



MINISTRY OF EDUCATION

Asante Twi for Senior High Schools

ɔKYERɛKYERɛNI NWOMA



Gyinapɛn 3



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Asante Twi

for Senior High Schools

Ɔkyerɛkyerɛni Nwoma

Afe 3



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

ASANTE TWI OKYEREKYERE NI NWOMA

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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.

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ƆFA 1: NSEMFUA A EFATA WƆ NKITAHODIE MU

ADESUADEE: NKƆMMƆDIE

ADESUA NKORABATA: nkƆmmƆdie/nkitahodie a efa atifiasem pɔtee bi ho

Adesua Botae: *Adesuafoɔ tumi de nsemfua a efata toatoa adwen fa ɔman yi ne ewiase yi mu nsem ho.*

Adesua mu Nimdeɛnya: *Adesuafoɔ tumi de nsemfua a efata di dwuma wɔ asem anaa tebea pɔtee bi mu.*

NNIANIMU NE ƆFA YI TƆFABƆ

Saa ɔfa yi kasa fa nsemfua a efata wɔ nkitahodie mu a yede kasa fa ɔman yi ne ewiase yi mu nsem ahodoɔ no ne tebea pɔtee bi mu nsem ho. Saa ɔfa yi hye nneema a yesuaa wɔ Afe 1, Ɔfa 2 mu no kena. Adesuafoɔ de nsemfua a efata bedi nkitahodie afa ɔman yi ne ewiase nsem ho wɔ eberɛ a wɔde nkƆmmƆdie-mu-ɔtwɛn redi dwuma wɔ wɔn nkitahodie no mu. Saa ɔfa yi mu no, Adesuafoɔ besua biribi afa nkƆmmƆdie-mu-ɔtwɛn ho na wɔahwe ekwan a yefa so de di dwuma wɔ nkƆmmƆdie mu. Wɔbesan asua deɛ enti a nkƆmmƆdie-mu-ɔtwɛn ho hia na afei wɔde adi dwuma wɔ wɔn sukuu dan ne wɔn daadaa asetena mu. Saa ɔfa yi beboa adesuafoɔ ama wɔatumi de nsemfua a efata akasa afa ɔman yi ne ewiase nsem ho ama wɔanya nteaseɛ amapa. Enye Asante Twi kasasua mu nko ara na ɔfa yi so beba mfasoɔ ama adesuafoɔ na mmom, wɔbenya mfasoɔ afiri so wɔ adesua ahodoɔ a ene Asante Twi kasasua wɔ twaka te sɛ Borɔfo ne kasa ahodoɔ no na afei wɔanya so mfasoɔ wɔ nkitahodie mu nso. Yɛhyɛ Ɔkyerɛkyereni no nkuran sɛ ɔmfa nkƆmmƆdie adekyerɛkwan so, adekyerɛdeɛ ne nkariie akwanhodoɔ so na emmoa adesuafoɔ no yie wɔ saa ɔfa yi adesua no mu.

Nnawɔtwe ahodoɔ ne adesua botaɛ a ewɔ ɔfa yi mu:

- **Nnawɔtwe 1:** *Adesuafoɔ de nsemfua a efata bedi dwuma wɔ wɔn daadaa nkitahodie mu*

- **Nnawɔtwe 2:** a. *Adesuafoɔ bɛda nkɔmmɔdie-mu-ɔtweɛ ho nimdeɛ adi wɔ nkitahodie mu*
 b. *Adesuafoɔ de nsemfua a ɛfata toatoa adwen fa ɔman yi ne ewiase mu nsem ho*

ADEKYEREKWAN NHWESƆ AHODOƆ TƆFABƆ

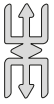
Adekyerekwan nhwesɔ ahodoɔ a ɛwɔ ɔfa yi mu no nyinaa ye akwanhodoɔ a yɛfa so kyere nneɛma ahodoɔ wɔ Asante Twi mu.

Adesua a Egyina Dwumadie so (Problem-Based Learning) ye adekyerekwan a emu no, yɛfa ewiase yi mu ɔhaw ahodoɔ ankasa so ma adesuafoɔ no sua nneɛma ne nhyehyɛɛ ahodoɔ. Saa adekyerekwan yi ne adekyerekwan a akyerɛkyerefoɔ tase nokwasɛm ahodoɔ ka kyere adesuafoɔ no bɔ abira. Adesuakwan ahodoɔ a ɛwɔ Adesua a Egyina Dwumadie so yi mu bi ne ankorankoro adesua, baanu dwumadie, adesuafoɔ mfraframu ne adesuafoɔ nyinaa dwumadie ahodoɔ ne nkasaho dwumadie. Saa adesuakwan yi boa adesuafoɔ no ma wɔnya nnwennwene ho a emu dɔ ho nimdeɛ, ɔhaw ano pomasibere ho nimdeɛ ne nkitahodie amapa ho nimdeɛ. Eboa ma adesuafoɔ no nya koroyɛ ho nimdeɛ, nkabom dwumadie ho nimdeɛ ne akannie ho nimdeɛ. Adesuafoɔ bɛsua sɛdeɛ yesi pɛ nkontabudeɛ pensɛpɛnsɛ mu. Adesuafoɔ a wɔn mmɔdemmmɔ wɔ soro pa ara no, yɛma wɔn akannifoɔ adwuma ma wɔkyere wɔn afɛfoɔ no adeɛ sɛdeɛ ɛbɛyɛ a wɔbetumi aboa wɔn afɛfoɔ no ama wɔn nso ate nneɛma ahodoɔ a wɔresua no ase yie. Yesre akyerɛkyerefoɔ sɛ wɔmmɔ mmɔden nhwehwɛ adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua akenkan ne nkitahodie ho no na wɔmfa kwampa ne nimdeɛ a emu ye duru so mpe wɔn haw ahodoɔ no pomasibere.

NKARIIE TƆFABƆ

Ɔfa yi nkariiekwan no de nimdeɛnya mu pɛrɛpɛreyɛ, nteaseɛ amapa ne adwenemɔɔ di dwuma. Ɔkyerɛkyerɛni ne osuani nsemmissa ne mmuaɛɛ ho nkitahodie no boa ma osuani no tu mɔn wɔ adesua mu. Nkariiekwan yi boa akyerɛkyerefoɔ ma wɔtumi de wɔn ani di adesuafoɔ no akyi hwe hunu sɛ wɔte nneɛma a wɔkyere wɔn no ase yie anaase wɔnte aseɛ. Gyinapɛn 3 adwenemɔɔ nsemmissa no, wɔde fa susutwerɛ ne asem bi a asi mu nhwehwɛmu so na ɛkari adesuafoɔ no hwe wɔ wɔn adwenemɔɔ ne wɔn nteaseɛ a wɔwɔ fa nkɔmmɔdie-mu-ɔtweɛ ne nsemfua a ɛfata a yɛde di dwuma wɔ ɛberɛ a yɛretoatoa adwen fa ɔman yi ne ewiase nsem bi ho. Akyerɛkyerefoɔ mfa dwumadie a ɛkɔ so wɔ ɛberɛ a wɔrekyere adeɛ ne sɔhwɛ so nya amanebɔ amapa a ɛfa osuani biara mmɔdemmmɔ ho na aboa ama wɔahunu sɛdeɛ adesuafoɔ no resi tu mɔn wɔ wɔn adesua mu.

Ɔkyerɛkyerɛni Nhyɛ Yei Nso wɔ Adesuafoɔ Mfraframu ho



AHYENSO

Fa adesuafoɔ nyinaa, mpo wɔn a wɔwɔ ɔhaw wɔ wɔn nipadua anaa wɔn honam nkwaadɔm mu a wɔfrɛ wɔn Special Education Needs and Disabilities no nyinaa frafra mu wɔ adesua dwumadie biara mu. Akyerekyerɛfoɔ nni Universal Design for Learning (UDL) nhyehyɛɛ no so na wɔnyɛ adekyerɛ nhyehyɛɛ epono a ebɛma adesuafoɔ no nyinaa kwan ama wɔde wɔn ho ahyɛ adesua no mu.

Dyerɛkyerɛfoɔ bɛtumi ayɛ yɛi wɔ ɛberɛ ɔbedi deɛ ɛdidi soɔ yi so:

- Wobɛma adesuafoɔ no de wɔn ho ahyɛ dwumadie ahodoɔ mu (sɛ ebia, dwumadie ahodoɔ bi te sɛ adwentoatoa, mfonihwɛ, dwumadie a yɛde yɛn nsa yɛ ne ICT akadeɛ a ebɛma wɔn ani agyɛ).
- Wobɛma adesuafoɔ akwanhodoɔ a wɔbɛtumi afa so de wɔn mmuaɛɛ ato dwa (sɛ ebia, wɔbɛtwɛrɛ wɔn mmuaɛɛ no agu krataa so, wɔbɛkyerɛ wɔn mmuaɛɛ no agu ahoma so, wɔbɛyɛ wɔn mmuaɛɛ no mfoni, wɔde ɔyɛkyerɛ bɛda wɔn mmuaɛɛ adi anaasɛ wɔde wɔn ano bɛkyerɛkyerɛ wɔn mmuaɛɛ no mu ntiantia na mmom, yɛi nyɛ tɔfabɔ).
- Wobɛma adesuafoɔ no kwan ama wɔafa nneyɛɛ ne kasa so de wɔn mmuaɛɛ ato dwa (sɛ ebia, wobɛma adesuafoɔ de wɔn ano ama wo mmuaɛɛ, atwerɛ, mfoniyɛ anaasɛ akadeɛ a eboa ma nkitahodie kɔ so).

Bio, akyerekyerɛfoɔ nhwɛ nneɛma a adesuafoɔ no mu biara hia na wɔnsɛsa wɔn adekyerekwan, sɛ ebia wobɛma adesuafoɔ no mmɛrɛ dodoɔ bi aka ho, akadeɛ a eboa ma nkitahodie kɔ so, dwumadie mu nsakraɛɛ anaasɛ wobɛma adesuafoɔ no mu bi aboa wɔn afɛfoɔ wɔ ɛberɛ a ɛsɛ mu. Saa adekyerekwan yi ma adesuafoɔ no nyinaa tumi nya kyɛfa wɔ adesua no mu san de wɔn ho hyɛ adesua no mu yie.

Ɛsɛ sɛ ICT akadeɛ ahodoɔ a wode bɛma adesuafoɔ no nyinaa tumi yɛ deɛ wote kasa no yie, ɛwɔ atifiaseɛ a nteaseɛ wom anaasɛ wode wɔn a wɔkyerɛ kasa ase ma asotifoɔ no bi ka ho. Ɛsɛ sɛ woma sini no mu nkaneaseɛ yɛ deɛ sɛbe adesuafoɔ a wɔn ani nhunu adeɛ yie no nyinaa bɛtumi ahunu mfoni a ɛwɔ sini no mu yie. Ɛsɛ wode akenkanneɛ gu nneɛma a sɛbe adesuafoɔ a wɔn ani afura nso bɛtumi akenkan sɛ ebia, braille krataa anaa kɔmputa so braille anaasɛ braille a yɛbɛtumi de akadeɛ a eboa ma nkitahodie kɔ so a yɛtumi fa abɛɛfo nimdeɛ so ma ɛkenkan twɛrɛsɛm ma adesuafoɔ tie.

Adesuafoɔ a wɔyɛ abubuafoɔ a wɔwɔ ɔhaw wɔ ahoɛka mu no bɛtumi de wɔn honam afa bi aka mfoni bi hunu n'adeban, wɔbɛtumi nso atena sɛbe abubuafoɔ akonnwa mu, wɔbɛtumi de poma ahyɛhyɛ wɔn mmɔtoam, wɔbɛtumi atena mfeakɛntɛn mu aɛka wɔn ho akɔka wɔn afɛfoɔ ho wɔ ɛberɛ a wɔakyekyɛ wɔn

mu baanu baanu, mfrafrakuo nketewa anaase wɔrekeka wɔn ho akɔgyina asukuufɔ no anim wɔ sukuu dan mu ho.

Adesuafoɔ a wɔye asotifoɔ betumi de nkitahodie pono akasa afa wɔn dwumadie ho akyerɛ adesuafoɔ nkaɛ no. Adesuafoɔ a wɔntumi nkasa nso betumi abesebese wɔn anofafa anaa wɔaye ɔkasa nsɛnkyerɛnnɛ anaa wɔde wɔn ankasa nsemfua atwerɛ anaa wɔataapo wɔn mmuaɛɛ. Adesuafoɔ a wɔn aso mu ye den nso betumi de akadeɛ a ɛma yete kasa yie no bi ahyehye wɔn asom. Adesuafoɔ a wɔn ani nhunu adeɛ yie no nso betumi afa abɛfo nimdee akwanhodoɔ bi te sɛ progyɛkta a ɛtumi kenkan twerɛsɛm, ɛtumi buebue kratafa ahodoɔ, ɛtumi ma twerɛsɛm no mu ntwɛrɛɛ ye akɛsɛɛ sɛdeɛ ɛfata, ɛwɔ abaa a yetumi de hwe nsemfua a yɛrekenkan no so na ɛtumi nso kyere kasa gu ahoma so aka wɔn mmuaɛɛ ho aɛm akyerɛ adesuafoɔ nkaɛ no.

Adesua Botaɛs	DOK Gyinapɛn	Nkariiekwan
3.1.1. LI.1 Adesuafoɔ de nsemfua a ɛfata bɛdi dwuma wɔ wɔn daadaa nkitahodie mu.	2	Sukuu dan mu Nkasaho
3.1.1. LI.2 Adesuafoɔ bɛda nkɔmmɔdie-mu-ɔtwɛn ho nimdee adi wɔ nkitahodie mu.	3	Efiedwumadie
3.1.1. LI.3 Adesuafoɔ de nsemfua a ɛfata toatoa adwen fa ɔman yi ne ewiase mu nsem ho.	2	Nhwehwɛmuyɛ Dwumadie

NNAWƆTWE 1

Adesuadeɛ Botaeɛ: *Adesuafoɔ tumi de nsemfua a ɛfata di dwuma wɔ wɔn daadaa nkitahodie mu*

Mmɔakyire

Afe 1	Nnawɔtwe 1 ne 2 Fa nneɛma ahodoɔ a yegyina so kyerekyere enne nnyegyeeɛ su no (se ebia anofafa bɔbea, baabi a tekyerɛma ma ne ho so koduru ne tekyerɛma no fa a ɛma ne ho so) so kyerekyere enne nnyegyeeɛ a ɛwɔ Asante Twi mu no su. Fa nneɛma ahodoɔ a yegyina so kyerekyere anom nnyegyeeɛ su no (se ebia emu pi anaa emu mpi, beaeɛ a yeyɛ nnyegyeeɛ no ne yebea) so kyerekyere anom nnyegyeeɛ a ɛwɔ Asante Twi mu no su
Afe 2	Nnawɔtwe 1 ne 2 Kyere asensini ahodoɔ (deɛ emu bue ne deɛ emu to) wɔ Asante Twi mu. Toatoa adwen fa asensini nyehyeeɛ a ɛwɔ Asante Twi nsemfuaye mu no ho.

ANISISODEɛ: NSEMƐUA A ƐFATA WƆ NKƆMMƆDIE MU

Asemfua a Ɛfata Asekyere: Wo ne w'afefoɔ no mu bi nni nkɔmmɔ mfa nneɛma a mosuaa wɔ sukuu mu enne no mu baako ho. Nsemfua a epuee wɔ mo nkɔmmɔdie no mu bi ne deɛ ɛwɔ he? Nhwesoo, se modii nkɔmmɔ no faa Nkonta ho a ɔkyerekyereni no kyereɛ mo adeɛ faa atifiaseɛ 'Ekuo' a wɔka no wɔ Borɔfo kasa mu se 'Sets' ho a, anka mode nsemfua bi te se 'nkabom' (union), ahyiaae (intersection), mfonɔ anaa dayagram (diagram) ne deɛ ekeka ho. Yei no yɛ nsemfua a ɛfata atifiaseɛ no. Yei na asemfua a ɛfata fa ho. Afei, kenkan nkyerekyeremu a ɛwɔ aseɛ ho no.

Nkitahodie no botaeɛ tumi ma nsemfua a yede di dwuma no sesa. Nhwesoo, se yeresua adeɛ a ɛfa Fɔnɔlɔgyi ho a, yete nsemfua bi te se asensini, ɔmene, hwemmo, nnyegyeeɛ yera, atweredeɛ mmienɔ a ɛma nnyegyeeɛ baako ne deɛ ekeka ho. Asennie mu nso, wote nsemfua a ɛfata bi te se kwaadu, ɔbɔfoɔ, kwaadubɔni, apii, otemmufoɔ, mmaramimfoɔ, lɔyani, ne deɛ ekeka ho.

Saa ara na wobɛtumi anya nsemfua a ɛfata wɔ nnwuma ahodoɔ bi te se kaaka, apɔmuden, kuayɔ ne deɛ ekeka ho mu. Asemfua bi tumi nya asekyere foforo wɔ adwuma bi mu. Ma yenhwe yei, asemfua 'mouse' a aseɛ kyere 'akura' wɔ mmoayɛn mu no, aseɛ kyere biribi foforo wɔ ICT mu. Saa ara nso na asemfua 'fufuo' asekyere wɔ aduane mu ne n'asekyere wɔ ahosuo mu nye adekorɔ.

Nsem̐fua a Efata ahodoɔ: Yebetumi akyekye nkitahodie mu ahodoɔ mmieniu a enonom ne mpanin nkitahodie (nkitahodie a obuo ne enidie kasa wom) ne tipen nkitahodie (nkitahodie a obuo, ahobreasee anaa enidie kasa biara nni mu).

Obuo Kasa: Yei ye se wode nsem̐fua a eɗa enidie, kasapa ne ahobreasee adi wo wo ne ɔpanin bi nkitahodie mu. Yetaa de obuo kasa di dwuma wo adwuma mu, nwomasua mu anaase eberɛ a wo ne aban mu mpanimfoɔ bi ahyia na eho hia se wokasa yie na woda obuo ne enidie adi. Se yede obuo kasa di dwuma wo eberɛ a efata mu a, ema nkitahodie no ko so wɔano wɔano. Se obi tumi de obuo kasa di dwuma sɛdeɛ efata a, ema afoforo hunu se ɔye onimdefoɔ, n'ano ate na ɔsan nso wo tumi wo ɔkasa no so.

Mpanin nkitahodie nsem̐fua su

Kasapa: Wonte kasabru, nnemmafoɔ kasa, nnyensin, efene ne serewatoɔ biara wom efiri se wode kasapa, ɔpo kasa ne nsem̐fua a efata na eɗi dwuma.

Nsem̐fua Amapa: Mpanin nkitahodie mu no wode nsem̐fua amapa a ene atifiaseɓ no ko pe na eɗi dwuma

Ɔkasamu Kuntann Nhyehyee: Wɔtaa de ɔkasamu kuntann di dwuma wo mpanin nkitahodie mu.

Perepereye: Mpanin nkitahodie mu no, nokoredie anaase perepereye da adi. Enye deɛ obi susu, enye deɛ obi adwene ye no, enye obi nkatee enna enye nyiyimuseɓ biara na wode di dwuma na mmom, nokore turodoo na woka.

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

Tipen Nkitahodie: Yehunu anaa yete efene, serewatoɔ, nnemmasem ne ahotɛsem wo daa daa nkitahodie a eko so wo nnamfonom, abusuafoɔ, ayɔnkofoɔ, kɔmputa so nkitahodie ne nnipa bi a woben woɔ no ntam efiri se ɔhyɛ biara nna saa nkitahodie no ho. Nhwɛsoɔ: Wode nnemmafoɔ kasa, efene, serewatoɔ ne ahotɛsem di dwuma wo tipen nkitahodie mu. Ɔhyɛ biara nna nsem̐fua a yede di dwuma wo tipen nkitahodie mu no ho. Nsem̐fua no tumi ye deɛ yede di dwuma wo yen daa daa asetena mu no bi te se nsem̐fua tiawayo ne nsem̐fua ntwasoɔ. Tipen nkitahodie mu no, nkɔmmɔdifoɔ no ka won atenka enna yete won ankasa nne nso wo mu.

Tipen nkitahodie nsem̐fua su

Nnemmafoɔ kasa: Wode nnemmafoɔ kasa, efene, serewatoɔ ne ahotɛsem di dwuma wo tipen nkitahodie mu.

Nsemfua a ɔhye nna ho: Ɔhye biara nna nsemfua a yede di dwuma wɔ tipen nkitahodie mu no ho. Nsemfua no tumi ye deɛ yede di dwuma wɔ yen daa daa asetena mu no bi te se nsemfua tiawayɔ ne nsemfua ntwasoɔ.

Ɔkasamu tiawa nhyehyeeɛ: Wɔtaa de ɔkasamu tiawa di dwuma wɔ tipen nkitahodie mu. Wɔtumi twitwa ɔkasamu no so asinasin yiye nsemfua no bi firi ɔkasamu no mu sɛdeɛ wɔpɛ biara.

Nkɔmmɔdifoɔ no ankasa nne: Tipen nkitahodie mu no, nkɔmmɔdifoɔ no ka wɔn atenka ɛnna yete wɔn ankasa nne nso wɔ mu.

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

Adesua Dwumadie

Kyerɛ nsemfua ahodoɔ a wosusu se wobete wɔ nkɔmmɔdie a ɛkɔ so wɔ saa mmeaɛ ahodoɔ yi mu.

Nhwɛsoɔ:

- a. Ɔyarefoɔ a ɔkɔ ɔkotani nkyen: *aduro, paneɛ, atiridii,*
- b. Fitani a ɔrekasa kyere obi: *breeki, kaa kɔba,*
- c. Aduanetɔnfoɔ a ɔkasa kyere obi: *banku, fufuo, nkwan*
- d. Ɔkyerɛkyerɛni a ɔkyere nkontabuo a ɔrekasa kyere n'adesuafoɔ: *nkabom, ntefirimu,*
- e. Ɔdesuani a ɔsua adwinniɛ a ɔrekasa kyere ne ɔkyerɛkyerɛfoɔ: *ahosuo, borosoɔ, penti,*
- f. Abarimaa a ɔrekasa kyere nanabaa wɔ fon so wɔ akwamma mu: *hello, mema wo aha*
- g. Nnamfonom baanu a wɔredi nkɔmmɔ fa bɔɔlobo bi ho: *paase ma me, bo no ntem,*

ADEKYERɛKWAN NHWɛSOɔ

Adesua a ɛgyina dwumadie so (ankorankoro ne ekuo dwumadie)

1. Ekue dwumadie: Ekue biara nyi atifiasem baako na wɔmfɔ nsemfua a ɛfata ntoatoa adwene mfa ho.

Ɛse se ɔkyerɛkyerɛfoɔ no nantenante adesuafoɔ no mu hwe se osuani biara de ne ho ahye adesua no mu na afei nso waboa adesuafoɔ ahodoɔ a wɔwɔ ɔhaw no.

2. Baanu Dwumadie: Adesuafoɔ baanu yi atifiasem bi te se (ayamyɛ, ɔdɔ, nokoredie, perepereye ne nsiye), Abɔdeɛ-mu-nyansape, mfididwuma, Nnadedwuma, ne Akontabuo (STEM), Gender Equality ne Social Inclusion (GESI), anyinam nkanea ahobammɔ, apɔmuden, ɔman yi ne amanhodoɔ so nsem. Ɔkyerɛkyerɛni bɛtumi ama adesuafoɔ no akwankyerɛ de aboa wɔn wɔ wɔn adwentoatoa no mu.
3. Adesuafoɔ no nyinaa dwumadie
 - a. Hwe na tie nkɔmmɔdie yi na kyere nsemfua a efata a wode dii dwuma wɔ mu.
 - b. Fa nsemfua a efata no bi ka deɛ efa atifiasem a ewɔ ho dada no ho.
 - c. Akasafoɔ no de nsemfua a efata dii dwuma wɔ wɔn nkɔmmɔdie no mu?

Nkariie Titire: DoK Gynapɛn 2 – Ekuo Nkasaho

Twere biribi fa Abadintoɔ ho na ka ho asem kyere adesuafoɔ no nyinaa. (mma 12)

- a. Twere nsemfua a efata a wode bedi dwuma no.
- b. Kyere deɛ nti a nsemfua bi ho hia wɔ wo nkasaho no mu ma w'atiefoɔ no.
- c. Hunu se, se woma atiefɔɔ no kwan ma wɔbisabisa wo nsem a, ebetumi asesa wo nsemfua no.
- d. Ka wo dwumadie no ho asem kyere w'afefɔɔ no.

PLC Session 1

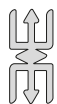
45 minutes

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.*

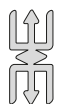
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



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.

NNAWƆTWE 2

Adesuades Botaes

1. *Da nkɔmmɔdie-mu-ɔtwen ho nimdeɛ adi wɔ nkɔmmɔdie mu*
2. *Adesuafoɔ tumi de nsemfua a ɛfata toatoa adwen fa ɔman yi ne ewiase yi mu nsem ho*

Mmɔakyire

Afe 1	Nnawɔtwe 3: Kyere adwentitire a ɛwɔ abasɛm bi mu. Sɛ ebia, amammerɛ ne amanneɛ mu nnɛpa (obuo, ayamyɛ, abodwokyerɛɛ ne deɛ ekeka ho), nwomasua, mmɔfra ho dwadie, atenaɛ, mfididwuma wɔ Ghana, fagudeetuo, GESI, ne deɛ ekeka ho.
Afe 2	Nnawɔtwe 2 1. Kyerɛkyerɛ ɛnne ahodoɔ no (sɛ ebia, ɛfam, ɛsoro, adantamu ne deɛ ekeka ho) ne ne dwumadie mu. 2. Kyerɛkyerɛ ɛnne dwumadie ahodoɔ no mu (sɛ ebia, ɔkasa mmara, nsemfua ne ɔkasa nkorabata mu).

ANISISODEɛ 1: NKƆMMƆDIE-MU-ƆTWEN

Nkɔmmɔdie-mu-ɔtwen Asekyerɛ

Yei yɛ ɛberɛ a nkɔmmɔdifoɔ nya ma ɛduru wɔn so ansa na wɔakasa wɔ nkɔmmɔdie mu a ɛma nkɔmmɔdie no tumi kɔ so wɔano wɔano ma nkɔmmɔdifoɔ no mu biara nya nteaseɛ amapa. Ɔbaako rekasa a, wɔn a aka no yɛ komm tie no a obiara ntware n'ano. Yei ma nkɔmmɔdifoɔ no tumi kyere wɔn adwen anaase wɔka asɛm a wɔpɛ sɛ wɔka no pɛpɛpɛ ma nkitahodie no kɔ so tɔtɔtɛɛ.

Akwan ahodoɔ a Yɛfa so Nya Nkɔmmɔdie-mu-ɔtwen

Nnipakuo biara nko ne ɛkwan a wɔfa so nya saa nkɔmmɔdie-mu-ɔtwen yi ɛnna afei nso nkɔmmɔdie-mu-ɔtwen a wɔnya no nso tumi gyina dwumadie pɔtɛɛ a ɛrekɔ soɔ no so. Ɛfiri sɛ, nhyehyɛɛ da mmere dodoɔ a ɛsɛ sɛ ɔkasafɔɔ bi de ka n'asɛm ho, deɛ aduru ne so sɛ ɔkasa ne ɛkwan a ɛsɛ sɛ ɔfa so kasa wɔ nkitahodie no mu ho. Ɛberɛ bi wɔ hɔ a, wobɛhunu ara prɛkɔpɛ na nkɔmmɔdifoɔ no mu bi atware wɔn yɔnko ano wɔ ɛberɛ a n'ano gu asɛm so reka ɛnna ebinom nso tumi fa obuo ne enidie kwan so tware wɔn yɔnko ano wɔ nkɔmmɔdie mu. Nsem a wɔka de tware obi ano ahobreaseɛ mu no mu bi nie: Mentwa w'ano, Megye w'ano si yie, Mede kakra reto wo deɛ no so, Mereka bi ato wo deɛ no so. Afei nso, wotumi bisa asɛm pɛ nkyerɛkyerɛmufann. Nkɔmmɔdie-mu-ɔtwen mu no, ɛsɛ sɛ wode obuo ne enidie ma wo nkɔmmɔdifoɔ a aduru wɔn so a wɔrekasa no. Wobetumi abisa asɛm bi te sɛ, 'Asomasi, wosusu sɛn?', wobɛtumi nso aka sɛ,

‘M’ano asi’, ‘Asomasi, asee wɔ wo’ ne dee ekeka ho anaase wobɛtumi abɔ wo tiri nko akyere ɔfoforo bi de akyere no se, aduru ne so enti ɔmma n’ano nko. Eberɛ a woretwen se ebɛduru wo so ama wo nso woakasa no, ese se wonya boasetɔ ne ahohyesoɔ.

Dee enti a nkɔmmɔdie-mu-ɔtwen ho hia wɔ nkɔmmɔdie mu

Ɛma nkɔmmɔdie no kɔ so wɔano wɔano. Ɛma nkɔmmɔdifoo no mu biara akwannya ma ɔkyere n’adwen. Ɛde nkabom ba nkɔmmɔdifoo no ntam. Ɛma nkɔmmɔdifoo no akwannya ma wɔda wɔn atirimsem adi. Ɛma nnipa nya akokoɔduro ne nimdee wɔ nkɔmmɔdie mu. Ɛma yenya otie ho nimdee na esan nso ma nkɔmmɔdifoo no mu biara nya kyefa wɔ nkɔmmɔdie no mu. Ɛma yesua asetena mu nnepa bi te se abodwokyerɛ, adwenkyɛ ne nkabom wɔ nkitahodie mu. Ɛboa ma yesua ahohyesoɔ - adeɛ a ɛho hia pa ara wɔ onipa abrabo mu.

Yereda nkɔmmɔdie-mu-ɔtwen adi: Ma adesuafoɔ nni nkɔmmɔ na wɔnna nkɔmmɔdie-mu-ɔtwen ho nimdee wom. Wobɛtumi afa nhwesoo a edidi so yi bi ama adesuafoɔ adi nkɔmmɔ afa ho:

1. Ɛye se yebema ntoaso sukuu adesuafoɔ de mobaafoɔ adi dwuma wɔ sukuu mu?
2. Nsunsuansoo a ewiem nsakraɛ anyɔ wɔ kuayɔ ne ɔɔadeɛ bɔberɛ so ne ekwan a yebɛfa so asi ano.
3. Yɛmfa taboo nto rɔba a wakra ba ɔman yi mu no so. (Hwe ekwan a akasafoɔ no bɛfa so de nkɔmmɔdie-mu-ɔtwen adi dwuma.

ADEKYEREKWAN NHWESOO

Ekua Dwumadie/Nkabom adesua

1. Adesuafoɔ no nyinaa adwentoatoa
 - a. Ye nsemfua mfonɛ fa bɔ adwentitire no nyinaa akyi.
 - b. Ɛne adesuafoɔ no bi nye nkɔmmɔdie – mu - ɔtwen ho ɔyɛkyere.
 - c. Montie nkɔmmɔdie a wɔakyere agu apaawa so na monnyina so ntoatoa adwen mfa nkɔmmɔdie – mu - ɔtwen ho
2. Baanu Dwumadie
 - a. Ma adesuafoɔ no nye nkɔmmɔdie-mu-ɔtwen ho ɔyɛkyere na hwe se wɔde saa nimdee yi bedi dwuma a.
 - b. Yi abasɛm bi firi amammerɛ ne amannee mu, STEM, GESI, anyinam nkanea, ahonidie, Ghana ne amanhodoɔ so nsem, apɔmuden na kenkan,

na gyina so yiyi adwentitire a ɛwom no wɔ ɛberɛ mode nkɔmmɔdie-mu-ɔtwen nimdeɛ no reyɛ adwuma.

Nkariie Titire: DoK Gyinapɛn 3 – Ankorankoro Efiedwumadie

1. Woka nnipa bi ho a moretoatoa adwen afa Ghana afahyɛ no mu baako ho.
 - a. Kyerɛkyerɛ sɛdeɛ wobɛsi de nkɔmmɔdie-mu-ɔtwen ho nimdeɛ adi dwuma wɔ adwentoatoa no mu. (mma 7)
 - b. Kyerɛ nneɛma mmiɛnsa a ɛma nkɔmmɔdie-mu-ɔtwen ho hia wɔ nkitahodie mu. (mma 3)
2. Kyerɛ akwan ahodoɔ enum a wobɛfa so ama nkɔmmɔdie-mu-ɔtwen ayɛ adwuma wɔ nkitahodie mu. (mma 5)

ANISISODEɛ 2: ATIFI NSEM PƆTEE BI

Nnɛmmasɛm

Nnɛmmasɛm anaasɛ nsɛnsɛm a ɛrɛkɔ so a ɛrenya nsunsuansoɔ wɔ amansan so a ɛhia sɛ ɔmanmu no kasa fa ho, aban yɛ nhyɛhyɛɛ bi fa ho anaasɛ kuromma tu ho anammɔn. Nsem yi tumi yɛ asetena mu nsem a ɛdi ka, amanyɛsɛm anaasɛ edwadie mu ɔhaw ahodoɔ. Nsem no tumi yɛ nnyinasoɔ ma nnipa adwenkyerɛ na ɛtumi nso yɛ nnyinasoɔ ma aban nhyɛhyɛɛ ahodoɔ a ɛma yɛhunu ɔmamma adwenem nsakraɛ a wɔwɔ wɔ amammuo ho. Nnɛmmasɛm a ɛhia sɛ ɔmamma toatoa adwen fa ho no bi ne Ntoasoɔ Sukuu a wɔkɔ no kwa, galamsey, Adwuma baako a nnipa baasa kɔyɔ no da koro, ‘monkey pox’ yareɛ no, ne deɛ ɛkeka ho.

Atifiasɛm pɔtee bi ne Nsemfua a Ɛfata

Sɛ wotumi de nsemfua a ɛfata di dwuma wɔ atifiasɛm bi ho nkɔmmɔdie mu a, ɛma mote atifiasɛm no ase yie pa ara. Deɛ ɛwɔ asɛɛ hɔ no yɛ nsemfua ahodoɔ a wɔde di dwuma wɔ nnwuma bi mu;

- **Kuayɔ:** nnɔbaɛɛ, mpataa, patrasa, adwinnadeɛ, mmoadoma, akoraɛɛ, aduaba, afutam, akuafɔɔ nketewa, asase, ne deɛ ɛkeka ho.
- **Galamsey:** ɛskabeeta, nsuo, sikakɔkɔɔ, mfidie, asase, asuo ahodoɔ, mɛɛkuri, nnufraɛɛ, ne deɛ ɛkeka ho.
- **Sukuupɔn mu:** adesua, adesuan, adesuafoɔ pɔɔtaa, gyinapɛn 100, akyerɛkyerɛfoɔ pɔɔtaa, ɔshwɛkumaa, adesua-nhyɛhyɛɛ-nwoma.
- **ICT:** kɔmputa, data, email, AI, bandele, Wi-Fi, brawsa, database, twe, ɔɔftwɛɛ, haadwɛɛ, ne deɛ ɛkeka

Adesua Dwumadie

Adwumakuo ben mu na saa nsemfua yi fra?

- a. asemfua, ɔkasamufa, ɔkasasin, atwerɛ mu agyinahyɛdɛɛ, dinnsiananmu
- b. ɔkyere, awudie, asennie, atemmuo, atemmufɔɔ
- c. Mframagya, afradeɛ, acid, alkali, pH, solvent

ADEKYERɛKWAN NHWɛSOɔ

Adesua a ɛgyina dwumadie so

1. Ankorankoro ne ekuo adwuma

Ekuo

- a. Ma adesuafoɔ ntoatoa adwen mfa ɛkwan a yɛbɛfa so abɔ yen atenaɛɛ ho ban.
- b. Adesuafoɔ twerɛ nsentitire a ɛwɔ adwentoatoa no mu.
- c. Adesuafoɔ de nsentitire no kasa fa asem foforoɔ a ɛwɔ kuro no mu ho.
- d. A adesuafoɔ no atifiaseɛ foforoɔ na wɔnkasa mfa ho.

Nkariiɛ Titire: DoK Gynapɛn 3 – Ekuo Adwuma

Yi atifiaseɛ a ɛdidi soɔ yi mu baako

Wode nsemfua a ɛfata redi dwuma;

- a. Paapae nsunsuansoɔ a akwantuo nya wɔ ɔman Ghana edwadie soɔ no mu.
- b. Ka twaka a ɛda ohia ne apɔmuden ntam wɔ amanaman a afei na wɔrefifiri se no ho asem.
- c. ɛdeen na wobɛtumi aka afa nsunsuansoɔ a ewiem nsakraɛɛ de ba kuayɔ soɔ wɔ Ghana ha no ho.

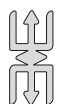
PLC Session 2

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.

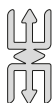
3. Plan the week's key assessment with your app
 - a. The key assessments for the week are **individual homework & group work**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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 Nhwɛakyire

Yɛasua biribi afa nsemfua a ɛfata wɔ nkitahodie mu, nkɔmmɔdie-mu-ɔtwɛn ne nsemfua a ɛfata wɔ atɪfiasɛm pɔtee bi mu ho wɔ saa ɔfa yi mu. Ɔfa yi ada sukyerɛ ne nsemfua a ɛfata wɔ nkitahodie ahodoɔ mu adi akyerɛ adesuafoɔ. Yɛkaa nsemfua a ɛfata wɔ nkitahodie mu ho aɛm. Adesuafoɔ no san suaa nkɔmmɔdie-mu-ɔtwɛn ne deɛ enti a nkɔmmɔdie-mu-ɔtwɛn ho hia wɔ nkitahodie mu. Bio, adesuafoɔ no suaa nsɛntitire na emu no, wɔsuaa sɛdeɛ wɔbɛsi de nkɔmmɔdie-mu-ɔtwɛn adi dwuma wɔ adwɛntoatoa a ɛfa atɪfiasɛm pɔtee bi ho na afei nso wɔde nkɔmmɔdie-mu-ɔtwɛn bɛdi dwuma wɔ wɔn daadaa asetena mu nkitahodie mu na ama nkɔmmɔdie no atumi ako so wɔano wɔano ama wɔanya nteaseɛ amapa wom. Yɛn ani da so sɛ, adesuafoɔ afa saa ɔfa yi mu awie yi, wɔde nkɔmmɔdie-mu-ɔtwɛn bɛdi dwuma wɔ ɛberɛ wɔrɛtoatoa adwɛn afa asɛntitire pɔtee bi ho. Adesuafoɔ anya nsemfuayɛ ho nimdeɛ, wɔtumi de ɛhyɛ to nsemfua asekyerɛ ntaɔ de nsemfua a ɛfata di nkitaho.

EKWAN A YEFA SO TWA NKARIE TITIRE

NNAWOTWE 1

Nneema a yegyina so twa nkasaho

Nimdee ahodo	Woaye adee pa ara (mma 4)	Woaye adee (mma 3)	Eye kakra (mma 2)	Yere wo ho (aba 1)
Nkasaho (Emu nsem ne nhyehyeee)	Nkasaho no mu nsem kasa fa abadinto ne sedee yesi to badin ho. Woyee nhwehwemu amapa hwehwee amanebo ne nokwasem ahodo. Emu nsem no ye nokore enna wachyehye no kamakama. Wode biribiara a eho hia biara baa mu.	Nkasaho no mu nsem kyere se wote abadinto ne sedee yesi to badin ase. Emu nsem no ye nokore enna wachyehye no nyansa mu. Emu nsem no bi nsisi so enna nkabomdee no bi nso nni nnyinaso. Wode biribiara a eho hia biara baa mu.	Nkasaho no mu nsem kyere se wote abadinto ase. Woyee nhwehwemu biara ampe amanebo ne nokwasem anaa kasafoasosem biara. Emu nsem no bi nye nokore, ensisi so enna nkyerekyeremu no nto asom anaa emu nna ho.	Nkasaho no mu nsem kyere se wote abadinto ase (se ebia, abadinto asekyere). Nsemfua a efa abadinto ho biara nni mu. Emu nsem no ma adwen mu ye ntanta enna enye nokore. Wamfa nneema a eho hia no amma enna wansan nso anhyehye no yie.
Nkasaho (Adwini)	Woyee won mfonitwadee (Slides) no nyinaa fefee enna wode nsemfua kakra bi na eguu emu biara so. Wode ahosuo ne nkanyan dii dwuma sedee efata. Mfomso biara (ckasa mmara, atwere mu agyinahyedee, asope, atwere nhyehyeee, ne dee ekeka ho) nni mfonitwadee no so.	Woyee won mfonitwadee no nyinaa fefee enna wode nsemfua kakra bi guguu emu dodo no ara so. Wode ahosuo ne nkanyan dii dwuma sedee efata. Mfomso kakra bi (ckasa mmara, atwere mu agyinahyedee, asope, atwere nhyehyeee, ne dee ekeka ho) wo mfonitwadee no so.	Woyee won mfonitwadee no nyinaa fefee enna wode nsemfua guguu emu biara so nanso na ensisi so, emu bi nso na wode adi dwuma mpen pii. Mfomso bi (ckasa mmara, atwere mu agyinahyedee, asope, atwere nhyehyeee, ne dee ekeka ho) wo mfonitwadee no so.	Woyee won mfonitwadee (Slides) no nyinaa fefee enna wode nsemfua kakra bi na eguu emu biara so. Mfonitwadee no nye fe enna wode nsemfua apete emu biara so nye kumaa enti emma wonhunu hwee enna wonhunu ahosuo ne nkanyan biara. Mfoni ne ICT akadee a wode dii dwuma biara nni ho a wokyere de wanya firii daa so ase wo mfonitwadee biara mu. Nkasaho no atutu asere ne abasa mmom sene se ebeka abom baako. Mfomso bebre (ckasa mmara, atwere mu agyinahyedee, asope, atwere nhyehyeee, ne dee ekeka ho) wo mfonitwadee no so.

Nimdee ahodo3	Woaye adee pa ara (mma 4)	Woaye adee (mma 3)	Eye kakra (mma 2)	Yere wo ho (aba 1)
Nkasaho (Anodisem)	W3de kasapa daa w3n nkasaho no mu nsem adi w3 eber3 a w3de maa w3n ekuo no mu p3p3p3 (simma 20). Ekuomma no nyinaa kasae3 p3p3p3. Na biribiara kyere s3 w3boaa w3n ho yie.	W3de kasapa daa w3n nkasaho no mu nsem adi enna w3daa nkitahodie ho nimdee adi w3 eber3 a w3de maa w3n ekuo no mu mmenho pa ara mu (simma 20). Ekuomma no nyinaa kasae3 p3p3p3. Na biribiara kyere s3 w3boaa w3n ho.	W3de kasapa kakra bi daa w3n nkasaho no mu nsem adi enna w3daa nkitahodie ho nimdee nso kakra adi. W3traa eber3 a yede maa w3n no kakra. Ekuomma no mu bi kasa sen3e binom. Na w3hia s3 w3ye ahoboa no bi ka ho.	W3amfa kasapa anna w3n nkasaho no mu nsem adi enna na w3n nkitahodie ho nimdee no nso w3 fam. W3faa mmere pii na 3de kaa w3n nsem no enna afei nso 3nye ekuomma no nyinaa na w3nyaa 3kwan kasae3. Na biribiara da adi s3 w3anye ahoboa.

NNAW3TWE 2

ANISISOBEA 1

1. a) Ye dee 3didi so3 yi fa nk3mm3die-mu-3twen nhyehy333 so:

- i. Hyehy3 mmara
- ii. Fa akasafo3 nnidis33 nnidis33 mmara no ye adwuma
- iii. Pagya wo nsa ma yemma wo kwan ansa na woakasa
- iv. Yi obi mma 3nye adwentoatoa no kannifo3
- v. Tie dee akasafo3 no ka yie pa ara
- vi. Di nhyehy333 a 3da eber3 ho no so w33
- vii. Hy3 nk3mm3difo3 no nkuran mma obiara nkyere n'adwen

*S3 w3bobo3 nk3mm3die-mu-3twen nhyehy333 nson a 3w3 soro h3 no
nyinaa so a - mma 7*

S3 w3bobo3 emu nsia so w3 w3n nkyerekyeremu no mu a – mma 6

S3 w3bobo3 emu enum so w3 w3n nkyerekyeremu no mu a – mma 5

S3 w3bobo3 emu 3nan so w3 w3n nkyerekyeremu no mu a – mma 4

S3 w3bobo3 emu mmiensa so w3 w3n nkyerekyeremu no mu a – mma 3

S3 w3bobo3 emu mmien3 so w3 w3n nkyerekyeremu no mu a – mma 2

S3 w3bo3 emu baako so w3 w3n nkyerekyeremu no mu a – aba 1

b) Dee enti anaa senti a ɛɛ sɛ wɔdi nkɔmmɔdie-mu-ɔtwen nyehyɛɛ so:

- i. Ɛde obuo ba
- ii. Ɛma obiara nya kyɛfa pɛpɛpɛ
- iii. Ɛma obiara tumi de ne ho hyɛ mu yie
- iv. Ɛmma ɔbaakofoɔ mfa dwumadie anaa adwentoatoa no dommum
- v. Ɛma nteaseɛ amapa
- vi. Ɛma nkitahodie amapa ba akasafoɔ no ntam

Sɛ wɔɔɔ senti ahodoɔ a ɛwɔ soro ho no mu mmiensa so a – mma 3

Sɛ wɔɔɔ emu mmienɔ so a – mma 2

Sɛ wɔɔɔ emu baako so a - aba 1

Kɔhwɛ nimdeɛ ahodoɔ a yɛbobɔɔ so wɔ asemmisa 1a mu no na ma nimdeɛ baako biara a wɔkyɛɛɛ no mu biara aba baako wɔ sukuu akyinnyegyɛɛ anaa kɔtwatwe no mu.

ANISISOBEA 2 (mma16)

	Woayɛ adeɛ pa ara (mma 7-8)	Woayɛ adeɛ (mma 5-6)	Ɛyɛ kakra (mma 3-4)	Yere wo ho (mma 1-2)
Emu nsem	Adwenkyɛɛ a ɛwowom no sisi so pɛpɛpɛ. Nteaseɛ wɔ amanebo no mu ɛnna adwenkyɛɛ no nso di mu.	Wɔkasa fa adwenkyɛɛ ahodoɔ ho. Nteaseɛ wɔ manebɔ no mu na adwenkyɛɛ no nyinaa nso di mu. Ɔkasamu no bi nteaseɛ boro baako.	Wɔakyerɛkyɛɛ adwenkyɛɛ no bi mu. Ɛduru bere bi a, nteaseɛ nni amanebo no mu papa ɛnna amanebo no bi nso ho nhia wɔ dwumadie no mu.	Wɔde ɔkasamu tiawa dii dwuma. Mpen pii no, amanebo no mu nna ho ɛnna amanebo no mu kakra bi na wɔkaa ho asem.
Nsemfua ne ɔkasa mmara	Wɔde nsemfua a ɛfata no dii dwuma sedɛɛ ɛfata. Wɔde nsemfua a ɛfa atifiaseɛ no ho dii dwuma. Wɔdii ɔkasa mmara so a mfomsoɔ kakra bi na ɛbaa mu.	Wɔde nsemfua a ɛfata dii dwuma. Wɔde asɛntitire no mu nsem ankasa dii dwuma. Wɔyɛɛ ɔkasa mmara ho mfomsoɔ kakra.	Ɛduru baabi a, nsemfua a wɔde di dwuma no mfata. Wɔɔɔ mmɔden de atifiaseɛ no ho nsemfua dii dwuma. Wɔyɛɛ ɔkasa mmara ho mfomsoɔ kakra.	Nsemfua a wɔde dii dwuma no mfata asɛntitire no koraa. Atifiaseɛ no nsemfua ho nhwesɔɔ biara nni dwumadie no mu. Wɔyɛɛ ɔkasa mmara ho mfomsoɔ yie.

ƆFA 2: FɔNɔLGyI AKWAN

ADESUADEE: NKɔMMɔDIE

Adesua Nkorabata: Fɔnɔlɔgyi (Fɔnɔlɔgyi Akwan)

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

Adesua mu Nimdeenya: Tumi kyere sɛ wote Fɔnɔlɔgyi ase wɔ Asante Twi mu

Asotireyie

Fa Ekuo Dwumadie ma adesuafoɔ no wɔ Nnawɔtwe 3 mu na ma wɔn eberɛ a ɛware na wɔntumi mfa nwie dwumadie no. Fa SS App no twe dwumadie no ne ne nkyekyemu no. Ɛsɛ sɛ wotwa adesuafoɔ no adwuma no ntemso na wode mma a wɔbenya no kɔhyehye STP no mu.

NNIANIMU NE ƆFA YI TɔFABɔ

Saa ɔfa yi kasa fa fɔnɔlɔgyi akwan a yesuaa ho adeɛ wɔ mfeɛ a atwam no ho. Adesuafoɔ bɛtoatoa adwen afa fɔnɔlɔgyi akwan ahodoɔ no ho, wɔbesua asensini nhyehyɛɛ ahodoɔ no na wɔatoatoa adwen afa asensini nhyehyɛɛ ho wɔ Asante Twi mu. Nimdee a adesuafoɔ benya wɔ saa ɔfa yi mu no beboa ama wɔatumi asopɛ nsemfua yie, abobo nsemfua din yie, akenkan yie ama wɔate nsemfua ase yie. Nimdee a adesuafoɔ benya afiri saa ɔfa yi mu no bɛma wɔatumi adi nkitaho ne nkɔmmɔ yie wɔ wɔn daadaa asetena mu. Bio, ɛbeboa adesuafoɔ ama wɔasua nsemfua na wɔahunu nsemfua nso yie. Afei nso, sɛ wote fɔnɔlɔgyi akwan no ase a, ɛboa ma wotumi kyerekyere fɔnɔlɔgyi mmara ne nhyehyɛɛ a ɛda kasa ho no mu yie na afei nso wotumi kyerekyere nsakraɛ ahodoɔ a aba ɔkasa no mu nyinaa mu yie. Ɛnye Asante Twi kasasua mu nko ara na ɔfa yi so beba mfasoɔ ama adesuafoɔ na mmom, wɔbenya mfasoɔ afiri so wɔ adesua ahodoɔ a ɛne Asante Twi kasasua wɔ twaka te sɛ Borɔfo, French ne kasa ahodoɔ no. Ɔfa yi besan ama adesuafoɔ adwene mu abue ama wɔate fɔnɔlɔgyi akwan a ɛwɔ Asante Twi mu no ase yie. Yɛhyɛ Ɔkyerekyereni no nkuran sɛ ɔmfa nkɔmmɔdie adekyerekwan so, adekyeredɛɛ ne nkariie akwanhodoɔ so na ɛmmaa adesuafoɔ no yie wɔ saa ɔfa yi adesua no mu.

Nnawɔtwe ahodoɔ ne adesua botae a ɛwɔ ɔfa yi mu nie:

- **Nnawɔtwe 3:** Kyere fɔnɔlɔgyi ase wɔ Asante Twi mu. (Sɛ ebia, ɔmene)

- **Nnawɔtwe 4:** Toatoa adwen fa fɔnɔlɔgyi ho wɔ Asante Twi mu (Asensini nhyehyɛɛ)

ADEKYERɛKWAN NHWɛSOɔ AHODOɔ TɔFABɔ

Adekyerɛkwan nhwɛsoɔ ahodoɔ a ɛwɔ ɔfa yi mu no nyinaa ye akwanhodoɔ a yɛfa so kyere nneɛma ahodoɔ wɔ Asante Twi mu.

Adesua a ɛgyina Dwumadie so (Problem-Based Learning) ye adekyerɛkwan a emu no, yɛfa ewiase yi mu ɔhaw ahodoɔ ankasa so ma adesuafoɔ no sua nneɛma ne nhyehyɛɛ ahodoɔ. Saa adekyerɛkwan yi ne adekyerɛkwan a akyerɛkyerɛfoɔ tase nokwasɛm ahodoɔ ka kyere adesuafoɔ no bɔ abira. Adesuaakwan ahodoɔ a ɛwɔ Adesua a ɛgyina Dwumadie so yi mu bi ne ankorankoro adesua, baanu dwumadie, adesuafoɔ mfraframu ne adesuafoɔ nyinaa dwumadie ahodoɔ ne nkasaho dwumadie. Saa adesuaakwan yi boa adesuafoɔ no ma wɔnya nnwennwene ho a emu dɔ ho nimdeɛ, ɔhaw ano pomasibere ho nimdeɛ ne nkitahodie amapa ho nimdeɛ. ɛboa ma adesuafoɔ no nya koroyɛ ho nimdeɛ, nkabom dwumadie ho nimdeɛ ne akannie ho nimdeɛ. Adesuafoɔ bɛsua sɛdeɛ yɛsi pɛ nkontabudeɛ pɛnsɛpɛnsɛ mu. Adesuafoɔ a wɔn mmɔdemmmɔ wɔ soro pa ara no, yɛma wɔn akannifoɔ adwuma ma wɔkyere wɔn afɛfoɔ no adeɛ sɛdeɛ ɛbɛyɛ a wɔbɛtumi aboa wɔn afɛfoɔ no ama wɔn nso ate nneɛma ahodoɔ a wɔresua no ase yie. Yɛsrɛ akyerɛkyerɛfoɔ sɛ wɔmmɔ mmɔden nhwehwɛ adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua akenkan ne nkitahodie ho no na wɔmfɛ kwampa ne nimdeɛ a emu ye duru so mpɛ wɔn haw ahodoɔ no pomasibere.

NKARIIE TɔFABɔ

Ɔfa yi nkariiekwan no de nimdeɛnya mu pɛrɛpɛrɛyɛ, nteaseɛ amapa ne adwenemɔ di dwuma. Ɔkyerɛkyerɛni ne osuani nsemmisa ne mmuaɛ ho nkitahodie no boa ma osuani no tu mpɔn wɔ adesua mu. Nkariiekwan yi boa akyerɛkyerɛfoɔ ma wɔtumi de wɔn ani di adesuafoɔ no akyi hwɛ hunu sɛ wɔte nneɛma a wɔkyere wɔn no ase yie anaase wɔnte aseɛ. Gyinapɛn 2 nimdeɛnya nsemmisa no, wɔde fa susutwere tiawa ne sɛdeɛ adesuafoɔ no tumi de anodisɛm di dwuma fann so na ɛkari adesuafoɔ no. Gyinapɛn 3 adwenemɔ nsemmisa no, wɔde fa susutwere ne asɛm bi a asi mu nhwehwɛmu so na ɛkari adesuafoɔ no hwɛ wɔ wɔn adwenemɔ ne wɔn nteaseɛ a wɔwɔ fa nkɔmmɔdie-mu-ɔtwɛn ne nsemfua a ɛfata a yɛde di dwuma wɔ ɛbere a yɛretoatoa adwen fa ɔman yi ne ewiase nsem bi ho. Akyerɛkyerɛfoɔ mfa dwumadie a ɛkɔ so wɔ ɛbere a wɔrɛkyere adeɛ ne sɔhwɛ so nya amanɛbɔ amapa a ɛfa osuani biara mmɔdemmmɔ ho na aboa ama wɔahunu sɛdeɛ adesuafoɔ no resi tu mpɔn wɔ wɔn adesua mu.

Adesua Botaes	DOK Gyinapen	Nkariiekwan
3.1.2. LI.1 Kyerε fonolgyi ase wɔ Asante Twi mu. (Sε ebia, ɔmene)	2	Susutwerε
3.1.2. LI.2 Toatoa adwen fa fonolgyi ho wɔ Asante Twi mu (Asensini nhyehyεε)	3	Asem a asi mu nhwehwεmuyε

NNAWŌTWE 3

Adesuadee Botae: *Kyerɛ fŋnŋlŋgyi ase wɔ Asante Twi mu. (Sɛ ebia, ɔmene)*

Mmɔakyire

Afe 1	Nnawɔtwe 2 Kyerɛkyerɛ Asante Twi ɛnne nnyegyeeɛ dwumadie no mu (sɛ ebia, asemfua anim, mfimfini ne awieɛɛ). Kyerɛkyerɛ Asante Twi anom nnyegyeeɛ dwumadie no mu (sɛ ebia, asemfua anim, mfimfini ne awieɛɛ).
Afe 2	Nnawɔtwe 2: Kyerɛkyerɛ ɛnne dwumadie no mu (sɛ ebia, ɔkasa mmara, nsemfua ne ɔkasa nkorabata mu)

ANISISODEE: FŌNŌLŌGYI AKWAN (ɔMENE)

Fŋnŋlŋgyi Akwan no Asekyerɛ

Fŋnŋlŋgyi akwan no yɛ nhyehyeeɛ a akasafoɔ fa so de nnyegyeeɛ bi hyɛ nnyegyeeɛ foforo ananmu mu ma ɔkasa no ka yɛ mmɛ. Yebetumi asan akyerɛkyerɛ mu sɛ, eyɛ mmara ahodoɔ bi a yɛde di dwuma ma nsemfua a ɛwɔ ɔkasa no mu din bobɔ yɛ mmɛ. Yebetumi akyɛ Fŋnŋlŋgyi akwan no mu mmienɔ a ɛnonom ne ɔmene ne Asensini Nhyehyeeɛ. Yɛhunɔ saa akwan yi wɔ ɛberɛ a yɛrekasa nko ara.

Fŋnŋlŋgyi Akwan Ahodoɔ

ɔmene: Sɛ yɛka sɛ ɔmene a, ɛnɛ sɛ nnyegyeeɛ bi fa nnyegyeeɛ a ɛbɛn no su wɔ ne ka anaa ne yɛ mu. Saa ɛkwan yi tumi de nsakraeɛ ba sɛdeɛ foonim sesa beyɛ alofon ɛnam nnyegyeeɛ a atwa foonim no ho ahyia no. Saa ɛkwan yi na ɛboa ma yɛtumi kyɛrɛkyerɛ deɛ enti a fŋnŋlŋgyi mmara a ɛda kasasua ho no, sɛ ɛduru ɛberɛ bi a, ɛtumi sesa mu no. ɔmene tumi ba wɔ akwan ahodoɔ a ɛdidi soɔ yi mu.

Anokurukuruwayɔ

Anokurukuruwayɔ ne sɛ anom nnyegyeeɛ bi tumi nya ano kurukuruwa su ka ne beaɛ pɔtee a wɔyɛ no no ho. Saa anokurukuruwayɔ yi si wɔ ɛberɛ a ɛnne nnyegyeeɛ a eyɛ kurukuruwa, sɛ ebia /u, o, ɔ/ anaase anom nnyegyeeɛ /w/, toa anom nnyegyeeɛ bi so pɛɛ wɔ ne ka mu. Ahyɛnsodeɛ a yɛde gyina hɔ ma anokurukuruwayɔ ne [w]. Nhwesoo, yenya anokurukuruwayɔ wɔ nsemfua a ɛdidi soɔ yi ka mu: kube [kʷube], Kwasi [kʷæsi].

Tɛkyerɛmasorokɔ: Tɛkyerɛmasorokɔ ne sɛ anom nnyegyeee bi ka anaa ne yɛ mu no, tɛkyerɛma no mfimfini ma ne ho so kɔ dadam denden hɔ ma saa anom nnyegyeee no nya su foforɔ ka beaɛɛ a yeyɛ no no ho. Yɛnya saa tɛkyerɛmasorokɔ yi wɔ ɛberɛ a anim ɛnne nnyegyeee yeinom /i, e, ɛ/ di anom nnyegyeee bi akɔyi pɛɛ. Yɛde ahyɛnsodeɛ yɛi [j] na ɛgyina hɔ ma tɛkyerɛmasorokɔ. Nhwɛsoɔ: pɛ [pʲɛ].

Hwemmɔ

Yɛnya hwemmɔ wɔ ɛberɛ a yɛbɔ yɛn hwene ka nnyegyeee bi a ɛfa yɛn anom ɛnam ɛhwenem anom nnyegyeee bi a ɛbata ne ho nti. ɛnne nnyegyeee pa ara na yɛtaa bɔ yɛn hwene ka, nanso ɛduru ɛberɛ bi a, yɛtumi bɔ yɛn hwene ka anom nnyegyeee a ɛfa yɛn anom no bi. ɛnam yɛi nti, ɛma yɛnya hwemmɔ ahodoɔ mmieniu a ɛnonom ne ɛnne nnyegyeee hwemmɔ ne anom nnyegyeee hwemmɔ. Ahyɛnsodeɛ a yɛde gyina hɔ ma hwemmɔ ne [˜]. Nhwɛsoɔ, ma [mã], n+dua dane nnua, ne deɛ ɛkeka ho.

ɛnne Nnyegyeee Biakoyɛ

ɛnne nnyegyeee biakoyɛ fɔnolŋgyi ho mmara bi a ɛkyerɛ sɛ, ɛnne nnyegyeee a ɛnni su korɔ no mfrafra wɔ aɛmfua bi mu. ɛnne nnyegyeee biakoyɛ gu ahodoɔ bebreɛ a ɛmu bi ne Kankɔ biakoyɛ, tɛkyerɛma-mpagyaɛ biakoyɛ, kurukuruwayɔ biakoyɛ, ne deɛ ɛkeka ho. Kankɔ ho nhwɛsoɔ, ɔ+di bɛyɛ [odi].

Adesua Dwumadie

1. Kyerɛkyerɛ fɔnolŋgyi akwan a ɛwɔ Asante Twi mu no ase
2. Kyerɛkyerɛ fɔnolŋgyi akwan a ɛdidi soɔ yi ase:
 - a. anokurukuruwayɔ
 - b. ɛnne Nnyegyeee Yera
 - c. tɛkyerɛmasorokɔ
3. Ma fɔnolŋgyi akwan no mu biara ho nhwɛsoɔ mmieniu mmieniu.
4. Bobɔ nɛmfua a ɛdidi soɔ yi din mmaako mmaako. ɛyɛ a ma w'ani nkɔ fɔnolŋgyi akwan a ɛba mu no so:
 - a. nnyegyeee
 - b. nnidisɔɔ
 - c. mmabunu

ADEKYEREKWAN NHWESOO

Adesua a egyina dwumadie so (ankorankoro ne ekuo dwumadie)

1. Adesuafoɔ mfrafra mu

- Ekua biara mfa nhwesoo a efata nkyerekkyere fonologyi akwan no mu.
- Ekua biara nka omene ahodoɔ no ho asem se ebia anokurukuruwayɔ, tekyeremasorokɔ, enne nnyegyeee biakoye, hwemmo a ewo Asante Twi mu.
- Adesuafoɔ mma omene ahodoɔ no mu biara ho nhwesoo.

2. Baanu Dwumadie

- Adesuafoɔ mpaapae nsemfua bi mu nhwe omene koro a edi dwuma wo mu (Okyerekyereni mfa nhwesoo no bi nka ho)
- Ka wo dwumadie no ho asem kyere adesuafoɔ nkaee no na montoatoa adwen mfa ho.

Ese se okyerekkyerefoɔ no nantenante adesuafoɔ no mu hwe se osuani biara de ne ho ahye adesua no mu na afei nso waboa adesuafoɔ ahodoɔ a wɔwɔ chaw no.

Nkariie Titire: DoK Gynapɛn 2 – Nhwewhemuye Dwumadie

- Kyerekkyere omene ahodoɔ mmiensa no mu na ma emu biara ho nhwesoo mmiensa mmiensa.
- Kyere nsonsonoeɛ a eda nhyemu ne oyera ntam na ma emu biara ho nhwesoo mmiensa mmiensa wo Asante Twi mu.

Nhwewhemuye Atifiasem ho Nhwesoo

Woahunu wo wo kurom se, nkitahodie amapa gyina nkommodie – mu- otwen so. Monni dwuma a edi soɔ akuakuo:

- Ye nhwewhemu fa ekwan a nkurofoɔ fa so nya nkommodie – mu - otwen wo eberɛ wɔretoatoa adwen wo asem bi ho wo sukuu mu anaa efie.
- Monkyere kasa ne otie suban a eye papa.
- Monye oyekkyere kakra bi a eda nkommodie-mu-otwen adi mfa ekwan a mofa so pe chaw bi a ewo kuro no mu pomasiberɛ.

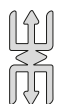
PLC Session 3

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.

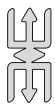
3. Plan the Student Transcript Portal (STP) Assessment with your app
 - a. The key assessment for the week is **research project**. Chat with your app to plan this assessment by reviewing or developing the assessment tasks and rubrics for the research project (NTS 3k-3q)

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.

NNAWOTWE 4

Adesuadee Botae: *Toatoa adwen fa fonologyi asensini nhyehyeee ho*

Mmɔakyire

Afe 1	Nnawotwe 2 1. Kyerekyere Asante Twi enne nnyegyeee dwumadie no mu (se ebia, asemfua anim, mfimfini ne awiee). 2. Kyerekyere Asante Twi anom nnyegyeee dwumadie no mu (se ebia, asemfua anim, mfimfini ne awiee).
Afe 2	Nnawotwe 2 1. Kyerekyere enne ahodoɔ no (se ebia, efam, esoro, adantamu ne dee ekeka ho) ne dwumadie mu. 2. Kyerekyere enne dwumadie ahodoɔ no mu (se ebia, ɔkasa mmara, nsemfua ne ɔkasa nkorabata).

ANISISODEE: FONOLGYI AKWAN (ASENSINI NHYEHYEEE AHODOɔ)

FONOLGYI AKWAN NO ASEKYERE

Fonologyi akwan no ye nhyehyeee a akasafoɔ fa so de nnyegyeee bi hye nnyegyeee foforo ananmu mu ma ɔkasa no ka ye mmre. Yebetumi asan akyerakyere mu se, eye mmara ahodoɔ bi a yede di dwuma ma nsemfua a ewo ɔkasa no mu din bobo ye mmre. Yebetumi akye Fonologyi akwan no mu mmienue a enonom ne Omene ne Asensini Nhyehyeee. Yehunu saa akwan yi wo eberɛ a yerekasa nko ara.

Asensini Nhyehyeee

Ekwan a yefa so kasa tumi nya nsunsuansoɔ wo asensini nhyehyeee so. Nsunsuansoɔ no mu bi ne enne nnyegyeee a yede hye asemfua bi mu wo eberɛ a yereka saa asemfua no, enne nnyegyeee a yeyi firi asemfua bi mu wo eberɛ a yereka saa asemfua no, nnyegyeee a esesa won gyinabea wo asemfua mu wo eberɛ a yereka saa asemfua no ne dee ekeka ho.

Enne Nnyegyeee Yera: Enne nnyegyeee yera ne se, yeagya anaase yeakoro afa enne nnyegyeee bi so wo asemfua bi mu sedee ebeye a saa asemfua no ka beye mmre. Hye no nso se, enne nnyegyeee yera wo ɔkasa anaa fonologyi mu na mmom enye ɔtoɔgrafi mu. Enne nnyegyeee yera yi tumi ma nsemfua akenkan anaase ne ka ye mmre enam ɔkasa mu nnyegyeee bi a ehyia wo asemfua no mu nti. Enne nnyegyeee yera taa si wo kasa a yensusu ho ansa na yeaka mu sedee

ɛbɛyɛ a aɛm a onipa no reka no bɛtumi aba waa. Ɛnne nnyegyeeɛ yera tumi ba nɛmfua a ɛwɔ ɔkasa bi mu dada no mu ɛnna afei nso ɛtumi ba nɛmfua a yɛfɛm ba yɛn kasa mu no mu. Ɛnne nnyegyeeɛ tumi yera wɔ aɛnsini a anhyehyɛ yie mu ma ɛhyehyɛ yie, ne titire wɔ ɛberɛ a yɛrefɛm nɛmfua bi. Ɛtumi sesa aɛmfua bɔbea ma ɛnya nsunsuansoɔ wɔ saa aɛmfua no mɔfɔlɔgyi nhyehyeeɛ mu. Ɛnne nnyegyeeɛ yera di akoten wɔ ɔkasa nnanemu ne emu nsakraɛ nteaseɛ mu, ɛfiri sɛ, ɛda tumi a ɛwɔ asetena ne ɔkasa nhyehyeeɛ mu adi.

Ɛnne nnyegyeeɛ tumi yera wɔ aɛmfua anim, aɛmfua mfimfini ɛnna aɛmfua awieɛɛ

- a. Aɛmfua anim: Ɛnne nnyegyeeɛ yera wɔ aɛmfua anim wɔ ɛberɛ a yɛkoro fa ɛnne nnyegyeeɛ a ɛdi aɛmfua bi anim no so a yɛnka koraa. Sɛ ebia, “me efie” bɛyɛ “mi fie”.
- b. Aɛmfua mfimfini: Yei si wɔ ɛberɛ a ɛnne nnyegyeeɛ bi yera wɔ aɛmfua bi mfimfini wɔ ɛberɛ a yɛreka saa aɛmfua no. Sɛ ebia, “adaworoma” bɛyɛ “adaama” ɛnna “animuonyam” nso bɛyɛ “anionyam” wɔ ɛberɛ a yɛreka saa aɛmfua no.
- c. Aɛmfua Awieɛɛ: Yei si wɔ ɛberɛ a ɛnne nnyegyeeɛ bi yera wɔ aɛmfua bi awieɛɛ wɔ ɛberɛ a yɛreka saa aɛmfua no. Sɛ ebia, “mɛkra wo” bɛyɛ “mɛkraw”, “me fa mu” bɛyɛ “me fam”, “edwa mu” bɛyɛ “edwam” ne deɛ ekeka ho.

Ɛnne nnyegyeeɛ nhyɛmu (Ahyɛmu): Ɛnne nnyegyeeɛ nhyɛmu (ahyɛmu) yɛ fɔnɔlɔgyi ho mmara bi a ɛma ho kwan ma yɛde ɛnne nnyegyeeɛ bi hyɛ aɛmfua bi mu ma aɛmfua no din bɔ yɛ mmɛ anaase ɛma aɛmfua no mu nsɛnsini hyehyɛ yie. Hyɛ a yɛde ɛnne nnyegyeeɛ bi hyɛ aɛmfua bi mu no boa ma yɛyi anom nnyegyeeɛ ntoasoɔ firi nɛmfua mu ma aɛmfua no ka yɛ bɛtɛɛ anaa mmɛ (sɛ ebia, “store” bɛyɛ “sotɔɔ”, “plate” bɛyɛ “pileti”). Yɛde ɛnne nnyegyeeɛ nhyɛmu di dwuma sɛdeɛ ɛbɛyɛ a anom nnyegyeeɛ a ɛtwa aɛmfua bi to no bɛfiri hɔ (sɛ ebia “ball” bɛyɛ “bɔɔlo”). Sɛ wote ɛnne nnyegyeeɛ nhyɛmu ase a, ɛboa ma wotumi yɛ mpɛnsɛmpɛnsɛmu fa ɛkwan a fɔnɔlɔgyi nhyehyeeɛ danedane ne ho boa ma kasa yɛ mmɛ. Sɛdeɛ ɛnne nnyegyeeɛ tumi yera wɔ aɛmfua anim, aɛmfua mfimfini anaa aɛmfua awieɛɛ no, saa ara nso na ɛnne nnyegyeeɛ nhyɛmu tumi ba aɛmfua anim, aɛmfua mfimfini ɛnna aɛmfua awieɛɛ.

Nnyegyeeɛ Gyinabea-sesa: Nnyegyeeɛ Gyinabea-sesa ne sɛ yɛasesa sɛdeɛ nnyegyeeɛ anaase nsɛnsini a ɛwɔ aɛmfua bi mu si didi soɔ anaase ne nhyehyeeɛ na ɛde nsakraɛ ba aɛmfua no ka anaa ne di n bɔ mu. Yei tumi si wɔ ɛberɛ biara esiane sɛ kasa nyini nti, ɛnna afei nso, ɛtumi nya nsunsuansoɔ wɔ fɔnɔlɔgyi mmara ahodoɔ a ɛda ɔkasa ho no so. Mɛpɛn pii no, nnyegyeeɛ gyinabea-sesa da sɛdeɛ akasafoɔ sesa ɔkasa no mu ma ne ka yɛ mmɛ ɛnna afei nso ɛboa ma wɔn

a afei na wɔresua kasa no tumi sua no wɔ ɛberɛ a wɔmmɛ ho koraa ne ɛberɛ mpo a nsakraɛɛ aba ɔkasa no mu. Nhwɛsoɔ, nsemfua a yɛtaa sesa nnyegyɛɛ 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”. Yeinom nso yɛ deɛ esi wɔ Asante Twi kasa mu ho nhwɛsoɔ, ‘mane ne mena’, ‘kɛtrɛma ne tɛkrema’ ne deɛ ɛkeka ho.

Adesua Dwumadie

1. Kyerɛkyerɛ asensini nhyehyɛɛ a ɛdidi soɔ yi mu:
 - a. Bucket dane beyɛ bokiti
 - b. Task dane beyɛ taks
 - c. Post dane beyɛ pos
2. Kyerɛ asensini nhyehyɛɛ a ɛdidi soɔ (V, CV, CVC, ne deɛ ɛkeka ho) yi wɔ nsemfua a ɛwɔ aseɛ ha yi mu
 - a. pataku
 - b. bata
 - c. dadewa
3. Kyerɛ asensini nhyehyɛɛ a ɛwɔ Asante Twi mu no.
4. Ma asensini nhyehyɛɛ no mu biara ho nhwɛsoɔ.

Adekyerɛkwan Nhwɛsoɔ

Adesua a ɛgyina dwumadie so (ankorankoro ne ekua dwumadie)

1. Adesuafoɔ mfrafra mu
 - a. Monka fonolŋgyi akwan ahodoɔ a ɛwɔ Asante Twi mu no ho asem. Momma mo nkɔmmɔdie no nnyina (enne nnyegyɛɛ yera, ahyɛmu, ne deɛ ɛkeka ho so).
 - b. Ma akwan no mu biara ho nhwɛsoɔ mmiensa mmiensa na yɛ mu mpensempensemu.
2. Baanu Dwumadie

Ma adesuafoɔ no nsemfua bi na wɔnkyerɛ emu nsensini nhyehyɛɛ na wɔnka ho asem nkyerɛ adesuafoɔ nkaɛ no na wɔntoatoa adwene wɔ ho.

Nkariie Titire: DoK Gyinapɛn 3 – Adesua a ɛfa Kuro ho

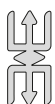
Hwe Atifiasem yi:

Woahunu wo wo kurom se nsemfua a waka no bi ne sedee wasi twere no nye adekorɔ. Fa kurom na kotwere nsemfua a etete saa no mu mmaako mmaako aaduonu 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).

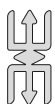
**AHYENSO**

- *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-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 2 Nhwɛakyire

Saa ɔfa yi ye nhwɛakyire wɔ nneɛma ahodoɔ a yesuaa no nnawɔtwe mmieniu a atwam no nyinaa mu. Saa ɔfa yi mu no, yɛkyerɛkyerɛ Asante Twi fɔnɔlɔgyi akwan ahodoɔ bi mu kyereɛ adesuafoɔ. Yesuaa biribi faa ɔmene ne asɛnsini nhyehyɛɛ ho. Yede nhwesoɔ amapa kyerekyerɛ saa ɔmene ne asɛnsini nhyehyɛɛ ahodoɔ no nyinaa mu fann. Yen ani da so sɛ, adesuafoɔ sua nneɛma a ɛwɔ ɔfa yi mu wie a, wɔbɛkyerɛ sɛ wɔanya fɔnɔlɔgyi akwan no ho nimdee na wɔate asee nso yie na wɔde saa nimdee a wɔanya no abobo nsemfua din na wɔakenkan yie nso.

ƐKWAN A YEFA SO TWA NKARIIE TITIRE

NNAWƆTWE 3

1. Ɔmene akwan nonom ne anokurukuruwayɔ, tekyeremasorokɔ, hwemma ne enne nnyegyeee biakoye.

Fa mma 3 ma emu biara nkyerekyeremu ne eho nhwesɔ mmiensa

Fa mma 2 ma emu biara nkyerekyeremu ne eho nhwesɔ mmienu

Fa aba 1 ma emu biara nkyerekyeremu ne eho nhwesɔ baako

2. Nsonsonoeɛ pɔtee a eɗa ntam ne:

- a. Ɛkwan: nhyemu de bi ka ho enna yera nso yi bi firi mu.

- b. Nsunsuansoɔ: nhyemu sesa asemfua no asekyere enna yera nso sesa seɗee yesi bɔ asemfua no din nanso mpen pii no, ensesa asemfua no asekyere.

- c. Dwumadibea: Nhyemu ne yera di dwuma wɔ kasasua nkorabata ahodoɔ te se mɔfɔlɔgyi, fɔnɔlɔgyi ne ɔkasa nhyehyɛbea mu.

Fa mma 3 ma nsonsonoeɛ mmiensa biara a nhwesɔ mmiensa ka ho

Fa mma 2 ma nsonsonoeɛ mmienu biara a nhwesɔ mmienu ka ho

Fa aba 1 ma nsonsonoeɛ baako biara a nhwesɔ baako ka ho

NNAWƆTWE 4

Seɗee yesi twa asem a asi nhwehwemuɛ ma adesuafoɔ: Asante Twi mu Ɔmene

I. Nnianimu (mma 10)

1. Nnyinaso ne Dwumadibea (mma a emmoro 3)

- a. Nnianimu a efa ɔmene ho a emu da ho

- b. Ɔmene so mfasoɔ wɔ Asante Twi mu

2. Nhwehwemu no nsemmisa ne ne Botaɛ (mma a emmoro 4)

- a. Nhwehwemu no asemmisa a emu da ho

- b. Botaɛ pɔtee a nhwehwemu no gyina soɔ

3. Nhwehwemu no so mfasoɔ (mma a emmoro 3)

- a. Mfasoɔ a ewɔ so se wote ɔmene ase wɔ Asante Twi mu

- b. Ɛkwan a wɔbefa so de adi dwuma ne deɛ ebefiri mu aba

II. Dee Atwerefoɔ binom aka afa Atifiasem yi ho (mma 15)

1. Tiɔre a nhwehwemu no gyina so (mma a emmoro 5)
 - a. Fɔnɔlɔgyi akwan no nteasee
 - b. Tiɔre a ɛho hia a wɔde adi dwuma
2. Ɔkasa pɔtee bi mu dwumadie (mma a emmoro 5)
 - a. Asante Twi kasa no muabɔ
 - b. Nhwehwemu a ebinom aye afa ɔmene ho wɔ Asante Twi mu
3. Mpensempensemu Amapa (mma a emmoro 5)
 - a. Kasadwini a ɛwɔ hɔ dada nkariie
 - b. Sinto nhwehwɛɛ ne mmeaɛɛ a ɛɛ sɛ wɔsan ye nhwehwemu

III. Nhwehwɛmuyɛkwan (mma 15)

1. Nkontabudeɛ Nhwehwɛɛ (mma a emmoro 5)
 - a. Nkontabudeɛ Nhwehwɛɛ akwan nkyerɛkyeremu (sɛ ebia, ano-ne-ano nkɔmmɔdie, nkɔmmɔdie a wɔakyere agu ahoma soɔ)
 - b. Nhwehwɛmuyɛkwan no nkyerɛkyeremu
2. Nkontabudeɛ mpensempensemu (mma a emmoro 5)
 - a. Ɛkwan a wɔfaa so pensɛpensɛɛ nkontabudeɛ no mu nkyerɛkyeremu
 - b. Ɛkwan a wɔfaa so yɛɛ nhwehwemu no fata
3. Akwansideɛ (mma a emmoro 5)
 - a. Akwansideɛ a wɔsusu sɛ wɔbɛhyia wɔ nhwehwɛmuyɛ no mu
 - b. Akwanhodoɔ a wɔbɛfa so apɛ akwansideɛ no pomasibere

IV. Nsunsuansoɔ ne Mpensempensemu (mma 25)

1. Dee ɛdaa adi wɔ nhwehwemu no mu (mma 15)
 - a. Sɛdeɛ wɔsi de nkontabudeɛ no too dwa
 - b. Sɛdeɛ wɔsi de nhwɛsoɔ ne mfonɔ dii dwuma
2. Mpensempensemu ne asekyere (mma 10)
 - a. Ɔmene nhyehyɛɛ mu asukɔdɔ
 - b. Dee ɛdaa adi nkyerɛkyeremu a wɔde toto kasadwini a ɛwɔ hɔ dada ho

3. Nhwehwemu no mu nokwasem (mma 5)

- a. Nokwasem no mu mpensempensemu a efa akasa adekyere, akasa sua ne aban nhyehyeee ho

V. Awiee ne Adwenkyere (mma 25)

1. Dee edaa adi tofabo (mma 5)

- a. Nsentitire tofabo amapa

2. Awiee (mma 5)

- a. Awiee nsem a ebo nhwehwemu no mua

3. Adwenkyere (mma 10)

- a. Daakye nhwehwemu ho adwenkyere, akasa kyere na aban nhyehyeee

VI. Mmoano, Nhyehyeee ne Mmoa Nwoma (mma 10)

1. Mmoano ne ne Nsisiso (mma 5)

- a. Nsem no nnidiso nnidiso ne mmoano

2. Atwere Nhyehyeee (mma 3)

- a. Atwere no mu nteasee, nsemfua a efata ne ne nsisiso

3. Mmoa Nwoma ne ne nhyehyeee (mma 2)

- a. Mmoa nwoma nhyehyeee nnidiso nnidiso a efata

ƆFA 3: ƆKASAMU TITIRE NE ƆKASAMU KUMAA

ADESUADEE: NKƆMMƆDIE

Adesua Nkorabata: Akenkan

Adesua Botaee: *Adesuafoɔ tumi gyina wɔn nimdee so hwehwe ɔkasamu titire ne ɔkasamu ahodoɔ a ekyerekyerɛ ɔkasamu titire mu no so hwehwe yeinom wɔ abasem mu.*

Adesua mu Nimdeɛnya: *Adesuafoɔ de nimdee hwehwe ɔkasamu titire ne ɔkasamu ahodoɔ a ekyerekyerɛ ɔkasamu titire mu no so hwehwe yeinom wɔ abasem mu.*

Asotireyie

Ye Sukuu mmere mfimfini schwe wɔ nnawɔtwe 6 mu. Eɛ se schwe no ye nneema ahodoɔ a mosua firii nnawɔtwe 1 kɔsi 5. Kɔhwe Epono Pɔtee ne Schwe Krataa Nhyehyɛɛ no so mma emmoa wo. Eɛ se wotwa adesuafoɔ no adwuma no ntemso na wode mma a wɔbenya no kɔhyehye STP no mu.

NNIANIMU NE ƆFA YI TƆFABƆ

Saa ɔfa yi hyɛ nneema a yesuaa faa adwentitire nhwehweɛ ho wɔ afe baako ne mmieniu mu no kena. Saa ɔfa yi mu no, Adesuafoɔ bebɔ nneema a wɔsua faa abasem mu adwentitire ho no akyi. Yebekɔ yen anim akɔpensempensem ɔkasamu titire ne ɔkasamu kumaa ne sɛdee yesi hwehwe wɔn wɔ abasem mu. Ɔkasamu titire ne ɔkasamu kumaa ho nimdee beboa adesuafoɔ wɔ wɔn atwerɛ ne wɔn nkitahodie mu. Ebeboa wɔn ama wɔatumi akyere wɔn adwene yie wɔ nsem bi ho. Bio, ebeboa adesuafoɔ ama wɔahunu adwenkyere a edi mu ne dee enni mu na yei beboa wɔn ama wɔatumi abɔ nsem tɔfa na afei nso ebɛma wɔanya nteaseɛ amapa wɔ abasem biara a wɔbekenkan mu. Enye Asante Twi kasasua mu nko ara na ɔfa yi so beba mfasoɔ ama adesuafoɔ na mmom, wɔbenya mfasoɔ afiri so wɔ adesua ahodoɔ a ene Asante Twi kasasua wɔ twaka te se Borɔfo, French ne kasa ahodoɔ no. Saa ɔfa yi besan abue adesuafoɔ adwene mu wɔ ɔkasa atwerɛ ne ne ka ho nimdee mu. Yehye Ɔkyerekyerɛni no nkuran sɛ ɔmfa nkɔmmɔdie adekyerekwan so, adekyerɛdee ne nkariie akwanhodoɔ so na emmoa adesuafoɔ no yie wɔ saa ɔfa yi adesua no mu.

Nnawɔtwe ne adesua botaɛ a ɛwɔ ɔfa yi mu nie:

- **Week 5:** Kyere ɔkasamu titire ne ɔkasamu kumaa wɔ abasem mu.
- **Week 6:** Adesuafoɔ tumi de nimdee a wɔanya wɔ ɔkasamu titire ne ɔkasamu kumaa ho no hwehwe adwempa a ɛwɔ abasem mu.

ADEKYEREKWAN NHWESOW AHODOO TɔFABO

Adekyerekwan nhwesow ahodoɔ a ɛwɔ ɔfa yi mu no nyinaa ye akwanhodoɔ a yɛfa so kyere nneema ahodoɔ wɔ Asante Twi mu.

Adesua a Egyina Dwumadie so (Problem-Based Learning) ye adekyerekwan a emu no, yɛfa ewiase yi mu ɔhaw ahodoɔ ankasa so ma adesuafoɔ no sua nneema ne nhyehyɛɛ ahodoɔ. Saa adekyerekwan yi ne adekyerekwan a akyerɛkyerɛfoɔ tase nokwasem ahodoɔ ka kyere adesuafoɔ no bɔ abira. Adesuakwan ahodoɔ a ɛwɔ Adesua a Egyina Dwumadie so yi mu bi ne ankorankoro adesua, baanu dwumadie, adesuafoɔ mfraframumu ne adesuafoɔ nyinaa dwumadie ahodoɔ ne nkasaho dwumadie. Saa adesuakwan yi boa adesuafoɔ no ma wɔnya nnwennwene ho a emu dɔ ho nimdee, ɔhaw ano pomasibere ho nimdee ne nkitahodie amapa ho nimdee. Eboa ma adesuafoɔ no nya koroyɛ ho nimdee, nkabom dwumadie ho nimdee ne akannie ho nimdee. Adesuafoɔ besua sɛdeɛ yesi kenkan abasem, tie nkɔmmɔdie bi pensɛmpɛnsɛ mu. Adesuafoɔ a wɔn mmɔdemmmɔ wɔ soro pa ara no, yɛma wɔn akannifoɔ adwuma ma wɔkyere wɔn afɛfoɔ no adeɛ sɛdeɛ ebeyɛ a wɔbetumi aboa wɔn afɛfoɔ no ama wɔn nso ate nneema ahodoɔ a wɔresua no ase yie. Yesɛ akyerɛkyerɛfoɔ sɛ wɔmmɔ mmɔden nhwehwe adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua akenkan ne nkitahodie ho no na wɔmfa kwampa ne nimdee a emu ye duru so mpe wɔn haw ahodoɔ no pomasibere.

NKARIIE TɔFABO

Ɔfa yi nkariiekwan no de nimdeenya mu pɛrɛpɛrɛyɛ, nteaseɛ amapa ne adwenemɔ di dwuma. Ɔkyerɛkyerɛni ne osuani nsemmissa ne mmuaɛ ho nkitahodie no boa ma osuani no tu mpɔn wɔ adesua mu. Nkariiekwan yi boa akyerɛkyerɛfoɔ ma wɔtumi de wɔn ani di adesuafoɔ no akyi hwe hunu sɛ wɔte nneema a wɔkyere wɔn no ase yie anaase wɔnte aseɛ. Gyinapɛn 2 nimdeenya nsemmissa no, wɔde fa susutwere tiawa ne sɛdeɛ adesuafoɔ no tumi de anodisem di dwuma fann so na ɛkari adesuafoɔ no. Gyinapɛn 3 adwenemɔ nsemmissa no, wɔde fa susutwere ne asem bi a asi mu nhwehwemu so na ɛkari adesuafoɔ no hwe wɔ wɔn adwenemɔ ne wɔn nteaseɛ a wɔwɔ fa fɔnɔlɔgyi akwan ho. Akyerɛkyerɛfoɔ mfa dwumadie a ɛkɔ so wɔ ebere a wɔrekyere adeɛ ne sɔhwe so nya amanebo amapa a ɛfa osuani biara mmɔdemmmɔ ho na aboa ama wɔahunu sɛdeɛ adesuafoɔ no resi tu mpɔn wɔ wɔn adesua mu.

Adesua Botaes	DOK Gyinapen	Nkariiekwan
Kyerε okasamu titire ne okasamu kumaa a εwɔ abasem mu.	2	Nsemmisa
Adesuafoɔ tumi de nimdeε a wɔanya wɔ okasamu titire ne okasamu kumaa ho no hwehwe adwempo a εwɔ abasem mu	3	Sukuu mmere mfimfini Schwe

NNAWƆTWE 5

Adesuadee Botae: *Hwehwe ɔkasamu titire ne ɔkasamu a ɛkyerekyere ɔkasamu titire mu*

Mmɔakyire

Afe 1	Nnawɔtwe 3 1. Adesuafoɔ bɛtumi de ɔhareso akenkan ne ɔhareso adehwehwe ho nimdee akenkan abasem abua ho nsemmissa. 2. Adesuafoɔ bɛtumi afa akwanhodoɔ yi (sɛ ebia, ani ne nsateaa ahokeka, nsemfua ne ɔkasasin nhwehwɛɛ, ne deɛ ɛkeka ho) so aye ɔhareso adehwehwe mu mpensempensemu.
Afe 2	Nnawɔtwe 3 1. Kyere adwempɔ a ɛwɔ nkɔmmɔdie bi mu. 2. Pensempensem adwempɔ a ɛwɔ nkɔmmɔdie mu.

ANISISODEE: ƆKASAMU TITIRE NE ƆKASAMU A ƐKYEREKYERE ƆKASAMU TITIRE MU

Ɛdeen ne Ɔkasamu Titire

Ɔkasamu Titire ye ɔkasamu a ɛwɔ kasapen mu a ɛde asentitire a ɛwɔ kasapen no mu to dwa. Mpen pii no, ɔkasamu titire no na ɛdi kasapen anim. Ɛsɛ sɛ ɔkasamu titire no ye tiawa deɛ nanso ɛsɛ sɛ ɛde etumi de adwempɔ a ɛwɔ kasapen no mu to dwa, na ɛsan nso tumi de deɛ ɔtwerefoɔ no pɛ sɛ ɔka fa atifiaseɛ no ho pɔtee to dwa. Ɛsɛ sɛ ɛno na ɛye ɔkasamu a ɛdi kan pa ara wɔ kasapen no mu. Bio, ɛsɛ sɛ ɛne abasem anaa susutwere no atifiaseɛ nya twaka ma yehunu ɛso mfasoɔ wɔ atwere no mu. Sɛ ebia, ɔkasamu titire a ɛwɔ kasapen bi mu wɔ susutwere a n'atifiaseɛ ne “Nwomasua so mfasoɔ” bɛtumi aye “Sɛ wobonya adwumapa aye ye nwomasua so mfasoɔ no mu baako.”

Ɛdeen ne Ɔkasamu a Ɛkyerekyere Ɔkasamu Titire Mu

Ɔkasamu a ɛkyerekyere ɔkasamu titire mu ye ɔkasamu ahodoɔ a ɛdi adwentitire a ɔkasamu titire no de too dwa wɔ kasapen mu no ho adanseɛ. Ɔkasamu ahodoɔ a ɛkyerekyere ɔkasamu titire mu no san di dwuma ahodoɔ a ɛdidi soɔ yi. Ɛboa ma nteaseɛ ba adwentitire a ɔkasamu titire no de to dwa no mu. Ɛde nokwasem ne adansedideɛ foa adwempɔ a ɔkasamu titire no de to dwa no so. Ɛde nhwesoo amapa kyerekyere adwempɔ ahodoɔ mu ma akenkanfoɔ te kasapen ahodoɔ ne abasem no nyinaa ase fann. Ɛde adansedideɛ bata adwempɔ bi ho ma yehunu senti a saa adwempɔ no ye nokwasem.

Ɔkasamu kumaa a ɛkyerekyere adwentitire yi mu: *Abɛɛfo kaa de ogya na enam.*

Wobetumi de ɔkasamu kumaa a edidi soɔ yi akyerekyerɛ adwentitire mu akyerɛ akenkanfoɔ:

1. Engen a ogya wom yɛ engen ehye fango ma kaa tumi tu mmirika.
2. Engen a ogya wom no na abesi mpɔnkɔ a na yede wɔn tu ekwan no ananmu na ewɔ ahodɔn yie pa ara na sɛ esɛe nso a, wɔmmre koraa na wɔayɛ no yie.
3. Engen a ogya wom boa ma yɛduru beaɛɛ a yerekorɔ ntem, asomdwoɛɛ mu bɔkɔɔ.

Ɔkasamu ahodɔɔ yi mu biara ka biribi foa adwentitire no so. Ɔtwerefoɔ biara betumi de ɔkasamu ahodɔɔ mmiensa no mu biara adi dwuma. Ɔkasamu a ɔtwerefoɔ no de bedi dwuma gyina botaeɛ a ɔpɛ sɛ ne nsa ka wɔ kasapɛn no mu so.

Ɔkasamu titire ne ɔkasamu kumaa nhwehwɛɛ wɔ abasɛm mu. Sɛ wobetumi akyerɛ ɔkasamu titire ne ɔkasamu kumaa wɔ abasɛm mu a, hye wɔn su nso wɔ abasɛm a ewɔ asɛɛ ha yi no mu:

Adesua Dwumadie

1. Kyerɛ nsonsonoeɛ a ɛda ɔkasamu titire ne ɔkasamu a ɛkyerekyerɛ ɔkasamu titire mu no ntam.
2. (a) Kenkan ɔkasamu a ɛkyerekyerɛ ɔkasamu titire no mu no nyinaa na dwɛn adwentitire a ɛde to dwa no ho.
(b) Twere ɔkasamu titire a ewɔ kasapɛn a ewɔ fam ha yi mu.

Sɛ mebu nkɔmpɔ hwe afe 1990 mu a, ɛma mekaakae aseresɛm pii a ɛfa agorɔ ahodɔɔ a na ɛkɔ so wɔ TV soɔ ho. Afe 1990 mu no, na m'ani gye yie pa ara wɔ Akan drama a na wɔyi no wɔ GTV so Kwasiada anwummere biara no ho. Na m'ani gye sɛdeɛ na Adadzewa si di ne dwuma wɔ sini no mu ho yie pa ara – na megye di sɛ obiara a na ɔhwe saa Akan drama sini no bi saa bere no nso ani gyee ne ho pa ara. Dwuma a na Adadzewa die no yɛ anika ɛnna afei nso, na ɔde punitɔɔ pii nso hyehye anaa frafra mu. Mekae adeye ne ahwɛɛ ahodɔɔ a Adadzewa ne agorɔmma nkaɛ no baa mu no nyinaa. Ɛyɛ me ya pa ara sɛ wɔagyae Akan drama yie ɛfiri sɛ na ɛyɛ sini a wɔyi wɔ TV so a na agye din pa ara a na Ghanafoɔ mpɛmpɛm ani gye ho pa ara yie saa bere no.

3. Kyerekyerɛ senti a wofaa ɔkasamu titire bi.

ADEKYEREKWAN NHWESOO

Adesua a enam ɔkasa soɔ

1. Adesuafoɔ no nyinaa toatoa adwen
Wɔkasa fa Ɔkasamu titire ne Ɔkasamu kumaa ho.
2. Adesuafoɔ Mfrafra mu
 - a. Ma adesufɔɔ no nkenkan abasem a ɛfa amammerɛ ne amanneɛ ho, abɛɛfo nimdeɛ, mfidie, akwantuo ne deɛ ekeka ho.
 - b. Kyere ɔkasamu titire a ɛwɔ abasem no mu.
 - c. Kyere ɔkasamu kumaa wɔ abasem mu.
 - d. Ka ho asem kyere adesuafoɔ na montoatoa adwen mfa ho.

Ɛsɛ sɛ ɔkyerɛkyerɛfoɔ no nantenante adesuafoɔ no mu hwɛ sɛ osuani biara de ne ho ahyɛ adesua no mu na afei nso waboa adesuafoɔ ahodoɔ a wɔwɔ ɔhaw no. Ma adesuafoɔ a wɔyɛ SEND no mmɔa pa ara ne titire wɔn a wɔwɔ ɔhaw wɔ kasa ho no.

Nkariie Titire: DoK Gyinapɛn 3 – Nsɛmmisa

1. Kenkan abasem a ɛwɔ asɛɛ ha yi na hwehwɛ ɔkasamu titire ne ɔkasamu kumaa a ɛwom. (mma 4)
Nnuatwire, mframabɔne ne ewiem nsakraɛ resɛɛ Ghana nsase. Yɛyɛ ɔmantease yi, ɛsɛ sɛ yɛyɛ nhyehyɛɛ ahodoɔ de bɔ yɛn kwaɛɛ, mmoadoma ne yɛn nsuo ho ban. Sɛ yɛdua nnua, na yɛgyaɛ nwura a yɛtoto gu basabasa na yɛbɔ yɛn nsuo ho ban a, yɛbetumi abɔ yɛn man Ghana ɔhoɔfɛfoɔ yi ho ban ama nkyirimma anaa awoɔntoatoasɔɔ. Obiara mmɔdemmo ho hia enti sɛ yɛka yɛn ho bom a, yɛbetumi abɔ yɛn atenaɛɛ ho ban ama yɛn atenaɛɛ nso abɔ yɛn ho ban.
2. Wosusu sɛ ɔkasamu titire no ne deɛ ɛwɔ he? (aba 1)
3. Kyerɛkyere akwan ahodoɔ mmiensa a ɔkasamu kumaa no boa ma nteaseɛ ba abasem no mu. (mma 3)
4. Twere kasapɛn baako fa atifiaseɛ ‘Nwomasua yɛ kankorɔ safoa’ na kyere ɔkasamu titire a ɛwɔ kasapɛn no mu. Twa kanko fa ɔkasamu titire no ho na sensan ɔkasamu kumaa no ase. (mma 7)

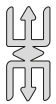
PLC Session 5

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.

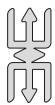
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

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

5 minutes

Reflection

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

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

NNAWOTWE 6

Adesuaɗeɗe Botaeɗe: *Hwehwe okasamu titire ne okasamu a ekyerekyere okasamu titire mu wo Abasem mu*

Mmɔakyire

Afe 1	Nnawɔtwe 3 - Adesuafoɔ betumi de ɔhareso akenkan ne ɔhareso adehwehwe ho nimdee akenkan abasem abua ho nsemmisa. - Adesuafoɔ betumi afa akwanhodoɔ yi (se ebia, ani ne nsateaa ahokeka, nsemfua ne okasasin nhwehwee, ne dee ekeka ho) so aye ɔhareso adehwehwe mu mpensempensemu.
Afe 2	Nnawɔtwe 3 - Kyere adwempa a ewo nkɔmmodie bi mu. - Pensempensem adwempa a ewo nkɔmmodie bi mu mu.

ANISISODEE: OKASAMU TITIRE NE OKASAMU A EKYEREKYERE OKASAMU TITIRE MU

Edeɛn ne Adwentitire wo Abasem mu

Sedee wonim dada no, adwentitire ye asem pɔtee a ewo kasapɛn baako bi mu wo abasem bi mu. Ansa na wobehunu adwentitire a ewo kasapɛn bi mu no, bisa wo ho saa asem yi: Edeɛn na wɔreka fa onipa, adeɛ anaa adwenkyere bi ho? Wobetumi ahunu adwentitire no wo mmeaɛ ahodoɔ wo kasapɛn mu nanso mpɛn pii no, eye a na ewo kasapɛn a edi kasapɛn no anim no mu. Afei, ɔtwerefoɔ no de okasamu a aka no kyerekyere adwentitire a ewo kasapɛn no mu no mu.

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

Adesua Dwumadie

- Bo okasamu titire ne okasamu kumaa ho adesua no akyi.
- Kyere akwan ahodoɔ mmiensa a wobefa so ahwehwe okasamu titire wo abasem mu.
- Ka nneema mmiensa a wode bedi dwuma wo bere a worehwehwe okasamu kumaa wo abasem mu.

Adekyerekwan Nhwɛsoɔ

1. Adesua a enam ɔkasa so: Adesuafoɔ nyinaa toatoa adwen:
 - a. Bɔ ɔkasamu titire ne ɔkasamu kumaa asekyere no akyi.
 - b. Kyere adwentitire ase.
2. Adesuafoɔ Mfrafra mu:
 - a. Kenkan abasɛm a ɛwɔ aseɛ ha yi na hwehwe ɔkasamu titire ne ɔkasamu a ɛkyerekkyere ɔkasamu titire no mu.

Abakɔsɛm kyere sɛ, nsɛm bebreɛ na anya nsunsuansoɔ wɔ ɛdwom ahodoɔ a yeto no wɔ ɔman kronkron Ghana ha no soɔ. Kasa, atenaɛɛ, amammere ne amanneɛ ahodoɔ, amanyesɛm, atukɔtena nyinaa nkanfua nso anya nsunsuansoɔ wɔ ɛdwom so pa ara. Nnipakuo ahodoɔ no mu biara firi ɔman Ghana afa ahodoɔ no mu baabi. Yei kyere sɛ, nnipakuo ahodoɔ no mu biara di aduane sononko, hunu ewiem nsakraɛɛ sononko ɛna afei nso wɔne nnipa a wɔfiri nnipakuo foforo mu na ɛdi nkitaho. Nnipakuo no mu biara nko ne ɛkwan a wɔfaa so tu kɔtenaa beaɛ a wɔte seesei no ɛfiri sɛ wɔn mu biara nko ne tebea ne ewiase abrafo mu nsɛm a ɛhyɛ wɔn maa wɔtu kɔtenaa beaɛ a wɔte seesei no. Bio, nnipakuo no mu biara nko ne akannifoɔ a wɔdii wɔn anim maa wɔtumi tu kɔduruu beaɛ a wɔakɔtenatena seesei no, na yei nso nyaa nsunsuansoɔ nye kumaa wɔ ɛkwan a wɔfa so to wɔn nnwom so. Yeino ne nsɛm a anya nsunsuansoɔ wɔ Ghana nnwom nhyehyɛɛ ne ne toɔ so pa ara.

Source: Elebi, A. (2015). Indigenous Musical Culture in Ghana: A Contemporary Perspective. The International Journal of Humanities & Social Studies, 3(7)

- b. Ka wo dwumadie no ho aɛm kyere adesuafoɔ nkaɛ no na montoatoa adwen mfa ho.

Nkariɛ Titire: DoK Gyinapɛn 3 - Dwumadie

1. Kenkan abasɛm yi na hwehwe adwentitire a ɛwom no. (mma 2)

Amansan adwaberɛm yɛ websaet anaase intanɛte so akadeɛ bi a ɛboa nnipa ma wɔhyia ne afoforo kye adwen fa wɔn ankasa ho. Ɛsan nso yɛ websaet, simpie anaase kɔmputa so akadeɛ bi a wɔfa so de mɔni, sini ne abasɛm ahodoɔ kɔma anaa mane nnipa foforo a wɔn nso de saa akadeɛ no di dwuma wɔ intanɛte no soɔ.

Nnansa yi, amansan adwaberɛm aboa ama nkitahodie ne nkratoɔ akɔ so yie pa ara wɔ ewiase afanan nyinaa mu. Nnipa tumi di nkitaho wɔano wɔano, a ɛmfa ho ne baabi a wɔwɔ wɔ ewiase yi mu. Amansan adwaberɛm akadeɛ bebreɛ

na ewo intanete so, na eboa yie pa ara ma dwadie, ahosepe, nwomasua ne dee ekeka ho ko so pa ara. Amansan adwaberem akadee no mu bi ne Twitter, WhatsApp, Facebook, TikTok, Instagram. Amansan adwaberem so wo mfaso pa ara efiri se eboa nnipa ma won nsa ka dwumadie ahodo ho amannebo wo ntemso. Adwadifo de won adetonnee ho dawurobo fa amansan adwaberem ma ebere tiawa bi mu no, eho amannebo hyeta ewiase afanan nyinaa na wrekata w'ani ate ara nie, na adwatonnee no nyinaa asa. Akyerekyerefo ne adesuafo fa amansan adwaberem yi so kye adwen ne adesuaadee ahodo bo ma nwomasua mu nkitahodie mu yere pampee.

2. Kyerekyere ekwan a wofaa so hunuu adwentitire no. (mma 4)
3. Kyerekyere ekwan a okasamu nkumaa no fa kyerekyere okasamu titire no mu wo abasem no mu. (mma 4)

Sukuu mmere mfimfini Sɔhwe Nhyehyee

Ye Sukuu mmere mfimfini sɔhwe wo nnawɔtwe 6 mu. Eɛ se sɔhwe no ye nneema ahodo a mosua firii nnawɔtwe 1 kɔsi 5. Kɔhwe Epono Pɔtee ne Sɔhwe Krataa Nhyehyee no so mma emmoa wo. Eɛ se wotwa adesuafo no adwuma no ntemso na wode mma a wobɛnya no kɔhyehye STP no mu.

Sukuu mmere mfimfini Sɔhwe Nhyehyee

Ɔfa A: Totobidi Nsemmisa = Nsemmisa 20

Ɔfa B: Abasem – Asemmisa 1

Ɔfa C: Susutwere Asemmisa – Asemmisa 1

Sɔhwe ho Nsemmisa nhyehyee pono ma ɔfa A ne B

Nnawɔtwe	Anisisobea	Nsemmisa ahodo	DoK Gynapɛn				Muabo
			1	2	3	4	
1	Nsemfua a efata wo nkɔmmɔdie mu	Totobidi	2	1	-		3
		Susutwere	-	-	1		1
2	Nkɔmmɔdie-mu-ɔtweɛn wo Atifiasem ho nkɔmmɔdie mu	Totobidi	1	2	2		5
		Susutwere	-	-	-		
3	Ɛɔnɔlɔgyi akwan (Ɔmene)	Totobidi	-	2	1		3
		Susutwere	-	-	-		
4	Ɛɔnɔlɔgyi akwan (asensini nhyehyee akwan)	Totobidi	3	1	1		5
		Susutwere					

Nnawɔtwe	Anisisobea	Nsemmissa ahodoɔ	DoK Gynapɛn				Muabo
			1	2	3	4	
5	Okasamu titire ne okasamu kumaa	Totobidi		2	2		4
		Abasɛm			1		1
		Muabo	6	8	8		22

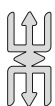
PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

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

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



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.

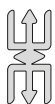
3. Plan the Student Transcript Portal (STP) Assessment with your app
 - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the

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-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 3 Nhwɛakyire

Saa Ɔfa yi pɛnsempɛnsem Ɔkasamu titire ne Ɔkasamu kumaa mu. Yesuaa sɛdɛɛ Ɔkasamu titire ne Ɔkasamu kumaa si tɛɛ, ɛkwan a yɛfa so yɛ nsakraɛ wɔ mu wɔ abasɛm mu ne sɛdɛɛ yesi twɛɛ no. Yɛde ɛho nimdɛɛ no kɔɔ kasapɛn so de kɔhwɛhwɛɛ Ɔkasamu titire ne Ɔkasamu kumaa a ɛwɔ mu. Yɛn ani da so sɛ, adesuafoɔ afa saa Ɔfa yi mu awie yi, wɔde nimdɛɛ ne nteaseɛ a wɔanya no bɛhwɛhwɛ adwɛmpɔ a ɛwɔ abasɛm bi mu. Adesuafoɔ atwɛɛ, wɔn kasa, wɔn akenkan ne nyansa betu mpɔn.

ƐKWAN A YEFA SO TWA NKARIIE TITIRE NNAWƆTWE 5

Mmuaee

1. Ɔkasamu titire no ne:

a) Nnuatwire, mframabone ne ewiem nsakrae resɛ Ghana nsase – **aba 1**

Ɔkasamu nkumaa nonom ne:

- a. Yɛyɛ ɔmantease yi, ɛsɛ sɛ yɛyɛ nhyehyɛɛ ahodoɔ de bɔ yɛn kwaɛ, mmoadoma ne yɛn nsuo ho ban.
- b. Sɛ yɛdua nnua, na yɛgyae nwura a yɛtoto gu basabasa na yɛbɔ yɛn nsuo ho ban a, yɛbetumi abɔ yɛn man Ghana ɔhoɔfɛfoɔ yi ho ban ama nkyirimma anaa awoɔntoatoasoɔ.
- c. Obiara mmɔdemmo ho hia enti sɛ yɛka yɛn ho bom a, yɛbetumi abɔ yɛn atenaɛ ho ban ama yɛn atenaɛ nso abɔ yɛn ho ban.

Fa aba 1 ma ɔkasamu kumaa biara a ɔkyerɛɛ

2. Abasɛm no atifiaseɛm ne:

‘Ghana atenaɛ ahobammɔ’ – **aba 1** (Atifiaseɛm a ɛbɛn ho biara – aba 1/2)

3. Akwan ahodoɔ a ɔkasamu kumaa boa ma nteaseɛ ba ɔkasamu titire mu nie:

- a. Ɛma adansedideɛ
- b. Ɛkyerɛkyerɛ mu ma emu da ho
- c. Ɛde nsisisoɔ ba
- d. Ɛhyɛ adwenkyerɛ mu kena
- e. Ɛma nteaseɛ amapa
- f. Ɛma nokorɛ da adi

Ma emu biara aba 1.

Emu mmiensa biara – mma 3

Emu mmienu biaraɛ – mma 2

Emu baako biara – aba 1

4. Yei yɛ kasapɛ a ɔkasamu titire ne ɔkasamu kumaa wom ho nhwɛsoɔ. Ɔkasamu titire no na yɛayɛ no tumm no na nkaɛ no yɛ ɔkasamu nkumaa.

‘Nwomasua yɛ kankoroɔ safoa. (Ɔkasamu titire)

Ghanaman yi mu no, nwomasua ma nnipa nya adwenemdoɔ, nimdeɛ ahodoɔ ne adwempa a ɛma wɔtumi de boa ɔman no mpontuo. Ɛnam nwomasua so

bema Ghanafoɔ ade wɔn ho afiri ohia mu ama wɔn asetena mu aye yie ama wɔn ankasa ne wɔn nkurɔfoɔ nso. Nwomasua ye akadeɛ a ɛma nnipa tu mpɔn wɔ wɔn asetena mu ma ebi ka ɔmanmu no nyinaa. (Ɔkasamu nkumaa)

Ɔkasamu titire – aba 1

Ɔkasamu nkumaa – mma 3

Wobetumi de mma a ɛmmoro mmiensa ama nhyyehyeee, ɔkasa mmara ne nsemfua.

Mma 3 – *nsemfua nnanemu, nsemfua a ɛfata, ɔkasa mmara ho mfomsoɔ kakra bi.*

Mma 2 – *nsemfua nnanemu kakra bi, nsemfua a ɛfata, ɔkasa mmara ho mfomsoɔ nketewa kakra ne akɛsɛɛ kakra.*

Aba 1 – *Nsemfua ntimu, nsemfua no ntaa nye deɛ ɛfata, mfomsoɔ nketewa ne akɛsɛɛ wom.*

NNAWƆTWE 6

1. Adwempɔ ahodoɔ nonom ne:

- a) Kasapɛn papa kasa fa adwempɔ baako pɛ ho.
- b) Ɔkasamu titire ho hia wɔ kasapɛn biara mu.

a. Adwempɔ ahodoɔ - emu biara aba 1 = mma 2

2. Akwan a ɛdidi soɔ yi so na yɛfa hwehwe adwempɔ wɔ abasɛm mu: kenkan atifiaseɛ no, hwehwe ɔkasamu titire no, hwehwe adwenkyerɛ a wɔati mu no, ɔkyerɛ nsemfua titire, ɔkasasin na ɔɔ abasɛm no tɔfa a - mma 4

- a. Ɔde nimdeɛ ɛnan no ba a - mma 4
- b. Ɔde nimdeɛ mmiensa no ba a – mma 3
- c. Ɔde nimdeɛ mmienɛ no ba a skills – mma 2
- d. Ɔde nimdeɛ baako ba a - aba 1

3. Ye deɛ ɛdidi soɔ yi nso wɔ ɔkasamu nkumaa no ho: ɛma adansedideɛ, ɛkyerɛkyerɛ mu ma emu da hɔ, ɛhyɛ adwenkyerɛ mu kena na ɛsan nso ma nteaseɛ amapa. Ma emu biara mma 4

- a. ma mma 4 sɛ ɔkyerɛkyerɛ nsemfua ɛnan mu a.
- b. ma mma 3 sɛ ɔkyerɛkyerɛ nsemfua mmiensa mu a.
- c. ma mma 2 sɛ ɔkyerɛkyerɛ nsemfua mmienɛ mu a.
- d. ma aba 1 sɛ ɔkyerɛkyerɛ asemfua baako mu a.

ƆFA 4: NSEM̩FUAYE

ADESUADEE: ƆKASA NE ƆKASA DWUMADIE

Adesua Nkorabata: Asante twi twerebea ho mmara

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

Adesua mu Nimdeenya: Adesuafoɔ beda won nimdee ne nteasee a wɔwɔ wɔ Nsemfuaye ho adi wɔ Asante Twi kasa mu.

NNIANIMU NE ƆFA YI TƆFABƆ

Ɔfa yi mu no, adesuafoɔ besua nsemfuaye akwan ahodoɔ no wɔ Asante Twi mu. Ahyeasee no, wɔbesua nsemfuaye asekyere ne nsemfuaye so mfasoɔ wɔ Asante Twi kasasua mu. Afei, wɔbesua nsemfuaye akwan no bi ansa na wɔde won ani asi ekwan a yefa so de nsemfuaye di dwuma wɔ Asante Twi kasasua mu. Saa adesua yi beboa adesuafoɔ ama wɔahunu nsemfua a wɔnhunu da nanso wɔmmre koraa ansa na wɔahunu kasa koro a saa asemfua no fra mu.

Nnawɔtwe ne adesua botae a ewɔ ɔfa yi mu nie:

- **Nnawɔtwe 7:** Ka nsemfuaye akwan ahodoɔ no ho asem (ɔfem/boseabo, nkakuho, kɔenegyi, ne dee ekeka ho)
- **Nnawɔtwe 8:** Fa nsemfuaye akwan ahodoɔ no so ye nsemfua foforo

ADEKYEREKWAN NHWESOO AHODOO TƆFABƆ

Akyerekyerɛfoɔ mfa adesua a egyina dwumadie so adekyerekwan, ekuo dwumadie ne adesuafoɔ nyinaa dwumadie adekyerekwan so na wɔnkyere saa adesua botae yi. Adekyerekwan a akyerekyerɛfoɔ betumi asan afa so akyere saa adesua botae yi ne nkatoasoɔ (se osuani bi aka asem bi na ɔfoforo de bi retoa soɔ). Eha yi no, ese se akyerekyerɛfoɔ ma adesuafoɔ kwan ma wɔkyere won adwen fa won afefoɔ asem a wɔbeka anaa mmuae a wɔde bema asemmisa bi ho. Ese se ɔkyerekyerɛni di adesuafoɔ no anim ma wɔye mpensempensemu anaa toatoa adwen fa nsemfuaye asekyere ho. Ma adesuafoɔ no ntoatoa adwen mfa nsemfuaye akwan ahodoɔ no ho na wɔmma emu biara ho nhwesoo wɔ Asante Twi kasasua mu. Ɔkyerekyerɛni betumi aboa adesuafoɔ ama wɔahunu nhwesoo no bi wɔ Asante Twi mu. Adesuafoɔ betumi de saa nimdee yi aye

nsemfua wɔ Asante Twi mu agyina so aye nsamu wɔ wɔn ankasa dwumadie mu.

NKARIIƐ TƆFABƆ

Nnawɔtwe 7 ne 8 na ɛwɔ saa ɔfa yi mu. Emu biara nko ne ne nkariiɛ titire gyinapɛn ne ɛho nsemmisa nhwesɔ. Nnawɔtwe 7 nkariiɛ titire no gyina DoK gyinapɛn 2 so na ɛhwehwe sɛ, adesuafoɔ bɛtumi ada nteaseɛ amapa adi wɔ ɛberɛ a wɔrebua nsemmisa. Nnawɔtwe 8 nkariiɛ no gyina DoK gyinapɛn 4 so na ɛha yi no, ɛsɛ sɛ adesuafoɔ da adwene mu nimdeɛ a emu dɔ yie adi, de wɔn adwen ye adwuma pɛ ɔhaw pomasiberɛ.

Adesua Botaeɛ	DOK Gyinapɛn	Nkariiɛkwan
Adesuafoɔ tumi pensɛmpensɛm nsemfuaye akwan ahodoɔ no mu (ɔfɛm/ Boseabo, nkakuho, kɔnɛgyi, ne deɛ ɛkeka ho)	3	<i>Sukuu dan mu dwumadie</i>
Adesuafoɔ fa nsemfuaye akwanhodoɔ no so ye nsemfua foforo	4	<i>Portfolio</i>

NNAWOTWE 7

Adesuadeɛ Botaeɛ: *Ka nsemfuaye akwan ahodoɔ no ho asem (ɔfem/boseabo, nkakuho, kɔnɛgyi, ne deɛ ekeka ho)*

Mmɔakyire

Afe 2

Nnawotwe 5: Kyere sedee yesi de mmataho ahodoɔ no di dwuma wɔ Asante Twi mu

ANISISODEɛ: AKWAN A YEFA SO NYA NSEMFA

Edɛɛn ne Nsemfuaye?

Yei ye akwan ahodoɔ a yefa so sesa anaa keka nsemfua bobom ma yenya nsemfua foforo a nteaseɛ wom. Sɛ ebia, yenya asemfua ‘*nantes*’ wɔ eberɛ a yede mmataho -ɛ bebata asemfua ‘*nante*’ ho.

Nsemfuaye Akwan Ahodoɔ

Nyafirimu

- a. Nyafirimu ne sɛ yede mmataho bi abata asennua anaa beesi bi ho na asemfua a yenyaɛ no ne asennua anaa beesi no asemfuakuo a na ewom dada no asesa. Sɛ ebia, yede nsianimu {a-} asi ‘pra’ (adeyɛ) anim ama adane ‘apra’ (edin), anaase yede nsiakyire {-ɛ} asi ‘yare’ (adeyɛ) akyi ama adane ‘yareɛ’ (edin). Nsemfua foforo mmieniu na yeaye a enonom ne *apra* ne *yareɛ*.
- b. **Nsemfua Nkabom:** Yei ye ekwan a yefa so nya asemfua wɔ eberɛ yɛka nsemfua mmieniu anaa deɛ eboro saa bom ma ebeye asemfua baako. Yetumi ka asennua mmieniu anaa beesi mmieniu bom de nya asemfua foforo. Sɛ ebia, ‘di’ ne ‘dwuma’ dane dwumadie. Ebetumi aba sɛ, nsemfua mmieniu anaa deɛ eboro saa a yereka abom no fra asemfuakuo baako mu enna ebetumi nso aba sɛ, nsemfua a yereka abom no mu biara nko ne asemfuakuo a fra mu. Hwe nhwesoo a ewo fam ho no. 1. Anammɔn ne tuo – anammɔntuo 2. Adan ne kasa – adankasa 3. Bo ne ntoa – Ntoabo 4. Bata ne tuo – Batatuo. Nsemfua-Nkabom no mu bi wɔ ho a, ne twere mu no, yede daahye to ntam. Dwennwene eho nhwesoo no bi ho na ka ho asem kyere w’afefoo.
- c. **Ntwasoo-Nkabom:** Ntwasoo-nkabom ye nsemfua mmieniu a yeayi deɛ edi kan no awieɛ firi ho na yeayi asemfua a eto so mmieniu no anim firi ho na yeaka asemfua a edi kan no anim ne asemfua a eto so mmieniu no awieɛ no abom ama aye asemfua baako. Yei kyere sɛ, yetumi de nsemfua mmieniu anaa deɛ eboro saa afa bi bobom ma yenya asemfua foforo. Ekwan a yefa so ye anaa nya saa asemfua yi na yefre no ntwasoo-nkabom no. Yede ntwasoo-nkabom di dwuma wɔ eberɛ a yene yen tipɛn bi redi nkitaho bi a eye anika

mu. Ntwasoo-nkabom ho nhwesoo no bi nie. Koodwoo (Kwadwo + Fodwo), Kwampra (Kwame + Pepra), Kwaapaa (Kwame + Dapaa)

- d. **Ntwasoo:** Yei mu no, yetwa asemfua a ewo ho dada no so de nya asemfua foforo. Eye nsemfuaye kwan no mu baako a emu no, yeyi asemfua no mu asensini anaa nsensini bi firi ho de nya asemfua foforo. Asempfua a yeatwa so no asekyere nsesa; asekyere no tim dee etim. Mpen pii no, eye a na emfata se yede nsemfua a yeatwa soo ne mpanin bedi nkitaho. Ntwasoo ho nhwesoo no bi nie, Akos (Akosua), Twum (Twumasi), Kanta (Kantamanto), Boat (Boaten), Braka (Brakatu), Aku (Akua), Ampaa (Ampaaben)

Asope-Koro a Asemfuakuo Sesa Asempfua: Yei ye nsemfua a won asope ye adekoro nanso efra nsemfuakuo foforo mu. Yei kyere se, asemfua bi tumi firi asemfuakuo bi te se edin mu ko adeye anaase foforo bi mu a n'asope ne n'akenkan tim dee etim. Yei ne yeresesa asemfua bi asemfuakuo nanso ne bobea no dee, eko so ye sedee esi tee no ara. Saa nsemfua yi ho nhwesoo bi nie, Dansowaa **to** aba (adeye) NE Dansowaa **to** so (edin), Akwadaa no **su** dodo (adeye) NE Akwadaa no **su** ara ne no (edin), Yonkodo **nam** ekwan so reba (adeye) NE Yonkodo we **nam** (edin), Anima **hunu** Ofosu (adeye) NE Anima ye onipa **hunu** pa ara (edin).

- e. **Akronim:** Yei ye atweredee a edidi nsemfua anim a eka bom ye asemfua baako. Yei kyere se, yeyi atweredee a edidi nsemfua bi anim, na yeakeka abobom de aye asemfua foforo. Akronim ho nhwesoo no bi nie, KAF – Kwame Anokye Frempon, OWA- Opoku Ware Amankwaatia, KAA- Kumasi Abuakwa Aberantee, KON – Kwame Kon Nimako. Yekenkan Akronim anaase yebodin se asemfua baako na mmom enye atweredee mmaako mmaako. Yede di dwuma te bere ne obre dodo so enna afei nso yede boa ma edin a ne bo ye bona bo ye mmre anaase okasasin a n'akenkan ye kenkanna akenkan ye mmre.
- f. **Akyiri-Yie:** Yei mu no, yeyi mmataho a ewo asemfua a ewo ho dada no akyi firi ho de nya asemfua foforo. Etumi ba se, asemfua foforo no ne asemfua dada no asekyere anaa ne dwumadie nye adekoro. Yei ho nhwesoo bi na ewo epono a ewo ase ho no soo no.

Asempfua Dada	Akyiri-yie Asempfua
Kyalewate	Kyale
osofoo	Osso
Odiyifoo	Odiyi
Kelewele	Kele

Asemfua Dada	Akyiri-yie Asemfua
Twumasi	Twum
Boateng	Boat

Nkakuho

Yei ye asemfua a yeka ne nyinaa anaa ne fa bi ku ho anaase yeti mu preko, mprenu anaa deɛ ɛboro saa de ye asemfua foforo. Nsakraeɛ kakra bi tumi ba saa asemfua no ne ne nkakuho no asope mu. Yei ho nhwesoo a ewo Borɔfo kasa mu no mu bi nie: boo-boo, zig-zag ne flip-flop.

Ɛho nhwesoo a ewo Ghana kasa ahodoɔ no bi na edidi soɔ yi:

Kasa	Asemfua	Nkakuho
Ga	kpo 'knot/lump' ɲoo 'salt'	kpoikpoi, 'lumpy' ɲooɲoo 'salty'
Ewe	gblo 'say' bla 'to tie'	gbogblo '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 baako, mmienu, mmiensa anaa deɛ ɛboro saa. Edin nkakuho mu no, edin no tumi sesa firi edin asemfuakuo mu ko edin nkyerekyeremu mu.

Ɔfem/Boseabo

1. Ko saa linke ahodoɔ yi so na fa w'ankasa nsemfua twere wo nteaseɛ a wowo no wo ɔfem/boseabo ho anaa wo ne wo mfefoɔ nkye saa adwene no.
2. Montena akuakuo na monhwewhwe nsemfua a yeabo no bosea anaase yefem ho nhwesoo na monhwe ekwan a yefaa so tweree no a ama abeye Asante Twi asemfua.

Nsemfua a wɔafem afiri 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 Asante Twi mu ho nhwesoo no bi na edidi soɔ yi: bokiti, nika, pieto, sukuu, boɔlo, radio, komputa, intanete, kwahyiko, feisbuk, pona, mobaafon, bandele, kyaagya.

Kɔnɛgyi

Yei yɛ nsemfua bi a ɛwɔ, mɛn pii no, Borɔfo kasa mu a yen ara yɛafa ɛkwan bi a yɛbɛtɛ asee so aka ama abɛyɛ Asante Twi kasa no mu nsemfua no bi. Yei betumi ayɛ asemfua foforɔ koraa anaase asemfua bi a ɛwɔ hɔ dada. Yeyɛ nsemfua foforɔ ma ɛboa ma yetumi di nkitaho amapa wɔ ɛnnɛ mmɛrɛ yi mu. Nsemfua a yɛakɔnɛ anaase kɔnɛgyi ho nhwɛsɔ no bi na ɛwowɔ ɛpono a ɛwɔ asee hɔ no sɔ no.

Asemfua a yɛakɔnɛ	Asekyerɛ (Borɔfo)
Kambuu	Camp boot
Kalabule	Callous bullying
Gangalia	Gang leader
Sagranti	Sir Garnet Wesley
Premoo	Peri Martin

Nsemfuayɛ so mfasɔ

Nsemfuayɛ so wɔ mfasɔ ma ɔkasa mpontuo. ɛma ɔkasa nya nsemfua bɛka dɛɛ ɛwɔ hɔ dada no ho na ɛma wɔn a wɔdɛ saa ɔkasa no di dwuma no tumi kyɛrɛ wɔn adwen wɔ nneɛma a aba foforɔ wɔ nnipa asetena mu ho, nyansapɛ-mu-nimdɛɛ, mfididwuma, abɔdɛɛ-mu-nyansapɛ ne dɛɛ ɛkɛka ho. Yei boa ma yetumi yɛ nsakraɛɛ wɔ yen nkitahodie ne yen kasa mu. Nsemfuayɛ ho nimdɛɛ ma nsemfua foforɔ sua nyɛ den ɛfiri sɛ, ɛboa ma wote nsemfua ase san kyɛrɛkyɛrɛ asee ne ne nhɛhyɛɛɛ mu. Ne tiaatwire mu ne sɛ, ɛyɛ ɛkwampa a yɛfa so nya nsemfua foforɔ bɛka dɛɛ yɛwɔ dada no ho.

Adesua Dwumadie

1. Kyɛrɛ nsemfuayɛ ase
2. Yi nsemfuayɛ kwan a wɔdɛ adi dwuma wɔ ha na kyɛrɛ dɛɛ entira.
3. Kyɛrɛ mfasɔ a ɛwɔ nsemfuayɛ so wɔ Asante Twi sua mu.

Adekyɛrɛkwan Nhwɛsɔ

1. Adesua a ɛgyina dwumadie so (adesuafoɔ nyinaa dwumadie)
 - Ka nsemfuayɛ ho asem (ɔfɛm, nkakuho, kɔnɛgyi ne dɛɛ ɛkɛka ho.).
 - Ma nhwɛsɔ.
 - Ka wo dwumadie no ho asem kyɛrɛ adesuafoɔ nkaɛɛ no.

Nkariie Titire: DoK Gyinapɛn 3 - Dwumadie

1. Kyerekyerɛ nsemfuayɛ a ɛdidi soɔ yi mu (mma 8)
 - a. ɔfɛm/boseabɔ
 - b. nkakuho
 - c. kɔɛnegyi
 - d. nsemfua-nkabom
 - e. ntwasoɔ-nkabom
 - f. Akyiri-Yie
 - g. ntwasoɔ
 - h. mmataho
2. Fa nhwɛsoɔ 5 kyerekyerɛ deɛ enti a nsemfuayɛ no mu baako ho hia wɔ Asante Twi mu. (mma 5)
3. Kyerɛ senti 3 a ɛma nsemfuayɛ ho hia wɔ Asante Twi kasasua mu. (mma 3)
4. Gyina wo mmuaɛɛ a wode maa nsemmisa 2 ne 3 no so na fa Asante Nsemfuayɛ toto kasa foforo bi mu deɛ ho (mma 8)

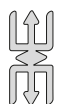
PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

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

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

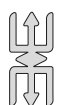
- The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

Adesuaɖeɖ Botaeɖ: *Fa nsemfuaye akwan ahodoɔ no so ye nsemfua foforoɔ*

Mmɔakyire

Afe 2

Nnawotwe 5: Kyere sɛdeɖ yɛsi de mmataho ahodoɔ no di dwuma wɔ Asante Twi mu

ANISISODEɖ: NSEM FUAYE

Bɔ nneɛma mosuaa wɔ nnawotwe 7 mu no akyi

Adesua Dwumadie

1. Fa wo nimdee a wowɔ wɔ nsemfuaye ho no ye nsemfua foforoɔ!
2. Fa wo nsemfua no mu biara ye ɔkasamu.
3. Ka ho asem kyere w'afefoɔ no nyinaa.

Adekyerekwan Nhwɛsoɔ

1. Woreka bi afoa deɖ obi aka so: Adesuafoɔ nyinaa dwumadie:

- Monnwennwene nsemfuaye akwan ahodoɔ no ho.
- Baanu Dwumadie: Gyina wo nimdee a efa nsemfuaye ho no so ye nsemfua foforoɔ.

Ka wo nsemfua foforoɔ no kyere adesuafoɔ nkaɛɛ no na montoatoa adwen mfa ho

- *Ɔkyerekyerɛni de nsemfua ma adesuafoɔ ma wɔgyina nsemfuaye ho nimdee no so kyere nsemfua a efra Asante Twi mu*

Nkariie Titire: DoK Gyinapɛn 4 – Krataa Akoradeɖ

Ye kasasua krataa akoradeɖ a ekari dwuma a nsemfuaye di wɔ nsemfua foforoɔ ye mu wɔ Asante Twi mu.

PLC Session 8

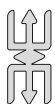
45 minutes

Planning & Reviewing the Learning Plan

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

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

- a. explain the week's concepts in a way that would make it easier for learners to understand
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AHYENSO

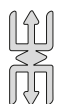
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

3. Plan the week's key assessment with your app
- a. The key assessment for the week is **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)
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AHYENSO

- *This part is not ‘How do I teach this?’ but how do I teach it for learners to understand?*
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Ɔfa 4 Nhwεakyire

Nsemfuaye akwan na yesuaa ho adeε wɔ ɔfa yi mu. Wɔkyerεε adesuafoɔ adeε faa nsemfuaye nyinaa ho enna yehwεε nsemfuaye akwan a εwɔ Asante Twi mu. Yei boaa adesuafoɔ maa wɔhunuu nsemfua a εmfra Asante Twi mu wɔ abasem mu. Yen ani da so sε adesuafoɔ bεte nsemfuaye ase na wɔama emu biara ho nhwεsoɔ wɔ Asante Twi mu.

ƐKWAN A YEFA SO TWA NKARIIE TITIRE

NNAWƆTWE 7

1. Nsem̐fuaye akwan no mu biara asekyere (se ebia, ɔfem/boseabɔ, nkakuho, kɔnɛgyi, nsem̐fua nkabom, nsem̐fua ntwasɔɔ nkabom, akyiri-yie, ntwasɔɔ, mmataho) – ma emu biara aba 1
2. Ɔma nhwesɔɔ enum a – mma 5,
 - Ɔma nhwesɔɔ enan a - mma 4
 - Ɔma nhwesɔɔ mmiensa a - mma 3
 - Ɔma nhwesɔɔ mmienu a - mma 2
 - Ɔma nhwesɔɔ baako a – aba 1
3. Botae: Yereɛ ɔkasa nhyehyee ase, ɔkasa nkorasɔɔ, ɔkasa kyere ne ne sua ne nsem̐fua dɔree
 - Ɔpensempensem botae mmiensa mu a - mma 3
 - Ɔpensempensem botae mmienu mu a - mma 2
 - Ɔpensempensem botae baako mu a – aba 1
4. mma 7-8: Nkyerekyeremu a emu dɔ a wama nhwesɔɔ mmiensa anaa deɛ eboro saa wɔ ɔkasa no mu biara mu na wakyere deɛ esese ne deɛ eye sononko wɔ sɛdeɛ yesi ye nsem̐fua ne deɛ enti a yeye nsem̐fua ne deɛ enti a saa nsem̐fuaye akwan yi ho hia wɔ ɔkasa no mu biara mu.

mma 5-6: Nkyerekyeremu a emu dɔ a wama nhwesɔɔ mmienu anaa deɛ eboro saa wɔ ɔkasa no mu biara mu na wakyere deɛ esese ne deɛ eye sononko wɔ sɛdeɛ yesi ye nsem̐fua ne deɛ enti a yeye nsem̐fua. Ɔka deɛ enti a saa nsem̐fuaye akwan yi ho hia wɔ ɔkasa no mu biara mu.

mma 3-4: Ɔma nhwesɔɔ beɛree nanso ebi nye nokore. Ɔkyere deɛ esese ne deɛ eye sononko wɔ nsem̐fuaye ho. Wanka nsem̐fuaye so mfasɔɔ.

mma 1-2: Mmuaeɛ no ntɔ asom enna ɔnte dwuma a nsem̐fuaye di wɔ ɔkasa nkaeɛ no mu. Wama nhwesɔɔ bi wɔ Asante Twi mu.

NNAWƆTWE 8

Sɛdeɛ yesi twa krataa akoradeɛ nkariie dwumadie ho nhwesɔɔ

I. Emu nsem (40)

1. Ɛso mfasɔɔ ne dɔ a emu dɔ (15):
 - a. Nkrataa a ehyehye Krataa akoradeɛ no mu no kasa fa atifiasem no ho?

- b. Emu nsem no bue adwen mu na afei nso wahyehye no nnidisoo nnidisoo?

2. Mmoano ne Nhyehyee (10):

- a. Wahyehye ne nkrataa ahodoɔ no nnidisoo nnidisoo wɔ krataa akoradee no mu kamakama a emu bue nye buena?
- b. Wahyehye ne nkrataa no nyansamu?

3. Nimdee ne Nteasee (10):

- a. Nsem a ewɔ krataa akoradee no mu kyerekyere atifiaseɔ no mu ma nteasee da adi?

4. Adwenemdɔ ne Mpensempensemu (5):

- a. Nsem a ewɔ krataa akoradee no mu no da adwenemdɔ ne mpensempensemu adi?

II. Nhyehyee ne Adwenemdɔ (30)

1. Ne fe ne ne adwinni (15):

- a. Krataa akoradee no ye fe enna wadi adwinni agu ho kamakama?

2. Nteasee ne Nsisisoɔ (10):

- a. Atwere no mu da ho, efa atifiaseɔ no ho a mfomsoɔ biara nni mu?

3. Adwenemdɔ ne monoye anaa kannye (5):

- a. Krataa akoradee no mu nsem da adwenemdɔ ne monoye anaa kannye adi wɔ ne nhyehyee mu?

III. Nkɔmpɔbuo ne Ho-Nkariie (30)

1. Adesua ho nkɔmpɔbuo (15):

- a. Nkɔmpɔbuo akwan ahodoɔ ne adesua mu suahunu ho nsem ka nsem a ewɔ krataa akoradee no mu no ho?

IV. Nneema foforo a hwe ka ho (15)

- a. Ɔde dwumadie no baa eberɛ ano (Hwe wɔn sukuu mmaee ne sɛdee wɔsi di mmara a eɔa dwumadie no ho soɔ)

ƆFA 5: ƆKASAMU

Adesuades: ɔkasa ne ɔkasa dwumadie

Adesua Nkorabata: Ɔkasa Mmara

Adesua no Botae: Paapae ɔkasamu afa ne n'ahodoɔ mu.

Adesua mu Nimdeɛnya: Adesuafoɔ tumi da nimdeɛ ne nteaseɛ adi wɔ ɔkasamu afa ne n'ahodoɔ no ho.

NNIANIMU NE ƆFA YI TƆFABƆ

Ɔfa yi mu, adesuafoɔ besua ɔkasamu nhyehyɛɛ wɔ Asante Twi mu. Wɔbɛpaapae ɔkasamu mu akyekyemu ako n'afa ahodoɔ no mu na wɔakyere ɔkasamu koro a wɔayɛ sɛ ɛyɛ ɔkasamu tiawa, mmɔho anaa kuntann. Saa nimdeɛ yi beboa adesuafoɔ ama wɔatumi de ɔkasamu a ɛfata adi dwuma wɔ wɔn daadaa asetena ne wɔn susutwere mu.

Nnawɔtwe ne adesua botaɛ a ɛwɔ ɔfa yi mu nie:

- **Nnawɔtwe 9:** Pensempensem ɔkasamu afa ahodoɔ no mu (sɛ ebia, ɔkasasin ne ɔkasamufa)
- **Nnawɔtwe 10:** Pensempensem ɔkasamu ahodoɔ no mu
- **Nnawɔtwe 11:** Pensempensem ɔkasamu ahodoɔ no dwumadie mu.

ADEKYERƐKWAN NHWƐSOƆ AHODOƆ TƆFABƆ

Akyerɛkyerɛfoɔ mfa adesua a ɛgyina dwumadie so adekyerɛkwan, ekua dwumadie ne adesuafoɔ nyinaa dwumadie adekyerɛkwan so na wɔnkyere saa adesua botaɛ yi. Ma adesuafoɔ ntena akuakuo na wɔnye ɔkasamu, wɔmpensempensem ɔkasamu a wɔayɛ no mu na wɔnkyere ɔkasamu no afa ahodoɔ no. Akua no beyɛ nkasaho ama adesuafoɔ nkaɛ no atoatoa adwen afa ho. Osuani biara nso beyɛ ɔkasamu na wakyere n'afa ahodoɔ no. Osuani biara nso beyɛ nkasaho ama adesuafoɔ nkaɛ no atoatoa adwen afa ho. Ɔkyerɛkyerɛni nhyɛ adesuafoɔ no nkuran mma wɔntie nkyerɛkyeremu a wɔn mu biara de bema na sɛ wɔntɛ biribi ase a, wɔmmisa mpe nkyerɛkyeremu fann.

NKARIIE TƆFABƆ

Nnawɔtwe 9, 10 ne 11 mu adesua na ɛwɔ ɔfa yi mu. Emu biara wɔ ne nkariie titire. Nnawɔtwe 9 nkariie titire no gyina DoK gyinapɛn 2 so, nnawɔtwe 10 nkariie titire no gyina DoK gyinapɛn 4 so ɛnna nnawɔtwe 11 nkariie titire no gyina DoK gyinapɛn 3 so. Saa DoK gyinapɛn yi hwehwɛ sɛ adesuafoɔ no bɛda adwene mu nimdee a ɛwɔ soro pa ara, adwenemfann ne ɔhaw pomasiberɛ ho nimdee adi. Ɛsɛ sɛ adesuafoɔ no tumi dwene kɔ akyiri nya ɔhaw akɛsɛ pomasiberɛ ho nimdee.

Adesua Botaɛs	DOK Gyinapɛn	Nkariiekwan
Pɛnsɛmpɛnsɛm ɔkasamu afa ahodoɔ no mu (sɛ ebia, ɔkasamu ne ɔkasamufa)	2	<i>Sukuu dan mu dwumadie</i>
Pɛnsɛmpɛnsɛm ɔkasamu ahodoɔ no mu	4	<i>Sukuu dan mu dwumadie</i>
Pɛnsɛmpɛnsɛm ɔkasamu ahodoɔ no mu wɔ wɔn dwumadie mu.	3	<i>Efie Dwumadie</i>

NNAWƆTWE 9

Adesuaɔɔ Botae: *Ka Ɔkasamu afa ahodoɔ no ho asem (se ebia ɔkasasin ne ɔkasamufa)*

Mmɔakyire

Afe 1	Nnawɔtwe 10: Gyina mmara a eɔa ekwan a yɛfa so twere edin ne dinnsiananmu no so twere ɔkasamu
Afe 2	Nnawɔtwe 6: Tumi twere ɔkasamu de nkabomɔɔe ba mu

ANISISODEE: ƆKASAMU NE N’AFA AHODOɔ

Ɔkasamu

Ɔkasamu ye asemfua anaa nsenkuo a ewo ɔyefoɔ ne nkasaɔe a eɔe adwenmu bi to dwa. Adwen a ɔkasamu de to dwa no tumi ye asenka, asemmisa, ɔhye anaase nteamu. Yegyina mmara kunini a ewo ɔkasa bi mu so na yeye ɔkasamu.

Ɔkasamu Su Ahodoɔ

- Eɔe adwenmu to dwa: Eɔe se nteaseɔe a ewo ɔkasamu bi mu no gyina abrane. Se ebia: Mansa kɔɔ edwam. Ɔkasamu yi mu no, yehunu onipa a ɔkasamu no fa ne ho enna afei nso yehunu beaɔe a ɔkɔɔe.
- Ɔkasa Mmara Nhyehyeeɔ: Ɔkasamu di ɔkasa mmara nhyehyeeɔ pɔtee bi so, se ebia Ɔyefoɔ Adeye Ɔyɛtia (SVO), Adeye Ɔyefoɔ Ɔyɛtia (VSO), ne deɔ ekeka ho. Yei gyina ɔkasa no mu mmara kunini a eɔa ɔkasamu ye ho bi so. Nhwesoɔ, Ghana ha kasa no mu dodoɔ no ara di SVO nhyehyeeɔ so seɔe yehunu wo aseɔ ha yi: a. Ga: Nuɔ le ye kɔmi. b. Akan: Papa no dii fufuo. c. Ewe: ɲutsu la ɔu te. d. Dangme: Dede ye kokote ku.
- Atwere mu agyinahyeeɔ: Ɔkasamu tumi nya atwere mu agyinahyeeɔ bi te se deɔ eɔidi soɔ yi osiwieɔe (.), nsanho (,), mmisaɔe (?), nteamudeɔe (!), osisan (;), ne deɔ ekeka ho. Nhwesoɔ: Ɔkyerekyereni no tɔɔ pen, nwoma ne mpaboa.

Ɔkasamu ahodoɔ (Dwumadie)

- Asenka kasamu:** Yei ye ɔkasamu a eɔe asem, amanebo anaa adwenkyere bi to dwa. Yede osiwieɔe na ewie saa ɔkasamu yi. Se ebia: Adesuafoɔ no twereɔe ɔhwe.
- Asemmisa kasamu:** Yei ye ɔkasamu a yede bisa asem. Eduru eberɔ bi a, epe mmuaɔe enna eduru eberɔ bi nso a, empe mmuaɔe. Yede mmisaɔe na ewie saa ɔkasamu yi. Eho nhwesoɔ no bi na eɔidi soɔ yi: Twerɔdua no wo ehefa? Abɔ sen? Wo ho te sen?

- c. **Dhye kasamu:** Eye okasamu a yede hye obi ma no ye biribi. Nhwesoo, Sore! Fa ma me! Gya! Hye no nso se, esiane se eye dhyeso nti no, yede nteamudee agyinahyede (!) na ewie.’
- d. **Nteamu kasamu:** Eye okasamu a yede kyere se biribi ye yen nwanwa, anigye anaase yede ka anwanwasem anaa adee a eye hu anaa anigye mmorosoo bi ho asem. Yei nso esiane se eye anwanwasem anaa adee a eye hu anaa anigye mmorosoo na yede ka ho asem nti no, yede nteamudee agyinahyede (!) na ewie saa anihanehanesem no. Eho nhwesoo no bi nie: Ade bi ni! Se asa! Agye ta! Aduro a eye nwono ni!

Okasamu Afa Ahodo

Okasamu afa nonom ne dyefoo, adeye, dyetia, edin nkyerkyeremu ne adeye boafoo sedgee yakyerkyere mu wo asee ha yi:

- a. **Dyefoo:** Dyefoo ye edin anaase dinnsiananmu a edi dwuma bi wo okasamu no mu. Eye adee, nneema, onipa anaa nnipa a okasamu no kasa fa won ho. a. Nhwesoo: **Dkyerkyereni no** so yen hwee. **Akonwa no** ware. **Dii** emo anopa. Nsemfua a yeaye no tumm anaa pikapika nonom na eye dyefoo wo okasamu no mu.
- b. **Adeye:** Eye asemfua a ekyer dwumadie bi a eko so wo okasamu no mu anaase eye asemfua anaa nsemfua a ekyer dee dyefoo no reye anaase tebea a dyefoo no wom. Nhwesoo: Adesuafo no **dii** agoro. Apɔnkye no **awu**.
- c. **Dyetia:** Eye edin anaa dinnsiananmu a dyefoo no ye biribi tia no. Dyetia no ne onipa anaase adee no a dyefoo no ye biribi de tia no no anaase ehunu amane no. Dyetia gu ahodo mmieniu; dyetia (direct object) ne dgyefoo (indirect object).

- a. Dgyefoo no ne onipa anaa adee bi a enam dyefoo no so ma ehunu amane wo okasamu no mu. Nhwesoo: *Mansa wee **aburoo***.

Asemfua ‘aburoo’ na eye dyetia efiri se, eno ne adee a ehunu amane wo okasamu no mu. Dgyefoo ye onipa anaa adee bi a, mpen pii no, dgye biribi firi dyefoo no ho anaase dyefoo no de biribi ma no wo okasamu no mu. Mpen pii no, yede edinanimibia na eda dgyefoo adi. Nhwesoo: *Wode mpaboa maa **yen**. Metoo baage maa **Mansa***. Nsemfua ‘yen’ ne ‘Mansa’ a yeaye no tumm anaa pikapika nonom na eye dgyefoo no, enna asemfua ‘maa’ a yeasan asee no ye edinanimibia.

- d. **Edin nkyerkyeremu:** Edin nkyerkyeremu ye asemfua anaa nsemfua a eka biribi fa anaa ekyerkyere edin anaa dyefoo mu ma eda ho pefee wo okasamu no mu. Edin nkyerkyeremu tumi kyere sedgee biribi su si tee, nnipa anaa

nneema bi dodoo ne dee ekeka ho wo ɔkasamu mu. Nhwesoo: Eɔan **tenten no abu**. Asemfua ‘tenten’ no ye edin nkyerekyeremu a ekyerekyerɛ edin anaa asemfua ‘ɛdan’ mu anaase ekasa fa ho.

- e. **Adeye boafɔ:** Eyɛ asemfua anaa ɔkasasin a eboa adeye ma nteaseɛ ba ɔkasamu no mu. Yei tumi ye edin, edin nkyerekyeremu anaase ɔkasasin bi a eka biribi fa ɔyefɔ anaa ɔyɛtia no ho wo ɔkasamu no mu. Mpen pii no, asemfua anaa ɔkasasin a edi dwuma sɛ adeye boafɔ no ba adeye ‘ye’ anaa ‘ne’ akyi. Nhwesoo: 1. Dansowaa ye ababaawa. 2. Mene **odunsinni no**.” Adeye boafɔ a ewowo nhwesoo no mu ne ‘ababaawa’ ne ‘odunsinni no’ a eho hia sɛ eboa adeye ‘ye’ ne ‘ne’ ma nteaseɛ ba ɔkasamu no mu.

Nhwesoo: Kyekye ɔkasamu a edidi soɔ yi mu biara mu ko n’afa ahodoɔ no mu.

‘Kaa kɛsɛ bruu no faa abɔnten so.’

Ɔyefɔ: Kaa kɛsɛ bruu no

Adeye: faa

Ɔyɛtia: Ɔyɛtia biara nni mu

Edin nkyerekyeremu: kɛsɛ, bruu (ekyerɛkyerɛ kaa no mu)

Adeye boafɔ: abɔnten so (eboaa ma nteaseɛ ba adeye no mu)

Sɛ wote ɔkasamu afa ahodoɔ no ase a, ɛma wotumi ye ɔkasamu amapa de ka wo nsem ma w’atiefɔ te dee worepɛ akyerɛ ase yie.

Ɔkasasin

Ɔkasasin ye asemfua anaa nsɛnkuo a eka bom di dwumakorɔ wo ɔkasamu mu. Mpen pii no, ɔkasasin ntaa nnyina ne ho so anaa ne nteaseɛ nwie pɛyɛ. Yɛhunu ɔkasasin wo ɔkasamu mu ɛfiri sɛ eyɛ ɔkasamu afa ahodoɔ no mu baako.

Ɔkasasin ahodoɔ

- Edin Ɔkasasin:** Eyɛ edin, edin ne oyikyerɛ, edin, oyikyerɛ ne edin nkyerekyeremu wo ɔkasamu mu. Nhwesoo: ‘ɔbarima’, ‘bokiti bi’ ‘Ɔkraman kɛsɛ no,’
- Adeye ɔkasasin:** Eyɛ adeye. Nhwesoo: ‘fa’, ‘rekasa,’ ‘bɛto’
- Ɔkyerɛfɔ ɔkasasin:** Ekyerɛkyerɛ adeye mu wo ɔkasamu mu. Nhwesoo ‘ntɛmso,’ ‘anɔpa,’ ‘Asesewa dwam,’ ‘nnɔnmiensa,’

Ɔkasamufa

Ɔkasamufa ye nsenkuo bi a yehunu wo Ɔkasamu mu a mpen pii no, etumi nya ɔyefoɔ ne nkasaee a nteasee wom anaa ne nteasee nwie pɛye.

Ɔkasamufa Ahodoɔ

1. **Ɔkasamufa Titire:** Yei ye Ɔkasamufa a ewo ɔyefoɔ ne adeye anaa nkasaee a ede adwenmu bi to dwa. Ɔkasamufa a ete sei no tumi gyina abrane se Ɔkasamu. Nteasee wo saa Ɔkasamufa yi mu a enhia nsemfua foforo biara nka ho ansa na nteasee a ewo mu no awie mudie. Nhwesoo: *Menyiniie no, mekoo Japan*. ‘mekoo Japan’ no na eye Ɔkasamufa titire. *Ɔbaee no, ɔnoaa aduane dede bi maa me*. ‘ɔnoaa aduane dede bi maa me’ na eye Ɔkasamufa titire.
2. **Ɔkasamufa kumaa:** Ɔkasamufa kumaa ye Ɔkasamufa a entumi nnyina ne ho so, ento asom anaase nteasee nni mu. Etumi nya ɔyefoɔ ne adeye nanso emfa adwenmu biara nto dwa. Eberɛ biara no, ne nteasee gyina Ɔkasamufa titire bi a ewo Ɔkasamu no mu so. Nhwesoo: *a mereba no, metoo ankaa*. ‘Eberɛ a mereba no’ na eye Ɔkasamufa kumaa. Ne nteasee gyina ‘metoo ankaa a eye Ɔkasamufa titire no so. “*Esiane se na owia no abo dodo nti, wɔsɔre kɔee*. ‘Esiane se na owia no abo dodo nti’ na eye Ɔkasamufa kumaa efiri se, ento asom, ne nteasee nwie pɛye. Ne nteasee gyina ‘wɔsɔre kɔee’ a eye Ɔkasamufa titire no so.

Ɔkasamu ahodoɔ

1. **Ɔkasamu Tiawa:** Ɔkasamu Tiawa ye Ɔkasamu a ewo Ɔkasamufa titire baako pɛ. Nhwesoo: *Mesua adee wo sukuu mu.*”
1. **Ɔkasamu mmɔho:** Saa Ɔkasamu yei mu no, wode Ɔkasamufa titire nkabomdee (coordinating conjunction) ka Ɔkasamu titire mmieniu anaa dee eboro saa bom wo Ɔkasamu baako mu Ɔkasamufa a ewo Ɔkasamu mmɔho mu no nyinaa ye Ɔkasamufa titire. Nhwesoo: *Mekoo ho nanso manto no*.
3. **Ɔkasamu Kuntann:** Ɔkasamu kuntann ye Ɔkasamu a yenya Ɔkasamufa ahodoɔ mmieniu a eye Ɔkasamufa titire ne Ɔkasamufa kumaa nyinaa bi wo mu. Ɔkasamu kuntann mu no, yede Ɔkasamufa kumaa nkabomdee (subordinating conjunction) na eka Ɔkasamufa titire ne kumaa no bom ma eye Ɔkasamu baako a yefre no Ɔkasamu kuntann no. Ɔkasamu kuntann ye Ɔkasamu a ne fa bi ye Ɔkasamufa titire enna efa bi nso ye Ɔkasamufa kumaa. Ɔkasamufa kumaa nwie pɛye, ento asom enna entumi nnyina ne ho so. Nhwesoo: *Meka kyeree no se ɔmmra*.

Okasamufa so mfasoɔ

Okasamufa boa ma:

1. Yetumi de adwenkyere a emu pi to dwa: Okasamufa tumi ma yekyerɛkyere nsem mu fann.
1. Ema yetumi ye okasamu ahodoɔ ma okasamu nhyehyɛɛ ahodoɔ no nyinaa: Okasamufa boa atwerɛfoɔ ne akasafoɔ ma wɔye nsakrae wɔ wɔn enne ne ekwan a wɔfa so kasa ho.
2. Ekyere twaka: Okasamufa ahodoɔ no kyere twaka a eɔa adwenkyere ne dwumadie ahodoɔ.

Se wote okasamufa ase a, ebɛboa ama woatumi atwere yie na afei nso ama woanya nimdee amapa wɔ wo kasa ne wo nkitahodie mu.

Adesua Dwumadie

1. Kyerɛkyere okasamu su.
2. Ma okasamu a edidi soɔ yi mu biara ho nhwesoɔ baako: Okasamu tiawa, Okasamu mmɔho enna okasamu kuntann.
3. Ka wo mmuaee no ho asem kyere w'afɛfoɔ.

ADEKYERɛKWAN NHWESOɔ

1. Adesua a egyina dwumadie so (adesuafoɔ nyinaa dwumadie)

Kyere okasamu ase.

- Baanu Dwumadie:

Adesuafoɔ baanu nkyere okasamu ase na wɔmfa nhwesoɔ a efata nkyerɛkyere n'afa ahodoɔ no mu.

Adesuafoɔ no nyinaa ka wɔn ho bom toatoa adwen fa okasasin ne okasamufa ne n'ahodoɔ no ho.

Nkariie Titire: DoK Gyinapɛn 2 - Dwumadie

1. Edeen ne okasamu. *mma* 4
2. Fa nhwesoɔ 5 kyerɛkyere nsonsonoeɛ a eɔa okasasin ne okasamufa ntam. *mma* 10
3. Kyekye okasamu yi mu kɔ n'afa ahodoɔ no. [examples in your Ghanaian languages]. *mma* 3
 - a. Okyerɛkyerɛni no dii emo.

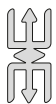
PLC Session 9

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.

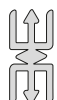
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

Adesuadee Botae: *Ka Ɔkasamu ahodoɔ no ho asem*

Mmɔakyire

Afe 1	Nnawɔtwe 10: Gyina mmara a eɔa ekwan a yɛfa so twere edin ne dinnsiananmu no so twere Ɔkasamu
Afe 2	Nnawɔtwe 6: Tumi twere Ɔkasamu de nkabomdee ba mu

ANISISODEE: ƆKASAMU AHODOɔ

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

Ɔkasamu

Ɔkasamu ye asemfua anaa nsenkuo a ewɔ ɔyefoɔ ne nkasaee a ede adwenmu bi to dwa. Adwen a Ɔkasamu de to dwa no tumi ye asenka, asemmisa, ɔhye anaase nteamu. Yegyina mmara kunini a ewɔ Ɔkasa bi mu so na yeye Ɔkasamu.

Ɔkasamu Ahodoɔ

- Ɔkasamu Tiawa:** Eye Ɔkasamu a ewɔ adeye baako anaase ede adwenmu koro pe na eto dwa. Se ebia, Mmɔfra no redidi.
- Ɔkasamu Mmɔho:** Eye Ɔkasamu a ewɔ Ɔkasamufa titire mmieniu anaa dee eboro saa a yede Ɔkasamufa titire nkabomdee (coordinating conjunction) akeka abom ama abeye Ɔkasamu baako. Se ebia, Mmarima no kɔɔ afuom **enna** mmaa no kɔɔ edwam. Asemfua ‘enna’ ye Ɔkasamufa titire nkabomdee a eka Ɔkasamufa titire no mmieniu bom ma eye Ɔkasamu baako.
- Ɔkasamu Kuntann:** Eye Ɔkasamu a ewɔ Ɔkasamufa titire ne Ɔkasamufa kumaa nyinaa bi wom a yede Ɔkasamufa kumaa nkabomdee akeka Ɔkasamufa ahodoɔ no nyinaa abom ama abeye Ɔkasamu baako. Nhwesoɔ, Osuo reto no, wɔkɔdii dwa. ‘Osuo reto no’ ye Ɔkasamufa kumaa enna ‘wɔkɔdii dwa’ ye Ɔkasamufa titire. Ɔkasamufa kumaa nkabomdee a eka Ɔkasamufa mmieniu no bom ye ‘no’.

Adesua Dwumadie

1. Kyere ɔkasamu korɔ (tiawa, mmɔho anaa kuntann):
 - a) Owia bɔ.
 - b) Mepɛ akenkan enna mepɛ ɔtwerefoɔ Ama Ata Aidoo asem.
 - c) Nnipa bebree ba nsrahwe wɔ Ghana efiri sɛ eyɛ ɔman fefɛ.
2. Gyina deɛ edidi soɔ yi mu biara so ye ɔkasamu baako:
 - a) Ɔkasamu tiawa baako fa Ghana aduane ho.
 - b) Ɔkasamu mmɔho fa Ghana afahye mmieniu ho.
 - c) Ɔkasamu Kuntann fa nwomasua so mfasoɔ wɔ Ghana ha ho.
3. Paapae Ɔkasamu a edidi soɔ yi mu na hwe ne nhyehyɛɛ
 - a) Ghana ye ɔman wɔ Abibirem Atɔɛ enna ewɔ amammerɛ ne amanneɛ a eyɛ fɛ yie.
 - b) Ewom sɛ osuo reto, akuafoɔ no reye adwuma.
 - c) Asenniiɛ Kunini no wɔ Accra.
4. Sesa ɔkasamu yi kɔ ɔkasamu mmɔho anaa kuntann
 - a) Ghana ye ɔman fefɛ.
 - b) Adesuafoɔ no resua nwoma.

Adekyerɛkwan Nhwɛsoɔ

Adesuafoɔ nyinaa dwumadie

- Adesuafoɔ toatoa adwen fa ɔkasamu ahodoɔ ho (tiawa, mmɔho ne kuntann)
- Osuani biara twere ɔkasamu ahodoɔ no mu biara ho nhwɛsoɔ (tiawa, mmɔho ne kuntann)

Adesuafoɔ hwehwe ɔkasamu ahodoɔ wɔ abasɛm mu.

Nkariɛ Titire: DoK Gyinapɛn 4 - Dwumadie

Kenkan abasɛm a ewɔ asee ha yi na kyere ɔkasamu no mu biara (tiawa, mmɔho, kuntann) sedee ɔtwerefoɔ no de adi dwuma wɔ abasɛm no mu.

Adesuafoɔ dodoɔ no ara na wɔde intanɛte di dwuma da biara. Wɔde sua adeɛ san ne wɔn nnamfonom de di nkitaho. Nanso asemmisa no ne sɛ, eyɛ ekwampa so anaa? Nwomanimfoɔ binom susu sɛ, mmabunu no bi gye wɔn ho mminnaa wɔ intanɛte no so dodo. Wɔsusu sɛ, adesuafoɔ a wɔye wɔn nhwehwɛmu wɔ nwoma mu no na wɔtumi sua adeɛ pa ara efiri sɛ wɔnya kwan kenkan nneɛma pii a mfonihodoɔ a ewɔ intanɛte so biara ntwitwam wɔ wɔn ani so ntwe wɔn adwene mfiri

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

1. Pensempensem ekwan a okasamu biara fa so ma nteaseɛ ba akenkansɛm no mu mu. (mma 6)
2. Ye okasamu a edidi soɔ yi mu biara ho nhwesoo mmiensa mmiensa. (mma 9)
 - a. Okasamu tiawa
 - b. Okasamu mmɔho
 - c. Okasamu kuntann

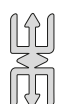
PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

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

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 - 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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 - 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)
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AHYENSO

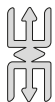
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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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 - 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?

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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).
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 - 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 11

Adesuaɗee Botaa: *Gyina ɔkasamu no dwumadie so kyekye mu*

Mmɔakyire

Afe 1	Nnawɔtwe 10: Gyina mmara a eɗa ekwan a yɛfa so twere edin ne dinnsiananmu no so twere ɔkasamu
Afe 2	Nnawɔtwe 6: Tumi twere ɔkasamu de nkabomɗee ba mu

ANISISODEE: ƆKASAMU TIAWA DWUMADIE

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

Ɔkasamu

Ɔkasamu ye asemfua anaa nsenkuo a ewɔ ɔyefoɔ ne nkasaee a eɗe adwenmu bi to dwa. Adwen a ɔkasamu de to dwa no tumi ye asenka, asemmisa, ɔhye anaase nteamu. Yegyina mmara kunini a ewɔ ɔkasa bi mu so na yeye ɔkasamu.

Ɔkasamu su ahodoɔ

- i. Eɗe adwenmu to dwa: Eɛ se nteasee a ewɔ ɔkasamu bi mu no gyina abrane. Se ebia: Mansa kɔɔ edwam. Ɔkasamu yi mu no, yɛhunu onipa a ɔkasamu no fa ne ho enna afei nso yɛhunu beaee a ɔkɔee.
- ii. Ɔkasa mmara nhyehyee: Ɔkasamu di ɔkasa mmara nhyehyee pɔtee bi so, se ebia Ɔyefoɔ Adeye Ɔyɛtia (SVO), Adeye Ɔyefoɔ Ɔyɛtia (VSO), ne deɛ ekeka ho. Yei gyina ɔkasa no mu mmara kunini a eɗa ɔkasamu ye ho bi so. Nhwesoɔ, Ghana ha kasa no mu dodoɔ no ara di SVO nhyehyee so seɗee yɛhunu wɔ asee ha yi: a. Ga: Nuɔ le ye kɔmi. b. Akan: Papa no dii fufuo. c. Ewe: ɲutsu la ɖu te. d. Dangme: Dede ye kokote ku.
- iii. Atwere mu agyinahyɛɗee: Ɔkasamu tumi nya atwere mu agyinahyɛɗee bi te se deɛ eɗidi soɔ yi osiwiee (.), nsanhɔ (,), mmisaee (?), nteamudee (!), osisan (;), ne deɛ ekeka ho. Nhwesoɔ: Ɔkyerekyerɛni no tɔɔ pɛn, nwoma ne mpaboa.

Ɔkasamu Tiawa Dwumadie

- a. **Asenka kasamu:** Yei ye ɔkasamu a eɗe asem, amanebo anaa adwenkyere bi to dwa. Yɛde osiwiee na ewie saa ɔkasamu yi. Se ebia: Adesuafoɔ no twereɛ sɔhwe.’

- b. Asem̄misa kasamu:** Yei ye Ɔkasamu a yede bisa asem̄. Eduru ebere bi a, epe mmuaee enna eduru ebere bi nso a, empe mmuaee. Yede mmisaee na ewie saa Ɔkasamu yi. Eho nhwesoo no bi na edidi soɔ yi: Tweredua no wo ehefa? Abɔ sen? Wo ho te sen?
- c. Ɔhye kasamu:** Eye Ɔkasamu a yede hye obi ma no ye biribi. Nhwesoo, Sɔre! Fa ma me! Gyae! Hye no nso se, esiane se eye ɔhyeso nti no, yede nteamudee agyinahyedee (!) na ewie.

Adesua Dwumadie

1. Kyere Ɔkasamu a edidi soɔ yi mu biara dwumadie (asenska, asem̄misa ne ɔhye):
 - a. Ghana ahenkuro ne he?
 - b. To epono no mu!
 - c. Osuo tɔ.
2. Ye Ɔkasamu a edi dwuma a edidi soɔ yi mu biara:
 - a. Asenska kasamu a efa Ghana amammere ne amannee ho.
 - b. Asem̄misa kasamu a efa Ghana abakɔsem mu nnipa bi ho.
 - c. Ɔhye kasamu a efa sedee yesi boa afoforo ho.
3. Sesa Ɔkasamu no mu biara kɔ deɛ wɔde ahye nkatomdee mu no:
 - a. Ghana ye ɔman fefe. (asem̄misa)
 - b. Ghana Manpanin din de sen? (asenska)
 - c. Mehia mmoa. (ɔhye)
4. Fa Ɔkasamu no mu biara hye ekuo a efra mu ase na w'ankasa ma wo nhwesoo.
 - a. Abɔ sen?
 - b. Kɔda!
 - c. Efie no sua.

Adekyerekwan Nhwesoo

Baanu Dwumadie:

- Adesuafoɔ baanu biara nkasa mfa Ɔkasamu dwumadie ne ne su ho.
- Adesuafoɔ baanu biara mma Ɔkasamu dwumadie ho nhwesoo.
- Adesuafoɔ no ara mma Ɔkasamu ahodoɔ no mu biara ho nhwesoo.

Nkariie Titire: Level 3 – Efie Dwumadie

1. Kyere nsonsonoeɛ a eɔa Ɔkasamu a edidi soɔ yi ntam: asenska, ɔhye ne asem̄misa, na ma emu biara ho nhwesoo baako. (mma 6)

2. Kyere dwuma a okasamu a edidi soɔ yi mu biara di na kyere sɛdɛɛ agyinahyɛdɛɛ a ɛwom no boa ma nteaseɛ ba mu.
 - a. Ɛkɔm de me.
 - b. M'ani agye.
 - c. Woreda anaa?
 - d. Amma aba.
 - e. Tena ase!
 - f. Wobɛba anaa?
 - g. Maba ntɛm?
 - h. Kofi te kasa.
 - i. W'ani yɛ wo ya?

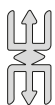
PLC Session 11

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

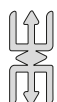
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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).

- 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 5 Nhwɛakyire

Saa Ɔfa yi kasa fa Ɔkasamu ne Ɔkasamu ahodoɔ ho. Yɛgyinaa Ɔkasamu no dwumadie ne nhyehyɛɛ so na ɛkyekyɛ mu akuakuo. Nimdee a adesuafoɔ benya afiri Ɔfa yi mu no beboa wɔn ama wɔatumi aye Ɔkasamu a ɛfata wɔ ɛbere a wɔretwere susutwere anaa wɔreyɛ adwentoatoa dwumadie bi. Yei bɛma adesuafoɔ ano ate wɔ Asante Twi kasa no mu. ɛnye Asante Twi nko ara mu na adesuafoɔ no ano betee na mmom, ɛbeboa wɔn ama wɔn ano ate wɔ Borɔfo, French ne Arabic nso mu.

ΣΚΩΝ Α ΥΕΦΑ ΣΟ ΤΩΑ ΝΚΑΡΙΙΣ ΤΙΤΙΡΕ

NNAWC TWE 9

Ekwan a wobɛfa so atwa dwumadie yi:

1. Ɖkasamu asekyere (Ɖkasamu ye asemfua anaa nsenkuo a ede adwene mu bi to dwa. Ewo *ɔyefoɔ ne ɔyɛtia*).
 - a. mma 4 se ɔde nsemfua titire enan di dwuma a
 - b. mma 3 se ɔde nsemfua titire mmiensa di dwuma a
 - c. mma 2 se ɔde nsemfua titire mmienu di dwuma a
 - d. aba 1 se ɔde asemfua titire baako di dwuma a.
2. Ɖkasasin ne Ɖkasamufa: Nsonsonoe Titire a eda won ntam

Fa aba 1 ma nsonsonoe no mu biara na fa aba 1 ma nhwesoo a ɔde kaa ho.

1. Nhyehyɛɛ
Ɔkasasin: Ɔkasasin yɛ aɛmfua anaa nsɛnkuo a ɛka bom di dwumakorɔ wɔ ɔkasamu mu. Mpen pii no, ɔkasasin ntaa nnyina ne ho so anaa ne nteaseɛ nwie pɛyɛ. Yɛhunu ɔkasasin wɔ ɔkasamu mu ɛfiri sɛ ɛyɛ ɔkasamu afa ahodoɔ no mu baako (sɛ ebia, dua tenten no).
Ɔkasamufa: Ɔkasamufa yɛ nsɛnkuo bi a yɛhunu wɔ ɔkasamu mu a mpen pii no, ɛtumi nya ɔyɛfoɔ ne nkasaɛɛ a nteaseɛ wom anaa ne nteaseɛ nwie pɛyɛ (sɛ ebia, Mɛbɔɔ bɔɔlo, Mɛkɔɛ no, ne deɛ ɛkeka ho).
2. Pɛyɛ
Ɔkasasin: Nteaseɛ a ɛwom no nwie pɛyɛ (sɛ ebia, ɛtwene no ase).
Ɔkasamufa: Emu nteaseɛ no tumi wie pɛyɛ (sɛ ebia, Ɔsereɛɛ).
3. Dwumadie
Ɔkasasin: Ɛdi dwuma sɛ ɔkasakuo fa baako (sɛ ebia, dua tenten no a ɛyɛ edin kasasin).
Ɔkasamufa: Ɛtumi gyina sɛ ɔkasamu anaa ɛdi dwuma wɔ ɔkasamu mu fa bi (sɛ ebia, Mɛhunu wo ɔkyena).
4. Ahosogyina
Ɔkasasin: Ɛnnyina ne ho so sɛ ɔkasamu (sɛ ebia, dua no).
Ɔkasamufa: Ɛtumi gyina ne ho so (sɛ ebia, Mɛkɔɔ ɛfie) anaase ɛntumi nnyina ne ho so (sɛ ebia, ɛsiane sɛ na mabɛ nti).

5. Nteasee

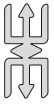
Ɔkasasin: Ede amanebo no bi ka ho nanso ne nteasee nwie pɛyɛ (sɛ ebia, anɔpa no).

Ɔkasamufa: Nteasee wom enna ewo ɔyɛfoɔ ne nkasaɛɛ (sɛ ebia, Mɛhunu wo anɔpa).

a. 3. *Fa aba 1 ma ɔkasamu biara a ɔkyekyɛɛ mu yie kɔɔ n'afa ahodoɔ no mu.*

NNAWƆTWE 10 (mma 18)

1. a. ɔhunuu ɔkasamu ahodoɔ no mmiensa wo abasɛm no mu a - mma 3
 - b. ɔhunuu ɔkasamu ahodoɔ no mu mmienu wo abasɛm no mu a - mma 2
 - c. ɔhunuu ɔkasamu ahodoɔ no mu baako wo abasɛm no mu a - aba 1
2. Ɔkasamu ahodoɔ so mfasoɔ nkyerekyerɛmu ho nhwesoɔ betumi ayɛ deɛ edidi soɔ yi:
3. “Yɛde ɔkasamu tiawa da abasɛm bi nnianimu adi ma ɛkyere ɔkenkanfoɔ no adwen prɛkoɛ. Eɛda nokwasɛm adi”
4. a. Ɔkyerekyerɛ ɔkasamu ahodoɔ no so mfasoɔ mmiensa mu sɛ ɛma nteaseɛ ba abasɛm no mu a, ma no mma 5-6
 - b. Ɔkyerekyerɛ ɔkasamu ahodoɔ no so mfasoɔ mmienu mu sɛ ɛma nteaseɛ ba abasɛm no mu a, ma no mma 3-4
 - c. Ɔkyerekyerɛ ɔkasamu ahodoɔ no so mfasoɔ baako mu sɛ ɛma nteaseɛ ba abasɛm no mu a, ma no mma 1-2
- e. Ɔkasamu tiawa
 - i. mma 3, sɛ ɔma nhwesoɔ mmiensa a
 - ii. mma 2, sɛ ɔma nhwesoɔ mmienu a
 - iii. aba 1, sɛ ɔma nhwesoɔ baako a
- f. Ɔkasamu mmɔho
 - i. mma 3, sɛ ɔma nhwesoɔ mmiensa a
 - ii. mma 2, sɛ ɔma nhwesoɔ mmienu a
 - iii. aba 1, sɛ ɔma nhwesoɔ baako a
- g. Ɔkasamu Kuntann
 - i. mma 3, sɛ ɔma nhwesoɔ mmiensa a
 - ii. mma 2, sɛ ɔma nhwesoɔ mmienu a
 - iii. aba 1, sɛ ɔma nhwesoɔ baako a



AHYENSO

Hyɛ no nso sɛ, nneɛma a yɛsuua wɔ nnawɔtwe 1-10 mu no na yɛde bɛyɛ sɔhwɛ wɔ saa sukuu mmɛrɛ yi awiɛɛ.

NNAWɔTWE 11 (mma 16)

1. Fa aba 1 ma nsonsonoeɛ/asekyerɛ no mu biara na fa aba 1 ma nhwɛsoɔ a ɔde kaa ho (mma 6)
2. Fa aba 1 ma ɔkasamu biara a ɔkyekyɛ mu yie na ɔde nkyerɛkyerɛmu tiawa bi kaa ho sɛ ebia, Eyɛ ɔkasamu tiawa a ɛdi dwuma sɛ asemmisa ɛfiri sɛ mmisaeɛ wɔ n'awiɛɛ ho (mma 10)

ƆFA 6: AKENKAN NE ƆKASA ASEKYERE

ADESUADEE: ƆKASA NE ƆKASA DWUMADIE

Adesua Nkorabata: Atwere

Adesua no Botae: *Adesuafoɔ de wɔn nimdee a wɔwɔ wɔ ɔhareso akenkan ne ɔhareso adehwehwe no bɔ abasem tɔfa*

Adesua mu Nimdeɛnya: Adesuafoɔ tumi da tɔfabɔ ho nimdee ne nteaseɛ adi

ADESUADEE: ƆKASA NE ƆKASA DWUMADIE

Adesua Nkorabata: Ɔkasa nkyerekyeremu ne Ɔkasa Asekyere

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

Adesua mu Nimdeɛnya: Adesuafoɔ tumi da nimdee ne nteaseɛ adi wɔ ɔkasa asekyere ho.

Asotireyie

Ye Ahoboaboa Dwumadie 1. Eɛ se eye nneɛma ahodoɔ a mosua firi Afe 1 kɔsi 5. Kɔhwɛ Epono Pɔtee ne Sɔhwɛ Krataa Nhyehyɛɛ a ewɔ ɔfa yi awieɛ no so mma emmoa wo. Eɛ se wotwa adesuafoɔ no adwuma no ntemso na wode mma a wɔbenya no kɔhyehye STP no mu.

NNIANIMU NE ƆFA YI TƆFABɔ

Saa ɔfa yi kasa fa akwanhodoɔ a yɛfa so de ɔhareso akenkan ne ɔhareso adehwehwe bɔ abasem atenten tɔfa. Adesuafoɔ bɛsua sɛdeɛ yɛsi de ɔhareso akenkan ne ɔhareso adehwehwe hwehwe adwempɔ ne amanebɔ wɔ abasem mu. Yei akyiri no, wɔde ɔhareso akenkan ne ɔhareso adehwehwe ho nimdee no bɛbɔ abasem tɔfa. Adesuafoɔ bɛsan asua sɛdeɛ yɛsi kyere ɔkasa ase kɔ ɔkasa foforo mu wɔ atwerɛkwan so. Wɔbɛkyere nsemfua, ɔkasasin, ɔkasamufa, ɔkasamu ne abasem ase afiri Borɔfo akɔ Asante Twi mu. ɛnye Asante Twi kasasua mu nko ara na ɔfa yi so bɛba mfasoɔ ama adesuafoɔ na mmom, wɔbenya mfasoɔ afiri so wɔ adesua ahodoɔ a ɛne Asante Twi kasasua wɔ twaka te sɛ Borɔfo, French ne kasa ahodoɔ no. Ɔfa yi mu adesua no bɛbue adesuafoɔ no adwene mu ama

wɔanya nteasee amapa wɔ ɔhareso akenkan ne ɔhareso adehwehwe mu na wɔde adi dwuma yie wɔ tɔfabɔ mu. Ebesan nso ama adesuafoɔ no anya nimdee amapa wɔ ɔkasa asekyere ho. Yehye Ɔkyerɛkyerɛni no nkuran sɛ ɔmfa nkɔmmɔdie adekyerɛkwan so, adekyerɛdee ne nkariie akwanhodoɔ so na emmoa adesuafoɔ no yie wɔ saa ɔfa yi adesua no mu.

Nnawɔtwe ne adesua botae a ɛwɔ ɔfa yi mu nie:

- **Nnawɔtwe 12:** Fa ɔhareso akenkan ne ɔhareso adehwehwe hwehwe adwempɔ a ɛwɔ abasɛm a yede ama wo sɛ bɔ no tɔfa mu
- **Nnawɔtwe 13:** Pɛnsɛmpɛnsɛm ɔkasa asekyere ahodoɔ no mu (sɛ ebia, ɔkasa asekyere a ɛgyina nsɛmfua nteasee so, ɔkasa asekyere a ɛgyina abasɛm no nteasee so, mfeafeaho/ahosodie ɔkasa asekyere, ne dee ekeka ho)
- **Nnawɔtwe 14:** Pɛnsɛmpɛnsɛm ɔkasa asekyere ho mmara no mu (sɛ ebia, ɛsɛ sɛ woyɛ obi a woakwadare wɔ asekyerɛfiri ne asekyerɛkɔ kasa no mu yie, wonim amammɛrɛ ne amannɛe wɛɛ, wonim ɔkasa mmara ne sɛdee yesi de ɔkasa no di dwuma ne dee ekeka ho).

ADEKYERɛKWAN NHWɛSOɔ AHODOɔ TɔFABɔ

Adekyerɛkwan nhwɛsoɔ ahodoɔ a ɛwɔ ɔfa yi mu no nyinaa yɛ akwanhodoɔ a yɛfa so kyere nneɛma ahodoɔ wɔ Asante Twi mu.

Adesua a ɛgyina Dwumadie so (Problem-Based Learning) yɛ adekyerɛkwan a emu no, yɛfa ewiase yi mu ɔhaw ahodoɔ ankasa so ma adesuafoɔ no sua nneɛma ne nhyehyɛɛ ahodoɔ. Saa adekyerɛkwan yi ne adekyerɛkwan a akyerɛkyerɛfoɔ tase nokwasɛm ahodoɔ ka kyere adesuafoɔ no bɔ abira. Adesuakwan ahodoɔ a ɛwɔ Adesua a ɛgyina Dwumadie so yi mu bi ne ankorankoro adesua, baanu dwumadie, adesuafoɔ mfraframu ne adesuafoɔ nyinaa dwumadie ahodoɔ ne nkasaho dwumadie. Saa adesuakwan yi boa adesuafoɔ no ma wɔnya nnwennwene ho a emu dɔ ho nimdee, ɔhaw ano pomasibere ho nimdee ne nkitahodie amapa ho nimdee. Eboa ma adesuafoɔ no nya koroyɛ ho nimdee, nkabom dwumadie ho nimdee ne akannie ho nimdee. Adesuafoɔ bɛsua sɛdee yesi pɛ nkontabudee pɛnsɛpɛnsɛ mu. Adesuafoɔ a wɔn mmɔdemmmɔ wɔ soro pa ara no, yɛma wɔn akannifoɔ adwuma ma wɔkyere wɔn afɛfoɔ no adee sɛdee ebɛyɛ a wɔbetumi aboa wɔn afɛfoɔ no ama wɔn nso ate nneɛma ahodoɔ a wɔresua no ase yie. Yesre akyerɛkyerɛfoɔ sɛ wɔmmɔ mmɔden nhwehwe adesuafoɔ a wɔwɔ ɔhaw wɔ nsɛmfua akenkan ne nkitahodie ho no na wɔmfa kwampa ne nimdee a emu yɛ duru so mpɛ wɔn haw ahodoɔ no pomasibere.

NKARIIE TƆFABƆ

Ɔfa yi nkariiekwan no de nimdeenya mu pɛrɛpɛrɛyɛ, nteaseɛ amapa ne adwenemdɔ di dwuma. Ɔkyerɛkyerɛni ne osuani nsem̄misa ne mmuaɛɛ ho nkitahodie no boa ma osuani no tu mpɔn wɔ adesua mu. Nkariiekwan yi boa akyerɛkyerɛfoɔ ma wɔtumi de wɔn ani di adesuafoɔ no akyi hwɛ hunu sɛ wɔte nneɛma a wɔkyerɛ wɔn no ase yie anaase wɔnte aseɛ. Gynapɛn 2 nimdeenya nsem̄misa no, wɔde fa susutwerɛ tiawa ne sɛdeɛ adesuafoɔ no tumi de anodisɛm di dwuma fann so na ɛkari adesuafoɔ no. Gynapɛn 3 adwenemdɔ nsem̄misa no, wɔde fa susutwerɛ ne asɛm bi a asi mu nhwehwɛmu so na ɛkari adesuafoɔ no hwɛ wɔ wɔn adwenemdɔ ne wɔn nteaseɛ a wɔwɔ fa nkɔmmɔdie-mu-ɔtwɛn ne nsem̄fua a ɛfata a yɛde di dwuma wɔ ɛberɛ a yɛretoatoa adwen fa ɔman yi ne ewiase nsem̄ bi ho. Akyerɛkyerɛfoɔ mfa dwumadie a ɛkɔ so wɔ ɛberɛ a wɔrekyerɛ adeɛ ne sɔhwɛ so nya amanebɔ amapa a ɛfa osuani biara mmɔdem̄mɔ ho na aboa ama wɔahunu sɛdeɛ adesuafoɔ no resi tu mpɔn wɔ wɔn adesua mu.

Twɛrɛ nkariie a wogynaa so twaa adesua botaɛ no tɔfabɔ.

Adesua Botaɛ	DOK Gynapɛn	Nkariiekwan
Fa ɔhareso akenkan ne ɔhareso adehwehwɛ hwehwɛ adwɛmpɔ a ɛwɔ abasɛm a yɛde ama wo sɛ bɔ no tɔfa mu	2	Ahoboaboa Dwumadie
Pensempensem ɔkasa asekyerɛ ahodoɔ no mu (sɛ ebia, ɔkasa asekyerɛ a ɛgyina nsem̄fua nteaseɛ so, ɔkasa asekyerɛ a ɛgyina abasɛm no nteaseɛ so, mfeafeaho/ahosodie ɔkasa asekyerɛ, ne deɛ ɛkeka ho)	4	<i>Sukuu dan mu dwumadie</i>
Pensempensem ɔkasa asekyerɛ ho mmara no mu	3	<i>Ekua Dwumadie</i>

NNAWƆTWE 12

Adesuaɖeɖe Bɔtaeɖe: *Adesuafoɖ de wɔn nimdee a wɔwɔ wɔ ɔhareso akenkan ne ɔhareso adehwehwe no bɔ abasem tɔfa*

Mmɔakyire Nnawɔtwe

Afe 1	Nnawɔtwe 4: Adesuafoɖ bɛtumi de ɔhareso akenkan ne ɔhareso adehwehwe akenkan aɖe asetena mu ɔhaw ahodoɔ pomasibere.
Afe 2	Nnawɔtwe 4: Adesuafoɖ bɛtumi aɖensempensem akenkan ahodoɔ no su mu (ɔhareso akenkan, ɔhareso adehwehwe, ne dee ɔkeka ho).

ANISISODEɖ: ƆHARESO AKENKAN NE ƆHARESO ADEHWEHWE

Ɔhareso Akenkan

Ɛduru bere bi na yerekenkan adeɖ bi a, eyɛ a na enye nneɛma ahodoɔ a akenkannee anaa abasem no fa ho nyinaa na yerepe na mmom, eyɛ a na yerepe adeɖ a abasem no fa keke. Yei na yɛfre no ɔhareso akenkan no. Ɔhareso akenkan ne se wode w'ani refa abasem bi mu ntemso ahunu dekodeɖ pɔtee a abasem no fa ho, adwempɔ a ewom ne ne nhyehyeeɖ. Ɔhareso akenkan boa akenkanfoɖ ma wɔtumi hwehwe atifiasem ahodoɔ, wɔte ɔtwerefoɖ no botaɛɛ ase ntem a wɔnsee eberɛ nso.

Ɔhareso adehwehwe: Ɛduru bere bi a, eyɛ a na abasem no mu fa baabi kakra bi na yehia a eho nhia se yebekenkan abasem no nyinaa. Akenkan a ete sei na yɛfre no scanning no. Ɛne se wohwehwe abasem no mu ntemso de hwehwe nneɛma bi te se nsentitire, ɔkasasin, eɖa, edin, asemmisa bi ho mmuaɛɛ pɔtee bi ne dee ekeka ho. Ɛboa akenkanfoɖ ma wɔbua nsemmisa san nso ye nhwehwemu ntemso.

Ɔhareso Akenkan Ne Ɔhareso Adehwehwe So Mfasoɔ

Se wohwe adwentoatoa a ako so wɔ soro ho no mu a, yehunu se ɔhareso akenkan ne ɔhareso adehwehwe ho hia pa ara ma akenkan ne nteaseɖ. Enti, se wosua ɔhareso akenkan ne ɔhareso adehwehwe ho nimdee no yie pa ara a, ebeboa wo ne akenkanfoɖ nyinaa ama moabeɣe akenkanfoɖ nyinaa ama moabeɣe akenkanfoɖ amapa.

Adesua Dwumadie

Kenkan abasem a ewɔ asee ha yi

1. Fa ɔhareso akenkan hwehwe nsentitire a ewom.
2. Fa ɔhareso adehwehwe hwehwe (i) COVID-19 (ii) CHRAJ (iii) nnipa dodoɔ a wɔde wɔn ye nkurutudwuma
3. Bɔ abasem no tɔfa.

UN se, efiri 2000, ewiaseman abɔ mmɔden ara ate nkwadaa a yede wɔn ye adwumaden so. Nanso, eberɛ kakra a atwam yi mu no, akokoakoko, ɔhaw ahodoɔ ne COVID-19 ama ohia buruburoo ato nnipa bebreɛ – na yei ahyɛ nkwadaa mpempem ama wɔasan kɔ adwumadenye mu. Nnansa yi ntam besɛ enne dua yi mpo no, nkwadaa beyɛ ɔpepɛm baako ne ɔpehansia (160,000,000) na wɔwɔ ewiasɛ yi mu a wɔyɛ nkurutudwuma a ɛkyɛrɛ sɛ, sɛ woyi nkwadaa edu biara gyina hɔ a, wɔn mu baako ye nkurutudwuma. Adwumayɛkuo a wɔhwɛ nnipa yiedie ne atɛntɛnɛɛ so a wɔfrɛ wɔn Commission on Human Rights and Administrative Justice (CHRAJ), de too dwa wɔ nnadie yi ase sɛ, Ghanafoɔ mma a wɔadi mfɛɛ enum kɔsi dunson mu beboro ɔpepɛm baako ne ɔpeha (1,100,000) na wɔyɛ nkurutudwuma.

Bio, saa nkwadaa yi mu beyɛ ɔha mu nkyɛkyɛmu aduonu nwɔtwe (28%) na wɔyɛ nkurutudwuma yi bi enna wɔn mu ɔha mu nkyɛkyɛmu aduonu ne akyire pɔ nson (20.7%) na wɔyɛ wɔn nkurutudwuma no wɔ mmeaɛɛ a ɛhɔ ye hu pa ara. Asem a eyɛ akomatuo pa ara a wɔde too dwa ne sɛ, nkwadaa beyɛ ɔpehanum (500,000) na wɔnkɔ sukuu enam nkurutudwuma a wɔyɛ no nti, wɔn mu ɔpeha aduosia nwɔtwe ne ahanum (68,500) nkɔɔ sukuu da, enna wɔn mu beboro ɔpehasa, aduwɔtwe nkron (389,000) nso agyae sukuu abɛtena efie reyɛ nkurutudwuma.” Yei ye asem a ɛha yie pa ara efiri sɛ, nkwadaa a yede wɔn ye nkurutudwuma ye adeɛ a ɛtwe ɔman yi kankoro san akyire pa ara efiri sɛ ɛma ohia kɔ so ara wɔ 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/>

Adekyerɛkwan Nhwɛsoɔ

Adesua a ɛgyina dwumadie so (adesuafoɔ nyinaa dwumadie)

- Bɔ ɔhareso akenkan ne ɔhareso adehwehwe ho adesua no akyi.
- Bɔ abasem bi tɔfa.

Baanu Dwumadie:

- Ka tɔfabɔ ho asem.
- Gyina ɔhareso akenkan ne ɔhareso adehwehwe ho nimdee no so fa hwehwe nsempɔ a ewɔ abasem mu na fa bɔ no tɔfa.
- Ka ho asem kyere adesuafoɔ no na montoatoa adwen mfa ho.

Nkariie Titire – Ahoboaboa Schwɛ 1

Nkariie a ekɔ so wɔ adesua mu DoK Gyinapɛn 2 – **Efie dwumadie**

1. Kyere nsonsonoeɛ mmieniu a ɛda ɔhareso akenkan ne ɔhareso adehwehwe ntam. (*mma* 4)
2. Kyere akwan ahodoɔ mmieniu a yɛfa so hwehwe adwentitire wɔ abasem bi mu.
3. Fa ɔkasamu 4 bɔ abasem a ewɔ aseɛ ha yi tɔfa:

Sɛ wonya ɛberɛ a ɛdeen na ɛyɛ a woyɛ? Ɛdeen na ɛhyɛ wo nkuran ma woyɛ saa? Woakenkan biribi afa deɛ nkurɔfoɔ de wɔn ɛberɛ yɛ ho? Sɛ wonyɛ biribi a ɛho hia biara a, na yɛka sɛ wowɔ ho kwa. Saa berɛ yi mu no, deɛ onipa no pɛ biara na ɔde saa berɛ no yɛ. Deɛ ɔpɛ na ɔde saa berɛ no yɛ ɛnna afei nso onipa a ɔpɛ n'asem na ɔne no sɛɛ saa berɛ no.

Ebinom de saa berɛ yi gye wɔn ahome. Yei boa ma wɔnya ahooɔden foforo. Honam ne adwen no nya ahooɔden foforo ɛfiri sɛ, asodie biara nna yɛn so saa berɛ no.

Ɛho hia ma onipa biara sɛ ɔnya berɛ de gye n'ahome wɔ adwumaden bi akyi. Ahomegyɛɛ so wɔ mfasoɔ ɛfiri sɛ, ɛmma yɛnnye adwuma mmoro so nkum yɛn ho. Ahomegyɛɛ ma yɛn adwene no brɛ so te na ɛde ne ho firi adwendwentrasoɔ ho.

ΑΝΟΒΟΑΒΟΑ ΣΧΗΜΕ 1

ΞΡΟΝΟ Α ΕΚΥΕΡΕ ΣΕΔΕΣ ΣΧΗΜΕ 1 ΝΟ ΣΙ ΤΕΣ

Ɛse se akyerɛkyerɛfoɔ de nsemmisa 50 na eba ɔfa yi mu

ADESUA BOTAEƐ		NKARIIƐ GYINAPƐN		
		L1 30%	L2 40%	L3 30%
FƆNƆLƆGYI	1. Fa nneɛma ahodoɔ a yegyina so kyerekyere enne nnyegyeeɛ su no (se ebia anofafa bɔbea, baabi a tekyerema ma ne ho so koduru ne tekyerema no fa a ema ne ho so) so kyerekyere enne nnyegyeeɛ a ewɔ Asante Twi mu no su). 2. Fa nneɛma ahodoɔ a yegyina so kyerekyere anom nnyegyeeɛ su no (se ebia emu pi anaa emu mpi, beaɛ a yeɛ nnyegyeeɛ no ne yebea) so kyerekyere anom nnyegyeeɛ a ewɔ Asante Twi mu no su). 3. Kyerekyere Asante Twi enne nnyegyeeɛ dwumadie no mu (se ebia, asemfua anim, mfimfini ne awieɛɛ). 4. Kyere asensini ahodoɔ (deɛ emu bue ne deɛ emu to) wɔ Asante Twi mu. 5. Toatoa adwen fa asensini nhyehyeeɛ a ewɔ Asante Twi nsemfuaye mu no ho. 6. Kyerekyere enne ahodoɔ no (se ebia, efam, esoro, adantamu ne deɛ ekeka ho) ne ne dwumadie mu. 7. Kyere fɔnɔlɔgyi ase wɔ Asante Twi mu. (Se ebia, ɔmene). 8. Toatoa adwen fa fɔnɔlɔgyi ho wɔ Asante Twi mu (Asensini nhyehyeeɛ).	1 1 1	1 1 1	1 1 1

ADESUA BOTAEƐ	ADESUA BOTAEƐ	NKARIE GYINAPEN		
OKASA MMARA ASANTE TWI TWEREBEA HO MMARA	1. Kyekye edin mu ko n'ahodoɔ no mu (se ebia, dinpa, dinhunu, edin a yenhunu, edin a yehunu, ne de ekeka ho.)	1 1	1 1 1	1 1
	2. Kyekye adeye mu kyerefoɔ ko n'ahodoɔ no mu (se ebia, yebea, beae, eberɛ, anodden).		1	
	3. Kyere sedee yesi de mmataho ahodoɔ no di dwuma wo Asante Twi.			
	4. Twere Asante Twi okasamu a nkabomdee ahodoɔ no bi wo mu.			
	5. Kyerekyere na kyekye okasamufa ahodoɔ no mu.			
	6. Pensempensem okasamu afa ahodoɔ no mu (se ebia. okasasin ne okasamufa).			
	7. Pensempensem okasamu ahodoɔ no dwumadie mu.			
	1. Gyina mmara a eda ekwan a yefa so twere edin ne dinnsiananmu no so twere okasamu.	1	1 1 1	1 1
	2. Gyina mmara a eda ekwan a yefa so twere edin nkyerekyeremu no so twere okasamu.			
	3. Ka nsemfuaye akwan ahodoɔ no ho asem wo Asante Twi mu (nsemfua nkabom, ntwaso, wem/boseabo, mmataho).			
	4. Pensempensem atwere mu agyinahyedee mu (se ebia, osiwiee, nsanhɔ, osiprenu, osisan, ne de ekeka ho.) ne diacritics.			
	5. Ka nsemfuaye akwan ahodoɔ no ho asem (wem/boseabo, nkakuho, kɛnɛgyi, ne de ekeka ho).			
	6. Fa nsemfuaye akwan ahodoɔ no so ye nsemfua foforo.			

ADESUA BOTAE፤	ADESUA BOTAE፤	NKARII፤ GYNAPEN		
AMAMMER፤ NE AMANNE፤	1. Gyina ab፡see ne botae፤ so kyerekyere abosomdin mu.	1	1	1
	2. Kyerekyere amanne፤ a w፡ye gye obi k፡ ne mpanin mfee so፡ no mu (bragor፡: ansa na, emu ne akyire).	1	1	1
	3. Fa amanne፤ ahodo፡ a nnipakuo ahodo፡ no ye gye obi k፡ ne mpanin mfee so no toto ho.	1		1
	4. Kyerekyere ekwan a Akanfo፡ fa so gye aware፤ ne aware፤ so mfaso፡ mu.			
	5. Pensempense፤ nsunsuanso፡ a abeefo aware፤ anya w፡ Akanfo፡ aware፤ so mu.			
	6. Fa Akanfo፡ mmusuakuo no toto nnipakuo nkae፤ a w፡w፡ Ghanaman mu ha no dee ho.			
	7. Pensempense፤ Afahye ahodo፡ a nnipakuo no di ne eso mfaso፡ mu.			
	8. Fa afahye ahodo፡ a nnipakuo a w፡w፡ Ghana ha die no toto ho.			
	9. Fa ekwan a nnipakuo a w፡w፡ Ghana ha fa so ye ayie no toto ho.			
AKANFO፡ ASENNIE	1. Kyere Akan ahennie nhyehyeee no (agya, abusuapanin, odikuro).	1	1	1
	2. Kyere Akan ahennie nhyehyeee no (፡hene, ahemfo nketewa, asiahene, ne w፡n a w፡keka ho).			1
	3. Kyerekyere Akan ahennie nhyehyeee no mu.			
	4. Kyerekyere k፡to asennie mu.			
	5. Fa Akanfo፡ asennie toto k፡to asennie ho.			
ANO KASADWINI	1. Kyere nsaguo/mpaeyie nhyehyeee no (፡fre, amanebo፡, awiee፤ - nhyira ne nnome)	1		
	2. Pensempense፤ nsui፤ mu (ne dwumadie ne so mfaso፡).	1	1	1
	3. Pensempense፤ agya rek፡ nhyehyeee no mu.		1	
	4. Kyerekyere nyansapo፡ nhyehyeee no mu.		1	
	5. Pensempense፤ adwuma mu nnwom, eko nnwom, agoro፡ nnwom ne abagyegyee nnwom mu.			
	6. Kyerekyere abeefo highlife nnwom mu.			

ADESUA BOTAEƐ	ADESUA BOTAEƐ	NKARIIƐ GYINAPƐN		
ATWERƐ KASADWINI	1. <i>Pensempensem Abasem su ahodoɔ no mu (se ebia, agorɔmma, botaeƐ, nhyehyeeƐ, eberɛ ne beaeƐ/sibeabere, amanebofoɔ, ne deƐ ekeka ho).</i>	1		
		1	1	1
		1	1	1
	2. <i>Pensempensem abasem nwoma mu (atifiasem, botaeƐ, nsemfua dwumadie, kasasu ahodoɔ, ne deƐ ekeka ho.)</i>		1	1
	3. <i>Pensempensem ahwegorɔ su ahodoɔ no mu.</i>			
	4. <i>Pensempensem ahwegorɔ nwoma mu.</i>			
	5. <i>Kyerɛ na Pensempensem anwonsem su ahodoɔ no mu (se ebia, nsemfua dwumadie, botaeƐ ahodoɔ, setansa ahodoɔ, nsensaneeƐ, kasasu ahodoɔ, nnyegyeeƐ nsisisoɔ, ne deƐ ekeka ho).</i>			
	6. <i>Pensempensem anwonsem mu.</i>			
	MUABƆ	15	20	15

ƐPONO A ƐKYERE SƐDEƐ SCHWE 2 NO SI TEE

Nsemmisa no nhyehyeeƐ

ƆFA A - Akenkan (mma 10)

Wɔde abasem a ne tenten beye nsemfua 300-350 a wɔabisa nsem afa ho bɛma adesuafoɔ no. Eɛ se schwetwerefoɔ no bua nsemmisa no nyinaa. (simma 30)

ƆFA B – Fɔnɔlɔgyi (mma 10)

Wɔɛbisa nsem mmieniu na wɔama schwetwerefoɔ no abua emu baako de agye mma 10. (simma 15)

ƆFA C – Ɔkasa nkyerɛkyeremu/Ɔkasa asekyere (mma 30)

Wɔde Borɔfo abasem a ne tenten beye nsemfua 250 bɛma schwetwerefoɔ ama wɔakyerɛ aseɛ akɔ Asante Twi mu. (simma 30)

ƆFA D – Susutwere (mma 30)

Wɔde susutwere ho atifiasem ahodoɔ enan bɛma schwetwerefoɔ ama wɔde nsemfua 300 anaa deƐ eboro saa abua emu baako de agye mma 30. Atwere ahodoɔ a ɛdidi soɔ yi na schwe no befa ho.

Abasem, Sukyerɛ, Akyinnyegyee/Kɔtwatwe, Kasakyerɛ, Krataatwere, Akwankyerɛ (simma 50)

ƆFA E – Atwere Kasadwini (mma 20)

Saa Ɔfa yi mu no, wɔbeɓisa nsem mmiensa afa atwere kasadwini ahodoɔ mmiensa (3) (abasem, ahwɛgoro ne anwonsem) no ho ama schwetwerefɔ abua emu baako. (simma 25)

ADESUA NKORABATA	ADESUA BOTAEƐ	NKARIIƐ GYINAPƐN		
		L1	L2	L3
AKENKAN ƐƆNƆLƆGYI	Adesuafoɔ tumi de nimdeɛ a wɔanya wɔ Ɔkasamu titire ne Ɔkasamu kumaa ho no hwɛhwɛ adwɛmpɔ a ɛwɔ abasem mu			1
	<i>Fa nneɛma ahodoɔ a yegyina so kyerekyere anom nnyegyeee su no (sɛ ebia emu pi anaa emu mpi, beaɛɛ a yeyɛ nnyegyeee no ne yebea) so kyerekyere anom nnyegyeee a ɛwɔ Asante Twi mu no su.</i> Toatoa adwen fa Ɛnɔlɔgyi ho wɔ Asante Twi mu (Asensini nhyehyeee).		1	1
SUSUTWERE ƆKASA NKYEREKYEREMU NE ƆKASA ASEKYERE	Twere abasem susutwere Twere akwankyerɛ susutwere Twere akyinnyegyee susutwere Twere krataa kɔma adwuma mu panin.			1 1 1 1
	<i>Kyerɛ abasem ase firi asekyerefiri kasa mu kɔ asekyerekɔ kasa mu (sɛ ebia nsemfua nteaseɛ so, egyina nteaseɛ so, mfeafeaho/ahosodie, ne deɛ ekeka ho).</i>			1
ATWERE KASADWINI	<i>Pensempensem Abasem su ahodoɔ no mu (sɛ ebia, agorɔmma, botaɛɛ, nhyehyeee, eberɛ ne beaɛɛ/sibeabere, amaneɔfoɔ, ne deɛ ekeka ho.).</i> <i>Pensempensem ahwɛgoro nwoma mu.</i> <i>Kyerɛ na Pensempensem anwonsem su ahodoɔ no mu (sɛ ebia, nsemfua dwumadie, botaɛɛ ahodoɔ, setansa ahodoɔ, nsensaneɛɛ, kasasu ahodoɔ, nnyegyeee nsisisoɔ, ne deɛ ekeka).</i>			1 1 1
	MUABƆ		1	10

ƐPONO A ƐKYERE SƐDEƐ SƆHWE 3 NO SI TEE

Nsemmissa no nhyehyeee

SƆHWE 3 (Anokasa)

Ɔfa mmiensa (3) na ewo saa schwe yi mu na emu no schwetwerefoɔ no ne schwesohwefoɔ no di nkitaho. Schwetwerefoɔ no ne schwesohwefoɔ no di nkitaho simma 20 de gye mma 50. Nkorabata nsia na ewom a wɔaboa ano akuo mmienu a eye Ekuo A ne Ekuo B. Afe biara wɔsesa ekuo no sɛdeɛ ebeye a ekuo baako mu nsemmisa nti mu afe biara. Schwesohwefoɔ no ka nneema ahodoɔ a ɔbeso schwetwerefoɔ no wɔ ho nyinaa kyere no.

ADESUA NKORABATA	ADESUA BOTAEƐ	NKARIE GYNAPƐN		
		L1	L2	L3
NKOMMODIE / NKITAHODIE A ƐFA DWUMADIBEA BI HO FONOLGYI AKENKAN	Kyere adwentitire a ewo abasem bi mu. Se ebia, amammerɛ ne amanneɛ mu nnepa (obuo, ayamye, abodwokyerɛ ne deɛ ekeka ho), nwomasua, mmɔfra ho dwadie, atenaɛ, mfididwuma wɔ Ghana, fagudeɛtuo, GESI, STEM, ne deɛ ekeka ho.			1
	<i>Fa nneema ahodoɔ a yegyina so kyerekyere anom nnyegyeeɛ su no (se ebia, emu pi anaa emu mpi, beaɛ a yeye nnyegyeeɛ no ne yebea) so kyerekyere anom nnyegyeeɛ a ewo Asante Twi mu no su).</i>		1	
	<i>Adesuafoɔ tumi de ɔhareso akenkan ne ɔhareso adehwehwe hwehwe amanebo anaa adwenkyere bi wɔ abasem mu.</i> <i>Adesuafoɔ tumi de nimdeɛ a wanya wɔ ɔkasamu titire ne ɔkasamu kumaa ho no hwehwe adwempa a ewo abasem mu.</i>	1		1
AMAMMERɛ NE AMANNEɛ	<i>Gyina abɔseɛ ne botaeɛ so kyerekyere abosomdin mu.</i> <i>Kyerekyere ekwan a Akanfoɔ fa so gye awareɛ ne awareɛ so mfasoɔ mu.</i> <i>Pensempensem Afahye ahodoɔ a nnipakuo no di ne eso mfasoɔ mu.</i>	1	1 1	
ANO KASADWINI	<i>Kyere nsaguo/mpaeyie nhyehyeeɛ no (ɔfre, amanebo, awieɛ - nhyira ne nnome)</i> <i>Pensempensem Afahye ahodoɔ a nnipakuo no di ne eso mfasoɔ mu.</i> <i>Fa ekwan a nnipakuo a wɔwɔ Ghana ha fa so ye ayie no toto ho.</i>	1	1	1
	MUABO	3	4	3

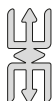
PLC Session 12

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

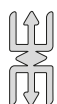
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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-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 13

Adesuadeɛ Botaeɛ: *Ka ɔkasa asekyere ahodoɔ no ho asem (Se ebia Ɔkasa Asekyere a egyptina Nsemfua so, Ɔkasa Asekyere a egyptina Nteaseɛ so, Mfeafeaho Ɔkasa Asekyere, ne deɛ ekeka ho)*

Mmɔakyire

Afe 1	Nnawɔtwe 6: Gyina asowen, nteaseɛ ne nkyereaseɛ ne deɛ ekeka ho so pensempensem Anokasa Nkyerekyeremu mu.
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ANISISODEɛ: ƆKASA ASEKYERE WƆ ATWERɛ KWAN SO

1. ƆKASA ASEKYERE WƆ ATWERɛ KWAN SO
2. ƆKASA ASEKYERE SO MFASOƆ
3. ƆKASA ASEKYERE AHODOƆ

Ɔkasa Asekyere Wɔ Atwerɛ Kwan So

Ɔkasa asekyere ne sɛ, worekyere ɔkasa bi ase ako ɔkasa foforo bi mu wɔ atwerɛ kwan so a wonsesa asekyere, amammerɛ ne deɛ abasɛm a worekyere aseɛ no kasa fa ho pɔtee no. Ɔkasa a abasɛm no wom no na wɔfrɛ no asekyerɛfiri kasa enna ɔkasa a worekyere aseɛ ako mu no nso, yɛfrɛ no asekyerɛko.

Ɔkasa Asekyere So Mfasoɔ

Obi bɛtumi agyina nkyerekyeremu a ewɔ soro ho no so aka sɛ, ɔkasa asekyere boa ma nnipa tumi te ɔkasa foforo bi ase, na yei ma nnipa mpempem a wɔwɔ ewiase yi mu no nya wɔn ho nteaseɛ, nkitahodie amapa ne nkabom. Ɔkasa asekyere so mfasoɔ no bi na ɛdidi soɔ yi:

1. **Eboa ma ewiase nnipa nyinaa tumi di nkitaho:** Ɔkasa asekyere boa ma nnipa a wɔka kasa ahodoɔ nyinaa tumi te afoforo deɛ ase.
2. **Amammerɛ Sua:** Ema yetumi kyɛ adwen, kasadwini ne nimdeɛ fa yen amammerɛ ho. Sɛ wotumi kenkan ɔkasa bi asekyere wɔ kasa foforo mu a, ema wotumi hunu saa nnipakuo no nimdeɛ, wɔn amammerɛ, wɔn gyidie ne deɛ ekeka ho.
3. **Edwadie:** Ɔkasa asekyere boa ma edwadie tumi ko so wɔ amanaman so. Sɛ wobɛtumi ahunu nneɛma a ereko so wɔ mmeaɛ ahodoɔ a, gye sɛ wokenkan kasa a wɔakyere aseɛ aba wo deɛ mu na yei bɛma woahunu sɛ mfasoɔ wɔ ɔkasa asekyere so pa ara.

4. ***Nwomasua ne Nhwehwemu:*** Ɔkasa asekyere boa ma wote abasem a na wɔatwere no wɔ ɔkasa bi a na wonte aseɛ mu ase wɔ wo kasa mu na eboa ma wotumi sua nneema pii san ye nhwehwemu ahodoɔ wom.
5. ***Amansan nkabom ne Ayɔnkofa:*** Ɔkasa asekyere boa ma amampanimfoɔ a wɔnka kasa korɔ tumi di nkitaho amapa.
6. ***Ɛma wo nsa ka amanebo ne nkratoɔ:*** Sɛ yekyerɛ ɔkasa bi ase a, eboa ma nnipa nya mu nteaseɛ yie ma wɔtumi hwehwe mmoa ne akwan ahodoɔ wɔ ewiase afanan nyinaa.
7. Ɛma kankorɔ ba nteaseɛ ne Ahummɔborɔ mu: Sɛ yekyerɛ ɔkasa ase kɔ kasa bi a wonim na wote aseɛ dada bi mu a, ɛma wote nsem a ɛrekɔ so wɔ ewiase yi mu no ase, ɛma wonya boasetɔ ne ahummɔborɔ ma aforɔɔ.

Ɔkasa Asekyere Ahodoɔ

1. Ɔkasa Asekyere a ɛgyina Nsemfua so

Saa ɔkasa asekyere yi mu no, yekyerɛ asemfua biara ase sedee yenim no a mpo yenhwe ekwan a wɔafa so de adi dwuma wɔ ɔkasamu no mu, sɛ eyɛ kasakoa ne deɛ ekeka ho wɔ asekyerekɔ kasa no mu. Mpen pii no, eyɛ a na ɔkasa asekyere a ɛte sei no ntaa mfa nteaseɛ papa biara mma akenkanfoɔ.

1. Ɔkasa Asekyere a ɛgyina Nteaseɛ so

Yei ye ɔkasa asekyere a ɛgyina asekyerɛfiri no mu nteaseɛ wɔ asekyerekɔ kasa no mu so na mmom, enye nteaseɛ a ɛwɔ nsemfua mmaako mmaako a ɛwɔ asekyerɛfiri kasa no mu so. Saa ɔkasa asekyere yi de amammerɛ ne amannee, ɔkasa a ɛfata ne tebea a asekyerekɔ akenkanfoɔ no wom di dwuma ma asekyere no mu nteaseɛ mu da ho fann. Yei ne ɔkasa asekyere a ɔmanfoɔ gye tom pa ara a ɔkasa asekyerɛfoɔ taa de di dwuma.

2. Mfeafeaho Ɔkasa Asekyere

Ɔkasa asekyere yei nso ye ɔkasa asekyere a enni nhyehyɛɛ anaa mmara biara so. Yei nti, yɛfrɛ no ahosodie anaa ɔdeneho kasa asekyere. Saa ɔkasa asekyere yi nni asekyerekɔ kasa no nhyehyɛɛ ne emu nteaseɛ so. Ɛwom sɛ saa ɔkasa asekyere yi di ne ho so deɛ, nanso ɛtumi dane adeɛ foforo bi koraa enam mfeafeaho ahodoɔ a ɔkasa asekyerɛfoɔ no tumi firi ne pɛ mu de keka ho no nti. Wɔtumi de di dwuma wɔ nwomatwere mu esiane sɛ ebia na nwomatwerɛfoɔ no pɛ sɛ ɔnya kratafa bebreɛ nanso enye ɛfiri sɛ, ɛtumi ma asem no mu nteaseɛ pɔtee no yera.

Adesua Dwumadie

1. Nnipa baasa biara nni nkɔmmɔ mfa atifiaseɱ a ɛdidi soɔ yi mu biara ho (sɛ ebia, edwam, ayaresabea, sukuu mu).
 - a. Edwam (baako ye ɔdetɔnfoɔ, ɔbaako ye nsrahwɛni, ɔbaako ye ɔkasa asekyerefoɔ a ɔde borɔfo rekyerekyere nsem mu kyere nsrahwɛni no).
 - b. Ayaresabea wɔ Enyiresi Aburokyiman mu (ɔbaako ye dɔkotani, ɔbaako ye ɔpanin yarefoɔ, ɔbaako ye ɔkasa asekyerefoɔ a ɔde borɔfo rekyerekyere nsem mu kyere dɔkotani no)
 - c. Asante Twi adesua mu no (ɔbaako ye ɔkyerekyerɛni, ɔbaako ye sukuuni hɔhɔɔ a ɔfiri Enyiresi Aburokyiman mu, ɔbaako ye ɔkasa asekyerefoɔ a ɔde borɔfo rekyerekyere nsem mu kyere sukuuni hɔhɔɔ no)

Adekyerekwan Nhwɛsoɔ

Ka ɔkasa asekyere ne n'ahodoɔ no ho aseɱ (sɛ ebia, ɔkasa asekyere a ɛgyina asemfua so, deɛ ɛgyina nteaseɛ so, mfeafeaho, ne deɛ ɛkekaho.)

1. Adesua a ɛgyina dwumadie so: Adesuafoɔ nyinaa dwumadie:
 - Bɔ ɔkasa asekyere akyi
 - Bɔ ɔkasa asekyerefoɔ su ahodoɔ no akyi (ɛsɛ sɛ ɔte na ɔsan ka ɔkasa no mmienɛ, nsemfua a ɛfata a yɛde di dwuma ho nimdeɛ ne deɛ ɛkeka ho.).
 - Ka ɔkasa asekyere ahodoɔ no ho aseɱ (sɛ ebia, asekyere a ɛgyina nsemfua so, litraa ɔkasa asekyere, ahosodie ɔkasa asekyere, ɔkasa asekyere a ɛgyina nteaseɛ so, nokorɛdie, nteaseɛ, ne deɛ ɛkeka ho).
2. Ekuo dwumadie/nkabom adesua: Adesuafoɔ no mfrafra mu:
 - Kenkan abasɛɱ a nsemfua beyɛ 300 wom na kyere aseɛ kɔ kasa foforo.
 - Ka wo dwumadie no ho aseɱ kyere adesuafoɔ nkaɛɛ no na montoatoa adwen wɔ ho.

Nkariie Titire: DoK Gyinapɛn 4 - Dwumadie

1. Kyerekyere ɔkasa asekyere ase na ka ɛso mfasoɔ mmiɛnsa wɔ kasasua mu. (*mma 4*)
 2. Ka ɔkasa asekyere baako bi a wode bɛdi dwuma bi na ka deɛ enti a, wode saa ɔkasa asekyere no na ɛbɛdi dwuma no. (*mma 4*)
 3. Paapae aseɱ yi mu; wogyɛ tom anaase wonnye ntom?
“Mfeafeaho ɔkasa asekyere ye adeɛ a ɛye hu yie pa ara”
- Ɛye a ma w'adwenkyere no nsi pi na bɔ awieɛɛ no mua. (*mma 12*)

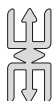
PLC Session 13

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.

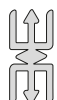
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

Adesuadeɛ Botaeɛ: *Ka Ɔkasa asekyere ho mmara no ho asem (se ebia, asekyerefiri ne asekyerekɔ kasa ho nimdee, amammerɛ ne amanneɛ ho nimdee, Ɔkasa mmara ne kasasua ho nimdee, ne dee ekeka ho)*

Mmɔakyire

Afe 1	Nnawɔtwe 3: Gyina asowɛn, nteaseɛ ne nkyerɛaseɛ ne dee ekeka ho so pɛnsɛmpɛnsɛm Anokasa Nkyerɛkyerɛmu mu.
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ANISISODEɛ: ƆKASA ASEKYERE HO MMARA

Ɔkasa Asekyere Ho Mmɔakyire

Kɔ nnawɔtwe 13 kɔhwehwe Ɔkasa asekyere asekyere, Ɔkasa asekyere ahodoɔ ne Ɔkasa asekyere so mfasoɔ.

Ɔkasa Asekyere Ho Mmara

Ɔkasa asekyere di mmara ahodoɔ bi so. Se Ɔkasa asekyerefɔɔ di saa mmara ahodoɔ yi so a, eboa wɔn ma wɔtumi ma wɔn akenkanfoɔ te abasɛm no ase yie san te asɛntitire a wɔde too dwa wɔ asekyerefiri kasa no mu ase fekɔfekɔfekɔ.

1. Eɛ se woye onipa a wote Ɔkasa mmienɔ no ase: Eɛ se woye obi a wote asekyerefiri ne asekyerekɔ kasa no mmienɔ ase yie na atumi ama woayi nsemfua a efata de adi dwuma.
2. Pɛpɛpɛye: Eɛ se wotumi kyere asekyerefiri kasa no ase sɛdee ne nteaseɛ si tee pɛpɛpɛ wɔ wo kasa no mu.
3. Nokoredie: Bɔ mmɔden se wonnwae anaa wommane mfiri asem pɔtee a asekyerefiri kasa no reka, ne nhyehyeeɛ, enne ne ne botaeɛ ho.
4. Asekyerefann: Hwe se wobɛkyere abasɛm no ase fann sɛdee ebeye a w'akenkanfoɔ mmre ho koraa ansa na wɔate aseɛ.
5. Akenkanfoɔ amammerɛ sodie: Eɛ se wohwe w'akenkanfoɔ no amammerɛ ne wɔn amanneɛ yie sɛdee ebeye a wontwere biribi bɔne biara ntia wɔn mma enkɔfa wati-me-waka-me biara mma.
6. Eɛ se wote sɛdee wɔasi de nsemfua no adi dwuma wɔ Ɔkasamu ahodoɔ a ewɔ abasɛm no mu ase: Eɛ se wote sɛdee wɔasi de nsemfua a adi dwuma wɔ Ɔkasamu ahodoɔ a ewowɔ asekyerefiri abasɛm no mu ase yie na aboa ama woatumi aye nkyerɛase korɔgyenn.
7. Anokorɔ: Eɛ se wotumi de nsemfua korɔ no ara ka asem korɔ no ara wɔ mpen dodoɔ biara a saa asemfua no bɛpue wɔ abasɛm no mu gye se

enam ebia ekwan a wɔafa de adi dwuma no nti, ɛma ne nteasee sesa na afei nso hyehye abasem no wɔ asekyerekɔ no mu sedee wɔahyehye no wɔ asekyerɛfiri no mu no pɛpɛpɛ.

8. Kasasu ahodoɔ: Kyere kasakoa, ɛbe, kasasu ahodoɔ nyinaa ase fann.
9. W'akenkanfoɔ: Hwe nsemfua a w'atiefɔ no bete asee, wɔn amammerɛ ne nneema a wɔhia na fa di dwuma pɛpɛpɛ wɔ w'atwere no mu.
10. Nhyehyɛɛ ne ɛnne: Ɛsɛ sɛ wodi nhyehyɛɛ ne ɛnne a ɛwɔ asekyerɛfiri kasa no mu so wɔ asekyerekɔ kasa no mu.
11. Akenkan ne nsamuye: Nya ɛberɛ kenkan deɛ woatwere no mu yie na hwe siesie mfomsoɔ a ɛwom biara ma ɛnye akɔnnɔ.

Adesua Dwumadie

1. Ka ɔkasa asekyere feko feko so mfasoɔ ho asem
2. Sɛ ɔkasa asekyere bi ankɔyie a, sɛn na esi nya nsunsuansoɔ wɔ ne nteasee soɔ?
3. Kyere abasem a ɛwɔ asee ha yi ase kɔ Asante Twi mu:

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

Adekyerekwan Nhwɛsoɔ

1. Woreka bi afoa deɛ aforɔɔ aka so: Adesuafoɔ no nyinaa dwumadie:
 - Ka ɔkasa asekyere ho mmara no ho asem. (sɛ ebia asekyerɛfiri ne asekyerekɔ kasa ho nimdeɛ, amammerɛ ne amanneɛ ho nimdeɛ, ɔkasa mmara ho nimdeɛ, kasasua ho nimdeɛ ne deɛ ɛkeka ho).
 - Ankorankoro dwumadie:
 - Kenkan abasem a ɛwɔ nsemfua bɛyɛ 300 na kyere asee.
 - Ka wo ɔkasa asekyere no ho asem kyere adesuafoɔ nkaɛ no.

Nkariɛ Titire: DoK Gyinapɛn 3 – Efiɛ Dwumadie

1. Hyehye mmara ahodoɔ enum a ɛwɔ ɔkasa asekyere ho no nnidisɔɔ nnidisɔɔ na kyere senti wohyehyɛ no saa.
2. Gyina ɔkasa asekyere mmara enum no so kyere abasem a ɛwɔ asee ho no ase kɔ Asante Twi mu.

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

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

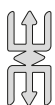
PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

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

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



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

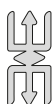
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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
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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 6 Nhwɛakyire

Saa Ɔfa yɛ nhwɛakyire wɔ nneɛma ahodoɔ a yesuaa wɔ nnawɔtwe 12, 13 ne 14 mu no. Ɛkasa fa sɛdɛɛ ɔhareso akenkan ne ɔhareso adehwehwɛ boa wɔ abasɛm tɔfabɔ mu. Ɛsan nso kasa faa ɔkasa asekyere ne emu nsɛm ho, ne titire ɔkasa asekyere ho nimdɛɛ ahodoɔ no ɛnna awiɛɛɛ no ɛkasa fa sɛdɛɛ adesuafoɔ de ɔkasa asekyere ho nimdɛɛ no bekyere abasɛm a ɛwɔ Borɔfo kasa mu ase akɔ Asante Twi mu. Yen ani da so sɛ, adesuafoɔ a wɔafa saa Ɔfa yi mu no de ɔhareso akenkan ne ɔhareso adehwehwɛ ho nimdɛɛ no beɔi dwuma wɔ ɛberɛ a wɔrebɔ abasɛm tɔfa na afei nso wɔde ɔkasa asekyere ho nimdɛɛ no adi dwuma wɔ abasɛm a yɛde bɛma wɔn sɛ wɔnkyere aseɛ nkɔ ɔkasa foforo bi mu no mu.

ƐKWAN A YEFA SO TWA NKARIE TITIRE NNAWƆTWE 12

1. Fa aba 1 ma nsonsonoe no mu biara na fa aba 1 ma nkyerekyeremu a ɔde kaa ho. (mma a emmoro 4)
2. Fa aba 1 ma ɛkwan baako biara a ɔkyeree (mma a emmoro 3)
3. Nneema ahodoɔ a ɛma akwankyerɛ (mma 12)

Ahyenso:



Tɔfabɔ a ɔkasamu a ɛwom boro 8 no, ma no 0.

	<i>Woaye adeɛ pa ara (7-8)</i>	<i>Woaye adeɛ (5-6)</i>	<i>Ɛye kakra (3-4)</i>	<i>Yere wo ho (1-2)</i>
<i>De di dwuma</i>	<i>Tɔfabɔ no tɔ asom. Adwempɔ no nyinaa wom.</i>	<i>Tɔfabɔ no tɔ asom. Adwempɔ dodoɔ no ara wom.</i>	<i>Ɔde abasɛm no bi aka tɔfabɔ no ho ɛnna adwempɔ no mu bi ayera na afei deɛ ɔtwereɛɛ no nso mu nna ho.</i>	<i>Ɔde abasɛm no pii aka tɔfabɔ no ho ɛnna adwempɔ no mu pii ayera anaase emu nna ho.</i>
	<i>Woaye adeɛ pa ara (4)</i>	<i>Woaye adeɛ (3)</i>	<i>Ɛye kakra (2)</i>	<i>Yere wo ho (1)</i>
<i>Asopɛ, agyinahyedeɛ ne ɔkasa mmara.</i>	<i>Mfomsoɔ nketenkete bi na ɛwom.</i>	<i>Mfomsoɔ nketenkete bi ne mfomsoɔ akeseɛ kakra bi.</i>	<i>Mfomsoɔ nketenkete pii ne mfomsoɔ akeseɛ bi.</i>	<i>Mfomsoɔ akeseɛ ne nketenkete pii.</i>

Nnawɔtwe 13

1. (mmuaɛɛ nhwɛsoɔ) Ɔkasa asekyerɛ ne sɛ, worekyerɛ ɔkasa bi ase ako ɔkasa foforo bi mu wɔ atwerɛ kwan so a wonsesa asekyerɛ, amammerɛ ne deɛ abasɛm a worekyerɛ aseɛ no kasa fa ho pɔtee no.

Ɔkasa asekyerɛ so mfasoɔ (osuani betumi aka deɛ ɛdidi soɔ yi mu mmiensa biara)

- a. Ɛboa ma ewiase nnipa nyinaa tumi di nkitaho
- b. Amammerɛ Sua
- c. Edwadie
- d. Nwomasua ne Nhwehwɛmuyɛ

- e. Amansan nkabom ne Ayɔnkofa
- f. Ema wo nsa ka amanebɔ ne nkratoɔ
- g. Ema kankorɔ ba nteasee ne Ahummɔborɔ mu

2. Fa aba 1 ma okasa asekyere a etɔ asom biara na fa aba 1 ma mfasoɔ baako biara (mma a emmoro 4 ma dwumadie no nyinaa)

Woaye adee pa ara (mma 4)	Woaye adee (mma 3)	eye kakra (mma 2)	Yere wo ho (aba 1)
Ahodoɔ no mu baako a ɔyii ne deɛ enti a ɔyii nkyerekyeremu (senti 3 ne deɛ eboro saa)	Ahodoɔ no mu baako a ɔyii ne deɛ enti a ɔyii nkyerekyeremu (senti 2 ne deɛ eboro saa)	Ahodoɔ no mu baako a ɔyii ne deɛ enti a ɔyii nkyerekyeremu	Ahodoɔ no mu baako a ɔyii a nkyerekyeremu biara nka ho

3.

	Woaye adee pa ara (mma 7-8)	Woaye adee (mma 5-6)	eye kakra (mma 3-4)	Yere wo ho (mma 1-2)
Emu nsem	Akyinnyegyee susutwere a etɔ asom ne nhwesoo a efata. Awiee a etɔ adwene mu.	Akyinnyegyee susutwere a etɔ asom ne nhwesoo a efata. Awiee a etɔ adwene mu kakra	Akyinnyegyee susutwere a eduru baabi a, eye kakra, a nhwesoo ka ho nanso ekɔ efa baako mu. Awiee no bae nanso nteasee nnim.	Wamfa nhwesoo amma akyinnyegyee susutwere no mu enna adwempɔ papa biara nni mu. Wantwere awiee kasapɛn no.

	Woaye adee pa ara (mma 4)	Woaye adee (mma 3)	eye kakra (mma 2)	Yere wo ho (aba 1)
Nhyehyee, asope, agyinahyedee ne okasa mmara.	Nhyehyee a nteasee wom, mfomsoo nketenkete kakra bi wom.	Nteasee wo nhyehyee no mu, mfomsoo nketenkete bi wom enna mfomsoo akese kakra bi.	Eduru baabi a, nteasee nnim, mfomsoo nketenkete pii wom ne mfomsoo akese bi wom.	Nteasee nnim, mfomsoo nketewa ne akese wom.

Nnawɔtwe 14

1. Fa aba 1 ma mmara biara a okariie. Se ebia, I, Mesusu se, se woye onipa a wote okasa mmienno ase a, eboa ma wotumi yi yi nsemfua a efata de di dwuma wo eberɛ a wɔrekyere okasa ase.

Mmara ahodoɔ a yɛaka ho aɛm nonom ne Pɛpɛpɛyɛ, Nokoredie, Asekyerɛfann, Akenkanfoɔ amammerɛ sodie, Ɛsɛ sɛ wote sɛdɛɛ wɔasi de nɛmfua no adi dwuma wɔ ɔkasamu ahodoɔ a ɛwɔ abasɛm no mu ase, ne dɛɛ ekeka ho.

2. Fa aba 1 ma ɔkasamu biara a ɔkyerɛɛ aseɛ yie

Ɔkyerɛɛ ɔkasamu 8 ase yie a - mma 8

Ɔkyerɛɛ ɔkasamu 7 ase yie a - mma 7

Ɔkyerɛɛ ɔkasamu 6 ase yie a - mma 6

Ɔkyerɛɛ ɔkasamu 5 ase yie a - mma 5

Ɔkyerɛɛ ɔkasamu 4 ase yie a - mma 4

Ɔkyerɛɛ ɔkasamu 3 ase yie a - mma 3

Ɔkyerɛɛ ɔkasamu 2 ase yie a - mma 2

Ɔkyerɛɛ ɔkasamu 1 ase yie a – aba 1

ƆFA 7: AFAHYE AHODOƆ

ADESUADEE: AMAMMERE NE AMANNEE NE AMAMMUO

Adesua nkorabata: Amammerɛ ne Amanneɛ

Adesua no Botae: *Yɛ nhwehwɛmu fa afahyɛ so mfasoƆ wɔ amammerɛ ahodoƆ a ɛwɔ Ghanaman mu ho.*

Adesua mu Nimdeɛnya: Da nimdeɛ ne nteaseɛ adi fa Nananom-som afahyɛ ahodoƆ ho

NNIANIMU NE ƆFA YI MU TƆFABƆ

Saa Ɔfa yi hwe amammerɛ ne amanneɛ ne amammuo. Ɛpensempensem nananom-som afahyɛ ahodoƆ ne ɛso mfasoƆ wɔ Ghanaman mu. AdesuafoƆ no besua nimdeɛ ahodoƆ a ɛfa Ghana amammerɛ ne amanneɛ ho na wɔde saa nimdeɛ a wɔbenya no atoto sɛdeɛ wɔsi di afahyɛ wɔ nkuro ahodoƆ so wɔ Ghanaman mu ha. Saa nimdeɛ yi beboa adesuafoƆ ama wɔahunu wɔn amammerɛ ne amanneɛ ne afoforɔ nso deɛ wɔ Ghanaman mu. Ɛbesan aboa ama yeakora yen amammerɛ ne amanneɛ. AdesuafoƆ benya nteaseɛ na wɔn ani agye afoforɔ amammerɛ ne amanneɛ ho na ɛnam saa ye so de nkabom ne afoforɔ amammerɛ nnyetom nso aba. Saa Ɔfa yi ho behia ama adesuafoƆ ne titire no, ɛnye sɛ wɔresua Ghana kasa nko ara na mmom, ɛde twaka bi beto Asetenam ho adesua ne abakɔsem ho adesua mu ntam. Ɔfa yi bema adesuafoƆ anya nimdeɛ ne nteaseɛ sononko afa wɔn ankasa amammerɛ ne amanneɛ ne afoforɔ nso deɛ ho wɔ asetena mu. Yɛhyɛ ɔkyerekyerɛfoƆ no nkurane sɛ, ɔnniyina nkabom adesua nhyehyɛɛ, adesua akadeɛ ahodoƆ, adesuafoƆ ahodoɛn nhyehyɛɛ ne nkariie dwumadie ahodoƆ so mfa mmoa adesua no.

Nnawɔtwe ahodoƆ ne adesuadeɛ ahodoƆ a ɛwɔ Ɔfa yi mu ne:

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

ADEKYERƐKWAN NHWƐSOƆ TƆFABƆ

Adekyerɛkwan nhwɛsoƆ ahodoƆ a wɔde adi adwuma wɔ Ɔfa yi mu no ye akwan ahodoƆ a wɔfa so kyere Ghana kasa mu nimdeɛ ahodoƆ.

Adesua a Eɣyina Dwumadie so ye adekyerekwan a wɔde asetena mu ɔhaw a emu ye den di dwuma se adesua no nnyinaso, na eboa adesuafoɔ ma wɔte nsusuiɛ ne nnyinasosem ase denam wɔn ankasa nhwehwemu ne dwumadie so, sen se ɔkyerekyerɛfoɔ no ankasa beka nokwasem ne nsusuiɛ no pɔtee akyere wɔn. Saa kwan yi bi ne ankorankoro adesua, baanu baanu adwumaye, kuo ahodoɔ a emufoɔ nwomanim adi afra anaa mmarima ne mmaa adi mu afra, ne adesuafoɔkuo no nyinaa dwumadie ahodoɔ a adesuafoɔkuo kasakyere (class presentation) ka ho. Saa adekyerekwan ahodoɔ yi boa ma adesuafoɔ no nya adwene a emu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodie ho nimdee amapa. Bio, ema wɔn akwannya ma wɔde bom ye adwuma, sua ekuo mu adwumaye ne ɔkannifoɔ abrabɔ. Adesuafoɔ sua senea wɔbeboaboa nsem ano, ye mu nhwehwemu na wɔahwehwe mu de anya nsemmisa ho mmuaee, na yei ma wɔnya nimdee a eho hia wɔ adwuma wiase mu. Adesuafoɔ a wɔwɔ adenim ho adomakyedee ne nimdee soronko, wɔma wɔn dwumadie foforo te se se wɔbeyɛ wɔn mfefo asuafo akwankyerɛfoɔ anaa akuo akannifoɔ, de aboa wɔn mfefoɔ ma wɔate nsusuiɛ a wɔrekyere no ase yie. Wɔhyɛ akyerekyerɛfoɔ nkuran se, wɔnye ahweyie mma adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodie mu no, na wɔmfa akwan pa ahodoɔ so ntenetene wɔn mfomsoɔ ne wɔn adwenkyeae ahodoɔ wɔ ɔkwan a efata so.

NKARIIE TƆFABɔ

Akwan ahodoɔ a wɔbefa so aye nkariie wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafoɔ no nimdee, wɔn nteaseɛ ne wɔn tumi a wɔde dwene a emu dɔ no hwe pɛpɛpɛ. Mmuaee ahodoɔ a wɔde ma daa no boa ma adesuafoɔ no kɔ so nya nkɔsoɔ anaa mpontuo wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkariie akwan ahodoɔ a wɔde di dwuma no boa ma ɔkyerekyerɛfoɔ hunu sɛdeɛ adesuafoɔ no ate Ghana amammerɛ afahye ahodoɔ no ase afa. Nkariie no mu wɔ gycinapɛn nnan a ekasa fa adwene a emu dɔ ne nsusuiɛi a ekɔ nkan ho. Nkariie dwumadie no hyɛ aseɛ firi nsemmisa ahodoɔ, nsemmisa a anoyie ye abasem-tiawa twere anaa anodisem kasakyere so de hwe se adesuafoɔ betumi ada wɔn nteaseɛ adi na wɔde adi dwuma. Eɛ se akyerekyerɛfoɔ de daadaa ne awieeɛ nkariie akwan ahodoɔ di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔsoɔ ho. Yei ka nkontabuo ne mmuaee a wɔde bema a ekyere osuani biara nkɔsoɔ anaa ne mpontuo a ɔrenya wɔ bere tenten mu.

Ye nkariie nhyehyeeɛ tɔfabɔ ma adesuafoɔ dwumadie no. Se ebia;

AdesuafoᏊ dwumadie	DOK Gynapen	Nkariie Akwan AhodoᏊ
Pensempensem Nananom-som Afahye ahodoᏊ wᏊ Amammerɛ ahodoᏊ no mu ne ɛso mfasoᏊ.	4	Nsemmisa ne Mmuaeɛ
Fa afahye ahodoᏊ a ɛko so wᏊ amammerɛ ahodoᏊ no mu toto nkaeɛ a ɛko so wᏊ Ghanaman mu no ho.	4	Nsemmisa ne Mmuaeɛ

NNAW3TWE 15

Adesuade3 Bota3: *Pensempensem nananom-som afahye w3 Amammere ahodo3 mu ne eso mfaso3*

ANISISODE3: AFAHYE AHODO3

Afahye asekyere

Nananom-som afahye ye dwumadie bi a w3ahyehye ato w3 bere bi mu a w3nam 3kasa, nnwom ne asa sononko bi so 3da amammere ne amanne3 ne honhom mu nneema titire bi adi.

Afahye so mfaso3 ma amammere ne amanne3

Afahye so mfaso3 d33so pa ara. 3mu bi ne de3 3didi so3 yi:

- a. **3ma yen amammere ne yen agyapade3 ase tim** - Nananom-som afahye die ye 3kwan a w3fa so ma amammere ne agyapade3 ase tim w3 nnipa ntam. Nananom-som afahye ye dwumadie bi a w3de gyina h3 ma mp3tam amammere ne amanne3 na w3san nso de hye abosom ahodo3 animuonyam. 3boa ma y3hunu 3kwan a w3faa so de kyekyeree kuro bi ne akannifo3 anaa akonini bi a w3kyekyeree kuro no ne sa pa a w3twa too h3 maa nkyirimma. Nananom-som afahye mu no, w3de kae nananom ne akonini bi a w3ko tiaa aboro3fo de gyee nsase too h3 maa yen, w3n a w3ko de tiaa mmusuo ahodo3 ne w3n a w3ko de b33 asase ho ban. Afahye ye dwumadie ahodo3 sononko bi a nnipa nam so de enidie a 3fata ma ahonhom a w3susu s3 w3n so baa mfaso3 maa w3n kuro ne 3man no.
- b. **Nkyer3kyere:** W3nam afahye so tumi de nkyer3kyere amapa a 3fa 3bra pa ho ne ahonhonsom mu dwumadie ahodo3 gya nkyirimma w3 3kwan sononko so bere a w3nam agodie ahodo3 so ma ahonhom ahodo3 si akan .
- c. **3de nkabom ne koroy3 ba yen ntam:** Afahye bere mu no, nnipa binom san ba w3n nkyi, de3 w3firi na yei kyere nnipa sononko a w3ye w3 w3n asetena mu. Nnipa no nyinaa de koroy3 hwehwe 3kwan a w3betumi afa so adi 3haw bi so na 3nam so ama w3anya anigyee ne yiedie w3 abrab3 mu.
- d. **3man sisikas3m:** Yei ye bere a kuromafo3 no tumi di dwa de nya sika b3 w3n ho 3siane 3d3m a w3ba kuro no mu nti.
- e. **Mpuntu-nnwuma ahodo3:** Afahye ye bere a w3nam so de p3 sika de boa mp3tam h3 mpontuo. Saa bere no mu, mpanimfo3 ne amanfo3 a w3w3 mp3tam h3 no gyegye sika de ye mpontu-nnwuma ne nneema a 3ho hia bi te s3, nsuo, sukuudan, edwa, ne biribi a mp3tam h3fo3 no behia.

- f. Anigyedee: Afahye boa ma nnipakuo ahodoɔ nya anigyee sononko wɔ dwumadie ahodoɔ a wɔda no adi wɔ honhom ne amammere ne amannee kwan so wɔ wɔn mpɔtam ho no mu.
- g. Wɔde sre adee firi abosom ho: Bio, afahye ye bere sononko a nipa a wɔwɔ ɔhaw ahodoɔ no fa saa akwannya no so de wɔn awerehoɔ ne wɔn amanehunu to abosom anim sedee ebeye a wɔbɛhyira wɔn ama wɔn anya asetena pa.

Nananom-som Afahye Ahodo

Ghanaman yi mu, wɔgyina dwumadie ahodoɔ so de di nananom-som afahyɛ ahodoɔ. Saa afahyɛ yi mu bi ne nnɔbaɛ afahyɛ ne adikanfoɔ/akannifoɔ afahyɛ a wɔdi no afe biara mu a ɛda amammerɛ ne amannee sononko bi adi. Deɛ ɛdidi soɔ yi ne nnɔbaɛ afahyɛ ne adinkanfoɔ/akannifoɔ afahyɛ ahodoɔ a agye din wɔ Ghanaman mu ha.

Ннобае Afahye

- **Homowo Afahye:** Gafɔɔ a wɔwɔ Nkran na wɔdi saa afahye yi de kyere se, wɔafiri ekɔm keseɛ bi mu. Afahye no mu no, wɔdi dwuma ahodoɔ bi te se, tweneka ne asa, nnwontoɔ na wɔkyekye nnuane bi te se, kpokpoi ne nsa ahodoɔ.
- **Gologo Afahye:** Nnipa bi a wɔfiri Eserem Apueɛ Mantam mu (Talensifoɔ) na wɔhye saa fa yi de sre abosomfoɔ se, wɔmmaa mma wɔn nnɔbaeɛ nso dɔɔɔ na wɔnsan mmɔ wɔn ho ban wɔ afuye bere a edi wɔn anim no mu. Wɔdi saa afahye yi wɔ Ɔbenem anaa Oforisuo mu ansa na wɔn afuye keseɛ no aduru so.
- **Samanpiid Afahye:** Builsafoɔ a wɔwɔ Eserem Apueɛ Mantam na wɔdi saa afahye yi na wɔnam so de aseda ma wɔn abosom se wɔabɔ nnipa ne mfudeɛ ho ban wɔ afuye bere mu.
- **Asogli Bayerɛ Afahye:** Asoglifoɔ a wɔwɔ Firaw mantam mu na wɔdi saa afahye yi de da wɔn abosom ne wɔ nananom ase se wɔama wɔn bayerɛ abobɔ akeseɛ saa. Wɔka twene di asa san didi nom de gye wɔn ani wɔ wɔn Bayerɛ Afahye no mu.
- **Kundum Afahye:** Ahantafoɔ ne Nzemafoɔ a wɔwɔ Atɔɛ Mantam mu na wɔdi saa nnɔbaeɛ afahye yi. Wɔdi saa afahye yi de da wɔn abosom ase se wɔn mfudeɛ aso nnɔbaeɛ dɔɔɔ.
- **Ngmayem Afahye:** Krobofoɔ a wɔwɔ Apueɛ Mantam mu na wɔdi saa afahye yi de kyere se, wɔn nnɔbaeɛ-twabere no aba awie na wɔsan de da wɔn abosom nso ase se wɔaboa ama wɔn nnɔbaeɛ aso dɔɔɔ.

- ***Odwira Afahye:*** Akropɔn-Akuapemfoɔ a wɔwɔ Apuee Mantam mu na wɔdi saa nnɔbae afahye yi de da wɔn nkonimdie ho abakɔsem adi na wɔsan nso de dwira wɔn nsase ho.

Akannifoɔ/Adinkanfoɔ Afahye

- ***Adae-Kese Afahye:*** Asantefoɔ na wɔdi saa afahye yi de hye wɔn akannifoɔ a wɔawuwuo animuonyam na wɔsan nso de sre nhyira firi wɔn nkyen wɔ bere a wɔabɔ edwa kesee a wɔreka twene na wɔredi asa.
- ***Akwaside Afahye:*** Asantefoɔ na wɔdi saa afahye yi wɔ nnawɔtwe nsia biara mu de hye wɔn nsamanfoɔ animuonyam wɔ bere a wɔresi ntwene so redi asa na wɔrekyekye nnuane ne nsa ahodoɔ.
- ***Hogbetsotso Afahye:*** Anlo Ewefoɔ a wɔwɔ Firaw Mantam mu na wɔdi saa afahye yi de kae wɔn kwan bi a wɔtu de firii Notsie, a enne wɔfre hɔ Togo baa Ghana no.
- ***Fetu Afahye:*** Mfantefoɔ a wɔwɔ Oguaa ne Elmina na wɔdi saa Akannifoɔ a wɔawuwuo afahye yi. Wɔdi saa afahye yi wɔ nnawɔtwe a edi kan wɔ ɛbɔ bosome no mu de hye wɔn abosom ne wɔn nsamanfoɔ animuonyam wɔ wɔn bammɔ ho.

Afahye Nkaee no

- ***Aboakyir Afahye:*** Effutufoɔ a wɔwɔ Winneba na wɔdi saa afahye yi na wɔnam so ye ha de kɔ kyere ɔnwansane ani mmono so de gyina hɔ ma wɔn kwan bi a wɔtuɛ.
- ***Bakatue Afahye:*** Elminafɔɔ a wɔwɔ Mfinimfini Mantam mu na wɔdi saa afahye yi wɔ bere a nnipa binom rehare kodoɔ no, na binom nso reka ntwene de kyere wɔn nam-yie bere ahyeaseɛ.
- ***Damba Afahye:*** Dagombafoɔ, Gonjafoɔ ne Nanumbafoɔ a wɔwɔ ɛserem Amantifi Mantam na wɔdi saa afahye yi de kae Nkɔmhyeni Mohammed awoɔ ne ne dintɔɔ.
- ***Akwanbɔ Afahye:*** Ajumakofɔɔ, Breman Esiamfoɔ, Enyan Abaasafoɔ ne wɔn a wɔkeka ho na wɔhye saa fa yi de dodo akwan a ɛkɔ asuo-ho, mfuom ne amansan-mmeaɛ ahodoɔ na wɔsan nso de hye wɔn nsamanfoɔ animuonyam.
- ***Asafotufiami Afahye:*** Adafoɔ a wɔwɔ Nkran Pumpuni Mantam mu na wɔdi saa afahye yi de kae wɔn nanannom ko a wɔkoe wɔ bere a na wɔfiri Ile Ife reba beaɛ a enne wɔteɛ yi no.
- ***Kloyosikplemi Afahye:*** Yilo Krobofoɔ na wɔdi saa afahye yi de kae bere a na wɔfiri Kloyomi (Krobo mmepɔso) reba beaɛ a wɔteɛ enne yi.

Adesua a ɛgyina Dwumadie ahodoƆ so

1. Kyere Nananom-som afahye ase.
2. Twere afahye ahodoƆ mmiensa a wɔdi no wɔ Ghana na ma ɛmu biara ho nhwesoƆ mmienu mmienu.
3. Twere afahye a nnipa a wɔwɔ wo mpɔtam di na ye nhwehwemu fa senti mmiensa a nnipa a wɔwɔ wo mpɔtam ho beko so adi saa afahye no.

Adekyerekwan nhwesoƆ

1. Adesua a ɛgyina dwumadie so

- AsuafoƆ no nyinaa dwumadie: Pensempensem Nananom-som afahye ahodoƆ mu.

2. Ekuo dwumadie/nkabom adesua

Ekuo a ɛmu adesuafoƆ no mu bi nnwoma-nim wɔ soro na ɛbinom nso deɛ wɔ fam mu no,

- Pensempensem afahye ahodoƆ a wɔdi no wɔ Ghana mu.
- Twere afahye ahodoƆ a wɔdi no wɔ amammere ahodoƆ mu wɔ Ghana no so mfasoƆ.
- Hwe sini a ɛfa Nananom-som afahye ahodoƆ a wɔdi no wɔ amammere ahodoƆ mu wɔ Ghana no ho.

3. AdesuafoƆ no nyinaa mpensempensemu

- Pensempensem deɛ ɛkoƆ so wɔ sini no mu (ɛdeen fa na wɔrehye? Hwannom na wɔrehye saa fa no? Aden nti na wɔrehye saa fa no? Ehefa na na wɔrehye saa fa no? ɛbere ben (wɔ afe no mu) na na wɔrehye saa fa?
- Ye nhyehyee fa w'anodisem a wode beko dwa fa nneema a wohunuu no wɔ sini no mu ho na mompensempensem mu.

Nkariɛ Titire: DoK Gyinapɛn 4 – Nsemisa ne mmuaɛɛ

1. Ye nhwehwemu na si gyinaɛ fa nsɛnkyerɛnnɛɛ ahodoƆ ne ne nkyerɛaseɛ a nananom-som afahye mu dwumadie ahodoƆ no da no adi wɔ wo mpɔtam. (Mma10)
2. Ye nhwehwemu fa nananom-som afahye dwumadie wɔ ɔman mpontuo ne asetena mu akontabuo ho. (Mma10)

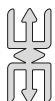
PLC Session 15

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.

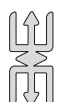
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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-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 16

Adesuadeɛ Botaeɛ: *Fa afahye a ewɔ amammere ahodoɔ mu no toto afoforɔ amammere a ewɔ Ghanaman mu no ho*

ANISISODEɛ: GHANA AFAHYE AHODOƆ NTOTOHO

Ghana afahye ahodoɔ (Akaakaɛɛ)

Nananom-som afahye ye nnipakuo bi amammere ahodoɔ a ɛgyina abakɔsem, gyidie ne amanneɛ ahodoɔ so. Dwumadie ahodoɔ no bi wɔ ho a, wɔnam nnipakuo bi amammere, wɔn som anaa nnaaseɛ ne amanneɛ ahodoɔ a wɔahyehye ato ho wɔ bere bi a atwam so na wɔde die. Eduru nananom-som afahye ahodoɔ no so a, wɔde kasa sononko na ɛdi dwuma na wɔde nnwom, tweneka ne asa sononko nso di dwuma no akyi.

Akwan a wɔfa so di afahye ahodoɔ wɔ Ghana nkuro ahodoɔ so: Nnipakuo ahodoɔ wɔ akwan ahodoɔ a wɔfa so di wɔn afahye. Dee ɛdidi soɔ yi ye nneɛma pɔtee bi a ɛda di wɔ afahye binom a wɔdi no wɔ Ghanaman mu ha mu.

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

Nneɛma titire a ɛko so wɔ mu no mu bi ne sɛ; wɔbra dedeye, wɔye wɔn ankasa nnuane ahodoɔ de bi kyekye, anwonsɛm-ka, tweneka ne asa ne dee ekeka ho.

Ahosiesie

Ɔkɔmfɔɔ a ɔgyina ho ma abosom nkumaa no na ɔdi ahosiesie no anim. Wɔdua aburoo de kyere sɛ, wɔwɔ koomye bere mu na wɔsan nso de yi apaɛɛ ma asase no. Yei na wɔgyina so de bra tweneka ne dedeye ahodoɔ no.

Ansa na wɔbɛyi dedeye a wɔabra afiri ho no, wɔye amanneɛ ahodoɔ bi wɔ ɛda a wɔfre no “odadao” mu. Wɔpata asuo ɛpo, na afei wɔde ntaafɔɔ afahye a wɔfre no “yeeyeyee” atoa so. Wɔdi Homowo afahye no ankasa wɔ Memeneda a ɛto so mmieniu wɔ Ɔsanaa bosome biara mu.

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

Wɔsiesie wɔn ho amammere kwan so (wɔn afadeɛ).

Afahye no die

Wɔto santen a akannifoɔ ne mpanimfoɔ atitire bi di kan de hye afahye no die ase.

Nnwontɔɔ ne asa ko so wɔ afahye no mu.

Wɔn a wɔrehye fa no de wɔn afadee ne nneɛma ahodoƆ dura wɔn ho.

Wɔbɔ afɔdee ma abosom ne nsamanfoɔ.

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

Mmusuakuo ahodoƆ nso ye wɔn ankasa kpokpoi na wɔakyekye ama wɔn ho wɔn ho.

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

Amannɛ sononko ahodoƆ

- ***Adidie ne ɔnom:*** Wɔnoa tete nnuane ahodoƆ kyekye na nnipa ahodoƆ ba beɔdi bi.
- ***Tete tweneka ne asa:*** Wɔnam asa den so de da Gafoɔ amammerɛ ahodoƆ adi.
- ***Amammerɛ mu oyikyere:*** wɔda tete adwinnie, anwinnee ne dwumadie ahodoƆ bi adi.
- Wɔde nnaaseɛ-som a wɔfrɛ no ɣɔɔ wala (bere a yede ka nsempa ma ye ho) ne tseɛse bulemɔ (yereto deɛ atwam no atwene) na ewie afahye no.

Eso mfasoɔ

Wɔde Homowo afahye no da Nkranfoɔ/Gafoɔ nnɔbaeɛ twabere adi na wɔsan nso de da abosomfoɔ ase sɛ wɔama wɔn nnɔbaeɛ aba beɔree.

Ɛde nkabom ba, ɛda amammerɛ adi na ɛde baakoye sononko bi beɔto mpɔtam hɔfoɔ ntam.

Odwira Afahye: Ɛye fa a ahemfo ne nnipa a wɔwɔ Fanteakwa Mansini a ɛwɔ Apueɛ Mantam mu wɔ Ghana na wɔ hye. Nnipa a wɔwɔ Akropong-Akuapim, Aburi, Larteh, Mamfe ne deɛ ekeka ho na wɔdi Odwira afahye no. Wɔdi saa afahye yi afe biara wɔ Ɛbɔ ne Ahinime bosome mu. Amammerɛ kwan so no, wɔhyehye afahye da no ma ene wɔn twabere da a nnuane abu so no hyia wɔ bere korɔ no ara mu; na saa bere no, na nnipa no de nnaaseɛ rema wɔn nsamanfoɔ. Ɛsiane sɛ eye Bayerɛ afahye no nti, nnaaseɛ a wɔde ma wɔn nsamanfoɔ fa wɔn nnɔbaeɛ a abusɔ no ho nti da adi wɔ “nnuane a wɔde ma nsamanfoɔ no” mu.

Odwira afahye die no gyina bere tenten mu dwumadie nhyehyeeɛ ahodoƆ sononko a wɔahyɛda ahyehye firi tete bere mu de besi enne so bi na ɛdidi soɔ yi:

Adaebutu

Yei ye bere a nananom ye dinn a wɔmpɛ dede biara. Nna aduannan a ɛdi 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 Dwoada

Akanfoɔ amammere mu no, wɔwɔ gyidie bi sɛ, ahemfo nwu koraa. Mmom, ahemfo kɔ “akuraa”. Odwira afahye Dwoada no, wɔbɔ ɔkwan a ɛkɔ saa akuraa no ase. Saa dwumadie kronkron yi mu no, wɔbɔ ɛkwan a wɔfa so wɔ bere a wɔrehye fa firi Akropong a ɛye Okuapeman kuropɔn no mfinimfini de kɔsi Banmu a wɔfrɛ hɔ Amanprobi. Tete bere mu no, na Abrafoɔ ne wɔn hene, Adumhene na na wɔdi saa afahye yi mu dwumadie ahodoɔ anim. Ɔkwan a na wɔbɔ no ye nsenkyerenne a ɛkyere sɛ, yen nsamanfoɔ (Nananom) beba abɛdi Odwira afahye no bi wɔ Okuapehene ahemfie.

Odwira da Benada

Wɔgye di sɛ, Odwira ye honhom mu akyɛdeɛ sononko a ɛfiri adehye-busua no Nananom nsamanfoɔ nkyɛn. Saa da no, Gyaasehene a na ɔye amanhene ɛnum no mu baako wɔ Akuapem nananom nsase so a na ɔhwɛ ye ntotoeɛ wɔ wɔn amammuo no mu a ɔsan da nhemfo no nyinaa ano to ne nsa frɛ Banmuhene (Ɔhene a ɔhwɛ Banmu ne nananom nsamanfoɔ so).

Gyaasehene de to Banmuhene anim sɛ, Okuapehene, a wɔsan frɛ no Ɔmanhene no aye krado sɛ ɔbɛdi Odwira afahye no. Gyaasehene de adwumasono bi hye Banmuhene nsa sɛ, ɔnkɔ kwaeɛ kronkron no mu, baabi a Banmu wɔ no na ɔne nsamanfoɔ (Nananom) nkɔ kasa na ɔnnye Odwira no mfiri Nananom hɔ mfa mmre Okuapehene.

Bio, Odwira da Benada mu no, baasonfoɔ a wɔgyina hɔ ma afie-nkonnwa ahodoɔ nson a ɛwɔ Akropong da bayere a wɔatu no foforo adi. Wɔye yei wɔ Kubri efie no mu. Ansa na saa ɛda ne dɔnhwere yi bɛduru so no, ɛye akyiwadeɛ kesee sɛ onipa biara a ɔte Akuapem nkuro no mu biara so de bayere foforo no bi beka n’ano. Saa ara na wɔmma ho kwan wɔ kuro no ankasa mu nso. Okuapehene tena n’adwamu de twɛn kɔsi sɛ Banmuhene ne n’apamfoɔ de nhyira a ɛfiri Odwira mu beba. Ɔbetumi adi Odwira afahye no a, gye sɛ Banmuhene ne n’apamfoɔ no de nananom nsamanfoɔ nhyira aba ansa.

Banmuhene nya ba a, ɔkɔ Okuapehene nkyɛn, ɛhɔ na wɔde ntoma sononko bi a wɔde di afahye no kata wɔn tiri, na wɔwɔ gyidie bi sɛ, Baamuhene ne Okuapehene nko ara na ɛsɛ sɛ wɔhunu deɛ nananom nsamanfoɔ no de baɛɛ anaa somaɛɛ. Yei akyiri no, wɔyi ɛso anaa bra a wɔabra dedeye no firi hɔ koraa.

Odwira da Wukuada

Saa da yi mu no, Akropɔn kuro no mu nyinaa kɔ ayiye tebea mu. Wɔn afadeɛ wɔ saa da no mu ye tuntum ne kɔkɔ wɔ ɛbere mmusuakuo ahodoɔ wɔahyia no de rekae wɔn a wɔawuwu koro no. Okuapehene kɔsra afie-nkonnwa ahodoɔ nson a ɛwɔ Akropong no nyinaa – Aboasa, Asona, Twafo, Benkum, Kyeame ne Akrahene koma wɔn yaako.

Ansa na adeɛ bekye wɔ saa ɛda yi mu no, wɔkaakae Nananom nsamanfoɔ ne amanfoɔ a wɔfiri afipam ahodoɔ a ɛwɔ Akropɔn mu a wɔawuwu koro wɔ mfee a atwam no nyinaa de hye wɔn animuonyam. Wɔsusu sɛ, Nananom nsamanfoɔ a wɔn nti wɔhye da bɔ kwan no beba abeka Odwira afahye no die ho wɔ sunsum mu.

Odwira da Yawoada

Okuapeman gye Onyankopɔn di na wɔ ɛbere a wɔde wɔn aseda rema No no, wɔsan de ennidie a ɛfata ma Omanhene – onipa biara a ɔte Ofori Kuma ankonnwa no so no. Saa ɛda yi mu no, Okuapehene fura ntoma fɛfɛfɛ de nneɛma ahodoɔ yeye ne ho na ɔtena n'adwamu de gye nkyea firi oibara a ɔpe sɛ ɔba besom no no ho.

Saa bere yi mu no, abaayewa sɔsɔ bi, Omanhene ayerenom no mu baako hyehye ne ho gɔsɔ de nantee to fam wɔ kuro no abɔntene so de ɛto sononko koma ne kunu. Akyire yi wɔ ɛda no mu no, onipa a ɔhwɛ banmu ho so – Banmuhene ne n'apamfoɔ nso to santene de ɛto no bi kɔ Nsurem – ahomegyebea kronkron a ɛdi kan ma ɔmanhene a ɔdi kan wɔ Okuapeman mu de ɛto no koma nananom nsamanfoɔ. Ahenfo nkae a wɔfiri afie ahodoɔ no mu nso kɔ ye adekoro no ara bi.

Anwummere nnɔnson mu no, Okuapehene ne n'atenankonnwa-nhenfo nnum no – Gyaasehene, Benkumhene, Nifahene, Adontenhene ne Kurontihene, kɔ nkonnwafie ma obara kɔhye ne nsuaɛ mu kena na wasan aka ntam afa n'ahofama a ɔwɔ de ma Ofori Kuma akonnwa no akyerɛ nananom. Saa afahye mu dwumadie keɛɛ yi ye nkabom ho nsenkyerenne a ɛda adi wɔ Akuapemman mu.

Ɛbɔ anadwo nnɔndu a, wɔma oibara wɔhye ne efie wɔ bere ɛsum kabii aba mu no. Akropɔn kuro no mu tɛm dinn wɔ bere a Abrafoɔ no soa Okuapeman akonnwa keɛɛ ne ahenfie nneɛma ahodoɔ bi de fa Akropɔn kuro no akwan bi so de kɔ Ademi mu (asuo a abakɔsem bi da ho) kɔdwira nneɛma no ho na wɔaye ɛho amanneɛ ahodoɔ. Wɔresan aba a, wɔde wɔn ho ne nkonnwa ne ahenfie nneɛma ahodoɔ a wɔako dwira ho no bekyere Okuapehene. Wɔwɔ gyidie bi sɛ, bere a wɔreyɛ saa amanneɛ yi no, ɛye musuo sɛ obi a ɔnka nnipa a wɔredi dwuma no ho behunu wɔn. Saa kokoam adeye yi mu no, Okuapehene bɔ ne ho

adagya na wɔde ntoma nsensannee kronkron bi akyekyere ne ho na wato tuo mprensa de akyere se eɔa no mu dwumadie nyinaa aba n'awiee. Yei nso san kyere se, Omanhene no wɔ ho kwan se ɔɔɔ dwa wɔ eɔa etoa so no mu.

Odwira da Efiada

Saa da yi ho hia pa ara efiri se, eno ne afahye dwumadie ne amammere no mpɔnpɔnsoɔ. Ahenfo, mpanimfoɔ ne Okuapemanfoɔ nyinaa hyia mu wɔ Mpeniase – (dua a eɔi kan a wɔɔuaee wɔ eɔa a eɔi kan a Akropɔn beyee Okuapeman kuroɔn no. Ne saa nti, efiri saa da no, wɔde Mpeniase aye nsɛnkyerenne a eɔyina hɔ ma beaee a Akuapem ahonhom no tee) de enidie akɔma nananom. Wɔn a wɔkɔ nhyiamudie yi ase bi ne asɔfoɔ, aban mpanimfoɔ ne wɔn a wɔkeka ho na eho na Okuapehene bu akonta fa dwumadie ahodoɔ a ekɔɔ so wɔ afe a etwaa mu no mu na ɔde mpuntu-nnwuma ahodoɔ a ɔpe se eba ɔman no mu wɔ afe a eɔi wɔn anim no mu nso ato dwa. Aban ne ɔmanfoɔ a wɔwɔ kurom hɔ ne amanɔne nso de wɔn anodisem ne wɔn mmoa to Okuapehene anim.

Omanhene de ɔman no mu nsem ahodoɔ nyinaa to nnipa a wɔwɔ Okuapeman mu no anim. Abakɔsem a efa afahye yi ho kyere se, saa eɔa yi pa ara na ahɔhoɔ pu ba kuro no mu pa ara. Saa eɔa yi anadwo, dwumadie ahodoɔ bebreɛ a efa anigyee ne agodie ho na ekɔ so wɔ kuro no mu. Nnwumakuo ahodoɔ nso fa saa akwannya yi so de bɔ wɔn adwatɔndee ho dawuro wɔ bere a wɔbehyehye dwumadie ahodoɔ anaa wɔde wɔn mmoa betaa afahye no akyi.

Odwira ye dwumadie kesee a eɔa nnepa ahodoɔ pii te se amammere ne amannee, adwinnie, nnwom, afadeɛ ahodoɔ, nnwinadeɛ, nnuane ne dee ekeka ho. Amammere ne amannee ahodoɔ a eɔa adi wɔ afahye no mu no bue akwanya foforo de ma nnipa. Yedo ye amammere, yebɔ yen dee ho ban na yeda no adi de kyere sedee esi som bo ma yen fa. W'ani agye Akuapemfoɔ ne wɔn kasa sononko no ho a, fa yei ye akwannya na besra yen. Eye ye ahohoahoa ne anigyee se yebegye wo awaawaa atoo na yeda yen amammere ne amannee ahodoɔ sononko no adi akyere wo ne wiase nyinaa.

Odwira da Memeneda ne Kwasiada

Saa eɔa yi, ne titire ne Memeneda no, wɔnhyeda nni dwuma titire biara nanso, dwumadie bi te se agokansie a efa bɔɔlobɔ, dametoɔ, ne dee ekeka ho kɔ so wɔ mpɔtam hɔ de gyegye mmabunu no ani.

Kwasiada no, Krontihene a ɔwɔ Akuapem bɔ dwa kesee sononko a eye Odwira afahye no fa bi na eno ne afahye no mpɔnpɔnsoɔ.

Fetu Afahye

Fetu Afahye ye afe ano afe ano afahye a nnipa ne ahemfo a wɔwɔ Cape Coast Nananom nsase so a ɛwɔ Ghana Mfimfini Mantam mu. Wɔdi saa afahye yi de kae nam dodoɔ a wɔyi firii 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 ntotoee hye asee firi nnawɔtwe a ɛtwa toɔ wɔ Ɔsanaa bosome no mu. Saa bere no mu no, ahɔhɔ a wɔfiri akyirikyiri ne mmenkyennee, Ghana afannan ne kuromafoɔ nso behye Oguaa Nananom nsase so ma sei tam. Afahye no ankasa hye asee firi Memeneda a ɛdi kan wɔ Ɛbɔ bosome no mu.

Ansa na wɔbehye afahye no ase no, wɔde Ɔmanhene no hye ɛdan mu nnawɔtwe. Saa bere a ɔhye ɛdan mu no, ɔne Onyankopɔn ne nananom nsamanfoɔ kasa srɛ nyansa firi wɔn nkyɛn na afei nso ɔkɔhwɛ n'apɔmuden mu wɔ ayaresabea sɛdeɛ ɛbeyɛ a ɔɛpue abɔnten so no, na ne honam ne n'adwene mu nyinaa ye fann, na aboa ama watumi adi ne dwuma nyinaa kamakama ama afahye no awie ɛmudie. Ɔmanhene dan mu hye dwumadie no kɔ awieeɛ a, ɔfiri adi animuonyam mu kɔ nkonnwafie so kɔgu nsa de hwehwe nhaira firi Oguaa nananom nsase so abosom aduoson-nson a ɔmanfoɔ no wɔ gyidie bi sɛ, wɔn na wɔhwɛ toto nnoɔma wɔ wɔn bra mu no nkyɛn.

Hye no nso bio sɛ, ansa na wɔbehye afahye no ase no, wɔbra dedeyɛ na afei nso, wɔmma obiara nkɔ Fosu sutadeɛ no mu nkɔyi nam sɛdeɛ ɛbeyɛ a dede ano bebre ase na asomdwoee beba wɔ mpɔtam hɔ. Wɔwɔ gyidie bi sɛ, wɔye yei de ma ahonhom a wɔwɔ Oguaa no kwan ma wɔbedi baason-kuo a wɔrehwe aye afahye no ho ntotoee no anim sɛdeɛ ɛbeyɛ a wɔn dwumadie no bewie ɛmudie. Wɔtaa di saa dwuma yi ansa na Ɛbɔ bosome da a ɛdi kan no aba.

Wɔn a wɔhwɛ Fosu Sutadeɛ no so wɔ Oguaa nananom nsase so a wɔfrɛ wɔn 'Emissafo' no nso gu nsa wɔ asuhyiae hɔ de kanyan wɔn nananom nsamanfoɔ honhom sɛdeɛ ɛbeyɛ a wɔbeɔ ahɔhɔ a wɔbeba abɛhwɛ afahye no bi no ho ban sɛdeɛ ɛbeyɛ a wɔnnkɔ musuo ne asiane biara mu. Wɔnam nsaguo no so san srɛ sɛ wɔmma wɔntumi nyi nam bebreɛ, wɔn mfudeɛ nso nnɔɔɔ na ɛmma mfa yiedie mmra.

"Emuntumadadze" — traɛ mu no kyere "apɔmuden da" – ɛye ɛda a nkwadaa ne mpanin nyinaa ka bom de siesie mpɔtam hɔ sɛ ebia, wɔretete gota mu, wɔrepenti adan a ɛwɔ hɔ nyinaa a wɔn botaeɛ titire pa ara ne sɛ, wɔn mpɔtam hɔ beyɛ fe ansa na wɔabɔ edwa de ama "Bakatue" no.

Wɔsiri pɛ wɔ abosom dan a ɛwɔ Fosu Sutadeɛ no ho wɔ Ɛdwoada a ɛtwatoɔ wɔ Ɔsanaa bosome biara mu. Nnipa pii gye bum kɔ hɔ kɔhwɛ dwuma a ɔkɔmfo-barima ne ɔkɔmfo-baa no redi wɔ hɔ. Na wɔtaa ye saa dwumadie yi anadwo de kɔpem sɛ adeɛ bekye weɛ wɔ bere a wɔreka ntwene ahodoɔ na ɔkɔmfo-barima ne ɔkɔmfo-baa no redi asa. Wɔkanyan wɔn nananom nsamanfoɔ ahonhom ma

wɔkyerɛ nneema ahodoƆ a ɛbesisi wɔ afe a ɛdi wɔn anim no mu. Benada a ɛtoa so no, wɔdi dwuma ahodoƆ bebreɛ bi te sɛ, wɔyɛ amanneɛ ahodoƆ wɔ Fosu Sutadeɛ abosomfie hɔ, na awia no, wɔsi akan wɔ kodoƆ-hare mu wɔ Fosu Sutadeɛ no so wɔ bere a Ɔmanhene no nso agu n'asau wɔ asuhyiaɛ hɔ.

Ɛsiane sɛ wɔabra sɛ mma oibara nyi nam wɔ Fosu Sutadeɛ no mu nti, Ɔmanhene na ɔdi kan de n'asau gu nsuo no mu mprensa de kyere sɛ, afei deɛ, wɔama kwan sɛ oibara tumi kɔyi nam wɔ Sutadeɛ no mu. Ɔmanhene asau no yi nam bebreɛ a, na ɛkyerɛ sɛ, saa afe a ɛdi wɔn anim no mu no, wɔbenya nam wɔ nsuo no mu pa ara. Nnipa dɔm sononko a wɔgyinagyina atutotoƆ no mfimfini na wɔhwe saa dwumadie yi so. Yei na wɔfrɛ no “Bakatue”.

Ahenfo a wɔwɔ Oguaa nananom nsase so no yi ɛda Wukuada si nkyɛn de hyia amanfoɔ a wɔwɔ Cape Coast san de ma wɔn akwaaba sononko. Saa ɛda yi mu nso, asafokuo ahodoƆ a wɔgyina hɔ ma nananom asraafoɔ akuo nson no si twene so di asa. Ɛsan yɛ ɛda a wɔde gye wɔn ani san siesie wɔn ntam nsem ahodoƆ.

Wɔde ɔsom dwumadie hyehyɛ so wɔ Nana Paprata abosomfie no anim Yawoada anadwo na wɔde amanneɛ ahodoƆ ne asa (Adammba) agyina mu de afɛ ahonhom ahodoƆ no sɛ wɔmmoa akɔmfɔɔ mmaa ne mmarima no mma wɔnhyɛ nkɔm ahodoƆ. Saa dwumadie yi kɔ so ara kɔsi sɛ adeɛ bɛkyɛ. Dwumadie yi botaeɛ titire pa ara ne sɛ, wɔbɔdwira anaa wɔbɛte Oguaa nananom nsase no ho afiri ahonhom mmɔne ho. Saa bere yi ara mu nso, wɔkum nantwinini de dwira Oguaa nananom nsase no ho. Ansa na wɔbɛyi saa mmusuo yi no, wɔde nantwinini no kɔ Nana Tabir abosomfie kɔte nantwinini no ho ansa na wɔde no abɔ afɔdeɛ wɔ ɛda kɛsɛɛ no mu. Ɛno akyi, wɔde saa nantwinini yi bɔ afɔdeɛ wɔ Papratam. Wɔtaa ka sɛ, saa beaeɛ yi yɛ atentenhuo dua bi ase a Ɔmanhene ne n'atenakonnnwa, ahemfo nkumaa ne wɔn mpanimfoɔ tena wɔ dwumadie no da mpɔnpɔnsɔɔ no mu de kasa kyere ne manfoɔ ne ahɔhoɔ a wɔwɔ Oguaa nananom nsase so fa nneema a ɛkɔɔ so wɔ afe a ɛtwaa mu no mu. Ɔkasa kyere ne manfoɔ ne ahɔhoɔ no wie a, Ɔmanhene a n'atenakonnnwa, ahemfo nkumaa ne ade atwa ne ho ahyia no nante kɔ Nana Tabir abosomfie no anim, beaeɛ a wɔde ahoma akyekyere nantwinini no nan da no. Ɔmanhene no gu nsa, yɛ amanneɛ ahodoƆ de frefɛ wɔn nananom nsamanfoɔ sɛ, wɔmmɛgyina Oguaaman akyi. Saa bere yi mu no, ɔfa sekan de twa nantwinini no kɔn de ma abosom no.

Ɔmanhene afɔdeɛ no akyi no, Fetu afahyɛ no duru ne mpɔnpɔnsɔɔ wɔ Memeneda a ɛdi kan wɔ Ɛbɔ bosome no mu. Saa ɛda sononko yi hunu bɛhwɛadefɔɔ bebreɛ a wɔrebɛhwɛ Asafokuo ahodoƆ a wɔtaa to santen fa Cape Coast akwantempɔn no so firi Kotokuraba de fa ‘Chapel Square’ de kɔsi ahenfie hɔ. Nnipa ahodoƆ a wɔfifiri Ghana afanan no nyinaa bɛsra Cape Coast sedɛɛ ɛbɛyɛ a wɔbɛhwɛ afahyɛ no bi. Wɔbɔ dwa dataa wɔ saa ɛda no mu ma ahenfo no na wɔnam so de

booboo nsem anaa nneema a erekotia Oguaaman ne Asafo kuo ahodoƆ nson sedee ebeye a Oguaaman ahobammɔ mu nsem no betu mpɔn. Saa eɔa yi mu nso, wɔka twene ahodoƆ, di asa, gu nsa de sre adomdwoee ne yiedie de ma Oguaaman no wɔ afe foforo a wɔbesi mu no mu.

Abesfo dwumadie bi te se akannsie ahodoƆ se ebia, asa, anigyedee ahodoƆ, bɔɔlobɔ, tete afadee ahodoƆ ne dee ekeka ho te se amammerɛ ne amannee adwinnie boa ma afahye no nya animuonyamhye kesee bi ne titire, Mmaa ahoɔfɛfo akansie (Miss Afahye) mu dwumadie ahodoƆ no.

Afahye nna no ankasa twa mu a, Nsɔre ahodoƆ mu nnipa a wɔwɔ Oguaa nyinaa ka bom hyehye ɔsom kesee wɔ eɔa Kwasiada no mu wɔ Victoria Park so de aseda kɔma Onyankopɔn se Waboa Oguaaman ama wɔatumi adi wɔn afahye no wɔ asomdwoee mu. Saa eɔa no ara nso, wɔdi dwuma kesee de hwehwe sika ma Oguaaman. Ne saa nti, Ɔmanhene, ne ahenfo ne ne mpanimfo nyinaa nso kɔ asɔre no bi saa eɔa no sedee ebeye a wɔbefa saa akwannya no so de eɔa a wɔde beɔi afahye no wɔ afe a eɔi wɔn anim no mu ato dwa.

ghana afahye ahodoƆ ho ntotoe

Ghana Afahye ahodoƆ ho Ntotoe

(Saa bere yi mu no, esɛ se adesuafo no sua afahye foforo a enye wɔn dee no na wɔwie a, na wɔde saa afahye no atoto wɔn dee no ho) Eho nhwesɔ na eɔidi soɔ yi.

Odwira Afahye ne Fetu Afahye nyinaa som bo pa ara wɔ wɔn man Ghana mu a wɔn nyinaa da Ghanaman amammerɛ ne amannee ne agyapadee kesee bi adi, nanso nneema bi da nso wɔ wɔ ntaɔ:

Odwira Afahye

1. Nnipa a wɔdi afahye no: Akanfo, ne titire Akwamufo ne Akyemfo.
2. Botae: Wɔde te Ɔman no mu, wɔde dwira mpɔtam ho, na wɔagyina ɔman no nkabom ne ahodɔn so ahye fa no.
3. Dwumadie ahodoƆ: Amannee ahodoƆ, tweneka, asa, nnwonto ne afɔdee a wɔɔ ma nananom nsamanfo ne abosom nkae no.
4. Mmere dodo: Mpen pii no, wɔde nna bebre na eɔi afahye no.

Fetu Afahye

1. Nnipa a wɔdi afahye no: Oguaafo a wɔwɔ Cape Coast.
2. Botae: Wɔde kae Oguaafo abakɔsem, amammerɛ ne amannee ne wɔn nkabom.

3. Dwumadie ahodoɔ: Amannee ahodoɔ, tweneka, asa, nnwontoɔ ne afɔdee a wɔbɔ ma Oguaafoɔ abosom ahodoɔ.
4. Mmere dodoɔ: Wɔde nnawɔtwe na ehye fa ho.

Nsonsonoe titire a ɛwɔ anwonsem mmienu ntam

1. Nnipa pɔtee: Akanfoɔ mmusuakuo ahodoɔ no bi na wɔdi Odwira afahye no nanso Oguaafoɔ a wɔfiri Cape Coast titire na wɔdi Fetu afahye yi.
1. Abakɔsem a ɛtaa akyire: Abakɔsem mu no, Odwira ye afahye a n'abɔsee firi Akanman mu, ɛnna Fetu Afahye nso abɔsee firi Oguaafoɔ abakɔsem ne amammere mu.
2. Amannee ne Dwumadie ahodoɔ: ɛwom se afahye ahodoɔ mmienu no nyinaa da amammere ne amannee dwumadie ahodoɔ bi adi dee, nanso ɛsono sɛdee ɛmu biara dwumadie no tee.

Adesua mu Dwumadie

Siesie wo ho ma saa Kɔtwatwe yi: Se wogyee asem no tom anaa wonnye ntom:
 ‘Eye mmabunu no asɛdee se wɔde wɔn ho hye nananom-som afahye ahodoɔ no mu sɛdee ebeye a wɔn agyapadee a ɛsom bo sei nyera.”

Adekyerekwan nhwɛsoɔ

1. Adesua a ɛgyina Dwumadie so: Adesuafoɔ no nyinaa mpensempensemu Dwumadie
 - Kaakae nananom-som afahye ahodoɔ no.
 - Monye mpensempensem mfa Nananom-som afahye ahodoɔ a ɛwɔ Ghana no ho wɔ bere a morema mo ani ako n'ahodoɔ no so.
 - Monye mpensempensem mfa Nananom-som afahye ahodoɔ no so mfasoɔ wɔ mo amammere mu ho.
2. ɛkuo dwumadie / Nkabom Adesua/ɛkuo a animdefoɔ ne wɔn a wɔn nimdee wɔ fam adi afra
 - Akuo ahodoɔ no mfa wɔn afahye no ntoto aforɔɔ dee ho wɔ Ghanaman mu.

Nkariie Titire : DoK Gynapɛn 4 – Nsemmissa ne Mmuaaɛ

1. Twere nananom-som afahye ahodoɔ nnum (5) a ɛwɔ Ghana na kyere nnipakuo a wɔdi saa afahye no mu biara. (5 marks)

2. Fa afahye baako bi a wodi no wo wo mpotam toto afahye a ewo soro ho no mu baako ho. (Se ebia, afahye ahodoɔ no din, nnipakuo a wɔhye saa fa no, bere ne ɔkwan a wɔfa so di saa afahye no, amannee ne dwumadie ahodoɔ a ɛko so wo afahye no mu, eso mfasoɔ ne dee ekeka ho. (12 marks).
3. Nnipa bi hunu no se nananom-som mu afahye ahodoɔ no nyinaa ye adee a atwam wo enne mmere yi mu. Twerɛ krataa na ka won so mfasoɔ ne hia a eho hia ma Ghanaman wo enne mmere yi mu. Gyina wo nimdee a wowo fa afahye ahodoɔ ho so na ye nhwehwemu fa nsunsuansoɔ a se woanni afahye ahodoɔ no a ede beba mpotam ahodoɔ no so. (12 marks)

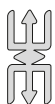
PLC Session 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



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.

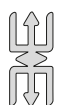
3. Plan the week's key assessment with your app

- 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.

Ɔfa 7 Mmɔakyire

Nnanwɔtwe dunnum ne dunsia no nyinaa aye mpensempensemu afa nananom-som afahye, nananom-som afahye ahodoɔ ne nananom-som afahye so mfasoɔ ho. Ede afahye ahodoɔ mmien (2) atotoho de ahunu deɛ esese ne nsonsonoeɛ a ɛwɔ mu ho. Wɔye yei sɛdeɛ ɛbeye a Adesuafoɔ no behunu wɔn ankasa amammere ne amanneɛ na wɔn ani agye aforɔɔ amammere ne wɔn amanneɛ nso ho. Yɛhwehwɛ sɛ, adesuafoɔ no befa saa ɔfa yi mu awie no, na wɔn ani aka wɔn nkyi, wɔn amammere ne amanneɛ, nneyɛɛ pa ne deɛ wɔfiri ho na wɔahwe sɛ asee betim daa. Ɛbehyɛ adesuafoɔ no nkurane ama wɔakabom de adi afahye no. Wɔbetumi nso asan asua sɛ wɔn ankasa de wɔn adwene beye biriri na afei wɔanya nsemfua ahodoɔ a wɔde beka bibiri afa deɛ ereko so wɔ wɔn mpɔtam ne aman ahodoɔ so.

MMUAEE HO NHYEHYEEE A EFA NKARIIE TITIRE AHOHORƆ NO HO

NNAWƆTWE 15

Asemmisa 1: Ye nhwehwemu na si gyinaee fa nsenkyerennee ahodoƆ ne ne nkyereasee a nananom-som afahye mu dwumadie ahodoƆ no da no adi wɔ wo mpɔtam. (Mma10)

Ɛse se ɔkyerekyerefoƆ no bisa ne ho saa nsem ahodoƆ yi wɔ bere ɔresi gyinaee afa mma ɔde bema adesuafoƆ dwumadie ahodoƆ no wɔ bere a ɔde nhyehyee a efa dwumadie no twa ho a ewɔ fam hɔ no beɔi dwuma.

1. Nsenkyerenne hwehwe: Ɔdesuani no betumi apensempensem nananom-som afahye dwumadie mu nsenkyerenne ahodoƆ no ne ne nkyereasee mu?
2. Nsenkyerenne mu nhwehwemu: Ɔdesuani no betumi apensempensem nsenkyerenne ahodoƆ yi so mfasoƆ ne wɔn dwumadie wɔ afahye ahodoƆ no mu?
3. Gyinaee-sie: Ɔdesuani no betumi asi gyinaee papa bi afa nsenkyerenne ahodoƆ ne mpɔtam dwumadie ahodoƆ yi so mfasoƆ ho?

Dwumadie no twa ho nhyehyee

- Mma 9-10 : Nhwehwemu ne agyinae-sie amapa a a efa nsenkyerenne no hwehwe ne ne nkyerekyeremu ho.
- mma 7-8: Nhwehwemu ne agyinae-sie a eye kakra a efa nsenkyerenne no hwehwe ne ne nkyerekyeremu ho.
- Mma 5-6: Nhwehwemu ne agyinae-sie a emu nhyeda nye duru a efa nsenkyerenne no hwehwe ne ne nkyerekyeremu ho.
- Mma 1-4 : Nhwehwemu ne agyinae-sie a enhyeda nye papa a efa nsenkyerenne no hwehwe ne ne nkyerekyeremu ho.

Asemmisa 2: Ye nhwehwemu fa nananom-som afahye ahodoƆ dwumadie so mfasoƆ wɔ ɔman mpontuo ne asetena mu akontabuo ho. (Mma 10)

Ɛse se ɔkyerekyerefoƆ no bisa ne ho saa nsem ahodoƆ yi wɔ bere ɔresi gyinaee afa mma ɔde bema adesuafoƆ dwumadie ahodoƆ no wɔ bere a ɔde nhyehyee a efa dwumadie no twa ho a ewɔ fam hɔ no beɔi dwuma.

1. Ɔrete ɔman mpontuo ase: ƆdesuafoƆ no tumi da ɔman mpontuo ne de ekeka ho ho nteasee bi adi?
2. Nananom-som afahye ahodoƆ dwumadie: ƆdesuafoƆ no tumi ye nhwehwemu fa nananom-som afahye ahodoƆ dwumadie so mfasoƆ wɔ ɔman mpontuo ne asetena mu akontabuo ho?

3. Nhwesoo ne adansedie: 3desuafo3 no tumi de nhwesoo ne adansedie ahodo3 amapa bi taa ne mmaabaemu no akyi?
4. Dwumadie no awiee3: 3desuani no tumi si gyinae3 amapa bi fa nanannom-som afahye ahodo3 dwumadie so mfasoo w3 3man mpontuo ne asetena mu akontabuo ho?

Dwumadie no twa ho nhyehyee3

- Mma 9-10 : Mmaabaemu mu amapa a ntease3 wom a efa 3man mpontuo ne nananom-som afahye ahodo3 dwumadie ho. 3taa de nhwesoo amapa taa dee 3beka biara akyi. Ne dwumadie no awiee3 gyinaesie no mu da ho a ew3 nsunsuansoo amapa?.
- Mma 7-8 : Mmaabaemu mu a ey3 kakra a ntease3 wom a efa 3man mpontuo ne nananom-som afahye ahodo3 dwumadie ho. 3bo mm3den de nhwesoo bi taa ne nsem no akyi. Ne dwumadie no awiee3 gyinaesie no mu da ho.
- Mma 5-6 : Mmaabaemu a emu ntease3 no nhyeda nna ho fann fa 3man mpontuo ne nananom-som afahye ahodo3 dwumadie ho. Ew3 ho a na 3de nhwesoo bi ataa dee 3reka ho asem no akyi. Ne dwumadie no awiee3 gyinaesie no mu da ho.
- Mma 1-4 : Mmaabaemu a ntease3 no sua koraa anaa ntease3 nnim fa 3man mpontuo ne nananom-som afahye ahodo3 dwumadie ho. 3de nhwesoo kakraa bi na etaa dee 3reka ho asem no akyi anaa 3mfa bi ntaa akyire koraa. Ne dwumadie no nni awiee3 gyinaesie biara.

NNAW3TWE 16

Asemmisa 1

Aba 1 nk3 mma obiara a 3besope afahye no din yie na 3betumi akyere nnipa p3tee a w3di saa afahye no.

Asemmisa 2. (Mma 12)

Fa mma no k3si 2 ma obiara a 3betumi de nneema ahodo3 a ew3 fam ho no aye ntotoe3 yie.

(Mma 2 – nk3ma ntotoe3 a emu da ho fann, aba 1 – nk3ma ntotoe3 a ey3 nokore nanso emu nhyeda nna ho papa)

1. *Afahye ahodo3 din ne ne nkyerease3 ahodo3*
2. *Nnipa ahodo3 ne w3n dwumadie*
 1. *Bere a w3hye saa fa ahodo3 no*
 2. *Akwan a w3fa hye saa fa ahodo3 no*

3. *Afahye no mu dwumadiem ahodo።*

4. *Afahye no so mfaso። ne ne nsunsunanso። w። mp፡tam no so.*

Asemmisa 3: (mma 12)

Gyina፡pen a w።de susu adwuma

	ይሃ ፖፖ ፖ ላላ (Mma 4)	ይሃ ፖፖ (Mma 3)	ይሃ ካክራ (Mma 2)	ይከላ ከኃሶ። (Aba 1)
<i>Emu nsem</i>	Mmu፡ae a emu nsem y። ak፡nn።, emu da h። pefee, na adanse። a efata taa gyina nsem a ፓካ no akyi ber። nyinaa.	Mmu፡ae a emu nsem d፡ፊፊ፡so na ፣da adi se y። pefee kakra. Adanse bi na ፣ta፡ h። nsem a w፡ka no mu den w። ber። bi mu.	Mmu፡ae no de nsem a w፡hwehwe no to dwa, nanso ፣to da bi a emu nna h። yie. ፣to da bi a ፣de adanse። ka ho.	ጋkasamu ntia፡tia a adanse። kakraa bi ana፡ adanse። biara nni mu a eb።hy። nsem a ፓካ no mu den
<i>Mpensempensemu</i>	፣kyere nkentenso። ahodo። pii a w፡n afahye ahodo። no nya w። mp፡tam ne nnipakuo ahodo። so, na ፣da ntease። a emu d። w። w፡n afahye ahodo። no mu adi.	፣kyere nkentenso። ahodo። a ፣fa mp፡tam ahodo። mmien፡u ho, na ፣da ntease። ፖ፡ a ፣w። w፡n afahye ahodo። no mu adi.	፣kyere nkentenso። a ፣w። n'ankasa mp፡tam so. ፣da ntease። a y። kakraa bi w። mp፡tam afofor። afahye ahodo። mu adi.	Nkentenso። ho nhwehwe፡mu no sua, na ፣da ntease። a y። kakraa bi koraa w። afahye ahodo። no nkyerease ne w፡n mfaso። no mu adi.
ጋKasa mmara ne nsemfua ho nimdee	ጋde nsemfua ahodo። pii di dwuma, na ፣kame ay። se ፋde di dwuma no ፖፖፖፖ። ber። nyinaa	ጋde nsemfua ahodo። di dwuma, na mp፡en pii no ፋde di dwuma no ፖፖፖፖ።.	ጋde nsemfua ahodo። bi di dwuma, na dee ፋde di dwuma no mu pii y። ፖፖፖፖ። sen dee ።ny። ፖፖፖፖ። no.	ጋde nsemfua a y። ፖ። no di dwuma mp፡en pii, na mfoms። ahodo። da adi wom mp፡en pii.

ƆFA 8: OWUO NE AYIYƆ

ADESUADEE: AMAMMERE NE AMANNEE NE AMAMMUO

Adesua nkorabata: Amammerɛ Ne Amanneɛ Ahodoɔ

Adesua no Botae: *Tumi gyina nimdee a ɔwɔ wɔ owuo ho so de penɛmpenɛm nneema a esee ne nsonsonoeɛ a eɔa ayiɔ a eko so wɔ amammerɛ ahodoɔ mu mu.*

Adesua mu Nimdeɛnya: Da nimdee ne nteaseɛ bi adi wɔ owuo ne ayiɔ ahodoɔ ho.

Akwankyerɛ

Ye nhwesoɔ Dwumadie ma Krataa 2 wɔ Nnawɔtwe 18 mu. Eɛ se dwumadie no fa adesuaɔ ahodoɔ a wakyere wɔn firi Gyinapɛn/Afe 1 kɔsi Gyinapɛn/Afe 3 nyinaa mu. Fa Nsemɛisa Nhyehyɛɛ Pono no (Table of Specification) ne Krataa no Nhyehyɛɛ (Structure of the Paper) a eɔwɔ ɔfa yi awieeɛ no di dwuma se akwankyerɛ. Eɛ se ɔhwɛ twa adesuafoɔ no dwumadie ma wɔn animanim no ara na fa mma a wɔbenya no hye STP no mu.

NNIANIM NE ƆFA YI TƆFABƆ

Saa ɔfa yi bekasa afa owuo ne ayiɔ a ehye amammerɛ ne amanneɛ ne amammuo ase ho. Adesuafoɔ no besua biribi afa owuo, owuo farebae, owuo ahodoɔ, eso nsunsuansoɔ ne akwan ahodoɔ a wɔbɛfa so asi owuo ano kwan ho. Wɔbesan asua biribi afa ayiɔ, ayiɔ ahodoɔ, ayiɔ so mfasoɔ ne nneema ahodoɔ a eko so wɔ Ghana enne mmere mu ayiɔ mu.

Wɔde sɛdeɛ wɔsi ye ayie wɔ wɔn amammerɛ mu no betoto afoforo amammerɛ ahodoɔ ho. Nimdee ne nteaseɛ a efa owuo ne ayiɔ ho no beboa adesuafoɔ ama wɔahunu deɛ ereko so wɔ wɔn amammerɛ ne afoforo amammerɛ ahodoɔ mu wɔ Ghana.

Yei bema wɔanya nteaseɛ na w'ani agye afoforo amammerɛ nso ho na enam so de nkabom, ennidie a wɔde ma afoforo amammerɛ ne amanneɛ ne amammerɛ ase tim aba.

Saa ɔfa yi ho hia pa ara ma adesuafoɔ, na enye se wɔresua Ghana kasa nko ara na mmom, eboa de twaka bi beto asetenam ne abakoɛm ho adesua ntam.

Ɔfa yi boa ma adesuafoɔ no nya nteaseɛ ne nimdee sononko bi fa wɔn ankasa amammere ne amanee ne afoforo nso dee ho wɔ yen asetena mu.

Yerehye ɔkyerekyerfoɔ no nkurane sɛ, ɔde adekyerekwan a ebema adesuafoɔ no adi nkutaho, ɔde adekyeredee ahodoɔ bɛdi dwuma, ɔde ankorankoro adekyere nhyehyee ne nkariie dwumadie ahodoɔ bɛdi dwuma pa ara de aboa adesua.

Nnawɔtwe ahodoɔ yi ne adesuaɛ a ɛwɔ ɔfa yi mu ne:

- **Nnawɔtwe 17:** Pensempensem nneema ahodoɔ a ɛfa owuo ho mu.
- **Nnawɔtwe 18:** Fa ayiyo ahodoɔ a ɛwɔ amammere bi mu no toto afoforo amammere ne amanee ho wɔ Ghana.

ADEKYERƐKWAN NHWƐSOɔ TƆFABɔ

Adekyerekwan nhwɛsoɔ ahodoɔ a wɔde adi adwuma wɔ ɔfa yi mu no ye akwan ahodoɔ a wɔfa so kyere Ghana kasa mu nimdee ahodoɔ.

Adesua a Ɛgyina Dwumadie so ye adekyerekwan a wɔde asetena mu ɔhaw a emu ye den di dwuma sɛ adesua no nnyinaso, na eboa adesuafoɔ ma wɔte nsusuiɛ ne nnyinasosem ase denam wɔn ankasa nhwehwemu ne dwumadie so, sen sɛ ɔkyerekyerfoɔ no ankasa bɛka nokwasem ne nsusuiɛ no pɔtee akyere wɔn. Saa kwan yi bi ne ankorankoro adesua, baanu baanu adwumaye, kuo ahodoɔ a emufoɔ nwomanim adi afra anaa mmarima ne mmaa adi mu afra, ne adesuafoɔkuo no nyinaa dwumadie ahodoɔ a adesuafoɔkuo kasakyere ka ho. Saa adekyerekwan ahodoɔ yi boa ma adesuafoɔ no nya adwene a emu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodie ho nimdee amapa. Bio, ɛma wɔn akwannya ma wɔde bom ye adwuma, sua ɛkuo mu adwumaye ne ɔkannifoɔ abrabɔ. Adesuafoɔ sua sɛnea wɔbɛboaboa nsem ano, ye mu nhwehwemu na wɔahwehwe mu de anya nsemmisa ho mmuaɛɛ, na yei ma wɔnya nimdee a ɛho hia wɔ adwuma wiase mu. Adesuafoɔ a wɔwɔ adenim ho adomakyɛdeɛ ne nimdee soronko, wɔma wɔn dwumadie foforo te sɛ sɛ wɔbeye wɔn mfefo asuafo akwankyerfoɔ anaa akuo akannifoɔ, de aboa wɔn mfefoɔ ma wɔate nsusuiɛ a wɔrekyere no ase yie. Wɔhye akyerekyerfoɔ nkuran sɛ, wɔnye ahweyie mma adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodie mu no, na wɔmfa akwan pa ahodoɔ so ntenetene wɔn mfomsoɔ ne wɔn adwenkyeaeɛ ahodoɔ wɔ ɔkwan a ɛfata so.

NKARIIE TƆFABɔ

Akwan ahodoɔ a wɔbɛfa so aye nkariie wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafoɔ no nimdee, wɔn nteaseɛ ne wɔn tumi a wɔde dwene a emu dɔ no hwe pɛpɛpɛ. Mmuaɛɛ ahodoɔ a wɔde ma daa no boa ma adesuafoɔ no kɔ so nya nkɔsoɔ anaa mpontuo wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkariie akwan ahodoɔ

a wɔde di dwuma no boa ma ɔkyerɛkyerɛfoɔ hunu sɛdeɛ adesuafoɔ no ate Ghana amammere afahye ahodoɔ no ase afa. Nkariie no mu wɔ ginyinɛn nnan a ekasa fa adwene a emu dɔ ne nsusuiei a ɛkɔ nkan ho. Nkariie dwumadie no hye aseɛ firi nsemmissa ahodoɔ, nsemmissa a anoyie ye abasɛm-tiawa twere anaa anodisɛm kasakyere so de hwe sɛ adesuafoɔ betumi ada wɔn nteaseɛ adi na wɔde adi dwuma. Eɛ sɛ akyerɛkyerɛfoɔ de daadaa ne awiee nkariie akwan ahodoɔ di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔsoɔ ho. Yei ka nkontabuo ne mmuaɛɛ a wɔde bema a ɛkyere osuani biara nkɔsoɔ anaa ne mpontuo a ɔrenya wɔ bere tenten mu.

Adesuafoɔ Dwumadie	DOK Ginyinɛn	Nkariie Akwan Ahodoɔ
3.3.1. LI.1 Pɛnsɛmpɛnsɛm owuo ho nsem mu.	4	Mpɛnsɛmpɛnsɛmu
3.3.1. LI.2 Fa ayiyo a ɛkɔ so wɔ Asante amammere mu no toto deɛ ɛkɔ so wɔ amammere ahodoɔ mu wɔ Ghana.	4	Asemmissa ne Mmuɛɛ

NNAWOTWE 17

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

ANISISODEE: 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 awiee. Owuo ye bere a nkwa nni biribi mu. Ewe nnipa ne mmoa nkwa awiee. Ne tiawa mu no, owuo ye bere a nipadua akwaa no nyinaa gyae adwuma ye na onipa no nte ase bio. Ewe se yehunu se, owuo asekyere da nso wo amammere, mmarasem ne apomuden nhyehyee ahodoɔ mu.

Nneama ahodoɔ a ede Owuo ba

- Nyinnkyere: Nnipa nyini pa ara, woto won kon wu.
- Nkwanhyia: Nkwanhyia ahodoɔ bi te se, kaa nkwanhyia, asuo afa obi, obi firi biribi tenten bi te se dua anaa edan so behwe fam a, etumi twa onipa no nkwa so.
- Yadee: Yadee bi te se HIV/AIDS, asikyire-yadee, atridii, ayamtuo, akomayadee ne dee ekeka ho tumi gye onipa nkwa, se wampe yadee no ano aduro a.
- Duabo: Duabo ne adutoɔ tumi gye nnipa nkwa firi won nsam.
- Atoyerenkyem: Atoyerenkyem bi te se, egyahyehyee, osutɔbramtam, gyanpanturudu, edan bu gu nnipa so ne dee ekeka ho nso tumi de owuo ba.
- Obi akum ne ho: Nnipa betumi agye won ankasa nkwa afiri won nsam wo eberɛ a wobekum won ankasa ho.
- Ahonhom/Abayifoɔ: Akanfoɔ wo gyidie bi se, abosom tumi gye nnipa nkwa firi won nsam wo eberɛ a nnipa no befom won anaa wode mmusuo bi beba ɔman no so esiane akyiwadee bi a wɔabu so nti. Abayifoɔ nso tumi kum nnipa (Akyerɛkyerefoɔ nnyina won amammere so nkyerɛkyere ekwan a yei fa so ba mu).

Owuo Ahodoɔ

Yewo owuo ahodoɔ mmienɔ, yeinom ne owupa ne atɔfowuo.

- **Owupa:** Owupa ye owuo a enam yadee anaa nyini a obi anyini so ba.

- **Atɔfowuo:** Atɔfowuo ye owuo a obi anto ne kɔn anwu na mmom, enam nneɛma foforo binom so na eba. Eho nhwesoɔ ahodoɔ na edidi soɔ yi:
- **Nipakum:** Yei ye owuo a onipa anaa nnipakuo bi kum onipa foforo bi. Saa nipakum yei na wɔfre no awudie wɔ bere a wɔhyeɛda na wɔkumm saa onipa no, nanso se wɔanhyeɛda na wɔkumm onipa no anaa enam nkwanhyia so na wɔkumm saa onipa no a, wɔfre no nsa-apa awudie.
- **Nkwanhyia wuo:** Yei ye owuo a eto obi wɔ eberɛ a onipa no ani nna ne ho so te se, kaa nkwanhyia, osubrantam, nsane-yareɛ, asuo afa obi ne deɛ ekeka ho. Yei ye bere obi ani nna owuo so anaa nhwe owuo kwan.
- **Obi akum ne ho:** Saa owuo yi si wɔ bere a onipa ahyeɛda akum n'ankasa ho esiane nkatedeɛ anaa adwenem-haw bi te se, awerɛhodie anaa asetenam-yeadie bi nti.
- **Owuo so nsunsuansoɔ:** Ewom se, owuo betumi ayi obi afiri ɔhaw bi a ɔrefa mu mu deɛ, nanso owuo ankasa wɔ nsunsuansoɔ bɔne wɔ nnipa so. Owuo so nsunsuansoɔ ahodoɔ no bi na edidi soɔ yi.
 - Nkatedeɛ so nsunsuansoɔ: owuo de awerɛhoɔ ne yea ba: Obi hwere ne dɔfo bi a, etumi de adwene-mu-haw, awerɛhoɔ ne ahohiahia ba abusua ne nnamfonom so.
 - Asetena mu ɔhaw ne ankonamyɛ: Owuo tumi ma obi ye ankonam wɔ asetena mu ne titire ne wɔn a wɔn nko ara tee anaa wɔnni asetena mu mmoa biara. Ebetumi aba se, wɔn a ɔgya wɔn akyire no rennya mmoa a na owufoɔ no de ma wɔn no bio.
 - Adwumasem ne Sikasem mu ɔhaw: Owuo tumi de sikasem mu ɔhaw nketenkete bi te se ayiɔ ho ntotoeɛ, apomuden ho nhyehyeeɛ ne dwetire a hye ba.
 - Trɔma, adwenem akwanhosan ne adwenem nsunsuansoɔ ahodoɔ: Owuo, ne titire, mpofirem wuo anaa frɛde-wuo tumi de adwenem-haw, anibereɛ, adwennwene ne adwenem ɔhaw ahodoɔ ba.
 - Nipadua akwanhosan so tee: Owuo ho ateetee ne ahwerɛhodie tumi nya nsunsuansoɔ wɔ yen nipadua so. Ateetee ne awerɛhodie betumi anya nsunsuansoɔ bɔne wɔ yen nipadua so ne titire, wɔn a wɔye mmre anaase wɔwɔ yadeɛ bi dada no.
 - Adwumayefoɔ so tee: Owuo tumi ma adwumaye kɔ fam esiane onipa anaa nnipa a yɛahwere wɔn no nti. Obi wuo a, ɔntumi nye adwuma bio, yei ma nnipa a wɔtumi ye adwuma no so te, ne titire, se owuo no kɔye nkwadaa anaa mmabunu a wɔye ɔman no daakye no a.

- Honhom mu nsunsuanso: Mpofirem wuo anaa owuo a obi anto ne kɔn anwuo no tumi ma obi firi ahometee mu to asemmisa bi ma biribi a ne gyidie wɔ mu anaa Onyankopɔn a ɔgye no die no.

Akwan ahodoɔ a yɛbɛfa so asi owuo ano kwan

Akwan ahodoɔ pii wɔ ho a nnipa bɛtumi afa so asi atɔfowuo ano kwan na aboa ama wɔn abrabɔ atu mpɔn. Yei ye ɛho nhwesɔ no mu bi:

Abrabɔ mu Nsakraee

- *Nnuanepa die*: Ɛwɔ sɛ yɛhwɛ nnuane a yɛdi yie. Ɛye sɛ yɛdi aduane a nnuanennuro wɔ mu bi te sɛ nnuaba, atosodee, aburoo/ɛmoo/ayuo a yɛnsɔ ho ne puroten wom. Yei boa ma nipadua no nya ahɔden de ko tia yaree ahodoɔ.
- *Daadaa apɔmutenetene*: Ɛwɔ sɛ yɛde yɛn ho hye nnwuma bi a ɛbɛma yeatenetene yɛn mpɔn mu te sɛ, nanteɛ, mmirikatuo anaa agodie ahodoɔ. Faako tena nko ara ntumi mma mogya a ɛwɔ yɛn mu no nni aforosiane na yei bɛtumi de nsunsuanso bɔne abre yɛn apɔmuden.
- *Yeregyae sigreeti nom*: Sigreeti nom nye mma yɛn nipadua ne saa nti, ɛsɛ sɛ yegyaɛ tobaako anaa nneɛma foforo nom anaase yetwe yɛn ho firi ho koraa. Ɛtumi de nsunsuanso bɔne bre nipadua akwaa no mu bi na ɛnam so ma obi tumi hwere ne nkwan.
- *Yerete nsadenom so*: Ɛye pa ara sɛ obi bɛtwe ne ho afiri nsadenom ho nanso, sɛ obi pɛ sɛ ɔnom a, ɛsɛ sɛ ɔnom no ne kwan so anaa kakraa bi.

Ahobammɔ ahodoɔ

- *Bere-ano-bere-ano apɔmuden nhwehwɛmu*: Yerenya mmere ama bere-ano-bere-ano apɔmuden nhwehwɛmu no boa ma wɔtumi hunu yaree bi ahyeasee ntem na wɔape ano aduro de asi ano kwan ntem. Bere-ano-bere-ano apɔmuden nhwehwɛmu no boa ma wɔtumi hunu yaree biara ahyeasee ntem na wɔape ano aduro ansa na yaree no ano abeye den.
- *Mpanee-wɔ*: Ɛho hia sɛ yɛn asetena mu no, yɛma yɛn ani ku panee biara a ɛsɛ sɛ yewɔ no ho. Yekɔ so wowɔ mpanee a wɔatwa ama yɛn na yɛnonom nnuro a ɛfata sɛ yɛnom a, ɛbɛtumi ama yeanyini akyɛ. Sɛ ebia, wɔhyɛda wowɔ mmofra mpanee de bɔ wɔn ho ban firi mmubuo-yaree, ayamtuo ne dee ekeka ho ho wɔ mmere pɔtee bi mu de hye wɔn apɔmuden mu kena.
- *Yadeɛ ano sosɔ*: Yadeɛ binom ye koankorɔ, na yɛde nnuro-nom na ɛsosɔ saa yadeɛ ahodoɔ no ano. Yerenom nnuro a ɛfata de resosɔ yaree koankorɔ bi te sɛ asikyire yaree anaa mogya-borosɔ ano no tumi boa ma yɛnya nkwa tenten.

Ahodoso ahodoso

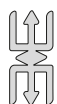
- *Bɔ ɛhyɛn-abombɛlɛtɛ (siitibɛlɛtɛ):* Wobɔ wo hyɛn abombɛlɛtɛ wɔ berɛ a woreka kaa anaa wote kaa mu no boɔ bɔ wo ho ban.
- *Moto-kyɛ hyɛ:* Wohyɛ moto-kyɛ wɔ ɛberɛ a woretwi sakere anaa nnwuma ahodoso a pira wom no yɛ ɛkwan a baako a wobɛfa so abɔ wo ho ban afiri nkwanhyia-wuo ho. Wohyɛ moto-kyɛ wɔ berɛ a woretwi sakere anaa moto na wonya akwanhyia a, ɛtumi bɔ wo tiri anaa wo tiri-kwankoraa no ho ban firi pira kɛsɛɛ anaa huuhu ho.
- *Yerebɔ yɛn ho ban afiri ahweaseɛ ho:* Ɛho hia sɛ yɛbetoto yɛn nneɛma yie de asi ahweaseɛ ano sɛ ɛbia, yɛbɛhyehyɛ adeɛ a yɛde yɛn nsa besom aforo biribi, yɛde kapɛtɛ a ɛso nyɛ toro bɛsɛ beaɛɛ a yɛnante fa so, yɛbɛpopa nsuo a ahwie agu fam, yɛnnante atɛkyɛm, ne deɛ ɛkeka ho.
- *Yeredi kaa ka mmara so:* Yedi kaa ka mmara anaa nhyehyɛɛ so wɔ berɛ a yereka kaa anaa yɛretware kaa kwan mu no betumi asi akwanhyia anaa owuo ano. Yei kyere sɛ, ɛsɛ sɛ wɔn a wɔfa kaa kwan soɔ no di mmara anaa nhyehyɛɛ ahodoso a wɔde agu akwan soɔ no so.

Adwenem akwanhosan

- Yɛrete adwenennwene so: Bɔ mmɔden sɛ wobɛtɛ adwenennwene so, sɛ ɛbia, wode wo ho bɛhyɛ dwumadie bi a ɛbɛyi adwenennwene afiri adwene no so.
- Mmoa a ɛfa adwenem-akwanhosan ho: Worehwehwɛ mmoa afiri adwenem-akwanhosan adwumayɛfoɔ anaa mmoakuo bi nkyɛ wɔ berɛ a wobɛhunu sɛ woanya adwenem-haw no bɛboɔ asi owuo bi ano.
- Yɛresi nkwanhyia ne atoyerɛnkyɛm ahodoso ano: Woretu anammɔn de asi egyahyehyɛɛ ano te sɛ, wobɛhyehyɛ mfidie a ɛtumi hunu sɛ egyahyehyɛɛ bi repenpensoo no na woayiyi nneɛma a ɛtumi hyɛ afiri biribi a ɛbetumi de egyahyehyɛɛ aba no ho.
- Worete wo ho afiri abrabɔ bɔne ahodoso bi te sɛ, korɔnobɔ, nsanom na wo ne nkorɔfoɔ ayerenom anaa akunonom nneda. Saa nneyɛɛ ahodoso yi betumi anya nsunsuansoo bɔne wɔ w'adwene mu. Woyɛ sɔtie ma mpanimfoɔ na woammu ɔman no akyiwadeɛ biara so a, ɛbetumi abɔ wo ho ban afiri adwenem-haw biara ho.

Ayiyo ahodoso no mu bi wɔ Amammerɛ ahodoso mu wɔ Ghana

Ayiyo Ahodoso A Ɛko So Wɔ Nnipakuo Ahodoso A Wɔwɔ Ghana Ntam



AHYENSO

Ɔkyerɛkyerɛfoɔ no nhwehwɛ ‘Ayiyɔ ahodoɔ a ɛkɔ so wɔ nnipakuo ahodoɔ ntam’ a ɛwɔ Adesuafoɔ Nwoma no mu, kratafa 56-58 na ɛmma no mma anya nimdee pii mfa ayiyɔ a ɛkɔ so wɔ nnipakuo ahodoɔ ntam ho.

Adesua Dwumadie

Pensempensem owuo so nsunsuansoɔ nnan (4) wɔ owufoɔ no abusuafoɔ ne ayɔnkofoɔ so.

Adekyerɛkwan nhwesɔɔ

Adesua a ɛgyina dwumadie so

- Adesuafoɔ no nyinaa mpensempensemu: Pensempensem nneɛma ahodoɔ a ɛfa owuo ho mu.
- Ɛkuo dwumadie /Adesuafoɔ a wɔkura nimdee ahodoɔ: Pensempensem owuo ahodoɔ mu wɔ amammere kwan so.
- Baanu dwumadie: Ye nhwehwɛmu fa owuo so nsunsuansoɔ ho.
- Adesuafoɔ no nyinaa: Pensempensem na si gyinaeɛ a ɛtwa toɔ fa akwan ahodoɔ a yeɓefa so asi owuo ano kwan.

Nkariie titire: DoK Gynapɛn 4 - Mpensempensemu

1. Ye nhwehwɛmu fa nneɛma nnum (5) a ɛde owuo ba wɔ wo mpɔtam mu na baabae nneɛma nnum (5) a ɛde saa owuo yi ba ne owuo no ankasa so nsunsuansoɔ wɔ mpɔtam no so.
2. Woakɔye owuo ho banbɔfoɔ yi, kyere ɔkwan a wobɛfa so akyerɛkyere wo nkorɔfoɔ afa awuntɛm ho wɔ wo mpɔtam mu.

PLC Session 17

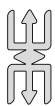
45 minutes

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

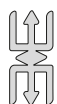
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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).



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- *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 18

Adesuadeɛ Botaeɛ: *Fa ayiyɔ ahodoɔ a ɛko so wɔ amammerɛ ahodoɔ mu no toto deɛ ɛko so wɔ amammerɛ ahodoɔ a ɛwɔ Ghana no ho*

ANISISODEɛ: AYIYO AHODOɔ A ɛKO SO Wɔ GHANA NTOTOHO

Ayie ne Ayiyɔ ahodoɔ

Ayie ye akwan ahodoɔ a nnipa nyinaa gye tom a wɔfa so de enidie a etwa toɔ ma awufoɔ na wɔsan ne wɔn di nkra anaa ntetemu. Ayie ye nneɛma ahodoɔ a ateasefoɔ ye na wɔnam so de boa awufoɔ ma wɔtoa nananom asomdwoeɛ mu wɔ nseɛdo. Ayiyɔ nso ye dwumadie ahodoɔ a wɔda no adi a ɛwɔ ahyeaseɛ, mfinimfini ne awieɛ a wɔye de kae sane de hye owufoɔ no animuonyam na wɔde kyekyere ateasefoɔ nso wereɛ. Saa dwumadie yi da nso wɔ amammerɛ ne ɔsom ahodoɔ mu. Dwumadie ahodoɔ yi wɔ nhyehyeeɛ a ɛnam so bo ayiyɔ no ho ban te sɛ, nnipa a wɔreyɛ ayie no asedeɛ, amaneɛ bi a wɔda no adi wɔ mmereɛ ne nna pɔtee bi mu, ne deɛ ekeka ho de hye owufoɔ no animuonyam. Ayie ye ɔbrakanko no mu baako a ɛnya nsunsuansoɔ wɔ nnipa nyinaa so a owufoɔ no nso ka ho bi.

Ayie ahodoɔ: Amammerɛ ahodoɔ no mu biara wɔ ayie ahodoɔ ne amanneɛ ahodoɔ a wɔda no adi wɔ bere a wɔreyɛ ayie no. Mfantsefoɔ sei wɔ *Eyipa/sikasa, Detseyi/fundahɔ ne fea*.

Ayie so mfasoɔ ahodoɔ

Ayie ye dwumadie a ɛho hia yie pa ara ma amammerɛ ahodoɔ no nyinaa. Ɛso mfasoɔ no mu bi na edidi soɔ yi:

- Ɛboa ma yɛhunu ɔbra a owufoɔ no boeɛ ne ɔsa a ɔtwaɛɛ ansa na ɔrewuo. Bere a wɔreyɛ ayie no, wɔnam nsuiɛ, abakɔsem-ka ne ade so de owufoɔ no ho nsem a ɛfa ne bra a ɔboeɛ ho no to dwa. Ɛye akwanya a wɔnam so de owufoɔ no bra a ɔboɔ no wɔ asase so ne nsunsuansoɔ a ɛnyaɛɛ wɔ nnipa a wɔwɔ wiase no so. Saa nsem a wɔka fa owufoɔ no ho no boa ma afoforo bo bra pa anaase wɔsesa wɔn nneyeeɛ boɛne ahodoɔ.
- Ayiyɔ boa kyekyere nnipa wereɛ na ɛyi ɛhu nso firi nnipa so. Ayiyɔ boa ma wɔn a wɔahwere wɔn dofo bi no nya awerekyekyerɛ ne akwanhosan. Nnipa nam ayiyɔ so nya kwan de da wɔn atenka ne doɔ adi de kyere wɔn dofo a wɔahwere no no.

- Ayiyɔ boa ma yɛnya beaɛ bi de da wɔn atɛnka ne awɛrɛhoɔ bi adi. Ɛsan boa ma nnipa ahodoɔ ka bom wɔ beaɛ bi de da wɔn awɛrɛhoɔ ne atɛnka bi adi na yei na ɛkyɛrɛ mfasoɔ a ɛwɔ nkaɓom a ɛda abusuafoɔ ntam no so, ne titire wɔ berɛ a ɛmu yɛ den mu.
- Ayiyɔ yɛ ɛkwan a wɔnam so de ka abusuafoɔ ne nnamfonom bom. Ɛyɛ beaɛ a yɛsan ne adɔfoɔ kaɓom ma ayɔnkofa kɛsɛ bi bɛda yɛn ntam, na yei boa ma yɛnya mmɔa wɔ berɛ a yɛwɔ ahohia mu. Ayiyɔ berɛ mu no, abusuafoɔ nyinaa bɛhyiam yɛ nhyehyɛɛ kamakama fa ɛfunu anaa amu no sie ne deɛ ɛkeka ho ho. Yei ma abusuafoɔ ne nnamfonom akwannya ma wɔka bom de gya owufoɔ no kwan fɛfɛfɛ.
- Ayiyɔ yɛ ɛkwan a wɔfa so de kata onipa bi akyiri korakora wɔ asaase yi so. Amanneɛ ahodoɔ a wɔyɛ de gya owufoɔ kwan no ma nnipa hunu sɛ onipa no nyɛ ɔteasefoɔ bio. Ɛboa ma yɛhunɔ sɛ onipa no atoa nananom wɔ nseɛdo.

Ayiyɔ ahodoɔ ntotoho wɔ amammerɛ ahodoɔ mu

Sei na Mfantsefoɔ yɛ wɔn ayie ahodoɔ.

Detseyi/fundaho

Yei yɛ amanneɛ ahodoɔ a wɔyɛ firi berɛ a obi bɛwu de kɔsi sɛ wɔbɛsie no. Tete no, sɛ obi wu a, wɔdi kan kɔ bɔ ɔhene a ɔwɔ kurom ho no amanɛɛ. Ɛno akyi, na wɔabɔ abusuafoɔ ne kurom hofoɔ nso amanɛɛ. Wɔde ɛfunu no to ho nna kakra sɛdeɛ ɛbɛyɛ a abusuafoɔ no bɛsiesie wɔn ho afa ayie no ho. Wɔpɛ sɛ wɔkora amu/ɛfunu no a, na wɔtwe ɛfunu no mu nsuo. Ɛto da nso a, na wɔde nsaden agu ɛfunu no nsono mu sɛdeɛ ɛbɛyɛ a ɛfunu no nseɛ mporɔ. Wɔtumi nso yam pɛprɛ de srasra ɛfunu no ho sɛdeɛ ɛbɛyɛ a ɛnsɛɛ. Ɛyɛ mma no asɛdeɛ sɛ wɔdware ɛfunu/amu no na mmom, mmaa mpanimfoɔ a wɔwɔ abusua no mu nso tumi dware no. Ɛyɛ ɔba panin no asɛdeɛ sɛ ɔpete nsuo gu ɛfunu no so ansa na wɔn a wɔaka no nso abɛboa bi. Wɔyi owufoɔ tiri nwi na wɔabubu ne mmɔwɛrɛ nso. Wɔnoa nsuo ma no yɛ hye pa ara de dware owufoɔ no mpreɛnsa. Ansa na wɔbɛdware owufoɔ no, abusuafoɔ no de sapɔ, mpɔpaeɛ, samina, paada ne nneɛma a wɔde dware biara ba. Adwareɛ no akyi, wɔsiesie owufoɔ no ho na wɔde no ato mpa mu. Nnipa ahodoɔ bi siri ne ho pɛ kɔsi sɛ adeɛ bɛkyɛ a wɔbɛko ako sie no.

Nneɛma ahodoɔ a wɔde sie ɛfunu/amu: Mfantsefoɔ gye di sɛ, owuo yɛ akwantuo nti, owufoɔ no retu kwan ako asamando ako toa n'abrabo so wɔ ho. Ne saa nti, wɔboaboa nneɛma a ɔkwantufɔ bɛhia nyinaa ano de gya owufoɔ no kwan. Mma no na wɔto adaka ma wɔde sie wɔn awofoɔ. Wɔde kɛtɛ, mpasotam, sumiɛ, ntadeɛ, ne sika nso ka adesiedɛ no ho. Adɔfoɔ a wɔaka no nso de nneɛma a

wᐔᑦ sᑦ wᐔde gya owufoᐅ no kwan ba. Yei tumi yᑦ, sika, duku anaa kawa. Wᐔde nneᑦma yei nyinaa gu funnaka no mu de gya owufoᐅ kwan.

Efunu no sie

Wᐔwie saa amanneᑦ ahodoᐅ yi nyinaa a, wᐔgu nsa na wᐔde owufoᐅ no ato funu-adaka no mu akᐅsie no. Mmarima a wᐔfiri efie hᐅ soa funu-adaka a owufoᐅ no dam no de kᐅ amusieᑦ wᐅ bere a nnipa a wᐅaka no nso di wᐅn akyi de kᐅsie efunu anaa amu no. Wᐅsie efunu no wie a, wᐅsan ba efie. Wᐅᐅᐅ dwa ma nnipa tena ase, na wᐅagyegye nsawabᐅdeᑦ na wᐅadidi wᐅn ho wᐅn ho nkᐅmmᐅ.

Ayipa Anaa Sikasa

Obi wu a, na adaduannan akyi firi bere a onipa no wuiᑦ no na na wᐅyᑦ ayie, ne titire wᐅ Memeneda ne Yawoada, ᑦwom sᑦ ᑦnne abusuafoᐅ mfa owufoᐅ nhyᑦ mmᐅkyere nkyᑦ ᑦsiane mmᐅkyere a ᑦntumi mfa efunu bebree wᐅ bere koro no ara mu ne ᑦmu ka ahodoᐅ no nti. Wᐅsi pono de gyegye nsawabᐅdeᑦ. Wᐅhyᑦ ayie no ase awia ᐅᐅnnko. Da a wᐔde beyᑦ ayie no duru so a, wᐅsisi kanopi ahodoᐅ anaa nkuro a wᐅᐅᐅ beaᑦᑦ a wᐅyᑦ ayie no, wᐅsiesie beaᑦᑦ hᐅ de gye ahᐅᐅᐅ a wᐅrebᑦgya wᐅn ayie no ma wᐅᐅetenatena ase. Abusuafoᐅ afadeᑦ no yᑦ tuntum ne kᐅᐅᐅ. Nnipa binom nhyᑦ mpaboa anaa wᐔde wᐅ nan sisi fa saa. Mmaa binom nso yiyi wᐅn tiri nwi. Nnwontoᐅ ne tweneka kᐅ so wᐅ hᐅ. Abusuafoᐅ a adeᑦ ato wᐅn ani no taa tenatena ᑦᐅᐅ no anim. Wᐔde nkyea ne nsa ahodoᐅ ma agyamfoᐅ anaa ahᐅᐅᐅ no nyinaa akwaaba. Wᐅma wᐅn nsa no wie a, agyamfoᐅ no kᐅ ᐅᐅ wᐅn nsawa. Abusuafoᐅ no yiyi nnipa ma wᐅᐅᐅ da wᐅn a wᐅᐅᐅᐅ nsowa no nyinaa ase wᐅ ayie no ase. Anwummeᑦ nnᐅnsia na ayie no atu. Adeᑦ kye anᐅᐅa a, wᐅsan tena ase de gye nsawabᐅdeᑦ a aka no. ᑦᐅᐅ da a, wᐅhyehyᑦ nneᑦma bi de kyere wᐅn a wᐅᐅᑦgyaa abusua no ayie no. Owufoᐅ no aware a, wᐔde ne yere no fa kunaye mu. Ayipa anaa Sikasa, yᑦ bere a wᐅyᑦ ayie no wᐅ efunu no sie akyi.

Fea/Sodze

Fea/sodze yᑦ ayiyo no mu baako a wᐅyᑦ de ma abᐅfra a wadi kan awu wᐅ awofoᐅ bi mma mu. Yei nyᑦ ayiyo kᑦseᑦ biara. Wᐔde adeᑦ bi te sᑦ ayowa si ᑦpono so ma adefoᐅ de wᐅn nsawa no ato mu. Wᐅnto nsawa no din wᐅ edwam. ᑦnse sᑦ wᐅyᑦ ayie titire biara. Gyidie no ne sᑦ, sᑦ wᐅyᑦ ayie ma saa owuo yi a, owuo sunsum no besan abᑦfa mma a wᐅaka no nyinaa. ᑦsu biara nnim na ᑦyᑦ adidie ne ᐅnom.

Enne mmere mu Ayiyo ho asem

Enne mmere yi mu ayiyo wɔ nnipakuo ahodoɔ amammerɛ mu no da tete ne abɛɛfo nneema bi adi wowɔ mu. Deɛ ɛdidi soɔ yi ne abɛɛfo nsakraɛɛ ahodoɔ a aba ayiyo mu:

- **Sikasɛm mmorosoo:** Enne mmere yi mu abusuafoɔ ne adɔfoɔ hwehwe sɛ wɔbɛyɛ ayie kyenkyerekye anaa kakraa a nnipa nyinaa bɛka ho asem wɔ kurom hɔ. Wɔhunuu no sɛ, ɛyɛ ɛkwan a wɔrefa so ahyɛ owufoɔ/efunu no animuonyam wɔ ayiyo no mu na asan ayɛ nkradie a ɛsombo pa ara. Ne saa nti, ayiyo abɛyɛ biribi a ɛso pa ara ne ka kɛsɛɛ a wɔnam so de kyere sika ne asetena mu gyinabea a abusua bi wom. Yei da adi wɔ owufoɔ/efunu no ntoma anaa afadɛɛ, ntoma a wɔtwa de yɛ ayie, nnaune ahodoɔ, efunu-adaka ne mpo beaɛɛ a wɔde yɛ ayie no mu. Saa nsakraɛɛ yi nyinaa gyina animuonyam a wɔpɛ sɛ wɔde hyɛ deɛ wawuo no na wɔda ne kɛsɛyɛ nso adi na afei wɔama nnipa ahunu abusua a ɔfiri mu no gyinabea wɔ asetena mu.
- **Abɛɛfo mfidi-dwuma a wɔde aka ayiyo ho:** Kane tete no, na wɔhwehwe sɛ, adɔfoɔ ne abusuafoɔ nyinaa bɛba beaɛɛ a wɔreyɛ ayie hɔ no bi nanso, abɛɛfo mfidi-dwuma asesa saa adeyɛ yi ɛsiane abɛɛfo ntentanfidie so dwumadie bi te sɛ, sohyia-midia so nkratoɔ a ate atese. Yei boa ma nnipadɔm a wɔwɔ akyirikyiri nyinaa nya ayiyo no mu kyɛfa, ɛmfa ho ne baabi a nnipa no wowɔ anaa tetee. Bio, abusuafoɔ no (ne titire ne mmabunu no) tumi twa ayie no mu dwumadie nyinaa ho mfonii/sinii gu afidie so.
- **Tete ne Akristofoɔ nneema a adi afra:** Ɔsom ahodoɔ so nsunsuansoo de nsakraɛɛ aba enne mmere ayiyo mu. Tete kwan a wɔfa so yɛ ayie wɔ Ghana nkuro ahodoɔ so no ne Akristofoɔ gyidie ne wɔn nhyehyɛɛ bi te sɛ, awufoɔ-som a ɛkɔ so wɔ asɔredan mu, ɔwɛn ne deɛ ɛkeka ho a adi afra no di akotene nansa yi pa ara. Saa nkabom yi da esu nwanwasoo a ɛyɛ amammerɛ ne ɔsom a adi afra wɔ Ghanafoɔ binom mu.
- **Ayie a adane edwadie:** Nnansa yi, nnipa bi a wɔwɔ mmeaɛɛ ahodoɔ a wɔyɛ ayie wɔ hɔ no tumi gyina abusua bi anan mu yɛ wɔn ayie ma wɔn. Yei ama enne, ayiyo abɛdane dwadie kɛsɛɛ a ɛbinom nam saa nhyehyɛɛ yi so da nnwuma bi te sɛ, aduanenoa, ayie-beaɛɛ nsiesie, nnwom ahodoɔ, efunu-daka, nsuiefoɔ ne atwenekafoɔ adi wɔ ayie ase de gye sika. Saa ayiyo a abɛdane dwadie yi wɔ nsunsuansoo papa ne bɔne wɔ ayie so. Nsunsuansoo papa a ɛwɔ so ne sɛ, ɛyi ayie nhyehyɛɛ ho kɔdaanna firi abusua no so nanso, yei nyinaa de ɛka kɛsɛɛ bɛto abusua no so.
- **Ayiyo afadɛɛ adwinnee ahodoɔ:** Ayie-beaɛɛ hɔ nsiesie ne ntaadɛɛ ahodoɔ a wɔhyehyɛ no wɔ ayie ase no abɛyɛ biribi a ɛda adwinnee ho nimdeɛ adi. Ayiyo mu no, yɛhunuu adwinnee ahodoɔ pii na yei da adi wɔ tweneka ne

nnwontoɔ, asa ahodoɔ, highlife nnwom, anwonsenka ne mfoniye ahodoɔ mu. Saa nneema ahodoɔ yi nyinaa da owufoɔ no abrafoɔ ne n'agyapadee ahodoɔ adi.

- **Abusua ne mpɔtamfoɔ dwumadie mu nsakrae:** Dwuma a na owufoɔ no abusuafoɔ da no adi bi te se, efunu-adaka to ne abusuafe a wɔdeda efunu no wo ho no ne dee ekeka ho no ko so nnansa yi pa ara. Bere a nsakrae reba abusuafoɔ ne mpɔtamfoɔ dwumadie mu nnansa yi fa ayie no ye ne eho sikasem ho no, eko so boa ma ayɔnkofa pa ne koroye beda nnipa ahodoɔ ne mpɔtam hofoɔ no ntam.

Adesua mu Dwumadie

1. Pensempensem akwan ahodoɔ a yebefa so ama enne mmere mu ayiyo ase atim ene asetena mu nsunsuansoɔ a ede beba;
 - a. Abusuafoɔ ne nnamfonom so.
 - b. Mpɔtamfoɔ no so.
2. Ye nhwehwemu fa asem a eda dwa se, enne mmere mu ayiyo dwumadie ahodoɔ ho hia ma yen amammere ho.

Adekyerekwan nhwesoo

1. Adesua a egyina dwumadie: so Adesuafoɔ no nyinaa mpensempensemu
 - San ti owuo ne eho nsem adesua no mu.
 - Pensempensem ayiyo ne n'ahodoɔ wo amammere mu mu.
 - Pensempensem ayiyo ahodoɔ a woye de ma won a wɔdidi soɔ yi: ahemfo, akomfoɔ, apemfoɔ, nkwadaa ne won a wɔkeka ho mu.
 - Pensempensem enne mmere nneema a eda adi wo ayiyo mu mu.
2. Ekuo dwumadie/ nkabom adesua: Fa ayiyo a eko so wo w'amammere a wosua no mu toto dee eko so wo amammere ahodoɔ mu wo Ghanaman mu no ho.
 - Adesuafoɔ no nyinaa dwumadie
 - Hwe sini a efa ayiyo ahodoɔ ho, se ebia, ayiyo a efa chene, akomfoɔ ne dee ekeka ho ho.
 - Ye oyikyere a efa ayiyo ho.

Nkariie Titire: DoK Gyinapɛn 4 - Nsemmissa

1. Pensempensem ayiyɔ ahodoɔ mmienu (2) a ɛkɔ so wɔ wo mpɔtam mu na kyere mfasoɔ a ɛwɔ ayiyɔ so.
2. Pensempensem nsonsonoeɛ a ayiyɔ a wɔyɛ de ma nnipa a wɔdidi soɔ yi wɔ wo mpɔtam mu: ahemfo, akɔmfɔɔ, apemfɔɔ ne nkwadaa.
3. Fa ayiyɔ a ɛkɔ so wɔ wo mpɔtam mu toto dee ɛkɔ so wɔ mpɔtam foforo mu.
4. Pensempensem enne mmere yi mu adeɛ baako a ɛkɔ so wɔ ayiyɔ mu wɔ wo mpɔtam mu na kyere ɛkwan a yɛbɛfa so abre no ase.

Krataa 2 Dwumadie Nhwɛsoɔ

Yɛ nhwɛsoɔ Dwumadie ma Krataa 2 wɔ Nnawɔtwe 18 mu. Ɛsɛ sɛ dwumadie no fa adesuadaɛ ahodoɔ a wakyerɛ wɔn firi Gyinapɛn/Afe 1 kɔsi Gyinapɛn/Afe 3 nyinaa mu. Fa Nsemmissa Nhyehyɛɛ Pono no (Table of Specification) ne Krataa no Nhyehyɛɛ (Structure of the Paper) a ɛwɔ ɔfa yi awieɛɛ no di dwuma sɛ akwankyerɛ. Ɛsɛ sɛ ɔhwɛ twa adesuafoɔ no dwumadie ma wɔn animanim no ara na fa mma a wɔbenya no hyɛ STP no mu.

KRATAA 2 DWUMADIE NHWESOO

NSEMMISA NHYEHYEE PONO MA KRATAA (2)

Ɛse se akyerɛkyerɛfoɔ twere nsemmisa ahodoɔ aduonum (50) ma saa ɔfa yi

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1 30%	L2 40%	L3 30%
FONETIKS NE FONOLGYI	9. Pensempensem anwonsem bi mu.	1		
	10. Gyina ɛsu ɛse fata so kyerekyere Asante Twi anom nnyegyeee ahodoɔ no su (nhwesoo: dwɛɛdwɛɛwa no gyunabea, beaɛ a wɔye nnyegyeee no ne nnyegyeee no yebea).	1 1	1 1 1	1 1
	11. Pensempensem ɛnne nnyegyeee ahodoɔ no dwumadie wɔ Asante Twi mu (nhwesoo, asemfua anim, mfinimfini, ne awieɛɛ).			
	12. Kyere Asante Twi asensini nkyekyemu ahodoɔ no.			
	13. Pensempensem Asante Twi asensini nhyehyeee no wɔ nsemfuaye mu.			
	14. Kyerekyere tonu ahodoɔ no mu (nhwesoo, ɛfam, ɛsoro, mfinimfini, ɛsoro-kɔ, fam-kɔ, ne deɛ ekeka ho.) ne ne dwumadie ahodoɔ.			
	15. Pensempensem fonolgyi dwumadie ahodoɔ a ɛwɔ Asante Twi mu mu(se ebia, ɔmene).			
	16. Pensempensem fonolgyi dwumadie ahodoɔ a ɛwɔ Asante Twi mu mu (asensini nhyehyeee ahodoɔ).			

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
ጋKASA MMARA	8. Kyekye edin mu ko n’ahodoጋ mu (nhwesoo, edinpa, dinhunu, edin a yenhunu, edin a yehunu, ne dee ekeka ho.) 9. Kyekye ጋkyerefoጋ mu ko n’ahodoጋ mu (nhwesoo, ጋጋbea, beaee, bere, anooden). 10. Pensempensem mmataho dwumadie wo Asante Twi mu. 11. Fa nkabomdee ahodoጋ ye ጋkasamu ahodoጋ wo Asante Twi mu. 12. Kyerekyere na kyekye ጋkasamufa mu ko n’ahodoጋ mu.	1 1	1 1 1	1 1
ATWERE NHYEHYEEE	13. Pensempensem ጋkasamu nkorabata ahodoጋ no mu (nhwesoo, ጋkasasin ne ጋkasamufa). 14. Gyina ጋkasamu dwumadie so kyekye ጋkasamu mu ko n’ahodoጋ mu.			
	7. Twerε ጋkasamu ahodoጋ wo bere wode edin ne edinnsiananmu nhyehyeee ahodoጋ no redi dwuma. 8. Twerε ጋkasamu ahodoጋ wo bere wode edin nkyerekyeremu nhyehyeee ahodoጋ no redi dwuma. 9. Pensempensem nsempuaye ahodoጋ mu wo Asante Twi mu (nsempua nkabom, nsempuasotwa, ጋጋem, mmataho). 10. Pensempensem atwere mu agyinahyedee ahodoጋ no mu (nhwesoo, osiwieeee, nsanhጋ, osiprenu, osisan, ne dee ekeka ho.) ne nsenkyerenne ahodoጋ a eda adi wo atwere mu mu. 11. Pensempensem nsempuaye ahodoጋ no mu (ጋጋem, nkakuho, kcenegy, ne dee ekeka ho). 12. Gyina nsempuaye ahodoጋ no so ye nsempua foforo.	1	1 1 1	1 1

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
AMAMMERE NE AMANNEE	10. Ye nhwehwemu fa abosomdin ahodoɔ ho wɔ bere worehwe won abɔsee ne botaeɛ a etaa akyire.	1	1	1
	11. Pensempensem akwan ahodoɔ a wɔfa so pagya abɔfra bi de no kɔ ne mpanin mfee so (bragorɔ: adeyɔ edi bragorɔ no kan, adeyɔ a eko so wɔ bragorɔ dwumadie no ankasa mu ne adeyɔ a eko so wɔ bragorɔ no akyi).	1	1	1
	12. Fa ɔkwan ahododoɔ a wɔfa so goro bra wɔ Asante Twi mu no toto amammere ahodoɔ no deɛ ho.	1		1
	13. Pensempensem akwan ahodoɔ a wɔfa so gye awareɛ ne eso mfasoɔ wɔ amammere kwan so.			
	14. Pensempensem abeeɛfo nneyeeɛ ahodoɔ bi a erenya nsunsuansoɔ wɔ nananom awaregyee so.			
	15. Fa abusua nhyehyeeɛ a ewɔ Asante Twi mu no toto deɛ eko so wɔ amammere ahododoɔ mu wɔ Ghana.			
	16. Pensempensem nananom-som afahye ne eso mfasoɔ ahodoɔ mu wɔ Asante Twi mu.			
	17. Fa afahye ahodoɔ a eko so wɔ Asante Twi mu no toto amammere nkaeɛ no mu deɛ ho wɔ Ghana.			
NANANOM AMAMMUO	18. Fa ayiyo a ahodoɔ a eko so wɔ Asante Twi mu no toto deɛ eko so wɔ amammere nkaeɛ no mu wɔ Ghana.			
	6. Ye nhwehwemu fa Asante Twi amammuo nhyehyeeɛ ho (agya,abusua, abusuapanin, ntɔn/ntorɔ panin).	1	1	1
	7. Ye nhwehwemu fa Asante Twi amammuo nhyehyeeɛ ho (ɔhene, ahenfo-nkumaa, asiahenefoɔ, ne deɛ ekeka ho.).			1
	8. Ye nhwehwemu fa nananom amammuo nhyehyeeɛ ho.			
	9. Ye nhwehwemu fa abeeɛfo kɔto asennie nhyehyeeɛ ho			
	10. Fa nananom kwan a wɔfa so di asem no toto abeeɛfo kwan a wɔfa so di asem no ho.			

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
ANO KASADWINI	7. Ye nhwehwemu fa Asante Twi nsaguo nhyehyeee ahodoɔ no ho (ɔfre, botae, nhyira ne nnomee) 8. Pensempensem nsuie mu (ne dwumadie ne eso mfasoɔ). 9. Pensempensem abisaa nhyehyeee ne n'ahodoɔ mu. 10. Ye nhwehwemu fa nyanapo nhyehyeee ho. 11. Pensempensem adwuma nnwom, ɔsa nnwom, agoro mu nnwom ne abagyegye nnwom mu. 12. Ye nhwehwemu na pensempensem abeefo highlife nnwom ahodoɔ mu.	1 1	1 1 1	1
ATWERE KASADWINI	7. Pensempensem abasem su ahodoɔ mu (nhwesoo, agoromma, asentitire, nhyehyeee, sibeabere, enne a ekasa, ne dee ekeka ho.). 8. Pensempensem abasem nwoma bi mu (atifiasem, asentitire, nsemfua dwumadie, kasasu ahodoɔ, ne dee ekeka ho.) 9. Ye nhwehwemu fa ahwegoro su ahodoɔ mu. 10. Pensempensem ahwegoro nwoma bi mu. 11. Hwehwe na pensempensem anwonsem su ahodoɔ no mu (nhwesoo, nsemfua dwumadie, nsentitire, nkyekyemu, nsensannee, kasasu ahodoɔ, nnyegyeee-koro, ne dee ekeka ho.). 12. Pensempensem anwonsem bi mu.	1 1 1	1 1 1	1 1 1
	MMUABO	15	20	15

NSEMMISA NYEHYEEEE PONO MA KRATAA MMIENU (2)- ADANTAM SUKUU ASANTE TWI

Krataa no nhyehyeee

ƆFA A - Akenkan (Mma 10)

Akenkan ne nteasee a ekura nsemfua 300-350 a eye abasem a wode nsemmisa edu ataa akyire na wode to dwa wo ha. Esee se adesuafoɔ no bua nsemmisa no nyinaa ano. (Mm 30)

ƆFA B - Fɔnɔlogyi (Mma 10)

Twere nsemmisa ahodoɔ mmienue ma adesuafoɔ no nyi mu baako pe mmua mfa nya mma 10. (Simm 15)

ƆFA C - Ɔkasa Nkyerɛasee (Mma 30)

Fa abasem a ekura nsemfua beye 250 a ewo Borɔfo kasa to ho ma adesuafoɔ no nkyere asee nko Asante Twi mu. (Mm 30)

ƆFA D - Susu-twere (Mma 30)

Gyina atifiaseɛ ahodoɔ nnan so twere nsemmisa nnan ma adesuafoɔ no nyi mu baako pe mfa nsemfua ahasa (300) anaa deɛ eboro saa ntwere ho asem mfa nya mma 30. Wɔbeso adesuafoɔ ahwe wo susutwere ahodoɔ a edidi soɔ yi mu.

Abasem, Sukyere, Akyinnyegyee, Kasakyere, Krataa twere, Akwankyere (Simma 50)

ƆFA E - Atwere Kasadwini (Mma 20)

Saa ɔfa yi mu, wode nsemmisa mmiensa (3) a afa atwere kasadwini nkorabata mmiensa (abasem, ahwegoro ne anwonsem) no ho na ebeto dwa ama adesuafoɔ no ayi mu baako (1) pe. (Mma 25)

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
		L1	L2	L3
AKENKAN ƐNOLLOGYI	2. Gyina nimdee a wowo fa nnyinasoɔ kasamu ne nkyerekyeremu kasamu ho so fa hunu adwempa a ewo tweresem ahodoɔ mu.			1
	3. Gyina esu ahodoɔ so kyerekyerɛ Asante Twi enne nnyegyeee ahodoɔ no su (nhwesoo: anofafa no yɔbea, beaee a tekrema no ma ne ho so ko duru ne tekrema no fa a ema ne mu so)		1	
	4. Pensempenseɛ ɛnollogyi dwumadie ahodoɔ a ewo Asante Twi mu mu (asensini nhyehyeee ahodoɔ).			1
SUSU-TWERE ƆKASA NKYERASEE	5. Twere abasem susutwere			1
	6. Twere akwankyere susutwere			1
	7. Twere akyinnyegyee susutwere			1
	8. Twere krataa a wode kɔpe adwuma.			1
	2. Gyina nimdee a wowo fa Ɔkasa nkyerasese ahodoɔ no so kyere tweresem no ase firi Borɔfo kasa mu ko Asante Twi mu (ɔkasa nkyerasese a egyina nsemfua nteasee so, ɔkasa nkyerasese a egyina nteasee so, mfeafeaho kasankyerasese, ne deɛ ekeka ho).			1

SUB STRAND	LEARNING INDICATOR(S)	LEVELS OF ASSESSMENT		
ATWERE KASADWINI	4. <i>Pensempensem abasem su ahodoɔ no mu (nhwesoo, agorɔmma, asentitire, nhyehyeee, sibeabere, enne a ekasa, ne deɛ ekeka ho.).</i>			1
	5. <i>Pensempensem ahwegorɔ nwoma mu.</i>			1
	6. <i>Hwehwe na pensempensem anwonsem su ahodoɔ no mu (nhwesoo, nsemfua dwumadie, nsentitire, nkyekyemu, nsensannee, kasasu ahodoɔ, nnyegyeee-korɔ, ne deɛ ekeka ho.).</i>			1
	MMUABO		1	10

NSEMMISA NHYEHYEEE PONO MA KRATAA MMIENSA (3)- ADANTAM SUKUU ASANTE TWI

Krataa no nhyehyeee

KRATAA 3 (Ano-Kasa Dwumadie)

Saa krataa yi kura ɔfa ahodoɔ mmiensa (3) a ebeye nkitahodie a ebekɔ so wɔ ɔdesuafoɔ no ne schwe-hwesofɔ no ntam. Nkitahodie a ebekɔ so wɔ schwe-hwesofɔ no ne ɔdesuafoɔ biara ntam no befa simma 20 a eye mma 50. Dwumadie no kura nkyekyemu nsia a wɔapae mu mmienu anya atrapɔe A ne Aterapɔe B. Wɔbedanedane atrapɔe no mu afe biara sedee ebeye a wonti nsemmisa korɔ no ara mu. Schwe-hwesofɔ beka schwe no nhyehyeee no ho asem akyere adesuafoɔ a wɔrebetwere schwe no.

SUB STRAND	LEARNING INDICATORS	LEVELS OF ASSESSMENT		
		L1	L2	L3
NKITAHODIE/ NKOMMOBO WO TEBEA BI MU FONOLGYI AKENKAN	2. <i>Pensempensem nimdee ne adwene ahodoɔ mu firi adesuadae anaa abasem ahodoɔ mu. Se ebia, nneyee a ahodoɔ a amammerɛ gye tom (obuo, ayamyɛ, abodwokyerɛ ne deɛ ekeka ho), ntetee, nkwadaa a wɔwɔ-tɔn wɔn, nneema a atwa yen ho ahyia, mfididwuma wɔ Ghana, famagudeɛ-tu, GESI, STEM, ne ade.</i>			1
	2. <i>Gyina ɛsu ahodoɔ so kyerekyerɛ Asante Twi ɛnne nnyegyee ahodoɔ no su (nhwesoo: anofafa no yɔbea, beaɛ a tekrema no ma ne ho so kɔ duru ne tekrema no fa a ɛma ne mu so)</i>		1	
	3. <i>Gyina ɔhare-so -adehwehwe ne ɔhare-so-akenkan nimdee so fa hwehwe amanebo anaa nimdee firi twerɛsem ahodoɔ mu</i>	1		
	4. <i>Fa asentitire ne nnyinasoo kasamu ho nimdee so hwehwe adwempa a ɛwɔ twerɛsem ahodoɔ mu.</i>			1
AMAMMERɛ NE AMANNEɛ	4. <i>Ye nhwehwɛmu fa abosomdin ahodoɔ ho wɔ bere worehwe wɔn abɔsee ne botaeɛ a ɛtaa akyire.</i>		1	
	5. <i>Discuss the processes involved in performing marriage rites and its significance in the culture.</i>		1	
	6. <i>Discuss the traditional festivals in the respective cultures and their significance.</i>	1		
ANO KASADWINI	4. <i>Ye nhwehwɛmu fa Asante Twi nsaguo nhyehyee ahodoɔ no ho (ɔfrɛ, botaeɛ, nhyira ne nnomee).</i>	1		
	5. <i>Pensempensem nananom-som afahye ahodoɔ no ne wɔn so mfasoo ahodoɔ mu.</i>		1	
	6. <i>Fa Asante Twi ayiyo toto amammerɛ nkaɛ a ɛwɔ Ghana no ayiyo ho.</i>			1
	MMUABO	3	4	3

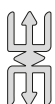
PLC Session 18

55 minutes

Planning & Reviewing the Learning Plan

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

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



AHYENSO

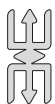
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



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.

Ɔfa 8 Mmɔakyire

Saa Ɔfa yi ye adee a wɔakyere no wɔ nnawɔtwe dunson ne dunwɔtwe mmɔakyire. Apensempensem owuo, ayiyo, ayiyo ahodoɔ ne eso mfasoɔ mu. Saa adesuadae yi som bo wɔ Ghana kasa ho adesua mu efiri se, eboa ma adesuafoɔ hunu wɔn ankasa amammerɛ ne amanneɛ na ema wɔn ani gye afoforo nso amammerɛ ne amanneɛ ahodoɔ ho. Yehwehwe se, Ɔfa yi adesua awiee no, adesuafoɔ no behunu wɔn nkyi, wɔn amammerɛ ne amanneɛ, wɔn nneyee a esom bo, dee wɔfiri na ebeboa ama amammerɛ ne amanneɛ ase atim. Ebeboa ahyɛ adesuafoɔ nkurane ama wɔaka abom de adi dwuma. Wɔbesan asua se wɔbeyɛ badwemma, adwenkyerefoɔ na wɔanya nsemfua a wɔde bekasa afa nsem ahodoɔ a eko so wɔ wɔn man mu ne afoforo dee ho mu.

DWUMADIE NO TWA HO NHYEHYEE MA NKARIE TITIRE AHODOO NO

NNAWOTWE 17

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

Ɛse se ɔkyerekyerɛfoɔ no bisa ne ho saa nsem ahodoɔ yi ansa na watwa dwumadie no ama mma ahodoɔ:

1. Owuo farebae ahodoɔ: Ɔdesuafoɔ no tumi twere akwan ahodoɔ a ɛde owuo ba wɔ ne mpɔtam no?
2. Owuo farebae mpensempensemu: Ɔdesuafoɔ no tumi pensempensemu owuo farebae no biara mu a ɔkyerekyerɛ deɛ ɛde owuo no ba pɔtee ne nsunsuansoɔ a ɛde ba ne mpɔtam no so yie?
3. Pensempensemu no mu do: Ɔdesuafoɔ no mpensempensemu a ɛfa owuo farebae ne ɛso nsunsuansoɔ no da nteaseɛ emu do adi?

Dwumadie no twa ho nhyehyee

- Mma 13–15: Nhwehwemu ne mpensempensemu a eye perepere. Wahunu deɛ ɛde ɔhaw no baeɛ no yie, na waye ho mpensempensemu a emu do.
- Mma 10–12: Nhwehwemu ne mpensempensemu pa. Wahunu deɛ ɛde ɔhaw no baeɛ no bi, na waye ho mpensempensemu a ɛfata.
- Mma 7–9 nkonta: Nhwehwemu ne mpensempensemu a ɛfata kakra. Wahunu deɛ ɛde ɔhaw no baeɛ no kakraa bi, na mpensempensemu no nso sua.
- Mma 0–6 nkonta: Nhwehwemu ne mpensempensemu mmɔborɔhunu. Wanhɔ anaase wahu kakraa bi pe wɔ deɛ ɛde ɔhaw no baeɛ ne ne mpensempensemu ho. (Mma 15).

Asemmisa 2: Se woye ɔkasamafoɔ yi, kyere sɛdeɛ wobekyerekyerɛ wo manfoɔ fa sɛdeɛ wobesi asi owuo a ɛba ansa na ne bere aduru so wɔ wo mpɔtam mu. (Mma 15)

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

1. Botaeɛ a emu da ho: So nhyehyee a wɔde bekyerekyerɛ nkurofoɔ no botaeɛ no da adi pefee na ɛkasa fa ho pɔtee?
2. Nnipa a wɔde adesua no rema won: So wɔakyere won a wɔde adesua no rema won pɔtee? Na akwan a wɔde bekyerekyerɛ won no fata won ahiadeɛ ne won amammerɛ?

3. Akwan a wɔde bekyerekyere: So akwan a wɔde bekyerekyere no ye adwuma yie, eye pa ara se wɔde bedi dwuma, na ene mpɔtam no amammerɛ kɔpɛ?
4. Sɛdɛ wɔbɛhwɛ ne mmɔakyire ne ne nkɔsoo akyidie: So wɔayɛ nhyehyɛɛ a wɔde bɛhwɛ dwumadie no mmɔakyire no se aso aba pa anaa, na wɔbɛtoa so ne mpɔtam hɔfoɔ no adi nkitaho?
 - Mma 13–15: *Nhyehyɛɛ a eye pɛpɛpɛ, a ɛwɔ botaeɛ a ɛmu da hɔ pa ara, akwan a ɛtu mpɔn a wɔde bekyerekyere, ne nhyehyɛɛ a wɔde bɛhwɛ nkɔsoo no na wɔatoa so.*
 - Mma 10–12: *Nhyehyɛɛ pa a ɛmu wɔ botaeɛ ne akwan a ɛda adi.*
 - Mma 7–9: *Nhyehyɛɛ a ɛfata kakra, nanso botaeɛ ne akwan no sua anaa ɛmu nna hɔ yie.*
 - Mma 0–6: *Nhyehyɛɛ a ɛnye, a ɛnni botaeɛ a ɛmu da hɔ anaa akwan a ɛfata a wɔde bekyerekyere. (Mma 15)*

NNAWɔTWE 18

Dwumadie no twa ho nhyehyɛɛ

Asemisa 1: Twerɛ ayiye amannee ahodoɔ mmienɛ a wɔyɛ wɔ wo mpɔtam mu ho asem, na hwɛhwɛ mu na kyere ayiye amannee no hia a ɛho hia. (Mma 15)
 Ɛsɛ se ɔkyerekyerefoɔ bisa ne ho nsemisa yi ansa na ɔde mma ama:

1. Ayiye amannee ho nkyerekyeremu: So osuani no tumi kyere ayiye amannee ahodoɔ mmienɛ a wɔyɛ wɔ ne mpɔtam mu mu pefee?
2. Ayiye amannee no so mfasoɔ : So osuani no tumi hwɛhwɛ mu kyere ayiye amannee no so mfasoɔ se eye deɛ ɛfa amammerɛ, asetena mu nkitahodie ne honhom fam gyidie ho?
3. Mpensempensemu a ɛmu dɔ: So osuani no da nteaseɛ a ɛmu dɔ adi fa ayiye amannee no ne deɛ enti a ɛho hia ho?

Dwumadie no twa ho nhyehyɛɛ

- Mma 13–15: *Mpensempensemu ne nhwehwɛmu a eye pɛpɛpɛ. Ɔsuani no akyere ayiye amannee no mu pefee, na wahwehwɛ mu yie de ada ɛso mfasoɔ no adi.*
- Mma 10–12: *Mpensempensemu ne nhwehwɛmu pa. Ɔsuani no akyere ayiye amannee no bi mu, na wahwehwɛ mu sɛdɛ ɛfata.*
- Mma 7–9: *Mpensempensemu ne nhwehwɛmu a ɛfata kakra. Ɔsuani no akyere ayiye amannee no ho nsem mu kakraa bi, na ne mpensempensemu no nso sua.*

- *Mma 0–6: Mpensempensemu ne nhwehwemu a enye. Ɔsuani no akyere ayiye amannee no ho nsem kakraa bi mu anaa wannkyere mu biara mu, na wahwehwe mu kakraa bi anaa wannhwehwe mu koraa.*

Asemmisa 2: Twere nsonsonoeɛ a ɛda ayiye amannee a wɔye ma nnipakuo a wɔdidi soɔ yi ntam wɔ wo mpɔtam mu ho asem: ahene, akɔmfoɔ, mmaa a wɔawuwu a na wɔanyinsen ne mmɔfra. (15 Nkonta)

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

1. Nsonsonoeɛ ho nkyerekyeremu: So ɔsuani no tumi kyere nsonsonoeɛ a ɛda ayiye amannee a wɔye ma nnipakuo no biara mu pefee?
2. Nsonsonoeɛ no ho mpensempensemu: So ɔsuani no tumi hwehwe mu kyere dee enti a saa nsonsonoeɛ yi wɔ ho, se eye dee ɛfa amammerɛ ne asetena mu nkitahodie ho?
3. Nteaseɛ a ɛmu dɔ: So ɔsuani no da nteaseɛ a ɛmu dɔ adi fa ayiye amannee no ne dee enti a ɛso wɔ mfasoɔ ho?

Dwumadie no twa ho nhyehyɛɛ

- *Mma 13–15 : Mpensempensemu a eye pɛpɛpɛ, a ɛmu wɔ nsonsonoeɛ no ho nkyerekyeremu a ɛmu da ho ne nhwehwemu a ɛmu dɔ.*
- *Mma 10–12 : Mpensempensemu pa a ɛmu wɔ nsonsonoeɛ no ho nkyerekyeremu ne nhwehwemu a ɛfata.*
- *Mma 7–9 : Mpensempensemu a ɛfata kakra, a ɛmu wɔ nsonsonoeɛ no ho nkyerekyeremu ne nhwehwemu kakraa bi.*
- *Mma 0–6 : Mpensempensemu a enye, a ɛmu nni nsonsonoeɛ no ho nkyerekyeremu anaa nhwehwemu a ɛfata.*

Dwumadie no twa ho nhyehyɛɛ

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

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

1. Ayiye amannee ho nkyerekyeremu: So ɔsuani no tumi kyere ayiye amannee a wɔye wɔ mpɔtam mmieniu no nyinaa mu pefee?
2. Ayiye amannee no ntotoho: So ɔsuani no tumi de ayiye amannee a wɔye wɔ mpɔtam mmieniu no mu no toto ho, na ɔkyere dee esese ne wɔn mu nsonsonoeɛ?

3. Mpensempensemu a emu do: So osuani no da nteasee a emu do adi fa ayiye amannee no ne dee enti a eho hia ho?

Dwumadie no twa ho nhyehyeee

- Mma 13–15 : *Ntotoho a eye perepere, a emu wo ayiye amannee no ho nkyerkyeremu a emu da ho ne mpensempensemu a emu do.*
- Mma 10–12 : *Ntotoho pa a emu wo ayiye amannee no ho nkyerkyeremu ne mpensempensemu a efata.*
- Mma 7–9 : *Ntotoho a efata kakra, a emu wo ayiye amannee no ho nkyerkyeremu ne mpensempensemu kakraa bi.*
- Mma 0–6 : *Ntotoho a enye, a emu nni ayiye amannee no ho nkyerkyeremu anaa mpensempensemu a efata.*

Dwumadie no twa ho nhyehyeee

Asemmisa 4: Pensempensem adee baako bi a enne yi efa ayiye amannee ho wo wo mpotam mu ho asem mu, na kyere sedee wobetumi asi ano kwan. (Mma 15)

Ese se okyerkyerefoɔ bisa ne ho nsemmisa yi ansa na ode mma no ama:

1. Ohaw no ho nhunumu: So osuani no tumi hunu na okyere ohaw bi a enne yi efa ayiye amannee ho wo ne mpotam mu?
2. Ohaw no ho mpensempensemu: So osuani no tumi hwehwe ohaw no mu, na okyere dee ede ba ne dee efiri mu ba?
3. Akwan a wode si ano akwan: So osuani no tumi de akwan a etu mpɔn a wobetumi afa so asi ohaw no ano ato dwa?
4. Akwan no ye a eye ne mfasoɔ a ewo so: So akwan a ode ato dwa no ye dee wobetumi de adi dwuma, na ebetumi nso ama ohaw no so ate anaa agyae?

Dwumadie no twa ho nhyehyeee

- Mma 13–15 : *Mpensempensemu a eye perepere. Osuani no akyere ohaw no pefee, wahwehwe mu yie, na ode akwan a etu mpɔn na eye se wode bedi dwuma ato dwa.*
- Mma 10–12 : *Mpensempensemu pa. Osuani no akyere ohaw no bi, wahwehwe mu, na ode akwan bi a efata ato dwa.*
- Mma 7–9 : *Mpensempensemu a efata kakra. Osuani no akyere ohaw no kakraa bi, wahwehwe mu kakra, na ode akwan kakraa bi ato dwa.*
- Mma 0–6 : *Mpensempensemu a enye. Osuani no ankyere ohaw no yie anaa wannhwehwe mu, na akwan a ode ato dwa no nso sua anaa enni ho.*

ƆFA 9: NNWOM AHODOƆ

ADESUADEE: **ASANTE TWI KASADWINI**

Adesuadee nkorabata: Ano Kasadwini

Adesua no Botae: *Betumi de nimdee a efa nnwom su ho no aye nnwom ahodoƆ.*

Adesua mu Nimdeenya: Tumi da nimdee ne nteasee a efa nnwom ahodoƆ ho adi.

NNIANIMU NE ƆFA YI TƆFABƆ

Saa Ɔfa yi bepansempensem adwuma nnwom mu wɔ Ghana Asante Twi mu enna enne mmere yi mu highlife nnwom ahodoƆ mu. Ebehwe adwuma nnwom nkyerese, adwuma dwom ahodoƆ ne adwuma nnwom so mfaso. Efa a ekasa fa highlife nnwom ho no nso bepansempensem highlife ahodoƆ, highlife nhyehyee, highlife so mfaso ne ekwan a wɔfa so pansempensem highlife nnwom ahodoƆ mu. Nimdee a efa adwuma ne highlife nnwom ho no beboa adesuafoƆ ama wɔanya nimdee bi de aye wɔn ankasa nnwom ahodoƆ. Saa Ɔfa yi ho hia ma adesuafoƆ 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 adesuafoƆ ma wɔnya nimdee ne nteasee a emu dɔ fa wɔn ankasa amammere ne amannee ne adwene a wɔde di dwuma ahodoƆ ho. Eɛ se ɔkyerɛkyerɛfoƆ no de nkabom adekyerɛkwan, nwoma ne ankorankoro ahodoƆn adesua nhyehyee ne nkariie sononko ahodoƆ beboa adesua.

Nnawɔtwe ne adesuaƆe ahodoƆ a Ɔfa yi bekasa afa ho no na edidi soƆ yi:

- **Nnawɔtwe 19:** Adwuma nnwom
- **Nnawɔtwe 20:** Highlife nnwom

ADEKYERɛKWAN NHWɛSOƆ TƆFABƆ

Adekyerɛkwan nhwɛsoƆ ahodoƆ a wɔde adi adwuma wɔ Ɔfa yi mu no ye akwan ahodoƆ a wɔfa so kyere Ghana kasa mu nimdee ahodoƆ.

Adesua a Eɣyina Dwumadie so ye adekyerɛkwan a wɔde asetena mu ɔhaw a emu ye den di dwuma se adesua no nnyinaso, na eboa adesuafoƆ ma wɔte nsusuiɛ ne nnyinasosem ase denam wɔn ankasa nhwehwɛmu ne dwumadie so, sen se ɔkyerɛkyerɛfoƆ no ankasa beka nokwasem ne nsusuiɛ no pɔtee akyere

wɔn. Saa kwan yi bi ne ankorankoro adesua, baanu baanu adwumaye, kuo ahodoƆ a emufoƆ nwomanim adi afra anaa mmarima ne mmaa adi mu afra, ne adesuafoƆkuo no nyinaa dwumadie ahodoƆ a adesuafoƆkuo kasakyere (class presentation) ka ho. Saa adekyerekwan ahodoƆ yi boa ma adesuafoƆ no nya adwene a emu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodie ho nimdee amapa. Bio, ema wɔn akwannya ma wɔde bom ye adwuma, sua ekuo mu adwumaye ne ɔkannifoƆ abrabɔ. AdesuafoƆ sua senea wɔbɛboaboa nsem ano, ye mu nhwehwemu na wɔahwehwe mu de anya nsemmissa ho mmuaee, na yei ma wɔnya nimdee a eho hia wɔ adwuma wiasa mu. AdesuafoƆ a wɔwɔ adenim ho adomakyedee ne nimdee soronko, wɔma wɔn dwumadie foforo te se se wɔbeye wɔn mfefo asuafo akwankyerefoƆ anaa akuo akannifoƆ, de aboa wɔn mfefoƆ ma wɔate nsusuie a wɔrekyere no ase yie. Wɔhye akyerɛkyerɛfoƆ nkuran se, wɔnye ahweyie mma adesuafoƆ a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodie mu no, na wɔmfa akwan pa ahodoƆ so ntenetene wɔn mfomsoƆ ne wɔn adwenkyeae ahodoƆ wɔ ɔkwan a efata so.

NKARIIE TɔFABɔ

Akwan ahodoƆ a wɔbɛfa so aye nkariie wɔ ɔfa yi mu no hwe ma wɔwɔ adesuafoƆ no nimdee, wɔn nteasee ne wɔn tumi a wɔde dwene a emu dɔ no hwe pɛpɛɛpɛ. Mmuaee ahodoƆ a wɔde ma daa no boa ma adesuafoƆ no kɔ so nya nkɔsoƆ anaa mpontuo wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkariie akwan ahodoƆ a wɔde di dwuma no boa ma ɔkyerɛkyerɛfoƆ hunu sɛdee adesuafoƆ no ate Ghana amammerɛ afahye ahodoƆ no ase afa. Nkariie no mu wɔ gyinapɛn nnan a ekasa fa adwene a emu dɔ ne nsusuie a ekɔ nkan ho. Nkariie dwumadie no hye ase firi nsemmissa ahodoƆ, nsemmissa a anoyie ye abasɛm-tiawa twere anaa anodisɛm kasakyere so de hwe se adesuafoƆ betumi ada wɔn nteasee adi na wɔde adi dwuma. Eɛ se akyerɛkyerɛfoƆ de daadaa ne awiee nkariie akwan ahodoƆ di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔsoƆ ho. Yei ka nkontabuo ne mmuaee a wɔde bema a ekyerɛ osuani biara nkɔsoƆ anaa ne mpontuo a ɔrenya wɔ bere tenten mu.

Kyerɛ tɔfabɔ a efa nkariie a wɔde di dwuma fa adekyeredee ho. Se ebia...

AdesuafoƆ dwumadie	DOK Gyinapɛn	Nkariie Akwan ahodoƆ
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 ahodoƆ mu	4	Kasakyere / Nkasaho

NNAWƆTWE 19

Adesuadeɛ Botaeɛ: *Pensempensem Adwuma nnwom mu*

ANISISODEɛ: **ADWUMA NNWOM**

Nnwom asekyere

Nnwom ye adeɛ a ɛho hia pa ara wɔ onipa abrabo mu, ne titire ne Abibiman mufoɔ. Yeɛtumi akyere dwom mu se, ɛye nsem a wɔsaesae anaa wɔhyehye a wɔde onipa nne na ɛda no adi. ɛnne no na ɛtaa kura dwom-su a nnyegyeeɛ nhyehyeeɛ ne koomye tae akyire. Nnwom nso wɔ anwonsem su ahodoɔ no bi. Yei ne, kasasu ahodoɔ ne nnyegyeeɛ-koro ahodoɔ. Wɔde nsensanneɛ ahodoɔ na ɛtwere nnwom na ɛwɔ nkyekyemu anaa vɛese ahodoɔ nso. Wɔtumi ti saa nsensanneɛ yi mu firi dwom no ahyeaseɛ de kɔpem awieeɛ. Nsemfua a ɛwɔ nnwom mu kura nteaseɛ a ɛmu do pa ara na nsemfua no mu bi kura esoro-kɔ ne fam-kɔ su anaa wɔsi nsemfua no bi so de da biribi pɔtee bi adi.

Adwuma dwom: Adwuma dwom ye dwom bi a wɔto fa adwuma pɔtee bi ho, se ɛye deɛ wɔto wɔ eberɛ a wɔreyɛ adwuma bi anaase, wɔto fa adwuma no ho anaa deɛ wɔto de tia adwuma. Adwuma nnwom ye nnwom a wɔto wɔ eberɛ a wɔreyɛ adwuma se ebia, kuayo, ɛnamyie, ntomawene, duadwumfoɔ, dwadie ne tonsuom de hye adwumayefoɔ no nkurane ma wɔye adwuma no ntentɛm, den anaa kyere wɔ eberɛ a wɔnte brɛ.

Adwuma nnwom: deɛ abakɔsem bi taa akyire, deɛ ɛkyerekyerɛ adwuma bi mu, anaa deɛ wɔde pem akutia...

Mfantsefoɔ adwuma nnwom ho nhwesoo

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?

Ɔkyerekyerɛfoɔ nkɔhwɛ abɔfodwom ho nhwɛsoɔ wɔ Adesuafoɔ Nwoma no mu wɔ kratafa 67.

Adwuma nnwom so mfasoɔ

- Ɛhyɛ adwumayɛfoɔ no den na ɛnam so ma wɔwie adwuma no ntɛm so.
- Nnwom no mu nsem no hyɛ adwumayɛfoɔ no nkurane ma wɔyɛ adwuma pa ara.
- Ɛyɛ ɛkwan a wɔfa so bɔ adwuma no ho dawuro kyere afoforoɔ.
- Wɔde adwuma nnwom san tu fo.
- Wɔde adwuma nnwom hyɛ adwumayɛfoɔ no animuonyam na wɔsan nso de pem afoforoɔ akutia.
- Adwuma nnwom yi ɛhu firi adwuma mu na ɛsan nso tumi pam nnipabɔnefoɔ firi adwumayɛfoɔ nkyɛn na wɔammɛdi wɔn awu.

Adesua dwumadie

1. Wogyina deɛ ɛkɔ so wɔ w'amammerɛ mu so a, sɛn na wobɛsi akyerɛ adwuma dwom ase?
2. Fa nhwɛsoɔ mmiensa firi w'amammerɛ mu na fa kyere adwuma dwom/nnwom mu.
3. Kyere senti mmiensa a adwumayɛfoɔ a wɔwɔ wo mpɔtam de adwuma nnwom di dwuma.

Adekyerekwan nhwɛsoɔ

1. Ɔkasa a yɛde hyɛ Adesua ase: Adesuafoɔ no nyinaa
 - Pensempensem adwuma nnwom mu
 - Pensempensem adwuma nnwom ahodoɔ mu
 - Pensempensem adwuma nnwom so mfasoɔ mu
2. Ɛkuo dwumadie/Nkabom adesua

- a. Baanu dwumadie: Pensempensem adwuma dwom bi mu (kyere asentitire, nyehyee, kasasu ahodo, nsemfua dwumadie, atwere nyehyee, ne dee ekeka ho.)
- b. Adesua a egyina osuahunu so: Sae adwuma dwom na to.

Nkariie titire: DoK Level 4 – Pensempensemu

1. Fa adwuma nnwom ahodo mmienu (2) firi w'amammer mu na pensempensem ne nyehyee, ne nsae (bobe, nnyegye) ne ne kasasu ahodo (nnyinahoma, asesem, senipa, mfonie, alitirehyen, nsenkyerene ne dee ekeka ho) a wode adi dwuma mu. (mma16)
2. Pensempensem adwuma dwom dwumadie mmiensa (3) mu kyere wo mpotam mufo. (mma 6)
3. Gyina wo nimdee wo kasadwini mu so na sae/hyehye adwuma dwom ma adwuma bi a wope se woye no dakye. (mma 6)

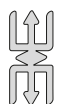
PLC Session 19

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

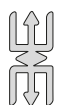
- The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

Adesuadeɛ Botaeɛ: *Hwehwe na pensempenseɛ enne mmerɛ mu highlife nnwom ahodoɔ mu*

ANISISODEɛ: **HIGHLIFE NNWOM AHODOO**

Highlife nnwom ahodoɔ ho adesua

Highlife yɛ Ghana nnwom nkorabata no mu baako a agye din pa ara. Highlife yɛ Ghana dwom a ne nhyehyɛɛ no gyina Abibirem mita ne Amanɔne gyaase a adi afra so a ɛhyɛ asee firii enne Ghana mpoano nkuro ahodoɔ so wɔ mfeha a eto so dunkron no mu. Bere a na yɛwɔ nkoasom mu no, wɔn a na wɔde highlife dwom di dwuma wɔ Abibirem no ne adehyɛɛ, adefoɔ ne wɔn a na wɔkura tumi, afei nso, na adwontoɔkuo ahodoɔ bi te sɛ, Jazz Kings, Cape Coast Sugar Babies ne Accra Orchestra a na wɔwɔ Ghana mpoano nkuro no bi so to saa dwom yi bi.

Highlife nnwom ahodoɔ ne ne nhyehyɛɛ

- 1. Nsadowaase dwom (Palm-wine music) :** Saa dwom yi a na wɔsan frɛ no 'Maringa' wɔ Sierra Leone a ɛkura nhyehyɛɛ sononko yi hyɛ asee firii mpoano wɔ afe 1920 mu wɔ Abibirem Apueɛ Krufɔ a na wɔwɔ Sierra Leone ne Liberiafoɔ wɔ bere a adwontofoɔ hyɛ asee de mfidie ahodoɔ a wɔde to dwom a adwadifoɔ a wɔfiri Portugal de baɛ no de di dwuma. Wɔde ahoma-nsia ne ntwene ahodoɔ nso di dwuma. Yei kyere sɛ, na nneɛma ahodoɔ a wɔde yɛ nnwom no mu bi firi Abiribrem ha yi ara enna ɛbi nso firi Portugal. Na wɔbɔ saa nnwom yi wɔ nsadowaase wɔ mpoano a papahweakwaafɔ bi te sɛ wɔn a wɔhyehyɛ nneɛma wɔ suhyɛn mu, akwantufɔ ne adwumayefɔ a wɔn sikasɛm wɔ fam na na wɔbenom nsa san tie dwom no wɔ ho. Onipa a wagye din pa ara wɔ saa dwom yi mu wɔ Ghana ne Agya Koo Nimo enna nnansa yi ara, Nkwan Pafɔ nso abɛka ho.
- 2. Brass-band highlife:** Yei yɛ highlife fa bi a ɛsɛ 'Western brass band' a ɛwɔ 'European forts' a atwa Abibirem Atɔɛ ho ahyia no deɛ no bi. Saa dwom yi gyee nhini wɔ Ghana firi 1970 na nnansa yi mpo deɛ, wɔfrɛ no Soloku. Tete bande a na agye din pa ara wɔ saa dwom yi mu bi ne Asiakwa 'Brass Band'. Yɛbenya saa 'brass band' akuo yi bi wɔ mpɔtam ahodoɔ mu, sɛ ebɛa, Ntoasɔ Sukuu ahodoɔ a ɛwɔ Ghana mu. Yɛbesan ahunu bi wɔ Banɔ Adwumakuo ahodoɔ a ɛwɔ Ghanaman mu ha, ne titire Asraafɔ, 'Immigration' Adwumakuo, Odumgya Adwumakuo, enna Polisi Adwumakuo no. Asraafɔ yi tete wɔn a wɔnim nnwontoɔ no de wɔn hyɛ wɔn 'brass band' kuo no mu na wɔakyere wɔn nnwom ahodoɔ a wɔde bɔ nsra. Nnwom a wɔde bɔ nsra a

wɔde nsankuo ne ntwene ahodoɔ ka ho no ma no beye nnwom a wɔtumi de di asa a wɔfre no *adaha*, sa ara nso na wɔde nneema a ne boɔ nye den a efiri yen ha yi ara a wɔfre no *konkoma ka wɔn nnwontoɔ no ho*. Eɔa adi pefee se, enne mmere yi mu wɔ Ghana, wɔde ‘brass band’ ka dwumadie biara ho ne titire, ayiye, asɔreye, afahye ne deɛ ekeka ho.

3. **Dance and guitar band highlife:** Saa highlife nnwom fa yi hyee aseɛ firii Abibirem Atɔee aman bi te se Ghana, Nigeria, ne Sierra Leone wɔ afe 1800, nanso enyaa ne din no wɔ afe 1920. Adwontofoɔ a wɔwɔ saa highlife dwom fa ‘dance and guitar band highlife’ yi de amanɔne ne Ghana nimdee wɔ dwontoɔ mu na ehye dwom no ase. ‘Dance band highlife’ taa kɔ so wɔ nkuro akeseɛ mu. Adwontoɔ kuo ahodoɔ a wɔdii kan to saa dwom yi ne Jazz Kings, Cape Coast Sugar Babies, Accra Orchestra, Tempos, ne deɛ ekeka ho. Yei ye adwontoɔ kuo nkumaa wɔ saa dwontoɔ no mu. Adwontoɔ kuo nkumaa nso de ‘Guitar band highlife’ di dwuma na mfitiaseɛ no na eko so wɔ nkuro nkumaa mu pa ara. Wɔde nneema bi te se, seprewa ne dwetae ka dwom no toɔ ho. Wɔsan nso de *Dagomba* nhyhyeeɛ a wɔfem firii Kru akwantufoɔ a wɔwɔ Liberia ho no na wɔde aye ‘highlife’s two-finger’ nhyehyeeɛ. ‘Guitar band highlife’ san de dwontoɔ, tweneka ne nnua-mmienɔ di dwuma. Wɔn a kane no na wɔde saa dwom yi di dwuma na wɔagye din wom pa ara no mu bi ne Yeboah Mensah, E.T. Mensah, E.K. Nyame ne deɛ ekeka ho. Osibisa ‘Band’ no de koo wiase afanaa nyinaa na enam so maa dwom yi begyee din.
4. **Burger highlife:** Ghanafoɔ a na wɔte Germany wɔ afe 1980 mu na wɔde saa highlife nkorabata yi baee. Wɔwɔ gyidie bi se, saa highlife nkorabata yi nyaa ne din ‘Burger highlife’ efiri se, saa bere no na Ghanafoɔ no mu dodoɔ 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 wɔfiri Ghana tu kwan kɔ Germany no. Obiara nim se, saa dwontoɔ nhyehyeeɛ yi de abeefo mfidie ka ne dwumadie ho; afe 1990 mu no, na wɔde mfidie a eɔe anyinam nkanea na eye adwuma nko ara na eɔi dwuma wɔ dwom no nhyehyeeɛ mu. Adwontofoɔ a wɔagye 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 ekeka ho. Nnansa yi, adwontofoɔ nkaee a wɔn nso agye din wɔ saa dwontoɔ yi mu ne Dada K.D., Ofori Amponsah, Kwabena Kwabena, Kwame Eugene, ne wɔn a aka.
5. **Nyame-nnwom highlife :** Nyame-nnwom highlife nhyehyeeɛ no gyina osom ne nnwom a agye ntrɛha amammere ntam. Saa nnwom nkorabata yi se Bɔga Highlife, nanso ne nnyinasoɔ no firi nsɔre ahodoɔ no ne ‘Pentecost’ Nyamesom no so na eye Highlife nnwom ahodoɔ no mu deɛ agye din pa ara wɔ Ghana ne Nigeria no mu baako. Wɔn a wɔdii kan too Nyame-nnwom

highlife wɔ Ghana a wɔagye din wɔ mu pa ara no bi ne Prof. Kofi Abraham, Bro. Asiamah, Wofa Asumani, ne deɛ ekeka ho. Nnansa yi ara, Nyame-nnwom atɔfoɔ 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 deɛ ekeka ho.

- Abɛɛfo/ Ɛnne mmere yi mu highlife nnwom nhyehyɛɛ ahodoɔ: Highlife kura saa nhyehyɛɛ sononko a ɛdidi soɔ yi:

Nneɛma / mfidie a wɔde ye nnwom

Adeɛ baako a ɛma abɛɛfo highlife da nso no ne mfidie ahodoɔ a wɔde ye nnwom no. Deɛ ɛdidi soɔ yi ne mfidie titire a wɔde di dwuma wɔ nnwontoɔ no mu:

- Dwetae: Mpen pii no, yei na wɔtaa de di dwuma wɔ nnwom no nsaeɛ mu.
- Mmen Ahodoɔ: Yei mu bi ne torɔmpɛte, saxofons, ɛne mmen akɛsɛɛ a wɔde ka nnwontoɔ no ho ma no ye dɛ.
- Ntwene: Tete Abibirem ntwene anaa amanɔne deɛ no bi boa ma dwon-su a ɛwom no ye dɛ.
- Piano anaa Ɔgan: Ɔgan anaa piano nso de dwom-su sonoko ka nnwontoɔ nhyehyɛɛ no ho.

Nnwontoɔ Nhyehyɛɛ

Highlife nnwom ahodoɔ no kura nnwom nhyehyɛɛ bi te sɛ deɛ ɛdidi soɔ yi ara.

- Ɔfre ne Nnyesoɔ: Yei ye adeɛ a ɛtaa da adi pa ara wɔ highlife nnwom mu, sɛ dwontoni baako pagya dwom no fa bi a, na afoforo no nso agye so.
- Dwom-su Nhyehyɛɛ: Adeɛ baako nso a ɛda adi wɔ highlife nnwom mu ne sɛ, ɛwɔ nsem bi a ɛtwe adwene, ɛti dwom-su nhyehyɛɛ ahodoɔ no nso mu.
- Nnyegyɛɛ-baakoyɛ: Highlife nnwom su titire baako pa ara ne ne nnyegyɛɛ-baakoyɛ ne kɔɔdo nnidisɔɔ a ɛma dwom no nteaseɛ mu dɔ.
- Nnwon nhyehyɛɛ a ɛmu ye den: Ɛsu baako a ɛwɔ highlife nnwom ho ne sɛ, ɛtaa de dwom nhyehyɛɛ a ɛye den ahodoɔ mmienu anaa deɛ ɛboro saa kabom di dwuma wɔ bere koro no ara mu na ɛsan da biiti a ano ye den anaa ano ye mmre adi wɔ mu.

Dwom Nhyehyɛɛ

Nhyehyɛɛ mu no, highlife nnwom taa da deɛ ɛdidi soɔ yi adi wom:

- Nnianimu: Wɔde nneɛma/mfidie a wɔde ye dwom no hyɛ aseɛ de biiti a ɛda dwom-su nhyehyɛɛ bi adi ka ho.

- Vɛɛsɛ: Dwontofoɔ no ka abasɛm anaa de asɛm bi to edwa wɔ dwom no mu.
- Korɔso: Yei yɛ ɔkwan a ɔfa so ti nsɛm a ɛbɔ dwom no mu nsɛntitire no tɔfa mu.
- Briigye: Yei yɛ nneɛma/mfidie anaa ɛnne a ɛde nsakraɛ ba dwom no mu.

Nsɛntitire a ɛwɔ dwom no mu nsɛm mu

Highlife nnwom wɔ nsɛntitire ahodoɔ a ɛtaa da adi wɔ nnwom no mu. Deɛ ɛdidi soɔ yi yɛ nsɛntitire akɛsɛɛ a yɛhunu no wɔ highlife nnwom ahodoɔ mu:

- Ɔɔɔ ne Ayɔnkofa: Highlife nnwom dodoɔ no ara kasa fa nsɛntitire bi te sɛ ɔɔɔ, romanse, ne ayɔnkofa ahodoɔ ho.
- Ɔmanfoɔ Asetena mu nsɛm: Highlife nnwom san kasa fa ɔmanfoɔ asetena mu nsɛm bi te sɛ amannyɔsɛm, ohia, ne pɛpɛyɛ-a-ɛnni-hɔ ho.

Amammɛɛ mu Agyapadɛɛ

- ɛsu baako a ɛwɔ highlife nnwom ahodoɔ mu ne sɛ, wɔtumi de da Ghana amammɛɛ ne amanneɛ, atetesɛm ne abakɔsɛm bi adi.

Ghanafoɔ Abɛɛfo highlife nnwom so mfasoɔ

1. Ghanafoɔ highlife nnwom yɛ adansɛdie a ɛte ase fa ɔkwan a ɔmanfoɔ no tumi da animuonyamhyɛ bi adi ma wɔn tete-berɛm wɔ ɛberɛ a wɔn ani nso si deɛ ɛbɛsi daakye nso so.
2. ɛka akoma na ɛda yɛn amammɛɛ ne amanneɛ a ɛma obi hunu sɛdeɛ ɔman yi si tee adi.
3. ɛda yɛn amammɛɛ ne Amanneɛ su adi: Highlife nnwom yɛ nsɛnkyɛrɛnnɛɛ a ɛda Ghanafoɔ amammɛɛ ne amanneɛ ne yɛn agyapadɛɛ ahodoɔ adi firi berɛ a ɛbaɛ wɔ mfeha dunkron mu a na wɔde Amanɔne mfidie/nneɛma ahodoɔ a wɔde yɛ nnwom ne wɔn nhyehyɛɛ fra Akan tete nnwom no.
4. Abakɔsɛm mu agyapadɛɛ: Abakɔsɛm mu no, wɔtumi de highlife nnwom ahodoɔ no ka Ghana abakɔsɛm bi te sɛ, nkoasom berɛ a atwam ne berɛ a na yerebre pɛ ahofadie no.
5. Highlife nnwom taa ka ɔmanfoɔ asetena mu nsɛm bi te sɛ, ɔɔɔ, amannyɔsɛm, pɛsɛmenkomenya, kɛtɛasɛhyɛ ne ɔmanfoɔ ntam pɛpɛyɛ.
6. Highlife nnwom ka nnipa bom, na ɛma yɛnya atenka bi sɛ yɛyɛ nnipa baako a ɛsɛ sɛ biakoyɛ tena yɛn ntam.
7. Highlife nnwom da so ara yɛ nnwom bi a agye din pa ara sene nnwom nkaɛɛ a ɛwɔ Ghana no, na ɛtumi gyɛgyɛ onipa, ɛmfa ho ne mfee a obi adi anaa ne gyinapɛn wɔ asetena mu ho.

8. Highlife nnwom anya nsunsuansoƆ pii wɔ GhanafoƆ nnwom nkaeɛ no so, sɛ ebia, ‘Afrobeat’ ne ‘Hiplife’ na enam so de mpuntuo keɛe abre nnwom nkaeɛ a ewɔ Ghana no.
9. Highlife nnwom boa da GhanafoƆ amammere ne amannee ahodoƆ ne yen suban adi na ɛsan nso boa ma amammere ne amannee ase tim.
 - Kae sɛ, wope sɛ wopensempensem dwom mu a, ɛsɛ sɛ wofa ekwan koro no ara so te sɛ kasadwini dwumadie nkaeɛ no.

Adesua a ɛgyina Dwumadie so

Ye kɔtwatwee/akyennyegyee dwumadie ma asem a ɛda edwa sɛ, wogyɛ tom anaa wonnye ntom sɛ: *“Highlife nnwom ye Ghana amammere ne amannee ho dwadie keɛe pa ara wɔ nkorɔfoƆ aman so.”*

Adekyerɛkwan nhwesɔ

1. Wode kasa rehyɛ adesua ase- AdesuafoƆ no nyinaa dwumadie
 - Pensempensem highlife nnwom mu
 - Pensempensem highlife nnwom ahodoƆ mu
 - Pensempensem ɛnne mmere mu highlife nnwom so mfasoƆ mu
2. Ekuo Dwumadie/nkabom adesua
 - a. Baanu dwumadie
 - Tie highlife dwom na pensempensem ɛmu nsɛm ne ne nhyehyee mu
 - Pensempensem highlife nnwom ahodoƆ mu
 - b. Adesua a ɛgyina osuahunu so
 - To ɛnne mmere mu highlife nnwom
 - Sae highlife nnwom
 - c. AdesuafoƆ nyinaa: Pensempensem dwom a wosaeɛ no mu

Nkariɛ Titire: DoK Gyinapɛn 4 – Nkasaho

Ma nhwesɔ ahodoƆ, pensempensem ɔkwan a highlife nnwom faa so baa Ghana firi afe 1950 de besi ɛnne mmere yi mu. Wobetumi aye adwuma yi wɔ ɛbere worehwe highlife ahodoƆ, mfidie a ahodoƆ a wɔde ye nnwom, akwan ahodoƆ a wɔfa so sae nnwom no anaa nnwom no mu nsɛm. (mma 16)

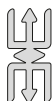
PLC Session 20

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

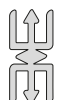
- a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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 Mmɔakyire

Saa Ɔfa yi pensempensemm nnwom ahodoƆ mu. Ekyerekyerɛɛ adesuafoƆ biribi faa adwuma nnwom ne highlife ho. Yede yen ani sii nnwom su, adwuma nnwom ne highlife so. Nimdeɛ a efa nnwom ne nnwom saɛ ho beboa adesuafoƆ no ama wɔanya nsemfua foforo bebreɛ ne ɔkasa dwumadie ho nimdeɛ. Eboa ma adesuafoƆ ye nsusuiɛ, de adwene foforo to dwa na wɔatumi nso ada wɔn nnimdeɛ bi adi akyere afoforɔ. Dwom mpensempensemu boa adesuafoƆ ma wɔye mmadwemma, kyere nsem bi ase, nya nsem mu nhwehwemu ho nimdeɛ. Bio, eboa adesuafoƆ ma wɔhunu wɔn adom akyedee na wɔadi ho dwuma ama no atu mpɔn de aboa wɔn daakye. Saa Ɔfa yi ne adesuadaɛ bi te se abakɔsem, Borɔfo kasa kasadwini ne nnwom wɔ twaka bi da wɔn ntam. Ɔfa yi boa ma obi tumi te afoforɔ tebea ase (tema), na ɛma ɔnya nteaseɛ pa fa abakɔsem mu nsem, amammerɛ ne atetesem, ne asetena mu ɛkuo mu nkɔsoƆ ho. Nnwom a yewe gu yen tirim ne nnwom a yesaɛ no bue yen adwenem, na ɛma yenya yen mu ahotɔsoƆ ne badwam kasa ho nimdeɛ. Yehye ɔkyerekyerefoƆ no nkuran se ɔde nkitahodie-adekyereakwan, adesua mu aboadɛ ne nneɛma, adesua mu nsonsonoeɛ ho nhyehyeeɛ, ne nkariie ahodoƆ nni dwuma mfa mmoa ankorankoro adesua.

DWUMADIE NO TWA HO NHYEHYEE MA NKARIE TITIRE AHODOƆ NO

Nnawɔtwe 19

Asemmsa 1: Fa adwuma nnwom mmienu firi w'amammerɛ mu na pensensensɛm wɔn nhyehyee, wɔn nsaeɛ (nhyehɛdeɛ, nnwomsuy) ne kasasu ahodoɔ a ɔde dii dwuma (nnynahɔma, asesɛsɛm, sɛnipa, mfoniye, aliterehyin, nsɛnkyerɛnnɛɛ a ɛkasa ne deɛ ɛkeka ho). (Mma 16)

	Nkunimdie a ɛkorɔn pa ara (Mma 7-8)	Nkunimdie pa koraa (Mma 5-6)	Nkunimdie a ɛfata (Mma 3-4)	Ɛhia nkɔsoɔ bio (Mma 1-2)
<i>Nimdeɛ</i>	<i>Wayi nnwom mmienu a ɛfata, na wahunu ne su ahodoɔ pii a ɛda adi pefee.</i>	<i>Wayi nnwom mmienu a ɛfata, na wahunu su ahodoɔ bi a ɛwɔ nnwom no mu.</i>	<i>Wayi nnwom mmienu a ɛfata, na wahunu su ahodoɔ no bi nanso, nkyerɛkyerɛmu no mu nna hɔ.</i>	<i>Wayi nnwom baako pɛ a ɛfata. Nteaseɛ a ɛfa su ahodoɔ anaa ne nhyehyee ho no sua, na nkyerɛkyerɛmu no mu nna hɔ.</i>
<i>Mpensensensɛmu</i>	<i>Ɔko so ara pensensensɛm-nkɛtɛnsɔɔ a ɛsu ahodoɔ a wahunu no nya wɔ so mu, na ɔde nnwom no toto ho.</i>	<i>Ɔpensensensɛm nkɛtɛnsɔɔ a ɛsu ahodoɔ a wahunu no mu pii nya wɔ so mu, na ɔhyɛ aseɛ de nnwom no toto ho.</i>	<i>Ɔpensensensɛm nkɛtɛnsɔɔ a ɛsu baako anaa mmienu nya wɔ so mu, nanso ne ɛmu duro no sua.</i>	<i>Mpensensensɛmu biara nni hɔ anaa deɛ ɛwɔ hɔ no mfa nkɛtɛnsɔɔ a ɛsu ahodoɔ no nya wɔ so ho.</i>

Asemmsa 2: Pensensensɛm adwuma nnwom dwumadie mmiensa (3) mu kyere wo mpɔtamfoɔ. (Mma 6)

Dwumadie no twa ho nhyehyee

Ɛsɛ sɛ ɔkyerɛkyerɛfoɔ bisa ne ho nsɛmmisa yi ansa na ɔde mma no ama. Hye no nso sɛ, sɛ ɔsuani no antumi ankyere adwuma nnwom dwumadie ahodoɔ mmiensa a, ɔrentumi nnya mma a ɛboro 1-2 so.

1. Dwumadie ahodoɔ no ho nhunumu: So ɔsuani no tumi kyere adwuma nnwom no dwumadie ahodoɔ mmiensa a ɛwɔ ne mpɔtam mu?
2. Dwumadi ahodoɔ no ho mpensensensɛmu: So ɔsuani no tumi hwɛhwe dwumadie biara mu, na ɔkyere ne hia a ɛhia ne mfasoɔ a ɛwɔ so ma mpɔtam no?

Dwumadie no twa ho nhyehyeee

- Mma 5–6 : Mpensempensemu a eyɛ pɛpɛɛɛ, a ɛmu wɔ dwumadie ahodoɔ no ho nkyerɛkyeremu a ɛmu da ho ne nhwehwɛmu a ɛmu do.
- Mma 3–4 : Mpensempensemu pa, a ɛmu wɔ dwumadie ahodoɔ no ho nkyerɛkyeremu ne nhwehwɛmu a ɛfata.
- Mma 1–2 : Mpensempensemu a ɛfata kakra, a ɛmu wɔ dwumadie ahodoɔ no ho nkyerɛkyeremu ne nhwehwɛmu kakraa bi.
- Dwumadie no twa ho nhyehyeee

Asemmisa 3: Twere adwuma nnwom baako a ɛfa adwuma a wope se woye no wɔ daakye ho. (Mma 6)

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

1. Adwene foforo ne adebo mu nimdee: So adwuma nnwom no da ɔsuani no adebo mu nimdee ne adwene foforo adi?
2. Nnwom no adwuma no ho: So adwuma nnwom no fa adwuma a ɔsuani no pe se ɔye no wɔ daakye no ho pɛpɛɛɛ?
3. Ne nhyehyeee ne n'adebo : So wɔahyehye adwuma nnwom no yie, na ne nsem no di nhyehyeee pa akyi?

Dwumadie no twa ho nhyehyeee

- Mma 5–6 : Adwuma nnwom a eyɛ pɛpɛɛɛ, a ɛda adebo mu nimdee, ne fa a ɛfa adwuma no ho, ne nhyehyeee pa adi.
- Mma 3–4 : Adwuma nnwom pa a ɛmu wɔ adebo mu nimdee kakra, ne fa a ɛfa adwuma no ho, ne nhyehyeee a ɛfata.
- Mma 1–2 : Adwuma nnwom a ɛfata kakra, nanso adebo mu nimdee, ne fa a ɛfa adwuma no ho, na nhyehyeee no sua.
- Mma 0 : Adwuma nnwom a ɛnye, a ɛnni adebo mu nimdee, ne fa a ɛfa adwuma no ho, anaa nhyehyeee pa.

NNAWOTWE 20

1. Kasakyere/Nkasaho (Mma 16)

	Nkunidie a εkorɔn pa ara (Mma 7-8)	Nkunidie a εfata koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	Εhia nkɔsoo bio (Mma 1-2)
Nimdee	Wakyere dee esese, nsonsonoeε, ne nkɔsoo a aba no mu da hɔ denam nhwesoo nnan anaa dee εboro saa so.	Wakyere dee esese, nsonsonoeε, ne nkɔsoo a aba no denam nhwesoo mmiensa anaa dee εboro saa so.	Wakyere dee esese, nsonsonoeε, ne nkɔsoo a aba no denam nhwesoo mmienu anaa dee εboro saa so, nanso nkyerekyeremu no mu nna hɔ.	3daa nimdee a εfa Highlife nnwom a εkɔɔ so mfee pii mu no ho adi kakraa bi.
Mpensempensemu	3kɔ so ara pensempensem, na ɔkyerekyerε dee εde nsakraεε a aba wɔ Highlife nnwom mu no baεε no mu.	3pensempensem, na ɔkyerekyerε dee εde nsakraεε a aba wɔ Highlife nnwom mu no baεε no bere bi.	3bɔ mmɔden se ɔbepensempensem dee εde nsakraεε a aba wɔ Highlife nnwom mu no baεε no mu, nanso ne mu duro no sua.	Mpensempensemu biara nni hɔ anaa dee εwɔ hɔ no mfa dee εde nsakraεε a aba wɔ Highlife nnwom mu no baεε no ho.

3FA 10: ANWONSEM

ADESUADEE: ASANTE TWI KASADWINI

Adesua nkorabata: Atwere Kasadwini

Adesua no Batae: *Fa nimdee a efa anwonsem su ho pensempensemu anwonsem ahodoɔ mu*

Adesua mu Nimdeɛnya: *Da anwonsem ho nimdee ne nteaseɛ adi*

NNIANIMU NE 3FA T3FAB3

3fa yi fa atwere kasadwini mpensempensemu ho. Kasadwini fa a yeɛpensempensemu mu no ne anwonsem. Ede adesuafoɔ befa anwonsem su ahodoɔ mu. Wɔbesan asua adeɛ afa anwonsem mpensempensemu ho. Saa 3fa yi ho hia pa ara ma adesuafoɔ, na enye Ghana kasasua mu nko ara na mmom, twaka bi da ene adesuadaɛ ahodoɔ bi te sɛ Borɔfo kasa, Borɔfo kasa kasadwini ene adesuadaɛ nkaɛ no. Saa 3fa yi hye adesuafoɔ nimdee ne wɔn nteaseɛ mu den fa anwonsem mpensempensemu ho wɔ eberɛ a wɔde anwonsem su ahodoɔ redi dwuma. Eɛ sɛ ɔkyerɛkyerɛfoɔ no de nkabom adekyerɛkwan, nwoma ne ankorankoro ahodoɔn adesua nhyehyɛɛ ne nkariie sononko ahodoɔ beboa adesua. Eɛ sɛ ɔkyerɛkyerɛfoɔ no ma n'adwene si asuafoɔ a wɔhia mmoa soronko wɔ wɔn adesua mu no so.

Nnawɔtwe ne adesuadaɛ ahodoɔ a efa yi bekasa afa ho no na edidi soɔ yi:

- **Nnawɔtwe 21:** Hwehwe na pensempensemu anwonsem su ahodoɔ no mu (sɛ ebia, nsemfua dwumadie, nsentitire, nkyekyemu/afa ahodoɔ, nsensanneɛ, kasasu ahodoɔ, nnyegyeeɛkorɔ ne ade)
- **Nnawɔtwe 22:** Pensempensemu anwonsem ahodoɔ bi mu.
- **Nnawɔtwe 23:** Pensempensemu anwonsem ahodoɔ bi mu.

ADEKYERɛKWAN NHWɛSOɔ T3FAB3

Adekyerɛkwan nhwɛsoɔ ahodoɔ a wɔde adi adwuma wɔ 3fa yi mu no ye akwan ahodoɔ a wɔfa so kyere Ghana kasa mu nimdee ahodoɔ.

Adesua a Eɣyina Dwumadie so ye adekyerɛkwan a wɔde asetena mu ɔhaw a emu ye den di dwuma sɛ adesua no nnyinaso, na eboa adesuafoɔ ma wɔte

nsusuiɛ ne nnyinasosem ase denam wɔn ankasa nhwehwɛmu ne dwumadie so, sen sɛ ɔkyerɛkyerɛfoɔ no ankasa bɛka nokwasɛm ne nsusuiɛ no pɔtee akyerɛ wɔn. Saa kwan yi bi ne ankorankoro adesua, baanu baanu adwumayɛ, kuo ahodoɔ a ɛmufoɔ nwomanim adi afra anaa mmarima ne mmaa adi mu afra, ne adesuafoɔkuo no nyinaa dwumadie ahodoɔ a adesuafoɔkuo kasakyere (class presentation) ka ho. Saa adekyerɛkwan ahodoɔ yi boa ma adesuafoɔ no nya adwene a ɛmu dɔ, nimdee a wɔde siesie ɔhaw, ne nkitahodie ho nimdee amapa. Bio, ɛma wɔn akwannya ma wɔde bom yɛ adwuma, sua ɛkuo mu adwumayɛ ne ɔkannifoɔ abrabɔ. Adesuafoɔ sua sɛnea wɔbɛboaboa nsem ano, yɛ mu nhwehwɛmu na wɔahwehwɛ mu de anya nsemmissa ho mmuaɛɛ, na yɛi ma wɔnya nimdee a ɛho hia wɔ adwuma wiase mu. Adesuafoɔ a wɔwɔ adenim ho adomakyɛdee ne nimdee soronko, wɔma wɔn dwumadie foforo te sɛ sɛ wɔbɛyɛ wɔn mfefo asuafo akwankyerɛfoɔ anaa akuo akannifoɔ, de aboa wɔn mfefoɔ ma wɔate nsusuiɛ a wɔrekyere no ase yie. Wɔhyɛ akyerɛkyerɛfoɔ nkuran sɛ, wɔnyɛ ahweyie mma adesuafoɔ a wɔwɔ ɔhaw wɔ nsemfua din bobɔ ne nkitahodie mu no, na wɔmfa akwan pa ahodoɔ so ntenetene wɔn mfomsoɔ ne wɔn adwenkyere ahodoɔ wɔ ɔkwan a ɛfata so.

NKARIIE TɔFABɔ

Akwan ahodoɔ a wɔbɛfa so ayɛ nkariie wɔ ɔfa yi mu no hwɛ ma wɔwɔ adesuafoɔ no nimdee, wɔn nteaseɛ ne wɔn tumi a wɔde dwene a ɛmu dɔ no hwɛ pɛpɛɛpɛ. Mmuaɛɛ ahodoɔ a wɔde ma daa no boa ma adesuafoɔ no kɔ so nya nkɔsoɔ anaa mpontuo wɔ wɔn adesua mu ne wɔn suban mu nyinaa. Nkariie akwan ahodoɔ a wɔde di dwuma no boa ma ɔkyerɛkyerɛfoɔ hunu sɛdee adesuafoɔ no ate Ghana amammerɛ afahyɛ ahodoɔ no ase afa. Nkariie no mu wɔ gyinapɛn nnan a ɛkasa fa adwene a ɛmu dɔ ne nsusuiɛi a ɛkɔ nkan ho. Nkariie dwumadie no hyɛ aseɛ firi nsemmissa ahodoɔ, nsemmissa a anoyie yɛ abasɛm-tiawa twerɛ anaa anodisɛm kasakyere so de hwɛ sɛ adesuafoɔ betumi ada wɔn nteaseɛ adi na wɔde adi dwuma. Ɛsɛ sɛ akyerɛkyerɛfoɔ de daadaa ne awieɛɛ nkariie akwan ahodoɔ di dwuma de boaboa nsem ano fa obiara suani ne ne nkɔsoɔ ho. Yɛi ka nkontabuo ne mmuaɛɛ a wɔde bema a ɛkyere osuani biara nkɔsoɔ anaa ne mpontuo a ɔrenya wɔ berɛ tenten mu.

Adesuafoɔ dwumadie	DOK Gyinapɛn	Nkariie Akwan ahodoɔ
Hwehwɛ na pensɛmpensɛm anwonsem su ahoidoɔ mu (nhwɛsoɔ, nsemfua dwumadie, nsɛntitire, nkyekyɛmu, nsensanneɛ, kasasu, nnyegyeeɛkorɔ, ne dee ɛkeka ho.)	3	Efie Adwuma

Adesuafoɔ dwumadie	DOK Gyinaɔɔn	Nkariie Akwan ahodoɔ
Pensempenseɔ anwonseɔ mu.	4	Adesuafoɔ no nyinaa dwumadie
Pensempenseɔ anwonseɔ mu	4	Dwumadie a efa bere tenten

NNAWƆTWE 21

Adesuadeɛ Botaeɛ: *Hwehwe na pensempensem anwonsem su ahodoɔ no mu (se ebia, nsemfua dwumadie, nsentitire, nkyekyemu/afa ahodoɔ, nsensanneɛ, kasasu ahodoɔ, nnyegyeeekorɔ ne ade)*

Ntimu

Gyinaɣen/ Afe 1	Nnawɔtwe 6: Pensempensem ɔkasa nkyerɛaseɛ mu wɔ bere worema w'adwene ako ɔkwan pa wɔfa so tie asem , nsem a ɔkasafɔɔ de ma atiefɔɔ ne sɛdeɛ atiefɔɔ te a wɔkyerɛ nsem no ase fa ne deɛ ekeka ho so.
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ANISISODEɛ: ANWONSEM

1. ANWONSEM ASEKYERE
2. ANWONSEM SU
3. ANWONSEM NHYEHYEEɛ
4. ANWONSEM SO MFASOɔ

Anwonsem asekyere

Anwonsem ye ɔkwan sononko a obi fa so de nsem bi a tumi wom di nkutaho, na ɛma ɔtwerefɔɔ no kwan ma ɔde nsem bi a ɛkyere adwene na ɛkura nkatedeɛ sononko bi nwene ne dwumadie no fɛfɛfɛ. Anwonsem taa de kasasu ahodoɔ bi te se, **nnyinahɔma**, **asesesem**, **mfoniye**, **nnyegyee-korɔ** ne **dwomsu** di dwuma.

Anwonsem su

- i. ɛkura kasa a ɛmu ye duru
- ii. ɛkura nkatedeɛ bi
- iii. Ne nteaseɛ mu do (ɛnam nsemfua kakraa bi so de nsem a ɛsom bo na nkatedeɛ anaa mfoniye wom to dwa)
- iv. ɛtaa de kasasu ahodoɔ di dwuma

Anwonsem su

Anwonsem ye atwere fa sononko bi a ɛde kasasu ahodoɔ di dwuma na ɛnam so de nteaseɛ ne nkateɛ bi to edwa.

Ɔfa yi bekasa afa anwonsem ahodoɔ nnan ho:

1. Sonete (Sonnet)
2. Firii vɛɛse (Free verse)

3. Abasem anwonsem (Narrative poem)

4. Lereke anwonsem (Lyric poem)

Nneema nkae yi akyiri no, anwonsem di saa dwuma ahodoɔ yi:

1. Ekanyan nkatee
2. Eka abakɔsem
3. Ehwehwe nsusuiɛ anaa adwenem mu nsem mu
4. Ebɔ tebea pɔtee bi anaa ayesem bi ho mfonini wɔ adwene mu

Anwonsem su titire ahodoɔ bi ne:

Mfoniye

Mfoniye ye ɔkwan a wɔnam so de kasa anaa nsemfua ahodoɔ twa biribi ho mfonni wɔ akenkanfoɔ adwenem. Wɔtaa de nkatedeɛ enna afei wɔtumi nso ye nkyerekyeremu fa anituadeɛ, nnyegyeeɛ, nkatee, biribi de ne sɛdeɛ adeɛ bi su si tee ho.

1. Nsemfua dwumadie

Nsemfua dwumadie ye nsemfua ahodoɔ ne ɔkasa a ɔkasadwumfoɔ no de saesae anaa hyehye n'anwonsem. Ɔkasadwumfoɔ no hyɛda to ne bo ase de tase nsemfua ne ɔkasa ahodoɔ na ɔde enne sononko bi anwene nsem a ebekyere n'atiefoɔ adwene na ɔnam so de n'adwempɔ bi a ɔpe sɛ akenkanfoɔ no nya no ato dwa. Ɔkasadwumfoɔ no bɛtumi de n'adwempɔ bi ato edwa a, gye sɛ ɔfa deɛ edidi soɔ yi so:

- a. Nsemfua hwehwe: Ɔkasadwumfoɔ hyɛda hwehwe nsemfua binom de di dwuma sɛdeɛ ebɛda ne dwumadie no mu nteaseɛ ne ne tebea a ɔwom no adi.
- b. Tebea: Yei ye nkatee a ɔkasadwumfoɔ no nya fa adeɛ a ɔretwere no ho. Eyɛ nka titire a ɔkasadwumfoɔ no te a ɔnam nsemfua ahodoɔ so da no adi wɔ n'atwere mu. Ɔkwan a ɔkasadwumfoɔ no fa so hyehye ne nsemfua no nso tumi kyere tebea a ɔwɔ mu.
- c. Ɔkasa no bɔbea: Ɔkasa a ɔkasadwumfoɔ no de di dwuma no tumi da n'adwempɔ a ɔpe sɛ ɔde to edwa no adi. Ɔkasa no bɔbea tumi ye yen daadaa kasa, kasa a ɔka kyere atitire, awonsem kwan so anaa nkɔmmɔbɔ.

2. Nsentitire

Yei ye adwempɔ, nsem anaa nimdeɛ ahodoɔ a anwonsem anaa kasadwini dwumadie bi de to edwa anaa da no adi kyere n'akenkanfoɔ. Etumi kasa fa

abrabɔ, asetena mu nsem, nnipa su, ɔɔɔ, owuo, ahofadie, nkamfoɔ anaa atifiaseɔ biara ho.

3. Nkyekyɛmu

Yei ye nsensanneɛ ahodoɔ a wɔakeka abom sɛ ɔfa baako a ɛwɔ ne nnyegyeeɛ-korɔ anaa mita. Ɔkasadwumfoɔ/ɔtwerefoɔ no gyigya akwan toto wɔn nkyekyɛmu anaa afa ahodoɔ no ntam.

4. Nsensanneɛ

Anwonsem mu nsensanneɛ no ye ahomateaa baako a ɛkura nsemfua ahodoɔ a ne tenten ne ne dwom-su nnyina bokorɔ so. Nsensanneɛ no mu bi tumi ye ɔkasamu; etumi nso ye kasasin anaa nsemfua kakraa bi.

5. Kasasu ahodoɔ

Kasasu ye ɔkasa dwumadie a ɛmu nteaseɛ no mu dɔ pa ara kyen nsemfua a wɔde adi dwuma no nteaseɛ ankasa a wɔnam so de twa mfonɪ, pagya obi nkateɛ anaa de adwene ahodoɔ bi to dwa. Ɛho nhwesoɔ no mu bi ne nnyinahɔma, asesɛsɛm, mfoniyɛ, nsɛnkyerɛnne-a-ɛkasa ne deɛ ɛkeka ho.

- a. Asesɛsɛm: Yei ye kasasu a wɔde ye ntotoɛ fa nneɛma mmienɪ a ɛbɔ abira ho nanso twaka bi wɔ wɔn ntam a wɔde nsemfua bi te sɛ, ‘sɛ’ anaa ‘te sɛ’ na ɛdi dwuma wom. Sɛ ebi a, Kofi to dwom sɛ anomaa; Madam Linda ho ye fɛ te sɛ akyem.
- b. Nnyinahɔma: Nnyinahɔma nso ye kasasu a wɔde ye ntotoɛ fa nneɛma mmienɪ a ɛbɔ abira ho nanso, wɔtumi de baako gyina hɔ ma ɔfoforɔ no. Wɔtaa de nsemfua bi te sɛ ‘ye’ ne ‘ne’ na ɛdi dwuma wɔ mu. Wɔye yei nam so de nteaseɛ foforɔ bi to edwa. Ɛho nhwesoɔ; Ɔbra ye ɔko; Maseta Kasɛmbɛn ye gyata wɔ ɔko no mu. Barima Kyei ne abusua no kanea.

6. Nnyegyeeɛ-korɔ

Nnyegyeeɛ-korɔ a ɛwɔ anwonsem mu no ye nnyegyeeɛ nhyehyɛɛ a ɛkura nsemfua a ɛwɔ anwonsem bi mu sɛ ebi a, nnyegyeeɛ-korɔ a ɛwɔ nsemfua a ɛtwa toɔ wɔ nsensanneɛ biara awieɛ anaa nsemfua no mfinimfini.

Anwonsem Nhyehyɛɛ ahodoɔ

Anwonsem nhyehyɛɛ ye ɔkwan a wɔfa so keka nsemfua anaa ɔkasamu ahodoɔ sisi ani nam so de adwempɔ titire bi to edwa. Anwonsem nhyehyɛɛ no gyina ne nsensanneɛ, nkyekyɛmu, nnyegyeeɛ-korɔ ne ne dwom-su so. Anwonsem bi nhyehyɛɛ tumi boa ma ne nteaseɛ, ɔtwerefoɔ/kasadwumfoɔ no tebea a ɔwɔ mu ne nsunsuansoɔ a ɛnya wɔ akenkanfoɔ so no da adi. Kasadwumfoɔ a wɔtwere anwonsem no nam nhyehyɛɛ ahodoɔ so de wɔn nimdeɛ ne nkateɛ to edwa wɔ kwan sononko so. Saa nhyehyɛɛ ahodoɔ yi mu bi na ɛdidi soɔ yi:

1. Nsemfua nyehyeee

Yei kyere sɛdɛɛ ɔkasawumfoɔ bi hyehye ne nsemfua ahodoɔ wɔ n'anwonsem mu te sɛ, sonɛte (anwonsem a ɛkura nsensanneɛ dunnan (14)), firii vɛɛsɛ (anwonsem a ɛbom baako a nkyekyɛmu biara nnim anaa nnyegyeee-koro a nsakraɛ nnim).

2. Nkyekyɛmu/ɔfa

Yei yɛ nsensanneɛ ahodoɔ a wɔakeka abom sɛ ɔfa baako a ɛwɔ ne nnyegyeee-koro anaa mita. ɔkasawumfoɔ/ɔtwerefoɔ no gyigya akwan toto wɔn nkyekyɛmu ahodoɔ no ntam.

3. Nsensanneɛ

Anwonsem mu nsensanneɛ no yɛ ahomateaa baako a ɛkura nsemfua ahodoɔ a ne tenten ne ne dwom-su nnyina bokoro so. Nsensanneɛ no mu bi tumi yɛ ɔkasamu; ɛtumi nso yɛ kasasin anaa nsemfua kakraa bi.

4. Nnyegyeee-koro

Nnyegyeee-koro a ɛwɔ anwonsem mu no yɛ nnyegyeee nyehyeee a ɛkura nsemfua a ɛwɔ anwonsem bi mu sɛ ebi a, nnyegyeee-koro a ɛwɔ nsemfua a ɛtwa toɔ wɔ nsensanneɛ biara awieɛ anaa nsemfua no mfinimfini.

5. Mita

Ɔyɛ nyehyeee a ɛfa ɛnne a ɛko soro anaa fam wɔ bere a obi rekenkan nsensini wɔ anwonsem mu a ɛtumi ma no nya dwom-su sononko bi. Nhwesoɔ, asemfua 'mita' no ara beyɛ mi-ta; ɔfa baako ko soro na ɔfa a aka no nso ko fam. Asɛmfua Ka-ka-pɛ wɔ asensini mmiensa, ɛmu mmienu ka mu no, ɛnne no ko fam ɛnna baako a aka no nso ko ɛsoro. Asensini a ɛko soro ne dɛɛ ɛko fam ahodoɔ kabom a, yɛfrɛ no 'fiiti' wɔ anwonsem mu.

6. Nsensanneɛ-so-twa

Yei yɛ beaɛ a anwonsem mu no, nsensanneɛ baako ko pem na ɔfoforo nso hyɛ aseɛ. Yei ho hia wɔ anwonsem mu ɛfiri sɛ, ɛwɔ nsunsuansoɔ wɔ anwonsem no ka so, sɛ ne kenkan no beko ntemntem anaa breoo. Nsensanneɛ-so-twa boa nhomesoɔ wɔ bere a ɔtwerefoɔ no amfa atwere mu agyinahyɛdɛɛ biara anni dwuma.

Mfoniye ne Kasasu ahodoɔ

Yei yɛ adwene mu mfoniye ne kasasu ahodoɔ a wɔde ma nkyerekyeremu bi mu da ho na ɛkanyan nkateɛ. Nhwesoɔ:

Ntena ho mma awerehoɔ nye wo so.

Mfa wo nsa nhyɛ wo dammirifua mu.

Ɛno dee na anka wo gyegyiregye.

Ye dee wobɛtumi.

Onyame na ɔwɔ basasini aduane ma no.

Aba sa na woreka no sɛn?

Barima na ɔnom aduro a ɛye nwono.

Adesua dwumadie

1. Kenkan na pensɛmpɛnsɛm anwonsem a ɛkura nkyekyɛmu baako pɛ a ɛwɔ ɛsoro ho no mu na kyerekyerɛ dee ɛdidi soɔ yi biara mu:
 - a. Asentitire
 - b. Mfoniye
 - c. Kasasu
 - d. Tebea
2. Hwehwɛ na kyerekyerɛ kasasu ahodoɔ a ɛwɔ anwonsem no mu, sɛ ebia:
 - a. Nnyinahɔma
 - b. Asɛsɛsɛm
 - c. Sɛ-nipa
 - d. Nsenkyerɛne-a-ɛkasa

Adekyerɛkwan Nhwɛsoɔ

1. Adesua a ɛgyina dwumadie so: Adesuafoɔ no nyinaa

- Kyerɛ anwonsem ase.
- Pensɛmpɛnsɛm anwonsem su ahodoɔ no mu (sɛ ebia., nsɛmfua nhyehyɛɛ, asentitire, nkyekyɛmu/ɔfa, nsensanneɛ, kasasu, nnyegyɛɛ-koro, ne dee ɛkeka ho).
- Pensɛmpɛnsɛm anwonsem sua so mfasoɔ mu.
- Ye anwonsem ka ho nhwɛsoɔ

2. Ɛkuo dwumadie/Nkabom adesua

- Baanu dwumadie: Pensɛmpɛnsɛm anwonsem a wɔde ama mo firi anwonsem nnwoma no mu mu.
- Ankorankoro dwumadie: Gyina anwonsem su ho nimdee no so fa twerɛ anwonsem.

Nkariie Titire: DoK Gyinapɛn 3 – Ɛfie adwuma

Gyina nimdee a woanya no wɔ anwonsem sua mu no so na twere anwonsem a ekura nkyekyemu/wɔfa ahodoɔ mmiensa fa nsentitire ahodoɔ a ɛwɔ fam ho no mu baako biara ho (mma 16):

- a. Ahobreaseɛ
- b. Abotare
- c. Akannie
- d. Nokwardie

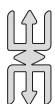
PLC Session 21

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

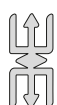
- a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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

Adesuadeɛ Botaeɛ: *Pensempensem anwonsem mu*

Recap

Gyinaɛn/ Afe 1	Nnawɔtwe 6: Nnawɔtwe 6: Pensempensem ɔkasa nkyerɛaseɛ mu wɔ bere worema w'adwene ako ɔkwan pa wɔfa so tie asem, nsem a ɔkasafɔɔ de ma atiefɔɔ ne sɛdeɛ atiefɔɔ te a wɔkyere nsem no ase fa ne deɛ ekeka ho so.
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ANISISODEɛ: **ANWONSEM MPENSEMPENSEMU**

Kenkan deɛ wosua faa anwonsem ho wɔ nnawɔtwe a etwaa mu no mu na fa ye akaakaɛ dwumadie.

Anwonsem Mpensempensemu

1. Kenkan anwonsem no

Kenkan anwonsem no mpɛn bebreɛ na emmoa wo mma wo nte emu nsem, tebea, ne ɔkasa no ase.

2. Hwehwe asentitire no

Si gyinaɛ fa anwonsem no mu adwempɔ anaa asentitire no ho.

3. Pensempensem mfoniyɛ ne kasasu ahodoɔ no mu

Hwehwe na pensɛnpensɛm: mfoniyɛ (nkateɛ nkasaho), Nnyinahɔma, Asɛsɛsɛm, Sɛnipa, Nsɛnkyerɛnnɛ-a-ɛkasa ne deɛ ekeka ho.

4. Hwehwe anwonsem no nhyɛhyɛɛ mu

Ma adwene no nkɔ: nkyekyɛmu/ɔfa ahodoɔ nhyɛhyɛɛ, nnyegyɛɛ-korɔ, mita, nsɛnsannɛ-so-twa ne deɛ ekeka ho no so.

5. Ye Nhwehwɛmu fa Ɔkasa ne Tebea no ho

Pensempensem: Ɔkasa nhyɛhyɛɛ (kasa a animuonyam wom na wɔtaa de di dwuma wɔ adesua, adwuma mu ne nhyiam ahodoɔ mu/kasa a wɔde di dwuma wɔ nnamfonom ne abusuafoɔ ntam wɔ da biara da nkɔmmɔbɔ mu), tebea (nneyɛɛ/ɛsu/nkateɛ a wɔda no adi wɔ anwonsem no mu).

6. Hwehwe Kasasu ahodoɔ

Hwehwe: Aliterehyin, asonanse, nsɛnsannɛ-ntwasɔɔ, ahomegyɛɛ ne deɛ ekeka ho ho.

7. Kyerekyere Nkyerɛase/Nteaseɛ no mu

Ma adwene no nkɔ: nteasetraa, nteaseɛ-a-ɛmu-dɔ, nsɛnkyerɛnne-a-ɛkasa, ɔtwerefoɔ botaeɛ ne deɛ ekeka ho no so.

8. Hwehwe Nkateɛ a anwonsem no da no adi

Kyere nkateɛ a wonya firi anwonsem no mu ne deɛ nti a ɛte saa.

9. Dwene Tebea ahodoɔ no ho

Dwene: Abakɔsem tebea, amammerɛ tebea, ɔtwerefoɔ no ho nsem ho ne deɛ ekeka ho ho.

10. Ka wo nteaseɛ ahodoɔ no bom

Fa wo nsusuie ne deɛ woahunu no nyinaa bom na fa nya nteaseɛ a ɛmu dɔ wo anwonsem no ho

Adesua a ɛgyina dwumadie so

Adesuafoɔ no nni anammɔn a ɛdidi soɔ yi akyi mfa mpensempensem anwonsem a wɔde ama wɔn no ne ne su mu.

Adekyerɛkwan Nhwɛsoɔ**1. Adesua a ɛgyina kasa so: Adesuafoɔ no nyinaa dwumadie**

- Kaakae abasem ne ahwɛgoroɔ su ahodoɔ no.
- Pensempensem anwonsem su mu.
- Twere anwonsem su a ɛwɔ anwonsem mu.

2. ɛkuo dwumadie/nkabom adesua: Baanu dwumadie

- Kenkan anwonsem a wɔatwereɛ wɔ anwonsem nwoma no mu.
- Twere anwonsem su ahodoɔ a ɛwɔ anwonsem a wonkenkann no seesei ara no mu.

Nkariie Titire: DoK Gynapɛn 4 – Adesuafoɔ Dwumadie**Asemmisa 1**

Ye nhwehwɛmu fa sɛdeɛ ɔtwerefoɔ no de mfoniye ne nsɛnkyerɛnne-a-ɛkasa dii dwuma wɔ anwonsem “The Road Not Taken” a Robert Frost twereɛ mu no, na hwe sɛdeɛ ɛboa ma asɛntitire a wapaw no da adi ne ɛso nsunsuansoɔ. Fa nhwɛsoɔ pɔtee firi anwonsem no mu di dwuma fa taa deɛ wokaɛ no akyi. (mma 24)

Asemmisa 2

Ye ntotoho fa nsonsonoeɛ a ɛda tebea ne kasa a wɔde dii dwuma wɔ anwonsem mmienɔ , “The New Colossus” a Emma Lazarus twerɛɛ ne “Still I Rise” a Maya Angelou twerɛɛ no ho. Ɛkwan bɛn so na atwerɛfoɔ no tebea ne kasa a wɔde dii dwuma no boa ma wɔn asentitire a ɛwɔ anwonsem biara mu no da adi?

Asemmissa 3

Hwe sɛdeɛ ɔtwerɛfoɔ no de nnyinahɔma dii dwuma yie wɔ anwonsem “Mother to Son” a Langston Hughes twerɛɛ mu no mu de daa onipa su asentitire no adi. Fa abakɔsem mu tebea ne ɔtwerɛfoɔ no botaeɛ di dwuma wɔ wo nhwehwemu no mu.

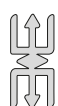
PLC Session 22

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
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 - 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

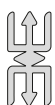
- a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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
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AHYENSO

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

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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
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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

Adesuadee Botae: *Pensempensem anwonsem mu*

Recap

Gyinaɓen/ Afe 1	Nnawotwe 6: Pensempensem ɔkasankyereasee mu wɔ bere worema w'adwene ako ɔkwan pa wɔfa so tie asem , nsem a ɔkasafɔ de ma atiefɔ ne sɛdee atiefɔ te a wɔkyere nsem no ase fa ne dee ekeka ho so.
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ANISISODEE: ANWONSEM MPENSEMPENSEMU

Anwonsem ho Adesua akaakae dwumadie

Kɔhwe nnawotwe 21 ne 22 fa hunu anwonsem asekyere ne nneema a eɛe sɛ wotwe w'adwene si so wɔ bere a worepensempensem anwonsem mu ho.

Nneema ahodoɔ a eɛe sɛ wotwe w'adwene si so wɔ eberɛ worepensempensem Anwonsem mu

Dee ewɔ efam ho no ne atrapɔe a wobedi so wɔ eberɛ a worepensempensem anwonsem bi mu.

- Asentitire :** Adwempɔ anaa asem pɔtee a ɔtwerefoɔ no de to edwa wɔ anwonsem mu.
- Mfoniye:** Yei ye nkatedee ahodoɔ a ɔtwerefoɔ no gyina so de twa mfonihodoɔ wɔ anwonsem mu.
- ɔtwerefoɔ no tebea:** Yei ye ɔtwerefoɔ no nneyɔe anaa nkatee a ɔda no adi fa biribi a ɔde reto edwa no ho.
- ɔkasa a ɔde dii dwuma:** ɔtwerefoɔ no nsemfua a ɔtasee, ɔkasa nhyehyee ne ɔkwan sononko a ɔfaa so kaa ne nsem no.
- Kasasu a ewɔ anwonsem no mu:** Yei ye kasasu bi te sɛ, nnyinahɔma, asesese, sɛ-nipa, nsenkyerennee-a-ekasa ne dee ekeka ho bi te sɛ, aliterahyin, nnyegyee-sɛ-adwene, ne dee ekeka ho ho.
- Anwonsem no nhyehyee:** Yei ye ɔkwan a wɔfa so hyehye anwonsem no nkyekyemu ahodoɔ no ne nsensannee-so-twa ahodoɔ no.
- Nnyegyee-korɔ ne Mita:** Yei nso ye nnyegyee-korɔ ne mita ahodoɔ a wɔde di dwuma wɔ anwonsem mu ma eda dwom-su bi adi. Ebetumi nso aye anwonsem a enni nnyegyee-korɔ anaa dwom-su biara wɔ mu.
- Anwonsem no Nnyinasoɔ:** Yei ye abakɔsem, amammere ne amannee ne ɔtwerefoɔ no asem nnyinasoɔ a wɔnam so de twere anwonsem no.

9. **Ɛnne a ɛda nkateɛ adi:** Yei ye ɔkwan a anwonsem no fa so de nkateɛ bi to edwa ne nsunsuansoɔ a ɛnya wɔ ɔkenkanfoɔ no so.
10. **Ɔtwerefoɔ no Botaeɛ:** Yei ye ɔtwerefoɔ no nsusuiɛ anaa asem a ɔde to edwa. Ɔtwerefoɔ no nsusuiɛ anaa asem no ho hia pa ara nnansa yi?
11. **Nsenkyerɛnnɛ-a-kasa:** Yei ye nneɛma ahodoɔ, ahosuo ahodoɔ anaa nneɛma nkaɛ a wɔde twa mfonɪ fa adwenemudeɛ mu nimdeɛ bi ho.
12. **Osusuka:** Nwoma foforo ho ntotoɛɛ, adomankomasɛm anaa abakɔsem.
13. **Anisoɔabirabɔ:** Yei ye fɛwdie kwan a wɔfa so ye ntotoɛɛ fa sɛdeɛ ɔsusu sɛ bibiri esiɛ ne sɛdeɛ adeɛ no siɛ ankasa ho.
14. **Nnyegyeeɛ su ahodoɔ:** Nnyegyeeɛ-su bi te sɛ, aliterahyin, asonanse, ɛna konsonanse.

Akenkanfoɔ bi twe wɔn adwene si deɛ ɛdidi soɔ yi so a, ɛbɛboa ama wɔanya anwonsem no mu nteaseɛ a ɛmu dɔ pa ara na afei, aboa ama wɔanya anigyee bi ama anwonsem no mu nteaseɛ, nsentitire ne kasasu ahodoɔ a wɔnam so de anwene anwonsem no.

Adesua Dwumadie

1. Twere anwonsem a ɛkura nkyekyemu/ɔfa mmiensa fa asentitire ‘Boasetɔ’ ho.
2. Gyina deɛ woasua dada fa anwonsem ho no so na kyere kasasu ahodoɔ a wode dii dwuma wɔ anwonsem no mu.

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 clear
The soil was fertile, never left bare
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
 (Source: <https://www.modernghana.com/poems/11719/stop-galamsey.html>)

Twɛ Nkyerɛaseɛ

Gyae Galamsey – Ernest Obeng

Na asase ye kamakama ansa na wɔrewo yen.
 Yen agyanom de wɔn home bɔɔ ho ban.
 Kwaɛ no ye kusuu, nsubɔnten no mu te.
 Asase no ye frɔmfrɔm, na wɔamfa anto ho kwa.
 Na asase no ye kamakama,
 Eyɛ awotwaa a ɛwo nnipa pii.
 Eyɛ fie a ahonyadeɛ a ɛwɔ fam te,
 Eyɛ ahonyadeɛ korabea.
 Enye yen bere so na eyɛɛ saa.
 Adɛn nti na yeresɛɛ no wɔ galamsey mu?
 Yen akoma aye den esiane sika kɔkɔɔ nti.
 ɛn kwaɛ aye sɛ afiase, yen mogya aye nwono.
 Yen nsuten rewe, yen nnua reye awu.
 Yen nsubɔnten reye kɔla foforo.

Mmoa a wɔwɔ kwaɛɛ no mu retu mmirika kɔ baabiara.
Asase no aka wɔ atɛkyɛ ne mfuturo mu
Adeɛ baako a asase no te nka ne afidie a wɔde tutu fam no se a ano ye nnam.
Yɛsɛ abɔdeɛ, nanso yennwen yen daakye ho.
Sika nko ara na yɛhwɛhwɛ
Na yen wɛɛ afiri yen maame Ghana.
Sɛ nsuo no nyinaa sa a,
Ɛyɛ pesewa sika no na yɛbenom anaa?
Sɛ asase no annwo nnua bio a,
Ɛyɛ cedi nkrataa no na yɛbedi anaa?
Yenim sɛ yen asase no ye nhyira.
Nanso sɛ yɛma ɔsɛɛ ba so a,
Nkyiri mma bebu yen aten.
Sɛ biribi wɔ hɔ a yɛbetumi ayɛ nne yi a,
Momma yennyae galamsey.

Adekyerɛkwan Nhwɛsoɔ

1. Adesua a ɛgyina ɔkasa so: Adesuafoɔ no nyinaa dwumadie:

- Kaakae anwonsem su ahodoɔ no
- Pensempensem anwonsem su ahodoɔ no mu.
- Pensempensem akwan ahodoɔ a yɛfa so pensempensem anwonsem mu no mu.
- Ye anwonsem ka ho nhwɛsoɔ.

2. Ɛkuo dwumadie/nkabom adesua – Baanu dwumadie

- Kenkan anwonsem a wɔatwɛɛ no wɔ anwonsem nwoma no mu no.
- Fa akwan a yɛfa so pensempensem anwonsem mu no so pensempensem anwonsem a wokenkann no seesei ara no mu.

Nkariɛ Titire: DoK Gyinapɛn 4 – Ɛfie adwuma

1. Twɛɛ sonɛte (anwonsem a ɛkura nsensanneɛ dunan) fa asentitire biara a wopɛ a ɛne w'abrabɔ mu osuahunu bi anaa Ghana amammɛɛ bi kɔpɛ. (mma16)
2. Pensempensem anwonsem a wotwɛɛɛ no mu. (mma 24)

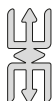
PLC Session 23

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.

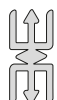
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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-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 10 Mmɔakyire

Saa Ɔfa yi ye mmɔakyeire ma adeɛ a wɔkyerɛɛ no wɔ nnawɔtwe 21, 22 ne 23 no nyinaa mu. Wɔkaa anwonsem tebea ho asem. Wɔsan pensensempensem anwonsem su ne ɛso mfasoɔ mu. Wɔkaa ɛkwan a wobefa so akyerɛ anwonsem ase ne nneema a ɛfa ho nso ho asem. Na adwene no wɔ sɛdɛɛ wɔde anwonsem su no bedi dwuma de aye anwonsem ahodoɔ ne ne nkorabata ahodoɔ, na wɔasan apensempensem anwonsem a wɔtwereɛɛ no mu. Wɔhwɛ kwan sɛ, adesuafoɔ no fa saa Ɔfa yi mu wie a, wɔde nimdeɛ a wɔanyae no bedi dwuma de apensempensem anwonsem mu wɔ Borɔfo kasa mu ne Borɔfo Kasadwini mu.

DWUMADIE NO TWA HO NYEHYEE MA NKARIE TITIRE AHODOO NO

NNAWOTWE 21

Akwankyerε (Mma 16)

	Nkunidie a εkorεn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	εhia nkεsoo bio (Mma 1-2)
Nimdeε	<i>3da adwene ahodoo no adi na 3ma εko so ara. Nsem a wode koma aforo no da adi pefee berε nyinaa, na adwene no fa asem no ho.</i>	<i>3da adwene ahodoo no adi na 3ma εko so ara. Nsem a 3de koma aforo no da adi pefee berε nyinaa, na adwene no fa asem no ho. Nsem no bi nteaseε ye den.</i>	<i>Wayε adwene ahodoo no bi ho nkyerekyeremu. Eduru baabi a, nsem a 3de koma aforo no mu nna ho, na nsem no bi nso mfa adwuma a wode ama no ho.</i>	<i>3de 3kasamu tiawa ahodoona eye adwuma no. Nsem a 3de koma aforo no mu nna ho mpen pii, na nsem a εfa asem no ho no sua.</i>
Nsemfua ne 3kasa mmara	<i>3de kasa tebea a εfata di dwuma berε nyinaa. 3de nsemfua ahodoo a εfa asem no ho di dwuma pii. Mfomsos a εwo kasa mmara mu no sua na koraa.</i>	<i>Mpen pii no, 3de kasa tebea a εfata di dwuma. 3de nsemfua a εfa asem no ho di dwuma. Kasa mmara mu mfomsos kakraa bi wo mu, na εto da a mfomsos akeseε bi nso ba.</i>	<i>εto berε bi a, kasa tebea no mfata adwuma no. 3bo mmaden de nsemfua a εfa asem no ho di dwuma. Kasa mmara mu mfomsos nketenkete ba mpen pii, na mfomsos akeseε bi nso wo mu.</i>	<i>Mpen pii no, kasa tebea no mfata adwuma no. Nsemfua a εfa asem no ho no sua pa ara anaa enni ho koraa. Kasa mmara mu mfomsos nketenkete ne akeseε ba mu mpen pii.</i>

NNAWOTWE 22

Asemmisa 1

	Nkunidie a εkorεn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	εhia nkεsoo bio (Mma 1-2)
Nimdeε	<i>3da nteaseε a εmu do adi fa anwonsem no asentitire ne abakεsem mu tebea ho.</i>	<i>3da nteaseε pa adi fa anwonsem no asentitire ne abakεsem mu tebea ho.</i>	<i>3da nteaseε kakra adi fa anwonsem no asentitire ne abakεsem mu tebea ho.</i>	<i>3da nteaseε kakraa bi pe adi fa anwonsem no asentitire ne abakεsem mu tebea ho</i>

	Nkunimdie a ɛkorɔn pa ara (Mma 7-8)	Nkunimdie pa kora (Mma 5-6)	Nkunimdie a ɛfata (Mma 3-4)	Ɛhia nkɔsoɔ bio (Mma 1-2)
Mpensempensemu	Ɔpensempensem anwonsem no su ahodoɔ no nkentensoɔ mu wɔ ahotosoɔ mu, na ɔde nhwesoo a ɛfata boa ne nkyeremu.	Ɔpensempensem anwonsem no su ahodoɔ no bi nkentensoɔ mu, na ɔde nhwesoo ma ɛmu dodoɔ no ara.	Ɔtumi hunu anwonsem su no mu bi, nanso ɛto bere bi a ɛye den ma no sɛ ɔɔkyere wɔn nkentensoɔ mu.	Ɔye mpensempensemu kakraa bi fa anwonsem no su ho mu.
Nhyehyɛɛ, Sɛdeɛ Wɔahyehye nsemfua no, ne Kasa Mmara Mu Pɛpɛpɛye	Dwumadie no wɔ nhyehyɛɛ a ɛko nnidisoɔ so, na mfomsoɔ a ɛwɔ twerɛtoho ne kasa mmara mu no sua.	Mpen pii no, dwumadie no di nhyehyɛɛ pa akyi. Nanso, ɛto da a twerɛtoho anaa kasa mmara mu mfomsoɔ akesee bi ba mu.	Ɛto bere bi a, dwumadie no nhyehyɛɛ no mu nna ho yie. Twerɛtoho ne kasa mmara mu mfomsoɔ akeseɛ ba mu mpen pii.	Dwumadie no nni nhyehyɛɛ a ɛmu da ho yie. Terɛtoho ne kasa mmara mu mfomsoɔ ba mpen pii.

Asemmisa 2

	Nkunimdie a ɛkorɔn pa ara (Mma 7-8)	Nkunimdie pa kora (Mma 5-6)	Nkunimdie a ɛfata (Mma 3-4)	Ɛhia nkɔsoɔ bio (Mma 1-2)
Nimdeɛ	Ɔda nteaseɛ a ɛmu do adi fa anwonsem no tebea ne nsemfua a ɔtwerefoɔ no apaw no ho.	Ɔda nteaseɛ pa adi fa anwonsem no tebea ne nsemfua a ɔtwerefoɔ no apaw no ho.	Ɔda nteaseɛ kakra adi fa anwonsem no tebea ne nsemfua a ɔtwerefoɔ no apaw no ho.	Ɔda nteaseɛ kakraa bi adi fa anwonsem no tebea ne nsemfua a ɔtwerefoɔ no apaw no ho.
Mpensempensemu	Ɔpensempensem anwonsem no su titire no nkentensoɔ mu wɔ ahotosoɔ mu, na ɔde nhwesoo a ɛfata ma ne nkyeremu.	Ɔpensempensem anwonsem no su titire no bi nkentensoɔ mu, na ɔde nhwesoo ma ɛmu dodoɔ no ara.	Ɔtumi hunu anwonsem no su titire no bi, nanso ɛto bere bi a, ɛye den ma no sɛ ɔɔka wɔn nkentensoɔ ho asem.	Mpensempensemu a ɔye fa anwonsem no su titire ho no sua pa ara.

	Nkunidie a εkorɔn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	Εhia nkɔsoɔ bio (Mma 1-2)
Nhyehyεε, Sεdeε Wɔahyehyε nsemfua no, ne Kasa Mmara Mu Pεpεpεyε	Dwumadi no di nhyehyεε pa a εmu wɔ nteaseε akyi. Twerεtoho ne kasa mmara mu mfomsoɔ no sua koraa.	Mpen pii no, dwumadie no di nhyehyεε pa akyi. Nanso, εto da a twerεtoho anaa kasa mmara mu mfomsoɔ akεseε bi ba.	Εto berε bi a, dwumadie no nhyehyεε no mu nna ho yie. Twerεtoho ne kasa mmara mu mfomsoɔ akεseε ba mu mpen pii.	Dwumadi no nni nhyehyεε a εmu da ho yie. Twerεtoho ne kasa mmara mu mfomsoɔ ba mpen pii.

Asemmisa 3

	Nkunidie a εkorɔn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	Εhia nkɔsoɔ bio (Mma 1-2)
Nimdee	Ɔda nteaseε a εmu do adi fa sεdeε ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda nteaseε pa adi fa sεdeε ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda nteaseε kakra adi fa sεdeε ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.	Ɔda nteaseε kakraa bi adi fa sεdeε ɔde nnyinahɔma adi dwuma ne abakɔsem mu tebea ho.
Mpensempensemu	Ɔpensempensem anwonsem no su ahodoɔ no nkentensoɔ mu wɔ ahotosoɔ mu, na ɔde nhwesoo a εfata boa ne nkyeremu.	Ɔpensempensem anwonsem no su ahodoɔ no bi nkentensoɔ mu, na ɔde nhwesoo ma εmu dodoɔ no ara.	Ɔtumi hunu anwonsem su no mu bi, nanso εto berε bi a εyε den ma no sε ɔbekyere wɔn nkentensoɔ mu.	Ɔyε mpensempensemu kakraa bi fa anwonsem no su ho mu.
Nhyehyεε, Sεdeε Wɔahyehyε nsemfua no, ne Kasa Mmara Mu Pεpεpεyε.	Dwumadi no di nhyehyεε pa a εmu wɔ nteaseε akyi. Twerεtoho ne kasa mmara mu mfomsoɔ no sua koraa.	Mpen pii no, dwumadie no di nhyehyεε pa akyi. Nanso, εto da a twerεtoho anaa kasa mmara mu mfomsoɔ akεseε bi ba.	Εto berε bi a, dwumadie no nhyehyεε no mu nna ho yie. Twerεtoho ne kasa mmara mu mfomsoɔ akεseε ba mu mpen pii.	Dwumadi no nni nhyehyεε a εmu da ho yie. Twerεtoho ne kasa mmara mu mfomsoɔ ba mpen pii.

NNAWOTWE 23

Asemmisa 1

	Nkunidie a εkorɔn pa ara (Mma 4)	Nkunidie pa koraa (Mma 3)	Nkunidie a a εfata (Mma 2)	Εhia nkɔsoɔ bio (Aba 1)
Nimdee	Asentitire no da adi pefee bere nyinaa, na εfa asem no ho.	Mpen pii no, asentitire no da adi pefee, na εfa asem no ho.	Εto bere bi a, asentitire no nna adi pefee, anaa εmfa adwuma a wode ama no ho.	Εye den se ɔde anwensem no beka asentitire bi ho.
Kasasu ahodoɔ	Ɔde anwensem mu kasasu ahodoɔ pii di dwuma yie de nya ɔkenkanfoɔ no so nkentensoɔ.	Ɔde anwensem mu kasasu ahodoɔ di dwuma de nya ɔkenkanfoɔ no so nkentensoɔ.	Ɔde anwensem mu kasasu bi di dwuma, nanso won nkentensoɔ no sua.	Ɔmfa anwensem mu kasasu biara nni dwuma anaa wode kakraa bi na εdi dwuma.
Adebo mu nimdee ne ahokeka	Anwensem no ye anika na εkyere ɔkenkanfoɔ no adwene ntem so ara.	Anwensem no ye anika wo n'afa bi mu, na εma ɔkenkanfoɔ no pe se ɔkenkan wie.	Εye anwensem a eye sɛdeε εtaa ye no, nanso εwo su titire kakraa bi anaa enni ho koraa.	Εye den se wɔbekenkan anwensem no, na εmma ɔkenkanfoɔ no nya anigye.
Nhyehyεεε, Sɛdeε Wɔahyehye nsemfua no, ne Kasa Mmara Mu Pεpεpεye	Dwumadi no di nhyehyεεε pa a εmu wo nteaseε akyi. Twerεtoho ne kasa mmara mu mfomsɔɔ no sua koraa.	Mpen pii no, dwumadie no di nhyehyεεε pa akyi. Nanso, εto da a twerεtoho anaa kasa mmara mu mfomsɔɔ akesεε bi ba.	Εto bere bi a, dwumadie no nhyehyεεε no mu nna ho yie. Twerεtoho ne kasa mmara mu mfomsɔɔ akεsεε ba mu mpen pii.	Dwumadi no nni nhyehyεεε a εmu da ho yie. Twerεtoho ne kasa mmara mu mfomsɔɔ ba mpen pii.

Asemmisa 2

	Nkunidie a εkorɔn pa ara (Mma 7-8)	Nkunidie pa koraa (Mma 5-6)	Nkunidie a εfata (Mma 3-4)	Εhia nkɔsoɔ bio (mma 1-2)
Nimdee	Ɔda nteaseε a εmu do adi fa anwensem no asentitire ne abakɔsem mu tebea ho.	Ɔda nteaseε pa adi fa anwensem no asentitire ne abakɔsem mu tebea ho.	Ɔda nteaseε kakra adi fa anwensem no asentitire ne abakɔsem mu tebea ho.	Ɔda nteaseε kakraa bi pe adi fa anwensem no asentitire ne abakɔsem mu tebea ho

	Nkunidie a ekorɔn pa ara (Mma 7-8)	Nkunidie pa kora (Mma 5-6)	Nkunidie a efata (Mma 3-4)	Ɛhia nkɔso bio (mma 1-2)
Mpensempensemu	Ɔpensempensem anwensem no su ahodoɔ no nkentensoɔ mu wɔ ahotosoɔ mu, na ɔde nhwesoo a efata boa ne nkyeremu.	Ɔpensempensem anwensem no su ahodoɔ no bi nkentensoɔ mu, na ɔde nhwesoo ma emu dodoɔ no ara.	Ɔtumi hunu anwensem su no mu bi, nanso ɛto bere bi a ɛye den ma no se ɔbekyere won nkentensoɔ mu.	Ɔye mpensempensemu kakraa bi fa anwensem no su ho mu.
Nhyehyee, Sede Wɔahyehye nsemfua no, ne Kasa Mmara Mu Peperepeye	Dwumadi no di nhyehyee pa a emu wɔ nteasee akyi. Tweretohɔ ne kasa mmara mu mfomsoɔ no sua kora.	Mpen pii no, dwumadie no di nhyehyee pa akyi. Nanso, ɛto da a tweretohɔ anaa kasa mmara mu mfomsoɔ akesee bi ba.	Ɛto bere bi a, dwumadie no nhyehyee no mu nna ho yie. Tweretohɔ ne kasa mmara mu mfomsoɔ akese ba mu mpen pii.	Dwumadi no nni nhyehyee a emu da ho yie. Tweretohɔ ne kasa mmara mu mfomsoɔ ba mpen pii.

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