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Ngbanyato Ashi Sekendre Sukuru

ENJINIPO BE KAWOL



Ebu Asa



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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GONJA

Ngbanyato

Enjinipo be Kawol

Ebu Asa



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

GONJA TEACHER MANUAL

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Introduction

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

This Year Three Teacher Manual for 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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KABA 1: KELIJIMA BE MMALGABA BE NKPIETO

KUMUBA: KONTO BE KELIJIMA

Kumu: Kelijima/kemalga m bulo ekpa

Kasobii be Asonyeso: *Ta mmalgaba mone adaga m malga naniere be aso mone a bee woro efuli ere so ne durnyan kike to be ashen.*

Apuntos/Asoginiso:

Ini keti m malga nene ashi ademu tinini ko to.

KASOTOFUTI NE KABA BE KEDUWOSO

Kaba ere bee keni keta mmalgaba mone adaga nna m malga aso mone a bee woro naniere anyebe efuliso ne durnyan kike to be ashen ne kebir kelijima nene ademu tinini ko be kabaso. Kaba ere been ta n che aso ne anye bii ebu konwule to be kaba nyosepo na to nna. Bebiipo been ta mmalgaba mone adaga m bir efuli ere ne durnyan kike be ashen ne a bee woro naniere be kelijima n saa ini kes abarso m malga be agoni ashi kelijima na to. Kaba ere to, bebiipo been bii kes abarso m malga be ashen ne kumobe keta n shun. Baan nan bii kuso mo so ne kes abarso m malga kelijima to daga n shin ta kumo n shun ebiikpa ne bumobe karehekama be kebawoto to. Kaba ere been che bebiipo to ne bu tin ta mmalgaba mone adaga m bir aso ne a bee woro efuli ere ne durnyan kike to be kelijima mone ku kefiito n saa nite nene. Kaba ere daga nna n sa bebiipo mane Ngbanyato nawule be kabaso ama ku bee buwi ekpa nna a sa asoginiso pote gba fane Mbronito ne ngbar poteana. Eninipo na daga ne e ta kelijima be kasogini be ekpa, achetos, mbarga ne kechonkeni be ekpaana n che kasobii na to.

Abokwe ne kasobii be asokpra ne kaba ere ko ela:

- **Bokwe 1:** *Ta mmalgaba ne adaga n shun karehekama be kelijima to.*
- **Bokwe 2:** *Ini kes abarso m malga be agoni mone adaga ashi kelijima to.*

Ta Ngbanyato be mmalgaba mone adaga n ji efuli ere ne durnyan kike be aso ne a bee woro naniere be ashen.

KASŊINI BE EKPA BE AKENISO BE KEDUWŊSO

Kasŋini be ekpa be akeniso nɛ bu ta n shuŋ kaba ere to kɔ Ngbanyato be keŋini be asheŋ/ekpaana be ayabi damta nna.

Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo nɛ ku shine bu bii asheŋ be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshuŋ, kenyeŋ nɛ keche be wieto, nɛ bebiipo kike be asheŋwɔrɔso ashi kabii to. Le be ekpaana ere been tiŋ bra kefe mfera ga be agoni, kadigal be yulwe be kenyeŋ nɛ kelijima lɛla be agoni. A been nan tiŋ sa bumo kecheabarto, ntunsohuŋ nɛ kejunpar be ekpa. Bebiipo been nan bii abɔaya be kechala nɛ amobe kemigeto. Bebiipo mone bu kɔ kabɔresa be kenyeŋ ga na male bee nya ashuŋ nna n tiiso fane bumo braana be kejunpar a ŋini bumo nɛ bumoale gba e pinto kasɔbii mone ku bee yɔ so na. Adaga beŋinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor nɛ kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHŊNKENI BE KEDUWŊSO

Kaba ere be kechɔnkeni be ekpa bee bra agoni be kedaŋeso n kukwe abarso, asheŋ be kepinto nɛ kefe mfera be kemigeto nna. Atuwebi be kenye saŋekama bee bra kelenɔ nɛ ebiipo be kasɔbii be kedaŋeso nna. Kechɔnkeni be ekpa ere bee ta asɔ nɛ a bee cheto a peshe ebiipo be Ngbanyato be asɔbiiso be kepinto nna ashuŋ. Baa ta kechɔnkeni be ayilikpa 3 be kefe mfera ga be mbishi nna a wɔtɔ kasibɛbirabarso to nko kesheŋ ko be kemigeto a chɔ bebiipo be kefe mfera nɛ kesɔ abarso m malga nɛ mmalgaba mone adaga be keta n shuŋ ashi efuli ere nɛ durnyan kike be asɔ mone a bee wɔrɔ naniere be kelijima be kepinto chingliŋ. Beŋinipo e ta kechɔnkeni kasɔbii be saŋe nɛ kasɔbii be lalaluwe n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

ENI NIPO BE KETA EKAMA N TIISO BE ABɔAYA

Keni: Bebiipo kike, hali beɔsepo kike daga bu ka tii kasɔbii be kesheŋwɔrɔ kama so. Beŋinipo daga bu ka bee bla kasŋini be ase nɛ ku be Universal Design for Learning (UDL) be ekpa so a ta ekama be kasɔbii be asheŋtirso a tiiso.

Le been tiŋ wɔrɔ nɛ fo baa

- Sa kemalga abar kuto be ekpa damta (keta kesheŋwɔrɔ damta a shuŋ fane kelijima, amfoni, kewɔrɔ n keni, nɛ adamta mone a been pe bumobe lakal)
- Sa keyili n sa be ekpa damta (fane keta abɔaya n wɔtɔ kasibeto, amfoni to, kusɔmalgaso to, kewɔrɔ n ŋini nɛ keŋinito n sa bebiipo)

- Kesa awɔɔɔbi nɛ mmalga damta be ekpa (fanɛ keshinɛ bebiipo e baa tuwe nɛ kamalga, kasibɛ, kechaŋ nko nɛ ashuŋsɔchetopo ko).

N naaŋ ta n tiiso, beŋinipo e baa keni mbia kukokoto be asheŋtirso so a fin kasɔŋini be ekpa fanɛ kesa bumo saŋɛ ntiiso, keta ashuŋsɔchetopo n shuŋ, kecherga ashuŋ, nko kesa abar kechetɔ kakpa mone kedaga. Le be ekpaana ere bee bra bebiipo kike be ketii kasɔbii na so nna asesa.

Asɔ nɛ ba keni kike daga a ka kɔ awor nɛ kedaga n saa kɔ kasibɛ nko akpawu be ngbar be kedelgeso n sa bebiipo mone bu la akpawu. Vidiyo na be edɛ daga ku ka kukwe n sa ekama. Nwolkraŋso daga a ka kɔ atanpo be bebiipo gba peya mone a bee tiŋ a ta abɔaya sibɛso a kii kɔnɔto be abɔaya.

Bebiipo mone bu la bepɔsepo mone enite bee nu bumo e ba ta eyur be mboŋ nɛ a bee shuŋ nɛnɛ a sa bumo a bata amfoni kaŋkaraŋana n shin naa ta enite be achetɔsɔ fanɛ akpabi, boobicheche nɛ adamta saŋɛ nɛ bu baa bargato a luri ntunwuribiana to nko bu baa yɔ ebiikpa be anishito ashi ebiikpa.

Kpawu be bebiipo been tiŋ ta kelijima be kusɔ sibɛ so n ta bumobe kushuŋ n nase efuli. Feeŋ tiŋ kraŋ bebiipo mone kamalga bee nu bumo nɛ nnɔpirbi nko n chaŋ nko n sibɛ bumo gbagba be mmalgaba. Bebiipo mone kenu bee nu bumo daga nɛ bu wɔtɔ kenu be achetɔsɔ mone adaga nna. Bebiipo mone bu maa wu nɛnɛ malɛ been tiŋ ta achetɔsɔ mone adaga n chetɔ bumobe amu to.

Kasɔbii be Asɔkpɔra	Kenya be eyilikpa	Kechɔnkeni be ekpa nɛ/nko katun
3. 1.1. LI.1 Ta mmalgaba mone adaga n shuŋ karechekama be kelijima to.	2	Ebiikpa be kelara abɔaya
3. 1.1. LI.2 Ŋini kesɔ abarso m malga be agoni mone adaga ashi kelijima to.	3	Epe/Lanto be kushuŋ
3. 1.1. LI.3 Ta Ngbanyato be mmalgaba mone adaga n ji efuli ere nɛ durnyaŋ kike be asɔ mone a bee wɔɔ naniere be asheŋ.	2	Kemigeto

BOKWE 1

Kasɔbii be Asɔkpra: *Ta mmalgaba mone adaga n shuŋ karechekama be kelijima to.*

Kepalto

Ebu 1	Abɔkwɛ 1 nɛ 2 1. ekpa mone adaga so n delge Ngbanyato be eboltoworana so (fanɛ nnɔpirbi be da, kudundulonɔ be kefuwoso nɛ kudundulonɔ be kakpa nɛ bu kɔ a tere amo). 2. Bulɔ ekpa mone adaga so n delge Ngbanyato be nnɔtowor so (fanɛ ebol, kakpa nɛ bu kɔ a tere amo nɛ afuu be keyigeto)
Ebu 2	Abɔkwɛ 1 nɛ 2 1. Pin mmalgakul be ntunso (abuwitoso nɛ akunso) ashi Ngbanyato. 2. Ji Ngbanyato be kamalgakul be kapɔr be ashenɔ ashi mmalgaba pupɔr be kenye to.

KUMU: KELIJIMA BE MMALGABA MONE ADAGA

Mmalgaba dagaso be keninito: Ade la ngbar be katuŋ mone fee ta nna ashunɔ nkpal emalgapo na be kelijima na be keshentirso so. Keta ngbar nɛ kelie ashunɔ kama ntiiso. Fanɛ, anye baanɔ yɔ dɔkuta kutɔ nko ashibiti to, anye bee tu mmalgaba mone anye manɔ kɔ a shuŋ karechekama be kelijima to nna. Fanɛ, adur, nesi, dɔkuta, nklaŋ be eleŋ, shikari be eyilikpa nɛ adamta. Loŋ nɛ anyeenɔ tinɔ fɛ mbra be mmalgaba/ngbar, sukuru peya, kasɔfa peya nɛ ashunɔ pɔteana peya be ashenɔ.

Le be keta ngbar n shuŋ ere, fɔŋfɔŋ mmalgaba na, kɔrto kanane kamalgaba na gbagba bee shuŋ ashi kelijima jewulebi to. Fanɛ, “pumpun” be kefiito ashi kudɔɔ to kɔr kumobe kefiito ashi sukuru to. Ku beenɔ tinɔ a la kechala afitiri nɛ bu buse ama kemaŋ la afitiri be ashenɔ ashi sukuru to.

Demu kike nɛ anye tu, anyee ta kamalga mone ku beenɔ kukwe esa mone anye bee malga mo kutɔ na nɛ kelijima na be keshentirso. Ngbar mone anye kɔ a malga anye braana kutɔ kɔr ngbar mone anye bee ta a shuŋ baasa nɛ bu kɔ eyilikpa gboŋ be kabaso.

Kelijima be mmalgaba be ntunso: Amo ela kelijima kpra be mmalgaba nɛ kelijima jewulebi be mmalgaba.

Kelijima kpra be mmalgaba: Kede ela keta ngbar kpra n wɔtɔ kelijima to. Kelijima kpra be mmalgaba bee shuŋ nna ashi kushunɔ to, ebiikpa, nko demu mone adaga bunyanɔ, kebuwito nko kenishipre. Bu baŋ ta kelijima kpra be mmalgaba a shuŋ, a bee buwi ashenɔ to nene nna. Keta kelijima kpra be mmalgaba mone adaga n shuŋ nene bee ŋini kenye, lakal nɛ kenyimu nna.

Kelijima kpra be mmalgaba be adabi

Ngbar dagaso: Kelijima kpra be mmalgaba bee ju mmalgaba jewulebi nɛ kaba koŋwule so nawule be mmalgaba nna n saa ta ngbar mone adaga a shuŋ.

Mmalgaba na gbagba: Kelijima kpra be mmalgaba bee ta mmalgaba mone adaga gbagba n ka beej nyale kelijima na to nna a shuŋ.

Mmalgafol milto be kanase: Mmalgafol milto shi kelijima kpra be mmalgafol nɛ afeltobi to nna.

Kashintenji: Kelijima kpra be mmalgaba kɔ kashintenji nna n saa ju kagbene be aparshen nɛ nkpieto.

Bunyaŋ be ebol: Ebol nɛ bu kɔ a shuŋ kelijima kpra be mmalgaba to bee lara efuli kushuŋ be kenyi, bunyaŋ nɛ kebulɔso nna.

Kelijima jewulebi be mmalgaba: Ngbar be katuŋ ere dese kaseto nna nɛ anye kɔ kumo a bir karechekama be kelijima fɔŋfɔŋ anye nɛ anyebe kanaŋ, anye teriana, afuuto nɛ anye kurwepoana kutɔ. Mfa, lakal na baa wɔ kedeŋ abar so nna. Katuŋ ere to gba be mmalgaba kraa kɔr gberɛbi. Mmalgaba ko la soshia midiya peya nna. Kelijima jewulebi be mmalgaba bee bra baasa abarso nna a shine ba tiŋ a lara bumobe afeso efuli.

Kelijima jewulebi be mmalgaba be adabi

Karechekama be ngbar: Ku bee ta karechekama be ayɛso, mmalga kuusobi nɛ kegbomfu be ngbar nɛ bu kɔ a shuŋ kelijima jewulebi to.

Mmalgaba putɔputɔ: Ngbar jewulebi maŋ du kpakpa n saa kɔ karechekama be mmalgaba a shuŋ.

Mmalgafol jewulebi be kapɔr: Kelijima jewulebi bee kaa kɔ mmalgafol jewulebi nna a shuŋ.

Esa gbagba be ebol: Ngbar jewulebi bee lara emalgapo na gbagba be da nɛ afeso efuli nna.

Kedeŋ/kepin abar: Keta ngbar jewulebi n shuŋ bee bra kelijimawuraana be kedeŋ abar.

Kasɔbii be Kushuŋ

Pin mmalgaba mone adaga fo ka nu ashi ademu ere to;

- a. *Kekeniso: Dɔkuta kutɔ be keyɔ: adur*
- b. *Fiita ka bee malga ekuloŋwura kutɔ: breki, kɔba*
- c. *Ajibishumpo ka bee malga etɔpo kutɔ: ajibi*

- d. *Kasɔbubu be eɲinipo ka bee malga bebiipo kutɔ: ketantiiso, kelaraso*
- e. *Ati be ebiipo ka bee malga eɲinipo kutɔ: penti, brashi*
- f. *Ebiipo ka bee malga mo nana kutɔ tangrafu so ewushi be saɲɛ: alo, antere*
- g. *Beteri anyɔ ka bee malga ashi bɔɔl be keɲmia to: bɔɔl, kpa*

KASŊINI BE EKPA BE AKENISO

Kadigal-ase be kasɔbii (kukokoto nɛ katuɲ be kushuɲ)

1. Katuɲ be kushuɲ: Ntuɲ na e lara n shiɲ fɛ mfera ga ta n laɲɛ amu tenini ko be mmalgaba mone eɲinipo beenɲ sa bumo be kabaso.
Eɲinipo na e baa kulti bebiipo na to n shine ebiipo kike e baa wɔrɔ n saa che bebiipo kama nɛ ba sha kecheto male to saɲɛ nɛ kedaga.
2. Kunyɔnyɔshuɲ: Bebiipo e lara n shin pel epel ta n laɲɛ asheɲtirso ko be kabaso fanɛ daɲkare be adabi lɛla (fanɛ, kake, kasha, kashintɛɲji, kemataso), ademansheɲ, tekunoloji, Kasɔbubu (STEM) nɛ adamta. Eɲinipo na beenɲ tiɲ sa mbishi mone a beenɲ kuɲ bumo n sa bumo kecheto.
3. Ebiikpa lelemu be kushuɲ
 - a. Keni n shin loto n nu epel na n shin pin kelijima na be mmalgaba.
 - b. Ta mmalgaba na n tii ashuɲ pɔɛana be mmalgaba mone fo tiɲ nya na so.
 - c. Bemalgaba na ta ngbar mone kedaga m bir kelijima na n yaa luwe aa?

KECHŊNKENI KPRA

Kenyi be eyilikpa 2 – Katuɲ be abɔaya be kelara

1. Blase n shin lara abɔaya ta n laɲɛ fobe kade to be kamushe be kabaso. (amaki/mbii 12)
 - a. Sibe mmalgaba mone feenɲ ta n shuɲ ashi abɔaya be kelara na to.
 - b. Pin kusɔ mo so nɛ mmalgaba mone fo lara na daga nɛ abɔaya na be kelara nene n sa fobe benupo.
 - c. Kpal kanane mmalgaba beenɲ tiɲ n chɛrga nɛ fo baɲ sɔ mbishi benupo na kutɔ.
 - d. Lara fobe kushuɲ na be abɔaya n sa bebiipo.

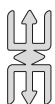
PLC SESSION 1

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

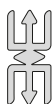
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes**Reflection**

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

BOKWE 2

Kasobii be Asokpra

1. *Ɔini kesɔ abarso m malga be agoni ne adaga ashi kelijima to*
2. *Ta Ngbanyato be mmalgaba mone adaga n ji efuli ere ne durnyan kike be aso ne a bee wɔɔ naniera be ashen*

Kepalto

Ebu 1	Bokwe 3: Pin alakal kpra ashi kelijima mone ku daga to; fane adankare be adabi lela (bunya, keworwu, kasha, ne adamta), sukuru be kabaso, kado, ne adamta.
Ebu 2	Bokwe 2 1. Ɔini ebolbencherga be ashen to, a lanje amobe ntunso be kabaso (fane, ebolgon, kabolbi, mfrintobol, ne adamta.) ne amobe ashun 2. Buwi ebolbencherga be ashun to (fane, ngbarbembra be kushun, mmalgaba be ntunso, ngbar konwule be ncherga wurbi (dialectical))

KUMU 1: KESO ABARSO M MALGA

Keso abarso m malga: Keso abarso m malga la sanje mone bemalgapo bee so abarso a malga kelijima to; kakpa ne emalgapo ko bee malga ne eko male loto a nu a so abarso kelijima to. Ku bee Ɔini fane bemalgapo maa kuu abar be mmalga so ashi kelijima na to. Emalgapo kama ko mobe kamalga be sanje nna ne ku bee duwo kekuu abar be kamalga so. Ku bee bra bemalgapo be alakal be kechigeto n sa abar ne kelijima bee nite nene.

Keso abarso m malga be ekpaana: Keso abarso m malga ko ashen mone a bee kun amobe sanje ne kamalga be ekpa nna ashi kelijima to. Keso abarso a malga korto ashi adankare ne demu kama be kelijima to. Sanje ko, kelijimawuraana ko bee tin a kuu abar be mmalga so ne beko male bee be bunyan be ekpa so. Bunyan be mmalgaba ko ne anye ko a kuu abar be mmalga so ela “gafarache”, “meen tin ta kusko n tiiso aa?” ne mbishi mone a bee buwi ashen to. Keso abarso m malga to, adaga fo ka bee bunyan fo braana be kamalga be jimanen. Eninipo na been tin wɔɔ konoto be ayeso ne amo ne a man la konoto be ayeso fane kumu be kegba n wɔɔ esa a Ɔini mobe kamalga be sanje ka fo. Eninipo na been nan tin ta anishi n Ɔini esa mone e daga ne e malga ashi kelijima na to.

Kuso mo so ne baa so abarso a malga kelijima to: Keso abarso m malga bee che bemalgapo to nna ne ba keni kanane kelijima na bee nite nene. Ku naa shine emalgapo kike ko ekpa nna ne e bra mobe lakal kelijima na to. A shine ekama bee tii kelijima so ne ku maa lanje kaba konwule so. Bu ko keso abarso a malga

nna a bra abaranyo lala ne bemalgapo be kedeŋ abar, a yige ne bebiipo bee malga abar kuto ne bunyan be ekpa so. Keso abarso m malga bee leŋ bemalgapo to nna ne ba lara efuŋi aso ne bumobe lakal deŋ so ga. Ku bee cheto a sa bebiipo kamalga be agoni ashi kelijima to a che bumo to ne ba pin nuso ne saŋe mone ba malga bumobe lakal poe a tuweto. Ku bee cheto a bra baasa to be mbra be kenye fane kanyiti, kechigeto ne baru be kebir. Ku naa buwi lakal to nna fane kumu be kekata mone ku daga kebawoto to.

Keso abarso m malga be keworo: Beninipo e bra demu ko ne bebiipo e ta kumo m pel keso abarso m malga be epel. (Bebiipo beenj tinj ji kumu ko be kamoroji, a so abarso a malga a nini bumobe eyilikpa kamalga na to) Ademu ko be akeniso nde:

1. Adaga bu ka yige ne sekendre sukuru be bebiipo e ba kata tangrafu ashi asukuru to aa?
2. Awolpa to be ncherga be kadigal n sa ajibi ne achambo be kekuŋ. (Menye e so abarso m malga n chige alakal ne ayulwe to).
3. Bu kane fo junkpar kelijima ko ta n laŋe kumu ere be kabaso; ‘Ju aroba anyebe asukuru to naniere kike’. Menye e pel kanane kede beenj nite. (Kecheto ko: Peshe kanane bemalgapo na bee kuu abar be mmalga so bunyanso, kanane ba bishi mbishi ne kanane baa kata buko be kemaŋ nu n sa bumo, kanane ba malga bumobe alakal).

KASOŋINI BE EKPA BE AKENISO

Katuŋ be kushuŋ/Kechi abarto be kasobii

1. Bebiipo kike be kelijima
 - a. Delgeso/chan demu ko be mapi (map) n shin ta kumo m pala alakal kpra be asheŋ to.
 - b. Ta bebiipo ne baa woro aso ga ne menye e woro keso abarso m malga.
 - c. Menye e loto n nu kelijima ko ka bee nmiŋ kuso to ne menye e ji kumobe keso abarso m malga be asheŋ nko kumobe kemaŋ ko keso abarso m malga mone menye peshe.
2. Kunyonyotoshuŋ
 - a. Menye e ta keso abarso m malga be agoni mone adaga m pel kelijima ne eninipo sa menye ta n laŋe demu ko be kabaso be epel.
 - b. Lara kebaya kraŋso ashi mboŋ fane adaŋkare be adabi lala, STEM, GESI, farfarbi, epe ne mboŋ pote be asheŋ, alemfia n shin kraŋ kumo, m

pin alakal kpra ashi kelijima na to n shin ji kumobe ashej n saa de kesɔ abarso m malga be mbra so.

Kechɔnkeni kpra: Kenyi be eyilikpa 3 – Kukokoto be Lanto be Kushuŋ

1. Fo daŋɛso nna a bir katuŋ be kelijima ta n laŋɛ daŋkare be kachegboŋ ashi Ghana to be kabaso.
 - a. Delgeso kanane feen ta kesɔ abarso m malga be ekpaana n shuŋ ashi kelijima na to. (amaki 7)
 - b. Ŋnito asɔ asa mo so ne kesɔ abarso m malga ashi kelijima to daga. (amaki 3)
2. Fo ka la fobe sukuru to be kamɔrɔji be ekenipo ere, ŋnito ekpa anu ne a been bra kamɔrɔjiwuraana na be kesɔ abarso m malga. (amaki 5)

KUMU 2: KABRE BE ASHEJ KETASO

Kabre be ashej ketaso: Kabre be ashej ketaso ela ashej mone a bee wɔrɔ naniere a tɔrɔ kachina ne adaga baasa be lakal nko kade kike ka wɔrɔ kusɔ ko amobe kabaso. Ademu na been tin a la kadigal ta n laŋɛ baasa, kejunkpar nko kayawuji be kabaso. Ademu na been tin kilgi baasa be mfera nko gomina be ashej wɔrɔso a lara efuli ncherga be kebawɔtɔ ne kewɔ efuliebi ne bumobe gomina be kabaso. Naniere be ademu ne adaga baasa be kelijima ela free SHS, galamsey, 24-hour economy, asɔrsonyembi be kulɔ ne adamta.

Amu ko be mmalgaba mone adaga: Keta mmalgaba mone adaga n shuŋ kumu tenini ko to bee bra kepinto/kunuto nene nna. Mboŋ ko be mmalgaba mone adaga e wɔ kaseto ere na:

Kadɔɔ: adɔɔjibi, asɔɔɔaya, asɔduuso, kadɔɔsawule, edɔɔpo ne adamta.

Galamsey: esikaveta (excavator), nchu, shuwa, kasawule, asɔ panteso ne adamta.

Sukuru: ebiikpa, enjinipo, bebiipo, mbe, nsulwe, kenyi, kakraŋ ne adamta.

Kɔmputa, data, bandal ne adamta

Kasɔbii be kushuŋ

Ashuŋ mo be mmalgaba mone adaga amo nde?

- a. Mmalgaba, kefelto, kamalgafolshin, akurso, ntilemu
- b. Pɛ, kelubi, demuji, kasɔgberge, demujipo
- c. afuu, nchu, asidi, alikali, pH

KASOŊINI BE EKPA BE AKENISO

Kadigal-ase be kasobii

1. Kukokoto ne katun be kushun

Ntun

- Bebiipo e ji achambɔ be kekun be tunɔ be asheɲ ne ekpaana mone anyeen tin bulɔso a leɲ achambɔ be kekata nene to.
- Bebiipo e sibe kelijima na be mmalgaba kpra n nase.
- Bebiipo e ta mmalgaba kpra na m malga demu tenini pɔte be asheɲ ashi menyebe kade to.
- Bebiipo e ta demu pɔte ne eninipo na nan lara m pala kesheɲwɔɔ na to nko kaɲe bebiipo mone ba wɔɔ asɔ ga na ne bu junkpar kelijima na.

KECHONKENI KPRA

Kenyi be Eyilikpa 3 – Katun be Kushun

Lara amu ne bu sa na be kuko

Ta mmalgaba mone adaga n;

- Migeto kanane durnyanɔtoebi be kelie abar na bee tɔɔ Ghana be kayawuji.
- Migeto kusone ku wɔ ketir ne alemfia be kefiɛto ashi efuliana ne a kraa dan to.
- Luweto awɔlpa to be ncherga be tɔɔ ne ku kɔ n sa Ghana be kadɔɔ ne ekpaana mone a been tin kun atɔɔ ere.

PLC SESSION 2

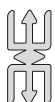
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

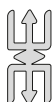
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Kaba 1 be Kepalto

Kaba ere keni kelijima be mmalgaba mone adaga, keso abarso m malga ne kabre be ashej ko be mmalgaba nna. Bebiipo nya kasotofuti ta n lanɛ mmalgaba mone adaga be kedelgeso ne ntunso. Anye nan ji kelijima be mmalgaba mone adaga be ashej. Bu nan bii keso abarso m malga be ekpaana ne kuso mo so ne keso abarso m malga daga kelijima to. N naan ta n tiiso, bebiipo nan nya kabre be ashej ko be kasotofuti ne ku lenj bumo to fane bu ta keso abarso m malga be ekpaana n ji kabre be ashej ko be ashej ne ku shine bumo ne bumo braana e woro keso abarso m malga n keni kanane kelijima bee nite. Anye bee tama fane bebiipo ban luwe kaba ere, baan ta keso abarso m malga be ekpaana n shun sanɛ ne ba ji ashej buwito so ko be ashej na. Baan nya kenye mone ku daga n tinj kuu mmalgaba mone a ko afiito, n shin pin mmalgaba na be afiito be mbarga n nan tinj ta mmalgaba mone adaga m bir kelijima.



KECHONKENI KPRA/TENINI NA BE KECHAN BE EKPA/KENASE

BOKWE 1

Abɔaya be kelara be kechan be ekpa

Agoni	Wɔrɔ asɔ ga (amaki 4)	Wɔrɔ asɔ (amaki 3)	Kekukwe (amaki 2)	Daga kelento (maki 1)
Abɔaya be kelara (Apuntosɔ) nɛ kenase	Abɔaya be kelara be apuntosɔ bee ɲini kamushe be kelijima nɛ ekpaana mone a wɔ kumo to nna. Kemigeto kpra daga nna nɛ keshinterɛ be abɔaya mone adaga be ketiɲ nya. Apuntosɔ niɲi nna n shin be abarso lakal so. Asɔ nɛ adaga kike wɔtɔ.	Abɔaya be kelara be apuntosɔ bee ɲini kamushe be ekpaana na be kepinto nɛnɛ. Apuntosɔ na niɲi saɲɛ damta n shin dese nɛnɛ. Ku beɛɲ tiɲ a kɔ apuntosɔ nɛ a maɲ besɔ nɛnɛ nko a maɲ liɛ. Asɔ dagaso kɔ daga kewɔtɔ.	Abɔaya be kelara be apuntosɔ bee ɲini kamushe be kepinto esoso. Kemigto a fin kashinterɛ be abɔaya tenini maɲ kɔ elerɲ nko mmalga na be abɔaya chɛtopo maɲ shi. Apuntosɔ na kɔ asɔ nɛ a maɲ be abarso, nko asɔ nɛ a maɲ buwito nɛnɛ.	Abɔaya be kelara be apuntosɔ bee ɲini kemaɲ pin kamushe to nna (fanɛ, kamushe be keɲinito). Kamushe be mmalgaba mone adaga be keta n shuɲ maɲ wɔtɔ. Apuntosɔ na maɲ be abarso n saa wiɛto. Asɔ mone adaga foe a maɲ nase nɛnɛ.
Abɔaya be kelara (eyurso)	Shabɔrɛ na wale kenishiso nɛ bu ta egbaɲ fuful, asɔ keniso nɛ nsibɛ gberɛbi n shuɲ nɛnɛ kaba kama. Bu ta kayerwule n shuɲ kanane kedaga. Kewɔrɔ m foe maɲ wɔtɔ (ngbarbembra, akurso, kesibɛ n niɲi nɛ adamta) ashi shabɔrɛ na so.	Shabɔrɛ na wɔrɔ nɛnɛ a kɔ egbaɲ fuful, asɔ keniso nɛ kasibɛ gberɛbi mba damta. Bu ta kayurwule n shuɲ nɛnɛ. Kewɔrɔ m foe maɲ shi (ngbarbembra, akurso, kesibɛ n niɲi nɛ adamta) ashi shabɔrɛ na so.	Shabɔrɛ na kɔ egbaɲ fuful, asɔ keniso nɛ/ nko kasibɛ ama mane m be abarso nɛ/nko kayurwule be kemaɲ ta n shuɲ nɛnɛ. Kewɔrɔ m foe kɔ wɔtɔ (ngbarbembra, akurso, kesibɛ n niɲi nɛ adamta) ashi shabɔrɛ na so.	Shabɔrɛ na maɲ kɔ kayɛlga n saa kɔ nsibɛ damta n shin paɲ asɔ keniso nɛ/nko kayurwule maɲ shuɲ nɛnɛ. Kewɔrɔ m foe damta wɔtɔ (ngbarbembra, akurso, kesibɛ n niɲi nɛ adamta) ashi shabɔrɛ na so.

Abɔaya be kelara (Kɔnɔto be kamalga)	Ku wale ga nɛ kɔnɔto be abɔaya be kelara lɛla nɛ saɲɛ mɔnɛ bu sa nɛ katun na e wɔɔ. (miniti 20). Katunɛbi na kike be kesa sesa na. Katun na be kebla ase ler efuli nna.	Ku wale nɛ kɔnɔto be abɔaya be kelara lɛla a ɲini kelijima be agoni lɛla n shin tagato saɲɛ nɛ bu sa na (miniti 20). Katunɛbi na kike wɔɔ nɛ bumobe kebla ase ler efuli mba damta.	Ku wale kanan ko to nɛ kɔnɔto be abɔaya be kelara lɛla a ɲini kelijima be agon lɛla gberɛ. Bu choɲso/man ɔ saɲɛ na gberɛbi. Katunɛbi ko wɔɔ achɔ buko. Kebbase damta dan daga.	Ku man wale nɛ kɔnɔto be abɔaya be kelara lɛla a ɲini kelijima be agon nɛ a wɔ kaseto. Ku bee choɲso ga/maa ɔ saɲɛ na ga nɛ manɛ katunɛbi na kike e naa wɔɔ. Keman blase ler efuli.
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BOKWE 2

Kumu 1

1. a. Nɛ ɔ tin bra kesɔ abarso m malga, wɔɔ ade:

- i. Nase mbra
- ii. Ta kamalga be kebeso kebeso ko n shun
- iii. Man enɔ so nɛ bu wu ɔ
- iv. Lara esa/echetopo nɛ e junkpar kelijima na
- v. Loto n nu nɛnɛ
- vi. Ba bunyan saɲɛ
- vii. Len ekama to nɛ e bra mo peya

Ketii kesɔ abarso m malga be ekpaana ashunu esoso ere – amaki 7

Ketii agon/ekpaana na be ashe ashi kedelgeso na to – amaki 6

Ketii agon/ekpaana na be anu ashi kedelgeso na to – amaki 5

Ketii agon/ekpaana na be ana ashi kedelgeso na to – amaki 4

Ketii agon/ekpaana na be asa ashi kedelgeso na to – amaki 3

Ketii agon/ekpaana na be anyɔ ashi kedelgeso na to – amaki 2

Ketii agon/ekpaana na be kukonwule ashi kedelgeso na to – maki 1

b. Asɔ nɛ a ba na nde:

- i. Bunyan be kebra
- ii. Kebra kedaɲɛso n wɔɔ a sesa
- iii. Kedaɲɛso n wɔɔ be keɲto
- iv. Kedii m puwiso be kekun

v. *Kepinto be kebra*vi. *Ku bee bra kedeŋ abar**Esoso be aso ere be asa kama – amaki 3**Aso na be anyo kama – amaki 2**Aso na be kukorwule kama – maki 1*

Lanɛ n ya keni agoni nɛ bu tii ashi mbishi 1a to na n shin sa agoni na be kekama nɛ bu pin ashi sukuu be kamɔrɔji be kabaso na maki korwule.

Kumu 2 (amaki16)

	Wɔrɔ aso ga (amaki 7-8)	Wɔrɔ aso (amaki 5-6)	Kekukwe (amaki 3-4)	Daga kelento (maki 1-2)
Apuntosɔ	Bu chala alakal nɛnɛ saɲɛ damta. Abɔaya bee buwito nɛ alakal na daga.	Bu chala alakal esoso. Abɔaya bee kaa buwito nɛ alakal bee kaa daga. Nɛ kewieto gberɛ.	Bu chala alakal ko. Abɔaya ma kaa buwito saɲɛ ko, nɛ abɔaya ko ma kaa daga kushuŋ na to.	Mmalgafol jewulebi. Abɔaya ma buwito nɛ abɔaya dagaso nɛ bu sa male maŋ shi.
Mmalgaba nɛ ngbarbembra	Mmalgaba mone adaga be keta n shuŋ saɲɛ kikɛ. Kumu be mmalgaba nɛ a beer tiŋ shuŋ kufɔ be keta n shuŋ. Ngbarbembra be adɔso jewulebi fimbi.	Mmalgaba mone adaga be keta n shuŋ esoso. Amu ko be mmalgaba be keta n shuŋ. Ngbarbembra be adɔso jewulebi fimbi nɛ akpra koko.	Mmalgaba na ma kaa daga saɲɛ ko. Kumu be mmalgaba be keta n shuŋ be kewɔrɔ n keni. Ngbarbembra be adɔso jewulebi damta nɛ akpra koko.	Mmalgaba na ma kaa daga kushuŋ na saɲɛ damta. Kumu be mmalgaba gberɛbi nko amobe akeniso maŋ wɔtɔ gba. Ngbarbembra be adɔso jewulebi damta nɛ akpra damta.

KABA 2: Fɔ̀nɔ̀lɔ̀ji be ekpaana

KUMUBA: Kɔ̀nɔ̀to be kelijima

Kumu: Fɔ̀nɔ̀lɔ̀ji (fɔ̀nɔ̀lɔ̀ji be ekpaana)

Kasɔ̀bii be Asɔ̀nyɛso: *Ta mmalgaba pupɔ̀r be kenye be ekpaana be kenye n wɔ̀tɔ̀ kelijima to.*

Apuntosɔ̀/Asɔ̀ɲiniso: Ɔ̀ini kenye nɛ kenuto/kepinto ta n laɲɛ mmalgaba pupɔ̀r be kenye be ekpaana be kabaso.

Lakal gberɛ



Sa bebiipo katunɲ be kemigeto be kushunɲ ashi bɔ̀kwɛ 3 to n shin sa bumo sanɲ ler anishi nɛ bu luwe kumo. Lara kemigeto na nɛ kananɛ kumobe ashenɲ bee nite ashi sekendre sukuru be App na to. Bebiipo be kemigeto na daga kechanɲ epulto n shin ta bumobe kananɛ bu nya n wɔ̀tɔ̀ SAP to.

KASOTOFUTI Nɛ KABA BE KEDUWɔ̀so

Kaba ere bee ta nna a che fɔ̀nɔ̀lɔ̀ji be ekpaana monɛ anye bir amobe kelijima mfe monɛ a choɲ na to. Bebiipo beenɲ bir fɔ̀nɔ̀lɔ̀ji be ekpaana be kelijima, m bii kamalgakul be ekpaana be ntunso n shin bir kamalgakul be kapɔ̀r be ekpaana be kelijima ashi Ngbanyato. Ade be kenye beenɲ shine bebiipo be kesibe n niɲi be agoni e yɔ̀ anishito, mmalgaba be ketiɲ tere nɛnɛ, kekranɲ nɛnɛ n shin naa kɔ̀ mmalgaba be kepinto nɛnɛ. Kede be kenye beenɲ shine bebiipo e tiɲ bir kelijima nɛ ku kɔ̀ kefiito n saa nite nɛnɛ. Ku beenɲ nanɲ shine bebiipo be mmalgaba be kenye e danɲ. N ta n tiiso, fɔ̀nɔ̀lɔ̀ji be ekpaana bee cheɛto a ɲinito fɔ̀nɔ̀lɔ̀ji be mbra nɛ ekpaana monɛ a bee kunɲ ngbar na, nɛ ngbar be ncherɲa be ashenɲ. Kaba ere daga nna n sa bebiipo manɛ Ngbanyato nawule be kabaso, ama ku bee lie kasɔ̀bii pɔ̀teana gba nna fanɛ Mbronito, Frenchi to nɛ adamta. Kaba ere bee sa bebiipo kenye buwitoso nɛ ketiɲ m pinto ta n laɲɛ Ngbanyato be fɔ̀nɔ̀lɔ̀ji be ekpaana be kabaso. Anye bee leɲ eninipo na to nɛ e ta kelijima be kasɔ̀ɲini be ekpaana, achetosɔ̀, mbarga nɛ kechɔ̀nkeni be ekpaana n che kasɔ̀bii to.

Abɔ̀kwɛ nɛ kasɔ̀bii be asɔ̀kpra nɛ kaba ere kɔ̀ ela:

Bɔ̀kwɛ 3: Ɔ̀inito Ngbanyato be fɔ̀nɔ̀lɔ̀ji be ekpaana. (fanɛ, alɔ̀ntorwor be ncherɲa be ekpaana)

Bɔkwɛ 4: Bir Ngbanyato be fɔnɔlɔji be ekpaana be kelijima. (fanɛ, kamalgakul be kapɔr be ekpaana)

KASƆŋINI BE EKPA BE AKENISO BE KEDUWƆSO

Kasɔŋini be ekpa be akeniso monɛ bu ta n shuŋ kaba ere kɔ Ngbanyato be kasɔŋini be ayabi damta. Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo nɛ ku shine bu bii asheŋ be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fanɛ esa gbagba be kabii, kunyɔnyɔtoshuŋ, kenyeŋ nɛ keche be wiɛto, nɛ bebiipo kike be asheŋwɔrɔso ashi kabii to. Le be ekpaana ere beenɛ tin bra kefe mfera ga be agoni, kadigal be yulwe be kenyeŋ nɛ kelijima lɛla be agoni. A beenɛ nan tin sa bumo kecheabarto, ntunsohuŋ nɛ kejunkpar. Bebiipo beenɛ nan bii abɔaya be kechala nɛ amobe kemigeto. Bebiipo monɛ bu kɔ kabɔresa be kenyeŋ ga na male bee nya ashuŋ nna n tiiso fanɛ bumo braana be kejunkpar a ŋini bumo nɛ bumoale gba e pinto kasɔbii na to nɛnɛ. Adaga beŋinipo e baa nyi bebiipo monɛ bu kɔ asɔ be keterewor nɛ kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHƆNKENI BE KEDUWƆSO

Kaba ere be kechɔnkeni be ekpa bee bra agoni be kedaŋ, asheŋ be kepinto nɛ kefe mfera be kemigeto nna. Atuwebi be kenyeŋ saŋekama bee bra kelenɛto nɛ ebiipo be kasɔbii be ndaŋ nna. Kechɔnkeni be ekpa ere bee ta asɔ nɛ a bee chɛto a peshe ebiipo be Ngbanyato be asɔbiiso be kepinto nna ashuŋ. Eyilikpa 2 be kechɔnkeni kɔ kasibɛbirabarso shimbi nɛ kɔnɔto be abɔaya be kelara a chɔ bebiipo be kefe mfera nɛ bumobe kekɔya nna. Eyilikpa 3 be kefe mfera be kechɔnkeni kɔ kasibɛbirabarso be mbishi nna nko keshɛŋ ko be kemigeto a chɔ bebiipo be kefe mfera nɛ bumobe kepinto fɔnɔlɔji be ekpaana to nɛnɛ nna. Beŋinipo e ta kechɔnkeni kasɔbii be saŋɛ nɛ kasɔbii be lalaluwe n chala bebiipo be abɔaya ta n laŋɛ bumobe kasɔbii be kabaso n keni kananɛ baa yɔ anishito.

Kasɔbii Be Asɔkpra	Kenyeŋ be nchiŋ be eyilikpa	Kechɔnkeni be ekpa nɛ/nko katun
3. 1.2. LI.1 Ŋinito Ngbanyato be fɔnɔlɔji be ekpaana. (fanɛ, alɔntorwor be nchɛrga be ekpaana)	2	Kasibɛbirabarso
3. 1.2. LI.2 Bir Ngbanyato be fɔnɔlɔji be ekpaana be kelijima. (fanɛ, kamalgakul be kapɔr be ekpaana)	3	Demu be kekenito

BƆKWE 3

Kasɔbii be asɔkpɔra: *Ɔjinito Ngbanyato be fɔnɔloji be ekpaana. (fanɛ, kamin/kafoe be ekpaana)*

Kepalto

Ebu 1	Bɔkwe 2 1. Ɔjinito kananɛ eboltowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto nɛ kɔrmmento). 2. Ɔjinito kananɛ nnɔtowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto nɛ kɔrmmento).
Ebu 2	Bɔkwe 2: Buwito ebolbencherga be ashun to (ngbarbembra be kushun, mmalgaba be mbarga be kepin, ngbar konwule be ncherga wurbi (dialectical)

KUMU: FƆNƆLOJJI BE EKPAANA (ALƆNTORWOR BE NCHERGA BE EKPAANA)

Fɔnɔloji be ekpaana be keɣinito: Fɔnɔloji be ekpaana la alɔntorwor be kesɔ abarso nna nɛ bemalgapo kɔ a wɔrɔ kamalga putɔputɔ. Anyeen nan tin kanɛ fanɛ ku la mbra be katun mone bu nase nna nɛ bu wɔrɔ ngbar be keɣɔrsobi be ketii putɔputɔ. Anyeen tin wɔtɔ fɔnɔloji be ekpaana ntun nyɔ so fanɛ, Alɔntorwor be ncherga be ekpaana nɛ kamalgakul be kapɔr be ekpaana. Anye bee pin ekpaana ere be kekama be ashen nna sanɛ nɛ anyee malga nawule.

Fɔnɔloji be ekpaana be ntunso

Alɔntorwor be ncherga be ekpaana la fɔnɔloji be ekpaana nna nɛ kelɔntorwor be awor bee duli kumo nɛ ku be kumo so na, a tɔrɔ/cherga kumobe keterewor. Le be ekpa ere been tin bra ncherga ta n lanɛ kananɛ phonemes (mmalgaba) bee kii allophones nkpal awor nɛ a chambɔ amo so. Ekpa ere bee ɣini kananɛ fɔnɔloji be mbra nɛ ekpaana mone a bee kun ngbar, bee tin a cherga. Alɔntorwor be ncherga be ekpaana bee tin a ba ekpa damta so, fanɛ ade:

Nnɔpirbiwor be kaduli: Kede la ekpa mone kɔnɔtowor bee nya kemue nnɔpirbi be adabi a tii kumo gbagba be eterekpa so nna. Le be ba nna sanɛ nɛ eboltowor kama nɛ ku bee mue nnɔpirbi fanɛ /u, o, ɔ/ nɛ eboltowor bata /w/, be kɔnɔtowor so nna keterewor to. Kurso mone bu kɔ a ɣini nnɔpirbiwor be kaduli ela [ʷ]. Ngbar pɔtɛ mone bu kɔ kede be akeniso nde: kube [kʷube], Kwasi [kʷæsi] ashi Mbɔn to, Kotei [kʷotei], kwa [kʷa] ashi Nkran to, Hohoe [hʷɔhʷɔe] ashi Mbɔtɔ to, Bolga [bʷɔlga] ashi Mfagar to.

Kɔnɔbuɣmantanwor be kaduli: Kede ela nnɔtowor ka nya kudundulon be mfrinto be kefuwoso a yɔ kɔnɔbuɣmantan ase n tii kumo gbagba be eterekpa so. Kede

bee wọrọ nna saɲe nẹ kọnọtowor be anishito be eboltowor ko so fane /i, e, ɛ/. Kumobe kurso ela [j]. Ngbar ko be akeniso nde: pẹ [pɛ] ashị Mbọ́ to, kpe [kpɛ] ashị Mbọ́tọ́ to, tẹ [tɛ] ashị Nkraɲ to.

Lermmunatowor be kaduli: Kede ela awor mone kumobe afuu bee ler kọnọto ka kii kumo nẹ ku bee ler kamuna to nkpal ku ka be kumo so so. Eboltowor e na kaa wọrọ loɲ ama jimanẹ ko, kọnọto be nnọtowor ko gba bee kii lermmanato. Amoso ku kọ ntun anyọ nna, amo ela eboltowor be lermmunato be nduli nẹ nnọtowor be lermmunato be nduli. Kumobe kurso ela [̃]. Ngbar ko be akeniso ela: ma [mã] ashị Mbọ́ to, ma [mã] ashị Nkraɲ to, nu [nũ] ashị Mbọ́tọ́ to.

Eboltowor be kejimbọ: Kede la fọnọlọjị be ekpa nna nẹ eboltowor mone amobe kapọr maɲ duli abar bee kilgi a duli abar ta n laɲe kamalga be adabi ko be kabaso. Kejimbọ kọ ntun damta nna, amo ela kudundulon be kebaɲso be kechin be kejimbọ, nteɲ be kejimbọ, kemue be kejimbọ nẹ adamta.

Kasabii be kushun

1. Migeto fọnọlọjị be ekpaana ashị Ngbanyato.
2. Ịnini fọnọlọjị be ekpaana ere to:
 - a. Nnọpirbiwor be kaduli
 - b. Kamin/kafoe
 - c. Kọnọbuɲmantaɲwor be kaduli
3. Sa esoso be fọnọlọjị be ekpaana ere be akeniso anyọ nyọ.

KASỌJINI BE EKPA BE AKENISO

Kadigal-ase be kasabii (kukokoto nẹ katuɲ be kushun)

1. Kenyi be wieto be Katuɲ
 - a. Ntun been bir kelijima a ɲinito ‘fọnọlọjị be ekpaana’ be asheɲ to n shin sa akeniso.
 - b. Ntun e fe mfera m fin alakal n shin bir alontorwor be ncherga be ekpaana be ntunso fane Nnọpirbiwor be kaduli, Kọnọbuɲmantaɲwor be kaduli, Eboltowor be kejimbọ, Lermmunatowor be kaduli, nẹ a wọ Ngbanyato be kelijima to.
 - c. Bebiipo ashị ntunso to e sa n shin migto mmalgaba mone a wọ alontorwor be ncherga be ekpaana ere be kekama to be akeniso.

2. Kunyɔnyɔto be kushuɔ

Mige mmalgaba monɛ bu sa to n shin pin alɔntorwor be nchɛrga be ekpa monɛ bu ta n shuɔ (Eɔinipo e sa akeniso nɛ a wɔ Ngbanyato)

- a. Lara abɔaya nɛ bebiipo kike e bir kumobe kelijima.

Eɔinipo na e baa kulti bebiipo na to n shine ebiipo kike e baa wɔɔ n saa che bebiipo kama nɛ ba sha kechɛto male to saɔe monɛ kedaga.

KECHONKENI KPRA/TENINI**Kenya be nchiɔ be eyilikpa 2 – Kemigto be Kushuɔ**

1. Delge alɔntorwor be nchɛrga be ekpaana asa so ashi Ngbanyato n shin sa amobe kekama be akeniso asa.
2. Ɔnito Ketantiiso nɛ kamin/kafoe be mbarga n shin sa amobe kekama be akeniso asa ashi Ngbanyato.

Kemigto be kumu ko

Ashi fobe kade to, fo peshe fanɛ kelijima lela la keloto n nu nɛ kesɔ abarso m malga ashi kamalga to nna. Menye e shuɔ ntunso to n

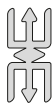
- a. Migto kananɛ baasa bee sɔ abarso a malga ashi lanto nko sukuru to be demu ko be kelijima to.
- b. Pin kamalga nko keloto n nu lela be adabi.
- c. Blase n shin pel epel shimbi a ɔini kananɛ baasa bee ta bunyan be ngbar nɛ kesɔ abarso m malga a yulwe kade be kadigal.

PLC SESSION 3**45 minutes****Planning & Reviewing the Learning Plan**

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

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

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



Note

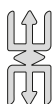
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

BỌKWẸ 4

Kasɔbii be asɔkpɔra: *Bir Ngbanyato be fọnọlọjị be ekpaana be kelijima. (fanɛ, kamalgakul be kapɔr be ekpaana)*

Kepalto

Ebu 1	Bɔkwɛ 2 Ɔjinito kananɛ eboltowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto nɛ kɔrmmento). 2. Ɔjinito kananɛ nnɔtowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto nɛ kɔrmmento).
Ebu 2	Bɔkwɛ 2 1. Ɔjinito ebolbencherga be ashen a lanɛ amobe ntunso. (ebolgbon, kabolbi, mfrintobol nɛ adamta) 2. Buwito ebolbencherga be ashun to (ngbarbembra be kushun, mmalgaba be mbarga be kepin, ngbar korwule be ncherga wurbi)

KUMU: FỌNỌLỌJỊ BE EKPAANA (KAMALGAKUL BE KAPɔR BE EKPAANA)

Fọnọlọjị be ekpaana be keɔjinito: Fọnọlọjị be ekpaana la alɔntorwor be kesɔ abarso nna nɛ bemalgapo kɔ a wɔrɔ kamalga putɔputɔ. Anyeen nan tin kanɛ fanɛ ku la mbra be katun mone bu nase nna nɛ bu wɔrɔ ngbar be keɔrsobi be ketii putɔputɔ. Anyeen tin wɔtɔ fọnọlọjị be ekpaana ntun nyo so fanɛ, Alɔntorwor be ncherga be ekpaana nɛ kamalgakul be kapɔr be ekpaana. Anye bee pin ekpaana ere be kekama be ashen nna sanɛ nɛ anyee malga nawule.

Kamalgakul be kapɔr be ekpaana ashi ngbarana to: Kamalgakul be kapɔr be ekpaana na be ako ela ketiiso(epenthesis), kamin/kafoe(deletion) nɛ kelɔɣenyili (metathesis) nɛ apɔtɛana:

Kamin/kafoe: Kede la kananɛ kamalgaba be kelɔntorwor nko kaba ko bee foe nna jimanɛ ko nkpal nɛ kamalgaba na be ketii e kii putɔputɔ so. Ekpaana ere bee wɔrɔ ketii putɔputɔ nna, ngbar be adabi ko e naa bra ketii putɔputɔ ere nɛ kabon mone awor na wɔ ashi kamalgaba na to. Kamin/kafoe been tin a wɔrɔ kamalga to nna kakpa mone awor ko bee kuuso a le. Ku been tin a ba kamalgaba be kaba kama, sososo, mfrinto nɛ lalaluwe to. Ku been tin bra mmalgaba be katun be ncherga n shin tɔrɔ amobe kapɔr.

Kamin/kafoe bee shun kushun kpɔra ashi ngbar be ncherga nɛ nkorto be kabaso nna. Ku bee tin a wɔrɔ kamalgaba be mbon pɔtɛana nna.

- a. Anishito be kabɔŋ: Ku bee tiŋ a wɔɔ kamalgaba be anishito saɛ nɛ kamalgaba na be sososo be awor na baan foe. Fane, “ebi enyen” beɛŋ kii “ebinyen”
- b. Mfrinto be kabɔŋ: Kafoe na beɛŋ nan tiŋ wɔɔ kamalgaba na be mfrinto. Fane, ashi Mbɔŋ to, kamalgaba ere, “adaworoma” bee kii “adaama”, nɛ “animuonyam” bee kii “anionyam” ashi kamalga to.
- c. Lalaluwe be kabɔŋ: Kamin beɛŋ tiŋ wɔɔ kamalgaba be lalaluwe to gba. Keni kede: “petrol” bee kii “petro” nna. Ade gbugi mmalgaba paŋso to ga nkpal Ghana be ngbar damta ka maa shine nnɔtowor bee chala abarso so, loŋso baa loŋe amo nna bu baa paŋ amo ashi ngbar pɔɛana to.

Ketantiiso: Ketantiiso ela fɔnɔloji be ekpa mone baa ta awor ko a tii kamalgaba mone ku dan cher a wɔɔ so nɛ kumobe ketii e ba nite nene nko nɛ ku ba kɔ kamalgakul be kapɔr lɛla. Keta awor ko n tii kamalgaba so ere bee kaa barga nnɔtowor nɛ a chɔ abarso nna nɛ kumobe ketii e kii putɔputɔ. (fane “bucket” beɛŋ kii “bokiti”, “plate” beɛŋ kii “pileti”). Ketantiiso beɛŋ nan tiŋ wɔɔ a ŋini kanane baa nya kamalgaba nɛ kanane a bee tii ashi ngbar to. Ketiiiso be kepinto bee chɛto nna a buwito ngbar be awor be ketii nɛ ku kii putɔputɔ (fane “ball” beɛŋ kii “bɔɔli”, “book” beɛŋ kii “buku”).

Kelɔŋenyili: Kelɔŋenyili la ngbarana be adabi nna nɛ baa chɛrga kanane awor nko alɔntowor be abarso a loŋe amo a yili nɛ ku bee bra ketii be nchɛrga. Le be demu ere gbagba beɛŋ tiŋ wɔɔ ngbar be ndan/nchɛrga to nɛ ku naa tɔɔ fɔnɔloji be mbra mone a bee kuŋ kamalga be enite na to. Ku bee ŋini kanane bemalgapo bee ta ngbar a chɛto nɛ mmalgaba be ketii bee wɔɔ putɔputɔ ashi kamalga be kedaŋ to nɛ kanane ngbar bee chɛrga nna. Anye bee nu ketere mmalgaba n gbɛto saɛkama be ngbar to. Le be mmalgaba ere be ako ela “cholera” nɛ “chorela”, “malaria nɛ maralia”, “task” nɛ “taks”, “ask” nɛ “aks”. Akeniso ko ngbar pɔɛana to ela: mane nɛ mena, ketrema nɛ tɛkrema ashi Mbɔŋ to; kɔshikɔshi nɛ shikɔshikɔ ashi Nkraŋ to; tokota nɛ Kotoka ashi Dangme to.

Kasɔbii be kushuŋ

1. Pin n shin ŋinito kamalgakul be kapɔr be ekpaana mone mmalgaba ere bulɔso:
 - a. Bucket ka kii bokiti
 - b. Task ka kii taks
 - c. Post ka kii pos

2. Pin kamalgakul be kapɔr (E, KE, KEK, nɛ adamta) ashi mmalgaba ere to
 - a. Paɲ
 - b. Gbraɲ
 - c. Ebompo
3. Pin kananɛ kamalgakul be kapɔr bee nite ashi Ngbanyato.
4. Sa mmalgaba monɛ a bee ɲini kamalgakul be kapɔr be enite ere be akeniso.

KASỌJINI BE EKPA BE AKENISO

Kadigal-ase be kasɔbii (kukokoto nɛ katun be kushun)

1. Kenyi be wieto be Katun
 - a. Buwito Ngbanyato be fọnọlọjị be ekpaana be asheɲ to a lanɛ kamalgakul be kapɔr be ntunso be kabaso (ketiiso (epenthesis), kamin/kafoe (elision), kelọnyenili (metathesis) nɛ adamta).
 - b. Sa ekpaana na be kekama be akeniso asa sa n shin mige amo to.
2. Kunyonyoto be kushun

Mige mmalgaba monɛ bu sa fo to n shin pin kamalgakul be kapɔr be ekpaana be katun monɛ bu ta n shun n shin lara abaya nɛ menye e bir kelijima [Ngbanyato be akeniso edaga mfa].

KECHONKENI KPRA

Kenyi be nchin be eyilikpa 3 – Demu be kekenito

Demu ko

Ashi fobe kade to, fo peshe fanɛ mmalgaba ko ashi kamalga to karto ashi amobe kasibe to. Sibe lon be mmalgaba ere be adunyɔ n shin mige fọnọlọjị be ekpaana monɛ a shine lon ba. (amaki 100)

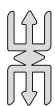
PLC SESSION 4

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

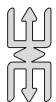
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **case study**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through the problem individually for 3–4 minutes
- c. the group then works through it together the problem, step by step
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Note

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

5 minutes

Reflection

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

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.

Kaba 2 be Kepalto

Kaba ere bee pala bɔkwɛ anyɔ mone a choŋ na be kasɔŋini kike to nna. Ashi kaba ere to, bu buwito n sa bebiipo fɔnɔlɔji be ekpaana ko ashi Ngbanyato be keŋinito. Anye bii alɔntorwor be ncherga nɛ kamalgakul be kapɔr be ekpaana be asheŋ. Bu ta akeniso mone adaga m bir fɔnɔlɔji be ekpaana anyɔ na be ntun-bata na be kelijima n teŋiso. Baa tama fane pɔɛ nɛ bebiipo e bulɔ kasɔbii ere so n luwe, baan ŋini kenye nɛ kepinto ta n laŋɛ le be fɔnɔlɔji be ekpaana ere be kabaso n shin ta kenye na a tere mmalgaba nene n shin nan kraŋ nene.



KECHONKENI KPRA/TENINI NA BE KECHAN BE EKPA/KENASE

BOKWE 3

1. *Alontorwor be ncherga be ekpaana na ela Nnɔpirbiwor be kaduli, Kɔnɔbuɔmantanwor be kaduli, Lermmunatowor be kaduli, nɛ Eboltowor be kejimbɔ.*

amaki 3 n sa kedelgeso kama nɛ akeniso asa

amaki 2 n sa kedelgeso kama nɛ akeniso anyɔ

amaki 1 n sa kedelgeso kama nɛ kekeniso koɲwule

2. *Mbarga kpra na ela:*

1. *Ekpa: Ketantiiso bee danɛso nna, nɛ kamin/kafoe bee laraso.*

2. *Kadigal: Ketantiiso bee cherga kamalgaba na be katuɲ nko kefiito nna, nɛ kamin/kafoe bee cherga nko a wɔrɔ kumobe keterewor putɔputɔ ama ku maa cherga kumobe kefiito sanɛ damta.*

3. *Kaboɲ: Ketantiiso nɛ kamin/kafoe bee wɔrɔ ashi ngbar be ekpaana damta so nna fanɛ mɔfɔlɔji to, fɔnɔlɔji to nɛ kamalgafol be kefiito(syntax).*

amaki 3 n sa mbarga kama nɛ akeniso asa

amaki 2 n sa mbarga kama nɛ akeniso anyɔ

amaki 1 n sa mbarga kama nɛ kekeniso koɲwule

BOKWE 4

Demu be kekenito be kechan: Alontorwor be ncherga ashi Ngbanyato

I Kasotofuti (amaki 10)

1. *Elerkpa nɛ kusɔ mo so (n ya fo amaki 3)*
 - a. *Alontorwor be ncherga be kumu na be kasotofuti monɛ ku buwito nɛnɛ.*
 - b. *Kanane Ngbanyato be alontorwor be ncherga na kɔ tunɔ/daga*
2. *Kemigeto be mbishi nɛ amobe lakal (n ya fo amaki 4)*
 - a. *Kemigeto be mbishi monɛ a buwito nɛnɛ*
 - b. *Demu be kekenito na be lakal tenini*
3. *Kekenito na be kecheto/tunɔ (n ya fo amaki 3)*
 - a. *Ngbanyato be alontorwor be ncherga be kepinto be tunɔ.*

- b. Kanane ku bee wọrọ nẹ kuso mone ku beenj tinj m ba.

II. Abaya dra be kepalto (amaki 15)

1. Kemigeto be kapor (n ya fo amaki 5)
 - a. Fọnọlọjị be ekpaana be kepinto
 - b. Abaya mone adaga be keta n shun
2. Ngbar na to be abaya (n ya fo amaki 5)
 - a. Ngbar mone fo lara na be kekeni n gbelgeto
 - b. Ngbar na be alontorwor be ncherga be kemigeto mone ku tinj a woto.
3. Kenishipre be kemigto (n ya fo amaki 5)
 - a. Abaya nẹ a tinj a woto na be kemigto
 - b. Kepin aman/toro nẹ mbonj mone adaga echefoso be kemigeto

III. Abaya be kechala be ekpaana (amaki 15)

1. Abaya be kechala (n ya fo amaki 5)
 - a. Abaya be kechala be ekpaana na be kedelgeso (fane kemalga baasa kuto, kerekodi (recording) aso
 - b. Ekpaana na be keniyishi eno n sa
2. Abaya be kemigeto (n ya fo amaki 5)
 - a. Abaya be kemigeto be atrambi be kedelgeso
 - b. Ekpaana na be kanane adaga n sa kemigeto be mbishi na
3. Atoro (n ya fo amaki 5)
 - a. Kepin atoro mone a beenj ba woto
 - b. Atoro na be keyulwe be atrambi

IV. Atuwebi nẹ kelijima (amaki 25)

1. Aso finso na be abaya be kelara (amaki 15)
 - a. Abaya na be kelara nene
 - b. Keta akeniso nko aso chanso n shun nene.
2. Kemigeto nẹ kefiito be kekute (amaki 10)
 - a. Alontorwor be ncherga be enite be kemigeto nene
 - b. Aso finso na be kefiito be kekute ashi abaya dra be kabaso.

3. Kusɔ monɛ ku bee ɲini (amaki 5)

- a. Kusɔ monɛ ku bee ɲini ashi ngbar be keɲini, kabii nɛ ademu be keyili be kelijima to.

V. Keluweto/Lalaluwe nɛ lakal be kesa (amaki 25)

1. Asɔ finso na be keduwɔso (amaki 5)

- a. Asɔ finso kpɔ na be keduwɔso nɛnɛ

2. Keluweto/Lalaluwe (amaki 5)

- a. Lalaluwe dagaso monɛ ku bee kre demu na nɛnɛ

3. Lakal be kesa (amaki 10)

- a. Echefoso be kemigeto, ngbar be keɲini nɛ ademu be keyili be lakal be kesa.

VI. Kanase, Kapɔr nɛ Nwolchetopo (amaki 10)

1. Kanase nɛ keɛ abarso (amaki 5)

- a. Kenite mɛra so nɛ kanase

2. Kasibɛ be kapɔr (amaki 3)

- a. Kebuwito, abɔaya dagaso nɛ keɛ abarso nɛnɛ

3. Nwolchetopo nɛ Kapaɲdi (amaki 2)

- a. Kapaɲdi gbagba nɛ nwolchetopo be kekarga

KABA 3: KAMALGAFOLMU NE MMALGAFOLCHETOPO

KUMUBA: KONOTO BE KELIJIMA

Kumu: Kakran

Kasobii be Asonyeso: *Ta mmalgafolnio ne mmalgafolchetopo be kepin be kenyi na n lara alakal kpra ashi kebaya to.*

Apuntos/Asoginiso: *Ini kenyi ne kenuto/kepinto ta n laje mmalgafolnio ne mmalgafolchetopo be kabaso ashi Ngbanyato be kebaya to.*

Lakal gberε



Woro kafεba be mfrinto be nsulwe ashi bakwe 6 to. Ku ba ko asoginiso ne bu woro fara bakwe 1 n ya fo 5. Keni mbishi be ketiseto be shabre ne nsulwel na be kapar to ne ku kun fo. Bebiipo be atuwebi be nwol na daga kechan epulto n shin ta bumobe kanane bu nya n woro SAP to.

KASOTOFUTI NE KABA BE KEDUWOSO

Kaba ere bee por nna a che mba mone bu bii alakal kpra be kepin ashi ebu konwule ne ebu anyo to na so nna. Ashi kaba ere to, bebiipo been pala alakal kpra be ashen to ashi kebaya nko demu to. Anyeen bir kamalgafolmu ne mmalgafolchetopo be kelijima n shin keni amobe kepin ashi kebaya to. Kamalgafolmu ne mmalgafolchetopo be kenyi been che bebiipo to ne bumobe kasibe ne kamalga be agoni e woro elen. Ku been che bumoto ne bu ba tin a che demu to ne abaya dagaso. N nan ta n tiiso, ku been che bebiipo to ne bu ba tin a pin alakal ne adaga ga ne amo ne a man daga ga-kede been che bumoto ne bu ba tin a duwo abaya so n saa bra bumoto ademu be kepinto. Kaba ere daga nna n sa bebiipo mane Ngbanyato nawule be kabaso, ama ku bee lie kasobii poteana gba nna fane Mbronito, Frenchi to ne adamta. Kaba ere bee sa bebiipo kenyi buwitoso ne ketin ta n shun be kepinto nna ta n laje kasibe ne kamalga be agoni be kabaso. Anye bee len eninipo na to ne e ta kelijima be kasogini be ekpaana, achetos, mbarga ne kechonkeni be ekpaana n che kasobii to.

Abakwe ne kasobii be asokpra ne kaba ere ko ela:

Bɔkwɛ 5: Pin mmalgafolnio ne mmalgafolchetopo ashi kebɔaya to.

Bɔkwɛ 6: Ta mmalgafolnio ne mmalgafolchetopo be kenya na n lara alakal kpra ashi kebɔaya to.

KASŊINI BE EKPA BE AKENISO BE KEDUWŊSO

Kasŋini be ekpa be akeniso mone bu ta n shuŋ kaba ere ko Ngbanyato be kasŋini be ayabi damta nna. Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo ne ku shine bu bii ashen be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshuŋ, kenyan ne keche be wiɛto, ne bebiipo kike be ashenwɔrɔso ashi kabii to. Le be ekpaana ere been tiŋ bra kefe mfera ga be agoni, kadigal be yulwe be kenya ne kelijima lɛla be agoni. A been nan tiŋ sa bumo kecheabarto, ntunsohuŋ ne kejunkpar be ekpa. Bebiipo been nan bii abɔaya be kechala ne amobe kemigeto. Bebiipo mone bu ko kabɔesa be kenya ga na male bee nya ashuŋ nna n tiiso fane bumo braana be kejunkpar a ŋini bumo ne bumole gba e pinto kanane ban pin nshin ta mmalgafolnio ne mmalgafolchetopo n shuŋ. Adaga beŋinipo e baa nyi bebiipo mone bu ko asɔ be keterewor ne kelijima be kadigal n shin yulwe amo kanyiashenso.

KECHŊKENI BE KEDUWŊSO

Kaba ere be kechɔnkeni be ekpa bee bra agoni be kedaŋeso n kukwe abarso, ashen be kepinto ne kefe mfera be kemigeto nna. Atuwebi be kanye saŋekama bee bra kelenɔ ne ebiipo be kasɔbii be kedaŋeso nna. Kechɔnkeni be ekpa ere bee ta asɔ ne a bee cheto a peshe ebiipo be Ngbanyato be asɔbiiso be kepinto nna ashuŋ. Eyilikpa 2 be kechɔnkeni ko kasibɛbirabarso shimbi ne kɔnɔto be abɔaya be kelara a chɔ bebiipo be kefe mfera ne bumobe kekɔya nna. Eyilikpa 3 be kefe mfera be kechɔnkeni ko kasibɛbirabarso be mbishi nna nko keshen ko be kemigeto a chɔ bebiipo be kefe mfera ne bumobe kepinto fɔnɔlɔji be ekpaana to nene nna. Beŋinipo e ta kechɔnkeni kasɔbii be saŋe ne kasɔbii be lalaluwe n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Kasɔbii be Asɔkpra	Kenya be nchiŋ be eyilikpa	Kechɔnkeni be ekpa ne/nko katun
Pin mmalgafolnio ne mmalgafolchetopo ashi kebɔaya to.	2	Kebishi
Ta mmalgafolnio ne mmalgafolchetopo be kenya na n lara alakal kpra ashi kebɔaya to.	3	Kafeba be mfrinto be nsulwe

BOKWE 5

Kasɔbii be asɔkpra: *Pin mmalgafolnio ne mmalgafolchetopo ashi kebɔaya to*

Kepalto

Ebu 1	Bɔkwɛ 3 1. Ta kekranj mananjmananj ne kechuleto n kranj be kenyi n kranj abɔaya n shin tuwe kenumpe be mbishi. 2. Ta kechuleto n kranj be agoni m malga kumobe ashenj (anishi nko keshilbi be enite, mmalgaba nko mmalgafolshinj be kewu ne adamta.)
Ebu 2	Bɔkwɛ 3 1. Pin alakal kpra ashi kelijima to. 2. Buwi alakal kpra be ashenj to ashi kelijima to.

KUMU: KAMALGAFOLMU NE MMALGAFOLCHETOPO

Kamalgafolmu be kenjinito: Kamalgafolmu la kamalgafol ashi kato to nna ne ku bee lara efuli kato na be lakal tenini nko keshentirso. Kamalgafolmu na daga ku ka kukwe nna ama n shin kraa lara lakal kpra na efuli, n naa kanɛ kusɔ mone esibɛpo na bee sha kekute demu/kumu na be kabaso. Adaga ku ka wɔ nko m mata kato na be sososo be kamalgafol na nna. N naanj ta n tiiso, adaga ku ka liɛ kebɔaya nko kasibɛbirabarso na be kumu na kike nna n naa kɔ kefiito/kecheto. Fane, **kamalgafolmu** be kekeniso n sa kumu ere “*Sekendre sukuru be kejigi*” beenj tinj a la “kejigi ashi sekendre sukuru daga ga nkpal ashenj pɔteana so.”

Mmalgafolchetopo be kenjinito

Kato be mmalgafolchetopo bee bla/buwi lakal kpra mone ku wɔ kamalgafolmu na to nna. Mmalgafolchetopo beenj tinj a la akpra nko ajewulebi. Kato be mmalgafolchetopo e naa njinito kamalgafolmu na to. Kamalgafolchetopo ela kamalgafol mone ku bee sa adanshiye/kashintenj be abɔaya ta n lanɛ lakal kpra mone kamalgafolmu na bee lara efuli na be kabaso. Mmalgafolchetopo bee sa ekrampo abɔaya be danɛso nna ne e tinj m pin lakal kpra to, nko danshiye a njini kusɔ mo so ne keshenj ko la kashintenj nko efe. Feenj wu mmalgafolchetopo kato be mfrinto – kamalgafolmu na be kaman, pɔɛ ne keluweto nko keta n cheso be kamalgafol e bɛso. Adaga mmalgafolchetopo anyɔ (2) n ta n yɔ ana (4) ka wɔ kato to n shin be abarso mfera so n ka maa fara kumu nko lakal pupɔr.

Fo baa keni bebiipo ne bu sibe mmalgafolchetopo, shine bu pin mmalgafolchetopo na be kekama be kelie kamalgafolmu na be tunɔ. Keta n cheso be mmalgaba ne

mmalgafolshin been tin cheto ne amobe kelie abar be kabaso. Len abaya dagaso nawule be keta n daneso n naa keni ekrampo na be kenumpe be eyilikpa. Alakalchetopo daga a ka bee por nna a be abarso, ne kamalgafol kama e baa che kato na be ndan to.

Mmalgafolchetopo be akeniso n sa lakal kpra ere: *Naniere be ekulon ko nku be a injin (engines) nna a shun.*

Feen tin ta le be mmalgafolchetopo ere n nini lakal ere to n sa bekrampo:

1. Nku be injin la injin mone ku bee cho nku nna a nye ele.
2. Nku be injin yuu agban be ayato nkpalmaneso amo e ko ele n naa tin a kata.
3. Nku be injin bee shine anye bee tin a yo mbon mananmanan ashi anyebe ekulon wushisoana ne ekulongbonana to.

Mmalgafol kama ere bee che lakal kpra na to nna a sa ekrampo na abaya ne e bee pin esibepo na be mfera. Esibepo been tin ta mmalgafolchetopo asa na be kekama n shun. Keta kamalgafolchetopo mone kedaga shi kusone esibepo na bee sha kelara efuli kato na to nna.

Kamalgafolmu ne mmalgafolchetopo be kepin ashi abaya to. Ne fo pin kamalgafolmu ne mmalgafolchetopo ashi abaya to, keni amobe kekama be adabi ashi kebaaya na to.

Kasobii be kushun

1. Ninito kamalgafolmu ne kamalgafolchetopo be mbarga.
2. a. Kran kaseto be kato ere be abaya chetopo na kike n shin fe amobe lakal ne a bee buwito be mfera.
 b. Sibe kamalgafolmu n sa kaseto be kato ere.
1990 be mfe to ndon be mfera bee bra ma kanyiini belbelso nna ta n lanje telivishin be keshenkeni be kabaso. Ashi le be mfe ere be sanje, Mbon be epel be kekeni Aledi be kanyeso kike daa woro ma ebel ga. N daa sha kanane Adadzewa daa pel mobe epel ga – N woro tama to fane ekama ne e daa keni kumo lon be sanje ere gba daa sha mobe ashen. Adadzewa be epel daa sanje kumu ga n naa bra kagbenetobishi epel na to. N nyini epelana mone mo ne mo braana bepelo na dan pel. Ku bee basa ma ga Mbon be epel ka man nan gbugi, ama ku daa la telivishin to be epel belbelsoana na be kuko nna ashi Ghana to lon be jiman na.
3. Ninito kus mo so ne fo sibe lon be kamalgafolmu na n sa kato na.

KASŊINI BE EKPA BE AKENISO

Kemalga n sa kasɔbii be ekpaana

1. Bebiipo kike be kelijima
Bir kamalgafolmu ne mmalgafolchetopo be kelijima.
2. Kenyi be wieto be katun
 - a. Kraŋ kebɔaya laraso ashi amu ere be kekama be kabaso, danƙare be adabi lɛla, tɛkunoloji, adur, kegori/enite ne adamta.
 - b. Pin kamalgafolmu ashi kebɔaya na to.
 - c. Pin mmalgafolchetopo ashi kebɔaya na to.
 - d. Lara abɔaya n sa bebiipo kike ne menye e bir kelijima.

Eninipo na e baa kulti bebiipo na to n shine ebiipo kike e baa wɔrɔ n saa che bebiipo kama ne ba sha kecheto male to sanɛ ne kedaga. Sa bebiipo mone kamalga bee nu bumo ne bepɔsepo kecheto n tiiso.

KECHŊNKENI KPRA/TENINI

Kenyi be nchiŋ be eyilikpa 3 – Kebishi

1. Kraŋ kaseto be kebɔayasibeso ere n shin pin kumo to be kamalgafolmu ne mmalgafolchetopo na. (amaki 4)
Ghana to be asɔfuteso bee wu kadigal ashi ndibi be kekuu to, kabon be kejaje ne awolto be ncherga to. Efuli ere so, adaga anye ka wɔrɔ ania n kun anyebe apɔ, asɔbɔaya ne ebonana. Kewɔrɔ adabi ne adaga fanɛ ndibi be keduu, epi be keduwɔso, ne ebon/nchu be kekun, been shine anye e tin n kun Ghana be efuli lɛla ere n yili echefosoebi. Keleŋto gberɛ kama been cheto ne ekama be kecheto male been tin bra mbarga damta ne anyebe achambɔ be kekun be kabaso.
2. Manɛ ne fo fe fanɛ kasibɛbirabarso ne ku kɔ esoso be kato ere be kumu la? (maki 1)
3. Ininito ekpa asa mo so ne mmalgafolchetopo bee cheto ne kamalgafolmu na bee dan. (amaki 3)
4. Sibe kato ta n lanɛ kumu ere be kabaso ‘sukuru ela shafi mone bu kɔ a buwi kanye’ n shin pin kato na to be kamalgafolmu ne mmalgafolchetopo na. Chan n kulti kamalgafolmu na n shin chan mmalgafolchetopo na kike be nseto. (amaki 7)

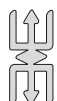
PLC SESSION 5

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

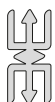
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q)

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

BOKWE 6

Kasɔbii be asɔkpra: *Ta mmalgafolnio ne mmalgafolchetopo be kenya na n lara alakal kpra ashi kebɔaya to*

Kepalto

Ebu 1	Bɔkwe 3 1. Ta kekraŋ mananmanan ne kechuleto n kraŋ be kenya n kraŋ abɔaya n shin tuwe kenumpe be mbishi. 2. Ta kechuleto n kraŋ be agoni m malga kumobe asheŋ (anishi nko keshilbi be enite, mmalgaba nko mmalgafolshiŋ be kewu ne adamta.)
Ebu 2	Bɔkwe 3 1. Pin alakal kpra ashi kelijima to. 2. Buwi alakal kpra be asheŋ to ashi kelijima to.

KUMU: KAMALGAFOLMU NE MMALGAFOLCHETOPO

Kebɔayasibeso to be alakal kpra be kenjito: Lakal kpra ela kebɔaya be kato be kusɔ tenini ne ku bee kute. Ne fo pin lakal kpra kama ashi kato to, bishi fobe kumu mbishi ere: Manɛ ne baa kaŋɛ esa na, kusɔ na, nko lakal na be kabaso? Feeŋ tiŋ wu lakal kpra na mboŋ pɔɛ ashi kato na to, ama saŋɛdamta ku bee wɔ kato na be sososo be kamalgafol to nna. Esibepo na been ta kato na be mmalgafol mone a ka na n che lakal kpra na to.

Kepin kamalgafolmu ne mmalgafolchetopo ashi abɔayasibeso to: Ne fo tiŋ m pin kebɔaya to be kamalgafolmu ne mmalgafolchetopo, adaga fo ka keni amobe kekama be adabi kebɔaya na to nna.

Kasɔbii be kushuŋ

1. Kraŋ n shin bir kelijima m palto kamalgafolmu ne mmalgafolchetopo be asheŋ to.
2. Ŋinito asɔ asa mone feeŋ keniso kamalgafolmu be kepin ashi abɔayasibeso to.
3. Ŋinito asɔ asa mone feeŋ keniso kamalgafolchetopo be kepin ashi abɔayasibeso to.

KASOŊINI BE EKPA BE AKENISO

1. Kemalga n sa kasobii be ekpaana: Bebiipo kike be kelijima:
 - a. Palto kamalgafolmu ne mmalgafolchetopo be keninito.
 - b. Buwito lakal kpra be kefiito ashi kebɔayasibeso to.
2. Kenyi be wieto be Katuŋ:
 - a. Ta kamalgafolmu ne mmalgafolchetopo be kenyi n kraŋ n shin mige kaseto be kebɔaya ere to. Pin/tesito lakal kpra, kamalgafolmu ne mmalgafolchetopo na.

Adrasheŋ to, aso damta e na ŋini kanane Ghana be ngbarana be nshe bee nite. Aso na be ako ela ngbar, achambɔ, adanjare be ntun damta, polotisi ne baasa be kecherga echinakpa, ade kike be wieto. Ngbar kike shi efuli na be kaba pɔte nna. Kede bee ŋini fane ngbarana na be baasa be ajibiana karto, bumobe ketar ne kechali kor, ne bumo ne ngbar pɔte be baasa naa wɔrɔ amo. Katuŋ kama bee koso saŋe ne baa sha nna n yɔ kpakpa ne baa sha nkpal lonso, bekama be kebawɔto lie baasa pɔte ne mbon pɔte nna. N nan ta n tiiso, mane gomina koŋwule ne bekama daa ko ne kumobe lon luri bumobe nshe be ademu to. Ade ne aso pɔte e na ŋini kanane Ghanaebi be nshe bee nite.

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

- b. Blase n lara abɔaya ne menye e bir kelijima.

KECHONKENI KPRA/TENINI

Kenyi be nchiŋ be eyilikpa 3 – Ebiikpa be Kushuŋ

1. Kraŋ kaseto be kebɔayasibeso ere n shin pin alakal kpra na. (amaki 2)

Kato mone ku dese nene bee cheto n saa por lakal tenini koŋwule nna, ne lakal ere wo kamalgafol mone ba tere kumo kamalgafolmu to. Kamalgafolmu ko ashun kpakpaso damta na: ku bee che kasibetenteŋ be kemigeto be kumu to; a bra kato to be aso abarso n saa ŋini mmalgafol na be kebe abarso; ne ku naa sa ekrampo na kumu ne ba ji kumobe asheŋ na be mfera ne kanane kato na been ji kumobe asheŋ. Bekrampo bee kaa keni kato be sososo be mmalgafol gberɛbi nna n shin pin kumu na nko mfera mone ku wo kato na to. Lonso ne kedaga ne fo ta kamalgafolmu na n woto kato na be sososo na. Ama saŋe ko male ku daga nna ne fo ta kamalgafol ko n junkpar kamalgafolmu na—fane, kamalgafol mone ku bee ta kamanto be kato ne anishito be kato na a che abarso, nko kumo ne ku bee sa elerkpa be abɔaya.

Amo ne amo ne nto damta daga a ka ko kamalgafolmu, ama saɲe gberɛ ko wɔɔ ne kato maɲ daga kamalgafolmu. Fanɛ, feɛɲ tiɲ gal kamalgafolmu n lɛ ashi kato monɛ ku bee kute asheɲ ne a wɔɔ m be abarso to, ne kamalgafol kraa baa ji lakal ne fo fara na be asheɲ (kumo ne kamalgafolmu) ashi kato ne ku choɲ na to, nko ne mmalgafol na ne kato be abɔaya na ɲini lakal kpra ko. Fobe nto na be adamta bre e ba ko kamalgafolmu.

2. ɲinito kanane feɛɲ pin lakal kpra na. (amaki 4)
3. ɲinito kanane mmalgafolchetopo bee cheto ne lakal kpra na bee daɲ ashi kebɔayasibesɔ to. (amaki 4)

Kafeba be mfrinto be nsulwe be kapɔr

Wɔɔ kafeba be mfrinto be nsulwe na. Ku ba ko asɔɲinisɔ ne bu wɔɔ fara bɔkwɛ 1 n ya fo 5. Keni mbishi be ketiseto be shabɔrɛ ne nsulwel na be kapɔr to ne ku kuɲ fo. Bebiipo be atuwebi be nwol na daga kechaɲ epulto n shin ta bumobe kanane bu nya n wɔɔ SAP to.

Kafeba be mfrinto be nsulwe be kapɔr

Kaba A : Ketiseto n lara be mbishi = mbishi 20

Kaba B : Kebɔayakraɲso = mbishi 1

Kaba C : Kasibebirabarso be mbishi = mbishi 1

Mbishi be ketiseto be shabɔrɛ n sa kaba A ne B be mbishi

Bɔkwɛ	Kumu	Mbishi be katuɲ	Kenya be nchiɲ be eyilikpa				Amobe kɔɔɔ
			1	2	3	4	
1	Mmalgaba monɛ adaga kelijima to	Ketiseto n lara	2	1	-		3
		KASIBEBIRABARSO	-	-	1		1
2	Keso abarso m malga Kabre be asheɲ ketaso	Ketiseto n lara	1	2	2		5
		KASIBEBIRABARSO	-	-	-		
3	Fɔɔɔlɔji be ekpaana (Alɔntorwor be ncherɲa be ekpaana)	Ketiseto n lara	-	2	1		3
		KASIBEBIRABARSO	-	-	-		
4	Fɔɔɔlɔji be ekpaana (Kamalgakul be kapɔr be ekpaana)	Ketiseto n lara	3	1	1		5
		KASIBEBIRABARSO					

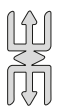
Bokwe	Kumu	Mbishi be katuŋ	Kenyi be nchiŋ be eyilikpa				Amobe kɔnɔ
			1	2	3	4	
5	Kamalgafolmu ne mmalgafolchetopo	Ketiseto n lara		2	2		4
		Kebɔayakraŋso			1		1
		Amobe kɔnɔ	6	8	8		22

PLC Session 6

45 minutes	Planning & Reviewing the Learning Plan
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Begin the session by recapping lessons from the previous session, focusing on how learning was applied.

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



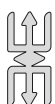
Note

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

Kaba 3 be Kepalto

Kaba ere bee ji kamalgafolmu ne mmalgafolchetopo be asheɲ nna. Ashi kaba ere to, anye bii kusɔne kamalgafolmu ne mmalgafolchetopo la, amobe adabi ne amobe kepin ashi kebɔaya to hali amobe kesibe gba. Anye ta kenye na n yɔ nto to n ya pin amobe kamalgafolmu ne mmalgafolchetopo. Anyee tama fane pɔe ne bebiipo e bulɔ kasɔbii ere so n luwe, baɲ ɲini kenye ne kenumpe ta n laɲe le be kamalgafolmu ne mmalgafolchetopo be kabaso n lara alakal kpɔa ashi abɔayasibesɔ to. Bumobe kasibe, kamalga, kakraɲ ne kefe mfera be agoni gba beenɲ dii esoso.



KECHONKENI KPRA/TENINI NA BE KECHAN BE EKPA/KENASE

BOKWE 5

Atuwebi

1. Kamalgafolmu na ela

- a) 'Ghana to be asofuteso bee wu kadigal ashi ndibi be kekuu to, kabon be kejaje ne awolto be ncherga to' – maki 1

Mmalgafolchetopo na ela

- Efuli ere so, adaga anye ka wɔɔ ania n kuɔ anyebe apɔ, asɔɔaya ne ebonana.*
- Kewɔɔ adabi monɛ adaga fanɛ ndibi be keduu, epi be keduwɔso, ne ebon/nchu be kekuɔ, been shine anye e tiɔ n kuɔ Ghana be efuli lɛla ere n yili echefosoebi.*
- Kelenɔ gberɛ kama been chɛto ne ekama be kechɛto malɛ been tiɔ bra mbarga damta ne anyebe achambɔ be kekuɔ be kabaso.*

Maki 1 n sa kamalgafolchetopo kama

2. Kebɔayakraɔso na be kumu ela

'Achambɔ be kekuɔ ashi Ghana to' – maki 1 (Kumu kama ne bu sa ne ku tagato kebɔayakraɔso na – maki 1/2)

3. Mmalgafolchetopo bee chɛto ne kamalgafolmu bee dan ekpa damta so:

- Kashinten be abɔaya be kesa*
- Keninito ne kebuwito*
- Kebe abarso be kebra*
- Kamɔɔji be kewɔɔ elen*
- Kebuwiashenɔ be kebra*
- Ketere lɛla be kebra*

Maki 1 n sa kekama

Esoso ere be asa kekama – amaki 3

Esoso ere be anyɔ kekama – amaki 2

ere be kukonwule kekama – maki 1

4. Kato ne kumobe kamalgafolmu ne mmalgafolchetopo be kuko nde.

Sukuru ela shafi ne ku bee buwi esa ne efuli be eleŋ. (Kamalgafolmu)

Ashi Ghana to, sukuru bee sa baasa kenyi, agoni, ne kefe mfera ga be eleŋ nna, a shine ba che efuli na be nkilgi to. Kewɔto kemansherbi sukuru to been shine Ghanaebi e tiŋ chuwe ketir, n leŋ bumobe kebawɔto to n shin bra echefoso lela n sa bumobe amu ne kade. Sukuru la kushunso kpakpaso nna a bra esa be ndaŋ ne efuli be nkilgi (mmalgafolchetopo).

Kamalgafolmu na be keŋini – maki 1

Mmalgafolchetopo na be keŋini – amaki 3

Feeŋ tiŋ sa n ya fo amaki asa nkpai kanase, ngbarbembra ne mmalgaba so.

Amaki 3 – Mmalgaba be wieto, mmalgaba mone adaga be keta n shuŋ, ngbarbembra be kedaso gberɛ.

Amaki 2 – Mmalgaba ko be wieto, mmalgaba mone adaga be keta n shuŋ gberɛ, ngbarbembra be kedaso jewulebi ne akpra gberɛ.

Maki 1 - Kepala mmalgaba to, mmalgaba mone a ma kaa daga, kedaso be ajewulebi ne akpra damta.

BOKWE 6

1. Alakal kpra na ela

a) Kato mone ku dese nene bee cheto n saa por lakal tenini koŋwule nna.

b) Kamalgafolmu daga nna n sa kato kama.

a. Alakal kpra be kepin – maki 1 n sa kekama = amaki 2

2. Kepin kebɔayasibeso be kamalgafolmu to adaga ne fo ta ade n shuŋ: kumu na be kekraŋ, kamalgafolmu na be kepin, alakal paltoso be kefin, kepin mmalgaba kpra ne mmalgafolshiŋ ne kebɔayasibeso na be keduwaso. Amaki 4

a. Kesa agoni ana na kike - amaki 4

b. Kesa agoni asa - amaki 3

c. Kesa agoni anyo - amaki 2

d. Kesa agoni koŋwule - maki 1

3. Mmalgafolchetopo, wɔto ade: Sa kashinten be abɔaya, ŋinito n shin buwito, wɔto kamɔtoji lempo n shin bra kebe abarso. Amaki 4 kekama

a. Amaki 4 ne esoso be aso ana na kike wo keŋinito na to.

b. Amaki 3 ne esoso be aso ere be asa wo keŋinito na to.

c. Amaki 2 ne esoso be aso ere be anyo wo keŋinito na to.

d. Maki 1 ne esoso be aso ere be kukoŋwule wo keŋinito na to.

KABA 4: MMALGABA BE KENYE BE EKPAANA

KUMUBA: NGBAR NE KUMOBE KETA N SHUŋ

Kumu: Ngbanyato be kasibε be mbra

Kasɔbii be Asɔnyeso: *Ta mmalgaba be kenye be ekpa be kenye na n kuu mmalgaba pupɔr.*

Apuntosɔ/Asɔŋiniso: Ɔini kenuto/kepinto ta n laŋe Ngbanyato be mmalgaba be kenye be ekpaana be kabaso.

KASOTOFUTI NE KABA BE KEDUWɔSO

Kaba ere to, bebiipo been ɔye kasotofuti ta n laŋe bumobe ngbar ne ba bii be mmalgaba be kenye be ekpaana be kabaso. Sososo, baan bii mmalgaba pupɔr be kenye be ashen ne mmalgaba pupɔr be kenye be tunɔ ashi Ngbanyato. Ndon ne baan nan futi bumo asoe ta n laŋe mmalgaba be kenye be ekpaana be kabaso pɔe n shin laŋe n yɔ mmalgaba be kenye be ekpaana mone a wɔ Ngbanyato. Kenye ere been che bebiipo to ne mmalgabafɔ be kepin putɔputɔ n shin pin ngbar mo peya ela amo.

Abɔkwe ne kasɔbii be asɔkpra ne kaba ere kɔ ela:

Bɔkwe 7: Ɔinito mmalgaba be kenye be ekpaana (kepan, ketiiso, kepalato ne adamta).

Bɔkwe 8: Ta mmalgaba be kenye be ekpaana na n nye mmalgaba pupɔr.

KASɔŋINI BE EKPA BE AKENISO BE KEDUWɔSO

Adaga beɔinipo ka ta kadigal-ase be kasɔbii, ntunso be kushun ne bebiipo kike be keshenwɔrɔ be ekpaana n ɔini kumu ere. Kasɔŋini be ekpa mone beɔinipo nan daga bu ka ta n shun ela keta n che kusɔne buko kanje so. Mfa, adaga bebiipo e kanje kusɔne bu wu ta n laŋe bumo braana be atuwebi nko alakal be kabaso. Eninipo na e junkpar bebiipo ne bu bir mmalgaba be kenye be ekpaana be ashen be kelijima. Bebiipo na e malga mmalgaba be kenye be ntunso be ashen n shin sa amobe akeniso Ngbanyato. Eninipo na been tin junkpar bebiipo ne bu keni amobe enite ashi Ngbanyato. Ebiipo been tin ta alakal ere n kuu

mmalgaba mone a kɔ kefiito ashi Ngbanyato n shin tiŋ n laŋe n keni bumo gbagba be kushuŋ to.

KECHONKENI BE KEDUWOSO

Kaba ere kɔ abɔkwɛ 7 nɛ 8 nna. Kekama kɔ kumobe kechonkeni tenini nɛ mbishi nna. Bɔkwɛ 7 to, kechonkeni tenini na bee keni kenya be nchiŋ be eyilikpa 2 nna nɛ ku bee sha bebiipo ka ŋini demu be kepinto n ta kenya nɛ bu nya na n tuwe mbishi. Bɔkwɛ 8 be kechonkeni bee keni kenya be nchiŋ be eyilikpa 4 nna nɛ adaga bebiipo ka ŋini mfera to be agoni, ketiŋ n kuu nɛ kadigal be yulwe be atrɔmbi n yulwe kadigal ko.

Kasɔbii Be Asɔkpra	Kenya be nchiŋ be ayilikpa	Kechonkeni be ekpa nɛ/nko katun
ŋinito mmalgaba be kenya be ekpaana (kepan, ketiiso, kepalato, nɛ adamta).	3	<i>Ebiikpa be kushuŋ</i>
Ta mmalgaba be kenya be ekpaana na n nya mmalgaba pupɔr.	4	<i>Abɔaya be kechala</i>

BOKWE 7

Kasɔbii be asɔkpɔ: *ŋinito mmalgaba be kenye be ekpaana (kepaŋ, ketiiso, kepalato ne adamta).*

Kepalto

Ebu 2

Bɔkwɛ 5: Mige atiisobi be keta n shuŋ to ashi Ghana be ngbarana to

KUMU: MMALGABA BE KENYE BE EKPAANA

Manɛ ela mmalgaba be kenye be ekpaana: Mmalgaba be kenye be ekpaana ela ekpaana mo so ne anye bee bulɔ a kuu mmalgaba pupɔr a wɔɔ ngbar to. Le be ekpaana ere kɔ kecherga mmalgaba ne a cher a wɔɔ na nna nko keta amo m mata abarso n nya mmalgaba pupɔr mone a kɔ kefiito ne ashuŋ mone a kɔrto adra na to.

Mmalgaba be kenye be ekpaana be ntunso

- a. **Atiisobi cherga mmalgaba be katuŋ:** Atiisobi ne bu kɔ a mata mmalgaba mone a wɔɔ so a nye mmalgaba pupɔr. Kɔranishito ela atiisobi mone a bee junkpar kamalgabanio na. Kɔrmanto bee be kamalgabanio be kaman nna. Baa ta kɔrmfrinto nna a wɔɔ kamalgabanio na to.

Akeniso ko nde:

Kalɔŋɛ (ka + lɔŋɛ)

Bunyaŋso (Bunyaŋ + so)

- b. **Kebirabarso/Kebirso:** Mmalgaba anyɔ nko adamta ka bir abarso n nye kamalgaba pupɔr.

Akeniso

(Kɔnɔ + we) Kɔnɔwe, (Kesheŋ + nyi) Kesheŋnyi, (Ashen + ewura) Ashenwura ne adamta.

- c. **Kewiɛto:** Keta mmalgaba anyɔ be mba n nya kamalgaba pupɔr.

Akeniso

brunch (breakfast + lunch), smog (smoke + fog).

NB: Kede ba maa tiŋ a wɔɔ Ngbanyato.

- d. **Kekuuso/Kelaraso:** Kede ela kamalgaba ka kuuso n nya kamalgaba pupɔr. Bomin be atere ne anye tiŋ a kuuso ga ashi Ngbanyato

Akeniso

Awoso (Kpalawoso), Akoso (Kpalakoso), Akuse (Samaakuse) nɛ adamta

- e. **Kecherga:** Kecherga kamalgaba be katun nɛ fo man cherga kumobe kanane ku du.

Akeniso

nite (kushunso), enite (ketere) pel (kushunso) epel (ketere) nɛ adamta.

Mmalgaba be kenye be ekpaana be tuno

Mmalgaba be kenye be ekpaana ko elen ga ashi ngbar be kedaŋ be kabaso. A bee shine ngbar be mmalgaba bee salga, a shine kumobe bemalgapo bee tin a ji alakal nɛ aso pupor be ashen. Mmalgaba pupor be kenye be kenyi bee che fobe mmalgaba be kabii to nna a shine fee pin n saa buwi mmalgaba nɛ amobe kapor to.

Kasobii be kushun

1. Ɔini kusɔ nɛ ku la mmalgaba be kenye be ekpaana be ashen.
2. Lara mmalgaba be kenye be ekpaana nɛ a wo Ngbanyato n shin Ɔini kusɔ mo so nɛ fo kanɛ lon.
3. Buwito mmalgaba be kenye be tuno ashi Ngbanyato.

KASOƆINI BE EKPA BE AKENISO

1. Kadigal-ase be kasobii: Bebiipo kike be keshenworo
 - a. Ɔinito mmalgaba be kenye be ekpaana (kepan, ketiiso, kepalato nɛ adamta).
 - b. Sa akeniso.
 - c. Lara kushun na be abaya.

KECHONKENI KPRA/TENINI

Kenyi be nchin be eyilikpa 3 – Ebiikpa be Kushun

1. Delge mmalgaba be kenye be ekpaana mone a wo kaseto ere so (amaki 8)
 - a. Kepan
 - b. Kepalato
 - c. Kekuu
 - d. Kebirabarso/kebirso

- e. Kewieto
 - f. Kekuuso
 - g. Ketiiiso
2. Ta akeniso anu n buwito mmalgaba be kenye be ekpa mone ku bee shun Ngbanyato. (amaki 5)
 3. Buwito aso asa mo so ne mmalgaba be kenye be ekpaana daga ashi Ngbanyato. (amaki 3)
 4. Ta fobe mbishi 3 ne 4 be atuwebi na n ta fobe ngbar to be mmalgaba be kenye be ekpaana n kesar ngbar pɔte peya so. (amaki 8)

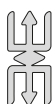
PLC SESSION 7

45 minutes

Planning & Reviewing the Learning Plan

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

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



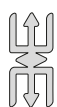
Note

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

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

5 minutes**Reflection**

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

BOKWE 8

Kasɔbii be asɔkpra: *Ta mmalgaba be kenye be ekpaana na n nyɛ mmalgaba pupɔr*

Kepalto

Ebu 2	Bɔkwe 5: Mige atiisobi be keta n shuɔ to ashi Ghana be ngbarana to
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KUMU: MMALGABA PUPɔR BE KEKU

Pala asɔɔɔniso nɛ fo wɔrɔ bɔkwe 7 na to

Kasɔbii be kushuɔ

1. T abɔaya n sa bebiipo nɛ menye e bir kelijima.

KASɔɔINI BE EKPA BE AKENISO

1. Keta n chɛ kusɔnɛ buko kanɛ so: Bebiipo kikɛ be kesheɔwɔrɔ:
 - a. Fɛ mmalgaba be kenye be ekpaana na be mɛra.
 - b. Kunyɔnyɔtoshuɔ: Ta kenye mone menye nyɛ ashi mmalgaba be kenye be ekpaana be kabaso na n kuu mmalgaba pupɔr.

Chige mmalgaba pupɔr to n sa ekama nɛ menye e bir kelijima

- Eɔɔnipo e sa mmalgaba n shin kanɛ bebiipo nɛ bu ta bumobe mmalgaba be kenye be kenye na m pin amo nɛ ashi Ngbanyato.

Kechɔnkeni Kpra/Tenini: Kenye be nchiɔ be eyilikpa 4 – Abɔaya be kechala

Wɔrɔ ngbar be abɔaya be kechala nɛ ku bee mige kananɛ mmalgaba be kenye be ekpaana shuɔ nɛ mmalgaba pupɔr be keku be kabaso ashi fobe ngbar to.

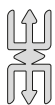
PLC SESSION 8

45 minutes	Planning & Reviewing the Learning Plan
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Note

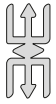
- *Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.*
- *Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.*

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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30 minutes

Enactment

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 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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5 minutes

Reflection

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

Kaba 4 be Kepalto

Kaba ere keni mmalgaba be kenye be ekpaana nna. Bebiipo nye kenjini ta n lanɛ mmalgaba be kenye be ekpaana kike be kabaso n shin lanɛ lakal n yɔ Ngbanyato be mmalgaba be kenye be ekpaana dagaso be kabaso. Kede che bebiipo to nɛ bu tiŋ m pin mmalgaba mone a maŋ shi Ngbanyato. Adaga bebiipo ka pin demu na to n shin sa Ngbanyato be mmalgaba mone ashi mmalgaba be kenye be ekpaana na be kekama to.



KECHONKENI KPRA/TENINI NA BE KECHAN BE EKPA/KENASE

BOKWE 7

1. *Mmalgaba be kenye be ekpaana be kekama be kedelgeso (fanε, kepan, kepalato, kekuu, kebirabarso, kewiεto, kekuuso, ketiiso) – kekama maki 1*
2. *Kesa akeniso anu – amaki 5*
 - *Kesa akeniso ana – amaki 4*
 - *Kesa akeniso asa – amaki 3*
 - *Kesa akeniso anyo – amaki 2*
 - *Kesa kekeniso konojwule – maki 1*
3. *Aso na be ako e naan ba la: Ngbar be kapor be kepinto, ngbar be kesibe n nase, ngbar be kenini ne kabii ne mmalgaba be kesalga to.*
 - *Kenini amobe asa to – amaki 3*
 - *Kenini amobe anyo to – amaki 2*
 - *Kenini amobe kukonojwule to – maki 1*
4. *Amaki 7-8: Ketuwebi mone ku tejisio nene n kaa sa akeniso asa nko adamta ngbar kama to n saa jini nduli ne mbarga ashi kanane ne kuso mo so ne baa kuu mmalgaba ne kanane ekpaana ere daga n sa ngbar na be kekama.*
Amaki 5-6: Ketuwebi mone ku tejisio nene n kaa sa akeniso anyo nko adamta ngbar kama to n saa jini nduli ne mbarga ashi kanane ne kuso mo so ne baa kuu mmalgaba. Buko kane kanane ekpaana ere daga n sa ngbar na be kekama.
Amaki 3-4: Ketuwebi na sa akeniso adamta ama amobe ako maan kukweto. Ku jini nduli ne mbarga ashi kanane baa kuu mmalgaba be kabaso. Ku jini gberε nko ku man jini kanane ekpaana ere daga n sa ngbar na be kekama.
Amaki 1-2: Ketuwebi na man buwito nene n nan jini kema pin kanane mmalgaba be kenye be ekpaana bee shun ngbar poteana to. Akeniso ko ne adaga ashi Ngbanyato woto.

BOKWE 8

Abaya be kechala be kechonkeni be kechan be ekpa/kanase

I. *Apuntosɔ (40)*

1. *Kumobe kedaga ne nchin (15):*
 - a. *Nuso ne abaya chalaso na bee yulwe/tuwe kumu na nene?*

b. *Apuntosɔ na ler anishi a kɔ mɛra aa?*

2. *Kanase nɛ kapɔr (10):*

a. *Abɔaya chalaso na dese nɛnɛ nɛ kumobe kekenito maŋ du kpakpa aa?*

b. *Atuwebi na bɛ abarso lakal so aa?*

3. *Kenye nɛ kepinto/kenuto (10):*

a. *Abɔaya chalaso na bee ŋini kesheŋtirso na be kepinto nɛnɛ aa?*

4. *Kefe mɛra nɛnɛ nɛ kemigeto (5):*

- *Abɔaya chalaso na bee ŋini kefe mɛra nɛnɛ nɛ kemigeto aa?*

II. *Kekuu nɛ kelara abɔaya (30)*

1. *Kumobe eyurso be kela (15):*

a. *Abɔaya chalaso na be eyurso wale a kɔ kayelga aa?*

2. *Kebuwo nɛ kebe abarso (10):*

a. *Kasibe na bee wuto nɛnɛ, m buwo nɛ epi maŋ wɔtɔ aa?*

3. *Kekuu nɛ kepupɔr to (5):*

a. *Abɔaya chalaso na bee ŋini kekuu nɛ kepupɔr ashi abɔaya be kelara na to aa?*

Mɛra nɛ Kumu be kemigeto (30)

1. *Mɛra ashi kabii to (15):*

a. *Abɔaya chalaso na kɔ kewushi eyur m fe mɛra nɛ kasɔbii be anishi be awuso aa?*

2. *Ekpa nɛ ku naŋ tiiso (15)*

a. *Sanɛ nɛ kushuŋ be keta n sa (keni akurso nɛ kebe kushuŋ be keta n sa be sanɛ so)*

KABA 5: KAMALGAFOL

KUMUBA: NGBAR NƐ KUMOBƐ KETA N SHUƆ

Kumu: Mmalgaba nƐ amobe kapɔr

Kasɔbii be Asɔnyeso: Mige mmalgafol be mba mba nƐ amobe ntunso to.

Apuntosɔ/Asɔɣiniso: Ɔini kenƐ nƐ kenuto/kepinto ta n laɣe mmalgafol be mba mba nƐ amobe ntunso be kabaso.

KASOTOFUTI NƐ KABA BE KEDUWƆSO

Kaba ere to, bebiipo beɛɣ nya kasotofuti ta na laɣe kamalgafol be kapɔr be kabaso ashi Ngbanyato. Baɣ mige kamalgafol na to n shin barga kumo n wɔɔ kumobe mba mba to n shin pin kamalgafol be katun mone bu kuu na. KenƐ ere beɛɣ che bebiipo to nƐ bu lara mmalgafol mone adaga n shuɔ ashi karɛchekama be kesheɣwɔɔ to nƐ kasibetenten be kasibe be kabaso.

Abɔkwe nƐ kasɔbii be asɔkpra mone kaba ere kɔ elɔ:

Bɔkwe 9: Ɔinito kamalgafol be mba mba na (fanɛ, mmalgafolshin nƐ afelto)

Bɔkwe 10: Ɔinito mmalgafol be ntunana to

Bɔkwe 11: Keni mmalgafol be ashunso m mige amobe ntunso to.

KASƆƆINI BE EKPA BE AKENISO BE KEDUWƆSO

Adaga beɣinipo ka ta kadigal-ase be kasɔbii, ntunso be kushun nƐ bebiipo kike be kesheɣwɔɔ be ekpaana n ɣini kumu ere. Ashi ntunso to, bebiipo beɛɣ kuu mmalgafol, n shin mige amo to m pin mmalgafol na be kekama be mba. Katun na beɛɣ lara abɔaya nƐ bu bir kelijima. Bebiipo kukoko to gba beɛɣ kuu mmalgafol n shin chuwe amobe mba mba. Ebiipo na gba beɛɣ lara abɔaya nƐ bu bir kelijima. Eɣinipo na e leɣ bebiipo to nƐ bu sɔ abar be alakal n saa bishi mbishi n nye asheɣ be kebuwito.

KECHɔNKENI BE KEDUWƆSO

Kaba ere kɔ abɔkwe 9, 10 nƐ 11 nna. Kekama kɔ kumobe kechɔnkeni tenini nna. Bɔkwe 9 to, kechɔnkeni tenini na bee keni kenƐ be nchin be eyilikpa 2 nna, bɔkwe 10 be kechɔnkeni bee keni kenƐ be nchin be eyilikpa 4 nƐ ashi bɔkwe

11 to, kechɔnkeni na bee keni kenya be nchiŋ be eyilikpa 3 nna. Kechɔnkeni be kenya be nchiŋ be eyilikpaana na bee sha bebiipo ka bee ŋini mfera to be agoni, ketiŋ n kuu ne kadigal be yulwe be atrɔmbi nna. A naaŋ daga bu ka ko mfera be kefe salgaso, kadigal milto be keyulwe ne afuuto be lakal nna.

Kasɔbii be Asɔkpra	Kenya be nchiŋ be ayilikpa	Kechɔnkeni be ekpa ne/nko katun
Ŋinito kamalgafol be mba mba na (fane, mmalgafolshiŋ ne afelto)	2	<i>Ebiikpa be kushun</i>
Ŋinito mmalgafol be ntunana to	4	<i>Ebiikpa be kushun</i>
Keni mmalgafol be ashunso m mige amobe ntunso to.	3	<i>Lanto/epe be kushun</i>

BOKWE 9

Kasobii be asokpra: Ɔnito kamalgafol be mba mba na (fane, mmalgafolshin ne afelto)

Kepalto

Ebu 1	Bokwe 10: Ba de atere ne ntilemu be kasibe be mbra so n shin kuu mmalgafol.
Ebu 2	Bokwe 6: Ta achesobi be ntunso mone a wo Ngbanyato n kuu mmalgafol.

KUMU: KAMALGAFOL NE KUMUBE MBA MBA

Kamalgafol: Kamalgafol la ngbar be kekul nna ne ku bee lara afeso nko lakal lelemu efuli. Ku ko mmalgaba be katun nna ne a lie abar ngbarbembra be kabaso a ko kebaya mone ku ko kefiito.

Kamalgafol be adabi tenini

- Afeso kike/lelemu: Kamalgafol bee lara afeso nko lakal lelemu efuli nna.
- Ngbarbembra be kapor: Kamalgafol bee be ngbarbembra be kapor tenini ko so nna fane eworopo-kushunso-esopo (EKE)
- Akurso: Bu ko akurso nna a dulwi kamalgafol fane keyili (.), ewushi (.), mbishi (?), kaponte (!) ne adamta.

Mmalgafol be ntunso

- Kekute/keshenkute be kamalgafol: Ku la kamalgafol mone ku bee kute kashinter be abaya nna. Le be kamalgafol bee luweto ne keyili be kurso nna. Fane: “Bebiipo na sibe nsulwe.”
- Mbishi be kamalgafol: Ku la kamalgafol be katun mone ku bee bishi mbishi nna. Le be kamalgafol be katun ere bee luweto ne mbishi be kurso nna sanje kike. Akeniso ko ela: “Klembi na wo nne?” “Sanje mo nde?” “Fo du nuso?”
- Kenini be kamalgafol: Ku la kamalgafol mone bu ko kumo nna a nini esa fane e woro kuso nko a sa lakal. Akeniso ko ela: “Sa ma klembi,” “Sa man nuu pampa na.”
- Kaponte/kayeni be kamalgafol: ku la kamalgafol mone ku bee lara esa be kagbene kaa/fuli be afeso efuli nna nko a lara kuso ko efuli nene. Akeniso ela: “Mbo!” “Shile ndon!” “Kache ere wale!”

Kamalgafol be mba mba: Kamalgafol ko mba damta nna ne a bee chala a shun a lara kebaya mone ku ko kefiito. Kamalgafol be mba mba na be ako nde:

- a. **Ewɔrɔpo:** Kede ela ketere nko katilemu mone ku bee wɔrɔ kesheɲwɔrɔ na. Kumo ela esa, kaboɲ, kusɔ nko lakal mone ku bee wɔrɔ kesheɲwɔrɔ mone bu delgeso ashi kamalgafol na to na. Fane kede: **Kanyen tentenɲ na** tɔ buku fuful.
- b. **Kushuɲso:** Kamalgaba mone ku bee ɲini kesheɲwɔrɔ ne ewɔrɔpo na bee wɔrɔ nko kebawɔtɔ mo to ne e wɔ na ne ba tere kushuɲso. Manɛ ne ewɔrɔpo na wɔrɔ ashi (a) to? Ewɔrɔpo na tɔ...
- c. **Esɔpo:** Ketere nko katilemu mone ku bee sɔ kushuɲso na be kesheɲwɔrɔ na ne ba tere esɔpo. Esɔpo la ntunɲ nyɔ nna, esɔpo tanyuso ne esɔpo tangelge Manɛ ne ewɔrɔpo na ashi (a) to tɔ?... buku.
Esɔpo tanyuso na e naa sɔ kushuɲso na be kesheɲwɔrɔ na be tɔrɔ. (fane, “Bu wu **bagi na**.”) Esɔpo tangelge ela esɔpo mone ku bee kaa be esɔpo tanyuso so ama kumo ere ba maa sɔ tɔrɔ fane esɔpo tanyuso na. (fane, “*E ta klembi n sa mo.*”)
- d. **Kedelgeso/kedulwiso (modifier):** Ade ela mmalgaba mone a bee danɛ ewɔrɔpo, kushuɲso nko esɔpo na so abɔaya nko kefiito. A bee delgeso, a ɲini kesatobi nko a ɲini kamalgafol na be mmalgaba ko be afiito nna. Nuso be buku ne ewɔrɔpo na tɔ ashi (a) to na? Kefuful
- e. **Kamalgaba/kamalgafolshinɲ chetopo (complement):** Kede ela kamalgaba nko kamalgafolshinɲ mone ku bee sa abɔaya dagaso ko a luwe kamalgafol to. Ku beenɲ tinɲ a la ketere, kedulwiso nko kamalgafolshinɲ mone ku bee sa abɔaya ta n lanɛ ewɔrɔpo nko esɔpo na be kabaso. Kamalgaba nko kamalgafolshinɲ na bee ba kushuɲso na be kaman nna.

Kekeniso: Bragato kamalgafol ere n wɔtɔ kumobe mba mba to.

‘Lore peper gboɲ na dii keburbi so.’

Ewɔrɔpo: Lore peper gboɲ na

Kushuɲso: dii

Esɔpo: Ku manɲ wɔtɔ (demu ere to kamalgafol na manɲ kɔ esɔpo tanyuso)

Kedulwiso: peper, gboɲ (a buwi ewɔrɔpo na be kefiito a tiiso)

Kamalgafolshinɲ chetopo: keburbi so (ku bee sa kushuɲso na be abɔaya nna a tiiso)

Fo banɲ pin kamalgafol be mba mba to, feenɲ tinɲ migeto n kuu mmalgafol mone a wale, a kɔ elenɲ ne mmalgafol mone a kɔ kefiito a lara fobe abɔaya efuli nene.

Kamalgafolshinɲ: Kamalgafolshinɲ ela kamalgaba nko (mmalgaba sanɛ ko) ka kɔ kefiito a shunɲ fane katunɲ konɲwule ashi kamalgafol to ama ku manɲ kɔ ewɔrɔpo-

kushunso be wieto ne ketin n kii kamalgafol. Kamalgafolshin been tin a la ketere, kedulwiso nko kedelgeso a tii kamalgafol so kefiito ne kumobe kemilto.

Mmalgafolshin be ntunso

- a. Keterefolshin: A shun fanε ketere kamalgafol to. Akeniso ko ela: ‘kanyen’, ‘bokiti ko’, ‘jɔnɔ gbon na’ ‘kapu ne nchu’.
- b. Kushunsofolshin: A shun fanε kushunso. Akeniso ko ela: ‘keba’, ‘bee shile’, ‘daa been ji’.
- c. Kedulwisofolshin: Bee delge ketere so. Akeniso ko ela: ‘gbon’, ‘nyɔso’, ‘biri ga’.
- d. Kedelgesofolshin: A delge kushunso, kedulwiso nko kedelgeso pɔtε so. Akeniso ko ela: ‘Busunu be kibe’, ‘karfe asa’, ‘manan ga’ ‘chipur ere’.
- e. Kechuwɔsofolshin: Bee chuwɔ ketere nko kushunso so nna a delge kumo so. Akeniso ko ela: ‘tebul na to’, ‘ebu so’.

Afelto

Kefelto la mmalgaba be katun monε bu ta m be abarso ne a bee kaa kɔ ewɔrɔpo ne esɔpo nna. Ku la kamalgafol be kaba monε ku bee lara kamalgafol na be afeso lelemu nko afeso kuuso efuli nna.

Afelto be ntunso

1. **Kefeltomu/kefeltonio:** Kefelto monε ku kɔ ewɔrɔpo ne kushunso, n saa lara afeso lelemu efuli. Ku been tin n yili kumobe kumu so a la kamalgafol.

Akeniso

“N yɔ sukuru na.”

“E ji birkɔnɔ”

2. **Kefeltobi:** Kefelto monε ku kɔ ewɔrɔpo ne kushunso ama ku maa lara afeso lelemu efuli. Ku maan tin yili kumobe kumu so a la kamalgafol.

Akeniso

“Nkpal n ka ten ma kapasojibi so” (ku bee sha kefeltomu nna ne ku luwe afeso na to)

“Amo ne amo ne bore daa ba” (ku bee sha kefeltomu nna ne ku luwe afeso na to)

Afelto be akeniso ashi mmalgafol to

1. **Kamalgafol jewulebi:** Kefeltomu konwule.

Kekeniso: “M mee sha apɔl.”

- 2. Kamalgafol birabarso:** Afeltomu anyo nko adamta ne kechesobi baa m mata abarso.

Kekeniso: “M mee sha apol, ne n sipoche bee sha kpakulo.”

- 3. Kamalgafol milto:** Kefeltomu konwule ne afeltobi damta.

Kekeniso: “N yo ndoto nna nkpal n ka bee sha ajo so.”

- 4. Kamalgafol birabarso-milto:** Afeltomu damta ne kefeltobi konwule nko adamta.

Kekeniso: “N yo ndoto nna nkpal n ka bee sha ajo so ne n sipoche be ma so.”

Afelto be tuno

Afelto bee cheto a:

1. Lara afeso milto efuli: A bee shine anye bee tin a buwi mfera to nene.
2. Kuu mmalgafol be kapar be ntun damta: A bee che besibepo ne bemalgapo to ne baa kata ebol ne agoni poteana.
3. Kata kenipibi: A bee nini alakal ne mbon/keshenworo be kenipibi nna.

Fo baan pin afelto to, feen len fobe kasibe ne kamalga be agoni to nna n saa tin a malga kanane ku daga.

Kasobii be kushun

1. Delge kamalgafol be adabi so.
2. Sa kamalgafol jewulebi, kamalgafol birabarso, kamalgafol milto ne kamalgafol birabarso-milto be akeniso.
3. Lara fobe alakal na be abaya ne menye e bir kelijima.

KASOJINI BE EKPA BE AKENISO

- 1. Kadigal-ase be kasobii:** Bebiipo kike be keshenworo

Buwi kamalgafol be ashen to.

a. Kunyonyotoshun:

Menye e che abarto kunyonyoto n ta akeniso n ninito n shin buwito kamalgafol ne kumobe mba mba be ashen. Bebiipo kike been che abar n shun m bir kamalgafolshin ne afelto ne amobe ntunsoana be kelijima.

KECHONKENI KPRA/TENINI

Kenyi be nchini be eyilikpa 2 – Ebiikpa be Kushuŋ

1. Ɗinito kusɔnɛ ku baa la kamalgafol. Amaki 4
2. Ɗinito kamalgafolshiŋ nɛ kefelto be mbarga 5. Buwi mbarga kama to nɛ kekeniso koŋwule. Amaki 10
3. Chuwe/bragato kaseto be mmalgafol ere to n wɔtɔ amobe mba mba to. Amaki 3
 - a. Kebia na bee shu.
 - b. Samaakuse na ji amalo.
 - c. Ejinipo na bri mo.
 - d. Amaabaŋɛ ya fa aɔ.

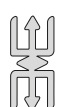
PLC SESSION 9

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

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

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

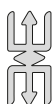
- The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- 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.

BOKWE 10

Kasobii be asokpra: Njinito mmalgafol be ntunana to

Kepalto

Ebu 1	Bokwe 10: Ba de atere ne ntilemu be kasibe be mbra so n shin kuu mmalgafol.
Ebu 2	Bokwe 6: Ta achesobi be ntunso ne a wo Ngbanyato n kuu mmalgafol.

KUMU: MMALGAFOL BE NTUNSO

1. Mmalgafol be ashen
2. Kamalgafol jewulebi
3. Kamalgafol birabarso
4. Kamalgafol milto

Kamalgafol: Kamalgafol la ngbar be kekul nna ne ku bee lara afeso nko lakal lelemu efuli. Ku ko mmalgaba be katun nna ne a lie abar ngbarbembra be kabaso n saa ko kebaya ne ku ko kefiito.

Mmalgafol be ntunso

- a. Kamalgafol jewulebi:** Kamalgafol mone ku ko kefeltomu konwule ne eworopo ne kushunso. Ku bee lara afeso lelemu efuli nna. Akeniso ela 'kebia na shile.' E ji kapasojibi.'
- b. Kamalgafol birabarso:** Kamalgafol be katun mone ku ko afeltomu anyo nko adamta ne kechesobi (ne, nkpal, lonso, ama, nke, ne adamta) a baa amo a mata abarso. Akeniso ela 'M mee sha abuku be kakran, ne ntuto bee sha avidiyo be kekeni.' 'E yo fiade na to ama e ten afuna be keto so.'
- c. Kamalgafol milto:** Kamalgafol be katun mone ku ko kefeltomu konwule ne kefeltobi konwule nko adamta. Akeniso ko ela 'N yo fiade na to nna nkpal n ka bee sha shikari so.' (kefeltobi na ela nkpal n ka bee sha shikari so). 'Amo ne amo ne bore daa ba, anye kraan yo epel na to.' (kefeltobi na ela amo ne amo ne bore daa ba).

Kasobii be kushun

1. Pin ade be kekama be kamalgafol be katun:
 - a. Epeni na ko elen ga Ghana to.
 - b. M mee sha abuku be kakran, ne mabe esibepo ne mee sha ga ela JohnPaul Akuro.

- c. Nkpal Ghana ka la efuli lɛla so, keshejkeniwuraana damta bee ba kafe kike nna.
2. Ta ntun ɛ bu sa ere n kuu mmalgafol n sa amo:
 - a. Kamalgafol jewulebi ɛ ku bee ji Ghana be ajibi ko be ashej.
 - b. Kamalgafol birabarso ɛ ku bee ji Ghana be nchegboj anyɔ be ashej.
 - c. Kamalgafol milto ɛ ku bee ji sukuru be tunɔ ashi Ghana to be ashej.
 3. Mige mmalgafol ere to n shin pin amobe kapɔr to
 - a. Ghana la efuli nna ashi West Africa, ɛ ku kɔ adankare togmase ga.
 - b. Amo ɛ amo ɛ bɔre kraa ba, bedɔɔpo na kraa shun adɔɔ na to.
 - c. Kɔti gboj na wɔ Accra nna.
 4. Kilgi mmalgafol jewulebi ere n kii mmalgafol birabarso nko mmalgafol milto.
 - a. Ghana la efuli lɛla nna.
 - b. Bebiipo na pre kenishi a bii a jo bumobe nsulwe.

KASOJINI BE EKPA BE AKENISO

Bebiipo kike be keshejwɔɔ

- a. Bebiipo e bir mmalgafol be ntunso be kelijima (jewulebi, birabarso ɛ milto)
- b. Bebiipo kukokoto e sibe mmalgafol be ntunso be akeniso (jewulebi, birabarso ɛ milto)

Bebiipo e pin mmalgafol be ntunso mone a wɔ kebɔaya ɛ bu sa bumɔ na to.

KECHONKENI KPRA/TENINI

Kenyi be nchin be eyilikpa 4 – Ebiikpa be Kushun

Kraɲ kaseto be kebɔayakraɲso ere n shin pin mmalgafol be ntunso (jewulebi, birabarso ɛ milto) mone esibepo na ta n shun.

Bebiipo damta bee ta intanɛti a shun karechekama. Bu kɔ kumo nna a wɔɔ bumobe kasɔbii ɛ bumɔ teriana kutɔ be kemalga. Ama, ku kɔ alemfia aa? Sukuru be benyipo ko yerda fane mbiadolbi be elej deɲ intanɛti so ga. Bu tama fane bebiipo mone baa ta abuku nko baru be nwol a fin kenyi na e naa wɔɔ asɔ ga nkpal mferato be ekpaana ɛ kakraɲ kɔ so. Fo shuliso aa? (amaki 3)

1. Migeto kanane mmalgafol be ntunso na cheto kebɔayakraɲso na be kefiito to. (amaki 6)

2. Ta fobe kenyi na n sa mmalgafol be ntunso ere be kekama be akeniso asa. (amaki 9)
 - a. Kamalgafol jewulebi
 - b. Kamalgafol birabarso
 - c. Kamalgafol milto

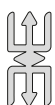
PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

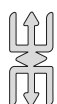
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

BOKWE 11

Kasɔbii be asɔkpɔra: *Keni mmalgafol be ashunso m mige amobe ntunso to.*

Kepalto

Ebu 1	Bokwe 10: Ba de atere ne ntilemu be kasibe be mbra so n shin kuu mmalgafol.
Ebu 2	Bokwe 6: Ta achesobi be ntunso mone a wo Ngbanyato n kuu mmalgafol.

KUMU: MMALGAFOL BE NTUNSO

1. Kekute/keshenkute
2. Mbishi
3. Kenini

Kamalgafol: Kamalgafol la ngbar be kekul nna ne ku bee lara afeso nko lakal lelemu efuli. Ku ko mmalgaba be katun nna ne a lie abar ngbarbembra be kabaso n saa ko kebaya mone ku ko kefiito.

Kamalgafol be adabi tenini

1. Afeso kike/lelemu: Kamalgafol bee lara afeso nko lakal lelemu efuli nna.
2. Ngbarbembra be kapɔr: Kamalgafol bee be ngbarbembra be kapɔr tenini ko so nna fane ewɔrɔpo-kushunso-esɔpo (EKE)
3. Akurso: Bu ko akurso nna a dulwi kamalgafol fane keyili (.), ewushi (.), mbishi (?), kaponte (!) ne adamta.

Mmalgafol be ntunso

1. Kekute/keshenkute be kamalgafol: Ku la kamalgafol mone ku bee kute kashinten be abaya nna. Le be kamalgafol bee luweto ne keyili be kurso nna. Fane: “Bebiipo na sibe nsulwe.”
2. Mbishi be kamalgafol: Ku la kamalgafol be katun mone ku bee bishi mbishi nna. Le be kamalgafol be katun ere bee luweto ne mbishi be kurso nna sanje kike. Akeniso ko ela: “Klembi na wo nne?” “Sanje mo nde?” “Fo du nuso?”
3. Kenini be kamalgafol: Ku la kamalgafol mone bu ko kumo nna a nini esa fane e wɔrɔ kusɔ nko a sa lakal. Akeniso ko ela: “Sa ma klembi,” “Sa man nuu pampa na.”

Kasɔbii be kushuŋ

1. Pin ade be kekama be mmalgafol be katuŋ (Kekute/kesheŋkute, Mbishi ne Keŋini):
 - a. Kade mo ela Ghana be enimu/gominati be echinakpa?
 - b. Jande, tii kukuloŋ na.
 - c. Epeŋi bee nyaŋe a yuu Accra so ashi Ghana to.
2. Ta ntuŋ mone bu sa ere n kuu mmalgafol n sa amo:
 - a. Kekute/kesheŋkute be kamalgafol mone ku bee ji Ghana be adaŋkare be asheŋ.
 - b. Mbishi be kamalgafol mone ku bee ji Ghana be bedrapo gboŋ ko be asheŋ.
 - c. Keŋini be kamalgafol mone ku bee ji baasa be kecheto be asheŋ.
3. Kilgi kamalgafol mone bu sa na n kii kamalgafol be katuŋ mone ku wo akuŋso na to na:
 - a. Ghana la kade lela nna. (mbishi)
 - b. Ghana be kabewura be ketere? (kekute/kesheŋkute)
 - c. M mee sha kecheto nna. (keŋini)
4. Ta kaseto be mmalgafol ere n wato amobe ntuŋ to, n shin fin fo gbagba be akeniso n sa amobe kekama.
 - a. Jimane mo nde?
 - b. Yo n ya dese!
 - c. Laŋ na du fimbi male.

KASOŋINI BE EKPA BE AKENISO

Kunyonyo be kushuŋ be kesheŋworo:

- a. Benyonyo e che abarto n shuŋ m bir mmalgafol be ashuŋ ne amobe adabi be kelijima.
- b. Benyonyo e sa mmalgafol be ashuŋ be akeniso.
- c. Bebiipo e fin bumo gbagba be akeniso n sa mmalgafol be katuŋ kama.

KECHONKENI KPRA/TENINI

Kenyi be nchiŋ be eyilikpa 3 – Lanto/epe be Kushuŋ

1. Ŋinito mmalgafol be ntunso ere be mbarga: kekute/kesheŋkute, keŋini ne mbishi n shin fin akeniso n sa amobe kekama. (amaki 6)

2. Ta mmalgafol ere n wɔtɔ amobe ashun be katuŋ to n shin ɲinito kanane kamalgafol be kapɔr, akurso ne mmalgaba na bee che kumobe kushun to.
 - a. Akoŋ kɔ ma.
 - b. Fɔr asɔyurpi na to.
 - c. Fo dii aa?
 - d. Amata ba nna.
 - e. China kaseto!
 - f. Nne ne koshi na too?
 - g. Masape e dun ede na.
 - h. Ta ajanwule n danɛ epo na.
 - i. Wane e wɔ ndon?

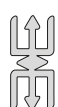
PLC SESSION 11

45 minutes

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Note

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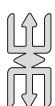
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

- As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Kaba 5 be Kepalto

Kaba ere bee ji mmalgaba ne amobe ntunso be ashen nna. Amobe ntunso wo ashun ne kapor be kabaso nna. Kepin kaba ere to been che bebiipo to ne bu tin kuu mmalgafol lela sanje ne ba sibe kasibebirabarso nko a bir kelijima. Kede been shine bebiipo e baa malga Ngbanyato nene. Kede man wo Ngbanyato nawule ama Mbronito ne ngbar pteana gba to fane Frenchi ne Nlorbu to.



KECHONKENI KPRA/TENINI NA BE KECHAN BE EKPA/KENASE

BOKWE 9

Kechan be ekpa/kanase

1. *Kejini kamalgafol to (Kamalgafol la mmalgaba be katuŋ nna nɛ ku bee lara afeso lelemu efuli. Ku kɔ ewɔrɔpo nɛ esɔpo nna.)*
 - a. *Amaki 4 nɛ e ta mmalgaba kpra ana na kike nna n shuŋ.*
 - b. *Amaki 3 nɛ e ta mmalgaba kpra asa nna n shuŋ*
 - c. *Amaki 2 nɛ e ta mmalgaba kpra anyɔ nna n shuŋ*
 - d. *Maki 1 nɛ e ta kamalgaba kpra koŋwule nna n shuŋ*
2. *Mmalgafolshin nɛ Afelto: Mbarga kpra*
Sa mbarga kama maki 1 n shin sa kekama be kekeniso maki 1.
 1. *Kapɔr*
 Kamalgafolshin: Mmalgaba be katuŋ mone ku maŋ kɔ ewɔrɔpo-kushuŋso be kewieto (fanɛ, epel na to)
 Kefelto: Mmalgaba be katuŋ mone ku kɔ ewɔrɔpo-kushuŋso be kewieto (fanɛ, N ŋmia bɔɔl.)
 2. *(Completeness) Kelelemuto*
 Kamalgafolshin: Ku maa lara afeso lelemu efuli (fanɛ, kadibi na be kefiito)
 Kefelto: Ku been tin lara afeso lelemu efuli (fanɛ, E mushe)
 3. *Kushuŋ*
 Kamalgafolshin: Ku bee shuŋ fanɛ kamalga be kaba koŋwule na (fanɛ, kagbene fuli ga)
 Kefelto: Ku been tin yili kumo nawule a la kamalgafol nko a shuŋ fanɛ kamalgafol na kike be kaba (fanɛ, meen wu fo echefo)
 4. *Keyili kumobe kumo so*
 Kamalgafolshin: Kedeniso; ku maan tin yili kumobe kumu so fanɛ kamalgafol lelemu (fanɛ, kenishipre ga)
 Kefelto: Ku been tin yili kumobe kumu so (fanɛ, N yɔ epe) nko n deni kuko so (fanɛ, nkpal n ka gben so.)

5. Kefiito

Kamalgafolshin: Ku bee sa abɔaya a tiiso ama n shin paŋ afeso lelemu (fanɛ, kachipur na)

Kefelto: Ku bee sa lakal lelemu n saa kɔ ewɔɔpo nɛ esɔpo (fanɛ, meen wu fo chipurso)

- a. *3. Maki 1 n sa kamalgafol kama nɛ bu chuwe kumobe mba mba to nɛnɛ.*

BɔKWɛ 10 (*amaki 18*)

- a. *Kepin mmalgafol be ntunso asa na ashi kebɔaya na to – amaki 3*
- b. *Kepin mmalgafol be ntunso anyɔ ashi kebɔaya na to – amaki 2*
- c. *Kepin kamalgafol be katun koŋwule na ashi kebɔaya na to – amaki 1*
 1. *Kamalgafol be katun be kechɛto be keŋinito be kekeniso been tiŋ a la:*
 2. *“Bu kɔ mmalgafol jewulebi nna a sa kebɔaya na kasotofuti monɛ ku bee gberge/pɛ ekrampo na be mɛra epulto. Baa sa kashintɛŋ be abɔaya nna”*
 - a. *Keŋinito mmalgafol be ntunso asa na kike be kechɛto n sa kebɔaya na be kefiito amaki - 5-6*
 - b. *Keŋinito mmalgafol be ntunso anyɔ be kechɛto n sa kebɔaya na be kefiito amaki - 3-4*
 - c. *Keŋinito kamalgafol be katun koŋwule be kechɛto n sa kebɔaya na be kefiito maki - 1-3*
- a. *Kamalgafol jewulebi*
 - i. *amaki 3, nɛ bu baan sa akeniso asa nɛnɛ*
 - ii. *amaki 2, nɛ bu baan sa akeniso anyɔ nɛnɛ*
 - iii. *maki 1, nɛ bu baan sa kekeniso koŋwule nɛnɛ*
- b. *Kamalgafol birabarso*
 - i. *amaki 3, nɛ bu baan sa akeniso asa nɛnɛ*
 - ii. *amaki 2, nɛ bu baan sa akeniso anyɔ nɛnɛ*
 - iii. *maki 1, nɛ bu baan sa kekeniso koŋwule nɛnɛ*
- c. *Kamalgafol milto*
 - i. *amaki 3, nɛ bu baan sa akeniso asa nɛnɛ*
 - ii. *amaki 2, nɛ bu baan sa akeniso anyɔ nɛnɛ*
 - iii. *maki 1, nɛ bu baan sa kekeniso koŋwule nɛnɛ*

Ba deso: Abɔkwɛ 1-10 be apuntosɔ/asɔɲiniso nɛ baan̄ ta n sibe kafɛba be lalaluwe be nsulwe na

BɔKWɛ 11 (amaki 16)

1. Sa mbarga/keɲinito kama nɛ bu sa maki 1 n shin nan̄ sa kumobe kekeniso na maki 1. (amaki 6)
2. Sa kamalgafol kama nɛ bu tin̄ n ta n wɔtɔ kumobe katun̄ to nɛ keɲinito gberɛbi maki 1, fanɛ, Ku la mbishi be kamalgafol nna nkpalmanɛso, ku kɔ mbishi be kurso na. (amaki 10)

KABA 6: KAKRAŋ NƐ KEBƆAYA BE NKILGI

KUMUBA: NGBAR NƐ KUMOBE KETA N SHUŋ

KUMU: Kasibɛbirabarso

Kasɔbii be Asɔnyɛso: *Ta fobe kenya ta n laŋɛ mananmanan be kakraŋ nɛ kechuleto n kraŋ so n duwa kebɔaya so.*

Apuntosɔ/Asɔɲiniso: Ɔini kenya nɛ kenuto ta n laŋɛ kebɔaya be keduwɔso be kabaso.

Lakal gberɛ



Wɔɔ kewɔɔ n keni be kawol 1. Ku baa kɔ kasɔbii ashi ebu 1 n yɔ ebu 3 to. Keni mbishi be ketiseto be shabɔrɛ nɛ nsulwel na be kapɔr to nɛ ku kun fo. Bebiipo be atuwebi be nwol na daga kechan epulto n shin ta bumobe kananɛ bu nya n wɔɔ SAP to.

KASOTOFUTI NƐ KABA BE KEDUWƆSO

Kaba ere bee keni keta mananmanan be kakraŋ nɛ Kechuleto n kraŋ nna n duwɔso kebɔaya tentɛŋ so. Bebiipo been bii mananmanan be kakraŋ nɛ Kechuleto n kraŋ be agoni nɛ ku che bumo to nɛ bu tiŋ pin alakal tinini/kpa monɛ a wɔ abɔaya to. Baŋ ta mananmanan be kakraŋ nɛ Kechuleto n kraŋ be lakal n duwa abɔaya so. Bebiipo been naŋ bii nkilgi be agoni. Baŋ bii kikiilgi mmalgaba, afeltobi, mmalgafolshin, mmalgafol nɛ abɔaya ashi Mbronito n yɔ Ghana be ngbar pɔɛana to. Kaba ere daga nna n sa bebiipo mane Ngbanyato nawule be kabaso ama ku bee buwi ekpa nna a sa asɔɲiniso pɔɛ gba fane Mbronito nɛ ngbar pɔɛana. Kaba ere bee sa bebiipo kenya buwitoso nɛ ketiŋ m pinto ta n laŋɛ mananmanan be kakraŋ nɛ Kechuleto n kraŋ be kebɔaya be keduwɔso be agoni nna. Ku naa sa bebiipo nkilgi be kenya be agoni nna. Anye bee leŋ eɲinipo na to nɛ e ta kelijima be kasɔɲini be ekpaana, achetosɔ, mbarga nɛ kechɔnkeni be ekpaana n che kasɔbii to.

Abɔkwɛ nɛ kasɔbii be asɔkpra monɛ kaba ere kɔ ela:

- **Bɔkwɛ 12:** Ta mananmanan be kakraŋ nɛ Kechuleto n kraŋ m pin alakal tinini/kpa monɛ a wɔ abɔaya monɛ baŋ duwɔso to.
- **Bɔkwɛ 13:** Delgeso Kebɔaya be nkilgi be ntunso (akeniso mmalgaba koko to, kefiito be kabaso, nɛ nkilgi monɛ ku maa bɔɔ ekpa nɛ adamta)

- **Bɔkwɛ 14:** Delgeso nkilgi be mbra so (ngbar anyɔ na be kenyi, adankare be kenyi nɛ ngbar be mbra be kenyi)

KASŊINI BE EKPA BE AKENISO BE KEDUWŊSO

Kasŋini be ekpa be akeniso nɛ bu ta n shuŋ kaba ere to kɔ Ngbanyato be kenini be asheŋ/ekpaana be ayabi damta nna.

Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo nɛ ku shine bu bii asheŋ be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshuŋ, kenye n keche be wiɛto, nɛ bebiipo kike be asheŋwɔrɔso ashi kabii to. Le be ekpaana ere been tiŋ bra kefe mfera ga be agoni, kadigal be yulwe be kenyi nɛ kelijima lɛla be agoni. A been nan tiŋ sa bumo kecheabarto, ntunsohuŋ nɛ kejunkpar be ekpa. Bebiipo been nan bii abɔaya be kechala nɛ amobe kemigeto. Bebiipo mone bu kɔ kabɔresa be kenyi ga na malɛ bee nya ashuŋ nna n tiiso fane bumo braana be kejunkpar a ŋini bumo nɛ bumoalɛ gba e pinto kasɔbii mone ku bee yɔ so na. Adaga beŋinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor nɛ kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHŊNKENI BE KEDUWŊSO

Kaba ere be kechɔnkeni be ekpa bee bra agoni be kedaŋeso n kukwe abarso, asheŋ be kepinto nɛ kefe mfera be kemigeto nna. Atuwebi be kenye saŋekama bee bra kelenɔ nɛ ebiipo be kasɔbii be kedaŋeso nna. Kechɔnkeni be ekpa ere bee ta asɔ nɛ a bee chɛto a peshe ebiipo be Ngbanyato be asɔbiiso be kepinto nna ashuŋ. Baa ta kechɔnkeni be ayilikpa 3 be kefe mfera ga be mbishi nna a wɔɔ kasibɛbirabarso to nko kesheŋ ko be kemigeto a chɔ bebiipo be kefe mfera nɛ kesɔ abarso m malga nɛ mmalgaba mone adaga be keta n shuŋ ashi efuli ere nɛ durnyan kike be asɔ mone a bee wɔrɔ naniere be kelijima be kepinto chingliŋ. Beŋinipo e ta kechɔnkeni kasɔbii be saŋe nɛ kasɔbii be lalaluwe n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Sa kechɔnkeni be kasɔbii be asɔkpra be keduwɔso

Kasɔbii Be Asɔkpra	Kenyi be ayilikpa	Kechɔnkeni be ekpa nɛ/nko katuŋ
Ta mananmanan be kakran nɛ Kechuleto n kran m pin alakal tinini/kpa mone a wɔ abɔaya mone ban duwɔso to.	2	Kewɔrɔ n keni be kawol
Delgeso Kebɔaya be nkilgi be ntunso (akeniso mmalgaba koko to, kefiito be kabaso, nɛ nkilgi mone ku maa bɔɔ ekpa nɛ adamta)	4	ebiikpa be kushuŋ

Kasɔbii Be Asɔkpra	Kenyi be ayilikpa	Kechɔnkeni be ekpa ne/nko katuɔ
Delgeso nkilgi be mbra so	3	Katuɔ be kushuɔ/kemigeto

BƆKWƐ 12

Kasɔbii be Asɔkpra: *Ŋini kekraŋ mananmanan nɛ kechuleto n kraŋ be adabi to.*

Kepalto be abɔkwe

Ebu 1	Bɔkwe 4: Ta mananmanan be kakraŋ nɛ Kechuleto n kraŋ be kenya n kraŋ n shin fin kadigal be yulwe.
Ebu 2	Bɔkwe 4: Delgeso kakraŋ n lurito be adabi/ekpaana (kekraŋ mananmanan nɛ kechuleto n kraŋ nɛ adamta)

KUMU: MANANMANAN BE KAKRAŊ NƐ KECHULETO N KRAŊ

Mananmanan be kakraŋ: Kakraŋ mananmanan ela fo ka bee kraŋ kebɔaya mananmanan a fin kumobe keshentirso nko lakal kpra nɛ kumobe kapɔr. Mananmanan be kekraŋ bee che bekrampo to nna nɛ ba pin kasɔbii be kumu, a nuto nɛnɛ esibɛpo na be keshentirso n naa duwɔ saŋɛ so.

Kechuleto n kraŋ: Kumo ela fanɛ fo ka bee keni kebɔaya to mananmanan a fin kebɔaya tenini fanɛ mmalgaba, mmalgafolshin, nche, atere, mbishi tenini ko be atuwebi nɛ adamta. Ku bee che ekrampo na to nna nɛ e bee tuwe mbishi nɛ kemigeto nɛnɛ.

Mananmanan be kakraŋ nɛ Kechuleto n kraŋ be tunɔ

Kekraŋ mananmanan nɛ kechuleto n kraŋ la agoni monɛ a bee cheto nɛ kakraŋ be kenumpe nɛ kumobe nɛnɛ be kakraŋ nna. Lonso nɛ fo kaŋ bii kekraŋ mananmanan nɛ kechuleto n kraŋ, bekrampo be kenya bee tiiso nna nɛ bu baa kraŋ nɛnɛ.

Kasɔbii be Kushuŋ

Kraŋ baru be kawol monɛ ku wɔ kaseto ere

1. Kraŋ baru be kawol ere manan n shin lara kumobe keshentirso.
2. Chuleto n kraŋ baru be kawol ere n shin fin ade, (i) Wane e daŋ sa kushuŋ na be amansherbi? (i) Nde pɔtɛ monɛ e naa nya kumobe kecheto (iii) Bedɔɔpo afanɛ e nya kecheto.
3. Ta fo gbagba be mmalgaba n duwɔ baru be kawol na so

Baasa achɔ 3000 ashi kadɔɔ to e nya kecheto ashi Revenue Diversification Pathways ashi Afrika to m bulɔ Bio-based nɛ Circular Agricultural Innovations (DIVAGRI) be eshuŋkpa so.

Mfɛ ana be kushuŋ mone European Union fara na, la kuso mone ku bee che bedɔpo to nna nɛ bumobe adɔɔjibi e danɛso nɛnɛ ashi Afirika to.

Bumo nɛ bu nya kecheto na dan nya kabii ta n laɛ kananɛ feɛɛ duwo mfol so (Desalination) ashi ebu mo to nɛ baa duu asɔduuso (greenhouse), kasawule wushiso be kewɔɔ, baasa nɛ asɔduuso be kebawɔto mone a wo to nɛ adamta.

Ghana be bushi, kushuŋ ere wo South Africa, Namibia, Botswana nɛ Mozambique kike nna.

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

KASOŊINI BE EKPA BE AKENISO

Kadigal-ase be kasɔbii (kukokoto nɛ katuŋ be kushuŋ)

- a. Palto kekraŋ mananmanan nɛ kechuleto n kraŋ be asheŋ to.
- b. Sa kebɔaya be keduwɔso be kekeniso.

Kunyɔnyɔshuŋ:

- c. Delgeso kebɔaya be keduwɔso be asheŋ so.
- d. Ta fobe kenyi ta n laɛ mananmanan be kakraŋ nɛ kechuleto n kraŋ so m pin abɔaya kpra ashi kebɔaya mone feɛɛ duwo so to.
- e. Blase n lara abɔaya nɛ menye e bir kelijima.

KECHONKENI TENINI- KEWORO N KENI BE MBISHI 1

Kabiito be kechonkeni Kenyi be nchiŋ be eyilikpa 2 - **Lanto be kushuŋ**

1. Ɔnito mbarga anyɔ mone a wo mananmanan nɛ kechuleto n kraŋ to (amaki 4).
2. Ɔnito ekpa asa mone feɛɛ be so m pin kebɔaya be keshentirso.
3. Ta fobe abɔaya kpra be kenyi na n duwo kebɔaya mone ku wo kaseto ere so n kii kato kɔɔwule mone kumobe mmalgafol e sa maŋ banso ashe:

Manɛ nɛ fee wɔɔ fo ba maŋ ko kushuŋ? Manɛ e naa leŋ fo to nɛ fee wɔɔ kumo? Fo kraŋ kuso ko ta n laɛ kuso mone baasa ko bee wɔɔ bumobe ewushi be saɛ aa? Saɛ mone esa ko maŋ naa ko kushuŋ nɛ ku la kanyaŋ/kpereme (obligated duties) nɛ baa tere ewushi be saɛ. Le be saɛ, esa bee wɔɔ kuso mone ku par mo nna. E bee ji mobe saɛ kananɛ e bee sha nɛ esa mo kuto nɛ e bee sha nna.

Baasa ko bee wushi bumobe ewushi be saɛ nna. Le bee cheto a kperɛ bumobe eyurto nko a sa bumo eleɛ nna. Eyur ne mfera na bee nya a buwito nene nkpai manɛ so anye maɛ kpereme ne anye e wɔrɔ kushuɛ kama ewushi be saɛ.

Esa kama daga ewushi be saɛ nna e kaɛ shuɛ mobe kanyaɛ nko kpereme be ashuɛ n luwe. Ewushi be saɛ daga nna nkpai maneso ku bee cheto nna a kuɛ anye ne kushuɛ be kebaɛso. Ku bee cheto nna a sa anye lakal be ewushi.

KEWORO N KENI BE MBISHI 1

MBISHI BE KAWOL SOSOSO BE MBISHI BE KETISETO BE SHABORE

Beninipo e sa mbishi 50 kaba ere to

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1 30%	L2 40%	L3 30%
(FONETIS NE FONOLJII)	1. Bulɔ ekpa ntun sa so n delge Ngbanya be eboltoworana so (Nnɔpirbi be da, kudundulon be kefuwoso ne kudundulon be kakpa ne bu ko a tere amo.)	1 1 1	1 1 1	1 1 1
	2. Bulɔ ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu ko a tere amo ne afuu be keyigeto)		1	
	3. Buwito kanane eboltowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto ne kɔrmanto).			
	4. Pin kamalgakul be ntunso (kebuwitoso ne kekuɛso) ashi Ngbanyato.			
	5. Njinito kamalgakul be kapɔr ta n lanɛ mmalgaba be kenye ashi Ngbanyato.			
	6. Buwito ebolbencherga be asher to a lanɛ a yo amobe ntunso be kabaso (ebolgbon, kabolbi ne mfrintobol) ne amobe ashuɛ.			
	7. Buwito fonolji be ekpaana ashi Ngbanyato (alɔntorwor be ncherga)			
	8. Njinito fonolji be ekpaana ashi Ngbanyato (kamalgakul be kapɔr be ekpaana)			

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1 30%	L2 40%	L3 30%
MMALGABA NE NGBAR BE KAPOR NGBANYATO BE KASIBE BE MBRA	1. Ta atere n wato amobe ntunso to (akpra, ajewulebi, amulun, ayoyul ne adamta) 2. Ta aninito n wato amobe ntunso to (kanane, kabor, saɛ, ne adamta) 3. Migeto atiisobi mone a wo Ngbanyato to. 4. Ta achesobi be ntunso n kuu mmalgafol ashi Ngbanyato. 5. Njinito n shin ta mmalgafolshin n wato amobe ntunso to. 6. Njinito mmalgafol be mba mba to (fane afelto ne mmalgafolshin) 7. Tise mmalgafol to n wato amobe ashun/tun to.	1 1	1 1 1	1 1
	1. Ta atere ne ntilemu be mbra n kuu mmalgafol. 2. Ta aninito be mbra n kuu mmalgafol. 3. Njinito mmalgaba pupor be kenye be ekpaana ashi Ngbanyato (kebirabarso, kekuuso, kepan, ketiiso ne adamta) 4. Njinito akurso (ewushi be kurso, kewushi beta ne adamta) 5. Njinito mmalgaba pupor be kenye be ekpaana ashi Ngbanyato (kepan, kepalto ne adamta) 6. Ta mmalgaba pupor be kenye be ekpaana n kuu mmalgaba pupor	1	1 1 1	1 1

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1 30%	L2 40%	L3 30%
ADAJKARE BE KAWORO DADJKARE BE KEJUNKPAR	1. Migeto agbar tere a lanje amobe elerkpa ne kusɔ mo so ne ba sa amo be kabaso.	1	1	1
	2. Njinito ketumbaya be ekpaana(ketumbaya be kaworo, pɛ ne bu fara, kumobe sanje ne kumobe kaman)	1	1	1
	3. Ta ketumbaya be kaworo be ekpaana n karga adankare pɔɛana peya so.			
	4. Njinito kakil be kaworo be ekpaana ne amobe tunɔ ashi danjare to.			
	5. Njinito nanierɛ be ashenj pupɔr mone a wɔ danjare be kakil to.			
	6. Ta fobe kabuna be adankareshenj n karga buko peya so ashi Ghana to.			
	7. Njinito danjare be ncheɣbonj be kaworo ashi adankare pɔɛana to ne amobe tunɔ.			
	8. Ta adankare be ncheɣbonj n karga buko peya so ashi Ghana to.			
	9. Ta adankare be nliworo n karga buko peya so ashi Ghana to.			
	1. Migeto danjare be kejkunkpar be kapɔr to (etuto, kananj be enimu, kabuna be enimu)	1	1	1
	2. Migeto danjare be kejkunkpar be kapɔr to (ewura, bewurabi, begbonjipo ne adamta)			1
	3. . Migeto danjare be kejkunkpar be kapɔr to.			
	4. Migeto nanierɛ be danjare be demuɟi be kabaso.			
	5. Ta dra be kɔnɔgberge be yulwe be demuɟi ne nanierɛ be kɔti be demuɟi n kesar abar.			

KUMU	KASƆBII BE ASƆKPRA	KECHƆNKENI BE EYILIKPA		
		L1 30%	L2 40%	L3 30%
KAMALGANYIPƆLSO	1. Mige kachutoo be kapƆr to ashi Ghana be ngbarana to (kasotofuti/kedele/kuchurɔ, apuntosɔ/keɔaya/keshentirso ne keluweto/kɔnsa). 2. Ɔini awɔbashe to (kushuƆ ne tunɔ) 3. Migeto abulɔmbi be kapƆr ne ntunso to. 4. Migeto ayeremu be kapƆr to. 5. Ɔinito kushuƆ be nshe, kenashe, kufolso be nshe ne nsheluloso. 6. Migeto n shin pumpunto naniera be hailafu be nshe to.	1 1	1 1 1	1
Kamalganyisibesɔ	1. Ɔinito keshishisibe/kasibetenter be apɔrsobi (mba mba) to (fane, bepelo, keshentirso, keshengkreso, kabon, lakal, ne adamta. 2. Pumpun kasibetenter be keɔaya to (kumu, keshentirso, mmalgaba, ngbar be apɔrsobi) 3. Migeto epelsibe be apɔrsobi to. 4. Pumpun epelsibe be keɔaya to. 5. Pin n shin Ɔini atande be adabi to (mmalgaba, keshentirso, egban, egbamfol, kamalganyi be apɔrsobi ne adamta). 6. Pumpun atande be keɔaya to.	1 1 1	1 1 1	1 1
	KƆNƆ	15	20	15

MBISHI BE KAWOL NYƆSEPO BE MBISHI BE KETISETO BE SHABƆRE – SHS BE NGBANYATO

Mbishi be kawol na be kapƆr

KABA A -Kakraj (mbii 10)

Keɔaya kraƆso be kenumpe monɛ ku beej fo fane mmalgaba 300-350 ne ku kɔ mbishi kudu. Bebiipo na daga bu ka tuwe mbishi na kike nna (aminiti 30) to.

KABA B – Ɔnɔlɔji (mbii 10)

Mbishi anyɔ ne baaj bishi ne bebiipo e tuwe kukonwule n sɔ mbii 10. (aminiti 15)

KABA C – keɔaya be nkilgi (mbii 30)

KeƆaya been Ƶwɔ fane mmalgaba 250 ashi Mbronito ne baan sa ne bebiipo e kilgi kumo n Ƶɔ Ngbanyato. (miniti 30)

KABA D - Kasibɛbirabarso (mbii 30)

Kasibɛbirabarso be mbishi be amu ana (4) ne mbishi na been ba kɔ ne bebiipo e tuwe amobe kukoŋwule been Ƶwɔ mmalgaba 300 n sɔ mbii 30. Kasibɛ be ntun ere be kabaso ne baan chɔ n keni.

Keshenjkute be kasibɛbirabarso, keninito be kasibɛbirabarso, kebuwiasheŋto be kasibɛbirabarso, kamɔrɔji be kasibɛbirabarso ne kawol be kasibɛbirabarso (aminiti 50)

KABA E - Kamalganyisibeso (mbii 20)

Kaba ere to, mbishi asa ne baan bishi ta n lanɛ kamalganyi be ntun asa (3) na be kabaso (kasibetenten, epelsibɛ ne atande) ne bebiipo e lara kukoŋwule. (aminiti 25)

KUMU	KASɔBII BE ASɔKPRA	KECHɔNKENI BE EYILIKPA		
		L1	L2	L3
KAKRAJ FɔNɔLOJI	1. Ta fobe kenya ta n lanɛ mmalgafolmu ne mmalgafol chetopo to n lara keƆaya be alakal kpra efuli.			1
	1. Bulɔ ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu kɔ a tere amo ne afuu be keyigeto) 2. Ʒinito fɔnɔloji be ekpa mone a Ƶɔ Ngbanyato (kamalgakul be kapɔr be ekpaana)		1	1
KASIBɛBIRABARSO KEBɔAYA BE KEKUTETO NE KUMOBɛ NKILGI	1. Sibɛ keshenjkute be kasibɛbirabarso 2. Sibɛ kebuwiasheŋto be kasibɛbirabarso. 3. Sibɛ kamɔrɔji be kasibɛbirabarso 4. Sibɛ nwol kpra.			1 1 1 1
	1. Ta nkilgi be ntunso n kilgi keƆaya ashi kumobe elerkpa n Ƶɔ ngbar pɔtɛ to (mmalgaba koko be nkilgi, keƆaya be kefiito be nkilgi ne nkilgi mone ku maa bulɔ ekpa)			1

KUMU	KASƆBII BE ASƆKPRA	KECHƆNKENI BE EYILIKPA		
		L1	L2	L3
KAMALGANYISIBESO	1. <i>Ɔnito keshishisibe/kasibetenteƆ be apɔrsobi (mba mba) to (fane, bepelo, keshentirso, keshenkreso, kabon, lakal, ne adamta).</i> 2. <i>Pumpun epelsibe be kebɔaya to</i> 3. <i>Pin n shin Ɔnito atande be adabi to (mmalgaba, keshentirso, egban, egbamfol, kamalganyi be apɔrsobi ne adamta).</i>			1 1 1
	KONƆ		1	10

MBISHI BE KAWOL SASEPO BE MBISHI BE KETISETO BE SHABƆRE – SHS BE NGBANYATO

Mbishi be kawol na be kapɔr

KAWOL 3 (Kɔnɔtomalga be mbishi)

Kaba ere be mbishi beɛ ba la asa (3) ne nsulwewura na ne ebiipo beɛ bir kelijima. Nsulwewura na ne ebiipo kama be kelijima na beɛ ji aminiti 20 ne ebiipo na e sɔ mbii 50. A la mba ashe nna ne a wɔ katuƆ A ne katuƆ B. Kafɛ kike to, baɛ ba cherga ntun ere nna nkpal mbishi na be kepalto so. Nsulwewura na beɛ kanɛ bebiipo na kanane baɛ tuwe mbishi na.

KUMU	KASƆBII BE ASƆKPRA	KECHƆNKENI BE EYILIKPA		
		L1	L2	L3
KELIJIMA / KEMALGA M BULƆ EKPA FONƆLOJI KAKRAJ	<i>Ɔnito mfera ne lakal dagaso ashi kelijima ko be kabaso. Fane, adankare be adaabi lela (bunyaƆ, kewɔrwu, kusonji ne adamta), sukuu be kabla, kebia be awurfonji, Ghana to be ashun be mbon, shuwa be kekur, GESI, STEM, ne adamta.</i>			1
	<i>Bulɔ ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu kɔ a tere amo ne afuu be keyigeto)</i>		1	
	<i>Ta mananmanan ne kechuleto nkran n lara kebɔaya nko lakal ashi kasibe to.</i> <i>Ta fobe kenyi ta n lanɛ mmalgafolmu ne mmalgafolchetopo be kabaso n lara kebɔaya be alakal kpɔ efuli.</i>	1		1

ADAŊKARE BE KAWƆRƆ	<i>Migeto agbartere a laŋe a yɔ amobe elerkpa ne kusɔ mo so bu sa amo.</i> <i>Ŋinito kakil be kawɔrɔ be ekpaana ne amobe tunɔ ashi danƙare to.</i> <i>Buwito danƙare be ncheɓboŋ be kawɔrɔ ashi adaŋkare pɔteana to ne amobe tunɔ.</i>	1	1	
KAMALGANYIPOLSO	<i>Mige kachutoo be kapɔr to ashi Ghana be ngbarana to (kasotofuti/kedele, apuntosɔ/keɓɔaya/keshenƙtirso ne keluweto/kɔnɔsa).</i> <i>Ŋinito danƙare be ncheɓboŋ be kawɔrɔ ashi adaŋkare pɔteana to ne amobe tunɔ.</i> <i>Ta Ghana to be adaŋkare be nliwɔrɔ n kekar abar.</i>	1	1	1
	KONƆ	3	4	3

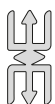
PLC SESSION 12

55 minutes

Planning & Reviewing the Learning Plan

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

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



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

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

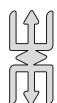
3. Plan the Student Assessment Port (SAP) (**Practice Paper 1**)

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

10 minutes

Content Exploration

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



Note

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

20 minutes

Enactment

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.

BOKWE 13

Kasɔbii be Asɔkpɔra: *Ŋinito Kebɔaya be nkilgi be ntunso (fanɛ mmalgaba koko to, kefiito be kabaso, nɛ nkilgi mone ku maa bulɔ ekpa nɛ adamta)*

Kepalto

Ebu 1	Bɔkwɛ 6: Ŋinito kɔnɔto be kebɔaya be kekuteto a lanɛ a yɔ keloto n nu nɛnɛ nɛ kenumpe be kabaso nɛ adamta.
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KUMU: **KEBɔAYA BE NKILGI**

1. Kebɔaya be nkilgi be ashen
2. Kebɔaya be nkilgi be tunɔ
3. Kebɔaya be nkilgi be ntunso

Kebɔaya be nkilgi: Nkilgi ela fa ka ta kebɔaya ashi kumobe elerkpa a yɔ ngbar ko to nɛ kumobe kefiito man cherga. Ngbar mone ku shi na ela elerkpa nɛ ngbar mone fo kilgi kumo a yɔ na la ngbar pɔtɛ/ko.

Nkilgi be tunɔ: Kebɔaya be nkilgi la kusɔ mone ku bee chɛto nna nɛ ngbar be kenumpe n naa sa nɛ anye bee bir kelijima nɛnɛ. Kebɔaya be nkilgi be kechɛto be ako nde:

1. Durnyan kike be kelijima be kechɛto: Nkilgi bee chɛ baasa nɛ baa gbar ngbar pɔtɛ to nna nɛ baa bir kelijima nɛnɛ.
2. Adankare be kechigeto: Ku bee shine anyee tin a bir kelijima a chigeto alakal, ngbar be apɔrso nɛ kenye ashi adankare to. Fo ban tin kraŋ nkilgi be kebɔaya ashi baasa pɔtɛ be ngbar to, feen sɔ bumobe kenye, adankarashen nɛ adamta n ji.
3. Kayawuji: Nkilgi kɔ kechɛto ga ashi efuli pɔtɛana be keyawuji to. Nɛ fo tin a nyi n nan pin kusɔ mone ku bee yɔ so efuli pɔtɛ so, abɔaya kilgiso bee chɛto ga.
4. Sukuru be kabla nɛ kemigeto: Kebɔaya be kenye mone bu dan sibe ashi ngbar pɔtɛana to been tin kilgi n kii ngbar mone fee nu na nɛ a kii sukuru be achetosɔ n sa fo.
5. Efuli pɔtɛana be kenipibi: Kebɔaya kilgiso bee chɛto nɛ gominati nɛ efuli pɔtɛebi bee bir kelijima nɛnɛ.
6. A nya abɔaya: Kebɔaya kilgiso bee buwi ekpa a sa abɔaya be kenye a sa baasa durnyan kike to.

7. A bra kenunsa abar ne kewɔrwu: kebɔaya ban kilgi n yɔ ngbar mone fee nu to, ku bee bra durnyan kike be kecheto ne kenunsa abar nna.

Kebɔaya be nkilgi be ntunso

1. Mmalgaba koko be nkilgi

na be ngbar be apɔrsobi so a sa ne kebɔaya na maa nite nene. Kede beenj tinj bra nkilgi mone ku man nini ekpa.

1. Kebɔaya be kefiito be nkilgi

Nkilgi mone ku bee ta kebɔaya na be kefiito, adankare shen ne ngbar na be mbra a shun a lara kebɔaya na be kefiito nene.

2. Nkilgi mone ku maa bulɔ ekpa

1. Nkilgi mone ku bee kuu kebɔaya na be kaba a le nko a kuu a dɛ so. Le be nkilgi bee tinj a cherga, ama ku bee sa efe be abɔaya nko a kuu abɔaya tenini so nna a le.

KASOBII BE KUSHUN

1. Ne besasa be ntun to, menye e ta afelto ne mmalga gbugiso be nkilgi m pel epel a njinito amu fane ade (kibe to, ashibiti to nko sukuru to)
 - a. Ashi kibe to (esa ko ela efapo, eko ela enitepo, eko bee kilgi kebɔaya ashi Mbronito a yɔ Ngbanyato)
 - b. Ashi England be ashibiti to (esa ko ela dɔkuta, eko ela esakpar mone e bee lo, eko bee kilgi kebɔaya ashi Mbronito a yɔ Ngbanyato a sa dɔkuta ne elɔpo na.)
 - c. Ashi menyebe Ngbanyato be ebiikpa (esa ko ela eninipo, eko ela ebiipo pupɔr mone e shi England, eko bee kilgi kasɔnini mone eninipo na bee njini na a sa ebiipo pupɔr na.

KASOJINI BE EKPA BE AKENISO

Njinito nkilgi ne kumobe ntunso to (mmalgaba koko be nkilgi, kebɔaya be kefiito be nkilgi ne nkilgi mone ku maa bulɔ ekpa)

1. Kadigal-ase be kabii: Ebiikpa kike be ashun:
 - a. Palto nkilgi be ashenj to
 - b. Palto nkilgi be adabi (ngbar anyɔ na be kenyi: baa la enyipo kpra ngbar anyɔ na be kaplie ne ku pin ngbar na be mmalgaba mone adaga ne fo ta n shun.

- c. Ɔnito nkilgi ne kumobe ntunso to (mmalgaba koko be nkilgi, kebaya be kefiito be nkilgi ne nkilgi mone ku maa bulo ekpa, mmalgatrɔmbi be nkilgi ne adamta)
2. Ntunso be kushun: bepɔsepo ne belenpo/benyipo:
 - a. Kraf kebaya been wɔɔ fane mmalgaba 300 nko achɔ n shin kilgi kumo ashi kumobe elerkpa n yɔ ngbar pɔte to.
 - b. Menye e Ɔnito amo n sa menye braana.

KECHONKENI TENINI

Kenya be nchin be eyilikpa 4 – ebiikpa be kushun

1. Ɔnito kusɔ ne ku la nkilgi n shin sa ekpa asa mo so ne ku kɔ tunɔ n sa Ngbanyato be kedar nko kesalga. (amaki 4)
2. Fo ka la nkilgi be ebiipo, bu sa fo kebayasaso mone sukuu be enimu been malga nna ashi menyebe sukuu be kake be kache fane fo kilgi kumo. Ɔnito nkilgi be katun mone feen ta n shun ne maneso. (mbii 4)
3. Tiseto kanane fo shuliso n sa kebaya ere.

“Nkilgi mone ku man bulo ekpa kɔ tɔɔ a man daga”

Adaga fobe kamɔɔji be ekpa anyɔ na be abaya na kike ka sesa n shin luwe kumo to nene. (amaki 12)

PLC SESSION 13

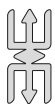
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

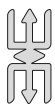
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes**Enactment**

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

BOKWE 14

Kasobii be Asokpra: Ɔnito nkilgi be mbra to (ngbar anyo na be kenye, adankare be kenye ne ngbar be mbra be kenye)

Kepalto

Ebu 1	Bokwe 3: Ɔnito kanto be kebaya be keketeto a laŋe a yo keloto n nu nene ne kenumpe be kabaso ne adamta
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KUMU: NKILGI BE MBRA

Nkilgi be ashen be kepalto

Beta n yo bokwe 13, feen wu nkilgi be kefiito, kumobe ntunso ne kumobe tuno.

Nkilgi be mbra: Fo baa be le be mbra so, kebaya be ekilgipo been kilgi kebaya mone kumobe kefiito ler efuli nene.

1. Ba ko ngbar anyo na be kenye: Baa la enyipo kpra ngbar anyo na be kaplie ne ku che fo to ne fo pin ngbar na be mmalgaba mone adaga ne fo ta n shun.
2. Kenji ekpa nene: Kilgi kebaya na gbagba be kefiito, kumobe apuntoso ne kumobe lakal ne a niŋi nene.
3. Kushun be kashintenji: Be kebaya gbagba na be ebol, kapo ne lakal so.
4. Kebuwito: Woŋo aniya ne kebaya kilgiso na e buwito nene, a du shimbi ne kumobe kepinto maŋ du kpakpa.
5. Adankare be kebaa deso: Ta lakal n woŋo adankare be mbarga to n shin woŋo nkilgi na kanane ku daga.
6. Kebaya be kenumpe: Ne fo tin kilgi kebaya nene, adaga ne fo pin kebaya ne fee kilgi na to nna.
7. Kema chekpar: Sa maa cherga kebaya na be mmalgaba, kapo ne kanase chichil.
8. Animumalga/mmalgatrɔmbi: Kilgi animumalga/mmalgatrɔmbi, ngbar gbugiso ne kamalganyi be apɔrsobi na kike nene:
9. Kebaya na be benupo: Ta lakal n woŋo benupo na be ngbar, adankare ne aso shaso to.
10. Kebaya bekapo ne ebol: Sa maŋ shine kebaya na gbagba be kapo ne kumobe ebol a foe.
11. Kelone n kraŋ ne kenji: Palto n shin niŋi kebaya na be kakpa ne kemaŋ bulo ekpa nene.

Kasɔbii be kushuŋ

1. Ɔnito nkilgi be keniŋi ekpa nene be tunɔ ashi nkilgi to.
2. Nuso ne nkilgi mone ku maŋ niŋi ekpa nene bee bra kebɔaya be kemaŋ nuto?
3. Kilgi kebɔaya ere n yɔ Ngbanyato.

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.

KASOŋINI BE EKPA BE AKENISO

1. Keta n daŋe buko peya so: ebiikpa kike be kushuŋ:
 - a. Ɔnito nkilgi be mbra to (ngbar anyɔ na be kenyi, adaŋkare be kenyi ne ngbar be mbra be kenyi)
 - b. Kukoko to be kushuŋ:
 - c. Kraŋ kebɔaya beenɔ wɔɔ fane mmalgaba 300 nko achɔ n shin kilgi kumo.
 - d. Ta abɔaya kilgito so n ɔini fo braana bebiipo.

KECHONKENI TENINI:

Kenya be nchiŋ be eyilikpa 3 – lanto be kushuŋ

1. Keni nkilgi be mbra anu to, nase amo n fara amo ne a kɔ tunɔ ga ashi fobe lakal to. Buwi fobe lakal na be kashinteŋ to.
2. Ta fobe kenya ta n laŋe kebɔaya be nkilgi be mbra so n kilgi kebɔaya ere n yɔ Ngbanyato

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

The importance of these festivals cannot be overstated. They not only provide an opportunity for Ghanaians to reconnect with their roots but also showcase

the country's cultural diversity to the world. Through music, dance, and traditional attire, Ghanaians proudly display their heritage. By participating in these festivals, young people can learn about their history and cultural values, ensuring the continuation of these traditions for future generations.

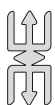
PLC SESSION 14

45 minutes

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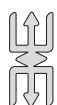
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Kaba 6 be kepalto

Kaba ere bee palto kasɔbii kike nna ashi bɔkwɛ 12, 13 nɛ 14 to. Ku delgeso kananɛ kekraŋ mananmanan nɛ kechuleto n kraŋ bee chɛto nna nɛ abɔaya be keduwɔso. Ku nan delgeso nkilgi nɛ kumobe ayabi, fɔŋfɔŋ nkilgi be agoni nɛ kananɛ feen ta nkilgi be agoni n kilgi kebɔaya n yɔ Ngbanyato. Ku daga na fanɛ bebiipo kaŋ bii n yɔ kasɔbii ere be lalaluwe, bu tin n ta kekraŋ mananmanan nɛ kechuleto n kraŋ be agoni n duwɔ kebɔaya so n nan ta nkilgi be agoni n kilgi kebɔaya n yɔ Ghana be ngbar ko to.



KECHONKENI TENINI BE KECHAN BE KANASE/ MBII BE KECHIGETO (MARKING SCHEMES)

Bokwe 12

1. Chan kebii 1 n sa mbarga kama ne kebii 1 n sa kejinito monε ku beso (n ya fo mbii 4)
2. Chan kebii 1 n sa kemigeto kama (n ya fo mbii 3)
3. Ekpa (mbii 12)

*Note: Keduwaso monε kumobe mmalgafol banjo 8 been nya 0 ashi ketanshun to

	Wɔrɔ asɔ ga (7-8)	Wɔrɔ asɔ (5-6)	Kekukwe (3-4)	Daga kelento (1-2)
Ketanshun	Keduwaso na nite nene ga. Abɔaya kpra na kike wɔtɔ.	Keduwaso na nite nene. Abɔaya kpra be adamta wɔtɔ.	Keduwaso na kɔ kepalto ashi keɔaya na to ne Abɔaya kpra na man wɔtɔ nko maa pinto nene.	Keduwaso na kɔ kepalto damta ashi keɔaya na to ne Abɔaya kpra na be adamta man wɔtɔ nko maa pinto nene

	Wɔrɔ asɔ ga (4)	Wɔrɔ asɔ (3)	Kekukwe (2)	Daga kelento (1)
kesibe n niɲi, akurso ne ngbarbembra.	Kegbeto gbrebi	Kegbeto gbrebi ko, kegbeto ga	Kegbeto gbrebi, kegbeto ga ko	Kegbeto ga ne gbrebi

Bokwe 13

1. (Ketuwebi be akeniso) Nkilgi ela fo ka ta **keɔaya** ashi kumobe elerkpa a yɔ **ngbar** ko to ne kumobe **kefiito man cherga**.

Nkilgi be tunɔ (bebiipo been tin tii ade be asa kama)

- a) Durnyan kike be kelijima
- b) Adankare be ncherga/nkilgi:
- c) Kayawuji
- d) Sukuru be kabla ne kemigeto
- e) Efuli pɔteana be kenipibi
- f) Abɔaya be kenya
- g) A bra kenunsa abar ne kewɔrwu

2. Chaŋ kebii 1 n sa nkilgi be kefito mone ku bulɔ ekpa ne kebii 1 n sa kumobe tunɔ (n ya fo mbii 4)

Wɔrɔ aso ga (mbii 4)	Wɔrɔ aso (mbii 3)	Kekukwe (mbii 2)	Daga kelento (kebii 1)
Katuŋ na nna ne kashinterɛ kike lar efuli (ne kusɔ mo so 3)	Katuŋ na nna ne kashinterɛ lar efuli (ne kusɔ mo so 2)	Katuŋ na nna ne kusɔ mo so.	Katuŋ na nna ne kashinterɛ maŋ wɔtɔ

3.

	Wɔrɔ aso ga (7-8)	Wɔrɔ aso (mbii 5-6)	Kekukwe (mbii 3-4)	Daga kelento (mbii 1-2)
Apuntosɔ	Kamɔrɔji buwitoso ga mone ku maŋ laŋe kaba koŋwule so ne akeniso dagaso. Keluweto buwitoso ne kefuli baasa.	Kamɔrɔji buwitoso mone ku kɔ akeniso dagaso, a wɔrɔ ne ku saŋ laŋe kaba koŋwule so. Keluweto buwitoso	Kamɔrɔji lɛla mone ku bee palto ne akeniso, ama a laŋe kaba koŋwule so. Keluweto wɔtɔ ama ku maŋ buwito nene.	Kamɔrɔji mone ku kɔ akeniso gbɛɛbi nko maŋ kɔ akeniso mone a bee palto lakal to. Keluweto maŋ wɔtɔ nko maŋ buwito nene.
	Keninji nene (mbii 4)	Keninji (mbii 3)	Keninji gbɛɛ (mbii 2)	Bee sha kedanɛso (kebii 1)
Kenase, kesibe n ninji, akurso ne ngbarbembra.	kenase buwitoso, kedɔso be ajewulebi gbɛɛbi.	kenase buwitoso, kedɔso be ajewulebi ko ne akpra gbɛɛbi	Maŋ buwito saŋeko, kedɔso be ajewulebi ne akpra damta ko	Maŋ buwito, kedɔso be ajewulebi ne akpra damta

BOKWE 14

1. Chaŋ kebii 1 n sa mbra kama. N tama fanɛ ngbar anyɔ na be kenyei damta ela kusɔ mone ku daga nkpalmanɛso, kumo e naaŋ chɛto ne fo tiŋ pin mmalgaba mone adaga ne fo ta n shuŋ.

Mbra pɔtɛ mone a tiiso ela Keninji ekpa nene, Kushuŋ be kashinterɛji, kebuwito nene, Adankare be ndaso, Kebjaya be kenumpe ne adamta.

2. Chaŋ kebii 1 n sa kamalgafol kama ne ku kilgi nene.

Kekilgi mmalgafol 8 nene -mbii 8

Kekilgi mmalgafol 7 nene -mbii 7

Kekilgi mmalgafol 6 nene -mbii 6

Kekilgi mmalgafol 5 nenε -mbii 5

Kekilgi mmalgafol 4 nenε -mbii 4

Kekilgi mmalgafol 3 nenε -mbii 3

Kekilgi mmalgafol 2 nenε -mbii 2

Kekilgi kamalgafol 1 nenε -mbii 1

KABA 7: NCHĖGBON

ADANKARE BE KAWORO NE DANĖKARE BE KEJUNKPAR (NCHĖGBON)

Kumu: Adankare be kaworo

Kasobii be Asonyeso: *Migeto adankare be nchegbon be tunc n sa Ghana be adankare.*

Apuntoso/Asoginiso: Eini kenii ne kepinto ta n lanĖ danĖkare be nchegbon be kabaso.

KASOTOFUTI NE KABA BE KEDUWOSO

Kaba ere bee keni adankare be kaworo ne danĖkare be kejunkpar nna. Ku bee delge Ghanaebi be adankare be nchegbon ne amobe tunc so nna. Bebiipo been bii le be ashen ta n lanĖ Ghanaebi be adankare be kabaso n shin ta kenii mone bu bii na n ta Ghanaebi be kanane baa ji nchegbon n kesar abar. Kenii mone fo bii mfa na been che fo to ne fo bii fobe adankare ne buko peya ashi Ghana to. Ku been nan cheto n kun adankare. Bebiipo been pin n shin kpan buko be adankare ne ku cheto m bra konkonwule ne adankare be bunyan. Le be kaba been che fo to mane ku ban bii Ghanaebi be ngbar nawule, ama ku naa cheto a shin ne fee wu kasobii pote fane kachinato be kabii ne adrashen. Kaba ere bee sa bebiipo kenii mone baan pinto bumobe adankare ne buko peya kike nna ashi kebawoto to. Eninipo na daga e ka len to n ta kelijima be ekpaana, asochetoson ne adamta n che kasobii to.

Abokwe ne kasobii be asokpra ne kaba ere ko ela:

- **Bokwe 15:** nchegbon
- **Bokwe 16:** Ghana be nchegbon be keta n kasar abar

KASOGINI BE EKPA BE AKENISO BE KEDUWOSO

Kasogini be ekpa be akeniso ne bu ta n shun kaba ere to ko Ngbanyato be keĖini be ashen/ekpaana be ayabi damta nna.

Kadigal-ase be kasobii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo ne ku shine bu bii ashen be keyulwe achoketa abaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii,

kunyɔnyɔtoshuŋ, kenyeŋ nɛ keche be wiɛto, nɛ bebiipo kike be ashenwɔɔso ashi kabii to. Le be ekpaana ere been tiŋ bra kefe mɛra ga be agoni, kadigal be yulwe be kenye nɛ kelijima lɛla be agoni. A been naŋ tiŋ sa bumo kecheabarto, ntunsohuŋ nɛ kejunkpar be ekpa. Bebiipo been naŋ bii abɔaya be kechala nɛ amobe kemigeto. Bebiipo mone bu kɔ kabɔɛsa be kenye ga na male bee nya ashuŋ nna n tiiso fane bumo braana be kejunkpar a ŋini bumo nɛ bumoale gba e pinto kasɔbii mone ku bee yɔ so na. Adaga beŋinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor nɛ kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHONKENI BE KEDUWOSO

Kaba ere be kechonkeni be ekpa bee bra agoni be kedaŋeso n kukwe abarso, asheŋ be kepinto nɛ kefe mɛra be kemigeto nna. Atuwebi be kenye saŋekama bee bra kelenɛto nɛ ebiipo be kasɔbii be kedaŋeso nna. Kechonkeni be ekpa ere bee ta asɔ nɛ a bee cheto a peshe bebiipo be kenumpe Ghana be adaŋkare be nchegbon to nna. Baa ta kechonkeni be eyilikpa 4 nna a cho kanane fee fe mɛra ga. Kechonkeni be mbishi bee shi mbishi, kasibɛbirabarso shimbi nko kɔnɔto be kekuteto a migeto a cho bebiipo be kefe mɛra nɛ bumobe kekɔya amo. Beŋinipo e ta kechonkeni kasɔbii be saŋe nɛ kasɔbii be lalaluwe n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Sa kechonkeni be kasɔbii be asɔkpra be keduwoso. Fane

Kasɔbii Be Asɔkpra	Kenye be eyilikpa	Kechonkeni be ekpa nɛ/nko katun
Delgeso danɛkare be nchegbon ashi ngbarana to nɛ amobe tɔnɔ.	4	Kebishi
Ta adaŋkare be nchegbon n karga buko peya so ashi Ghana to.	4	Kebishi

BOKWE 15

Kasobii be Asokpra: *Ŋnito danƙare be nchegbon ashi ngbarana to ne amobe tuno*

KUMU: NCHĒGBON

Nchegbon be ashen: Adankare be nchegbon la adankare be kumuji mone a fara dra kike nna, ne ashen mone bu so n ji ashi kebawato to. Kumuji ere be ako be ashen kpura ela, adankareshen, agbarshun nko kapandi mone a wato hali ne kabre. Adankare be nchegbon ere baa yaso, baa malga ngbar ne nshe lala ko nna n saa lan nkure a cha.

Adankare be nchegbon be tuno: Nchegbon ko tuno damta ama amobe ako nde:

- a. Adankare be keku-Adankare be nchegbon be kawato la ekpa nna n sa adankare ne mpite be keku ashi bomin be kaplie. A bee nyini anye kanane efuli ka tane ne kumobe benaapo mone bu junkpar na a bunyan bumo nchegbon ere to. Ashi adankare be nchegbon to, anyebe bebuni ne benaapo mone bu ko kenaa n so nsawule damta bedon kuto, ko Ebore be jerbe ne baasa mone baa to durnyan be kebawato.
- b. Sukuru be kabla: Adankare be nchegbon be kewato baa yaso, ashenwato damta e naa wato; kalan ne kacha, atande be kawato, asherkpan be keji ne a bee buwi ekpa a sa kabla/kenishibuwi.
- c. Konkonwule: Kede bee bra konkonwule ne keteri nna. Nchegbon be kewato to, baasa bee ba bumobe nnan to nna, ne kede bee nini fane bu shi kanan na gbagba to nna. Baasa na bee wato konkonwule a tin a po kadigal so n naa tin a china ne kayurwushi.
- d. Kayawuji be tuno: Ku bee che kadeebi to ne bumole gba bee nya amansherbi damta nkpal baasa damta ka bee ba kade na to so
- e. Nkilgi/Ncherga: Adankare be nchegbon to ne baa nya amansherbi a ta a bra nkilgi kade na to. Jimani ere so ne kade be benimu ne kadeebi bee cheto a sa kade na be aso shaso fane nchu, sukuru, kibe ne kuso kama ne kade na been ba sha.
- f. Kenishideni: Nchegbon bee sa kadeebi kike ekpa nna ne baa nu bumobe kade be atogmasheshen ne adankareshen be ebel.
- g. Agbar be kapandi: Baasa mone kayurnyan ko bee kule agbar nna a fin yulwe ne kebawato lala

Adankare be nchegbon be ntunso: Ashi Ghana to, adankare be nchegbon damta ne baa ji. Le be nchegbon be ako ela adajibi be keteni ne bebuni be

kanyiŋi, amo e naa wɔrɔ kafe na kike to a lara adankare efuli. Amobe agbugiso be ako nde:

Adɔɔjibi be ketenji be nchegbon:

Homowo be kachegbon: Nkranɛbi e naa ji le be kachegbon ere ashi Accra to nɛ bu ju akoŋ n le kupuŋ to. Ashi kawɔrɔ ere to, ashen fanɛ danɛbe be kalaŋ, kacha nɛ nshɛ be kebon n ta ajibi monɛ baa tere “kpokpoi” na nɛ asɔnuuso nɛ baa chige.

Gologo be kachegbon: Talensi be baasa e naa ji kumo a kule Ebɔrɛ nɛ bumobe adɔɔjibi a wɔrɔ nɛnɛ n nan kuŋ bumo kadɔɔ monɛ ku bee ba na be jɛrbi/sereti be kabaso. Damba (March) nko Kafɔrawajɛ (April) to nɛ baa ji kumo pɔɛ nɛ bumobe kadɔɔ be jimani a fara.

Samanpiid be kachegbon: Builsa/Kusaasi be baasa e naa ji kumo a di agbar epaŋ a ka kuŋ bumobe baasa nɛ asɔduuso kadɔɔ be saŋɛ na.

Asogli be Ajo be kachegbon: Asogli be baasa e naa ji kumo a di agbar nɛ bebuni epaŋ bu ka shin nɛ bu nyɛ ajo damta. Fanɛ kachegbon kama, ajo be kachegbon to baa ji kumu nna, a laŋ n kaa cha ashi kumobe kawɔrɔ to.

Kundum be kachegbon: Ahanta nɛ Nzema be baasa e naa ji kumo a di agbar epaŋ bu ka shin nɛ bu tenji ajibi damta.

Ngmayem be kachegbon: Krobo be baasa e naa ji kumo a ɲini kadɔɔ be lalaluwe n naa di agbar epaŋ bu ka shin nɛ bu tenji ajibi damta.

Odwira be kachegbon: Akropong-Akwapim be baasa e naa ji kumo a ɲini adrasheŋ be kumu lela n shin naa loŋɛ kasawule na so.

Bebuni be kanyiŋi be nchegbon

Adae Kese be kachegbon: Mbɔŋ (Ashantiebi) e naa ji kumo a bunyan bebuni a kule bumobe nafa, a wɔrɔ nshergbonana, kalaŋ nɛ kacha.

Akwasidae be kachegbon: Ashantiebi e naa ji kumo bɔkwɛ ashe kike to a bunyan bebuni, a wɔrɔ danɛbe be kalaŋ, kacha n naa chige asɔnuuso to.

Hogbetsotso be kachegbon: Anlo be Mbɔtɔɔ be baasa e naa ji kumo a nyiŋi saŋɛ nɛ bu shi Notsie (Togo) m ba Ghana to na.

Fetu Afahye be kachegbon: Mfantiebi e naa ji kumo ashi Cape Coast nɛ Elmina. Kejululu (September) be sososo be Ashibitiache nɛ baa ji kumo a bunyan agbar nɛ bebuni be kekuŋ bumo.

Nchegbon ko:

Aboakyir be kachegbon: Effutuebi e naa ji kumo ashi Winneba, a ji kekpaŋ a pɛ Chibir a ɲini bu ka shi kabon ko m ba.

Bakatue be kachegbon: Elminaebi e naa ji kumo a nini korto be kepe be kefara ne bu ko kekpankulon be kefar ne dankare be kalan a ji kumo.

Damba be kachegbon: Nwan, Ngbanya ne Nnanumba e naa ji kumo ashi Northern (esoso be kegbemfu) a nini anebi Momodu be kakurweache.

Akwanbo be kachegbon: Ajumako, Breman Esiam, Enyan Abaasa ne baasa ko e naa ji kumo a lone alor, ndoo ne mbon damta n naa bunyan bebuni.

Asafotufiami be kachegbon: Ada be baasa e naa ji kumo a nyini kanane bumobe bebuni ko kenaa sanje ne bu dan shi Ile Ife a ba kakpa ne bu tase Ghana to ere na.

Kloyosikplemi be kachegbon: Yilo Krobo be baasa e naa ji kumo a nyini kanane bu shi Kloyomi m ba Ghana to na.

Kasobii Be Kushun

1. Ninio kuso mone ku la dankare be kachegbon.
2. Sa nchegbon asa mone ba ji Ghana to n shin sa amobe akeniso anyo nyo.
3. Sibe kachegbon mone fobe kadeebi bee ji n shin sa ekpa asa mo so ne fobe kadeebi been kraa ji lon be kachegbon.

KASONINI BE EKPA BE AKENISO

1. Kadigal-ase be kasobii (kukokoto ne katon be kushun)
 - a. Bebiipo kike be keshejworo: Delgeso dankare be nchegbon so.
2. Ntunso be kushun: bepasepo ne belenpo/benyipo
 - a. Delgeso nchegbon be ntun mone baa ji ashi Ghana to.
 - b. Sibe nchegbon be tuno n sa Ghana be adankare.
 - c. Keni vidiyo ta n lone dankare be nchegbon ashi Ghana be adankare to.
3. Bebiipo kike be kelijima
 - a. Delgeso vidiyo na so (mane/wane be ashej ne bu daa ji? Wane e daa ji kumo? Maneso ne bu daa ji kumo? Nne ne bu daa ji kumo? Sanje (kafe to) mone bu daa ji kumo?
 - b. Blase n lara fobe lakal/mpeshe ashi vidiyo na to ne menye e bir kelijima.

KECHONKENI TENINI

Kenyi be nchin be eyilikpa 4 – Mbishi

1. Njinito n shin migeto kusɔ nɛ ku wɔ adankaresɔ nɛ fobe efuliebi kɔ e ji bumobe dankare be kachegbon na be kaman nɛ amobe afiito. (mbii 10).
2. Migeto kecheto monɛ dankare be nchegbon kɔ n sa efuli be nkilgi/kedan nɛ keteri kpakpaso/be kechoweso. (mbii 10).

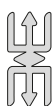
PLC SESSION 15

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

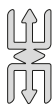
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

BOKWE 16

Kasɔbii be Asɔkpra: *Ta adankare be nchegbon n karga buko peya so ashi Ghana to*

KUMU: GHANA BE NCHĖGBONJ BE KETA N KESAR ABAR

Ghana be nchegbon (kepalto): Dankare be nchegbon a la adankareshen nko ayoyulshen mone baasa ko tanɛ nna ashi adrashen to. Baa ji amo nna a ɲini atɔgmaseshen ne ashenwɔrɔso nko n ta dankare be keshen tenini ko n ta kacha ne kalaɲ.

Kananɛ baa ji nchegbon damta ashi ghana be agbanfu pɔteana to: Ngbar pɔte kike kɔ kananɛ baa ji bumobe nchegbon nna. Ade ela ekpa tenini mone Ghana ebi bee bɛso a ji nchegbon na be ako.

homowo be kachegbon: Nkraɲebi e naa ji le be kachegbon ere ashi Accra, Ghana to August be kufol to kafe kike. Kawɔrɔ na nde:

Kebila ase

Dankare be agbarwura mone e bee yili agbar be ayato na e naa fara kawɔrɔ na. Baa duu abuyo nna a ɲini kabon be keloto be saɲɛ n naa kule a sa kasawule na. Kede e naa fara nkure be kelaɲ ne awor be keju.

Ashenwɔrɔso mone baa wɔrɔ pɔɛ a sa ekpa ne awor be keju be mbra na ne baa tere “odadao”. Baa lɔɲɛ chitabu/lor nna, n shin lɔɲɛ mborobi be kachegbon mone ba tere “yeeyeyee” m bɛso. Homowo gbagba na e naa bɛso ashi August be Asibitiache nyɔsepo.

Adankarejibi fane kpokpoi (ashi aboyu be nyifu nyaɲso to) ne baa daɲɛ.

Dankare be asɔbuuso ne kebitaji ne ba blase.

Kawɔrɔ be saɲɛ

Kachegbon na bee fara ne baasa damta be kebe abarso ne dankare be benimu junkpar bumo nna.

Dankare be nshe ne kacha bee yɔso.

Baasa mone baa wɔrɔ kawɔrɔ na bee mie adankaresɔ nna.

Baa nyina bebuni ne agbar nna.

Dankare be benimu bee ɲminyɲ kpokpoi, dankarejibi mone baa daɲɛ saɲɛ ere nawule so nna.

Nnaɲ gba bee daɲɛ bumo gbagba be kpokpoi nna n chige laɲtoebi.

Benyen bee ji kaba koɲwule to nna a ɲini kɔnɔkoɲwule.

Ashewwɔɔso kpra

Kumuji: Baa chige dan̄karejibi nna n̄ baasa e chala n ji kachegbon/n wɔɔ kawɔɔ na.

Dan̄kare be kalaŋ n̄ kacha: Kepel elen̄so ga e naa ŋini Ga be dan̄kare.

Dan̄kare be kelara efuli: Dan̄kare be ken̄yi n̄ kela n̄ baa wɔɔ.

Ku la saŋe mon̄e baa dii epan̄ mon̄e baa tere ŋɔɔ wala (saŋe mon̄e fee kule ashen̄ l̄ela) n̄ tseɛ bulem̄ɔ (a ta ashen̄ dra a l̄e) na nna.

Tunɔ

Homowo be kachegbon la Nkraŋebi be kadɔɔ be saŋe n̄ agbar be kedii epan̄ be kachegbon nna bu ka shine bu ten̄i ajibi damta.

Ku bee bra kɔn̄kɔŋwule, dan̄kare be kapite n̄ kade kɔŋwuleebi abar so.

Bewura n̄ Fanteakwaebi ashi Eastern Region e naa ji **Odwira be kachegbon**. Akropong-Akwapim, Aburi, Larteh, n̄ Mamfe be baasa e naa ji kumo. September nko October to Atania n ta n yɔ Ashibitiache n̄ baa ji kumo kafe kike. Saŋe damta baa ji kachegbon ere nna saŋe n̄ baa ten̄i ajibi na; saŋe ere so n̄ baasa na bee dii bebuni epan̄. Ku ka la kujɔ be kachegbon so baa dii epan̄ n̄ “bebuni be ajibi be kesa nna”.

Odwira be kachegbon mon̄e dan̄kare be bedrapo nase n̄n̄e na be kanane ku bee nite nde:

Adaebutu

Saŋe ere la kapaŋdi be saŋe nna. Nche adena pɔe n̄ Odwira be kachegbon ache, baa nase mbra nna a ju awor n̄ nlilɔŋe ashi Akuapem kike. Bumo n̄ bu wɔɔ n dɔso bee nya kusoegberge nna.

Odwira be Atania

Ashi Mbɔŋ be dan̄kare to, bu yerda nna fane ewura maa wu. Ama e yɔ “kadekarso” nna. Odwira be Ataniache, baa lɔŋe ekpa mon̄e ku bee yɔ kadekarso na nna. Le be kalɔŋe checheso bee fara Akropong, Okuapeman be kadegbon nna n yɔ Royal Mausoleum, mon̄e ba tere Amanprobi na. Naniere be kawɔɔ na Abrafo (kade be kusoegberge ana) n̄ bumobe bewura, Adumhene e naa junkpar. Ekpa na be kalɔŋe na bee ŋini nna fane bumobe bebuni (Nananom) been̄ ba che bumo to ashi Okuapehene be lambuto n ji kumo.

Odwira be Atalata

Kache ere, Gyaasehene mon̄e ela bewurbi anu mon̄e bu shi Akuapem be kegben̄fu to na e na tere Banmuhene (ewura mon̄e ela bebuni be ayato be eyilipo na).

Gyaasehene e na kaŋe Banmuhene faŋe Okuapehene (Omanhene) wɔɔ shiriya ne e ji Odwira. Gyaasehene been kaŋe Banmuhene faŋe e laŋe n yɔ kupɔ checheso mone Royal Mausoleum na wɔ na, n ya malga ne bebuni na m bra odwira ashi Nananom kuto m ba sa Okuapehene.

N ta n tiiso, Odwira be Atalatache, baasa ashunu (7) mone bu shi Akropong be mbuna na bee fara nna n ji ajo pupɔr. Kubri be lanto ne ba wɔɔ kumo. Pɔe ne le be kache e fo, ku la ndɔso nna n sa esa kama ashi Akuapem be efuliso ne bu ji ajo pupɔr. Okuapehene bee china kabe so nna a jo Baamuhene ne mobe baasa ne bu ta Odwira be nafa m ba. Ne mane Baamuhene ne mobe baasa e laŋe m ba ne bebuni be nafa na, pɔe ne bu tiŋ n ji Odwira.

Ne Baamuhene baŋ beta m ba, e bee yɔ Okuapehene kuto nna, ndon ne baan ta kawɔɔ be waje m buu bumobe amu so, bu yerda nna faŋe Baamuhene ne Okuapehene nawule e na wu kuso mone bebuni na ta n sa. Kede be kaman ne baa sa ekpa ne awor be keche.

Odwira be Alariba

Le be kache, Akropongebi kike wɔ kushu/kagbenejaje to nna. Asɔbuuso lembir ne apeper ne kanan bee buu a shu baasa mone bu wu na be nli. Okuapehene bee nite mbe ashunu be mbunana na kike nna ashi Akropong – Aboasa, Asona, Twafo, Benkum, Kyeame ne Akrahene a lulo bumo.

Karecheso, bebuni dra na kike ne baasa kama ne bu shi Akropong na kike ne baa bunyan. Nananom mo so ne bu lonɛ ekpa na, bee ŋini nna faŋe bu bulɔ ayoyul to nna m ba ji Odwira na.

Odwira be Alimusa

Okuapeman yerda Ebɔre ama bu ka bee dii mo epaŋ na, baa bunyan Omanhene (Ofori Kuma be kabɛwura) gba nna. Kache ere, Okuapehene bee buu asɔbuuso lɛla nna a china kabe so a sɔ ekama ne e ba ne e ba sa mo bunyan.

Saŋe ere so, shungurun mone ela omanhene be danɔkare be eche ko na bee nite kade na to nna n ta ajibi lɛla “Eto” n ya sa mo kul. Kache na be kaseso, esa ne e bee keni royal mausoleum – Banmuhene ne mobe baasa bee ta “Eto” na nna n ya sa Nsurem – kaboŋ checheso mone sososo be omanhene dan wushi na n ya bla bebuni.

Ta a yɔ karfe ashunu kanyeso, Okuapehene ne mobe bewurbi anu – Gyaasehene, Benkumhene, Nifahene, Adontenhene ne Kurontihene, bee yɔ mbe be kaboŋ na nna n ya bɔ ntaŋ n sa Ofori Kuma be kabɛ. Kede bee ŋini nna faŋe Akuapem be efuli so kike kɔ kɔnɔkoŋwule nna.

Karfe kudu kanyeso, baa ju baasa kebɔrbi so nna ne ku bee yili a sa ketentembiri. Akropong been dese shurum ne Abrafo e ta mbe ne ewurkpa be aso m bulo ekpa kiniso na so n ya Ademi be ebon to n ya woro amo ademanshen. Bu baan ba, baa ta bumobe amu, mbe na ne aso na kike nna n ya sa Okuapehene. Bu yerda nna fane lon be saɛ esa kama ne e man shi kade na man daga ne e wu bumo. Le be kejana n woro be kaworo ere, Okuapehene na bee delgeso na n shin ta waje checheso m milti n shin too malfa eluasa n nini kaworo na ka fo lalaluwe. Kede bee nini nna fane Omanhene ko ekpa ne e been tin ji kumo nklade.

Odwira be Alijima

Kache ere ela dankare be kaworo na be lalaluwe tenini. Bewuraebi, benimu ne Okuapeman be baasa bee sher nna ashi Mpeniase – (sososo be keyia/kedibi mone bu duu kache mone Akropong kii Okuapeman be kadegbon na. Mpeniase e kra la keyilisamalga foteso be keyoyul ashi Akuapem be efuli so) ne baa bunyan. Agbarwurana, gominanti be benimu ne buko, Okuapehene bee kanfe kafe na be ashen n shin buwito kafe pupor na be ashun ne nkilgi be ashen to. Okuapehene bee nya aboya lela ashi gominanti ne mobe baasa kutɔ, bumo ne bu wo epe ne efuli pote (abroad) kike.

Omanhene bee ta efuli na be ashen nna n sa Okuapehene. Kaworo dra na nini fane kabre ela kache mone ku nya baasa/befo ga. Kanye na kike ne kaworo damta mone akompani bee ta le be ekpa ere a fa bumobe aso ne kecheto a ka ashenworo ko be ako.

Odwira la dankare be kelara efuli, kumobe kenyi, kela, kashɛ ne ajibi kike nna. Kaworo ere bee buwi ekpa pupor nna. Anye bee sha anyebe adankare, a kun anyeya a kute kuso mone ku daga n sa anye. Ne Akuapemebi be ashen ne kumobe ngbar tenini kan par fo, fo saɛ nde ne fo ba choro anye. Anye bee jo fo ne anye e woro fo ansan ne keba n shin nini fo ne durnya kike anyebe adankare.

Odwira be Ashibiti ne Aledi

Kache ere fonfon Asibiti man naa ko kaworo kpra kama ne mane epelana fane kiya be bol ne adamta mone a la mbifolbi be kumuji ne emusheshen ashi kegbenfu na to.

Alediache, 'Krontihene' ashi Akuapem bee woro Odwira be nshergbon na n luweto kachegbon na.

Fetu Afahye

Ku la kafe konwule be kachegbon mone baasa ne bewura ebi bee ji nna ashi Cape Coast. Baa ji kumo nna a nyini aso damta mone bu nya ashi chitabu/lor

to n naa wɔrɔ atɔgmaseshen a dii agbar 77 ashi Oguaa be efuliso epan n shin lonɛ kade na to.

August be lalaluwe be bɔkwɛ nɛ kachegbon ere be kawɔrɔ bee fara. Le be sanɛ, befo nɛ ndetobia kike bee shi nde pɔtɛ nɛ agbenfu pɔtɛ nna a ba Oguaa be efuliso. Kajululu (September) be sososo be Ashibiti achɛ nɛ kawɔrɔ na gbagba bee fara.

Pɔɛ nɛ kachegbon gbagba na, baa nana Omanhen na bɔkwɛ. Sanɛ monɛ e nana ere, e bee kule Ebɔrɛ nɛ agbar a fin kenye nɛ alemfia monɛ ban ba kɔ n ji kachegbon na nna n ya fo lalaluwe. Omanhen be kenana be lalaluwe, e bee ler baasa to nna nɛ kenye n ya mbe be ebu na to n ya too nchu, a kule agbar 77 na be nafa.

Ku la nna fane pɔɛ nɛ kachegbon na, ba nase awor be keju nɛ krɔtɔ be kepe be mbra ashi Fosu be ebombi to nna, nkpal nɛ bu nya kagbenewushi so. Bu yerda nna fane kede e na shin nɛ Oguaa be agbar be kuyoyul e ba junkpar baasa monɛ baa bla kachegbon na be ase na. Baa wɔrɔ le nna pɔɛ September be sososo.

Fosu Lagoon (Emissafo) be bejunkparpo gba bee too nchu nna n sa lagoon na n shin kule bebuni be keyoyul fane bu ju ashen lubi kama monɛ a been ba tɔrɔ befo monɛ bu ba kachegbon na to na. Kachutoo na naa kule akrɔtɔ damta be kepe, asɔduuso nɛ kenya amansherbi damta.

“Emuntumadadze”— monɛ kumobe kefiito la “alemfia be kachɛ” – kachɛ monɛ mbiafolbi nɛ benimu kike bee chɛto a wɔrɔ kabon farfarbi, fane eyurpi be kelara, kepenti ebuana ashi kefiɛ na to, pɔɛ nɛ “Bakatue” be keji be nsher na gbagba e fo.

August be lalaluwe be Atania nɛ baa keni a sher Fosu Lagoon be kegbar ase. Baasa damta bee sher kegbar ase nna nɛ bu wu kuso nɛ agbarwurana bee wɔrɔ. Kanyeso nɛ agbarwurana bee fara kumo n ya fo kareche so nɛ kalan nɛ kacha bee yɔso. Baa dii bumobe bebuni epan nna nɛ bu pin kuso nɛ ku been wɔrɔ kafeaba. Atalata achɛ gba kɔ kawɔrɔ damta fane atɔgmaseshen be kawɔrɔ ashi Fosu be kegbar ase nɛ kakpakulombi be kafar ashi Fosu Lagoon Omanhen ka too nchu n luwe.

Nkpal bu ka dan ju krɔtɔ be kepe ashi Fosu Lagoon na so Omanhen e na junkpar n le mobe keshewu kelusa m buwi ekpa n sa ekama. Omanhen be krɔtɔ damta be kepe e naa nini fane ban nya akrɔtɔ damta kafe na to. Baasa damta e naa keni kumo nɛ amalfa bee too, kumo nɛ baa tere “Bakatue”.

Oguaa be ewura bee ta Alaribaache nna a wɔrɔ Cape Coast ebi ansan nɛ keba. Asafo be baasa ashunu monɛ bu la mbonwuraana na e na kaa lan n kaa cha. Ku la kumuji nɛ kɔnɔgberge be yulwe be kachɛ nna.

Nana Paprata be lambu be anishito n̄ baa wɔɔ atɔgmaseshen n̄ kacha (“Adammba”) Alimusa be kanyeso, a tere bebuni n̄ bu ch̄e agbarwuraana to n̄ bu tiŋ n̄ kpal. Ku bee wɔɔ nna hali n̄ kare a ch̄e. Kumobe kesheŋ tenini ela ku ta kena gbolu n̄ kpra Oguaa be efuliso be asheŋ lubi kike. Pɔe n̄ bu wɔɔ lon, baa ta kena gbolu n̄ yɔ Nana Tabir be kegbarase n̄ ya kpra kumo so pɔe kache na. Papratam n̄ baa yɔ n̄ ya mɔ kena na, ndon̄ be alentempo be keyia/kedibi na be kefiito n̄ baa mɔ kena na nkpalmaneso, ndon̄ n̄ Omanhen bee china n̄ mobe bewurabi a malga bumobe baasa kutɔ n̄ naa sɔ befo be kechɔɔ a kan̄e baasa asheŋ mone a wɔɔ dra. Omanhen kan̄ malga n̄ luwe mo n̄ mobe bewuraebi bee yɔ Tabir be kegbarase nna n̄ ya kre kena na be keya. Omanhen been̄ too nchu n̄ sa mo nanabuniana a kule bumobe nafa a sa Oguaa be efuliso. Le be san̄e n̄ e been̄ ta kasan̄e n̄ ten̄ kena na n̄ sa agbar na.

Omanhen kan̄ wɔɔ atɔgmaseshen n̄ luwe, Fetu be kachegbon̄ bee fara Kajululu (September) be sososo be Ashibiti ache nna. Le be kache bee tere baasa be mfera nna san̄e n̄ Asafo be baasa bee nite Cape Coast be keborbi so ashi Kotokuraba a yɔ Chapel Square n̄ ya fo ewurkpa na. Baasa damta ashi mbon̄ damta e naa ba Cape Coast, kachegbon̄ ere to. Bewuraebi e naa china a p̄e asheŋ mone a bee tɔɔ Oguaa be efuli n̄ kanane Asafoebi been̄ cheto n̄ kun̄ baasa lubi be tɔɔ. Le be kache, kalan̄ n̄ kacha e naa yɔso n̄ kachutoo n̄ bu kule kagbenewushi n̄ kanye kafe na to.

Naniere be asheŋ fane Afahye be kacha, dan̄kare be kadan̄e, kiya be bɔl be epel, dan̄kare be asɔbuuso n̄ adamta bee cheto nna n̄ kachegbon̄ na bee wɔɔ ebel, fɔŋfɔŋ kewurche Afahye be kacha lela na.

Kachegbon̄ be nche ere ban̄ luwe, Alediache n̄ baa chala asɔri be kabɔreshun̄ebi ashi Victoria Park n̄ dii Eboɔre epan̄ E ka sa Oguaa be efuli kagbenewushi be kachegbon̄. N ta n̄ tiiso, baa kule amansherbi kache ere nna n̄ sa Oguaa be efuli. Lon̄so Omanhen n̄ mobe bewuraebi n̄ benimu bee yɔ asɔri nna n̄ ya kan̄e bumo kafeaba be kache n̄ baan̄ naan̄ ji kachegbon̄ na.

Ghana be nchegbon̄ be keta n̄ karga abar so: (*san̄e ere so, bebiipo e bii buko be nchegbon̄ n̄ shin ta amo n̄ kesar bumoye so*) Kekeniso ko e wɔ kaseto ere na.

Odwira n̄ Fetu Afahye be nchegbon̄ kike la nchegbon̄ lela nna Ghana to, a bee ŋini Ghana be adan̄kare n̄ adrashen̄ nna ama a kɔr abar to:

Odwira be kachegbon̄

1. Baasa mone baa wɔɔ kumo: Mbon̄, fɔŋfɔŋ Akwamu n̄ Akyem be agben̄fu to.
2. Kusɔ mo so: A lon̄e efuli na so, n̄ shin ji kɔnɔkon̄wule n̄ elen̄ ashi bumobe efuliso.

3. Ashenwɔrɔso: Atɔgmaseshen, kalaŋ, kacha, nshe be kebon ne bebuni ne agbar be kedii epaŋ.
- 4 Saŋe be nten: Ku bee ji nche damta nna.

Fetu Afahye be kachegbon

1. Baasa mone baa ji kumo: Oguaaebi ashi Cape Coast.
2. Kusɔ mo so: A nyiŋi Oguaa be baasa be atɔgmaseshen, adaŋkare ne kɔnɔkonwule.
3. Ashenwɔrɔso: Atɔgmaseshen, kalaŋ, kacha, nshe be kebon ne Oguaa be agbar be kedii epaŋ
4. Saŋe be nten: Ku bee ji bɔkwɛ konwule nna.

Mbarga kpra

1. Kusɔ tenini: Mbon be baasa damta e naa ji Odwira, ama Cape Coast be Oguaaebi nawule e naa ji Fetu Afahye.
2. Adrasheŋ to: Mbon be kegbenfu to ne Odwira be kechiŋ shi, ama Oguaaebi be adrasheŋ ne adaŋkare to ne Fetu Afahye shi.
3. Atɔgmaseshen ne kawɔrɔ: Amo kike kɔ atɔgmaseshen ne adaŋkareshen nna, ama amobe kawɔrɔ kɔr abar to.

Kasɔbii be kushuŋ

Sibe kamɔrɔji gberɛ a shuliso nko a kini kumu ere:

“Ku la mbifolbi be kushuŋ nna fane bu baa cheto a wɔrɔ danɔkare be nchegbon a kuŋ bumobe ataada”

KASOŋINI BE EKPA BE AKENISO

1. **Kadigal-ase be kasɔbii:** Bebiipo kike be kelijima
 - a. Palto danɔkare be nchegbon be asheŋ to.
 - b. Delgeso Ghana be danɔkare be nchegbon so a sa ne fobe lakal e baa yɔ amobe ntunso so.
 - c. Delgeso danɔkare be nchegbon be tunɔ ashi fobe adaŋkare to.
2. **Katuŋ be kushuŋ/Keche abarto be kasɔbii:** bepɔsepo ne belenpo/benyipo
 - a. Ntuŋ e ta adaŋkare be nchegbon n karga buko peya so ashi Ghana to.

KECHONKENI TENINI

Kenya be nchin be eyilikpa 4 – Mbishi

1. Sibe Ghana be nchegbon anu (5) ne baasa mone baa ji amo. (mbii 5)
2. Ta fobe kade to be kachegbon konwule mone menye bee ji n kesar amo ne fo tii na be kekonwule. (fane, nchegbon be atere, baasa mone baa ji amo, saɛ mo ne kanane baa ji amo, kaworo mone a wo amo to, amobe tuno ne adamta. (mbii 12)
3. Baasa ko yerda nna fane dankare be nchegbon man nan daga naniere be kachina to. Sibe kawol buwitoso a nini amobe tuno ashi naniere be Ghana be kachina to. Ta fobe kenya ta n lare nchegbon damta be kabaso na n sa toro mone amo be kema ji been ba ko n sa efuli damta. (mbii 12)

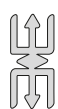
PLC SESSION 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

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

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

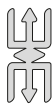
- The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- 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.

Kaba 7 be Kepalto

Abɔkwɛ 15 nɛ 16 delgeso danƙare be nchɛgbon, amobe ntunso nɛ amobe tunɔ so nna. Ku ta nchɛgbon anyɔ na n kasar abar n wu amobe nduli nɛ amobe nkɔrto. Kede bee chɛ bebiipo to nna nɛ ba bii bumobe adanƙare n naa sa beko be adanƙare bunyan. Anyee tama fanɛ pɔɛ nɛ bebiipo e bulɔ kasɔbii ere so n luwe, bebiipo been ƙun bumobe elarkpa, adanƙare nɛ bunyan nɛnɛ. Ku been chɛto n leɲ bebiipo to nɛ bu chala abar n ji kumo. Baɲ naɲ bii kekuu asɔ pupɔr be kenyi n naɲ nya mmalgaba m malga durnyan kike be kebawɔtɔ be asheɲ.



KECHONKENI TENINI BE KECHAN BE KANASE/ MBII BE KECHIGETO (MARKING SCHEMES)

Bɔkwɛ 15

Ŋinito n shin migeto kusɔ nɛ ku wɔ adan̄karesɔ nɛ fobe efuliebi kɔ e ji bumobe dan̄kare be kachɛgboŋ na be kaman nɛ amobe afiito. (mbii 10).

Eŋinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shuŋ.

1. *Kepin adan̄karesɔ: Ebiipo na been̄ tij m pin adan̄karesɔ tenini nɛ amobe afiito ashi dan̄kare be kachɛgboŋ be kawɔɔ na to aa?*
2. *Adan̄karesɔ be kemigeto: Ebiipo na been̄ tij n mige adan̄karesɔ na be tunɔ nɛ amobe kechɛto ashi kachɛgboŋ be kawɔɔ na to aa?*
3. *Kenye kuko m pɛ: Ebiipo na been̄ tij n nye kuko m pɛ le be adan̄karesɔ ere be tunɔ nɛ kawɔɔ ashi bumobe kade to aa?*

Mbii be kechigeto be ekpa

Mbii 9-10: Kemigeto nɛ keluweto monɛ ku niŋi ekpa nɛnɛ, nɛ adan̄karesɔ be kepin nɛ kekute nɛnɛ to.

Mbii 7-8: Kemigeto nɛ keluweto monɛ ku niŋi ekpa, nɛ adan̄karesɔ be kepin nɛ kekute to.

Mbii 5-6: Kemigeto nɛ keluweto monɛ ku niŋi ekpa gberɛ, nɛ adan̄karesɔ be kepin nɛ kekute to gberɛ.

Mbii 1-4: Kemigeto nɛ keluweto monɛ ku maŋ niŋi ekpa, nɛ adan̄karesɔ be kepin nɛ kekute to gberɛ nko maŋ wɔɔ gba.

Mbishi 2: Migeto kechɛto monɛ dan̄kare be nchɛgboŋ kɔ n sa efuli be nkilgi/kedan̄ nɛ keteri kpakpaso/be kechɔweso. (mbii 10).

Eŋinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shuŋ.

1. *Efuli be nkilgi/kedan̄ be kenuto nɛnɛ: Ebiipo na been̄ tij ŋini kenuto ta n lan̄ɛ efuli be nkilgi/kedan̄ nɛ kumobe ayabi aa?*
2. *Dan̄kare be kachɛgboŋ be kushuŋ: Ebiipo na been̄ tij migeto dan̄kare be kachɛgboŋ be ashuŋ ta n lan̄ɛ efuli be nkilgi/kedan̄ nɛ keteri kpakpaso/be kechɔwɔso be kabaso aa?*
3. *Akeniso nɛ adanshiye be kesa: Ebiipo na been̄ tij n sa akeniso nɛ kashinter̄ n che mobe kemigeto to aa?*

4. *Keluweto/lalaluwe: Ebiipo na beenj tinj m mige n lara danƙare be kachegbonj be tunɔ ta n lanje efuli be nkilgi/kedan nɛ keteri kpakpaso/be kechɔwɔso to aa?*

Mbii be kechigeto be ekpa

Mbii 9-10: Kemigeto mone ku ninji ekpa nene, nɛ kenuto ta n lanje efuli be nkilgi/kedan nɛ danƙare be nchegbonj be tunɔ. Kelɔje m palto mobe abɔaya to nɛ kashintej. Keluweto buwitoso n shin bulɔ ekpa nko a kɔ kecheto.

Mbii 7-8: Kemigeto mone ku ninji ekpa, nɛ kenuto ta n lanje efuli be nkilgi/kedan nɛ danƙare be nchegbonj be tunɔ ko. Kelɔje m palto mobe abɔaya to nɛ kashintej. Keluweto buwitoso.

Mbii 5-6: Kemigeto mone ku ninji ekpa gberɛ, nɛ kenuto ta n lanje efuli be nkilgi/kedan nɛ danƙare be nchegbonj be tunɔ gberɛ. Sanje ko be kelɔje m pala abɔaya to nɛ kashintej. Ku kɔ lalaluwe, ama ku manj buwito nene.

Mbii 1-4: Kemigeto mone ku manj ninji ekpa, nɛ kenuto ta n lanje efuli be nkilgi/kedan nɛ danƙare be nchegbonj be tunɔ gberɛ nko a manj wɔtɔ gba. Kelɔje m pala abɔaya to nɛ kashintej gberɛ nko manj wɔtɔ gba. Lalaluwe manj wɔtɔ.

Bɔkwɛ 16

Mbishi 1

Chanj kebii 1 n sa kachegbonj mone e sibe nene nɛ baasa mone baa ji kumo.

Mbishi 2. (mbii 12)

Chanj mbii n ya fo 2 n sa adabi kama mone a kasar abar a wɔ kaseto ere.

(Mbii 2- kekesar mone a buwito n shin njini, kebii 1- kekesar mone ku kɔ kashintej ama manj buwito)

1. *Nchegbonj be atere nɛ amobe afiito*
2. *Baasa nɛ bumobe ashun*
3. *Sanje mone baa ji nchegbonj na*
4. *Kanane baa ji nchegbonj na*
5. *. Kawɔrɔ nɛ atɔgmaseshej 6. Tunɔ nɛ kumobe kecheto n sa kade na*

*Mbishi 3: (Mbii 12)**Amu*

	Wɔrɔ aso ga (mbii 4)	Wɔrɔ aso (mbii 3)	Kekukwe (mbii 2)	Daga kelento (kebii 1)
<i>Apuntosɔ</i>	<i>Atuwebi mone a buwito nene ga a kɔ kashintɛ palto so.</i>	<i>Atuwebi mone a buwito ga sanɛ ko a kɔ kashintɛ palto so.</i>	<i>Atuwebi mone e sa na bee sa abɔaya ama sanɛ ko a maɲ buwito. Sanɛ ko a sa kashintɛ palto so.</i>	<i>Mmalgafol shimshimbi mone a kɔ kashintɛ gbrebi nko maɲ kɔ kashintɛ paltoso.</i>
<i>Kemigeto</i>	<i>N sa kumobe tɔrɔ/kecheto n sa nde damta a ɲini bumobe ncheɣboɲ na be kenumpɛ nene.</i>	<i>N sa kumobe tɔrɔ/kecheto n sa nde anyɔ a ɲini bumobe ncheɣboɲ na be kenumpɛ nene.</i>	<i>N sa kumobe tɔrɔ/kecheto n sa mobe kade. A ɲini bumobe kemaɲ numɛ beko be ncheɣboɲ nene.</i>	<i>N sa kumobe tɔrɔ/kecheto gbrebi a ɲini bumobe kemaɲ numɛ ncheɣboɲ be tunɔ to nene.</i>
<i>Ngbarbembra nɛ mmalgaba</i>	<i>Mmalgaba damta ga. Sanɛkama a niɲi na.</i>	<i>Mmalgaba damta. Sanɛko a niɲi na.</i>	<i>Mmalgaba damta ko. A niɲi achɔ a ka gbeto.</i>	<i>Kepalto kewɔrɔ n foe shibi.</i>

KABA 8: LUWU NE NLILŊE

KUMUBA: ADAŊKARE BE KAWŌRŌ NE DAŊKARE BE KEJUNKPAR (NCHĖGBŌŊ)

Kumu: Daŋkare be kawŌrŌ

Kasɔbii be Asɔnyeso: *Ta fobe kenya ta n laŋe luwu be ashen be kabaso n delgeso nduli ne mbarga mone a wɔ nliwɔrɔ to ashi buko be adaŋkare to.*

Apuntosɔ/Asɔŋiniso: Ŋini kenya ne kenuto ta n laŋe luwu be ashen ne nlilŋe be kabaso.

Lakal gberɛ



Wɔrɔ **Kewɔrɔ n keni be mbishi be kawol 2** ashi bɔkwɛ 18. Ku baa kɔ apuntosɔ ashi ebu 1 n yɔ ebu 3. Keni **Mbishi be ketiseto be shabɔrɛ ne kawol na be kapɔr (Table of Specification and Structure)** ashi kaba ere be lalaluwe ne ku che fo to. Bebiipo be nwol daga fo ka chaŋ amo to manan nna n ta mbii n wɔrɔ STP na to.

KASOTOFUTI NE KABA BE KEDUWŌSO

Kaba ere bee keni luwu ne nlilŋe nna ashi adaŋkare ne daŋkare be kejunkpar to. Bebiipo been bii luwu be ashen, kusɔne ku bee bra kumo, ntunso ne ekpaana ko ne anyee bulɔso a kuŋ luwu. Baan nan bii nli be ashen, nli be ntunso, nlilŋe be tunɔ ne naniere be ashen pupɔr ne a lie nlilŋe ashi Ghana to. Baan ta kanane ba lŋe ashi bumobe edaŋkare to n kesar buko be edaŋkare peya to. Nlilŋe be kenya ne kepinto been che bebiipo to ta n laŋe bumobe edaŋkare ne buko peya Ghana to be kabaso. Baan pinto n kaa sha buko be edaŋkare ne le bee bra kɔnɔkonwule, edaŋkare be kasha ne kekun. Kaba ere daga nna n sa bebiipo mane Ngbanyato be kabii be kabaso nawule ama ku bee lie shoshia be kabii ne adrasheŋ be kabii gba nna. Kaba ere bee sa bebiipo kenya ne kepinto be danɛso nna ta n laŋe bumo gbagba be daŋkare ne buko peya be kabaso ashi kebawɔrɔ gbagba to. Eninipo na daga e ka ta ekama be kedanɛso n wɔrɔ be kasɔŋini be ekpaana n shun ne achetosɔ, nkpieto ne kechɔnkeni be ekpaana n che kabii to.

Abɔkwɛ ne kasɔbii be asɔkpra ne kaba ere kɔ ela:

Bɔkwɛ 17: Ŋinito luwu be ashen

Bɔkwɛ 18: Ta nlilŋe ashi Ghana be adaŋkare pɔteana to n kasar abar.

KASŊINI BE EKPA BE AKENISO BE KEDUWŊSO

Kasŋini be ekpa be akeniso mone bu ta n shuŋ kaba ere kɔ Ngbanyato be kasŋini be ayabi damta. Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyaŋ be kadigal milto nna n sa bebiipo ne ku shine bu bii asheŋ be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshuŋ, kenyeŋ ne keche be wiɛto, ne bebiipo kike be asheŋwɔrɔso ashi kabii to. Le be ekpaana ere beenŋ tiŋ bra kefe mfera ga be agoni, kadigal be yulwe be kenyeŋ ne kelijima lɛla be agoni. A beenŋ naŋ tiŋ sa bumo kecheabarto, ntunsohuŋ ne kejunkpar. Bebiipo beenŋ naŋ bii kanane ba ta asɔ a kesar abar a lara kumo ne kedaga ashi sukuru to, kebawɔto to be kabii ne kushuŋ to. Bebiipo mone bu kɔ kabɔresa ga na male bee nya ashuŋ nna n tiiso fane bumo braana be kejunkpar a ŋini bumo ne bumoale a nye asɔ be kepinto. Adaga beŋinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor ne kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHŊNKENI BE KEDUWŊSO

Kaba ere be kechɔnkeni be ekpa bee bra agoni be kedaŋ, asheŋ be kepinto ne kefe mfera be kemigeto nna. Atuwebi be kenye saŋekama bee bra kelenŋto ne ebiipo be kasɔbii be ndaŋ nna. Kechɔnkeni be ekpa ere bee ta asɔ ne a bee cheŋto a peshe ebiipo be luwu ne nlilŋe ashi Ghana to be kepinto nna a shuŋ. Kechɔnkeni be ayilikpa 4 wɔto a keni kefe mfera n yɔ anishito. Kechɔnkeni be mbishi bee nite nna ashi kebishi to, kasibɛbirabarso shimbi nko kɔnɔto be keta n mige bebiipo be ketiŋ malga ademu be asheŋ. Beŋinipo e ta kechɔnkeni be ntunsoana n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Kasɔbii Be Asɔkpra	Kenye be nchiŋ be eyilikpa	Kechɔnkeni be ekpa ne/nko katuŋ
3. 3.1. LI.1 ŋinito luwu be asheŋ	4	Kelijima
3. 3.1. LI.2 Ta nlilŋe ashi Ghana be adankare pɔteana to n kasar abar.	4	<i>Mbishi</i>

BŌKWE 17

Kasɔbii be Asɔkpra: *Ji asɔ nɛ a lie luwu be ashen*

KUMU: LUWU

Luwu be ashen: Luwu ela fobe nkpa/afute ka luwe. Kumo ela eyur na ka keni kushuŋ m mɔlwa kumobe kumu. Luwu ela nkpa be ekar. Ku la esa nko kesɔbɔaya be nkpa ka luweto cheche nna.

Ashen/asɔ ko nɛ a bee bra luwu

- a. Kenimu/mbel: Baasa ban pɛ kenimu baa wu Ebɔrɛ so be luwu nna.
- b. Sereti/jirbɛ: jirbɛ fanɛ ekulon, nchu be keji, keshi esoso fanɛ keyia/kedibi so nko ebu tenten so n tor been tin n kuu esa be nkpa so.
- c. Alɔ: Alɔ fanɛ kpantewolso (HIV/AIDS), shikiri be kulɔ, fiba, kɔlɛra be kulɔ, nklaŋ be kulɔ nɛ adamta been tin n kuu esa be nkpa so nɛ a ba maŋ nyɛ keche nɛnɛ.
- d. Kɔnɔsho: Kede nko kudur lubi been tin n kuu esa be nkpa so.
- e. Ebɔrɛ be jirbɛ: Ebɔrɛ be jirbɛ fanɛ edɛ, bɔrɛ be afuugbon nɛ ebuana ka bee tor baasa so, nɛ adamta been tin bra luwu.
- f. Ketɔgapo/keche efol: Baasa gbagba bee tin a che efol a mɔ bumobe amu.
- g. Ayoyulshen/kegba: Yɛrda wɔtɔ fanɛ agbar been tin ta esa monɛ e wɔrɔ n dɔ amo so nko m bra kumu lubi kade na to nkpal e ka dɔ danɔkare ko so so. Begba gba bee tin a mɔ baasa (enjinipo e ŋini to nɛnɛ kananɛ lon bee wɔrɔ bumobe danɔkare to)

Luwu be ntunso: Luwu lɛla (Ebɔrɛ be luwu) nɛ kumo nɛ ku maŋ la luwu lɛla nko Ebɔrɛ be luwu

Luwu Lɛla (Ebɔrɛ be luwu): Luwu lɛla ela luwu monɛ ku shi kulɔ nko mbel/kenimu be kepɛ esa to, nɛ kemaŋ la fanɛ kowuso be asɔ fanɛ jirbɛ, kulɔ nko kudur lubi be kenuu.

Luwu lubi nko kumo nɛ kemaŋ la Ebɔrɛ peya: Luwu monɛ a maŋ la Ebɔrɛ peya (luwu lubi) la luwu mo nɛ ku maŋ shi Ebɔrɛ be ashenwɔrɔso to ama ashenwɔrɔso pɔtɛ. Akeniso ko nde:

Kemɔ abar be luwu: Kumo ela esa nko baasa ka mɔ esa ko be luwu. Kemɔ esa been tin a la keninyanɛso be kamɔ nko kemaŋ nyi peya.

Sereti/jirbɛ be luwu: Le be luwu shi asereti to nna fanɛ ekulon peya, bɔrɛgbon, nchu be keji, nɛ adamta. Kumo e la kemaŋ nyi luwu na be ashen.

Ketɔgapo be luwu: Kumo ela esa ka mɔ mo gbagba be kumo, nkpal tɔrɔ nko kagbene ka maŋ kɔ edesekpa be afeso nko eboŋ nkpal mfera damta so. Tɔgapo la mfera be ga be asheŋ nna nɛ ku bee tiŋ a che nɛ ekpa dagaso.

Luwu be tɔrɔ/edenyɔso: Amo nɛ amo nɛ luwu lɛla been tiŋ kuu esa be awurfoŋ so, luwu bee tɔrɔ bomin ekpa damta so. Amobe tɔrɔ na be ako nde:

- a. **Mfera be ga be kadigal:** Asɔ damta be tɔrɔ bomin be mfera ga, amobe ako ela kayeŋi, kagbenejaje nɛ kafɔŋ. Luwu bee bra kanaŋ ebasa nɛ kushu nna.
- b. **Kachinato be kadigal nɛ kenawule:** Baasa mone bumobe beshapo wu bee kɔ Kenawule nɛ keler keterishuŋ to nna. Saŋe ko baasa mone bumo nawule wɔtɔ bee wu baasa be kateŋso nɛ kekuu n lɛ nna. Kanaŋ mone bu ka kaman bee ji awurfoŋ nna nkpal ebuni na ka maŋ naa wɔtɔ nɛ e baa sa bumo asɔ nɛ adaga nɛ bumobe asheŋtirso so.
- c. **Kayawuji nɛ Amansherbi be kadigal:** Esa baŋ wu ku bee bra kukɔ nna. Kede bee shi kepuli/keŋana be kawɔrɔ nɛ kelilɔŋe be kechala, akɔ be keka nɛ adamta. Nɛ eluwupo na baa la animu nɛ e kraa been tiŋ shuŋ, loŋ duwɔ kanaŋ na be kanye so nna na. Le bee bra tɔrɔ na m ba lɛ ebuni na be kanaŋ so nɛ amansherbi be kabaso.
- d. **Kagbenejaje, eboŋ nɛ mfera to be tɔrɔ:** Luwu kpakpaso been tiŋ bra mfera be kewieto, kafɔŋ nko eboŋ be nnembi pɔtɛ.
- e. **Eyur be alemfia be kedɔweso:** Baasa mone bu la bepɔsepo nko baasa mone bu dan kraa kɔ alɔwurbi bee nye eyur be alemfia be tɔrɔ nna nkpal mfera feso nɛ kegben so fane kayurwule be nchɛrga, kegben, edi be tɔrɔ nɛ eyur to be ebasa. Ku bee naŋ tiŋ a kɔ tɔrɔ kpakpaso n sa bepɔshipo nko bumo nɛ bu dan kra kɔ alɔlubi.
- f. **Bomin be asɔ/kapite be kepaŋ:** Luwu bee tɔrɔ bomin nkpalmaneso, ku bee duwɔ asɔ so nna. Beshumpo bee duwɔ so, fɔŋfɔŋ luwu purwiso mone ku bee mɔ mbia nɛ mbifolbi mone baan kii efuliso be echefoso be benimu.
- g. **Keyoyul be tɔrɔ:** Luwu purwiso been tiŋ shin nɛ esa e shika/bishi mobe yerda to nko Ebɔre mone e bee bunyan to.

Ekpaana ko nɛ a bee kuŋ luwu: Ekpa damta wɔtɔ nɛ bomin been tiŋ kuŋ luwu purwase nɛ mobe kebawɔtɔ kike. Amobe akeniso be ako nde:

Kebawɔtɔ be nchɛrga

- Ajibi lɛla be keji: Adaga nɛ anye e baa keni ajibi mone anyee ji. Adaga nɛ anye e baa ji ajibi lɛla be wieto fane asɔrso, epofantaŋ, ajibi lelemuto nɛ nklaŋ jibi. Kede bee cheto nna a sa eyur be alemfia n naa kuŋ alɔwurbi ko.

- Saŋekama be eyur be kesaŋe to: Adaga nƐ anye e baa saŋe eyurto saŋe kama faŋe enite, eshile nko apɔtɛana. Kaboŋ koŋwule be kachina maa shine nklaŋ bee nite nɛnɛ, kede beenj tiŋ sa kulɔ.
- Ashira/afantaŋ be kema nuu: Ashira/afantaŋ be kenuu maŋ wale n sa anyebe alemfia, loŋso anye a yige amobe kenuu. Ku bee tɔrɔ anyebe eyur be mba mone a kɔ tɔnɔ damta nna nɛ kede beenj tiŋ bra luwu.
- Keduwo nsa be kanuu so: Ku daga anye ka yige nsa be kanuu, ama nɛ fo ka maŋ tiŋ yige cheche fo baa nuu gberɛgberebi.

Yulwe be ekpaana

- Saŋekama be alemfia be kekeniso: Ku baa keni fobe alemfia so saŋe kama beenj shine fo pin kulɔ be asheŋ manan n shin kuŋ kumo. Kekeni na beenj lara kulɔ kama efuli nɛ ku tiŋ nye keche pɔɛ nɛ ku baa kii kenishipre.
- Abasibi/pɔmpɪ nko adur kuŋ alɔ be kanuu: Adaga kebasibi/adur be kanuu saŋe saŋe ka wɔ fobe nkpa to. A be abasibi nɛ adur nɛ adaga be kenuu saŋe nɛ kedaga beenj tiŋ teŋi fobe nkpa so. Baa jɔ mbia abasobi a kuŋ alɔ faŋe chacha, afiye be kulɔ saŋe saŋe a daŋe bumobe alemfia so.
- Alɔ be Keketa/ketite: Alɔ ko wɔtɔ nna a cher eyur so, nɛ adur bee tiŋ a tite amo. Le be alɔ cherso eyurso faŋe shikiri nko nklaŋ diiso be kulɔ baŋ nya kudur nɛ kedaga ku beenj tiŋ teŋi esa be nkpa so.

Pira/doro be kekun

- Ekulonj be beleti be kekreso: Kekre ekulonj be beleti kefar be saŋe bee cheto nna a kuŋ pira/doro lubi.
- Moto be kawuro be kebuu: Kebuu moto be kawuro fo baa dii kumo beenj cheto n kuŋ fo nɛ luwu purwiase. Fo baŋ buu moto be kawuro n shin tɔr, ku beenj kuŋ fobe kumu nɛ pira.
- Ketor be kekun: Adaga fo kaa bii aya be keche a kuŋ fo nɛ ketor faŋe adese kelaŋ mone ku maa ferge so, a milti nchu ashi kasawule fergeso (tiles) so, yige depɔ be mboŋ be enite nɛ adamta.
- Ekpato be ede (traffic) be mbra: Fo baa be ekpato be ede be mbra so saŋe nɛ fee kuu kebɔrbi to beenj tiŋ kuŋ fo nɛ jirbe nɛ luwu. Kede bee ŋini faŋe baasa mone baa nite kebɔrbi so daga bu kaa bee be ekpato be ede be mbra so nna.

Mferato be alemfia

- Kegben be ketite: Baa wɔrɔ kegben be kedɔweso be ashun/ asheŋwɔrɔ faŋe mfera be awushi nɛ fo tiŋ n dɔwe kegben so nɛ mane loŋ esa be mfera bee nye tɔrɔ nna.

- Mfɛra be alemfia be kechɛto: Fo kaa kɔ emanj nɛ kulɔ, feɛj tiŋ fin kechɛto ashi mfɛra be alemfia be benimu/benyipo kutɔ nko kechɛto be katuŋ nɛ fo tiŋ kuŋ aluwu ko.
- Kekun sereti/jirbɛ nɛ doro: Ekpa monɛ anyee bɛso a kuŋ edɛ, fanɛ n wɔtɔ asɔ monɛ a beenj baa pin edishi ka bee wɔrɔ nɛ n keta asɔ monɛ a bee pɛ edɛ mananj n yɔ kufɔ.
- Sa maa taga adalubi to fanɛ kasɔwe, kaboo nɛ kemaaji keshakaliya/kepurma. Adabi ere beenj tiŋ tɔrɔ fobe mfɛra be alemfia. Mfɛra be alemfia be keduwɔso beenj tiŋ bra kafɔŋ, kede beenj tiŋ bra luwu. Kebaa nu benimu be mmalga n kaa bɛ akishi so beenj kuŋ esa nɛ mfɛra be alɔ.

Nlilŋɛ ko ashi Ghana be adankare ko to

NB: Eɛjɛnipo e keni bebiipo be kawol to be kefantamba 56-58 n wu kananɛ buko bee wɔrɔ nli.

Kasɔbii be kushun

Kenito atɔrɔ ana (4) monɛ luwu kɔ n sa ebuni na be kananj nɛ beteri.

KASŋINI BE EKPA BE AKENISO

Problem-Based learning

- Whole class discussion: Discuss the concept of death.
- Group work /mixed ability: Discuss types of deaths in the culture.
- Pair work: evaluate the effects of death.
- Whole class: Discuss and draw conclusions on some ways of preventing death.

KECHŊNKENI TENINI

Kenyi be nchiŋ be eyilikpa 4 – Kelijima

1. Migeto ashej anu (5) monɛ a bee bra luwu ashi fobe kade to n shin delgeso ashej monɛ a bee bra amo nɛ tɔrɔ monɛ a kɔ n sa kade na gbagba.
2. Fo ka la kechetowura so, nase kananɛ feɛj buwi fobe baasa be kenishi ta n laŋɛ kananɛ baanj kuŋ luwu purwiase ashi fobe kade to.

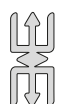
PLC Session 17

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

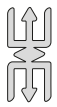
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)

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



Note

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

30 minutes

Enactment

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

BOKWE 18

Kasɔbii be Asɔkpra: *Ta nlilŋe ashi Ghana be adankare pɔteana to n kasar abar*

KUMU: KETA NLILŊE ASHI GHANA BE ADAŊKARE PŌTEANA TO N KASAR ABAR

nli ne nlilŋe: Nli la ekpa mone kadeebi bee bɛso nna a dele n shin naa bunyan bebuni. Nli la kawɔɔ mone a bee che baasa keniso to nna a sa ebuni kagbenewushi ne e bee yɔ kamaŋde. Nliwɔɔ la kawɔɔ mone a kɔ kefara, mfrinto (keli be saŋe) ne lalaluwe nna ne baa wɔɔ a bunyan n naa nyiŋi ebuni na n shin naa che kagbenejajewuraana to. Adankare ne kabɔreshuŋ kama kɔ bumobe kawɔɔ nna. Kawɔɔana ere kɔ mbra tenini mone baa bɛso nna, fane baasa mone baa wɔɔ na be ashuŋ, kawɔɔ tenini mone kedaga kewɔɔ saŋe ko, kache ko, ne adamta ne bu lŋe keli na.

Nli be ntunso: Adankare pɔte kɔ nli be ntunso ne **nli be kawɔɔ pɔte mone baa wɔɔ nna**. Mfanti fɔŋfɔŋ kɔ Eyipa/sikasa, Detseyi/fundahɔ ne fea nna.

Nli be tunɔ: Nliwɔɔ la keshejwɔɔ kpɔra nna n sa adankare damta. Amobe tunɔ na be ako nde:

- a. A bee cheto a buwito ebuni na be kebawɔɔ to. Ashi kelilŋe be saŋe, *baa buwi ebuni na be kebawɔɔ to ashi awɔbashe to ne kasibe to ne kake to. Ku bee ŋini kanane e ji durnyan ne kanane e che buko to nna. Le be kebawɔɔ bee shin nna ne buko bee kuteto a wɔɔ asheŋ lɛla nko a cherga adabi lɛla.*
- b. A bee cheto nna a duwɔ baasa be keyeŋi ne kagbenejaje so. Esa baŋ wu, nli bee cheto a bra alemfia be kagbeniwushi a sa ebuni na be baasa. Kebunyan ne kewɔɔ keli bee buwi ekpa a sa baasa ne baa buwi bumobe ngbene be aparshɛŋ a sa ebuni na.
- c. Nliwɔɔ bee sa kabɔŋ lɛla ne baasa bee shu ne kewɔɔ n shin naa lara ngbeni be afeso ne ngbenejaje efuli. *Ku naa buwi ekpa a sa ne anye bee chala abar a shu, a ŋini kenipibi be tɔɔ ta n laŋe kebawɔɔ kpakpaso be kabaso.*
- d. Nliwɔɔ bee bra kanaŋ ne beteri abarso n shin naa bra kecheto ashi abar kuto saŋe mone kedaga. *Nliwɔɔ baa yɔso, kanaŋ bee ba abarso nna m pɛ kanane baŋ puli nene. Le bee shine kanaŋ ne beteri na bee wɔɔ kɔɔkɔŋwule a kala ebuni na.*
- e. Nliwɔɔ bee cheto nna a luweto esa be durnyan to be kebawɔɔsheŋ to.

Keta nlilŋe be ntunso ashi adankare to n kasar abar (Enjinipo e ŋini Ngbanyato peya n shin ta n kesar buko peya ashi Ghana to)

Dɛtseyi/fundaho

Dra na ne esa ban wu, sososo kade na be ewura ne baa kanɛ. Pɔɛ ne be kanɛ kadeebi ne kanan. Baa kun ebuni na ne kebe nna pɔɛ ne kanan e blase. Ekpa mone baa kun ebuni be kebe ela kegberge nchu mobe eyur to. Saɛ ko, baa nyan nchu kpakpaso ko nna n wɔɔ mobe apunbicholobi to ne a kun amobe kebe. Ba kaa ta dankare be aso fane kenafar nna a kun ebuni be kebe. Ku la mbia be kushun nna ne bu ber ebuni ama beche kpra kanan na to gba been tin ber. Ama wurkon na e naa jo nchu a wurwe mo so pɔɛ ne mbia mone bu ka na e cheto. Baa she ebuni na be emin nna n shin kuu mobe akuti. Sude ne baa ta a ber ebuni elu sa. Pɔɛ ne bu ber ebuni na, kanan na bee bra keche, bɔrdiba, kɔya, poda ne aso mone baa ta a ber nna. Bu ban ber n luwe, baa mieto mo to nna n deni gadawu so. Baasa pɔɛ e naa china a keni mo so hali ne kare e che/chipurso, saɛ mone ban puli mo.

Aso mone bu ko a puli ebuni: Mfanti yerda nna fane luwu la enite nna loɔso ebuni na be afute cheso nna hali kemaɔde. Loɔso baa sa mo kuso kama ne enitepo bee sha nna. Mbia na e naa to ebuni be daka na. Baa sa klan, ketaa/kuntuɔ, kaputi, asoɔbuuso ne amansherbi nna. Beshapo ko gba bee bra aso nna m ba sa fane bumobe lalaluwe be bunyan. Ban tin sa amansherbi, chimu nko kepini, ade ne baa ta a daɛ daka na so a puli mo.

Kepuli: Bu ban wɔɔ ade kike n luwe baa too nchu nna n shin ta ebuni n wɔɔ daka to m puli. Lan to be benyen e naa sulɔ ebuni na a yo kamaɔde ne buko male e be so ne bu ya puli. Bu ban puli n luwe baa yo epe nna.

Eyipa anaa Sikasa

Kelilɔɔ daa wɔɔ nche adena nna Ashibiti ne Alimusa ache, ama keta ebuni n wɔɔ ebuni be ebu wushiso to n cher bee duwo kumo so gberɛ nkpal kanan be kemansherbi ji so. Saɛ ko, atebul ne baa ta a yili a so amansherbi. Karfe konwule kapaso (1:00pm) ne kelilɔɔ na bee fara. Kelilɔɔ na be kache ban fo, baa yuu atapoli nna nko kade mone ku ko kade be nsher be kabon n ya wɔɔ baasa mone bu ba kelilɔɔ na to. Kanan na bee buu aso lembɛ nko aso peper nna, beko bee nite aya fulon ne beche ko bee she bumobe amu ne nshe ne kacha. Kelilɔɔewuraana e naa china anishito a wɔɔ keworwupoana ansan ne keba ne kechɔɔ ne asoɔnuuso. Bu ban so bumobe asoɔnuuso na n luwe, baa sa bumobe kake nna. Kawɔɔ be echalapo (organiser) na been lanɛ n ya churo bumo. Ta a yo kerfe ashe kaseso (6:00pm) be saɛ, kelilɔɔ na luwe. Kachipurso, bu naa chala nna n nan so kake damta, saɛ ko baa ta aso ko nna a ɔini keworwu wura. Ebuni na dan baa ko eche, e bee china kekulwu nna. Eyipa, nko Sikasa, ela bu ka puli ebuni n wɔɔ keli n luwe.

Fea

Fea la keli fɔmbi monɛ baa wɔɔ nna a sa kebia sososo monɛ e dan kewu mo baasa be mbia to. Katisan/palele nɛ baa ta a bɛ tebul so a sɔ amansherbi/kake. Bu maa kanɛ kake na be asheɲ, bu maa wɔɔ kawɔɔ kike. Bu yerda nna fane nɛ bu kan wɔɔ keli na, eluwupo na be keyoyul been ba ta mbia monɛ bu ka na. Bu maa shu, ajibi damta nɛ ba danɛ nɛ kumuji.

Naniere be asheɲwɔɔso ashi nlilŊe to

Naniere be nliwɔɔ be kananɛ a bee nite Ghana be adanɲare to bee ta adanɲare nɛ asheɲ pupɔr be wiɛto nna a shuɲ. Naniere be ncherga monɛ a wɔ amo to na be ako nde:

Kemansherbi jaje be danɛso: Naniere kanan nɛ beshapo bee wɔɔ nli monɛ a kɔ yawu/kemansherbi jaje nkpal nɛ bu sa ebuni na bunyan so. Loɲso nlilŊe kii nna fane kebaa boo kanan be amansherbi be eyilikpa nna. Feen wu kede ashi asɔbuuso monɛ baa tɔ nli to, ajibi, ebuni be daka nɛ kabon monɛ baa wɔɔ keli na. Le be ncherga shi kasha fane baa sha kebunyan ebuni na nna nenɛ n naa ɲini bumobe amansherbi be eyilikpa ashi kade na to.

Keta ncherga pupɔr be asheɲ a danɛso: Dra na, beshapo nɛ kanan dan daga bu ka wɔ kelibuna na gbagba nna, ama durnyan be ncherga bra nkilgi nliwɔɔ to n shine asheɲ fane vidiyo, nwol/amfoni be keta n sa esa nɛ afuuso be abɔaya gbugi. Kede bee shine baasa bee china bumobe alantɔ nna a danɛso a wɔɔ nli mbon ko. N ta n tiiso, nnan ko fɔɲfɔɲ mbiafolbi bee ta kelilŊe na kike nna n wɔɔ vidiyo to.

A ta adanɲaresheɲ nɛ asɔri be kabɔreshuɲ be ekpa a wie abar to: Kabɔreshuɲ be kewie nlilŊe to naniere bee tɔɔ nli be kawɔɔ. Keta adanɲare nɛ asɔri be kabɔreshuɲ a wie abar to nliwɔɔ to ashi Ghana fane kepuli/keɲana be keshenwɔɔ ashi asɔri to, a china ebuni so a bon nshe nɛ kabɔre kule a klade nɛ adamta. Le be wiɛto bee ɲini kananɛ adanɲare nɛ kabɔreshuɲ du kpakpa ashi Ghana to nna.

Keta kelilŊe n wɔɔ kayawuji to: Naniere mbon damta wɔɔ nna nɛ baa wɔɔ keli na kike a sa kanan na. Le e shine nli be eshuɲkpa kii tɔɔ be yawuji, nɛ yawu na bee shuɲ ashuɲ fane kadanɛ, kebitaji, nshe, ebuni be daka be kebita, awɔba kumuji. Le be mbon ere kɔ kecheto nɛ kadigal kike nna n sa kelilŊe. Kumobe kecheto ela ku bee kuu kanan be kechala abar be kaboler so nna; ama, kede bee bra kukɔ damta malegba.

Kebitaji be kebanso: Asɔbuuso lela be kebuu n yɔ nliwɔɔ to kii kebitaji be asheɲ nna. Nliwɔɔ be kebitaji na to danɲare be nshe, ncha, atande be kewɔɔ nɛ anfoni be kechan kike. Le be asɔ e naa ɲini ebuni na be kenyiɲi.

Kanaŋ ne kade be ashuŋ be ncherga: Daŋkare be ashuŋ n sa ebuni na be kanaŋ fane baasa mone baa to ebuni be daka ne kanaŋ be laŋ mone baŋ ta ebuni na n nase ne adamta ler efuli nna naniere, ne kedaŋe so ne amansherbi be kechala, nliworo kra ko kecheto m bra baasa abarso ne konokowule.

Kasobii be kushuŋ

1. Ɔinito kuso ne ketinketa (sustainability) ne kachinato be asheŋ be toro ne naniere be nlilŋe ko n sa;
 - a. Ebuni na be kanaŋ ne beteri
 - b. kadeebi
2. Migeto mfera fane naniere be nlilŋe ko kecheto nna n sa daŋkare be kekata.

KASŊINI BE EKPA BE AKENISO

1. Kadigal-ase be kabii: Bebiipo kike be kelijima
 - a. Pala luwu to ne kumobe asheŋ ne a lie kumo.
 - b. Buwi nlilŋe ne amobe ntunso ashi daŋkare to.
 - c. Ɔinito nlilŋe ne ba woro a sa bede: bewura, kegbirwura, bedampoche, mbia ne bumo ne bu ka.
 - d. Ji naniere be asheŋ pupor mone a luri nlilŋe to be asheŋ.
2. Ntunsohuŋ / Kechabarto be kabii: Ta Nganyato be nlilŋe n kesar buko peya ashi Ghana to.
 - a. Bebiipo kike be kushuŋ
 - b. Keni nlilŋe be ntunso be vidiyo. Fane ewura be keli, kegbirwura, ne bedamta.
 - c. Ta kelilŋe n woro epel.

KECHŊNKENI TENINI

Kenya be nchini be eyilikpa 4 – Mbishi

1. Buwito nlilŋe be ntun nyɔ mone fobe kadeebi bee wɔɔ n shin migeto amobe kecheto/tunɔ.
2. Buwito mbarga mone a wɔ nlilŋe be kawɔɔ mone baa wɔɔ fobe kade to a sa baasa ere: bewura, agbarwurana, bedampoche ne mbia.
3. Ta fobe kade be nlilŋe ne kade pɔte peya n kasar abar.
4. Buwito naniere be kesheɲ konwule mone ku wɔ menyebe kade be nlilŋe to n shin ɲini kanane ku beɛɲ tin duwɔso.

Kewɔɔ n keni be mbishi be kawol 2

Wɔɔ *Kewɔɔ n keni be mbishi be kawol 2*. Ku baa kɔ apuntosɔ ashi ebu 1 n yɔ ebu 3. Keni *Mbishi be ketiseto be shabɔre ne kawol na be kapɔr (Table of Specification and Structure)* ashi kaba ere be lalaluwe ne ku che fo to. Bebiipo be nwol daga fo ka chan amo to manan nna n ta mbii n wɔɔ STP na to.

KEWORO N KENI BE MBISHI BE KAWOL 2

MBISHI BE KAWOL SOSOSO BE MBISHI BE KETISETO BE SHABORE

Beninipo e sa mbishi 50 kaba ere to

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA			
		L1 30%	L2 40%	L3 30%	
FONETIS NE FONOLLOJI	1. Bulɔ ekpa ntun sa so n delge Ngbanya be eboltoworana so (Nnɔpirbi be da, kudundulon be kefuwoso ne kudundulon be kakpa ne bu ko a tere amo.)	1 1 1	1 1 1	1 1	
	2. Bulɔ ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu ko a tere amo ne afuu be keyigeto)				
	3. Buwito kanane eboltowor bee chigeto ashi Ngbanyato (kɔranishito, kɔrmfrinto ne kɔrmmento).				
	4. Pin kamalgakul be ntunso (kebuwitoso ne kekunso) ashi Ngbanyato.				
	5. Njinito kamalgakul be kapɔr ta n laɲe mmalgaba be kenye ashi Ngbanyato.				
	6. Buwito ebolbencherga be ashen to a laɲe a ya amobe ntunso be kabaso (ebolgbon, kabolbi ne mfrintobol) ne amobe ashun.				
	7. Buwito fonolɔji be ekpaana ashi Ngbanyato (alɔntorwor be ncherga)				
	8. Njinito fonolɔji be ekpaana ashi Ngbanyato (kamalgakul be kapɔr be ekpaana)				

KUMU	KASŊBII BE ASŊKPRA	KECHŊNKENI BE EYILIKPA					
		L1 30%		L2 40%		L3 30%	
MMALGABA NE NGBAR BE KAPŊR NGBANYATO BE KASIBE BE MBRA	1. <i>Ta atere n wŋtŋ amobe ntunso to (akpra, ajewulebi, amulun, ayoyul ne adamta)</i>	1 1		1 1 1		1 1	
	2. <i>Ta anjito n wŋtŋ amobe ntunso to (kanane, kabon, sanɛ, ne adamta)</i>			1 1			
	3. <i>Migeto atiisobi mone a wŋ Ngbanyato to.</i>						
	4. <i>Ta achesobi be ntunso n kuu mmalgafol ashi Ngbanyato.</i>						
	5. <i>Ŋjito n shin ta mmalgafolshin n wŋtŋ amobe ntunso to.</i>						
	6. <i>Ŋjito mmalgafol be mba mba to (fane afelto ne mmalgafolshin)</i>						
	7. <i>Tise mmalgafol to n wŋtŋ amobe ashun/tunŋ to.</i>						
	1. <i>Ta atere ne ntilemu be mbra n kuu mmalgafol.</i>	1		1		1	
	2. <i>Ta anjito be mbra n kuu mmalgafol.</i>			1 1 1		1	
	3. <i>Ŋjito mmalgaba pupŋr be kenye be ekpaana ashi Ngbanyato (kebirabarso, kekuuso, kepan, ketiiso ne adamta)</i>						
	4. <i>Ŋjito akurso (ewushi be kurso, kewushi beta ne adamta)</i>						
	5. <i>Ŋjito mmalgaba pupŋr be kenye be ekpaana ashi Ngbanyato (kepan, kepalto ne adamta)</i>						
	6. <i>Ta mmalgaba pupŋr be kenye be ekpaana n kuu mmalgaba pupŋr</i>						

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA					
		L1 30%		L2 40%		L3 30%	
ADAŊKARE BE KAWORŊ DAŊKARE BE KEJUNKPAR	1. Migeto agbar tere a lanɛ amobe elerkpa nɛ kusɔ mo so nɛ ba sa amo be kabaso.	1		1		1	
	2. ɲinito ketumbaya be ekpaana(ketumbaya be kaworɔ, pɔɛ nɛ bu fara, kumobe sanɛ nɛ kumobe kaman)	1		1		1	
	3. Ta ketumbaya be kaworɔ be ekpaana n karga adanɛare pɔɛana peya so.	1				1	
	4. ɲinito kakil be kaworɔ be ekpaana nɛ amobe tunɔ ashi danɛare to.						
	5. ɲinito naniere be ashenɲ pupɔr monɛ a wɔ danɛare be kakil to.						
	6. Ta fobe kabuna be adanɛareshen n karga buko peya so ashi Ghana to.						
	1. ɲinito danɛare be nchegbonɲ be kaworɔ ashi adanɛare pɔɛana to nɛ amobe tunɔ.						
	2. Ta adanɛare be nchegbonɲ n karga buko peya so ashi Ghana to.						
	3. Ta adanɛare be nliwɔrɔ n karga buko peya so ashi Ghana to.						
	1. Migeto danɛare be kejunkpar be kapɔr to (etuto, kanan be enimu, kabuna be enimu)	1		1		1	
	2. Migeto danɛare be kejunkpar be kapɔr to (ewura, bewurabi, begbonɲipo nɛ adamta)			1		1	
	3. . Migeto danɛare be kejunkpar be kapɔr to.						
	4. Migeto naniere be danɛare be demuɲi be kabaso.						
	5. Ta dra be kɔnɔgberge be yulwe be demuɲi nɛ naniere be kɔti be demuɲi n kesar abar.						

KUMU	KASŊBII BE ASŊKPRA	KECHŊNKENI BE EYILIKPA					
		L1 30%		L2 40%		L3 30%	
KAMALGANYIPŊLSO	1. Mige kachutoo be kapŋr to ashi Ghana be ngbarana to (kasotofuti/ kedele/kuchurŋ, apuntosŋ/ kebŋaya/keshŋtirso ne keluweto/ kŋnŋsa). 2. Ŋini awŋbashe to (kushuŋ ne tunŋ) 3. Migeto abulŋmbi be kapŋr ne ntunso to. 4. Migeto ayeremu be kapŋr to. 5. Ŋinito kushuŋ be nshe, kenashe, kufolso be nshe ne nsheluloso. 6. Migeto n shin pumpunŋto naniere be hailafu be nshe to.	1 1		1 1 1		1	
Kamalganyisibeso	1. Ŋinito keshishisibe/kasibetentenŋ be apŋrsobi (mba mba) to (fane, bepelo, keshŋtirso, keshŋkreso, kabŋ, lakal, ne adamta). 2. Pumpunŋ kasibetentenŋ be kebŋaya to (kumu, keshŋtirso, mmalgaba, ngbar be apŋrsobi) 3. Migeto epelsibe be apŋrsobi to. 4. Pumpunŋ epelsibe be kebŋaya to. 5. Pin n shin Ŋini atande be adabi to (mmalgaba, keshŋtirso, egbaŋ, egbamfol, kamalganyi be apŋrsobi ne adamta). 6. Pumpunŋ atande be kebŋaya to.	1 1 1		1 1 1		1 1 1	
	KŊNŊ	15		20		15	

MBISHI BE KAWOL NYOSEPO BE MBISHI BE KETISETO BE SHABORE – SHS BE NGBANYATO

Mbishi be kawol na be kapɔr

KABA A -Kakraŋ (mbii 10)

Kebɔaya kraŋso be kenumpe mone ku been fo fane mmalgaba 300-350 ne ku ko mbishi kudu. Bebiipo na daga bu ka tuwe mbishi na kike nna (aminiti 30) to.

KABA B – fɔnɔlɔji (mbii 10)

Mbishi anyɔ ne baan bishi ne bebiipo e tuwe kukonwule n so mbii 10. (aminiti 15)

KABA C – kebɔaya be nkilgi (mbii 30)

Kebɔaya been wɔɔ fane mmalgaba 250 ashi Mbronito ne baan sa ne bebiipo e kilgi kumo n yɔ Ngbanyato. (miniti 30)

KABA D – Kasibɛbirabarso (mbii 30)

Kasibɛbirabarso be mbishi be amu ana (4) ne mbishi na been ba ko ne bebiipo e tuwe amobe kukonwule been wɔɔ mmalgaba 300 n so mbii 30. Kasibe be ntun ere be kabaso ne baan cho n keni.

Keshen̄kute be kasibɛbirabarso, ken̄nito be kasibɛbirabarso, kebuwiashēnto be kasibɛbirabarso, kamɔɔji be kasibɛbirabarso ne kawol be kasibɛbirabarso (aminiti 50)

KABA E – Kamalganyisibeso (mbii 20)

Kaba ere to, mbishi asa ne baan bishi ta n lan̄e kamalganyi be ntun asa (3) na be kabaso (kasibetentēn, epelsibe ne atande) ne bebiipo e lara kukonwule. (aminiti 25)

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1	L2	L3
KAKRAŊ FONOLLOJI	1. Ta fobe ken̄yi ta n lan̄e mmalgafolmu ne mmalgafol chetopo to n lara kebɔaya be alakal kpɔa efuli.			1
	1. Bulɔ ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu ko a tere amo ne afuu be keyigeto) 2. Ŋinito fɔnɔlɔji be ekpa mone a wɔ Ngbanyato (kamalgakul be kapɔr be ekpaana)		1	1

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1	L2	L3
KASIBEBIRABARSO KEBOAYA BE KEKUTETO NƐ KUMOBƐ NKILGI	1. <i>SibƐ keshenkute be kasibebirabarso</i> 2. <i>SibƐ kebuwiashentɔ be kasibebirabarso.</i> 3. <i>SibƐ kamɔrɔji be nsibebirabarso</i> 4. <i>SibƐ nwol kpɔa.</i>			1 1 1 1
	1. <i>Ta nkilgi be ntunso n kilgi kebɔaya ashi kumobe elerkpa n yɔ ngbar pɔtɛ to (mmalgaba koko be nkilgi, kebɔaya be kefiito be nkilgi nƐ nkilgi monɛ ku maa bulɔ ekpa)</i>			1
KAMALGANYISIBESO	1. <i>Ɔjinito keshishisibɛ/kasibetentɛ be apɔrsobi (mba mba) to (fanɛ, bepelpo, keshentirso, keshenkreso, kabon, lakal, nƐ adamta).</i>			1 1
	2. <i>Pumpun epelsibɛ be kebɔaya to</i>			
	3. <i>Pin n shin Ɔjinito atande be adabi to (mmalgaba, keshentirso, egban, egbamfol, kamalganyi be apɔrsobi nƐ adamta).</i>			1
	KONƆ		1	10

MBISHI BE KAWOL SASEPO BE MBISHI BE KETISETO BE SHABORƐ-SHS BE NGBANYATO

Mbishi be Kawol na be kapɔr

KAWOL 3 (kɔnɔto be mbishi)

Kaba ere be mbishi beɛ ba la asa (3) nƐ nsulwewura nƐ ebiipo beɛ bir kelijima. Nsulwewura nƐ ebiipo kama be kelijima na beɛ ji amini 20 monɛ bebiipo beɛ so mbii 30. Ala mba ashe monɛ a wɔ katuɛ A nƐ katuɛ B to nna. Kafɛ kike to baa charga ntun na nna nkpal nƐ mbishi na e sa maa palto so. Nsulwewura na beɛ kanɛ bebiipo na kananɛ ban tuwe mbishi na.

KUMU	KASOBII BE ASOKPRA	KECHONKENI BE EYILIKPA		
		L1	L2	L3
KELIJIMA/ KASIBETO BE KELIJIMA FONOLLOJI KAKRAŊ	<i>Delgeso mfera ne lakal kpra ashi kelijima tesito to. Kekeniso, adankare be adaabi lele (bunyaŋ, keworwu, kusonji ne adamta), sukuru be kabla, kebia be awurfonji, Ghana to be ashun be mbon, shuwa be kekur, GESI, STEM, ne adamta.</i>			1
	<i>Bulo ekpa ntun sa so n delge Ngbanya be nnɔtoworana so (ebol, kakpa ne bu ko a tere amo ne afuu be keyigeto)</i>		1	
	<i>Ta manaŋmanaŋ ne kechuleto nkran n lara kebaya nko lakal ashi kasibe to. Ta fobe kenyi ta n lanɛ mmalgafolmu ne mmalgafol chetopo to n lara kebaya be alakal kpra efuli.</i>	1		1
ADAŊKARE BE KAWORO	<i>Migeto agbar tere a lie amobe elarkpa ne kusɔ mo so.</i>		1	
	<i>Delgeso kakil be kaworo be ekpaana ne amobe tunɔ ashi danɔkare to.</i>	1	1	
	<i>Delgeso danɔkare be nchegbon be kaworo ashi adankare pɔteana to ne amobe tunɔ.</i>			
KAMALGANYIPOLSO	<i>Migeto kachutoo be kapɔr ashi Ghana kike be ngbarana to (kasɔtofuti/kedele, apuntosɔ/kebaya/keshentirso ne keluweto/konɔsa).</i>	1		
	<i>Delgeso danɔkare be nchegbon be kaworo ashi adankare pɔteana to ne amobe tunɔ.</i>		1	1
	<i>Ta nliɔŋe ashi Ghana be adankare pɔte ana to nkasar abar.</i>			
	KONO	3	4	3

Kaba 8 be kapalto

Kaba ere la kasobii 17 ne 18 be kapalto nna. Ku ji luwu ne nliɔŋe be asheŋ, amobe ntunso ne tunɔ. Asokpra ere ko eleŋ ashi Ngbanyato be kabii to nkpalmaneso, baa woro amo nna ne bebiipo e pin bumobe edankare ne buko peya. Tama ela fane, ne bebiipo kan bulo kabii ere so n luwe, baan pe bumobe alerkpa, edankare, ataada ne amo ne a ka n kata nene. Ku been cheto n leŋ bebiipo to ne bu ba abarso n ji amu.

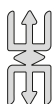
PLC SESSION 18

55 minutes

Planning & Reviewing the Learning Plan

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

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



Note

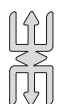
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

20 minutes

Enactment

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



KECHONKENI TENINI BE KECHAN BE KANASE/ MBII BE KECHIGETO (MARKING SCHEMES)

Bokwe 17

Mbishi 1: Migeto ashej anu (5) mone a bee bra luwu ashi fobe kade to n shin delgeso ashej mone a bee bra amo ne toro mone a ko n sa kade na gbagba. (mbii 15)

Ejinipo na e bishi mobe kumu le be mbishi pɔe n shin ta le be mbii be kechigeto be ekpa ere n shuɲ.

1. Kepin ashej mone a bee bra kumo: Ebiipo na beenj tiɲ m pin ashej mone a bee bra luwu ashi bumobe kade to aa?
2. Ashej be kemigeto: Ebiipo na beenj tiɲ m mige keshej kama to, a ɲini kusɔ mone ku bra loɲ ne kumobe edenyɔso n sa kadeebi aa?
3. Kedelgeso be nchiɲ: Ebiipo na tiɲ ɲini kenye ta n lanje ashej mone a bee bra amo ne amobe edenyɔso aa?

Mbii be kechigeto be ekpa

Mbii -13-15: Kemigeto ne kekenito mone ku niɲi ekpa nene, ne kepinto ne ku buwi ashej mone a bee bra amo to.

Mbii -10-12: Kemigeto ne kekenito mone ku niɲi ekpa, ne kepinto ne ku buwi ashej ko mone a bee bra amo.

Mbii -7-9: Kemigeto ne kekenito mone ku niɲi ekpa gberɛ, ne kepinto ne ku buwi ashej gberɛ ko mone a bee bra amo.

Mbii -0-6: Kemigeto ne kekenito mone ku niɲi ekpa gberɛ, ne kepinto ne ku buwi ashej gberɛ nko maɲ buwi ashej mone a bee bra amo to.

Mbishi 2: Fo ka la kechetowura so, nase kanane feɲ buwi fobe baasa be kenishi ta n lanje kanane baɲ kuɲ luwu purwiase ashi fobe kade to. (mbii 15).

Ejinipo na e bishi mobe kumu le be mbishi pɔe n shin ta le be mbii be kechigeto be ekpa ere n shuɲ.

1. Asɔfeso buwitoso: Sukuru be kabla be asɔfeso na buwito n shin yuu kusɔ koɲwule so aa?
2. Benupo kpra: Bu tiɲ m pin benupo kpra na, ne sukuru be kabla be asɔfeso na tiɲ ta bumobe ashejtirso n shuɲ aa?
3. Sukuru be kabla be ashuɲsɔ: Kabla be asɔfeso na ko eleɲ, bee shuɲ nene nko a de adankare so aa?

4. *Kemigeto ne kebeso n keni: Ekpa wɔɔ fanɛ fo tiŋ migeto kabla na be eleŋ n shin naŋ beso n keni kumo ashɛ kade na to aa?*

Mbii -13-15: Kabla be ekpa monɛ ku niŋi ekpa nɛnɛ, ne asɔfeso buwitoso, asɔfeso na kɔ eleŋ ne kemigeto ne kebeso n keni be ekpa wɔɔ.

Mbii -10-12: Kabla be ekpa monɛ ku niŋi ekpa, ne asɔfeso buwitoso ko, ne eleŋ wɔɔ.

Mbii -7-9: Kabla be ekpa monɛ ku niŋi ekpa gberɛ, ne asɔfeso buwitoso gberɛ, ne eleŋ wɔɔ.

Mbii -0-6: Kabla be ekpa monɛ ku maŋ niŋi ekpa, ne asɔfeso buwitoso gberɛ nko maŋ wɔɔ ne eleŋ wɔɔ.

Bɔkwɛ 18

Kechaŋ be kenase

Mbishi 1: Buwito nlilŋɛ be ntunŋ nyɔ monɛ fobe kadeebi bee wɔɔ n shin migeto amobe kechɛto/tunɔ. (mbii 15)

Eŋinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shunŋ.

1. *Kelilŋɛ be kedelgeso: Ebiipo na beenŋ tiŋ n delgeso nlilŋɛ be ntunŋ nyɔ monɛ baa wɔɔ ashɛ bumobe kade to aa?*
2. *Kelilŋɛ be tunɔ: Ebiipo na beenŋ tiŋ m migeto nlilŋɛ be tunɔ, n ta amobe adaŋkare, kachinato ne atɔgmasesheŋ be kechɛto aa?*
3. *Kedelgeso be nchiŋ: Ebiipo na tiŋ ŋini kenyi ta n laŋɛ nlilŋɛ ne amobe kechɛto be kabaso aa?*

Mbii be kechigeto be ekpa

Mbii -13-15: Kelijima ne kemigeto monɛ ku niŋi ekpa nɛnɛ, ne kepinto n keni nlilŋɛ be asheŋ so.

Mbii -10-12: Kelijima ne kemigeto monɛ ku niŋi ekpa, ne kepinto n keni nlilŋɛ be asheŋ ko so.

Mbii -7-9: Kelijima ne kemigeto monɛ ku niŋi ekpa gberɛ, ne kepinto n keni nlilŋɛ be asheŋ so gberɛ.

Mbii -0-6: Kelijima ne kemigeto monɛ ku maŋ niŋi ekpa, ne kepinto n keni nlilŋɛ so gberɛ nko kemaŋ wɔɔ.

Mbishi 2: Buwito mbarga monɛ a wɔ nlilŋɛ be kawɔɔ monɛ baa wɔɔ fobe kade to a sa baasa ere: bewura, agbarwurana, bedampoche ne mbia. (mbii 15)

Eḡinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shuḡ.

1. *Kedelgeso mbarga so: Ebiipo na been tiḡ n delge nlilŋe be kawɔɔ n sa katun kama aa?*
2. *Tunɔ be kedelgeso: Ebiipo na been tiḡ m mige mbarga na be kecheto, n ta amobe adaḡkare, kachinatosheḡ be tɔɔ n tiiso aa?*
3. *Kedelgeso be kepinto: Ebiipo na tiḡ ḡini kenyi ta n laḡe nlilŋe ne amobe kecheto be kabaso aa?*

Mbii be kechigeto be ekpa

Mbii -13-15: Kedelgeso monɛ ku niḡi ekpa nenɛ, ne kepinto n delgeso mbarga na so.

Mbii -10-12: Kedelgeso monɛ ku niḡi ekpa, ne kepinto n delgeso mbarga na be ako so.

Mbii -7-9: Kedelgeso monɛ ku niḡi ekpa gberɛ, ne kepinto n delgeso mbarga na be ako so gberɛ.

Mbii -0-6: Kedelgeso monɛ ku maḡ niḡi ekpa, ne kepinto n delgeso mbarga na be ako gberɛ nko maḡ delgeso gba.

Mbishi 3: Ta fobe kade be nlilŋe ne kade pɔɛ peya n kasar abar. (Mbii 15).

Eḡinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shuḡ.

1. *Nlilŋe be kedelgeso: Ebiipo na been tiḡ n delge nlilŋe so ashi nde anyɔ na to aa?*
2. *Nlilŋe be kekasar abar: Ebiipo na been tiḡ n delge nlilŋe so, n ta amobe nduli ne mbarga kike n tiiso aa?*
3. *Kedelgeso be nchiḡ: Ebiipo na been tiḡ n delgeso nlilŋe ne amobe kecheto/tunɔ so aa?:*

Mbii be kechigeto be ekpa

Mbii -13-15: Mbarga monɛ ku niḡi ekpa nenɛ, ne kepinto n delgeso nlilŋe so.

Mbii -10-12: Mbarga monɛ ku niḡi ekpa, ne kepinto n delgeso nlilŋe ko so.

Mbii -7-9: Mbarga monɛ ku niḡi ekpa gberɛ, ne kepinto n delgeso nlilŋe so gberɛ.

Mbii -0-6: Mbarga monɛ ku maḡ niḡi ekpa, ne kepinto n delgeso nlilŋe so gberɛ nko ka maḡ delgeso gba.

Mbishi 4: Buwito naniere be kesheḡ koḡwule monɛ ku wɔ menyebe kade be nlilŋe to n shin ḡini kananɛ ku been tiḡ duwɔso. (mbii 15)

Eḡinipo na e bishi mobe kumu le be mbishi pɔe n shin ta le be mbii be kechigeto be ekpa ere n shuḡ.

1. *Asheḡ be kepin: Ebiipo na been tiḡ n delgeso naniere be asheḡ monɛ a wɔ nlilŋe to aa?*
2. *Asheḡ be kemigeto: Ebiipo na been tiḡ n mige asheḡ na so, n ta kumobe asheḡ monɛ a bra amo ne amobe edɛnyɔso aa?*
3. *Keduwɔso be ekpa: Ebiipo na been tiḡ sa ekpa tenini monɛ ku been duwɔ kumo so aa?*
4. *Ku tiḡ wɔɔ ne eleḡ: Ekpaana na tiḡ wɔɔ ne eleḡ aa?*

Mbii be kechigeto be ekpa

Mbii -13-15: Kedelgeso monɛ ku niḡi ekpa nɛnɛ, ne kepinto n keni asheḡ to, ne keduwɔso be ekpa tenini.

Mbii -10-12: Kedelgeso monɛ ku niḡi ekpa, ne kepinto n keni asheḡ ko to, ne keduwɔso be ekpa ko.

Mbii -7-9: Kedelgeso monɛ ku niḡi ekpa gberɛ, ne kepinto n keni asheḡ to gberɛ, ne keduwɔso be ekpa gberɛ.

Mbii -0-6: Kedelgeso monɛ ku maḡ niḡi ekpa, ne kepinto n keni asheḡ gberɛ nko ka maḡ wɔɔ, ne keduwɔso be ekpa gberɛ nko ka maḡ wɔɔ.

KABA 9: NSHE

KUMUBA: NGBANYATO BE KAMALGANYI

Kumu: Kamalganyipɔlso

Kasɔbii be Asɔnyɛso: *Ta fobe kenyi ta n laɲɛ nshe be kabaso n kuu nshe.*

Apuntosɔ/Asɔɲiniso: Ɔini kenyi nɛ kenuto ta n laɲɛ nshe be kabaso.

KASOTOFUTI Nɛ KABA BE KEDUWɔSO

Kaba ere bee ji ashunshɛ ashi Ghana be kamalganyipɔlso to be asheɲ nna n ta hailafu be nshe n tiiso. Ku bee keni ashun be nshe be keɲinito, ntunso nɛ amobe tunɔ/kechetɔ nna. Hailafu be nshe be kaba na male bee ji amobe ntunso, kapɔrto, tunɔ nɛ ekpaana monɛ bu kɔ a pumpun hailafu be nshe to. Ashun nɛ hailafu be nshe be kenyi been che bebiipo to nɛ bu nyɛ atrɔmbi nɛ baan ta n kuu bumo gbagba be nshe. Kaba ere daga nna n sa bebiipo manɛ Ngbanyato be kabii nawule be kabaso ama ku bee liɛ Nshe nɛ Kamalganyi be kabii be kabaso. Kaba na bee sa bebiipo kenyi buwitoso nɛ keta n shun be kepinto ta n laɲɛ bumo gbagba be edanɲkare nɛ agoni be kabaso nna. Eɲinipo na daga e ka ta ekama be kedanɲɛso n wɔrɔ be kasɔɲini be ekpaana n shun nɛ achetosɔ, nkpieto nɛ kechɔnkeni be ekpaana n che kabii to.

Abɔkwe nɛ kasɔbii be asɔkpra nɛ kaba ere kɔ elɛ:

- **Bɔkwe 19:** Ashun be nshe
- **Bɔkwe 20:** Hailafu be nshe

KASɔɲINI BE EKPA BE AKENISO BE KEDUWɔSO

Kasɔɲini be ekpa be akeniso monɛ bu ta n shun kaba ere kɔ Ngbanyato be kasɔɲini be ayabi damta. Kadigal-ase be kasɔbii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo nɛ ku shine bu bii asheɲ be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshun, kenyeɲ nɛ keche be wiɛto, nɛ bebiipo kike be asheɲwɔrɔso ashi kabii to. Le be ekpaana ere been tiɲ bra kefe mfera ga be agoni, kadigal be yulwe be kenyi nɛ kelijima lɛla be agoni. A been nan tiɲ sa bumo kecheabarto, ntunsoashun nɛ kejunkpar. Bebiipo been nan bii abɔaya

be kechala n̄ amobe kemigeto. Bebiipo mone bu kɔ kabɔresa ga na male bee nya ashun̄ nna n tiiso fane bumo braana be kejun̄kpar a ɲini bumo n̄ bumoale gba a nya asɔ be kepinto. Adaga beɲinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor n̄ kelijima be kadigal n shin yulwe amo kanyiasheɲso.

KECHONKENI BE KEDUWOSO

Kaba ere be kechonkeni be ekpa bee bra agoni be kedaɲ, asheɲ be kepinto n̄ kefe mf̄era be kemigeto nna. Atuwebi be kenye saɲekama bee bra kelen̄to n̄ ebiipo be kasɔbii be ndaɲ nna. Kechonkeni be ekpa ere bee ta asɔ n̄ a bee cheto a peshe ebiipo be nshe be kepinto nna a shun̄. Kechonkeni be ayilikpa 4 wɔto a keni kefe mf̄era n yɔ anishito. Kechonkeni be mbishi bee nite nna ashi kebishi to, kasibebirabarso shimbi nko kɔnɔto be keta n mige bebiipo be ketiɲ malga ademu be asheɲ. Beɲinipo e ta kechonkeni be ntun̄soana n chala bebiipo be abɔaya ta n lan̄e bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Kasɔbii Be Asɔkpra	Kenye be nchiɲ be eyilikpa	<i>Kechonkeni be ekpa n̄/nko katuɲ</i>
3.4.1. LI.1 Ji ashun̄she be asheɲ	4	Kelijima
3.4.1. LI.2 Migeto n shin pumpun̄ naniere be hailafu be nshe to	4	Abɔaya be kelara

BOKWE 19

Kasɔbii be Asɔkpɔra: *Ji kushuŋ be nshe be asheŋ*

KUMU: KUSHUŋ BE NSHE

Nshe be keɲinito: Kashe la kamalga nko awor mone bomin ta ebol kuu a boŋ nna. Ebol na be kanane ku bee dii nko agbelgeto kashe to bee ta awor ne kelato nna a shuŋ. Nshe kɔ atande be kapɔr nna, a kɔ kamalganyi be apɔrsobi ne kushu n kukweso. Baa sibe nshe egbaŋ ne egbamfol to nna ne egbaŋ na be ako bee palto. Mmalgaba ashi kashe to kɔ kefiito chinglin nna n naa gbergeto a danɛ kumobe kela so.

Kushuŋ be kashe: Kushuŋ be kashe la kashe mone baa boŋ kushuŋ be saŋe nna, fane kadɔɔ (dɔɔkule), laŋ be keda, ayuu be kebri, kuboso be kakɔr, kɔrtɔ be kepe, kaalo, keyawuji ne kebɔipo a len beshumpo to ne baa shuŋ manan, kenishipreso n shin naa shuŋ a cher.

Kushuŋ be nshe be ntunso: Amo ne e lie kesheŋkute, kedelgeso nko kemaan shuli...

Mfanti be kushuŋ be nshe be akeniso

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?

Eninipo na e keni bebiipo be kawol na be kefantamba 67 to n wu Ngbanyato be ashuŋ be nshe.

Kushuŋ be nshƎ be tunɔ/kecheto

1. A bee saŋe beshumpo be eyurto a sa nƎ kushuŋ bee shuŋ manɔ.
2. Mmalgaba mone a wɔ kashe na to na bee leŋ beshumpo to nna nƎ baa shuŋ ga.
3. Ku la ekpa mo so nƎ baa bulɔ a nyiŋi nko a kaŋe baasa kushuŋ mone baa shuŋ na be asheŋ nna.
4. Kushuŋ be nshƎ bee sa baasa lakal nna.
5. Kushuŋ be nshƎ bee kpaŋ beshumpo na nna n naa shine buko bee pin kushuŋ na be asheŋ.
6. Kushuŋ be nshƎ bee ju kufuu nna n shin naa funti baasa lubi a yɔ kufɔ.

Kasɔbii be kushuŋ

1. Ashi fobe adaŋkare to, nuso nƎ feeŋ ŋini kushuŋ be kashe to?
2. Ta akeniso asa ashie fobe adaŋkare to n buwi kushuŋ be nshƎ be ntunso to.
3. Sa asheŋ asa mo so nƎ beshumpo ashie fobe kade to bee boŋ kushuŋ be nshƎ.

KASOŋINI BE EKPA BE AKENISO

1. Kefara kabii be kamalga: Bebiipo kike
 - a. Ji ashunshƎ be asheŋ
 - b. Ji ashunshƎ be ntunso be asheŋ
 - c. Ji ashunshƎ be tunɔ/kecheto be asheŋ
2. Ntunsohuŋ/Kechɛabarto be kabii
 - a. Kunyɔnyɔtoshuŋ: Mige kushuŋ be kashe be kasibe to (Pin kumobe keshɛntirso, kapɔr, kamalganyi be apɔrsobi, mmalgaba, kanase, nƎ adamta)
 - b. Anishi be awuso be kabii: Kuu n shin boŋ kushuŋ be kashe.

KECHONKENI TENINI**Kenye be nchiŋ be eyilikpa 4 – Kelijima**

1. Ta kushuŋ be nshƎ be ntun anyɔ ashie fobe adaŋkare to n migeto amobe kapɔr, kekuu (keshunkukweso) nƎ mmalganyi be apɔrsobi mone bu ta n

shuŋ (ketankargasobi, kedulibi, ketankiesa, keyilinsa malga ne adamta)
(Mbii 16)

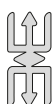
2. Ji kushuŋ be nshe be kecheŋto/tuŋɔ n sa fobe kadeebi be asheŋ. (mbii 6)
3. Ta fobe kamalganyi be kenya n kuu kushuŋ mone fee sha keshuŋ echefoso be kashē koŋwule. (mbii 6)

PLC SESSION 19

45 minutes
Planning & Reviewing the Learning Plan

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

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



Note

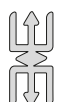
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes
Content Exploration

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

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



Note

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

30 minutes

Enactment

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

BOKWE 20

Kasɔbii be Asɔkpra: *Migeto n shin pumpun̄to naniere be hailafu be nshe be ashej to*

KUMU: HAILAFU BE NSHE

Hailafu be nshe be ashej: Hailafu be nshe la Ghana be nshe ne a ta Afirika be nshe be apɔrsobi n wie Mbronito be nshe be alaŋso/kushu to nna n shuŋ, ne a fara ashi Ghana be nde mone a wɔ lorkarase (coastal) naniere na ashi 19th century to. Afirika be gominati ashi saŋe ne mbroni fuful daa keni Ghana so na ne hailafu be nshe fara ne nshebompo be ntun̄ damta daa nite a boŋ amo fane Jazz Kings, Cape Coast Sugar Babies ne Accra Orchestra. Ku la nshe be katun̄ mone ku kɔ kasha ashi efuli pɔteana so nna.

Hailafu be nshe be ntun̄so

1. **Yabra be nshe:** Le be katun̄ ne baa tere “maringa” ashi Sierra Leone, ne ku ler 1920 be kafeto ashi Kru be baasa to ne Liberia saŋe ne nshebompo fara n ta Portugal be nshe be ashun̄so a shuŋ na. Bu ta amo ne adaŋkare be alaŋso nna m bir abarso a boŋ. Bu daa boŋ amo yabra be afiade mone ekulon̄farpoana, asɔbɔaya be beshumpo ne beshumpo pɔteana bee nuu yabra n saa nu nshe na nna. Ghana be ntun̄ mone a bee boŋ le be nshe ela Sibo brothers, Agya Koo Nimo ne Kwan Pa.
2. **Brasi bandi be hailafu be nshe:** Kede duli Europeebi be aforti (alambu) ashi west Afirika peya nna. Kede gbugi Ghana to ga 1970 be kafe to hali kabre ne baa tere kumo “Soloku”. Naniere be agbugiso ko ela Asiakwa Brass Band, ade gbugi nde damta to hali aSekendre Sukuru, ne baasa mone ba kuŋ anyi ne baasa lubi fane asoja, baasa mone baa keni ekulon̄ to pɔe ne a bee luri Ghana to (immigration), ededumpo wuraana ne asabatagboŋwuraana kike. Asoja bee ta amo nna a ŋini bumobe kemachi m be abarso n niŋi be nshe. Nshe ere ashi Ghana to naniere la nshe mone baa boŋ nliwɔrɔ to, asɔri ne mboŋ damta nna.
3. **Kacha ne jitayi/kalan̄ be hailafu:** Kede la hailafu be nshe be katun̄ mone ku fara ashi ‘West’ Afirika be agbomfu ere to; Ghana, Nigeria ne Sierra Leone ashi 1800s nna, ama 1920s be jamani ne ku nya ketere. Le be nshebompoana ere ta efuli pɔte be ncha fane foxtrot ne calypso n dan̄e Ghana be sososo be kushunkukweso peya so nna. Ndegboŋ to ne le be kacha wɔ ga ne amo ne agbugi be ako la Jazz Kings, Cape Coast Sugar Babies, Accra Orchestra, Tempos ne adamta. Ade la nchawurbi mone a dan̄ gbugi ndewurbi to nna. Baa ta asɔboŋso fane seprewa ne guitar nna a shuŋ. Bu naa ta Kru be “Dagomba style” be enɔ anyɔ be kawɔrɔ nna a shuŋ. Amoale

gba bee bon nshe ne kalan nna, amobe nshebompo gbugiso e daa la Yeboah Mensah, E.T. Mensah, E.K. Nyame ne bedamta. Osibisa Band e daa la kumo ne kumobe ketere dii durnyan to kike.

4. **Burger hailafu:** Ghana be baasa mone bu daa wo Germany ashi 1980 be mfe to e dan kuu kumo. Bu yerda fane ku nya kumobe ketere Burger highlife na nkpal Ghana be baasa damta ka dan china Hamburg na so. Bu ta ntun fane funk, disco, ne synth-pop m bir abarso n kii baasa mone bu shi Ghana to a yo Germany be nshe nna. Ashi 1990 be mfe to durnyan be ncherga be ashunso ne bu daa ko ashun. Bumobe begbugiso ela George Darko, Lee Duodu, Ben Brako, Amakye Dede, Pat Thomas, Paapa Yankson, Lumba Brothers, Rex Gyamfi, Bessa Simmons, Charles Amoah ne bedamta. Naniere be begbugiso ko ela Dada K.D., Ofori Amponsah, Kwabena Kwabena, Kwame Eugene.
5. **Kabreshun be hailafu:** Kabreshun be nshe bee nini mbarga mone a wo Ebore be bunyan ne “pop culture” to nna. Kumo ne Burger peya na duli abar nna, ama kumobe elej shi Charismatic Christianity ne Pentecostalism kuto nna n gbugi Ghana ne Nigeria kike. Bumobe begbugiso ko ela Prof. Kofi Abraham, Bro. Asiamah, Wofa Asumani. Naniere be Kabreshun be nshebompo be begbugiso ko ela Tagoe Sisters, Jane and Bernice, Yaw Sarpong, Elder Mireku, Sarpong McAbraham, Obaapa Christy, Diana Asamoah ne Esther Smith.

Naniere be hailafu be nshe be kapar: Hailafu be nshe ko ekpaana mone a bee beso nna:

Alanso

- a. Guitar: Kumo e naa kaa la sososo be kelanso
- b. Mbal: Trumpets, saxophones ne trombones bee danso kelaa nna.
- c. Nkure: Afirika be dankare be nkure be kushu bee bra kushunkukweso nna.
- d. Akiyibodi: Synthesizers nko pianos bee dan kayurwule ne ebol so nna.

Kashe be kapar

- a. Kebon ne keshuliso: Ku gbugi ashi hailafu be nshe to ne ekonwule e baa bon ne beko e baa shuliso.
- b. Ebol be kebeso: Kumobe kedabi ko ela ebol be kepalto
- c. Keshuliso nene: Hailafu be kedabi ko ela nshe be kenite kayurwushiso
- d. Amo be kedabi ko ne kebugi ela kumobe kushunkukwe.

Kashɛ be kapɔr

- a. Kasotofuti: Kumo e naa buwi ebol nɛ kushunkukweso.
- b. Egbangfol: ebompo na bee ji kesherkpaŋ nko a sa kebɔaya nna.
- c. Keshuliso: Ku baa palto a duwɔso keshɛŋ tenini na so.
- d. Kuwushi: Ku bee bar ashɛŋ damta nɛ mbarga.

Kashɛ be mmalgaba be keshɛŋtirso

- a. Kasha: Amobe adamta bee ji kasha be ashɛŋ nna.
- b. Kade/efuli be abɔaya: Hailafu bee ji kade be ashɛŋ fanɛ baasa be ashɛŋ/gominati be ashɛŋ, ketir nɛ kemaŋ sesa be ashɛŋ nɛ adamta.

Dankare be kapitɛ

Hailafu be nshe kɔ keshɛŋ tenini mone ku bee lara efuli ashi Ghana be ataada, adankaresheŋ nɛ adrashɛŋ be kabaso nna.

Naniere be hailafu be nshe be tunɔ

- a. Ghana be hailafu bee sa nna nɛ anyee nyiŋi dra n naa yerda echefoso.
- b. Ku bee ŋini anyebe adankare mone a wɔ Ghana to nna.
- c. Ku bee ŋini anyebe adankaresɔ nna: Hailafu be nshe la Ghana be adankaresɔ nna nkpal ku kaa bee ta Mbɔŋ be nshe nɛ Mbronito be alaŋso a shuŋ so.
- d. Adankare be kapitɛ: Adankare be kabaso, hailafu beenj tiŋ kute Ghana be adrashɛŋ nɛ kanane ku nye independence.
- e. Hailafu be nshe bee lɔŋɛ kachina to be ashɛŋ, fanɛ kasha, baasa be ashɛŋ/gominati be ashɛŋ, kaje, kasɔwe nɛ kɔnɔgberge be yulwe.
- f. Hailafu be nshe bee bra baasa abarso, a sa nɛ baa wu abar fanɛ kade koŋwuleebi n naa kɔ kasha abarso.
- g. Hailafu ela Ghana be nshe gbugiso be katunj mone baa boŋ a denji baasa kike anishi nɛ mboŋ gboŋ.
- h. Hailafu be nshe e naa kuŋ Ghana be adankare nɛ a maa foe.

Kepumpuŋ hailafu be kashɛ to bee be ekpa mone fee ta a keni ngbar be apɔrsobi be katunj kama to nna.

Kasɔbii be kushuŋ

Wɔrɔ kamɔrɔji shimbi a shuliso nko a kini kamalgafol ere: “*Hailafu be kashɛ ela Ghana be adankare kpakpaso nɛ ku bee yɔ efuli pɔtɛana so.*”

KASŊINI BE EKPA BE AKENISO

1. Kefara kabii be kamalga: Bebiipo kike
 - a. Ji hailafu be nshe be asheŋ
 - b. Ji hailafu be nshe be ntunso be asheŋ
 - c. Ji naniere be hailafu be nshe be tuno/kecheto be asheŋ
2. Ntunsohuŋ/Kechabarto be kabii
 - a. Kunyonyotoshuŋ:
 - i. Loto n nuu hailafu be kashɛ n shin mige kumobe mmalgaba nɛ kapɔr to
 - ii. Pumpuŋ hailafu be nshe na to
 - b. Anishi be awuso be kabii:
 - i. Boŋ naniere be hailafu be nshe
 - ii. Kuu hailafu be nshe
 - c. Bebiipo kike: Ji nshe nɛ fo kuu na be asheŋ

KECHŊNKENI TENINI

Kenya be nchiŋ be eyilikpa 4 – Keta n ŋini

Nɛ akeniso be kesa, migeto kananɛ hailafu be nshe ashi Ghana fara ashi 1950 be mfe to m ba fo kabre. Feeŋ tiŋ keni hailafu be nshe be ntunso, alaŋso nɛ kushunkukweso na to. (16)

PLC SESSION 20

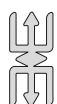
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

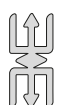
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

4. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
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Note

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

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

30 minutes**Enactment**

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

5 minutes**Reflection**

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

Kaba 9 be kepalto

Kaba ere ji nshe be ashen nna. Bebiipo keni ashun be nshe ne hailafu nna. Anye keni nshe be kedelgeso, ashun be nshe ne hailafu. Nshe ne amobe kekuu be kenya been sa bebiipo mmalgaba ne ngbar be agoni. Nshe be kepumpun to bee sa bebiipo kefe mfera ga, kekute abaya be kefiito, ne kemigeto be agoni. N ta n tiiso, ku bee che bebiipo to ne baa pin bumobe elen n saa shun amobe keda echefoso be kabaso. Kaba ere ne asobiiso pote fane adrashe, Mbronito, ne Mbronito be kamalganyi lie abar nna. Kaba ere bee bra keworwu n saa sa lakal ta n lahe adrashe ko, edankareshe, ne baasa be kebawoto be kabaso. Nshe be kekuu ne kenya bee bra kanya ne baasa to be keti m malga nna. Eninipo na nye kelento ne e ta ekama be kedaeso n woto be kasini be ekpaana n shun ne achetos, nkpieto ne kechenkeni be ekpaana n che kabii to.



KECHONKENI TENINI BE KECHAN BE KANASE/ MBII BE KECHIGETO (MARKING SCHEMES)

BOKWE 19

Mbish 1: Ta kushun be nshe be ntun anyo ashi fobe adankare to n migeto amobe kapor, kekuu (keshunkukweso) ne mmalganyi be aporsobi monε bu ta n shun (ketankargasobi, kedulibi, ketankiesa, keyilinsa malga ne adamta) (Mbii 16)

	<i>Woro aso ga (7-8)</i>	<i>Woro aso (mbii 5-6)</i>	<i>Kekukwe (mbii 3-4)</i>	<i>Daga kelento (mbii 1-2)</i>
<i>Apuntos</i>	<i>Nshe ne adaga anyo ne e lara n shin pin adabi be ntun damta ne a buwito nene</i>	<i>Nshe ne adaga anyo ne e lara n shin pin adabi be ntun ne a buwito.</i>	<i>Nshe ne adaga anyo ne e lara n shin pin adabi be ntun ko. A maa kaa buwito nene.</i>	<i>Kashe ne kedaga konwule ne e lara. Keman ko adabi ne kapor be kepinto. Keman buwito nene</i>
<i>Kemigeto</i>	<i>Bee mige adabi ne bu pin na be kecheto sanekama n shin ta nshe na n kesar abar.</i>	<i>Bee mige adabi ne bu pin na be kecheto damta n shin ta nshe na n kesar abar.</i>	<i>Kemige kukonwule be kecheto to – Adabi anyo ne a man nyale</i>	<i>Kemigeto ne kedaga gberε nko keman woro gba adabi na be kabaso</i>

Mbishi 2: Ji kushun be nshe be kecheto/tun n sa fobe kadeebi be ashen. (mbii 6)

Ejinipo na e bishi mobe kumu le be mbishi por n shin ta le be mbii be kechigeto be ekpa ere n shun. Baa nyi fanε ebiipo maan tin nya mbii 1-2 ne e ka man tin tii kushun be nshe be tun asa.

- 1. Kecheto/ashun be kepin: Ebiipo na been tin m pin kushun be nshe be kecheto asa ashi bumobe kade to aa?*
- 2. Kecheto be kemigeto: Ebiipo na been tin n migeto tun kama be kecheto n sa kadeebi aa?*

Mbii be kechigeto be ekpa

Mbii -5-6: Kelijima monε ku nini ekpa nene, ne kepinto n mige kecheto to.

Mbii -3-4: Kelijima monε ku nini ekpa, ne kepinto n mige kecheto ko so.

Mbii -1-2: Kelijima monε ku nini ekpa gber, ne kepinto n mige kecheto gberε ko to.

- 1. Mbishi 3: Ta fobe kamalganyi be kenya n kuu kushun monε fee sha keshun echefoso be kashe konwule. (mbii 6)*

Eḡinipo na e bishi mobe kumu le be mbishi pɔɛ n shin ta le be mbii be kechigeto be ekpa ere n shuḡ.

1. *Kekuu asɔ pupɔr: Kushuḡ be kashɛ na la kepupɔr aa?*
2. *Kumobe kecheto n sa kushuḡ: kashɛ na kɔ kecheto n sa mobe echefoso be kushuḡ na aa?*
3. *Kapɔr nɛ kekuu: Kushuḡ be kashɛ na be kapɔr nɛ kekuu wale aa?*

Mbii be kechigeto be ekpa

Mbii -5-6: Kushuḡ be kashɛ monɛ ku niḡi ekpa nɛnɛ, nɛ kekuu kepupɔr, kecheto nɛ kapɔr lɛla.

Mbii -3-4: Kushuḡ be kashɛ monɛ ku niḡi ekpa, nɛ kekuu kepupɔr, kecheto nɛ kapɔr gberɛ ko.

Mbii -1-2: Kushuḡ be kashɛ monɛ ku niḡi ekpa gberɛ, nɛ kekuu kepupɔr, kecheto nɛ kapɔr gberɛ.

Mbii -0: Kushuḡ be kashɛ monɛ ku maḡ niḡi ekpa, nɛ kekuu kepupɔr, kecheto nɛ kapɔr gberɛ nko ka maḡ wɔɔ.

Bɔkwɛ 20

1. Keta n ḡini/Kelara abɔaya (16)

	<i>Wɔɔ asɔ ga (7-8)</i>	<i>Wɔɔ asɔ (mbii 5-6)</i>	<i>Kekukwe (mbii 3-6)</i>	<i>Daga kelento (mbii 1-2)</i>
<i>Apuntosɔ</i>	<i>Nduli, mbarga nɛ keta n cheso nɛ e pin nɛnɛ n ta akeniso ana nko adamta.</i>	<i>Nduli, mbarga nɛ keta n cheso nɛ e pin n ta akeniso asa nko adamta.</i>	<i>Nduli, mbarga nɛ keta n cheso nɛ e pin n ta akeniso anyɔ nko adamta. Saḡɛ ko a maa buwito nɛnɛ.</i>	<i>Hailafu be nshe be kenya gberɛ ashi mfe monɛ bu wɔɔ n keni.</i>
<i>Kemigeto</i>	<i>Kemige nɛnɛ kusɔnɛ ku bee bra ncherga hailafu be nshe to</i>	<i>Kemige saḡɛ ko kusɔnɛ ku bee bra ncherga hailafu be nshe to.</i>	<i>Bee sha kemige kusɔnɛ ku bee bra ncherga hailafu be nshe to nɛ kema nyale.</i>	<i>Kemige kusɔnɛ ku bee bra ncherga hailafu be nshe to gberɛ nko kemaḡ wɔɔ gba</i>

KABA 10: ATANDE

KUMUBA: NGBANYATO BE KAMALGANYI

Kumu: Kamalganyisibeso

Kasobii be Asonyeso: *Ta fobe kenya ta n laŋe atande be adabi/apɔrsobi be kabaso m pumpun atande to.*

Kasobii be asɔkpra: *Ŋini kenya ne kenuto ta n laŋe atande be kabaso.*

KASOTOFUTI NE KABA BE KEDUWOSO

Kaba ere bee bir kamalganyisibeso be kelijima nna. Kumobe katun ne baan ji kumobe ashen ela ketande. Bebiipo been keni atande be apɔrsobi. Baan nan keni atande be kepumpun to. Kaba ere daga nna n sa bebiipo mane Ngbanyato be kabii be kabaso nawule ama ku bee lie asobiiso fane Mbroni be kabii, Mbronito be kamalganyi be kabii ne asobiiso pɔteana. Kaba ere bee sa bebiipo kenya ne kepinto be dageso nna ta n laŋe keta atande be apɔrsobi m pumpun atande to be kabaso. Eninipo na daga e ka ta ekama be kedageso n wɔɔ be kasɔɔini be ekpaana n shun ne achetoso, nkpieto ne kechenkeni be ekpaana n che kabii to. Eninipo na daga e ka nyi bebiipo ne bu daga kechetso be ashen.

Abɔkwe ne kasobii be asɔkpra ne kaba ere ko ela:

- **Bɔkwe 21:** Pin n shin ji atande be adabi be ashen: mmalgaba, keshentirso, egban, egbamfol, kamalganyi be apɔrsobi ne admata).
- **Bɔkwe 22:** Atande be kepumpun to
- **Bɔkwe 23:** Atande be kepumpun to

KASOINI BE EKPA BE AKENISO BE KEDUWOSO

Kasɔɔini be ekpa be akeniso mone bu ta n shun kaba ere ko Ngbanyato be kasɔɔini be ayabi damta. Kadigal-ase be kasobii (Problem-Based Learning) la keta durnyan be kadigal milto nna n sa bebiipo ne ku shine bu bii ashen be keyulwe achɔ keta abɔaya n nase bebiipo. Ku la ekpaana ko be kebeso nna fane esa gbagba be kabii, kunyɔnyɔtoshun, kenyan ne keche be wieto, ne bebiipo kike be ashenwɔɔso ashi kabii to. Le be ekpaana ere been tin bra kefe mfera ga be agoni, kadigal be yulwe be kenya ne kelijima lela be agoni. A been nan

tiŋ sa bumo kecheabarto, ntun̄soshuŋ n̄ kejunkpar. Bebiipo been̄ naŋ bii abɔaya be kechala n̄ amobe kemigeto.

Keta n che kusɔn̄e buko kaŋe so kɔ bebiipo be kemige bumo braana be alakal to n saa ta ako a tiiso n̄ a bulɔso. Bebiipo mone bu kɔ kabɔresa ga na male bee nya ashuŋ nna n tiiso fane bumo braana be kejunkpar a ŋini bumo n̄ bumoale gba a nya asɔ be kepinto. Adaga beŋinipo e baa nyi bebiipo mone bu kɔ asɔ be keterewor n̄ kelijima be kadigal n shin yulwe amo kanyiasheŋso.

KECHONKENI BE KEDUWOSO

Kaba ere be kechonkeni be ekpa bee bra agoni be kedaŋ, asheŋ be kepinto n̄ kefe mfera be kemigeto nna. Atuwebi be kenye saŋekama bee bra kelen̄to n̄ ebiipo be kasɔbii be ndaŋ nna. Kechonkeni be ekpa ere bee ta asɔ n̄ a bee cheɔto a peshe ebiipo be Ngbanyato be asɔbiiso be kepinto nna ashuŋ. Baa ta kechonkeni be ayilikpa 3 kefe mfera ga be mbishi nna a wɔtɔ kasibɛbirabarso to nko keshen̄ ko be kemigeto a cho bebiipo be kefe mfera n̄ kesɔ abarso m malga n̄ mmalgaba n̄ adaga be keta n shuŋ ashi keta atande be apɔrsobi m pumpuŋ atande to be kabaso. Beŋinipo e ta kechonkeni be ntun̄soana n chala bebiipo be abɔaya ta n laŋe bumobe kasɔbii be kabaso n keni kanane baa yɔ anishito.

Kasɔbii Be Asɔkpra	Kenye be nchiŋ be eyilikpa	Kechonkeni be ekpa n̄/nko katun̄
Pin n shin ji atande be apɔrsobi be asheŋ (fane, mmalgaba, keshen̄tirso, egbaŋ, egbamfol, kamalganyi be apɔrsobi, kushunkukweso n̄ adamta)	3	Lanto be kushuŋ
Pumpuŋ atande to.	4	Ebiikpa be kushuŋ
Pumpuŋ atande to.	4	Kemigeto

BOKWE 21

Kasɔbii be Asɔkpɔra: *Pin n shin ji atande be adabi be ashej (mmalgaba, keshentirso, egban, egbamfol, kamalganyi be apɔrsobi ne adamta)*

Kepalto

Ebu 1	Bɔkwɛ 6: Ji kɔnɔto be kebɔaya be kekuteto a lanɛ keloto n nu nɛnɛ nɛ kenumpe be kabaso
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KUMU: ATANDE

A. ATANDE BE KEJINITO

B. ATANDE BE ADABI/APɔRSOBI

C. ATANDE BE KAPɔR

D. ATANDE BE TUNɔ/KECHETO

Ketande be kejinitor

Ketande la kananɛ fee ta mmalgaba nna a shuɲ fobe mfera to a lara lakal nɛ kagbene be afeso efuli. Ketande la esa gbagba be lakal nɛ kelijima nna, a sa besibeɔpo ekpa nɛ baa lara bumobe mfera kpɔra nɛ afeso efuli ekpa tenini ko so. Atande bee ta kamalganyi be apɔrsobi nna a shuɲ, fanɛ **ketankargasobi, kedulibi, alakalfoni nɛ keshunkukweso**

Ketande be adabi

1. Ngbar be kegbar nɛnɛ
2. Kewɔrwu be kelara efuli
3. Ngbar chinglinɲ (a keta kabɔaya lɛla, afeso nko lakalfoni nɛ mmalgaba fimbi)
4. A bee ta kamalganyi be apɔrsobi a shuɲ

Atande be apɔrsobi/adabi

Ketande la kasibe tenini monɛ ku bee ta mmalganyi be apɔrsobi nna a lara kebɔaya be kefiito nɛ kagbene be afeso efuli.

Kaba ere beenɲ ba ji atande be ntunso be ashej:

1. Egbamfol 14 be ketande
2. Ketande monɛ ku maɲ kɔ ewushi
3. Keshenkute be ketande
4. kashɛ be mmalgaba be ketande

N ta ako n tiiso, atande kɔ kecheto ere nna:

1. A lara kewɔrwu efuli.
2. A ji keshɛrkpaɲ
3. A migeto alakal to
4. A ɲini kesheɲ tenini ko

Atande be adabi kpɔa ko ela:

1. Lakal yoyul

Lakal yoyul ela fo ka ta ngbar a kuu amfoni ekrampo be lakal to. Ku bee kaa ta bomini be alakalsɔ fanɛ kewu, kenu/awor, kedufe, kenu ebel/keda n keni nɛ kebata nna a shuɲ.

2. Mmalgaba

Mmalgaba ela kananɛ ketande be esibɛpo tise mmalgaba nɛ ngbar n shuɲ ketande be kasibɛ to. Esibɛpo na bee wushi eyur nna a lara mmalgaba nɛ ngbar na a lara ebol tenini mone ku bee pɛ bekrampo na be lakal n naa lara mobe kebɔaya be kefiito efuli. Nɛ esibɛpo/emalgapo na e tiɲ lara kumobe kefiito efuli, esibɛpo na been tiɲ n ta ade n shuɲ:

- a. Mmalgaba be kelara: Esibɛpo be kelara mmalgaba ko bee lara ketande na be kefiito nɛ ebol efuli nna.
- b. Ebol/Esibɛpo be kebawɔɔ (Tone): Kede ela ketandewura na be da ta n lanɛ kusɔnɛ e bee ji nko a sibe kumobe asheɲ na be kabaso. Kananɛ esibɛpo na nase mobe mmalgaba na gba bee cheto a lara ebol na efuli n saa ɲini kebawɔɔ mo to nɛ e daa wɔ.
- c. Ngbar: Ngbar mone esibɛpo na ta n shuɲ gba been tiɲ n lara kumobe kefiito efuli. Ngbar na been tiɲ a du putɔputɔ nko chinglin nko jewulebi nko kpɔa nɛ adamta.

3. Keshɛɲtirso

Kede ela alakal mone a dese, abɔaya nko mfera mone kamalganyi be kushuɲ bee lara efuli. Ku been tiɲ a la kebawɔɔ be asheɲ, efuli, bomini, kasha, luwu, kayurwushi, kekpaɲ nɛ amu pɔtɛana.

4. Egbaɲ (Stanzas)

Egbamfolana be katuɲ ela egbaɲ mone ku been tiɲ a kɔ kushunkukweso, awor nko kapɔr.

5. Egbamfol (Lines)

Egbamfol ela mmalgaba koko ashi atande to, a bɛ abarso ekpa tenini ko so.

6. Kamalganyi be apɔrsobi

Kamalganyi be keɔrsobi la ekpa monɛ esibɛpo bee ta nna a lara kebɔaya be kefiito efuli. Akeniso fanɛ ketankargasobi, kedulibi, lakalfoni nɛ keyilinsamalga nɛ adamta.

7. Kushunkukweso (Rhyme Scheme):

Kushu monɛ a bee pala mmalgaba be lalaluwe to, nɛ atande bee ta amo a kuu nshe belbeso. Kushunkukweso beenj tinj daɛ ketande be kapɔr so nɛ kananɛ ku bee nite nɛnɛ.

Atande be kapɔr

Ketande be kapɔr ela kananɛ ketande na dese/ bee nite nko du. Amo ela kananɛ egbamfol, egbanj nɛ kakane ku bee shu akukweso du. Ketande be kapɔr bee chɛto nɛ kumobe kefiito nɛ kumobe ebol bee lie ekrampo na. Ketandesibɛpo bee ta kapɔr pɔɛana nna a daɛso a lara bumobe lakal nɛ afɛso efuli ekpa tenini so. Le be kapɔr be ako ela:

1. Kapɔr

Kananɛ ketande na be kapɔr du, fanɛ (egbamfol 14 be ketande), kumo nɛ ku manj kɔ ewushi (ku manj kɔ egbanj nko kushunkukweso)

2. Egbanj (Stanzas)

Egbamfolana be katunj ela egbanj, nɛ ku beenj tinj a kɔ kushunkukweso tenini. Besibɛpo bee barga egbanj nɛ kumo barkasa to nna n yige kabonj amobe kefiɛto.

3. Egbamfol (Lines)

Ketande be egbamfolana ela kumobe mmalgafolana, amoalɛ be ntenj nɛ kushu manj la kukonwule. Egbamgol beenj tinj a la kamalgafol kumobe kumu so; ku beenj nanj tinj a la kefelto nko mmalgaba gberɛbi ko.

4. Kushunkukweso

Kushu monɛ a bee palto a wɔ lalaluwe to nko mfrinto ashi egbamfolana na to.

5. Awor (Meter)

Mmalgakul monɛ a bee tere aworso nɛ amo nɛ a maa tere aworso be enite/ kebɛso ketande to, beenj tinj kuu kushunkukweso tenini.

6. Egbamfol be kekuuto

Kede ela kananɛ egbamfol ko bee luwe nɛ kuko malɛ e fara ashi ketande to.

7. Alakalfoni nε Kamalganyi be apɔrsobi

A ta alakalso nε mmalganyi be apɔrsobi a kuu amfoni nε a lara kagbene be afeso efuli.

Kasɔbii be kushuŋ

1. Read and analyse one stanza poem, identifying: Kraŋ n shin pumpuŋto egbaŋ koŋwule be ketande to, a pin
 - a. Keshentirso
 - b. Alakalfoni
 - c. Kamalganyi be Apɔrsobi
 - d. Ebol
2. Pin n shin buwito mmalganyi be apɔrsobi mone a wɔ ketande to ere, fane:
 - a. Ketankargasobi
 - b. Kedulibi
 - c. Ketankiesa
 - d. Keyilinsa malga

KASOŊINI BE EKPA BE AKENISO

1. Kadigal-ase be kabii: Bebiipo kike be keshenwɔɔ
 - a. Ŋini atande to.
 - b. Ji atande be apɔrsobi be asheŋ (fane, mmalgaba, keshentirso, egbaŋ, egbamfol, kamalganyi be apɔrsobi, kushunkukweso, nε adamta)
 - c. Ji atande be kabii be tunɔ be asheŋ.
 - d. Menye e pel atande be kewɔɔ be epel.
2. Ntun̄soshuŋ/Kechεabarto be kabii
 - a. Kunyɔnyɔtoshuŋ: Keni atande be kawol to n ji ketande ko be asheŋ.
 - b. Kukokotoshuŋ: Ta atande be apɔrsobi be kenye na n kuu ketande.

KECHONKENI TENINI

Kenye be nchiŋ be eyilikpa 3 – laŋto be kushuŋ

Ta fobe atande be kenye mone fo bii na n kuu egbaŋ asa be ketande a laŋε ashentirso mone a wɔ kaseto ere be kekama be kabaso (mbii 16):

- a. Bunyan

- b. Kenunsa
- c. Kejunkpar
- d. Kashintenji

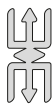
PLC SESSION 21

45 minutes

Planning & Reviewing the Learning Plan

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

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



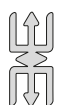
Note

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

BOKWE 22

Kasɔbii be Asɔkpɔra: *Ketande be kepumpuŋto*

Kepalto

Ebu 1	Bɔkwɛ 6: Ji kɔnɔto be kebɔaya be kekuteto a laɲɛ keloto n nu nɛnɛ nɛ kenumpe be kabaso
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KUMU: ATANDE BE KEPUMPUNTO

Kraŋ atande be kepalto be asheŋ ashi bɔkwɛ mone ku choŋ na to.

Atande be kepumpuŋto

1. Kraŋ ketande na

Kraŋ ketande na elu damta m pin kumobe kebɔaya, ebol nɛ ngbar na.

2. Pin keshɛŋtirso na

Pin ketande na be keshɛŋtirso na.

3. Migeto Alakalfoni nɛ Kamalganyi be apɔrsobi to

Pin n shin migeto kananɛ ade shuŋ: ketankargasobi, kedulibi, ketankiesa nɛ keyilinsa malga.

4. Ketande be Kapɔr be Kemigeto

Keni ade; egbaŋ be kapɔr, kushunkukweso, awor nɛ egbamfol be kekuuto

5. Migeto ngbar nɛ ebol (Mmalgaba) na to

Migeto: Ngbar mone e ta n shuŋ na, (kpakpa/putɔputɔ), ebol na (kebawɔɔ/afeso mone a wɔɔ).

6. Pin kamalganyi be apɔrsobi

Keni n fin: nnɔɔwor be kepalto, eboltowor be kepalto, mmalgafol ka bee luri abarto (enjambment) ketande to be kewushi (caesure)

7. Kefiito be kekute

Keni ade to: Esoso be kefiito, mmalgatrɔmbi be kefiito, keyilinsa malga, esibepo na be lakal/ kusɔ mo so

8. Kemigeto kewɔrwu/kagbene be afeso be kelara efuli

Pin kananɛ ketande na be asheŋ wɔɔ fo nɛ manɛso?

9. Peshe Kebɔaya na

Fɛ ade be asheɲ: Adrasheɲ be kebɔaya, adaɲkareshɛɲ be Kebɔaya nɛ esibɛpo be elerkpa/kenyi

10. Chala fobe Kenumpe

Ta fobe mpeshe nɛ ku chɛto nɛ fo pin ketande na to nɛnɛ.

Kasɔbii be kushuɲ

Bebiipo e be ekpa na so m pumpuɲ ketande nɛ kumobe apɔrsobi/adabi to.

KASOŊINI BE EKPA BE AKENISO

1. Kefara kabii be kamalga: Bebiipo kike be keshɛɲwɔɔ
 - a. Pala kasibɛtentɛɲ nɛ epelsibɛ be apɔrsobi/adabi to.
 - b. Ji atande be apɔrsobi be asheɲ.
 - c. Pin atande be apɔrsobi ashi ketande to.
2. Ntuɲsoshuɲ/Kechɛabarto be kabii: Kunyɔnyɔtoshuɲ
 - a. Keni atande be kawol to n kraɲ ketande ko.
 - b. Pin atande be apɔrsobi nɛ a wɔ ketande nɛ fo kraɲ na to.

KECHONKENI TENINI

Kenyi be nchiɲ be eyilikpa 4 – ebiikpa be kushuɲ

Mbishi 1

Ŋinito kananɛ esibɛpo na ta kamalganyi be apɔrsobi n lara ketande ere be keshɛɲtirso efuli “Daɲ kul ma”. Ta akeniso tenini ashi ketande na to n chɛ fobe kamalga na to. (Mbii 24)

Mbishi 2

Ta ebol nɛ ngbar monɛ atande anyɔ ere ta n shuɲ n kasar abar, “Eche e ti sha kebaaba” nɛ “Danga”. Nuso nɛ atandesibɛpoana na be ebol nɛ ngbar monɛ bu ta n shuɲ na chɛto nɛ atande na be kekama be kebɔaya na ler efuli?

Mbishi 3

Migeto ketankargasobi be kechɛto monɛ ku chɛto n lara ketande ere “Kur Burre” be keshɛɲtirso efuli. Shin nɛ fobe lakal e baa liɛ kumobe adrasheɲ nɛ esibɛpo na be kusɔ mo so nɛ e sibɛ kumo na be kabaso.

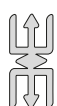
PLC SESSION 22

45 minutes

Planning & Reviewing the Learning Plan

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Note

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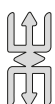
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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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30 minutes

Enactment

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5 minutes

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BOKWE 23

Kasobii be Asokpra: *Atande be kepumpu to*

Kepalto

Ebu 1

Ji konoto be kebaya be kekuteto a laŋe keloto n nu nene ne kenumpe be kabaso.

KUMU: ATANDE BE KEPUMPU TO

Atande be kepalto be ashej: Beta n yo abokwe 21 ne 22 n ya keni kanane feen ģini ketande to ne aso mone feen keni nko ekpa mo ne feen beso fo baa pumpu ketande to.

Aso mone fee keni fo baa pumpu atande to

1. **Keshentirso:** Kede ela kebaya tenini nko mfera mo be ashej ne ketande na bee ji.
2. **Lakal yoyul:** Keta bomini be alakalso a kuu amfoni ekrampo be lakal to.
3. **Ebol:** Ketandesibepo na be kebawoto nko mobe afeso ta n laŋe mobe keshentirso na be kabaso.
4. **Ngbar:** Esibepo na be mmalgaba mone e ta n shuŋ, amobe kefiito ne ekpa mo ne e be so.
5. **Kamalganyi be aporsobi:** Kamalganyi be aporsobi fane ketankargasobi, kedulibi, ketankiesa ne keyilinsa malga.
6. **Kapɔr:** Kanane ketande na dese, n ta egban ne egbamfol be kekuuto n daneso.
7. **Kushunkukweso ne awor:** Ku ta Kushunkukweso ne awor n kuu kashɛ.
8. **Kebaya:** Adrashej, adankareshej ne esa be lakal mone bu dan ta n sibe ketande na.
9. **Kewɔrwu be kelara efuli:** Ketande na be ketiŋ n lara ekrampo na be kewɔrwu efuli.
10. **Ketandesibepo na be lakal:** Ketandesibepo be lakal ne kebaya.
11. **Keyilinsa malga:** A ta aso fane kusɔ be kayurwule (colour) nko aso ko a yili a sa aso mone anye maan tiŋ wu nko alakal yoyul.
12. **Keta n kasar:** A ta abaya pote, myth nko adrashej be nwol a cheto.
13. **Abalafito:** A ta aso mone a been wɔro nko a sha kewɔro ne amobe afiito bal abar na a shuŋ.

14. Awor be Apɔrsobi: Bu kɔ apɔrsobi fanɛ eboltowor be kepalto, nnɔtowor be kepalto nɛ mmalgabawor.

Fo ban bɛ ade so, bekrampo been pin to nɛnɛ kananɛ baa pumpun atande be kefiito, keshɛntirso nɛ ngbar be apɔrsobi monɛ a wɔ kumo to nna.

Kasɔbii be kushun

1. Kuu egban asa be ketande ta n lanɛ keshɛntirso ere “kenunsa abar” be kabaso.
2. Bɛ kusɔ monɛ fo tin bii ta n lanɛ atande be kabaso na, n pin kamalganyi be apɔrsobi monɛ a wɔ ketande ere to.

Dankare (Akuro JohnPaul)

Dankare be jɔntɔlpo nɛ kpeleɲ kɔ a yɔ

Nɛ bu yɛ kabɔlpɔ nɛ ku sulo

Dankare be wondoɲ a foe

Nɛ bedrapo luri apun a fin

Nɛ kabreebi yɛ eboɲ a kɔ bumo

Dankare gbir amuli so a fin aketapo

Nɛ e china n sa abomin awushi

Nɛ kabreebi bee ɲin a sa efuu nɛ apenɪ

Bedrapo nɛ bu yɔ na lanɛ m ba

Nɛ bu ba lɔɲɛ a bee kishi n keta

Bu ba tu nɛ kabreebi bee too

A bee kishi be maɲsaɲ

Aluwe luwe anye

Aluwe luwe anye

Dankare nɛ bedrapo ta n keta durnyaɲ na

Nɛ kabreebi kɔ achila awa aa?

Dankare nɛ Jakpa ta n nase atande

N sa kegbanya

N nase nsawule nɛ amobe ngban

Nɛ a bra kayurwushi nɛ nkilgi

Keniopibisaŋe daa pe nna a maa da
 Anye ka gbɛ daŋkare akulɔ to kabre
 Nɛ kelantokɔ sɔ efuli a ji eyur
 Daŋkare daŋkare daŋkare
 Daŋkare ka la anye lasapo nɛ mobe kekpabi
 Ku maŋ kɔ keyeshi n to
 Anye yeshi kumo ai,
 Anyebe mbreana been buri
 Anyeen ba wɔ ashile to
 Karechekama nɛ atame nɛ nta shilso
 Daŋkare jaje mane
 Daŋkare jaje mane
 Fo sɔ alerkpa Abdul Karim nɛ Abubakari
 Nɛ feen tu
 Fo maan tu Dukulubi nko Akomato
 Fo sɔ atarkpa Immanuel nɛ Joseph
 Nɛ feen nu
 Fo maan nu Akoso nko Nkpieto
 Daŋkare jaje mane?
 Nɛ anyee mɔ mo nɛ a bee kishi
 N saa bra gbirge nɛ n gbirge?
 Aŋ dii abee nɛ apɔ nɛ apala
 N yaa mata kowurnyen Daŋkare m ba
 E kaŋ ba e been bra mo biibi
 Kɔnɔkonwule, kayurwishi nɛ nkilgi

KASŊINI BE EKPA BE AKENISO

1. Kefara kabii be kamalga: Bebiipo kike be kesheŋwɔrɔ:
 - a. Pala atande be apɔrsobi to.
 - b. Ji atande be apɔrsobi be asheŋ.
 - c. Ŋini atande be kepumpunɔ to be ekpaana.

- d. Wɔrɔ ketande be kepumpuŋto.
2. Ntuŋsoshuŋ/Kechɛabarto be kabii – Kunyɔnyɔtoshuŋ
 - a. Keni atande be kawol to n kraŋ ketande.
 - b. Ta atande be kepumpuŋto be ekpa m pumpuŋ ketande nɛ fo kraŋ na to.

KECHONKENI TENINI

Kenyi be nchiŋ be eyilikpa 4 – laŋto be kushuŋ

1. Ta fo gbagba be keshɛtirso kama n kuu egbaŋ aburwa (8) be ketande a ji fobe anishi be awuso nko Ghana be adaŋkare be kabaso. (Mbii 16)
2. Pumpuŋ ketande mone fo kuu/sibe na to. (Mbii 24)

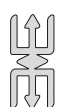
PLC SESSION 23

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.

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

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

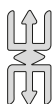
- The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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).



Note

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

30 minutes

Enactment

5. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-lg, 2c, 2e, 2f, 3c-3j and 3o).

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

5 minutes**Reflection**

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

Kaba 10 be kepalto

Kaba ere la abɔkwɛ 21, 22 nɛ 23 be kepalto nna. Ku keni kananɛ atande du nna. Ku naaŋ keni atande be apɔrsobi nɛ tunɔ, kebɔaya be nkilgi nɛ kumobe asheŋ nɛ a lie kumo. Lakal daa wɔ keta ketande be apɔrsobi n kuu atande be ntun pɔtɛ nna n shin pumpun amo nɛ bu kuu na to. Tama na ela fanɛ nɛ bebiipo kaŋ wɔrɔ kaba ere n luwe, baan ta kenye nɛ bu nye na m pumpun atande to ashi Mbronito nɛ Mbronito be kamalganyi to.



KECHONKENI TENINI BE KECHAN BE KANASE/ MBII BE KECHIGETO (MARKING SCHEMES)

Bɔkwɛ 21

Amu (mbii 16)

	Wɔɔ aso ga (7-8)	Wɔɔ aso (mbii 5-6)	Kekukwe (mbii 3-4)	Daga kelento (mbii1-2)
Apuntoso	Bu buwi alakal to nɛnɛ. Abɔaya na buwito nɛnɛ n shin daga.	Bu buwi alakal to. Abɔaya na buwito n shin daga. Ako maɲ buwito nɛnɛ.	Bu buwi alakal ko to. Abɔaya na maa kaa buwito nɛ amo be ako maɲ daga.	Mmalgafol jewulebi. Abɔaya na be adamta maɲ buwito nɛ abɔaya dagaso gberɛ.
Mmalgaba nɛ ngbarbembra	Mmalgaba nɛ adaga be keta n shuɲ nɛnɛ. Amu damta be mmalgaba tenini be keta n shuɲ. Ngbarbembra be kemaɲ nyiɲi jewulebi.	Mmalgaba nɛ adaga be keta n shuɲ. Amu be mmalgaba tenini be keta n shuɲ. Ngbarbembra be kemaɲ nyiɲi jewulebi nɛ akpra ko.	Mmalgaba nɛ a ma kaa daga be keta n shuɲ. Amu be mmalgaba tenini be kewɔɔ n keni. Ngbarbembra be kemaɲ nyiɲi jewulebi damta nɛ akpra ko.	Mmalgaba na ma kaa daga kushuɲ na. Amu be mmalgaba tenini be akeniso gberɛ nko paɲ akeniso. Ngbarbembra be kemaɲ nyiɲi jewulebi nɛ akpra damta.

Bɔkwɛ 22

Mbishi 1

	Wɔɔ aso ga (7-8)	Wɔɔ aso (mbii 5-6)	Kekukwe (mbii 3-4)	Daga kelento (mbii 1-2)
Apuntoso	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso ga nɛ adrashɛɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso nɛ adrashɛɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso ko nɛ adrashɛɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kemaɲ kɔ elɛɲ nɛ adrashɛɲ be kabaso.
Kemigeto	Bee mige ketande be adabi be kechɛto to nɛnɛ n kaa sa akeniso nɛ adaga.	Bee mige ketande be adabi be kechɛto ko to n kaa sa adamta be akeniso.	Tiɲ m pin ketande be adabi ko ama n ka maa tiɲ a ta amo a liɛ amobe kechɛto.	Atande be adabi be kechɛto be kemaɲ tiɲ migeto nɛnɛ.

	Wɔɔ asɔ ga (7-8)	Wɔɔ asɔ (mbii 5-6)	Kekukwe (mbii 3-4)	Daga kelento (mbii 1-2)
Kanase, kapɔr nɛ keniŋi	Kasibɛbirabarso bɛ lakal be kapɔr so nɛ kesibɛ n niŋi nɛ ngbarbembra be kegbɛto jewulebi.	Kasibɛbirabarso bee kaa bɛ lakal be kapɔr so. Saŋɛ ko be kesibɛ n niŋi nɛ ngbarbembra be kegbɛto kpra.	Kasibɛbirabarso be kapɔr ma kaa buwito saŋɛ ko. Kesibɛ n niŋi nɛ ngbarbembra be kegbɛto kpra damta.	Kasibɛbirabarso be kapɔr gberɛ. Kesibɛ n niŋi nɛ ngbarbembra be kegbɛto shibi ga.

Mbishi 2

	Wɔɔ asɔ ga (7-8)	Wɔɔ asɔ (mbii 5-6)	Kekukwe (mbii 3-4)	Daga kelento (mbii1-2)
Apuntosɔ	Bee ŋini ketande be keshunkukweso nɛ ngbar be kelara be kepinto be kewɔɔ asɔ ga.	Bee ŋini ketande be keshunkukweso nɛ ngbar be kelara be kepinto be kewɔɔ asɔ.	Bee ŋini ketande be keshunkukweso nɛ ngbar be kelara be kepinto ko.	Bee ŋini ketande be keshunkukweso nɛ ngbar be kelara be kepinto be kemaŋ shi.
Kemigeto	Bee mige ketande be adabi be kechɛto to nɛnɛ n kaa sa akeniso nɛ adaga.	Bee mige ketande be adabi be kechɛto ko to n kaa sa adamta be akeniso.	Tij m pin ketande be adabi ko ama n ka maa tij a ta amo a liɛ amobe kechɛto.	Atande be adabi be kechɛto be kemaŋ tij migeto nɛnɛ.
Kanase, kapɔr nɛ keniŋi	Kasibɛbirabarso bɛ lakal be kapɔr so nɛ kesibɛ n niŋi nɛ ngbarbembra be kegbɛto jewulebi.	Kasibɛbirabarso bee kaa bɛ lakal be kapɔr so. Saŋɛ ko be kesibɛ n niŋi nɛ ngbarbembra be kegbɛto kpra.	Kasibɛbirabarso be kapɔr ma kaa buwito saŋɛ ko. Kesibɛ n niŋi nɛ ngbarbembra be kegbɛto kpra damta.	Kasibɛbirabarso be kapɔr gberɛ. Kesibɛ n niŋi nɛ ngbarbembra be kegbɛto shibi ga.

Mbishi 3

	<i>Wɔrɔ asɔ ga (7-8)</i>	<i>Wɔrɔ asɔ (mbii 5-6)</i>	<i>Kekukwe (mbii 3-4)</i>	<i>Daga kelento (mbii1-2)</i>
Apuntosɔ	Bee ɲini ketankargaso nɛ adrasheɲ be kabaso be kepinto be kewɔrɔ asɔ ga.	Bee ɲini ketankargaso nɛ adrasheɲ be kabaso be kepinto be kewɔrɔ asɔ.	Bee ɲini ketankargaso nɛ adrasheɲ be kabaso be kepinto ko.	Bee ɲini ketankargaso nɛ adrasheɲ be kabaso be kepinto be kemaɲ shi.
Kemigeto	Bee mige ketande be adabi be kecheɛto to nɛnɛ n kaa sa akeniso nɛ adaga.	Bee mige ketande be adabi be kecheɛto ko to n kaa sa adamta be akeniso.	Tiɲ m pin ketande be adabi ko ama n ka maa tiɲ a ta amo a lie amobe kecheɛto.	Atande be adabi be kecheɛto be kemaɲ tiɲ migeto nɛnɛ.
Kanase, kapɔr nɛ keniɲi	Kasibɛbirabarso bɛ lakal be kapɔr so nɛ kesibɛ n niɲi nɛ ngbarbembra be kegbɛto jewulebi.	Kasibɛbirabarso bee kaa bɛ lakal be kapɔr so. Saɲɛ ko be kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra.	Kasibɛbirabarso be kapɔr ma kaa buwito saɲɛ ko. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra damta.	Kasibɛbirabarso be kapɔr gberɛ ler efuli. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto shibi ga.

Bɔkwɛ 23

Mbishi 1

	<i>Wɔrɔ asɔ ga (mbii 4)</i>	<i>Wɔrɔ asɔ (mbii 3)</i>	<i>Kekukwe (mbii 2)</i>	<i>Daga kelento (kebii 1)</i>
Apuntosɔ	Keshɛɲtirso nɛ ku buwito nɛnɛ.	Keshɛɲtirso nɛ ku buwito.	Saɲɛ ko keshɛɲtirso na maa pin nko kemaɲ daga.	Ku du kpakpa nɛ fo ta ketande na n lie keshɛɲtirso.
Kamalganyi be apɔrsobi	Bu ta apɔrsobi damta n shuɲ nɛnɛ nɛ a che ekrampo na to.	Bu ta kamalganyi be apɔrsobi n shuɲ nɛ a che ekrampo na to.	Bu ta kamalganyi be apɔrsobi ko n shuɲ ama amobe kecheɛto maɲ shi	Kamalganyi be apɔrsobi gberɛ nko bu maɲ ta amo n shuɲ.
kekuu nɛnɛ	Ketande na wɔbel n saa pɛ bekrampo na be lakal epulto.	Ketande na be mba ko wɔbel n saa wɔrɔ ekrampo na fane e luwe kumo.	Ketande gbagba n saa kɔ adabi gberɛ nko a maɲ kɔ gba.	Kekraɲ ketande na du kpakpa n ka maɲ wɔbel.

Kanase, kapɔr nɛ keniɲi.	Ketande bɛ lakal be kapɔr so nɛ kesibɛ n niɲi nɛ ngbarbembra be kegbɛto jewulebi.	Ketande bee kaa bɛ lakal be kapɔr so. Saɲɛ ko be kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra.	Ketande be kapɔr ma kaa buwito saɲɛ ko. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra damta.	Ketande be kapɔr gberɛ ler efuli. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto shibi ga.
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Mbishi 2

	<i>Wɔɔ aso ga (7-8)</i>	<i>Wɔɔ aso (mbii 5-6)</i>	<i>Kekukwe (mbii 3-4)</i>	<i>Daga kelento (mbii 1-2)</i>
Apuntosɔ	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso ga nɛ adrasheɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso nɛ adrasheɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kewɔɔ aso ko nɛ adrasheɲ be kabaso.	Bee ɲini ketande be keshɛɲtirso be kepinto be kemaɲ kɔ elɛɲ nɛ adrasheɲ be kabaso.
Kemigeto	Bee mige ketande be adabi be kechɛto to nɛnɛ n kaa sa akeniso nɛ adaga.	Bee mige ketande be adabi be kechɛto ko to n kaa sa adamta be akeniso.	Tiɲ m pin ketande be adabi ko ama n ka maa tiɲ a ta amo a liɛ amobe kechɛto.	Atande be adabi be kechɛto be kemaɲ tiɲ migeto nɛnɛ.
Kanase, kapɔr nɛ keniɲi.	Kasibɛbirabarso bɛ lakal be kapɔr so nɛ kesibɛ n niɲi nɛ ngbarbembra be kegbɛto jewulebi.	Kasibɛbirabarso bee kaa bɛ lakal be kapɔr so. Saɲɛ ko be kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra.	Kasibɛbirabarso be kapɔr ma kaa buwito saɲɛ ko. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto kpra damta.	Kasibɛbirabarso be kapɔr gberɛ. Kesibɛ n niɲi nɛ ngbarbembra be kegbɛto shibi ga.

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