dwuma wɔ nneɛma bi te sɛ adwinni akyerɛw mu, nanso ɛmfata koraa ma mfiridwuma anaa aban mu nkyerɛase.

Adekyerekwan Nhwɛso

1. Woreka bi afoa deɛ afoforo aka so: Adesuafo no nyinaa dwumadi:
 - Ka ɔkasa asekyere ho mmara no ho asɛm. (sɛ ebia asekyerɛfi ne asekyerekɔ kasa ho nimdee, amammere ne amanneɛ ho nimdee, ɔkasa mmara ho nimdee, kasasua ho nimdee ne nea ɛkeka ho).
 - Ankorankoro dwumadi:
 - Kenkan abasɛm a ɛwɔ nsemfua bɛyɛ 300 na kyere ase.
 - Ka wo kasa asekyere no ho asɛm kyere adesuafo nkae no.

Nkarii Titiriw: DoK Level 3 – Ofi Dwumadi

1. Hyehye mmara ahorow num a ɛwɔ kasa asekyere ho no nnidiso nnidiso na kyere nea enti a wohyehyɛ no saa.

2. Gyina kasa asekyere mmara num no so kyere abasem a ewo ase ho no ase ko Akuapem
3. Twi mu.

Wɔnim Ghana se ewo amammerɛ ne amanne ahorow a emu do yiye. Ghana amammerɛ no mu ade titiriw biako ne afahye ahorow a wɔdi, efise ɛma nnipa hyiam na ehye nkabom ho den. Nhweso ne se, Homowo (Homowo) Afahye a Gafo a wɔwɔ Nkran di no nye anigye kɛse ne adidi bere. Saa afahye bere yi mu no, wɔye aduan te se kpokpoi, na nnipa hyia beda ase ma otwabere no.

Saa afahye ho hia a ehia no yentumi mmu no animtia. Ɛnye se ɛma Ghanani nya hokwan san ko ne ntini ne n'amammerɛ ho nko, na mmom ɛda Ghana amammerɛ ahorow adi kyere wiase nyinaa nso. Ɛnam nnwom, asaw ne ntadehye a eye amammerɛ kwan so no, Ghanamanfo de ahohoahoa so da wɔn agyapade ne wɔn amammerɛ adi. Se mmabun de wɔn ho hye saa afahye yi mu a, wɔsua wɔn abakɔsem ne wɔn amammerɛ mu gyinapɛn ahorow, na eyi boa ma saa amanne no ko so tena ma awo ntoatoaso a ereba no.

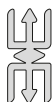
PLC Session 14

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).



AHYENSO

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

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

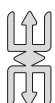
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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).



AHYENSO

- *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.

Ɔfa 6 Mmɔakyi

Saa Ɔfa yi ye nsem a wɔkyerɛkyerɛ wɔ nnawɔtwe 12, 13 ne 14 no nyinaa mu ntimu. Eka sɛnea ɔhareso akenkan ne ɔhareso ade-hwehwe boa ma wɔtumi bɔ asem tiawa fi asem tenten mu ho asem. Eɛsan nso ka nkyerɛase ne nsem a efa ho, titiriw nkyerɛase ho nimdee ne sɛnea wɔde saa nimdee no kyere nsem fi kasa bi mu kɔ Ghana kasa a wɔresua no mu. Wɔhwe kwan sɛ, sɛ adesuafo wie saa Ɔfa yi a, wubetumi de ɔhareso akenkan ne ɔhareso ade-hwehwe adi dwuma de abɔ nsem tiawa afi nkyerɛwee mu. Bio, wubenya nimdee a wɔde bekyere nsem a wɔde ama wɔn afi kasa bi mu akɔ Ghana kasa pɔtee bi mu.

- d) Nhomasua ne nhwehwemu
- e) Amanyɔsem ne amanaman abusuaɔ
- f) Yen nsa ka amanneɔ/Yenya amanneɔ
- g) Ehye ntease ne nkitaho pa den

2. Fa aba 1 ma nsonsonoe a ɔɔkyerew anaa ɔɔkyere na fa aba 1nso ma nkyerɔkyeremu a ɔɔkyere anaa ɔde bema. (ntra mma 4)

Papa pa ara (mma 4)	Papa (mma 3)	eye (mma 2)	Ehia nkɔanim (aba 1)
<i>Ma senti abiesa ne nkyerɔkyeremu efata.</i>	<i>Ma senti abien ne nkyerɔkyeremu efata.</i>	<i>Ma senti biako ne nkyerɔkyeremu efata.</i>	<i>Ma nea efata a nkyerɔkyeremu nka ho.</i>

3.

	Papa pa ara (mma7-8)	papa (mma 5-6)	eye (mma 3-4)	Ehia Nkɔanim (mma 1-2)
<i>Emu nsem</i>	<i>Akyinnyegye a emu dɔ na wɔde nhweso a efata aye adwuma. Awiei no mu da fann a obiara na afafa gye tom</i>	<i>Akyinnyegye a emu dɔ a wɔde nhweso ama afata afa abien no Awiei no mu da hɔ fann.</i>	<i>Akyinnyegye a eye na wɔde nhweso aye fa bi nanso eko tia ɔfa. Awiei wom nso enye bere nyinaa na emu da hɔ.</i>	<i>Akyinnyegye no wɔ nhweso kakraa bi a emfoa adwen biara so. Enni awiei anaa emu nnahɔ.</i>

	Papa pa ara (mma 4)	Papa (mma 3)	eye (mma 2)	Ehia nkɔanim (aba 1)
<i>Nhyehyee, Sopellen, akyerew mu agyirahyede ne kasa mmara.</i>	<i>Mfomso no nɔɔso.</i>	<i>Mfomso no nɔɔso, mfomso kakra bi.</i>	<i>Mfomso nketewa kakraa bi, mfomso akese.</i>	<i>Mfomso akese ne mfomso nketewa a edɔɔso,</i>

NNAWƆTWE 14

1. Ma aba 1 wɔ mmara biara a wɔasɔ ahwe no ho. Nhweso I, misusuw sɛ ɔkasa abien no nyinaa obi benya ho nimdee kɛse ne ade a eho hia efise wutumi paw kasamu a efata bere worekyere ase.

Mmara afoforo a wubetumi abobo din ne pɛpɛpɛye, nokwaredi, emu da fann, ammmere mu asem, abasem no mu nsem ntease ne nea ekeka ho.

2. Ma aba 1 wɔ ɔkasamu biara a wɔakyere ase no yiye.

Se wokyere kasamu 8 ase yiye a – mma 8

Se wokyere kasamu 7 ase yiye a – mma 7

Se wokyere kasamu 6 ase yiye a – mma 6

Se wokyere kasamu 5 ase yiye a – mma 5

Se wokyere kasamu 4 ase yiye a – mma 4

Se wokyere kasamu 3 ase yiye a – mma 3

Se wokyere kasamu 2 ase yiye a – mma 2

Se wokyere kasamu 1 ase yiye a – aba 1

ƆFA 7: AFAHYE AHOROW

ADESUADE: AMAMMERƐ NE AMANNE NE AMAMMU

ADESUADE NKORABATA: AmammerƐ ne Amanne

Adesua no Boate: *Yɛ nhwehwɛmu fa afahyɛ so mfaso wɔ amammerɛ ahorow a ɛwɔ Ghanaman mu*

Adesua mu Nimdeɛnya: Da nimdeɛ ne ntease adi fa Nananom afahyɛ ahorow ho

NNIANIM NE ƆFA YI MU TƆFABƆ

Saa Ɔfa yi hwɛ amammerɛ ne amanne ne amammu. Ɛpɛnsɛmpɛnsɛm nananom afahyɛ ahorow ne wɔn so mfaso wɔ Ghanaman mu mu. Adesuafo no besua nimdeɛ ahorow a ɛfa Ghana amammerɛ ne amanneɛ ho na wɔde saa nimdeɛ a wɔbenya no atoto senea wɔsi di afahyɛ wɔ nkurow ahorow so wɔ Ghanaman mu ha. Saa nimdeɛ yi beboa adesuafo ama wɔahu wɔn amammerɛ ne amanneɛ ne afoforo nso de wɔ Ghanaman mu. Ɛbesan aboa ama yɛakora yɛn amammerɛ ne amanneɛ. Adesuafo benya ntease na wɔn ani agye afoforo amammerɛ ne amanneɛ ho na ɛnam saa yɛ so de nkabom ne afoforo amammerɛ nnyetom nso aba. Saa Ɔfa yi ho behia ama adesuafo ne titiriw no, ɛnye sɛ woɛsua Ghana kasa nko ara na mmom, ɛde twaka bi bɛto Asetenam ho adesua ne abakɔsɛm ho adesua mu ntam. Ɔfa yi bema adesuafo anya nimdeɛ ne ntease soronko afa wɔn ankasa amammerɛ ne amanneɛ ne afoforo nso de ho wɔ asetena mu. Yɛhyɛ ɔkyerɛkyerɛfo no nkuran sɛ, onnyina nkabom adesua nhyɛhyɛɛ, adesua akade ahorow, adesuafo ahodɛn nhyɛhyɛɛ ne nkarii dwumadi ahorow so mfa mmoa adesua no.

The weeks and the indicators covered by the section are:

- **Nnawɔtwe 15:** Afahyɛ ahorow
- **Nnawɔtwe 16:** Akwan a wɔfa so di Ghana afahyɛ ahorow no ho ntotoe

ADEKYERƐKWAN NHWƐSO TƆFABƆ

Adekyerɛkwan nhwɛsɔ ahodɔɔ a wɔde adi adwuma wɔ Ɔfa yi mu no yɛ akwan ahorow a wɔfa so kyɛ Ghana kasa mu nimdeɛ ahorow.

Adesua a Egyina Dwumadi so ye adekyerekwan a wɔde asetena mu ɔhaw a emu ye den di dwuma se adesua no nnyinaso, na eboa adesuafo ma wɔte nsusui ne nnyinasosem ase denam wɔn ankasa nhwehwemu ne dwumadi so, sen se ɔkyerekyerɛfo no ankasa beka nokwasem ne nsusui no pɔtee akyere wɔn. Saa kwan yi bi ne ankoroankoro adesua, baanu baanu adwumaye, kuw ahorow a emufo nhomanim adi afra anaa mmarima ne mmea adi mu afra, ne adesuafokuw no nyinaa dwumadi ahorow a adesuafokuw kasakyere (class presentation) ka ho. Saa adekyerekwan ahorow yi boa ma adesuafo no nya adwene a emu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodi ho nimdee amapa. Bio, ema wɔn akwannya ma wɔde bom ye adwuma, sua ekuo mu adwumaye ne ɔkannifoɔ abrabɔ. Adesuafo sua senea wɔbeboaboa nsem ano, ye mu nhwehwemu na wɔahwehwe mu de anya nsemmisa ho mmuae, na eyi ma wɔnya nimdee a eho hia wɔ adwuma wiase mu. Adesuafo a wɔwɔ adenim ho adomakyede ne nimdee soronko, wɔma wɔn dwumadi foforo te se se wɔbeyɛ wɔn mfɛfo asuafo akwankyerɛfo anaa akuw akannifo, de aboa wɔn mfɛfo ma wɔate nsusui a wɔrekyere no ase yiye. Wɔhyɛ akyerekyerɛfo nkuran se, wɔnye ahweyie mma adesuafo a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodi mu no, na wɔmfa akwan pa ahorow so ntenetene wɔn mfomso ne wɔn adwenkyeae ahorow wɔ kwan a efata so.

NKARII TɔFABɔ

Akwan ahorow a wɔbefa so aye nkarii wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafo no nimdee, wɔn ntease ne wɔn tumi a wɔde dwen a emu dɔ no hwe pɛpɛɛɛ. Mmuae ahorow a wɔde ma daa no boa ma adesuafo no kɔ so nya nkɔso anaa mpontu wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkarii akwan ahorow a wɔde di dwuma no boa ma ɔkyerekyerɛfo hu senea adesuafo no ate Ghana amammerɛ afahye ahorow no ase afa. Nkarii no mu wɔ gyinapɛn nnan a ekasa fa adwen a emu dɔ ne nsusui a ekɔ nkan ho. Nkarii dwumadi no hyɛ ase fi nsemmisa ahorow, nsemmisa a anoyie ye abasem-tiawa kyerew anaa anodisem kasakyere so de hwe se adesuafo betumi ada wɔn ntease adi na wɔde adi dwuma. Eɛ se akyerekyerɛfo de daadaa ne awiei nkarii akwan ahorow di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔso ho. Eyi ka nkontabu ne mmuae a wɔde bema a ekyere osuani biara nkɔso anaa ne mpontu a ɔrenya wɔ bere tenten mu.

Ye nkarii nhyehyɛe tɔfabɔ ma adesuafo dwumadi no. Se ebia;

Adesuafo dwumadi	DOK Gyinapɛn	Nkarii Akwan Ahorow
Pensempensem Nananom-som Afahye ahorow wɔ Amammerɛ ahorow no mu ne so mfaso.	4	Nsemmisa ne Mmuae

Adesuafo dwumadi	DOK Gynapɛn	<i>Nkarii Akwan Ahorow</i>
Fa afahye ahorow a ɛkɔ so wɔ amammerɛ ahorow no mu toto nkaɛ a ɛkɔ so wɔ Ghanaman mu no ho.	4	Nsemmissa ne Mmuae

NNAWOTWE 15

Adesuade Botae: *Pensempensem nananom-som afahye wɔ Amammere ahorow mu ne so mfaso*

ANIWOSOBIA: AFAHYE AHOROW

Afahye asekyere

Nananom-som afahye ye dwumadi bi a wɔahyehye ato wɔ bere bi mu a wɔnam kasa, nnwom ne asa soronko bi so da amammere ne amanne ne honhom mu nneema titiriw bi adi.

Afahye so mfaso ma amammere ne amanne

Afahye so mfaso dɔɔso pa ara. Emu bi ne nea edidi so yi:

- a. **Ɛma yen amammere ne yen agyapade ase tim** - Nananom-som afahye di ye kwan a yefa so ma yen amammere ne agyapade ase tim wɔ nnipa ntam. Nananom-som afahye ye dwumadi bi a wɔde gyina hɔ ma mpɔtam amammere ne amanne na wɔsan nso de hye abosom ahorow anuonyam. Ɛboa ma yehu ɔkwan a wɔfaa so kyekyeree kurow bi ne akannifo anaa akonini bi a wɔkyekyeree kurow no ne sa pa a wɔtwa to hɔ maa nkyirimma. Nananom-som afahye mu no, wɔde kae nananom ne akonini bi a wɔko tiaa aborɔfo de gyee nsase too hɔ maa yen, wɔn a wɔko de tiaa mmusu ahorow ne wɔn a wɔko de bɔɔ asase ho ban. Afahye ye dwumadi ahorow soronko bi a nnipa nam so de nidi a ɛfata ma ahonhom a wɔsusuww sɛ wɔn so baa mfaso maa wɔn kurow ne ɔman no.
- b. **Nkyerɛkyere:** Wɔnam afahye so tumi de nkyerɛkyere amapa a ɛfa ɔbra pa ho ne ahonhonsom mu dwumadi ahorow gya nkyirimma wɔ kwan soronko so bere a wɔnam agodi ahorow so ma ahonhom ahorow si akan .
- c. **Ɛde nkabom ne koroye ba yen ntam:** Afahye bere mu no, nnipa binom san ba wɔn akyi, nea wɔfi na eyi kyere nnipa soronko a wɔye wɔ wɔn asetena mu. Nnipa no nyinaa de koroye hwehwe kwan a wɔbetumi adi ɔhaw bi so na enam so ama wɔanya anigye ne yiedi wɔ abrabɔ mu.
- d. **Ɔman no sikasem:** Eyi ye bere a kuromafo no tumi di gua de nya sika bɔ wɔn ho esiane dɔm a wɔba kurow no mu nti.
- e. **Mpuntu Nnwuma ahorow:** Afahye ye bere a wɔnam so de pɛ sika de boa mpɔtam hɔ mpontu. Saa bere no mu, mpanyimfo ne amanfo a wɔwɔ mpɔtam hɔ gyegye sika de ye mponto-dwuma ne nneema a ɛho hia bi te sɛ, nsu, sukuudan, gua, ne biribi a mpɔtam hɔfo no behia.

- f. Anigyede: Afahye boa ma nnipakuw ahorow nya anigye soronko wɔ dwumadi ahorow a wɔda no adi wɔ honhom ne amammere ne amanne kwan so wɔ wɔn mpɔtam hɔ.
- g. Wɔde sre ade fi abosom hɔ: Bio, afahye ye bere soronko a nipa a wɔwɔ haw ahorow no fa saa akwanya no so de wɔn awereho ne wɔn amanehunu to abosom anim senea ebeye a wɔbehyira wɔn ama wɔn anya asetena pa.

Nananom-som Afahye Ahorow: Ghanaman yi mu, wɔgyina dwumadi ahorow so de di nananom-som afahye ahorow. Saa afahye yi mu bi ne nnɔbae afahye ne adikanfo/akannifo afahye a wɔdi no afe biara mu a eɔa amammere ne amanne soronko bi adi. Nea edidi so yi ne nnɔbae afahye ne adinkanfo/akannifo afahye ahorow a agye din wɔ Ghanaman mu ha.

Nnɔbae Afahye

Homowo Afahye: Gafo a wɔwɔ Nkran na wɔdi saa afahye yi de kyere se, wɔafi kɔm kese mu. Afahye no mu no, wɔdi dwuma ahorow bi te se, kyeneka ne asaw, nnwonto na wɔkyekye nnuan bi te se, kpokpoi ne nsa ahorow.

- Gologo Afahye: Nnipa bi a wɔfi Eserem Apue Mantam mu (Talensifo) na wɔhye saa fa yi de sre abosomfo se, wɔmmaa mma wɔn nnɔbae nso dɔɔwɔ na wɔnsan mmɔ wɔn ho ban wɔ afuwyɛ bere a edi wɔn anim no mu. Wɔdi saa afahye yi wɔ Obenem anaa Oforisuo mu ansana wɔn afuwyɛ kese no adu so.
- Samanpiid Afahye: Builsafo a wɔwɔ Serem Apuei Mantam na wɔdi saa afahye yi na wɔnam so de aseda ma wɔn abosom se wɔabɔ nnipa ne mfuwde ho ban wɔ afuwyɛ bere mu.
- Asogli Bayerɛ Afahye: Asoglifo a wɔwɔ Firao mantam mu na wɔdi saa afahye yi de da wɔn abosom ne wɔ nananom ase se wɔama wɔn bayere abobɔ akese saa. Wɔka kyene di asa san didi nom de gye wɔn ani wɔ wɔn Bayerɛ Afahye no mu.
- Kundum Afahye: Ahantafo ne Nzemafo a wɔwɔ Atɔe Mantam mu na wɔdi saa nnɔbae afahye yi. Wɔdi saa afahye yi de da wɔn abosom ase se wɔn mfuwde aso nnɔbae dɔɔwɔ.
- Ngmayem Afahye: Krobofo a wɔwɔ Apue Mantam mu na wɔdi saa afahye yi de kyere se, wɔn nnɔbae-twabere no aba awie na wɔsan de da wɔn abosom nso ase se wɔaboa ama wɔn nnɔbae aso dɔɔwɔ.

- Odwira Afahye: Akropɔn-Akuapemfo a wɔwɔ Apue Mantam mu na wɔdi saa nnebae afahye yi de da wɔn nkonimdi ho abakɔsem adi na wɔsan nso de dwira wɔn nsaase ho.

Akannifo/Adinkanfo Afahye

- Adɛɛ-Kɛse Afahye: Asantefo na wɔdi saa afahye yi de hye wɔn akannifo a wɔawuwu anuonyam na wɔsan nso de srɛ nhyira fi wɔn nkyen wɔ bere a wɔabɔ gua kɛse a wɔreka kyene na wɔredi asa.
- Akwasidɛɛ Afahye: Asantefo na wɔdi saa afahye yi wɔ nnawɔtwe nsia biara mu de hye wɔn nsamanfo anuonyam wɔ bere a wɔresi akyene so redi asaw na wɔrekyekye nnuan ne nsa ahorow.
- Hogbetsotso Afahye: Anlo Ewefo a wɔwɔ Firao Mantam mu na wɔdi saa afahye yi de kae wɔn kwan bi a wɔtu de fii Notsie, a ɛnnɛ wɔfrɛ hɔ Togo no
- Fetu Afahye: Mfantefo a wɔwɔ Oguaa ne Elmina na wɔdi saa Akannifo a wɔawuwu afahye yi. Wɔdi saa afahye yi wɔ nnawɔtwe a edi kan wɔ ɛbɔ bosome no mu de hye wɔn abosom ne wɔn nsamanfo anuonyam wɔ wɔn bammɔ ho.

Afahye Nkae no

- Aboakyir Afahye: Effutufɔ a wɔwɔ Winneba na wɔdi saa afahye yi na wɔnam so yɛ ha de kɔ kyere ɔnwansan ani mmono so de gyina hɔ ma wɔn kwan bi a wɔtui.
- Bakatue Afahye: Elminafo a wɔwɔ Mfinimfini Mantam mu na wɔdi saa afahye yi wɔ bere a nnipa binom rehare korow no, na binom nso reka nkyene de kyere wɔn nam-yie bere ahyɛase.
- Damba Afahye: Dagombafo, Gonjafo ne Nanumbafo a wɔwɔ ɛserɛm Amantifi Mantam na wɔdi saa afahye yi de kae Nkɔmhyɛni Mohammed awo ne ne dinto.
- Akwanbɔ Afahye: Ajumakofo, Brehman Esiamfo, Enyan Abaasafo ne wɔn a wɔkeka ho na wɔhyɛ saa fa yi de dodɔ akwan a ɛkɔ asuo-ho, mfuwm ne amansan-mmeae ahorow na wɔsan nso de hye wɔn nsamanfo anuonyam.
- Asafotufiami Afahye: Adafo a wɔwɔ Nkran Pumpuni Mantam mu na wɔdi saa afahye yi de kae wɔn nanannom ko a wɔkoe wɔ bere a na wɔfi Ile Ife reba beae a nne wɔte yi no.
- Kloyosikplemi Afahye: Yilo Krobofo na wɔdi saa afahye yi de kae bere a na wɔfi Kloyomi (Krobo mmepɔso) reba beae a wɔte nne yi.

Adesuafo Dwumadi

1. Kyere Nananom-som afahye ase.
2. kyerew afahye ahorow abiesa a wɔdi no wɔ Ghana na ma emu biara ho nhweso abien abien.
3. Kyerew afahye a nnipa a wɔwɔ wo mpɔtam mu di na ye nhwehwemu fa nea enti abiesa a nnipa a wɔwɔ wo mpɔtam mu ho beko so adi saa afahye no.

Adekyerekwan ho nhweso

1. Adesua egyina dwumadi so

- Asuafo no nyinaa dwumadi: Pensempensem Nananom-som afahye ahorow mu.

2. Ekuw dwumadi/nkabom adesua

Ekuw a emu adesuafo no mu bi wɔ soro na ebinom nso de wɔ fam mu no,

- Pensempensem afahye ahorow a wɔdi no wɔ Ghana mu.
- Kyerew afahye ahorow a wɔdi no wɔ amammere ahorow mu wɔ Ghana no so mfaso.
- Hwe sini a efa Nananon-som afahye ahorow a wɔdi no wɔ amammere ahorow mu wɔ Ghana.

3. Adesuafo no nyinaa mpensempensemu

- Pensempensem nea ekɔ so wɔ sini no mu (Den/**Hena** fa na wɔrehye? **Henanom** na wɔrehye saa fa no? **Aden nti** na wɔrehye saa fa no? **Hefa** na na wɔrehye saa fa no? **Bere ben** (wɔ afe no mu) na na wɔrehye saa fa?
- Ye nhyehyee fa w'anodisem a wode beto gua fa nneema a wuhui wɔ sini no mu ho na mompensempensem mu.

Nkarii Titiriw: DoK Level 4 – Nsemmisa

1. Ye nhwehwemu na si gyinae fa nsenkyerene ahorow ne ne nkyerese a nananom-som afahye mu dwumadi ahorow no da no adi wɔ wo mpɔtam. (Mma10)
2. Ye nhwehwemu fa nananom-som afahye dwumadi wɔ ɔman mpontu ne asetena mu akontabu. (Mma10)

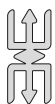
PLC Session 15

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).



AHYENSO

- 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.

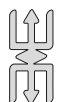
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- 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.

NNAWOTWE 16

Adesuade Botae: *Fa afahye a ewo amammerɛ ahorow mu no toto afoforo amammerɛ a ewo Ghanaman mu no ho.*

ANIWOSOBĒA: GHANA AFAHYE AHOROW NTOTOHO

Ghana afahye ahorow (Akaakae)

Nananom-som afahye ye nnipakuw bi amammerɛ ahorow a egyina abakɔsem, gyidi ne amanne ahorow so. Dwumadi ahorow no bi wɔ ho a, wɔnam nnipakuw bi amammerɛ, wɔn som anaa nnaase ne amanne ahorow a wɔahyehye ato ho wɔ bere bi a atwam so na wɔde di. Edu nananom-som afahye ahorow no so a, wɔde kasa soronko na edi dwuma na wɔde nnwom, kyeneka ne asaw soronko nso di dwuma no akyi.

Akwan a wɔfa so di afahye ahorow wɔ Ghana nkurow ahorow so

Nnipakuw ahorow wɔ akwan ahorow a wɔfa so di wɔn afahye. Nea edidi so yi ye nneɛma pɔtee bi a ɛda di wɔ afahye binom a wɔdi no wɔ Ghanaman mu ha mu.

Homowo Afahye: Gafo a wɔwɔ Nkran na wɔdi saa afahye yi wɔ Ghana. Wɔdi saa Afahye yi wɔ Ɔsanaa bosome no mu afe biara. Kwan a wɔfa so di afahye no ho tɔfabɔ na ewo fam ho no:

Nneɛma titiriw a ɛko so wɔ mu no mu bi ne sɛ; wɔbra dedeye, wɔye wɔn ankasa nnuan ahorow de bi kyekye, anwensem-ka, kyeneka ne asaw ne nea ɛkeka ho.

Ahosiesie

Ɔkɔmfo a ogyina ho ma abosom nketewa no na odi nsiesie no anim. Wɔdua aburoo de kyere sɛ, wɔwɔ koomye bere mu na wɔsan nso de yi apae ma asaase no. Eyi na wɔgyina so de bra kyeneka ne dedeye ahorow no.

Ansa na wɔbeyi dedeye a wɔabra no, wɔye amanne ahorow bi wɔ da a wɔfrɛ no “odadao”. Wɔpata asuo ɛpo, na afei wɔde ntaafɔ afahye a wɔfrɛ no “yeeyeyee” atoa so. Wɔdi Hɔmɔwɔ (Homowo) afahye no ankasa wɔ Memeneda a ɛto so abien wɔ Ɔsanaa bosome biara mu.

Wɔnoa nnuan bi te sɛ kpokpoi (wɔde mmɔre a aburu na ɛye).

Wɔsiesie wɔn ho amammerɛ kwan so (wɔn afade).

Afahye no di

Wɔto santen a akannifo ne atitiriw di kan de hye afahye no di ase.

Nnwonto ne asaw ko so wɔ afahye no mu.

Wɔn a wɔrehye fa no de wɔn afade ne nneema ahorow dura wɔn ho.

Wɔɔ afɔde ma abosom ne nsamanfo.

Mpanyimfo a wɔdi afahye no anim pete kpokpoi a eye nananom aduan a wɔye no wɔ bere a wɔredi afahye no nko ara gu mmɔnten so.

Mmusuakuw ahorow nso ye wɔn ankasa kpokpoi na wɔn akye.

Mmarima didi bom wɔ ayowa koro mu de da nkabomu di.

Amanne soronko ahorow

Adidi ne ɔnom: Wɔnoa tete nnuan ahorow kyekye na nnipa ahorow ba bedi bi.

Tete kyeneka ne asa: Wɔnam asa den so de da Gafo amammere ahorow adi.

Amammere oyikyerɛ: Wɔda tete adwinni, anwinne ne dwumadi ahorow adi.

Wɔde nnaase-som a wɔfrɛ no ɣɔɔ wala (bere a yede ka nsempa ma ye ho) ne tsease bulemɔ (yereto nea atwam no atwene) na ewie afahye no.

Eso mfaso

Wɔde Hɔmɔwɔ (Homowo) afahye no da Nkranfo/Gafo twabere adi na wɔsan nso de da abosomfo ase sɛ wɔama wɔn nnɔbae aba bebreɛ.

Ɛde nkabom ba, ɛda amammere adi na ɛde biakoye soronko bi bɛto mpɔtam hɔfo ntam.

Odwira Afahye ye fa a ahemfo ne nnipa a wɔwɔ Fanteakwa Mansini a ɛwɔ Apue Mantam mu wɔ Ghana. Nnipa a wɔwɔ Akropong-Akuapem, Aburi, Larteh, Mamfe ne nea ekeka ho na wɔdi Odwira afahye no. Wɔdi saa afahye yi afe biara wɔ Ɛbɔ ne Ahinime bosome mu. Amammere kwan so no, wɔhyehye afahye da no ma ɛne wɔn twabere da a nnuan abu so no hyia wɔ bere koro no ara mu; na saa bere no na nnipa no de nnaase ma wɔn nsamanfo. Esiane sɛ eye Bayere afahye no nti, nnase a wɔde ma wɔn nsamanfo fa wɔn nnɔbae a abuso no nti da adi wɔ “nnuan a wɔde ma nsamanfo no” mu.

Odwira afahye di no gyina bere tenten mu dwumadi nhyehyee ahorow soronko a wɔahyɛda ahyehye fi tete bere mu de besi nne na edidi so yi:

Adaebutu

Eyi ye bere a nananom ye dinn a wɔmpɛ dede biara. Nna aduannan a edi Odwira afahye anim no, wɔbra dedeye ne ayiye wɔ Akuapem man mu baabiara. Wɔn a wɔbu saa mmara yi so no, wɔtwe wɔn aso.

Odwira da Dwowda

Akanfo amammere mu no, wɔwɔ gyidi bi sɛ, ahemfo nwu koraa. Mmom, ahemfo kɔ “akuraa”. Odwira afahye Dwowda no, wɔɔ kwan a ɛkɔ saa akuraa no ase.

Saa dwumadi kronkron yi mu no, wɔbɔ kwan a wɔfa so wɔ bere a wɔrehye fa fi Akropong a eyɛ Okuapeman kuropɔn no mfinimfini de kosi Banmu a wɔfrɛ hɔ Amanprobi. Tete bere mu no, na Abrafo ne wɔn hene, Adumhene na na wɔdi saa afahye yi mu dwumadi ahorow anim. Kwan a na wɔbɔ no ye nsenkyerenne a ekyere sɛ, yen nsamanfo (Nananom), beba abedi Odwira afahye no bi wɔ Okuapehene ahemfie.

Odwira da Benada

Wɔgye di sɛ, Odwira ye honhom mu akyede soronko a efi adehye-busua no Nananom nsamanfo nkyen. Saa da no, Gyaasehene a na ɔye amanhene enum no mu biako wɔ Akuapem nananom nsase so a na ɔhwe ye ntotoe wɔ wɔn amammu no mu san da ahemfo no nyinaa ano to ne nsa frɛ Banmuhene (ɔhene a ɔhwe Banmu ne nananom nsamanfo so).

Gyaasehene de too Banmuhene anim sɛ, Okuapehene, a wɔsan frɛ no ɔmanhene, no aye krado sɛ obedi Odwira afahye no. Gyaasehene de adwumasono bi hyɛ Banmuhene nsa sɛ, ɔnkɔ kwae kronkron no mu, baabi a Banmu wɔ no na ɔne nsamanfo (Nananom) nkɔ kasa na onnye Odwira no mfi Nananom hɔ mfa mmre Okuapehene.

Bio, Odwira da Benada mu no, baansonfo a wɔgyina hɔ ma afie-nkongua ahorow nson a ɛwɔ Akropong da ɔde (bayerɛ) a wɔatu no foforo adi. Wɔye eyi wɔ Kubri efie no mu. Ansa na saa ɛda ne dɔnhwere yi bedu so no, eyɛ akyiwade kese sɛ onipa biara a ɔte Akuapem nkuro no mu biara so de ɔde (bayerɛ) foforo no bi beka n'ano. Saa ara na wɔmma ho kwan wɔ kurow no ankasa mu nso. Okuapehene tena n'aguamu de twen kosi sɛ Baamuhene ne n'apamfo de nhyira a efi Odwira mu beba. Obetumi adi Odwira afahye no a, gye sɛ Baamuhene ne napamfo no de nananom nsamanfo nhyira aba ansa.

Baamuhene nya ba a, ɔkɔ Okuapehene nkyen, ɛhɔ na wɔde ntoma soronko bi a wɔde di afahye no kata wɔn ti na wɔwɔ gyidi bi sɛ, Baamuhene ne Okuapehene nko ara na ɛsɛ sɛ wɔhu nea nananom nsamanfo no de bae anaa somae. Eyi akyi no, wɔyi so anaa bra a wɔabra dedeye no fi hɔ koraa.

Odwira da Wukuda

Saa da yi mu no, Akropong kuro mu no nyinaa kɔ ayiye tebea mu. Wɔn afade wɔ saa da no mu ye tuntum ne kɔkɔ wɔ bere mmusuakuw ahorow ahyia de rekae wɔn a wɔawuwu kɔ no. Okuapehene kɔsra afie-nkongua ahorow nson a ɛwɔ Akropong no nyinaa – Aboasa, Asona, Twafo, Benkum, Kyeame ne Akrahene kɔma wɔn yaako.

Ansa na ade bekye wɔ saa da yi mu no, wɔkaakae Nananom nsamanfo ne amanfo a wɔfifi afipam ahorow a ɛwɔ Akropong mu a wɔawuwu kɔ wɔ mfe a atwam no nyinaa de hye wɔn anuonyam. Wɔsusuww sɛ, Nananom nsamanfo a

wɔn nti wɔhyɛ da bɔɔ kwan no beba abɛka Odwira afahyɛ no di ho wɔ sunsum mu.

Odwira da Yawoda

Okuapeman gye Onyankopɔn di na wɔ bere a wɔde wɔn aseda rema no no, wɔsan de ennidi a efata ma Omanhene – onipa biara a ɔte Ofori Kuma akongua no so no. Saa da yi mu no, Okuapehene fura ntoma fɛfɛfɛ ne nneɛma ahorow yeyɛ ne ho na ɔtena n'aguamu de gye nkyia fi obiara a ɔpe sɛ ɔba besom no no hɔ.

Saa bere yi mu no, abaayewa sɔɔɔ bi, Omanhene ayerenom no mu biako hyehyɛ ne ho gɔɔɔ de nantew to fam wɔ kurow no abɔnten so de ɛto soronko kɔma ne kunu. Akyiri yi wɔ da no mu no, onipa a ɔhwɛ banmu hɔ so – Banmuhene ne n'apamfo nso to santene de ɛto no bi kɔ Nsurem – ahomegyebea kronkron a edi kan ma ɔmanhene a odi kan wɔ Okuapeman mu de ɛto no kɔma nananom nsamanfo. Ahemfo nkae a wɔfifi afie ahorow no mu nso kɔ ye adekoro no ara bi.

Anwummere nnɔnson mu no, Okuapehene ne natenankowa nhemfo enum no – Gyaasehene, Benkumhene, Nifahene, Adontenhene ne Kurontihene, kɔ nkonguafie ma obiara kɔhyɛ ne nsuae mu kena na wasan aka ntam afa n'ahofama a ɔwɔ de ma Ofori Kuma akongua no akyere nananom. Saa afahyɛ mu dwumadi kɛse yi ye nkabom ho nsenkyerɛnne a ɛda adi wɔ Akuapeman mu.

Ɛbɔ anadwo nnɔndu a, wɔma obiara kɔhyɛ ne fie wɔ bere a sum kabii aba mu no. Akropɔn kurow no mu tɛm dinn wɔ bere a Abrafo no soa Okuapeman akongua kɛse ne ahemfie nneɛma ahorow bi de fa Akropɔn kurow no akwan bi so de kɔ Ademi mu (asuo a abakɔsɛm bi da ho) kodwira nneɛma no ho na wɔayɛ ɛho amanne ahorow. Wɔresan aba a, wɔde wɔn ho ne nkongua ne ahemfi nneɛma ahorow a wɔakɔ dwira ho no bekyere Okuapehene. Wɔwɔ gyidi bi sɛ, bere a wɔreyɛ saa amanne yi no, ɛyɛ musuw sɛ obi a ɔnka nnipa a wɔredi dwuma no ho behu wɔn. Saa kokoam adeyɛ yi mu no, Okuapehene bɔ ne ho adagya na wɔde ntoma nsensanne kronkron bi akyekyere ne ho na wato tuo mprensa de akyere sɛ da no mu dwumadi nyinaa aba n'awiei. Eyi nso san kyere sɛ, Omanhene no wɔ ho kwan sɛ ɔbɔ gua wɔ da ɛtoa so no mu.

Odwira da Efiada (Fida)

Saa da yi ho hia pa ara efisɛ, ɛno ne afahyɛ dwumadi ne amammere no mpɔnpɔnso. Ahemfo, mpanyimfo ne Okuapemanfo nyinaa hyia mu wɔ Mpeniase – (dua a edi kan a wɔduae wɔ da a edi kan a Akropɔn beyɛ Okuapeman kuropɔn no. Ne saa nti, efi saa da no, wɔde Mpeniase ayɛ nsenkyerɛnne a egyina hɔ ma beae a Akuapem ahonhom no te) de enidie akɔma nananom. Wɔn a wɔkɔ nhyiamudi yi ase bi ne asɔfo, aban mpanyimfo ne wɔn a wɔkeka ho na

ehɔ na Okuapehene bu akonta fa dwumadi ahorow a ekɔ so wɔ afe a etwaa mu no mu na ɔde mpuntu-nnwuma ahorow a ɔpe sɛ eba ɔman no mu wɔ afe a edi wɔn anim no mu nso ato gua. Aban ne ɔmanfo a wɔwɔ kurom hɔ ne amanɔne nso de wɔn anodisem ne wɔn mmoa to Okuapehene anim.

Ɔmanhene de ɔman no mu nsem ahorow nyinaa to nnipa a wɔwɔ Okuapeman mu anim. Abakɔsem a efa afahye yi ho kyere sɛ, saa da yi pa ara na ahɔho ba kurow no mu pa ara. Saa da yi anadwo, dwumadi ahorow bebree a efa anigye ne agodi ho na ekɔ so wɔ kurow no mu. Nnwumakuw ahorow nso fa saa akwannya yi so de bɔ wɔn aguatɔnde ho dawuro wɔ bere a wɔbɛhyehye dwumadi ahorow anaa wɔde wɔn mmoa betaa afahye no akyi.

Odwira ye dwumadi kɛse a ɛda nnepa ahorow pii te sɛ amammere ne amanne, adwinni, nnwom, afade ahorow, nnwinade, nnuan ne nea ekeka ho. Amammere ne amanne ahorow a ɛda adi wɔ afahye no mu no bue akwanya foforo de ma nnipa. Yɛdɔ ye amammere, yɛbɔ yen de ho ban na yɛda no adi de kyere sɛnea esi som bo ma yen fa. W'ani agye Akuapemfo ne wɔn kasa soronko no ho a, fa eyi ye akwannya na bɛsra yen. Eyɛ ye ahohoahoa ne anigye sɛ yebegye wo awaawaa atoo na yɛda yen amammere ne amanne ahorow soronko no adi akyere wo ne wiase nyinaa.

Odwira da Memeneda ne Kwasiada

Saa da yi, ne titiriw ne Memeneda no, wɔnhyɛda nni dwuma titiriw biara nanso, dwumadi bi te sɛ agokansi a efa bɔɔlobɔ, dameto, ne nea ekeka ho kɔ so wɔ mpɔtam hɔ de gyegye mmabun no ani.

Kwasiada no, Krontihene a ɔwɔ Akuapem bɔ gua kɛse soronko a eyɛ Odwira afahye no fa bi na ɛno ne afahye mpɔnpɔnso.

Fetu Afahye

Fetu Afahye ye afe ano afe ano afahye a nnipa ne ahemfo a wɔwɔ Cape Coast Nananom nsase so a ɛwɔ Ghana Mfinimfini Mantam mu. Wɔdi saa afahye yi de kae nam dodow a wɔyi fii nsuom na wɔsan nso de da Oguaa Nananom asase so abosom aduoson-nson (77) no ase na wɔnam so de asiesie mpɔtam hɔ.

Afahye no ho ntotoe hye ase fi nnawɔtwe a etwato wɔ Ɔsanaa bosome no mu. Saa bere no mu no, ahɔho a wɔfi akyirikyiri ne mmenkyenne, Ghana afanan ne kuromafo nso bɛhye Oguaa Nananom nsase so ma sei tam. Afahye no ankasa hye ase fi Memeneda a edi kan wɔ Ɛbɔ bosome no mu.

Ansana wɔbɛhye afahye no ase no, wɔde Ɔmanhene no hye dan mu nnawɔtwe. Saa bere a ɔhye dan mu no, ɔne Onyankopɔn ne nananom nsamanfo kasa sre nyansa fi wɔn nkyen na afei nso wakɔhwɛ ne mpɔm ahɔden wɔ ayaresabea sɛnea ɛbeyɛ a obepue abɔnten so no, na ne honam ne n'adwen mu nyinaa ye

fann na aboa ama watumi adi ne dwuma nyinaa kamakama ama afahye no awie mudi. Ɔmanhene dan mu hye dwumadi no kɔ awie a, ofi adi anuonyam mu kɔ nkonguafie so kogu nsa de hwehwe nhyira fi Oguaa nananom nsase so abosom aduoson-nson a ɔmanfo no wɔ gyidie bi sɛ, wɔn na wɔhwe toto nneema wɔ yen bra mu no nkyen.

Hye no nso bio sɛ, ansa na wɔbɛhye afahye no ase no, wɔbra dedeye na afei nso wɔmma obiara nkɔ Fosu sutade no mu nkoyi nam senea ɛbeyɛ a dede ano bɛbrɛ ase na asomdwoe bɛba wɔ mpɔtam hɔ. Wɔwɔ gyidie bi sɛ, wɔyɛ eyi de ma ahonhom a wɔwɔ Oguaa no kwan ma wɔbedi anim baasom-kuw a wɔrehwe aye afahye no ho ntotoe no anim senea ɛbeyɛ a wɔn dwumadi no bewie mudi. Wɔtaa di saa dwuma yi ansa na ɛbɔ bosome da a edi kan no aba.

Wɔn a wɔhwe Fosu Sutade no so wɔ Oguaa nananom nsase so a wɔfrɛ wɔn ‘Emissafo’ no nso gu nsa wɔ asuhyiae hɔ de kanyan wɔn nananom nsamanfo honhom senea ɛbeyɛ a wɔbɛbɔ ahɔho a wɔbɛba abɛhwe afahye no bi no nkɔ musuw ne asiane biara mu. Wɔnam nsagu no so san srɛ sɛ wɔmma wɔntumi nyi nam bebreɛ, wɔn mfude nso dɔsɔw na ɛmma mfa yiedi mmra.

“Emuntumadadze” — traɛ mu no kyere “apɔwmuden da” – eyɛ da a mmofra ne mpanyin nyinaa ka bom de siesie mpɔtam hɔ sɛ ebia, wɔretete gɔta mu, wɔrepenti adan a ɛwɔ hɔ nyinaa a wɔn botae titiriw pa ara ne sɛ, wɔn mpɔtam hɔ beyɛ fɛ ansa na wɔabɔ gua de ama “Bakatue” no.

Wɔsiri pɛ wɔ abosom dan a ɛwɔ Fosu Sutade no ho wɔ dwowda a etwato wɔ Ɔsanaa bosome biara mu. Nnipa pii gye bum kɔ hɔ kɔhwe dwuma a ɔkɔmfo-barima ne ɔkɔmfo-baa no redi wɔ hɔ. Na wɔtaa yɛ saa dwumadi yi anadwo de kɔpem sɛ ade bɛkye wɔ bere a wɔreka kyene ahorow na ɔkɔmfo-barima ne ɔkɔmfo-baa no redi asaw. Wɔkanyan wɔn nananom nsamanfo ahonhom ma wɔkyere nneema ahorow a ebesisi wɔ afe a edi yen anim no mu. Benada a ɛtoa so no, wɔdi dwuma ahorow bebreɛ bi te sɛ, wɔyɛ amanne ahorow wɔ Fosu Sutade abosomfie hɔ na awia no, wɔsi akan wɔ korow-hare mu wɔ Fosu Sutade no so wɔ bere a Ɔmanhene no nso agu ne nsa wɔ asuhyiae hɔ.

Esiane sɛ wɔabra sɛ ma obiara nyi nam wɔ Fosu Sutade no mu nti, Ɔmanhene na odi kan de n’asau gu nsu no mu mprensa de kyere sɛ, afei de wɔama kwan sɛ obiara tumi koyi nam wɔ Sutade no mu. Ɔmanhene asau no yi nam bebreɛ a, na ɛkyere sɛ, saa afe a edi wɔn anim no mu no, wɔbenya nam wɔ nsu no mu pa ara. Nnipa dɔm soronko a wɔgyinagyina atutoto no mfinimfini na wɔhwe saa dwumadi yi. Eyi na wɔfrɛ no “Bakatue”.

Ahemfo a wɔwɔ Oguaa nananom nsase so no yi da Wukuda si nkyen de hyia amanfo a wɔwɔ Cape Coast san de ma wɔn akwaaba soronko. Saa da yi mu nso,

asafokuw ahorow a wɔgyina hɔ ma nananom asraafo akuw nson no si kyene so di asaw. Eɛsan yɛ da a wɔde gye wɔn ani san siesie wɔn ntam nsem ahorow.

Wɔde ɔsom dwumadi hyɛhyɛ so wɔ Nana Paprata abosomfie no anim Yawoda anadwo na wɔde amanne ahorow ne asa (Adammba) agyina mu de afɛ ahonhom ahorow no sɛ wɔmmoa akɔmfo mmea ne mmarima no ma wɔnhye nkɔm ahorow. Saa dwumadi kɔ so ara kosi sɛ ade bekye. Dwumadi yi botae titiriw pa ara ne sɛ, wɔbɔdwira anaa wɔbɛte Oguaa nananom nsase no ho afi ahonhom mmɔne ho. Saa bere yi ara mu nso, wɔkum nantwinini de dwira Oguaa nananom nsase no ho. Ansa na wɔbeyi saa mmusuw yi no, wɔde nantwinini no kɔ Nana Tabir abosomfie kɔte nantwinini no ho ansa na wɔde no abɔ afɔde wɔ da kɛse no mu. Eno akyi, wɔde saa nantwinini yi bɔ afɔde wɔ Papratam. Wɔtaa ka sɛ, saa beae yi yɛ atentenhuo dua bi ase a ɔmanhene ne n'atenakongua, nhemfo nketewa ne wɔn mpanyimfo tena wɔ dwumadi no da mponponso no mu de kasa kyere ne manfo ne ahɔho a wɔwɔ Oguaa nananom nsase so fa nneema a ɛkɔ so wɔ afe a etwaa mu no mu. ɔkasa kyere ne manfo ne ahɔho no wie a, ɔmanhene a n'atenankongua, nhemfo nketewa ne ade atwa ne ho ahyia no nantew kɔ Nana Tabir abosomfie no anim, beae a wɔde ahoma akyekyere nantwinini no nan da no. ɔmanhene no gu nsa, yɛ amanne ahorow de fɛfɛ wɔn nananom nsamanfo sɛ, wɔmmɛgyina Oguaaaman akyi. Saa bere yi mu no, ɔfa sekan de twa nantwinini no kɔn de ma abosom no.

ɔmanhene afɔde no akyi no, Fetu afahye no du ne mponponso wɔ Memeneda a edi kan wɔ ɛbɔ bosome no mu. Saa da soronko yi hu bɛhwɛadeɔ bebree a wɔrebɛhwɛ Asafokuw ahorow a wɔtaa to santen fa Cape Coast akwantempɔn no so fi Kotokuraba de fa 'Chapel Square' de kosi ahemfie hɔ. Nnipa ahorow a wɔfifi Ghana afanan no nyinaa bɛsra Cape Coast sɛnea ɛbeyɛ a wɔbɛhwɛ afahye no bi. Wɔbɔ gua dataa wɔ saa da no mu ma nhemfo no na wɔnam so de booboo nsem anaa nneema a ɛrekotia Oguaaaman ne Asafo kuw ahorow nson sɛnea ɛbeyɛ a Oguaaaman ahobammɔ mu nsem no betu mpon. Saa da yi mu nso, wɔka kyene ahorow, di asa, gu nsa de srɛ adomdwoe ne yiedi de ma Oguaaaman no wɔ afe foforo a wɔbesi mu no mu.

Abɛɛfo dwumadi bi te sɛ akansie ahorow sɛ ebia, asa, anigyede ahorow, bɔɔlobɔ, tete afade ahorow ne nea ɛkeka ho te sɛ amammɛɛ ne amanne adwinni boa ma afahye no nya anuonyamhyɛ kɛse bi ne titiriw, Mmea ahoɔfɛfo akansi (Miss Afahye) mu dwumadi ahorow no.

Afahye nna no ankasa twa mu a, Nsɔre ahorow mu nnipa a wɔwɔ Oguaa nyinaa ka bom hyɛhyɛ ɔsom kɛse wɔ da Kwasiada no mu wɔ Victoria Park so de aseda kɔma Onyankopɔn sɛ Wɔaboa Oguaaaman ama wɔatumi adi wɔn afahye no wɔ asomdwoe mu. Saa ɛda no ara nso, wɔdi dwuma kɛse de hwehwe sika ma Oguaaaman. Ne saa nti, ɔmanhene, ne nhemfo ne ne mpanyimfo nyinaa nso kɔ

asɔre no bi saa da no senea ebeye a wɔbɛfa saa akwannya no so de ɛda a wɔde bedi afahye no wɔ afe a edi wɔn anim no mu ato gua.

Ghana Afahye Ahorow Ho Ntotoe

Ghana Afahye ahorow ho Ntotoe: *(Saa bere yi mu no, ɛɛ sɛ adesuafo no sua afahye foforo a enye wɔn de no na wɔwie a, na wɔde saa afahye no atoto wɔn de no ho) Eho nhweso na edidi so yi.*

Odwira Afahye ne Fetu Afahye nyinaa som bo pa ara wɔ wɔ ɔman Ghana mu a wɔn nyinaa da Ghanaman amammere ne amannee ne agyapade kese bi adi, nanso nneɛma bi da nso wɔ wɔ ntam:

Odwira Afahye

1. Nnipa a wɔdi afahye no: Akanfo, ne titiriw Akwamufo ne Akyemfo.
2. Botae: Wɔde te ɔman no mu, wɔde dwira mpɔtam ho, na wɔagyina ɔman no nkabom ne ahɔden so ahye fa no.
3. Dwumadi ahorow: Amanne ahorow, kyeneka, asa, nnwonto ne afɔde wɔbɔ ma nananom nsamanfo ne abosom nkae no.
4. Mmere dodow: Mpen pii no, wɔde nna bebreɛ na edi afahye

Fetu Afahye

1. Nnipa a wɔdi afahye no: Oguaafo a wɔwɔ Cape Coast.
2. Botae: Wɔde kae Oguaafo abakɔsem, amammere ne amanne ne wɔn nkabom.
3. Dwumadi ahorow: Amanne ahorow, kyeneka, asa, nnwonto ne afɔde a wɔbɔ ma Oguaafo abosom ahorow.
4. Mmere dodow: Wɔde nnawɔtwe na ehye fa ho.

Nsonsonoe titiriw a ɛwɔ wɔn ntam

1. Nnipa pɔtee: Akanfo mmusuakuw ahorow no bi na wɔdi Odwira afahye no nanso Oguaafo a wɔfi Cape Coast titiriw na wɔdi Fetu afahye yi.
2. Abakɔsem a ɛtaa akyi: Abakɔsem mu no, Odwira ye afahye a n'abɔse fi Akanman mu, ɛnna Fetu Afahye nso abɔse fi Oguaafo abakɔsem ne amammere mu.
3. Amanne ne Dwumadi ahorow: ɛwom sɛ afahye ahorow abien no nyinaa da amammere ne amanne dwumadi ahorow bi adi de, nanso ɛsono senea emu biara dwumadi no te.

Adesuad Dwumadi

Siesie wo ho ma saa Kotwatwe yi: Se wugye asem no tom anaa wonnye ntom:

‘Eye mmabun no asede se wode won ho hye nananom-som afahye ahorow no mu senea ebeye a won agyapade a esom bo sei nyera.’

Adekyerekwan ho nhweso

- Adesua a egyina dwumadi so: Adesuafo no nyinaa mpensempensemu Dwumadi
 - Kaakae nananom-som afahye ahorow no.
 - Monye mpensempensem mfa Nananom-som afahye ahorow a ewo Ghana no ho wo bere a morema mo ani ako n'ahorow no so.
 - Monye mpensempensem mfa Nananom-som afahye ahorow no so mfaso wo mo amammere mu ho.
- Ekuw dwumadi / Nkabom Adesua/Kuw a animdefo ne won a won nimdee wo fam adi afra
 - Akuw ahorow no mfa won afahye no ntoto afoforo de ho wo Ghanaman mu.

Nkarii Titiriw: DoK Level 4 – Nsemmisa

- kyerew nananom-som afahye ahorow nnum (5) a ewo Ghana na kyere nnipakuw a wodi saa afahye no mu biara. (mma 5)
- Fa afahye biako bi a wodi no wo wo mpotam toto afahye a ewo soro ho no mu biako ho. (Se ebia, afahye ahorow no din, nnipakuw a wohye saa fa, bere ne kwan a wofa so di saa afahye no, amannee ne dwumadi ahorow a eko so wo afahye no mu, eso mfaso ne nea ekeka ho. (mma 12)
- Nnipa bi hu no se nananom-som mu afahye ahorow no nyinaa ye ade a atwam wo enne mmere yi mu. Kyerew krataa na ka won so mfaso ne hia a eho hia ma Ghanaman wo enne mmere yi mu. Gyina wo nimdee a wowo fa afahye ahorow ho so na ye nhwehwemu fa nsunsuanso a se wanni afahye ahorow no a ede beba mpotam ahorow no so. (mma 12)

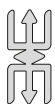
PLC Session 16

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).



AHYENSO

- 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.

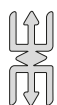
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

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

5 minutes	Reflection
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6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.

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

Ɔfa 7 Mmɔakyi

Nnanwɔtwe dunnum ne dunsia no nyinaa aye mpensempensemu afa nananom-som afahye, wɔn ahorow ne wɔn so mfaso ho. Ede afahye ahorow abien (2) atotoho de ahu nea esese ne nsonsonoe a ewowɔ mu ho. Wɔye eyi senea ebeye a Adesuafo no behu wɔn ankasa amammerɛ ne amanneɛ na wɔn ani nso agye afoforo amammerɛ ne wɔn amanneɛ ho. Yehwehwe se, adesuafo no befa saa Ɔfa yi mu wie a, na wɔn ani aka wɔn nkyi, wɔn amammerɛ ne amanneɛ, nneyee pa ne nea wɔfi ho na wɔahwe se ase betim ho daa. Ebehye adesuafo no nkuran ama wɔakabom de adi afahye no. Wɔbetumi nso asan asua se wɔn ankasa de wɔn adwen aye biribi na afei wɔanya nsemfua ahorow a wɔde beka biiribi afa nea ereko so wɔ wɔn mpɔtam ne aman ahorow so.



SOHWƎ NKYERƎKYEREMU MA ADWUMA TITIRIW

NNAWOTWE 15

Asemmisa 1: Yɛ nhwehwɛmu na si gyinae fa nsɛnkyerɛnne ahorow ne ne nkyerɛase a

nananom-som afahyɛ mu dwumadi ahorow no da no adi wɔ wo mpɔtam. (Mma10)

Ɛsɛ sɛ ɔkyerɛkyerɛfo no bisa ne ho saa nsɛm ahorow yi wɔ bere a ɔresi gyinae afa mma ɔde bɛma adesuafo dwumadi ahorow no wɔ bere a ɔde nhyehyɛe a ɛfa dwumadi no twa ho a ɛwɔ fam ho no bedi dwuma.

1. Nsɛnkyerɛnne hwehwɛ: Ɔdesuani no betumi apɛnsɛmpɛnsɛm nananom-som afahyɛ dwumadi mu nsɛnkyerɛnne ahorow no ne ne nkyerɛase mu?
2. Nsɛnkyerɛnne mu nhwehwɛmu: Ɔdesuani no betumi apɛnsɛmpɛnsɛm nsɛnkyerɛnne ahorow yi so mfaso ne wɔn dwumadi wɔ afahyɛ ahorow no mu?
3. Gyinae-sie: Ɔdesuani no betumi asi gyinae papa bi afa nsɛnkyerɛnne ahorow ne mpɔtam dwumadi ahorow yi so mfaso ho?

Dwumadi no twa ho nhyehyɛe

- Mma 9-10 : Nhwehwɛmu ne agyinae-sie amapa a a ɛfa nsɛnkyerɛnne no hwehwɛ ne ne nkyerɛkyerɛmu ho.
- mma 7-8: Nhwehwɛmu ne agyinae-sie a ɛyɛ kakra a ɛfa nsɛnkyerɛnne no hwehwɛ ne ne nkyerɛkyerɛmu ho.
- Mma 5-6: Nhwehwɛmu ne agyinae-si a emu nhyɛda nyɛ du a ɛfa nsɛnkyerɛnne no hwehwɛ ne ne nkyerɛkyerɛmu ho.
- Mma 1-4 : Nhwehwɛmu ne agyinae-si a ɛnhyɛda nyɛ papa a ɛfa nsɛnkyerɛnne no hwehwɛ ne ne nkyerɛkyerɛmu ho.

Asemmisa 2: Yɛ nhwehwɛmu fa nananom-som afahyɛ ahorow dwumadi so mfaso wɔ ɔman mpontu ne asetena mu akontabu ho.(Mma 10)

Ɛsɛ sɛ ɔkyerɛkyerɛfo no bisa ne ho saa nsɛm ahorow yi wɔ bere a ɔresi gyinae afa mma ɔde bɛma adesuafo dwumadi ahorow no wɔ bere a ɔde nhyehyɛe a ɛfa dwumadi no twa ho a ɛwɔ fam ho no bedi dwuma.

1. Ɔrete ɔman mpontu ase: Ɔdesuafo no tumi da ɔman mpontu ne nea ɛkeka ho ho ntease bi adi?

2. Nananom-som afahye ahorow dwumadi: Ddesuafo no tumi ye nhwehwemu fa nananom-som afahye ahorow dwumadi so mfaso wo ɔman mpontu ne asetena mu akontabu ho?
3. Nhweso ne adansedi: Ddesuafo no tumi de nhweso ne adansedi ahorow amapa bi taa ne mmaabaemu no akyi?
4. Dwumadi no awiei: Ddesuani no tumi si gyinae amapa bi fa nanannom-som afahye ahorow dwumadi so mfaso wo ɔman mpontu ne asetena mu akontabu ho?

Dwumadi no twa ho nhyehyee

- Mma 9-10 : Mmaabaemu mu amapa a ntease wom a efa ɔman mpontu ne nananom-som afahye ahorow dwumadi ho. Ɔtaa de nhweso amapa taa nea ɔbeka biara akyi. Ne dwumadi no awiei gyinaesi no mu da ho a ewo nsunsuanso amapa?.
- Mma 7-8 : Mmaabaemu mu a eye kakra a ntease wom a efa ɔman mpontu ne nananom-som afahye ahorow dwumadi ho. Ɔbo mmɔden de nhweso bi taa ne nsem no akyi. Ne dwumadi no awiei gyinaesi no mu da ho.
- Mma 5-6 : Mmaabaemu a emu ntease no nhyeda nna ho fann fa ɔman mpontu ne nananom-som afahye ahorow dwumadi ho. Ewo ho a na ɔde nhweso bi ataa nea ɔreka ho asem no akyi. Ne dwumadi no awiei gyinaesi no mu da ho.
- Mma 1-4 : Mmaabaemu a ntease no sua koraa anaa ntease nnim fa ɔman mpontu ne nananom-som afahye ahorow dwumadi ho. Ɔde nhweso kakraa bi na etaa nea ɔreka ho asem no akyi anaa ɔmfa bi ntaa akyi koraa. Ne dwumadi no nni awiei gyinaesi biara.

NNAWƆTWE 16

Asemmisa 1

- Aba 1 nkɔ mma obiara a ɔbesope afahye no din yie na obetumi akyere nnipa pɔtee a wɔdi saa afahye no.

Asemmisa 2. (Mma 12)

Fa mma no kosi 2 ma obiara a obetumi de nneema ahorow a ewo fam ho no aye ntotoe yiye.

(Mma 2 – nkɔma ntotoe a emu da ho fann, aba 1 – nkɔma ntotoe a eye nokware nanso emu nhyeda nna ho papa)

1. Afahye ahorow din ne ne nkyerease ahorow

2. Nnipa ahorow ne wɔn dwumadi
3. Bere a wɔhye saa fa ahorow no
4. Akwan a wɔfa hye saa fa ahorow no
5. Afahye no mu dwumadi ahorow
6. Afahye no so mfaso ne ne nsunsuanso wɔ mpɔtam no so.

Asemmissa 3: (mma 12)

Gyinapɛn a wɔde susuw adwuma

	Ɛye papa pa ara (mma 4)	Ɛye papa (mma 3)	Ɛye kakra (mma 2)	Ehia nkɔso (aba 1)
<i>Emu nsem</i>	Mmuae a emu nsem ye akɔnnɔ, emu da hɔ pefee, na adanse a ɛfata taa gyina nsem a ɔka no akyi bere nyinaa.	Mmuae a emu nsem dɔɔso na ɛda adi sɛ Ɛye pefee kakra. Adanse bi na ɛtaa hye nsem a wɔka no mu den wɔ bere bi mu.	Mmuae no de nsem a wɔhwehwe no to gua, nanso ɛtɔ da bi a emu nna hɔ yiye. Ɛtɔ da bi a ɛde adanse ka ho.	Ɔkasamu ntiaɛtia a adanse kakraa bi anaa adanse biara nni mu a ɛbehye nsem a ɔka no mu den
<i>Mpensempensemu</i>	Ɛkyere nkentenso ahorow pii a wɔn afahye ahorow no nya wɔ mpɔtam ne nnipakuw ahorow so, na ɛda ntease a emu dɔ wɔ wɔn afahye ahorow no mu adi.	Ɛkyere nkentenso ahorow a ɛfa mpɔtam ahorow abien ho, na ɛda ntease pa a ɛwɔ wɔn afahye ahorow no mu adi.	Ɛkyere nkentenso a ɛwɔ n'ankasa mpɔtam so. Ɛda ntease a Ɛye kakraa bi wɔ mpɔtam afoforo afahye ahorow mu adi.	Nkentenso ho nhwehwemu no sua, na ɛda ntease a Ɛye kakraa bi koraa wɔ afahye ahorow no nkyerɛase ne wɔn mfaso no mu adi.
Ɔkasa mmara ne nsemfua ho nimdeɛ	Ɔde nsemfua ahorow pii di dwuma, na ɛkame aye sɛ ɔde di dwuma no pɛpɛpɛ bere nyinaa	Ɔde nsemfua ahorow di dwuma, na mpen pii no ɔde di dwuma no pɛpɛpɛ.	Ɔde nsemfua ahorow bi di dwuma, na nea ɔde di dwuma no mu pii ye pɛpɛpɛ sen nea ɛnye pɛpɛpɛ no.	Ɔde nsemfua a Ɛye pɛ no di dwuma mpen pii, na mfomso ahorow da adi wom mpen pii.

ƆFA 8: OWUO NE AYIYE

ADESUADE: AMAMMERƐ NE AMANNEƐ NE AMAMMU

ADESUADE NKORABATA: AmammerƐ Ne AmanneƐ Ahorow

Adesua no Botae: *Tumi gyina nimdee a ɔwɔ wɔ owuo ho so de pensempansesem nneema a esese ne nsonsonoe a eɔa ayiye a ekɔ so wɔ amammerƐ ahorow mu mu.*

Adesua mu nimdeɛnya: Da nimdee ne ntease bi adi wɔ owuo ne ayiye ahorow ho.

Akwankyerɛ

Yɛ nhwɛso Dwumadi ma Krataa 2 wɔ Nnawɔtwe 18 mu. Ɛsɛ sɛ dwumadi no fa adesuada ahorow a wakyerɛ wɔn fi Gyinapɛn/Afe 1 kosi Gyinapɛn/Afe 3 nyinaa mu. Fa Nsemɛmisa Nhyehyɛ Pon no (Table of Specification) ne Krataa no Nhyehyɛ (Structure of the Paper) a ɛwɔ ɔfa yi awiei no di dwuma sɛ akwankyerɛ. Ɛsɛ sɛ ɔhwɛ twa adesuafo no dwumadi ma wɔn animanim no ara na fa mma a wɔbenya no hyɛ STP no mu.

NNIANIM NE ƆFA YI TƆFABƆ

Saa ɔfa yi bɛkasa afa owuo ne ayiye a ɛhyɛ amammerƐ ne amanneƐ ne amammu ase ho. Adesuafo no besua biribi afa owuo, owuo farebae, owuo ahorow, ɛso nsunsuanso ne akwan ahorow a wɔbɛfa so asiw owuo ano kwan ho. Wɔbesan asua biribi afa ayiye, ayiye ahorow, ayiye so mfaso ne nneema ahorow a ekɔ so wɔ Ghana ɛnne mmere mu ayiye mu.

Wɔde sɛnea wɔsi yɛ ayie wɔ wɔn amammerƐ mu no bɛtoto afoforo amammerƐ ahorow ho. Nimdee ne ntease a ɛfa owuo ne ayiye ho no beboa adesuafo ama wɔahunu nea ɛrekɔ so wɔ wɔn amammerƐ ne afoforo amammerƐ ahorow mu wɔ Ghana.

Wɔbɛte eyi bema wɔanya ntease na w'ani agye afoforo amammerƐ ho na ɛnam so de nkabom, nnidi a wɔde ma afoforo amammerƐ ne amanneƐ ne amammerƐ ase tim aba.

Saa ɔfa yi ho hia pa ara ma adesuafo a, na ɛnye sɛ wɔresua Ghana kasa nko ara na mmom, eboa de twaka bi bɛto asetenam ne abakɔsem ho adesua ntam.

Ɔfa yi boa ma adesuafo no nya ntease ne nimdee soronko bi fa wɔn ankasa amammerɛ ne amaneeɛ ne afoforo nso de ho wɔ yɛn asetena mu.

Yerehyɛ ɔkyerɛkyerɛfo no nkuran sɛ, ɔde adekyerɛkwan a ɛbɛma adesuafo no adi nkitaho, ɔde adekyerɛde ahorow bedi dwuma, ɔde ankoroankoro adekyerɛ nhyehyɛɛ ne nkarii dwumadi ahorow bedi dwuma pa ara de aboa adesua.

Nnawɔtwe ahorow yi ne adesuada a ɛwɔ fa yi mu ne:

- **Nnawɔtwe 17:** Pensempensem nneɛma ahorow a ɛfa owuo ho mu.
- **Nnawɔtwe 18:** Fa ayiye ahorow a ɛwowɔ amammerɛ bi mu no toto afoforo amammerɛ ne amaneeɛ ho wɔ Ghana.

ADEKYERɛKWAN NHWɛSO TɔFABɔ

Adekyerɛkwan nhwɛso ahorow a wɔde adi adwuma wɔ ɔfa yi mu no yɛ akwan ahorow a wɔfa so kyere Ghana kasa mu nimdee ahorow.

Adesua a egyina Dwumadi so yɛ adekyerɛkwan a wɔde asetena mu ɔhaw a emu yɛ den di dwuma sɛ adesua no nnyinaso, na ɛboa adesuafo ma wɔte nsusui ne nnyinasosem ase denam wɔn ankasa nhwehwɛmu ne dwumadi so, sen sɛ ɔkyerɛkyerɛfo no ankasa bɛka nokwasɛm ne nsusui no pɔtee akyerɛ wɔn. Saa kwan yi bi ne ankoroankoro adesua, baanu baanu adwumayɛ, kuw ahorow a emufo nhomanim adi afra anaa mmarima ne mmea adi mu afra, ne adesuafokuw no nyinaa dwumadi ahorow a adesuafokuw kasakyerɛ ka ho. Saa adekyerɛkwan ahorow yi boa ma adesuafo no nya adwen a emu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodi ho nimdee amapa. Bio, ɛma wɔn akwannya ma wɔde bom yɛ adwuma, sua ekuw mu adwumayɛ ne ɔkannifo abrabɔ. Adesuafo sua senea wɔbɛboaboa nsem ano, yɛ mu nhwehwɛmu na wɔahwehwe mu de anya nsemmisa ho mmuae, na eyi ma wɔnya nimdee a ɛho hia wɔ adwuma wiase mu. Adesuafo a wɔwɔ adenim ho adomakyɛde ne nimdee soronko, wɔma wɔn dwumadi foforo te sɛ sɛ wɔbɛyɛ wɔn mfɛfo asuafo akwankyerɛfo anaa akuw akannifo, de aboa wɔn mfɛfo ma wɔate nsusui a wɔrekyerɛ no ase yiye. Wɔhyɛ akyerɛkyerɛfo nkuran sɛ, wɔnyɛ ahweyie mma adesuafo a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodi mu no, na wɔmfɛ akwan pa ahorow so ntenetene wɔn mfomso ne wɔn adwenkyeae ahorow wɔ kwan a ɛfata so.

NKARII TɔFABɔ

Akwan ahorow a wɔbɛfa so ayɛ nkarii wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafo no nimdee, wɔn ntease ne wɔn tumi a wɔde dwen a emu dɔ no hwe pɛpɛɛpɛ. Mmuae ahorow a wɔde ma daa no boa ma adesuafo no kɔ so nya nkɔso anaa mpontu wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkarii akwan ahorow a wɔde di dwuma no boa ma ɔkyerɛkyerɛfo hu senea adesuafo no ate Ghana

amammerɛ afahyɛ ahorow no ase afa. Nkarii no mu wɔ gyinapɛn nnan a ɛkasa fa adwen a emu dɔ ne nsusuii a ɛkɔ nkan ho. Nkarii dwumadi no hyɛ ase fi nsemmissa ahorow, nsemmissa a anoyi yɛ abasɛm-tiawa kyerɛw anaa anodisɛm kasakyere so de hwɛ sɛ adesuafo betumi ada wɔn ntease adi na wɔde adi dwuma. Ɛsɛ sɛ akyerɛkyerɛfo de daadaa ne awiei nkarii akwan ahorow di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔso ho. Eyi ka nkontabu ne mmuae a wɔde bɛma a ɛkyere osuani biara nkɔso anaa ne mpontu a ɔrenya wɔ bere tenten mu.

Adesuafo Dwumadi	DOK Gyinapɛn	Nkarii Akwan Ahorow
3.3.1. LI.1 Pɛnsɛmpɛnsɛm owuo ho nsem mu.	4	Mpɛnsɛmpɛnsɛmu
3.3.1. LI.2 Fa ayiye a ɛkɔ so wɔ Akuapɛm amammerɛ mu no toto nea ɛkɔ so wɔ amammerɛ ahorow mu wɔ Ghana.	4	Asemmissa ne Mmuae

NNAWOTWE 17

Adesuade Botae: *Pensempensem nneema a efa owuo ho mu*

ANIWOSOBIA: OWUO

Owuo ho adesua

Owuo ye bere a onipa abrabɔ mu no, ne nipadua no gyae adwuma ye koraa a ɔnte ase bio. Owuo ye abrabɔ awiei. Owuo ye bere a nkwa nni biribi mu. Eye nnipa ne mmoa nkwa awiei. Ne tiawa mu no, owuo ye bere a nipadua akwaa no nyinaa gyae adwuma ye na onipa nte ase bio. Eɛ se yehu se, owuo asekyere da nso wɔ amammerɛ, mmarasem ne apɔwmuden nhyehyee ahorow mu.

Nneema ahorow a ɛde Owuo ba

- **Nyinnkyere:** Nnipa nyini pa ara, wɔto wɔn kɔn wu.
- **Nkwanhyia:** Nkwanhyia ahorow bi te se, kaa nkwanhyia, asuo afa obi, obi fi biribi tenten bi te se dua anaa dan so behwe fam a, etumi twa nnipa nkwa so.
- **Yare:** Yare bi te se HIV/AIDS, asikyire-yare, atridii, ayamtu, akoma-yareɛ ne nea ekeka ho tumi gye nnipa nkwa, se wɔampɛ yare no ano aduru a.
- **Duabɔ:** Duabɔ ne aduto tumi gye nnipa nkwa fi wɔn nsam.
- **Atoyerɛnkyem:** Atoyerɛnkyem bi te se, ogyahyehye, osutɔbrangyanpanturudu ne dan bubu gu nnipa so ne nea ekeka ho no tumi de owuo ba.
- **Obi akum ne ho:** Nnipa betumi agye wɔn ankasa nkwa a fi wɔn nsam wɔ bere a wɔbekum wɔn ankasa ho.
- **Ahonhom/Abayifo:** Akanfo wɔ gyidie bi se, abosom tumi gye nnipa nkwa fi wɔn nsam wɔ bere a nnipa no befom wɔn anaa wɔde mmusuw bi beba ɔman no so esiane akyiwade bi a wɔabu so nti. Abayifo nso tumi kum nnipa (Akyerɛkyerefo nnyina wɔn amammerɛ so nkyerɛkyere kwan a eyi fa so ba).

Owuo Ahorow

Yewɔ owuo ahorow abien, eyinom ne owupa ne atɔfowuo.

Owuo ahorow: Owupa ne atɔfowuo

- **Owupa:** Owupa ye owuo a enam yareɛ anaa nyini a obi anyini so ba.
- **Atɔfowuo:** Atɔfowuo ye owuo a obi anto ne kɔn anwu na mmom, enam nneema foforo binom so na eba. Eho nhweso ahorow na edidi so yi:

- **Nipakum:** Eyi ye owuo a onipa anaa nnipakuw bi kum onipa foforo bi. Saa nipakum yi na wofre no awudi wo bere a wohyeda na wokumm saa onipa no, nanso se wohanhyeda na wokumm onipa no anaa enam nkwanhyia so na wokumm saa onipa no a, wofre no nsa-apa awudi.
- **Nkwanhyia wuo:** Eyi ye owuo a eto obi wo bere a onipa no ani nna ne ho so te se, kaa nkwanhyia, osubrantam, nsane-yaree, asuo afa obi ne nea ekeka ho. Eyi ye bere a obi ani nna owuo so anaa nhwe owuo kwan.
- **Obi akum ne ho:** Saa owuo yi si wo bere a onipa ahyeda akum n'ankasa ho esiane nkatede anaa adwenem-haw bi te se, awerhodi anaa asetem-yeadi bi nti.

Owuo so nsunsuanso

Ɔwom se, owuo betumi ayi obi aƆi ɔhaw bi a ɔrefa mu mu de, nanso owuo ankasa wo nsunsuanso bone wo nnipa so. Owuo so nsunsuanso ahorow no bi na edidi so yi.

- Nkatede so nsunsuanso: Owuo de awerho ne yaw ba: Obi hwere ne dofo bi a, etumi de adwene-mu-haw, awerho ne ahohiahia ba abusua ne nnamfonom ba.
- Asetena mu ɔhaw ne ankonamye: Owuo tumi ma obi ye ankonam wo asetena mu ne titiriw ne won a won nko ara te anaa wonni asetena mu mmoa biara. Ebetumi aba se, won a ɔgya won akyi no rennya mmoa a na owufo no de ma won no.
- Adwumasem ne Sikasem mu ɔhaw: Owuo tumi de sikasem mu ɔhaw nketenkete bi te se ayiye ho ntotoe, apɔwmuden ho nhyehyee ne wo dwetire a ahye ba.

Trɔma, adwenem akwanhosan ne adwenem nsunsuanso ahorow: Owuo, ne titiriw, mpofirem wuo anaa fredɛ-wuo tumi de adwenem-haw, anibere, adwennwene ne adwenem ɔhaw ahorow ba.

- Nipadua akwanhosan so te: Owuo ho ateetee ne ahwerhodi tumi nya nsunsuanso wo yen nipadua so. Ateetee ne awerhodi betumi anya nsunsuanso bone wo yen nipadua so ne titiriw, won a woye mmre anaase wowo yare bi dedaw no.
- AdwumayeƆo so te: Owuo tumi ma adwumaye ko fam esiane onipa anaa nnipa a yɛahwere won no nti. Obi wu a, ɔrentumi nye adwuma bio, eyi ma nnipa a wotumi ye adwuma no so te, ne titiriw, se owu no koye mmofra anaa mmabun a woye ɔman no daakye no a.

- Honhom mu nsunsuanso: Mpofirem wuo anaa owuo a obi anto ne kɔn anwu no tumi ma obi fi ahomete mu to asemmisa bi ma biribi a ne gyidie wɔ mu anaa Onyankopɔn a ogye no di no.

Akwan ahorow a yɛbɛfa so asiw owuo ano kwan: Akwan ahorow pii wɔ ho a nnipa betumi afa so asiw atɔfowu ano kwan na aboa ama wɔn abrabɔ atu mpɔn. Eyi yɛ ho nhweso no mu bi:

Abrabɔ mu Nsakrae

- Nnuanpa di: Ɛwɔ sɛ yɛhwɛ nnuan a yedi yiye. Ɛyɛ sɛ yedi aduan a nnuanennuru bi te sɛ nnuaba, atosode, aburoo/ɔmoo/ayuo a yɛnsɔɔ ho ne puroten wom. Eyi boa ma nipadua no nya ahɔɔden de ko tia yareɛ ahorow.
- Daadaa apɔmutenetene: Ɛwɔ sɛ yɛde yɛn ho hyɛ nnwuma bi a ɛbɛma yɛatenetene yɛn mpɔw mu te sɛ, nantew, mmirikatu anaa agodi ahorow mu. Faako tena nko ara rentumi mma mogya a ɛwɔ yɛn mu no nni aforosiane na eyi betumi de nsunsuanso bɔne abre yɛn apɔwmuden.
- Yɛregyae sigreeti nom: Sigreeti nom nyɛ mma yɛn nipadua ne saa nti, ɛsɛ sɛ yegyae tobako anaa nneɛma foforo nom anaasɛ yɛtwe yɛn ho fi ho koraa. Etumi de nsunsuanso bɔne brɛ nipadua akwaa no bi na ɛnam so ma obi tumi hwere ne nkwan.
- Yɛrete nsadenom so: Ɛyɛ pa ara sɛ obi bɛtwe ne ho afi nsadenom ho nanso, sɛ obi pɛ sɛ ɔnom a, ɛsɛ sɛ ɔnom no ne kwan so anaa kakraa bi.

Ahobammɔ ahorow

- Bere-ano-bere-ano apɔwmuden nhwehwɛmu: Yɛrenya mmere ama bere-ano-bere-ano apɔwmuden nhwehwɛmu no boa ma wɔtumi hu yareɛ bi ahyɛase ntɛm na wɔapɛ ano aduru de asi ano kwan ntɛm. Bere-ano-bere-ano apɔwmuden nhwehwɛmu no boa ma wɔtumi hu yareɛ biara ahyɛase ntɛm na wɔapɛ ano aduru ansana yareɛ no ano abɛyɛ den.
- Mpane-wɔ: Ɛho hia sɛ, yɛn asetena mu no, yɛma yɛn ani ku pane biara a ɛsɛ sɛ yɛwɔ no ho. Yɛkɔ so wowɔ mpane a wɔatwa ama yɛn na yɛnonom nnuru a ɛfata sɛ yɛnom a, ebetumi ama yɛanyini akyɛ. Sɛ ebia, wɔhyɛda wowɔ mmofra mpane de bɔ wɔn ho ban fi mmubuo yareɛ, ayamtu ne nea ɛkeka ho ho wɔ mmere pɔtee bi mu de hyɛ wɔn apɔwmuden mu kena.
- Yareɛ ano sosɔ: Yareɛ binom yɛ koankɔ, na yɛde nnuru nom na ɛsosɔ saa yareɛ ahorow no ano. Yɛrenom nnuru a ɛfata de resosɔ yareɛ koankɔ bi te sɛ asikyire yareɛ anaa mogya-boroso ano no tumi boa ma obi nya nkwa tenten.

Ahodaso ahorow

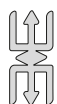
- Bɔ ɛhyen-abombɛlete (siitibɛlete): Wobɔ wo hyen abombɛlete wɔ bere a woreka kaa anaa wote kaa mu no boa bɔ wo ho ban.
- Moto-kyɛ hyɛ: Wohyɛ moto-kyɛ wɔ bere a woretwi sakere anaa nnwuma ahorow a pira wom no yɛ kwan a wobefa so abɔ wo ho ban afi nkwanhyia-wuo ho. Wohyɛ moto-kyɛ wɔ bere a woretwi sakere anaa moto na wunya akwanhyia a, etumi bɔ wo ti anaa wo ti-kwankoraa ho ban fi pira kɛse anaa huuhu ho.
- Yerebɔ yɛn ho ban afi ahwease ho: Ɛho hia sɛ yɛbetoto yɛn nneɛma yiye de asi ahwease ano sɛ ebia, yɛbɛhyehyɛ ade a yɛde yɛn nsa bɛsom aforo biribi, yɛde kapɛte a ɛso nyɛ toro bɛsɛ beaɛ a yɛnantew so, yɛbɛpopa nsu a ahwie agu fam, yɛnnantew atɛkyɛm, ne nea ɛkeka ho.
- Yɛredi kaa ka nhyehyɛ so: Yedi kaa ka mmara anaa nhyehyɛ so wɔ bere a yɛreka kaa anaa yɛretware kaa kwan mu no betumi asi akwanhyia anaa owuo ano. Eyi kyere sɛ, ɛsɛ sɛ wɔn a wɔfa kaa kwan so no di mmara anaa nhyehyɛ ahorow a wode agu akwan so no so.

Adwenem akwanhosan

- Yɛrete adwenennwene so: Bɔ mmɔden sɛ wobɛte adwenennwene so, sɛ ebia, wode wo ho bɛhyɛ dwumadi bi a ebeyi adwenennwene afi adwen no so.
- Mmoa a ɛfa adwenem akwanhosan ho: Worehwehwe mmoa afa adwenem akwanhisan adwumayɛfo anaa mmoakuw bo nkyɛ no wɔ bere a wubehu sɛ woanya adwenem-haw no bɛboa asiw owu bi ano.
- Yɛresi akwanhyia ne atoyerɛnkyɛm ahorow ano: Woretu anammɔn de asiw ogyahyehyew ano te sɛ, wobɛhyehyɛ mfidi a etumi hu sɛ ogyahyehyɛ bi repenpenso no na woayiyi nneɛma a etumi hyew afi biribi a ebetumi de ogyahyehyɛ aba no ho.
- Worete wo ho afi abrabo bɔne ahorow bi te sɛ, korɔnobɔ, nsanom na wo ne nkorɔfoɔ ayerenom anaa akunonom nneda. Saa nneyɛɛ ahorow yi betumi anya nsunsuanso bɔne wɔ w'adwene mu. Woyɛ sɔtie ma mpanyimfo na woammu ɔman no akyiwade biara so a, ebetumi abɔ wo ho ban afi adwenem-haw biara ho.

Ayiye ahorow no mu bi wɔ Amammerɛ ahorow mu wɔ Ghana

Ayiye Ahorow A Ɛkɔ So Wɔ Nnipakuw Ahorow a Wɔwɔ Ghana Ntam



AHYENSO

Ɔkyerekyerɛfo no nhwehwɛ ‘Ayiyɛ ahorow a ɛkɔ so wɔ nnipakuw ahorow ntam’ a ɛwɔ Ɔkyerekyerɛfo Nhoma mu, kratafa 56-58 na ɛmma no mma onya nimdeɛ pii mfa ayiyɛ a ɛkɔ so wɔ nnipakuw ahorow ntam.

Adesua Dwumadi

Pensempensem owu so nsunsuanso nnan (4) wɔ owufo no abusuafo ne ayɔnkofo so.

Adekyerekwan nhweso

Adesua a egyina dwumadi so

- Adesuafo no nyinaa mpensempensemu: Pensempensem nneema ahorow a ɛfa owuo ho mu.
- Ekuw dwumadi /Adesuafo a wɔkura nimdeɛ ahorow: Pensempensem owuo ahorow mu wɔ amammerɛ kwan so.
- Baanu dwumadi yɛ nhwehwɛmu fa owu so nsunsuanso ho.
- Adesuafo no nyinaa: Pensempensem na si gyinae a etwa to fa akwan ahorow a yɛbɛfa so asi owu ano kwan.

Nkarii titiriw: DoK Level 4 – Mpensempensemu

1. Yɛ nhwehwɛmu fa nneema nnum (5) a ɛde owu ba wɔ wo mpɔtam mu na baabae nneema nnum a ɛde saa owuo yi ba ne owuo no ankasa so nsunsuanso wɔ mpɔtam no so.
2. Woakɔyɛ owuo ho banbɔfo yi, kyere kwan a wobɛfa so akyerɛkyere wo nkorɔfo afa awuntɛm ho wɔ wo mpɔtam mu.

PLC Session 17

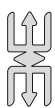
45 minutes

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).



AHYENSO

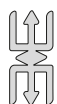
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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).



AHYENSO

- *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.

NNAWOTWE 18

Adesuade Botae: *Fa ayiye ahorow a eko so wo amammere ahorow no mu toto nea eko so wo amammere ahorow a ewo Ghana no ho*

ANIWOSOBEO: AYIYE AHOROW A EKO SO WO GHANA NTOTOHO

Ayie ne Ayiye ahorow

Ayie ye akwan ahorow a nnipa nyinaa gye tom a wofa so de nidie a etwa to ma awufo na wosan ne won di ntetewmu. Ayie ye nneema ahorow a ateasefo ye na wonam so de boa awufo ma wotoa nananom asomdwoe mu wo nseedo. Ayiye nso ye dwumadi ahorow a woda no adi a ewo ahyease, mfinimfini ne awiei a woye de kae san de hye owufo no anuonyam na wode kyekyere ateasefo nso were. Saa dwumadi yi da nso wo amammere ne som ahorow mu. Dwumadi ahorow yi wo nhyehyee a enam so bo ayiye no ho ban te se, nnipa a woreye ayie no asede, amane bi a woda no adi wo mmere ne nna patee bi mu, ne nea ekeka ho de hye owufo no anuonyam. Ayie ye brakanko no mu biako a enya nsunsuanso wo nnipa nyinaa so a owufo no nso ka ho bi.

Ayie ahorow: Amammere ahorow no mu biara wo ayie ahorow ne amannee ahorow a woda no adi wo bere a woreye ayie. Mfantsefo sei wo *Eyipa/sikasa, Detseyi/fundah* ne fea.

Ayie so mfaso ahorow: Ayie ye dwumadi a eho hia yiye pa ara ma amammere ahorow no nyinaa. Eso mfaso no mu bi na edidi so yi:

- Eboa ma yehu abra a owufo no boe ne asa a otwae ansa na crewu. Bere a woreye ayie no, wonam nsui, abakosem-ka ne ade so de owufo no ho nsem a efa ne bra a aboe ho no to gua. Eye akwanya a wonam so de owufo no bra a aboo no wo asase so ne nsunsuanso enyae wo nnipa a wowa wiase no so. Saa nsem a woka fa owufo no ho no boa ma afoforo bo bra pa anaase wosesa won nneyee ahorow.
- Ayiye boa kyekyere nnipa were na eyi ehu nso fi nnipa so. Ayiye boa ma won a wahwere won dfo bi no nya awerekyekyere ne akwanhosan. Nnipa nam ayiye so nya kwan de da won atenka ne dfo adi de kyere won dfo a wahwere no no.
- Ayiye boa ma yenya beae bi de da won atenka ne awereho bi adi. Esan boa ma nnipa ahorow ka bom wo beae bi de da won awereho ne atenka bi adi na eyi na ekyere mfaso a ewo nkabom a eda abusuafo ntam no so, ne titiriw wo bere a emu ye den mu.

- Ayiye ye kwan a wɔnam so de ka abusuafo ne nnamfonom bom. Eyɛ beae a yesan ne adɔfo kabom ma ayɔnkofa kɛse bi bɛda yɛn ntam, na eyi boa ma yɛnya mmoa wɔ bere a yɛwɔ ahohia mu. Ayiye bere mu no, abusuafo nyinaa behyiam ye nhyehyɛ kamakama fa funu anaa amu no sie ne nea ɛkeka ho ho. Eyɛ ma abusuafo ne nnamfonom akwannya ma wɔka bom de gya owufo no kwan fɛfɛfɛ.
- Ayiye ye kwan a wɔfa so de kata onipa bi akyi korakora wɔ asaase yi so. Amane ahorow a wɔye de gyaw owufo kwan no ma nnipa hu sɛ onipa no nye ɔteasefo bio. Ɛboa ma yehu sɛ onipa no atoa nananom wɔ nseɛdo.

Ayiye ahorow ntotoho wɔ amammerɛ ahorow mu

Sei na Mfantsefo ye wɔn ayie ahorow.

Detseyi/fundaho

Eyi ye amanne ahorow a wɔye fi bere a obi bewu de kosi sɛ wɔbesie no. Tete no, sɛ obi wu a, wɔdi kan kɔ bɔ ɔhene a ɔwɔ kurom hɔ no amanɛɛ. Ɛno akyi, na wɔabɔ abusuafo ne kurom hɔfo nso amanɛɛ. Wɔde funu no to hɔ nna kakra senea ɛbɛye a abusuafo no besiesie wɔn ho. Wɔpɛ sɛ wɔkora amu/funu no a, na wɔtwe funu no mu nsu. Ɛtɔ da nso a, na wɔde nsaden agu funu no nsono mu senea ɛbɛye a efunu no nseɛ. Wɔtumi nso yam pɛprɛ de srasra funu no ho senea ɛbɛye a ɛrensɛɛ. Eyɛ mma no asɛde sɛ wɔguare funu/amu no na mmom, mmaa mpanyimfo a wɔwɔ abusua no mu nso tumi guare no. Eyɛ ɔba panyin no asɛde sɛ ɔpete nsu gu funu no so ansa na wɔn a wɔaka no nso abeboa bi. Wɔyi owufo ti nhwi na wɔabubu ne mmɔwere nso. Wɔnoa nsuohye de guare owufo no mprensa. Ansana wɔbeguare owufo no, abusuafo no de sapɔ, mpopae, samina, paada ne nneema a wɔde guare biara. Aguarɛ no akyi, wɔsiesie owufo no ho na wɔde no ato mpa mu. Nnipa ahorow bi siri ne ho pɛ kosi sɛ ade bɛkye a wɔbɛkɔ akɔ sie no.

Nneema ahorow a wɔde sie funu/amu: Mfantsefo gye di sɛ, owuo ye akwantu nti, owufo no retu kwan akɔ asamando akɔ toa n'abrabɔ so wɔ hɔ. Ne saa nti, wɔboaboa nneema a kwantufɔ behia nyinaa ano de gya owufo no kwan. Mma na wɔtɔ adaka ma wɔde sie wɔn awofo. Wɔde kɛtɛ, mpasotam, sumii, ntade, ne sika nso ka ho. Adɔfo a wɔaka no nso de nneema a wɔpɛ sɛ wɔde gya owufo no kwan ba. Eyɛ tumi ye, sika, duku anaa kawa. Wɔde nneema yi nyinaa gu funnaka no mu de gyaw owufo kwan.

Efunu no sie

Wɔwie saa amanɛɛ ahorow yi nyinaa a, wɔgu nsa na wɔde owufo no ato funu-adaka no mu akosie no. Mmarima a wɔfi efie hɔ soa funu-adaka no de kɔ amusie wɔ bere a nnipa a aka no nso di wɔn akyi de kosie efunu anaa amu no.

Wɔsie efunu no wie a, wɔsan ba fie. Wɔbɔ gua ma nnipa tena ase, wɔagyegye nsawabɔde na wɔadidi wɔn ho wɔn ho nkɔmma.

Ayipa Anaa Sikasa

Obi wu a, na adaduannan akyi fi bere a onipa no wui no na na wɔye ayie ne titiriw wɔ Memeneda ne Yawoda, ɛwom sɛ ɛnne abusuafo mfa owufo nhye mmɔkyere nkye esiane mmɔkyere a entumi mfa efunu bebree wɔ bere koro no ara mu no nti. Wɔsi pon de gyegye nsawabɔde. Wɔhye ayie no ase awia dɔnnko. Da a wɔde beye ayie no du so a, wɔsisi kanopi ahorow anaa nkuroww a wɔwɔ beae a wɔye ayie no, wɔsiesie beae hɔ de gye ahɔhɔ a wɔrebɛgya wɔn ayie no bɛtenatena ase. Abusuafo afade no ye tuntum ne kɔkɔ. Nnipa binom nhye mpaboa anaa wɔde wɔ nan sisi fa saa. Mmaa binom nso yi yi wɔn ti nhwi. Nnwonto ne kyenebɔ kɔ so wɔ hɔ. Abusuafo a ade atɔ wɔn ani no taa tenatena dɔm no anim. Wɔde nkyia ne nsa ahorow ma agyamfo anaa ahɔho no nyinaa akwaaba. Wɔma wɔn nsa no wie a, wɔkɔ bɔ wɔn nsawa. Abusuafo no yi yi nnipa ma wɔkɔ da wɔn a wɔbɔɔ nsowa no nyinaa ase wɔ ayie no ase. Anwummere nnɔnsia na ayie no atu. Ade kye anɔpa a, wɔsan tena ase de gye nsawabɔde a aka no. Ɛtɔ da a, wɔhyehye nneɛma bi de kyere wɔn a wɔbɛgya abusua no ayie no. Owufo no aware a, wɔde ne yere no fa kunaye mu. Ayipa anaa Sikasanom, ye bere a wɔye ayie no wɔ efunu no sie akyi.

Fea/Sodze

Fea ye ayiye no mu biako a wɔye de ma abofra a wadi kan awu wɔ awofɔ bi mma mu. Eyi nye ayiye kɛse biara. Wɔde ade bi te sɛ ayowa si pon so ma adɔfo de wɔn nsawa no ato mu. Wɔnto nsawa no din wɔ guam. Ɛnse sɛ wɔye ayie titiriw biara. Gyidi no ne sɛ, sɛ wɔye ayie ma saa owuo yi a, owuo sunsum no besan abefa mma a wɔaka no nyinaa. Esu biara nnim na eye adidi ne nom.

Ɛnne mmere mu Ayiye ho asem

Ɛnne mmere yi mu ayiye wɔ nnipakuw ahorow amammerɛ mu no da tete ne abɛɛfo nneɛma bi adi wowɔ mu. Nea edidi so yi ne abɛɛfo nsakrae ahorow a aba ayiye mu:

Sikasem mmoroso: Ɛnne mmere yi mu abusuafo ne adɔfo hwɛhwɛ sɛ wɔbeyɛ ayie kyenkyerekye anaa kakraa a nnipa nyinaa bɛka ho asem wɔ kurom hɔ. Wɔhu no sɛ, eye kwan a wɔrefa so ahyɛ funu no anuonyam wɔ ayiye no mu na asan aye nkradi a ɛsombo pa ara. Ne saa nti, ayiye abeyɛ biribi a ɛso pa ara ne ɛka kɛse a wɔnam so de kyere sika ne asetena mu gyinabere a abusua bi wom. Eyi da adi wɔ funu no ntoma anaa afade, ntoma a wɔtwa de ye ayie, nnaun, efunu-adaka ne mpo beae a wɔde ye ayie no mu. Saa nsakrae yi nyinaa gyina anuonyam a wɔpɛ sɛ wɔde hyɛ nea wawuo no na wɔda ne kɛseyɛ nso adi na afei wɔama nnipa ahu abusua a ofi mu no gyinabea wɔ asetena mu.

Abɛfo mfidi-dwuma a wɔde aka ayiye ho: Kan tete no, na wɔhwehwe se, adɔfo ne abusuafo nyinaa beba beae a wɔreye ayie hɔ no bi nanso, abɛfo mfidi-dwuma asesa saa adeye yi esiane abɛfo ntentanfidi so dwumadi bi te se, sohyia-midia so nkrato a ate atese. Eyi boa ma nnipadɔm a wɔwɔ akyirikyiri nyinaa nya ayiye no mu kyefa, ɛmfa ho ne baabi a nnipa no wowɔ anaa tete. Bio, abusuafo no (ne titiriw ne mmabun no) tumi twe ayie no mu dwumadi nyinaa ho mfon/sini gu afidi so.

Tete ne Akristofo nneema a adi afra: Ɔsom ahorow so nsunsuanso de nsakrae aba ɛnne mmere ayiye mu. Tete kwan a wɔfa so ye ayie wɔ Ghana nkuroww ahorow so no ne Akristofo gyidie ne wɔn nhyehyee bi te se, awufo-som a ɛko so wɔ asɔredan mu, ɔwen ne nea ekeka ho a adi afra no di akoten nansa yi pa ara. Saa nkabom yi da esu nwanwaso a eye amammere ne ɔsom adi wɔ Ghanafo binom mu.

Ayiye a adan guadi: Nnansa yi, nnipa bi a wɔwɔ mmeae ahorow a wɔye ayie wɔ hɔ no tumi gyina abusua bi anan mu ye wɔn ayie ma wɔn. Eyi ama ɛnne, ayiyo abedan guadi kese a, ebinom nam saa nhyehyee yi so da nnwuma bi te se, aduannoa, ayie-beae nsiesie, nwom ahorow, efunu-daka, nsuifo ne akyenekafo adi wɔ ayie ase de gye sika. Saa ayiye a abedan guadi yi wɔ nsunsuanso papa ne bɔne wɔ ayiye so. Nsunsuanso papa a ɛwɔ so ne se, eye ayie nhyehyee ho kɔdaanna fi abusua no so nanso, eyi nyinaa de ɛka kese bɛto abusua no so.

Ayiye afade adwinne ahorow: Ayie-beae hɔ nsiesie ne ntaade ahorow a wɔhyehye no wɔ ayie ase no abeye biribi a ɛda adwinne ho nimdeɛ adi. Ayi mu no, yehu adwinne ahorow pii na eyi da adi wɔ kyeneka ne nnwonto, asa ahorow, haelaefo nnwom, anwensenka ne mfoniyɛ ahorow mu. Saa nneema ahorow yi nyinaa da owufo no abrabɔ ne n'agyapade ahorow adi.

Abusua ne mpɔtamfo dwumadi mu nsakrae: Dwuma a na owufo no abusuafo da adi bi te se, efunu-adaka tɔ ne abusuafo a wɔdeda efunu no wɔ hɔ no ne nea ekeka ho no kɔ so nnansa yi pa ara. Bere a nsakrae reba abusuafo ne mpɔtamfo dwumadi mu nnansa yi fa ayie no ye ne ho sikasɛm ho no, ɛko so boa ma ayɔnkofa pa ne koroyɛ beda nnipa ahorow ne mpɔtam hɔfo no ntam.

Adesua mu Dwumadi

1. Pensempensem akwan ahorow a yɛbɛfa so ama ɛnne mmere mu ayiye ase atim ɛnne asetena mu nsunsuanso a ɛde beba;
 - a. Abusuafo ne nnamfonom so.
 - b. Mpɔtamfo no so.

2. Ye nhwehwemu fa asem a eɗa guaa se, enne mmere mu ayiye dwumadi ahorow ho hia ma yen amammere.

Adekyerekwan nhweso

1. Adesua a egyina dwumadi: Adesuafo no nyinaa mpensempensemu
 - San ti owuo ne ho nsem adesua no mu.
 - Pensempensem ayiye ne n'ahorow wo amammere mu.
 - Pensempensem ayiye ahorow a woye de ma won a wɔdidi so yi: ahemfo, akomfo, apemfo, mmofra ne won a wɔkeka ho mu.
 - Pensempensem enne mmere nneema a eɗa adi wo ayiye mu mu.
2. Kuw dwumadi/ nkabom adesua: Fa ayiye a eko so wo w'amammere a wusua no mu toto nea eko so wo amammere ahorow mu wo Ghana no ho.
 - Adesuafo no nyinaa dwumadi
 - Hwe sini a efa ayiye ahorow ho, se ebia, ayiye a efa chene, ɔkomfo ne nea ekeka ho ho.
 - Ye oyikyere a efa ayiye ho.

Nkarii Titiriw: DoK Level 4 – Nsemmisa

1. Pensempensem ayiye ahorow abien (2) a eko so wo wo mpɔtam mu na kyere mfaso a ewo ayiye so.
2. Pensempensem nsonsonoe a ayiye a woye de ma nnipa a wɔdidi so yi wo wo mpɔtam mu: ahemfo, akomfo, apemfo ne mmofra.
3. Fa ayiye a eko so wo wo mpɔtam mu toto nea eko so wo mpɔtam foforo mu.
4. Pensempensem enne mmere yi mu ade biako a eko so wo ayiye mu wo wo mpɔtam mu na kyere kwan a yefa so abre no ase.

Krataa 2 Dwumadi Nhweso

Ye nhweso Dwumadi ma Krataa 2 wo Nnawɔtwe 18 mu. Eɛ se dwumadi no fa adesuada

ahorow a wakyere won fi Gyinapɛn/Afe 1 kosi Gyinapɛn/Afe 3 nyinaa mu. Fa Nsemmisa Nhyehyɛ Pon no (Table of Specification) ne Krataa no Nhyehyɛ (Structure of the Paper) a ewo ɔfa yi awiei no di dwuma se akwankyerɛ. Eɛ se chwe twa adesuafo no dwumadi ma won animanim no ara na fa mma a wɔbenya no hye STP no mu.

KRATAA 2 DWUMADIE NHWESO

NSEMMISA NHYEHYEE PONO MA KRATAA (1)

Ɛse se akyerɛkyerɛfo kyereɯ nsemmisa ahorow aduonum (50) ma saa ɔfa yi

ADESUA NKORABATA	ADESUADE BOTAE AHOROW	NKARII AKWAN AHOROW		
		L1 30%	L2 40%	L3 30%
FONETIKS NE FONOLGYI	8. Pensempenseɯ anwenseɯ bi mu.	1		
	10. Gyina esu ɛse fata so kyerekyere Akyerɛkyere Twi anom nnyigyei ahorow no su (nhweso: dweɛdwɛɛwa no gyunabea, beae a wɔye nnyigyei no ne nnyigyei no yebea).	1 1 1	1 1 1	1 1 1
	11. Pensempenseɯ enne nnyigyei ahorow no dwumadi wɔ Akuapem Twi mu (nhweso, asemfua anim, mfinimfini, ne awiei).		1	
	12. Kyere Akuapem Twi asensin/selabolo nkyekyemu ahorow no.			
	13. Pensempenseɯ Akuapem Twi asensin nhyehyee no wɔ nseɯfuaye mu.			
	14. Kyerekyere toonu ahorow no mu (nhweso, fam, soro, mfinimfini, soro-kɔ, fam-kɔ, ne nea ekeka ho.) ne ne dwumadi ahorow.			
	15. Pensempenseɯ fonologyi dwumadi ahorow a ɛwɔ Akuapem Twi mu mu(ɛe ebia, ɔmene).			
	16. Pensempenseɯ fonologyi dwumadi ahorow a ɛwɔ Akuapem Twi mu mu (asensin nhyehyee ahorow).			

ADESUA NKORABATA	ADESUADE BOTAE AHOROW	NKARII AKWAN AHOROW		
JKASA MMARA AKYEREW NHYEHYEE	8. Kyekye edin mu ko n'ahorow mu (nhweso, edinpa, dinhunu, edin a yenhui, edin a yehu, ne nea ekeka ho.) 9 Kyekye kyerefo mu ko n'ahorow mu (nhweso, yabea, beae, bere, anowden). 10 Pensempensem mmataho dwumadi wo Akuapem Twi mu. 11. Fa nkabomde ahorow ye kwasamu ahorow wo Akuapem Twi mu. 12 Kyerekyere na kyekye kwasamufa mu ko n'ahorow mu. 13. Pensempensem kwasamu nkorabata ahorow no mu (nhweso, kwasasin ne kwasamufa). 14. Gyina kwasamu dwumadi so kyekye kwasamu mu ko n'ahorow mu.	1 1	1 1 1	1 1
	7. Kyerew kwasamu ahorow wo bere a wode edin ne edinnsiananmu nhyehyee ahorow no redi dwuma. 8. Kyerew kwasamu ahorow wo bere a wode edin nkyerekyeremu nhyehyee ahorow no redi dwuma. 9. Pensempensem nsemfuaye ahorow mu wo Akuapem Twi mu (nsemfua nkabom, nsemfuasotwa, wem, mmataho). 10. Pensempensem akyerew agyiraehyede ahorow no mu (nhweso, osiwiei, nsanh, osiprenu, osisan, ne nea ekeka ho.) ne nsenkyerenne ahorow a eda adi wo akyerew mu mu. 11. Pensempensem nsemfuaye ahorow no mu (wem, nkakuho, kwenegy, ne nea ekeka ho). 12. Gyina nsemfuaye ahorow no so ye nsemfua foforo.	1	1 1 1	1 1

ADESUA NKORABATA	ADESUADE BOTAE AHOROW	NKARII AKWAN AHOROW		
AMAMMERE NE AMANNE	10. Ye nhwehwemu fa abosomdin ahorow ho wɔ bere a worehwe wɔn abɔse ne botae a etaa akyi.	1	1	1
	11. Pensempensem akwan ahorow a wɔfa so pagyaw abofra bi de no kɔ ne mpanyin mfe so (bragoru: adeye edi bragoru no kan, adeye a eko so wɔ bragoru dwumadi no ankasa mu ne adeye a eko so wɔ bragoru no akyi).	1	1	1
	12. Fa ɔkwan ahorow a wɔfa so goru bra wɔ Akuapem Twi mu no toto amammerɛ ahorow no de ho.	1		1
	13. Pensempensem akwan ahorow a wɔfa so gye aware ne so mfaso wɔ amammerɛ kwan so.			
	14. Pensempensem abɛɛfo nneyɛɛ ahorow bi a ɛrenya nsunsuanso wɔ nananom awaregye so.			
	15. Fa abusua nhyehyɛɛ a ɛwɔ Akuapem Twi mu no toto nea eko so wɔ amammerɛ ahorow mu wɔ Ghana.			
	16. Pensempensem nananom-som afahyɛ ne so mfaso ahorow mu wɔ Akuapem Twi mu.			
	17. Fa afahyɛ ahorow a eko so wɔ Akuapem Twi mu no toto amammerɛ nkae no mu de ho wɔ Ghana.			
NANANOM AMAMMU	18. Fa ayiye a ahorow a eko so wɔ Akuapem Twi mu no toto nea eko so wɔ amammerɛ nkae no mu wɔ Ghana.			
	6. Ye nhwehwemu fa Akuapem Twi amammunhyehyɛɛ ho (agya,abusua, abusuapanyin, ntɔn/ntorɔ panyin).	1	1	1
	7. Ye nhwehwemu fa Akuapem Twi amammu nhyehyɛɛ ho (ɔhene, ahemfo-nketewa, asiahenefo, ne nea ekeka ho.).			1
	8. Ye nhwehwemu fa nananom amammu nhyehyɛɛ ho.			
	9. Ye nhwehwemu fa abɛɛfo kɔɔto asenni nhyehyɛɛ ho			
ANO KASADWINI	10. Fa nananom kwan a wɔfa so di asem no toto abɛɛfo kwan a wɔfa so di asem no ho.			
	7. Ye nhwehwemu fa Akuapem Twi nsagu nhyehyɛɛ ahorow no ho (ɔfre, botae, nhyira ne nnomee)	1		
	8. Pensempensem nsui mu (ne dwumadi ne so mfaso).	1	1	1
	9. Pensempensem abisaa nhyehyɛɛ ne n'ahorow mu.		1	
	10. Ye nhwehwemu fa nyanapo nhyehyɛɛ ho.			
	11. Pensempensem adwuma nnwom, ɔsa nnwom, agoru mu nnwom ne abagyegye nnwom mu.			
	12. Ye nhwehwemu na pensempensem abɛɛfo highlife nnwom ahorow mu.			

ADESUA NKORABATA	ADESUADE BOTAE AHOROW	NKARII AKWAN AHOROW		
AKYEREW KASADWINI	7. Pensempensem abasem su ahoro mu (nhweso, agorumma, asentitirw, nhyehyee, sibeabere, enne a ekasa, ne nea ekeka ho.).	1		
		1	1	1
	8. Pensempensem abasem nhoma bi mu (atifiasem, asentitiriw, nsemfua dwumade, kasasu ahorow, ne nea ekeka ho.)	1	1	1
			1	1
	9. Ye nhwehwemu fa ahwegoru su ahorow mu.			
	10. Pensempensem ahwegoru nhoma bi mu.			
	11. Hwehwe na pensempensem anwensem su ahorow no mu (nhweso, nsemfua dwumadi, nsentitiriw, nkyekyemu, nsensanne, kasasu ahorow, nnyigyei-koro, ne nea ekeka ho.).			
	12. Pensempensem anwensem bi mu.			
	MMUABO	15	20	15

NSEMMISA NHYEHYEE PON MA KRATAA ABIESA (2)- ADANTAM SUKUU AKUAPEM TWI

Krataa no nhyehyee

ƆFA A - Akenkan (Mma 10)

Akenkan ne ntease a ekura nsemfua 300-350 a eye abasem a wɔde nsemmisa edu ataa akyi na wɔde to gua wɔ ha. Eɛ se adesuafo no bua nsemmisa no nyinaa ano. (Mma 30)

ƆFA B - Fɔnɔlɔgyi (Mma 10)

Kyerew nsemmisa ahorow abien ma adesuafo no nyi mu biako pe mmua mfa nya mma 10. (Simma 15)

ƆFA C - Ɔkasa Nkyerɛase (Mma 30)

Fa abasem a ekura nsemfua beye 250 a ewɔ Borɔfo kasa to hɔ ma adesuafo no nkyerɛ ase nkɔ Akuapem Twi mu. (Mm 30)

ƆFA D - Susu-twerɛ (Mma 30)

Gyina atifiase ahorow nnan so kyerew nsemmisa nnan ma adesuafo no nyi mu biako pe mfa nsemfua ahasa (300) anaa nea eboro saa nkyerew ho asem mfa nya mma 30. Wɔbɛsɔ adesuafo ahwe wɔ susukyerew ahorow a edidi so yi mu.

Abasem, Sukyerɛ, Akyinnyegyɛ, Kasakyerɛ, Krataa kyerew, Akwankyerɛ (Simma 50)

3FA E – Akyerew Kasadwini (Mma 20)

Saa 3fa yi mu, wode nsemmisa abiesā (3) a afa akyerew kasadwini nkorabata abiesā (abasem, ahwegoru ne anwensem) no ho na ebeto gua ama adesuafo no ayi mu biako (1) pɛ. (Mma 25)

ADESUA NKORABATA	ADESUA BOTAE AHOROW	NKARII AKWAN AHOROW		
		L1	L2	L3
AKENKAN	1. Gyina nimdee a wowo fa nnyinaso kasamu ne nkyerekyeremu kasamu ho so fa hu adwempɔ a ewo kyerewsem ahorow mu.			1
FONOLGYI	1. Gyina esu ahorow so kyerekyerɛ Akuapem Twi enne nnyigyei ahorow no su (nhweso: anofafa no yebea, beae a tekrema no ma ne ho so ko du ne tekrema no fa a ema ne mu so) 2. Pensempensem fonologyi dwumadi ahorow a ewo Akuapem Twi mu mu (asensini nhyehyee ahorow).		1	1
SUSU-KYEREW	1. Kyerew abasem susukyerew 2. Kyerew akwankyerɛ susukyerew 3. Kyerew akynnyegyee susukyerew 4. Kyerew krataa a wode kɔpɛ adwuma.			1 1 1 1
3KASA NKYEREAASE	1. Gyina nimdee a wowo fa 3kasa nkyerɛase ahorow no so kyere kyerewsem no ase fi Borɔfo kasa mu ko Akuapem Twi mu (3kasa nkyerɛase a egyina nsemfua ntease so, 3kasa nkyerɛase a egyina ntease so, mfeafeaho kasankyerɛase, ne nea ekeka ho).			1
AKYEREW KASADWINI	1. Pensempensem abasem su ahorow no mu (nhweso, agorumma, asentitiriw, nhyehyee, sibeabere, enne a ekasa, ne nea ekeka ho.). 2. Pensempensem ahwegoru nhoma mu. 3. Hwehwe na pensempensem anwensem su ahorow no mu (nhweso, nsemfua dwumadi, nsentitiriw, nkyekyemu, nsensanne, kasasu ahorow, nnyigyei-koro, ne nea ekeka ho.).			1 1 1
	MMUABO		1	10

NSEMMISA NHYEHYEE PON MA KRATAA ABIESA (3)- ADANTAM SUKUU AKUAPEM TWI

Krataa no nhyehyee

KRATAA 3 (Ano-Kasa Dwumadi)

Saa krataa yi kura ɔfa ahorow abiesa (3) a ebeye nkitahodi a ebekɔ so wɔ ɔdesuafo no ne sɔhwe-hwesofɔ no ntam. Nkitahodi a ebekɔ so wɔ sɔhwe-hwesofɔ no ne ɔdesuafo biara ntam no befa simma 20 a eye mma 50. Dwumadi no kura nkyekyemu nsia a wɔapae mu abien anya atrapɔe A ne Aterapɔe B. Wɔbedanedane atrapɔe no mu afe biara senea ebeye a wɔnti nsemmisa koro no ara mu. Sɔhwe-hwesofɔ beka sɔhwe no nhyehyee no ho asem akyerɛ adesuafo a wɔrebekerew sɔhwe no.

ADESUA NKORABATA	ADESUADE BOTAE AHOROW	NKARII AKWAN AHOROW		
		L1	L2	L3
NKITAHODI/ NKOMMOBO WO TEBEA BI MU FONOLGYI	1. Pensempensem nimdee ne adwen ahorow mu fi adesuadae anaa abasem ahorow mu. Se ebia, nneyee ahorow a amammere gye tom (obu, ayamye, abodwokyerɛ ne nea ekeka ho), ntetee, mmofra a wɔwia-tɔn wɔn, nneema a atwa yen ho ahyia, mfididwuma wɔ Ghana, famagude-tu, GESI, STEM, ne ade.			1
	1. Gyina esu ahorow so kyerekyere Akuapem Twi enne nnyigyei ahorow no su (nhweso: anofafa no yebea, beae a tekrema no ma ne ho so kɔ du ne tekrema no fa a ema ne mu so)		1	
AKENKAN	1. Gyuna ɔhare-so -ade hwehwe ne ɔhare-so-akenkan nimde so fa hwehwe amanebo anaa nimdee fi kyerewsem ahorow mu 2. Fa asentitiriw ne nnyinaso kasamu ho nimdee so hwehwe adwempa a ewɔ kyerewsem ahorow mu.	1		1
AMAMMERE NE AMANNE	1. Ye nhwehwemu fa abosomdin ahorow ho wɔ bere a worehwe wɔn abɔse ne botae a etaa akyi. 2. Kyerekyere aware ho amanne nhyehyee ne hia eho hia amammere mu. 3. Kyerekyere tete afahye ahorow no ho amammere ne nea enti eho hia.	1	1 1	
ANO KASADWINI	1. Ye nhwehwemu fa Akuapem Twi nsagu nhyehyee ahorow no ho (ɔfre, botae, nhyira ne nnomee). 2. Pensempensem nananom-som afahye ahorow no ne wɔn so mfaso ahorow mu. 3. Fa Akuapem Twi ayiye toto amammere nkae a ewɔ Ghana no ayiye ho.	1	1	1
	MMUABO	3	4	3

3fa 8 Mmɔakyi

Saa 3fa yi ye ade a wɔakyere no wɔ nnawɔtwe dunson ne dunwɔtwe mmɔakyi. Apensempensem owuo, ayiye, ayiye ahorow ne so mfaso. Saa adesuada yi som bo wɔ Ghana kasa ho adesua mu efise, ɔboa ma adesuafo hu wɔn ankasa amammerɛ ne amanneɛ na ɛma wɔn ani gye afoforo nso amammerɛ ne amanne ahorow ho. Yɛhwɛhwɛ sɛ, 3fa yi adesua awiei no, adesuafo no behu wɔn nkyi, wɔn amammerɛ ne amanneɛ, wɔn nneyɛe a ɛsom bo, nea wɔfi na aboa ama amammerɛ ase atim. Ɛbeboa ahyɛ adesuafo nkuran ama wɔaka abom de adi dwuma. Wɔbesan asua sɛ wɔbeyɛ badwemma, adwenkyerefo na wɔanya nsemfua a wɔde bekasa afa nsem ahorow a ɛkɔ so wɔ wɔn man mu ne afoforo de ho mu.

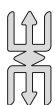
PLC Session 18

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).



AHYENSO

- 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**)

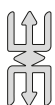
- Chat with your app to review the test specification table for Practice Paper 2.
- Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the tasks/items.
- Review and refine the Paper (NTS 3k-3q).

10 minutes

Content Exploration

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
- 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).



AHYENSO

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

20 minutes

Enactment

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

5 minutes

Reflection

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



SCHWE NKYEREKYEREMU MA ADWUMA TITIRIW NO

NNAWOTWE 17

Asemmisa 1: Ye nhwehwemu fa akwan ahorow nnum (5) a ede owuo ba wɔ wo mpɔtam na pensempensemu mu. (Mma 15)

Ɛse se ɔkyerekyerɛfo no bisa ne ho saa nsem ahorow yi ansa na watwa dwumadi no ama mma ahorow:

1. Owuo farebae ahorow: Ɔdesuafo no tumi kyerɛw akwan ahorow a ede owuo ba wɔ ne mpɔtam no?
2. Owuo farebae mpensempensemu: Ɔdesuafo no tumi pensempensemu owuo farebae no biara mu a ɔkyerekyerɛ nea ede owuo no ba pɔtee ne nsunsuanso a ede ba ne mpɔtam no so yiye?
3. Pensempensemu no mu dɔ: Ɔdesuafo no mpensempensemu a ɛfa owuo farebae ne so nsunsuanso no da ntease a emu dɔ adi?

Dwumadi no twa ho nhyehyɛ

- Mma 13–15 : Nhwehwemu ne mpensempensemu a ɛye pɛpɛɛɛ. Wahu nea ede ɔhaw no bae no yiye, na wayɛ ho mpensempensemu a emu dɔ.
- Mma 10–12 : Nhwehwemu ne mpensempensemu pa. Wahunu deɛ ede ɔhaw no bae no bi, na wayɛ ho mpensempensemu a ɛfata.
- Mma 7–9 nkonta: Nhwehwemu ne mpensempensemu a ɛfata kakra. Wahu nea ede ɔhaw no bae no kakraa bi, na mpensempensemu no nso sua.
- Mma 0–6 nkonta: Nhwehwemu ne mpensempensemu mmɔborɔhununu. Wahunu anaase kakraa bi pɛ wɔ nea ede ɔhaw no bae ne ne mpensempensemu ho. (Mma 15).

Asemmisa 2: Se woyɛ ɔkasamafo yi, kyerɛ sɛnea wobekyerɛkyerɛ wo manfo fa sɛnea wɔbesi asiw owuo a ɛba ansa na ne bere adu so wɔ wo mpɔtam mu. (Mma 15)

Ɛse se ɔkyerekyerɛfo bisa ne ho nsemmisa yi ansa na ɔde mma no ama:

1. Botae a emu da hɔ: So nhyehyɛ a wɔde bekyerɛkyerɛ nkurɔfo no botae no da adi pefee na ɛkasa fa ho pɔtee?
2. Nnipa a wɔde adesua no rema wɔn: So wɔakyerɛ wɔn a wɔde adesua no rema wɔn pɔtee? Na akwan a wɔde bekyerɛkyerɛ wɔn no fata wɔn ahiade ne wɔn amammerɛ?

3. Akwan a wɔde bekyerekyere: So akwan a wɔde bekyerekyere no ye adwuma yiye, eye pa ara se wɔde bedi dwuma, na ene mpɔtam no amammerɛ kɔpɛ?
4. Senea wɔbehwe ne mmɔakyi ne ne nkɔso akyidi: So wɔaye nhyehyee a wɔde behwe dwumadi no mmɔakyi no se aso aba pa ana, na wɔbetoa so ne mpɔtam hofo no adi nkitaho?
 - Mma 13–15: Nhyehyee a eye pɛpɛpɛ, a ewɔ botae a emu da ho pa ara, akwan a etu mpɔn a wɔde bekyerekyere, ne nhyehyee a wɔde behwe nkɔso no na wɔatoa so.
 - Mma 10–12: Nhyehyee pa a emu wɔ botae ne akwan a ɛda adi.
 - Mma 7–9: Nhyehyee a ɛfata kakra, nanso botae ne akwan no sua anaa emu nna ho yiye.
 - Mma 0–6: Nhyehyee a enye, a enni botae a emu da ho anaa akwan a ɛfata a wɔde bekyerekyere. (Mma 15)

NNAWɔTWE 18

Dwumadi no twa ho nhyehyee

Asemmisa 1: Kyerɛw ayiye amanne ahorow abien a wɔye wɔ wo mpɔtam mu ho asem, na hwehwe mu na kyere ayiye amanne no hia a ɛho hia. (Mma 15)

Ɛse se ɔkyerekyerefo bisa ne ho nsemmisa yi ansa na ɔde mma ama:

1. Ayiye amanne ho nkyerekyeremu: So osuani no tumi kyere ayiye amanne ahorow abien a wɔye wɔ ne mpɔtam mu mu pefee?
2. Ayiye amanne no so mfaso: So osuani no tumi hwehwe mu kyere ayiye amanne no so mfaso se eye nea ɛfa amammerɛ, asetena mu nkitahodi ne honhom fam gyidie ho?
3. Mpensempensemu a emu dɔ: So osuani no da ntease a emu dɔ adi fa ayiye amanne no ne nea enti a ɛho hia ho?

Dwumadi no twa ho nhyehyee

- Mma 13–15: Mpensempensemu ne nhwehwemu a eye pɛpɛpɛ. Osuani no akyere ayiye amanne no mu pefee, na wahwehwe mu yiye de ada so mfaso no adi.
- Mma 10–12: Mpensempensemu ne nhwehwemu pa. Osuani no akyere ayiye amanne no bi mu, na wahwehwe mu senea ɛfata.
- Mma 7–9: Mpensempensemu ne nhwehwemu a ɛfata kakra. Osuani no akyere ayiye amanne no ho nsem mu kakraa bi, na ne mpensempensemu no nso sua.

- Mma 0–6: Mpensempensemu ne nhwehwemu a enye. Osuani no akyerε ayiye amanne no ho nsem kakraa bi mu anaa wannkyere mu biara mu, na wahwehwe mu kakraa bi anaa wannhwehwe mu koraa.

Asemmisa 2: Kyerεw nsonsonoe a εda ayiye amanne a wɔye ma nnipakuw a wɔdidi so yi ntam wɔ wo mpɔtam mu ho asem: ahene, akɔmfo, mmea a wɔawuwu a na wɔanyinsen ne mmofra. (15 Nkonta)

Ɛse se ɔkyerekyerεfo bisa ne ho nsemmisa yi ansa na ɔde mma ama:

1. Nsonsonoe ho nkyerekyerεmu: *So osuani no tumi kyere nsonsonoe a εda ayiye amanne a wɔye ma nnipakuw no biara mu pefee?*
2. Nsonsonoe no ho mpensempensemu: *So osuani no tumi hwehwe mu kyere nea enti a saa nsonsonoe yi wɔ hɔ, se eye nea εfa amammere ne asetena mu nkitahodi ho?*
3. Ntease a emu dɔ: *So osuani no da ntease a emu dɔ adi fa ayiye amanne no ne nea enti a εso wɔ mfaso ho?*

Dwumadi no twa ho nhyehyee

- Mma 13–15 : Mpensempensemu a eye pɛpɛpɛ, a emu wɔ nsonsonoe no ho nkyerekyerεmu a emu da hɔ ne nhwehwemu a emu dɔ.
- Mma 10–12 : Mpensempensemu pa a emu wɔ nsonsonoe no ho nkyerekyerεmu ne
- nhwehwemu a εfata.
- Mma 7–9 : Mpensempensemu a εfata kakra, a emu wɔ nsonsonoe no ho nkyerekyerεmu ne nhwehwemu kakraa bi.
- Mma 0–6 : Mpensempensemu a enye, a emu nni nsonsonoe no ho nkyerekyerεmu anaa nhwehwemu a εfata.

Dwumadie no twa ho nhyehyee

Asemmisa 3: Fa ayiye amanne a wɔye wɔ wo mpɔtam mu no toto ayiye amanne a wɔye wɔ mpɔtam foforo bi mu ho, na kyere nea esese ne wɔn mu nsonsonoe. (Mma 15)

Ɛse se ɔkyerekyerεfo bisa ne ho nsemmisa yi ansa na ɔde mma ama:

1. Ayiye amanne ho nkyerekyerεmu: *So osuani no tumi kyere ayiye amanne a wɔye wɔ mpɔtam abien no nyinaa mu pefee?*
2. Ayiye amanne no ntotoho: *So osuani no tumi de ayiye amanne a wɔye wɔ mpɔtam abien no mu no toto ho, na ɔkyere nea esese ne wɔn mu nsonsonoe?*

3. Mpensempensemu a emu dɔ: So osuani no da ntease a emu dɔ adi fa ayiye amanne no ne nea enti a ɛho hia ho?

Dwumadi no twa ho nhyehyɛ

- Mma 13–15 : Ntotoho a ɛye pɛpɛɛɛ, a emu wɔ ayiye amanne no ho nkyerɛkyeremu a emu da ho ne mpensempensemu a emu dɔ.
- Mma 10–12 : Ntotoho pa a emu wɔ ayiye amanne no ho nkyerɛkyeremu ne mpensempensemu a ɛfata.
- Mma 7–9 : Ntotoho a ɛfata kakra, a emu wɔ ayiye amanne no ho nkyerɛkyeremu ne mpensempensemu kakraa bi.
- Mma 0–6 : Ntotoho a ɛnye, a emu nni ayiye amanne no ho nkyerɛkyeremu anaa mpensempensemu a ɛfata.

Dwumadi no twa ho nhyehyɛ

Asemmisa 4: Pensempensem ade biako bi a ɛnne yi ɛfa ayiye amanne ho wɔ wo mpɔtam mu ho asem mu, na kyere senea wɔbetumi asiw ano kwan. (Mma 15)

Ɛse se ɔkyerɛkyerefo bisa ne ho nsemmisa yi ansa na ɔde mma no ama:

1. Ɔhaw no ho nhunumu: So osuani no tumi hu na ɔkyere ɔhaw bi a ɛnne yi ɛfa ayiye amanne ho wɔ ne mpɔtam mu?
2. Ɔhaw no ho mpensempensemu: So osuani no tumi hwehwe ɔhaw no mu, na ɔkyere nea ɛde ba ne nea efi mu ba?
3. Akwan a wɔde siw ano akwan: So osuani no tumi de akwan a etu mpɔn a wɔbetumi afa so asiw ɔhaw no ano ato gua?
4. Akwan no ye a ɛye ne mfaso a ɛwɔ so: So akwan a ɔde ato gua no ye nea wɔbetumi de adi dwuma, na ebetumi nso ama ɔhaw no so atew anaa agyae?

Dwumadi no twa ho nhyehyɛ

- Mma 13–15: *Mpensempensemu a ɛye pɛpɛɛɛ. Osuani no akyere ɔhaw no pefee, wahwehwe mu yiye, na ɔde akwan a etu mpɔn na ɛye se wɔde bedi dwuma ato gua.*
- Mma 10–12: *Mpensempensemu pa. Osuani no akyere ɔhaw no bi, wahwehwe mu, na ɔde akwan bi a ɛfata ato gua.*
- Mma 7–9: *Mpensempensemu a ɛfata kakra. Osuani no akyere ɔhaw no kakraa bi, wahwehwe mu kakra, na ɔde akwan kakraa bi ato gua.*
- Mma 0–6: *Mpensempensemu a ɛnye. Osuani no ankyere ɔhaw no yiye anaa wannhwehwe mu, na akwan a ɔde ato gua no nso sua anaa enni ho.*

ƆFA 9: NNWOM AHOROW

ADESUADE: AKUAPEM TWI KASADWINI

ADESUADE NKORABATA: Ano Kasadwini

Adesuade Botae mu: *Betumi de nimdee a efa nnwom su ho no aye nnwom ahorow.*

Adesua mu nimdeɛnya: Tumi da nimdee ne ntease a efa nnwom ahorow ho adi.

NNIANIM NE ƆFA YI TƆFABƆ

Saa Ɔfa yi beɛsenseɛsenseɛm adwuma nnwom mu wɔ Ghana Akuapem Twi mu enna enne mmere yi mu highlife nnwom ahorow mu. Ɔbehwe adwuma nnwom nkyerease, n'ahorow ne so mfaso. Ɔfa a ekasa fa highlife nnwom ho no nso beɛsenseɛsenseɛm highlife ahorow, ne nhyehyee, eso mfaso ne kwan a wɔfa so senseɛsenseɛm highlife nnwom mu. Nimdee a efa adwuma ne highlife nnwom ho no beboa adesuafo ama wɔanya nimdee bi de aye wɔn ankasa nnwom ahorow. Saa Ɔfa yi ho hia ma adesuafo pa ara na enye se wɔresua Ghana kasa nko ara na mmom, ede twaka bi to nnwom ne kasadwini sua ntam. Saa Ɔfa yi boa adesuafo ma wɔnya nimdee ne ntease a emu dɔ fa wɔn ankasa amammerɛ ne amannee ne adwen a wɔde di dwuma ahorow ho. Eɛ se ɔkyerekyerɛfo no de nkabom adekyerekwan, nhoma ne ankoroankoro ahɔden adesua nhyehyee ne nkarii soronko ahorow beboa adesua.

Nnawɔtwe ne adesuada ahorow a Ɔfa yi bekasa afa ho no na edidi so yi:

- **Nnawɔtwe19:** Adwuma nnwom
- **Nnawɔtwe 20:** Highlife nnwom

ADEKYERƐKWAN NHWƐSO TƆFABƆ

Adekyerekwan nhwɛso ahorow a wɔde adi adwuma wɔ Ɔfa yi mu no ye akwan ahorow a wɔfa so kyere Ghana kasa mu nimdee ahorow.

Adesua a Dwumadi so ye adekyerekwan a wɔde asetena mu ɔhaw a emu ye den di dwuma se adesua no nnyinaso, na eboa adesuafo ma wɔte nsusui ne nnyinasosem ase denam wɔn ankasa nhwehwemu ne egyina dwumadi so, sen se ɔkyerekyerɛfo no ankasa beka nokwasem ne nsusui no pɔtee akyere wɔn. Saa kwan yi bi ne ankoroankoro adesua, baanu baanu adwumaye, kuw ahorow a

emufo nhomanim adi afra anaa mmarima ne mmea adi mu afra, ne adesuafokuw no nyinaa dwumadi ahorow a adesuafokuw kasakyere (class presentation) ka ho. Saa adekyerekwan ahorow yi boa ma adesuafo no nya adwen a emu do, nimdee a wode siesie chaw, ne nkitahodi ho nimdee amapa. Bio, ema won akwannya ma wode bom ye adwuma, sua ekuw mu adwumaye ne ckannifo abrabɔ. Adesuafo sua senea wobɛboaboa nsem ano, ye mu nhwehwemu na wɔahwehwe mu de anya nsemmissa ho mmuae, na eyi ma wonya nimdee a eho hia wɔ adwuma wiase mu. Adesuafo a wɔwɔ adenim ho adomakyede ne nimdee soronko, wɔma won dwumadi foforo te se se wobeye won mfefo asuafo akwankyerfo anaa akuw akannifo, de aboa won mfefo ma wɔate nsusui a wɔrekyere no ase yiye. Wɔhye akyerkyerfo nkuran se, wɔnye ahweyie mma adesuafo a wɔwɔ chaw wɔ nsemfua din bobɔ ne nkitahodi mu no, na wɔmfa akwan pa ahorow so ntenetene won mfomso ne won adwenkyeae ahorow wɔ ckwan a efata so.

NKARII TɔFABɔ

Akwan ahorow a wobɛfa so aye nkarii wɔ cfa yi mu no hwe ma wɔwɔ adesuafo no nimdee, won ntease ne won tumi a wode dwen a emu do no hwe pɛpɛpɛ. Mmuae ahorow a wode ma daa no boa ma adesuafo no kɔ so nya nkɔso anaa mpontu wɔ won adesua mu ne won suban mu nyinaa. Nkarii akwan ahorow a wode di dwuma no boa ma ckyerkyerfo hu senea adesuafo no ate Ghana amammere afahye ahorow no ase afa. Nkarii no mu wɔ gyinapɛn nnan a ekasa fa adwen a emu do ne nsusui a ekɔ nkan ho. Nkarii dwumadi no hye ase fi nsemmissa ahorow, nsemmissa a anoyi ye abasem-tiawa kyerew anaa anodisem kasakyere so de hwe se adesuafo betumi ada won ntease adi na wode adi dwuma. Eɛ se akyerkyerfo de daadaa ne awiei nkarii akwan ahorow di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔso ho. Eyi ka nkontabu ne mmuae a wode bema a ekyer osuani biara nkɔso anaa ne mpontu a ɔrenya wɔ bere tenten mu.

Kyerɛ tɔfabɔ a efa nkarii a wode dii dwuma fa adekyerede ho. Se ebia...

Adesuafo dwumadi	DOK Gyinapɛn	Nkarii Akwan ahorow
3.4.1. LI.1 Pensempɔnsem adwuma nnwom mu	4	Mpensempensemu
3.4.1. LI.2 Hwehwe na pensempensem enne mmere yi mu highlife nnwom ahorow mu	4	Kasakyere / Nkasaho

NNAWƆTWE 19

Adesuade Botae: *Pensempensem Adwuma nnwom mu*

ANIWƆSOBEA: ADWUMA NNWOM

Nnwom asekyere

Nnwom ye ade eho hia pa ara wɔ onipa abrabɔ mu, ne titiriw ne Abibiman mufo. Yebetumi akyere dwom mu se, eye nsem a wɔsaesae anaa wɔahyehye a wɔde onipa enne na eɔa no adi. Enne no na eɔa kura dwom-su a nnyigyei nhyehyee ne koomye taa akyi. Nnwom nso wɔ anwensem su ahorow no bi. Eyi ne, kasasu ahorow ne nnyigeyi-koro ahorow. Wɔde nsensanne ahorow na ekyere nnwom na ewɔ nkyekyemu anaa vɛese nso. Wɔtumi ti saa nsensanne yi mu fii dwom no ahyease de kɔpem awiei. Nsemfua a ewɔ nnwom mu kura ntease a emu dɔ pa ara na nsemfua kura soro-kɔ ne fam-kɔ su anaa wɔsi nsemfua no bi so de da biribi pɔtee bi adi.

Adwuma nnwom

Adwuma dwom ye dwom bi a wɔto fa adwuma pɔtee bi ho, se eye nea wɔreto wɔ bere a wɔreye adwuma bi anaase, wɔto fa adwuma no ho anaa nea wɔto de tia adwuma. Adwuma nnwom ye nnwom a wɔto wɔ bere a wɔreye adwuma se ebia, kuaye, enamyie, ntomawene, duadwumfo, guadi ne tonsuom de hye adwumayefo nkuran ma wɔye adwuma no ntentem, den anaa kyere wɔ bere a wɔnte bre.

Adwuma nnwom: Nea abakɔsem bi taa akyi, nea ekyerekkyere mu biribi mu, anaa nea wɔde pem akutia...

Mfantsefo adwuma nnwom ho nhweso

Sisiw Mbo

Sisiw mbo, tabon mbo 2x

Iyi ye adze a wɔye a?

Iyi ye adze a wɔye a aa?

Ɔfar nye kwan tabon a

Ɔkwan kɔ 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?

Ɔkyerekyerɛfo nkɔhwɛ abɔfo dwom ho nhwɛso wɔ Adesuafo Nhoma no mu wɔ kratafa 67.

Adwuma nnwom so mfaso

- Ɛhyɛ adwumayɛfo no den na ɛnam so ma wɔwie adwuma no ntem so.
- Nnwom no mu nsem no hyɛ adwumayɛfo no nkuran ma wɔyɛ adwuma pa ara.
- Ɛyɛ kwan a wɔfa so bɔ adwuma no ho dawuro kyere afoforo.
- Wɔde adwuma nnwom san tu fo.
- Wɔde adwuma nnwom hyɛ adwumayɛfo no anuonyam na wɔsan nso de pem afoforo akutia.
- Adwuma nnwom yi ehu fi adwuma mu na ɛsan nso tumi pam nnipabɔnefo fi adwumayɛfo nkyen na wɔammedi wɔn awu.

Adesua dwumadi

1. Wogyina nea ɛkɔ so wɔ w'amammerɛ mu so a, sɛn na wobɛkyere adwuma dwom ase?
2. Fa nhwɛso abiesɛa fi w'amammerɛ mu na fa kyere adwuma dwom/nnwom mu.
3. Kyere nea enti abiesɛa a adwumayɛfo a wɔwɔ wo mpɔtam de adwuma nnwom di dwuma.

Adekyerekwan nhwɛso

1. Ɔkasa a yɛde hyɛ Adesua ase: Adesuafo no nyinaa
 - Pensempensem adwuma nnwom mu
 - Pensempensem adwuma nnwom ahorow mu
 - Pensempensem adwuma nnwom so mfaso mu
2. Kuw dwumadi/Nkabom adesua

- a. Baanu dwumadi: Pensempensem adwuma dwom bi mu (kyere asentitiriw, nyehyee, kasasu ahorow, nsemfua dwumadi, akyerew nyehyee, ne nea ekeka ho.)
- b. Adesua a egyina osuahu so: Sae adwuma dwom na to.

Nkarii titiriw: DoK Level 4 – Pensempensemu

1. Fa adwuma nnwom ahorow abien fi w'amammerɛ mu na pensempensem ne nyehyee, ne nsae (bɔbea, nnyigeyi) ne kasasu ahorow a ɔde adi dwuma (nnyinahɔma, asesɛsem, senipa, mfoniye, alitirehyen, nsɛnkyerɛnne ne nea ekeka ho). (mma16)
2. Pensempensem adwuma dwom dwumadi abiɛsa (3) mu kyere wo mpɔtam mufo. (mma 6)
3. Gyina wo nimdee wɔ kasadwini mu so na sae/hyehye adwuma dwom ma adwuma bi a woɛ sɛ woyɛ no daakye. (mma 6)

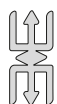
PLC Session 19

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).



AHYENSO

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

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

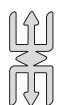
- The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

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



AHYENSO

- *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.

NNAWOTWE 20

Adesuade Botae: *Hwehwe na pensempensem enne mmere yi haelaefo nnwom ahorow mu*

ANIWOSOBIA: HAELAEFO (HIGHLIFE) NNWOM AHOROW

Highlife nnwom ahorow ho adesua: Highlife ye Ghana nnwom nkorabata no mu biako a agye din pa ara. Highlife ye Ghana dwom a ne nhyehyee no gyina Abibirem mita ne Amanone gyaase a adi afra so a ehyee ase fii enne Ghana mpoano nkurow ahorow so wo mfeha a eto so dunkron. Bere na yewo nkoasom mu no, won a na wode highlife dwom di dwuma wo Abibirem no ne adehye, adefo ne won a na wokura tumi, afei nso, na adwontookuw ahorow bi te se, Jazz Kings, Cape Coast Sugar Babies ne Accra Orchestra a na wowa Ghana mpoano nkurow no bi so to saa dwom no bi.

Highlife nnwom ahorow ne ne nhyehyee

1. **Nsadwaase dwom (Palm-wine music):** Saa dwom yi a na wosan fre no 'Maringa' wo Sierra Leone a ekura nhyehyee soronko yi hyee ase fii mpoano wo afe 1920 mu wo Abibirem Apuei Krufo a wowa Sierra Leone ne Liberiafo wo bere a adwontofo hyee ase de mfidi ahorow a wode to dwom a aguadifo a wofi Portugal de bae no de di dwuma. Wode ahoma-nsia ne akyene ahorow nso di dwuma. Eyi kyerse se, na nneema ahorow a wode ye nnwom no mu bi fi Abiribrem ha yi ara enna ebi nso fi Portugal. Na woba saa nnwom yi wo nsadwase wo mpoano a papahweakwafo bi te se won a wohyehyee nneema wo suhyen mu, akwantufo ne adwumayefo a won sikasem wo fam na na wobenom nsa san tie dwom no wo ho. Onipa a wagye din pa ara wo saa dwom yi mu wo Ghana ne Agya Koo Nimo enna nnansa yi ara, Nkwan Pafu nso abeka ho.
2. **Brase-bande highlife:** Eyi ye highlife fa bi a ese 'Western brass band' a ewo 'European forts' a atwa Abibirem Atse ho ahyia no. Saa dwom yi agye nhini wo Ghana fi 1970 na nnansa yi mpo de, wofre no Soloku. Tete bande a na agye din pa ara wo saa dwom yi mu bi ne Asiakwa 'Brass Band'. Yebanya saa 'brass band' akuw yi bi wo mpotam ahorow mu, se ebia, Ntoaso Sukuu ahorow a ewo Ghana mu. Yebesan ahu bi wo Banbo Adwumakuw ahorow a ewo Ghanaman mu ha, ne titiriw Asraafo, 'Immigration' Adwumakuw, Odumgya Adwumakuw, enna Polisi Adwumakuw. Asraafo yi tete won a wonim nnwonto no de won hye won 'brass band' kuw no mu na wakyere won nnwom ahorow a wode bo nsra. Nnwom a wode bo nsra a wode nsankuw ne akyene ahorow aka ho no ma no beye nnwom a wotumi de di asa a wofre no *adaha*, sa ara nso na wode nneema a ne bo nye den a efi yen ha yi ara a

wɔfrɛ no *konkoma ka wɔn nnwonto no ho*. Eɔa adi pefee sɛ, ɛnnɛ mmere yi mu wɔ Ghana, wɔde ‘brass band’ ka dwumadi biara ho ne titiriw, ayiye, asɔreyɛ, afahyɛ ne nea ɛkeka ho.

3. **Asaw ne dwetae bande haelaefo:** Saa highlife nnwom fa yi hyɛɛ ase fii Abibirem Atɔe aman bi te sɛ Ghana, Nigeria, ne Sierra Leone wɔ afe 1800, nanso enyaa ne din no wɔ afe 1920. Adwontofo a wɔwɔ saa hihglife dwom fa yi ‘asaw ne dwetae bande haelaefo ne dwetae bande haelaefo’ de amanɔne ne Ghana nimdeɛ wɔ dwontoɔ mu na ɛhyɛ dwom no ase. ‘Dance band highlife’ taa kɔ so wɔ nkurow akese mu. Adwonto kuw a wɔdii kan to saa dwom yi ne Jazz Kings, Cape Coast Sugar Babies, Accra Orchestra, Tempos, ne nea ɛkeka ho. Eyi ye adwonto kuw nketewa wɔ saa dwonto no mu. Adwonto kuw nketewa nso de ‘Guitar band highlife’ di dwuma na mfiase no na ɛkɔ so wɔ nkurow nketewa mu pa ara. Wɔde nneɛma bi te sɛ, seprewa ne dwetae ka dwom no to ho. Wɔsan nso de *Dagomba* nhyhyɛ a wɔfɛm fii Kru akwantufo a wɔwɔ Liberia, na wɔde aye ‘highlife’s two-finger’ nhyehyɛ. ‘Guitar band highlife’ san de dwonto, kyeneka ne nnua-abien di dwuma. Wɔn a kan no na wɔde saa dwom yi di dwuma na wɔagyɛ din wom pa ara no mu bi ne Yeboah Mensah, E.T. Mensah, E.K. Nyame ne nea ɛkeka ho. Osibisa ‘Band’ no de kɔɔ wiase afanaa nyinaa na ɛnam so maa dwom yi begyee din.
4. **Bɔga haelaefo:** Ghanafo a na wɔte Germany wɔ afe 1980 mu na wɔde saa highlife nkorabata yi baɛɛ. Wɔwɔ gyidie bi sɛ, saa highlife nkorabata yi nyaa ne din ‘Burger highlife’ efise, saa bere no na Ghanafo no mu dodow no ara te Hamburg. Na saa dwom yi ka ‘funk’, ‘disco’, ne ‘synth-po’ bom. Obiara te saa dwom yi a, na wakae wɔn a wɔfi Ghana tu kwan kɔ Germany. Obiara nim sɛ saa dwonto nhyehyɛ de abɛfo mfidi ka ne dwumadi ho; afe 1990 mu no, na wɔde mfidi a ɛde anyinam kanea na ɛye adwuma nko ara na edi dwuma wɔ dwom no nhyehyɛ mu. Adwontofo a wɔagyɛ din wɔ Bɔga Highlife mu no ne George Darko, Lee Duodu, Ben Brako, Amakye Dede, Pat Thomas, Paapa Yankson, Lumba Brothers, Rex Gyamfi, Bessa Simmons, Charles Amoah, ne deɛ ɛkeka ho. Nnansa yi, adwontofo nkae a wɔn nso agyɛ din wɔ saa dwonto yi mu ne Dada K.D., Ofori Amponsah, Kwabena Kwabena, Kwame Eugene, ne wɔn a aka.
5. **Nyame-nnwom haelaefo:** Nyame-nnwom haelaefo nhyehyɛ no gyina ɔsom ne nnwom a agyɛ ntrɛha amammerɛ ntam. Saa nnwom nkorabata yi sɛ Bɔga Highlife, nanso ne nnyinaso no fi nsɔre ahorow no ne ‘Pentecost’ Nyamesom no so na ɛye Highlife nnwom ahorow no mu de agyɛ din pa ara wɔ Ghana ne Nigeria. Wɔn a wɔdii kan too Nyame-nnwom highlife wɔ Ghana a wɔagyɛ din pa ara wɔ mu no bi ne Prof. Kofi Abraham, Bro.

Asiamah, Wofa Asumani, ne nea ekeka ho. Nnansa yi ara Nyame-nnwom atofa a wɔn nso agye din wɔ Nyame-nnwom mu no bi ne Tagoe Sisters, Jane ne Bernice, Yaw Sarpong, Elder Mireku, Sarpong McAbraham, Obaapa Christy, Diana Asamoah, Esther Smith, ne nea ekeka ho.

- Abɛɛfo/ Ɛnne mmere yi mu highlife nnwom nhyehyɛ ahorow: Highlife kura saa nhyehyɛ soronko a edidi so yi:

Nneɛma / mfiri a wɔde yɛ nnwom

Ade biako a ɛma abɛɛfo highlife da nso ne mfidie ahorow a wɔde yɛ nnwom no. Nea edidi so yi ne mfidie titiriw a wɔde di dwuma wɔ nnwonto no mu:

- Dwetae: Mpen pii no, eyi na wɔtaa de di dwuma wɔ nnwom no nsae mu.
- Mmen Ahorow: Eyi mu bi ne torɔmpɛte, saxofons, ɛnne mmen akese a wɔde ka nnwonto no ho ma no yɛ dɛ.
- Nkyeneene: Tete Abibirem nkyene anaa amanɔne de no bi boa ma dwon-su a ɛwom no yɛ dɛ.
- Piano anaa Ɔgan: Ɔgan anaa piano nso de dwom-su soronko ka nnwonto nhyehyɛ no ho.

Nnwonto Nhyehyɛ

Highlife nnwom ahorow no kura nnwom nhyehyɛ te sɛ nea edidi so yi ara.

- Ɔfrɛ ne Nnyeso: Eyi yɛ ade a ɛtaa da adi pa ara wɔ highlife nnwom mu, sɛ dwontoni biako bepagya dwom no fa bi na afoforo nso agye so.
- Dwom-su Nhyehyɛ: Ade biako nso a ɛda adi wɔ highlife nnwom mu ne sɛ, ɛwɔ nsem bi a ɛtwe adwene, eti dwom-su nhyehyɛ ahorow no nso mu.
- Nnyigyei-biakoyɛ: Highlife nnwom su titiriw biako pa ara ne ne nnyigyei-biakoyɛ ne kɔɔdo nnidiso a ɛma dwom no ntease mu dɔ.
- Nnwomnhyehyɛ a emu yɛ den: Esu biako a ɛwɔ highlife nnwom ho ne sɛ, ɛtaa de dwom nhyehyɛ a eyɛ den ahorow abien anaa nea ɛboro saa kabom di dwuma wɔ bere koro no ara mu na ɛsan da biiti a ano yɛ de anaa yɛ mmɛw adi wɔ mu.

Dwom Nhyehyɛ

Nhyehyɛ mu no, highlife nnwom taa da nea edidi so yi adi wom:

- Nnianim: Wɔde nneɛma/mfiri a wɔyɛ dwom no hyɛ ase de biiti a ɛda dwom-su nhyehyɛ bi adi.
- Vɛɛse: Dwontofo no ka abasɛm anaa de asɛm bi to gua wɔ dwom no mu.

- Korɔso: Eyi ye kwan a ɔfa so ti nsem a ebɔ dwom no mu nsentitiriw no ɔfa.
- Briigye: Eyi ye nneema/mfidie anaa enne a ede nsakrae ba dwom no mu.

Nsentitiriw a ewɔ dwom no mu nsem mu

Highlife nnwom wɔ nsentitiriw ahorow a etaa da adi wɔ nnwom no mu. Nea edidi so yi ye nsentitiriw akese a yehu no wɔ highlife nnwom ahorow mu:

- Ɔɔɔ ne Ayɔnkofa: Haelaefo nnwom dodow no ara kasa fa nsentitiriw bi te se ɔɔɔ, romanse, ne ayɔnkofa ahorow ho.
- Ɔmanfo Asetena mu nsem: Haelaefo nnwom san kasa fa ɔmanfo asetena mu nsem bi te se amannyɔsem, ohia, ne pɛpɛye-a-enni-hɔ ho.

Amammerɛ mu Agyapade

- Esu biako a ewɔ highlife nnwom ahorow mu ne se, wɔtumi de da Ghana amammerɛ ne amanneɛ, atetesem ne abakɔsem bi adi.

Ghanafo abɛɛfo haelaefo nnwom so mfaso

1. Ghanafo highlife nnwom ye adansedi a ete ase fa kwan a ɔmanfo no tumi da anuonyamhyɛ bi adi ma wɔn tete-berem wɔ bere a wɔn ani nso si nea ebesi daakye nso so.
2. Ɛka akoma na ɛda yen amammerɛ ne amanneɛ a ɛma obi hu senea ɔman yi si te adi.
3. Ɛda yen amammerɛ ne Amanneɛ su adi: Highlife nnwom ye nsɛnkɛrɛnne a ɛda Ghanafo amammerɛ ne amanneɛ ne yen agyapade ahorow adi fi bere ɛbae wɔ 19th century mu a na wɔde Amanɔne mfidie/nneema ahorow a wɔde ye nnwom ne wɔn nhyehyɛ fra Akan tete nnwom.
4. Abakɔsem agyapade: Abakɔsem mu no, wɔtumi de highlife nnwom ahorow no ka Ghana abakɔsem bi te se, nkoasom bere a atwam ne bere a na yerebre pɛ ahofadie no.
5. Highlife nnwom taa ka ɔmanfo asetena mu nsem bi te se, ɔɔɔ, amannyɔsem, pɛsɛmenkomenya, kɛtɛasehyɛ ne ɔmanfo ntam pɛpɛye.
6. Highlife nnwom ka nnipa bom, na ɛma yenya atenka bi se yɛye nnipa biako a ɛse se biakoyɛ tena yen ntam.
7. Highlife nnwom da so ara ye nnwom bi a agye din pa ara sene nnwom nkae a ewɔ Ghana no, na etumi gyegye onipa, ɛmfa ho ne mfe a obi adi anaa ne gyinapɛn wɔ asetena mu.

8. Highlife nnwom anya nsunsuanso pii wɔ Ghanafo nnwom nkae no so, sɛ ebia, 'Afrobeat' ne 'Hiplife' na enam so de mpuntu kese abre nnwom nkae a ɛwɔ Ghana no.
9. Highlife nnwom boa da Ghanafo amammere ne amanneɛ ahorow ne yen suban adi na ɛsan nso boa ma amammere ne amanneɛ ase tim.
 - Kae sɛ, wope sɛ wopensempensem dwom mu a, ɛsɛ sɛ wofa kwan koro no ara so te sɛ kasadwini dwumadi nkae no.

Adesua Dwumadi

Yɛ kɔtwatwee/akyennyegye dwumadi ma asem a ɛda gua sɛ wogyɛ tom anaa wonnye ntom: *"Highlife nnwom yɛ Ghana amammere ne amanneɛ ho guadi kese wɔ nkorɔfo aman so."*

Adekyerekwan ho nhweso

1. Wode kasa rehyɛ adesua ase- Adesuafo no nyinaa dwumadi
 - Pensempensem highlife nnwom mu
 - Pensempensem highlife nnwom ahorow mu
 - Pensempensem ɛnne mmere mu highlife nnwom so mfaso mu
2. Ekuw Dwumadi/nkabom adesua
 - a. Baanu adwuma
 - Tie highlife dwom na pensempensem emu nsem ne ne nhyehyɛ mu
 - Pensempensem highlife nnwom ahorow mu
 - b. Adesua a Egyina osuahunu so
 - To ɛnne mmere mu highlife nnwom
 - Sae highlife nnwom
 - c. Adesuafo nyinaa: Pensempensem dwom a wosae no mu

Nkarii Titiriw: DoK Level 4 – Nkasaho

Ma nhweso ahorow, pensempensem kwan a highlife nnwom faa so baa Ghana fi afe 1950 de besi ɛnne mmere yi mu. Wubetumi aye adwuma yi wɔ bere wrehwe highlife ahorow, mfidie a ahorow a wɔde yɛ nnwom, akwan ahorow a wɔfa so sae nnwom no anaa nnwom no mu nsem. (mma 16)

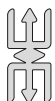
PLC Session 20

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).



AHYENSO

- 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.

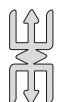
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

Ɔfa 9 Mmɔakyi

Saa Ɔfa yi pɛnsɛmpɛnsɛmm nnwom ahorow mu. Ɛkyerɛkkyerɛɛ adesuafo biribi faa adwuma nnwom ne highlife ho. Yɛde yɛn ani sii nnwom su, adwuma nnwom ne highlife so. Nimdeɛ a ɛfa nnwom ne nnwom sae ho beboa adesuafo no ama wɔanya nsɛmfua foforo bebree ne ɔkasa dwumadi ho nimdeɛ. Ɛboa ma adesuafo yɛ nsusui, de adwene foforo to gua na wɔatumi nso ada wɔn nnimdeɛ bi adi akyerɛ afoforo. Dwom mpɛnsɛmpɛnsɛmu boa adesuafo ma wɔyɛ mmadwemma, kyerɛ nsɛm bi ase, nya nsɛm mu nhwehwɛmu ho nimdeɛ. Bio, ɛboa adesuafo ma wɔhu wɔn adom akyɛde na wɔadi ho dwuma ama no atu mpɔn de boa wɔn daakye. Saa Ɔfa yi ne adesuafo bi te sɛ abakɔsɛm, Borɔfo kasa kasadwini ne nnwom wɔ twaka bi da wɔn ntam. Ɔfa yi boa ma obi tumi te afoforo tebea ase (tema), na ɛma onya ntease pa fa abakɔsɛm mu nsɛm, amammerɛ ne atetesɛm, ne asetena mu kuw mu nkɔso ho. Nnwom a yɛwe gu yɛn tirim ne nnwom a yɛsae no bue yɛn adwenem, na ɛma yenya yɛn mu ahotɔso ne beguam kasa ho nimdeɛ. Yɛhyɛ ɔkyerɛkyerɛfo no nkuran sɛ ɔde nkitahodi-adekyerɛakwan, adesua mu aboade ne nneɛma, adesua mu nsonsonoe ho nhyehyɛ, ne nkarii ahorow nni dwuma mfa mmoa ankoroankoro adesua.



SCHWƎ NKYERƎKYERƎMU MA ADWUMA TITIRIW NO

Nnawɔtwe 19

Asemmisa 1: Fa adwuma nnwom abien fi w'amammerɛ mu na pensempensem wɔn nhyehyɛ, wɔn nsae (nhyehyɛde, nnwomsu) ne kasasu ahorow a ɔde dii dwuma (nnyinahɔma, asesɛsem, senipa, mfoniyɛ, aliterehyin, nsenkyerenne a ekasa ne nea ekeka ho). (Mma 16)

	Nkunidmi a ɛkorɔn pa ara (Mma 7-8)	Nkunidmi pa koraa (Mma 5-6)	Nkunidmi a ɛfata (Mma 3-4)	Ehia nkɔso bio (Mma 1-2)
<i>Nimdeɛ</i>	<i>Wayi nnwom abien a ɛfata, na wahu ne su ahorow pii a ɛda adi pefee.</i>	<i>Wayi nnwom abien a ɛfata, na wahu su ahorow bi a ɛwɔ nnwom no mu.</i>	<i>Wayi nnwom abien a ɛfata, na wahu su ahorow no bi nanso, nkyerɛkyerɛmu no mu nna hɔ.</i>	<i>Wayi nnwom biako pɛ a ɛfata. Ntease a ɛfa su ahorow anaa ne nhyehyɛ ho no sua, na nkyerɛkyerɛmu no mu nna hɔ.</i>
<i>Mpansempensemu</i>	<i>Ɔkɔ so ara pansempensem nkentenso a esu ahorow a wahu no nya wɔ so mu, na ɔde nnwom no toto ho.</i>	<i>Ɔpansempensem nkentenso a esu ahorow a wahu no mu pii nya wɔ so mu, na ɔhyɛ ase de nnwom no toto ho.</i>	<i>Ɔpansempensem nkentenso a esu biako anaa abien nya wɔ so mu, nanso ne emu du no sua.</i>	<i>Mpansempensemu biara nni hɔ anaa nea ɛwɔ hɔ no mfa nkentenso a esu ahorow no nya wɔ so ho.</i>

Asemmisa 2: Pensempensem adwuma nnwom dwumadi abiɛsa (3) mu kyere wo mpɔtamfo. (Mma 6)

Dwumadi no twa ho nhyehyɛ

Ɛsɛ sɛ ɔkyerɛkyerɛfo bisa ne ho nsemmisa yi ansa na ɔde mma no ama. Hye no nso sɛ, sɛ osuani no antu mi ankyerɛ adwuma nnwom dwumadi ahorow abiɛsa a, ɔrentumi nnya mma a ɛboro 1-2 so.

1. Dwumadi ahorow no ho nhunumu: So osuani no tumi kyere adwuma nnwom no dwumadie ahorow abiɛsa a ɛwɔ ne mpɔtam mu?
2. Dwumadi ahorow no ho mpausempensemu: So osuani no tumi hwɛhwe dwumadi biara mu, na ɔkyerɛ ne hia a ehia ne mfaso a ɛwɔ so ma mpɔtam no?

Dwumadi no twa ho nhyehyee

- Mma 5–6: *Mpensempensemu a eye perepere, a emu wo dwumadi ahorow no ho nkyerkyeremu a emu da ho ne nhwehwemu a emu do.*
- Mma 3–4: *Mpensempensemu pa, a emu wo dwumadi ahodoɔ no ho nkyerkyeremu ne nhwehwemu a efata.*
- Mma 1–2: *Mpensempensemu a efata kakra, a emu wo dwumadi ahorow no ho nkyerkyeremu ne nhwehwemu kakraa bi.*

Dwumadi no twa ho nhyehyee

Asemmisa 3: Kyerew adwuma nnwom biako a efa adwuma a wope se woye no wo daakye ho. (Mma 6)

Ɛse se ɔkyerkyerefo bisa ne ho nsemmisa yi ansa na ɔde mma no ama:

1. Adwen foforo ne adebo mu nimdee: So adwuma nnwom no da osuani no adebo mu nimdee ne adwen foforo adi?
2. Nnwom no adwuma no ho: So adwuma nnwom no fa adwuma a osuani no pe se ɔye no wo daakye no ho perepere?
3. Ne nhyehyee ne n'adebo: So wɔahyehye adwuma nnwom no yiye, na ne nsem no di nhyehyee pa akyi?

Dwumadi no twa ho nhyehyee

- Mma 5–6: Adwuma nnwom a eye perepere, a eɔa adebo mu nimdee, ne fa a efa adwuma no ho, ne nhyehyeee pa adi.
- Mma 3–4: Adwuma nnwom pa a emu wo adebo mu nimdee kakra, ne fa a efa adwuma no ho, ne nhyehyeee a efata.
- Mma 1–2: Adwuma nnwom a efata kakra, nanso adebo mu nimdee, ne fa a efa adwuma no ho, na nhyehyeee no sua.
- Mma 0: Adwuma nnwom a enye, a enni adebo mu nimdee, ne fa a efa adwuma no ho, anaa nhyehyee pa.

NNAWOTWE 20

1. Kasakyere/Nkasaho (Mma 16)

	Nkunidimdi a εkoron pa ara (Mma 7-8)	Nkunidimdi a εfata koraa (Mma 5-6)	Nkunidimdi a εfata (Mma 3-4)	Ehia nkoso bio (Mma 1-2)
<i>Nimdee</i>	<i>Wakyere nea esese, nsonsonoe, ne nkoso a aba no mu da ho denam nhweso nnan anaa nea εboro saa so.</i>	<i>Wakyere nea esese, nsonsonoe, ne nkoso a aba no denam nhweso abiesa anaa nea εboro saa so.</i>	<i>Wakyere nea esese, nsonsonoe, ne nkoso a aba no denam nhweso abien anaa nea εboro saa so, nanso nkyerekyeremu no mu nna ho.</i>	<i>3daa nimdee a εfa Highlife nnwom a εkwo so mfe pii mu no ho adi kakraa bi.</i>
<i>Mpansempensemu</i>	<i>3ko so ara pansempensem, na 3kyerekyere nea ede nsakrae a aba wo Highlife nnwom mu no bae no mu.</i>	<i>3pansempensem, na 3kyerekyere nea ede nsakrae a aba wo Highlife nnwom mu no bae no bere bi.</i>	<i>3bo mmoden se 3bepansempensem nea ede nsakrae a aba wo Highlife nnwom mu no bae no mu, nanso ne mu du no sua.</i>	<i>Mpansempensemu biara nni ho anaa nea εwo ho no mfa nea ede nsakrae a aba wo Highlife nnwom mu no bae no ho.</i>

ƆFA 10: ANWENSEM

ADESUADE: AKUAPEM TWI KASADWINI

ADESUADE NKORABATA: Akyerew Kasadwini

Adesua no Botae: *Fa nimdee a efa anwensem su ho pensempensem anwensem ahorow mu*

Adesua mu Nimdeɛnya: *Da anwensem ho nimdee ne ntease adi*

NNIANIMU NE ƆFA TƆFABƆ

Ɔfa yi fa akyerew kasadwini mpensempensemu ho. Kasadwini fa a yeɛpensempensem mu ne anwensem. Ede adesuafo befa anwensem su ahorow mu. Wɔbesan asua ade afa anwensem mpensempensemu ho. Saa ɔfa yi ho hia pa ara ma adesuafo, na enye Ghana kasasua mu nko ara na mmom, twaka bi da ene adesuada ahorow bi te se Borɔfo kasa, Borɔfo kasa kasadwini enne adesuada nkae no. Saa ɔfa yi hye adesuafo nimdee ne wɔn ntease mu den fa anwensem mpensempensemu ho wɔ bere a wɔde anwensem su ahorow redi dwuma. Eɛ se ɔkyerɛkyerɛfo no de nkabom adekyerɛkwan, nhoma ne ankoroankoro ahɔden adesua nhyehyee ne nkarii soronko ahorow beboa adesua. Eɛ se ɔkyerɛkyerɛfo no ma n'adwen si asuafo a wɔhia mmoa soronko wɔ wɔn adesua mu so.

Nnawɔtwe ne adesuada ahorow a ɔfa yi bekasa afa ho no na edidi so yi:

- **Nnawɔtwe 21:** Hwehwe na pensempensem anwensem su ahorow no mu (se ebia, nsemfua dwumadi, nsentitiriw, nkyekyemu/afa ahorow, nsensanne, kasasu ahorow, nnyigyeikoro ne ade)
- **Nnawɔtwe 22:** Pensempensem anwensem ahorow bi mu.
- **Nnawɔtwe 23:** Pensempensem anwensem ahorow bi mu.

ADEKYERɛKWAN NHWɛSO TƆFABƆ

Adekyerɛkwan nhweso ahorow a wɔde adi adwuma wɔ ɔfa yi mu no ye akwan ahorow a wɔfa so kyere Ghana kasa mu nimdee ahorow.

Adesua a Egyina Dwumadi so ye adekyerɛkwan a wɔde asetena mu ɔhaw a emu ye den di dwuma se adesua no nnyinaso, na eboa adesuafo ma wɔte nsusui ne

nnyinasosem ase denam wɔn ankasa nhwehwemu ne dwumadi so, sen sɛ ɔkyerekyerɛfo no ankasa bɛka nokwasem ne nsusui no pɔtee akyerɛ wɔn. Saa kwan yi bi ne ankoroankoro adesua, baanu baanu adwumayɛ, kuw ahorow a emufo nhomanim adi afra anaa mmarima ne mmea adi mu afra, ne adesuafo kuw no nyinaa dwumadi ahorow a adesuafo kuw kasakyere (class presentation) ka ho. Saa adekyerekwan ahorow yi boa ma adesuafo no nya adwen a emu dɔ, nimdeɛ a wɔde siesie ɔhaw, ne nkitahodi ho nimdeɛ amapa. Bio, ɛma wɔn akwannya ma wɔde bom yɛ adwuma, sua ekuw mu adwumayɛ ne ɔkannifo abrabo. Adesuafo sua sɛnea wɔbɛboaboa nsem ano, yɛ mu nhwehwemu na wɔahwehwe mu de anya nsemmisa ho mmuae, na eyi ma wɔnya nimdeɛ a ɛho hia wɔ adwuma wiase mu. Adesuafo a wɔwɔ adenim ho adomakyede ne nimdeɛ soronko, wɔma wɔn dwumadi foforo te sɛ sɛ wɔbɛyɛ wɔn mfɛfo asuafo akwankyerɛfo anaa akuw akannifo, de aboa wɔn mfɛfo ma wɔate nsusui a wɔrekyerɛ no ase yiye. Wɔhyɛ akyerekyerɛfo nkuran sɛ, wɔnyɛ ahweyie mma adesuafo a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodi mu no, na wɔmfa akwan pa ahorow so ntenetene wɔn mfomso ne wɔn adwenkyeae ahorow wɔ ɔkwan a ɛfata so.

NKARII TɔFABɔ

Akwan ahorow a wɔbɛfa so ayɛ nkarii wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafo no nimdeɛ, wɔn ntease ne wɔn tumi a wɔde dwen a emu dɔ no hwe pɛpɛɛpɛ. Mmuae ahorow a wɔde ma daa no boa ma adesuafo no kɔ so nya nkɔso anaa mpontu wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkarii akwan ahorow a wɔde di dwuma no boa ma ɔkyerekyerɛfo hu sɛnea adesuafo no ate Ghana amammɛɛ afahyɛ ahorow no ase afa. Nkarii no mu wɔ gyinapɛn nnan a ɛkasa fa adwen a emu dɔ ne nsusui a ɛkɔ nkan ho. Nkarii dwumadi no hyɛ ase fi nsemmisa ahorow, nsemmisa a anoyi yɛ abasem-tiawa kyerɛw anaa anodisem kasakyere so de hwe sɛ adesuafo betumi ada wɔn ntease adi na wɔde adi dwuma. Ɛsɛ sɛ akyerekyerɛfo de daadaa ne awiei nkarii akwan ahorow di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔso ho. Eyi ka nkontabu ne mmuae a wɔde bɛma a ɛkyerɛ osuani biara nkɔso anaa ne mpontu a ɔrenya wɔ bere tenten mu.

Adesuafo dwumadi	DOK Gyinapɛn	Nkarii Akwan ahorow
Hwehwe na pensɛmpɛnsɛm anwɛnsɛm su ahorow mu (nhweso, nsemfua dwumadi, nsentitiriw, nkyekyɛmu, nsensanne, kasasu, nnyigyeikoro, ne nea ɛkeka ho.)	3	Efie Adwuma
Pensɛmpɛnsɛm anwɛnsɛm mu.	4	Adesuafo no nyinaa dwumadi

Adesuafo dwumadi	DOK Gyinapen	Nkarii Akwan ahorow
Pensempensem anwensem mu	4	Dwumadi a efa bere tenten

NNAWOTWE 21

Adesuade Botae: *Hwehwe na pensempensem anwensem su ahorow no mu (se ebia, nsemfua dwumadi, nsentitiriw, nkyekyemu/afa ahorow, nsensanne, kasasu ahorow, nnyigyeikoro ne ade)*

Nkae

Afe 1	Nnawotwe 6: Pensempensem okasa nkyerease mu wo bere worema w'adwen ako kwan pa a wofa so tie asem, nsem a okasafo de ma atiefo ne sene atiefo te a wkyere nsem no ase fa ne nea ekeka ho so.
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FOCAL AREA: ANWENSEM

1. ANWENSEM ASEKYERE
2. ANWENSEM SU
3. ANWENSEM NHYEHYEE
4. ANWENSEM SO MFASO

Anwensem asekyere

Anwensen ye kwan soronko a obi fa so de nsem bi a tumi wom di nkitaho, na ema okyerewfo no kwan ma ode nsem bi a ekyere adwene na ekura nkatede soronko bi nwene ne dwumadi no fefee. Anwensem taa de kasasu ahorow bi te se, **nnyinahoma**, **asesesem**, **mfoniye**, **nnyigyei-koro** ne **dwomsu** di dwuma.

Anwensem su

- i. Ekura kasa a emu ye duru
- ii. Ekura nkatede bi
- iii. Ne ntease mu do (enam nsemfua kakraa bi so de nsem a esom bo, na nkatede anaa mfoniye wom to gua)
- iv. Etaa de kasasu ahorow di dwuma

Anwensem su

Anwensem ye akyerew fa soronko bi a ede kasasu ahorow di dwuma na enam so de ntease ne nkate bi to gua.

Ofa yi bekasa afa anwensem ahorow nnan ho:

1. Sonete (Sonnet)
2. Firii veease (Free verse)
3. Abasem anwensem (Narrative poem)

4. Lereke anwensem (Lyric poem)

Nneema nkae akyi no, anwensem di saa dwuma ahorow yi:

1. Ekanyan nkate
2. Eka abakɔsem
3. Ehwehwe nsusui anaa adwenem mu nsem mu
4. Ebo tebea pɔtee bi anaa ayesem bi ho mfonini wɔ adwen mu

Anwensem su titiriw ahorow bi ne:

1. Mfoniye

Mfoniye ye kwan a wɔnam so de kasa anaa nsemfua ahorow twa biribi ho mfonni wɔ akenkanfo adwenem. Wɔtaa de nkatede enna afei wɔtumi nso ye nkyerekyeremu fa anituade, nnyigyei, nkate, biribi de ne senea ade bi su si te ho.

2. Nsemfua dwumadi

Nsemfua dwumadi ye nsemfua ahorow ne kasa a ɔkasadwumfo no de saesae anaa hyehye n'anwensem. Ɔkasadwumfo no hyɛda to ne bo ase de tase nsemfua ne kasa ahorow na ɔde enne soronko bi anwene nsem a ebekyere n'atiefo adwen na ɔnam so de n'adwempɔ bi a ɔpe se wɔnya no ato gua. Ɔkasadwumfo no betumi de n'adwempɔ bi ato gua gye se ɔfa nea edidi so yi so:

1. Nsemfua hwehwe: Ɔkasadwumfo hyɛda hwehwe nsemfua binom de di dwuma senea ebɛda ne dwumadi no mu ntease ne ne tebea a ɔwom no adi.
2. Tebea: Eyi ye nkatede a ɔkasadwumfo no nya fa ade a ɔrekyerew no ho. Eyi nka titiriw a ɔkasadwumfo no te a ɔnam nsemfua ahorow so da no adi wɔ n'akyerew mu. Kwan a ɔkasadwumfo no fa so hyehye ne nsemfua no nso tumi kyere tebea a ɔwɔ mu.
3. Ɔkasa no bɔbea: Kasa a kasadwumfo no de di dwuma no tumi da n'adwempɔ a ɔpe se ɔde to gua no adi. Kasa no bɔbea tumi ye yen daadaa kasa, kasa a ɔka kyere atitiriw, anwensem kwan so anaa nkɔmmɔbɔ.

3. Nsentitiriw

Eyi ye adwempɔw, nsem anaa nimdee ahorow a anwensem anaa kasadwini dwumadi bi de to gua anaa da no adi. Etumi kasa fa abrabɔ, asetena mu nsem, nnipa su, ɔdɔ, owuo, ahofadi, nkamfo anaa atifiasem biara ho.

4. Nkyekyemu

Eyi ye nsensanne ahorow a wɔakeka abom sɛ ɔfa biako a ɛwɔ ne nnyigyei-koro anaa mita. Ɔkasadwumfo/ɔkyerɛwfo no gyigya akwan toto wɔn nkyekyemu ahorow ntam.

5. Nsensanne

Anwensem mu nsensanne no ye ahomateaa biako a ekura nsemfua ahorow a ne tenten ne ne dwom-su nnyina bokoro so. Nsensanne no mu bi tumi ye ɔkasamu; etumi nso ye kasasin anaa nsemfua kakraa bi.

6. Kasasu ahorow

Kasasu ye kasa a dwumadi a emu ntease no mu ɔ pa ara kyɛn nsemfua a wɔde adi dwuma no ntease ankasa a wɔnam so de twa mfonɪ, pagyaw obi nkatede anaa de adwen ahorow bi to gua. Ɛho nhweso no mu bi ne nnyinahɔma, asesɛsem, mfoniyɛ, nsɛnkyerɛnne-a-ɛkasa ne nea ɛkeka ho.

- a. Asesɛsem: Eyi ye kasasu a wɔde ye ntotoe fa nneɛma abien a ɛɔ abira ho nanso twaka bi wɔ wɔn ntam a wɔde nsemfua bi te sɛ, ‘sɛ’ anaa ‘te sɛ’ na edi dwuma wom. Sɛ ebi a, Kofi to dwom sɛ anomaa; Ama ho ye fɛ te sɛ akyem.
- b. Nnyinahɔma: Nnyinahɔma nso ye kasasu a wɔde ye ntotoe fa nneɛma abien a ɛɔ abira ho nanso, wɔtumi de biako gyina hɔ ma ɔfoforo no. Wɔtaa de nsemfua bi te sɛ ‘ye’ ne ‘ne’ na edi dwuma wɔ mu. Wɔye eyi nam so de ntease foforo bi to gua. Ɛho nhweso; Ɔbra ye ɔko; Maseta Kasɛmbɛn ye gyata wɔ ɔko no mu. Barima Kyei ne abusua no kanea.

7. Nnyigyei-koro

Nnyigyei-koro a ɛwɔ anwensem mu no ye nnyigyei nhyehyɛe a ekura nsemfua a ɛwɔ anwensem bi mu sɛ ebi a, nnyigyei-koro a ɛwɔ nsemfua a etwa to wɔ nsensanne biara awiei anaa nsemfua no mfinimfini.

Anwensen Nhyehyɛe ahorow

Anwensem nhyehyɛe ye kwan a wɔfa so keka nsemfua anaa ɔkasamu ahorow sisi ani nam so de adwempɔ titiriw bi to gua. Anwensem nhyehyɛe no gyina ne nsensanne, nkyekyemu, nnyigyei-koro ne ne dwom-su so. Anwensem bi nhyehyɛe tumi boa ma ne ntease, ɔkyerɛwfo/kasadwumfo no tebea a ɔwɔ mu ne nsunsuanso a enya wɔ akenkanfo so no da adi. Kasadwumfo a wɔkyerɛw anwensem no nam nhyehyɛe ahorow so de wɔn nimdeɛ ne nkatede to gua wɔ kwan soronko so. Saa nhyehyɛe ahorow yi mu bi na edidi so yi:

1. Nsemfua nhyehyɛ

Eyi kyere senea kasadwomfo bi hyehyɛ ne nsemfua ahorow wɔ n'anwensem mu te sɛ, sonɛte (anwensem a ekura nsensanne dunnan (14)), firii vɛɛse (anwensem a ɛbom biako a nkyekyɛmu biara nnim anaa nnyigyei-koro a nsakrae nnim).

2. Nkyekyɛmu/ɔfa

Eyi yɛ nsensanne ahorow a wɔakeka abom sɛ ɔfa biako a ɛwɔ ne nnyigyei-koro anaa mita. Kasawumfo/ɔkyerɛwfo no gyigya akwan toto wɔn nkyekyɛmu ahorow ntam.

3. Nsensanne

Anwensem mu nsensanne no yɛ ahomateaa biako a ekura nsemfua ahorow a ne tenten ne ne dwom-su nnyina bokoro so. Nsensanne no mu bi tumi yɛ ɔkasamu; etumi nso yɛ kasasin anaa nsemfua kakraa bi.

4. Nnyigyei-koro

Nnyigyei-koro a ɛwɔ anwensem mu no yɛ nnyigyei nhyehyɛ a ekura nsemfua a ɛwɔ anwensem bi mu sɛ ebi a, nnyigyei-koro a ɛwɔ nsemfua a etwa to wɔ nsensanne biara awiei anaa nsemfua no mfinimfini.

5. Mita

Ɛyɛ nhyehyɛ a ɛfa ɛnne a ɛkɔ soro anaa fam wɔ bere a obi rekenkan nsensini wɔ anwensem mu a etumi ma no nya dwom-su soronko bi. Nhweso, asemfua 'mita' no ara beyɛ mi-ta; ɔfa biako kɔ soro na ɔfa a aka no nso kɔ fam. Asemfua Ka-ka-pɛ wɔ asensini abiesɛ, emu abien ka mu no, ɛnne no kɔ fam ɛnna biako a aka no nso kɔ fam. Asensini a ɛkɔ soro ne nea ɛkɔ fam ahorow kabom a, yɛfrɛ no 'fiiti' wɔ anwensem mu.

6. Nsensanne-so-twa

Eyi yɛ beae a anwensem mu no, nsensanne biako kɔ pem na ɔfoforo nso hyɛ ase. Eyi ho hia wɔ anwensem mu efisɛ, ɛwɔ nsunsuanso wɔ anwensem no ka so, sɛ ne kenkan no bekɔ ntentɛm anaa bɔkɔɔ. Nsensanne so twa boa nhomeso wɔ bere a ɔkyerɛwfo no amfa akyerɛw mu agyiraehyɛde biara anni dwuma.

Mfoniye ne Kasasu ahorow

Eyi yɛ adwene mu mfoniye ne kasasu ahorow a wɔde ma nkyerɛkyeremu bi mu da hɔ na ɛkanyan nkate.

Nhweso:

Ntena hɔ mma awerɛho nhyɛ wo so.

Mfa wo nsa nhye wo dammirifua mu.

Eno de na anka wo gyegyiregye.

Ye nea wubetumi.

Onyame na ɔwɔ basasini aduan ma no.

Aba sa na woreka no den?

Barima na ɔnom aduru a eyɛ nwene.

Adesua dwumadi

1. Kenkan na pensempensem anwensem a ekura nkyekyemu biako, na kyerekyere nea edidi so yi biara mu:
 - a. Asentitiriw
 - b. Mfoniye
 - c. Kasasu
 - d. Tebea
2. Hwehwe na kyerekyere kasasu ahorow a ɛwɔ anwensem no mu, se ebia:
 - a. Nnyinahɔma
 - b. Asesesem
 - c. Se-nipa
 - d. Nsenkyerene-a-ekasa

Adekyerekwan ho nhweso

1. Adesua a egyina dwumadi so: Adesuafo no nyinaa

- Kyere anwensem ase.
- Pensempensem anwensem su ahorow no mu (se ebia., nsemfua nhyehyee, nsentitiriw, nkyekyemu/ɔfa, nsensanne, kasasu, nnyigyei-koro, ne nea ekeka ho).
- Pensempensem anwensem sua so mfaso mu.
- Ye anwensem ka ho nhweso

2. Ekuw dwumadi/Nkabom adesua

- Baanu dwumadi: Pensempensem anwensem a wɔde ama mo fi anwensem nhoma no mu.
- Ankoroankoro dwumadi: Gyina anwensem su nimdee no so fa kyere anwensem.

Nkarii Titiriw: DoK Level 3 – Efiɛ adwuma

Gyina nimdeɛ a woanya no wɔ anwensem sua mu no so na kyerɛw anwensem a ekura nkyekyemu/cfa ahorow abiɛsa fa nsɛntitiriw ahorow a ɛwɔ fam ho no mu biako biara ho (16 marks):

- a. Ahobrease
- b. Abotare
- c. Akanni
- d. Nokwaredi

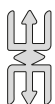
PLC Session 21

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).



AHYENSO

- 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

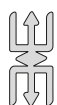
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).



AHYENSO

- *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.

NNAWƆTWE 22

Adesuade Botae: Pensempensem anwensem mu

Nkae

Gyinapen/ Afe 1	Nnawɔtwe 6: Pensempensem ɔkasa nkyerɛase mu wɔ bere worema w'adwen akɔ kwan pa a wɔfa so tie asem, nsem a ɔkasafo de ma atiefo ne sɛnea atiefo te a wɔkyerɛ nsem no ase fa ne nea ekeka ho so.
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ANIWƆSOBEA: ANWENSEM MPENSEMPENSEMU

Kenkan nea wusua faa anwensem ho wɔ nnawɔtwe a etwaa mu no mu na fa ye akaakae.

Anwensem Mpensempensemu

1. Kenkan anwensem no

Kenkan anwensem no mpɛn bebreɛ na ɛmmaa wo mma wo na te emu nsem, tebea, ne kasa no ase.

2. Hwehwe asentitiriw no

Si gyinae fa anwensem no mu adwempɔw anaa asentitiriw no ho.

3. Pensempensem mfoniye ne kasasu ahorow no mu

Hwehwe na pensɛnpensɛm: mfoniye (nkate nkasaho), Nnyinahɔma, Asɛsɛsɛm, Sɛ-nipa, Nsɛnkyerɛnne-a-ɛkasa

4. Hwehwe anwensem no nhyɛhyɛɛ mu

Ma adwene no nkɔ: nkyekyɛmu/ɔfa ahorow nhyɛhyɛɛ, nnyigyei-koro, mita, nsɛnsanne-so-twa.

5. Ye Nhwehwɛmu fa Ɔkasa no ne Tebea ho

Pensempensem: Ɔkasa nhyɛhyɛɛ (kasa a animuonyam wom na wɔtaa de di dwuma wɔ adesua, adwuma mu ne nhyiam ahorow mu/kasa a wɔde di dwuma wɔ nnamfo ne abusuafo ntam wɔ da biara da nkɔmmɔbɔ mu), tebea (nneyɛɛ/esu/nkate a wɔda no adi)

6. Hwehwe Kasasu ahorow

Hwehwe: Aliterehyin, asonanse, nsɛnsanne-ntwaso, ahomegye

7. Kyerɛkyerɛ Nkyerɛase/Nteaseɛ no mu

Ma adwen no nkɔ: nteasetraa, ntease-a-emu-dɔ, nsɛnkyerɛnne-a-ɛkasa, ɔkyerɛwfo botae no so.

8. Hwehwe Nkate a anwensem no da no adi

Kyerε nkate a wonya fi anwensem no mu ne nea enti a εte saa.

9. Dwene Tebea ahorow no ho

Dwene: Abakεsem tebea, amammerε tebea, εkyerεwfo no ho nsem ho.

10. Ka wo ntease ahorow no bom

Fa wo nsusui ne nea woahunu no nyinaa bom na fa nya ntease a emu dε wo anwensem no ho

Adesua dwumadi

Adesuafo no nni anammεn a edidi so yi akyi mfa mpensempensem anwensem a wεde ama wεn ne ne su mu.

Adekyerεkwan ho nhwεso

1. Adesua a egyina kasa so: Adesuafo no nyinaa dwumadi

- Kaakae abasem ne ahwεgoru su ahorow no.
- Pensempensem anwensem su mu.
- Kyerεw anwensem su a εwε anwensem mu.

2. Ekuw dwumadi/nkabom adesua: Baanu dwumadi

- Kenkan anwensem a wεakyerεw wε anwensem nhoma no mu.
- Kyerεw anwensem su ahorow a εwε anwensem a wonkenkann no seesei ara no mu.

Nkarii Titiriw: DoK Level 4 –Adesuafo Dwumadi

Asemmissa 1

Yε nhwehwe senea εkyerεwfo no de mfoniye ne nsenkyerenne-a-εkasa dii dwuma wε anwensem “The Road Not Taken” a Robert Frost kyerεwee mu no, na hwe senea εboa ma asentitiriw a wapaw no da adi ne εso nsunsuanso. Fa nhwεso pεtee fi anwensem no mu di dwuma fa taa nea wokae no akyi. (mma 24)

Asemmissa 2

Yε ntotoho fa nsonsonoe a εda tebea ne kasa a wεde dii dwuma wε anwensem abien, “The New Colossus” a Emma Lazarus twereε ne “Still I Rise” a Maya Angelou kyerεwee no ho. Kwan bεn so na akyerεwfo no tebea ne kasa a wεde dii dwuma no boa ma wεn asentitiriw a εwε anwensem biara mu no da adi?

Asemmissa 3

Hwe senea ɔkyerɛwfo no de nnyinahɔma dii dwuma yiye wɔ anwensem “Mother to Son” a Langston Hughes kyerɛwee mu no mu, de daa onipa su asentitiriw no adi. Fa abakɔsem mu tebea ne ɔkyerɛwfo no botae di dwuma wɔ wo nhwehwɛmu no mu.

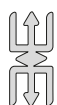
PLC Session 22

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

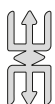
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

10 minutes

Content Exploration

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

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30 minutes

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

NNAWOTWE 23

Adesuade Botae: *Pensempensem anwensem mu*

Nkae

Gynapen/ Afe 1	Nnawotwe 6: Pensempensem okasa nkyerɛaseɛ mu wɔ bere worema w'adwen ako kwan pa a wɔfa so tie asem, nsem a okasafo de ma atiefo ne sɛnea atiefo te a wɔkyerɛ nsem no ase fa ne nea ekeka ho so.
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ANIWOSOBEE: ANWENSEM MPENSEMPENSEMU

Anwensem ho Adesua akaakae: *Kɔhwɛ nnawotwe 21 ne 22 fa hu anwensem asekyerɛ ne nneɛma a ɛɛ sɛ wotwe w'adwene si so wɔ bere a worepensempensem anwensem mu.*

Nneɛma ahorow a ɛɛ sɛ wotwe Wadwene si so wɔ bere a Worepensempensem Anwensem mu

Nea ɛwɔ fam ho no ne atrapɔe a wobedi wɔ bere a worepensempensem anwensem mu.

1. Asɛntitiriw no: Adwempɔw anaa asem pɔtee okyerɛwfo no de to gua wɔ anwensem mu.
2. Hwehwɛ mfoniyɛ ahorow no: Eyi yɛ nkatede ahorow a okyerɛwfo no gyina so twa mfonɛ ahorow wɔ anwensem mu.
3. Hwehwɛ tebea a okyerɛwfo no wom: Eyi yɛ okyerɛwfo no nneyɛ anaa nkate a ɔda no adi fa biribi a ɔde reto gua no ho.
4. Kasa a ɔde dii dwuma: Okyerɛwfo no nsemfua a ɔtaseɛ, kasa nhyehyɛ ne kwan soronko a ɔfaa so kaa ne nsem no.
5. Hwehwɛ kasasu a ɛwɔ anwensem no mu: Eyi yɛ kasasu bi te sɛ, nnyinahɔma, asesɛsem, sɛ-nipa, nsɛnkyerɛnne-a-ɛkasa ne nea ekeka ho bi te sɛ, aliterahyin, nnyigyɛi-sɛ-adwene, ne nea ekeka ho.
6. Anwensem no nhyehyɛ: Eyi yɛ kwan a wɔfa so hyehyɛ anwensem no nkyekyɛmu ahorow ne nsɛnsanne-so-twa ahorow no.
7. Nnyigyɛi-koro ne Mita: Eyi nso yɛ nnyigyɛi-koro ne mita ahorow a wɔde di dwuma wɔ anwensem mu ma ɛda dwom-su bi adi. Ebetumi nso ayɛ anwensem a enni nnyigyɛi-koro anaa dwom-su biara wɔ mu.
8. Anwensem no Nnyinaso: Eyi yɛ abakɔsem, amammerɛ ne amanɛɛ ne okyerɛwfo no asem nnyinaso a wɔnam so de kyerɛw anwensem no.

9. Ɛnne a ɛda nkate adi: Eyi ye kwan a anwensem no fa so de nkate bi to gua ne nsunsuanso a enya wɔ ɔkenkanfo no so.
10. Ɔkyerewfo no Botae: Eyi ye ɔkyerewfo no nsusui anaa asem a ɔde to gua. Ɔkyerewfo no nsusui anaa asem no ho hia pa ara nnansa yi?
11. Nsenkyerenne-a-kasa: Eyi ye nneema ahorow, ahosu ahorow anaa nneema nkae a wɔde twa mfonɩ fa adwenemude mu nimdee bi ho.
12. Osusuka: Nhoma foforo ho ntotoe, adomankomasem anaa abakɔsem.
13. Anisoabirabɔ: Eyi ye fɛwɔdi kawɔn a wɔfa so ye ntotoe fa senea osusuw sɛ esii ho ne senea ade no sii ankasa.
14. Nnyigyei su ahorow: Nnyigyei-su bi te sɛ, aliterahyin, asonanse, ɛnna kɔnsonante.

Akenkanfo bi twe wɔn adwen si nea edidi so yi so a, ɛbɛboa ama wɔanya anwensem no mu ntease a emu dɔ pa ara na afei, aboa ama wɔanya anigye bi ama anwensem no mu ntease, nsentitiriw ne kasasu ahorow a wɔnam so de anwen anwensem no.

Adesua Dwumadi

1. Kyerew anwensem a ekura nkyekyemu/ɔfa abiɛsa fa asentitiriw ‘Boasetɔ’ ho.
2. Gyina nea woasua dada fa anwensem ho no so na kyere kasasu ahorow a wode dii dwuma wɔ anwensem no mu.

3.

Stop Galamsey (Ernest Obeng)

The land was rich before our birth
 Our fathers protected it with their breathe
 The forests were thick, the rivers were clea
 The soil was fertile, never left bar
 The land is rich, a womb for many
 A shelter for minerals, a storehouse of wealth
 It didn’t become so in our day
 So, why destroy it with galamsey
 Our hearts have turned cold, because of gold
 Our forests imprisoned, our blood is frozen

Our streams are drying, our trees are dying
 Our rivers are picking up with colour
 The game, running helter skelter
 The land is left in mud and powder
 All it feels, the sharp teeth of excavators
 We destroy nature and don't think about our future
 Money is all we seek after, forgetting about mother Ghana
 Should the water bodies die, would we drink the pesewa coins?
 Should the land produce no more tress, would we eat the cedi notes?
 We have no doubt, our land is blessed
 Should we leave it messed, posterity would judge
 If there is something we can do today
 Let's put a stop to illegal mining; galamsey

Twi Nkyerɛase

Gyae Galamsee – Ernest Obeng

Na asase yɛ kamakama ansa na wɔrewo yɛn.
 Yɛn agyanom de wɔn home bɔɔ ho ban.
 Kwae no yɛ kusuu, nsubɔnten no mu te.
 Asase no yɛ frɔmfrɔm, na wɔamfa anto hɔ kwa.
 Na asase no yɛ kamakama,
 Eyɛ awotwaa a ɛwo nnipa pii.
 Eyɛ fie a ahonyade a ɛwɔ fam te,
 Eyɛ ahonyade korabea.
 Enyɛ yɛn bere so na ɛyɛɛ saa.
 Adɛn nti na yɛresɛɛ no wɔ galamsee mu?
 Yɛn akoma ayɛ den esiane sika kɔkɔɔ nti.
 Yɛn kwae ayɛ sɛ afiase, yɛn mogya ayɛ nwene.
 Yɛn nsuten rewe, yɛn nnua reyɛ awu.
 Yɛn nsubɔnten reyɛ kɔla foforo.
 Mmoa a wɔwɔ kwae no mu retu mmirika kɔ baabiara.

Asase no aka wɔ atekye ne mfuturu mu.
 Ade biako a asase no te nka ne afidie a wɔde tutu fam no se a ano ye nnam.
 Yesee abɔde, nanso yennwen yen daakye ho.
 Sika nko ara na yehwehwe,
 Na yen were afi yen maame Ghana.
 Se nsu no nyinaa sa a,
 Eye pesewa sika no na yebenom ana?
 Se asase no annwo nnua bio a,
 Eye cedi nkrataa no na yebedi ana?
 Yenim se yen asase no ye nhyira.
 Nanso se yema ɔsee ba so a,
 Nkyiri mma bebu yen aten.
 Se biribi wɔ ho a yebetumi aye nne yi a,
 Momma yennyae galamsee.

(Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Adekyerekwan Nhweso

1. Adesua a egyina kasa so: Adesuafo no nyinaa dwumadi:

- Kaakae anwensem su ahorow no
- Pensempensem anwensem su ahorow no mu.
- Pensempensem akwan ahorow a yefa so pensempensem anwensem mu no mu.
- Ye anwensem ka ho nhweso.

2. Ekuw dwumadi/nkabom adesua – Baanu dwumadi

- Kenkan anwensem a wɔakyerew no wɔ anwensem nhoma no mu no.
- Fa akwan a yefa so pensempensem anwensem mu no so pensempensem anwensem a wokenkann no seesei ara no mu.

Nkarii Titiriw: DoK Level 4 – Ofi adwuma

1. Kyerew sonete (anwensem a ekura nsensanne dunan) fa asentitiriw biara a wope a ene w'abrabo mu osuahu bi anaa Ghana amammere bi kɔpe. (mma16)

2. Pensempensem anwensem a wokyerewee no mu. (mma 24)

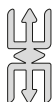
PLC Session 23

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).



AHYENSO

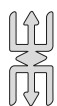
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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).



AHYENSO

- *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.

Ɔfa 10 Mmɔakyi

Saa Ɔfa yi ye mmɔakyi ma ade a wɔkyerɛ no wɔ nnawɔtwe 21, 22 ne 23 no nyinaa mu. Wɔkaa anwensem tebea ho asem. Wɔsan pensem anwensem su ne so mfaso mu. Wɔkaa kwan a wobefa so akyerɛ anwensem ase ne nneɛma a ɛfa ho nso ho asem. Na adwen no wɔ sɛnea wɔde anwensem su no bedi dwuma de aye anwensem ahorow ne ne nkorabata ahorow, na wɔasan apensem anwensem a wɔkyerɛwee no mu. Wɔhwe kwan sɛ, adesuafo no fa saa Ɔfa yi mu wie a, wɔde nimdee a wɔanyae no bedi dwuma de apensem anwensem mu wɔ Borɔfo kasa mu ne Borɔfo Kasadwini mu.



SCHE NKYEREKYEREMU MA ADWUMA TITIRIW NO

NNAWOTWE 21

Akwankyere (Mma 16)

	Nkunidm a ekorɔn pa ara (Mma 7-8)	Nkunidm pa koraa (Mma 5-6)	Nkunidm a efata (Mma 3-4)	Ehia nkɔso bio (Mma 1-2)
Nimdeɛ	<i>Ɔda adwen ahorow no adi na ɔma ekɔ so ara. Nsem a wɔde kɔma afoforo no da adi pefee bere nyinaa, na adwen no fa asem no ho.</i>	<i>Ɔda adwen ahorow no adi na ɔma ekɔ so ara. Nsem a ɔde kɔma afoforo no da adi pefee bere nyinaa, na adwene no fa asem no ho. Nsem no bi ntease ye den.</i>	<i>Waye adwen ahorow no bi ho nkyerɛkyeremu. Edu baabi a, nsem a ɔde kɔma afoforo no mu nna ho, na nsem no bi nso mfa adwuma a wɔde ama no ho.</i>	<i>Ɔde ɔkasamu tiawa ahorow na eye adwuma no. Nsem a ɔde kɔma afoforo no mu nna ho mpen pii, na nsem a efa asem no ho no sua.</i>
Nsemfua ne Ɔkasa mmara	<i>Ɔde kasa tebea a efata di dwuma bere nyinaa. Ɔde nsemfua ahorow a efa asem no ho di dwuma pii. Mfomso a ewɔ kasa mmara mu no sua na koraa.</i>	<i>Mpen pii no, ɔde kasa tebea a efata di dwuma. Ɔde nsemfua a efa asem no ho di dwuma. Kasa mmara mu mfomso kakraa bi wɔ mu, na etɔ da a mfomso akese bi nso ba.</i>	<i>Etɔ bere bi a, kasa tebea no mfata adwuma no. Ɔbɔ mmɔden de nsemfua a efa asem no ho di dwuma. Kasa mmara mu mfomso nketenkete ba mpen pii, na mfomso akese bi nso wɔ mu.</i>	<i>Mpen pii no, kasa tebea no mfata adwuma no. Nsemfua a efa asem no ho no sua pa ara anaa enni ho koraa. Kasa mmara mu mfomso nketenkete ne akese ba mu mpen pii.</i>

NNAWOTWE 22

Asemmisa 1

	Nkunidim a εκορον πα ara (Mma 7-8)	Nkunidim pa koraa (Mma 5-6)	Nkunidim a εfata (Mma 3-4)	Ehia nkoso bio (Mma 1-2)
Nimdeε	3da ntease a emu do adi fa anwensem no asentitiriw ne abakosem mu tebea ho.	3da ntease pa adi fa anwensem no asentitiriw ne abakosem mu tebea ho.	3da ntease kakra adi fa anwensem no asentitiriw ne abakosem mu tebea ho.	3da ntease kakraa bi pe adi fa anwensem no asentitiriw ne abakosem mu tebea ho
Mpansempensem	3pansempensem anwensem no su ahorow no nkentenso mu wo ahotoso mu, na 3de nhweso a εfata boa ne nkyeremu.	3pansempensem anwensem no su ahorow no bi nkentenso mu, na 3de nhweso ma emu dodow no ara.	Otumi hu anwensem su no mu bi, nanso εto bere bi a eye den ma no se 3bkyere won nkentenso mu.	3ye mpensem kakraa bi fa anwensem no su ho mu.
Nhyehye, Senea Wahyehye nsemfua no, ne Kasa Mmara Mu Pepereye	Dwumadi no wo nhyehye a εko nnidiso so, na mfomso a ewo kyerewtoho ne kasa mmara mu no sua.	Mpen pii no, dwumadie no di nhyehye pa akyi. Nanso, εto da a kyerewtoho anaa kasa mmara mu mfomso akese bi ba mu.	εto bere bi a, dwumadi no nhyehye no mu nna ho yiye. Kyerewtoho ne kasa mmara mu mfomso akese ba mu mpen pii.	Dwumadi no nni nhyehye a emu da ho yiye. Kyerewtoho ne kasa mmara mu mfomso ba mpen pii.

Asemmisa 2

	Nkunidim a εκορον πα ara (Mma 7-8)	Nkunidim pa koraa (Mma 5-6)	Nkunidim a εfata (Mma 3-4)	Ehia nkoso bio (Mma 1-2)
Nimdeε	3da ntease a emu do adi fa anwensem no tebea ne nsemfua a 3kyerewfo no apaw no ho.	3da ntease pa adi fa anwensem no tebea ne nsemfua a 3kyerewfo no apaw no ho.	3da ntease kakra adi fa anwensem no tebea ne nsemfua a 3kyerewfo no apaw no ho.	3da ntease kakraa bi adi fa anwensem no tebea ne nsemfua a 3kyerewfo no apaw no ho.

	Nkuniṁḁi a εkorɔn pa ara (Mma 7-8)	Nkuniṁḁi pa koraa (Mma 5-6)	Nkuniṁḁi a εfata (Mma 3-4)	Ehia nkɔso bio (Mma 1-2)
Mpensempensemu	Ɔpensempenseṁ anwenseṁ no su titiriw no nkentenso mu wɔ ahotoso mu, na ɔde nhweso a εfata ma ne nkyeremu.	Ɔpensempenseṁ anwenseṁ no su titiriw no bi nkentenso mu, na ɔde nhweso ma emu dodow no ara.	Otumi hunu anwenseṁ no su titiriw no bi, nanso εto bere bi a, εye den ma no se ɔbeka wɔn nkentenso ho aseṁ.	Mpensempensemu a ɔye fa anwenseṁ no su titiriw ho no sua pa ara.
Nhyehyee, Senea Wɔahyehye nsemfua no, ne Kasa Mmara Mu Pεεεpεye	Dwumadi no di nhyehyee pa a emu wɔ ntease akyi. Kyerewtoho ne kasa mmara mu mfomso no sua koraa.	Mpen pii no, dwumadi no di nhyehyee pa akyi. Nanso, εto da a Kyerewtoho anaa kasa mmara mu mfomso akese bi ba.	εto bere bi a, dwumadi no nhyehyee no mu nna ho yiye. Kyerewtoho ne kasa mmara mu mfomso akese ba mu mpen pii.	Dwumadi no nni nhyehyee a emu da ho yiye. Kyerewtoho ne kasa mmara mu mfomso ba mpen pii.

Asemmisa 3

	Nkuniṁḁi a εkorɔn pa ara (Mma 7-8)	Nkuniṁḁi pa koraa (Mma 5-6)	Nkuniṁḁi a εfata (Mma 3-4)	Ehia nkɔso bio (Mma 1-2)
Nimdeε	Ɔda ntease a emu do adi fa senea ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda ntease pa adi fa senea ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda ntease kakra adi fa senea ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda ntease kakraa bi adi fa senea ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.
Mpensempensemu	Ɔpensempenseṁ anwenseṁ no su ahorow no nkentenso mu wɔ ahotoso mu, na ɔde nhweso a εfata boa ne nkyeremu.	Ɔpensempenseṁ anwenseṁ no su ahorow no bi nkentenso mu, na ɔde nhweso ma emu dodow no ara.	Otumi hu anwenseṁ su no mu bi, nanso εto bere bi a εye den ma no se ɔbεkyere wɔn nkentenso mu.	Ɔye mpensempensemu kakraa bi fa anwenseṁ no su ho mu.

	Nkunidie a εkorɔn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	Εhia nkɔso bio (Mma 1-2)
Nhyehyee, Senea Wɔahyehyee nsemfua no, ne Kasa Mmara Mu Pεεεεεε.	Dwumadi no di nhyehyee pa a emu wɔ ntease akyi. Kyerεwtoho ne kasa mmara mu mfomso no sua koraa.	Mpen pii no, dwumadi no di nhyehyee pa akyi. Nanso, εto da a kyεwtoho anaa kasa mmara mu mfomso akese bi ba.	Εto bere bi a, dwumadi no nhyehyee no mu nna ho yiye. Kyerεwtoho ne kasa mmara mu mfomso akese ba mu mpen pii.	Dwumadi no nni nhyehyee a εmu da ho yie. Kyerεwtoho ne kasa mmara mu mfomso ba mpen pii.

NNAWɔTWE 23

Asemisa 1

	Nkunidie a εkorɔn pa ara (Mma)	Nkunidie pa koraa (Mma 3)	Nkunidie a εfata (Mma 2)	Εhia nkɔso bio (Aba 1)
Nimdee	Asentitiriw no da adi pefee bere nyinaa, na εfa asem no ho.	Mpen pii no, asentitiriw no da adi pefee, na εfa asem no ho.	Εto bere bi a, asentitiriw no nna adi pefee, anaa εmfa adwuma a wɔde ama no ho.	Εye den se ɔde anwensem no beka asentitiriw bi ho.
Kasasu ahorow	ɔde anwensem mu kasasu ahorow pii di dwuma yiye de nya ɔkenkanfo no so nkentenso.	ɔde anwensem mu kasasu ahorow di dwuma de nya ɔkenkanfo no so nkentenso.	ɔde anwensem mu kasasu bi di dwuma, nanso won nkentenso no sua.	ɔmfa anwensem mu kasasu biara nni dwuma anaa wɔde kakraa bi na edi dwuma.
Adebo mu nimdee ne ahokeka	Anwensem no ye anika na εkyere ɔkenkanfo no adwene ntem so ara.	Anwensem no ye anika wɔ n'afa bi mu, na εma ɔkenkanfo no pe se ɔkenkan wie.	Εye anwensem a eye senea εtaa ye no, nanso εwo su titiriw kakraa bi anaa enni ho koraa.	Εye den se wɔbekenkan anwensem no, na εmma ɔkenkanfo no nya anigye.

	Nkuniṁdi a εkorɔn pa ara (Mma)	Nkuniṁdi pa koraa (Mma 3)	Nkuniṁdi a εfata (Mma 2)	Ehia nkɔso bio (Aba 1)
Nhyehyee, Senea Wɔahyehye nsemfua no, ne Kasa Mmara Mu Pεpεpεye	Dwumadi no di nhyehyee pa a emu wɔ ntease akyi. Kyerεwtoho ne kasa mmara mu mfomso no sua koraa.	Mpen pii no, dwumadi no di nhyehyee pa akyi. Nanso, εto da a kyεrwtoho anaa kasa mmara mu mfomso akese bi ba.	εto bere bi a, dwumadi no nhyehyee no mu nna ho yiye. Kyerεwtoho ne kasa mmara mu mfomso akese ba mu mpen pii.	Dwumadi no nni nhyehyee a emu da ho yiye. Kyerεwtoho ne kasa mmara mu mfomso ba mpen pii.

Asemṁisa 2

	Nkuniṁdi a εkorɔn pa ara (Mma 7-8)	Nkuniṁdi pa koraa (Mma 5-6)	Nkuniṁdi a εfata (Mma 3-4)	Ehia nkɔso bio (mma 1-2)
Nimdee	Ɔda ntease a emu do adi fa anwensem no asentitiriw ne abakɔsem mu tebea ho.	Ɔda ntease pa adi fa anwensem no asentitiriw ne abakɔsem mu tebea ho.	Ɔda ntease kakra adi fa anwensem no asentitiriw ne abakɔsem mu tebea ho.	Ɔda ntease kakraa bi pe adi fa anwensem no asentitiriw ne abakɔsem mu tebea ho
Mpensemṁensemu	Ɔpensemṁensem anwensem no su ahorow no nkentenso mu wɔ ahotoso mu, na ɔde nhweso a εfata boa ne nkyεmu.	Ɔpensemṁensem anwensem no su ahorow no bi nkentenso mu, na ɔde nhweso ma emu dodow no ara.	Otumi hu anwensem su no mu bi, nanso εto bere bi a εye den ma no se ɔbkyere wɔn nkentenso mu.	Ɔye mpensemṁensemu kakraa bi fa anwensem no su ho mu.
Nhyehyee, Senea Wɔahyehye nsemfua no, ne Kasa Mmara Mu Pεpεpεye	Dwumadi no di nhyehyee pa a emu wɔ ntease akyi. Kyerεwtoho ne kasa mmara mu mfomso no sua koraa.	Mpen pii no, dwumadi no di nhyehyee pa akyi. Nanso, εto da a Kyerεwtoho anaa kasa mmara mu mfomso akese bi ba.	εto bere bi a, dwumadi no nhyehyee no mu nna ho yiye. Kyerεwtoho ne kasa mmara mu mfomso akese ba mu mpen pii.	Dwumadi no nni nhyehyee a emu da ho yiye. Kyerεwtoho ne kasa mmara mu mfomso ba mpen pii.

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