



MINISTRY OF EDUCATION

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KYERɛKYERɛNYI N'AKWANKYERɛ BUUKUU



Gyinapɛn 3



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CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

MFANTSE

Kyerɛkyerɛnyi No Buukuu

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NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MFANTSE 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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Ɔfa 1: NKASAFUA A ƆFATA NDWUMA NA TSEBEA AHOROW

TSIRASƐM (Kasa Ne Fa Bi): ANOKASA DWUMADZI

Tsirasem Pɔtsee: Nkɔmbɔdzi

Adzesua no Botae: *Tum dze nkasafua a wɔfata ndwuma na tsebea ahorow dzi dwuma wɔ nkɔmbɔdzi a ɔfa fie nye amanandze nsem ho.*

Adzesua no Susudua : Dɛ ibotum na edzi nkɔmbɔ waa wɔ tsebea ahorow bi mu.

NYIENYIM NA ƆFA YI NO TƆFABƆ

Dem ɔfa yi no botae nye dɛ edze nkasafua a wɔfata ndwuma na tsebea bedzi dwuma wɔ fie na amanandze nsem ho na ibotum so edzi nkɔmbɔ waa wɔ tsebea ahorow bi mu. Dem ɔfa yi ne ngyinado fi afe kor, ɔfa kor adzesua mu. Dem ɔfa yi mu no, esuafo bosua afanu-nkɔmbɔdzi ho nkitahodzi ho adwenkyere na wɔdze edzi dwuma wɔ adzesua dan mu na wɔatserew mu dze akɔ hɔn daadaa abrabo mu. Dem ɔfa yi bɔboa esuafo ma woetum dze nkasafua a odzi mu a wɔfata ndwuma na tsebea edzi fie na amanandze nsem ho nkɔmbɔ dze enya nkɔmbɔdzi mu ntseasee a odzi mu. Dem ɔfa yi ho hia ma osuanyi no, nnye Mfantse kasa ho adzesua nkotsee mu na mbom dɛ ɔnam adzesua yi ho nkitahodzi do botum dze ho nyimdzee akɔ adzesuadze afofor bi tse dɛ Borɔfokasa na kasa ahorow bi so mu. Ohia dɛ kyerɛkyerɛnyi no dze akwan ahorow a bi tse dɛ nkɔmbɔdzi na dza ɔkeka ho bedzi dwuma wɔ n'adzekyere mu.

Dapen ahorow na ɔfa yi mu adzesua a ɔwɔ mu:

- **Dapen 1:** *Tum dze nkasafua a ɔfata ndwuma na tsebea a odzi mu dzi dwuma wɔ daadaa nkɔmbɔdzi mu.*
- **Dapen 2:**
 - a. *Tum da afanu-nkɔmbɔdzi ho ndzeyee a odzi mu edzi wɔ nkɔmbɔdzi mu.*
 - b. *Tum dze nkasafua a wɔfata ndwuma na tsebea ahorow dzi amanandze na fie nsem ho nkɔmbɔ wɔ ne kasaa mu.*

ADZEKYERE AKWANHOROW NO TƆFABƆ

Adzekyere akwanhorow pii na odzi dwuma wɔ dem Ɔfa yi mu.

Adzekyere kwan a ogyina ɔhaw bi do; Iyi ye dza wodua wiadze asetsena mu ɔhaw ankasa do dze boa esuafo ma wosua adze a ɔnye adzekyere kwan a kyerekyerɛnyi gyina hɔ wora nsem gu esuafo hɔ a esufo tsie nkotsee no bɔ ebira. No mu ndzembaye no bi nye de esuafo bedzi dwuma ankorankor, beenu beenu, esuafo a hɔn mbɔdzembɔ nnye per anaa mbaa na mbanyin bɔbɔ mu aye kuw kor, esuafo nyina bɔbɔ mu edzi dwuma na de iyinom mu biara dze dza woesua no bɔto afofor enyim. Dem adzekyere akwanhorow yi boa ma esuafo adwen mu dɔ, wotum sɔw ɔhaw ahorow ano na ɔboa nkitahodzi mapa so. Ɔsan so boa nkabɔmu dwumadzi, bataboa na baanodzi so. Esuafo san hu mbre wosi ye biribi mu nhwehwemu anaa mpensampensamu na wɔdze ho adwenkyere to gua. Esuafo a wɔwɔ adzesua mu akyɛdze soronko no, nhyehyɛ soronko bi tse de baanodzi dwumadzi a ɔbɛma wɔakyere esuafo nkaa no adze ma wɔaatse dza akyerekyerefo akyere no ase yie wɔ hɔ ma hɔn. Ɔye akyerekyerefo hɔn asodzii de hɔn enyi bɔkɔ esuafo a wɔwɔ haw wɔ kasafua no bɔ na kasa mu ho na wɔfa kwan soronko do boa hɔn amma nkaafo no anntsentsen nsa wɔ hɔn do.

MBRE YEBESI ASƆ ESUAFO AHWɛ

Ɔfa yi mu no, wɔahyehyɛ dwumadzi no de ɔdze adwempɔw ho ntsease a no mu da hɔ na kwan a wɔfa do dwendwen biribi ho nyina begyina per. Ama yeehu mbre esaufo esi etu mpon no, otwar de kyerekyerɛnyi no nya nyiano fi esuafo no hɔ aber biara. Dwumadzi ho nhyehyɛ no dze mbre wobesi dze enyi edzi osuanyi ne ntseasee wɔ Mfantsekasa mu adzekyere ho akwankyerɛ no ekyir. DoK gyinapɛn 3 mu adwempɔw mu ndwendwenho ho nsembisa no, wɔnam susukyerɛw kwan do anaa ɔhaw bi ho adzesua ho akwan do nye afanunkɔmbɔdzi ho nkitahodzi do na mbre wɔdze nkasafua a ɔfata ndwuma na tsebea ahorow dzi nkɔmbɔ a ɔfa fie na wiadze nyinara ɔhaw ho dze boa esuafo. Akyerekyerefo mfa amba a ofi dwumadzi ahorow bi tse de ber a wɔrekyere adze na adzesua ber n'ewiei mfa nhu osuanyi biara no mbɔdzembɔ.

Akyerekyerefo nhyɛ no nsew de wɔdze dwumadzi ahorow a esuafo nyinara, nkankara hɔn a wɔwɔ haw soronko wɔ adzesua mu 'Special Education Needs and Disability (SEND)' no benya bi aye anaa botum aye bi. Akyerekyerefo nhyɛ da nhyehyɛ adzesua no de mbre ɔbɔboa obiara wɔ no kwan a ɔfa do sua adze do de mbre amansan nyinara adzesua nhyehyɛ 'Universal Design for Learning (UDL)' no rohwehwe no.

Kwan a yebotum afa do enya nye iyi:

- Yɛbɛfa akwan ahorow do edzi dwuma (mfatoho: yɛdze dwumadzi ahorow bi tse dɛ nkɔmbɔdzi, senyi, dza esuafo no bɔdwendwen ho ama nyiano nye dza abaɛfor mfir gye hɔn abamba.)
- Yɛrema esuafo no afa akwan ahorow do akyerɛkyerɛ nsem mu (Mfatoho; wɔreka nsem efi akyerɛw bi mu, dza wotsie, senyi ho ɔyɛkyerɛ na nkyerɛkyerɛmu a no mu da hɔ mu.)
- Yɛrema esuafo no afa akwan ahorow do ada nyɛɛ nye nkyerɛkyerɛmu edzi (Mfatoho: ma esuafo mfa kasa, akyerɛw, mfonyin nye mfir a ɔbɔboa hɔn ma woɛɛyi nsembisa ano).

Bio, otwar dɛ akyerɛkyerɛfo dwen esuafo nyinara ho ma akwankyerɛ a ɔbɔboa esuafo nyinara, dɛ wɔbɛma mber fofor, yɛdze mfir a ɔbɔboa adzesua nye dwumadzi ahorow anaa yɛbɛma etsipemfo akyerɛkyerɛfo ayɛ hɔn mboa. Iyi boa ma esuafo no nyina dze hɔn ho hyɛ adzesua mu.

Otwar dɛ abaɛfor mfir a wɔboa kasa nye sen na mfonyin no nya ndze kor na akyerɛw a ɔda mfonyin anaa sen do anaa kasa nsenkyerɛdze asekyerɛ yɛ dza ɔbɔboa esuafo a wɔwɔ ɔhaw wɔ mbrɛ wosi tsie asem ho. Sen anaa mfonyin a ɔkasa no n'ekyir kan no, ɔwɔ dɛ ɔyɛ dza obeye ama esuafo a hɔn enyiwa nnhu adze yie no. Otwar dɛ akenkan ho ndzɛmba yɛ dza ɔbɔboa enyifurafo. Mfatoho; 'braille' anaa 'e-braille' anaa otwar dɛ ɔwɔ abaɛfor kwan a obotum adan no ndze ma woɛtsie.

Esuafo a hɔn nyimpadua ho edzi dzɛm ma wɔwɔ nantsew mu haw no, ɔwɔ dɛ wɔdze hɔn nyimpadua ne fa a otum yɛ edwuma yie no kyerɛ na wɔka biribi fa mfonyin a wɔtse nka no ho na wɔdze ndzɛmba ahorow a ɔbɔboa hɔn ma wɔanantsew bi tse dɛ ayarfo egua, ndua a wɔdze nantsew, abaa a wɔdze nantsew yie na adze dzi dwuma wɔ beenu-beenu kuw mu, kuw nketsewa mu anaa ber a woribegyina esuafo no nyina enyim.

Esuafo a sɛbew, hɔn asowa nntse asem yie no botum dze kyerɛwpon a ɔboa kasa edzi dwuma akyerɛ hɔn nsem no ne nyiano. Esuafo a wɔwɔ kasa mu haw no, afofor botum ahwɛ hɔn ano ber a wɔrekenkan anaa wobegyina demfo no hɔn nsenkyerɛdze anaa akyerɛw do. Esuafo a hɔn asowa nntse asem yie no, otwar dɛ wɔhyɛ asowa efir a ɔbɔboa ma wɔatse kasa yie. Esuafo a hɔn enyiwa nnhu adze yie no, botum dze abaɛfor mfir a ɔbɔboa hɔn wɔ hɔn dwumadzi ne nkyerɛkyerɛmu mu. Bi nye selaede (slide) ahorow a ɔdze akyerɛw kɔ anokasa mu, krataafa a wotum dan hɔn ho, dza ɔma ndzɛmba yɛ akɛse sen dza ɔtse no nye pii a ɔkeka ho.

Botae	DOK Level	Dwumadzi Kwan
3. 1.1. LI.1 Fa nkasafua a wɔfata ndwuma na tsebea ahorow dzi dwuma wɔ daadaa nkɔmbɔdzi mu.	2	Adzesuadan mu dwumadzi
3. 1.1. LI.2 Da akwan ahorow a wɔdze afanu-nkɔmbɔ ho nkitahodzi dzi dwuma wɔ daadaa nkɔmbɔdzi mu.	3	Fie Dwumadzi
3. 1.1. LI.3 Fa nkasafua a wɔfata ndwuma na tsebea ahorow dzi daadaa nye amanadze nsem ho nkɔmbɔ.	2	‘Dwumadzi a yetaa frɛ no Project’

DAPEN 1

Adzesua No Ne Botae: *Tum dze nkasafua a Ɔfata ndwuma na tsebea ahorow dzi dwuma wɔ daadaa nkɔmbɔdzi mu*

Nkaakaa

Afe 1	Dapen 1 na 2 1. Tum fa adzekyerɛ akwanhorow do kyerekyerɛ Mfantse mbawor mu (mfatoho, sor-kɔ anaa famu-ba, tɛtɛr anaa krukruba, kan anaa anto kan 2. Tum fa adzekyerɛ akwanhorow do kyerekyerɛ mbrɛ yeyɛ Mfantse nkonsontse mu (Mfatoho: ndze, bea a yeyɛ ngyegyee no, mbrɛ yesi yɛ ngyegyee no).
Afe 2	Dapen 1 na 2 1. Tum kyere nselabor ahorow no (ntowmu na mbuei) mu wɔ Mfantsekasa mu. 2. Tum kyere nselabor nhyehyɛɛ a ɔwɔ kasafua ne nyɛɛ mu wɔ Mfantsekasa mu.

DZA ENYI TSIM DO: NKASAFUA A ƆFATA NDWUMA NA TSEBEA AHOROW

Nkasafua a wɔfata ndwuma na tsebea ahorow no ne nkyerekyerɛmu:
 Nkasafua a Ɔfata ndwuma na tsebea ahorow kyere kasafua ahorow a ɔnam ɔkasafu no botae pɔtsee bi ntsi yɛdze dzi dwuma wɔ nkɔmbɔdzi bi mu. Dza ɔye soronko wɔ ndwuma ahorow mu a yɛdze dzi dwuma no so ka ho bi. Mfatoho, sɛ yekɔ datser hɔ anaa asopitsi a, yetse nkasafua pii a yɛmmfa nndzi dwuma wɔ hɛn dada nkɔmbɔdzi mu. Bi tse dɛ, mbrɛ akoma no bɔ, mbɔgya sorkɔ anaa famuba, akomatorow efir, ndur ho akwankyerɛ, ndur, edurgyebea, oduyɛfo hyiabea na nɛɛse. Dem ara so na yebotum adwen nkasafua a Ɔfata ndwuma na tsebea ahorow bi a ɔfa mbra ho, dza ɔfa dawurbɔ ho, dza ɔfa adzesua ho nye ndwuma nkaa a aka nyina mu dze ho.

Dem kwan soronko a yefa do dze kasa dzi dwuma yi, nkanka nkasafua afofor mu no yɛ soronko fi mbrɛ yɛdze dem kasafua no dzi dwuma wɔ kasa mu anaa sen mu anaa mbrɛ obi besi dze edzi dwuma ho. Mfatoho; kasafua ‘hɛn’ (dzinhyɛananmu) a ɔwɔ daadaa nkɔmbɔdzi mu no, ɔye soronko so wɔ akwantu mu ‘hɛn’ (efir kaar) ho.

Tsebea biara a yebehyia no, yɛdze kasa a ɔfata nyimpa a yenye no rekasa no na nkɔmbɔdzi no, no botae dzi dwuma no. Kasa a yɛdze dzi dwuma ber a anyenkofo edzi ehyia no yɛ soronko fi dza yɛdze dzi dwuma ber a yenye hɔn a wɔwɔ dzibew anaa wodzi tum no ehyia ho.

Tsebea biara a yehyia mu no, yɛdze kasa a ɔfata nyimpa a yenye no rekasa no na nkɔmbɔ no ne tebea no dzi dwuma.

Kasa a yedze dzi dwuma wɔ hɛn anyɛnkofo na ebusuafo mu no, yɛ soronko fi kasa a yedze kasa kyere nyimpa a wɔwɔ dzibew anaa tum mu no ho.

Nkasafua a ɔfata ndwuma na tsebea ahorow no ne nkyekyɛmu: Yɛwɔ Mpanyimfo mu nkasafua a wɔfata ndwuma na tsebea ahorow na Anyɛnkogor mu nkasafua a wɔfata ndwuma na tsebea ahorow.

Mpanyimfo Mu Nkasafua a ɔfata Ndwuma Na Tsebea Ahorow: Kasa ahorow a yedze dzi dwuma no gyina enyidzi, pɛpɛryɛ na dɛ yɛgye to mu wɔ kasa bi mu. Yɛtaa dze mpanyimfo mu nkasafua a wɔfata ndwuma na tsebea ahorow dzi dwuma wɔ edwumayɛbea ahorow mu, skuul na nwomasua mu, Aban edwuma mu, nhyiamu ahorow mu, mbuukuu na dawurbɔ ahorow mu. Mpanyimfo mu nkasafua a ɔfata ndwuma na tsebea ahorow no ho hia mapa osiandɛ ɔma nkɔmbɔdzi mu da hɔ yie na ɔbrɛ menntse-moho-ase so ase. Ɔkyere etsiefo obu, nhyehyɛɛ anaa edwumakuw. Ɔma nyimpa hu dɛ obi wɔ nyimdzee, ntsease na obu wɔ dwumadzi bi ho.

Nkasafua a Yɛgye to mu no, no su

1. Kasa a Yɛgye To Mu

Nkasafua a yɛgye to mu wɔ ndwumamu no mmfa kasa bɔn, mpɔtamɔ bi hɔn kasaa na nkasafua a wɔsɛɛ mbom wɔdze kasa a wɔgye to mu pɛr na wɔdze dzi dwuma.

2. Nkasafua Pɔtsee

Nkasafua a yɛgye to mu wɔ ndwumamu no dze nkasafua pɔtsee a wɔnye nkɔmbɔdzi no wɔ twaka na wɔdze dzi dwuma.

3. Nsɛntɔw Atsentsen

Nsɛntɔw atsentsen so ka dza yɛgye to mu no, no ho.

4. Botae

Ɔwɔ botae pɔtsee bi. Ɔmmfa ankorankor bi hɔn adwenkyere, atsenka na nyiyimu nndzi dwuma.

5. Ndze (Toun)

Ɔye dza ɔkyere obu na enyidzi.

Anyɛnkogor Mu Nkasafua a ɔfata Ndwuma Na Tsebea Ahorow: Dɛm kasa yi nnye edwuma bi no mu dze, odzi dwuma wɔ ber tsiabaa bi mu na wɔtaa so sɛɛ na yehu no wɔ hɛn daadaa nkitahodzi mu; wɔ anyɛnkofo nkɔmbɔdzi mu, ebusuafo nkɔmbɔdzi mu, agodzifo nkɔmbɔdzi mu, abaɛfor ntentan do na ankorankor nkitahodzi ho nkɔmbɔdzi mu. Botae tsitsir a ɔwɔ ha nye dɛ yebohu hɛnho na yɛafa nyanko. Hye no nsew dɛ wɔ iyi mu no mpo, nkasafua no yɛ dza

ɔye soronko. Nkasafua bi tse de ‘w’enyi gye ho, ye me nyenko, me nyenko brebo’ nye pii a ɔkeka ho ye nkasafua a yedze dzi dwuma wo abae for ntentan no do. Anyenkogor mu nkasafua a wofata ndwuma na tsebea ahorow no boa ma yenza nkitaho pa na yenye nkorɔfo nkaa no dzi dwuma aber biara. Ɔboa ma ankorankor biara hu ne nyimpasu, n’atsenka nye n’adwenkyere so. Anyenkogor mu nkasafua a wofata ndwuma na tsebea no ma ankorankor biara nya atsenka de ɔka dza wɔrekasa fa ho no ho bi, ɔkyere n’adwen wo kuw nketsewa mu nye mpɔtamu nkɔmbɔdzi anaa adwenkyere ho.

Anyenkogor Mu Nkasafua A ɔfata Ndwuma Na Tsebea Ahorow no, no Su

1. Kasa a wɔsese

Yedze kasa a wɔsese, ndɛmbafo kasa na mpɔtamu kasa dzi dwuma wo ha.

6. Nkasafua no nnye pɔtsee

Iyi ye dza no mu nsem no nnye pɔtsee, dza yedze dzi dwuma wo hen daadaa abraɔ mu bi tse de kasa anaa nkasafua a wotwa do ka.

7. Asentɔw tsiaba

Otum so ye nsentɔw tsiaba na nkasafua a woetwitwa do esinesin.

8. Ndze (Tuon)

Ɔda ɔkasafu no ne tsebea na no su edzi.

9. Nyimdzee a akasafu no nyim fa hɔnho

Afanu a woridzi nkitaho wo dem nkɔmbɔdzi yi mu no da biribi a wonyim wo hɔnho dada edzi.

Dwumadzi

Kyerɛ nkasafua a ɔfata ndwuma na tsebae ahorow a ebetse no wo mbea a odzidzi do anaa ber a enye obi rekasa afa asentsitsir bi ho;

Mfatoho:

1. *Se ikohu datser a: edur*
2. *Se fitanyi rekasa akyere wo a: ‘brake’, ‘tyre’*
3. *Se edzibantɔfo nye wo rekasa a: edziban, atser*
4. *Kyerɛkyerɛnyi a ɔkyere nkontaabu rekyere adze a: nkabɔmudze, hankra-fa*
5. *Osuanyi a osua edwindze nye ne kyerekyerɛnyi rekasa : ahosu, borɔsoo*
6. *Abofra a ɔwo ahomgye mu wo akwantu mu nye ne nanabaa rekasa wo ahomatorfo do: heloo, mema wo aha.*

7. *Anyenkofo beenu a woridzi bɔɔlbɔ akensi ho nkɔmbɔ : pia ma no, bɔ mu, oetwa no,*

ADZEKYERE AKWANHOROW

Adzekyerɛ kwan a ogyina ɔhaw do: Ankorankor na Ekuwekuw Dwumadzi

1. Ekuwekuw dwumadzi: Ekuwekuw hwɛ nkasafua dodow bi a kyerekyerɛnyi dze ama hɔn na wɔdze hɔn adwen bubu nkasafua no mu dodow bi a wɔka biribi pɔtsee ho asem.

Ɔwɔ dɛ kyerekyerɛnyi tɔ dɛ ɔkɔ aprɔw wɔ esuafo no do hwɛ dɛ obiara ridzi dwuma no bi. Afei, obiara a ohia mboa wɔ kwan biara do no, ɔwɔ dɛ ɔma no mboa a ohia.

2. Beenu dwumadzi : Esuafo yɛ ɔyekyerɛ wɔ nkɔmbɔdzi mu fa iyinom mu bi ho. Kusum ndzepa (adɔyɛ, pɛrperɛyɛ, nokwardzi na irigyina ɔhaw bi enyim pintsinn), Abɔdze ho nyansapɛ, abasfor nyimdzee (technology), mfirdwuma, na Nkontaabu nkabɔmu ho adzesua (STEM), mbaa so beyɛ dza mbanyin yɛ na obiara benya kyɛfa wɔ adzesua mu, enyinam ahoɔden ho bambɔ, apɔwmudzen, ɔman yi na amanaman do nsem ahorow. Kyerekyerɛnyi no wɔ hɔ dɛ ɔbɛma mboa biara a ɔfata.
3. Esuafo nyinara hɔn dwumadzi:
 - a. Hwɛ na tsie ɔyekyerɛ no. Afei, kyere nkasafua a ɔfata dɛm nkɔmbɔdzi no.
 - b. Hwehwɛ nkasafua a ɔfata no bi ka dza woedzi kan dze ama afa edwumayɛ, ndwumakuw ahorow na adze no ho.
 - c. Ana akasafo no dze enyidzi a ɔfata maa nkɔmbɔdzi no fi ahyɛse kesii ewiei a?

DWUMADZI TSITSIR

DoK gyinapɛn 2 – Ekuwekuw a wɔdze nyimdzee roto gua

Hom nye krado dɛ hom bekyere mbɛre wosi to abadzin. (Amba 12)

- a. Hom nhwehwɛ nkasafua a ɔfata abadzinto ho nkɔmbɔdzi yi.
- b. Kyere siantsir a dɛm nkasafua no fata abadzinto nkɔmbɔdzi yi.
- c. Fa w'adwen bubu kwan a nkasafua a ɔfata no befa do asesa wɔ aber a eregye nsembisa wɔ etsiefo hɔ.
- d. Hom mfa hom dwumadzi no nto esuafo nyinara enyim.

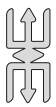
PLC SESSION 1

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

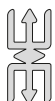
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **presentation**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

DAPEN 2

Adzesua No Ne Botae

1. *Da afanu-nkɔmbɔdzi ho nyimdzee edzi*
2. *Fa nkasafua a Ɔfata ndwuma na tsebea ahorow dzi dwuma wɔ daadaa nkɔmbɔdzi mu wɔ Mfantsekasa mu*

Nkaakaa

Afe 1	Dapen 3: Kyere nsentsitsir pɔtsee fi nkɔmbɔdzi bi mu. Mfatoho; Amambra na amandze kwan do (obu, ayamuyie, ahohyedo na pii a ɔkeka ho), nwomasua, mbofra a wɔdze hɔn ye edwumadzen, atsenae, ɔman Ghana mu ndwuma, famuegudzi no ntui, GESI na dza ɔkeka ho.
Afe 2	Dapen 2 1. Kyere ndze (toun) ase ber a edze w'adwen ritsim toun ahorow (sor, famu, adantamu) na hɔn dwumadzi do. 2. Hom ndwendwen ndze (toun) no dwumadzi ho.

DZA ENYI TSIM DO 1: AFANU-NKɔMBɔDZI

Afanu-Nkɔmbɔdzi N'adzeban: Iyi nye ber a akasafo beenu no fa kwan bi do dzi nsesa ber a woridzi nkɔmbɔ, iyi boa ma nkɔmbɔdzi no kɔ do waa. Kor kasa ma kor tsie dza ɔreka no. Onntwa n'ano anaa ɔmma mu ber a kor no gu do rekasa no. Iyi boa ma nkɔmbɔdzi bi kɔ do waa na ɔma akasafo no tsie hɔnho ber a nkɔmbɔdzi bi rokɔ do. Iyi san boa ma obiara kyere n'adwen ma nkɔmbɔdzi no kɔ waa.

Afanu-Nkɔmbɔdzi N'ahwehwedze: Afanu-nkɔmbɔ ho nkitahodzi ye soronko wɔ amambra biara na nsem a ɔfa nsem bi ho so ho. Siantsir nye de kurow bi ne nhyehyee a ogyina mber do, ndzidzido na mber kasa nhyehyee tse wɔ nkɔmbɔdzi mu no bɔ ho ban. Odu mber bi a, akasafo wɔ nkɔmbɔdzi bi mu tum twa kor n'ano ber a nkɔmbɔdzi bi rokɔ do wɔ kwan a ɔmmfata do naaso binom so tum fa kwan a ɔtsen+6 na ɔkyere obu do so. Yetum dze nkasafua a ɔkyere obu bi tse de 'mepa wo kyew,' 'ma memfa bi nka ho,' dzi kan na edze dza epe de ibisa anaa eka no atoa do dze etwa ɔkasafu bi n'ano. Afanu-nkɔmbɔdzi mu no, ɔwɔ de ihu na ibu binom so hɔn adwenkyere. Itum dze enyidzi kasa bi tse de 'w'adwenkyere nye den?', 'dza mowɔ ka ara nye no,' 'fa bi ka ho' na dza ɔkeka ho na nsekyeredze bi tse de erobɔ wo tsir adze akyerɛ obi ber a ɔrekasa dze agye biribi ato mu anaa edze rekyere de onyia no tum kasa dzi dwuma ana aba nkɔmbɔ no mu. Ɔwɔ de inya abotar na ahohyedo ber a erotweɔn ma edu wo do no.

Siantsir a Afanu-Nkɔmbɔdzi ho hia

Siantsir a afanu-nkɔmbɔdzi ho hia no bi nye;

1. Ɖboa ma akasafo no hyehye mbɛɛ nkɔmbɔdzi besi ako waa.
2. Ɖkasafo biara wɔ kwan de ɔka biribi wɔ nkɔmbɔdzi no mu.
3. Ɖboa ma yenya nkitahodzi na anyenkofa mapa.
4. Ɖboa ma akasafo nya nkɔmbɔdzi mu akokodur.
5. Ɖma esuafo dzi kasa mu mbra do.
6. Ɖboa esuafo no ma wosua mbɛɛ wosi tsie obi n'asem ana wɔaakasa..
7. Ɖboa ma yenya gyedzi wɔ hɛn mu na yenya kasa ho suahu papa wɔ nkɔmbɔdzi mu.
8. Ɖboa ma yenya ber tsie na ɔma nkɔmbɔdzi no kɔ do yie.
9. Ɖboa ma yesua nyimpadɔm anaa dodow mu suahu bi tse de abotar na yɛkyere hɛn adwen kyere afofor. Ɖma yetu mpon wɔ nkitahodzi mu so.
10. Ɖboa ma yenya ahohyɛdo wɔ hɛn ndzeyee mu.

Afanu-Nkɔmbɔdzi ho Ɖyɛkyere: Akyerekyerɛfo mma esuafo no nye Ɖyɛkyere bi a ɔfa adze tsitsir ho. (Esuafo botum edzi anokɔnkɔn afa afanu-nkɔmbɔ na no ho mbra ho. Ne tsitsir nye kwan a akasafo si dze hɔn adwenkyere to gua na mbɛɛ wosi yi nsem a hɔn anyenkofo aka no ano.) Nsem bi a wobotum egyina do dze edzi dwuma na odzi do yi:

1. Ana ɔwɔ de wɔma esuafo a wɔwɔ nsɔwdo skuul no kwan ma wɔdze fon dzi dwuma wɔ skuul anaa?
2. Nsesa a wimu nsakyeree wɔ no edziban ho bambɔ nye atsenae do. (Obiara nkyere n'adwen na ɔnkyer kwan a wɔbɛfa do esiw ano.)
3. Eye ɔkyeame wɔ nkɔmbɔtwetwe dwumadzi bi a asentsir a ɔda do nye; Onnyi de wɔma kwan ma wɔdze ɔba kɔ skuul mu'. Ye Ɖyɛkyere bi kyere mbɛɛ ibesi edzi dwuma no. (Hwe mbɛɛ enyidzi kwan do nkɔmbɔdzi no kɔ do wɔ akasafo no mu, wobisa nsem fi nsem a hɔn anyenkofo no ka no mu, mbɛɛ wɔda hɔn su edzi se wɔnye afofor nnye adwen a.) Ibesi den edzi kyeame dwuma yi?

ADZEKYERE AKWANHOROW

1. Ekuwekuw Dwumadzi

Esuafo nyina nkɔmbɔdzi

- a. Esuafo ndwendwen nsentsitsir ho bera wɔkyerekyerɛ mu wɔ Mfantsekasa mu.

- b. Enye esuafo a hɔn nyimdzee wɔ sor mfa nkɔmbɔdzi do nda Afanu-Nkɔmbɔ Ho Nkitahodzi edzi.
- c. Esuafo ntsie nkɔmbɔdzi a wɔatwe egu efir do na wɔmfa afanu-nkɔmbɔ ho nkitahodzi do ndzi dza wotsiei no ho nkɔmbɔ.

2. Beenu Dwumadzi

- a. Esuafo nye ɔyɛkyere a ɔfa afanu-nkɔmbɔ ho nkitahodzi ho a kyerekyerɛnyi no dze bɛma hɔn no ho. Hom nhwe de hom dze afanu-nkɔmbɔ ho nkitahodzi ho akwan ahorow no bedzi dwuma.
- b. Esuafo nyi nsem bi a ɔfa amambra ho, STEM, GESI, enyinam ahɔɔzen no dwumadzi ho, ahonyidzi, apɔwmudzen na hom nkenkan. Hom nkyere nsentsitsir a ɔwɔ nkɔmbɔdzi no mu na hom nda afanu-nkɔmbɔ ho nkitahodzi ho mbra edzi.

Dwumadzi Tsitsir: DoK gyinapɛn 3 – Ankorankor Fie Dwumadzi

- 1. Eka kuw bi a woridzi nkɔmbɔ afa kusum afahye bi a wodzi no wɔ Ghanaman yi mu no ho.
 - a. Kyere mbre enam afanu-nkɔmbɔ ho nkitahodzi ho akwan ahorow do edze wo nsem bɔto gua wɔ nkɔmbɔdzi no mu. (Amba 7)
 - b. Kyere siantsir a afanu-nkɔmbɔ ho nkitahodzi ho hia wɔ nkɔmbɔdzi mu. (Amba 3)
- 2. De eye kasamafo wɔ anokɔnkɔn dwumadzi bi mu wɔ wo skuul mu no, kyere akwan ahorow enum a ebɛfa do ma akasamafo no dze afanu-nkɔmbɔ ho nkitahodzi bedzi dwuma. (Amba 5)

DZA ENYI TSIM DO 2: **EHIASEM**

Ehiasem ye nsem a ɔroko do a ɔrehaw hɛn mpɔtamu a ohia de amamfo, mbrahyefo na sɔnmufɔ no nyinara hwe ye ho biribi. Nsem no tum ye ɔham ma nyimpakuw bi, amanyesem anaa ɔman ne sikasem mpo. Nsem no pii tum kyere mbre dodow no si da hɔn adwenkyere edzi ma onya nsunsuando wɔ aban ne nhyehyee ho ma ɔkyere nkitahodzi pa a ɔda ɔmamfo nye aban no ntamu.

Ndwumamu na tsebea ho nkasafua a yehu wɔ tsirasem soronko bi mu

Edze nkasafua a odzi mu anaa ndwumamu na tsebea ho nkasafua dzi dwuma wɔ tsirasem bi mu a, ɔboa ma nkɔmbɔdzi no ko waa. Dza ɔwɔ ase ha yi ye nkasafua bi a ndwumakuw binom dze dzi dwuma:

1. Suapɔn mu: ɔkasakyere, kyerekyerenyi, esuafo, esuapɔn mu afe a odzi kan, na dza ɔkeka ho.
2. Fangowtu mu (Galamsey) : amonatutufɔ, nsu, sika kɔkɔ, mfir, asaase, ndur, na pii a ɔkeka ho.
3. Kuadwuma: nduadzewa, afardwuma, ɔyɛasaaseyie, kuadwuma ho mfir, mbowanyɛn, aba, haban, ekuadwuma nketsewa, nsaase na dza ɔkeka ho.
4. Abaɛfor ntetan ho adzesua: Kɔmpiwta, twe, Wi-Fi na pii a ɔkeka ho.
5. Awar: awarfo, awar ahorow, tsirnsa, ɔhokafo, ayefor, yeforkun, kɔkɔkɔ, na pii a ɔkeka ho.

Dwumadzi

Ndwumakuw anaa tsebea ben ho nkasafua nye iyi?

1. nkasafua, asempruw, asemfua, kasa mpaapaamudze, dzinhyɛananmu
2. kyer no, ewudzi, adasefo, da efiadze, atsembuafo, dzi nsew
3. mframagya, funer, ‘acid’, ‘alkali’

ADZEKYERE AKWANHOROW

Adzesa Kwan a Ogyina Ɔhaw bi Do

1. Ankorankor na ekuwekuw dwumadzi

Ekuwekuw

- a. Esuafo dzi nkɔmbɔ fa mfaso a ɔwɔ ho de yɛbɔbɔ hɛn atsenae ho ban na kwan a yebotum afa do abɔ atsenae ho ban.
- b. Esuafo bɔ nkɔmbɔdzi no mu nkasafua a wɔda nsew enyikam.
- c. Esuafo dze dem nkasafua a wɔda nsew no ka atsenae mu adze fofor ho asem.
- d. Kyerekyerenyi hwe ma wɔfa dem kwan yi do ka adze fofor a ɔwɔ hɔn atsenae mu ho asem. Esuafo binom a hɔn adzesua kɔ kan so botum edzi enyim ma nkaafo no ayɛ.

DWUMADZI TSITSIR

DoK gyinapɛn 3 – Ekuwekuw Dwumadzi

Hom mfa tsirasɛm no mu kor na hom mfa nkasafua a ɔfata nka ho asem;

- a. Pensapɛnsa nsunsuando a abaɛfor ndzɛmba a ama wiase ayɛ kakraba no nya wɔ Ghanaman ne sikasɛm na ndwumasɛm do.

- b. Ker nkitahodzi a ɔda ohia na apɔwmudzen no nsuansuando ntamu wɔ amanaman a mbrɛana worutu mpon no do.
- c. Kyere nsunsuando a wimu nsesa dze ba Ghana ekuaye do na kyere mbrɛ yebesi esiw ɔhaw no ano.

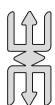
PLC SESSION 2

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

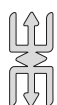
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

5 minutes

Reflection

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

Ɔfa 1 No Mbobodo

Dem Ɔfa yi kyerɛɛ nkasafua a Ɔfata ndwuma na tsebea ahorow wɔ nkɔmbɔdzi mu, afanu-nkɔmbɔdzi na ndwumamu na tsebea ho nkasafua a yehu wɔ nsentsitsir mu. Esuafo suaa nkasafua a Ɔfata ndwuma na tsebea ahorow no ne nkyerɛkyermu na n'ahorow so. Nkasafua a Ɔfata ndwuma na tsebea ahorow a wɔdze dzi dwuma wɔ nsentsitsir pɔtsee bi mu so ka ho. Wɔsanee suaa afanu-nkɔmbɔdzi ho ahwehwɛdze na siantsir a afanu-nkɔmbɔdzi ho hia wɔ nkɔmbɔdzi mu. Bio, esuafo suaa ndwumamu na tsebea ho nkasafua a yehu wɔ nsentsitsir mu. Ha no, wonyaa nkuranhyɛ dɛ wɔmfa afanu-nkɔmbɔdzi ahwehwɛdze do mfa ndzi ehiasɛm bi ho nkɔmbɔ na wɔmfa do mfa nsua mbre wɔdze afanu-nkɔmbɔ ho nkitahodzi dzi dwuma wɔ wɔnye anyɛnkofo nkitahodzi mu. Gyedzi nye dɛ esuafo wie dem Ɔfa yi a, wobɛnya nyimdzee a wobegyina do dze akyerɛ sorbisorbi a ɔda nkasafua mu, nkasafua nkyerɛase mu na wɔdze nkasafua a odzi mu edzi dwuma.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSOHWE NO

DAPEN 1

Dza wrohwe ho dze etwa dwumazi no

Mbre osuanyi no besi edzi dwuma no	Ɔaye adze papaapa (Amba 4)	Ɔaye adze ara yie (Amba 3)	Ɔaye adze; dwumadzi no ye ara (Amba 2)	Ohia de ɔyer noho (Aba 1)
Nhyehyee a wɔdze da dwumadzi edzi (Nsem)	Nsem a osuanyi no daa no edzi no kyere abadzinto na akwanhorow a wɔfa do ye ho nsem. Biribiara dzi dase de osuanyi no yee nhwehwemu pa dze nyaa ne nsem no. Dza ɔwo mu no dzi mu na ɔahyehye no pɛpɛper ma no mu da ho. Dza ɔse de ɔda edzi wo dwumadzi no mu biara ada edzi.	Nsem a osuanyi no dze edzi dwuma no kyere abadzinto na akwanhorow a wɔfa do ye, Biribiara dzi mu ma dasedzi a ɔkyere nhwehwemuyee so da edzi. Dza ɔwo mu no dzi mu na nhyyehye no so ye a ntsease wo mu. Dza ɔse de ɔda edzi biara so wo mu.	Dwumadzi no mu nsem kyere abadzinto ho ntsease. Nhwehwemuyee ho nsenkyeredze a ɔwo mu no suar kakra na ne fa bi so to sin, Nkyerekyeremu no so nndzi mu na no mu nnda ho.	Dwumadzi no mu nsem no kyere de osuanyi no ne nyimdzee wo abadzinto ho suar koraa. Abadzinto ho nkasafua a ɔdze dzi dwuma no nndzi mu na ntsease nnyi dwumadzi no mu.
Asem a wɔdze to gua. (Mbre woesi ahyehye no nsem wo efir do)	Efir do nhyyehye no mu da edzi yie ma obiara hu, ɔye few wo enyi do. Nhyehyee efir no do no, wɔdze ndzemba a wɔadrɔdrɔw, ahosu a wɔdze edzi dwuma no ye few a mfomdo biara nnyi ho. Kasa mbra, kasa mpaapaamudze, nkasafua nsoperee nyina so dzi mu.	Efir do nhyyehye no dzi mu, ɔye few. Ndzemba a wɔadrɔdrɔw, ahosu a wɔdze edzi dwuma no ye few a mfomdo biara nnyi ho. Kasa mbra, kasa mpaapaamudze, nkasafua nsoperee nyina so dzi mu.	Efir do nhyyehye kitsa ndzemba a wɔadrɔdrɔw na wɔakyerew no ho nsem egugu ho a onnwie mu dzi.. Kasa mbra, kasa mpaapaamudze, nkasafua nsoperee dwumadzi no nndzi mu papa.	Nhyehyee no mu nnhyee da ara nnye few. Akyerew no ɔwo so dodow sen ndzemba a wɔadrɔw no na ɔahyehye no basaa a ahosu so a wɔdze aka no so nndzi mu. Iyi ma dwumadzi no to sin. Kasa mbra, kasa mpaapaamudze, nkasafua nsoperee dwumadzi no nndzi mu koraa.

Mbre osuanyi no besi edzi dwuma no	Ɖaye adze papaapa (Amba 4)	Ɖaye adze ara yie (Amba 3)	Ɖaye adze; dwumadzi no ye ara (Amba 2)	Ohia de ɔyer noho (Aba 1)
Mbre esuafo no si dze hon nsem to gua (Anosem)	Esuafo no, hon dwumadzi a wɔdze ano dze to gua no dzi mu yie na wodzi mber do so [sima 20] ma kuwmba no nyinara nyaa kwan dzii dwuma no bi. Ɖɔaa edzi de kuwmba no yee ahoboa ankasa.	Esuafo no, hon dwumadzi a wɔdze ano dze too gua no ye na wɔkyeree anotsew su na wɔdze mber so yee edwuma[sima 20]. Kuwmba no nyinara nyaa kwan dzii dwuma no bi. Ɖɔaa edzi de kuwmba no yee ahoboa.	Esuafo no, hon dwumadzi a wɔdze ano dze too gua no ye ara na wɔkyeree anotsew su kakra. Wɔammfa mber enndzi dwuma yie. Kuwmba no bi dzii dwuma seen binom. Ɖse de nkye wɔye hoboa yie.	Dwumadzi no annko yie. Anotsew no nndzi mu. Wɔammfa mber enndzi dwuma koraa. Dem ntsi Kuwmba no mu dodowara ennya mber enndzi dwuma no bi. Ɖɔaa edzi de kuwmba annye ahoboa biara.

Dapɛn 2

DZA ENYI TSIM DO 1

a) *Ama kuwba biara etum edzi dwuma no bi no, hom nye iyi:*

- i. *Hom nye mbra bi a hom dze bedzi dwuma.*
- ii. *Hom nkyere mbre hom besi akasa.*
- iii. *Se obi hia biribi a,ɔmma ne nsa do.*
- iv. *Hom nyi obi a ɔbɔhwe ma dwumadzi no ako do.*
- v. *Se obi rekasa a, hom ntsie no yie.*
- vi. *Hom mfa mber nye edwuma.*
- vii. *Kuwba biara mfa noho nhye dwumadzi no mu.*

Osuanyi bi tum ka mbra esuon a wɔahyehye no wɔ sor ho no a, onya amba 7

Osuanyi bi tum ka mbra esia a wɔahyehye no wɔ sor ho no a, onya amba 6

Osuanyi bi tum ka mbra enum a wɔahyehye no wɔ sor ho no a, onya amba 5

Osuanyi bi tum ka mbra anan a wɔahyehye no wɔ sor ho no a, onya amba 4

Osuanyi bi tum ka mbra ebiasa a wɔahyehye no wɔ sor ho no a, onya amba 3

Osuanyi bi tum ka mbra ebien a wɔahyehye no wɔ sor ho no a, onya amba 2

Osuanyi bi tum ka mbra a wɔahyehye no wɔ sor ho no mu kor a, onya aba 1

b) Siantsir ahorow nye iyi;

- i. Ɖdze obu ba
- ii. Ɖma kuwmba no nyinara dze hɔnho hye mu
- iii. Ɖboa ma obiara dzi dwuma no yie
- iv. Obi nnhye ne nyenko do
- v. Ɖdze ntsease ba kuwmba no ntamu
- vi. Ɖdze nkitahodzi mapa ba kuwmba no ntamu

Se osuanyi bi ma siantsir ahorow no mu ebiasa a onya amba 3

Se osuanyi bi ma siantsir ahorow no mu ebien a onya amba 2

Se osuanyi bi ma siantsir ahorow no mu kor a onya aba 1

Fa nyimdzee ahorow a wɔabobo edzin wɔ asembisa 1a mu no, na fa aba 1 ma nyimdzee biara a ɔbedɔ edzi.

DZA ENYI TSIM DO 2 (Amba16)

	Ɖaye adze papaapa (7-8)	Ɖaye adze ara yie (Amba 5-6)	Ɖaye adze; dwumadzi no ye ara (Amba 3-4)	Ohia de ɔyer noho (Aba1-2)
No mu asem no ankasa	Adwenkyere no ko do pɛpɛɛpɛr. Nsem no da edzi pefee na no mu so da ho. Adwenkyere ahorow no so dzi mu ara yie.	Adwenkyere no dzidzi do pɛpɛɛpɛr. Nsem no da edzi pefee na no mu so da ho. Adwenkyere ahorow no so dzi mu ara yie. Nkyerease no bi mu nda ho.	Ɖama adwenkyere ahorow no bi, egya bi. Nsem no mu nda ho na nsem no bi so mmfa dwumadzi a wɔdze maa no ho.	Nsɛntɔw no ye tsia. Nsem no nda edzi pefee na nsem a ɔfa dwumadzi no ho sua. Messages

	Ɔaye adze papaapa (7-8)	Ɔaye adze ara yie (Amba 5-6)	Ɔaye adze; dwumadzi no ye ara (Amba 3-4)	Ohia de ɔyer noho (Aba1-2)
Nkasafua na kasa mbra dwumadzi	Osuanyi no dze nkasafua a ɔfata dzi dwuma yie. Tsiraseɔ biara so ɔdze no ho nkasafua a ɔnye no ko pɛpɛɛpɛr edzi dwuma. Mfomdo nndɔɔ so koraa.	Osuanyi no dze nkasafua a ɔfata dzi dwuma yie. Tsiraseɔ biara so ɔdze no ho nkasafua a ɔnye no ko pɛpɛɛpɛr edzi dwuma. Mfomdo nketsenketse wowɔ mu.	Ɔtɔfabi a Osuanyi no ne nkasafua a ɔdze dzi dwuma no nndzi mu mbom ɔbo mbɔɔzen de tsiraseɔ bi ho nkasafua bedzi dwuma. Mfomdo akese na nketsenketse dze, bi wo mu. Tsiraseɔ biara so ɔdze no ho nkasafua a ɔnye no ko pɛpɛɛpɛr edzi dwuma.	Mpɛn pii na nkasafua a ɔdze dzi dwuma no nndzi mu. Tsiraseɔ no ho nkasafua pɔtse ye kumaa bi ana mpo bi nnyi mu koraa. Mfomdo so wowɔ nsopɛree ho.

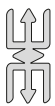
ƆFA 2: FɔNɔLɔGYI NHYEHYEE

TSIRASEM (KASA NO NE FA BI): ANOKASA DWUMADZI

Tsiraseɯ Pɔtsee: Fɔnɔlɔgyi (Fɔnɔlɔgyi Nhyehyee)

Adzesua No Botae: *Tum dze fɔnɔlɔgyi nhyehyee ho nyimdzee dzi dwuma wɔ nkɔmbɔdzi mu.*

Adzesua No, No Susudua: *Da nyimdzee na ntsease a ɔwɔ no wɔ fɔnɔlɔgyi nhyehyee ho edzi wɔ Mfantsekasa mu.*



Hye iyi Nsew

Ma esuafokuw dwumadzi ‘project’ ma wɔnye wɔ dapɛn 3 no mu na ma hɔn mber a odzi mu ma wɔmfa nwie. Fa ‘SS App’ no twe dwumadzi no na no ho nhyehyee nyina so. Se esuafo no dze hɔn dwumadzi no ba a, twa no hɔ ara na bɔ hɔn amba no hye STP no mu.

NYIENYIM NA ƆFA YI NO TƆFABƆ

Dem ɔfa yi bɔboa ahye esuafo hɔn nyimdzee a wɔwɔ no wɔ fɔnɔlɔgyi nhyehyee adzesua ho wɔ mfe a etwa mu no mu dzen. Esuafo bosua fɔnɔlɔgyi nhyehyee, selabor nhyehyee ahorow na woesua selabor nhyehyee akwanhorow wɔ Mfantsekasa mu. Nyimdzee a wobɛnya no wɔ ɔfa yi mu no bɔboa hɔn nsopɛree, kwan a wɔbɛfa do abɔ nkasafua wɔ no kwan do. Ɔbesan aboa ma wɔaakenkan yie na woɛnya ntsease wɔ nkasafua edzin bɔbɔ mu wɔ hɔn akenkan mu. Wɔnam dem adzesua yi do hɔn nkɔmbɔdzi na nkitahodzi bɔkɔ do kama na ntsease so aba mu. Bio, ɔbɔboa ma esuafo eenya nkasafua afofor dze aka dza wɔwɔ no dada no ho. Fɔnɔlɔgyi nhyehyee ho ntsease bɔboa ma esuafo eetum akyerɛkyerɛ mbra a ɔwɔ fɔnɔlɔgyi ho nye nhyehyee a ɔfa kasa ho nye nsesa a aba kasa mu ho. Nnye Mfantsekasa nko ntsi na dem ɔfa yi ho hia ma esuafo, mbom de wɔnam hɔn nyimdzee a wobɛnya no do dze bɔkɔ adzesuadze afofor bi tse de Borɔfokasa, Ferɛnkye (French) kasa nye kasa ahorow nyina mu. Ɔfa yi ma esuafo nyimdzee na ntsease soronko wɔ fɔnɔlɔgyi nhyehyee a ɔwɔ Mfantsekasa mu ho. Yehye akyerɛkyerɛfo no nkuran de wɔdze akwan ahorow a obenye ama

ፊት	DOK ግንባታ	ክፍል ቁጥር, ቁጥር
3. 1.2. ሊ.1 ክፍል ፎኖሎጂ ከሃይሃይ ሠ ጠቅላይ ሠ. (ጠቅላይ, ጠቅላይ)	2	ሰላም
3. 1.2. ሊ.2 ክፍል ሰላም ከሃይሃይ ሠ	3	ከሰላም ሠላም

DAPEN 3

Botae: Tum kyerekyere fonologyi nyehyee ase wo Mfantsekasa mu (Mfatoho: Ōmen nyehyee)

Nkaka

Afe 1	Dapen 1 1. Kyerekyere bawol no dwumadzi mu wo Mfantsekasa. (mfatoho: enyim, finimfin na ekyir) 2. Kyerekyere bawol no dwumadzi mu wo Mfantsekasa (mfatoho: enyim, finimfin na ekyir)
Afe 2	Dapen 2: Kyerekyere toun no dzwumadzi mu.

DZA ENYI TSIM DO: FONOLOGYI NYEHYEE (ŌMEN NYEHYEE)

Fonologyi Nyehyee ne nkyerekyeremu: Fonologyi nyehyee ye ngyegyee nkyekyemu a okasafo bi dze dzi dwuma ma oma kasa bi ye mberew. Yebotum so akyerɛ mu de nye mbra a yenam do dze hyehye kasa bi mu nkasafua ma nkasafua ne dzinbo ye mberew. Fonologyi nyehyee gu mu ahorow ebien: **ōmen nyehyee** na **selabor nyehyee**. Dem nyehyee yi mu kor biara da edzi ber a obi rekasa.

Fonologyi Nyehyee Ahorow

Ōmen nyehyee ye fonologyi nyehyee bi a ngyegyee bi a wozidzi do wo kasafua bi mu kor ma ne nyenko a nye no nnyi foneteke kuw kor mu no sesa no su befa nedze ma mbre yesi bo dzin no so sesa. Dem hyehyee yi tum dze nsunsuando ba mbre yesi hu mfoonim de woye alofuun no do nam ngyegyee a woben hon no ntsi. Okyerɛkyere mbre ofi ber to ber no, fonologyi mbra na nyehyee a obo kasa ho ban na nyehyee ahorow a owo kasa mu no sesa. Ōmen nyehyee tum si wo akwan ahorow pii mu tse de dza odzidzi do yi.

Anokrukubaye: Nye fonologyi nyehyee a ekyir bawol/krukuba bawol a owow konsontse a onnyi krukuba su dada ekyir no dze no krukubaye su no saa konsonante no ma no so beye krukuba. Iyi si wo ber a ekyir bawol/krukuba bawol bi tse de /u, o, ɔ/ anaa ennya-annyɛ bawol /w/ bi toa konsonante bi do pee ber a yerobo kasafua bi dzin. Nsenkyeredze a yedze kyere anokrukubaye nye [w]. Mfatoho, bo dem nkasafua yi wo Mfantsekasa mu na hwe anokrukubaye a owo mu: Kofi [k^wofi], akoko [ak^wok^wɔ], kube [k^wube], ehua [eh^wa], oguan [og^wan], kɔn [k^hɔn], kwa [k^wa], [h^wɔh^wɔe].

Anomu nkuriiye / Dadawmu dzendzenye: Anomu nkuriiye / Dadawmu dzendzenye ye fonolōgyi nyehyee a yenya ber a ngyegye bi a ɔye dadawmu dze no su saa ngyegye fofor a ɔnnye anomu nkurii / dadawmu dzendzen osiande wɔben ntsi. Iyi si wɔ ber a enyim mbawol bi tse dɛ /i, e, ɛ, I/ dzi nkonsonte bi ekyir pɛɛ. Yɛdze [j] gyina hɔ ma anomu nkuriiye / dadawmu dzendzenye. Mfatoho ahorow bi na odzidzi do no: pɛ [pɛ], bisa [bɪsa], abɛ [abɪɛ], fɛm [fɪɛm], men [mɪn], sian [sɪan], abebew [abɪrɪw], apem [apɪm], biriw [bɪrɪw]

Hwembɔ/Hwenmu: Iyi ye fonolōgyi nyehyee a anomu ngyegye bi beye hwenmu ngyegye osian bea a ɔhye wɔ kasafua bi mu ntsi. Mbawor nyinara ye hwenmu gyedɛ [e] nkotsee na yenntum mmbɔ hwen nka naaso odu ber bi a anomu nkonsonte no bi so tum ye hwenmu. Iyi boa ma yenya hwenmu ahorow ebien, hwenmu mbawol na hwenmu nkonsonte. Yɛdze [ɲ] kyere hwembɔ. Mfatoho, ka [kã], san [sãn] mpapa [mpãpã], fi [fĩ], sin [sĩn]

Bawol Korye: Iyi ye fonolōgyi nyehyee a mbawol a wonnyi su kor benya su kor ɔnam kasasu bi ntsi. ɔye fonolōgyi mbra bi a ɔhwehwɛ dɛ mbawol dodow a wɔwɔ kasafua bi mu nyinara benya fɔnɛtseke su kor. Yɛwɔ korye ahorow a bi nye: tegyirama no ndwow mu korye/ tegyirama ne nyeyeree ho korye, anofamfa nyɛbea korye na pii a ɔkeka ho. Mfatoho, [re+dzi = ridzi], [be+ba = bɛba], [ke + tu = kotu].

Dwumadzi

1. Kyerɛkyere fonolōgyi nyehyee a ɔda edzi wɔ Mfantsekasa mu.
2. Kyerɛkyere fonolōgyi nyehyee ahorow a ɔwɔ ase ha yi mu:
 - a. Anokrukrua
 - b. Nyewee
 - c. Anomu nkuriiye/Hwenmu
3. Ma fonolōgyi nyehyee ahorow a ɔwɔ sor hɔ no mu kor biara ho mfatoho ebien.
4. Bɔ nkasafua a odzi do yi ber a edze w'adwen ritsim fonolōgyi nyehyee a ɔda edzi wɔ mu no do:
 - a. Tuntum
 - b. Sɔn
 - c. Ohia

ADZEKYERE AKWANHOROW

Adzekyere kwan ahorow a ogyina ɔhaw do (ankorankor na ekuwekuw dwumadzi)

1. Kuw a mbɔdzembɔfo na hɔn a hɔn ahoɔɔzen wɔ famu edzi afora wɔ mu.
 - a. Ekuwekuw no dzi fɔnɔlgɔyi nhyehyee ho nkɔmbɔ wɔye ho mpensampensamu na wɔma mfatoho.
 - b. Ekuekuw no hwehwe akwan a wɔbɛfa do aye ɔmen ho mpensampensamu afa anokrukubaye, dadaw-mu-do-kɔ, ndze ngyegyee korye na hwembɔ ho.
 - c. Ekuwekuw mu no, esuafo hwehwe ɔmen akwanhorow no ho nkasafua ahorow na wɔpensapensa mu.
2. Beenu dwumadzi
 - a. Kyerɛkyerɛnyi mma nkasafua dodow bi ma beenu biara nkyere ɔmen kwan a wɔɔɔɔ dzii dwuma wɔ nkasafua no mu. Kyerɛkyerɛnyi mma mfatoho.
 - b. Beenu biara mmfa hɔn dwumadzi no nto esuafo nkaa no enyim ma wondzi ho nkɔmbɔ.

Kyerɛkyerɛnyi nkɔ aprɔw nhwe de osuanyi biara dze noho ahye dwumadzi no mu. Afei, ɔnhwe de mboa biara a osuanyi biara hia ho, ɔɔɔɔ bema no.

DWUMADZI TSITSIR

DoK gyinapɛn 2 – Nhwewemu ho dwumadzi

1. Fa mfatoho ebiasa a ɔfata kyerekyere ɔmen akwan ebiasa mu.
2. Kyerekyere nsorsoree a ɔwɔ ngyegyee nhyemu na bawor/selabor/konsonate nyewee mu na ma kor biara ho mfatoho ebiasa.

Nhwewemu ho dwumadzi ho Tsirasɛm Bi

Abɔ no nyikam wɔ wo sɔn mu de nkɔmbɔɔɔɔ pa nye de ebeye dzinn etsie wo nyenko yie, afei so, ebema nyia ɔrekasa no kwan ma n'ano eesi ana akasa. Hom nye ekuwekuw na hom;

- a. Mpensampensa mbrɛ nkorɔfo ma kwan ma obi n'ano si ana no so ɔakasa ber a woridzi biribi ho nkɔmbɔ wɔ fie anaa skuul ho.
- b. Hwehwe ndzeyee a ɔɔɔɔ edzi wɔ obi a onyim nkɔmbɔɔɔɔ mapa no ho.

- c. Ye ahoboa na da ndzeyee edzi fa kyere mbre nkorɔfo si dze nkasafua a enyidzi wɔ mu na wɔdze afa-nu nkɔmbɔdzi nyehyee dzi dwuma dze siesie nkorɔfo hɔn ntamu akasakasa.

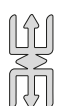
PLC SESSION 3

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

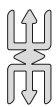
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

DAPEN 4

Adzesua No, No Botae: Tum kyerekyere fɔnɔlɔgyi nhyehyee a ɔda edzi wɔ Mfantsekasa mu (Selabor Nhyehyee)

Nkaka

Afe 1	Dapen 1 1. Kyerekyere bawol no dwumadzi mu wɔ Mfantsekasa. (mfatoho: enyim, finimfin na ekyir) 2. Kyerekyere bawol no dwumadzi mu wɔ Mfantsekasa (mfatoho: enyim, finimfin na ekyir)
Afe 2	Dapen 2: Kyerekyere toun no dwumadzi mu.

DZA ENYI TSIM DO: FƆNƆLƆGYI NHYEHYEE KWAN (SELABOR NHYEHYEE)

Fɔnɔlɔgyi Nhyehyee kwan ne nkyerekyeremu: Fɔnɔlɔgyi nhyehyee kwan ye ngyegyee nkyekyemu a ɔkasafu bi dze dzi dwuma ma ɔma kasa bi ye mberew. Yebotum so akyerɛ mu dɛ ɔye mbra a yenam do dze hyehye kasa bi mu nkasafua ma nkasafua ne dzinbo ye mberew. Yebotum akyekye Fɔnɔlɔgyi nhyehyee mu dɛ selabor nhyehyee ekwan, ɔmen nhyehyee na nyimfimu nhyehyee. Iyi mu biara ye akwanhorow bi nkabmu.

Selabor nhyehyee kwan wɔ kasa pɔtsee bi mu: Selabor nhyehyee no bi nye ngyegyee nhyemu, nyewee, ngyegyee gyinabew nsesae na pii a ɔkeka ho:

Nyewee: Nyewee ye fɔnɔlɔgyi kwan a yefa do ma ngyegyee bi yew wɔ nkasafua bi mu ber a yerobo dzin ma no mbɔe ye har. Dɛm kwan yi boa wɔ ber a yerobo nkasafua bi a onya nsusuando wɔ fɔnɔtse dwuamdzi a ɔfa ngyegyee ho do. Ɔtaa si wɔ kasa mu ber a ngyegyee bi yew ma nkɔmbɔ no kɔ waa. Nyewee tum si wɔ nkasafua a ɔwɔ kasa pɔtsee bi mu na nkasafua a yeafɛm aba kasa bi mu. Nyewee tum si wɔ kasafua bi ne fa bi dɛ bi a enyim, finimfin anaa ewiei. Otum dze nsesa ba kasafua bi no su mu na onya nsusuando wɔ no mɔfɔlɔgyi nhyehyee do so.

Nyewee dzi dwuma son wɔ kasa bi ne ntseasee mu wɔ akwan ahorow mu osiandɛ otum dze nsesa ba mbre nyimpakuw bi tse nkasafua bi ase fa. Nyewee tum si wɔ mbea ahorow wɔ nkasafua mu.

- Nkasafua Enyim Nyewee: Otum si wɔ kasafua n'enyim ber a ngyegyee a odzi kan wɔ kasafua bi enyim no befi hɔ anaa beyew. Mfatoho: “me efie” beye “mi fie”, “me okun” beye “mu kun”

- b. Nkasafua Finimfin Nyewee: Dem nyewee yi si wɔ nkasafua no ne finimfim. Mfatoho: “papa” beye “paa”, “me ara” beye “mara”
- c. Nkasafua Ewiei Nyewee: Nyewee si wɔ nkasafua no n’ewiei. Mfatoho: “ɔmane” beye “ɔman”, ‘mu’ beye “m’ ”.

Ngyegyee Nhyemu (Epenthesis): Ngyegyee nhyemu ye fɔnɔlɔgyi nyehyee a ɔma kwan ma yedze ngyegyee bi hye kasafua bi finimfin ma odzi selabor nyehyee do. Edze ngyegyee bi reka nkasafua bi ho ma no bɔ aye yie. Dem selabor nyehyee yi taa da edzi wɔ kasafuaɸem nyehyee mu. Ntsease wɔ ngyegyee nhyemu ho bɔboa wo ma enya nyimdze wɔ fɔnɔlɔgyi nyehyee ho na mbrɛ wɔbɔ kasafua biara mu. Mfatoho: Syllable = [selabor] bucket = [bokitsi]

Ngyegyee gyinabew nsesae: Ngyegyee gyinabew nsesae ye ber a yetum sesa ngyegyee anaa selabor a ɔwɔ nkasafua bi mu. Dem nyehyee yi tum si ber a kasa bi rinyin no anaa osi wɔ fɔnɔlɔgyi mbra a ɔfa kasa ne ka ho mu. Ngyegyee gyinabew nsesae kyere mbrɛ ɔkasafu bi si gye kasa bi to mu anaa ɔdze dzi dwuma. Mfatoho: fekɔfekɔ = kɔfekɔfe, tɛbɛɛ = bɛtɛɛ, fukafuka = kafukafu, tufutufu = futufutu.

Dwumadzi

1. Hwe na kyerekyere selabor nyehyee a nkasafua a wɔwɔ ase ha yi afa mu:
 - a. Bucket beye bokitsi
 - b. Syllable beye selabor
 - c. Bag beye baage
2. Kyere selabor nyehyee a ɔwɔ nkasafua a ɔwɔ ase yi mu (B, KB, KKB, na dza ɔkeka ho.)
 - a. ekutu
 - b. Mbirkatu
 - c. Enyigye
3. Kyere salabor nyehyee a ɔwɔ Mfantsekasa mu.
4. Ma dza aka no wɔ (3) no mu kor biara ho mfatoho.

ADZEKYERE AKWANHOROW

1. Adzekyere kwan a ogyina ɔhaw bi do (ankorankor na ekuwekuw dwumadzi)
 - a. Kuw a mbɔdzembɔfo na hɔn a hɔn ahoɔzen wɔ famu edzi afora wɔ mu.

- b. Hom mfa hom enyi ntsim selabor nyehyee ahorow no do mfa ndzi fonolgyi nyehyee no ho nkombɔ (bawor nyewee, ngyegyee gyinabew nsesae, ngyegyee nhyemu, na dza ɔkeka ho).
- c. Fa mfatoho ebiasa ebiasa kyerekyere no mu kor biara mu.

2. Beenu beenu

Kyerekyerenyi mma nkasafua ahorow bi ma esuafo nkyere selabol nyehyee a odzi dwuma wɔ kor biara ne ye mu na esuafo mfa hɔn dwumadzi no nto gua.

DWUMADZI TSITSIR

DoK gyinapɛn 3 – Nhwewemu

Nhwewemu Bi

Ehu wɔ wo sɔn mu de, mbre binom bɔ nkasafua bi wɔ nkombɔdzi mu no nntse de mbre hɔn akyerew no tse no. Yiyi dem nkasafua no du na hwewe fonolgyi kwan a dem nkasafua no nam do. (Amba 100).

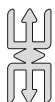
PLC SESSION 4

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.

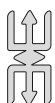
3. Plan the week's key assessment with your app

- 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

- 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.

Ɔfa 2 No Mbobodo

Ɖem Ɔfa yi no botae nye de Ɔbɔbɔɔ adapen ebien a etwa mu no mu adzesua no do. Ɔfa yi mu no, esuafo nyaa fɔnɔlogyi nyehyee n'adzeban ho nyimdzee wɔ Mfantsekasa mu. Yesuaa ɔmen na selabor nyehyee so. Yesuaa nyehyee ebien yi n'ahorow nye ho mfataho. Gyedzi nye de, esuafo wie dem Ɔfa yi a, wɔnam akenkan na nkasafua dzinɔ do beda nyimdzee na ntsease mapa edzi wɔ fɔnɔlogyi nyehyee ho.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HƆN NSCHWE NO

DAPEN 3

1. *Ɔmen akwanhorow no nye anokrukubaye, dadawmu dzendzenye, hwembo na bawol/ndze ngyegyee korye.*
Nkyerekyeremu a mfatoho ebiasaka ka ho-Amba 3
Nkyerekyeremu a mfatoho ebien ka ho-Amba 2
Nkyerekyeremu a mfatoho kor per ka ho-Aba 1
2. *Su tsitsir no nye:*
 - a. *Kasafuaye kwan: nhyemu dze bi ka kasafua no ho, ber a nyimfimu yi biribi fi kasafua no mu.*
 - b. *nsunsuando: nhyemu sesa kasafua n'akyerew ko ntsease mu na nyimfimu so ma dzinbo ye mberew naaso onntaa nnsesa ntsease.*
 - c. *Ber potsee: Nhyemu na nyimfimu si wo kasa no mu akwanhorow mu tse de kasafua ne nhyehyee, fonologyi na asentow ne nhyehyee mu.*
Sorbisorbi biara a mfatoho ebiasaka ka ho – Amba 3
Sorbisorbi biara a mfatoho ebien ka ho – Amba 2
Sorbisorbi biara a mfatoho kortsee ka ho – Aba 1
3. *Fa mfatoho ebiasaka a ɔfata kyerekyerere ɔmen akwan ebiasaka mu.*
4. *Kyerekyerere nsorsoree a ɔwo ngyegyee nhyemu na bawor/selabor/konsonate nyewee mu na ma kor biara ho mfatoho ebiasaka.*

DAPEN 4

Nhwehwemu bi no ntwaree: Ɔmen

I. Nyienyim (Amba 10)

1. *Kakra a yedzi kan ka fa ho (ɔmmbor amba 3)*
 - a. *Ɔmen ho nyienyim a no mu da ho*
 - b. *Bo a ɔmen som wo Mfantsekasa mu*
2. *Nhwehwemu ho asembisa na botae (ɔmmbor amba 4)*
 - a. *Asembisa a no mu da ho ntsi ntsease wo mu*
 - b. *Nhwehwemu no ho botae potsee*
3. *Botae (ɔmmbor amba 3)*

- a. ɔmen ho ntsease ne mfaso
- b. Nyimdzee fofor bi a edze edzi dwuma anaa aye de edze bedzi dwuma wo mu

II. Dza nkorɔfo akyerew ato ho dadaw a ekenkanee (Amba 15)

1.
 - a. Kwanhorow no ho ntsease
 - b. Aso dza binom hon nhwehwemu aka ato ho 'Theories' dzi dwuma wo mu a?
2. Mfantsekasa mu ahwehwedze (ɔmmbor amba 5)
 - a. Mfantsekasa mu nhwehwemu a woye no dadaw
3. Mpensampensamu mapa (ɔmmbor amba 5)
 - a. Dza binom akyerew afa ho dadaw ne nkerii
 - b. Biribi a nhwehwemu no annka ho asem a ekyir yi obi botum aye ho nhwehwemu.

III. Kwan a efaa do yee nhwehwemu no (Amba 15)

1. Mbre wosii nyaa nsem wo nkorɔfo nkyen (mmbor amba 5)
 - a. Akwanhorow a wofaa do nyaa nsem wo nkorɔfo nkyen mu nkyerekyeremu (mfatoho: nkɔmbɔdzi mu nsembisa, erotwe nsem egu efir do anaa erekyerew)
 - b. Siantsir a ɔfaa dem akwanhorow no mu biara
2. Data Analysis (ɔmmbor amba 5)
 - a. Nsen no mu mpensampensamu akwanhorow mu nkyerekyeremu
 - b. Kwan a wofaa do bisaa nsem no, no mu a odzi
3. Nhwehwemu no ho akwansidze (ɔmmbor amba 5)
 - a. De ɔbedaa akwansidze no edzi
 - b. Kwan a wofa do ko tsia akwansidze no

IV. Nhwehwemu no, no nsunsuando na no ho nkɔmbɔdzi (ɔmmbor amba 25)

1. Mbre wosi dze nsunsuando no to gua (ɔmmbor amba 15)
 - a. No mu da ho
 - b. Mfatoho na adze wo mu yie

2. Mpensampensamu na ne nkyerease (ɔmmbor amba 10)
 - a. Ɔmen nhyehyee nhwehwemu a no mu dɔ
 - b. Nsunsuando no mu nkyerekyeremu a ogyina nhwehwemu a wɔaye ato hɔ dadaw do
3. Dza nhwehwemu no no nsunsuando kyere (ɔmmbor amba 5)
 - a. Dza nhwehwemu no no nsunsuando kyere ho nkɔmbɔdzi a ɔbɔboa adzekyere na adzesua na nwomasua ho nhyehyee

V. Tɔfabɔ na adwenkyere a ɔdze mpontu beba (ɔmmbor amba 25)

1. Nhwehwemu no, no nsunsuando ho tɔfabɔ (5 marks)
 - a. Nhwehwemu no no nsunsuando ho tɔfabɔ a odzi mu
2. Ewiei (ɔmmbor amba 5)
 - a. Ewiei a odzi mu a ɔka nhwehwemu no nyina bɔ mu kor
3. Adwenkyere a ɔdze mpontu beba (ɔmmbor amba 10)
 - a. Adwenkyere a ɔdze mpontu beba a wɔdze dzi dwuma a ɔye yie wɔ nwomasua mu

VI. Nhyehyee na mbuukuu ahorow a mboaye fi mu bae (ɔmmbor amba 10)

1. Nhyehyee na nsem no ne nsisido (ɔmmbor amba 5)
 - a. Kɔ a nsem no kɔ waa wɔ adwenmu na nhyehyee pa mu
2. Mbre akyerew no tse (ɔmmbor amba 3)
 - a. Aso no mu da hɔ? ɔka asem no pereper? Aso nkitahodzi wɔ nsem ahorow no mu ?
3. Mbuukuu a mboaye fi mu bae na enyidzi a wɔdze ma etsitsir a wɔdze hɔn nsem dzii dwuma wɔ akyerew no mu (ɔmmbor amba 2)
 - a. Mbuukuu a mboaye fi mu bae na enyidzi a wɔdze ma etsitsir a wɔdze hɔn nsem dzii dwuma wɔ akyerew no mu a odzi mu

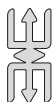
ƆFA 3: ASENTƆW TSITSIR NA NSENTƆW A WƆMA NKYEREKYEREMU

TSIRASEM (KASA NE FA BI): ANOKASA DWUMADZI

Tsirasem Pɔtsee: Akenkan

Adzesua no Botae: *Fa asentɔw tsitsir na nsentɔw a wɔma nkyerekyerɛ ho nyimdzeɛ do hwehwe nsentsitsir a ɔwɔ akenkansɛm bi mu.*

Dza Enyi Tsim Do: *Da nyimdzeɛ a ewɔ no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyerekyerɛmu ho no edzi wɔ akenkansɛm bi mu wɔ Mfantsekasa mu.*



Hye iyi nsew

Ye Afefa na Afe ne finimfin nsɔhwɛ wɔ dapɛn a otsia esia no mu. Ɔwɔ dɛ ɔfa adzesuadze a ɔwɔ dapɛn kor mu kesi dapɛn enum mu ho. Fa nsɔhwɛ no ho pon na nsɔhwɛ ne nhyehyɛɛ no ye susudua. Esuafo no wie ara a, twa hɔn nsɔhwɛ no na fa hɔn amba no hye STP no mu.

NYIENYIM NA ƆFA YI NO TƆFABƆ

Dem ɔfa yi gyina afa ahorow a yedzi kan esua no wɔ afe kor nye ebien mu a yedze hwehwe adwentsitir fi akenkansɛm bi mu no do. Dem fa yi mu no, esuafo bekaakaa adwentsitsir ho adzesua a ɔwɔ akenkansɛm anaa nkɔmbɔdzi bi mu. Afei yebɔtoa do esua asentɔw tsitsir na nsentɔw a wɔma nkyerekyerɛmu na mbre yebotum ahwehwe no wɔ akenkansɛm bi mu. Asentɔw tsitsir na nsentɔw a wɔma nkyerekyerɛmu ho adzesua no bɔboa esuafo ma hɔn akyerɛw na hɔn nkɔmbɔdzi eetu mpon. Ɔbɔboa ma woetum dze hɔnho ahyɛ nkɔmbɔdzi bi mu na wɔakyerɛ hɔn adwen so. Bio, ɔbɔboa esuafo ma woehu nsorsoree a ɔda nsem a ho hia nye dza ho nnhia mu. Iyi bɔboa ma woetum abɔ nsem tɔfa na hɔn nkɔmbɔdzi so eetu mpon. Dem ɔfa yi ho hia ma esuafo papaapa a ɔnnye Mfantsekasa mu nkotsee, mbom dɛ wɔdze nyimdzeɛ a wobɛnya no bɔko adzesuadze afofor bi tse dɛ Borɔfokasa, Frenkyekasa (French) nye kasa afofor so mu. Ɔfa yi ma esuafo nya nyimdzeɛ a no mu tserɛw na ntsease a mfaso wɔ mu wɔ akyerɛw na kasa mu. Otwar dɛ akyerɛkyerɛfo fa kwan a ɔbɛma esuafo

dze hɔnhɔ ahyɛ adzesua no mu do, dze ndzɛmba a wɔdze sua adze, kwan a wɔfa do boa esuafo a hɔn nyimdzeɛ wɔ famu nye kwan a wɔfa do sɔ esuafo hwɛ no dzi dwuma.

Dapɛn yi nye botae ahorow a ɔfa yi bɔhwɛ:

Dapɛn 5: Tum kyere asentɔw tsitsir na nsentɔw a wɔma nkyerɛkyerɛmu wɔ akenkansɛm mu.

Dapɛn 6: Tum dze nyimdzeɛ a oɛnya no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyerɛkyerɛmu adzesua mu no hwehwɛ nsentsitsir a ɔwɔ akenkansɛm bi mu.

ADZEKYERE AKWANHOROW NO TɔFABɔ

Adzekyerkwankwan a ogyina ɔhaw bi do fa akwanhorow bi a akyerɛkyerɛfo gyina asetsena mu nsensisii a ɔyɛ ɔhaw do dze kyere adze ma ɔboa ma esuafo no tse abrabɔ mu nsɛm ase sen dɛ nkyɛ wɔbɛma hɔn nyimdzeɛ ara kɛkɛ. Dɛm kwan yi mu no, wɔdze nsusudua bi tse dɛ ankorankor dwumadzi, beenu beenu kuw, mbaa na mbanyin kuw nye esuafo nyinara kuw bedzi dwuma. Dɛm akwan yi boa esuafo ma wonya mpontu wɔ kasa na nkitahodzi pa ho, wosua mbre wɔnye afofor bɛyɛ edwuma na woɛsua baanodzi su so. Esuafo bosua kwan a wɔbɛfa do enya nsɛm nye kwan a wɔnam do bɔhwehwɛ mu so ho. Hɔn a hɔn ho yɛ har wɔ adzesua mu no, kyerekyerɛnyi botum dze dwuma fofor ama hɔn ma wɔaboa hɔn mfɛfo esuafo ma wɔaatse adzesua no ase yie. Otwar dɛ esuafo a wɔwɔ ɔhaw wɔ nkasafua no mbɔɛ ho na nkɔmbɔdzi mu no, akyerɛkyerɛfo hwɛ boa hɔn na wosiw dɛm ɔhaw no ano.

KWAN A WɔBɛFA DO ASɔ ESUAFO AHWɛ

Mbre wobesi asɔ esuafo ahwɛ wɔ dɛm ɔfa yi mu no bɔboa ma esuafo eetum enya nyimdzeɛ ahorow, adzesua mu ntsease na kwan a wɔbɛfa do dze dɛm nyimdzeɛ no edzi dwuma. Sɛ edze dwumadzi anaa nsɔhwɛ no ho amba anaa no nsunsuando ba ntɛm a ɔbɔboa ma esuafo eehu mbre wobesi ahyɛ hɔnhɔ nkuran wɔ adzesua no mu. Bio, ɔbɔboa ma woɛtu mpon soronko koraa. Nsɔhwɛ su a wɔdze dzi dwuma wɔ ɔfa yi mu no yɛ dza ɔbɔboa ma eehu esuafo hɔn mbɔdzɛmbɔ wɔ akenkan dwumadzi mu na hɔn kankɔ wɔ Mfantsekasa ho adzesua a wɔakyerɛ hɔn no mu. Nsɛm a DoK gyinapɛn 2 hwɛ no nye susukyerɛw na anokasa ho nkitahodzi a ɔboa ma esuafo fa ntsease a wɔwɔ no do kyere hɔn adwen. DoK gyinapɛn 3 so nam nhwehwɛmu nsɛmbisa do dze sɔ esuafo hwɛ hɔn ntseaseɛ a wɔwɔ no wɔ fɔnɔlɔgyi nhɛhyɛɛ ho. Otwar dɛ akyerɛkyerɛfo fa nsɔhwɛ a wɔyɛ no ber a adzesua rokɔ do na dza ɔba do wɔ ber pɔtsee bi mu dze hwɛ esuafo hɔn mbɔdzɛmbɔ aber biara.

Boate	DOK GYINAPEN	<i>Dwumadzi Kwan</i>
Kyerε asentŌw tsitsir na nsentŌw a wŌma nkyerekyeremu wŌ akenkansem mu.	2	Nsembisa
Fa nyimdzee a enya no wŌ asentŌw tsitsir na nsentŌw a wŌma nkyerekyeremu adzesua mu hwehwe nsentsitsir a ōwŌ akenkansem bi mu.	3	Afe fa ne finimfin Nschwe

DAPEN 5

Adzesua no Botae: *Kyere asentow tsitsir na nsentow a woma nkyerekyere mu*

Nkaakaa

Afe 1	Dapen 3 1. Fa chardo akenkan na chardo akenkan a wɔdze hwehwe adze ho nyimdzee do kenkan abasem bi na yiyi nsembisa a ɔka ho no ano. 2. Kyerekyere chardo akenkan a wɔdze hwehwe adze ho akwan.
Afe 2	Dapen 3 1. Kyere asentsitsir a ɔwo nkɔmbɔdzi bi mu. 2. Hom ndwendwen nsentsitsir a hom nyaa no wɔ nkɔmbɔdzi bi mu no ho.

DZA ENYI TSIM DO: ASENTOW TSITSIR NA NSENTOW A WOMA NKYEREKYEREMU

Asentow tsitsir ne nkyerekyeremu: Asentow tsitsir ye asentow a ɔda adwen tsitsir a ɔwo asensin bi mu edzi wɔ akenkansɛm mu. Asentow tsitsir no taa ye asentow a odzi kan wɔ asensin no mu naaso nnye aber nyinara. Ɔwo de asentow tsitsir no mu da ho na ɔda adwentsitsir no edzi prekoper ma dza ɔkyerɛwfo no rekyerɛw afa ho no da edzi yie. De mbrɛ edzi kan ada edzi no, ɔba asentow a odzi kan no mu anaa ɔben no wɔ asensin no mu. Bio, ɔwo de asentow tsitsir ye dza ɔfa tsirasɛm ankasa a ɔkyerɛwfo no rekasa fo ho no ho ma ɔkyere no bo a ɔsom. Fa no de tsirasɛm a erekyerɛw afa ho ye ‘Skuulkɔ ho mfaso’ a, asensin mu asentow tsitsir botum aye ‘Skuulkɔ ho mfaso kor nye de ɔma obi nya edwuma a akatua papa wɔ mu ye’.

Nsentow a woma nkyerekyeremu: Asensin mu nsentow a wɔdzi dza ɔkyerɛwfo no reka ho asɛm no ho dase na wɔboa ma ne ntseasee da edzi prekoper no nye nsentow a woma nkyerekyeremu. Nsentow a woma nkyerekyeremu kyerekyere asentsitsir no mu. Nsentow a woma nkyerekyeremu ye nsentow a wɔnam ngyinado pa na dasedzi do da adwen ahorow a ɔboa ma yetse asentsitsir no ase. Ibohu nsentow a woma nkyerekyeremu no wɔ asensin no ne finimfin. Ɔba ansaana asentow a owie asensin no aba nna tsere odzi asentow tsitsir no ekyir. Otwar de nsentow a woma nkyerekyeremu no ye beye nsensanee ebien kesi anan wɔ asensin kor mu, na wɔhyehye no wɔ kwan a ɔse na odzi mu do a wɔammfa nnda asɛm fofor edzi.

Se erekyere esuafo ma wɔakyere nsentow a woma nkyerekyeremu a, si do dua na ma wonhu hia a ohia de nsentow a woma nkyerekyeremu kor biara no nye asentow tsitsir no benya nkitahodzi. Nkasafua a wɔsesa na nsemfua a wɔdze

dzi dwuma no botum aboa ma dem nkitahodzi ahorow yi ada edzi pefee. Hye esuafo nkuran ma wonhwe ɔkenkanfo no ne ntseasee na womfa mfa nsem a ɔfa ho nye dza ɔfa asem no ho nkotoo ndzi dwuma. Ɔwo de nsentow a woma nkyerekyeremu ye dza wonye honho wo nkitahodzi na wobɔ mu dze ntsease mapa ba asensin no mu.

Yebotum dze nsentow a woma nkyerekyeremu a odzidzi do yi akyerekyerɛ asentsitsir mfatoho *'Ahen a aba ndaansa yi dze kombuhyin engyin ye edwuma'*. mu akyerɛ akenkamfo:

1. *Kombuhyin engyin* ye dza onya n'ahodzen fi famgow mu.
2. *Kombuhyin engyin* abehye mpɔnkɔ ananmu osiande woye mfir a hon ho ye dzen na wotum siesie no ntsem so.
3. *Kombuhyin engyin* boa ma hen ho ye har wo akwantu mu na ɔma hen ahotɔ na ahobambo wo henara hen ahen mu.

Nsentow yi mu kor biara fua asentsitsir no do na ɔma ɔkenkamfo no nya adwen bi fa ho ma onya ntsease wo ɔkyerɛwfo no no dwumadzi mu. Ɔkyerɛwfo botum dze nsentow ebiasa no mu kor biara edzi dwuma. Dza ɔkyerɛwfo no pe de ɔdze to gua no na ɔbekyerɛ nsentow a woma nkyerekyeremu a ɔbɛfa ma n'asensin no eedzi mu.

Akenkansɛm bi mu asentow tsitsir na nsentow a woma nkyerekyeremu no nhwehwɛe: Sɛ epɛ de ihu asentow tsitsir na nsentow a woma nkyerekyeremu wo akenkansɛm bi mu a hwɛ no mu biara no su wo akenkansɛm no mu.

Dwumadzi

1. Kyerɛkyerɛ nsorsoree a ɔda asentow tsitsir na nsentow a woma nkyerekyeremu mu.
2. a. Wonkotsee kenkan dza ɔwo ase ha yi.
b. Kyere asentow tsitsir a ihu wo akenkansɛm no mu.
Sɛ yɛdze hen adwen bubu dza osii afe 1990 mu ho a, ɔma yɛkaakaa TV do ndzɛmba pii. Afe 1990 mu ho no, nna m'enyi gye yie de mohwe Akan drama Kwesida anadwe biara wo GTV. M'enyiwa gyee mbrɛ Adadzewa sii dzii no dwuma ho - Megye dzi de obiara a ber no ɔhwɛɛ no, no so n'enyi gyee no ho demara. Adadzewa no dwuma a nna odzi no ye enyika ara yie na ɔma daa edwendwen dza obotum esi bio ho. Mekaa ndzeyɛɛ na ahwɛɛ ahorow a Adadzewa na nkaafɔ no dze ma hen no nyinara. Ɔye me yaw papaapa de ndɛ Akan drama ayew. Nkyɛ ɔye TV do dwumadzi a nkorɔfo enyi gye ho papaapa no mu kor.
3. Kyere siantsir a eka de asentow no ye nsentow tsitsitsir.

ADZEKYERE AKWANHOROW

1. Adzesuafo nyina bɔ mu dzi dem dwuma yi.

Hom ndzi nkɔmbɔ mfa asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu ho.

2. Kuw a mbɔdzembɔfo na hɔn a hɔn ahɔɔzen wɔ famu edzi afora wɔ mu.

- a. Hom nkenkan akenkansɛm bi a ɔfa iynom mu kor ho. (kusum ndzepa, abaefor nyimdzee, ndur, akwantu na dza ɔkeka ho.)

- b. Hom nkyere asentɔw tsitsir a ɔwɔ akenkansɛm no mu.

- c. Hom nkyere nsentɔw a wɔma nkyerekyeremu wɔ akenkansɛm no mu.

- d. Kuw biara mfa no dwumadzi no nto gua.

Kyerekyerɛnyi nkɔ aprɔw nhwe de osuanyi biara dze noho ahye dwumadzi no mu. Afei, ɔwɔ de ɔma osuanyi biara mboa a ohia.

DWUMADZI TSITSIR

DoK gyinapɛn 3 – Asembisa

1. Hom nkenkan akenkansɛm a ɔka do yi na hom nkyere asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu a ɔwɔ mu. (Amba 4)

Nduabubu na wimu nsakyeree ye adze a ɔrehaw atsenae a mbowa, nyimpa, nduadzewa na pii a ɔkeka ho edzi afora wɔ mu wɔ Ghanaman mu. Ɔwɔ de yebɔ mbɔɔzen bɔ hɛn kwaa, hambowa na nsubansuba ho ban. Se yeduadua ndua, yegyaa wura pii ye na yebɔ nsu ho ban a, yebotum abɔ Ghanaman ne few ho ban ato hɔ ama nkyirmba. Mboa ketsewa biara a obiara wɔ no ho hia papaapa de yedze begye hɛn atsenae egyina hɔ.

2. Ehwe a, akenkansɛm a dem asensin yi fi mu no nna ne tsirasɛm nye den? (Aba 1)

3. Kyere akwan ebiasa a nsentɔw a wɔma nkyerekyeremu fa do boa asentɔw tsitsir no. (Amba 3)

4. Kyerɛw asensin fa tsirasɛm ‘Nwomasua bue yiedzi kwan’ ho na kyere asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu a ɔwɔ mu. Fa hankra to asentɔw tsitsir no ho na twa nsentɔw a wɔma nkyerekyeremu no ase. (Amba 7)

PLC SESSION 5

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

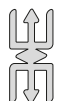
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q)

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

DAPEN 6

Adzesua No Botae: *Tum dze nyimdzee a enya no wɔ nsentɔw a wɔma nkyerekyeremu ho hwehwe nsentsitsir a ɔwɔ akenkansɛm mu.*

NKAKAA

Afe 1	Dapɛn 3 1. Fa ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe adze ho nyimdzee do kenkan abasɛm bi na yiɣi nsembisa a ɔka ho no ano. 2. Kyerɛkyerɛ ɔhardo akenkan a wɔdze hwehwe adze ho akwan.
Afe 2	Dapɛn 3 1. Kyerɛ asentsitsir a ɔwɔ nkɔmbɔdzi bi mu. 2. Hom ndwendwen nsentsitsir a hom nyaa no wɔ nkɔmbɔdzi bi mu ho.

DZA ENYI TSIM DO: ASENTŌW TSITSIR NA NSENTŌW A WŌMA NKYEREKYEREMU

Asentɔw Tsitsir wɔ akenkansɛm mu ne nkyerekyeremu: Asɛnsin ne ngyinado tsitsir nye asentɔw tsitsir. Ɔyɛ dza no ho hia ankasa wɔ tsirasɛm no mu. Sɛ epe de ihu asentsitsir no a, bisa woho dem asɛm: Eben asɛm na wɔreka afa nyimpa no, adze no anaa adwenpɔw no ho? Yebuhu no wɔ mbea ahorow mu wɔ asɛnsin no mu. Ɔtaa yɛ asentɔw, na mpɛn pii no ɔno nye asentɔw a odzi kan no. Afei, ɔkyerɛwfo no dze dza aka wɔ asɛnsin no mu no boa asentɔw tsitsir no.

Mbrɛ yesi hu asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu wɔ akenkansɛm mu

Sɛ epe de ihu asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu wɔ akenkansɛm mu a ɔwɔ de ihu mbrɛ no mu biara no su tse.

Dwumadzi

1. Kenkan na dwendwen dza esua afa asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu ho.
2. Kyerɛkyerɛ ndzɛmba ebiasa a sɛ epe de ihu asentɔw tsitsir wɔ akenkansɛm bi mu a ebɔhwɛ.
3. Kyerɛkyerɛ ndzɛmba ebiasa a sɛ epe de ihu nsentɔw a wɔma nkyerekyeremu wɔ akenkansɛm bi mu a ebɔhwɛ.

DZEKYERE AKWANHOROW

1. Esuafo nyina bɔ mu dzi dem dwuma yi.
 - a. Kaakaa dza esua afa asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu ho.
 - b. Kyerekyerɛ asentsitsir ase wɔ akenkansem mu.
2. Kuw a mbɔdzembɔfo na hɔn a hɔn ahoɔdzen wɔ famu edzi afora wɔ mu.
 - a. Kuw biara ngyina dza hom nyim fa asentɔw tsitsir na nsentɔw a wɔma nkyerekyeremu ho do mpensapensa akenkansem a ɔwɔ ase ha yi mu.
Abakɔsem mu no, ndzemba pii na ɔdze nsesa aba Ghana kasakuw ahorow no hɔn ndwontow mu. Ndzemba a ɔdze nsesa aba adwontow no mu no bi nye kasa, dza etwa hɛnho ehyia, kusum ahorow, amanyesem na batatu a ne nyinara edzi afora. Kasakuw biara na ɔman yi mu beebi a no mu mba no tsenae. Iyi kyere de kasakuw biara na edziban a wɔpe no papaapa na wimu nsakyer a ɔwɔ hɔn atsenae. Wɔsanee so nye kasakuw ahorow mu nyimpa ahorow dzii nkitaho. Kuw biara na dɔm na ndzemba a ɔdze nsesa baa hɔn asetsena mu. Bio, kasakuw ahorow no nyinara annhyɛ amambu kor ase; kuw biara na n'amambu nhyehyɛɛ a no so dze nsesa baa hɔn ndwontow mu. Iyi na ndzemba nkaa a ɔka ho na ɔdze nsesa aba ɔman yi no kusum ndwontow mu.
Beebi a ofi : Elebi, A. (2015). Indigenous Musical Culture in Ghana: A Contemporary Perspective. The International Journal of Humanities & Social Studies, 3(7).
 - b. Fa nhwehwɛmu no to esuafo nkaa no enyim.

DWUMADZI TSITSIR

DoK gyinapɛn 3 – Skuulɔan mu dwumadzi

1. Kenkan asem a ɔka do yi na kyere asentsitsir no. (Amba 2)
Abaɛfor kwan a wɔfa do to nkra ye website bi a ɔma nkorɔfo kwan ma wotum nye hɔnho dzi nkitaho. Wotum so dze mfonyin na sen na nsem a wɔakyerew fa hɔ mema hɔnho nkorkor. Abaɛfor kwan a wɔfa do to nkra edzi dwumason wɔ nkitahodzi anaa nkɔmbɔtwetwe mu wɔ ɔman yi mu wɔ nde mber yi mu. Ommfa ho na beebi a obi wɔ, otum nye ne nyenko dzi nkitaho nya ho mbuae amonmu hɔara. Abaɛfor nkrato kwan pii na aba ndansi yi na wɔboa ndwumanye mu, enyigye mu, nwomasua na ankorankor hɔn abrabo mu. Bi nye 'Twitter', 'WhatsApp', 'Internet', 'Facebook', 'TikTok', 'Instagram' na pii a ɔkeka ho.
Abaɛfor nkratokwan no ho hia ma nyimpa n'abrabo papaapa osiande ɔma yetum nya nsem fofor a ɔroko do wɔ wiase ntsemara. Ndwumakuw ahorow bɔ

hɔn ndzɛmba ho dawur kyere wiase wɔ hɔ. Akyerɛkyerɛfo na esuafo nya hɔn adzekyere na adzesua ho ndzɛmba wɔ hɔ dze boa nwomasua no mpontu.

2. Hom nkyere mbre hom besi ehu nsentsitsir no. (Amba 4)
3. Hom nkyere kwan a nsentŋw a wŋma nkyerɛkyeremu no fa do boa asentŋw tsitsir no ma ɔda edzi yie.

Afefa ne finimfin nsɔhwɛ ne nhyehyɛɛ

Yɛ afefa ne finimfin nsɔhwɛ. Nsɔhwɛ no mfa dza woesua fi dapɛn 1-5 no nyina. Hwɛ nhyehyɛɛ a ɔwɔ ase ha yi do ma ɔmboa wo. Twa esuafo no hɔn dwumadzi no ntsem na fa hɔn amba no kɔ STP no mu.

Afefa ne finimfin nsɔhwɛ ne nhyehyɛɛ

Ɔfa A: Nsɛmbisa a okitsa mbuae ahorow dɛ osuanyi nyi mu kor. = Nsɛmbisa 20

Ɔfa B: Akenkansɛm – Aɛmbisa 1

Ɔfa C: Susukyerɛw – Aɛmbisa 1

Ɔfa A na B nsɛmbisa no ho akwankyere

Dapɛn	Dza enyi tsim do	Nsɛmbisa ahorow	DoK gyinapɛn				Amba nyinara
			1	2	3	4	
1	Nkasafua a ɔfata ndwuma na tsebea	Nsɛmbisa a okita nyiano dodow	2	1	-		3
		Susukyerɛw	-	-	1		1
2	Afanu nkɔmbɔdzi Nsɛm bi a no ho hia	Nsɛmbisa a okita nyiano dodow	1	2	2		5
		Susukyerɛw	-	-	-		
3	Ɛnɔlɔgyi nhyehyɛɛ (ɔmen)	Nsɛmbisa a okita nyiano dodow	-	2	1		3
		Susukyerɛw	-	-	-		
4	Ɛnɔlɔgyi nhyehyɛɛ (Selabor nhyehyɛɛ)	Nsɛmbisa a okita nyiano dodow	3	1	1		5
		Susukyerɛw					
5	Asentŋw tsitsir na nsentŋw a wŋma nkyerɛkyeremu	Nsɛmbisa a okita nyiano dodow		2	2		4
		Akenkansɛm			1		1
		Amba no dodow	6	8	8		22

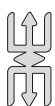
PLC SESSION 6

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

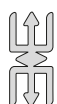
3. Plan the Student Transcript Portal (STP) Assessment with your app
 - a. The key assessment for the week is **mid-semester examination**. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS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

10 minutes

Content Exploration

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

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



Note

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

Ɔfa 3 Mbobodo

Ɔfa yi kasaa faa asentŌw tsitsir na nsentŌw a wŌma nkyerekyeremu ho. Yehwɛɛ hŋn adzeban, hŋn su na mbɛɛ wosi da edzi wɔ akenkansem bi mu. Yɛdze dɛm nyimdzeɛ yi kenkaan nsensin dze hwehwɛɛ asentŌw tsitsir na nsentŌw a wŌma nkyerekyeremu. Esuafo esua iyi ewie no, enyi da kwan dɛ wɔdze dɛm nyimdzeɛ yi bɛpɛnsapɛnsa akenkansem afofor mu. Hŋn akyerɛw, hŋn akenkan, hŋn kasaa na mbɛɛ wosi dwen nyina so botu mpon.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HŌN NSŌHWE NO

DAPEN 5

Nyiano

1. AsentŌw tsitsir no nye;

- a) ‘Nduabubu na wimu nsakyeree ye adze a ɔrehaw atsenae a mbowa, nyimpa, nduadzewa na pii a ɔkeka ho edzi afora wɔ mu wɔ Ghanaman mu.’ – Aba 1

NsentŌw a wɔma nkyerekyeremu no nye;

- Ɔwɔ de yebɔ mbɔdzen bɔ hɛn kwaa, hambowa na nsubansuba ho ban.*
- Sɛ yeduadua ndua, yegyaa wura pii ye na yebɔ nsu ho ban a, yebotum abɔ Ghanaman ne fɛw ho ban ato hɔ ama nkyirma*
- Mboa ketsewa biara a obiara wɔ no ho hia papaapa de yɛdze begye hɛn atsenae egyina hɔ.*

AsentŌw a ɔma nkyerenyeremu biara : Aba 1

2. Akenkan no ne tsirasem nye;

‘Ghana atsenae ho bambɔ’ – Aba 1 (Tsirasem fofor a ɔfata - Amba 1/2)

3. NsentŌw a wɔma nkyerekyeremu boa asentŌw tsitsir no wɔ dem akwan yi do.

- Wɔma dasedzi*
- Nkyerekyeremu na ntowdo*
- Wɔma nsem sisi do yie.*
- Wɔma egyinasi kɔ yie*
- Wɔma nsem mu da hɔ*
- Wɔma yetum dze hɛnho to nsem no do.*

Kor biara aba 1.

Ebiasa biara – Amba 3

Ebien biara – Amba 2

No mu kor biara – Aba 1

4. AsentŌw tsitsir na nsentŌw a wɔma nkyerekyeremu na yehu no akenkansem tsiaba yi mu wɔ ase ha yi. AsentŌw tsitsir no na wɔaye no tumm no. Nkaa no ye nsentŌw a wɔma nkyerekyeremu.

Adze a ɔbema ankorankor na ɔmanmu nyina ehu hɔn adom akyɛdze nye nwomasu. (Asentɔw tsitsir)

Ghanaman mu ha, nwomasua ma nkorɔfo nyansa, nyimdzee, na adwen a no mu dɔ a ɔma wotum boa ɔman no mpontu. Se Ghanaman yi dze sika a no mu ye dur hye nwomasua mu a, yebotum ako etsia ohia, yeetu asetsena mu sikasem na ndwumasem mpon ma daakye ɔman yi aye yie ama ankorankor na hɔn nkurow na nkurase nyina. Nwomasua ye adze tsitsir a ɔdze kankɔ ba ankorankor hɔn asetsena mu nye ɔmanmu nyina no mpontu mu. (nsentɔw a wɔma nkyerekyeremu)

Asentɔw tsitsir no da nsew - Aba 1

Nsentɔw a wɔma nkyerekyeremu no da nsew – Amba 3

Hwe asem no ne nhyehyee, kasa mbra na nkasafua ho na ma amba a 1-3.

Amba 3 – Nkasafua ndandanmu, nkasafua a ɔfata asem no, kasa mbra ho mfomdo a ɔnndɔɔ so

Amba 2 – Nkasafua ndandanmu kakra, nkasafua kakra a ɔfata asem no, kasa mbra ho mfomdo a ɔnndɔɔ so pii

Aba 1 – Asem kor noara a osi do mpen pii, nkasafua a ɔnnhye da mmfata, mfomdo pii

DAPEN 6

1. Asentsitsir

a) Asensin papa biara da asentsitsir potsee kor bi edzi.

b) Asentɔw tsitsir ho hia ma asensin biara.

a. Asentsitsir kor biara da edzi a - Aba 1 = Amba 2

2. Dza yehwe ho dze hu asentsitsir wɔ asem bi mu nye; ebɛkenken tsirasem no, ebɔhwehwe asentɔw tsitsir no, ebɔhwehwe nsem a woesi do aka, ebɔhwehwe nkasafua na nsemfua etsitsir na ebɔbɔ asem no tɔfa. - Amba 4

a. Akwan ahorow anan no nyina – Amba 4

b. Akwan ahorow ebiasa – Amba 3

c. Akwan ahorow ebien – Amba 2

d. Kwan kortsee - Aba 1

3. Nsentɔw a wɔma nkyerekyeremu dzi dwuma a ɔka do yi; Wɔma dasedzi, Nkyerekyeremu na ntowdo, Wɔma nsem sisi do yie., Wɔma egyinasi kɔ yie, Wɔma nsem mu da hɔ.

Wɔma yetum dze henho to nsem no do. (Amba 4)

- a. *Ndzemba anan no nyina da edzi wɔ nkyerɛkyeremu no mu – Amba 4*
- b. *Ndzemba ebiasa da edzi wɔ nkyerɛkyeremu no mu -Amba 3*
- c. *Ndzemba ebien da edzi wɔ nkyerɛkyeremu no mu – Amba 2*
- d. *Adze kortsee na ɔda edzi wɔ nkyerɛkyeremu no mu- Aba 1*

ƆFA 4: NKASAFUAYE

Tsirasem (kasa ne fa bi): KASA NA MBRE YESI DZE KASA DZI DWUMA

Tsirasem Pɔtsee: Mfantsekasa ne kyerew ho mbra

Adzesua non'ahwehwɛdze: Tum dze nyimdzee a oenya no wɔ nkasafuaye mu hwehwe kasafua afofor.

Adzesua no, no susudua: Da ntsease wɔ Mfantse nkasafuaye nhyehyɛ ho edzi.

NYIENYIM NA ƆFA YI NO TƆFABO

Dem ɔfa yi mu no, esuafo bosua nkasafuaye akwanhorow wɔ Mfantsekasa mu. Wobedzi kan esua nkasafuaye n'adzeban nye hia a ohia de esuafo sua wɔ Mfantsekasa mu. Afei wowie a, wobosua nkasafuaye akwanhorow no ansaana wɔahwe mbre wobesi dze edzi dwuma wɔ Mfantsekasa mu. Dem nyimdzee yi bɔboa esuafo ma woetum ehu nkasafua afofor a wonnyim na wɔakyerɛ kasakor a dem nkasafua no ye.

Adapen na dza ɔfa yi bɔhwe:

- **Dapen 7:** Kyere nkasafuaye akwan ahorow no (afɛm, nkakuwho, kɛnagyi ne dza ɔkeka ho)
- **Dapen 8:** Fa nkasafuaye akwan ahorow no do ye nkasafua afofor.

DZEKYERE AKWANHOROW HO TƆFABO

Yehye akyerɛkyerɛfo nkuran de wɔmfa kwan a ogyina ɔhaw bi do, ekuwekuw dwumadzi nye esuafo nyina dwumadzi mfa nkyere dem adzesua pɔtsee yi. Adzekyerɛ ho akwankyerɛ kor so a akyerɛkyerɛfo botum dze edzi dwuma no bi nye de wɔdze nyimdzee fofor beka dza esuafo nyim dada no do. Ma esuafo no nkasa mfa dza hɔn anyenkofo aka no ho. Kyerɛkyerɛnyi no ndzi esuafo no enyim ma wɔnkyerɛkyerɛ nkasafuaye akwan ahorow no mu. Otwar de esuafo no dwendwen nkasafuaye akwan ahorow no ho na wɔma ho mfato ho wɔ Mfantsekasa mu. Kyerɛkyerɛnyi no mboa ma esuafo nhu nhyehyɛ a ɔwɔ nkafuaye akwan ahorow no ho. Esuafo noara so botum afa dem kwan yi ara do dze aye nkasafua afofor wɔ Mfantsekasa mu.

KWAN A WƆBƐFA DO ASƆ ESUAFO AHWƐ

Ɔfa yi bɔhwɛ dapɛn 7 na 8. No mu kor biara wɔ no dwumadzi ho nhyehyɛɛ nye ho nsembisa. Dapɛn 7 no ho dwumadzi no gyina DoK gyinapɛn 2 do. Ɔhwɛhwɛ dɛ esuafo nam ntsease a woenya no wɔ nyimdzee bi ho do beyiyi nsembisa ano. Dapɛn 8 dwumadzi so gyina DoK gyinapɛn 4 a ɔhwɛhwɛ dɛ esuafo bɛfa adwen a no mu dɔ do nye ɔhaw ano nsɔwano akwan a wɔdze yɛ nhwehwɛmu do dze esiw asetsena mu ɔhaw bi ano.

Botae	DoK gyinapɛn	Dwumadzi akwan/ Nsɔhwɛ kwan
Kyerɛkyerɛ nkasafuayɛ akwan ahorow no (afɛm, nkakuwho, kɔɛnagyi nye dza ɔkeka ho)	3	<i>Skuulɔn mu Dwumadzi</i>
Fa nkasafuayɛ akwan ahorow no do yɛ nkasafua afofor.	4	<i>Dwumadzi ahorow a wɔaboaboa ano 'Portfolio'</i>

DAPEN 7

Adzesua No Botae: *Tum kyerekyere nkasafuaye akwan ahorow no. (afem, nkakuwho, kɔɛnagyi nye dza ɔkeka ho*

Nkaakaa

Afe 2	Dapen 5: Mbataho no Dwumadzi wɔ Mfantsekasa mu
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DZA ENYI TSIM DO: NKASAFUAYE AKWAN

Ebenadze nye nkasafuaye: Nkasafuaye ye kwan a yefa do ye nkasafua afofor wɔ kasa bi mu. Dem kwan bi nye de yereye dza ɔwɔ ho no yie na yedze bi aka ho aye nkasafua afofor a ɔto asowa mu, ɔwɔ ntsease fofor na wodzi dwuma fofor so.

Nkasafuaye Akwanhorow

- a. **Mbataho:** Yedze mbataho fam nkasafua a wɔwɔ ho dada no ho ma yenya nkasafua afofor. Yedze enyim dze no ba ansaana nkasafua n'asendua no aba. Yegyina nkasafua ne fa a mbataho bi wɔ do na yekyekye mbataho mu. Yewɔ **nsienyi** a wɔba nkasafua no enyim, **nsimu** a wɔwɔ nkasafua no ne finimfin, **nsiekyir** a wɔwɔ nkasafua no ekyir na **ntwaho** a wɔwɔ nkasafua no enyim na ekyir ber kor noara mu a wɔbɔ mu ma ntsease.

Mfatoho:

Mbanyin (m + banyin)

- b. **Nkasafua Nkabɔmu:** Yeka nkasafua ebien anaa no mboree bɔ mu dze nya kasafua fofor.

Mfatoho:

akyerew + aba (akyerewaba), bata + tu (batatu), skuul + kɔ (skuulkɔ), abosom + dan (abosondan), saman + nsew (samansew).

- c. **Ntwanhyia:** Ntwanhyia ye ber a yedze nkasafua ebien a yeyi dza odzi kan no ewiei efi ho na yedze kasafua a ɔto do ebien no ne fa a odzi ekyir no aka abɔ mu ma aye kasafua kor.

Mfatoho:

- i. Kwampra (Kwame + Pepira)
- ii. Kwaapaa (Kwame + Dapaa)
- iii. Koofi (Kofi + Fofi)

- d. **Ntwado:** Yetwa kasafua a ɔwɔ hɔ dada no do dze nya kasafua fofor.

Mfatoho

- i. Akos (Akosua)
- ii. Twum (Twumasi)
- iii. Ofos (OFosu)
- iv. Boat (Boaten)
- v. Ampaa (Ampaaben)
- vi. Eku (Ekua)

- e. **Ndanmu:** Kasafua bi tum sesa kasafuakuw a ɔwɔ mu no kɔ kasafuakuw fofor mu ber a nsopɛree na mbrɛ yesi bɔ dzin anaa ndze a yɛdze ka no nnsesa.

Mfatoho

- i. Mennkɛba **da**.(nyɛɛ-tamsi) / Buukuu no **da** pon no do. (nyɛɛ)
- ii. **Buw** edur no. (nyɛɛ) / Akokɔ no **buw** na mɛpɛ. (dzin)
- iii. **Ohia** ne sika no nyinara. (nyɛɛ) / **Ohia** ne nam yɛ nwen. (dzin)
- iv. **Dɔm** Ewuradze na ɔse. (dzin-tamsi) / **Dɔm** no reba. (dzin)

- f. **Akronyim:** Kwan bi a yɛfa do dze akyerɛwamba a odzidzi nkasafua bi enyim bobɔ mu yɛ kasafua kor a wɔbɔ dzin ma ɔyɛ yie.

Mfatoho:

- 1. KAM – Kwame Atoapem Mensa
- 2. ABAA- Abena Baduwa Amoako Ata.
- 3. KBA- Kofi Badu Afari

KAN – Kwame Abam Ninkyi

- g. **Ntwaekyir:** Yetwa kasafua bi ne fa a odzi ekyir a otum yɛ mbataho fi hɔ ma ɔka enyim dze no dze nya kasafua fofor.

Mfatoho

Kasafua Dadaw	Ekyir-yi Kasafua
Kyalewate	Kyale
ɔsɔfo	Ɔsɔ
Odziyifo	Odzii
Kelewele	Kele

Kasafua Dadaw	Ekyir-yi Kasafua
Twumasi	Twum

Nkasafuaye ho mfaso

Nkasafuaye boa kasa no mpontu. Oma kasa nya nkasafua dodow beka dza owo ho dada no ho na oma hon a wodze dem kasa no dzi dwuma no tum nya nkasafua dze dzi nkombɔ fa nyimpa n'asetsena mu ndzɛmba afofor ho, abaefor nyimdzee, na dza okɛka ho ho. Iyi boa ma yetum ye nsakyer wo hen nkitahodzi na hen kasaa mu. Nkasafuaye ho nyimdzee ma nkasafua afofor no sua nnye dzen osiandɛ, oboa ma etse nkasafua ase san kyerekyere ase nye ne nhyehyee mu. Yetwa no sin a, oye kwan pa a yefa do nya nkasafua afofor beka dadaw a yewo no ho.

Dwumadzi

1. Fa w'ankasa wo akasafua kyerekyere nkasafuaye ase.
2. Fa kasafuaye akwan ahorow no mu dza owo Mfantsekasa mu na kyere siantsir.
3. Kyerekyere nkasafuaye ho mfaso wo Mfantsekasa mu.

ADZEKYERE AKWANHOROW

1. Adzesua kwan a ogyina ohaw bi do : Esuafo no nyina bo mu dzi dwuma yi.
 - a. Hom nkyere nkasafuaye akwanhorow no. (afem, nkakuwho,)
 - b. Ma ho mfatoho.
 - c. Fa wo dwumadzi no to gua.

DWUMADZI TSITSIR

DoK gycinapen 3 – skuuldan mu dwumadzi

1. Kyerekyere nkasafuaye akwan ahorow a odzidzi do yi mu (Amba 8)
 - a. Afem
 - b. Nkakuwho
 - c. Kɔenagyi
 - d. Nkasafua Nkabomu
 - e. Ntwanhyia

- f. Ntwaekyir
 - g. Ntwado
 - h. Mbataho
2. Fa mfatoho enum na kyerekyere nkasafuaye akwan ahorow no mu dza no ho hia papaapa wo Mfantsekasa mu. (Amba 5)
 3. Kyere siantsir ebiasa a nkasafuaye ho hia wo Mfantsekasa mu. (Amba 3)
 4. Gyina wo nyiano a wo asembisa ebien na ebiasa do na fa nkasafuaye akwan ahorow a wo Mfantsekasa mu no toto kasa nkaa no mu dze ho. (Amba 8)

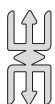
PLC SESSION 7

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

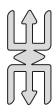
- a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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.

DAPƐN 8

Adzesua No Botae: *Tum gyina nkasafuayɛ akwanhorow no do yɛ nkasafua afofor*

Nkaakaa

Afe 2	Dapɛn 5: Hwehwe mbataho no dwumadzi wɔ Mfantsekasa mu.
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ADZESUA PƆTSEE: NKASAFUA AFOFOR NE NYƐ

Kaakaa dza esua no wɔ dapɛn 7 mu no.

Dwumadzi

1. Fa nyimdzee a ewɔ no wɔ nkasafuayɛ ho no yɛ nkasafua afofor.
2. Fa nkasafua no yɛ nsentɔw a odzi mu anaa dza ntsease wɔ mu.
3. Da no edzi wɔ esuafo no nyina enyim

ADZEKYERE AKWANHOROW

1. Irigyina dza obi aka do dze aka bi aka ho : Esuafo nyina bɔ mu dzi dwuma yi.
 - a. Hom mfa hom adwen mbubu akwanhorow a wɔfa do yɛ nkasafua.
 - b. Beenu dwumadzi : Fa nyimdzee a enya wɔ nkasafuayɛ ho no do fa yɛ nkasafua afofor. Fa wo nkasafua no to gua ma esuafo nkaa no ndzi ho nkɔmbɔ.

Kyerɛkyerɛnyi no mma nkasafua ahorow bi ma esuafo no mfa nyimdzee a woenya do nkasafuayɛ ho no nkyere no mu dza ofi nkasafuayɛ akwanhorow no mu.

DWUMADZI TSITSIR

DoK gyinapɛn 4 – ‘Portfolio’

Hom mboboaboa hom dwumadzi ahorow a ɔfa nkasafuayɛ akwanhorow no ho a ɔkyere mbre akwanhorow no esi aboa nkasafua afofor ne yɛ wɔ Mfantsekasa mu ano.

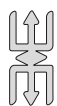
PLC SESSION 8

45 minutes

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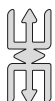
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **portfolio**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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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5 minutes

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8. Remember to
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 - 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).
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Ɔfa 4 Tɔfabɔ

Dem ɔfa yi hwe nkasafuaye akwan ahorow ho. Esuafo no sua nkasafuaye akwan ahorow no na dza ɔfa Mfantsekasa ho. Iyi boaa esuafo no ma wotumii kyere nkasafua a ommfi Mfantsekasa mu wɔ nkɔmbɔdzi bi mu. Ohia de esuafo no betse dza ɔfa nkasafuaye akwan ahorow ho no ase wɔ Mfantsekasa mu na wɔdze edzi dwuma wɔ hɔn dada nkɔmbɔdzi nye akyerew mu.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE NO

DAPEN 7

1. *Kyere nkasafuaye akwan yinom mu (ɔfem, mbataho, nkasafua nkabɔmu, ntwanhyia, ntwaho, ndanmu, ntwaekeyir. – Aba 1*
2. *Mfatoho enum – Amba 5*
Mfatoho anan -Amba 4
Mfatoho ebiasa -Amba 3
Mfatoho ebien – Amba 2
Mfatoho kor -Aba 1
3. *Siantsir ahorow no mu bi: Ɔma yetse kasa nhyehyee ase, ɔboa kasa n'akyerew, ɔboa kasa ne nkyeree na no nsuae na ɔma kasa no mu nkasafua no so dɔr.*
Siantsir ebiasa da edzi - Amba 3
Siantsir ebien da edzi - Amba 2
Siantsir kortsee da edzi - Aba 1
4. *Mbuae a no mu dɔ na ɔma kasa biara mu mfatoho ebiasa anaa no mboree na osusu nsedzi na nsorsoree dze kyere siantsir na mbre wosi ye nkasafua na kwan a dem akwanhorow yi som bo wɔ kasa biara mu - Amba 7-8*
Mbuae a no mu dɔ na ɔma kasa biara mu mfatoho ebien anaa no mboree na osusu nsedzi na nsorsoree dze kyere siantsir na mbre wosi ye nkasafua. Onntum nnhye da nnkyere kwan a dem akwanhorow yi fa do som bo wɔ kasa biara mu - Amba 5-6
Mbuae a mfatoho bi wɔ mu naaso bi nndzi mu. Osusu nsedzi na nsorsoree dze kyere siantsir na mbre wosi ye nkasafua naaso bo a akwanhorow no som dze, ɔnnda edzi.- Amba 3-4
Mbuae no mu nnda hɔ na ɔnnda nkasafuaye ho ntsease so edzi. Mfatoho kor anaa ebien bi na ɔda edzi. (Amba 1-2)

DAPEN 8

Mbre wosi twa 'Portfolio' dwumadzi

I. **No mu nsem ankasa (40)**

1. *De ɔfa asem no hon na no mu dɔ (Amba 15):*
 - a. *Kwan ben do na 'portfolio' no mu nsem no kasa fa tsirasem no ho?*

b. Ɔkasaa faa asem no ho yie na ɔdaa no edzi wɔ kwan pa do?

2. Mboaboano na nhyehyee (Amba 10):

a. Ɔhyehyee ‘portfolio’ no yie a ɔma no mu da hɔ?

b. Nsem no ye ndzidzido ndzidzido a ?

3. Nyimdzee na ntsease (Amba 10):

Aso ‘portfolio’ no mu nsem no da tsirasem no ho ntsease edzi a?

4. Adwen a no mu ɔ na mpensampensamu (Amba 5):

Aso ‘portfolio’ no kyere ndwendwenho a no mu ɔ na mpensampensamu ?

II. Mbre wosi dze asem no to gua wɔ kwan soronko do (Amba 30)

1. Mbre osi da edzi wɔ enyiwa do na ne nhyehyee (Amba15):

a. Aso ‘portfolio’ no ye few wɔ enyiwa do na wɔahyehye no yie a?

2. No mu da hɔ na nsem no sisi do a? (Amba 10)

a. Akyerew no mu da hɔ yie, asem no tse de mbre ɔtse na mfomdo nnyi mu a?

3. Ɔdze ne nyimdzee ahyehye no soronko na ɔda edzi de noara nedze a? (Amba 5):

Ana ‘portfolio’ no kyere de ɔdze ne nyimdzee ahyehye no soronko na ɔda edzi de noara nedze a ?

Nkaakaa na de woara roso woho ahwe (Amba 30)

1. Nkaakaa na adzesua (Amba 15):

a. Ana ‘portfolio’ no da nkaakaa na adzesua mu nyimdzee edzi ?

Kwan fofor a ɔka ho (Amba 15)

a. De odzii mber a ɔwɔ de ɔdze wie dwumadzi no na ɔdze ba no do (Odzii mber do a ?)

ƆFA 5: ASENTƆW

Tsirasem (kasa ne fa bi): KASA NA NO DWUMADZI

Tsirasem Pɔtsee: Kasa na ne nhyehyɛɛ

Adzesua no N'ahwehwɛdze: penapensa asentɔw n'afaafa na n'ahorow mu.

Adzesua No, No Susudua: Da nyimdzee na ntsease edzi fa asentɔw n'afaafa na n'ahorow ho.

ƆFA YI HO NYIENYIM NA TƆFABƆ

Ɔfa yi mu no, yɛbɛkyere esuafo Mfantsekasa mu asentɔw ne nhyehyɛɛ. Esuafo bɛkyekye nsentɔw mu ahwe ndzɛmba a wɔka bɔ mu yɛ asentɔw na wɔaakyere asentɔw ban. Dem nyimdzee yi bɔboa esuafo ma woehu asentɔw ahorow no mu dza ɔfata de wɔdze dzi dwuma wɔ nkɔmbɔdzi, susukyerew nye akyerew tsentsen biara mu wɔ ber a ɔfata mu.

Adapen ahorow na no mu adzesuadze a ɔwɔ ɔfa yi mu na ɔka do yi.

- **Dapɛn 9:** Pensapensa asentɔw n'afaafa mu (mfatoho; nsemfua na nsempruw)
- **Dapɛn 10:** Dzi nsentɔw ahorow no ho nkɔmbɔ.
- **Dapɛn 11:** Gyina nsentɔw no dwumadzi do pensapensa nsentɔw ahorow no mu.

ADZEKYERE AKWANHOROW NO TƆFABƆ

Enyi da kwan de akyerɛkyerɛfo bɛfa dem akwan yi do akyerɛ dem tsirasem pɔtsee yi. Adzekyerɛ kwan a ogyina ɔhaw bi do, ekuwekuw dwumadzi na esuafo nyina nkabɔmu dwumadzi na yɛdze bedzi dwuma. Sɛ yɛdze ekuwekuw dwumadzi rehyɛ ase a, esuafo beyɛ hɔnara hɔn nsentɔw, apensapensa mu na wɔaakyere asentɔw biara n'afaafa nyinara. Afei, kuw no dze hɔn dwumadzi no bɔto gua wɔ esuafo no nyina enyim ma woedzi ho nkɔmbɔ. Ankorankor so beyɛ hɔn nsentɔw na wɔkyekye mu de mbre ɔfata. Ɔwɔ de kyerekyerɛnyi no hwe de esuafo begye obiara ne nkyerekyeremu ato mu na woebisa nsem a ɔbɛma ntsease ewie mu dzi.

MBRE WOBESI ASƆ ESUAFO AHWƐ

Ɔfa yi kasa fa dapen 9, 10 na 11 ho. Adapen yi mu biara wɔ kwan soronko a wɔfa do sɔ esuafo hwɛ. Dapen 9 no, no nsɔhwɛ no gyina DoK gyinapɛn 2 do. Dapen 10 dze gyina DoK gyinapɛn 4 do na dapen 11 dze no so gyina DoK gyinapɛn 3 do. Dem gyinapɛn ahorow yi mu biara wɔ ndzeyɛɛ bi a ɔwɔ dɛ esuafo tum da no edzi. Bi yɛ mbre osuanyi no n'adwen mu si dɔ, mbre osi bɔ ne tsirmu yɛ biribi na mbre osi boa siw ɔhaw bi ano. Iyi nyina mu no, ɔwɔ dɛ wotum dwen kɔ ekyir na wotum siw ɔhaw a no mu yɛ dzen ano.

Dza ɔwɔ dɛ ɔda edzi	DoK gyinapɛn	Nsɔhwɛ no su
Asentɔw n'afaafa mu mpensampensamu (mfatoho: nsemfua na nsempruw)	2	<i>skuuldan no mu esuafo nyina dwumadzi</i>
Nsentɔw ahorow ho mpensampensamu	4	<i>skuuldan no mu esuafo nyina dwumadzi</i>
Nsentɔw ahorow a ogyina hɔn dwumadzi do ho mpensampensamu	3	<i>Fie dwumadzi</i>

DAPEN 9

Adzesua no, no botae: *Tum pensapensa asentōw n'afaafa mu. (mfatoho: nsemfua na nsempruw)*

Nkaakaa

Afe 1	Dapen 10: Tum gyina edzin na edzinhyeānanmu ne nkyerewee ho mbra do ye nsentōw.
Afe 2	Dapen 6: Tum dze Mfantse kasa mu nkaabomudze ahorow no ye nsentōw.

DZA ENYI TSIM DO: ASENTŌW NA N'AFAAFA

Asentōw: Asentōw ye kasa ne fa bi a ɔdze adwen mu to gua. Tsitsir nara, ɔye nkasafua kuw a wɔbɔ mu dze adwen mu to gua anaa de wɔbɔ mu ma ntsease.

Asentōw no su

- Adwen mu: Asentōw dze adwen mu to gua.
- Kasa mbra nhyehyee: Asentōw dzi kasa mbra nhyehyee pɔtsee (Ɔyefo-Nyee-Ɔyetsia) do.
- Kasa mpaapaamudze: Asentōw wɔ egyinahyedze bi tse de osiwiei (.), asembisadze (?) anaa ntseamudze (!).

Nsentōw Ahorow

- Asentōw a ɔka asem (As3nka): Iyi ye asentōw a ɔka asem pɔtsee bi anaa ɔdze adwenkyere bi to gua. Kasa mpaapaamudze a ɔba n'ewiei nye osiwiei (.). Mfatoho: 'Esuafo no apon.'
- Asentōw a obisa asem: Iyi ye asentōw a ɔgye biribi ho mbuae anaa de obisa asem. Kasa mpaapaamudze a ɔba n'ewiei nye asembisadze (?). Mfatoho: 'Esuafo no apon?', 'Woana na ɔwɔ dan no mu no?'
- Asentōw a ɔdze nhye nam (nhye): Iyi ye asentōw a ɔhye obi ma ɔye biribi. Mfatoho: 'Tow dan no mu.'
- Ntseamu asentōw: Ɔye asentōw a ɔda atsenka soronko bi edzi anaa ɔdze atsenka si biribi do tadua. Kasa mpaapaamudze a ɔba n'ewiei nye ntseamu (!). Mfatoho: 'Ɔye nwanwasem!', 'Fi ha fi!', 'Oho!'

Asentōw n'afaafa: Asentōw wɔ afaafa pii a wɔbɔ mu dze adwen to gua. No mu bi na ɔka do yi.

- Ɔyefo:** Ɔyefo ye dzin, dzinhyeānanmu anaa dzin asemfua a asentōw no fa ho. Ɔye nyimpa, abowa, bea, adwenkyere anaa adze bi a odzi dwuma a ɔwɔ

asentƆw no mu no anaa de asentƆw no fa no ho. Mfatoho: **Banyin tsentsen no** tƆ buukuu tuntum.

2. **Nyee:** Nyee ye dwumadzi anaa tsebea bi a Ɔda edzi wƆ asentƆw no mu. Ɔye kasafua a Ɔka dza Ɔyefo no reye anaa dza ƆrokƆ do wƆ asentƆw no mu. Ebenadze na Ɔyefo no yee wƆ (1)? Ɔyefo no **tƆ**

3. **Ɔyetsia:** Dzin anaa dzinhyeaneanmu a nyee no mu ndzeyee no tsia no nye Ɔyetsia no. YewƆ Ɔyetsia ahorow ebien; Ɔyetsia pƆtsee na Ɔgyefo. Ebenadze na Ɔyefo no tƆ wƆ (1)? **buukuu**

Ɔyetsia pƆtsee no na ndzeyee no tsia no ankasa. Mfatoho; Maame no kum ƆwƆ no.

Ɔgyefo ye Ɔyetsia bi a nyee no mu ndzeyee no nnkƆ no hƆ tƆtsee na mbom Ɔfa obi anaa adze bi (Ɔyetsia pƆtsee) do ana. Nkasafua bi a otum da Ɔgyefo edzi bi nye ma, gye, na adze. Mfatoho; Okum ƆwƆ no maa **maame no**.

4. **Nkyerekyeremu:** Iyi gyina hƆ ma nkasafua a wosi Ɔyefo dzin, nyee anaa Ɔyetsia no tam anaa Ɔkyerekyeremu. WƆma nkasafua afofor a wƆwƆ asentƆw no mu no ho nkyerekyeremu. Buukuu ben na Ɔyefo no tƆ wƆ (1)? buukuu **tuntum**

5. **Boafo:** Boafo ye kasafua anaa asemfua a Ɔma asentƆw bi ne nteasee wie mu dzi. Otum ye dzin, dzintamsi anaa asemfua a Ɔka Ɔyefo no ho asem. Mfatoho: Kofi Mensa ye **safohen**.

Mfatoho: Kyere asentƆw yi n'afaafa.

'Safohen tsentsen kese no ye mo wƆfa.'

Ɔyefo: *Safohen tsentsen kese no*

Nkyerekyeremu: *tsentsen kese*

Nyee: ye

Nyee boafo: *mo wƆfa*

Se etse asentƆw n'afaafa no ase a, Ɔma itum ye nsentƆw a wƆtƆ asomu na wotum dze adwen a Ɔfata to gua de mbre Ɔse.

Asemfua: Asemfua ye kasafua anaa nkasafua dodow bi a wƆbƆ mu de asentƆw ne fa bi da biribi edzi. Onnyi Ɔyefo na nyee tse de mbre asentƆw tse no. Wonngyina hƆnhƆ do nnda adwenmu edzi. Asemfua tum dzi dwuma tse de dzin, dzin-tamsi na nyee-tamsi.

Asemfua Ahorow

1. Dzin Asemfua : Odzi dwuma de dzin wƆ asentƆw mu. Mfatoho: 'banyin, 'bokitsi', 'bƆdƆm kese no', 'ngo bƆdamƆ no'

2. Nyɛe Asemfua : Odzi dwuma de nyɛe. Mfatoho: ‘nom’ ‘beba’ ‘abesen kɔ’
3. Dzin-tamsi Asemfua : Ɔkyerɛkyerɛ dzin mu. Mfatoho: ‘kɛse, ‘tuntum’, ‘tseatsea’
4. Nyɛe-tamsi Asemfua: Ɔkyerɛkyerɛ nyɛe , dzin-tamsi anaa nyɛe-tamsi for mu. Mfatoho : ‘ntsentsɛm,’ ‘anapa no’, ‘guaase’, ‘ndɔnsuon’
5. Dzin-bea-nkitahodzi Asemfua: Iyi dze dzin-bea-nkitahodzi a osi dzin anaa nyɛe tam hyɛ ase. Mfatoho: ‘pon no ase’, ‘kentsen no mu’.

Asempruw

Asempruw yɛ nkasafua kuw a okitsa ɔyɛfo na nkasaho (nyɛe). Ɔyɛ asentɔw ne fa bi a ɔdze adwen mu to gua. Ɔtoɔfabi a, ɔdan asempruw for ana ne ntseasee ada edzi.

Asempruw Ahorow

1. **Asempruwtsir:** Asempruw a ɔwɔ ɔyɛfo na nkasaho na otum gyina ma ntsease de asentɔw.

Mfatoho:

“Mokɔr fiadze no mu.”

“Oedzidzi.”

2. **Asempruw mfemfamho:** Asempruw a ɔwɔ ɔyɛfo na nkasaho na onntum nngyina mma ntsease de asentɔw gyede ɔdan asempruwtsir bi ana.

Mfatoho:

“Mamma fie ntsem ntsi” (Ohia asempruwtsir ana ne ntseasee aada edzi.)

“Se wo na ba a,” (Ohia asempruwtsir ana ne ntseasee aada edzi.)

Nsentɔw mu nsempruw mfatoho

1. **Asentɔw tsiaba:** Asempruwtsir kor a ɔwɔ asentɔw tsiaba mu.

Mfatoho: “Meɛ adzesua.”

2. **Asentɔw tsentsen a afa na afa nyina yɛ asempruwtsir (mbɔho):** Nsempruwtsir ebien anaa dza ɔbor dem a nkaɔmudze ka ho.

Mfatoho: “Ɔko asɔr papaapa naaso onnsuro Nyame.”

3. **Asentɔw tsentsen a afa yɛ asempruwtsir na afa so yɛ asempruw mfemfamho:** Asempruwtsir kor na asempruw mfemfamho kor anaa dza ɔbor dem.

Mfatoho: “Se wo na ba a, fre me.”

3. **Asentŏw nwonwonann:** Asempruwtsir ebien anaa dza ɔbor dem na asempruw mfemfamho so kor anaa dza ɔbor dem.

Mfatoho: “Ɔnam de ɔyar ntsi, ɔpoon ntsem na ɔkɔr fie.”

Asempruw Ho Mfaso

1. Asempruw dze adwenmu to gua. Ɔma yetum kyerekyere asem mu yie.
2. Asempruw ma yetum ye nsentŏw ahorow a hɔn nhyehyee no so nnye kor. Ɔma akyerewfo na akasafo ye nsesa a ɔfata wɔ hɔn kasaa mu.
3. Ɔda nkitsahodzi a ɔda adwen ahorow a ɔwɔ asentŏw bi mu edzi.

Se etse asempruw ase yie a, ɔboa ma itu mpon wɔ akyerew na akenkan mu ma wo kasaa mu da hɔ.

Dwumadzi

1. Kyerekyere asentŏw no su mu.
2. Ma nsentŏw ahorow yinom mu biara ho mfatoho. **Asentw tsiaba, Asentŏw tsentsen a afa na afa nyina ye asempruwtsir (mbɔho), Asentŏw tsentsen a afa ye asempruwtsir na afa so ye mfemfamho, Asentŏw nwonwonann.**
3. Fa w’adwenkyere no to gua ma esuafo nkaa no ndzi ho nkɔmbɔ..

ADZEKYERE AKWANHOROW

1. Adzekyere kwan a ogyina ɔhaw bi do: Esuafo nyina hɔn dwumadzi
Hon ndzi nkɔmbɔ mfa asentŏw ho.

a. Beenu dwumadzi:

Esuafo beenu biara ka bɔ mu kyere asentŏw n’adzeban, kyerekyere mu, ka n’afaafa no ho as na wɔma mfatoho a ɔfata.

Esuafo nyina ye nkabɔmu dzi asemfua, asempruw na hɔn ahorow no ho nkɔmbɔ.

DWUMADZI TSITSIR

DoK gyinapen 2 – Skuuldan mu dwumadzi

1. Kyere asentŏw ase de mbre ɔtse pepeɛɛɛɛɛ. (Amba 4)
2. Fa mfatoho a ɔfata kyere nsorsoree enum a ɔda asemfua na asempruw ntamu. (Amba10)

3. Kyekye nsentōw yinom mu kɔ afaafa ahorow no de mbre ɔse. (Amba 3).
 - a. Hom bɛyɛ edwuma no bio.
 - b. Afarfo no bodwiir mpoano asomdwee mu.
 - c. Kyerekyerɛnyi no dzii emo.
 - d. Ɔamee.

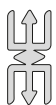
PLC SESSION 9

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

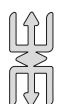
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes**Reflection**

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

DAPEN 10

Adzesua No, No Botae: *Tum dzi nsentōw ahorow no ho nkombɔ*

Nkaakaa

Afe 1	Dapen 10: Tum gyina edzin na edzinhyɛananmu ne nkyerɛwee ho mbra do ye nsentōw
Afe 2	Dapen 6: Tum dze Mfantsekasa mu nkabɔmudze ahorow no ye nsentōw.

DZA ENYI TSIM DO: NSENTŌW AHOROW

1. Asentōw n'adzeban
2. Asentōw tsiaba
3. Asentōw tsentsen a afa na afa nyina ye asempruwtsir (mbɔho)
4. Asentōw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho

Asentōw: Asentōw ye kasa ne fa bi a ɔdze adwen mu to gua. Tsitsir nara, ɔye nkasafua kuw a wɔbɔ mu dze adwen mu to gua anaa de wɔbɔ mu ma ntsease.

Nsentōw Ahorow

1. **Asentōw tsiaba:** Asentōw a okita as mpruwtsir kor a ɔyɛfo na nkasaho wɔmu. ɔdze adwen mu to gua. Mfatoho: 'Basia no nyim adze papaapa.', 'Ato nyim adze tɔn papaapa.'
2. **Asentōw tsentsen a afa na afa nyina ye asempruwtsir (mbɔho):** Asentōw a okura asempruwtsir ebien anaa dza ɔbor dem a nkabɔmudze tse de 'naaso', 'eso', 'ama', 'ntsi' na adze ka ho. Mfatoho: 'Mepe akenkan na mo nua no so pe mbirkatu.', 'Ɔkɔr fiadze hɔ ntsi ɔtɔɔ mo mbuukuu no.'
3. **Asentōw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho:** Asentōw a okura Asempruwtsir kor na asempruw mfemfamho kor anaa dza ɔbor dem.

Mfatoho: "Se wo na ba a, fre me." (Asempruwtsi: **Fre me**. Asempruw mfemfamho: **Se wo na ba a**), "Morohwehwe mbuukuu no, mokɔr fiadze hɔ." (Asempruwtsir: **mokɔr fiadze hɔ**. Asempruw mfemfamho: **Morohwehwe mbuukuu no**,.)

Dwumadzi

1. Kyere nsentōw yinom hɔn nsentōw ban.
 - a. Ewia pue fi Boka.

- b.** Mepɛ akenkan papaapa na ɔkyerewfo a m'enyi gye no mbuukuu ho yie nye D.E.K. Krampa.
 - c.** Ghana ye asomdweeman ntsi, amanaman do nserahwefo ba ha afe biara.
- 2.** Hwe dza ɔwɔ ase ha yi mu biara na ye nsentɔw fa ho de mbre wɔaka no.
- a.** Asentɔw tsiaba a ɔfa Ghana edziban ho.
 - b.** Asentɔw tsentsen a afa na afa nyina ye asempruwtsir (mbɔho) a ɔfa Ghana afahye ho.
 - c.** Asentɔw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho a ɔfa Ghana nwomasua ne mfaso ho.
- 3.** Pensapensa nsentɔw yinom mu na kyere hɔn nhyehyɛɛ.
- a.** Ghana ye Ebibir Atɔe man, na ɔwɔ kusum na amambra a ɔye few ankasa.
 - b.** Ɔwɔ mu de nsu rotɔ, ekuafɔ gyina mu reye edwuma.
 - c.** Aban asendzibae (kɔɔto) kunyin no wɔ Nkran.
- 4.** Sesa nsentɔw yinom kɔ nsentɔw atsentsen a afa na afa nyina ye nsempruwtsir (mbɔho) anaa dza afa ye asempruwtsir na afa so ye asempruw mfemfamho mu.
- a.** Ghana ye ɔman a no mu ye few yie.
 - b.** Esuafo no rusua adze enyiber do akekyerew hɔn nsɔhwɛ.

ADZEKYERE AKWANHOROW

Esuafo nyina nkabɔmu dwumadzi

- a.** Esuafo nyina pensapensa nsentɔw ahorow no mu. (asentɔw tsiaba, asentɔw tsentsen a afa na afa nyina ye nsempruwtsir (mbɔho) na asentɔw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho) mu.
- b.** Ankorankor dwumadzi: Esuafo kyere nsentɔw ahorow no ho mfatoho. (Asentɔw tsiaba, asentɔw tsentsen a afa na afa nyina ye nsempruwtsir (mbɔho) na asentɔw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho).

Esuafo kyere nsentɔw ban a ɔwɔ akenkansem bi mu.

DWUMADZI TSITSIR

DoK gyinapen 4 – Esuafo no nyina dwumadzi

Kenkan dza ɔka do yi na kyere nsentŋw ahorow (Asentŋw tsiaba, asentŋw tsentsen a afa na afa nyina ye nsempruwtsir (mbɔho) na asentŋw tsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho) a ɔkyerewfo no dze dzii dwuma.

Esuafo dodowara dze abasfor ntentan dzi dwuma dabiara. Wɔdze sua adze na wɔnye anyenkofo dzi nkitaho so wɔ do. Aso oye dem a? Nwomasua mu etsitsir binom kyere de mbabun no dze hɔnhɔ to do dodow. Wɔkyere de, esuafo a wɔdze hɔnhɔ to mbuukuu na “journals” do no taa dzi konyim sen nkaafo no ɔnam de mbuukuu akenkan no ma adwen tu mpon yie. Ana egye dzi a? (Amba 3)

1. Pensapensa mbre nsentŋw ahorow no si boa akenkansɛm no ne ntseasee mu. (Amba 6)
2. Gyina mbre isi tse asentŋw ahorow ase do na ma nsentŋw ahorow yinom mu biara ho mfatoho ebiasa. (Amba 9)
 - a. Asentŋw tsiaba
 - b. Asentŋw atsentsen a afa na afa nyina ye nsempruwtsir (mbɔho)
 - c. Asentŋw atsentsen a afa ye asempruwtsir na afa so ye asempruw mfemfamho

PLC SESSION 10

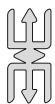
45 minutes

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
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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.*

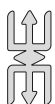
3. Plan the week's key assessment with your app

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

10 minutes

Content Exploration

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



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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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 - 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
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 - 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.

DAPEN 11

Adzesua no, no botae : *Tum gyina nsentōw no dwumadzi do pensapesa nsentōw ahorow mu*

Nkaakaa

Afe 1	Dapen 10: Tum gyina edzin na edzinhyeagananmu ne nkyerewee ho mbra do ye nsentōw.
Afe 2	Dapen 6: Tum dze Mfantsekasa mu nkaɔmudze ahorow no ye nsentōw.

DZA ENYI TSIM DO: NSENTŌW AHOROW

1. Asenka
2. Asembisa
3. Nhye

Asentōw: Asentōw ye kasa ne fa bi a ɔdze adwen mu to gua. Tsitsir nara, ɔye nkasafua kuw a wɔɔ mu dze adwen mu to gua anaa de wɔɔ mu ma ntsease.

Asentōw no su

- a. Adwen mu: Asentōw dze adwen mu to gua.
- b. Kasa mbra nhyehyee: Asentōw dzi kasa mbra nhyehyee pɔtsee (Ɔyefo-Nyee-Ɔyetsia) do.
- c. Kasa mpaapaamudze: Asentōw wɔ egyinahyedze bi tse de osiwiei (.), asembisadze (?) anaa ntseamudze (!).

Nsentōw Ahorow

- a. Asentōw a ɔka asem (Asenka): Iyi ye asentōw a ɔka asem pɔtsee bi anaa ɔdze adwenkyere bi to gua. Kasa mpaapaamudze a ɔba n'ewiei nye osiwiei (.). Mfatoho: 'Esuafo no apon.'
- b. Asentōw a obisa asem: Iyi ye asentōw a ɔgye biribi ho mbuae anaa de obisa asem. Kasa mpaapaamudze a ɔba n'ewiei nye asembisadze (?). Mfatoho: 'Esuafo no apon?', 'Woana na ɔwɔ dan no mu no?'

Dwumadzi

1. Kyerew nsentōw yinom mu biara n'asentōw ban (asenka, asembisa na nhye).
 - a. Ghana no kurowpɔn nye dza ɔwɔ hen?
 - b. Mepa wo kyew, tow abow no mu.

- c. Ewia ne kan hyeren Nkran kurowpon do wo Ghana.

Hwe dza wo ase ha mu biara na ye nsentow fa ho de mbre waka no.

2. Hwe dza wodze ama wo wo ase ha yi na ye kor biara ho asentow.

- a. Asentow a nye asenka na akasa fa Ghana kusum na amambra ho.
- b. Asentow a nye asembisa na obisa asem fa Ghana abakosem mu okunyin bi ho.
- c. Asentow a nye chye a chye obi de nye afofor mboa.

3. Sesa nsentow yinom ko nsentow ahorow a wodze atoto nkatomudze mu no mu.

- a. Ghana ye man a no mu ye few. (Asembisa)
- b. Ghana mampanyin nye woana? (Asenka)
- c. Mihia mboa. (Nhye)

4. Kyere nsentow yinom hon nsentow ban na ma biara ho mfatoho kor.

- Wab ahen?
- Keda!

5. Dan no suar kakra.

ADZESUA AKWANHOROW

Beenu dwumadzi :

- Esuafo beenu biara ka bo mu pensapensa asentow no dwumadzi na no su mu.
- Beenu biara ma nsentow no dwumadzi no ho mfatoho.
- Esuafo ma nsentow ahorow no mu biara ho mfatoho.

DWUMADZI TSITSIR

DoK gyinapen 3 – Fie Dwumadzi

1. Kyere nsorsoree a da nsentow ahorow yinom ntamu; asenka, nhye na asembisa na ma kor biara ho mfatoho. (Amba 6)
2. Boaboa nsentow yinom ano ekuekuw ko hon dwumadzi mu. Afei kyere mbre hon nhyehyee, kasa mpaapaamudze na nkasafua no si boa hon dwumadzi.
 - a. Okom dze me.
 - b. M'enyi agye.
 - c. Ereda a?

- d. Tsena ase!
- e. Ihun no a?
- f. Bra ha!
- g. Munnhun keteke da.
- h. W'enyiwa ye wo yaw?

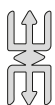
PLC SESSION 11

45 minutes

Planning & Reviewing the Learning Plan

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

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



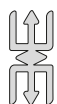
Note

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

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

10 minutes**Content Exploration**

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

**Note**

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

30 minutes**Enactment**

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

5 minutes

Reflection

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

Ɔfa 5 Mbobodo

Ɔfa 5 yi kasaa faa asentŋ na nsentŋ ahorow ho. Nsentŋ n'ahorow no gyina no dwumadzi na ne nhyehyee do. Iyi ho nyimdzee boboa ma esuafo eetum aye nsentŋ a wodzi mu wɔ hɔn nkɔmbɔdzi na hɔn akyerew mu so. Ɖbesan ama esuafo awɛa wɔ Mfantsekasa mu. Nnye mfantsekasa mu nko na mbom boboa wɔ kasa ahorow bi tse de Borɔfo kasa, French na Arabic kasa mu so.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HƆN NSƆHWƐ NO

DAPƐN 9

Nhyehyee a kyerekyerenyi nam do dze botwa esuafo no hƆn nsƆhwƐ no

1. AsentƆw n'asekyere (AsentƆw ye kasafua anaa nkasafuakuw bi a wɔɔ mu dze adwen mu to gua. Ɔwɔ ɔyefo na **nkasaho**.)
 - a. *Nkasafua tsitsir anan wɔ mu a, no ho amba ye 4.*
 - b. *Nkasafua tsitsir ebiasa wɔ mu a, no ho amba ye 3.*
 - c. *Nkasafua tsitsir ebien wɔ mu a, no ho amba ye 2.*
 - d. *Kasafua tsitsir kor per na ɔwɔ mu a, no ho aba ye 1.*
2. Asemfua na Asempruw : nsorsoree tsitsir a ɔwɔ mu
Nsorsoree kor biara no ho aba 1 na ne mfatoho so ho aba 1.
 1. Nhyehyee
 Asemfua: Nkasafuakuw a ɔyefo na nyee nkabɔmu nnyi mu (mfatoho: agoprama no do).
 Asempruw: Nkasafua kuw a ɔyefo na nyee nkabɔmu wɔ mu (mfatoho; Mobɔɔ bɔɔl.).
 2. Mbre osi dzi mu fa
 Asemfua: Ɔmmfa adwen mu nnto gua. (mfatoho: ɔdzew no ase)
 Asempruw: Ɔdze adwen mu to gua. (mfatoho: Ɔserewee.)
 3. Dwumadzi
 Asemfua: AsentƆw ne fa kor per (mfatoho: 'tsentsen ankasa' dzintamsi asemfua).
 Asempruw : Otum gyina de asentƆw ankasa anaa de asentƆw fofor bi ne fa bi. (mfatoho: Mubohu wo ɔkyena. / **Kɔ wo kurom** nnye ɔyaw.)
 4. Mbre osi dzi noho do
 Asemfua: Ɔdan biribi fofor. ; Onntum nngyina hoho do mma ntsease gyede ɔdan asempruw tsir. (mfatoho: enyiber papaapa).
 Asempruw: Tum gyina noho do ma ntsease (mfatoho: Mokɔr fie.) anaa ɔdan biribi fofor. (mfatoho: Me maame nnyi fie ntsi,).

5. Ntsease

Asemfua: Ɔma nsem fofor bi naaso ɔmmfa adwen mu nnto gua. (mfatoho: anapa no).

Asempruw: Ɔdze adwen mu ankasa to gua a ɔyefo na nkasaho wɔ mu. (mfatoho: Mubohu wo anapa.)

- a. 3. Asentɔw kor biara a wɔakyekye mu yie no, ma ho aba 1.

DAPEN 10 (Amba 18)

1.

- a. Se ohu nsentɔw ahorow ebiasa wɔ akenkansem no mu a – Amba 3
- b. Se ohu nsentɔw ahorow ebien wɔ akenkansem no mu a – Amba 2
- c. Se ohu nsentɔw ahorow no mu kor per wɔ akenkansem no mu a – Aba 1

2. Mbre asentɔw si boa ntsease mfatoho na ɔwɔ ase ha yi:

3. “Wɔdze asentɔw tsiaba kyerew nyienyim a ɔtwe akenkanfo hɔn adwen kɔ akenkan no do. Osi nsem pi.”

4.

- a. Nsentɔw ahorow ebiasa ho nkyerekyeremu a ɔfa mbre wosi boa ntsease ho – Amba 5-6.
- b. Nsentɔw ahorow ebien ho nkyerekyeremu a ɔfa mbre wosi boa ntsease ho – Amba 3-4.
- c. Asentɔw kor per ho nkyerekyeremu a ɔfa mbre osi boa ntsease ho – Aba 1-2.

5.

a. Asentɔw tsiaba

- i. Mfatoho ebiasa a odzi mu – Amba 3
- ii. Mfatoho ebien a odzi mu – Amba 2
- iii. Mfatoho kor per a odzi mu – Aba 1

b. Asentɔw tsentsen a afa na afa nyina ye asempruw tsir (Asentɔw mbɔho)

- i. Mfatoho ebiasa a odzi mu – Amba 3
- ii. Mfatoho ebien a odzi mu – Amba 2
- iii. Mfatoho kor a odzi mu – Aba 1

c. Asentɔw tsentsen a afa ye asempruw tsir na afa so ye asmpruw mfemfamho

- i. Mfatoho ebiasa a odzi mu – Amba 3
- ii. Mfatoho ebien a odzi mu – Amba 2

iii. *Mfatoho kor a odzi mu – Aba 1*

Hye iyi nsew: *Dapɛn 1-10 no mu adzesua ho nsembisa na esuafo beyiyi ano wɔ afe fa ewiei nsɔhwe no mu.*

DAPEN 11 *(Amba 16)*

1. *Nsorsoree kor biara ho aba 1 na ne mfatoho so aba 1. (Amba 6).*
2. *Asentow kor biara a wɔdze bɔkɔ kuw a ɔfata mu a nkyerekyeremu kakra ka ho no ho aba 1. Mfatoho: Ɔye asembisa asentow osiande asembisa asenkyeredze wɔ n'ewiei. (Amba 10)*

ƆFA 6: Akenkan na kasa nkyerease

TSIRASEM (KASA NE FA BI): **kasa dwumadzi**

Tsirasem Pɔtsee: Susukyerew na kasa nkyerease

Adzesua No N’ahwehwɛdze: *Tum dze ɔhardo akenkan na akenkan a wɔdze hwehwe biribi mu nyimdzee bɔ akenkansɛm tɔfa.*

Adzesua No, No Susudua: da tɔfabɔ ho nyimdzee edzi

Hye no nsew de ebeye iyi;



Sɔ nsɔhwe krataa 1 no hwe. Ɔwɔ de nsɔhwe no fa dza esuafo no esua wɔ afe 1-3 mu no ho. Hwe nsɔhwe no ho nhyehyee pon a ɔwɔ ɔfa yi n’ewiei no ma ɔngye wo abamba. Twa esuafo no hɔn dwumadzi no ntɛmara na fa amba no kɔ STP no do.

NYIENYIM NA ƆFA YI HO TɔFABɔ

Ɔfa yi no dwumadzi gyina mbrɛ yesi dze ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe biribi mu nyimdzee do dze bɔ akyerwtsen tɔfa. Esuafo bosua afa akwanhorow papa a wɔfa do dze ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe biribi dze hwehwe akenkansɛm mu, yi yi no mu nsentsitsir na dza akenkansɛm no fa ho nyinara ho. Afei, wɔdze dem nyimdzee no ara bɔbɔ akenkansɛm tɔfa. Esuafo besan esua kasa nkyerease ho nyimdzee. Wɔbɛkyere nkasafua, nsemfua nsempruw, nsentɔw na akenkansɛm ahorow ase efi Brɔfokasa mu dze akɔ Mfantse mu. Nnye Ghana kasahorow mu adzesua nko ntsi na ɔfa yi mu adzesua ho behia ama esuafo mbom no ho behia wɔ skuul adzesuadze bi so tse de Brɔfo na afofor bi so mu. Kyerekyerɛnyi no mbɔ mbɔdzen mfa nkitahodzi adzekyerɛkwan, ndzɛmba a wɔdze kyere adze, nhwehwɛmu na kwan pa a wɔfa do dze ye esuafo nsɔhwe do, mfa mboa hɔn wɔ hɔn adzesua yi mu.

Adapɛn ahorow na no ho adzesuadze ahorow

- **Dapɛn 12:** *Wɔdze ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe biribi mu nyimdzee beyiyi akenkansɛm bi mu nsentsitsir na wɔabɔ no tɔfa.*
- **Dapɛn 13:** *Ka kasa nkyerease ahorow no ho asɛm. (Kasa nkyerease mapa, Nkyerease a ɔnnhye wo ketsee, nkasafua nkyerease na adze)*

- **Dapɛn 14:** *Kasa fa kasa nkyerɛase mbra no ho.* (Mfatoho: Nya nyimdzee wɔ kasa ebien no nyinara mu, Perperɛ, Nokwardzi na adze.)

ADZESUA AKWANHOROW NO TƆFABƆ

Adzesua akwanhorow a wɔdze dzi dwuma wɔ Ɔfa yi mu no fa akwanhorow a wɔnam do kyere Ghana kasahorow ma ntsease ba mu yie ho.

Adzesuakwan a ogyina ɔhaw bi do fa akwanhorow bi a akyerɛkyerɛfo gyina asetsena mu nsensisii a ɔye ɔhaw do, dze kyere adze ma ɔboa ma esuafo no tse abrabɔ mu nsem ase sen de nkye wɔbɛma hɔn nyimdzee traɛ bi kekɛ. Dem adzekyerɛkwan yi mu no, wotum ma esuafo ankorankor dzi hɔn dwuma, wotum so bɔ mu dzi dwuma, wotum gyina hɔn adzesua ahɔɔɔzen do so kyekye hɔn mu ma wodzi dwuma na odu bi so a, gyinapɛn no mu mba nyina bɔ mu dzi dwuma dze hɔn dwumadzi no to gua. Dem no boa ma esuafo no bɛye nyimpa a wotum dwen kɔ kan, wotum sɔw abrabɔ mu ɔhaw ano na hɔn ano so tsew wɔ nkitahodzi mu. Ɔsan ma wɔye nkorɔfo bi a wotum gye afofor to mu nye hɔn tsena, na wɔtaɛ dzi baano so. Adekyerɛkwan yi san ma esuafo bɛye nyimpa a wotum gyegye nsem bi a ohia, gyina do ye ho mpensampensamu a ɔfata dze si biribi pi. Iyi boa hɔn wɔ hɔn daakye edwumaye mu. Esuafo a wɔaben yie no so wotum ma hɔn dzumadzi a no mu dɔ ama woetum aboa hɔn anyenkofo wɔ adzesua mu. Akyerɛkyerɛfo mma hɔn enyi nda hɔ, mboa mbofra a hɔn ano nntsewee yie wɔ kasa na nkasafua dzimɔ ho no mma wontum nye no yie.

MBRE WOBESI ASƆ ESUAFO AHWE

Kwan a wɔnam do bɔsɔ esuafo no ahwe wɔ Ɔfa ha no begyina dza esuafo tum ye, mbre hɔn ntseasee ekodu na mbre hɔn adwenmu ndɔe si tse do. Sɛ nsɔhwe yi kɔ do ma kyerekyerɛnyi dze ho mbuae ma esuafo no a, ɔboa ma adzesua tu mpon. Adzekyerɛkwan na adzesuakwan a wɔdze bedzi dwuma wɔ ha no bɔboa ma yeehu mbre esuafo no esi atse dza wɔakyerɛ hɔn no ase. DoK gyinapɛn 2 ho nsɔhwe wɔ mu a ɔboa ma mbofra no nya nyimdzee a wotum dze ye biribi kɔ kan ara yie. Asembisa ho nsɔhwe wɔ mu, susukyerɛw anaa mbofra hɔn anosɛm a wogyina do hwe mbre hɔn ano esi atsew so ka ho. Akyerɛkyerɛfo mbɔ mbɔɔɔzen de wɔbɛfa akwanhorow a wɔnam do sɔ esuafo hwe do, mfa nya osuanyi biara no mbɔɔɔzemɔ na no ho mbuae biara a ɔbɔboa ma woeehu hɔn mbɔɔɔzemɔ ne kankɔ mbre ɔtse.

Kyerɛ kwan a enam do bɔɔ esuafo no ahwɛ wɔ botae kor biara ho

Adzesua no botae	DOK gyinapɛn	Nsɔhwɛ kwan
Gyina ɔhardo akenkan na ɔhardo akenkan a wɔdze hwɛhwɛ biribi do fa yi yi akenkansɛm mu nsentsitsir	2	Nsɔhwɛ krataa
Ka kasa nkyerease ahorow no ho aɛm.	4	<i>Skuuldan mu dwumadzi</i>
Kyerɛ kasa nkyerease ho mbra ahorow no	3	<i>Ekuwekuw Dwumadzi</i>

DAPɛN 12

Adzesua no botae: Tum dze Ɔhardo akenkan na Ɔhardo akenkan a wɔdze hwehwe biribi mu nyimdzee hwehwe akenkan mu nsentsitsir, dze ye tɔfabɔ

Nkaakaa

Afe 1 Adzesua	Dapɛn 4: Dze Ɔhardo akenkan na Ɔhardo akenkan a wɔdze hwehwe biribi mu nyimdzee kenkan dze sɔw abrabu mu ɔhaw ano.
Afe 2 Adzesua	Dapɛn 4: Dzi akenkan a no mu dɔ ne nhyehyɛɛ ho nkɔmbɔ (Ɔhardo akenkan , Ɔhardo akenkan a wɔdze hwehwe biribi, na adze.)

DZA ENYI TSIM DO: ƆHARDO AKENKAN NA ƆHARDO AKENKAN A WɔDZE HWEHWE BIRIBI

Ɔhardo akenkan: Ɔhardo akenkan nye dɛ edze enyi refa akenkansɛm bi mu ahoharmu, dze abɔ no enyikam ara ehu dza ɔfa ho, asɛmtsitsir a ogyina do nye mbrɛ ne nhyehyɛɛ tse. Ɔhardo akenkan boa akenkanfo ma wohu akenkansɛm bi tsirasɛm, ɔkyerɛwfo no ne tsirmupɔw na wɔnam dɛm akenkan kwan yi do nnsɛɛ mber.

Ɔhardo akenkan a wɔdze hwehwe biribi: Ɔno nye dɛ yɛdze hɛn enyi refa akenkansɛm bi mu wɔ Ɔhardo, dze apɛ ndzɛmba bi tse dɛ nkasafua tsitsir, nɛmfua bi, da, edzin bi, asɛmbisa bi ho mbuae na ne nkekaho pii. Akenkan a ɔtse dɛm no boa ɔkenkanfo no ma onya mbuae ma nɛmbisa bi na ɔma otum so ye nhwehwɛmu mapa.

Ɔhardo akenkan na Ɔhardo akenkan a wɔdze hwehwe biribi ho mfaso

Ɔhardo akenkan na Ɔhardo akenkan a wɔdze hwehwe biribi ye nyimdzee tsitsir bi a no ho hia kɛse wɔ akenkan nye ne ntseaseɛ mu. Sɛ akenkanfo hɔn akenkan botu mpon na edzi mu yie a, obehia dɛ wobenya Ɔhardo akenkan na Ɔhardo akenkan a wɔdze hwehwe biribi ho nyimdzee mapa.

Dwumadzi

Kenkan atekel a ɔwɔ ase ha yi

1. Kenkan atekel a ɔwɔ ase ha yi Ɔhardo na hwehwe nsentsitsir a ɔwɔ mu.
2. Kenkan atekel no Ɔhardo bio, ber a erohwehwe kuw anaa onyia ɔbɔɔ dwumadzi noho kaw, amanhorow bi a dwumadzi no beyɛ mfaso ama hɔn na ekuafo dodow a woenya kyɛfa wɔ dwumadzi no mu.
3. Fa woara wo nkasafua bɔ atekel no tɔfa.

Ekuafɔ a hɔn dwumadzi mu nnkɔ kan mu dza wɔbor 3,000 na woenya kyɛfa wɔ ebibiman Afrika sika a woetu esi hɔ dze roboa ekuafɔ ma hɔn dwumadzi akɔ do no mu.

Mfe anan na wɔdze esi hɔ dze ridzi dem dwuma yi na Amanandze nkabɔmukuw na wɔdze botae a ɔtse dem yi esi hɔn enyi do de wɔbɔboa ma ebibiman mu ekuafɔ nketsewaa enya sika bi dze epia hɔn dwumadzi no ma etu mpon. Wɔdze ekuafɔ yi faa ntsetsee a ɔbɔboa ma hɔn nyimdzee fa abaeɔfor ndzɛmba a ɔboa ma ekuaye dzi mu tse de sola efir, Bayogas na pii a ɔkeka ho na ndzɛmba a wɔdze dua mbire, dza wotum dze ye angoa na adze mu. Nnye Ghana ekuafɔ nko na woenya mu kyɛfa mbom amanhrow bi so tse de Afreka n'anaafɔ afamufɔ, Namibiafɔ, Botswana na Mozambiquefɔ so enya no mu ndzinoa no bi.

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

ADZESUA AKWANHOROW

Adzesuakwan a ogyina ɔhaw bi do : Esuafo no nyinara hɔn dwumadzi

Bobɔ ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe biribi ho adzesua no do.

a. Kyerɛw akenkansɛm mfatoho bi na bɔ no tɔfa.

Esuafo mbɔ mu ndzi dwuma yi:

b. Hom nka tɔfabɔ ho asem.

c. Hom mfa ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe biribi ho nyimdzee nyiyi akenkansɛm bi mu nsentsitsir, mfa nye tɔfabɔ.

d. Hom mfa hom dwumadzi no nto esuafo no nyinara enyim na hom ndzi ho nkɔmbɔ.

DWUMADZI TSITSIR

Daadaa Nsɔhwe: DoK Gyinapɛn 2 - Fie-Dwumadzi

1. Kyerɛkyerɛ nsorsoree anan a ɔda ɔhardo akenkan na akenkan a wɔdze hwehwe biribi ntamu mu.

2. Kyerɛ akwanhorow ebiasa a wɔnam do dze hu nsentsitsir wɔ akenkansɛm bi mu.

3. Fa nsentsitsir nyiyii ho nyimdzee bɔ akenkansɛm yi tɔfa wɔ asensin kor mu. Mma asensin no mu nsentɔw no mmɔbor awɔtwe.

Se ɔye na innyi hwee ye a, eɛɛnadze na eye? Eɛɛnadze na ɔhyɛ wo nkuran ma eye dem adze no? Ana akenkan afa dza nkɔrɔfo binom ye, ber a wɔregye

hɔn ahom ho pɛn? Ber a nyimpa bi nnyi hwee yɛ na ɔtse hɔ kwa no, wɔfrɛ dem ber no ahomgyeber. Sɛ dem ber no du a, onyia no tum yɛ adze biara a ɔma no enyigye. Dza ɔpɛ biara ɔyɛ dze gye n'enyi anaa nyimpa biara a ɔpɛ no, ɔnye no gye n'enyi.

Sɛ odu ahomgye da dem a, nyimpa binom pɛ dɛ wɔbɛda agye hɔn ahom dze enya ahoɔɔzen fofor. Ahomgye ma nyimpadua na adwen no tum nya ahoɔɔzen fofor dze hyehye yie osiandɛ dem ber no, nhyɛ biara nnyi hɔ dɛ nyimpa dzi dwuma biara.

Sɛ nyimpa biara yɛ edwuma berɛ a, ohia dɛ ɔgye n'ahom. Ahomgyeber ho hia papaapa osiandɛ ɔmma hɛn nyimpadua no mmberɛ mbordo. Ahomgyeber boa ma yetum dwedwe hɛn ho, nya adwenmutsewee fi edwumadzen mu ɔhaw ho.

NSOHWɛ KRATAA 1

KRATAA A ODZI KAN HO HWɛDO KWAN – SHS MFANTSE

Dem ɔfa yi, otwar dɛ akyerɛkyerɛfo fa nsembisa 50

ADZESUA POTSEE	ADZESUA NO BOTAE	DoK GYINAPɛN		
		L1 30%	L2 40%	L3 30%
ƐNɛTEKE NA ƐNɔLɔGYI	1. Fa akyerɛkyerɛ kwan ahorow no do kyerekyerɛ Mfantse bawol mu. (Ano ne yebea, sor-ko na famuba na dza ɔkeka ho).	1		
		1	1	1
		1	1	1
	2. Fa akyerɛkyerɛ kwan ahorow no do kyerekyerɛ nkonsonantse mu wɔ Mfantsekasa mu (Mfatoho: Ndze...).		1	
	3. Kyerekyerɛ bawol dwumadzi mu (Mfatoho: enyim, finimfin na ekyir).			
	4. Kyerekyerɛ selabor ahorow a ɔwɔ Mfantsekasa mu (ntowmu na mbuei)			
	5. Kyerekyerɛ Mfantse selabor nhyehyɛɛ ahorow no mu wɔ nkasafuaye mu.			
	6. Gyina nyimdzee a inyim no wɔ tuon ahorow (sor, adantamu, famu na dza ɔkeka ho) no do fa kyerekyerɛ tuon mu na kyere no dwumadzi so.			
	7. Kyerekyerɛ Mfantse Ɛnɔlɔgyi nhyehyɛɛ ahorow no mu (ɔmen).			
	8. Kyerekyerɛ Mfantse Ɛnɔlɔgyi nhyehyɛɛ ahorow no mu (Selabor nhyehyɛɛ).			

ADZESUA PƆTSEE	ADZESUA NO BOTAE	DoK GYINAPEN		
		L1 30%	L2 40%	L3 30%
NKASAFUA NHYEHYEE MFANTSE AKYEREW HO MBRA	1. Gyina edzin ahorow no do fa kyekye edzin mu(Mfatoho: dzin pa, dzinhun, dzin a yetum kan, dzin a yenntum nnkan, na dza ɔkeka ho) 2. Gyina nyɛetamsi ahorow no do fa kyekye nyɛetamsi mu(Mfatoho: bea, ber, anɔɔɔzen na dza ɔkeka ho) 3. Kyerekyere mbataho mu wɔ Mfantsekasa mu. 4. Fa nkabɔmudze ahorow a ɔwɔ Mfantsekasa mu no ye nsentɔw. 5. Kyerekyere na kyekye asempruw ahorow no mu. 6. Kyerekyere ndzɛmba a wɔɔ mu ye nsentɔw no mu(asɛmfua, asempruw na dza ɔkeka ho). 7. Gyina nsentɔw ahorow no do kyerekyere nsentɔw bi mu.	1 1	1 1 1	1
	1. Gyina mbra a wɔɔze kyereɔw dzin na dzinhɛananmu do kyereɔw nsentɔw. 2. Gyina mbra a wɔɔze kyereɔw nyɛetamsi do kyereɔw nsentɔw. 3. Kyerekyere Mfantse nkasafuaye akwanhorow no mu (Nkakuwho, ntwado, afɛm, mbataho). 4. Kyerekyere kasa mpapaamudze mu (osiwiei, nsanhɔ, osisan na dza ɔkeka ho). 5. Kyerekyere nkasafuaye akwanhorow nu mu (afɛm, mbɔho, kɔɛnegyi, na dza ɔkeka ho). 6. Gyina nkasafuaye akwanhorow no do ye nkasafua afofor.	1	1 1 1	1 1

ADZESUA PƆTSEE	ADZESUA NO BOTAE	DoK GYINAPEN		
		L1 30%	L2 40%	L3 30%
KUSUM NTƆYEE KUSUM AMAMBU	1. Hwehwe abosondzin mu (Fa w'enyi tsim n'abɔse na ne siantsir do).		1	
	2. Kyerɛkyerɛ amandze a wɔye dze yi obi fi mbofraber mu kɔ mpanyinye mu (Bragor).	1	1	1
	3. Kyerɛkyerɛ sorbi sorbi a ɔda akwanhorow a nyimpakuw ahorow a wɔwɔ ɔman Ghana mu fa do gor bra.	1	1	1
	4. Kyerɛkyerɛ kwan a wɔfa do gye awar na no ho mfaso mu wɔ amambra mu.			
	5. Kyerɛkyerɛ ndɛmbafo ndzɛmba a ɔrehaw kusum awar mu.			
	6. Hwehwe sorbi sorbi a ɔwɔ ebusua ahorow a ɔwɔ nyimpakuw ahorow bi mu wɔ Ghanaman mu.			
	7. Kyerɛkyerɛ afahye ahorow a nyimpakuw bi dzi na kyerɛkyerɛ no ho mfaso.			
	8. Fa afahye a wodzi no wɔ wo kurom no toto afofor hɔndze ho wɔ ɔman Ghana mu.			
	9. Fa kwan a wɔfa do ye eyi wɔ wo kurom no toto afofor hɔn dze ho wɔ ɔman Ghana mu.			
	1. Kyerɛkyerɛ kusum amambu nhyehyee mu (egya, ebusuapanyin).	1	1	1
	2. . Kyerɛkyerɛ kusum amambu mu mpanyindzi nhyehyee mu.[Ahemfo, Ahemfo nkakraba, Esihemfo]		1	
	3. Hwehwe aban asendzi mu			
	4. Hwe sorbi sorbi a ɔda kusum asendzi na aban asendzi[kɔɔto] kwan do.			
ANOKASADWIN	1. Hwehwe nsagu ne nhyehyee wɔ Mfansekasa mu (ɔfre, nhyira, asem, nye dza ɔkeka ho)	1		
	2. Kyerɛkyerɛ sukwadwom mu (no dwumadzi na mfaso).	1	1	1
	3. Hwehwe ebisaa no su na n'ahorow.		1	
	4. Hwehwe nyansapɔw ne nhyehyee.			
	5. Kyerɛkyerɛ edwuma ndwom, agor ndwom, ɔko ndwom na abagyegye ndwom mu			
	6. Hwehwe na kyere mbrɛ w'enyi si gye ndɛmbafo ndwom ho.			

ADZESUA POTSEE	ADZESUA NO BOTAE	DoK GYINAPEN		
		L1 30%	L2 40%	L3 30%
AKYEREW KASADWIN	1. Kyere akyerewtsen no su(agofomba, asentsitsir, bea, nhyehyee na dza okeka ho.). 2. Kyerekyere mbre wosi dze kasa dzi dwuma wo akyeretswen mu (tsirasem, asentsitsir, kasasu ahorow nye dza okeka ho) 3. Kyere ahwegor no su. 4. Kyere mbre wodze kasa edzi dwuma wo ahwegor mu 5. Kyere awensem no su(nsensanee, asentsitsir, nhyehyee na dza okeka ho.). 6. Kyerekyere mbre wodze kasa si dzi dwuma wo awensem mu	1 1 1	1 1 1	1 11
	AMBA NO DODOW	15	20	15

KRATAA A OTSIA EBIEN HO HWEDO KWAN – SHS MFANTSE

Krataa no ne nhyehyee

ƆFA A - Akenkan (Amba 10)

Wobema esuafo no akenkansem a nye beye nkasafua 300 – 350 na wodze nsembisa 10 ataa ekyir. Otwar de esuafo yi ne nyina ano. (Sima 30)

ƆFA B – Fɔnɔlɔgyi (Amba 10)

Esuafo benya nsembisa ebien wo afa yi mu na woeyi kor ano dze agye amba 10. (Sima 15)

ƆFA Ɔ – Kasa Nkyerease (Amba 30)

Wobema akenkansem a okitsa beye nkasafua 250 wo Borɔfo mu na esuafo no akyerε ase ako Mfantse mu. (Sima 30)

ƆFA D – Susukyerew (Amba 30)

Susukyerew nsembisa a okitsa asentsir anan na wodze beba dem ofa yi mu, owo de esuafo yi no mu kor na odze nkasafua 300 na no mboree kyerew ho asem gye amba 30. Susukyerew ahorow a odzi do yi na wobɔɔ esuafo ahwe wo ho:

Amandzεbo, Nkyerkyeremu, Ekyingyegye, krataakyerew na dza okeka ho

(Sima 50)

ƆFA E – Akyerɛw Kasadwin (Amba 20)

Wɔ dem Ɔfa yi mu, nsembisa ebiase befi akyerɛw kasadwin ahorow ebiase no (akyerɛwtsen, ahwɛgir na awensem) mu na esuafo eyi no mu kor. (Sima 25)

TSIRASEM POTSEE	ADZESUA NO BOTAE	DoK GYINAPEN		
		L1	L2	L3
AKENKAN ƐNOLGYI	1. Fa nyimdzee a ewɔ no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyeremu do hwehwe nsentsitsir wɔ akenkansɛm bi mu			1
	1. Fa akyerɛkyerɛkwan ahorow do kyere mbre yesi ye Mfantse nkonsontse. (ndze...).		1	1
	2. Kyerɛkyere Mfantse Ɛnolgyi nhyehyɛ ahorow no mu (Selabor nhyehyɛ ahorow)			
AKYERɛW KASA NKYERɛASE	1. Kyerɛw amandzɛɛbɔ sususkyerɛw			1
	2. Kyerɛw nkyerɛkyerɛmu susukyerɛw			1
	3. Kyerɛw ekyingyegye susukyerɛw			1
	4. Kyerɛw edwuma mu krataa			1
	1. Fa kasa nkyerɛase akwanhorow no do kyerekyere nsem bi mu fi kasa kor mu kɔ kasa fofor mu			1
AKYERɛW KASADWIN	1. Kyere akyerɛwtsen no su(agofomba, asentstsir, bea, nhyehyɛ na dza ɔkeka ho.).			1
	2. Kyere mbre woesi dze kasa edzi dwuma wɔ ahwɛgor mu			1
	3. Kyere awensem no su(nsensanee, asentsitsir, nhyehyɛ na dza ɔkeka ho.).			1
	AMBA NO DODOW		1	10

KRATAA A OTSIA EBIASA HO AHWEDO KWAN – SHS MFANTSE

Krataa yi ne nhyehyɛ

KRATAA 3 (Anokasa Dwumadzi)

Ɔfa yi benya nkorбата ebiase (3) a ɔbeyɛ nkitahodzi a ɔbɔkɔ do wɔ osuanyi no na kyerekyerɛnyi ntamu. Osuanyi kor biara ne nkitaho a ɔnye kyerekyerɛnyi no bedzi no beyɛ Sima 20 dze agye amba 50. Adzesuadze ahorow esia na wɔaka abɔ mu aye Ɔfa A na Ɔfa B. Mber rokɔ enyim no, wɔbeyɛ nsesa wɔ Ɔfa ahorow no mu mbre ɔbeyɛ a nsembisa no nnye kor aber biara. Ɔwɔ de kyerekyerɛnyi no kyerekyere nhyehyɛ a ɔwɔ ho no mu kyere esuafo no.

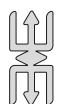
TSIRASEM POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1	L2	L3
NKOMBODZI FONOLGYI AKENKAN	1. Kyerekyere nsentsitsir a wɔ nkombodzi bi mu. <i>Mfatoho: Dza yegye to mu wɔ amambra kwan do (obu, enyidze na pii a ɔkeka ho), nwomasua, atsenae, GESI, STEM, na dza ɔkeka ho</i>			1
	1. Fa akyerɛkyerɛkwan ahorow do kyere mbrɛ yesi ye Mfantse nkonsontse. (ndze...).		1	
	1. Fa ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe adze hwehwe nsem bi fa abasem bi mu 2. Fa nyimdzee a ewɔ no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyeremu do hwehwe nsentsitsir wɔ akenkanssem bi mu.	1		1
KUSUM NTɔYEɛ	1. Hwehwe abosondzin mu. Fa w'enyi tsim kwan a dzin no fa do ba na siantsir a wɔto dem dzin no do. 2. Kyere mbrɛ wosi gye awar na awargye ne mfaso wɔ kusum mu. 3. Pensapensa Mfantsefo kusum afahye mu na kyere ho mfaso.	1	1 1	
ANOKASADWIN	1. Hwehwe nsagu ne nhyehyee wɔ Mfantsekasa mu (ɔfre, nhyira, asem, nye dza ɔkeka ho) 2. Kyerekyere afahye ahorow a nyimpakuw bi dzi mu na kyerekyere no ho mfaso. 3. Fa kwan a wɔfa do ye eyi wɔ wo kurom no toto afofor hɔndze ho wɔ ɔman Ghana mu.	1	1	1
	AMBA NO DODOW	3	4	3

PLC SESSION 12

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

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



Note

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

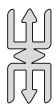
3. Plan the Student Transcript Portal (STP) Assessment (**Practice Paper 1**)
 - a. Chat with your app to review the test specification table for Practice Paper 1.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for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

10 minutes

Content Exploration

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

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



Note

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

20 minutes

Enactment

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

5 minutes

Reflection

- 6.** Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
- 7.** Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

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

DAPEN 13

Adzesua no botae: *Ka kasa nkyerease ahorow no (Mfatoho; nkasafua nkyerease)*

Nkaakaa

Afe 1	Dapen 6: Ka kasa nkyeekyeremu ho asem ber a erekyen waso etsie asem no yie, atse no yie na akyerε ase yie.
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DZA ENYI TSIM DO: KASA NKYEREASE

1. KASA NKYEREASE.

2. KASA NKYEREASE HO MFASO

3. KASA NKYEREASE AHOROW

Kasa Nkyerease: Kasa nkyerease nye de erekyere kasa bi mu ako fofor mu wo ber a erennsesa no mu ntsease.

1. Kasa nkyerease ahorow: Obi botum egyina nkyerekyeremu a wo sor ho no do aka de kasa nkyerease boa ma nyimpa tum tse kasa fofor bi ase , na iyi ma nyimpa mpempem a wo wo wiadze no tum tse honho ase, nya nkitahodzi mapa na nkabomu. Kasa nkyerease ho mfaso no bi na odzidzi do no;
2. Amambra mu nsesa: Oma kwan ma amamfo nya na wo kyε hon nyimdzee a wo wo. Se itum kenkan kasa a wo akyerε se fi kasa foforr bi mu a, w'enyi begye hon nyimdzee amambra na hon ntaye nyina ho.
3. Guadzi mu: Kasa Nkyerease ho hia papaaapa osian amanhrow do guadzi ntsi. Se obi botum ehu na atse dza oko do wo amanhrow do a, kasa ntsease dwumadzi boboa no papaapa.
4. Adzesua na nhwehwemu dwumadzi: Se o ba no de asem bi wo kasa bi mu a nyimpa bi nntse ase a, onyia no nnkotum dze edzi dwuma mbom se wo kyere ase wo kasa a nyimpa no nyim mu a, afei dze, asem no dzi dwuma yie.
5. Etsitsir Ntamu Nkitahodzi: Asem anaa dwumadzi a wo kyere ase ko kasa bi a ntsease wo mu no boa wo amampanyin ntamu nkitahodzi.
6. Biribiara ne nya nnye dzen : Kasa nkyerease boa ma nyimpa nya nyimdzee anaa biribiara a orehwehwe ntsem.
7. Kasa nkyerease boa ma ntsease ba ntsem: Se wo kyere asem bi ase ko kasa fofor bi a obiara tse ase a, o ma nyimpa nyinara nya honho ntsease na ntsease so ye edwuma wo biribiara ho.

Kasa Nkyerɛase ahorow

1. **Nkasafua nkyerɛase;** Iyi kyerekyerɛ nkasafua ase ara kɛkɛ. Ha no, wɔkyerɛ Kasafua kor biara ase wɔ ber a wɔnnhwe kasafua no su mbrɛ osi tse wɔ kasa a wɔrekyerɛ ase akɔ mu no ne nhyehyɛɛ mu. Dem kwan yi mma onyia no ne nkyerɛase dwumadzi no nndzi mu.
2. **Kasa nkyerɛase mapa:** Iyi mu no, adzehiadze kɛse papaapa nye asem bo ne ntsease dɛ mbrɛ ibohu no dɛ ɔtse wɔ kasa a odzi kan no mu no. Iyi hwe mbrɛ asem no tse ankasa, adwen a ɔtaa ekyir, akenkanfo anaa etsiefo na ne nkekaho.
3. **Nkyerɛase a ɔnnhyɛ wo ketsee:** Dem kasa nkryerɛase kwan yi mda kwan koraa. Ɔmmfa akenkansem no ne nhehyɛɛanaa ne ntsease nnyɛɛ edwuma koraa Ɔwɔ mu dɛ dem kwan yi nnnhyɛ hɛn ketsee dze naaso otum ma nsem no bi yew.

Dwumadzi

1. Hom mu baasa biara nye ɔyɛkyerɛ mfa dza wɔdze ama wɔ ha yi ho, ber a hom reye tse dɛ gyama hom wɔ bea no do ridzi dwuma a ɔtse dem no pepɛɛpɛr. (Dɛ bi a. Guamu,. asopitsi, skuul), Hom mfa nkasafua ɔsɛ fata dem mbea no ndzi dwuma. Guamu no, obi tɔn adze na obi so ye ɔhɔho a ɔrobɔɔ adze. Nyimpa no nntse Mfantse ntsi hom mu kor bekyɛɛ no dza ɔreka no borɔfokasa mu no akɔ Mfantse mu ama ɔdzetɔmfo no.
2. Aborɔkyir Asopitsi na hom wɔ. Hom mu kor nye datser, kor nye yarfo panyim na kor ao nye obi a ɔrekyerɛ kasa a ɔye Borɔfo mu kɔ Mfantse dze aboa datser no na ɔpanyin no.
3. Hom wɔ skuuldan mu, Hom mu kor nye kyerekyerɛnyi, kor nye skuulnyi a ofi aborɔkyir aba. Kor so nye obi a ɔrekyerɛkyerɛ dza kyerekyerɛnyi no reka wɔ Mfantse mu no nkyerɛ aborɔkyiraba no.

ADZESUA AKWANHOROW

Adzesuakwan a ogyina ɔhaw do: Ka kasa nkyerɛase ahorow no ho asem. [nkasafua nkorkor nkyerɛase na ne nkekaho]

1. Esuafo no nyinara mbɔ mu ndzi dwuma yi

Ye nkakaa fa kasa nkyerɛase ho.

Kaakaa w'adwen wɔ kasa nkyerɛase nhyehyɛɛ no ho. (tse kasa ebien no nyina ase, fa nkasafua a ofata dzi dwuma, na dza ɔkeka ho],

Ka kasa nkyerease ahorow no ho asem. [nkasafua nkorkor nkyerease....].

2. Ekuwekuw dwumadzi: Esuafo nkaɔmu adzesua: Kuw a mfa hon a okuwba biara no mbɔdzemɔ
 - a. Kenkan akenkansɛm a okitsa nkasafua 300 dze rokɔ na kyerease kɔ woara wo kasaa mu.
 - b. Kenkan wo nkyerease no mma esuafo no ntsie.

DWUMADZI TSITSIR

Dok Gynapɛn 4 – Skuulɔn mu dwumadzi

1. Kyerekyerɛ kasa nkyerease mu na ma akwanhorow ebiasa a ɔnam do botum etu wo kurom kasa mpon. (Amba 4)
2. Dɛ eyɛ osuanyi a isua kasa nkyerease no, wɔdze kyekyerɛnyi panyin no n'anomukasa a ɔbɛkenkan wɔ skuul no n'abawdobɔda dwumadzi ase dɛ kyere ase. kyere kasa nkyerease ahorow no mu kor a edze bedzi dwuma na ka siantsir a ebɛfa ɔno dze edzi wo dwuma no. (Amba 4)
3. Egye asem yi dzi anaa? Kyerekyerɛ mu.

“Kasa nkyerease traa yɛ adze a onndzi mu koraa.

Kyerɛw iyi ho anokɔnkɔn na afei si w'egyinae wɔ ho. (Amba12)

PLC SESSION 13

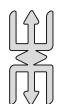
45 minutes

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

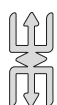
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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
- 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

DAPɛN 14

Adzesua no botae: *Kyerɛkyerɛ kasa nkyerɛase ho mbra no (Mfatoho: kasa a asem no fi mu na kasa a wrekyerɛ asem no ase ako mu ho nyimdzee na adze)*

Nkaakaa

Afe 1	Dapɛn 3 Ka kasa nkyerɛkyerɛmu ho asem ber a erekyen w'aso, etsie asem no yie, atse no yie na akyerɛ ase yie.
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DZA ENYI TSM DO: **KASA NKYERɛASE HO MBRA**

kasa nkyerɛase adzeban ho nkaakaa dwumadzi

Hwɛ dapɛn 1ɛ ne nhyehyɛɛ no do fa hwɛ kasa nkyerɛase n'adzeban, ahorow nye no ho mfaso.

Kasa nkyerɛase ho mbra; Sɛ kasa nkyerɛase edwumayɛfo dzi dɛm mbra ahorow yi do a, hɔn dwumadzi bedzi mu ara yie ma ntsease so aba mu.

1. Nya nyimdzee wɔ kasa ebien no nyinara mu. Ɔwɔ dɛ eyɛ obi a awea anaa aben wɔ kasa ebien a edze bedzi dwuma no nyinara mu, ama eetum dze nkasafua a ɔfata dze edzi dwuma yie.
2. Pɛpɛryɛ: Kyerɛ asem no ase yie ma no mu nsem na ntsease nye pɛpɛper dɛ mbɛ ɔtse no ara.
3. Nokwardzi: Ɔsɛ dɛ ema ɔkyerɛwfo no ne tsirmupɔw, ndze na adze a ɔdze kyerɛw asem no nyinara da edzi wɔ kasa fofor a erekyerɛ ase ako mu.
4. Hwɛ dɛ nkyerɛase dwumadzi no mu da hɔ fann a ntsease wɔ mu.
5. Fa amambra nu nyimdzee yɛ edwuma: Ma amambra mu soronkoyɛ nye edwuma wɔ wo nkyerɛase dwumadzi mu.
6. Dzi kan tse kasa a erekyerɛ ase efi mu nye ne nhyehyɛɛ ase yie ama wo nkyerɛase dwumadzi no eedzi mu.
7. Kasafua na nhyehyɛɛ a edze bɛhyɛ wo dwumadzi no ase no, hwɛ dɛ edze dɛm nhyehyɛɛ no ara bedzi dwuma ekesi ama wo dwumadzi no ayɛ esiado, esiado.
8. Kyerɛ kasambirenyi, tsetse kasa na kasasu ase yie ma hɔn ntsease mu ngow.
9. Hwɛ nkorɔfokuw a erekyerɛ kasa bi ase akyerɛ hɔn no mbɛ hɔn nyimdzee tse wɔ kasa
10. Nkenkanmu na nsamu: To wo bo ase kenkan wo dwumadzi no mu na sa mu hwɛ dɛ esiesie mfomdo no nyinara.

Dwumadzi

1. Kyere **perperye** ho mfaso wo kasa nkyerese mu.
2. Kwan ben do na nkyerese dwumadzi a perperye nnyi mu no fa ko tsia kasa ntsease?
3. Kyere asem tsiabaa a oda ha yi ase ko Mfantse mu.

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

ADZESUA AKWANHOROW

1. Hwe dza wo nyenko beka no na wo so ka bi ka ho:
 - a. Esuafo no mbɔ mu ndzi dwuma yi:
 - b. Kyerekyere kasa nkyerese ho mbra no (Nya nyimdzee wo kasa ebien ne nyinara mu, fa amambra ho nyimdzee ye edwuma, na adze).
 - c. Ankorankor Dwumadzi
 - d. Fa wo nkyerese dwumadzi no to gua ma esuafo nkaa no ntsie.

DWUMADZI TSITSIR

DoK Gyinapɛn 3

1. Hwehwe kasa nkyerese ho mbra enum no. Hyehye no ndzidzido de mbre no ho hia no na kyere wo siantsir a nam do ma ehyehye no dem.
2. Hwe kasa nkyerese ho mbra no do na fa kyere nsem yi ase ko Mfantse mu.

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

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

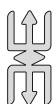
PLC SESSION 14

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

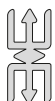
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

Ɔfa 6 Mbobɔdo

Ha yɛ dza wɔakyere no wɔ adapɛn 12, 13 na 14 no mu no ho mbobɔdo. Ɔfa yi ahwe mbrɛ wosi dze ɔhardo akenkan na akenkan a wɔdze hwehwe biribi bɔ akenkansɛm tɔfa. Kasa nkyerɛase dwumadzi na no ho nsɛm so ada edzi wɔ ɔfa yi mu; nkankaara nyimdzee a ɔsɛ dɛ obi nya wɔ kasa nkyerɛase dwumadzi ho na oetum egyina dɛm nyimdzee no do dze akyerɛ akenkansɛm ase akɔ hɔnara hɔn kasaa mu. Enyisom nye dɛ ansaana esuafo no befa adzesua yi mu ewie no nna wotum dze ɔhardo akenkan ho nyimdzee kenkan dze yɛ tɔfabɔ na wotum so kyere kasa fofor bi ase dze kɔ hɔnara hɔndze mu.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE

DAPEN 12

1. *Nsorsoree kor biara a osuanyi bi bema no, ma no aba kor. Se ɔkyerekyere mu so a, ma no amba kor. [Amba no nyinara nnye 4 wo ha]*
 2. *Akwahorow no mu kor biara a wonam do hwehwe asentsitsir a osuanyi no dze bɔto gua no, ma no aba kor. [Ha amba no nye 3]*
 3. *Asembisa a ɔto do ebiasa a no ho pon da ase ha yi ho amba: (Amba 12)*
- *Hyɛ ne nsew dɛ; Se obi kyereɔ tɔfabɔ dwumadzi na nsentɔw no bor awɔtwe a, onnyi dɛ onyia no nya amba koraa.*

	<i>Ɔayɛ adze papaapa (7-8)</i>	<i>Ɔayɛ adze ara yie. (5-6)</i>	<i>Ɔayɛ adze; dwumadzi no ye ara. (3-4)</i>	<i>(1-2) Ohia dɛ ɔyer n'adzesua mu</i>
<i>Dɛ wɔdɛ dza woesua ridzi dwuma</i>	<i>Ɔwɔ dɛ tɔfabɔ dwumadzi no mu da ho na adwempɔw tsitsir no nyinara so da edzi wo mu.</i>	<i>Tɔfabɔ dwumadzi no mu da ho na adwentsitsir no dodowara da edzi wo mu.</i>	<i>Tɔfabɔ no ye mbom ɔkyereɔwfo no noara dɛ ne nsem bi ahyehyɛ mu na adwentsitsir no bi ayew mu anaadɛ ɔnnda edzi yie.</i>	<i>Akenkansem no mu nsem pii forafora tɔfabɔ dwumadzi no n adwentsitsir no so dodowara nnyi mu.</i>

	<i>Ɔayɛ adze papaapa (4)</i>	<i>Ɔayɛ adze ara yie. (3)</i>	<i>Ɔayɛ adze; dwumadzi no ye ara. (2)</i>	<i>Ohia dɛ ɔyer n'adzesua mu (1)</i>
<i>Nsopɛree, kasa mpaapaamudze na kasa mbra</i>	<i>Mfomdo nketsenketse bi pɛr</i>	<i>Mfomdo nketsenketse no dɔɔ so na mfomdo akɛse dɛ, ɔyɛ kakraa bi.</i>	<i>Mfomdo nketsenketse taa wowɔ mu mbom akɛse no ndɔɔ so koraa</i>	<i>Mfomdo wo mu papaapa; nketsenketse n kɛse nyinanra.</i>

Dapɛn 13

(Anoyi mfatoho) 1. Kasa nkyerease nye dɛ erekyere kasa bi mu ako fofor mu wo ber a erennsesa no mu ntsease.

Kasa nkyerease ho mfaso (*Osuanyi no botum akyerɛw iyinom mu ebiasa biara a ɔpɛ*)

1. Amambra mu nsesa

2. Guadzi mu

ε. Adzesua na nhwehwemu dwumadzi

4. Etsitsir Ntamu Nkitahodzi

5. Nsem na nyimdzee ne nya nnye dzen

6. Kasa nkyerease boa ma ntsease ba ntsem

7. Amanhorow ntamu nkitahodzi ye mberew

1. Se osuanyi no kyere kasa nkyerease mu yie a, ma no amba 1. Mfaso kor biara so mfa amba 1 (amba 4 wo ha dwumadzi no ho)

<i>Jaye adze papaapa (Amba 4)</i>	<i>Jaye adze ara yie. (Amba 3)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 2)</i>	<i>Ohia de cyer n'adzesua mu. (Amba1)</i>
<i>Kasa nkyerease ahorow preko a odze dzii dwuma na mbre osii kyerekyere n'egynasi mu. (siantisir ebiasa na no mboree)</i>	<i>Ahorow no mu dza osunyi no dze dzii dwum na egyinae a osii.[siantisir ebien na no mboree]</i>	<i>Ahorow no mu dza osunyi no dze dzii dwuma na siantsir a ofa ano ano..</i>	<i>Ahorow preko a odze dzii dwuma na mbom amma egynasi biara wo ho.</i>

3.

	<i>Jaye adze papaapa (Amba 4)</i>	<i>Jaye adze ara yie. (Amba 3)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 2)</i>	<i>Ohia de cyer n'adzesua mu (Amba1)</i>
<i>mbre asem no tse ankasa</i>	<i>Anokankon susukyerew a odzi mu yie, no mu ahorow na ntsease dzi mu na okitsa ewiei mapa so.</i>	<i>Anokankon dwumadzi a no mu do na oda mfatoho ahorow edzi. Okitsa ewiei so ano mu da ho.</i>	<i>Anokankon a oye na mfatoho nkorkor bi wo mu naaso aka afa nkotsee ho asem. Ewiei no mu nda ho.</i>	<i>Anokankon no, no mu mfatoho nkorkor bi per anaade onnyi mfatoho koraa mpo a ama ntowdo.</i>

	<i>Jaye adze papaapa (Amba 4)</i>	<i>Jaye adze ara yie. (Amba 3)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 2)</i>	<i>Ohia de cyer n'adzesua mu (Amba1)</i>
<i>Dwumadzi no ne nhyehyee, nsoperee, kasa mpaapaamudze na kasa dwumadzi .</i>	<i>Osuanui no ahyehy no dwumadzi no fefeefew, mfomdo kakraa bi per na wo mu. .</i>	<i>Nhyehyee no, no mu da ho. Mfomdo nkketsenketse bi wo mu mbom mfomdo akese no dze, kumaa bi per.</i>	<i>Dwumadzi no ne fa bi mu nda ho papa na mfomdo nketsenketse na akese nyinara wowo mu.</i>	<i>Dwumadz no no mu nda ho koraa. Mfomdo pii so wo mu.</i>

Dapɛn 14

1. *Kasa nkyerease ho mbra kor biara a wɔbɛn no, ma no aba kor[1]. Mfatoho: De obi benya nyimdzee wɔ kasa ebien a oridzi nkyerease dwumazi wɔ mu no ho no ho papaapa osiandɛ ɔboa nyia oridzi dwuma no ma ɔdze nkasafua a ɔfata dzi no dwuma no. Mbra nkaa no bi nye; Perperye, Nokwardzi, Dwumadzi no mu beda hɔ, ɔbeda amambra edzi, ntsease mapa wɔ mu.*

Asɛntɔw biara a osuanyi bi bekyere mu yie no, ma no aba 1.

Nsɛntɔw 8 nkyerease mapa - Amba 8

Nsɛntɔw 7 nkyerease mapa – Amba 7

Nsɛntɔw 6 nkyerease mapa – Amba 6

Nsɛntɔw 5 nkyerease mapa – Amba 5

Nsɛntɔw 4 nkyerease mapa – Amba 4

Nsɛntɔw ɛ nkyerease mapa - Amba 3

Nsɛntɔw 2 nkyerease mapa - Amba 2

Nsɛntɔw 1 nkyerease mapa – Amba 1

ƆFA 7: AFAHYE

TSIRASEM: KUSUM NTɔYEE NA AMAMBU

Tsiraseɱ Pɔtsee: Kusum Ntɔyee

Adzesua no n'ahwehwɛdze: *Bedzi dwuma dze ahwe mfaso a ɔwɔ Ghana kasahorow hɔn kusum afahye amambra ahorow mu.*

Adzesua no susudua: Esuafo bɛda hɔn nyimdzeɛ na ntseaseɛ a ɔwɔ fa kusum afahye ho no edzi.

NYIENYIM NA ƆFA NO HO TɔFABɔ

Tɔfabɔ yi hwe kusum ntɔyee na amambu ho asem. ɔkasa fa kusum afahye na no ho mfaso ɔ Ghana kasahorow bi mu. Esuafo bosua afahye ahorow na wɔdze nyimdzeɛ a wobɛnya no atoto afofor dze ho. Dem nyimdzeɛ no so bɔboa hɔn ma woetum abɔ hɔn amambra ho ban. Esuafo nam dem kwan yi ara do betse afofor hɔn amambra ase ma dem ye no dze korye aba hɔn ntamu. his t Dem ɔfa yi mu suahu nnkɔboa hom ɔ homara hom kasaa mu adzesua nko mbom adzesua afofor mu so. Kyerekyerɛnyi no mbɔ mbɔdzen dɛ ɔbɛfa kwan pa a wɔnam do kyere adze, nsɔhwe akwanhorow nye nyimdzeɛ biara a obɛhia do mma esuafo no ntse dza wobosua no ase yie. .

Dapɛn biara nye no ho dza ɔsɛ dɛ esuafo sua na wɔahyehye no ɔ ase ha no:

- **Dapɛn 15: Afahye**
- **Dapɛn 16:** Ghana kasakuw mu afahye ndzii ho ntotoho

ADZESUA AKWANHOROW NO TɔFABɔ

Adzesua akwanhorow a wɔdze bedzi dwuma ɔ ɔfa yi mu no mu ye dza wotum gyina do kyere Mfantse ma ɔtɔ asowamu ankasa.

Adzekyerɛkwan a ogyina ɔhaw bi do fa akwanhorow bi a akyerɛkyerɛfo gyina asetsena mu nsɛnsisii a ɔye ɔhaw do dze kyere adze ma ɔboa ma esuafo no tse abraɔ mu nsɛm ase sen dɛ nkyɛ wɔbɛma hɔn nyimdzeɛ traɛ bi kɛkɛ. Dem adzekyerɛkwan yi mu no, wotum ma esuafo ankorankor dzi hɔn dwuma, wotum so bɔ mu dzi dwuma, wotum gyina hɔn adzesua ahɔɔdzen do so kyekye hɔm mu ma wodzi dwuma na odu bi so a gɛnapɛn no mu mba nyina bɔ mu dzi

dwuma. dze hɔn dwumadzi no to gua. Dem no boa ma esuafo no beye nyimpa a wotum dwen kɔ kan, wotum sɔw abrabɔ mu ɔhaw ano na hɔn ano so tsew wɔ nkitahodzii mu. Ɔsan ma wɔye nkorɔfo bi a wotum gye afofor to mu nye hɔn tsena, na wɔtaa dzi baano so. Adzesuakwan yi san ma esuafo beye nyimpa a wotum gyegye nsem nye bi a ohia, gyina do ye ho mpensampensamu a ɔfata, dze si biribi pi. Iyi boa hɔn wɔ hɔn daakye edwumaye mu. Esuafo a wɔaben yie no so wotum ma hɔn dzumadzi a no mu dɔ ama woetum aboa hɔn anyenkofo wɔ adzesua mu. Akyerɛkyerɛfo mma hɔn enyi nda hɔ, mboa mbofra a hɔn ano nntsewee yie wɔ kasa ne nkasafua edzimbo ho no mma wontum nye no yie.

KWAN A WɔBɛFA DO ASɔ ESUAFO AHWE

Kwan a wɔnam do bɔsɔ esuafo no ahwe wɔ ɔfa ha no begyina dza esuafo tum ye, mbre hɔn ntseasee ekodu na mbre hɔn adwenmu ndɔe si tse do. Se nsɔhwe yi kɔ do ma kyerekyerɛnyi dze ho mbuae ma esuafo no a, ɔboa ma adzesua tu mpon. Adzesuakwan a wɔdze bedzi dwuma wɔ ha no bɔboa ma yeehu mbre esuafo no esi atse Ghana kusum afahye ahorow no ase. Dok gyinapɛn 4 ho nsɔhwe wɔ mu a ɔboa ma mbofra no adwenmubue kɔ nkan ara yie. Asembisa ho nsɔhwe wɔ mu, susukyerɛw anaa mbofra hɔn anosɛm a wogyina do hwe mbre hɔn ano esi atsew so ka ho. Akyerɛkyerɛfo mbo mbɔdzɛn dɛ wɔbɛfa akwanhorow a wɔnam do sɔ esuafo hwe do mmfa nnya osuanyi biara no mbodzɛmbo na no ho mbuae biara a ɔbɔboa ma woeehu mbɔdzɛmbo ne kankɔ mbre ɔtse.

Kyerɛ kwan a ebɛfa do dze asɔ esuafo no ahwe wɔ adzesua botae kor biara mu. Dɛ bi a

Adzesua Botae	DOK gyinapɛn	Kwan a yɛbafa do asɔ hɔn ahwe
Ka kasakuw ahorow no kusum afahye nye no ho mfaso ho asɛm.	4	Asembisa kwan do
Fa kasahorow a aka hɔn kusum afahye ho asɛm no toto Ghana afahye ahorow bi so ho. .	4	Asembisa kwan do

DAPEN 15

Adzesua no, no botae: *Ka kasakuw ahorow no kusum afahye nye no ho mfaso ho asem*

DZA ENYI TSIM DO: AFAHYE AHOROW

Afahye mu nkayerkyeremu: Kusum afahye ye ntɔyɛɛ a nyimpakuw bi nam hɔn abakɔsem na hɔn gyedzi do ye. Yewɔ ntɔyɛɛ pii a wɔye no dem ber noa ɔfa no sunsumsem, aseda na ndzeyɛɛ ahorow a ber na ber ano no, abeyɛ adze a wɔagyɛ ato mu a wɔye no aber biara. Sɛ wɔreyɛ kusum afahye a, wɔdze kasa pɔtsee bi dzi dwuma na ndwom, kyenbɔ na asaw so dzi dwuma wɔ mu.

Afahye ho mfaso: Afahye ho mfaso dɔɔ so. No mu bi na ɔwɔ ha yi:

1. Amambra na ɔman egyapadze ho bambɔ: Afahye ne ndzii ye kwan bi a ɔmamfo nam do bɔ hɔn amambra a ɔye hɔn egyapadze ho ban ma ɔtsena hɔ dabaa. Afahye ma yehu abakɔsem fa mbre kurow bi sii bɔbɔɔ adze na mpanyimfo anaa baanodzifo a ɔnam hɔn do ma ɔman no dzii konyim no wɔbɔ hɔn abaw do. ɔnam afahye ne ndzii do ma nananom ewuakɔr na ekunyin a wɔkoe gyee hɔn man dze sii hɔ no nyinara wɔye amandze dze kaa hɔn.
2. Afahyeber na nkorɔfo dzi dwuma ahorow dze kyere hɔn enyisɔ dze ma nananom abosom a wodzii dwumason dze boaa hɔn man.
3. Adzesua: Afahye ne ndzii mu no abeyɛ adzesua ber bi a wɔnam do dze amandze pa gya awow ntoatoado mba ɔfa no sunsum afamu na agodzi ahorow mu so.
4. Korye na nkitahodzi mapa
5. Sɛ afahyeber du a, nkorɔfo fifi mbeambea ba bedzi dwuma ahorow no bi. Iyi dze korye na nkitahodzi pa ba adɔfo ntamu. Afahyeber du a, nkorɔfo san kɔ hɔn nkyir. Iyi ma wohu nyimpaban a wɔye. Afahye mu no, dɔm no ye kor tum dzi ɔhaw do, per dɛ wobenya asetsena pa mu enyigye.
6. Sikasɛm Na Ndwuma: Afahye ne ndzii twe ahɔho fi amanhorow do ba a, hɔn dwumadzi a wobedzi no tum dze ndzinoa pa bre ɔman no ma wɔnam do dze tu hɔn man mpon.
7. Dem ber no so ye ber a ɔmanfo no tum dzi gua dze nya sika osian nyimpadɔm a wɔba ɔman no mu ntsi.
8. Sunsum mu mfasodze a ɔwɔ afahye ne ndzii ho: Kusum afahye taa gyina sunsum mu ndzɛmba na ɔsom gyedzi do, dem ntsi sɛ woridzi afahye a, amampanyimfo ye amandze ahorow, san yi mpaa dze sere nananom nsamu

bambɔ na nhyira ma ɔmamfo no. Kusum afahye taa gyina sunsum mu ndzemba na ɔsom gyedzi do, dem ntsi se woridzi afahye a, amampanyimfo ye amandze ahorow, san yi mpaa dze sere nananom nsamu bambɔ na nhyira ma ɔmamfo no. Dem ber yi ye ber a nyimpa binom a wɔwɔ ɔhaw bi mu no dze hɔn ntotɔsere kɔ nananom enyim de wobohu hɔn mbɔbɔr ama hɔn abrabɔ mu mpontu nye kankɔ.

Kusum Afahye Ahorow

Homowo Afahye: Gafo a wɔwɔ Nkran na wodzi dem afahye yi dze kyere de woefi ɔkɔm kɛse mu. Afahye no mu no, wodzi dwuma ahorow bi tse de, kyenka na asaw, ndwontow na wɔkyekye edziban bi tse se, kpokpoi nye nsa ahorow.

Gologo Afahye: Nyimpa bi a wofi sarmu epuei Mantɔw mu (Talensifo) na wɔhye dem fa yi dze da hɔn abosom ase de wɔaboa ma hɔn ndɔbaa asow dɔsɔ na wɔsan sere hɔn nkyen bambɔ wɔ efuwyɛ ber a odzi hɔn enyim no mu.

Samanpiid Afahye: Builsafo a wɔwɔ sarmu epuei Mantɔw mu na wodzi dem afahye yi na hɔnam do dze aseda ma hɔn abosom de wɔabɔ nyimpa nye ndɔbaa ho ban wɔ habanye ber mu.

Asogli Bayerɛ Afahye: Asoglifo a wɔwɔ Firaw mantɔw mu na wodzi dem afahye yi dze da hɔn abosom nye hɔn nananom ase de wɔama hɔn bayer abobɔ akɛse dem..

Kundum Afahye: Ahantafo nye Nzemafo a wɔwɔ Atɔe Mantɔw mu na wodzi dem ndɔbaa afahye yi. Wodzi dem afahye yi dze da hɔn abosom ase de hɔn haban asow ndɔbaa pii.

Ngmayem Afahye: Krobofo a wɔwɔ epuei Mantɔw mu na wodzi dem afahye yi dze kyere de hɔn ndɔbaa-twaber Kunde no aba ewie na wɔsan dze da hɔn abosom so ase de wɔaboa ama hɔn ndɔbaa asow beberee.

Odwira Afahye: -Akuapemfo a wɔwɔ Akropong wɔ epuei Mantɔw mu na wodzi dem afahye yi dze da hɔn konyimdzi ho abakɔsem edzi na wɔsan so dze da hɔn abosom ase de wɔaboa ma hɔn ndɔbaa asow pii.

Ewuakɔr Hɔn Afahyɛɛ Ahorow

Adɛɛ-Kɛse Afahye: Asantefo na wodzi dem afahye yi dze hye hɔn akandzifo a woewuwu enyimnyam na wɔsan so dze sere nhyira fi hɔn nkyen wɔ ber a wɔabɔ gua kɛse reka akyen na woridzi asaw.

Hogbetsotso Afahye: Anlofo a wɔwɔ Firaw Mantɔw mu na wodzi dem afahye yi dze kaa hɔn kwan bi a wotui dze fi Notsie, a nd wɔfrɛ hɔ Togo no.

Fetu Afahye: Mfantsefo a wɔwɔ Oguaa na wodzi dem Akandzifo a woewuwu afahye yi dze kaa hɔn abosom na ewuakɔr dze hye hɔn enyimnyam.

Afahye Nkaa Bi

Abowakyer Afahye: Efutufu a wɔwɔ Simpa na wodzi dem afahye yi na hɔnam do ye ha dze kekyer ɔwansan/ɔtwe (deer) enyikan dze gyina hɔ ma hɔn kwan a wotui.

Bakatue Afahye: Denafu a wɔwɔ Finimfin Mantɔw mu na wodzi dem afahye yi wɔ ber a nyimpa binom rotwe hɛmba na binom so reka akyen dze kyere hɔn nam-yi ber ahyese.

Damba Afahye: Dagombafo, Gongyafo nye Nanumbafo a wɔwɔ sarmu etsifi Mantɔw mu na wodzi dem afahye yi dze kaa Nkɔmhyenyi Mohammed n'awo nye ne dzinto.

Akwambɔ Afahye: Edwumakofo, Breman Esiamfo, Enyan Abaasafo nye hɔn a wɔkeka ho na wɔhye dem fa yi dze dodɔw akwan a ɔkɔ esumu, habanmu na mbeambea ahorow na wɔsan dze hye hɔn nsamanfo enyimnyam.

Asafotufiami Afahye: Adafo a wɔwɔ Nkran Pumpuni Mantɔw mu na wodzi dem afahye yi dze kaa hɔn nananom ko a wɔkoe, ber a wofi Ile Ife reba bea a nde wɔtse yi.

Kloyosikplemi Afahye: Yilo Krobofo na wodzi dem afahye yi dze ka ber a nna wofi Kloyomi (Krobo mbepɔw do) reba beebi a wɔtse seseiara yi.

Dwumadzi

1. Kyere kusum afahye n'adzeban.
2. Kyere kusum afahye ebien a ogyina dwumadzi do na ma kor biara mfatoho kor.
3. Kyere afakye a wodzi wɔ wo kurom na kyere siantsir a wo kuromba no bepe de wɔbɔkɔ do edzi dem afahye yi.

ADZEKYER AKWANHOROW

1. Adzekyerɛkwan a ogyina ɔhaw do

- a. Esuafo no mbɔ mu ndzi dwuma yi; Hom nkasa mfa kusum afahye ahorow ho.

Ekuwekuw dwumadzi / Nkabɔmu dwumadzi

Esuafo no forafora mu, hɔn a hɔn adzesua wɔ sor na hɔn a hɔndze wɔ famu nyinara. Hom ndzi nkɔmbɔ mfa afahye ahorow a wodzi wɔ Ghanaman mu ha ho. Hom mmema Ghana kasakorow no hɔn afahye no ho mfaso. Hom nhwe sen a ɔfa Ghana kasakorow kusum afahye no ho.

2. Esuafo no nyinara bo mu di dwuma yi
 - a. Hom nka mfonyin no ho asem. (**Ebenadze/Woana** na nna wɔrehye no ho fa no? **Woananom** na nna wɔrehye fa no? **Ebenadze ntsi** na nna wɔrehye fa no? **Henfa** na nna wɔrehye fa no? **Ber ben[bosoom]** na nna wɔrehye fa no?
 - b. Hom mfa dza hom hwɛɛ no wɔ sen no mu no nto gua ma obiara ntse bi.

DWUMADZI TSITSIR

DoK Gynapɛn 4 – Nsɛmbisa

1. Pensampɛnsa na da w'adwen edzi fa ndzeyɛɛ ahorow bi a wɔyɛ wɔ wo kurom afahyɛ ase.[Amba 10]
2. Sese dwuma a kusum afahyɛ dzi wɔ ɔman mpontu ho. (Amba 10)

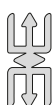
PLC SESSION 15

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.*

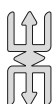
3. Plan the week's key assessment with your app

- 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

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



Note

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

30 minutes

Enactment

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

- 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.

DAPEN 16

Adzesua no botae: *Tum dze no kurom afahye toto Ghana kasahorow nkaa no dze ho, ahwe nsedzi na nsorsoree a ɔwɔ mu*

DZA ENYI TSIM DO: MBRE GHANA KASAHOROW NO SI DZI HON AFAHYEE HO NTOTOHO

Ghana afahye ahorow[Mbobodo]: Kusum afahye ye ntɔyee a nyimpakuw bi nam hon abakɔsem na hon gyedzi do ye. Yewɔ ntɔyee pii a wɔye no dem ber no ɔfa a, no sunsumsem, aseda na ndzeyee ahorow a ber na ber ano no abeye adze a wɔagye ato mu a wɔye no aber biara. Se wɔreye kusum afahye a, wɔdze kasa pɔtsee bi dzi dwuma na ndwom, kyenbo na asaw so dzi dwuma wɔ mu.

Mbre Ghana kasahorow bi si dzi hon afahyee: Kasakuw biara wɔ kwan a wɔfa do dzi hon afahyee. Dza ɔka do yi da ndzemba etsitsir bi ɔda edzi wɔ kasakuw ahorow no bi hon afahye ne ndzii mu.

Homowo Afahye: Iyi ye afahye a Nkranfo a wɔwɔ Ghanaman mu no dzi. Wodzi dem afahye no wɔ Dzifuu bosoom no mu wɔ afe biara mu. Mbre wosi dzi afahye no na wɔabɔ no tɔfa no:

Ahoboaye

Akɔmfo a wogyina nananom abosom ananmu no siesie asaase no. Wodua eburow dze bira dedeye dze yi mpaa so ma ɔman no. Dem ber yi onnyi kwan de obiara ye dede biara anaa wɔbo kyen.

Ansaana wobeyi bobaa a wɔdze ato dedeye na kyenbo do no, wodzi kan ye amandze wɔ da a wɔfre no “Odadao”. Wɔko pomu keye amandze na afei wɔdze ntafo afahye a wɔfre no “yeeyeyee” toa do. Dzifuu bosoom ne da a ɔto do ebien na Homowo afahye no hye ase.

Wɔye kusum edziban bi tse de kpokpoi (a wɔdze eburow mbɔr a akaw ye).

Wosiesie kusum afadze a wɔbehye na ahosiesie ndzemba so pii.

Afahye no ne ndzii

Afahye no ahyese no, kuromba no tow santsen ber a akɔmfo na kurow no mu mpanyimfo dzi enyim. Dem ber no nna ndwom na asaw rokɔ do. Kuromba no siesie honho gɔsɔ. Afei mpanyin gu nsa dze yi mpaa, ye amandze ahorow ma nananom ewuakɔr.

ɔman no mu baanodzifo no petsepitse kpokpoi, kusum edziban a wɔdze wɔye wɔ afahye ber nko no, wɔ kurow no mu nyinara. Se eko efiefi mu so dem ber

no a, ebusua biara ye dem edziban yi bi nye adɔfo kye dzi. Dem ber no, mbanyin tsena bɔ mu, dzidzi fi kyense kor mu dze kyere korye na nkabɔmu.

Dwumadzi ahorow no

Edzidzi na enyigye: Ɔmamfo no ye edziban kyekye ma hɔnho na wɔbɔ mu gye hɔn enyi

Akyenbɔ na asaw: Ɔmamfo dze ahɔɔdzen mapa dzi asaw. Iyi ye adze tsitsir a ɔda edzi wɔ Nkranfo hɔn afahye mu.

Amambra ndzɛmba da edzi: Wɔda kusum ndzɛmba a wɔawen, wɔasen anaa wɔabɔ nye agodzi ahorow pii edzi.

Wɔdze afahye no kɔ ewiei ber a wɔye aseda ho amandze a wɔato no dzin ɲɔ wala (Ber pa mu a wɔma tsinkwa) na tseɛ bulemɔ (De yerotow dza etwa mu no egu]

Mfasodze

Homowo Afahye boa Nkranfo ma wɔda hɔn nananom ase na wodzi ehurusi wɔ hɔn ndɔbaa a dɔɔ so no ho. Ɔdze nkabɔmu na korye ba na ɔma ɔma nkyirma hu hɔn amambra.

Odwira Afahye: Ahemfo a wɔwɔ Fantseakwa Mansin mu wɔ Epuei Mantɔw mu na wodzi Odwira. Akropong Akuapemfo, Aburifo, Lartefo na Mamfefe so twa Odwira. Ɔye afahye bi a wodzi no afe biara wɔ Fankwa na Ɔbese bosoom mu. Afahyeber no nye obuber anaa otwaber no a edziban aba pii n hyia pɛpɛpɛr; Dem ber no wɔkyere hɔn enyiso dze kyere hɔn nananom wɔ dza wɔaye ama hɔn wɔ afe no mu nyinara, Osiande ɔye bayer afahye ntsi wɔma nananom no bayer a woefufuw dze aye ɔɔ.

Odwira afahye ne ndzii gyina kusum ntɔyee ahorow a wɔahye daa ara ahyehye ato hɔ akyer a odzi mu yie. Nhyehyee no bi nye yi:

Adaebutu

Iyi ye ber a nananom ye dzinn a wɔmmpɛ dede biara. Nda eduanan a odzi Odwira afahye enyim no, wɔbra dedeye na eyiye wɔ Akuapem man mu beebiara. Hɔn a wobu dem mbra yi do no, wɔtwe hɔn aso.

Odwira ne da Dwowda

Akanfo amambra mu no, wɔwɔ gyedzi bi de, ahemfo nnwu koraa. Mbom, ahemfo kɔ “ekuraa”. Odwira afahye Dwowda no, wɔbɔ kwan a ɔkɔ dem ekuraa no ase. Dem dwumadzi krɔnkrɔn yi mu no, wɔbɔ kwan a wɔfa do wɔ ber a wɔrehye fa fi Akropong a ɔye Okuapeman no kuropɔn no finimfin dze kesi Banmu a wɔfre hɔ Amanprobi. Tsetse ber mu no, nna Abrafo nye hɔn hen, Adumhen na nna wodzi dem afahye yi mu dwumadzi ahorow no enyim. Kwan

a nna wɔɔ no ye nsenkyeredze a ɔkyere de, yen nsamanfo (Nananom), beba ebedzi Odwira afahye no bi wɔ Okuapemhen n'ahemfie.

Odwira da Benada

Wɔgye dzi de, Odwira ye sunsum mu akyedze soronko a ofi adehye-ebusua no, Nananom nsamanfo hɔn nkyen. Dem da no, Gyaasehen a nna ɔye amanhen beenum no mu kor wɔ Akuapem nananom hɔn nsaase do a nna ɔhwe ye ntotoe wɔ hɔn amambu no mu san da ahemfo no nyina ano to nsa frɛ Banmuhen (ɔhen a ɔhwe Banmu na nananom nsamanfo do).

Gyaasehen dze too Banmuhen enyim de, Okuapemhen, a wɔsan frɛ no ɔmanhen no aye krado de obedzi Odwira afahye no. Gyaasehen dze edwumason bi hyee Banmuhen nsa de, ɔnkɔ kwaa krɔnkrɔn no mu, beebi a Banmu wɔ no na ɔnye nsamanfo (Nananom) nkɔ kasa na ɔngye Odwira no mfi Nananom hɔ mfa mbre Okuapehen.

Bio, Odwira da Benada mu no, beesuonfo a wogyina hɔ ma efiefi-nkongua ahorow esuon a ɔwɔ Akropɔn da bayer a woetu no fofor edzi. Wɔye iyi wɔ 'Kubri' fie no mu. Ansaana dem da nye dɔnhwer yi bodu no, ɔye ekyiwadze kese de nyimpa biara a ɔtse Akuapem nkuro no mu biara do dze bayer fofor no bi beka n'ano. Demara so na wɔmma ho kwan wɔ kurow no ankasa mu so. Okuapemhen tsena n'egua mu, tweɔn kesi de Baamuhen nye n'apamfo dze nhyira a ofi Odwira mu no beba. Se obotum edzi Odwira afahye no a, gyede Banmuhen nye n'apamfo no dze nananom nsamanfo hɔn nhyira aba ana.

Se Baamuhen no ba a, ɔkɔ Okuapehen ne nkyen. Hɔ na wɔdze tan soronko bi a wɔdze dzi afahye no kata hɔn tsir na wɔwɔ gyedzi bi de Baamuhen na Okuapemhen nkotse na ɔse de wohu dza nananom nsamanfo no dze bae no. Iyi ekyir no, woyi bra a wɔabra dedeye no fi hɔ koraa.

Odwira ne da Wukuda

Dem da yi mu no, Akropɔn kuromba no nyinara kɔ eyiye tsebea mu. Dem da no wɔye tuntum na kɔkɔ ber a mbusuakuw ahorow ehyia dze rekaa hɔn a wɔewuwu kɔ no. Okuapemhen kesra efie-nkongua ahorow esuon a ɔwɔ Akropɔn no nyinara – Aboasa, Asona, Twafo, Benkum, Kyeame nye Akrahen kema hɔn damirifa due.

Ansaana adze bekye wɔ dem da yi mu no, wɔkaakaa Nananom nsamanfo nye amanfo a woewuwu wɔ efiefi ahorow a ɔwɔ Akropɔn mu wɔ mfe a etwa mu no nyinara dze hye hɔn enyimnyam. Wosusu de, Nananom nsamanfo a hɔn ntsi wɔhyee da ara bɔɔ kwan no beba abeka Odwira afahye no ne ndzii no ho wɔ sunsum mu.

Odwira da Yawda

Okuapeman gye Nyankopɔn dzi na ber so de wɔdze hɔn aseda ma no a, wɔdze ma no. Iyi ekyir no, wɔdze enyidzi a ɔfata ma Ɔmanhen so – nyimpa a biara a ɔtse Ofori Kuma akongua no do no. Dem da yi mu no, Okuapemhen fura tam fefɛfɛw nye ndzenba ahorow dze siesie no ho na ɔtsena n'eguamu, gye nkyia fi obiara a ɔpe de ɔba bɔsom no, no ho.

Dem ber yi mu no, basiaba a ɔye ɔmanhen ne yernom no mu kor no sisesie no ho gɔsɔ dze nantsew to famu dze ɔto soronko bi kema no kun. Ekyir yi. wɔ dem da no ara mu no, nyimpa a ɔhwɛ banmu ho do no – Banmuhene nye n'apamfo so to santsen dze ɔto no bi ko 'Nsurem – ahomgyebea krɔnkrɔn a odzi kan ma ɔmanhen a odzi kan wɔ Okuapeman mu dze eto no kema nananom nsamanfo. Ahemfo nkaa a wofifi efiefi ahorow no mu so ko keye adzekor no ara bi.

Ewimbir ndɔnsuon mu no, Okuapemhen nye n'ahemfo mpanyimfo beenum no – Gyaasehen, Bankumhen, Nyimfahen, Adɔntsenhen na Kyidɔmhen, ko nkonguadan mu ma obiara kehye ne n'ano hobabo mu kena na wɔsan ka ntam fa n'ahofama a ɔwo dze ma Ofori Kuma akongua no kyere nananom. Dem afahye mu dwumadzi keseɛ yi ye nkabɔmu ho nsenkyeredze a ɔda edzi wɔ Akuapem man mu.

Ɔbo anadwe nnɔndu a, wɔma obiara kehye ne fie wɔ ber a sum kebii aba. Akropɔn kurow no mu taa dzinn wɔ ber a Abrafo no soa Okuapeman akongua kese na ahemfie ndɛmba ahorow bi dze fa Akropɔn kurow no akwan bi do dze ko Ademi mu (asuo a abakɔsem bi da ho) kodwira ndzɛmba no ho na wɔaye ho amandze ahorow. Wɔresan hɔn ekyir a, wɔdze hɔn ho na nkongua nye ahemfie ndzɛmba ahorow a woekodwira ho no kekyere Okuapemhen. Wɔwo gyedzi bi de, ber a wɔreye dem amandze yi no, ɔye mbusu de obi a ɔnnka nymipa a woridzi dwuma no ho bohu hɔn. Dem nsumaa mu adzeye yi mu no, Okuapemhen bo no ho adagyaw na wɔdze tam nsensanee krɔnkrɔn bi kyekyer no ho na wɔtow itur mprensa dze kyere de da no mu dwumadzi nyinara aba ewiei. Iyi so san kyere de, Ɔmanhen no wɔ kwan de ɔbo ngua wɔ da a ɔtoa do no mu.

Odwira da Fida

Dem da yi ho hia papaapa osiande ɔno nye afahye dwumadzi na amambra no, no mpɔnpɔnsdo. Ahemfo, mpanyimfo na Ekuapemanfo nyinara hyia mu wɔ Mpeniase – (dua a odi kan a woduae no wɔ da a odzi kan a Akuropɔn beyee Okuapemman no kuropɔn no. Ne dem ntsi, ofitsi dem da no, wɔdze Mpeniase aye nsenkyeredze a ogyina ho ma bea a Akuapem esunsum no tse a wɔko ho dze enyidzi ko dze kema nananom. Hɔn a wɔko nhyiamu yi ase bi nye asɔfo, aban mpanyimfo na hɔn a wɔkeka ho na ho na Okuapemhen bu nkontaa fa

dwumadzi ahorow a ɔkɔ do wɔ afe a otwaa mu no mu na ɔdze mpontudwuma ahorow a ɔpe de ɔba ɔman no mu wɔ afe a ɔda hɔn enyim no mu no to gua. Aban nye ɔmanfo a wɔwɔ kurow mu hɔ na amanadze so dze hɔn anosem nye hɔn mboa to Okuapemhen enyim.

Ɔmanhen dze ɔman no mu nsem ahorow nyinara to nyimpa a wɔwɔ Okuapeman mu enyim. Abakɔsem a ɔfa afahye yi ho kyere de, dem da yi nye da a ahɔho ba kurow no mu kese. Dem da no n'anafua dze kesi adzekyee no, dwumadzi ahorow pii na enyigyesem kɔ do wɔ kuruw no mu. Ndwumakuw ahorow so fa dem akwannya yi do dze bɔ hɔn adzetɔndze ho dawur wɔ ber a, wɔhyehye hɔn ndzemba ahorow anaa wɔdze hɔn mboa betaafahye no ekyir.

Odwira ye dwumadzi kese a ɔda ndzemba ahorow pii tse de amambra na amandze, adwindze, ndwom, afadze ahorow, edziban na dza ɔkeka ho. Amambra na amandze ahorow a ɔkɔ do wɔ afahye no mu no bue kwanfofor ma nyimpa binom. Yɛdɔ hɛn amambra, yɛbɔ hɛn adze ho ban na yɛda no edzi dze kyere mbre osi som hɛn bo fa. W'enyi agye Ekuapemfo na hɔn kasaa soronko no ho a, fa Odwiraber ye akwannya na besra hɛn. Ɔye hɛn ahohoahoa na enyigye de yɛbɛgye wo awaawaa etuu na yada yen amambra ne amandze ahorow soronko no edzi akyere wo nye wiase nyina.

Odwira da Memenda na Kwesida

Dem da yi; nkaankaara Memenda, wonndzi dwuma tsitsir biara mbom agokansi a ɔfa no bɔɔlbɔ, damtow nye dza ɔkeka ho kɔ do dze gyegye mbabun no hɔn enyi. Kwesida no, Kyidɔmhen a ɔwɔ Ekuapem bɔ gua kese soronko a ɔye Odwira afahye no ne fa bi na hɔ mpo nye afahye no, no mpɔnpɔndo.

Fetu Afahye

Fetu Afahye ye afe ano, afe ano afahye a kuromba na ahemfo a wɔwɔ Oguaa Nananom nsaase do a ɔwɔ Ghana finimfin Mantɔw mu dzi. Wodzi dem afahye yi dze kaa nam dodow a wɔyi fi pomu na wɔsan so dze da Oguaa Nananom asaase do abosom aduoson-esuon (77) no ase na wɔnam do dze esiesie hɔn kurom hɔ.

Afahye no ho ntotoe hye ase fi dapen a odzi ewiei wɔ Fankwa bosoom no mu. Dem ber no mu no, ahɔho a wofi ekyirkyir wɔ Ghanaman ne mfɛndzeanan nyinara ba behye Oguaa Nananom nsaase do ma. Afahye no ankasa hye ase fi Memenda a odzi kan wɔ Fankwa bosoom no mu.

Ansaana wɔbehye afahye no ase no, wɔdze Ɔmanhen no to dan mu ndaawɔtwe. Dem ber no, ɔnye Nyankopɔn na nananom nsamanfo kasa, sere nyansa fi hɔn nkyen. Afei, ɔkɔhwɛ n'apɔw mu hwɛ n'ahɔɔdzen, mbre ɔbɔye a obopue efi dan no mu anaa abowano no nna honam enyi nye n'adwen mu nyinara ada hɔ fann. Dem no bɔboa ma oetum no dwuma nyinara pɛpɛpɛr ma afahye no ewie

asomdwee konyimdzi mu edzi. Se Ɖmanhen ne dan mu hye dwumadzi no kɔ ewiei a, opue abowano, kɔ nkonguadan mu dze nsa keyi mpaa dze sere nhyira fi Oguamaan mu nananom nye abosom eduosun esun a ɔmanfo no gyedzi bi de hɔn wɔhwe toto ndzɛmba nyina wɔ hɔn abrabɔ mu nkyen.

Hye no nsew bio de, ansaana wɔbehye afahye no ase no, wɔbra dedeye na afei so wɔmma obiara nnkɔ Fosu baka no mu nnkeyi nam mbre ɔbeyɛ a dede ano bebre ase na asomdwee beba mpɔtamu nyinara. Wɔwɔ gyedzi bi de, wɔye dem dze ma esunsum a wɔwɔ Oguaa no kwan ma wobedzi beeson-kuw a wɔrohwe aye afahye no ho ntotoe no enyim, mbre ɔbeyɛ a hɔn dwumadzi no bowie peryɛ. Wɔtaa dzi dem dwuma yi ansaana Fankwa bosoom ne da a odzi kan no aba.

Hɔn a wɔhwe Fosu baka no do wɔ Oguaa a wɔfre hɔn ‘Emisafo’ no so gu nsa wɔ bakaano hɔ dze kenyan hɔn nananom nsamanfo hɔn sunsum mbre ebeyɛ a wɔbɔbɔ ahɔho a wɔbeba abɔhwe afahye no bi no hɔn ho ban amma wɔannkɔ mbusu na esian biara mu.

Wɔnam nsagu no do san sere de wɔmma wontum nyi nam beberee, hɔn nduadzewa so ndɔɔ so sɔɔ na mboa wɔnyen so now pii.

“Emuntumadadze” asekyere nye “apɔwmudzen da”. Ɖye da a mbofra na mpanyin nyinara ka hɔn ho bom dze siesie hɔn kurow na mpɔtamu hɔ de bi a, wotsitsi gota anaa mbɔnka mu, worutwuw adan ho nyina ama kurow no mu aye few ansaana wɔabɔ ngua, ebue baka no.

Wosi pe wɔ abosondan a ɔwɔ Fosu baka no ho wɔ dwowda ne da a odzi ewiei wɔ Fankwa bosoom biara mu. Dem ber du a, nyimpa pii gye bum kɔ kɔhwe dwuma a ɔkɔmfo-banyin na ɔkɔmfo-baa no ridzi wɔ hɔ. Wɔtaa dzi dem dwuma yi anadwe dze kɛpem adzekyee wɔ ber a wɔreka akyen ahorow na ɔkɔmfo-barima ne ɔkɔmfo-baa no ridzi asaw. Wokenyan hɔn nananom nsamanfo ma wɔkyere ndzɛmba ahorow a obesis wɔ afe a odzi hɔn enyim no mu. Benada a ɔtoa do no, wodzi dwuma ahorow pii bi tse de, wɔye amandze ahorow wɔ Fosu baka abosomfie hɔ na ewiaber no, wosi akan wɔ hɛmba-har mu wɔ Fosu baka no do wɔ ber a Ɖmanhen no so egu eboa wɔ asuhyiae hɔ.

Osiande wɔabra de mma obiara nnyi nam wɔ Fosu baka mu ntsi, Ɖmanhen na odzi kan tow no eboa gu baka no mu mprensɔ dze kyere de afeidze ɔama kwan de obiara botum akepa nam wɔ Fosu baka no mu. Se Ɖmanhen no eboa pa nam pii a, nna tserɛ afe a ɔreba no mu no wobenya nam wɔ baka no mu papaapa. Nyimpadɔm soronko bi a wogyinagyina iturtotow no finimfin no na wɔhwe dem dwumadzi yi. Wɔfre no “Bakatue”.

Ahenfo a wɔwɔ Oguaa nananom nsaase do no yi da Wukuda si nkyen dze hyia ɔmanfo a wɔwɔ Oguaa dze ma hɔn akɔaba soronko. Dem da yi du a, asafokuw

ahorow esuon a wogya hɔ ma nananom asraafo no si kyen do dze dzi asaw. Da yi ara so ye da a wɔdze gye hɔn enyi sanso dze siesie adɔfo ntamu nsemansema. Afei, Wɔdze ɔsom dwumadzi hyehye do wɔ Nana Paprata n'abosomfie no enyim. Yawda anadwe ye ber a wɔdze amandze ahorow nye asaw (Adammba) gyina mu dze fre esunsum ahorow no de wɔmboa akɔmfo mbaa na mbanyin no ma wɔnhye nkɔm ahorow. Dem dwumadzi yi kɔ do araa kesi de adze bekye. Dwumadzi yi mu botae tsitsir aa nye de wɔbɛpa mbusu efi Oguaa nananom hɔn nsaase do ma ho atsew wɔ sunsum fa mu. Wɔtaa ka de, dem bea yi ye mbentenhuw anaa onyina dua bi ase a Ɔmanhen nye n'apamfo; ahenfo nkumaa nye hɔn mpanyimfo tsena wɔ dwumadzi no da mpɔnpɔndo no mu kasa kyere ne manfo na ahɔho a wɔwɔ Oguaa nsaase do fa ndzɛmba a ɔkɔr do wɔ afe a otwaa mu no mu. Ɔkasa kyere ne manfoe na ahɔho no wie a, Ɔmanhen a n'apamfo, ahenfo nkumaa na adze etwa no ho ehyia no nantsew kɔ Nana Tabir abosomfie no enyim, beebi a wɔdze ahoma akyekyer nantwinini no nan da no. Ɔmanhen no gu nsa, ye amandze ahorow de frɛfrɛ hɔn nananom nsamanfo de wombegyina Oguaaaman ekyir. Afei ɔfa sekan dze tw nantwinyin no, no kɔn dze ma abosom no.

Ɔmanhen n'afɔrbɔ no ekyir no, Fetu afahye no du no mpɔnpɔndo wɔ Memenda a odzi kan wɔ Fankwa bosoom no mu. Dem da soronko yi, bɔhwɛadzefo pii na wɔkɔhwɛ Asafokuw ahorow a wɔtaa tow santsen fa Oguaa akwantsempɔn no do fi Kɔtɔkoraba dze fa 'Chapel Square' dze kesi ahemfie hɔ. Nyimpa ahorow a wɔfifi Ghana mbeambea no nyina besera Oguaa mbre ɔbeyɛ a wɔbɔhwɛ afahye no bi. Wɔbɔ gua wɔ dem da no ma ahemfo na wɔnam do dze dwendwen nsem anaa ndɛmba a ɔrokotsia Oguaaaman na asafokuw ahorow esuon no mbre ɔbeyɛ a Oguaaaman n'ahobambɔ nsem botu mpon.

Abaeɔfor dwumadzi bi tse de akansi ahorow tse de asaw, enyigyedze ahorow, bɔɔlbɔ, tsetse afadze na dza ɔkeka ho tse de amambra na amandze, adwindze boa ma afahye no nya enyimnyamhyɛ kese bi, tsitsiriw, Mbaa ahoɔfewfo akansi (Miss Afahye) mu dwumadzi ahorow no.

Afahye nda no twa mu a, Nsɔrnsɔr ahorow mu nyimpa a wɔwɔ Oguaa nyinara ka bɔ mu hyehye ɔsom kese wɔ da Kwasida no mu wɔ' Victoria Park' so dze aseda kema Nyankopɔn de ɔaboa Oguaaaman ma woetum edhi wɔn afahyɛ no wɔ asomdwee mu. Dem da no ara so wodzi dwuma kese dze pe sika dze boa Oguaaaman no mpontu. Asɔryɛ no ase no, Ɔmanhen nye mpanyimfo nyinara kɔ hɔ bi mbre ɔbeyɛma woetum dze mfedan afahye ber no bɔto ɔmanfo no enyim.

GHANA AFAHYE AHOROW NO NTOTOHO

Ghana Afahye ahorow no Ntotoho: (*Dem ber yi mu no, ɔwɔ de adzesuafo no sua afahye fofor a ɔnnye hɔndze na wowie a nna wɔdze hɔn kurom dze no atoto ho*). *Mfatoho*;

Odwira Afahye na Fetu Afahye nyina som bo papaapa wɔ ɔman Ghana mu a ne nyinara da Ghanaman amambra na amandze na agyapadze kese bi edzi, naaso nsorsoree kakra wɔ mu:

Odwira Afahye

1. Nyimpa a wodzi afahye no: Akanfo, tsitsiriw Akwamufo na Akyemfo.
2. Botae: Wɔdze tsew ɔman no mu, wɔdze dwira mpɔtamu hɔ, na wogyina ɔman no nkabɔmu na ahɔɔden do hye fa no.
3. Dwumadzi ahorow: Amandze ahorow, kyenka, asaw, ndwonto na afɔr a wɔbɔ ma nananom nsamanfo na abosom nkaa no.
4. Mber dodow: Mpen pii no, wɔdze nda pii dze dzi afahye

Fetu Afahye

1. Nyimpa a wodzi afahye no: Oguaafo a wɔwɔ Oguaaman mu na wodzi.
2. Botae: Wɔdze kaa Oguaafo hɔn abakɔsem, amambra na amandze na hɔn nkabɔmu.
3. Dwumadzi ahorow: Amandze ahorow, kyenka, asaw, adwonto na afɔrbɔ a wɔbɔ ma Oguaafo hɔn abosom ahorow.
4. Mber dodow: Wɔdze dapɛn na wɔdze hye fa no.

Nsorsoree a ɔwɔ hɔn ntamu

1. Nyimpa pɔtsee a wodzi afahye no: Akanfo hɔn ebusuakuw ahorow no bi na wodzi Odwira afahye no naaso Oguaafo a wofi Ɔape Ɔoast na wodzi Fetu afahye yi.
2. Abakɔsem a ɔtaa ekyir: Abakɔsem mu no, Odwira ye afahye a n'abɔse fi Akanman mu, nna Fetu Afahye so abɔse fi Oguaafo abakɔsem nye amambra mu.
3. Amandze na dwumadzi ahorow: Ɔwɔ mu de afahye abien no nyinara da amandze na amambra edzi dze naaso ɔsor mbre no mu biara si da no edz anaa mbre biara no dwumadzi no tse.

Dwumadzi

1. Siesie wo ho ma dem dwumadzi yi: Se egye asem no to mu anaa enngye nto mu:
2. ‘Oye mbabun no hon asedze de wɔdze hon ho hye nananom-som afahye ahorow no mu mbre obeye a hon egyapadze osom bo dem yi nnkeyew

ADZESUA AKWANHOROW

1. Adzesuakwan a ogyina ɔhaw do: Esuafo no nyinara mpensampensamu Dwumadzi yi mu.
 - a. Kaakaa nananom-som afahye ahorow no.
Hom mpensampensam mfa Nananom-som afahye ahorow a ɔwɔ Ghana no ho wɔ ber a hom rema afahye ahorow.
 - b. Hom nye mpensampensam mfa afahye ahorow no ho mfaso wɔ hom amambra mu ho.
2. Ekuwekuw dwumadzi / Nkabɔmu dwumadzi/Kuw a adzenyimfo na hon a hon nyimdzee wɔ famu edzi afora.
 - a. Kuw ahorow no mfa hon afahyee no ntoto afofor dze ho.

DWUMADZI TSITSIR

DoK Gynapɛn 4 – Nsembisa

1. Kyerew afahye ahorow a wodzi wɔ Ghana kasakuw ahorow no mu enum na kyere nyimpakuw a wodzi dem afahye no mu biara. [Amba 5]
2. Fa afahye kor bi a wodzii no wɔ wo mpɔtamu toto afahye a abobo edzin wɔ sor ho no mu kor ho. (De bi a, afahye ahorow no dzin, nymipakuw a wɔhye dem fa no, ber na kwan a wɔfa do dzi afahye no, amandze na dwumadzi ahorow a ɔko do wɔ afahye no mu, mfaso na dza ɔkeka ho. (Amba 12)
3. Nyimpa binom dwen de afahye afahye ahorow no ye adze a etwa mu, dem ntsi no ho nnhia nde mber yi. Kyerew krataa na kaka afahye ho mfaso nye hia a no ho hia ma Ghanaman wɔ nde mber yi mu. Gyina wo nyimdzee a ewɔ fa afahye ho do na ye nhwehwemu fa nsunsuando a se woendzi afahye ahorow no a, ɔbeba wɔ mpɔtamu ahorow no mu. (Amba 12)

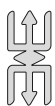
PLC SESSION 16

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

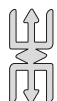
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **questioning**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

Ɔfa 7 no Mbobɔdo

Dapɛn duenum na duesia no nyinara aye mpɛnsampɛnsamu afa afahye ahorow na no ho mfaso ho. Ɔdze afahye ebien atoto ho dze akyerɛ nse na nsorsoree a ɔwɔ mu. Iyi bema esuaafo no bohu hɔn ankasa hɔn amambra na amandze nahɔn enyi so agye afofor dze ho. Yerohwehwe dɛ esuafo no befa dɛm ɔfa yi mu ewie no, wɔbɛkaa hɔn nkyir. Hɔn amambra na amandze, bea awofi na hɔ ndze pa na wɔahwe dɛ ɔbɔkɔ do dabaa na hɔn so wɔdze egya nkyirmba. Wɔbɛsan esua ɛ hɔnara wɔdzw hɔn adwen beye biribi na afei hɔn ano atsew wɔ nkasafua na nsem bi a wobehia dze afa dza ɔkɔ do wɔ hɔn man mu nye amanhorow do so.



NHYEHYEE A KYERKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE NO

DAPEN 15

Asembisa 1: Pensapensa na nya mbua pa bi ma wo kurom kusum Afahye mu ntɔyɛɛ ahorow no hon farbae.

Ansaana Kyerekyereny no bɔdwendwen afa amba a ɔdze bema nsebiase no ho nyiano no, ombisa noho nsembisa yi:

1. *Ndzemba ahorow no ho nyimdzee: Ombisa noho de ana esuafo no nyim ndzemba ahorow bi a wɔda no edzi anaa wɔdze dzi dwuma wo afahye ase no hon nkyerɛase?.*
2. *Ndzemba no ho mpensampensamu: ana esuafo no botum aye mpensampensamu afa afahye mu ndzemba ho mfaso na hon dwumadzi ho?*
3. *Egyinasi: Osuanyi no botum esi egyina papa bi afa afahye mu ndzemba nye ndzeyɛɛ ho mfaso ho?*

Kwan a wɔbɛfa do etwa esuafo no hon dwumadzi

Amba 9-10: Osuanyi bi ye mpensampensamu a odzi mu ma ho mbuatun a ɔfata ,tum hu na ɔkyerɛkyere afahye ho ndzemba mu yie a.

Amba 7-8: Mpensampensamu na mbuatun a odzi mu a nkyerɛkyeremu so ka ho.

Amba 5-6: Mpensampensamu na mbuatun bi wo akyerew no mu na ndzemba a wɔdze hye fa ho nkyerɛkyeremu kakra so ka ho.

Amba 1-4: Mpensampensamu na mbuatun no nndzi mu na nkyerɛkyeremu kumaa bi na w mu anaa bi mpo nnka ho koraa.

Asembisa 2: Hwe kusum afahye no dwumadzi wo ɔman mpontu na nkitahodzi ho. (Amba 10)

Ansaana kyerekyerenyi no bema nsembisa no ho nyiano no, ombisa noho nsembisa yi:

1. *ɔman mpontu ho ntsease: Osuanyi no botum ada nyimdzee edzi afa ɔman mpontu na ndzemba a ɔboa mpontu ho anaa?*
2. *Kusum afahye no dwumadzi ahorow: Ana osuanyi no botum ahwehwe mu ehu kusum afahye no dwumadzi ahorow a ɔboa ɔman mpontu na amamba ntamu nkitahodzi?*
3. *Mfatoho na nhwɛdo: Osuanyi no botum ama mfatoho na nhwɛdo bi dze aboa hon nhwehwemu no ma eedzi mu a?*

4. Mbuatun: Ana osuanyi no botum esi egyinae pa bi dze ewie no dwumadzi a Ɔfa afahye ho mfaso a Ɔboa Ɔman mpontu na nktahodzi ho

Amba dodow a Ɔfata

Amba- 9-10 : Nhwehwemu pa a odzi mu na no mu da hɔ fa kusum afahye no dwumadzi ahorow a Ɔboa Ɔman mpontu. De osuanyi no kɔ do ara da nsem edzi dze tsi dza oedzi kan aka bo na Ɔma n'asem no nyina mbuatun a no mu da hɔ.

Amba- 7-8: Nhwehwemu pa a ntsease bi wɔ mu fa kusum afahye no dwumadzi ahorow a Ɔboa Ɔman mpontu. De osuanyi no kɔ do ara ma mfatoho edzi dze tsi ne nsem mu na Ɔma n'asem no nyina mbuatun a no mu da ho .

Amba - 5-6: Nhwehwemu a ntsease a Ɔwɔ mu fa kusum afahye no dwumadzi ahorow a Ɔboa Ɔman mpontu ndɔɔ so. Ɔye a osuanyi no ma mfatoho kakra dze tsi ne nsem mu na Ɔma n'asem no nyina mbuatun dze naaso no mu nnda hɔ.

Amba- 1-4 : Nhwehwemu ano nndzi mu, ntsease kumaa bi na Ɔwɔ naaso bi nnyi mu koraa fa kusum afahye no dwumadzi ahorow a Ɔboa Ɔman mpontu ho. Osuanyi no mma mfatoho biara mmfa nntsi ne nsem mu na Ɔmma nsem no mbuatun biara.

DAPɛN 16

Asembisa 1: Sɛ osuanyi bi soper afahye bi dzin yie na otum kyere nyimpakuw a wodzi dem afahye no a, ma no amba 1.

Asembisa 2. (Amba 12)

Ma amba a Ɔmmbor 2 wɔ ntotoho a osuanyi no beye wɔ dza wɔakyerew no ase ha no mu kor biara ho.

(Ntotoho a ntsease wɔ nu na owie pɛrye[Amba 2], – Ntotoho a no mu nnda hɔ papa [Amba 1] –

Afahye edzin nye hɔn nkyerease.

1. Nyimpa binom na hɔn dwumadzi
2. Ber a wodzi afahye ahorow no.
3. Mbre wosi dzi afahye ahorow no.
4. Atɔrmuadze ahorow a wɔye.
5. Afahye ahorow no ho mfaso ma Ɔman no. (Amba 12)
6. Asembisa a no ho pon da ase ha yi ho amba: (12)

	Ɔaye adze papaapa (Amba 4)	Ɔaye adze ara yie. (Amba 3)	Ɔaye adze; dwumadzi no ye ara. (Amba 2)	(Amba1) Ohia de ɔyer n'adzesua mu.
<i>Mbre asem no tse ankasa</i>	<i>Mbuae pa a no mu do na ntsease wo mu. Osuanyi no dze dase wo mfatoho kwan do</i>	<i>Mbuae a no mu do na ntsease wo mu. Mfatho a ɔkyere dasedzi kakra wo mu.</i>	<i>Mbuae no ma nsem a asembisa no hwehwe no pepeeper mbom ntsease mapa nye dase ho nhwedo nntaa nnyi mu.</i>	<i>Nsentow a wodze edzi dwuma no ndoo so na ɔye esinesin</i>
<i>Mpensampensamu</i>	<i>Dwumadzi no da mfaso ahorow a ɔmamfo a ɔwo nkurow ahorow do nya fi afahye ne ndzii ho. Iyi kyere ntsease soronko a ɔwo fa hon afahye ho.</i>	<i>Mbuae no fa mfaso a ɔwo afahye ho ma nkurow anaa kasakuw ebien per. Iyi kyere ntsease soronko a ɔwo fa hon afahye ho.</i>	<i>Mbuae no fa mfaso a ɔwo afahye ho ma osuanyi no kuromfo per. Iyi kyere ntsease a wonnyi no pii fa afofor hon afahye ho.</i>	<i>Mpensampensamu kakraa bi per na ɔda afahye ho mfaso edzi. Iyi kyere de nyimdee a osuanyi no wo fa afahye ho mfaso ho suar.</i>
<i>Kasa mbra na nkasafua</i>	<i>Nkasafua pii na ɔda edzi wo dwumadzi no mu na otum dze dzi dwuma pepeper aber biara</i>	<i>Nkasafua pii na ɔda edzi wo dwumadzi no mu</i>	<i>Nkasafua ahorow bi na osuanyi no dze dzi dwuma. ɔdze bi dzi dwuma yie naaso nnye ne nyinara.</i>	<i>Nkasafua a ɔze dzi dwuma no ndoo so, dem ntsi kakra no ara osi do mpen pii. Mfomdo so doo so.</i>

ƆFA 8: OWU NA EYIYE

TSIRASEM (KASA NE FA BI): AMAMBRA, AMANDZE NA AMAMBU

Tsiraseṃ Pɔtsee: Amambra na Amandze

Adzesua N’ahwehwɛdɛ: *Tum gyina ne nyimdzee a ɔwɔ fa owu ho do pensapensa ndzɛmba a wɔsɛsɛ na dza wonndzi nɛ wɔ Ghana kasakuw ahorow no hɔn eyiye mu.*

Adzesua no Susudua: Da nyimdzee na ntsease bi edzi fa owu na eyiye ahorow ho.

Hye no nsew dɛ;



Ebɛma esuafo no edzi dwuma a ɔye nsɔhwɛ bi wɔ dapɛn 18 no mu. Nsɔhwɛ no mfa dza wɔakyɛrɛ hɔn fi afe 1 dze kesi afe 3 adzesua no mu. Hwɛ pon a wɔahyehyɛ wɔ ɔfa no ewiei no do ma ɔmboa wɔ. Esuafo no ye nsɔhwɛ no wie ara a, dzi dwuma biara ɔfata wɔ ho na hyehyɛ amba a wobɛnya wɔ STP no mu. Ma esuafo nye nsɔhwɛ krataa 2 no.

NYIENYIM NA ƆFA YI NO TƆFABƆ

Dem ɔfa yi bɛkasa afa owu na eyiye a ɔhyɛ amambra na amandza ase ho. Esuafo no bosua biribi afa owu, owu ne farbaa, owu ahorow, no nsunsuando nye akwanhorow a wɔbɛfa do esiw owu ano kwan ho. Wɔbɛsan esua biribi afa eyiye, eyiye ahorow, eyiye ho mfaso nye ndzɛmba ahorow a ɔkɔ do wɔ eyiye mu wɔ ndɛ mber yi.

Wɔdɛ mbrɛ wosi ye eyi wɔ hɔn kurom no bɔtoto afofor hɔndɛ ho. Nyimdzee na ntsease a ɔfa owu na eyiye ho no bɔboa esuafo no ma woɛhu dza ɔrokɔ do wɔ hɔn amambra na amandze mu nye afofor so hɔndɛ mu wɔ Ghana ha. Ntsease a ɔtse dem no bɛma hɔn enyi agyɛ afofor ho na ɔnam do dze nkabɔmu, enyidzi na ama amabra na amandze so eetsim hɔ dabaa.

Dem ɔfa yi ho hia papaapa ma esuafoa, nna ɔnnɛ dɛ worusua nko mbom ɔbɔboa dze nkitahodzi bi ato asetsena na abakɔsem ho adzesua mu.

Kyerɛkyerɛnyi no mfa adzekyerɛkwan a ɔbɛma esuafo no edzi nkitaho, ɔdɛ adzekyerɛdɛ ahorow bedzi dwuma, ɔdɛ ankorankor adzekyerɛ nhyehyɛɛ na nkerii dwumadzi ahorow bedzi dwuma yie dze aboa adzesua.

Dapɛn ahorow na no mu adzesua ahorow na odzi do yi:

Dapɛn 17: Pɛnsapɛnsa ndzɛmba ahorow a Ɔfa owu ho mu.

Dapɛn 18: Fa eyiye ahorow a ɔwowa amambra ahorow mu no toto afofor bi so ho.

ADZESUA AKWANHOROW NO TƆFABƆ

Adzesua akwanhorow a wɔdze bedzi dwuma wɔ Ɔfa yi mu no mu ye dza wotum gyina do kyere Mfantse ma ɔto asowamu ankasa.

Adzekyerɛkwan a ogyina ɔhaw bi do fa akwanhorow bi a akyerɛkyerɛfo gyina asetsena mu nsɛnsisii a ɔye ɔhaw do dze kyere adze ma ɔboa ma esuafo no tse abrabɔ mu nsɛm ase sen de nkye wɔbɛma hɔn nyimdzee traɛ bi kɛkɛ. Dem adzekyerɛkwan yi mu no, wotum ma esuafo ankorankor dzi hɔn dwuma, wotum so bɔ mu dzi dwuma, wotum gyina hɔn adzesua ahɔɔɔzen do so kyekye hɔm mu ma wodzi dwuma na odu bi so a gyinapɛn no mu mba nyina bɔ mu dzi dwuma. dze hɔn dwumadzi no to gua. Dem no boa ma esuafo no bɛye nyimpa a wotum dwen kɔ kan, wotum sɔw abrabɔ mu ɔhaw ano na hɔn ano so tsew wɔ nkitahodzi mu. Ɔsan ma wɔye nkorɔfo bi a wotum gye afofor to mu nye hɔn tsena, na wɔtaɛ dzi baano so. Adekyerɛkwan yi san ma esuafo bɛye nyimpa a wotum gyegye nsɛm nye amba bi a ohia, gyiana do ye ho mpɛnsampɛnsamu a ɔfata dze si biribi pi. Iyi boa hɔn wɔ hɔn daakye edwumaye mu. Esuafo a wɔaben yie no so wotum ma hɔn dzumadzi a no mu do ama woetum aboa hɔn anyenkofo wɔ adzesua mu. Akyerɛkyerɛfo mma hɔn enyi nda hɔ, mboa mbofra a hɔn ano nntseew yie wɔ kasa ne nkasafua edzimbo ho no mma wontum nye no yie

MBRE WOBESI ASƆ ESUAFO AHWE

Kwan a wɔnam do bɔso esuafo no ahwe wɔ Ɔfa ha no hwe de obegyina dza esuafo tum ye, mbrɛ hɔn ntseasee ekodu na mbrɛ hɔn adwenmu ndɛ si tse. Se nsɔhwe yi kɔ do ma kyerekyerɛnyi dze ho mbuae ma esuafo no a, ɔboa ma adzesua tu mpon. Adzekyerɛkwan a wɔdze bedzi dwuma wɔ ha no bɔboa ma yeehu mbrɛ esuafo no esi atse owu na eyiye ahorow no ase. Dok gyinapɛn 4 ho nsɔhwe wɔ mu a ɔboa ma mbofra no adwenmubue kɔ nkan ara yie. Asembisa ho nsɔhwe wɔ mu, susukyerɛw anaa mbofra hɔn anosɛm a wogyina do hwe mbrɛ hɔn ano esi atsew so ka ho. Akyerɛkyerɛfo mbo mbɔɔɔzen de wɔbɛfa akwanhorow a wɔnam do sɔ esuafo hwe do mmfa nnya osuanyi biara no mbɔɔɔzɛmbɔ na no ho mbuae biara a ɔbɔboa ma woeehu mbɔɔɔzɛmbɔ ne kankɔ mbrɛ ɔtse.

Kyere kwan a ebɛfa do dze asɔ esuafo no ahwe wɔ adzesua botae kor biara mu. De bi a

Adzesua Botae	DOK gyinapɛn	Kwan a yɛbafa do asɔ hɔn ahwɛ
Ka kasakuw ahorow no kusum afahyɛ nye no ho mfaso ho asem.	4	Asembisa kwan do
Fa kasahorow a aka hɔn kusum afahyɛ ho asem no toto Ghana afahyɛ ahorow bi so ho. .	4	Asembisa kwan do

DAPƐN 17

Adzesua no no botae: *Pensapensa ndzembra a Ɔfa owu ho mu.*

DZA ENYI TSIM DO: **OWU**

Owu ho adzesua: Owu kyere ber bi wɔ abrabɔ mu a onyimpa bi ne nyimpadua pow de ɔbekeka no ho atsena ase wɔ atseasefo asaase yi do. Owu twa abrabɔ do koraa. Owu kyere de nkwa nnyi hɔ bio. Owu na ɔkyere nyimpa anaa abowa bi newiei koraa. No korakora no, owu nye de nyimpa no ne nyimpadua mu ndzembra nyinara egyaa edwumaye ma dem ntsi onyia no nnkotum atsena ase bio.

Dza ɔdze owu ba:

1. Mpanyinye: Se nyimpa nyin kyer pii a, owu.
2. Akwanhyia: Akwanhyia bi tse de kaar akwanhyia, nsumu akwanhyia de obi fi dua anaa dan tsentsen do abɔ famu tum twa nyimpa no nkwa do.
3. Nyarbanyarba: Se woennya mber aper obi ayarsa ntsem a, yarba bi tse de HIV/AIDS, esikyire yarba, Etsirdii, ayamutu, bɔgyambordo na yarba pii tum twa nyimpa no nkwa do.
4. Mpaamba: Mpaamba na eduto tum ma nyimpa wu.
5. Esian: Esian nsisii tse de ogyahyehyew, wimu mbobɔmu a ɔdze enyina nam, adan a obubu gu nyimpa do na piia ɔkeka ho tum dze owu ba.
6. Nsenho: Nyimpa binom tum sen hɔn how wu.
7. Esunsum/Abayifo Dwumadzi: Gyedzi nye de esunsum tum gye nkorɔfo hɔn nkwa ber a wɔafom hɔn anaa wɔdze fi bi aka kurow no. Abayifo so tum ma nyimpa wu.

Owu ahorow: Owu pa na owu bɔn/ atɔfowu.

Owu pa: Iyi ye owu bi a ɔnam yarba anaa onyin dodow do ba anaa ɔnam yarba do.

Atɔfowu/ Owu bɔn: Atɔfowu nye owu a ɔnnye nyimpa bi n'abodwe wu. Ɔye esian bi na ɔtaa dze dem owu yi ba a ommfi yarba.

Atɔfowu no bi nye:

1. **Nyimpakuw bi abɔ mu ekum obi:** Iyi ye ber a nyimpa anaa nyimpakuw bi abɔ mu ekum obi. Se ɔba no dem a, yese woedzi Nyimpa no ewu.

2. **Akwanyhiawu:** Iyi nye owu a osi mpofirmu wɔ ber a enyi nnda kwan tse de kaar akwanhyia, nsutɔree kese mu esian, de obi atɔ nsumu ewu, nsaayarba esi awerefir mu na ne nkekaho pii.
3. **Nsenho wu:** Iyi ye owu bi a nyimpa noara sen no ho ɔnam adwendwen anaa abrabɔ mu ɔhaw bi a ɔrefa mu ntsi.
4. **Ewudur nomee :** Dem owu yi nye de obi bonom ewudur anaa bonom edur bi mbordo dze eku noho. Otum si de onyia no n'enyi da ho na ɔnomee anaaso de ɔannhye da ara yee.

Owu Ho Nsunsuando

Nnynaaso mbre ɔtse biara no, owu nya nsunsuando wɔ akaekyirmba do.

Nsunsuando no bi nye yi:

1. Abrabɔ mu edwumasem, ahokyer na sikasem ho ɔhaw:

Se obi wu ma nyimpa hwer adze a, ɔdze kaw ba. Iyi si osian efunsie na eyiye h kaw. Nkabankaba ahorow no ntuae. Se ɔba no dem na nya oewu no ye panyin bi a nkye ɔye edwuma dze boa fie anaa ebusua a, no wu no ekyir no ebusua hwer dem mboa anaa sika no. Iyi dze mboa na sikasem ho ɔhaw dze to owufo no n'ebusua no do.

2. Nyimpa n'atsenka mu nsunsuando:

Se nyimpa wu a, n'ebusuafo na adɔfo taa nya atsenka mu ɔhaw ahorow bi tse de ahodwiriw, awerehow, na ankonamyɛ. Owu ma awerehow na ahobow kese ka ebusua no nyinara.

3. Fekuwbɔ na ankonamyɛ

Owu tum ma nyimpa binom twe hɔn ho ye ankonam. Ɔtɔfabi a hɔn a owu bi ekyir hɔn nkotsee tse no ye ankonam a wonnya mboa mmfi beebiara. Mba anaa ebusua a owufo bi gya hɔn ekyir no nnya mboa tse de ber a nn owufo no tse ase ma ɔma hɔn ehiadze nyina no

4. Apowmudzen pa: Owu bi tum ze ɔhawn a ɔber ba nyimpa araa ma n'ahosu mpo tum sesa, ɔber tu da edzi wɔ nyimpa no, no ho, ɔmma onntum nnda, odzi yaw na n'anomu so tow. Se ebusuafo no bi mpo wɔ yarba bi dadaw a yarba no tum ye kese.

5. Honam mu ahodzen do ntsewee

Se owu si a, ɔhaw na atseetsee a nyimpa binom fa mu no tum ma nsesa ba hɔn ahosu mu, wonya bere soronko, wonntum nnda na adze hɔn ahosu.

6. Ɔman Hwer Edwumayeɔfo: Owu no nsunsuando tum ma nyimpa a wɔwɔ ɔman bi mu, ye edwuma dze boa ɔman no do tsew, nkankaara se owu no si

mbabun mu a, mbabun a nkye wɔbɛyɛ edwuma dze aboa ɔman no ne kankɔ no do tsew. Iyi ko tsia ɔman no ne kankɔ.

7. **Sunsum mu Gyedzi:** Atɔfowu tum ma obi ne gyedzi hinhim fa no som ho mpo.

Akwahorow a yenam do botum eyi owu akwa

Akwahorow a yenam do botum eyi owu akwa a yɛdze bɛka dza yɛakenkan no ho nye iyi:

Asetsena mu nsesa pa

1. Edzidziyie: Ɔwɔ dɛ yɛhwɛ dza yedzi yie. Ohia papaapa dɛ yeedzi edziban a odzi mu tse dɛ nduaba, atododze, edziban a ntsew wɔ ho tse dɛ eburow na adze nna edziban a no mu proteen nndɔɔ so pii. Iyi boa ma honam nkwamboa no ho yɛ dzen ma wotm ko tsia nyarbanyarba.
2. Apɔwmutsentsen : Oye dɛ yɛtaa tsentsen hɛn apɔwmu tse dɛ yɛbɛnantsew, yebotu mbirika nye agodzi ahorow so. Sɛ apɔwmutsentsen nnyi nuimpa bi n'akwan mu a, annhwɛ a bɔgya nnkotum edzi afowsian yie dɛ mbre ɔsɛ. Iyi botum enya nsunsuando bɔn wɔ nyimpa no n'apɔwmudzen do.
3. Sigareɛtenom: Sigareɛtenom yɛ adze bi a ɔnnɛ mma nyimpadua, dɛm ntsi ɔnnɛ nyimpa nom koraa. No nsunsuando tum ka honandua mfafakuwa etsitsir bi a otum ma nyimpa hwer no nkwa.
4. Nsanom mbordo: Oye dɛ nyimpa twe no ho fi nsanom ho mbom sɛ obi bɔnom mpo a, onnyi dɛ ɔnom no pii.

Ahobambɔ

1. **Yɛntaa nhwehwɛ hɛn apɔwmudzen mu**

Sɛ yɛtaa yɛ nhwehwɛmu fa hɛn apɔwmudzen ho a, ɔbɔboa ma yeehu yarba bi a ɔrehaw hɛn ntsem na yɛagyɛ ho ayarsa ntsemna yeetu ho anamɔ so ntsem.

2. **Pandze no nwɛ**

Sɛ ɔba no dɛ yɛwɔ pandze dodow bi dze bɔ hɛn ho ban fi yarba bi ho a, ɔsɛ dɛ yɛhwɛ wɔ no pɛpɛɛpɛr. Sɛ yɛwɔ pandze dodow no dɛ mbre woetwa ama hɛn no a, ɔbɛma yeenyin akyer. Wɔtaa wɔ mbofraba mbubui yarba pandze, ayamutu na afefeafefe ho pandze na nkaa bi so ber na ber ano, dze boa hɛn apɔwmudzen.

3. **Yarba ne mperee**

Yarba bi wɔ hɔ a ɔyɛ koannkɔ ntsi ndur ara na nyimpa nom dze pɛr. Sɛ yɛrɛpɛr yarba bi tse dɛ esikyire yarba anaa bɔgyambordo na yɛfa no ho ndur pɛpɛɛpɛr a, otum ma nyimpa no tsena ase kyer.

Ahwɛyie ho akwankyerɛ bi

1. Bɔ sitibɛlɛtɛ: Oye dɛ ereka kaar a, ebɔ wo sitibɛlɛtɛ dze bɔ wo ho ban.
2. Hyɛ hɛlɛmɛtɛ: Sɛ yerutwuw moto anaa yɛrɛyɛ edwuma bi a ɔyɛ hu a, yɛmbɔ mbɔɔɔn nhɛ hɛlɛmɛtɛ. Iyi bɔbɔ hɛn ho ban efi baesekel na mototwuw mu akwanhyia wu ho. Sɛ yɛtse baesekel anaa moto do na yɛhyɛ hɛlɛmɛtɛ a, yebotum atwe hɛn hoe fi akwanhyia huhuihu a otum mpo sɛɛ nyimpa no ne tsir koraa no ho.
3. Famubɔ: Ɖwɔ dɛ yɛbɔ hɛn ho ban fi famubɔ basaabasaa ho tse dɛ yɛpɛpa famu ma awo yie, yɛnnkafa atɛkyɛ mu, na adze.
4. Yeridzi trafeke ho mbra do: Sɛ ahɛnkafo na nyimpa nyinara bedzi trafeke ho mbra do dze ayɛ edwuma a, nkyɛ kaa akwanhyia pii a ɔdze owu ba no do betsew
5. Adwenmu nu apɔwmudzen Yɛntsew ɔberɛ do: Oye dɛ nyimpa bɔ mbɔɔɔn tsew ne berɛ do osiandɛ berɛ dodow tum ma nyimpa n'adwen n'ahɔɔɔɔn kɔ famu. Ibotum dze wo ho ahɛ dwumadzi ahorow bi a ɔnnɔgyɛ adwendwen pii na agor ahorow bi a ɔma nyimpa serew pii.
6. Yɛregye mboa /afotu: Nyimpa binom wɔ hɔ wɔatsetse hɔn dɛ wɔma mboa fa adwen mu gyinabew ho. Sɛ ihu dɛ asɛm bi kyer wo do ma w'adwenmu haw wo a, hwɛhwɛ dɛm nkorɔfo yi nkyɛn mboa. Mboa a ɔtse dɛm no tum ma yeyi owu akwa.
7. Yɛmbɔ hɛn ho ban mfi gyahyehyew ho: Ɖwɔ dɛ yɛbɔ hɛn ho ban fi gyahyehyew ho, ber a edze ndzɛmba bi a yetum dze hu mbrɛ wusiw pue fi rehɛhyɛ bea hɔ na yɛrotwetwe ndzɛmba bi a otum pa gya ntɛm efi gya ho
8. Ɖwɔ dɛ yɛtwe hɛn ho fi ndzeyɛɛ bɔn bi tse dɛ epooɔ, nsanom mbordo, nkorɔfo hɔn yernom fa. Dem suban ahorow yi tum nya nsusuando bɔn a ɔma nyimpa tum nya adwenmu yarba. Adwenmu yarba ano yɛ dzen a, owie owu.

Eyiye ntotoho wɔ amambra ahorow a ɔwɔ Ghanaman mu

NB: Kyerekyerɛnyi no nhwɛhwɛ 'eyiye ahorow a ɔkɔ do wɔ nyimpakuw ahorow ntamu' a ɔwɔ esuafo no hɔn buukuu mu, krataafa 56-58 na ɔmboa osuanyi no mma onya nyimdze pii mfa eyiye a ɔkɔ do wɔ Ghana kasahorow mu ho.

Dwumadzi

Pensampensam owu ho nsusuando anan (4) wɔ owufo no n'ebusuafo nye anyɛnkofo do.

ADZEKYER AKWANHOROW

Adzesukwan a ogyina ɔhaw do

- Esuafo no nyinara mbɔ mu ndzi dwuma yi:: Hom mpensampensam ndzɛmba ahorow a ɔfa owu ho mu.
- Ekuwekuw dwumadzi /Esuafo a wokitsa nyimdzee ahorow: Pensampensam owu ahorow mu wɔ amambra kwan do.
- Beenu dwumadzi: Ye nhwehwɛmu fa owu no nsunsuando ho.
- Esuafo no nyinara: Pensampensa mu na si w'adwen pi fa akwanhorow a yɛbɛfa do esiw owu ano kwan.

DWUMADZI TSITSIR

DoK gyinapɛn 4 - Mpensampensamu

- Ye nhwehwɛmu fa ndzɛmba enum (5) a ɔdze owu ba wɔ wo mpɔtamu ho na kyerekyere ndzɛmba enum a ɔdze dɛm owu yi ba na owu no nsunsuando a obotum enya wɔ ebusua nye ɔmamfo nyina do.
- Akeye owu ho bambɔ- dawurbɔfo yi, kyere kwan a ebɛfa do akyerɛkyere wo nkorɔfo afa owuntsem ho wɔ wo kurom.

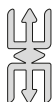
PLC SESSION 17

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.

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



Note

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

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

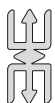
- The key assessment for the week is **discussion**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through the problem individually for 3–4 minutes
- the group then works through it together the problem, step by step
- 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
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6. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
7. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
8. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

DAPEN 18

Adzesua No Ne Botae: *Hwehwe akwan ahorow a nyimpakuw ahorow a wɔwɔ Ghana no ye hɔn eyi wɔ amambra kwan do*

ADZESUA PƆTSEE: SORBI SORBI A ƆDA EYIYE MU WƆ NYIMPAKUW AHOROW HƆN AMAMBRA MU WƆ GHANA

Eyi na Eyiye: Eyi ye kwan pa a ɔman bi anaa nyimpakuw bi fa do dze enyidze ma owufo na wɔnye no dzi mpaapaamu. Eyi ye amandze a odzi ewiei koraa a atseasefo nam akwan ahorow do ye dze gya owufo no kwan de oofi atseafo mu rokɔ ewuakɔr nsamanfo asaase do asomdwee mu. Eyi ye kwan pa a nyimpakuw bi fa do ka hɔn ho bɔ mu. Eyi ye kusum amandze a yeye ma obi a oewu. Dem ntɔyee yi ye soronko wɔ nyimpakuw biara mu a ɔwɔ mbra nye dza otwar de wɔye nyina so. Nyimpakuw no twar de wɔka hɔn a hɔn ahom ahyehyew no fua na wɔka owufo no ne bra a ɔbɔbɔ no wɔ asaase yi do. Eyi ye amandze a wɔdze gya kwan a ɔka obiara a n'ahom ahyew, mpo owufo no. Ɔye dwumadzi a ɔwɔ nhyehyee, ahyese, finimfin na ewiei.

Eyiye Ahorow: Nyimpakuw ahorow no wɔ eyi ahorow nye kwan ahorow a wɔfa do ye hɔn eyi. Se yefa Mfantsefo a wɔwɔ *Eyipa/sikasa, Detseyi/fundahɔ nna fea*.

Eyiye ho Mfaso: Eyi ye dwumadzi bi a no hia ma nyimpakuw biara. No ho mfatoho no bi na odzi do yi:

- a. Ɔboa ma yehu ɔbra a owufo no bɔe na sa pa anaa bɔn a otwae ansaana oruwu. Ber a wɔreye eyi no, wɔnam nsui, abakɔsem-ka na dza ɔkeka ho do dze nsem a ɔfa owufo no n'abrabɔ a ɔbɔbɔ no wɔ asaase yi do nye no nsunsuando a onyaa wɔ nyimpa a wɔwɔ wiase yi do. Dem nsem a wɔka fa owufo no ho no boa ma afofor bɔ bra pa anaade wɔsesa hɔn suban ahorow.
- b. Eyi boa kyekye nyimpa no were na oyi hu so fi nyimpa do. Eyiye boa ma hɔn a wɔahwer hɔn dɔfo bi no nya awerekyekyer na awerehyemu. Nyimpa nam eyiye do nya kwan da hɔn atsenka na ɔdɔ edzi dze kyere hɔn dɔfo a wɔahwer no no.
- c. Eyiye bue kwan ma nkorɔfo da hɔn ayawdzi edzi kyere hɔn ho nkorkor. Ɔsan boa my nyimpakuw bi dzi yaw bɔ mu, iyi hye ebusua ho mfaso mu kena.
- d. Eyiye ye kwan kor a ebusuafo na anyenkofo kɔ hɔn ho bɔ mu. Ɔye bea a nkorɔfo nam gynabew ahorow do san hyia hɔnho na binom nya mboa ahorow ofi ber to ber.

Nyimpakuw ahorow mu eyiye ho ntotoho: Mfantsefo fa kwan ahorow a ɔwɔ ase ha yi do ye hɔn eyi.

Detseyi/fundaho

Iyi ye amandze a wɔye fi da a nyimpa no wui kesi da a wɔdze besie no. Tsetse ber mu no, na se obi wu a, wodzi kan kɔkɔ ɔhen a ɔwɔ kurow no mu no amandzeɛ. Afei wowiei a nna wɔabɔ kurowmba nye ebusuafo no so amandzeɛ. Nna wɔkora ewufo no mber tsiaba mu ama ebusuafo no eetum aboaboa hɔn ho. De wɔrokora ewufo no amma ɔannseɛ no, wɔtwe no ho nsu nyinaa. Ɔtɔfabi a wɔma owufo nsadzen dze bɔ ne yamu ndzemba ho ban. Wɔsan so dze ndur bi tse de pɛpɛ anaa mprgow bɔ fun no ho ban amma ɔannseɛ. Ɔye mba hɔn asodzii de woguar owufo. Mbom no mbaampanyimfo a wɔwɔ ebusua no mu tum gyina mu ye ma hɔn. Se ɔba no dem a ɔwɔ de ba panyin anaa abakan ba no dzi kan tu nsu gu hɔn do ansaana mbaa nkaa no aye bi dze aboa. Woyi owufo no ho hwi nyinaa na wobubu n'awerɛwamba so. Wɔdze nsuhyew guar owufo no mprensa. Ansaana woboguar owufo no, ebusuafo no dze sapɔw/awer, apepahodze, semina, pawda nye ndzemba nkaa a wɔdze guar ba. Woguar owufo no wie a, wosiesie no ho, hye no atar na afei wɔdze no to mpa mu. Nyimpakuw ahorow ba hɔ besi pe kesi anapa ber a otwar de wokesie no.

Ndzemba a wɔdze sie owufo: Mfantsefo gyedzi kor nye de owu ye akwantu dem ntsi owufo rutu kwan akɔ ewuakɔr nsamanfo hɔn kurom akɔtoa n'abrabo do. Dem ntsi wɔma no ndzemba a kwantunyi biara behia. Mba na wɔtɔ adaka ma wɔdze sie owufo no. Wɔdze ndzemba bi tse de ketɛ, kuntu, sundze, piato, ntar na sika ba. Adɔfo binom so dze ndzemba bi a wɔpe de wɔdze gya owufo no kwan ba. Iyi tum ye sika, duukuu, mpetsea. Wɔdze dem ndzemba yi gu adaka no mu dze gya no kwan.

Nsiei: Wɔaye dem amandze yi nyina ewie no, wogu nsa na wɔdze owufo no to adaka mu ye no krado de worikesie no. Mbrantse a wɔwɔ fie hɔ no soa adaka no na dɔm nkaa no dzi ekyir kɔ esiei kesie no. Wosie owufo no wie a, wɔsan ba fie. Wɔbɔ ngua ma nkorɔfo betsenase, wɔgye ayeyɛdze na nkyia ahorow so.

Eyipa

Na nkye wɔ eyi ada eduanan ekyir a obi ewu no. Nna nkye wɔye eyi Memenda na Yawda. Ndaasa yi dze, wosi pon gye nsawa. Eyi no hye ase beye ewiaber beye dɔnkɔr ber no mu. Se ber a wɔhye de wɔbeye eyi no so a, wɔbɔ pata dze gye ahohɔ a wɔbɛba eyi no ase no. Ebusuafo no hye tuntum anaa kɔben. Binom dze hɔn anan to famu a wɔnnhye mpaboa. Mbaampanyimfo binom yi hɔn tsir ho nhwi. Wɔtow ndwom bɔ kyen ahorow. Hɔn a hɔn dzehyee efi mu no tsena enyim. Adɔfo nye ahohɔ a wɔbaa no kyia wie a, wɔma hɔn beebi ma wɔtse ansaana wɔdze nkyia na anomdze ahorow ama hɔn akɔaba. Ɔno ekyir no, wɔba

nsawa. Eyi no wuranom no dze nkyia kɔda hɔn ase dze kyere hɔn enyiso. Wɔbɔ ewimbir ndɔsia rokɔ no a, wotu apo. Adze anapa a, wɔsan dzi ehyia tsena ase gye ayeyɛdze a ɔkaa ekyir. Ɔtɔfa bi a, wɔdze ndzɛmba bi kye hɔn a wɔbeyɛ hɔn mboa no. Sɛ owufo no yɛ banyin na ogyaa yer wɔ ekyir a, wɔdze no fa kunayɛ amandze no mu. Eyipa anaa sikasa yɛ eyi a wɔyɛ no ber a woesie owufo no dada.

Fea

Fea yɛ eyi a wɔyɛ dze ma ɔba obedzi kan ewu wɔ ɔwofo bi mba mu. Iyi nnye eyi kɛse biara. Wɔdze akoradze si hɔ ma nkorɔfo dze hɔn ayeyɛdze anaa nsawa gu mu. Dɛm nsawa yi wɔnnto no dzin anaa wɔnnka ma obiara nntse. Wɔnnye biribiara kyenkyeren. Gyedzi nye dɛ, sɛ wɔyɛ biribi dze gyegye owu a ɔtse dɛm yi do a, owu sunsum no bɛba abefa mbofra nkaa no so akɔ. Wonnsu, wɔnnye edziban pii na wɔnnye eyi kɛse.

Ndɛmbafo eyiye ho ɔhaw

Ndɛmbafo eyiye a agye nyew wɔ amambra ahorow mu wɔ Ghana no kusum nye ndɛmbafo ndzeyɛ a edzi afora no. Ndɛmbafo ndzɛmba no bi na odzidzi do yi:

Eyi akɛse ne nyɛ: Ndɛ, eyiye piinara adan apɛbiakyere na kaw a ɔma yehu ebusua bi hɔn ahonya nye gyinabew. Iyi no botae nyina nye dɛ wɔpɛ dɛ wɔhyɛ owufo no enyimnyam na wɔda hɔn gyinabew wɔ ɔman no mu.

Abaeɔfor mfir no dwumadzi wɔ eyiye mu: Tɛkenɔlɔgyi asesa eyi koraa, ɔdze ndzɛmba bi tse d woyi no wɔ ntanɛtse do ber a wɔreyɛ eyi no, wɔfa abaeɔfor kwan do to nsa frɛ adɔfo na wɔyɛ nkaabɔ ahorow wɔ abaeɔfor ntentan kɛse no do. Iyi boa ma nyimpa pii tsena hɔn efieɛi na nkorow mu yɛ eyi no bi.

Tsetse Amambra na Kristosom edzi afora: Eyiye wɔ ndɛ mber yi no yɛ dza Akan kusum amambra nye Kristosom edzi aforawɔ mu. Bi tse dɛ Kristosom mu gyedzi na ndzeyɛ bi tse dɛ funsie som wɔ asɔrdan mu, epesi ho nsɛm and pii a ɔkeka ho. Iyi da no edzi dɛ Ghanafo piinoara wɔ kusum amambra na Kristian su.

Eyiye ho edwuma aye guadzi: Eyiye ho edwuma abeyɛ eguadzi dwuma kɛse a no mu bi nye edzibanyɛ, nsiesie, adwontow, fundaka a wɔyɛ hyɛnhyɛn, sukwadwom no ntwaɛ and agodzi bi a ɔwɔ mu. Eguadzi a ɔama ɔayɛ yi wɔ nsunsuando papa na bɔn wɔ eyiye ho nhyehyɛ do.

Edwindze ho nkɔdo: Eyiye ase abeyɛ bea a wɔda edwindze ahorow edzi. Ndɛ hɔ na kyenkasa nye no nwom taa kɔ do, asaw, haelaef ndwom, awensɛm nye nsɛnkyɛredze ahorow ɔkasa nyina da edzi. Dɛm edwindze yi da owufo n'abrabɔ nye ne sa pa a otwaɛ no edzi.

Ebusua nye sɔnnmufo dwumadzi mu nsakyeree: eyiye da ho ara boa ma ebusua nye sɔnnmufo no yekor naaso nde ebusua na anyenkofo hɔn dwumadzi no resesa wɔ nyimpakuw hɔn mboa nye sika a wɔdze boa eyi no.

Dwumadzi

1. Susu na kasa fa ndɛmbafo eyiye ho nsunsuando wɔ;
 - a. Ebusua na anyenkofo a owufo no gyaa hɔn ekyir no do.
 - b. Mpɔtamu hɔ nyimpa anaa amamfo do.
2. Hom nhwehwe adwen a ɔka dɛ nde eyiye ho nhyehyee hia ma hɛn amambra na amandze.

ADZEKYERE AKWANHOROW

1. Adzekyerɛkwan a ogyina ɔhaw bi do: Esuafo no nyinara dzi nkɔmbɔ
 - Hom nye owu ho adzesua na no ho nsem no mu nkaakaa.
 - Hom nka eyiye ahorow wɔ kasakuw ahorow mu ho asem.
 - Hom nkyerɛkyere mbrɛ wosi ye eyi ma nyimpa yinom ber a woewu: Ahemfo, akɔmfɔ, apemfo, mbofra na dza ɔkeka ho.
2. Hom ndzi nkɔmbɔ mfa abaɛfor ndzeyee ahorow bi a aba eyiye mu ho.
 - Ekuwekuw dwumadzi : Kuw kor biara nye ntotoho dwumadzi ber a wɔdze hɔnara hɔn kurom eyiye dze rototo kasakuw afofor bi dze ho.
 - Esuafo no nyinara hɔn dwumadzi: Hom nhwe eyiye ho sen mfa ɔhen n'eyiye ho, ɔkɔmfɔ na pii a wɔkeka ho.
 - Hom nye eyiye ho ɔyɛkyere.

DWUMADZI TSITSIR

DoK gyinapɛn 4 – Asembisa

1. Kyere eyi ahorow ebien a wɔye no wo kurom na kyere ne siantsir.
2. Kyere sorbi sorbi a ɔda eyi a wɔye ma dɛm nyimpakuw yi wɔ wo kurom: ɔhen, asɔfo, ɔpemfo nna mbofra.
3. Fa eyiye ho nhyehyee a wɔye no wo kurom no toto dza kurow fofor so ye ho.
4. Kyere ndɛmbafo eyiye ho ɔhaw kor a ɔwɔ wo kurom hɔ na kyere mbrɛ ibesi esiw ano.

Nsɔhwɛ krataa 2

Ma esuafo ndzi dwuma a ɔwɔ sɔhwɛ krataa 2 no do no. Ma nsɔhwɛ no mu dwumadzi no mfi dz woesua fi afe 1 kesi ε mu. Hwɛ nhyehyɛε a wɔayewɔ pon a ɔwɔ ɔfa yi n'ewiei no do ma ɔmboa wo. Sɛ esuafo no wie ara a. dzi dwuma biar ɔfata dɛ idzi na hyehyɛ amba a wonyae no wɔ STP no mu.

NSOHWɛ KRATAA 2 KRATAA A ODZI KAN HO AHWɛDO KWAN – SHS MFANTSE

Dem ɔfa yi, otwar dɛ akyerɛkyerɛfo fa nsembisa 50

ADZESUA POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPɛN		
		L1 30%	L2 40%	L3 30%
FONETSIKE NA FONOLGYI	1. Fa akyerɛkyerɛkyerɛ kwan ahorow no do kyerekyerɛ Mfantse bawol mu. (Ano ne yebea, sorkɔ na famuba nna dza ɔkeka ho).	1		
		1	1	1
		1	1	1
	2. Fa akyerɛkyerɛ kwan ahorow no do kyerekyerɛ nkonsonantse mu wɔ Mfantse kasa mu (Mfatoho: Ndze...).		1	
	3. Kyerekyerɛ bawol dwumadzi mu (Mfatoho: enyim, finimfin na ekvir).			
	4. Kyerekyerɛ selabor ahorow a ɔwɔ Mfantse kasa mu (ntowmu na mbuei)			
	5. Kyerekyerɛ Mfantse selabor nhyehyɛ ahorow no mu wɔ nkasafuayɛ mu.			
	6. Gyina nyimdzee a inyim no wɔ toun ahorow (sor, adantamu, famu na dza ɔkeka ho) no ho do fa kyerekyerɛ toun mu na kyere no dwumadzi so.			
	7. Kyerekyerɛ Mfantse fonolgyi nhyehyɛε ahorow no mu (ɔmen).			
	8. Kyerekyerɛ Mfantse fonolgyi nhyehyɛε ahorow no mu (Selabor nhyehyɛε).			

ADZESUA POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1 30%	L2 40%	L3 30%
NKASAFUA NHYEHYEE MFANTSE AKYEREW HO MBRA	1. Gyina edzin ahorow no do fa kyekye edzin mu(Mfatoho: dzin pa, dzin hun, dzin a yetum kan, dzin a yenntum nnkan, na dza ɔkeka ho) 2. Gyina nyɛetamsi ahorow no do fa kyekye nyɛetamsi mu(Mfatoho: bea, ber, anɔɔɔzen na dza ɔkeka ho) 3. Kyerekyere mbataho mu wɔ Mfantse kasa mu. 4. Fa nkabɔmudze ahorow a ɔwɔ Mfantse kasa mu no ye nsentɔw. 5. Kyerekyere na kyekye asempruw ahorow no mu. 6. Kyerekyere ndzembra a wɔɔ mu ye nsentɔw no mu(asemfua, asempruw na dza ɔkeka ho). 7. Gyina nsentɔw ahorow no do kyerekyere nsentɔw bi mu.	1 1	1 1 1 1	1 1
	1. Gyina mbra a wɔɔze kyerew dzin na dzinhyɛananmu do kyerew nsentɔw. 2. Gyina mbra a wɔɔze kyerew nyɛetamsi do kyerew nsentɔw. 3. Kyerekyere Mfantse nkasafuaye akwan ahorow no mu (Nkanuwho, ntwado, afem, mbataho). 4. Kyerekyere kasa mpapaamudze mu (osiwiei, nsanhɔ, osisan na dza ɔkeka ho). 5. Kyerekyere nkasafuaye akwan ahorow nu mu (afem, mboho, kɔɛnegyi, na dza ɔkeka ho). 6. Gyina nkasafuaye akwan ahorow no do ye nkasafua afofor.	1	1 1 1	1

ADZESUA POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1 30%	L2 40%	L3 30%
KUSUM NTɔYEE KUSUM AMAMBU	1. Hwehwe abosondzin mu (Fa w'enyi tsim n'abɔse na ne siantsir do).		1	
	2. Kyerekyere amandze a wɔye dze yi obi fi mbofraber mu kɔ mpanyinye mu (Bragor).	1	1	1
	3. Kyerekyere sorbi sorbi a ɔda akwan ahorow a nyimpa kuw ahorow a wɔwɔ ɔman Ghana mu fa do gor bra.	1		1
	4. Kyerekyere kwan a wɔfa do gye awar na no ho mfaso mu wɔ amambra mu.			
	5. Kyerekyere ndɛmbafo ndzɛmba a ɔrehaw amambra awar ho.			
	6. Hwehwe sorbi sorbi a ɔwɔ ebusua ahorow a ɔwɔ nyimpa kuw ahorow bi mu wɔ ɔman Ghana mu.			
	7. Kyerekyere afahye ahorow a nyimpa kuw bi mu no na kyerekyere no ho mfaso.			
	8. Fa afahye a wodzi no wɔ wo kurom no toto afofor hɔn dze ho wɔ ɔman Ghana mu.			
	9. Fa kwan a wɔfa do ye eyi wɔ wo kurom no toto afofor hɔn dze ho wɔ ɔman Ghana mu.			
	1. Kyerekyere kusum ndzeyee na amambu mu (egya, ebusuapanyin).	1	1	1
	2. . Kyerekyere kusum amambu na ndzeyee mu.			1
	3. Hwehwe aban asɛndzi mu			
	4. Hwe sorbi sorbi a ɔda kusum asɛndzi na aban asɛndzi kwan do.			
	1. Hwehwe nsagu ne nhyehyee wɔ Mfansekasa mu (ɔfre, nhyira, asem, nye dza ɔkeka ho)	1		
ANOKASADWIN	2. Kyerekyere sukwadwom mu (no dwumadzi na mfaso).	1	1	1
	3. Hwehwe ebiasaa no su na n'ahorow.		1	
	4. Hwehwe nyansapɔw ne nhyehyee.		1	
	5. Kyerekyere edwuma ndwom, agor ndwom, ɔko ndwom na abagyegye ndwom mu			
	6. Hwehwe na kyere mbrɛ w'enyi sɔ ndɛmbafo ndwom ho.			

ADZESUA POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1 30%	L2 40%	L3 30%
AKYEREW KASADWIN	1. Kyere akyerewtsen no su(agofomba, asentsitsir, bea, nhyehyee na dza ckeka ho.).	1		
		1	1	1
	2. Kyerekyerε mbrε wɔdze kasa edzi dwuma wɔ akyeretswen mu (tsirasem, asentsitsir, kasasu ahorɔ nyε dza ckeka ho)	1	1	1
			1	1
	3. Kyere ahwegor no su.			
	4. Kyere mbrε wɔdze kasa edzi dwuma wɔ ahwegor mu			
	5. Kyere awensem no su(nsensanee, asentsitsir, nhyehyee na dza ckeka ho.).			
	6. Kyerekyerε mbrε wɔdze kasa edzi dwuma wɔ awensem mu			
	AMBA NO DODOW	15	20	15

KRATAA A OTSIA EBIEN HO AHWEDO KWAN – SHS MFANTSE

Krataa no ne nhyehyee

DFA A - Akenkan (Amba 10)

Wɔbema esuafo no akenkansɛm a ɔyε beyε nkasafua ε00 – ε50 na wɔdze nsembisa 10 ataa ekyir. Otwar dε esuafo yi ne nyina ano. (Sima ε0)

DFA B – Fɔnɔlɔgyi (Amba 10)

Esuafo benya nsembisa ebien wɔ afa yi mu na woeyi kora no agye amba 10. (Sima 15)

DFA C – Kasa Nkyerεasee (Amba ε0)

Wɔbema akenkansɛm a ɔyε beyε nkasafua 250 wɔ Borɔfo mu na esuafo no akyer ase akɔ Mfantse kasa mu. (Sima 30)

DFA D – Susukyerew (Amba ε0)

Susukyerew nsembisa a okitsa asentɔw tsitsir anan na wɔdze bebɔ dε ɔfa yi mu, ɔwɔ dε esuafo yi no mu kor na ɔdze nkasafua 300 na no mboree kyerew ho asem gye amba 30. Susukyerew ahorow a odzi do yin a wɔbɔɔ esuafo ahwe wɔ ho:

Amandzεebɔ, Nkyerkyeremu, Ekyingyegye, krataakyerew na dza ckeka ho
(Sima 50)

ƆFA E – Akyerew Kasadwin (Amba 20)

Wɔ dem Ɔfa yi mu, nsembisa ebiase befi akyerew kasadwin ahorow ebiase no (akyerewtsen, ahwegir na awensem) mu na esuafo eyi no mu kor. (Sima 25)

TSIRASEM POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1	L2	Lɛ
AKENKAN FONOLGYI	1. Fa nyimdzee a ewɔ no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyeremu do hwehwe nsentsitsir wɔ akenkansem bi mu			1
	1. Fa akyerɛkyerɛkwan ahorow do kyere mbrɛ yesi ye Mfantse nkonsontse. (ndze...).		1	1
	2. Kyerɛkyere Mfantse fonolgyi nhyehyɛɛ ahorow no mu (Selabor nhyehyɛɛ ahorow)			
AKYEREW KASA NKYEREASE	1. Kyerew amandzɛɛɔ sususkyerew			1
	2. Kyerew nkyerɛkyeremu susukyerew			1
	3. Kyerew ekyingyegye susukyerew			1
	4. Kyerew edwuma mu krataa			1
	1. Fa kasa nkyerease akwan ahorow no do kyerekyere nsem bi mu fi kasa kor mu kɔ kasa fofor mu			1
AKYEREW KASADWIN	1. Kyere akyerewtsen no su(agofomba, asentstsr, bea, nhyehyɛɛ na dza ɔkeka ho.).			1
	2. Kyere mbrɛ wɔdze kasa edzi dwuma wɔ ahwegor mu			1
	3. Kyere awensem no su(nsensanee, asentsitsir, nhyehyɛɛ na dza ɔkeka ho.).			1
	AMBA NO DODOW		1	10

KRATAA A OTSIA EBIASA HO AHWEDO KWAN – SHS MFANTSE

Krataa yi ne nhyehyɛɛ

KRATAA 3 (Kasa Dwumadzi)

Ɔfa yi benya nkorбата ebiase (3) a ɔbeyɛ nkitahodzi a ɔbɔkɔ do wɔ osuanyi no na kyerekyerenyi ntamu. Osuanyi kor biara nye nkitaho a ɔye kyerekyerenyi no bedzi no beyɛ Sima 20 dze agye amba 50. Adzesuadze ahorow esia na wɔaka abɔ mu aye a Ɔfa A na Ɔfa B. Mber rokɔ enyim no, wɔbeyɛ nsesa wɔ Ɔfa ahorow no mu

mbre ɔbeyɛ a nsembisa no nnye kor aber biara. Ɔwɔ dɛ kyerekyerɛnyi no kyerekyerɛ nhyehyɛ a ɔwɔ ho no mu akyerɛ esuafo no.

TSIRASEM POTSEE	ADZESUA NO BOTAE	DWUMADZI NO NE GYINAPEN		
		L1	L2	L3
NKOMBODZI FONOLGYI AKENKAN	1. <i>Kyerekyerɛ nsentsitsir a ɔwɔ nkombodzi bi mu. Mfatoho: Dza yɛdze to mu wɔ amambra kwan do (obu, enyidze nap ii a ɔkeka ho), nwomasua, atsenae, GESI, STEM, na dza ɔkeka ho</i>			1
	1. <i>Fa akyerɛkyerɛkwan ahorow do kyere mbrɛ yesi ye Mfantse nkonsontse. (ndze...).</i>		1	
	1. <i>Fa ɔhardo akenkan na ɔhardo akenkan a wɔdze hwehwe adze hwehwe nsem bi f abasem bi mu</i> 2. <i>Fa nyimdzee a ewɔ no wɔ asentɔw tsitsir na nsentɔw a wɔma nkyeremu do hwehwe nsentsitsir wɔ akenkansem bi mu.</i>	1		1
KUSUM NTɔYEE	1. <i>Hwehwe abosondzin ber a erohwe mbrɛ osii bɔbɔ adze na ne siantsir.</i>	1	1	
	2. <i>Kyerekyerɛ akwankorow a wɔfa do gye awar na awargye ho mfasowɔ kasakuw bi mu..</i>		1	
	3. <i>Kyerekyerɛ kusum afahye ahorow bi a wodzi wɔ kasakuw ahorow nu na ka hɔn ho mfaso.</i>			
ANO KASADWIN	1. <i>Hwehwe nsagu ne nhyehyɛ wɔ Mfansekasa mu (ɔfre, nhyira, asem, nye dza ɔkeka ho)</i>	1		
	2. <i>Kyerekyerɛ afahye ahorow a nyimpa kuw bi mu no na kyerekyerɛ no ho mfaso.</i>		1	1
	3. <i>Fa kwan a wɔfa do ye eyi wɔ wo kurom no toto afofor hɔn dze ho wɔ ɔman Ghana mu.</i>			
	TOTAL	3	4	3

PLC SESSION 18

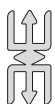
55 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

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

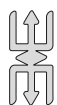
3. Plan the Student Transcript Portal (STP) Assessment (**Practice Paper 2**)
- a. Chat with your app to review the test specification table for Practice Paper 2.
 - b. Use the app to generate items/questions for a practice paper based on the specification table and develop mark schemes/rubrics for the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

10 minutes

Content Exploration

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

- c. the group then works through it together the problem, step by step
- d. the lead then corrects approach and highlights the most common error teachers (and learners) make at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

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

20 minutes

Enactment

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

5 minutes

Reflection

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

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

Ɔfa 8 No Tɔfabɔ

Dem ɔfa yi ye dza ɔbɔhwɛ dza hom esua no wɔ dapɛn du-esuon nye du-awɔtwe. Ɔahwɛ owu na eyiye, n’ahorow nye no ho mfaso. Dem nsusui yi ho hia wɔ Mfantsekasa adzesua ho dɛ mbɛ ɔbɛyɛ ma esuafo bosua hɔn amambra na amandze na woehu sorbi sorbi a ɔda hɔn amambra na binom so hɔn dze ntamu. Gyedzi nye dɛ sɛ wosua dem adzesua yi wie a wobɛnya nkitahodzi pa wɔ hɔn nkyir, amambra, nye mbɛ wobesi abɔ ho ban. Ɔbɔboa ma esuafo wosua nkabɔmu nye koryɛ. Ɔbɔboa ma esuafo adwen akɔ ekyir na woenya nkasafua afofor a wɔdze bɛkasa afa daadaa ndzɛmba ho.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE NO

DAPEN 17

Asembisa 1: Ye nhwehwemu fa ndzemba bi a ɔdze owu ba wo wo kurow anaa wo mpɔtamɔ ho na pensapensa mu. (Amba 15)

Ansaana kyerekyerenyi no bɔdwendwen afa amba a ɔdze bema nsembisa no ho nyiano no, ombisa noho nsembisa yi;

1. *Dza ɔdze owu ba: Ana osuanyi no botum akyere ndzemba enum a ɔdze owu ba?*
2. *Dza ɔdze owu ba ho mpensampensamu.: Osuanyi no botum apensampensam dza ɔde owu ba mu nkorkor na ɔakyere hon nsunsuando wo ɔman na ɔmamfo do?*
3. *Mpensampensamu no mu ndɔe: Ana osuanyi no da ntsease a no mu do fa ndzemba a ɔdze owu ba nye no ho nsunsuando?*

Kwan a wɔbɛfa do etwa esuafo no hon dwumadzi no

Amba 13-15: Nhwehwemu na mpensampensamu odzi mu, no mu da ho fa ndzemba a ɔdze owu ba ho.

Amba 10-12: Nhwehwemu na mpensampensamu pa fa dza ɔdze owu b ho.

Amba 7-9: Nhwehwemu na mpensampensamu no ye ra, No nu nsem a wɔaka fa dza ɔdze owu ba n n ɔnndɔ so pii.

Amba 0-6: Nhwehwemu na mpensampensamu no nndzi mu koraa. Ɔnnhe da ara nnda ndzemba a ɔdze owu ba edzi.

Asembisa 2: Eye obi a ema nkyerekyere fa owu ho. Kyere mbre ibesi akyerekyere wo kuromfo akwanhorow wɔnam do bɔbɔ honho ban efi atɔfowu ho.

Kyerekyerenyi no mbisa no ho nsem yi ana ɔaama amba.

Botae a no mu da ho: Ana botae a ɔfa nwomasua dwumadzi ho no, no mu da ho yie?

Esuafo no: Ana esuafo a ɔse de wosua dza wɔhyehye no ara nye no? Na nwomasua ho nhyehye no ye dza ɔboa ma esuafo no nya dza wohia pepeper? Nwomsua ho nhyehye: Ana nhyehye a wɔye fa nwomasua ho no dzi mu, ɔfa esuafo hon amambra ho na ɔda edzi yie?

1. *Nwomasua nhyehyee no sɔhwɛ: Ana nhyehyee kwan bi wɔ hɔ a wɔnam do tum sɔ nwomasua dwumadzi ho nhyehyee no hwɛ fi ɔmamfo no nkyɛn, dɛ ɔɛ odzi mu anaa onndzi mu?*
2. *Amba- 13-15 :Nwomsua ho nhyehyee pa odzi mu ara yie, botae a no mu da hɔ, kwan pa a wɔfa do sɔ nhyehyee no n'emudzii hwɛ fi ɔmamfo nkyɛn.*

Amba 10-12: Nwomsua ho nhyehyee pa, okitsa botae bi a ntsease wɔ mu so.

Amba 7-9: Nwomsua ho nhyehyee no ye ara, mbom no ho botae no ndɔɔ so na no mu nnda hɔ papa.

Amba 0-6: Nwomsua ho nhyehyee no nndzi mu, botae na akwanbew ahorow no nndzi mu.

DAPɛN 18

Asembisa 1: Ka eyiye mu ntɔyee ahorow ebien a wɔye wɔ wo kurom ho asem na hwɛ mfaso a ɔwɔ dɛm ntɔyee no ho. (Amba 15)

Kyerɛkyerɛnyi no mbisa no ho nsem yi ana ɔaama amba

1. *Eyiye nu ntɔyee ho nkyerɛkyeremu: Ana osuanyi no botum akyerɛkyere no kurom eyiye mu ntɔyee ahorow ebien mu?*
2. *Eyiye ho mfaso: Osuanyi no botum eker eyiye ho mfaso ahorow, wɔ amambra afamu, asetsena mu na sunsum afamu mfaso nyinara.*
3. *Nhwehwemu no mu dɔ: Ana osuanyi da ntsease a no mu dɔ fa eyiye nye no ho mfaso ho edzi?? **Kwan a wɔbɛfa do etwa esuafo no hɔn dwumadzi no***

Amba 13-15: Nkyerɛkyeremu na nkerii mapa a odzi mu ara yie nye nhwehwemu a no mu dɔ fa eyiye ho.

Amba 10-12: Nkyerɛkyeremu na nkerii a odzi mu nye mpensapmpensamu a oye wɔ eyiye ho.

Amba 7-9: Nkyerɛkyeremu na nkerii no ye ara mpensapmpensamu fa eyiye ho no na osuar.

Amba 0-6: Nkyerɛkyeremu na nkerii no nndzi mu na mpensapmpensamu fa eyiye ho no so tɔ sin.

Asembisa 2: Kyerɛkyere nsorsoree a ɔwɔ eyiye a wɔye ma dɛm nyimpakuw yinom, ber a woewu: Ahemfo, akɔmfo, apemfo, na mbofra. [Amba 15]

Kyerɛkyerɛnyi no mbisa no ho nsem yi ana ɔaama amba.

Nsorsoree no ho asenka: Osuanyi no botum aka nsorsoree a ɔwɔ nyimpakuw ahorow no hɔn eyiye mu ho asem a?

Eyiye ho mfaso mu mpensampensamu: Osuanyi no botum apensapensa eyiye mu nsorsoree na ho mfaso a ɔwɔ mu?

Ntsease a no mu dɔ: Osuanyi no da ntsease a no mu dɔ wɔ eyiye na no ho mfaso ho edzi?

Kwan a wɔbɛfa do etwa esuafo no hɔn dwumadzi no

Amba 13-15: Nkyerekyeremu mapa na mpensampensamu a no mu da hɔ fa eyiye mu nsorsoree ho.

Amba 10-12: Nkyerekyeremu a odzi mu na mpensampensamu bi fa eyiye mu nsorsoree ho.

Amba 7-9: Nkyerekyeremu a oye ara na mpensampensamu kumaa bi fa eyiye mu nsorsoree ho

Amba 0-6: Nkyerekyeremu no nndzi mu na mpensampensamu ketsketse bi anaaso mpo nkyerekyeremu biara nnyi mu fa eyiye mu nsorsoree ho.

Asembisa 3: Fa wo kurom eyiye toto kurow fofor dze ho. (Amba 15)

Kyerekyerɛnyi no mbisa no ho nsem yi ana ɔaama amba.

1. *Eyiye ho nkyerekyeremu: Ana osuanyi no botum akasa afa no kurom eyiye nye kurow fofor bi so do eyiye ho?*
2. *Eyiye ntotoho: Osuanyi no botum dze eyiye ebien no atoto ho, ahwe nse na nsorsoree a ɔwɔ mu?*
3. *Mpensampensamu no mu ndɔe : Ana osuanyi no ne ntseasee fa afahye na no ho mfaso ho mu dɔ?*

Kwan a wɔbɛfa do etwa osuanyi no dwumadzi no

Amba 13-15: Ntotoho a odzi mu, nkyerekyeremu no mu da hɔ na mpensampensamu no so mu dɔ.

Amba 10-12: Ntotoho a odzi mu na afahye ho nkyerekyeremu na mpensampensamu bi so wɔ mu.

Amba 7-9: Ntotoho dwumadzi no ye ara. Nkyerekyeremu na mpensampensamu fa afahye ho no nndɔ so pii.

Amba 0-6: Ntotoho no nndzi mu koraa, nkyerekyeremu na mpensampensamu kumaa bi per na ɔama afa afahye ho.

Asembisa 4: Kyerekyerɛ ɔhaw kor bi a ɔwɔ ndɛ mber yi mu eyiye ho wɔ wo kurom na hwe mber wobesi esiw ano. (Amba 15)

Kyerekyerɛnyi no mbisa no ho nsem yi ana ɔaama amba.

1. *Ɔhaw no enyikambɔ: Ana osuanyi no botum ehu nde mber yi mu eyiye ho Ɔhaw bi?*
2. *Ɔhaw no ho mpensampensamu: Osuanyi no botum apensapensa Ɔhaw no mu akyere dza ɔdze Ɔhaw no ba nye no ho nsunsuando?*
3. *Ɔhaw no ano nsiwii: Osuanyi no botum akyere akwanhorow bi a wɔnam do besiw Ɔhaw no ano?*
4. *Akwanhorow no emudzi: Ana akuwanhorow a osuanyi ada no edzi no dzi mu a obotum aboa esiw Ɔhaw no ano?*

Kwan a wɔbɛfa do etwa osuanyi no dwumadzi no

Amba 13-15: Nkyerɛkyeremu mapa a Ɔhaw no enyikambɔ nye akwanhorow a wɔnam do besiw Ɔhaw no ano ka ho.

Amba 10-12: Nkyerɛkyeremu a oye, Ɔhaw no enyikambɔ nye akwanhorow bi a wɔnam do besiw Ɔhaw no ano ka ho.

Amba 7-9: Nkyerɛkyeremu no ye ara, Ɔhaw no enyikambɔ nye akwanhorow a wɔnam do besiw Ɔhaw no ano no nndɔɔ so.

Amba 0-6: Nkyerɛkyeremu no nndzi mu, Ɔhaw no enyikambɔ na ho mpensampensamu nye akwanhorow bi a wɔnam do besiw Ɔhaw no ano suar anaaso mpo, bi nnyi mu koraa.

ƆFA 9: NDWOM

TSIRASEM (KASA NE FA BI): KASADWIN

Tsirasem Pɔtsee: Ano Kasadwin

Adzesua N’ahwehwɛdze: *Tum dze ndwom no su ho nyimdzee ye ndwom.*

Adzesua no Susudua: Da ndwom ho ntsease na nyimdzee edzi.

NYIENYM NA ƆFABO

Ɖem Ɔfa yi kasa fa Ghana kasadwin mu edwumaye ndwom na abaefor Ghana ‘high life’ ndwom ahorow ho. Yɛbɔhwɛ edwuma ndwom n’adzeban, n’ahorow na ne mfaso nye abaefor Ghana ‘high life’ ndwom ahorow, ne nhyehyɛɛ na kwan a wɔfa do pensapensa mu. Osuanyi biara benya adwen na nyimdzee a obotum dze aye ndwom. Osuanyi biara benya adwen na nyimdzee a obotum dze aye noara no ndwom ahorow de ɔye edwuma ndwom anaa ‘high life ndwom’. D kyerɔkyerɔnyi no em nyimdzee yi bɔboa esuafo ma wɔaatse hɔn kusum ase yie. Enyi da kwan de kyerekyerɛnyi no befa adzekyere akwanhorow do, dze adzesua ndzɛmba a Ɔfata aboa esuafo hɔn adzesua.

Ɔfa yi mu adapen na adzesuadze na ɔka do yi.

- **Dapɛn 19:** Edwumaye Ndwom
- **Dapɛn 20:** ‘Highlife’ Ndwom

ADZEKYERE AKWANHOROW NO ƆFABO

Adzekyere akwanhorow pii na odzi dwuma wɔ ɉem Ɔfa 10 yi mu.

Adzekyere kwan a ogyina ɔhaw bi do ye dza wodua wiadze asetsena mu ɔhaw ankasa do dze boa esuafo ma wosua adze a ɔnye adzekyere kwan a kyerekyerɛnyi gyina hɔ wora nsem gu esuafo hɔ a esufo tsie nkotsee no bɔ ebira. No mu ndzɛmbaye no bi nye de esuafo bedzi dwuma ankorankor, beenu beenu, esuafo a hɔn mbɔdzɛmbɔ nnye per anaa mbaa na mbanyin bɔbɔ mu aye kuw kor, esuafo nyina bɔbɔ mu edzi dwuma na de iyinom mu biara dze dza woesua no bɔto afofor enyim. Ɖem adzekyere akwanhorow yi boa ma esuafo adwen mu do, wotum sɔw ɔhaw ahorow ano na ɔboa nkitahodzi mapa so. Ɖsan so boa nkaɔmu dwumadzi, bataboa na baanodzi so. Esuafo san hu mbre wosi ye biribi

mu nhwehwemu anaa mpensampensamu na wɔdze ho adwenkyere to gua. Esuafo a wɔwɔ adzesua mu akyɛdze soronko no, nhyehyɛ soronko bi tse dɛ baanodzi dwumadzi a ɔbɛma wɔakyere esuafo nkaa no adze ma wɔaatse dza akyerɛkyerfo akyerɛ no ase yie. Ɔye kyerekyerɛnyi no n'asodzii dɛ n'enyi bɔkɔ esuafo a wɔwɔ haw wɔ kasafua no bɔ na kasa mu ho na ɔfa kwan soronko do boa hɔn amma nkaafo no anntsentsen nsa wɔ hɔn do.

MBRE WOBESI ASO ESUAFO AHWE

Kwan a wɔnam do bɔsɔ esuafo no ahwe wɔ ɔfa ha no hwe dɛ obegyina dza esuafo tum ye, mbre hɔn ntseasee ekodu na mbre hɔn adwenmu ndɔe si tse do. Se nsɔhwe yi kɔ do ma kyerekyerɛnyi dze ho mbuae ma esuafo no a, ɔboa ma adzesua tu mpon. Adzekyerɛkwan a wɔdze bedzi dwuma wɔ ha no bɔboa ma yeehu mbre esuafo no esi atse ndwom ase. Dok gyinapɛn 4 ho nsɔhwe wɔ mu a ɔboa ma mbofra no adwenmubue kɔ nkan ara yie. Asembisa ho nsɔhwe wɔ mu, susukyerɛw ntsiantsia anaa mbofra hɔn anosem a wogyina do hwe mbre hɔn ano esi atsew so ka ho. Akyerɛkyerɛfo mbɔ mbɔdzen dɛ wɔbɛfa akwanhorow a wɔnam do sɔ esuafo hwe do dze enya osuanyi biara no mbɔdzembɔ na no ho mbuae biara a ɔbɔboa ma woeehu mbɔdzembɔ ne kankɔ mbre ɔtse.

Kyerɛ kwan a ebɛfa do dze aso esuafo no ahwe wɔ adzesua botae kor biara mu. Dɛ bi a

Botae	DOK gyinapɛn	Nsɔhwe kwan
3. 4.1. LI.1 Edwumaye ndwom ho nkɔmbɔdzi	4	Nkɔmbɔdzi
3. 4.1. LI.2 Pensapɛnsa highlife ndwom mu.	4	Edze wo dwumadzi roto esuafo nkaa no enyim

DAPEN 19

Adzesua no, no botae: *Tum pensapensa edwumaye ndwom mu*

DZA ENYI TSIM DO: EDWUMAYE NDWOM

Edwumaye Ndwom Asekyere: Yebotum akyere ndwom mu de nye nsem a wɔawen anaa wɔahyehye a wɔdze nyimpa ne ndze da no edzi. Ndze no na ɔto de okita ndwom-su nhyehyee na kommye taa ekyir. Ndwom so wɔ awensem no su ahorow tse de kasasu ahorow na ngyegye-kor ahorow no bi. Wɔdze nsensanee ahorow kyerew ndwom na ɔwɔ nkyekyemu anaa vɛɛɛ so. Wotum si dem nsensanee yi do fi ndwom no ahyese kesi n'ewiei. Ndwom mu nkasafua kita ntsease a no mu do yie. Nkasafua yi san wɔ ndze no sor-kɔ na ne famu-ba su. Wotum so si nkasafua no bi do anaa wotsi mu dze da biribi pɔtsee bi edzi.

Edwumaye Ndwom Ahorow: Dza ɔfa amandzɛɛbɔ ho, Dza ɔkyere biribi no su, ekutsia ndwom

Mfantsefo Edwumaye Ndwom ho Mfatoho

Sisiw Mbo

Sisiw mbo, tabon mbo 2x

Iyi ye adze a wɔye a?

Iyi ye adze a wɔye a aa?

Ɔfarnyikwan 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 Fosu

Bombodu

Mbowa ho na erogor?

Kyerɛkyerɛnyi nkɔhwɛ ahayɛ ndwom mfatoho a ɔwɔ esuafo buukuu no mu krataafa 67 no.

Edwuma Ndwom Ho Mfaso

1. Ɔhyɛ edwumayɛfo no dzen ma wɔdze enyiber yɛ edwuma no ma wowie ntsem.
2. Ndwom no mu nsem no hyɛ adwumayɛfo no nkuran ma wɔyɛ edwuma no yie.
3. Ɔyɛ kwan a wɔfa do bɔ edwuma no ho dawur kyere afofor.
4. Wɔdze edwumayɛ ndwom san tu fo.
5. Wɔdze edwumayɛ ndwom hyɛ edwumayɛfo no enyimnyam na wɔsan so dze dzi nkasaetwuw.
6. Edwumayɛ ndwom yi hu fi hɔ na ɔsan so pam nyimpabɔnfo fi edwumayɛfo na woemmbedzi hɔn ewu.

Dwumadzi

1. Kyere edwumayɛ ndwom ase dɛ mbrɛ ɔtse wɔ Mfantsefo amambra mu.
2. Kyere edwumayɛ ndwom ahorow ebiasa na ma ho mfatoho.
3. Siantsir ebiasa bɛn ntsi na edwumayɛfo tow edwumayɛ ndwom wɔ Mfantseman mu?

ADZEKYERɛ AKWANHOROW

1. Edze asem bi roto gua na edzi enyim ma esuafo edzi ho nkɔmbɔ: Esuafo nyina nkaɔmu dwumadzi
 - a. Hom ndzi nkɔmbɔ mfa edwumayɛ ndwom ho.
 - b. Hom ndzi edwumayɛ ndwom ahorow ho nkɔmbɔ.
 - c. Hom ndzi edwumayɛ ndwom ho mfaso ho nkɔmbɔ.
2. Ekuwekuw dwumadzi
 - a. Beenu dwumadzi: Hom mpensapensa edwumayɛ ndwom mu (Hwehwe asentsitsir, ne nhyehyɛɛ, kasasu, nkasafua dwumadzi, akyerɛw kwan na ne nkekaho.).
 - b. Suahu do adzesua: Yɛ woara wo ndwom na tow.

DWUMADZI TSITSIR

DoK gyinapen 4 – Mpensampensamu

1. Hwehwe Mfantsefo hɔn edwumaye ndwom ebien na pensapensa hɔn nhyehyee, akyerew kwan na kasasu (ngyinahɔma, ntotoho, Sɛ-nyimpa, adwenmu mfonyintwa, nsɛnkyeredze a ɔkasa na adze.) mu. (Amba16)
2. Kyere dwuma a edwumaye ndwom dzi wɔ Mfantseman mu. (Amba 6)
3. Fa nyimdzee a ewɔ wɔ kasadwin ho no kyerew ndwom fa edwuma a epe de eye no ndaamba. (Amba 6)

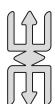
PLC SESSION 19

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

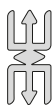
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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.

DAPEN 20

Adzesua No, Botae: *Tum pensapensa abaefor 'highlife' ndwom mu*

DZA ENYI TSIM DO: 'HIGHLIFE' NDWOM

'Highlife' ye Ghana nwom no nkor bata no mu kor a agye dzin papaapa. Dye ndwom a ne nhyehyee no gyina Ebibirmu mita na Amanandze gyaase a odzi afora do a dhyee ase fii nde Ghana mpoano nkurow ahorow do wo mfe 1800 (19th century) mu ho. Nkoasom ber mu ho no, hon na nna wodze ndwom (highlife) dzi dwuma wo Ebibiman mu nye adehye, esikafo, na tumdzifo. Afei so, nna adwontofo ahorow bi tse de Jazz Kings, Cape Coast Sugar babies, na Accra Orchestra a nna wowo Ghana mpoano nkurow no bi do so tow dem ndwom no bi.

Highlife Ndwom Ahorow

1. Abetwa Ndwom

Dem ndwom yi na wosan fre no 'Maringa' wo Sierra Leone. Dhyee ase fi mpoano wo ber a adwontofo no hyee ase dze mfir ahorow a wodze tow ndwom a eguadzifo a wofi Portugal dze bae no dze dzi dwuma a nandzamba ahorow no bi so fi Ebibirmu ha yi ara. Nna wotow dem ndwom yi wo nsagua anaa nsanom ase wo mpoano a papahweakwafo bi tse de hon a wchyehyo ndzamba wo nsumuhen mu, akwantufo na edwumayefoa hon sikasem wo famu na wobonom nsa san betsie ndwom wo ho.

2. Brass-band 'highlife' Ndwom: Iyi ye highlife ne fa bi a ose Aborfo anaa Amanandzefo dze 'Western brass band' a wo 'European forts' a etwa Ebibirmu Atwe ho ehyia no. Bambo kuw anaa nsordaafo tsetse nkorfo a wonyim bo no na wodze hon hye hon 'Brass Band' kuw no mu na wokyerere hon ndwom ahorow a wodze bo nsra. Ndwom a wodze bo nsra a wodze nsanku na akyen ahorow aka ho no ma obeye ndwom a wotum dze dzi asaw a wofre no *Adaha*. Demara so na wotum dze ndzamba a no bo nnye dzen a ofi hen ha yi ara a wofre no *konkoma* ka hon ndwomtow no ho.

3. Asaw Na Gyetaa Agor Highlife

Iyi ye adwontokuw a wonngyee dzin papa wo dem adwontow no mu. Adwontokuw no dze 'Guitar band highlife' dzi dwuma na ahyese no, nna oko do wo nkurow nkumaa mu papaapa. Wodze ndzamba bi tse de seprewa na gyetaa ka ndwom no, no tow ho. Afei so, wodze Dagombafo hon nhyehyee a wofemee fii Kru akwantufo a wowo Liberiafo ho na wodze yee dza wofre no 'highlife's two-finger' no.

4. **Bɔga ‘highlife’:** Ghanafo a nna wɔtse Germany wɔ afe 1980 mu na wɔdze dem highlife no nkorbata yi bɔbɔ adze. Gyedzi bi wɔ hɔ de, dem highlife no nkorbata yi nyaa ne dzin ‘Burger highlife’ osiande dem ber no nna Ghanafo no dodow ara tse Hamburg. Nna dem ndwom yi ka ‘funk’, ‘disco’, ne ‘synth-po’ bɔ mu. Obiara tse dem ndwom yi a, na ɔakaa hɔn a wofi Ghana tuu kwan kɔr Germany no. Obiara nyim de dem ndwom nhyehyee yid ze abaefor ka no dwumadzi ho; afe 1990 mu hɔ no, nna wɔdze mfir a wɔdze enyinam ahoɔzen ye edwuma nko ye edwuma wɔ ndwom ne nhyehyee mu.
5. **Nyame Ndwom Highlife:** Iyi ye ndwom a agye dzin wɔ Ghana na amandze nyinara. Nyame ndwom highlife nhyehyee no gyina ɔsom na anana ndwom ‘Pop Culture’ do. Dem ndwom no nkorbata yi ye Bɔga Highlife naaso ne ngyinado no fi nsɔr ahorow no na ‘Pentecost’ Nyamesom no mu.

Abaefer Highlife Ndwom Nhyehyee Ahorow: Nde mber yi mu highlife ndwom ne nhyehyee bi na odzidzi do yi:

Ndzemba anaa mfir a wɔdze tow ndwom no

- Gyetaa: Iyi na mpen pii no wɔdze dzi dwuma wɔ ndwom no tow mu.
- Mben Ahorow: Iyi mu bi nye torɔmpete, saxofon, ndze mben akese a wɔdze ka ndwontow no ho ma no ɔye dɛw.
- Akyen ahorow: Tsetse Ebibirmu akyen anaa amanandze dze boa ma ndwom-su so ye dɛw.
- senku: Sanku anaa piano so dze ndwom-su sonoko ka ndwontow ne nhyehyee no ho.

Ndwontow ne Nhyehyee

- Ɔfre na Ngyedo: Iyi ye adze a ɔtaa da edzi wɔ highlife ndwom mu wɔ ber a ɔdwontofo no ma ndwom no ne fa bi do ma afofor so gye do.
- Ndwom-su Nhyehyee: Adze fofor kor so a ɔda edzi yie wɔ highlife ndwom mu nye de, ɔwɔ nsem bi a ɔtwetwe adwen na otsi ndwom-su nhyehyee ahorow no no so mu.
- Ngyegyee-kor: Highlife ndwom no su tsitsir kor so nye ne ngyegyee-korye na kɔɔdo (cord) ndzidzido a ɔma ndwom no ne ntsease mu dɔ.
- Ndwon nhyehyee a no mu ye dzen : Su kor a ɔwɔ highlife adwom ho nye de, ɔtaa dze ndwom nhyehyee a ɔye dzen ahorow ebien anaa dza ɔbor dem ka bɔ mu dzi dwuma wɔ ber kor no ara mu. Ɔsan so da biitsi a n’ano ye dzen anaa n’ano ye mberew edzi.

Ndwom Nhyehyɛɛ

- Nyienyim: Wɔdze ndzɛmba anaa mfir a wɔdze yɛ ndwom hyɛ ase, dze biitsi a ɔda ndwom-su nhyehyɛɛ bi edzi to mu.
- Vɛɛse: Ɔdwontofo no ka asem bi a anaa dɛ ɔdze biribi to adwen do.
- Korɔso (chorus): Iyi yɛ kwan a ɔdwomfo no fa do tsi nsem a ɔbɔ ndwom no mu nsentsitsir no tɔfa no mu.
- Breegye (Bridge): Iyi yɛ ndzɛmba, mfir anaa ndze a ɔdze nsakyer ba ndwom no mu.

Nsentsitsir a ɔwɔ ndwom no mu nsem mu

Highlife ndwom wɔ nsentsitsir ahorow a ɔtaa da edzi wɔ ndwom no mu. Dza odzidzi do yi yɛ nsentsitsir akɛse a yehu no wɔ highlife ndwom ahorow mu.

- Ɔdɔ na Anyenkofa: Highlife ndwom dodow ara kasa fa nsentsitsir bi tse dɛ ɔdɔ, romanse na anyenkofa ahorow ho.
- Ɔmanfo hɔn Asetsena mu nsem: Highlife ndwom san kasa fa ɔmanfo hɔn asetsena mu nsem bi tse dɛ amanyɛsem, ohia na bu a binom bu dɛ wɔkrɔn sen binom ho.

Amambra Dɛ Ɔyɛ Egyapadze

Wɔdze da Ghana amambra na amandze, atsetsesɛm nye abakɔsɛm bi edzi.

Ghanafo Abaɛfor Highlife Ndwom Ho Mfaso

- Ghanafo highlife ndwom yɛ dasedzi ankasa a ɔfa kwan a ɔmanfo no tumi fa do da enyimnyamhyɛ bi edzi ma hɔn tsetseber mu mba bi ber a wɔayɛ krado rotweɔn ɔkyena.
- Ɔka akoma na ɔda hɛn amambra na amandze a ɔma obi hu mbɛ ɔman yi si tse edzi.
- Ɔda Hɛn Amambra Na Amandze Su Edzi: Highlife ndwom yɛ asɛnkyɛdɛze a ɔda Ghanafo amambra na amandze nye hɛn egyapadze ahorow edzi fitsi ber a ɔbɔbɔ adze afe 1800 (19th century) mu a nna wɔdze Amanandze mfir anaa ndzɛmba ahorow a wɔdze yɛ ndwom nye hɔn nhyehyɛɛ fora Akan tsetse ndwom.
- Highlife ndwom taa ka ɔmanfo hɔn asetsena mu nsem bi tse dɛ, ɔdɔ, amanyɛsem, pɛsɛankonya, kɛtɛasehyɛ na manfo ntamu pɛpɛryɛ.
- Highlife ndwom ka nyimpa bɔ mu, na ɔma yenya atsenka bi dɛ yɛyɛ nyimpa kor a ɔwɔ dɛ koyɛ ba hɛn ntamu.

- Highlife ndwom da ho ara ye ndwom bi a agye dzin yie sen ndwom nkaa a ɔwɔ Ghana ha no, na otum gyegye nyimpa a ɔmmfa ho na mfe a obi edzi anaa no bɔbew wɔ asetsena mu.
- Highlife ndwom enya nsunsuando pii wɔ Ghanafo hen ndwom nkaa no do, tse de, 'Afrobeat' na 'Hiplife' na ɔnam do dze mpontu kese abre ndwom nkaa a ɔwɔ Ghana.
- Highlife ndwom boa da Ghanafo amambra na amandze ahorow na hen suban edzi na ɔsan so boa ma amambra na amandze tsim.

Dwumadzi

“Adze tsitsir a yedze fi Ghanaman mu ha kɔ amanadze ma ɔman yi nya mu sika kese papaapa nye Highlife ndwom” Kyere w’adwen.

ADZEKYERE AKWANHOROW

1. Edze asem bi roto gua na edzi enyim ma esuafo edzi ho nkɔmbɔ: Esuafo nyina nkabɔmu dwumadzi
 - a. Hom ndzi nkɔmbɔ mfa 'highlife' ndwom ho.
 - b. Hom ndzi edwumaye 'highlife' ndwom ahorow ho nkɔmbɔ.
 - c. Hom ndzi 'highlife' ndwom ho mfaso ho nkɔmbɔ.
2. Ekuwekuw dwumadzi
 - a. Beenu dwumadzi:
 - Hom ntsie highlife ndwom bi na hom mpensampensa ne nhyehyee no mu.
 - Pensapensa 'highlife' ndwom no mu.
 - b. Suahu do adzesua
 - Tow 'highlife' ndwom.
 - Ye 'highlife' ndwom.
 - c. Esuafo nyina nkabɔmu dwumadzi : Pensapensa highlife ndwom a eyee no mu.

DWUMADZI TSITSIR

DoK gyinapen 4 – Edze wo nhwehwemu mu nsem roto gua

Fa mfatoho a ɔfata kyere mbre highlife edzi adandan fi 1950 mu ho besi nde wo Ghana. Ibotum akyerɛ highlife a ereka ho asem no, ndzɛmba a wɔdze bo, mbre wosi tow na nsem a ɔwo mu. (Amba 16)

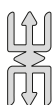
PLC SESSION 20

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

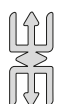
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

Ɔfa 9 Mbobɔdo

Ɔfa 9 yi mu no, yɛkaa ndwom ho aɛm.

Yɛhwɛɛ edwumayɛ ndwom na ‘highlife’ ndwom. Adzesua no ne kɛse faa ndwom n’adzeban, edwumayɛ ndwom na highlife ndwom ho. Ndwom ho nyimdzeɛ yi bɛma esuafo hɔn nkasafua adɔr ma hɔn kasaa eedzi mu. Ɔboa mbrɛ yesi dze hɛn adwen susu biribi, hɛn adwen mu dɔ, yetum kyerekyerɛ kasa mu yɛ mpɛnsampɛnsamu na yɛwea wɔ kasa mu so. Ɔma esuafo hu hɔn adom akyɛdze na wɔper dɛ wobodu ho. Adzesua yi mu nyimdzeɛ boa wɔ adzesua fofor mu tse dɛ Abakɔsɛm no sua mu, Brɔfo mu kasadwin mu na ndwomsua mu. Ɔfa yi kyere tsema na ehumbɔbɔr, yehu abakɔsɛm nye kusum na amambra mu yie so. Sɛ yɛdze nsɛm gu hɛn tsirmu na yegyina dze yɛ ndwom tow a, ɔboa ma yetum kaakaa nsɛm, ɔma akokodur na ɔboa bagua mu kasa so. Nkuranhyɛ kɔree maa kyerekyerɛnyi no dɛ ɔdze esuafo nyina bɛhyɛ adzesua no mu. Afei so dɛ ɔdze akwankyerɛ kwan a ɔbɔboa esuafo ahorow a hɔn mbɔdzembɔ wɔ adzesua mu no nnye pɛr ma woetu mpon wɔ adzesua mu.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE NO

DAPEN 19

Asembisa 1: Hwehwe edwumaye ndwom ebien fi wo son mu na pensapensa hon nhyehyee, ndze no dwumadzi na kasasu ahorow a wo mu no mu. (ngyinahoma, ntotoho, Se-nyimpa, adwenmu mfonyintwa, nsenkyeredze a okasa na adze.) (Amba 16)

	<i>Ɔaye adze papaapa (Amba 7-8 marks)</i>	<i>Ɔaye adze ara yie (Amba 5-6)</i>	<i>Ɔaye adze (Amba 3-4)</i>	<i>Ohia de ɔyer n'adzesua mu. (Amba 1-2)</i>
<i>No mu nsem ankasa</i>	<i>Ndwom ebien a ɔfata a ndwom mu ndze pa pii wo mu.</i>	<i>Ndwom ebien a ɔfata a ndwom mu ndze pa wo mu.</i>	<i>Ndwom ebien a ɔfata a ndwom mu ndze pa kakra wo mu. Onntaa nntɔasomu papa.</i>	<i>Ndwom kor a ndwom mu ndze pa na ntsease nnhye da nnyi mu. No mu so nda ho.</i>
<i>Mpensampensamu</i>	<i>Su ahorow no nsunsuando mu mpensampensamu da edzi yie. Ndwom no no ntotoha no so dzi mu.</i>	<i>Su ahorow no, no dodowara no nsunsuando mu mpensampensamu da edzi yie. Ndwom no no ntotoha no so dzi mu. Ndwom ntotoho n'ahyese ara.</i>	<i>Su ahorow no, no mo kor anaa ebien no nsunsuando mu mpensampensamu da edzi. Ndzemba dodowara na onndzi mu.</i>	<i>Mpensampensamu papa biara nnyi ho a ɔfa su ho.</i>

Asembisa 2: Pensapensa edwumaye ndwom no dwuma a odzi wo wo son mu. (Amba 6)

Kyerɛkyerɛnyi no mbisa noho nsem yi ana ɔaama amba. Hye no nsew so de osuanyi biara nnkotum enya amba a ɔbor 2 ber a onntumii nnkyerɛ edwumaye ndwom ebiasa.

- 1. Ndwom no dwumadzi no nhwehwee: Ana osuanyi no tum kyere edwumaye ndwom no dwuma ebiasa a odzi wo no son mu?*
- 2. Ndwom no dwumadzi mu mpensampensamu: Ana osuanyi no tum pensapensa dwumadzi biara no bo a ɔsom na no nsunsuando wo son no mu mu?*

No twa ho akwankyere

Ndwom no dwumadzi ahorow na no mu mpensampensamu a asem biara nnyi ho : Amba 5-6

Ndwom no dwumadzi ahorow na no mu mpensampensamu a oye: Amba 3-4

Ndwom no dwumadzi kumaa bi na no mu mpensampensamu a onnhye da nnwie mu dzi : Amba 1-2

Asembisa 3: Ye edwumaye ndwom kor fa edwuma a daakye ebeye ho. (Amba 6)

Kyerɛkyerɛnyi no mbisa noho nsem yi ana ɔaama osuanyi no amba.

1. *Kwan a osuanyi no faa do dze ne nyimdzee hyehyee ndwom no ma ɔdaa abrabo mu nsem edzi de noara no ndwom : Ana osuanyi no dze ne nyimdzee hyehyee ndwom no ma ɔdaa abrabo mu nsem edzi de noara no ndwom ?*
2. *Edwuma ho mfasodze: Aso ndwom no ye mfasodze ma edwuma a osuanyi no pe de ɔye no daakye no?*
3. *Nhyehyee na ndwom no ankasa : Aso wɔhyehyee ndwom no yie de mbre ɔse na ndwom no so no mu da ho a?*

Amba ne mmae

Edwumaye ndwom a no mu da ho, ɔda nyimdzee na abrabo mu nsem edzi de osuanyi noara no ndwom, no ho wɔ mfaso na wɔahyehye no yie so: Amba 5-6

Edwumaye ndwom a oye, ɔda nyimdzee na abrabo mu nsem edzi de osuanyi noara no ndwom, no ho wɔ mfaso na ɔwɔ nhyehyee : Amba 3-4.

Edwumaye ndwom a onnhye da ara nnwie mu dzi na ndzɛmba nnhye da nnko yie wɔ mu: Amba 1-2

Ndwom a onnkyere ndwom: 0

DAPƐN 20

1. Mbɛ wosi dze dwumadze no to gua (Amba 16)

	<i>Excellent (7-8 marks)</i>	<i>Very Good (5-6 marks)</i>	<i>Satisfactory (3-4 marks)</i>	<i>Needs Improvement (1-2 marks)</i>
<i>No mu nsem ankasa</i>	<i>Nsedzi, sorbisorbi na mbɛ osi kɔ kan da edzi yie ber a okita mfatoho anan anaa no mboree.</i>	<i>Nsedzi, sorbisorbi na mbɛ osi kɔ kan da edzi yie ber a okita mfatoho ebiasa anaa no mboree.</i>	<i>Nsedzi, sorbisorbi na mbɛ osi kɔ kan da edzi yie ber a okita mfatoho ebien anaa no mboree. No mu nnda hɔ papa.</i>	<i>Mfe dodow no nyinara mu no, 'High life' Ndwom ho nyimdzee kumaa bi na ɔda edzi.</i>
<i>Mpensampensamu</i>	<i>Ɔnnsesa kwan a ɔfa do pensapensa siantsir a ɔma nsesa ba 'High life' ndwom mu.</i>	<i>Ɔtoɔfabi a, ɔpensapensa siantsir a ɔma nsesa ba 'High life' ndwom mu</i>	<i>Ɔye n'adween de ɔbepensapensa siantsir a ɔma nsesa ba 'High life' ndwom mu a no so mpo nnye dza owie mu dzi.</i>	<i>Mpensampensamu papa biara nnyi mu a ɔkyere siantsir a ɔma nsesa ba 'High life' ndwom mu.</i>

ƆFA 10: AWENSEM

TSIRASEM (KASA NE FA BI): AWENSEM

Tsirasem Pɔtsee: Akyerew Kasadwin

Adzesua no n'ahwehwɛdze: *Tum dze awensem ho ndzɛmba ho nyimdzeɛ pensapensa awensem mu.*

Adzesua no susudua: Tum da awensem ho nyimdzeɛ na ntsease edzi

NYIENYIM NA ƆFA YI HO TƆFABO

Ɔfa yi kasa fa akyerew kasadwin ho. Akyerew kasadwin pɔtsee a Ɔfa yi beka ho asom nye awensem. Esuafo bosua awensem ho ndzɛmba. Wɔbesan esua mbrɛ wosi pensapensa awensem mu. Iyi ho nnhia mma esuafo wɔ Mfantsekasa mu nko na mbom wɔ Brɔfokasa mu, Brɔfo kasa mu awensem mu na afofor a ɔka ho so mu demara. Ɔfa yi botum ama esuafo hɔn adwen mu adɔ wɔ awensem ne mpensampensamu ho. Kyerekyerɛnyi mbɔ mbɔdzen nhwehwɛ adzekyerɛ akwanhorow a ɔma esuafo dze hɔnho hyɛ adzesua no mu, adzekyerɛ na adzesua ndzɛmba, adzekyerɛ akwanhorow a ohu esuafo de wɔnnɛyɛ pɛr na nsɔhwɛ akwanhorow do mfa nsɔ esuafo nhwe ma ɔmboa hɔn adzesua ma ondzi mu. Kyerekyerɛnyi no nhwe de n'enyi bɔkɔ esuafo a wohia mboa soronko wɔ adzesua mu no ho.

Ɔfa yi mu adapen na adzekyerɛ no, no botae na ɔka do yi.

- **Dapɛn 21:** *Tum hwehwɛ awensem ho ndzɛmba na ɔyɛ ho mpensampensamu (Mfatoho: nkasafua, botae, nkyekyɛmu, nsensanee, kasasu, ndze kornna dza ɔkeka ho.)*
- **Dapɛn 22:** Tum pensapensa awensem mu.
- **Dapɛn 23:** Tum pensapensa awensem mu.

ADZEKYERɛ AKWANHOROW NO TƆFABO

Adzekyerɛ akwanhorow pii na odzi dwuma wɔ dem Ɔfa 10 yi mu.

Adzekyerɛkwan a ogyina ɔhaw bi do yɛ dza wodua wiadze asetsena mu ɔhaw ankasa do dze boa esuafo ma wosua adze a ɔnye adzekyerɛ kwan a kyerekyerɛnyi gyina hɔ wora nsem gu esuafo hɔ a esufo tsie nkotsee no bɔ ebira. No mu

ndzembaye no bi nye de esuafo bedzi dwuma ankorankor, beenu beenu, esuafo a hon mbodzembɔ nnye per anaa mbaa na mbanyin bɔbɔ mu aye kuw kor, esuafo nyina bɔbɔ mu edzi dwuma na de iynom mu biara dze dza woesua no bɔto afofor enyim. Dem adzekyerɛ akwanhorow yi boa ma esuafo adwen mu dɔ, wotum sɔw ɔhaw ahorow ano na ɔboa nkitahodzi mapa so. Ɔsan so boa nkaɔmu dwumadzi, bataboa na baanodzi so. Esuafo san hu mbre wosi ye biribi mu nhwehwemu anaa mpensampensamu na wɔdze ho adwenkyere to gua. Esuafo a wɔwɔ adzesua mu akyɛdze soronko no, nhyehyee soronko bi tse de baanodzi dwumadzi a ɔbema wɔakyere esuafo nkaa no adze ma wɔaatse dza akyerɛkyerfo akyerɛ no ase yie. Ɔye akyerɛkyerɛfo asodzii de hon enyi bɔkɔ esuafo a wɔwɔ haw wɔ kasafua no bɔ na kasa mu ho na wɔfa kwan soronko do boa hon amma nkaafo no anntsentsen nsa wɔ hon do.

MBRE WOBESI ASO ESUAFO AHWE

Kwan a wɔnam do bɔsɔ esuafo no ahwe wɔ ɔfa ha no hwe de obegyina dza esuafo tum ye, mbre hon ntseasee ekodu na mbre hon adwenmu ndɔe si tse do. Se nsɔhwe yi kɔ do ma kyerekyerɛnyi dze ho mbuae ma esuafo no a, ɔboa ma adzesua tu mpon. Adzekyerɛkwan a wɔdze bedzi dwuma wɔ ha no bɔboa ma yeehu mbre esuafo no esi atse Ghana kusum afahye ahorow no ase. DoK gyinapɛn 3 ho nsɔhwe wɔ mu a ɔboa ma mbofra no adwenmubue kɔ nkan ara yie. Asembisa ho nsɔhwe wɔ mu, susukyerɛw anaa mbofra hon anosɛm a wogyina do hwe mbre hon ano esi atsew so ka ho. Akyerɛkyerɛfo mbɔ mbɔdzen de wɔbɛfa akwanhorow a wɔnam do sɔ esuafo hwe do mmfa nnya osuanyi biara no mbodzembɔ na no ho mbuae biara a ɔbɔboa ma woehu mbodzembɔ ne kankɔ mbre ɔtse.

Botae	DOK gyinapɛn	Kwan a nsɔhwe no bɛfa do
<i>Tum hwehwe awensem ho ndzamba na ɔye ho mpensampensamu</i> (Mfatoho: nkasafua, botae, nkyekyɛmu, nsensanee, kasasu, ndze kor na dza ɔkeka ho.)	3	Fie dwumadzi
Tum pensapensa awensem mu	4	Adzesua dan mu dwumadzi
Tum pensapensa awensem mu	4	Nsaano dwumadzi

DAPEN 21

Adzesua no, no botae: *Tum hwehwe awensem ho ndzamba na nye ho mpensampensamu (Mfatoho: nkasafua, botae, nkyekyemu, nsensanee, kasasu, ndze kor na dza zkeka ho.)*

Nkaakaa

Afe 1	Dapen 6: Anokasa nkyerekyeremu a yedze enyi tsim mbre yesi tsie asem yie, erobobo nkasafua edzin ma ntsease aba mu do na dza zkeka ho.
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DZA ENYI TSIM DO: AWENSEM

1. AWENSEM NE NKYEREKYEREMU
2. AWENSEM HO NDZEMBA
3. AWENSEM NE NHYEHYEE
4. AWENSEM NE MFASO

Awensem N'adzeban

Awensem ye akyerew bi a wemfo bi nam kwan soronko bi do dze kasa dzi dwuma wo kwan bi do ma nye soronko.. Wemfo no dze nsem a tum wo mu dzi dwuma. Odze nsem bi a kyer adwen na okita atsenkadze soronko bi wen ne nsem no fefefew. Nye kwan soronko a obi fa so dze nsem bi a tum wo mu dzi nkitaho, na ma kyerewfo no kwan ma odze nsem bi a kyer adwen na okura atsenka sononko bi wen ne nsem no fefefew. Awensem taa dze su bi tse de ngyinahoma, ntotoho, mfonyintwa, ngyegyee kor, ndwomsu dzi dwuma.

Awensem no su

1. Okura kasa ano mu ye dur
2. Okura atsenkadze bi.
3. Ne ntseasee mu do (nam nkasafua kumaa bi do dze nsem a som bo, na atsenkadze anaa mfonyintwa wo mu to gua.)
4. Otaa dze kasasu ahorow dzi dwuma.

Awensem mu Ndzamba

Awensem ye akyerew bi a nye soronko a odze kasasu ahorow bi dzi dwuma dze ma ntsease na atsenka da edzi.

Dfa yi bekasa afa awensem ahorow anan ho:

1. 'Sonete'
2. 'Free verse'

3. Amandzɛɛbɔ ho awensem

4. ‘Lyric’ awensem

Awensem wɔ botae pii. Bi nye:

1. Ɔma atsenka da edzi.
2. Ɔda kodzisem bi edzi.
3. Awensem hwehwe adwenkyere.
4. Awensem sesa tsebea wɔ asetsena mu.

Awensem mu ndzɛmba bi nye:

1. Mfonyintwa

Mfonyintwa ye ɔkwan a hɔnam do dze kasa anaa nkasafua twa biribi ho mfonyin wɔ akenkanfo hɔn adwen mu. Wotum so dze atsenkadze dzi dwuma na nkyerɛkyeremu a ɔfa dza enyi hu, ngyegyee, mfartse, dewtse mbrɛ biribi no weserawesra tse.

2. Nkasafua Dwumadzi

Nkasafua dwumadzi ye nkasafua ahorow na kasa a odwimfo no dze wen anaa ɔdze hyehye n’awensem no. Odwimfo no hye da ara to no bo ase dze tase ne nkasafua na kasa ahorow na ɔdze ndze soronko bi wen nsem a ɔɛkyer n’etsiefo no hɔn adwen, na ɔnam do dze ne tsirmupɔw ato gua. Odwimfo bi botum dze ne tsirmupɔw ato gua yie a, ɔwɔ de ɔfa dem akwanhorow yi do;

- a. Nsemfua hwehwe: Ɔkasadwimfo hye da hwehwe nkasafua bi dze dzi dwuma d mbr ɔɛda no dwumadzi no mu ntsease na ne tsebea a w mu no edzi.
- b. Odwimfo n’atsenka : Iyi ye atsenka a kasadwimfo no nam ne nkasafua na ne nsem no do nya fa dza ɔrowen no ho. Ɔkwan a ɔkasadwimfo no fa do hyehye ne nkasafua no so tum kyere n’tsenka.
- c. Ɔkasa no bɔbew: Kasa a ɔkasadwimfo no dze dzi dwuma no tum da ne tsirmupɔw a ɔpe de ɔdze to gua no edzi. Kasa no bɔbew no tum ye anyenkogor mu dze, mpanyin na ndwuma mu kasa, awensem kwan do dze anaa dza ɔkyere nkɔmbɔdzi. .

3. Adwentsitsir

Iyi ye adwentsitsir, nsem anaa nyimdzee ahorow a kasadwin bi dze to gua. Otum kasa fa abraɔ, asetsena mu nsem, nyimpa su, ɔɔ, owu, nkamfo/ ntonton a awensem bi dze to gua.

4. Nkyekyemu

Iyi ye nsensanee ahorow a wɔakeka abɔ mu de ɔfa kor a ɔwɔ ne ngyegyee kor anaa mita. Kasadwumfo no gyigya akwan toto nkyekyemu ebien biara ntamu.

5. Nsensanee

Awensem mu nsensanee no ye nkasafua bi a wɔakeka abobɔ mu a ɔda adwen bi edzi. Otum so ye asemfua. Ne tsenten na no ndwomsu sesa.

6. Kasasu

Kasasu ye akwanhorow a ewemfo fa do dze ne nm to gua ma atenka da edzi no mu kor. Kasasu ahorow no mu bi nye ngyinahɔma, ntotoho, mfonyintwa, sɛ-nyimpa, enyihaanhaa, asembisa a onnhia nyiano na dza ɔkeka ho.

7. Ngyegyee kor

Awensem mu ngyegyee-kor ye ngyegyee kor noara a wosi do wɔ nkasafua a wɔwɔ nsensanee ewiei a ɔwɔ ndwomsu so. Otum so ba nkasafua finimfin.

Awensem Ne Nhyehyee

Awensem ne nhyehyee ye kwan a wɔfa do keka nkasafua anaa nsentɔw ahorow sisi enyi dze adwempɔw bi to gua. Iyi gyina ne nsensanee, nkyekyemu ahorow, ngyegyee-kor na no mu ndwom su do. Awensem bi ne nhyenhyehyee boa ma ne nteasee, ɔkyerɛwfo no n'atsenka na nsunsuando a onya wɔ akenkanfo do da edzi. Kasadwimfo a wɔkyerɛw awensem nam nhyehyee ahorow do dze hɔn nyimdzee na atsenka to gua wɔ kwan soronko do. Dem nhyehyee ahorow yi bi na odzidzi do yi.

1. Awensem no Bɔbew

Mbre awensem bi tse. De bi a ɔye sonɛte, 'free verse', anaa 'ballad'.

2. Nkyekyemu

Iyi ye nsensanee ahorow a wɔakeka abɔ mu de ɔfa kor a ɔwɔ ne ngyegyee kor anaa mita. Kasadwumfo no gyigya akwan toto nkyekyemu ebien biara ntamu.

3. Nsensanee

Awensem mu nsensanee no ye nkasafua bi a wɔakeka abobɔ mu a ɔda adwen bi edzi. Otum so ye asemfua. Ne tsenten na no ndwomsu sesa.

4. Ngyegyee kor

Awensem mu ngyegyee-kor ye ngyegyee kor no ara a wosi do wɔ nkasafua a wɔwɔ nsensanee ewiei a ɔwɔ ndwomsu so. Otum so ba nkasafua finimfin.

Mita

Nhyehyɛ a ɔfa ndze a ɔko sor na dza ɔba famu wo awensem mu a ɔma onya ndwomsu soronko bi.

5. Nsensanee Do Twa

Bea a awensem mu nsensanee kor kɛpem na fofor so hyɛ ase. Iyi ho hia wo awensem mu osiandɛ, ɔwo nsusuando wo awensem no ne ka do dɛ akenkan no bɔko ntsɛntsem anaa bɔkɔɔ.

Mfonyintwa na kasambirenyi

Adwenmu mfonyintwa, kasa a woebir enyi aka na kasasu ahorow a wɔdzewen asem no ma atsenka da edzi prekoper.

Dwumadzi

1. Kenkan na pensapensa awensem a ɔwo nkyekyemu kor pɛr yi mu na hwehwɛ dza ɔka do yinom wo awensem no mu.

- a. Asentsitsir
- b. Mfonyintwa
- c. Kasambirenyi na kasasu
- d. Ndze

Wɔyɛ no dɛn na tsetse asoɛɛ

Ndɛ wɔnnsoɛ ho yi?

Suban pa na adwen pa a

Mpanyimfo dze twaa ‘man yi

No funuma no,

Nkyirmba nnye no nndzi enyimhu koraa yi?

Ɔbra yi, erobɔ ama woho oo!

Na bɔ ‘bra pa.

Nkyirmba nnye no nndzi enyimhu koraa yi?

2. Fa awensem bi na hwehwɛ kasasu yinom a ɔwo mu.

- a. Ngyinahɔma
- b. Ntotoho
- c. Sɛ-nyimpa
- d. Nsenkyerɛdze

ADZEKYERE AKWANHOROW

1. Adzekyerε kwan a ogyina ɔhaw do: Esuafo nyina nkaɔmu dwumadzi
 - a. Kyerεkyerε awensem mu.
 - b. Pensapensa awensem mu ndzemba mu. (mfatoho; nkasafua, asasɔntsitsir, nkyekyemu, nsensanee, kasasu, ngyegyee kor, na adze.).
 - c. Kyerε awensem no sua ho mfaso.
 - d. Ka awensem bi a inyim.
2. Ekuwekuw dwumadzi
 - a. Beenu dwumadzi: Hom mpensapensa awensem bi a wɔdze bema hom mu.
 - b. Ankorankor dwumadzi : Gyina wo nyidzee a ɔwɔ awensem mu ndzemba ho do na wen woara w'awensem.

DWUMADZI TSITSIR

DoK gyinapen 3 – Fie Dwumadzi

Gyina wo nyimdzee a ɔwɔ awensem ho do na wen woara w'awensem a ɔwɔ nkyekyemu ebiasa fa tsirasem yinom mu kor ho. (Amba16):

- a. Mbrehoadze
- b. Ebegye nkorɔfo na hɔn nsusui ato mu
- c. baanodzi
- d. Nokwardzi

PLC SESSION 21

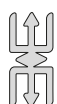
45 minutes

Planning & Reviewing the Learning Plan

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

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

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



Note

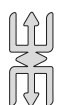
- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

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

10 minutes

Content Exploration

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



Note

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

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

30 minutes

Enactment

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

5 minutes

Reflection

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

DAPEN 22

Adzesua no, no botae: *Tum pensapensa awensem mu*

Nkaakaa

Afe 1	Dapen 6: Anokasa nkyerɛkyeremu a yɛdze enyi tsim mbrɛ yesi tsie asem yie, erobobo nkasafua edzin ma ntsease aba mu do na dza ɔkeka ho.
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DZA ENYI TSIM DO: **AWENSEM MU MPENSAMPENSAMU**

Kenkan awensem ho nsem a ɔwɔ dapen a etwa mu no mu no na fa ye mbobodo.

Awensem mu Mpensampensamu

1. Kenkan awensem no.

Kenkan awensem no mpen pi ama aatse no mu nsem, tone na kasa a wɔdze wenee n ase yie.

2. Hwehwe asentsitsir no.

Hwehwe adwempɔw anaa asem pɔtsee a ɔkyerɛwfo no dze to gua wɔ awensem no mu.

3. Pensapensa mfonyintwa na kasasu mu.

Hwehwe adwenmu mfonyintwa, ngyinahɔma, ntotoho, Sɛ-nyimpa, nsenkyeredze na dza ɔkeka ho.

4. Hwehwe awensem ne nhwehyɛ mu.

Hwe mbrɛ wosi ye nhwehwemu no, ngyegyee kor, mita na nsensanee ntwado.

5. Hwehwe tsebea a ɔkyerɛwfo no wɔ mu: Iyi ye ɔkyerwfo no ne ndzeyɛ anaa atsenka a ɔda no edzi fa biribi a ɔdze roto gua no ho.

6. Hwehwe kasasu: Hwehwe konsonante na mbawol ngyegyee kor, ngyinahɔma, ntotoho, Sɛ-nyimpa, nsenkyeredze a ɔkasa na dza ɔkeka ho.

7. Kyerɛkyerɛ ntsease mu.

Ma w'adwen nkɔ iyinom do.: ntsease a ogyina nkasafua do, ntsease a esuma, nsenkyeredze a ɔkasa na ɔkyerɛwfo no, no botae.

8. Hwehwe tsebea a awensem no dze wo kɔ mu na siantsir a ɔba no dem.

9. Hwehwe awensem no ne ngyinado

Dwendwen iyinom ho: abakɔsem, amambra na amandze nye ɔkyerɛwfo no ne nsem ne ngyinado a ɔnam do dze kyereew awensem no.

10. Nunu wo ntseasee mu.

Fa dza ihu ka wo ntseasee a inya wo awensem ho ho.

Dwumadzi

Esuafo dzi nhyehyee a wɔdze pensapensa awensem na no mu ndzɛmba mu do.

ADZEKYERE AKWANHOROW

1. Edze asem bi roto gua na edzi enyim ma esuafo edzi ho nkɔmbɔ.: Esuafo nyinara dwumadzi

- Hom mbobo akyerɛwtsen na ahweagor ho ndzɛmba do.
- Hom mbobo awensem mu ndzɛmba do.
- Hom nkyere ndzɛmba a ɔwo awensem bi mu.

2. Ekuwekuw dwumadzi: Beenu dwumadzi

- Hom nenkan awensem bi a ɔwo hom mbuukuu no bi mu.
- Hom nhwehwe ndzɛmba a ɔwo dem awensem a hom kenkanee no mu.

DWUMADZI TSITSIR

DoK gyinapɛn 4 – Adzesua dan mu dwumadzi

Asembisa 1

Kyere mbre ɔwemfo no dze adwenmu mfonyitwa na nsɛnkyerɛdze a ɔkasa boa ma botae a ɔwo Kɔbena Gyate Akwa n'awensem “**Aber ben?**” mu da edzi. Fa mfatoho fi awensem no mu taa wo mbue no ekyir. (Amba 24)

Asembisa 2

Fa tsebea na kasa a ɔda edzi wo Kɔbena Gyate Akwa n'awensem ebien mu. Kwan ben do na tsebea na kasa a ɔdze dzii dwuma no boa ma asem a ɔdze roto gua no da edzi?

Asembisa 3

Kyere mbre Gyate Akwa sii dze ngyinahoma dzii dwuma wo n'awensem no mu kor mu ma n'asentsitsir no daa edzi yie.

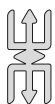
PLC SESSION 22

45 minutes

Planning & Reviewing the Learning Plan

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

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



Note

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

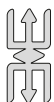
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **class exercise**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

10 minutes

Content Exploration

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

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



Note

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

30 minutes

Enactment

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

5 minutes

Reflection

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

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

DAPEN 23

Adzesua no, no botae: *Awensem mu mpensampensamu*

Nkaakaa

Afe 1	Anokasa nkyerɛkyerɛmu a yɛdze enyi tsim mbre yesi tsie asem yie, erobobo nkasafua edzin ma ntsease aba mu do na dza ɔkeka ho.
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DZA ENYI TSIM DO: **AWENSEM MU MPENSAMPENSAMU**

Awensem ho adzesua no mbobodo: *Kɔ w'ekyir hwe awensem n'adzeban na ndzɛmba a wɔhwe ber a obi repensapensa awensem mu wɔ dapɛn 2 na 22 adzesua no mu.*

Ndzɛmba a wɔhwe ber a wɔreyɛ awensem mu mpensampensamu

- Asentsitsir:** Adwɛmpɔw anaa asem pɔtsee a ɔkyerɛwfo no dze to gua wɔ awensem mu
- Adwenmu mfonyintwa:** atsenkadze ahorow a ɔkyerɛwfo no gyina do twa mfonyin ahorow wɔ awensem no mu.
- Tsebea a ɔkyerɛwfo no wɔ mu:** ɔkyerɛwfo no ne ndzeyɛɛ anaa atsenka a ɔda no edzi fa biribi a ɔdze roto gua no ho.
- Kasa a ɔkyerɛwfo no dze dzi dwuma:** ɔkyerɛwfo no ne nkasafua a oyiyii, kasa no ne nhyehyɛɛ na kwan soronko bi a ɔfa do ka ne nsem no.
- Kasasu a ɔdze dzii dwuma:** kasa bi tse de , ngyinahɔma, ntotoho, Sɛnyimpa, nsɛnkyeredze a ɔkasa na dza ɔkeka ho.
- Awensem no ne nhyehyɛɛ:** ɔye kwan a wɔfa do hyehyɛ awensem no nkyekyɛmu nkyekyɛmu na nsansanee-do-twa.
- Ngyegyee kor na Mita:** Ngyegyee-kor na mita ahorow a wɔdze dzi dwuma wɔ awensem mu ma ɔda ndwom su bi edzi.
- Aweansɛm no ne ngyinado:** ɔye abakɔsem, amambra na amandze nye ɔkyerɛwfo no ne nsem ne ngyinado a hɔnam do dze kyereɛw awensem no
- Ndze a ɔda atsenka edzi:** kwan a awensem no fa do dze atsenka bi to guan a nsunsuando a onya wɔ akenkanfo no do.
- ɔkyerɛwfo no botae:** ɔkyerɛwfo no no nsusui anaa asem a ɔdze roto gua.
- Nsɛnkyeredze a ɔkasa:** Nsɛnkyeredze ahorow, ahosu ahorow anaa ndzɛmba nkaa a wɔdze twa mfonyin fa dza ɔwɔ obi n'adwen mu ho.

- 12. Aluhyin:** Ɔye awensem fofor, ɔdomankomasem anaa abakɔsem fofor bi ho nyimdzee a yetwe adwen kɔ do wɔ awensem no mu.
- 13. Enyido-ebirabɔ:** Iyi ye fɛwdzi kwan bi a ɔkyerɛwfo no fa do dze ɔwɔ adwen mu de ɔwɔ de osi na dza osii ankasa toto ho.
- 14. Ngyegyee-su ahorow:** Ngyegyee su ahorow: Ngyegyee-su bi tse de, aliterahyn, asonanse, na konsonantse nsido.

Se yehye iyinom nsew a, akenkanfo betse awensem ase yie na wobotum so apensapensa awensem mu yie, ehu awensem n'adzeban, no mu asentsitsir na kwan soronko a ɔfa do dze nkasafua dzi dwuma.

Dwumadzi

Wen awensem a ɔwɔ nkyekyemu ebiasa fa de Ebegye nkorɔfo na hɔn nsusui ato mu ho.

1. Gyina dza esua wɔ awensem ho no do na kyere kasasu a ɔwɔ w'awensem no mu mu.

Gyaa Galamsey (Ernest Obeng)

Asaaseber a ɔmona hen awoe.
 Hen nananon dze hɔn ahom bɔɔ ho ban,
 Nna hen kwaa ye tumm na esutsen no so krɔngyenn
 Asaaseber no, wɔammbɔ no adagyaw da
 Asaase yi, hen nyinara hen awotoa a.
 Famu egudzi nyinara hɔn fie, ahonya nyina hɔn pia mu.
 Iyi fi tsetse, nnye nde.
 Ɔba no den na nde yedze galamsey resɛɛ no yi?
 Sikakɔkɔɔ ntsi hɔn Akoma aber kɔɔ
 Hen kwaa da efiadze, hen bɔgyaa wɔtɔn no wɔ fiadze
 Hen nsubansuba rowewew, hen ndua rehyehyew
 Hen esutsen apopɔr hɔnho ayeye kookɔɔ
 Hamu mbowa dze mbirka gidzigidzi de wɔtaa hɔn do
 Asaase no adan atɛkye na huntuma.
 Daa na ne ndze damu,
 Excavator dze ne se ndandam no

Rowe no de sebo enya bogyanam
 Yesee wiadze ndzemba a yennkaa hen ndamba.
 Sikanyiber nko, yennkaa hen baatan pa Ghana
 Aso nsubansuba yi nwuwu a?
 Yedze sika beye nsu anom a?
 Mma asaase no mmfifir ndua bio a?
 Yedze sika bete edziban edzi a?
 Ekyingye biara nnyi ho, Nyame ehyira hen asaase yi.
 Aso yengyaa no basaa demara? Mber na abekyere.
 Se biribi w ho a yebotum aye nde a,
 Hom mma yentu n'ase, hom mma yempam no,
 Hom mma yengya no kwan
 Woana a?, mmuana a?
 Galamsey a. Da yie ooo!
 (Beebi a ofi:
<https://www.modernghana.com/poems/11719/stop-galamsey.html>)



ADZEKYERE AKWANHOROW

1. Edze asem bi roto gua na edzi enyim ma esuafo edzi ho nkombɔ.: Esuafo nyinara dwumadzi
 - Hom mbobo awensem mu ndzemba do.
 - Hom mpensapensa ndzemba a ɔwo awensem bi mu mu.
 - Hom mpensapensa mbre wosi pensapensa awensem mu mu.
 - Kyere mbre wosi pensapensa awensem mu.
2. Ekuwekuw dwumadzi: Beenu dwumadzi
 - Hom nkenkan awensem bi a ɔwo hom mbuukuu no bi mu.

Hom mfa kwan a wɔfa do pensapensa awensem mu no do na hom mpensapensa awensem a hom kenkaan no seseiara no mu.

DWUMADZI TSITSIR

DoK gyinapɛn 4 – Fie Dwumadzi

1. Wen awensem a ɔwo nsensanee awɔtwe a ɔda asentsitsir biara a ɔfa w'abrabo ho anaa Ghana kusum na amambra ho edzi. (Amba 16)

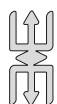
PLC SESSION 23

45 minutes

Planning & Reviewing the Learning Plan

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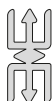
3. Plan the week's key assessment with your app
 - a. The key assessment for the week is **homework**. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the presentations (NTS 3k-3q).

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)
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Note

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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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 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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5 minutes

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

Ɔfa 10 Mbobɔdo

Beebi a yedu yi yɛ adapɛn 21,22 na 23 adzesua no nyinara no mbobɔdo. Ɔfa 10 yi mu no, yɛkaa awensem n'adzeban na mbrɛ no su tse, yɛhwɛɛ awensem mu ndzɛmba na awensem ne mfaso. Dza yɛkaa ho asem kese nye mbrɛ yesi hwɛ awensem mu ndzɛmba hon a yɛwen hɛnara hɛn awensem a ogu ahorow na yɛpɛnsapɛnsa mu. Enyi da kwan dɛ esuafo botum dze awensem ho nyimdzee a woenya no bɛpɛnsapɛnsa Borɔfokasa na Brɔfo kasa mu kasadwin mu awensem mu.



NHYEHYEE A KYEREKYERENYI NAM DO DZE BOTWA ESUAFO NO HON NSCHWE NO

DAPEN 21

Ahyese nhyehyee (Amba 16)

	<i>Jaye adze papaapa (Amba 7-8)</i>	<i>Jaye adze ara yie. (Amba 5-6)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>(Amba1) Ohia de cyer n'adzesua mu [1-2].</i>
Asem no ankasa	Adwen a ɔwɔ mu no sisi do na wɔahyehye no yie so. Nsem no mu da ho na cyɛ mfasodze so.	Adwen a ɔwɔ mu no sisi do na wɔahyehye no yie so. Nsem no mu da ho na cyɛ mfasodze so. Nsɛntɔw bi mu ntsease bor kor.	Adwenkyere bi da edzi. Nsem no mu nda ho papa na bi so mmfa dza wɔreka ho asem no ho papa.	Nsɛntɔw ntsiantsia. Nsem no mu nda ho koraa na bi so mmfa dza wɔreka ho asem no ho koraa.
Nkasafua na kasa mbra	Nkasafua a ɔfata a wɔdze dzii dwuma wɔ no kwan do Dza wɔreka ho asem no ho nkasafua pi daa edzi. Kasa mbra ho mfomdo papa biara nnyi mu.	Nkasafua a ɔfata a wɔdze dzii dwuma wɔ no kwan do Dza wɔreka ho asem no ho nkasafua pi daa edzi. Kasa mbra ho mfomdo kakra wɔ mu.	Nkasafua no nntaa nnye dza ɔfata. Nkasafua a ɔfa dza wɔreka ho asem no ho no nnhye da nnyi mu. Kasa mbra ho mfomdo pii wɔ mu.	Nkasafua no mmfata. Nkasafua a ɔfa dza wɔreka ho asem no ho no nda edzi. Kasa mbra ho mfomdo nkotsee.

DAPEN 22

Asembisa 1

	<i>Jaye adze papaapa (Amba 7-8)</i>	<i>Jaye adze ara yie. (Amba 5-6)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de cyer n'adzesua mu [1- 2].</i>
Asen no ankasa	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi ankasa.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi wɔ kwan bi do.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease nda edzi.

	<i>Jaye adze papaapa (Amba 7-8)</i>	<i>Jaye adze ara yie. (Amba 5-6)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de ɔyer n'adesua mu [1- 2].</i>
Mpensampensamu	Ɔdze mfatoho a ɔfata pensapensa awensem ho ndzamba no nsunsuando mu akokodur do.	Ɔdze mfatoho bi pensapensa awensem ho ndzamba no mu bi no nsunsuando mu.	Tum kyere awensem ho ndzamba no bi naaso no nsunsuando no nntum nda edzi.	Awensem ho ndzamba no ho mpensampensamu kakra bi.
Mboaboano, nhyehyee na perperye	Nhyehyee no ye ndzidzido ndzidzido. Onnyi nsoperee na kasa mbra ho mfomdo tsitsir biara.	Nhyehyee no ye ndzidzido ndzidzido. Nsoperee na kasa mbra ho mfomdo nkorkor bi wo mu.	Nhyehyee no mu nda ho. Nsoperee na kasa mbra ho mfomdo wo mu pii.	Innhu nhyehyee no koraa. Mfomdo nkotsee

Asembisa 2

	<i>Jaye adze papaapa (Amba 7-8)</i>	<i>Jaye adze ara yie. (Amba 5-6)</i>	<i>Jaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de ɔyer n'adesua mu [1- 2].</i>
Asen no ankasa	Awensem no mu tuon na kasa a wodze dzii dwuma no da edzi ankasa.	Awensem no mu tuon na kasa a wodze dzii dwuma no da edzi.	Awensem no mu tuon na kasa a wodze dzii dwuma no da edzi kakra.	Awensem no mu tuon na kasa a wodze dzii dwuma no nda edzi yie.
Mpensampensamu	Ɔdze mfatoho a ɔfata pensapensa awensem ho ndzamba no nsunsuando mu akokodur do.	Ɔdze mfatoho dodowara pensapensa awensem ho ndzamba no mu bi no nsunsuando mu.	Tum kyere awensem ho ndzamba no bi naaso no nsunsuando no nntum nda edzi	Awensem ho ndzamba no ho mpensampensamu kakra bi
Mboaboano, nhyehyee na perperye	Nhyehyee no ye ndzidzido ndzidzido. Onnyi nsoperee na kasa mbra ho mfomdo tsitsir biara.	Nhyehyee no ye ndzidzido ndzidzido. Nsoperee na kasa mbra ho mfomdo nkorkor bi wo mu.	Nhyehyee no mu nda ho. Nsoperee na kasa mbra ho mfomdo wo mu pii.	Innhu nhyehyee no koraa. Mfomdo nkotsee .

Asembisa 3

	<i>Ɔaye adze papaapa. (Amba 7-8)</i>	<i>Ɔaye adze ara yie. (Amba 5-6)</i>	<i>Ɔaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de ɔyer n'adzesua mu [1-2].</i>
Asen no ankasa	Ngyinahɔma na nsem a ɔda abakɔsem edzi ho ntsease da no ho edzi papaapa.	Ngyinahɔma na nsem a ɔda abakɔsem edzi ho ntsease tɔ de ɔda no ho edzi.	Ngyinahɔma na nsem a ɔda abakɔsem edzi ho ntsease da no ho edzi kakra.	Ngyinahɔma na nsem a ɔda abakɔsem edzi ho ntsease nnda no ho edzi yie.
Mpensampensamu	Ɔdze mfatoɔho a ɔfata pensapensa awensem ho ndzemba no nsunsuando mu akokodur do.	Ɔdze mfatoɔho dodowara pensapensa awensem ho ndzemba no mu bi no nsunsuando mu.	Tum kyere awensem ho ndzemba no bi naaso no nsunsuando no nntum nnda edzi.	Awensem ho ndzemba no ho mpensampensamu nnda edzi koraa.
Mboaboano, nhyehyee na perɔɔye	Nhyehyee no ye ndzidzido ndzidzido. Onnyi nsoperee na kasa mbra ho mfomdo tsitsir biara.	Nhyehyee no ye ndzidzido ndzidzido. Nsoperee na kasa mbra ho mfomdo nkorkor bi wɔ mu.	Nhyehyee no mu nnda hɔ. Nsoperee na kasa mbra ho mfomdo wɔ mu pii.	Innhu nhyehyee no koraa. Mfomdo nkotsee

DAPEN 23

Asembisa 1

	<i>Ɔaye adze papaapa. (Amba 7-8)</i>	<i>Ɔaye adze ara yie. (Amba 5-6)</i>	<i>Ɔaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de ɔyer n'adzesua mu [1-2].</i>
Asen no ankasa	No mu da hɔ fi ahyese kesi ewiei na ɔfa asentsitsir no ho so.	Tsirasem no mu da hɔ na no h ohia so.	No mu nnda hɔ papa. Tsirasem no nnyi noho. Yennhu no bo a ɔsom so.	Inntum mmfa awensem no nntoto asentsitsir no ho.
Kasasu	Kasasu pii da edzi a wonya nsunsuando wɔ ɔkenkanfo no do.	Kasasu da edzi a wonya nsunsuando wɔ ɔkenkanfo no do.	Kasasu no bi da edzi na nsunsuando nnye kese.	Kasasu papa biara nnda edzi.

	<i>Ɔaye adze papaapa. (Amba 7-8)</i>	<i>Ɔaye adze ara yie. (Amba 5-6)</i>	<i>Ɔaye adze; dwumadzi no ye ara. (Amba Ɛ-4)</i>	<i>Ohia de ɔyer n'adzesua mu [1-2].</i>
Nyindzee a wɔdze wenee na ko a ɔko waa	Awensem no ye enyika na ɔma akenkanfo hɔn kɔn do de wɔbekenkan.	Awensem no n'afafa bi ye enyika na ɔma akenkanfo hɔn kɔn do de wɔbekenkan ewie.	Awensem a oye naaso no su nnda edzi yie	No mu nnda ho. ne nkenkanee ye dzen. Ne nkenkanee nnye enyika.
Mboaboano, nhyehyee na perperye	Nhyehyee no ye ndzidzido ndzidzido. Onnyi nsoperee na kasa mbra ho mfomdo tsitsir biara.	Nhyehyee no ye ndzidzido ndzidzido. Nsoperee na kasa mbra ho mfomdo nkorkor bi wo mu.	Nhyehyee no mu nnda ho. Nsoperee na kasa mbra ho mfomdo wo mu pii.	Innhu nhyehyee no koraa. Mfomdo nkotsee

Asembisa 2

	<i>Ɔaye adze papaapa . (Amba 7-8)</i>	<i>Ɔaye adze ara yie. (Amba 5-6)</i>	<i>Ɔaye adze; dwumadzi no ye ara. (Amba 3-4)</i>	<i>Ohia de ɔyer n'adzesua mu[1-2].</i>
Asen no ankasa	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi ankasa.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease da edzi wo kwan bi do.	Awensem mu asentsitsir na nsem a ɔda abakɔsem edzi ho ntsease nnda edzi.
Mpensampensamu	Ɔdze mfatoho a ɔfata pensapensa awensem ho ndzemba no nsunsuando mu akokodur do.	Ɔdze mfatoho dodowara pensapensa awensem ho ndzemba no mu bi no nsunsuando mu.	Tum kyere awensem ho ndzemba no bi naaso no nsunsuando no nntum nnda edzi.	Awensem ho ndzemba no ho mpensampensamu nnda edzi koraa. .
Mboaboano, nhyehyee na perperye	Nhyehyee no ye ndzidzido ndzidzido. Onnyi nsoperee na kasa mbra ho mfomdo tsitsir biara.	Nhyehyee no ye ndzidzido ndzidzido. Nsoperee na kasa mbra ho mfomdo nkorkor bi wo mu.	Nhyehyee no mu nnda ho. Nsoperee na kasa mbra ho mfomdo wo mu pii.	Innhu nhyehyee no koraa. Mfomdo nkotsee.

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